RESULTS
Education in Rhode Island
2011

RIPEC Mission Statement

RIPEC is an independent, nonprofit and nonpartisan public policy research and education organization dedicated to the advancement of effective, efficient and equitable government in Rhode Island.

Through in-depth research, program monitoring, advocacy and public information activities, RIPEC:

- Suggests approaches to help improve the effectiveness and efficiency of government agencies;
- Promotes fiscal responsibility and sound management practices;
- Assists elected officials and their staffs in the development of sound policies and programs;
- Enhances understanding between the private sector and state and local governments;
- Provides objective information and conducts educational programs for the benefit of Council members, public officials, and the general public;
- Builds coalitions with other community groups to promote sound public policies; and
- Promotes a public policy agenda to foster a climate for economic opportunity.

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I. Introduction

A free and public education system is the bedrock of a democratic society and, as such, the provision of education is one of the most important functions of a government. Access to a quality education is not only important for individual well-being and self-sufficiency, but for society as a whole. There are broad benefits that accrue to society with the provision of a quality education, such as lower government spending on crime, social welfare and public health, and increased tax revenues. Doubtless, education has broad benefits; however, it also represents the most significant financial investment made by government. As such, the question of how to provide a quality educational system, something widely recognized as paramount to ensure economic development – at an affordable price to taxpayers – has grown increasingly important.

Rhode Island's strategic plan lays out an ambitious agenda that articulates the state's long-term educational priorities, and the strategies for reaching those targets. In response to this agenda, Rhode Island has implemented a number of far-reaching educational reforms such as the funding formula – the state's first in over 15 years – as well as fully implementing the Uniform Chart of Accounts, and the development of a teacher evaluation system. These changes have been recognized at the national level, and there has been continued improvement in many metrics of educational success. The Department of Education and Board of Regents should be commended for taking steps to move the state's educational system forward; however, there is still more work to be done to truly transform education in Rhode Island.

While education policy decisions are often subject to political ideology, the foundation for addressing these issues is accurate and complete data. The following RIPEC report – *Education Results, 2011* – provides a tool for policymakers and stakeholders to address the issue of education reform in the Ocean State. This report provides comprehensive data and a robust analysis of public school performance, demographics, revenues and expenditures *vis*-à-*vis* the national average and New England states, as well as a district-to-district comparison. The publication is designed to serve as a research tool to measure how Rhode Island schools are progressing and to identify areas where increased attention may be warranted.

In addition to this Introduction, the report is divided into seven parts:
- *Executive Summary and Comments* – provides an overview of the findings in this report and RIPEC's perspective on the state's educational system;
- *Student Performance* – evaluates Rhode Island's performance on the Scholastic Assessment Test, the National Assessment of Educational Progress, and the New England Common Assessment Program and summarizes whether the state and districts are meeting targets established under the No Child Left Behind act;
- *Demographics* – provides an overview of state and student demographics including poverty, educational attainment, special education, and limited English proficiency students;
- *School Revenues* – documents the source and amount of resources used to support education;
- *Funding Formula* – summarizes provisions of the state's recently-enacted funding formula, and highlights additional key changes in education finance;
- *School Expenditures* – reviews how Rhode Island's investment compares with other states and to the national average, and provides an estimate of future expenditures; and
- *Glossary* – defines terms used in the report and provides additional information on select topics such as the federal No Child Left Behind act.

II. Executive Summary and Comments

There is no doubt that the provision of a free public education is one of the most important roles of government as the benefits of an educated population are well-known. However, education is one of the most costly services provided by governments. In FY 2009, the most recent year for which nationally comparable data are available, current expenditures totaled $519.0 billion, or $10,554 per pupil, nationally, and education-related expenditures represented approximately one-fifth of all state and local spending. Rhode Island expenditures that year were $2.1 billion ($14,719 per pupil), or roughly one-quarter of all state and local expenditures.

At the same time, there are opportunity costs for forgoing the development and support of a quality education system. Educational attainment is one of the most important factors determining an individual's chance for success in the workforce and in life. Clearly, there are links between education and a quality workforce. However, the benefits of education extend beyond greater employment prospects and income. Education has been associated with improved health outcomes, and greater opportunities for the next generation. Societally, higher levels of education are equated with lower levels of unemployment and poverty, a stronger tax base, higher levels of civic engagement, and lower crime rates. Effectively, an educated population is more productive, healthy, safe, engaged and prosperous.

The importance of a quality education and the size of the investment ensure that public education remains one of the most important – and debated – public policy issues facing the state and country. Ultimately, the goal is to improve educational outcomes while ensuring accountability for how the state's resources are invested. The Rhode Island Department of Education's (RIDE) strategic plan focuses on five key objectives: ensuring educator excellence; accelerating all schools toward greatness; establishing world class standards and assessments; developing user-friendly data systems; and investing resources wisely. To achieve these aims, Rhode Island has implemented a number of far-reaching reforms such as the establishment of the funding formula, adoption of Common Core State Standards, and the development of an educator evaluation system. These reforms helped the state win a $75 million grant in the federal Race to the Top competition, coming in 5th place out of 35 states.

The state has started to move forward with an ambitious education agenda, and we are beginning to see results. For the first time since the National Assessment of Educational Progress (NAEP) was first administered, Rhode Island 4th graders scored above the national average on the mathematics assessment. Similarly, there has been consistent improvement in the number of students scoring at or above proficient on the New England Common Assessment Program (NECAP) assessments. At the same time, the implementation of the Uniform Chart of Accounts (UCOA) allows for a more robust examination of how districts are using their resources, and is tied to both the Basic Education Program (BEP) and the funding formula, and this data is being collected and used by RIDE.

These improvements and changes have happened during a time of extraordinary fiscal stress – the growth in education-related expenditures has significantly slowed over the past few years, largely in response to cuts to state aid and a declining local revenue base. That the state continues to move forward with the reform agenda, fully funding the first year of the funding formula, for example, is recognition of the importance of education and the necessity of these reforms.

Despite improvements, there remains much work to be done. Rhode Island has one of the most high-cost elementary and secondary education systems, and yet ranks in the bottom half in the nation for NAEP results. While demographics are a factor – more students are enrolled in the state's free or reduced lunch program than any other New England state, for example – they do not, alone explain the state's performance gaps. Parents, neighbors, business leaders and public officials, along with teachers and school administrators, have a shared responsibility to continuously monitor these initiatives as they work to better the state's public education system.

Ensuring that Rhode Island students have access to a quality education is paramount, given the realities of the 21st century economy. The state has set a standard that "all Rhode Island students [will be] ready for college, careers, and life" in recognition of the fact that all students – not just those that are college-bound – must have a certain set of skills and knowledge in order to succeed post-high school. To this end, the Board of Regents developed a set of graduation requirements that include standards for coursework and assessments. Students must, at a minimum, complete 20 courses, including four English/language arts, four math, three science, three social studies, and physical education/health, in addition to meeting any local district or school requirements. In addition, students must successfully complete two performance-based assessments such as an exhibition, portfolio, or comprehensive course assessment. These requirements have been in place since 2006.

The final requirement, which will be implemented beginning with the class of 2014, is that students must achieve a score of "partially proficient" or better on both the state's reading and mathematics assessments. The state has pushed back this requirement once, in order to address the fact that a large number of students in the state would be in danger of not graduating based on recent data. While students will have multiple opportunities and pathways to demonstrate partial proficiency, or improvement, data from the 2010 administration of the NECAP indicate that only 62 percent of the state's 11th graders achieved a score of "partially proficient" or higher on the mathematics assessment. Of note, districts must meet a predetermined graduation rate target to meet their annual measurable objective (AMO) target.

While RIPEC applauds the high bar set by the Board of Regents, reaching this goal will be a significant challenge for schools, districts and the state. Under the Regent's guidelines, schools must provide support for students that are at risk of academic failure. Individual Learning Plans and other supports such as Personal Literacy Plans must be developed, along with other interventions, for students that are not on track to earning a diploma or who are performing below grade level. Along those lines, the state has allowed flexibility with regard to allowing students to graduate if they can demonstrate substantial improvement, and will allow for an appeals process for students who do not show improvement or partial proficiency. The rigorous guidelines and intensive requirements for moving at-risk students toward graduation will necessitate that resources are used effectively and efficiently.

The state has developed, and is developing tools that will allow for better access to and use of data. The UCOA enables RIDE, districts, schools, teachers, researchers and policymakers to see how districts invest their resources, and to begin to see how those resources may be best used to improve student outcomes. Similarly, the structure of the NECAP allows for detailed analysis of student performance on the assessment, which could be used to target interventions, as well as inform professional development. The Partnership for Assessment of Readiness for College and Careers (PARCC) assessment, which will be implemented in the 2014-2015 school year, will

also allow for this type of feedback. The Department of Education must continue to focus on developing user-friendly, timely, and accurate data systems – and districts, schools and teachers must take advantage of the wealth of data available.

Strengthening the PK-12 system, aligning goals and standards with the needs of the state's employers and the requisites of the state's higher education systems, will serve to strengthen Rhode Island's economy. Human capital is one of the state's greatest resources, yet the data indicates that this is an under-developed resource. It is estimated that over 60 percent of recent high school graduates enrolled in CCRI in 2010 needed some form of remedial classes, and the rate of remediation has increased since 2002. Even in the state's other public institutions of higher education, it has been noted that many students lack the skills to be successful in a college setting. Similarly, even as the state faces a historically high unemployment rate, anecdotal evidence indicates that employers – at all ends of the economic spectrum – have difficulty finding qualified employees.

Rhode Island's educational system must be a key piece of its economic development plan if the state is to successfully compete in the increasingly competitive "knowledge economy", reduce its unemployment rate, and grow businesses. A high-quality and affordable education system is not only attractive to businesses considering relocation, it is attractive to potential employees, fosters home-grown talent, and allows for economic mobility. Integrating educational reforms into the state's economic development plans and goals requires cooperation across all stakeholders.

RIPEC encourages business leaders to work with RIDE and the state's institutions of higher education, providing information on the skill sets they need and where they see room for improvement. The Department of Education has set a goal of developing multiple pathways in their strategic plan. The state's business community is uniquely positioned to provide valuable feedback and aid in the creation of programs that not only support the goal of multiple pathways, but also ensure the programs being developed meet the needs of the state's employers as well as the needs of students.

There must also be greater coordination between the PK-12 systems and CCRI, RIC and URI. Improving longitudinal data systems is a critical first step, as is ensuring communication between the two systems. These institutions must have the capacity for comprehensive data collection and the ability to synthesize and report the information. A formalized feedback loop must be developed between the PK-12 and the higher education systems, in order to develop and refine the elementary and secondary curriculum, with the goal of ensuring that students are gaining the skills they need to succeed in college and beyond. This relationship will also help strengthen the state's teaching force.

Changes at the national, state and local levels – both good and bad – have created a unique environment for reform. The state's reform agenda is aggressive, and will require dedication and follow-through. At this critical moment, it is crucial that the focus remain on improving the state of education in Rhode Island. Reforms, such as the funding formula, must be allowed to work, and the state must continue progress towards goals such as the development of a longitudinal data system. These efforts are public investments in the state's economic and social future that will yield a return if done in a thoughtful, dedicated manner.

Highlights of report include:

Student Performance

- Over the past five years, the composite SAT score for Rhode Island test takers decreased by ten points. During this time, the gap between Rhode Island and the majority of the New England states grew as overall regional performance generally improved.
- Between 2000 and 2011, the average score on the 4th grade NAEP mathematics assessment increased 18 points while the average 8th grade score increased 14 points. The 2011 assessment marked the first time the state's 4th graders out-performed the national average; however, Rhode Island's average scores continue to be lower than all New England states.
- Since the NECAP was first administered in the fall of 2005, statewide student performance on the reading assessment in grades 3-8 has steadily increased, from a proficiency rate of 58 percent in 2005 to 70 percent in 2010. Maine, New Hampshire and Vermont had 2010 proficiency rates of 69 percent, 77 percent and 73 percent, respectively.
- In 2010, 59 percent of Rhode Island students (in grades 3-8) scored *at or above proficient* on the mathematics assessment, compared to 2005 when just 49 percent of students tested as proficient. Sixty percent of students in Maine, 71 percent of students in New Hampshire, and 65 percent of students in Vermont scored proficient on the 2010 exam.
- Across the state, 35 percent of students scored proficient on the science assessment in 2011, compared to 41 percent in both New Hampshire and Vermont.
- In the 2010 writing assessment, 60 percent of Rhode Island students (grades 5 and 8 combined) scored *at or above proficient*. Proficiency rates for their peers in Maine, New Hampshire and Vermont were 48 percent, 61 percent and 56 percent, respectively.
- Consistent with past years, in most cases students in grade 11 had equal or higher proficiency rates on the reading assessment when compared to students in grades 3-8 in the 2010 testing year but, worse on the mathematics test than students in grades 3-8; however, the state's 11th graders tied or out-performed their peer states in both reading and writing.

Demographics

- Although there were fewer Rhode Island families living in poverty in 2009 when compared to the national average (11.9 percent v. 12.8 percent), the state had the second-highest percentage of families living in poverty in New England (after Maine).
- While fewer Rhode Island adults had at least a high school education compared to the national and regional average (83.8 v. 84.9 percent), the state had a higher percentage of adults with at least a bachelor's degree compared to the national average and Maine (30.1 v. 27.8 and 26.4 percent, respectively).
- Nationally, enrollment in English language learner (ELL) programs increased by 1.6 percentage points between 2005-06 and 2009-10. In contrast to national and regional trends, ELL enrollments declined in Rhode Island over the five-year span.

- Special education enrollments increased slightly across the country and remained stable in Rhode Island during this time period; however, in both years, special education enrollments in the state were higher than the national average and all other New England states.
- Although FRPL enrollments in all six states were below the national average, FRPL enrollment in Rhode Island was the highest in New England in the 2009-10 school year. In the 2009-10 school year, free/reduced-price lunch (FRPL) students where higher nationally, and across New England, compared to the 2004-05 school year.
- Between the 2005-06 and 2010-11 school years, public school enrollment in Rhode Island fell from 150,112 students to 139,159 students, a 7.3 percent decrease. On a percentage basis, Central Falls and Foster-Glocester experienced the largest decrease in enrollments. Barrington was the only district in which enrollments grew during this time period.
- Although the ten urban core districts accounted for roughly 55 percent of total 2010-11 enrollment in the state, 77.4 percent of students in the FRPL program attended school in one of the districts.

School Revenues

- In FY 2009, the most recent year for which nationally comparable data are available, local resources supported 43.7 percent of education funding nationwide while state resources accounted for 46.7 percent of education revenues. Since FY 1999, both the local and state portion of education funding have declined slightly as federal resources have increased.
- Rhode Island ranked 10th highest in the country for the share of education revenues supported by local sources in FY 2009, three places higher than where the state stood a decade earlier in FY 1999.
- The state share of education revenues in Rhode Island was 41.6 percent in FY 1999 and 36.6 percent FY 2009; the state ranked 44th in 2009. Rhode Island's state support for education was the lowest in New England in FY 2009.
- Between FY 2000 and FY 2010, total education revenues in Rhode Island increased from $1,333.4 million $2,089.0 million, or by 56.7 percent. Local sources accounted for 65.8 percent of the growth during this time.
- In FY 2010, local revenues accounted for 60 cents of every dollar dedicated to education statewide, while state sources accounted for 29 cents of every education dollar and federal support was 12 cents of every dollar.
- The mix of revenues used to support education varies depending, in part, on local capacity and need. In general, the urban core districts receive more support from the state and federal governments than the rest of the state. On average, FY 2010 local revenues represented 31.8 percent of urban core revenues, compared to 83.0 percent across the rest of the state.
- Similarly, state sources accounted for a smaller portion of funding in the non-urban districts, ranging from 48.3 percent of education revenues in the urban core to 15.3 percent of revenues in the suburban districts.

School Expenditures

- Based on data from the National Center for Education Statistics (NCES), Rhode Island ranked 6th highest in the country for per pupil spending with expenditures of $14,719 in FY 2009, the most recent year for which data is available. Nationally, FY 2009 per pupil expenditures were $10,554.
- When education expenditures were measured as a share of personal income, Rhode Island's expenditures of $48.94 per $1,000 of personal income were 7th highest in the country in 2009 and were 15.7 percent higher than the national average of $42.31.
- Based on RIPEC projections, total education expenditures in Rhode Island are projected to increase to $2.3 billion by FY 2015, a projected increase of 62.0 percent since FY 2000.
- Per pupil education expenditures are expected to increase to $17,055 in FY 2015, reflecting growth of 88.7 percent since FY 2000, when per pupil education expenditures totaled $9,086.
- The rate of growth in education spending is projected to slow in future years, reflecting the slower rate of growth since the fiscal crisis that started in FY 2008. Of note, total education spending in the state declined between FY 2008 and FY 2009.
- Between FY 2008 and FY 2009, state aid declined by 5.3 percent. The following year, state aid again declined (by 4.2 percent). These cuts were partially offset by federal funds. State aid has increased in subsequent years.
- In FY 2010, Rhode Island schools spent $14,719 per pupil on average, an increase of $2,844, or 23.9 percent over FY 2005 expenditures. Average per pupil general education spending increased by 20.3 percent, while per pupil ELL expenditures increased, on average, by 11.6 percent. Statewide, per pupil spending for special education increased by 37.0 percent.

