

Education

Pirate Story

Three of us afloat in the meadow by the swing,
Three of us aboard in the basket on the lea.
Winds are in the air, they are blowing in the spring;
And waves are on the meadow like the waves there are at sea.

Where shall we adventure, to-day that we're afloat.
Wary of the weather and steering by a star?
Shall it be to Africa, a-steering of the boat,
To Providence, or Babylon, or off to Malabar?

Hil! But here's a squadron a-rowing on the sea –
Cattle on the meadow a-charging with a roar!
Quick, and we'll escape them, they're as mad as they can be,
The wicket is the harbour and the garden is the shore.

Robert Louis Stevenson



Infant and Pre-School Child Care

DEFINITION

Infant and pre-school child care is the number of regulated child care slots per 100 children under age 6. Regulated child care slots include full-time licensed child care center slots and certified family child care home slots.

SIGNIFICANCE

Child care has become a fundamental need for Rhode Island families over the past two decades. In Rhode Island in 2000, 62% (45,820) of children under age 6 had all parents in the workforce, higher than the U.S. average of 59%.¹

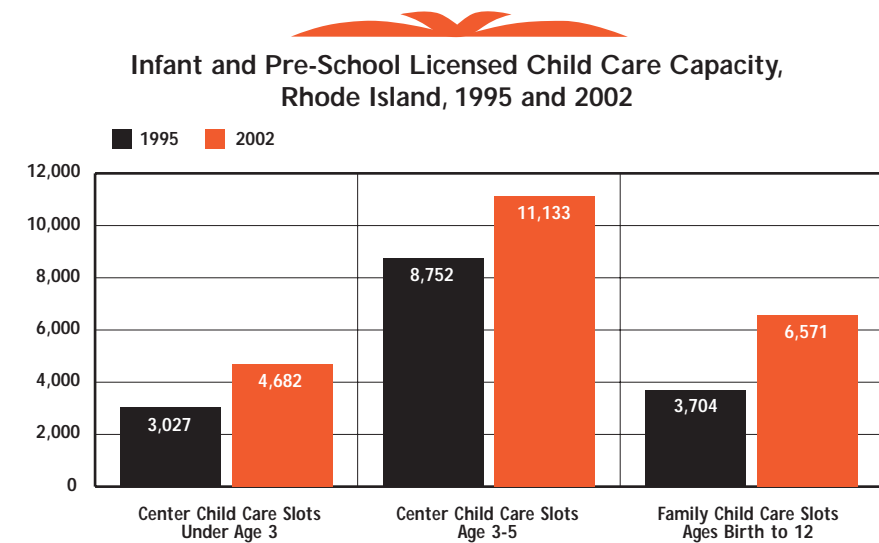
High quality child care provides a safe and nurturing learning environment for infants and young children. Recent brain research indicates that early care and education has long-lasting effects on how children learn and develop, cope with stress, and handle their emotions.^{2,3,4} High quality child care programs are linked to school readiness. Children from all backgrounds who have received high quality child care score higher on tests of both cognitive and social skills in their early school years than children in poor quality care.^{5,6}

Low-income children who receive high quality early education score significantly higher on tests of reading and math from the early grades through

middle adolescence and are less likely to repeat a grade. They are more interested in learning, and are stronger in reading, math, thinking, problem solving and working with others.^{7,8} Low-income children are less likely to be in high quality care arrangements because of the high cost of such care, and because nonstandard work hours (weekends, night shifts, irregular hours) make it difficult to find such care.^{9,10,11}

The quality of child care is strongly related to the wages, education, and retention of teachers. Initiatives designed to increase wages and benefits can improve child care workforce education and retention, particularly when professional development and education are linked to pay increases.¹²

In 2002 in Rhode Island, there were 22,386 slots in licensed child care centers or certified family child care homes for children under age six, as compared with 15,483 slots in 1995. In 2002 in Rhode Island, 33 of the 269 licensed child care centers serving children under age 6 were accredited by the National Association for the Education of Young Children and 12 of the 1,071 certified family child care homes were accredited by the National Association for Family Child Care.¹³



Source: Options for Working Parents, 1995 and 2002.

The Impact of Child Care on the Economy

- ◆ The child care sector contributes \$38 billion-\$41 billion a year to the national economy in direct expenditures and generates over \$9 billion a year in tax revenues. It directly employs more workers than public secondary schools. It creates an infrastructure that permits parents to be employed outside the home, generating additional billions of dollars of taxable earnings each year.¹⁴
- ◆ Recent research indicates that high quality child care also makes significant long-term contributions to the economy due to improved outcomes for families and children. High quality child care can generate a four to one return on investment due to increased lifetime earnings of both the child and the mother and in decreased public expenditures on special education, remedial education and medical costs.¹⁵
- ◆ Responsive caregivers who surround children with language, warmth and chances to learn are the key to good child outcomes.¹⁶ Lower child-staff ratios, smaller group sizes and better-educated teachers provide better quality overall, including more positive caregiving and a more developmentally-appropriate learning environment.^{17, 18, 19}

Infant and Pre-School Child Care

Table 23.

Child Care for Children Under Age 6, Rhode Island, 2002

CITY/TOWN	# CHILD CARE CENTER SLOTS < AGE 3	# CHILD CARE CENTER SLOTS AGES 3-5	# CERTIFIED FAMILY CHILD CARE HOME SLOTS*	TOTAL REGULATED CHILD CARE SLOTS FOR CHILDREN < AGE 6	POTENTIAL CHILDREN < AGE 6 IN NEED OF REGULATED CHILD CARE	SLOTS PER 100 CHILDREN < AGE 6 IN NEED OF REGULATED CHILD CARE
Barrington	45	144	29	218	400	55
Bristol	33	94	71	198	463	43
Burrillville	16	78	36	130	422	31
Central Falls	39	137	186	362	537	67
Charlestown	10	19	27	56	175	32
Coventry	107	281	117	505	995	51
Cranston	274	865	370	1,509	1,860	81
Cumberland	57	125	193	375	943	40
East Greenwich	297	483	47	827	287	288
East Providence	220	584	155	959	1,208	79
Exeter	8	45	25	78	195	40
Foster	31	35	8	74	111	67
Glocester	16	66	50	132	273	48
Hopkinton	0	0	21	21	292	7
Jamestown	31	33	6	70	86	81
Johnston	107	353	102	562	726	77
Lincoln	188	236	29	453	584	78
Little Compton	0	0	0	0	54	0
Middletown	149	262	12	423	479	88
Narragansett	41	90	6	137	236	58
New Shoreham	0	0	0	0	28	0
Newport	100	163	22	285	636	45
North Kingstown	141	286	71	498	832	60
North Providence	67	193	145	405	684	59
North Smithfield	0	0	59	59	295	20
Pawtucket	422	617	506	1,545	2,174	71
Portsmouth	80	118	44	242	425	57
Providence	864	2,276	3,361	6,501	4,136	157
Richmond	0	37	51	88	263	33
Scituate	12	47	11	70	298	23
Smithfield	128	207	48	383	413	93
South Kingstown	104	198	78	380	610	62
Tiverton	25	145	53	223	370	60
Warren	25	93	39	157	336	47
Warwick	607	1,373	273	2,253	2,191	103
West Greenwich	133	174	5	312	179	174
West Warwick	76	270	111	457	762	60
Westerly	72	387	0	459	666	69
Woonsocket	157	619	204	980	1,137	86
Core Cities	1,658	4,082	4,390	10,130	9,382	108
Remainder of State	3,024	7,051	2,181	12,256	17,379	71
Rhode Island	4,682	11,133	6,571	22,386	26,761	84

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

Source of Data for Table/Methodology

The denominator is the number of children under age 6 with both parents in the workforce, multiplied by 58.4% (the percentage of parents using non-relative care, according to the Census Bureau's Survey of Income and Program Participation, Spring 1997). The number of regulated child care slots is the number of licensed full-time child care center slots for children under age 6 and the number of certified family child care home slots, as of December 31, 2002 (data provided by Options for Working Parents).

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

See Methodology page 125.

References

- ¹ U.S. Bureau of the Census, Census of Population, 2000.
- ² Shore, R. (1997). *Rethinking the Brain*. New York, NY: Families and Work Institute.
- ³ *From Neurons to Neighborhoods: The Science of Early Childhood Development* (2000). Washington, DC: National Academy Press.
- ⁴ *Using Mental Health Strategies to Move the Early Childhood Agenda and Promote School Readiness* (2000). New York, NY: Carnegie Corporation of New York and National Center for Children in Poverty.
- ⁵ *The Children of the Cost, Quality, and Outcomes Study Go to School* (June 1999). Chapel Hill, NC: The University of North Carolina at Chapel Hill.
- ⁶ Vandell, D. Lowe and Wolfe, B. (2000). *Child Care Quality: Does It Matter and Does It need to be Improved?* Madison, WI: Institute for Research on Poverty, University of Wisconsin at Madison.
- ⁷ *Early Learning, Later Success: The Abecedarian Study, Executive Summary* (1999). Chapel Hill: NC: Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill.
- ⁸ Xiang, Z. et. al. (January 2002). *Effects Five Years Later: The Michigan School Readiness Program Evaluation Through Age 10*. Ypsilanti, MI: For the Michigan State Board of Education.
- ^{9,10} Marshall, N. et. al. (2001). *The Cost and Quality of Full Day, Year-round Early Care and Education in Massachusetts: Preschool Classrooms (Executive Summary)*. Wellesley Centers for Women, Wellesley, MA.

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Children Enrolled in Head Start

DEFINITION

Children enrolled in Head Start is the percentage of eligible 3 and 4 year old children enrolled in the Head Start preschool program as of October 1, 2002.

SIGNIFICANCE

Head Start is a comprehensive early childhood program for low-income preschool children and their families.¹ Children are eligible for Head Start if their family's income is below 100% of the federal poverty line; the family receives SSI or is enrolled in the Family Independence Program; or the family is using supportive services that are federal TANF benefits, such as transportation vouchers, subsidized child care, or job training. Children in foster care are also Head Start eligible. Up to 10% of the children served by Head Start can be in families that do not meet these eligibility guidelines, especially if the child has a special need.^{2,3}

The Head Start program is designed to provide low-income children with the socialization and school-readiness skills they need to enter public schools on an equal footing with more economically advantaged children. Head Start performance standards require that programs deliver a high-quality early childhood education program; involve parents in program policy and planning; provide at least one nutritional meal per

day; identify children's individual nutritional needs; ensure that each child has an ongoing source of health care; perform or obtain health, developmental and behavioral screenings; and make arrangements for mental health professionals to be available to identify mental health concerns and help locate needed treatment.⁴

Children in poor families are at greater risk for developmental delays and learning disabilities; have a greater prevalence of health and nutrition problems; and are more likely to have serious accidents, require special education, perform below grade level at school, drop out of school and earn less as adults.⁵ The Head Start program succeeds in narrowing the gap between disadvantaged children and other children in vocabulary, writing, math skills, and social skills, with the greatest gains among the most disadvantaged children.⁶ Long-term improvements include reduced rates of grade retention and need for special education services and increased rates of high school graduation.⁷



Comprehensive Child Care Networks

- ◆ Because Head Start is available to only half of Rhode Island's lowest-income children, resources were appropriated under Starting R^Ight (Rhode Island's 1998 child care law) to create Comprehensive Child Care Networks in underserved communities.
- ◆ Comprehensive Child Care Networks are based on Head Start performance standards and provide a developmentally-appropriate education program; transition assistance among programs and schools; health and mental health services; support for children with disabilities; nutrition services; family education and empowerment; and services that expand community linkages and partnerships.^{8,9}
- ◆ Comprehensive Child Care Networks began providing services in 2001. As of January 1, 2003 services were being provided to 260 children. The goal is to serve 300-350 children by the end of fiscal year 2003.¹⁰ Children in the lowest-income families are prioritized for services to ensure that the most disadvantaged children receive the services they need to start school ready to learn.¹¹



Early Head Start

- ◆ Early Head Start is a federally-funded program designed to provide high-quality child and family development services to low-income families with infants and toddlers. Early Head Start has demonstrated positive impacts on children including improved cognition, language development, and social-emotional functioning. The program improves parenting and promotes parental progress as evidenced by increased rates of participation in education, training and employment.¹²
- ◆ In Rhode Island, as of October 2002, there were 367 families and 409 children receiving Early Head Start services.¹³

Children Enrolled in Head Start

Table 24. Percent of Eligible Children Ages 3 and 4 Enrolled in Head Start, Rhode Island, 2002

CITY/TOWN	ESTIMATED ELIGIBLE CHILDREN AGED 3&4	NUMBER OF CHILDREN ENROLLED IN HEAD START	% OF ELIGIBLE 3&4 YEAR OLDS ENROLLED
Barrington	10	3	30%
Bristol	50	20	40%
Burrillville	36	25	69%
Central Falls	280	91	33%
Charlestown	6	10	100%
Coventry	51	40	78%
Cranston	147	228	100%
Cumberland	34	5	15%
East Greenwich	28	7	25%
East Providence	139	86	62%
Exeter	25	1	4%
Foster	0	2	NA
Glocester	15	6	40%
Hopkinton	15	4	27%
Jamestown	0	1	NA
Johnston	55	45	82%
Lincoln	24	5	21%
Little Compton	3	0	100%
Middletown	30	36	100%
Narragansett	17	9	53%
New Shoreham	1	0	0%
Newport	218	127	58%
North Kingstown	87	28	32%
North Providence	63	45	71%
North Smithfield	16	1	6%
Pawtucket	598	198	33%
Portsmouth	24	11	46%
Providence	2,075	914	44%
Richmond	7	3	43%
Scituate	9	4	44%
Smithfield	5	12	100%
South Kingstown	31	26	84%
Tiverton	15	28	100%
Warren	15	18	100%
Warwick	133	158	100%
West Greenwich	7	0	0%
West Warwick	209	143	68%
Westerly	56	57	100%
Woonsocket	455	237	52%
<i>Core Cities</i>	<i>3,835</i>	<i>1,710</i>	<i>45%</i>
<i>Remainder of State</i>	<i>1,156</i>	<i>924</i>	<i>80%</i>
<i>Rhode Island</i>	<i>4,991</i>	<i>2,634</i>	<i>53%</i>

Source of Data for Table/Methodology

Rhode Island Head Start Programs, children enrolled on October 1, 2002.

