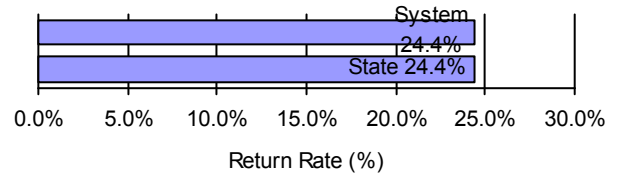




2009 Special Education Parent Survey Report Georgia

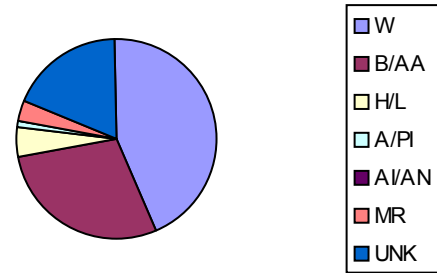
Overview

	System	State
Number of Surveys Distributed	39999	39,999
Number of Valid Responses	9747	9,747
Percentage Return Rate	24.4%	24.4%

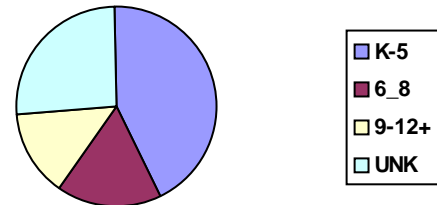


Child Demographics

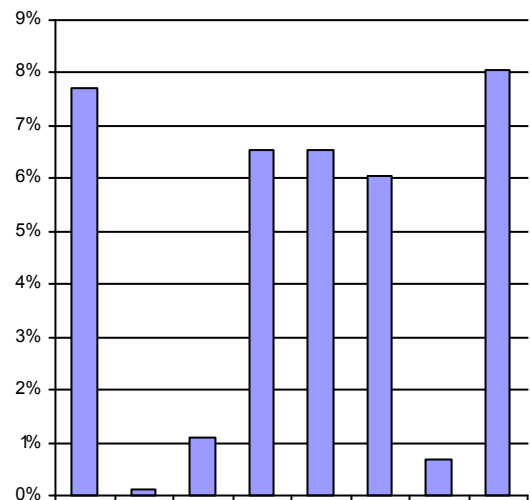
Race/Ethnicity	Count	Percent
White	4,213	43.2%
Black or African American (B/AA)	2,774	28.5%
Hispanic or Latino (H/L)	487	5.0%
Asian or Pacific Islander (A/PI)	70	0.7%
American Indian or Alaska Native (AI/AN)	19	0.2%
Multi-racial (MR)	339	3.5%
Unknown (UNK)	1,845	18.9%



Grade	Count	Percent
K-5	4,139	42.5%
6-8	1,666	17.1%
9-12+	1,330	13.6%
Unknown (UNK)	2,612	26.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	753	7.7%
Deaf-Blind (DB)	11	0.1%
Deaf-Hard of Hearing (D/HH)	108	1.1%
Significant Developmental Delay (SDD)	636	6.5%
Emotional Behavioral Disorder (EBD)	639	6.6%
Intellectual Disability (ID)	589	6.0%
Orthopedic Impairment (OI)	68	0.7%
Other Health Impairment (OHI)	784	8.0%
Specific Learning Disability (SLD)	1,861	19.1%
Speech/Language Impairment (SL)	1,521	15.6%
Traumatic Brain injury (TBI)	62	0.6%
Visual Impairment including Blindness (VI)	65	0.7%
More Than One Disability (MTOD)	317	3.3%
Unknown (UNK)	2,333	23.9%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

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

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.	58
12	Teachers treat me as a team member.	57
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	56
5	All of my concerns and recommendations were documented on the IEP.	56
15	Teachers encourage me to participate in the decision-making process.	53
10	Written information I receive is written in an understandable way.	53
14	Teachers show sensitivity to the needs of students with disabilities and their families.	52
9	My child's evaluation report is written in terms I understand.	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

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.	45
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	45
23	The school gives parents the help they may need to play an active role in their child's education.	44
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	43
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	42
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.	33
7	I was given information about organizations that offer support for parents of students with disabilities.	31
21	The school offers parents training about special education issues.	31
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	26

For questions regarding district results, please contact Nancy O'Hara:

- Divisions for Special Education Services and Supports
- Georgia Department of Education
- (404) 657 – 9959
- nohara@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.

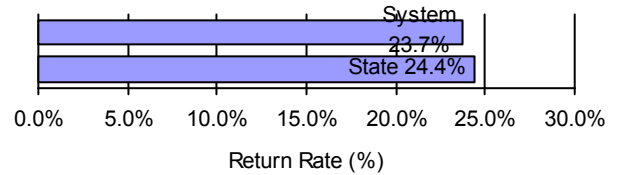
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Appling County

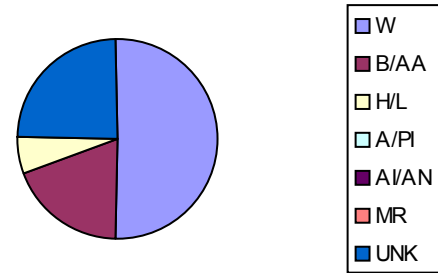
Overview

	System	State
Number of Surveys Distributed	135	39,999
Number of Valid Responses	32	9,747
Percentage Return Rate	23.7%	24.4%

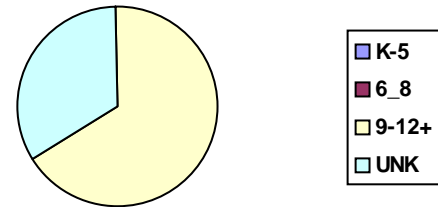


Child Demographics

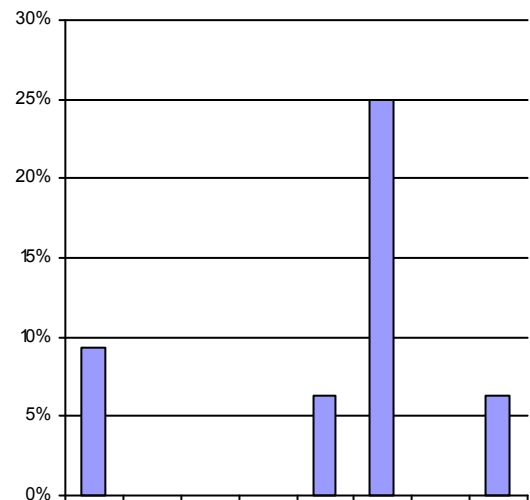
Race/Ethnicity	Count	Percent
White	16	50.0%
Black or African American (B/AA)	6	18.8%
Hispanic or Latino (H/L)	2	6.3%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	8	25.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	21	65.6%
Unknown (UNK)	11	34.4%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	9.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	2	6.3%
Intellectual Disability (ID)	8	25.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	6.3%
Specific Learning Disability (SLD)	6	18.8%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	3.1%
Unknown (UNK)	10	31.3%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	34 %	30 %

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
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
11	Teachers are available to speak with me.	63
12	Teachers treat me as a team member.	55
16	Teachers respect my cultural heritage.	55
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	54
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	54
23	The school gives parents the help they may need to play an active role in their child's education.	52
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	52

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.	48
19	The school communicates regularly with me regarding my child's progress on IEP goals.	48
20	The school gives me choices with regard to services that address my child's needs.	48
22	The school offers parents a variety of ways to communicate with teachers.	48
25	The school explains what options parents have if they disagree with a decision of the school.	48
14	Teachers show sensitivity to the needs of students with disabilities and their families.	45
21	The school offers parents training about special education issues.	40
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.	30
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	29

For questions regarding district results, please contact Nancy O'Hara:

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- Georgia Department of Education
- (404) 657 – 9959
- nohara@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.

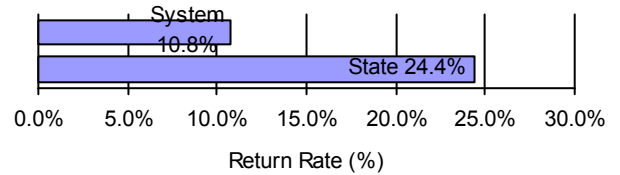
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Atkinson County

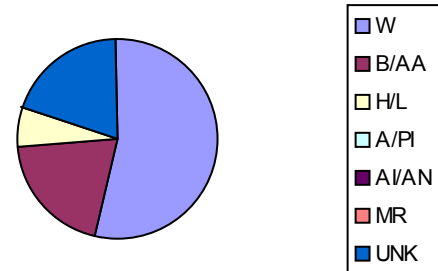
Overview

	System	State
Number of Surveys Distributed	139	39,999
Number of Valid Responses	15	9,747
Percentage Return Rate	10.8%	24.4%

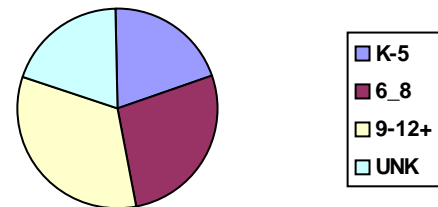


Child Demographics

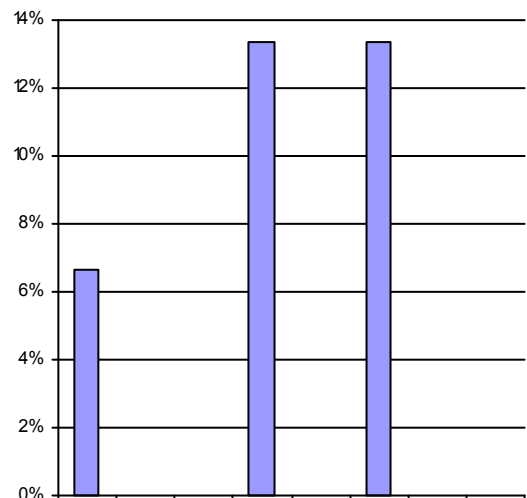
Race/Ethnicity	Count	Percent
White	8	53.3%
Black or African American (B/AA)	3	20.0%
Hispanic or Latino (H/L)	1	6.7%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	3	20.0%



Grade	Count	Percent
K-5	3	20.0%
6-8	4	26.7%
9-12+	5	33.3%
Unknown (UNK)	3	20.0%



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



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	33 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest 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
11	Teachers are available to speak with me.	54
25	The school explains what options parents have if they disagree with a decision of the school.	54
14	Teachers show sensitivity to the needs of students with disabilities and their families.	50
16	Teachers respect my cultural heritage.	50
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
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.	46

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	38
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	38
12	Teachers treat me as a team member.	38
22	The school offers parents a variety of ways to communicate with teachers.	38
23	The school gives parents the help they may need to play an active role in their child's education.	38
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	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
20	The school gives me choices with regard to services that address my child's needs.	31
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.	17

For questions regarding district results, please contact Nancy O'Hara:

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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.

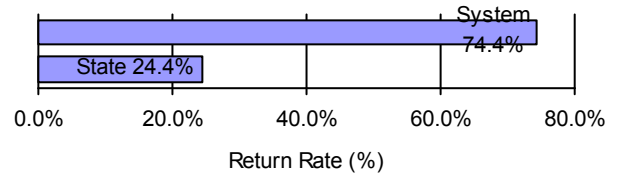
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Bacon County

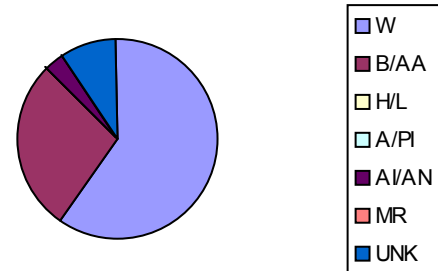
Overview

	System	State
Number of Surveys Distributed	43	39,999
Number of Valid Responses	32	9,747
Percentage Return Rate	74.4%	24.4%

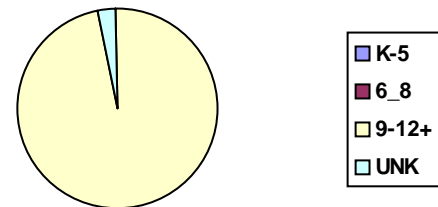


Child Demographics

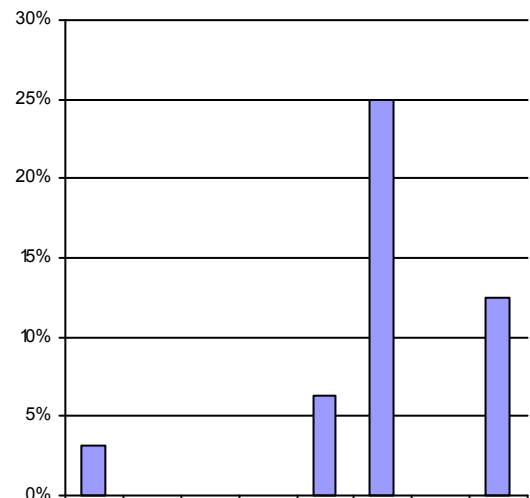
Race/Ethnicity	Count	Percent
White	19	59.4%
Black or African American (B/AA)	9	28.1%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	3.1%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	3	9.4%



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



Primary Exceptionality	Count	Percent
Autism (AUT)	1	3.1%
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)	2	6.3%
Intellectual Disability (ID)	8	25.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	4	12.5%
Specific Learning Disability (SLD)	8	25.0%
Speech/Language Impairment (SL)	1	3.1%
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)	8	25.0%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	50 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	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).	71
18	The school has a person on staff who is available to answer parents' questions.	70
19	The school communicates regularly with me regarding my child's progress on IEP goals.	69
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	68
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.	68
16	Teachers respect my cultural heritage.	66
23	The school gives parents the help they may need to play an active role in their child's education.	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.	65

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
12	Teachers treat me as a team member.	60
22	The school offers parents a variety of ways to communicate with teachers.	59
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	58
10	Written information I receive is written in an understandable way.	58
7	I was given information about organizations that offer support for parents of students with disabilities.	57
21	The school offers parents training about special education issues.	55
25	The school explains what options parents have if they disagree with a decision of the school.	55
9	My child's evaluation report is written in terms I understand.	55
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.	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.

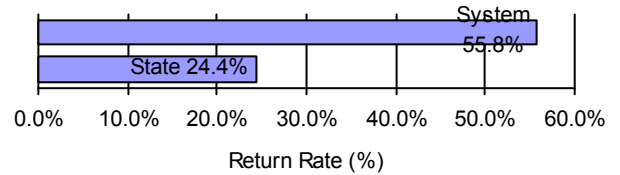
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Baldwin County

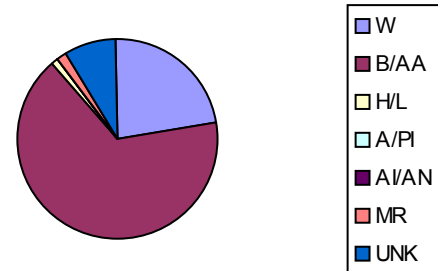
Overview

	System	State
Number of Surveys Distributed	190	39,999
Number of Valid Responses	106	9,747
Percentage Return Rate	55.8%	24.4%

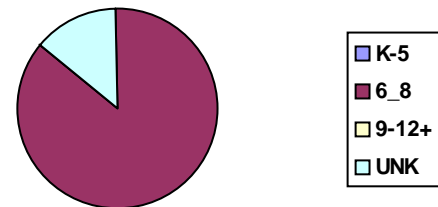


Child Demographics

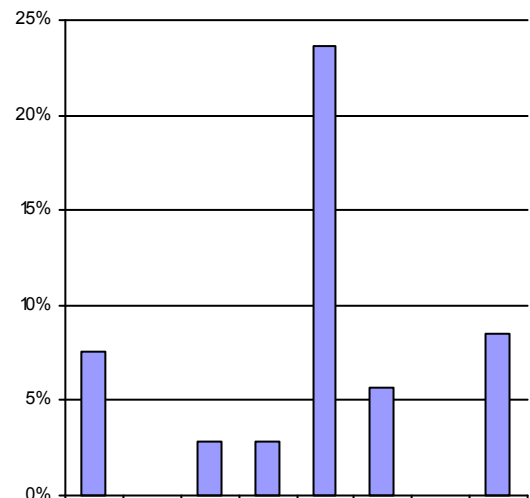
Race/Ethnicity	Count	Percent
White	24	22.6%
Black or African American (B/AA)	70	66.0%
Hispanic or Latino (H/L)	1	0.9%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	1.9%
Unknown (UNK)	9	8.5%



Grade	Count	Percent
K-5	0	0.0%
6-8	91	85.8%
9-12+	0	0.0%
Unknown (UNK)	15	14.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	8	7.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	3	2.8%
Significant Developmental Delay (SDD)	3	2.8%
Emotional Behavioral Disorder (EBD)	25	23.6%
Intellectual Disability (ID)	6	5.7%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	9	8.5%
Specific Learning Disability (SLD)	22	20.8%
Speech/Language Impairment (SL)	2	1.9%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	2.8%
Unknown (UNK)	25	23.6%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	32 %	30 %

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.	51
13	Teachers seek out parent input.	51
14	Teachers show sensitivity to the needs of students with disabilities and their families.	50
5	All of my concerns and recommendations were documented on the IEP.	48
11	Teachers are available to speak with me.	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
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	47
16	Teachers respect my cultural heritage.	45
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	45
10	Written information I receive is written in an understandable way.	44

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.	40
20	The school gives me choices with regard to services that address my child's needs.	39
22	The school offers parents a variety of ways to communicate with teachers.	36
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	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.	30
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
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.	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.

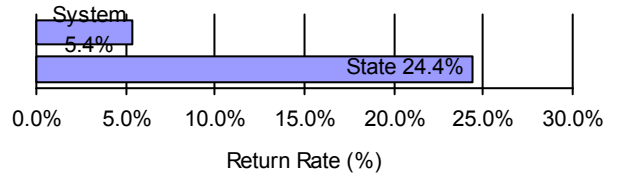
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Banks County

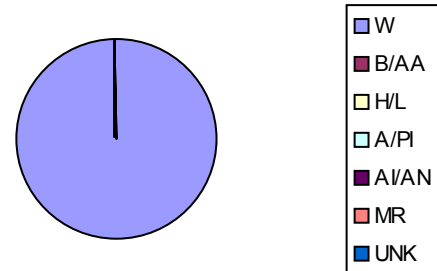
Overview

	System	State
Number of Surveys Distributed	129	39,999
Number of Valid Responses	7	9,747
Percentage Return Rate	5.4%	24.4%

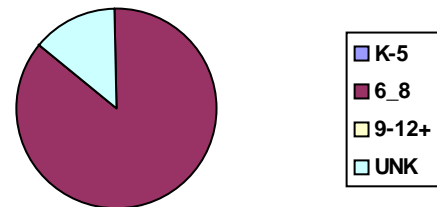


Child Demographics

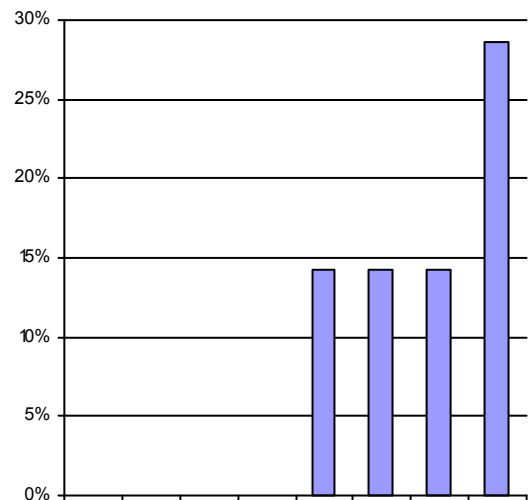
Race/Ethnicity	Count	Percent
White	7	100.0%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



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



Primary Exceptionality	Count	Percent
Autism (AUT)	0	0.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	1	14.3%
Intellectual Disability (ID)	1	14.3%
Orthopedic Impairment (OI)	1	14.3%
Other Health Impairment (OHI)	2	28.6%
Specific Learning Disability (SLD)	1	14.3%
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)	1	14.3%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	29 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	57
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.	43
9	My child's evaluation report is written in terms I understand.	43
10	Written information I receive is written in an understandable way.	43
11	Teachers are available to speak with me.	43
12	Teachers treat me as a team member.	43
14	Teachers show sensitivity to the needs of students with disabilities and their families.	43
15	Teachers encourage me to participate in the decision-making process.	43
16	Teachers respect my cultural heritage.	43

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.	43
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	33
21	The school offers parents training about special education issues.	33
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	29
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	29
5	All of my concerns and recommendations were documented on the IEP.	29
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	29
13	Teachers seek out parent input.	29
23	The school gives parents the help they may need to play an active role in their child's education.	29
24	The school provides information on agencies that can assist my child in the transition from school.	29

For questions regarding district results, please contact Nancy O'Hara:

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- Georgia Department of Education
- (404) 657 – 9959
- nohara@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.

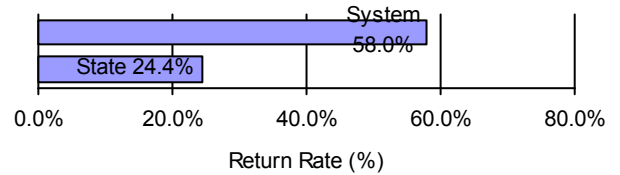
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Barrow County

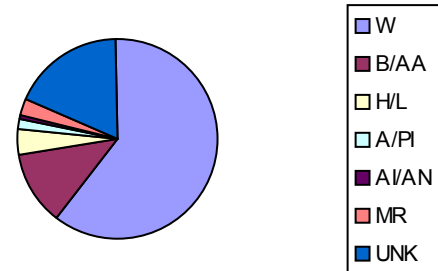
Overview

	System	State
Number of Surveys Distributed	314	39,999
Number of Valid Responses	182	9,747
Percentage Return Rate	58.0%	24.4%

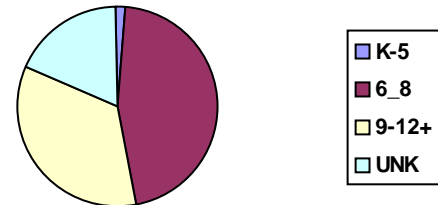


Child Demographics

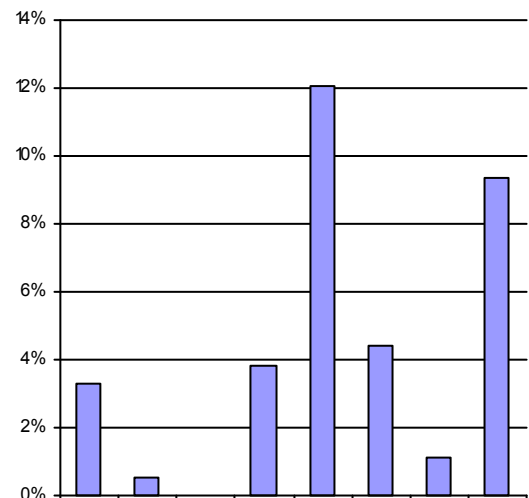
Race/Ethnicity	Count	Percent
White	109	59.9%
Black or African American (B/AA)	22	12.1%
Hispanic or Latino (H/L)	8	4.4%
Asian or Pacific Islander (A/PI)	3	1.6%
American Indian or Alaska Native (AI/AN)	1	0.5%
Multi-racial (MR)	5	2.7%
Unknown (UNK)	34	18.7%



Grade	Count	Percent
K-5	3	1.6%
6-8	82	45.1%
9-12+	63	34.6%
Unknown (UNK)	34	18.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	6	3.3%
Deaf-Blind (DB)	1	0.5%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	7	3.8%
Emotional Behavioral Disorder (EBD)	22	12.1%
Intellectual Disability (ID)	8	4.4%
Orthopedic Impairment (OI)	2	1.1%
Other Health Impairment (OHI)	17	9.3%
Specific Learning Disability (SLD)	53	29.1%
Speech/Language Impairment (SL)	5	2.7%
Traumatic Brain injury (TBI)	2	1.1%
Visual Impairment including Blindness (VI)	2	1.1%
More Than One Disability (MTOD)	3	1.6%
Unknown (UNK)	54	29.7%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	34 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	64
11	Teachers are available to speak with me.	62
5	All of my concerns and recommendations were documented on the IEP.	61
9	My child's evaluation report is written in terms I understand.	59
12	Teachers treat me as a team member.	57
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
16	Teachers respect my cultural heritage.	56
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	55
14	Teachers show sensitivity to the needs of students with disabilities and their families.	55

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
13	Teachers seek out parent input.	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.	49
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	49
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	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.	39
21	The school offers parents training about special education issues.	35
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	35
7	I was given information about organizations that offer support for parents of students with disabilities.	33

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- Georgia Department of Education
- (404) 657 – 9959
- nohara@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.

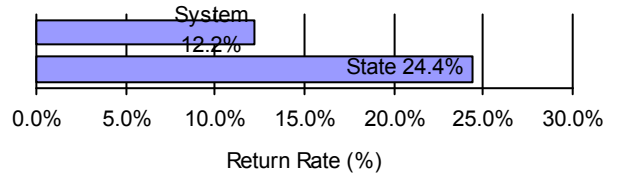
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Bartow County

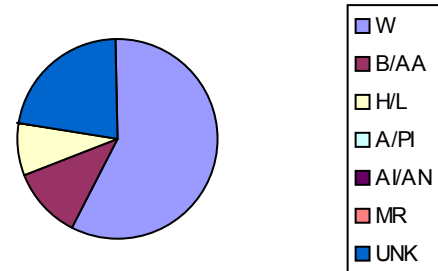
Overview

	System	State
Number of Surveys Distributed	286	39,999
Number of Valid Responses	35	9,747
Percentage Return Rate	12.2%	24.4%

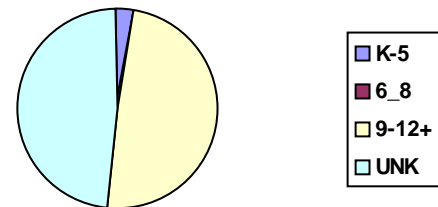


Child Demographics

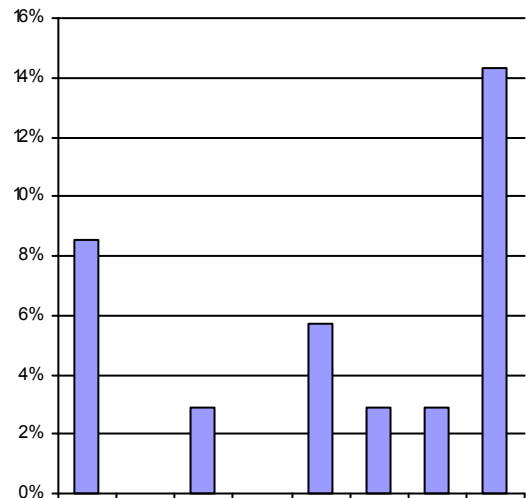
Race/Ethnicity	Count	Percent
White	20	57.1%
Black or African American (B/AA)	4	11.4%
Hispanic or Latino (H/L)	3	8.6%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	8	22.9%



Grade	Count	Percent
K-5	1	2.9%
6-8	0	0.0%
9-12+	17	48.6%
Unknown (UNK)	17	48.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	8.6%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	2.9%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	2	5.7%
Intellectual Disability (ID)	1	2.9%
Orthopedic Impairment (OI)	1	2.9%
Other Health Impairment (OHI)	5	14.3%
Specific Learning Disability (SLD)	6	17.1%
Speech/Language Impairment (SL)	2	5.7%
Traumatic Brain injury (TBI)	1	2.9%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	5.7%
Unknown (UNK)	11	31.4%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	11 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	59
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
5	All of my concerns and recommendations were documented on the IEP.	48
11	Teachers are available to speak with me.	48
9	My child's evaluation report is written in terms I understand.	44
12	Teachers treat me as a team member.	44
18	The school has a person on staff who is available to answer parents' questions.	44
19	The school communicates regularly with me regarding my child's progress on IEP goals.	44
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.	42

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.	36
16	Teachers respect my cultural heritage.	36
15	Teachers encourage me to participate in the decision-making process.	35
20	The school gives me choices with regard to services that address my child's needs.	27
25	The school explains what options parents have if they disagree with a decision of the 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
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.	20
7	I was given information about organizations that offer support for parents of students with disabilities.	16
23	The school gives parents the help they may need to play an active role in their child's education.	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.

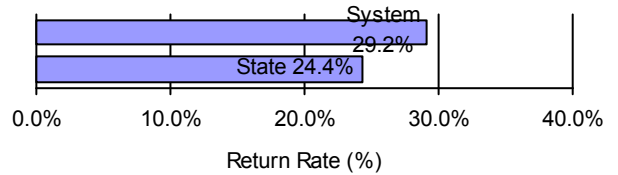
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Bibb County

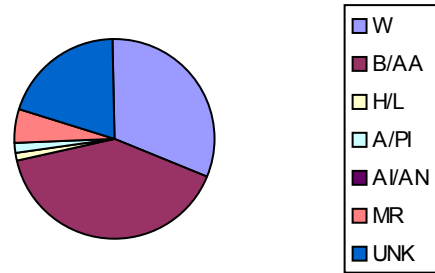
Overview

	System	State
Number of Surveys Distributed	799	39,999
Number of Valid Responses	233	9,747
Percentage Return Rate	29.2%	24.4%

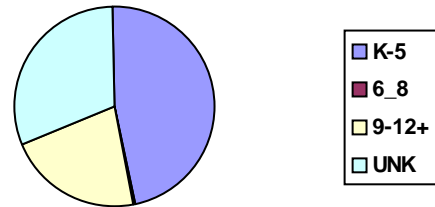


Child Demographics

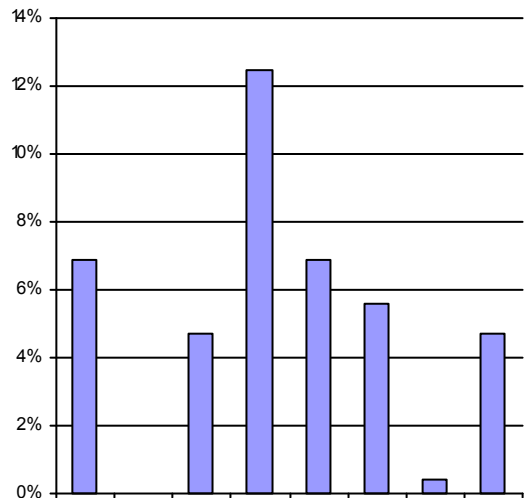
Race/Ethnicity	Count	Percent
White	73	31.3%
Black or African American (B/AA)	93	39.9%
Hispanic or Latino (H/L)	3	1.3%
Asian or Pacific Islander (A/PI)	3	1.3%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	13	5.6%
Unknown (UNK)	48	20.6%



Grade	Count	Percent
K-5	108	46.4%
6-8	1	0.4%
9-12+	50	21.5%
Unknown (UNK)	74	31.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	16	6.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	11	4.7%
Significant Developmental Delay (SDD)	29	12.4%
Emotional Behavioral Disorder (EBD)	16	6.9%
Intellectual Disability (ID)	13	5.6%
Orthopedic Impairment (OI)	1	0.4%
Other Health Impairment (OHI)	11	4.7%
Specific Learning Disability (SLD)	38	16.3%
Speech/Language Impairment (SL)	34	14.6%
Traumatic Brain injury (TBI)	3	1.3%
Visual Impairment including Blindness (VI)	1	0.4%
More Than One Disability (MTOD)	4	1.7%
Unknown (UNK)	56	24.0%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

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

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	64
14	Teachers show sensitivity to the needs of students with disabilities and their families.	64
12	Teachers treat me as a team member.	63
5	All of my concerns and recommendations were documented on the IEP.	60
15	Teachers encourage me to participate in the decision-making process.	60
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	59
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	58
18	The school has a person on staff who is available to answer parents' questions.	56
13	Teachers seek out parent input.	54
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	54

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	49
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	47
23	The school gives parents the help they may need to play an active role in their child's education.	46
22	The school offers parents a variety of ways to communicate with teachers.	45
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.	36
25	The school explains what options parents have if they disagree with a decision of the school.	36
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
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.

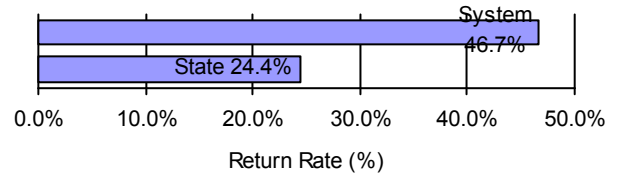
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Bleckley County

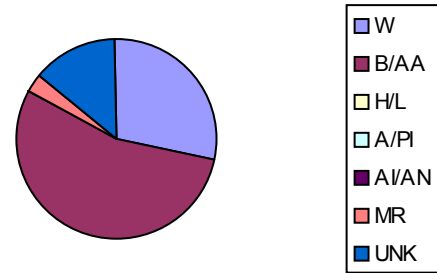
Overview

	System	State
Number of Surveys Distributed	75	39,999
Number of Valid Responses	35	9,747
Percentage Return Rate	46.7%	24.4%

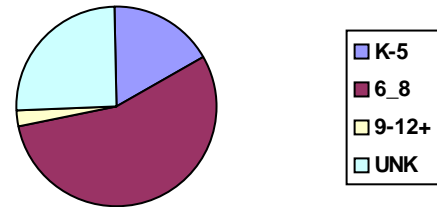


Child Demographics

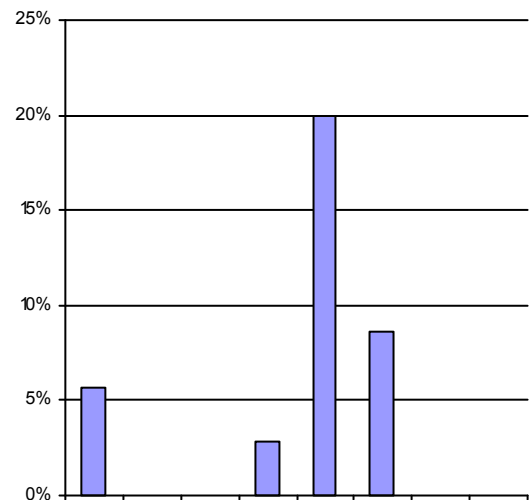
Race/Ethnicity	Count	Percent
White	10	28.6%
Black or African American (B/AA)	19	54.3%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	2.9%
Unknown (UNK)	5	14.3%



Grade	Count	Percent
K-5	6	17.1%
6-8	19	54.3%
9-12+	1	2.9%
Unknown (UNK)	9	25.7%



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



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	43 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	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).	74
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	73
14	Teachers show sensitivity to the needs of students with disabilities and their families.	70
16	Teachers respect my cultural heritage.	70
5	All of my concerns and recommendations were documented on the IEP.	68
12	Teachers treat me as a team member.	68
25	The school explains what options parents have if they disagree with a decision of the school.	64
13	Teachers seek out parent input.	63
15	Teachers encourage me to participate in the decision-making process.	63

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	59
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	57
23	The school gives parents the help they may need to play an active role in their child's education.	57
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.	52
24	The school provides information on agencies that can assist my child in the transition from school.	48
21	The school offers parents training about special education issues.	42
7	I was given information about organizations that offer support for parents of students with disabilities.	40
20	The school gives me choices with regard to services that address my child's needs.	33
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.

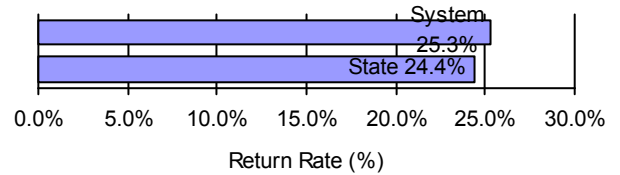
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Brantley County

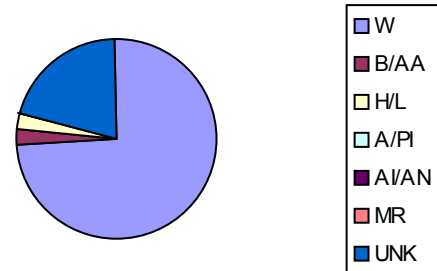
Overview

	System	State
Number of Surveys Distributed	150	39,999
Number of Valid Responses	38	9,747
Percentage Return Rate	25.3%	24.4%

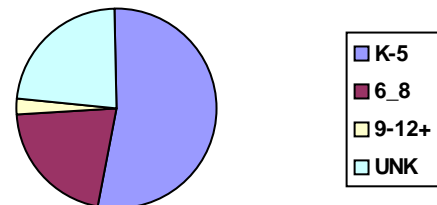


Child Demographics

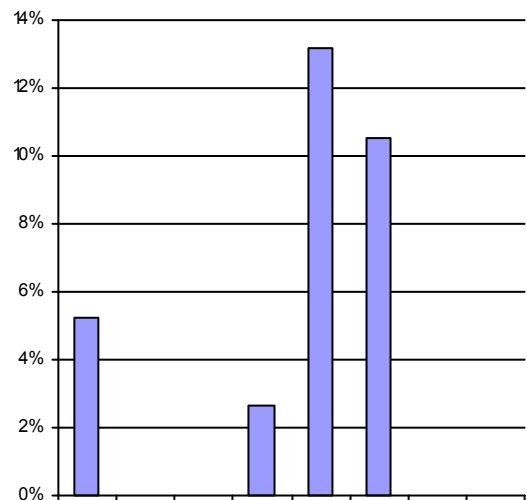
Race/Ethnicity	Count	Percent
White	28	73.7%
Black or African American (B/AA)	1	2.6%
Hispanic or Latino (H/L)	1	2.6%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	8	21.1%



Grade	Count	Percent
K-5	20	52.6%
6-8	8	21.1%
9-12+	1	2.6%
Unknown (UNK)	9	23.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	5.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	2.6%
Emotional Behavioral Disorder (EBD)	5	13.2%
Intellectual Disability (ID)	4	10.5%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	11	28.9%
Speech/Language Impairment (SL)	6	15.8%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	2.6%
Unknown (UNK)	8	21.1%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

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

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	70
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.	63
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	61
16	Teachers respect my cultural heritage.	61
18	The school has a person on staff who is available to answer parents' questions.	61
14	Teachers show sensitivity to the needs of students with disabilities and their families.	60
23	The school gives parents the help they may need to play an active role in their child's education.	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
11	Teachers are available to speak with me.	58

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.	54
10	Written information I receive is written in an understandable way.	53
13	Teachers seek out parent input.	53
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.	48
9	My child's evaluation report is written in terms I understand.	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
7	I was given information about organizations that offer support for parents of students with disabilities.	43
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	41
21	The school offers parents training about special education issues.	40

For questions regarding district results, please contact Nancy O'Hara:

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- Georgia Department of Education
- (404) 657 – 9959
- nohara@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.

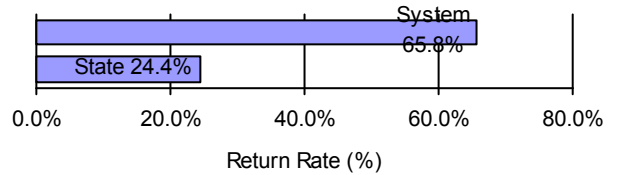
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Bryan County

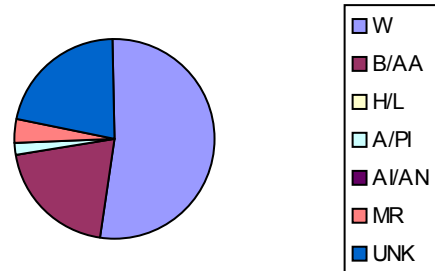
Overview

	System	State
Number of Surveys Distributed	76	39,999
Number of Valid Responses	50	9,747
Percentage Return Rate	65.8%	24.4%

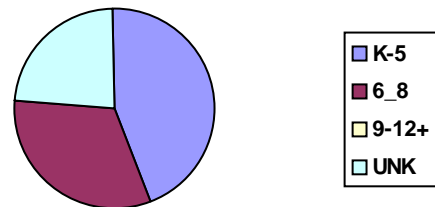


Child Demographics

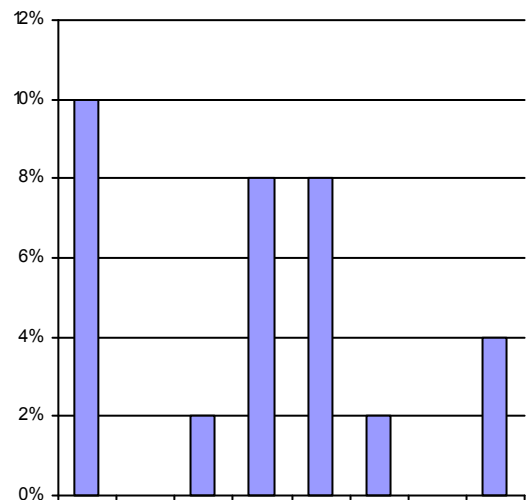
Race/Ethnicity	Count	Percent
White	26	52.0%
Black or African American (B/AA)	10	20.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	1	2.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	4.0%
Unknown (UNK)	11	22.0%



Grade	Count	Percent
K-5	22	44.0%
6-8	16	32.0%
9-12+	0	0.0%
Unknown (UNK)	12	24.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	5	10.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	2.0%
Significant Developmental Delay (SDD)	4	8.0%
Emotional Behavioral Disorder (EBD)	4	8.0%
Intellectual Disability (ID)	1	2.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	4.0%
Specific Learning Disability (SLD)	7	14.0%
Speech/Language Impairment (SL)	10	20.0%
Traumatic Brain injury (TBI)	1	2.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	4.0%
Unknown (UNK)	13	26.0%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	20 %	30 %

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
5	All of my concerns and recommendations were documented on the IEP.	55
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	53
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	51
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	50
9	My child's evaluation report is written in terms I understand.	49
15	Teachers encourage me to participate in the decision-making process.	43
12	Teachers treat me as a team member.	42
14	Teachers show sensitivity to the needs of students with disabilities and their families.	42
11	Teachers are available to speak with me.	38

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.	33
22	The school offers parents a variety of ways to communicate with teachers.	32
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	30
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	28
23	The school gives parents the help they may need to play an active role in their child's education.	27
24	The school provides information on agencies that can assist my child in the transition from school.	26
7	I was given information about organizations that offer support for parents of students with disabilities.	24
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	23
25	The school explains what options parents have if they disagree with a decision of the school.	22
21	The school offers parents training about special education issues.	18

For questions regarding district results, please contact Nancy O'Hara:

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- Georgia Department of Education
- (404) 657 – 9959
- nohara@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.

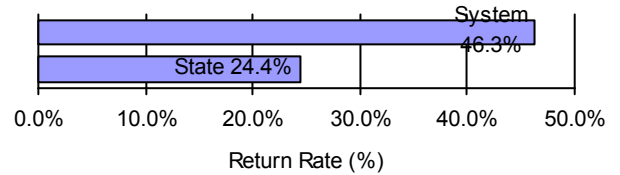
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Bulloch County

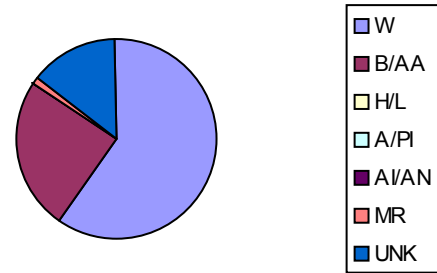
Overview

	System	State
Number of Surveys Distributed	311	39,999
Number of Valid Responses	144	9,747
Percentage Return Rate	46.3%	24.4%

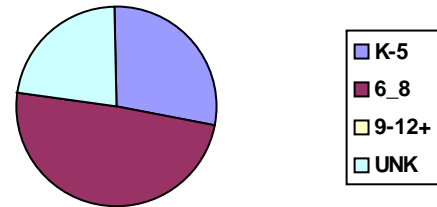


Child Demographics

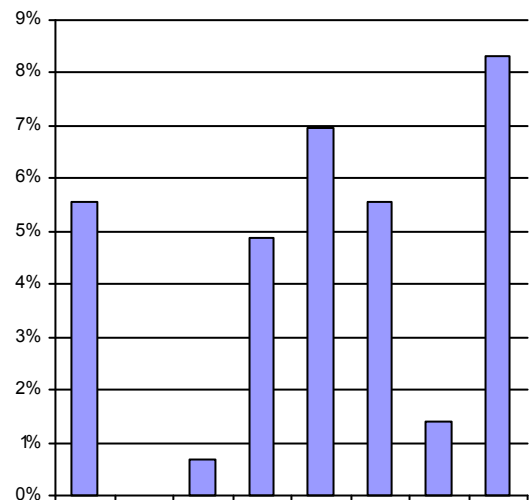
Race/Ethnicity	Count	Percent
White	85	59.0%
Black or African American (B/AA)	36	25.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	1.4%
Unknown (UNK)	21	14.6%



Grade	Count	Percent
K-5	41	28.5%
6-8	70	48.6%
9-12+	0	0.0%
Unknown (UNK)	33	22.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	8	5.6%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	0.7%
Significant Developmental Delay (SDD)	7	4.9%
Emotional Behavioral Disorder (EBD)	10	6.9%
Intellectual Disability (ID)	8	5.6%
Orthopedic Impairment (OI)	2	1.4%
Other Health Impairment (OHI)	12	8.3%
Specific Learning Disability (SLD)	39	27.1%
Speech/Language Impairment (SL)	15	10.4%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	0.7%
More Than One Disability (MTOD)	9	6.3%
Unknown (UNK)	32	22.2%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	33 %	30 %

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.	66
11	Teachers are available to speak with me.	65
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.	62
5	All of my concerns and recommendations were documented on the IEP.	61
10	Written information I receive is written in an understandable way.	58
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
19	The school communicates regularly with me regarding my child's progress on IEP goals.	55
20	The school gives me choices with regard to services that address my child's needs.	55

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
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	50
23	The school gives parents the help they may need to play an active role in their child's education.	49
22	The school offers parents a variety of ways to communicate with teachers.	48
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	46
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.	36
7	I was given information about organizations that offer support for parents of students with disabilities.	31
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	29

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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.

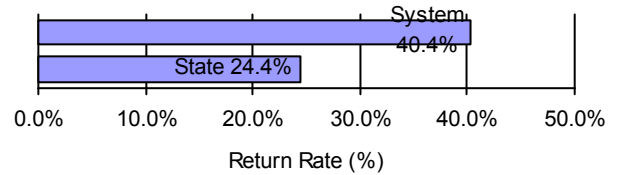
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Burke County

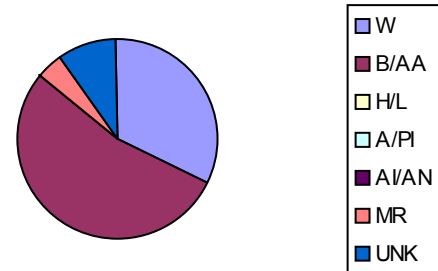
Overview

	System	State
Number of Surveys Distributed	228	39,999
Number of Valid Responses	92	9,747
Percentage Return Rate	40.4%	24.4%

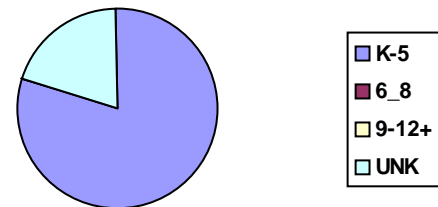


Child Demographics

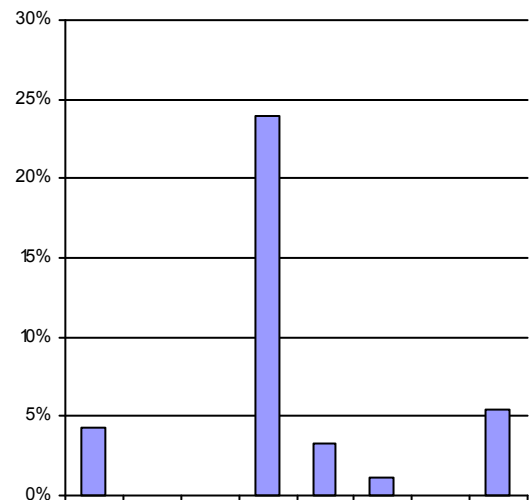
Race/Ethnicity	Count	Percent
White	30	32.6%
Black or African American (B/AA)	49	53.3%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	4	4.3%
Unknown (UNK)	9	9.8%



Grade	Count	Percent
K-5	73	79.3%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	19	20.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	4	4.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	22	23.9%
Emotional Behavioral Disorder (EBD)	3	3.3%
Intellectual Disability (ID)	1	1.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	5	5.4%
Specific Learning Disability (SLD)	8	8.7%
Speech/Language Impairment (SL)	28	30.4%
Traumatic Brain injury (TBI)	1	1.1%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	3.3%
Unknown (UNK)	17	18.5%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	54 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	80
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	79
10	Written information I receive is written in an understandable way.	78
9	My child's evaluation report is written in terms I understand.	77
15	Teachers encourage me to participate in the decision-making process.	76
12	Teachers treat me as a team member.	76
16	Teachers respect my cultural heritage.	74
14	Teachers show sensitivity to the needs of students with disabilities and their families.	73
13	Teachers seek out parent input.	72
18	The school has a person on staff who is available to answer parents' questions.	72

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.	70
23	The school gives parents the help they may need to play an active role in their child's education.	67
22	The school offers parents a variety of ways to communicate with teachers.	65
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	59
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	58
25	The school explains what options parents have if they disagree with a decision of the school.	57
21	The school offers parents training about special education issues.	54
24	The school provides information on agencies that can assist my child in the transition from school.	54
7	I was given information about organizations that offer support for parents of students with disabilities.	48
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	47

For questions regarding district results, please contact Nancy O'Hara:

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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.

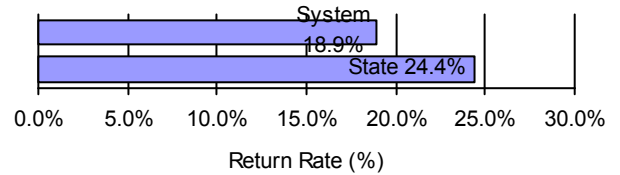
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Butts County

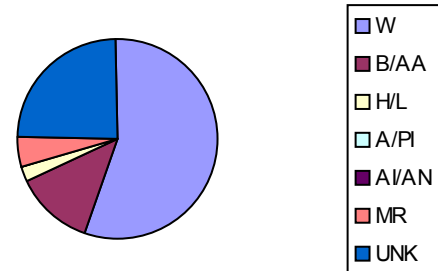
Overview

	System	State
Number of Surveys Distributed	212	39,999
Number of Valid Responses	40	9,747
Percentage Return Rate	18.9%	24.4%

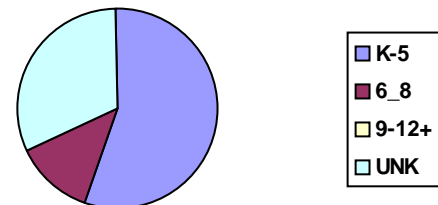


Child Demographics

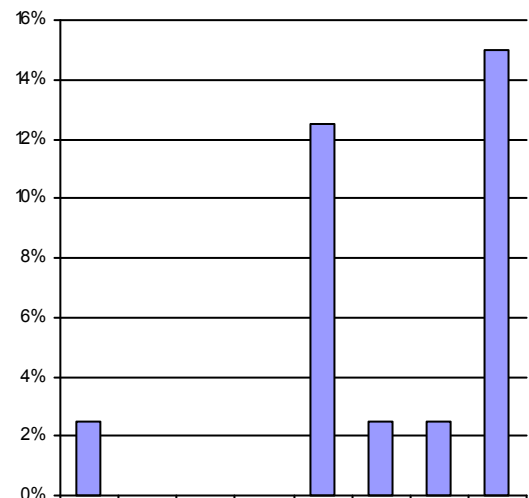
Race/Ethnicity	Count	Percent
White	22	55.0%
Black or African American (B/AA)	5	12.5%
Hispanic or Latino (H/L)	1	2.5%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	5.0%
Unknown (UNK)	10	25.0%



Grade	Count	Percent
K-5	22	55.0%
6-8	5	12.5%
9-12+	0	0.0%
Unknown (UNK)	13	32.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	2.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	5	12.5%
Intellectual Disability (ID)	1	2.5%
Orthopedic Impairment (OI)	1	2.5%
Other Health Impairment (OHI)	6	15.0%
Specific Learning Disability (SLD)	1	2.5%
Speech/Language Impairment (SL)	11	27.5%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	2.5%
Unknown (UNK)	13	32.5%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	43 %	30 %

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.	84
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	84
11	Teachers are available to speak with me.	81
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	77
9	My child's evaluation report is written in terms I understand.	77
12	Teachers treat me as a team member.	77
10	Written information I receive is written in an understandable way.	75
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	73
13	Teachers seek out parent input.	72
15	Teachers encourage me to participate in the decision-making process.	71

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.	63
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	61
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	59
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	59
18	The school has a person on staff who is available to answer parents' questions.	59
24	The school provides information on agencies that can assist my child in the transition from school.	59
25	The school explains what options parents have if they disagree with a decision of the school.	47
21	The school offers parents training about special education issues.	45
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.

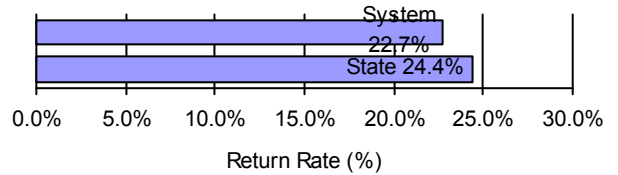
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Candler County

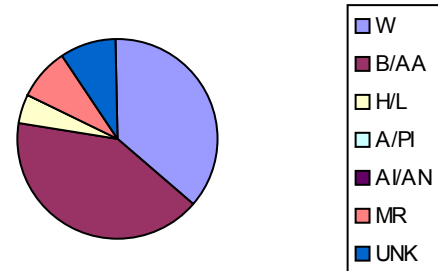
Overview

	System	State
Number of Surveys Distributed	97	39,999
Number of Valid Responses	22	9,747
Percentage Return Rate	22.7%	24.4%

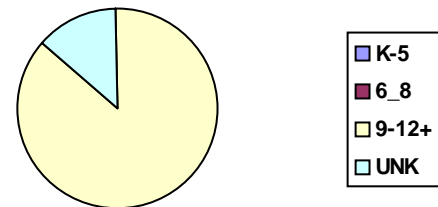


Child Demographics

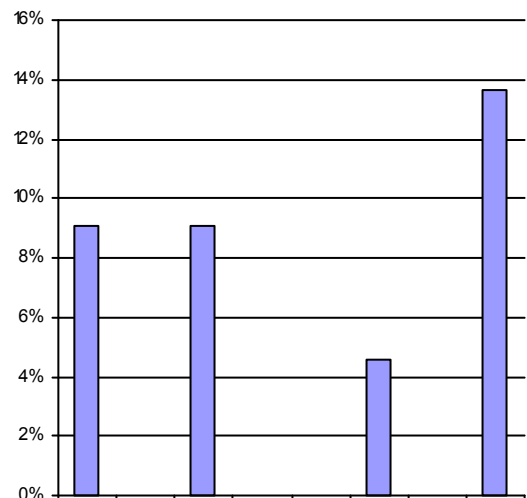
Race/Ethnicity	Count	Percent
White	8	36.4%
Black or African American (B/AA)	9	40.9%
Hispanic or Latino (H/L)	1	4.5%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	9.1%
Unknown (UNK)	2	9.1%



Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	19	86.4%
Unknown (UNK)	3	13.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	9.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	9.1%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	1	4.5%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	13.6%
Specific Learning Disability (SLD)	4	18.2%
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)	3	13.6%
Unknown (UNK)	7	31.8%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	23 %	30 %

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.	53
10	Written information I receive is written in an understandable way.	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
5	All of my concerns and recommendations were documented on the IEP.	47
18	The school has a person on staff who is available to answer parents' questions.	47
9	My child's evaluation report is written in terms I understand.	44
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	44
13	Teachers seek out parent input.	44
15	Teachers encourage me to participate in the decision-making process.	44

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	35
14	Teachers show sensitivity to the needs of students with disabilities and their families.	35
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
21	The school offers parents training about special education issues.	29
23	The school gives parents the help they may need to play an active role in their child's education.	29
7	I was given information about organizations that offer support for parents of students with disabilities.	28
25	The school explains what options parents have if they disagree with a decision of the school.	28
19	The school communicates regularly with me regarding my child's progress on IEP goals.	26

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- Georgia Department of Education
- (404) 657 – 9959
- nohara@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.