III. Student Performance

State-to-State Comparison

- Rhode Island's SAT verbal and mathematics scores remained relatively stable between 2010 and 2011; however, the state continues to have lower average composite scores compared to the national average and to the rest of the region.
- Over the past five years, the composite SAT score for Rhode Island test takers decreased by ten points. During this time, the gap between Rhode Island and the majority of the New England states grew as overall regional performance generally improved.
- Between 2000 and 2011, the average score on the 4th grade NAEP mathematics assessment increased 18 points while the average 8th grade score increased 14 points. The 2011 assessment marked the first time the state's 4th graders out-performed the national average; however, Rhode Island's average scores continue to be lower than all New England states.
- The mean score on the reading assessment increased by four points between 1998 and 2011 for Rhode Island 4th graders, but the mean score for 8th graders increased by only one point.
- The NAEP science mean score for Rhode Island 4th graders increased by four points between 2005 and 2009 and was steady at the 8th grade level. Although the percentage of students scoring *at or above proficient* increased by 11 percentage points in 4th grade, the percent of 8th graders scoring *at or above proficient* declined slightly since 2000.
- Since 1998, the average 8th grade writing score in Rhode Island has increased with the national average. The Ocean State ranked 27th in the country on the 2007 assessment.

Rhode Island Performance

- Composite scores on the 2011 SAT ranged from a high of 1,723 in Barrington to a low of 1,131 in Central Falls. The statewide average was 1,438.
- Since the NECAP was first administered in the fall of 2005, statewide student performance on the reading assessment in grades 3-8 has steadily increased, from a proficiency rate of 58 percent in 2005 to 70 percent in 2010. Maine, New Hampshire and Vermont had 2010 proficiency rates of 69 percent, 77 percent and 73 percent, respectively.
- In 2010, 59 percent of Rhode Island students (in grades 3-8) scored *at or above proficient* on the mathematics assessment, compared to 2005 when just 49 percent of students tested as proficient. Sixty percent of students in Maine, 71 percent of students in New Hampshire, and 65 percent of students in Vermont scored proficient on the 2010 exam.
- Across the state, 35 percent of students scored proficient on the science assessment in 2011, compared to 41 percent in both New Hampshire and Vermont.
- In the 2010 writing assessment, 60 percent of Rhode Island students (grades 5 and 8 combined) scored *at or above proficient*. Proficiency rates for their peers in Maine, New Hampshire and Vermont were 48 percent, 61 percent and 56 percent, respectively.
- Consistent with past years, in most cases students in grade 11 had equal or higher proficiency rates on the reading assessment when compared to students in grades 3-8 in the 2010 testing year, but worse on the mathematics test than students in grades 3-8; however, the state's 11th graders tied or out-performed their peer states in both reading and writing.

Overview

Historically, the State of Rhode Island has devoted a significant amount of resources to education. Given the high level of public resources committed to schools, it is important to assess the performance of the state's elementary and secondary institutions. Student progress can be measured against a number of yardsticks and with a number of different assessments. Standardized test scores are considered useful in examining students' qualifications and preparation for educational and economic success and are typically the only consistent and objective benchmark of student performance.

It is important to consider multiple sources and assessments before drawing conclusions about student progress. Each standardized exam has inherent strengths and limitations and should be considered in conjunction with performance on other tests, district and state capabilities, and student demographics. Additionally, when analyzing student and school district assessment results, one should keep in mind that there are various factors that can influence performance. For example, states or districts with a high proportion of students eligible for free/reduced-price lunches tend to have lower average test scores than states with a lower proportion of their students eligible for these programs. In order to put the results found in this section into a broader picture of education in the Ocean State, subsequent sections of this report examine a number of factors that impact student performance and the provision of education.

The following section considers three different measures of student performance at both a national and state level. This provides context on how the state performs internally and in comparison to neighboring states and the national average. National data in this section comes from The College Board and the National Center for Education Statistics. Rhode Island state data comes from the Rhode Island Department of Education. All exam results represent the most recent data available as of publication.

The following section on assessment and accountability provides an update on the federal No Child Left Behind Act (NCLB), including an overview of NCLB and how Rhode Island has implemented the legislation. In addition, the assessment and accountability section examines how successful Rhode Island has been in meeting the requirements of NCLB at both a district and school level.

The three standardized assessments covered in this report are:

- The *Scholastic Assessment Test (SAT)* – a self-selected college admissions test administered throughout the country, with results available at the state and district level;
- The *National Assessment of Educational Progress (NAEP)* – the only national metric that allows cross-comparisons of student performance in reading, math, writing and science; and
- The *New England Common Assessment Program (NECAP)* – Rhode Island's assessment tool, which replaced the New Standards Reference Exam (NSRE) in 2005, is the result of collaboration among Maine, New Hampshire, Rhode Island, and Vermont to build a set of assessments for grades 3-8, and 11 to meet the requirements of the No Child Left Behind legislation.

State-to-State Comparison

The following analysis compares Rhode Island student performance with the five other New England states and the national average on both the SAT and the NAEP. Data are from the College Board, which administers the SAT, and the National Center for Educational Statistics (NCES), which administers the NAEP. All results are from the most recent testing year.

The Scholastic Assessment Test

The Scholastic Assessment Test (SAT) is a voluntary college entrance exam primarily taken by high school seniors. SAT scores can provide an objective evaluation of individual applicant's verbal and math scores and are thus an important part of the application process for many colleges and universities. This analysis includes the writing assessment, which was first administered in 2006, and, as such, only provides a five-year comparison of test results.

The College Board, which administers the test, discourages comparisons between states on SAT scores alone, as participation rates vary drastically between states and scores will vary with participation rates. States that have a higher participation rate will tend to see lower average test scores. One notable example is Maine, which required all graduating seniors to take the SAT beginning in 2007, resulting in a significant decline in mean test scores compared to prior years. It is also important to note that the SAT is primarily a self-selected test. Often, states with low participation rates have a testing population composed of college-bound seniors with strong academic backgrounds who tend to perform well on the test. In states where a greater proportion of students with a wide range of academic backgrounds take the SAT, and where most colleges in the state require the test for admission, the scores are closer to the national average. Therefore, aggregate results of test performance do not reflect the educational attainment of all students in a school, district or state.

With the above caveats in mind, aggregate SAT scores can provide a benchmark measurement between states with similar participation rates. While the 2011 national participation rate was 47 percent, participation rates in New England ranged from 66 percent in Vermont to 92 percent in Maine (table 1). Rhode Island's participation rate was the second-lowest among the New England states, at 67 percent. Participation rates tend to be reasonably stable over time, with the exception of Maine, as noted above. Nationally, the participation rate has fluctuated from a high of 48 percent in 2006 to a low of 45 percent in 2008. Rhode Island's participation rate has declined from 69 percent in 2006 to 67 percent in 2011, and has consistently been the second lowest in the region. Over the five-year period, New Hampshire saw the greatest decline in participation rates, dropping from 82 percent in 2006 to 77 percent in 2011.

Rhode Island's mean SAT scores remained relatively stable between 2010 and 2011. Mean reading and writing scores increased by one point each to 495 and 489, respectively, while mean mathematics scores decreased by two points to 493. The state's composite score of 1,477 remained unchanged. With the exception of Maine, Rhode Island's mean scores trail those of their New England peers in all subjects. The state's composite score was the second-lowest in the region, trailing New Hampshire, which had the highest composite score in the region, by 82 points. Massachusetts had the second-highest composite score of 1,549, 72 points higher than Rhode Island. Connecticut and Vermont had composite scores that were 58 and 61 points, respectively, higher than the 2011 composite score in Rhode Island.

Over the past ten years, the composite score for Rhode Island test takers has decreased by 10 points (table 1). During this time, the gap between Rhode Island and the majority of the New England states (excluding Maine), has grown as overall regional performance has generally improved. Notably, although national composite scores have declined by 18 points, the US average composite score of 1,500 was 23 points higher than Rhode Island's composite score in 2011. Given that all states in New England, aside from Vermont, had higher participation rates than the Ocean State, and that, as noted above, participation rates tend to be relatively stable, it is unlikely that participation rates played a significant role in these results.

Table 1
Overall Mean SAT Scores and Participation Rates, 2006-2011

State	Part. Rate 2011	2011 Mean Raw Scores				Part. Rate 2010	1-year change (from 2010)				Part. Rate 2006	5-year change (from 2006)			
		Read	Math	Write	Total		Read	Math	Write	Total		Read	Math	Write	Total
U.S. Average	47%	497	514	489	1500	47%	-4	-2	-2	-8	48%	-6	-4	-8	-18
Connecticut	84%	509	513	513	1535	84%	0	-1	0	-1	84%	-3	-3	2	-4
Maine	92%	469	469	453	1391	92%	1	2	-1	2	73%	-32	-32	-38	-102
Massachusetts	86%	513	527	509	1549	86%	1	1	0	2	85%	0	3	-1	2
New Hampshire	77%	523	525	511	1559	77%	3	1	1	5	82%	3	1	2	6
Rhode Island	**67%**	**495**	**493**	**489**	**1477**	**67%**	**1**	**-2**	**1**	**0**	**69%**	**0**	**-9**	**-1**	**-10**
Vermont	66%	515	518	505	1538	66%	-4	-3	-1	-8	67%	2	-1	3	4

Note: SAT scores are for all schools (public, private and religious).
Source: The College Board, "College-Bound Seniors: Profile of SAT Program Test Takers", multiple years, and RIPEC calculations

A major component of the gap between Rhode Island and the national average is the Ocean State's relatively low math score when compared to the national average. Between 2006 and 2011, the mean math score in Rhode Island decreased nine points, from 502 to 493. Although the national mean score declined by four points since 2006, it remains 23 points higher than the mean math score in Rhode Island. Similarly, although both Connecticut and Vermont saw declines in their mean math score over the five-year period, 2011 mean math scores in the two states were 20 and 25 points higher, respectively, than the mean math score in Rhode Island.

Rhode Island's gap on the verbal section of the SAT is not as large as the math score gap when compared to the national average. However, as with math, the Ocean State continues to under-perform when compared to neighboring states and the national average. Although reading scores were unchanged in Rhode Island between 2006 and 2011, the state's mean score was two points lower than the national average and 28 points behind New Hampshire, the top-scoring New England state. Of note, although Rhode Island and Vermont have roughly equal participation rates, Vermont's mean reading score was 20 points higher than Rhode Island's mean.

As with the other two sections of the SAT, the Ocean State's mean score on the writing assessment tend to lag behind its neighbor states, but was the same as the national average. Since 2006, the mean writing score in Rhode Island has declined by one point to 489. Nationally, mean writing scores have declined by eight points. During this time frame, Massachusetts and Maine saw mean writing scores fall, while Connecticut, New Hampshire and Vermont saw slight increases.

The National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP), also known as *The Nation's Report Card*, is a national, periodic assessment of student performance across a range of topics and is the only national metric available for cross-state comparisons of student performance. As of 2001, states are required to test 4th and 8th graders every two years as a means to verify the adequacy of state tests used for the assessment provisions of the *No Child Left Behind* legislation. For a more detailed description of the exam, please consult the glossary at the end of the report.

The NAEP does not provide results for individual students or schools. Instead, results are expressed in terms of the percentage of students who attained different levels of proficiency for populations of students (e.g., 4th graders) and groups within those populations (e.g., female students, Hispanic students). Proficiency results are reflected in three categories:

- *Basic* – denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade;
- *Proficient* – represents solid academic performance, demonstrating competency over challenging subject matter, application of such knowledge and appropriate analytical skills;
- *Advanced* – represents superior performance.

The results that follow are based on representative samples that include students with disabilities and limited English proficiency. In assessments prior to 1998 (for reading) and 2000 (for math), testing adaptations were not available for special-needs students. In order to provide comparable data, the following analysis examines test results starting the year in which accommodations were permitted. The most recent NAEP tests were conducted in the spring of 2011, at which time performance in reading, mathematics and writing was assessed for grades four and eight in all states. This year's report includes the most recent results for reading, mathematics, science and writing assessments, which were released in 2007 (writing) and 2009 (science). The results of the 2011 reading and writing assessments were released in the fall of 2011.

Mathematics – 4th Grade

Rhode Island 4th graders have demonstrated consistent improvement in their math scores. Between 2000 and 2011, the average scale score increased by 18 points to 242 total points, 2 points higher than the national average scale score. The 2011 assessment represented the first year that Rhode Island 4th graders had higher scale scores than the national average since the test was first administered. However, Rhode Island's score continues to be statistically significantly lower than the other New England states with the exception of Connecticut. Massachusetts continues to lead the region in 4th grade math performance with a mean score of 253. Nationally, 17 states had statistically significantly higher scores than Rhode Island in 2011.

While 43 percent of Rhode Island 4th graders scored *at or above proficient* in 2011, it was the lowest rate of the New England states. The number of Rhode Island students achieving the rank of *at or above proficient* represents an improvement of 21 percentage points since 2000; however, the percent of Rhode Island students in this category trailed neighboring states in all years covered. At the same time, 2011 is the second year in a row where more Rhode Island 4th graders scored *at or above proficient* when compared to the national average.

There remains a gap between Rhode Island and neighboring states with regard to the percent of 4th graders scoring *below basic* in 2011. One should note that Rhode Island made progress in reducing the number of students scoring *below basic*, from 35 percent in 2000 to 16 percent in 2011. Compared to the Ocean State, just 13 percent of 4th graders in Maine, 11 percent in Vermont, eight percent in New Hampshire and seven percent in Massachusetts scored *below basic* on the 2011 assessment. Conversely, 18 percent of 4th graders scored *below basic* in Connecticut, an increase of four percentage points from the 2009 assessment.

Mathematics – Eighth Grade

As with 4th grade math, Rhode Island 8th graders have comparatively lower proficiency levels on the NAEP mathematics assessment when compared to their New England peer states; all New England states continue to see statistically significantly higher mean raw scores than Rhode Island. In 2011, the average score in Rhode Island was 283, an increase of 14 points since 2000. The national average was 283, an increase of 11 points over the 2000 assessment. Massachusetts had the highest mean score in New England (299 points) and saw scores increase by 20 points between the 2000 and 2011 assessments. Nationally, 15 states and the District of Columbia had scores that were statistically significantly lower than Rhode Island on the 2011 assessment.

Table 2
NAEP Mathematics Assessment

Grade 4

	Score				Percentage								
					2000			2009			2011		
State	2000	2009	2011	Change 00-11	Below Basic	At or Above Basic	At or Above Proficient	Below Basic	At or Above Basic	At or Above Proficient	Below Basic	At or Above Basic	At or Above Proficient
United States	224	239	240	16	36%	64%	22%	18%	81%	38%	18%	82%	40%
Connecticut	234*	245*	242	8	24%	76%	31%	14%	86%	46%	18%	82%	45%
Maine	230*	244*	244*	14	27%	73%	23%	13%	87%	45%	13%	87%	45%
Massachusetts	233*	252*	253*	20	23%	77%	31%	8%	92%	57%	7%	93%	58%
New Hampshire	N/A	251*	252*	N/A	N/A	N/A	N/A	8%	92%	56%	8%	92%	57%
Rhode Island	**224**	**239**	**242**	**18**	**35%**	**65%**	**22%**	**19%**	**81%**	**39%**	**16%**	**84%**	**43%**
Vermont	232*	248*	247*	15	27%	73%	29%	11%	89%	51%	11%	89%	49%

Grade 8

	Score				Percentage								
					2000			2009			2011		
State	2000	2009	2011	Change 00-11	Below Basic	At or Above Basic	At or Above Proficient	Below Basic	At or Above Basic	At or Above Proficient	Below Basic	At or Above Basic	At or Above Proficient
United States	272	282*	283	11	38%	62%	25%	29%	71%	33%	27%	73%	35%
Connecticut	281*	289*	287*	6	30%	70%	33%	22%	78%	40%	25%	75%	38%
Maine	281*	286*	289*	8	27%	73%	30%	22%	78%	35%	22%	78%	39%
Massachusetts	279*	299*	299*	20	30%	70%	30%	15%	85%	52%	14%	86%	51%
New Hampshire	N/A	292*	292*	N/A	N/A	N/A	N/A	22%	82%	43%	18%	82%	44%
Rhode Island	**269**	**278**	**283**	**14**	**41%**	**59%**	**22%**	**32%**	**68%**	**28%**	**27%**	**73%**	**34%**
Vermont	281*	293*	294*	13	27%	73%	31%	18%	81%	43%	18%	82%	46%

* Represents a score that is statistically significantly higher than Rhode Island (significant at the 0.05 level).
Source: National Center for Education Statistics - The Nation's Report Card - Mathematics; RIPEC Calculations

The gap between Rhode Island and its neighboring states is also apparent when comparing the percent of students who scored *at or above proficient* and the percent of students who were *below basic*. In 2011, just 34 percent of Rhode Island 8th graders scored *at or above proficient* in mathematics. While this represents an increase of 12 percentage points since 2000, the state

continues to trail the national average (35 percent) and all the New England states by at least four percentage points. Unlike 4th graders, fewer Rhode Island 8th graders tested *at or above proficient* than the national average.