The denominator is the estimated number of eligible children based on the number of three and four-year-old children in each community times the poverty rate for children under 5 in that community, according to Census 2000.

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

References for Indicator

^{1,4} *Head Start Fact Sheet* (2001). Washington, DC: Administration for Children and Families.

² Administration for Children and Families, Program Instruction: Receipt of Public Assistance and Determining Eligibility for Head Start (Log No. ACYF-PI-HS-99-06), 7/29/99.

³ Head Start Program Regulations and Program Guidance (45 CFR 1304, 1305).

⁵ Sherman, A (1997). *Poverty Matters: The Cost of Child Poverty in America*. Washington, DC: The Children's Defense Fund.

⁶ *Head Start FACES: Longitudinal Findings on Program Performance (Third Progress Report)* (January 2001). Washington, DC: U.S. Department of Health and Human Services.

⁷ Barnett, W.S. (2002). *The Battle Over Head Start: What the Research Shows*. New Brunswick, NJ: Rutgers University, National Institute for Early Education Research.

⁸ Article 11 Relating to the Starting Right Initiative, Section 42-12-26.

^{9,11} *Certification Standards for Comprehensive Child Care Services Networks (December 1999)*. Providence, RI: Rhode Island Department of Human Services, Center for Children and Families, Office of Child Care.

¹⁰ Rhode Island Department of Health and Human Services, January 1, 2003.

¹² *Making a Difference in the Lives of Infants and Toddlers and Their Families: The Impacts of Early Head Start (Executive Summary)* (June 2002). Washington, DC: Administration for Children and Families, Department of Health and Human Services.

¹³ Rhode Island Early Head Start Programs, children enrolled on October 1, 2002.

School-Age Child Care

DEFINITION

School-age child care is the number of licensed child care programs and slots for children ages 6 to 12. These numbers do not include certified family child care home slots, informal child care arrangements, and community programs for youth ages 6 to 12 that do not require licensing by the state.

SIGNIFICANCE


Many parents need care for their school-age children during work hours. Children spend only 20% of their waking hours in school. The gap between parents' work schedules and students' school schedules can amount to 20 or more hours per week.¹ Many children are alone during the hours before and after school. It is estimated that nationally 8 million children ages 5 to 14 spend time without adult supervision on a regular basis.² During the summer, children spend a significantly longer amount of time in self-care than during the rest of the year and are thus at increased risk of physical injury and psychological or emotional harm.³

Children who are without adult supervision when school is out are at significantly greater risk of truancy from school, emotional stress, receiving poor grades, substance use, sexual activity, and crime.^{4,5} Low-income children and children in urban or high-crime

neighborhoods are most at risk when they spend time caring for themselves and are most likely to benefit from high quality after-school programming.⁶

When school is out, children and young adolescents need a safe place that does not simply duplicate the school day. They need access to a wide variety of enriching activities – homework and reading help, sports, music, theater, art – and the opportunity to build meaningful relationships with their peers and caring adults.⁷ Programs for older youth can be particularly successful if they treat youth as a resource and provide opportunities to contribute to the community.⁸

After-school programs are cost-effective, returning \$2-\$4 for every dollar spent, due to a variety of positive effects including improved academic performance, reduced crime and reduced welfare costs.⁹ Children in high quality, well-designed after-school programs and extracurricular activities have better peer relations, emotional adjustment, grades, and conduct in school than their peers without such opportunities. They are less likely to use drugs or become teen parents.^{10,11} Yet, many programs are of poor quality due to a lack of resources, staff turnover, and inappropriate space. Resources are particularly scarce in low-income communities where they are needed most.^{12,13,14}



Supporting Children with Special Needs

- ◆ According to a recent Rhode Island Department of Health survey of child care providers serving children of all ages, 44% of center-based child care providers who responded indicated that they had asked a child to leave within the last 6 months, primarily due to behavioral problems.¹⁵
- ◆ Few providers of child care or youth care have the training to provide care to children with special needs. The Rhode Island Department of Human Services is currently finalizing standards for the provision of Therapeutic Services in Child Care and Youth Care. The program will provide supports and services that children with moderate to severe special needs require in order to participate successfully in child care and youth care settings.¹⁶



Out-of-School Time and After-School Programs

- ◆ In Rhode Island, the number of licensed school-age child care slots for children ages 6 to 12 increased from 6,692 in 1996 to 12,117 in 2002.
- ◆ Quality after-school programs can provide safe, engaging environments that improve children's academic achievement and self-confidence, promote healthy development and peer relationships, and decrease television viewing, drug and alcohol abuse and juvenile crime.¹⁷
- ◆ Exemplary after-school programs are well-managed, employ qualified staff, forge effective community and family partnerships, provide enriching learning opportunities, pay attention to safety, health and nutrition, coordinate activities with those provided in school, and include an evaluation and improvement component.¹⁸
- ◆ A recent study on out-of-school time in Providence found that demand for out-of-school opportunities continues to exceed supply, coordination among programs is limited, the quality of programming varies widely, and lack of transportation is a barrier to participation. Inadequate, uncoordinated and unstable funding undermines the success of some out-of-school time programs for youth. Child care subsidies are not being accessed for older children because few programs for school-age children are licensed.¹⁹

Table 25. Licensed School-Age Child Care for Children Ages 6 to 12, Rhode Island, 2002

CITY/TOWN	PROGRAMS	SLOTS
Barrington	4	183
Bristol	5	186
Burrillville	1	38
Central Falls	5	245
Charlestown	1	26
Coventry	6	279
Cranston	18	582
Cumberland	5	225
East Greenwich	2	55
East Providence	14	718
Exeter	3	80
Foster	2	68
Glocester	1	75
Hopkinton	0	0
Jamestown	1	50
Johnston	5	165
Lincoln	11	484
Little Compton	1	26
Middletown	5	196
Narragansett	1	60
New Shoreham	0	0
Newport	8	336
North Kingstown	12	549
North Providence	2	150
North Smithfield	1	100
Pawtucket	14	1,123
Portsmouth	2	191
Providence	43	2,968
Richmond	0	0
Scituate	1	25
Smithfield	2	120
South Kingstown	5	216
Tiverton	2	95
Warren	4	235
Warwick	24	1,095
West Greenwich	2	36
West Warwick	7	390
Westerly	10	354
Woonsocket	10	393
<i>Core Cities</i>	<i>87</i>	<i>5,455</i>
<i>Remainder of State</i>	<i>153</i>	<i>6,662</i>
<i>Rhode Island</i>	<i>240</i>	<i>12,117</i>

Source of Data for Table/Methodology

All data are from Options for Working Parents, Greater Providence Chamber of Commerce, December 2002.

Number of licensed school-age child care programs and slots for children ages 6 to 12 as of December 2002. These numbers do not include certified family child care home slots, informal child care arrangements, and community programs for youth ages 6 to 12 that do not require licensing by the state. Licensed school-age child care programs also provide service to 5 year old children who are enrolled in Kindergarten. The community-based/school-based breakdowns that appeared in previous factbooks are not available for 2002.

References for Indicator

- ¹ *Fact Sheet on School-Age Children's Out-of-School Time* (March 2001). Wellesley, MA: National Institute on Out-of-School Time, Center for Research on Women, Wellesley College.
- ^{2,5,9,11} *Fact Sheet on School-Age Children's Out-of-School Time* (January 2003). Wellesley, MA: National Institute on Out-of-School Time, Center for Research on Women, Wellesley College.
- ³ Capizzano, J. et al. (2002). *What Happens When the School Year is Over? The Use and Costs of Child Care for School-Age Children during the Summer Months* Washington D.C.: The Urban Institute.
- ⁴ *A Matter of Time: Risk and Opportunity in the Out-of-School Hours* (1994). New York, NY: Carnegie Corporation, Carnegie Council on Adolescent Development.
- ⁶ Vandell, D.L., et al. "After-School Child Care Programs" in *When School is Out* (Fall 1999). Los Altos, CA: Center for the Future of Children, David and Lucile Packard Foundation.

^{7,10} *Making an Impact on Out-of-School Time* (June 2000). Wellesley, MA: National Institute on Out-of-School Time.

^{8,13} Quinn, J. "Where Need Meets Opportunity: Youth Development Programs for Early Teens" in *When School is Out* (Fall 1999). Los Altos, CA: Center for the Future of Children, David and Lucile Packard Foundation.

¹² Halpern, R. "After-School Programs for Low-Income Children: Promise and Challenges" in *When School is Out* (Fall 1999). Los Altos, CA: Center for the Future of Children, David and Lucile Packard Foundation.

¹⁴ *Working for Children and Families: Safe and Smart After-School Programs* (April 2000). Washington, DC: U.S. Department of Education, Partnership for Family Involvement in Education.

¹⁵ "Child Care Health Survey Results" (Power Point Presentation) (December 2002). Rhode Island Department of Health, Emotional Health in Child Care Committee.

¹⁶ *Certification Standards, Providers of Therapeutic Services in Child Care and Youth Care* (Draft, January 2003). Cranston, RI: Department of Human Services.

^{17,18} *After-School Programs: Keeping Children Safe and Smart* (2000). Washington, DC: U.S. Department of Education.

¹⁹ *Stepping Up! Out of School Time and Youth Development in Providence: A School-Community Analysis* (January 2003). Prepared by Community Matters for the Providence School Department and United Way of Rhode Island.

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.¹ Yet the high cost of child care puts quality care out of reach for many families, particularly low-income families.² National studies have shown that child care subsidies increase the likelihood that low-income parents, particularly current or former welfare recipients, will be able to work.³

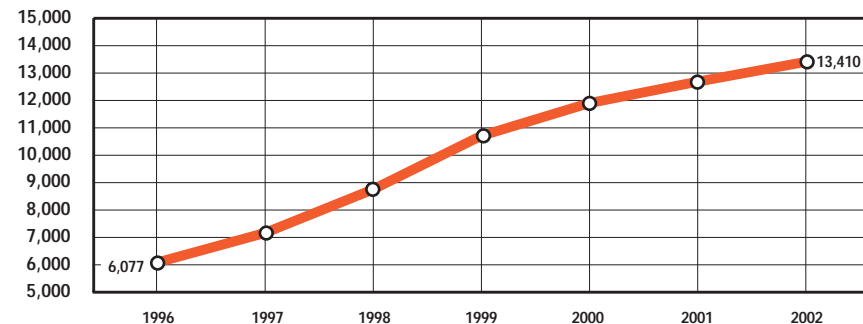
In 1997, U.S. families with earnings below the federal poverty level who paid for child care spent 23% of their earnings, low-income families spent 16% of their earnings and higher-income families spent 6% of their earnings for child care. Families with younger children spent a higher share of income on child care than families with older children.⁴ Low-skilled single mothers who pay for child care spend

the highest proportion of their income on child care.⁵

The quality and stability of child care is critical to a parent's ability to work and to child development.^{6,7} Parents of children in quality child care programs are more likely to be productive workers because they are less hampered by child care problems that result in frequent employee turnover and absenteeism.⁸

Rhode Island is the only state that has a legal entitlement to a child care subsidy for income-eligible families. Working families with incomes up to 225% of the federal poverty line are entitled to a child care subsidy for their children through age 16. Co-payments are required for families with income over the federal poverty guidelines. Reimbursement rates for child care providers who accept subsidies are set at the 75th percentile of the child care market rate in order to provide low-income families with access to a large proportion of the child care that exists, including higher quality care.^{9,10} A recent study estimates that 18,302 Rhode Island families qualify for child care subsidies.¹¹ In 2002 in Rhode Island, there were 13,410 children in 8,102 families receiving child care subsidies.¹²

Child Care Subsidies, Rhode Island, 1996-2002



Source: Rhode Island Department of Human Services, December 1996-December 2002.

- ◆ The number of children receiving child care subsidies has increased from 6,077 in December of 1996 to 13,410 in December of 2002. In 2002, ninety-three percent of Rhode Island families receiving child care subsidies chose licensed child care centers or certified family child care homes for their child care arrangements.¹³
- ◆ The high cost of child care disproportionately affects the lowest income families. Low-income families that pay for child care spend an average of \$1 in every \$7 of earnings to purchase that care. Child care subsidies broaden a family's employment options, broaden the child care options available to families, improve access to higher quality care, and alleviate the financial burden of child care.¹⁴
- ◆ In December 2002, 71% of all child care subsidies in Rhode Island were being used by low-income working families not receiving cash assistance and 24% were being used by families receiving cash assistance through the Family Independence Program (FIP) and who were engaged in education, training or employment.¹⁵

Children Receiving Child Care Subsidies

Table 26.