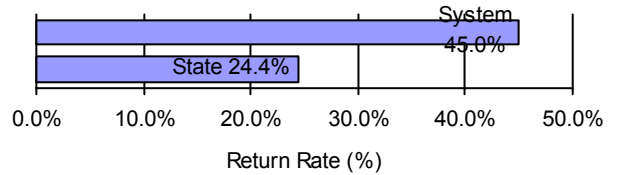
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Carroll County

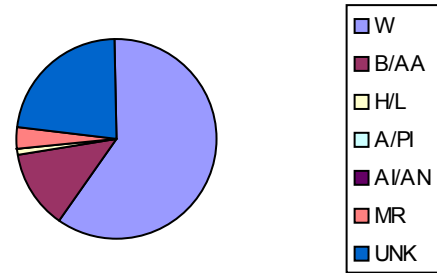
Overview

	System	State
Number of Surveys Distributed	536	39,999
Number of Valid Responses	241	9,747
Percentage Return Rate	45.0%	24.4%

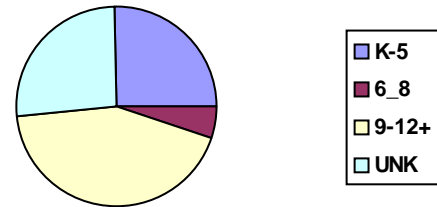


Child Demographics

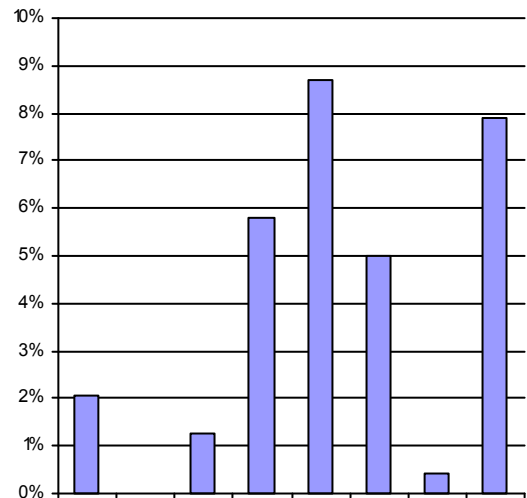
Race/Ethnicity	Count	Percent
White	143	59.3%
Black or African American (B/AA)	31	12.9%
Hispanic or Latino (H/L)	2	0.8%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	9	3.7%
Unknown (UNK)	56	23.2%



Grade	Count	Percent
K-5	61	25.3%
6-8	12	5.0%
9-12+	103	42.7%
Unknown (UNK)	65	27.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	5	2.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	3	1.2%
Significant Developmental Delay (SDD)	14	5.8%
Emotional Behavioral Disorder (EBD)	21	8.7%
Intellectual Disability (ID)	12	5.0%
Orthopedic Impairment (OI)	1	0.4%
Other Health Impairment (OHI)	19	7.9%
Specific Learning Disability (SLD)	49	20.3%
Speech/Language Impairment (SL)	28	11.6%
Traumatic Brain injury (TBI)	8	3.3%
Visual Impairment including Blindness (VI)	1	0.4%
More Than One Disability (MTOD)	4	1.7%
Unknown (UNK)	76	31.5%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	23 %	30 %

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.	52
11	Teachers are available to speak with me.	51
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	49
12	Teachers treat me as a team member.	48
15	Teachers encourage me to participate in the decision-making process.	47
5	All of my concerns and recommendations were documented on the IEP.	47
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	45
14	Teachers show sensitivity to the needs of students with disabilities and their families.	45
16	Teachers respect my cultural heritage.	44
9	My child's evaluation report is written in terms I understand.	44

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
19	The school communicates regularly with me regarding my child's progress on IEP goals.	39
20	The school gives me choices with regard to services that address my child's needs.	37
23	The school gives parents the help they may need to play an active role in their child's education.	36
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	34
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	34
25	The school explains what options parents have if they disagree with a decision of the school.	32
21	The school offers parents training about special education issues.	26
24	The school provides information on agencies that can assist my child in the transition from school.	26
7	I was given information about organizations that offer support for parents of students with disabilities.	23
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	18

For questions regarding district results, please contact Nancy O'Hara:

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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.

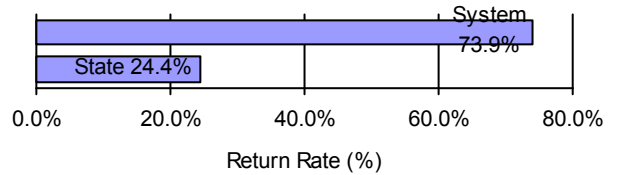
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Catoosa County

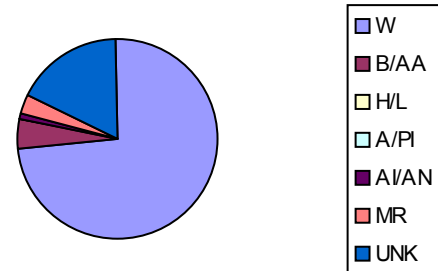
Overview

	System	State
Number of Surveys Distributed	115	39,999
Number of Valid Responses	85	9,747
Percentage Return Rate	73.9%	24.4%

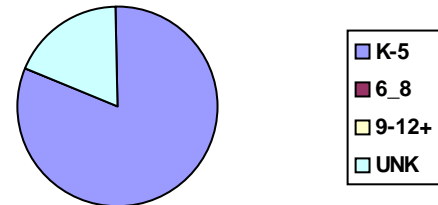


Child Demographics

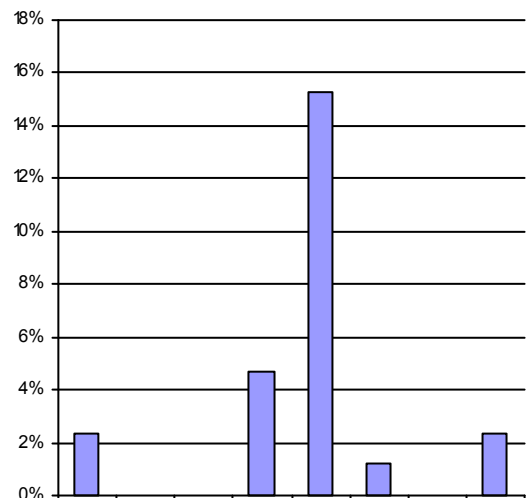
Race/Ethnicity	Count	Percent
White	62	72.9%
Black or African American (B/AA)	4	4.7%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	1.2%
Multi-racial (MR)	3	3.5%
Unknown (UNK)	15	17.6%



Grade	Count	Percent
K-5	69	81.2%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	16	18.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	2.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	4	4.7%
Emotional Behavioral Disorder (EBD)	13	15.3%
Intellectual Disability (ID)	1	1.2%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	2.4%
Specific Learning Disability (SLD)	22	25.9%
Speech/Language Impairment (SL)	20	23.5%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	1.2%
Unknown (UNK)	20	23.5%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	29 %	30 %

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.	58
15	Teachers encourage me to participate in the decision-making process.	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
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	56
12	Teachers treat me as a team member.	55
11	Teachers are available to speak with me.	55
14	Teachers show sensitivity to the needs of students with disabilities and their families.	54
16	Teachers respect my cultural heritage.	54
18	The school has a person on staff who is available to answer parents' questions.	52

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	45
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	45
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.	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
25	The school explains what options parents have if they disagree with a decision of the school.	36
21	The school offers parents training about special education issues.	28
24	The school provides information on agencies that can assist my child in the transition from school.	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.	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.

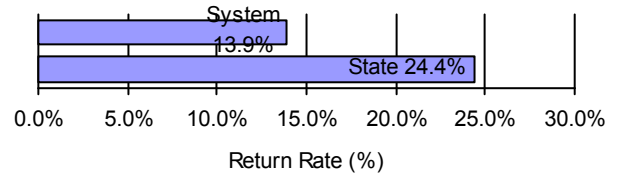
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Charlton County

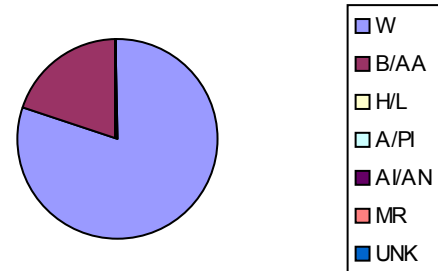
Overview

	System	State
Number of Surveys Distributed	36	39,999
Number of Valid Responses	5	9,747
Percentage Return Rate	13.9%	24.4%

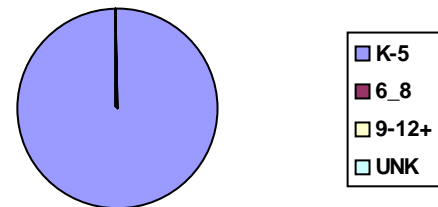


Child Demographics

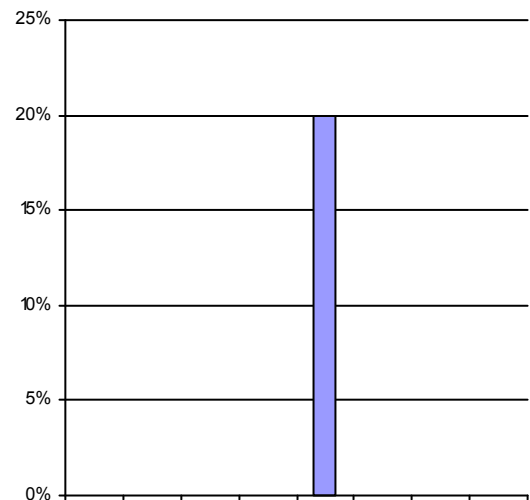
Race/Ethnicity	Count	Percent
White	4	80.0%
Black or African American (B/AA)	1	20.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



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)	1	20.0%
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)	3	60.0%
Traumatic Brain injury (TBI)	1	20.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	0	0.0%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	60 %	30 %

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
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	80
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
13	Teachers seek out parent input.	80
14	Teachers show sensitivity to the needs of students with disabilities and their families.	80
15	Teachers encourage me to participate in the decision-making process.	80
16	Teachers respect my cultural heritage.	80
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
7	I was given information about organizations that offer support for parents of students with disabilities.	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
21	The school offers parents training about special education issues.	60
22	The school offers parents a variety of ways to communicate with teachers.	60
23	The school gives parents the help they may need to play an active role in their child's education.	60
24	The school provides information on agencies that can assist my child in the transition from school.	60
25	The school explains what options parents have if they disagree with a decision of the school.	60
5	All of my concerns and recommendations were documented on the IEP.	40

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

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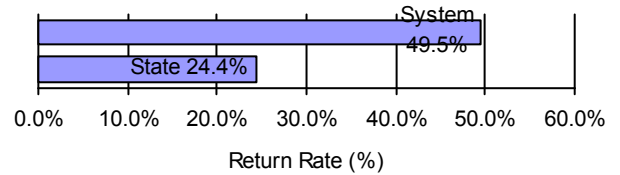
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Chatham County

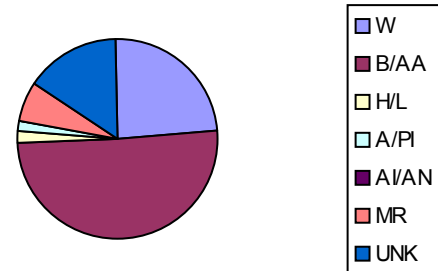
Overview

	System	State
Number of Surveys Distributed	770	39,999
Number of Valid Responses	381	9,747
Percentage Return Rate	49.5%	24.4%

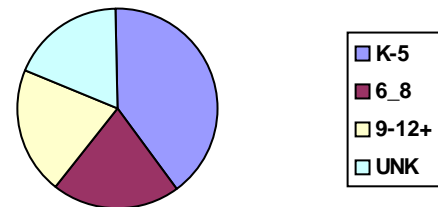


Child Demographics

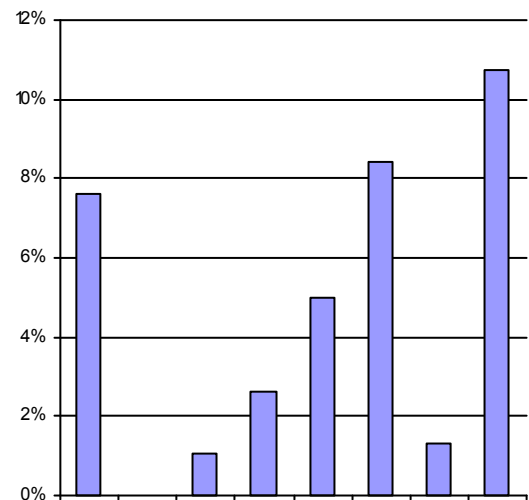
Race/Ethnicity	Count	Percent
White	91	23.9%
Black or African American (B/AA)	191	50.1%
Hispanic or Latino (H/L)	8	2.1%
Asian or Pacific Islander (A/PI)	5	1.3%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	26	6.8%
Unknown (UNK)	60	15.7%



Grade	Count	Percent
K-5	151	39.6%
6-8	79	20.7%
9-12+	79	20.7%
Unknown (UNK)	72	18.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	29	7.6%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	4	1.0%
Significant Developmental Delay (SDD)	10	2.6%
Emotional Behavioral Disorder (EBD)	19	5.0%
Intellectual Disability (ID)	32	8.4%
Orthopedic Impairment (OI)	5	1.3%
Other Health Impairment (OHI)	41	10.8%
Specific Learning Disability (SLD)	85	22.3%
Speech/Language Impairment (SL)	59	15.5%
Traumatic Brain injury (TBI)	1	0.3%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	13	3.4%
Unknown (UNK)	83	21.8%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	28 %	30 %

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.	59
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	57
10	Written information I receive is written in an understandable way.	55
12	Teachers treat me as a team member.	54
9	My child's evaluation report is written in terms I understand.	53
5	All of my concerns and recommendations were documented on the IEP.	53
15	Teachers encourage me to participate in the decision-making process.	51
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

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.	41
22	The school offers parents a variety of ways to communicate with teachers.	41
20	The school gives me choices with regard to services that address my child's needs.	38
23	The school gives parents the help they may need to play an active role in their child's education.	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.	33
7	I was given information about organizations that offer support for parents of students with disabilities.	32
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.	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.

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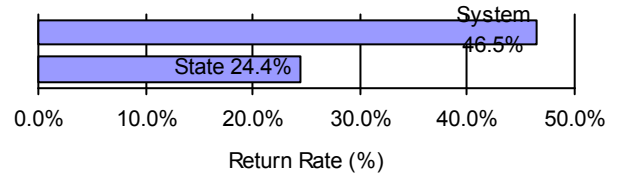
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Chattahoochee Count

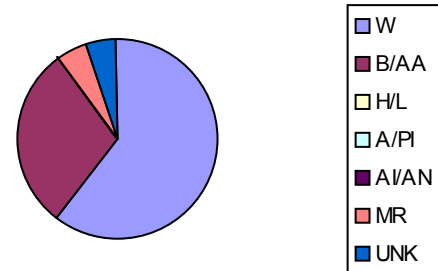
Overview

	System	State
Number of Surveys Distributed	43	39,999
Number of Valid Responses	20	9,747
Percentage Return Rate	46.5%	24.4%

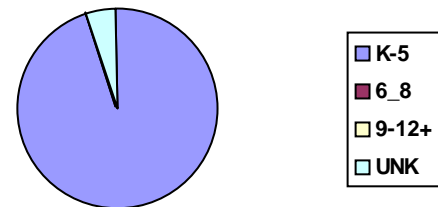


Child Demographics

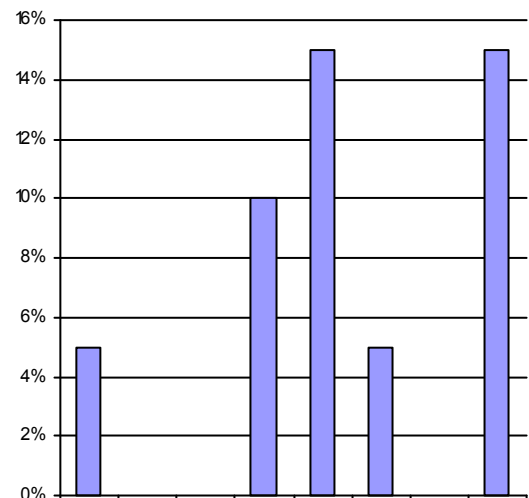
Race/Ethnicity	Count	Percent
White	12	60.0%
Black or African American (B/AA)	6	30.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	5.0%
Unknown (UNK)	1	5.0%



Grade	Count	Percent
K-5	19	95.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	1	5.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	5.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	2	10.0%
Emotional Behavioral Disorder (EBD)	3	15.0%
Intellectual Disability (ID)	1	5.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	15.0%
Specific Learning Disability (SLD)	1	5.0%
Speech/Language Impairment (SL)	9	45.0%
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%

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	15 %	30 %

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
11	Teachers are available to speak with me.	50
12	Teachers treat me as a team member.	47
13	Teachers seek out parent input.	42
9	My child's evaluation report is written in terms I understand.	40
10	Written information I receive is written in an understandable way.	40
15	Teachers encourage me to participate in the decision-making process.	40
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	37
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	37
19	The school communicates regularly with me regarding my child's progress on IEP goals.	37

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	29
23	The school gives parents the help they may need to play an active role in their child's education.	28
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	26
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	25
25	The school explains what options parents have if they disagree with a decision of the school.	24
20	The school gives me choices with regard to services that address my child's needs.	21
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	13
7	I was given information about organizations that offer support for parents of students with disabilities.	13
24	The school provides information on agencies that can assist my child in the transition from school.	13
21	The school offers parents training about special education issues.	11

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- Divisions for Special Education Services and Supports
- Georgia Department of Education
- (404) 657 – 9959
- nohara@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.

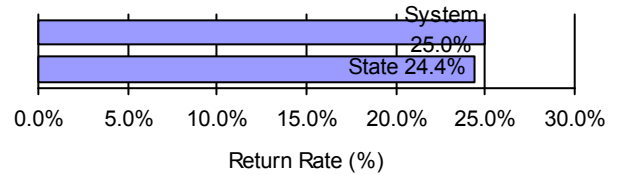
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Chattooga County

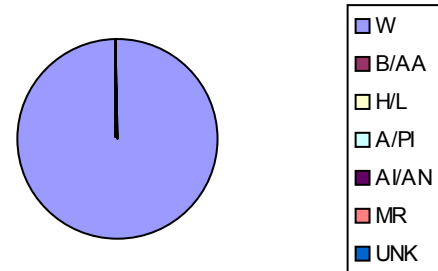
Overview

	System	State
Number of Surveys Distributed	40	39,999
Number of Valid Responses	10	9,747
Percentage Return Rate	25.0%	24.4%

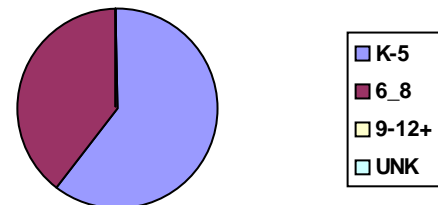


Child Demographics

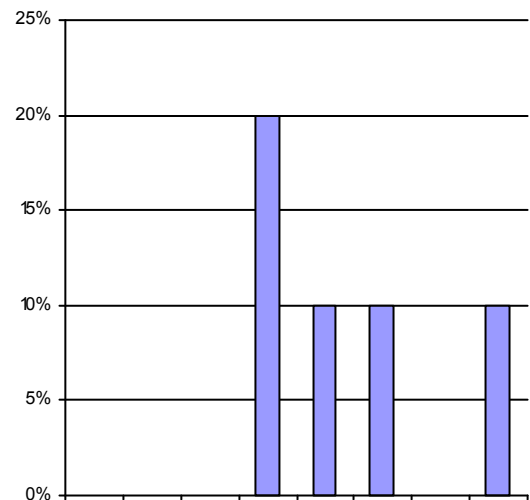
Race/Ethnicity	Count	Percent
White	10	100.0%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	6	60.0%
6-8	4	40.0%
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	20.0%
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)	3	30.0%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	2	20.0%
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%

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	10 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	40
11	Teachers are available to speak with me.	40
12	Teachers treat me as a team member.	30
14	Teachers show sensitivity to the needs of students with disabilities and their families.	30
15	Teachers encourage me to participate in the decision-making process.	30
22	The school offers parents a variety of ways to communicate with teachers.	30
23	The school gives parents the help they may need to play an active role in their child's education.	22
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	20
5	All of my concerns and recommendations were documented on the IEP.	20
13	Teachers seek out parent input.	20

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
16	Teachers respect my cultural heritage.	11
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	10
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	10
9	My child's evaluation report is written in terms I understand.	10
10	Written information I receive is written in an understandable way.	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
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	0
7	I was given information about organizations that offer support for parents of students with disabilities.	0
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	0

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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.

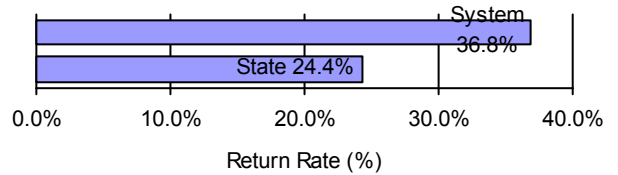
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Cherokee County

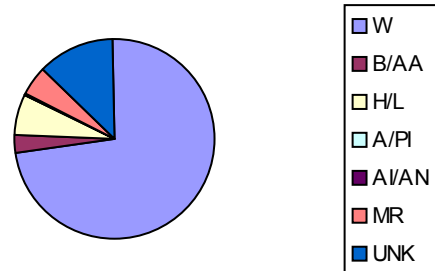
Overview

	System	State
Number of Surveys Distributed	812	39,999
Number of Valid Responses	299	9,747
Percentage Return Rate	36.8%	24.4%

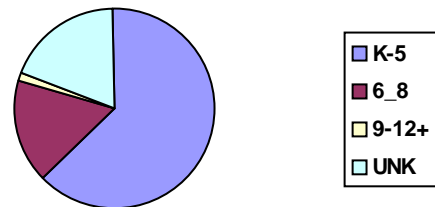


Child Demographics

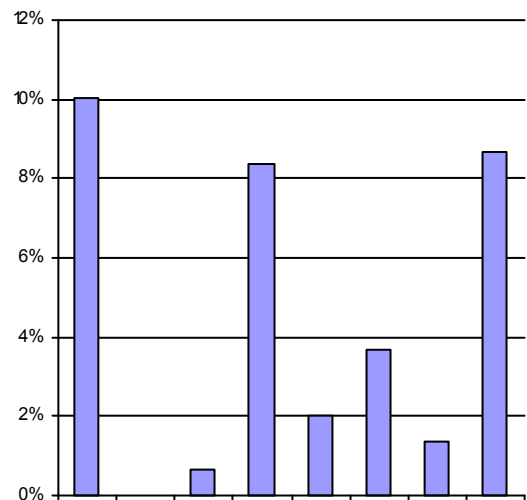
Race/Ethnicity	Count	Percent
White	217	72.6%
Black or African American (B/AA)	8	2.7%
Hispanic or Latino (H/L)	21	7.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	0.3%
Multi-racial (MR)	14	4.7%
Unknown (UNK)	38	12.7%



Grade	Count	Percent
K-5	186	62.2%
6-8	51	17.1%
9-12+	4	1.3%
Unknown (UNK)	58	19.4%



Primary Exceptionality	Count	Percent
Autism (AUT)	30	10.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	0.7%
Significant Developmental Delay (SDD)	25	8.4%
Emotional Behavioral Disorder (EBD)	6	2.0%
Intellectual Disability (ID)	11	3.7%
Orthopedic Impairment (OI)	4	1.3%
Other Health Impairment (OHI)	26	8.7%
Specific Learning Disability (SLD)	63	21.1%
Speech/Language Impairment (SL)	68	22.7%
Traumatic Brain injury (TBI)	3	1.0%
Visual Impairment including Blindness (VI)	1	0.3%
More Than One Disability (MTOD)	11	3.7%
Unknown (UNK)	49	16.4%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	29 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	64
11	Teachers are available to speak with me.	59
5	All of my concerns and recommendations were documented on the IEP.	58
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	58
12	Teachers treat me as a team member.	56
15	Teachers encourage me to participate in the decision-making process.	53
14	Teachers show sensitivity to the needs of students with disabilities and their families.	51
16	Teachers respect my cultural heritage.	51
10	Written information I receive is written in an understandable way.	51
9	My child's evaluation report is written in terms I understand.	50

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	44
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	41
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.	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.	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
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.	21
7	I was given information about organizations that offer support for parents of students with disabilities.	20

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

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

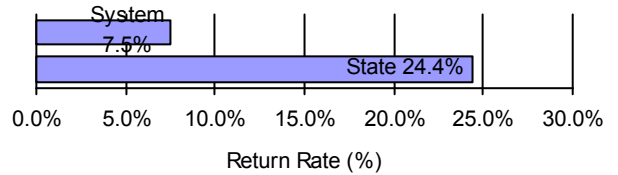
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Clarke County

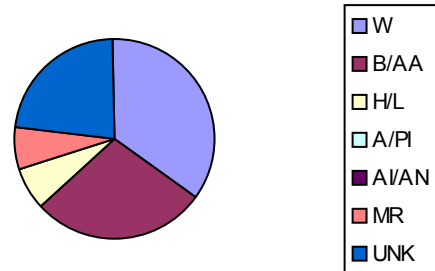
Overview

	System	State
Number of Surveys Distributed	572	39,999
Number of Valid Responses	43	9,747
Percentage Return Rate	7.5%	24.4%

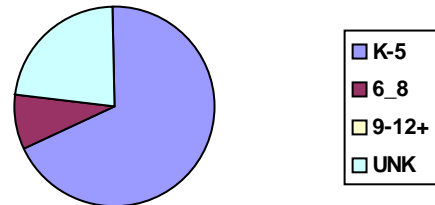


Child Demographics

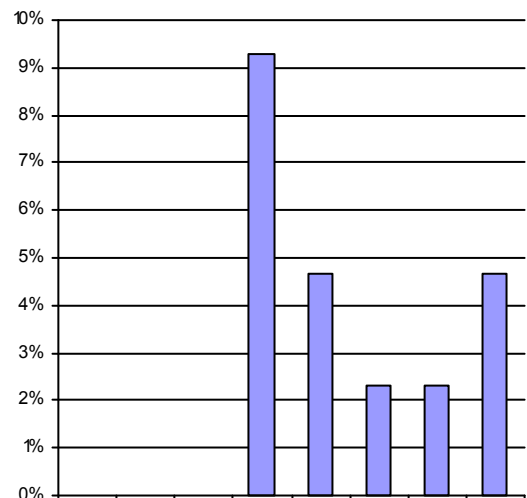
Race/Ethnicity	Count	Percent
White	15	34.9%
Black or African American (B/AA)	12	27.9%
Hispanic or Latino (H/L)	3	7.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	3	7.0%
Unknown (UNK)	10	23.3%



Grade	Count	Percent
K-5	29	67.4%
6-8	4	9.3%
9-12+	0	0.0%
Unknown (UNK)	10	23.3%



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)	4	9.3%
Emotional Behavioral Disorder (EBD)	2	4.7%
Intellectual Disability (ID)	1	2.3%
Orthopedic Impairment (OI)	1	2.3%
Other Health Impairment (OHI)	2	4.7%
Specific Learning Disability (SLD)	13	30.2%
Speech/Language Impairment (SL)	7	16.3%
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)	13	30.2%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	33 %	30 %

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.	73
12	Teachers treat me as a team member.	72
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	65
5	All of my concerns and recommendations were documented on the IEP.	64
15	Teachers encourage me to participate in the decision-making process.	62
13	Teachers seek out parent input.	60
14	Teachers show sensitivity to the needs of students with disabilities and their families.	59
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	57
16	Teachers respect my cultural heritage.	56

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	50
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	49
19	The school communicates regularly with me regarding my child's progress on IEP goals.	49
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	44
23	The school gives parents the help they may need to play an active role in their child's education.	41
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.	34
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	34
24	The school provides information on agencies that can assist my child in the transition from school.	33
7	I was given information about organizations that offer support for parents of students with disabilities.	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.

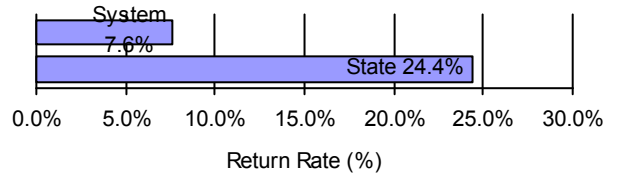
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Clayton County

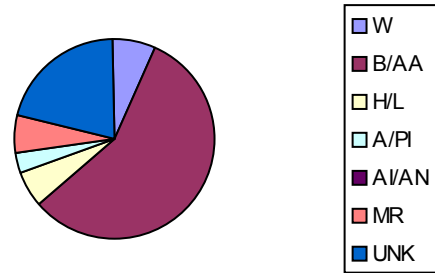
Overview

	System	State
Number of Surveys Distributed	1111	39,999
Number of Valid Responses	84	9,747
Percentage Return Rate	7.6%	24.4%

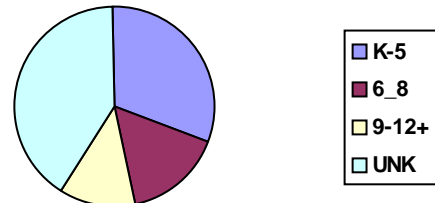


Child Demographics

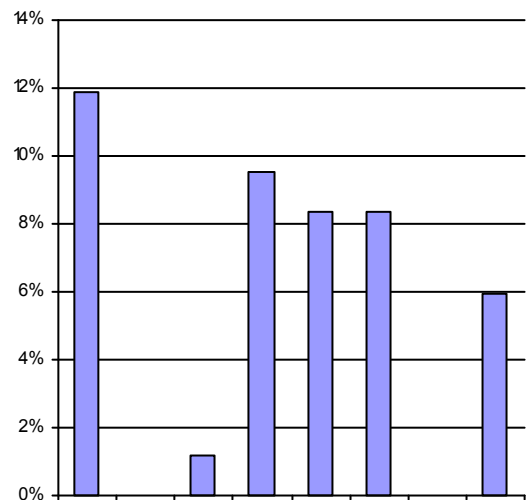
Race/Ethnicity	Count	Percent
White	6	7.1%
Black or African American (B/AA)	47	56.0%
Hispanic or Latino (H/L)	5	6.0%
Asian or Pacific Islander (A/PI)	3	3.6%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	5	6.0%
Unknown (UNK)	18	21.4%



Grade	Count	Percent
K-5	26	31.0%
6-8	13	15.5%
9-12+	10	11.9%
Unknown (UNK)	35	41.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	10	11.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	1.2%
Significant Developmental Delay (SDD)	8	9.5%
Emotional Behavioral Disorder (EBD)	7	8.3%
Intellectual Disability (ID)	7	8.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	5	6.0%
Specific Learning Disability (SLD)	12	14.3%
Speech/Language Impairment (SL)	9	10.7%
Traumatic Brain injury (TBI)	1	1.2%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	3.6%
Unknown (UNK)	21	25.0%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	13 %	30 %

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.	52
5	All of my concerns and recommendations were documented on the IEP.	42
12	Teachers treat me as a team member.	42
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	41
9	My child's evaluation report is written in terms I understand.	36
15	Teachers encourage me to participate in the decision-making process.	36
16	Teachers respect my cultural heritage.	35
11	Teachers are available to speak with me.	35
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	35
10	Written information I receive is written in an understandable way.	33

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	26
18	The school has a person on staff who is available to answer parents' questions.	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.	23
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	23
23	The school gives parents the help they may need to play an active role in their child's education.	20
21	The school offers parents training about special education issues.	20
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	18
7	I was given information about organizations that offer support for parents of students with disabilities.	15
25	The school explains what options parents have if they disagree with a decision of the school.	13
24	The school provides information on agencies that can assist my child in the transition from school.	12

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

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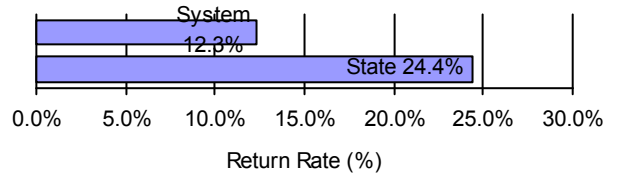
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Cobb County

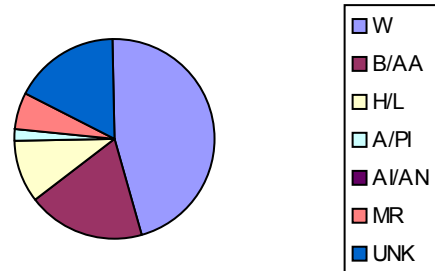
Overview

	System	State
Number of Surveys Distributed	2913	39,999
Number of Valid Responses	358	9,747
Percentage Return Rate	12.3%	24.4%

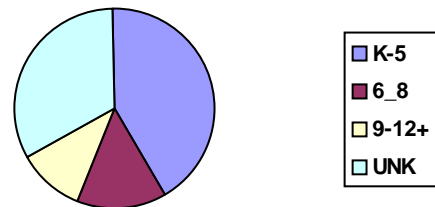


Child Demographics

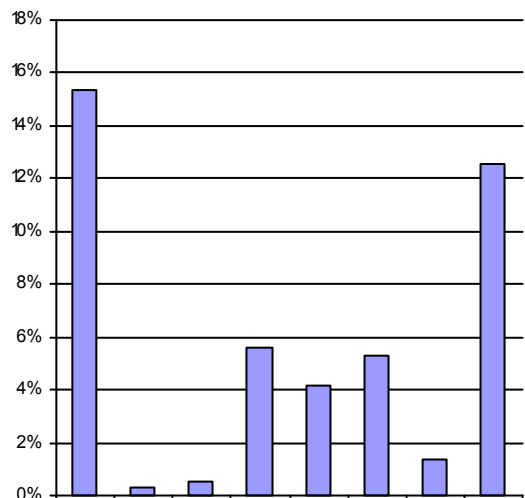
Race/Ethnicity	Count	Percent
White	163	45.5%
Black or African American (B/AA)	66	18.4%
Hispanic or Latino (H/L)	38	10.6%
Asian or Pacific Islander (A/PI)	6	1.7%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	22	6.1%
Unknown (UNK)	63	17.6%



Grade	Count	Percent
K-5	148	41.3%
6-8	51	14.2%
9-12+	39	10.9%
Unknown (UNK)	120	33.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	55	15.4%
Deaf-Blind (DB)	1	0.3%
Deaf-Hard of Hearing (D/HH)	2	0.6%
Significant Developmental Delay (SDD)	20	5.6%
Emotional Behavioral Disorder (EBD)	15	4.2%
Intellectual Disability (ID)	19	5.3%
Orthopedic Impairment (OI)	5	1.4%
Other Health Impairment (OHI)	45	12.6%
Specific Learning Disability (SLD)	71	19.8%
Speech/Language Impairment (SL)	37	10.3%
Traumatic Brain injury (TBI)	4	1.1%
Visual Impairment including Blindness (VI)	1	0.3%
More Than One Disability (MTOD)	11	3.1%
Unknown (UNK)	72	20.1%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	26 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	62
12	Teachers treat me as a team member.	57
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	55
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.	53
15	Teachers encourage me to participate in the decision-making process.	49
14	Teachers show sensitivity to the needs of students with disabilities and their families.	48
10	Written information I receive is written in an understandable way.	48
9	My child's evaluation report is written in terms I understand.	48
16	Teachers respect my cultural heritage.	48

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.	40
20	The school gives me choices with regard to services that address my child's needs.	39
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	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.	37
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.	31
24	The school provides information on agencies that can assist my child in the transition from school.	25
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
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.

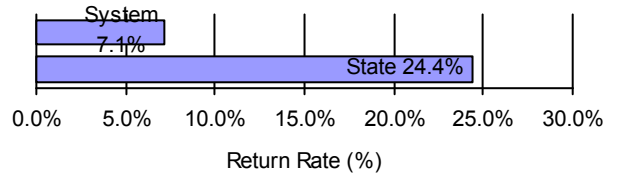
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Coffee County

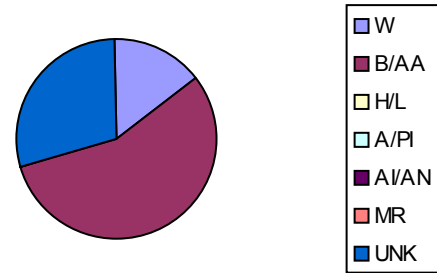
Overview

	System	State
Number of Surveys Distributed	280	39,999
Number of Valid Responses	20	9,747
Percentage Return Rate	7.1%	24.4%

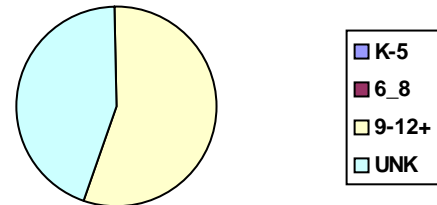


Child Demographics

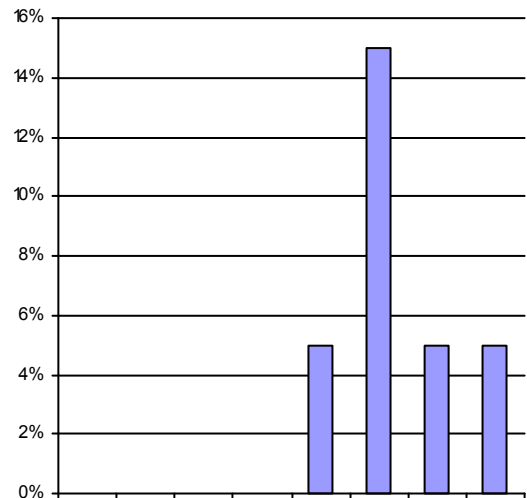
Race/Ethnicity	Count	Percent
White	3	15.0%
Black or African American (B/AA)	11	55.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	6	30.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	11	55.0%
Unknown (UNK)	9	45.0%



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	5.0%
Intellectual Disability (ID)	3	15.0%
Orthopedic Impairment (OI)	1	5.0%
Other Health Impairment (OHI)	1	5.0%
Specific Learning Disability (SLD)	7	35.0%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	1	5.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	6	30.0%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

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

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.	71
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	67
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	67
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	64
15	Teachers encourage me to participate in the decision-making process.	62
18	The school has a person on staff who is available to answer parents' questions.	62
19	The school communicates regularly with me regarding my child's progress on IEP goals.	62
11	Teachers are available to speak with me.	60
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
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
22	The school offers parents a variety of ways to communicate with teachers.	50
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	47
24	The school provides information on agencies that can assist my child in the transition from school.	46
21	The school offers parents training about special education issues.	45
16	Teachers respect my cultural heritage.	43
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	38
23	The school gives parents the help they may need to play an active role in their child's education.	36
14	Teachers show sensitivity to the needs of students with disabilities and their families.	36
25	The school explains what options parents have if they disagree with a decision of the school.	31

For questions regarding district results, please contact Nancy O'Hara:

- Divisions for Special Education Services and Supports
- Georgia Department of Education
- (404) 657 – 9959
- nohara@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.

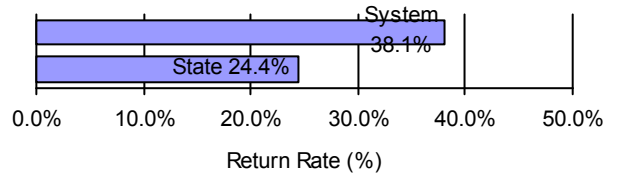
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Colquitt County

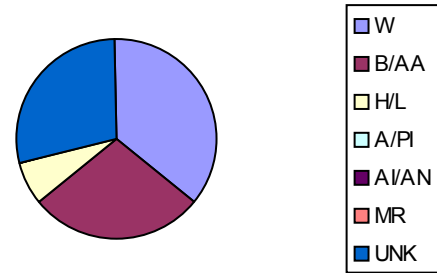
Overview

	System	State
Number of Surveys Distributed	388	39,999
Number of Valid Responses	148	9,747
Percentage Return Rate	38.1%	24.4%

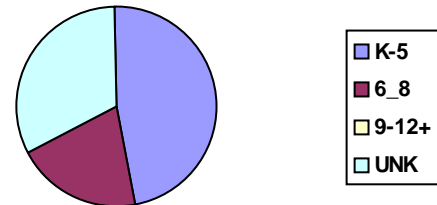


Child Demographics

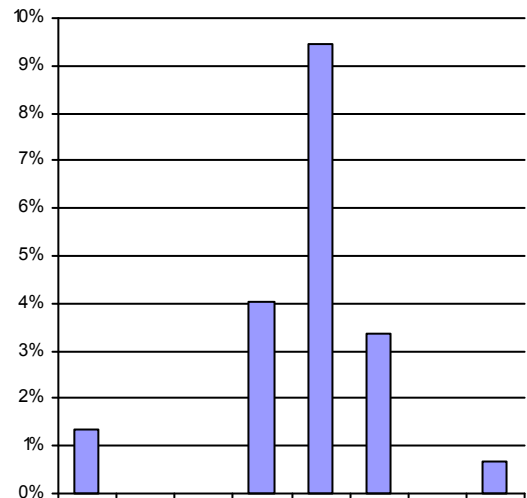
Race/Ethnicity	Count	Percent
White	53	35.8%
Black or African American (B/AA)	41	27.7%
Hispanic or Latino (H/L)	11	7.4%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	43	29.1%



Grade	Count	Percent
K-5	69	46.6%
6-8	30	20.3%
9-12+	0	0.0%
Unknown (UNK)	49	33.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	1.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	6	4.1%
Emotional Behavioral Disorder (EBD)	14	9.5%
Intellectual Disability (ID)	5	3.4%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	0.7%
Specific Learning Disability (SLD)	29	19.6%
Speech/Language Impairment (SL)	27	18.2%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	2	1.4%
More Than One Disability (MTOD)	9	6.1%
Unknown (UNK)	53	35.8%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

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

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	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.	59
12	Teachers treat me as a team member.	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).	57
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	56
23	The school gives parents the help they may need to play an active role in their child's education.	56
18	The school has a person on staff who is available to answer parents' questions.	55
9	My child's evaluation report is written in terms I understand.	54
10	Written information I receive is written in an understandable way.	54

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
15	Teachers encourage me to participate in the decision-making process.	51
14	Teachers show sensitivity to the needs of students with disabilities and their families.	51
13	Teachers seek out parent input.	50
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	48
25	The school explains what options parents have if they disagree with a decision of the school.	45
21	The school offers parents training about special education issues.	42
24	The school provides information on agencies that can assist my child in the transition from school.	41
7	I was given information about organizations that offer support for parents of students with disabilities.	41
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.	28

For questions regarding district results, please contact Nancy O'Hara:

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- Georgia Department of Education
- (404) 657 – 9959
- nohara@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.

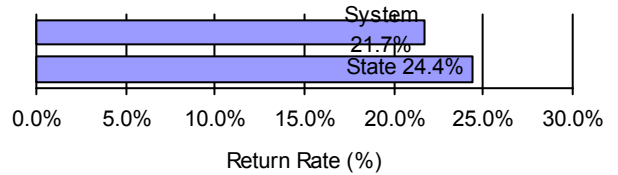
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Columbia County

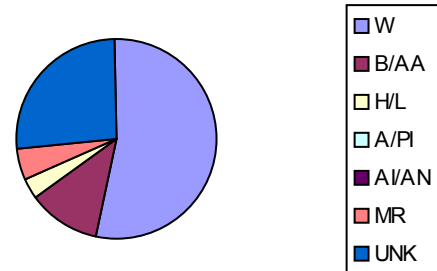
Overview

	System	State
Number of Surveys Distributed	429	39,999
Number of Valid Responses	93	9,747
Percentage Return Rate	21.7%	24.4%

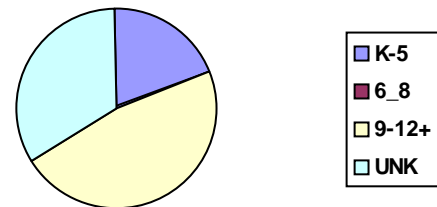


Child Demographics

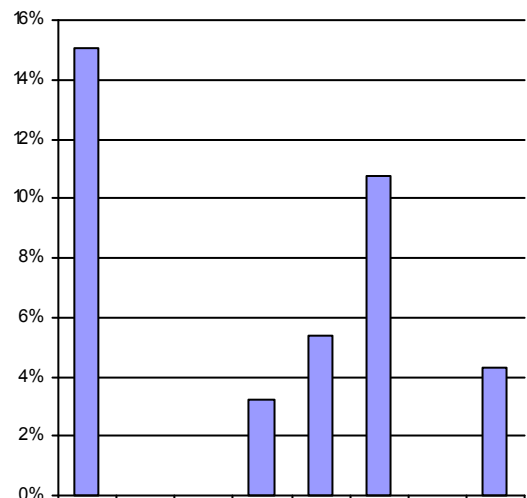
Race/Ethnicity	Count	Percent
White	49	52.7%
Black or African American (B/AA)	11	11.8%
Hispanic or Latino (H/L)	3	3.2%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	5	5.4%
Unknown (UNK)	25	26.9%



Grade	Count	Percent
K-5	18	19.4%
6-8	0	0.0%
9-12+	43	46.2%
Unknown (UNK)	32	34.4%



Primary Exceptionality	Count	Percent
Autism (AUT)	14	15.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	3	3.2%
Emotional Behavioral Disorder (EBD)	5	5.4%
Intellectual Disability (ID)	10	10.8%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	4	4.3%
Specific Learning Disability (SLD)	15	16.1%
Speech/Language Impairment (SL)	12	12.9%
Traumatic Brain injury (TBI)	2	2.2%
Visual Impairment including Blindness (VI)	1	1.1%
More Than One Disability (MTOD)	5	5.4%
Unknown (UNK)	22	23.7%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	19 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	67
5	All of my concerns and recommendations were documented on the IEP.	63
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	63
10	Written information I receive is written in an understandable way.	62
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	60
12	Teachers treat me as a team member.	58
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.	54
9	My child's evaluation report is written in terms I understand.	54
13	Teachers seek out parent input.	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.	39
20	The school gives me choices with regard to services that address my child's needs.	39
19	The school communicates regularly with me regarding my child's progress on IEP goals.	38
23	The school gives parents the help they may need to play an active role in their child's education.	35
24	The school provides information on agencies that can assist my child in the transition from school.	27
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	27
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.	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 Nancy O'Hara:

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- nohara@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.

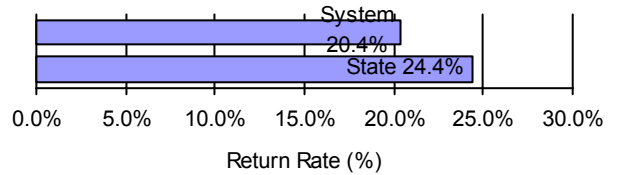
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Coweta County

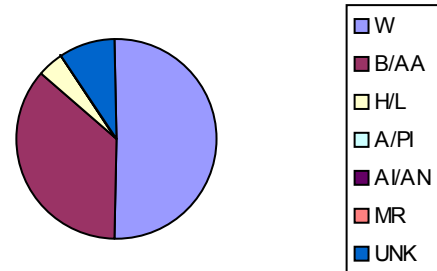
Overview

	System	State
Number of Surveys Distributed	216	39,999
Number of Valid Responses	44	9,747
Percentage Return Rate	20.4%	24.4%

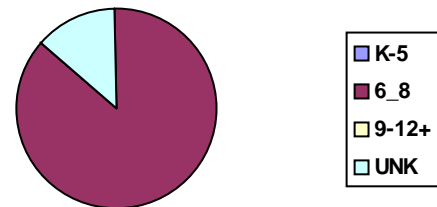


Child Demographics

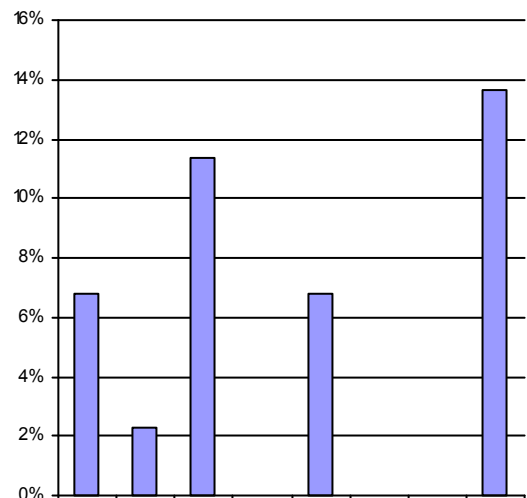
Race/Ethnicity	Count	Percent
White	22	50.0%
Black or African American (B/AA)	16	36.4%
Hispanic or Latino (H/L)	2	4.5%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	4	9.1%



Grade	Count	Percent
K-5	0	0.0%
6-8	38	86.4%
9-12+	0	0.0%
Unknown (UNK)	6	13.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	6.8%
Deaf-Blind (DB)	1	2.3%
Deaf-Hard of Hearing (D/HH)	5	11.4%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	3	6.8%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	6	13.6%
Specific Learning Disability (SLD)	15	34.1%
Speech/Language Impairment (SL)	1	2.3%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	2.3%
More Than One Disability (MTOD)	2	4.5%
Unknown (UNK)	7	15.9%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	36 %	30 %

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.	62
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	62
5	All of my concerns and recommendations were documented on the IEP.	59
11	Teachers are available to speak with me.	58
12	Teachers treat me as a team member.	53
18	The school has a person on staff who is available to answer parents' questions.	50
10	Written information I receive is written in an understandable way.	48
22	The school offers parents a variety of ways to communicate with teachers.	46
9	My child's evaluation report is written in terms I understand.	45
19	The school communicates regularly with me regarding my child's progress on IEP goals.	45

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	38
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	38
25	The school explains what options parents have if they disagree with a decision of the school.	34
20	The school gives me choices with regard to services that address my child's needs.	33
16	Teachers respect my cultural heritage.	32
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	26
7	I was given information about organizations that offer support for parents of students with disabilities.	26
21	The school offers parents training about special education issues.	24
24	The school provides information on agencies that can assist my child in the transition from school.	24
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	11

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

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

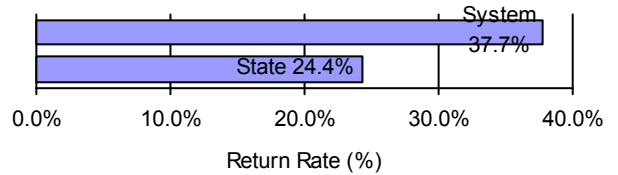
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Crawford County

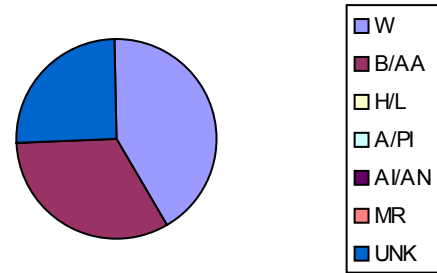
Overview

	System	State
Number of Surveys Distributed	122	39,999
Number of Valid Responses	46	9,747
Percentage Return Rate	37.7%	24.4%

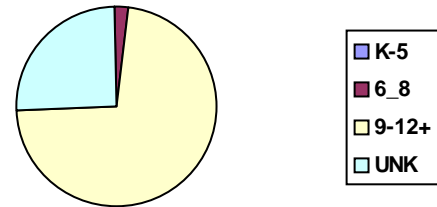


Child Demographics

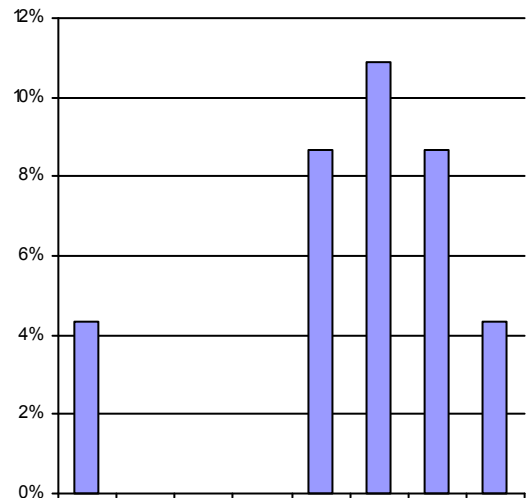
Race/Ethnicity	Count	Percent
White	19	41.3%
Black or African American (B/AA)	15	32.6%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	12	26.1%



Grade	Count	Percent
K-5	0	0.0%
6-8	1	2.2%
9-12+	33	71.7%
Unknown (UNK)	12	26.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	4.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	4	8.7%
Intellectual Disability (ID)	5	10.9%
Orthopedic Impairment (OI)	4	8.7%
Other Health Impairment (OHI)	2	4.3%
Specific Learning Disability (SLD)	15	32.6%
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)	1	2.2%
Unknown (UNK)	13	28.3%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	20 %	30 %

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.	57
12	Teachers treat me as a team member.	51
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
11	Teachers are available to speak with me.	49
16	Teachers respect my cultural heritage.	48
14	Teachers show sensitivity to the needs of students with disabilities and their families.	46
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	45
10	Written information I receive is written in an understandable way.	45
5	All of my concerns and recommendations were documented on the IEP.	42

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.	33
21	The school offers parents training about special education issues.	33
23	The school gives parents the help they may need to play an active role in their child's education.	33
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	32
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	32
19	The school communicates regularly with me regarding my child's progress on IEP goals.	31
24	The school provides information on agencies that can assist my child in the transition from school.	31
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	29
18	The school has a person on staff who is available to answer parents' questions.	29
25	The school explains what options parents have if they disagree with a decision of the school.	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.

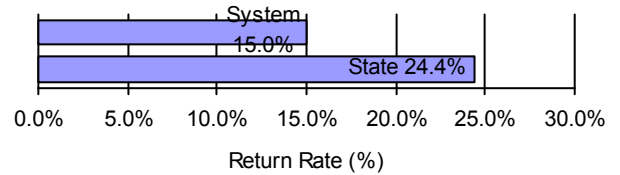
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Crisp County

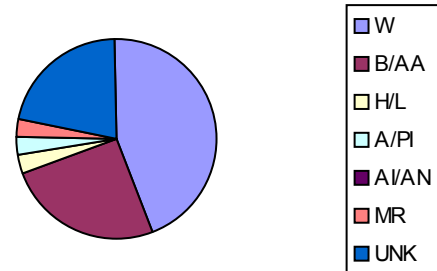
Overview

	System	State
Number of Surveys Distributed	214	39,999
Number of Valid Responses	32	9,747
Percentage Return Rate	15.0%	24.4%

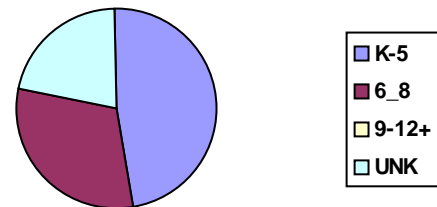


Child Demographics

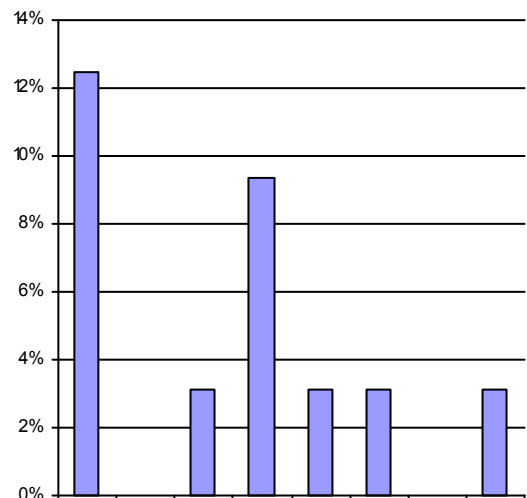
Race/Ethnicity	Count	Percent
White	14	43.8%
Black or African American (B/AA)	8	25.0%
Hispanic or Latino (H/L)	1	3.1%
Asian or Pacific Islander (A/PI)	1	3.1%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	3.1%
Unknown (UNK)	7	21.9%



Grade	Count	Percent
K-5	15	46.9%
6-8	10	31.3%
9-12+	0	0.0%
Unknown (UNK)	7	21.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	4	12.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	3.1%
Significant Developmental Delay (SDD)	3	9.4%
Emotional Behavioral Disorder (EBD)	1	3.1%
Intellectual Disability (ID)	1	3.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	3.1%
Specific Learning Disability (SLD)	6	18.8%
Speech/Language Impairment (SL)	7	21.9%
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)	8	25.0%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	22 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
16	Teachers respect my cultural heritage.	59
11	Teachers are available to speak with me.	56
18	The school has a person on staff who is available to answer parents' questions.	55
10	Written information I receive is written in an understandable way.	50
12	Teachers treat me as a team member.	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
9	My child's evaluation report is written in terms I understand.	48
14	Teachers show sensitivity to the needs of students with disabilities and their families.	48
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	46

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
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	32
23	The school gives parents the help they may need to play an active role in their child's education.	32
20	The school gives me choices with regard to services that address my child's needs.	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
19	The school communicates regularly with me regarding my child's progress on IEP goals.	29
24	The school provides information on agencies that can assist my child in the transition from school.	25
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
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	17

For questions regarding district results, please contact Nancy O'Hara:

- Divisions for Special Education Services and Supports
- Georgia Department of Education
- (404) 657 – 9959
- nohara@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.

