



Children Enrolled in Early Intervention

DEFINITION

Children enrolled in Early Intervention is the percentage of children under age three who had an active Individual Family Service Plan through a Rhode Island Early Intervention provider during 2008.

SIGNIFICANCE

During the first few years of life, children develop the linguistic, cognitive, emotional, social and behavioral capabilities that are the foundation for subsequent development.¹ The *Individuals with Disabilities Education Act (IDEA) Part C* requires states to identify and provide appropriate early intervention services to children under age three who are developmentally delayed or have a diagnosed physical or mental condition that is associated with a developmental delay. States may choose to serve children who are at risk of experiencing a substantial delay if early intervention services are not provided, but few states choose to provide services to these children.²

Rhode Island's eligibility criteria for Early Intervention (EI) include children with a diagnosed medical disorder bearing relatively well-known expectancy for developmental delay (single established condition) and children exhibiting or who have been professionally determined to have a developmental delay in one or more

areas of development (cognitive, physical, communication, social-emotional, and adaptive). Children also may be eligible for Rhode Island Early Intervention through a "multiple established conditions" category, which includes children with a history of biological issues that could negatively impact the developing nervous system and/or early life experiences that indicate a high probability for atypical or delayed development.³

Young children with disabilities and/or developmental delays who receive EI services are better prepared for school and later life.⁴ Poverty is linked to disabilities and developmental delays; children living below the federal poverty level have higher participation rates in EI than higher-income children.⁵

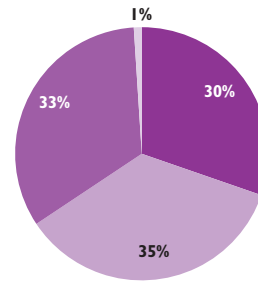
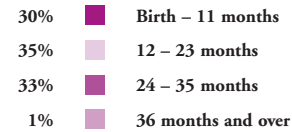
% of Children Receiving Early Intervention Services, 2007	Under Age 3	
	Under Age 1	Under Age 3
RI	2.3%	4.6%
US	1.1%	2.5%
National Rank*	5th	4th
New England Rank**	2nd	2nd

*1st is best; 50th is worst

**1st is best; 6th is worst

Source: IDEA Infant and Toddler Coordinator Association. (2007). *IDEA Part C Percentage of all children (including at risk) under the age of one/under the age of three receiving services*. Retrieved February 11, 2009 from www.ideainfanttoddler.org (Note: Data are point-in-time for December 1, 2007).

Early Intervention Enrollment, By Age, Rhode Island, 2008



n = 3,649

Source: Rhode Island Department of Human Services, Center for Child and Family Health, 2008.

- ◆ In 2008 in Rhode Island, 3,649 children received Early Intervention (EI) services, 10% of the 37,775 Rhode Island children under age three. Children in the core cities participated in EI at a slightly higher rate (10%) than children in the remainder of the state (9%).⁷ Sixty-three percent of the EI population was male and 37% was female.⁸
- ◆ In 2008 in Rhode Island, 971 children were discharged from EI upon reaching age three. Of these children, 66% were eligible for preschool special education, 17% were not eligible for preschool special education, and 11% did not have eligibility determined when exiting. An additional 5% moved out of state, were unreachable, or were withdrawn by a parent or guardian.⁹
- ◆ Federal legislation requires states to refer children who have been involved in a substantiated case of child abuse or neglect and children who have been affected by parental substance abuse to Early Intervention for an eligibility assessment.¹⁰ In 2008, out of 646 children under age three in the care of DCYF, 314 (49%) were referred to EI programs and 217 (33%) children were already receiving EI services.¹¹
- ◆ National research indicates that approximately one-third to one-half of maltreated infants and toddlers exhibit developmental delays that would make them eligible for EI.¹²

Children Enrolled in Early Intervention

Table 28. Infants and Toddlers Enrolled in Early Intervention (EI), by Eligibility Type, Rhode Island, 2008

CITY/TOWN	# OF CHILDREN UNDER AGE 3*	SINGLE ESTABLISHED CONDITION	DEVELOPMENTAL DELAY	MULTIPLE ESTABLISHED CONDITIONS	ELIGIBILITY INFORMATION NOT AVAILABLE	# OF CHILDREN ENROLLED IN EI	% OF CHILDREN UNDER AGE 3 ENROLLED
Barrington	570	7	48	1	0	56	10%
Bristol	655	11	59	3	0	73	11%
Burrillville	509	3	32	2	0	37	7%
Central Falls	990	16	65	3	0	84	8%
Charlestown	289	6	14	2	1	23	8%
Coventry	1,243	39	100	6	0	145	12%
Cranston	2,455	44	175	19	4	242	10%
Cumberland	1,136	18	91	1	1	111	10%
East Greenwich	384	6	34	5	0	45	12%
East Providence	1,552	25	105	8	0	138	9%
Exeter	187	2	13	0	0	15	8%
Foster	113	0	13	0	0	13	12%
Glocester	335	0	14	0	0	14	4%
Hopkinton	282	6	27	3	0	36	13%
Jamestown	132	6	4	0	0	10	8%
Johnston	893	15	50	4	0	69	8%
Lincoln	662	12	44	3	1	60	9%
Little Compton	107	3	7	0	0	10	9%
Middletown	700	12	36	5	0	53	8%
Narragansett	403	7	22	2	0	31	8%
New Shoreham	35	1	3	0	0	4	11%
Newport	941	13	57	5	0	75	8%
North Kingstown	1,034	23	87	9	1	120	12%
North Providence	885	10	30	2	0	42	5%
North Smithfield	337	4	35	1	0	40	12%
Pawtucket	2,957	65	223	21	2	311	11%
Portsmouth	583	11	35	4	0	50	9%
Providence	7,642	153	543	78	5	779	10%
Richmond	321	0	8	0	0	8	2%
Scituate	371	5	25	1	0	31	8%
Smithfield	499	4	22	0	2	28	6%
South Kingstown	868	16	56	5	0	77	9%
Tiverton	461	9	23	1	0	33	7%
Warren	355	5	22	1	0	28	8%
Warwick	2,714	47	201	16	0	264	10%
West Greenwich	192	0	18	0	0	18	9%
West Warwick	1,136	26	98	8	0	132	12%
Westerly	827	11	53	3	0	67	8%
Woonsocket	2,020	34	218	12	0	264	13%
Unknown	NA	3	8	2	0	13	NA
Core Cities	15,686	307	1,204	127	7	1,645	10%
Remainder of State	22,089	368	1,506	107	10	1,991	9%
Rhode Island	37,775	678	2,718	236	17	3,649	10%

*Population under age 3 is based on Census 2000 and may not reflect increases or decreases in population.

Source of Data for Table/Methodology

Rhode Island Department of Human Services, Center for Child and Family Health, Early Intervention enrollment, calendar year 2008.

The denominator is the number of children under age three, according to Census 2000, Summary File 1.

Core cities are Central Falls, Newport, Pawtucket, Providence, West Warwick and Woonsocket.

References

¹ Shonkoff, J. P. & Phillips, D. A. (2000). *From neurons to neighborhoods: The science of early childhood development*. Washington, DC: National Academy Press.

²⁵ *Why young children enter Early Intervention services*. (2007). Chapel Hill, NC: University of North Carolina, FPG Child Development Institute.

^{3,6,8,9} Rhode Island Department of Human Services, Center for Child and Family Health, 2007.

⁴ Oser, C. & Cohen, J. (2003). *Improving Part C Early Intervention: Using what we know about infants and toddlers with disabilities to reauthorize Part C of IDEA*. Washington, DC: Zero to Three Policy Center.

⁷ U.S. Census Bureau, Census 2000, Summary File 1.

¹⁰ Shaw, E. & Goode, S. (2005). *The impact of abuse, neglect and foster care placement on infants, toddlers and young children: Selected resources*. Chapel Hill, NC: University of North Carolina, FPG Child Development Institute, National Early Childhood Technical Assistance Center.

¹¹ Rhode Island Department of Children, Youth and Families, 2008.

¹² Shaw, E. & Goode, S. (2008). *Fact sheet: Vulnerable young children*. Chapel Hill, NC: University of North Carolina, FPG Child Development Institute, National Early Childhood Technical Assistance Center.

Children Enrolled in Early Head Start

DEFINITION

Children enrolled in Early Head Start is the percentage of eligible children enrolled in a Rhode Island Early Head Start program as of October 2008.

SIGNIFICANCE

Established in 1994, Early Head Start is a comprehensive early childhood program serving low-income children birth to age three, pregnant women, and their families. Early Head Start programs serve children in families with incomes below 130% of the federal poverty guidelines, which for a family of three is \$23,803.^{1,2,3} Funded almost entirely by the federal government, Early Head Start is designed to provide high-quality early care and education and comprehensive services to infants and toddlers, to promote healthy birth outcomes for pregnant women, and to foster the development of healthy family relationships.⁴

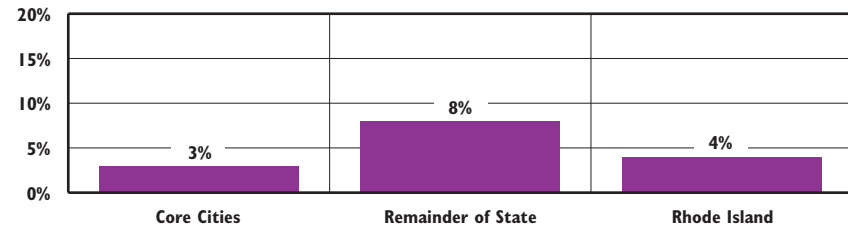
Pregnant women enrolled in Early Head Start are assessed for risks to a successful pregnancy and individualized pregnancy plans are developed to support prenatal health, the promotion of healthy behaviors and preparation for the baby's arrival.⁵ After the baby is born, families participate by enrolling in either a center-based program or a home-based program. Home-based programs use weekly home visits to support child development.

Center-based programs provide enrollment for children in center-based early care and education programs and twice yearly home visits.⁶ In Rhode Island in 2008, there were 381 federally-funded Early Head Start slots. Of these slots, 46% were center-based and 54% were home-based.⁷

The *National Evaluation of Early Head Start* showed that the program produced significant cognitive and language development gains in participating children and more positive interaction with their parents. Early Head Start parents provided more emotional support and greater opportunities for language and learning to their children than a comparable group of parents not participating in Early Head Start. Early Head Start mothers also have fewer subsequent births within two years of enrollment and are more likely to participate in education and job-training activities.⁸

As of October 2008, 385 infants and toddlers were receiving Early Head Start services in Rhode Island, approximately 4% of the estimated eligible population. In addition, there were 33 pregnant women receiving Early Head Start services designed to improve birth outcomes and early childhood development.⁹

Access to Early Head Start, Rhode Island, 2008



Source: Rhode Island Early Head Start program data compiled by Rhode Island KIDS COUNT, 2008

- ◆ In 2008 in Rhode Island, federal funding for Early Head Start enables services to be provided to approximately 4% of income-eligible children ages birth to three and their families.¹⁰
- ◆ Just over half of the child population that is income-eligible for Early Head Start resides in the core cities of Rhode Island, yet only 3% of these eligible children have access. There are five Early Head Start providers in Rhode Island serving 207 children in the core cities of Central Falls, Newport, Providence, and West Warwick and 177 children in the remainder of the state. There are no Early Head Start services available to children in the core cities of Pawtucket and Woonsocket.¹¹

Early Head Start and Teen Parents

- ◆ Nationally, approximately one-third of the children enrolled in Early Head Start programs have a parent who is a teenager.¹²
- ◆ Children born to teen parents are more likely to have birth complications, experience child abuse and neglect, and have behavior problems. They are also less likely to have the necessary skills and knowledge needed to succeed when they enter school.¹³
- ◆ The national Early Head Start evaluation demonstrated that the program has a positive effect on the social-emotional development of children of teen parents and the supportiveness of teen parents. It also increases teen parents' participation in educational activities.¹⁴

Children Enrolled in Early Head Start

Table 29.

Children Ages Birth to 3 Enrolled in Early Head Start, Rhode Island, 2008

CITY/TOWN	# OF CHILDREN UNDER AGE 3	ESTIMATED # OF CHILDREN ELIGIBLE FOR EARLY HEAD START*	# OF CHILDREN ENROLLED IN EARLY HEAD START	ESTIMATED # OF ELIGIBLE CHILDREN ENROLLED IN EARLY HEAD START
Barrington	567	13	0	0%
Bristol	582	66	3	5%
Burrillville	525	70	8	11%
Central Falls	933	526	50	9%
Charlestown	266	36	0	0%
Coventry	1,268	112	15	13%
Cranston	2,499	276	18	7%
Cumberland	1,232	102	0	0%
East Greenwich	378	33	0	0%
East Providence	1,563	274	17	6%
Exeter	160	44	0	0%
Foster	126	0	0	NA
Glocester	261	16	2	13%
Hopkinton	240	46	0	0%
Jamestown	153	0	0	NA
Johnston	951	111	10	9%
Lincoln	654	43	0	0%
Little Compton	111	5	0	0%
Middletown	685	83	14	17%
Narragansett	346	27	0	0%
New Shoreham	32	2	0	0%
Newport	996	439	56	13%
North Kingstown	1,010	135	0	0%
North Providence	893	157	9	6%
North Smithfield	368	28	1	4%
Pawtucket	2,765	1,021	1	<1%
Portsmouth	622	33	3	9%
Providence	7,397	3,819	52	1%
Richmond	348	16	0	0%
Scituate	451	17	0	0%
Smithfield	499	10	3	29%
South Kingstown	807	41	0	0%
Tiverton	522	29	4	14%
Warren	329	43	6	14%
Warwick	2,741	260	64	25%
West Greenwich	175	11	0	0%
West Warwick	1,146	386	48	12%
Westerly	824	146	0	0%
Woonsocket	2,041	890	0	0%
Homeless	NA	NA	1	NA
Core Cities	15,278	7,080	207	3%
Remainder of State	22,188	2,285	177	8%
Rhode Island	37,466	9,365	385	4%

Source of Data for Table/Methodology

Rhode Island Early Head Start Programs, children enrolled as of October 2008. Children enrolled are listed by residence of child, not location of the Head Start program.

The estimated Early Head Start eligible population was adjusted in the 2009 Factbook to reflect increased income eligibility guidelines passed as part of the *Improving Head Start for School Readiness Act* of 2007. The estimated number of Early Head Start eligible children is calculated by multiplying the number of children under age three in each community by the percentage of children under age five living in families with incomes below 130% of the poverty level in that community, according to Census 2000, Summary File 3. These rates cannot be compared with rates in previous Factbooks.

*These are estimates of the eligible population and do not take into account other children who are eligible for Early Head Start services (e.g., children in homeless families) or changes in child population and poverty rates since 2000. Also, Early Head Start regulations allow 10% of enrolled children to be in families with incomes over the threshold.

Core cities are Central Falls, Newport, Pawtucket, Providence, West Warwick and Woonsocket.

References

- ¹ *Head Start basics*. (n.d.). Alexandria, VA: National Head Start Association.
- ² *Improving Head Start for School Readiness Act of 2007*, § 42 U.S.C. 9801, § 645 (2007).
- ³ U.S. Department of Health and Human Services. (2009). HHS poverty guidelines. *Federal Register*, 74(14), 4199-4200.
- ⁴ Hoffman, E. & Ewen, D. (2007). *Supporting families, nurturing young children: Early Head Start programs in 2006*. Washington, DC: Center for Law and Social Policy.
- ⁵ Kanda, M. B. & Askew, G. L. (2004). The whole 9 months and beyond: Early Head Start services for pregnant women. In J. Lombardi & M. M. Bogle (Eds.). *Beacon of hope: The promise of Early Head Start for America's youngest children* (pp. 63-76). Washington, DC: Zero to Three Press.

(continued on page 159)

Infant and Preschool Child Care

DEFINITION

Infant and preschool child care is the number of regulated child care slots per 100 children under age six estimated to be in need of care. Regulated child care slots include licensed child care center slots and licensed family child care home slots.

SIGNIFICANCE

Child care enables parents to work and, when high quality, supports the development of important school-readiness skills. Research indicates that high-quality child care and early-learning programs for infants, toddlers and preschoolers has long-lasting positive effects on how children learn, develop, cope with stress, and handle their emotions.¹

Early and extensive enrollment in child care is common in the United States and is a basic need for many working families in Rhode Island. In 2007, 70% (51,215) of Rhode Island children under age six had all parents in the workforce, higher than the U.S. rate of 62%.² National data indicate that, on average, preschoolers with an employed mother spend 28 hours per week in non-parental care, compared to 18 hours per week for children with mothers not in the workforce.³

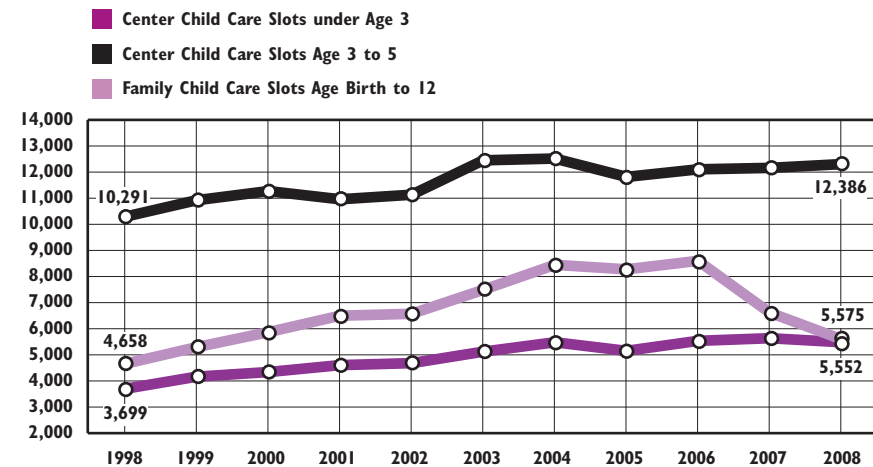
The availability of stable child care is critical for Rhode Island's economy. When parents have difficulty finding

and keeping child care, they miss work more frequently and are more likely to leave their jobs.⁴ Access to affordable, quality child care plays a pivotal role in supporting maternal employment and economic self-sufficiency. On average, women with children earn lower hourly wages than women without children. In contrast, having children has a positive or no impact on men's wages. Research shows that greater use of child care during the early childhood years is associated with higher hourly wages for mothers and more hours of maternal employment in the long term, indicating that child care support can improve women's career trajectories.⁵

In 1997 Rhode Island passed legislation known as *Starting Right* to improve low-income families' access to affordable quality child care. With the passage of *Starting Right*, Rhode Island experienced significant growth in the availability of regulated child care. Rhode Island families receiving child care subsidies are significantly more likely to choose licensed and certified care rather than non-certified care.⁶

Researchers have found that unregulated child care is often low quality.⁷ When the availability of child care is sufficient to meet demand and child care subsidies are accessible and tied to market rates, families have more options and can make enrollment decisions based on the quality of the care.

Infant and Preschool Child Care Capacity, Rhode Island, 1998 - 2008



Source: Options for Working Parents, slots in licensed child care centers and certified family child care homes 1997-2006. Rhode Island Department of Children, Youth and Families, slots in licensed child care centers and certified family child care homes, 2007-2008.

- ◆ In 2008 in Rhode Island, there were 23,513 slots for children under age six in licensed child care centers and certified family child care homes, down from peak high of 26,243 in 2006 and up from 18,648 in 1998.⁸
- ◆ Since 1998 the number of licensed child care center slots for infants and toddlers (children under age three) in Rhode Island has increased fairly steadily, growing 50%, from 3,699 to 5,552.⁹
- ◆ The number of licensed child care center slots for preschoolers (children ages three to five) has grown more slowly. Since 1998, there has been a 20% increase in the number of licensed slots for preschoolers.¹⁰
- ◆ The number of certified family child care slots nearly doubled between 1998 and 2006. In 2007 and 2008, there were marked reductions in the number of certified family child care slots in Rhode Island, dropping by over 3,000 slots in two years, from 8,601 to 5,575.¹¹

Infant and Preschool Child Care

Table 30.

