

Education

The First Book

by Rita Dove

Open it.

Go ahead, it won't bite.

Well... maybe a little.

More a nip, like. A tingle.

It's pleasurable, really.

You see, it keeps on opening.

You may fall in.

Sure, it's hard to get started;

remember learning to use

knife and fork? Dig in:

You'll never reach the bottom.

It's not like it's the end of the world –

just the world as you think

you know it.



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 have been well-documented throughout the country. 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, 2010, there were 143,928 students enrolled in Rhode Island public schools in preschool through grade 12, a decrease of 8% from 156,632 on October 1, 1999. Of the 143,928 Rhode Island public school students in October 2010, one-third (47,027) were attending schools in the six core cities (communities with child poverty rates of 15% or higher according to the 2000 U.S. Census), almost two-thirds (92,404) were attending schools in the remaining districts, and the remaining 4,497 attended charter schools, state-operated schools or the

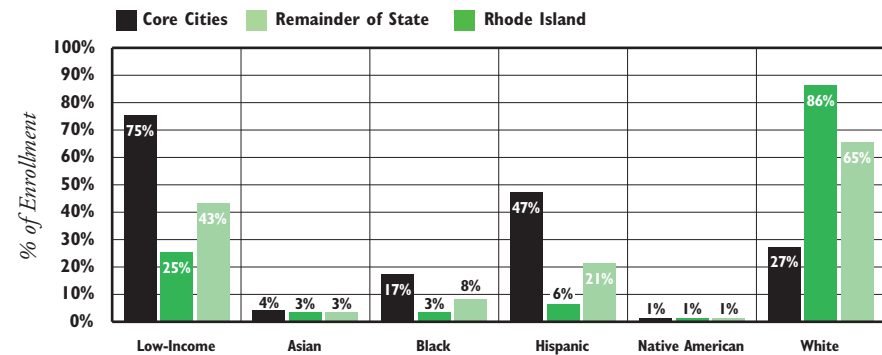
Urban Collaborative Accelerated Project (UCAP). There were an additional 22,538 Rhode Island students attending private and parochial schools (including out-of-state schools) and 1,270 students were home-schooled.²

In October 2010, there were 63,687 students in grades K-5, 31,993 in grades 6-8 and 46,194 in grades 9-12. There were 2,054 children ages 3-5 enrolled in preschool classrooms through Rhode Island public school districts.³ An additional 126 children were enrolled in seven Pre-K classrooms in child care and Head Start sites that are part of the state Pre-K Demonstration Program.

In October 2010, 65% of Rhode Island public school students were non-Hispanic White, 21% were Hispanic, 8% were Black, 3% were Asian and 1% were Native American. In October 2010, 43% of students in Rhode Island were low-income (students who qualified for the free or reduced-price lunch program).⁴

Rhode Island schools are diverse in terms of students with disabilities and who are English Language Learners. In the 2009-2010 school year, 17% of Rhode Island public school students were receiving special education services and 5% were receiving English as a Second Language (ESL) or bilingual education services.⁵

Rhode Island Public School Enrollment by Low-Income Status, Race and Ethnicity, October 1, 2010



Source: Rhode Island Department of Elementary and Secondary Education, October 1, 2010.

◆ Twenty-seven percent of students enrolled in the core cities were White, compared with 86% in the remainder of the state, and 75% of students enrolled in the core cities were low-income compared with 25% in the remainder of the state.⁶

Student Engagement in School

◆ Student engagement can be measured as an index of factors including student interest in schoolwork, degree to which a student works hard in school and how much a student likes school as reported by his/her parent. The level of student engagement is strongly related to the extent of positive parent-child interaction, high family expectations for student achievement, involvement in after-school activities (such as sports, lessons or religious activities) and students' school experiences (such as suspensions and participation in gifted classes).⁷

◆ Research suggests that Black and Hispanic students are less likely to be engaged in school than their White and Asian 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

◆ Male students are significantly less likely to be highly engaged in school than their female peers. Overall, school engagement is lower for older students (ages 12 to 17) than younger students (ages 6 to 11).⁹

Public School Enrollment and Demographics

Table 31. Rhode Island Public School Enrollment by Grade and Demographic Groups, October 1, 2010

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	% MULTI-RACIAL	% WHITE	
Barrington	37	1,516	785	1,140	4%	4%	1%	1%	0%	2%	93%	3,478
Bristol Warren	52	1,537	785	1,096	33%	1%	2%	3%	0%	2%	91%	3,470
Burrillville	47	1,139	527	750	34%	1%	1%	2%	1%	0%	94%	2,463
Central Falls	66	1,358	574	853	81%	0%	0%	72%	0%	2%	25%	2,851
Chariho	63	1,415	818	1,231	22%	1%	1%	2%	2%	1%	92%	3,527
Coventry	134	2,237	1,188	1,761	26%	1%	2%	2%	0%	1%	95%	5,320
Cranston	61	4,782	2,315	3,598	38%	7%	4%	19%	0%	3%	66%	10,756
Cumberland	79	2,096	1,150	1,570	21%	2%	3%	7%	0%	3%	86%	4,895
East Greenwich	44	1,017	573	760	6%	5%	1%	4%	0%	3%	88%	2,394
East Providence	98	2,506	1,222	1,876	41%	2%	14%	6%	1%	1%	76%	5,702
Exeter-West Greenwich	25	738	451	606	13%	1%	1%	3%	0%	1%	94%	1,820
Foster	0	274	0	0	16%	0%	1%	1%	0%	3%	94%	274
Foster-Glocester	0	0	503	807	15%	0%	0%	0%	0%	0%	100%	1,310
Glocester	10	574	0	0	20%	1%	0%	1%	0%	0%	97%	584
Jamestown	34	299	153	8	5%	2%	1%	1%	0%	0%	95%	494
Johnston	45	1,365	742	913	39%	2%	4%	12%	0%	1%	80%	3,065
Lincoln	71	1,336	838	1,032	24%	1%	2%	5%	0%	1%	92%	3,277
Little Compton	0	193	116	0	16%	1%	1%	1%	0%	0%	98%	309
Middletown	21	1,102	578	700	25%	4%	6%	8%	0%	4%	78%	2,401
Narragansett	54	595	330	496	16%	1%	1%	3%	1%	2%	92%	1,475
New Shoreham	0	62	32	30	13%	0%	0%	7%	0%	1%	92%	124
Newport	35	973	412	639	59%	1%	22%	20%	2%	6%	48%	2,059
North Kingstown	58	1,725	984	1,656	19%	1%	2%	2%	1%	1%	93%	4,423
North Providence	54	1,430	740	1,059	33%	3%	8%	14%	1%	1%	73%	3,283
North Smithfield	47	742	428	579	14%	1%	1%	4%	0%	2%	91%	1,796
Pawtucket	69	4,333	2,031	2,474	75%	2%	24%	33%	1%	7%	34%	8,907
Portsmouth	47	1,107	607	1,011	12%	2%	2%	4%	0%	1%	91%	2,772
Providence	259	11,266	4,828	7,186	83%	5%	19%	62%	1%	3%	9%	23,539
Scituate	20	686	409	522	14%	1%	0%	1%	0%	0%	97%	1,637
Smithfield	45	1,005	593	781	13%	1%	2%	3%	0%	1%	93%	2,424
South Kingstown	90	1,463	878	1,105	17%	2%	2%	3%	3%	3%	87%	3,536
Tiverton	29	844	449	625	23%	1%	1%	1%	0%	0%	97%	1,947
Warwick	176	4,382	2,372	3,386	31%	3%	2%	5%	0%	1%	88%	10,316
West Warwick	72	1,647	744	1,081	43%	2%	4%	11%	1%	1%	81%	3,544
Westerly	64	1,298	739	1,031	32%	4%	2%	4%	1%	3%	85%	3,132
Woonsocket	44	2,864	1,368	1,851	63%	6%	10%	28%	1%	4%	52%	6,127
Charter Schools	0	1,759	563	430	65%	3%	14%	49%	1%	2%	32%	2,752
State-Operated Schools	4	22	26	1,551	67%	1%	17%	35%	1%	3%	43%	1,603
UCAP	0	0	142	0	84%	2%	18%	69%	1%	1%	9%	142
Core Cities	545	22,441	9,957	14,084	75%	4%	17%	47%	1%	4%	27%	47,027
Remainder of State	1,505	39,465	21,305	30,129	25%	3%	3%	6%	1%	2%	86%	92,404
Rhode Island	2,054	63,687	31,993	46,194	43%	3%	8%	21%	1%	2%	65%	143,928

Source of Data for Table/Methodology

Rhode Island Department of Elementary and Secondary Education, Public School Enrollment in preschool through grade 12 as of October 1, 2010.

*Preschool includes students enrolled in half-day or full-day preschool through the public school district (primarily preschool special education classrooms). An additional 126 children were enrolled in seven Pre-K classrooms in child care and Head Start sites that are part of the state Pre-K Demonstration Program.

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

Children are counted as low income if they are eligible for and enrolled in a Free or Reduced-Price Lunch Program.

State-operated schools include: Metropolitan Regional Career and Technical Center, William M. Davies Jr. Career Technical High School, DCYF and the Rhode Island School for the Deaf. Charter Schools include: Segue Institute for Learning, Blackstone Valley Prep, Highlander, Paul Cuffee Charter School, Kingston Hill Academy, International Charter School, Blackstone Academy, The Compass School, Beacon Charter School, The Learning Community, Trinity Academy for the Performing Arts, and The Greene School.

UCAP is the Urban Collaborative Accelerated Program.

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

Students enrolled in state-operated schools, charter schools and UCAP are not counted in totals for the core cities or for the remainder of the state, but they are included in the Rhode Island state totals.

References

- Barton, P. E. & Coley, R. J. (2009). *Parsing the achievement gap II*. Princeton, NJ: Educational Testing Service.
- Rhode Island Department of Elementary and Secondary Education, October 1, 2010 and October 1, 1999.
- Rhode Island Department of Elementary and Secondary Education, 2009-2010 school year.
- 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.

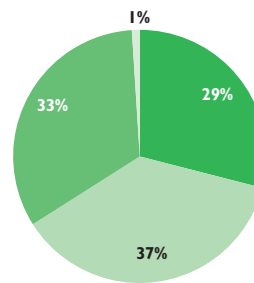
SIGNIFICANCE

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 federal *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. The type of criteria used to determine eligibility and the level of delay required for eligibility varies widely by state. In order to receive federal funding under Part C, states must ensure that Early Intervention services are available to all eligible children. States may choose to serve children who are at risk of experiencing a substantial delay if early intervention services are not provided, but only five out of the 56 states and territories serve at-risk children.²

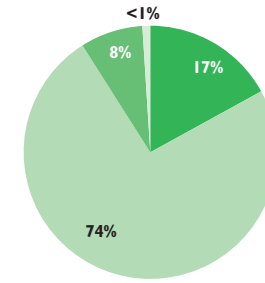
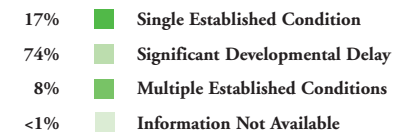
Rhode Island's eligibility criteria for Early Intervention (EI) include children with a diagnosed medical disorder bearing relatively well-known expectancy for developmental delay (single established condition) and children exhibiting or who have been professionally determined to have a developmental delay in one or more areas of development (cognitive, physical, communication, social-emotional and adaptive). Children also may be eligible for Rhode Island Early Intervention through a "multiple established conditions" category that 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

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.⁴ Nationally, more than half of the children in EI have two or more risk factors and 20% have four or more risk factors for poor developmental outcomes. The most effective Early Intervention programs combine support for families (e.g., services designed to improve parent-child interactions) with carefully designed services for young children (e.g., physical therapy, speech therapy).⁵

Early Intervention Enrollment, by Age, Rhode Island, 2010



Early Intervention Enrollment, by Eligibility, Rhode Island, 2010



n = 3,796

Source: Rhode Island Department of Human Services, Center for Child and Family Health, 2010.

◆ In 2010 in Rhode Island, 3,796 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 2010 in Rhode Island, 954 children were discharged from EI upon reaching age three. Of these children, 68% were eligible for preschool special education, 16% were not eligible for preschool special education and 11% did not have eligibility determined when exiting. An additional 5% moved out of state, were unreachable, died, completed their service plan or were withdrawn by a parent or guardian.⁷

◆ Infants and toddlers who have been maltreated are six times more likely to have a developmental delay than the general population.⁸ Federal legislation requires states to refer children who have been involved in a substantiated case of child abuse or neglect and children who have been affected by parental substance abuse to Early Intervention for an eligibility assessment.⁹ In 2010, of the 867 children under age three with an indicated investigation of child abuse or neglect, 341 were referred by DCYF to an EI provider. Additionally, 211 children were already enrolled in EI, resulting in 64% (552) either referred to or already enrolled in EI.¹⁰

Children Enrolled in Early Intervention

Table 32. Infants and Toddlers Enrolled in Early Intervention, by Eligibility Type, Rhode Island, 2010

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	29	1	0	32	6%
Bristol	655	23	56	4	0	83	13%
Burrillville	509	6	30	0	0	36	7%
Central Falls	990	14	80	14	0	108	11%
Charlestown	289	3	16	1	0	20	7%
Coventry	1,243	22	71	7	0	100	8%
Cranston	2,455	40	151	12	1	204	8%
Cumberland	1,136	14	79	2	1	96	8%
East Greenwich	384	11	29	1	0	41	11%
East Providence	1,552	23	125	7	0	155	10%
Exeter	187	4	8	3	0	15	8%
Foster	113	0	13	0	0	13	12%
Glocester	335	0	13	0	0	13	4%
Hopkinton	282	8	30	2	0	40	14%
Jamestown	132	1	2	1	0	4	3%
Johnston	893	13	70	1	0	84	9%
Lincoln	662	14	51	4	1	70	11%
Little Compton	107	1	4	2	0	7	7%
Middletown	700	16	32	4	0	52	7%
Narragansett	403	3	18	3	0	24	6%
New Shoreham	35	2	1	0	0	3	9%
Newport	941	19	71	15	0	105	11%
North Kingstown	1,034	13	85	13	0	111	11%
North Providence	885	16	90	7	0	113	13%
North Smithfield	337	2	29	0	0	31	9%
Pawtucket	2,957	61	220	35	5	321	11%
Portsmouth	583	12	39	1	0	52	9%
Providence	7,642	142	594	95	7	838	11%
Richmond	321	0	10	0	0	10	3%
Scituate	371	4	26	1	0	31	8%
Smithfield	499	4	22	0	0	26	5%
South Kingstown	868	13	64	7	0	84	10%
Tiverton	461	15	23	6	0	44	10%
Warren	355	4	26	4	0	34	10%
Warwick	2,714	53	200	21	0	274	10%
West Greenwich	192	2	16	1	0	19	10%
West Warwick	1,136	33	117	14	0	164	14%
Westerly	827	18	52	8	0	78	9%
Woonsocket	2,020	26	226	7	2	261	13%
Core Cities	15,686	295	1,308	180	14	1,797	11%
Remainder of State	22,089	362	1,510	124	3	1,999	9%
Rhode Island	37,775	657	2,818	304	17	3,796	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 2010.

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.

^{2,5,8} Gebhard, B. (2009). *Early experiences matter: A guide to improved policies for infants and toddlers*. Washington, DC: Zero to Three.

³ Rhode Island Department of Health. (2006). *Children enrolled in Early Intervention*.

⁴ *Why young children enter Early Intervention services*. (2007). Chapel Hill, NC: University of North Carolina, FPG Child Development Institute.

^{6,7} Rhode Island Department of Human Services, Center for Child and Family Health, 2010.

⁹ 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.

¹⁰ Rhode Island Department of Children, Youth and Families, 2011.

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 (\$24,089 for a family of three in 2011).^{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

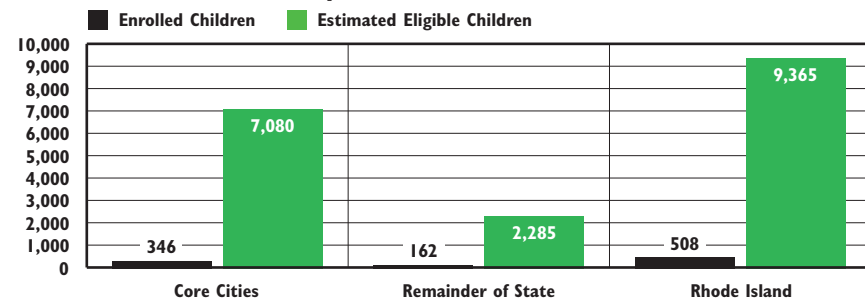
Pregnant women enrolled in Early Head Start are assessed for risks to a successful pregnancy. Individualized plans are developed to support prenatal health, promote healthy behaviors and prepare for the baby's arrival.⁵ After the baby is born, families participate by enrolling in either a center-based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

development and twice monthly group meetings. Children in center-based programs attend a center-based early care and education program and families receive twice yearly home visits. Some Early Head Start programs provide a combination of home-based and center-based services for families.⁶ In Rhode Island in 2010, there were 533 federally-funded Early Head Start slots. Of these, 41% were center-based and 59% were home-based.⁷

The National Evaluation of Early Head Start showed that the program produced significant cognitive, language and social-emotional gains in participating children and more positive interactions with their parents. Early Head Start parents provided more emotional support and more opportunities for language and learning to their children than did a comparable group of non-participating parents. Early Head Start parents also were more likely to pursue education and job-training activities and to be employed.^{8,9}

As of October 2010, 508 infants and toddlers were receiving Early Head Start services in Rhode Island, approximately 5% of the estimated eligible population. In addition, there were 27 pregnant women receiving Early Head Start services designed to improve birth outcomes, maternal health and early childhood development.¹⁰

Access to Early Head Start, Rhode Island, 2010



Source: Rhode Island Early Head Start program data compiled by Rhode Island KIDS COUNT, 2010

- ◆ In 2010 in Rhode Island, federal funding for Early Head Start enabled services to be provided to 508 children, approximately 5% of the 9,365 income-eligible children ages birth to three and their families.¹¹
- ◆ In October 2010, there were 346 children enrolled in Early Head Start from the core cities and 162 children from the remainder of the state.¹²
- ◆ Of the 533 federally-funded Early Head Start slots in Rhode Island in 2010, twenty-nine percent (152) were funded through the *American Recovery and Reinvestment Act*.¹³

Ages of Children Enrolled in Early Head Start in the U.S.