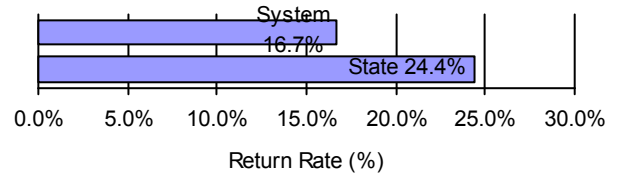
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Dade County

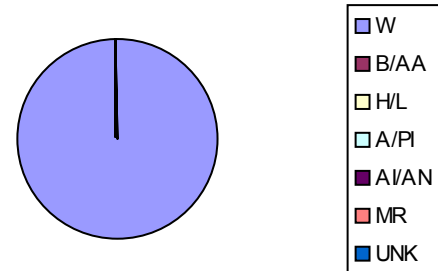
Overview

	System	State
Number of Surveys Distributed	54	39,999
Number of Valid Responses	9	9,747
Percentage Return Rate	16.7%	24.4%

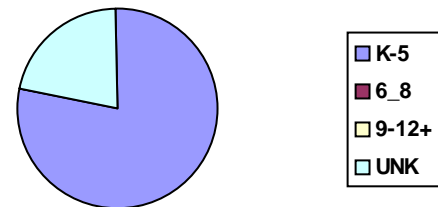


Child Demographics

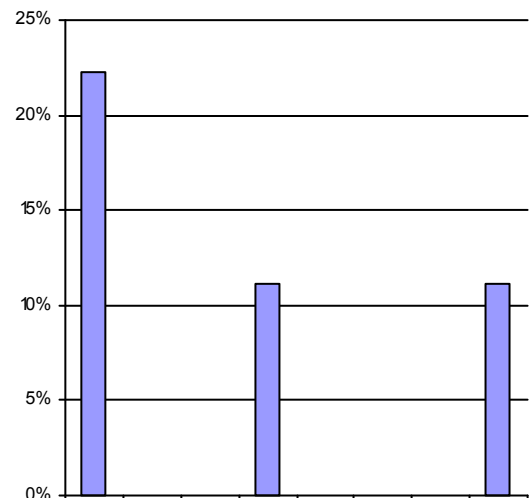
Race/Ethnicity	Count	Percent
White	9	100.0%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	7	77.8%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	2	22.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	22.2%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	11.1%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	11.1%
Specific Learning Disability (SLD)	2	22.2%
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)	0	0.0%
Unknown (UNK)	0	0.0%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	22 %	30 %

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.	44
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	44
5	All of my concerns and recommendations were documented on the IEP.	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
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

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.	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
19	The school communicates regularly with me regarding my child's progress on IEP goals.	22
22	The school offers parents a variety of ways to communicate with teachers.	22
20	The school gives me choices with regard to services that address my child's needs.	13
25	The school explains what options parents have if they disagree with a decision of the school.	13
21	The school offers parents training about special education issues.	11
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	0
7	I was given information about organizations that offer support for parents of students with disabilities.	0
24	The school provides information on agencies that can assist my child in the transition from school.	0

For questions regarding district results, please contact Nancy O'Hara:

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- Georgia Department of Education
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- nohara@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.

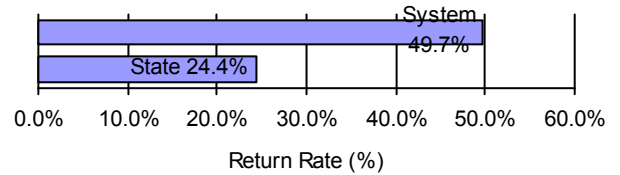
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Dawson County

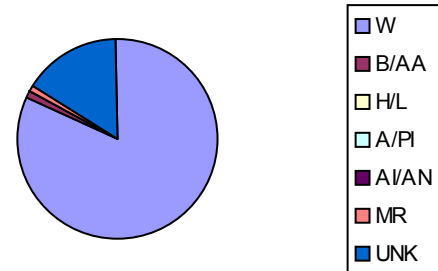
Overview

	System	State
Number of Surveys Distributed	187	39,999
Number of Valid Responses	93	9,747
Percentage Return Rate	49.7%	24.4%

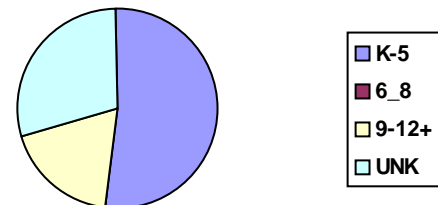


Child Demographics

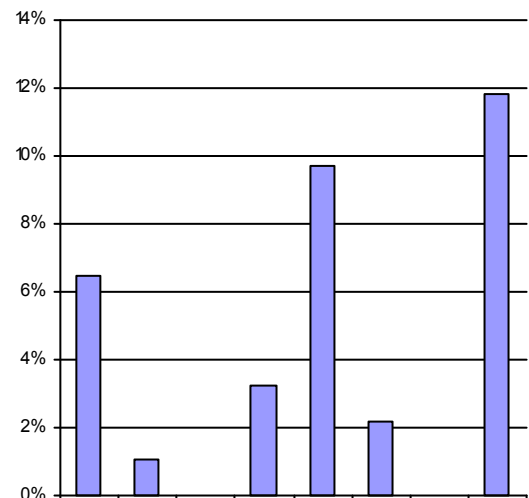
Race/Ethnicity	Count	Percent
White	76	81.7%
Black or African American (B/AA)	1	1.1%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	1.1%
Unknown (UNK)	15	16.1%



Grade	Count	Percent
K-5	48	51.6%
6-8	0	0.0%
9-12+	17	18.3%
Unknown (UNK)	28	30.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	6	6.5%
Deaf-Blind (DB)	1	1.1%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	3	3.2%
Emotional Behavioral Disorder (EBD)	9	9.7%
Intellectual Disability (ID)	2	2.2%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	11	11.8%
Specific Learning Disability (SLD)	24	25.8%
Speech/Language Impairment (SL)	15	16.1%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	1.1%
More Than One Disability (MTOD)	3	3.2%
Unknown (UNK)	18	19.4%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	34 %	30 %

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.	72
15	Teachers encourage me to participate in the decision-making process.	71
18	The school has a person on staff who is available to answer parents' questions.	68
11	Teachers are available to speak with me.	68
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
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
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	63
10	Written information I receive is written in an understandable way.	63
13	Teachers seek out parent input.	63

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
23	The school gives parents the help they may need to play an active role in their child's education.	57
16	Teachers respect my cultural heritage.	56
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	54
20	The school gives me choices with regard to services that address my child's needs.	54
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.	51
24	The school provides information on agencies that can assist my child in the transition from school.	51
7	I was given information about organizations that offer support for parents of students with disabilities.	40
21	The school offers parents training about special education issues.	36
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	35

For questions regarding district results, please contact Nancy O'Hara:

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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.

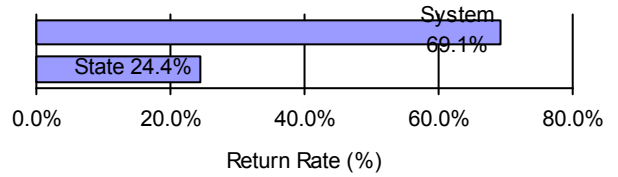
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Decatur County

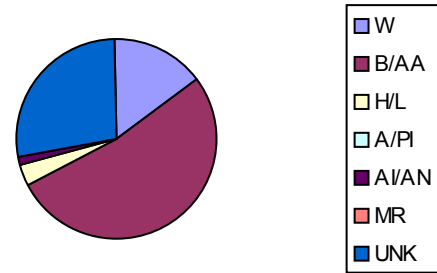
Overview

	System	State
Number of Surveys Distributed	123	39,999
Number of Valid Responses	85	9,747
Percentage Return Rate	69.1%	24.4%

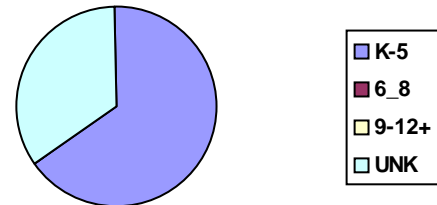


Child Demographics

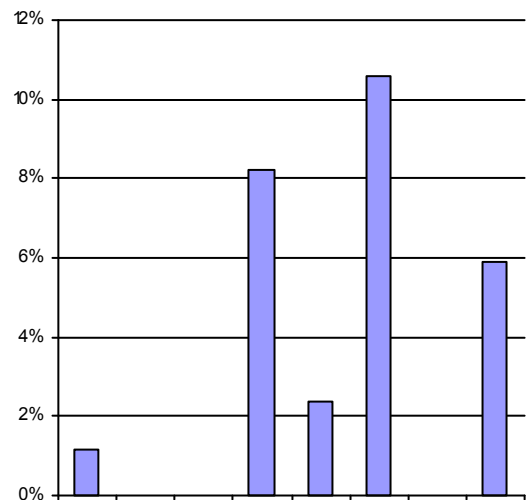
Race/Ethnicity	Count	Percent
White	13	15.3%
Black or African American (B/AA)	44	51.8%
Hispanic or Latino (H/L)	3	3.5%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	1.2%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	24	28.2%



Grade	Count	Percent
K-5	55	64.7%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	30	35.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	1.2%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	7	8.2%
Emotional Behavioral Disorder (EBD)	2	2.4%
Intellectual Disability (ID)	9	10.6%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	5	5.9%
Specific Learning Disability (SLD)	23	27.1%
Speech/Language Impairment (SL)	9	10.6%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	2	2.4%
More Than One Disability (MTOD)	2	2.4%
Unknown (UNK)	25	29.4%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	34 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	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.	63
16	Teachers respect my cultural heritage.	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
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	63
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	62
10	Written information I receive is written in an understandable way.	60
18	The school has a person on staff who is available to answer parents' questions.	59

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
9	My child's evaluation report is written in terms I understand.	55
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	50
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	49
22	The school offers parents a variety of ways to communicate with teachers.	49
23	The school gives parents the help they may need to play an active role in their child's education.	47
21	The school offers parents training about special education issues.	47
24	The school provides information on agencies that can assist my child in the transition from school.	47
25	The school explains what options parents have if they disagree with a decision of the school.	47
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	45
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	36

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

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

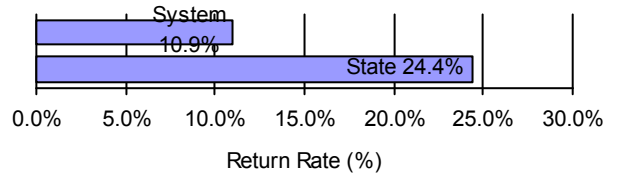
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report DeKalb County

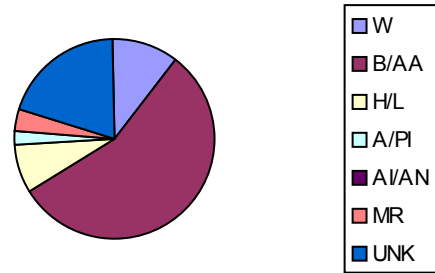
Overview

	System	State
Number of Surveys Distributed	2137	39,999
Number of Valid Responses	234	9,747
Percentage Return Rate	10.9%	24.4%

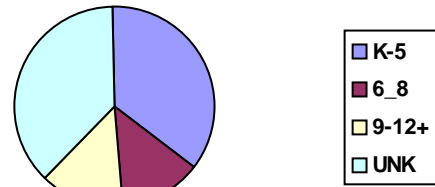


Child Demographics

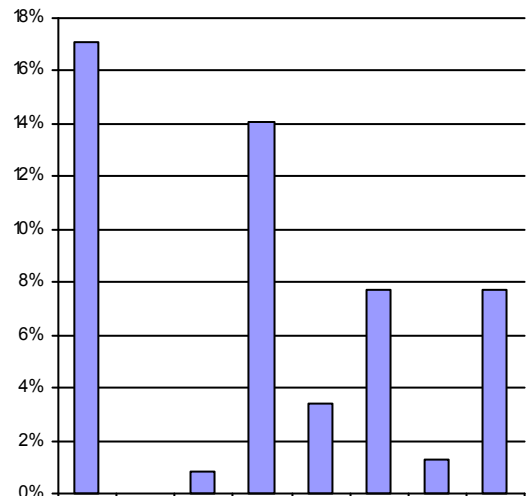
Race/Ethnicity	Count	Percent
White	26	11.1%
Black or African American (B/AA)	128	54.7%
Hispanic or Latino (H/L)	18	7.7%
Asian or Pacific Islander (A/PI)	6	2.6%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	8	3.4%
Unknown (UNK)	48	20.5%



Grade	Count	Percent
K-5	83	35.5%
6-8	30	12.8%
9-12+	31	13.2%
Unknown (UNK)	90	38.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	40	17.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	0.9%
Significant Developmental Delay (SDD)	33	14.1%
Emotional Behavioral Disorder (EBD)	8	3.4%
Intellectual Disability (ID)	18	7.7%
Orthopedic Impairment (OI)	3	1.3%
Other Health Impairment (OHI)	18	7.7%
Specific Learning Disability (SLD)	38	16.2%
Speech/Language Impairment (SL)	13	5.6%
Traumatic Brain injury (TBI)	3	1.3%
Visual Impairment including Blindness (VI)	1	0.4%
More Than One Disability (MTOD)	5	2.1%
Unknown (UNK)	52	22.2%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

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

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
12	Teachers treat me as a team member.	55
5	All of my concerns and recommendations were documented on the IEP.	55
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	48
10	Written information I receive is written in an understandable way.	48
9	My child's evaluation report is written in terms I understand.	46
16	Teachers respect my cultural heritage.	46
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	46
15	Teachers encourage me to participate in the decision-making process.	44

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	36
20	The school gives me choices with regard to services that address my child's needs.	36
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
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	30
25	The school explains what options parents have if they disagree with a decision of the school.	30
21	The school offers parents training about special education issues.	28
7	I was given information about organizations that offer support for parents of students with disabilities.	26
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.	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.

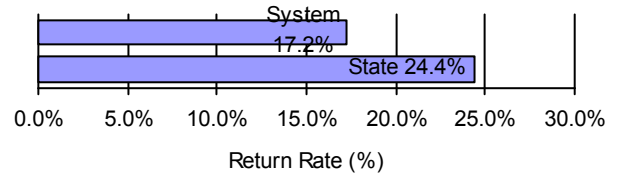
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Dougherty County

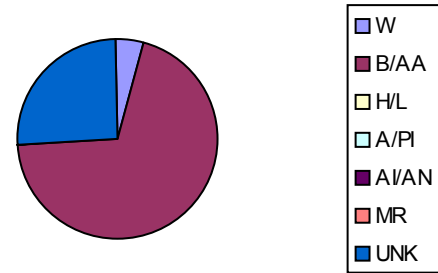
Overview

	System	State
Number of Surveys Distributed	529	39,999
Number of Valid Responses	91	9,747
Percentage Return Rate	17.2%	24.4%

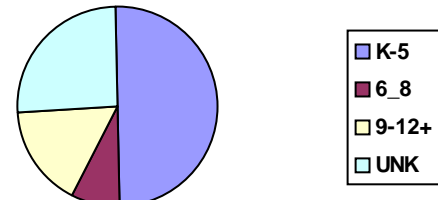


Child Demographics

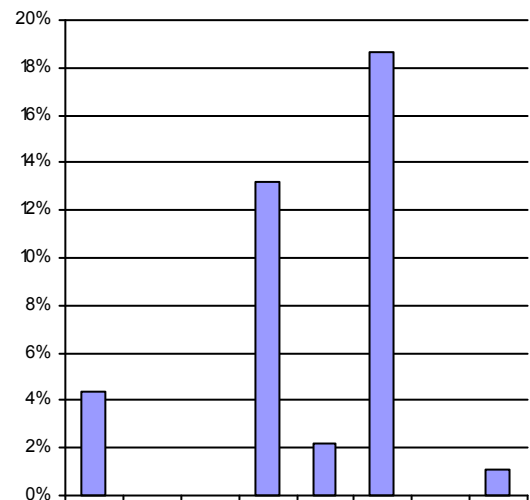
Race/Ethnicity	Count	Percent
White	4	4.4%
Black or African American (B/AA)	63	69.2%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	24	26.4%



Grade	Count	Percent
K-5	45	49.5%
6-8	7	7.7%
9-12+	15	16.5%
Unknown (UNK)	24	26.4%



Primary Exceptionality	Count	Percent
Autism (AUT)	4	4.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	12	13.2%
Emotional Behavioral Disorder (EBD)	2	2.2%
Intellectual Disability (ID)	17	18.7%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	1.1%
Specific Learning Disability (SLD)	12	13.2%
Speech/Language Impairment (SL)	12	13.2%
Traumatic Brain injury (TBI)	1	1.1%
Visual Impairment including Blindness (VI)	2	2.2%
More Than One Disability (MTOD)	4	4.4%
Unknown (UNK)	24	26.4%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	13 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	41
11	Teachers are available to speak with me.	41
14	Teachers show sensitivity to the needs of students with disabilities and their families.	40
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	40
12	Teachers treat me as a team member.	40
15	Teachers encourage me to participate in the decision-making process.	39
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
9	My child's evaluation report is written in terms I understand.	37
16	Teachers respect my cultural heritage.	36
13	Teachers seek out parent input.	36

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.	29
7	I was given information about organizations that offer support for parents of students with disabilities.	28
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	28
19	The school communicates regularly with me regarding my child's progress on IEP goals.	26
25	The school explains what options parents have if they disagree with a decision of the school.	26
22	The school offers parents a variety of ways to communicate with teachers.	25
20	The school gives me choices with regard to services that address my child's needs.	24
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	23
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.	18

For questions regarding district results, please contact Nancy O'Hara:

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- Georgia Department of Education
- (404) 657 – 9959
- nohara@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.

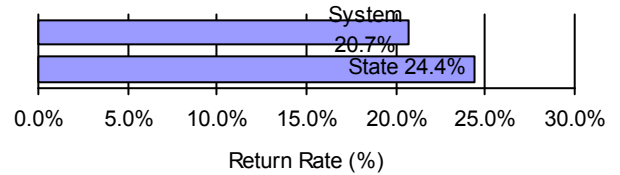
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Douglas County

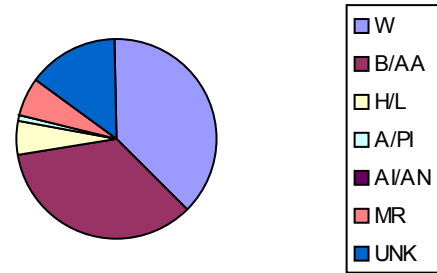
Overview

	System	State
Number of Surveys Distributed	518	39,999
Number of Valid Responses	107	9,747
Percentage Return Rate	20.7%	24.4%

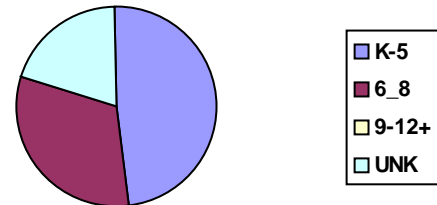


Child Demographics

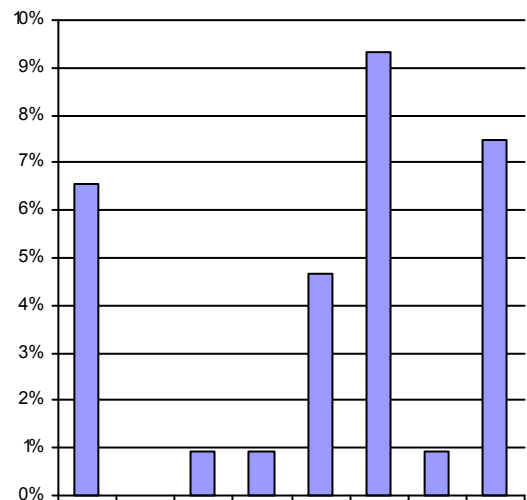
Race/Ethnicity	Count	Percent
White	40	37.4%
Black or African American (B/AA)	37	34.6%
Hispanic or Latino (H/L)	6	5.6%
Asian or Pacific Islander (A/PI)	1	0.9%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	7	6.5%
Unknown (UNK)	16	15.0%



Grade	Count	Percent
K-5	51	47.7%
6-8	34	31.8%
9-12+	0	0.0%
Unknown (UNK)	22	20.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	7	6.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	0.9%
Significant Developmental Delay (SDD)	1	0.9%
Emotional Behavioral Disorder (EBD)	5	4.7%
Intellectual Disability (ID)	10	9.3%
Orthopedic Impairment (OI)	1	0.9%
Other Health Impairment (OHI)	8	7.5%
Specific Learning Disability (SLD)	20	18.7%
Speech/Language Impairment (SL)	21	19.6%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	4	3.7%
More Than One Disability (MTOD)	9	8.4%
Unknown (UNK)	20	18.7%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	34 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	68
5	All of my concerns and recommendations were documented on the IEP.	63
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	62
15	Teachers encourage me to participate in the decision-making process.	62
11	Teachers are available to speak with me.	62
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.	61
16	Teachers respect my cultural heritage.	60
18	The school has a person on staff who is available to answer parents' questions.	59
9	My child's evaluation report is written in terms I understand.	59

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.	52
20	The school gives me choices with regard to services that address my child's needs.	49
22	The school offers parents a variety of ways to communicate with teachers.	47
23	The school gives parents the help they may need to play an active role in their child's education.	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.	36
24	The school provides information on agencies that can assist my child in the transition from school.	33
7	I was given information about organizations that offer support for parents of students with disabilities.	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.	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.

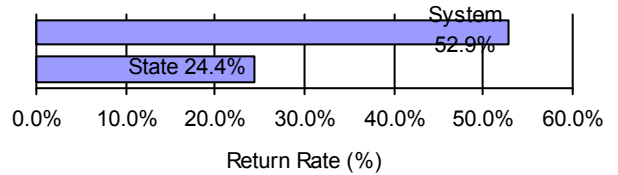
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Early County

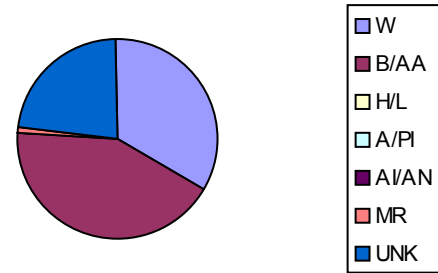
Overview

	System	State
Number of Surveys Distributed	170	39,999
Number of Valid Responses	90	9,747
Percentage Return Rate	52.9%	24.4%

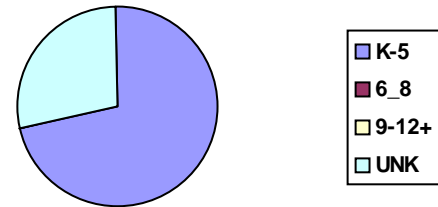


Child Demographics

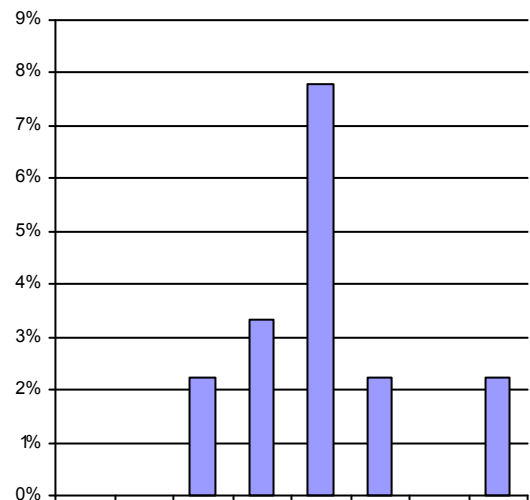
Race/Ethnicity	Count	Percent
White	30	33.3%
Black or African American (B/AA)	38	42.2%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	1.1%
Unknown (UNK)	21	23.3%



Grade	Count	Percent
K-5	64	71.1%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	26	28.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	0	0.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	2.2%
Significant Developmental Delay (SDD)	3	3.3%
Emotional Behavioral Disorder (EBD)	7	7.8%
Intellectual Disability (ID)	2	2.2%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	2.2%
Specific Learning Disability (SLD)	21	23.3%
Speech/Language Impairment (SL)	23	25.6%
Traumatic Brain injury (TBI)	1	1.1%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	1.1%
Unknown (UNK)	28	31.1%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	31 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	63
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	60
9	My child's evaluation report is written in terms I understand.	59
12	Teachers treat me as a team member.	59
10	Written information I receive is written in an understandable way.	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.	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
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	54
15	Teachers encourage me to participate in the decision-making process.	54
16	Teachers respect my cultural heritage.	52

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.	47
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	46
22	The school offers parents a variety of ways to communicate with teachers.	45
19	The school communicates regularly with me regarding my child's progress on IEP goals.	42
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.	40
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	36
24	The school provides information on agencies that can assist my child in the transition from school.	34
7	I was given information about organizations that offer support for parents of students with disabilities.	32
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	26

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

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

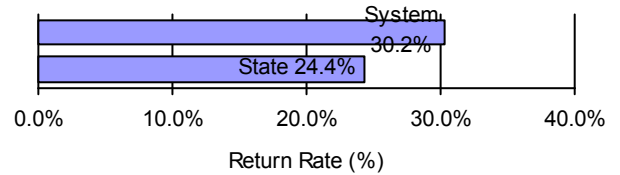
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Effingham County

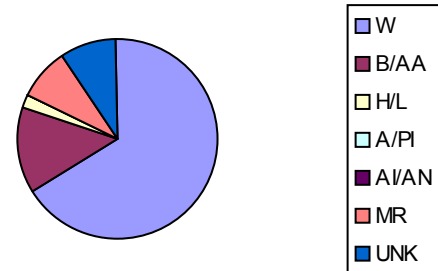
Overview

	System	State
Number of Surveys Distributed	281	39,999
Number of Valid Responses	85	9,747
Percentage Return Rate	30.2%	24.4%

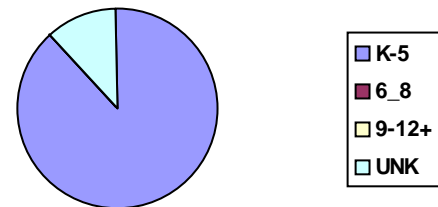


Child Demographics

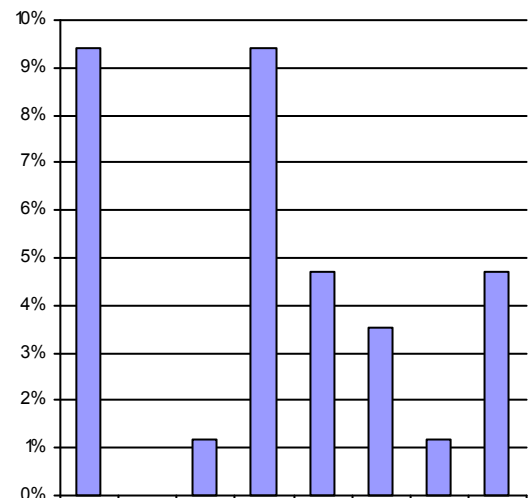
Race/Ethnicity	Count	Percent
White	56	65.9%
Black or African American (B/AA)	12	14.1%
Hispanic or Latino (H/L)	2	2.4%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	7	8.2%
Unknown (UNK)	8	9.4%



Grade	Count	Percent
K-5	75	88.2%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	10	11.8%



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)	8	9.4%
Emotional Behavioral Disorder (EBD)	4	4.7%
Intellectual Disability (ID)	3	3.5%
Orthopedic Impairment (OI)	1	1.2%
Other Health Impairment (OHI)	4	4.7%
Specific Learning Disability (SLD)	9	10.6%
Speech/Language Impairment (SL)	29	34.1%
Traumatic Brain injury (TBI)	3	3.5%
Visual Impairment including Blindness (VI)	1	1.2%
More Than One Disability (MTOD)	3	3.5%
Unknown (UNK)	11	12.9%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	44 %	30 %

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.	71
11	Teachers are available to speak with me.	71
9	My child's evaluation report is written in terms I understand.	69
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.	68
12	Teachers treat me as a team member.	66
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	65
14	Teachers show sensitivity to the needs of students with disabilities and their families.	61
15	Teachers encourage me to participate in the decision-making process.	60
13	Teachers seek out parent input.	58

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
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.	52
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	51
20	The school gives me choices with regard to services that address my child's needs.	51
25	The school explains what options parents have if they disagree with a decision of the school.	44
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.	34
7	I was given information about organizations that offer support for parents of students with disabilities.	31
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	30

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

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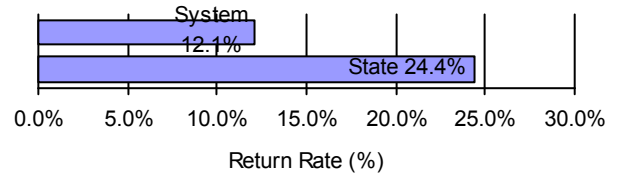
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Emanuel County

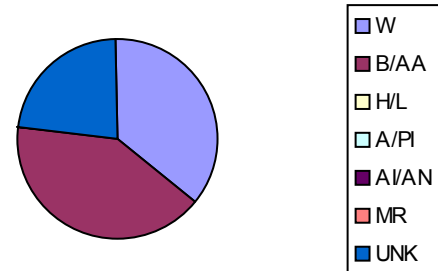
Overview

	System	State
Number of Surveys Distributed	387	39,999
Number of Valid Responses	47	9,747
Percentage Return Rate	12.1%	24.4%

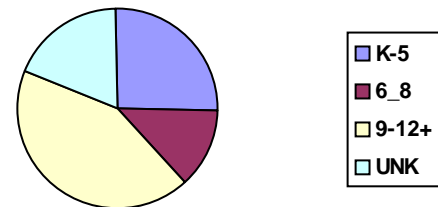


Child Demographics

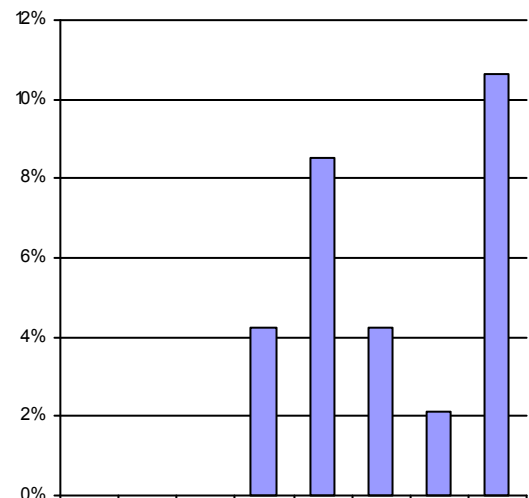
Race/Ethnicity	Count	Percent
White	17	36.2%
Black or African American (B/AA)	19	40.4%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	11	23.4%



Grade	Count	Percent
K-5	12	25.5%
6-8	6	12.8%
9-12+	20	42.6%
Unknown (UNK)	9	19.1%



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)	2	4.3%
Emotional Behavioral Disorder (EBD)	4	8.5%
Intellectual Disability (ID)	2	4.3%
Orthopedic Impairment (OI)	1	2.1%
Other Health Impairment (OHI)	5	10.6%
Specific Learning Disability (SLD)	18	38.3%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	2.1%
More Than One Disability (MTOD)	3	6.4%
Unknown (UNK)	11	23.4%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	19 %	30 %

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.	54
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	51
9	My child's evaluation report is written in terms I understand.	49
10	Written information I receive is written in an understandable way.	49
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	47
15	Teachers encourage me to participate in the decision-making process.	46
18	The school has a person on staff who is available to answer parents' questions.	45
12	Teachers treat me as a team member.	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.	41

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.	37
13	Teachers seek out parent input.	34
22	The school offers parents a variety of ways to communicate with teachers.	34
24	The school provides information on agencies that can assist my child in the transition from school.	34
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	32
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	31
25	The school explains what options parents have if they disagree with a decision of the school.	26
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
21	The school offers parents training about special education issues.	21

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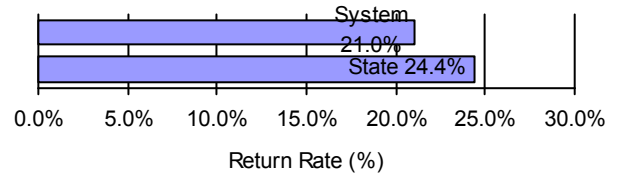
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Fayette County

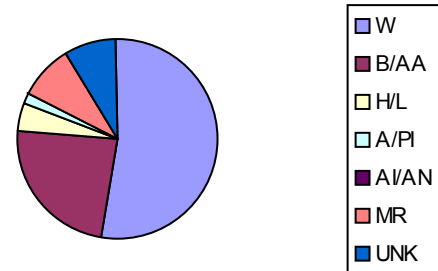
Overview

	System	State
Number of Surveys Distributed	219	39,999
Number of Valid Responses	46	9,747
Percentage Return Rate	21.0%	24.4%

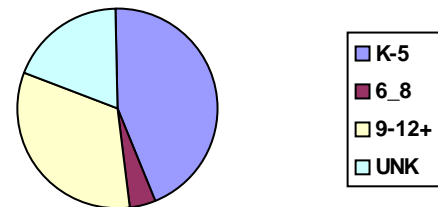


Child Demographics

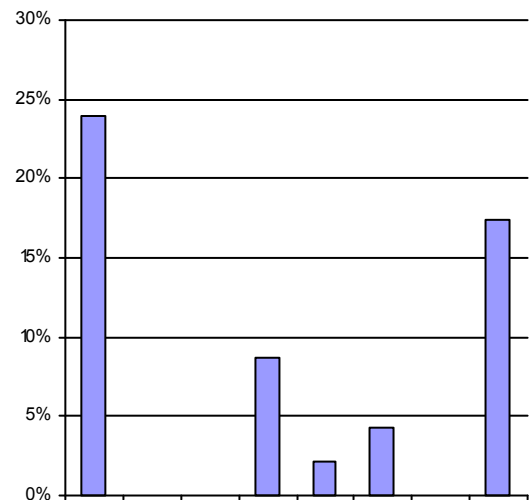
Race/Ethnicity	Count	Percent
White	24	52.2%
Black or African American (B/AA)	11	23.9%
Hispanic or Latino (H/L)	2	4.3%
Asian or Pacific Islander (A/PI)	1	2.2%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	4	8.7%
Unknown (UNK)	4	8.7%



Grade	Count	Percent
K-5	20	43.5%
6-8	2	4.3%
9-12+	15	32.6%
Unknown (UNK)	9	19.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	11	23.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	4	8.7%
Emotional Behavioral Disorder (EBD)	1	2.2%
Intellectual Disability (ID)	2	4.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	8	17.4%
Specific Learning Disability (SLD)	8	17.4%
Speech/Language Impairment (SL)	6	13.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	2.2%
Unknown (UNK)	5	10.9%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	26 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	74
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	69
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.	61
12	Teachers treat me as a team member.	60
14	Teachers show sensitivity to the needs of students with disabilities and their families.	60
18	The school has a person on staff who is available to answer parents' questions.	56
16	Teachers respect my cultural heritage.	54
10	Written information I receive is written in an understandable way.	54
9	My child's evaluation report is written in terms I understand.	52

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	44
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	43
22	The school offers parents a variety of ways to communicate with teachers.	43
23	The school gives parents the help they may need to play an active role in their child's education.	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.	34
25	The school explains what options parents have if they disagree with a decision of the school.	21
7	I was given information about organizations that offer support for parents of students with disabilities.	19
21	The school offers parents training about special education issues.	17
24	The school provides information on agencies that can assist my child in the transition from school.	17
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	8

For questions regarding district results, please contact Nancy O'Hara:

- Divisions for Special Education Services and Supports
- Georgia Department of Education
- (404) 657 – 9959
- nohara@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.

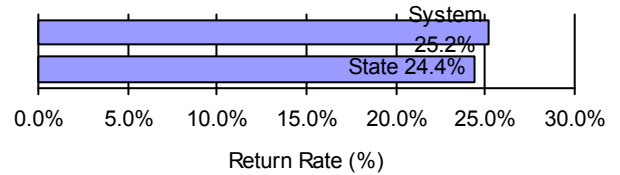
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Floyd County

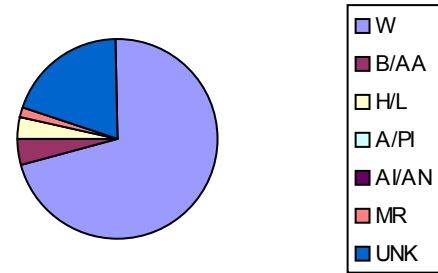
Overview

	System	State
Number of Surveys Distributed	659	39,999
Number of Valid Responses	166	9,747
Percentage Return Rate	25.2%	24.4%

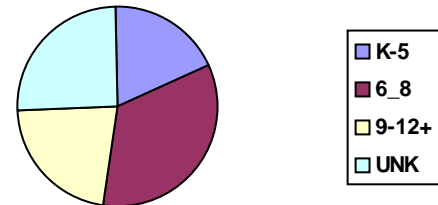


Child Demographics

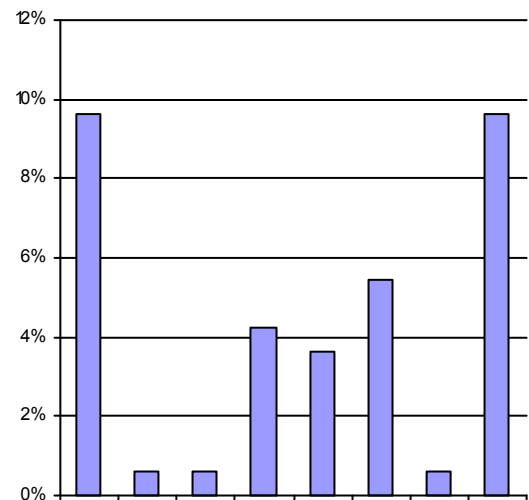
Race/Ethnicity	Count	Percent
White	117	70.5%
Black or African American (B/AA)	7	4.2%
Hispanic or Latino (H/L)	6	3.6%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	3	1.8%
Unknown (UNK)	33	19.9%



Grade	Count	Percent
K-5	31	18.7%
6-8	55	33.1%
9-12+	37	22.3%
Unknown (UNK)	43	25.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	16	9.6%
Deaf-Blind (DB)	1	0.6%
Deaf-Hard of Hearing (D/HH)	1	0.6%
Significant Developmental Delay (SDD)	7	4.2%
Emotional Behavioral Disorder (EBD)	6	3.6%
Intellectual Disability (ID)	9	5.4%
Orthopedic Impairment (OI)	1	0.6%
Other Health Impairment (OHI)	16	9.6%
Specific Learning Disability (SLD)	36	21.7%
Speech/Language Impairment (SL)	22	13.3%
Traumatic Brain injury (TBI)	2	1.2%
Visual Impairment including Blindness (VI)	1	0.6%
More Than One Disability (MTOD)	1	0.6%
Unknown (UNK)	47	28.3%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	29 %	30 %

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.	58
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
14	Teachers show sensitivity to the needs of students with disabilities and their families.	56
15	Teachers encourage me to participate in the decision-making process.	54
11	Teachers are available to speak with me.	54
12	Teachers treat me as a team member.	53
9	My child's evaluation report is written in terms I understand.	52
10	Written information I receive is written in an understandable way.	51
16	Teachers respect my cultural heritage.	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.	47
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	46
20	The school gives me choices with regard to services that address 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.	44
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	39
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
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	30
21	The school offers parents training about special education issues.	30
7	I was given information about organizations that offer support for parents of students with disabilities.	29

For questions regarding district results, please contact Nancy O'Hara:

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- Georgia Department of Education
- (404) 657 – 9959
- nohara@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.

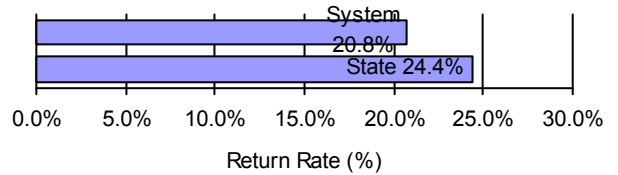
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Forsyth County

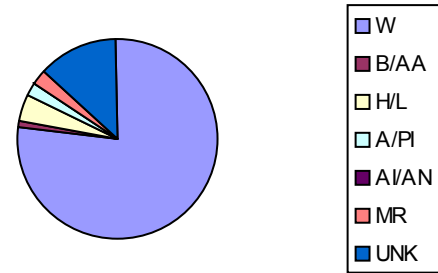
Overview

	System	State
Number of Surveys Distributed	1007	39,999
Number of Valid Responses	209	9,747
Percentage Return Rate	20.8%	24.4%

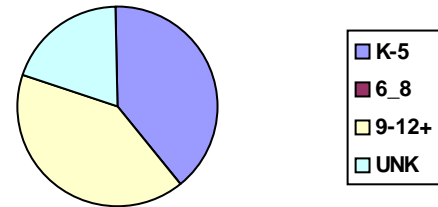


Child Demographics

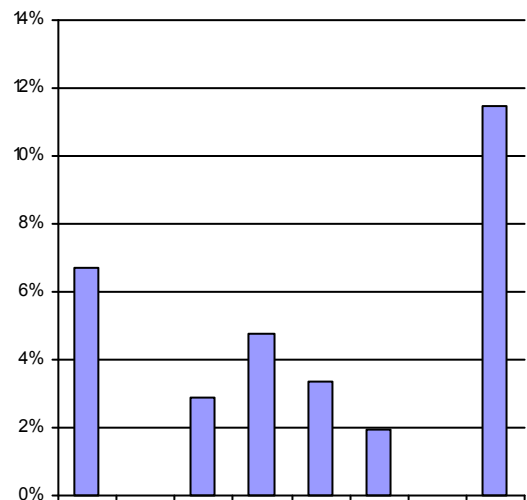
Race/Ethnicity	Count	Percent
White	160	76.6%
Black or African American (B/AA)	2	1.0%
Hispanic or Latino (H/L)	10	4.8%
Asian or Pacific Islander (A/PI)	4	1.9%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	6	2.9%
Unknown (UNK)	27	12.9%



Grade	Count	Percent
K-5	82	39.2%
6-8	0	0.0%
9-12+	85	40.7%
Unknown (UNK)	42	20.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	14	6.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	6	2.9%
Significant Developmental Delay (SDD)	10	4.8%
Emotional Behavioral Disorder (EBD)	7	3.3%
Intellectual Disability (ID)	4	1.9%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	24	11.5%
Specific Learning Disability (SLD)	52	24.9%
Speech/Language Impairment (SL)	52	24.9%
Traumatic Brain injury (TBI)	1	0.5%
Visual Impairment including Blindness (VI)	2	1.0%
More Than One Disability (MTOD)	7	3.3%
Unknown (UNK)	30	14.4%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	45 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	73
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	71
10	Written information I receive is written in an understandable way.	70
12	Teachers treat me as a team member.	70
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	69
14	Teachers show sensitivity to the needs of students with disabilities and their families.	68
22	The school offers parents a variety of ways to communicate with teachers.	68
18	The school has a person on staff who is available to answer parents' questions.	67
15	Teachers encourage me to participate in the decision-making process.	67
9	My child's evaluation report is written in terms I understand.	66

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.	60
13	Teachers seek out parent input.	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.	53
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	49
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.	40
21	The school offers parents training about special education issues.	37
7	I was given information about organizations that offer support for parents of students with disabilities.	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 Nancy O'Hara:

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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.

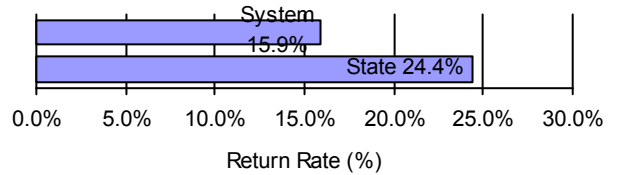
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Franklin County

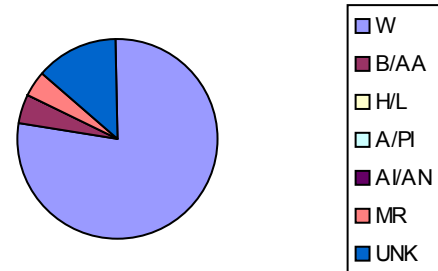
Overview

	System	State
Number of Surveys Distributed	138	39,999
Number of Valid Responses	22	9,747
Percentage Return Rate	15.9%	24.4%

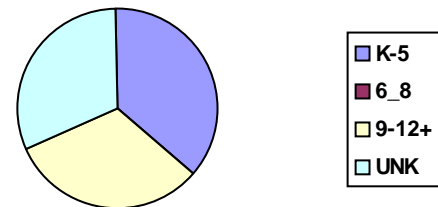


Child Demographics

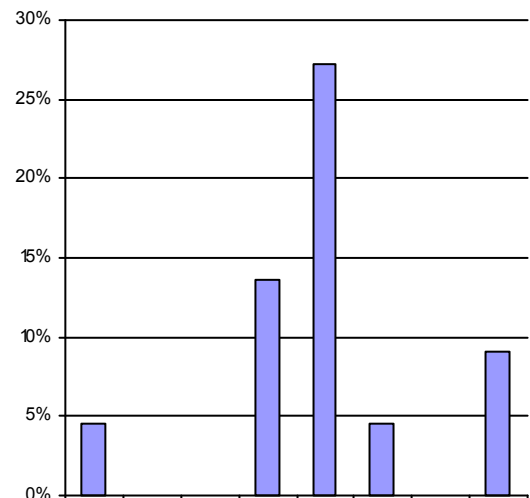
Race/Ethnicity	Count	Percent
White	17	77.3%
Black or African American (B/AA)	1	4.5%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	4.5%
Unknown (UNK)	3	13.6%



Grade	Count	Percent
K-5	8	36.4%
6-8	0	0.0%
9-12+	7	31.8%
Unknown (UNK)	7	31.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	4.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	3	13.6%
Emotional Behavioral Disorder (EBD)	6	27.3%
Intellectual Disability (ID)	1	4.5%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	9.1%
Specific Learning Disability (SLD)	2	9.1%
Speech/Language Impairment (SL)	3	13.6%
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)	4	18.2%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	36 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	74
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
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.	58
9	My child's evaluation report is written in terms I understand.	58
11	Teachers are available to speak with me.	58
22	The school offers parents a variety of ways to communicate with teachers.	58
16	Teachers respect my cultural heritage.	56
12	Teachers treat me as a team member.	55
13	Teachers seek out parent input.	55

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
19	The school communicates regularly with me regarding my child's progress on IEP goals.	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.	47
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	47
25	The school explains what options parents have if they disagree with a decision of the school.	40
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.	39
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	36
7	I was given information about organizations that offer support for parents of students with disabilities.	35
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	22

For questions regarding district results, please contact Nancy O'Hara:

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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.

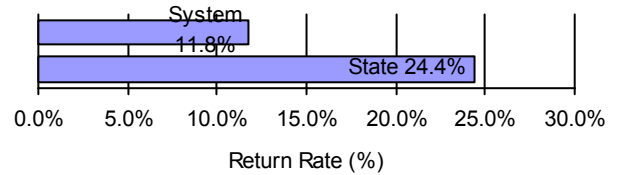
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Fulton County

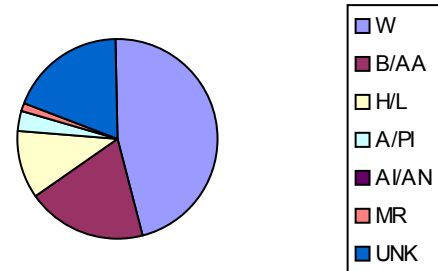
Overview

	System	State
Number of Surveys Distributed	2315	39,999
Number of Valid Responses	273	9,747
Percentage Return Rate	11.8%	24.4%

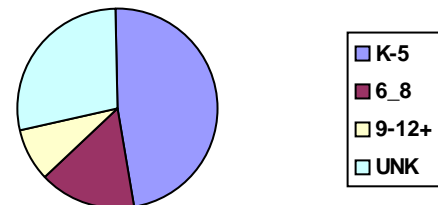


Child Demographics

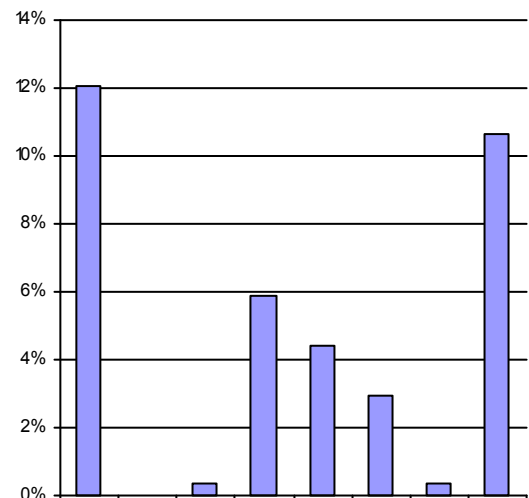
Race/Ethnicity	Count	Percent
White	125	45.8%
Black or African American (B/AA)	52	19.0%
Hispanic or Latino (H/L)	31	11.4%
Asian or Pacific Islander (A/PI)	8	2.9%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	4	1.5%
Unknown (UNK)	53	19.4%



Grade	Count	Percent
K-5	129	47.3%
6-8	42	15.4%
9-12+	23	8.4%
Unknown (UNK)	79	28.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	33	12.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	0.4%
Significant Developmental Delay (SDD)	16	5.9%
Emotional Behavioral Disorder (EBD)	12	4.4%
Intellectual Disability (ID)	8	2.9%
Orthopedic Impairment (OI)	1	0.4%
Other Health Impairment (OHI)	29	10.6%
Specific Learning Disability (SLD)	57	20.9%
Speech/Language Impairment (SL)	45	16.5%
Traumatic Brain injury (TBI)	2	0.7%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	5	1.8%
Unknown (UNK)	64	23.4%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	29 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	64
12	Teachers treat me as a team member.	63
11	Teachers are available to speak with me.	62
5	All of my concerns and recommendations were documented on the IEP.	62
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	61
18	The school has a person on staff who is available to answer parents' questions.	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
14	Teachers show sensitivity to the needs of students with disabilities and their families.	54
10	Written information I receive is written in an understandable way.	54
15	Teachers encourage me to participate in the decision-making process.	53

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.	45
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	45
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	43
23	The school gives parents the help they may need to play an active role in their child's education.	42
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	42
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.	26
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.	23
21	The school offers parents training about special education issues.	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.

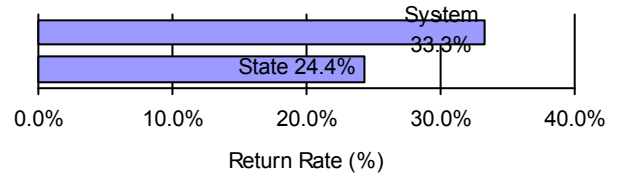
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Gilmer County

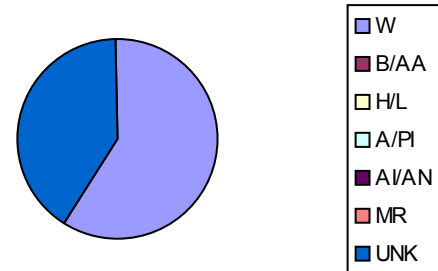
Overview

	System	State
Number of Surveys Distributed	36	39,999
Number of Valid Responses	12	9,747
Percentage Return Rate	33.3%	24.4%

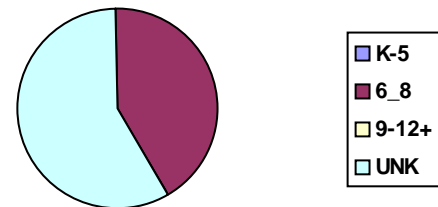


Child Demographics

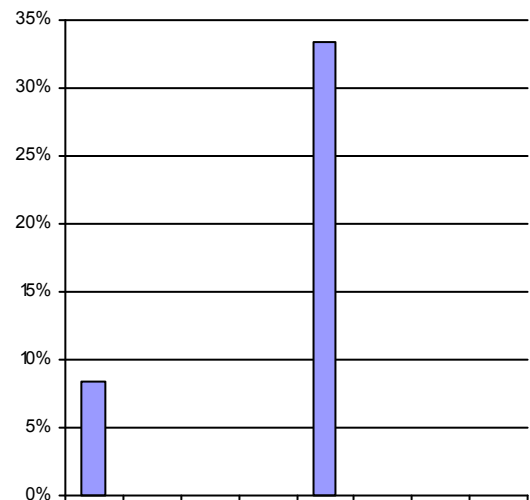
Race/Ethnicity	Count	Percent
White	7	58.3%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	5	41.7%



Grade	Count	Percent
K-5	0	0.0%
6-8	5	41.7%
9-12+	0	0.0%
Unknown (UNK)	7	58.3%



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



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	0 %	30 %

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.	57
11	Teachers are available to speak with me.	57
12	Teachers treat me as a team member.	57
15	Teachers encourage me to participate in the decision-making process.	43
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	29
5	All of my concerns and recommendations were documented on the IEP.	29
9	My child's evaluation report is written in terms I understand.	29
13	Teachers seek out parent input.	29
14	Teachers show sensitivity to the needs of students with disabilities and their families.	29
18	The school has a person on staff who is available to answer parents' questions.	29

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.	14
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	14
19	The school communicates regularly with me regarding my child's progress on IEP goals.	14
20	The school gives me choices with regard to services that address my child's needs.	14
7	I was given information about organizations that offer support for parents of students with disabilities.	0
21	The school offers parents training about special education issues.	0
22	The school offers parents a variety of ways to communicate with teachers.	0
23	The school gives parents the help they may need to play an active role in their child's education.	0
24	The school provides information on agencies that can assist my child in the transition from school.	0
25	The school explains what options parents have if they disagree with a decision of the school.	0

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

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

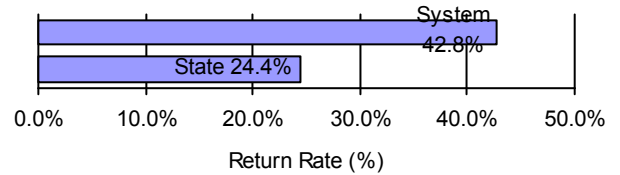
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Glynn County

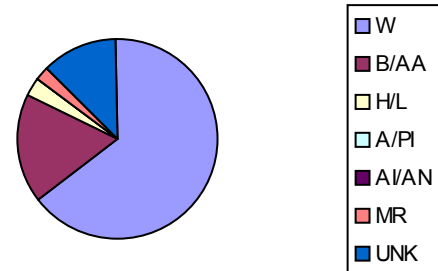
Overview

	System	State
Number of Surveys Distributed	222	39,999
Number of Valid Responses	95	9,747
Percentage Return Rate	42.8%	24.4%

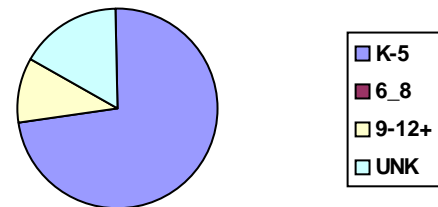


Child Demographics

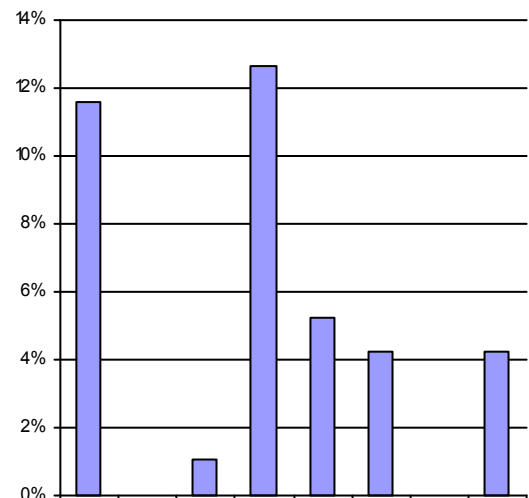
Race/Ethnicity	Count	Percent
White	61	64.2%
Black or African American (B/AA)	17	17.9%
Hispanic or Latino (H/L)	3	3.2%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	2.1%
Unknown (UNK)	12	12.6%



Grade	Count	Percent
K-5	69	72.6%
6-8	0	0.0%
9-12+	10	10.5%
Unknown (UNK)	16	16.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	11	11.6%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	1.1%
Significant Developmental Delay (SDD)	12	12.6%
Emotional Behavioral Disorder (EBD)	5	5.3%
Intellectual Disability (ID)	4	4.2%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	4	4.2%
Specific Learning Disability (SLD)	16	16.8%
Speech/Language Impairment (SL)	21	22.1%
Traumatic Brain injury (TBI)	1	1.1%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	20	21.1%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	41 %	30 %

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.	67
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	66
10	Written information I receive is written in an understandable way.	64
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	64
11	Teachers are available to speak with me.	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).	63
12	Teachers treat me as a team member.	62
14	Teachers show sensitivity to the needs of students with disabilities and their families.	60
15	Teachers encourage me to participate in the decision-making process.	60
9	My child's evaluation report is written in terms I understand.	60

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	53
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
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	51
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	51
25	The school explains what options parents have if they disagree with a decision of the school.	41
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.	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

For questions regarding district results, please contact Nancy O'Hara:

- Divisions for Special Education Services and Supports
- Georgia Department of Education
- (404) 657 – 9959
- nohara@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.