Child Care for Children under Age 6, Rhode Island, 2008

CITY/TOWN	# OF CHILD CARE CENTER SLOTS < AGE 3	# OF CHILD CARE CENTER SLOTS AGES 3-5	# OF CERTIFIED FAMILY CHILD CARE HOME SLOTS*	TOTAL REGULATED CHILD CARE SLOTS FOR CHILDREN < AGE 6	POTENTIAL CHILDREN < AGE 6 IN NEED OF REGULATED CHILD CARE	SLOTS PER 100 CHILDREN < AGE 6 IN NEED OF REGULATED CHILD CARE
Barrington	102	170	28	300	386	78
Bristol	33	117	47	197	447	44
Burrillville	28	114	20	162	408	40
Central Falls	93	244	197	534	520	103
Charlestown	13	35	20	68	170	40
Coventry	80	197	112	389	962	40
Cranston	453	1,130	366	1,949	1,799	108
Cumberland	114	267	116	497	912	54
East Greenwich	283	466	14	763	277	275
East Providence	157	542	83	782	1,168	67
Exeter	28	60	8	96	189	51
Foster	29	40	0	69	107	64
Glocester	60	61	12	133	264	50
Hopkinton	0	0	32	32	283	11
Jamestown	31	33	8	72	83	87
Johnston	219	342	83	644	702	92
Lincoln	119	297	35	451	565	80
Little Compton	0	0	6	6	53	11
Middletown	168	389	32	589	463	127
Narragansett	24	40	0	64	228	28
New Shoreham	12	22	0	34	27	126
Newport	104	192	26	322	615	52
North Kingstown	178	339	36	553	805	69
North Providence	112	196	108	416	662	63
North Smithfield	0	79	50	129	285	45
Pawtucket	279	732	385	1,396	2,103	66
Portsmouth	90	132	12	234	411	57
Providence	920	2,078	3,268	6,266	4,002	157
Richmond	0	36	16	52	255	20
Scituate	12	44	28	84	288	29
Smithfield	227	472	26	725	400	181
South Kingstown	117	313	59	489	590	83
Tiverton	25	136	22	183	358	51
Warren	42	70	14	126	325	39
Warwick	783	1,522	139	2,444	2,119	115
West Greenwich	134	161	0	295	173	171
West Warwick	136	399	57	592	737	80
Westerly	134	300	0	434	644	67
Woonsocket	213	619	110	942	1,100	86
<i>Core Cities</i>	<i>1,745</i>	<i>4,264</i>	<i>4,043</i>	<i>10,052</i>	<i>9,077</i>	<i>111</i>
<i>Remainder of State</i>	<i>3,807</i>	<i>8,122</i>	<i>1,532</i>	<i>13,461</i>	<i>16,808</i>	<i>80</i>
<i>Rhode Island</i>	<i>5,552</i>	<i>12,386</i>	<i>5,575</i>	<i>23,513</i>	<i>25,885</i>	<i>91</i>

Source of Data for Table/Methodology

Rhode Island Department of Children, Youth and Families, number of licensed child care center slots for children under age 6 and number of certified family child care home slots, December 2008. *Family child care slots are for children birth to 12 years old.

The denominator is the Census 2000 number of children under age six with both parents in the workforce, multiplied by 56.5% (the percentage of employed mothers using non-relative care, according to the Census Bureau's Survey of Income and Program Participation, Spring 1999).

Core cities are Central Falls, Newport, Pawtucket, Providence, West Warwick and Woonsocket.

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- Shonkoff, J. P. & Phillips, D. A. (Eds.). (2000). *From neurons to neighborhoods: The science of early childhood development*. Washington, DC: National Academy Press.
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- ^{8,9,10,11} Options for Working Parents, slots in licensed child care centers and certified family child care homes 1997-2006. Rhode Island Department of Children, Youth and Families, slots in licensed child care centers and certified family child care homes, 2007-2008.
- U.S. Bureau of the Census, Survey of Income and Program Participation, Spring 2005. *Child care arrangements of preschoolers under 5 years old living with mother, by employment status of mother and selected characteristics*.

Accredited Early Care and Education

DEFINITION

Accredited early care and education is the percentage of private preschools, licensed child care centers and licensed family child care homes in Rhode Island that are nationally accredited. Child care centers and preschools are accredited by the National Association for the Education of Young Children (NAEYC). Family child care homes are accredited by the National Association for Family Child Care (NAFCC).

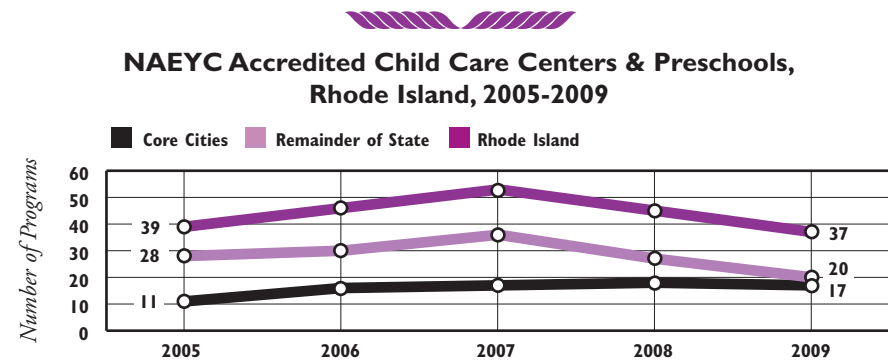
SIGNIFICANCE

Research on early care and education reveals strong associations between program quality and children's development of skills and well-being.¹ Children who receive high-quality early care and education score higher on tests of language and cognitive skills and demonstrate stronger social and emotional development than children who receive poor-quality care. The impact of program quality is stronger for children from low-income families.² Programs vary markedly in quality, ranging from rich, growth-promoting experiences to mediocre, custodial care.³

High-quality child care and early education is characterized by smaller numbers of children in a classroom or group, fewer children per adult, educated and experienced caregivers, nurturing and dependable relationships between staff and children, and safe and

stimulating environments.⁴ Researchers have consistently found that both the formal education levels of providers and specialized training in child development are associated with richer language and literacy environments, more positive staff-child interactions, more sensitive caregiving and improved child development and learning.^{5,6} The relationship between provider education and the quality of care delivered has been found to be true in child care centers, family child care homes and informal care provided by family, friends and neighbors.⁷

National accreditation is a marker for high-quality early care and education and is a popular strategy for program improvement in both centers and family child care homes.^{8,9} Many states use a tiered funding strategy to pay higher child care subsidy rates to programs that achieve measurable quality standards, including NAEYC or NAFCC accreditation, through a state Quality Rating and Improvement System. States with tiered financial incentives, specifically tiered reimbursement rates and/or annual bonuses, have seen an increase in the numbers of programs achieving quality benchmarks, including accreditation.¹⁰ As of 2009, 29 states and the District of Columbia have differential child care subsidy reimbursement rates based on program quality.¹¹



Source: National Association for the Education of Young Children, 2005-2009.

◆ Between 2005 and 2009, the number of child care centers and preschools in Rhode Island that had achieved NAEYC accreditation climbed from 39 to 53 and then fell to 37.¹² During the same time period, the total number of programs remained fairly stable.¹³

◆ In 2006, NAEYC implemented new, more rigorous accreditation criteria and increased their application fees, which may have resulted in fewer Rhode Island programs renewing or applying for accreditation.¹⁴ In 2007, Rhode Island's child care subsidy program was significantly cut, leading to fewer public dollars in the child care system, which negatively impacts the ability of programs serving low-income families to achieve and maintain high-quality care benchmarks.¹⁵

Strategies to Improve the Quality of Child Care

◆ Seventeen states have developed quality rating and improvement systems (QRIS) that systematically measure program quality, support and reward incremental quality improvements, and align investments to promote quality.¹⁶ BrightStars, Rhode Island's new statewide QRIS for child care and early learning programs, was launched in January 2009 with voluntary quality ratings for child care centers and preschools.

◆ The quality of early learning programs is strongly related to the wages, education and retention of teachers. Expanding provider access to higher education and connecting education to improved compensation improves workforce quality and reduces turnover.¹⁷

◆ Improving child care licensing systems by making inspection and verified complaint data public is another effective strategy to improve quality.¹⁸

Accredited Early Care and Education

Table 31. Early Childhood Programs with NAEYC or NAFCC Accreditation, Rhode Island, 2009

CITY/TOWN	CHILD CARE CENTERS AND PRESCHOOLS			FAMILY CHILD CARE HOMES		
	NUMBER	NAEYC ACCREDITED	% NAEYC ACCREDITED	NUMBER	NAFCC ACCREDITED	% NAFCC ACCREDITED
Barrington	11	0	0%	4	0	0%
Bristol	6	1	17%	8	0	0%
Burrillville	3	0	0%	3	0	0%
Central Falls	4	0	0%	30	0	0%
Charlestown	4	1	25%	3	0	0%
Coventry	7	1	14%	18	0	0%
Cranston	34	3	9%	54	1	2%
Cumberland	9	0	0%	17	0	0%
East Greenwich	11	0	0%	2	0	0%
East Providence	16	1	6%	12	0	0%
Exeter	2	0	0%	1	0	0%
Foster	2	0	0%	0	0	NA
Glocester	3	0	0%	2	0	0%
Hopkinton	2	1	50%	4	0	0%
Jamestown	1	1	100%	1	0	0%
Johnston	13	2	15%	11	0	0%
Lincoln	6	0	0%	6	0	0%
Little Compton	1	0	0%	1	0	0%
Middletown	11	0	0%	5	0	0%
Narragansett	2	0	0%	0	0	NA
New Shoreham	1	0	0%	0	0	NA
Newport	5	0	0%	3	0	0%
North Kingstown	12	1	8%	5	0	0%
North Providence	8	1	13%	17	0	0%
North Smithfield	1	1	100%	6	0	0%
Pawtucket	16	1	6%	61	0	0%
Portsmouth	7	0	0%	2	0	0%
Providence	49	10	20%	498	2	<1%
Richmond	2	0	0%	2	0	0%
Scituate	1	0	0%	4	0	0%
Smithfield	8	0	0%	4	0	0%
South Kingstown	10	2	20%	8	0	0%
Tiverton	3	0	0%	3	0	0%
Warren	3	0	0%	2	1	50%
Warwick	31	3	10%	22	0	0%
West Greenwich	4	1	25%	0	0	NA
West Warwick	8	1	13%	9	0	0%
Westerly	7	0	0%	0	0	NA
Woonsocket	13	5	38%	17	0	0%
Core Cities	95	17	18%	618	2	0%
Remainder of State	242	20	8%	227	2	1%
Rhode Island	337	37	11%	845	4	<1%

Source of Data for Table/Methodology

Number of accredited programs is from the National Association for the Education of Young Children, January 2009 and National Association for Family Child Care, January 2009. Data on the number of child care centers, family child care homes, and preschools are from the Rhode Island Department of Children, Youth and Families, December 2008 and the Rhode Island Department of Elementary and Secondary Education, December 2008.

Programs that are not currently licensed or certified by the Rhode Island Department of Children, Youth and Families or approved as a preschool by the Rhode Island Department of Elementary and Secondary Education are not included in the table. Some public school classrooms have NAEYC accreditation, but they are not included in this table.

Core cities are Central Falls, Newport, Pawtucket, Providence, West Warwick and Woonsocket.

References

- ^{1,3,5,7} Shonkoff, J. P. & Phillips, D. A. (2000). *From neurons to neighborhoods: The science of early childhood development*. Washington, DC: National Academy Press.
- ² Carroll, J., Ochshorn, S., Kagan, S. L. & Fuller, B. (2004). *Effective investments in early care and education: What can we learn from research?* Denver, CO: National Conference of State Legislatures.
- ⁴ *Is this the right place for my child? 38 research-based indicators of high-quality child care*. (2006). Arlington, VA: National Association of Child Care Resource & Referral Agencies.
- ⁶ Whitebook, M. (2003). *Bachelor's degrees are best: Higher qualifications for pre-kindergarten teachers lead to better learning environments for children*. Washington, DC: The Trust for Early Education.
- ⁸ *Achieving center accreditation: Factors that impact success*. (2001). Wheeling, IL: Center for Early Childhood Leadership, National-Louis University.
- ⁹ Hamm, K., Gault, B. & Jones-DeWeever, A. (2005). *In our own backyards: Local and state strategies to improve the quality of family child care*. Washington, DC: Institute for Women's Policy Research.

(continued on page 159)

Children Enrolled in Head Start

DEFINITION

Children enrolled in Head Start is the percentage of eligible children enrolled in the Head Start preschool program in October 2008.

SIGNIFICANCE

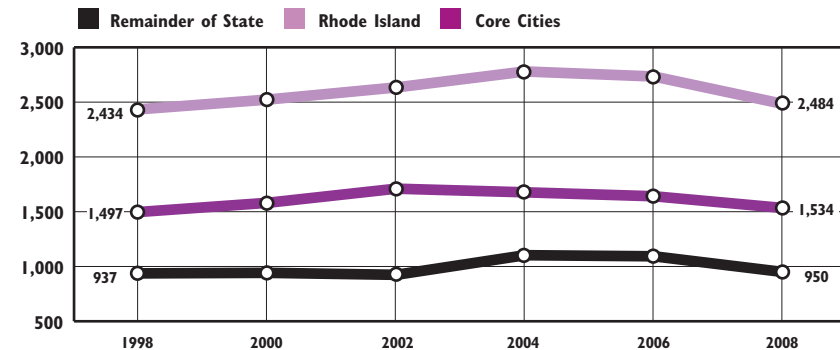
Head Start is a federally-funded comprehensive early childhood program for low-income preschool children and their families. It is designed to address a wide variety of needs during the two years before kindergarten so that low-income children can begin school on a more equal footing with their more economically advantaged peers.¹ Head Start programs deliver early education, medical and dental screenings and referrals, nutritional services, mental health services, parental involvement activities, and social service referrals for the whole family.²

Family income is strongly correlated with children's cognitive and social skills at school entry. On average, before kindergarten entry, children in the highest socio-economic group have cognitive test scores that are 60% higher than the scores of children in the lowest socio-economic group. Children in families with incomes below the federal poverty threshold are typically 18 months behind their peers at age four.³

Head Start centers are typically of higher quality than most other early care and education programs available to low-income parents.⁴ Researchers have found that there are both short-term and long-term benefits for children who participate in Head Start, including improved literacy skills, reduced behavior problems, less grade retention, reduced special education enrollment and increased high school graduation rates.^{5,6}

Annual federal Head Start funding has not kept pace with inflation since 2002, resulting in fewer children served across the country.^{7,8} In December 2007, Head Start was reauthorized by the federal government with increased authorized funding levels and new rules designed to expand access, improve quality and strengthen collaboration among state early childhood programs. Eligibility for Head Start was adjusted to include children in families up to 130% of the federal poverty guidelines, with priority enrollment given to children in families living at or below 100% of the federal poverty guidelines.⁹ Rhode Island supplements federal funding with state funds so that Head Start programs can serve more eligible children.¹⁰

Head Start Enrollment, Rhode Island, 1998 – 2008



Source: Rhode Island Head Start program data, compiled by Rhode Island KIDS COUNT, 1998 – 2008.

◆ In October 2008, Rhode Island Head Start programs served 2,484 children, 40% of the estimated 6,200 eligible children. In the core cities, 34% of eligible children were enrolled in Head Start, compared with 58% in the remainder of the state.¹¹

◆ In 2008, state funding for Head Start was cut, eliminating 244 of the 400 state-funded Head Start slots for the 2008-2009 school year.¹² The state's Comprehensive Child Care Services Program, designed to provide Head Start-like services in child care centers serving low-income children, was also eliminated, resulting in approximately 300 Head Start-eligible children losing enhanced educational and social services through their child care.¹³

Improving Head Start for School Readiness Act of 2007

◆ The federal reauthorization of Head Start in 2007 expanded eligibility to children in families with incomes below 130% of federal poverty guidelines (\$23,803 for a family of three in 2009). Children also are eligible if their families are homeless or receive public assistance.¹⁴

◆ New federal regulations require all Head Start teachers to have at least an associate's degree by 2011 and 50% of Head Start teachers in the U.S. to have at least a bachelor's degree by 2013.¹⁵ In 2006 in Rhode Island, 70% of Head Start teachers had at least an associate's degree (compared with 72% across the U.S.), and 32% had a bachelor's degree or higher (compared with 38% nationally).¹⁶

Children Enrolled in Head Start

Table 32.

Children Enrolled in Head Start, Rhode Island, 2008

CITY/TOWN	# OF CHILDREN AGES 3 & 4	ESTIMATED # OF CHILDREN ELIGIBLE FOR HEAD START*	# OF CHILDREN ENROLLED IN HEAD START	% OF ESTIMATED ELIGIBLE CHILDREN ENROLLED IN HEAD START
Barrington	416	10	1	10%
Bristol	547	62	16	26%
Burrillville	370	49	38	77%
Central Falls	607	342	137	40%
Charlestown	184	25	8	32%
Coventry	789	70	43	61%
Cranston	1,689	186	209	100%
Cumberland	776	64	0	0%
East Greenwich	381	33	0	0%
East Providence	1,030	181	110	61%
Exeter	220	60	0	0%
Foster	76	0	0	NA
Glocester	313	19	4	21%
Hopkinton	263	50	6	12%
Jamestown	71	0	1	100%
Johnston	638	75	48	64%
Lincoln	483	32	0	0%
Little Compton	66	3	1	34%
Middletown	508	61	59	96%
Narragansett	290	23	13	58%
New Shoreham	27	1	0	0%
Newport	599	264	125	47%
North Kingstown	750	100	39	39%
North Providence	540	95	40	42%
North Smithfield	180	14	0	0%
Pawtucket	2,112	780	200	26%
Portsmouth	443	24	11	47%
Providence	4,590	2,370	763	32%
Richmond	226	10	3	29%
Scituate	164	6	6	100%
Smithfield	365	8	6	79%
South Kingstown	660	33	24	72%
Tiverton	261	15	19	100%
Warren	243	32	20	63%
Warwick	1,989	189	164	87%
West Greenwich	241	15	0	0%
West Warwick	791	266	103	39%
Westerly	538	95	61	64%
Woonsocket	1,233	537	206	38%
Core Cities	9,932	4,559	1,534	34%
Remainder of State	15,737	1,640	950	58%
Rhode Island	25,669	6,200	2,484	40%

Note to Table

The estimated Head Start eligible population was adjusted in the 2009 Factbook to reflect increased income eligibility guidelines passed as part of the *Improving Head Start for School Readiness Act of 2007*. The estimated number of Head Start eligible children is calculated by multiplying the number of three and four-year-old children in each community by the percentage of children under age five living in families with incomes below 130% of the poverty level in that community, according to Census 2000, Summary File 3. Because of the changes in eligibility, the percentage of eligible children enrolled in Head Start cannot be compared with previous Factbooks. Also, this table includes all children ages three to five enrolled in Head Start. Enrollment data in previous Factbooks did not include five-year-olds in the table.

*This is an estimate of the income-eligible population and does not take into account other children who are eligible for Head Start services (e.g., children in homeless families) or changes in child population and poverty rates since 2000. Also, Head Start regulations allow 10% of enrolled children to be over the income threshold.

Source of Data for Table/Methodology

Rhode Island Head Start Programs, all children (ages three to five) enrolled as of October 2008. Children enrolled are sorted by place of residence of child, not the location of the Head Start program.

Core cities are Central Falls, Newport, Pawtucket, Providence, West Warwick and Woonsocket.

References

¹⁴ Currie, J. & Neidell, M. (2003). *Getting inside the "black box" of Head Start quality: What matters and what doesn't?* (Working paper 10091). Cambridge, MA: National Bureau of Economic Research.

² *Head Start participants, programs, families, and staff in 2006*. (2008). Washington, DC: Center for Law and Social Policy.

³ Klein, L. & Knitzer, J. (2007). *Promoting effective early learning: What every policymaker and educator should know*. New York: National Center for Children in Poverty, Columbia University.

(continued on page 160)

Full-Day Kindergarten

DEFINITION

Full-day kindergarten is the percentage of public school children enrolled in full-day kindergarten programs as of October 2008. Full-day kindergarten is defined as kindergarten programs that operate for at least six hours per day. Children enrolled in private kindergarten programs or in half-day kindergarten programs that offer after-school child care are not included.