NAEP Reading – 4th Grade

Scale scores on the NAEP fourth grade reading assessment increased by four points in Rhode Island between 1998 and 2011, slightly lower than the national increase of seven points. Across the region, scores decreased by three points in both Connecticut and Maine, and increased by four points in New Hampshire and 14 points in Massachusetts. The state's 2011 scale score of 222 was the lowest among the states in the region, and statistically significantly lower than all New England states except for Maine. However, Rhode Island's mean scale score was statistically significantly higher than the national average scale score of 220 in 2011.

Table 3
NAEP Reading Assessment

Grade 4

	Score				Percentage								
					1998			2009			2011		
State	1998	2009	2011	Change 98-11	Below Basic	At or Above Basic	At or Above Proficient	Below Basic	At or Above Basic	At or Above Proficient	Below Basic	At or Above Basic	At or Above Proficient
United States	213^	220^	220^	7	42%	58%	28%	33%	67%	33%	33%	67%	34%
Connecticut	230*	229*	227*	-3	24%	76%	43%	24%	76%	42%	27%	73%	42%
Maine	225*	224	222	-3	28%	72%	25%	30%	70%	35%	30%	70%	32%
Massachusetts	223*	234*	237*	14	30%	70%	35%	20%	80%	47%	17%	83%	50%
New Hampshire	226*	229*	230*	4	26%	74%	37%	23%	77%	41%	22%	78%	43%
Rhode Island	**218**	**223**	**222**	4	**36%**	**64%**	**31%**	**31%**	**69%**	**36%**	**30%**	**70%**	**35%**
Vermont	N/A	229*	227*	N/A	N/A	N/A	N/A	25%	75%	41%	27%	73%	41%

Grade 8

	Score				Percentage								
					1998			2009			2011		
State	1998	2009	2011	Change 98-11	Below Basic	At or Above Basic	At or Above Proficient	Below Basic	At or Above Basic	At or Above Proficient	Below Basic	At or Above Basic	At or Above Proficient
United States	261^	262*	264^	1	29%	71%	30%	25%	75%	32%	24%	76%	34%
Connecticut	270*	272*	275*	5	19%	81%	40%	19%	81%	43%	17%	83%	45%
Maine	271*	268*	270*	-1	17%	83%	41%	20%	80%	35%	20%	80%	39%
Massachusetts	269*	274*	275*	6	21%	79%	38%	17%	83%	43%	16%	84%	46%
New Hampshire	N/A	271*	272*	N/A	N/A	N/A	N/A	19%	81%	39%	16%	84%	40%
Rhode Island	**264**	**260**	**265**	1	**24%**	**76%**	**32%**	**28%**	**72%**	**28%**	**24%**	**76%**	**33%**
Vermont	N/A	272*	274*	N/A	N/A	N/A	N/A	16%	84%	41%	18%	82%	44%

* Represents a score that is statistically significantly higher than Rhode Island (significant at the 0.05 level).
^ Represents a score that is statistically significantly lower than Rhode Island (significant at the 0.05 level).
Source: National Center for Education Statistics - The Nation's Report Card - Reading; RIPEC Calculations

In 2011, 35 percent of Rhode Island 4th graders scored *at or above proficient*, slightly higher than the national average of 34 percent. This is a four percentage point increase from 1998 when 31 percent of Rhode Island 4th graders scored *at or above proficient*. Similarly, the percent of students in grade 4 who scored *below basic* in Rhode Island declined six percentage points, from 36 percent to 30 percent between 1998 and 2011. With the exception of Maine, all other New England states had a higher percentage of students scoring *at or above proficient* than Rhode Island. In Massachusetts, 50 percent of 4th graders scored *at or above proficient* on the exam, the highest proficiency rate in the region.

Reading – 8th Grade

Rhode Island's 2011 average scale score on the 8th grade reading assessment of 265 was statistically significantly higher than the national average of 264. All the other states in the New England region scored statically significantly higher than Rhode Island. Over the 11-year time span, 8th grade scale scores in the Ocean State have been stable, increasing one point, from 264 to 265, the same point increase as the national average. As with the 4th grade results, most of the other New England states ranked in the top 10 states nationally. Rhode Island's mean scale score ranked the Ocean State 30th in the country.

In the 2011 assessment, 33 percent of Rhode Island 8th grade students tested *at or above proficient*, compared to 34 percent nationally. A lower percentage of students in Rhode Island scored *at or above proficient* than students in the other New England states in both 1998 and 2011. The gap between Rhode Island and neighboring states has increased during this time period (with the exception of Maine) as other states have seen larger gains in the share of students scoring *at or above proficient*. Since 1998, the percent of 8th graders in Rhode Island scoring *at or above proficient* on the assessment increased (from 32 percent to 33 percent) while the percent of students in grade 8 scoring *below basic* remained unchanged at 24 percent.

NAEP Science – 4th Grade

Rhode Island's 2009 composite score of 150 represents a four point increase from the previous testing year (2005) and a two point increase from the 2000 assessment. The state's score was one point above the national average, but was the lowest in New England. Three of the four other New England states that participated in the 2009 science assessment ranked in the top ten states, nationally. New Hampshire's score of 163 ranked the Granite State highest in the country. In a national comparison, only ten states had mean scale scores that were statistically lower than the Ocean State.

Another measure of student performance is the percentage of students in each proficiency category. The percent of Rhode Island 4th graders who scored *at or above proficient* on the NAEP science assessment was 34 percent in 2009. This was two percentage points above the national average, but, as with the mean scale score, the lowest of the New England states. All New England states rank above the national average in the *at or above proficient* category. Between 2000 and 2009, all of the assessed states saw an increase in the number of students scoring *at or above proficient*, compared to the 2005 assessment when all of the assessed states saw a decline.

NAEP Science – 8th Grade

In contrast to the 4th grade science results, Rhode Island 8th graders had had relatively low proficiency levels on the NAEP science assessment. In 2009, the average scale score in Rhode Island was 146, a decrease of two points since 2000 and consistent with 2005 results. The national average increased one point to 149 in 2009 when compared to 2000 results. Massachusetts and New Hampshire had the highest mean scores in New England (160 points), although both states saw a decline from the previous year when their average scale scores were 161 and 162, respectively. Rhode Island's average scale score was the lowest in the region and only seven states, nationally, had statistically significantly lower scores.

Table 4
NAEP Science Assessment

Grade 4

State	Score 2000	Score 2005	Score 2009	Change 00-09	Percentage 2000 Below Basic	2000 At or Above Basic	2000 At or Above Proficient	2005 Below Basic	2005 At or Above Basic	2005 At or Above Proficient	2009 Below Basic	2009 At or Above Basic	2009 At or Above Proficient
United States	145	149*	149	4	39%	61%	26%	34%	66%	27%	29%	71%	32%
Connecticut	156*	155*	156*	0	25%	75%	35%	28%	72%	33%	22%	78%	40%
Maine	161*	160*	160*	-1	18%	82%	37%	19%	81%	36%	15%	85%	42%
Massachusetts	161*	160*	160*	-1	19%	81%	42%	21%	79%	38%	17%	83%	45%
New Hampshire	N/A	161*	163*	N/A	N/A	N/A	N/A	17%	83%	37%	12%	88%	47%
Rhode Island	**148**	**146**	**150**	**2**	**35%**	**65%**	**25%**	**37%**	**63%**	**23%**	**26%**	**74%**	**34%**
Vermont	160*	160*	N/A	N/A	21%	79%	38%	22%	78%	38%	N/A	N/A	N/A

Grade 8

State	Score 2000	Score 2005	Score 2009	Change 00-09	Percentage 2000 Below Basic	2000 At or Above Basic	2000 At or Above Proficient	2005 Below Basic	2005 At or Above Basic	2005 At or Above Proficient	2009 Below Basic	2009 At or Above Basic	2009 At or Above Proficient
United States	148	147	149*	1	43%	57%	29%	27%	57%	27%	38%	62%	29%
Connecticut	153*	152*	155*	2	36%	64%	36%	37%	63%	35%	31%	69%	33%
Maine	158*	158*	158*	0	28%	72%	35%	28%	72%	34%	27%	73%	34%
Massachusetts	158*	161*	160*	2	30%	70%	39%	28%	72%	41%	26%	74%	38%
New Hampshire	N/A	162*	160*	N/A	N/A	N/A	N/A	24%	76%	41%	23%	77%	37%
Rhode Island	**148**	**146**	**146**	**-2**	**42%**	**58%**	**27%**	**42%**	**58%**	**26%**	**42%**	**59%**	**26%**
Vermont	159*	162*	N/A	N/A	29%	71%	39%	24%	76%	41%	N/A	N/A	N/A

* Represents a score that is statistically significantly higher than Rhode Island (significant at the 0.05 level).
Source: National Center for Education Statistics - The Nation's Report Card - Science

In 2009, 26 percent of Rhode Island 8th graders scored *at or above proficient* on the science assessment. This represents a decrease of one percentage point since 2000. The state also trails the nation and its neighboring states with regard to proficiency rates; nationally, 29 percent of 8th graders achieved scores that were *at or above proficient* and all other New England states had proficiency rates higher than the national average. Nationally, Rhode Island ranked 32nd in the percent of students scoring *at or above proficient*, while Massachusetts ranked 3rd, New Hampshire ranked 8th, Maine ranked 16th and Connecticut ranked 17th. Rhode Island also continues to have a higher percentage of students that scored *below basic* on the 8th grade science assessment (42 percent) compared to all other states in New England.

NAEP Writing – 8th Grade

The NAEP writing assessment was last administered at the beginning of 2011, and results will be available in the spring of 2012; the 2007 assessment is the most recent assessment for which scores have been published. Between 1998 and 2007, writing assessment scores for eight graders in Rhode Island have increased six points from 148 to 154, consistent with the national average. All New England states saw improvements in their average scores between 1998 and 2007. Massachusetts had the largest gains, from 155 to 167. Neither New Hampshire nor Vermont reported scores in 1998. All New England states, with the exception of the Ocean State, ranked in the top ten nationally in 2007; Connecticut ranked 2nd, Massachusetts 3rd, Vermont 4th, Maine 5th and New Hampshire 7th.

Table 5
NAEP Writing Assessment

Grade 8

State	Score 1998	Score 2002	Score 2007	Change 98-07	Percentage 1998 Below Basic	1998 At or Above Basic	1998 At or Above Proficient	2002 Below Basic	2002 At or Above Basic	2002 At or Above Proficient	2007 Below Basic	2007 At or Above Basic	2007 At or Above Proficient
United States	148	152	154	6	17%	83%	24%	16%	84%	30%	13%	87%	31%
Connecticut	165*	164*	172*	7	9%	91%	44%	13%	87%	45%	8%	92%	53%
Maine	155*	157*	161*	6	13%	87%	32%	14%	86%	36%	10%	90%	38%
Massachusetts	155*	163*	167*	12	13%	87%	31%	10%	90%	42%	7%	93%	46%
New Hampshire	N/A	N/A	160*	N/A	N/A	N/A	N/A	N/A	N/A	N/A	10%	90%	39%
Rhode Island	**148**	**151**	**154**	**6**	**17%**	**83%**	**25%**	**16%**	**84%**	**29%**	**15%**	**85%**	**32%**
Vermont	N/A	163*	162*	N/A	N/A	N/A	N/A	11%	89%	41%	11%	89%	41%

* Represents a score that is statistically significantly higher than Rhode Island (significant at the 0.05 level).
NOTE: The writing assessment was only administered in 2002 for grade 4
Source: National Center for Education Statistics - The Nation's Report Card - Mathematics; RIPEC Calculations

Between 1998 and 2007, the percentage of Rhode Island 8th graders scoring *at or above proficient* increased from 25 percent to 32 percent, while the percent scoring below basic decreased from 17 percent to 15 percent. While Rhode Island was similar to the national average in all years, it continues to under-perform in comparison to other New England states. The percent of Rhode Island 8th graders who were *at or above proficient* in writing was six percentage points lower than Maine and seven percentage points lower than New Hampshire, the next lowest-performing New England states, and was 21 percentage points lower than Connecticut in 2007.

Rhode Island District Performance

In order to provide information on individual district performance, this section examines how Rhode Island districts perform in relation to one another. Districts are grouped by their urban designation (see glossary for additional details). Statewide NECAP scores for both New Hampshire and Vermont – the states which jointly developed the assessment – as well as Maine, which recently joined the assessment, are included to provide additional context.

Scholastic Assessment Test

The following table shows average SAT scores by district for public school students only. It should be noted that the state scores presented here will vary from those presented earlier, which include scores for students at private and religious institutions. In addition, it is important to remember that the SAT is a self-selected test and that results do not necessarily represent the population at large. Further, as mentioned earlier, participation rates may have an impact on test results; states and districts with higher participation rates will often see lower scores. Similarly, smaller districts are more likely to see greater year-to-year variation due to the small sample size.

Rhode Island's average combined SAT score for public school students in 2011 was 1,438 while the national average was 1,500. As noted earlier, a significant portion of this gap is due to the state's weaker performance on the math component of the exam. The average math score for Rhode Island public school students was 482, 32 points lower than the national average. The average verbal score in Rhode Island was 482, 15 points lower than the national average, while the average mean writing score of 474 was 15 points lower than the national average.

Table 6
2006 - 2011 Rhode Island Scholastic Assessment Public School Test Scores by School District

School District	2011 Results				1-Year Change (from 2010)				5-Year Change (from 2006)			
	Read	Math	Write	Total	Read	Math	Write	Total	Read	Math	Write	Total
Urban Core												
Central Falls	381	374	376	1,131	-9	0	-7	-16	7	-9	-3	-5
Newport	467	484	464	1,415	17	32	13	62	-12	-16	-7	-35
Pawtucket	408	416	401	1,225	-12	-21	-12	-44	-25	-39	-23	-87
Providence	408	404	399	1,211	0	-2	-1	-2	0	-1	-4	-5
Woonsocket	444	424	429	1,297	-21	-45	-24	-89	5	-28	-15	-38
Urban Ring												
Cranston	490	488	486	1,464	-1	-5	1	-5	-20	-28	-17	-65
East Providence	466	453	447	1,366	-1	-24	-11	-37	5	-18	-7	-20
North Providence	463	462	457	1,382	-6	-9	-6	-21	-10	-21	-14	-45
Warwick	488	480	481	1,449	0	-9	-5	-14	3	-17	-4	-18
West Warwick	454	459	456	1,369	-16	-6	-14	-36	-28	-22	-21	-71
Suburban												
Barrington	554	576	547	1,677	-16	-13	-16	-44	2	-4	3	1
Bristol-Warren	488	484	437	1,409	12	-7	-36	-31	8	-10	-43	-45
Cumberland	501	502	486	1,489	-19	-12	-23	-54	3	-12	-9	-18
East Greenwich	565	581	577	1,723	-26	-21	-20	-67	9	6	11	26
Johnston	464	452	454	1,370	17	1	6	24	15	2	7	24
Lincoln	528	532	511	1,571	3	10	-9	4	-1	-3	-9	-13
Middletown	500	524	494	1,518	-19	-3	-9	-30	-6	27	-10	11
Narragansett	509	535	506	1,550	-23	-6	-19	-48	6	9	1	16
North Kingstown	539	531	533	1,603	8	-4	9	14	6	-13	17	10
Portsmouth	529	547	527	1,603	11	17	9	38	6	16	10	32
Smithfield	502	502	505	1,509	4	2	14	20	1	-15	21	7
Westerly	512	501	517	1,530	17	-1	33	49	20	-1	31	50
Emerging Suburban												
Burrillville	481	488	471	1,440	-28	-28	-23	-79	-3	-21	-13	-37
Chariho	520	520	502	1,542	18	6	2	25	-12	-13	-14	-39
Coventry	482	482	474	1,438	-7	-10	-8	-25	-3	-11	-8	-22
Exeter-West Greenwich	515	511	508	1,534	-21	-11	-22	-53	16	-14	10	12
Foster-Glocester	532	505	510	1,547	3	-12	-10	-19	29	-10	19	38
North Smithfield	504	512	499	1,515	-14	-15	-11	-40	1	5	1	7
Scituate	511	502	504	1,517	-15	-28	-13	-56	22	-11	6	17
South Kingstown	537	542	526	1,605	-9	-11	-9	-29	10	4	14	28
Tiverton	493	469	486	1,448	3	-21	0	-17	1	-36	0	-35
State Average	**482**	**482**	**474**	**1,438**	**-3**	**-6**	**-4**	**-13**	**-2**	**-12**	**-4**	**-18**
United States Average	**497**	**514**	**489**	**1,500**	**-1**	**5**	**-20**	**-8**	**-6**	**-4**	**-8**	**-18**

Note: Rhode Island school district performance represents public schools only - the College Board incorporates private and religious school performance in its average scores. Numbers may not sum due to rounding.

SOURCE: R.I. Department of Education, College Board, "Rhode Island Public Schools Education Indicators" (various years), and RIPEC calculations

Nationally, and in Rhode Island, the composite score has declined 18 points since 2006; however the majority of the national decline was in the math section of the assessment, whereas just under half of the decline in Rhode Island was related to the state's performance on the writing assessment. Composite scores ranged from a high of 1,723 in East Greenwich to a low of 1,131 in Central Falls. Newport saw the most significant positive change in public school SAT performance between 2010 and 2011: composite scores increased by 62 points, and over half the

gain was related to an increase in the math section of the assessment. Conversely, the mean composite SAT score in Woonsocket decreased by 89 points, the largest year-over-year decline in SAT performance in the state.