Child Care Subsidies, Rhode Island, 2002

CITY/TOWN	COMMUNITY CONTEXT		NUMBER OF CHILD CARE SUBSIDIES				TOTAL CHILD CARE SUBSIDIES
	# OF CHILDREN UNDER AGE 16 IN WORKING FAMILIES < 185% POVERTY	# OF CHILDREN UNDER AGE 16 ENROLLED IN FIP	UNDER AGE 3	AGES 3-5	AGES 6-11	AGES 12-16	
Barrington	189	22	6	10	35	1	52
Bristol	586	138	21	23	29	0	73
Burrillville	389	115	4	13	22	1	40
Central Falls	1,773	1,503	61	82	65	5	213
Charlestown	231	57	3	7	3	0	13
Coventry	793	245	45	72	65	3	185
Cranston	2,336	931	199	268	292	25	784
Cumberland	632	157	35	47	12	0	94
East Greenwich	137	65	39	57	13	1	110
East Providence	1,895	619	124	234	201	16	575
Exeter	171	42	2	10	0	0	12
Foster	129	20	2	8	11	0	21
Glocester	263	42	12	11	3	0	26
Hopkinton	267	32	7	6	0	0	13
Jamestown	81	21	2	4	4	0	10
Johnston	856	309	48	81	68	2	199
Lincoln	459	135	44	54	62	4	164
Little Compton	38	13	0	0	0	0	0
Middletown	657	95	68	120	30	0	218
Narragansett	322	81	13	22	22	3	60
New Shoreham	19	0	0	0	0	0	0
Newport	1,372	908	74	91	89	6	260
North Kingstown	833	236	39	63	117	4	223
North Providence	823	353	55	92	78	9	234
North Smithfield	132	38	5	6	11	0	22
Pawtucket	5,059	2,907	320	591	713	61	1,685
Portsmouth	329	49	9	11	18	1	39
Providence	13,712	13,240	1,412	1,635	1,966	267	5,280
Richmond	170	32	4	1	5	0	10
Scituate	175	40	4	13	14	0	31
Smithfield	330	52	27	58	31	2	118
South Kingstown	423	206	45	73	36	3	157
Tiverton	248	103	8	21	21	0	50
Warren	412	132	59	72	61	2	194
Warwick	2,136	724	300	421	336	25	1,082
West Greenwich	121	23	21	22	8	1	52
West Warwick	1,568	537	53	97	131	4	285
Westerly	875	244	13	60	44	0	117
Woonsocket	2,926	2,029	135	195	162	22	514
Out-of-State	NA	0	26	48	14	1	89
Core Cities	26,410	21,124	2,055	2,691	3,126	365	8,237
Remainder of State	17,457	5,371	1,289	2,008	1,666	104	5,067
Rhode Island	43,867	26,495	3,344	4,699	4,792	469*	13,304

FIP is the Family Independence Program.

Notes to Table

*Of these, 20 subsidies were used by youth ages 15 and 16. The small number of subsidies for youth is due in part to the fact that many out-of-school time programs serving older youth are not certified as child care providers.

Source of Data for Table/Methodology

The Rhode Island Department of Human Services, INRHODES Database, December 1, 2002. All data are reported by location of the child care program not the residence of the child. Data in this table does not include retroactive payments made in December and may therefore differ slightly from data reported on the previous page. Also see methodology on page 125.

References for Indicator

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Continued on page 126

Full-Day Kindergarten

DEFINITION

Full-day kindergarten is the percentage of public school kindergarten children enrolled in a full-day kindergarten program as of October 2, 2002. Full-day kindergarten is defined as a kindergarten program that operates for at least six hours per day. The numbers do not include children enrolled in private kindergarten programs or in half-day kindergarten programs that offer after-school child care.

SIGNIFICANCE

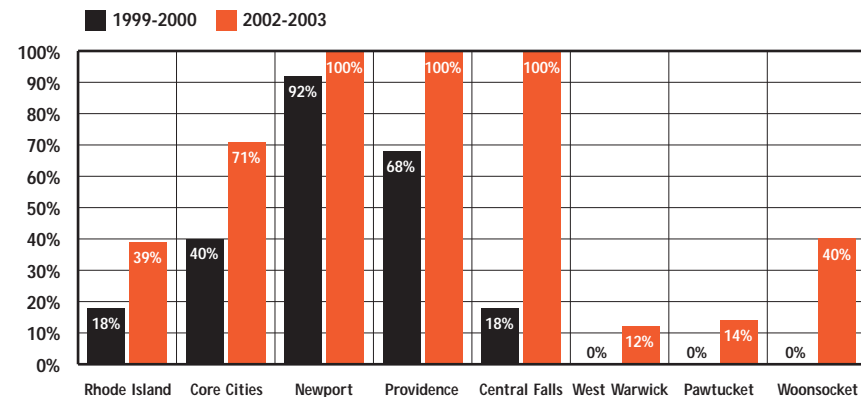
Research shows that many children benefit academically from participation in full-day kindergarten and are more likely to be ready for first grade than children in half-day kindergarten programs.^{1,2} Full-day kindergarten programs are especially beneficial to children from low-income and educationally disadvantaged backgrounds.³

The increase in single parent families, the increase in the number of families with both parents working, and the fact that most children have experience with full-day preschool or child care programs have increased the demand for full-day kindergarten. Studies show that parents favor a full-day program that reduces the number of transitions that their kindergarten child must make each day.⁴

Teachers and parents report that children in full-day programs have more time to discover at a relaxed pace, more opportunities to choose activities and develop their own interests, and more time for creative activities.⁵ The longer school day allows children and teachers time to explore topics in depth; reduces the ratio of transition time to class time; provides for greater continuity of daily activities; and provides an environment that supports a child-centered, developmentally-appropriate approach. Full-day kindergartners exhibit more independent learning, classroom involvement, productivity in work with peers, and reflectiveness than half-day kindergartners.⁶ Children in full-day programs are more likely to understand a broader range of letter-sound relationships, recognize words by sight, and understand words in context.⁷

Teachers in full-day programs are better able to assess children's progress.⁸ In a full-day program, teachers and school staff have more opportunities to recognize a child's learning style and identify problems or behavioral issues. This allows for more timely intervention and the potential to reduce costs associated with remedial education and special education costs in later school years.⁹

Children in Full-Day Public Kindergarten Programs, Core Cities and Rhode Island, 1999-2000 and 2002-2003



Source: Rhode Island Department of Elementary and Secondary Education, 1999-2000 and 2002-2003 school years.

- ◆ In Rhode Island in 2002-2003, 39% of children who attended kindergarten were in a full-day kindergarten, up from 33% in 2001-2002 and 18% in 1999-2000.¹⁰ Nationwide, approximately 50% of kindergartners attend a full-day program.^{11,12}
- ◆ Almost three-quarters (71%) of children in the six core cities attended full-day kindergarten programs in 2002-2003, an increase from 69% in 2001-2002, 56% in 2000-2001, and 40% in 1999-2000.¹³
- ◆ Of Rhode Island's thirty-six school districts, six offer universal access to full-day kindergarten. The remaining school districts with full-day kindergarten select children for the full-day program by residence, lottery or based on special needs or risk categories.¹⁴
- ◆ Full-day kindergarten helps to level academic disparities among students as they enter the first grade. Research indicates that children who attend full-day kindergarten score higher on first grade reading readiness tests and on reading and achievement tests in the elementary grades.^{15,16}

Table 27. Children Enrolled in Full-Day Kindergarten Programs, Rhode Island, 1999-2000 and 2002-2003

SCHOOL DISTRICT	1999-2000 SCHOOL YEAR			2002-2003 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	% CHILDREN IN FULL DAY K
Barrington	214	0	0%	203	5	2%
Bristol-Warren	255	0	0%	241	35	15%
Burrillville	164	0	0%	142	83	58%
Central Falls	250	44	18%	284	284	100%
Charlho	292	0	0%	265	46	17%
Coventry	381	0	0%	367	0	0%
Cranston	737	0	0%	695	0	0%
Cumberland	373	0	0%	391	15	4%
East Greenwich	165	0	0%	148	0	0%
East Providence	443	0	0%	414	52	13%
Exeter-W. Greenwich	129	0	0%	120	0	0%
Foster	55	0	0%	49	0	0%
Foster-Glocester	0	0	0%	0	0	0%
Glocester	124	0	0%	101	0	0%
Jamestown	59	0	0%	41	39	95%
Johnston	241	0	0%	218	0	0%
Lincoln	232	0	0%	246	0	0%
Little Compton	38	0	0%	33	0	0%
Middletown	258	211	82%	234	234	100%
Narragansett	125	0	0%	120	98	82%
New Shoreham	8	8	100%	266	266	100%
Newport	225	206	92%	17	17	100%
North Kingstown	313	0	0%	312	45	14%
North Providence	211	0	0%	174	0	0%
North Smithfield	122	55	45%	138	138	100%
Pawtucket	788	0	0%	678	94	14%
Portsmouth	214	0	0%	176	0	0%
Providence	2,117	1,431	68%	2,002	2,002	100%
Scituate	107	0	0%	124	15	12%
Smithfield	177	0	0%	124	0	0%
South Kingstown	278	0	0%	207	22	11%
Tiverton	144	0	0%	127	0	0%
Warwick	766	29	4%	720	47	7%
West Warwick	260	0	0%	269	205	76%
Westerly	282	10	4%	253	30	12%
Woonsocket	522	0	0%	618	248	40%
State Run Schools	NA	NA	NA	5	5	100%
Charter Schools	NA	NA	NA	167	132	79%
Core Cities	4,162	1,681	40%	4,101	2,924	71%
Remainder of State	6,907	313	5%	6,588	1,233	19%
Rhode Island	11,069	1,994	18%	10,689	4,157	39%

Source of Data for Table/Methodology

Rhode Island Department of Elementary and Secondary Education, 1999 and 2002. Data are as of October 1999 and 2002 and are for the 1999-2000 and 2002-2003 school years.

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

References for Indicator

- ^{1,5,16} Clark, P. (June 2001). "Recent Research on All-Day Kindergarten." in *ERIC DIGEST*. Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education.
- ^{2,4} Hildebrand, C (Fall 2000). "Effects of All-Day, and Half-Day Kindergarten Programming On Reading Writing, Math, and Classroom Social Behaviors." *National FORUM of Applied Educational Research Journal*, Volume 13E, No.3. Lake Charles, LA: The College of Education and Human Development, University of Louisiana at Monroe.
- ^{3,8,15} *Learning to Learn: Full-Day Kindergarten for At-Risk Kids* (Revised, October 2000). Harrisburg, PA: Pennsylvania Partnership for Children.
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- ^{7,12} West, J. et al (2000). *The Kindergarten Year: Findings from the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99*.
- ⁸ *Narrowing the Gap in Early Literacy: Evidence from Minneapolis Public Schools Kindergarten Assessments* (November 2002). Minneapolis, MN: Minneapolis Public Schools.
- ^{10,11,13,14} Rhode Island Department of Elementary and Secondary Education, 2000, 2001, 2002 and 2003.

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 elementary and secondary schools. The term “Limited English Proficient students” has been replaced by the term “English language learners” in the education community.

SIGNIFICANCE

Children of recent immigrants are at very high risk for difficulties at school. They face multiple risk factors including poverty, non-English speaking backgrounds, low educational level of parents, and discrimination based on race, ethnic background, culture, or language.¹ Adults who report that they have some difficulty with English are twelve times as likely to have completed less than five years of schooling and half as likely to have graduated from high school. Children who live in these households are fifty percent more likely to live in poverty.² These children are also most likely to be concentrated in underresourced schools in high poverty communities.³ Children who speak languages other than English at home and who also have difficulty speaking English

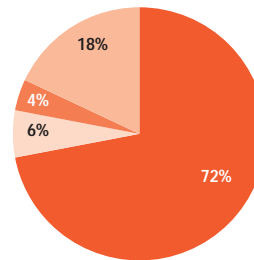
face greater challenges progressing in school and in the workforce.⁴

Schools play a critical role in helping children to transition to the culture of the United States and in providing an education that supports academic success for children with a primary language other than English.⁵ The Rhode Island Department of Education is legally mandated to provide programs to English language learners that are comparable in structure and content to instruction provided to their English proficient peers. Programs must focus on full English language literacy and all programs must have a process for evaluating the adequate yearly progress of each English language learner, including those who have left the English as a Second Language (ESL) system.⁶

The number of Rhode Island public school students who are English language learners has increased from 6,494 students in 1990-1991 to 10,779 students in 2001-2002. Nearly all of the increase has been in the school districts of the core cities. During the 2001-2002 school year, nearly 4 out of 5 English language learners in Rhode Island went to school in the cities of Central Falls, Pawtucket and Providence.^{7,8}

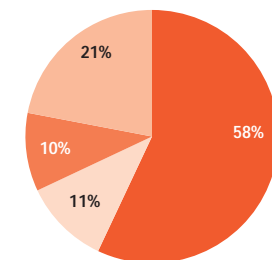
English Language Learners, by Language, Rhode Island, 2002

72% Spanish
6% Portuguese
4% Cape Verdean
18% Other*



English Language Learners, by Community, Rhode Island, 2002

58% Providence
11% Pawtucket
10% Central Falls
21% Remainder of State



n = 10,779

*Includes Arabic, Armenian, Cambodian, Chinese, French, Korean, Laotian, Polish, Russian, Vietnamese, Haitian/Creole, and others.

Source: Rhode Island Department of Elementary and Secondary Education.