- ◆ Nationally, the age breakdown of children enrolled in Early Head Start is as follows: 29% under 12 months of age, 31% ages 12 months to 23 months and 34% ages 24 months to 36 months.¹⁴
- ◆ About 13% of families enroll in Early Head Start prenatally, 62% enroll when the child is younger than age 2 and 19% enroll when the child is between age two and age three.¹⁵
- ◆ About half (46%) of U.S. children enrolled in Early Head Start leave the program upon graduation at age three, while 23% leave between ages two and three, 16% exit before turning age two and 2% are disenrolled during the prenatal period.¹⁶

Children Enrolled in Early Head Start

Table 33.

Children Ages Birth to 3 Enrolled in Early Head Start, Rhode Island, 2010

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	4	6%
Burrillville	525	50	20	0	9	13%
Central Falls	933	400	127	3	48	9%
Charlestown	266	11	25	0	0	0%
Coventry	1,268	72	40	0	17	15%
Cranston	2,499	211	64	0	21	8%
Cumberland	1,232	51	50	0	0	0%
East Greenwich	378	28	4	0	0	0%
East Providence	1,563	204	71	1	22	8%
Exeter	160	26	18	0	0	0%
Foster	126	0	0	0	0	0%
Glocester	261	15	1	0	4	25%
Hopkinton	240	17	29	0	0	0%
Jamestown	153	0	0	0	1	0%
Johnston	951	81	30	1	19	17%
Lincoln	654	33	10	0	0	0%
Little Compton	111	5	0	0	0	0%
Middletown	685	40	42	0	0	0%
Narragansett	346	22	5	0	0	0%
New Shoreham	32	2	0	0	0	0%
Newport	996	371	68	0	60	14%
North Kingstown	1,010	114	20	0	0	0%
North Providence	893	99	57	0	17	11%
North Smithfield	368	26	2	0	0	0%
Pawtucket	2,765	842	178	0	52	5%
Portsmouth	622	33	0	0	4	12%
Providence	7,397	3,092	727	21	123	3%
Richmond	348	10	6	0	0	0%
Scituate	451	17	0	0	0	0%
Smithfield	499	6	4	0	1	10%
South Kingstown	807	41	0	0	0	0%
Tiverton	522	25	5	0	3	10%
Warren	329	23	20	0	4	9%
Warwick	2,741	188	72	0	35	13%
West Greenwich	175	8	3	0	1	9%
West Warwick	1,146	299	86	1	61	16%
Westerly	824	77	69	0	0	0%
Woonsocket	2,041	733	156	0	2	<1%
Core Cities	15,278	5,737	1,343	25	346	5%
Remainder of State	22,188	1,607	678	2	162	7%
Rhode Island	37,466	7,344	2,021	27	508	5%

Source of Data for Table/Methodology

Rhode Island Early Head Start Programs, children enrolled as of October 2010. Children enrolled are listed by residence of child, not location of the 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 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

- ^{1,6,8} Raikes, H. H., Chazan-Cohen, R., Love, J. M. & Brooks-Gunn, J. (2010). Early Head Start impacts at age 3 and a description of the age 5 follow-up study. In A. J. Reynolds, A. J. Rolnick, M. M. Englund & J. A. Temple (Eds.), *Childhood programs and practices in the first decade of life*. New York: Cambridge University Press.
- 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. (2011). Annual update of the HHS poverty guidelines. *Federal Register*, 76(13), 3637-3638.
- ^{4,14} Hoffmann, E. (2010). *Early Head Start participants, programs, families and staff in 2009*. Washington, DC: Center for Law and Social Policy.

(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

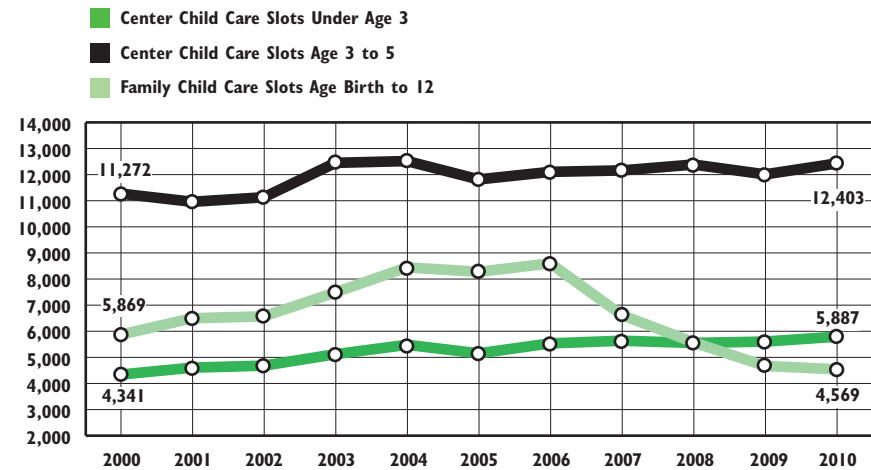
Early and extensive enrollment in child care is common in the United States and is a basic need for many working families in Rhode Island. Between 2007 and 2009, an estimated 70% of Rhode Island children under age six had all parents in the workforce, higher than the estimated U.S. rate of 63%.² In the U.S., 63% of children under age five are in some type of regular child care arrangement. Children of employed mothers spend an average of 35 hours per week in child care compared with 19 hours per week for children of mothers not in the workforce.³

Nationally, 47% of children under age 5 with an employed mother are cared for by a relative (father, grandparent, sibling, other relative or mother while working), 24% attend a center-based program, 7% attend family child care, 8% are in another type of home-based care arrangement with a non-relative and 3% attend school-based programs. Eleven percent of young children with employed mothers have no regular child care arrangement.⁴

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 and are more likely to leave their jobs.⁵ Access to affordable, quality child care plays a pivotal role in supporting maternal employment and economic self-sufficiency. 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. Greater use of child care during the early childhood years is associated with higher hourly wages and more hours of employment in the long term, indicating that using child care can improve women's career trajectories.⁶

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, 2000-2010



Source: Options for Working Parents, slots in licensed child care centers and certified family child care homes, 2000-2006. Rhode Island Department of Children, Youth and Families, slots in licensed child care centers and family child care homes, 2007-2010.

- ◆ In 2010 in Rhode Island, there were 22,859 slots for children under age six in licensed child care centers and certified family child care homes. This total is down from a peak high of 26,243 in 2006, but up from 21,482 in 2000.⁷
- ◆ The number of licensed child care center slots for infants and toddlers (children under age three) in Rhode Island has increased fairly steadily over the past decade, growing 36% from 4,341 in 2000 to 5,887 in 2010.⁸
- ◆ 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. Between 2000 and 2010, there has been a 10% increase in the number of licensed slots for preschoolers.⁹
- ◆ The number of licensed family child care slots grew 47% between 2000 and 2006, from 5,869 to 8,601. Since 2006, the number of family child care slots has decreased to 4,569 and is 22% below the capacity in 2000.¹⁰

Infant and Preschool Child Care

Table 34.

Child Care for Children Under Age 6, Rhode Island, December 2010

CITY/TOWN	# OF CHILD CARE CENTER SLOTS < AGE 3	# OF CHILD CARE CENTER SLOTS AGES 3-5	# OF LICENSED 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	320	26	462	386	120
Bristol	44	102	22	168	447	38
Burrillville	28	114	14	156	408	38
Central Falls	101	207	131	439	520	84
Charlestown	13	36	20	69	170	41
Coventry	80	238	82	400	962	42
Cranston	531	1,140	325	1,996	1,799	111
Cumberland	115	311	76	502	912	55
East Greenwich	312	518	16	846	277	305
East Providence	137	550	63	750	1,168	64
Exeter	28	63	8	99	189	52
Foster	17	25	0	42	107	39
Glocester	60	74	6	140	264	53
Hopkinton	0	0	24	24	283	8
Jamestown	31	33	8	72	83	87
Johnston	251	335	80	666	702	95
Lincoln	136	283	22	441	565	78
Little Compton	0	0	6	6	53	11
Middletown	217	393	30	640	463	138
Narragansett	0	0	0	0	228	0
New Shoreham	12	22	0	34	27	126
Newport	48	158	31	237	615	39
North Kingstown	161	413	22	596	805	74
North Providence	130	227	90	447	662	68
North Smithfield	103	74	42	219	285	77
Pawtucket	330	690	318	1,338	2,103	64
Portsmouth	90	112	6	208	411	51
Providence	966	1,945	2,731	5,642	4,002	141
Richmond	0	36	16	52	255	20
Scituate	12	44	35	91	288	32
Smithfield	231	469	13	713	400	178
South Kingstown	217	489	28	734	590	124
Tiverton	25	135	22	182	358	51
Warren	55	119	8	182	325	56
Warwick	728	1,380	120	2,228	2,119	105
West Greenwich	75	102	0	177	173	102
West Warwick	136	340	46	522	737	71
Westerly	152	284	11	447	644	69
Woonsocket	199	622	71	892	1,100	81
<i>Core Cities</i>	<i>1,780</i>	<i>3,962</i>	<i>3,328</i>	<i>9,070</i>	<i>9,077</i>	<i>100</i>
<i>Remainder of State</i>	<i>4,107</i>	<i>8,441</i>	<i>1,241</i>	<i>13,789</i>	<i>16,808</i>	<i>82</i>
<i>Rhode Island</i>	<i>5,887</i>	<i>12,403</i>	<i>4,569</i>	<i>22,859</i>	<i>25,885</i>	<i>88</i>

Source of Data for Table/Methodology

Rhode Island Department of Children, Youth and Families, number of licensed child care center slots for children under age 6 and number of certified family child care home slots, December 2010. Only full-day and morning slots are counted for center-based care.

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

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

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

References

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- ² U.S. Bureau of the Census, 2007-2009 American Community Survey 3-Year Estimates, *Selected Economic Characteristics, Rhode Island and United States, 2007-2009*.
- ^{3,4} Laughlin, L. (2010). *Who's minding the kids? Child care arrangements: Spring 2005/Summer 2006*. (Current Population Reports P70-121). Washington, DC: U.S. Census Bureau.
- ⁵ Usdansky, M. L. & Wolf, D. A. (2005). *A routine juggling act: Managing child care and employment*. Working Paper, No. 937. Princeton, NJ: Woodrow Wilson School of Public and International Affairs.
- ⁶ Bub, K. L. & McCartney, K. (2004). On childcare as a support for maternal employment wages and hours. *Journal of Social Issues, 60*(4), 819-834.
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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 and/or are participating in BrightStars, Rhode Island's Quality Rating and Improvement System for child care and early learning programs. Child care centers and preschools are accredited by the National Association for the Education of Young Children (NAEYC). Family child care homes are accredited by the National Association for Family Child Care (NAFCC).

SIGNIFICANCE

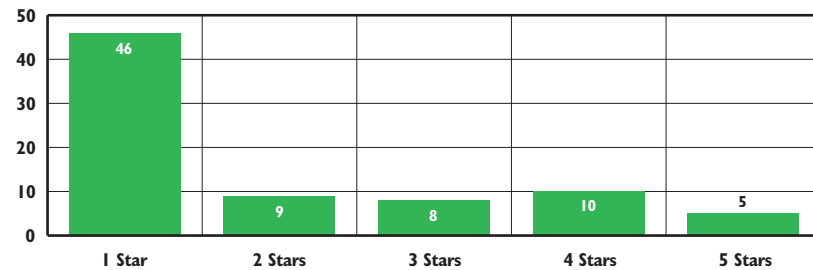
Research on early care and education reveals strong associations between program quality and children's developing skills and well-being.¹ Children who receive high-quality early care and education score higher on tests of language and cognitive skills and demonstrate stronger social and emotional development than children who receive poor-quality care. The impact of program quality is stronger for children from low-income families.^{2,3} Programs across the U.S. and in Rhode Island vary markedly in quality -- ranging from rich, learning experiences to mediocre, custodial care.^{4,5,6}

High-quality early care and education is characterized by smaller

numbers of children in a classroom or group, fewer children per adult, skilled staff, a language-rich environment with stimulating curricula, warm, nurturing and dependable relationships between staff and children and a safe environment.⁷ The development and retention of a highly qualified and appropriately compensated workforce for early childhood programs is critical to improve program quality and child outcomes.⁸

Quality Rating and Improvement Systems (QRIS) are becoming an increasingly common strategy used by states to measure, improve and incentivize program quality. QRIS incorporate five components: (1) quality standards with incremental steps for programs, (2) a process to assess program quality, (3) strategies to support quality improvement, (4) financial incentives for programs, and (5) a system to share program quality information with parents and the public. Studies have shown that, over time, state QRIS can improve the quality of care available.^{9,10} Many states provide financial incentives to encourage and support achievement of quality standards. Incentives include setting subsidy payments at higher rates for higher quality care, paying bonuses tied to quality levels and providing tax credits linked to quality ratings.¹¹

Quality Ratings of Early Care and Education Programs Participating in BrightStars, Rhode Island, December, 2010



Source: Rhode Island Association for the Education of Young Children, December 2010.

- ◆ **BrightStars, Rhode Island's statewide Quality Rating and Improvement System (QRIS) for child care and early learning programs, was launched in 2009 with voluntary quality ratings for licensed child care centers, preschools and family child care homes.**¹²
- ◆ **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.**¹³
- ◆ **As of December 2010, there were 78 early care and education programs participating in BrightStars, 24 centers and 54 family child care homes. In 2010, BrightStars awarded star rating increases to five programs that made significant quality improvements; this represents 25% of all programs eligible for an increased star rating.**¹⁴
- ◆ **A 2009 random-sample study of the quality of licensed child care centers and preschools in Rhode Island found that most (74% of infant/toddler classrooms and 86% of preschool classrooms) were providing a medium level of quality while a minority (10% of preschool classrooms and 6% of infant/toddler classrooms) were delivering a high quality learning program. Low-quality care was more common for infants and toddlers (20% of classrooms) than for preschoolers (4% of classrooms).**¹⁵
- ◆ **A 2010 random-sample study of the quality of licensed family child care homes in Rhode Island found that most (64%) were providing low quality care and the remainder (36%) were providing medium quality care.**¹⁶

Quality Early Care and Education

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 BRIGHT-STARS	% IN BRIGHT-STARS	NAEYC ACCREDITED	% NAEYC ACCREDITED	NUMBER	PARTICIPATING IN BRIGHT-STARS	% IN BRIGHT-STARS	NAFCC ACCREDITED	% NAFCC ACCREDITED
Barrington	11	1	9%	0	0%	4	0	0%	0	0%
Bristol	6	0	0%	1	17%	4	0	0%	0	0%
Burrillville	3	0	0%	1	33%	2	0	0%	0	0%
Central Falls	4	0	0%	0	0%	22	1	5%	0	0%
Charlestown	4	0	0%	0	0%	3	0	0%	0	0%
Coventry	8	2	25%	1	13%	13	2	15%	0	0%
Cranston	33	0	0%	4	12%	50	3	6%	1	2%
Cumberland	9	0	0%	1	11%	10	0	0%	0	0%
East Greenwich	13	0	0%	0	0%	2	0	0%	0	0%
East Providence	15	0	0%	1	7%	9	0	0%	0	0%
Exeter	2	0	0%	0	0%	1	0	0%	0	0%
Foster	1	0	0%	0	0%	0	0	NA	0	NA
Glocester	3	0	0%	0	0%	1	0	0%	0	0%
Hopkinton	2	0	0%	0	0%	3	1	33%	0	0%
Jamestown	1	0	0%	0	0%	1	0	0%	0	0%
Johnston	15	0	0%	2	13%	11	1	9%	0	0%
Lincoln	5	1	20%	0	0%	4	0	0%	0	0%
Little Compton	1	0	0%	0	0%	1	0	0%	0	0%
Middletown	11	0	0%	0	0%	4	0	0%	0	0%
Narragansett	1	0	0%	0	0%	0	0	NA	0	NA
New Shoreham	1	0	0%	0	0%	0	0	NA	0	NA
Newport	3	0	0%	0	0%	3	0	0%	0	0%
North Kingstown	13	1	8%	0	0%	3	0	0%	0	0%
North Providence	8	1	13%	3	38%	14	1	7%	0	0%
North Smithfield	1	0	0%	0	0%	5	2	40%	1	20%
Pawtucket	17	2	12%	0	0%	49	2	4%	0	0%
Portsmouth	6	0	0%	0	0%	1	0	0%	0	0%
Providence	49	11	22%	6	12%	415	40	10%	1	0%
Richmond	2	0	0%	0	0%	2	0	0%	0	0%
Scituate	1	0	0%	0	0%	5	0	0%	0	0%
Smithfield	8	0	0%	0	0%	2	0	0%	0	0%
South Kingstown	12	0	0%	2	17%	4	0	0%	0	0%
Tiverton	3	0	0%	0	0%	3	0	0%	0	0%
Warren	3	0	0%	0	0%	1	0	0%	0	0%
Warwick	26	2	8%	3	12%	17	0	0%	0	0%
West Greenwich	4	0	0%	0	0%	0	0	NA	0	NA
West Warwick	6	0	0%	1	17%	7	0	0%	0	0%
Westerly	7	1	14%	0	0%	2	0	0%	0	0%
Woonsocket	12	2	17%	4	33%	10	1	10%	0	0%
Core Cities	91	15	16%	11	12%	506	44	9%	1	0%
Remainder of State	239	9	4%	19	8%	182	10	5%	2	1%
Rhode Island	330	24	7%	30	9%	688	54	8%	3	<1%

Source of Data for Table/Methodology

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 2010 and the Rhode Island Department of Elementary and Secondary Education, December 2010. Number of programs participating in BrightStars is from the Rhode Island Association for the Education of Young Children, December 2010. Number of accredited programs is from the National Association for the Education of Young Children (NAEYC), January 2011 and National Association for Family Child Care (NAFCC), January 2011.

