In a school community, both the adults and children can perform at their best only when they communicate well and feel connected to one another. Everyone needs to feel safe, nurtured, and supported - or teaching and learning are compromised. Data on this report comes from the annual SALT Survey.

Social and Emotional Connectedness of the School Community

**Connectedness among professional colleagues, teachers, and administrators**
- This school
- R.I. elementary schools
- Too few responses to report
- Inadequate data submitted

**Teacher Responses**
Percent who report they agree or strongly agree that:
- Teachers on my team or grade level work well together as a unit.
- I help decide how school policies ought to be changed.
- Teachers on my team or grade level respect each other's ideas and opinions.
- Classroom curricula and topics are integrated across subject areas.
- Staff are involved in school-improvement planning and decisions.
- There is a group spirit among the staff.

**Percent who report that at least several times a month:**
- There is a group spirit among the staff.

**Percent who report that most of the time or always:**
- Classroom curricula and topics are integrated across subject areas.
- Staff are involved in school-improvement planning and decisions.
- There is a group spirit among the staff.

**Connectedness between students and teachers**
- This school
- R.I. elementary schools
- Too few responses to report
- Inadequate data submitted

**Student Responses**
Percent who report that most of the time or always:
- Teachers take a personal interest in students.
- Get individual help and advising from teachers.
- Interact with children in ways that show interest and respect.
- Use positive approaches to help children behave constructively.

**Teacher Responses**
Percent who report that they agree or strongly agree that members of their team or grade level:
- Teachers on my team or grade level work well together as a unit.
- I help decide how school policies ought to be changed.
- Teachers on my team or grade level respect each other's ideas and opinions.
- Classroom curricula and topics are integrated across subject areas.
- Staff are involved in school-improvement planning and decisions.
- There is a group spirit among the staff.

**Advisory Programs**
- Building-principal Responses
- Teacher Responses

**Percent reporting that their school has a 'teacher-led' advisory program:**
- Question not relevant at this grade level.

**Percent of teachers who report they serve as an advisor in the school's advisory program:**
- Question not relevant at this grade level.

**Connectedness throughout the school community as a whole**
- This school
- R.I. elementary schools
- Too few responses to report
- Inadequate data submitted

**Parent Responses**
Percent who agree or strongly agree that:
- The school views parents as important partners.
- Including parents on school committees such as curriculum, budget and school improvement.
- They have a sense (feeling) of belonging in this school.

**Student Responses**
Percent who report that most of the time or always:
- The school views parents as important partners.
- Including parents on school committees such as curriculum, budget and school improvement.
- They have a sense (feeling) of belonging in this school.

**Teacher Responses**
Percent who agree or strongly agree that:
- The school views parents as important partners.
- Including parents on school committees such as curriculum, budget and school improvement.
- They have a sense (feeling) of belonging in this school.