- ◆ Spanish is the most commonly spoken language of Rhode Island’s public school students who are English language learners. This is consistent with the increase in the Latino child population in Rhode Island, from 16,000 in 1990 to 35,000 in 2000.⁹
- ◆ Compared to students of other racial/ethnic groups, Latino high school students in Rhode Island have the lowest achievement ratings in math, reading and writing.¹⁰ Nearly one-third of all students attending low-performing schools are Latino. Eighty-five percent of Rhode Island’s Latino students attend a low-performing school.¹¹
- ◆ To improve educational outcomes for Latino students, schools can increase academic expectations, place Latino students in special education only when appropriate, develop culturally-rich curricula and deliberately talk with Latino students about the courses they choose and postsecondary options.¹²

Table 28.

English Language Learners, Rhode Island, 2001-2002

SCHOOL DISTRICT	TOTAL ENROLLMENT IN DISTRICT	NUMBER OF ENGLISH LANGUAGE LEARNERS (ELL)				TOTAL ELL	% OF TOTAL DISTRICT
		PRE K AND K	ELEMENTARY GRADES 1-5	MIDDLE GRADES 6-8	HIGH GRADES 9-12		
Barrington	3,286	0	5	0	2	7	<1%
Bistol-Warren	3,810	25	86	22	9	142	4%
Burrillville	2,749	0	1	2	1	4	<1%
Central Falls	3,638	87	530	274	209	1,100	30%
Charlho	3,887	1	8	2	7	18	<1%
Coventry	5,785	4	12	1	5	22	<1%
Cranston	11,155	37	236	113	89	475	4%
Cumberland	5,373	10	105	38	26	184	3%
East Greenwich	2,440	4	14	5	4	27	1%
East Providence	6,566	69	185	52	40	346	5%
Exeter-W. Greenwich	2,152	3	4	2	3	12	1%
Foster	402	0	0	0	0	0	0%
Foster-Glocester	1,632	0	0	0	0	0	0%
Glocester	802	0	0	0	0	0	0%
Jamestown	588	0	1	0	0	1	<1%
Johnston	3,381	3	33	14	11	61	2%
Lincoln	3,706	4	10	5	9	28	1%
Little Compton	350	0	0	0	0	0	0%
Middletown	2,856	2	15	8	13	38	1%
Narragansett	1,742	0	6	0	1	7	<1%
New Shoreham	130	0	2	0	0	2	2%
Newport	2,937	1	41	20	19	81	3%
North Kingstown	4,501	9	26	9	14	58	1%
North Providence	3,476	0	60	22	26	115	3%
North Smithfield	1,861	0	0	1	0	1	<1%
Pawtucket	9,833	110	482	312	292	1,196	12%
Portsmouth	2,888	0	0	0	0	0	0%
Providence	27,159	690	3,577	1,097	787	6,195	23%
Scituate	1,772	0	0	0	0	0	0%
Smithfield	2,733	0	0	0	0	0	0%
South Kingstown	4,344	1	26	14	9	50	1%
Tiverton	2,222	0	1	2	0	3	<1%
Warwick	12,222	8	41	16	13	78	1%
West Warwick	3,795	22	32	14	13	81	2%
Westerly	3,691	16	29	16	12	73	2%
Woonsocket	6,760	47	237	58	31	374	6%
Core Cities	54,122	957	4,899	1,775	1,351	9,027	17%
Remainder of State	102,502	196	906	344	294	1,752	2%
Rhode Island	156,624	1,153	5,805	2,119	1,645	10,779*	7%

* Includes 57 students in ungraded classes from Cumberland (5), North Providence (7), Providence (44) and Woonsocket (1).

Sources of Data for Table/Methodology

Rhode Island Department of Elementary and Secondary Education, 2001-2002 school year. Total number of English language learners 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 2001-2002 school year. Students who are not yet fully English proficient but have exited the ESL or bilingual program to regular education are not included in these numbers. Denominator is the fall enrollment figures by district.

References

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- ^{3,5} Ruiz-de-Velasco, J. and Fix, M. (2001). *Overlooked and Underserved: Immigrant Students in U.S. Secondary Schools*. Washington, DC: Urban Institute.
- ⁴ *America's Children: Key National Indicators of Well-Being 2002* (2002). Washington, DC: Federal Interagency Forum on Child and Family Statistics.
- ⁶ Rhode Island Department of Elementary and Secondary Education, Limited English Proficiency (LEP) Regulations Chapter 16-54, 2000.
- ⁷ *Results: Education in Rhode Island 2001* (2001). Rhode Island Public Expenditure Council: Providence, RI and the Rhode Island Department of Elementary and Secondary Education.
- ^{8,10,11} Rhode Island Department of Elementary and Secondary Education, 2001-2002 and 1998-2000.
- ⁹ US Bureau of the Census, Census 2000.
- ¹² Uriarte, M., et al (2002). *Rhode Island Latinos: A Scan of Issues Affecting the Latino Population of Rhode Island*. Boston, MA: Mauricio Gaston Institute, University of Massachusetts, Boston.

Children Enrolled in Special Education

DEFINITION

Children enrolled in special education is the number of children ages 3 to 21 who are enrolled in special education in Rhode Island elementary and secondary schools.

SIGNIFICANCE

Special education services are an important resource for improving long-term outcomes for children with special needs, such as improving student achievement and graduation rates, increasing participation in postsecondary education, increasing wages, and reducing disproportionately high rates of single parenthood.^{1,2,3}

The federal Individuals with Disabilities Education Act (IDEA) mandates that local school districts identify and provide multidisciplinary evaluations for students ages 3 to 21 whom they have reason to believe have disabilities. Once found eligible for special education due to disability, a student must be provided with an Individualized Education Plan (IEP) which defines goals, outlining specific steps for achieving the goals, and providing services for the student based on their individual needs.⁴

Services described in the IEP must be provided in the least restrictive

environment, i.e., to the extent appropriate, the child should receive special services in a setting that is integrated with other children with and without disabilities. This is sometimes referred to as inclusion or mainstreaming. Inclusion is meant to raise expectations for student performance, improve opportunities for the child with disabilities to learn alongside nondisabled peers, improve coordination between regular and special educators, and increase the school's accountability for performance.^{5,6}

Revisions to federal educational statutes, signed into law early in 2002, now require states, districts and schools to demonstrate adequate yearly progress towards proficiency in reading and math by all students, including students with disabilities. This provision is intended to increase expectations and accountability so that more students with disabilities achieve grade-level standards.⁷



Learning Disabilities and Reading Problems in the Early Grades

- ◆ Of the 33,058 children receiving special education services in 2001-2002, 48% were receiving services because of learning disabilities.⁸
- ◆ Many of the reading difficulties that result in the identification of children as learning disabled may be prevented through early identification and intervention programs. Frequently reading problems are not identified until the third or fourth grade, just as they become intractable and require more specialized interventions.⁹
- ◆ Prompt intervention may prevent some children from needing costlier special education services later. A recent study of Rhode Island's special education system recommends that the growth in the numbers of children identified as learning disabled can be addressed through high-quality literacy education for all children, coupled with increased capacity for identification and intensive instructional intervention for those children who fall behind in the early grades.¹⁰



Meeting the Needs of Children with Severe Disabilities

- ◆ Children with low-incidence but severe disabilities may require intensive, highly specialized and expensive services to reach their full potential. In Rhode Island, children with the highest educational costs include those with mental retardation, multiple disabilities and autism.¹¹
- ◆ In 2002 the President's Commission on Excellence in Special Education recommended that states be encouraged to allocate special safety net funds that would be available for schools and school districts to help educate children with the most intensive needs.¹²
- ◆ The Commission noted that currently small towns may face disproportionate costs, and that local education agencies with outstanding special education programs or medical facilities often become the centers of high concentrations of children with high-intensity special needs. State-based safety net funding would help distribute these costs across a larger population.¹³

Children Enrolled in Special Education

Table 29.

Children and Youth in Special Education, by Primary Disability, Ages 3-21, Rhode Island, 2001-2002

SCHOOL DISTRICT	TOTAL # OF STUDENTS	BEHAVIORALLY DISORDERED	MENTALLY RETARDED	AUTISM	HEALTH IMPAIRED	LEARNING DISABLED	SPEECH DISORDER	DEVELOPMENTALLY DELAYED	OTHER	TOTAL STUDENTS WITH DISABILITIES	% STUDENTS IN SPECIAL EDUCATION
Barrington	3,172	58	13	10	48	271	142	24	20	586	18%
Bristol-Warren	3,659	55	53	9	16	477	209	30	16	865	24%
Burrillville	2,630	77	23	14	103	200	98	21	18	554	21%
Central Falls	3,624	95	48	3	75	518	107	49	18	913	25%
Charlho	3,688	45	13	10	41	338	205	24	32	708	19%
Coventry	5,654	76	41	7	73	827	142	55	23	1,244	22%
Cranston	10,625	156	41	24	164	1,466	389	100	47	2,387	22%
Cumberland	5,159	124	34	23	303	339	315	46	42	1,226	24%
East Greenwich	2,328	27	4	21	91	149	115	20	11	438	19%
East Providence	6,270	141	60	24	316	491	336	27	45	1,440	23%
Exeter-W. Greenwich	2,060	53	14	9	107	86	137	7	7	420	20%
Foster	371	0	1	0	3	12	34	1	2	53	14%
Foster-Glocester	1,604	11	10	4	14	154	49	0	4	246	15%
Glocester	752	3	10	5	9	44	77	8	5	161	21%
Jamestown	570	4	2	8	30	56	23	7	2	132	23%
Johnston	3,256	64	26	11	146	337	234	20	18	856	26%
Lincoln	3,625	45	24	21	177	295	137	32	20	751	21%
Little Compton	329	3	1	0	4	42	22	1	3	76	23%
Middletown	2,709	46	6	16	69	282	162	5	5	591	22%
Narragansett	1,686	26	1	8	54	189	128	10	9	425	25%
New Shoreham	133	1	0	0	0	14	11	1	0	27	20%
Newport	2,868	92	10	17	30	473	94	36	34	786	27%
North Kingstown	4,182	63	18	10	31	382	223	27	22	776	19%
North Providence	3,328	86	17	11	119	314	174	43	21	785	24%
North Smithfield	1,807	21	8	3	48	161	85	10	11	347	19%
Pawtucket	9,463	245	134	55	163	1,002	472	146	40	2,257	24%
Portsmouth	2,801	37	6	20	70	177	191	2	19	522	19%
Providence	27,222	481	332	31	70	3,253	890	63	58	5,178	19%
Scituate	1,720	7	4	8	34	92	148	8	6	307	18%
Smithfield	2,624	10	9	5	68	200	157	15	11	475	18%
South Kingstown	4,144	73	22	21	114	360	232	19	27	868	21%
Tiverton	2,129	23	5	7	42	233	138	9	9	466	22%
Warwick	11,662	177	81	34	384	1,321	362	248	69	2,676	23%
West Warwick	3,622	117	18	7	19	444	208	28	25	866	24%
Westerly	3,639	88	9	25	83	290	214	27	16	752	21%
Woonsocket	6,476	218	144	17	314	544	279	66	49	1,631	25%
State Run Schools	1,003	9	0	0	18	102	13	0	82	224	22%
Charter Schools	323	0	0	2	1	11	28	1	0	43	13%
Core Cities	53,275	1,248	686	130	671	6,234	2,050	388	224	11,631	22%
Remainder of State	98,316	1,600	556	368	2,761	9,599	4,889	847	540	21,160	22%
Rhode Island	152,917	2,857	1,242	500	3,451	15,946	6,980	1,236	846	33,058	22%

Source of Data for Table/Methodology

Rhode Island Department of Elementary and Secondary Education, 2000-2001 school year. Office of Special Education, June 30, 2002. The denominator (number of students) is the "resident average daily membership" as calculated by the RI Department of Elementary and Secondary Education.

"Other" includes deaf and blind, visually impaired or blind, hearing impaired, multi-handicapped, orthopedically impaired, and traumatic brain injury.

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

Children attending schools out-of-district (e.g. when no appropriate placement exists in the district) are listed under the enrolling and not sending district.

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- A New Era: Revitalizing Special Education for Children and Their Families* (July 1, 2002). Washington, DC: President's Commission on Excellence in Special Education.

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 number of students in the fall school enrollment. Percentages are reported for each school district overall as well as for their elementary schools, middle schools, and high schools.

SIGNIFICANCE

One in six third grade students in the U.S. has attended at least three schools since the beginning of the first grade.¹ Student mobility affects both the student and the classrooms they attend. Changing schools causes a disruption in a child's learning experience and may accentuate learning difficulties especially if the child enters a classroom at a different point in the curriculum than in their previous school.²

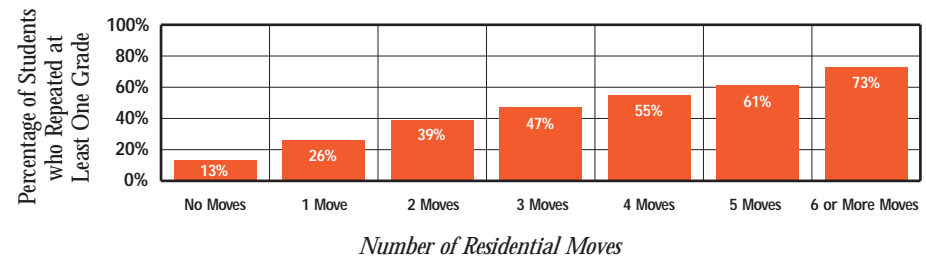
Research shows that frequent moves can have a negative affect on school performance and behavior and may affect other areas of child well-being.^{3,4} Teachers in schools with highly mobile students are more likely to have difficulty accurately assessing the needs of new children, determining their past educational experiences and being able to build on the student's knowledge and skills.⁵

Nationally, children of color, children living in low-income households or renter households and immigrants have the highest rates of mobility.⁶ Children who are English Language Learners (ELL) are more than twice as likely to change schools frequently as are non-ELL students.⁷ Rhode Island ELL students are highly concentrated in three communities with high rates of school mobility: Central Falls, Providence and Pawtucket.⁸

The overall school mobility rate for Rhode Island was 17% for the 2001-2002 school year.⁹ There was significant variation across school districts, from a high of 40% in Central Falls to a low of 3% in Jamestown.¹⁰ The core cities, those cities with greater than 15% children living in poverty, have a significantly higher mobility rate (28%) than schools in the remainder of the state (12%).¹¹

Residential mobility has a strong relationship to child well-being. Frequent moves are often correlated with such negative outcomes as dropping out of school, delinquency, depression and teen births.¹² Families move for a variety of reasons that may include changes in household structure, parental employment status, an inability to pay the rent, dissatisfaction with neighborhood conditions or a desire to improve overall quality of family life.^{13,14}

Students Who Repeated at Least One Grade by Number of Residential Moves, Providence, 1987 - 2001



Source: *Development and Use of Neighborhood Health Analysis: Residential Mobility in Context* (October 30, 2002). Providence, RI: The Providence Plan. Data represent the 57,641 children who were enrolled in Providence Schools between 1987 and 2001.

