

Public School Enrollment and Demographics

DEFINITION

Public school enrollment and demographics is the total number of students enrolled in Rhode Island public schools on October 1.

SIGNIFICANCE

Education is a lifetime process that begins at birth and continues throughout a child's life into adulthood. Racial, ethnic and income gaps in educational attainment and success have been well-documented throughout the country and continue to impact students well into their adult lives. Research has shown that there are three clusters of factors that impact student achievement: school factors, factors related to connections between home and school and factors that exist before and beyond school (including health, nutrition and non-school academic supports).¹

On October 1, 2009, there were 145,118 students enrolled in Rhode Island public schools in grades pre-K through 12, a decrease of 7% from 156,632 on October 1, 1999. Of the 145,118 Rhode Island public school students in October 2009, one-third (47,333) were attending schools in the six core cities (communities with 15% or greater child poverty rates according to the 2000 U.S. Census), almost two-thirds (93,690) were attending schools in the remaining districts, and the remaining 4,095 attended charter

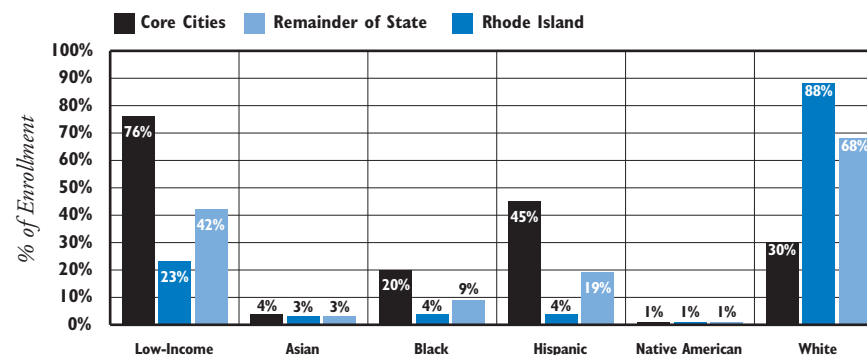
schools, state-operated schools or the Urban Collaborative Accelerated Program (UCAP). There were an additional 21,007 students in Rhode Island attending private and parochial schools and 1,135 students were home-schooled.²

In October 2009, there were 62,724 students in grades K-5, 33,351 in grades 6-8 and 46,934 in grades 9-12. There were 2,109 children ages 3-5 enrolled in preschool special education classrooms through Rhode Island public school districts.³

Rhode Island public school students are racially and ethnically diverse. In October 2009, 68% of Rhode Island public school students were non-Hispanic White, 19% were Hispanic, 9% were Black, 3% were Asian and 1% were Native American. Rhode Island students are also economically diverse. In October 2009, 42% of students in Rhode Island were low-income (students who qualified for the free or reduced-price lunch program).⁴

Rhode Island schools also are diverse in terms of students with disabilities and students who are English Language Learners. In the 2008-2009 school year, 17% (24,302) of Rhode Island public school students were receiving special education services and 5% (7,152) were receiving English as a second language (ESL) or bilingual education services.⁵

Rhode Island Public School Enrollment by Demographic Groups, 2009



Source: Rhode Island Department of Elementary and Secondary Education, October 1, 2009.

◆ The core city school districts have more minority and low-income students enrolled than other school districts in Rhode Island. Thirty percent of students enrolled in the core cities were White, compared with 88% in the remainder of the state, and 76% of students enrolled in the core cities were low-income compared with 23% in the remainder of the state.⁶

Student Engagement in School

◆ Student engagement is an important factor in student success. Recent national research has shown that student engagement is strongly related to the extent of positive parent-child interaction, high family expectations for student achievement, involvement in school activities (such as sports, lessons or clubs) and students' school experiences (such as suspensions and participation in gifted classes). Female students of all ages were significantly more likely to be engaged in school than their male peers.⁷

◆ Parental education levels, urban-suburban district type and family income did not have a significant impact on student engagement in school. However, minority students were less likely to be engaged in school than their White peers, even after controlling for factors such as parental education and family income. This indicates that different strategies may be needed to engage minority students than White students.⁸

Public School Enrollment and Demographics

Table 31. Rhode Island Public School Enrollment by Grade and Demographic Groups, October 1, 2009

SCHOOL DISTRICT	ENROLLMENT BY GRADE LEVEL*				ENROLLMENT BY DEMOGRAPHIC GROUPS						TOTAL ENROLLMENT
	PRE-SCHOOL	ELEMEN-TARY	MIDDLE	HIGH	% LOW-INCOME	% ASIAN	% BLACK	% HISPANIC	% NATIVE AMERICAN	% WHITE	
Barrington	26	1,486	782	1,140	4%	4%	1%	1%	<1%	94%	3,434
Bristol Warren	70	1,505	822	1,140	31%	1%	3%	2%	<1%	93%	3,537
Burrillville	42	1,126	523	822	29%	1%	1%	2%	1%	95%	2,513
Central Falls	74	1,312	668	808	76%	<1%	15%	72%	<1%	12%	2,862
Chariho	45	1,483	827	1,219	20%	1%	2%	2%	2%	93%	3,574
Coventry	121	2,246	1,230	1,804	22%	1%	2%	2%	<1%	96%	5,401
Cranston	59	4,710	2,441	3,564	32%	8%	5%	10%	1%	76%	10,774
Cumberland	94	2,169	1,182	1,580	20%	2%	4%	6%	<1%	88%	5,025
East Greenwich	51	968	605	769	7%	7%	1%	3%	1%	88%	2,393
East Providence	65	2,437	1,294	1,944	41%	2%	14%	4%	1%	79%	5,740
Exeter-West Greenwich	23	781	475	627	13%	1%	1%	2%	1%	95%	1,906
Foster	0	257	0	0	6%	2%	0%	1%	<1%	97%	257
Foster-Glocester	0	0	552	831	14%	1%	1%	1%	<1%	97%	1,383
Glocester	11	585	0	0	18%	1%	1%	1%	0%	98%	596
Jamestown	36	293	152	6	5%	2%	1%	1%	<1%	95%	487
Johnston	45	1,389	820	946	37%	3%	4%	9%	<1%	83%	3,200
Lincoln	84	1,354	890	1,027	22%	3%	2%	4%	<1%	91%	3,355
Little Compton	0	212	105	0	3%	3%	0%	1%	0%	96%	317
Middletown	25	1,101	557	678	26%	5%	8%	6%	1%	81%	2,361
Narragansett	54	581	346	486	14%	1%	2%	2%	2%	93%	1,467
New Shoreham	0	60	40	26	12%	1%	0%	8%	0%	91%	126
Newport	35	951	481	639	57%	2%	27%	18%	2%	50%	2,106
North Kingstown	57	1,703	1,024	1,672	18%	1%	2%	2%	1%	94%	4,456
North Providence	54	1,365	789	1,081	27%	3%	8%	13%	<1%	76%	3,289
North Smithfield	45	769	445	570	13%	1%	1%	2%	0%	95%	1,829
Pawtucket	61	4,218	2,109	2,450	75%	2%	25%	29%	1%	42%	8,838
Portsmouth	52	1,127	651	1,029	11%	2%	3%	1%	<1%	93%	2,859
Providence	311	10,871	5,064	7,601	85%	6%	22%	60%	1%	12%	23,847
Scituate	11	673	432	540	12%	1%	<1%	1%	<1%	98%	1,656
Smithfield	46	1,015	634	813	14%	1%	2%	2%	<1%	95%	2,508
South Kingstown	96	1,470	876	1,139	16%	2%	3%	3%	4%	88%	3,581
Tiverton	20	839	451	656	21%	1%	1%	1%	<1%	97%	1,966
Warwick	179	4,367	2,541	3,420	29%	3%	3%	4%	<1%	90%	10,507
West Warwick	83	1,622	788	1,101	45%	2%	4%	10%	1%	82%	3,594
Westerly	77	1,323	755	1,038	31%	4%	3%	3%	2%	88%	3,193
Woonsocket	52	2,789	1,451	1,794	68%	7%	10%	25%	1%	58%	6,086
Charter Schools	0	1,546	393	392	61%	3%	16%	47%	1%	32%	2,331
State-Operated Schools	5	21	20	1,582	63%	1%	19%	35%	1%	43%	1,628
UCAP	0	0	136	0	86%	3%	24%	65%	2%	7%	136
Core Cities	616	21,763	10,561	14,393	76%	4%	20%	45%	1%	30%	47,333
Remainder of State	1,488	39,394	22,241	30,567	23%	3%	4%	4%	1%	88%	93,690
Rhode Island	2,109	62,724	33,351	46,934	42%	3%	9%	19%	1%	68%	145,118

Source of Data for Table/Methodology

Rhode Island Department of Elementary and Secondary Education, Public School Enrollment in preschool through grade 12, October 1, 2009.

*Preschool includes students enrolled in half-day or full-day preschool through the public school district, primarily preschool special education classrooms.

*Elementary includes kindergarten through 5th grade, middle includes 6th through 8th grades and high includes 9th through 12th grades.

State-operated schools include: The MET School, DCYF, Davies Career and Tech and the Rhode Island School for the Deaf. Charter Schools include: Segue Institute for Learning, Democracy Prep Blackstone Valley Academy, Highlander, Paul Cuffee Charter School, Kingston Hill Academy, International Charter School, Blackstone Academy, The Compass School, Beacon Charter School, and The Learning Community.

UCAP is the Urban Collaborative Accelerated Program.

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

References

- ¹ Barton, P. E. & Coley, R. J. (2009). *Parsing the achievement gap II*. Princeton, NJ: Educational Testing Service.
- ^{2,3,4,6} Rhode Island Department of Elementary and Secondary Education, October 1, 2009 and October 1, 1999.
- ⁵ Rhode Island Department of Elementary and Secondary Education, 2008-2009 school year.
- ^{7,8} Dye, J. L. & Johnson, T. (2009). A child's day: 2006 (Selected indicators of child well-being). *Current Population Reports P70-118*. Washington, DC: U.S. Census Bureau.

Children Enrolled in Early Intervention

DEFINITION

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

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 may also 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 Early Intervention 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

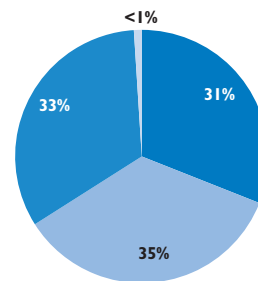
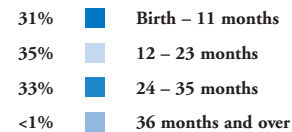
Children Receiving Early Intervention Services, 2008		
	Under Age 1	Under Age 3
RI	2.2%	4.8%
US	1.0%	2.7%
National Rank*	4th	4th
New England Rank**	2nd	2nd

*1st is best; 50th is worst

**1st is best; 6th is worst

Source: IDEA Infant and Toddler Coordinator Association. (2009). *IDEA Part C: Percentage of all children under the age of one/under the age of three receiving services.* (Single day count 10/1 – 12/1/2008). Retrieved February 19, 2010 from www.ideainfanttoddler.org

Early Intervention Enrollment, by Age, Rhode Island, 2009



n = 3,795

Source: Rhode Island Department of Human Services, Center for Child and Family Health, 2009.

◆ In 2009 in Rhode Island, 3,795 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 (11%) than children in the remainder of the state (9%). Sixty-three percent of the EI population was male and 37% was female.⁶

◆ In 2009 in Rhode Island, 931 children were discharged from EI upon reaching age three. Of these children, 68% were eligible for preschool special education, 14% were not eligible for preschool special education, and 13% did not have eligibility determined when exiting. An additional 5% moved out of state, were unreachable, completed their service plan, or were withdrawn by a parent or guardian.⁷

◆ 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 for Early Intervention services.⁸ In 2009, out of 784 children under age three who were victims of an indicated investigation of child abuse or neglect, 514 (66%) were screened by DCYF as eligible for EI and were referred to EI programs.⁹

◆ 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.¹⁰

Children Enrolled in Early Intervention

Table 32. Infants and Toddlers Enrolled in Early Intervention (EI), by Eligibility Type, Rhode Island, 2009

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	2	43	1	0	46	8%
Bristol	655	15	51	6	0	72	11%
Burrillville	509	8	29	2	0	39	8%
Central Falls	990	17	73	14	0	104	11%
Charlestown	289	5	22	1	0	28	10%
Coventry	1,243	32	82	9	0	123	10%
Cranston	2,455	51	179	16	1	247	10%
Cumberland	1,136	17	80	1	0	98	9%
East Greenwich	384	8	24	4	0	36	9%
East Providence	1,552	23	127	6	0	156	10%
Exeter	187	3	10	2	0	15	8%
Foster	113	0	18	0	0	18	16%
Glocester	335	1	15	0	0	16	5%
Hopkinton	282	5	32	2	0	39	14%
Jamestown	132	4	5	2	0	11	8%
Johnston	893	16	64	4	0	84	9%
Lincoln	662	15	45	5	0	65	10%
Little Compton	107	2	5	1	0	8	7%
Middletown	700	14	34	8	0	56	8%
Narragansett	403	8	16	2	0	26	6%
New Shoreham	35	2	1	0	0	3	9%
Newport	941	13	75	6	0	94	10%
North Kingstown	1,034	20	69	16	0	105	10%
North Providence	885	25	95	9	0	129	15%
North Smithfield	337	4	34	0	0	38	11%
Pawtucket	2,957	64	217	33	0	314	11%
Portsmouth	583	11	34	3	0	48	8%
Providence	7,642	151	550	83	4	788	10%
Richmond	321	0	9	0	0	9	3%
Scituate	371	6	21	1	0	28	8%
Smithfield	499	2	26	1	0	29	6%
South Kingstown	868	14	51	6	0	71	8%
Tiverton	461	9	24	4	0	37	8%
Warren	355	2	22	2	0	26	7%
Warwick	2,714	55	184	24	0	263	10%
West Greenwich	192	2	19	0	0	21	11%
West Warwick	1,136	36	101	12	0	149	13%
Westerly	827	19	52	7	0	78	9%
Woonsocket	2,020	28	236	7	1	272	13%
Unknown	NA	0	6	0	0	6	NA
Core Cities	15,686	309	1,252	155	5	1,721	11%
Remainder of State	22,089	400	1,522	145	1	2,068	9%
Rhode Island	37,775	709	2,780	300	6	3,795	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 2009.

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.
- ^{2,5} *Why young children enter Early Intervention services*. (2007). Chapel Hill, NC: University of North Carolina, FPG Child Development Institute.
- ^{3,6,7} Rhode Island Department of Human Services, Center for Child and Family Health, 2009.
- 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.
- ⁸ 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.
- ⁹ Rhode Island Department of Children, Youth and Families, 2009.
- ¹⁰ 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.

SIGNIFICANCE

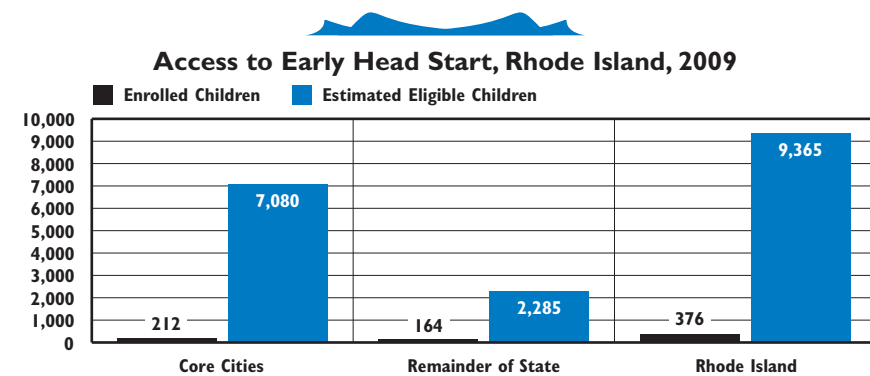
Established in 1994, Early Head Start is a comprehensive early childhood program serving low-income children birth to age three, pregnant women, and their families. Early Head Start programs serve children in families with incomes below 130% of the federal poverty guidelines, which for a family of three is \$23,803 in 2009.^{1,2,3} Children in families with incomes below the federal poverty line have priority enrollment. 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. Individualized plans are developed to support prenatal health, promote healthy behaviors and prepare 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 2009, there were 381 federally-funded Early Head Start slots. Of these slots, 45% were center-based and 55% 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 2009, 376 infants and toddlers were receiving Early Head Start services in Rhode Island, approximately 4% of the estimated eligible population. In addition, there were 19 pregnant women receiving Early Head Start services designed to improve birth outcomes, maternal health and early childhood development.⁹



Source: Rhode Island Early Head Start program data compiled by Rhode Island KIDS COUNT, 2009.

- ◆ In 2009 in Rhode Island, federal funding for Early Head Start enabled services to be provided to 376 children, approximately 4% of the 9,365 income-eligible children ages birth to three and their families.¹⁰
- ◆ Three-quarters of the child population that are income-eligible for Early Head Start reside in the core cities of Rhode Island, yet only 3% of these eligible children have access.¹¹ In 2009, there were 212 children enrolled in Early Head Start from the core cities of Central Falls, Newport, Providence, and West Warwick and 164 children from the remainder of the state. There were no Early Head Start services available to children in the core cities of Pawtucket and Woonsocket.¹²
- ◆ Beginning in 2010, federal stimulus funding to expand Early Head Start services in Rhode Island will bring services to approximately 134 children in Pawtucket, Providence, and the Johnston/North Providence/Smithfield area.¹³

Early Head Start and Children with Special Needs

- ◆ Federal Head Start regulations require programs to make at least 10% of their enrollment opportunities available to young children with disabilities.¹⁴ In 2009, 66 children with disabilities were enrolled in an Early Head Start program in Rhode Island (18% of Early Head Start enrollment).¹⁵
- ◆ Early Head Start providers work closely with the state's Early Intervention system to ensure specialized services and supports for children are delivered in coordination with the Early Head Start program.¹⁶

Children Enrolled in Early Head Start

Table 33.