New England Common Assessment Program

The New England Common Assessment Program (NECAP) is a collaborative effort among Maine, New Hampshire, Rhode Island, and Vermont to create a set of common assessments for grades 3-8 and 11. Reading and math assessments are administered every year in grades 3-8 and 11, and writing is assessed in grades 5, 8 and 11. In the fall of 2007, high school students in grade 11 took the reading, math and writing examinations for the first time. In the spring of 2008, students in grades 4, 8 and 11 took the first science assessment. The NECAP reading, writing, and math assessments are administered in the fall and tests student knowledge from the prior year. The science assessment is administered in the spring.

The NECAP exam was designed to fulfill the testing requirement of the *No Child Left Behind* (NCLB) legislation. It replaced Rhode Island's previous assessment tool, the New Standards Reference Exam (NSRE) in 2005. As with all exams used to meet the requirements of NCLB, schools and districts failing to show improvement two years in a row may face sanctions, outlined in the assessment and accountability section of this report.

Similar to the NAEP tests, the NECAP test results are expressed in terms of the percent of students achieving a specified level of proficiency, which are as follows:

- *Proficient with Distinction (Level 4)* – Denotes that the students demonstrate the prerequisite knowledge and skills needed to participate and excel in instructional activities aligned with grade level expectations.
- *Proficient (Level 3)* – Students have minor gaps in prerequisite knowledge needed to participate and perform successfully in their current grade level.
- *Partially Proficient (Level 2)* – Indicates gaps in students prerequisite knowledge and skills needed to perform at grade level expectations.
- *Substantially Below Proficient (Level 1)* – Students at this level have extensive and significant gaps in the prerequisite knowledge and skills needed to participate and perform at their grade level.

The following analysis examines school-district performance on the NECAP in reading, mathematics, science and writing. All numbers are expressed as percentages and reflect *district-wide* performance for all students who took the assessment in grades 4 and 8 in science, 3-8 in reading and mathematics and grades 5 and 8 in writing. NECAP results and graduation rates for 11th graders are included in a separate section.

NECAP Reading

Since the NECAP was first administered in the fall of 2005, statewide student performance in grades 3-8 has increased, from 58 percent of students scoring *at or above proficient* in 2005 to 70 percent of students achieving proficiency in 2010. Similarly, the percent of students scoring *partially proficient* or *substantially below proficient* has declined. Although Rhode Island continues to have a lower proficiency rate than either New Hampshire or Vermont, the Ocean State has seen more significant gains than either state over the past six years and slightly out-performs Maine on the assessment.

Table 7
NECAP Reading Assessment 2005-2010*, Grades 3-8

School District	Percentage 2005 Below Proficient	2005 Partially Proficient	2005 At or Above Proficient	2009 Below Proficient	2009 Partially Proficient	2009 At or Above Proficient	2010 Below Proficient	2010 Partially Proficient	2010 At or Above Proficient	Change 2005-2010 At or Above Proficient Change	Change 2005-2010 At or Above Proficient Rank
Urban Core											
Central Falls	32	34	34	21	28	51	21	29	50	16	4
Newport	24	30	46	15	24	61	16	21	63	17	3
Pawtucket	23	32	45	15	28	57	13	27	60	15	7
Providence	37	34	29	23	31	45	22	33	45	16	4
Woonsocket	28	33	39	19	25	55	16	26	58	19	1
Urban Ring											
Cranston	11	24	65	6	16	78	6	16	78	13	11
East Providence	15	28	57	12	21	67	11	21	68	11	14
North Providence	10	27	63	10	22	68	8	22	70	7	23
Warwick	10	22	68	6	15	79	6	16	78	10	16
West Warwick	17	28	55	12	22	66	9	20	71	16	4
Suburban											
Barrington	2	6	92	2	6	92	2	6	92	0	35
Bristol-Warren	9	24	67	6	15	79	6	15	79	12	13
Cumberland	8	20	72	7	16	77	7	16	77	5	29
East Greenwich	4	12	84	2	8	90	1	9	90	6	27
Jamestown	8	15	77	6	9	86	3	11	86	9	18
Johnston	12	29	59	7	21	73	7	24	69	10	16
Lincoln	7	18	75	5	13	82	5	13	82	7	23
Middletown	11	23	66	9	19	72	9	17	74	8	20
Narragansett	6	17	77	3	11	85	4	11	85	8	20
North Kingstown	6	17	77	6	13	82	5	14	81	4	31
Portsmouth	8	15	77	4	13	83	5	11	84	7	23
Smithfield	5	17	78	4	9	87	3	10	87	9	18
Westerly	11	24	65	7	16	77	6	15	79	14	9
Emerging Suburban											
Burrillville	11	24	65	10	23	68	8	23	69	4	31
Chariho	8	23	69	4	13	83	3	13	84	15	7
Coventry	10	23	67	6	15	79	5	15	80	13	11
Exeter - West Greenwich	8	22	70	5	18	77	5	17	78	8	20
Foster	9	18	73	6	12	82	6	19	75	2	33
Foster-Glocester	12	24	64	6	18	77	6	19	75	11	14
Glocester	11	18	71	7	15	79	7	17	76	5	29
Little Compton	6	15	79	3	13	83	3	12	85	6	27
New Shoreham	6	10	84	4	8	88	1	14	85	1	34
North Smithfield	9	23	68	3	10	87	3	10	87	19	1
Scituate	6	13	81	4	12	84	6	13	81	0	35
South Kingstown	8	16	76	4	11	85	5	12	83	7	23
Tiverton	12	25	63	8	17	75	6	17	77	14	9
State Average	**17**	**25**	**58**	**11**	**20**	**70**	**10**	**20**	**70**	**12**	**-**
ME State Average	**-**	**-**	**-**	**9**	**22**	**69**	**10**	**21**	**69**	**N/A**	**-**
NH State Average	**11**	**22**	**67**	**7**	**16**	**77**	**6**	**17**	**77**	**10**	**-**
VT State Average	**10**	**23**	**67**	**10**	**18**	**72**	**9**	**18**	**73**	**6**	**-**

* Denotes year in which test was administered

Scores represent all tested students in the district grades 3-8 only; totals have been adjusted to exclude 11th grade results to allow for comparisons to prior years.

Proficient indicates the percent of students who achieved level 3 or level 4 distinctions on the assessment; partially proficient reflects the percent of students in a district who were classified as level 2; below proficient includes students who were classified as level 1.

SOURCE: Rhode Island, New Hampshire, Maine, and Vermont Departments of Education; RIPEC Calculations

There was significant variation in performance between the districts on the reading assessment. Barrington had the highest percentage of students scoring proficient on the examination in the 2010 assessment, with a 92 percent proficiency rate, followed by East Greenwich where 90 percent of students tested *at or above proficient*. Providence and Central Falls were the lowest-performing districts, with 45 and 50 percent of students scoring *at or above proficient*, respectively.

At the same time, both Providence and Central Falls have seen some of the largest gains in proficiency since the NECAP was first administered in 2005. Over the six years that the test has been administered, the share of students scoring *at or above proficient* increased by 16 percentage points in Providence and Central Falls, making both cities' score improvements the 4th largest in the state. The largest increases across all districts were in the town of North Smithfield and city of Woonsocket, where proficiency rates increased by 19 percentage points, from 68 percent proficient to 87 percent proficient, and 39 percent proficient to 58 percent proficient, respectively.

NECAP Math

Similar to the reading assessment, proficiency rates on the mathematics assessment have increased statewide since the test was first administered in 2005. In 2010, 59 percent of Rhode Island students (in grades 3-8) scored *at or above proficient*, compared to 2005 when just 49 percent of students tested achieved proficiency. While Rhode Island was the only state to have made gains on the NECAP since 2009, it still lags behind all three peer states with regard to the percent of students who were rated as proficient: 60 percent of students in Maine, 71 percent of students in New Hampshire, and 65 percent of students in Vermont scored proficient on the 2010 assessment.

Barrington had the highest percentage of students scoring *at or above proficient* (88 percent), followed by East Greenwich (84 percent), and Jamestown and Portsmouth (both 83 percent). Central Fall's five-point drop in scores since 2009 and Providence's four point improvement in the same time period, tied the two cities for the lowest proficiency rates – just 34 percent of 3rd-8th graders in the 2010 assessment scored *at or above proficient*.

Between the 2005 assessment and the 2010 assessment, Chariho experienced the largest increase in the percent of students who scored *at or above proficient* in the State; proficiency rates in the district increased by 17 percentage points over the past six assessments, with 75 percent of the district's 3rd-8th graders now achieving proficiency. Jamestown and Westerly saw the second-largest increase in proficiency rates during this time period, with each gaining 15 percentage points. New Shoreham was the only district in which proficiency rates have declined over the five-year period; however, this may also be due to the small size of the district.

Table 8
NECAP Mathematics Assessment 2005-2010*, Grades 3-8

School District	Percentage 2005 Below Proficient	2005 Partially Proficient	2005 At or Above Proficient	2009 Below Proficient	2009 Partially Proficient	2009 At or Above Proficient	2010 Below Proficient	2010 Partially Proficient	2010 At or Above Proficient	Change 2005-2010 At or Above Proficient Change	Change 2005-2010 At or Above Proficient Rank
Urban Core											
Central Falls	53	26	21	41	20	39	43	23	34	13	7
Newport	36	24	40	32	22	46	29	24	47	7	21
Pawtucket	35	26	39	30	24	46	30	25	45	6	25
Providence	52	25	23	45	24	30	42	24	34	11	13
Woonsocket	43	25	32	33	25	41	32	24	44	12	9
Urban Ring											
Cranston	26	25	49	18	21	61	17	22	61	12	9
East Providence	24	23	53	24	20	56	23	20	57	4	27
North Providence	30	28	42	26	24	49	24	23	53	11	13
Warwick	19	23	58	17	19	64	17	20	63	5	26
West Warwick	30	26	44	22	22	55	20	23	57	13	7
Suburban											
Barrington	5	8	87	4	7	89	4	8	88	1	33
Bristol-Warren	19	21	60	14	16	71	12	16	72	12	9
Cumberland	19	23	58	16	16	68	15	16	69	11	13
East Greenwich	9	11	80	7	9	84	6	10	84	4	27
Jamestown	12	20	68	7	12	80	7	10	83	15	2
Johnston	25	29	46	20	26	53	19	28	53	7	21
Lincoln	14	17	69	13	15	71	12	16	72	3	29
Middletown	15	18	67	15	15	70	15	17	68	1	33
Narragansett	14	23	63	9	16	75	9	16	75	12	9
North Kingstown	13	17	70	11	14	75	9	14	77	7	21
Portsmouth	14	17	69	8	13	79	7	10	83	14	4
Smithfield	12	20	68	9	14	76	8	15	77	9	18
Westerly	22	24	54	15	18	68	14	17	69	15	2
Emerging Suburban											
Burrillville	17	27	56	18	22	61	18	24	58	2	30
Chariho	18	24	58	11	16	73	9	16	75	17	1
Coventry	18	21	61	15	16	69	13	19	68	7	21
Exeter - West Greenwich	16	22	62	12	15	74	10	14	76	14	4
Foster	14	20	66	9	10	81	11	15	74	8	19
Foster-Glocester	17	21	62	15	19	65	17	21	62	0	35
Glocester	16	27	57	13	16	71	11	22	67	10	16
Little Compton	14	20	66	6	17	77	5	15	80	14	4
New Shoreham	6	19	75	6	19	75	10	17	73	-2	36
North Smithfield	13	20	67	12	17	72	14	17	69	2	30
Scituate	11	18	71	9	16	76	11	16	73	2	30
South Kingstown	13	16	71	7	11	82	8	11	81	10	16
Tiverton	15	20	65	11	16	73	10	17	73	8	19
State Average	**28**	**23**	**49**	**22**	**19**	**58**	**21**	**20**	**59**	**10**	**-**
ME State Average	**-**	**-**	**-**	**18**	**21**	**61**	**18**	**22**	**60**	**N/A**	**-**
NH State Average	**18**	**20**	**62**	**13**	**16**	**71**	**12**	**17**	**71**	**9**	**-**
VT State Average	**17**	**20**	**63**	**17**	**17**	**66**	**17**	**18**	**65**	**2**	**-**

* Denotes year in which test was administered

Scores represent all tested students in the district grades 3-8 only; totals have been adjusted to exclude 11th grade results to allow for comparisons to prior years.

Proficient indicates the percent of students who achieved level 3 or level 4 distinctions on the assessment; partially proficient reflects the percent of students in a district who were classified as level 2; below proficient includes students who were classified as level 1.

SOURCE: Rhode Island, New Hampshire, Maine, and Vermont Departments of Education; RIPEC Calculations

NECAP Science

Spring of 2008 (testing year 2007) was the first time the NECAP science assessment was taken by Rhode Island students. The most recent assessment was spring 2011 (testing year 2010). Data presented in this section is for students in grades 4 and 8. As with reading and mathematics, results for 11th graders are included in a separate section.

Table 9
NECAP Science Assessment 2008-2011*, Grades 4 & 8

	Percentage									Change	
	2008			2010			2011			2008-2011	
School District	Below Proficient	Partially Proficient	At or Above Proficient	Below Proficient	Partially Proficient	At or Above Proficient	Below Proficient	Partially Proficient	At or Above Proficient	At or Above Proficient Change	Rank
Urban Core											
Central Falls	56	36	8	50	37	13	46	43	11	3	32
Newport	35	42	24	25	44	31	24	46	29	6	23
Pawtucket	44	45	12	41	46	13	39	46	15	4	31
Providence	62	32	6	58	32	11	52	36	12	6	22
Woonsocket	48	39	12	42	38	20	40	43	16	4	29
Urban Ring											
Cranston	22	46	33	18	45	37	16	45	39	6	21
East Providence	31	46	23	24	48	28	23	49	28	5	24
North Providence	31	49	20	26	49	25	22	54	24	4	28
Warwick	21	50	29	19	50	31	20	49	31	2	33
West Warwick	27	54	19	25	51	24	25	50	25	7	19
Suburban											
Barrington	5	28	67	3	27	70	4	30	67	0	35
Bristol-Warren	24	44	32	17	45	38	17	47	36	4	30
Cumberland	25	45	30	19	46	35	15	43	43	13	9
East Greenwich	10	40	50	5	29	65	6	28	66	15	4
Jamestown	17	48	35	10	31	58	4	28	68	33	1
Johnston	17	48	35	17	47	36	10	47	43	8	18
Lincoln	20	43	37	15	47	38	11	39	49	12	10
Middletown	20	44	37	17	46	37	20	43	38	1	34
Narragansett	12	51	37	8	52	40	5	42	52	15	6
North Kingstown	14	43	43	7	39	54	7	33	60	17	2
Portsmouth	13	47	39	10	39	51	10	40	50	11	15
Smithfield	10	39	51	8	34	58	6	32	62	11	14
Westerly	18	46	36	18	45	37	11	37	52	16	3
Emerging Suburban											
Burrillville	20	46	34	26	48	26	16	45	39	5	26
Chariho	15	43	41	10	40	51	5	38	56	15	7
Coventry	15	47	38	12	39	49	10	43	48	9	16
Exeter - West Greenwich	15	53	33	14	43	43	14	47	39	7	20
Foster	14	30	56	9	32	59	5	27	67	11	13
Foster-Glocester	25	56	19	19	51	29	16	54	30	11	12
Glocester	10	40	50	6	34	60	12	30	59	9	17
Little Compton	17	49	35	6	37	57	8	43	49	14	8
North Smithfield	22	45	33	16	45	39	9	47	44	12	11
Scituate	9	44	46	7	42	51	10	39	51	4	27
South Kingstown	12	40	48	8	36	56	6	31	63	15	5
Tiverton	22	46	32	13	40	47	16	47	37	5	25
State Average	**30**	**43**	**27**	**26**	**41**	**33**	**23**	**42**	**35**	**8**	-
NH State Average	**17**	**45**	**38**	**16**	**44**	**40**	**15**	**45**	**40**	**2**	-
VT State Average	**20**	**43**	**37**	**18**	**42**	**41**	**16**	**43**	**41**	**4**	-

* Denotes year in which test was administered

Scores represent all tested students in the district grades 4 & 8 only; totals have been adjusted to exclude 11th grade results to allow for comparisons to prior years.

Proficient indicates the percent of students who achieved level 3 or level 4 distinctions on the assessment; partially proficient reflects the percent of students in a district who were classified as level 2; below proficient includes students who were classified as level 1.

SOURCE: Rhode Island, Maine, New Hampshire, and Vermont Departments of Education; RIPEC Calculations

Across the state, 35 percent of students who were tested scored *at or above proficient* on the science assessment in 2011, compared to 40 percent in New Hampshire and 41 percent in Vermont (NOTE: Maine has not participated in the science assessment yet). While Rhode Island still lags its peers in science, it has also experienced the greatest growth (eight percentage points) in its proportion of students achieving proficiency in science scores between the 2008 and 2011 assessments. In the same period, New Hampshire saw an increase in the percent of students scoring *at or above* proficient of two percentage points, while the share of students who scored *at or above proficient* in Vermont increased by four percentage points.