- ◆ Students in Providence who have at least one residential move are more likely to repeat a grade. As the number of moves increases, the likelihood of repeating a grade increases. Almost half (47%) of Providence students who moved 3 times had repeated a grade at least once. Almost three-quarters (73%) of children who moved 6 times had repeated a grade at least once.¹⁵
- ◆ Students with high mobility rates are less likely to meet proficiency standards in reading and math and are absent more often than those who do not move.¹⁶

Mobility Among Young Children Under Age 6 in Rhode Island

- ◆ Of all young children in Rhode Island, those born to teen mothers, single mothers or mothers with less than a high school diploma are most likely to experience residential mobility. Children living in the core cities are almost twice as likely to move as children living in the remainder of the state.¹⁷
- ◆ A study of Rhode Island children under age 6 found that residentially-mobile children have fewer office visits, less contact with a physician, and are more likely to see multiple physicians than other children.¹⁸

Table 30.

School Mobility by District, Rhode Island, School Year 2001-2002

DISTRICT	ELEMENTARY SCHOOLS	MIDDLE / JUNIOR HIGH SCHOOLS	HIGH SCHOOLS	TOTAL DISTRICT MOBILITY
Barrington	3%	4%	6%	4%
Bristol-Warren	16%	7%	14%	13%
Burrillville	15%	17%	6%	12%
Central Falls	41%	37%	41%	40%
Charlho	10%	10%	4%	9%
Coventry	10%	5%	8%	8%
Cranston	16%	13%	19%	16%
Cumberland	7%	7%	7%	7%
East Greenwich	6%	5%	5%	6%
East Providence	17%	24%	12%	17%
Exeter-West Greenwich	6%	7%	14%	8%
Foster	6%	NA	NA	6%
Foster-Glocester	NA	16%	7%	11%
Glocester	6%	NA	NA	6%
Jamestown	3%	4%	NA	3%
Johnston	8%	9%	NA	6%
Lincoln	10%	9%	17%	12%
Little Compton	10%	NA	NA	10%
Middletown	27%	14%	17%	20%
Narragansett	10%	8%	11%	10%
New Shoreham	23%	23%	23%	23%
Newport	33%	23%	24%	28%
North Kingstown	31%	11%	9%	19%
North Providence	15%	13%	13%	14%
North Smithfield	15%	13%	13%	14%
Pawtucket	31%	21%	35%	30%
Portsmouth	17%	21%	14%	17%
Providence	31%	27%	20%	28%
Scituate	4%	4%	5%	4%
Smithfield	8%	4%	6%	7%
South Kingstown	10%	9%	7%	8%
Tiverton	9%	6%	NA	5%
Warwick	19%	10%	13%	15%
West Warwick	18%	19%	13%	17%
Westerly	13%	4%	12%	11%
Woonsocket	21%	32%	31%	26%
Core Cities	30%	27%	26%	28%
Remainder of State	13%	11%	11%	12%
Rhode Island	19%	16%	15%	17%

Sources

Mobility rates are calculated by adding all children who entered any school within the school district to all those who withdrew from a school in the district and dividing the total by the fall enrollment for that school district. If a child left one school within the district and entered another school in the same district during the school year, the child would be counted twice in the district's mobility rate. Because each district has different school configurations, mobility rates for elementary, middle/junior high and high school are not exactly comparable by grade across districts. Only schools that reported data are included in the mobility calculations for the district.

Rhode Island Department of Elementary and Secondary Education, 2001 - 2002 School Year.

References for Indicator

- ^{1,5,7} *Elementary School Children: Many Change School Frequently; Harming Their Education* (February 1994). Washington, DC: U.S. General Accounting Office.
- ² Kerbow, D. (October 1996). *Patterns of Urban Student Mobility And Local School Reform: A Technical Report*. Baltimore, MD: Center for the Social Organization of Schools, Johns Hopkins University.
- ³ *Kids Mobility Project Report*. (January 2002). Minneapolis, MN: Family Housing Fund.
- ⁴ Scanlon, E. and Devine, K. (March 2001). "Residential Mobility and Youth Well-Being: Research, Policy and Practice Issues" in *Journal of Sociology and Social Welfare*, Vol. XXVIII, Number 1.
- ⁶ *Geographical Mobility - Population Characteristics: March 1999 to March 2000* (May 2001). Washington, DC: U.S. Bureau of the Census.
- ^{8,9,10,11} Rhode Island Department of Elementary and Secondary Education, *InfoWorks 2001-2002*.
- ¹² *Trends in the Well-Being of America's Children and Youth* (2001). Washington, DC: U.S. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation.
- ¹³ *Why People Move: Exploring the March 2000 Current Population Survey: March 1999 to March 2000* (May 2001). Washington, DC: U.S. Bureau of the Census.
- ¹⁴ *Counting on Ourselves: The Providence Demography Initiative/A First Portrait: Schools* (1999). Providence, RI: The Providence Blueprint for Education (PROBE) and The Providence Plan.
- ^{15,16,17,18} *Development and Use of Neighborhood Health Analysis: Residential Mobility in Context* (October 30, 2002). Providence, RI: The Providence Plan. Data represent The Providence Plan's analysis of data from the Providence School Department student enrollment databases, the Rhode Island Department of Elementary and Secondary Education standardized test scores and the Rhode Island Department of Health Kidsnet databases.

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 in the *New Standards English Language Arts Reference Exam* in 2002. The exam is made up of two parts: *Basic Understanding* focuses on the student's ability to comprehend and understand text, and *Interpretation and Analysis* focuses on the student's ability to correctly interpret and analyze text.

SIGNIFICANCE

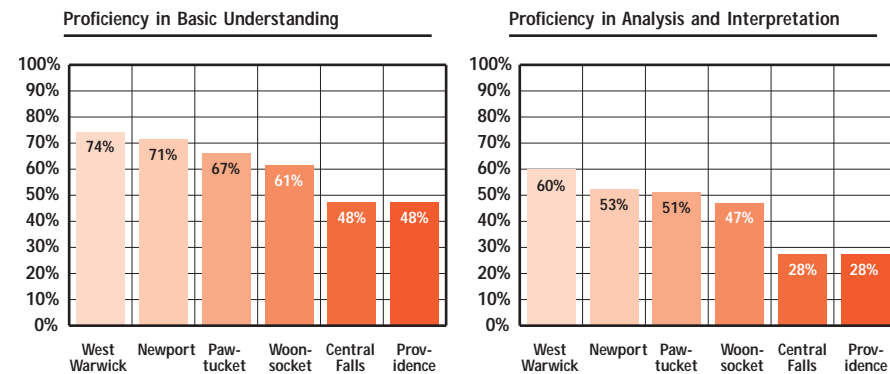
Reading skills are critical to a student's success in school and in the workforce. Students who cannot read are more likely to be absent from school, exhibit behavior problems, have low levels of self-confidence, and perform poorly in school. Parent education, language proficiency, family structure, and the community's socioeconomic status are strong predictors of student achievement in reading.^{1,2} In the U.S., Hispanic children face the most barriers to reading proficiency because they are more likely to be poor, less likely to attend pre-school, and more likely to have parents that have not finished high school.³ Across the U.S., schools with high poverty rates have achieved high performance by emphasizing best

practices such as standards for curriculum design and accountability; parent involvement; extra teaching time for the basics of reading and math; and immediate and intensive support for low-achieving students.⁴

Literacy begins long before children encounter formal school instruction in writing and reading. Reading to young children at home and encouraging conversation and print awareness make a difference in subsequent reading achievement.^{5,6,7} Participation in high-quality pre-schools can also boost language and literacy skills by helping children learn, think, and talk about new areas of knowledge; by integrating reading, letters, sounds, and storytelling into everyday activities; and by offering opportunities to play in ways that build awareness of the sounds and structure of language.⁸

For school-age children, out-of-school activities are important predictors of reading achievement. Children who report that they regularly read for fun on their own time, children who regularly discuss their reading with family and friends, and children who watch fewer hours of television consistently outperform their peers in reading proficiency.^{9,10}

Rhode Island Public School 4th Grade Reading Proficiency, Core Cities, 2001-2002



Source: RI Department of Elementary and Secondary Education, New Standards English Language Arts Reference Exam at Grade 4, 2001-2002 school year.

◆ In 2002, 74% of Rhode Island fourth graders scored at or above proficiency in *Basic Understanding* and 60% scored at or above proficiency in *Analysis and Interpretation*. Five of Rhode Island's core cities had reading proficiency levels below the state rates; one, West Warwick, matched the overall state proficiency level.¹¹

◆ Between 2000-2001 and 2001-2002, each of the six core cities showed improvements in reading proficiency scores.

Reading First

◆ The Reading First Initiative is a new federal program aimed at ensuring that all students are reading at or above grade level by third grade. The initiative, part of the federal *No Child Left Behind Act of 2001*, helps states and districts implement reading programs for children and provides professional development for teachers regarding scientifically-based instruction and in the identification of children at risk of reading disabilities.

◆ Reading First targets services to districts with the highest numbers of students in kindergarten through third grade reading below grade level as well as schools with the highest number of low-income children.^{13,14}

Fourth-Grade Reading Skills

Table 31.

Fourth-Grade Reading Proficiency, Rhode Island, 2002

SCHOOL DISTRICT	COMMUNITY CONTEXT			NUMBER OF 4TH GRADE TEST TAKERS	% OF 4TH GRADE STUDENTS MEETING OR EXCEEDING STANDARDS FOR BASIC UNDERSTANDING	% OF 4TH GRADE STUDENTS MEETING OR EXCEEDING STANDARDS FOR ANALYSIS & INTERPRETATION
	% ADULTS COMPLETING HIGH SCHOOL	% CHILDREN IN POVERTY	% LIMITED ENGLISH PROFICIENCY			
Barrington	92%	4%	<1%	259	92%	84%
Bistol-Warren	NA	12%	4%	301	78%	63%
Burrillville	80%	5%	<1%	237	77%	66%
Central Falls	49%	37%	30%	310	48%	28%
Charlho	NA	6%	<1%	287	86%	74%
Coventry	83%	8%	<1%	441	79%	71%
Cranston	79%	8%	4%	926	84%	78%
Cumberland	81%	3%	3%	434	85%	75%
East Greenwich	93%	5%	1%	200	90%	82%
East Providence	71%	9%	5%	514	76%	62%
Exeter-W. Greenwich	NA	5%	1%	139	88%	75%
Foster	88%	6%	0%	78	95%	77%
Foster-Glocester	NA	4%	0%	NA*	NA	NA
Glocester	87%	8%	0%	129	87%	81%
Jamestown	93%	3%	<1%	75	88%	79%
Johnston	78%	9%	2%	271	84%	70%
Lincoln	82%	6%	1%	260	82%	72%
Little Compton	91%	1%	0%	36	92%	78%
Middletown	91%	9%	1%	208	88%	77%
Narragansett	91%	10%	<1%	123	89%	85%
New Shoreham	95%	11%	2%	12	67%	75%
Newport	87%	24%	3%	227	71%	53%
North Kingstown	92%	11%	1%	348	89%	80%
North Providence	77%	9%	3%	285	78%	63%
North Smithfield	82%	2%	<1%	163	88%	75%
Pawtucket	66%	21%	12%	783	67%	51%
Portsmouth	91%	3%	0%	224	88%	79%
Providence	66%	37%	23%	2,312	48%	28%
Scituate	87%	4%	0%	145	90%	83%
Smithfield	85%	4%	0%	216	88%	80%
South Kingstown	91%	6%	1%	339	85%	81%
Tiverton	80%	3%	<1%	202	79%	69%
Warwick	85%	8%	1%	944	81%	67%
West Warwick	76%	18%	2%	318	74%	60%
Westerly	82%	11%	2%	252	81%	70%
Woonsocket	64%	27%	6%	552	61%	47%
Core Cities	NA	30%	17%	4,502	NA	NA
Remainder of State	NA	7%	2%	8,048	NA	NA
Rhode Island	78%	15%	7%	12550	74%	60%

Source of Data for Table/Methodology

% children in poverty is from the U.S. Bureau of the Census, Small Area Income and Population Estimates, Children Ages 5-17, 1999. % of adults completing high school or higher is from Census 2000. All other data are from the Rhode Island Department of Elementary and Secondary Education, 2001-2002 school year.