SIGNIFICANCE

Children benefit academically from participating in full-day kindergarten. Those in full-day kindergarten are more likely to be ready for first grade than children in half-day kindergarten programs.¹ On average, the learning gains that students make in full-day kindergarten programs translate to a month of additional schooling over the course of a school year.² Full-day kindergarten programs can be especially beneficial to poor and minority children and can contribute significantly to closing academic achievement gaps.³

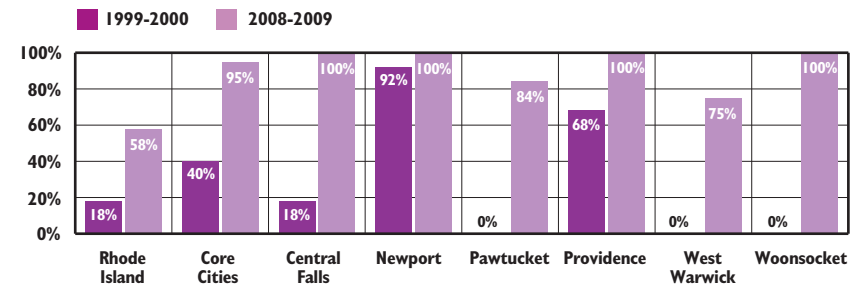
With an estimated 69% of kindergarteners in the U.S. having attended center-based early education programs, kindergarten no longer serves as the entry-point to formal, full-day

school for most young children.⁴ Many parents favor full-day kindergarten as it provides continuity for children who are already accustomed to full-day preschool experiences and it reduces the number of transitions and disruptions their children must make each day.⁵ Teachers in full-day kindergarten programs have more time to provide meaningful learning opportunities that encourage cognitive, physical and social-emotional development.^{6,7}

Nationally, enrollment in full-day kindergarten has been increasing steadily over the past 25 years. In 1979, 25% of kindergartners were in full-day programs.⁸ In 2006, 72% of the nation's public school kindergarteners and 74% of private school kindergarteners were enrolled in full-day programs.⁹

Across the U.S., nine states require all school districts to offer full-day kindergarten and two states require children to attend full-day kindergarten before entering first grade.¹⁰

Children in Full-Day Public Kindergarten Programs, Core Cities and Rhode Island, 1999-2000 and 2008-2009 School Years



Source: Rhode Island Department of Elementary and Secondary Education, October 1999 and October 2008.

◆ In Rhode Island in the 2008-2009 school year, 58% of the children who attended public kindergarten were in a full-day program.¹¹

◆ As of the 2008-2009 school year, 13 school districts offered universal access to full-day kindergarten programs and another eight school districts operated at least one full-day kindergarten classroom. The East Providence, North Providence, Pawtucket and West Warwick school districts significantly expanded the availability of full-day kindergarten in 2008-2009. All of Rhode Island's independent charter schools offering kindergarten run full-day programs.¹²

Academic Progress in Full-Day Kindergarten

◆ According to the National Center for Education Statistics, 68% of full-day kindergarten classes spend more than one hour per day on reading instruction compared to 37% of half-day classes.¹³

◆ Full-day kindergarten classes are more likely than half-day classes to spend time every day on math (90% and 73%, respectively), social studies (30% and 18%, respectively), and science (24% and 10%, respectively).¹⁴

◆ Nationally, children in full-day kindergarten classes make greater academic gains in both reading and mathematics compared to those in half-day classes, even after adjusting for differences associated with race/ethnicity, poverty status, fall achievement level, gender and class size.¹⁵

Table 33. Children Enrolled in Full-Day Kindergarten Programs, Rhode Island, 1999-2000 and 2008-2009

SCHOOL DISTRICT	1999-2000 SCHOOL YEAR			2008-2009 SCHOOL YEAR		
	TOTAL CHILDREN IN K PROGRAMS	CHILDREN IN FULL-DAY K	% OF CHILDREN IN FULL-DAY K	TOTAL CHILDREN IN K PROGRAMS	CHILDREN IN FULL-DAY K	% OF CHILDREN IN FULL-DAY K
Barrington*	214	0	0%	185	0	0%
Bristol-Warren*	255	0	0%	261	261	100%
Burrillville*	164	0	0%	197	197	100%
Central Falls*	250	44	18%	279	279	100%
Chariho	292	0	0%	219	0	0%
Coventry	381	0	0%	302	6	2%
Cranston	737	0	0%	683	10	1%
Cumberland	373	0	0%	300	6	2%
East Greenwich*	165	0	0%	138	27	20%
East Providence*	443	0	0%	385	219	57%
Exeter-W. Greenwich	129	0	0%	111	0	0%
Foster	55	0	0%	32	0	0%
Foster-Glocester	0	0	0%	0	0	NA
Glocester	124	0	0%	91	2	2%
Jamestown*	59	0	0%	42	42	100%
Johnston*	241	0	0%	203	15	7%
Lincoln	232	0	0%	192	0	0%
Little Compton	38	0	0%	27	0	0%
Middletown*	258	211	82%	179	179	100%
Narragansett*	125	0	0%	90	90	100%
New Shoreham*	8	8	100%	13	13	100%
Newport*	225	206	92%	156	156	100%
North Kingstown*	313	0	0%	234	52	22%
North Providence*	211	0	0%	228	116	51%
North Smithfield*	122	55	45%	128	127	99%
Pawtucket*	788	0	0%	735	616	84%
Portsmouth	214	0	0%	157	1	1%
Providence*	2,117	1,431	68%	1,909	1,909	100%
Scituate	107	0	0%	92	0	0%
Smithfield	177	0	0%	123	0	0%
South Kingstown*	278	0	0%	236	236	100%
Tiverton	144	0	0%	115	1	1%
Warwick*	766	29	4%	642	17	3%
West Warwick*	260	0	0%	262	196	75%
Westerly*	282	10	4%	230	230	100%
Woonsocket*	522	0	0%	482	482	100%
Charter Schools	NA	NA	NA	249	249	100%
State-Operated Schools	NA	NA	NA	4	4	100%
Core Cities	4,162	1,681	40%	3,823	3,638	95%
Remainder of State	6,907	313	5%	5,835	1,847	32%
Rhode Island	11,069	1,994	18%	9,911	5,738	58%

* District operated at least one full-day kindergarten classroom during the 2008-2009 school year.

Source of Data for Table/Methodology

Rhode Island Department of Elementary and Secondary Education. Data are as of October 1999 and October 2008.

Core cities are Central Falls, Newport, Pawtucket, Providence, West Warwick and Woonsocket.

Charter schools reported for this indicator are CVS Highlander Charter School, The Compass Charter School, International Charter School, Kingston Hill Academy, The Learning Community, and Paul Cuffee Charter School. The state-operated school is the Rhode Island School for the Deaf.

References

- ^{1,3} DeCesare, D. (2004). Full-day kindergarten programs improve chances of academic success. *The progress of education reform 2004: Kindergarten*, (5)4, 1-6.
- ² Viadero, D. (2005). Full-day kindergarten produces more learning gains, study says. *Education Week*, 25(8), 1,16.
- ^{4,5,6,8} Kauerz, K. (2005). *Full-day kindergarten: A study of state policies in the United States*. Denver, CO: Education Commission of the States.
- ⁷ Ackerman, D. J., Barnett, W. S., & Robin, K. B. (2005). *Making the most of kindergarten: Present trends and future issues in the provision of full-day programs*. New Brunswick, NJ: Rutgers University, National Institute on Early Education Research.
- ⁹ U.S. Bureau of the Census, Current Population Survey, October 2006. Table 3.
- ¹⁰ Kauerz, K. (2005). State kindergarten policies: Straddling early learning and early elementary school. *Beyond the Journal: Young Children on the Web*. Washington, DC: National Association for the Education of Young Children.
- ^{11,12} Rhode Island Department of Elementary and Secondary Education, October 2008.
- ^{13,14,15} Walston, J. & West, J. (2004). *Full-day and half-day kindergarten in the United States: Findings from the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99*. Washington, DC: U.S. Department of Education, Institute for Education Sciences.

Children Receiving Child Care Subsidies

DEFINITION

Children receiving child care subsidies is the number of children receiving child care that is either fully or partially paid for with a child care subsidy from the Rhode Island Department of Human Services. Child care subsidies can be used for care by a child care center, family child care home, a relative or an in-home caregiver.

SIGNIFICANCE

Families rely on child care to enable them to work and to provide the early education experiences needed to prepare their children for school. Yet the high cost of child care in the United States (\$3,400 - \$14,600 per child per year) puts quality care out of reach for many low-income families.¹

In Rhode Island, the average cost of full-time child care for an infant in a child care center consumes 47% of the median single-parent family income and 12% of the median two-parent family income. The average cost of child care for two children in Rhode Island, exceeds the state's median rent and is nearly as high as the average monthly mortgage payment.² Using the federal affordability guideline that families should spend no more than 10% of their gross income on child care, a Rhode Island family would need to make at least \$87,000 per year to afford the average cost of child care for a three-

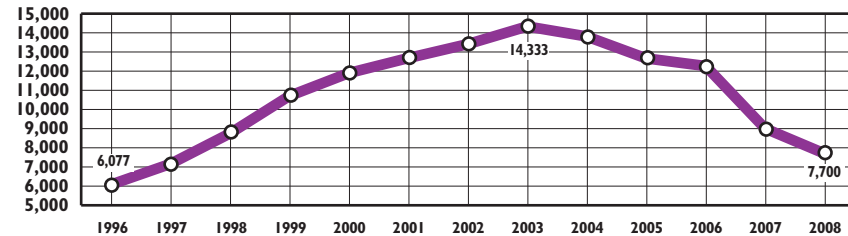
year-old at a licensed center (\$8,736).^{3,4}

Use of child care subsidies increases the likelihood that low-income parents, particularly families that previously received cash assistance, are able to work and remain employed. Child care subsidies reduce the likelihood that former cash assistance recipients return to the program and increase the range of types of child care that low-income families can afford. Families who use child care subsidies have higher rates of maternal employment, more stable employment, and higher wages than disadvantaged families who do not use child care subsidies.^{5,6}

In 1996, Rhode Island established an entitlement to child care assistance for families with incomes up to 185% of the federal poverty level (FPL) as a key component of welfare reform. In 1998, eligibility was expanded to families with incomes up to 225% of the FPL, children ages 13 to 15 were added and rates paid to child care providers were to be adjusted biennially in order to provide low-income families with access to high-quality child care.⁷

In 2007, eligibility for child care subsidies was reduced to 180% of the FPL (\$32,958 for a family of three in 2009) and eligibility for children ages 13 to 15 was eliminated.^{8,9} In 2008, rates paid to providers serving children with subsidies were increased slightly to the average of the 2002 and 2004 market rate levels.¹⁰

Child Care Subsidies, Rhode Island, 1996-2008



Source: Rhode Island Department of Human Services, December 1996 – December 2008.

◆ In December 2008, there were 7,700 child care subsidies in Rhode Island, down from 9,008 in December 2007. The number of child care subsidies increased steadily from 6,077 in 1996 to 14,333 in 2003. Since 2003, there has been a 46% decrease in the number of child care subsidies.¹¹ In September 2007, the state cut income eligibility for the Child Care Assistance Program from 225% of the FPL to 180% of the FPL, increased family co-payments, and eliminated eligibility for children ages 13 to 15, which has resulted in fewer families qualifying for subsidies.¹²

◆ In 2008 in Rhode Island, 65% of children receiving child care subsidies were enrolled in a licensed child care center, 33% were enrolled in a licensed family child care home or group family child care home, and 1% were being cared for by a non-licensed relative, friend or neighbor.¹³

◆ In December 2008, 76% of all child care subsidies in Rhode Island were being used by low-income working families not receiving cash assistance and 15% were used by families enrolled in the Rhode Island Works Program (formerly FIP) who were engaged in employment activities. Another 9% of child care subsidies were being used for children in the care of the Rhode Island Department of Children, Youth and Families.¹⁴

Average Annual Cost for Full-Time Child Care, Rhode Island, 2006

PROGRAM TYPE	COST PER CHILD
Child Care Center (infant care)	\$10,557
Child Care Center (preschool care)	\$8,736
Family Child Care Home (preschool care)	\$8,140
School-Age Center-Based Program (child age 6-12)	\$6,902

Source: Rhode Island KIDS COUNT analysis of average weekly rates from Bodah, M. M. (2006). *Statewide survey of childcare rates in Rhode Island*. Kingston, RI: University of Rhode Island.

Children Receiving Child Care Subsidies

Table 34.

Child Care Subsidies, Rhode Island, December 2008

CITY/TOWN	SUBSIDY USE BY CHILD RESIDENCE			SUBSIDY USE BY PROGRAM LOCATION			
	ENROLLED IN RI WORKS	NOT ENROLLED IN RI WORKS	TOTAL CHILD CARE SUBSIDIES	UNDER AGE 3	AGES 3-5	AGES 6-12	TOTAL CHILD CARE SUBSIDIES
Barrington	5	5	10	4	6	7	17
Bristol	4	29	33	5	17	19	41
Burrillville	7	33	40	9	44	37	90
Central Falls	57	327	384	85	108	151	344
Charlestown	3	18	21	3	7	3	13
Coventry	15	91	106	18	42	34	94
Cranston	55	361	416	126	177	225	528
Cumberland	18	77	95	26	22	37	85
East Greenwich	3	30	33	34	32	21	87
East Providence	34	181	215	71	94	106	271
Exeter	1	4	5	6	7	2	15
Foster	3	3	6	2	2	1	5
Glocester	3	16	19	9	11	10	30
Hopkinton	3	6	9	1	5	8	14
Jamestown	1	6	7	3	5	1	9
Johnston	13	79	92	34	59	36	129
Lincoln	6	54	60	24	46	56	126
Little Compton	0	1	1	0	0	1	1
Middletown	4	53	57	36	33	29	98
Narragansett	3	15	18	9	8	7	24
New Shoreham	0	0	0	0	1	0	1
Newport	32	169	201	54	58	76	188
North Kingstown	24	89	113	36	44	36	116
North Providence	14	90	104	32	34	36	102
North Smithfield	5	16	21	3	2	4	9
Pawtucket	86	611	697	187	259	274	720
Portsmouth	5	22	27	6	8	9	23
Providence	531	2,524	3,055	867	1,049	1,263	3,179
Richmond	0	9	9	1	1	1	3
Scituate	1	7	8	1	1	0	2
Smithfield	3	17	20	29	30	13	72
South Kingstown	10	40	50	12	25	24	61
Tiverton	2	19	21	3	5	7	15
Warren	3	49	52	5	2	11	18
Warwick	53	218	271	120	179	141	440
West Greenwich	0	7	7	11	17	5	33
West Warwick	32	140	172	45	52	52	149
Westerly	20	57	77	25	39	26	90
Woonsocket	116	316	432	121	132	179	432
DCYF	NA	NA	669	NA	NA	NA	NA
Out-Of-State	NA	NA	NA	8	12	6	26
Core Cities	854	4,087	4,941	1,359	1,658	1,995	5,012
Remainder of State	321	1,702	2,023	712	1,017	959	2,662
Rhode Island	1,175	5,789	7,633	2,071	2,675	2,954	7,700

Source of Data for Table/Methodology

The Rhode Island Department of Human Services, InRhodes Database, December 2008.

Subsidy data by age of child are reported by the location of the program. Total subsidy use numbers by child residence and total subsidy use numbers by program location do not match because children may be enrolled in more than one program and the InRhodes database is a live system and reports run on different days can have slight variation.

RI Works is Rhode Island's cash-assistance program (formerly known as the Family Independence Program). DCYF is the number of children in the care of the Department of Children, Youth and Families who are receiving child care subsidies.

Parents who are working and are enrolled in RI Works can claim a "child care disregard." When cash benefit levels are calculated based on monthly income, the child care disregard allows families to not count or "disregard" and designate for child care expenses up to \$200 of their monthly income for children under two years of age and up to \$175 for children two years and older. The child care disregard is a form of subsidy not included in this table. In December 2008, 27 families used child care disregards.

The average annual cost for full-time child care was determined by multiplying the average weekly tuition rate by 52 weeks (for infants and preschoolers). For school-age children, the annual cost was determined by multiplying the average weekly tuition for before and after school care by 39 weeks and adding three weeks of average school vacation tuition and 10 weeks of average summer vacation tuition.

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School-Age Child Care

DEFINITION

School-age child care is the number of licensed after-school child care programs and slots for children ages six and older. These numbers do not include certified family child care home slots, informal child care arrangements, summer day camps, or community programs that do not require licensing by the state.

SIGNIFICANCE

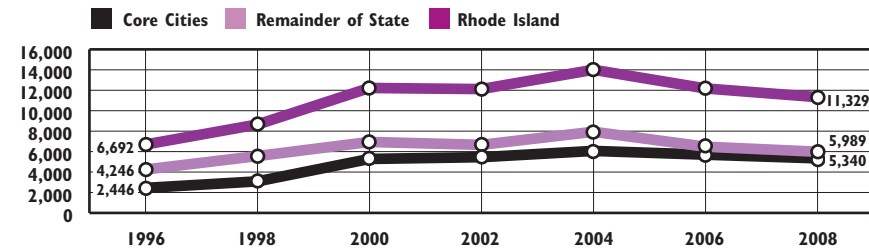
In 2007, 73% (111,956) of Rhode Island children ages six to 17 had all resident parents in the workforce, higher than the U.S. average of 70%.¹ Children are typically in school for only about 64% of the time that full-time employed parents are at work. The gap between parents' work schedules and students' school schedules amounts to 15-25 hours per week during the school year.² Families often patch together different care arrangements to cover the hours before and after school and the days during school vacations and summer break.³ Concerns about their children's safety and the reliability of care arrangements can be a significant source of stress for working parents of school-age children.⁴

National research indicates that approximately 7% of children in grades one to five and 34% of children in grades six to eight are in self care,

defined as being left home unsupervised by an adult.⁵ When school is out and parents are at work, children and young adolescents need safe, structured programs with adequate adult supervision. Effective after-school programs also expose children to new experiences, give them a chance to build skills and increase their sense of competency, and offer children opportunities to develop meaningful relationships with both adults and peers.⁶

Children who are regularly left alone without adult supervision when school is out more likely to become involved with gangs, engage in criminal behavior, and use illegal substances. Research shows that children who participate in high-quality, well-designed after-school programs and extracurricular activities benefit socially, emotionally, and academically. They attend school more regularly, behave better in school, perform better academically, and have higher graduation rates.⁷ Students who are low-income, have poor school attendance, limited English proficiency or low test scores gain the most from participating in high-quality after-school programs.⁸

Licensed School-Age Child Care Slots, Rhode Island, 1996-2008



Source: Options for Working Parents, 1996-2006. Rhode Island Department of Children, Youth and Families, 2008. Data do not include slots in family child care settings.

◆ The number of licensed school-age child care slots in Rhode Island more than doubled between 1996 and 2004. After reaching a peak of 14,006 in 2004, the number of slots has been steadily decreasing.⁹

◆ In December 2008, 2,742 Rhode Island children ages six to 12 received a child care subsidy for before and/or after-school care. Of these children, 1,731 (63%) were enrolled in a licensed center-based program, 971 (35%) were enrolled in certified family child care, and 40 (1%) were in the care of a license-exempt family, friend or neighbor.¹⁰

Challenges Facing the School-Age Care Field

◆ Since 2006, the number of child care subsidies for school-age children has dropped 43% from 5,218 to 2,954.¹¹ In 2007, family income eligibility for a child care subsidy was reduced from 225% to 180% of the federal poverty level (\$32,958 for a family of three in 2009), eligibility for children over age 12 was eliminated, and family co-payments increased. In addition, the subsidy rates paid to before and after-school providers was decreased.

