Engaging Families and Community

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.

Community support

This school

R.I. middle schools

Parent Participation Rates

<table>
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<tr>
<th>2004-05</th>
<th>2005-06</th>
<th>2006-07</th>
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<tbody>
<tr>
<td>40%</td>
<td>45%</td>
<td>50%</td>
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The percentage of students in the school whose parents responded to the SALT Survey

Parents

Percent who agree or strongly agree:

This school

R.I. middle schools

* Too few responses to report

? Inadequate data submitted

That the community supports this school.

Teachers

Percent who say they are satisfied or very satisfied with:

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

Students

Percent who report that:

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

What Teachers Say

Percent of teachers who agree or strongly agree:

Parental involvement in school governance is essential to effective education.

What Parents Say

Percent of parents who report that the school does well:

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

Teacher practices and attitudes

Percent who report that at least weekly:

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.

What Teachers Say

Percent who report they agree or strongly agree that:

They use parents as school resources or volunteers.

Too few responses to report

? Inadequate data submitted

Information Works! School Year 2006-07