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.

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(continued on page 171)

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 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

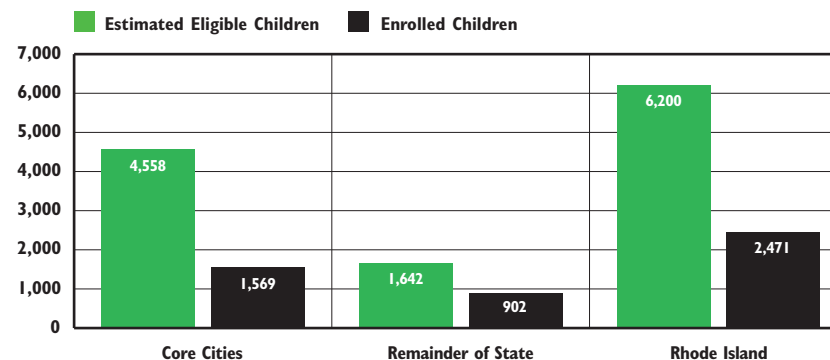
Head Start centers are typically of higher quality than most other early care and education programs available to low-

income parents.⁴ Head Start also has been found to be more effective than many other early learning programs.⁵ Children who participate in Head Start show improvements in language and literacy skills as well as behavior.⁶ Researchers have found lasting impacts in reduced grade retention and special education placement and increased high school graduation rates.⁷ Some experts believe that Head Start could produce even greater gains for disadvantaged children if Head Start teachers were better prepared and better paid.⁸ In 2009 in Rhode Island, 31% of Head Start teachers had a bachelor's degree and the average Head Start teacher salary was \$29,048.⁹

Core federal Head Start and Early Head Start funding for Rhode Island totaled an estimated \$23 million in Federal Fiscal Year 2010.¹⁰ Rhode Island supplements federal funding with \$1 million in state funds so that more Rhode Island children can attend Head Start programs.¹¹

In 2008 and 2009, state funding for Head Start was cut.^{12,13} For the 2010-2011 school year there are 2,323 federally-funded and 156 state-funded Head Start slots. Funding from the federal *American Recovery and Reinvestment Act* supports 18 additional Head Start slots for preschool children in Providence.¹⁴

Access to Head Start, Rhode Island, 2010



Source: Rhode Island Head Start program data compiled by Rhode Island KIDS COUNT, 2010.

◆ **Head Start is not funded at a level to serve all eligible children and most Rhode Island Head Start programs maintain active waiting lists of eligible children. In October 2010, Rhode Island Head Start programs served 2,471 children, 40% of the estimated 6,200 eligible children. In the core cities, 34% of eligible children were enrolled in Head Start, compared with 55% in the remainder of the state.**¹⁵

◆ **Preschool age children from across the state are served by seven Head Start agencies: CHILD, Inc., Children's Friend, Comprehensive Community Action Program, East Bay Community Action Program, South County Community Action Program, Tri-Town Community Action Program and Woonsocket Head Start Child Development Association.**¹⁶

Head Start Families, Rhode Island & United States, 2009

	RHODE ISLAND	UNITED STATES
Single-parent families	57%	57%
Two-parent families	43%	43%
At least one employed parent	63%	68%
At least one parent in school/job training	14%	14%

Source: *Rhode Island Head Start by the numbers 2009 PIR profile*. (2010). Washington, DC: Center for Law and Social Policy.

Children Enrolled in Head Start

Table 36.

Children Enrolled in Head Start, Rhode Island, 2010

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	31	50%
Burrillville	370	35	14	16	32%
Central Falls	607	260	82	110	32%
Charlestown	184	7	17	12	48%
Coventry	789	45	25	28	40%
Cranston	1,689	143	43	207	100%
Cumberland	776	32	32	4	6%
East Greenwich	381	29	5	1	3%
East Providence	1,030	134	46	112	62%
Exeter	220	35	25	4	7%
Foster	76	0	0	1	NA
Glocester	313	18	2	3	16%
Hopkinton	263	19	31	7	14%
Jamestown	71	0	0	1	NA
Johnston	638	55	20	52	70%
Lincoln	483	24	7	6	19%
Little Compton	66	3	0	2	67%
Middletown	508	30	32	45	73%
Narragansett	290	18	4	11	49%
New Shoreham	27	1	0	0	0%
Newport	599	223	41	122	46%
North Kingstown	750	85	15	36	36%
North Providence	540	60	35	53	56%
North Smithfield	180	13	1	7	51%
Pawtucket	2,112	643	136	194	25%
Portsmouth	443	24	0	7	30%
Providence	4,590	1,919	451	790	33%
Richmond	226	7	4	6	58%
Scituate	164	6	0	0	0%
Smithfield	365	5	3	8	100%
South Kingstown	660	33	0	22	66%
Tiverton	261	12	2	16	100%
Warren	243	17	15	22	70%
Warwick	1,989	137	52	126	67%
West Greenwich	241	11	5	1	6%
West Warwick	791	207	59	149	56%
Westerly	538	51	45	53	56%
Woonsocket	1,233	443	94	204	38%
Core Cities	9,932	3,695	863	1,569	34%
Remainder of State	15,737	1,153	489	902	55%
Rhode Island	25,669	4,848	1,352	2,471	40%

Source of Data for Table/Methodology

Rhode Island Head Start Programs, all children enrolled (ages three to five) as of October, 2010. 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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(continued on page 171)

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 74% of four-year-olds in the U.S. enrolled in some type of preschool program, kindergarten no longer serves as the

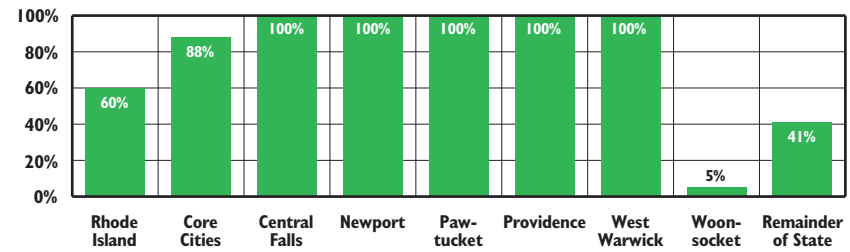
entry-point to formal, full-day school for most young children.⁴ Many parents favor full-day kindergarten as it provides continuity for children who are already accustomed to full-day preschool experiences and it reduces the number of transitions and disruptions their child experiences each day.⁵ Also, 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 and 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

In Rhode Island in the 2010-2011 school-year, 60% of the children who attended public kindergarten were in a full-day program, with 88% of students in the core cities and 41% of students in the remainder of the state attending full-day kindergarten.¹¹

Children in Full-Day Public Kindergarten Programs, Core Cities and Rhode Island, 2010-2011 School Year



Source: Rhode Island Department of Elementary and Secondary Education, October 1, 2010.

◆ In the 2010-2011 school year, 88% of public school kindergarten students in the core cities were enrolled in full-day programs. This is a decline from 100% participation in full-day kindergarten among students in the core cities last year. Due to budget issues, the Woonsocket School District eliminated all but one full-day kindergarten classroom for the 2010-2011 school year.¹²

◆ During the 2010-2011 school year, 17 school districts offered universal access to full-day kindergarten programs and another six school districts operated at least one full-day kindergarten classroom. The Lincoln School District began offering universal full-day kindergarten in the 2010-2011 school year. All of the independent charter schools in Rhode Island that offer kindergarten run full-day programs.¹³

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

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

Table 37. Children Enrolled in Full-Day Kindergarten Programs, Rhode Island, 1999-2000 and 2010-2011

SCHOOL DISTRICT	1999-2000 SCHOOL YEAR			2010-2011 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%	177	0	0%
Bristol Warren*	255	0	0%	262	262	100%
Burrillville*	164	0	0%	169	169	100%
Central Falls*	250	44	18%	259	259	100%
Chariho	292	0	0%	180	0	0%
Coventry	381	0	0%	328	0	0%
Cranston	737	0	0%	673	1	<1%
Cumberland	373	0	0%	302	4	1%
East Greenwich*	165	0	0%	132	21	16%
East Providence*	443	0	0%	361	243	67%
Exeter-West Greenwich	129	0	0%	93	0	0%
Foster	55	0	0%	46	0	0%
Glocester	124	0	0%	86	0	0%
Jamestown*	59	0	0%	42	42	100%
Johnston*	241	0	0%	213	21	10%
Lincoln*	232	0	0%	184	184	100%
Little Compton*	38	0	0%	26	26	100%
Middletown*	258	211	82%	181	181	100%
Narragansett*	125	0	0%	90	90	100%
New Shoreham*	8	8	100%	9	9	100%
Newport*	225	206	92%	172	172	100%
North Kingstown*	313	0	0%	245	63	26%
North Providence*	211	0	0%	253	249	98%
North Smithfield*	122	55	45%	94	94	100%
Pawtucket*	788	0	0%	805	805	100%
Portsmouth	214	0	0%	151	0	0%
Providence*	2,117	1,431	68%	1,909	1,909	100%
Scituate	107	0	0%	95	0	0%
Smithfield	177	0	0%	136	0	0%
South Kingstown*	278	0	0%	235	235	100%
Tiverton	144	0	0%	125	0	0%
Warwick*	766	29	4%	630	61	10%
West Warwick*	260	0	0%	287	287	100%
Westerly*	282	10	4%	214	214	100%
Woonsocket*	522	0	0%	505	27	5%
Charter Schools	NA	NA	NA	337	337	100%
State-Operated Schools	NA	NA	NA	6	6	100%
Core Cities	4,162	1,681	40%	3,937	3,459	88%
Remainder of State	6,907	313	5%	6,075	2,512	41%
Rhode Island	11,069	1,994	18%	10,012	5,971	60%

Source of Data for Table/Methodology

Rhode Island Department of Elementary and Secondary Education, October 1, 1999 and October 1, 2010.

* District operated at least one full-day kindergarten classroom during the 2010-2011 school year.

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

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

References

¹ DeCesare, D. (2004). Full-day kindergarten programs improve chances of academic success. The progress of education reform 2004. *Kindergarten*, 5(4), 1-6.

² Viadero, D. (2005). Full-day kindergarten produces more learning gains, study says. *Education Week*, 25(8), 1-16.

³ Lee, V. E., Burkan, D. T., Ready, D. D., Honigman, J. & Meisels, S. J. (2006). Full-day versus half-day kindergarten: In which programs do children learn more? *American Journal of Education*, 112, 163-208.

⁴ Barnett, W. S., Epstein, D. J., Friedman, A. H., Sansanelli, R. A. & Hustedt, J. T. (2009). *The state of preschool 2009: State preschool yearbook*. New Brunswick, NJ: Rutgers University, National Institute for Early Education Research.

^{5,6} Kauerz, K. (2005). *Full-day kindergarten: A study of state policies in the United States*. Denver, CO: Education Commission of the States.

⁷ Ackerman, D. J., Barnett, W. S. & Robin, K. B. (2005). *Making the most of kindergarten: Present trends and future issues in the provision of full-day programs*. New Brunswick, NJ: Rutgers University, National Institute for Early Education Research.

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 171)

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 (\$3,550 - \$18,750 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 42% of the median single-parent family income and 12% of the median two-parent family income. The average cost of child care for two children (an infant and a preschooler) in Rhode Island is almost twice as much as the state's median annual rent and is nearly as much as the median 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

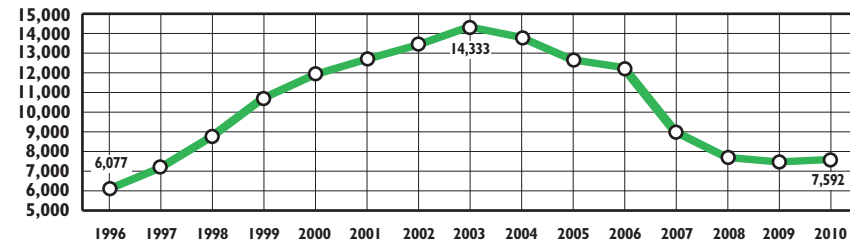
the average cost of child care for a three-year-old at a licensed center (\$9,119).^{3,4}

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 2010) 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, 1996-2010



Source: Rhode Island Department of Human Services, December 1996 – December 2010.

◆ In December 2010, there were 7,592 child care subsidies in Rhode Island, up slightly from 7,471 in December 2009. The number of child care subsidies increased steadily from 6,077 in 1996 to 14,333 in 2003. Since 2003, there has been a 47% 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 2010 in Rhode Island, 71% of child care subsidies were for care in a licensed child care center, 28% were for care by a licensed family child care home or group family child care home, and 1% were for care by a non-licensed relative, friend or neighbor.¹³

◆ In December 2010, 82% of all child care subsidies in Rhode Island were being used by low-income working families not receiving cash assistance and 9% were 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 2010

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	16	16	7	13	11	31
Bristol	4	35	39	6	12	13	31
Burrillville	4	34	38	12	25	26	63
Central Falls	30	307	337	93	124	168	385
Charlestown	0	12	12	0	4	3	7
Coventry	9	106	115	18	28	44	90
Cranston	38	406	444	112	197	195	504
Cumberland	6	85	91	22	33	34	89
East Greenwich	2	29	31	20	28	25	73
East Providence	13	223	236	53	99	104	256
Exeter	0	5	5	4	6	5	15
Foster	0	6	6	3	5	1	9
Glocester	1	7	8	6	11	1	18
Hopkinton	1	8	9	1	6	7	14
Jamestown	0	1	1	3	3	0	6
Johnston	6	89	95	42	63	47	152
Lincoln	4	71	75	33	48	35	116
Little Compton	0	3	3	0	0	1	1
Middletown	9	67	76	67	60	23	150
Narragansett	5	35	40	0	1	3	4
New Shoreham	0	0	0	0	0	0	0
Newport	47	170	217	36	73	75	184
North Kingstown	9	108	117	37	66	44	147
North Providence	13	111	124	33	40	29	102
North Smithfield	6	9	15	23	27	2	52
Pawtucket	62	700	762	185	287	268	740
Portsmouth	5	30	35	5	21	14	40
Providence	324	2,485	2,809	694	987	1,244	2,925
Richmond	0	11	11	0	0	0	0
Scituate	1	9	10	1	3	0	4
Smithfield	0	32	32	23	38	13	74
South Kingstown	6	41	47	20	40	20	80
Tiverton	1	19	20	5	6	5	16
Warren	0	38	38	2	6	11	19
Warwick	14	235	249	113	163	146	422
West Greenwich	1	11	12	6	8	0	14
West Warwick	17	188	205	40	82	78	200
Westerly	4	70	74	30	33	18	81
Woonsocket	82	455	537	105	162	202	469
DCYF	NA	NA	631	NA	NA	NA	NA
Out-Of-State	NA	NA	NA	2	7	0	9
Core Cities	562	4,305	4,867	1,153	1,715	2,035	4,903
Remainder of State	162	1,962	2,124	707	1,093	880	2,680
Rhode Island	724	6,267	7,622	1,862	2,815	2,915	7,592

Source of Data for Table/Methodology

The Rhode Island Department of Human Services, InRhodes Database, December 2010.

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.

NA = Not applicable.

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 2010, 16 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

¹ Schulman, K. & Blank, H. (2010). *State child care assistance policies 2010: New federal funds help states weather the storm*. Washington, DC: National Women's Law Center.

² *Parents and the high price of child care: 2010 update*. (2010). Arlington, VA: National Association of Child Care Resource and Referral Agencies.

(continued on page 171)

Out-of-School Time

DEFINITION

Out-of-school time is the number of children participating in organized after-school programs. This indicator presents data on the number of licensed after-school child care programs and slots for children ages six and older as well as available data on children served by after-school programs that do not require state licensing.