◆ Respondents to a national survey of school-age care professionals cited recruiting and retaining qualified staff as their top challenge. The part-time nature of after-school programs and prevailing low wages make finding skilled staff difficult.¹²

Table 35. Licensed School-Age Child Care for Children Ages 6 to 12, Rhode Island, 2008

CITY/TOWN	NUMBER OF CHILDREN AGES 6 TO 12	NUMBER OF PROGRAMS	NUMBER OF SLOTS
Barrington	2,064	8	325
Bristol	1,784	4	126
Burrillville	1,672	3	213
Central Falls	2,190	5	398
Charlestown	717	1	26
Coventry	3,431	7	273
Cranston	7,115	18	618
Cumberland	3,135	4	270
East Greenwich	1,581	3	130
East Providence	4,292	13	637
Exeter	684	3	83
Foster	489	2	39
Glocester	1,105	1	10
Hopkinton	802	2	92
Jamestown	576	1	51
Johnston	2,490	5	75
Lincoln	2,206	7	335
Little Compton	322	1	26
Middletown	1,787	6	206
Narragansett	1,144	1	60
New Shoreham	69	0	0
Newport	2,056	7	378
North Kingstown	2,823	9	375
North Providence	2,444	4	196
North Smithfield	988	1	100
Pawtucket	7,477	12	1,047
Portsmouth	1,839	3	134
Providence	18,592	31	2,701
Richmond	830	1	52
Scituate	1,102	1	29
Smithfield	1,653	5	116
South Kingstown	2,630	3	160
Tiverton	1,452	2	95
Warren	1,032	2	92
Warwick	7,630	16	777
West Greenwich	592	2	28
West Warwick	2,618	5	285
Westerly	2,160	6	240
Woonsocket	4,373	10	531
Core Cities	37,306	70	5,340
Remainder of State	64,640	145	5,989
Rhode Island	101,946	215	11,329

Federal Financing

After-School Care

◆ The Child Care and Development Block Grant (CCDBG) is the largest source of federal funding for child care. States receive funding based on an allocation formula and can use these funds for child care subsidies for low-income children ages 12 and under and to improve the quality of child care.¹³

◆ Rhode Island's Fiscal Year 2009 enacted budget included \$51.6 million for child care subsidies, of which \$44.5 million came from federal sources, primarily the Child Care and Development Block Grant (CCDGB) and TANF, and \$7.1 million from state general revenue.^{14,15} In 2008, about 39% of children receiving child care subsidies were school age.¹⁶

Expanded Learning Opportunities

◆ The 21st Century Community Learning Centers program provides funding for after-school programs primarily serving students attending Title I schools (schools with high concentrations of disadvantaged students). In Federal Fiscal Year 2008, Rhode Island received almost \$5.3 million in 21st Century funds to serve approximately 5,300 children.¹⁷

Source of Data for Table/Methodology

Number of children ages six to 12 years old is from the U.S. Census Bureau, Census 2000, Summary File 1.

Department of Children, Youth and Families, number of licensed school-age child care programs and slots for children ages six to 12 as of December 2008. These numbers do not include certified family child care home slots, informal child care arrangements, and community programs for youth ages six and older that do not require licensing by the state. Licensed school-age child care programs also provide services to five year-old children who are enrolled in Kindergarten.

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English Language Learners

DEFINITION

English Language Learners is the percentage of all public school children (pre-kindergarten through grade 12) who are receiving English as a second language services or bilingual education services in Rhode Island public schools.

SIGNIFICANCE

Children for whom English is a second language are at risk of difficulties at school. Many of them face multiple other risk factors including poverty, lack of access to health care, low parental education levels, discrimination and racism. Children who speak languages other than English at home and who also have difficulty speaking English, face greater challenges in school and the workforce as adults than their English-speaking peers.^{1,2}

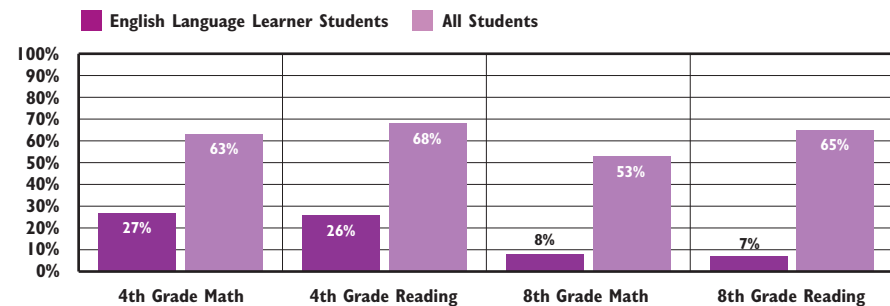
English language learner (ELL) students are the fastest growing population in U.S. public schools. Nationally, 11% of students today are ELL students, compared to 5% in 1990.³ English language learners are diverse in culture, levels of basic academic content proficiency (regardless of language of instruction) and English ability.⁴ Successful ELL education programs are adaptable to student needs, use ongoing assessments of student progress, and provide educators with ongoing professional development; bilingual education programs can be particularly effective.^{5,6,7,8}

Nationally and in Rhode Island, students who are English Language Learners and children in immigrant families are more likely to be concentrated in under-resourced schools in high poverty communities.^{9,10,11} Seventy-six percent of all ELL students in Rhode Island live in the core cities, and 85% (6,342) of all ELL students live in low-income families.¹² Given the proven link between educational attainment and family economic success, a high-quality education is the most important vehicle for upward mobility for children in immigrant families.^{13,14}

Studies show that ELL students overwhelmingly believe that school prepares them to get ahead; they believe studying hard is important to succeed and most hope to go to college.¹⁵ ELL students are challenged to learn English and simultaneously succeed academically.^{16,17} Schools play a critical role in helping ELL students transition to the culture of the U.S. and in supporting their academic success.¹⁸

In the 2007-2008 school year, ELL students in Rhode Island public schools spoke over 80 different languages.¹⁹ Twenty-eight percent were enrolled in a bilingual program and 72% were enrolled in an English as a second language program. The Providence Public School District and the International Charter School offered the only bilingual programs in Rhode Island in the 2007-2008 school year.²⁰

4th Grade Reading Proficiency Rates, by English Language Learner Status, Rhode Island, 2008



Source: Rhode Island Department of Elementary and Secondary Education, *New England Common Assessment Program* (NECAP), October 2008.

- ◆ **Nationally and in Rhode Island, students who are English Language Learners score significantly lower on standardized tests than their peers.^{21,22} In October 2008 in Rhode Island, 27% of fourth-grade ELL students scored at or above proficiency in math, compared to 63% of all fourth graders statewide. Twenty-six percent of fourth-grade ELL students scored at or above proficiency in reading, compared to 68% of all fourth graders statewide.²³**
- ◆ **Nationally and in Rhode Island, the achievement gap between students who are English Language Learners and all students widens between elementary and middle school.^{24,25} In October 2008 in Rhode Island, 8% of eighth-grade ELL students scored at or above proficiency in math, compared to 53% of all eighth graders statewide. Seven percent of eighth-grade ELL students scored at or above proficiency in reading, compared to 65% of eighth graders statewide.²⁶**
- ◆ **ELL student performance on reading and math tests has improved in the last four years. However, ELL students in Rhode Island consistently score significantly lower than any other group of students.²⁷**
- ◆ **Best practices to increase the academic achievement of ELL students include: use of data and research, highly skilled teachers and leaders, supports beyond the classroom for parents and students, programs accommodating the needs of students at varying levels of English proficiency and academic ability, positive school environments, and clear guidelines for transitioning students out of ELL programming.²⁸**

English Language Learners

Table 36.

English Language Learner Students, Rhode Island, 2007-2008 School Year

SCHOOL DISTRICT	TOTAL # OF STUDENTS	NUMBER OF ENGLISH LANGUAGE LEARNER STUDENTS				TOTAL # OF ELL STUDENTS	% OF TOTAL DISTRICT
		PRE K AND K	ELEMENTARY (GRADES 1-5)	MIDDLE (GRADES 6-8)	HIGH (GRADES 9-12)		
Barrington	3,382	2	24	7	6	39	1%
Bristol-Warren	3,433	13	70	29	16	128	4%
Burrillville	2,554	3	2	0	0	5	0%
Central Falls	3,338	80	299	151	198	728	22%
Charlho	3,690	2	12	1	2	17	0%
Coventry	5,215	0	5	1	0	6	0%
Cranston	10,323	48	251	106	80	485	5%
Cumberland	4,766	9	54	15	1	79	2%
East Greenwich	2,347	3	6	4	4	17	1%
East Providence	5,660	30	122	18	23	193	3%
Exeter-W. Greenwich	1,906	0	10	5	3	18	1%
Foster	258	0	0	0	0	0	0%
Foster-Glocester	1,523	0	0	0	0	0	0%
Glocester	554	0	0	0	0	0	0%
Jamestown	481	0	3	1	0	4	1%
Johnston	3,136	1	25	34	8	68	2%
Lincoln	3,318	6	13	4	3	26	1%
Little Compton	303	0	0	0	0	0	0%
Middletown	2,390	2	38	17	20	77	3%
Narragansett	1,456	0	2	0	0	2	0%
New Shoreham	142	1	2	0	2	5	4%
Newport	2,175	7	34	11	10	62	3%
North Kingstown	4,401	11	22	8	5	46	1%
North Providence	3,128	3	21	19	20	63	2%
North Smithfield	1,853	2	12	2	0	16	1%
Pawtucket	8,530	121	398	181	171	871	10%
Portsmouth	2,847	0	0	0	0	0	0%
Providence	24,180	481	1,935	594	605	3,615	15%
Scituate	1,721	0	0	0	0	0	0%
Smithfield	2,496	1	9	4	1	15	1%
South Kingstown	3,614	2	10	5	4	21	1%
Tiverton	1,979	0	0	0	0	0	0%
Warwick	10,742	15	41	17	6	79	1%
West Warwick	3,575	6	46	9	25	86	2%
Westerly	3,327	6	29	20	12	67	2%
Woonsocket	6,166	21	166	51	37	275	4%
Charter Schools	1,901	60	215	9	3	287	15%
State-Operated Schools	1,727	0	0	1	26	27	2%
Core Cities	47,964	716	2,878	997	1,046	5,637	12%
Remainder of State	92,945	160	783	317	216	1,476	2%
Rhode Island	144,537	936	3,876	1,324	1,291	7,427	5%

Sources of Data for Table/Methodology

Rhode Island Department of Elementary and Secondary Education, 2007-2008 school year. Total number of English language learner students is the number of students in each district who were actively enrolled in English as a Second Language (ESL) or Bilingual Education programs in the 2007-2008 school year. Students who are not yet fully English proficient but have exited ESL or Bilingual Education programs to regular education are not included in these numbers.

Due to a change in methodology, the percentage of English language learner students cannot be compared with percentages before the 2004 Factbook. The “% of Total District” is based on the total number of English language learners divided by the “average daily membership.”

The charter schools are: BEACON Charter School, Blackstone Academy Charter School, Compass Charter School, CVS Highlander Charter School, International Charter, Kingston Hill Academy, Paul Cuffee Charter School and The Learning Community Charter School. The state-operated schools are: William M. Davies Jr. Career-Technical School, DCYF schools, and the Rhode Island School for the Deaf.

Core cities are Central Falls, Newport, Pawtucket, Providence, West Warwick and Woonsocket.

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Children Enrolled in Special Education

DEFINITION

Children enrolled in special education is the percentage of K-12 students who received special education services in Rhode Island public schools or who were placed in private special education programs by their district of residence. Unless otherwise specified, references to students enrolled in special education in this indicator do not include pre-school or parentally-placed special education students.

SIGNIFICANCE

Effective and appropriate special education and related services are important resources for improving long-term outcomes for children and youth with special needs. Students with disabilities are more likely than students without disabilities to have lower student achievement, graduation rates, participation in postsecondary education and economic success in adulthood.¹ Students with disabilities are more likely than their peers to report social and academic difficulty in school.²

The federal *Individuals with Disabilities Education Act* (IDEA) Part B mandates that local school districts identify and evaluate students ages three to 21 whom they have reason to believe have disabilities.^{3,4} Once found eligible for special education, a student must be provided with an Individualized

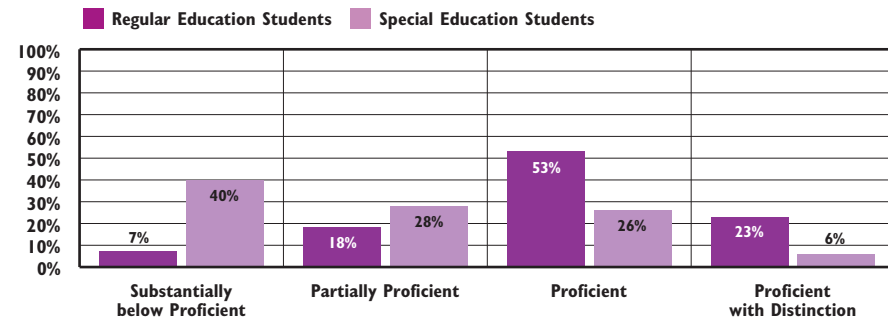
Education Program (IEP) laying out goals and outlining steps for achieving the goals. Services described in the IEP must be provided to students in the least restrictive environment (i.e., to the extent appropriate, integrated into a regular education setting).⁵

In the 2006-2007 school year, Rhode Island had the highest percentage of public school students with IEPs in the U.S. at 20%, compared with 13% in overall the U.S.⁶

In Rhode Island in the 2007-2008 school year, there were 26,100 (18%) students enrolled in special education. Forty-two percent of Rhode Island children enrolled in special education had a learning disability, 18% had a speech impairment, 17% had a health impairment, 10% had an emotional disturbance, 5% had an autism spectrum disorder, and 7% had other disabilities.⁷

Thirty-eight percent of Rhode Island special education students in 2007-2008 were ages five to 10; 33% were ages 11 to 14; 27% were ages 15 to 18; and 1% were ages 19 to 21. There were an additional 2,866 pre-school students in Rhode Island receiving special education services during the 2007-2008 school year. Of these preschool children, 48% were receiving speech and language services, 38% had developmental delays, 7% had autism, and 7% had other disabilities.⁸

4th Grade Reading Proficiency Rates, by Special Education Status, Rhode Island, 2008



Source: Rhode Island Department of Elementary and Secondary Education, *New England Common Assessment Program*, (NECAP) 4th Grade, October 2008. Percentages may not sum to 100% due to rounding.

- ◆ In Rhode Island, students with disabilities consistently achieve at lower levels than non-disabled students on the state assessments. On the 2008 fourth grade reading assessment, 26% of special education students were proficient, 6% were proficient with distinction and 40% were substantially below proficient. Fifty-three percent of regular education students were proficient in reading, 23% were proficient with distinction and 7% were substantially below proficient.⁹
- ◆ The federal *No Child Left Behind Act* (NCLB) requires states, districts and schools to demonstrate that students with disabilities make “adequate yearly progress” towards proficiency in reading and math. Together with IDEA, NCLB promotes accountability for the achievement of students with disabilities.¹⁰
- ◆ Nationally, students with disabilities are much less likely than their peers to graduate from high school and are five times less likely to go on to post-secondary education than students without disabilities.¹¹ The Rhode Island special education four-year graduation rate for the class of 2008 was 56%, compared to an overall state graduation rate of 74%. The special education dropout rate was 25%, compared with 15% in the state overall.¹²
- ◆ Ensuring that all students are served in the least restrictive environment appropriate to their needs can help improve educational outcomes for special needs students. Of Rhode Island students ages six to 21 receiving special education services during the 2007-2008 school year, 70% were in a regular class for 80% of the day or more, 7% were in a regular class for 40% to 79% of the day and 15% were in a regular class for less than 40% of the day.¹³

Children Enrolled in Special Education

Table 37.

Kindergarten through 12th Grade Students in Special Education by Primary Disability, Rhode Island, 2007-2008

SCHOOL DISTRICT OF RESIDENCE	TOTAL # OF STUDENTS	AUTISM SPECTRUM DISORDER	EMOTIONAL DISTURBANCE	HEALTH IMPAIRMENT	LEARNING DISABILITY	MENTAL RETARDATION	SPEECH DISORDER	OTHER	TOTAL STUDENTS WITH DISABILITIES	% STUDENTS IN SPECIAL EDUCATION
Barrington	3,383	36	35	122	140	12	118	13	476	14%
Bristol-Warren	3,455	26	22	29	197	31	101	11	417	12%
Burrillville	2,565	29	44	87	142	18	116	17	453	18%
Central Falls	3,339	12	68	73	463	51	105	21	793	24%
Chariho	3,619	38	20	45	115	24	95	13	350	10%
Coventry	5,210	33	54	86	553	31	111	30	898	17%
Cranston	10,207	105	150	345	853	45	234	59	1,791	18%
Cumberland	4,792	57	83	241	280	25	223	24	933	19%
East Greenwich	2,361	35	20	104	90	NA	67	12	334	14%
East Providence	5,629	47	183	389	509	43	266	44	1,481	26%
Exeter-West Greenwich	1,917	16	36	72	89	11	86	NA	319	17%
Foster	268	NA	NA	NA	NA	NA	19	NA	31	12%
Foster-Glocester	1,523	NA	12	32	54	10	28	NA	149	10%
Glocester	558	NA	NA	11	17	NA	41	NA	86	15%
Jamestown	697	14	NA	39	42	NA	17	NA	124	18%
Johnston	3,211	42	63	196	307	17	114	15	754	23%
Lincoln	3,336	34	64	125	187	21	82	15	528	16%
Little Compton	437	NA	NA	NA	40	NA	12	NA	66	15%
Middletown	2,385	29	45	81	226	11	54	14	460	19%
Narragansett	1,459	15	16	35	83	NA	75	10	237	16%
New Shoreham	142	NA	NA	NA	NA	NA	NA	NA	24	17%
Newport	2,170	25	39	16	269	14	60	11	434	20%
North Kingstown	4,199	29	73	111	265	20	143	31	672	16%
North Providence	3,128	29	47	147	149	24	146	22	564	18%
North Smithfield	1,861	20	23	46	113	NA	76	NA	292	16%
Pawtucket	8,537	69	145	172	597	86	283	40	1,392	16%
Portsmouth	2,695	39	48	102	201	NA	93	NA	500	19%
Providence	24,194	119	709	286	2,244	314	784	109	4,565	19%
Scituate	1,733	14	NA	29	64	NA	97	NA	215	12%
Smithfield	2,496	19	10	49	114	10	49	19	270	11%
South Kingstown	3,633	45	72	141	220	11	132	31	652	18%
Tiverton	2,004	19	19	40	218	NA	60	19	383	19%
Warwick	10,710	107	136	533	776	49	300	66	1,967	18%
West Warwick	3,577	24	99	75	350	32	118	28	726	20%
Westerly	3,367	42	90	107	190	12	98	17	556	17%
Woonsocket	6,126	67	173	315	471	124	247	58	1,455	24%
<i>Charter Schools</i>	<i>1,901</i>	<i>11</i>	<i>16</i>	<i>42</i>	<i>128</i>	<i>NA</i>	<i>69</i>	<i>NA</i>	<i>273</i>	<i>14%</i>
<i>State-Operated Schools</i>	<i>1,782</i>	<i>NA</i>	<i>94</i>	<i>119</i>	<i>165</i>	<i>NA</i>	<i>NA</i>	<i>71</i>	<i>463</i>	<i>26%</i>
<i>UCAP</i>	<i>136</i>	<i>NA</i>	<i>NA</i>	<i>NA</i>	<i>14</i>	<i>NA</i>	<i>NA</i>	<i>NA</i>	<i>17</i>	<i>13%</i>
<i>Core Cities</i>	<i>47,943</i>	<i>316</i>	<i>1,233</i>	<i>937</i>	<i>4,394</i>	<i>621</i>	<i>1,597</i>	<i>267</i>	<i>9,365</i>	<i>20%</i>
<i>Remainder of State</i>	<i>92,982</i>	<i>935</i>	<i>1,378</i>	<i>3,361</i>	<i>6,243</i>	<i>472</i>	<i>3,061</i>	<i>532</i>	<i>15,982</i>	<i>17%</i>
<i>Rhode Island</i>	<i>144,689</i>	<i>1,271</i>	<i>2,723</i>	<i>4,460</i>	<i>10,944</i>	<i>1,096</i>	<i>4,731</i>	<i>875</i>	<i>26,100</i>	<i>18%</i>

Source of Data for Table/Methodology

Rhode Island Department of Elementary and Secondary Education (RIDE), 2007-2008 school year. Office for Diverse Learners, June 30, 2008. The denominator (number of students) is the "resident average daily membership" for the 2007-2008 school year provided by RIDE.

Due to changes in methodology, *Children Enrolled in Special Education* in this Factbook cannot be compared with Factbooks prior to 2008. Prior Factbooks included parentally-placed private school students and preschool students receiving special education services – these students are no longer included. Children attending schools in other districts are listed in the district in which the students reside. An additional 2,866 students ages three to five receiving special education services in preschools are not included in the table.

NA indicates that fewer than ten students are in that category; actual numbers are not shown to protect student confidentiality. These students are still counted in the district totals and in the core cities, remainder of state and state totals.

The category "other" includes: developmental delay, visually impaired/blind, hearing impaired/deaf, multi-handicapped, orthopedically impaired and traumatic brain injury.

Core cities are Central Falls, Newport, Pawtucket, Providence, West Warwick and Woonsocket.

Independent charter schools reported for this indicator are BEACON Charter School, Blackstone Academy Charter School, The Compass School, Highlander Charter School, International Charter School, Kingston Hill Academy, The Learning Community Charter School, and Paul Cuffee Charter School. State-operated schools are William M. Davies Career-Technical High School, DCYF Schools, the Rhode Island Department of Corrections, Metropolitan Career & Technical Center and Rhode Island School for the Deaf.