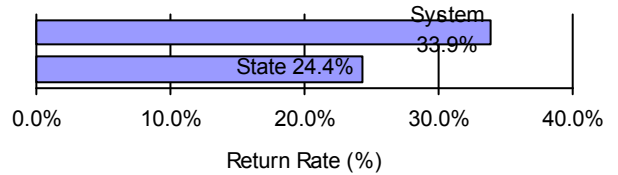
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Gordon County

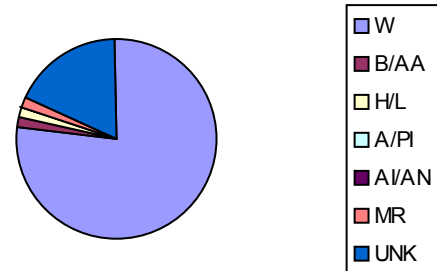
Overview

	System	State
Number of Surveys Distributed	369	39,999
Number of Valid Responses	125	9,747
Percentage Return Rate	33.9%	24.4%

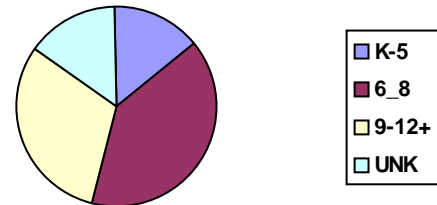


Child Demographics

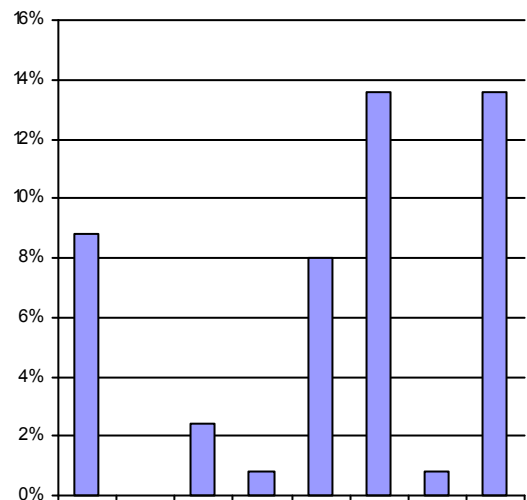
Race/Ethnicity	Count	Percent
White	96	76.8%
Black or African American (B/AA)	2	1.6%
Hispanic or Latino (H/L)	2	1.6%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	1.6%
Unknown (UNK)	23	18.4%



Grade	Count	Percent
K-5	18	14.4%
6-8	49	39.2%
9-12+	39	31.2%
Unknown (UNK)	19	15.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	11	8.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	3	2.4%
Significant Developmental Delay (SDD)	1	0.8%
Emotional Behavioral Disorder (EBD)	10	8.0%
Intellectual Disability (ID)	17	13.6%
Orthopedic Impairment (OI)	1	0.8%
Other Health Impairment (OHI)	17	13.6%
Specific Learning Disability (SLD)	32	25.6%
Speech/Language Impairment (SL)	9	7.2%
Traumatic Brain injury (TBI)	1	0.8%
Visual Impairment including Blindness (VI)	1	0.8%
More Than One Disability (MTOD)	1	0.8%
Unknown (UNK)	21	16.8%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

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

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.	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
9	My child's evaluation report is written in terms I understand.	57
5	All of my concerns and recommendations were documented on the IEP.	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.	54
12	Teachers treat me as a team member.	52
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	52
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	51
18	The school has a person on staff who is available to answer parents' questions.	50
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	49

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.	46
11	Teachers are available to speak with me.	46
19	The school communicates regularly with me regarding my child's progress on IEP goals.	45
7	I was given information about organizations that offer support for parents of students with disabilities.	43
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.	41
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.	38
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	37
24	The school provides information on agencies that can assist my child in the transition from school.	36

For questions regarding district results, please contact Nancy O'Hara:

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- Georgia Department of Education
- (404) 657 – 9959
- nohara@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.

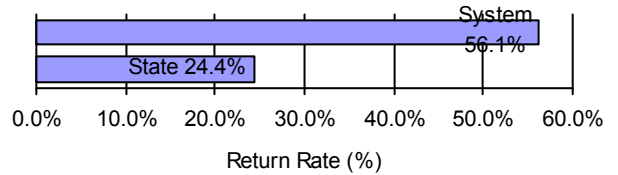
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Grady County

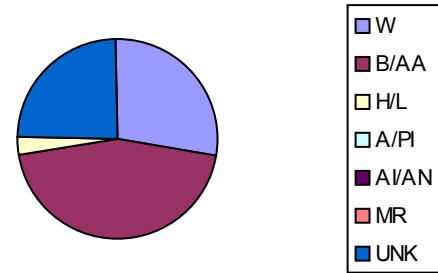
Overview

	System	State
Number of Surveys Distributed	57	39,999
Number of Valid Responses	32	9,747
Percentage Return Rate	56.1%	24.4%

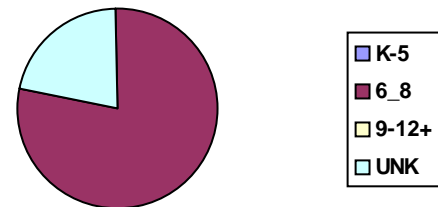


Child Demographics

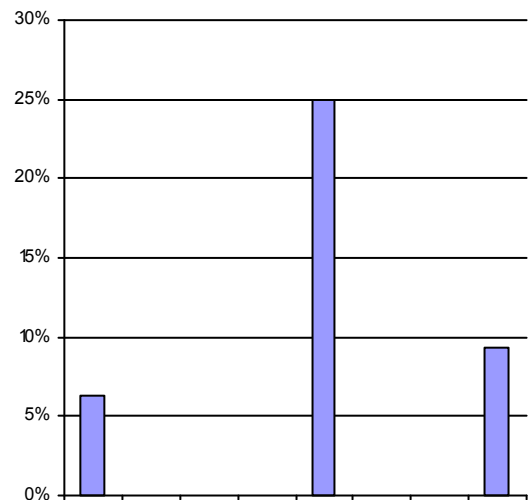
Race/Ethnicity	Count	Percent
White	9	28.1%
Black or African American (B/AA)	14	43.8%
Hispanic or Latino (H/L)	1	3.1%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	8	25.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	25	78.1%
9-12+	0	0.0%
Unknown (UNK)	7	21.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	6.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	8	25.0%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	9.4%
Specific Learning Disability (SLD)	9	28.1%
Speech/Language Impairment (SL)	1	3.1%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	3.1%
Unknown (UNK)	8	25.0%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	16 %	30 %

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
9	My child's evaluation report is written in terms I understand.	52
5	All of my concerns and recommendations were documented on the IEP.	46
11	Teachers are available to speak with me.	46
10	Written information I receive is written in an understandable way.	44
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	38
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	38
12	Teachers treat me as a team member.	38
14	Teachers show sensitivity to the needs of students with disabilities and their families.	36
19	The school communicates regularly with me regarding my child's progress on IEP goals.	35

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.	30
24	The school provides information on agencies that can assist my child in the transition from school.	30
13	Teachers seek out parent input.	29
15	Teachers encourage me to participate in the decision-making process.	29
16	Teachers respect my cultural heritage.	29
25	The school explains what options parents have if they disagree with a decision of the school.	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.	28
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.	23
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	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.

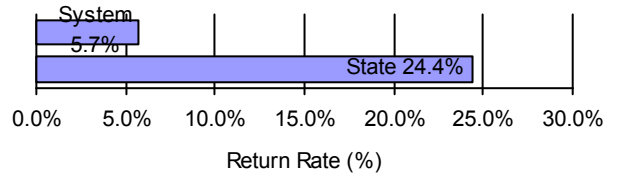
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Greene County

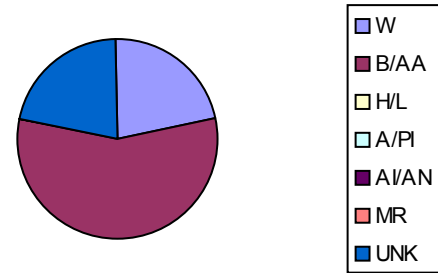
Overview

	System	State
Number of Surveys Distributed	158	39,999
Number of Valid Responses	9	9,747
Percentage Return Rate	5.7%	24.4%

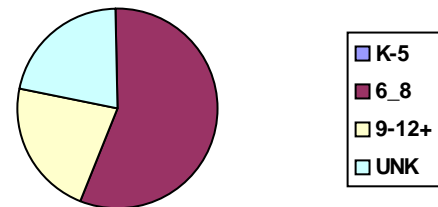


Child Demographics

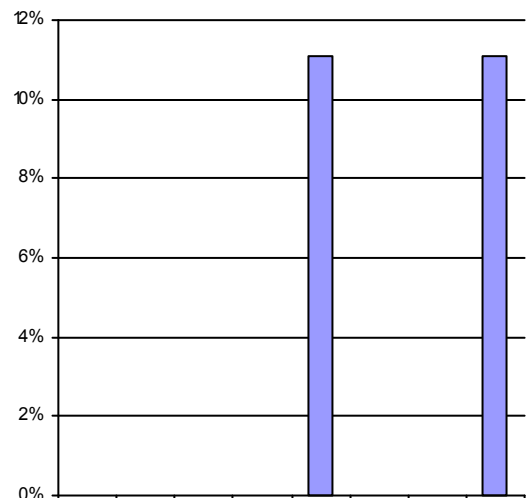
Race/Ethnicity	Count	Percent
White	2	22.2%
Black or African American (B/AA)	5	55.6%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	2	22.2%



Grade	Count	Percent
K-5	0	0.0%
6-8	5	55.6%
9-12+	2	22.2%
Unknown (UNK)	2	22.2%



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)	0	0.0%
Emotional Behavioral Disorder (EBD)	1	11.1%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	11.1%
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)	4	44.4%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	0 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	50
11	Teachers are available to speak with me.	50
18	The school has a person on staff who is available to answer parents' questions.	50
10	Written information I receive is written in an understandable way.	43
12	Teachers treat me as a team member.	43
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	33
16	Teachers respect my cultural heritage.	33
22	The school offers parents a variety of ways to communicate with teachers.	33
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	29
5	All of my concerns and recommendations were documented on the IEP.	29

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).	17
21	The school offers parents training about special education issues.	17
13	Teachers seek out parent input.	14
15	Teachers encourage me to participate in the decision-making process.	14
19	The school communicates regularly with me regarding my child's progress on IEP goals.	14
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
20	The school gives me choices with regard to services that address my child's needs.	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.

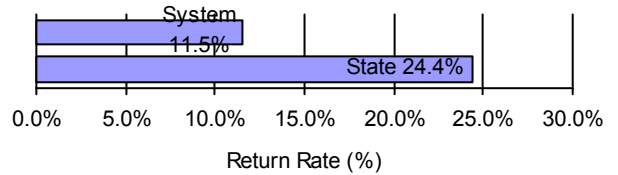
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Gwinnett County

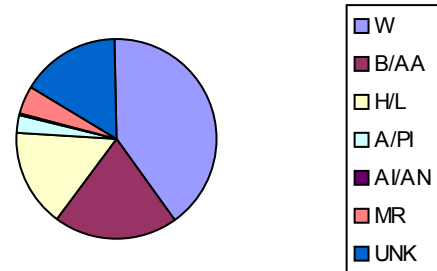
Overview

	System	State
Number of Surveys Distributed	3925	39,999
Number of Valid Responses	452	9,747
Percentage Return Rate	11.5%	24.4%

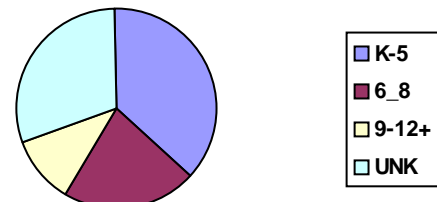


Child Demographics

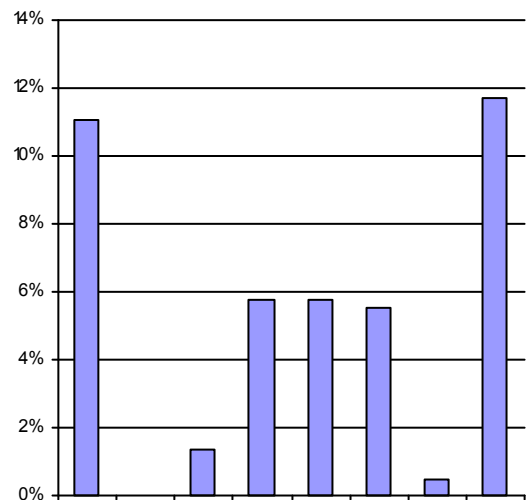
Race/Ethnicity	Count	Percent
White	181	40.0%
Black or African American (B/AA)	89	19.7%
Hispanic or Latino (H/L)	72	15.9%
Asian or Pacific Islander (A/PI)	13	2.9%
American Indian or Alaska Native (AI/AN)	2	0.4%
Multi-racial (MR)	20	4.4%
Unknown (UNK)	75	16.6%



Grade	Count	Percent
K-5	167	36.9%
6-8	95	21.0%
9-12+	51	11.3%
Unknown (UNK)	139	30.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	50	11.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	6	1.3%
Significant Developmental Delay (SDD)	26	5.8%
Emotional Behavioral Disorder (EBD)	26	5.8%
Intellectual Disability (ID)	25	5.5%
Orthopedic Impairment (OI)	2	0.4%
Other Health Impairment (OHI)	53	11.7%
Specific Learning Disability (SLD)	74	16.4%
Speech/Language Impairment (SL)	71	15.7%
Traumatic Brain injury (TBI)	1	0.2%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	17	3.8%
Unknown (UNK)	101	22.3%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	27 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
12	Teachers treat me as a team member.	61
11	Teachers are available to speak with me.	60
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	57
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	56
5	All of my concerns and recommendations were documented on the IEP.	53
15	Teachers encourage me to participate in the decision-making process.	52
14	Teachers show sensitivity to the needs of students with disabilities and their families.	52
16	Teachers respect my cultural heritage.	51
13	Teachers seek out parent input.	49
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

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
22	The school offers parents a variety of ways to communicate with teachers.	42
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	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.	39
23	The school gives parents the help they may need to play an active role in their child's education.	39
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.	29
24	The school provides information on agencies that can assist my child in the transition from school.	28
21	The school offers parents training about special education issues.	25
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	19

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(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.

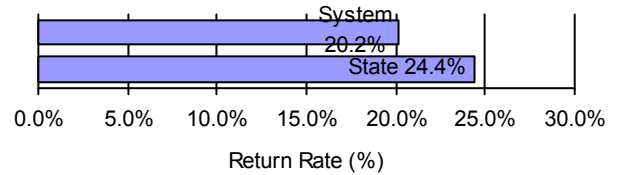
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Habersham County

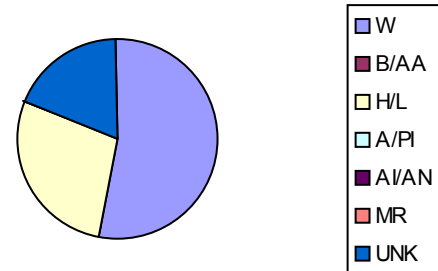
Overview

	System	State
Number of Surveys Distributed	104	39,999
Number of Valid Responses	21	9,747
Percentage Return Rate	20.2%	24.4%

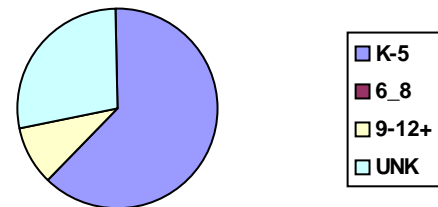


Child Demographics

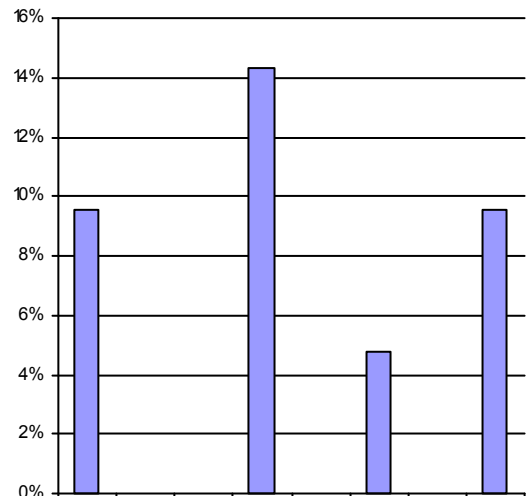
Race/Ethnicity	Count	Percent
White	11	52.4%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	6	28.6%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	4	19.0%



Grade	Count	Percent
K-5	13	61.9%
6-8	0	0.0%
9-12+	2	9.5%
Unknown (UNK)	6	28.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	9.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	3	14.3%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	1	4.8%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	9.5%
Specific Learning Disability (SLD)	6	28.6%
Speech/Language Impairment (SL)	2	9.5%
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)	5	23.8%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	33 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	72
15	Teachers encourage me to participate in the decision-making process.	71
16	Teachers respect my cultural heritage.	69
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	67
9	My child's evaluation report is written in terms I understand.	67
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.	65
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	61
10	Written information I receive is written in an understandable way.	61
11	Teachers are available to speak with me.	61

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.	56
23	The school gives parents the help they may need to play an active role in their child's education.	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.	50
25	The school explains what options parents have if they disagree with a decision of the school.	50
18	The school has a person on staff who is available to answer parents' questions.	47
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	44
21	The school offers parents training about special education issues.	41
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	33
24	The school provides information on agencies that can assist my child in the transition from school.	29
7	I was given information about organizations that offer support for parents of students with disabilities.	19

For questions regarding district results, please contact Nancy O'Hara:

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- nohara@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.

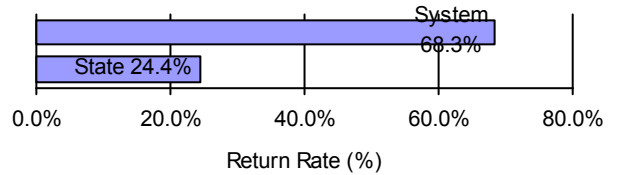
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Hall County

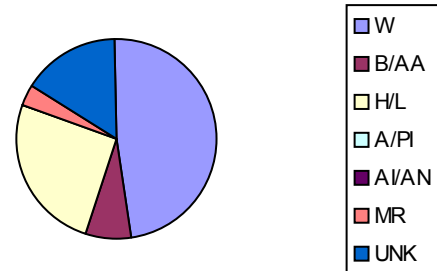
Overview

	System	State
Number of Surveys Distributed	246	39,999
Number of Valid Responses	168	9,747
Percentage Return Rate	68.3%	24.4%

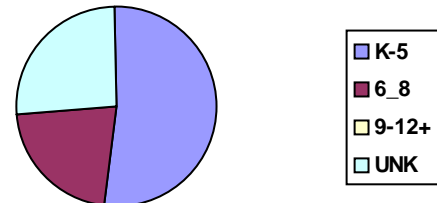


Child Demographics

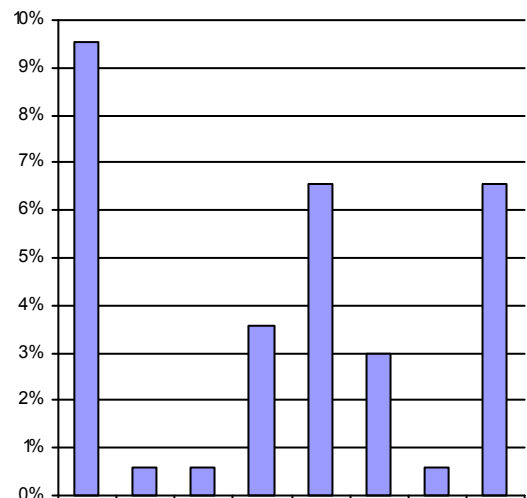
Race/Ethnicity	Count	Percent
White	80	47.6%
Black or African American (B/AA)	12	7.1%
Hispanic or Latino (H/L)	43	25.6%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	6	3.6%
Unknown (UNK)	27	16.1%



Grade	Count	Percent
K-5	87	51.8%
6-8	36	21.4%
9-12+	0	0.0%
Unknown (UNK)	45	26.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	16	9.5%
Deaf-Blind (DB)	1	0.6%
Deaf-Hard of Hearing (D/HH)	1	0.6%
Significant Developmental Delay (SDD)	6	3.6%
Emotional Behavioral Disorder (EBD)	11	6.5%
Intellectual Disability (ID)	5	3.0%
Orthopedic Impairment (OI)	1	0.6%
Other Health Impairment (OHI)	11	6.5%
Specific Learning Disability (SLD)	41	24.4%
Speech/Language Impairment (SL)	16	9.5%
Traumatic Brain injury (TBI)	1	0.6%
Visual Impairment including Blindness (VI)	1	0.6%
More Than One Disability (MTOD)	4	2.4%
Unknown (UNK)	53	31.5%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

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

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	59
18	The school has a person on staff who is available to answer parents' questions.	53
15	Teachers encourage me to participate in the decision-making process.	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
16	Teachers respect my cultural heritage.	52
12	Teachers treat me as a team member.	52
5	All of my concerns and recommendations were documented on the IEP.	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
10	Written information I receive is written in an understandable way.	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.	46
22	The school offers parents a variety of ways to communicate with teachers.	45
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	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
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	37
24	The school provides information on agencies that can assist my child in the transition from school.	34
25	The school explains what options parents have if they disagree with a decision of the school.	30
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	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.	29

For questions regarding district results, please contact Nancy O'Hara:

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- Georgia Department of Education
- (404) 657 – 9959
- nohara@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.

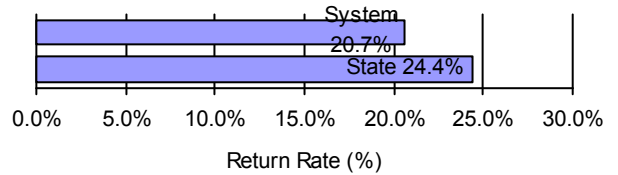
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Hancock County

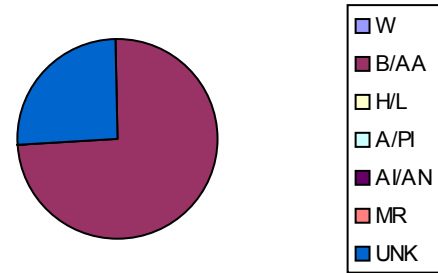
Overview

	System	State
Number of Surveys Distributed	92	39,999
Number of Valid Responses	19	9,747
Percentage Return Rate	20.7%	24.4%

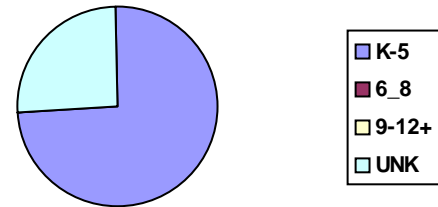


Child Demographics

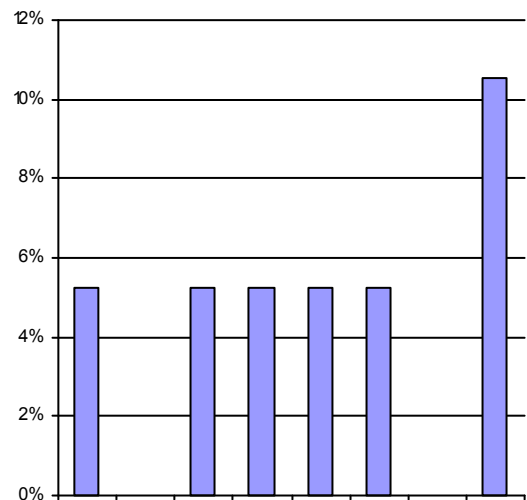
Race/Ethnicity	Count	Percent
White	0	0.0%
Black or African American (B/AA)	14	73.7%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	5	26.3%



Grade	Count	Percent
K-5	14	73.7%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	5	26.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	5.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	5.3%
Significant Developmental Delay (SDD)	1	5.3%
Emotional Behavioral Disorder (EBD)	1	5.3%
Intellectual Disability (ID)	1	5.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	10.5%
Specific Learning Disability (SLD)	3	15.8%
Speech/Language Impairment (SL)	1	5.3%
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)	7	36.8%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	11 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	43
5	All of my concerns and recommendations were documented on the IEP.	40
13	Teachers seek out parent input.	38
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	33
12	Teachers treat me as a team member.	33
10	Written information I receive is written in an understandable way.	31
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	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
9	My child's evaluation report is written in terms I understand.	29
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	27

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.	21
14	Teachers show sensitivity to the needs of students with disabilities and their families.	21
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	20
23	The school gives parents the help they may need to play an active role in their child's education.	18
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
20	The school gives me choices with regard to services that address my child's needs.	15
22	The school offers parents a variety of ways to communicate with teachers.	15
24	The school provides information on agencies that can assist my child in the transition from school.	15
25	The school explains what options parents have if they disagree with a decision of the school.	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.

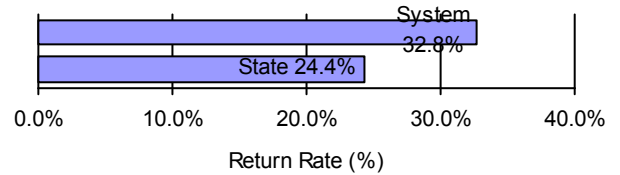
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Haralson County

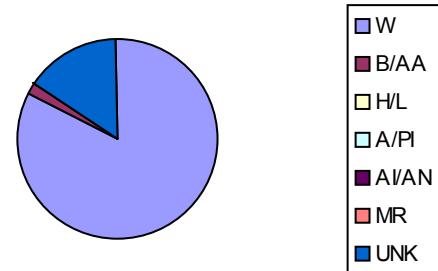
Overview

	System	State
Number of Surveys Distributed	174	39,999
Number of Valid Responses	57	9,747
Percentage Return Rate	32.8%	24.4%

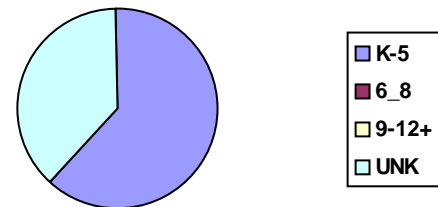


Child Demographics

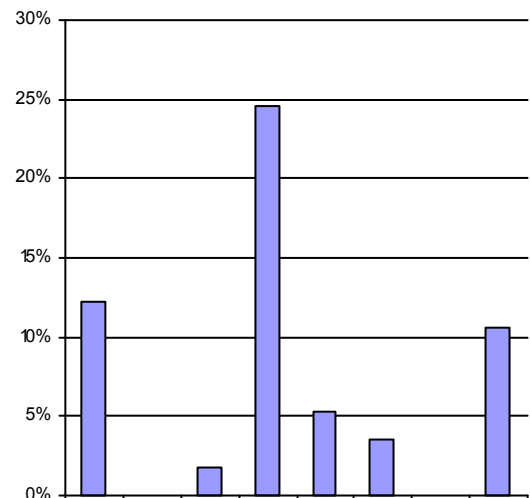
Race/Ethnicity	Count	Percent
White	47	82.5%
Black or African American (B/AA)	1	1.8%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	9	15.8%



Grade	Count	Percent
K-5	35	61.4%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	22	38.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	7	12.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	1.8%
Significant Developmental Delay (SDD)	14	24.6%
Emotional Behavioral Disorder (EBD)	3	5.3%
Intellectual Disability (ID)	2	3.5%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	6	10.5%
Specific Learning Disability (SLD)	10	17.5%
Speech/Language Impairment (SL)	3	5.3%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	5.3%
Unknown (UNK)	8	14.0%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	40 %	30 %

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.	80
13	Teachers seek out parent input.	78
14	Teachers show sensitivity to the needs of students with disabilities and their families.	78
15	Teachers encourage me to participate in the decision-making process.	78
16	Teachers respect my cultural heritage.	76
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	76
12	Teachers treat me as a team member.	76
11	Teachers are available to speak with me.	74
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
9	My child's evaluation report is written in terms I understand.	67

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.	63
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	62
20	The school gives me choices with regard to services that address my child's needs.	61
25	The school explains what options parents have if they disagree with a decision of the school.	61
21	The school offers parents training about special education issues.	57
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	57
18	The school has a person on staff who is available to answer parents' questions.	57
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	50
7	I was given information about organizations that offer support for parents of students with disabilities.	48
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	27

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

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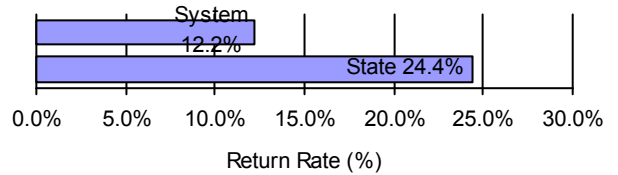
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Harris County

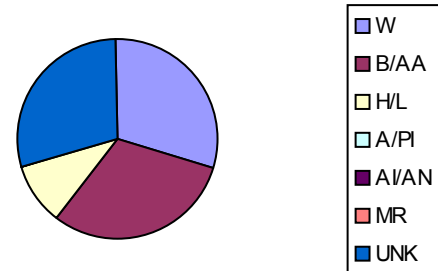
Overview

	System	State
Number of Surveys Distributed	82	39,999
Number of Valid Responses	10	9,747
Percentage Return Rate	12.2%	24.4%

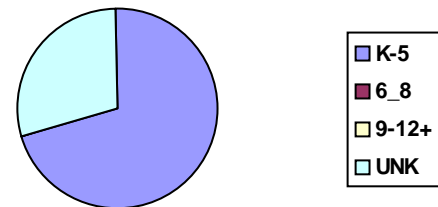


Child Demographics

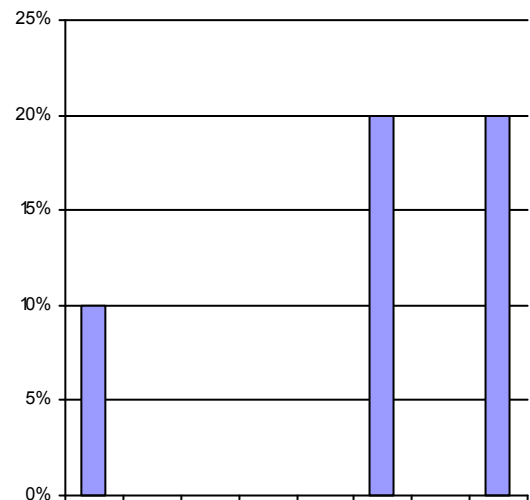
Race/Ethnicity	Count	Percent
White	3	30.0%
Black or African American (B/AA)	3	30.0%
Hispanic or Latino (H/L)	1	10.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	3	30.0%



Grade	Count	Percent
K-5	7	70.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	3	30.0%



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)	0	0.0%
Intellectual Disability (ID)	2	20.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	20.0%
Specific Learning Disability (SLD)	1	10.0%
Speech/Language Impairment (SL)	1	10.0%
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	30.0%



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2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	10 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	57
12	Teachers treat me as a team member.	57
19	The school communicates regularly with me regarding my child's progress on IEP goals.	43
16	Teachers respect my cultural heritage.	33
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	29
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	29
9	My child's evaluation report is written in terms I understand.	29
10	Written information I receive is written in an understandable way.	29
13	Teachers seek out parent input.	29
14	Teachers show sensitivity to the needs of students with disabilities and their families.	29

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.	20
24	The school provides information on agencies that can assist my child in the transition from school.	17
25	The school explains what options parents have if they disagree with a decision of the school.	17
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	14
5	All of my concerns and recommendations were documented on the IEP.	14
7	I was given information about organizations that offer support for parents of students with disabilities.	14
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	14
22	The school offers parents a variety of ways to communicate with teachers.	14
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

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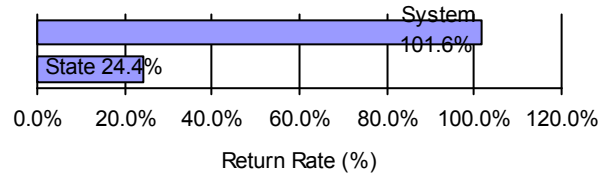
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Hart County

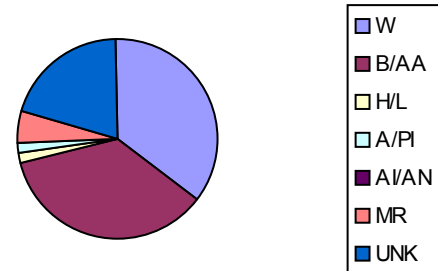
Overview

	System	State
Number of Surveys Distributed	61	39,999
Number of Valid Responses	62	9,747
Percentage Return Rate	101.6%	24.4%

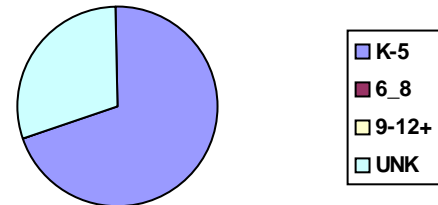


Child Demographics

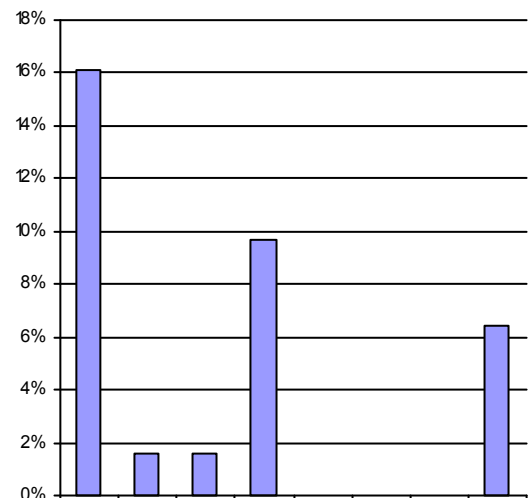
Race/Ethnicity	Count	Percent
White	22	35.5%
Black or African American (B/AA)	22	35.5%
Hispanic or Latino (H/L)	1	1.6%
Asian or Pacific Islander (A/PI)	1	1.6%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	3	4.8%
Unknown (UNK)	13	21.0%



Grade	Count	Percent
K-5	43	69.4%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	19	30.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	10	16.1%
Deaf-Blind (DB)	1	1.6%
Deaf-Hard of Hearing (D/HH)	1	1.6%
Significant Developmental Delay (SDD)	6	9.7%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	4	6.5%
Specific Learning Disability (SLD)	9	14.5%
Speech/Language Impairment (SL)	15	24.2%
Traumatic Brain injury (TBI)	1	1.6%
Visual Impairment including Blindness (VI)	1	1.6%
More Than One Disability (MTOD)	1	1.6%
Unknown (UNK)	13	21.0%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

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

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	75
12	Teachers treat me as a team member.	71
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	69
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
19	The school communicates regularly with me regarding my child's progress on IEP goals.	63
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	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.	60
5	All of my concerns and recommendations were documented on the IEP.	58

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
13	Teachers seek out parent input.	56
25	The school explains what options parents have if they disagree with a decision of the school.	56
20	The school gives me choices with regard to services that address my child's needs.	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
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	51
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	49
7	I was given information about organizations that offer support for parents of students with disabilities.	40
24	The school provides information on agencies that can assist my child in the transition from school.	36
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.	22

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- Georgia Department of Education
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- nohara@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.

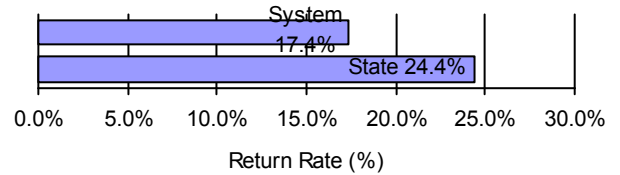
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Henry County

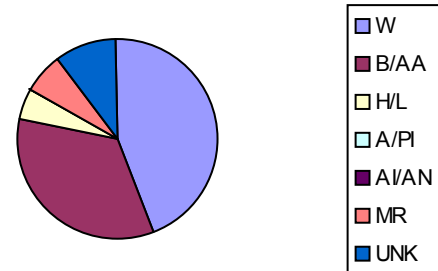
Overview

	System	State
Number of Surveys Distributed	1129	39,999
Number of Valid Responses	196	9,747
Percentage Return Rate	17.4%	24.4%

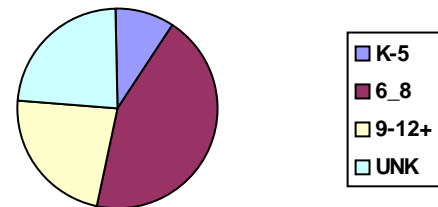


Child Demographics

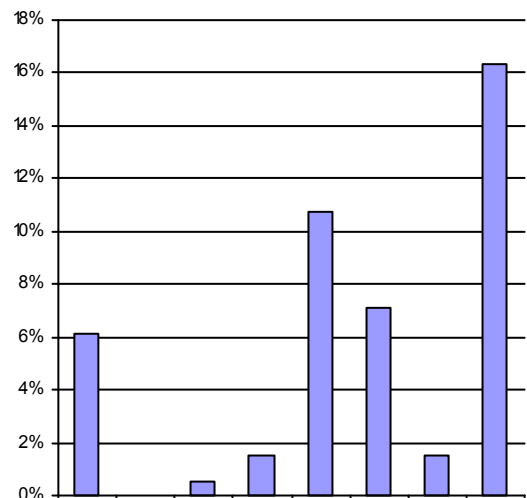
Race/Ethnicity	Count	Percent
White	86	43.9%
Black or African American (B/AA)	67	34.2%
Hispanic or Latino (H/L)	10	5.1%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	13	6.6%
Unknown (UNK)	20	10.2%



Grade	Count	Percent
K-5	19	9.7%
6-8	85	43.4%
9-12+	45	23.0%
Unknown (UNK)	47	24.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	12	6.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	0.5%
Significant Developmental Delay (SDD)	3	1.5%
Emotional Behavioral Disorder (EBD)	21	10.7%
Intellectual Disability (ID)	14	7.1%
Orthopedic Impairment (OI)	3	1.5%
Other Health Impairment (OHI)	32	16.3%
Specific Learning Disability (SLD)	65	33.2%
Speech/Language Impairment (SL)	5	2.6%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	6	3.1%
Unknown (UNK)	34	17.3%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

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

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	72
11	Teachers are available to speak with me.	71
12	Teachers treat me as a team member.	67
10	Written information I receive is written in an understandable way.	66
5	All of my concerns and recommendations were documented on the IEP.	65
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	64
9	My child's evaluation report is written in terms I understand.	64
13	Teachers seek out parent input.	64
15	Teachers encourage me to participate in the decision-making process.	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

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.	53
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	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.	52
16	Teachers respect my cultural heritage.	50
25	The school explains what options parents have if they disagree with a decision of the school.	41
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.	27
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	23
21	The school offers parents training about special education issues.	21

For questions regarding district results, please contact Nancy O'Hara:

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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.

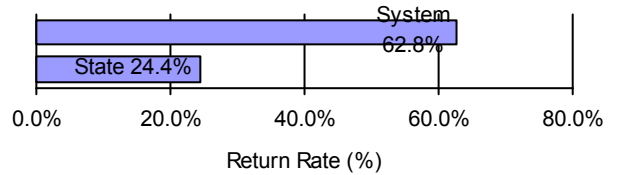
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Houston County

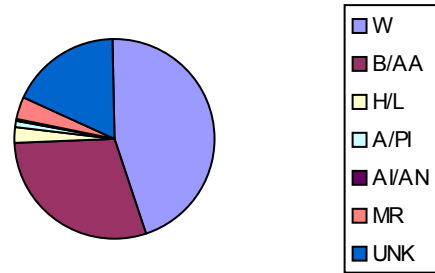
Overview

	System	State
Number of Surveys Distributed	659	39,999
Number of Valid Responses	414	9,747
Percentage Return Rate	62.8%	24.4%

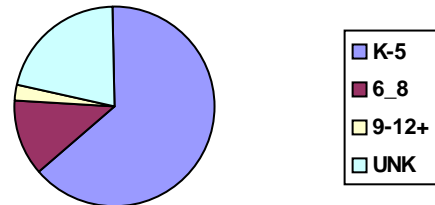


Child Demographics

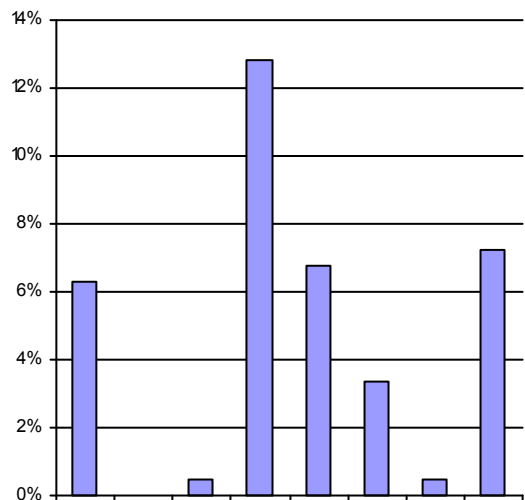
Race/Ethnicity	Count	Percent
White	185	44.7%
Black or African American (B/AA)	122	29.5%
Hispanic or Latino (H/L)	10	2.4%
Asian or Pacific Islander (A/PI)	4	1.0%
American Indian or Alaska Native (AI/AN)	1	0.2%
Multi-racial (MR)	16	3.9%
Unknown (UNK)	76	18.4%



Grade	Count	Percent
K-5	261	63.0%
6-8	52	12.6%
9-12+	11	2.7%
Unknown (UNK)	90	21.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	26	6.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	0.5%
Significant Developmental Delay (SDD)	53	12.8%
Emotional Behavioral Disorder (EBD)	28	6.8%
Intellectual Disability (ID)	14	3.4%
Orthopedic Impairment (OI)	2	0.5%
Other Health Impairment (OHI)	30	7.2%
Specific Learning Disability (SLD)	49	11.8%
Speech/Language Impairment (SL)	105	25.4%
Traumatic Brain injury (TBI)	1	0.2%
Visual Impairment including Blindness (VI)	2	0.5%
More Than One Disability (MTOD)	14	3.4%
Unknown (UNK)	88	21.3%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	31 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	63
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	60
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	59
12	Teachers treat me as a team member.	58
15	Teachers encourage me to participate in the decision-making process.	57
10	Written information I receive is written in an understandable way.	57
5	All of my concerns and recommendations were documented on the IEP.	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.	56
13	Teachers seek out parent input.	53

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	47
23	The school gives parents the help they may need to play an active role in their child's education.	46
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	45
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
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.	36
7	I was given information about organizations that offer support for parents of students with disabilities.	34
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.	30
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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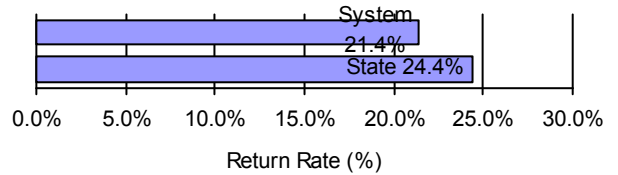
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Irwin County

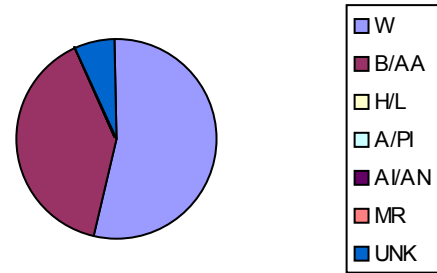
Overview

	System	State
Number of Surveys Distributed	140	39,999
Number of Valid Responses	30	9,747
Percentage Return Rate	21.4%	24.4%

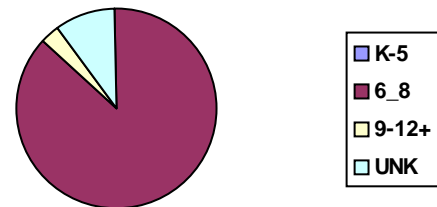


Child Demographics

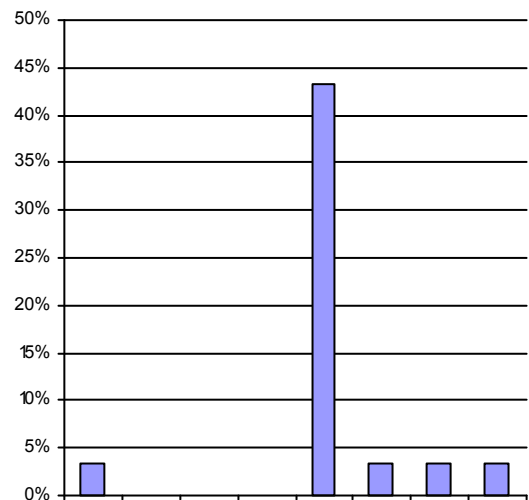
Race/Ethnicity	Count	Percent
White	16	53.3%
Black or African American (B/AA)	12	40.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	2	6.7%



Grade	Count	Percent
K-5	0	0.0%
6-8	26	86.7%
9-12+	1	3.3%
Unknown (UNK)	3	10.0%



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)	0	0.0%
Emotional Behavioral Disorder (EBD)	13	43.3%
Intellectual Disability (ID)	1	3.3%
Orthopedic Impairment (OI)	1	3.3%
Other Health Impairment (OHI)	1	3.3%
Specific Learning Disability (SLD)	10	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)	3	10.0%



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2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	17 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	46
5	All of my concerns and recommendations were documented on the IEP.	46
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	44
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	43
12	Teachers treat me as a team member.	39
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	37
15	Teachers encourage me to participate in the decision-making process.	35
14	Teachers show sensitivity to the needs of students with disabilities and their families.	33
16	Teachers respect my cultural heritage.	32
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	31

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
13	Teachers seek out parent input.	27
20	The school gives me choices with regard to services that address my child's needs.	27
18	The school has a person on staff who is available to answer parents' questions.	26
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	24
7	I was given information about organizations that offer support for parents of students with disabilities.	23
22	The school offers parents a variety of ways to communicate with teachers.	22
24	The school provides information on agencies that can assist my child in the transition from school.	21
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	17
21	The school offers parents training about special education issues.	15
25	The school explains what options parents have if they disagree with a decision of the school.	15

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

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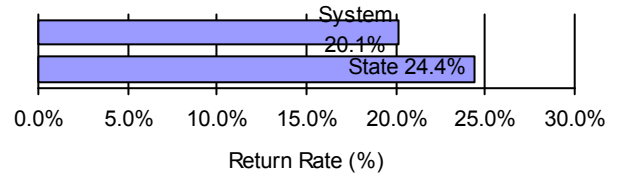
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Jackson County

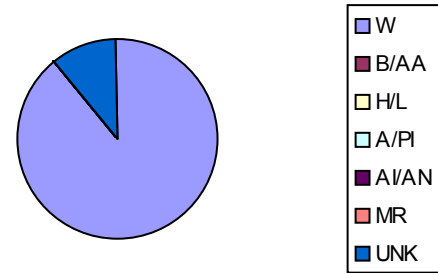
Overview

	System	State
Number of Surveys Distributed	139	39,999
Number of Valid Responses	28	9,747
Percentage Return Rate	20.1%	24.4%

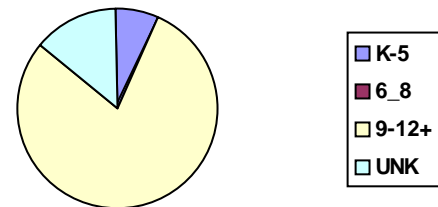


Child Demographics

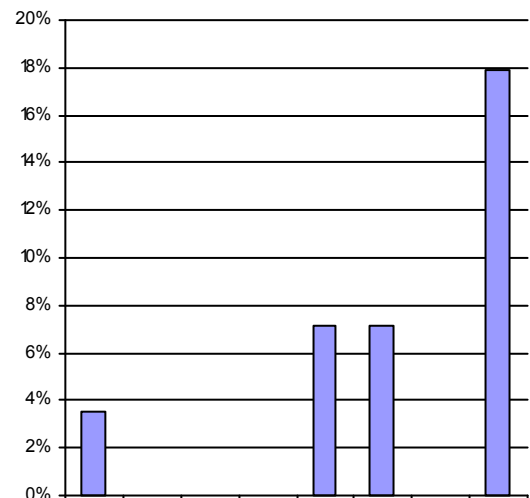
Race/Ethnicity	Count	Percent
White	25	89.3%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	3	10.7%



Grade	Count	Percent
K-5	2	7.1%
6-8	0	0.0%
9-12+	22	78.6%
Unknown (UNK)	4	14.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	3.6%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	2	7.1%
Intellectual Disability (ID)	2	7.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	5	17.9%
Specific Learning Disability (SLD)	11	39.3%
Speech/Language Impairment (SL)	1	3.6%
Traumatic Brain injury (TBI)	2	7.1%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	3.6%
Unknown (UNK)	3	10.7%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	7 %	30 %

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.	42
9	My child's evaluation report is written in terms I understand.	31
10	Written information I receive is written in an understandable way.	31
5	All of my concerns and recommendations were documented on the IEP.	27
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	25
18	The school has a person on staff who is available to answer parents' questions.	24
11	Teachers are available to speak with me.	23
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	22
7	I was given information about organizations that offer support for parents of students with disabilities.	22
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	19

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.	13
22	The school offers parents a variety of ways to communicate with teachers.	13
25	The school explains what options parents have if they disagree with a decision of the school.	13
20	The school gives me choices with regard to services that address my child's needs.	12
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	12
16	Teachers respect my cultural heritage.	9
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	8
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	5
21	The school offers parents training about special education issues.	4
24	The school provides information on agencies that can assist my child in the transition from school.	4

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

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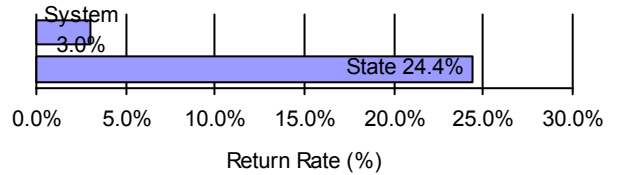
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Jasper County

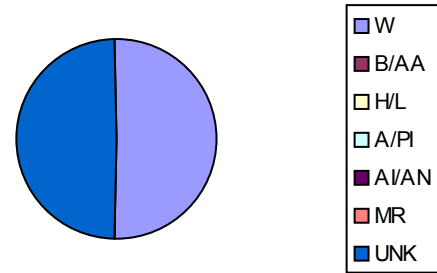
Overview

	System	State
Number of Surveys Distributed	66	39,999
Number of Valid Responses	2	9,747
Percentage Return Rate	3.0%	24.4%

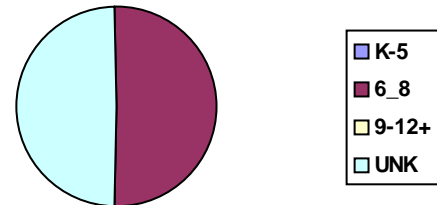


Child Demographics

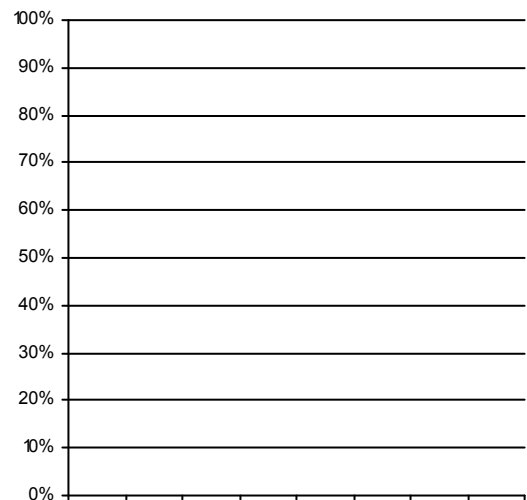
Race/Ethnicity	Count	Percent
White	1	50.0%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	1	50.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	1	50.0%
9-12+	0	0.0%
Unknown (UNK)	1	50.0%



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)	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	100.0%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	50 %	30 %

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
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	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
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
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
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
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

For questions regarding district results, please contact Nancy O'Hara:

- Divisions for Special Education Services and Supports
- Georgia Department of Education
- (404) 657 – 9959
- nohara@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.

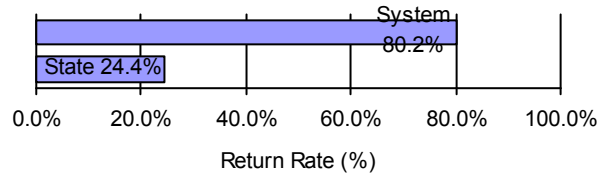
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Jeff Davis County

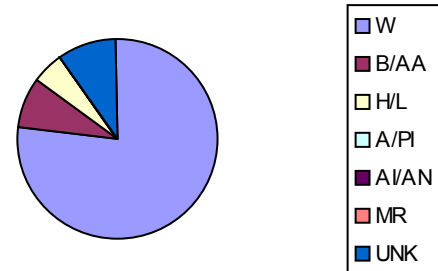
Overview

	System	State
Number of Surveys Distributed	91	39,999
Number of Valid Responses	73	9,747
Percentage Return Rate	80.2%	24.4%

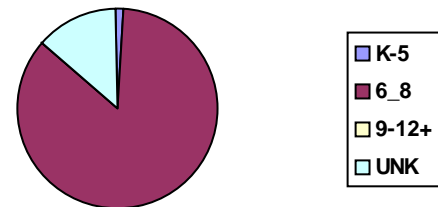


Child Demographics

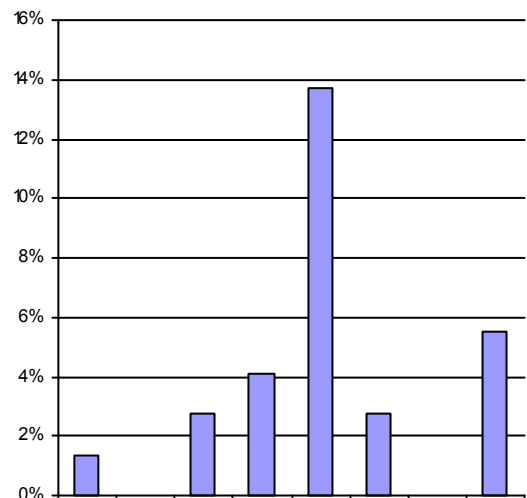
Race/Ethnicity	Count	Percent
White	56	76.7%
Black or African American (B/AA)	6	8.2%
Hispanic or Latino (H/L)	4	5.5%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	7	9.6%



Grade	Count	Percent
K-5	1	1.4%
6-8	62	84.9%
9-12+	0	0.0%
Unknown (UNK)	10	13.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	1.4%
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)	10	13.7%
Intellectual Disability (ID)	2	2.7%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	4	5.5%
Specific Learning Disability (SLD)	26	35.6%
Speech/Language Impairment (SL)	4	5.5%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	2	2.7%
More Than One Disability (MTOD)	3	4.1%
Unknown (UNK)	16	21.9%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	29 %	30 %

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.	52
11	Teachers are available to speak with me.	51
12	Teachers treat me as a team member.	49
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.	46
14	Teachers show sensitivity to the needs of students with disabilities and their families.	46
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	46
10	Written information I receive is written in an understandable way.	44
9	My child's evaluation report is written in terms I understand.	44
16	Teachers respect my cultural heritage.	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.	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
22	The school offers parents a variety of ways to communicate with teachers.	36
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	32
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.	32
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	30
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.	25
25	The school explains what options parents have if they disagree with a decision of the school.	25

For questions regarding district results, please contact Nancy O'Hara:

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- Georgia Department of Education
- (404) 657 – 9959
- nohara@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.

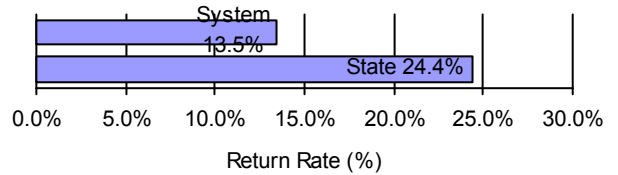
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Jefferson County

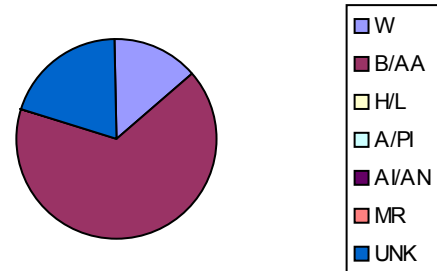
Overview

	System	State
Number of Surveys Distributed	215	39,999
Number of Valid Responses	29	9,747
Percentage Return Rate	13.5%	24.4%

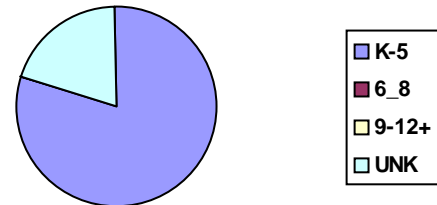


Child Demographics

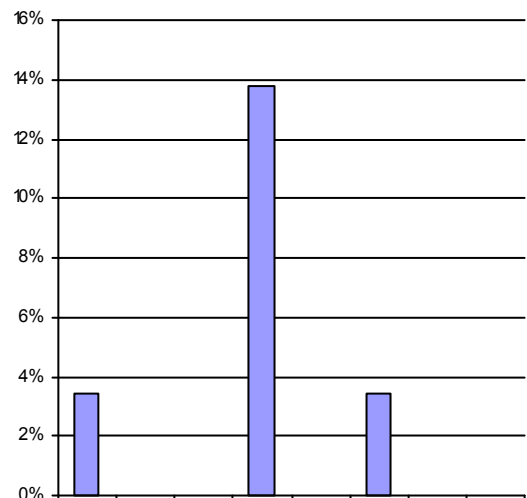
Race/Ethnicity	Count	Percent
White	4	13.8%
Black or African American (B/AA)	19	65.5%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	6	20.7%



Grade	Count	Percent
K-5	23	79.3%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	6	20.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	3.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	4	13.8%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	1	3.4%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	5	17.2%
Speech/Language Impairment (SL)	9	31.0%
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)	9	31.0%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	31 %	30 %

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.	61
11	Teachers are available to speak with me.	61
10	Written information I receive is written in an understandable way.	57
12	Teachers treat me as a team member.	57
9	My child's evaluation report is written in terms I understand.	55
23	The school gives parents the help they may need to play an active role in their child's education.	50
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	48
19	The school communicates regularly with me regarding my child's progress on IEP goals.	48
15	Teachers encourage me to participate in the decision-making process.	47
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	47

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
20	The school gives me choices with regard to services that address my child's needs.	39
14	Teachers show sensitivity to the needs of students with disabilities and their families.	37
24	The school provides information on agencies that can assist my child in the transition from school.	35
13	Teachers seek out parent input.	35
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	33
16	Teachers respect my cultural heritage.	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.	30
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	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.

