

Part B Data Display: GEORGIA  
 Publication Year 2015

Identification of Children with Disabilities

STUDENT ENROLLMENT, AGES 6 THROUGH 21

Student Category	State Students (#)	State Students (%)	Nation Students (#)	Nation Students (%)
All students	1,521,243		45,091,525	
Children with disabilities (IDEA)	173,059	11.4	5,847,624	13.0

Explanatory Note: The number of total students enrolled in public schools in the state and nation as of October 1, 2012 (or the closest day to October 1) for all grade levels from grade 1 through grade 12, as well as ungraded. The number and percentage of children with disabilities (IDEA) in the state and nation as of the state-designated child count date (between October 1 and December 1, 2013). Children with disabilities (IDEA) are served by the Individuals with Disabilities Education Act (IDEA). Data reported for IDEA 2013 Child Count and Educational Environments and the SY 2012-13 Common Core of Data (CCD). National IDEA Child Count and Educational Environments data represent the US, Outlying Areas, and Freely Associated States and the national CCD data represent the US and Outlying Areas.

PERCENT OF POPULATION WHO ARE CHILDREN WITH DISABILITIES (IDEA), AGES 3 THROUGH 21

Age	State (%) SY 2011-12	State (%) SY 2012-13	State (%) SY 2013-14	Nation (%) SY 2013-14
3 through 5	3.9	4.2	4.3	6.2
6 through 21	7.3	7.5	7.7	8.7

Explanatory Note: The percentage of the population who are children with disabilities (IDEA) in the state and nation as of the state designated special education child count date, for the age ranges of 3 through 5 and 6 through 21. Data reported for IDEA Child Count and Educational Environments and Census. National IDEA Child Count and Educational Environments data represent the US, Outlying Areas, and Freely Associated States and national Census data represent the 50 states and DC (including BIE).

PERCENT OF CHILDREN WITH DISABILITIES (IDEA) BY DISABILITY CATEGORY, AGES 6 THROUGH 21

Disability Category	Percent of Overall Student Enrollment State (%)	Percent of Overall Student Enrollment Nation (%)
Autism	0.91	1.06
Deaf-blindness	0.00	0.00
Emotional disturbance	0.84	0.78
Hearing impairment	0.11	0.15
Intellectual disability	1.11	0.93
Multiple disabilities	-	0.28
Orthopedic impairment	0.05	0.11
Other health impairment	1.84	1.80
Specific learning disabilities	4.07	5.13
Speech or language impairment	1.54	2.32
Traumatic brain injury	0.03	0.06
Visual impairment	0.05	0.06

Explanatory Note: The percentage of enrollees who are children with disabilities (IDEA), by disability category, in the state and nation for the age range of 6 through 21 (excluding children reported in the category of developmental delays). For this calculation, the numerator is the number of children with disabilities (IDEA) in a specific disability category as of the state-designated special education child count date (between October 1 and December 1, 2013) for ages 6 through 21 (excluding children reported in the category of developmental delays) and the denominator is the total number of students enrolled in public schools as of October 1, 2012 (or the closest school day to October 1) for all grade levels from grade 1 through grade 12, as well as ungraded. Data reported for IDEA 2013 Child Count and Educational Environments and SY 2012-13 CCD. National IDEA Child Count data represent the US, Outlying Areas, and Freely Associated States and national CCD data represent US and Outlying Areas.

PERCENT OF CHILDREN WITH DISABILITIES (IDEA) BY DISABILITY CATEGORY, AGES 3 THROUGH 21

Disability Category	CWDs (IDEA), Ages 3-5 State (%)	CWDs (IDEA), Ages 3-5 Nation (%)	CWDs (IDEA), Ages 6-21 State (%)	CWDs (IDEA), Ages 6-21 Nation (%)
All disabilities	100.0	100.0	100.0	100.0
Autism	5.7	8.4	8.7	8.4
Deaf-blindness	0.0	0.0	0.0	0.0
Developmental delay*	54.4	37.1		
Emotional disturbance	0.3	0.4	8.0	6.2
Hearing impairment	1.0	1.2	1.0	1.2
Intellectual disability	1.2	1.9	10.5	7.3
Multiple disabilities	-	1.1	-	2.2
Orthopedic impairment	0.4	0.9	0.5	0.9
Other health impairment	1.8	3.0	17.4	14.2
Specific learning disabilities	0.2	1.2	38.6	40.4
Speech or language impairment	34.7	44.2	14.6	18.3
Traumatic brain injury	0.1	0.2	0.3	0.4
Visual impairment	0.4	0.4	0.5	0.4

\*Developmental delay is only allowable through age 9, so a 6-21 percentage cannot be calculated.

