

Parent Survey - Special Education
 SPRING 2015

Name: Appling County-Appling County Middle School
 Code: 6010195
 Number of Respondents: 25
 Return Rate: 33%
 Total Satisfaction (M1-M18): 101 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	8	8	84	5.76
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	0	8	4	88	5.79
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	4	8	88	5.84**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	12	0	4	8	12	64	5.00
5. I was given information about organizations that offer support for parents of students with disabilities.	8	0	4	4	12	72	5.28
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	8	8	84	5.76
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	12	8	80	5.68
8. treat me as a team member.	0	0	0	8	8	84	5.76
9. seek out parent input.	0	0	0	12	4	84	5.72
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	8	8	84	5.76
11. encourage me to participate in the decision-making process.	0	0	0	8	12	80	5.72
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	0	12	4	84	5.72
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	4	4	4	88	5.76
14. gives me choices with regard to services that address my child's needs.	0	0	0	8	16	76	5.68
15. offers parents training about special education issues.	12	0	8	4	12	64	4.96*
16. offers parents a variety of ways to communicate with teachers.	4	0	0	12	12	72	5.44
17. gives parents the help they may need to play an active role in their child's education.	0	0	4	8	16	72	5.56
18. provides information on agencies that can assist my child in the transition from school.	0	0	0	8	17	75	5.67

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Appling County-Altamaha Elementary School
 Code: 6011050
 Number of Respondents: 13
 Return Rate: 45%
 Total Satisfaction (M1-M18): 92 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	8	0	0	15	8	69	5.23
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	8	0	0	15	0	77	5.31
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	8	0	0	8	8	77	5.38
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	25	0	0	17	8	50	4.33*
5. I was given information about organizations that offer support for parents of students with disabilities.	25	0	0	17	8	50	4.33*
6. My child's evaluation report and other written information are in terms I understand.	15	0	0	8	15	62	4.92
PART II: Teachers and Administrators:							
7. are available to speak with me.	8	0	0	8	8	77	5.38
8. treat me as a team member.	8	0	0	8	0	85	5.46**
9. seek out parent input.	8	0	0	8	8	77	5.38
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	8	0	0	8	0	85	5.46**
11. encourage me to participate in the decision-making process.	8	0	0	8	8	77	5.38
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	8	0	0	8	0	85	5.46**
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	15	0	0	8	0	77	5.08
14. gives me choices with regard to services that address my child's needs.	17	0	0	0	17	67	5.00
15. offers parents training about special education issues.	25	0	0	8	25	42	4.33*
16. offers parents a variety of ways to communicate with teachers.	8	0	0	8	8	77	5.38
17. gives parents the help they may need to play an active role in their child's education.	8	0	0	8	8	77	5.38
18. provides information on agencies that can assist my child in the transition from school.	25	0	0	17	8	50	4.33*

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Atkinson County-Atkinson County Middle School
 Code: 6020111
 Number of Respondents: 38
 Return Rate: 100%
 Total Satisfaction (M1-M18): 90 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	34	21	45	5.11
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	0	32	29	39	5.08
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	24	39	37	5.13
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	3	0	0	34	32	32	4.87
5. I was given information about organizations that offer support for parents of students with disabilities.	0	0	13	37	13	37	4.74
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	32	24	45	5.13
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	24	29	47	5.24
8. treat me as a team member.	0	0	0	30	19	51	5.22
9. seek out parent input.	0	0	0	24	26	50	5.26**
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	35	30	35	5.00
11. encourage me to participate in the decision-making process.	0	0	0	27	30	43	5.16
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	0	39	34	26	4.87
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	0	26	24	50	5.24
14. gives me choices with regard to services that address my child's needs.	0	0	0	38	24	38	5.00
15. offers parents training about special education issues.	0	0	8	46	19	27	4.65*
16. offers parents a variety of ways to communicate with teachers.	0	0	0	32	30	38	5.05
17. gives parents the help they may need to play an active role in their child's education.	0	3	0	31	28	39	5.00
18. provides information on agencies that can assist my child in the transition from school.	3	0	5	43	14	35	4.70

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Baldwin County-Creekside Elementary School
 Code: 6050199
 Number of Respondents: 57
 Return Rate: 72%
 Total Satisfaction (M1-M18): 87 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	2	4	28	26	40	5.00
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	2	0	9	38	18	34	4.71
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	5	29	25	41	5.02
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	2	0	9	38	23	29	4.66
5. I was given information about organizations that offer support for parents of students with disabilities.	4	2	23	30	18	23	4.27*
6. My child's evaluation report and other written information are in terms I understand.	0	2	5	25	34	34	4.93
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	2	2	25	25	46	5.13**
8. treat me as a team member.	0	2	2	27	21	48	5.13**
9. seek out parent input.	0	2	4	23	25	46	5.11
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	4	27	29	41	5.07
11. encourage me to participate in the decision-making process.	0	0	4	23	30	43	5.13**
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	7	27	24	42	5.00
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	5	23	26	46	5.12
14. gives me choices with regard to services that address my child's needs.	0	2	9	36	21	32	4.72
15. offers parents training about special education issues.	0	0	27	35	20	18	4.27
16. offers parents a variety of ways to communicate with teachers.	2	0	4	45	14	35	4.75
17. gives parents the help they may need to play an active role in their child's education.	0	0	11	35	19	35	4.78
18. provides information on agencies that can assist my child in the transition from school.	0	2	21	36	13	28	4.45

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Banks County-Banks County Primary School
 Code: 6060205
 Number of Respondents: 27
 Return Rate: 54%
 Total Satisfaction (M1-M18): 94 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	30	22	48	5.19
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	0	30	22	48	5.19
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	19	33	48	5.30
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	4	22	26	48	5.19
5. I was given information about organizations that offer support for parents of students with disabilities.	0	0	0	37	22	41	5.04*
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	30	19	52	5.22
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	15	33	52	5.37**
8. treat me as a team member.	0	0	0	19	26	56	5.37**
9. seek out parent input.	0	0	0	22	22	56	5.33
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	27	23	50	5.23
11. encourage me to participate in the decision-making process.	0	0	0	19	26	56	5.37**
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	0	19	33	48	5.30
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	0	22	30	48	5.26
14. gives me choices with regard to services that address my child's needs.	0	0	0	22	37	41	5.19
15. offers parents training about special education issues.	0	0	4	30	26	41	5.04*
16. offers parents a variety of ways to communicate with teachers.	0	0	0	30	26	44	5.15
17. gives parents the help they may need to play an active role in their child's education.	0	0	0	30	30	41	5.11
18. provides information on agencies that can assist my child in the transition from school.	0	0	4	30	26	41	5.04*

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Bartow County-Pine Log Elementary
 Code: 6080106
 Number of Respondents: 22
 Return Rate: 37%
 Total Satisfaction (M1-M18): 92 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree	Mean
	%	%	%	%	%	%	
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	5	23	23	50	5.18
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	5	32	14	50	5.09
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	5	23	9	64	5.32
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	5	10	38	14	33	4.62
5. I was given information about organizations that offer support for parents of students with disabilities.	0	0	9	36	18	36	4.82
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	36	9	55	5.18
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	23	9	68	5.45**
8. treat me as a team member.	0	0	0	29	5	67	5.38
9. seek out parent input.	0	0	0	32	9	59	5.27
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	20	20	60	5.40
11. encourage me to participate in the decision-making process.	0	0	0	29	14	57	5.29
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	0	29	14	57	5.29
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	0	43	10	48	5.05
14. gives me choices with regard to services that address my child's needs.	0	0	0	36	14	50	5.14
15. offers parents training about special education issues.	0	5	14	43	10	29	4.43*
16. offers parents a variety of ways to communicate with teachers.	0	0	0	29	24	48	5.19
17. gives parents the help they may need to play an active role in their child's education.	0	0	0	36	0	64	5.27
18. provides information on agencies that can assist my child in the transition from school.	0	0	19	24	14	43	4.81

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Bartow County-South Central Middle School
 Code: 6080190
 Number of Respondents: 39
 Return Rate: 49%
 Total Satisfaction (M1-M18): 77 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	5	0	8	33	26	28	4.59
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	5	0	10	41	23	21	4.38
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	3	5	0	50	16	26	4.50
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	6	9	14	43	17	11	3.91
5. I was given information about organizations that offer support for parents of students with disabilities.	11	6	33	28	8	14	3.58*
6. My child's evaluation report and other written information are in terms I understand.	3	0	5	55	16	21	4.45
PART II: Teachers and Administrators:							
7. are available to speak with me.	3	0	3	50	13	32	4.66**
8. treat me as a team member.	3	3	5	51	16	22	4.41
9. seek out parent input.	3	3	15	46	13	21	4.26
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	3	5	5	49	16	22	4.35
11. encourage me to participate in the decision-making process.	3	0	5	46	18	28	4.62
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	5	0	3	49	8	35	4.59
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	3	3	5	45	21	24	4.50
14. gives me choices with regard to services that address my child's needs.	3	5	15	44	15	18	4.18
15. offers parents training about special education issues.	8	6	31	31	11	14	3.72
16. offers parents a variety of ways to communicate with teachers.	3	3	3	54	16	22	4.43
17. gives parents the help they may need to play an active role in their child's education.	3	5	8	56	10	18	4.21
18. provides information on agencies that can assist my child in the transition from school.	11	3	21	37	16	13	3.84

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Bartow County-Kingston Elementary School
 Code: 6080296
 Number of Respondents: 43
 Return Rate: 77%
 Total Satisfaction (M1-M18): 81 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	2	7	5	26	10	50	4.83
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	2	5	7	35	16	35	4.63
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	2	5	2	32	20	39	4.78
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	6	6	14	33	14	28	4.28
5. I was given information about organizations that offer support for parents of students with disabilities.	5	7	17	41	12	17	4.00
6. My child's evaluation report and other written information are in terms I understand.	5	5	7	29	19	36	4.60
PART II: Teachers and Administrators:							
7. are available to speak with me.	2	5	0	31	19	43	4.88
8. treat me as a team member.	2	5	0	35	21	37	4.79
9. seek out parent input.	9	5	5	28	21	33	4.44
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	2	7	5	29	17	39	4.68
11. encourage me to participate in the decision-making process.	3	5	3	23	25	43	4.90**
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	2	7	2	28	23	37	4.74
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	5	5	12	26	19	35	4.53
14. gives me choices with regard to services that address my child's needs.	7	5	2	43	21	21	4.31
15. offers parents training about special education issues.	10	8	23	40	8	13	3.65*
16. offers parents a variety of ways to communicate with teachers.	2	5	5	52	14	21	4.36
17. gives parents the help they may need to play an active role in their child's education.	5	5	7	43	14	26	4.36
18. provides information on agencies that can assist my child in the transition from school.	3	8	16	41	14	19	4.11

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Bartow County-Hamilton Crossing Elementary School
 Code: 6080377
 Number of Respondents: 50
 Return Rate: 52%
 Total Satisfaction (M1-M18): 82 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	2	0	10	28	28	32	4.76
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	4	4	4	39	12	37	4.61
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	2	0	0	29	20	49	5.12**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	2	15	44	17	23	4.44
5. I was given information about organizations that offer support for parents of students with disabilities.	12	6	27	24	12	18	3.73
6. My child's evaluation report and other written information are in terms I understand.	0	6	10	28	20	36	4.70
PART II: Teachers and Administrators:							
7. are available to speak with me.	2	0	2	35	18	43	4.96
8. treat me as a team member.	2	0	4	37	14	43	4.90
9. seek out parent input.	4	2	14	22	24	33	4.59
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	2	0	4	37	22	35	4.82
11. encourage me to participate in the decision-making process.	0	0	16	31	20	33	4.69
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	2	4	4	31	18	41	4.82
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	4	2	6	32	16	40	4.74
14. gives me choices with regard to services that address my child's needs.	4	0	8	45	14	29	4.51
15. offers parents training about special education issues.	8	6	37	20	14	14	3.69*
16. offers parents a variety of ways to communicate with teachers.	2	2	13	33	23	27	4.54
17. gives parents the help they may need to play an active role in their child's education.	4	0	15	33	23	25	4.46
18. provides information on agencies that can assist my child in the transition from school.	4	4	32	30	11	19	3.96

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Berrien County-Berrien Primary School
 Code: 6105050
 Number of Respondents: 12
 Return Rate: 21%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
SPRING 2015

Name: Bibb County-Burdell Elementary School
 Code: 6110104
 Number of Respondents: 34
 Return Rate: 64%
 Total Satisfaction (M1-M18): 80 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	9	0	6	26	24	35	4.62
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	9	0	6	38	21	26	4.41
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	9	3	0	29	26	32	4.59
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	6	3	9	33	12	36	4.52
5. I was given information about organizations that offer support for parents of students with disabilities.	18	0	15	21	21	26	4.06
6. My child's evaluation report and other written information are in terms I understand.	6	0	9	22	19	44	4.78
PART II: Teachers and Administrators:							
7. are available to speak with me.	9	0	0	29	18	44	4.79**
8. treat me as a team member.	6	3	3	29	24	35	4.68
9. seek out parent input.	12	0	6	29	21	32	4.44
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	12	0	3	24	21	39	4.61
11. encourage me to participate in the decision-making process.	9	0	3	21	36	30	4.67
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	9	0	9	27	27	27	4.45
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	9	0	12	30	15	33	4.42
14. gives me choices with regard to services that address my child's needs.	9	0	15	30	15	30	4.33
15. offers parents training about special education issues.	18	0	15	27	18	21	3.91*
16. offers parents a variety of ways to communicate with teachers.	9	0	3	29	29	29	4.59
17. gives parents the help they may need to play an active role in their child's education.	9	0	3	32	29	26	4.53
18. provides information on agencies that can assist my child in the transition from school.	13	3	16	28	19	22	4.03

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Bibb County-Northeast High School
 Code: 6110286
 Number of Respondents: 1
 Return Rate: 2%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
SPRING 2015

Name: Bibb County-Rutland Middle School
 Code: 6110305
 Number of Respondents: 21
 Return Rate: 50%
 Total Satisfaction (M1-M18): 89 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	5	0	5	10	25	55	5.15
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	5	0	0	24	19	52	5.10
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	5	0	0	24	10	62	5.19
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	5	0	14	24	14	43	4.71
5. I was given information about organizations that offer support for parents of students with disabilities.	5	5	5	19	29	38	4.76
6. My child's evaluation report and other written information are in terms I understand.	5	0	0	25	20	50	5.05
PART II: Teachers and Administrators:							
7. are available to speak with me.	5	0	5	29	5	57	5.00
8. treat me as a team member.	5	0	5	24	10	57	5.05
9. seek out parent input.	10	0	0	29	5	57	4.90
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	5	0	10	19	24	43	4.86
11. encourage me to participate in the decision-making process.	5	0	5	19	19	52	5.05
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	5	0	5	11	5	74	5.32**
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	5	0	10	20	15	50	4.90
14. gives me choices with regard to services that address my child's needs.	5	0	10	14	19	52	5.00
15. offers parents training about special education issues.	5	0	15	25	25	30	4.55*
16. offers parents a variety of ways to communicate with teachers.	5	0	10	15	20	50	4.95
17. gives parents the help they may need to play an active role in their child's education.	5	0	5	20	20	50	5.00
18. provides information on agencies that can assist my child in the transition from school.	5	5	10	20	15	45	4.70

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Bibb County-Bernd Elementary School
 Code: 6111054
 Number of Respondents: 14
 Return Rate: 67%
 Total Satisfaction (M1-M18): 80 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	7	0	0	29	29	36	4.79**
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	7	0	29	50	14	4.64
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	7	0	0	29	29	36	4.79**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	8	0	8	42	17	25	4.33
5. I was given information about organizations that offer support for parents of students with disabilities.	0	0	0	54	23	23	4.69
6. My child's evaluation report and other written information are in terms I understand.	7	0	0	29	43	21	4.64
PART II: Teachers and Administrators:							
7. are available to speak with me.	7	0	0	36	21	36	4.71
8. treat me as a team member.	8	0	0	38	15	38	4.69
9. seek out parent input.	0	15	8	31	31	15	4.23
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	7	0	0	50	21	21	4.43
11. encourage me to participate in the decision-making process.	0	0	14	36	21	29	4.64
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	7	0	36	29	29	4.71
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	7	7	43	14	29	4.50
14. gives me choices with regard to services that address my child's needs.	8	0	0	69	8	15	4.15
15. offers parents training about special education issues.	7	7	7	57	14	7	3.86*
16. offers parents a variety of ways to communicate with teachers.	8	8	0	46	15	23	4.23
17. gives parents the help they may need to play an active role in their child's education.	7	7	7	43	21	14	4.07
18. provides information on agencies that can assist my child in the transition from school.	7	7	7	29	21	29	4.36

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Bibb County-Jones Elementary School
 Code: 6113062
 Number of Respondents: 9
 Return Rate: 60%
 Total Satisfaction (M1-M18): 89 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	22	44	33	5.11
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	0	33	33	33	5.00
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	22	22	56	5.33**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	11	22	33	33	4.89
5. I was given information about organizations that offer support for parents of students with disabilities.	0	0	11	33	22	33	4.78
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	33	11	56	5.22
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	33	22	44	5.11
8. treat me as a team member.	0	0	0	33	33	33	5.00
9. seek out parent input.	0	0	0	33	22	44	5.11
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	25	38	38	5.13
11. encourage me to participate in the decision-making process.	0	0	0	33	22	44	5.11
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	0	33	11	56	5.22
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	0	33	11	56	5.22
14. gives me choices with regard to services that address my child's needs.	11	0	0	33	22	33	4.56
15. offers parents training about special education issues.	11	0	0	56	11	22	4.22*
16. offers parents a variety of ways to communicate with teachers.	11	0	0	44	11	33	4.44
17. gives parents the help they may need to play an active role in their child's education.	0	0	0	44	11	44	5.00
18. provides information on agencies that can assist my child in the transition from school.	0	0	11	22	22	44	5.00

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Bibb County-Appling Middle School
 Code: 6115050
 Number of Respondents: 45
 Return Rate: 98%
 Total Satisfaction (M1-M18): 78 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	14	2	5	27	16	36	4.39
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	14	2	5	30	14	36	4.36
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	11	2	4	27	13	42	4.56
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	12	7	7	31	7	36	4.21
5. I was given information about organizations that offer support for parents of students with disabilities.	11	2	16	24	11	36	4.29
6. My child's evaluation report and other written information are in terms I understand.	11	4	4	27	16	38	4.44
PART II: Teachers and Administrators:							
7. are available to speak with me.	11	2	4	22	11	49	4.67**
8. treat me as a team member.	11	2	13	24	9	40	4.38
9. seek out parent input.	11	2	9	29	9	40	4.42
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	11	2	7	27	9	43	4.50
11. encourage me to participate in the decision-making process.	11	2	7	33	13	33	4.36
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	11	2	13	24	7	42	4.40
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	11	4	7	29	7	42	4.42
14. gives me choices with regard to services that address my child's needs.	11	5	9	25	18	32	4.30
15. offers parents training about special education issues.	12	7	12	29	12	27	4.02*
16. offers parents a variety of ways to communicate with teachers.	14	2	7	30	7	40	4.33
17. gives parents the help they may need to play an active role in their child's education.	12	7	7	28	9	37	4.28
18. provides information on agencies that can assist my child in the transition from school.	15	8	8	23	13	35	4.15

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Bibb County-Burghard Elementary School
 Code: 6115054
 Number of Respondents: 13
 Return Rate: 100%
 Total Satisfaction (M1-M18): 85 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	46	31	23	4.77
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	15	0	0	31	23	31	4.38
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	17	25	58	5.42**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	17	17	33	17	17	4.00
5. I was given information about organizations that offer support for parents of students with disabilities.	0	0	50	25	8	17	3.92*
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	54	8	38	4.85
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	8	25	25	42	5.00
8. treat me as a team member.	0	0	8	38	15	38	4.85
9. seek out parent input.	0	0	8	46	8	38	4.77
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	31	23	15	31	4.46
11. encourage me to participate in the decision-making process.	0	0	0	46	8	46	5.00
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	0	54	8	38	4.85
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	8	0	46	8	38	4.69
14. gives me choices with regard to services that address my child's needs.	0	0	0	50	8	42	4.92
15. offers parents training about special education issues.	0	0	15	23	23	38	4.85
16. offers parents a variety of ways to communicate with teachers.	0	0	8	38	15	38	4.85
17. gives parents the help they may need to play an active role in their child's education.	0	0	0	46	15	38	4.92
18. provides information on agencies that can assist my child in the transition from school.	0	0	15	38	15	31	4.62

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Bleckley County-Bleckley Middle School
 Code: 6120112
 Number of Respondents: 47
 Return Rate: 61%
 Total Satisfaction (M1-M18): 84 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	2	0	40	21	36	4.89
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	2	0	7	39	17	35	4.74
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	2	31	31	36	5.00**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	5	0	12	40	21	23	4.42
5. I was given information about organizations that offer support for parents of students with disabilities.	9	2	23	28	16	21	4.02*
6. My child's evaluation report and other written information are in terms I understand.	0	0	2	45	18	34	4.84
PART II: Teachers and Administrators:							
7. are available to speak with me.	2	0	4	30	23	40	4.94
8. treat me as a team member.	2	0	9	32	19	38	4.81
9. seek out parent input.	2	2	7	35	26	28	4.65
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	5	2	39	20	34	4.76
11. encourage me to participate in the decision-making process.	0	2	7	33	27	31	4.78
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	2	2	0	44	29	22	4.61
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	13	42	16	29	4.60
14. gives me choices with regard to services that address my child's needs.	0	2	9	38	22	29	4.67
15. offers parents training about special education issues.	2	5	31	26	17	19	4.07
16. offers parents a variety of ways to communicate with teachers.	0	2	9	30	30	30	4.75
17. gives parents the help they may need to play an active role in their child's education.	0	2	13	24	30	30	4.74
18. provides information on agencies that can assist my child in the transition from school.	0	5	21	33	10	31	4.40

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Brantley County-Waynesville Primary School
 Code: 6130101
 Number of Respondents: 17
 Return Rate: 63%
 Total Satisfaction (M1-M18): 84 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	41	35	24	4.82
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	12	35	35	18	4.59
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	29	53	18	4.88
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	6	19	50	6	19	4.13
5. I was given information about organizations that offer support for parents of students with disabilities.	12	0	29	29	12	18	3.82
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	35	35	29	4.94
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	12	41	47	5.35**
8. treat me as a team member.	0	0	0	35	35	29	4.94
9. seek out parent input.	0	0	0	29	47	24	4.94
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	24	47	29	5.06
11. encourage me to participate in the decision-making process.	0	0	0	24	47	29	5.06
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	0	53	29	18	4.65
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	0	47	29	24	4.76
14. gives me choices with regard to services that address my child's needs.	0	0	12	41	29	18	4.53
15. offers parents training about special education issues.	12	0	41	24	6	18	3.65*
16. offers parents a variety of ways to communicate with teachers.	0	0	6	47	24	24	4.65
17. gives parents the help they may need to play an active role in their child's education.	0	0	0	47	24	29	4.82
18. provides information on agencies that can assist my child in the transition from school.	12	0	12	53	6	18	3.94

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Brantley County-Brantley County High School
 Code: 6131050
 Number of Respondents: 33
 Return Rate: 47%
 Total Satisfaction (M1-M18): 87 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	31	22	47	5.16
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	6	39	18	36	4.85
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	27	33	39	5.12
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	3	19	28	19	31	4.56
5. I was given information about organizations that offer support for parents of students with disabilities.	3	0	19	28	25	25	4.47
6. My child's evaluation report and other written information are in terms I understand.	0	3	0	42	15	39	4.88
PART II: Teachers and Administrators:							
7. are available to speak with me.	3	0	0	24	18	55	5.18**
8. treat me as a team member.	3	0	0	30	24	42	5.00
9. seek out parent input.	3	3	0	28	25	41	4.91
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	6	0	0	27	21	45	4.94
11. encourage me to participate in the decision-making process.	0	0	6	31	22	41	4.97
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	6	33	21	39	4.94
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	3	0	31	25	41	5.00
14. gives me choices with regard to services that address my child's needs.	3	0	3	42	19	32	4.71
15. offers parents training about special education issues.	9	0	16	34	9	31	4.28*
16. offers parents a variety of ways to communicate with teachers.	6	0	0	34	19	41	4.81
17. gives parents the help they may need to play an active role in their child's education.	6	0	0	34	25	34	4.75
18. provides information on agencies that can assist my child in the transition from school.	6	0	6	38	19	31	4.56

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Brantley County-Hoboken Elementary School
 Code: 6132050
 Number of Respondents: 21
 Return Rate: 38%
 Total Satisfaction (M1-M18): 87 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	10	24	14	52	5.10
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	6	22	17	56	5.22
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	5	16	26	53	5.26
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	7	0	20	47	0	27	4.13
5. I was given information about organizations that offer support for parents of students with disabilities.	5	0	20	40	5	30	4.30
6. My child's evaluation report and other written information are in terms I understand.	0	5	10	29	10	48	4.86
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	30	5	65	5.35**
8. treat me as a team member.	5	0	5	25	0	65	5.10
9. seek out parent input.	0	0	10	33	5	52	5.00
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	5	47	0	47	4.89
11. encourage me to participate in the decision-making process.	0	0	10	30	5	55	5.05
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	10	29	10	52	5.05
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	10	48	10	33	4.67
14. gives me choices with regard to services that address my child's needs.	0	0	16	37	11	37	4.68
15. offers parents training about special education issues.	6	0	18	47	6	24	4.18
16. offers parents a variety of ways to communicate with teachers.	0	0	20	25	20	35	4.70
17. gives parents the help they may need to play an active role in their child's education.	0	0	5	42	11	42	4.89
18. provides information on agencies that can assist my child in the transition from school.	6	0	22	44	6	22	4.11*

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Bryan County-Richmond Hill High School
 Code: 6150182
 Number of Respondents: 46
 Return Rate: 37%
 Total Satisfaction (M1-M18): 84 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	2	4	0	28	17	48	4.98
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	2	2	11	24	20	41	4.80
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	4	2	17	28	48	5.13**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	7	2	12	29	17	33	4.45
5. I was given information about organizations that offer support for parents of students with disabilities.	9	4	16	27	16	29	4.22
6. My child's evaluation report and other written information are in terms I understand.	0	4	4	20	33	39	4.98
PART II: Teachers and Administrators:							
7. are available to speak with me.	4	2	4	22	20	48	4.93
8. treat me as a team member.	7	2	0	22	24	46	4.91
9. seek out parent input.	7	5	9	23	18	39	4.57
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	7	0	5	26	30	33	4.70
11. encourage me to participate in the decision-making process.	4	2	9	24	24	37	4.72
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	4	0	4	31	22	38	4.80
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	4	4	11	30	24	26	4.43
14. gives me choices with regard to services that address my child's needs.	2	5	9	32	23	30	4.57
15. offers parents training about special education issues.	12	0	33	24	14	17	3.79*
16. offers parents a variety of ways to communicate with teachers.	2	0	13	28	22	35	4.72
17. gives parents the help they may need to play an active role in their child's education.	5	2	12	28	23	30	4.53
18. provides information on agencies that can assist my child in the transition from school.	5	10	14	19	24	29	4.33

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Bryan County-Richmond Hill Middle School
 Code: 6150199
 Number of Respondents: 13
 Return Rate: 10%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Bryan County-Richmond Hill Primary School
 Code: 6150202
 Number of Respondents: 36
 Return Rate: 100+%
 Total Satisfaction (M1-M18): 88 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	3	0	0	20	29	49	5.17
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	6	11	42	11	31	4.50
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	3	0	0	17	42	39	5.11
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	6	3	13	41	9	28	4.28
5. I was given information about organizations that offer support for parents of students with disabilities.	3	0	11	28	25	33	4.72
6. My child's evaluation report and other written information are in terms I understand.	3	0	0	25	31	42	5.06
PART II: Teachers and Administrators:							
7. are available to speak with me.	3	0	3	14	19	61	5.31**
8. treat me as a team member.	3	0	3	14	31	50	5.19
9. seek out parent input.	6	0	0	19	25	50	5.08
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	3	0	3	25	25	44	5.03
11. encourage me to participate in the decision-making process.	3	0	0	31	25	42	5.00
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	3	0	3	28	17	50	5.06
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	3	3	6	14	25	50	5.06
14. gives me choices with regard to services that address my child's needs.	3	3	6	23	20	46	4.91
15. offers parents training about special education issues.	6	0	22	39	11	22	4.17*
16. offers parents a variety of ways to communicate with teachers.	3	0	6	28	17	47	4.97
17. gives parents the help they may need to play an active role in their child's education.	6	0	0	37	17	40	4.80
18. provides information on agencies that can assist my child in the transition from school.	3	0	11	46	14	26	4.46

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Bryan County-Bryan County Elementary School
 Code: 6150286
 Number of Respondents: 29
 Return Rate: 48%
 Total Satisfaction (M1-M18): 91 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	3	28	14	55	5.21
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	3	0	28	17	52	5.14
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	25	14	61	5.36**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	7	0	3	31	28	31	4.66*
5. I was given information about organizations that offer support for parents of students with disabilities.	0	0	14	21	32	32	4.82
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	32	14	54	5.21
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	4	25	18	54	5.21
8. treat me as a team member.	0	0	3	21	24	52	5.24
9. seek out parent input.	0	0	3	24	21	52	5.21
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	4	35	19	42	5.00
11. encourage me to participate in the decision-making process.	0	0	7	18	21	54	5.21
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	7	24	24	45	5.07
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	7	21	24	48	5.14
14. gives me choices with regard to services that address my child's needs.	0	0	7	30	22	41	4.96
15. offers parents training about special education issues.	0	4	7	36	18	36	4.75
16. offers parents a variety of ways to communicate with teachers.	0	4	0	29	14	54	5.14
17. gives parents the help they may need to play an active role in their child's education.	0	4	0	29	18	50	5.11
18. provides information on agencies that can assist my child in the transition from school.	0	0	15	33	19	33	4.70

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Bulloch County-William James Middle School
 Code: 6160198
 Number of Respondents: 25
 Return Rate: 32%
 Total Satisfaction (M1-M18): 81 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	8	0	12	36	12	32	4.40
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	4	4	0	29	29	33	4.75
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	4	0	4	22	30	39	4.91**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	9	4	4	39	13	30	4.35
5. I was given information about organizations that offer support for parents of students with disabilities.	8	13	4	38	8	29	4.13
6. My child's evaluation report and other written information are in terms I understand.	8	4	4	29	17	38	4.54
PART II: Teachers and Administrators:							
7. are available to speak with me.	4	4	4	20	24	44	4.88
8. treat me as a team member.	8	4	4	25	17	42	4.63
9. seek out parent input.	13	0	8	25	21	33	4.42
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	8	4	0	24	28	36	4.68
11. encourage me to participate in the decision-making process.	4	8	8	28	8	44	4.60
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	13	0	13	21	17	38	4.42
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	4	8	13	21	17	38	4.50
14. gives me choices with regard to services that address my child's needs.	8	4	12	28	16	32	4.36
15. offers parents training about special education issues.	8	8	17	17	17	33	4.25
16. offers parents a variety of ways to communicate with teachers.	8	0	8	28	16	40	4.64
17. gives parents the help they may need to play an active role in their child's education.	8	0	8	33	13	38	4.54
18. provides information on agencies that can assist my child in the transition from school.	21	0	8	29	8	33	4.04*

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Bulloch County-Brooklet Elementary School
 Code: 6160200
 Number of Respondents: 17
 Return Rate: 85%
 Total Satisfaction (M1-M18): 97 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	12	24	65	5.53
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	0	18	24	59	5.41
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	6	24	71	5.65
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	6	25	13	56	5.19
5. I was given information about organizations that offer support for parents of students with disabilities.	0	6	6	25	19	44	4.88*
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	12	24	65	5.53
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	0	25	75	5.75**
8. treat me as a team member.	0	0	0	6	13	81	5.75**
9. seek out parent input.	0	0	0	12	24	65	5.53
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	29	18	53	5.24
11. encourage me to participate in the decision-making process.	0	0	0	12	18	71	5.59
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	6	6	18	71	5.53
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	6	18	18	59	5.29
14. gives me choices with regard to services that address my child's needs.	0	0	0	29	6	65	5.35
15. offers parents training about special education issues.	0	0	0	38	19	44	5.06
16. offers parents a variety of ways to communicate with teachers.	0	0	0	18	18	65	5.47
17. gives parents the help they may need to play an active role in their child's education.	0	0	0	24	24	53	5.29
18. provides information on agencies that can assist my child in the transition from school.	0	0	0	31	19	50	5.19

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Calhoun County-Calhoun County Elementary School
 Code: 6190179
 Number of Respondents: 15
 Return Rate: 58%
 Total Satisfaction (M1-M18): 85 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	40	20	40	5.00
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	20	40	13	27	4.47
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	33	33	33	5.00
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	7	0	21	50	14	7	3.86*
5. I was given information about organizations that offer support for parents of students with disabilities.	0	0	20	60	20	0	4.00
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	40	27	33	4.93
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	7	33	20	40	4.93
8. treat me as a team member.	0	0	0	33	27	40	5.07
9. seek out parent input.	0	0	0	27	13	60	5.33**
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	47	7	47	5.00
11. encourage me to participate in the decision-making process.	0	0	0	60	0	40	4.80
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	0	27	33	40	5.13
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	0	27	27	47	5.20
14. gives me choices with regard to services that address my child's needs.	0	0	7	36	29	29	4.79
15. offers parents training about special education issues.	0	7	7	64	7	14	4.14
16. offers parents a variety of ways to communicate with teachers.	0	7	0	50	21	21	4.50
17. gives parents the help they may need to play an active role in their child's education.	0	7	0	29	14	50	5.00
18. provides information on agencies that can assist my child in the transition from school.	0	7	14	50	0	29	4.29

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Calhoun County-Calhoun County Middle School
 Code: 6190213
 Number of Respondents: 3
 Return Rate: 23%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
SPRING 2015

Name: Camden County-Kingsland Elementary School
 Code: 6200193
 Number of Respondents: 25
 Return Rate: 60%
 Total Satisfaction (M1-M18): 88 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	8	29	17	46	5.00
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	16	28	12	44	4.84
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	8	28	16	48	5.04
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	4	13	30	13	39	4.70
5. I was given information about organizations that offer support for parents of students with disabilities.	4	0	24	28	12	32	4.40
6. My child's evaluation report and other written information are in terms I understand.	0	0	8	36	12	44	4.92
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	8	24	12	56	5.16**
8. treat me as a team member.	0	0	8	32	8	52	5.04
9. seek out parent input.	0	0	4	32	12	52	5.12
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	4	28	28	40	5.04
11. encourage me to participate in the decision-making process.	0	0	8	20	24	48	5.12
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	4	4	32	16	44	4.92
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	4	4	32	20	40	4.88
14. gives me choices with regard to services that address my child's needs.	0	0	16	32	12	40	4.76
15. offers parents training about special education issues.	0	4	24	40	8	24	4.24*
16. offers parents a variety of ways to communicate with teachers.	0	0	4	28	24	44	5.08
17. gives parents the help they may need to play an active role in their child's education.	0	0	8	28	24	40	4.96
18. provides information on agencies that can assist my child in the transition from school.	0	0	17	38	13	33	4.63

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Carroll County-Mount Zion Elementary School
 Code: 6220176
 Number of Respondents: 15
 Return Rate: 18%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Carroll County-Mt. Zion High School
 Code: 6220212
 Number of Respondents: 5
 Return Rate: 13%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree	Mean
	%	%	%	%	%	%	
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Catoosa County-Boynton Elementary School
 Code: 6231050
 Number of Respondents: 60
 Return Rate: 57%
 Total Satisfaction (M1-M18): 88 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	2	0	2	20	17	59	5.29
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	2	0	5	35	12	46	4.93
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	2	0	0	21	11	66	5.38**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	5	0	7	36	21	30	4.59
5. I was given information about organizations that offer support for parents of students with disabilities.	7	0	22	37	19	15	4.04
6. My child's evaluation report and other written information are in terms I understand.	2	0	3	23	22	50	5.13
PART II: Teachers and Administrators:							
7. are available to speak with me.	2	0	3	18	17	60	5.28
8. treat me as a team member.	2	0	3	22	12	61	5.25
9. seek out parent input.	2	0	10	20	14	54	5.07
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	2	0	0	21	16	61	5.32
11. encourage me to participate in the decision-making process.	2	0	5	19	19	55	5.19
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	2	0	2	26	23	47	5.11
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	2	2	7	24	22	44	4.95
14. gives me choices with regard to services that address my child's needs.	2	0	11	33	14	40	4.79
15. offers parents training about special education issues.	4	6	28	39	9	15	3.89*
16. offers parents a variety of ways to communicate with teachers.	2	0	5	26	12	54	5.11
17. gives parents the help they may need to play an active role in their child's education.	5	0	5	32	12	46	4.83
18. provides information on agencies that can assist my child in the transition from school.	6	0	16	43	16	20	4.22

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Catoosa County-Graysville Elementary School
 Code: 6235050
 Number of Respondents: 29
 Return Rate: 34%
 Total Satisfaction (M1-M18): 88 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	7	3	21	17	52	5.03
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	3	3	7	28	14	45	4.79
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	3	3	3	14	10	66	5.21**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	4	4	11	33	11	37	4.56
5. I was given information about organizations that offer support for parents of students with disabilities.	4	7	25	21	7	36	4.29
6. My child's evaluation report and other written information are in terms I understand.	3	3	0	28	17	48	4.97
PART II: Teachers and Administrators:							
7. are available to speak with me.	3	3	0	17	17	59	5.17
8. treat me as a team member.	3	3	0	21	17	55	5.10
9. seek out parent input.	3	3	0	24	10	59	5.10
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	4	7	0	21	18	50	4.93
11. encourage me to participate in the decision-making process.	3	3	0	24	17	52	5.03
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	3	3	3	24	14	52	4.97
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	7	3	7	31	10	41	4.59
14. gives me choices with regard to services that address my child's needs.	4	4	0	32	11	50	4.93
15. offers parents training about special education issues.	7	3	14	34	14	28	4.28*
16. offers parents a variety of ways to communicate with teachers.	3	3	0	24	10	59	5.10
17. gives parents the help they may need to play an active role in their child's education.	3	3	3	24	10	55	5.00
18. provides information on agencies that can assist my child in the transition from school.	4	4	18	25	18	32	4.46

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Charlton County-Bethune Middle School
 Code: 6240112
 Number of Respondents: 12
 Return Rate: 32%
 Total Satisfaction (M1-M18): 85 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	8	50	0	42	4.75
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	8	50	0	42	4.75
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	8	33	17	42	4.92**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	25	33	17	25	4.42*
5. I was given information about organizations that offer support for parents of students with disabilities.	0	0	0	50	8	42	4.92**
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	50	8	42	4.92**
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	18	27	18	36	4.73
8. treat me as a team member.	0	0	9	36	9	45	4.91
9. seek out parent input.	0	0	17	42	8	33	4.58
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	8	50	0	42	4.75
11. encourage me to participate in the decision-making process.	0	0	8	42	8	42	4.83
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	8	42	8	42	4.83
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	8	0	8	25	25	33	4.58
14. gives me choices with regard to services that address my child's needs.	0	0	25	25	17	33	4.58
15. offers parents training about special education issues.	0	0	17	42	8	33	4.58
16. offers parents a variety of ways to communicate with teachers.	0	0	17	25	17	42	4.83
17. gives parents the help they may need to play an active role in their child's education.	0	0	17	33	8	42	4.75
18. provides information on agencies that can assist my child in the transition from school.	0	0	18	45	0	36	4.55

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Charlton County-St. George Elementary School
 Code: 6244050
 Number of Respondents: 6
 Return Rate: 40%
 Total Satisfaction (M1-M18): 89 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree	Mean
	%	%	%	%	%	%	
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	33	33	33	5.00
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	0	33	17	50	5.17**
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	33	17	50	5.17**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	0	20	60	20	5.00
5. I was given information about organizations that offer support for parents of students with disabilities.	0	0	20	40	20	20	4.40*
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	17	50	33	5.17**
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	17	50	33	5.17**
8. treat me as a team member.	0	0	0	17	50	33	5.17**
9. seek out parent input.	0	0	0	50	17	33	4.83
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	50	17	33	4.83
11. encourage me to participate in the decision-making process.	0	0	0	33	17	50	5.17**
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	0	33	33	33	5.00
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	0	33	33	33	5.00
14. gives me choices with regard to services that address my child's needs.	0	0	0	33	33	33	5.00
15. offers parents training about special education issues.	0	0	0	60	20	20	4.60
16. offers parents a variety of ways to communicate with teachers.	0	0	0	33	33	33	5.00
17. gives parents the help they may need to play an active role in their child's education.	0	0	0	33	33	33	5.00
18. provides information on agencies that can assist my child in the transition from school.	0	0	40	0	40	20	4.40*

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Chatham County-Georgetown School
 Code: 6250194
 Number of Respondents: 61
 Return Rate: 64%
 Total Satisfaction (M1-M18): 81 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	2	2	2	46	24	25	4.64
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	5	2	8	42	20	23	4.40
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	2	2	2	37	18	40	4.88
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	7	4	9	39	18	23	4.27
5. I was given information about organizations that offer support for parents of students with disabilities.	7	3	21	40	14	16	3.97
6. My child's evaluation report and other written information are in terms I understand.	5	4	7	26	26	32	4.60
PART II: Teachers and Administrators:							
7. are available to speak with me.	5	0	2	28	23	42	4.90**
8. treat me as a team member.	3	0	5	38	18	36	4.75
9. seek out parent input.	4	2	9	35	18	33	4.61
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	4	0	7	33	25	32	4.70
11. encourage me to participate in the decision-making process.	5	0	2	45	17	31	4.62
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	3	2	5	40	19	31	4.62
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	5	0	5	39	17	34	4.64
14. gives me choices with regard to services that address my child's needs.	4	2	13	34	14	34	4.55
15. offers parents training about special education issues.	6	6	36	28	13	11	3.72*
16. offers parents a variety of ways to communicate with teachers.	5	0	5	47	14	29	4.51
17. gives parents the help they may need to play an active role in their child's education.	4	2	7	46	14	28	4.49
18. provides information on agencies that can assist my child in the transition from school.	4	6	19	43	11	17	4.04

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Chatham County-West Chatham Elementary School
 Code: 6250200
 Number of Respondents: 17
 Return Rate: 20%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
SPRING 2015

Name: Chatham County-Savannah Arts Academy
 Code: 6250499
 Number of Respondents: 5
 Return Rate: 71%
 Total Satisfaction (M1-M18): 94 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	20	0	80	5.60**
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	0	40	0	60	5.20
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	40	0	60	5.20
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	0	40	0	60	5.20
5. I was given information about organizations that offer support for parents of students with disabilities.	0	0	0	60	0	40	4.80
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	40	0	60	5.20
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	20	0	80	5.60**
8. treat me as a team member.	0	0	0	20	0	80	5.60**
9. seek out parent input.	0	0	20	0	0	80	5.40
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	25	0	75	5.50
11. encourage me to participate in the decision-making process.	0	0	0	20	0	80	5.60**
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	20	0	0	80	5.40
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	0	20	20	60	5.40
14. gives me choices with regard to services that address my child's needs.	0	0	0	20	20	60	5.40
15. offers parents training about special education issues.	0	0	25	50	0	25	4.25*
16. offers parents a variety of ways to communicate with teachers.	0	0	0	50	0	50	5.00
17. gives parents the help they may need to play an active role in their child's education.	0	0	0	50	0	50	5.00
18. provides information on agencies that can assist my child in the transition from school.	0	0	0	50	0	50	5.00

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Chatham County-Gadsden Elementary School
 Code: 6251056
 Number of Respondents: 36
 Return Rate: 63%
 Total Satisfaction (M1-M18): 84 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	9	0	0	20	9	63	5.09
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	3	0	3	37	11	46	4.91
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	3	0	0	33	17	47	5.03
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	9	6	21	24	9	32	4.15
5. I was given information about organizations that offer support for parents of students with disabilities.	14	8	19	17	11	31	3.94*
6. My child's evaluation report and other written information are in terms I understand.	9	0	9	31	11	40	4.57
PART II: Teachers and Administrators:							
7. are available to speak with me.	6	0	3	22	8	61	5.11**
8. treat me as a team member.	3	0	11	20	20	46	4.91
9. seek out parent input.	8	0	6	25	8	53	4.83
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	3	0	6	32	9	50	4.94
11. encourage me to participate in the decision-making process.	9	0	3	21	18	50	4.88
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	8	0	3	36	11	42	4.67
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	8	0	0	36	14	42	4.72
14. gives me choices with regard to services that address my child's needs.	9	0	14	31	9	37	4.43
15. offers parents training about special education issues.	6	3	28	28	3	33	4.19
16. offers parents a variety of ways to communicate with teachers.	6	0	14	25	14	42	4.67
17. gives parents the help they may need to play an active role in their child's education.	6	0	6	39	11	39	4.67
18. provides information on agencies that can assist my child in the transition from school.	8	3	22	28	6	33	4.19

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Chatham County-White Bluff Elementary School
 Code: 6251070
 Number of Respondents: 15
 Return Rate: 15%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Chatham County-Ellis Elementary School
 Code: 6254054
 Number of Respondents: 6
 Return Rate: 24%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Chatham County-Haven Elementary School
 Code: 6254056
 Number of Respondents: 25
 Return Rate: 46%
 Total Satisfaction (M1-M18): 85 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	4	0	8	28	4	56	4.96
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	4	0	12	24	24	36	4.72
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	4	0	16	28	52	5.24**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	8	4	20	16	20	32	4.32
5. I was given information about organizations that offer support for parents of students with disabilities.	8	0	25	21	13	33	4.29
6. My child's evaluation report and other written information are in terms I understand.	0	4	8	20	16	52	5.04
PART II: Teachers and Administrators:							
7. are available to speak with me.	4	0	0	32	12	52	5.04
8. treat me as a team member.	8	0	4	28	16	44	4.76
9. seek out parent input.	4	0	12	28	12	44	4.76
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	4	0	8	36	8	44	4.76
11. encourage me to participate in the decision-making process.	4	0	8	28	20	40	4.80
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	8	0	8	32	12	40	4.60
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	13	0	13	13	13	50	4.63
14. gives me choices with regard to services that address my child's needs.	0	0	4	46	8	42	4.88
15. offers parents training about special education issues.	4	4	24	32	12	24	4.16*
16. offers parents a variety of ways to communicate with teachers.	4	0	13	25	17	42	4.75
17. gives parents the help they may need to play an active role in their child's education.	0	4	8	40	4	44	4.76
18. provides information on agencies that can assist my child in the transition from school.	0	0	26	30	17	26	4.43

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Chatham County-Hesse School
 Code: 6254058
 Number of Respondents: 63
 Return Rate: 78%
 Total Satisfaction (M1-M18): 88 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree	Mean
	%	%	%	%	%	%	
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	2	0	2	29	29	40	5.02
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	2	0	10	32	23	34	4.76
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	2	0	3	23	31	42	5.06
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	3	0	12	28	26	31	4.66
5. I was given information about organizations that offer support for parents of students with disabilities.	5	0	26	21	23	25	4.30
6. My child's evaluation report and other written information are in terms I understand.	0	0	3	33	21	43	5.03
PART II: Teachers and Administrators:							
7. are available to speak with me.	2	0	2	23	19	55	5.23**
8. treat me as a team member.	2	0	2	22	29	46	5.14
9. seek out parent input.	2	0	3	24	35	37	5.00
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	2	0	2	33	22	41	4.98
11. encourage me to participate in the decision-making process.	2	0	3	27	27	41	5.02
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	2	0	2	30	27	40	5.00
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	2	0	3	25	27	43	5.05
14. gives me choices with regard to services that address my child's needs.	2	0	8	32	20	37	4.81
15. offers parents training about special education issues.	0	0	35	33	12	21	4.19*
16. offers parents a variety of ways to communicate with teachers.	2	0	3	31	20	44	5.00
17. gives parents the help they may need to play an active role in their child's education.	0	0	3	31	29	36	4.98
18. provides information on agencies that can assist my child in the transition from school.	0	0	31	25	21	23	4.37

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Chattahoochee County-Chattahoochee County Middle School
 Code: 6260106
 Number of Respondents: 12
 Return Rate: 39%
 Total Satisfaction (M1-M18): 84 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	17	25	8	50	4.92
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	8	33	8	50	5.00
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	8	25	0	67	5.25**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	8	25	25	42	5.00
5. I was given information about organizations that offer support for parents of students with disabilities.	25	0	8	42	0	25	3.67*
6. My child's evaluation report and other written information are in terms I understand.	0	0	8	33	0	58	5.08
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	8	42	0	50	4.92
8. treat me as a team member.	0	0	0	50	0	50	5.00
9. seek out parent input.	0	8	17	33	0	42	4.50
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	33	8	58	5.25**
11. encourage me to participate in the decision-making process.	0	8	0	50	0	42	4.67
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	0	50	8	42	4.92
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	0	64	9	27	4.64
14. gives me choices with regard to services that address my child's needs.	0	0	8	58	8	25	4.50
15. offers parents training about special education issues.	17	0	33	25	0	25	3.67*
16. offers parents a variety of ways to communicate with teachers.	0	0	17	42	17	25	4.50
17. gives parents the help they may need to play an active role in their child's education.	0	0	18	45	0	36	4.55
18. provides information on agencies that can assist my child in the transition from school.	17	0	25	25	0	33	3.92

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Chattooga County-Leroy Massey Elementary School
 Code: 6270106
 Number of Respondents: 48
 Return Rate: 48%
 Total Satisfaction (M1-M18): 85 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	2	4	10	21	15	48	4.85
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	7	7	24	17	46	4.89
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	4	0	28	11	57	5.15
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	7	11	22	29	31	4.67
5. I was given information about organizations that offer support for parents of students with disabilities.	6	2	23	28	21	19	4.13
6. My child's evaluation report and other written information are in terms I understand.	0	4	6	30	15	45	4.89
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	2	6	19	19	54	5.17**
8. treat me as a team member.	0	2	6	30	13	49	5.00
9. seek out parent input.	0	2	15	21	26	36	4.79
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	2	0	27	27	44	5.11
11. encourage me to participate in the decision-making process.	2	2	11	28	17	40	4.77
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	2	2	9	18	22	47	4.96
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	2	2	15	20	22	39	4.74
14. gives me choices with regard to services that address my child's needs.	4	2	13	29	21	31	4.54
15. offers parents training about special education issues.	4	0	29	36	16	16	4.04*
16. offers parents a variety of ways to communicate with teachers.	0	2	20	30	15	33	4.57
17. gives parents the help they may need to play an active role in their child's education.	2	2	17	26	19	34	4.60
18. provides information on agencies that can assist my child in the transition from school.	2	2	24	31	14	26	4.31