SIGNIFICANCE

High-quality, organized after-school and summer programs promote academic and social skills, provide opportunities for children and youth to develop positive relationships with peers and adult mentors, increase children's safety and reduce the likelihood that youth engage in inappropriate activities. Children who participate in organized after-school programs and extracurricular activities benefit socially, emotionally and academically. Participation can improve children's academic performance, homework completion, behavior and work habits, while reducing the need for disciplinary actions.^{1,2,3}

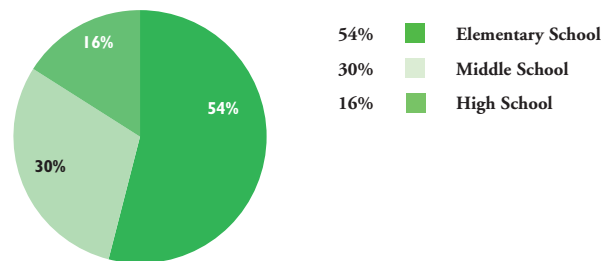
The gap between parents' work schedules and students' school schedules amounts to 15-25 hours per week during the school year.⁴ Families often patch together different arrangements to cover the hours before and after school and the days during school vacations

and summer break.⁵ Between 2007 and 2009, 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%.⁶

Nationally, 57% of children ages five to 14 with employed mothers stay with a relative during the hours when they are not in school, while 17% regularly participate in enrichment activities (sports, lessons, clubs, etc.) and 16% are in organized child care. Seventeen percent of children regularly stay at home by themselves (ranging from 1% of five- and six-year-olds to 39% of 14-year-olds). Nineteen percent of families of school-age children report using multiple arrangements for children's out-of-school time care.⁷

After-school programs can be effective at building critical personal, social and academic skills. Effective programs clearly specify the skills they are seeking to build, offer activities that are coordinated and sequenced to build those skills, devote adequate time to skill development and require active involvement of participants.⁸ Out-of-school time programs are most likely to improve student achievement when they use formal and informal assessments of children to inform instruction, tutor children one-on-one or in small groups and provide on-going professional development and instructional support to staff.⁹

Students Participating in 21st Century Community Learning Centers by School Setting, Rhode Island, 2009-2010



n = 12,924 participating students

Source: *The Rhode Island 21st Century Community Learning Center Initiative: Supporting student success for nearly a decade.* (2010). Providence, RI: Rhode Island Department of Elementary and Secondary Education. Retrieved January 26, 2011, from www.mypasa.org

- ◆ **The federal 21st Century Community Learning Centers program provides funding for after-school programs serving students attending high-poverty, low-performing schools.¹⁰ This funding combined with other funding sources enables 12,924 Rhode Island students in eight communities to participate in after-school enrichment programs.¹¹**
- ◆ **21st Century Community Learning Centers serve children from 57 public schools across the state. Centers are based in all six core cities plus Cranston and North Kingstown. Fifty-four percent of the children served are in elementary school, while 30% are in middle school and 16% are in high school. Sixty-three percent of participants are eligible for free and/or reduced price lunch and 73% are a member of a racial or ethnic minority group.¹²**
- ◆ **State funding for Child Opportunity Zones (COZ) provides additional support for after-school programs and other wrap-around services for children and families in ten low-income communities in Rhode Island.¹³ Federal funding for “full-service community schools” is another source of support for after-school programming in elementary schools in South Providence.¹⁴**
- ◆ **The Providence After School Alliance (PASA) serves over 1,700 Providence middle school youth annually in expanded learning programs using funds from 21st Century Community Learning Centers, combined with funding from other sources.¹⁵**

School-Age Child Care in Rhode Island

◆ In 2010 in Rhode Island, there were 11,298 licensed school-age child care slots in 203 programs. Of these, 104 were operated as part of a licensed early childhood center and 99 were operated under an independent license. Sixty-eight percent of school-age slots were in free-standing school-age child care programs, while 32% were in early childhood centers.¹⁶

◆ In December 2010 in Rhode Island, there were 2,915 child care subsidies for children ages six to 12 for before and/or after-school care. Of these subsidies, 1,963 (67%) were for care in a center-based program, 924 (32%) were for care in a family child care home and 28 (1%) were for care by a license-exempt family, friend or neighbor.¹⁷

Table 39.

Licensed School-Age Child Care for Children Ages Six to 12, Rhode Island, 2010

CITY/TOWN	NUMBER OF CHILDREN AGES 6 TO 12	NUMBER OF LICENSED PROGRAMS		TOTAL NUMBER OF SLOTS
		OPERATED AS PART OF AN EARLY CHILDHOOD CENTER	OPERATED INDEPENDENTLY	
Barrington	2,064	4	1	180
Bristol	1,784	1	3	162
Burrillville	1,672	1	2	213
Central Falls	2,190	3	3	665
Charlestown	717	0	1	26
Coventry	3,431	3	4	273
Cranston	7,115	12	7	635
Cumberland	3,135	0	4	270
East Greenwich	1,581	3	1	135
East Providence	4,292	4	6	503
Exeter	684	2	1	74
Foster	489	1	0	18
Glocester	1,105	1	0	10
Hopkinton	802	0	1	52
Jamestown	576	0	1	51
Johnston	2,490	7	0	89
Lincoln	2,206	3	5	454
Little Compton	322	0	1	26
Middletown	1,787	4	3	220
Narragansett	1,144	0	1	60
New Shoreham	69	0	0	0
Newport	2,056	1	4	288
North Kingstown	2,823	4	3	244
North Providence	2,444	1	3	263
North Smithfield	988	1	1	172
Pawtucket	7,477	6	4	853
Portsmouth	1,839	2	1	134
Providence	18,592	17	17	3,012
Richmond	830	0	1	52
Scituate	1,102	1	0	29
Smithfield	1,653	4	1	129
South Kingstown	2,630	1	1	89
Tiverton	1,452	1	1	95
Warren	1,032	1	1	102
Warwick	7,630	7	6	747
West Greenwich	592	1	0	18
West Warwick	2,618	3	3	323
Westerly	2,160	2	1	131
Woonsocket	4,373	2	6	501
Core Cities	37,306	32	37	5,642
Remainder of State	64,640	72	62	5,656
Rhode Island	101,946	104	99	11,298

Source of Data for Table/Methodology

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

Rhode Island 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 2010. These numbers do not include licensed family child care home slots, informal child care arrangements, and community programs for youth ages six and older that do not require licensing by the state. Licensed school-age child care programs also provide services to five year-old children who are enrolled in Kindergarten.

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(continued on page 171)

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 the fastest growing population 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

ELL students are challenged to simultaneously learn English and succeed academically.⁴ ELL students in the same age group have quite different levels of reading, math and writing proficiency, both in English and in their native languages.⁵ ELL students face diverse challenges based on their country of origin and age at immigration.^{6,7} Successful ELL education programs are adaptable to student needs, use ongoing assessments of student progress and provide educators with frequent professional development.^{8,9} Bilingual education programs, when implemented well, can be particularly effective with ELL students and recognize that fluency with different languages and cultures can be an asset.^{10,11,12}

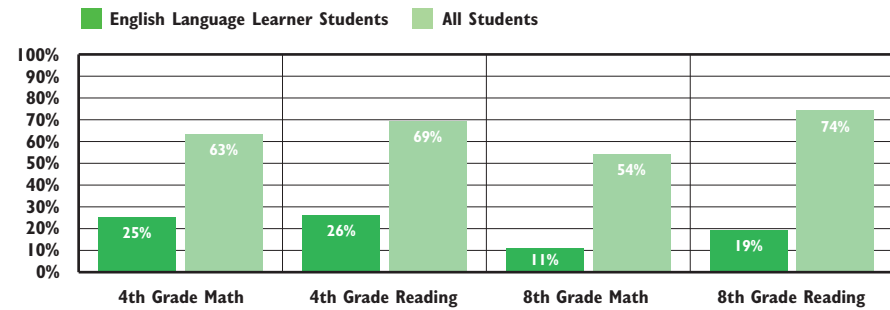
ELL students and children in immigrant families are more likely to be concentrated in schools that are under-resourced, large, serve high proportions of minority students and are located in high poverty communities.^{13,14,15} In the 2009-2010 school year in Rhode Island, ELL students were 5% of total students (7,672).¹⁶ Of these, 84% (6,451) were enrolled in free or reduced price lunch (an indicator of poverty) and 75% (5,767) lived in the core cities.¹⁷

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.¹⁸ Schools play a critical role in helping ELL students transition to the culture of the U.S. and supporting their academic success.^{19,20}

In the 2009-2010 school year, ELL students in Rhode Island public schools spoke 78 different languages; the majority (73%) spoke Spanish, 9% spoke Asian languages, 8% spoke Creole or Patois, 4% spoke Portuguese and 1% spoke African languages.²¹

During the 2009-2010 school year, 22% percent of ELL students were enrolled in a bilingual program at schools in Central Falls, Providence and the International Charter School, and 78% were enrolled in an English as a Second Language (ESL) program.²²

Current English Language Learners' Mathematics and Reading Proficiency, Rhode Island, 2010



Source: Rhode Island Department of Elementary and Secondary Education, *New England Common Assessment Program* (NECAP), October, 2010.

- ◆ Nationally and in Rhode Island, ELL students score significantly lower on standardized tests than their peers.^{23,24} In 2010 in Rhode Island, 26% of fourth-grade ELL students scored at or above proficiency in reading, compared to 69% of fourth graders statewide.²⁵
- ◆ Nationally and in Rhode Island, the achievement gap between ELL students and all students widens between elementary and middle school.^{26,27} In 2010 in Rhode Island, 19% of eighth-grade ELL students scored at or above proficiency in reading on the NECAP, compared to 74% of eighth graders statewide.²⁸

Increasing English Language Learners' Academic Achievement

- ◆ From 2009 to 2010, the percentage of Rhode Island ELL students proficient in reading was unchanged while the percentage of Rhode Island ELL students proficient in math increased slightly. Rhode Island's math achievement gap between ELL students and other students was unchanged in 2010, while the gap in reading increased by one point.^{29,30}
- ◆ Best practices to increase the academic achievement of ELL students include tailoring instructional practices to students' needs; using assessment data; recruiting highly skilled teachers and leaders; promoting accountability among educators and school administrators; and implementing programs with a dual focus on English proficiency and course content.³¹ Successful ELL programs also provide meaningful cultural and linguistic support to families.³²

Table 40.

English Language Learner Students, Rhode Island, 2009-2010

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	3,336	0	16	3	4	23	1%
Bristol Warren	3,452	7	52	28	8	95	3%
Burrillville	2,487	1	6	0	0	7	<1%
Central Falls	2,634	70	268	103	154	595	23%
Charlton	3,428	2	9	5	5	21	1%
Coventry	5,176	1	2	1	1	5	<1%
Cranston	10,394	74	278	109	72	533	5%
Cumberland	4,721	6	49	19	12	86	2%
East Greenwich	2,303	2	11	4	4	21	1%
East Providence	5,633	42	116	24	27	209	4%
Exeter-West Greenwich	1,839	2	9	1	1	13	1%
Foster	237	0	0	0	0	0	0%
Foster-Glocester	1,340	0	0	0	0	0	0%
Glocester	554	0	0	0	0	0	0%
Jamestown	467	0	0	1	0	1	<1%
Johnston	3,010	25	37	17	14	93	3%
Lincoln	3,226	7	21	3	6	37	1%
Little Compton	310	0	0	0	0	0	0%
Middletown	2,530	5	45	18	14	82	3%
Narragansett	1,448	2	4	3	1	10	1%
New Shoreham	124	1	4	0	1	6	5%
Newport	2,080	10	24	16	10	60	3%
North Kingstown	4,309	8	21	12	8	49	1%
North Providence	3,212	7	25	13	24	69	2%
North Smithfield	1,803	0	13	2	0	15	1%
Pawtucket	8,721	111	496	187	227	1,021	12%
Portsmouth	2,763	1	4	0	0	5	<1%
Providence	23,620	534	2,004	489	655	3,682	16%
Scituate	1,606	0	0	0	0	0	0%
Smithfield	2,414	0	3	2	3	8	<1%
South Kingstown	3,483	3	6	2	4	15	<1%
Tiverton	1,887	0	2	0	3	5	<1%
Warwick	10,104	19	47	16	15	97	1%
West Warwick	3,513	6	23	10	11	50	1%
Westerly	3,088	10	38	10	15	73	2%
Woonsocket	6,003	35	192	90	42	359	6%
Charter Schools	2,320	68	240	9	2	319	14%
State-Operated Schools	1,601	0	0	0	8	8	<1%
Core Cities	46,571	766	3,007	895	1,099	5,767	12%
Remainder of State	90,684	225	818	293	242	1,578	2%
Rhode Island	141,176	1,059	4,065	1,197	1,351	7,672	5%

Sources of Data for Table/Methodology

Rhode Island Department of Elementary and Secondary Education, 2009-2010 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 2009-2010 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” in the districts of instruction.

The charter schools that reported ELL students as of February 7, 2011 are Blackstone Academy Charter School, Highlander Charter School, Blackstone Valley Prep, International Charter School, Paul Cuffee Charter School and The Learning Community Charter School. State-operated schools with ELL students were William M. Davies Jr. Career-Technical School and the Rhode Island Training School operated by DCYF.

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.
- ²¹⁴ Cosentino De Cohen, C. & Chu Clewell, B. (2007). *Putting English language learners on the educational map*. Washington, DC: The Urban Institute.
- ³⁷ 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.
- ⁴⁸ Horwitz, A. R. et al., (2009). *Succeeding with English language learners: Lessons learned from the great city schools*. Washington, DC: The Council of the Great City Schools.

(continued on page 171)

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 and graduation rates, reduced participation in postsecondary education and less economic success in adulthood.^{1,2} Students with disabilities are more likely than their peers to report social 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

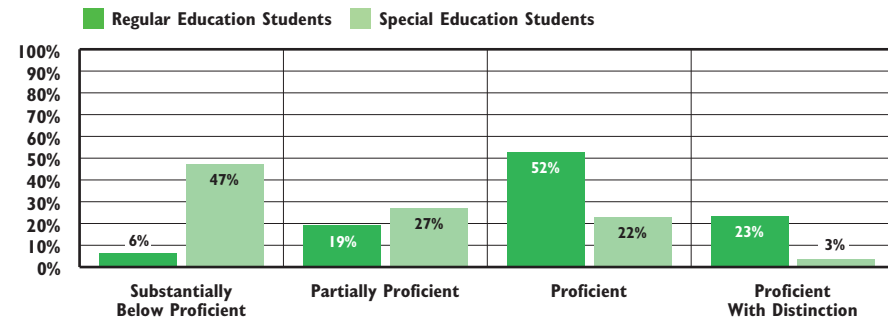
Education Program (IEP) laying out goals and outlining steps for achieving the goals. Services described in the IEP must be provided to students in the least restrictive environment (to the extent appropriate, integrated into a regular-education setting).^{4,5,6}

In the 2008-2009 school year, Rhode Island had the highest percentage of public school students with IEPs in the U.S. at 19%, compared with 13% overall in the U.S.⁷

In Rhode Island in the 2009-2010 school year, there were 24,323 children (17% of all K-12 students) enrolled in special education. Thirty-nine percent of these students had a learning disability, 16% had a health impairment, 16% had a speech disorder, 10% had an emotional disturbance, 7% had an autism spectrum disorder, 4% had mental retardation and 9% had other disabilities.⁸

Six percent of Rhode Island special education students in 2009-2010 were ages three to four; 34% were ages five to 10; 28% were ages 11 to 14; 28% were ages 15 to 18; and 3% were ages 19 to 22.⁹ There were 2,728 preschool students in Rhode Island receiving special education services during the 2009-2010 school year. Of these preschool children, 49% were receiving speech and language services, 39% had a developmental delay, 7% had an autism spectrum disorder and 6% had other disabilities.¹⁰

4th Grade Reading Proficiency Rates, by Special Education Status, Rhode Island, 2010



Source: Rhode Island Department of Elementary and Secondary Education, *New England Common Assessment Program (NECAP)*, October, 2010.

◆ In Rhode Island, students with disabilities achieve at lower levels on the state assessments than non-disabled students. In 2010, 47% of special education students in fourth grade were substantially below proficient in reading, compared with 6% of regular education students.¹¹

◆ 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.¹²

◆ Nationally, compared to their peers without disabilities, students with disabilities are much less likely to graduate from high school and are five times less likely to go on to post-secondary education.¹³ The four-year graduation rate among students receiving special education services in Rhode Island’s class of 2010 was 57%, compared to an overall four-year state graduation rate of 76%. Some special education students may take additional time to graduate.¹⁴

◆ Of Rhode Island students ages six to 21 receiving special education services during the 2009-2010 school year, 73% 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 13% were in a regular class for less than 40% of the day. The remaining 7% of students were in a residential or correctional facility or separate school, were parentally placed in a private school or were home-bound or hospitalized.¹⁵

Children Enrolled in Special Education

Table 41.