References

- American Youth Policy Forum. (n.d.). *Improving secondary education and transition services for youth with disabilities: A forum – December 5, 2003*. Retrieved on February 11, 2008 from www.aypf.org

(continued on page 160)

Student Mobility

DEFINITION

Student mobility is the number of students who either enrolled in or withdrew from Rhode Island public schools during the 2007-2008 school year divided by the total school enrollment numbers.

SIGNIFICANCE

Families move for a variety of reasons that may include changes in household structure, parental employment status, cost of housing, health, dissatisfaction with neighborhood conditions or to improve the overall quality of family life.¹

Nationally, 14% of school-age children moved between 2006 and 2007.² Mobility can adversely affect children's academic performance. Changing schools disrupts learning and can result in children missing parts of the core curriculum.³ Delays in the transfer of student records often present challenges for administrators in correctly placing students in classes. This problem can be particularly damaging for students with special needs or behavior problems who may not receive needed services in a timely manner.⁴

High mobility rates in a school can also negatively impact non-mobile students because teachers often slow curriculum progress and spend extra time helping new students "catch up."⁵ The higher the mobility in a school, the more often teachers have to interrupt, change or completely abandon current

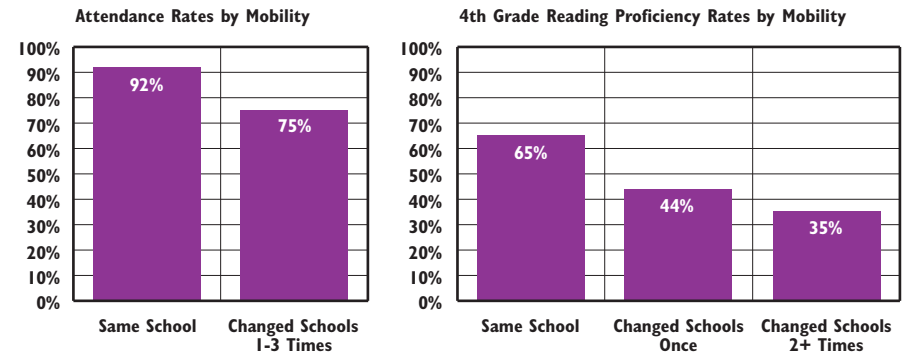
lessons. Teachers in these schools must also spend more time helping new students adjust to new rules and addressing their social concerns.⁶

Students who move more frequently are more likely to have lower test scores and grade point averages and are less likely to graduate from high school than their peers.^{7,8} Mobility also has a strong relationship to child well-being, particularly for at-risk families. Frequent moves are correlated with negative outcomes such as depression and drug and alcohol use.⁹ Children who move three or more times are 60% more likely to repeat a grade and 80% more likely to be expelled or suspended than their less-mobile peers.¹⁰

Nationally, children under age five are more likely to move than older children. Individuals living in low-income households and individuals in renter households are more mobile than higher-income people and people who own their own homes.¹¹ Black and Hispanic children are more mobile than their White peers.¹²

The overall school mobility rate for Rhode Island was 16% for the 2007-2008 school year. There was significant variation across school districts, from a high of 28% in Providence to a low of 2% in the Foster and Foster-Glocester Districts. The core cities have a significantly higher mobility rate (26%) than schools in the remainder of the state (10%).¹³

School Mobility and Education Outcomes in Rhode Island, 2006-2007 School Year



Source: Rhode Island Department of Elementary and Secondary Education, Data Warehouse, 2006-2007 school year.

◆ Rhode Island students who change schools mid-year are absent more often than students who do not change schools. Rhode Island students who did not change schools had a 92% attendance rate, compared with 75% for those who changed schools between one and three times during the 2006-2007 school year.¹⁴

◆ Children who change schools mid-year also perform worse on standardized tests than children who have not experienced school mobility. During the 2006-2007 school year in Rhode Island, 65% of fourth grade children who did not experience mobility were proficient in reading on the state assessments, compared with 44% of students who moved once and 35% of students who moved twice or more.¹⁵

Residential Mobility among Rhode Island Children

◆ In 2007 in Rhode Island, 15% of children ages five to 19 changed residency at least once during the previous year, with the majority (8%) moving within the same county, 1% moving across a county line within Rhode Island, 5% moving from a different state, and 1% moving from abroad.¹⁶

◆ Individuals living below the federal poverty threshold were more likely to change residency in Rhode Island in 2007 than individuals with higher incomes. Twenty-seven percent of the Rhode Island population living below the poverty threshold moved during 2007, compared with 10% of people with higher incomes.¹⁷

Table 38.

Student Mobility Rates, Rhode Island, 2007-2008 School Year

SCHOOL DISTRICT	TOTAL ENROLLMENT	ENROLLED WHOLE YEAR	CHILDREN ENROLLED & EXITED DURING YEAR	STABILITY RATE	MOBILITY RATE
Barrington	3,528	3,408	126	97%	4%
Bristol-Warren	3,632	3,334	312	92%	9%
Burrillville	2,754	2,505	262	91%	10%
Central Falls	3,955	2,955	1,075	75%	27%
Charlho	3,967	3,541	457	89%	12%
Coventry	5,660	5,295	401	94%	7%
Cranston	11,445	10,185	1,353	89%	12%
Cumberland	4,972	4,794	178	96%	4%
East Greenwich	2,500	2,363	148	95%	6%
East Providence	6,164	5,497	721	89%	12%
Exter-West Greenwich	2,053	1,913	159	93%	8%
Foster	282	260	23	92%	8%
Foster-Glocester	1,572	1,535	38	98%	2%
Glocester	615	604	11	98%	2%
Jamestown	544	480	64	88%	12%
Johnston	3,480	3,077	429	88%	12%
Lincoln	3,632	3,302	345	91%	9%
Little Compton	332	312	20	94%	6%
Middletown	2,597	2,213	415	85%	16%
Narragansett	1,554	1,429	129	92%	8%
Newport	2,482	1,972	557	79%	22%
New Shoreham	163	129	37	79%	23%
North Kingstown	4,714	4,364	381	93%	8%
North Providence	3,437	3,113	348	91%	10%
North Smithfield	1,992	1,824	195	92%	10%
Pawtucket	10,100	7,877	2,407	78%	24%
Portsmouth	3,134	2,846	318	91%	10%
Providence	28,851	21,491	8,083	74%	28%
Scituate	1,841	1,737	107	94%	6%
Smithfield	2,691	2,536	167	94%	6%
South Kingstown	3,923	3,535	419	90%	11%
Tiverton	2,148	1,988	167	93%	8%
Warwick	11,860	10,553	1,428	89%	12%
West Warwick	4,040	3,373	729	83%	18%
Westerly	3,511	3,156	387	90%	11%
Woonsocket	7,080	5,499	1,713	78%	24%
Charter Schools	1,930	1,863	68	97%	4%
State-Operated Schools	2,387	1,510	1,102	63%	46%
UCAP	155	126	31	81%	20%
Core Cities	56,508	43,167	14,564	76%	26%
Remainder of State	100,697	91,828	9,545	91%	9%
Rhode Island	161,677	138,494	25,310	86%	16%

Calculating School Mobility and Stability Rates

◆ Mobility rates are calculated by adding all children who entered any school within the school district to all those who withdrew from any school in the district and dividing the total by the total enrollment for that school district.

◆ Stability rates measure the number of children who attended the same school the entire school year in a school district. The stability rate is calculated by dividing the number of children enrolled the whole year at the same school in the school district by total enrollment for that school district.

◆ Total enrollment for each district is cumulative over the course of the school year.

Source: Rhode Island Department of Elementary and Secondary Education, 2008.

Source of Data for Table/Methodology

Rhode Island Department of Elementary and Secondary Education, 2007-2008 School Year.

Core cities are Central Falls, Newport, Pawtucket, Providence, West Warwick and Woonsocket.

References

- ¹ U.S. Bureau of the Census, Current Population Survey, 2007 Annual Social and Economic Supplement. *Table 23: Reason for move, by sex, age, race and Hispanic origin, relationship to householder, educational attainment, marital status, nativity, tenure, poverty status, and type of move (all categories): 2006 to 2007.*
- ² U.S. Bureau of the Census, Current Population Survey, 2007 Annual Social and Economic Supplement. *Table 1: General mobility, by race and Hispanic origin, region, sex, age, relationship to householder, educational attainment, marital status, nativity, tenure, and poverty level: 2006-2007.*
- ^{3,5,7} American Youth Policy Forum. (2002). *Forum Brief: Addressing the causes and consequences of high student mobility: The role of school systems and communities.* Retrieved December 18, 2007 from www.aypf.org/forumbriefs/2002/fb030102.htm
- ^{4,6} Sanderson, D. R. (2003). Engaging highly transient students. *Education, 123*(3), 600-605.
- ^{8,9} Scanlon, E. & Devine, K. (2001). Residential mobility and youth well-being: Research, policy and practice Issues. *Journal of Sociology and Social Welfare, 28*(1), 119-138.
- ¹⁰ Rhodes, V. L. (2005). Kids on the move: The effects of student mobility on NCLB school accountability ratings. *Urban Education Journal, 3*(3).
- ¹¹ U.S. Bureau of the Census, American Community Survey, 2007. Table S0701.
- ¹² *Trends in the well-being of America's children and youth.* (2003). Washington, DC: U.S. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation.
- ¹³ Rhode Island Department of Elementary and Secondary Education, 2007-2008 school year.
- ^{14,15} Rhode Island Department of Elementary and Secondary Education, Data Warehouse, 2006-2007 school year.
- ¹⁶ U.S. Bureau of the Census, American Community Survey, 2007. Table B07001.
- ¹⁷ U.S. Bureau of the Census, American Community Survey, 2007. Table B07012.

Fourth-Grade Reading Skills

DEFINITION

Fourth-grade reading skills is the percentage of fourth-grade students who scored at or above the proficiency level for reading on the *New England Common Assessment Program* (NECAP) test in October 2008. The NECAP test measures reading, writing and math skills. Proficiency rates from the reading sub-test are reported here.

SIGNIFICANCE

Reading proficiency is fundamental to the development of academic competencies and basic life skills. Students with poor reading skills will experience difficulty completing academic coursework, graduating from high school and can experience difficulty finding and maintaining employment later in life.¹

Literacy begins long before children encounter formal school instruction in writing and reading. Enhanced vocabulary, comprehension and cognitive development can be seen in children under three years of age by starting to read to children from infancy.² Literacy-rich home environments (including reading, singing or telling stories to children) contribute to advanced literacy development and reading achievement.^{3,4} Participation in high-quality preschools also can boost language and literacy skills by helping children learn, think

and talk about new areas of knowledge; by integrating reading and writing into everyday activities; and offering opportunities to play in ways that build vocabulary and other language skills.⁵

Literacy development in the elementary grades can be enhanced through the prioritization of literacy development, varied strategies and materials to meet diverse student needs, high-quality teacher training, small classes, and parent involvement.⁶

When students continue to have difficulty reading beyond third grade, they often face tremendous difficulty catching up. Older students can learn to read when schools identify reading difficulties early and intervene quickly in order to teach foundational skills that students have missed by providing many opportunities to practice reading with meaningful, age-appropriate books.⁷

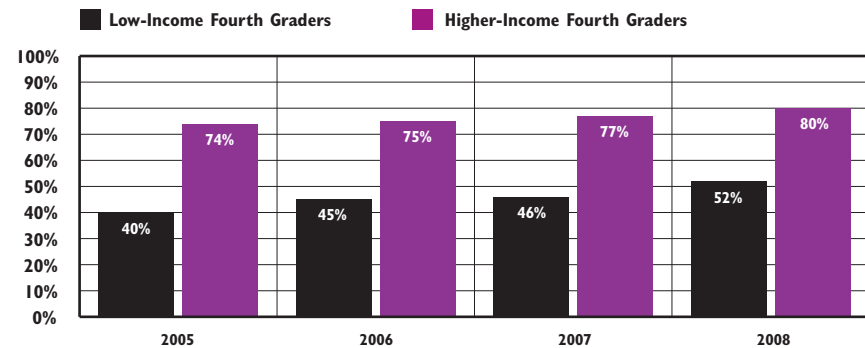
4th Grade NAEP Reading Proficiency		
	1998	2007
RI	31%	31%
US	28%	32%
National Rank*		32nd
New England Rank**		6th

*1st is best; 50th is worst

**1st is best; 6th is worst

Source: Annie E. Casey Foundation KIDS COUNT Data Center. (n.d.). *4th graders who scored at or above proficient reading level on the National Assessment of Educational Progress (NAEP), 1998 and 2007*. Retrieved on February 17, 2009 from www.kidscount.org/datacenter

Fourth-Grade NECAP Reading Proficiency Rates, by Income Status, Rhode Island, 2005-2008



Source: Rhode Island Department of Elementary and Secondary Education, New England Common Assessment Program (NECAP) Results, 2005-2008. Low-income status is determined by eligibility for the free or reduced-price lunch program.

- ◆ In October 2008, 68% of Rhode Island fourth graders scored at or above proficiency for reading on the New England Common Assessment Program (NECAP), up from 60% in 2005.⁸
- ◆ In Rhode Island between 2005 and 2008, the percentage of higher-income fourth graders achieving at or above the proficient level on the NECAP was consistently higher than that of low-income fourth graders. In 2008, 52% of low-income fourth graders scored at or above the proficient level, up from 40% in 2005. Eighty percent of higher-income fourth graders score at or above the proficient level in 2008, compared with 74% in 2005.⁹
- ◆ Students receiving special education services are much less likely to be proficient in reading than students in regular education and have seen some of the smallest improvements of any student group since the first NECAP tests were administered in 2005.¹⁰ In Rhode Island in 2008, 33% of fourth graders with disabilities achieved proficiency, up from 26% in 2005. Seventy-five percent of non-disabled fourth graders were proficient in reading in 2005, compared with 68% in 2005.¹¹
- ◆ Seventy-six percent of White fourth graders were proficient on the October 2008 NECAP, compared with 70% of Asian students, 54% of Black students, 47% of Hispanic students and 44% of Native American students.¹²

Fourth-Grade Reading Skills

Table 39.

Fourth-Grade Reading Proficiency, Rhode Island, 2005 & 2008

SCHOOL DISTRICT	COMMUNITY CONTEXT			OCTOBER 2005		OCTOBER 2008	
	% ADULTS COMPLETING HIGH SCHOOL	% CHILDREN AGES 5-17 IN POVERTY	% ENGLISH LANGUAGE LEARNERS	# OF 4TH GRADE TEST TAKERS	% AT OR ABOVE THE PROFICIENCY LEVEL	# OF 4TH GRADE TEST TAKERS	% AT OR ABOVE THE PROFICIENCY LEVEL
Barrington	92%	3%	1%	248	89%	232	90%
Bristol-Warren	75%	7%	4%	268	69%	220	78%
Burrillville	80%	9%	0%	164	63%	166	72%
Central Falls	49%	36%	22%	253	40%	214	48%
Chariho	88%	5%	0%	269	73%	276	73%
Coventry	83%	6%	0%	405	68%	361	75%
Cranston	79%	12%	5%	801	71%	711	80%
Cumberland	81%	6%	2%	410	74%	368	75%
East Greenwich	93%	4%	1%	201	86%	139	85%
East Providence	71%	12%	3%	415	59%	329	73%
Exeter-W. Greenwich	89%	5%	1%	162	74%	140	75%
Foster	88%	7%	0%	66	68%	36	86%
Glocester	87%	9%	0%	124	77%	95	77%
Jamestown	93%	4%	1%	42	83%	56	80%
Johnston	78%	11%	2%	276	58%	214	66%
Lincoln	82%	7%	1%	267	72%	229	77%
Little Compton	91%	7%	0%	37	73%	45	76%
Middletown	91%	6%	3%	195	68%	185	70%
Narragansett	91%	7%	0%	122	81%	85	86%
New Shoreham	95%	9%	4%	14	100%	11	91%
Newport	87%	16%	3%	178	46%	117	53%
North Kingstown	92%	7%	1%	337	79%	283	75%
North Providence	77%	11%	2%	250	64%	192	73%
North Smithfield	82%	5%	1%	128	77%	134	85%
Pawtucket	66%	22%	10%	703	48%	630	58%
Portsmouth	91%	4%	0%	236	75%	200	75%
Providence	66%	34%	15%	1,887	31%	1,477	47%
Scituate	87%	6%	0%	141	72%	121	79%
Smithfield	85%	5%	1%	219	79%	176	84%
South Kingstown	91%	5%	1%	249	76%	245	75%
Tiverton	80%	6%	0%	154	77%	129	74%
Warwick	85%	7%	1%	853	71%	719	75%
West Warwick	76%	13%	2%	295	55%	232	69%
Westerly	82%	7%	2%	255	69%	217	70%
Woonsocket	64%	25%	4%	489	46%	402	53%
<i>Charter Schools</i>	<i>NA</i>	<i>NA</i>	<i>15%</i>	<i>159</i>	<i>43%</i>	<i>223</i>	<i>64%</i>
<i>Core Cities</i>	<i>67%</i>	<i>28%</i>	<i>12%</i>	<i>3,805</i>	<i>39%</i>	<i>3,072</i>	<i>52%</i>
<i>Remainder of State</i>	<i>83%</i>	<i>8%</i>	<i>2%</i>	<i>7,467</i>	<i>72%</i>	<i>6,314</i>	<i>76%</i>
<i>Rhode Island</i>	<i>78%</i>	<i>15%</i>	<i>5%</i>	<i>11,272</i>	<i>60%</i>	<i>9,609</i>	<i>68%</i>

Source of Data for Table/Methodology

Due to the adoption of a new assessment tool by the Rhode Island Department of Elementary and Secondary Education (RIDE), *Fourth Grade Reading Skills* cannot be compared with Factbooks prior to 2007.

Data are from the Rhode Island Department of Elementary and Secondary Education, *New England Common Assessment Program* (NECAP), October 2005 and 2008.

% at or above the proficiency level are the fourth grade students who received proficient or proficient with distinction scores on the reading section of the NECAP. Only students who actually took the test are counted in the denominator for district and school proficiency rates. All enrolled students are eligible unless their IEP specifically exempts them or unless they are beginning English Language Learners.

The % of adults completing high school or higher is from Census 2000. The % of children in poverty is from the U.S. Bureau of the Census, Small Area Income and Population Estimates, Children Ages 5-17, 2007. The % of English Language Learners is from RIDE 2007-2008 school year.

Core cities are Central Falls, Newport, Pawtucket, Providence, West Warwick and Woonsocket.

Independent charter schools included in this indicator are the Compass School, Highlander Charter School, International Charter School, Kingston Hill Academy, The Learning Community, and Paul Cuffee Charter School. Charter schools are not included in the core city and remainder of state calculations.

See the Methodology section for more information.

References

¹ *Reading proficiency*. (n.d.). Retrieved from the Child Trends Data Bank on February 13, 2008 from www.childtrendsdatabank.org

² Raikes, H., et al. (2006). Mother-child bookreading in low-income families: Correlates and outcomes during the first three years of life. *Child Development*, 77(4), 924-953.

(continued on page 160)

Eighth-Grade Reading Skills

DEFINITION

Eighth-grade reading skills is the percentage of eighth-grade students who scored at or above the proficiency level for reading on the *New England Common Assessment Program* (NECAP) test in October 2008. The NECAP test measures reading, writing and math skills. Proficiency rates from the reading sub-test are reported here.

