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.

Parent Participation Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>2005-06</td>
<td>This school 40%</td>
</tr>
<tr>
<td>2006-07</td>
<td>R.I. elementary schools 60%</td>
</tr>
<tr>
<td>2007-08</td>
<td>This school 70%</td>
</tr>
</tbody>
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Parent Participation Rates by School

Parents

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.

Teachers

Percent who say they are satisfied or very satisfied with:

- 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.

Students

Percent who report that:

- Too few responses to report
- Inadequate data submitted

Working with parents

What Teachers Say

Percent of teachers who agree or strongly agree:

- Parental involvement in school governance is essential to effective education.
- Contact me if my child does something well or improves
- Contact 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

What Teachers Say

Percent who report that at least weekly:

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

Information Works! School Year 2007-08