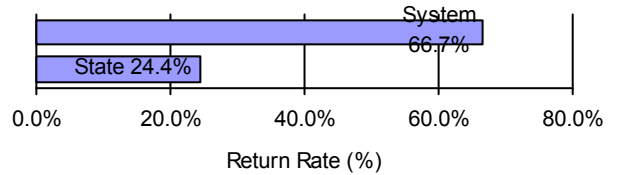
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Jenkins County

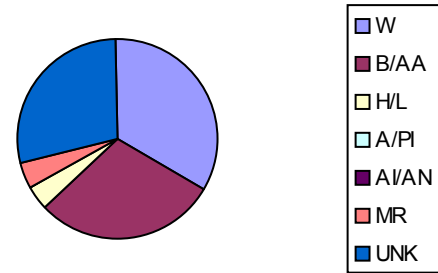
Overview

	System	State
Number of Surveys Distributed	36	39,999
Number of Valid Responses	24	9,747
Percentage Return Rate	66.7%	24.4%

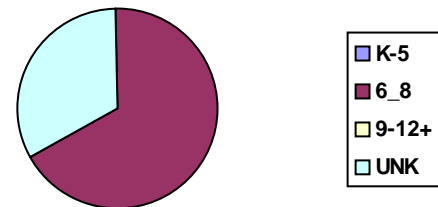


Child Demographics

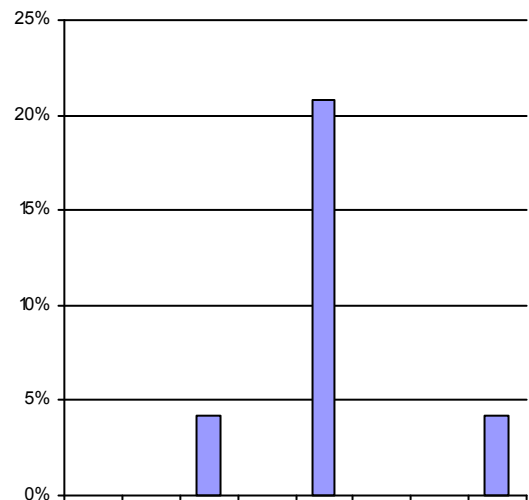
Race/Ethnicity	Count	Percent
White	8	33.3%
Black or African American (B/AA)	7	29.2%
Hispanic or Latino (H/L)	1	4.2%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	4.2%
Unknown (UNK)	7	29.2%



Grade	Count	Percent
K-5	0	0.0%
6-8	16	66.7%
9-12+	0	0.0%
Unknown (UNK)	8	33.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	0	0.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	4.2%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	5	20.8%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	4.2%
Specific Learning Disability (SLD)	6	25.0%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	12.5%
Unknown (UNK)	8	33.3%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	21 %	30 %

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.	44
11	Teachers are available to speak with me.	44
12	Teachers treat me as a team member.	44
13	Teachers seek out parent input.	44
9	My child's evaluation report is written in terms I understand.	41
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	38
20	The school gives me choices with regard to services that address my child's needs.	38
5	All of my concerns and recommendations were documented on the IEP.	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

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.	27
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	27
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	27
19	The school communicates regularly with me regarding my child's progress on IEP goals.	27
22	The school offers parents a variety of ways to communicate with teachers.	27
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	25
24	The school provides information on agencies that can assist my child in the transition from school.	21
21	The school offers parents training about special education issues.	20
16	Teachers respect my cultural heritage.	15
7	I was given information about organizations that offer support for parents of students with disabilities.	13

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

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

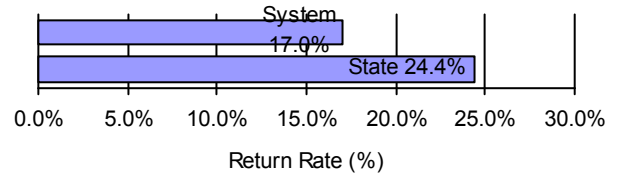
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Johnson County

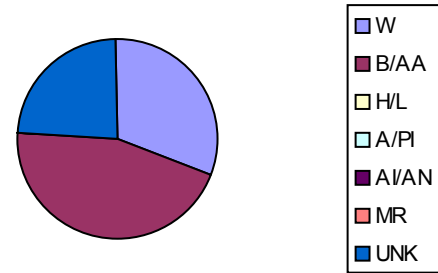
Overview

	System	State
Number of Surveys Distributed	265	39,999
Number of Valid Responses	45	9,747
Percentage Return Rate	17.0%	24.4%

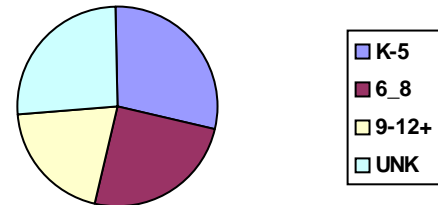


Child Demographics

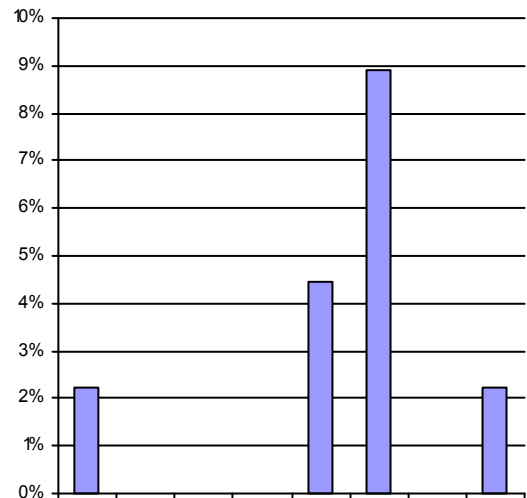
Race/Ethnicity	Count	Percent
White	14	31.1%
Black or African American (B/AA)	20	44.4%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	11	24.4%



Grade	Count	Percent
K-5	13	28.9%
6-8	11	24.4%
9-12+	9	20.0%
Unknown (UNK)	12	26.7%



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)	0	0.0%
Emotional Behavioral Disorder (EBD)	2	4.4%
Intellectual Disability (ID)	4	8.9%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	2.2%
Specific Learning Disability (SLD)	13	28.9%
Speech/Language Impairment (SL)	4	8.9%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	6.7%
Unknown (UNK)	17	37.8%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	18 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	61
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	53
16	Teachers respect my cultural heritage.	52
12	Teachers treat me as a team member.	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.	50
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	49
15	Teachers encourage me to participate in the decision-making process.	48
5	All of my concerns and recommendations were documented on the IEP.	47
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	47

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
13	Teachers seek out parent input.	42
19	The school communicates regularly with me regarding my child's progress on IEP goals.	42
20	The school gives me choices with regard to services that address my child's needs.	41
25	The school explains what options parents have if they disagree with a decision of the school.	40
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	39
23	The school gives parents the help they may need to play an active role in their child's education.	38
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.	29
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.	17

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

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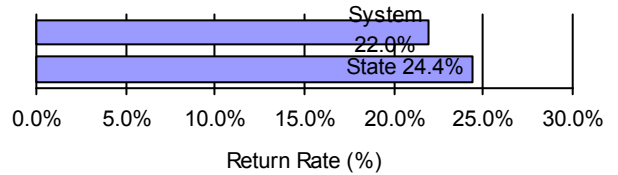
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Jones County

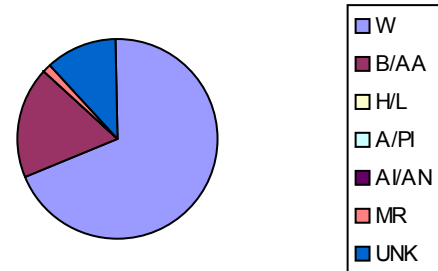
Overview

	System	State
Number of Surveys Distributed	273	39,999
Number of Valid Responses	60	9,747
Percentage Return Rate	22.0%	24.4%

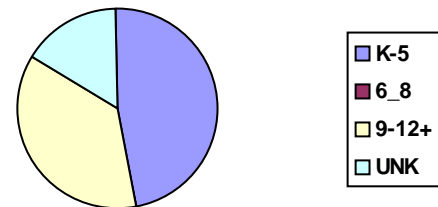


Child Demographics

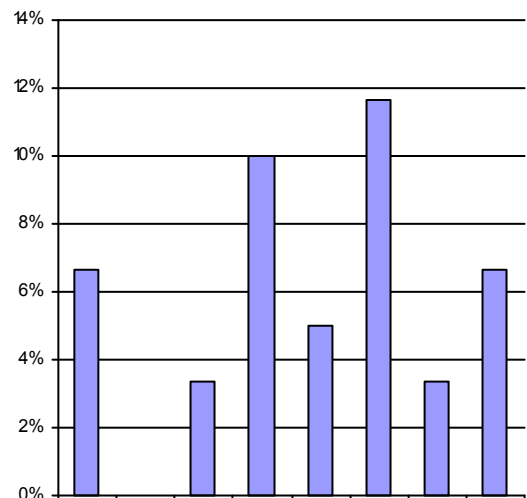
Race/Ethnicity	Count	Percent
White	41	68.3%
Black or African American (B/AA)	11	18.3%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	1.7%
Unknown (UNK)	7	11.7%



Grade	Count	Percent
K-5	28	46.7%
6-8	0	0.0%
9-12+	22	36.7%
Unknown (UNK)	10	16.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	4	6.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	3.3%
Significant Developmental Delay (SDD)	6	10.0%
Emotional Behavioral Disorder (EBD)	3	5.0%
Intellectual Disability (ID)	7	11.7%
Orthopedic Impairment (OI)	2	3.3%
Other Health Impairment (OHI)	4	6.7%
Specific Learning Disability (SLD)	9	15.0%
Speech/Language Impairment (SL)	9	15.0%
Traumatic Brain injury (TBI)	1	1.7%
Visual Impairment including Blindness (VI)	1	1.7%
More Than One Disability (MTOD)	2	3.3%
Unknown (UNK)	10	16.7%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	27 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	69
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.	65
12	Teachers treat me as a team member.	64
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
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	59
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	57
18	The school has a person on staff who is available to answer parents' questions.	51
14	Teachers show sensitivity to the needs of students with disabilities and their families.	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
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
20	The school gives me choices with regard to services that address my child's needs.	43
16	Teachers respect my cultural heritage.	42
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.	35
24	The school provides information on agencies that can assist my child in the transition from school.	27
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	26
21	The school offers parents training about special education issues.	24
7	I was given information about organizations that offer support for parents of students with disabilities.	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.

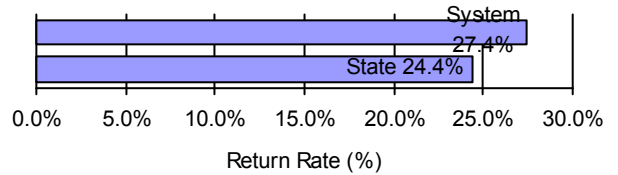
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Lamar County

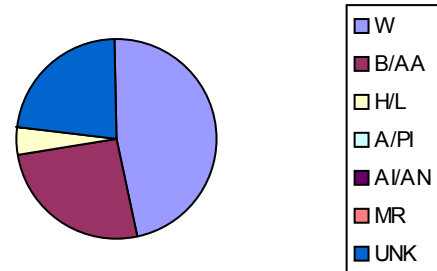
Overview

	System	State
Number of Surveys Distributed	157	39,999
Number of Valid Responses	43	9,747
Percentage Return Rate	27.4%	24.4%

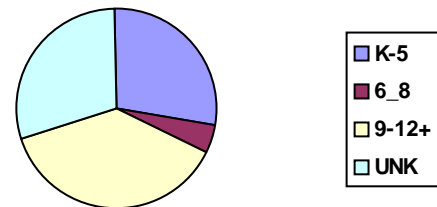


Child Demographics

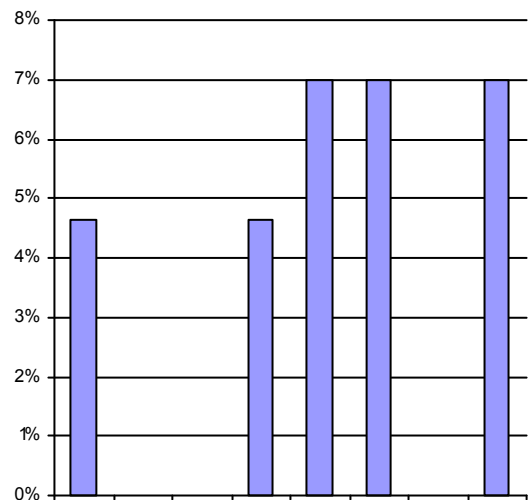
Race/Ethnicity	Count	Percent
White	20	46.5%
Black or African American (B/AA)	11	25.6%
Hispanic or Latino (H/L)	2	4.7%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	10	23.3%



Grade	Count	Percent
K-5	12	27.9%
6-8	2	4.7%
9-12+	16	37.2%
Unknown (UNK)	13	30.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	4.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	2	4.7%
Emotional Behavioral Disorder (EBD)	3	7.0%
Intellectual Disability (ID)	3	7.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	7.0%
Specific Learning Disability (SLD)	9	20.9%
Speech/Language Impairment (SL)	3	7.0%
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)	17	39.5%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	28 %	30 %

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.	72
11	Teachers are available to speak with me.	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
5	All of my concerns and recommendations were documented on the IEP.	63
9	My child's evaluation report is written in terms I understand.	63
12	Teachers treat me as a team member.	61
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	59
14	Teachers show sensitivity to the needs of students with disabilities and their families.	59
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.	56

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
20	The school gives me choices with regard to services that address my child's needs.	50
23	The school gives parents the help they may need to play an active role in their child's education.	48
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	47
25	The school explains what options parents have if they disagree with a decision of the school.	47
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	44
19	The school communicates regularly with me regarding my child's progress on IEP goals.	44
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
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.	23

For questions regarding district results, please contact Nancy O'Hara:

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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.

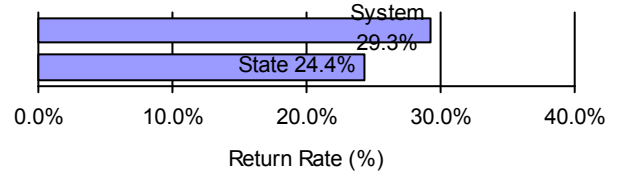
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Lanier County

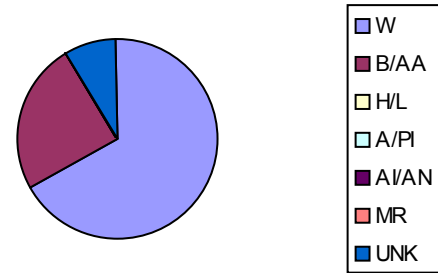
Overview

	System	State
Number of Surveys Distributed	41	39,999
Number of Valid Responses	12	9,747
Percentage Return Rate	29.3%	24.4%

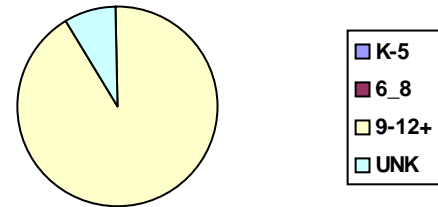


Child Demographics

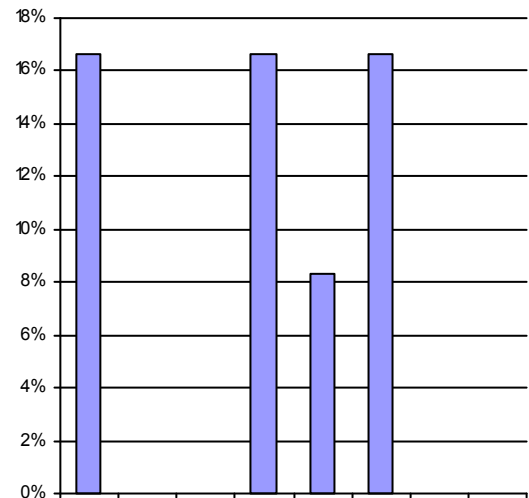
Race/Ethnicity	Count	Percent
White	8	66.7%
Black or African American (B/AA)	3	25.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	1	8.3%



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



Primary Exceptionality	Count	Percent
Autism (AUT)	2	16.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	2	16.7%
Emotional Behavioral Disorder (EBD)	1	8.3%
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)	0	0.0%
Traumatic Brain injury (TBI)	1	8.3%
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%

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	17 %	30 %

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.	58
16	Teachers respect my cultural heritage.	55
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	45
12	Teachers treat me as a team member.	42
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	42
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	33
13	Teachers seek out parent input.	33
15	Teachers encourage me to participate in the decision-making process.	33
5	All of my concerns and recommendations were documented on the IEP.	27
7	I was given information about organizations that offer support for parents of students with disabilities.	25

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.	17
9	My child's evaluation report is written in terms I understand.	17
19	The school communicates regularly with me regarding my child's progress on IEP goals.	17
21	The school offers parents training about special education issues.	17
22	The school offers parents a variety of ways to communicate with teachers.	17
23	The school gives parents the help they may need to play an active role in their child's education.	17
24	The school provides information on agencies that can assist my child in the transition from school.	17
25	The school explains what options parents have if they disagree with a decision of the school.	17
10	Written information I receive is written in an understandable way.	8
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	0

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- Georgia Department of Education
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- nohara@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.

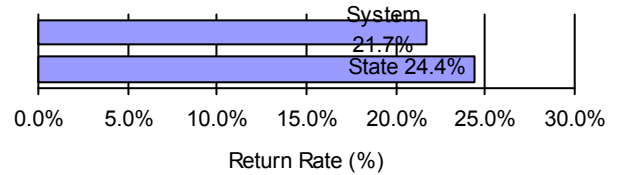
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Laurens County

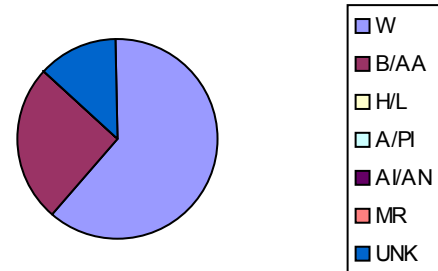
Overview

	System	State
Number of Surveys Distributed	106	39,999
Number of Valid Responses	23	9,747
Percentage Return Rate	21.7%	24.4%

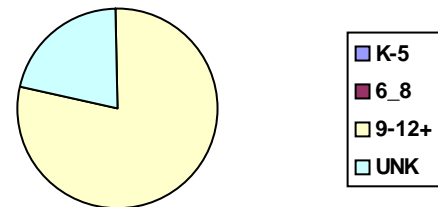


Child Demographics

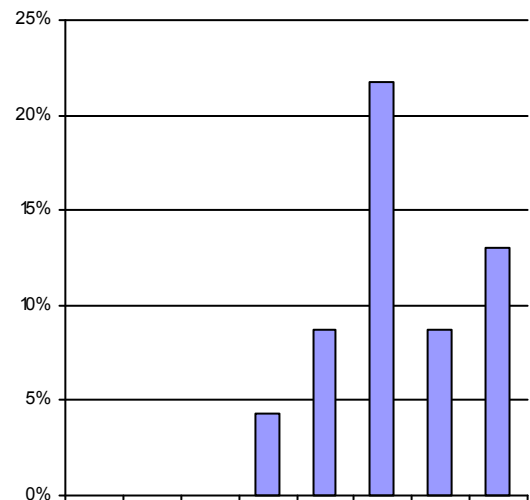
Race/Ethnicity	Count	Percent
White	14	60.9%
Black or African American (B/AA)	6	26.1%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	3	13.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	18	78.3%
Unknown (UNK)	5	21.7%



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)	1	4.3%
Emotional Behavioral Disorder (EBD)	2	8.7%
Intellectual Disability (ID)	5	21.7%
Orthopedic Impairment (OI)	2	8.7%
Other Health Impairment (OHI)	3	13.0%
Specific Learning Disability (SLD)	4	17.4%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	1	4.3%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	4.3%
Unknown (UNK)	4	17.4%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

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

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.	68
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	64
15	Teachers encourage me to participate in the decision-making process.	64
16	Teachers respect my cultural heritage.	63
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	59
9	My child's evaluation report is written in terms I understand.	59
10	Written information I receive is written in an understandable way.	59
12	Teachers treat me as a team member.	59
13	Teachers seek out parent input.	59
14	Teachers show sensitivity to the needs of students with disabilities and their families.	59

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.	45
19	The school communicates regularly with me regarding my child's progress on IEP goals.	43
22	The school offers parents a variety of ways to communicate with teachers.	43
24	The school provides information on agencies that can assist my child in the transition from school.	43
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	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.	38
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	38
23	The school gives parents the help they may need to play an active role in their child's education.	36
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.	26

For questions regarding district results, please contact Nancy O'Hara:

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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.

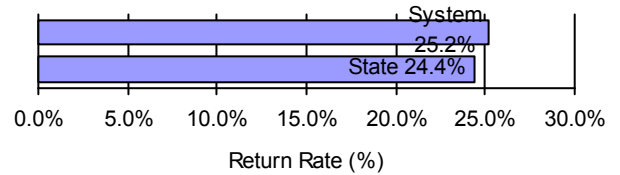
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Lee County

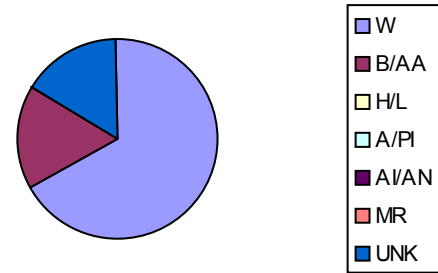
Overview

	System	State
Number of Surveys Distributed	119	39,999
Number of Valid Responses	30	9,747
Percentage Return Rate	25.2%	24.4%

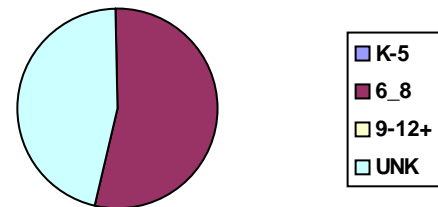


Child Demographics

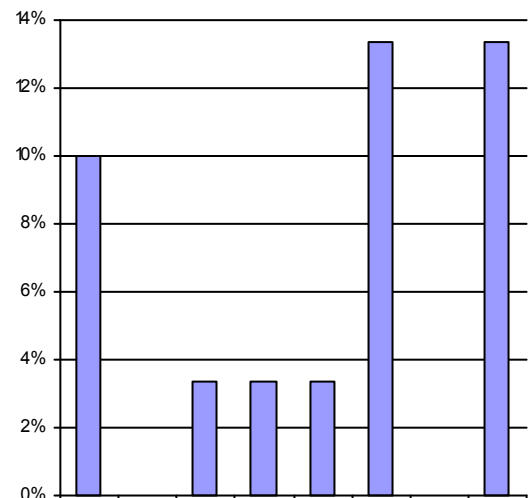
Race/Ethnicity	Count	Percent
White	20	66.7%
Black or African American (B/AA)	5	16.7%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	5	16.7%



Grade	Count	Percent
K-5	0	0.0%
6-8	16	53.3%
9-12+	0	0.0%
Unknown (UNK)	14	46.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	10.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	3.3%
Significant Developmental Delay (SDD)	1	3.3%
Emotional Behavioral Disorder (EBD)	1	3.3%
Intellectual Disability (ID)	4	13.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	4	13.3%
Specific Learning Disability (SLD)	7	23.3%
Speech/Language Impairment (SL)	2	6.7%
Traumatic Brain injury (TBI)	1	3.3%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	3.3%
Unknown (UNK)	5	16.7%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	13 %	30 %

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.	42
11	Teachers are available to speak with me.	42
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	38
12	Teachers treat me as a team member.	38
14	Teachers show sensitivity to the needs of students with disabilities and their families.	38
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	35
13	Teachers seek out parent input.	35
20	The school gives me choices with regard to services that address my child's needs.	35
23	The school gives parents the help they may need to play an active role in their child's education.	33

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
16	Teachers respect my cultural heritage.	27
18	The school has a person on staff who is available to answer parents' questions.	27
10	Written information I receive is written in an understandable way.	23
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.	17
21	The school offers parents training about special education issues.	16
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	14
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	14
7	I was given information about organizations that offer support for parents of students with disabilities.	8
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	8

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

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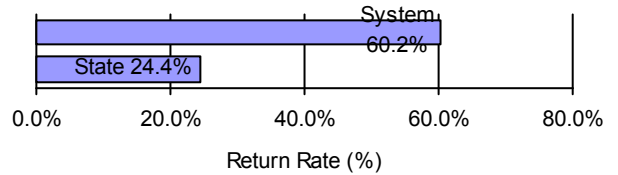
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Liberty County

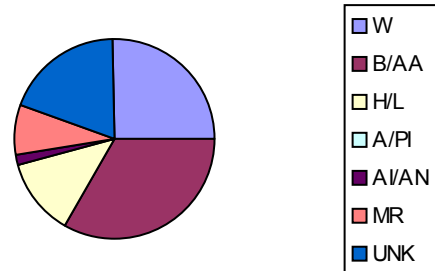
Overview

	System	State
Number of Surveys Distributed	118	39,999
Number of Valid Responses	71	9,747
Percentage Return Rate	60.2%	24.4%

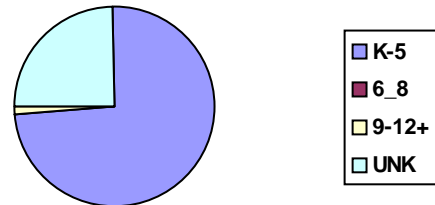


Child Demographics

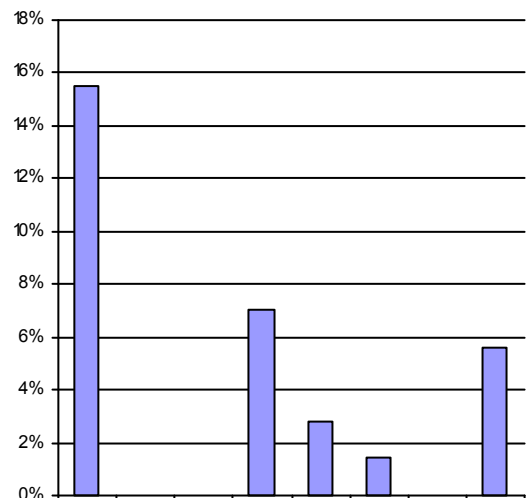
Race/Ethnicity	Count	Percent
White	18	25.4%
Black or African American (B/AA)	23	32.4%
Hispanic or Latino (H/L)	9	12.7%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	1.4%
Multi-racial (MR)	6	8.5%
Unknown (UNK)	14	19.7%



Grade	Count	Percent
K-5	52	73.2%
6-8	0	0.0%
9-12+	1	1.4%
Unknown (UNK)	18	25.4%



Primary Exceptionality	Count	Percent
Autism (AUT)	11	15.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	5	7.0%
Emotional Behavioral Disorder (EBD)	2	2.8%
Intellectual Disability (ID)	1	1.4%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	4	5.6%
Specific Learning Disability (SLD)	11	15.5%
Speech/Language Impairment (SL)	20	28.2%
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)	14	19.7%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	28 %	30 %

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
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	67
10	Written information I receive is written in an understandable way.	64
5	All of my concerns and recommendations were documented on the IEP.	63
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	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.	58
18	The school has a person on staff who is available to answer parents' questions.	55
16	Teachers respect my cultural heritage.	54

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.	47
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	46
20	The school gives me choices with regard to services that address my child's needs.	45
23	The school gives parents the help they may need to play an active role in their child's education.	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.	40
24	The school provides information on agencies that can assist my child in the transition from school.	31
25	The school explains what options parents have if they disagree with a decision of the school.	31
21	The school offers parents training about special education issues.	27
7	I was given information about organizations that offer support for parents of students with disabilities.	24
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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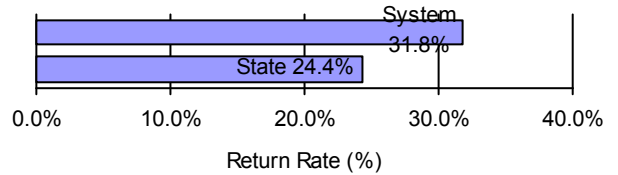
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Lincoln County

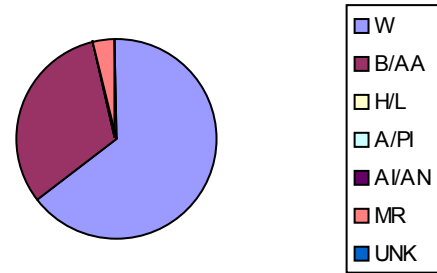
Overview

	System	State
Number of Surveys Distributed	88	39,999
Number of Valid Responses	28	9,747
Percentage Return Rate	31.8%	24.4%

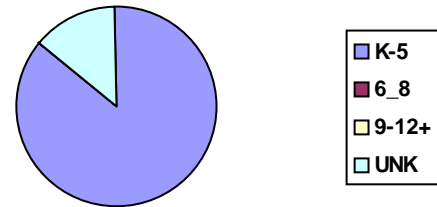


Child Demographics

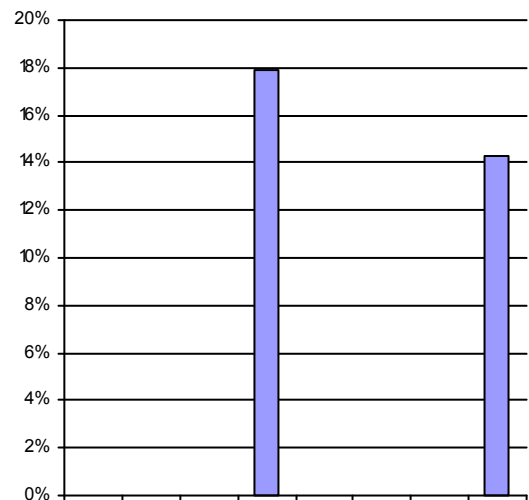
Race/Ethnicity	Count	Percent
White	18	64.3%
Black or African American (B/AA)	9	32.1%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	3.6%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	24	85.7%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	4	14.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	0	0.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	5	17.9%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	4	14.3%
Specific Learning Disability (SLD)	8	28.6%
Speech/Language Impairment (SL)	10	35.7%
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)	1	3.6%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	68 %	30 %

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.	89
12	Teachers treat me as a team member.	89
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
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	86
10	Written information I receive is written in an understandable way.	86
11	Teachers are available to speak with me.	86
22	The school offers parents a variety of ways to communicate with teachers.	86
9	My child's evaluation report is written in terms I understand.	85
14	Teachers show sensitivity to the needs of students with disabilities and their families.	81

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.	75
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	74
23	The school gives parents the help they may need to play an active role in their child's education.	74
19	The school communicates regularly with me regarding my child's progress on IEP goals.	71
20	The school gives me choices with regard to services that address my child's needs.	71
24	The school provides information on agencies that can assist my child in the transition from school.	67
7	I was given information about organizations that offer support for parents of students with disabilities.	63
25	The school explains what options parents have if they disagree with a decision of the school.	63
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	55
21	The school offers parents training about special education issues.	38

For questions regarding district results, please contact Nancy O'Hara:

- Divisions for Special Education Services and Supports
- Georgia Department of Education
- (404) 657 – 9959
- nohara@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.

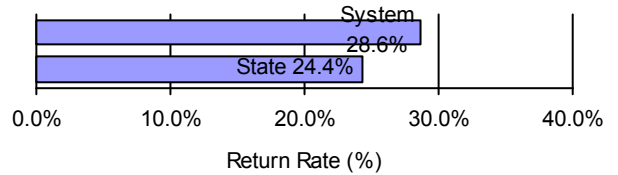
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Lowndes County

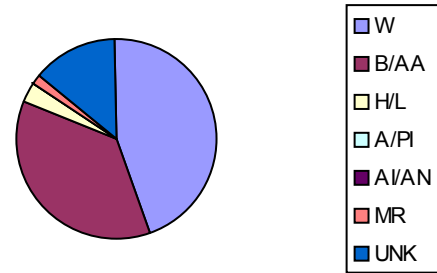
Overview

	System	State
Number of Surveys Distributed	220	39,999
Number of Valid Responses	63	9,747
Percentage Return Rate	28.6%	24.4%

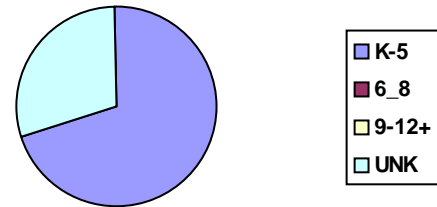


Child Demographics

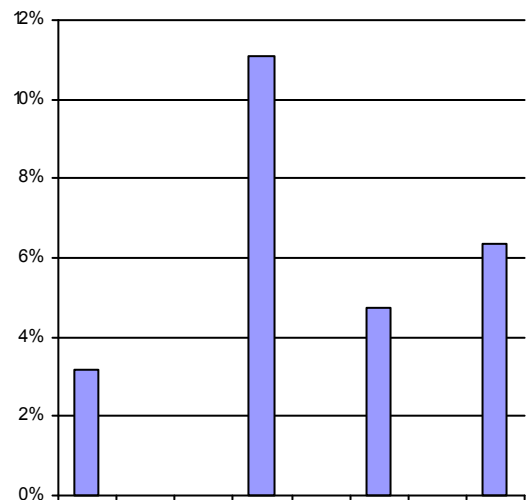
Race/Ethnicity	Count	Percent
White	28	44.4%
Black or African American (B/AA)	23	36.5%
Hispanic or Latino (H/L)	2	3.2%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	1.6%
Unknown (UNK)	9	14.3%



Grade	Count	Percent
K-5	44	69.8%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	19	30.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	3.2%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	7	11.1%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	3	4.8%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	4	6.3%
Specific Learning Disability (SLD)	6	9.5%
Speech/Language Impairment (SL)	23	36.5%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	4	6.3%
More Than One Disability (MTOD)	4	6.3%
Unknown (UNK)	10	15.9%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	33 %	30 %

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
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	59
5	All of my concerns and recommendations were documented on the IEP.	55
15	Teachers encourage me to participate in the decision-making process.	54
12	Teachers treat me as a team member.	52
11	Teachers are available to speak with me.	51
13	Teachers seek out parent input.	50
14	Teachers show sensitivity to the needs of students with disabilities and their families.	50
18	The school has a person on staff who is available to answer parents' questions.	50
10	Written information I receive is written in an understandable way.	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
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	43
16	Teachers respect my cultural heritage.	43
20	The school gives me choices with regard to services that address my child's needs.	40
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	39
25	The school explains what options parents have if they disagree with a decision of the school.	33
21	The school offers parents training about special education issues.	32
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.	26
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	20

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- Georgia Department of Education
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- nohara@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.

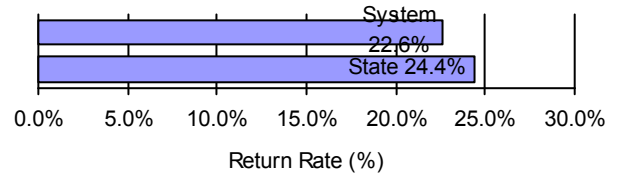
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Lumpkin County

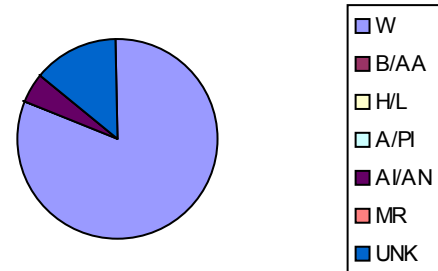
Overview

	System	State
Number of Surveys Distributed	93	39,999
Number of Valid Responses	21	9,747
Percentage Return Rate	22.6%	24.4%

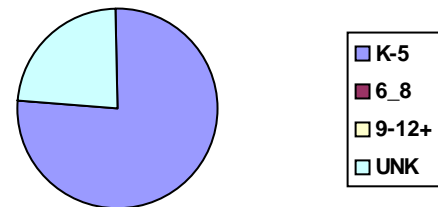


Child Demographics

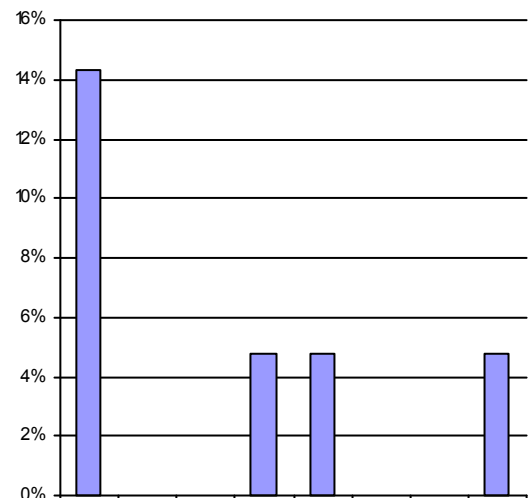
Race/Ethnicity	Count	Percent
White	17	81.0%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	4.8%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	3	14.3%



Grade	Count	Percent
K-5	16	76.2%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	5	23.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	14.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	4.8%
Emotional Behavioral Disorder (EBD)	1	4.8%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	4.8%
Specific Learning Disability (SLD)	4	19.0%
Speech/Language Impairment (SL)	6	28.6%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	14.3%
Unknown (UNK)	2	9.5%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	29 %	30 %

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.	68
22	The school offers parents a variety of ways to communicate with teachers.	65
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	63
5	All of my concerns and recommendations were documented on the IEP.	63
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	58
10	Written information I receive is written in an understandable way.	58
14	Teachers show sensitivity to the needs of students with disabilities and their families.	56
15	Teachers encourage me to participate in the decision-making process.	56
9	My child's evaluation report is written in terms I understand.	53

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
19	The school communicates regularly with me regarding my child's progress on IEP goals.	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.	39
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	33
20	The school gives me choices with regard to services that address my child's needs.	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.	24
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	18
24	The school provides information on agencies that can assist my child in the transition from school.	13
7	I was given information about organizations that offer support for parents of students with disabilities.	11
21	The school offers parents training about special education issues.	11

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

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

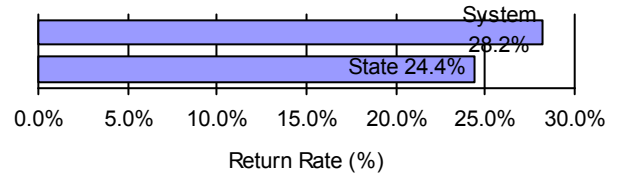
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Marion County

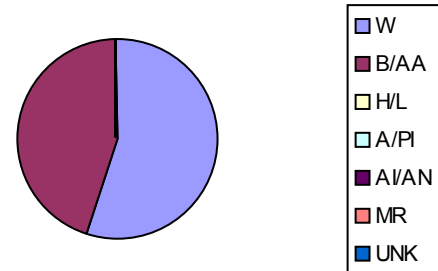
Overview

	System	State
Number of Surveys Distributed	39	39,999
Number of Valid Responses	11	9,747
Percentage Return Rate	28.2%	24.4%

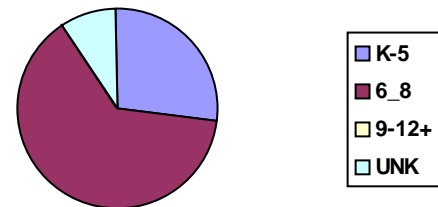


Child Demographics

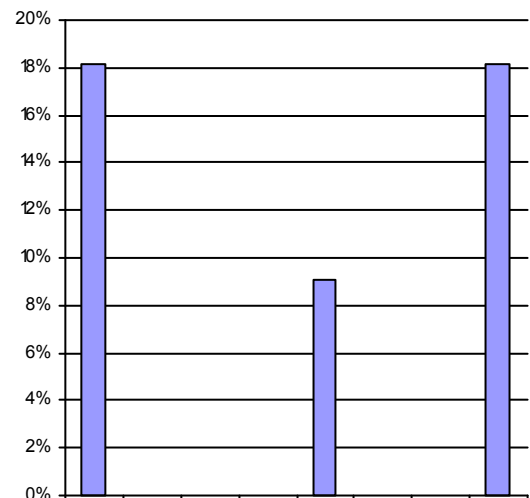
Race/Ethnicity	Count	Percent
White	6	54.5%
Black or African American (B/AA)	5	45.5%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	3	27.3%
6-8	7	63.6%
9-12+	0	0.0%
Unknown (UNK)	1	9.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	18.2%
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	9.1%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	18.2%
Specific Learning Disability (SLD)	6	54.5%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	0	0.0%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	45 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	73
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
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
20	The school gives me choices with regard to services that address my child's needs.	60
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	56
21	The school offers parents training about special education issues.	56
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
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
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	45
7	I was given information about organizations that offer support for parents of students with disabilities.	45
13	Teachers seek out parent input.	45
14	Teachers show sensitivity to the needs of students with disabilities and their families.	45
18	The school has a person on staff who is available to answer parents' questions.	45
19	The school communicates regularly with me regarding my child's progress on IEP goals.	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.	45
24	The school provides information on agencies that can assist my child in the transition from school.	40
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	29

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

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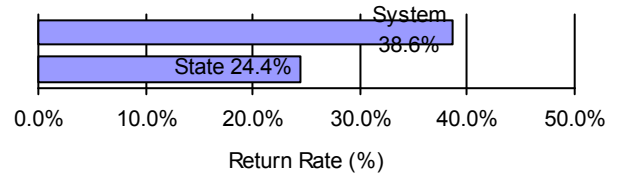
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report McDuffie County

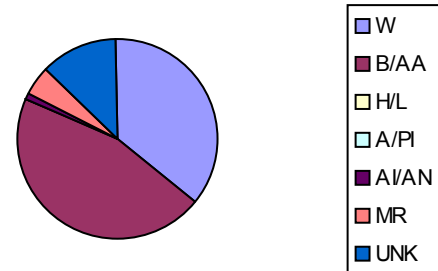
Overview

	System	State
Number of Surveys Distributed	223	39,999
Number of Valid Responses	86	9,747
Percentage Return Rate	38.6%	24.4%

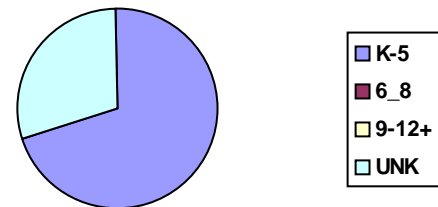


Child Demographics

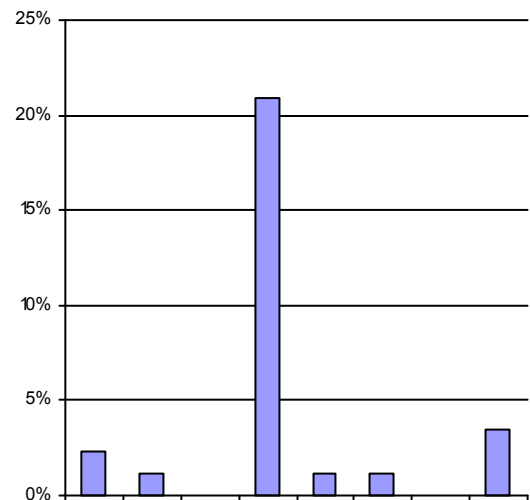
Race/Ethnicity	Count	Percent
White	31	36.0%
Black or African American (B/AA)	39	45.3%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	1.2%
Multi-racial (MR)	4	4.7%
Unknown (UNK)	11	12.8%



Grade	Count	Percent
K-5	60	69.8%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	26	30.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	2.3%
Deaf-Blind (DB)	1	1.2%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	18	20.9%
Emotional Behavioral Disorder (EBD)	1	1.2%
Intellectual Disability (ID)	1	1.2%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	3.5%
Specific Learning Disability (SLD)	3	3.5%
Speech/Language Impairment (SL)	39	45.3%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	2.3%
Unknown (UNK)	16	18.6%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	49 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	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
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
16	Teachers respect my cultural heritage.	65
23	The school gives parents the help they may need to play an active role in their child's education.	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
9	My child's evaluation report is written in terms I understand.	64
12	Teachers treat me as a team member.	63

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.	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
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.	54
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.	49
21	The school offers parents training about special education issues.	48
24	The school provides information on agencies that can assist my child in the transition from school.	48
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	36

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

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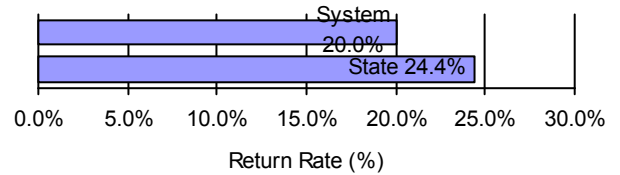
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report McIntosh County

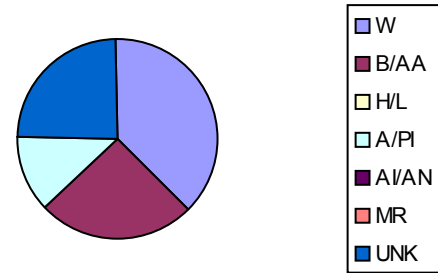
Overview

	System	State
Number of Surveys Distributed	40	39,999
Number of Valid Responses	8	9,747
Percentage Return Rate	20.0%	24.4%

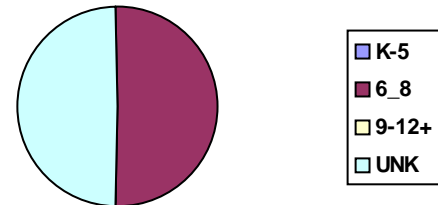


Child Demographics

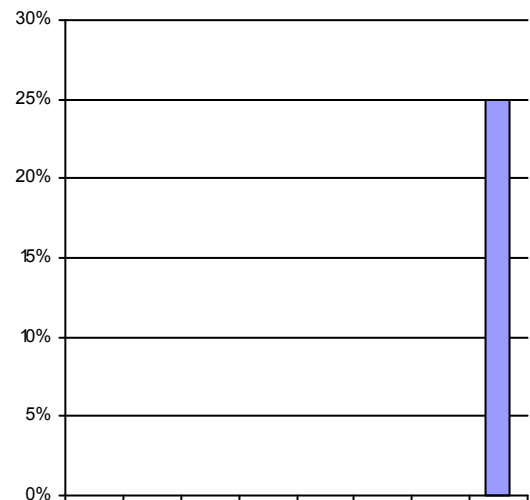
Race/Ethnicity	Count	Percent
White	3	37.5%
Black or African American (B/AA)	2	25.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	1	12.5%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	2	25.0%



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



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)	2	25.0%
Specific Learning Disability (SLD)	3	37.5%
Speech/Language Impairment (SL)	1	12.5%
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)	2	25.0%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	38 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	86
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	71
10	Written information I receive is written in an understandable way.	71
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	57
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	57
5	All of my concerns and recommendations were documented on the IEP.	57
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	57
7	I was given information about organizations that offer support for parents of students with disabilities.	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.	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
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
25	The school explains what options parents have if they disagree with a decision of the school.	50
12	Teachers treat me as a team member.	43
13	Teachers seek out parent input.	43
14	Teachers show sensitivity to the needs of students with disabilities and their families.	43
16	Teachers respect my cultural heritage.	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
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

For questions regarding district results, please contact Nancy O'Hara:

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- Georgia Department of Education
- (404) 657 – 9959
- nohara@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.

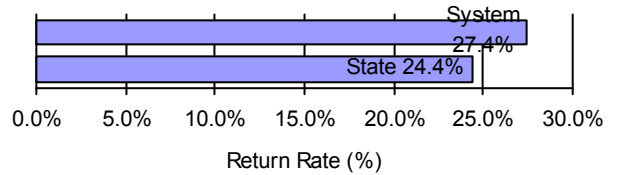
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Meriwether County

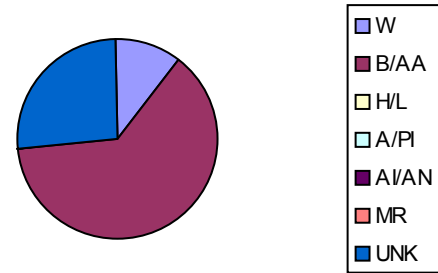
Overview

	System	State
Number of Surveys Distributed	135	39,999
Number of Valid Responses	37	9,747
Percentage Return Rate	27.4%	24.4%

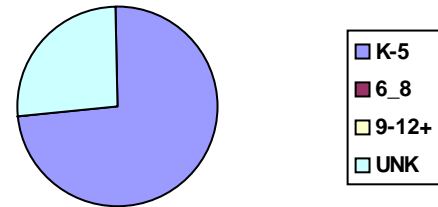


Child Demographics

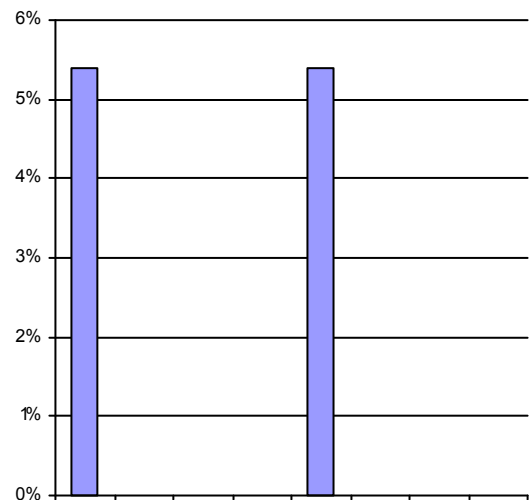
Race/Ethnicity	Count	Percent
White	4	10.8%
Black or African American (B/AA)	23	62.2%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	10	27.0%



Grade	Count	Percent
K-5	27	73.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	10	27.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	5.4%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	2	5.4%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	2	5.4%
Speech/Language Impairment (SL)	17	45.9%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	5.4%
Unknown (UNK)	12	32.4%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	24 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	62
10	Written information I receive is written in an understandable way.	61
9	My child's evaluation report is written in terms I understand.	60
18	The school has a person on staff who is available to answer parents' questions.	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
5	All of my concerns and recommendations were documented on the IEP.	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.	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

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
7	I was given information about organizations that offer support for parents of students with disabilities.	41
13	Teachers seek out parent input.	41
16	Teachers respect my cultural heritage.	41
23	The school gives parents the help they may need to play an active role in their child's education.	41
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	39
22	The school offers parents a variety of ways to communicate with teachers.	38
21	The school offers parents training about special education issues.	35
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.	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.

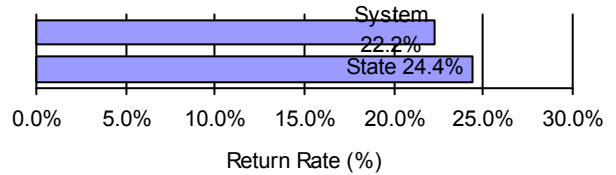
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Miller County

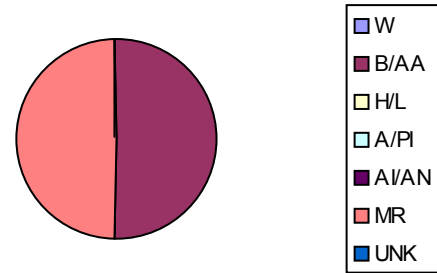
Overview

	System	State
Number of Surveys Distributed	18	39,999
Number of Valid Responses	4	9,747
Percentage Return Rate	22.2%	24.4%

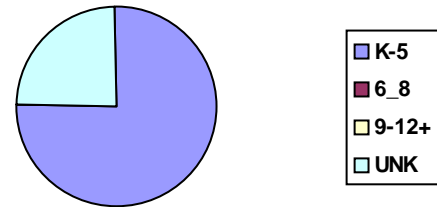


Child Demographics

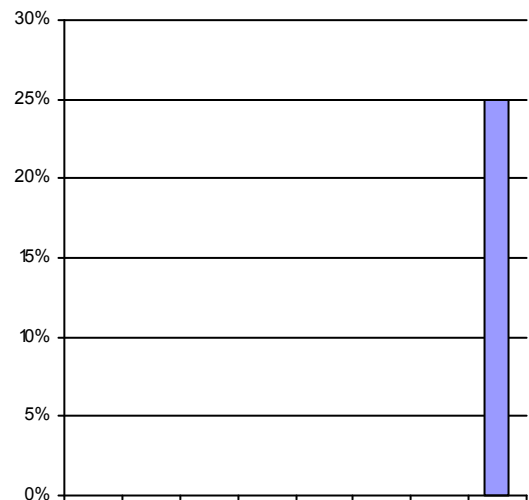
Race/Ethnicity	Count	Percent
White	0	0.0%
Black or African American (B/AA)	2	50.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	50.0%
Unknown (UNK)	0	0.0%



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)	1	25.0%
Specific Learning Disability (SLD)	2	50.0%
Speech/Language Impairment (SL)	1	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)	0	0.0%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	50 %	30 %

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
5	All of my concerns and recommendations were documented on the IEP.	75
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	75
15	Teachers encourage me to participate in the decision-making process.	75
16	Teachers respect my cultural heritage.	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
21	The school offers parents training about special education issues.	67
23	The school gives parents the help they may need to play an active role in their child's education.	67

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
12	Teachers treat me as a team member.	50
13	Teachers seek out parent input.	50
14	Teachers show sensitivity to the needs of students with disabilities and their families.	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
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.	50
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
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	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.

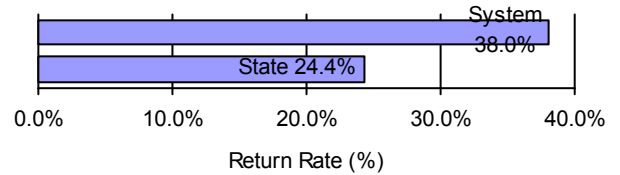
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Mitchell County

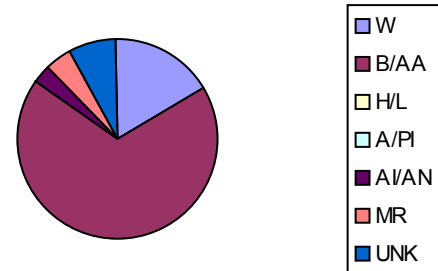
Overview

	System	State
Number of Surveys Distributed	171	39,999
Number of Valid Responses	65	9,747
Percentage Return Rate	38.0%	24.4%

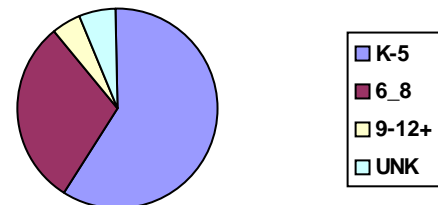


Child Demographics

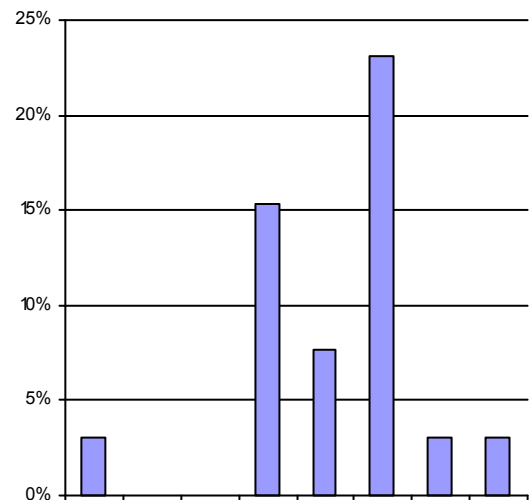
Race/Ethnicity	Count	Percent
White	11	16.9%
Black or African American (B/AA)	44	67.7%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	2	3.1%
Multi-racial (MR)	3	4.6%
Unknown (UNK)	5	7.7%



Grade	Count	Percent
K-5	38	58.5%
6-8	20	30.8%
9-12+	3	4.6%
Unknown (UNK)	4	6.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	3.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	10	15.4%
Emotional Behavioral Disorder (EBD)	5	7.7%
Intellectual Disability (ID)	15	23.1%
Orthopedic Impairment (OI)	2	3.1%
Other Health Impairment (OHI)	2	3.1%
Specific Learning Disability (SLD)	7	10.8%
Speech/Language Impairment (SL)	13	20.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	3.1%
Unknown (UNK)	7	10.8%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	29 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
12	Teachers treat me as a team member.	54
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	53
5	All of my concerns and recommendations were documented on the IEP.	53
11	Teachers are available to speak with me.	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
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	51
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	47
15	Teachers encourage me to participate in the decision-making process.	46
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	44
9	My child's evaluation report is written in terms I understand.	43

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.	40
22	The school offers parents a variety of ways to communicate with teachers.	40
19	The school communicates regularly with me regarding my child's progress on IEP goals.	39
18	The school has a person on staff who is available to answer parents' questions.	39
16	Teachers respect my cultural heritage.	37
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.	30
24	The school provides information on agencies that can assist my child in the transition from school.	30
25	The school explains what options parents have if they disagree with a decision of the school.	30
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	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.