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

*NA: Community has a regional school.

See Methodology page 125.

References for Indicator

- ¹⁵ *America's Children: Key National Indicators of Well-Being* (2002). Washington, DC: Federal Interagency Forum on Child and Family Statistics.
- ²⁹ Donahue, P. et al. *The Nation's Report Card: Fourth Grade Reading 2000* (April 2001). Washington, DC: National Center for Education Statistics.
- ³ Fletcher, M.A., "Latinos at the Back of the Class" in *Washington Post* (December 1998), based on a report by the National Council of La Raza.
- ⁴ Jerald, C. (2001). *Dispelling the Myth Revisited: Preliminary Findings From a Nationwide Analysis of "High-Flying" Schools* Washington, DC: The Education Trust.
- ⁶ *The Condition of Education 2002* (2002). Washington, DC: U.S. Department of Education, National Center for Education Statistics.
- ⁷ *Developing and Supporting Literacy-Rich Environments for Children* (Issue Brief)(2001). Washington, DC: National Governor's Association Center for Best Practices.
- ⁸ Dickinson, D. and Tabors, P. (2001). *Beginning Literacy with Language: Young Children Learning at Home and School*. Baltimore, MD: Paul H. Brookes Publishing Company.
- ¹⁰ *Trends in the Well-Being of America's Children and Youth: 2001*. Washington, DC: U.S. Child Trends Inc., Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation.
- ^{11,12} Rhode Island Department of Elementary and Secondary Education, 2001 and 2002.
- ¹³ Kauerz, K. (April 2002). *No Child Left Behind Policy Brief: Literacy*. Denver, CO: Education Commission of the States.
- ¹⁴ No Child Left Behind: A Desktop Reference: www.ed.gov/offices/OESE/reference.html. (February 2003).

High Performing Schools

DEFINITION

High performing schools is the percentage of schools in Rhode Island that are categorized as high performing, defined as schools in which 50% or more of the students scored at or above standard on the *New Standards Reference Examinations* in Mathematics and English Language Arts and *The Rhode Island Writing Assessment*.

SIGNIFICANCE

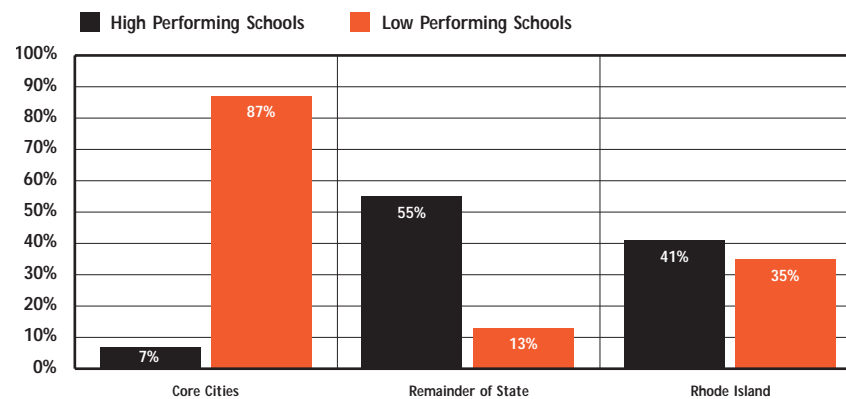
Appropriate accountability systems which regularly measure student performance can improve instruction and student learning. Accountability standards make intended learning goals explicit and provide periodic feedback to parents, students, teachers, policymakers and the public.¹ It is important that performance assessments are consistent with the schools' content standards specifying what teachers are supposed to teach and what students are expected to learn.^{2,3}

Rhode Island has in place an accountability program which measures the performance of students on statewide tests in every school in the areas of math, reading, writing and health. Schools in which 50% or more of the students achieve the state standards in reading, writing and math are classified as high performing;

schools in which 33% or more of the students score significantly below standards or do not take the test are classified as low performing; and schools that fall between these two categories are considered moderately performing.^{4,5}

In 2002, just under half (41%) of schools in Rhode Island were categorized as high-performing. Only 7% of schools in the core cities were high performing and 87% were low performing.⁶ In accordance with the 2001 *No Child Left Behind Act* (the federal education law), Rhode Island must offer school choice in 14 schools in 5 districts where schools are both low performing and not improving: Central Falls, Pawtucket, Providence, Warwick and Woonsocket.⁷ Students are eligible to transfer to another school if their school has been identified as being in need of improvement, corrective action or restructuring. In addition, students in these schools are eligible for free supplemental educational services, such as mentoring and tutoring. Students may also transfer to a new school if their school is identified as persistently dangerous or when a child has been the victim of a violent crime on school property.⁸

School Performance, Core Cities, Remainder of State, and Rhode Island, 2002



◆ In 2002, 41% (122) of Rhode Island schools were high-performing and 35% of schools were low performing. The number of low-performing schools in the state decreased from 115 in 2001 to 105 in 2002.⁹

◆ Improvement in performance is a critical measure for schools, particularly those serving low-income students who start out with multiple disadvantages.¹⁰ To be classified as improving, schools must both increase the percentage of children meeting standards in math or reading/writing and must decrease the percentage of children falling into the low performance range in the same area of testing.^{11,12}

◆ Of the 105 low-performing schools in 2002, 51% are improving.¹³ Statewide, 59% of high schools, 33% of middle schools, and 70% of elementary schools are improving.¹⁴

◆ Rhode Island has 35 schools that have been low performing and not improving for two consecutive years. These schools operate in 11 districts: Central Falls, Cranston, East Providence, Johnston, Newport, North Providence, Pawtucket, Providence, Warwick, West Warwick and Woonsocket. Another school is state-operated. Of these 35 schools, 25 are in the core cities.¹⁵

School Performance, Rhode Island, 2002

Table 32.

DISTRICT	TOTAL # OF SCHOOLS	PERFORMANCE CATEGORY			NO DATA	% HIGH PERFORMING SCHOOLS	% LOW PERFORMING SCHOOLS
		HIGH	MODERATE	LOW			
Barrington	6	4	2	0	0	67%	0%
Bristol-Warren	9	2	2	4	1	25%	50%
Burrillville	5	1	3	0	1	25%	0%
Central Falls	8	0	0	6	2	0%	100%
Chariho	7	4	2	1	0	57%	14%
Coventry	8	4	4	0	0	50%	0%
Cranston	24	17	3	4	0	71%	17%
Cumberland	9	5	3	0	1	63%	0%
East Greenwich	6	4	2	0	0	67%	0%
East Providence	15	2	6	5	2	15%	38%
Exeter-W. Greenwich	5	1	2	0	2	33%	0%
Foster	1	1	0	0	0	100%	0%
Foster-Glocester	2	1	1	0	0	50%	0%
Glocester	2	2	0	0	0	100%	0%
Jamestown	2	2	0	0	0	100%	0%
Johnston	9	5	1	2	1	63%	25%
Lincoln	7	4	2	0	1	67%	0%
Little Compton	2	2	0	0	0	100%	0%
Middletown	6	2	3	0	1	40%	0%
Narragansett	3	2	1	0	0	67%	0%
New Shoreham	3	1	0	0	2	100%	0%
Newport	9	2	1	6	0	22%	67%
North Kingstown	10	7	2	0	1	78%	0%
North Providence	12	2	7	3	0	17%	25%
North Smithfield	4	1	3	0	0	25%	0%
Pawtucket	16	1	1	13	1	7%	87%
Portsmouth	6	4	1	0	1	80%	0%
Providence	49	1	1	40	7	2%	95%
Scituate	5	5	0	0	0	100%	0%
Smithfield	6	5	1	0	0	83%	0%
South Kingstown	11	5	2	0	4	71%	0%
Tiverton	6	3	3	0	0	50%	0%
Warwick	27	14	7	6	0	52%	22%
West Warwick	6	2	1	3	0	33%	50%
Westerly	7	4	3	0	0	57%	0%
Woonsocket	14	0	2	9	3	0%	82%
<i>*Charter Schools</i>	6	0	0	2	4	0%	100%
<i>*State Run Schools</i>	2	0	0	1	1	0%	100%
<i>Core Cities</i>	102	6	6	77	13	7%	87%
<i>Remainder of State</i>	233	116	66	28	23	55%	13%
<i>Rhode Island</i>	335	122	72	105	36	41%	35%

Source of Data for Table/Methodology

All data are from the Rhode Island Department of Elementary and Secondary Education. School performance data are based on the past three years of test data: 2000-2002. See Methodology page 125.

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

References for Indicator

^{1,2,10} Linn, R. (April 2001). *The Design and Evaluation of Educational Assessment and Accountability Systems (CSE Technical Report 539)*. Los Angeles, CA: Center for the Study of Evaluation, National Center for Research on Evaluation, Standards, and Student Testing, University of California, Los Angeles.

³ Briars, D. (August 2000). *Standards, Assessments—and What Else? The Essential Elements of Standards-Based School Improvement. (CSE Technical Report 528)*. Los Angeles, CA: Center for the Study of Evaluation, National Center for Research on Evaluation, Standards, and Student Testing, University of California, Los Angeles.

^{4,11} *School Performance Categories, Technical Assistance Bulletin #1* (February 2002). Providence, RI: Rhode Island Department of Elementary and Secondary Education

^{5,12} *Implementation of Federal Education Reform in the Ocean State (A Special Bulletin of the Rhode Island Public Expenditure Council)* (January 25, 2002). Providence, RI: Rhode Island Public Expenditure Council.

^{6,7} Rhode Island Department of Elementary and Secondary Education (2002).

⁸ *Public School Choice: Draft Non-Regulatory Guidance* (December 2002). Washington, DC: U.S. Department of Education.

^{9,13,14} *School-Performance Categories – 2002: Statewide Summary and Factsheet* (December 2002). Providence, RI: Rhode Island Department of Elementary and Secondary Education.

¹⁵ *2002 Low-Performing and Not Improving Schools – Two Years* (2002). Providence, RI: Rhode Island Department of Elementary and Secondary Education. ⁶ Rhode Island Department of Elementary and Secondary Education, *School Performance Categories, District Profile 1998-2001*.

School Attendance

DEFINITION

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

SIGNIFICANCE

An important aspect of students' access to education is the amount of time actually spent in the classroom. When students are absent from school they forgo opportunities to learn.¹ Lower attendance rates are linked to lower reading scores and are an important factor in variation in states' mathematics scores.^{2,3} Absenteeism is detrimental to student's achievement. Students who miss school fall behind their peers in the classroom.⁴ Students who think of dropping out have already begun skipping school occasionally.⁵ Truancy among teens is a powerful predictor of juvenile delinquency and may be connected with substance abuse and other illegal activities.^{6,7}

Problems with student attendance create a climate of instability in schools. In schools where truancy rates are low, there is less disruption and violence, teachers are more committed to students and are more likely to interact and engage with the entire class. Students are

less likely to miss school when they are engaged and have a sense of belonging due to established relationships with both their teachers and classmates.⁸

Student absenteeism places individual children at risk for school failure. Truancy is rarely a reflection of the child alone and is often the first indication that the family needs help.⁹ Teens who live in more affluent families and those who live with both parents have higher education aspirations and expectations, are more engaged in school, do better academically and are more likely to continue their schooling than their peers in less well-off families and those in single-parent families.¹⁰

Nationally, the tendency to miss school either by skipping or for other reasons increased notably by grade level. Over the past two decades, twelfth graders have reported a declining interest in school.¹¹

Students are very aware of whether their teachers have high or low expectations for them and often their achievement levels are strongly linked to those expectations. The relationships between students and their teachers are critical in shaping the school climate of the school. All students, regardless of age, will do better when relationships are respectful, behavior is not disruptive and teachers are invested in the student's success.¹²

Suspensions Due to Attendance Infractions, Rhode Island, 2001-2002 School Year

	Number	Percent of All Suspensions
Cutting/Skipping Classes	6,281	14%
Cut/Skipped Detention	5,264	12%
Left School Grounds	2,610	6%
Tardy	1,362	3%
Truancy	880	2%
Total Attendance Infractions	16,397	37%

Source: Rhode Island Department of Elementary and Secondary Education, 2001-2002 school year.

- ◆ During the 2001-2002 school year, more than a third (37%) of the 44,127 incidents in which a Rhode Island public school student received a suspension or alternative program placement were due to attendance infractions. This is more than any other single category of infractions.
- ◆ U.S. Students who have considered dropping out of school have skipped class or school for the following reasons: school was boring, they did not complete an assignment or they did not feel ready to take a test.¹³
- ◆ In Rhode Island during the 2001-2002 school year, high school attendance rates were 86% in the core cities and 92% in the remainder of state. With 13,844 high school students in the core cities, improving the core cities' attendance rate from 86% to 92% would mean that 907 more students would be attending high school in the core cities each day of the school year.¹⁴
- ◆ Effective truancy reduction strategies include clear, consistently enforced school policies; school reorganization to support students' engagement in learning and attachment to school; effective communication between the school and the parent; family counseling programs; and collaboration between the school and community partners.¹⁵

Table 33.