Children Ages Birth to Three Enrolled in Early Head Start, Rhode Island, 2009

CITY/TOWN	# OF CHILDREN UNDER AGE 3	ESTIMATED ELIGIBLE CHILDREN <100% FPL*	ESTIMATED ELIGIBLE CHILDREN 100-129% FPL*	# OF PREGNANT WOMEN ENROLLED IN EARLY HEAD START	# OF CHILDREN ENROLLED IN EARLY HEAD START	ESTIMATED % OF ELIGIBLE CHILDREN ENROLLED IN EARLY HEAD START
Barrington	567	13	0	0	0	0%
Bristol	582	57	9	0	5	8%
Burrillville	525	50	20	0	10	14%
Central Falls	933	400	127	10	48	9%
Charlestown	266	11	25	0	0	0%
Coventry	1,268	72	40	0	16	14%
Cranston	2,499	211	64	0	20	7%
Cumberland	1,232	51	50	0	0	0%
East Greenwich	378	28	4	0	0	0%
East Providence	1,563	204	71	0	21	8%
Exeter	160	26	18	0	0	0%
Foster	126	0	0	0	0	NA
Glocester	261	15	1	0	1	6%
Hopkinton	240	17	29	0	0	0%
Jamestown	153	0	0	0	0	NA
Johnston	951	81	30	0	10	9%
Lincoln	654	33	10	0	0	0%
Little Compton	111	5	0	0	0	0%
Middletown	685	40	42	0	14	17%
Narragansett	346	22	5	0	0	0%
New Shoreham	32	2	0	0	0	0%
Newport	996	371	68	2	53	12%
North Kingstown	1,010	114	20	0	0	0%
North Providence	893	99	57	0	10	6%
North Smithfield	368	26	2	0	0	0%
Pawtucket	2,765	842	178	0	0	0%
Portsmouth	622	33	0	0	4	12%
Providence	7,397	3,092	727	4	55	1%
Richmond	348	10	6	0	0	0%
Scituate	451	17	0	0	0	0%
Smithfield	499	6	4	0	3	29%
South Kingstown	807	41	0	0	0	0%
Tiverton	522	25	5	0	3	10%
Warren	329	23	20	0	6	14%
Warwick	2,741	188	72	1	41	16%
West Greenwich	175	8	3	0	0	0%
West Warwick	1,146	299	86	2	56	15%
Westerly	824	77	69	0	0	0%
Woonsocket	2,041	733	156	0	0	0%
<i>Core Cities</i>	<i>15,278</i>	<i>5,737</i>	<i>1,343</i>	<i>18</i>	<i>212</i>	<i>3%</i>
<i>Remainder of State</i>	<i>22,188</i>	<i>1,607</i>	<i>678</i>	<i>1</i>	<i>164</i>	<i>7%</i>
<i>Rhode Island</i>	<i>37,466</i>	<i>7,344</i>	<i>2,021</i>	<i>19</i>	<i>376</i>	<i>4%</i>

Source of Data for Table/Methodology

Rhode Island Early Head Start Programs, children enrolled as of October 2009. Children enrolled are listed by residence of child, not location of the Early Head Start program.

The estimated number of children eligible for Early Head Start is divided into two categories (below 100% of the Federal Poverty Line and between 100 and 129% of the Federal Poverty Line) as described in the 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 from Census 2000, Summary File 3 by the percentage of children under age five living in families with incomes below 100% of the poverty level and between 100 and 129% of the poverty level in that community, according to Census 2000, Summary File 3.

*These are estimates of the income-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 170)

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 have 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. Between 2006 and 2008, an estimated 68% of Rhode Island children under age six had all parents in the workforce, higher than the U.S. estimated rate of 63%.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

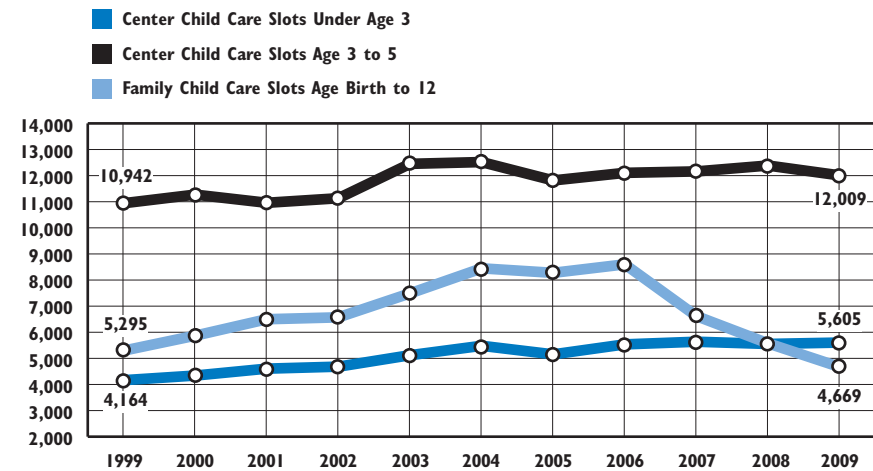
The availability of stable child care is critical for Rhode Island's economy.

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 of 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, 1999 - 2009



Source: Options for Working Parents, slots in licensed child care centers and certified family child care homes 1999-2006. Rhode Island Department of Children, Youth and Families, slots in licensed child care centers and certified family child care homes, 2007-2009.

- ◆ In 2009 in Rhode Island, there were 22,283 slots for children under age six in licensed child care centers and certified family child care homes, down from a peak high of 26,243 in 2006, but up from 20,383 in 1999.⁸
- ◆ Since 1999, the number of licensed child care center slots for infants and toddlers (children under age three) in Rhode Island has increased fairly steadily, growing 35%, from 4,164 to 5,605 in 2009.⁹
- ◆ The number of licensed child care center slots for preschoolers (children ages three to five) has grown more slowly than slots for infants and toddlers since 1999. Between 1999 and 2009, there has been a 10% increase in the number of licensed slots for preschoolers.¹⁰
- ◆ The number of licensed family child care slots grew 62% between 1999 and 2006. Since 2006, the number of family child care slots has decreased; the 2009 level is 12% below the capacity in 1999.¹¹

Infant and Preschool Child Care

Table 34.

Child Care for Children Under Age 6, Rhode Island, 2009

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	116	235	14	365	386	95
Bristol	33	117	25	175	447	39
Burrillville	28	114	6	148	408	36
Central Falls	93	219	147	459	520	88
Charlestown	13	36	20	69	170	41
Coventry	82	233	93	408	962	42
Cranston	458	1,041	345	1,844	1,799	103
Cumberland	107	286	89	482	912	53
East Greenwich	306	482	24	812	277	293
East Providence	137	474	52	663	1,168	57
Exeter	28	60	8	96	189	51
Foster	17	25	0	42	107	39
Glocester	60	58	6	124	264	47
Hopkinton	0	0	16	16	283	6
Jamestown	31	33	8	72	83	87
Johnston	224	323	90	637	702	91
Lincoln	136	275	43	454	565	80
Little Compton	0	0	6	6	53	11
Middletown	131	322	24	477	463	103
Narragansett	0	0	0	0	228	0
New Shoreham	12	22	0	34	27	126
Newport	48	158	18	224	615	36
North Kingstown	187	402	34	623	805	77
North Providence	130	227	77	434	662	66
North Smithfield	0	0	46	46	285	16
Pawtucket	302	733	301	1,336	2,103	64
Portsmouth	90	112	6	208	411	51
Providence	900	1,876	2,814	5,590	4,002	140
Richmond	0	36	8	44	255	17
Scituate	12	44	30	86	288	30
Smithfield	237	479	8	724	400	181
South Kingstown	217	464	50	731	590	124
Tiverton	25	136	14	175	358	49
Warren	55	119	20	194	325	60
Warwick	794	1,402	116	2,312	2,119	109
West Greenwich	107	159	0	266	173	154
West Warwick	136	340	39	515	737	70
Westerly	152	284	0	436	644	68
Woonsocket	201	683	72	956	1,100	87
Core Cities	1,680	4,009	3,391	9,080	9,077	100
Remainder of State	3,925	8,000	1,278	13,203	16,808	79
Rhode Island	5,605	12,009	4,669	22,283	25,885	86

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 six and number of certified family child care home slots, December 2009. Only full-day and morning slots are counted for center-based care.

The denominator is the number of children under age six with both parents in the workforce, according to Census 2000 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).

*Family child care slots are for children birth to 12 years old.

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

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- ^{8,9,10,11} Options for Working Parents, slots in licensed child care centers and certified family child care homes 1999-2006. Rhode Island Department of Children, Youth and Families, slots in licensed child care centers and certified family child care homes, 2007-2009.

Quality Early Care and Education

DEFINITION

Quality early care and education is the percentage of private preschools, licensed child care centers and 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). Data are also presented on the number of licensed early care and education programs participating in BrightStars, Rhode Island's Quality Rating and Improvement System for child care and early learning programs.

SIGNIFICANCE

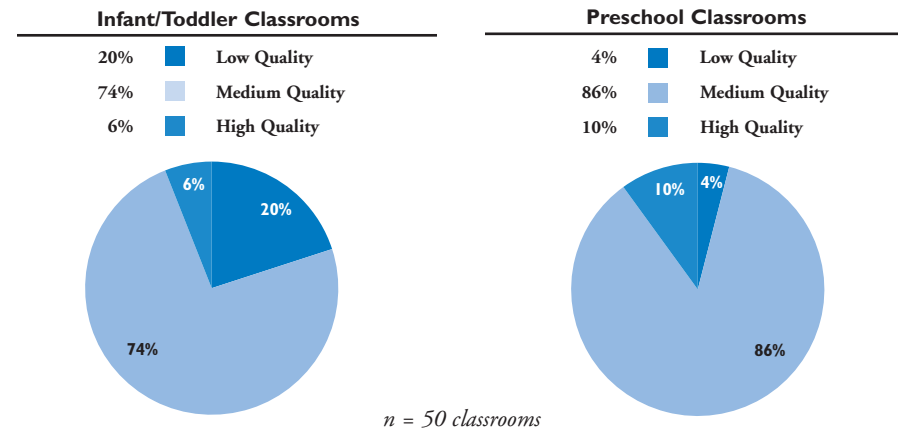
Research on early care and education reveals strong associations between program quality and children's developing skills and well-being.¹ Children who receive high-quality early care and education score higher on tests of language and cognitive skills and demonstrate stronger social and emotional development 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 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 care-giving 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 across all settings.⁷

National accreditation is a marker for high-quality early care and education.^{8,9} Quality Rating and Improvement Systems (QRIS) are becoming an increasingly common strategy used by states to measure and improve program quality. QRIS often incorporate national accreditation as a measure of quality and award quality ratings to programs based on a defined set of quality standards.¹⁰ Many states provide financial incentives to programs, including setting subsidy payments at higher rates for higher quality care or paying bonuses tied to quality levels, to encourage and support achievement of quality standards.^{11,12}

Observed Quality of Child Care and Early Learning Centers, Rhode Island, 2009



Source: Maxwell, K. L. & Kraus, S. (2010). *Rhode Island's 2009 child care center and preschool quality study*. Chapel Hill, NC: The University of North Carolina, FPG Child Development Institute.

- ◆ In 2009, researchers collected data from a random sample of child care centers and preschools in Rhode Island to inform the development of BrightStars, Rhode Island's Quality Rating and Improvement System (QRIS).¹³
- ◆ Using valid and reliable classroom observation tools, researchers found that most early childhood center-based classrooms (74% of infant/toddler classrooms and 86% of preschool classrooms) were providing a "medium" level of quality characterized by a fundamentally safe environment with access to good quality materials, but activities and interactions could be more enriching and purposeful to support child development and learning. There were some classrooms for both age groups that provided high-quality care. Low-quality care was more common for infants and toddlers than for preschoolers.¹⁴
- ◆ BrightStars, Rhode Island's new statewide QRIS for child care and early learning programs, was launched in 2009 with voluntary quality ratings for child care centers, preschools, and family child care homes.¹⁵
- ◆ BrightStars helps programs learn about best practices and create high-quality learning environments for children. Programs participating in BrightStars receive a rating and develop a quality improvement plan across six quality domains: 1) child's daily experience, 2) teaching and learning, 3) staff-child ratio and group size, 4) family communication and engagement, 5) staff qualifications, and 6) program management.¹⁶

Table 35.

Measuring Quality in Early Childhood Programs, Rhode Island, 2010

CITY/TOWN	CHILD CARE CENTERS AND PRESCHOOLS				FAMILY CHILD CARE HOMES			
	NUMBER	PARTICIPATING IN BRIGHTSTARS	NAEYC ACCREDITED	% NAEYC ACCREDITED	NUMBER	PARTICIPATING IN BRIGHTSTARS	NAFCC ACCREDITED	% NAFCC ACCREDITED
Barrington	11	0	0	0%	2	0	0	0%
Bristol	6	0	1	17%	5	0	0	0%
Burrillville	3	0	0	0%	1	0	0	0%
Central Falls	4	0	0	0%	25	0	0	0%
Charlestown	4	0	1	25%	3	0	0	0%
Coventry	8	1	1	13%	15	2	0	0%
Cranston	34	0	3	9%	51	0	1	2%
Cumberland	9	0	1	11%	12	0	0	0%
East Greenwich	12	0	0	0%	3	1	0	0%
East Providence	14	0	1	7%	7	0	0	0%
Exeter	2	0	0	0%	1	0	0	0%
Foster	1	0	0	0%	0	0	0	NA
Glocester	3	0	0	0%	1	0	0	0%
Hopkinton	2	0	0	0%	2	0	0	0%
Jamestown	1	0	0	0%	1	0	0	0%
Johnston	14	0	1	7%	12	0	0	0%
Lincoln	5	1	0	0%	7	0	0	0%
Little Compton	1	0	0	0%	1	0	0	0%
Middletown	10	0	0	0%	3	0	0	0%
Narragansett	1	0	0	0%	0	0	0	NA
New Shoreham	1	0	0	0%	0	0	0	NA
Newport	4	0	0	0%	2	0	0	0%
North Kingstown	13	0	0	0%	5	0	0	0%
North Providence	9	0	1	11%	12	0	0	0%
North Smithfield	1	0	0	0%	6	2	0	0%
Pawtucket	17	1	0	0%	47	1	0	0%
Portsmouth	6	0	0	0%	1	0	0	0%
Providence	50	7	8	16%	428	0	0	0%
Richmond	2	0	0	0%	1	0	0	0%
Scituate	1	0	0	0%	4	0	0	0%
Smithfield	8	0	0	0%	1	0	0	0%
South Kingstown	12	0	2	17%	7	0	0	0%
Tiverton	3	0	0	0%	2	0	0	0%
Warren	4	0	0	0%	3	0	0	0%
Warwick	31	2	3	10%	17	0	0	0%
West Greenwich	4	0	0	0%	0	0	0	NA
West Warwick	7	0	1	14%	6	0	0	0%
Westerly	7	0	0	0%	0	0	0	NA
Woonsocket	13	2	6	46%	11	1	0	0%
<i>Core Cities</i>	<i>95</i>	<i>10</i>	<i>15</i>	<i>16%</i>	<i>519</i>	<i>2</i>	<i>0</i>	<i>0%</i>
<i>Remainder of State</i>	<i>243</i>	<i>4</i>	<i>15</i>	<i>6%</i>	<i>186</i>	<i>5</i>	<i>1</i>	<i>1%</i>
<i>Rhode Island</i>	<i>338</i>	<i>14</i>	<i>30</i>	<i>9%</i>	<i>705</i>	<i>7</i>	<i>1</i>	<i><1%</i>

Source of Data for Table/Methodology

Number of accredited programs is from the National Association for the Education of Young Children, January 2010 and National Association for Family Child Care, January 2010. Number of programs participating in BrightStars is from the Rhode Island Association for the Education of Young Children, January 2010. 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 2009 and the Rhode Island Department of Elementary and Secondary Education, December 2009.

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

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- ^{8,12} McDonald, D. (2009). *Elevating the field: Using NAEYC early childhood program accreditation to support and reach higher quality in early childhood programs*. Washington, DC: National Association for the Education of Young Children.

(continued on page 170)

Children Enrolled in Head Start

DEFINITION

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

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

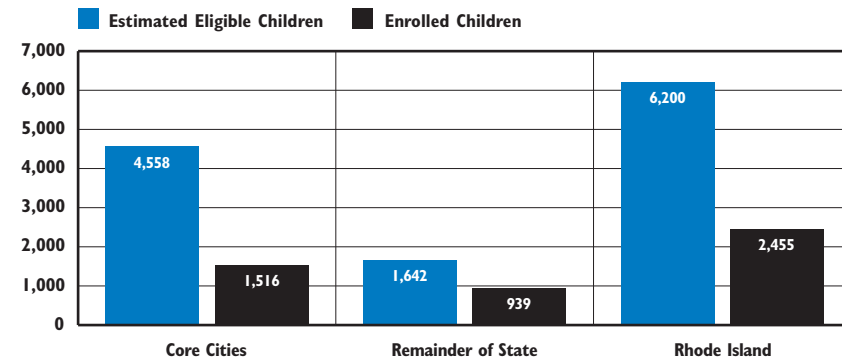
Family income is strongly correlated with children's cognitive and social skills at school entry. Before kindergarten entry, children in the highest socio-economic group have average cognitive test scores that are 60% higher than the average scores of children in the lowest socio-economic group. Children 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 children who participate in Head Start show improvements in language and literacy skills.^{5,6} Researchers have found lasting impacts in reduced grade retention and special education placement and increased high school graduation rates.⁷

Since 2002 annual federal Head Start funding has not kept pace with inflation resulting in fewer children served across the country.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

Access to Head Start, Rhode Island, 2009



Source: Rhode Island Head Start program data compiled by Rhode Island KIDS COUNT, 2009.