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Chattooga County-Chattooga High School
 Code: 6271050
 Number of Respondents: 14
 Return Rate: 12%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Chattooga County-Lyerly Elementary School
 Code: 6272050
 Number of Respondents: 7
 Return Rate: 17%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Chattooga County-Summerville Middle School
 Code: 6272052
 Number of Respondents: 11
 Return Rate: 16%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
SPRING 2015

Name: Chattooga County-Menlo Elementary School
 Code: 6273050
 Number of Respondents: 18
 Return Rate: 58%
 Total Satisfaction (M1-M18): 75 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	6	56	17	22	4.56
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	11	50	22	17	4.44
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	61	22	17	4.56
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	12	0	29	53	6	0	3.41*
5. I was given information about organizations that offer support for parents of students with disabilities.	11	0	28	50	11	0	3.50
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	71	18	12	4.41
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	53	35	12	4.59**
8. treat me as a team member.	0	0	6	47	35	12	4.53
9. seek out parent input.	0	6	0	41	41	12	4.53
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	12	47	29	12	4.41
11. encourage me to participate in the decision-making process.	0	0	12	47	24	18	4.47
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	13	56	19	13	4.31
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	6	0	0	71	18	6	4.12
14. gives me choices with regard to services that address my child's needs.	0	6	18	53	18	6	4.00
15. offers parents training about special education issues.	0	12	29	53	6	0	3.53
16. offers parents a variety of ways to communicate with teachers.	6	0	0	56	25	13	4.31
17. gives parents the help they may need to play an active role in their child's education.	6	6	12	59	18	0	3.76
18. provides information on agencies that can assist my child in the transition from school.	12	0	29	53	6	0	3.41*

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Cherokee County-Carmel Elementary School
 Code: 6280101
 Number of Respondents: 53
 Return Rate: 43%
 Total Satisfaction (M1-M18): 85 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree	Mean
	%	%	%	%	%	%	
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	2	0	2	32	26	38	4.94
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	2	2	8	29	20	39	4.80
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	2	0	0	23	34	42	5.11**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	2	2	4	35	26	30	4.72
5. I was given information about organizations that offer support for parents of students with disabilities.	8	2	26	20	14	30	4.20
6. My child's evaluation report and other written information are in terms I understand.	2	2	2	34	21	40	4.89
PART II: Teachers and Administrators:							
7. are available to speak with me.	2	0	0	30	19	49	5.11**
8. treat me as a team member.	2	0	4	33	21	40	4.92
9. seek out parent input.	2	2	10	33	17	37	4.71
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	2	2	4	33	24	35	4.80
11. encourage me to participate in the decision-making process.	2	2	2	38	17	40	4.85
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	2	2	6	34	23	34	4.75
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	2	0	4	30	25	40	4.94
14. gives me choices with regard to services that address my child's needs.	2	4	10	40	25	19	4.40
15. offers parents training about special education issues.	6	4	32	36	10	12	3.76*
16. offers parents a variety of ways to communicate with teachers.	2	0	4	31	25	37	4.90
17. gives parents the help they may need to play an active role in their child's education.	2	0	8	35	24	31	4.73
18. provides information on agencies that can assist my child in the transition from school.	4	4	23	31	19	19	4.13

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Cherokee County-Woodstock Elementary School
 Code: 6280104
 Number of Respondents: 79
 Return Rate: 88%
 Total Satisfaction (M1-M18): 89 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	8	0	0	19	21	52	5.01
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	6	1	0	23	18	51	4.97
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	7	0	0	14	17	62	5.21**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	8	0	1	26	16	48	4.86
5. I was given information about organizations that offer support for parents of students with disabilities.	8	1	8	31	13	39	4.56
6. My child's evaluation report and other written information are in terms I understand.	9	0	1	15	21	54	5.00
PART II: Teachers and Administrators:							
7. are available to speak with me.	6	1	0	12	22	59	5.18
8. treat me as a team member.	8	3	0	14	19	56	5.03
9. seek out parent input.	6	4	0	17	21	52	4.97
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	7	1	1	23	13	55	4.99
11. encourage me to participate in the decision-making process.	5	3	0	17	17	58	5.13
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	5	3	1	22	18	51	4.97
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	6	1	4	15	19	54	5.01
14. gives me choices with regard to services that address my child's needs.	7	0	0	27	18	48	4.93
15. offers parents training about special education issues.	7	0	12	36	11	34	4.46*
16. offers parents a variety of ways to communicate with teachers.	7	0	0	21	14	58	5.11
17. gives parents the help they may need to play an active role in their child's education.	7	1	1	19	21	51	4.99
18. provides information on agencies that can assist my child in the transition from school.	7	0	3	34	12	44	4.75

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Cherokee County-Boston Elementary School
 Code: 6280189
 Number of Respondents: 53
 Return Rate: 76%
 Total Satisfaction (M1-M18): 96 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	19	13	68	5.49
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	2	0	2	21	15	60	5.27
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	10	12	78	5.69**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	2	2	4	13	19	60	5.25
5. I was given information about organizations that offer support for parents of students with disabilities.	2	2	20	16	14	46	4.76
6. My child's evaluation report and other written information are in terms I understand.	0	4	0	17	8	72	5.43
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	15	11	74	5.58
8. treat me as a team member.	0	0	0	17	17	66	5.49
9. seek out parent input.	0	0	2	17	15	65	5.44
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	18	16	67	5.49
11. encourage me to participate in the decision-making process.	0	0	2	10	23	65	5.52
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	0	14	22	65	5.51
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	4	19	12	65	5.38
14. gives me choices with regard to services that address my child's needs.	0	0	0	22	20	59	5.37
15. offers parents training about special education issues.	0	4	21	27	6	42	4.60*
16. offers parents a variety of ways to communicate with teachers.	0	0	2	16	18	65	5.45
17. gives parents the help they may need to play an active role in their child's education.	0	0	4	21	12	63	5.35
18. provides information on agencies that can assist my child in the transition from school.	0	0	13	27	4	56	5.02

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Cherokee County-Bascomb Elementary School
 Code: 6280196
 Number of Respondents: 58
 Return Rate: 62%
 Total Satisfaction (M1-M18): 88 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	2	2	2	17	36	41	5.09
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	5	0	7	23	25	39	4.80
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	2	2	0	16	32	48	5.20
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	2	5	2	17	34	39	4.93
5. I was given information about organizations that offer support for parents of students with disabilities.	4	2	15	29	19	31	4.50
6. My child's evaluation report and other written information are in terms I understand.	2	0	3	14	33	48	5.21
PART II: Teachers and Administrators:							
7. are available to speak with me.	2	0	2	14	22	60	5.36**
8. treat me as a team member.	2	2	2	17	21	57	5.24
9. seek out parent input.	3	2	12	17	22	43	4.83
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	2	2	2	28	20	46	4.98
11. encourage me to participate in the decision-making process.	5	0	5	21	19	49	4.96
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	2	2	9	25	21	42	4.88
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	5	2	2	32	16	43	4.80
14. gives me choices with regard to services that address my child's needs.	2	2	11	29	23	34	4.71
15. offers parents training about special education issues.	6	4	20	31	10	29	4.20*
16. offers parents a variety of ways to communicate with teachers.	2	2	0	29	20	48	5.07
17. gives parents the help they may need to play an active role in their child's education.	2	2	5	32	23	37	4.82
18. provides information on agencies that can assist my child in the transition from school.	5	5	15	29	17	29	4.37

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Cherokee County-Teasley Middle School
 Code: 6280287
 Number of Respondents: 114
 Return Rate: 78%
 Total Satisfaction (M1-M18): 91 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	1	0	2	26	10	61	5.28
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	2	3	26	20	50	5.13
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	1	0	3	22	18	56	5.25
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	1	0	9	26	20	45	4.98
5. I was given information about organizations that offer support for parents of students with disabilities.	4	2	16	25	13	41	4.64
6. My child's evaluation report and other written information are in terms I understand.	2	2	3	27	16	50	5.05
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	1	0	25	15	60	5.33**
8. treat me as a team member.	1	0	2	29	13	56	5.20
9. seek out parent input.	1	0	4	28	13	54	5.14
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	1	0	3	32	12	52	5.10
11. encourage me to participate in the decision-making process.	0	0	4	28	14	55	5.19
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	1	0	9	29	15	46	4.96
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	1	1	4	27	10	57	5.15
14. gives me choices with regard to services that address my child's needs.	3	1	6	24	14	52	5.02
15. offers parents training about special education issues.	3	4	12	38	10	33	4.48*
16. offers parents a variety of ways to communicate with teachers.	2	0	2	32	17	47	5.04
17. gives parents the help they may need to play an active role in their child's education.	2	0	5	28	14	50	5.05
18. provides information on agencies that can assist my child in the transition from school.	2	1	12	36	12	38	4.68

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Cherokee County-Little River Elem.
 Code: 6280309
 Number of Respondents: 73
 Return Rate: 71%
 Total Satisfaction (M1-M18): 99 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	1	0	0	4	5	89	5.79**
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	6	0	3	7	4	80	5.44
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	1	0	0	5	4	89	5.78
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	6	0	1	7	6	79	5.46
5. I was given information about organizations that offer support for parents of students with disabilities.	13	0	9	10	6	62	4.83
6. My child's evaluation report and other written information are in terms I understand.	1	1	0	11	5	81	5.60
PART II: Teachers and Administrators:							
7. are available to speak with me.	1	0	0	3	10	86	5.78
8. treat me as a team member.	1	0	0	4	6	89	5.79
9. seek out parent input.	3	0	0	5	7	85	5.68
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	1	0	1	7	6	85	5.69
11. encourage me to participate in the decision-making process.	3	1	0	5	5	85	5.64
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	3	0	0	5	11	81	5.64
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	1	0	0	8	7	83	5.69
14. gives me choices with regard to services that address my child's needs.	3	1	0	8	7	80	5.56
15. offers parents training about special education issues.	18	0	5	15	5	58	4.61*
16. offers parents a variety of ways to communicate with teachers.	1	0	0	7	7	85	5.72
17. gives parents the help they may need to play an active role in their child's education.	3	0	0	7	9	81	5.63
18. provides information on agencies that can assist my child in the transition from school.	17	2	3	11	9	59	4.71

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Cherokee County-Canton Elementary
 Code: 6280409
 Number of Respondents: 51
 Return Rate: 75%
 Total Satisfaction (M1-M18): 86 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	4	2	2	37	24	31	4.69
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	6	0	4	28	22	40	4.80
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	6	2	0	30	16	46	4.86
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	4	6	6	26	15	43	4.68
5. I was given information about organizations that offer support for parents of students with disabilities.	4	0	12	38	12	34	4.56
6. My child's evaluation report and other written information are in terms I understand.	4	2	2	27	16	49	4.96
PART II: Teachers and Administrators:							
7. are available to speak with me.	4	2	2	25	14	53	5.02**
8. treat me as a team member.	4	2	4	31	12	47	4.86
9. seek out parent input.	4	2	4	35	14	41	4.76
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	4	2	4	32	16	42	4.80
11. encourage me to participate in the decision-making process.	4	2	2	29	10	53	4.98
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	4	2	2	31	18	43	4.86
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	4	4	2	28	16	46	4.86
14. gives me choices with regard to services that address my child's needs.	2	2	4	35	18	39	4.82
15. offers parents training about special education issues.	4	2	10	46	10	28	4.40*
16. offers parents a variety of ways to communicate with teachers.	2	2	4	33	20	39	4.84
17. gives parents the help they may need to play an active role in their child's education.	2	4	0	37	18	39	4.82
18. provides information on agencies that can assist my child in the transition from school.	5	0	11	34	9	41	4.66

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Clarke County-Cleveland Road Elementary School
 Code: 6290191
 Number of Respondents: 10
 Return Rate: 32%
 Total Satisfaction (M1-M18): 83 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	10	0	0	20	40	30	4.70
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	11	0	11	44	11	22	4.11*
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	10	0	0	30	30	30	4.60
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	13	50	13	25	4.50
5. I was given information about organizations that offer support for parents of students with disabilities.	10	0	10	10	40	30	4.60
6. My child's evaluation report and other written information are in terms I understand.	10	0	0	20	30	40	4.80
PART II: Teachers and Administrators:							
7. are available to speak with me.	10	0	0	20	20	50	4.90**
8. treat me as a team member.	10	0	0	30	30	30	4.60
9. seek out parent input.	10	0	0	40	10	40	4.60
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	10	0	20	40	30	4.80
11. encourage me to participate in the decision-making process.	0	10	0	30	30	30	4.70
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	10	0	30	40	20	4.60
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	10	0	30	30	30	4.70
14. gives me choices with regard to services that address my child's needs.	10	0	0	40	20	30	4.50
15. offers parents training about special education issues.	0	10	20	20	40	10	4.20
16. offers parents a variety of ways to communicate with teachers.	0	10	0	30	20	40	4.80
17. gives parents the help they may need to play an active role in their child's education.	0	10	0	30	30	30	4.70
18. provides information on agencies that can assist my child in the transition from school.	0	10	10	20	30	30	4.60

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Clarke County-Burney-Harris-Lyons Middle School
 Code: 6290296
 Number of Respondents: 23
 Return Rate: 42%
 Total Satisfaction (M1-M18): 94 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	18	32	50	5.32
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	0	17	30	52	5.35
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	22	22	57	5.35
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	4	0	0	35	22	39	4.87
5. I was given information about organizations that offer support for parents of students with disabilities.	4	0	4	30	30	30	4.74*
6. My child's evaluation report and other written information are in terms I understand.	0	0	4	17	22	57	5.30
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	17	17	65	5.48**
8. treat me as a team member.	0	0	0	18	27	55	5.36
9. seek out parent input.	0	0	0	22	26	52	5.30
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	9	17	17	57	5.22
11. encourage me to participate in the decision-making process.	0	0	0	18	23	59	5.41
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	0	30	30	39	5.09
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	0	22	26	52	5.30
14. gives me choices with regard to services that address my child's needs.	0	0	5	23	18	55	5.23
15. offers parents training about special education issues.	0	0	9	27	36	27	4.82
16. offers parents a variety of ways to communicate with teachers.	0	0	0	17	26	57	5.39
17. gives parents the help they may need to play an active role in their child's education.	0	0	9	13	22	57	5.26
18. provides information on agencies that can assist my child in the transition from school.	9	0	4	13	26	48	4.91

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Clay County-Clay County Elementary
 Code: 6300204
 Number of Respondents: 12
 Return Rate: 57%
 Total Satisfaction (M1-M18): 93 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	33	8	58	5.25
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	0	27	9	64	5.36
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	17	8	75	5.58**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	9	0	27	9	55	5.00
5. I was given information about organizations that offer support for parents of students with disabilities.	0	0	17	42	17	25	4.50*
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	25	0	75	5.50
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	18	9	73	5.55
8. treat me as a team member.	0	0	0	18	18	64	5.45
9. seek out parent input.	8	0	8	8	17	58	5.00
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	33	8	58	5.25
11. encourage me to participate in the decision-making process.	0	0	0	33	8	58	5.25
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	8	0	0	33	0	58	4.92
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	8	8	8	75	5.50
14. gives me choices with regard to services that address my child's needs.	0	0	8	25	8	58	5.17
15. offers parents training about special education issues.	8	0	17	25	8	42	4.50*
16. offers parents a variety of ways to communicate with teachers.	0	8	0	25	0	67	5.17
17. gives parents the help they may need to play an active role in their child's education.	0	8	0	25	8	58	5.08
18. provides information on agencies that can assist my child in the transition from school.	0	0	8	42	0	50	4.92

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Clayton County-Elite Scholars Academy School
 Code: 6310114
 Number of Respondents: 5
 Return Rate: 29%
 Total Satisfaction (M1-M18): 63 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	20	0	0	80	0	0	3.40
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	20	0	20	60	0	0	3.20
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	20	0	0	60	20	0	3.60
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	20	0	20	40	20	0	3.40
5. I was given information about organizations that offer support for parents of students with disabilities.	20	0	0	60	20	0	3.60
6. My child's evaluation report and other written information are in terms I understand.	0	0	20	40	20	20	4.40**
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	60	40	0	4.40**
8. treat me as a team member.	0	0	0	80	0	20	4.40**
9. seek out parent input.	20	0	0	80	0	0	3.40
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	20	0	0	60	0	20	3.80
11. encourage me to participate in the decision-making process.	20	0	0	60	20	0	3.60
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	20	0	20	40	20	0	3.40
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	25	0	0	75	0	0	3.25
14. gives me choices with regard to services that address my child's needs.	20	0	0	80	0	0	3.40
15. offers parents training about special education issues.	60	20	0	20	0	0	1.80*
16. offers parents a variety of ways to communicate with teachers.	20	0	0	60	20	0	3.60
17. gives parents the help they may need to play an active role in their child's education.	20	0	0	60	20	0	3.60
18. provides information on agencies that can assist my child in the transition from school.	25	25	25	25	0	0	2.50

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Clayton County-Morrow Middle School
 Code: 6310117
 Number of Respondents: 12
 Return Rate: 52%
 Total Satisfaction (M1-M18): 79 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	8	75	8	8	4.17
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	8	67	8	17	4.33
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	67	17	17	4.50
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	27	55	9	9	4.00*
5. I was given information about organizations that offer support for parents of students with disabilities.	0	0	18	45	27	9	4.27
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	67	25	8	4.42
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	58	25	17	4.58
8. treat me as a team member.	0	0	0	67	17	17	4.50
9. seek out parent input.	0	0	0	55	27	18	4.64**
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	17	58	8	17	4.25
11. encourage me to participate in the decision-making process.	0	0	8	58	17	17	4.42
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	17	58	0	25	4.33
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	0	67	8	25	4.58
14. gives me choices with regard to services that address my child's needs.	0	0	17	67	0	17	4.17
15. offers parents training about special education issues.	0	0	0	75	8	17	4.42
16. offers parents a variety of ways to communicate with teachers.	0	0	0	67	17	17	4.50
17. gives parents the help they may need to play an active role in their child's education.	0	0	0	67	8	25	4.58
18. provides information on agencies that can assist my child in the transition from school.	0	0	17	58	0	25	4.33

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Clayton County-Mundys Mill Middle School
 Code: 6310174
 Number of Respondents: 22
 Return Rate: 34%
 Total Satisfaction (M1-M18): 81 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	41	32	27	4.86**
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	10	0	5	35	30	20	4.35
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	9	0	5	27	23	36	4.64
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	6	6	6	35	18	29	4.41
5. I was given information about organizations that offer support for parents of students with disabilities.	15	0	15	25	20	25	4.10*
6. My child's evaluation report and other written information are in terms I understand.	9	0	0	41	27	23	4.45
PART II: Teachers and Administrators:							
7. are available to speak with me.	10	0	0	29	29	33	4.67
8. treat me as a team member.	9	0	5	27	32	27	4.55
9. seek out parent input.	9	0	0	32	32	27	4.59
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	9	0	0	27	41	23	4.59
11. encourage me to participate in the decision-making process.	9	0	0	32	36	23	4.55
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	9	0	0	36	36	18	4.45
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	5	0	5	38	24	29	4.62
14. gives me choices with regard to services that address my child's needs.	0	0	9	55	18	18	4.45
15. offers parents training about special education issues.	5	0	15	50	0	30	4.30
16. offers parents a variety of ways to communicate with teachers.	0	0	5	38	24	33	4.86
17. gives parents the help they may need to play an active role in their child's education.	0	0	0	67	10	24	4.57
18. provides information on agencies that can assist my child in the transition from school.	0	5	15	45	10	25	4.35

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Clayton County-Brown Elementary School
 Code: 6310175
 Number of Respondents: 27
 Return Rate: 100+%
 Total Satisfaction (M1-M18): 91 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	7	0	0	15	11	67	5.22
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	7	4	7	11	15	56	4.89
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	4	0	4	12	27	54	5.19
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	4	32	32	32	4.92
5. I was given information about organizations that offer support for parents of students with disabilities.	7	0	15	4	19	56	4.93
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	23	23	54	5.31
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	4	15	22	59	5.37**
8. treat me as a team member.	0	0	8	15	23	54	5.23
9. seek out parent input.	4	4	0	11	30	52	5.15
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	4	0	7	41	48	5.30
11. encourage me to participate in the decision-making process.	0	4	4	11	30	52	5.22
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	15	22	26	37	4.85
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	4	7	4	7	30	48	4.96
14. gives me choices with regard to services that address my child's needs.	4	7	4	22	22	41	4.74
15. offers parents training about special education issues.	0	4	7	30	22	37	4.81
16. offers parents a variety of ways to communicate with teachers.	0	4	0	30	22	44	5.04
17. gives parents the help they may need to play an active role in their child's education.	0	0	4	26	30	41	5.07
18. provides information on agencies that can assist my child in the transition from school.	12	0	8	23	15	42	4.58*

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Clayton County-River's Edge Elementary School
 Code: 6310195
 Number of Respondents: 14
 Return Rate: 100%
 Total Satisfaction (M1-M18): 95 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	7	7	14	71	5.50
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	0	7	21	71	5.64**
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	7	21	71	5.64**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	7	7	29	57	5.36
5. I was given information about organizations that offer support for parents of students with disabilities.	14	7	7	7	14	50	4.50*
6. My child's evaluation report and other written information are in terms I understand.	0	0	7	0	14	79	5.64**
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	8	23	69	5.62
8. treat me as a team member.	0	0	7	7	21	64	5.43
9. seek out parent input.	0	7	0	14	21	57	5.21
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	7	0	7	21	64	5.36
11. encourage me to participate in the decision-making process.	0	0	7	21	14	57	5.21
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	7	29	7	57	5.14
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	7	14	0	21	57	5.07
14. gives me choices with regard to services that address my child's needs.	0	7	7	7	36	43	5.00
15. offers parents training about special education issues.	0	0	7	21	21	50	5.14
16. offers parents a variety of ways to communicate with teachers.	0	0	7	14	29	50	5.21
17. gives parents the help they may need to play an active role in their child's education.	0	0	7	14	29	50	5.21
18. provides information on agencies that can assist my child in the transition from school.	0	0	21	14	21	43	4.86

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Clayton County-Roberta T. Smith Elementary School
 Code: 6310200
 Number of Respondents: 35
 Return Rate: 51%
 Total Satisfaction (M1-M18): 89 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	29	24	47	5.18
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	3	25	22	50	5.19
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	26	20	54	5.29
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	3	0	9	28	28	31	4.72
5. I was given information about organizations that offer support for parents of students with disabilities.	3	6	26	34	14	17	4.03
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	31	23	46	5.14
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	23	17	60	5.37**
8. treat me as a team member.	0	0	0	23	26	51	5.29
9. seek out parent input.	0	0	0	29	20	51	5.23
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	29	20	51	5.23
11. encourage me to participate in the decision-making process.	0	0	0	26	23	51	5.26
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	3	9	26	18	44	4.91
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	3	34	26	37	4.97
14. gives me choices with regard to services that address my child's needs.	0	0	6	38	26	29	4.79
15. offers parents training about special education issues.	0	0	19	38	22	22	4.47
16. offers parents a variety of ways to communicate with teachers.	0	0	6	35	24	35	4.88
17. gives parents the help they may need to play an active role in their child's education.	0	0	9	35	21	35	4.82
18. provides information on agencies that can assist my child in the transition from school.	3	10	32	19	16	19	3.94*

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Clayton County-Forest Park High School
 Code: 6311054
 Number of Respondents: 106
 Return Rate: 52%
 Total Satisfaction (M1-M18): 72 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	7	5	10	39	16	24	4.24
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	10	7	11	43	15	14	3.88
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	8	7	5	42	16	23	4.19
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	9	7	20	34	12	18	3.86
5. I was given information about organizations that offer support for parents of students with disabilities.	10	10	27	26	15	12	3.62*
6. My child's evaluation report and other written information are in terms I understand.	6	7	6	38	22	21	4.28**
PART II: Teachers and Administrators:							
7. are available to speak with me.	8	5	11	34	15	28	4.28**
8. treat me as a team member.	10	5	8	37	15	25	4.19
9. seek out parent input.	11	5	5	42	18	19	4.11
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	10	5	7	38	18	22	4.15
11. encourage me to participate in the decision-making process.	13	5	12	33	19	18	3.97
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	8	5	15	35	19	18	4.08
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	10	7	11	37	17	19	4.00
14. gives me choices with regard to services that address my child's needs.	8	8	13	45	8	17	3.89
15. offers parents training about special education issues.	9	5	25	41	11	10	3.69
16. offers parents a variety of ways to communicate with teachers.	9	5	14	48	11	13	3.84
17. gives parents the help they may need to play an active role in their child's education.	7	4	23	35	14	16	3.95
18. provides information on agencies that can assist my child in the transition from school.	7	6	19	38	15	15	3.91

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Clayton County-Tara Elementary School
 Code: 6311062
 Number of Respondents: 10
 Return Rate: 26%
 Total Satisfaction (M1-M18): 70 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	20	30	10	40	4.70**
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	10	0	20	40	10	20	4.00
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	10	10	20	20	10	30	4.00
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	10	0	20	30	10	30	4.20
5. I was given information about organizations that offer support for parents of students with disabilities.	30	0	20	20	20	10	3.30
6. My child's evaluation report and other written information are in terms I understand.	10	0	10	40	20	20	4.20
PART II: Teachers and Administrators:							
7. are available to speak with me.	11	11	0	33	33	11	4.00
8. treat me as a team member.	10	0	10	40	20	20	4.20
9. seek out parent input.	20	0	0	40	20	20	4.00
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	22	0	22	22	22	11	3.56
11. encourage me to participate in the decision-making process.	10	0	0	50	20	20	4.30
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	10	10	10	20	30	20	4.10
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	30	0	10	20	20	20	3.60
14. gives me choices with regard to services that address my child's needs.	30	10	0	30	20	10	3.30
15. offers parents training about special education issues.	20	10	10	10	20	30	3.90
16. offers parents a variety of ways to communicate with teachers.	20	10	0	20	30	20	3.90
17. gives parents the help they may need to play an active role in their child's education.	20	0	10	20	20	30	4.10
18. provides information on agencies that can assist my child in the transition from school.	40	0	20	20	20	0	2.80*

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Clayton County-Arnold Elementary School
 Code: 6311550
 Number of Respondents: 31
 Return Rate: 70%
 Total Satisfaction (M1-M18): 82 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	6	0	6	26	32	29	4.65
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	16	32	19	32	4.68
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	3	3	0	39	13	42	4.81**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	11	0	14	46	7	21	4.04*
5. I was given information about organizations that offer support for parents of students with disabilities.	7	0	30	27	17	20	4.07
6. My child's evaluation report and other written information are in terms I understand.	6	3	0	39	19	32	4.58
PART II: Teachers and Administrators:							
7. are available to speak with me.	3	3	6	23	26	39	4.81**
8. treat me as a team member.	0	7	3	30	23	37	4.80
9. seek out parent input.	0	7	3	33	23	33	4.73
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	6	6	29	26	32	4.71
11. encourage me to participate in the decision-making process.	3	7	3	30	23	33	4.63
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	6	0	45	6	42	4.77
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	6	6	0	32	19	35	4.58
14. gives me choices with regard to services that address my child's needs.	3	7	3	38	14	34	4.55
15. offers parents training about special education issues.	0	7	14	34	17	28	4.45
16. offers parents a variety of ways to communicate with teachers.	0	10	3	31	21	34	4.66
17. gives parents the help they may need to play an active role in their child's education.	0	7	3	34	21	34	4.72
18. provides information on agencies that can assist my child in the transition from school.	0	11	11	41	15	22	4.26

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Clayton County-North Clayton High School
 Code: 6312052
 Number of Respondents: 17
 Return Rate: 33%
 Total Satisfaction (M1-M18): 76 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	12	6	29	18	35	4.59
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	6	6	18	29	6	35	4.29
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	6	12	18	24	41	4.82
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	7	7	40	7	13	27	3.93
5. I was given information about organizations that offer support for parents of students with disabilities.	0	6	25	38	19	13	4.06
6. My child's evaluation report and other written information are in terms I understand.	0	6	6	24	24	41	4.88**
PART II: Teachers and Administrators:							
7. are available to speak with me.	6	0	0	41	24	29	4.65
8. treat me as a team member.	7	0	7	33	20	33	4.60
9. seek out parent input.	13	0	13	40	0	33	4.13
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	12	6	12	41	6	24	3.94
11. encourage me to participate in the decision-making process.	19	6	6	31	0	38	4.00
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	13	6	6	38	6	31	4.13
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	12	6	18	24	0	41	4.18
14. gives me choices with regard to services that address my child's needs.	18	6	6	24	18	29	4.06
15. offers parents training about special education issues.	6	6	25	19	25	19	4.06
16. offers parents a variety of ways to communicate with teachers.	6	13	6	38	19	19	4.06
17. gives parents the help they may need to play an active role in their child's education.	12	6	6	47	12	18	3.94
18. provides information on agencies that can assist my child in the transition from school.	19	6	13	31	6	25	3.75*

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Clayton County-Haynie Elementary School
 Code: 6313054
 Number of Respondents: 30
 Return Rate: 97%
 Total Satisfaction (M1-M18): 86 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	10	3	3	17	13	53	4.80
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	10	0	10	27	10	43	4.57
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	7	3	0	24	24	41	4.79
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	13	0	10	23	20	33	4.37*
5. I was given information about organizations that offer support for parents of students with disabilities.	17	0	3	10	33	37	4.53
6. My child's evaluation report and other written information are in terms I understand.	10	0	0	17	20	53	4.97
PART II: Teachers and Administrators:							
7. are available to speak with me.	10	0	3	13	13	60	5.00**
8. treat me as a team member.	10	0	3	14	17	55	4.93
9. seek out parent input.	7	3	3	10	24	52	4.97
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	10	0	3	10	28	48	4.90
11. encourage me to participate in the decision-making process.	10	3	0	10	23	53	4.93
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	10	0	3	10	21	55	4.97
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	10	0	3	13	30	43	4.83
14. gives me choices with regard to services that address my child's needs.	13	0	3	13	33	37	4.63
15. offers parents training about special education issues.	13	0	0	20	23	43	4.70
16. offers parents a variety of ways to communicate with teachers.	10	0	0	30	17	43	4.73
17. gives parents the help they may need to play an active role in their child's education.	10	0	0	20	20	50	4.90
18. provides information on agencies that can assist my child in the transition from school.	14	0	0	24	24	38	4.59

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Clayton County-Huie Elementary School
 Code: 6315054
 Number of Respondents: 15
 Return Rate: 33%
 Total Satisfaction (M1-M18): 77 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	7	7	0	33	27	27	4.47
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	20	0	7	40	13	20	3.87
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	7	0	0	33	20	40	4.80**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	7	7	7	40	13	27	4.27
5. I was given information about organizations that offer support for parents of students with disabilities.	7	7	21	36	14	14	3.86
6. My child's evaluation report and other written information are in terms I understand.	7	0	0	67	0	27	4.33
PART II: Teachers and Administrators:							
7. are available to speak with me.	7	0	0	47	13	33	4.60
8. treat me as a team member.	7	0	7	47	13	27	4.40
9. seek out parent input.	7	0	7	43	29	14	4.29
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	13	0	7	27	20	33	4.40
11. encourage me to participate in the decision-making process.	7	0	7	33	13	40	4.67
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	7	0	0	53	20	20	4.40
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	7	0	0	60	13	20	4.33
14. gives me choices with regard to services that address my child's needs.	7	0	13	47	7	27	4.27
15. offers parents training about special education issues.	13	0	13	47	13	13	3.87
16. offers parents a variety of ways to communicate with teachers.	7	0	13	67	0	13	3.93
17. gives parents the help they may need to play an active role in their child's education.	7	0	0	53	13	27	4.47
18. provides information on agencies that can assist my child in the transition from school.	13	7	20	40	7	13	3.60*

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Clinch County-Clinch County Elementary School
 Code: 6320101
 Number of Respondents: 14
 Return Rate: 23%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Cobb County-McCall Primary School
 Code: 6330107
 Number of Respondents: 6
 Return Rate: 21%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree	Mean
	%	%	%	%	%	%	
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
SPRING 2015

Name: Cobb County-Tritt Elementary School
 Code: 6330181
 Number of Respondents: 28
 Return Rate: 37%
 Total Satisfaction (M1-M18): 80 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	4	0	0	33	19	44	4.96
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	4	0	14	43	7	32	4.46
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	4	4	18	21	54	5.18
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	4	4	4	42	4	42	4.65
5. I was given information about organizations that offer support for parents of students with disabilities.	21	7	32	29	4	7	3.07
6. My child's evaluation report and other written information are in terms I understand.	0	0	4	39	21	36	4.89
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	4	4	11	29	54	5.25**
8. treat me as a team member.	4	4	0	23	31	38	4.88
9. seek out parent input.	4	4	7	32	18	36	4.64
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	31	23	46	5.15
11. encourage me to participate in the decision-making process.	4	4	0	22	33	37	4.89
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	4	30	26	41	5.04
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	11	7	0	18	29	36	4.54
14. gives me choices with regard to services that address my child's needs.	7	7	11	46	4	25	4.07
15. offers parents training about special education issues.	27	4	38	19	4	8	2.92
16. offers parents a variety of ways to communicate with teachers.	0	4	11	44	4	37	4.59
17. gives parents the help they may need to play an active role in their child's education.	7	4	11	32	21	25	4.32
18. provides information on agencies that can assist my child in the transition from school.	25	13	29	25	4	4	2.83*

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Cobb County-Shallowford Falls Elementary School
 Code: 6330291
 Number of Respondents: 187
 Return Rate: 100+%
 Total Satisfaction (M1-M18): 88 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	2	3	2	22	18	54	5.13
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	2	2	8	29	18	42	4.85
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	2	2	0	21	19	57	5.25**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	4	2	9	30	20	36	4.69
5. I was given information about organizations that offer support for parents of students with disabilities.	7	4	25	23	15	26	4.14
6. My child's evaluation report and other written information are in terms I understand.	2	2	5	24	20	48	5.03
PART II: Teachers and Administrators:							
7. are available to speak with me.	2	2	4	20	14	58	5.16
8. treat me as a team member.	3	1	4	20	15	57	5.16
9. seek out parent input.	3	2	4	22	18	51	5.04
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	2	2	2	25	19	50	5.06
11. encourage me to participate in the decision-making process.	2	2	4	20	19	54	5.13
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	3	2	5	23	17	50	4.99
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	3	2	5	25	19	46	4.93
14. gives me choices with regard to services that address my child's needs.	1	4	7	30	17	40	4.80
15. offers parents training about special education issues.	7	5	23	29	11	25	4.09*
16. offers parents a variety of ways to communicate with teachers.	3	1	3	26	19	48	5.02
17. gives parents the help they may need to play an active role in their child's education.	2	2	7	31	15	43	4.86
18. provides information on agencies that can assist my child in the transition from school.	4	5	18	32	13	28	4.29

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Cobb County-Ford Elementary School
 Code: 6330292
 Number of Respondents: 35
 Return Rate: 39%
 Total Satisfaction (M1-M18): 83 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	3	0	3	17	40	37	5.03
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	3	0	0	29	23	46	5.06
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	3	0	0	26	26	46	5.09
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	3	3	7	24	38	24	4.62
5. I was given information about organizations that offer support for parents of students with disabilities.	9	6	48	18	6	12	3.42
6. My child's evaluation report and other written information are in terms I understand.	3	0	6	20	29	43	5.00
PART II: Teachers and Administrators:							
7. are available to speak with me.	3	0	0	11	34	51	5.29**
8. treat me as a team member.	3	0	0	14	43	40	5.14
9. seek out parent input.	3	0	3	29	26	38	4.91
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	6	0	3	18	33	39	4.91
11. encourage me to participate in the decision-making process.	3	0	3	20	34	40	5.03
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	3	0	11	20	31	34	4.80
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	3	3	6	29	34	26	4.66
14. gives me choices with regard to services that address my child's needs.	9	3	9	46	11	23	4.17
15. offers parents training about special education issues.	9	12	42	24	3	9	3.27*
16. offers parents a variety of ways to communicate with teachers.	3	3	0	31	29	34	4.83
17. gives parents the help they may need to play an active role in their child's education.	3	3	11	40	23	20	4.37
18. provides information on agencies that can assist my child in the transition from school.	3	10	32	42	0	13	3.65

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Cobb County-Lassiter High School
 Code: 6330381
 Number of Respondents: 18
 Return Rate: 11%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree	Mean
	%	%	%	%	%	%	
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
SPRING 2015

Name: Cobb County-Sope Creek Elementary School
 Code: 6330478
 Number of Respondents: 25
 Return Rate: 26%
 Total Satisfaction (M1-M18): 73 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	8	0	12	40	24	16	4.20
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	4	4	21	42	13	17	4.04
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	4	0	0	44	28	24	4.64
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	13	0	13	50	21	4	3.79
5. I was given information about organizations that offer support for parents of students with disabilities.	17	13	33	25	13	0	3.04*
6. My child's evaluation report and other written information are in terms I understand.	0	4	8	38	33	17	4.50
PART II: Teachers and Administrators:							
7. are available to speak with me.	4	0	0	32	36	28	4.80**
8. treat me as a team member.	4	4	4	38	25	25	4.50
9. seek out parent input.	8	12	8	40	20	12	3.88
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	9	0	0	43	30	17	4.39
11. encourage me to participate in the decision-making process.	4	4	8	36	32	16	4.36
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	12	4	4	36	24	20	4.16
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	4	4	8	44	20	20	4.32
14. gives me choices with regard to services that address my child's needs.	8	4	28	32	24	4	3.72
15. offers parents training about special education issues.	25	8	21	29	17	0	3.04*
16. offers parents a variety of ways to communicate with teachers.	4	4	4	48	32	8	4.24
17. gives parents the help they may need to play an active role in their child's education.	16	0	12	40	28	4	3.76
18. provides information on agencies that can assist my child in the transition from school.	22	4	30	17	22	4	3.26

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Cobb County-Belmont Hills Elementary School
 Code: 6331052
 Number of Respondents: 6
 Return Rate: 10%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Cobb County-Osborne High School
 Code: 6332066
 Number of Respondents: 14
 Return Rate: 6%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
SPRING 2015

Name: Cobb County-Harmony-Leland Elementary School
 Code: 6333060
 Number of Respondents: 37
 Return Rate: 65%
 Total Satisfaction (M1-M18): 86 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	3	6	22	19	50	5.08
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	3	3	14	19	19	42	4.75
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	3	0	17	25	56	5.31**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	3	3	9	30	18	36	4.67
5. I was given information about organizations that offer support for parents of students with disabilities.	5	16	8	41	8	22	3.95*
6. My child's evaluation report and other written information are in terms I understand.	0	3	0	29	12	56	5.18
PART II: Teachers and Administrators:							
7. are available to speak with me.	3	0	0	17	22	58	5.31**
8. treat me as a team member.	0	6	6	22	17	50	5.00
9. seek out parent input.	0	0	6	37	20	37	4.89
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	3	3	3	24	24	43	4.95
11. encourage me to participate in the decision-making process.	3	0	9	17	26	46	5.00
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	9	0	3	20	23	46	4.86
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	3	0	9	26	17	46	4.91
14. gives me choices with regard to services that address my child's needs.	3	8	14	28	17	31	4.39
15. offers parents training about special education issues.	3	6	25	28	8	31	4.25
16. offers parents a variety of ways to communicate with teachers.	3	0	3	22	25	47	5.08
17. gives parents the help they may need to play an active role in their child's education.	6	3	6	28	17	42	4.72
18. provides information on agencies that can assist my child in the transition from school.	11	6	19	22	11	31	4.08

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Cobb County-Milford Elementary School
 Code: 6333064
 Number of Respondents: 9
 Return Rate: 12%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Cobb County-Russell Elementary School
 Code: 6333067
 Number of Respondents: 13
 Return Rate: 13%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
SPRING 2015

Name: Cobb County-Hollydale Elementary School
 Code: 6334560
 Number of Respondents: 14
 Return Rate: 25%
 Total Satisfaction (M1-M18): 82 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	7	0	43	21	29	4.64
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	7	0	36	21	36	4.79
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	7	0	29	21	43	4.93**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	7	7	36	21	29	4.57
5. I was given information about organizations that offer support for parents of students with disabilities.	21	7	0	36	7	29	3.86*
6. My child's evaluation report and other written information are in terms I understand.	7	0	0	43	21	29	4.57
PART II: Teachers and Administrators:							
7. are available to speak with me.	7	0	0	21	36	36	4.86
8. treat me as a team member.	0	7	0	43	14	36	4.71
9. seek out parent input.	0	0	15	38	15	31	4.62
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	8	0	8	31	31	23	4.46
11. encourage me to participate in the decision-making process.	7	0	0	43	14	36	4.64
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	8	0	0	38	15	38	4.69
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	7	0	0	43	21	29	4.57
14. gives me choices with regard to services that address my child's needs.	8	0	0	38	23	31	4.62
15. offers parents training about special education issues.	8	0	31	15	23	23	4.15
16. offers parents a variety of ways to communicate with teachers.	8	0	8	23	31	31	4.62
17. gives parents the help they may need to play an active role in their child's education.	8	0	8	38	15	31	4.46
18. provides information on agencies that can assist my child in the transition from school.	8	0	17	50	8	17	4.00

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Cobb County-Floyd Middle School
 Code: 6335058
 Number of Respondents: 13
 Return Rate: 10%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Coffee County-Coffee County Career Academy
 Code: 6340114
 Number of Respondents: 1
 Return Rate: 4%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
SPRING 2015

Name: Coffee County-Nicholls Elementary School
 Code: 6340291
 Number of Respondents: 25
 Return Rate: 100+%
 Total Satisfaction (M1-M18): 85 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	4	0	4	28	24	40	4.88
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	4	0	8	32	16	40	4.76
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	4	0	0	36	12	48	4.96
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	5	37	37	21	4.74
5. I was given information about organizations that offer support for parents of students with disabilities.	19	0	24	29	10	19	3.67*
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	60	4	36	4.76
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	28	12	60	5.32**
8. treat me as a team member.	0	0	0	36	16	48	5.12
9. seek out parent input.	0	0	0	35	22	43	5.09
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	4	43	13	39	4.87
11. encourage me to participate in the decision-making process.	0	4	0	26	26	43	5.04
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	4	12	48	8	28	4.44
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	0	36	24	40	5.04
14. gives me choices with regard to services that address my child's needs.	0	0	12	44	16	28	4.60
15. offers parents training about special education issues.	16	0	24	28	16	16	3.76
16. offers parents a variety of ways to communicate with teachers.	0	16	8	28	16	32	4.40
17. gives parents the help they may need to play an active role in their child's education.	0	0	4	44	12	40	4.88
18. provides information on agencies that can assist my child in the transition from school.	0	0	30	30	13	26	4.35

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Coffee County-West Green Elementary School
 Code: 6343052
 Number of Respondents: 24
 Return Rate: 100%
 Total Satisfaction (M1-M18): 84 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	9	0	0	30	13	48	4.83
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	9	4	0	30	22	35	4.57
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	8	0	0	29	29	33	4.71
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	15	0	10	30	15	30	4.20
5. I was given information about organizations that offer support for parents of students with disabilities.	18	5	0	32	9	36	4.18
6. My child's evaluation report and other written information are in terms I understand.	8	0	0	29	17	46	4.83
PART II: Teachers and Administrators:							
7. are available to speak with me.	8	0	0	29	4	58	4.96**
8. treat me as a team member.	8	0	0	29	4	58	4.96**
9. seek out parent input.	9	0	0	35	13	43	4.74
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	9	0	0	35	13	43	4.74
11. encourage me to participate in the decision-making process.	8	0	4	29	8	50	4.79
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	8	0	4	29	0	58	4.88
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	8	0	4	25	4	58	4.92
14. gives me choices with regard to services that address my child's needs.	8	0	0	42	4	46	4.71
15. offers parents training about special education issues.	13	0	13	38	13	25	4.13*
16. offers parents a variety of ways to communicate with teachers.	8	0	0	38	8	46	4.75
17. gives parents the help they may need to play an active role in their child's education.	9	0	0	35	13	43	4.74
18. provides information on agencies that can assist my child in the transition from school.	5	5	5	45	9	32	4.45

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Coffee County-Westside Elementary School
 Code: 6345050
 Number of Respondents: 42
 Return Rate: 89%
 Total Satisfaction (M1-M18): 94 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	2	2	0	19	19	57	5.21
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	5	0	2	24	14	55	5.07
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	2	2	0	20	15	61	5.24
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	5	0	8	20	13	55	5.00
5. I was given information about organizations that offer support for parents of students with disabilities.	2	2	12	17	29	38	4.81
6. My child's evaluation report and other written information are in terms I understand.	2	0	5	14	17	62	5.29
PART II: Teachers and Administrators:							
7. are available to speak with me.	2	0	0	12	24	62	5.40**
8. treat me as a team member.	2	0	2	14	19	62	5.33
9. seek out parent input.	2	2	0	12	22	61	5.32
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	2	0	2	17	10	69	5.38
11. encourage me to participate in the decision-making process.	2	0	2	14	12	69	5.40**
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	2	0	2	19	10	67	5.33
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	2	0	0	17	14	67	5.40**
14. gives me choices with regard to services that address my child's needs.	2	0	2	17	27	51	5.20
15. offers parents training about special education issues.	2	0	7	34	17	39	4.80*
16. offers parents a variety of ways to communicate with teachers.	2	0	0	17	17	63	5.37
17. gives parents the help they may need to play an active role in their child's education.	2	0	0	22	15	61	5.29
18. provides information on agencies that can assist my child in the transition from school.	2	0	10	20	22	46	4.98

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Colquitt County-Norman Park Elementary School
 Code: 6350278
 Number of Respondents: 35
 Return Rate: 54%
 Total Satisfaction (M1-M18): 89 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	3	32	12	53	5.15
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	3	0	12	29	6	50	4.85
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	3	26	21	50	5.18
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	9	9	39	12	30	4.45
5. I was given information about organizations that offer support for parents of students with disabilities.	3	3	15	24	6	50	4.76
6. My child's evaluation report and other written information are in terms I understand.	0	0	3	35	18	44	5.03
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	3	24	15	59	5.29**
8. treat me as a team member.	0	0	0	36	24	39	5.03
9. seek out parent input.	0	0	6	29	29	35	4.94
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	3	29	31	37	5.03
11. encourage me to participate in the decision-making process.	0	0	3	26	31	40	5.09
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	9	24	21	47	5.06
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	6	26	23	46	5.09
14. gives me choices with regard to services that address my child's needs.	0	0	3	33	24	39	5.00
15. offers parents training about special education issues.	3	3	19	38	3	34	4.38*
16. offers parents a variety of ways to communicate with teachers.	0	3	3	33	21	39	4.91
17. gives parents the help they may need to play an active role in their child's education.	0	3	9	28	25	34	4.78
18. provides information on agencies that can assist my child in the transition from school.	0	7	0	34	14	45	4.90

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Colquitt County-Okapilco Elementary School
 Code: 6353054
 Number of Respondents: 29
 Return Rate: 60%
 Total Satisfaction (M1-M18): 86 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	7	34	21	38	4.90
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	7	3	7	34	14	34	4.48
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	31	17	52	5.21
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	7	0	14	32	7	39	4.50
5. I was given information about organizations that offer support for parents of students with disabilities.	10	3	31	14	10	31	4.03*
6. My child's evaluation report and other written information are in terms I understand.	0	0	3	31	24	41	5.03
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	28	21	52	5.24**
8. treat me as a team member.	0	0	3	31	21	45	5.07
9. seek out parent input.	0	3	3	28	28	38	4.93
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	45	17	38	4.93
11. encourage me to participate in the decision-making process.	0	0	3	24	34	38	5.07
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	3	28	21	48	5.14
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	7	3	24	21	45	4.93
14. gives me choices with regard to services that address my child's needs.	0	0	17	28	21	34	4.72
15. offers parents training about special education issues.	7	7	21	21	18	25	4.11
16. offers parents a variety of ways to communicate with teachers.	0	0	7	34	17	41	4.93
17. gives parents the help they may need to play an active role in their child's education.	0	3	3	34	21	38	4.86
18. provides information on agencies that can assist my child in the transition from school.	7	4	29	14	14	32	4.21

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Columbia County-Grovetown Middle School
 Code: 6360103
 Number of Respondents: 11
 Return Rate: 19%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree	Mean
	%	%	%	%	%	%	
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
SPRING 2015

Name: Columbia County-River Ridge Elementary
 Code: 6360106
 Number of Respondents: 16
 Return Rate: 43%
 Total Satisfaction (M1-M18): 88 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	6	0	0	19	19	56	5.13
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	6	6	0	13	19	56	5.00
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	7	0	0	13	13	67	5.27
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	14	0	7	21	14	43	4.50
5. I was given information about organizations that offer support for parents of students with disabilities.	13	0	13	33	7	33	4.20
6. My child's evaluation report and other written information are in terms I understand.	6	0	6	25	13	50	4.88
PART II: Teachers and Administrators:							
7. are available to speak with me.	6	0	0	6	19	69	5.38**
8. treat me as a team member.	6	0	0	13	19	63	5.25
9. seek out parent input.	6	0	0	19	19	56	5.13
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	7	0	0	13	33	47	5.07
11. encourage me to participate in the decision-making process.	6	0	0	19	13	63	5.19
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	6	0	0	19	31	44	5.00
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	6	0	0	19	31	44	5.00
14. gives me choices with regard to services that address my child's needs.	7	0	0	20	27	47	5.00
15. offers parents training about special education issues.	7	7	21	29	14	21	4.00
16. offers parents a variety of ways to communicate with teachers.	7	0	0	20	7	67	5.20
17. gives parents the help they may need to play an active role in their child's education.	6	6	0	19	19	50	4.88
18. provides information on agencies that can assist my child in the transition from school.	7	7	27	27	13	20	3.93*

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Columbia County-Harlem High School
 Code: 6360183
 Number of Respondents: 3
 Return Rate: 7%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
SPRING 2015

Name: Columbia County-Cedar Ridge Elementary School
 Code: 6360208
 Number of Respondents: 26
 Return Rate: 33%
 Total Satisfaction (M1-M18): 85 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	4	0	35	23	38	4.92
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	4	15	23	19	38	4.73
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	4	8	19	23	46	5.00
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	4	12	48	12	24	4.40
5. I was given information about organizations that offer support for parents of students with disabilities.	0	4	40	32	4	20	3.96
6. My child's evaluation report and other written information are in terms I understand.	0	4	0	42	23	31	4.77
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	4	0	35	8	54	5.08**
8. treat me as a team member.	0	0	8	27	27	38	4.96
9. seek out parent input.	0	4	4	31	23	38	4.88
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	8	28	20	44	5.00
11. encourage me to participate in the decision-making process.	0	0	4	31	19	46	5.08**
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	12	23	19	46	5.00
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	4	4	31	31	31	4.81
14. gives me choices with regard to services that address my child's needs.	0	4	12	36	8	40	4.68
15. offers parents training about special education issues.	4	0	48	35	0	13	3.65*
16. offers parents a variety of ways to communicate with teachers.	0	0	0	44	12	44	5.00
17. gives parents the help they may need to play an active role in their child's education.	0	0	13	38	4	46	4.83
18. provides information on agencies that can assist my child in the transition from school.	0	0	35	30	9	26	4.26