Kindergarten Through 12th Grade Students in Special Education by Primary Disability, Rhode Island, 2009-2010

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	3,339	37	31	59	107	NA	59	21	319	10%
Bristol Warren	3,453	42	23	38	152	27	92	33	407	12%
Burrillville	2,503	35	39	59	111	16	87	32	379	15%
Central Falls	2,648	30	43	77	340	45	52	62	649	25%
Charlho	3,368	44	15	55	94	21	71	47	347	10%
Coventry	5,147	37	51	91	375	29	121	75	779	15%
Cranston	10,277	139	129	334	729	42	157	134	1,664	16%
Cumberland	4,743	77	81	181	250	26	178	70	863	18%
East Greenwich	2,306	37	25	87	71	NA	64	40	330	14%
East Providence	5,637	64	166	355	428	41	291	73	1,418	25%
Exeter-West Greenwich	1,872	20	31	53	77	12	74	11	278	15%
Foster	248	NA	NA	NA	NA	NA	12	NA	28	11%
Foster-Glocester	1,340	12	NA	18	48	NA	12	NA	113	8%
Glocester	559	NA	NA	NA	14	NA	37	10	79	14%
Jamestown	693	16	NA	33	31	NA	10	10	105	15%
Johnston	3,065	56	59	188	323	12	111	79	828	27%
Lincoln	3,227	54	60	76	176	15	86	50	517	16%
Little Compton	425	NA	NA	NA	30	NA	15	NA	58	14%
Middletown	2,532	25	37	80	202	14	59	22	439	17%
Narragansett	1,452	17	15	40	74	NA	68	26	242	17%
New Shoreham	124	NA	NA	10	NA	NA	NA	NA	24	19%
Newport	2,065	22	37	14	217	14	70	26	400	19%
North Kingstown	4,092	36	52	81	193	28	104	40	534	13%
North Providence	3,213	37	53	105	134	18	116	50	513	16%
North Smithfield	1,819	29	13	56	112	12	57	19	298	16%
Pawtucket	8,723	87	116	152	590	70	245	122	1,382	16%
Portsmouth	2,645	43	31	87	188	11	76	21	457	17%
Providence	23,737	150	571	273	1,957	230	599	368	4,148	17%
Scituate	1,632	17	NA	27	67	NA	56	NA	180	11%
Smithfield	2,416	25	10	38	101	13	44	27	258	11%
South Kingstown	3,504	53	60	114	162	12	78	61	540	15%
Tiverton	1,902	26	30	40	209	NA	37	33	384	20%
Warwick	10,093	134	128	438	737	44	264	229	1,974	20%
West Warwick	3,516	40	91	74	313	27	91	78	714	20%
Westerly	3,124	60	67	104	220	17	67	53	588	19%
Woonsocket	5,948	96	163	284	376	92	182	159	1,352	23%
Charter Schools	2,320	16	18	51	142	NA	69	14	311	13%
State-Operated Schools	1,651	13	107	66	167	NA	NA	67	424	26%
Core Cities	46,637	425	1,021	874	3,793	478	1,239	815	8,645	19%
Remainder of State	90,750	1,187	1,227	2,861	5,426	448	2,508	1,286	14,943	16%
Rhode Island	141,358	1,641	2,373	3,852	9,528	929	3,818	2,182	24,323	17%

Source of Data for Table/Methodology

Rhode Island Department of Elementary and Secondary Education (RIDE), Office for Diverse Learners, June 30, 2010. The denominator (number of students) is the "resident average daily membership" for the 2009-2010 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 2,728 preschool students receiving special education services are not included in the table.

NA indicates that fewer than 10 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 state totals.

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

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

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

References

^{1,3,13} *Students with disabilities in U.S. high schools.* (2009). Washington, DC: Alliance for Excellent Education.

(continued on page 172)

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}

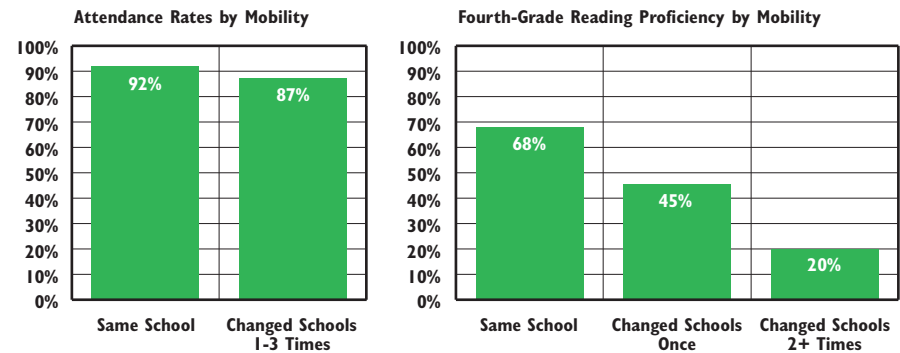
Low-income and minority children are more likely to be mobile than higher-income and White students. School mobility has a greater negative impact on the academic achievement of low-income students than it does on higher-income students. Students receiving special education services also are likely to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

High mobility rates in schools can negatively impact 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

High housing costs have increased 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. The insecurity, stress and financial problems associated with foreclosures can impact 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.^{11,12}

Student Mobility and Education Outcomes in Rhode Island, 2009-2010 School Year



Source: Rhode Island Department of Elementary and Secondary Education, Data Warehouse, 2009-2010 school year.

- ◆ Rhode Island students who change schools mid-year are absent more often than students who do not change schools. Rhode Island students who did not change schools had a 92% attendance rate, compared with 87% for those who changed schools between one and three times during the 2009-2010 school year.¹³
- ◆ Children who change schools mid-year also perform worse on standardized tests than children who have not experienced school mobility. During the 2009-2010 school year in Rhode Island, 68% of fourth grade children who did not experience mobility were proficient in reading on the state assessments, compared with 45% of students who moved once and 20% of students who moved twice or more.¹⁴ Students who change schools mid-year are suspended more often than students who do not change schools.¹⁵
- ◆ 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.¹⁶
- ◆ Between 2007 and 2009 in Rhode Island, 12% of children ages five to 17 changed residency at least once during the previous year, 79% of whom moved within Rhode Island and 21% of whom moved from another state or abroad.¹⁷
- ◆ Nationally and in Rhode Island, people with incomes below the poverty line are more likely to move than higher-income residents.^{18,19} Between 2007 and 2009, 27% of Rhode Islanders over age one living below the poverty line moved, compared with 10% of higher-income residents.²⁰

Student 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.²¹

◆ 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.²²

◆ Total enrollment for each district is cumulative over the course of the school year.²³

◆ The overall Rhode Island student mobility rate was 14% in the 2009-2010 school year. The core cities had a higher mobility rate (23%) than districts in the remainder of the state (9%).²⁴

◆ One Rhode Island study showed that the average length of time between enrollments for mobile students in Rhode Island during the 2007-2008 school year was 10 days.²⁵

Table 42. Student Mobility and Stability Rates by District, Rhode Island, 2009-2010 School Year

SCHOOL DISTRICT	CUMULATIVE ENROLLMENT FOR 2009-2010	# ENROLLED THE WHOLE YEAR	# ENROLLED AFTER OCT. 1	# EXITED AFTER OCT. 1	STABILITY RATE	MOBILITY RATE
Barrington	3,513	3,382	69	64	96%	4%
Bristol Warren	3,680	3,331	166	209	91%	10%
Burrillville	2,646	2,427	119	116	92%	9%
Central Falls	2,867	2,501	303	66	87%	13%
Charlho	3,758	3,430	150	198	91%	9%
Coventry	5,676	5,222	202	281	92%	9%
Cranston	11,501	10,250	634	699	89%	12%
Cumberland	5,124	4,780	153	206	93%	7%
East Greenwich	2,432	2,344	55	35	96%	4%
East Providence	6,105	5,421	313	415	89%	12%
Exeter-West Greenwich	1,973	1,844	61	82	93%	7%
Foster	266	256	9	1	96%	4%
Foster-Glocester	1,356	1,339	16	1	99%	1%
Glocester	600	580	18	2	97%	3%
Jamestown	503	471	15	18	94%	7%
Johnston	3,375	2,974	178	251	88%	13%
Lincoln	3,495	3,279	102	122	94%	6%
Little Compton	318	308	1	9	97%	3%
Middletown	2,543	2,208	163	199	87%	14%
Narragansett	1,525	1,425	52	51	93%	7%
New Shoreham	136	115	10	11	85%	15%
Newport	2,322	1,933	200	225	83%	18%
North Kingstown	4,608	4,296	153	176	93%	7%
North Providence	3,406	3,131	182	107	92%	8%
North Smithfield	1,931	1,768	81	96	92%	9%
Pawtucket	9,963	7,972	904	1,246	80%	22%
Portsmouth	3,041	2,737	164	167	90%	11%
Providence	27,620	21,290	2,937	3,975	77%	25%
Scituate	1,702	1,632	39	34	96%	4%
Smithfield	2,607	2,437	91	95	93%	7%
South Kingstown	3,718	3,449	117	171	93%	8%
Tiverton	2,060	1,891	69	108	92%	9%
Warwick	11,110	10,039	543	629	90%	11%
West Warwick	4,071	3,283	280	553	81%	20%
Westerly	3,186	3,036	139	12	95%	5%
Woonsocket	6,840	5,539	563	852	81%	21%
Charter Schools	2,384	2,273	41	70	95%	5%
State-Operated Schools	2,034	1,460	351	382	72%	36%
UCAP	156	123	16	17	79%	21%
Core Cities	53,683	42,518	5,187	6,917	79%	23%
Remainder of State	97,894	89,802	4,064	4,565	92%	9%
Rhode Island	156,151	136,176	9,659	11,951	87%	14%

Source of Data for Table/Methodology

Rhode Island Department of Elementary and Secondary Education, 2009-2010 school year.

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

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.
- ^{3,8,11} Turner, M. A. & Berube, A. (2009). *Vibrant neighborhoods, successful schools: What the federal government can do to foster both*. Washington, DC: Urban Institute.
- ^{12,18} U.S. Census Bureau, 2009 Geographical Mobility, Current Population Survey, Annual Social and Economic Supplement.
- ^{13,14,21,22,23,24} Rhode Island Department of Elementary and Secondary Education, 2009-2010 school year.
- ^{15,16,25} Providence Plan analysis of 2007-2008 school year data from the Rhode Island Department of Elementary and Secondary Education.
- ¹⁷ U.S. Census Bureau, American Community Survey, 2007-2009. Table B07001.
- ^{19,20} U.S. Census Bureau, American Community Survey, 2007-2009. Table B07012.

Fourth-Grade Reading Skills

DEFINITION

Fourth-grade reading skills is the percentage of fourth-grade students who scored at or above the proficiency level for reading on the *New England Common Assessment Program* (NECAP) test.

SIGNIFICANCE

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

Literacy begins long before children encounter formal school instruction in writing and reading. Enhanced vocabulary, comprehension and cognitive development can be seen in children under three years of age who are read to daily.² Literacy-rich home environments (including reading and telling stories to children) contribute to advanced literacy development and reading achievement.^{3,4}

Participation in high-quality preschool and Pre-K programs 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

Children who participate in high-quality Pre-K score higher on reading test scores at the third and fifth grade levels and develop stronger cognitive skills.⁶

When students continue to have difficulty reading beyond third grade, they often need intensive interventions in order to read proficiently.⁷ Once they fall behind, most children never catch up to their grade-level peers.⁸

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.⁹

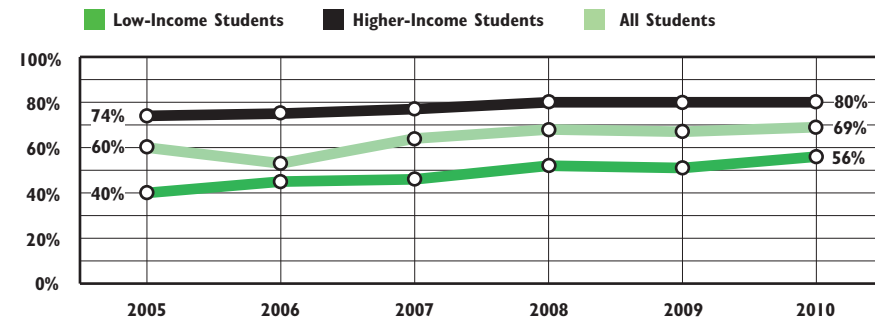
4th Grade NEAP Reading Proficiency		
	1998	2009
RI	31%	36%
US	28%	32%
National Rank*		11th
New England Rank**		5th

*1st is best; 50th is worst

**1st is best; 6th is worst

Source: 2009 Kids Count data book: State profiles in 4th grade reading achievement levels 2009. (2009). Baltimore, MD: The Annie E. Casey Foundation.

Fourth-Grade NECAP Reading Proficiency Rates, by Income Status, Rhode Island, 2005-2010



Source: Rhode Island Department of Elementary and Secondary Education, *New England Common Assessment Program* (NECAP), October 2005–October 2010. Low-income status is determined by eligibility for the free or reduced-price lunch program.

- ◆ In October 2010, 69% of Rhode Island fourth graders scored at or above proficiency for reading on the *New England Common Assessment Program* (NECAP), up from 60% in 2005.¹⁰
- ◆ In Rhode Island between 2005 and 2010, 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 2010, 56% of low-income fourth graders scored at or above the proficient level, compared with 80% of higher-income fourth graders.¹¹
- ◆ In Rhode Island in 2010, 26% of fourth graders with disabilities achieved reading proficiency, compared with 75% of non-disabled fourth graders.¹²
- ◆ National data indicate a significant gap between the reading skills of English Language Learners and their native English-speaking peers.¹³ On the October 2010 NECAP, 26% of Rhode Island's fourth grade English Language Learners scored at or above proficiency in reading, compared to 72% of non-ELL students.¹⁴
- ◆ Seventy-six percent of White and Asian fourth graders in Rhode Island were proficient on the October 2010 NECAP, compared with 51% of Hispanic students, 53% of Black students, 61% of Native American students and 70% of students of Two or more races.¹⁵

Fourth-Grade Reading Skills

Table 43.

Fourth-Grade Reading Proficiency, Rhode Island, 2005 & 2010

SCHOOL DISTRICT	COMMUNITY CONTEXT			OCTOBER 2005		OCTOBER 2010	
	% 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%	264	91%
Bristol Warren	75%	33%	3%	268	69%	254	77%
Burrillville	80%	34%	0%	164	63%	195	74%
Central Falls	49%	81%	23%	253	40%	210	58%
Chariho	88%	22%	1%	269	73%	246	86%
Coventry	83%	26%	0%	405	68%	385	80%
Cranston	79%	38%	5%	801	71%	847	72%
Cumberland	81%	21%	2%	410	74%	400	75%
East Greenwich	93%	6%	1%	201	86%	185	91%
East Providence	71%	41%	4%	415	59%	417	61%
Exeter-W. Greenwich	89%	13%	1%	162	74%	128	77%
Foster	88%	16%	0%	66	68%	55	75%
Glocester	87%	20%	0%	124	77%	112	76%
Jamestown	93%	5%	<1%	42	83%	39	82%
Johnston	78%	39%	3%	276	58%	230	66%
Lincoln	82%	24%	1%	267	72%	259	81%
Little Compton	91%	16%	0%	37	73%	25	76%
Middletown	91%	25%	3%	195	68%	171	71%
Narragansett	91%	16%	1%	122	81%	107	87%
New Shoreham	95%	13%	5%	14	100%	11	82%
Newport	87%	59%	3%	178	46%	132	66%
North Kingstown	92%	19%	1%	337	79%	288	80%
North Providence	77%	33%	2%	250	64%	230	67%
North Smithfield	82%	14%	1%	128	77%	124	83%
Pawtucket	66%	75%	12%	703	48%	657	61%
Portsmouth	91%	12%	<1%	236	75%	186	78%
Providence	66%	83%	16%	1,887	31%	1,762	47%
Scituate	87%	14%	0%	141	72%	124	79%
Smithfield	85%	13%	0%	219	79%	192	85%
South Kingstown	91%	17%	0%	249	76%	248	83%
Tiverton	80%	23%	<1%	154	77%	143	75%
Warwick	85%	31%	1%	853	71%	787	73%
West Warwick	76%	43%	1%	295	55%	283	67%
Westerly	82%	32%	2%	255	69%	216	78%
Woonsocket	64%	63%	6%	489	46%	457	59%
Charter Schools	NA	65%	14%	159	43%	237	67%
Core Cities	67%	75%	12%	3,805	39%	3,501	54%
Remainder of State	83%	25%	2%	7,467	72%	6,868	76%
Rhode Island	78%	43%	5%	11,272	60%	10,606	69%

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 2010.

Due to the adoption of a new assessment tool by the Rhode Island Department of Elementary and Secondary Education, *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 Individualized Education Program (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 low-income students is from the Rhode Island Department of Elementary and Secondary Education (RIDE) and is determined by eligibility for the free or reduced-price lunch program on October 1, 2010. The % ELL is from RIDE and is the percentage of all public school children (preschool) who are receiving English as a Second Language services or bilingual education services in Rhode Island public schools.

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

2010 NECAP data for independent charter schools include 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 Methodology section for more information.