Explanatory Note: The percentage represents a distribution of children with disabilities (IDEA) by disability category for age ranges 3 through 5 and 6 through 21 (excluding children reported in the category of developmental delays). For this calculation, the denominator is all children with disabilities (IDEA) for the specified age range, excluding developmental delays for ages 6 through 21. Data reported for IDEA 2013 Child Count and Educational Environments. National data represent the US, Outlying Areas, and Freely Associated States.

**Graduation**

FOUR-YEAR REGULATORY ADJUSTED COHORT GRADUATION RATE

	CWDs (IDEA) (%)	All Students (%)
SY 2012-13	35.10%	71.70%

Explanatory Note: The percentage of students from the original cohort who graduated in four years with a regular high school diploma. Data reported for CSPR purposes.

EXITING SPECIAL EDUCATION AND SCHOOL, AGES 14 THROUGH 21

Method of Exiting:	Graduated with a Regular High School Diploma (%)	Received a Certificate (%)	Dropped Out (%)	Reached Maximum Age
SY 2012-13	41.0	28.9	29.7	-

Explanatory Note: The percentages were calculated by dividing the number of students ages 14 through 21 served under IDEA, Part B, reported in the exit reason category (i.e., *graduated with a regular high school diploma*, received a certificate, *dropped out*, or *reached maximum age*) for the year by the total number of students ages 14 through 21 served under IDEA, Part B, reported in the five categories that represent exiting from special education and school (i.e., *graduated with a regular high school diploma*, *received a certificate*, *dropped out*, *reached maximum age* for services, and *died*) for that year, then multiplying the result by 100. The U.S. Department of Education collects data on seven categories of exiters from special education (i.e., the Part B program in which the student was enrolled at the start of the reporting period). The categories include five categories of exiters from both special education and school (i.e., *graduated with a regular high school diploma*, *received a certificate*, *dropped out*, *reached maximum age* for services, and *died*) and two categories of exiters from special education, but not school (i.e., *transferred to regular education and moved*, *known to be continuing in education*). The seven categories are mutually exclusive. Students with disabilities reported in the Graduated with a Regular High School Diploma category represent students who exited an educational program through receipt of a high school diploma identical to that for which students without disabilities are eligible. These students met the same standards for graduation as those for students without disabilities. As defined in 34 CFR 300.102(a)(3)(iv), “the term regular high school diploma does not include an alternative degree that is not fully aligned with the state’s academic standards, such as a certificate or GED.” The percentages of students who exited special education and school by graduating or dropping out as required under IDEA and included in this report are not comparable to the graduation and dropout rates required under the *Elementary and Secondary Education Act of 1965, as amended (ESEA)*. The data used to calculate percentages of students who exited special education and school by graduating or dropping out are different from those used to calculate graduation and dropout rates. In particular, states often use data such as the number of students who graduated in four years with a regular high school diploma and the number of students who entered high school four years earlier to determine their graduation and dropout rates under ESEA. These exiting data are from the reporting period between July 1, 2012 and June 30, 2013. Data reported for IDEA 2012-13 Exiting.