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Columbia County-Harlem Middle School
 Code: 6360283
 Number of Respondents: 19
 Return Rate: 83%
 Total Satisfaction (M1-M18): 83 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	37	32	32	4.95
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	11	26	21	42	4.95
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	37	21	42	5.05**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	21	32	16	32	4.58
5. I was given information about organizations that offer support for parents of students with disabilities.	16	0	32	16	21	16	3.74
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	47	16	37	4.89
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	37	21	42	5.05**
8. treat me as a team member.	0	0	5	42	21	32	4.79
9. seek out parent input.	5	0	0	42	26	26	4.63
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	42	21	37	4.95
11. encourage me to participate in the decision-making process.	0	0	6	39	28	28	4.78
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	16	32	16	37	4.74
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	11	44	11	33	4.67
14. gives me choices with regard to services that address my child's needs.	0	0	16	37	16	32	4.63
15. offers parents training about special education issues.	6	6	50	6	11	22	3.78
16. offers parents a variety of ways to communicate with teachers.	0	0	0	42	26	32	4.89
17. gives parents the help they may need to play an active role in their child's education.	0	6	17	33	11	33	4.50
18. provides information on agencies that can assist my child in the transition from school.	24	0	29	12	18	18	3.53*

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Columbia County-Lakeside Middle School
 Code: 6360290
 Number of Respondents: 16
 Return Rate: 33%
 Total Satisfaction (M1-M18): 79 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	6	13	31	38	13	4.38
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	7	0	0	40	27	27	4.60
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	6	0	0	44	31	19	4.50
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	7	0	7	43	21	21	4.36
5. I was given information about organizations that offer support for parents of students with disabilities.	6	6	38	25	0	25	3.81*
6. My child's evaluation report and other written information are in terms I understand.	6	0	0	50	19	25	4.50
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	13	44	13	31	4.63
8. treat me as a team member.	0	0	13	44	13	31	4.63
9. seek out parent input.	6	0	6	44	13	31	4.50
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	7	40	33	20	4.67
11. encourage me to participate in the decision-making process.	0	0	13	31	25	31	4.75**
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	6	44	25	25	4.69
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	6	0	13	38	19	25	4.38
14. gives me choices with regard to services that address my child's needs.	6	0	13	44	19	19	4.25
15. offers parents training about special education issues.	6	6	25	38	0	25	3.94
16. offers parents a variety of ways to communicate with teachers.	6	0	0	56	13	25	4.44
17. gives parents the help they may need to play an active role in their child's education.	6	0	13	50	13	19	4.19
18. provides information on agencies that can assist my child in the transition from school.	7	0	27	40	0	27	4.07

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Columbia County-South Columbia Elementary School
 Code: 6365052
 Number of Respondents: 19
 Return Rate: 46%
 Total Satisfaction (M1-M18): 88 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	32	21	47	5.16
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	5	0	11	32	11	42	4.68
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	5	0	5	26	21	42	4.84
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	6	6	28	22	39	4.83
5. I was given information about organizations that offer support for parents of students with disabilities.	5	11	11	26	11	37	4.37
6. My child's evaluation report and other written information are in terms I understand.	6	0	6	28	11	50	4.89
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	26	16	58	5.32**
8. treat me as a team member.	6	0	6	11	22	56	5.11
9. seek out parent input.	5	0	5	16	16	58	5.11
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	5	0	0	21	21	53	5.11
11. encourage me to participate in the decision-making process.	6	0	6	17	22	50	5.00
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	5	0	0	32	16	47	4.95
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	5	0	5	11	26	53	5.11
14. gives me choices with regard to services that address my child's needs.	5	0	11	21	21	42	4.79
15. offers parents training about special education issues.	6	0	24	24	12	35	4.41
16. offers parents a variety of ways to communicate with teachers.	5	0	5	26	21	42	4.84
17. gives parents the help they may need to play an active role in their child's education.	5	0	5	26	21	42	4.84
18. provides information on agencies that can assist my child in the transition from school.	6	0	18	35	18	24	4.29*

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Cook County-Cook Elementary School
 Code: 6370104
 Number of Respondents: 44
 Return Rate: 49%
 Total Satisfaction (M1-M18): 86 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	5	0	7	27	11	50	4.91
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	5	0	0	36	16	43	4.89
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	2	2	0	33	14	49	5.00
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	7	2	10	36	14	31	4.40
5. I was given information about organizations that offer support for parents of students with disabilities.	5	2	19	31	12	31	4.36
6. My child's evaluation report and other written information are in terms I understand.	2	2	0	34	25	36	4.86
PART II: Teachers and Administrators:							
7. are available to speak with me.	2	2	0	25	18	52	5.11**
8. treat me as a team member.	2	2	5	32	11	48	4.91
9. seek out parent input.	2	2	5	30	12	49	4.93
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	2	2	2	27	24	41	4.93
11. encourage me to participate in the decision-making process.	5	0	5	23	19	49	4.98
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	7	2	0	26	23	42	4.81
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	2	2	0	28	19	49	5.05
14. gives me choices with regard to services that address my child's needs.	2	5	5	33	16	40	4.74
15. offers parents training about special education issues.	5	8	18	30	13	28	4.20*
16. offers parents a variety of ways to communicate with teachers.	2	2	2	26	24	43	4.95
17. gives parents the help they may need to play an active role in their child's education.	2	2	5	35	12	44	4.84
18. provides information on agencies that can assist my child in the transition from school.	5	5	12	34	10	34	4.41

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Coweta County-Arbor Springs Elementary
 Code: 6380101
 Number of Respondents: 20
 Return Rate: 83%
 Total Satisfaction (M1-M18): 91 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	5	0	5	15	10	65	5.20
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	5	5	10	10	70	5.35
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	5	0	0	5	10	80	5.55**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	10	0	5	20	10	55	4.85
5. I was given information about organizations that offer support for parents of students with disabilities.	5	5	21	11	11	47	4.58
6. My child's evaluation report and other written information are in terms I understand.	10	0	0	15	5	70	5.15
PART II: Teachers and Administrators:							
7. are available to speak with me.	5	0	0	5	15	75	5.50
8. treat me as a team member.	5	5	0	10	10	70	5.25
9. seek out parent input.	10	0	10	10	0	70	5.00
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	10	0	0	10	5	75	5.25
11. encourage me to participate in the decision-making process.	10	0	0	15	10	65	5.10
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	10	0	5	15	10	60	4.95
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	10	0	0	15	0	75	5.20
14. gives me choices with regard to services that address my child's needs.	5	0	15	15	0	65	5.00
15. offers parents training about special education issues.	6	6	22	17	6	44	4.44*
16. offers parents a variety of ways to communicate with teachers.	5	0	0	20	0	75	5.35
17. gives parents the help they may need to play an active role in their child's education.	5	0	5	15	10	65	5.20
18. provides information on agencies that can assist my child in the transition from school.	11	0	28	0	6	56	4.56

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Coweta County-Glanton Elementary
 Code: 6380203
 Number of Respondents: 13
 Return Rate: 62%
 Total Satisfaction (M1-M18): 90 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	15	38	46	5.31**
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	8	23	31	38	5.00
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	23	23	54	5.31**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	8	23	31	15	23	4.23*
5. I was given information about organizations that offer support for parents of students with disabilities.	8	0	0	38	23	31	4.62
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	23	31	46	5.23
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	23	23	54	5.31**
8. treat me as a team member.	0	0	0	23	23	54	5.31**
9. seek out parent input.	0	0	8	23	8	62	5.23
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	31	31	38	5.08
11. encourage me to participate in the decision-making process.	0	0	0	23	31	46	5.23
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	0	38	23	38	5.00
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	0	31	23	46	5.15
14. gives me choices with regard to services that address my child's needs.	0	8	0	23	38	31	4.85
15. offers parents training about special education issues.	0	8	0	46	23	23	4.54
16. offers parents a variety of ways to communicate with teachers.	0	0	0	23	38	38	5.15
17. gives parents the help they may need to play an active role in their child's education.	0	0	8	23	31	38	5.00
18. provides information on agencies that can assist my child in the transition from school.	0	8	0	38	23	31	4.69

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Coweta County-Arnall Middle School
 Code: 6380395
 Number of Respondents: 25
 Return Rate: 32%
 Total Satisfaction (M1-M18): 90 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	29	13	58	5.29
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	4	36	4	56	5.12
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	24	24	52	5.28
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	4	0	0	39	13	43	4.87
5. I was given information about organizations that offer support for parents of students with disabilities.	8	0	21	33	13	25	4.17*
6. My child's evaluation report and other written information are in terms I understand.	4	0	0	24	28	44	5.04
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	20	20	60	5.40**
8. treat me as a team member.	0	0	0	28	12	60	5.32
9. seek out parent input.	0	0	0	32	12	56	5.24
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	4	29	17	50	5.13
11. encourage me to participate in the decision-making process.	0	0	0	32	12	56	5.24
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	4	29	13	54	5.17
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	4	4	21	17	54	5.13
14. gives me choices with regard to services that address my child's needs.	0	0	8	38	25	29	4.75
15. offers parents training about special education issues.	5	0	14	41	18	23	4.36
16. offers parents a variety of ways to communicate with teachers.	0	0	12	24	24	40	4.92
17. gives parents the help they may need to play an active role in their child's education.	0	0	8	29	25	38	4.92
18. provides information on agencies that can assist my child in the transition from school.	5	5	14	41	14	23	4.23

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Coweta County-Northside Elementary School
 Code: 6382056
 Number of Respondents: 19
 Return Rate: 50%
 Total Satisfaction (M1-M18): 89 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	28	33	39	5.11
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	6	0	0	33	22	39	4.83
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	24	24	53	5.29
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	7	0	14	36	7	36	4.43
5. I was given information about organizations that offer support for parents of students with disabilities.	12	0	35	18	12	24	3.88*
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	24	35	41	5.18
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	21	11	68	5.47**
8. treat me as a team member.	0	0	0	21	11	68	5.47**
9. seek out parent input.	0	6	6	11	28	50	5.11
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	16	37	47	5.32
11. encourage me to participate in the decision-making process.	0	0	5	16	37	42	5.16
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	12	24	18	47	5.00
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	6	22	17	56	5.22
14. gives me choices with regard to services that address my child's needs.	0	0	11	32	11	47	4.95
15. offers parents training about special education issues.	7	0	27	27	20	20	4.13
16. offers parents a variety of ways to communicate with teachers.	0	0	0	16	42	42	5.26
17. gives parents the help they may need to play an active role in their child's education.	6	0	0	33	28	33	4.78
18. provides information on agencies that can assist my child in the transition from school.	13	0	25	25	6	31	4.06

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Crisp County-J. S. Pate Elementary School
 Code: 6405050
 Number of Respondents: 52
 Return Rate: 78%
 Total Satisfaction (M1-M18): 80 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	2	0	0	65	12	21	4.48
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	2	0	2	67	4	25	4.46
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	2	0	0	65	4	29	4.56**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	8	2	4	67	4	15	4.04*
5. I was given information about organizations that offer support for parents of students with disabilities.	4	0	2	73	2	18	4.24
6. My child's evaluation report and other written information are in terms I understand.	2	2	0	67	8	22	4.41
PART II: Teachers and Administrators:							
7. are available to speak with me.	2	2	0	63	12	21	4.44
8. treat me as a team member.	2	0	0	65	10	24	4.51
9. seek out parent input.	2	2	0	63	8	25	4.48
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	2	0	0	69	6	23	4.46
11. encourage me to participate in the decision-making process.	2	2	0	65	8	23	4.44
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	2	0	0	65	8	25	4.52
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	2	2	0	62	4	31	4.56**
14. gives me choices with regard to services that address my child's needs.	2	0	2	69	2	24	4.43
15. offers parents training about special education issues.	4	0	0	71	2	23	4.35
16. offers parents a variety of ways to communicate with teachers.	2	0	0	67	6	24	4.49
17. gives parents the help they may need to play an active role in their child's education.	2	0	2	71	2	23	4.40
18. provides information on agencies that can assist my child in the transition from school.	5	3	0	63	3	26	4.34

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Dawson County-Kilough Elementary School
 Code: 6420103
 Number of Respondents: 14
 Return Rate: 38%
 Total Satisfaction (M1-M18): 92 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	14	29	57	5.43
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	0	21	36	43	5.21
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	7	29	64	5.57**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	0	31	38	31	5.00
5. I was given information about organizations that offer support for parents of students with disabilities.	7	0	36	7	36	14	4.07*
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	21	36	43	5.21
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	0	50	50	5.50
8. treat me as a team member.	0	0	0	7	36	57	5.50
9. seek out parent input.	0	0	0	21	29	50	5.29
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	21	21	57	5.36
11. encourage me to participate in the decision-making process.	0	0	0	7	43	50	5.43
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	0	14	36	50	5.36
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	0	21	36	43	5.21
14. gives me choices with regard to services that address my child's needs.	0	0	0	36	14	50	5.14
15. offers parents training about special education issues.	7	0	29	21	7	36	4.29
16. offers parents a variety of ways to communicate with teachers.	0	0	0	29	21	50	5.21
17. gives parents the help they may need to play an active role in their child's education.	0	0	0	29	21	50	5.21
18. provides information on agencies that can assist my child in the transition from school.	0	8	15	38	15	23	4.31

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Dawson County-Robinson Elementary School
 Code: 6420189
 Number of Respondents: 38
 Return Rate: 83%
 Total Satisfaction (M1-M18): 93 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	3	3	13	32	50	5.24
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	3	3	16	24	54	5.24
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	3	0	0	16	24	57	5.30
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	3	3	11	39	44	5.19
5. I was given information about organizations that offer support for parents of students with disabilities.	0	6	11	19	19	44	4.86
6. My child's evaluation report and other written information are in terms I understand.	3	0	0	13	37	47	5.24
PART II: Teachers and Administrators:							
7. are available to speak with me.	3	0	0	8	32	58	5.39**
8. treat me as a team member.	0	3	3	8	29	58	5.37
9. seek out parent input.	3	0	3	11	33	50	5.22
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	3	0	18	18	61	5.34
11. encourage me to participate in the decision-making process.	3	0	0	14	24	59	5.35
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	3	3	3	8	34	50	5.18
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	3	0	0	16	32	49	5.22
14. gives me choices with regard to services that address my child's needs.	0	3	3	16	32	47	5.18
15. offers parents training about special education issues.	0	3	13	29	24	32	4.68*
16. offers parents a variety of ways to communicate with teachers.	0	3	0	18	29	50	5.24
17. gives parents the help they may need to play an active role in their child's education.	0	3	3	11	30	54	5.30
18. provides information on agencies that can assist my child in the transition from school.	0	3	11	26	23	37	4.80

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: DeKalb County-Narvie Harris Elementary School
 Code: 6440100
 Number of Respondents: 3
 Return Rate: 14%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree	Mean
	%	%	%	%	%	%	
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: DeKalb County-Marbut Elementary School
 Code: 6440197
 Number of Respondents: 1
 Return Rate: 3%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree	Mean
	%	%	%	%	%	%	
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: DeKalb County-Redan Middle School
 Code: 6440205
 Number of Respondents: 14
 Return Rate: 15%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree	Mean
	%	%	%	%	%	%	
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: DeKalb County-Stone Mountain High School
 Code: 6440276
 Number of Respondents: 4
 Return Rate: 3%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: DeKalb County-Chamblee Middle School
 Code: 6440406
 Number of Respondents: 7
 Return Rate: 11%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
SPRING 2015

Name: DeKalb County-Margaret Harris Comprehensive School
 Code: 6440510
 Number of Respondents: 10
 Return Rate: 63%
 Total Satisfaction (M1-M18): 89 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	22	22	56	5.33**
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	11	33	11	44	4.89
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	50	0	50	5.00
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	0	40	10	50	5.10
5. I was given information about organizations that offer support for parents of students with disabilities.	0	0	0	70	0	30	4.60
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	40	20	40	5.00
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	40	0	60	5.20
8. treat me as a team member.	0	0	0	40	10	50	5.10
9. seek out parent input.	0	0	0	38	13	50	5.13
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	50	0	50	5.00
11. encourage me to participate in the decision-making process.	0	0	0	50	0	50	5.00
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	0	50	10	40	4.90
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	0	56	11	33	4.78
14. gives me choices with regard to services that address my child's needs.	0	0	11	56	0	33	4.56*
15. offers parents training about special education issues.	0	0	0	44	0	56	5.11
16. offers parents a variety of ways to communicate with teachers.	0	0	0	60	0	40	4.80
17. gives parents the help they may need to play an active role in their child's education.	0	0	0	50	10	40	4.90
18. provides information on agencies that can assist my child in the transition from school.	0	0	10	50	0	40	4.70

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: DeKalb County-Tucker Middle School
 Code: 6440605
 Number of Respondents: 13
 Return Rate: 12%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: DeKalb County-Druid Hills Middle School
 Code: 6440897
 Number of Respondents: 16
 Return Rate: 14%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
SPRING 2015

Name: DeKalb County-Dresden Elementary School
 Code: 6441055
 Number of Respondents: 15
 Return Rate: 34%
 Total Satisfaction (M1-M18): 89 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	40	27	33	4.93
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	0	46	15	38	4.92
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	14	29	57	5.43**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	17	17	25	42	4.92
5. I was given information about organizations that offer support for parents of students with disabilities.	0	0	21	21	29	29	4.64
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	50	8	42	4.92
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	20	20	60	5.40
8. treat me as a team member.	0	0	7	27	13	53	5.13
9. seek out parent input.	0	0	7	14	29	50	5.21
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	31	15	54	5.23
11. encourage me to participate in the decision-making process.	0	0	13	20	27	40	4.93
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	0	36	21	43	5.07
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	0	33	13	53	5.20
14. gives me choices with regard to services that address my child's needs.	0	0	13	33	7	47	4.87
15. offers parents training about special education issues.	0	7	50	21	7	14	3.71*
16. offers parents a variety of ways to communicate with teachers.	0	0	13	13	20	53	5.13
17. gives parents the help they may need to play an active role in their child's education.	0	0	7	47	27	20	4.60
18. provides information on agencies that can assist my child in the transition from school.	0	0	15	46	15	23	4.46

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: DeKalb County-Druid Hills High School
 Code: 6442055
 Number of Respondents: 11
 Return Rate: 6%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree	Mean
	%	%	%	%	%	%	
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: DeKalb County-Fernbank Elementary School
 Code: 6442056
 Number of Respondents: 13
 Return Rate: 23%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree	Mean
	%	%	%	%	%	%	
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: DeKalb County-Henderson Mill Elementary School
 Code: 6442058
 Number of Respondents: 14
 Return Rate: 29%
 Total Satisfaction (M1-M18): 90 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	29	14	57	5.29
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	7	43	21	29	4.71
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	21	29	50	5.29
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	0	23	46	31	5.08
5. I was given information about organizations that offer support for parents of students with disabilities.	0	0	14	36	21	29	4.64
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	36	14	50	5.14
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	21	14	64	5.43**
8. treat me as a team member.	0	0	0	29	21	50	5.21
9. seek out parent input.	0	0	7	21	21	50	5.14
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	36	7	57	5.21
11. encourage me to participate in the decision-making process.	0	0	15	15	23	46	5.00
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	7	29	14	50	5.07
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	0	29	7	64	5.36
14. gives me choices with regard to services that address my child's needs.	0	0	7	36	14	43	4.93
15. offers parents training about special education issues.	0	0	36	43	14	7	3.93*
16. offers parents a variety of ways to communicate with teachers.	0	0	7	29	21	43	5.00
17. gives parents the help they may need to play an active role in their child's education.	0	0	7	29	29	36	4.93
18. provides information on agencies that can assist my child in the transition from school.	0	0	21	21	36	21	4.57

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: DeKalb County-Knollwood Elementary School
 Code: 6442060
 Number of Respondents: 3
 Return Rate: 6%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: DeKalb County-Ashford Park Elementary School
 Code: 6443050
 Number of Respondents: 13
 Return Rate: 21%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
SPRING 2015

Name: DeKalb County-Flat Shoals Elementary School
 Code: 6443056
 Number of Respondents: 2
 Return Rate: 6%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: DeKalb County-Meadowview Elementary School
 Code: 6443061
 Number of Respondents: 5
 Return Rate: 18%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
SPRING 2015

Name: DeKalb County-Rock Chapel Elementary School
 Code: 6443065
 Number of Respondents: 5
 Return Rate: 11%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: DeKalb County-Smoke Rise Elementary School
 Code: 6443067
 Number of Respondents: 2
 Return Rate: 4%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: DeKalb County-Murphy Candler Elementary School
 Code: 6444052
 Number of Respondents: 6
 Return Rate: 11%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
SPRING 2015

Name: DeKalb County-Hawthorne Elementary School
 Code: 6445057
 Number of Respondents: 26
 Return Rate: 37%
 Total Satisfaction (M1-M18): 79 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	4	0	0	42	19	35	4.77
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	4	4	8	31	15	38	4.65
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	4	0	0	28	24	44	5.00**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	5	0	21	32	5	37	4.42
5. I was given information about organizations that offer support for parents of students with disabilities.	20	8	16	28	12	16	3.52
6. My child's evaluation report and other written information are in terms I understand.	0	0	8	38	25	29	4.75
PART II: Teachers and Administrators:							
7. are available to speak with me.	4	0	4	33	21	38	4.79
8. treat me as a team member.	4	4	0	36	16	40	4.76
9. seek out parent input.	8	0	13	33	8	38	4.46
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	4	0	8	40	16	32	4.60
11. encourage me to participate in the decision-making process.	4	4	8	35	12	38	4.62
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	4	0	13	50	0	33	4.42
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	4	0	0	50	13	33	4.67
14. gives me choices with regard to services that address my child's needs.	4	4	12	38	12	31	4.42
15. offers parents training about special education issues.	20	8	36	8	12	16	3.32*
16. offers parents a variety of ways to communicate with teachers.	4	4	12	36	12	32	4.44
17. gives parents the help they may need to play an active role in their child's education.	4	4	17	38	8	29	4.29
18. provides information on agencies that can assist my child in the transition from school.	18	5	36	14	9	18	3.45

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: DeKalb County-Montgomery Elementary School
 Code: 6445062
 Number of Respondents: 5
 Return Rate: 18%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
SPRING 2015

Name: Dodge County-North Dodge Elementary School
 Code: 6450291
 Number of Respondents: 83
 Return Rate: 85%
 Total Satisfaction (M1-M18): 86 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	2	0	1	42	13	41	4.87
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	2	0	6	42	16	34	4.70
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	1	0	0	45	16	38	4.88
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	6	0	11	43	16	24	4.34*
5. I was given information about organizations that offer support for parents of students with disabilities.	4	0	19	39	12	27	4.35
6. My child's evaluation report and other written information are in terms I understand.	2	0	1	43	16	38	4.83
PART II: Teachers and Administrators:							
7. are available to speak with me.	1	0	0	36	14	48	5.07**
8. treat me as a team member.	2	0	0	42	13	42	4.90
9. seek out parent input.	1	0	4	41	14	40	4.87
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	1	0	0	40	19	40	4.95
11. encourage me to participate in the decision-making process.	1	0	0	46	13	40	4.89
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	1	0	6	36	18	39	4.86
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	2	0	5	40	14	39	4.80
14. gives me choices with regard to services that address my child's needs.	2	0	2	46	16	34	4.73
15. offers parents training about special education issues.	2	0	16	45	11	27	4.41
16. offers parents a variety of ways to communicate with teachers.	4	1	0	46	16	33	4.68
17. gives parents the help they may need to play an active role in their child's education.	2	0	0	48	17	33	4.75
18. provides information on agencies that can assist my child in the transition from school.	2	0	5	45	18	30	4.66

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Dooly County-Dooly County High School
 Code: 6460182
 Number of Respondents: 9
 Return Rate: 26%
 Total Satisfaction (M1-M18): 73 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	14	14	0	57	0	14	3.57
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	22	56	0	22	4.22
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	14	14	0	57	0	14	3.57
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	11	0	22	56	0	11	3.67
5. I was given information about organizations that offer support for parents of students with disabilities.	0	0	33	44	0	22	4.11
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	71	0	29	4.57**
PART II: Teachers and Administrators:							
7. are available to speak with me.	11	0	11	56	0	22	4.00
8. treat me as a team member.	11	11	0	44	11	22	4.00
9. seek out parent input.	0	13	0	63	13	13	4.13
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	11	11	44	11	22	4.22
11. encourage me to participate in the decision-making process.	11	0	0	44	22	22	4.33
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	11	0	67	0	22	4.22
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	14	29	29	14	14	3.86
14. gives me choices with regard to services that address my child's needs.	0	0	25	38	13	25	4.38
15. offers parents training about special education issues.	25	0	13	38	13	13	3.50*
16. offers parents a variety of ways to communicate with teachers.	13	0	0	50	13	25	4.25
17. gives parents the help they may need to play an active role in their child's education.	0	0	25	25	25	25	4.50
18. provides information on agencies that can assist my child in the transition from school.	13	13	13	38	0	25	3.75

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Dougherty County-Live Oak Elementary School
 Code: 6470102
 Number of Respondents: 21
 Return Rate: 100+%
 Total Satisfaction (M1-M18): 87 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	10	24	33	33	4.90
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	5	24	24	48	5.14
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	33	24	43	5.10
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	10	5	5	30	20	30	4.35
5. I was given information about organizations that offer support for parents of students with disabilities.	14	0	10	24	19	33	4.33
6. My child's evaluation report and other written information are in terms I understand.	5	0	5	10	43	38	5.00
PART II: Teachers and Administrators:							
7. are available to speak with me.	5	0	5	10	38	43	5.05
8. treat me as a team member.	0	0	5	15	35	45	5.20**
9. seek out parent input.	10	0	0	14	29	48	4.95
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	10	10	48	33	5.05
11. encourage me to participate in the decision-making process.	0	0	0	20	45	35	5.15
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	5	10	14	29	43	4.95
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	5	0	0	19	43	33	4.95
14. gives me choices with regard to services that address my child's needs.	5	5	5	29	38	19	4.48
15. offers parents training about special education issues.	10	5	15	15	40	15	4.15*
16. offers parents a variety of ways to communicate with teachers.	0	5	0	24	43	29	4.90
17. gives parents the help they may need to play an active role in their child's education.	0	5	5	10	48	33	5.00
18. provides information on agencies that can assist my child in the transition from school.	5	5	10	14	48	19	4.52

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Dougherty County-Jackson Heights Elementary School
 Code: 6470105
 Number of Respondents: 34
 Return Rate: 94%
 Total Satisfaction (M1-M18): 83 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	6	38	15	41	4.91
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	12	38	18	32	4.71
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	3	0	47	12	38	4.82
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	3	3	19	38	13	25	4.28
5. I was given information about organizations that offer support for parents of students with disabilities.	6	6	26	26	9	26	4.06*
6. My child's evaluation report and other written information are in terms I understand.	3	0	6	26	21	44	4.94
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	9	38	18	35	4.79
8. treat me as a team member.	0	0	9	31	9	50	5.00**
9. seek out parent input.	0	0	12	36	18	33	4.73
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	3	0	6	39	15	36	4.73
11. encourage me to participate in the decision-making process.	0	0	12	24	24	39	4.91
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	12	38	24	26	4.65
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	6	3	15	21	12	42	4.58
14. gives me choices with regard to services that address my child's needs.	3	0	21	42	9	24	4.27
15. offers parents training about special education issues.	4	0	32	32	7	25	4.14
16. offers parents a variety of ways to communicate with teachers.	0	0	13	47	17	23	4.50
17. gives parents the help they may need to play an active role in their child's education.	0	0	13	34	22	31	4.72
18. provides information on agencies that can assist my child in the transition from school.	0	0	29	36	11	25	4.32

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Dougherty County-Radium Springs Middle School
 Code: 6470106
 Number of Respondents: 22
 Return Rate: 88%
 Total Satisfaction (M1-M18): 78 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	5	0	5	50	18	23	4.45
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	5	0	5	52	14	24	4.43
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	5	0	5	48	24	19	4.43
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	16	63	16	5	4.11
5. I was given information about organizations that offer support for parents of students with disabilities.	5	0	32	32	14	18	4.05*
6. My child's evaluation report and other written information are in terms I understand.	5	0	5	41	27	23	4.55
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	38	29	33	4.95**
8. treat me as a team member.	5	0	5	45	23	23	4.50
9. seek out parent input.	5	0	9	41	23	23	4.45
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	5	0	0	59	9	27	4.50
11. encourage me to participate in the decision-making process.	5	0	14	41	23	18	4.32
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	5	0	9	45	23	18	4.36
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	5	5	9	41	14	27	4.36
14. gives me choices with regard to services that address my child's needs.	5	0	14	48	24	10	4.14
15. offers parents training about special education issues.	5	0	24	43	14	14	4.05
16. offers parents a variety of ways to communicate with teachers.	5	0	19	38	29	10	4.14
17. gives parents the help they may need to play an active role in their child's education.	5	0	14	43	19	19	4.29
18. provides information on agencies that can assist my child in the transition from school.	5	0	20	50	5	20	4.10

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Dougherty County-Lamar Reese School of the Arts
 Code: 6470199
 Number of Respondents: 7
 Return Rate: 44%
 Total Satisfaction (M1-M18): 78 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	57	43	0	4.43
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	29	43	29	0	4.00
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	71	29	0	4.29
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	57	14	14	14	3.86
5. I was given information about organizations that offer support for parents of students with disabilities.	14	0	14	71	0	0	3.43*
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	33	33	33	5.00**
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	14	0	43	29	14	4.29
8. treat me as a team member.	0	0	0	71	14	14	4.43
9. seek out parent input.	0	0	14	29	43	14	4.57
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	57	29	14	4.57
11. encourage me to participate in the decision-making process.	0	0	0	40	40	20	4.80
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	29	0	29	43	4.86
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	14	14	57	14	4.71
14. gives me choices with regard to services that address my child's needs.	0	0	20	0	80	0	4.60
15. offers parents training about special education issues.	0	0	40	40	20	0	3.80
16. offers parents a variety of ways to communicate with teachers.	0	0	29	43	29	0	4.00
17. gives parents the help they may need to play an active role in their child's education.	0	0	29	29	43	0	4.14
18. provides information on agencies that can assist my child in the transition from school.	0	0	29	43	14	14	4.14

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Dougherty County-Albany High School
 Code: 6471050
 Number of Respondents: 33
 Return Rate: 100+%
 Total Satisfaction (M1-M18): 87 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	6	3	0	21	24	45	4.91
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	3	13	19	34	31	4.78
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	3	3	28	31	34	4.91
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	3	0	23	27	27	20	4.33*
5. I was given information about organizations that offer support for parents of students with disabilities.	6	6	9	27	24	27	4.39
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	33	24	42	5.09
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	6	15	21	58	5.30**
8. treat me as a team member.	0	3	9	27	12	48	4.94
9. seek out parent input.	0	3	3	24	24	45	5.06
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	3	3	24	27	42	5.03
11. encourage me to participate in the decision-making process.	0	3	6	18	24	48	5.09
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	3	9	21	18	48	5.00
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	3	12	15	24	45	4.97
14. gives me choices with regard to services that address my child's needs.	0	3	9	28	19	41	4.84
15. offers parents training about special education issues.	0	3	16	28	28	25	4.56
16. offers parents a variety of ways to communicate with teachers.	0	3	9	22	28	38	4.88
17. gives parents the help they may need to play an active role in their child's education.	0	3	13	31	16	38	4.72
18. provides information on agencies that can assist my child in the transition from school.	0	3	16	25	22	34	4.69

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Dougherty County-Northside Elementary School
 Code: 6473058
 Number of Respondents: 30
 Return Rate: 100+%
 Total Satisfaction (M1-M18): 87 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	3	0	0	37	13	47	4.97
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	3	0	3	34	17	41	4.86
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	3	0	3	28	21	45	4.97
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	7	0	14	36	7	36	4.43*
5. I was given information about organizations that offer support for parents of students with disabilities.	7	0	3	47	7	37	4.57
6. My child's evaluation report and other written information are in terms I understand.	3	0	7	31	21	38	4.79
PART II: Teachers and Administrators:							
7. are available to speak with me.	3	0	0	33	13	50	5.03**
8. treat me as a team member.	0	0	7	34	10	48	5.00
9. seek out parent input.	0	0	0	43	10	47	5.03**
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	3	0	7	30	13	47	4.90
11. encourage me to participate in the decision-making process.	3	0	3	33	13	47	4.93
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	3	0	0	40	13	43	4.90
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	3	0	0	37	17	43	4.93
14. gives me choices with regard to services that address my child's needs.	0	0	14	32	18	36	4.75
15. offers parents training about special education issues.	0	7	11	41	7	33	4.48
16. offers parents a variety of ways to communicate with teachers.	0	0	11	32	14	43	4.89
17. gives parents the help they may need to play an active role in their child's education.	3	0	3	38	10	45	4.86
18. provides information on agencies that can assist my child in the transition from school.	4	0	7	43	11	36	4.64

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Dougherty County-Sherwood Acres Elementary School
 Code: 6474060
 Number of Respondents: 41
 Return Rate: 98%
 Total Satisfaction (M1-M18): 83 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	2	2	34	15	46	5.00
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	5	3	13	38	15	28	4.38
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	2	7	37	15	39	4.80
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	11	3	24	22	16	24	4.03
5. I was given information about organizations that offer support for parents of students with disabilities.	8	5	23	31	10	23	4.00*
6. My child's evaluation report and other written information are in terms I understand.	0	2	5	37	17	39	4.85
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	2	2	34	12	49	5.02**
8. treat me as a team member.	0	3	5	40	10	43	4.85
9. seek out parent input.	5	2	5	32	12	44	4.76
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	5	0	40	13	43	4.88
11. encourage me to participate in the decision-making process.	3	3	5	35	10	45	4.83
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	2	5	10	32	7	44	4.68
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	10	10	29	15	37	4.59
14. gives me choices with regard to services that address my child's needs.	0	3	13	32	11	42	4.76
15. offers parents training about special education issues.	3	3	33	19	8	33	4.28
16. offers parents a variety of ways to communicate with teachers.	0	3	15	30	10	43	4.75
17. gives parents the help they may need to play an active role in their child's education.	0	3	11	32	11	45	4.84
18. provides information on agencies that can assist my child in the transition from school.	5	8	22	24	14	27	4.14

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Dougherty County-Southside Middle School
 Code: 6475060
 Number of Respondents: 35
 Return Rate: 100+%
 Total Satisfaction (M1-M18): 81 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	3	3	0	43	23	29	4.66
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	3	3	3	46	23	23	4.51
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	3	3	6	40	23	26	4.54
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	3	3	16	31	19	28	4.44
5. I was given information about organizations that offer support for parents of students with disabilities.	9	3	9	36	15	27	4.27
6. My child's evaluation report and other written information are in terms I understand.	6	3	0	37	23	31	4.63
PART II: Teachers and Administrators:							
7. are available to speak with me.	3	3	3	26	26	38	4.85
8. treat me as a team member.	3	3	3	39	27	24	4.58
9. seek out parent input.	6	3	3	38	22	28	4.50
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	3	3	3	43	23	26	4.57
11. encourage me to participate in the decision-making process.	3	6	0	35	29	26	4.62
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	3	3	0	40	34	20	4.60
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	3	0	38	22	38	4.91**
14. gives me choices with regard to services that address my child's needs.	6	3	6	41	24	21	4.35
15. offers parents training about special education issues.	3	3	26	32	19	16	4.10*
16. offers parents a variety of ways to communicate with teachers.	3	6	6	36	27	21	4.42
17. gives parents the help they may need to play an active role in their child's education.	3	3	6	33	30	24	4.58
18. provides information on agencies that can assist my child in the transition from school.	3	3	13	34	38	9	4.28

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Douglas County-Bill Arp Elementary School
 Code: 6480107
 Number of Respondents: 21
 Return Rate: 29%
 Total Satisfaction (M1-M18): 93 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	24	10	67	5.43**
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	5	29	14	52	5.14
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	29	14	57	5.29
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	5	5	25	10	55	5.05
5. I was given information about organizations that offer support for parents of students with disabilities.	0	0	5	30	20	45	5.05
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	29	14	57	5.29
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	29	10	62	5.33
8. treat me as a team member.	0	0	0	29	10	62	5.33
9. seek out parent input.	0	0	0	33	14	52	5.19
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	30	15	55	5.25
11. encourage me to participate in the decision-making process.	0	0	0	24	19	57	5.33
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	0	30	15	55	5.25
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	5	29	10	57	5.19
14. gives me choices with regard to services that address my child's needs.	0	0	5	30	10	55	5.15
15. offers parents training about special education issues.	0	0	20	40	5	35	4.55*
16. offers parents a variety of ways to communicate with teachers.	0	0	0	33	10	57	5.24
17. gives parents the help they may need to play an active role in their child's education.	0	0	0	50	5	45	4.95
18. provides information on agencies that can assist my child in the transition from school.	0	6	0	39	0	56	5.00

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Douglas County-Factory Shoals Middle School
 Code: 6480108
 Number of Respondents: 41
 Return Rate: 41%
 Total Satisfaction (M1-M18): 84 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	7	0	2	37	10	44	4.73
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	5	0	10	24	22	39	4.76
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	5	0	0	32	24	39	4.88
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	5	0	15	36	10	33	4.46
5. I was given information about organizations that offer support for parents of students with disabilities.	13	3	18	28	10	30	4.10*
6. My child's evaluation report and other written information are in terms I understand.	5	0	3	36	18	38	4.77
PART II: Teachers and Administrators:							
7. are available to speak with me.	5	0	0	25	23	48	5.03**
8. treat me as a team member.	5	0	0	29	27	39	4.90
9. seek out parent input.	5	0	5	29	20	41	4.83
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	5	0	3	38	20	35	4.73
11. encourage me to participate in the decision-making process.	5	0	2	39	17	37	4.73
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	5	0	8	29	21	37	4.71
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	5	0	5	34	24	32	4.68
14. gives me choices with regard to services that address my child's needs.	5	0	7	41	17	29	4.54
15. offers parents training about special education issues.	2	5	22	39	10	22	4.15
16. offers parents a variety of ways to communicate with teachers.	5	0	5	37	20	34	4.68
17. gives parents the help they may need to play an active role in their child's education.	5	0	5	35	25	30	4.65
18. provides information on agencies that can assist my child in the transition from school.	2	2	17	34	15	29	4.44

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Douglas County-South Douglas Elementary School
 Code: 6480193
 Number of Respondents: 30
 Return Rate: 41%
 Total Satisfaction (M1-M18): 100 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	13	13	73	5.60
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	7	13	13	67	5.40
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	13	7	80	5.67
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	7	21	7	66	5.31
5. I was given information about organizations that offer support for parents of students with disabilities.	0	0	10	23	10	57	5.13*
6. My child's evaluation report and other written information are in terms I understand.	0	0	3	7	17	73	5.60
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	7	13	80	5.73
8. treat me as a team member.	0	0	0	7	10	83	5.77**
9. seek out parent input.	0	0	0	10	14	76	5.66
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	13	13	73	5.60
11. encourage me to participate in the decision-making process.	0	0	0	13	10	77	5.63
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	0	10	10	80	5.70
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	0	7	13	80	5.73
14. gives me choices with regard to services that address my child's needs.	0	0	3	10	13	73	5.57
15. offers parents training about special education issues.	0	0	14	10	14	62	5.24
16. offers parents a variety of ways to communicate with teachers.	0	0	0	14	14	72	5.59
17. gives parents the help they may need to play an active role in their child's education.	0	0	0	10	14	76	5.66
18. provides information on agencies that can assist my child in the transition from school.	0	0	7	17	14	62	5.31

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Douglas County-Holly Springs Elementary
 Code: 6480200
 Number of Respondents: 30
 Return Rate: 63%
 Total Satisfaction (M1-M18): 87 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree	Mean
	%	%	%	%	%	%	
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	3	0	3	30	20	43	4.93
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	3	0	3	33	17	43	4.90
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	20	33	47	5.27
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	4	11	25	21	39	4.82
5. I was given information about organizations that offer support for parents of students with disabilities.	14	10	24	24	7	21	3.62
6. My child's evaluation report and other written information are in terms I understand.	0	0	10	20	27	43	5.03
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	20	30	50	5.30**
8. treat me as a team member.	0	0	0	17	37	47	5.30**
9. seek out parent input.	0	0	3	27	23	47	5.13
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	3	0	0	27	27	43	5.03
11. encourage me to participate in the decision-making process.	0	0	0	28	34	38	5.10
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	7	30	23	40	4.97
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	3	33	17	47	5.07
14. gives me choices with regard to services that address my child's needs.	0	4	11	25	29	32	4.75
15. offers parents training about special education issues.	10	7	31	34	3	14	3.55*
16. offers parents a variety of ways to communicate with teachers.	0	0	3	28	38	31	4.97
17. gives parents the help they may need to play an active role in their child's education.	0	0	11	21	32	36	4.93
18. provides information on agencies that can assist my child in the transition from school.	7	4	39	14	14	21	3.89

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Douglas County-Youth Villages at Inner Harbour
 Code: 6480507
 Number of Respondents: 10
 Return Rate: 26%
 Total Satisfaction (M1-M18): 86 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	10	0	40	20	30	4.60
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	10	10	10	60	10	4.50
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	10	10	0	30	50	5.00
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	10	10	20	30	30	4.60
5. I was given information about organizations that offer support for parents of students with disabilities.	0	0	22	33	33	11	4.33
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	20	40	40	5.20**
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	30	50	20	4.90
8. treat me as a team member.	0	0	0	30	30	40	5.10
9. seek out parent input.	0	0	0	40	30	30	4.90
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	30	40	30	5.00
11. encourage me to participate in the decision-making process.	0	0	10	10	50	30	5.00
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	0	20	50	30	5.10
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	0	20	60	20	5.00
14. gives me choices with regard to services that address my child's needs.	0	0	0	60	30	10	4.50
15. offers parents training about special education issues.	0	0	10	50	40	0	4.30*
16. offers parents a variety of ways to communicate with teachers.	0	0	10	20	30	40	5.00
17. gives parents the help they may need to play an active role in their child's education.	0	0	10	40	30	20	4.60
18. provides information on agencies that can assist my child in the transition from school.	0	0	0	50	40	10	4.60

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Douglas County-Annette Winn Elementary School
 Code: 6485052
 Number of Respondents: 11
 Return Rate: 31%
 Total Satisfaction (M1-M18): 79 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	9	0	9	27	9	45	4.64
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	9	9	36	0	45	4.64
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	10	0	20	20	10	40	4.40
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	10	0	10	40	0	40	4.40
5. I was given information about organizations that offer support for parents of students with disabilities.	10	20	10	20	10	30	3.90
6. My child's evaluation report and other written information are in terms I understand.	10	0	10	30	0	50	4.60
PART II: Teachers and Administrators:							
7. are available to speak with me.	9	0	0	55	0	36	4.45
8. treat me as a team member.	10	0	0	50	0	40	4.50
9. seek out parent input.	0	9	0	36	18	36	4.73**
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	10	0	10	40	0	40	4.40
11. encourage me to participate in the decision-making process.	9	0	9	36	9	36	4.45
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	9	0	9	27	9	45	4.64
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	9	0	9	27	9	45	4.64
14. gives me choices with regard to services that address my child's needs.	11	0	11	33	11	33	4.33
15. offers parents training about special education issues.	11	11	33	11	0	33	3.78*
16. offers parents a variety of ways to communicate with teachers.	13	0	0	50	0	38	4.38
17. gives parents the help they may need to play an active role in their child's education.	14	0	0	43	0	43	4.43
18. provides information on agencies that can assist my child in the transition from school.	13	0	25	25	0	38	4.13

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Early County-Early County Elementary School
 Code: 6490194
 Number of Respondents: 80
 Return Rate: 48%
 Total Satisfaction (M1-M18): 93 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	4	1	0	15	24	56	5.23
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	3	1	6	13	23	55	5.16
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	1	1	15	19	63	5.42
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	8	4	4	18	16	51	4.82
5. I was given information about organizations that offer support for parents of students with disabilities.	10	4	5	15	18	48	4.71*
6. My child's evaluation report and other written information are in terms I understand.	1	3	0	15	21	60	5.33
PART II: Teachers and Administrators:							
7. are available to speak with me.	3	0	0	13	19	66	5.44**
8. treat me as a team member.	5	0	1	13	23	58	5.23
9. seek out parent input.	4	1	0	14	19	63	5.30
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	4	0	0	16	18	62	5.31
11. encourage me to participate in the decision-making process.	6	0	0	14	20	60	5.21
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	5	1	1	14	25	54	5.14
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	4	0	0	14	20	63	5.34
14. gives me choices with regard to services that address my child's needs.	5	3	1	23	19	48	4.94
15. offers parents training about special education issues.	9	1	4	17	20	48	4.81
16. offers parents a variety of ways to communicate with teachers.	1	1	3	13	24	58	5.30
17. gives parents the help they may need to play an active role in their child's education.	5	0	0	17	21	57	5.19
18. provides information on agencies that can assist my child in the transition from school.	3	5	4	22	16	50	4.93

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Effingham County-Ebenezer Middle School
 Code: 6510203
 Number of Respondents: 21
 Return Rate: 17%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree	Mean
	%	%	%	%	%	%	
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
SPRING 2015

Name: Effingham County-Effingham County Middle School
 Code: 6510290
 Number of Respondents: 49
 Return Rate: 35%
 Total Satisfaction (M1-M18): 80 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	4	4	0	38	26	28	4.60
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	4	2	0	41	24	28	4.63
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	4	2	0	43	19	32	4.66
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	7	2	7	40	24	20	4.33
5. I was given information about organizations that offer support for parents of students with disabilities.	9	2	17	46	11	15	3.93*
6. My child's evaluation report and other written information are in terms I understand.	4	4	2	38	19	33	4.63
PART II: Teachers and Administrators:							
7. are available to speak with me.	4	2	0	41	14	39	4.76**
8. treat me as a team member.	4	2	4	46	6	38	4.60
9. seek out parent input.	4	2	4	51	10	29	4.47
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	4	2	4	38	19	32	4.62
11. encourage me to participate in the decision-making process.	4	2	2	49	12	31	4.55
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	4	2	0	54	6	33	4.56
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	4	4	4	45	14	29	4.47
14. gives me choices with regard to services that address my child's needs.	6	2	8	48	13	23	4.27
15. offers parents training about special education issues.	9	2	11	52	4	22	4.07
16. offers parents a variety of ways to communicate with teachers.	4	2	4	43	16	31	4.57
17. gives parents the help they may need to play an active role in their child's education.	4	2	6	46	17	25	4.44
18. provides information on agencies that can assist my child in the transition from school.	7	7	11	48	9	18	4.00

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Effingham County-Effingham County High School
 Code: 6510390
 Number of Respondents: 132
 Return Rate: 49%
 Total Satisfaction (M1-M18): 81 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	5	2	1	36	22	33	4.69
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	5	1	11	35	17	31	4.50
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	5	1	4	30	21	40	4.82
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	6	1	16	31	22	25	4.39
5. I was given information about organizations that offer support for parents of students with disabilities.	12	2	19	30	20	17	3.95
6. My child's evaluation report and other written information are in terms I understand.	5	1	5	33	17	39	4.77
PART II: Teachers and Administrators:							
7. are available to speak with me.	4	1	5	31	17	42	4.85**
8. treat me as a team member.	6	0	10	27	19	38	4.66
9. seek out parent input.	4	2	12	28	21	33	4.58
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	5	2	5	34	19	36	4.67
11. encourage me to participate in the decision-making process.	5	2	8	27	20	38	4.71
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	5	2	8	28	20	37	4.69
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	5	4	9	33	18	31	4.46
14. gives me choices with regard to services that address my child's needs.	7	2	11	37	17	27	4.36
15. offers parents training about special education issues.	11	3	25	33	9	19	3.84*
16. offers parents a variety of ways to communicate with teachers.	5	3	9	29	18	36	4.60
17. gives parents the help they may need to play an active role in their child's education.	6	5	9	35	15	30	4.38
18. provides information on agencies that can assist my child in the transition from school.	7	6	13	33	12	28	4.23

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Effingham County-Rincon Elementary School
 Code: 6514050
 Number of Respondents: 95
 Return Rate: 59%
 Total Satisfaction (M1-M18): 88 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	1	1	2	32	22	42	4.99
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	2	2	9	32	23	33	4.68
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	2	1	1	22	22	53	5.17
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	3	0	10	37	22	29	4.60
5. I was given information about organizations that offer support for parents of students with disabilities.	2	2	24	34	18	19	4.21*
6. My child's evaluation report and other written information are in terms I understand.	2	1	0	24	31	42	5.06
PART II: Teachers and Administrators:							
7. are available to speak with me.	2	1	2	17	21	56	5.23**
8. treat me as a team member.	2	1	1	22	20	53	5.17
9. seek out parent input.	2	0	2	25	23	48	5.10
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	1	1	1	28	23	46	5.08
11. encourage me to participate in the decision-making process.	1	1	1	27	24	46	5.10
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	2	1	3	33	20	40	4.89
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	1	2	5	31	21	39	4.87
14. gives me choices with regard to services that address my child's needs.	2	1	2	37	19	39	4.86
15. offers parents training about special education issues.	1	2	18	39	13	27	4.41
16. offers parents a variety of ways to communicate with teachers.	1	2	0	32	22	42	4.99
17. gives parents the help they may need to play an active role in their child's education.	1	2	4	32	18	43	4.91
18. provides information on agencies that can assist my child in the transition from school.	1	1	17	46	9	25	4.37

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Elbert County-Elberton Education Center
 Code: 6520112
 Number of Respondents: 5
 Return Rate: 100+%
 Total Satisfaction (M1-M18): 80 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	40	60	0	4.60**
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	0	60	40	0	4.40
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	40	60	0	4.60**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	0	40	60	0	4.60**
5. I was given information about organizations that offer support for parents of students with disabilities.	0	0	0	40	60	0	4.60**
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	40	60	0	4.60**
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	40	60	0	4.60**
8. treat me as a team member.	0	0	0	60	40	0	4.40
9. seek out parent input.	0	0	0	80	20	0	4.20
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	60	40	0	4.40
11. encourage me to participate in the decision-making process.	0	0	0	80	20	0	4.20
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	0	40	60	0	4.60**
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	0	40	60	0	4.60**
14. gives me choices with regard to services that address my child's needs.	0	0	0	40	60	0	4.60**
15. offers parents training about special education issues.	0	0	20	60	20	0	4.00*
16. offers parents a variety of ways to communicate with teachers.	0	0	0	60	40	0	4.40
17. gives parents the help they may need to play an active role in their child's education.	0	0	0	40	60	0	4.60**
18. provides information on agencies that can assist my child in the transition from school.	0	0	0	80	20	0	4.20

