Students with Specific Learning Disabilities (SLD), our largest category of students with disabilities, leave high school with a regular diploma at dramatically different rates across the states (Cortiella, 2013). This comprehensive survey examined the perceived differences by English and special education teachers among their students with SLD in general education classes. It explored the observed traits of students with SLD in order to establish a practical definition of Mild SLD, Moderate SLD and Severe SLD (APA, 2013). The study analyzed the perceived differences among students with SLD based on factors with a continuum of severity (meaning reading achievement and rate of improvement), interventions, instruction, and disabling traits (such as ADD/ADHD, working memory, aggressive behavior, and intelligence), and expected high school graduation outcomes. Findings included differences between the perceptions of teachers on reading levels, poor working memory, support from RTI staff, rate of improvement, and graduation outcomes. Contrary to the literature, intelligence was found to be a disabling trait of students with SLD. It is recommended to include a values-engaged approach in program evaluations, to development RTI interventions and cut-off scores for Mild, Moderate and Severe SLD, and to collaborate on socio-emotional support for students with SLD.