- ◆ In October 2009, Rhode Island Head Start programs served 2,455 children, 40% of the estimated 6,200 eligible children. In the core cities, 33% of eligible children were enrolled in Head Start compared with 57% in the remainder of the state.¹¹
- ◆ In 2008 and 2009, state funding for Head Start was cut.^{12,13} For the 2009-2010 school year there were 129 state-funded Head Start slots.¹⁴
- ◆ Beginning in 2010, federal stimulus funding to expand Head Start services in Rhode Island will create 18 new Head Start slots in Providence.¹⁵

Head Start and Public Pre-K

- ◆ Across the U.S., a growing number of states are establishing publicly-funded, voluntary Pre-K for children ages three and four. Some states target enrollment to low-income and at-risk children while other states strive to provide universal access.¹⁶ Federally-funded Head Start programs can partner with state-managed Pre-K to serve more children and/or to expand resources for improved quality and access.
- ◆ Rhode Island began a publicly funded Pre-K program in September 2009 with seven classrooms serving 126 children. One of the classrooms is operated by a Head Start program. Funding for the Pre-K program is a combination of state funds and federal Title I funds invested by local school districts.¹⁷

Children Enrolled in Head Start

Table 36.

Children Enrolled in Head Start, Rhode Island, 2009

CITY/TOWN	# OF CHILDREN AGES 3 & 4	ESTIMATED ELIGIBLE CHILDREN < 100% OF FPL*	ESTIMATED ELIGIBLE CHILDREN 100-129% OF FPL*	# OF CHILDREN ENROLLED IN HEAD START	ESTIMATED % OF ELIGIBLE CHILDREN ENROLLED IN HEAD START
Barrington	416	10	0	2	21%
Bristol	547	54	9	35	56%
Burrillville	370	35	14	21	43%
Central Falls	607	260	82	98	29%
Charlestown	184	7	17	8	32%
Coventry	789	45	25	39	56%
Cranston	1,689	143	43	206	100%
Cumberland	776	32	32	3	5%
East Greenwich	381	29	5	1	3%
East Providence	1,030	134	46	107	59%
Exeter	220	35	25	5	8%
Foster	76	0	0	0	NA
Glocester	313	18	2	2	10%
Hopkinton	263	19	31	10	20%
Jamestown	71	0	0	0	NA
Johnston	638	55	20	57	76%
Lincoln	483	24	7	8	25%
Little Compton	66	3	0	4	100%
Middletown	508	30	32	45	73%
Narragansett	290	18	4	7	31%
New Shoreham	27	1	0	2	100%
Newport	599	223	41	118	45%
North Kingstown	750	85	15	37	37%
North Providence	540	60	35	51	54%
North Smithfield	180	13	1	0	0%
Pawtucket	2,112	643	136	184	24%
Portsmouth	443	24	0	9	38%
Providence	4,590	1,919	451	797	34%
Richmond	226	7	4	5	48%
Scituate	164	6	0	3	49%
Smithfield	365	5	3	5	66%
South Kingstown	660	33	0	23	69%
Tiverton	261	12	2	15	100%
Warren	243	17	15	25	79%
Warwick	1,989	137	52	144	76%
West Greenwich	241	11	5	3	19%
West Warwick	791	207	59	113	42%
Westerly	538	51	45	57	60%
Woonsocket	1,233	443	94	206	38%
<i>Core Cities</i>	<i>9,932</i>	<i>3,695</i>	<i>863</i>	<i>1,516</i>	<i>33%</i>
<i>Remainder of State</i>	<i>15,737</i>	<i>1,153</i>	<i>489</i>	<i>939</i>	<i>57%</i>
<i>Rhode Island</i>	<i>25,669</i>	<i>4,848</i>	<i>1,352</i>	<i>2,455</i>	<i>40%</i>

Source of Data for Table/Methodology

Rhode Island Head Start Programs, all children enrolled (ages three to five) as of October 2009. Children enrolled are listed by residence of child, not location of the Head Start program.

The estimated number of children eligible for Head Start is divided into two categories (below 100% of the Federal Poverty Line and between 100 and 129% of the Federal Poverty Line) as described in the 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 from Census 2000, Summary File 3 by the percentage of children under age five living in families with incomes below 100% of the poverty level and between 100 and 129% of the poverty level in that community, according to Census 2000, Summary File 3.

*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, federal Head Start regulations allow 10% of enrolled children to be over the income threshold.

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

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- ⁵ *Head Start impact study: First year findings (Executive Summary)*. (2005). Washington, DC: U.S. Department of Health and Human Services, Administration for Children and Families.

(continued on page 170)

Full-Day Kindergarten

DEFINITION

Full-day kindergarten is the percentage of public school children enrolled in full-day kindergarten programs on October 1. 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, regardless of family income, parental education and school characteristics. 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. Full-day kindergarten programs can be especially beneficial to poor and minority children and can contribute significantly to closing academic achievement gaps.^{1,2,3}

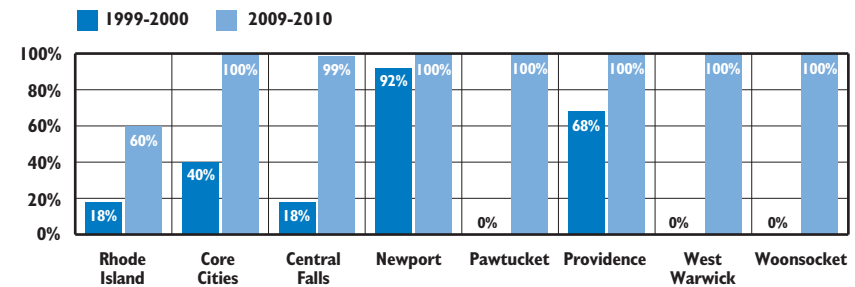
With an estimated 80% of 4-year-olds in the U.S. enrolled in some type of preschool program, kindergarten no

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 child must make each day.⁵ Also, 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 2008, 72% of the nation's public school kindergartners and 72% of private school kindergartners 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 2009-2010 School Years



Source: Rhode Island Department of Elementary and Secondary Education, October 1, 1999 and October 1, 2009.

- ◆ In Rhode Island in the 2009-2010 school year, 60% of the children who attended public kindergarten were in a full-day program.¹¹
- ◆ During the 2009-2010 school year, 16 school districts offered universal access to full-day kindergarten programs and another eight school districts operated at least one full-day kindergarten classroom. All of the independent charter schools in Rhode Island that offer 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, achievement level at kindergarten entry, gender and class size.¹⁵

Table 37. Children Enrolled in Full-Day Kindergarten Programs, Rhode Island, 1999-2000 and 2009-2010

SCHOOL DISTRICT	1999-2000 SCHOOL YEAR			2009-2010 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%	233	233	100%
Burrillville*	164	0	0%	171	171	100%
Central Falls*	250	44	18%	221	219	99%
Chariho	292	0	0%	217	0	0%
Coventry	381	0	0%	342	6	2%
Cranston	737	0	0%	712	5	1%
Cumberland	373	0	0%	306	9	3%
East Greenwich*	165	0	0%	131	21	16%
East Providence*	443	0	0%	408	271	66%
Exeter-West Greenwich	129	0	0%	107	0	0%
Foster	55	0	0%	48	0	0%
Glocester	124	0	0%	74	0	0%
Jamestown*	59	0	0%	52	52	100%
Johnston*	241	0	0%	228	23	10%
Lincoln	232	0	0%	202	1	<1%
Little Compton*	38	0	0%	31	31	100%
Middletown*	258	211	82%	190	190	100%
Narragansett*	125	0	0%	103	103	100%
New Shoreham*	8	8	100%	10	10	100%
Newport*	225	206	92%	187	187	100%
North Kingstown*	313	0	0%	254	54	21%
North Providence*	211	0	0%	235	81	34%
North Smithfield*	122	55	45%	126	126	100%
Pawtucket*	788	0	0%	775	774	100%
Portsmouth	214	0	0%	153	0	0%
Providence*	2,117	1,431	68%	1,952	1,952	100%
Scituate	107	0	0%	94	0	0%
Smithfield	177	0	0%	133	0	0%
South Kingstown*	278	0	0%	241	238	99%
Tiverton	144	0	0%	122	1	1%
Warwick*	766	29	4%	650	57	9%
West Warwick*	260	0	0%	260	259	100%
Westerly*	282	10	4%	227	227	100%
Woonsocket*	522	0	0%	533	533	100%
Charter Schools	NA	NA	NA	336	336	100%
State-Operated Schools	NA	NA	NA	5	5	100%
Core Cities	4,162	1,681	40%	3,928	3,924	100%
Remainder of State	6,907	313	5%	5,985	1,910	32%
Rhode Island	11,069	1,994	18%	10,254	6,175	60%

Source of Data for Table/Methodology

Rhode Island Department of Elementary and Secondary Education, October 1, 1999 and October 1, 2009.

*District operated at least one full-day kindergarten classroom during the 2009-2010 school year.

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

Charter schools included in this indicator are Democracy Prep, Blackstone Valley Charter School, 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

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- ⁹ U.S. Census Bureau, Current Population Survey, October 2008. *Table 3: Nursery and primary school enrollment of people 3 to 6 years old, by control of school, attendance status, age, race, Hispanic origin, mother's labor force status and education, and family income: October 2008*.

(continued on page 170)

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 - \$15,900 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 44% of the median single-parent family income and 11% of the median two-parent family income. The average cost of child care for two children in Rhode Island, exceeds the state's median monthly rent and approaches 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 \$91,000 per year to afford the average cost of child care for a three-

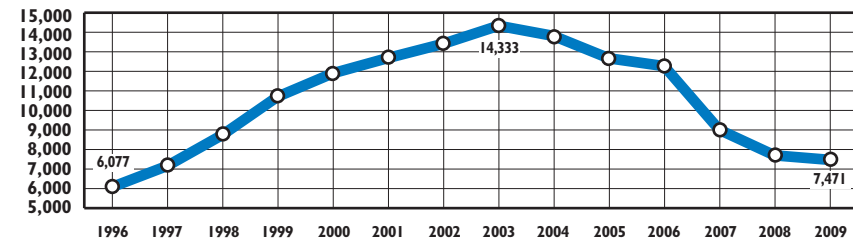
year-old at a licensed center (\$9,119).^{3,4}

Use of child care subsidies increases the likelihood that low-income parents 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 13-15 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 13-15 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, 1996-2009



Source: Rhode Island Department of Human Services, December 1996 – December 2009.

◆ In December 2009, there were 7,471 children receiving child care subsidies in Rhode Island, down from 7,700 in December 2008. The number of child care subsidies increased steadily from 6,077 in 1996 to 14,333 in 2003. Since 2003, there has been a 48% 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 2009 in Rhode Island, 70% of children receiving child care subsidies were enrolled in a licensed child care center, 29% 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 2009, 80% of all child care subsidies in Rhode Island were being used by low-income working families not receiving cash assistance and 11% were being used by families enrolled in the Rhode Island Works Program who were engaged in employment activities. Another 8% 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, 2009

PROGRAM TYPE	COST PER CHILD
Child Care Center (infant care)	\$11,374
Child Care Center (preschool care)	\$9,119
Family Child Care Home (preschool care)	\$8,303
School-Age Center-Based Program (child age 6 - 12)	\$7,067

Source: Rhode Island KIDS COUNT analysis of average weekly rates from Bodah, M. M. (2009). *Statewide survey of childcare rates in Rhode Island*. Kingston, RI: University of Rhode Island.

Children Receiving Child Care Subsidies

Table 38.

Child Care Subsidies, Rhode Island, December 2009

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	0	14	14	8	7	10	25
Bristol	11	26	37	5	16	5	26
Burrillville	4	40	44	14	30	27	71
Central Falls	45	249	294	78	90	126	294
Charlestown	0	15	15	1	5	1	7
Coventry	7	112	119	19	44	42	105
Cranston	40	424	464	154	193	229	576
Cumberland	7	92	99	24	23	37	84
East Greenwich	2	25	27	30	24	21	75
East Providence	28	198	226	46	103	89	238
Exeter	2	9	11	6	9	5	20
Foster	0	6	6	2	1	1	4
Glocester	0	9	9	5	13	3	21
Hopkinton	0	10	10	2	2	4	8
Jamestown	0	4	4	4	4	0	8
Johnston	7	91	98	55	63	51	169
Lincoln	7	61	68	29	34	60	123
Little Compton	0	2	2	0	0	0	0
Middletown	12	53	65	65	57	22	144
Narragansett	4	26	30	0	2	10	12
New Shoreham	0	0	0	0	0	0	0
Newport	43	173	216	42	73	68	183
North Kingstown	16	85	101	42	63	33	138
North Providence	13	96	109	28	32	32	92
North Smithfield	5	7	12	19	11	5	35
Pawtucket	77	629	706	175	259	253	687
Portsmouth	6	26	32	5	11	7	23
Providence	363	2,501	2,864	730	987	1,256	2,973
Richmond	0	11	11	0	0	0	0
Scituate	1	2	3	0	0	0	0
Smithfield	2	26	28	18	31	10	59
South Kingstown	4	54	58	23	37	18	78
Tiverton	2	19	21	3	8	7	18
Warren	3	29	32	3	3	5	11
Warwick	16	229	245	101	159	139	399
West Greenwich	0	9	9	6	11	1	18
West Warwick	17	180	197	54	63	80	197
Westerly	6	48	54	28	22	12	62
Woonsocket	98	396	494	111	161	195	467
DCYF	NA	NA	623	NA	NA	NA	NA
Out-of-State*	NA	NA	NA	7	10	4	21
Core Cities	643	4,128	4,771	1,190	1,633	1,978	4,801
Remainder of State	205	1,858	2,063	745	1,018	886	2,649
Rhode Island	848	5,986	7,457	1,942	2,661	2,868	7,471

Source of Data for Table/Methodology

The Rhode Island Department of Human Services, InRhodes Database, December 2009.

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.

* Out-of-State is Rhode Island resident children who attend child care located outside of Rhode Island.

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 benefits 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 2009, 19 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.

References

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(continued on page 170)

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

Between 2006 and 2008, an estimated 74% of Rhode Island children ages six to 17 had all resident parents in the workforce, higher than the U.S. average of 71%.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 is a significant source of stress for working parents of school-age children.⁴

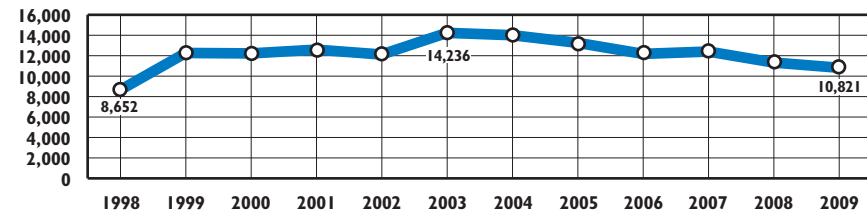
When school is out and parents are at work, children and young adolescents need safe, structured programs with adequate adult supervision. Effective after-school programs also engage

children in 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.⁵

In Rhode Island, 21% of elementary school students and 37% of middle school students reported that they are unsupervised after school on three or more days a week.⁶ Children and youth who are regularly left alone without adult supervision when school is out are more likely to become involved with gangs, engage in criminal behavior, and use illegal substances.⁷

Many school-age child care programs provide enrichment activities, homework help, and opportunities for children to develop positive relationships with peers. 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.⁸ 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.⁹

Licensed School-Age Child Care Center Slots, Rhode Island, 1998-2009



Source: Options for Working Parents, 1998-2006. Rhode Island Department of Children, Youth and Families, 2007-2009. Data do not include slots in family child care settings.

- ◆ In 2009 in Rhode Island, there were 10,821 licensed school-age child care slots in 204 center-based programs in Rhode Island.¹⁰ Five of these programs were accredited by the National AfterSchool Association.¹¹
- ◆ After reaching a peak of 14,236 in 2003, the number of licensed center-based slots for school-age children has been steadily decreasing. Licensed school-age child care capacity is now 24% below the high point.¹²

School-Age Children Receiving Child Care Subsidies

- ◆ In December 2009, 2,868 Rhode Island children ages six to 12 received a child care subsidy for before and/or after-school care. Of these children, 1,918 (67%) were enrolled in a licensed center-based program, 918 (32%) were enrolled in licensed family child care, and 32 (1%) were in the care of a license-exempt family, friend or neighbor.¹³
- ◆ Between 2006 and 2009, the number of child care subsidies for school-age children has dropped 45% from 5,218 to 2,868.¹⁴ 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 decreased.¹⁵

Table 39. Licensed School-Age Child Care for Children Ages Six to 12, Rhode Island, 2009

CITY/TOWN	NUMBER OF CHILDREN AGES 6 TO 12	NUMBER OF PROGRAMS	NUMBER OF SLOTS
Barrington	2,064	5	180
Bristol	1,784	4	162
Burrillville	1,672	3	213
Central Falls	2,190	4	319
Charlestown	717	1	26
Coventry	3,431	7	273
Cranston	7,115	19	666
Cumberland	3,135	4	270
East Greenwich	1,581	4	141
East Providence	4,292	10	503
Exeter	684	3	74
Foster	489	1	18
Glocester	1,105	1	10
Hopkinton	802	1	52
Jamestown	576	1	51
Johnston	2,490	5	65
Lincoln	2,206	6	301
Little Compton	322	1	26
Middletown	1,787	6	206
Narragansett	1,144	1	60
New Shoreham	69	0	0
Newport	2,056	4	260
North Kingstown	2,823	9	319
North Providence	2,444	8	545
North Smithfield	988	1	100
Pawtucket	7,477	9	836
Portsmouth	1,839	3	134
Providence	18,592	33	2,699
Richmond	830	1	52
Scituate	1,102	1	29
Smithfield	1,653	5	129
South Kingstown	2,630	3	139
Tiverton	1,452	2	95
Warren	1,032	2	92
Warwick	7,630	15	784
West Greenwich	592	2	28
West Warwick	2,618	6	323
Westerly	2,160	3	90
Woonsocket	4,373	10	551
Core Cities	37,306	66	4,988
Remainder of State	64,640	138	5,833
Rhode Island	101,946	204	10,821

Federal Financing

After-School Care

◆ The Child Care and Development Block Grant (CCDBG) is a major 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. In 2008 in the U.S., approximately 34% of children receiving child care subsidies were school-age, compared with 40% in Rhode Island.¹⁶

◆ Rhode Island's Fiscal Year 2010 enacted budget included \$45.4 million for child care subsidies, of which \$38.9 million came from federal sources, primarily the Child Care and Development Block Grant (CCDGB) and TANF, and \$6.5 million from state general revenue.¹⁷

Expanded Learning Opportunities

◆ The 21st Century Community Learning Centers program provides funding for after-school programs serving primarily students attending Title I schools (schools with high concentrations of disadvantaged students). In Federal Fiscal Year 2010, Rhode Island will receive \$5.7 million to serve approximately 5,700 children at 51 after-school centers.¹⁸

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 2009. 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.

