**Social and Emotional Connectedness of the School Community**

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

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**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.
  - 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.

**Teacher Responses**

- **Percent who report that most of the time or always:**
  - Teachers on my team or grade level respect each other's ideas and opinions.
  - There is a group spirit among the staff.
  - 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.

**Student Responses**

- **Percent who report that most of the time or always:**
  - Teachers on my team or grade level respect each other's ideas and opinions.
  - There is a group spirit among the staff.
  - 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**

- **Question not relevant at this grade level.**
- **Question not relevant at this grade level.**

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**Connectedness between students and teachers**

- **This school**
- **R.I. elementary schools**

*Too few responses to report*

? Inadequate data submitted

**Teacher Responses**

- **Percent who report that most of the time or always:**
  - 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.

**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 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.

**Student Responses**

- **Percent who report that most of the time or always:**
  - 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**

- **Percent reporting that their school has a ’teacher-led’ advisory program.**
- **Percent of teachers who report they serve as an advisor in the school’s advisory program.**

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**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.
  - Students in this school have trouble getting along with each other.
  - It is essential for schools to provide instruction on conflict or violence reduction.

**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.
  - Students in this school have trouble getting along with each other.
  - It is essential for schools to provide instruction on conflict or violence reduction.

**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.
  - Students in this school have trouble getting along with each other.
  - It is essential for schools to provide instruction on conflict or violence reduction.