Barrington and Foster were the top-performing districts (with proficiency rates of 67 percent), while Central Falls, Pawtucket and Providence were the lowest-performing districts with proficiency rates of 15 and 12 percent, for the latter two, respectively. Since the test has only been administered for four years there is little data available for trend analysis; however, both Jamestown and North Kingstown saw significant increases in the percentage of students scoring *at or above proficient* (33 percent and 15 percent, respectively).

NECAP Writing

The writing assessment administered in the fall of 2009 for grades 5 and 8 was a pilot test that will be used to construct future assessments; results were only published for 11th graders. In order to ensure comparability between years, the fall of 2009 assessment results have been excluded from this table, with the 2008 results serving as the most recent and accurate results for comparison to this year. It should be noted that, due to the structure of the test, year-to-year comparisons should be made with caution.

In the 2010 writing assessment Rhode Island kept pace with – or out-performed – its peers, with 60 percent of its students (grades 5 and 8) achieving a score that was *at or above proficient* compared with 48 percent of students in Maine, 61 percent of students in New Hampshire, and 56 percent of students in Vermont. Proficiency rates in Rhode Island increased by nine percentage points between 2005 and 2010, while New Hampshire led the way with an eleven percentage point gain in the share of students scoring proficient. Vermont trailed the cohort with a three percentage point improvement.

As with the other assessments, there was wide variation in scores across districts. The percent of students who were rated as proficient ranged from a high of 86 percent in both Barrington and Smithfield to a low of 38 percent in Central Falls. Consistent progress in writing has been less even across districts when compared to reading and math; there is wide variation across years within many districts. North Smithfield's 37 point swing in scores between 2008 and 2010 provides one example of the volatility in writing scores. In the *2010 Results Report*, it was noted that North Smithfield saw the greatest drop in its scores of any district in the state, with 13 percent fewer students achieving proficiency in 2008 than in 2005 (from 58 percent proficient to 45 percent proficient). As of this report, North Smithfield showed the largest improvement of any district in the state, achieving an overall 24 percentage point gain between 2005 and 2010.

Table 10
NECAP Writing Assessment 2005-2010*, Grades 5 & 8

	Percentage									Change	
	2005			2008			2010			2005-2010	
School District	Below Proficient	Partially Proficient	At or Above Proficient	Below Proficient	Partially Proficient	At or Above Proficient	Below Proficient	Partially Proficient	At or Above Proficient	At or Above Proficient Change	Rank
Urban Core											
Central Falls	36	38	26	38	37	25	15	46	38	12	9
Newport	24	36	40	19	33	48	12	38	50	10	15
Pawtucket	17	35	48	22	38	41	12	40	48	0	30
Providence	36	35	29	29	37	33	17	43	40	11	11
Woonsocket	32	42	26	28	34	38	10	44	46	20	2
Urban Ring											
Cranston	11	32	57	10	29	62	4	29	68	11	12
East Providence	14	34	52	18	33	49	7	37	56	4	27
North Providence	9	31	60	11	32	58	4	31	65	5	24
Warwick	12	32	56	12	28	60	8	31	61	5	23
West Warwick	14	33	53	18	36	46	8	28	63	10	13
Suburban											
Barrington	5	14	81	4	14	82	1	13	86	5	25
Bristol-Warren	11	32	57	9	27	64	7	30	64	7	19
Cumberland	11	32	57	14	34	53	4	30	66	9	16
East Greenwich	4	20	76	5	21	74	1	18	82	6	22
Jamestown	11	27	62	6	18	76	7	16	77	15	7
Johnston	11	31	58	8	36	56	5	39	57	-1	33
Lincoln	8	26	66	8	24	68	5	25	70	4	26
Middletown	13	40	47	11	30	59	9	37	54	7	17
Narragansett	6	22	72	8	20	73	4	17	78	6	20
North Kingstown	9	22	69	9	27	63	3	25	73	4	28
Portsmouth	12	30	58	8	28	64	4	19	76	18	4
Smithfield	4	20	76	5	18	76	2	12	86	10	14
Westerly	14	34	52	9	26	65	6	28	66	14	8
Emerging Suburban											
Burrillville	10	35	55	15	41	44	7	43	50	-5	36
Chariho	11	30	59	8	21	71	3	22	75	16	6
Coventry	12	33	55	9	26	65	4	24	72	17	5
Exeter - West Greenwich	9	27	64	9	28	63	4	25	71	7	18
Foster	6	19	75	5	15	80	2	27	71	-4	35
Foster-Glocester	19	38	43	21	37	42	5	40	55	12	10
Glocester	19	33	48	11	26	63	5	28	67	19	3
Little Compton	1	34	65	5	29	67	3	32	65	0	29
New Shoreham	5	33	62	5	19	76	0	41	59	-3	34
North Smithfield	8	34	58	19	36	45	1	16	82	24	1
Scituate	4	17	79	9	21	70	3	19	78	-1	31
South Kingstown	9	25	66	10	20	70	5	23	72	6	21
Tiverton	14	31	55	9	29	62	5	41	54	-1	32
State Average	**17**	**32**	**51**	**16**	**31**	**53**	**8**	**32**	**60**	**9**	**-**
ME State Average	**-**	**-**	**-**	**-**	**-**	**-**	**10**	**42**	**48**	**N/A**	**-**
NH State Average	**16**	**34**	**50**	**14**	**30**	**55**	**6**	**33**	**61**	**11**	**-**
VT State Average	**14**	**33**	**53**	**17**	**29**	**54**	**10**	**34**	**56**	**3**	**-**

* Denotes year in which test was administered

Scores represent all tested students in the district grades 5 & 8 only; totals have been adjusted to exclude 11th grade results to allow for comparisons to prior years.

Proficient indicates the percent of students who achieved level 3 or level 4 distinctions on the assessment; partially proficient reflects the percent of students in a district who were classified as level 2; below proficient includes students who were classified as level 1.

NOTE: The 2009 writing test for grades 5 and 8 was a pilot test which will be used to construct operational test forms. As such, writing test results for 2009 were reported for 11th graders

SOURCE: Rhode Island, Maine, New Hampshire, and Vermont Departments of Education; RIPEC Calculations

11th Grade Performance

This section examines how 11th grade students performed on the NECAP. NECAP data is shown for the school year in which the test was administered (fall for reading, writing and math, and spring for science). As with results for students in grades 3-8, New Hampshire and Vermont proficiency rates are included; Maine does not administer the assessment for 11th grade students.

Statewide, 74 percent of students in grade 11 scored *at or above proficient* on the 2010 NECAP reading analysis, a one-point improvement from 2009 and a five-point improvement from 2008. In Vermont, 72 percent of all 11th grader test takers were rated as proficient, and in New Hampshire 74 percent achieved proficiency. Of the three states, Rhode Island saw the largest increase in students rated as proficient on the reading assessment. The 2010 assessment was the first time that Rhode Island students, on average, out-scored their peers in the other testing states.

The largest increase since 2008 was in West Warwick, where proficiency rates on the reading assessment increased by 16 percentage points. The second largest increase was in Warwick, where reading proficiency increased by 15 percentage points. Five districts - Bristol-Warren, Coventry, Lincoln, North Kingstown and South Kingstown – saw proficiency rates decline during this time. Although there was variation in performance across districts, in most cases students in grade 11 had equal or higher proficiency rates than students in grades 3-8 in the 2010 testing year. This was particularly true when urban districts were excluded; with the exception of Johnston, the percent of 11th graders scoring *at or above proficient* was higher than the proficiency rate across grades 3-8 in every non-urban district.

In contrast to the reading assessment, the state's 11th graders performed worse on the mathematics assessment than did students in grades 3-8 in every single district. In 2010, while realizing a five-point improvement over 2009 scores, only 33 percent of students in grade 11 scored *at or above proficient*, compared to the 59 percent of students in grades 3-8 that scored proficient or better on the assessment.

In New Hampshire and Vermont, 36 and 38 percent of 11th graders, respectively, scored proficient on the math assessment. Although Rhode Island under-performed compared to New Hampshire and Vermont on the math assessment, proficiency rates in math vary across the 31 districts that reported scores for 11th graders, from a low of 8 percent in Central Falls to a high of 73 percent in Barrington. Over the past three years, proficiency rates on the mathematics assessment increased by seven percentage points in Rhode Island, compared to a gain of four percentage points in New Hampshire and three in Vermont. Exeter-West Greenwich saw the percentage of students scoring *at or above proficient* increase by 29 percentage points, which was the largest gain in the state. In contrast, proficiency rates declined in Newport, Providence, Woonsocket, and Bristol-Warren.

On the 2010 writing assessment, Rhode Island students continued to outperform their peers in New Hampshire and Vermont, with 51 percent of 11th graders demonstrating proficiency on the examination, compared to 45 percent in New Hampshire and 49 percent in Vermont. However, as with reading and math scores, East Greenwich had the highest percent of students scoring *at or above proficient* on the assessment (80 percent), while the lowest-scoring districts were Central Falls and Woonsocket (both 23 percent).

Table 11
11th Grade NECAP Results - 2008-2010

	2008-09				2010-11				Change 2008-2010			
	Reading	Math	Writing	Science	Reading	Math	Writing	Science	Reading	Math	Writing	Science
Urban Core												
Central Falls	44	4	29	3	44	8	23	6	0	4	-6	3
Newport	66	23	44	9	75	19	43	12	9	-4	-1	3
Pawtucket	54	14	33	12	60	17	33	10	6	3	0	-2
Providence	55	14	29	5	57	12	39	7	2	-2	10	2
Woonsocket	50	16	30	12	54	15	23	10	4	-1	-7	-2
Urban Ring												
Cranston	68	22	38	16	79	26	49	24	11	4	11	8
East Providence	61	18	28	15	73	25	37	28	12	7	9	13
North Providence	74	20	35	10	82	21	64	18	8	1	29	8
Warwick	68	23	40	17	83	31	53	16	15	8	13	-1
West Warwick	64	22	39	13	80	30	53	15	16	8	14	2
Suburban												
Barrington	94	71	76	56	95	73	74	57	1	2	-2	1
Bristol-Warren	87	40	49	27	86	39	74	36	-1	-1	25	9
Cumberland	78	33	43	29	82	35	58	29	4	2	15	0
East Greenwich	90	64	77	50	92	68	80	61	2	4	3	11
Johnston	59	21	44	11	72	31	60	19	13	10	16	8
Lincoln	81	42	55	30	83	48	62	31	2	6	7	1
Middletown	79	43	49	39	82	56	65	43	3	13	16	4
Narragansett	84	44	61	47	89	55	63	41	5	11	2	-6
North Kingstown	72	41	45	26	53	48	56	29	-19	7	11	3
Portsmouth	89	43	57	43	90	57	61	54	1	14	4	11
Smithfield	87	30	43	33	88	43	62	45	1	13	19	12
Westerly	77	33	53	19	80	42	56	44	3	9	3	25
Emerging Suburban												
Burrillville	72	30	43	20	79	40	52	25	7	10	9	5
Chariho	76	31	49	27	85	45	41	38	9	14	-8	11
Coventry	67	30	47	15	61	37	61	30	-6	7	14	15
Exeter - West Greenwich	81	38	40	23	81	67	69	45	0	29	29	22
Foster-Glocester	82	21	44	29	90	41	53	32	8	20	9	3
North Smithfield	83	35	47	23	84	39	73	25	1	4	26	2
Scituate	83	46	48	27	93	48	62	51	10	2	14	24
South Kingstown	86	48	65	44	85	58	65	51	-1	10	0	7
Tiverton	82	24	51	26	85	38	64	39	3	14	13	13
State Average	**69**	**26**	**42**	**20**	**74**	**33**	**51**	**26**	**5**	**7**	**9**	**6**
ME State Average												
NH State Average	**72**	**32**	**39**	**24**	**74**	**36**	**45**	**27**	**2**	**4**	**6**	**3**
VT State Average	**72**	**35**	**42**	**27**	**72**	**38**	**49**	**31**	**0**	**3**	**7**	**4**

* Denotes year in which test was administered for NECAP scores

Scores represent all 11th grade students who were tested in the district. Proficient indicates the percent of students who achieved level 3 or level 4 distinctions on the assessment.

SOURCE: Rhode Island, New Hampshire, and Vermont Departments of Education; RIPEC calculations

Statewide, 26 percent of 11th graders scored *at or above proficient* on the spring 2011 NECAP science assessment, an increase of six percentage points since the spring of 2009. Proficiency rates ranged from a high of 61 percent in East Greenwich to a low of 6 percent in Central Falls. Westerly saw the largest improvement in proficiency on the science assessment – proficiency rates increased by 25 percentage points between the spring 2009 and spring 2011 assessments. Proficiency rates in New Hampshire and Vermont were slightly higher than in Rhode Island, the two states had proficiency rates of 27 and 31 percent, respectively. As with the other assessments, although Rhode Island students lag those in their peer states, they have had larger increases in proficiency rates since the first administration of the assessment.

Graduation rate data is cohort data (v. event completion rate). Cohort data is calculated by dividing the number of on-time graduates (those that graduated in four years) by the number of students who entered 9th grade for the first time four years prior, adjusting for transfers or other exits. Statewide, the spring 2010 cohort graduation rate was 75.8 percent as shown on table 12. This was slightly higher than the spring 2009 statewide graduation rate of 75.5 percent, and just under two percentage points higher than the statewide cohort graduation rate of 73.9 percent. Although the state's graduation rate has improved since the 2007-08 school year, the state lags behind its peer states of Maine, New Hampshire and Vermont, which had graduation rates of 82.8 percent, 85.9 percent, and 87.5 percent, respectively. The increase in Rhode Island's graduation rate over the past three years is similar to the increase in Vermont and higher than in Maine, where the graduation rate declined between the spring of 2008 and the spring of 2010. New Hampshire did not start using the cohort calculation method until spring of 2010.

Table 12
Cohort Graduation Rates 2007-08 to 2009-10

	Graduation Year		
	2007-08	**2008-09**	**2009-10**
Urban Core			
Central Falls	52.1	47.1	50.6
Newport	65.6	74.6	77.6
Pawtucket	56.9	55.4	58.0
Providence	63.1	66.5	68.0
Woonsocket	60.0	61.8	63.2
Urban Ring			
Cranston	81.8	79.5	81.3
East Providence	75.6	74.4	71.8
North Providence	88.2	81.4	79.6
Warwick	72.2	74.8	75.5
West Warwick	68.0	68.9	65.1
Suburban			
Barrington	95.0	95.8	95.7
Bristol-Warren	80.2	84.7	81.6
Cumberland	80.7	83.2	83.3
East Greenwich	93.9	93.7	95.8
Johnston	77.8	70.4	61.1
Lincoln	82.8	85.1	81.2
Middletown	84.2	81.5	82.0
Narragansett	94.0	86.2	90.1
North Kingstown	88.3	92.3	86.0
Portsmouth	85.8	82.6	85.0
Smithfield	87.9	89.8	90.9
Westerly	88.0	89.3	87.1
Emerging Suburban			
Burrillville	74.8	85.1	82.9
Chariho	84.2	85.0	81.8
Coventry	82.8	79.0	80.3
Exeter - West Greenwich	87.2	87.4	89.4
Foster-Glocester	87.0	88.2	82.7
North Smithfield	89.5	84.0	82.9
Scituate	84.1	85.0	92.7
South Kingstown	86.4	86.6	85.6
Tiverton	82.9	83.0	77.5
Rhode Island	**73.9**	**75.5**	**75.8**
Maine	**83.5**	**80.4**	**82.8**
New Hampshire	**ND**	**ND**	**85.9**
Vermont	**85.7**	**85.6**	**87.5**

SOURCE: RI, ME, NH & VT Departments of Education

Graduation rates in the spring of 2010 ranged from a low of 50.6 percent in Central Falls to a high of 95.8 percent in East Greenwich. In general, graduation rates in the urban core districts were the lowest in the state, ranging from 50.6 percent in Central Falls to 77.8 percent in Newport; however, Newport's graduation rate was higher than rates in East Providence and West Warwick. Over the past three years, Newport has seen the largest increase in their graduation rates, from 65.6 percent in the spring of 2008 to 77.6 percent in the spring of 2010. Conversely, graduation rates in Johnston declined by 16.8 percentage points to 61.1 percent, the largest decline in the state during this time period.

Assessment and Accountability

NCLB Overview

Since the passage of the *No Child Left Behind Act* (NCLB) in 2002, assessment results have become increasingly important. Under the legislation, schools that receive Title I funds (for high-poverty schools) and fail to demonstrate adequate yearly progress (AYP) are subject to corrective actions that range from allowing students to transfer to another school in the same district to a complete restructuring of the school.

The NCLB legislation mandates that by the year 2013-2014, all students in public school will reach the *proficient* level set in reading and mathematics. In order to determine if such progress is being made, the legislation requires yearly testing of all students in grades 3-8, and students in one high school grade for both English/language arts (ELA) and math, and requires one year of testing at each school level in science. Rhode Island, along with New Hampshire and Vermont, developed the grade level and grade span expectations and the NECAP to comply with this requirement. Recently, Maine has adopted the NECAP as their assessment tool.