**Educational Environment**

**EDUCATIONAL ENVIRONMENTS, AGES 3 THROUGH 5**

Disability Category	CWDs Attending and Receiving the Majority of Special Education and Related Services in a Regular Early Childhood Program State (%)	CWDs Attending and Receiving the Majority of Special Education and Related Services in a Regular Early Childhood Program Nation (%)	CWDs Attending a Separate Special Education Class, Separate School, or Residential Facility State (%)	CWDs Attending a Separate Special Education Class, Separate School, or Residential Facility Nation (%)
All disabilities	45.6	43.5	24.4	25.9
Autism	31.8	33.1	49.7	48.2
Deaf-blindness	0.0	24.4	100.0	51.2
Developmental delay	43.4	43.5	35.3	35.4
Emotional disturbance	43.1	47.6	29.3	22.3
Hearing impairment	42.1	37.8	35.1	41.2
Intellectual disability	26.5	32.1	40.2	44.0
Multiple disabilities	-	25.8	-	49.8
Orthopedic impairment	68.8	45.4	15.6	33.4
Other health impairment	48.9	46.1	26.2	28.2
Specific learning disabilities	68.4	52.0	10.5	12.7
Speech or language impairment	51.4	46.1	2.4	11.9
Traumatic brain injury	53.3	40.1	26.7	35.3
Visual impairment	58.2	47.6	20.9	32.2

Explanatory Note: The percentage of children with disabilities (IDEA) in the state and nation by disability category attending a regular early childhood program, or a separate special education class, separate school, or residential facility. Note that this table does not include all reported preschool educational environment categories. The denominator is all children with disabilities (IDEA), ages 3 through 5, in the specified disability category. Data reported for IDEA 2013 Child Count and Educational Environments. National data represent the US, Outlying Areas, and Freely Associated States.

EDUCATIONAL ENVIRONMENTS, AGES 6 THROUGH 21

Percent of Time Spent Inside the Regular Classroom

Disability Category	≥ 80% of Day State (%)	≥ 80% of Day Nation (%)	40 to 79% of Day State (%)	40 to 79% of Day Nation (%)	< 40% of Day State (%)	< 40% of Day Nation (%)	Separate School or Residential Facility State (%)	Separate School or Residential Facility Nation (%)
All disabilities	65.8	62.0	17.7	19.2	13.9	13.6	1.9	3.3
Autism	40.7	39.7	18.7	18.2	37.2	33.3	3.1	7.8
Deaf-blindness	9.1	23.6	13.6	12.0	36.4	34.9	31.8	26.3
Emotional disturbance	54.4	45.2	16.5	17.7	15.3	19.7	12.0	14.5
Hearing impairment	58.2	59.4	17.8	16.0	9.6	12.2	14.2	10.8
Intellectual disability	20.2	16.7	21.7	26.6	55.3	49.1	1.8	6.6
Multiple disabilities	-	13.4	-	16.3	-	46.2	-	20.3
Orthopedic impairment	60.9	55.2	20.6	16.0	16.5	21.4	-	4.5
Other health impairment	69.2	64.7	20.2	21.8	8.8	9.5	1.2	1.9
Specific learning disabilities	73.8	68.2	21.4	24.1	4.4	6.0	0.1	0.5
Speech or language impairment	95.2	87.1	2.4	5.5	0.7	4.3	0.0	0.3
Traumatic brain injury	41.8	49.6	19.4	22.1	34.6	20.1	2.2	5.6
Visual impairment	78.1	65.2	9.3	12.9	4.8	10.7	7.5	9.4

Explanatory Note: The percentage of children with disabilities (IDEA) in the state and nation by disability category (excluding children with developmental delays) attending regular classrooms, or separate schools and residential facilities. Note that this table does not include all reported educational environment categories. The denominator is all children with disabilities (IDEA), ages 6 through 21 (excluding children with developmental delays), in a specified disability category. Data reported for IDEA 2013 Child Count and Educational Environments. National data represent the US, Outlying Areas, and Freely Associated States.

Participation and Performance on Assessments

PARTICIPATION OF CHILDREN WITH DISABILITIES (IDEA) IN STATEWIDE ASSESSMENTS

Grade and Subject Assessed	General Assessment (%)	Field Test General Assessment (%)	Alternate Assessment (%)	Field Test Alternate Assessment (%)	Non-participant (%)
4th grade reading/language arts	76	-	23	-	1
8th grade reading/language arts	70	-	29	-	1
High school reading/language arts	85	-	12	-	3
4th grade mathematics	73	-	26	-	1
8th grade mathematics	62	-	37	-	1
High school mathematics	85	-	10	-	5