References

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- ⁷⁸ *Making the case: A 2009 fact sheet on children and youth in out-of-school time*. (2009). Wellesley, MA: National Institute on Out-of-School Time, Wellesley Centers for Women, Wellesley College.
- ⁹ Miller, B. M. (2003). *Critical hours: Afterschool programs and educational success*. Brookline, MA: Nellie Mae Education Foundation.
- ¹⁰ Rhode Island Department of Children, Youth and Families, school-age child care slots, 2009.
- ¹¹ National Afterschool Association, accredited programs, 2009.

(continued on page 170)

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

English Language Learner (ELL) students are among the fastest growing populations in public schools, especially in elementary schools.^{1,2} Many ELL students face challenges to succeeding in school, including poverty, lack of access to health care, low parental education levels and discrimination or racism.^{3,4}

ELL students are challenged to simultaneously learn English and succeed academically.⁵ ELL students in the same age group have many differing levels of reading, math, and writing proficiency, both in English and in their native languages.⁶ 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 with ELL students.^{7,8,9}

ELL students and children in immigrant families are more likely to be concentrated in schools that are under-resourced, large, serve high proportions

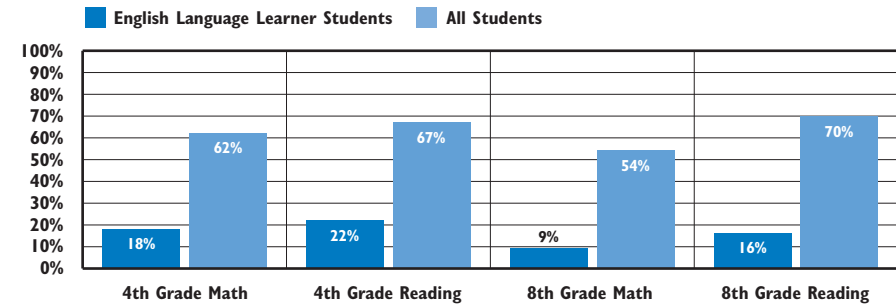
of minority students and located in high poverty communities.^{10,11,12} In the 2008-2009 school year in Rhode Island, 85% (6,062) of all ELL students lived in low-income families, and 75% (5,375) lived in the core cities.¹³

Studies show that ELL students believe that school prepares them to get ahead and that studying hard is important to succeed. Most hope to go to college.¹⁴ Schools play a critical role in helping ELL students transition to the culture of the U.S. and supporting their academic success.^{15,16}

In the 2008-2009 school year in Rhode Island, ELL students in Rhode Island public schools spoke 80 different languages; the majority (74%) spoke Spanish, 7% spoke Asian languages, 7% spoke Creole or Patois, 4% spoke Portuguese, and 1% spoke African languages.¹⁷

Twenty-eight percent of ELL students were enrolled in a bilingual program and 72% were enrolled in an English as a second language (ESL) program. Public schools in Central Falls, Cranston, East Greenwich, Providence and the International Charter School offered bilingual programs during the 2008-2009 school year.¹⁸

English Language Learners' Mathematics and Reading Proficiency, 2009



Source: Rhode Island Department of Elementary and Secondary Education, *New England Common Assessment Program* (NECAP), October 2009.

- ◆ Nationally and in Rhode Island, ELL students score significantly lower on standardized tests than their peers.^{19,20} In 2009 in Rhode Island, 22% of fourth-grade ELL students scored at or above proficiency in reading, compared to 67% of fourth graders statewide.²¹
- ◆ Nationally and in Rhode Island, the achievement gap between ELL students and all students widens between elementary and middle school.^{22,23} In 2009 in Rhode Island, 16% of eighth-grade ELL students scored at or above proficiency in reading, compared to 70% of eighth graders statewide.²⁴

English Language Learners Mathematics and Reading Proficiency Trends

- ◆ Between 2008 and 2009, the percentage of ELL students proficient in reading increased, while the percentage who were proficient in math fell. The achievement gap in math between ELL students and other students grew by three percentage points in 2009.^{25,26}
- ◆ Best practices to increase the academic achievement of ELL students include tailoring instructional practices to students' needs, understanding and using demographic and assessment data, employing highly skilled teachers and leaders, collaboration and shared accountability among educators and school administrators, and implementing programs with a dual focus on English proficiency and course content.²⁷

Table 40.

English Language Learner Students, Rhode Island 2008-2009

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	3,346	4	19	7	7	37	1%
Bristol-Warren	3,441	8	58	24	12	102	3%
Burrillville	2,518	0	3	0	0	3	0%
Central Falls	3,100	78	263	160	141	642	21%
Charlho	3,517	4	7	6	4	21	1%
Coventry	5,239	1	3	1	3	8	0%
Cranston	10,336	48	260	100	63	471	5%
Cumberland	4,830	6	64	20	9	99	2%
East Greenwich	2,315	3	9	3	8	23	1%
East Providence	5,666	27	119	27	26	199	4%
Exeter-W. Greenwich	1,866	0	9	2	0	11	1%
Foster	238	0	0	0	0	0	0%
Foster-Glocester	1,431	0	0	0	0	0	0%
Glocester	584	0	0	0	0	0	0%
Jamestown	464	0	1	2	0	3	1%
Johnston	3,068	15	30	23	12	80	3%
Lincoln	3,181	12	14	4	6	36	1%
Little Compton	297	0	0	0	0	0	0%
Middletown	2,355	3	37	8	15	63	3%
Narragansett	1,441	0	1	1	0	2	0%
New Shoreham	132	2	2	0	0	4	3%
Newport	2,066	5	25	15	9	54	3%
North Kingstown	4,330	6	23	13	4	46	1%
North Providence	3,113	4	22	19	30	75	2%
North Smithfield	1,851	2	10	3	0	15	1%
Pawtucket	8,539	154	406	174	214	948	11%
Portsmouth	2,787	1	2	0	0	3	0%
Providence	23,140	481	1,920	407	609	3,417	15%
Scituate	1,648	0	0	0	0	0	0%
Smithfield	2,471	0	6	4	2	12	0%
South Kingstown	3,591	2	13	6	1	22	1%
Tiverton	1,881	1	1	0	1	3	0%
Warwick	10,374	14	41	15	5	75	1%
West Warwick	3,475	2	26	7	13	48	1%
Westerly	3,183	11	32	12	16	71	2%
Woonsocket	5,958	27	160	48	31	266	4%
Charter Schools	2,021	58	209	3	2	272	13%
State-Operated Schools	1,780	0	0	0	21	21	1%
Core Cities	46,279	747	2,800	811	1,017	5,375	12%
Remainder of State	91,495	174	786	300	224	1,484	2%
Rhode Island	141,575	979	3,795	1,114	1,264	7,152	5%

Sources of Data for Table/Methodology

Rhode Island Department of Elementary and Secondary Education, 2008-2009 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 2008-2009 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 by district 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: Blackstone Academy Charter School, CVS Highlander Charter School, International Charter, Paul Cuffee Charter School and The Learning Community Charter School. The state-operated school is William M. Davies Jr. Career-Technical School.

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

References

- ¹ Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited Proficiency Students. (2008). *The biennial report to congress on the implementation of the Title III state formula grant program, school years 2004-06*. Washington, DC: U.S. Department of Education.
- ^{2,11} Cosentino De Cohen, C. & Chu Clewell, B. (2007). *Putting English Language Learners on the educational map*. Washington, DC: The Urban Institute.
- ³ Short, D. J. & Fitzsimmons, S. (2007). *Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners – A report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.
- ⁴ Shields, M. K. & Behrman, R. E. (2004). Children of immigrant families: Analysis and recommendations. *The Future of Children: Children of Immigrant Families*, 14(2), 4-15.

(continued on page 170)

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 preschool 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 post-secondary education and economic success in adulthood.^{1,2} Students with disabilities are more likely than their peers to report social and academic difficulties in school.³

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. Once found eligible for special education, a student must be provided with an Individualized

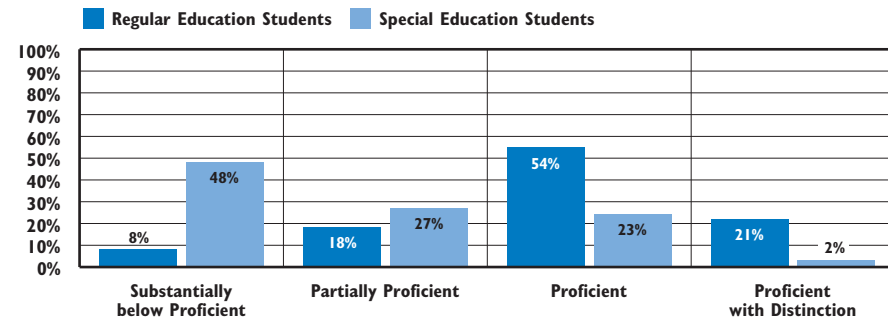
Education Program (IEP) laying out goals and outlining steps for achieving the goals. Services described in the IEP must be provided to students in the least restrictive environment (to the extent appropriate, integrated into a regular-education setting).^{4,5,6}

In the 2007-2008 school year, Rhode Island had the highest percentage of public school students with IEPs in the U.S. at 20%, compared with 12% overall in the U.S.⁷

In Rhode Island in the 2008-2009 school year, there were 24,302 (17%) students enrolled in special education. Forty-one percent of Rhode Island children enrolled in special education had a learning disability, 17% had a health impairment, 16% had a speech impairment, 10% had an emotional disturbance, 6% had an autism spectrum disorder, 4% had mental retardation and 5% had other disabilities.⁸

Thirty-seven percent of Rhode Island special education students in 2008-2009 were ages five to 10; 33% were ages 11 to 14; 28% were ages 15 to 18; and 2% were ages 19 to 21. There were an additional 2,635 preschool students in Rhode Island receiving special education services during the 2008-2009 school year. Of these preschool children, 46% were receiving speech and language services, 40% had a developmental delay, 7% had an autism spectrum disorder, and 7% had other disabilities.⁹

4th Grade Reading Proficiency Rates, by Special Education Status, Rhode Island, 2009



Source: Rhode Island Department of Elementary and Secondary Education, *New England Common Assessment Program (NECAP)*, October 2009. Percentages may not sum to 100% due to rounding.

- ◆ In Rhode Island, students with disabilities achieve at lower levels than non-disabled students on the state assessments. In 2009, 48% of special education students in Rhode Island were substantially below proficient, compared with 8% of regular education students.¹⁰
- ◆ 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.¹¹
- ◆ 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.¹² The Rhode Island four-year graduation rate among students receiving special education services for the class of 2009 was 59%, compared to the overall state graduation rate of 75%.¹³
- ◆ Of Rhode Island students ages six to 21 receiving special education services during the 2008-2009 school year, 71% 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. The remaining students were in a residential or correction facility or were home-bound or hospitalized.¹⁴

Children Enrolled in Special Education

Table 41.

Kindergarten Through 12th Grade Students in Special Education by Primary Disability, Rhode Island, 2008-2009

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	3,346	40	27	96	124	10	93	17	407	12%
Bristol Warren	3,442	30	23	25	169	29	96	15	387	11%
Burrillville	2,532	35	45	71	120	21	90	19	401	16%
Central Falls	3,118	12	51	73	403	50	90	35	714	23%
Charlho	3,458	42	20	51	104	24	65	29	335	10%
Coventry	5,225	36	52	88	469	30	104	46	825	16%
Cranston	10,244	112	119	310	827	43	137	77	1,625	16%
Cumberland	4,851	60	75	197	274	26	189	46	867	18%
East Greenwich	2,314	40	18	99	78	NA	64	22	327	14%
East Providence	5,668	51	166	384	497	41	283	51	1,473	26%
Exeter-West Greenwich	1,885	20	42	61	78	11	78	11	301	16%
Foster	246	NA	NA	NA	NA	NA	14	NA	26	11%
Foster-Glocester	1,431	NA	10	29	51	10	20	NA	135	9%
Glocester	590	NA	NA	10	14	NA	37	NA	74	13%
Jamestown	684	16	NA	36	41	NA	20	NA	126	18%
Johnston	3,131	47	56	196	316	15	106	36	772	25%
Lincoln	3,182	42	59	94	192	19	73	20	499	16%
Little Compton	421	NA	NA	NA	35	NA	NA	NA	57	14%
Middletown	2,356	30	35	79	205	14	44	18	425	18%
Narragansett	1,443	16	18	31	73	NA	64	13	217	15%
New Shoreham	132	NA	NA	NA	NA	NA	NA	NA	19	14%
Newport	2,052	23	41	14	246	12	46	17	399	19%
North Kingstown	4,125	31	59	112	226	22	128	34	612	15%
North Providence	3,113	33	51	130	137	21	94	35	501	16%
North Smithfield	1,863	25	20	56	119	11	57	12	300	16%
Pawtucket	8,536	65	131	146	554	81	217	61	1,255	15%
Portsmouth	2,657	33	41	99	191	NA	64	NA	446	17%
Providence	23,246	123	669	276	2,025	271	689	191	4,244	18%
Scituate	1,664	14	NA	29	70	NA	78	NA	200	12%
Smithfield	2,471	21	14	41	110	12	27	18	243	10%
South Kingstown	3,609	53	62	125	193	12	87	34	566	16%
Tiverton	1,897	23	26	36	205	10	33	22	355	19%
Warwick	10,383	115	131	501	770	41	287	126	1,971	19%
West Warwick	3,475	23	93	76	318	25	91	51	677	19%
Westerly	3,210	48	74	101	212	16	69	23	543	17%
Woonsocket	5,912	79	150	298	376	98	183	84	1,268	21%
Charter Schools	2,020	11	23	46	117	NA	55	11	265	13%
State-Operated Schools	1,698	NA	100	132	132	NA	NA	71	445	26%
Core Cities	46,340	325	1,135	883	3,922	537	1,316	439	8,557	18%
Remainder of State	91,518	1,030	1,254	3,106	5,909	465	2,511	760	15,035	16%
Rhode Island	141,576	1,375	2,512	4,167	10,080	1,004	3,883	1,281	24,302	17%

Source of Data for Table/Methodology

Rhode Island Department of Elementary and Secondary Education (RIDE), Office for Diverse Learners, June 30, 2009. The denominator (number of students) is the "resident average daily membership" for the 2008-2009 school year provided by RIDE.

Due to changes in methodology, *Children Enrolled in Special Education* in this Factbook cannot be compared with Factbooks previous to 2008. Parentally-placed private school students and preschool students receiving special education services are no longer included in the table. Children attending schools in other districts are listed in the district in which the students reside. An additional 2,635 preschool students receiving special education services 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 district totals and in the core cities, remainder of state and Rhode Island 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

^{1,3,12} *Students with disabilities in U.S. high schools* (fact sheet). (2009). Washington, DC: Alliance for Excellent Education.

(continued on page 171)

Student Mobility

DEFINITION

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

SIGNIFICANCE

Student mobility is associated with lower academic performance, social and psychological difficulties, lower levels of school engagement and behavioral problems.¹ Changing schools disrupts learning, can result in children missing critical conceptual knowledge and skills and can cause social upheaval for children. Student mobility also can lead to less active parent involvement in their children's schools.^{2,3}

Students who change schools frequently are more likely to have lower math and reading skills, are more likely to repeat a grade, are more likely to be suspended than their less-mobile peers, and are less likely to graduate from high school than their non-mobile peers.^{4,5}

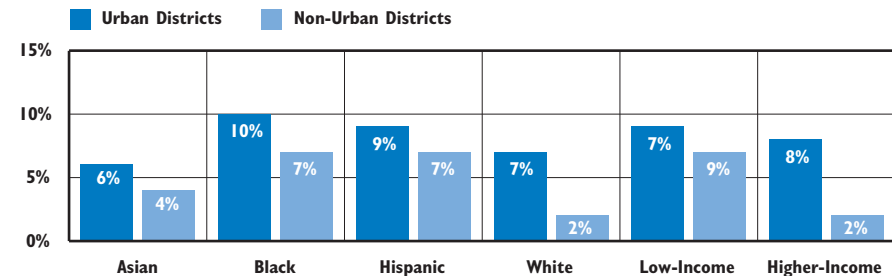
Low-income and minority children are more likely to be mobile than higher-income and White students. School mobility has a greater impact on the academic achievement of low-income students than it does on higher-income students. Students receiving special education services also are likely to be negatively impacted by changing schools.⁶

High mobility rates in schools can have a negative impact on all students because teachers must slow curriculum progress, repeat lessons and adjust to changing classroom dynamics and student needs. Within-year moves are particularly disruptive for students, teachers and schools.^{7,8}

Families may move their child to a different school because they are dissatisfied with the school, concerned about their child's safety or because they are moving due to changes in family circumstances.⁹ Changes in family circumstances can be either positive or negative factors including divorce or marriage, job loss or job changes, death in the family, as well as a desire to improve quality of life. Mobile students in low-income and minority families are more likely to change schools due to family reasons than mobile students in higher-income and White families.¹⁰

Between 2006 and 2008 in Rhode Island, 11% of children ages five to 17 changed residency at least once during the previous year, three-quarters (75%) of whom moved within the same county, 7% moved within the state to a different county, and 19% moved from another state or abroad.¹¹ During this period, 26% of Rhode Islanders over age one living below the poverty line moved, compared with 10% of higher-income residents.¹²

Rhode Island School Year In-Mobility Rates*, Grades 9-12, Urban** and Non-Urban Districts, 2007-2008 School Year



*School year in-mobility rate is the percentage of students enrolled at the end of the 2007-2008 school year who changed schools at least once after October 1, 2007 and who were still enrolled at the end of the school year. **The five urban districts used in this analysis include Central Falls, Newport, Pawtucket, Providence and Woonsocket.

