

**2006 PWSB Survey Results  
Parents of Special Education Students for All Schools**

Number of surveys received: 73	Responses	Mean	Strongly Disagree	Disagree	Agree	Strongly Agree	Total
1. My child's reading ability has improved.	62	2.90	8.06%	3.23%	79.03%	9.68%	100.00%
2. My child's writing ability has improved.	65	2.86	4.62%	15.38%	69.23%	10.77%	100.00%
3. My child's math ability has improved.	62	2.94	3.23%	14.52%	67.74%	14.52%	100.00%
4. My child feels better about him/herself.	64	3.05	7.81%	9.38%	53.13%	29.69%	100.00%
5. I am provided with sufficient information about my child's Special Education Program. *	68	3.10	4.41%	11.76%	52.94%	30.88%	100.00%
6. I am satisfied that communication lines are open. *	72	3.11	6.94%	9.72%	48.61%	34.72%	100.00%
7. I am satisfied with my child's involvement in regular classroom activities.	70	3.16	5.71%	5.71%	55.71%	32.86%	100.00%
8. I am satisfied that my child is accepted by classmates	71	3.00	7.04%	12.68%	53.52%	26.76%	100.00%
9. I am satisfied with my child's Special Education program. *	69	2.94	10.14%	7.25%	60.87%	21.74%	100.00%
10. I am satisfied with the services provided for my child with special needs. *	67	2.97	5.97%	13.43%	58.21%	22.39%	100.00%
11. My child has assistive technology incorporated into their Special Education programming. **	50	2.78	8.00%	22.00%	54.00%	16.00%	100.00%
12. I am satisfied with the progress and achievement of my child with special needs.	66	2.94	4.55%	15.15%	62.12%	18.18%	100.00%
13. I am satisfied that my child is learning to take responsibility for his or her own actions.	66	3.18	1.52%	7.58%	62.12%	28.79%	100.00%
14. My child is safe at school.	71	3.27	4.23%	4.23%	52.11%	39.44%	100.00%
15. I am satisfied with the overall quality of education that my child is receiving in his or her school	71	3.15	4.23%	7.04%	57.75%	30.99%	100.00%
16. I am satisfied with the success of the school in meeting the special educational needs of my child.	70	3.03	7.14%	14.29%	47.14%	31.43%	100.00%
* - Question reworded in 2006							
** - Question new in 2006.							

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