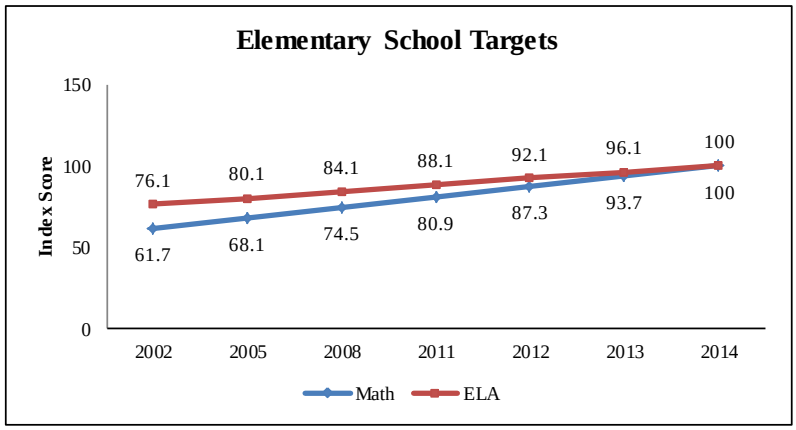
Recently, discussions around the reauthorization of NCLB have proposed eliminating the 100 percent proficiency rates in exchange for a "college and career ready" standard. To date, no legislation has passed. However, the federal government has allowed states to apply for waivers from specific requirements under NCLB, such as the 100 percent proficiency requirement, in exchange for implementing a reform agenda. The Commissioner of Education has indicated that the state intends to apply for the waiver in the second round of applications, in February 2012.

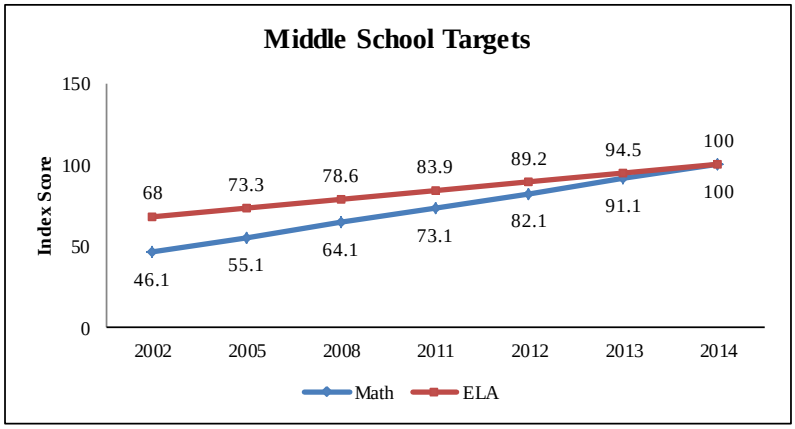
Meeting AYP

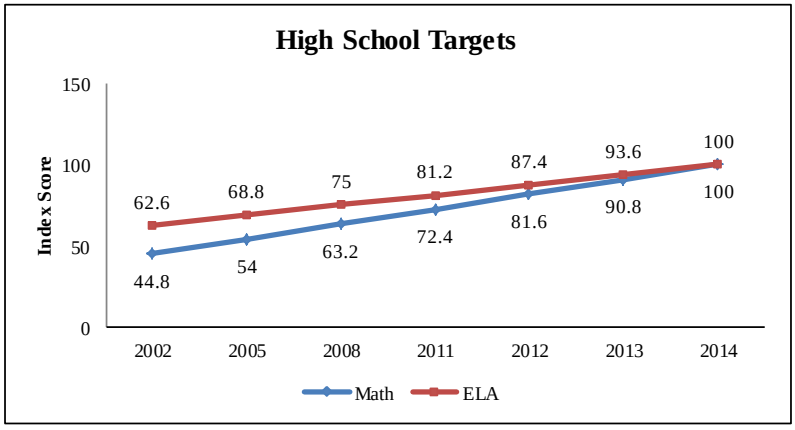
To determine school progress, Rhode Island uses an *Index Proficiency Score* (IPS). Student scores on the NECAP are translated into a specific index score, which is then aggregated to determine the school's Index Proficiency Score. Whether a school has met AYP is determined by whether the school has met its annual targets, primarily based on meeting the predetermined minimum IPS. In order to determine the IPS, states set a starting point, based on the performance of their lowest-achieving demographic group or the lowest-achieving schools in the state, whichever is higher. The state must then set thresholds that a school or district must reach every two years in order to show AYP. These thresholds must be raised in equal increments until 2013-2014, when all students must demonstrate proficiency in reading and math. Rhode Island's IPS targets are shown on table 13.

In Rhode Island, thresholds were set using the New Standards Reference Exams (NSRE). Average NSRE results from 2000-2002 were used to establish the baseline for ELA and math, and the school's IPS was calculated. Schools were then rank-ordered and the score at which 20.0 percent of the student population scored *below* was used as the statewide baseline. Schools must meet the minimum IPS for both the total school population and within each designated sub-group (African-American, Asian, Hispanic, Native American, Caucasian, students with disabilities, English language learners, and economically disadvantaged students). In addition, schools and districts have three non-assessment targets: participation rates in math and English language arts assessments, and attendance or graduation rate. Combined, there is a maximum of 37 targets a school or district may be required to meet.

Table 13
Rhode Island Performance Targets







SOURCE: R.I Department of Education; RIPEC calculations

Intervention Status

Schools that meet AYP in the previous year and meet the AYP requirements for both ELA and math for the "all students" subgroup can be labeled "caution" if three or fewer AYP targets are missed. If a school has missed more than three targets after satisfying AYP requirements in the previous year, it is classified as having made "insufficient progress". If a school did not meet all AYP requirements in the previous year and misses any targets, the school is classified as having made "insufficient progress".

After two years of failing to make progress in the same content area a school is identified for improvement both for Rhode Island and NCLB purposes (if the school receives Title 1 funding). A school is also subject to being designated as "in need of improvement" if it fails to make AYP for two consecutive years in a non-academic area. Schools must demonstrate progress for two consecutive years to be removed from intervention status.

Under Rhode Island General Law, schools in this category are subject to Progressive Support and Intervention (PS&I). The Rhode Island Department of Education (RIDE) is responsible for offering technical and policy support for at least three years to these schools. After three years, RIDE may take increasing control of schools, which may culminate in reconstitution of schools; however, there is no specified timeline in state law. Schools that receive Title 1 funding are subject to sanctions identified under NCLB that follow a specified timeline as follows:

- 1st year of "identified for improvement": Students may transfer to another school within the district (school choice);
- 2nd year: School choice plus supplemental education services;
- 3rd year: School choice, supplemental education, and possible corrective action; and
- 4th year: All of the above, plus possible reconstitution, which may include replacing staff, turning the school operations over to the state, or re-opening the school as a charter school.

Under federal definitions, schools that fail to make AYP after four years (two years of "insufficient progress" and two years of being classified as "in need of improvement") are schools targeted for "corrective action". After five years, schools are "in restructuring"; year five is the planning year and year six is the implementation year. Schools that are in restructuring must do one of the following:

- Close and reopen as a charter;
- Contract with a private management company;
- Enter into a state management agreement;
- Replace all or most of the staff; or
- Enact some form of significant governance restructuring.

Rhode Island Overview

Statewide, all students met the index proficiency score (IPS) in both English /language arts (ELA) and math at all education levels in the 2010-2011 school year. As shown on table 14, only one subgroup (students with disabilities) did not meet the mathematics IPS target at the statewide level. All other elementary school targets were met across all subgroups. Similarly, the

Table 14
2011 Rhode Island State Report Card Targets Met (Missed)

	Target				
	Index Proficiency Score		% of Students Tested		Grad/Attend
	ELA	Math	ELA	Math	Rate
Elementary Schools	Yes	No (1)	Yes	Yes	Yes
Middle Schools	Yes	No (1)	Yes	Yes	Yes
High Schools	No (1)	No (5)	No (1)	Yes	Yes

SOURCE: RI Department of Education

only target that was not met statewide at the middle school level was the math IPS target for the students with disabilities subgroup. At the high school level, seven targets were missed in the 2010-2011 school year: ELA IPS for students with disabilities; math IPS for African-American students, Hispanic students, students with disabilities, ELL students, and economically disadvantaged students; and the percent of students tested for the ELL subgroup.

District Performance

School districts are classified as in need of improvement if they miss one or more targets at more than one school level (elementary, middle or high school), or if more than 40 percent of the schools make insufficient progress. Districts on watch status are those that have failed to meet AYP for one year. A district may remain on watch status for multiple years until it misses targets in the same area of evaluation (e.g., math) for two consecutive years. If districts miss annual targets in the same subject area for two or more years they are moved to "intervention status." Districts classified as "continuing" met AYP targets for one year, but must meet AYP for two consecutive years to be removed from intervention status.

In the 2010-11 school year, Cumberland was the only district added to the watch list while Westerly moved off the watch list. Coventry, Newport, South Kingstown and Warwick moved from the watch list to first-year intervention status. North Kingstown is in their second year continuing, and will be removed from intervention status if the district makes AYP in the 2011-2012 school year. Seven other districts were in intervention status in 2010-2011: Cranston and East Providence (fourth year); West Warwick (sixth year); Central Falls, Pawtucket and Woonsocket (ninth year); and Providence (tenth year).

All five urban core districts are in some level of intervention status. North Providence is the only one of the five urban ring districts not on watch status. Although the majority of the districts that are in some level of intervention status are urban, three suburban/emerging suburban districts (Coventry, South Kingstown, and North Kingstown) are also on intervention status. This is the largest number of non-urban districts on intervention status since the implementation of NCLB.

Table 15
Districts Not Meeting AYP
School Year 2010-11

Watch Status

Cumberland

Intervention Status

1st Year

Coventry
Newport
South Kingstown
Warwick

*2nd Year Continuing**

North Kingstown

4th Year

Cranston
East Providence

6th Year

West Warwick

9th Year

Central Falls
Pawtucket
Woonsocket

10th Year

Providence

* District met AYP requirements but must meet AYP for two consecutive years to be removed from intervention status.

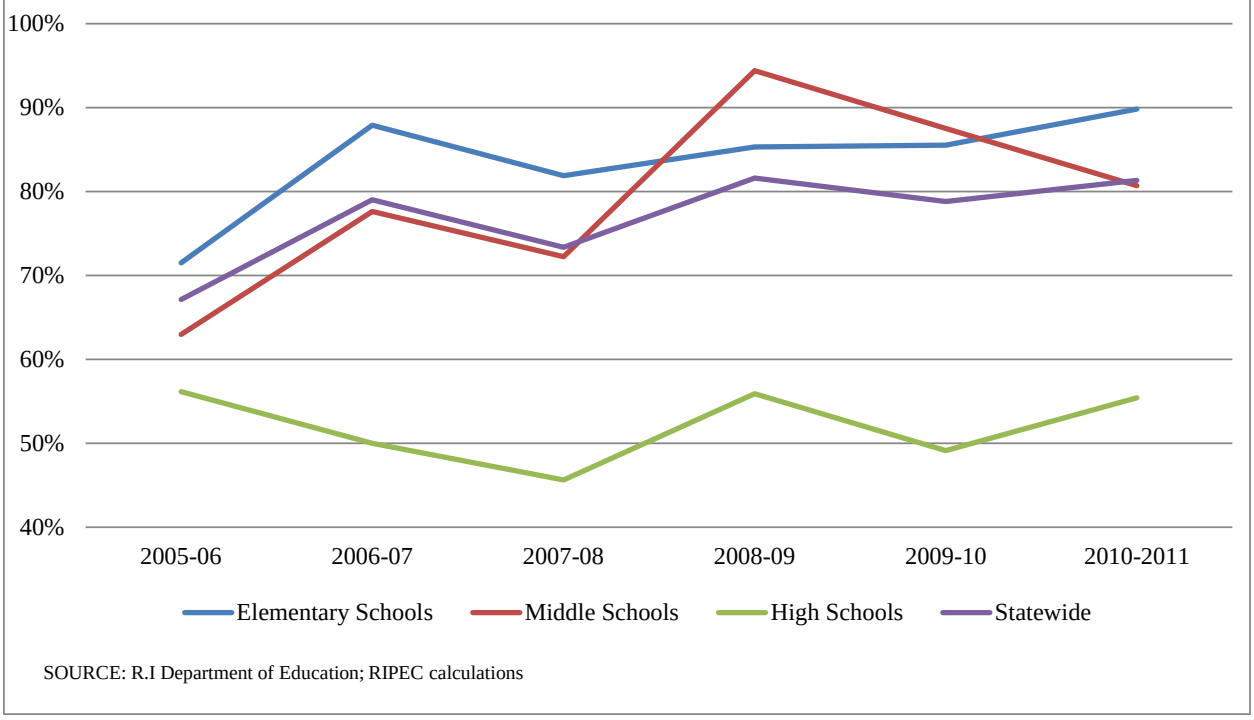
SOURCE: R.I. Department of Education

School Performance

Individual schools are classified in the same manner as school districts. Only schools that receive Title 1 funding are subject to the provisions of NCLB, while schools that do not receive Title 1 funds participate in Rhode Island's Progressive Support and Intervention program if they do not make AYP. The percentage of schools in Rhode Island that met all targets in the 2010-2011 testing year was 81.3 percent, an increase of 2.5 percent from 2009-2010. Notably, although AYP targets were raised in the 2010-2011 testing year, the number of schools meeting AYP increased statewide and at all levels except for middle schools.

With the exception of high schools, a greater number of schools met all targets at all levels and statewide in 2010-2011 when compared to 2005-2006. Even though IEP targets increased in both 2007-2008 and 2010-2011, the percent of schools meeting AYP increased by 18.3 percent at the elementary level, and by 17.7 percent at the middle school level. Statewide, the percent of schools meeting AYP increased from 67.1 percent in 2005-2006 to 81.3 percent in 2010-2011, an increase of 14.2 percent. The percent of high schools meeting all targets has consistently been lower than the share of elementary or middle schools who met AYP. Further, only 55.4 percent of high schools met AYP in 2010-2011, compared to 56.1 percent in 2005-2006.

Chart 1
Percent of Schools Meeting AYP 2006-2011



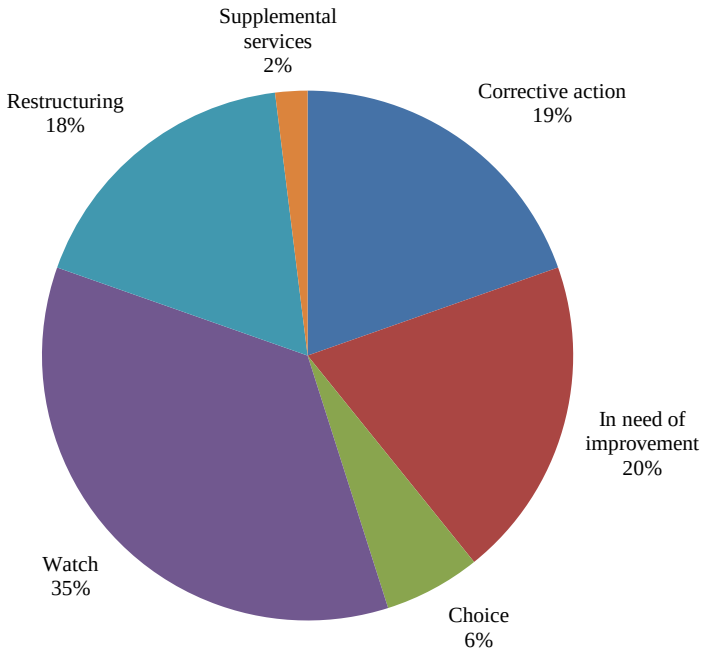
SOURCE: R.I Department of Education; RIPEC calculations

Of the 54 schools that did not make AYP in the 2010-2011 school year, 32 were in the urban core, 12 were classified as urban ring, four were suburban districts and two were in the state's emerging suburban districts. The remaining four schools were either state-run or charter schools. The majority of schools that did not make AYP in 2010-2011 (35.3 percent, or 18 schools) were in their first year of missing targets and were placed on watch status. Of these schools,

approximately half were Title I schools and subject to NCLB guidelines. Approximately 20 percent of schools not meeting AYP were classified as "in need of improvement". All of these schools are non-Title I schools that have not made AYP for at least two years. The remaining schools are all Title I schools and are in varying stages of NCLB sanctions as follows:

- Choice (first year in need of improvement/second year of not making AYP; 5.9 percent);
- Supplemental services (in need of improvement for two years; 2.0 percent);
- Corrective action (four+ years as identified for improvement; 19.6 percent); and
- Restructuring (identified for improvement for five+ years; 17.6 percent).

Chart 2
NCLB/RI Sanctions for Schools Not Meeting AYP



SOURCE: RI Department of Education; RIPEC calculations

IV. Demographics

Highlights

State-to-State Comparison

- Although there were fewer Rhode Island families living in poverty in 2009 when compared to the national average (11.9 percent v. 12.8 percent), the state had the second-highest percentage of families living in poverty in New England (after Maine).
- While fewer Rhode Island adults had at least a high school education compared to the national and regional average (83.8 v. 84.9 percent), the state had a higher percentage of adults with at least a bachelor's degree compared to the national average and Maine (30.1 v. 27.8 and 26.4 percent, respectively).
- In contrast to national trends, every state in New England saw student enrollment declines between the 2004-05 and 2009-10 school years. During this time period, Rhode Island saw student enrollment decline by 7.3 percent, the largest drop in enrollment of the six states.
- Nationally, enrollment in English language learner (ELL) programs increased by 1.6 percentage points between 2005-06 and 2009-10. In contrast to national and regional trends, ELL enrollments declined in Rhode Island over the five-year span.
- Special education enrollments increased slightly across the country and remained stable in Rhode Island during this time period; however, in both years, special education enrollments in the state were higher than the national average and all other New England states.
- Although free/reduced-price lunch (FRPL) enrollments in all six states were below the national average, FRPL enrollment in Rhode Island was the highest in New England in the 2009-10 school year. In the 2009-10 school year, FRPL students where higher nationally, and across New England, compared to the 2004-05 school year.