◆ High school students in urban districts in Rhode Island are more likely than those in non-urban districts to be mobile, regardless of race, ethnicity or income. These differences are particularly large for White and higher-income students. Twenty-two percent of students in grades one through five who lived in Rhode Island's urban districts changed schools at least once during the school year between October 2006 and October 2008, compared with 10% of students in the rest of the state.

◆ Rhode Island students who change schools mid-year are absent more often, suspended more often and perform worse in both reading and math than students who do not change schools.

Source: The Providence Plan analysis of data from the Rhode Island Department of Elementary and Secondary Education.

Impact of Foreclosures on Student Mobility

◆ The high cost of housing has caused greater levels of residential and school mobility among low-income families. The U.S. foreclosure crisis has increased residential mobility among families across the income spectrum and among homeowners as well as renters.¹³

◆ The insecurity, stress, and financial problems associated with foreclosures can impact child well-being and academic success. Communities with the highest foreclosure rates may experience unprecedented levels of student mobility, affecting non-mobile students as well as mobile students.¹⁴

Table 42.

Student Mobility and Stability Rates by District, Rhode Island, 2008-2009 School Year

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.¹⁵

◆ 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.¹⁶

◆ Total enrollment for each district is cumulative over the course of the school year.¹⁷

◆ The overall Rhode Island student mobility rate was 16% in the 2008-2009 school year. The core cities had a significantly higher mobility rate (26%) than districts in the remainder of the state (9%).¹⁸

◆ The average length of time between enrollments for mobile students in Rhode Island during the 2007-2008 school year was ten days.¹⁹

SCHOOL DISTRICT	CUMULATIVE ENROLLMENT FOR 2008-2009	# ENROLLED THE WHOLE YEAR	# ENROLLED AFTER OCT. 1	# EXITED AFTER OCT. 1	STABILITY RATE	MOBILITY RATE
Barrington	3,506	3,398	53	56	97%	3%
Bristol Warren	3,649	3,350	138	175	92%	9%
Burrillville	2,740	2,466	115	182	90%	11%
Central Falls	3,727	2,803	428	564	75%	27%
Charlho	3,836	3,503	160	194	91%	9%
Coventry	5,740	5,271	183	312	92%	9%
Cranston	11,433	10,195	632	702	89%	12%
Cumberland	5,249	4,871	166	224	93%	7%
East Greenwich	2,474	2,345	75	60	95%	5%
East Providence	6,220	5,518	291	451	89%	12%
Exeter-West Greenwich	2,009	1,879	76	64	94%	7%
Foster	261	247	13	1	95%	5%
Foster-Glocester	1,518	1,393	24	105	92%	8%
Glocester	658	617	23	20	94%	7%
Jamestown	505	468	20	19	93%	8%
Johnston	3,447	2,983	199	301	87%	15%
Lincoln	3,392	3,247	143	4	96%	4%
Little Compton	313	307	2	4	98%	2%
Middletown	2,604	2,211	187	229	85%	16%
Narragansett	1,530	1,420	68	54	93%	8%
New Shoreham	145	119	12	14	82%	18%
Newport	2,326	1,896	202	258	82%	20%
North Kingstown	4,649	4,309	159	206	93%	8%
North Providence	3,265	3,105	141	21	95%	5%
North Smithfield	1,958	1,821	78	82	93%	8%
Pawtucket	10,016	7,764	971	1,463	78%	24%
Portsmouth	3,060	2,761	149	184	90%	11%
Providence	28,237	21,000	3,095	4,768	74%	28%
Scituate	1,742	1,671	27	44	96%	4%
Smithfield	2,638	2,491	85	73	94%	6%
South Kingstown	3,959	3,546	144	292	90%	11%
Tiverton	2,078	1,828	127	135	88%	13%
Warwick	11,475	10,244	532	774	89%	11%
West Warwick	4,265	3,315	342	675	78%	24%
Westerly	3,398	3,067	162	193	90%	10%
Woonsocket	6,804	5,420	616	917	80%	23%
Charter Schools	2,079	1,930	29	120	93%	7%
State-Operated Schools	2,110	1,450	402	423	69%	39%
UCAP	160	123	19	22	77%	26%
Core Cities	55,375	42,198	5,654	8,645	76%	26%
Remainder of State	99,451	90,651	4,184	5,175	91%	9%
Rhode Island	159,175	136,352	10,288	14,385	86%	16%

Source of Data for Table/Methodology

Rhode Island Department of Elementary and Secondary Education, 2008-2009 school year.

Charter Schools include: Highlander Charter School, Paul Cuffee Charter School, Kingston Hill Academy, International Charter School, Blackstone Academy, The Compass School, Beacon Charter School, and The Learning Community. State-operated schools include: The MET School, DCYF, Davies Career and Tech and the Rhode Island School for the Deaf.

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

References

- ^{1,5,9} Reynolds, A. J., Chen, C. & Herbers, J. E. (2009, June). *School mobility and educational success: A research synthesis and evidence on prevention*. Paper presented at the National Research Council Workshop on the Impact of Mobility and Change on the Lives of Young Children, Schools and Neighborhoods, Washington, DC.
- ^{2,4,6,7,10} Burkam, D. T., Lee, V. E. & Dwyer, J. (2009, June). *School mobility in the early elementary grades: Frequency and impact from nationally-representative data*. Paper presented at the National Research Council Workshop on the Impact of Mobility and Change on the Lives of Young Children, Schools and Neighborhoods, Washington, DC.
- ^{3,8,13,14} Turner, M. A. & Berube, A. (2009). *Vibrant neighborhoods, successful schools: What the federal government can do to foster both*. Washington, DC: Urban Institute.
- ¹¹ U.S. Census Bureau, American Community Survey, 2006-2008. Table B07001.
- ¹² U.S. Census Bureau, American Community Survey, 2006-2008. Table B07012.
- ^{15,16,17,18} Rhode Island Department of Elementary and Secondary Education, 2008-2009 school year.
- ¹⁹ The Providence Plan analysis of 2007-2008 school year data from the Rhode Island Department of Elementary and Secondary Education.

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.

SIGNIFICANCE

Reading proficiency is fundamental to the development of academic competencies and basic life skills. Students with poor reading skills often experience difficulty completing academic coursework, graduating from high school and 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 who are read to daily.² Literacy-rich home environments (including reading and telling stories to children) contribute to literacy development and reading achievement.^{3,4} Participation in high-quality preschools also can boost language and literacy skills by providing early literacy experiences including storybook reading, discussions about books, dramatic play, listening comprehension and writing activities.⁵

When students continue to have difficulty reading beyond third grade,

they often face difficulty catching up.⁶

Research has demonstrated that reading comprehension is strongly linked to vocabulary knowledge. Beginning readers with large vocabularies can understand the main ideas in reading material, and because they understand, can learn new vocabulary from the context. Beginning readers with smaller vocabulary knowledge often struggle to understand reading material, cannot learn the meaning of new vocabulary from the context, and fall further behind.⁷

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.⁸

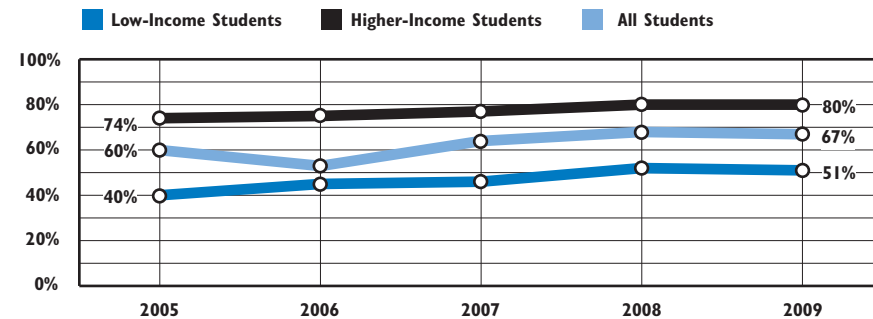
4th Grade NAEP Reading Proficiency		
	1998	2009
RI	31%	36%
US	28%	32%
National Rank*		22nd
New England Rank**		6th

*1st is best; 50th is worst

**1st is best; 6th is worst

Source: National Center for Education Statistics. (2010). *National Assessment of Educational Progress state profiles: Grade 8, reading 2009*. Retrieved on March 25, 2010 from www.nces.ed.gov

Fourth-Grade NECAP Reading Proficiency Rates, by Income Status, Rhode Island, 2005-2009



Source: Rhode Island Department of Elementary and Secondary Education, *New England Common Assessment Program* (NECAP), October 2005 - October 2009. Low-income status is determined by eligibility for the free or reduced-price lunch program.

◆ In October 2009, 67% of Rhode Island fourth graders scored at or above proficiency for reading on the *New England Common Assessment Program* (NECAP), up from 60% in 2005.⁹

◆ In Rhode Island between 2005 and 2009, 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 2009, 51% of low-income fourth graders scored at or above the proficient level, compared with 80% of higher-income fourth graders.¹⁰

◆ In Rhode Island in 2009, 25% of fourth graders with disabilities achieved reading proficiency on the NECAP, compared with 74% of non-disabled fourth graders.¹¹

◆ National data indicate a significant gap between the reading skills of English Language Learners and their native English-speaking peers.¹² On the October 2009 NECAP, 22% of Rhode Island's fourth grade English Language Learners were proficient in reading.¹³

◆ Seventy-five percent of White fourth graders in Rhode Island were proficient in reading on the October 2009 NECAP, compared with 73% of Asian students, 49% of Black students, 47% of Hispanic students, and 43% of Native American students.¹⁴

Fourth-Grade Reading Skills

Table 43.

Fourth-Grade Reading Proficiency, Rhode Island, 2005 & 2009

SCHOOL DISTRICT	COMMUNITY CONTEXT			OCTOBER 2005		OCTOBER 2009	
	% ADULTS COMPLETING HIGH SCHOOL	% LOW-INCOME STUDENTS	% 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%	4%	1%	248	89%	285	92%
Bristol Warren	75%	31%	3%	268	69%	238	74%
Burrillville	80%	29%	0%	164	63%	187	61%
Central Falls	49%	76%	21%	253	40%	214	52%
Chariho	88%	20%	1%	269	73%	244	85%
Coventry	83%	22%	0%	405	68%	399	80%
Cranston	79%	32%	5%	801	71%	743	75%
Cumberland	81%	20%	2%	410	74%	309	71%
East Greenwich	93%	7%	1%	201	86%	182	85%
East Providence	71%	41%	4%	415	59%	411	64%
Exeter-West Greenwich	89%	13%	1%	162	74%	131	77%
Foster	88%	6%	0%	66	68%	45	78%
Glocester	87%	18%	0%	124	77%	102	82%
Jamestown	93%	5%	1%	42	83%	53	77%
Johnston	78%	37%	3%	276	58%	195	71%
Lincoln	82%	22%	1%	267	72%	216	76%
Little Compton	91%	3%	0%	37	73%	34	79%
Middletown	91%	26%	3%	195	68%	165	67%
Narragansett	91%	14%	0%	122	81%	110	77%
New Shoreham	95%	12%	3%	14	100%	6	NA
Newport	87%	57%	3%	178	46%	168	53%
North Kingstown	92%	18%	1%	337	79%	288	79%
North Providence	77%	27%	2%	250	64%	213	69%
North Smithfield	82%	13%	1%	128	77%	112	88%
Pawtucket	66%	75%	11%	703	48%	614	56%
Portsmouth	91%	11%	0%	236	75%	189	80%
Providence	66%	85%	15%	1,887	31%	1,634	44%
Scituate	87%	12%	0%	141	72%	127	86%
Smithfield	85%	14%	0%	219	79%	171	83%
South Kingstown	91%	16%	1%	249	76%	241	81%
Tiverton	80%	21%	0%	154	77%	151	75%
Warwick	85%	29%	1%	853	71%	718	76%
West Warwick	76%	45%	1%	295	55%	273	60%
Westerly	82%	31%	2%	255	69%	215	75%
Woonsocket	64%	68%	4%	489	46%	384	54%
Charter Schools	NA	61%	13%	159	43%	233	58%
Core Cities	67%	76%	12%	3,805	39%	3,287	50%
Remainder of State	83%	23%	2%	7,467	72%	6,480	76%
Rhode Island	78%	42%	5%	11,272	60%	10,000	67%

Source of Data for Table/Methodology

Data are from the Rhode Island Department of Elementary and Secondary Education, *New England Common Assessment Program* (NECAP), October 2005 and October 2009.

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.

% 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 the 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 English Language Learners and the % of low-income students is from the Rhode Island Department of Elementary and Secondary Education. Low-income status is determined by eligibility for the free or reduced-price lunch program on October 1, 2009.

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 8, 2010 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 171)

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.

SIGNIFICANCE

Strong reading skills are essential for a student's academic success in high school and college. Reading skills are also a powerful indicator of a student's ability to contribute to and succeed in the workforce and their community.¹ Literacy demands intensify dramatically upon entry into high school as students are expected to comprehend, synthesize and analyze increasingly complex texts across academic disciplines. Advanced literacy skills diverge from elementary literacy skills as early as 4th grade, along with the instructional needs associated with building these skills.^{2,3}

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

When literacy-specific instruction is used as remedial support for struggling adolescent students, the programs typically serve only a small proportion of students who need assistance.⁸ Additionally, these supplementary programs are generally insufficient for dealing with the pervasive low levels of adolescent literacy in many schools and communities.⁹

Integrating literacy strategies with traditional content-area instruction, and providing intervention support for struggling readers are key to improving adolescent literacy among all students.¹⁰ 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.^{11,12}

8th Grade NAEP Reading Proficiency		
	1998	2009
RI	32%	28%
US	30%	30%
National Rank*		37th
New England Rank**		6th

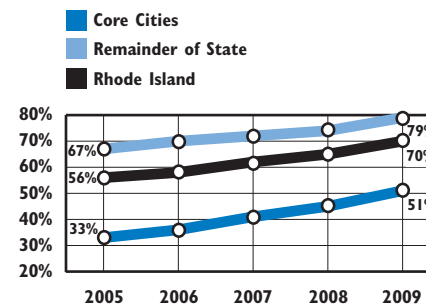
*1st is best; 50th is worst

**1st is best; 6th is worst

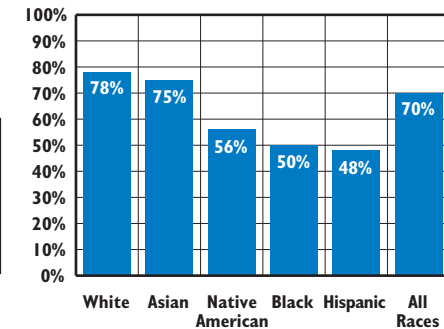
Source: National Center for Education Statistics. (2010). *National Assessment of Educational Progress state profiles: Grade 8, reading 2009*. Retrieved on March 25, 2010 from www.nces.ed.gov

Rhode Island Public School 8th Grade NECAP Reading Proficiency

By District Type, 2005-2009



By Race/Ethnicity, 2009



Source: Rhode Island Department of Elementary and Secondary Education, *New England Common Assessment Program* (NECAP), October 2005 - October 2009.

- ◆ In October 2009, 70% of Rhode Island eighth-graders scored at or above proficiency in reading, an increase from 56% in 2005. Proficiency levels increased between 2005 and 2009 for students across the state. The greatest gains were made in the core cities, where 8th grade reading proficiency rates increased from 33% to 51% between 2005 and 2009.¹³
- ◆ Sixteen percent of eighth-grade English Language Learners in Rhode Island scored at or above proficiency in reading in 2009.¹⁴
- ◆ Black, Hispanic and Native American students scored significantly lower than their White and Asian counterparts in Rhode Island.¹⁵
- ◆ Fifty-three percent of low-income eighth-grade students (determined by eligibility for the free or reduced-price lunch program) were proficient in reading in 2009, compared with 82% of higher-income eighth graders.¹⁶
- ◆ In Rhode Island in 2009, 29% of eighth-grade students receiving special education services were proficient in reading, compared with 79% of eighth graders in regular education programs.¹⁷

Table 44.

Eighth-Grade Reading Proficiency, Rhode Island, 2005 & 2009

SCHOOL DISTRICT	COMMUNITY CONTEXT			OCTOBER 2005		OCTOBER 2009	
	% ADULTS COMPLETING HIGH SCHOOL	% LOW-INCOME CHILDREN	% 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%	4%	1%	275	92%	269	92%
Bristol Warren	75%	31%	3%	291	63%	272	78%
Burrillville	80%	29%	0%	230	67%	179	61%
Central Falls	49%	76%	21%	279	27%	233	43%
Chariho	88%	20%	1%	302	58%	283	84%
Coventry	83%	22%	0%	479	66%	414	80%
Cranston	79%	32%	5%	926	57%	856	78%
Cumberland	81%	20%	2%	409	72%	372	82%
East Greenwich	93%	7%	1%	214	87%	206	94%
East Providence	71%	41%	4%	499	57%	416	65%
Exeter-West Greenwich	89%	13%	1%	161	72%	164	80%
Foster-Glocester	87%	14%	0%	217	57%	190	82%
Jamestown	93%	5%	1%	74	86%	51	90%
Johnston	78%	37%	3%	288	58%	285	71%
Lincoln	82%	22%	1%	261	74%	304	83%
Little Compton	91%	3%	0%	41	83%	33	94%
Middletown	90%	26%	3%	185	64%	187	74%
Narragansett	91%	14%	0%	123	81%	125	88%
New Shoreham	95%	12%	3%	9	NA	12	100%
Newport	87%	57%	3%	177	50%	146	76%
North Kingstown	92%	18%	1%	349	73%	337	84%
North Providence	77%	27%	2%	307	70%	280	65%
North Smithfield	82%	13%	1%	161	72%	140	87%
Pawtucket	66%	75%	11%	795	44%	706	55%
Portsmouth	91%	11%	0%	223	81%	238	84%
Providence	66%	85%	15%	1,935	25%	1,615	45%
Scituate	87%	12%	0%	156	89%	147	91%
Smithfield	85%	14%	0%	227	78%	235	85%
South Kingstown	91%	16%	1%	348	76%	274	89%
Tiverton	80%	21%	0%	203	67%	150	75%
Warwick	85%	29%	1%	955	59%	859	76%
West Warwick	76%	45%	1%	319	56%	255	71%
Westerly	82%	31%	2%	266	59%	240	73%
Woonsocket	64%	68%	4%	494	28%	423	51%
<i>Charter Schools</i>	<i>NA</i>	<i>61%</i>	<i>13%</i>	<i>22</i>	<i>55%</i>	<i>94</i>	<i>62%</i>
<i>Urban Collaborative</i>	<i>NA</i>	<i>86%</i>	<i>NA</i>	<i>67</i>	<i>6%</i>	<i>60</i>	<i>48%</i>
<i>Core Cities</i>	<i>67%</i>	<i>76%</i>	<i>12%</i>	<i>3,999</i>	<i>33%</i>	<i>3,378</i>	<i>51%</i>
<i>Remainder of State</i>	<i>83%</i>	<i>23%</i>	<i>2%</i>	<i>8,179</i>	<i>67%</i>	<i>7,534</i>	<i>79%</i>
<i>Rhode Island</i>	<i>78%</i>	<i>42%</i>	<i>5%</i>	<i>12,270</i>	<i>56%</i>	<i>11,066</i>	<i>70%</i>

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 and October 2009..