SIGNIFICANCE

To succeed in post-secondary education or employment, students must possess literacy skills that enable them to construct meaning from a variety of texts and materials presented in different ways and convey that meaning to others.¹ Challenges in reading increase for older students because literacy demands intensify in tandem with content demands.² Instructional needs for struggling readers in fourth and fifth grade have more in common with strategies for students in middle and high school than they do with students in the early elementary grades.³

Reading difficulties can persist over time with long-term consequences for youth.⁴ Problems faced by struggling readers are exacerbated when they are English Language Learners, recent immigrants or have learning disabilities.⁵ Adolescents who are poor readers have difficulty succeeding in other core

subjects and are more likely to drop out than their peers.⁶

At-risk adolescent students rarely receive intensive reading instruction.⁷ Many schools that institute programs to support struggling adolescent readers serve only a small proportion of students who need assistance through special education programs.⁸

Adolescent literacy can be improved by providing direct and explicit instruction for vocabulary and comprehension strategies and making available intensive, individualized interventions for struggling readers that can be provided by trained specialists.⁹ Schools with successful adolescent literacy programs have strong leadership, incorporate interdisciplinary teaching teams, target professional development, implement comprehensive literacy instruction strategies, and use student assessments effectively.¹⁰

8th Grade NAEP Reading Proficiency		
	1998	2007
RI	32%	27%
US	30%	29%
National Rank*		35th
New England Rank**		6th

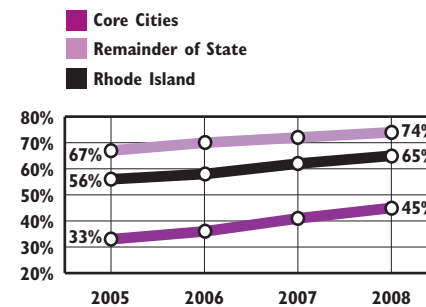
*1st is best; 50th is worst

**1st is best; 6th is worst

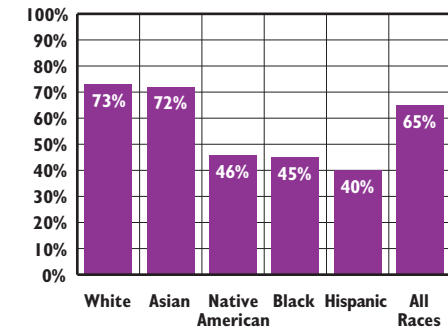
Source: Annie E. Casey Foundation KIDS COUNT Data Center. (n.d.). *8th graders who scored at or above proficient reading level on the National Assessment of Educational Progress (NAEP)*, 1998 and 2007. Retrieved on February 18, 2009 from www.kidscount.org/datacenter

Rhode Island Public School 8th-Grade NECAP Reading Proficiency

By District Type, 2005-2008



By Race/Ethnicity, 2008



Source: Rhode Island Department of Elementary and Secondary Education, *New England Common Assessment Program* (NECAP), 2005 – 2008.

◆ In October 2008, 65% of Rhode Island eighth-graders scored at or above proficiency in reading, an increase from 56% in 2005. Proficiency levels increased between 2005 and 2008 for students across the state. The greatest gains have been seen in the core cities, with proficiency rates increasing from 33% to 45% between 2005 and 2008.^{11,12}

◆ Black, Hispanic and Native American students scored significantly lower than their White and Asian counterparts in Rhode Island. Fewer than 1% of eighth-grade English Language Learners in Rhode Island scored at or above proficiency in reading in 2008.¹³

◆ Forty-six percent of low-income eighth-grade students (determined by eligibility for the free or reduced-price lunch program) were proficient in reading in 2008, up from 33% in 2005. Seventy-six percent of higher-income eighth graders were proficient in reading in 2008, compared with 68% in 2005.¹⁴

◆ In Rhode Island in 2008, 25% of eighth-grade students receiving special education services were proficient in reading, up from 21% in 2005. Seventy-four percent of eighth graders in regular education programs were proficient in reading in 2008, compared with 63% in 2005.¹⁵

Eighth-Grade Reading Skills

Table 40.

Eighth-Grade Reading Proficiency, Rhode Island, 2005 & 2008

SCHOOL DISTRICT	COMMUNITY CONTEXT			OCTOBER 2005		OCTOBER 2008	
	% ADULTS COMPLETING HIGH SCHOOL	% CHILDREN IN POVERTY	% ENGLISH LANGUAGE LEARNERS	# OF 8TH GRADE TEST TAKERS	% AT OR ABOVE THE PROFICIENCY LEVEL	# OF 8TH GRADE TEST TAKERS	% AT OR ABOVE THE PROFICIENCY LEVEL
Barrington	92%	3%	1%	275	92%	265	94%
Bristol Warren	75%	7%	4%	291	63%	257	76%
Burrillville	80%	9%	0%	230	67%	177	64%
Central Falls	49%	36%	22%	279	27%	268	34%
Chariho	88%	5%	0%	302	58%	282	85%
Coventry	83%	6%	0%	479	66%	435	80%
Cranston	79%	12%	5%	926	57%	838	68%
Cumberland	81%	6%	2%	409	72%	412	71%
East Greenwich	93%	4%	1%	214	87%	197	86%
East Providence	71%	12%	3%	499	57%	430	65%
Exeter-W. Greenwich	89%	5%	1%	161	72%	160	78%
Foster-Glocester	87%	6%	0%	217	57%	202	67%
Jamestown	93%	4%	1%	74	86%	61	87%
Johnston	78%	11%	2%	288	58%	290	66%
Lincoln	82%	7%	1%	261	74%	270	79%
Little Compton	91%	7%	0%	41	83%	32	75%
Middletown	90%	6%	3%	185	64%	194	80%
Narragansett	91%	7%	0%	123	81%	126	87%
New Shoreham	95%	9%	4%	9	NA	9	NA
Newport	87%	16%	3%	177	50%	178	69%
North Kingstown	92%	7%	1%	349	73%	359	73%
North Providence	77%	11%	2%	307	70%	250	66%
North Smithfield	82%	5%	1%	161	72%	161	58%
Pawtucket	66%	22%	10%	795	44%	698	52%
Portsmouth	91%	4%	0%	223	81%	215	80%
Providence	66%	34%	15%	1,935	25%	1,636	41%
Scituate	87%	6%	0%	156	89%	151	87%
Smithfield	85%	5%	1%	227	78%	195	81%
South Kingstown	91%	5%	1%	348	76%	288	82%
Tiverton	80%	6%	0%	203	67%	163	68%
Warwick	85%	7%	1%	955	59%	881	71%
West Warwick	76%	13%	2%	319	56%	261	59%
Westerly	82%	7%	2%	266	59%	279	79%
Woonsocket	64%	25%	4%	494	28%	414	43%
Charter Schools	NA	NA	15%	22	55%	94	48%
UCAP	NA	NA	NA	67	6%	82	43%
Core Cities	67%	28%	12%	3,999	33%	3,455	45%
Remainder of State	83%	8%	2%	8,179	67%	7,581	74%
Rhode Island	78%	15%	5%	12,270	56%	11,212	65%

Source of Data for Table/Methodology

Data are from the Rhode Island Department of Elementary and Secondary Education (RIDE), *New England Common Assessment Program (NECAP)* October 2005 & 2008.

% at or above the proficiency level are the eighth grade students who received proficient or proficient with distinction scores on the reading section of the NECAP. Only students who actually took the test are counted in the district's or school's proficiency rate. All enrolled students are eligible unless their Individualized Education Program (IEP) specifically exempts them or unless they are beginning English Language Learners.

% of adults completing high school or higher data are from Census 2000. % children in poverty data are from the U.S. Bureau of the Census, Small Area Income and Population Estimates, Children Ages 5-17, 2007. % English Language Learners is from the Rhode Island Department of Elementary and Secondary Education, 2007-2008 school year.

Core cities are Central Falls, Newport, Pawtucket, Providence, West Warwick and Woonsocket.

Core city and remainder of state calculations do not include charter schools or UCAP. Independent charter schools reported for this indicator are Highlander Charter School, Paul Cuffee Charter School and Compass Charter School. UCAP is the Urban Collaborative Accelerated Program.

See the Methodology section for more information.

References

- ¹ McCombs, J. S., Kirby, S. N., Barney, H., Darilek, H., Magee, S. J. (2005). *Achieving state and national literacy goals, a long uphill road*. New York: RAND Corporation.
- ² Snow, C. E. & Biancarosa, G. (2003). *Adolescent literacy and the achievement gap: What do we know and where do we go from here?* New York: Carnegie Corporation.

(continued on page 161)

Math Skills

DEFINITION

Math skills is the percentage of fourth- and eighth-grade students who scored at or above the proficiency level for math on the *New England Common Assessment Program* (NECAP) test in October 2008. Proficiency rates from the mathematics sub-test are reported here.

SIGNIFICANCE

The ability to understand and use mathematics is critical in life. Students must rely on math skills not only for advancing their education, but also in the course of daily activities.¹ Strong high school math skills can also open higher education and career opportunities for students.² Schools in Rhode Island teach mathematics every year through eighth grade and require students to take four years of mathematics to graduate from high school.^{3,4}

State, national and international assessments show that U.S. students fare well when asked to perform straightforward computational procedures, but tend to have a limited understanding of the basic mathematical concepts needed to solve simple problems. Performance in mathematics, while generally low, has been improving over the past decade.⁵

Family risk factors, such as poverty, language barriers and low maternal education levels negatively impact

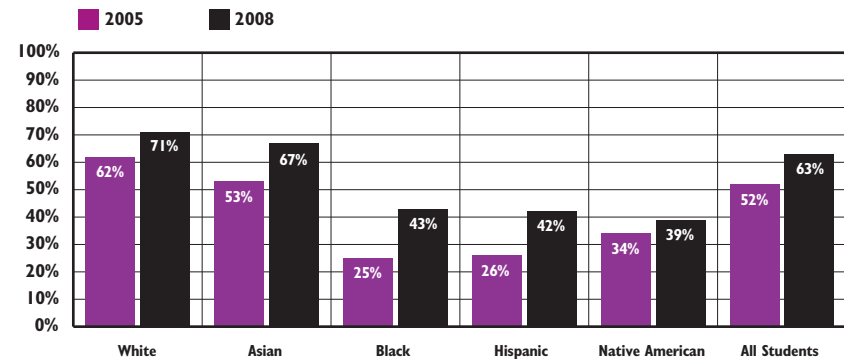
student achievement in mathematics.⁶ Disparities in math achievement related to race and family income persist in the United States.⁷ Students with insufficient math skills will have fewer opportunities to pursue post-secondary education and secure high-level employment than their peers.⁸

Frequent engagement in classroom activities, such as doing math problems from a textbook, talking with others about how to solve math problems and using a calculator are associated with higher scores on assessments, particularly for older students.⁹ Students' achievement in math is highest when they are taught by teachers with strong math backgrounds and training in teaching math.¹⁰

Achieving math proficiency for all students requires that improvements be made in curriculum, instructional materials, assessments, classroom practice, teacher preparation and professional development.^{11,12}

Nationally and in Rhode Island, gaps in math performance exist between low-income and higher-income students. In Rhode Island in 2008, 46% of low-income fourth-grade students were proficient in math compared to 75% of higher-income fourth-grade students. Thirty-three percent of low-income eighth-grade students were proficient in math compared to 66% of higher-income eighth-grade students.^{13,14}

**4th Grade Math Proficiency Levels, by Race and Ethnicity
Rhode Island Public Schools, 2005 & 2008**



Source: Rhode Island Department of Elementary and Secondary Education, *New England Common Assessment Program* (NECAP), October 2005 and October 2008.

- ◆ In October 2008, 63% of Rhode Island fourth graders scored at or above proficiency in math, compared with 52% in 2005. In Rhode Island in 2008, 32% of fourth-grade students with disabilities were proficient in math compared to 69% of students without disabilities.¹⁵
- ◆ Black and Hispanic students have seen the greatest improvements in fourth-grade math proficiency since 2005, yet Black, Hispanic and Native American students continue to score significantly lower than their White and Asian peers.¹⁶
- ◆ In Rhode Island in 2008, 53% of eighth-grade students were proficient in math, compared with 48% in 2005. Fifteen percent of eighth-grade students with disabilities were proficient in math in 2008 compared with 61% of students without disabilities.¹⁷

National Assessment of Educational Progress

- ◆ Eighty percent of Rhode Island fourth graders performed at or above the Basic level in math on the 2007 National Assessment of Educational Progress (NAEP), compared with 81% nationally. Sixty-six percent of Rhode Island eighth-graders performed at or above the Basic level in math on the NAEP, compared with 70% nationally. Students performing at the Basic level have shown partial mastery of prerequisite knowledge and skills that are fundamental for proficient grade-level work.^{18,19}

Table 41.

Fourth and Eighth Grade Math Proficiency, Rhode Island, 2005 and 2008

SCHOOL DISTRICT	FOURTH GRADE				EIGHTH GRADE			
	# OF TEST TAKERS, 2005	% OF STUDENTS WHO SCORED AT OR ABOVE PROFICIENCY, 2005	# OF TEST TAKERS, 2008	% OF STUDENTS WHO SCORED AT OR ABOVE PROFICIENCY, 2008	# OF TEST TAKERS, 2005	% OF STUDENTS WHO SCORED AT OR ABOVE PROFICIENCY, 2005	# OF TEST TAKERS, 2008	% OF STUDENTS WHO SCORED AT OR ABOVE PROFICIENCY, 2008
Barrington	248	85%	234	87%	275	87%	265	91%
Bristol-Warren	269	62%	220	75%	291	57%	257	64%
Burrillville	163	55%	166	70%	230	52%	177	55%
Central Falls	266	28%	223	39%	292	16%	275	27%
Chariho	269	66%	276	70%	304	55%	282	73%
Coventry	405	63%	361	72%	478	62%	436	68%
Cranston	806	55%	712	70%	928	41%	840	51%
Cumberland	410	58%	367	69%	410	56%	413	60%
East Greenwich	201	83%	140	82%	214	84%	197	82%
East Providence	416	59%	328	64%	499	46%	433	50%
Exeter-West Greenwich	162	68%	141	77%	160	64%	160	73%
Foster	65	66%	36	86%	NA	NA	NA	NA
Foster-Glocester	NA	NA	NA	NA	217	61%	202	55%
Glocester	124	62%	95	73%	NA	NA	NA	NA
Jamestown	43	65%	56	77%	74	77%	61	70%
Johnston	276	45%	214	57%	289	41%	290	45%
Lincoln	266	72%	229	79%	261	62%	270	69%
Little Compton	37	59%	45	71%	41	76%	32	63%
Middletown	199	68%	187	72%	185	70%	197	76%
Narragansett	122	66%	86	83%	122	75%	126	67%
New Shoreham	14	57%	11	91%	9	67%	9	NA
Newport	179	34%	122	54%	178	39%	182	51%
North Kingstown	334	71%	282	78%	349	61%	359	66%
North Providence	252	39%	192	68%	311	38%	254	35%
North Smithfield	129	80%	134	61%	161	66%	161	55%
Pawtucket	705	42%	633	50%	804	37%	705	35%
Portsmouth	236	67%	201	76%	223	72%	215	82%
Providence	1,925	25%	1,490	40%	1,957	20%	1,658	28%
Scituate	141	62%	121	69%	156	79%	151	74%
Smithfield	220	72%	177	82%	227	64%	194	71%
South Kingstown	249	71%	246	82%	348	72%	292	78%
Tiverton	154	75%	129	76%	203	62%	164	71%
Warwick	854	63%	719	67%	951	52%	883	58%
West Warwick	294	42%	231	56%	318	51%	261	55%
Westerly	255	56%	218	73%	266	47%	280	69%
Woonsocket	493	41%	402	48%	495	29%	419	29%
Charter Schools	160	36%	223	61%	23	39%	94	36%
UCAP	NA	NA	NA	NA	66	5%	82	15%
Core Cities	3,862	32%	3,101	45%	4,044	27%	3,500	33%
Remainder of State	7,319	63%	6,323	72%	8,182	57%	7,600	63%
Rhode Island	11,341	52%	9,647	63%	12,315	47%	11,276	53%

Source of Data for Table/Methodology

Due to the adoption of a new assessment tool by the Rhode Island Department of Elementary and Secondary Education, Math Skills in the Factbook cannot be compared with Factbooks prior to 2007.

All data are from the Rhode Island Department of Elementary and Secondary Education, *New England Common Assessment Program (NECAP)*, October 2008.

Only students who actually took the test are counted in the district's or school's proficiency rate. All enrolled students are eligible unless their IEP specifically exempts them or unless they are beginning English-Language Learners.

Core cities are Central Falls, Newport, Pawtucket, Providence, West Warwick and Woonsocket.

Charter schools include Compass Charter School, Highlander School, International Charter School, Kingston Hill Academy, Learning Community Charter School and Paul Cuffee Charter School. Charter schools are not included in the core city and remainder of state calculations. UCAP is the Urban Collaborative Accelerated Program.

NA indicates that the school district does not serve students at that grade level or that the number of students was too small to report.

References

- ^{1,9} National Center for Education Statistics. (2001). *The nation's report card: Mathematics 2000*. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics.
- ^{2,7,12} U.S. Department of Education. (2008). *Foundations for success: The final report of the National Mathematics Advisory Council*. Washington, DC: U.S. Department of Education.
- ³ Rhode Island Board of Regents for Elementary and Secondary Education. (2008). *Regulations for K-12 literacy, restructuring the learning environment at the middle and high school levels, and proficiency based graduation requirements (PBGR) at high schools*. Retrieved February 22, 2009 from www.ride.ri.gov
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(continued on page 161)

Schools Making Insufficient Progress

DEFINITION

Schools making insufficient progress is the percentage of Rhode Island public schools making insufficient progress as classified by the Rhode Island Department of Elementary and Secondary Education. Classification levels include: “Insufficient Progress,” “Caution,” “Met Adequate Yearly Progress (AYP),” and “Met AYP and Commended.” Classifications are based on 37 measures of school performance. Rhode Island’s accountability system is designed to promote an increase in educational outcomes so all students reach proficiency by 2014, as required by the federal *No Child Left Behind Act* of 2001.

SIGNIFICANCE

The 2001 federal *No Child Left Behind Act* (NCLB) is aimed at closing achievement gaps and improving public schools. Through improved standards and accountability and increased testing and reporting requirements, NCLB is intended to focus on improving educational outcomes for all students with special attention paid to key demographic groups. The law is also intended to improve teacher quality and expand options for students.¹

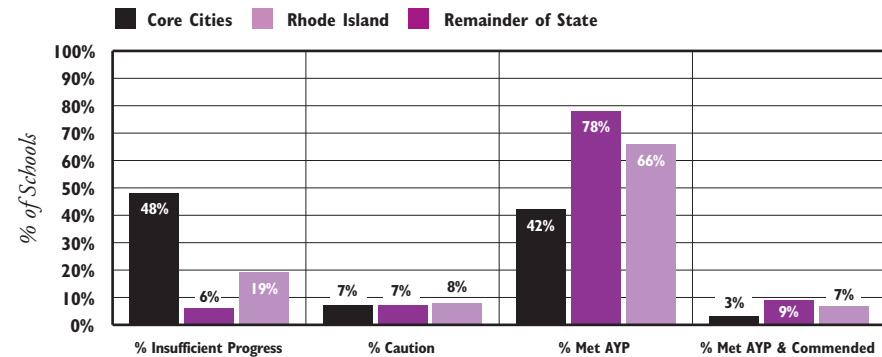
The concept of standards-based education relies on four cornerstones: making learning goals explicit, ensuring teachers are using curricula aligned with

the standards, providing the necessary resources, and developing tests and implementing accountability systems closely aligned with the learning goals.² Accountability systems are insufficient without deliberate interventions to improve teacher quality and provide extra resources to students at risk of failure.³

Testing student performance in reading and mathematical skills can indicate how well schools are preparing students to succeed in higher education and the labor market. Students with higher test scores are more likely to graduate from high school, attend college, earn more and have more stable employment than students with lower test scores.⁴

High poverty schools can achieve high standards for student performance by regularly communicating high expectations for students and staff, nurturing positive relationships among adults and students, having a strong focus on academic instruction, providing ongoing professional development for staff connected to student achievement data, using student assessments to individualize instruction, making decisions collaboratively, employing enthusiastic and diligent teachers, and effectively recruiting, hiring and assigning teachers to maximize success.⁵

2008 Rhode Island School Performance Classifications



Source: Rhode Island Department of Education, 2007-2008 school year.

◆ In Rhode Island in 2008, 201 schools (66%) were classified as “Met Adequate Yearly Progress (AYP),” 21 additional schools (8%) were classified as “Met AYP and Commended,” 23 schools (8%) were classified as “Caution,” and 58 schools (19%) were classified as “Insufficient Progress.”⁶

◆ School classifications are based on 37 targets that include school-wide English and mathematics targets, English and mathematics targets for student groups, school-wide and student group test participation targets, and attendance or graduation rate targets (depending on whether the school is an elementary/middle school or a high school). English and mathematics targets are evaluated using the *New England Common Assessment Program* (NECAP) test and other state test results.⁷

◆ Schools that do not miss any current targets are classified as “Met AYP.” Schools that achieve exceptionally high performance in English (ELA) or Mathematics for two years, make significant progress for two years or significantly close achievement gaps between student groups are designated as Regents Commended Schools (“Met AYP and Commended”). Schools that miss up to three targets for the first time (other than school-wide ELA and mathematics targets) may be classified as “Caution” for one year only. Schools that miss a school-wide ELA or math target, more than three targets, or schools that miss any target for multiple years are classified as making “Insufficient Progress.”⁸

◆ Schools that are classified as making “Insufficient Progress” may face state interventions, including the implementation of a corrective action plan or restructuring by the state.⁹

Schools Making Insufficient Progress

Table 42.