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Emanuel County-Emanuel County Institute
 Code: 6532050
 Number of Respondents: 49
 Return Rate: 73%
 Total Satisfaction (M1-M18): 78 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	4	0	4	48	19	25	4.52
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	4	0	6	54	15	21	4.38
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	6	0	2	49	16	27	4.49
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	4	2	13	58	13	9	4.00
5. I was given information about organizations that offer support for parents of students with disabilities.	6	2	10	48	19	15	4.15
6. My child's evaluation report and other written information are in terms I understand.	4	0	2	59	18	16	4.37
PART II: Teachers and Administrators:							
7. are available to speak with me.	4	0	4	41	24	27	4.61**
8. treat me as a team member.	4	0	4	40	29	23	4.58
9. seek out parent input.	4	0	2	49	24	20	4.51
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	4	0	6	51	26	13	4.32
11. encourage me to participate in the decision-making process.	4	0	2	53	24	16	4.43
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	4	0	8	53	18	16	4.31
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	4	0	6	49	22	18	4.41
14. gives me choices with regard to services that address my child's needs.	4	0	8	50	19	19	4.35
15. offers parents training about special education issues.	4	4	27	48	8	8	3.77*
16. offers parents a variety of ways to communicate with teachers.	2	2	4	55	22	14	4.37
17. gives parents the help they may need to play an active role in their child's education.	2	2	8	60	17	10	4.19
18. provides information on agencies that can assist my child in the transition from school.	4	4	9	53	17	13	4.13

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Evans County-Claxton Middle School
 Code: 6543050
 Number of Respondents: 24
 Return Rate: 56%
 Total Satisfaction (M1-M18): 79 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	4	0	4	46	33	13	4.42
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	13	50	25	13	4.38
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	4	0	54	29	13	4.46
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	4	0	21	58	13	4	3.88*
5. I was given information about organizations that offer support for parents of students with disabilities.	4	0	17	54	21	4	4.00
6. My child's evaluation report and other written information are in terms I understand.	0	4	0	54	29	13	4.46
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	58	29	13	4.54
8. treat me as a team member.	0	0	4	50	29	17	4.58
9. seek out parent input.	0	0	4	57	22	17	4.52
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	4	58	21	17	4.50
11. encourage me to participate in the decision-making process.	0	0	0	54	25	21	4.67**
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	4	54	29	13	4.50
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	4	50	38	8	4.50
14. gives me choices with regard to services that address my child's needs.	0	0	0	63	25	13	4.50
15. offers parents training about special education issues.	0	0	4	61	22	13	4.43
16. offers parents a variety of ways to communicate with teachers.	0	4	0	63	21	13	4.38
17. gives parents the help they may need to play an active role in their child's education.	0	0	4	54	29	13	4.50
18. provides information on agencies that can assist my child in the transition from school.	5	0	10	45	30	10	4.25

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Fannin County-East Fannin Elementary School
 Code: 6550194
 Number of Respondents: 6
 Return Rate: 12%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Fayette County-Crabapple Lane Elementary School
 Code: 6560104
 Number of Respondents: 11
 Return Rate: 16%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Fayette County-Booth Middle School
 Code: 6560178
 Number of Respondents: 32
 Return Rate: 24%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
SPRING 2015

Name: Fayette County-Oak Grove Elementary School
 Code: 6560186
 Number of Respondents: 14
 Return Rate: 33%
 Total Satisfaction (M1-M18): 92 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	14	21	64	5.50
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	23	15	8	54	4.92
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	0	36	64	5.64
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	7	0	21	7	14	50	4.71
5. I was given information about organizations that offer support for parents of students with disabilities.	7	14	14	7	21	36	4.29
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	21	21	57	5.36
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	8	8	85	5.77**
8. treat me as a team member.	0	0	0	14	14	71	5.57
9. seek out parent input.	0	0	7	14	7	71	5.43
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	29	21	50	5.21
11. encourage me to participate in the decision-making process.	0	7	7	7	14	64	5.21
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	7	29	7	57	5.14
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	0	21	14	64	5.43
14. gives me choices with regard to services that address my child's needs.	7	0	0	29	7	57	5.00
15. offers parents training about special education issues.	8	8	23	8	8	46	4.38
16. offers parents a variety of ways to communicate with teachers.	0	7	0	14	21	57	5.21
17. gives parents the help they may need to play an active role in their child's education.	0	7	7	14	14	57	5.07
18. provides information on agencies that can assist my child in the transition from school.	10	20	30	0	0	40	3.80*

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Fayette County-Peebles Elementary School
 Code: 6560199
 Number of Respondents: 9
 Return Rate: 15%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Fayette County-Fayette County High School
 Code: 6560398
 Number of Respondents: 5
 Return Rate: 4%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
SPRING 2015

Name: Floyd County-Pepperell High School
 Code: 6570107
 Number of Respondents: 83
 Return Rate: 54%
 Total Satisfaction (M1-M18): 80 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	2	1	5	40	20	31	4.69
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	2	2	7	46	19	23	4.46
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	2	1	2	46	11	37	4.72
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	3	3	16	47	13	19	4.21
5. I was given information about organizations that offer support for parents of students with disabilities.	5	1	22	42	12	17	4.07
6. My child's evaluation report and other written information are in terms I understand.	2	0	5	52	16	25	4.54
PART II: Teachers and Administrators:							
7. are available to speak with me.	2	0	6	37	22	32	4.73**
8. treat me as a team member.	2	0	7	40	21	30	4.65
9. seek out parent input.	4	1	7	41	21	26	4.52
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	3	1	4	48	19	25	4.55
11. encourage me to participate in the decision-making process.	2	1	4	45	20	28	4.62
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	2	2	5	44	20	26	4.54
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	5	1	6	44	16	27	4.47
14. gives me choices with regard to services that address my child's needs.	3	4	10	46	14	24	4.36
15. offers parents training about special education issues.	3	3	27	43	9	16	4.03*
16. offers parents a variety of ways to communicate with teachers.	4	1	9	49	16	21	4.36
17. gives parents the help they may need to play an active role in their child's education.	2	0	13	49	13	22	4.37
18. provides information on agencies that can assist my child in the transition from school.	3	3	16	47	12	20	4.23

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Floyd County-Model High
 Code: 6570111
 Number of Respondents: 13
 Return Rate: 14%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Floyd County-Model Middle School
 Code: 6570203
 Number of Respondents: 11
 Return Rate: 13%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Floyd County-Alto Park Elementary School
 Code: 6571050
 Number of Respondents: 14
 Return Rate: 33%
 Total Satisfaction (M1-M18): 85 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	7	29	36	29	4.86
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	14	36	21	29	4.64
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	7	36	14	43	4.93
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	21	36	21	21	4.43
5. I was given information about organizations that offer support for parents of students with disabilities.	0	0	36	36	7	21	4.14*
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	62	15	23	4.62
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	36	21	43	5.07
8. treat me as a team member.	0	0	0	43	14	43	5.00
9. seek out parent input.	0	0	0	43	7	50	5.07
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	8	38	8	46	4.92
11. encourage me to participate in the decision-making process.	0	0	7	36	14	43	4.93
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	0	50	21	29	4.79
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	0	43	14	43	5.00
14. gives me choices with regard to services that address my child's needs.	0	0	21	43	7	29	4.43
15. offers parents training about special education issues.	0	0	29	43	14	14	4.14*
16. offers parents a variety of ways to communicate with teachers.	0	0	0	38	8	54	5.15**
17. gives parents the help they may need to play an active role in their child's education.	0	0	21	29	21	29	4.57
18. provides information on agencies that can assist my child in the transition from school.	0	0	29	43	14	14	4.14*

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Forsyth County-Sharon Elementary School
 Code: 6580104
 Number of Respondents: 113
 Return Rate: 84%
 Total Satisfaction (M1-M18): 91 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	5	1	2	14	22	56	5.14
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	2	1	6	20	20	51	5.09
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	3	3	2	15	17	60	5.22
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	2	2	4	28	18	47	4.97
5. I was given information about organizations that offer support for parents of students with disabilities.	2	0	22	24	11	40	4.62*
6. My child's evaluation report and other written information are in terms I understand.	4	2	0	18	17	59	5.19
PART II: Teachers and Administrators:							
7. are available to speak with me.	5	1	0	8	18	68	5.36**
8. treat me as a team member.	5	2	0	12	20	61	5.23
9. seek out parent input.	5	2	2	17	16	59	5.14
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	3	1	1	16	21	58	5.26
11. encourage me to participate in the decision-making process.	4	2	0	17	22	54	5.14
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	4	2	4	20	19	53	5.06
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	5	2	0	17	23	53	5.09
14. gives me choices with regard to services that address my child's needs.	4	1	6	21	15	53	5.02
15. offers parents training about special education issues.	4	2	11	26	13	44	4.76
16. offers parents a variety of ways to communicate with teachers.	4	3	0	19	16	59	5.19
17. gives parents the help they may need to play an active role in their child's education.	5	2	3	22	21	47	4.93
18. provides information on agencies that can assist my child in the transition from school.	3	0	14	30	13	41	4.71

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Forsyth County-Mashburn Elementary School
 Code: 6580176
 Number of Respondents: 11
 Return Rate: 19%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Forsyth County-North Forsyth High School
 Code: 6580195
 Number of Respondents: 35
 Return Rate: 19%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree	Mean
	%	%	%	%	%	%	
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Forsyth County-Vickery Creek Middle School
 Code: 6580199
 Number of Respondents: 43
 Return Rate: 49%
 Total Satisfaction (M1-M18): 82 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	7	0	5	19	31	38	4.81
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	12	0	2	14	35	37	4.72
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	10	0	2	12	21	55	5.00**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	11	0	14	32	14	30	4.27
5. I was given information about organizations that offer support for parents of students with disabilities.	15	3	15	18	13	36	4.18*
6. My child's evaluation report and other written information are in terms I understand.	7	0	5	30	21	37	4.70
PART II: Teachers and Administrators:							
7. are available to speak with me.	7	2	5	21	17	48	4.81
8. treat me as a team member.	7	5	0	26	19	43	4.74
9. seek out parent input.	10	0	12	32	12	34	4.39
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	10	0	3	31	15	41	4.64
11. encourage me to participate in the decision-making process.	5	3	10	25	18	40	4.68
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	7	0	10	33	10	40	4.60
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	8	3	8	40	15	28	4.35
14. gives me choices with regard to services that address my child's needs.	7	2	12	34	12	32	4.37
15. offers parents training about special education issues.	5	2	12	39	2	39	4.49
16. offers parents a variety of ways to communicate with teachers.	9	2	5	26	19	40	4.60
17. gives parents the help they may need to play an active role in their child's education.	10	0	12	38	10	31	4.31
18. provides information on agencies that can assist my child in the transition from school.	8	5	13	38	5	31	4.21

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Forsyth County-Lambert High School
 Code: 6580214
 Number of Respondents: 54
 Return Rate: 34%
 Total Satisfaction (M1-M18): 84 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	4	2	8	21	23	43	4.87
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	2	2	13	34	13	36	4.62
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	4	0	4	15	20	57	5.20**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	9	4	19	17	13	38	4.36
5. I was given information about organizations that offer support for parents of students with disabilities.	10	4	25	24	4	33	4.08*
6. My child's evaluation report and other written information are in terms I understand.	4	0	4	28	15	50	5.00
PART II: Teachers and Administrators:							
7. are available to speak with me.	2	2	4	22	22	48	5.06
8. treat me as a team member.	6	0	7	19	20	48	4.93
9. seek out parent input.	4	2	15	28	11	40	4.60
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	6	2	6	24	18	45	4.80
11. encourage me to participate in the decision-making process.	6	6	7	19	15	48	4.76
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	6	4	4	31	13	43	4.70
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	6	2	21	26	11	34	4.38
14. gives me choices with regard to services that address my child's needs.	4	4	16	24	14	39	4.57
15. offers parents training about special education issues.	2	0	17	37	8	37	4.58
16. offers parents a variety of ways to communicate with teachers.	4	0	4	35	9	48	4.91
17. gives parents the help they may need to play an active role in their child's education.	2	2	15	26	9	45	4.75
18. provides information on agencies that can assist my child in the transition from school.	6	4	19	28	13	30	4.26

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Forsyth County-Big Creek Elementary School
 Code: 6581050
 Number of Respondents: 38
 Return Rate: 53%
 Total Satisfaction (M1-M18): 86 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	5	26	34	34	4.97
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	11	41	24	24	4.62
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	30	38	32	5.03
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	3	66	6	25	4.53
5. I was given information about organizations that offer support for parents of students with disabilities.	3	3	38	34	9	13	3.81*
6. My child's evaluation report and other written information are in terms I understand.	0	0	5	41	19	35	4.84
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	22	32	46	5.24**
8. treat me as a team member.	0	0	5	22	30	43	5.11
9. seek out parent input.	0	3	8	37	11	42	4.82
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	36	27	36	5.00
11. encourage me to participate in the decision-making process.	0	0	8	31	17	44	4.97
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	3	9	31	23	34	4.77
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	3	8	41	16	32	4.68
14. gives me choices with regard to services that address my child's needs.	0	3	15	29	18	35	4.68
15. offers parents training about special education issues.	0	9	12	30	27	21	4.39
16. offers parents a variety of ways to communicate with teachers.	0	0	6	31	19	44	5.03
17. gives parents the help they may need to play an active role in their child's education.	0	0	6	36	19	39	4.92
18. provides information on agencies that can assist my child in the transition from school.	0	0	30	40	7	23	4.23

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Franklin County-Franklin County Middle School
 Code: 6590105
 Number of Respondents: 26
 Return Rate: 25%
 Total Satisfaction (M1-M18): 85 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	8	0	8	27	15	42	4.69
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	0	46	12	42	4.96
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	46	12	42	4.96
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	4	8	40	8	40	4.72
5. I was given information about organizations that offer support for parents of students with disabilities.	8	4	19	23	8	38	4.35
6. My child's evaluation report and other written information are in terms I understand.	0	0	4	36	16	44	5.00**
PART II: Teachers and Administrators:							
7. are available to speak with me.	8	0	4	19	15	54	4.96
8. treat me as a team member.	8	0	8	23	12	50	4.81
9. seek out parent input.	8	0	8	24	16	44	4.72
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	4	4	4	31	8	50	4.85
11. encourage me to participate in the decision-making process.	4	4	0	31	15	46	4.88
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	4	4	4	27	15	46	4.85
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	4	4	4	27	15	46	4.85
14. gives me choices with regard to services that address my child's needs.	8	0	8	31	12	42	4.65
15. offers parents training about special education issues.	8	0	27	27	12	27	4.15*
16. offers parents a variety of ways to communicate with teachers.	8	0	4	23	12	54	4.92
17. gives parents the help they may need to play an active role in their child's education.	8	0	8	23	15	46	4.77
18. provides information on agencies that can assist my child in the transition from school.	8	0	20	32	12	28	4.24

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Franklin County-Franklin County High School
 Code: 6593050
 Number of Respondents: 26
 Return Rate: 26%
 Total Satisfaction (M1-M18): 87 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	27	23	50	5.23**
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	8	31	27	35	4.88
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	4	0	27	35	35	4.96
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	14	32	32	23	4.64
5. I was given information about organizations that offer support for parents of students with disabilities.	0	0	29	25	29	17	4.33
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	31	31	38	5.08
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	27	35	38	5.12
8. treat me as a team member.	0	0	0	27	31	42	5.15
9. seek out parent input.	0	0	4	20	48	28	5.00
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	38	27	35	4.96
11. encourage me to participate in the decision-making process.	0	0	0	31	27	42	5.12
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	0	44	24	32	4.88
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	8	28	24	40	4.96
14. gives me choices with regard to services that address my child's needs.	0	0	8	42	27	23	4.65
15. offers parents training about special education issues.	0	8	20	44	12	16	4.08*
16. offers parents a variety of ways to communicate with teachers.	0	4	4	42	19	31	4.69
17. gives parents the help they may need to play an active role in their child's education.	0	0	12	42	23	23	4.58
18. provides information on agencies that can assist my child in the transition from school.	0	4	17	29	29	21	4.46

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Fulton County-Barnwell Elementary School
 Code: 6600187
 Number of Respondents: 23
 Return Rate: 53%
 Total Satisfaction (M1-M18): 88 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	4	0	22	17	57	5.22
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	16	26	26	32	4.74
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	13	26	61	5.48
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	5	0	30	15	50	5.05
5. I was given information about organizations that offer support for parents of students with disabilities.	5	5	32	23	9	27	4.09
6. My child's evaluation report and other written information are in terms I understand.	4	0	0	17	35	43	5.09
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	22	0	78	5.57**
8. treat me as a team member.	4	0	0	17	9	70	5.35
9. seek out parent input.	4	0	0	17	13	65	5.30
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	5	0	0	9	5	82	5.55
11. encourage me to participate in the decision-making process.	4	0	0	13	9	74	5.43
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	4	22	22	52	5.22
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	4	0	9	17	30	39	4.87
14. gives me choices with regard to services that address my child's needs.	4	0	9	22	35	30	4.74
15. offers parents training about special education issues.	10	0	30	35	10	15	3.80
16. offers parents a variety of ways to communicate with teachers.	9	0	0	30	26	35	4.70
17. gives parents the help they may need to play an active role in their child's education.	4	0	4	35	30	26	4.65
18. provides information on agencies that can assist my child in the transition from school.	12	0	41	24	6	18	3.65*

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Fulton County-New Prospect Elementary School
 Code: 6600195
 Number of Respondents: 14
 Return Rate: 21%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Fulton County-Northview High School
 Code: 6600203
 Number of Respondents: 17
 Return Rate: 20%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Fulton County-Ridgeview Charter School
 Code: 6600286
 Number of Respondents: 13
 Return Rate: 9%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Fulton County-Findley Oaks Elementary School
 Code: 6600295
 Number of Respondents: 12
 Return Rate: 17%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
SPRING 2015

Name: Fulton County-Haynes Bridge Middle School
 Code: 6600384
 Number of Respondents: 34
 Return Rate: 27%
 Total Satisfaction (M1-M18): 81 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	3	3	0	36	18	39	4.82
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	6	0	3	24	21	47	4.94
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	3	3	3	24	24	44	4.94
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	7	0	10	33	7	43	4.63
5. I was given information about organizations that offer support for parents of students with disabilities.	27	7	23	17	7	20	3.30*
6. My child's evaluation report and other written information are in terms I understand.	3	0	3	26	26	41	4.97
PART II: Teachers and Administrators:							
7. are available to speak with me.	6	0	0	26	9	59	5.09**
8. treat me as a team member.	6	0	3	38	12	41	4.74
9. seek out parent input.	6	3	15	32	9	35	4.41
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	3	0	0	39	16	42	4.90
11. encourage me to participate in the decision-making process.	3	0	6	34	28	28	4.69
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	6	0	0	36	24	33	4.73
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	9	3	9	22	25	31	4.44
14. gives me choices with regard to services that address my child's needs.	3	9	18	30	15	24	4.18
15. offers parents training about special education issues.	10	21	28	21	10	10	3.31
16. offers parents a variety of ways to communicate with teachers.	6	0	3	34	31	25	4.59
17. gives parents the help they may need to play an active role in their child's education.	3	0	18	36	18	24	4.39
18. provides information on agencies that can assist my child in the transition from school.	6	3	39	29	3	19	3.77

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Fulton County-Shakerag Elementary School
 Code: 6600398
 Number of Respondents: 7
 Return Rate: 14%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Fulton County-Fulton Science Academy High School
 Code: 6600506
 Number of Respondents: 5
 Return Rate: 31%
 Total Satisfaction (M1-M18): 95 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	0	40	60	5.60
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	0	0	40	60	5.60
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	0	20	80	5.80**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	0	20	40	40	5.20
5. I was given information about organizations that offer support for parents of students with disabilities.	0	0	20	40	20	20	4.40
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	0	20	80	5.80**
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	0	40	60	5.60
8. treat me as a team member.	0	0	0	0	40	60	5.60
9. seek out parent input.	0	0	0	20	20	60	5.40
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	20	40	40	5.20
11. encourage me to participate in the decision-making process.	0	0	0	20	40	40	5.20
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	0	20	60	20	5.00
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	0	0	60	40	5.40
14. gives me choices with regard to services that address my child's needs.	0	0	0	20	40	40	5.20
15. offers parents training about special education issues.	0	0	40	40	20	0	3.80*
16. offers parents a variety of ways to communicate with teachers.	0	0	0	0	40	60	5.60
17. gives parents the help they may need to play an active role in their child's education.	0	0	0	0	60	40	5.40
18. provides information on agencies that can assist my child in the transition from school.	0	0	0	50	25	25	4.75

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Fulton County-Taylor Road Middle School
 Code: 6600591
 Number of Respondents: 19
 Return Rate: 19%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Fulton County-Cliftondale Elementary School
 Code: 6601010
 Number of Respondents: 8
 Return Rate: 17%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
SPRING 2015

Name: Fulton County-Alpharetta Elementary School
 Code: 6601050
 Number of Respondents: 29
 Return Rate: 31%
 Total Satisfaction (M1-M18): 82 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	4	50	7	39	4.82
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	4	23	27	15	31	4.46
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	4	29	21	46	5.11
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	12	38	23	27	4.65
5. I was given information about organizations that offer support for parents of students with disabilities.	11	4	39	21	11	14	3.61
6. My child's evaluation report and other written information are in terms I understand.	3	0	3	21	34	38	4.97
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	4	4	18	18	57	5.21**
8. treat me as a team member.	3	0	3	28	21	45	4.97
9. seek out parent input.	3	7	3	28	14	45	4.76
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	8	0	0	19	19	54	5.04
11. encourage me to participate in the decision-making process.	3	3	3	31	17	41	4.79
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	10	7	0	14	34	34	4.59
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	3	3	14	21	28	31	4.59
14. gives me choices with regard to services that address my child's needs.	4	4	11	36	18	29	4.46
15. offers parents training about special education issues.	8	8	48	16	4	16	3.48*
16. offers parents a variety of ways to communicate with teachers.	4	4	11	32	11	39	4.61
17. gives parents the help they may need to play an active role in their child's education.	4	0	19	27	19	31	4.50
18. provides information on agencies that can assist my child in the transition from school.	9	4	35	30	4	17	3.70

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Fulton County-Birmingham Falls Elementary School
 Code: 6601210
 Number of Respondents: 16
 Return Rate: 24%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree	Mean
	%	%	%	%	%	%	
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Fulton County-Brookview Elementary School
 Code: 6602550
 Number of Respondents: 6
 Return Rate: 23%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree	Mean
	%	%	%	%	%	%	
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Fulton County-High Point Elementary School
 Code: 6604056
 Number of Respondents: 16
 Return Rate: 20%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Fulton County-Mimosa Elementary School
 Code: 6604060
 Number of Respondents: 51
 Return Rate: 46%
 Total Satisfaction (M1-M18): 88 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	2	0	4	35	17	42	4.90
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	4	0	4	43	15	34	4.66
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	4	0	0	28	22	46	5.02
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	2	0	2	33	24	39	4.94
5. I was given information about organizations that offer support for parents of students with disabilities.	2	2	14	39	14	29	4.47
6. My child's evaluation report and other written information are in terms I understand.	2	0	0	34	26	38	4.96
PART II: Teachers and Administrators:							
7. are available to speak with me.	2	0	0	26	18	54	5.20
8. treat me as a team member.	2	0	0	31	17	50	5.10
9. seek out parent input.	2	0	0	20	28	50	5.22**
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	2	0	0	27	24	47	5.12
11. encourage me to participate in the decision-making process.	2	0	2	27	19	50	5.10
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	2	0	0	30	22	46	5.08
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	2	0	6	20	24	48	5.08
14. gives me choices with regard to services that address my child's needs.	2	0	2	39	24	33	4.82
15. offers parents training about special education issues.	2	0	17	38	26	17	4.36*
16. offers parents a variety of ways to communicate with teachers.	2	0	2	31	25	40	4.96
17. gives parents the help they may need to play an active role in their child's education.	2	0	4	37	24	33	4.80
18. provides information on agencies that can assist my child in the transition from school.	2	0	13	36	19	30	4.60

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Fulton County-North Springs High School
 Code: 6604062
 Number of Respondents: 17
 Return Rate: 16%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Gilmer County-Gilmer Middle school
 Code: 6610112
 Number of Respondents: 9
 Return Rate: 17%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
SPRING 2015

Name: Gilmer County-Ellijay Primary School
 Code: 6610113
 Number of Respondents: 10
 Return Rate: 42%
 Total Satisfaction (M1-M18): 77 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	10	0	10	20	40	20	4.40
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	10	0	20	30	30	10	4.00
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	10	0	0	30	30	30	4.60
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	11	0	11	33	33	11	4.11
5. I was given information about organizations that offer support for parents of students with disabilities.	22	11	11	33	11	11	3.33*
6. My child's evaluation report and other written information are in terms I understand.	10	0	0	30	20	40	4.70**
PART II: Teachers and Administrators:							
7. are available to speak with me.	10	0	0	30	20	40	4.70**
8. treat me as a team member.	10	0	10	30	10	40	4.50
9. seek out parent input.	10	0	0	50	0	40	4.50
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	13	0	13	25	25	25	4.25
11. encourage me to participate in the decision-making process.	10	0	10	30	10	40	4.50
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	10	0	10	50	0	30	4.20
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	10	0	0	50	10	30	4.40
14. gives me choices with regard to services that address my child's needs.	11	11	0	33	11	33	4.22
15. offers parents training about special education issues.	0	11	33	22	11	22	4.00
16. offers parents a variety of ways to communicate with teachers.	10	10	10	10	10	50	4.50
17. gives parents the help they may need to play an active role in their child's education.	10	0	10	20	20	40	4.60
18. provides information on agencies that can assist my child in the transition from school.	22	11	11	22	22	11	3.44

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Gilmer County-Ellijay Elementary School
 Code: 6610212
 Number of Respondents: 15
 Return Rate: 24%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
SPRING 2015

Name: Glynn County-Satilla Marsh Elementary School
 Code: 6630198
 Number of Respondents: 29
 Return Rate: 45%
 Total Satisfaction (M1-M18): 87 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	7	21	31	41	5.07
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	21	25	18	36	4.68
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	3	17	10	69	5.45**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	4	21	29	17	29	4.46
5. I was given information about organizations that offer support for parents of students with disabilities.	4	4	31	15	15	31	4.27
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	31	21	48	5.17
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	3	24	17	55	5.24
8. treat me as a team member.	0	0	7	28	17	48	5.07
9. seek out parent input.	0	0	17	28	10	45	4.83
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	4	32	14	50	5.11
11. encourage me to participate in the decision-making process.	0	0	7	21	21	50	5.14
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	7	39	7	46	4.93
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	3	3	7	17	28	41	4.86
14. gives me choices with regard to services that address my child's needs.	0	3	17	21	21	38	4.72
15. offers parents training about special education issues.	4	14	25	25	11	21	3.89*
16. offers parents a variety of ways to communicate with teachers.	0	0	10	28	21	41	4.93
17. gives parents the help they may need to play an active role in their child's education.	0	0	10	31	17	41	4.90
18. provides information on agencies that can assist my child in the transition from school.	4	4	20	28	12	32	4.36

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Glynn County-St. Simons Elementary School
 Code: 6631056
 Number of Respondents: 34
 Return Rate: 83%
 Total Satisfaction (M1-M18): 84 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	6	0	9	22	19	44	4.78
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	9	0	3	38	9	41	4.62
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	6	0	0	32	15	47	4.91
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	7	0	10	43	10	30	4.40
5. I was given information about organizations that offer support for parents of students with disabilities.	12	3	36	15	6	27	3.82*
6. My child's evaluation report and other written information are in terms I understand.	6	0	6	24	9	56	4.97
PART II: Teachers and Administrators:							
7. are available to speak with me.	6	0	3	24	15	53	5.00**
8. treat me as a team member.	6	3	6	26	6	53	4.82
9. seek out parent input.	3	3	6	28	6	53	4.91
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	6	0	3	39	3	48	4.79
11. encourage me to participate in the decision-making process.	6	0	6	21	12	56	5.00**
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	6	0	6	27	15	45	4.82
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	6	0	12	26	15	41	4.68
14. gives me choices with regard to services that address my child's needs.	6	0	15	27	15	36	4.55
15. offers parents training about special education issues.	9	0	29	29	6	26	4.03
16. offers parents a variety of ways to communicate with teachers.	3	3	6	26	23	39	4.77
17. gives parents the help they may need to play an active role in their child's education.	6	3	9	24	18	41	4.68
18. provides information on agencies that can assist my child in the transition from school.	9	6	25	19	3	38	4.13

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Glynn County-Burroughs-Molette Elementary School
 Code: 6634052
 Number of Respondents: 59
 Return Rate: 60%
 Total Satisfaction (M1-M18): 86 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	2	5	0	32	20	41	4.86
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	3	3	10	25	29	29	4.59
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	2	29	19	51	5.19**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	4	5	11	34	16	30	4.45
5. I was given information about organizations that offer support for parents of students with disabilities.	8	5	15	24	17	31	4.27*
6. My child's evaluation report and other written information are in terms I understand.	2	0	7	22	29	41	4.98
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	2	7	27	19	46	5.00
8. treat me as a team member.	0	2	5	34	12	47	4.97
9. seek out parent input.	0	0	7	32	16	46	5.00
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	5	2	31	17	45	4.95
11. encourage me to participate in the decision-making process.	3	0	5	28	22	41	4.90
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	2	5	3	28	19	43	4.86
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	7	5	29	16	43	4.83
14. gives me choices with regard to services that address my child's needs.	5	2	10	31	15	37	4.61
15. offers parents training about special education issues.	2	5	16	30	21	26	4.42
16. offers parents a variety of ways to communicate with teachers.	0	0	15	32	20	32	4.69
17. gives parents the help they may need to play an active role in their child's education.	0	0	7	32	25	36	4.90
18. provides information on agencies that can assist my child in the transition from school.	4	4	16	25	23	29	4.46

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Glynn County-Glynn Academy
 Code: 6634752
 Number of Respondents: 81
 Return Rate: 52%
 Total Satisfaction (M1-M18): 83 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	5	1	6	25	24	38	4.76
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	7	0	9	26	20	38	4.65
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	5	0	4	20	23	48	4.99**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	7	8	11	32	12	30	4.24
5. I was given information about organizations that offer support for parents of students with disabilities.	5	4	18	28	19	26	4.29
6. My child's evaluation report and other written information are in terms I understand.	3	0	8	25	17	47	4.95
PART II: Teachers and Administrators:							
7. are available to speak with me.	6	3	3	27	15	47	4.82
8. treat me as a team member.	6	6	6	23	14	44	4.65
9. seek out parent input.	8	0	5	31	21	35	4.62
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	4	3	4	32	17	41	4.78
11. encourage me to participate in the decision-making process.	6	3	5	24	19	42	4.74
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	5	0	9	28	19	38	4.72
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	8	1	5	30	19	38	4.64
14. gives me choices with regard to services that address my child's needs.	5	4	6	36	15	34	4.54
15. offers parents training about special education issues.	4	5	24	25	18	24	4.20*
16. offers parents a variety of ways to communicate with teachers.	5	4	3	28	18	42	4.77
17. gives parents the help they may need to play an active role in their child's education.	5	4	7	26	19	40	4.68
18. provides information on agencies that can assist my child in the transition from school.	6	1	15	31	15	31	4.40

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Glynn County-Goodyear Elementary School
 Code: 6635052
 Number of Respondents: 35
 Return Rate: 46%
 Total Satisfaction (M1-M18): 83 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	3	0	9	35	24	29	4.65
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	6	3	43	20	29	4.63
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	3	0	32	21	44	5.03**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	3	6	21	41	21	9	3.97*
5. I was given information about organizations that offer support for parents of students with disabilities.	3	3	21	35	21	18	4.21
6. My child's evaluation report and other written information are in terms I understand.	0	3	0	50	21	26	4.68
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	6	36	15	42	4.94
8. treat me as a team member.	0	0	6	44	24	26	4.71
9. seek out parent input.	0	3	6	38	18	35	4.76
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	44	35	21	4.76
11. encourage me to participate in the decision-making process.	0	3	6	31	26	34	4.83
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	3	12	36	9	39	4.70
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	3	43	20	34	4.86
14. gives me choices with regard to services that address my child's needs.	0	0	17	31	14	37	4.71
15. offers parents training about special education issues.	0	0	29	34	23	14	4.23
16. offers parents a variety of ways to communicate with teachers.	0	6	11	31	20	31	4.60
17. gives parents the help they may need to play an active role in their child's education.	3	3	6	37	20	31	4.63
18. provides information on agencies that can assist my child in the transition from school.	3	3	23	29	23	20	4.26

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Grady County-Eastside Elementary School
 Code: 6650185
 Number of Respondents: 41
 Return Rate: 55%
 Total Satisfaction (M1-M18): 82 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	5	0	0	37	22	37	4.80
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	5	0	11	35	24	24	4.46
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	3	0	3	31	31	33	4.87
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	5	3	18	45	23	8	4.00*
5. I was given information about organizations that offer support for parents of students with disabilities.	8	0	25	25	28	15	4.10
6. My child's evaluation report and other written information are in terms I understand.	5	0	0	32	37	27	4.76
PART II: Teachers and Administrators:							
7. are available to speak with me.	5	0	0	32	24	39	4.88**
8. treat me as a team member.	5	0	3	38	20	35	4.73
9. seek out parent input.	3	0	3	41	23	31	4.74
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	5	0	0	30	35	30	4.80
11. encourage me to participate in the decision-making process.	5	0	0	27	39	29	4.83
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	5	0	0	37	27	32	4.76
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	5	0	0	40	25	30	4.70
14. gives me choices with regard to services that address my child's needs.	5	0	5	44	21	26	4.51
15. offers parents training about special education issues.	8	3	15	38	13	23	4.15
16. offers parents a variety of ways to communicate with teachers.	5	0	5	35	25	30	4.65
17. gives parents the help they may need to play an active role in their child's education.	8	0	3	41	23	26	4.49
18. provides information on agencies that can assist my child in the transition from school.	8	0	18	32	21	21	4.21

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Grady County-Southside Elementary School
 Code: 6652050
 Number of Respondents: 10
 Return Rate: 20%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
SPRING 2015

Name: Greene County-Anita White Carson Middle School
 Code: 6660101
 Number of Respondents: 12
 Return Rate: 31%
 Total Satisfaction (M1-M18): 90 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	33	42	25	4.92
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	0	17	33	50	5.33**
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	25	33	42	5.17
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	8	0	8	25	33	25	4.50*
5. I was given information about organizations that offer support for parents of students with disabilities.	0	0	17	17	58	8	4.58
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	33	42	25	4.92
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	18	36	45	5.27
8. treat me as a team member.	0	0	0	17	33	50	5.33**
9. seek out parent input.	0	0	0	33	25	42	5.08
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	25	50	25	5.00
11. encourage me to participate in the decision-making process.	0	0	8	8	50	33	5.08
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	8	8	42	42	5.17
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	0	17	33	50	5.33**
14. gives me choices with regard to services that address my child's needs.	0	0	0	17	50	33	5.17
15. offers parents training about special education issues.	0	0	8	33	42	17	4.67
16. offers parents a variety of ways to communicate with teachers.	0	0	0	33	42	25	4.92
17. gives parents the help they may need to play an active role in their child's education.	0	0	0	27	45	27	5.00
18. provides information on agencies that can assist my child in the transition from school.	0	0	0	36	36	27	4.91

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Gwinnett County-Berkeley Lake Elementary School
 Code: 6670184
 Number of Respondents: 14
 Return Rate: 14%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Gwinnett County-Dacula Elementary School
 Code: 6670191
 Number of Respondents: 9
 Return Rate: 6%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
SPRING 2015

Name: Gwinnett County-Creekland Middle School
 Code: 6670197
 Number of Respondents: 134
 Return Rate: 50%
 Total Satisfaction (M1-M18): 83 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	2	0	3	34	23	38	4.89
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	2	0	2	39	22	35	4.82
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	1	1	0	30	23	45	5.07**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	4	1	5	38	28	25	4.60
5. I was given information about organizations that offer support for parents of students with disabilities.	10	2	25	29	12	21	3.94
6. My child's evaluation report and other written information are in terms I understand.	3	0	3	34	22	38	4.87
PART II: Teachers and Administrators:							
7. are available to speak with me.	2	0	3	32	19	43	4.96
8. treat me as a team member.	2	1	3	35	23	36	4.84
9. seek out parent input.	4	0	6	36	23	32	4.68
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	2	2	4	36	28	29	4.75
11. encourage me to participate in the decision-making process.	2	1	3	33	21	40	4.90
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	2	2	7	34	25	31	4.70
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	2	1	8	32	20	36	4.74
14. gives me choices with regard to services that address my child's needs.	4	1	12	33	26	25	4.50
15. offers parents training about special education issues.	6	5	35	33	9	12	3.72*
16. offers parents a variety of ways to communicate with teachers.	3	0	3	42	23	29	4.69
17. gives parents the help they may need to play an active role in their child's education.	4	1	13	42	17	23	4.37
18. provides information on agencies that can assist my child in the transition from school.	8	2	27	33	15	15	3.90

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Gwinnett County-Freeman's Mill Elementary School
 Code: 6670200
 Number of Respondents: 52
 Return Rate: 39%
 Total Satisfaction (M1-M18): 92 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	2	0	0	17	19	62	5.37
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	4	0	2	14	18	62	5.28
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	4	0	0	10	22	65	5.39**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	4	0	2	15	25	54	5.19
5. I was given information about organizations that offer support for parents of students with disabilities.	6	0	18	20	16	41	4.63
6. My child's evaluation report and other written information are in terms I understand.	2	0	0	17	25	56	5.31
PART II: Teachers and Administrators:							
7. are available to speak with me.	2	2	2	10	19	65	5.38
8. treat me as a team member.	2	2	0	13	21	62	5.35
9. seek out parent input.	4	2	6	15	21	52	5.04
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	2	2	2	25	18	51	5.08
11. encourage me to participate in the decision-making process.	2	2	4	12	22	58	5.24
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	2	0	4	14	28	52	5.22
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	4	0	6	12	23	56	5.17
14. gives me choices with regard to services that address my child's needs.	4	0	8	30	10	48	4.86
15. offers parents training about special education issues.	8	0	24	22	14	32	4.30*
16. offers parents a variety of ways to communicate with teachers.	2	0	2	19	23	54	5.23
17. gives parents the help they may need to play an active role in their child's education.	2	0	8	25	20	45	4.96
18. provides information on agencies that can assist my child in the transition from school.	4	0	19	23	25	29	4.52

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Gwinnett County-Annistown Elementary School
 Code: 6670282
 Number of Respondents: 19
 Return Rate: 30%
 Total Satisfaction (M1-M18): 84 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	5	0	37	26	32	4.79
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	5	0	42	16	37	4.79
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	5	0	37	16	42	4.89
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	11	11	21	26	32	4.58
5. I was given information about organizations that offer support for parents of students with disabilities.	5	5	21	21	32	16	4.16
6. My child's evaluation report and other written information are in terms I understand.	0	5	11	21	21	42	4.84
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	5	0	26	26	42	5.00
8. treat me as a team member.	0	5	0	26	21	47	5.05**
9. seek out parent input.	0	5	11	26	16	42	4.79
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	5	0	32	16	47	5.00
11. encourage me to participate in the decision-making process.	0	0	0	37	26	37	5.00
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	11	11	32	11	37	4.53
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	5	42	16	37	4.84
14. gives me choices with regard to services that address my child's needs.	0	5	21	26	21	26	4.42
15. offers parents training about special education issues.	5	5	21	37	21	11	3.95
16. offers parents a variety of ways to communicate with teachers.	0	5	0	32	16	47	5.00
17. gives parents the help they may need to play an active role in their child's education.	0	0	5	42	16	37	4.84
18. provides information on agencies that can assist my child in the transition from school.	5	5	47	16	16	11	3.63*

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Gwinnett County-McKendree Elementary School
 Code: 6670289
 Number of Respondents: 16
 Return Rate: 14%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Gwinnett County-Susan Stripling Elementary School
 Code: 6670300
 Number of Respondents: 61
 Return Rate: 60%
 Total Satisfaction (M1-M18): 92 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	2	21	23	54	5.30
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	2	0	0	30	15	54	5.18
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	2	0	20	25	54	5.30
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	2	0	5	23	11	59	5.18
5. I was given information about organizations that offer support for parents of students with disabilities.	4	4	11	25	23	35	4.65
6. My child's evaluation report and other written information are in terms I understand.	0	2	3	21	20	54	5.21
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	21	13	66	5.44**
8. treat me as a team member.	0	0	2	23	15	61	5.34
9. seek out parent input.	0	0	3	23	16	57	5.28
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	2	23	20	56	5.30
11. encourage me to participate in the decision-making process.	2	0	5	21	20	52	5.15
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	2	21	18	59	5.34
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	2	0	7	18	20	54	5.16
14. gives me choices with regard to services that address my child's needs.	0	0	3	28	18	51	5.16
15. offers parents training about special education issues.	4	0	13	34	21	29	4.55*
16. offers parents a variety of ways to communicate with teachers.	0	0	3	24	25	47	5.17
17. gives parents the help they may need to play an active role in their child's education.	2	0	5	25	21	48	5.07
18. provides information on agencies that can assist my child in the transition from school.	5	2	9	31	16	38	4.64

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Gwinnett County-Pharr Elementary School
 Code: 6670391
 Number of Respondents: 52
 Return Rate: 44%
 Total Satisfaction (M1-M18): 91 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	4	0	2	13	27	54	5.21
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	4	4	8	25	17	42	4.75
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	4	0	0	10	24	63	5.37
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	2	2	6	37	8	45	4.82
5. I was given information about organizations that offer support for parents of students with disabilities.	4	2	4	43	8	39	4.65
6. My child's evaluation report and other written information are in terms I understand.	4	0	0	19	10	67	5.33
PART II: Teachers and Administrators:							
7. are available to speak with me.	4	0	0	13	13	69	5.40**
8. treat me as a team member.	4	0	0	22	14	61	5.24
9. seek out parent input.	4	0	0	23	13	60	5.21
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	4	0	0	24	10	61	5.20
11. encourage me to participate in the decision-making process.	4	0	0	17	15	63	5.31
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	4	0	4	15	15	62	5.23
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	4	0	0	21	13	62	5.25
14. gives me choices with regard to services that address my child's needs.	4	4	4	24	18	45	4.84
15. offers parents training about special education issues.	6	2	8	38	10	35	4.50
16. offers parents a variety of ways to communicate with teachers.	4	0	2	24	16	55	5.12
17. gives parents the help they may need to play an active role in their child's education.	2	2	4	24	20	47	5.00
18. provides information on agencies that can assist my child in the transition from school.	4	4	9	40	9	34	4.47*

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Gwinnett County-Jackson Elementary School
 Code: 6670395
 Number of Respondents: 18
 Return Rate: 9%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
SPRING 2015

Name: Gwinnett County-Partee Elementary School
 Code: 6670398
 Number of Respondents: 14
 Return Rate: 25%
 Total Satisfaction (M1-M18): 84 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	36	29	36	5.00
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	0	46	23	31	4.85
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	7	0	0	36	21	36	4.71
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	17	58	8	17	4.25
5. I was given information about organizations that offer support for parents of students with disabilities.	8	8	15	38	15	15	3.92*
6. My child's evaluation report and other written information are in terms I understand.	0	0	7	43	21	29	4.71
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	29	36	36	5.07**
8. treat me as a team member.	0	0	0	43	21	36	4.93
9. seek out parent input.	0	0	0	43	21	36	4.93
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	7	43	21	29	4.71
11. encourage me to participate in the decision-making process.	0	0	0	50	14	36	4.86
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	7	43	21	29	4.71
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	0	36	21	43	5.07**
14. gives me choices with regard to services that address my child's needs.	0	0	7	50	0	43	4.79
15. offers parents training about special education issues.	0	0	29	43	7	21	4.21
16. offers parents a variety of ways to communicate with teachers.	0	0	7	64	0	29	4.50
17. gives parents the help they may need to play an active role in their child's education.	0	8	8	54	0	31	4.38
18. provides information on agencies that can assist my child in the transition from school.	8	8	23	31	0	31	4.00

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Gwinnett County-Kanoheda Elementary School
 Code: 6670495
 Number of Respondents: 38
 Return Rate: 23%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree	Mean
	%	%	%	%	%	%	
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Gwinnett County-McConnell Middle School
 Code: 6670497
 Number of Respondents: 30
 Return Rate: 15%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Gwinnett County-Grace Snell Middle School
 Code: 6671012
 Number of Respondents: 14
 Return Rate: 67%
 Total Satisfaction (M1-M18): 79 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	7	36	50	7	4.57
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	0	50	36	14	4.64
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	36	50	14	4.79
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	14	0	14	29	21	21	4.07
5. I was given information about organizations that offer support for parents of students with disabilities.	21	0	29	21	14	14	3.50*
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	57	29	14	4.57
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	29	43	29	5.00**
8. treat me as a team member.	0	0	0	57	21	21	4.64
9. seek out parent input.	0	0	0	64	14	21	4.57
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	7	36	29	29	4.79
11. encourage me to participate in the decision-making process.	0	0	7	29	43	21	4.79
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	8	46	23	23	4.62
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	15	23	31	31	4.77
14. gives me choices with regard to services that address my child's needs.	7	7	7	50	14	14	4.00
15. offers parents training about special education issues.	7	0	14	57	14	7	3.93
16. offers parents a variety of ways to communicate with teachers.	21	0	0	43	29	7	3.79
17. gives parents the help they may need to play an active role in their child's education.	7	0	14	50	21	7	4.00
18. provides information on agencies that can assist my child in the transition from school.	7	7	21	36	21	7	3.79

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Gwinnett County-Couch Middle School
 Code: 6671210
 Number of Respondents: 78
 Return Rate: 50%
 Total Satisfaction (M1-M18): 84 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	1	3	23	29	44	5.12
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	3	0	3	26	25	43	5.01
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	1	0	1	18	26	53	5.27**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	1	1	8	37	18	34	4.71
5. I was given information about organizations that offer support for parents of students with disabilities.	8	1	27	35	16	12	3.86
6. My child's evaluation report and other written information are in terms I understand.	1	0	1	35	28	34	4.91
PART II: Teachers and Administrators:							
7. are available to speak with me.	1	3	1	29	24	42	4.97
8. treat me as a team member.	1	1	1	28	29	39	5.00
9. seek out parent input.	1	4	7	24	29	36	4.82
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	3	0	1	43	24	29	4.72
11. encourage me to participate in the decision-making process.	1	1	3	31	33	31	4.85
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	1	1	8	32	27	31	4.73
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	3	3	8	26	28	33	4.72
14. gives me choices with regard to services that address my child's needs.	0	3	5	45	23	24	4.60
15. offers parents training about special education issues.	5	3	41	35	7	9	3.63*
16. offers parents a variety of ways to communicate with teachers.	0	1	4	49	20	26	4.65
17. gives parents the help they may need to play an active role in their child's education.	0	1	10	44	25	21	4.53
18. provides information on agencies that can assist my child in the transition from school.	6	3	26	39	11	15	3.93

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Gwinnett County-Charles Brant Chesney Elementary School
 Code: 6671605
 Number of Respondents: 16
 Return Rate: 12%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree	Mean
	%	%	%	%	%	%	
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Gwinnett County-Bethesda Elementary School
 Code: 6672050
 Number of Respondents: 15
 Return Rate: 11%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
SPRING 2015

Name: Gwinnett County-Camp Creek Elementary School
 Code: 6673550
 Number of Respondents: 37
 Return Rate: 38%
 Total Satisfaction (M1-M18): 89 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	5	24	27	43	5.08
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	5	30	22	43	5.03
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	22	22	57	5.35**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	6	31	14	50	5.08
5. I was given information about organizations that offer support for parents of students with disabilities.	14	0	27	22	5	32	4.03*
6. My child's evaluation report and other written information are in terms I understand.	3	0	0	22	27	49	5.16
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	22	22	57	5.35**
8. treat me as a team member.	0	0	5	19	24	51	5.22
9. seek out parent input.	0	0	3	35	11	51	5.11
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	6	24	21	50	5.15
11. encourage me to participate in the decision-making process.	0	0	3	27	22	49	5.16
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	11	27	22	41	4.92
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	3	0	0	27	22	49	5.11
14. gives me choices with regard to services that address my child's needs.	3	0	8	30	22	38	4.81
15. offers parents training about special education issues.	5	0	30	27	11	27	4.19
16. offers parents a variety of ways to communicate with teachers.	0	0	3	32	24	41	5.03
17. gives parents the help they may need to play an active role in their child's education.	3	0	16	24	16	41	4.73
18. provides information on agencies that can assist my child in the transition from school.	6	0	31	20	9	34	4.29

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Gwinnett County-North Gwinnett High School
 Code: 6674556
 Number of Respondents: 45
 Return Rate: 19%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
SPRING 2015

Name: Habersham County-Woodville Elementary School
 Code: 6683054
 Number of Respondents: 21
 Return Rate: 70%
 Total Satisfaction (M1-M18): 78 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	10	48	14	29	4.62
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	11	0	16	53	16	5	3.79
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	10	0	5	40	20	25	4.35
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	5	5	11	47	16	16	4.11
5. I was given information about organizations that offer support for parents of students with disabilities.	10	0	30	35	15	10	3.75*
6. My child's evaluation report and other written information are in terms I understand.	0	10	5	33	19	33	4.62
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	5	5	38	19	33	4.71**
8. treat me as a team member.	5	0	5	33	29	29	4.67
9. seek out parent input.	5	0	24	24	24	24	4.33
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	17	44	22	17	4.39
11. encourage me to participate in the decision-making process.	5	0	5	35	30	25	4.60
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	5	0	14	29	29	24	4.48
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	5	5	19	14	24	33	4.48
14. gives me choices with regard to services that address my child's needs.	5	5	19	29	19	24	4.24
15. offers parents training about special education issues.	5	5	25	45	10	10	3.80
16. offers parents a variety of ways to communicate with teachers.	5	0	14	24	24	33	4.62
17. gives parents the help they may need to play an active role in their child's education.	5	0	10	38	24	24	4.48
18. provides information on agencies that can assist my child in the transition from school.	5	0	32	32	21	11	3.95

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Hall County-Sugar Hill Elementary
 Code: 6690103
 Number of Respondents: 30
 Return Rate: 43%
 Total Satisfaction (M1-M18): 91 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	3	3	0	17	14	62	5.21
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	3	0	3	27	17	50	5.03
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	3	0	0	13	23	60	5.33
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	7	0	3	27	17	47	4.87
5. I was given information about organizations that offer support for parents of students with disabilities.	14	4	14	14	11	43	4.32
6. My child's evaluation report and other written information are in terms I understand.	3	0	3	17	21	55	5.17
PART II: Teachers and Administrators:							
7. are available to speak with me.	3	0	0	13	13	70	5.43**
8. treat me as a team member.	3	0	0	17	20	60	5.30
9. seek out parent input.	3	0	3	17	23	53	5.17
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	3	0	3	10	27	57	5.27
11. encourage me to participate in the decision-making process.	3	0	3	13	27	53	5.20
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	7	0	0	14	21	57	5.14
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	3	0	3	14	17	62	5.28
14. gives me choices with regard to services that address my child's needs.	4	4	0	11	11	70	5.33
15. offers parents training about special education issues.	15	0	26	11	15	33	4.11*
16. offers parents a variety of ways to communicate with teachers.	4	4	0	11	18	64	5.29
17. gives parents the help they may need to play an active role in their child's education.	4	0	0	29	14	54	5.11
18. provides information on agencies that can assist my child in the transition from school.	7	0	19	15	15	44	4.63