School Attendance Rates, Rhode Island, 2001-2002

SCHOOL DISTRICT	ELEMENTARY SCHOOL		MIDDLE SCHOOL		HIGH SCHOOL	
	NUMBER ENROLLED	ATTENDANCE RATE	NUMBER ENROLLED	ATTENDANCE RATE	NUMBER ENROLLED	ATTENDANCE RATE
Barrington	1,549	96%	752	96%	985	95%
Bristol-Warren	1,693	95%	944	94%	1,173	89%
Burrillville	1,175	95%	667	94%	907	95%
Central Falls	1,860	94%	930	91%	848	86%
Chariho	1,582	95%	1,105	95%	1,200	93%
Coventry	3,014	96%	921	95%	1,850	91%
Cranston	5,182	96%	2,721	94%	3,252	90%
Cumberland	2,554	96%	1,318	96%	1,501	92%
East Greenwich	1,368	97%	400	96%	672	95%
East Providence	2,919	95%	1,604	93%	2,043	87%
Exeter-W. Greenwich	1,141	96%	386	96%	625	93%
Foster	402	96%	NA	NA	NA	NA
Foster-Glocester	NA	NA	745	94%	887	93%
Glocester	802	96%	NA	NA	NA	NA
Jamestown	330	96%	258	96%	NA	NA
Johnston	1,645	95%	885	99%	851	87%
Lincoln	2,051	97%	578	95%	1,077	93%
Little Compton	216	95%	NA	NA	NA	NA
Middletown	1,187	96%	834	95%	835	92%
Narragansett	622	93%	583	95%	537	94%
New Shoreham	66	92%	34	91%	30	91%
Newport	1,446	93%	655	91%	836	87%
North Kingstown	2,109	96%	1,056	95%	1,336	93%
North Providence	1,631	95%	794	95%	1,051	93%
North Smithfield	1,052	96%	273	95%	536	94%
Pawtucket	5,419	95%	2,134	94%	2,280	89%
Portsmouth	1,128	96%	924	96%	836	95%
Providence	13,970	92%	6,285	88%	6,904	83%
Scituate	813	96%	446	96%	513	94%
Smithfield	1,217	96%	675	95%	841	93%
South Kingstown	1,925	96%	1,088	95%	1,331	93%
Tiverton	776	96%	778	94%	668	92%
Warwick	6,411	96%	2,015	94%	3,796	92%
West Warwick	1,819	95%	886	93%	1,090	91%
Westerly	1,715	96%	893	95%	1,083	94%
Woonsocket	3,354	94%	1,520	93%	1,886	86%
Core Cities	27,868	93%	12,410	90%	13,844	86%
Remainder of State	48,275	96%	23,677	95%	30,416	92%
Rhode Island	76,143	95%	36,087	93%	44,260	90%

Source of Data for Table/Methodology

Rhode Island Department of Elementary and Secondary Education, 2001-2002 school year.

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

The denominator is the total number of students enrolled in the school district.

References for Indicator

¹ *Trends in the Well-Being of America's Children and Youth (2001)*. Washington, DC: Office of the Assistant Secretary of Planning and Evaluation, U.S. Department of Health and Human Services.

² *The Condition of Education (1996)*. Washington, DC: National Center for Education Statistics.

³ *A Report from the Kids Mobility Project (March 1998)*. Minneapolis: The Kids Mobility Project.

^{4,15} *Student Truancy, ERIC Digest, Number 125 (1999)*. Eugene OR: ERIC Clearinghouse on Educational Management

^{5,13} *The MetLife Survey of the American Teacher. Student Life: School, Home and Community (2002)*. New York, NY: MetLife, Inc.

⁶ *Manual to Combat Truancy: The Problem of Truancy in America's Communities (July 1996)*. Washington, DC: U.S. Department of Education and U.S. Department of Justice.

^{7,9} *Truancy, Literacy and the Courts. A User's Manual for Setting Up a Truancy Intervention Program (2001)*. Washington, DC: The American Bar Association.

⁸ *Urban Policies and Programs to Reduce Truancy (1997)*. Clearinghouse on Urban Education, ERIC DIGEST.

¹⁰ *Educating America's Youth: What Makes a Difference (2002)*. Washington, DC: Child Trends.

¹¹ *The Condition of Education (2002)*. Washington, DC: Office of Educational Research and Improvement, U.S. Department of Education.

¹² *Learning Support Indicators: Technical Assistance Bulletin (2002)*. Providence, RI: Rhode Island Department of Elementary and Secondary Education.

¹⁴ Rhode Island Department of Elementary and Secondary Education, 2001-2002 school year.

Suspensions

DEFINITION

Suspensions is the rate of infractions and disciplinary actions per 100 students in kindergarten through twelfth grade in Rhode Island public schools. Disciplinary actions include in-school suspensions, out-of-school suspensions, and alternative program placements. Data are for the 2001-2002 school year.

SIGNIFICANCE

Effective school discipline strategies focus on ensuring the safety of students and staff, encouraging responsible behavior, and creating an environment conducive to learning.¹ During the 2001-2002 school year, 17,836 of Rhode Island's 158,046 students were suspended for 44,127 infractions. This is a rate of 28 disciplinary actions per 100 students.² The most common discipline problems in schools involve non-criminal student behavior that is disruptive of the learning environment.³ More than one third of the 44,127 infractions resulting in disciplinary action in Rhode Island were attendance infractions, including skipping class, skipping detention and tardiness.⁴ Possession of drugs or weapons accounted for 729 disciplinary actions, 2% of all infractions.⁵

Schools may take any number of actions when a student is disruptive, interferes with the learning of other

students, or affects the safety of others. Research shows that the best approach to school discipline is a balance between clearly communicated and consistently enforced rules and a climate of concern for students as individuals. Smaller schools – or larger schools divided into “schools within schools” – are better able to address the individual needs of students.⁶ Students who dislike school, do poorly academically, and have limited career objectives are more likely to be disruptive.^{7,8} Students with discipline problems have lower test scores. Students who have discipline problems are more likely to drop out of school.^{9,10}

During the 2001-2002 school year, 28% of the suspensions in Rhode Island public schools involved students enrolled in special education.¹¹ Minority children and poor children in Rhode Island are also more likely to be suspended.¹² The Task Force on Racial Bias and School Discipline concluded in its report that there is evidence that both race and economic status are factors in school suspensions. The Task Force reported that as many as one-third of Rhode Island school districts show an over-representation of minorities in suspension data.¹³

Disciplinary Actions, Rhode Island Public Schools, 2001-2002

By Type of Infraction	Number	Percent
Attendance Offenses	9,771	22%
Cut/Skipped Detention/Tardy	6,626	15%
Insubordination/Disrespect	6,166	14%
Disorderly Conduct	6,393	14%
Other Offenses*	3,836	9%
Fighting	3,000	7%
Assault	2,138	5%
Obscene /Abusive Language	2,077	5%
Harassment	742	2%
Larceny/Theft/Vandalism/Arson	782	2%
Threat/Intimidation	941	2%
Tobacco/Alcohol Offenses	926	2%
Drug Offenses	418	1%
Weapon Possession	311	1%
Total	44,127	100%

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

◆ During the 2001-2002 school year, there were 44,127 incidents in which a Rhode Island public school student received a suspension or alternative program placement. The 44,127 suspensions can be attributed to 17,836 students.

◆ In Rhode Island public schools, high school students are more likely to be suspended than elementary and middle school students. During the 2001-2002 school year, 60% of suspensions were to high school students (grades 9-12), 34% were to middle school students (grades 6-8), and 6% were to elementary students (grades K-5).

◆ Of the 44,127 suspensions to Rhode Island public school students of all grades, 58% were out-of-school suspensions, 34% were in-school suspensions and 8% were alternate program placements.

Source: Rhode Island Department of Elementary and Secondary Education, 2001-2002 school year.

Table 34.

Disciplinary Actions, Rhode Island School Districts, 2001-2002

SCHOOL DISTRICT	# OF STUDENTS ENROLLED	TYPE OF DISCIPLINARY ACTION			TOTAL DISCIPLINARY ACTIONS	RATE PER 100 STUDENTS
		SUSPENDED OUT-OF-SCHOOL	SUSPENDED IN-SCHOOL	ALTERNATE PROGRAM PLACEMENT		
Barrington	3,286	136	8	0	144	4
Bristol-Warren	3,810	751	1,037	0	1,788	47
Burrillville	2,749	268	808	25	1,101	40
Central Falls	3,638	990	806	3	1,799	49
Charlho	3,887	345	984	54	1,383	36
Coventry	5,785	821	828	20	1,669	29
Cranston	11,155	2,364	0	0	2,364	21
Cumberland	5,373	449	32	2	483	9
East Greenwich	2,440	93	56	1	150	6
East Providence	6,566	470	4	0	474	7
Exeter-W. Greenwich	2,152	383	17	1	401	19
Foster	402	0	0	0	0	0
Foster-Glocester	1,632	449	0	0	449	28
Glocester	802	2	2	0	4	1
Jamestown	588	0	0	0	0	0
Johnston	3,381	714	445	1	1,160	34
Lincoln	3,706	582	4	61	647	17
Little Compton	350	3	0	0	3	1
Middletown	2,856	235	1,087	0	1,322	46
Narragansett	1,742	164	174	2	340	20
New Shoreham	130	0	1	0	1	1
Newport	2,937	961	200	11	1,172	40
North Kingstown	4,501	340	116	0	456	10
North Providence	3,476	490	546	0	1,036	30
North Smithfield	1,861	295	0	0	295	16
Pawtucket	9,833	1,465	15	2	1,482	15
Portsmouth	2,888	92	30	711	833	29
Providence	27,159	5,863	2,961	5	8,829	33
Scituate	1,772	162	334	0	496	28
Smithfield	2,733	201	534	0	735	27
South Kingstown	4,344	747	81	1	829	19
Tiverton	2,222	265	988	15	1,268	57
Warwick	12,222	2,063	17	2,391	4,471	37
West Warwick	3,795	434	591	0	1,025	27
Westerly	3,691	326	1	0	327	9
Woonsocket	6,760	2,234	1,867	16	4,117	61
<i>State-Operated / Charter</i>	<i>1,422</i>	<i>629</i>	<i>338</i>	<i>106</i>	<i>1,073</i>	<i>76</i>
<i>Core Cities</i>	<i>54,122</i>	<i>11,947</i>	<i>6,440</i>	<i>37</i>	<i>18,424</i>	<i>34</i>
<i>Remainder of State</i>	<i>103,924</i>	<i>13,839</i>	<i>8,472</i>	<i>3,391</i>	<i>25,702</i>	<i>25</i>
<i>Rhode Island</i>	<i>158,046</i>	<i>25,786</i>	<i>14,912</i>	<i>3,428</i>	<i>44,126</i>	<i>28</i>

Notes to Table

Suspension rate per 100 students is based on the total disciplinary actions for the school district at all grade levels. The denominator is the total number of students enrolled in kindergarten through 12th grade in the school district.

Total disciplinary actions is the number of incidents resulting in suspension - either in-school or out-of-school, or placement of the student in an alternate program. It does not reflect the total number of students disciplined because each student can receive more than one disciplinary action during the school year. The difference between the total number of suspensions by districts and suspensions by type of infraction is "missing" or invalid cases.

Expulsion can no longer be reported as a separate category because under Rhode Island law schools cannot expel students. Therefore, expulsions are included in the out-of-school suspension category.

Suspension policies vary by district. 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.

State operated and charter schools includes data for the Rhode Island School for the Deaf, Davies Career Technical School, and Metropolitan Career Technical Center, Area Career Technical Schools, the Paul Cuffee Charter School and the Urban Collaborative Accelerated Program.

Source of Data for Table/Methodology

Rhode Island Department of Elementary and Secondary Education, 2001-2002 school year.

References for Indicator

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- ^{2,4,5,11,12} Rhode Island Department of Elementary and Secondary Education, 2000-2001 school year.
- ^{8,10} *Order in the Classroom* (October 1998). Princeton, NJ: Educational Testing Center, Policy Information Center, Research Division.
- ⁹ The MetLife Survey of the American Teacher: *Student Life: School, Home and Community*. (2002). New York, NY: MetLife, Inc.
- ^{12,13} *Rhode Island Racial Bias and School Discipline Task Force Report to Commissioner Peter McWalters* (2002). Providence, RI: Rhode Island Department of Elementary and Secondary Education.

High School Graduation Rate

DEFINITION

High school graduation rate is the percentage of the ninth-grade class that is expected to graduate, based on the existing drop-out incidence among 9th, 10th, 11th, and 12th grade students. The rate is computed using fall enrollment data and the number of students who dropped out between October 2, 2000 and October 1, 2001. It is a four-year cumulative rate, and represents the probability of an individual student graduating from high school.