School Classifications, Rhode Island, 2008

SCHOOL DISTRICT	TOTAL # OF SCHOOLS	# MET AYP & COMMENDED	% MET AYP & COMMENDED	# MET AYP	% MET AYP	# CAUTION	% CAUTION	# MAKING INSUFFICIENT PROGRESS	% MAKING INSUFFICIENT PROGRESS
Barrington	6	6	100%	0	0%	0	0%	0	0%
Bristol-Warren	7	1	14%	6	85%	0	0%	0	0%
Burrillville	5	0	0%	5	100%	0	0%	0	0%
Central Falls	7	0	0%	2	29%	1	14%	4	57%
Chariho	7	0	0%	6	86%	0	0%	1	14%
Coventry	8	0	0%	6	75%	2	25%	0	0%
Cranston	23	1	4%	18	78%	1	4%	3	13%
Cumberland	8	0	0%	2	25%	4	50%	2	25%
East Greenwich	6	3	50%	3	50%	0	0%	0	0%
East Providence	11	0	0%	8	73%	1	9%	2	18%
Exeter-West Greenwich	5	0	0%	5	100%	0	0%	0	0%
Foster	1	0	0%	1	100%	0	0%	0	0%
Foster-Glocester	2	0	0%	2	100%	0	0%	0	0%
Glocester	2	0	0%	2	100%	0	0%	0	0%
Jamestown	2	0	0%	2	100%	0	0%	0	0%
Johnston	6	0	0%	5	83%	1	17%	0	0%
Lincoln	8	0	0%	8	100%	0	0%	0	0%
Little Compton	1	0	0%	1	100%	0	0%	0	0%
Middletown	5	0	0%	5	100%	0	0%	0	0%
Narragansett	3	0	0%	3	100%	0	0%	0	0%
New Shoreham	1	0	0%	1	100%	0	0%	0	0%
Newport	7	0	0%	5	71%	1	14%	1	14%
North Kingstown	9	1	11%	8	89%	0	0%	0	0%
North Providence	9	0	0%	8	89%	0	0%	1	11%
North Smithfield	4	0	0%	4	100%	0	0%	0	0%
Pawtucket	15	2	13%	8	53%	0	0%	5	33%
Portsmouth	5	0	0%	2	40%	3	60%	0	0%
Providence	46	0	0%	16	35%	0	0%	30	65%
Scituate	5	0	0%	5	100%	0	0%	0	0%
Smithfield	6	1	17%	5	83%	0	0%	0	0%
South Kingstown	7	0	0%	6	86%	0	0%	1	14%
Tiverton	5	0	0%	4	80%	1	20%	0	0%
Warwick	26	2	8%	22	85%	1	4%	1	4%
West Warwick	6	0	0%	4	67%	1	17%	1	17%
Westerly	7	3	43%	4	57%	0	0%	0	0%
Woonsocket	10	1	10%	3	30%	3	30%	3	30%
Charter Schools	7	0	0%	4	57%	2	29%	1	14%
State-Operated Schools	4	0	0%	2	50%	1	25%	1	25%
UCAP	1	0	0%	0	0%	0	0%	1	100%
Core Cities	91	3	3%	38	42%	6	7%	44	48%
Remainder of State	200	18	9%	157	78%	14	7%	11	6%
Rhode Island	303	21	7%	201	66%	23	8%	58	19%

Source of Data for Table/Methodology

All data are from the Rhode Island Department of Elementary and Secondary Education, 2007-2008 school year.

Core cities are Central Falls, Newport, Pawtucket, Providence, West Warwick and Woonsocket.

Independent charter schools are Blackstone Academy Charter School, The Compass School, CVS Highlander Charter School, the International Charter School, Kingston Hill Academy, The Learning Community Charter School, and Paul Cuffee Charter School. State-operated schools are the William M. Davies Jr. Career-Technical High School, DCYF schools, Metropolitan Regional Career & Technical Center, and the Rhode Island School for the Deaf. UCAP is the Urban Collaborative Accelerated Program.

References

¹ *Beyond NCLB: Fulfilling the promise to our nation's children (Executive Summary)*. (2007). Washington, DC: The Aspen Institute for The Commission on No Child Left Behind.

² Olson, L. (January 5, 2006). A decade of effort. *Education Week*, 25 (17), 8-10,12,14,16,18-21.

³ Fuhrman, S. (September 2003). *Redesigning accountability systems for education: Policy brief RB-38*. Consortium for Policy Research in Education.

⁴ Child Trends Data Bank. (n.d.). *Mathematics proficiency & Reading proficiency*. Retrieved January 17, 2008 from www.childtrendsdatabank.org/WhatWorks.cfm

⁵ Kannapel, P. J. & Clements, S. K. (2005). *Inside the black box of high-performing high-poverty schools*. Lexington, KY: Prichard Committee for Academic Excellence.

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^{7,8} *Rhode Island school performance and accountability system: Schools and districts: School performance classifications—an explanation of the process*. (June 2008). Providence, RI: Rhode Island Department of Elementary and Secondary Education, Office of Assessment and Accountability.

⁹ *School classifications: Nearly 3 of 4 schools met all annual targets* (RIDE press release). (August 19, 2008). Providence, RI: Rhode Island Department of Elementary and Secondary Education.

See the Methodology Section for more information.

School Attendance

DEFINITION

School attendance is the average daily attendance of public school students in each school district in Rhode Island for elementary school (grades 1-5), middle school (grades 6-8), and high school (grades 9-12). Public school students in pre-school, kindergarten, and un-graded classrooms are not included.

SIGNIFICANCE

An important aspect of students' access to education is the amount of time actually spent in the classroom. When students are absent from school they miss opportunities to learn. Chronic absenteeism places individual children at risk for school failure.¹ Poor attendance may indicate an increased alienation and disengagement from school, which may eventually lead to students dropping out permanently.² Truancy (unexcused absences from school) among teens is also a risk factor for delinquent behavior. Youth who are truant are at risk for substance abuse, teenage pregnancy, criminal activity and incarceration.³

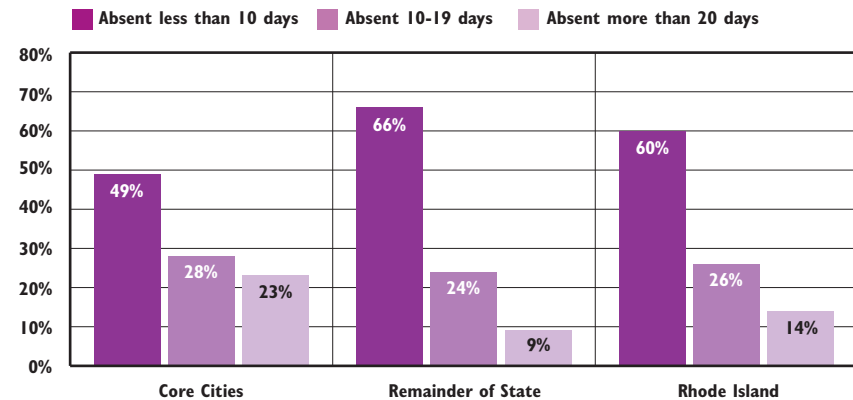
Chronic absenteeism and truancy are rarely a reflection of the child alone and are often an indication that the family needs help.⁴ Poor children are more likely to be chronically absent than

students in high-income families. The more exposure to maternal and family risks a child has the greater the absenteeism in early schooling.⁵

Truancy increases with each grade level, starting with the 8th grade and problems often begin with the transition to high school. Attendance problems usually worsen as the school year progresses.^{6,7} Students' reasons for not attending school include repeated suspensions, poor achievement, concerns for safety, difficulty with peer and adult relationships, conflicts between school and work, and negative perceptions of school.⁸

A supportive, safe, and engaging school environment and caring adults can address many of the causes of student absenteeism and truancy. Chronic absenteeism can result from poor quality education, student and family disengagement from school, and bullying, as well as family and community factors. By engaging families and communities in strategies to improve attendance, offering incentives to families and children, and helping families access medical, economic and academic services, chronic absenteeism and truancy rates can be reduced.^{9,10,11}

School Attendance in Rhode Island by Number of School Days Missed, 2007-2008 School Year



Source: Rhode Island Department of Elementary and Secondary Education. 2007-2008. Data for charter and state-operated schools are only included in Rhode Island rates.

◆ During the 2007-2008 school year, nearly a quarter (23%) of students in the core cities in Rhode Island were absent for more than 20 days, compared with 9% of students in the remainder of the state, and 14% in Rhode Island as a whole.¹²

◆ Improving the core cities' high school attendance rate from the current rate of 86% to 93% (the rate in the remainder of the state) would mean that on average 1,024 more students would be attending high school in the core cities each day of the school year.¹³

School Attendance in the Early Grades

◆ Elementary school children are more likely than their peers to be absent from school if they live in low-income households, live in single-parent households, were born to a teenage mother, have a mother with poor health, experience food insecurity, or have mothers with low education levels.¹⁴

◆ Research shows that low-income children who are chronically absent in elementary school are less proficient than their peers in reading and in math.¹⁵ In Rhode Island in the 2007-2008 school year, almost one-third (32%) of elementary students missed at least two weeks of school.¹⁶

Table 43.

School Attendance Rates, Rhode Island, 2007-2008 School Year

SCHOOL DISTRICT	ELEMENTARY SCHOOL			MIDDLE SCHOOL			HIGH SCHOOL		
	AVERAGE DAILY ATTENDANCE	TOTAL # OF STUDENTS	ATTENDANCE RATE	AVERAGE DAILY ATTENDANCE	TOTAL # OF STUDENTS	ATTENDANCE RATE	AVERAGE DAILY ATTENDANCE	TOTAL # OF STUDENTS	ATTENDANCE RATE
Barrington	1,425	1,479	96%	805	835	96%	1,079	1,130	96%
Bristol-Warren	1,379	1,447	95%	774	814	95%	1,049	1,159	91%
Burrillville	1,047	1,099	95%	549	572	96%	811	863	94%
Central Falls	1,408	1,507	93%	772	828	93%	807	944	85%
Chariho	1,222	1,279	96%	1,087	1,134	96%	1,130	1,248	91%
Coventry	2,171	2,266	96%	1,282	1,342	96%	1,706	1,773	96%
Cranston	4,365	4,570	96%	2,471	2,619	94%	3,173	3,470	91%
Cumberland	2,056	2,136	96%	1,183	1,235	96%	1,391	1,502	93%
East Greenwich	1,142	1,189	96%	404	419	96%	725	764	95%
East Providence	2,292	2,418	95%	1,253	1,340	94%	1,782	1,999	89%
Exeter-W. Greenwich	911	948	96%	322	332	97%	637	667	95%
Foster	261	274	96%	NA	NA	NA	NA	NA	NA
Foster-Glocester	NA	NA	NA	587	613	96%	839	910	92%
Glocester	575	598	96%	NA	NA	NA	NA	NA	NA
Jamestown	230	242	95%	202	210	96%	7	7	97%
Johnston	1,321	1,390	95%	819	877	93%	832	930	89%
Lincoln	1,387	1,445	96%	832	868	96%	1,002	1,111	90%
Little Compton	212	221	96%	96	100	96%	NA	NA	NA
Middletown	881	920	96%	733	762	96%	645	682	95%
Narragansett	422	441	96%	500	519	96%	450	473	95%
New Shoreham	67	72	93%	27	30	93%	36	40	88%
Newport	957	1,014	94%	476	515	92%	552	629	88%
North Kingstown	1,732	1,804	96%	1,024	1,067	96%	1,512	1,619	93%
North Providence	1,225	1,286	95%	743	785	95%	1,040	1,124	93%
North Smithfield	903	942	96%	294	310	95%	537	570	94%
Pawtucket	4,487	4,742	95%	1,416	1,524	93%	2,166	2,460	88%
Portsmouth	1,094	1,136	96%	692	722	96%	1,005	1,048	96%
Providence	10,484	11,337	92%	4,406	4,889	90%	6,364	7,513	85%
Scituate	733	761	96%	425	441	96%	538	567	95%
Smithfield	1,012	1,051	96%	635	659	96%	796	847	94%
South Kingstown	1,426	1,487	96%	843	889	95%	1,110	1,191	93%
Tiverton	681	715	95%	588	617	95%	651	696	93%
Warwick	5,272	5,524	95%	1,731	1,830	95%	3,310	3,611	92%
West Warwick	1,546	1,627	95%	807	859	94%	1,009	1,125	90%
Westerly	1,339	1,402	96%	772	809	95%	1,033	1,096	94%
Woonsocket	2,695	2,913	93%	1,225	1,349	91%	1,574	1,843	85%
<i>Charter Schools</i>	<i>1,251</i>	<i>1,309</i>	<i>96%</i>	<i>267</i>	<i>280</i>	<i>95%</i>	<i>284</i>	<i>312</i>	<i>91%</i>
<i>State-Operated Schools</i>	<i>33</i>	<i>35</i>	<i>94%</i>	<i>28</i>	<i>28</i>	<i>100%</i>	<i>1,120</i>	<i>1,207</i>	<i>93%</i>
<i>UCAP</i>	<i>NA</i>	<i>NA</i>	<i>NA</i>	<i>79</i>	<i>79</i>	<i>100%</i>	<i>56</i>	<i>56</i>	<i>100%</i>
<i>Core Cities</i>	<i>21,577</i>	<i>23,141</i>	<i>93%</i>	<i>9,102</i>	<i>9,965</i>	<i>91%</i>	<i>12,473</i>	<i>14,513</i>	<i>86%</i>
<i>Remainder of State</i>	<i>38,783</i>	<i>40,541</i>	<i>96%</i>	<i>21,675</i>	<i>22,753</i>	<i>95%</i>	<i>28,825</i>	<i>31,098</i>	<i>93%</i>
<i>Rhode Island</i>	<i>61,644</i>	<i>65,026</i>	<i>95%</i>	<i>31,151</i>	<i>33,105</i>	<i>94%</i>	<i>42,758</i>	<i>47,187</i>	<i>91%</i>

Source of Data for Table/Methodology

Attendance rates are calculated by dividing “the average daily attendance” by the “average daily membership,” as of September 2007. Both measures are provided by the Rhode Island Department of Elementary and Secondary Education for the 2007-2008 school year.

Core cities are Central Falls, Newport, Pawtucket, Providence, West Warwick and Woonsocket.

Charter schools include BEACON Charter School, Blackstone Academy Charter School, The Compass School, CVS Highlander Charter School, International Charter School, Kingston Hill Academy, The Learning Community Charter School, and Paul Cuffee Charter School. State-operated schools include The Rhode Island Training School operated by DCYF, Metropolitan Regional Career & Technical Center, and William M. Davies Jr. Career & Technical High School.

References

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- ^{2,6,8} Railsback, J. (2004). *Increasing student attendance: Strategies from research and practice*. Portland, OR: Northwest Regional Educational Laboratory.
- ³ Henry, K. (2007). Who’s skipping school: Characteristics of truants in 8th and 10th grade. *Journal of School Health*, 77(1), 29-35.
- ^{5,14} Romero, M. & Lee, Y. (2008). *The influence of maternal and family risk on chronic absenteeism in early schooling*. New York, NY: National Center for Children in Poverty.
- ⁷ Walls, C. (2003). New approaches to truancy prevention in urban schools, *ERIC Digest*, number ED480916. New York, NY: ERIC Clearinghouse on Urban Education.
- ¹⁰ Sundius, J. & Farneth, M. (2008). *On the path to success: policies and practices for getting every child to school every day*. Baltimore, MD: Open Society Institute-Baltimore.
- ¹¹ Center for Mental Health in Schools at UCLA. (2006). *School attendance problems: Are current policies & practices going in the right direction?* Los Angeles, CA: Author.
- ^{12,13,16} Rhode Island Department of Elementary and Secondary Education, 2007-2008 school year.

Suspensions

DEFINITION

Suspensions is the rate of infractions and disciplinary actions per 100 students in pre-kindergarten through 12th grade in Rhode Island public schools. Students can receive more than one disciplinary action during the school year. Disciplinary actions include in-school suspensions, out-of-school suspensions, and alternate program placements.

SIGNIFICANCE

Effective school disciplinary practices promote a safe and respectful school climate for students and teachers, support learning, and address the causes of student misbehavior. Studies have shown that punitive disciplinary practices, including “zero tolerance” policies, are largely ineffective and even counterproductive.¹ Out-of-school suspension is the most widely used disciplinary technique, both nationally and in Rhode Island, though out-of-school suspensions have fallen as a proportion of total disciplinary actions in Rhode Island since the 2005-2006 school year. Suspensions may be used for minor offenses, such as attendance infractions and disrespect, and for more serious offenses, such as drug-related offenses and weapon possession.^{2,3,4}

Suspensions usually do not deter students from misbehaving and may actually reinforce negative behavior patterns.⁵ Suspended students are also

more likely to have poor academic performance and to drop out of school than their peers.^{6,7} Additional consequences of exclusion from school include students’ further disempowerment and isolation from peers and teachers.^{8,9}

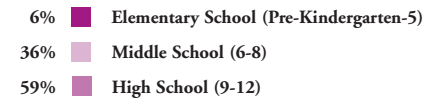
During the 2007-2008 school year in Rhode Island, 43,118 disciplinary actions were attributed to 15,957 students.¹⁰ The total number of disciplinary actions is almost three times the number of students disciplined because some students were disciplined multiple times.

Low-income and minority students are overrepresented in school suspensions and receive disproportionately severe disciplinary actions compared with their higher-income and White peers. In Rhode Island during the 2007-2008 school year, 47% (20,157) of the disciplinary actions were to minority students, who comprise 31% of the student population. One-third (33%) of Rhode Island students were enrolled in core city districts, but they received 50% of the disciplinary actions.^{11,12}

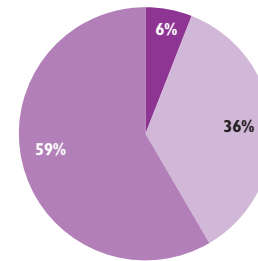
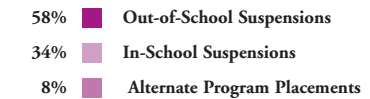
Students with disabilities also are more likely than other students to be suspended. While 18% of Rhode Island students were in special education, they accounted for 35% (14,880) of the disciplinary actions in the 2007-2008 school year and 31% (4,943) of the total students disciplined.¹³

Disciplinary Actions, Rhode Island Public Schools, 2007-2008

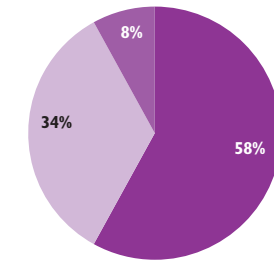
By Grade Level



By Category



n=43,118



Disciplinary Actions, Rhode Island Public Schools, 2007-2008

By Type of Infraction	#	%	By Type of Infraction	#	%
Attendance Offenses	15,371	36%	Assault of Student or Teacher	1,531	4%
Disorderly Conduct	7,075	16%	Alcohol/Drug/Tobacco Offenses	833	2%
Insubordination/Disrespect	6,811	16%	Arson/Larceny/Vandalism	810	2%
Fighting	2,865	7%	Weapon Possession	292	1%
Obscene/Abusive Language	2,538	6%	Other Offenses*	3,063	7%
Harassment/Intimidation/Threat	1,929	4%	Total	43,118	

*Examples of other offenses include forgery, trespassing and communication/electronic devices, etc.

Source: Rhode Island Department of Elementary and Secondary Education, 2007-2008 school year. Percentages may not sum to 100% due to rounding.

◆ Students who are suspended are more likely to have a history of poor behavior, academic achievement below grade level, grade repetition, mobility between schools, and attendance at schools with high rates of suspension.¹⁴

◆ In Rhode Island during the 2007-2008 school year, 11% of the student population was suspended at least once. More than one-third (36%) of suspensions were for attendance-related offenses.¹⁵

Table 44.