% 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. % low-income children are the percentage of students eligible for the free and reduced-price lunch program in October 2009, from the Rhode Island Department of Elementary and Secondary Education, 2008-2009 school year. % English Language Learners data are from the Rhode Island Department of Elementary and Secondary Education, 2008-2009 school year.

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

NECAP data for independent charter schools include: Highlander Charter School, Paul Cuffee Charter School and Compass Charter School. UCAP is the Urban Collaborative Accelerated Program. Core city and remainder of state calculations do not include charter schools or UCAP.

See the Methodology section for more information.

References

- ^{1,6,8} Ayers, J. & Miller, M. (2009). *Informing Adolescent Literacy Policy and Practice: Lessons learned from the Striving Readers Program*. Washington, DC: Alliance for Excellent Education.
- ^{2,11} Carnegie Council on Advancing Adolescent Literacy. (2010). *Time to Act: An agenda for advancing adolescent literacy for college and career success*. New York, NY: Carnegie Corporation of New York.

(continued on page 171)

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.

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 up 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 are associated with low student achievement in mathematics.⁶ Disparities in math achievement related to race and family income persist in the United States.⁷ Students with

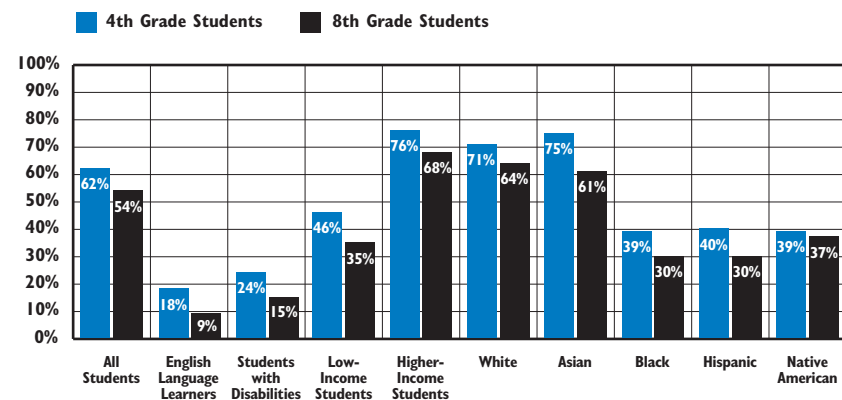
insufficient math skills will have fewer opportunities to pursue post-secondary education and secure high-level employment than their peers.⁸

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 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}

The *National Assessment of Educational Progress* (NAEP) measures proficiency in math nationally and across states. In 2009, 81% of Rhode Island fourth-graders performed at or above the Basic level in math on NAEP, compared with 82% nationally. Sixty-eight percent of Rhode Island eighth-graders performed at or above the Basic level in math on the NAEP, compared with 73% nationally. Rhode Island was one of only four states in which the performance of both fourth- and eighth-graders improved between the 2007 and 2009 NAEP math tests.^{13,14}

4th Grade and 8th Grade Math Proficiency Levels by Student Subgroup, Rhode Island Public Schools, October 2009



Source: Rhode Island Department of Elementary and Secondary Education, *New England Common Assessment Program* (NECAP), October 2009.

- ◆ In October 2009, 62% of Rhode Island fourth graders scored at or above proficiency in math, compared to 54% of eighth graders.^{15,16} Nationally and in Rhode Island, there are math achievement gaps between subgroups of elementary and middle school students.
- ◆ Fourth- and eighth-grade students who are English Language Learners (ELL) and students with disabilities were the least proficient in math in Rhode Island. In 2009 in Rhode Island, only 18% of fourth-grade and 9% of eighth-grade ELL students scored at or above proficiency. Twenty-four percent of fourth-grade and 15% percent of eighth-grade students with disabilities were proficient in math in 2009.¹⁷
- ◆ Nationally and in Rhode Island, the achievement gap between girls and boys in math has been virtually eliminated at the elementary and middle school levels. In Rhode Island in 2009, 62% of male and female fourth-grade students scored at or above proficiency in math, and 55% percent of male and 54% of female eighth-grade students scored at or above proficiency in math.^{18,19}

Table 45.

Fourth and Eighth Grade Math Proficiency, Rhode Island, 2005 and 2009

SCHOOL DISTRICT	FOURTH GRADE				EIGHTH GRADE			
	# OF TEST TAKERS, 2005	% OF STUDENTS WHO SCORED AT OR ABOVE PROFICIENCY, 2005	# OF TEST TAKERS, 2009	% OF STUDENTS WHO SCORED AT OR ABOVE PROFICIENCY, 2009	# OF TEST TAKERS, 2005	% OF STUDENTS WHO SCORED AT OR ABOVE PROFICIENCY, 2005	# OF TEST TAKERS, 2009	% OF STUDENTS WHO SCORED AT OR ABOVE PROFICIENCY, 2009
Barrington	248	85%	285	88%	275	87%	269	88%
Bristol Warren	269	62%	238	76%	291	57%	272	65%
Burrillville	163	55%	187	58%	230	52%	179	46%
Central Falls	266	28%	222	41%	292	16%	241	28%
Chariho	269	66%	244	87%	304	55%	282	72%
Coventry	405	63%	399	76%	478	62%	414	65%
Cranston	806	55%	747	64%	928	41%	863	59%
Cumberland	410	58%	309	64%	410	56%	374	70%
East Greenwich	201	83%	183	85%	214	84%	206	84%
East Providence	416	59%	411	59%	499	46%	418	53%
Exeter-West Greenwich	162	68%	131	77%	160	64%	164	71%
Foster	65	66%	45	67%	NA	NA	NA	NA
Foster-Glocester	NA	NA	NA	NA	217	61%	190	64%
Glocester	124	62%	102	75%	NA	NA	NA	NA
Jamestown	43	65%	53	75%	74	77%	51	75%
Johnston	276	45%	195	66%	289	41%	285	44%
Lincoln	266	72%	216	70%	261	62%	304	68%
Little Compton	37	59%	34	74%	41	76%	33	73%
Middletown	199	68%	166	63%	185	70%	193	72%
Narragansett	122	66%	109	75%	122	75%	125	70%
New Shoreham	14	57%	6	NA	9	67%	12	58%
Newport	179	34%	169	52%	178	39%	145	44%
North Kingstown	334	71%	288	73%	349	61%	336	69%
North Providence	252	39%	213	62%	311	38%	279	34%
North Smithfield	129	80%	112	79%	161	66%	140	67%
Pawtucket	705	42%	624	51%	804	37%	720	41%
Portsmouth	236	67%	189	82%	223	72%	239	76%
Providence	1,925	25%	1,660	35%	1,957	20%	1,646	28%
Scituate	141	62%	126	79%	156	79%	147	75%
Smithfield	220	72%	171	79%	227	64%	234	74%
South Kingstown	249	71%	243	80%	348	72%	274	81%
Tiverton	154	75%	151	78%	203	62%	150	67%
Warwick	854	63%	719	70%	951	52%	858	55%
West Warwick	294	42%	274	56%	318	51%	256	62%
Westerly	255	56%	215	73%	266	47%	241	57%
Woonsocket	493	41%	388	53%	495	29%	424	30%
Charter Schools	160	36%	232	57%	23	39%	94	49%
UCAP	NA	NA	NA	NA	66	5%	60	32%
Core Cities	3,862	32%	3,337	43%	4,044	27%	3,432	34%
Remainder of State	7,319	63%	6,495	72%	8,182	57%	7,548	64%
Rhode Island	11,341	52%	10,064	62%	12,315	47%	11,134	54%

Source of Data for Table/Methodology

All data are from the Rhode Island Department of Elementary and Secondary Education, *New England Common Assessment Program (NECAP)*, October 2005 and October 2009.

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.

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

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 and UCAP 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} Braswell, D. S., Lutkas, A. D., Grigg, W. S., Santapau, S. L., Tay-Lim, B. S.-H. & Johnson, M. S. (2001). *The nation's report card: Mathematics 2000*. (NCES Pub. Number 2001-517). Washington, DC: U.S. Department of Education, Office of Education, Research and Improvement, National Center for Education Statistics.

^{2,7,12} National Mathematics Advisory Panel. (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

(continued on page 171)

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 educator quality and expand options for students.¹

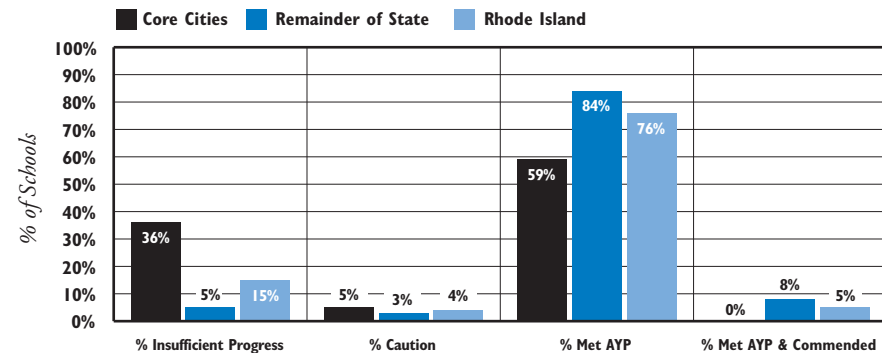
The concept of standards-based education relies on four cornerstones: making learning goals explicit, ensuring

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 educator quality and to 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 improve 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

2009 Rhode Island School Performance Classifications



Source: Rhode Island Department of Education, 2008-2009 school year.

◆ In Rhode Island in 2009, 225 schools (76%) were classified as “Met Adequate Yearly Progress (AYP),” 16 additional schools (5%) were classified as “Met AYP and Commended,” 12 schools (4%) were classified as “Caution,” and 44 schools (15%) were classified as making “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 *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 or Mathematics for two years, make significant progress for two years or significantly closed 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 English and mathematics targets) may be classified as “Caution” for one year only. Schools that miss a school-wide English 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 46.

School Classifications, Rhode Island, 2009

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	6	0	0%	6	100%	0	0%	0	0%
Burrillville	4	0	0%	4	100%	0	0%	0	0%
Central Falls	6	0	0%	3	50%	0	0%	3	50%
Chariho	7	1	14%	6	86%	0	0%	0	0%
Coventry	8	0	0%	6	75%	1	13%	1	13%
Cranston	23	1	4%	20	87%	0	0%	2	9%
Cumberland	8	0	0%	6	75%	0	0%	2	25%
East Greenwich	6	3	50%	3	50%	0	0%	0	0%
East Providence	11	1	9%	7	64%	1	9%	2	18%
Exeter-West Greenwich	4	0	0%	3	75%	1	25%	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	6	0	0%	6	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%	7	100%	0	0%	0	0%
North Kingstown	9	0	0%	8	89%	0	0%	1	11%
North Providence	9	0	0%	9	100%	0	0%	0	0%
North Smithfield	4	0	0%	3	75%	1	25%	0	0%
Pawtucket	16	0	0%	12	75%	1	6%	3	19%
Portsmouth	5	0	0%	5	100%	0	0%	0	0%
Providence	47	0	0%	22	47%	3	6%	22	47%
Scituate	5	0	0%	5	100%	0	0%	0	0%
Smithfield	6	2	33%	4	67%	0	0%	0	0%
South Kingstown	7	0	0%	6	86%	0	0%	1	14%
Tiverton	5	0	0%	5	100%	0	0%	0	0%
Warwick	23	0	0%	22	96%	1	4%	0	0%
West Warwick	6	0	0%	4	67%	1	17%	1	17%
Westerly	7	1	14%	6	86%	0	0%	0	0%
Woonsocket	10	0	0%	6	60%	0	0%	4	40%
Charter Schools	8	1	13%	6	75%	1	13%	0	0%
State-Operated Schools	4	0	0%	2	50%	0	0%	2	50%
UCAP	1	0	0%	1	100%	0	0%	0	0%
Core Cities	92	0	0%	54	59%	5	5%	33	36%
Remainder of State	192	15	8%	162	84%	6	3%	9	5%
Rhode Island	297	16	5%	225	76%	12	4%	44	15%

Source of Data for Table/Methodology

All data are from the Rhode Island Department of Elementary and Secondary Education, 2008-2009 school year.

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

Charter schools are Beacon Charter School, 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.

See the Methodology Section for more information.

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Chronic Early Absence

DEFINITION

Chronic early absence is the percentage of children in kindergarten through third grade (K-3) who have missed at least 10% of the school year (i.e., 18 days or more), including excused and unexcused absences.

SIGNIFICANCE

When students are absent from school they miss opportunities to learn and develop positive relationships within the school community. During the early elementary school years, children develop important skills and approaches to learning that are critical for ongoing school success. Through their experiences in K-3 classrooms, children build academic, social-emotional and study skills.¹² Children who are chronically absent in kindergarten show lower levels of achievement in math, reading and general knowledge in first grade.

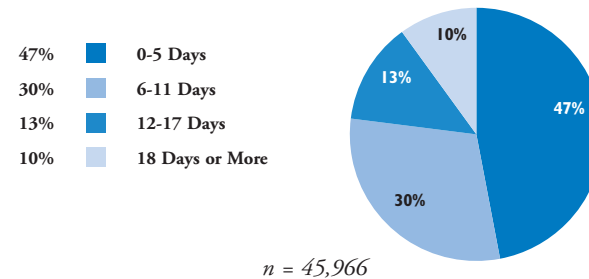
Among poor children, chronic absence in kindergarten can predict low educational achievement at the end of fifth grade. Nationally, chronically absent Hispanic kindergartners have lower reading achievement than their chronically absent peers of other ethnicities.^{3,4}

Nationally, chronic early absence affects one out of 10 children during their first two years of school.⁵ Younger children from poor families are much more likely to have high rates of chronic absenteeism than higher-income

children. In the U.S., one in five (21%) poor kindergartners was chronically absent, compared to less than one in ten (8%) of their higher-income peers.⁶ Children who are homeless or formerly homeless also experience poor educational outcomes related to school absenteeism and mobility.⁷ Lack of access to preventive health care and chronic health issues, such as asthma, can result in increased absenteeism.⁸

Chronic early absence is most often a result of a combination of school, family and community factors.⁹ Risk factors such as poverty, teenage parenting, single parenting, low maternal education levels, unemployment, poor maternal health, receipt of welfare, and household food insecurity can all affect school attendance. Rates of chronic absence rise significantly when three or more of these risk factors are present.^{10,11} Chronic absenteeism can also result from poor quality education, ambivalence about or alienation from school, and chaotic school environments, including high rates of teacher turnover, disruptive classrooms and/or bullying.¹² Community factors that may disrupt school routines and lead to chronic absence include unreliable or insufficient public transportation systems, violence or the fear of violence on the way to and from school, multiple foster care placements, and lack of access to safe and affordable housing.¹³

School Attendance in Rhode Island by Number of School Days Missed, Kindergarten Through Third Grade, 2008-2009 School Year



Source: Rhode Island Department of Elementary and Secondary Education, 2008-2009 school year.

- ◆ During the 2008-2009 school year, 10% of Rhode Island children in grades K-3 were chronically absent (i.e. absent 18 days or more). In Rhode Island's core cities, 16% of children in grades K-3 were chronically absent.¹⁴
- ◆ Almost one in four (23%) Rhode Island children in grades K-3 missed 12 or more days of school during the 2008-2009 school year.¹⁵
- ◆ Schools may inadvertently overlook the prevalence of chronic early absence because high rates for school attendance can easily mask significant numbers of chronically absent students.¹⁶ In Rhode Island during the 2008-2009 school year, elementary schools in the core cities had an average daily attendance rate of 93%, but 16% of students in grades K-3 were chronically absent.¹⁷
- ◆ While most elementary schools monitor average daily attendance or unexcused absences, few actively monitor the combination of excused and unexcused absence for individual students.¹⁸ Schools can promote attendance by helping parents understand that coming to school, especially in the early grades, is critical to children's academic success.¹⁹
- ◆ Chronic absenteeism rates can be reduced through school-family-community partnerships that use an ongoing and intentional approach for monitoring attendance and contacting parents as soon as troubling patterns of attendance appear.²⁰ Schools and communities can address the problem of chronic absence through existing initiatives on parent involvement, school readiness, after-school programming, school-based health services, and drop-out prevention.²¹

Table 47.