SIGNIFICANCE

A high school diploma should represent acquisition of the basic reading, writing, and mathematics skills a person needs to function in modern society.¹ Student achievement and graduation rates can be improved when schools have high expectations for all students; have effective and up-to-date curricula and teaching methods; prepared and sufficiently supported teachers; strong home/school linkages; adequate accountability systems; and effective and equitable allocation of resources.²

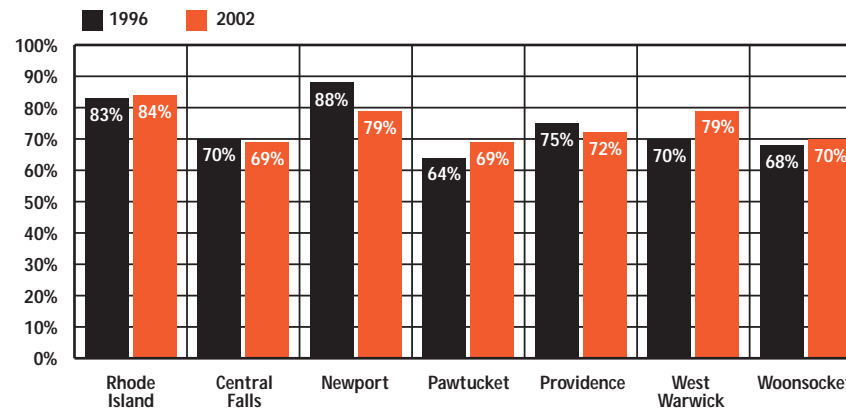
Several factors contribute to a student's decision to leave school. Ongoing patterns of absenteeism, poor grades, and poor achievement on tests are linked to dropping out. Schools with high concentrations of low-

achieving students and less-qualified teachers have higher dropout rates.³ Students can benefit from access to a broad range of community supports that address academic issues, health problems, inadequate nutrition, neighborhood and family violence, and other factors that can disrupt school performance.⁴

In 2002 in Rhode Island, 87% of White students, 83% of Asian students, 76% of Black students, and 72% of Latino students graduated from high school.⁵ Nationally, low-income students are three times more likely to drop out than middle-income students.⁶

Youth who drop out of school are more likely to rely on public assistance as adults.⁷ In 1999, over half of the people over 25 who did not have a high school diploma or GED reported no earnings during that year.⁸ In 2000, people without a high school diploma who found employment earned a median income of \$10,838 compared to \$18,571 for people with a high school degree or equivalent.⁹ Female dropouts are much more likely to live in poverty than male dropouts of the same racial or ethnic group.¹⁰ Young women who drop out of school are more likely to have children at younger ages and more likely to be single parents than high school graduates.¹¹

High School Graduation Rate,
Core Cities and Rhode Island, 1996-2002



Source: Rhode Island Department of Elementary and Secondary Education

◆ Between 1996 and 2002, the graduation rate in Rhode Island did not improve significantly. Of the six communities with the highest child poverty rates, three (Central Falls, Newport and Providence) experienced a decrease in the percentage of students graduating from high school and three (Pawtucket, West Warwick, and Woonsocket) experienced improvements.¹²

◆ National research on dropout prevention programs highlights the importance of children's early education.¹³ High quality early care and education and smaller class sizes in early elementary school are shown to improve academic achievement and high school completion later in life.¹⁴ At-risk students benefit most from ongoing support, remediation, and counseling in the early elementary school grades.¹⁵

The Role of the GED in Rhode Island

◆ The General Educational Development (GED) certificate offers a valuable alternative for youth and adults lacking a high school diploma. In 2001, over 655,000 Americans, including 2,369 Rhode Islanders, earned their GED credential.¹⁶ While the GED improves access to jobs, studies show that the GED has less value than a traditional diploma as a tool for pursuing advanced education and employment opportunities.^{17,18}

High School Graduation Rate

Table 35.

High School Graduation Rate, Rhode Island, 2002

SCHOOL DISTRICT	COMMUNITY CONTEXT						2001 GRADUATION RATE
	% CHILDREN IN POVERTY	% ADULTS COMPLETING HIGH SCHOOL	NUMBER OF STUDENTS ENROLLED	% LIMITED ENGLISH PROFICIENCY	% MINORITY ENROLLMENT	% OF STUDENTS TAKING THE SAT	
Barrington	4%	92%	3,286	<1%	4%	86%	90%
Bistol-Warren	12%	NA	3,810	4%	4%	58%	82%
Burrillville	5%	80%	2,749	<1%	2%	58%	87%
Central Falls	37%	49%	3,638	30%	74%	35%	69%
Chariho	6%	NA	3,887	<1%	3%	57%	94%
Coventry	8%	83%	5,785	<1%	3%	53%	90%
Cranston	8%	79%	11,155	4%	16%	55%	84%
Cumberland	3%	81%	5,373	3%	6%	61%	93%
East Greenwich	5%	93%	2,440	1%	5%	91%	97%
East Providence	9%	71%	6,566	5%	18%	56%	80%
Exeter-W. Greenwich	5%	NA	2,152	1%	3%	64%	93%
Foster	6%	88%	402	0%	4%	NA	NA
Foster-Glocester	4%	NA	1,632	0%	1%	62%	89%
Glocester	8%	87%	802	0%	3%	NA	NA
Jamestown	3%	93%	588	<1%	3%	NA	NA
Johnston	9%	78%	3,381	2%	8%	71%	91%
Lincoln	6%	82%	3,706	1%	6%	71%	99%
Little Compton	1%	91%	350	0%	0%	NA	NA
Middletown	9%	91%	2,856	1%	14%	70%	90%
Narragansett	10%	91%	1,742	<1%	5%	73%	89%
New Shoreham	11%	95%	130	2%	6%	NA	NA
Newport	24%	87%	2,937	3%	38%	73%	79%
North Kingstown	11%	92%	4,501	1%	5%	77%	92%
North Providence	9%	77%	3,476	3%	14%	45%	85%
North Smithfield	2%	82%	1,861	<1%	2%	75%	94%
Pawtucket	21%	66%	9,833	12%	45%	45%	69%
Portsmouth	3%	91%	2,888	<1%	4%	79%	97%
Providence	37%	66%	27,159	23%	84%	79%	72%
Scituate	4%	87%	1,772	0%	2%	69%	91%
Smithfield	4%	85%	2,733	0%	2%	75%	92%
South Kingstown	6%	91%	4,344	1%	10%	84%	91%
Tiverton	3%	80%	2,222	0%	2%	81%	87%
Warwick	8%	85%	12,222	1%	5%	61%	93%
West Warwick	18%	76%	3,795	2%	11%	61%	79%
Westerly	11%	82%	3,691	2%	7%	57%	92%
Woonsocket	27%	64%	6,760	6%	38%	50%	70%
Core Cities	30%	NA	54,122	17%	63%	64%	NA
Remainder of State	7%	NA	102,502	2%	8%	63%	NA
Rhode Island	15%	78%	156,624	7%	27%	64%	84%

Source of Data for Table/Methodology

% children in poverty is from the U.S. Bureau of the Census, Small Area Income and Population Estimates, Children Ages 5-17, 1999. % of adults completing high school or higher is from Census 2000. All other data are from the Rhode Island Department of Elementary and Secondary Education, 2001-2002 school year.

The denominator for the indicator is the number of children enrolled in 9th, 10th, 11th, and 12th grades in the fall of 2001. NA: Community has a regional high school.

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

References

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- ² *Years of Promise: A Comprehensive Learning Strategy for America's Children* (1996). New York, NY: Carnegie Corporation of New York.
- ^{3,15,17} *Understanding Dropouts: Statistics, Strategies, and High-Stakes Testing* (2001). Washington, DC: National Academy Press.
- ⁴ *Reducing the High School Dropout Rate* (July 2002). Baltimore, MD: The Annie E. Casey Foundation.
- ^{5,12} Rhode Island Department of Elementary and Secondary Education.
- ^{6,11} *Dropout Rates in the United States: 2000* (2001). Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics.
- ⁷ Brown, B. (August 2001). *Teens, Jobs, and Welfare: Implications for Social Policy*. Washington, DC: Child Trends.
- ⁸ Greene, J. (November 2001). *High School Graduation Rates in the United States*. New York, NY: Black Alliance for Educational Options and the Center for Civic Innovation at the Manhattan Institute.
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- ¹⁴ Redd, Z., et al. *Educating America's Youth: What Makes a Difference* (August 2002). Washington, DC: Child Trends.
- ¹⁶ *Who Took the GED? GED 2001 Statistical Report* (2002). Washington, DC: American Council on Education, GED Testing Service.
- ¹⁸ Murnane, R. and Tyler, J. "The Increasing Role of the GED in American Education" *Education Week* Vol. 19, No. 34 (May 3, 2000). Bethesda, MD: Editorial Projects in Education Inc.

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. This indicator includes recent high school graduates who are unemployed, and teens who have dropped out of high school and are jobless.

SIGNIFICANCE

Improving educational and employment opportunities is especially important for urban disadvantaged and minority youth.¹ Many school and community programs do not adequately address the needs of students on the verge of dropping out of school and out-of-school youth.² Caring parent-child interactions, positive peer influences, and support from siblings, teachers and mentors can greatly influence a teen's choices and attitudes.^{3,4} Mentoring can have a particularly beneficial impact on an adolescent's development. Mentored youth are likely to have fewer absences from schools, better attitudes towards school, less drug and alcohol use, and improved relationships with their parents.^{5,6} Employment programs also show potential for exposing youths to supportive relationships and for reducing criminal behavior.⁷

Dropping out of school and not becoming part of the workforce places teens at a significant disadvantage as they transition from adolescence to adulthood.⁸ These adolescents have a difficult time getting connected to the job market as young adults and have a less stable employment history than their peers who stayed in school or secured jobs.^{9,10} They are also at an especially high risk for teen parenting, crime and negative behaviors.¹¹ In addition, they are more likely to need public assistance.^{12,13}

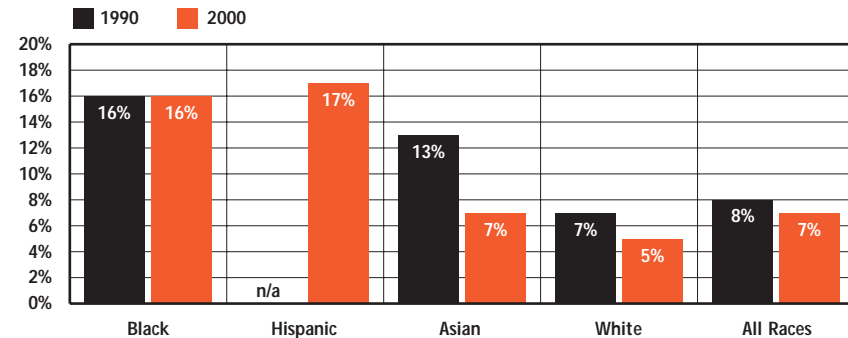
An increasing number of new jobs are available only to those with higher skill levels. By 2008, nearly one in four jobs will require at least a bachelor's degree, and 70% of the fastest-growing jobs will require at least some postsecondary education.^{14,15}

Teens Not In School and Not Working		
	1990	2000
RI	10%	7%
US	10%	9%
State Rank	12th	

1st is best; 50th is worst

Source: *Children at Risk: State Trends 1990-2000* (2002). Baltimore, MD: The Annie E. Casey Foundation.

Teens Not in School and Not Working, Ages 16 to 19, by Race and Ethnicity, Rhode Island, 1990 and 2000



Note: Comparable data on Hispanics was not collected in the 1990 Census. For both 1990 and 2000 data, Hispanics may be of any race.

Source: U.S. Bureau of the Census, 1990 Census of the Population and Census 2000.

- ◆ In 2000, 7% of Rhode Island teens ages 16 to 19 were neither enrolled in school nor working. This was 4,477 youth ages 16 to 19. In 2000, 17% of Hispanic youth, 16% of Black youth, and 7% of Asian youth were not in school and not employed as compared to 5% of White youth.¹⁶
- ◆ Over the past decade, the percentage of Asian youth who were not in school and not employed decreased by almost half, dropping from 13% to 7%. The percentage remained stable or decreased slightly among other racial and ethnic groups for whom data are available.¹⁷
- ◆ The communities with the highest rates of teens not in school and not working in 2000 were Central Falls (16.5%), Cranston (15.0%), Pawtucket (13.4%), Warren (13.0%) and Woonsocket (11.7%).¹⁸

Teens Not in School and Not Working

Table 36. 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 NON-HIGH SCHOOL GRADUATES	TOTAL NUMBER OF JOBLESS TEENS	% OF TEENS WHO ARE JOBLESS
Barrington	816	7	11	18	2.2%
Bristol	1,701	0	23	23	1.4%
Burrillville	980	3	14	17	1.7%
Central Falls	1,082	66	112	178	16.5%
Charlestown	320	0	0	0	0.0%
Coventry	1,632	9	50	59	3.6%
Cranston	4,233	304	329	633	15.0%
Cumberland	1,449	67	28	95	6.6%
East Greenwich	636	0	0	0	0.0%
East Providence	2,068	75	55	130	6.3%
Exeter	251	5	0	5	2.0%
Foster	232	0	0	0	0.0%
Glocester	551	5	10	15	2.7%
Hopkinton	402	4	16	20	5.0%
Jamestown	267	0	5	5	1.9%
Johnston	1,080	33	17	50	4.6%
Lincoln	974	0	26	26	2.7%
Little Compton	175	0	16	16	9.1%
Middletown	713	37	18	55	7.7%
Narragansett	739	9	12	21	2.8%
New Shoreham	26	0	0	0	0.0%
Newport	1,740	31	100	131	7.5%
North Kingstown	1,159	13	0	13	1.1%
North Providence	1,262	22	38	60	4.8%
North Smithfield	494	0	0	0	0.0%
Pawtucket	3,684	203	292	495	13.4%
Portsmouth	736	0	12	12	1.6%
Providence	15,673	420	1,138	1,558	9.9%
Richmond	326	16	0	16	4.9%
Scituate	604	44	17	61	10.1%
Smithfield	1,904	11	11	22	1.2%
South Kingstown	3,532	8	11	19	0.5%
Tiverton	769	23	22	45	5.9%
Warren	507	33	33	66	13.0%
Warwick	3,843	60	130	190	4.9%
West Greenwich	300	0	0	0	0.0%
West Warwick	1,341	47	73	120	8.9%
Westerly	1,029	24	23	47	4.6%
Woonsocket	2,179	75	181	256	11.7%
Core Cities	25,699	842	1,896	2,738	10.7%
Remainder of State	35,710	812	927	1,739	4.9%
Rhode Island	61,409	1,654	2,823	4,477	7.3%

Sources of Data for Table/Methodology

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

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

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

References for Indicator

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