Rhode Island District Comparison

- Between the 2005-06 and 2010-11 school years, public school enrollment in Rhode Island fell from 150,112 students to 139,159 students, a 7.3 percent decrease. On a percentage basis, Central Falls and Foster-Glocester experienced the largest decrease in enrollments. Barrington was the only district in which enrollments grew during this time period.
- Over the past five years, statewide ELL enrollment has declined by 550 students, or 7.6 percent. At the same time, due to declines in total enrollment, ELL students constitute the same share of total statewide enrollment in the 2009-10 school year as in the 2005-06 year.
- Students with an individualized education plan (IEP; special education students) accounted for 18.4 percent of total enrollment in the 2010-11 school year, compared to 18.2 percent in the 2005-06 school year.
- The percentage of students enrolled in the FRPL program has increased over the past five years. In 2005-06, there were 49,171 students enrolled in the program, compared to 58,755 in 2010-11, an increase of 19.5 percent.
- Although the ten urban core districts accounted for roughly 55 percent of total 2010-11 enrollment in the state, 77.4 percent of students in the FRPL program attended school in one of the districts.

Overview

Student performance, and the cost of educating students, is impacted by a variety of economic and demographic factors. Characteristics such as poverty, language barriers or learning disabilities play a role in shaping student performance and, as such, should be taken into consideration when examining the results of performance on standardized exams and evaluating education expenditures.

Regions and states face different situations with regard to the specific mix of demographic and economic characteristics in their schools and districts. Within New England, and even within Rhode Island, there is significant variation with regard to poverty, language abilities, and special needs students. These factors also tend to be concentrated in the Nation's central cities, which exacerbates the challenges faced by urban districts. For example, although each district in Rhode Island has students eligible for free or reduced-price lunch, a frequently used proxy for poverty, almost 60 percent of those students reside in one of the state's five urban core cities. If the urban ring cities are included, the state's ten urban communities capture approximately 80 percent of free/reduced-price lunch students. This means that the other 26 school districts combined have about 20 percent of students who are considered "poor".

The following section considers a number of different indicators that research has found impact educational outcomes in order to place Rhode Island's academic performance in context, both across the region and throughout the state. National data was obtained from the National Center for Education Statistics (NCES) and the Bureau of the Census. Rhode Island state data comes from the Rhode Island Department of Education. The most recent year for which nationally comparable data are available from NCES is school year 2009-10. The most recent Census data is available for calendar year 2009. Rhode Island-specific statistics use school year 2010-11 enrollments.

Indicators in this section include:

- *Poverty* – the percent of families below the poverty line and at or below the poverty line ($22,050 for a family of four with two children in 2009);
- *Adult Educational Attainment* – the highest grade of school completed, or the highest degree received, presented as a percent of the population 25 years or older;
- *Free and Reduced Lunch* – a federally assisted program that provides free or reduced-price lunches to school children at or below 185 percent of the federal poverty line. This program is a commonly used proxy for poverty;
- *English Language Learners* – the percent of individuals for whom English is not their primary language and have limited ability to read, write, speak or understand English; and
- *Special Education/Individual Education Plan* – the percent of students identified as having special needs or difficulties learning or functioning in a classroom.

State-to-State Comparison

The following section compares Rhode Island to the five other New England states, and to the national average, on selected demographic measures. Data comes from Census Bureau estimates for 2004 and 2009 and from the National Center for Education Statistics (NCES) for school years 2004-05 and 2009-10.

Socio-Economic Factors

Population

As shown on table 16, the majority of New England states, with the exception of New Hampshire, continue to experience slower population growth than the rest of the country. Between 2004 and 2009, the national population increased by 4.8 percent, while the population in Rhode Island shrunk by 1.7 percent. Rhode Island was the only New England state to experience a decrease in population over the five-year period

Poverty

One commonly used measure of poverty is the federal poverty line (FPL), a statistic based on income thresholds, which vary with family size. This measure is the primary qualifier for a number of federally- and state-supported programs including, but not limited to, the free and reduced price lunch program. In 2009, the federally-defined "poverty line" was $22,050 for a family of four with two dependent children. Nationally, 13.6 percent of the population lived below the poverty threshold in 2009 compared to 13.1 percent in 2004. All of the New England states had lower poverty rates than the national average in both years. In Rhode Island, the share of the population living below the poverty line decreased from 12.8 percent in 2004 to 11.9 percent in 2009. The Ocean State was the only state in the region to see a decrease in the share of the population living below the poverty line between the two-year period.

Table 16
Selected Socio-Economic Factors 2004 and 2009
New England and United States Average

	Total Population (thousands)			Poverty Below 100%		Adult Educational Attainment* High School+		Bachelor+	
	2004	2009	Change	2004	2009	2004	2009	2004	2009
US	293,046	307,007	4.8%	13.1%	13.6%	83.9%	84.9%	27.0%	27.8%
Connecticut	3,475	3,518	1.2%	7.6%	9.0%	89.0%	88.4%	34.6%	35.5%
Maine	1,308	1,318	0.8%	12.3%	12.4%	88.3%	89.8%	26.1%	26.4%
Massachusetts	6,451	6,594	2.2%	9.2%	10.1%	88.2%	88.7%	37.4%	38.2%
New Hampshire	1,293	1,325	2.5%	7.6%	7.8%	88.3%	90.8%	32.1%	32.6%
Rhode Island	**1,071**	**1,053**	**-1.7%**	**12.8%**	**11.9%**	**82.8%**	**83.8%**	**28.1%**	**30.1%**
Vermont	618	622	0.6%	9.0%	10.9%	89.2%	90.6%	32.0%	33.2%

* For the population 25 and older; indicates the highest level of attainment; high school attainment includes degree or equivalent
SOURCE: US Bureau of the Census American Community Survey, various years; RIPEC calculations

Adult Educational Attainment

Research has indicated that the education level of adults in the home has an impact on the educational performance and attainment of students. Consistent with past reports, national data on the percent of adults aged 25 and older indicate that Rhode Island lags behind the rest of the country and the New England region with regard to the percent of adults with at least a high school degree (or equivalent). In 2009, 83.8 percent of Rhode Island adults held at least a high school diploma or equivalent compared to 84.9 percent of the nation. At the same time, the state out-performs the national average with regard to the percent of adults with at least a bachelor's degree, with 30.1 percent of Rhode Island adults having attained at least a bachelor's degree, compared to 27.8 percent nationally, in 2009. However, among the New England states, only Maine has a lower share of adults with at least a college degree.

Student Enrollment

Between the 2004-05 and 2009-10 school years, pre-kindergarten-12 enrollment in Rhode Island public schools declined 7.3 percent compared to an increase of 1.1 percent nationally. During this time period, every New England state experienced a decline in enrollments, ranging from a 7.3 percent in Rhode Island to 2.3 percent in Connecticut.

Table 17
Selected Enrollment, 2004-05 to 2009-10
New England and United States Average

	Fall Enrollment			English Language Learners*		Special Education**		Free/Reduced Lunch***	
	2004-05	2009-10	Change	2004-05	2009-10	2004-05	2009-10	2004-05	2009-10
United States	48,693,287	49,247,631	1.1%	8.0%	9.6%	12.2%	13.1%	37.3%	45.5%
Connecticut	577,390	563,982	-2.3%	4.8%	5.3%	11.6%	12.2%	26.3%	31.8%
Maine	198,820	188,936	-5.0%	1.4%	2.4%	16.8%	15.8%	32.3%	40.6%
Massachusetts	975,574	957,053	-1.9%	5.1%	5.4%	16.6%	17.5%	27.7%	32.9%
New Hampshire	206,852	197,140	-4.7%	1.2%	1.9%	14.7%	15.3%	16.5%	23.5%
Rhode Island	**156,498**	**145,118**	-7.3%	**5.8%**	**4.7%**	**18.1%**	**18.1%**	**32.1%**	**41.5%**
Vermont	98,352	92,411	-6.0%	2.0%	1.7%	13.1%	8.4%	25.0%	32.0%

* The number of students served in a language assistance program; ** Students with an individual education plan; *** Students with family incomes < 185% FPL

NOTE: N/D indicates that data was not available for that year; US total includes DC; Enrollment is total public school enrollment, including charters and ungraded students in grades PK-12.

SOURCE: NCES Common Core of Data Survey, various years; RIPEC calculations

English Language Learners

Across the country, the percentage of students classified as English Language Learners (ELL) increased from 8.0 percent in 2004-05 to 9.6 percent in 2009-10. Although Rhode Island had the highest share of ELL students among the New England states in the 2004-05 school year (5.8 percent), both Connecticut and Massachusetts had higher ELL enrollments in the 2009-10 school year (5.3 percent and 5.4 percent, respectively). Over the five-year time period, Rhode Island

and Vermont were the only two states in the region to see a decrease in ELL enrollments. The decline was the most pronounced in Rhode Island where the percent of ELL students declined 1.1 percent.

Individual Education Plan/Special Education

In both years, Rhode Island had a higher percentage of students with an individual education plan (IEP) than the national average and all other New England states. Students with an IEP accounted for 18.1 percent of student enrollment in Rhode Island in both years. By comparison, IEP students were 13.1 percent of the national student population in 2009-10. Within the region, Massachusetts had the second-largest percentage of students with an IEP (17.5 percent), while Vermont had the lowest (8.4 percent). With the exception of Vermont and Connecticut, all New England states had a higher share of IEP students than the national average in 2009-10. Maine and Vermont were the only two New England states to see a decline in the percent of IEP students between 2004-05 and 2009-10.

Free/Reduced-Price Lunch

Rhode Island enrollment in the free/reduced-price lunch (FRPL) program increased from 32.1 percent of the student population in 2004-05 to 41.5 percent of the student population in 2009-10, echoing regional and national trends. However, the increase in FRPL enrollments in Rhode Island was greater than any other New England state and the national average increase. Nationally, FRPL enrollments increased from 37.3 percent to 45.5 percent of the student population during this time frame. In both years, FRPL enrollment as a share of total enrollment in Rhode Island was lower than the national average, but higher than the five other New England states (with the exception of Maine in 2004-05).

Rhode Island Demographics

This section examines Rhode Island-specific trends and demographics, including total enrollment, English language learners, special education and free/reduced-price lunch enrollments. Data are from the Rhode Island Department of Education. Total enrollments, English language learners and free/reduced-price lunch program participants are based on a one-day snapshot of enrollments in October, while enrollments in special education use December counts. Rhode Island-specific data in this section will differ from NCES data due to the exclusion of charter and state-run schools, which are included in NCES counts.

Enrollment

Consistent with NCES data, enrollment in Rhode Island public schools continues to decline. Between the 2005-06 and 2010-11 school years, public school enrollment in Rhode Island fell from 150,112 students to 139,159 students, a 7.3 percent decrease. On a percentage basis, Central Falls and Foster-Glocester experienced the largest decrease in student population; enrollments in these districts fell by 21.0 percent and 21.3 percent, respectively, during this time period. Barrington was the only district to see an increase in population during this time period; enrollment in the district increased by 2.1 percent over the past five years.

Enrollment declines were greatest in the emerging suburban districts, where total enrollment fell by 10.0 percent over the five-year period. Of these communities, Foster-Glocester saw the largest enrollment decline, but Exeter-West Greenwich, Glocester, and Tiverton all saw enrollments decline by over ten percent. The second-largest enrollment declines were in the urban districts where total enrollment fell by 8.4 percent. Providence saw the largest decline in enrollment in absolute terms (a loss of 2,040 students), although this represented just an 8.0 percent enrollment decline, compared to Central Falls and Newport where enrollment declined by 759 students (21.0 percent) and 412 students (16.8 percent), respectively. Of note, the opening of several charter schools over this time period may have had an impact on district enrollments, particularly in the urban districts where the majority of the state's charter schools are located.

The urban ring districts saw enrollment drop by 6.1 percent during this time; Warwick experienced the largest decline in both relative and absolute terms (1,317 students, or 11.4 percent). Since the 2005-06 school year, enrollments have declined by 5.3 percent in the state's suburban districts. Among these districts, declines were the largest in Westerly, where enrollments fell by 12.2 percent. By contrast, enrollments increased by 2.1 percent in Barrington.

English Language Learners

Based on data from the Rhode Island Department of Education, 7,219 students were enrolled in English language learner (ELL) programs in the 2005-06 school year, and 6,669 students were enrolled as of October 1, 2010. Over the past five years, ELL enrollment has declined by 550 students, or 7.6 percent[1]. At the same time, due to declines in total enrollment, ELL students constitute the same share of total statewide enrollment in the 2010-11 school year.

The majority – 77.1 percent – of ELL students are in one of the five urban core cities. When the urban ring districts are included, urban districts account for over 90 percent of all ELL enrollments in the state. In the 2010-11 school year, 11.8 percent of all students in the urban core districts were enrolled in an ELL program, while 3.0 percent of students in the urban ring districts were ELL students. Just 1.5 percent of students in the suburban and emerging suburban districts were ELL program participants. There was a net decline in ELL enrollments in the urban core and suburban districts between 2005-06 and 2010-11, while there was a net increase in the urban ring and emerging suburban districts.

Special Education

Students with an individualized education plan (IEP) accounted for 18.4 percent of total enrollment in the 2010-11 school year, compared to 18.2 percent in the 2005-06 school year. Over the five-year period, IEP enrollments declined by 6.3 percent, slightly less than the rate of declines in total enrollment. As with total enrollments, almost every district saw a decrease in the number of students with an IEP over the five-year time period although the most significant declines were in the state's emerging suburban districts where the number of students with an IEP declined by 13.8 percent, more than double the statewide rate of decline.

[1] NOTE: Cumberland did not report any ELL enrollments for the 2010-2011 school year.