Explanatory Note: The percentage of children with disabilities (IDEA) who participated in statewide assessments and field tests for reading and mathematics for 4th grade, 8th grade, and high school. The denominator is the sum of children with disabilities (IDEA) who participated and children with disabilities (IDEA) who did not participate in statewide assessments and field tests (excluding those with a significant medical emergency who did not take the assessment). In states that received the Secretary’s approval of a double-testing flexibility waiver, students approved to be assessed on the field test in lieu of the current state assessment are reported in the appropriate “field test” reporting categories. The performance of students reported in the “field test” reporting categories should not be reported in the academic achievement data. Due to differences in the calculations used for the “children with disabilities (IDEA)” subgroup, these percentages may differ from those reported for the CSPR. Data reported for 2013-14 Assessment, accessed from EDFacts on April 16, 2015.

ED urges caution when using and interpreting the SY 2013-14 assessment participation and performance data for the states who implemented field testing of PARCC/ Smarter Balanced during SY 2013-14.

Participation data submitted by the following states/ entities were flagged due to questionable data quality in one or more subject areas, grades, and assessment types: AL, ID, MS, NY, CNMI, OK, TN, UT, WA, and WV.

PERFORMANCE ON STATEWIDE ASSESSMENTS

Grade and Subject Assessed	Proficient (%) General Assessment (CWD)	Proficient (%) Alternate Assessment (CWD)	Proficient (%) General Assessment (All Students)
4th grade reading/language arts	81	67	94
8th grade reading/language arts	91	73	98
High school reading/language arts	63	72	92
4th grade mathematics	58	60	82
8th grade mathematics	64	73	88
High school mathematics	11	74	41

Explanatory Note: The percentage of students in the state who scored at or above proficient (as determined by each state) on the general assessment for all students and children with disabilities (IDEA) in 4th grade, 8th grade, and high school, and the percentage of children with disabilities (IDEA) in the state who scored at or above proficient (as determined by each state) on the alternate assessment. In states that received the Secretary’s approval of a double-testing flexibility waiver, students approved to be assessed on the field test in lieu of the current state assessment are not reported in the academic achievement data. States where all students participated in the field test in lieu of the current state assessment will have no academic achievement data. Due to differences in the calculations used for the “all students” and “children with disabilities (IDEA)” subgroup, these percentages may differ from those reported for the CSPR. Data reported for 2013-14 Assessment, accessed from EDFacts on April 16, 2015.

ED urges caution when using and interpreting the SY 2013-14 assessment participation and performance data for the states that implemented field testing of PARCC/Smarter Balanced during SY 2013-14.

Achievement data submitted by the following states/ entities were flagged due to questionable data quality in one or more subject areas, grades, and assessment types: IL, MA, TN and WA.

**PERFORMANCE ON 2013 NAEP ASSESSMENTS**

Grade and Subject Assessed	At or Above (%) Basic (CWD)	At or Above (%) Basic (Non-CWD)	At or Above (%) Proficient (CWD)	At or Above (%) Proficient (Non- CWD)
4th grade reading/language arts	34	70	14	36
8th grade reading/language arts	35	78	4	34
High school reading/language arts				
4th grade mathematics	52	84	14	42
8th grade mathematics	28	73	5	32
High school mathematics				

Explanatory Note: The percentage of students in the state who scored at or above the Basic level and at or above the Proficient level on the National Assessment of Educational Progress (NAEP), for children with disabilities (IDEA) and children without disabilities. Since the NAEP is administered every other year, the percentages reported in this table remained consistent for a two-year period of time. Elementary and Secondary Education Act (ESEA) requires states that receive Title I funding to participate in the state NAEP in reading and mathematics at grades 4 and 8 every two years. State NAEP does not provide individual scores for the students or schools assessed. Instead, NAEP provides results about subject-matter achievement, instructional experiences, and school environment, and reports these results for populations of students (e.g., fourth-graders) and subgroups of those populations (e.g., children with disabilities (IDEA)).