Chronic Early Absence Rates, Grades K-3, Rhode Island, 2008-2009 School Year

SCHOOL DISTRICT	STUDENTS ENROLLED	ELEMENTARY (K-5) ATTENDANCE RATE	TOTAL # OF K-3 STUDENTS CHRONICALLY ABSENT	% CHRONIC ABSENCES IN GRADES K-3
Barrington	993	96%	40	4%
Bristol Warren	1,047	95%	83	8%
Burrillville	850	95%	72	8%
Central Falls	1,178	93%	205	17%
Charlho	1,017	96%	73	7%
Coventry	1,582	96%	31	2%
Cranston	3,285	95%	292	9%
Cumberland	1,454	96%	73	5%
East Greenwich	643	96%	27	4%
East Providence	1,823	95%	177	10%
Exeter-West Greenwich	527	96%	34	6%
Foster	168	95%	43	26%
Glocester	416	96%	10	2%
Jamestown	186	96%	12	6%
Johnston	961	95%	96	10%
Lincoln	866	96%	48	6%
Little Compton	126	95%	0	0%
Middletown	839	96%	39	5%
Narragansett	387	92%	28	7%
New Shoreham	47	93%	0	0%
Newport	754	94%	121	16%
North Kingstown	1,173	96%	72	6%
North Providence	896	95%	79	9%
North Smithfield	518	96%	38	7%
Pawtucket	3,233	95%	433	13%
Portsmouth	774	96%	38	5%
Providence	8,816	93%	1,865	21%
Scituate	468	96%	48	10%
Smithfield	686	97%	33	5%
South Kingstown	1,053	96%	68	6%
Tiverton	624	96%	38	6%
Warwick	3,129	96%	231	7%
West Warwick	1,343	95%	104	8%
Westerly	913	96%	30	3%
Woonsocket*	2,204	93%	NA	NA
<i>Charter Schools</i>	<i>976</i>	<i>96%</i>	<i>34</i>	<i>3%</i>
<i>Rhode Island School for the Deaf</i>	<i>11</i>	<i>93%</i>	<i>0</i>	<i>0%</i>
<i>Core Cities*</i>	<i>17,528</i>	<i>93%</i>	<i>2,728</i>	<i>16%</i>
<i>Remainder of State</i>	<i>27,451</i>	<i>96%</i>	<i>1,853</i>	<i>7%</i>
<i>Rhode Island</i>	<i>45,966</i>	<i>95%</i>	<i>4,615</i>	<i>10%</i>

Source of Data for Table/Methodology

Rhode Island Department of Elementary and Secondary Education, 2008-2009 school year. Note that these numbers may not include some children in grades K-3 who miss 18 days of school or more (chronic early absence) but who are officially disenrolled in one district and have not yet enrolled in another district. This sometimes happens when children are homeless, live in unstable living situations, are transitioning from an out-of-home placement (juvenile justice, foster care, residential or hospital placement), or miss school due to extended travel out of state or out of the country.

* Data for Woonsocket were not available. Therefore, only five of the six core cities are included in this calculation: Central Falls, Newport, Pawtucket, Providence, and West Warwick.

Charter schools include The Compass School, CVS Highlander Charter School, Kingston Hill Academy, International Charter School, The Learning Community, and Paul Cuffee Charter School.

References

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(continued on page 171)

School Attendance

DEFINITION

School attendance is the average daily attendance of public school students in each school district in Rhode Island for middle school (grades 6-8), and high school (grades 9-12).

SIGNIFICANCE

An important aspect of students' access to education is the amount of time actually spent in the classroom.¹ Truant students are at risk of disengagement from school, academic failure and dropping out.² Regardless of whether absences are unexcused or excused, students who miss school are more likely to fall behind academically and engage in risky behaviors.^{3,4}

Nationally, 3% of eighth-graders and 5% of tenth-graders in the U.S. reported that they skipped three or more days of school in a four week period.⁵ Students' reasons for not attending school include repeated suspensions, disruptive learning environments, poor achievement, concerns for safety, difficulty with peer and adult relationships, conflicts between school and work, family responsibilities and negative perceptions of school.^{6,7}

Absenteeism is rarely a reflection of the student alone and is often an indication that the family needs help. Family and economic factors connected to student absenteeism include: poverty, substance abuse, domestic violence, foster care placements, student employment,

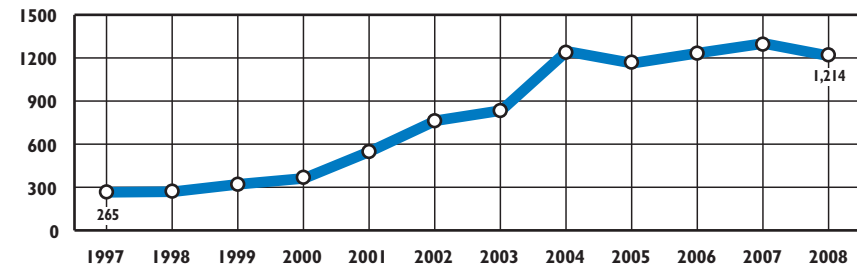
student disability, single-parent households, parents with multiple jobs, lack of affordable and reliable transportation and child care.^{8,9,10}

School factors contributing to student absenteeism include school climate, school size, attitudes of school staff and discipline policies.^{11,12,13} Policies and practices to increase student attendance include: providing free breakfast and lunch in schools with low attendance rates and high concentrations of low-income students, investing in out-of-school time programs, improving the reliability of transportation to and from school, streamlining school enrollment for students in foster care, and providing psychological services.^{14,15}

During the 2008-2009 school year, almost half (47%) of middle and high school students in Rhode Island were absent for five or fewer days. Nearly a quarter (24%) of middle school students and 33% of high school students were absent for 12 days or more.¹⁶

Attendance rates in the core cities are lower than in the remainder of the state. Improving the core cities' high school attendance rate from the current rate of 87% to 93% (the rate in the remainder of the state) would mean that on average 890 more students would be attending high school in the core cities each day of the school year.¹⁷

Students Charged with Truancy in Rhode Island Family Court and Truancy Court, 1997-2008



Source: Rhode Island Family Court, Intake Charges, 1997-2008.

◆ The U.S. Department of Education and the Rhode Island Department of Elementary and Secondary Education define truancy as 10 or more unexcused absences in a school year.^{18,19} Truant students in Rhode Island may be referred by school administrators to the Rhode Island Truancy Court. The goal of the Truancy Court is to work with families, schools and communities to address the individual causes of truancy through monitoring, counseling, tutoring and other support services for students.²⁰

◆ The number of Rhode Island students charged with truancy more than quadrupled between 1997 and 2008, from 265 students to 1,214 students.²¹

Effective Truancy-Reduction Strategies

◆ School connectedness plays an important role in student attendance.²² An open, supportive, safe and engaging school environment and caring adults can address many of the causes of truancy.^{23,24}

◆ Effective truancy-reduction strategies include: creating community and school partnerships to get students to school, using challenging and creative school curricula, developing discipline policies that keep students in school, providing art, music, physical education and other high-interest classes, and implementing credit recovery programs.^{25,26,27}

◆ Discipline policies that ensure the uniform use of suspensions and expulsions when appropriate and enable the use of alternative interventions to address the root causes of truancy and reward positive behavior are also important for reducing truancy rates.²⁸

Table 48. Student Absence and School Attendance Rates, Rhode Island, 2008-2009 School Year

SCHOOL DISTRICT	MIDDLE SCHOOL				HIGH SCHOOL			
	TOTAL # OF STUDENTS	% OF STUDENTS ABSENT 12-17 DAYS	% OF STUDENTS ABSENT 18+ DAYS	ATTENDANCE RATE	TOTAL # OF STUDENTS	% OF STUDENTS ABSENT 12-17 DAYS	% OF STUDENTS ABSENT 18+ DAYS	ATTENDANCE RATE
Barrington	808	10%	5%	97%	1,163	9%	5%	96%
Bristol Warren	795	16%	12%	95%	1,151	17%	23%	92%
Burrillville	529	16%	9%	96%	840	19%	13%	94%
Central Falls	791	17%	17%	94%	838	17%	39%	86%
Chariho	1,110	15%	6%	96%	1,221	14%	15%	93%
Coventry	1,259	9%	3%	95%	1,810	0%	<1%	96%
Cranston	1,726	14%	11%	94%	3,548	14%	24%	92%
Cumberland	1,240	13%	6%	96%	1,588	14%	22%	92%
East Greenwich	404	11%	5%	96%	770	3%	3%	95%
East Providence	1,294	14%	19%	94%	1,967	5%	5%	89%
Exeter-West Greenwich	330	7%	3%	97%	642	13%	11%	95%
Foster-Glocester	568	1%	0%	96%	863	3%	2%	93%
Jamestown*	201	7%	8%	96%	NA	NA	NA	NA
Johnston	830	18%	21%	93%	903	17%	25%	92%
Lincoln	883	11%	8%	96%	1,039	14%	18%	93%
Little Compton*	107	0%	0%	95%	NA	NA	NA	NA
Middletown	746	11%	5%	96%	651	13%	10%	95%
Narragansett	478	13%	3%	92%	476	11%	9%	86%
New Shoreham	39	0%	0%	93%	28	3%	0%	91%
Newport	497	17%	26%	92%	588	20%	35%	88%
North Kingstown	1,026	<1%	<1%	96%	1,629	8%	4%	93%
North Providence	792	16%	9%	95%	1,061	19%	19%	92%
North Smithfield	460	10%	6%	96%	577	13%	11%	95%
Pawtucket	1,409	16%	18%	93%	2,366	16%	33%	89%
Portsmouth	673	10%	9%	96%	1,043	9%	10%	95%
Providence	4,494	16%	27%	91%	7,362	15%	43%	85%
Scituate	420	9%	6%	96%	529	11%	13%	95%
Smithfield	613	13%	6%	98%	853	16%	19%	95%
South Kingstown	869	12%	6%	95%	1,173	12%	13%	93%
Tiverton	611	18%	9%	95%	643	22%	10%	94%
Warwick	1,789	16%	11%	95%	3,481	15%	23%	92%
West Warwick	793	14%	19%	93%	1,105	12%	26%	90%
Westerly	795	4%	<1%	96%	1,058	14%	12%	93%
Woonsocket	1,357	0%	0%	91%	1,769	0%	0%	88%
Charter Schools	296	5%	5%	95%	338	0%	0%	90%
State-Operated Schools	32	0%	0%	94%	1,615	10%	13%	92%
UCAP	140	14%	34%	91%	NA	NA	NA	NA
Core Cities	9,341	14%	21%	92%	14,028	14%	34%	87%
Remainder of State	21,395	12%	8%	95%	30,707	12%	14%	93%
Rhode Island	31,204	12%	12%	94%	46,688	12%	21%	91%

Source of Data for Table/Methodology

Rhode Island Department of Elementary and Secondary Education, 2008-2009 school year.

Attendance rates are calculated by dividing “the average daily attendance” by the “average daily membership.”

Note that these numbers may not include some children who miss more than 18 days of school but who are officially un-enrolled in one district and have not yet enrolled in another district. This sometimes happens when children are homeless, live in unstable living situations, transitioning from an out-of-home placement (juvenile justice, foster care, residential or hospital placement), or miss school due to extended travel out of state or out of the country.

*Little Compton students attend high school in Portsmouth and Jamestown students attend high school in North Kingstown.

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 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. UCAP is the Urban Collaborative Accelerated Program.

References

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(continued on page 172)

Suspensions

DEFINITION

Suspensions is the number of 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. Suspensions are used for minor offenses such as attendance infractions, and for more serious offenses such as weapon possession.^{2,3,4}

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 than their peers.⁵

Suspension usually does not deter

students from misbehaving and may actually reinforce negative behavior patterns. Suspended students are more likely than their peers to experience academic failure, juvenile justice system involvement, disengagement from school, isolation from teachers and other students, and to drop out of school.^{6,7}

During the 2008-2009 school year in Rhode Island, 42,714 disciplinary actions were attributed to 15,829 students.⁸ 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 2008-2009 school year, minority students received 46% (19,606) of all disciplinary actions but made up only 31% of the student population. One-third (32%) of Rhode Island students were enrolled in core city districts, but they received 49% of the disciplinary actions.⁹

Students with disabilities also are more likely than other students to be suspended. While 17% of Rhode Island students were in special education in 2008-2009, they accounted for 31% (13,272) of the disciplinary actions and 28% (4,450) of all students disciplined.¹⁰

Disciplinary Actions, Rhode Island Public Schools, 2008-2009

By Type of Infraction	#	%	By Type of Infraction	#	%
Attendance Offenses	14,405	34%	Assault of Student or Teacher	1,749	4%
Insubordination/Disrespect	6,881	16%	Communications/Electronic Devices	1,115	3%
Disorderly Conduct	6,786	16%	Alcohol/Drug/Tobacco Offenses	858	2%
Fighting	2,630	6%	Arson/Larceny/Vandalism	723	2%
Obscene/Abusive Language	2,494	6%	Weapon Possession	326	1%
Harassment/Intimidation/Threat	1,915	4%	Other Offenses*	2,832	7%
			<i>Total</i>	<i>42,714</i>	

*Examples of other offenses include forgery, trespassing, etc.

Source: Rhode Island Department of Elementary and Secondary Education, 2008-2009 school year. Percentages may not sum to 100% due to rounding.

- ◆ In Rhode Island during the 2008-2009 school year, 11% of the student population was suspended at least once. Approximately one-third (34%) of suspensions were for attendance-related offenses.¹¹
- ◆ Of all disciplinary actions during the 2008-2009 school year, 6% involved elementary school students (preschool through 5th grade), 33% involved middle school students (6th-8th grades), and 60% involved high school students (9th-12th grades).¹²
- ◆ Out-of-school suspensions accounted for 59% of disciplinary actions in Rhode Island during the 2008-2009 school year, followed by in-school suspensions at 34% and alternate program placements at 7%.¹³

Mental Health and School Discipline

- ◆ Students with mental health issues are more likely to be suspended than their peers. Elementary school students with mental health problems are suspended and expelled more than three times as often as their peers.¹⁴
- ◆ Approximately three-quarters of students in need of mental health services do not receive them. Students who are suspended or expelled are not routinely referred to mental health services.^{15,16,17}

Table 49.

Disciplinary Actions, Rhode Island School Districts, 2008-2009

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	3,346	82	18	0	100	3
Bristol Warren	3,441	880	1,243	8	2,131	62
Burrillville	2,518	165	702	0	867	34
Central Falls	3,100	83	7	0	90	3
Chariho	3,517	319	0	10	329	9
Coventry	5,239	709	527	314	1,550	30
Cranston	10,336	2,154	0	13	2,167	21
Cumberland	4,830	340	21	0	361	7
East Greenwich	2,315	55	25	0	80	3
East Providence	5,666	791	0	0	791	14
Exeter-West Greenwich	1,866	252	0	0	252	14
Foster	238	0	0	0	0	0
Foster-Glocester	1,431	242	616	1	859	60
Glocester	584	0	0	0	0	0
Jamestown	464	5	7	0	12	3
Johnston	3,068	489	2	0	491	16
Lincoln	3,181	263	73	5	341	11
Little Compton	2,652	1	0	0	1	<1
Middletown	2,355	297	36	0	333	14
Narragansett	1,441	38	0	137	175	12
New Shoreham	132	19	2	0	21	16
Newport	2,066	509	214	0	723	35
North Kingstown	4,330	350	123	1	474	11
North Providence	3,113	1,038	629	0	1,667	54
North Smithfield	1,851	94	74	0	168	9
Pawtucket	8,539	2,387	791	0	3,178	37
Portsmouth	2,787	120	59	0	179	6
Providence	23,140	7,930	3,462	0	11,392	49
Scituate	1,648	69	0	341	410	25
Smithfield	2,471	220	253	0	473	19
South Kingstown	3,591	279	608	0	887	25
Tiverton	1,881	279	713	325	1,317	70
Warwick	10,374	1,853	1,274	0	3,127	30
West Warwick	3,475	446	703	10	1,179	34
Westerly	3,183	212	747	0	959	30
Woonsocket	5,958	1,437	1,393	1,971	4,801	81
<i>Charter Schools</i>	<i>2,021</i>	<i>87</i>	<i>55</i>	<i>17</i>	<i>159</i>	<i>8</i>
<i>State-Operated Schools</i>	<i>1,641</i>	<i>620</i>	<i>2</i>	<i>1</i>	<i>623</i>	<i>38</i>
<i>UCAP</i>	<i>140</i>	<i>26</i>	<i>15</i>	<i>6</i>	<i>47</i>	<i>34</i>
<i>Core Cities</i>	<i>46,279</i>	<i>12,812</i>	<i>6,570</i>	<i>1,981</i>	<i>21,363</i>	<i>46</i>
<i>Remainder of State</i>	<i>93,851</i>	<i>11,615</i>	<i>7,752</i>	<i>1,155</i>	<i>20,522</i>	<i>22</i>
<i>Rhode Island</i>	<i>143,932</i>	<i>25,160</i>	<i>14,394</i>	<i>3,160</i>	<i>42,714</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.

Source of Data for Table/Methodology

Rhode Island Department of Elementary and Secondary Education, 2008-2009 school year.

The disciplinary actions rate per 100 students is the total number of disciplinary actions for the school district at all grade levels (Pre-K through 12th grade), multiplied by 100, and divided by the student enrollment ("average daily membership").

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

Charter schools include: Beacon Charter School, Blackstone Academy Charter School, Compass School, Highlander Charter School, International Charter School, Kingston Hill Academy, The Learning Community Charter School and Paul Cuffee Charter School. State-operated schools include: DCYF Schools, the Metropolitan Career & Technical Center, Rhode Island School for the Deaf, and Wm. M. Davies Jr. Career-Technical High School. UCAP is the Urban Collaborative Accelerated Program.

The following independent charter and state-operated schools did not report any disciplinary actions in 2008-2009: Highlander Charter School, International Charter School, Kingston Hill Academy, The Learning Community Charter School, and Rhode Island School for the Deaf.

References for Suspensions

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

²⁶ Skiba, R. J. (2000). *Zero tolerance, zero evidence: An analysis of school disciplinary practice*. (Policy Research Report #SRS2). Bloomington, IN: Indiana Education Policy Center.

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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 first-time entering ninth graders (adjusted for transfers in and transfers out during the four years).