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Hall County-Chicopee Elementary School
 Code: 6690106
 Number of Respondents: 21
 Return Rate: 34%
 Total Satisfaction (M1-M18): 92 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	5	0	0	25	15	55	5.10
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	5	0	10	29	14	43	4.76
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	5	0	5	19	10	62	5.14
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	5	0	10	14	14	57	5.05
5. I was given information about organizations that offer support for parents of students with disabilities.	5	0	10	30	10	45	4.75
6. My child's evaluation report and other written information are in terms I understand.	5	0	5	19	14	57	5.10
PART II: Teachers and Administrators:							
7. are available to speak with me.	5	0	5	5	10	76	5.43**
8. treat me as a team member.	5	0	0	10	15	70	5.40
9. seek out parent input.	5	0	5	10	19	62	5.24
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	5	0	0	5	26	63	5.37
11. encourage me to participate in the decision-making process.	5	0	5	5	25	60	5.25
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	5	0	5	19	19	52	5.05
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	5	0	5	5	24	62	5.29
14. gives me choices with regard to services that address my child's needs.	5	0	5	19	19	52	5.05
15. offers parents training about special education issues.	5	0	10	29	24	33	4.67*
16. offers parents a variety of ways to communicate with teachers.	5	0	5	14	24	52	5.10
17. gives parents the help they may need to play an active role in their child's education.	5	0	5	19	24	48	5.00
18. provides information on agencies that can assist my child in the transition from school.	5	0	5	14	24	52	5.10

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Hall County-World Language Academy
 Code: 6690112
 Number of Respondents: 6
 Return Rate: 19%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
SPRING 2015

Name: Hall County-Chestatee Middle School
 Code: 6690200
 Number of Respondents: 20
 Return Rate: 26%
 Total Satisfaction (M1-M18): 79 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	5	5	0	40	15	35	4.60
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	5	5	32	16	42	4.84**
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	5	5	0	25	25	40	4.80
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	6	6	6	39	11	33	4.44
5. I was given information about organizations that offer support for parents of students with disabilities.	5	5	47	5	26	11	3.74
6. My child's evaluation report and other written information are in terms I understand.	5	5	0	40	10	40	4.65
PART II: Teachers and Administrators:							
7. are available to speak with me.	5	5	5	25	25	35	4.65
8. treat me as a team member.	5	5	5	20	30	35	4.70
9. seek out parent input.	5	5	5	32	26	26	4.47
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	11	0	6	22	22	39	4.61
11. encourage me to participate in the decision-making process.	5	5	5	32	16	37	4.58
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	5	10	5	35	15	30	4.35
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	5	5	15	35	15	25	4.25
14. gives me choices with regard to services that address my child's needs.	5	10	20	25	10	30	4.15
15. offers parents training about special education issues.	11	5	47	11	26	0	3.37*
16. offers parents a variety of ways to communicate with teachers.	5	5	15	25	25	25	4.35
17. gives parents the help they may need to play an active role in their child's education.	5	5	11	37	16	26	4.32
18. provides information on agencies that can assist my child in the transition from school.	6	6	24	18	24	24	4.18

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Hall County-Wauka Mountain Elementary School
 Code: 6690276
 Number of Respondents: 22
 Return Rate: 32%
 Total Satisfaction (M1-M18): 95 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	5	9	32	55	5.36
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	0	18	23	59	5.41
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	18	18	64	5.45
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	9	0	0	18	23	50	4.95
5. I was given information about organizations that offer support for parents of students with disabilities.	0	0	9	27	18	45	5.00
6. My child's evaluation report and other written information are in terms I understand.	0	0	5	9	41	45	5.27
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	9	14	77	5.68**
8. treat me as a team member.	0	5	0	5	36	55	5.36
9. seek out parent input.	0	5	5	9	32	50	5.18
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	5	0	14	27	55	5.27
11. encourage me to participate in the decision-making process.	0	5	0	9	32	55	5.32
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	5	0	9	27	59	5.36
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	5	0	10	43	43	5.19
14. gives me choices with regard to services that address my child's needs.	0	5	0	10	25	60	5.35
15. offers parents training about special education issues.	5	0	10	20	20	45	4.85*
16. offers parents a variety of ways to communicate with teachers.	0	0	5	10	25	60	5.40
17. gives parents the help they may need to play an active role in their child's education.	0	0	5	15	30	50	5.25
18. provides information on agencies that can assist my child in the transition from school.	0	0	16	21	21	42	4.89

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Hall County-West Hall Middle School
 Code: 6690294
 Number of Respondents: 19
 Return Rate: 18%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree	Mean
	%	%	%	%	%	%	
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Hall County-Flowery Branch Elementary School
 Code: 6692052
 Number of Respondents: 14
 Return Rate: 33%
 Total Satisfaction (M1-M18): 87 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	29	14	57	5.29
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	7	29	14	50	5.07
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	14	36	50	5.36**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	8	54	0	38	4.69
5. I was given information about organizations that offer support for parents of students with disabilities.	0	0	33	33	0	33	4.33
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	50	7	43	4.93
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	29	21	50	5.21
8. treat me as a team member.	0	0	0	43	14	43	5.00
9. seek out parent input.	0	0	14	36	14	36	4.71
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	8	46	0	46	4.85
11. encourage me to participate in the decision-making process.	0	0	8	38	15	38	4.85
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	14	36	7	43	4.79
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	0	29	21	50	5.21
14. gives me choices with regard to services that address my child's needs.	0	0	7	50	7	36	4.71
15. offers parents training about special education issues.	0	0	42	25	8	25	4.17*
16. offers parents a variety of ways to communicate with teachers.	0	0	0	46	15	38	4.92
17. gives parents the help they may need to play an active role in their child's education.	0	0	8	38	15	38	4.85
18. provides information on agencies that can assist my child in the transition from school.	0	0	31	31	8	31	4.38

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Hart County-Hart County High School
 Code: 6733050
 Number of Respondents: 23
 Return Rate: 36%
 Total Satisfaction (M1-M18): 95 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	4	0	4	13	22	57	5.17
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	0	17	17	65	5.48
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	4	13	22	61	5.39
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	5	5	11	37	42	5.05
5. I was given information about organizations that offer support for parents of students with disabilities.	9	0	0	14	14	64	5.14
6. My child's evaluation report and other written information are in terms I understand.	5	5	0	9	27	55	5.14
PART II: Teachers and Administrators:							
7. are available to speak with me.	4	0	0	13	17	65	5.35
8. treat me as a team member.	0	0	5	14	14	68	5.45
9. seek out parent input.	0	5	0	18	14	64	5.32
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	9	26	65	5.57**
11. encourage me to participate in the decision-making process.	0	0	0	9	27	64	5.55
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	4	13	30	52	5.30
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	0	13	35	52	5.39
14. gives me choices with regard to services that address my child's needs.	9	0	0	17	17	57	5.04
15. offers parents training about special education issues.	5	0	5	27	23	41	4.86*
16. offers parents a variety of ways to communicate with teachers.	0	0	0	17	30	52	5.35
17. gives parents the help they may need to play an active role in their child's education.	0	0	4	22	17	57	5.26
18. provides information on agencies that can assist my child in the transition from school.	0	0	9	13	17	61	5.30

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Henry County-Cotton Indian Elementary School
 Code: 6750191
 Number of Respondents: 54
 Return Rate: 65%
 Total Satisfaction (M1-M18): 84 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	4	2	7	30	17	41	4.76
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	4	0	4	30	25	38	4.85
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	2	0	2	24	22	50	5.15**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	6	0	17	33	17	27	4.35
5. I was given information about organizations that offer support for parents of students with disabilities.	6	6	25	35	8	21	3.96
6. My child's evaluation report and other written information are in terms I understand.	4	0	4	30	21	42	4.89
PART II: Teachers and Administrators:							
7. are available to speak with me.	2	0	2	28	19	50	5.11
8. treat me as a team member.	4	2	6	24	24	41	4.85
9. seek out parent input.	2	2	6	26	30	34	4.83
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	2	2	4	30	30	32	4.81
11. encourage me to participate in the decision-making process.	2	0	8	26	23	42	4.92
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	4	0	13	22	24	37	4.74
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	2	38	23	38	4.96
14. gives me choices with regard to services that address my child's needs.	2	2	8	42	13	34	4.64
15. offers parents training about special education issues.	10	6	24	39	8	14	3.71*
16. offers parents a variety of ways to communicate with teachers.	2	2	7	30	24	35	4.78
17. gives parents the help they may need to play an active role in their child's education.	2	4	11	30	21	32	4.60
18. provides information on agencies that can assist my child in the transition from school.	6	6	32	26	12	18	3.86

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Henry County-Pate's Creek Elementary School
 Code: 6750196
 Number of Respondents: 26
 Return Rate: 37%
 Total Satisfaction (M1-M18): 83 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	4	31	23	42	5.04
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	4	0	8	32	28	28	4.64
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	35	19	46	5.12
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	5	0	18	32	18	27	4.41
5. I was given information about organizations that offer support for parents of students with disabilities.	12	8	32	28	8	12	3.48
6. My child's evaluation report and other written information are in terms I understand.	0	0	4	38	23	35	4.88
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	35	12	54	5.19**
8. treat me as a team member.	0	0	0	38	12	50	5.12
9. seek out parent input.	0	0	4	32	20	44	5.04
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	4	0	8	31	23	35	4.73
11. encourage me to participate in the decision-making process.	0	0	0	38	23	38	5.00
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	4	0	12	32	16	36	4.64
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	12	27	19	42	4.92
14. gives me choices with regard to services that address my child's needs.	4	0	16	36	20	24	4.40
15. offers parents training about special education issues.	8	13	42	21	4	13	3.38*
16. offers parents a variety of ways to communicate with teachers.	4	0	8	36	16	36	4.68
17. gives parents the help they may need to play an active role in their child's education.	4	0	12	32	24	28	4.56
18. provides information on agencies that can assist my child in the transition from school.	13	4	26	30	9	17	3.70

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Henry County-Dutchtown Middle School
 Code: 6750206
 Number of Respondents: 2
 Return Rate: 2%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Henry County-Timber Ridge Elementary School
 Code: 6750207
 Number of Respondents: 54
 Return Rate: 57%
 Total Satisfaction (M1-M18): 87 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	2	2	30	24	43	5.04
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	2	0	2	40	17	40	4.89
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	29	23	48	5.19**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	2	0	8	39	18	33	4.69
5. I was given information about organizations that offer support for parents of students with disabilities.	6	8	16	26	16	28	4.22
6. My child's evaluation report and other written information are in terms I understand.	0	2	2	37	20	39	4.93
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	2	0	26	22	50	5.19
8. treat me as a team member.	2	0	4	20	24	50	5.15
9. seek out parent input.	2	2	9	22	22	43	4.89
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	2	4	0	26	20	48	5.02
11. encourage me to participate in the decision-making process.	2	2	2	31	15	48	5.00
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	4	2	31	19	44	4.98
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	2	7	26	11	54	5.07
14. gives me choices with regard to services that address my child's needs.	2	2	10	31	14	41	4.76
15. offers parents training about special education issues.	6	4	20	33	10	27	4.16*
16. offers parents a variety of ways to communicate with teachers.	2	6	0	37	8	48	4.87
17. gives parents the help they may need to play an active role in their child's education.	2	0	6	34	17	42	4.89
18. provides information on agencies that can assist my child in the transition from school.	6	4	22	27	10	31	4.22

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Henry County-Walnut Creek Elementary
 Code: 6750208
 Number of Respondents: 26
 Return Rate: 34%
 Total Satisfaction (M1-M18): 85 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	4	4	32	20	40	4.88
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	4	15	35	8	38	4.62
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	36	24	40	5.04
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	4	4	19	35	12	27	4.27
5. I was given information about organizations that offer support for parents of students with disabilities.	8	4	40	28	0	20	3.68*
6. My child's evaluation report and other written information are in terms I understand.	0	0	4	36	16	44	5.00
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	4	12	20	64	5.44**
8. treat me as a team member.	0	0	12	16	24	48	5.08
9. seek out parent input.	4	0	4	20	32	40	4.96
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	4	36	20	40	4.96
11. encourage me to participate in the decision-making process.	4	0	8	20	32	36	4.84
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	4	0	8	24	24	40	4.84
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	15	23	15	46	4.92
14. gives me choices with regard to services that address my child's needs.	0	8	12	32	16	32	4.52
15. offers parents training about special education issues.	8	0	32	32	4	24	3.96
16. offers parents a variety of ways to communicate with teachers.	0	0	4	28	12	56	5.20
17. gives parents the help they may need to play an active role in their child's education.	0	0	16	20	24	40	4.88
18. provides information on agencies that can assist my child in the transition from school.	4	0	32	36	4	24	4.08

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Henry County-Oakland Elementary School
 Code: 6750291
 Number of Respondents: 44
 Return Rate: 45%
 Total Satisfaction (M1-M18): 84 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	5	2	2	36	14	41	4.75
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	5	7	7	30	18	34	4.52
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	2	2	2	27	23	43	4.95**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	2	5	7	33	14	38	4.67
5. I was given information about organizations that offer support for parents of students with disabilities.	7	5	16	28	19	26	4.23
6. My child's evaluation report and other written information are in terms I understand.	9	0	0	34	11	45	4.75
PART II: Teachers and Administrators:							
7. are available to speak with me.	7	0	0	25	23	45	4.93
8. treat me as a team member.	7	0	0	32	14	48	4.89
9. seek out parent input.	7	0	2	32	23	36	4.73
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	7	0	0	33	16	44	4.84
11. encourage me to participate in the decision-making process.	7	0	5	27	14	48	4.84
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	5	2	9	30	16	39	4.66
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	7	2	5	34	23	30	4.52
14. gives me choices with regard to services that address my child's needs.	7	0	9	36	14	34	4.52
15. offers parents training about special education issues.	7	2	19	40	14	19	4.07*
16. offers parents a variety of ways to communicate with teachers.	5	2	5	30	16	43	4.80
17. gives parents the help they may need to play an active role in their child's education.	7	0	5	34	18	36	4.66
18. provides information on agencies that can assist my child in the transition from school.	5	2	18	41	9	25	4.23

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Henry County-Austin Road Elementary School
 Code: 6750294
 Number of Respondents: 17
 Return Rate: 47%
 Total Satisfaction (M1-M18): 81 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	29	47	24	4.94
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	12	35	35	18	4.59
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	6	24	24	47	5.12**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	6	0	24	29	24	18	4.18
5. I was given information about organizations that offer support for parents of students with disabilities.	12	0	35	18	35	0	3.65
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	29	47	24	4.94
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	29	29	41	5.12**
8. treat me as a team member.	0	0	0	35	35	29	4.94
9. seek out parent input.	0	0	0	29	53	18	4.88
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	41	24	35	4.94
11. encourage me to participate in the decision-making process.	0	0	0	29	53	18	4.88
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	12	29	29	29	4.76
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	6	41	35	18	4.65
14. gives me choices with regard to services that address my child's needs.	6	0	12	35	41	6	4.24
15. offers parents training about special education issues.	6	12	41	24	18	0	3.35*
16. offers parents a variety of ways to communicate with teachers.	0	0	0	59	29	12	4.53
17. gives parents the help they may need to play an active role in their child's education.	0	0	12	47	41	0	4.29
18. provides information on agencies that can assist my child in the transition from school.	12	6	35	24	24	0	3.41

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Henry County-Ola High School
 Code: 6750307
 Number of Respondents: 30
 Return Rate: 18%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree	Mean
	%	%	%	%	%	%	
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Henry County-Eagle's Landing High School
 Code: 6750391
 Number of Respondents: 71
 Return Rate: 55%
 Total Satisfaction (M1-M18): 79 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	4	0	4	36	25	30	4.68
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	4	0	7	42	22	25	4.51
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	4	0	0	35	25	36	4.84
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	4	4	16	31	18	26	4.32
5. I was given information about organizations that offer support for parents of students with disabilities.	14	7	25	22	12	20	3.70
6. My child's evaluation report and other written information are in terms I understand.	3	0	1	36	21	39	4.89**
PART II: Teachers and Administrators:							
7. are available to speak with me.	4	1	1	36	19	38	4.77
8. treat me as a team member.	4	4	9	31	21	30	4.51
9. seek out parent input.	6	3	6	39	20	27	4.46
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	4	3	9	32	26	25	4.49
11. encourage me to participate in the decision-making process.	6	0	11	30	16	37	4.61
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	6	0	7	44	13	29	4.47
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	3	3	12	31	19	32	4.57
14. gives me choices with regard to services that address my child's needs.	6	0	18	36	15	24	4.27
15. offers parents training about special education issues.	9	6	36	30	7	12	3.57*
16. offers parents a variety of ways to communicate with teachers.	5	2	11	29	27	27	4.55
17. gives parents the help they may need to play an active role in their child's education.	6	3	9	37	21	25	4.38
18. provides information on agencies that can assist my child in the transition from school.	8	3	29	35	9	17	3.85

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Henry County-Red Oak Elementary School
 Code: 6750403
 Number of Respondents: 34
 Return Rate: 47%
 Total Satisfaction (M1-M18): 85 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	3	3	0	30	15	48	4.97
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	9	9	26	12	44	4.74
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	6	0	6	18	26	44	4.91
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	10	0	27	23	13	27	4.10
5. I was given information about organizations that offer support for parents of students with disabilities.	6	0	24	39	18	12	4.00
6. My child's evaluation report and other written information are in terms I understand.	6	0	0	34	19	41	4.81
PART II: Teachers and Administrators:							
7. are available to speak with me.	6	0	0	18	21	56	5.15**
8. treat me as a team member.	6	0	0	21	24	50	5.06
9. seek out parent input.	3	0	0	24	27	45	5.09
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	3	3	3	21	18	53	5.06
11. encourage me to participate in the decision-making process.	6	0	6	21	18	50	4.94
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	6	0	0	29	18	47	4.94
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	6	0	3	24	21	47	4.94
14. gives me choices with regard to services that address my child's needs.	6	3	6	32	15	38	4.62
15. offers parents training about special education issues.	3	3	38	28	9	19	3.94
16. offers parents a variety of ways to communicate with teachers.	3	3	3	29	18	44	4.88
17. gives parents the help they may need to play an active role in their child's education.	0	6	3	30	30	30	4.76
18. provides information on agencies that can assist my child in the transition from school.	6	3	21	48	9	12	3.88*

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Henry County-Flippen Elementary School
 Code: 6750503
 Number of Respondents: 44
 Return Rate: 37%
 Total Satisfaction (M1-M18): 86 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	2	2	24	26	45	5.10
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	2	0	15	27	12	44	4.78
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	2	23	27	48	5.20
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	8	0	13	29	11	39	4.53
5. I was given information about organizations that offer support for parents of students with disabilities.	13	3	33	23	10	20	3.75
6. My child's evaluation report and other written information are in terms I understand.	0	0	2	26	26	45	5.14
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	17	19	64	5.48**
8. treat me as a team member.	0	0	0	25	20	55	5.30
9. seek out parent input.	0	0	0	38	17	45	5.07
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	43	15	43	5.00
11. encourage me to participate in the decision-making process.	0	0	2	24	31	43	5.14
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	5	24	17	55	5.21
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	2	0	2	28	16	51	5.09
14. gives me choices with regard to services that address my child's needs.	5	0	20	29	10	37	4.49
15. offers parents training about special education issues.	10	5	40	20	8	18	3.63*
16. offers parents a variety of ways to communicate with teachers.	0	0	2	36	14	48	5.07
17. gives parents the help they may need to play an active role in their child's education.	2	2	5	38	12	40	4.76
18. provides information on agencies that can assist my child in the transition from school.	10	5	33	23	10	18	3.72

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Henry County-Rock Spring Elementary
 Code: 6750509
 Number of Respondents: 35
 Return Rate: 46%
 Total Satisfaction (M1-M18): 84 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	3	0	0	17	37	43	5.14
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	3	0	11	31	34	20	4.54
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	3	0	0	14	31	51	5.26**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	15	4	11	22	30	19	4.04
5. I was given information about organizations that offer support for parents of students with disabilities.	7	7	37	33	7	10	3.57*
6. My child's evaluation report and other written information are in terms I understand.	3	0	3	29	26	40	4.94
PART II: Teachers and Administrators:							
7. are available to speak with me.	3	0	0	14	34	49	5.23
8. treat me as a team member.	3	0	3	20	29	46	5.09
9. seek out parent input.	3	0	6	23	34	34	4.89
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	3	0	0	24	39	33	4.97
11. encourage me to participate in the decision-making process.	3	0	0	24	30	42	5.06
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	3	0	0	26	34	37	5.00
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	3	0	11	34	17	34	4.66
14. gives me choices with regard to services that address my child's needs.	3	0	3	36	30	27	4.73
15. offers parents training about special education issues.	7	0	47	27	10	10	3.63
16. offers parents a variety of ways to communicate with teachers.	3	0	0	32	35	29	4.85
17. gives parents the help they may need to play an active role in their child's education.	3	0	6	36	36	18	4.58
18. provides information on agencies that can assist my child in the transition from school.	7	0	34	34	14	10	3.79

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Henry County-Luella Middle School
 Code: 6750603
 Number of Respondents: 71
 Return Rate: 64%
 Total Satisfaction (M1-M18): 84 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	3	0	6	30	18	44	4.92
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	4	0	3	32	23	38	4.83
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	4	0	0	31	14	51	5.03
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	6	0	9	35	14	36	4.59
5. I was given information about organizations that offer support for parents of students with disabilities.	9	1	32	18	15	25	4.03
6. My child's evaluation report and other written information are in terms I understand.	4	0	3	30	14	49	4.97
PART II: Teachers and Administrators:							
7. are available to speak with me.	3	0	9	17	17	54	5.09**
8. treat me as a team member.	3	1	8	25	11	51	4.93
9. seek out parent input.	4	1	10	25	17	42	4.76
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	4	1	4	37	12	41	4.74
11. encourage me to participate in the decision-making process.	4	0	7	28	17	44	4.85
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	4	1	7	28	10	49	4.86
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	4	1	17	23	14	40	4.61
14. gives me choices with regard to services that address my child's needs.	3	1	15	25	19	37	4.66
15. offers parents training about special education issues.	6	9	27	24	10	24	3.96*
16. offers parents a variety of ways to communicate with teachers.	3	0	9	32	10	46	4.84
17. gives parents the help they may need to play an active role in their child's education.	6	1	7	29	13	43	4.72
18. provides information on agencies that can assist my child in the transition from school.	7	3	25	27	10	27	4.10

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Henry County-Stockbridge Elementary School
 Code: 6753052
 Number of Respondents: 5
 Return Rate: 12%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Henry County-Locust Grove Elementary School
 Code: 6755050
 Number of Respondents: 44
 Return Rate: 77%
 Total Satisfaction (M1-M18): 96 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	5	0	0	5	23	67	5.44
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	2	2	2	11	14	68	5.36
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	2	2	0	7	14	75	5.52
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	2	2	0	16	23	56	5.23
5. I was given information about organizations that offer support for parents of students with disabilities.	5	2	7	16	19	51	4.95
6. My child's evaluation report and other written information are in terms I understand.	2	2	0	11	9	75	5.48
PART II: Teachers and Administrators:							
7. are available to speak with me.	5	0	0	7	9	79	5.53**
8. treat me as a team member.	5	0	0	9	14	73	5.45
9. seek out parent input.	5	0	0	9	7	80	5.52
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	7	0	0	11	18	64	5.25
11. encourage me to participate in the decision-making process.	5	0	2	5	9	80	5.52
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	2	2	2	7	20	66	5.39
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	5	0	0	7	14	75	5.50
14. gives me choices with regard to services that address my child's needs.	5	0	2	11	20	61	5.27
15. offers parents training about special education issues.	5	0	11	18	18	48	4.89*
16. offers parents a variety of ways to communicate with teachers.	5	0	0	19	16	60	5.23
17. gives parents the help they may need to play an active role in their child's education.	5	0	0	16	14	66	5.32
18. provides information on agencies that can assist my child in the transition from school.	5	0	11	20	5	59	4.98

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Houston County-Huntington Middle School
 Code: 6760105
 Number of Respondents: 48
 Return Rate: 55%
 Total Satisfaction (M1-M18): 78 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	9	41	17	33	4.74
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	2	2	13	41	22	20	4.37
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	9	50	15	26	4.59
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	2	0	23	45	15	15	4.15
5. I was given information about organizations that offer support for parents of students with disabilities.	9	2	32	32	15	11	3.74
6. My child's evaluation report and other written information are in terms I understand.	0	2	2	54	19	23	4.58
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	4	44	17	35	4.83**
8. treat me as a team member.	0	0	13	50	15	22	4.46
9. seek out parent input.	0	0	15	41	24	20	4.48
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	2	9	44	16	29	4.60
11. encourage me to participate in the decision-making process.	0	2	15	40	19	25	4.50
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	11	49	15	26	4.55
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	4	4	15	34	15	28	4.34
14. gives me choices with regard to services that address my child's needs.	2	2	37	35	7	17	3.93
15. offers parents training about special education issues.	2	2	43	33	4	15	3.80
16. offers parents a variety of ways to communicate with teachers.	2	0	13	50	20	15	4.30
17. gives parents the help they may need to play an active role in their child's education.	0	4	19	49	11	17	4.17
18. provides information on agencies that can assist my child in the transition from school.	7	4	37	33	7	13	3.67*

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Houston County-Bonaire Middle School
 Code: 6760296
 Number of Respondents: 56
 Return Rate: 66%
 Total Satisfaction (M1-M18): 83 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	2	0	7	33	25	33	4.78
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	2	5	34	32	27	4.77
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	2	0	29	29	40	5.05**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	14	49	8	29	4.53
5. I was given information about organizations that offer support for parents of students with disabilities.	2	2	41	31	6	18	3.92
6. My child's evaluation report and other written information are in terms I understand.	2	2	0	33	28	35	4.89
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	2	7	25	25	41	4.96
8. treat me as a team member.	0	2	6	32	26	34	4.85
9. seek out parent input.	2	2	4	44	27	22	4.58
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	2	7	39	13	39	4.80
11. encourage me to participate in the decision-making process.	0	2	4	36	24	35	4.85
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	2	0	12	37	8	41	4.73
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	2	2	9	36	15	36	4.69
14. gives me choices with regard to services that address my child's needs.	2	4	9	48	6	31	4.46
15. offers parents training about special education issues.	2	2	42	29	7	18	3.89*
16. offers parents a variety of ways to communicate with teachers.	2	2	9	39	11	38	4.68
17. gives parents the help they may need to play an active role in their child's education.	0	2	18	43	11	27	4.43
18. provides information on agencies that can assist my child in the transition from school.	4	2	33	33	11	17	3.96

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Houston County-Houston County Career Academy
 Code: 6760300
 Number of Respondents: 3
 Return Rate: 100+%
 Total Satisfaction (M1-M18): 87 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	67	33	0	4.33
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	0	33	67	0	4.67
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	33	67	0	4.67
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	33	33	0	33	4.33
5. I was given information about organizations that offer support for parents of students with disabilities.	0	0	33	67	0	0	3.67*
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	0	67	33	5.33**
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	33	0	67	5.33**
8. treat me as a team member.	0	0	0	33	0	67	5.33**
9. seek out parent input.	0	0	0	33	0	67	5.33**
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	33	0	67	5.33**
11. encourage me to participate in the decision-making process.	0	0	0	33	33	33	5.00
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	0	33	33	33	5.00
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	0	33	33	33	5.00
14. gives me choices with regard to services that address my child's needs.	0	0	33	0	33	33	4.67
15. offers parents training about special education issues.	0	0	33	0	67	0	4.33
16. offers parents a variety of ways to communicate with teachers.	0	0	33	0	0	67	5.00
17. gives parents the help they may need to play an active role in their child's education.	0	0	0	33	33	33	5.00
18. provides information on agencies that can assist my child in the transition from school.	0	0	0	33	33	33	5.00

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Houston County-Hilltop Elementary School
 Code: 6760309
 Number of Respondents: 50
 Return Rate: 70%
 Total Satisfaction (M1-M18): 90 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	2	0	2	21	25	50	5.17
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	2	0	6	31	16	45	4.94
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	2	0	0	18	22	57	5.31
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	7	0	7	30	15	41	4.72
5. I was given information about organizations that offer support for parents of students with disabilities.	9	0	30	24	11	26	4.07*
6. My child's evaluation report and other written information are in terms I understand.	2	0	0	14	24	59	5.37
PART II: Teachers and Administrators:							
7. are available to speak with me.	2	0	2	10	24	61	5.39**
8. treat me as a team member.	2	0	2	14	24	57	5.31
9. seek out parent input.	2	0	2	14	35	47	5.20
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	2	0	0	23	25	50	5.19
11. encourage me to participate in the decision-making process.	2	0	4	16	22	55	5.22
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	2	0	4	18	22	53	5.18
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	4	0	2	16	24	53	5.16
14. gives me choices with regard to services that address my child's needs.	2	0	10	22	16	49	4.98
15. offers parents training about special education issues.	4	0	35	20	12	29	4.22
16. offers parents a variety of ways to communicate with teachers.	2	0	8	18	16	55	5.12
17. gives parents the help they may need to play an active role in their child's education.	4	0	10	18	18	49	4.94
18. provides information on agencies that can assist my child in the transition from school.	4	0	31	13	17	35	4.44

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Houston County-Bonaire Elementary School
 Code: 6761050
 Number of Respondents: 59
 Return Rate: 63%
 Total Satisfaction (M1-M18): 85 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	7	0	2	24	15	53	4.98
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	5	0	5	29	12	49	4.90
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	5	0	2	25	16	53	5.04
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	7	0	9	35	11	38	4.56
5. I was given information about organizations that offer support for parents of students with disabilities.	11	4	23	30	12	21	3.93*
6. My child's evaluation report and other written information are in terms I understand.	7	0	3	28	16	47	4.84
PART II: Teachers and Administrators:							
7. are available to speak with me.	5	2	2	15	19	58	5.14**
8. treat me as a team member.	7	2	0	25	12	54	4.97
9. seek out parent input.	7	2	5	21	14	51	4.86
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	7	0	3	28	9	53	4.91
11. encourage me to participate in the decision-making process.	5	0	3	22	20	49	5.00
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	7	2	7	19	16	49	4.82
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	5	2	5	16	19	53	5.02
14. gives me choices with regard to services that address my child's needs.	5	2	9	21	16	46	4.80
15. offers parents training about special education issues.	9	2	25	37	7	21	3.95
16. offers parents a variety of ways to communicate with teachers.	5	0	5	24	19	47	4.91
17. gives parents the help they may need to play an active role in their child's education.	5	0	14	21	19	41	4.72
18. provides information on agencies that can assist my child in the transition from school.	7	2	25	25	16	24	4.13

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Houston County-Northside Middle School
 Code: 6761052
 Number of Respondents: 44
 Return Rate: 47%
 Total Satisfaction (M1-M18): 76 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	12	0	5	35	21	28	4.37
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	12	0	2	47	16	23	4.26
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	12	0	2	35	16	35	4.49
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	10	0	18	31	13	28	4.21
5. I was given information about organizations that offer support for parents of students with disabilities.	10	0	37	27	10	17	3.78
6. My child's evaluation report and other written information are in terms I understand.	12	2	5	37	19	26	4.26
PART II: Teachers and Administrators:							
7. are available to speak with me.	9	2	7	32	9	41	4.52**
8. treat me as a team member.	10	0	7	40	14	29	4.36
9. seek out parent input.	7	5	11	32	11	34	4.39
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	12	0	10	39	12	27	4.20
11. encourage me to participate in the decision-making process.	12	0	9	42	9	28	4.21
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	10	2	7	29	22	29	4.39
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	14	0	2	35	23	26	4.30
14. gives me choices with regard to services that address my child's needs.	9	2	9	33	19	28	4.33
15. offers parents training about special education issues.	10	2	26	40	12	10	3.71*
16. offers parents a variety of ways to communicate with teachers.	12	0	12	33	26	19	4.16
17. gives parents the help they may need to play an active role in their child's education.	10	0	10	36	19	26	4.33
18. provides information on agencies that can assist my child in the transition from school.	12	0	19	40	12	17	3.90

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Houston County-Westside Elementary School
 Code: 6762058
 Number of Respondents: 28
 Return Rate: 57%
 Total Satisfaction (M1-M18): 84 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	4	0	4	43	21	29	4.64
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	7	46	11	36	4.75
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	4	41	11	44	4.96
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	4	4	56	12	24	4.48
5. I was given information about organizations that offer support for parents of students with disabilities.	4	0	29	33	13	21	4.13*
6. My child's evaluation report and other written information are in terms I understand.	0	0	4	43	21	32	4.82
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	39	25	36	4.96**
8. treat me as a team member.	4	4	0	44	19	30	4.59
9. seek out parent input.	4	0	11	33	19	33	4.63
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	4	0	4	44	11	37	4.70
11. encourage me to participate in the decision-making process.	4	0	4	33	22	37	4.81
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	4	0	4	44	11	37	4.70
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	4	0	0	37	19	41	4.89
14. gives me choices with regard to services that address my child's needs.	4	0	0	36	21	39	4.89
15. offers parents training about special education issues.	4	4	8	42	13	29	4.42
16. offers parents a variety of ways to communicate with teachers.	4	0	0	52	11	33	4.67
17. gives parents the help they may need to play an active role in their child's education.	4	0	0	38	17	42	4.88
18. provides information on agencies that can assist my child in the transition from school.	4	4	8	54	8	21	4.21

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Houston County-Lindsey Elementary School
 Code: 6764050
 Number of Respondents: 50
 Return Rate: 91%
 Total Satisfaction (M1-M18): 81 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	6	6	2	39	18	29	4.43
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	6	2	4	43	14	31	4.49
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	6	2	0	46	10	35	4.58
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	6	2	13	40	15	25	4.29
5. I was given information about organizations that offer support for parents of students with disabilities.	8	4	14	35	10	29	4.20
6. My child's evaluation report and other written information are in terms I understand.	6	2	2	40	22	28	4.54
PART II: Teachers and Administrators:							
7. are available to speak with me.	8	0	4	28	24	36	4.68
8. treat me as a team member.	6	0	14	26	18	36	4.58
9. seek out parent input.	6	2	14	16	31	31	4.55
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	4	2	6	41	18	29	4.53
11. encourage me to participate in the decision-making process.	6	0	4	29	27	35	4.73**
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	6	0	6	31	20	37	4.69
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	4	4	2	34	18	38	4.72
14. gives me choices with regard to services that address my child's needs.	8	2	6	35	15	33	4.46
15. offers parents training about special education issues.	10	2	15	40	8	25	4.08*
16. offers parents a variety of ways to communicate with teachers.	6	2	12	33	16	31	4.43
17. gives parents the help they may need to play an active role in their child's education.	6	4	8	27	31	24	4.45
18. provides information on agencies that can assist my child in the transition from school.	10	4	14	29	12	31	4.20

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Houston County-Russell Elementary School
 Code: 6764054
 Number of Respondents: 71
 Return Rate: 64%
 Total Satisfaction (M1-M18): 89 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	4	0	0	27	23	46	5.01
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	4	1	9	26	16	44	4.80
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	3	0	0	23	18	56	5.23**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	3	2	6	27	21	41	4.85
5. I was given information about organizations that offer support for parents of students with disabilities.	4	7	18	25	18	28	4.28*
6. My child's evaluation report and other written information are in terms I understand.	3	0	0	29	14	54	5.14
PART II: Teachers and Administrators:							
7. are available to speak with me.	3	0	0	21	21	54	5.21
8. treat me as a team member.	4	0	0	21	24	51	5.12
9. seek out parent input.	4	0	1	22	18	54	5.12
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	1	0	0	25	28	46	5.15
11. encourage me to participate in the decision-making process.	3	1	1	26	20	48	5.03
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	3	1	4	28	19	44	4.91
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	3	1	1	29	20	46	4.99
14. gives me choices with regard to services that address my child's needs.	3	1	6	24	24	42	4.90
15. offers parents training about special education issues.	3	3	15	29	18	32	4.52
16. offers parents a variety of ways to communicate with teachers.	3	0	0	31	17	49	5.06
17. gives parents the help they may need to play an active role in their child's education.	3	0	4	31	14	47	4.96
18. provides information on agencies that can assist my child in the transition from school.	2	3	11	41	6	37	4.57

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Houston County-Miller Elementary School
 Code: 6765050
 Number of Respondents: 32
 Return Rate: 71%
 Total Satisfaction (M1-M18): 88 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	6	28	16	50	5.09
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	3	0	9	22	22	44	4.91
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	6	28	16	50	5.09
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	10	0	20	20	20	30	4.30*
5. I was given information about organizations that offer support for parents of students with disabilities.	6	0	16	32	16	29	4.39
6. My child's evaluation report and other written information are in terms I understand.	0	0	6	25	28	41	5.03
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	25	25	50	5.25**
8. treat me as a team member.	0	0	3	26	19	52	5.19
9. seek out parent input.	0	0	10	23	16	52	5.10
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	3	0	0	27	27	43	5.03
11. encourage me to participate in the decision-making process.	0	0	9	22	22	47	5.06
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	13	19	22	47	5.03
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	3	0	10	19	29	39	4.87
14. gives me choices with regard to services that address my child's needs.	0	0	10	30	17	43	4.93
15. offers parents training about special education issues.	0	0	30	27	7	37	4.50
16. offers parents a variety of ways to communicate with teachers.	0	0	3	33	17	47	5.07
17. gives parents the help they may need to play an active role in their child's education.	0	0	0	48	10	42	4.94
18. provides information on agencies that can assist my child in the transition from school.	0	0	27	30	13	30	4.47

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Houston County-Shirley Hills Elementary School
 Code: 6765054
 Number of Respondents: 46
 Return Rate: 71%
 Total Satisfaction (M1-M18): 91 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	2	0	4	24	11	59	5.17
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	5	2	5	19	9	60	5.07
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	2	2	2	22	11	60	5.18
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	7	2	12	21	12	47	4.67
5. I was given information about organizations that offer support for parents of students with disabilities.	5	9	9	19	19	40	4.56*
6. My child's evaluation report and other written information are in terms I understand.	2	0	2	29	13	53	5.11
PART II: Teachers and Administrators:							
7. are available to speak with me.	2	0	2	22	13	61	5.26
8. treat me as a team member.	2	0	2	26	13	57	5.17
9. seek out parent input.	2	0	2	26	11	59	5.20
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	2	0	2	22	11	62	5.27**
11. encourage me to participate in the decision-making process.	2	0	4	20	13	61	5.24
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	2	0	9	14	16	59	5.18
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	2	0	4	29	11	53	5.07
14. gives me choices with regard to services that address my child's needs.	2	0	9	24	9	56	5.04
15. offers parents training about special education issues.	2	5	20	23	7	43	4.57
16. offers parents a variety of ways to communicate with teachers.	2	0	7	24	11	57	5.11
17. gives parents the help they may need to play an active role in their child's education.	2	2	9	22	13	51	4.96
18. provides information on agencies that can assist my child in the transition from school.	5	0	18	18	11	48	4.75

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Jackson County-Jackson County High School
 Code: 6780191
 Number of Respondents: 24
 Return Rate: 35%
 Total Satisfaction (M1-M18): 85 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	22	39	39	5.17**
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	0	35	30	35	5.00
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	33	29	38	5.04
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	5	0	27	36	0	32	4.23
5. I was given information about organizations that offer support for parents of students with disabilities.	5	5	27	32	9	23	4.05
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	39	17	43	5.04
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	42	13	46	5.04
8. treat me as a team member.	0	0	4	42	8	46	4.96
9. seek out parent input.	0	0	9	48	4	39	4.74
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	4	43	22	30	4.78
11. encourage me to participate in the decision-making process.	0	0	4	29	33	33	4.96
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	14	41	14	32	4.64
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	17	42	8	33	4.58
14. gives me choices with regard to services that address my child's needs.	0	0	17	29	21	33	4.71
15. offers parents training about special education issues.	0	8	33	33	4	21	3.96*
16. offers parents a variety of ways to communicate with teachers.	0	0	0	50	4	46	4.96
17. gives parents the help they may need to play an active role in their child's education.	0	4	8	42	21	25	4.54
18. provides information on agencies that can assist my child in the transition from school.	0	8	21	38	8	25	4.21

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Jeff Davis County-Jeff Davis Middle School
 Code: 6800111
 Number of Respondents: 40
 Return Rate: 61%
 Total Satisfaction (M1-M18): 81 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	3	3	3	38	20	35	4.75**
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	3	0	3	53	13	30	4.63
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	3	0	3	48	18	30	4.68
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	8	0	23	44	5	21	4.00*
5. I was given information about organizations that offer support for parents of students with disabilities.	5	3	25	40	5	23	4.05
6. My child's evaluation report and other written information are in terms I understand.	3	0	3	50	10	35	4.70
PART II: Teachers and Administrators:							
7. are available to speak with me.	3	0	3	48	13	35	4.73
8. treat me as a team member.	5	0	5	48	10	33	4.55
9. seek out parent input.	5	0	13	45	13	25	4.35
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	5	0	3	48	18	28	4.55
11. encourage me to participate in the decision-making process.	5	0	5	45	15	30	4.55
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	3	3	8	45	20	23	4.45
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	5	0	5	48	8	35	4.58
14. gives me choices with regard to services that address my child's needs.	3	0	15	44	10	28	4.44
15. offers parents training about special education issues.	3	3	21	44	8	23	4.21
16. offers parents a variety of ways to communicate with teachers.	3	0	3	55	13	28	4.58
17. gives parents the help they may need to play an active role in their child's education.	3	0	8	45	18	28	4.58
18. provides information on agencies that can assist my child in the transition from school.	3	0	18	41	13	26	4.38

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Johnson County-Johnson County High School
 Code: 6830201
 Number of Respondents: 35
 Return Rate: 100%
 Total Satisfaction (M1-M18): 81 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	3	57	29	11	4.49
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	0	60	23	17	4.57
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	6	54	20	20	4.54
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	12	56	18	15	4.35
5. I was given information about organizations that offer support for parents of students with disabilities.	0	0	15	53	18	15	4.32*
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	49	29	23	4.74**
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	3	51	26	20	4.63
8. treat me as a team member.	0	0	9	51	20	20	4.51
9. seek out parent input.	0	0	14	40	29	17	4.49
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	3	0	3	50	32	12	4.44
11. encourage me to participate in the decision-making process.	0	0	9	46	29	17	4.54
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	3	56	26	15	4.53
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	3	0	9	46	23	20	4.46
14. gives me choices with regard to services that address my child's needs.	0	0	11	49	20	20	4.49
15. offers parents training about special education issues.	0	0	15	53	18	15	4.32*
16. offers parents a variety of ways to communicate with teachers.	3	0	9	46	26	17	4.43
17. gives parents the help they may need to play an active role in their child's education.	0	0	9	49	26	17	4.51
18. provides information on agencies that can assist my child in the transition from school.	0	0	12	50	21	18	4.44

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Lamar County-Lamar County Comprehensive High School
 Code: 6850175
 Number of Respondents: 47
 Return Rate: 61%
 Total Satisfaction (M1-M18): 89 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	18	41	41	5.23**
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	6	19	32	43	5.11
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	2	30	28	40	5.06
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	9	28	22	41	4.96
5. I was given information about organizations that offer support for parents of students with disabilities.	2	0	13	30	21	34	4.70
6. My child's evaluation report and other written information are in terms I understand.	0	0	6	30	19	45	5.02
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	2	4	23	26	45	5.06
8. treat me as a team member.	0	0	7	26	24	43	5.04
9. seek out parent input.	0	2	4	26	17	51	5.11
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	2	0	26	32	40	5.09
11. encourage me to participate in the decision-making process.	0	0	4	23	26	47	5.15
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	13	30	32	26	4.70
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	2	4	28	28	38	4.96
14. gives me choices with regard to services that address my child's needs.	0	0	13	26	21	40	4.89
15. offers parents training about special education issues.	4	0	15	26	30	24	4.50*
16. offers parents a variety of ways to communicate with teachers.	0	2	9	23	30	36	4.89
17. gives parents the help they may need to play an active role in their child's education.	0	0	13	19	34	34	4.89
18. provides information on agencies that can assist my child in the transition from school.	0	2	17	21	34	26	4.64

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Lamar County-Lamar County Primary School
 Code: 6850205
 Number of Respondents: 26
 Return Rate: 59%
 Total Satisfaction (M1-M18): 91 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	8	19	15	58	5.23
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	4	0	4	23	31	38	4.92
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	35	19	46	5.12
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	19	19	15	46	4.88
5. I was given information about organizations that offer support for parents of students with disabilities.	0	4	19	31	12	35	4.54
6. My child's evaluation report and other written information are in terms I understand.	0	0	8	19	27	46	5.12
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	19	15	65	5.46**
8. treat me as a team member.	0	0	0	35	8	58	5.23
9. seek out parent input.	0	0	0	19	23	58	5.38
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	4	19	19	58	5.31
11. encourage me to participate in the decision-making process.	0	0	8	12	15	65	5.38
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	8	23	19	50	5.12
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	4	0	0	31	23	42	4.96
14. gives me choices with regard to services that address my child's needs.	0	4	12	8	23	54	5.12
15. offers parents training about special education issues.	0	4	27	23	12	35	4.46*
16. offers parents a variety of ways to communicate with teachers.	0	0	8	12	12	68	5.40
17. gives parents the help they may need to play an active role in their child's education.	0	0	4	23	31	42	5.12
18. provides information on agencies that can assist my child in the transition from school.	0	4	27	12	15	42	4.65

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Laurens County-Southwest Laurens Elementary
 Code: 6870101
 Number of Respondents: 21
 Return Rate: 25%
 Total Satisfaction (M1-M18): 86 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	5	0	30	25	40	4.95
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	5	5	30	20	40	4.85
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	5	0	35	10	50	5.00
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	5	21	26	11	37	4.53
5. I was given information about organizations that offer support for parents of students with disabilities.	5	10	5	45	10	25	4.20
6. My child's evaluation report and other written information are in terms I understand.	0	5	0	30	10	55	5.10**
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	5	0	30	10	55	5.10**
8. treat me as a team member.	0	5	5	30	15	45	4.90
9. seek out parent input.	0	10	0	30	15	45	4.85
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	5	0	32	11	53	5.05
11. encourage me to participate in the decision-making process.	0	5	5	30	15	45	4.90
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	5	0	30	15	50	5.05
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	5	15	25	5	50	4.80
14. gives me choices with regard to services that address my child's needs.	0	5	10	35	10	40	4.70
15. offers parents training about special education issues.	5	10	5	50	5	25	4.15*
16. offers parents a variety of ways to communicate with teachers.	0	5	0	40	5	50	4.95
17. gives parents the help they may need to play an active role in their child's education.	0	5	0	45	0	50	4.90
18. provides information on agencies that can assist my child in the transition from school.	6	6	11	44	0	33	4.28

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Lee County-Lee County Middle School West
 Code: 6880101
 Number of Respondents: 40
 Return Rate: 59%
 Total Satisfaction (M1-M18): 86 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	5	0	31	23	41	4.95
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	5	0	3	26	26	41	4.90
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	26	18	56	5.31
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	6	0	9	21	21	42	4.79
5. I was given information about organizations that offer support for parents of students with disabilities.	12	3	29	26	12	18	3.76
6. My child's evaluation report and other written information are in terms I understand.	0	0	3	28	8	63	5.30
PART II: Teachers and Administrators:							
7. are available to speak with me.	3	0	0	20	15	63	5.33**
8. treat me as a team member.	3	0	3	28	18	49	5.05
9. seek out parent input.	3	3	0	25	25	45	5.03
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	6	26	14	54	5.17
11. encourage me to participate in the decision-making process.	0	3	3	23	23	50	5.15
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	3	0	5	38	8	48	4.90
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	3	0	0	33	18	48	5.05
14. gives me choices with regard to services that address my child's needs.	3	3	8	35	14	38	4.68
15. offers parents training about special education issues.	12	9	24	35	6	15	3.59*
16. offers parents a variety of ways to communicate with teachers.	0	3	8	37	16	37	4.76
17. gives parents the help they may need to play an active role in their child's education.	0	3	8	41	27	22	4.57
18. provides information on agencies that can assist my child in the transition from school.	9	3	18	53	12	6	3.74

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Lee County-Kinchafoonee Primary School
 Code: 6880197
 Number of Respondents: 21
 Return Rate: 37%
 Total Satisfaction (M1-M18): 94 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	14	14	71	5.57
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	11	21	26	42	5.00
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	16	26	58	5.42
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	5	0	5	37	11	42	4.74
5. I was given information about organizations that offer support for parents of students with disabilities.	5	0	21	32	11	32	4.37
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	19	19	62	5.43
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	5	15	80	5.75**
8. treat me as a team member.	0	0	0	5	25	70	5.65
9. seek out parent input.	0	0	0	10	25	65	5.55
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	16	26	58	5.42
11. encourage me to participate in the decision-making process.	0	0	0	11	16	74	5.63
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	0	14	19	67	5.52
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	0	19	19	62	5.43
14. gives me choices with regard to services that address my child's needs.	0	0	5	26	11	58	5.21
15. offers parents training about special education issues.	11	0	26	16	11	37	4.26*
16. offers parents a variety of ways to communicate with teachers.	0	0	0	24	19	57	5.33
17. gives parents the help they may need to play an active role in their child's education.	5	0	0	32	16	47	4.95
18. provides information on agencies that can assist my child in the transition from school.	6	6	22	22	6	39	4.33

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Liberty County-Midway Middle School
 Code: 6890101
 Number of Respondents: 61
 Return Rate: 53%
 Total Satisfaction (M1-M18): 83 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	5	2	5	23	30	35	4.77
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	5	2	5	26	37	25	4.61
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	5	0	2	28	30	35	4.83
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	9	4	9	27	29	22	4.29
5. I was given information about organizations that offer support for parents of students with disabilities.	12	9	14	26	21	18	3.88*
6. My child's evaluation report and other written information are in terms I understand.	8	0	0	27	32	32	4.71
PART II: Teachers and Administrators:							
7. are available to speak with me.	7	2	0	16	36	39	4.92**
8. treat me as a team member.	8	3	0	23	32	33	4.67
9. seek out parent input.	7	2	5	20	34	32	4.69
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	7	0	2	25	37	30	4.75
11. encourage me to participate in the decision-making process.	7	2	0	20	38	33	4.82
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	5	3	2	22	34	34	4.78
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	7	3	7	23	26	34	4.62
14. gives me choices with regard to services that address my child's needs.	12	2	5	22	29	29	4.43
15. offers parents training about special education issues.	5	4	12	26	25	28	4.46
16. offers parents a variety of ways to communicate with teachers.	7	2	2	30	31	30	4.66
17. gives parents the help they may need to play an active role in their child's education.	7	3	2	30	30	30	4.61
18. provides information on agencies that can assist my child in the transition from school.	11	4	13	20	26	26	4.24