**INCLUSION RATES FOR 2013 NAEP ASSESSMENTS**

Grade and Subject Assessed	Inclusion Rate State (%)	Inclusion Rate Nation (%)
4th grade reading/language arts	65	83
8th grade reading/language arts	66	84
High school reading/language arts		
4th grade mathematics	88	90
8th grade mathematics	88	89
High school mathematics		

Explanatory Note: The percentage of students identified as having a disability who were included in the NAEP assessment. A state's inclusion rate of students identified as having a disability is the weighted percentage of students identified as having a disability in the state sampled by NAEP who participate in NAEP. In other words, the weighted number of students identified as having a disability in a state who are selected for participation in NAEP is in the denominator, the weighted number of those students who participate in NAEP is in the numerator, and the fraction is multiplied by 100 to turn it into a percentage. Since NAEP results are generated from a sample of the total student population, inclusion rates are reported by state with a standard error. The Office of Special Education Programs takes the standard error into consideration when making annual state determinations. National inclusion rates were based on figures available under "National (public)." Since the NAEP is administered every other year, the percentages reported in this table remained consistent for a two-year period of time.

Race/Ethnicity

PERCENT OF STATE CHILDREN WITH DISABILITIES (IDEA) BY RACE/ETHNICITY, AGES 6 THROUGH 21

Disability Category	Hispanic/ Latino (%)	Black or African American (%)	White (%)	Asian (%)	American Indian or Alaska Native (%)	Native Hawaiian or Other Pacific Islander (%)	Two or more races (%)	All Race/ Ethnicities (%)
All students	12.4	36.9	43.7	3.5	0.2	0.1	3.0	100.0
All disabilities	11.7	39.6	43.8	1.6	0.2	0.1	3.0	100.0
Autism	8.9	34.4	49.4	3.7	0.2	0.0	3.3	100.0
Deaf-blindness	4.5	31.8	59.1	4.5	0.0	0.0	0.0	100.0
Emotional disturbance	5.3	47.2	42.6	0.5	0.3	0.1	4.0	100.0
Hearing impairment	17.5	36.9	38.9	4.0	0.1	0.1	2.5	100.0
Intellectual disability	9.3	54.7	32.2	1.5	0.2	0.1	2.0	100.0
Multiple disabilities	-	-	-	-	-	-	-	100.0
Orthopedic impairment	13.9	26.5	53.5	3.1	0.5	0.3	2.3	100.0
Other health impairment	6.2	35.6	53.7	0.8	0.2	0.1	3.4	100.0
Specific learning disabilities	16.0	40.3	39.7	1.1	0.2	0.1	2.7	100.0
Speech or language impairment	11.8	30.8	50.8	2.7	0.2	0.1	3.5	100.0
Traumatic brain injury	10.0	38.6	45.8	2.7	0.2	0.0	2.7	100.0
Visual impairment	9.7	36.7	46.6	3.9	0.3	0.0	2.8	100.0

Explanatory Note: The percentage of children with disabilities (IDEA), ages 6 through 21, in a particular disability category and particular race/ethnicity category in the state. The numerator is the number of children with disabilities (IDEA), ages 6 through 21, in a particular disability category and race/ethnicity category as of the state designated child count date (between October 1 and December 1, 2013) and the denominator is the total number of children with disabilities (IDEA), ages 6 through 21, in a particular disability category. The "All Student" row is calculated using the total number of students enrolled in public schools in grade 1 through grade 12, as well as ungraded, in the state as of October 1, 2012 (or the closest day to October 1). Data reported for IDEA 2013 Child Count and 2012-13 CCD.

**PERCENT OF STATE CWDS (IDEA) BY EDUCATIONAL ENVIRONMENT AND RACE/ETHNICITY, AGES 6 THROUGH 21**

Educational Environment	Hispanic/Latino (%)	Black or African American (%)	White (%)	Asian (%)	American Indian or Alaska Native (%)	Native Hawaiian or Other Pacific Islander (%)	Two or more races (%)	All Race/Ethnicities (%)
≥ 80% of day spent inside regular classroom	60.4	61.2	69.7	57.7	59.4	59.1	66.0	100.0
40 to 79% of day spent inside regular classroom	22.8	18.9	16.1	17.8	24.4	21.3	18.4	100.0
< 40% of day spent inside regular classroom	15.6	16.9	11.8	22.7	13.6	16.5	13.3	100.0
Separate school; Residential facility	0.9	2.3	1.6	1.1	1.9	1.6	1.8	100.0

Explanatory Note: The percentage of children with disabilities (IDEA), ages 6 through 21, in a particular race/ethnicity category and particular educational environment in the state. The numerator is the number of children with disabilities (IDEA), ages 6 through 21, in a particular race/ethnicity category and particular educational environment as of the state-designated child count date (between October 1 and December 1, 2013) and the denominator is the total number of children with disabilities (IDEA), ages 6 through 21, in a particular race/ethnicity category. Data reported for IDEA 2013 Child Count and Educational Environments.