SIGNIFICANCE

High school graduation is the minimum requisite for college and most employment. In Rhode Island, adults without a high school diploma are almost four times more likely to be unemployed than those who have a bachelor's degree.¹ In Rhode Island between 2006 and 2008, the median income of adults without a high school diploma or GED was \$23,357, compared to \$30,697 for adults with a high school degree.² In Rhode Island in 2008, 15% of children lived in households headed by a high school dropout, compared to 16% nationally.³

Research indicates that children who attend high-quality preschool programs and who read on grade level in elementary school are more likely to graduate from high school than their peers.⁴ Risk factors for dropping out include: repeating one or more grades, ongoing attendance problems, suspensions and behavior problems, disengagement from school, and failing

math or English.⁵

Student achievement and graduation rates can be improved with the use of early warning systems that use data to identify at-risk students as early as 4th grade. Course-failure patterns, poor behavior and attendance problems can also be used to identify high school students who are “off-track” to graduation beginning as early as the first quarter of 9th grade. Early warning systems that lead to the provision of personalized and timely academic and social supports can help students remain “on-track” for graduation.⁶

Other strategies to reduce the dropout rate include improving school climate, creating 8th to 9th grade transition programs, supporting personalized learning and meaningful student connections with adults in the school, increasing community engagement, using expanded learning time, and implementing rigorous, engaging and relevant curricula.⁷

2006 High School Graduation Rates	
	2006
RI	73%
US	69%
National Rank*	24th
New England Rank**	6th

*1st is best; 50th is worst

**1st is best; 6th is worst

Source: Editorial Projects in Education Research Center. (2009). *Diplomas Count 2009 – Rhode Island state highlights 2008*. Retrieved June 11, 2009 from www.edweek.org/go/dc09

Rhode Island Four-Year High School Graduation and Dropout Rates, by Student Subgroup, Class of 2009

	Cohort Size	Four-Year Graduation Rate	Dropout Rate	% Completed GED	% of Students Still in School
All Students	12,686	75%	14%	5%	6%
Females	6,257	80%	12%	4%	4%
Males	6,429	71%	16%	6%	7%
English Language Learners	738	63%	25%	2%	10%
Students with Disabilities	2,604	59%	23%	6%	13%
Students without Disabilities	10,082	80%	12%	5%	4%
Low-Income Students	5,497	63%	21%	7%	9%
Higher-Income Students	7,189	85%	8%	4%	3%
White	8,890	80%	11%	5%	4%
Asian	375	73%	17%	3%	6%
Black	1,146	67%	18%	6%	9%
Hispanic	2,193	64%	23%	5%	8%
Native American	82	71%	12%	4%	13%

Source: Rhode Island Department of Elementary and Secondary Education, Class of 2009 four-year cohort rates. Percentages may not sum to 100% due to rounding.

◆ The Rhode Island four-year graduation rate for the class of 2009 was 75%, the dropout rate was 14%, 5% of students completed their GEDs within four years of entering high school and 6% were still in school in the fall of 2009.⁸

◆ Poverty is strongly linked to the likelihood of dropping out. Students in the core cities in Rhode Island are more than twice as likely to drop out of high school as students in the remainder of the state.⁹ Minority students also are more likely than White students to drop out of school. However, lower graduation rates in minority communities mainly are driven by higher poverty rates and lower rates of educational attainment among adults in the community.¹⁰

◆ The Rhode Island four-year graduation rate for the class of 2009 was 71% for males and 80% for females.¹¹ While female students have lower dropout rates than males, national data show that female dropouts are significantly more likely to be unemployed and earn less on average than male dropouts from the same racial and ethnic group.¹²

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

High School Graduation Rate

Table 50.

High School Graduation Rates, Rhode Island, Class of 2009

SCHOOL DISTRICT	FOUR-YEAR COHORT RATES				
	# OF STUDENTS IN COHORT	4-YEAR GRADUATION RATE	DROPOUT RATE	% COMPLETED GED	% STILL IN SCHOOL
Barrington	288	96%	2%	1%	<1%
Bristol Warren	301	85%	7%	2%	6%
Burrillville	208	85%	8%	4%	2%
Central Falls	263	47%	33%	7%	13%
Chariho	326	85%	6%	3%	6%
Coventry	471	79%	15%	3%	3%
Cranston	957	80%	12%	4%	5%
Cumberland	381	83%	10%	3%	3%
East Greenwich	189	94%	2%	3%	2%
East Providence	535	74%	13%	6%	7%
Exeter-West Greenwich	174	87%	6%	3%	3%
Foster-Glocester	246	88%	6%	4%	2%
Johnston	213	70%	14%	10%	6%
Lincoln	303	85%	14%	1%	0%
Middletown	173	82%	9%	4%	6%
Narragansett	123	86%	7%	5%	2%
New Shoreham	12	100%	0%	0%	0%
Newport	142	75%	11%	4%	10%
North Kingstown	402	92%	3%	1%	3%
North Providence	323	81%	15%	4%	<1%
North Smithfield	156	84%	6%	5%	5%
Pawtucket	719	55%	21%	15%	9%
Portsmouth	259	83%	6%	8%	3%
Providence	2,046	66%	22%	3%	8%
Scituate	133	85%	11%	4%	0%
Smithfield	235	90%	5%	3%	2%
South Kingstown	321	87%	7%	3%	3%
Tiverton	188	83%	13%	3%	1%
Warwick	963	75%	15%	5%	6%
West Warwick	293	69%	20%	3%	8%
Westerly	270	89%	6%	1%	3%
Woonsocket	552	62%	24%	5%	10%
<i>Davies Career and Technical</i>	<i>169</i>	<i>59%</i>	<i>17%</i>	<i>8%</i>	<i>16%</i>
<i>DCYF</i>	<i>78</i>	<i>5%</i>	<i>6%</i>	<i>81%</i>	<i>8%</i>
<i>MET School</i>	<i>189</i>	<i>76%</i>	<i>12%</i>	<i>4%</i>	<i>8%</i>
<i>Beacon Charter</i>	<i>35</i>	<i>57%</i>	<i>11%</i>	<i>6%</i>	<i>26%</i>
<i>Blackstone Academy Charter</i>	<i>40</i>	<i>70%</i>	<i>13%</i>	<i>10%</i>	<i>8%</i>
<i>Core Cities</i>	<i>4,015</i>	<i>63%</i>	<i>22%</i>	<i>6%</i>	<i>9%</i>
<i>Remainder of State</i>	<i>8,152</i>	<i>83%</i>	<i>10%</i>	<i>4%</i>	<i>4%</i>
<i>Rhode Island</i>	<i>12,686</i>	<i>75%</i>	<i>14%</i>	<i>5%</i>	<i>6%</i>

Source of Data for Table/Methodology

Rhode Island Department of Elementary and Secondary Education, Class of 2009.

The four-year class of 2009 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 2005-2006 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

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College Preparation and Access

DEFINITION

College preparation and access is the percentage of Rhode Island high school seniors who graduate and immediately go on to college (i.e., enroll in a two-year or four-year college anywhere in the country in the fall of the year they graduate from high school).

SIGNIFICANCE

Post-secondary education and/or training are increasingly critical in today's job market. Three-quarters of the job growth in the U.S. requires a post-secondary degree or certificate of some kind.¹ While some students will choose to participate in service learning opportunities, technical training or obtain work experience before attending college, the rate of college entry immediately after high school can be an important measure of college access across states and communities. Just over half (55%) of Rhode Island seniors who graduated from high school in 2006 went directly on to a two or four-year college the next fall, compared with 62% nationally. Rhode Island ranks 43rd in the U.S. and 6th in New England (where 1st is best).²

Many students who do enroll in college do not complete their degree. Nationally, three out of four young adults in the top income quartile earn a bachelor's degree, compared with one in ten young adults in the bottom income

quartile. Black and Hispanic youth are less likely than White youth to enroll in and complete college. These differences by race and ethnicity often are the result of differences in family education and income levels and access to rigorous K-12 educational opportunities.^{3,4} All students, but especially low-income and traditionally underserved students, need academic, financial and social supports to increase their college enrollment and college completion rates.^{5,6}

Higher-income students are almost three times more likely to be academically prepared to succeed in college than their low-income peers.⁷ High schools that offer rigorous coursework, support student academic achievement, have high expectations for students, create college-going cultures, and increase access to college and financial aid counseling can improve the college enrollment and completion rates of their students. Another effective strategy for increasing college-going rates is to offer programs that provide high school students with the opportunity to enroll in college classes while still in high school.^{8,9,10,11}

College access barriers include insufficient academic preparation, difficulty navigating the college application and financial aid process and the high cost of college relative to available financial aid.^{12,13}



Factors that Influence Students' Access to College

Attending High Schools with “College-Going Cultures”

◆ Guidance and information about the college application and enrollment process is critical throughout students' high school experiences. Low-income and first-generation college students are significantly more likely to attend college when they attend high schools with strong college-going cultures, in which teachers encourage students to go to college, work to make sure that students are prepared and are involved in helping students with the college application process.¹⁴

Taking the SATs in Junior and/or Senior Year

◆ While some colleges do not require the SATs for admission, students limit their choice of colleges when they do not take the SAT exams. In 2008, 74% of Rhode Island high school seniors reported planning to attend college, yet only 51% had taken the SATs.^{15,16}

Accessing Rigorous Academic Coursework

◆ Students who participate in upper-level honors and Advanced Placement (AP) courses are more likely to attend selective colleges and are better prepared to succeed in college than students who do not.¹⁷ During the 2007-2008 school year, 15% of Rhode Island public school seniors took at least one AP exam, compared with the national rate of 25%.¹⁸

Completing the Application for Federal Financial Aid (FAFSA)

◆ Applying for financial aid is a critical part of the college application process for low-income students. According to a 2008 study of students in Chicago public schools, students who completed the free application for federal student aid (FAFSA) were 50% more likely to enroll in a four-year college than their peers.¹⁹

Exploring Multiple Options for College

◆ Applying to multiple colleges increases the likelihood that students will be accepted at two-year or four-year colleges that fit their needs, interests and skills and increases the likelihood that students will succeed in college. High-achieving urban and low-income students frequently do not apply to college at all or enroll in less selective colleges and universities even when they have the qualifications to be admitted at more selective schools.^{20,21}

Table 51.

College Preparation and Access, Rhode Island

SCHOOL DISTRICT	TOTAL 12TH GRADE ENROLLMENT OCT. 2009	% OF 11TH GRADERS PROFICIENT IN READING, 2009	% OF 11TH GRADERS PROFICIENT IN MATH, 2009	% OF 12TH GRADERS WHO PLAN TO ATTEND COLLEGE	2009 HIGH SCHOOL GRADUATION RATE	# OF 12TH GRADERS WHO FILLED OUT THE FAFSA	% OF 12TH GRADERS TAKING THE SATS
Barrington	277	95%	66%	85%	96%	116	84%
Bristol Warren	243	85%	33%	72%	85%	217	47%
Burrillville	215	73%	23%	80%	85%	113	40%
Central Falls	188	55%	7%	77%	47%	110	41%
Charlho	266	87%	41%	74%	85%	131	57%
Coventry	440	75%	27%	78%	79%	251	47%
Cranston	875	75%	23%	71%	80%	529	39%
Cumberland	342	82%	34%	70%	83%	231	51%
East Greenwich	191	71%	71%	81%	94%	120	75%
East Providence	470	61%	13%	67%	74%	290	37%
Exeter-West Greenwich	153	70%	28%	79%	87%	113	58%
Foster-Glocester	199	86%	39%	71%	88%	125	62%
Johnston	199	63%	18%	85%	70%	191	39%
Lincoln	248	83%	52%	70%	85%	166	69%
Middletown	135	73%	45%	60%	82%	89	67%
Narragansett	111	93%	54%	81%	86%	118	65%
New Shoreham	3	NA	NA	71%	100%	5	100%
Newport	132	82%	32%	62%	75%	69	57%
North Kingstown	405	84%	43%	69%	92%	218	61%
North Providence	264	77%	22%	77%	81%	198	45%
North Smithfield	135	72%	39%	77%	84%	69	69%
Pawtucket	493	62%	13%	73%	55%	423	41%
Portsmouth	239	87%	58%	69%	83%	152	62%
Providence	1,531	60%	11%	77%	66%	1,107	58%
Scituate	144	88%	42%	75%	85%	111	43%
Smithfield	207	88%	36%	68%	90%	137	64%
South Kingstown	303	85%	51%	83%	87%	187	71%
Tiverton	172	82%	31%	66%	83%	118	58%
Warwick	826	69%	20%	70%	75%	526	45%
West Warwick	215	65%	24%	72%	69%	129	45%
Westerly	238	81%	37%	78%	89%	175	76%
Woonsocket	367	61%	12%	70%	62%	179	35%
<i>Davies Career and Technical</i>	163	85%	27%	NA	59%	NA	19%
<i>DCYF</i>	12	NA	NA	NA	5%	NA	NA
<i>MET School</i>	187	55%	4%	NA	76%	NA	2%
<i>Beacon Charter</i>	57	98%	16%	NA	57%	NA	18%
<i>Blackstone Academy Charter</i>	43	78%	3%	NA	70%	NA	74%
<i>Core Cities</i>	2,926	62%	13%	NA	63%	2,017	50%
<i>Remainder of State</i>	7,300	78%	34%	NA	83%	4,696	54%
<i>Rhode Island</i>	10,688	73%	27%	74%	75%	6,713	51%

Source of Data for Table/Methodology

12th grade enrollment data (October 1, 2009), 11th Grade *New England Common Assessment Program* (NECAP) data, % of 12th graders taking the SATs and high school graduation rates data are all from the Rhode Island Department of Elementary and Secondary Education.

% of 12th graders who plan to attend college data are from Felner, R. (2008). *2007-2008 student reports of academic expectations* (high school *SALT Survey*). Rock Island, IL: National Center on Public Education and Prevention.

of 12 graders who filled out the FAFSA data are from the Rhode Island Higher Education Assistance Authority (RIHEAA), and are based on a count of FAFSAs completed by public and private school students who were born in 1990 and who started college during the 2008-2009 school year.

11th grade NECAP reading and math proficiency rates are the percentage of NECAP test-takers who scored at the “proficient” or “proficient with distinction” levels (levels three and four) on the October 2009 *New England Common Assessment Program* (NECAP) test.

The high school graduation rate is the number of students who graduate in four years or fewer divided by the total number of students who started 9th grade in 2005-2006, adjusted for transfers in and transfers out.

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

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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

School and work help teens acquire the skills and knowledge they need to become productive adults.¹ Teens who drop out of school and do not become a part of the workforce are at risk of experiencing negative outcomes as they transition from adolescence to adulthood. Teens in low-income families, teens who drop out of school, teen parents, teens in foster care and teens involved in the juvenile justice system are most at risk of being disconnected from both school and work.²

Disconnected youth are more likely to live in poverty, suffer from mental health problems and substance abuse, have low educational attainment, become teen parents, engage in violent activity, live in under-resourced neighborhoods, experience difficulties maintaining employment and earn low wages.^{3,4,5}

Meaningful family support, mentoring, out-of-school programming,

job training, smaller schools, safer schools, high-quality alternative education programs and school-to-career programs lessen the likelihood of teens becoming disconnected from school and work.^{6,7,8} Research shows that youth who are consistently connected to work and school have similar annual earnings regardless of whether they are Hispanic, White or Black.⁹

Between 2006 and 2008, an estimated 4,323 (7%) youth ages 16 to 19 were not in school and not working in Rhode Island. Of the youth who were not in school and not working, 48% were females and 52% were males. Forty-five percent (45%) of these youth were high school graduates and 55% percent had not graduated from high school.¹⁰

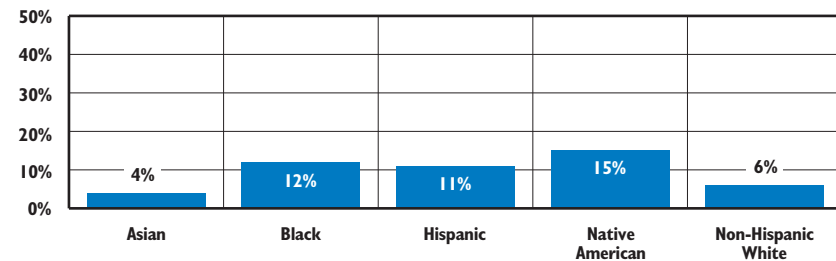
Teens Not in School and Not Working 2002 and 2007		
	2000	2007
RI	7%	6%
US	9%	8%
National Rank*	7th	
New England Rank**	3rd	

*1st is best; 50th is worst

**1st is best; 6th is worst

Source: Annie E. Casey Foundation. (2009). *KIDS COUNT data book: State profiles of child well-being*. 2009. Baltimore, MD: The Annie E. Casey Foundation.

Percentage of U.S. Youth Ages 16 to 19, Not in School and Not Working, by Race and Ethnicity, 2008



Source: Annie E. Casey Foundation KIDS COUNT Data Center (2010). *Rankings/Maps/Trends by Topic: Teens not attending school and not working by race (Percent) – 2008*. Retrieved January 6, 2010 from www.kidscount.org/datacenter

◆ **Nationally, minority youth are more likely to be disconnected from school and work.**¹¹ In 2008 in the U.S., 15% of Native American youth, 12% Black youth and 11% of Hispanic youth were not in school and not working, compared to 4% of Asian and 6% of non-Hispanic White youth.¹²

◆ **Education has an impact on the likelihood of finding and maintaining employment, regardless of race or ethnicity.** In 2008, people with less than a high school diploma in Rhode Island were nearly twice as likely to be unemployed as those who attained a high school degree or equivalent and were almost five times as likely to be unemployed as those who received a bachelor's degree.¹³

Connecting Youth to School and Work

◆ **Successful strategies to connect youth to work and school must be broad and include reform and redesign of community systems, community engagement in schools, early identification of youth at risk of dropping out of school, targeted workforce development programs, and multiple pathways to high school graduation and employment.**^{14,15,16}

◆ **High school completion is a key determinant of youth connectedness to school and work.** 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.¹⁷

Teens Not in School and Not Working

Table 52.

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%
<i>Core Cities</i>	<i>25,699</i>	<i>842</i>	<i>1,896</i>	<i>2,738</i>	<i>10.7%</i>
<i>Remainder of State</i>	<i>35,710</i>	<i>812</i>	<i>927</i>	<i>1,739</i>	<i>4.9%</i>
<i>Rhode Island</i>	<i>61,409</i>	<i>1,654</i>	<i>2,823</i>	<i>4,477</i>	<i>7.3%</i>

Sources of Data for Table/Methodology

U.S. Census Bureau, 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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