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Liberty County-Taylor's Creek Elementary School
 Code: 6890194
 Number of Respondents: 52
 Return Rate: 90%
 Total Satisfaction (M1-M18): 88 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	2	0	4	21	38	35	4.98
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	2	2	0	23	38	35	4.98
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	2	0	0	24	31	43	5.12**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	4	9	19	38	30	4.81
5. I was given information about organizations that offer support for parents of students with disabilities.	4	4	8	25	33	27	4.60
6. My child's evaluation report and other written information are in terms I understand.	4	2	0	23	40	31	4.87
PART II: Teachers and Administrators:							
7. are available to speak with me.	2	0	0	20	41	37	5.10
8. treat me as a team member.	2	0	0	25	38	35	5.02
9. seek out parent input.	2	2	6	21	37	33	4.87
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	2	0	0	26	36	36	5.02
11. encourage me to participate in the decision-making process.	2	0	2	29	35	31	4.90
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	4	0	2	27	31	37	4.90
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	4	2	8	17	29	40	4.87
14. gives me choices with regard to services that address my child's needs.	4	2	4	27	37	25	4.69
15. offers parents training about special education issues.	6	6	10	24	29	25	4.41*
16. offers parents a variety of ways to communicate with teachers.	2	0	4	26	32	36	4.94
17. gives parents the help they may need to play an active role in their child's education.	4	0	2	24	35	35	4.90
18. provides information on agencies that can assist my child in the transition from school.	5	2	7	31	26	29	4.57

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Lowndes County-Hahira Elementary School
 Code: 6920195
 Number of Respondents: 27
 Return Rate: 36%
 Total Satisfaction (M1-M18): 87 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	11	19	30	41	5.00
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	4	0	15	19	19	42	4.77
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	4	22	22	52	5.22
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	4	0	26	17	17	35	4.48
5. I was given information about organizations that offer support for parents of students with disabilities.	12	4	23	27	8	27	3.96
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	30	15	56	5.26
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	19	15	67	5.48**
8. treat me as a team member.	0	4	4	19	11	63	5.26
9. seek out parent input.	0	8	4	15	19	54	5.08
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	4	0	4	26	19	48	5.00
11. encourage me to participate in the decision-making process.	0	7	11	11	19	52	4.96
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	4	0	11	19	15	52	4.96
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	15	19	7	59	5.11
14. gives me choices with regard to services that address my child's needs.	0	0	15	23	19	42	4.88
15. offers parents training about special education issues.	12	12	32	20	8	16	3.48*
16. offers parents a variety of ways to communicate with teachers.	8	0	4	15	19	54	5.00
17. gives parents the help they may need to play an active role in their child's education.	4	0	8	15	19	54	5.08
18. provides information on agencies that can assist my child in the transition from school.	12	0	24	28	8	28	4.04

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Lowndes County-Hahira Middle School
 Code: 6923050
 Number of Respondents: 28
 Return Rate: 41%
 Total Satisfaction (M1-M18): 78 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	4	4	12	27	23	31	4.54
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	7	26	19	19	30	4.37
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	14	29	21	36	4.79
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	4	0	27	23	31	15	4.23
5. I was given information about organizations that offer support for parents of students with disabilities.	15	11	26	22	7	19	3.52
6. My child's evaluation report and other written information are in terms I understand.	0	0	7	33	33	26	4.78
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	4	4	22	37	33	4.93**
8. treat me as a team member.	4	4	11	29	29	25	4.50
9. seek out parent input.	4	4	22	22	26	22	4.30
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	4	8	42	17	29	4.58
11. encourage me to participate in the decision-making process.	4	0	21	25	29	21	4.39
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	4	4	15	35	23	19	4.27
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	7	4	19	26	19	26	4.22
14. gives me choices with regard to services that address my child's needs.	4	0	21	43	7	25	4.25
15. offers parents training about special education issues.	8	12	32	32	4	12	3.48*
16. offers parents a variety of ways to communicate with teachers.	0	0	15	33	26	26	4.63
17. gives parents the help they may need to play an active role in their child's education.	0	4	19	41	19	19	4.30
18. provides information on agencies that can assist my child in the transition from school.	4	4	40	32	4	16	3.76

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Lowndes County-Lake Park Elementary School
 Code: 6924050
 Number of Respondents: 9
 Return Rate: 15%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Lumpkin County-Blackburn Elementary School
 Code: 6930103
 Number of Respondents: 18
 Return Rate: 20%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
SPRING 2015

Name: Madison County-Comer Elementary School
 Code: 6952050
 Number of Respondents: 23
 Return Rate: 53%
 Total Satisfaction (M1-M18): 96 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	23	23	55	5.32
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	5	0	0	9	27	59	5.32
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	5	0	9	18	68	5.45
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	5	5	9	9	23	50	4.91
5. I was given information about organizations that offer support for parents of students with disabilities.	0	5	5	24	14	52	5.05
6. My child's evaluation report and other written information are in terms I understand.	0	5	0	9	27	59	5.36
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	9	18	73	5.64**
8. treat me as a team member.	0	0	0	9	23	68	5.59
9. seek out parent input.	0	0	0	14	27	59	5.45
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	18	9	73	5.55
11. encourage me to participate in the decision-making process.	0	0	0	9	32	59	5.50
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	0	23	18	59	5.36
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	5	9	18	68	5.50
14. gives me choices with regard to services that address my child's needs.	0	4	0	9	26	61	5.39
15. offers parents training about special education issues.	4	0	4	35	13	43	4.83*
16. offers parents a variety of ways to communicate with teachers.	0	4	4	13	22	57	5.22
17. gives parents the help they may need to play an active role in their child's education.	0	0	4	17	26	52	5.26
18. provides information on agencies that can assist my child in the transition from school.	0	4	13	22	13	48	4.87

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: McIntosh County-McIntosh County Academy
 Code: 6980104
 Number of Respondents: 19
 Return Rate: 41%
 Total Satisfaction (M1-M18): 86 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	5	26	26	42	5.05
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	5	37	32	26	4.79
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	32	42	26	4.95
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	5	0	16	32	21	26	4.42
5. I was given information about organizations that offer support for parents of students with disabilities.	0	0	37	37	21	5	3.95
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	37	32	32	4.95
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	5	16	79	5.74**
8. treat me as a team member.	0	0	5	21	32	42	5.11
9. seek out parent input.	0	0	0	37	21	42	5.05
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	21	16	26	37	4.79
11. encourage me to participate in the decision-making process.	0	0	5	26	26	42	5.05
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	11	21	26	42	5.00
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	5	21	37	37	5.05
14. gives me choices with regard to services that address my child's needs.	0	0	17	22	39	22	4.67
15. offers parents training about special education issues.	11	0	33	28	22	6	3.67*
16. offers parents a variety of ways to communicate with teachers.	0	0	11	21	32	37	4.95
17. gives parents the help they may need to play an active role in their child's education.	0	0	11	33	39	17	4.61
18. provides information on agencies that can assist my child in the transition from school.	5	0	21	42	26	5	4.00

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Meriwether County-Mountain View Elementary School
 Code: 6990200
 Number of Respondents: 34
 Return Rate: 30%
 Total Satisfaction (M1-M18): 82 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	55	12	33	4.79
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	3	15	38	12	32	4.56
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	3	0	44	15	38	4.85
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	6	0	10	45	10	29	4.39
5. I was given information about organizations that offer support for parents of students with disabilities.	6	6	29	26	18	15	3.88
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	47	21	32	4.85
PART II: Teachers and Administrators:							
7. are available to speak with me.	3	0	3	41	9	44	4.85
8. treat me as a team member.	0	0	3	50	9	38	4.82
9. seek out parent input.	3	0	6	48	9	33	4.61
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	3	43	13	40	4.90**
11. encourage me to participate in the decision-making process.	0	0	6	50	3	41	4.79
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	3	55	12	30	4.70
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	12	41	12	35	4.71
14. gives me choices with regard to services that address my child's needs.	0	3	12	48	12	24	4.42
15. offers parents training about special education issues.	6	3	35	38	9	9	3.68*
16. offers parents a variety of ways to communicate with teachers.	3	3	3	52	9	30	4.52
17. gives parents the help they may need to play an active role in their child's education.	0	3	3	55	12	27	4.58
18. provides information on agencies that can assist my child in the transition from school.	6	0	33	45	6	9	3.73

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Miller County-Miller County Middle School
 Code: 7000310
 Number of Respondents: 1
 Return Rate: 8%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree	Mean
	%	%	%	%	%	%	
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Montgomery County-Montgomery County Middle School
 Code: 7030101
 Number of Respondents: 7
 Return Rate: 54%
 Total Satisfaction (M1-M18): 97 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	14	0	86	5.71
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	0	14	0	86	5.71
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	14	0	86	5.71
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	14	0	14	0	0	71	4.86*
5. I was given information about organizations that offer support for parents of students with disabilities.	0	0	14	14	29	43	5.00
6. My child's evaluation report and other written information are in terms I understand.	0	0	14	0	14	71	5.43
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	0	14	86	5.86**
8. treat me as a team member.	0	0	17	0	0	83	5.50
9. seek out parent input.	0	14	0	0	0	86	5.43
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	14	0	0	0	14	71	5.14
11. encourage me to participate in the decision-making process.	0	0	0	14	0	86	5.71
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	14	14	0	71	5.29
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	14	14	0	71	5.29
14. gives me choices with regard to services that address my child's needs.	0	0	0	14	14	71	5.57
15. offers parents training about special education issues.	0	0	29	14	0	57	4.86*
16. offers parents a variety of ways to communicate with teachers.	0	0	14	14	0	71	5.29
17. gives parents the help they may need to play an active role in their child's education.	0	0	14	14	0	71	5.29
18. provides information on agencies that can assist my child in the transition from school.	0	0	29	14	0	57	4.86*

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Morgan County-Morgan County High School
 Code: 7041050
 Number of Respondents: 6
 Return Rate: 6%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Murray County-Coker Elementary School
 Code: 7050195
 Number of Respondents: 30
 Return Rate: 50%
 Total Satisfaction (M1-M18): 82 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	3	50	20	27	4.70
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	0	47	30	23	4.77
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	37	27	37	5.00**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	4	0	4	43	32	18	4.54
5. I was given information about organizations that offer support for parents of students with disabilities.	7	3	17	38	28	7	3.97*
6. My child's evaluation report and other written information are in terms I understand.	0	0	10	40	23	27	4.67
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	7	37	20	37	4.87
8. treat me as a team member.	0	0	7	53	13	27	4.60
9. seek out parent input.	0	0	7	57	13	23	4.53
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	7	45	21	28	4.69
11. encourage me to participate in the decision-making process.	0	0	7	50	17	27	4.63
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	7	43	23	27	4.70
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	3	3	3	50	10	30	4.50
14. gives me choices with regard to services that address my child's needs.	0	0	7	52	10	31	4.66
15. offers parents training about special education issues.	0	3	31	41	14	10	3.97*
16. offers parents a variety of ways to communicate with teachers.	0	0	7	48	24	21	4.59
17. gives parents the help they may need to play an active role in their child's education.	0	0	7	55	21	17	4.48
18. provides information on agencies that can assist my child in the transition from school.	4	0	18	43	21	14	4.21

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Muscogee County-Fort Middle School
 Code: 7060178
 Number of Respondents: 7
 Return Rate: 9%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree	Mean
	%	%	%	%	%	%	
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Muscogee County-Northside High School
 Code: 7060203
 Number of Respondents: 21
 Return Rate: 14%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Muscogee County-Midland Academy
 Code: 7060501
 Number of Respondents: 38
 Return Rate: 60%
 Total Satisfaction (M1-M18): 87 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	3	5	0	22	14	57	5.08
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	3	0	5	22	24	46	5.03
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	16	24	59	5.43**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	12	3	9	21	15	39	4.42
5. I was given information about organizations that offer support for parents of students with disabilities.	17	6	9	29	17	23	3.91
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	30	27	43	5.14
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	3	0	16	21	61	5.37
8. treat me as a team member.	0	3	0	22	19	57	5.27
9. seek out parent input.	5	0	0	26	18	50	5.03
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	29	24	47	5.18
11. encourage me to participate in the decision-making process.	3	0	3	24	21	50	5.11
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	11	22	11	56	5.11
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	3	0	5	21	26	45	5.03
14. gives me choices with regard to services that address my child's needs.	8	0	6	22	25	39	4.72
15. offers parents training about special education issues.	15	0	33	30	15	6	3.48*
16. offers parents a variety of ways to communicate with teachers.	0	0	3	30	16	51	5.16
17. gives parents the help they may need to play an active role in their child's education.	0	0	8	35	16	41	4.89
18. provides information on agencies that can assist my child in the transition from school.	6	3	30	30	12	18	3.94

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Muscogee County-Davis Elementary School
 Code: 7064056
 Number of Respondents: 10
 Return Rate: 27%
 Total Satisfaction (M1-M18): 83 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	10	10	10	10	30	30	4.30
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	20	0	0	20	30	30	4.30
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	10	10	10	0	40	30	4.40
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	10	0	10	20	30	30	4.50
5. I was given information about organizations that offer support for parents of students with disabilities.	10	0	0	40	20	30	4.50
6. My child's evaluation report and other written information are in terms I understand.	10	0	0	10	40	40	4.90
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	30	20	50	5.20
8. treat me as a team member.	0	10	0	20	40	30	4.80
9. seek out parent input.	11	0	11	33	22	22	4.22
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	20	40	40	5.20
11. encourage me to participate in the decision-making process.	0	0	10	40	10	40	4.80
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	10	0	40	50	5.30**
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	20	0	0	10	20	50	4.60
14. gives me choices with regard to services that address my child's needs.	10	0	0	20	20	50	4.90
15. offers parents training about special education issues.	10	0	20	30	10	30	4.20
16. offers parents a variety of ways to communicate with teachers.	0	0	0	50	20	30	4.80
17. gives parents the help they may need to play an active role in their child's education.	0	10	10	30	20	30	4.50
18. provides information on agencies that can assist my child in the transition from school.	20	0	20	10	20	30	4.00*

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Muscogee County-Eddy Middle School
 Code: 7065058
 Number of Respondents: 12
 Return Rate: 12%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Newton County-South Salem Elementary School
 Code: 7070111
 Number of Respondents: 1
 Return Rate: 1%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
SPRING 2015

Name: Newton County-Newton County Theme School at Ficquett
 Code: 7070123
 Number of Respondents: 8
 Return Rate: 26%
 Total Satisfaction (M1-M18): 85 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	13	0	38	0	50	4.75
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	0	38	13	50	5.13
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	25	25	50	5.25**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	29	0	29	0	43	4.29
5. I was given information about organizations that offer support for parents of students with disabilities.	14	0	14	14	14	43	4.43
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	25	38	38	5.13
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	38	0	63	5.25**
8. treat me as a team member.	0	0	0	38	13	50	5.13
9. seek out parent input.	0	13	0	25	13	50	4.88
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	43	0	57	5.14
11. encourage me to participate in the decision-making process.	0	0	0	38	13	50	5.13
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	13	50	0	38	4.63
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	13	25	13	50	5.00
14. gives me choices with regard to services that address my child's needs.	0	0	43	14	0	43	4.43
15. offers parents training about special education issues.	0	14	43	0	14	29	4.00
16. offers parents a variety of ways to communicate with teachers.	0	0	0	25	38	38	5.13
17. gives parents the help they may need to play an active role in their child's education.	13	0	25	13	13	38	4.25
18. provides information on agencies that can assist my child in the transition from school.	29	0	14	29	0	29	3.57*

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Newton County-West Newton Elementary School
 Code: 7070298
 Number of Respondents: 15
 Return Rate: 23%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
SPRING 2015

Name: Oconee County-Oconee County Primary School
 Code: 7080188
 Number of Respondents: 46
 Return Rate: 61%
 Total Satisfaction (M1-M18): 95 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	4	0	0	11	13	72	5.43
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	7	0	5	23	7	59	5.00
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	5	0	0	14	7	75	5.43
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	8	0	8	21	3	62	4.95
5. I was given information about organizations that offer support for parents of students with disabilities.	5	5	14	29	7	40	4.50*
6. My child's evaluation report and other written information are in terms I understand.	2	2	0	11	14	70	5.43
PART II: Teachers and Administrators:							
7. are available to speak with me.	4	0	0	7	4	84	5.60**
8. treat me as a team member.	4	0	0	7	4	84	5.60**
9. seek out parent input.	4	0	0	9	17	70	5.43
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	2	0	0	12	5	80	5.59
11. encourage me to participate in the decision-making process.	5	0	0	5	19	72	5.49
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	2	2	2	14	9	70	5.35
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	4	0	0	11	16	69	5.40
14. gives me choices with regard to services that address my child's needs.	4	0	2	24	9	61	5.15
15. offers parents training about special education issues.	2	0	10	24	12	51	4.98
16. offers parents a variety of ways to communicate with teachers.	4	0	0	15	15	65	5.33
17. gives parents the help they may need to play an active role in their child's education.	4	0	0	7	18	71	5.47
18. provides information on agencies that can assist my child in the transition from school.	5	0	8	29	11	47	4.82

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Oconee County-Malcom Bridge Elementary School
 Code: 7080197
 Number of Respondents: 59
 Return Rate: 98%
 Total Satisfaction (M1-M18): 92 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree	Mean
	%	%	%	%	%	%	
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	2	3	2	9	19	66	5.36
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	2	5	7	20	13	54	4.96
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	4	4	0	11	16	65	5.29
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	2	6	8	20	16	47	4.84
5. I was given information about organizations that offer support for parents of students with disabilities.	8	2	13	19	21	38	4.54*
6. My child's evaluation report and other written information are in terms I understand.	2	2	2	12	19	64	5.36
PART II: Teachers and Administrators:							
7. are available to speak with me.	2	4	0	11	13	71	5.43**
8. treat me as a team member.	2	4	0	11	13	71	5.43**
9. seek out parent input.	2	4	4	15	11	64	5.23
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	2	4	0	14	14	67	5.33
11. encourage me to participate in the decision-making process.	2	3	2	12	16	66	5.33
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	4	4	5	16	16	56	5.05
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	2	3	2	10	14	69	5.39
14. gives me choices with regard to services that address my child's needs.	5	3	9	9	19	55	4.98
15. offers parents training about special education issues.	4	4	10	29	12	41	4.65
16. offers parents a variety of ways to communicate with teachers.	2	4	2	13	23	57	5.23
17. gives parents the help they may need to play an active role in their child's education.	3	2	7	12	22	53	5.09
18. provides information on agencies that can assist my child in the transition from school.	4	6	8	20	22	41	4.73

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Paulding County-Burnt Hickory Elementary School
 Code: 7100110
 Number of Respondents: 58
 Return Rate: 45%
 Total Satisfaction (M1-M18): 82 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	11	4	0	13	32	41	4.75
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	6	4	9	11	43	28	4.65
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	2	5	2	9	35	47	5.12**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	6	6	8	23	27	31	4.52
5. I was given information about organizations that offer support for parents of students with disabilities.	11	7	36	16	16	14	3.63
6. My child's evaluation report and other written information are in terms I understand.	9	2	5	16	25	44	4.77
PART II: Teachers and Administrators:							
7. are available to speak with me.	7	5	2	9	33	44	4.88
8. treat me as a team member.	11	4	2	7	32	45	4.80
9. seek out parent input.	11	5	2	12	33	37	4.63
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	2	4	2	19	35	39	4.98
11. encourage me to participate in the decision-making process.	5	7	0	14	28	46	4.89
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	6	4	9	13	30	39	4.74
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	9	2	4	23	34	29	4.57
14. gives me choices with regard to services that address my child's needs.	7	2	11	24	30	26	4.44
15. offers parents training about special education issues.	9	9	32	21	17	11	3.60*
16. offers parents a variety of ways to communicate with teachers.	4	6	4	17	36	34	4.77
17. gives parents the help they may need to play an active role in their child's education.	8	6	4	25	32	26	4.47
18. provides information on agencies that can assist my child in the transition from school.	6	6	33	14	24	18	3.96

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Paulding County-J. A. Dobbins Middle School
 Code: 7100297
 Number of Respondents: 44
 Return Rate: 33%
 Total Satisfaction (M1-M18): 80 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	2	7	37	9	44	4.86
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	5	2	9	33	16	35	4.58
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	5	36	18	41	4.95**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	3	3	16	46	11	22	4.24
5. I was given information about organizations that offer support for parents of students with disabilities.	20	0	33	23	8	18	3.50
6. My child's evaluation report and other written information are in terms I understand.	0	0	7	42	16	35	4.79
PART II: Teachers and Administrators:							
7. are available to speak with me.	2	2	0	42	21	33	4.74
8. treat me as a team member.	0	0	12	38	19	31	4.69
9. seek out parent input.	0	0	9	33	30	28	4.77
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	3	5	3	43	18	30	4.58
11. encourage me to participate in the decision-making process.	0	2	7	37	21	33	4.74
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	2	7	36	18	36	4.80
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	2	5	7	34	16	36	4.66
14. gives me choices with regard to services that address my child's needs.	2	2	7	48	17	24	4.45
15. offers parents training about special education issues.	19	3	30	35	0	14	3.35*
16. offers parents a variety of ways to communicate with teachers.	0	0	9	42	21	28	4.67
17. gives parents the help they may need to play an active role in their child's education.	2	2	12	48	7	29	4.40
18. provides information on agencies that can assist my child in the transition from school.	3	16	32	32	0	16	3.59

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Paulding County-Allgood Elementary School
 Code: 7100299
 Number of Respondents: 52
 Return Rate: 44%
 Total Satisfaction (M1-M18): 85 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	2	4	0	20	27	47	5.06
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	10	2	10	24	22	32	4.42
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	4	0	6	24	18	47	4.94
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	6	0	14	31	27	22	4.39
5. I was given information about organizations that offer support for parents of students with disabilities.	4	2	27	38	10	19	4.04*
6. My child's evaluation report and other written information are in terms I understand.	2	0	2	32	26	38	4.94
PART II: Teachers and Administrators:							
7. are available to speak with me.	4	0	0	29	22	45	5.00
8. treat me as a team member.	4	0	4	30	18	44	4.90
9. seek out parent input.	4	0	6	27	23	40	4.83
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	4	0	0	31	22	43	4.96
11. encourage me to participate in the decision-making process.	2	0	0	27	22	49	5.14**
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	6	0	4	27	22	41	4.82
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	2	0	6	30	22	40	4.90
14. gives me choices with regard to services that address my child's needs.	2	0	10	35	17	35	4.71
15. offers parents training about special education issues.	6	0	25	33	17	19	4.10
16. offers parents a variety of ways to communicate with teachers.	4	0	0	44	14	38	4.78
17. gives parents the help they may need to play an active role in their child's education.	4	2	2	38	17	38	4.73
18. provides information on agencies that can assist my child in the transition from school.	2	4	19	43	11	21	4.19

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Paulding County-Carl Scoggins Sr. Middle school
 Code: 7100410
 Number of Respondents: 34
 Return Rate: 31%
 Total Satisfaction (M1-M18): 85 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	9	0	3	12	21	55	5.00
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	9	3	9	12	9	58	4.82
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	9	0	0	15	24	52	5.00
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	6	0	13	28	25	28	4.50
5. I was given information about organizations that offer support for parents of students with disabilities.	15	3	27	12	21	21	3.85*
6. My child's evaluation report and other written information are in terms I understand.	6	0	0	19	22	53	5.09
PART II: Teachers and Administrators:							
7. are available to speak with me.	6	0	0	9	21	65	5.32**
8. treat me as a team member.	6	0	3	12	24	56	5.15
9. seek out parent input.	6	0	6	6	29	52	5.06
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	9	0	0	22	31	38	4.78
11. encourage me to participate in the decision-making process.	6	0	3	24	27	39	4.85
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	6	0	3	30	33	27	4.67
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	9	0	0	15	30	45	4.94
14. gives me choices with regard to services that address my child's needs.	3	3	6	26	24	38	4.79
15. offers parents training about special education issues.	9	9	25	22	9	25	3.88
16. offers parents a variety of ways to communicate with teachers.	3	3	3	26	15	50	4.97
17. gives parents the help they may need to play an active role in their child's education.	6	6	6	15	29	38	4.71
18. provides information on agencies that can assist my child in the transition from school.	6	6	28	22	16	22	4.00

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Peach County-Hunt Elementary School
 Code: 7110210
 Number of Respondents: 37
 Return Rate: 58%
 Total Satisfaction (M1-M18): 87 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	8	0	0	14	24	54	5.08
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	8	0	0	14	25	53	5.06
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	8	0	0	8	31	53	5.11**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	9	3	9	9	29	43	4.74
5. I was given information about organizations that offer support for parents of students with disabilities.	6	6	9	29	14	37	4.51
6. My child's evaluation report and other written information are in terms I understand.	8	0	3	11	19	59	5.11
PART II: Teachers and Administrators:							
7. are available to speak with me.	11	0	3	5	24	57	5.03
8. treat me as a team member.	11	3	3	5	27	51	4.89
9. seek out parent input.	14	3	0	8	24	51	4.81
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	11	3	0	8	22	57	4.97
11. encourage me to participate in the decision-making process.	11	0	5	5	24	54	4.95
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	8	3	0	14	31	44	4.89
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	11	0	5	11	30	43	4.78
14. gives me choices with regard to services that address my child's needs.	11	0	3	14	33	39	4.75
15. offers parents training about special education issues.	11	0	14	28	33	14	4.14*
16. offers parents a variety of ways to communicate with teachers.	11	0	6	11	31	42	4.75
17. gives parents the help they may need to play an active role in their child's education.	11	0	3	11	31	44	4.83
18. provides information on agencies that can assist my child in the transition from school.	9	3	12	21	29	26	4.38

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Pickens County-Pickens County High School
 Code: 7120198
 Number of Respondents: 52
 Return Rate: 50%
 Total Satisfaction (M1-M18): 91 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	2	0	4	21	25	48	5.12
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	2	0	2	24	24	49	5.14
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	2	2	0	17	21	58	5.27**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	2	0	4	31	27	37	4.90
5. I was given information about organizations that offer support for parents of students with disabilities.	4	0	10	22	24	41	4.84
6. My child's evaluation report and other written information are in terms I understand.	2	0	2	21	23	52	5.19
PART II: Teachers and Administrators:							
7. are available to speak with me.	2	0	2	21	21	54	5.21
8. treat me as a team member.	2	2	6	21	19	50	5.04
9. seek out parent input.	2	0	8	21	15	54	5.10
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	2	0	2	24	18	55	5.20
11. encourage me to participate in the decision-making process.	2	0	6	13	27	52	5.19
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	2	2	2	23	19	52	5.12
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	4	0	6	23	19	48	4.98
14. gives me choices with regard to services that address my child's needs.	2	2	2	25	17	52	5.10
15. offers parents training about special education issues.	4	2	18	24	20	32	4.50*
16. offers parents a variety of ways to communicate with teachers.	2	0	2	37	17	42	4.94
17. gives parents the help they may need to play an active role in their child's education.	2	0	8	21	25	44	5.00
18. provides information on agencies that can assist my child in the transition from school.	4	0	8	20	18	50	4.98

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Pickens County-Tate Elementary School
 Code: 7120303
 Number of Respondents: 11
 Return Rate: 25%
 Total Satisfaction (M1-M18): 89 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	9	0	0	18	0	73	5.18
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	18	0	0	18	0	64	4.73
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	9	0	0	18	0	73	5.18
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	10	0	0	20	0	70	5.10
5. I was given information about organizations that offer support for parents of students with disabilities.	22	0	22	0	0	56	4.22
6. My child's evaluation report and other written information are in terms I understand.	18	0	0	0	9	73	5.00
PART II: Teachers and Administrators:							
7. are available to speak with me.	9	0	9	0	9	73	5.18
8. treat me as a team member.	9	0	0	0	18	73	5.36
9. seek out parent input.	10	0	0	0	10	80	5.40**
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	10	0	0	10	0	80	5.30
11. encourage me to participate in the decision-making process.	9	0	0	9	9	73	5.27
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	18	0	0	9	0	73	4.91
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	18	0	0	9	0	73	4.91
14. gives me choices with regard to services that address my child's needs.	10	0	0	20	0	70	5.10
15. offers parents training about special education issues.	20	0	0	20	10	50	4.50
16. offers parents a variety of ways to communicate with teachers.	10	0	0	30	10	50	4.80
17. gives parents the help they may need to play an active role in their child's education.	10	0	0	30	10	50	4.80
18. provides information on agencies that can assist my child in the transition from school.	14	14	0	29	0	43	4.14*

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Pierce County-Midway Elementary School
 Code: 7130112
 Number of Respondents: 43
 Return Rate: 98%
 Total Satisfaction (M1-M18): 95 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	5	0	0	14	16	65	5.33
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	5	0	3	13	18	63	5.25
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	5	0	0	17	21	57	5.21
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	5	0	0	13	28	54	5.21
5. I was given information about organizations that offer support for parents of students with disabilities.	5	0	0	15	17	63	5.29
6. My child's evaluation report and other written information are in terms I understand.	5	0	0	16	21	58	5.23
PART II: Teachers and Administrators:							
7. are available to speak with me.	5	0	0	9	7	79	5.51**
8. treat me as a team member.	5	0	0	12	12	72	5.42
9. seek out parent input.	5	0	0	12	17	67	5.36
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	3	0	0	13	15	70	5.48
11. encourage me to participate in the decision-making process.	5	0	0	9	19	67	5.40
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	5	0	2	10	14	69	5.36
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	5	0	0	10	19	67	5.38
14. gives me choices with regard to services that address my child's needs.	5	0	2	12	24	57	5.21
15. offers parents training about special education issues.	3	0	8	13	23	55	5.18
16. offers parents a variety of ways to communicate with teachers.	5	0	0	14	19	63	5.30
17. gives parents the help they may need to play an active role in their child's education.	5	0	0	12	21	62	5.31
18. provides information on agencies that can assist my child in the transition from school.	8	0	3	11	26	53	5.05*

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Pike County-Pike County High School
 Code: 7140194
 Number of Respondents: 64
 Return Rate: 79%
 Total Satisfaction (M1-M18): 86 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree	Mean
	%	%	%	%	%	%	
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	3	0	0	32	31	34	4.89
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	3	0	8	27	31	31	4.77
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	3	0	5	23	34	34	4.89
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	5	0	3	33	28	30	4.70
5. I was given information about organizations that offer support for parents of students with disabilities.	6	0	10	33	25	25	4.48
6. My child's evaluation report and other written information are in terms I understand.	3	0	2	36	28	31	4.80
PART II: Teachers and Administrators:							
7. are available to speak with me.	3	0	3	25	36	33	4.89
8. treat me as a team member.	3	0	5	25	30	37	4.89
9. seek out parent input.	5	0	3	27	30	36	4.84
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	3	0	5	24	32	35	4.89
11. encourage me to participate in the decision-making process.	3	0	2	23	39	33	4.94**
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	3	0	3	31	27	36	4.86
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	5	0	3	28	30	34	4.81
14. gives me choices with regard to services that address my child's needs.	3	3	3	37	21	33	4.68
15. offers parents training about special education issues.	5	2	13	42	19	19	4.27*
16. offers parents a variety of ways to communicate with teachers.	5	2	2	35	22	35	4.73
17. gives parents the help they may need to play an active role in their child's education.	3	2	3	35	21	35	4.76
18. provides information on agencies that can assist my child in the transition from school.	3	0	3	34	27	32	4.79

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Polk County-Cedartown Middle School
 Code: 7150103
 Number of Respondents: 102
 Return Rate: 77%

Total Satisfaction (M1-M18): 81 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	3	1	1	39	26	30	4.74
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	1	3	4	41	29	22	4.60
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	2	2	4	38	25	29	4.69
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	5	3	11	35	26	20	4.34
5. I was given information about organizations that offer support for parents of students with disabilities.	7	6	18	37	19	14	3.96
6. My child's evaluation report and other written information are in terms I understand.	1	2	2	38	26	30	4.78
PART II: Teachers and Administrators:							
7. are available to speak with me.	4	1	1	36	24	35	4.78**
8. treat me as a team member.	4	1	0	39	27	28	4.70
9. seek out parent input.	4	1	5	36	24	29	4.64
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	3	1	3	36	27	30	4.73
11. encourage me to participate in the decision-making process.	2	2	5	33	26	33	4.76
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	3	3	5	32	26	31	4.68
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	4	2	10	32	20	33	4.59
14. gives me choices with regard to services that address my child's needs.	4	2	9	42	21	22	4.40
15. offers parents training about special education issues.	7	3	21	38	17	13	3.95*
16. offers parents a variety of ways to communicate with teachers.	3	4	4	40	24	26	4.54
17. gives parents the help they may need to play an active role in their child's education.	3	4	7	36	32	18	4.44
18. provides information on agencies that can assist my child in the transition from school.	7	3	18	39	17	15	4.02

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Polk County-Van Wert Elementary School
 Code: 7150210
 Number of Respondents: 108
 Return Rate: 98%
 Total Satisfaction (M1-M18): 87 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	1	0	3	28	24	44	5.07
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	1	1	11	30	18	38	4.78
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	2	0	2	29	18	50	5.09
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	3	1	15	31	16	34	4.59
5. I was given information about organizations that offer support for parents of students with disabilities.	6	3	19	31	13	28	4.28
6. My child's evaluation report and other written information are in terms I understand.	1	0	2	35	21	41	4.99
PART II: Teachers and Administrators:							
7. are available to speak with me.	1	0	2	28	15	54	5.19**
8. treat me as a team member.	0	0	2	33	18	47	5.11
9. seek out parent input.	3	1	3	32	16	45	4.93
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	1	2	30	21	46	5.09
11. encourage me to participate in the decision-making process.	0	2	4	29	22	43	5.01
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	2	1	2	34	22	40	4.92
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	1	2	6	31	19	41	4.89
14. gives me choices with regard to services that address my child's needs.	2	3	7	31	23	34	4.73
15. offers parents training about special education issues.	8	3	11	36	18	24	4.27*
16. offers parents a variety of ways to communicate with teachers.	2	0	2	37	15	44	4.95
17. gives parents the help they may need to play an active role in their child's education.	2	3	2	37	17	40	4.83
18. provides information on agencies that can assist my child in the transition from school.	4	1	13	39	14	30	4.47

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Polk County-Eastside Elementary School
 Code: 7150274
 Number of Respondents: 79
 Return Rate: 63%
 Total Satisfaction (M1-M18): 88 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	1	3	31	22	44	5.04
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	1	0	8	33	18	40	4.86
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	3	29	21	47	5.13**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	1	0	9	29	24	37	4.84
5. I was given information about organizations that offer support for parents of students with disabilities.	4	1	17	37	16	24	4.32*
6. My child's evaluation report and other written information are in terms I understand.	0	0	3	28	23	46	5.13
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	3	28	23	46	5.13
8. treat me as a team member.	0	0	3	33	19	46	5.08
9. seek out parent input.	0	3	3	30	22	42	4.99
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	3	32	18	47	5.09
11. encourage me to participate in the decision-making process.	3	0	3	28	24	42	4.99
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	4	36	18	42	4.99
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	1	0	5	32	18	44	4.97
14. gives me choices with regard to services that address my child's needs.	0	1	7	39	17	36	4.79
15. offers parents training about special education issues.	3	1	13	43	16	24	4.40
16. offers parents a variety of ways to communicate with teachers.	3	1	5	36	15	40	4.79
17. gives parents the help they may need to play an active role in their child's education.	4	1	3	44	17	32	4.64
18. provides information on agencies that can assist my child in the transition from school.	3	0	11	45	14	28	4.51

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Polk County-Cedartown High School
 Code: 7155050
 Number of Respondents: 116
 Return Rate: 84%
 Total Satisfaction (M1-M18): 81 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	3	1	3	39	28	26	4.64
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	3	2	7	33	23	32	4.66
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	3	2	0	38	23	35	4.81**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	2	1	9	42	23	24	4.54
5. I was given information about organizations that offer support for parents of students with disabilities.	8	1	16	35	21	20	4.20*
6. My child's evaluation report and other written information are in terms I understand.	3	2	4	39	26	27	4.64
PART II: Teachers and Administrators:							
7. are available to speak with me.	3	0	3	36	28	29	4.72
8. treat me as a team member.	5	0	4	37	23	32	4.67
9. seek out parent input.	6	1	6	40	26	22	4.43
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	4	0	3	37	28	28	4.66
11. encourage me to participate in the decision-making process.	5	0	4	38	27	26	4.59
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	5	1	4	37	25	28	4.59
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	6	2	9	35	24	24	4.42
14. gives me choices with regard to services that address my child's needs.	6	2	3	41	25	23	4.47
15. offers parents training about special education issues.	7	3	13	37	19	21	4.20
16. offers parents a variety of ways to communicate with teachers.	3	2	6	43	22	24	4.50
17. gives parents the help they may need to play an active role in their child's education.	5	4	8	37	23	24	4.39
18. provides information on agencies that can assist my child in the transition from school.	7	4	10	31	27	21	4.28

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Richmond County-Goshen Elementary School
 Code: 7210194
 Number of Respondents: 13
 Return Rate: 41%
 Total Satisfaction (M1-M18): 86 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	42	8	50	5.08**
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	17	33	17	33	4.67
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	33	25	42	5.08**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	8	33	17	8	33	4.25*
5. I was given information about organizations that offer support for parents of students with disabilities.	8	0	23	23	15	31	4.31
6. My child's evaluation report and other written information are in terms I understand.	0	0	9	45	0	45	4.82
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	8	0	23	15	54	5.08
8. treat me as a team member.	0	8	0	25	17	50	5.00
9. seek out parent input.	0	9	9	27	0	55	4.82
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	8	0	25	8	58	5.08**
11. encourage me to participate in the decision-making process.	0	8	0	33	8	50	4.92
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	8	0	33	8	50	4.92
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	8	31	15	46	5.00
14. gives me choices with regard to services that address my child's needs.	0	0	17	25	8	50	4.92
15. offers parents training about special education issues.	0	0	23	46	0	31	4.38
16. offers parents a variety of ways to communicate with teachers.	0	0	8	31	15	46	5.00
17. gives parents the help they may need to play an active role in their child's education.	8	0	0	25	25	42	4.83
18. provides information on agencies that can assist my child in the transition from school.	8	0	8	50	8	25	4.25*

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Richmond County-Tobacco Road Elementary School
 Code: 7210294
 Number of Respondents: 11
 Return Rate: 32%
 Total Satisfaction (M1-M18): 75 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	20	0	0	30	20	30	4.20
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	20	0	0	30	10	40	4.30
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	11	0	11	22	11	44	4.56
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	22	0	11	44	22	0	3.44*
5. I was given information about organizations that offer support for parents of students with disabilities.	20	0	20	30	20	10	3.60
6. My child's evaluation report and other written information are in terms I understand.	9	0	9	27	18	36	4.55
PART II: Teachers and Administrators:							
7. are available to speak with me.	18	0	0	9	27	45	4.64**
8. treat me as a team member.	20	0	0	10	20	50	4.60
9. seek out parent input.	20	0	0	10	20	50	4.60
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	18	0	0	18	18	45	4.55
11. encourage me to participate in the decision-making process.	22	0	0	11	11	56	4.56
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	22	0	11	11	22	33	4.11
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	20	0	0	20	30	30	4.30
14. gives me choices with regard to services that address my child's needs.	22	0	11	33	11	22	3.78
15. offers parents training about special education issues.	18	0	18	36	18	9	3.64
16. offers parents a variety of ways to communicate with teachers.	20	0	10	20	20	30	4.10
17. gives parents the help they may need to play an active role in their child's education.	22	0	0	33	11	33	4.11
18. provides information on agencies that can assist my child in the transition from school.	20	0	30	20	0	30	3.70

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Richmond County-Lake Forest Hills Elementary School
 Code: 7210300
 Number of Respondents: 14
 Return Rate: 17%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Richmond County-Garrett Elementary School
 Code: 7211054
 Number of Respondents: 2
 Return Rate: 10%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
SPRING 2015

Name: Richmond County-Windsor Spring Road Elementary School
 Code: 7211065
 Number of Respondents: 10
 Return Rate: 29%
 Total Satisfaction (M1-M18): 70 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	20	0	0	50	20	10	3.80
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	20	0	20	10	20	30	4.00
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	10	0	10	20	20	40	4.60**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	20	10	0	40	0	30	3.80
5. I was given information about organizations that offer support for parents of students with disabilities.	30	10	30	10	10	10	2.90*
6. My child's evaluation report and other written information are in terms I understand.	20	0	0	40	20	20	4.00
PART II: Teachers and Administrators:							
7. are available to speak with me.	20	0	0	30	20	30	4.20
8. treat me as a team member.	20	0	10	30	0	40	4.10
9. seek out parent input.	20	0	10	40	0	30	3.90
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	22	0	0	44	0	33	4.00
11. encourage me to participate in the decision-making process.	20	0	10	30	10	30	4.00
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	20	0	20	20	10	30	3.90
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	20	0	10	20	30	20	4.00
14. gives me choices with regard to services that address my child's needs.	20	0	10	50	0	20	3.70
15. offers parents training about special education issues.	20	0	20	50	0	10	3.40
16. offers parents a variety of ways to communicate with teachers.	11	0	0	56	11	22	4.22
17. gives parents the help they may need to play an active role in their child's education.	20	0	0	50	10	20	3.90
18. provides information on agencies that can assist my child in the transition from school.	20	10	30	30	0	10	3.10

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Richmond County-Merry Elementary School
 Code: 7212058
 Number of Respondents: 33
 Return Rate: 52%
 Total Satisfaction (M1-M18): 79 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	3	3	12	33	12	36	4.58
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	3	3	15	42	12	24	4.30
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	3	3	3	39	18	33	4.67
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	13	3	25	31	16	13	3.72
5. I was given information about organizations that offer support for parents of students with disabilities.	9	12	27	27	9	15	3.61*
6. My child's evaluation report and other written information are in terms I understand.	3	3	0	33	12	48	4.94**
PART II: Teachers and Administrators:							
7. are available to speak with me.	3	3	0	33	15	45	4.91
8. treat me as a team member.	3	3	9	27	18	39	4.73
9. seek out parent input.	3	3	12	36	18	27	4.45
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	3	3	3	36	24	30	4.67
11. encourage me to participate in the decision-making process.	3	3	13	31	22	28	4.50
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	6	3	12	27	9	42	4.58
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	3	3	3	36	9	45	4.82
14. gives me choices with regard to services that address my child's needs.	9	6	33	21	3	27	3.85
15. offers parents training about special education issues.	6	10	16	35	6	26	4.03
16. offers parents a variety of ways to communicate with teachers.	6	3	15	30	6	39	4.45
17. gives parents the help they may need to play an active role in their child's education.	3	6	21	27	6	36	4.36
18. provides information on agencies that can assist my child in the transition from school.	6	6	26	32	10	19	3.90

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Richmond County-Gracewood Elementary School
 Code: 7214054
 Number of Respondents: 4
 Return Rate: 11%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Richmond County-Murphey Middle Charter School
 Code: 7215058
 Number of Respondents: 16
 Return Rate: 25%
 Total Satisfaction (M1-M18): 83 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	25	31	44	5.19**
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	6	6	6	38	6	38	4.44
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	7	7	0	27	7	53	4.80
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	13	7	33	13	13	20	3.67*
5. I was given information about organizations that offer support for parents of students with disabilities.	0	7	27	40	0	27	4.13
6. My child's evaluation report and other written information are in terms I understand.	0	6	6	38	0	50	4.81
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	6	0	44	0	50	4.88
8. treat me as a team member.	0	6	13	31	6	44	4.69
9. seek out parent input.	0	0	6	38	6	50	5.00
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	13	27	13	47	4.93
11. encourage me to participate in the decision-making process.	0	0	14	29	0	57	5.00
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	13	13	20	7	47	4.60
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	7	13	33	7	40	4.60
14. gives me choices with regard to services that address my child's needs.	0	0	13	40	7	40	4.73
15. offers parents training about special education issues.	7	0	33	13	13	33	4.27
16. offers parents a variety of ways to communicate with teachers.	13	0	0	33	20	33	4.47
17. gives parents the help they may need to play an active role in their child's education.	7	0	7	33	20	33	4.60
18. provides information on agencies that can assist my child in the transition from school.	7	0	36	14	14	29	4.14

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Rockdale County-Heritage High School
 Code: 7220176
 Number of Respondents: 46
 Return Rate: 29%
 Total Satisfaction (M1-M18): 81 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	9	36	29	27	4.73
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	2	0	2	41	35	20	4.65
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	2	0	0	43	30	24	4.72
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	2	0	5	52	25	16	4.45
5. I was given information about organizations that offer support for parents of students with disabilities.	2	2	32	39	16	9	3.91*
6. My child's evaluation report and other written information are in terms I understand.	2	0	0	54	28	15	4.52
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	2	50	30	18	4.64
8. treat me as a team member.	0	0	2	39	39	20	4.76
9. seek out parent input.	0	0	0	44	36	20	4.76
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	2	4	41	30	22	4.65
11. encourage me to participate in the decision-making process.	0	0	2	41	33	24	4.78**
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	11	48	26	15	4.46
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	2	0	2	43	33	20	4.63
14. gives me choices with regard to services that address my child's needs.	2	0	2	49	33	13	4.51
15. offers parents training about special education issues.	2	5	23	50	9	11	3.93
16. offers parents a variety of ways to communicate with teachers.	0	0	2	49	29	20	4.67
17. gives parents the help they may need to play an active role in their child's education.	0	2	4	50	28	15	4.50
18. provides information on agencies that can assist my child in the transition from school.	2	2	20	50	17	9	4.04

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Rockdale County-Barksdale Elementary School
 Code: 7220178
 Number of Respondents: 43
 Return Rate: 66%
 Total Satisfaction (M1-M18): 88 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	2	2	26	21	49	5.12
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	5	32	20	44	5.02
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	28	26	47	5.19
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	3	0	8	35	20	35	4.75
5. I was given information about organizations that offer support for parents of students with disabilities.	7	2	21	30	16	23	4.16
6. My child's evaluation report and other written information are in terms I understand.	5	0	2	30	21	42	4.88
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	2	30	7	60	5.26**
8. treat me as a team member.	0	2	2	24	17	55	5.19
9. seek out parent input.	0	2	2	26	23	47	5.09
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	36	24	40	5.05
11. encourage me to participate in the decision-making process.	0	0	2	30	21	47	5.12
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	2	0	0	47	16	35	4.79
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	2	2	30	16	49	5.07
14. gives me choices with regard to services that address my child's needs.	0	2	7	44	12	35	4.70
15. offers parents training about special education issues.	5	0	23	37	14	21	4.19
16. offers parents a variety of ways to communicate with teachers.	0	0	5	30	19	47	5.07
17. gives parents the help they may need to play an active role in their child's education.	0	0	5	33	26	37	4.95
18. provides information on agencies that can assist my child in the transition from school.	5	0	22	44	10	20	4.12*

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Rockdale County-Sims Elementary School
 Code: 7220189
 Number of Respondents: 16
 Return Rate: 42%
 Total Satisfaction (M1-M18): 77 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	13	13	31	0	44	4.50
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	14	14	7	29	7	29	3.86
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	13	7	27	20	33	4.53
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	8	8	15	38	8	23	4.00
5. I was given information about organizations that offer support for parents of students with disabilities.	13	13	20	33	7	13	3.47
6. My child's evaluation report and other written information are in terms I understand.	0	6	13	38	6	38	4.56
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	13	13	19	0	56	4.75
8. treat me as a team member.	0	13	13	20	13	40	4.53
9. seek out parent input.	0	7	7	29	7	50	4.86**
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	6	6	13	25	0	50	4.56
11. encourage me to participate in the decision-making process.	0	7	7	33	13	40	4.73
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	7	13	40	7	33	4.47
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	14	7	14	21	0	43	4.14
14. gives me choices with regard to services that address my child's needs.	7	13	7	40	0	33	4.13
15. offers parents training about special education issues.	8	15	23	31	0	23	3.69
16. offers parents a variety of ways to communicate with teachers.	7	7	14	36	7	29	4.14
17. gives parents the help they may need to play an active role in their child's education.	0	13	13	33	13	27	4.27
18. provides information on agencies that can assist my child in the transition from school.	23	8	23	23	0	23	3.38*

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Spalding County-Moreland Road Elementary
 Code: 7260103
 Number of Respondents: 29
 Return Rate: 100+%
 Total Satisfaction (M1-M18): 89 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	3	3	0	24	17	52	5.03
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	7	7	0	21	21	45	4.76
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	7	3	0	14	7	69	5.17
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	4	4	4	29	14	46	4.86
5. I was given information about organizations that offer support for parents of students with disabilities.	10	3	10	24	14	38	4.41
6. My child's evaluation report and other written information are in terms I understand.	3	3	3	21	10	59	5.07
PART II: Teachers and Administrators:							
7. are available to speak with me.	7	0	0	14	3	76	5.34**
8. treat me as a team member.	7	0	0	17	14	62	5.17
9. seek out parent input.	3	3	3	17	17	55	5.07
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	3	3	0	17	17	59	5.17
11. encourage me to participate in the decision-making process.	3	3	0	21	10	62	5.17
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	4	4	4	21	14	54	5.00
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	7	3	3	24	7	55	4.86
14. gives me choices with regard to services that address my child's needs.	7	0	7	24	14	48	4.83
15. offers parents training about special education issues.	7	0	22	30	15	26	4.22*
16. offers parents a variety of ways to communicate with teachers.	7	0	0	24	10	59	5.07
17. gives parents the help they may need to play an active role in their child's education.	7	0	3	21	14	55	5.00
18. provides information on agencies that can assist my child in the transition from school.	7	0	21	24	3	45	4.52

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Spalding County-Rehoboth Road Middle School
 Code: 7260110
 Number of Respondents: 50
 Return Rate: 69%
 Total Satisfaction (M1-M18): 78 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	4	2	6	45	14	29	4.49
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	4	0	14	37	16	29	4.47
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	2	2	4	38	24	30	4.70**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	2	2	22	35	24	15	4.22
5. I was given information about organizations that offer support for parents of students with disabilities.	14	6	27	29	16	8	3.51*
6. My child's evaluation report and other written information are in terms I understand.	2	2	6	40	18	32	4.66
PART II: Teachers and Administrators:							
7. are available to speak with me.	2	2	2	45	16	33	4.69
8. treat me as a team member.	0	0	14	40	16	30	4.62
9. seek out parent input.	2	2	10	42	20	24	4.48
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	2	0	13	44	15	27	4.50
11. encourage me to participate in the decision-making process.	0	4	12	43	16	24	4.45
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	2	2	10	45	16	24	4.45
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	4	2	14	38	18	24	4.36
14. gives me choices with regard to services that address my child's needs.	8	2	18	38	10	24	4.12
15. offers parents training about special education issues.	10	4	33	27	16	10	3.65
16. offers parents a variety of ways to communicate with teachers.	2	2	8	46	17	25	4.48
17. gives parents the help they may need to play an active role in their child's education.	6	2	14	41	12	24	4.24
18. provides information on agencies that can assist my child in the transition from school.	10	2	25	35	13	15	3.81