References

¹ *Reading proficiency*. (n.d.). Retrieved from the Child Trends Data Bank on February 14, 2010, from www.childtrendsdatbank.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 172)

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 the 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 literary skills diverge from elementary literary skills as early as 4th grade, along with the instructional needs associated with building these skills.²

Reading difficulties can persist over time with long-term consequences for youth.³ Problems faced by struggling readers are exacerbated when they are English Language Learners or low-income students.⁴ Adolescents who are poor readers have difficulty succeeding in other core subjects and are more likely to drop out than their peers.⁵

At-risk adolescent students rarely receive intensive reading instruction.⁶

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.⁷ Additionally, these supplementary programs are generally insufficient for dealing with the pervasive low levels of adolescent literacy in many schools and communities.⁸

Recent research suggests that intensive individualized instruction can help improve adolescent literacy among struggling readers.^{9,10} 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*		34th
New England Rank**		6th

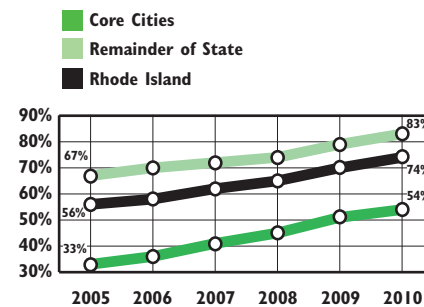
*1st is best; 50th is worst

**1st is best; 6th is worst

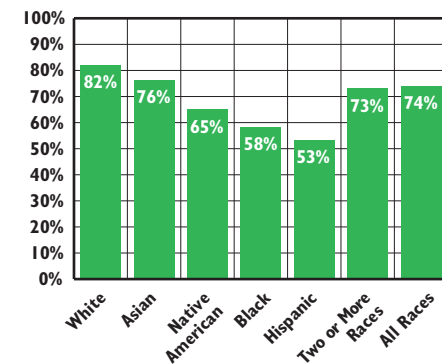
Source: 2009 *KIDS COUNT* data book: State profiles in 8th grade reading achievement levels 2009. (2009). Baltimore, MD: The Annie E. Casey Foundation.

Rhode Island Public School 8th Grade NECAP Reading Proficiency

By District Type, 2005-2010



By Race/Ethnicity, 2010



Source: Rhode Island Department of Elementary and Secondary Education, *New England Common Assessment Program* (NECAP), October 2005 – October 2010.

- ◆ In October 2010, 74% of Rhode Island eighth graders scored at or above proficiency in reading, an increase from 56% in 2005. Proficiency levels increased between 2005 and 2010 for students across the state. The greatest gains were made in the core cities, where 8th grade reading proficiency rates increased from 33% to 54% between 2005 and 2010.¹³
- ◆ Nineteen percent of eighth-grade English Language Learners in Rhode Island scored at or above proficiency in reading in 2010, compared to 74% of non-ELL students.¹⁴
- ◆ Black, Hispanic and Native American students scored significantly lower than their White and Asian counterparts in Rhode Island.¹⁵
- ◆ Fifty-nine percent of low-income eighth-grade students (determined by eligibility for the free or reduced-price lunch program) were proficient in reading in 2010, compared with 85% of higher-income eighth graders.¹⁶
- ◆ In Rhode Island in 2010, 36% of eighth-grade students receiving special education services were proficient in reading, compared with 81% of eighth graders in regular education programs.¹⁷

Table 44.

Eighth-Grade Reading Proficiency, Rhode Island, 2005 & 2010

SCHOOL DISTRICT	COMMUNITY CONTEXT			OCTOBER 2005		OCTOBER 2010	
	% 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%	289	94%
Bristol Warren	75%	33%	3%	291	63%	258	81%
Burrillville	80%	34%	<1%	230	67%	175	73%
Central Falls	49%	81%	23%	279	27%	255	53%
Chariho	88%	22%	1%	302	58%	280	90%
Coventry	83%	26%	<1%	479	66%	397	86%
Cranston	79%	38%	5%	926	57%	795	78%
Cumberland	81%	21%	2%	409	72%	374	82%
East Greenwich	93%	6%	1%	214	87%	204	91%
East Providence	71%	41%	4%	499	57%	422	79%
Exeter-West Greenwich	89%	13%	1%	161	72%	157	82%
Foster-Glocester	87%	15%	0%	217	57%	168	82%
Jamestown	93%	5%	<1%	74	86%	46	93%
Johnston	78%	39%	3%	288	58%	233	74%
Lincoln	82%	24%	1%	261	74%	302	87%
Little Compton	91%	16%	0%	41	83%	38	87%
Middletown	90%	25%	3%	185	64%	195	79%
Narragansett	91%	16%	1%	123	81%	137	93%
New Shoreham	95%	13%	5%	9	NA	16	75%
Newport	87%	59%	3%	177	50%	137	68%
North Kingstown	92%	19%	1%	349	73%	337	87%
North Providence	77%	33%	2%	307	70%	261	78%
North Smithfield	82%	14%	1%	161	72%	159	89%
Pawtucket	66%	75%	12%	795	44%	685	62%
Portsmouth	91%	12%	<1%	223	81%	204	90%
Providence	66%	83%	16%	1,935	25%	1,542	44%
Scituate	87%	14%	0%	156	89%	129	85%
Smithfield	85%	13%	<1%	227	78%	173	92%
South Kingstown	91%	17%	<1%	348	76%	278	87%
Tiverton	80%	23%	<1%	203	67%	144	73%
Warwick	85%	31%	1%	955	59%	837	78%
West Warwick	76%	43%	1%	319	56%	249	79%
Westerly	82%	32%	2%	266	59%	263	84%
Woonsocket	64%	63%	6%	494	28%	457	60%
Charter Schools	NA	65%	14%	22	55%	102	76%
Urban Collaborative	NA	84%	NA	67	6%	67	42%
Core Cities	67%	75%	12%	3,999	33%	3,325	54%
Remainder of State	83%	25%	2%	8,179	67%	7,271	83%
Rhode Island	78%	43%	5%	12,270	56%	10,765	74%

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 2010.

% 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 2010, from the Rhode Island Department of Elementary and Secondary Education, 2009-2010 school year. % English Language Learners data are from the Rhode Island Department of Elementary and Secondary Education, 2009-2010 school year.

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

2010 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 cities and remainder of state calculations do not include charter schools or UCAP.

See Methodology section for more information.

References

^{1,5,7} 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 172)

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. Students must rely on math skills to advance their education and need these skills for daily activities.¹ Strong high school math skills can open higher education and career opportunities for students.² Schools in Rhode Island teach mathematics every year through eighth grade and require students to take four years of mathematics to graduate from high school.^{3,4}

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

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

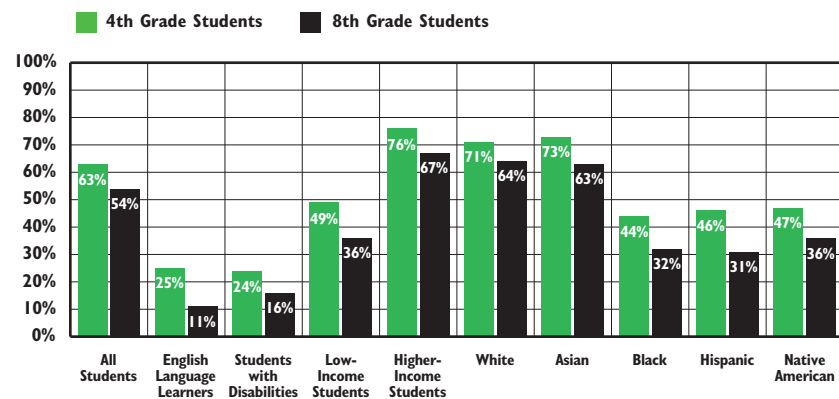
insufficient math skills will have fewer opportunities to pursue post-secondary education and secure high-level employment than their peers.⁸

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 every other year. In 2009, 81% of Rhode Island fourth graders performed at or above the Basic level in math on the 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 by Student Subgroup, Rhode Island Public Schools, October 2010



Source: Rhode Island Department of Elementary and Secondary Education, *New England Common Assessment Program* (NECAP), October 2010.

- ◆ In October 2010, 63% of Rhode Island fourth graders scored at or above proficiency in math, compared to 54% of eighth graders.¹⁵ Nationally and in Rhode Island, there are math achievement gaps between subgroups of elementary and middle school students.^{16,17}
- ◆ Fourth and eighth-grade English Language Learners (ELL) and students with disabilities were the least proficient in math in Rhode Island. In 2010 in Rhode Island, only 25% of fourth-grade and 11% of eighth-grade ELL students scored at or above proficiency. Twenty-four percent of fourth-grade and 16% of eighth-grade students with disabilities were proficient in math in 2010.¹⁸
- ◆ Nationally and in Rhode Island, the achievement gap between girls and boys in math has been virtually eliminated at the elementary, middle and high school levels. In Rhode Island in 2010, 62% of male and 65% of female fourth-grade students scored at or above proficiency in math, and 54% percent of both male and female eighth-grade students scored at or above proficiency in math.^{19,20}

Table 45.

Fourth and Eighth Grade Math Proficiency, Rhode Island, 2005 and 2010

SCHOOL DISTRICT	FOURTH GRADE				EIGHTH GRADE			
	# OF TEST TAKERS, 2005	% OF STUDENTS WHO SCORED AT OR ABOVE PROFICIENCY, 2005	# OF TEST TAKERS, 2010	% OF STUDENTS WHO SCORED AT OR ABOVE PROFICIENCY, 2010	# OF TEST TAKERS, 2005	% OF STUDENTS WHO SCORED AT OR ABOVE PROFICIENCY, 2005	# OF TEST TAKERS, 2010	% OF STUDENTS WHO SCORED AT OR ABOVE PROFICIENCY, 2010
Barrington	248	85%	265	83%	275	87%	289	88%
Bristol Warren	269	62%	254	74%	291	57%	258	58%
Burrillville	163	55%	194	66%	230	52%	175	45%
Central Falls	266	28%	218	55%	292	16%	264	28%
Chariho	269	66%	246	89%	304	55%	281	77%
Coventry	405	63%	384	71%	478	62%	397	66%
Cranston	806	55%	845	63%	928	41%	797	52%
Cumberland	410	58%	400	71%	410	56%	374	68%
East Greenwich	201	83%	185	88%	214	84%	204	79%
East Providence	416	59%	416	55%	499	46%	422	56%
Exeter-West Greenwich	162	68%	128	77%	160	64%	157	64%
Foster	65	66%	55	73%	NA	NA	NA	NA
Foster-Glocester	NA	NA	NA	NA	217	61%	168	61%
Glocester	124	62%	112	70%	NA	NA	NA	NA
Jamestown	43	65%	39	77%	74	77%	46	83%
Johnston	276	45%	229	55%	289	41%	232	50%
Lincoln	266	72%	260	73%	261	62%	302	70%
Little Compton	37	59%	25	88%	41	76%	38	74%
Middletown	199	68%	185	62%	185	70%	199	74%
Narragansett	122	66%	107	75%	122	75%	137	79%
New Shoreham	14	57%	11	73%	9	67%	16	69%
Newport	179	34%	132	52%	178	39%	137	46%
North Kingstown	334	71%	288	76%	349	61%	337	77%
North Providence	252	39%	230	64%	311	38%	258	42%
North Smithfield	129	80%	124	71%	161	66%	159	59%
Pawtucket	705	42%	658	53%	804	37%	705	40%
Portsmouth	236	67%	186	82%	223	72%	203	84%
Providence	1,925	25%	1,808	42%	1,957	20%	1,562	25%
Scituate	141	62%	124	77%	156	79%	129	73%
Smithfield	220	72%	192	82%	227	64%	173	70%
South Kingstown	249	71%	251	81%	348	72%	278	81%
Tiverton	154	75%	143	78%	203	62%	144	57%
Warwick	854	63%	788	69%	951	52%	841	55%
West Warwick	294	42%	283	54%	318	51%	248	55%
Westerly	255	56%	216	76%	266	47%	264	67%
Woonsocket	493	41%	459	56%	495	29%	455	33%
Charter Schools	160	36%	237	61%	23	39%	102	58%
UCAP	NA	NA	NA	NA	66	5%	67	33%
Core Cities	3,862	32%	3,558	48%	4,044	27%	3,371	33%
Remainder of State	7,319	63%	6,882	71%	8,182	57%	7,278	64%
Rhode Island	11,341	52%	10,677	63%	12,315	47%	10,818	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 2010.

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.

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

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

2010 NECAP data for independent 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). Data for state schools including DCYF and the Rhode Island School for the Deaf are not included because the number of students is too small to report.

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.

Rhode Island state totals in the Factbook are the sum of the data from each individual district. These totals may differ slightly from the state totals presented in NECAP State Results available from RIDE because there may be students who do not fall into specific districts or schools who are included in RIDE calculations for statewide results.

References

¹⁹ Braswell, D. S. et al., (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.

^{27,32} National Mathematics Advisory Panel. (2008). *Foundations for success: The final report of the National Mathematics Advisory Council*. Washington, DC: U.S. Department of Education.

(continued on page 172)

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

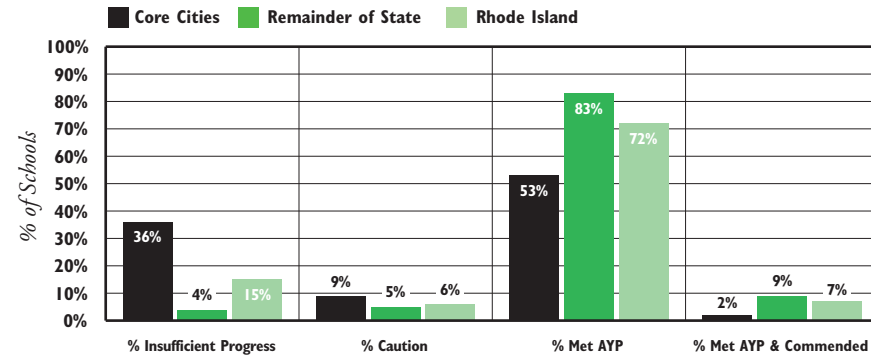
The 2001 federal *No Child Left Behind Act* (NCLB) is aimed at closing achievement gaps and improving public schools and is due for federal reauthorization in 2011. Through improved standards and accountability and increased testing and reporting requirements, NCLB is intended to focus on improving educational outcomes for all students, with special attention paid to key demographic groups. The law also is 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

Districts can improve student performance by creating a strong focus on student achievement, improving curricula, using data to improve instruction and accountability, building structures to support staff, nurturing positive relationships within schools and communities, investing in instructional leadership, using coherent school-improvement strategies, strengthening professional development and aligning district infrastructure.⁵

2010 Rhode Island School Performance Classifications



Source: Rhode Island Department of Elementary and Secondary Education, 2009-2010 school year. See methodology section on page 160 for more detail on the definition of each school classification category.

◆ In Rhode Island in 2010, 212 schools (72%) were classified as “Met Adequate Yearly Progress (AYP),” 20 additional schools (7%) were classified as “Met AYP and Commended,” 19 schools (6%) were classified as “Caution,” and 45 schools (15%) were classified as making “Insufficient Progress.”⁶ 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.⁸

Race to the Top Seeks to Close Achievement Gaps

◆ Rhode Island is one of 12 states to win the federal Race to the Top competition, a grant program designed to encourage and reward states that are creating conditions for education innovation and reform and achieving significant improvements in student outcomes.⁹

◆ Race to the Top in Rhode Island focuses resources on the following core education reform areas: standards and curriculum; instructional improvement; educator effectiveness; human capital development; and school transformation and innovation.¹⁰

◆ Rhode Island’s five-year plan for Race to the Top includes several goals including the following: Achievement gaps among all students will be cut in half and 90% of students entering fourth grade and eighth grade will be proficient in reading and math on the *New England Common Assessment Program* (NECAP), the state assessment.¹¹

Schools Making Insufficient Progress

Table 46.

School Classifications, Rhode Island, 2010

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%	3	75%	1	25%	0	0%
Central Falls	5	1	20%	2	40%	0	0%	2	40%
Chariho	8	0	0%	8	100%	0	0%	0	0%
Coventry	7	0	0%	6	86%	0	0%	1	14%
Cranston	23	1	4%	18	78%	2	9%	2	9%
Cumberland	8	1	13%	6	75%	1	13%	0	0%
East Greenwich	6	4	67%	2	33%	0	0%	0	0%
East Providence	11	0	0%	9	82%	0	0%	2	18%
Exeter-West Greenwich	3	0	0%	2	67%	0	0%	1	33%
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	2	33%	3	50%	1	17%	0	0%
Little Compton	2	0	0%	2	100%	0	0%	0	0%
Middletown	4	0	0%	4	100%	0	0%	0	0%
Narragansett	3	1	33%	2	67%	0	0%	0	0%
New Shoreham	3	0	0%	3	100%	0	0%	0	0%
Newport	6	0	0%	6	100%	0	0%	0	0%
North Kingstown	9	0	0%	9	100%	0	0%	0	0%
North Providence	9	0	0%	9	100%	0	0%	0	0%
North Smithfield	3	0	0%	3	100%	0	0%	0	0%
Pawtucket	16	1	6%	11	69%	1	6%	3	19%
Portsmouth	5	0	0%	5	100%	0	0%	0	0%
Providence	48	0	0%	16	33%	7	15%	25	52%
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%	7	100%	0	0%	0	0%
Tiverton	5	0	0%	5	100%	0	0%	0	0%
Warwick	22	0	0%	19	86%	2	9%	1	5%
West Warwick	6	0	0%	5	83%	0	0%	1	17%
Westerly	6	0	0%	5	83%	1	17%	0	0%
Woonsocket	8	0	0%	7	88%	0	0%	1	13%
<i>Charter Schools</i>	<i>10</i>	<i>1</i>	<i>10%</i>	<i>7</i>	<i>70%</i>	<i>1</i>	<i>10%</i>	<i>1</i>	<i>10%</i>
<i>State-Operated Schools</i>	<i>6</i>	<i>0</i>	<i>0%</i>	<i>0</i>	<i>0%</i>	<i>1</i>	<i>17%</i>	<i>5</i>	<i>83%</i>
<i>UCAP</i>	<i>1</i>	<i>0</i>	<i>0%</i>	<i>1</i>	<i>100%</i>	<i>0</i>	<i>0%</i>	<i>0</i>	<i>0%</i>
<i>Core Cities</i>	<i>89</i>	<i>2</i>	<i>2%</i>	<i>47</i>	<i>53%</i>	<i>8</i>	<i>9%</i>	<i>32</i>	<i>36%</i>
<i>Remainder of State</i>	<i>190</i>	<i>17</i>	<i>9%</i>	<i>157</i>	<i>83%</i>	<i>9</i>	<i>5%</i>	<i>7</i>	<i>4%</i>
<i>Rhode Island</i>	<i>296</i>	<i>20</i>	<i>7%</i>	<i>212</i>	<i>72%</i>	<i>19</i>	<i>6%</i>	<i>45</i>	<i>15%</i>

Source of Data for Table/Methodology

All data are from the Rhode Island Department of Elementary and Secondary Education, 2009-2010 school year.