Disciplinary Actions, Rhode Island School Districts, 2007-2008

SCHOOL DISTRICT	TOTAL # OF STUDENTS ENROLLED	TYPE OF DISCIPLINARY ACTION			TOTAL DISCIPLINARY ACTIONS	ACTIONS PER 100 STUDENTS
		SUSPENDED OUT-OF-SCHOOL	SUSPENDED IN-SCHOOL	ALTERNATE PROGRAM PLACEMENTS*		
Barrington	3,382	87	20	0	107	3
Bristol Warren	3,433	488	1,476	5	1,969	57
Burrillville	2,554	155	499	14	668	26
Central Falls	3,338	905	635	0	1,540	46
Chariho	3,690	444	0	0	444	12
Coventry	5,215	1,288	0	463	1,751	34
Cranston	10,323	2,004	0	49	2,053	20
Cumberland	4,766	332	534	0	866	18
East Greenwich	2,347	82	38	0	120	5
East Providence	5,660	855	4	0	859	15
Exeter-West Greenwich	1,906	122	0	0	122	6
Foster	258	1	0	0	1	<1
Foster-Glocester	1,523	394	278	0	672	44
Glocester	554	0	3	0	3	1
Jamestown	481	2	3	0	5	1
Johnston	3,136	488	39	0	527	17
Lincoln	3,318	458	3	0	461	14
Little Compton	303	0	0	0	0	<1
Middletown	2,390	298	20	0	318	13
Narragansett	1,456	48	201	0	249	17
New Shoreham	142	6	0	0	6	4
Newport	2,175	622	352	0	974	45
North Kingstown	4,401	223	105	0	328	7
North Providence	3,128	71	1,014	200	1,285	41
North Smithfield	1,853	172	0	0	172	9
Pawtucket	8,530	1,484	1,865	0	3,349	39
Portsmouth	2,847	47	19	1	67	2
Providence	24,180	7,683	3,236	0	10,919	45
Scituate	1,721	84	0	405	489	28
Smithfield	2,496	124	118	0	242	10
South Kingstown	3,614	327	583	0	910	25
Tiverton	1,979	442	387	742	1,571	79
Warwick	10,742	1,947	361	0	2,308	21
West Warwick	3,575	914	1,365	16	2,295	64
Westerly	3,327	190	0	0	190	6
Woonsocket	6,166	1,591	1,443	1,725	4,759	77
<i>Charter Schools</i>	<i>1,901</i>	<i>115</i>	<i>40</i>	<i>1</i>	<i>156</i>	<i>8</i>
<i>State-Operated Schools</i>	<i>1,589</i>	<i>320</i>	<i>0</i>	<i>0</i>	<i>320</i>	<i>20</i>
<i>UCAP</i>	<i>136</i>	<i>24</i>	<i>19</i>	<i>0</i>	<i>43</i>	<i>32</i>
<i>Core Cities</i>	<i>47,962</i>	<i>13,199</i>	<i>8,896</i>	<i>1,741</i>	<i>23,836</i>	<i>50</i>
<i>Remainder of State</i>	<i>92,946</i>	<i>11,179</i>	<i>5,705</i>	<i>1,879</i>	<i>18,763</i>	<i>20</i>
<i>Rhode Island</i>	<i>144,534</i>	<i>24,837</i>	<i>14,660</i>	<i>3,621</i>	<i>43,118</i>	<i>30</i>

Notes to Table

*Alternate Program Placements (APPs) used for disciplinary reasons can consist of short-term or long-term academic placements in the student's home school or in an alternate setting. APPs provide students with explicit academic supports, unlike traditional in-school suspensions. The definition and use of APPs differs by district. Due to changes in how some districts categorize APPs, some of the data included in the in-school suspension and alternate program placement columns of this table may not be comparable to Factbooks prior to 2008.

The type of infraction resulting in disciplinary action varies according to school district policy. The type of disciplinary action used for each type of infraction also varies according to school district policy.

Source of Data for Table/Methodology

Rhode Island Department of Elementary and Secondary Education, 2007-2008 school year.

Total disciplinary actions is the number of incidents resulting in suspension—either in-school or out-of-school—or placement of the student in an alternate program.

The disciplinary actions rate per 100 students is the total disciplinary actions for the school district at all grade levels (pre-kindergarten through 12th grade), multiplied by 100, and divided by the “average daily membership.”

Core cities are Central Falls, Newport, Pawtucket, Providence, West Warwick and Woonsocket.

Charter schools are BEACON Charter School, Blackstone Academy Charter School, Highlander Charter School, International Charter School, Kingston Hill Academy, and Paul Cuffee Charter School. State-operated schools include the Metropolitan Career & Technical Center, Rhode Island School for the Deaf, and Wm. M. Davies Jr. Career-Technical High School.

References

¹ *Fair and effective discipline for all students: Best practice strategies for educators* (Fact sheet). (2002). Bethesda, MD: National Association of School Psychologists.

(continued on page 161)

High School Graduation Rate

DEFINITION

High school graduation rate is the percentage of students who graduate from high school within four years of entering, calculated by dividing the number of students who graduate in four years or fewer by the total number of students in the cohort (the cohort is the number of first-time entering ninth graders in 2004-2005 adjusted for transfers in and transfers out during the four years).

SIGNIFICANCE

High school graduation is the minimum requisite for college and most employment. The path to high school graduation begins early. Research indicates that children who attend high-quality preschool programs are more likely to graduate from high school.¹

Dropping out is almost always a long process rather than a sudden event. Warning signs that a student may drop out include: repeating one or more grades, failing one or more core subjects in the ninth grade, ongoing patterns of absenteeism or tardiness, suspensions, low academic achievement, high mobility, delinquent behavior and disengagement from school. In particular, research has consistently shown that students who are retained in school, even at the elementary level, are more likely to drop out than similar students who were not held back.^{2,3,4,5,6,7}

Rhode Island public high schools lose 20 students from the “graduation pipeline” every school day.⁸ Student achievement and graduation rates can be improved with strong school leadership, effective teachers, the use of data-based early warning systems to identify at-risk students, access to appropriate and timely academic and social supports, meaningful connections with adults in the school, improved communication with parents, and implementation of rigorous, engaging and relevant curricula.^{9,10,11}

Adults without a high school diploma in Rhode Island are more than 4.5 times as likely to be unemployed as those who receive a bachelor’s degree.¹² In Rhode Island in 2007, the median income of adults without a high school diploma or General Education Development (GED) certificate was \$22,087 compared to \$29,986 for people with a high school degree, and \$48,464 for those with a bachelor’s degree.¹³

2005 High School Graduation Rates	
	2005
RI	71%
US	71%
National Rank*	30th
New England Rank**	6th

*1st is best; 50th is worst

**1st is best; 6th is worst

Source: Editorial Projects in Education Research Center. (2008). *Diplomas Count 2008 – Rhode Island state highlights 2008*. Retrieved February 3, 2009 from www.edweek.org/go/dc08 *Diplomas Count* uses the Cumulative Promotion Index (CPI) method to calculate graduation rates.

Rhode Island Four-Year High School Graduation and Dropout Rates, by Student Subgroup, Class of 2008

	Four-Year Graduation Rate	Dropout Rate	% Completed GED	% of Students Still in School
All Students	74%	16%	3%	7%
Females	79%	13%	3%	5%
Males	69%	18%	4%	10%
English Language Learners	59%	27%	1%	13%
Students with Disabilities	56%	25%	4%	15%
Students without Disabilities	79%	13%	3%	5%
Low-Income Students	61%	24%	4%	11%
Higher-Income Students	86%	8%	2%	4%
White	78%	12%	3%	6%
Asian/Pacific Islander	74%	17%	3%	6%
Black	64%	21%	3%	12%
Hispanic	62%	25%	3%	10%
Native American	63%	22%	1%	14%

Source: Rhode Island Department of Elementary and Secondary Education, Class of 2008 four-year rates. Percentages may not sum to 100% due to rounding.

◆ The Rhode Island four-year graduation rate for the class of 2008 was 74%, the dropout rate was 16%, 3% of students completed their GEDs within four years of entering high school and 7% were still in school in the fall of 2008. An additional 3% of students from the original class of 2007 cohort graduated in five years with the class of 2008.¹⁴

◆ Poverty is strongly linked to the likelihood of dropping out. Students in the core cities in Rhode Island are two and a half times more likely to drop out of high school than students in the remainder of the state.¹⁵ Minority students are also more likely than White students to drop out of school. However, lower graduation rates in minority communities are mainly driven by higher poverty rates and lower rates of educational attainment among adults in the community.¹⁶

◆ The Rhode Island four-year graduation rate for the class of 2008 was 69% for males and 79% for females.¹⁷ While female students have lower dropout rates than males, national data show that female dropouts are significantly more likely to be unemployed and they earn less on average than male dropouts from the same racial and ethnic group.¹⁸

◆ Graduation and dropout rates for pregnant and parenting youth and youth in the foster care system in Rhode Island are not available at this time.

High School Graduation Rate

Table 45.

High School Graduation Rates, Rhode Island, Class of 2008

SCHOOL DISTRICT	COMMUNITY CONTEXT			FOUR-YEAR COHORT RATES				
	% CHILDREN IN POVERTY	% MINORITY ENROLLMENT	% STUDENTS TAKING THE SAT	# OF STUDENTS IN COHORT	4-YEAR GRADUATION RATE	DROPOUT RATE	% COMPLETED GED	% STILL IN SCHOOL
Barrington	3%	5%	89%	239	95%	3%	2%	1%
Bristol-Warren	7%	6%	60%	318	80%	11%	2%	7%
Burrillville	9%	5%	55%	230	75%	12%	4%	9%
Central Falls	36%	85%	38%	305	52%	29%	2%	16%
Charlton	5%	5%	53%	310	84%	10%	1%	4%
Coventry	6%	3%	53%	458	83%	11%	2%	4%
Cranston	12%	24%	52%	907	82%	9%	4%	5%
Cumberland	6%	9%	63%	398	81%	10%	2%	8%
East Greenwich	4%	8%	82%	196	94%	2%	2%	3%
East Providence	12%	22%	47%	541	76%	18%	1%	6%
Exeter-West Greenwich	5%	4%	59%	195	87%	5%	3%	5%
Foster-Glocester	6%	3%	71%	261	87%	8%	3%	3%
Johnston	11%	16%	51%	212	78%	8%	8%	6%
Lincoln	7%	7%	64%	309	83%	12%	2%	3%
Middletown	6%	16%	57%	158	84%	6%	4%	6%
Narragansett	7%	7%	77%	117	94%	3%	1%	3%
New Shoreham	9%	8%	94%	15	100%	0%	0%	0%
Newport	16%	49%	60%	192	66%	22%	3%	9%
North Kingstown	7%	5%	70%	384	88%	6%	2%	4%
North Providence	11%	21%	54%	289	88%	5%	1%	6%
North Smithfield	5%	4%	66%	124	90%	2%	6%	2%
Pawtucket	22%	56%	52%	717	57%	26%	6%	11%
Portsmouth	4%	5%	70%	289	86%	4%	6%	4%
Providence	34%	88%	57%	2,379	63%	26%	2%	9%
Scituate	6%	2%	70%	164	84%	9%	4%	4%
Smithfield	5%	5%	60%	215	88%	6%	1%	5%
South Kingstown	5%	12%	72%	309	86%	8%	2%	4%
Tiverton	6%	2%	64%	199	83%	9%	5%	3%
Warwick	7%	10%	55%	985	72%	13%	4%	11%
West Warwick	13%	16%	45%	300	68%	19%	4%	10%
Westerly	7%	11%	64%	291	88%	7%	2%	4%
Woonsocket	25%	42%	43%	492	60%	28%	3%	9%
Davies Career and Technical	NA	39%	23%	189	68%	14%	3%	14%
DCYF	NA	71%	NA	193	4%	57%	24%	15%
MET School	NA	72%	4%	197	74%	13%	2%	11%
Beacon Charter	NA	25%	56%	50	60%	32%	6%	2%
Blackstone Academy Charter	NA	76%	37%	28	68%	7%	4%	21%
Core Cities	28%	69%	53%	4,385	61%	26%	3%	10%
Remainder of State	8%	12%	61%	8,115	83%	9%	3%	5%
Rhode Island	15%	31%	57%	13,163	74%	16%	3%	7%

Source of Data for Table/Methodology

% of children in poverty is from the U.S. Bureau of the Census, Small Area Income and Population Estimates, Children Ages 5-17, 2007. All other data are from the Rhode Island Department of Elementary and Secondary Education, 2007-2008 school year and refer only to public school students.

The four-year 2008 cohort graduation rate is the number of students who graduate in four years or fewer divided by the total number of students in the cohort (the cohort is calculated as the number of first-time entering ninth graders in 2004-2005 adjusted for transfers in and transfers out during the course of the four years). The cohort dropout rate is calculated the same way as the graduation rate, but the numerator is the number of students who drop out or whose status is unknown at the end of four years. Separate rates are also calculated for the percentage of students who are retained in high school and therefore are taking more than four years to graduate and for the percentage of students who received their GED within four years instead of graduating with a traditional diploma.

The core cities are Central Falls, Newport, Pawtucket, Providence, West Warwick and Woonsocket.

Students from Little Compton attend high school in Portsmouth and students from Jamestown attend high school in North Kingstown. DCYF includes students attending DCYF alternative schools.

References

¹ Shore, R. (July 2005). *Reducing the high school dropout rate*. Baltimore, MD: The Annie E. Casey Foundation.

^{2,17,18,20} Rhode Island Department of Elementary and Secondary Education, 2007-2008 school year.

³ Healthy Teen Network and the National Women's Law Center. (n.d.). *Keeping pregnant and parenting students from dropping out: A guide for policymakers and schools*. Retrieved on February 3, 2009 from www.healthyteennetwork.org

⁴ *Fact sheet: Educational outcomes for children and youth in foster and out-of-home care*. (2007). Seattle, WA: National Working Group on Foster Care and Education and Casey Family Programs.

(continued on page 161)

Teens Not in School and Not Working

DEFINITION

Teens not in school and not working is the percentage of teens ages 16 to 19 who are not enrolled in school, not in the Armed Forces, and not employed. Teens who are recent high school graduates and who are unemployed and teens who have dropped out of high school and are jobless are included.

SIGNIFICANCE

Dropping out of school and not becoming part of the workforce places teens at a significant disadvantage as they transition from adolescence to adulthood. These adolescents have a difficult time connecting to the job market as young adults and have lower earnings and less stable employment histories than their peers who stayed in school or secured jobs.¹ Unemployed and undereducated youth are also at risk for being imprisoned, living in under-resourced neighborhoods, earning low wages, and needing public assistance as adults.^{2,3}

Quality parent-child relationships improve academic outcomes, lessen the likelihood of problem behaviors, and improve the mental, social and emotional well-being of adolescents and teens.⁴ Mentoring can also improve attitudes toward school, reduce school absences, improve child-parent

relationships, and decrease drug and alcohol use.⁵

Youth living in low-income families are six times more likely to drop out of high school than their more affluent peers.⁶ Improving educational and employment opportunities is especially important for disadvantaged and minority youth in urban settings.⁷ In 2007 in the U.S., 11% of both Hispanic and Black youth were not in school and not working compared to 6% of White youth.⁸

In 2007, 3,972 (6%) of Rhode Island teens ages 16 to 19 were not in school or working. In 2007, females represented 49% of youth not in school and not working, while males accounted for 51% of these youth.⁹

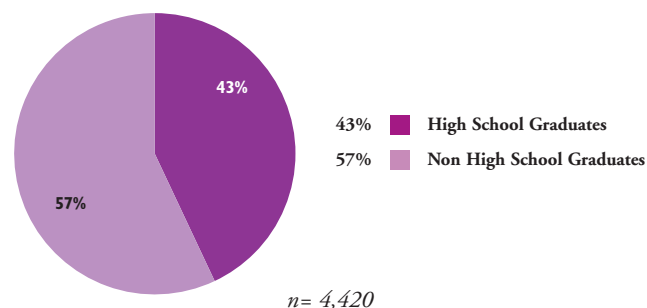
Teens Not in School and Not Working 2002 and 2007		
	2002	2007
RI	6%	6%
US	9%	8%
National Rank*		7th
New England Rank**		3rd

*1st is best; 50th is worst

**1st is best; 6th is worst

Source: Annie E. Casey Foundation KIDS COUNT Data Center (2008). *Comparisons by topic: Teens not attending school and not working: Percent: 2002 and 2007*. Retrieved December 15, 2008 from www.kidscount.org/datacenter

Rhode Island Teens Ages 16-19 Not in School and Not Working by Education Level, 2005-2007 Average



Source: U.S. Bureau of the Census, American Community Survey, 2005-2007 3-Year Estimates, Table B14005. May include some youth who are in the Armed Forces.

- ◆ Annually between 2005 and 2007, an estimated 4,420 youth ages 16-19 were not in school and not working in Rhode Island. Forty-three percent of these youth were high school graduates and 57% percent had not graduated from high school.¹⁰
- ◆ Education has an impact on the likelihood of finding and maintaining employment, regardless of race or ethnicity. In 2007, people with less than a high school diploma in the United States were more than twice as likely to be unemployed as those who attained a high school degree or equivalent and were more than four times as likely to be unemployed as those who received a bachelor's degree.¹¹

Connecting Youth to College and Jobs

- ◆ Between 2000 and 2015, about 85% of newly-created jobs will require education or training beyond high school.¹² Low-income youth are far less likely to graduate from high school and go on to college than their peers. Similarly, Black young adults (18%) and Hispanic young adults (9%) are much less likely to earn a bachelor's degree than their White peers (34%).¹³
- ◆ Programs and alternative schools that enable students to earn college credits while working towards their high school degree can improve high school graduation rates and better prepare students for high-skill careers.¹⁴

Teens Not in School and Not Working

Table 46.

Teens Not in School and Not Working, Ages 16-19, Rhode Island, 2000

CITY/TOWN	TOTAL NUMBER OF TEENS AGES 16-19	JOBLESS HIGH SCHOOL GRADUATES	JOBLESS HIGH SCHOOL DROPOUTS	TOTAL NUMBER OF JOBLESS TEENS NOT IN SCHOOL	% OF TEENS WHO ARE JOBLESS & NOT IN SCHOOL
Barrington	816	7	11	18	2.2%
Bristol	1,701	0	23	23	1.4%
Burrillville	980	3	14	17	1.7%
Central Falls	1,082	66	112	178	16.5%
Charlestown	320	0	0	0	0.0%
Coventry	1,632	9	50	59	3.6%
Cranston	4,233	304	329	633	15.0%
Cumberland	1,449	67	28	95	6.6%
East Greenwich	636	0	0	0	0.0%
East Providence	2,068	75	55	130	6.3%
Exeter	251	5	0	5	2.0%
Foster	232	0	0	0	0.0%
Glocester	551	5	10	15	2.7%
Hopkinton	402	4	16	20	5.0%
Jamestown	267	0	5	5	1.9%
Johnston	1,080	33	17	50	4.6%
Lincoln	974	0	26	26	2.7%
Little Compton	175	0	16	16	9.1%
Middletown	713	37	18	55	7.7%
Narragansett	739	9	12	21	2.8%
New Shoreham	26	0	0	0	0.0%
Newport	1,740	31	100	131	7.5%
North Kingstown	1,159	13	0	13	1.1%
North Providence	1,262	22	38	60	4.8%
North Smithfield	494	0	0	0	0.0%
Pawtucket	3,684	203	292	495	13.4%
Portsmouth	736	0	12	12	1.6%
Providence	15,673	420	1,138	1,558	9.9%
Richmond	326	16	0	16	4.9%
Scituate	604	44	17	61	10.1%
Smithfield	1,904	11	11	22	1.2%
South Kingstown	3,532	8	11	19	0.5%
Tiverton	769	23	22	45	5.9%
Warren	507	33	33	66	13.0%
Warwick	3,843	60	130	190	4.9%
West Greenwich	300	0	0	0	0.0%
West Warwick	1,341	47	73	120	8.9%
Westerly	1,029	24	23	47	4.6%
Woonsocket	2,179	75	181	256	11.7%
Core Cities	25,699	842	1,896	2,738	10.7%
Remainder of State	35,710	812	927	1,739	4.9%
Rhode Island	61,409	1,654	2,823	4,477	7.3%

Sources of Data for Table/Methodology

U.S. Bureau of the Census, Census 2000.

Core cities are Central Falls, Newport, Pawtucket, Providence, West Warwick and Woonsocket.

The denominator is the number of teens ages 16 to 19 according to the 2000 U.S. Census.

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