**TOTAL DISCIPLINARY REMOVALS OF CWD (IDEA) IN STATE BY RACE/ETHNICITY, AGES 3 THROUGH 21**

Student Group	Hispanic/Latino	Black or African American	White	Asian	American Indian or Alaska Native	Native Hawaiian or Other Pacific Islander	Two or more races	All Race/Ethnicities
Number of Disciplinary Removals per Child with a Disability	0.4	0.8	0.4	0.1	0.5	0.6	0.6	0.6

Explanatory Note: The number of disciplinary removals per child with a disability (IDEA), ages 3 through 21, by race/ethnicity category. The numerator is the total number of disciplinary removals in a particular race/ethnicity category and the denominator is the total number of children with disabilities (IDEA), ages 3 through 21, in a particular race/ethnicity category as of the state-designated child count date (between October 1 and December 1, 2012). Data reported for IDEA 2012-13 Discipline and 2012 Child Count and Educational Environments.

**Parental Involvement**

**INDICATOR 8: PARENTAL INVOLVEMENT (FFY 2013 APR, 2015)**

	State (%)
Percent of parent with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.	44.0
Explanatory Note: State-selected data source. Sampling of parents from whom a response is requested is allowed. Sample must yield valid and reliable data and must be representative of the population sampled. N/A means the percentage is not applicable to the state.	

**Preschool Outcomes**

**INDICATOR 7: PRESCHOOL OUTCOMES (FFY 2013 APR, 2015)**

Summary Statement 1: Of those children who entered the program below age expectations in each of the following outcome, the percent who substantially increased their rate of growth by the time they turned six years of age or exited the program in the outcome of:	State (%)
Positive social-emotional skills	78.4
Acquisition and use of knowledge and skills	81.0
Use of appropriate behaviors to meet their needs	77.4
Summary Statement 2: The percent of children who were functioning within age expectations in each of the following outcomes by the time they turned six years of age or exited the program	State (%)
Positive social-emotional skills	61.4
Acquisition and use of knowledge and skills	36.7
Use of appropriate behaviors to meet their needs	71.5
Explanatory Note: State-selected data source. Sampling of children for assessment is allowed. Sample must yield valid and reliable data and must be representative of the population sampled. N/A means the percentage is not applicable to the state.	

**Post School Outcomes**

**INDICATOR 14: POST SCHOOL OUTCOMES (FFY 2013 APR, 2015)**

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school and were:	State (%)
Enrolled in higher education within one year of leaving high school	24.8
Enrolled in higher education or competitively employed within one year of leaving high school	53.6
Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school	80.0
Explanatory Note: State-selected data source. Sampling of youth who had IEPs and are no longer in secondary school is allowed. Sample must yield valid and reliable data and must be representative of the population sampled. N/A means the percentage is not applicable to the state.	

x Data have been suppressed to protect personally identifiable information due to small cell counts.

<=3 Data in the cell are less than or equal to three.

- Data not available.

\* Data flagged due to questionable data quality. These data violated data quality edit checks. Additional information explaining the discrepancies in the data may be available in the data notes documents.

Note: Sum of percentages may not equal 100 percent because of rounding.

References: Additional information clarifying states' data submissions are available in the data notes documents on <http://www2.ed.gov/programs/osepidea/618-data/collection-documentation/index.html#datanotes>. Additional state-level data on children with disabilities (IDEA) can be found at: <http://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>, <http://www.data.gov>, <http://www.eddataexpress.ed.gov>, <https://nces.ed.gov/ccd/elsi/>, <http://nces.ed.gov/nationsreportcard/naepdata/>, and <http://factfinder2.census.gov>. Information on U.S. Department of Education Special Education funding can be found at: <http://www2.ed.gov/fund/grant/apply/osep/2013apps.html>.