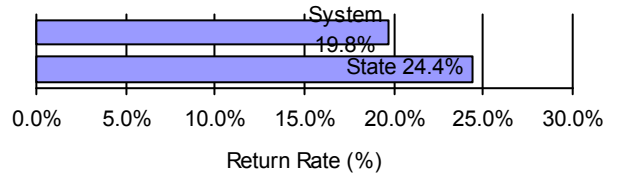
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Morgan County

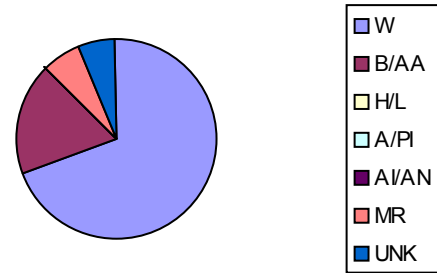
Overview

	System	State
Number of Surveys Distributed	81	39,999
Number of Valid Responses	16	9,747
Percentage Return Rate	19.8%	24.4%

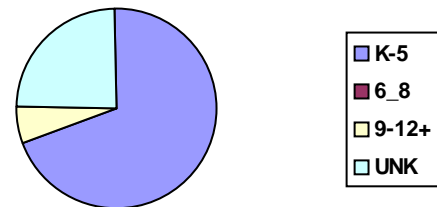


Child Demographics

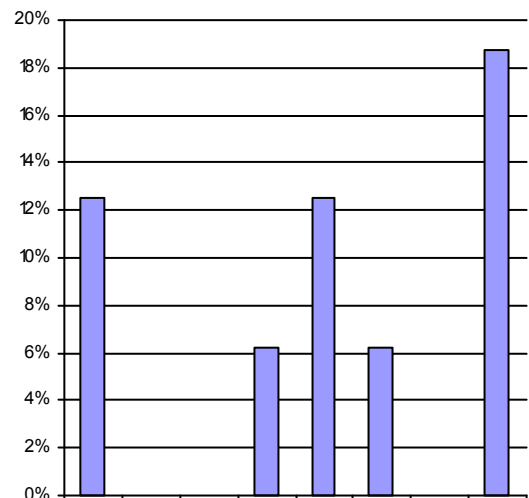
Race/Ethnicity	Count	Percent
White	11	68.8%
Black or African American (B/AA)	3	18.8%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	6.3%
Unknown (UNK)	1	6.3%



Grade	Count	Percent
K-5	11	68.8%
6-8	0	0.0%
9-12+	1	6.3%
Unknown (UNK)	4	25.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	12.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	6.3%
Emotional Behavioral Disorder (EBD)	2	12.5%
Intellectual Disability (ID)	1	6.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	18.8%
Specific Learning Disability (SLD)	1	6.3%
Speech/Language Impairment (SL)	3	18.8%
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%

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	44 %	30 %

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).	67
11	Teachers are available to speak with me.	64
16	Teachers respect my cultural heritage.	64
18	The school has a person on staff who is available to answer parents' questions.	64
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	62
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.	58
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

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
13	Teachers seek out parent input.	46
19	The school communicates regularly with me regarding my child's progress on IEP goals.	45
25	The school explains what options parents have if they disagree with a decision of the school.	42
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	38
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	36
7	I was given information about organizations that offer support for parents of students with disabilities.	33
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	27
24	The school provides information on agencies that can assist my child in the transition from school.	27
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	20
21	The school offers parents training about special education issues.	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.

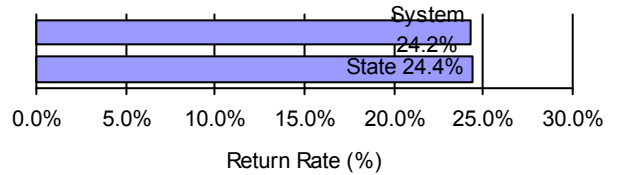
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Murray County

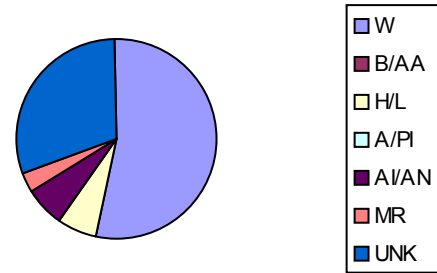
Overview

	System	State
Number of Surveys Distributed	132	39,999
Number of Valid Responses	32	9,747
Percentage Return Rate	24.2%	24.4%

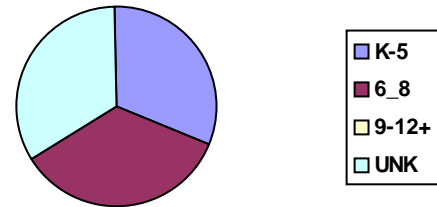


Child Demographics

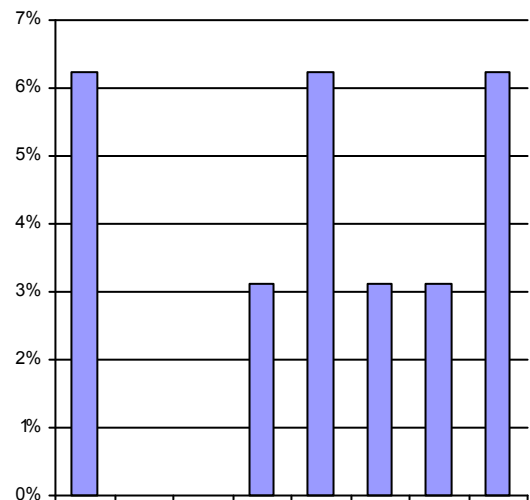
Race/Ethnicity	Count	Percent
White	17	53.1%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	2	6.3%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	2	6.3%
Multi-racial (MR)	1	3.1%
Unknown (UNK)	10	31.3%



Grade	Count	Percent
K-5	10	31.3%
6-8	11	34.4%
9-12+	0	0.0%
Unknown (UNK)	11	34.4%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	6.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	3.1%
Emotional Behavioral Disorder (EBD)	2	6.3%
Intellectual Disability (ID)	1	3.1%
Orthopedic Impairment (OI)	1	3.1%
Other Health Impairment (OHI)	2	6.3%
Specific Learning Disability (SLD)	6	18.8%
Speech/Language Impairment (SL)	4	12.5%
Traumatic Brain injury (TBI)	1	3.1%
Visual Impairment including Blindness (VI)	1	3.1%
More Than One Disability (MTOD)	1	3.1%
Unknown (UNK)	10	31.3%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	19 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
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.	50
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	50
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	50
11	Teachers are available to speak with me.	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
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	44
9	My child's evaluation report is written in terms I understand.	42
15	Teachers encourage me to participate in the decision-making process.	40

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
19	The school communicates regularly with me regarding my child's progress on IEP goals.	33
22	The school offers parents a variety of ways to communicate with teachers.	29
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	26
23	The school gives parents the help they may need to play an active role in their child's education.	26
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.	21
24	The school provides information on agencies that can assist my child in the transition from school.	18
25	The school explains what options parents have if they disagree with a decision of the school.	17
7	I was given information about organizations that offer support for parents of students with disabilities.	13

For questions regarding district results, please contact Nancy O'Hara:

- Divisions for Special Education Services and Supports
- Georgia Department of Education
- (404) 657 – 9959
- nohara@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.

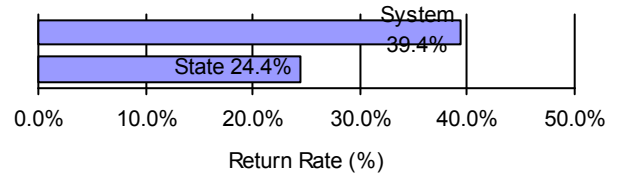
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Muscogee County

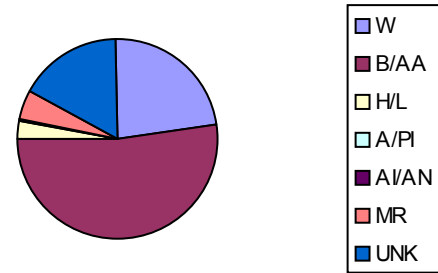
Overview

	System	State
Number of Surveys Distributed	799	39,999
Number of Valid Responses	315	9,747
Percentage Return Rate	39.4%	24.4%

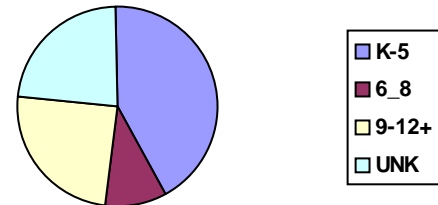


Child Demographics

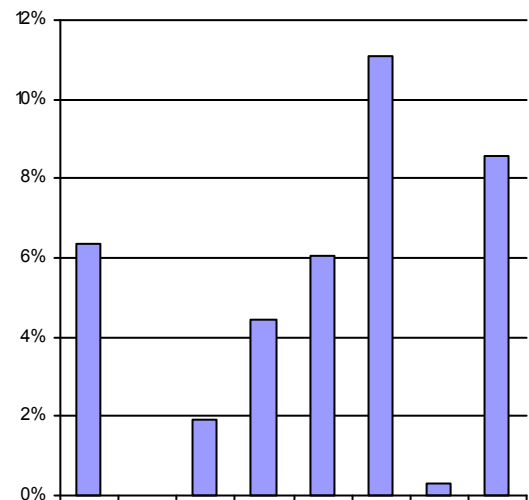
Race/Ethnicity	Count	Percent
White	73	23.2%
Black or African American (B/AA)	162	51.4%
Hispanic or Latino (H/L)	9	2.9%
Asian or Pacific Islander (A/PI)	1	0.3%
American Indian or Alaska Native (AI/AN)	1	0.3%
Multi-racial (MR)	15	4.8%
Unknown (UNK)	54	17.1%



Grade	Count	Percent
K-5	132	41.9%
6-8	31	9.8%
9-12+	78	24.8%
Unknown (UNK)	74	23.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	20	6.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	6	1.9%
Significant Developmental Delay (SDD)	14	4.4%
Emotional Behavioral Disorder (EBD)	19	6.0%
Intellectual Disability (ID)	35	11.1%
Orthopedic Impairment (OI)	1	0.3%
Other Health Impairment (OHI)	27	8.6%
Specific Learning Disability (SLD)	51	16.2%
Speech/Language Impairment (SL)	62	19.7%
Traumatic Brain injury (TBI)	1	0.3%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	10	3.2%
Unknown (UNK)	69	21.9%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	28 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	56
5	All of my concerns and recommendations were documented on the IEP.	54
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	52
9	My child's evaluation report is written in terms I understand.	52
13	Teachers seek out parent input.	52
15	Teachers encourage me to participate in the decision-making process.	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).	51
12	Teachers treat me as a team member.	51
10	Written information I receive is written in an understandable way.	51
14	Teachers show sensitivity to the needs of students with disabilities and their families.	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.	43
20	The school gives me choices with regard to services that address my child's needs.	43
22	The school offers parents a variety of ways to communicate with teachers.	42
25	The school explains what options parents have if they disagree with a decision of the school.	41
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	40
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	39
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.	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.	21

For questions regarding district results, please contact Nancy O'Hara:

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- Georgia Department of Education
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- nohara@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.

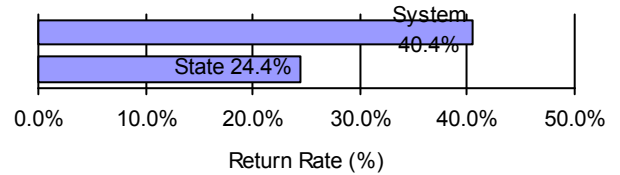
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Newton County

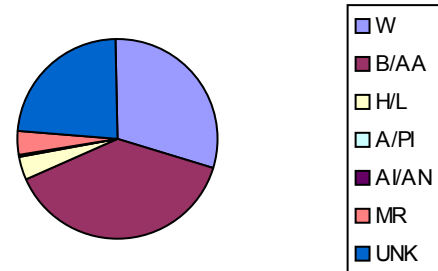
Overview

	System	State
Number of Surveys Distributed	750	39,999
Number of Valid Responses	303	9,747
Percentage Return Rate	40.4%	24.4%

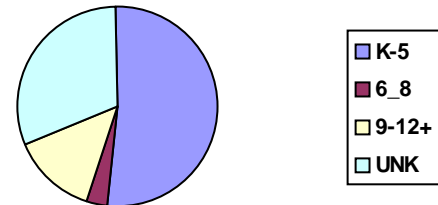


Child Demographics

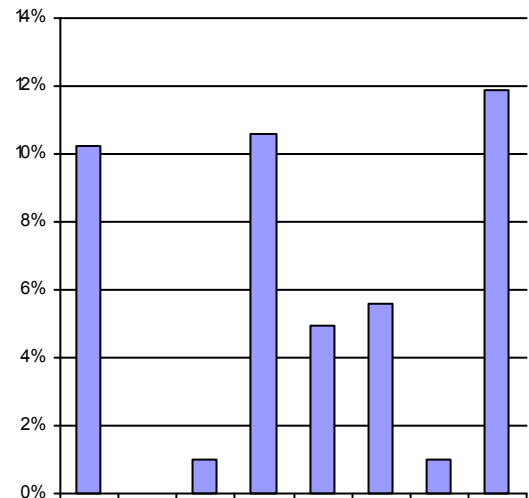
Race/Ethnicity	Count	Percent
White	91	30.0%
Black or African American (B/AA)	114	37.6%
Hispanic or Latino (H/L)	12	4.0%
Asian or Pacific Islander (A/PI)	2	0.7%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	12	4.0%
Unknown (UNK)	72	23.8%



Grade	Count	Percent
K-5	156	51.5%
6-8	9	3.0%
9-12+	42	13.9%
Unknown (UNK)	96	31.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	31	10.2%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	3	1.0%
Significant Developmental Delay (SDD)	32	10.6%
Emotional Behavioral Disorder (EBD)	15	5.0%
Intellectual Disability (ID)	17	5.6%
Orthopedic Impairment (OI)	3	1.0%
Other Health Impairment (OHI)	36	11.9%
Specific Learning Disability (SLD)	28	9.2%
Speech/Language Impairment (SL)	36	11.9%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	0.3%
More Than One Disability (MTOD)	18	5.9%
Unknown (UNK)	83	27.4%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

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

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.	67
11	Teachers are available to speak with me.	67
12	Teachers treat me as a team member.	64
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	63
9	My child's evaluation report is written in terms I understand.	62
16	Teachers respect my cultural heritage.	61
10	Written information I receive is written in an understandable way.	61
15	Teachers encourage me to participate in the decision-making process.	61
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	60
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	60

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	54
23	The school gives parents the help they may need to play an active role in their child's education.	53
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	53
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	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.	52
21	The school offers parents training about special education issues.	44
25	The school explains what options parents have if they disagree with a decision of the school.	44
24	The school provides information on agencies that can assist my child in the transition from school.	43
7	I was given information about organizations that offer support for parents of students with disabilities.	43
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	37

For questions regarding district results, please contact Nancy O'Hara:

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- nohara@doe.K12.ga.us

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

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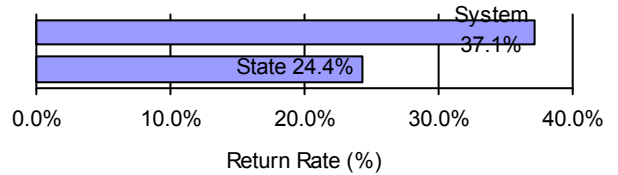
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Oconee County

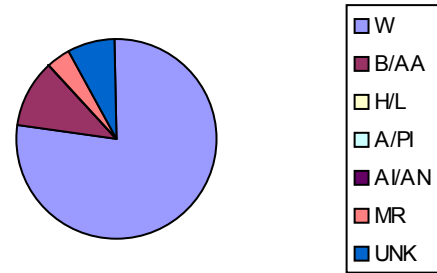
Overview

	System	State
Number of Surveys Distributed	70	39,999
Number of Valid Responses	26	9,747
Percentage Return Rate	37.1%	24.4%

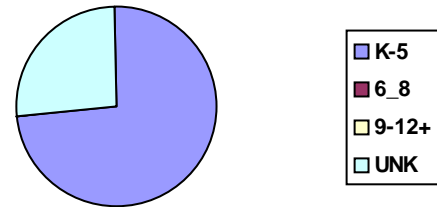


Child Demographics

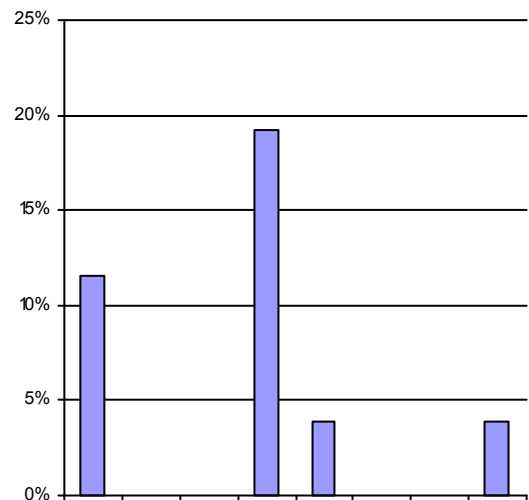
Race/Ethnicity	Count	Percent
White	20	76.9%
Black or African American (B/AA)	3	11.5%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	3.8%
Unknown (UNK)	2	7.7%



Grade	Count	Percent
K-5	19	73.1%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	7	26.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	11.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	5	19.2%
Emotional Behavioral Disorder (EBD)	1	3.8%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	3.8%
Specific Learning Disability (SLD)	7	26.9%
Speech/Language Impairment (SL)	6	23.1%
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)	3	11.5%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	42 %	30 %

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.	83
11	Teachers are available to speak with me.	83
12	Teachers treat me as a team member.	83
10	Written information I receive is written in an understandable way.	74
5	All of my concerns and recommendations were documented on the IEP.	73
18	The school has a person on staff who is available to answer parents' questions.	73
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	70
14	Teachers show sensitivity to the needs of students with disabilities and their families.	70
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	68
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	67

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	64
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	62
23	The school gives parents the help they may need to play an active role in their child's education.	52
16	Teachers respect my cultural heritage.	50
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	48
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	35
25	The school explains what options parents have if they disagree with a decision of the school.	33
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
24	The school provides information on agencies that can assist my child in the transition from 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.

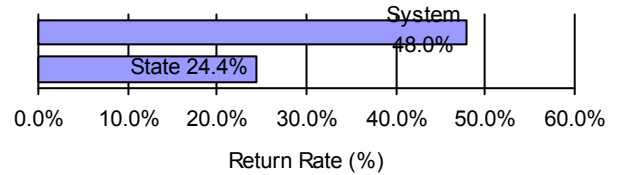
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Oglethorpe County

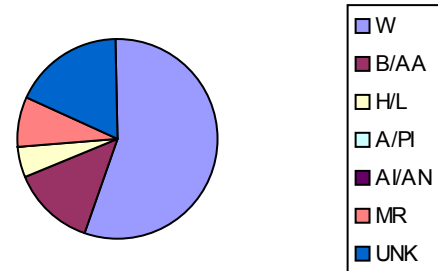
Overview

	System	State
Number of Surveys Distributed	125	39,999
Number of Valid Responses	60	9,747
Percentage Return Rate	48.0%	24.4%

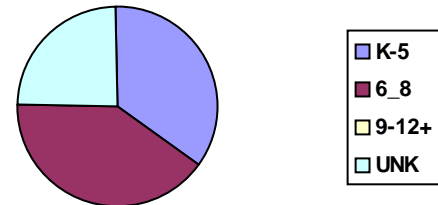


Child Demographics

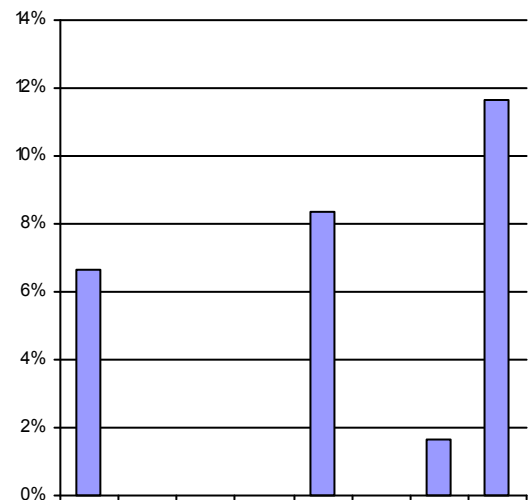
Race/Ethnicity	Count	Percent
White	33	55.0%
Black or African American (B/AA)	8	13.3%
Hispanic or Latino (H/L)	3	5.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	5	8.3%
Unknown (UNK)	11	18.3%



Grade	Count	Percent
K-5	21	35.0%
6-8	24	40.0%
9-12+	0	0.0%
Unknown (UNK)	15	25.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	4	6.7%
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)	5	8.3%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	1	1.7%
Other Health Impairment (OHI)	7	11.7%
Specific Learning Disability (SLD)	19	31.7%
Speech/Language Impairment (SL)	8	13.3%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	1.7%
Unknown (UNK)	15	25.0%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	45 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	73
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	72
18	The school has a person on staff who is available to answer parents' questions.	71
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	70
12	Teachers treat me as a team member.	69
5	All of my concerns and recommendations were documented on the IEP.	68
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
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
22	The school offers parents a variety of ways to communicate with teachers.	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
23	The school gives parents the help they may need to play an active role in their child's education.	60
16	Teachers respect my cultural heritage.	58
25	The school explains what options parents have if they disagree with a decision of the school.	53
24	The school provides information on agencies that can assist my child in the transition from school.	48
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.	44
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	37
7	I was given information about organizations that offer support for parents of students with disabilities.	36

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

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

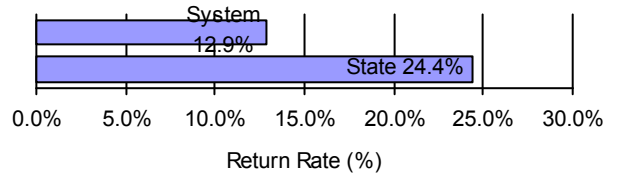
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Paulding County

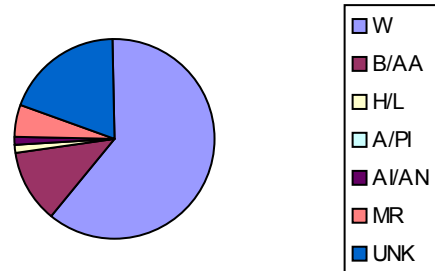
Overview

	System	State
Number of Surveys Distributed	590	39,999
Number of Valid Responses	76	9,747
Percentage Return Rate	12.9%	24.4%

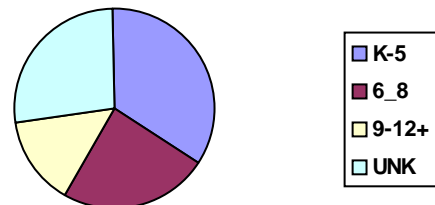


Child Demographics

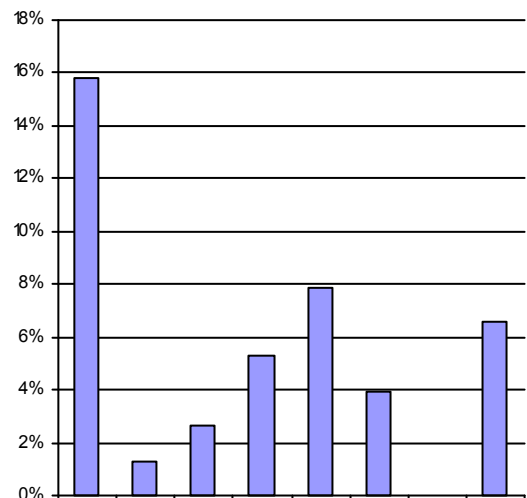
Race/Ethnicity	Count	Percent
White	46	60.5%
Black or African American (B/AA)	9	11.8%
Hispanic or Latino (H/L)	1	1.3%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	1.3%
Multi-racial (MR)	4	5.3%
Unknown (UNK)	15	19.7%



Grade	Count	Percent
K-5	26	34.2%
6-8	18	23.7%
9-12+	11	14.5%
Unknown (UNK)	21	27.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	12	15.8%
Deaf-Blind (DB)	1	1.3%
Deaf-Hard of Hearing (D/HH)	2	2.6%
Significant Developmental Delay (SDD)	4	5.3%
Emotional Behavioral Disorder (EBD)	6	7.9%
Intellectual Disability (ID)	3	3.9%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	5	6.6%
Specific Learning Disability (SLD)	14	18.4%
Speech/Language Impairment (SL)	11	14.5%
Traumatic Brain injury (TBI)	1	1.3%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	17	22.4%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	29 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	70
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	68
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.	66
12	Teachers treat me as a team member.	65
16	Teachers respect my cultural heritage.	61
10	Written information I receive is written in an understandable way.	60
15	Teachers encourage me to participate in the decision-making process.	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).	55
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
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	52
20	The school gives me choices with regard to services that address my child's needs.	46
22	The school offers parents a variety of ways to communicate with teachers.	44
23	The school gives parents the help they may need to play an active role in their child's education.	41
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	35
7	I was given information about organizations that offer support for parents of students with disabilities.	34
25	The school explains what options parents have if they disagree with a decision of the school.	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.	32
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.	26

For questions regarding district results, please contact Nancy O'Hara:

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

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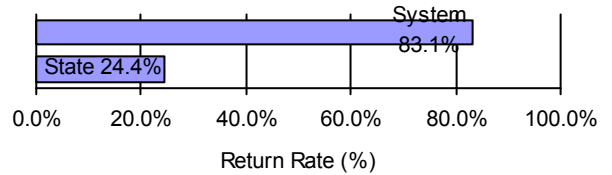
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Peach County

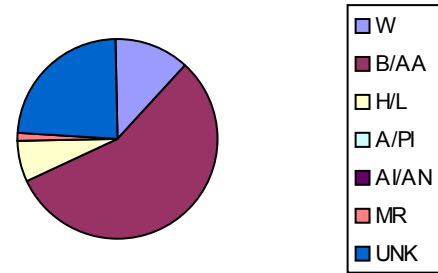
Overview

	System	State
Number of Surveys Distributed	89	39,999
Number of Valid Responses	74	9,747
Percentage Return Rate	83.1%	24.4%

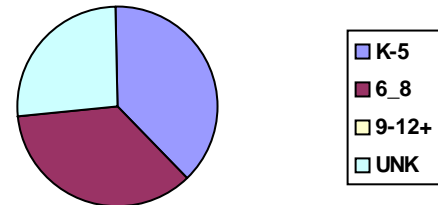


Child Demographics

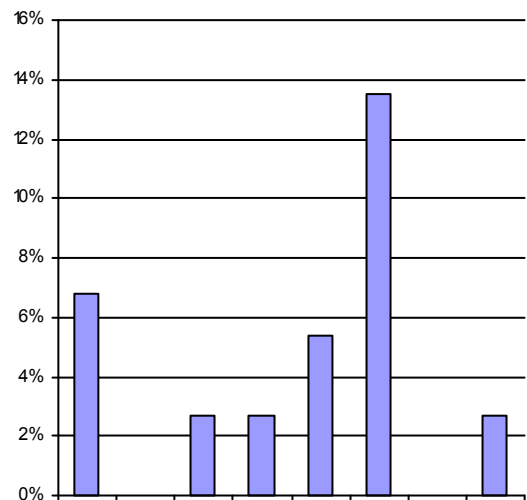
Race/Ethnicity	Count	Percent
White	9	12.2%
Black or African American (B/AA)	41	55.4%
Hispanic or Latino (H/L)	5	6.8%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	1.4%
Unknown (UNK)	18	24.3%



Grade	Count	Percent
K-5	28	37.8%
6-8	26	35.1%
9-12+	0	0.0%
Unknown (UNK)	20	27.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	5	6.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	2	2.7%
Significant Developmental Delay (SDD)	2	2.7%
Emotional Behavioral Disorder (EBD)	4	5.4%
Intellectual Disability (ID)	10	13.5%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	2.7%
Specific Learning Disability (SLD)	14	18.9%
Speech/Language Impairment (SL)	7	9.5%
Traumatic Brain injury (TBI)	1	1.4%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	2.7%
Unknown (UNK)	25	33.8%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	26 %	30 %

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.	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
9	My child's evaluation report is written in terms I understand.	50
11	Teachers are available to speak with me.	49
16	Teachers respect my cultural heritage.	49
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	47
5	All of my concerns and recommendations were documented on the IEP.	45
12	Teachers treat me as a team member.	45
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	45

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
18	The school has a person on staff who is available to answer parents' questions.	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.	34
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	33
7	I was given information about organizations that offer support for parents of students with disabilities.	32
22	The school offers parents a variety of ways to communicate with teachers.	32
23	The school gives parents the help they may need to play an active role in their child's education.	31
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	31
25	The school explains what options parents have if they disagree with a decision of the school.	29
24	The school provides information on agencies that can assist my child in the transition from school.	29
21	The school offers parents training about special education issues.	27

For questions regarding district results, please contact Nancy O'Hara:

- Divisions for Special Education Services and Supports
- Georgia Department of Education
- (404) 657 – 9959
- nohara@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.

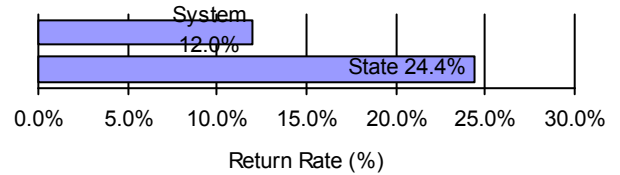
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Pierce County

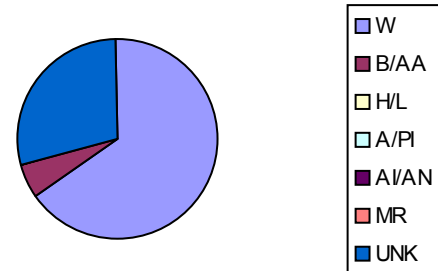
Overview

	System	State
Number of Surveys Distributed	142	39,999
Number of Valid Responses	17	9,747
Percentage Return Rate	12.0%	24.4%

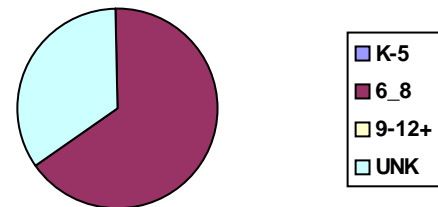


Child Demographics

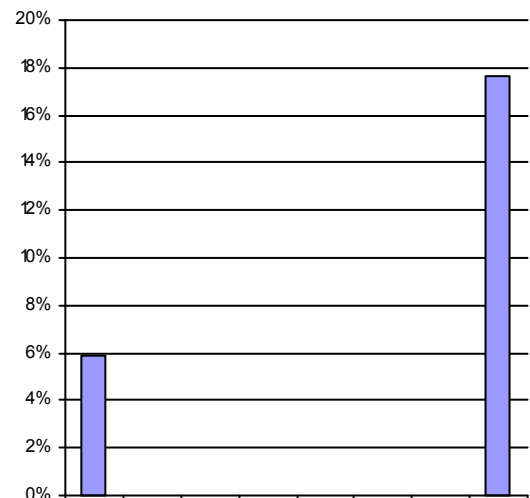
Race/Ethnicity	Count	Percent
White	11	64.7%
Black or African American (B/AA)	1	5.9%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	5	29.4%



Grade	Count	Percent
K-5	0	0.0%
6-8	11	64.7%
9-12+	0	0.0%
Unknown (UNK)	6	35.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	5.9%
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)	3	17.6%
Specific Learning Disability (SLD)	6	35.3%
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)	7	41.2%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	24 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
16	Teachers respect my cultural heritage.	75
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	64
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	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
11	Teachers are available to speak with me.	60
15	Teachers encourage me to participate in the decision-making process.	60
18	The school has a person on staff who is available to answer parents' questions.	60
23	The school gives parents the help they may need to play an active role in their child's education.	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.	55

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
12	Teachers treat me as a team member.	50
13	Teachers seek out parent input.	50
19	The school communicates regularly with me regarding my child's progress on IEP goals.	45
20	The school gives me choices with regard to services that address my child's needs.	44
21	The school offers parents training about special education issues.	43
14	Teachers show sensitivity to the needs of students with disabilities and their families.	40
22	The school offers parents a variety of ways to communicate with teachers.	40
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.	20
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	17

For questions regarding district results, please contact Nancy O'Hara:

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- Georgia Department of Education
- (404) 657 – 9959
- nohara@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.

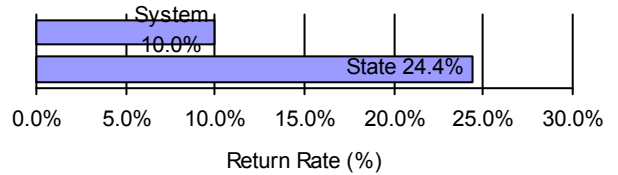
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Pike County

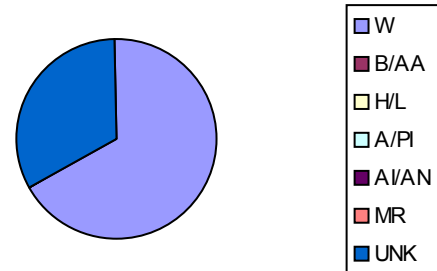
Overview

	System	State
Number of Surveys Distributed	90	39,999
Number of Valid Responses	9	9,747
Percentage Return Rate	10.0%	24.4%

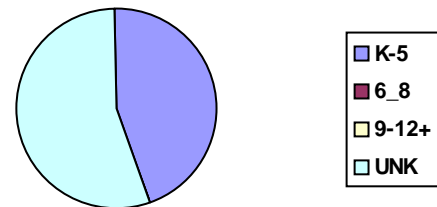


Child Demographics

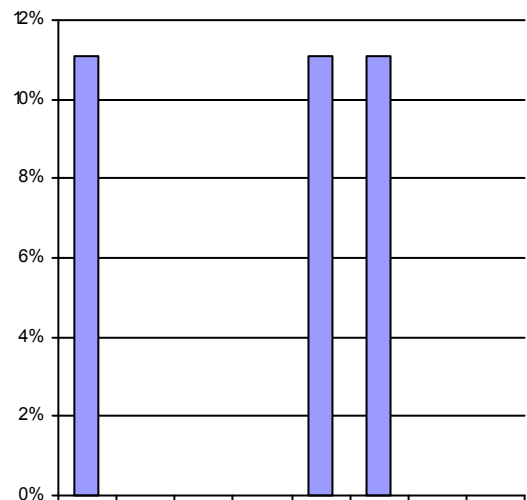
Race/Ethnicity	Count	Percent
White	6	66.7%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	3	33.3%



Grade	Count	Percent
K-5	4	44.4%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	5	55.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	11.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	1	11.1%
Intellectual Disability (ID)	1	11.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	0	0.0%
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)	0	0.0%
Unknown (UNK)	3	33.3%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	22 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	60
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	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
14	Teachers show sensitivity to the needs of students with disabilities and their families.	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

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
16	Teachers respect my cultural heritage.	40
25	The school explains what options parents have if they disagree with a decision of the school.	40
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
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	25
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	20
21	The school offers parents training about special education issues.	20
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
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.

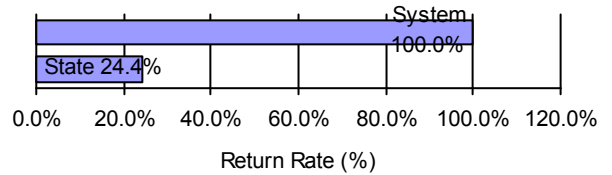
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Polk County

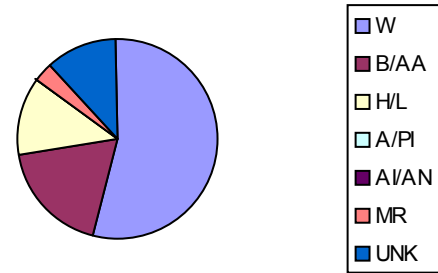
Overview

	System	State
Number of Surveys Distributed	86	39,999
Number of Valid Responses	86	9,747
Percentage Return Rate	100.0%	24.4%

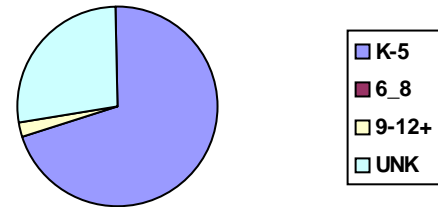


Child Demographics

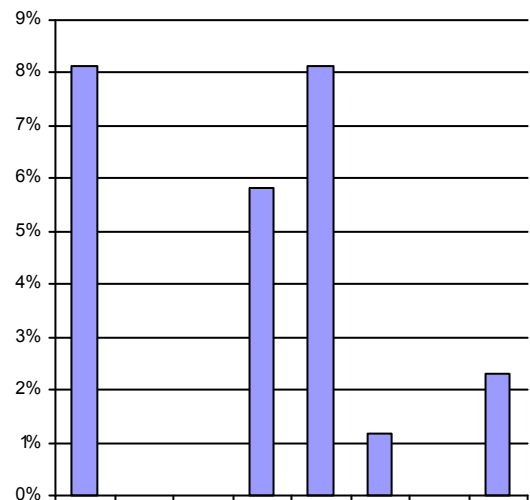
Race/Ethnicity	Count	Percent
White	46	53.5%
Black or African American (B/AA)	16	18.6%
Hispanic or Latino (H/L)	11	12.8%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	3	3.5%
Unknown (UNK)	10	11.6%



Grade	Count	Percent
K-5	60	69.8%
6-8	0	0.0%
9-12+	2	2.3%
Unknown (UNK)	24	27.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	7	8.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	5	5.8%
Emotional Behavioral Disorder (EBD)	7	8.1%
Intellectual Disability (ID)	1	1.2%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	2.3%
Specific Learning Disability (SLD)	11	12.8%
Speech/Language Impairment (SL)	25	29.1%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	1.2%
More Than One Disability (MTOD)	3	3.5%
Unknown (UNK)	24	27.9%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	21 %	30 %

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
11	Teachers are available to speak with me.	43
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	39
14	Teachers show sensitivity to the needs of students with disabilities and their families.	39
19	The school communicates regularly with me regarding my child's progress on IEP goals.	38
5	All of my concerns and recommendations were documented on the IEP.	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
9	My child's evaluation report is written in terms I understand.	37
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	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).	36

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
16	Teachers respect my cultural heritage.	35
10	Written information I receive is written in an understandable way.	35
23	The school gives parents the help they may need to play an active role in their child's education.	34
22	The school offers parents a variety of ways to communicate with teachers.	32
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	30
25	The school explains what options parents have if they disagree with a decision of the school.	27
24	The school provides information on agencies that can assist my child in the transition from school.	26
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.	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.

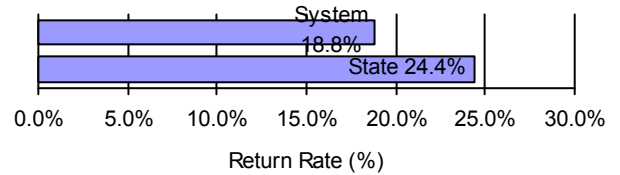
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Richmond County

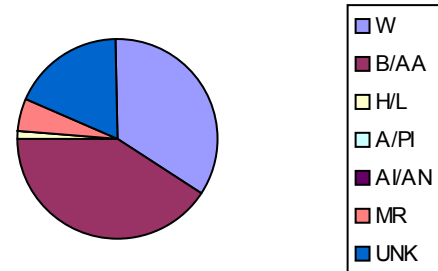
Overview

	System	State
Number of Surveys Distributed	714	39,999
Number of Valid Responses	134	9,747
Percentage Return Rate	18.8%	24.4%

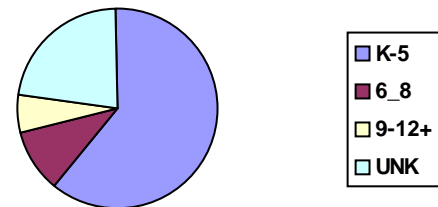


Child Demographics

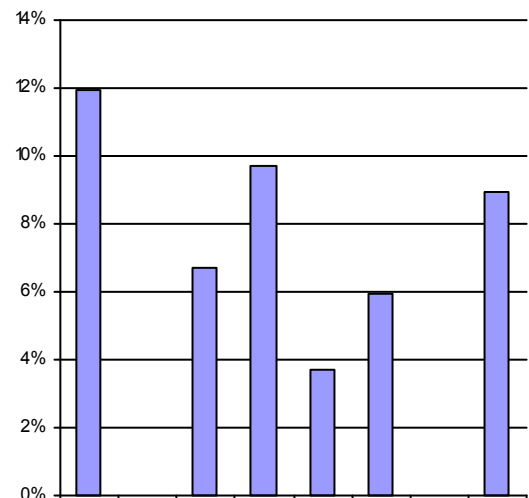
Race/Ethnicity	Count	Percent
White	46	34.3%
Black or African American (B/AA)	54	40.3%
Hispanic or Latino (H/L)	2	1.5%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	7	5.2%
Unknown (UNK)	25	18.7%



Grade	Count	Percent
K-5	81	60.4%
6-8	14	10.4%
9-12+	8	6.0%
Unknown (UNK)	31	23.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	16	11.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	9	6.7%
Significant Developmental Delay (SDD)	13	9.7%
Emotional Behavioral Disorder (EBD)	5	3.7%
Intellectual Disability (ID)	8	6.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	12	9.0%
Specific Learning Disability (SLD)	20	14.9%
Speech/Language Impairment (SL)	14	10.4%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	6	4.5%
Unknown (UNK)	31	23.1%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	40 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	69
16	Teachers respect my cultural heritage.	64
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	63
5	All of my concerns and recommendations were documented on the IEP.	63
15	Teachers encourage me to participate in the decision-making process.	63
14	Teachers show sensitivity to the needs of students with disabilities and their families.	62
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	62
19	The school communicates regularly with me regarding my child's progress on IEP goals.	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
13	Teachers seek out parent input.	60

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
18	The school has a person on staff who is available to answer parents' questions.	54
23	The school gives parents the help they may need to play an active role in their child's education.	53
25	The school explains what options parents have if they disagree with a decision of the school.	51
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.	51
21	The school offers parents training about special education issues.	47
24	The school provides information on agencies that can assist my child in the transition from school.	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.	41
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.

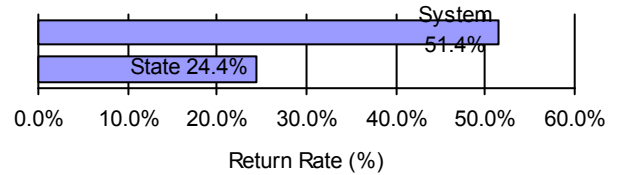
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Rockdale County

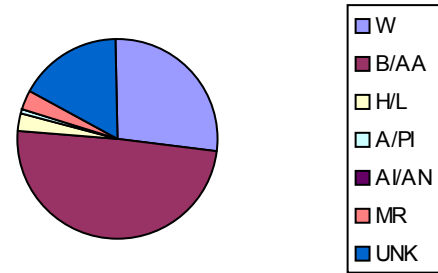
Overview

	System	State
Number of Surveys Distributed	249	39,999
Number of Valid Responses	128	9,747
Percentage Return Rate	51.4%	24.4%

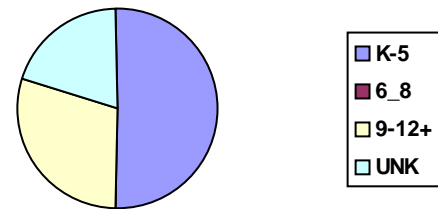


Child Demographics

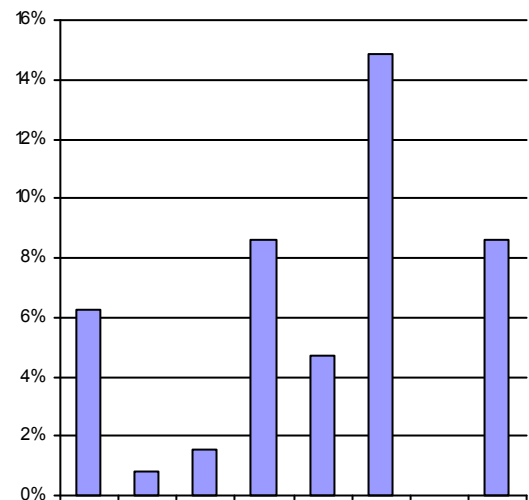
Race/Ethnicity	Count	Percent
White	35	27.3%
Black or African American (B/AA)	62	48.4%
Hispanic or Latino (H/L)	4	3.1%
Asian or Pacific Islander (A/PI)	1	0.8%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	4	3.1%
Unknown (UNK)	22	17.2%



Grade	Count	Percent
K-5	64	50.0%
6-8	0	0.0%
9-12+	38	29.7%
Unknown (UNK)	26	20.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	8	6.3%
Deaf-Blind (DB)	1	0.8%
Deaf-Hard of Hearing (D/HH)	2	1.6%
Significant Developmental Delay (SDD)	11	8.6%
Emotional Behavioral Disorder (EBD)	6	4.7%
Intellectual Disability (ID)	19	14.8%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	11	8.6%
Specific Learning Disability (SLD)	19	14.8%
Speech/Language Impairment (SL)	15	11.7%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	0.8%
More Than One Disability (MTOD)	5	3.9%
Unknown (UNK)	30	23.4%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	36 %	30 %

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.	61
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	57
15	Teachers encourage me to participate in the decision-making process.	56
16	Teachers respect my cultural heritage.	56
19	The school communicates regularly with me regarding my child's progress on IEP goals.	55
9	My child's evaluation report is written in terms I understand.	55
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	54
13	Teachers seek out parent input.	54
10	Written information I receive is written in an understandable way.	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.	46
23	The school gives parents the help they may need to play an active role in their child's education.	46
24	The school provides information on agencies that can assist my child in the transition from school.	44
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	43
22	The school offers parents a variety of ways to communicate with teachers.	42
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	40
7	I was given information about organizations that offer support for parents of students with disabilities.	38
25	The school explains what options parents have if they disagree with a decision of the school.	36
21	The school offers parents training about special education issues.	35
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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- Divisions for Special Education Services and Supports
- Georgia Department of Education
- (404) 657 – 9959
- nohara@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.

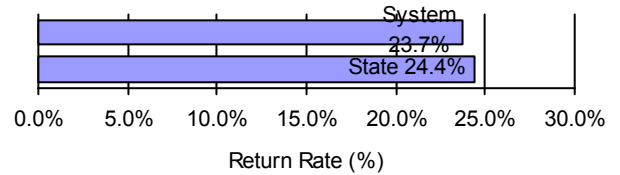
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Screven County

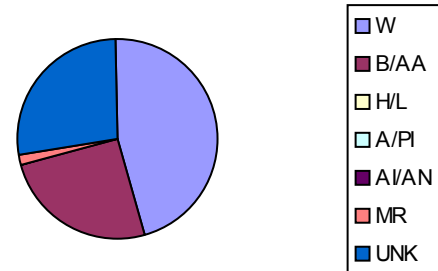
Overview

	System	State
Number of Surveys Distributed	438	39,999
Number of Valid Responses	104	9,747
Percentage Return Rate	23.7%	24.4%

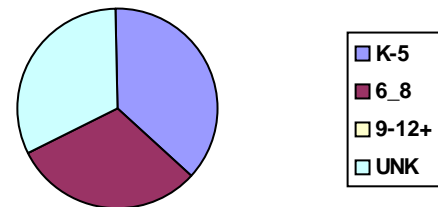


Child Demographics

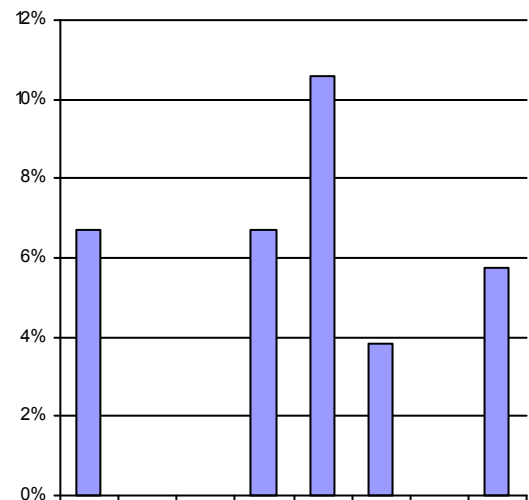
Race/Ethnicity	Count	Percent
White	47	45.2%
Black or African American (B/AA)	26	25.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	1.9%
Unknown (UNK)	29	27.9%



Grade	Count	Percent
K-5	38	36.5%
6-8	32	30.8%
9-12+	0	0.0%
Unknown (UNK)	34	32.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	7	6.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	7	6.7%
Emotional Behavioral Disorder (EBD)	11	10.6%
Intellectual Disability (ID)	4	3.8%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	6	5.8%
Specific Learning Disability (SLD)	20	19.2%
Speech/Language Impairment (SL)	14	13.5%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	1.0%
Unknown (UNK)	34	32.7%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	20 %	30 %

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
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	59
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	59
11	Teachers are available to speak with me.	55
10	Written information I receive is written in an understandable way.	51
9	My child's evaluation report is written in terms I understand.	51
12	Teachers treat me as a team member.	50
18	The school has a person on staff who is available to answer parents' questions.	47
14	Teachers show sensitivity to the needs of students with disabilities and their families.	43
19	The school communicates regularly with me regarding my child's progress on IEP goals.	43

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
13	Teachers seek out parent input.	36
20	The school gives me choices with regard to services that address my child's needs.	36
22	The school offers parents a variety of ways to communicate with teachers.	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.	36
23	The school gives parents the help they may need to play an active role in their child's education.	34
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.	23
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	19
24	The school provides information on agencies that can assist my child in the transition from school.	19
7	I was given information about organizations that offer support for parents of students with disabilities.	18

For questions regarding district results, please contact Nancy O'Hara:

- Divisions for Special Education Services and Supports
- Georgia Department of Education
- (404) 657 – 9959
- nohara@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.

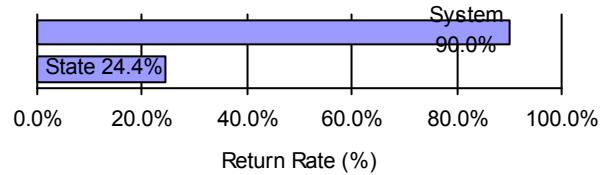
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Spalding County

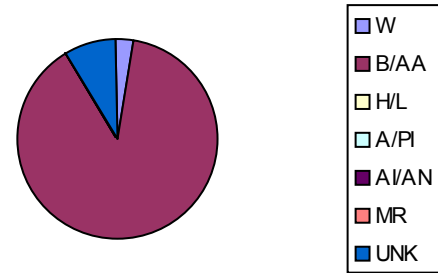
Overview

	System	State
Number of Surveys Distributed	40	39,999
Number of Valid Responses	36	9,747
Percentage Return Rate	90.0%	24.4%

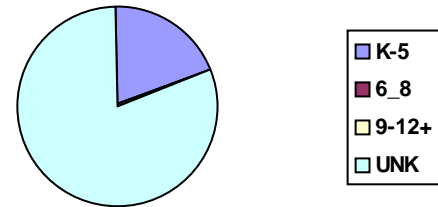


Child Demographics

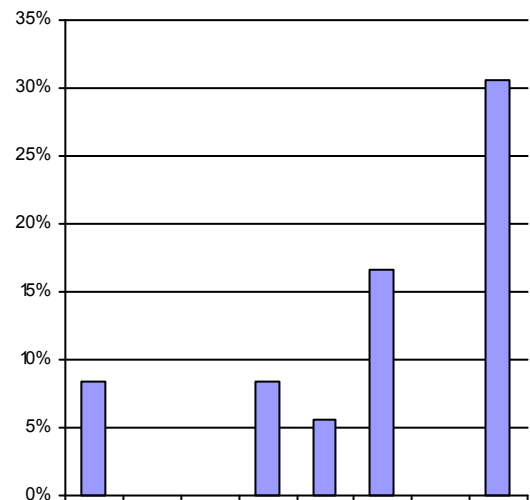
Race/Ethnicity	Count	Percent
White	1	2.8%
Black or African American (B/AA)	32	88.9%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	3	8.3%



Grade	Count	Percent
K-5	7	19.4%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	29	80.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	8.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	3	8.3%
Emotional Behavioral Disorder (EBD)	2	5.6%
Intellectual Disability (ID)	6	16.7%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	11	30.6%
Specific Learning Disability (SLD)	3	8.3%
Speech/Language Impairment (SL)	3	8.3%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	5.6%
Unknown (UNK)	3	8.3%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	31 %	30 %

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.	53
11	Teachers are available to speak with me.	50
23	The school gives parents the help they may need to play an active role in their child's education.	47
12	Teachers treat me as a team member.	45
13	Teachers seek out parent input.	45
10	Written information I receive is written in an understandable way.	44
18	The school has a person on staff who is available to answer parents' questions.	44
16	Teachers respect my cultural heritage.	44
5	All of my concerns and recommendations were documented on the IEP.	42
9	My child's evaluation report is written in terms I understand.	42

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.	39
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.	37
19	The school communicates regularly with me regarding my child's progress on IEP goals.	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
22	The school offers parents a variety of ways to communicate with teachers.	35
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	33
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	30
7	I was given information about organizations that offer support for parents of students with disabilities.	29
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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- nohara@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.

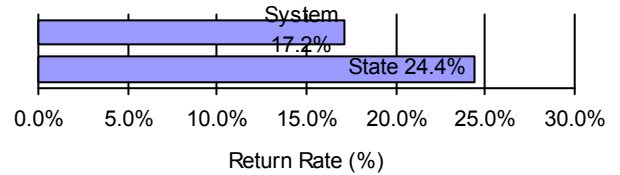
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Stephens County

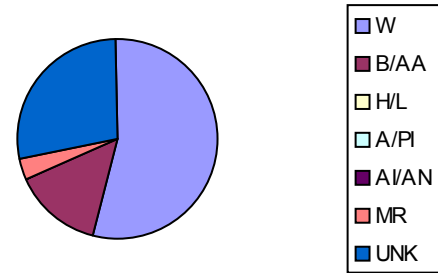
Overview

	System	State
Number of Surveys Distributed	163	39,999
Number of Valid Responses	28	9,747
Percentage Return Rate	17.2%	24.4%

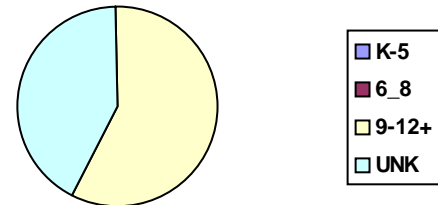


Child Demographics

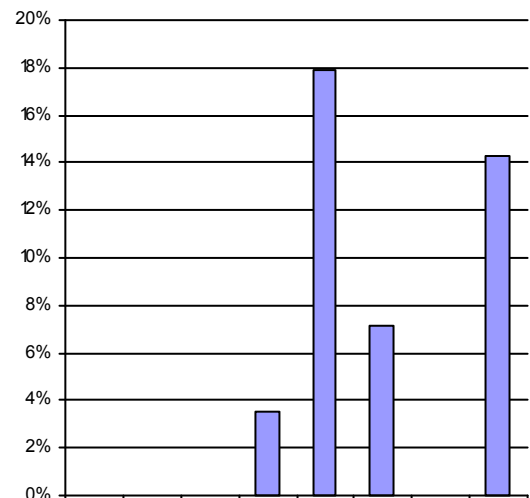
Race/Ethnicity	Count	Percent
White	15	53.6%
Black or African American (B/AA)	4	14.3%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	3.6%
Unknown (UNK)	8	28.6%



Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	16	57.1%
Unknown (UNK)	12	42.9%



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	3.6%
Emotional Behavioral Disorder (EBD)	5	17.9%
Intellectual Disability (ID)	2	7.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	4	14.3%
Specific Learning Disability (SLD)	6	21.4%
Speech/Language Impairment (SL)	1	3.6%
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)	9	32.1%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	11 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	50
5	All of my concerns and recommendations were documented on the IEP.	48
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	45
11	Teachers are available to speak with me.	45
10	Written information I receive is written in an understandable way.	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
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	33
9	My child's evaluation report is written in terms I understand.	32
12	Teachers treat me as a team member.	32
14	Teachers show sensitivity to the needs of students with disabilities and their families.	30

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.	24
18	The school has a person on staff who is available to answer parents' questions.	20
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	19
19	The school communicates regularly with me regarding my child's progress on IEP goals.	16
13	Teachers seek out parent input.	15
24	The school provides information on agencies that can assist my child in the transition from school.	12
25	The school explains what options parents have if they disagree with a decision of the school.	12
22	The school offers parents a variety of ways to communicate with teachers.	11
23	The school gives parents the help they may need to play an active role in their child's education.	11
21	The school offers parents training about special education issues.	6

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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.