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Spalding County-Griffin High School
 Code: 7260187
 Number of Respondents: 61
 Return Rate: 46%
 Total Satisfaction (M1-M18): 74 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	7	9	7	45	9	24	4.12
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	7	5	13	47	10	18	4.03
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	7	3	47	22	22	4.48
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	2	7	20	37	15	19	4.14
5. I was given information about organizations that offer support for parents of students with disabilities.	9	7	21	28	21	14	3.88
6. My child's evaluation report and other written information are in terms I understand.	2	7	5	39	27	20	4.41
PART II: Teachers and Administrators:							
7. are available to speak with me.	5	5	7	32	15	36	4.54**
8. treat me as a team member.	3	7	12	36	19	22	4.28
9. seek out parent input.	3	7	15	35	25	15	4.17
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	2	7	9	42	21	19	4.32
11. encourage me to participate in the decision-making process.	3	9	17	33	22	16	4.09
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	5	5	15	39	21	15	4.11
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	8	7	19	27	20	19	4.00
14. gives me choices with regard to services that address my child's needs.	9	5	16	40	12	18	3.95
15. offers parents training about special education issues.	7	8	24	36	20	5	3.69
16. offers parents a variety of ways to communicate with teachers.	5	7	8	36	25	19	4.25
17. gives parents the help they may need to play an active role in their child's education.	3	8	12	42	13	22	4.18
18. provides information on agencies that can assist my child in the transition from school.	14	10	21	28	14	14	3.59*

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Spalding County-AZ Kelsey Academy
 Code: 7260208
 Number of Respondents: 4
 Return Rate: 57%
 Total Satisfaction (M1-M18): 65 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	33	67	0	0	3.67
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	33	0	67	0	0	3.33
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	75	25	0	4.25**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	50	50	0	0	3.50
5. I was given information about organizations that offer support for parents of students with disabilities.	0	25	25	50	0	0	3.25*
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	75	25	0	4.25**
PART II: Teachers and Administrators:							
7. are available to speak with me.	25	0	0	75	0	0	3.25*
8. treat me as a team member.	25	0	0	75	0	0	3.25*
9. seek out parent input.	25	0	0	75	0	0	3.25*
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	25	0	75	0	0	3.50
11. encourage me to participate in the decision-making process.	0	0	33	67	0	0	3.67
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	0	100	0	0	4.00
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	50	50	0	0	3.50
14. gives me choices with regard to services that address my child's needs.	0	0	25	75	0	0	3.75
15. offers parents training about special education issues.	0	0	50	50	0	0	3.50
16. offers parents a variety of ways to communicate with teachers.	0	0	25	75	0	0	3.75
17. gives parents the help they may need to play an active role in their child's education.	0	25	0	50	25	0	3.75
18. provides information on agencies that can assist my child in the transition from school.	0	25	0	75	0	0	3.50

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Stephens County-Stephens County High School
 Code: 7275050
 Number of Respondents: 72
 Return Rate: 53%
 Total Satisfaction (M1-M18): 86 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	1	0	4	32	22	40	4.94
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	1	0	6	33	19	40	4.90
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	1	3	32	19	44	5.03
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	3	0	8	39	20	30	4.62
5. I was given information about organizations that offer support for parents of students with disabilities.	4	4	14	37	14	27	4.32
6. My child's evaluation report and other written information are in terms I understand.	1	0	3	36	15	44	4.97
PART II: Teachers and Administrators:							
7. are available to speak with me.	3	0	0	35	10	53	5.07**
8. treat me as a team member.	3	0	0	39	11	47	4.97
9. seek out parent input.	3	0	7	37	10	44	4.82
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	3	0	0	41	9	47	4.94
11. encourage me to participate in the decision-making process.	3	0	1	36	15	44	4.94
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	1	0	3	40	11	44	4.93
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	3	0	4	32	15	46	4.94
14. gives me choices with regard to services that address my child's needs.	3	1	3	46	14	32	4.65
15. offers parents training about special education issues.	4	6	14	39	18	18	4.17*
16. offers parents a variety of ways to communicate with teachers.	3	0	0	39	18	39	4.89
17. gives parents the help they may need to play an active role in their child's education.	3	0	7	37	17	37	4.75
18. provides information on agencies that can assist my child in the transition from school.	3	1	10	39	17	30	4.56

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Stewart County-Stewart County High School
 Code: 7280201
 Number of Respondents: 2
 Return Rate: 9%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree	Mean
	%	%	%	%	%	%	
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
SPRING 2015

Name: Tattnall County-Tattnall County High School
 Code: 7320194
 Number of Respondents: 65
 Return Rate: 72%
 Total Satisfaction (M1-M18): 95 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	19	22	59	5.41
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	3	21	21	56	5.29
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	19	16	66	5.47**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	3	2	5	24	13	54	5.03
5. I was given information about organizations that offer support for parents of students with disabilities.	0	3	9	20	20	47	4.98
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	22	22	57	5.35
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	18	22	60	5.42
8. treat me as a team member.	0	0	0	20	20	60	5.40
9. seek out parent input.	0	0	2	23	22	54	5.28
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	19	25	56	5.38
11. encourage me to participate in the decision-making process.	0	0	0	17	23	60	5.43
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	0	22	23	55	5.33
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	3	22	20	55	5.28
14. gives me choices with regard to services that address my child's needs.	0	0	5	22	20	53	5.22
15. offers parents training about special education issues.	2	2	20	20	19	38	4.66*
16. offers parents a variety of ways to communicate with teachers.	0	0	0	25	20	55	5.31
17. gives parents the help they may need to play an active role in their child's education.	0	0	5	23	17	55	5.22
18. provides information on agencies that can assist my child in the transition from school.	0	0	11	20	16	53	5.11

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Tattnall County-Collins Elementary School
 Code: 7320301
 Number of Respondents: 3
 Return Rate: 10%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
SPRING 2015

Name: Taylor County-Taylor County Upper Elementary
 Code: 7330105
 Number of Respondents: 24
 Return Rate: 73%
 Total Satisfaction (M1-M18): 89 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	5	0	0	27	32	36	4.91
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	4	0	0	26	35	35	4.91
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	4	0	0	22	30	43	5.04
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	5	0	5	36	27	27	4.64
5. I was given information about organizations that offer support for parents of students with disabilities.	4	0	13	48	17	17	4.26*
6. My child's evaluation report and other written information are in terms I understand.	4	0	0	22	35	39	5.00
PART II: Teachers and Administrators:							
7. are available to speak with me.	4	0	0	13	25	58	5.29**
8. treat me as a team member.	4	0	0	13	25	58	5.29**
9. seek out parent input.	4	4	4	17	17	54	5.00
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	4	0	0	25	25	46	5.04
11. encourage me to participate in the decision-making process.	4	0	0	21	25	50	5.13
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	4	0	4	25	25	42	4.92
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	5	0	0	18	27	50	5.14
14. gives me choices with regard to services that address my child's needs.	4	0	0	30	17	48	5.00
15. offers parents training about special education issues.	0	4	22	35	17	22	4.30
16. offers parents a variety of ways to communicate with teachers.	4	0	4	13	26	52	5.13
17. gives parents the help they may need to play an active role in their child's education.	0	4	4	22	22	48	5.04
18. provides information on agencies that can assist my child in the transition from school.	0	4	13	26	26	30	4.65

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Taylor County-Georgia Center
 Code: 7330107
 Number of Respondents: 1
 Return Rate: 6%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree	Mean
	%	%	%	%	%	%	
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Telfair County-Telfair County Middle School
 Code: 7340101
 Number of Respondents: 20
 Return Rate: 71%
 Total Satisfaction (M1-M18): 80 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	5	5	5	47	26	11	4.16
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	5	5	58	16	16	4.32
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	5	5	0	55	15	20	4.30
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	5	0	5	53	16	21	4.37
5. I was given information about organizations that offer support for parents of students with disabilities.	5	5	10	60	10	10	3.95*
6. My child's evaluation report and other written information are in terms I understand.	5	0	0	47	21	26	4.58
PART II: Teachers and Administrators:							
7. are available to speak with me.	5	0	0	47	16	32	4.63
8. treat me as a team member.	5	0	0	42	11	42	4.79**
9. seek out parent input.	6	6	0	47	0	41	4.53
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	55	20	25	4.70
11. encourage me to participate in the decision-making process.	5	0	0	42	26	26	4.63
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	5	0	0	47	16	32	4.63
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	5	0	60	15	20	4.45
14. gives me choices with regard to services that address my child's needs.	5	5	5	45	15	25	4.35
15. offers parents training about special education issues.	5	0	15	40	20	20	4.30
16. offers parents a variety of ways to communicate with teachers.	11	0	0	63	11	16	4.11
17. gives parents the help they may need to play an active role in their child's education.	0	5	5	45	15	30	4.60
18. provides information on agencies that can assist my child in the transition from school.	0	0	16	58	11	16	4.26

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Thomas County-Cross Creek Elementary School
 Code: 7360194
 Number of Respondents: 98
 Return Rate: 62%
 Total Satisfaction (M1-M18): 85 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	1	7	32	21	39	4.89
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	1	4	40	26	28	4.77
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	1	2	38	23	36	4.91
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	1	7	10	40	19	24	4.41
5. I was given information about organizations that offer support for parents of students with disabilities.	1	2	26	34	16	21	4.26*
6. My child's evaluation report and other written information are in terms I understand.	0	3	4	38	23	32	4.76
PART II: Teachers and Administrators:							
7. are available to speak with me.	1	0	3	29	21	46	5.07**
8. treat me as a team member.	2	1	2	30	18	47	5.02
9. seek out parent input.	2	1	4	30	21	42	4.93
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	1	1	3	41	17	37	4.82
11. encourage me to participate in the decision-making process.	2	1	4	33	27	34	4.82
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	1	2	6	38	20	33	4.72
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	1	0	8	34	22	35	4.80
14. gives me choices with regard to services that address my child's needs.	2	0	9	39	21	28	4.62
15. offers parents training about special education issues.	2	1	22	37	17	21	4.28
16. offers parents a variety of ways to communicate with teachers.	1	1	3	39	28	28	4.74
17. gives parents the help they may need to play an active role in their child's education.	2	0	6	40	21	31	4.69
18. provides information on agencies that can assist my child in the transition from school.	2	1	16	39	17	26	4.43

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Tift County-Len Lastinger Primary School
 Code: 7372050
 Number of Respondents: 4
 Return Rate: 9%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Toombs County-Lyons Upper Elementary
 Code: 7380204
 Number of Respondents: 66
 Return Rate: 96%
 Total Satisfaction (M1-M18): 85 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	2	0	2	37	29	31	4.85
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	2	2	5	38	24	30	4.71
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	2	0	2	37	27	32	4.85
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	5	2	8	38	22	25	4.45
5. I was given information about organizations that offer support for parents of students with disabilities.	3	2	15	37	23	20	4.35
6. My child's evaluation report and other written information are in terms I understand.	2	0	0	44	27	27	4.77
PART II: Teachers and Administrators:							
7. are available to speak with me.	2	0	0	34	26	38	4.98**
8. treat me as a team member.	2	0	0	35	28	35	4.94
9. seek out parent input.	2	0	7	35	27	30	4.75
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	2	0	2	41	22	34	4.84
11. encourage me to participate in the decision-making process.	2	0	2	36	28	33	4.88
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	2	0	2	34	23	39	4.95
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	2	36	27	36	4.97
14. gives me choices with regard to services that address my child's needs.	0	0	7	41	26	26	4.72
15. offers parents training about special education issues.	2	5	17	27	32	17	4.35
16. offers parents a variety of ways to communicate with teachers.	2	0	2	34	34	28	4.84
17. gives parents the help they may need to play an active role in their child's education.	0	2	6	35	27	29	4.76
18. provides information on agencies that can assist my child in the transition from school.	6	0	10	40	27	17	4.33*

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Towns County-Towns County Middle School
 Code: 7390104
 Number of Respondents: 14
 Return Rate: 67%
 Total Satisfaction (M1-M18): 89 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	50	7	43	4.93
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	8	23	15	54	5.15
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	29	21	50	5.21**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	15	46	15	23	4.46*
5. I was given information about organizations that offer support for parents of students with disabilities.	0	0	15	31	15	38	4.77
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	29	29	43	5.14
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	36	7	57	5.21**
8. treat me as a team member.	0	0	0	36	14	50	5.14
9. seek out parent input.	0	0	0	43	14	43	5.00
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	50	7	43	4.93
11. encourage me to participate in the decision-making process.	0	0	0	36	29	36	5.00
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	0	43	14	43	5.00
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	7	43	14	36	4.79
14. gives me choices with regard to services that address my child's needs.	0	0	0	57	7	36	4.79
15. offers parents training about special education issues.	0	0	8	46	15	31	4.69
16. offers parents a variety of ways to communicate with teachers.	0	0	0	57	0	43	4.86
17. gives parents the help they may need to play an active role in their child's education.	0	0	0	50	14	36	4.86
18. provides information on agencies that can assist my child in the transition from school.	0	0	7	50	14	29	4.64

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Troup County-Callaway Elementary School
 Code: 7410109
 Number of Respondents: 31
 Return Rate: 41%
 Total Satisfaction (M1-M18): 82 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	10	0	3	32	26	29	4.52
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	6	3	13	26	19	32	4.45
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	6	0	3	26	23	42	4.84
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	14	0	10	41	24	10	3.93
5. I was given information about organizations that offer support for parents of students with disabilities.	10	0	14	34	21	21	4.17
6. My child's evaluation report and other written information are in terms I understand.	6	0	3	29	23	39	4.77
PART II: Teachers and Administrators:							
7. are available to speak with me.	7	0	0	23	20	50	5.00**
8. treat me as a team member.	6	0	0	23	23	48	5.00**
9. seek out parent input.	7	3	0	30	17	43	4.77
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	7	0	0	37	17	40	4.77
11. encourage me to participate in the decision-making process.	6	0	0	29	19	45	4.90
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	6	3	6	32	13	39	4.58
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	6	0	13	26	13	42	4.65
14. gives me choices with regard to services that address my child's needs.	7	3	7	43	13	27	4.33
15. offers parents training about special education issues.	10	7	24	34	3	21	3.76*
16. offers parents a variety of ways to communicate with teachers.	6	0	0	52	10	32	4.55
17. gives parents the help they may need to play an active role in their child's education.	7	0	3	50	13	27	4.43
18. provides information on agencies that can assist my child in the transition from school.	10	0	14	41	10	24	4.14

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Troup County-West Point Elementary School
 Code: 7410187
 Number of Respondents: 22
 Return Rate: 67%
 Total Satisfaction (M1-M18): 91 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	32	18	50	5.18
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	5	32	9	55	5.14
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	32	14	55	5.23
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	5	0	9	41	9	36	4.59
5. I was given information about organizations that offer support for parents of students with disabilities.	9	5	14	27	14	32	4.27*
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	36	14	50	5.14
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	32	9	59	5.27
8. treat me as a team member.	0	0	0	29	10	62	5.33
9. seek out parent input.	0	0	0	36	5	59	5.23
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	33	5	62	5.29
11. encourage me to participate in the decision-making process.	0	0	0	32	9	59	5.27
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	5	32	14	50	5.09
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	5	27	5	64	5.27
14. gives me choices with regard to services that address my child's needs.	5	0	5	33	14	43	4.81
15. offers parents training about special education issues.	0	0	19	24	14	43	4.81
16. offers parents a variety of ways to communicate with teachers.	0	0	0	29	5	67	5.38**
17. gives parents the help they may need to play an active role in their child's education.	0	0	0	35	5	60	5.25
18. provides information on agencies that can assist my child in the transition from school.	0	5	19	29	5	43	4.62

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Troup County-Hollis Hand Elementary School
 Code: 7410194
 Number of Respondents: 25
 Return Rate: 50%
 Total Satisfaction (M1-M18): 90 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	4	0	17	21	58	5.29
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	4	0	4	26	17	48	4.96
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	20	12	68	5.48
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	5	5	15	25	5	45	4.55
5. I was given information about organizations that offer support for parents of students with disabilities.	5	0	29	29	14	24	4.19*
6. My child's evaluation report and other written information are in terms I understand.	4	0	0	24	16	56	5.16
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	12	8	80	5.68**
8. treat me as a team member.	0	0	0	16	16	68	5.52
9. seek out parent input.	4	0	4	16	16	60	5.20
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	5	0	0	23	27	45	5.05
11. encourage me to participate in the decision-making process.	0	0	4	13	25	58	5.38
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	9	0	0	17	17	57	5.04
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	4	4	0	17	21	54	5.08
14. gives me choices with regard to services that address my child's needs.	4	4	9	30	9	43	4.65
15. offers parents training about special education issues.	9	0	18	27	5	41	4.41
16. offers parents a variety of ways to communicate with teachers.	4	0	0	24	20	52	5.12
17. gives parents the help they may need to play an active role in their child's education.	4	0	4	13	25	54	5.17
18. provides information on agencies that can assist my child in the transition from school.	16	0	11	26	5	42	4.32

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Troup County-Callaway High School
 Code: 7410201
 Number of Respondents: 22
 Return Rate: 55%
 Total Satisfaction (M1-M18): 77 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	5	0	29	33	33	4.90**
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	5	0	5	36	32	23	4.59
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	5	0	36	32	27	4.77
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	11	5	21	42	16	5	3.63
5. I was given information about organizations that offer support for parents of students with disabilities.	5	9	32	32	14	9	3.68
6. My child's evaluation report and other written information are in terms I understand.	5	0	0	50	18	27	4.59
PART II: Teachers and Administrators:							
7. are available to speak with me.	5	5	0	27	36	27	4.68
8. treat me as a team member.	5	5	0	45	32	14	4.36
9. seek out parent input.	0	9	0	55	14	23	4.41
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	10	10	48	24	10	4.14
11. encourage me to participate in the decision-making process.	5	0	5	32	41	18	4.59
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	5	0	5	45	23	23	4.50
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	5	9	45	27	14	4.36
14. gives me choices with regard to services that address my child's needs.	5	0	9	50	27	9	4.23
15. offers parents training about special education issues.	5	5	40	35	5	10	3.60*
16. offers parents a variety of ways to communicate with teachers.	5	0	14	43	24	14	4.24
17. gives parents the help they may need to play an active role in their child's education.	10	0	10	33	29	19	4.29
18. provides information on agencies that can assist my child in the transition from school.	11	0	21	47	16	5	3.74

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Troup County-Callaway Middle School
 Code: 7410204
 Number of Respondents: 45
 Return Rate: 83%
 Total Satisfaction (M1-M18): 82 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	4	0	0	38	22	36	4.80
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	4	4	7	38	13	33	4.51
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	4	40	20	36	4.87
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	2	5	9	45	9	30	4.43
5. I was given information about organizations that offer support for parents of students with disabilities.	14	5	18	27	11	25	3.93*
6. My child's evaluation report and other written information are in terms I understand.	2	2	2	39	14	41	4.82
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	4	2	36	9	49	4.96**
8. treat me as a team member.	0	0	11	36	16	38	4.80
9. seek out parent input.	2	0	9	41	14	34	4.66
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	4	51	11	33	4.73
11. encourage me to participate in the decision-making process.	4	2	9	29	20	36	4.64
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	2	0	12	40	9	37	4.65
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	4	0	11	38	16	31	4.53
14. gives me choices with regard to services that address my child's needs.	2	5	19	37	9	28	4.30
15. offers parents training about special education issues.	7	5	23	33	12	21	4.00
16. offers parents a variety of ways to communicate with teachers.	2	2	7	47	14	28	4.51
17. gives parents the help they may need to play an active role in their child's education.	5	0	9	45	16	25	4.43
18. provides information on agencies that can assist my child in the transition from school.	9	5	14	37	12	23	4.07

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Troup County-Long Cane Middle School
 Code: 7410297
 Number of Respondents: 76
 Return Rate: 85%
 Total Satisfaction (M1-M18): 88 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	5	33	21	41	4.97
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	4	34	14	47	5.05
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	3	30	18	49	5.13**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	3	0	11	33	19	34	4.68
5. I was given information about organizations that offer support for parents of students with disabilities.	5	4	11	29	17	34	4.51
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	38	20	42	5.04
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	3	1	33	14	49	5.05
8. treat me as a team member.	1	0	4	35	19	41	4.93
9. seek out parent input.	1	4	1	36	13	44	4.88
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	4	1	34	19	42	4.93
11. encourage me to participate in the decision-making process.	0	4	3	30	14	50	5.03
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	1	1	1	29	23	44	5.03
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	4	7	25	17	47	4.96
14. gives me choices with regard to services that address my child's needs.	0	3	9	30	16	42	4.86
15. offers parents training about special education issues.	4	4	22	29	9	32	4.30*
16. offers parents a variety of ways to communicate with teachers.	0	0	7	39	12	42	4.89
17. gives parents the help they may need to play an active role in their child's education.	1	1	8	35	15	40	4.80
18. provides information on agencies that can assist my child in the transition from school.	3	4	14	28	15	36	4.58

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Troup County-Troup County High School
 Code: 7410387
 Number of Respondents: 66
 Return Rate: 65%
 Total Satisfaction (M1-M18): 84 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	2	2	3	30	16	48	5.00
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	3	0	8	38	17	34	4.68
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	3	0	0	29	25	43	5.02**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	10	0	10	40	12	28	4.28
5. I was given information about organizations that offer support for parents of students with disabilities.	11	0	14	32	16	27	4.22
6. My child's evaluation report and other written information are in terms I understand.	3	0	0	38	18	41	4.91
PART II: Teachers and Administrators:							
7. are available to speak with me.	3	0	2	29	26	41	4.97
8. treat me as a team member.	3	2	3	32	26	34	4.78
9. seek out parent input.	3	3	9	28	25	32	4.65
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	3	0	0	33	31	33	4.88
11. encourage me to participate in the decision-making process.	3	0	0	34	29	34	4.88
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	3	0	5	35	17	41	4.85
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	8	2	11	29	12	39	4.55
14. gives me choices with regard to services that address my child's needs.	6	2	6	33	24	29	4.52
15. offers parents training about special education issues.	8	2	28	30	11	21	3.98*
16. offers parents a variety of ways to communicate with teachers.	6	0	6	32	21	34	4.63
17. gives parents the help they may need to play an active role in their child's education.	5	2	6	37	16	34	4.60
18. provides information on agencies that can assist my child in the transition from school.	8	0	10	37	18	27	4.39

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Troup County-LaGrange High School
 Code: 7411052
 Number of Respondents: 26
 Return Rate: 30%
 Total Satisfaction (M1-M18): 89 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	4	8	19	27	42	4.96
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	12	27	15	46	4.96
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	4	35	23	38	4.96
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	5	0	0	29	29	38	4.90
5. I was given information about organizations that offer support for parents of students with disabilities.	4	4	8	38	8	38	4.54*
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	31	27	42	5.12
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	23	23	54	5.31**
8. treat me as a team member.	0	0	4	27	27	42	5.08
9. seek out parent input.	0	0	4	32	20	44	5.04
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	4	30	22	43	5.04
11. encourage me to participate in the decision-making process.	0	0	0	24	32	44	5.20
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	4	25	33	38	5.04
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	4	8	12	38	38	5.00
14. gives me choices with regard to services that address my child's needs.	0	0	9	39	13	39	4.83
15. offers parents training about special education issues.	0	4	13	26	22	35	4.70
16. offers parents a variety of ways to communicate with teachers.	4	4	0	28	20	44	4.88
17. gives parents the help they may need to play an active role in their child's education.	0	4	4	33	17	42	4.88
18. provides information on agencies that can assist my child in the transition from school.	4	4	4	25	13	50	4.88

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Troup County-Hillcrest Elementary School
 Code: 7413050
 Number of Respondents: 18
 Return Rate: 55%
 Total Satisfaction (M1-M18): 87 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	6	33	17	44	5.00
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	13	19	38	31	4.88
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	29	12	59	5.29**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	7	0	20	27	27	20	4.27
5. I was given information about organizations that offer support for parents of students with disabilities.	13	0	19	25	13	31	4.19*
6. My child's evaluation report and other written information are in terms I understand.	0	0	6	28	28	39	5.00
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	6	0	35	12	47	4.94
8. treat me as a team member.	0	0	6	35	18	41	4.94
9. seek out parent input.	0	0	11	39	11	39	4.78
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	6	35	12	47	5.00
11. encourage me to participate in the decision-making process.	0	0	6	18	24	53	5.24
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	0	33	11	56	5.22
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	11	22	11	56	5.11
14. gives me choices with regard to services that address my child's needs.	0	6	11	28	11	44	4.78
15. offers parents training about special education issues.	13	0	13	27	13	33	4.27
16. offers parents a variety of ways to communicate with teachers.	6	0	6	28	11	50	4.89
17. gives parents the help they may need to play an active role in their child's education.	0	6	0	44	17	33	4.72
18. provides information on agencies that can assist my child in the transition from school.	7	0	7	40	20	27	4.47

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Troup County-Rosemont Elementary School
 Code: 7415050
 Number of Respondents: 48
 Return Rate: 74%
 Total Satisfaction (M1-M18): 85 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	4	2	2	23	23	46	4.96
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	7	2	4	33	20	33	4.58
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	4	2	2	30	23	38	4.81
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	3	6	3	31	25	33	4.69
5. I was given information about organizations that offer support for parents of students with disabilities.	9	2	7	37	12	33	4.37
6. My child's evaluation report and other written information are in terms I understand.	6	0	4	28	15	47	4.85
PART II: Teachers and Administrators:							
7. are available to speak with me.	4	2	2	26	13	53	5.00**
8. treat me as a team member.	6	0	2	23	19	50	4.98
9. seek out parent input.	6	0	2	27	21	44	4.88
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	5	0	5	28	15	46	4.87
11. encourage me to participate in the decision-making process.	4	0	4	28	20	43	4.89
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	2	2	4	27	18	47	4.96
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	4	2	6	25	23	40	4.79
14. gives me choices with regard to services that address my child's needs.	2	2	11	29	20	36	4.69
15. offers parents training about special education issues.	2	5	16	43	9	25	4.27
16. offers parents a variety of ways to communicate with teachers.	4	4	2	34	11	45	4.77
17. gives parents the help they may need to play an active role in their child's education.	4	4	4	32	13	43	4.72
18. provides information on agencies that can assist my child in the transition from school.	7	7	15	27	12	32	4.24*

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Troup County-Berta Weathersbee Elementary School
 Code: 7415052
 Number of Respondents: 7
 Return Rate: 70%
 Total Satisfaction (M1-M18): 94 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	14	0	86	5.71
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	17	0	0	83	5.50
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	29	0	71	5.43
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	0	40	20	40	5.00
5. I was given information about organizations that offer support for parents of students with disabilities.	17	0	17	0	0	67	4.67
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	14	0	86	5.71
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	14	14	71	5.57
8. treat me as a team member.	0	0	0	0	14	86	5.86**
9. seek out parent input.	0	0	0	14	43	43	5.29
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	0	17	83	5.83
11. encourage me to participate in the decision-making process.	0	0	0	0	14	86	5.86**
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	0	33	0	67	5.33
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	14	0	0	14	14	57	4.86
14. gives me choices with regard to services that address my child's needs.	0	0	0	43	14	43	5.00
15. offers parents training about special education issues.	20	0	20	0	0	60	4.40*
16. offers parents a variety of ways to communicate with teachers.	14	0	0	29	0	57	4.71
17. gives parents the help they may need to play an active role in their child's education.	0	0	0	29	14	57	5.29
18. provides information on agencies that can assist my child in the transition from school.	20	0	20	0	0	60	4.40*

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Turner County-Turner County High School
 Code: 7423050
 Number of Respondents: 22
 Return Rate: 56%
 Total Satisfaction (M1-M18): 82 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	9	36	27	27	4.73
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	9	32	14	45	4.95
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	5	0	9	23	18	45	4.86
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	5	5	14	36	14	27	4.32
5. I was given information about organizations that offer support for parents of students with disabilities.	5	0	18	27	18	32	4.50
6. My child's evaluation report and other written information are in terms I understand.	5	5	14	23	18	36	4.55
PART II: Teachers and Administrators:							
7. are available to speak with me.	5	0	0	32	9	55	5.05**
8. treat me as a team member.	0	5	9	36	14	36	4.68
9. seek out parent input.	0	5	5	45	14	32	4.64
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	5	36	23	36	4.91
11. encourage me to participate in the decision-making process.	0	9	0	45	5	41	4.68
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	5	0	10	29	10	48	4.81
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	5	5	14	27	14	36	4.50
14. gives me choices with regard to services that address my child's needs.	5	5	18	32	18	23	4.23
15. offers parents training about special education issues.	10	5	15	35	5	30	4.10
16. offers parents a variety of ways to communicate with teachers.	0	9	14	36	5	36	4.45
17. gives parents the help they may need to play an active role in their child's education.	0	10	14	33	14	29	4.38
18. provides information on agencies that can assist my child in the transition from school.	10	10	10	35	5	30	4.05*

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Twigg County-Jeffersonville Elementary
 Code: 7430107
 Number of Respondents: 10
 Return Rate: 45%
 Total Satisfaction (M1-M18): 81 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	60	10	30	4.70
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	10	60	0	30	4.50
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	60	10	30	4.70
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	10	60	10	20	4.40
5. I was given information about organizations that offer support for parents of students with disabilities.	0	10	0	50	0	40	4.60
6. My child's evaluation report and other written information are in terms I understand.	10	0	0	50	0	40	4.50
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	40	0	60	5.20**
8. treat me as a team member.	0	0	0	60	10	30	4.70
9. seek out parent input.	10	0	0	50	10	30	4.40
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	10	50	10	30	4.60
11. encourage me to participate in the decision-making process.	0	0	0	60	10	30	4.70
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	10	0	50	0	40	4.60
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	11	11	33	0	44	4.56
14. gives me choices with regard to services that address my child's needs.	0	10	20	40	0	30	4.20
15. offers parents training about special education issues.	0	0	30	40	10	20	4.20
16. offers parents a variety of ways to communicate with teachers.	10	0	10	40	20	20	4.20
17. gives parents the help they may need to play an active role in their child's education.	0	11	0	56	11	22	4.33
18. provides information on agencies that can assist my child in the transition from school.	10	0	20	50	0	20	3.90*

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Union County-Union County Elementary School
 Code: 7440103
 Number of Respondents: 49
 Return Rate: 69%
 Total Satisfaction (M1-M18): 88 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	2	0	0	27	31	40	5.04
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	2	0	2	37	17	41	4.91
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	2	0	0	34	13	51	5.09
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	7	0	9	37	14	33	4.49*
5. I was given information about organizations that offer support for parents of students with disabilities.	4	2	15	28	11	39	4.57
6. My child's evaluation report and other written information are in terms I understand.	2	0	2	32	15	49	5.04
PART II: Teachers and Administrators:							
7. are available to speak with me.	2	0	0	21	29	48	5.19**
8. treat me as a team member.	2	0	0	22	31	45	5.14
9. seek out parent input.	2	2	2	30	15	49	5.00
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	4	0	2	27	23	44	4.96
11. encourage me to participate in the decision-making process.	2	0	2	29	16	51	5.10
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	2	0	0	33	18	47	5.06
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	4	0	0	29	25	42	4.96
14. gives me choices with regard to services that address my child's needs.	4	0	4	35	15	41	4.80
15. offers parents training about special education issues.	4	0	13	37	13	33	4.52
16. offers parents a variety of ways to communicate with teachers.	2	0	2	31	19	46	5.02
17. gives parents the help they may need to play an active role in their child's education.	2	0	2	34	19	43	4.96
18. provides information on agencies that can assist my child in the transition from school.	2	2	7	41	17	30	4.61

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Union County-Woody Gap High/Elementary School
 Code: 7443050
 Number of Respondents: 2
 Return Rate: 25%
 Total Satisfaction (M1-M18): 99 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	50	0	50	5.00*
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	0	50	0	50	5.00*
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	50	0	50	5.00*
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	0	50	0	50	5.00*
5. I was given information about organizations that offer support for parents of students with disabilities.	0	0	0	50	0	50	5.00*
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	0	0	100	6.00**
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	0	0	100	6.00**
8. treat me as a team member.	0	0	0	0	0	100	6.00**
9. seek out parent input.	0	0	0	0	0	100	6.00**
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	0	50	50	5.50
11. encourage me to participate in the decision-making process.	0	0	0	0	0	100	6.00**
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	0	0	0	100	6.00**
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	0	0	0	100	6.00**
14. gives me choices with regard to services that address my child's needs.	0	0	0	0	50	50	5.50
15. offers parents training about special education issues.	0	0	0	50	0	50	5.00*
16. offers parents a variety of ways to communicate with teachers.	0	0	0	0	50	50	5.50
17. gives parents the help they may need to play an active role in their child's education.	0	0	0	50	0	50	5.00*
18. provides information on agencies that can assist my child in the transition from school.	0	0	0	50	0	50	5.00*

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Walker County-LaFayette Middle School
 Code: 7460180
 Number of Respondents: 48
 Return Rate: 39%
 Total Satisfaction (M1-M18): 83 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	6	2	0	35	19	38	4.71
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	4	0	4	33	21	38	4.79
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	4	0	38	17	42	4.92**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	13	4	6	40	17	21	4.06*
5. I was given information about organizations that offer support for parents of students with disabilities.	6	4	15	34	11	30	4.28
6. My child's evaluation report and other written information are in terms I understand.	4	4	4	35	19	33	4.60
PART II: Teachers and Administrators:							
7. are available to speak with me.	2	2	2	35	25	33	4.79
8. treat me as a team member.	2	4	4	35	23	31	4.67
9. seek out parent input.	6	2	4	36	19	32	4.55
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	4	2	2	38	17	36	4.70
11. encourage me to participate in the decision-making process.	2	4	2	33	29	29	4.71
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	6	0	2	38	21	33	4.67
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	4	2	2	35	19	38	4.75
14. gives me choices with regard to services that address my child's needs.	6	2	6	40	17	29	4.46
15. offers parents training about special education issues.	4	0	11	45	15	26	4.43
16. offers parents a variety of ways to communicate with teachers.	6	0	4	29	25	35	4.73
17. gives parents the help they may need to play an active role in their child's education.	4	2	4	46	15	29	4.52
18. provides information on agencies that can assist my child in the transition from school.	4	0	18	44	11	22	4.24

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Walker County-LaFayette High School
 Code: 7460198
 Number of Respondents: 100
 Return Rate: 78%
 Total Satisfaction (M1-M18): 87 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	1	1	4	31	26	36	4.90
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	1	1	3	33	26	36	4.90
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	1	2	1	27	27	43	5.04
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	4	1	9	23	30	33	4.71
5. I was given information about organizations that offer support for parents of students with disabilities.	4	1	8	24	29	33	4.73
6. My child's evaluation report and other written information are in terms I understand.	1	2	0	28	29	40	5.02
PART II: Teachers and Administrators:							
7. are available to speak with me.	1	2	2	23	24	47	5.10**
8. treat me as a team member.	1	3	2	28	31	36	4.91
9. seek out parent input.	2	2	7	29	25	35	4.78
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	2	2	3	34	21	38	4.84
11. encourage me to participate in the decision-making process.	2	2	1	30	22	43	4.97
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	1	2	4	33	25	34	4.83
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	1	3	5	30	27	34	4.81
14. gives me choices with regard to services that address my child's needs.	1	2	6	32	28	31	4.76
15. offers parents training about special education issues.	1	2	11	30	28	27	4.64*
16. offers parents a variety of ways to communicate with teachers.	1	2	4	35	24	34	4.81
17. gives parents the help they may need to play an active role in their child's education.	3	2	4	35	22	33	4.72
18. provides information on agencies that can assist my child in the transition from school.	2	1	7	34	25	31	4.71

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Walker County-Cherokee Ridge Elementary
 Code: 7460199
 Number of Respondents: 28
 Return Rate: 36%
 Total Satisfaction (M1-M18): 96 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	7	0	14	18	61	5.25
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	4	4	7	7	7	71	5.25
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	4	0	18	14	64	5.36
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	4	0	11	15	15	56	5.04
5. I was given information about organizations that offer support for parents of students with disabilities.	4	0	19	15	15	48	4.81*
6. My child's evaluation report and other written information are in terms I understand.	4	0	0	14	14	68	5.39
PART II: Teachers and Administrators:							
7. are available to speak with me.	4	0	0	18	7	71	5.39
8. treat me as a team member.	4	0	0	25	4	68	5.29
9. seek out parent input.	0	0	0	18	4	79	5.61
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	15	4	81	5.65
11. encourage me to participate in the decision-making process.	0	0	0	15	4	81	5.67**
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	0	19	0	81	5.63
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	0	21	11	68	5.46
14. gives me choices with regard to services that address my child's needs.	0	0	4	14	14	68	5.46
15. offers parents training about special education issues.	0	0	18	18	4	61	5.07
16. offers parents a variety of ways to communicate with teachers.	0	0	0	19	11	70	5.52
17. gives parents the help they may need to play an active role in their child's education.	0	0	4	25	4	68	5.36
18. provides information on agencies that can assist my child in the transition from school.	0	0	19	15	7	59	5.07

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Walker County-Fairyland Elementary School
 Code: 7462052
 Number of Respondents: 12
 Return Rate: 75%
 Total Satisfaction (M1-M18): 92 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	8	0	0	8	8	75	5.33
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	8	0	0	25	25	42	4.83
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	8	0	0	0	17	75	5.42
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	8	0	0	17	17	58	5.08
5. I was given information about organizations that offer support for parents of students with disabilities.	8	0	0	33	17	42	4.75
6. My child's evaluation report and other written information are in terms I understand.	8	0	0	25	17	50	4.92
PART II: Teachers and Administrators:							
7. are available to speak with me.	8	0	0	0	0	92	5.58**
8. treat me as a team member.	8	0	0	0	8	83	5.50
9. seek out parent input.	8	0	0	0	0	92	5.58**
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	8	0	0	0	8	83	5.50
11. encourage me to participate in the decision-making process.	8	0	0	8	8	75	5.33
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	8	0	0	8	17	67	5.25
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	8	0	0	0	8	83	5.50
14. gives me choices with regard to services that address my child's needs.	8	0	0	8	33	50	5.08
15. offers parents training about special education issues.	25	0	25	25	8	17	3.42*
16. offers parents a variety of ways to communicate with teachers.	8	0	0	0	33	58	5.25
17. gives parents the help they may need to play an active role in their child's education.	8	0	0	8	0	83	5.42
18. provides information on agencies that can assist my child in the transition from school.	8	0	0	33	50	8	4.42

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Walker County-Chattanooga Valley Elementary School
 Code: 7464050
 Number of Respondents: 11
 Return Rate: 19%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Walton County-Atha Road Elementary School
 Code: 7470101
 Number of Respondents: 56
 Return Rate: 67%
 Total Satisfaction (M1-M18): 88 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	4	2	29	18	47	5.04
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	2	4	11	24	20	40	4.76
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	2	2	4	24	18	51	5.07
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	2	4	10	35	12	38	4.65
5. I was given information about organizations that offer support for parents of students with disabilities.	6	2	11	28	17	36	4.57
6. My child's evaluation report and other written information are in terms I understand.	0	2	5	27	20	45	5.02
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	2	2	22	13	61	5.30
8. treat me as a team member.	0	2	2	22	11	64	5.33**
9. seek out parent input.	2	2	2	24	20	51	5.11
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	2	4	25	20	50	5.13
11. encourage me to participate in the decision-making process.	0	2	5	25	22	45	5.04
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	4	7	23	21	45	4.96
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	2	5	2	27	24	40	4.85
14. gives me choices with regard to services that address my child's needs.	4	2	4	27	21	42	4.87
15. offers parents training about special education issues.	6	2	13	38	17	23	4.29*
16. offers parents a variety of ways to communicate with teachers.	2	0	2	30	19	47	5.06
17. gives parents the help they may need to play an active role in their child's education.	2	0	6	31	18	43	4.92
18. provides information on agencies that can assist my child in the transition from school.	6	0	12	37	12	33	4.49

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Walton County-Sharon Elementary School
 Code: 7470108
 Number of Respondents: 23
 Return Rate: 37%
 Total Satisfaction (M1-M18): 89 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	4	0	0	17	39	39	5.04
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	10	0	5	19	24	43	4.76
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	5	0	0	14	38	43	5.10
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	11	0	11	17	33	28	4.44*
5. I was given information about organizations that offer support for parents of students with disabilities.	5	0	5	29	29	33	4.76
6. My child's evaluation report and other written information are in terms I understand.	4	0	0	22	43	30	4.91
PART II: Teachers and Administrators:							
7. are available to speak with me.	4	0	0	9	39	48	5.22**
8. treat me as a team member.	4	0	0	13	35	48	5.17
9. seek out parent input.	4	0	0	17	39	39	5.04
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	5	0	0	14	33	48	5.14
11. encourage me to participate in the decision-making process.	4	0	0	9	39	48	5.22**
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	5	0	5	23	32	36	4.86
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	4	0	0	22	26	48	5.09
14. gives me choices with regard to services that address my child's needs.	5	0	0	14	52	29	4.95
15. offers parents training about special education issues.	6	0	6	22	39	28	4.72
16. offers parents a variety of ways to communicate with teachers.	5	0	5	9	45	36	5.00
17. gives parents the help they may need to play an active role in their child's education.	5	0	0	27	36	32	4.86
18. provides information on agencies that can assist my child in the transition from school.	6	0	11	22	28	33	4.67

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Walton County-Walnut Grove Elementary School
 Code: 7470195
 Number of Respondents: 43
 Return Rate: 55%
 Total Satisfaction (M1-M18): 87 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	2	0	0	33	19	47	5.05
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	2	14	33	12	38	4.69
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	5	30	14	51	5.12
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	2	0	10	40	2	45	4.76
5. I was given information about organizations that offer support for parents of students with disabilities.	5	2	27	32	12	22	4.10*
6. My child's evaluation report and other written information are in terms I understand.	2	0	2	38	14	43	4.90
PART II: Teachers and Administrators:							
7. are available to speak with me.	2	0	0	31	7	60	5.19**
8. treat me as a team member.	0	0	2	31	14	52	5.17
9. seek out parent input.	0	0	5	33	15	48	5.05
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	2	33	19	47	5.09
11. encourage me to participate in the decision-making process.	0	0	0	38	21	40	5.02
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	2	0	10	33	17	38	4.76
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	2	0	2	30	16	49	5.05
14. gives me choices with regard to services that address my child's needs.	2	2	2	39	15	39	4.78
15. offers parents training about special education issues.	0	0	22	46	5	27	4.37
16. offers parents a variety of ways to communicate with teachers.	0	0	0	52	10	38	4.86
17. gives parents the help they may need to play an active role in their child's education.	0	0	5	45	10	40	4.86
18. provides information on agencies that can assist my child in the transition from school.	0	3	23	40	8	28	4.35

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Walton County-Loganville High School
 Code: 7470199
 Number of Respondents: 64
 Return Rate: 44%
 Total Satisfaction (M1-M18): 94 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	3	0	0	15	18	65	5.37
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	3	0	2	19	16	61	5.27
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	3	0	2	10	15	71	5.45**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	3	5	10	22	10	48	4.76*
5. I was given information about organizations that offer support for parents of students with disabilities.	3	3	12	20	17	44	4.76
6. My child's evaluation report and other written information are in terms I understand.	2	0	0	16	19	63	5.40
PART II: Teachers and Administrators:							
7. are available to speak with me.	2	0	2	18	13	66	5.39
8. treat me as a team member.	3	0	3	14	13	67	5.33
9. seek out parent input.	3	3	2	16	12	64	5.21
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	3	0	3	18	15	60	5.22
11. encourage me to participate in the decision-making process.	3	0	3	13	16	65	5.32
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	3	2	2	15	15	64	5.28
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	5	2	2	18	11	63	5.18
14. gives me choices with regard to services that address my child's needs.	2	2	3	13	17	63	5.32
15. offers parents training about special education issues.	2	2	10	27	14	46	4.86
16. offers parents a variety of ways to communicate with teachers.	3	0	3	17	17	59	5.22
17. gives parents the help they may need to play an active role in their child's education.	2	0	5	17	17	59	5.25
18. provides information on agencies that can assist my child in the transition from school.	3	0	10	15	12	59	5.10

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Ware County-Center Elementary School
 Code: 7480296
 Number of Respondents: 53
 Return Rate: 96%
 Total Satisfaction (M1-M18): 91 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	4	2	25	25	44	5.04
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	2	8	27	23	40	4.92
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	4	0	17	29	50	5.21
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	4	6	4	26	24	36	4.68
5. I was given information about organizations that offer support for parents of students with disabilities.	6	2	10	24	24	35	4.63*
6. My child's evaluation report and other written information are in terms I understand.	2	0	0	17	36	45	5.21
PART II: Teachers and Administrators:							
7. are available to speak with me.	2	0	0	19	29	50	5.23
8. treat me as a team member.	0	2	0	21	27	50	5.23
9. seek out parent input.	0	2	2	21	26	49	5.19
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	4	18	28	50	5.24**
11. encourage me to participate in the decision-making process.	0	2	2	23	28	45	5.13
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	2	2	25	25	45	5.10
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	2	2	21	25	50	5.19
14. gives me choices with regard to services that address my child's needs.	0	2	4	29	27	38	4.96
15. offers parents training about special education issues.	0	2	12	31	17	38	4.79
16. offers parents a variety of ways to communicate with teachers.	2	0	2	26	26	43	5.06
17. gives parents the help they may need to play an active role in their child's education.	2	0	4	25	29	40	5.00
18. provides information on agencies that can assist my child in the transition from school.	4	2	4	32	22	36	4.74

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Ware County-Ruskin Elementary School
 Code: 7480396
 Number of Respondents: 46
 Return Rate: 94%
 Total Satisfaction (M1-M18): 79 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	4	65	17	13	4.39
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	7	64	18	11	4.33
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	2	65	17	15	4.46
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	4	0	9	57	17	13	4.22
5. I was given information about organizations that offer support for parents of students with disabilities.	2	0	30	48	9	11	3.93*
6. My child's evaluation report and other written information are in terms I understand.	0	0	11	56	13	20	4.42
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	9	54	13	24	4.52
8. treat me as a team member.	0	0	14	52	16	18	4.39
9. seek out parent input.	0	0	7	61	17	15	4.41
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	2	54	17	26	4.67**
11. encourage me to participate in the decision-making process.	0	0	7	61	15	17	4.43
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	9	57	17	17	4.43
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	2	0	11	56	13	18	4.31
14. gives me choices with regard to services that address my child's needs.	0	0	4	61	15	20	4.50
15. offers parents training about special education issues.	0	2	26	48	13	11	4.04
16. offers parents a variety of ways to communicate with teachers.	0	0	2	63	20	15	4.48
17. gives parents the help they may need to play an active role in their child's education.	0	0	4	67	9	20	4.44
18. provides information on agencies that can assist my child in the transition from school.	0	4	20	44	13	18	4.20

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Warren County-Freeman Elementary School
 Code: 7493050
 Number of Respondents: 25
 Return Rate: 83%
 Total Satisfaction (M1-M18): 94 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	20	28	52	5.32
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	9	26	17	48	5.04
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	16	16	68	5.52
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	4	30	17	48	5.09
5. I was given information about organizations that offer support for parents of students with disabilities.	5	0	15	35	20	25	4.40
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	20	8	72	5.52
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	16	8	76	5.60**
8. treat me as a team member.	0	0	0	16	8	76	5.60**
9. seek out parent input.	0	0	4	16	4	76	5.52
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	21	8	71	5.50
11. encourage me to participate in the decision-making process.	0	0	0	20	0	80	5.60**
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	0	24	8	68	5.44
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	0	20	8	72	5.52
14. gives me choices with regard to services that address my child's needs.	0	0	8	17	17	58	5.25
15. offers parents training about special education issues.	5	0	32	23	18	23	4.18
16. offers parents a variety of ways to communicate with teachers.	0	0	0	25	21	54	5.29
17. gives parents the help they may need to play an active role in their child's education.	0	0	0	24	24	52	5.28
18. provides information on agencies that can assist my child in the transition from school.	6	6	24	41	6	18	3.88*

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Washington County-T. J. Elder Middle School
 Code: 7500199
 Number of Respondents: 28
 Return Rate: 47%
 Total Satisfaction (M1-M18): 85 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	46	18	36	4.89
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	4	0	50	14	32	4.71
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	36	21	43	5.07**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	4	4	48	15	30	4.63
5. I was given information about organizations that offer support for parents of students with disabilities.	0	0	19	44	0	37	4.56
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	46	18	36	4.89
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	50	14	36	4.86
8. treat me as a team member.	0	0	0	54	7	39	4.86
9. seek out parent input.	0	0	7	46	11	36	4.75
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	46	12	42	4.96
11. encourage me to participate in the decision-making process.	0	0	7	54	4	36	4.68
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	4	56	11	30	4.67
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	11	41	7	41	4.78
14. gives me choices with regard to services that address my child's needs.	0	0	4	54	15	27	4.65
15. offers parents training about special education issues.	0	4	17	57	4	17	4.13*
16. offers parents a variety of ways to communicate with teachers.	0	0	0	59	15	26	4.67
17. gives parents the help they may need to play an active role in their child's education.	0	0	7	44	15	33	4.74
18. provides information on agencies that can assist my child in the transition from school.	0	0	17	52	17	13	4.26

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Wayne County-Screven Elementary School
 Code: 7511052
 Number of Respondents: 13
 Return Rate: 93%
 Total Satisfaction (M1-M18): 99 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	15	8	77	5.62
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	0	17	8	75	5.58
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	15	0	85	5.69
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	18	18	9	55	5.00*
5. I was given information about organizations that offer support for parents of students with disabilities.	0	0	8	25	0	67	5.25
6. My child's evaluation report and other written information are in terms I understand.	0	0	8	23	0	69	5.31
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	15	8	77	5.62
8. treat me as a team member.	0	0	0	15	8	77	5.62
9. seek out parent input.	0	0	0	15	8	77	5.62
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	8	0	92	5.83**
11. encourage me to participate in the decision-making process.	0	0	0	15	0	85	5.69
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	0	17	17	67	5.50
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	0	15	23	62	5.46
14. gives me choices with regard to services that address my child's needs.	0	0	8	8	8	77	5.54
15. offers parents training about special education issues.	0	0	17	25	0	58	5.00*
16. offers parents a variety of ways to communicate with teachers.	0	0	0	17	0	83	5.67
17. gives parents the help they may need to play an active role in their child's education.	0	0	0	23	0	77	5.54
18. provides information on agencies that can assist my child in the transition from school.	0	0	18	18	0	64	5.09

