Communicating and working with parents

Parents and guardians are any school’s strongest allies for helping students achieve and thrive to their fullest potential. Robust two-way communication with students’ families cultivates a relationship between the home and the school that puts the families squarely on the school’s team when working with students. (Only students in 4th grade and above take the SALT survey.)

Community support

This school
R.I. elementary schools

Parent Participation Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>This school</th>
<th>R.I. elementary schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-03</td>
<td>80%</td>
<td>60%</td>
</tr>
<tr>
<td>2003-04</td>
<td>70%</td>
<td>50%</td>
</tr>
<tr>
<td>2004-05</td>
<td>60%</td>
<td>40%</td>
</tr>
</tbody>
</table>

The percentage of students in the school whose parents responded to the SALT Survey

What Teachers Say

What Parents Say

Parental involvement in school governance is essential to effective education.

Contacts me if my child does something well or improves
Contacts me if my child is having a problem
Responds to my concerns and requests within a reasonable time
Has a parent-teacher conference with me
Asks me to volunteer at the school

What Teachers Say

Percent who report that the school does well:

Percent who agree or strongly agree:

That the community supports this school.

The extent to which parents and the community are supportive of the school and its program.

They are home unsupervised 3 or more hours a day, 3 or more days a week.

Teacher practices and attitudes

This school
R.I. elementary schools

They meet with individual parents to solve problems and provide assistance.

Teachers on their team or grade level maintain positive relationships with students’ parents.

Two-way communication between home and school is essential to effective education.

They use parents as school resources or volunteers.