Note: Schools with multiple grade levels received multiple classifications (one for each grade level) and therefore are counted multiple times in the table.

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, 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 and Technical High School, DCYF schools, Metropolitan Regional Career and 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 10% of the school year (i.e., 18 days or more), including excused and unexcused absences.

SIGNIFICANCE

Students who are absent from school 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 kindergarteners have lower reading achievement than their chronically absent peers of other ethnicities.^{3,4}

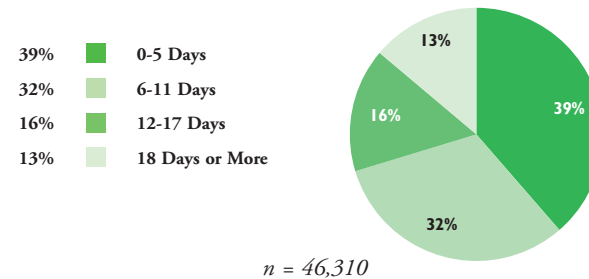
Chronic early absence affects one out of 10 children in the U.S. during their first two years of school.⁵ Younger children from poor families are much more likely to have high rates of chronic absenteeism than higher-income

children. In the U.S., one in five (21%) poor kindergartners were chronically absent, compared to less than one in 10 (8%) of their higher-income peers.⁶ Children who are homeless or formerly homeless 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, public assistance enrollment and household food insecurity all can affect school attendance. Rates of chronic absence rise significantly when three or more of these risk factors are present.^{10,11}

Chronic absenteeism also can 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 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 and at school, multiple foster care placements, parental substance use and lack of safe and affordable housing.¹³

School Attendance in Rhode Island by Number of School Days Missed, Kindergarten Through Third Grade, 2009-2010 School Year



Source: Rhode Island Department of Elementary and Secondary Education, 2009-2010 school year. Totals may not sum to 100% due to rounding.

- ◆ During the 2009-2010 school year, 13% of Rhode Island children in grades K-3 were chronically absent (i.e., absent 18 days or more). In Rhode Island's core cities, 20% of children in grades K-3 were chronically absent.¹⁴
- ◆ Almost one-third (29%) of Rhode Island children in grades K-3 missed 12 or more days of school during the 2009-2010 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 2009-2010 school year, elementary schools in the core cities had an average daily attendance rate of 93%, but 20% 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 that monitors attendance and contacts 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, 2009-2010 School Year

SCHOOL DISTRICT	K-3 STUDENTS ENROLLED	ELEMENTARY (K-5) ATTENDANCE RATE	TOTAL # OF K-3 STUDENTS CHRONICALLY ABSENT	% CHRONIC ABSENCES IN GRADES K-3
Barrington	978	96%	39	4%
Bristol Warren	1,083	95%	119	11%
Burrillville	822	95%	60	7%
Central Falls	945	94%	189	20%
Chariho	1,024	95%	99	10%
Coventry	1,563	95%	120	8%
Cranston	3,446	95%	418	12%
Cumberland	1,515	96%	95	6%
East Greenwich	652	96%	35	5%
East Providence	1,782	94%	NA	NA
Exeter-W. Greenwich	524	95%	45	9%
Foster	180	95%	0	0%
Glocester	390	96%	25	6%
Jamestown	194	95%	23	12%
Johnston	1,010	94%	136	13%
Lincoln	941	95%	96	10%
Little Compton	134	95%	19	14%
Middletown	813	96%	75	9%
Narragansett	395	95%	40	10%
New Shoreham	49	93%	2	4%
Newport	735	93%	139	19%
North Kingstown	1,174	96%	86	7%
North Providence	972	95%	0	0%
North Smithfield	540	95%	46	9%
Pawtucket	3,312	94%	480	14%
Portsmouth	791	95%	46	6%
Providence	8,917	93%	1,969	22%
Scituate	444	89%	34	8%
Smithfield	689	96%	38	6%
South Kingstown	1,008	95%	66	7%
Tiverton	569	95%	62	11%
Warwick	3,112	95%	298	10%
West Warwick	1,299	94%	175	13%
Westerly	881	95%	88	10%
Woonsocket	2,295	93%	536	23%
Charter Schools	1,118	94%	79	7%
Rhode Island School for the Deaf	14	92%	4	29%
Core Cities	17,503	93%	3,488	20%
Remainder of State*	28,807	95%	2,293	8%
Rhode Island*	46,310	94%	5,781	13%

Source of Data for Table/Methodology

Rhode Island Department of Elementary and Secondary Education, 2009-2010 school year. These numbers may not include 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 (e.g. when children are homeless, live in unstable living situations, transition from 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.)

NA Data for East Providence were not available.

*East Providence is not included in Remainder of State and Rhode Island chronic absence calculations.

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

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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,

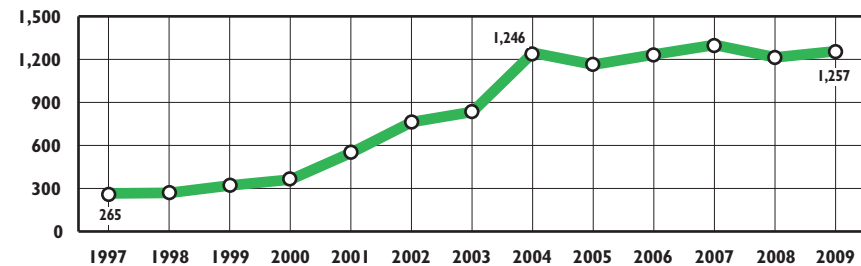
student disability and lack of affordable and reliable transportation.^{8,9,10}

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 reliability of transportation to and from school, streamlining school enrollment for students in foster care and providing psychological services.^{14,15}

During the 2009-2010 school year in Rhode Island, nearly half (49%) of low-income middle and high school students missed 12 or more days of school, compared with a quarter (27%) of higher-income students. Forty-one percent (41%) of middle and high school students who are English Language Learners missed 12 or more days of school, compared with 36% of all middle and high school students.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 86% to 93% (the rate in the remainder of the state) would mean that on average 956 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, 1997-2009



Source: Rhode Island Family Court, Intake Charges, 1997-2009.

- ◆ The U.S. Department of Education and the Rhode Island Department of Elementary and Secondary Education (RIDE) define truancy as 10 or more unexcused absences in a school year.^{18,19} In Rhode Island, truant students 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 2009, from 265 students to 1,257 students.²¹
- ◆ In the 2009-2010 school year in Rhode Island, 21% of middle school students and more than a quarter (27%) of high school students were considered truant by RIDE. More than half (58%) of the absences by middle and high school students were unexcused absences.²²
- ◆ School connectedness plays an important role in student attendance.²³ An open, supportive, safe and engaging school environment and caring adults can address many of the causes of truancy.^{24,25}
- ◆ 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, creating safe school environments where students do not fear bullying and implementing credit recovery programs.^{26,27,28}

Table 48. Student Absence and School Attendance Rates, Rhode Island, 2009-2010 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	783	8%	6%	96%	1,143	0%	<1%	96%
Bristol Warren	820	17%	17%	94%	1,115	15%	25%	91%
Burrillville	529	10%	8%	95%	794	10%	9%	93%
Central Falls	591	14%	18%	94%	796	15%	40%	88%
Chariho	823	16%	8%	95%	1,198	15%	17%	92%
Coventry	1,239	14%	8%	95%	1,769	10%	10%	95%
Cranston	2,461	17%	18%	94%	3,522	16%	23%	92%
Cumberland	1,164	13%	9%	96%	1,519	8%	17%	94%
East Greenwich	605	12%	5%	96%	759	1%	2%	95%
East Providence	1,302	16%	29%	93%	1,889	9%	9%	90%
Exeter-West Greenwich	477	15%	6%	96%	620	13%	12%	94%
Foster-Glocester	546	18%	12%	95%	794	19%	17%	94%
Jamestown*	153	16%	8%	94%	NA	NA	NA	NA
Johnston	815	17%	20%	93%	914	15%	28%	91%
Lincoln	895	15%	10%	95%	1,026	16%	20%	93%
Little Compton*	103	16%	10%	95%	NA	NA	NA	NA
Middletown	592	13%	6%	96%	719	14%	15%	94%
Narragansett	346	14%	11%	95%	479	12%	15%	95%
New Shoreham	38	9%	0%	91%	26	3%	7%	91%
Newport	482	19%	25%	92%	627	19%	42%	87%
North Kingstown	1,028	11%	8%	96%	1,654	13%	17%	94%
North Providence	776	9%	7%	94%	1,065	20%	27%	92%
North Smithfield	441	12%	6%	96%	563	14%	10%	94%
Pawtucket	2,113	15%	20%	93%	2,370	15%	37%	88%
Portsmouth	651	14%	10%	95%	1,021	11%	11%	95%
Providence	5,093	17%	29%	91%	7,370	15%	45%	85%
Scituate	433	15%	11%	95%	537	13%	9%	96%
Smithfield	637	11%	5%	96%	807	12%	9%	94%
South Kingstown	869	12%	7%	95%	1,110	9%	16%	93%
Tiverton	452	22%	12%	94%	648	22%	18%	93%
Warwick	2,537	16%	17%	94%	3,389	16%	25%	92%
West Warwick	781	19%	25%	92%	1,071	16%	30%	89%
Westerly	738	19%	13%	95%	983	22%	18%	94%
Woonsocket	1,436	19%	30%	92%	1,756	18%	45%	86%
<i>Charter Schools</i>	<i>391</i>	<i>18%</i>	<i>8%</i>	<i>96%</i>	<i>388</i>	<i>0%</i>	<i>0%</i>	<i>90%</i>
<i>State-Operated Schools</i>	<i>25</i>	<i>11%</i>	<i>6%</i>	<i>94%</i>	<i>1,545</i>	<i>14%</i>	<i>16%</i>	<i>93%</i>
<i>UCAP</i>	<i>134</i>	<i>18%</i>	<i>21%</i>	<i>92%</i>	<i>NA</i>	<i>NA</i>	<i>NA</i>	<i>NA</i>
<i>Core Cities</i>	<i>10,497</i>	<i>17%</i>	<i>27%</i>	<i>92%</i>	<i>13,989</i>	<i>16%</i>	<i>42%</i>	<i>86%</i>
<i>Remainder of State</i>	<i>22,252</i>	<i>15%</i>	<i>12%</i>	<i>95%</i>	<i>30,061</i>	<i>13%</i>	<i>17%</i>	<i>93%</i>
<i>Rhode Island</i>	<i>33,299</i>	<i>15%</i>	<i>17%</i>	<i>94%</i>	<i>45,973</i>	<i>14%</i>	<i>25%</i>	<i>91%</i>

Source of Data for Table/Methodology

Rhode Island Department of Elementary and Secondary Education, 2009-2010 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, 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.

*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, Highlander Charter School, The Learning Community Charter School, Paul Cuffee Charter School and the Segue Institute for Learning. State-operated schools include The Rhode Island Training School operated by DCYF, Metropolitan Regional Career and Technical Center, Rhode Island School for the Deaf and William M. Davies Jr. Career & Technical High School. UCAP is the Urban Collaborative Accelerated Program.

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

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(continued on page 173)

Suspensions

DEFINITION

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

SIGNIFICANCE

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

Compared with their peers, 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.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 systems involvement, disengagement from school, isolation from teachers and peers and to drop out of school.^{6,7}

During the 2009-2010 school year in Rhode Island, 42,170 disciplinary actions were attributed to 14,889 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 2009-2010 school year, minority students received 48% (20,301) of all disciplinary actions but made up only 32% of the student population. One-third (33%) of Rhode Island students were enrolled in core city districts, but they received 54% 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 2009-2010, they accounted for 31% (13,187) of the disciplinary actions and 28% (4,131) of all students disciplined.¹⁰

Disciplinary Actions, Rhode Island Public Schools, 2009-2010

By Type of Infraction	#	%	By Type of Infraction	#	%
Attendance Offenses	13,625	32%	Assault of Student or Teacher	1,596	4%
Disorderly Conduct	7,128	17%	Alcohol/Drug/Tobacco Offenses	789	2%
Insubordination/Disrespect	6,531	15%	Communications/Electronic Devices	667	2%
Fighting	2,595	6%	Arson/Larceny/Vandalism	652	2%
Obscene/Abusive Language	2,086	5%	Weapon Possession	315	1%
Harassment/Intimidation/Threat	1,792	4%	Other Offenses*	4,394	10%
			<i>Total</i>	<i>42,170</i>	

*Examples of other offenses include fire regulations violations, unauthorized use of a computer or other technology, trespassing, etc. This category also includes disciplinary actions where the infraction is missing or not specified.

Source: Rhode Island Department of Elementary and Secondary Education, 2009-2010 school year. Percentages may not sum to 100% due to rounding.

- ◆ In Rhode Island during the 2009-2010 school year, 11% of the student population was suspended at least once. Nearly one-third (32%) of suspensions were for attendance-related offenses.¹¹
- ◆ Of all disciplinary actions during the 2009-2010 school year, 7% involved elementary school students (pre-kindergarten through 5th grade), 35% involved middle school students (6th-8th grades), and 58% involved high school students (9th-12th grades).¹²
- ◆ Out-of-school suspensions accounted for 58% of disciplinary actions in Rhode Island during the 2009-2010 school year, followed by in-school suspensions at 33% and alternate program placements at 8%.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 and students who are suspended or expelled are not routinely referred to mental health services.^{15,16}

Table 49.

Disciplinary Actions, Rhode Island School Districts, 2009-2010

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	3,336	106	35	0	141	4
Bristol Warren	3,452	793	1,561	0	2,354	68
Burrillville	2,487	404	111	0	515	21
Central Falls	2,634	33	767	0	800	30
Charlho	3,428	376	0	51	427	12
Coventry	5,176	691	2	831	1,524	29
Cranston	10,394	1,970	6	25	2,001	19
Cumberland	4,721	248	7	0	255	5
East Greenwich	2,303	77	25	0	102	4
East Providence	5,633	645	0	0	645	11
Exeter-West Greenwich	1,839	323	0	0	323	18
Foster	237	0	0	0	0	0
Foster-Glocester	1,340	166	333	0	499	37
Glocester	553	0	0	0	0	0
Jamestown	467	2	1	0	3	1
Johnston	3,010	406	1	1	408	14
Lincoln	3,226	370	54	0	424	13
Little Compton	310	0	0	0	0	0
Middletown	2,530	607	34	0	641	25
Narragansett	1,448	32	105	0	137	9
New Shoreham	124	5	2	0	7	6
Newport	2,080	622	383	0	1,005	48
North Kingstown	4,309	302	155	0	457	11
North Providence	3,212	216	904	168	1,288	40
North Smithfield	1,803	142	0	0	142	8
Pawtucket	8,721	2,466	8	0	2,474	28
Portsmouth	2,763	107	42	1	150	5
Providence	23,620	8,131	4,306	91	12,528	53
Scituate*	1,606	55	156	4	247	15
Smithfield*	2,414	240	287	0	530	22
South Kingstown	3,483	313	1,103	0	1,416	41
Tiverton	1,887	638	323	18	979	52
Warwick	10,104	1,799	749	0	2,548	25
West Warwick	3,513	605	541	8	1,154	33
Westerly	3,088	264	16	0	280	9
Woonsocket	6,003	1,085	1,629	2,291	5,005	83
<i>Charter Schools</i>	<i>2,320</i>	<i>68</i>	<i>21</i>	<i>69</i>	<i>158</i>	<i>5</i>
<i>State-Operated Schools</i>	<i>1,601</i>	<i>124</i>	<i>391</i>	<i>12</i>	<i>527</i>	<i>33</i>
<i>UCAP</i>	<i>134</i>	<i>60</i>	<i>16</i>	<i>0</i>	<i>76</i>	<i>57</i>
<i>Core Cities</i>	<i>46,571</i>	<i>12,942</i>	<i>7,634</i>	<i>2,390</i>	<i>22,966</i>	<i>49</i>
<i>Remainder of State</i>	<i>90,683</i>	<i>11,297</i>	<i>6,012</i>	<i>1,099</i>	<i>18,443</i>	<i>20</i>
<i>Rhode Island</i>	<i>141,309</i>	<i>24,491</i>	<i>14,074</i>	<i>3,570</i>	<i>42,170</i>	<i>30</i>

*There were 32 invalid disciplinary actions in Scituate and 3 missing disciplinary actions in Smithfield. These disciplinary actions are included in the total.