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Wayne County-Odum Elementary School
 Code: 7513050
 Number of Respondents: 19
 Return Rate: 37%
 Total Satisfaction (M1-M18): 86 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	5	16	47	32	5.05
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	11	42	16	32	4.68
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	5	42	16	37	4.84
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	6	50	17	28	4.67
5. I was given information about organizations that offer support for parents of students with disabilities.	0	5	16	47	11	21	4.26*
6. My child's evaluation report and other written information are in terms I understand.	0	0	5	42	16	37	4.84
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	5	21	16	58	5.26**
8. treat me as a team member.	0	0	5	26	26	42	5.05
9. seek out parent input.	0	0	5	26	42	26	4.89
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	5	42	21	32	4.79
11. encourage me to participate in the decision-making process.	0	0	5	42	21	32	4.79
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	5	37	21	37	4.89
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	6	11	56	28	5.06
14. gives me choices with regard to services that address my child's needs.	0	0	16	37	21	26	4.58
15. offers parents training about special education issues.	0	0	21	42	26	11	4.26*
16. offers parents a variety of ways to communicate with teachers.	0	0	5	37	21	37	4.89
17. gives parents the help they may need to play an active role in their child's education.	0	0	6	39	22	33	4.83
18. provides information on agencies that can assist my child in the transition from school.	0	0	11	44	17	28	4.61

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Webster County-Webster County Elementary/Middle School
 Code: 7520104
 Number of Respondents: 5
 Return Rate: 26%
 Total Satisfaction (M1-M18): 91 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	25	25	50	5.25
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	0	0	50	50	5.50**
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	20	20	60	5.40
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	0	0	67	33	5.33
5. I was given information about organizations that offer support for parents of students with disabilities.	0	0	0	67	0	33	4.67
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	20	20	60	5.40
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	40	20	40	5.00
8. treat me as a team member.	0	0	0	20	40	40	5.20
9. seek out parent input.	0	0	0	40	20	40	5.00
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	40	20	40	5.00
11. encourage me to participate in the decision-making process.	0	0	0	40	40	20	4.80
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	0	40	20	40	5.00
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	0	40	40	20	4.80
14. gives me choices with regard to services that address my child's needs.	0	0	0	20	60	20	5.00
15. offers parents training about special education issues.	0	0	20	20	40	20	4.60*
16. offers parents a variety of ways to communicate with teachers.	0	0	0	0	80	20	5.20
17. gives parents the help they may need to play an active role in their child's education.	0	0	20	0	60	20	4.80
18. provides information on agencies that can assist my child in the transition from school.	0	0	0	40	40	20	4.80

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: White County-White County High School
 Code: 7540105
 Number of Respondents: 66
 Return Rate: 78%
 Total Satisfaction (M1-M18): 86 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	6	2	2	33	14	44	4.79
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	6	3	2	29	26	35	4.70
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	8	0	0	23	21	48	4.95
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	6	2	2	40	19	32	4.59
5. I was given information about organizations that offer support for parents of students with disabilities.	5	0	8	37	15	35	4.65
6. My child's evaluation report and other written information are in terms I understand.	3	0	0	35	17	45	4.98
PART II: Teachers and Administrators:							
7. are available to speak with me.	5	0	0	26	23	46	5.02**
8. treat me as a team member.	5	0	0	26	29	40	4.95
9. seek out parent input.	5	0	5	31	23	36	4.77
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	5	0	0	30	24	41	4.92
11. encourage me to participate in the decision-making process.	5	0	0	31	17	47	4.97
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	5	0	2	25	28	41	4.94
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	5	0	3	35	17	40	4.80
14. gives me choices with regard to services that address my child's needs.	5	0	0	42	17	36	4.75
15. offers parents training about special education issues.	6	0	16	34	14	30	4.39*
16. offers parents a variety of ways to communicate with teachers.	6	0	2	32	25	35	4.75
17. gives parents the help they may need to play an active role in their child's education.	5	0	5	32	22	37	4.77
18. provides information on agencies that can assist my child in the transition from school.	5	0	9	30	19	38	4.70

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Whitfield County-New Hope Middle School
 Code: 7550106
 Number of Respondents: 34
 Return Rate: 61%
 Total Satisfaction (M1-M18): 81 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	6	0	53	24	18	4.47
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	6	38	26	29	4.79
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	41	24	35	4.94**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	9	34	34	22	4.69
5. I was given information about organizations that offer support for parents of students with disabilities.	6	6	26	35	18	9	3.79*
6. My child's evaluation report and other written information are in terms I understand.	0	0	3	44	32	21	4.71
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	3	6	24	39	27	4.82
8. treat me as a team member.	0	0	9	41	29	21	4.62
9. seek out parent input.	0	3	6	26	50	15	4.68
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	3	36	42	18	4.76
11. encourage me to participate in the decision-making process.	0	0	3	44	38	15	4.65
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	3	38	29	29	4.85
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	3	0	12	38	26	21	4.47
14. gives me choices with regard to services that address my child's needs.	3	6	3	47	21	21	4.38
15. offers parents training about special education issues.	3	3	33	33	12	15	3.94
16. offers parents a variety of ways to communicate with teachers.	3	3	6	44	21	24	4.47
17. gives parents the help they may need to play an active role in their child's education.	3	6	15	39	21	15	4.15
18. provides information on agencies that can assist my child in the transition from school.	6	9	16	38	16	16	3.94

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Whitfield County-Cedar Ridge Elementary
 Code: 7550211
 Number of Respondents: 19
 Return Rate: 45%
 Total Satisfaction (M1-M18): 83 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	5	0	5	26	26	37	4.79
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	16	37	16	32	4.63
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	5	0	0	32	16	47	4.95
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	17	44	11	28	4.50
5. I was given information about organizations that offer support for parents of students with disabilities.	0	0	37	26	16	21	4.21
6. My child's evaluation report and other written information are in terms I understand.	5	0	5	32	26	32	4.68
PART II: Teachers and Administrators:							
7. are available to speak with me.	5	0	0	26	21	47	5.00**
8. treat me as a team member.	5	0	0	32	21	42	4.89
9. seek out parent input.	5	0	11	26	16	42	4.74
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	5	0	5	26	26	37	4.79
11. encourage me to participate in the decision-making process.	6	0	0	33	17	44	4.89
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	5	0	5	32	16	42	4.79
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	6	0	11	28	11	44	4.72
14. gives me choices with regard to services that address my child's needs.	6	0	17	28	11	39	4.56
15. offers parents training about special education issues.	6	0	28	33	17	17	4.06
16. offers parents a variety of ways to communicate with teachers.	5	0	5	42	11	37	4.63
17. gives parents the help they may need to play an active role in their child's education.	5	0	5	47	11	32	4.53
18. provides information on agencies that can assist my child in the transition from school.	5	0	16	58	5	16	4.05*

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Whitfield County-Valley Point Middle School
 Code: 7550675
 Number of Respondents: 20
 Return Rate: 31%
 Total Satisfaction (M1-M18): 79 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	10	5	0	30	25	30	4.45
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	5	5	0	40	20	30	4.55
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	10	5	0	35	10	40	4.50
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	6	6	11	39	17	22	4.22
5. I was given information about organizations that offer support for parents of students with disabilities.	11	6	11	44	17	11	3.83*
6. My child's evaluation report and other written information are in terms I understand.	0	10	0	45	20	25	4.50
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	5	0	45	20	30	4.70**
8. treat me as a team member.	5	5	5	40	15	30	4.45
9. seek out parent input.	5	10	0	45	10	30	4.35
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	6	6	0	39	28	22	4.44
11. encourage me to participate in the decision-making process.	5	5	0	37	21	32	4.58
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	5	5	0	42	26	21	4.42
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	5	10	0	35	10	40	4.55
14. gives me choices with regard to services that address my child's needs.	5	5	5	40	15	30	4.45
15. offers parents training about special education issues.	6	6	6	44	25	13	4.13
16. offers parents a variety of ways to communicate with teachers.	5	5	0	35	25	30	4.60
17. gives parents the help they may need to play an active role in their child's education.	5	5	0	37	26	26	4.53
18. provides information on agencies that can assist my child in the transition from school.	7	7	7	53	13	13	4.00

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Whitfield County-Pleasant Grove Elementary School
 Code: 7552052
 Number of Respondents: 11
 Return Rate: 32%
 Total Satisfaction (M1-M18): 98 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	27	18	55	5.27
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	0	27	9	64	5.36
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	27	9	64	5.36
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	10	0	0	20	0	70	5.10
5. I was given information about organizations that offer support for parents of students with disabilities.	0	0	18	18	27	36	4.82*
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	18	9	73	5.55
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	9	0	91	5.82**
8. treat me as a team member.	0	0	0	18	9	73	5.55
9. seek out parent input.	0	0	0	18	9	73	5.55
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	18	9	73	5.55
11. encourage me to participate in the decision-making process.	0	0	0	10	10	80	5.70
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	0	27	0	73	5.45
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	0	10	10	80	5.70
14. gives me choices with regard to services that address my child's needs.	0	0	0	18	0	82	5.64
15. offers parents training about special education issues.	0	0	10	20	10	60	5.20
16. offers parents a variety of ways to communicate with teachers.	0	0	0	18	9	73	5.55
17. gives parents the help they may need to play an active role in their child's education.	0	0	0	18	9	73	5.55
18. provides information on agencies that can assist my child in the transition from school.	0	0	18	18	0	64	5.09

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Wilkes County-Washington-Wilkes Comprehensive High School
 Code: 7570110
 Number of Respondents: 18
 Return Rate: 50%
 Total Satisfaction (M1-M18): 90 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	6	0	0	28	11	56	5.06
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	6	0	28	22	44	5.00
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	6	28	11	56	5.17
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	6	0	6	39	11	39	4.67
5. I was given information about organizations that offer support for parents of students with disabilities.	6	0	17	28	11	39	4.56
6. My child's evaluation report and other written information are in terms I understand.	0	0	6	29	18	47	5.06
PART II: Teachers and Administrators:							
7. are available to speak with me.	6	0	6	12	24	53	5.06
8. treat me as a team member.	6	0	0	17	22	56	5.17
9. seek out parent input.	0	0	6	18	18	59	5.29**
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	11	22	17	50	5.06
11. encourage me to participate in the decision-making process.	0	6	6	11	22	56	5.17
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	11	17	22	50	5.11
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	6	29	12	53	5.12
14. gives me choices with regard to services that address my child's needs.	0	6	6	22	17	50	5.00
15. offers parents training about special education issues.	6	0	17	28	17	33	4.50*
16. offers parents a variety of ways to communicate with teachers.	0	0	12	24	12	53	5.06
17. gives parents the help they may need to play an active role in their child's education.	0	0	12	24	18	47	5.00
18. provides information on agencies that can assist my child in the transition from school.	0	6	6	24	18	47	4.94

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Wilkinson County-Wilkinson County Middle School
 Code: 7580275
 Number of Respondents: 29
 Return Rate: 81%
 Total Satisfaction (M1-M18): 79 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	4	0	0	46	18	32	4.71
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	4	0	0	46	29	21	4.61
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	4	0	0	39	25	32	4.79**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	8	0	13	46	13	21	4.17
5. I was given information about organizations that offer support for parents of students with disabilities.	8	4	23	35	15	15	3.92*
6. My child's evaluation report and other written information are in terms I understand.	4	0	0	48	19	30	4.67
PART II: Teachers and Administrators:							
7. are available to speak with me.	4	4	7	50	11	25	4.36
8. treat me as a team member.	4	4	7	50	11	25	4.36
9. seek out parent input.	4	4	11	46	11	25	4.32
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	4	7	4	48	11	26	4.33
11. encourage me to participate in the decision-making process.	4	0	4	43	14	36	4.71
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	4	4	7	48	11	26	4.37
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	4	7	7	39	11	32	4.43
14. gives me choices with regard to services that address my child's needs.	4	0	15	41	15	26	4.41
15. offers parents training about special education issues.	8	0	19	50	12	12	3.92*
16. offers parents a variety of ways to communicate with teachers.	3	3	3	55	10	24	4.38
17. gives parents the help they may need to play an active role in their child's education.	7	0	10	52	7	24	4.24
18. provides information on agencies that can assist my child in the transition from school.	7	4	19	41	11	19	4.00

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Atlanta Public Schools-Finch Elementary
 Code: 7610105
 Number of Respondents: 36
 Return Rate: 60%
 Total Satisfaction (M1-M18): 80 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	3	0	6	31	14	47	4.94**
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	3	3	8	39	14	33	4.58
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	3	6	33	22	36	4.83
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	3	6	26	37	17	11	3.94
5. I was given information about organizations that offer support for parents of students with disabilities.	8	11	17	33	11	19	3.86
6. My child's evaluation report and other written information are in terms I understand.	0	6	6	42	11	36	4.67
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	6	0	39	14	42	4.86
8. treat me as a team member.	0	3	6	43	14	34	4.71
9. seek out parent input.	0	3	12	38	15	32	4.62
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	3	6	6	33	14	39	4.67
11. encourage me to participate in the decision-making process.	0	6	8	31	17	39	4.75
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	6	3	8	44	14	25	4.33
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	6	0	17	25	31	22	4.42
14. gives me choices with regard to services that address my child's needs.	0	8	17	47	11	17	4.11
15. offers parents training about special education issues.	0	14	28	31	11	17	3.89
16. offers parents a variety of ways to communicate with teachers.	0	3	11	47	14	25	4.47
17. gives parents the help they may need to play an active role in their child's education.	0	3	17	36	22	22	4.44
18. provides information on agencies that can assist my child in the transition from school.	0	12	35	26	15	12	3.79*

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Atlanta Public Schools-South Atlanta School of Health and Medical Science
 Code: 7610108
 Number of Respondents: 14
 Return Rate: 32%
 Total Satisfaction (M1-M18): 66 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	7	7	79	7	0	3.86
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	14	14	0	64	7	0	3.36
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	7	7	0	71	7	7	3.86
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	7	0	7	71	7	7	3.93
5. I was given information about organizations that offer support for parents of students with disabilities.	7	0	14	57	14	7	3.93
6. My child's evaluation report and other written information are in terms I understand.	0	7	0	86	0	7	4.00
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	7	14	71	0	7	3.86
8. treat me as a team member.	7	0	29	57	7	0	3.57
9. seek out parent input.	7	14	14	50	14	0	3.50
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	7	21	43	7	21	4.14**
11. encourage me to participate in the decision-making process.	0	14	21	43	14	7	3.79
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	14	7	64	14	0	3.79
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	7	21	21	36	14	0	3.29
14. gives me choices with regard to services that address my child's needs.	0	7	29	50	14	0	3.71
15. offers parents training about special education issues.	8	38	15	31	8	0	2.92*
16. offers parents a variety of ways to communicate with teachers.	0	7	29	50	14	0	3.71
17. gives parents the help they may need to play an active role in their child's education.	0	14	21	50	14	0	3.64
18. provides information on agencies that can assist my child in the transition from school.	8	15	8	54	15	0	3.54

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Atlanta Public Schools-Long Middle School
 Code: 7610173
 Number of Respondents: 62
 Return Rate: 39%
 Total Satisfaction (M1-M18): 78 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	5	2	0	44	21	29	4.61
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	6	0	5	45	21	23	4.42
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	5	0	3	33	30	30	4.70**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	8	5	11	38	18	20	4.11
5. I was given information about organizations that offer support for parents of students with disabilities.	13	6	13	35	15	18	3.85
6. My child's evaluation report and other written information are in terms I understand.	7	2	2	43	15	33	4.56
PART II: Teachers and Administrators:							
7. are available to speak with me.	7	5	0	31	21	36	4.64
8. treat me as a team member.	10	2	5	35	17	32	4.42
9. seek out parent input.	8	3	2	37	18	32	4.50
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	8	3	5	35	16	32	4.45
11. encourage me to participate in the decision-making process.	6	2	3	40	21	27	4.50
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	6	3	2	39	24	26	4.48
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	10	3	3	34	21	28	4.38
14. gives me choices with regard to services that address my child's needs.	8	5	7	33	26	21	4.28
15. offers parents training about special education issues.	13	8	10	38	15	16	3.82*
16. offers parents a variety of ways to communicate with teachers.	8	3	8	39	21	20	4.21
17. gives parents the help they may need to play an active role in their child's education.	8	3	8	33	23	23	4.30
18. provides information on agencies that can assist my child in the transition from school.	11	8	13	33	21	13	3.84

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Atlanta Public Schools-Perkerson Elementary School
 Code: 7610296
 Number of Respondents: 13
 Return Rate: 28%
 Total Satisfaction (M1-M18): 80 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	8	0	8	23	62	5.31**
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	31	8	23	38	4.69
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	23	23	15	38	4.69
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	8	23	38	8	23	4.15
5. I was given information about organizations that offer support for parents of students with disabilities.	8	8	38	15	8	23	3.77
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	38	23	38	5.00
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	8	15	15	62	5.31**
8. treat me as a team member.	0	0	8	42	25	25	4.67
9. seek out parent input.	0	8	8	38	8	38	4.62
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	46	23	31	4.85
11. encourage me to participate in the decision-making process.	0	0	8	42	17	33	4.75
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	8	38	31	23	4.69
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	23	31	15	31	4.54
14. gives me choices with regard to services that address my child's needs.	8	0	17	33	17	25	4.25
15. offers parents training about special education issues.	8	8	33	33	0	17	3.58*
16. offers parents a variety of ways to communicate with teachers.	0	8	25	50	0	17	3.92
17. gives parents the help they may need to play an active role in their child's education.	0	8	25	42	17	8	3.92
18. provides information on agencies that can assist my child in the transition from school.	0	0	42	50	0	8	3.75

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Atlanta Public Schools-Inman Middle School
 Code: 7611563
 Number of Respondents: 32
 Return Rate: 39%
 Total Satisfaction (M1-M18): 79 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	3	34	47	16	4.75
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	6	44	25	25	4.69
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	3	0	6	31	31	28	4.72
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	3	17	48	21	10	4.17
5. I was given information about organizations that offer support for parents of students with disabilities.	10	3	42	35	6	3	3.35*
6. My child's evaluation report and other written information are in terms I understand.	0	0	6	41	34	19	4.66
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	6	44	22	28	4.72
8. treat me as a team member.	0	0	3	44	28	25	4.75
9. seek out parent input.	0	0	13	38	25	25	4.63
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	42	32	26	4.84**
11. encourage me to participate in the decision-making process.	0	0	9	38	22	31	4.75
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	9	34	31	25	4.72
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	3	0	13	38	25	22	4.47
14. gives me choices with regard to services that address my child's needs.	0	0	28	38	19	16	4.22
15. offers parents training about special education issues.	3	3	44	31	16	3	3.63
16. offers parents a variety of ways to communicate with teachers.	0	3	16	47	19	16	4.28
17. gives parents the help they may need to play an active role in their child's education.	0	0	19	47	22	13	4.28
18. provides information on agencies that can assist my child in the transition from school.	3	0	48	29	6	13	3.74

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Atlanta Public Schools-The John Hope-Charles Walter Hill Elementary Schools
 Code: 7612062
 Number of Respondents: 9
 Return Rate: 36%
 Total Satisfaction (M1-M18): 83 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	11	0	0	22	0	67	5.00**
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	11	0	0	22	11	56	4.89
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	11	0	0	22	11	56	4.89
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	33	0	0	33	0	33	3.67
5. I was given information about organizations that offer support for parents of students with disabilities.	11	0	22	22	11	33	4.22
6. My child's evaluation report and other written information are in terms I understand.	11	0	11	11	11	56	4.78
PART II: Teachers and Administrators:							
7. are available to speak with me.	11	0	0	22	11	56	4.89
8. treat me as a team member.	11	0	11	22	0	56	4.67
9. seek out parent input.	11	0	0	22	11	56	4.89
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	22	0	0	22	0	56	4.44
11. encourage me to participate in the decision-making process.	11	0	0	22	0	67	5.00**
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	11	0	11	11	22	44	4.67
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	11	0	0	22	0	67	5.00**
14. gives me choices with regard to services that address my child's needs.	11	0	0	22	11	56	4.89
15. offers parents training about special education issues.	22	0	11	56	11	0	3.33*
16. offers parents a variety of ways to communicate with teachers.	11	0	0	33	11	44	4.67
17. gives parents the help they may need to play an active role in their child's education.	11	0	0	33	11	44	4.67
18. provides information on agencies that can assist my child in the transition from school.	11	0	0	22	11	56	4.89

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Atlanta Public Schools-Lin Elementary School
 Code: 7612564
 Number of Respondents: 14
 Return Rate: 27%
 Total Satisfaction (M1-M18): 74 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	7	0	43	21	29	4.64
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	7	0	0	36	29	29	4.64
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	36	43	21	4.86**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	15	0	15	31	23	15	3.92
5. I was given information about organizations that offer support for parents of students with disabilities.	29	7	43	7	0	14	2.86
6. My child's evaluation report and other written information are in terms I understand.	0	14	0	29	29	29	4.57
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	21	21	21	36	4.71
8. treat me as a team member.	0	7	0	36	29	29	4.71
9. seek out parent input.	0	14	21	7	21	36	4.43
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	7	0	0	36	29	29	4.64
11. encourage me to participate in the decision-making process.	0	7	7	36	21	29	4.57
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	36	29	21	14	4.14
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	8	54	15	23	4.54
14. gives me choices with regard to services that address my child's needs.	7	7	14	50	7	14	3.86
15. offers parents training about special education issues.	21	14	43	7	7	7	2.86
16. offers parents a variety of ways to communicate with teachers.	0	14	21	36	14	14	3.93
17. gives parents the help they may need to play an active role in their child's education.	7	14	21	36	14	7	3.57
18. provides information on agencies that can assist my child in the transition from school.	23	8	54	0	8	8	2.85*

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Atlanta Public Schools-Crim High School
 Code: 7612664
 Number of Respondents: 7
 Return Rate: 35%
 Total Satisfaction (M1-M18): 68 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	14	43	43	0	4.29**
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	14	0	14	57	14	0	3.57
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	14	14	0	43	14	14	3.71
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	14	0	57	14	14	4.14
5. I was given information about organizations that offer support for parents of students with disabilities.	14	0	14	57	0	14	3.71
6. My child's evaluation report and other written information are in terms I understand.	14	0	14	43	14	14	3.86
PART II: Teachers and Administrators:							
7. are available to speak with me.	14	0	14	29	29	14	4.00
8. treat me as a team member.	0	14	14	43	14	14	4.00
9. seek out parent input.	0	14	14	43	14	14	4.00
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	14	0	0	57	14	14	4.00
11. encourage me to participate in the decision-making process.	0	14	0	43	29	14	4.29**
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	14	0	0	57	14	14	4.00
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	14	0	14	29	43	0	3.86
14. gives me choices with regard to services that address my child's needs.	17	0	0	67	17	0	3.67
15. offers parents training about special education issues.	17	0	17	67	0	0	3.33
16. offers parents a variety of ways to communicate with teachers.	17	17	0	50	17	0	3.33
17. gives parents the help they may need to play an active role in their child's education.	17	17	0	33	33	0	3.50
18. provides information on agencies that can assist my child in the transition from school.	33	17	0	50	0	0	2.67*

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Atlanta Public Schools-Continental Colony Elementary School
 Code: 7613057
 Number of Respondents: 12
 Return Rate: 32%
 Total Satisfaction (M1-M18): 79 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	8	42	17	33	4.75
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	8	8	0	50	17	17	4.08
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	58	17	25	4.67
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	17	0	17	25	17	25	4.00
5. I was given information about organizations that offer support for parents of students with disabilities.	18	9	27	27	9	9	3.27*
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	50	17	33	4.83
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	8	25	25	42	5.00
8. treat me as a team member.	0	0	0	42	25	33	4.92
9. seek out parent input.	8	0	17	33	8	33	4.33
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	42	17	42	5.00
11. encourage me to participate in the decision-making process.	0	0	0	27	27	45	5.18**
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	0	42	17	42	5.00
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	17	0	8	42	8	25	4.00
14. gives me choices with regard to services that address my child's needs.	17	0	17	33	8	25	3.92
15. offers parents training about special education issues.	17	0	8	33	17	25	4.08
16. offers parents a variety of ways to communicate with teachers.	8	8	0	42	17	25	4.25
17. gives parents the help they may need to play an active role in their child's education.	8	8	0	42	25	17	4.17
18. provides information on agencies that can assist my child in the transition from school.	17	0	17	33	17	17	3.83

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Atlanta Public Schools-Fain Elementary School
 Code: 7613059
 Number of Respondents: 7
 Return Rate: 37%
 Total Satisfaction (M1-M18): 87 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	14	0	14	43	29	4.71
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	0	33	50	17	4.83
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	29	57	14	4.86
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	0	43	14	43	5.00
5. I was given information about organizations that offer support for parents of students with disabilities.	0	0	17	33	33	17	4.50*
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	29	43	29	5.00
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	14	14	43	29	4.86
8. treat me as a team member.	0	0	17	17	17	50	5.00
9. seek out parent input.	0	0	17	17	33	33	4.83
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	29	29	43	5.14**
11. encourage me to participate in the decision-making process.	0	0	0	29	29	43	5.14**
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	14	14	29	43	5.00
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	14	14	29	43	5.00
14. gives me choices with regard to services that address my child's needs.	0	0	17	17	33	33	4.83
15. offers parents training about special education issues.	0	0	17	33	33	17	4.50*
16. offers parents a variety of ways to communicate with teachers.	0	0	17	33	33	17	4.50*
17. gives parents the help they may need to play an active role in their child's education.	0	0	17	33	0	50	4.83
18. provides information on agencies that can assist my child in the transition from school.	0	0	14	43	14	29	4.57

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Atlanta Public Schools-Sutton Middle School
 Code: 7613067
 Number of Respondents: 14
 Return Rate: 9%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Atlanta Public Schools-Fickett Elementary School
 Code: 7613559
 Number of Respondents: 5
 Return Rate: 11%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Atlanta Public Schools-Dunbar Elementary School
 Code: 7615558
 Number of Respondents: 19
 Return Rate: 70%
 Total Satisfaction (M1-M18): 87 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	28	22	50	5.22**
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	5	0	42	11	42	4.84
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	5	37	11	47	5.00
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	6	6	44	11	33	4.61
5. I was given information about organizations that offer support for parents of students with disabilities.	0	0	32	26	5	37	4.47
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	37	21	42	5.05
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	5	0	32	21	42	4.95
8. treat me as a team member.	0	0	0	39	17	44	5.06
9. seek out parent input.	0	5	0	32	16	47	5.00
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	5	0	0	37	21	37	4.79
11. encourage me to participate in the decision-making process.	0	5	0	37	21	37	4.84
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	0	26	32	42	5.16
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	0	42	11	47	5.05
14. gives me choices with regard to services that address my child's needs.	0	5	0	32	21	42	4.95
15. offers parents training about special education issues.	0	0	26	37	16	21	4.32*
16. offers parents a variety of ways to communicate with teachers.	5	0	0	47	16	32	4.63
17. gives parents the help they may need to play an active role in their child's education.	0	0	5	42	16	37	4.84
18. provides information on agencies that can assist my child in the transition from school.	0	0	17	33	17	33	4.67

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Atlanta Public Schools-Kennedy Middle School
 Code: 7615563
 Number of Respondents: 1
 Return Rate: 6%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
SPRING 2015

Name: Atlanta Public Schools-F. L. Stanton Elementary School
 Code: 7615566
 Number of Respondents: 21
 Return Rate: 53%
 Total Satisfaction (M1-M18): 81 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	5	52	14	29	4.67
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	0	57	19	24	4.67
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	5	33	29	33	4.90
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	5	5	5	48	24	14	4.24
5. I was given information about organizations that offer support for parents of students with disabilities.	0	14	14	43	14	14	4.00
6. My child's evaluation report and other written information are in terms I understand.	0	5	5	55	15	20	4.40
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	24	33	43	5.19**
8. treat me as a team member.	0	0	5	33	38	24	4.81
9. seek out parent input.	0	0	10	52	5	33	4.62
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	5	5	43	19	29	4.62
11. encourage me to participate in the decision-making process.	0	5	5	29	24	38	4.86
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	10	55	0	35	4.60
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	5	0	0	29	38	29	4.81
14. gives me choices with regard to services that address my child's needs.	5	10	0	43	19	24	4.33
15. offers parents training about special education issues.	5	14	10	57	0	14	3.76*
16. offers parents a variety of ways to communicate with teachers.	0	0	0	48	14	38	4.90
17. gives parents the help they may need to play an active role in their child's education.	5	0	5	57	14	19	4.33
18. provides information on agencies that can assist my child in the transition from school.	14	5	14	38	14	14	3.76*

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Buford City-Buford Middle School
 Code: 7640104
 Number of Respondents: 31
 Return Rate: 37%
 Total Satisfaction (M1-M18): 91 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	3	26	19	52	5.19
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	0	33	10	57	5.23
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	24	17	59	5.34
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	3	0	0	41	10	45	4.90
5. I was given information about organizations that offer support for parents of students with disabilities.	4	0	21	32	7	36	4.46
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	27	23	50	5.23
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	27	10	63	5.37**
8. treat me as a team member.	0	0	0	33	10	57	5.23
9. seek out parent input.	0	0	3	28	17	52	5.17
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	30	13	57	5.27
11. encourage me to participate in the decision-making process.	0	0	3	29	13	55	5.19
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	4	33	7	56	5.15
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	6	23	13	58	5.23
14. gives me choices with regard to services that address my child's needs.	0	0	13	23	13	50	5.00
15. offers parents training about special education issues.	4	0	27	23	12	35	4.42*
16. offers parents a variety of ways to communicate with teachers.	0	3	0	29	13	55	5.16
17. gives parents the help they may need to play an active role in their child's education.	3	0	7	34	7	48	4.86
18. provides information on agencies that can assist my child in the transition from school.	3	0	10	31	10	45	4.79

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Calhoun City-Calhoun Elementary School
 Code: 7650405
 Number of Respondents: 17
 Return Rate: 23%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Carrollton City-Carrollton Middle-Upper Elementary School
 Code: 7660106
 Number of Respondents: 16
 Return Rate: 12%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
SPRING 2015

Name: Carrollton City-Carrollton High School
 Code: 7661050
 Number of Respondents: 31
 Return Rate: 36%
 Total Satisfaction (M1-M18): 84 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	3	0	6	29	35	26	4.71
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	3	35	29	32	4.90
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	3	26	35	35	5.03
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	3	0	17	45	17	17	4.24
5. I was given information about organizations that offer support for parents of students with disabilities.	7	3	33	20	10	27	4.03
6. My child's evaluation report and other written information are in terms I understand.	0	0	3	32	23	42	5.03
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	3	29	19	48	5.13**
8. treat me as a team member.	0	0	10	26	13	52	5.06
9. seek out parent input.	0	3	10	32	10	45	4.84
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	3	0	32	26	39	4.97
11. encourage me to participate in the decision-making process.	0	0	13	35	19	32	4.71
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	3	42	29	26	4.77
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	16	35	23	26	4.58
14. gives me choices with regard to services that address my child's needs.	0	0	10	42	26	23	4.61
15. offers parents training about special education issues.	3	3	39	26	13	16	3.90*
16. offers parents a variety of ways to communicate with teachers.	0	0	13	32	29	26	4.68
17. gives parents the help they may need to play an active role in their child's education.	0	3	10	32	23	32	4.71
18. provides information on agencies that can assist my child in the transition from school.	3	7	30	20	20	20	4.07

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Chickamauga City-Chickamauga Elementary School
 Code: 7691050
 Number of Respondents: 8
 Return Rate: 42%
 Total Satisfaction (M1-M18): 89 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	25	25	50	5.25
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	0	43	57	0	4.57
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	25	50	25	5.00
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	0	14	57	29	5.14
5. I was given information about organizations that offer support for parents of students with disabilities.	0	0	50	25	13	13	3.88
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	25	38	38	5.13
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	13	50	38	5.25
8. treat me as a team member.	0	0	0	13	38	50	5.38**
9. seek out parent input.	0	0	13	0	50	38	5.13
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	25	38	38	5.13
11. encourage me to participate in the decision-making process.	0	0	0	13	50	38	5.25
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	0	14	43	43	5.29
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	0	13	50	38	5.25
14. gives me choices with regard to services that address my child's needs.	0	0	0	25	50	25	5.00
15. offers parents training about special education issues.	0	0	29	57	14	0	3.86*
16. offers parents a variety of ways to communicate with teachers.	0	0	0	25	38	38	5.13
17. gives parents the help they may need to play an active role in their child's education.	0	0	0	38	25	38	5.00
18. provides information on agencies that can assist my child in the transition from school.	0	0	14	29	29	29	4.71

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Commerce City-Commerce Middle School
 Code: 7710105
 Number of Respondents: 40
 Return Rate: 61%
 Total Satisfaction (M1-M18): 81 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	3	42	26	29	4.82
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	0	38	26	36	4.97
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	36	26	38	5.03**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	11	36	22	31	4.72
5. I was given information about organizations that offer support for parents of students with disabilities.	14	0	29	34	14	9	3.60
6. My child's evaluation report and other written information are in terms I understand.	0	0	3	44	18	36	4.87
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	3	36	26	36	4.95
8. treat me as a team member.	0	0	3	39	29	29	4.84
9. seek out parent input.	0	0	10	38	28	23	4.64
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	5	38	30	27	4.78
11. encourage me to participate in the decision-making process.	0	0	8	41	32	19	4.62
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	8	45	24	24	4.63
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	8	47	16	29	4.66
14. gives me choices with regard to services that address my child's needs.	3	0	18	53	16	11	4.11
15. offers parents training about special education issues.	13	0	34	45	3	5	3.39*
16. offers parents a variety of ways to communicate with teachers.	5	0	0	54	18	23	4.49
17. gives parents the help they may need to play an active role in their child's education.	3	0	5	54	21	18	4.44
18. provides information on agencies that can assist my child in the transition from school.	3	5	32	41	11	8	3.76

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Dalton City-Blue Ridge Elementary School
 Code: 7720105
 Number of Respondents: 38
 Return Rate: 100+%
 Total Satisfaction (M1-M18): 90 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	3	22	24	51	5.24
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	6	22	19	53	5.19
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	14	33	53	5.39
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	3	0	3	25	31	39	4.97
5. I was given information about organizations that offer support for parents of students with disabilities.	24	3	5	14	19	35	4.05
6. My child's evaluation report and other written information are in terms I understand.	0	0	5	22	19	54	5.22
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	16	21	63	5.47**
8. treat me as a team member.	3	3	0	25	11	58	5.14
9. seek out parent input.	3	0	5	18	13	61	5.21
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	3	3	3	17	25	50	5.08
11. encourage me to participate in the decision-making process.	3	0	6	17	19	56	5.17
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	3	0	3	30	16	49	5.03
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	3	0	0	24	21	53	5.18
14. gives me choices with regard to services that address my child's needs.	0	3	5	24	27	41	4.97
15. offers parents training about special education issues.	17	0	14	31	14	23	3.94*
16. offers parents a variety of ways to communicate with teachers.	3	0	3	30	19	46	5.00
17. gives parents the help they may need to play an active role in their child's education.	3	5	3	30	19	41	4.78
18. provides information on agencies that can assist my child in the transition from school.	8	0	8	30	16	38	4.59

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Dalton City-Morris Innovative High School
 Code: 7720110
 Number of Respondents: 17
 Return Rate: 57%
 Total Satisfaction (M1-M18): 79 out of a possible 150. This score is in the bottom 25% of schools.

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree	Mean
	%	%	%	%	%	%	
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	71	12	18	4.47
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	0	71	12	18	4.47
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	71	18	12	4.41
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	0	63	25	13	4.50
5. I was given information about organizations that offer support for parents of students with disabilities.	6	0	6	65	12	12	4.12
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	65	24	12	4.47
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	59	29	12	4.53
8. treat me as a team member.	0	0	0	59	29	12	4.53
9. seek out parent input.	0	0	0	71	18	12	4.41
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	65	12	24	4.59**
11. encourage me to participate in the decision-making process.	0	0	0	65	24	12	4.47
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	0	65	18	18	4.53
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	0	63	19	19	4.56
14. gives me choices with regard to services that address my child's needs.	6	0	0	71	6	18	4.24
15. offers parents training about special education issues.	6	0	6	71	12	6	4.00*
16. offers parents a variety of ways to communicate with teachers.	6	0	0	71	12	12	4.18
17. gives parents the help they may need to play an active role in their child's education.	6	0	0	76	6	12	4.12
18. provides information on agencies that can assist my child in the transition from school.	6	0	0	69	13	13	4.19

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Decatur City-Winnona Park Elementary School
 Code: 7730405
 Number of Respondents: 10
 Return Rate: 40%
 Total Satisfaction (M1-M18): 90 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	10	20	70	5.60
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	0	50	10	40	4.90
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	30	10	60	5.30
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	10	30	10	50	5.00
5. I was given information about organizations that offer support for parents of students with disabilities.	10	0	20	40	10	20	4.00
6. My child's evaluation report and other written information are in terms I understand.	0	0	10	30	20	40	4.90
PART II: Teachers and Administrators:							
7. are available to speak with me.	10	0	0	0	10	80	5.40
8. treat me as a team member.	0	10	0	0	20	70	5.40
9. seek out parent input.	0	0	0	20	50	30	5.10
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	0	20	80	5.80**
11. encourage me to participate in the decision-making process.	0	0	0	0	60	40	5.40
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	20	10	30	40	4.90
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	0	10	30	60	5.50
14. gives me choices with regard to services that address my child's needs.	0	0	20	10	30	40	4.90
15. offers parents training about special education issues.	10	10	30	20	20	10	3.60*
16. offers parents a variety of ways to communicate with teachers.	0	0	0	10	30	60	5.50
17. gives parents the help they may need to play an active role in their child's education.	0	0	10	10	20	60	5.30
18. provides information on agencies that can assist my child in the transition from school.	10	10	30	20	0	30	3.80

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Marietta City-Marietta Middle School
 Code: 7810203
 Number of Respondents: 51
 Return Rate: 48%
 Total Satisfaction (M1-M18): 89 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	6	2	0	14	14	63	5.18
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	10	2	0	14	8	66	5.06
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	6	2	0	14	10	67	5.22**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	6	6	12	27	4	45	4.51
5. I was given information about organizations that offer support for parents of students with disabilities.	8	4	16	22	10	39	4.39*
6. My child's evaluation report and other written information are in terms I understand.	4	4	0	18	16	57	5.10
PART II: Teachers and Administrators:							
7. are available to speak with me.	8	0	0	24	6	63	5.08
8. treat me as a team member.	8	0	2	22	4	64	5.06
9. seek out parent input.	6	2	0	21	6	64	5.11
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	4	4	0	22	10	59	5.08
11. encourage me to participate in the decision-making process.	4	4	0	20	6	66	5.18
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	6	4	2	16	14	58	5.02
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	6	2	0	24	8	60	5.06
14. gives me choices with regard to services that address my child's needs.	6	2	6	21	17	48	4.83
15. offers parents training about special education issues.	6	6	15	19	19	35	4.44
16. offers parents a variety of ways to communicate with teachers.	6	2	2	21	17	51	4.94
17. gives parents the help they may need to play an active role in their child's education.	6	2	2	21	19	49	4.91
18. provides information on agencies that can assist my child in the transition from school.	9	2	13	20	20	37	4.50

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Marietta City-Lockheed Elementary School
 Code: 7810294
 Number of Respondents: 14
 Return Rate: 19%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
SPRING 2015

Name: Marietta City-Marietta 6th Grade School
 Code: 7810303
 Number of Respondents: 26
 Return Rate: 34%
 Total Satisfaction (M1-M18): 87 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	4	0	0	28	16	52	5.08**
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	4	0	8	24	16	48	4.92
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	4	4	4	21	25	42	4.83
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	9	0	9	35	22	26	4.39
5. I was given information about organizations that offer support for parents of students with disabilities.	9	0	13	26	17	35	4.48
6. My child's evaluation report and other written information are in terms I understand.	4	0	0	24	28	44	5.04
PART II: Teachers and Administrators:							
7. are available to speak with me.	4	4	0	27	8	58	5.04
8. treat me as a team member.	4	0	4	27	12	54	5.04
9. seek out parent input.	4	4	4	20	12	56	5.00
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	4	0	0	31	15	50	5.04
11. encourage me to participate in the decision-making process.	4	0	0	29	25	42	4.96
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	4	0	0	35	19	42	4.92
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	8	0	0	31	23	38	4.77
14. gives me choices with regard to services that address my child's needs.	4	0	4	44	12	36	4.68
15. offers parents training about special education issues.	9	0	26	13	22	30	4.30*
16. offers parents a variety of ways to communicate with teachers.	4	0	0	35	31	31	4.81
17. gives parents the help they may need to play an active role in their child's education.	8	0	4	12	32	44	4.92
18. provides information on agencies that can assist my child in the transition from school.	4	0	8	33	25	29	4.63

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Marietta City-Park Street Elementary School
 Code: 7812052
 Number of Respondents: 17
 Return Rate: 55%
 Total Satisfaction (M1-M18): 93 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	19	38	44	5.25
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	6	0	6	19	19	50	4.94
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	6	31	63	5.56**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	6	24	24	47	5.12
5. I was given information about organizations that offer support for parents of students with disabilities.	6	0	0	29	35	29	4.76
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	19	19	63	5.44
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	12	24	65	5.53
8. treat me as a team member.	0	0	0	18	18	65	5.47
9. seek out parent input.	0	0	0	20	27	53	5.33
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	6	18	18	59	5.29
11. encourage me to participate in the decision-making process.	0	0	6	24	18	53	5.18
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	6	24	12	59	5.24
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	0	24	24	53	5.29
14. gives me choices with regard to services that address my child's needs.	0	0	6	25	25	44	5.06
15. offers parents training about special education issues.	6	6	6	41	6	35	4.41*
16. offers parents a variety of ways to communicate with teachers.	0	0	6	19	25	50	5.19
17. gives parents the help they may need to play an active role in their child's education.	0	0	6	29	18	47	5.06
18. provides information on agencies that can assist my child in the transition from school.	6	0	6	29	18	41	4.76

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: State Charter Schools- Mountain Education Center School
 Code: 7820108
 Number of Respondents: 46
 Return Rate: 29%
 Total Satisfaction (M1-M18): 82 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	2	2	9	37	15	35	4.65
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	4	2	9	33	20	33	4.59
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	2	2	2	24	17	52	5.09
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	5	2	2	48	16	27	4.50
5. I was given information about organizations that offer support for parents of students with disabilities.	9	4	29	27	4	27	3.93
6. My child's evaluation report and other written information are in terms I understand.	2	2	11	30	17	37	4.70
PART II: Teachers and Administrators:							
7. are available to speak with me.	4	0	4	17	9	65	5.22**
8. treat me as a team member.	4	2	7	30	20	37	4.70
9. seek out parent input.	4	2	18	29	11	36	4.47
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	2	2	4	37	15	39	4.78
11. encourage me to participate in the decision-making process.	2	0	11	41	11	35	4.63
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	2	0	4	35	17	41	4.89
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	9	4	11	26	17	33	4.37
14. gives me choices with regard to services that address my child's needs.	2	5	11	43	7	32	4.43
15. offers parents training about special education issues.	10	8	35	20	8	20	3.68*
16. offers parents a variety of ways to communicate with teachers.	5	2	7	25	20	41	4.77
17. gives parents the help they may need to play an active role in their child's education.	5	7	9	35	19	26	4.33
18. provides information on agencies that can assist my child in the transition from school.	5	2	14	33	14	33	4.47

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: State Charter Schools- Odyssey School
 Code: 7820110
 Number of Respondents: 20
 Return Rate: 1%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
SPRING 2015

Name: Commission Charter Schools- Ivy Preparatory Academy School
 Code: 7830110
 Number of Respondents: 7
 Return Rate: 25%
 Total Satisfaction (M1-M18): 92 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	0	0	17	33	50	5.33
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	0	14	14	71	5.57**
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	14	14	71	5.57**
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	0	14	14	71	5.57**
5. I was given information about organizations that offer support for parents of students with disabilities.	14	0	14	14	14	43	4.43
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	29	29	43	5.14
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	43	14	43	5.00
8. treat me as a team member.	0	0	0	43	14	43	5.00
9. seek out parent input.	0	0	0	29	29	43	5.14
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	43	14	43	5.00
11. encourage me to participate in the decision-making process.	0	0	0	43	14	43	5.00
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	0	29	29	43	5.14
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	0	14	43	43	5.29
14. gives me choices with regard to services that address my child's needs.	0	0	0	14	43	43	5.29
15. offers parents training about special education issues.	14	0	29	0	14	43	4.29*
16. offers parents a variety of ways to communicate with teachers.	0	0	0	29	29	43	5.14
17. gives parents the help they may need to play an active role in their child's education.	0	0	0	29	29	43	5.14
18. provides information on agencies that can assist my child in the transition from school.	0	0	0	29	29	43	5.14

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Commission Charter Schools- Atlanta Heights Charter School
 Code: 7830410
 Number of Respondents: 1
 Return Rate: 2%
 Total Satisfaction (M1-M18):

	Very Strongly Disagree	Strongly Disagree	Disagree	Agree	Strongly Agree	Very Strongly Agree	Mean
	%	%	%	%	%	%	
PART I: The Schools' Efforts to Partner with Parents							
* A detailed report cannot be generated because of insufficient data.							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.
4. Written justification was given for the extent that my child would not receive services in the regular classroom.
5. I was given information about organizations that offer support for parents of students with disabilities.
6. My child's evaluation report and other written information are in terms I understand.
PART II: Teachers and Administrators:							
7. are available to speak with me.
8. treat me as a team member.
9. seek out parent input.
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.
11. encourage me to participate in the decision-making process.
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.
14. gives me choices with regard to services that address my child's needs.
15. offers parents training about special education issues.
16. offers parents a variety of ways to communicate with teachers.
17. gives parents the help they may need to play an active role in their child's education.
18. provides information on agencies that can assist my child in the transition from school.

Parent Survey - Special Education
 SPRING 2015

Name: Social Circle City-Social Circle High School
 Code: 7860300
 Number of Respondents: 10
 Return Rate: 91%
 Total Satisfaction (M1-M18): 95 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	10	0	10	30	50	5.10
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	0	10	20	70	5.60**
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	0	0	0	10	30	60	5.50
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	0	20	30	50	5.30
5. I was given information about organizations that offer support for parents of students with disabilities.	0	0	20	20	30	30	4.70*
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	10	20	70	5.60**
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	10	20	70	5.60**
8. treat me as a team member.	0	0	0	10	30	60	5.50
9. seek out parent input.	0	0	0	10	40	50	5.40
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	30	10	60	5.30
11. encourage me to participate in the decision-making process.	0	0	0	20	20	60	5.40
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	0	0	0	20	20	60	5.40
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	0	0	10	20	10	60	5.20
14. gives me choices with regard to services that address my child's needs.	0	0	0	10	30	60	5.50
15. offers parents training about special education issues.	0	0	10	40	10	40	4.80
16. offers parents a variety of ways to communicate with teachers.	0	0	0	33	11	56	5.22
17. gives parents the help they may need to play an active role in their child's education.	0	0	0	30	10	60	5.30
18. provides information on agencies that can assist my child in the transition from school.	0	0	20	20	20	40	4.80

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
 SPRING 2015

Name: Thomasville City-Jerger Elementary School
 Code: 7895050
 Number of Respondents: 38
 Return Rate: 58%
 Total Satisfaction (M1-M18): 86 out of a possible 150. This score is in the middle 50% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	3	0	0	34	18	45	5.00
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	0	0	0	46	27	27	4.81
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	3	0	0	34	24	39	4.95
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	0	0	11	29	29	31	4.80
5. I was given information about organizations that offer support for parents of students with disabilities.	0	3	24	43	3	27	4.27
6. My child's evaluation report and other written information are in terms I understand.	3	3	0	39	21	34	4.76
PART II: Teachers and Administrators:							
7. are available to speak with me.	3	0	0	32	21	45	5.03**
8. treat me as a team member.	3	0	0	34	18	45	5.00
9. seek out parent input.	3	0	3	32	16	47	5.00
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	3	0	0	42	18	37	4.84
11. encourage me to participate in the decision-making process.	3	0	3	32	21	42	4.95
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	3	0	3	39	18	37	4.82
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	3	0	5	32	21	39	4.87
14. gives me choices with regard to services that address my child's needs.	3	0	0	55	8	34	4.68
15. offers parents training about special education issues.	3	5	21	42	5	24	4.13*
16. offers parents a variety of ways to communicate with teachers.	3	0	3	46	14	35	4.73
17. gives parents the help they may need to play an active role in their child's education.	3	0	3	45	13	37	4.76
18. provides information on agencies that can assist my child in the transition from school.	0	3	25	33	11	28	4.36

NOTE: ** the highest mean ; * the lowest mean

Parent Survey - Special Education
SPRING 2015

Name: Trion City-Trion Elementary School
 Code: 7910101
 Number of Respondents: 51
 Return Rate: 85%
 Total Satisfaction (M1-M18): 99 out of a possible 150. This score is in the top 25% of schools.

	Very Strongly Disagree %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %	Very Strongly Agree %	Mean
PART I: The Schools' Efforts to Partner with Parents							
1. I am considered an equal partner with teachers and other professionals in planning my child's program.	0	2	0	12	10	76	5.58
2. At the IEP meeting, we discussed how my child would participate in statewide assessments.	6	2	2	9	11	70	5.26
3. At the IEP meeting, we discussed accommodations and modifications that my child would need.	2	0	0	8	13	77	5.60
4. Written justification was given for the extent that my child would not receive services in the regular classroom.	7	2	2	16	5	67	5.12*
5. I was given information about organizations that offer support for parents of students with disabilities.	7	2	0	16	7	69	5.20
6. My child's evaluation report and other written information are in terms I understand.	0	0	0	10	12	78	5.69
PART II: Teachers and Administrators:							
7. are available to speak with me.	0	0	0	8	8	84	5.76**
8. treat me as a team member.	0	0	0	8	10	82	5.75
9. seek out parent input.	2	2	0	10	10	76	5.51
10. respect my cultural heritage and show sensitivity to the needs of students with disabilities and their families.	0	0	0	12	12	77	5.65
11. encourage me to participate in the decision-making process.	2	2	0	6	12	78	5.57
12. ensure that I have fully understood the Procedural Safeguards [federal rules that protect the rights of parents] and my options if I disagree with a decision by the school.	2	0	0	6	16	76	5.61
PART III: The School:							
13. communicates regularly with me regarding my child's progress on IEP goals.	2	2	2	6	10	78	5.54
14. gives me choices with regard to services that address my child's needs.	2	2	0	6	13	77	5.56
15. offers parents training about special education issues.	2	2	0	22	0	73	5.34
16. offers parents a variety of ways to communicate with teachers.	2	2	0	6	10	80	5.60
17. gives parents the help they may need to play an active role in their child's education.	0	2	0	4	16	78	5.67
18. provides information on agencies that can assist my child in the transition from school.	3	3	3	18	5	70	5.30

NOTE: ** the highest mean ; * the lowest mean