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.

Parent Participation Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>This school</th>
<th>R.I. middle schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-05</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>2005-06</td>
<td>50%</td>
<td>30%</td>
</tr>
<tr>
<td>2006-07</td>
<td>40%</td>
<td>20%</td>
</tr>
</tbody>
</table>

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

What Teachers Say

Percent of teachers who agree or strongly agree:

- Parental involvement in school governance is essential to effective education.
- 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.

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.

Percent who report that at least monthly:

- They use parents as school resources or volunteers.

[Graphs and bar charts illustrating the data are included here.]