Notes to Table

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

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

Source of Data for Table/Methodology

Rhode Island Department of Elementary and Secondary Education, 2009-2010 school year.

The disciplinary actions rate per 100 students is the total 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, Paul Cuffee Charter School and the Segue Institute for Learning. State-operated schools include: DCYF Schools, the Metropolitan Career & Technical Center, Rhode Island School for the Deaf, and William M. Davies Jr. Career and 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 2009-2010: 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.

(continued on page 173)

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 high school diplomas are almost four times as likely to be unemployed as those who have a bachelor's degree.¹ Between 2007 and 2009 in Rhode Island, the median income of adults without high school diplomas or GEDs was \$22,718, compared to \$29,741 for adults with a high school degree.² In 2009, 12% of Rhode Island children lived in households headed by a non-high school graduate, compared to 15% 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, failing math or English, ongoing attendance problems, suspensions and

behavior problems and disengagement from school.⁵

Student achievement and graduation rates can be improved by using data to identify at-risk students during elementary and middle school. By the first quarter of ninth grade or even earlier, course-failure patterns, poor behavior and attendance problems can be used to identify high school students who are "off-track" for graduation. Early warning systems that lead to the provision of personalized and timely academic and social supports can help students get "on-track" for graduation.⁶

Other strategies to reduce the dropout rate include improving the 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

2007 High School Graduation Rates	
	2007
RI	71%
US	69%
National Rank*	30th
New England Rank**	6th

*1st is best; 50th is worst

**1st is best; 6th is worst

Source: Editorial Projects in Education Research Center. (2010). *Diplomas Count 2010 – National and state graduation rates 2006-07*. Retrieved February 17, 2011, from www.edweek.org

Rhode Island Four-Year High School Graduation and Dropout Rates, by Student Subgroup, Class of 2010

	Cohort Size	Four-Year Graduation Rate	Dropout Rate	% Completed GED	% of Students Still in School
All Students	12,471	76%	14%	3%	7%
Females	6,141	80%	12%	3%	5%
Males	6,330	72%	16%	4%	8%
English Language Learners	673	66%	24%	1%	9%
Students With Disabilities	2,468	57%	24%	4%	16%
Students Without Disabilities	10,003	80%	12%	3%	4%
Low-Income Students	5,692	65%	21%	5%	9%
Higher-Income Students	6,779	85%	8%	2%	4%
White	8,612	79%	11%	3%	6%
Asian	399	81%	13%	3%	4%
Black	1,167	67%	20%	4%	10%
Hispanic	2,200	66%	22%	3%	8%
Native American	93	61%	18%	3%	17%

Source: Rhode Island Department of Elementary and Secondary Education, Class of 2010 four-year cohort rates.

Percentages may not sum to 100% due to rounding. 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.

◆ The Rhode Island four-year graduation rate for the class of 2010 was 76%, the dropout rate was 14%, 3% of students completed their GEDs within four years of entering high school and 7% were still in school in the fall of 2010.⁸

◆ Poverty is strongly linked to the likelihood of dropping out.⁹ 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.¹⁰

Rhode Island Five-Year High School Graduation Rate

◆ In 2008, Rhode Island began calculating a five-year graduation rate to recognize the graduation accomplishment regardless of the time it takes. Of the 12,653 Rhode Island students who enrolled in ninth grade in 2005, 9,591 (75.8%) graduated in four years in 2009 and an additional 342 (2.7%) graduated in five years in 2010.¹¹

◆ Of the 342 students who graduated in five years, 9% (32) were youth in the English Language Learner program and 41% (140) were students with special needs and an Individualized Education Plan (IEP).¹²

High School Graduation Rate

Table 50.

High School Graduation Rates, Rhode Island, Class of 2010

SCHOOL DISTRICT	FOUR-YEAR COHORT RATES				
	# OF STUDENTS IN COHORT	FOUR-YEAR GRADUATION RATE	DROPOUT RATE	% COMPLETED GED	% STILL IN SCHOOL
Barrington	276	96%	1%	<1%	3%
Bristol Warren	304	82%	7%	2%	10%
Burrillville	222	83%	10%	1%	5%
Central Falls	267	51%	34%	3%	12%
Charlton	291	82%	7%	4%	8%
Coventry	473	80%	11%	2%	7%
Cranston	966	81%	11%	3%	4%
Cumberland	383	83%	12%	1%	4%
East Greenwich	190	96%	1%	1%	3%
East Providence	515	72%	15%	2%	11%
Exeter-West Greenwich	151	89%	4%	3%	3%
Foster-Glocester	225	83%	11%	2%	4%
Johnston	262	61%	23%	7%	9%
Lincoln	261	81%	8%	3%	8%
Middletown	161	82%	9%	6%	4%
Narragansett	111	90%	4%	4%	3%
New Shoreham	4	NA	NA	NA	NA
Newport	143	78%	12%	4%	6%
North Kingstown	414	86%	8%	1%	4%
North Providence	304	80%	16%	1%	3%
North Smithfield	152	83%	5%	5%	8%
Pawtucket	657	58%	24%	6%	12%
Portsmouth	254	85%	7%	6%	2%
Providence	2,033	68%	23%	3%	5%
Scituate	151	93%	5%	1%	2%
Smithfield	219	91%	4%	3%	2%
South Kingstown	299	86%	6%	3%	5%
Tiverton	213	77%	15%	3%	5%
Warwick	958	75%	16%	4%	4%
West Warwick	321	65%	18%	3%	14%
Westerly	232	87%	9%	1%	3%
Woonsocket	487	63%	17%	3%	17%
Beacon Charter	73	60%	19%	5%	15%
Blackstone Academy Charter	41	88%	5%	5%	2%
Davies Career and Technical	185	77%	8%	2%	12%
DCYF	56	9%	4%	73%	14%
Metropolitan Regional Career and Technical Center	204	82%	6%	2%	10%
Core Cities	3,908	65%	23%	4%	9%
Remainder of State	7,993	82%	10%	3%	5%
Rhode Island	12,471	76%	14%	3%	7%

Source of Data for Table/Methodology

Rhode Island Department of Elementary and Secondary Education, Class of 2010.

The four-year class of 2010 four-year 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 2006-2007 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.

* Rates are not reported for districts or schools with fewer than 10 students in the cohort. This is an additional 13 students that are not included in the core cities, remainder and Rhode Island totals.

References

¹ U.S. Census Bureau, American Community Survey, 2007-2009. Table S2301.

² U.S. Census Bureau, American Community Survey, 2007-2009. Table B20004.

³ The Annie E. Casey Foundation, KIDS COUNT Data Center. (n.d.). *Children by household head's educational attainment: Not a high school graduate (percent) – 2009*. Retrieved February 17, 2011, from www.kidscount.org/datacenter

⁴ Shore, R. & Shore, B. (2009). *KIDS COUNT indicator brief: Reducing the high school dropout rate*. Baltimore, MD: The Annie E. Casey Foundation.

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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.¹ While some students choose to participate in service learning opportunities, technical training programs or obtain work experience before college, college entry directly from high school is an important measure of access. 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.^{2,3}

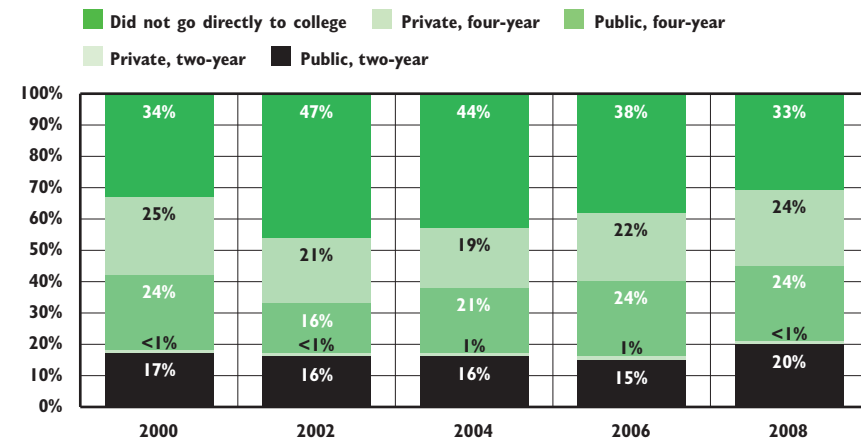
During the 2008-2009 school year (the most recent year for which data are available), 74% of Rhode Island high school seniors reported planning to attend college.⁴ In 2010, only 55% of Rhode Island seniors had taken the SATs.⁵ While some colleges do not require the SATs, students who do not take the test limit their choice of colleges.

Low-income and first-generation college students are more likely to go to college when they attend high schools with strong college-going cultures, in which teachers encourage students to attend college, help them with the application process and make sure that students are academically prepared.⁶ High schools that offer rigorous coursework, set high expectations for students, offer dual enrollment in college classes and increase access to financial aid counseling can improve their students' enrollment and completion rates.^{7,8,9,10}

Higher-income students are much more likely to be prepared to succeed in college than their low-income peers.¹¹ Students who participate in upper-level honors and Advanced Placement (AP) courses are more likely to attend college and are better prepared to succeed in college than students who do not.¹² In 2009, only 17% of Rhode Island public school seniors took at least one AP exam, compared with the national rate of 27%.¹³

Many students who enroll in college do not complete their degree. Black and Hispanic youth are less likely than White youth to enroll in and complete college.^{14,15} 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.^{16,17}

Rhode Island High School Seniors Who Graduate and Go Directly to College, 2000-2008



Source: Calculated by Rhode Island KIDS COUNT based on data from Postsecondary Education Opportunity, 2011. The percentage for 2006 public, two-year colleges was calculated using corrected data provided by the Community College of Rhode Island.

- ◆ **Two-thirds (67%) of Rhode Island seniors who graduated from high school in 2008 went directly on to a two-year or four-year college, compared with 63% nationally. In 2008, Rhode Island ranked 13th in the nation and 3rd in New England (where 1st is best) in the number of high school seniors graduating and going directly to college.¹⁸**
- ◆ **The percentage of 18 to 24 year-olds attending college in the U.S. was at an all-time high in 2008, primarily due to peak enrollment at two-year colleges and driven by the recession.¹⁹ In Rhode Island, attendance at public two-year colleges accounted for most of the increase in college attendance from 2006 to 2008.²⁰ In 2009, the Community College of Rhode Island reported its highest enrollment of full-time students in the college's history and the highest enrollment since 1992.²¹**
- ◆ **High-achieving urban and low-income students frequently do not apply to college at all or enroll in less selective colleges even when they have the qualifications to be admitted to more selective schools. Students who apply to multiple colleges increase the likelihood that they will be accepted at a school that matches their needs, interests and skills, thus increasing their chances of successfully completing college.^{22,23}**

Table 51.

College Preparation and Access, Rhode Island

SCHOOL DISTRICT	TOTAL 12TH GRADE ENROLLMENT OCT. 2010	% OF 11TH GRADERS PROFICIENT IN READING, 2010	% OF 11TH GRADERS PROFICIENT IN MATH, 2010	% OF 12TH GRADERS WHO PLANNED TO ATTEND COLLEGE, 2008	4-YEAR HIGH SCHOOL GRADUATION RATE, 2010	# OF 12TH GRADERS WHO FILLED OUT THE FAFSA, 2010	% OF 12TH GRADERS TAKING THE SATs, 2010
Barrington	302	95%	73%	85%	96%	159	78%
Bristol Warren	238	86%	39%	72%	82%	204	55%
Burrillville	205	79%	40%	80%	83%	126	44%
Central Falls	205	44%	8%	77%	51%	105	40%
Chariho	315	85%	45%	74%	82%	144	49%
Coventry	411	89%	37%	78%	80%	271	51%
Cranston	802	79%	26%	71%	81%	544	48%
Cumberland	365	82%	35%	70%	83%	241	59%
East Greenwich	189	92%	68%	81%	96%	140	75%
East Providence	434	73%	25%	67%	72%	262	47%
Exeter-West Greenwich	147	81%	67%	79%	89%	99	56%
Foster-Glocester	191	90%	41%	71%	83%	117	61%
Johnston	215	72%	31%	85%	61%	189	38%
Lincoln	254	83%	48%	70%	81%	179	57%
Middletown	143	82%	56%	60%	82%	109	66%
Narragansett	120	89%	55%	81%	90%	122	63%
New Shoreham	7	NA	NA	71%	NA	6	29%
Newport	165	75%	19%	62%	78%	90	44%
North Kingstown	426	87%	48%	69%	86%	211	59%
North Providence	257	82%	21%	77%	80%	195	50%
North Smithfield	141	84%	39%	77%	83%	97	61%
Pawtucket	508	60%	17%	73%	58%	375	51%
Portsmouth	233	90%	57%	69%	85%	140	70%
Providence	1,416	57%	12%	77%	68%	1,111	63%
Scituate	132	93%	48%	75%	93%	119	73%
Smithfield	181	88%	43%	68%	91%	172	72%
South Kingstown	264	85%	58%	83%	86%	235	76%
Tiverton	126	85%	38%	66%	77%	111	79%
Warwick	773	83%	31%	70%	75%	534	49%
West Warwick	205	80%	30%	72%	65%	148	65%
Westerly	261	80%	42%	78%	87%	173	52%
Woonsocket	392	54%	15%	70%	63%	198	33%
Beacon Charter	61	91%	48%	NA	60%	NA	49%
Blackstone Academy Charter	39	74%	32%	NA	88%	NA	90%
Davies Career and Technical	160	87%	34%	NA	77%	NA	31%
DCYF	7	NA	NA	NA	9%	NA	NA
Metropolitan Regional Career and Technical Center	171	66%	15%	NA	82%	NA	2%
Rhode Island School for the Deaf	5	NA	NA	NA	NA	NA	NA
Core Cities	2,891	59%	15%	NA	65%	2,027	54%
Remainder of State	7,137	84%	41%	NA	82%	4,899	57%
Rhode Island	10,466	76%	33%	74%	76%	6,933	55%

Source of Data for Table/Methodology

12th grade enrollment data (October 1, 2010), 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.

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 2010 *New England Common Assessment Program* (NECAP) test.

% of 12th graders who planned to attend college in 2008 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. Due to adoption of a new survey tool by the Rhode Island Department of Elementary and Secondary Education, 2008 is the most recent data available. *New SurveyWorks!* data will be available next year.

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 2006-2007, adjusted for transfers in and transfers out.

of 12th graders who filled out the FAFSA data are from the Rhode Island Higher Education Assistance Authority (RIHEAA), and are a count of public and private school students who were born in 1991 and who started college during the 2009-2010 school year.

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

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

References

^{1,16,23} *Increasing college success: A road map for governors.* (2009). Washington, DC: NGA Center for Best Practices.

(continued on page 173)

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, knowledge and supports 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 2007 and 2009, an estimated 4,576 (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, 41% were females and 59% were males. Forty-two percent of these youth were high school graduates and 58% had not graduated from high school.¹⁰

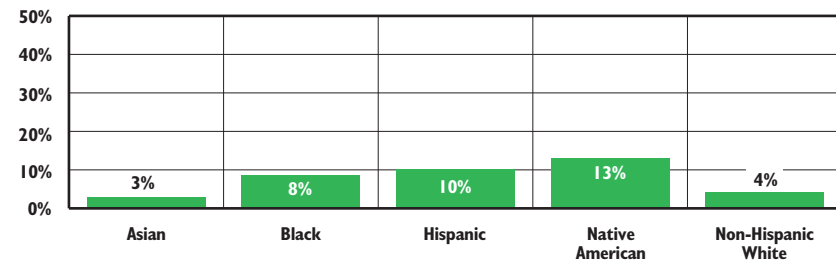
Teens Not in School and Not Working 2008	
	2008
RI	7%
US	8%
National Rank*	14th
New England Rank**	5th

*1st is best; 50th is worst

**1st is best; 6th is worst

Source: Annie E. Casey Foundation. (2010). *KIDS COUNT data book: State profiles of child well-being, 2010*. 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, 2009



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) – 2009*. Retrieved January 17, 2011, from www.kidscount.org/datacenter

- ◆ **Nationally and in Rhode Island, minority youth are more likely to be disconnected from school and work.**^{11,12} In 2009 among youth ages 16 to 19 in the U.S., 13% of Native American youth, 8% of Black youth and 10% of Hispanic youth were not in school and not working, compared to 3% of Asian and 4% of non-Hispanic White youth.¹³
- ◆ **The economic recession has had a large impact on the job market for youth and young adults, even for those with college degrees.** Among Rhode Island's youth ages 16-24, 21% of non-Hispanic Black youth, 27% of Hispanic youth and 13% of non-Hispanic White youth were neither in school nor working in 2008 and 2009.¹⁴

Connecting Youth to School and Work

- ◆ **Education has an impact on the likelihood of finding and maintaining employment, regardless of race or ethnicity.**¹⁵ Successful strategies to connect youth to work and school must be comprehensive, including attention to 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.^{16,17,18}
- ◆ **Programs and alternative schools that enable students to earn college credits while working towards their high school degrees can improve high school graduation rates and better prepare students for college completion and high-skill careers.**¹⁹

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

Sources of Data for Table/Methodology

U.S. 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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