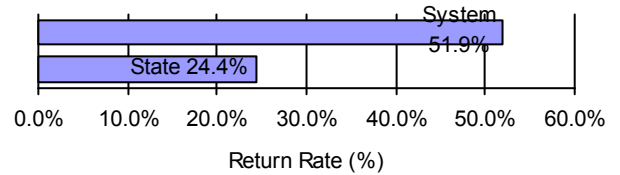
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Sumter County

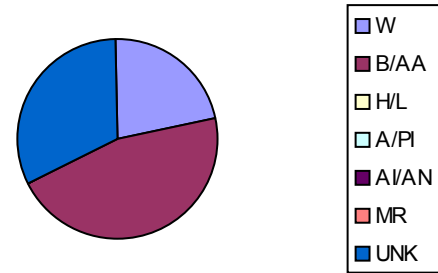
Overview

	System	State
Number of Surveys Distributed	106	39,999
Number of Valid Responses	55	9,747
Percentage Return Rate	51.9%	24.4%

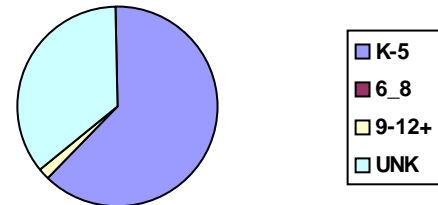


Child Demographics

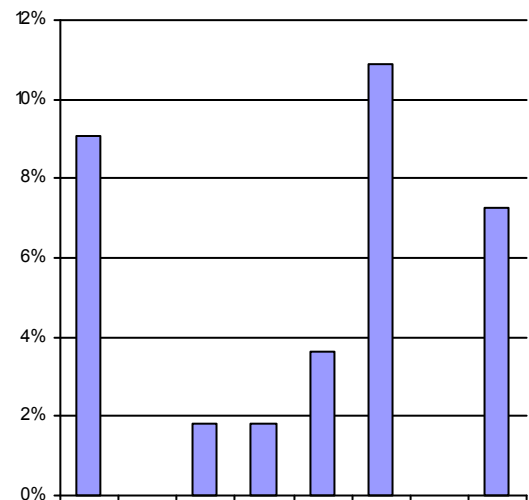
Race/Ethnicity	Count	Percent
White	12	21.8%
Black or African American (B/AA)	25	45.5%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	18	32.7%



Grade	Count	Percent
K-5	34	61.8%
6-8	0	0.0%
9-12+	1	1.8%
Unknown (UNK)	20	36.4%



Primary Exceptionality	Count	Percent
Autism (AUT)	5	9.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	1.8%
Significant Developmental Delay (SDD)	1	1.8%
Emotional Behavioral Disorder (EBD)	2	3.6%
Intellectual Disability (ID)	6	10.9%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	4	7.3%
Specific Learning Disability (SLD)	6	10.9%
Speech/Language Impairment (SL)	6	10.9%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	5.5%
Unknown (UNK)	21	38.2%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

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

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.	62
11	Teachers are available to speak with me.	58
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	56
15	Teachers encourage me to participate in the decision-making process.	54
10	Written information I receive is written in an understandable way.	53
12	Teachers treat me as a team member.	53
16	Teachers respect my cultural heritage.	52
5	All of my concerns and recommendations were documented on the IEP.	51
9	My child's evaluation report is written in terms I understand.	49
14	Teachers show sensitivity to the needs of students with disabilities and their families.	46

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	38
23	The school gives parents the help they may need to play an active role in their child's education.	38
20	The school gives me choices with regard to services that address my child's needs.	35
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	34
18	The school has a person on staff who is available to answer parents' questions.	34
7	I was given information about organizations that offer support for parents of students with disabilities.	26
25	The school explains what options parents have if they disagree with a decision of the school.	26
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.	22
21	The school offers parents training about special education issues.	19

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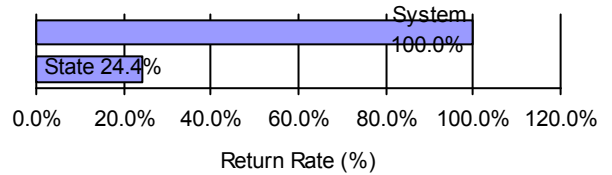
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Talbot County

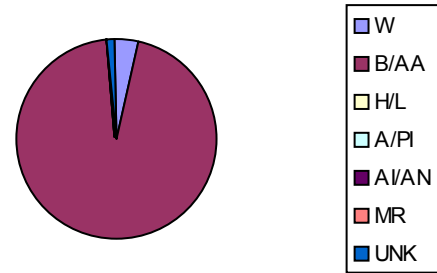
Overview

	System	State
Number of Surveys Distributed	79	39,999
Number of Valid Responses	79	9,747
Percentage Return Rate	100.0%	24.4%

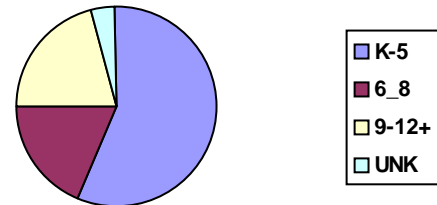


Child Demographics

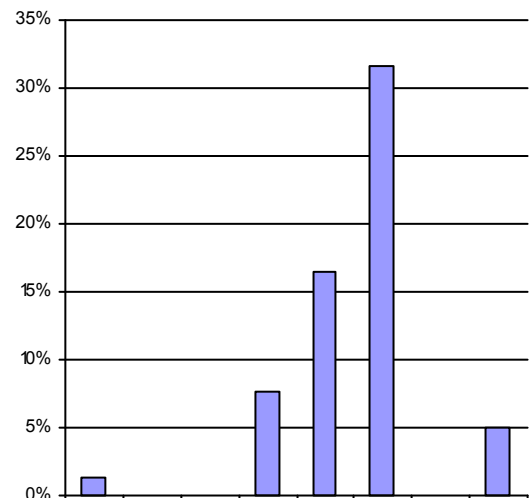
Race/Ethnicity	Count	Percent
White	3	3.8%
Black or African American (B/AA)	75	94.9%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	1	1.3%



Grade	Count	Percent
K-5	44	55.7%
6-8	15	19.0%
9-12+	17	21.5%
Unknown (UNK)	3	3.8%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	1.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	6	7.6%
Emotional Behavioral Disorder (EBD)	13	16.5%
Intellectual Disability (ID)	25	31.6%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	4	5.1%
Specific Learning Disability (SLD)	5	6.3%
Speech/Language Impairment (SL)	25	31.6%
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)	0	0.0%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	96 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest 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).	92
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	89
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	87
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	87
18	The school has a person on staff who is available to answer parents' questions.	87
19	The school communicates regularly with me regarding my child's progress on IEP goals.	87
22	The school offers parents a variety of ways to communicate with teachers.	86
24	The school provides information on agencies that can assist my child in the transition from school.	86
5	All of my concerns and recommendations were documented on the IEP.	85
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	85

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
9	My child's evaluation report is written in terms I understand.	84
12	Teachers treat me as a team member.	84
16	Teachers respect my cultural heritage.	83
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	82
13	Teachers seek out parent input.	82
11	Teachers are available to speak with me.	81
21	The school offers parents training about special education issues.	81
14	Teachers show sensitivity to the needs of students with disabilities and their families.	81
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	80
23	The school gives parents the help they may need to play an active role in their child's education.	78

For questions regarding district results, please contact Nancy O'Hara:

- Divisions for Special Education Services and Supports
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- (404) 657 – 9959
- nohara@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.

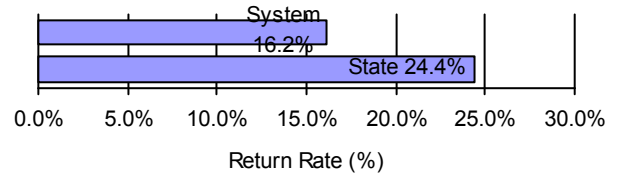
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Tattall County

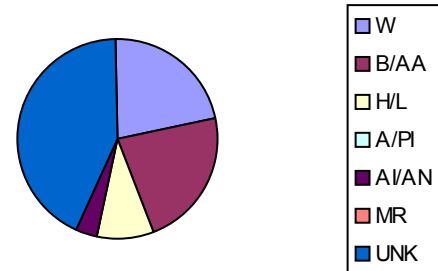
Overview

	System	State
Number of Surveys Distributed	198	39,999
Number of Valid Responses	32	9,747
Percentage Return Rate	16.2%	24.4%

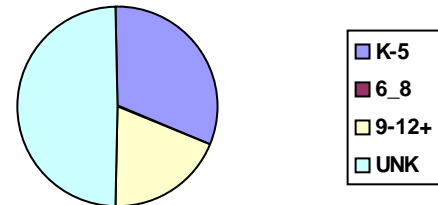


Child Demographics

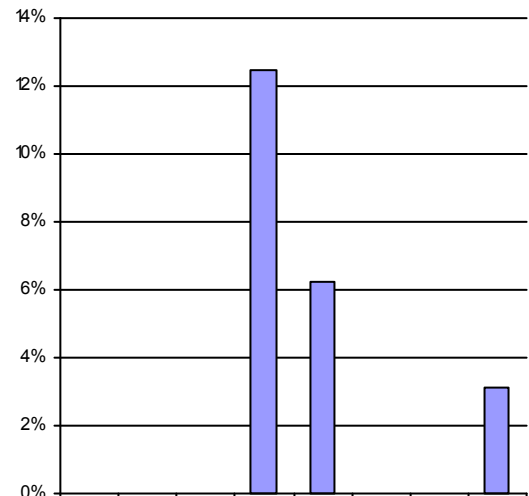
Race/Ethnicity	Count	Percent
White	7	21.9%
Black or African American (B/AA)	7	21.9%
Hispanic or Latino (H/L)	3	9.4%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	1	3.1%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	14	43.8%



Grade	Count	Percent
K-5	10	31.3%
6-8	0	0.0%
9-12+	6	18.8%
Unknown (UNK)	16	50.0%



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	12.5%
Emotional Behavioral Disorder (EBD)	2	6.3%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	3.1%
Specific Learning Disability (SLD)	4	12.5%
Speech/Language Impairment (SL)	5	15.6%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	2	6.3%
Unknown (UNK)	14	43.8%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	16 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	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).	50
12	Teachers treat me as a team member.	47
22	The school offers parents a variety of ways to communicate with teachers.	44
16	Teachers respect my cultural heritage.	44
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	42
20	The school gives me choices with regard to services that address my child's needs.	42
24	The school provides information on agencies that can assist my child in the transition from school.	41
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	40
9	My child's evaluation report is written in terms I understand.	39

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
18	The school has a person on staff who is available to answer parents' questions.	37
19	The school communicates regularly with me regarding my child's progress on IEP goals.	37
23	The school gives parents the help they may need to play an active role in their child's education.	35
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	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
13	Teachers seek out parent input.	33
14	Teachers show sensitivity to the needs of students with disabilities and their families.	33
21	The school offers parents training about special education issues.	26
7	I was given information about organizations that offer support for parents of students with disabilities.	22
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	20

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- nohara@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.

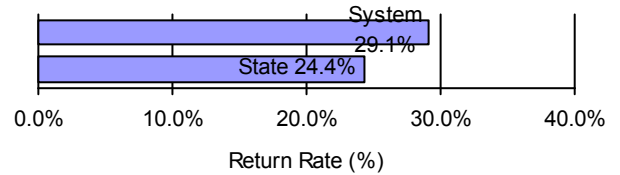
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Telfair County

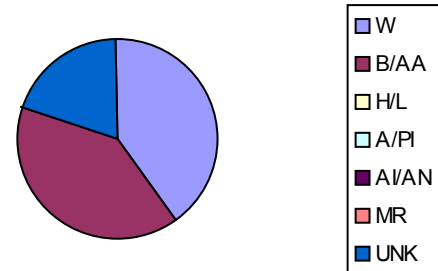
Overview

	System	State
Number of Surveys Distributed	103	39,999
Number of Valid Responses	30	9,747
Percentage Return Rate	29.1%	24.4%

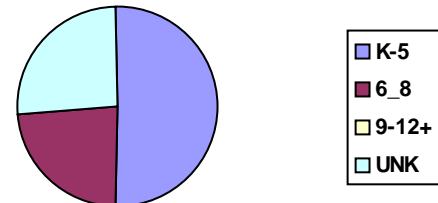


Child Demographics

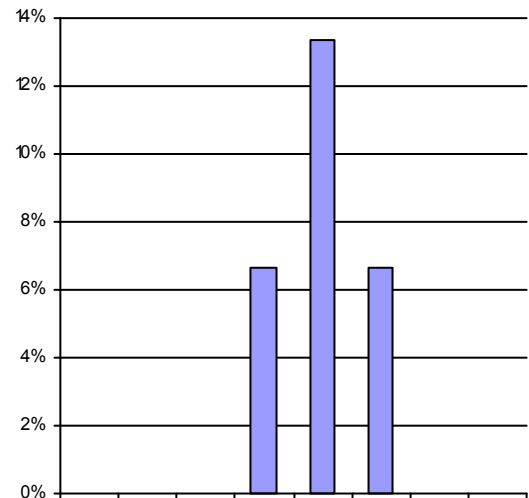
Race/Ethnicity	Count	Percent
White	12	40.0%
Black or African American (B/AA)	12	40.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	6	20.0%



Grade	Count	Percent
K-5	15	50.0%
6-8	7	23.3%
9-12+	0	0.0%
Unknown (UNK)	8	26.7%



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	6.7%
Emotional Behavioral Disorder (EBD)	4	13.3%
Intellectual Disability (ID)	2	6.7%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	9	30.0%
Speech/Language Impairment (SL)	4	13.3%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	3.3%
More Than One Disability (MTOD)	2	6.7%
Unknown (UNK)	6	20.0%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	23 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	62
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	56
12	Teachers treat me as a team member.	54
5	All of my concerns and recommendations were documented on the IEP.	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).	50
10	Written information I receive is written in an understandable way.	48
14	Teachers show sensitivity to the needs of students with disabilities and their families.	48
9	My child's evaluation report is written in terms I understand.	46
13	Teachers seek out parent input.	46
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	44

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.	35
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
23	The school gives parents the help they may need to play an active role in their child's education.	33
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
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	31
25	The school explains what options parents have if they disagree with a decision of the school.	30
24	The school provides information on agencies that can assist my child in the transition from school.	27
21	The school offers parents training about special education issues.	26

For questions regarding district results, please contact Nancy O'Hara:

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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.

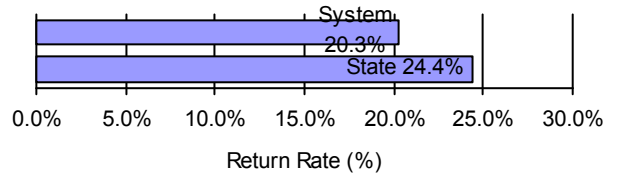
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Tift County

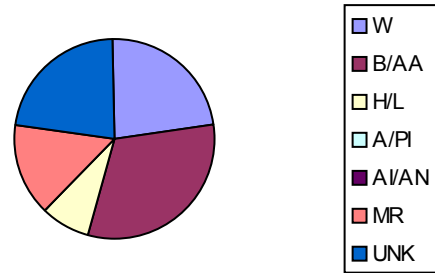
Overview

	System	State
Number of Surveys Distributed	64	39,999
Number of Valid Responses	13	9,747
Percentage Return Rate	20.3%	24.4%

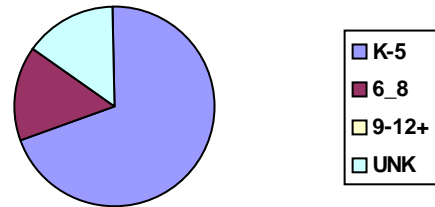


Child Demographics

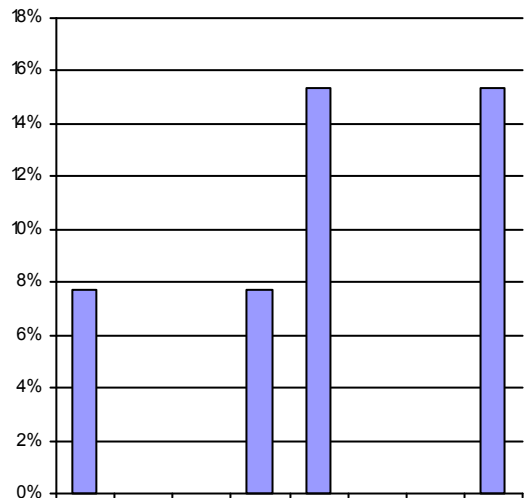
Race/Ethnicity	Count	Percent
White	3	23.1%
Black or African American (B/AA)	4	30.8%
Hispanic or Latino (H/L)	1	7.7%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	15.4%
Unknown (UNK)	3	23.1%



Grade	Count	Percent
K-5	9	69.2%
6-8	2	15.4%
9-12+	0	0.0%
Unknown (UNK)	2	15.4%



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)	1	7.7%
Emotional Behavioral Disorder (EBD)	2	15.4%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	15.4%
Specific Learning Disability (SLD)	2	15.4%
Speech/Language Impairment (SL)	1	7.7%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	7.7%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	3	23.1%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	54 %	30 %

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
11	Teachers are available to speak with me.	75
12	Teachers treat me as a team member.	75
19	The school communicates regularly with me regarding my child's progress on IEP goals.	73
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	67
18	The school has a person on staff who is available to answer parents' questions.	64
20	The school gives me choices with regard to services that address my child's needs.	60
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	58
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	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
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
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.	45
25	The school explains what options parents have if they disagree with a decision of the school.	45
21	The school offers parents training about special education issues.	33
24	The school provides information on agencies that can assist my child in the transition from school.	33
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
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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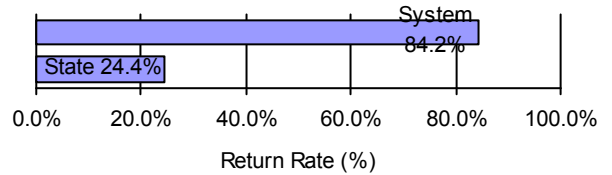
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Toombs County

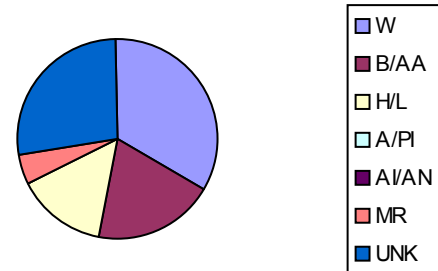
Overview

	System	State
Number of Surveys Distributed	120	39,999
Number of Valid Responses	101	9,747
Percentage Return Rate	84.2%	24.4%

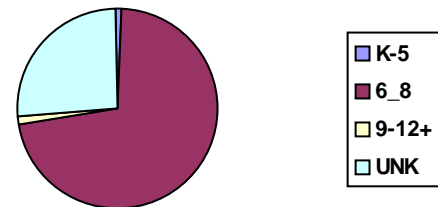


Child Demographics

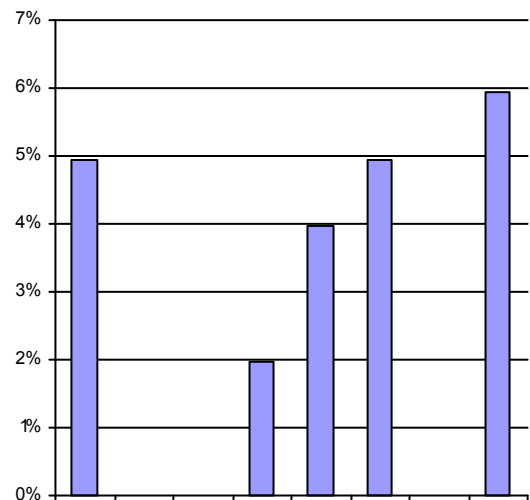
Race/Ethnicity	Count	Percent
White	34	33.7%
Black or African American (B/AA)	19	18.8%
Hispanic or Latino (H/L)	15	14.9%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	5	5.0%
Unknown (UNK)	28	27.7%



Grade	Count	Percent
K-5	1	1.0%
6-8	72	71.3%
9-12+	1	1.0%
Unknown (UNK)	27	26.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	5	5.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	2	2.0%
Emotional Behavioral Disorder (EBD)	4	4.0%
Intellectual Disability (ID)	5	5.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	6	5.9%
Specific Learning Disability (SLD)	28	27.7%
Speech/Language Impairment (SL)	15	14.9%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	8	7.9%
Unknown (UNK)	28	27.7%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	26 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
12	Teachers treat me as a team member.	52
11	Teachers are available to speak with me.	50
20	The school gives me choices with regard to services that address my child's needs.	48
18	The school has a person on staff who is available to answer parents' questions.	47
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	47
15	Teachers encourage me to participate in the decision-making process.	46
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	45
19	The school communicates regularly with me regarding my child's progress on IEP goals.	44
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	44
22	The school offers parents a variety of ways to communicate with teachers.	43

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
16	Teachers respect my cultural heritage.	40
14	Teachers show sensitivity to the needs of students with disabilities and their families.	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.	36
25	The school explains what options parents have if they disagree with a decision of the school.	34
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	34
21	The school offers parents training about special education issues.	28
24	The school provides information on agencies that can assist my child in the transition from school.	26
7	I was given information about organizations that offer support for parents of students with disabilities.	26
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	21

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

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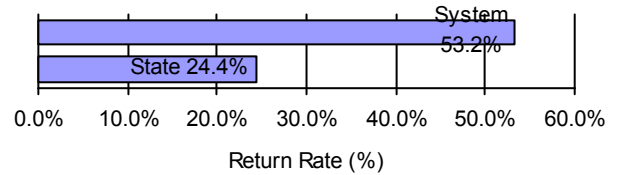
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Towns County

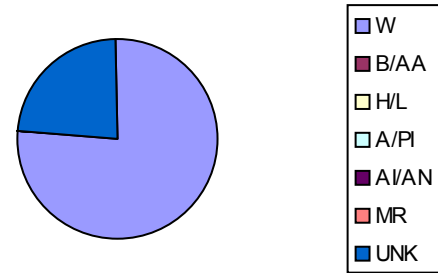
Overview

	System	State
Number of Surveys Distributed	47	39,999
Number of Valid Responses	25	9,747
Percentage Return Rate	53.2%	24.4%

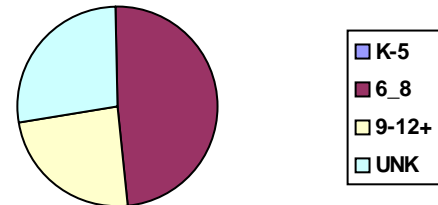


Child Demographics

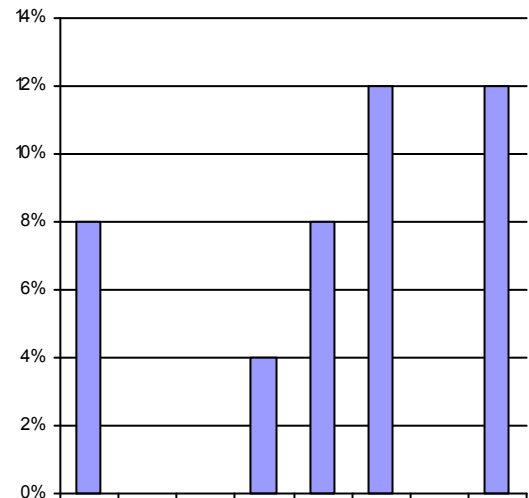
Race/Ethnicity	Count	Percent
White	19	76.0%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	6	24.0%



Grade	Count	Percent
K-5	0	0.0%
6-8	12	48.0%
9-12+	6	24.0%
Unknown (UNK)	7	28.0%



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)	1	4.0%
Emotional Behavioral Disorder (EBD)	2	8.0%
Intellectual Disability (ID)	3	12.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	12.0%
Specific Learning Disability (SLD)	4	16.0%
Speech/Language Impairment (SL)	0	0.0%
Traumatic Brain injury (TBI)	1	4.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	9	36.0%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	28 %	30 %

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.	70
11	Teachers are available to speak with me.	68
9	My child's evaluation report is written in terms I understand.	65
12	Teachers treat me as a team member.	63
5	All of my concerns and recommendations were documented on the IEP.	60
18	The school has a person on staff who is available to answer parents' questions.	53
20	The school gives me choices with regard to services that address my child's needs.	53
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.	50
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	50

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
25	The school explains what options parents have if they disagree with a decision of the school.	47
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	44
14	Teachers show sensitivity to the needs of students with disabilities and their families.	44
23	The school gives parents the help they may need to play an active role in their child's education.	42
21	The school offers parents training about special education issues.	41
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	40
16	Teachers respect my cultural heritage.	38
13	Teachers seek out parent input.	37
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	35
7	I was given information about organizations that offer support for parents of students with disabilities.	28

For questions regarding district results, please contact Nancy O'Hara:

- Divisions for Special Education Services and Supports
- Georgia Department of Education
- (404) 657 – 9959
- nohara@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.

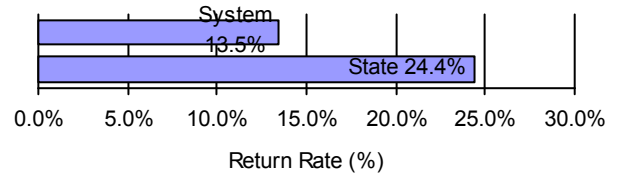
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Troup County

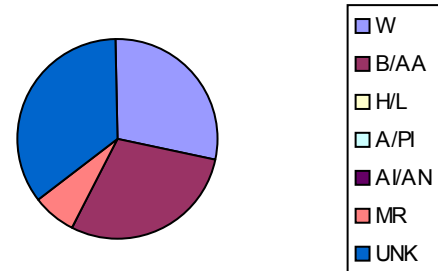
Overview

	System	State
Number of Surveys Distributed	104	39,999
Number of Valid Responses	14	9,747
Percentage Return Rate	13.5%	24.4%

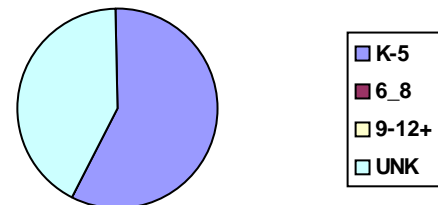


Child Demographics

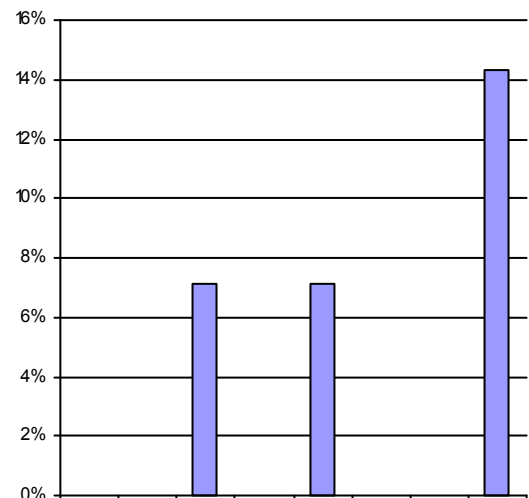
Race/Ethnicity	Count	Percent
White	4	28.6%
Black or African American (B/AA)	4	28.6%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	7.1%
Unknown (UNK)	5	35.7%



Grade	Count	Percent
K-5	8	57.1%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	6	42.9%



Primary Exceptionality	Count	Percent
Autism (AUT)	0	0.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	7.1%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	1	7.1%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	14.3%
Specific Learning Disability (SLD)	1	7.1%
Speech/Language Impairment (SL)	4	28.6%
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)	5	35.7%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	21 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
16	Teachers respect my cultural heritage.	57
18	The school has a person on staff who is available to answer parents' questions.	57
11	Teachers are available to speak with me.	56
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.	50
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	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

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
10	Written information I receive is written in an understandable way.	38
21	The school offers parents training about special education issues.	29
23	The school gives parents the help they may need to play an active role in their child's education.	29
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
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
9	My child's evaluation report is written in terms I understand.	22
7	I was given information about organizations that offer support for parents of students with disabilities.	13
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	11

For questions regarding district results, please contact Nancy O'Hara:

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- (404) 657 – 9959
- nohara@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.

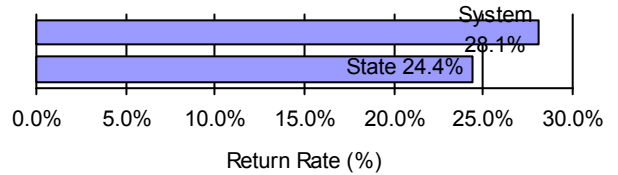
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Twiggs County

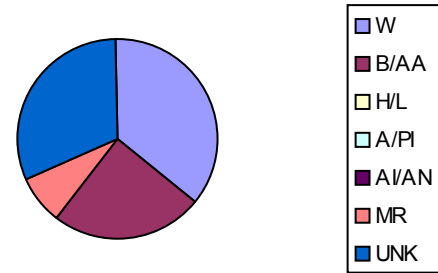
Overview

	System	State
Number of Surveys Distributed	89	39,999
Number of Valid Responses	25	9,747
Percentage Return Rate	28.1%	24.4%

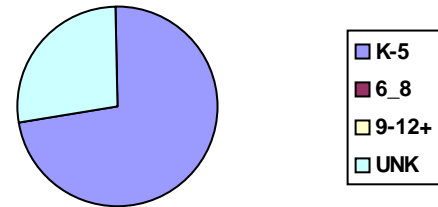


Child Demographics

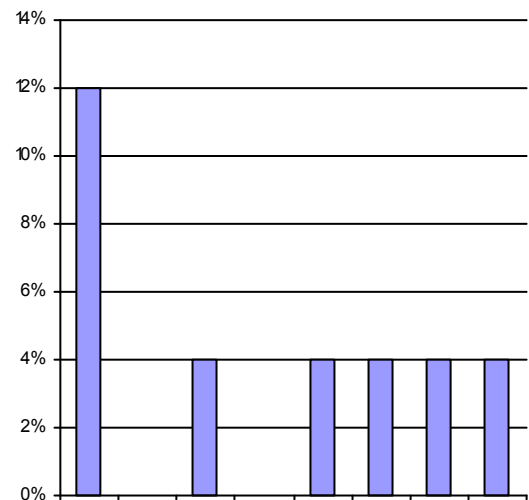
Race/Ethnicity	Count	Percent
White	9	36.0%
Black or African American (B/AA)	6	24.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	8.0%
Unknown (UNK)	8	32.0%



Grade	Count	Percent
K-5	18	72.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	7	28.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	12.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	4.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	1	4.0%
Intellectual Disability (ID)	1	4.0%
Orthopedic Impairment (OI)	1	4.0%
Other Health Impairment (OHI)	1	4.0%
Specific Learning Disability (SLD)	1	4.0%
Speech/Language Impairment (SL)	7	28.0%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	4.0%
More Than One Disability (MTOD)	2	8.0%
Unknown (UNK)	6	24.0%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	24 %	30 %

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.	47
11	Teachers are available to speak with me.	47
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
12	Teachers treat me as a team member.	42
14	Teachers show sensitivity to the needs of students with disabilities and their families.	42
13	Teachers seek out parent input.	41
18	The school has a person on staff who is available to answer parents' questions.	39
22	The school offers parents a variety of ways to communicate with teachers.	39
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	37

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
15	Teachers encourage me to participate in the decision-making process.	33
16	Teachers respect my cultural heritage.	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.	28
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.	26
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
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.	14

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

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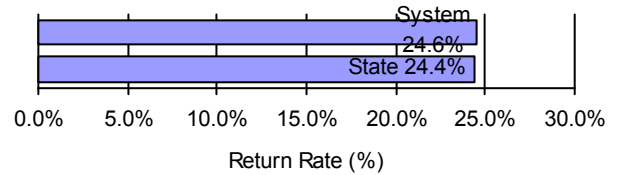
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Walker County

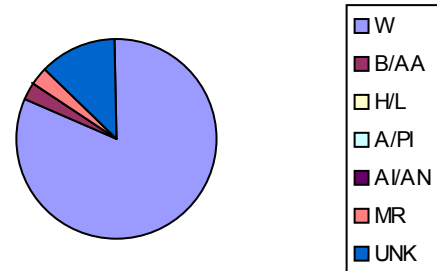
Overview

	System	State
Number of Surveys Distributed	285	39,999
Number of Valid Responses	70	9,747
Percentage Return Rate	24.6%	24.4%

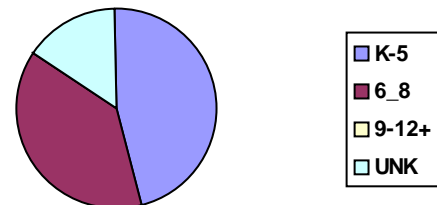


Child Demographics

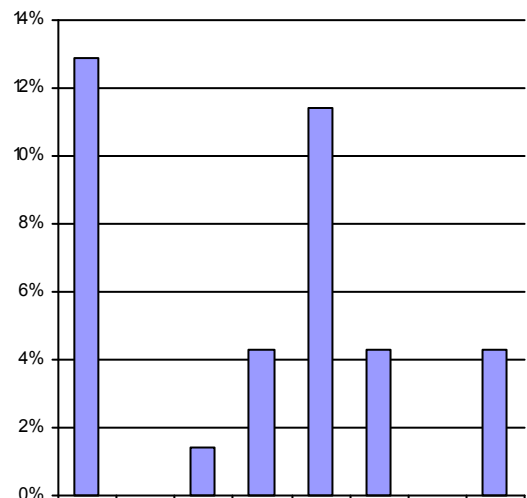
Race/Ethnicity	Count	Percent
White	57	81.4%
Black or African American (B/AA)	2	2.9%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	2.9%
Unknown (UNK)	9	12.9%



Grade	Count	Percent
K-5	32	45.7%
6-8	27	38.6%
9-12+	0	0.0%
Unknown (UNK)	11	15.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	9	12.9%
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	11.4%
Intellectual Disability (ID)	3	4.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	4.3%
Specific Learning Disability (SLD)	11	15.7%
Speech/Language Impairment (SL)	19	27.1%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	1.4%
Unknown (UNK)	12	17.1%



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2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	31 %	30 %

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.	63
5	All of my concerns and recommendations were documented on the IEP.	61
13	Teachers seek out parent input.	61
14	Teachers show sensitivity to the needs of students with disabilities and their families.	61
15	Teachers encourage me to participate in the decision-making process.	61
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	58
16	Teachers respect my cultural heritage.	58
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	56
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	54

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
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
9	My child's evaluation report is written in terms I understand.	48
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	45
10	Written information I receive is written in an understandable way.	45
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	43
7	I was given information about organizations that offer support for parents of students with disabilities.	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.	38
21	The school offers parents training about special education issues.	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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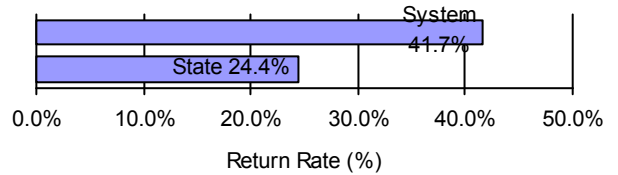
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Walton County

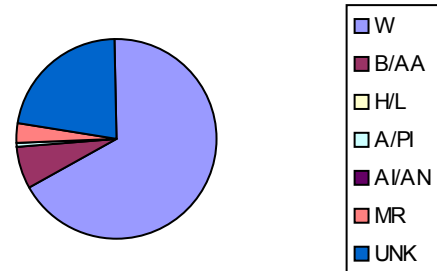
Overview

	System	State
Number of Surveys Distributed	252	39,999
Number of Valid Responses	105	9,747
Percentage Return Rate	41.7%	24.4%

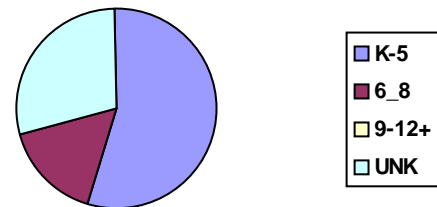


Child Demographics

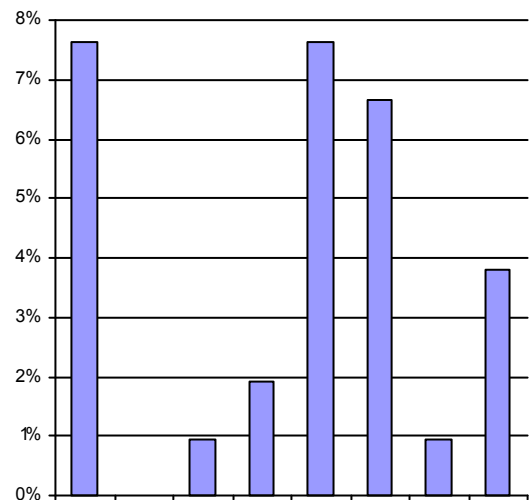
Race/Ethnicity	Count	Percent
White	70	66.7%
Black or African American (B/AA)	7	6.7%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	1	1.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	3	2.9%
Unknown (UNK)	24	22.9%



Grade	Count	Percent
K-5	57	54.3%
6-8	17	16.2%
9-12+	0	0.0%
Unknown (UNK)	31	29.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	8	7.6%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	1.0%
Significant Developmental Delay (SDD)	2	1.9%
Emotional Behavioral Disorder (EBD)	8	7.6%
Intellectual Disability (ID)	7	6.7%
Orthopedic Impairment (OI)	1	1.0%
Other Health Impairment (OHI)	4	3.8%
Specific Learning Disability (SLD)	26	24.8%
Speech/Language Impairment (SL)	10	9.5%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	2	1.9%
More Than One Disability (MTOD)	4	3.8%
Unknown (UNK)	32	30.5%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	29 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	66
12	Teachers treat me as a team member.	62
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	61
5	All of my concerns and recommendations were documented on the IEP.	60
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	59
16	Teachers respect my cultural heritage.	55
15	Teachers encourage me to participate in the decision-making process.	55
10	Written information I receive is written in an understandable way.	54
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	51
23	The school gives parents the help they may need to play an active role in their child's education.	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.	48
20	The school gives me choices with regard to services that address my child's needs.	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.	46
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	46
25	The school explains what options parents have if they disagree with a decision of the school.	44
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	39
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.	35
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.	28

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

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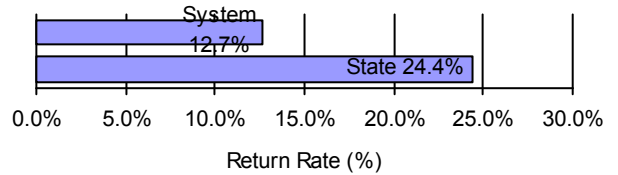
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Ware County

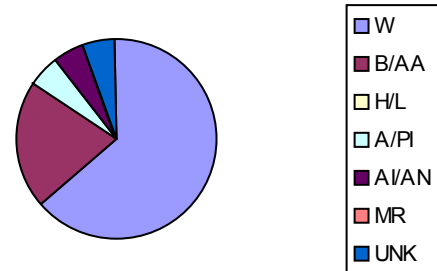
Overview

	System	State
Number of Surveys Distributed	150	39,999
Number of Valid Responses	19	9,747
Percentage Return Rate	12.7%	24.4%

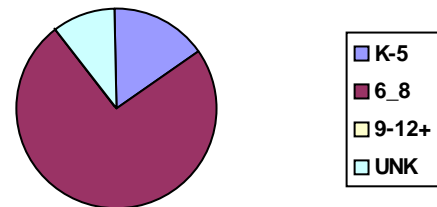


Child Demographics

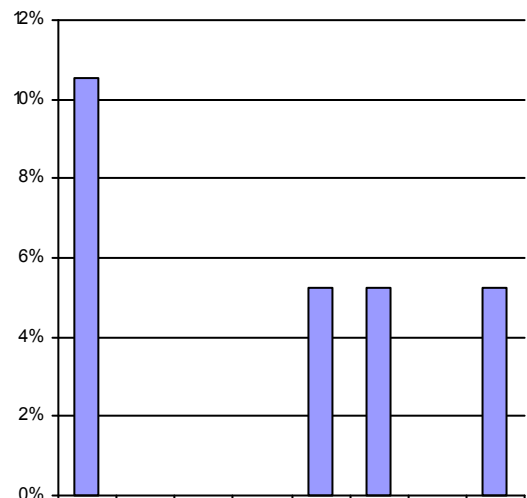
Race/Ethnicity	Count	Percent
White	12	63.2%
Black or African American (B/AA)	4	21.1%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	1	5.3%
American Indian or Alaska Native (AI/AN)	1	5.3%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	1	5.3%



Grade	Count	Percent
K-5	3	15.8%
6-8	14	73.7%
9-12+	0	0.0%
Unknown (UNK)	2	10.5%



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)	0	0.0%
Emotional Behavioral Disorder (EBD)	1	5.3%
Intellectual Disability (ID)	1	5.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	5.3%
Specific Learning Disability (SLD)	7	36.8%
Speech/Language Impairment (SL)	4	21.1%
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)	3	15.8%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	16 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	44
16	Teachers respect my cultural heritage.	44
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	44
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	39
9	My child's evaluation report is written in terms I understand.	39
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10	Written information I receive is written in an understandable way.	38
15	Teachers encourage me to participate in the decision-making process.	35
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	33
13	Teachers seek out parent input.	33

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.	28
22	The school offers parents a variety of ways to communicate with teachers.	28
23	The school gives parents the help they may need to play an active role in their child's education.	28
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	22
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	20
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	19
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.	12
24	The school provides information on agencies that can assist my child in the transition from school.	12
25	The school explains what options parents have if they disagree with a decision of the school.	11

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

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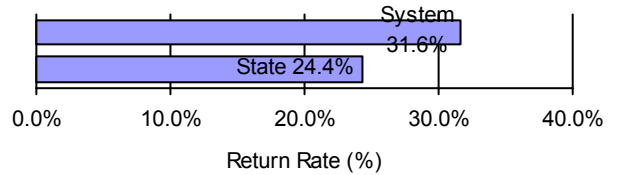
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Washington County

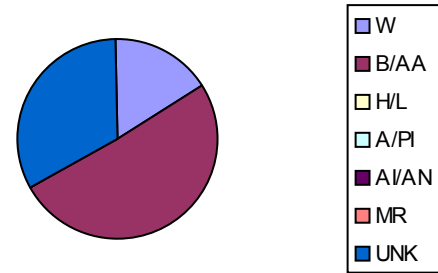
Overview

	System	State
Number of Surveys Distributed	19	39,999
Number of Valid Responses	6	9,747
Percentage Return Rate	31.6%	24.4%

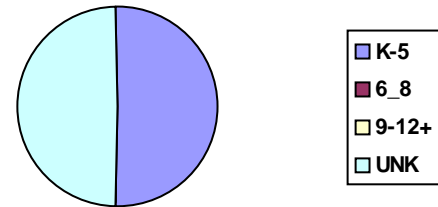


Child Demographics

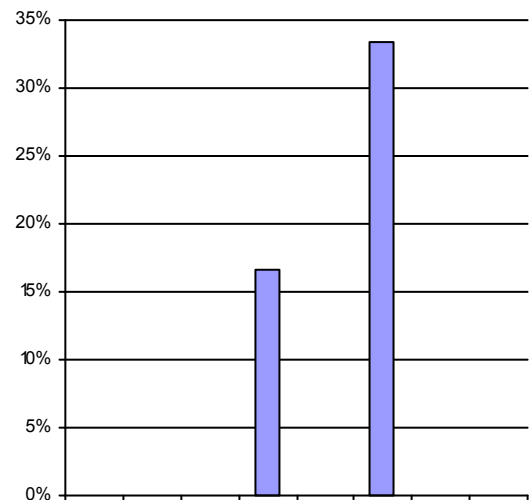
Race/Ethnicity	Count	Percent
White	1	16.7%
Black or African American (B/AA)	3	50.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	2	33.3%



Grade	Count	Percent
K-5	3	50.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	3	50.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	0	0.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	16.7%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	2	33.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	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)	3	50.0%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	33 %	30 %

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
11	Teachers are available to speak with me.	60
12	Teachers treat me as a team member.	60
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	40
5	All of my concerns and recommendations were documented on the IEP.	40
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	40
10	Written information I receive is written in an understandable way.	40
13	Teachers seek out parent input.	40
14	Teachers show sensitivity to the needs of students with disabilities and their families.	40
15	Teachers encourage me to participate in the decision-making process.	40

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.	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
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
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	20
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	20
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	20
7	I was given information about organizations that offer support for parents of students with disabilities.	20
9	My child's evaluation report is written in terms I understand.	20

For questions regarding district results, please contact Nancy O'Hara:

- Divisions for Special Education Services and Supports
- Georgia Department of Education
- (404) 657 – 9959
- nohara@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.

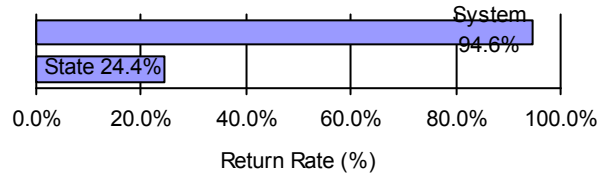
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Wayne County

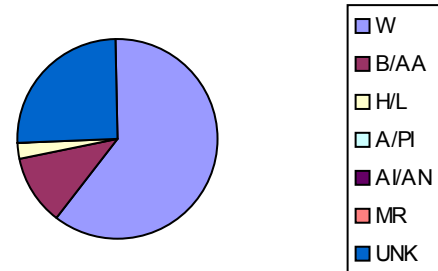
Overview

	System	State
Number of Surveys Distributed	37	39,999
Number of Valid Responses	35	9,747
Percentage Return Rate	94.6%	24.4%

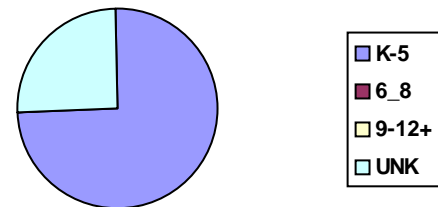


Child Demographics

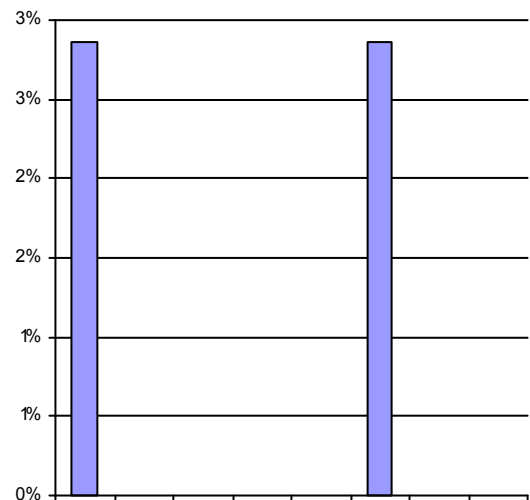
Race/Ethnicity	Count	Percent
White	21	60.0%
Black or African American (B/AA)	4	11.4%
Hispanic or Latino (H/L)	1	2.9%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	9	25.7%



Grade	Count	Percent
K-5	26	74.3%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	9	25.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	2.9%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	1	2.9%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	6	17.1%
Speech/Language Impairment (SL)	15	42.9%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	2.9%
Unknown (UNK)	11	31.4%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	31 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	75
12	Teachers treat me as a team member.	71
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
10	Written information I receive is written in an understandable way.	70
15	Teachers encourage me to participate in the decision-making process.	69
9	My child's evaluation report is written in terms I understand.	68
18	The school has a person on staff who is available to answer parents' questions.	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
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	63

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.	52
14	Teachers show sensitivity to the needs of students with disabilities and their families.	50
22	The school offers parents a variety of ways to communicate with teachers.	50
16	Teachers respect my cultural heritage.	48
23	The school gives parents the help they may need to play an active role in their child's education.	48
25	The school explains what options parents have if they disagree with a decision of the school.	42
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.	40
20	The school gives me choices with regard to services that address my child's needs.	38
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	33

For questions regarding district results, please contact Nancy O'Hara:

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- Georgia Department of Education
- (404) 657 – 9959
- nohara@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.

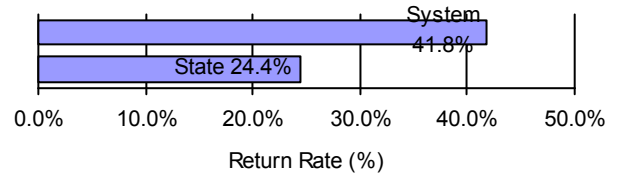
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Whitfield County

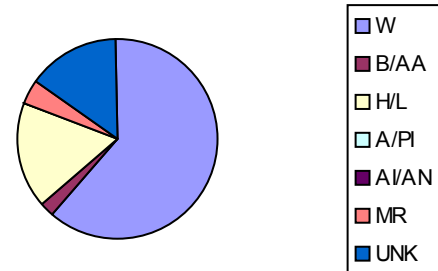
Overview

	System	State
Number of Surveys Distributed	110	39,999
Number of Valid Responses	46	9,747
Percentage Return Rate	41.8%	24.4%

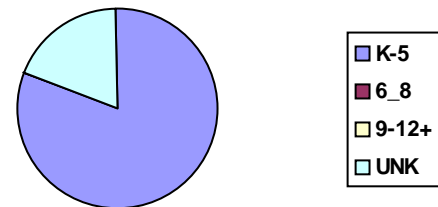


Child Demographics

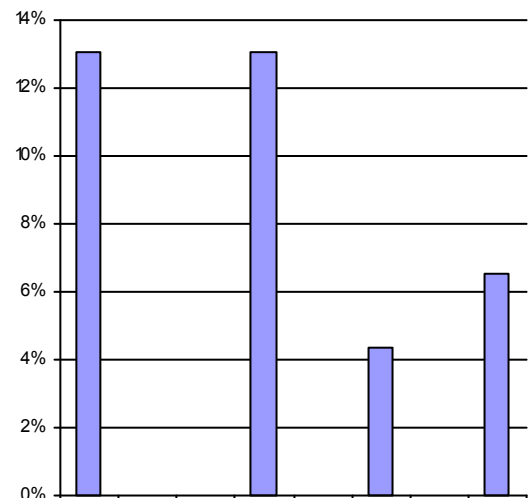
Race/Ethnicity	Count	Percent
White	28	60.9%
Black or African American (B/AA)	1	2.2%
Hispanic or Latino (H/L)	8	17.4%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	2	4.3%
Unknown (UNK)	7	15.2%



Grade	Count	Percent
K-5	37	80.4%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	9	19.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	6	13.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	6	13.0%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	2	4.3%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	3	6.5%
Specific Learning Disability (SLD)	6	13.0%
Speech/Language Impairment (SL)	9	19.6%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	6.5%
Unknown (UNK)	11	23.9%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	48 %	30 %

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.	74
12	Teachers treat me as a team member.	71
11	Teachers are available to speak with me.	68
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	68
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	66
15	Teachers encourage me to participate in the decision-making process.	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
5	All of my concerns and recommendations were documented on the IEP.	63
10	Written information I receive is written in an understandable way.	61
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	59

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.	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
20	The school gives me choices with regard to services that address my child's needs.	53
19	The school communicates regularly with me regarding my child's progress on IEP goals.	53
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	44
22	The school offers parents a variety of ways to communicate with teachers.	42
24	The school provides information on agencies that can assist my child in the transition from school.	39
7	I was given information about organizations that offer support for parents of students with disabilities.	38
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.	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.

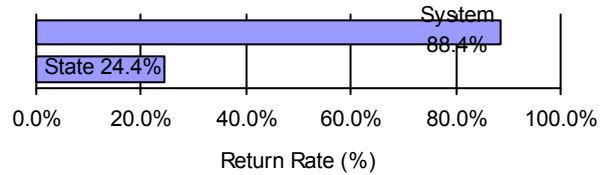
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Wilkes County

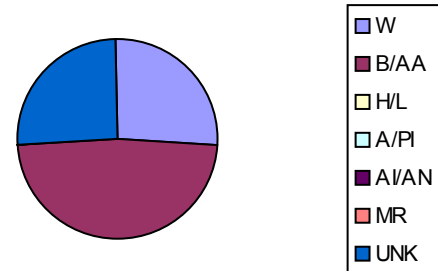
Overview

	System	State
Number of Surveys Distributed	43	39,999
Number of Valid Responses	38	9,747
Percentage Return Rate	88.4%	24.4%

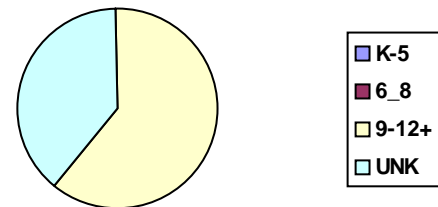


Child Demographics

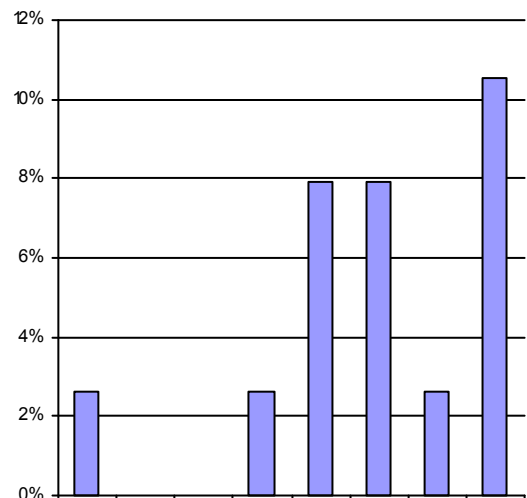
Race/Ethnicity	Count	Percent
White	10	26.3%
Black or African American (B/AA)	18	47.4%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	10	26.3%



Grade	Count	Percent
K-5	0	0.0%
6-8	0	0.0%
9-12+	23	60.5%
Unknown (UNK)	15	39.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	2.6%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	2.6%
Emotional Behavioral Disorder (EBD)	3	7.9%
Intellectual Disability (ID)	3	7.9%
Orthopedic Impairment (OI)	1	2.6%
Other Health Impairment (OHI)	4	10.5%
Specific Learning Disability (SLD)	7	18.4%
Speech/Language Impairment (SL)	1	2.6%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	2.6%
More Than One Disability (MTOD)	2	5.3%
Unknown (UNK)	14	36.8%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	5 %	30 %

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.	38
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	33
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	31
5	All of my concerns and recommendations were documented on the IEP.	31
11	Teachers are available to speak with me.	31
19	The school communicates regularly with me regarding my child's progress on IEP goals.	31
20	The school gives me choices with regard to services that address my child's needs.	31
7	I was given information about organizations that offer support for parents of students with disabilities.	29
12	Teachers treat me as a team member.	28
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
18	The school has a person on staff who is available to answer parents' questions.	23
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	22
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
23	The school gives parents the help they may need to play an active role in their child's education.	20
9	My child's evaluation report is written in terms I understand.	19
22	The school offers parents a variety of ways to communicate with teachers.	16
25	The school explains what options parents have if they disagree with a decision of the school.	16
13	Teachers seek out parent input.	13
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	12
21	The school offers parents training about special education issues.	8

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- nohara@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.

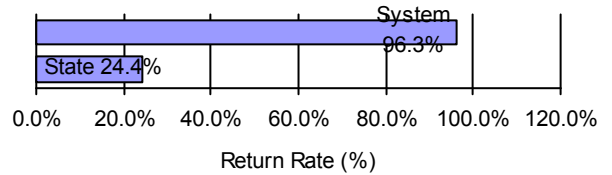
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Worth County

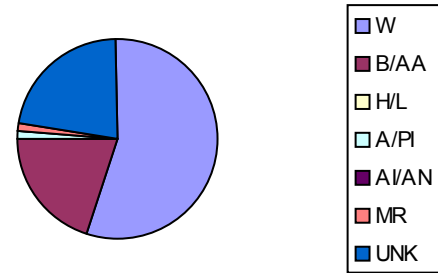
Overview

	System	State
Number of Surveys Distributed	82	39,999
Number of Valid Responses	79	9,747
Percentage Return Rate	96.3%	24.4%

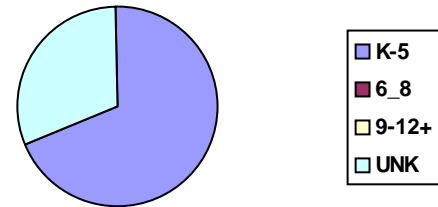


Child Demographics

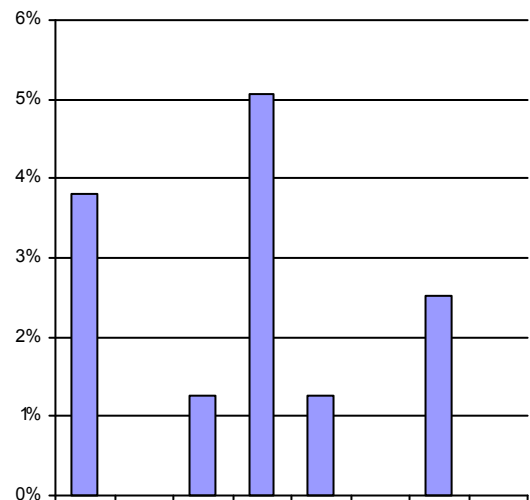
Race/Ethnicity	Count	Percent
White	43	54.4%
Black or African American (B/AA)	16	20.3%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	1	1.3%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	1.3%
Unknown (UNK)	18	22.8%



Grade	Count	Percent
K-5	54	68.4%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	25	31.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	3.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	1.3%
Significant Developmental Delay (SDD)	4	5.1%
Emotional Behavioral Disorder (EBD)	1	1.3%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	2	2.5%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	4	5.1%
Speech/Language Impairment (SL)	38	48.1%
Traumatic Brain injury (TBI)	1	1.3%
Visual Impairment including Blindness (VI)	1	1.3%
More Than One Disability (MTOD)	3	3.8%
Unknown (UNK)	21	26.6%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

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

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	68
5	All of my concerns and recommendations were documented on the IEP.	67
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	66
11	Teachers are available to speak with me.	56
12	Teachers treat me as a team member.	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
19	The school communicates regularly with me regarding my child's progress on IEP goals.	51
13	Teachers seek out parent input.	50
23	The school gives parents the help they may need to play an active role in their child's education.	49
10	Written information I receive is written in an understandable way.	48

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
22	The school offers parents a variety of ways to communicate with teachers.	45
18	The school has a person on staff who is available to answer parents' questions.	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
24	The school provides information on agencies that can assist my child in the transition from school.	42
25	The school explains what options parents have if they disagree with a decision of the school.	42
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	41
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.	24
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	20

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

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

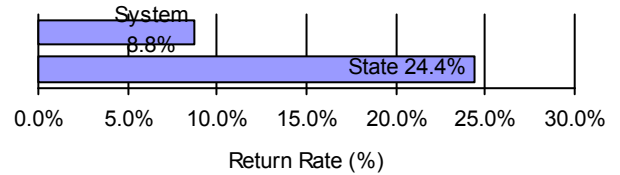
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Atlanta Public Sch

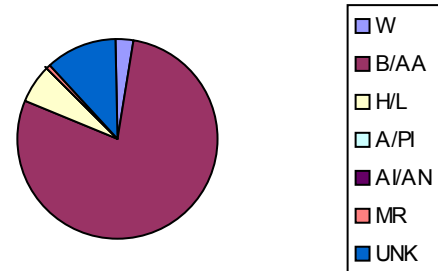
Overview

	System	State
Number of Surveys Distributed	1268	39,999
Number of Valid Responses	111	9,747
Percentage Return Rate	8.8%	24.4%

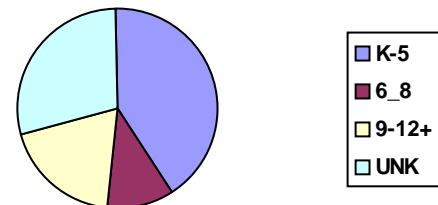


Child Demographics

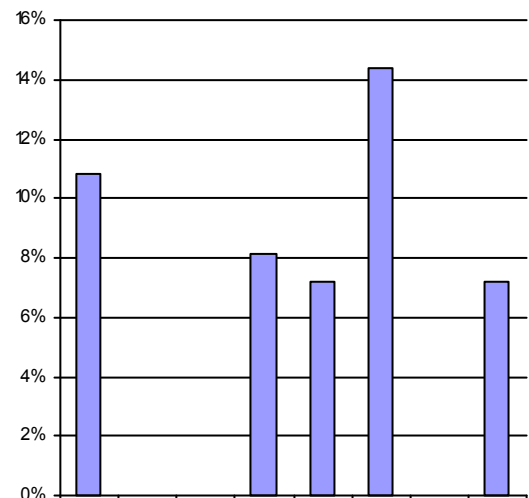
Race/Ethnicity	Count	Percent
White	3	2.7%
Black or African American (B/AA)	87	78.4%
Hispanic or Latino (H/L)	7	6.3%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	0.9%
Unknown (UNK)	13	11.7%



Grade	Count	Percent
K-5	45	40.5%
6-8	12	10.8%
9-12+	21	18.9%
Unknown (UNK)	33	29.7%



Primary Exceptionality	Count	Percent
Autism (AUT)	12	10.8%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	9	8.1%
Emotional Behavioral Disorder (EBD)	8	7.2%
Intellectual Disability (ID)	16	14.4%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	8	7.2%
Specific Learning Disability (SLD)	20	18.0%
Speech/Language Impairment (SL)	11	9.9%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	1	0.9%
More Than One Disability (MTOD)	6	5.4%
Unknown (UNK)	20	18.0%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	19 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	46
15	Teachers encourage me to participate in the decision-making process.	46
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	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
10	Written information I receive is written in an understandable way.	43
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	41
18	The school has a person on staff who is available to answer parents' questions.	41
16	Teachers respect my cultural heritage.	40
9	My child's evaluation report is written in terms I understand.	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.	32
20	The school gives me choices with regard to services that address my child's needs.	31
22	The school offers parents a variety of ways to communicate with teachers.	31
23	The school gives parents the help they may need to play an active role in their child's education.	30
24	The school provides information on agencies that can assist my child in the transition from school.	28
21	The school offers parents training about special education issues.	27
25	The school explains what options parents have if they disagree with a decision of the school.	27
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.	22
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	22

For questions regarding district results, please contact Nancy O'Hara:

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- Georgia Department of Education
- (404) 657 – 9959
- nohara@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.

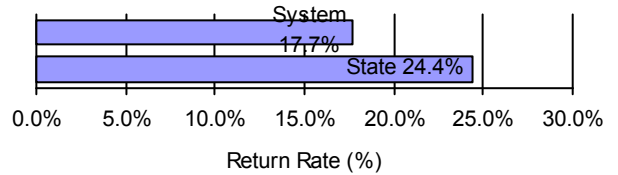
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Calhoun City

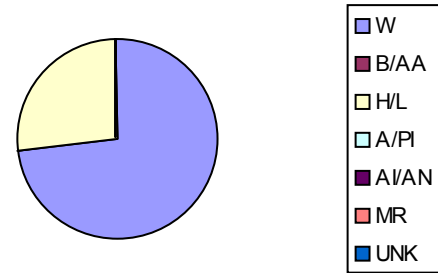
Overview

	System	State
Number of Surveys Distributed	62	39,999
Number of Valid Responses	11	9,747
Percentage Return Rate	17.7%	24.4%

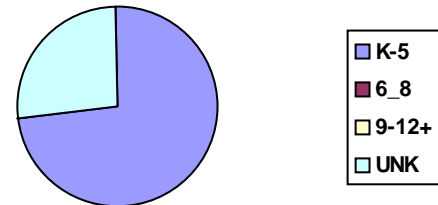


Child Demographics

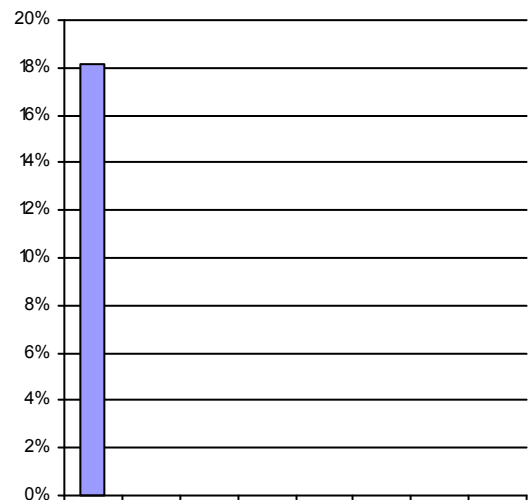
Race/Ethnicity	Count	Percent
White	8	72.7%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	3	27.3%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	8	72.7%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	3	27.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	18.2%
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)	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)	7	63.6%
Speech/Language Impairment (SL)	1	9.1%
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	9.1%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	82 %	30 %

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.	91
11	Teachers are available to speak with me.	91
12	Teachers treat me as a team member.	91
14	Teachers show sensitivity to the needs of students with disabilities and their families.	91
15	Teachers encourage me to participate in the decision-making process.	91
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	82
13	Teachers seek out parent input.	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).	82
18	The school has a person on staff who is available to answer parents' questions.	82
19	The school communicates regularly with me regarding my child's progress on IEP goals.	82

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.	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.	73
10	Written information I receive is written in an understandable way.	73
20	The school gives me choices with regard to services that address my child's needs.	73
22	The school offers parents a variety of ways to communicate with teachers.	73
7	I was given information about organizations that offer support for parents of students with disabilities.	70
25	The school explains what options parents have if they disagree with a decision of the school.	70
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	67
9	My child's evaluation report is written in terms I understand.	64
21	The school offers parents training about special education issues.	64

For questions regarding district results, please contact Nancy O'Hara:

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- Georgia Department of Education
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- nohara@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.

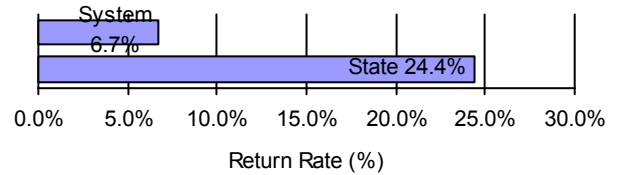
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Carrollton City

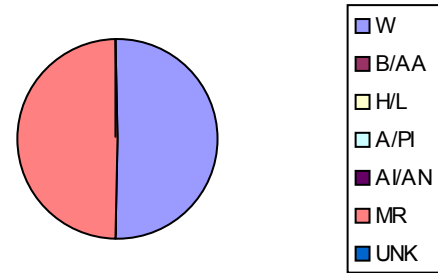
Overview

	System	State
Number of Surveys Distributed	30	39,999
Number of Valid Responses	2	9,747
Percentage Return Rate	6.7%	24.4%

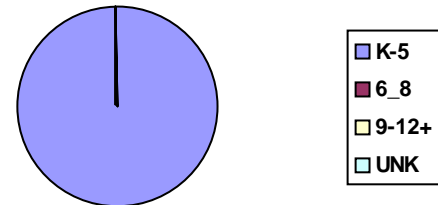


Child Demographics

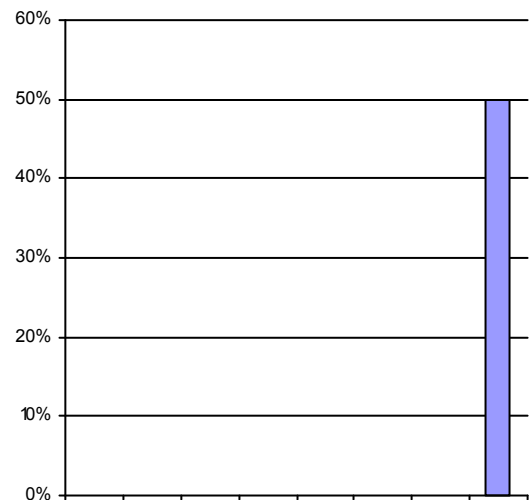
Race/Ethnicity	Count	Percent
White	1	50.0%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	50.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	2	100.0%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	0	0.0%



Primary Exceptionality	Count	Percent
Autism (AUT)	0	0.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	50.0%
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)	1	50.0%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	0 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	50
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	50
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	50
5	All of my concerns and recommendations were documented on the IEP.	50
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
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	0

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	0
12	Teachers treat me as a team member.	0
13	Teachers seek out parent input.	0
19	The school communicates regularly with me regarding my child's progress on IEP goals.	0
20	The school gives me choices with regard to services that address my child's needs.	0
21	The school offers parents training about special education issues.	0
22	The school offers parents a variety of ways to communicate with teachers.	0
23	The school gives parents the help they may need to play an active role in their child's education.	0
24	The school provides information on agencies that can assist my child in the transition from school.	0
25	The school explains what options parents have if they disagree with a decision of the school.	0

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

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

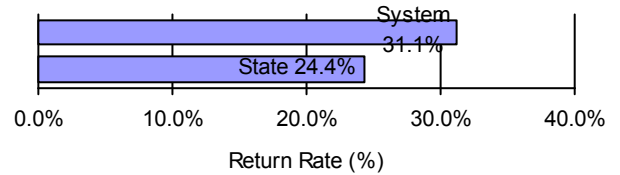
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Commerce City

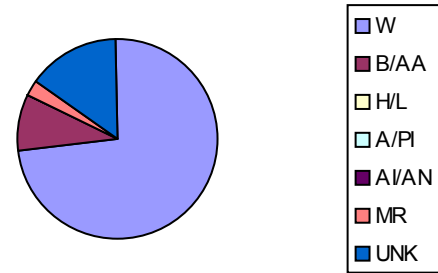
Overview

	System	State
Number of Surveys Distributed	106	39,999
Number of Valid Responses	33	9,747
Percentage Return Rate	31.1%	24.4%

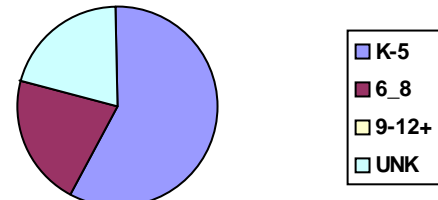


Child Demographics

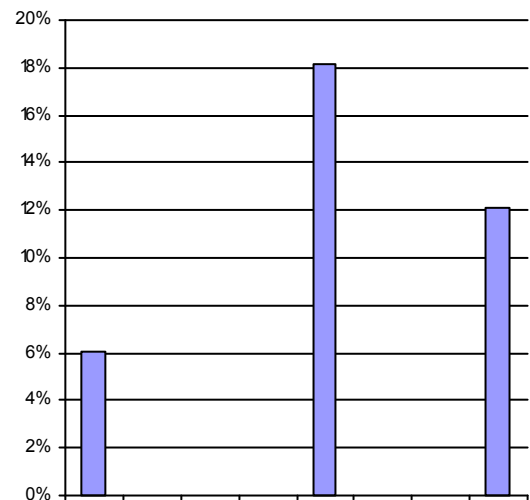
Race/Ethnicity	Count	Percent
White	24	72.7%
Black or African American (B/AA)	3	9.1%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	3.0%
Unknown (UNK)	5	15.2%



Grade	Count	Percent
K-5	19	57.6%
6-8	7	21.2%
9-12+	0	0.0%
Unknown (UNK)	7	21.2%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	6.1%
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)	6	18.2%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	4	12.1%
Specific Learning Disability (SLD)	12	36.4%
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)	1	3.0%
Unknown (UNK)	8	24.2%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	24 %	30 %

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.	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.	56
9	My child's evaluation report is written in terms I understand.	52
11	Teachers are available to speak with me.	52
10	Written information I receive is written in an understandable way.	50
12	Teachers treat me as a team member.	50
15	Teachers encourage me to participate in the decision-making process.	50
13	Teachers seek out parent input.	48
18	The school has a person on staff who is available to answer parents' questions.	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.	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
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	38
25	The school explains what options parents have if they disagree with a decision of the school.	36
20	The school gives me choices with regard to services that address my child's needs.	35
23	The school gives parents the help they may need to play an active role in their child's education.	35
7	I was given information about organizations that offer support for parents of students with disabilities.	27
24	The school provides information on agencies that can assist my child in the transition from school.	24
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.	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.

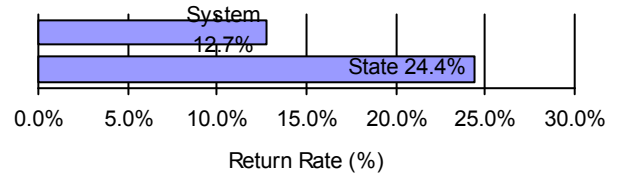
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Dalton City

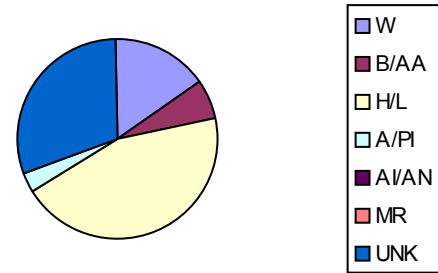
Overview

	System	State
Number of Surveys Distributed	251	39,999
Number of Valid Responses	32	9,747
Percentage Return Rate	12.7%	24.4%

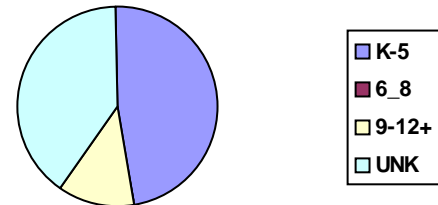


Child Demographics

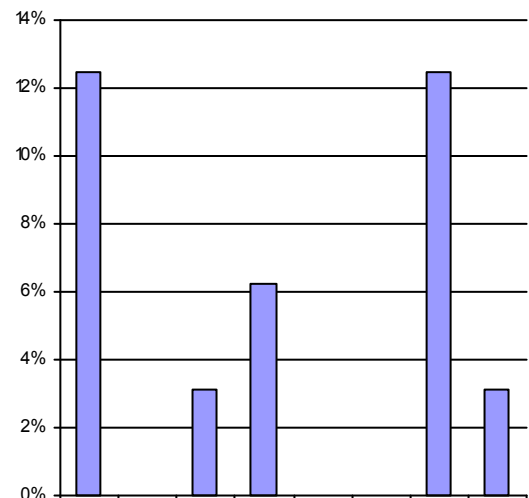
Race/Ethnicity	Count	Percent
White	5	15.6%
Black or African American (B/AA)	2	6.3%
Hispanic or Latino (H/L)	14	43.8%
Asian or Pacific Islander (A/PI)	1	3.1%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	10	31.3%



Grade	Count	Percent
K-5	15	46.9%
6-8	0	0.0%
9-12+	4	12.5%
Unknown (UNK)	13	40.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	4	12.5%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	3.1%
Significant Developmental Delay (SDD)	2	6.3%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	4	12.5%
Other Health Impairment (OHI)	1	3.1%
Specific Learning Disability (SLD)	3	9.4%
Speech/Language Impairment (SL)	7	21.9%
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)	10	31.3%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	41 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	80
15	Teachers encourage me to participate in the decision-making process.	74
13	Teachers seek out parent input.	72
14	Teachers show sensitivity to the needs of students with disabilities and their families.	71
16	Teachers respect my cultural heritage.	70
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
12	Teachers treat me as a team member.	60
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	60
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
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	52
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
25	The school explains what options parents have if they disagree with a decision of the school.	50
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	48
22	The school offers parents a variety of ways to communicate with teachers.	48
23	The school gives parents the help they may need to play an active role in their child's education.	45
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	40
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	40
21	The school offers parents training about special education issues.	35

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

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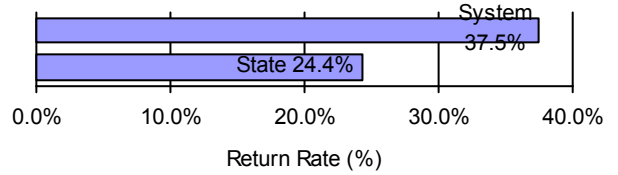
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Decatur City

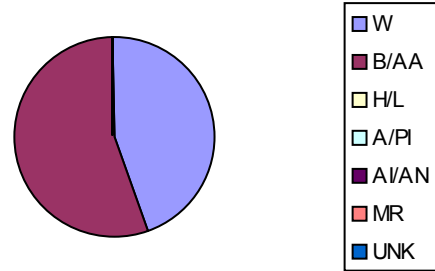
Overview

	System	State
Number of Surveys Distributed	24	39,999
Number of Valid Responses	9	9,747
Percentage Return Rate	37.5%	24.4%

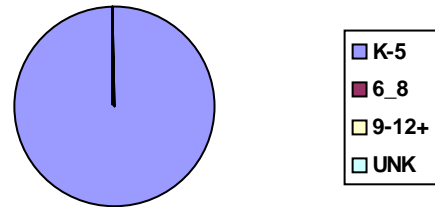


Child Demographics

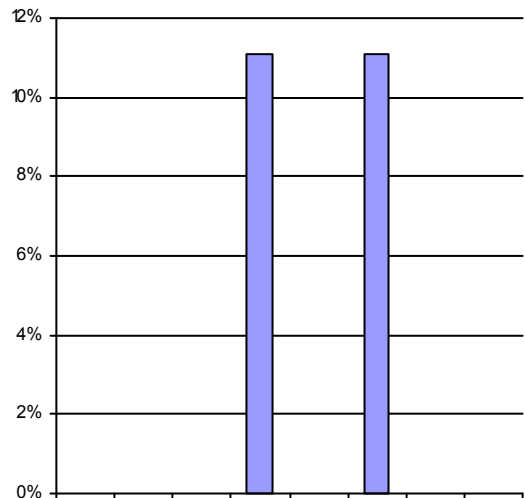
Race/Ethnicity	Count	Percent
White	4	44.4%
Black or African American (B/AA)	5	55.6%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



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)	1	11.1%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	1	11.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	5	55.6%
Speech/Language Impairment (SL)	2	22.2%
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%

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	33 %	30 %

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.	67
23	The school gives parents the help they may need to play an active role in their child's education.	63
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.	56
18	The school has a person on staff who is available to answer parents' questions.	56
22	The school offers parents a variety of ways to communicate with teachers.	50
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	44
5	All of my concerns and recommendations were documented on the IEP.	44
9	My child's evaluation report is written in terms I understand.	44
12	Teachers treat me as a team member.	44

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
10	Written information I receive is written in an understandable way.	33
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	29
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	29
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	29
20	The school gives me choices with regard to services that address my child's needs.	29
24	The school provides information on agencies that can assist my child in the transition from school.	29
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	22
25	The school explains what options parents have if they disagree with a decision of the school.	17
7	I was given information about organizations that offer support for parents of students with disabilities.	14
21	The school offers parents training about special education issues.	0

For questions regarding district results, please contact Nancy O'Hara:

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- Georgia Department of Education
- (404) 657 – 9959
- nohara@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.

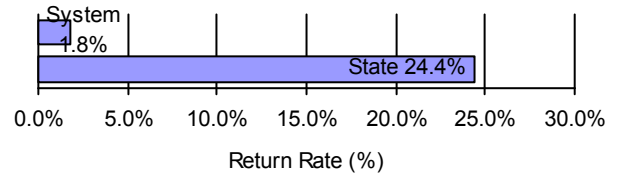
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Dublin City

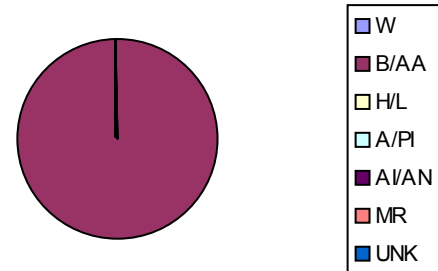
Overview

	System	State
Number of Surveys Distributed	165	39,999
Number of Valid Responses	3	9,747
Percentage Return Rate	1.8%	24.4%

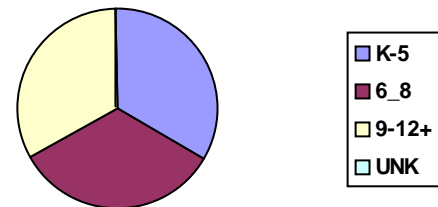


Child Demographics

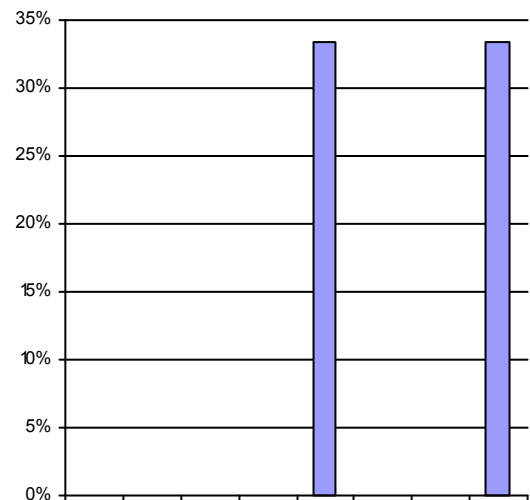
Race/Ethnicity	Count	Percent
White	0	0.0%
Black or African American (B/AA)	3	100.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	0	0.0%



Grade	Count	Percent
K-5	1	33.3%
6-8	1	33.3%
9-12+	1	33.3%
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)	0	0.0%
Emotional Behavioral Disorder (EBD)	1	33.3%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	33.3%
Specific Learning Disability (SLD)	0	0.0%
Speech/Language Impairment (SL)	1	33.3%
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%

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	67 %	30 %

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.	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
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
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	67

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.	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.	50
9	My child's evaluation report is written in terms I understand.	50
13	Teachers seek out parent input.	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.	33
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	0

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- nohara@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.

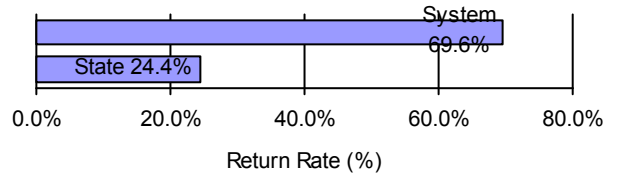
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Gainesville City

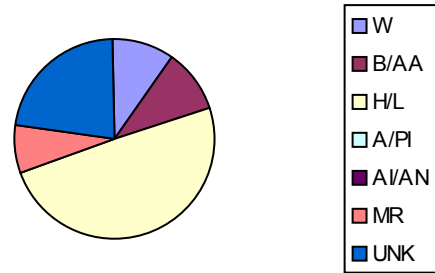
Overview

	System	State
Number of Surveys Distributed	56	39,999
Number of Valid Responses	39	9,747
Percentage Return Rate	69.6%	24.4%

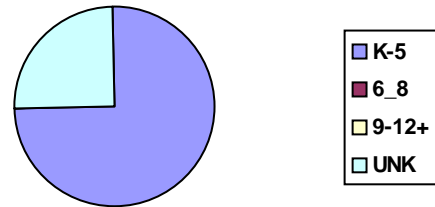


Child Demographics

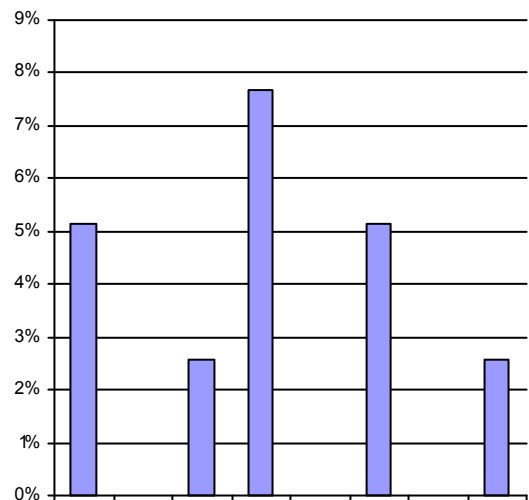
Race/Ethnicity	Count	Percent
White	4	10.3%
Black or African American (B/AA)	4	10.3%
Hispanic or Latino (H/L)	19	48.7%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	3	7.7%
Unknown (UNK)	9	23.1%



Grade	Count	Percent
K-5	29	74.4%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	10	25.6%



Primary Exceptionality	Count	Percent
Autism (AUT)	2	5.1%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	2.6%
Significant Developmental Delay (SDD)	3	7.7%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	2	5.1%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	2.6%
Specific Learning Disability (SLD)	7	17.9%
Speech/Language Impairment (SL)	5	12.8%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	3	7.7%
Unknown (UNK)	15	38.5%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	28 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	66
14	Teachers show sensitivity to the needs of students with disabilities and their families.	60
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	55
12	Teachers treat me as a team member.	55
15	Teachers encourage me to participate in the decision-making process.	53
5	All of my concerns and recommendations were documented on the IEP.	52
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	52
10	Written information I receive is written in an understandable way.	50
9	My child's evaluation report is written in terms I understand.	47
16	Teachers respect my cultural heritage.	47

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.	39
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	38
22	The school offers parents a variety of ways to communicate with teachers.	37
20	The school gives me choices with regard to services that address my child's needs.	36
24	The school provides information on agencies that can assist my child in the transition from school.	32
25	The school explains what options parents have if they disagree with a decision of the school.	31
21	The school offers parents training about special education issues.	24
23	The school gives parents the help they may need to play an active role in their child's education.	22
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.	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.

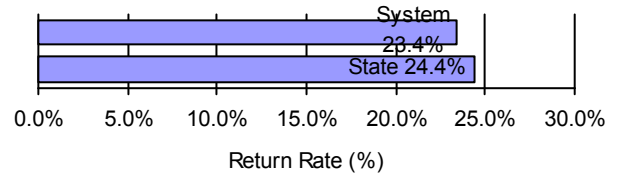
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Jefferson City

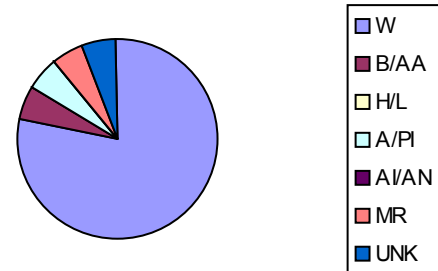
Overview

	System	State
Number of Surveys Distributed	77	39,999
Number of Valid Responses	18	9,747
Percentage Return Rate	23.4%	24.4%

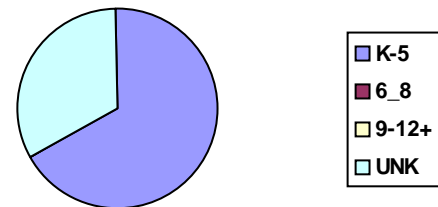


Child Demographics

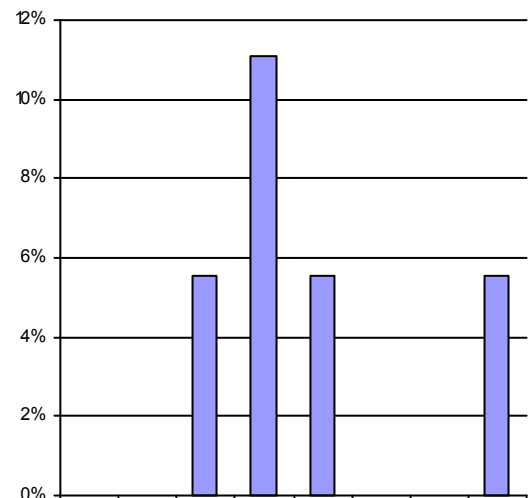
Race/Ethnicity	Count	Percent
White	14	77.8%
Black or African American (B/AA)	1	5.6%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	1	5.6%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	5.6%
Unknown (UNK)	1	5.6%



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



Primary Exceptionality	Count	Percent
Autism (AUT)	0	0.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	5.6%
Significant Developmental Delay (SDD)	2	11.1%
Emotional Behavioral Disorder (EBD)	1	5.6%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	5.6%
Specific Learning Disability (SLD)	1	5.6%
Speech/Language Impairment (SL)	11	61.1%
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	5.6%



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2009 Special Education Parent Survey Report

Parent Satisfaction

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

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
11	Teachers are available to speak with me.	59
19	The school communicates regularly with me regarding my child's progress on IEP goals.	56
23	The school gives parents the help they may need to play an active role in their child's education.	53
9	My child's evaluation report is written in terms I understand.	53
10	Written information I receive is written in an understandable way.	53
12	Teachers treat me as a team member.	53
14	Teachers show sensitivity to the needs of students with disabilities and their families.	53
15	Teachers encourage me to participate in the decision-making process.	53
18	The school has a person on staff who is available to answer parents' questions.	50
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	47

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.	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
16	Teachers respect my cultural heritage.	40
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	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).	31
24	The school provides information on agencies that can assist my child in the transition from school.	17
25	The school explains what options parents have if they disagree with a decision of the school.	15
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.	0
7	I was given information about organizations that offer support for parents of students with disabilities.	0

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

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

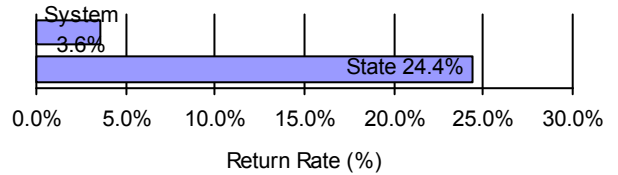
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Marietta City

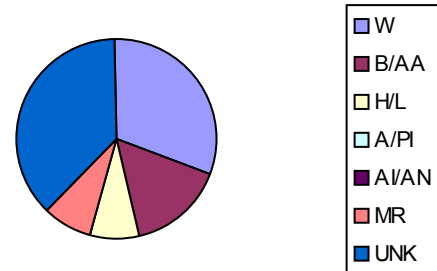
Overview

	System	State
Number of Surveys Distributed	358	39,999
Number of Valid Responses	13	9,747
Percentage Return Rate	3.6%	24.4%

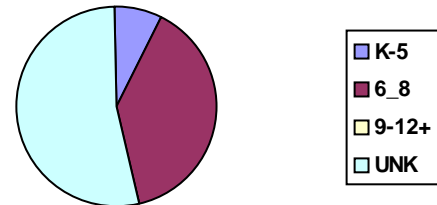


Child Demographics

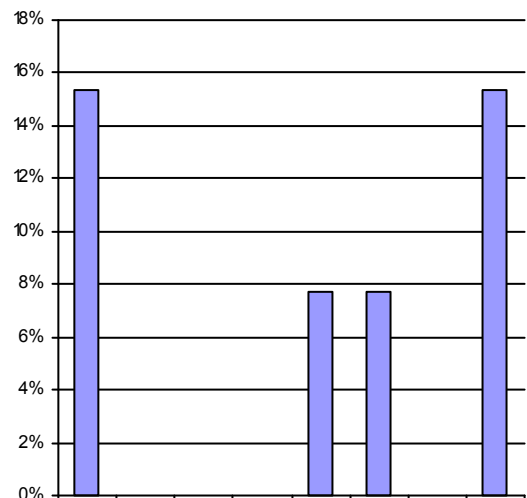
Race/Ethnicity	Count	Percent
White	4	30.8%
Black or African American (B/AA)	2	15.4%
Hispanic or Latino (H/L)	1	7.7%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	7.7%
Unknown (UNK)	5	38.5%



Grade	Count	Percent
K-5	1	7.7%
6-8	5	38.5%
9-12+	0	0.0%
Unknown (UNK)	7	53.8%



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



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2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	15 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
12	Teachers treat me as a team member.	75
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	63
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	57
9	My child's evaluation report is written in terms I understand.	50
11	Teachers are available to speak with me.	50
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	38
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	38
5	All of my concerns and recommendations were documented on the IEP.	38
10	Written information I receive is written in an understandable way.	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
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	29
19	The school communicates regularly with me regarding my child's progress on IEP goals.	29
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.	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
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
25	The school explains what options parents have if they disagree with a decision of the school.	13

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

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

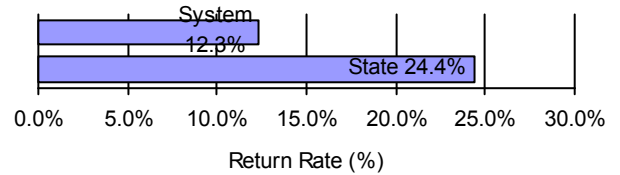
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Pelham City

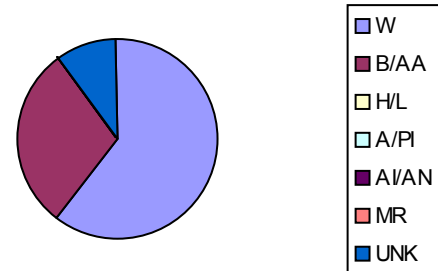
Overview

	System	State
Number of Surveys Distributed	81	39,999
Number of Valid Responses	10	9,747
Percentage Return Rate	12.3%	24.4%

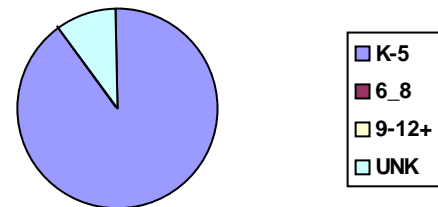


Child Demographics

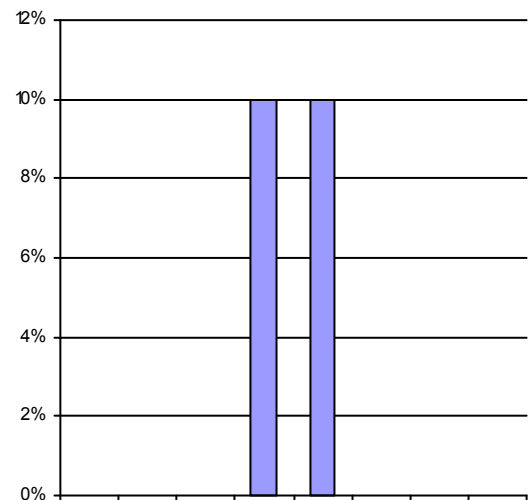
Race/Ethnicity	Count	Percent
White	6	60.0%
Black or African American (B/AA)	3	30.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	1	10.0%



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



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	10.0%
Emotional Behavioral Disorder (EBD)	1	10.0%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	1	10.0%
Speech/Language Impairment (SL)	6	60.0%
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	10.0%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	10 %	30 %

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.	38
20	The school gives me choices with regard to services that address my child's needs.	38
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
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	25
15	Teachers encourage me to participate in the decision-making process.	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
23	The school gives parents the help they may need to play an active role in their child's education.	25
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	22

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.	13
16	Teachers respect my cultural heritage.	13
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	13
21	The school offers parents training about special education issues.	13
22	The school offers parents a variety of ways to communicate with teachers.	13
24	The school provides information on agencies that can assist my child in the transition from school.	13
25	The school explains what options parents have if they disagree with a decision of the school.	13
7	I was given information about organizations that offer support for parents of students with disabilities.	11
9	My child's evaluation report is written in terms I understand.	11
10	Written information I receive is written in an understandable way.	0

For questions regarding district results, please contact Nancy O'Hara:

- Divisions for Special Education Services and Supports
- Georgia Department of Education
- (404) 657 – 9959
- nohara@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.

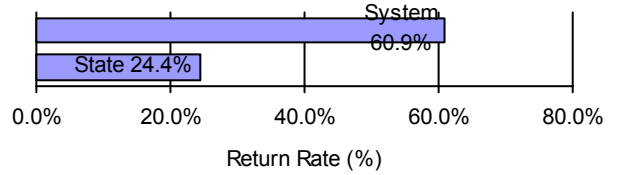
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Rome City

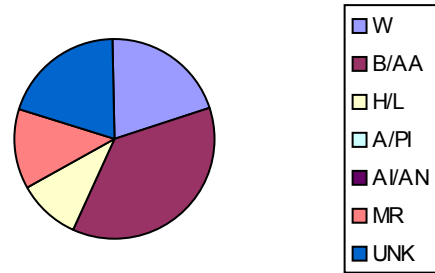
Overview

	System	State
Number of Surveys Distributed	64	39,999
Number of Valid Responses	39	9,747
Percentage Return Rate	60.9%	24.4%

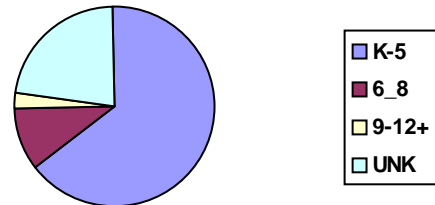


Child Demographics

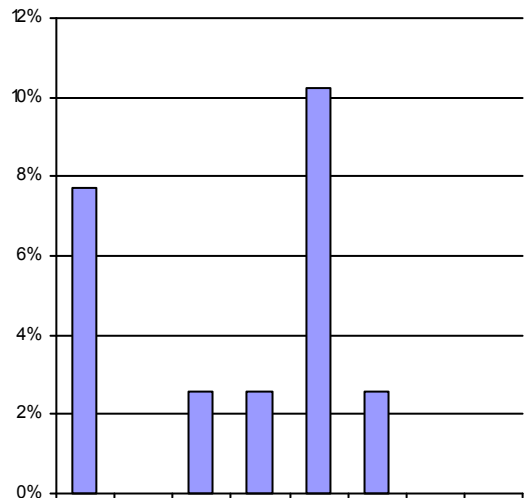
Race/Ethnicity	Count	Percent
White	8	20.5%
Black or African American (B/AA)	14	35.9%
Hispanic or Latino (H/L)	4	10.3%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	5	12.8%
Unknown (UNK)	8	20.5%



Grade	Count	Percent
K-5	25	64.1%
6-8	4	10.3%
9-12+	1	2.6%
Unknown (UNK)	9	23.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	7.7%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	1	2.6%
Significant Developmental Delay (SDD)	1	2.6%
Emotional Behavioral Disorder (EBD)	4	10.3%
Intellectual Disability (ID)	1	2.6%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	0	0.0%
Specific Learning Disability (SLD)	7	17.9%
Speech/Language Impairment (SL)	8	20.5%
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)	14	35.9%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	13 %	30 %

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.	48
11	Teachers are available to speak with me.	47
12	Teachers treat me as a team member.	42
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	33
5	All of my concerns and recommendations were documented on the IEP.	33
18	The school has a person on staff who is available to answer parents' questions.	31
16	Teachers respect my cultural heritage.	31
20	The school gives me choices with regard to services that address my child's needs.	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.	27
9	My child's evaluation report is written in terms I understand.	27

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
19	The school communicates regularly with me regarding my child's progress on IEP goals.	25
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	24
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	23
23	The school gives parents the help they may need to play an active role in their child's education.	22
24	The school provides information on agencies that can assist my child in the transition from school.	22
22	The school offers parents a variety of ways to communicate with teachers.	19
7	I was given information about organizations that offer support for parents of students with disabilities.	19
25	The school explains what options parents have if they disagree with a decision of the school.	18
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	13
21	The school offers parents training about special education issues.	11

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- nohara@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.

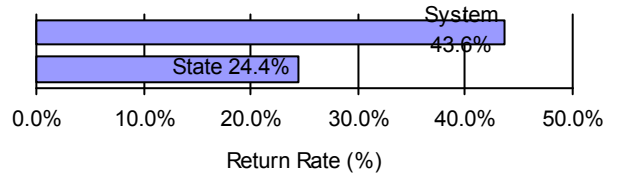
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Thomasville City

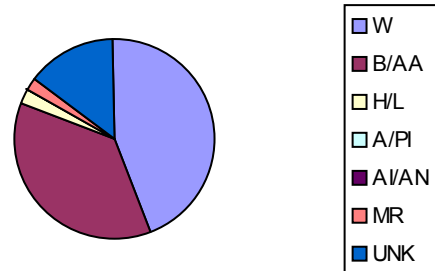
Overview

	System	State
Number of Surveys Distributed	94	39,999
Number of Valid Responses	41	9,747
Percentage Return Rate	43.6%	24.4%

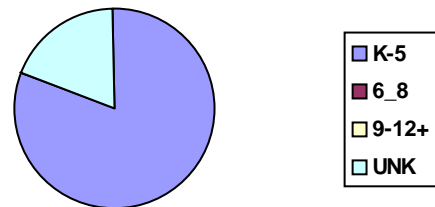


Child Demographics

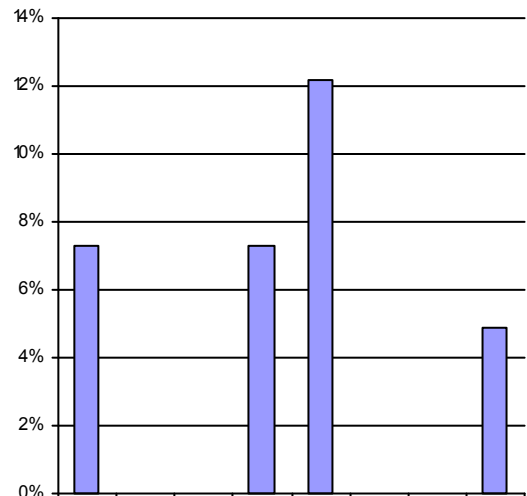
Race/Ethnicity	Count	Percent
White	18	43.9%
Black or African American (B/AA)	15	36.6%
Hispanic or Latino (H/L)	1	2.4%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	2.4%
Unknown (UNK)	6	14.6%



Grade	Count	Percent
K-5	33	80.5%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	8	19.5%



Primary Exceptionality	Count	Percent
Autism (AUT)	3	7.3%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	3	7.3%
Emotional Behavioral Disorder (EBD)	5	12.2%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	4.9%
Specific Learning Disability (SLD)	10	24.4%
Speech/Language Impairment (SL)	11	26.8%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	1	2.4%
Unknown (UNK)	6	14.6%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	29 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	63
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
16	Teachers respect my cultural heritage.	58
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	57
5	All of my concerns and recommendations were documented on the IEP.	57
11	Teachers are available to speak with me.	57
18	The school has a person on staff who is available to answer parents' questions.	56
12	Teachers treat me as a team member.	54
14	Teachers show sensitivity to the needs of students with disabilities and their families.	53

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
22	The school offers parents a variety of ways to communicate with teachers.	44
8	I have been asked for my opinion about how well the special education services my child receives are meeting my child's needs.	43
20	The school gives me choices with regard to services that address my child's needs.	41
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.	37
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
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.	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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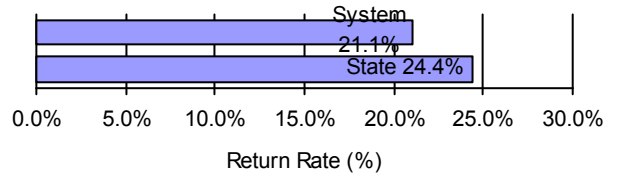
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Trion City

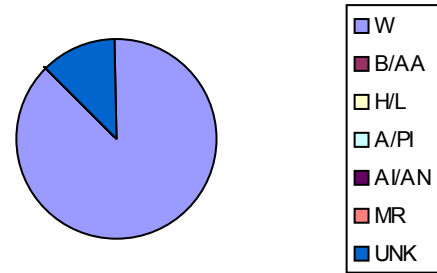
Overview

	System	State
Number of Surveys Distributed	38	39,999
Number of Valid Responses	8	9,747
Percentage Return Rate	21.1%	24.4%

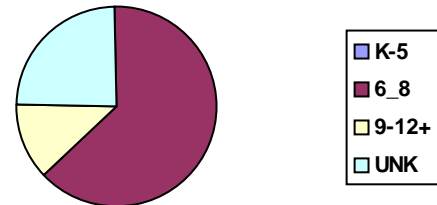


Child Demographics

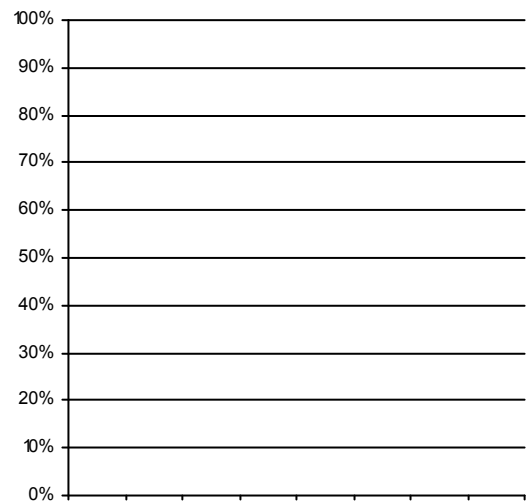
Race/Ethnicity	Count	Percent
White	7	87.5%
Black or African American (B/AA)	0	0.0%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	1	12.5%



Grade	Count	Percent
K-5	0	0.0%
6-8	5	62.5%
9-12+	1	12.5%
Unknown (UNK)	2	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)	6	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)	1	12.5%
Unknown (UNK)	1	12.5%



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

2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	38 %	30 %

Item Ranking

Strong Satisfaction (2) - 10 Highest Ranked Items

Item No.	Item Text	Percent
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	86
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	71
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	71
5	All of my concerns and recommendations were documented on the IEP.	71
12	Teachers treat me as a team member.	71
18	The school has a person on staff who is available to answer parents' questions.	71
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.	60
9	My child's evaluation report is written in terms I understand.	57
11	Teachers are available to speak with me.	57

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
21	The school offers parents training about special education issues.	50
24	The school provides information on agencies that can assist my child in the transition from school.	50
7	I was given information about organizations that offer support for parents of students with disabilities.	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
10	Written information I receive is written in an understandable way.	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
20	The school gives me choices with regard to services that address my child's needs.	43
25	The school explains what options parents have if they disagree with a decision of the school.	43
16	Teachers respect my cultural heritage.	40
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	33

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

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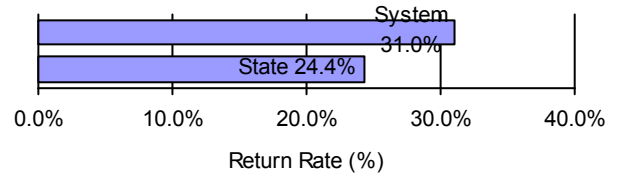
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report Valdosta City

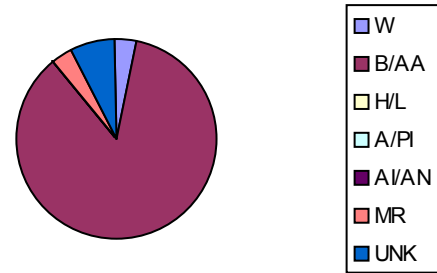
Overview

	System	State
Number of Surveys Distributed	87	39,999
Number of Valid Responses	27	9,747
Percentage Return Rate	31.0%	24.4%

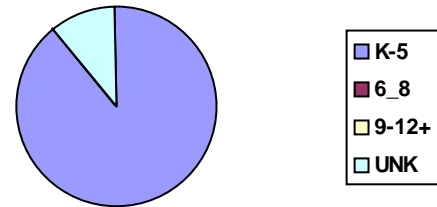


Child Demographics

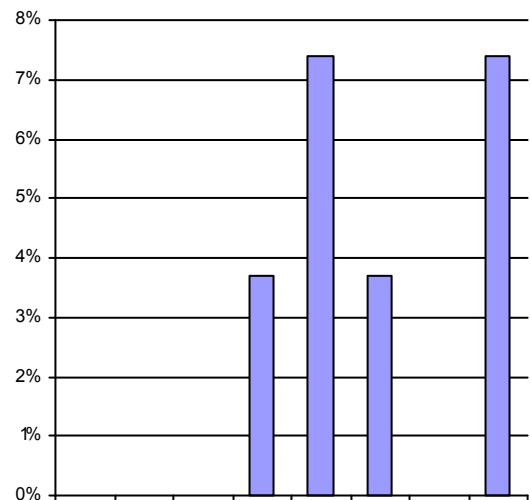
Race/Ethnicity	Count	Percent
White	1	3.7%
Black or African American (B/AA)	23	85.2%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	1	3.7%
Unknown (UNK)	2	7.4%



Grade	Count	Percent
K-5	24	88.9%
6-8	0	0.0%
9-12+	0	0.0%
Unknown (UNK)	3	11.1%



Primary Exceptionality	Count	Percent
Autism (AUT)	0	0.0%
Deaf-Blind (DB)	0	0.0%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	1	3.7%
Emotional Behavioral Disorder (EBD)	2	7.4%
Intellectual Disability (ID)	1	3.7%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	2	7.4%
Specific Learning Disability (SLD)	7	25.9%
Speech/Language Impairment (SL)	3	11.1%
Traumatic Brain injury (TBI)	0	0.0%
Visual Impairment including Blindness (VI)	0	0.0%
More Than One Disability (MTOD)	4	14.8%
Unknown (UNK)	7	25.9%



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2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	19 %	30 %

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.	54
9	My child's evaluation report is written in terms I understand.	40
25	The school explains what options parents have if they disagree with a decision of the school.	36
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	36
5	All of my concerns and recommendations were documented on the IEP.	36
11	Teachers are available to speak with me.	32
12	Teachers treat me as a team member.	32
14	Teachers show sensitivity to the needs of students with disabilities and their families.	30
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
19	The school communicates regularly with me regarding my child's progress on IEP goals.	30

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.	27
24	The school provides information on agencies that can assist my child in the transition from school.	27
15	Teachers encourage me to participate in the decision-making process.	26
20	The school gives me choices with regard to services that address my child's needs.	26
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
16	Teachers respect my cultural heritage.	25
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	24
21	The school offers parents training about special education issues.	23
13	Teachers seek out parent input.	21
2	I was offered special assistance (such as child care) so that I could participate in the Individualized Educational Program (IEP) meeting.	13

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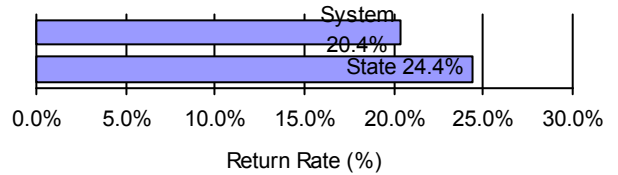
(3) Ten lowest ranked items based on percentage of parents answering either Strongly Disagree or Very Strongly Disagree for a particular item.



2009 Special Education Parent Survey Report State Schools

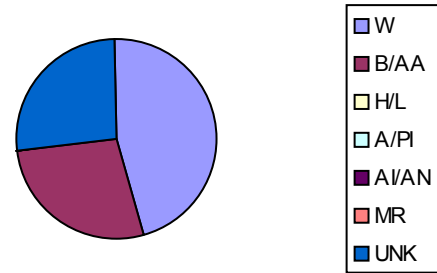
Overview

	System	State
Number of Surveys Distributed	108	39,999
Number of Valid Responses	22	9,747
Percentage Return Rate	20.4%	24.4%

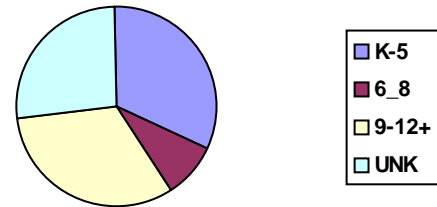


Child Demographics

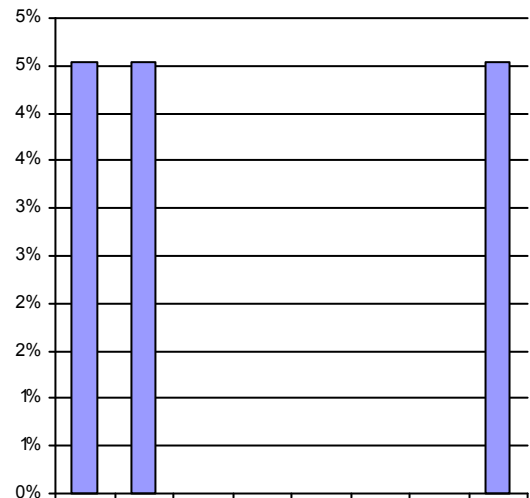
Race/Ethnicity	Count	Percent
White	10	45.5%
Black or African American (B/AA)	6	27.3%
Hispanic or Latino (H/L)	0	0.0%
Asian or Pacific Islander (A/PI)	0	0.0%
American Indian or Alaska Native (AI/AN)	0	0.0%
Multi-racial (MR)	0	0.0%
Unknown (UNK)	6	27.3%



Grade	Count	Percent
K-5	7	31.8%
6-8	2	9.1%
9-12+	7	31.8%
Unknown (UNK)	6	27.3%



Primary Exceptionality	Count	Percent
Autism (AUT)	1	4.5%
Deaf-Blind (DB)	1	4.5%
Deaf-Hard of Hearing (D/HH)	0	0.0%
Significant Developmental Delay (SDD)	0	0.0%
Emotional Behavioral Disorder (EBD)	0	0.0%
Intellectual Disability (ID)	0	0.0%
Orthopedic Impairment (OI)	0	0.0%
Other Health Impairment (OHI)	1	4.5%
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)	13	59.1%
More Than One Disability (MTOD)	0	0.0%
Unknown (UNK)	6	27.3%



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2009 Special Education Parent Survey Report

Parent Satisfaction

Percentage of Parents who indicated strong levels of satisfaction (1)	System	State
Schools' Efforts to Partner with Parents (25 items)	36 %	30 %

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
5	All of my concerns and recommendations were documented on the IEP.	79
11	Teachers are available to speak with me.	79
12	Teachers treat me as a team member.	79
4	At the IEP meeting, we discussed accommodations and modifications that my child would need.	73
9	My child's evaluation report is written in terms I understand.	73
13	Teachers seek out parent input.	73
15	Teachers encourage me to participate in the decision-making process.	73
17	Teachers and administrators: ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents).	73
3	At the IEP meeting, we discussed how my child would participate in statewide assessments.	71

Least Satisfaction (3) - 10 Lowest Ranked Items

Item No.	Item Text	Percent
1	I am considered an equal partner with teachers and other professionals in planning my child's program.	63
23	The school gives parents the help they may need to play an active role in their child's education.	62
18	The school has a person on staff who is available to answer parents' questions.	60
24	The school provides information on agencies that can assist my child in the transition from school.	58
7	I was given information about organizations that offer support for parents of students with disabilities.	54
20	The school gives me choices with regard to services that address my child's needs.	54
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.	46
6	Written justification was given for the extent that my child would not receive services in the regular classroom.	36
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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