Table 18
Total Enrollment, English Language Learners and Free/Reduced Lunch

	Total Enrollment				English Language Learners						Special Education						Free/Reduced Lunch					
	2005-06	2010-11	Change		2005-06		2010-11		Change		2005-06		2010-11		Change		2005-06		2010-11		Change	
	Amount	Amount	Amount	Percent	Amount	% of Total	Amount	% of Total	Amount	Percent	Amount	% of Total	Amount	% of Total	Amount	Percent	Amount	% of Total	Amount	% of Total	Amount	Percent
Urban Core																						
Central Falls	3,607	2,848	(759)	-21.0%	839	11.6%	321	4.8%	(518)	-61.7%	851	3.1%	779	3.0%	(72)	-8.5%	2,801	5.7%	2,292	3.9%	(509)	-18.2%
Newport	2,449	2,037	(412)	-16.8%	58	0.8%	44	0.7%	(14)	-24.1%	577	2.1%	439	1.7%	(138)	-23.9%	1,139	2.3%	1,187	2.0%	48	4.2%
Pawtucket	9,241	8,886	(355)	-3.8%	851	11.8%	1,017	15.2%	166	19.5%	1,533	5.6%	1,488	5.8%	(45)	-2.9%	5,270	10.7%	6,710	11.4%	1,440	27.3%
Providence	25,615	23,575	(2,040)	-8.0%	3,915	54.2%	3,382	50.7%	(533)	-13.6%	4,698	17.2%	4,540	17.7%	(158)	-3.4%	18,887	38.4%	19,412	33.0%	525	2.8%
Woonsocket	6,505	6,110	(395)	-6.1%	308	4.3%	379	5.7%	71	23.1%	1,590	5.8%	1,481	5.8%	(109)	-6.9%	3,529	7.2%	3,782	6.4%	253	7.2%
Subtotal	*47,417*	*43,456*	*(3,961)*	*-8.4%*	*5,971*	*82.7%*	*5,143*	*77.1%*	*(828)*	*-13.9%*	*9,249*	*33.8%*	*8,727*	*34.1%*	*(522)*	*-5.6%*	*31,626*	*64.3%*	*33,383*	*56.8%*	*1,757*	*5.6%*
Urban Ring																						
Cranston	10,932	10,738	(194)	-1.8%	403	5.6%	574	8.6%	171	42.4%	1,977	7.2%	1,699	6.6%	(278)	-14.1%	2,456	5.0%	4,042	6.9%	1,586	64.6%
East Providence	5,842	5,638	(204)	-3.5%	140	1.9%	216	3.2%	76	54.3%	1,264	4.6%	1,533	6.0%	269	21.3%	1,977	4.0%	2,271	3.9%	294	14.9%
North Providence	3,447	3,278	(169)	-4.9%	55	0.8%	65	1.0%	10	18.2%	618	2.3%	570	2.2%	(48)	-7.8%	838	1.7%	1,068	1.8%	230	27.4%
Warwick	11,578	10,261	(1,317)	-11.4%	52	0.7%	93	1.4%	41	78.8%	2,117	7.7%	2,166	8.5%	49	2.3%	2,595	5.3%	3,170	5.4%	575	22.2%
West Warwick	3,797	3,520	(277)	-7.3%	58	0.8%	64	1.0%	6	10.3%	818	3.0%	790	3.1%	(28)	-3.4%	1,021	2.1%	1,526	2.6%	505	49.5%
Subtotal	*35,596*	*33,435*	*(2,161)*	*-6.1%*	*708*	*9.8%*	*1,012*	*15.2%*	*304*	*42.9%*	*6,794*	*24.9%*	*6,758*	*26.4%*	*(36)*	*-0.5%*	*8,887*	*18.1%*	*12,077*	*20.6%*	*3,190*	*35.9%*
Suburban																						
Barrington	3,426	3,498	72	2.1%	9	0.1%	29	0.4%	20	-	521	1.9%	443	1.7%	(78)	-15.0%	86	0.2%	154	0.3%	68	79.1%
Bristol-Warren	3,543	3,474	(69)	-1.9%	110	1.5%	96	1.4%	(14)	-12.7%	515	1.9%	453	1.8%	(62)	-12.0%	895	1.8%	1,147	2.0%	252	28.2%
Cumberland	5,197	4,846	(351)	-6.8%	90	1.2%	0	0.0%	(90)	-100.0%	1,063	3.9%	906	3.5%	(157)	-14.8%	674	1.4%	1,025	1.7%	351	52.1%
East Greenwich	2,429	2,398	(31)	-1.3%	14	0.2%	14	0.2%	0	0.0%	341	1.2%	367	1.4%	26	7.6%	115	0.2%	139	0.2%	24	20.9%
Jamestown	522	492	(30)	-5.7%	5	0.1%	5	0.1%	0	-	93	0.3%	136	0.5%	43	46.2%	36	0.1%	26	0.0%	(10)	-27.8%
Johnston	3,340	3,083	(257)	-7.7%	52	0.7%	23	0.3%	(29)	-55.8%	837	3.1%	827	3.2%	(10)	-1.2%	654	1.3%	1,193	2.0%	539	82.4%
Lincoln	3,405	3,301	(104)	-3.1%	23	0.3%	33	0.5%	10	43.5%	544	2.0%	543	2.1%	(1)	-0.2%	437	0.9%	802	1.4%	365	83.5%
Middletown	2,504	2,407	(97)	-3.9%	41	0.6%	107	1.6%	66	161.0%	520	1.9%	389	1.5%	(131)	-25.2%	456	0.9%	617	1.1%	161	35.3%
Narragansett	1,583	1,479	(104)	-6.6%	10	0.1%	2	0.0%	(8)	-80.0%	263	1.0%	249	1.0%	(14)	-5.3%	160	0.3%	242	0.4%	82	51.3%
North Kingstown	4,653	4,409	(244)	-5.2%	38	0.5%	50	0.7%	12	31.6%	726	2.7%	604	2.4%	(122)	-16.8%	558	1.1%	835	1.4%	277	49.6%
Portsmouth	3,051	2,796	(255)	-8.4%	0	0.0%	7	0.1%	7	0.00	520	1.9%	482	1.9%	(38)	-7.3%	191	0.4%	349	0.6%	158	82.7%
Smithfield	2,662	2,467	(195)	-7.3%	15	0.2%	4	0.1%	(11)	-	319	1.2%	292	1.1%	(27)	-8.5%	177	0.4%	331	0.6%	154	87.0%
Westerly	3,529	3,098	(431)	-12.2%	65	0.9%	74	1.1%	9	13.8%	584	2.1%	605	2.4%	21	3.6%	834	1.7%	992	1.7%	158	18.9%
Subtotal	*39,844*	*37,748*	*(2,096)*	*-5.3%*	*472*	*6.5%*	*444*	*6.7%*	*(28)*	*-5.9%*	*6,846*	*25.0%*	*6,296*	*24.6%*	*(550)*	*-8.0%*	*5,273*	*10.7%*	*7,852*	*13.4%*	*2,579*	*48.9%*
Emerging Suburban																						
Burrillville	2,555	2,460	(95)	-3.7%	4	0.1%	4	0.1%	0	0.0%	529	1.9%	448	1.7%	(81)	-15.3%	573	1.2%	838	1.4%	265	46.2%
Chariho	3,841	3,528	(313)	-8.1%	11	0.2%	10	0.1%	(1)	-9.1%	541	2.0%	382	1.5%	(159)	-29.4%	468	1.0%	771	1.3%	303	64.7%
Coventry	5,854	5,311	(543)	-9.3%	13	0.2%	6	0.1%	(7)	-53.8%	1,030	3.8%	889	3.5%	(141)	-13.7%	764	1.6%	1,358	2.3%	594	77.7%
Exeter-West Green	2,148	1,805	(343)	-16.0%	8	0.1%	12	0.2%	4	-	364	1.3%	297	1.2%	(67)	-18.4%	229	0.5%	229	0.4%	0	0.0%
Foster	302	274	(28)	-9.3%	0	0.0%	0	0.0%	0	-	39	0.1%	32	0.1%	(7)	-17.9%	43	0.1%	44	0.1%	1	2.3%
Foster-Glocester	1,646	1,296	(350)	-21.3%	0	0.0%	2	0.0%	2	-	67	0.2%	122	0.5%	55	82.1%	166	0.3%	386	0.7%	220	132.5%
Glocester	718	584	(134)	-18.7%	0	0.0%	5	0.1%	5	0.00	119	0.4%	92	0.4%	(27)	-22.7%	98	0.2%	236	0.4%	138	140.8%
Little Compton	329	309	(20)	-6.1%	0	0.0%	0	0.0%	0	-	40	0.1%	60	0.2%	20	50.0%	25	0.1%	50	0.1%	25	100.0%
New Shoreham	140	128	(12)	-8.6%	5	0.1%	6	0.1%	1	20.0%	18	0.1%	17	0.1%	(1)	-5.6%	11	0.0%	16	0.0%	5	45.5%
North Smithfield	1,885	1,764	(121)	-6.4%	8	0.1%	9	0.1%	1	-	333	1.2%	319	1.2%	(14)	-4.2%	153	0.3%	252	0.4%	99	64.7%
Scituate	1,798	1,628	(170)	-9.5%	0	0.0%	0	0.0%	0	-	247	0.9%	200	0.8%	(47)	-19.0%	124	0.3%	233	0.4%	109	87.9%
South Kingstown	3,912	3,527	(385)	-9.8%	19	0.3%	14	0.2%	(5)	-26.3%	725	2.7%	572	2.2%	(153)	-21.1%	439	0.9%	592	1.0%	153	34.9%
Tiverton	2,127	1,906	(221)	-10.4%	0	0.0%	2	0.0%	2	-	391	1.4%	402	1.6%	11	2.8%	292	0.6%	438	0.7%	146	50.0%
Subtotal	*27,255*	*24,520*	*(2,735)*	*-10.0%*	*68*	*0.9%*	*70*	*1.0%*	*2*	*2.9%*	*4,443*	*16.3%*	*3,832*	*15.0%*	*(611)*	*-13.8%*	*3,385*	*6.9%*	*5,443*	*9.3%*	*2,058*	*60.8%*
Total	**150,112**	**139,159**	**(10,953)**	**-7.3%**	**7,219**	**4.8%**	**6,669**	**4.8%**	**(550)**	**-7.6%**	**27,332**	**18.2%**	**25,613**	**18.4%**	**(1,719)**	**-6.3%**	**49,171**	**32.8%**	**58,755**	**42.2%**	**9,584**	**19.5%**

Enrollments are based on October 1 counts except for Special Education, which relies on December counts

Source: RI Dept of Education and RIPEC calculations.

Most (60.5 percent) students with an IEP are in one of the state's ten urban districts; however, urban IEP enrollments as a share of student population are only slightly higher than across the rest of the state (approximately 20 percent, compared to 16.7 percent in the suburban districts and 15.6 percent in the emerging suburban districts). At the same time, over one quarter of students have an IEP in three of the ten urban districts (Central Falls, Woonsocket and East Providence).

Free/Reduced-price Lunch

Echoing trends across the country, FRPL enrollments increased in Rhode Island over the past five years. In the 2005-06 school year, 32.8 percent of students statewide participated in the federal program. By the 2010-11 school year, this figure increased to 42.2 percent. Although enrollment declines have contributed to the percentage increase, FRPL enrollments have grown in absolute terms as well – over the five-year period the number of FRPL enrolled students increased by almost 10,000, or by 19.5 percent. The increase may be partially attributable to economic factors; however, there is evidence to suggest that districts have also stepped up efforts to ensure that eligible children are enrolled in the program.

Although the ten urban districts account for roughly 55 percent of total 2010-11 enrollment in the state, 77.4 percent of students in the FRPL program attend school in one of the districts. Notably, 33.0 percent of all FRPL students statewide were enrolled in Providence, which accounts for 16.9 percent of total student enrollment. As a share of enrollment, 56.8 percent of the student population in the urban core districts is enrolled in the FRPL program, while 20.6 percent of students in the urban ring districts participated in the program. Free/reduced-price lunch students in the suburban and emerging suburban districts account for 13.4 percent and 9.3 percent of the total statewide student population, respectively.

V. School Revenues

Highlights

State-to-State Comparison

- In FY 2009, local resources supported 43.7 percent of education funding nationwide while state resources accounted for 46.7 percent of education revenues. Since FY 1999, both the local and state portion of education funding have declined slightly as federal resources have increased.
- In general, New England relies more on local sources to fund education than the rest of the country. In both FY 1999 and FY 2009, all of the states in the region (with the exception of Vermont) were above the national average for local support and were lower than the national average for state support.
- Rhode Island ranked 10th highest in the country for the share of education revenues supported by local sources in FY 2009, three places higher than where the state stood a decade earlier in FY 1999.
- The state share of education revenues in Rhode Island was 41.6 percent in FY 1999 and 36.6 percent FY 2009; the state ranked 44th in 2009. Rhode Island's state support for education was the lowest in New England in FY 2009.

Rhode Island District Comparison

- Between FY 2000 and FY 2010, total education revenues in Rhode Island increased from $1,333.4 million, to $2,089.0 million, or by 56.7 percent. Local sources accounted for 65.8 percent of the growth during this time.
- The second-largest share of growth was in federal sources, which increased from $63.2 million, or 4.7 percent of total revenues, in FY 2000 to $241.8 million (11.6 percent of revenues) in FY 2010; however, these resources include increased federal support for education through the American Recovery and Reinvestment Act (ARRA).
- In FY 2010, local revenues accounted for 60 cents of every dollar dedicated to education statewide, while state sources accounted for 29 cents of every education dollar and federal support was 12 cents of every dollar.
- The mix of revenues used to support education varies depending, in part, on local capacity and need. In general, the urban core districts receive more support from the state and federal governments than the rest of state. On average, FY 2010 local revenues represented 31.8 percent of urban core revenues, compared to 83.0 percent across the rest of the state.
- Similarly, state sources accounted for a smaller portion of funding in the non-urban districts, ranging from 48.3 percent of education revenues in the urban core to 15.3 percent of revenues in the suburban districts.
- Between FY 2001 and the FY 2011 revised budget, state aid increased by $52.4 million, or 9.3 percent. On a per pupil basis, state aid increased by $799 per pupil, or by 22.0 percent during this time.

Overview

The source of education funding is an integral component of the on-going debate about public education in the United States. Central to the debate are questions of "equity" and "adequacy", and what those terms mean with regard to the provision of education. States around the country are working to define systems of education finance that address local funding disparities and incorporate the notion of adequacy. Frequently these efforts are brought about as the result of legal action brought on the behalf of poorer communities in a state.

Education funding across the country comes from three primary sources: local (often the property tax), state, and federal. The extent to which a state or community relies on each source of funding depends primarily on their specific demographic makeup, and, to an extent, community preference for education spending. In some states, Vermont for example, the majority of education is funded through the state and through redistribution of tax revenue from wealthy communities to poorer communities. Education in Hawaii, which does not allow municipalities to levy a local property tax, is almost exclusively supported through state and federal spending.

Until the 2010 legislative session, Rhode Island was the only state in the country that did not have a funding formula. Up until FY 1996, the state used a statutory formula to distribute education aid. After FY 1996, aid was determined on a year-by-year basis, with additional aid targeted to districts with a high tax effort and low tax capacity, and those with a high number of disadvantaged students. Since FY 2007, state education aid has been frozen or reduced due to Rhode Island's fiscal climate. Although the General Assembly passed the funding formula in the 2010 legislative session, districts were not funded through the formula until FY 2012. Fiscal year 2012 is the first year of the funding formula, which will be phased-in over a period of 10 years. Details of the formula are provided in the expenditure section of this report.

The "great recession" has put significant strain on state and local budgets throughout the country. In order to offset some of the negative effects of the recession, the federal government increased support of education through the American Recovery and Reinvestment Act (ARRA), including, but not limited to, "state fiscal stabilization funds", which were effectively general purpose funds, enhanced Title I and IDEA funding, grant-based funding such as Race to the Top (RTTT) funds and School Improvement Grant (SIG) funds. The majority of these funds were available in fiscal years 2009-2011, although some funds, such as the RTTT funds will be disbursed in the coming years. Readers of this report should use caution when comparing education support during this time frame because of the unique set of circumstances that affected support for education.

This section presents a summary and analysis of how Rhode Island finances its public elementary and secondary schools. It explores the resources derived from local, state and federal sources in Rhode Island, both in comparison to the other New England states and the United States average, and across Rhode Island districts. Nationally comparable data is for the 1998-99 (FY 1999) and 2008-09 (FY 2009) school years and was obtained from the National Center for Education Statistics. Rhode Island-specific data, including fall enrollment and source and total of revenues, is from the Rhode Island Department of Education and the House Fiscal Advisory Staff publications, "Rhode Island Education Aid" and "FY 2012 Budget as Enacted".

State-to-State Comparison

Education funding comes from three primary sources: local funds (principally property taxes), state aid, and federal funds. Both state and federal revenues comprise a variety of programs that range from funds to support professional development to those targeted towards economically disadvantaged districts. Nationally, in FY 2009, local resources supported 43.7 percent of education funding while state resources accounted for 46.7 percent. Federal resources constituted the remaining 9.6 percent of revenues. Since FY 1999, both the local and state portion of education funding have declined slightly as federal resources have increased. One should note that these figures include the additional funding that was made available through the American Recovery and Reinvestment Act (ARRA), which represented a significant infusion of federal funds into elementary and secondary education.

Table 19
Source of Total Public School Revenue

	1998-1999						2008-2009					
	Local		State		Federal		Local		State		Federal	
	Percent	Rank	Percent	Rank	Percent	Rank	Percent	Rank	Percent	Rank	Percent	Rank
U.S. Average*	44.2%	-	48.7%	-	7.1%	-	43.7%	-	46.7%	-	9.6%	-
Connecticut	57.1%	5	39.0%	43	4.0%	49	56.6%	6	38.9%	40	4.5%	49
Maine	46.7%	20	45.9%	30	7.5%	20	46.7%	21	43.8%	32	9.5%	31
Massachusetts	53.2%	12	41.8%	37	4.9%	45	51.6%	12	40.0%	38	8.5%	33
New Hampshire	87.1%	1	8.9%	50	4.0%	48	57.7%	3	36.9%	43	5.4%	47
Rhode Island	**52.8%**	**13**	**41.6%**	**38**	**5.6%**	**38**	**53.7%**	**10**	**36.6%**	**44**	**9.7%**	**30**
Vermont	19.8%	48	74.4%	2	5.8%	36	7.8%	49	85.7%	1	6.5%	43

*US average includes District of Columbia

Source: National Center for Education Statistics, Common Core Data Set; and "Revenues and Expenditures for Public Elementary and Secondary Education, School Year 2008-2009 (FY 2009); RIPEC Calculations

In general, New England relies more on local sources to fund education than the rest of the country. In both FY 1999 and FY 2009, all of the states in the region (with the exception of Vermont) were above the national average for local support and were lower than the national average for state support. As is the trend in the rest of the country, most New England states are relying less on local revenues to fund education than in the past; however, for most states in the region, this is a reflection of increased federal spending rather than an increase in state support. Notably, Rhode Island was the only state in the region to see an increase in the local share of education over the ten-year time period. Local support for education increased from 52.8 percent of the total in FY 1999 to 53.7 percent in FY 2001.

Rhode Island ranked 13th highest in the country for the share of education revenues supported by local sources in FY 1999. As noted above, the local share of education costs increased in Rhode Island between FY 1999 and FY 2009 and the Ocean State ranked 10th highest in the country for local education support. Conversely, the state moved from 38th highest in FY 1999 to 44th highest in FY 2009 in the country for state education aid as the state's share dropped from 41.6 percent to 36.6 percent of total education support. Within the region, Massachusetts,

Connecticut and New Hampshire continue to rely more on local sources for education revenues than Rhode Island. However, Rhode Island's state support for education was the lowest in the region in FY 2009. New England tends to receive less in federal support than does the rest of the country.

Almost all New England states ranked in the bottom half of the states for the portion of education revenues from the federal government. In contrast to years prior, federal revenues in Rhode Island accounted for a greater share of education funding than the national average in FY 2009 (9.7 percent, compared to 9.6 percent nationally). As noted earlier, although federal aid has been increasing across the country over the past decade, FY 2009 revenues include – for states that accepted and used the funds – ARRA revenues including state fiscal stabilization funds and any IDEA Part B or Title 1 funding.

Rhode Island Revenues – Statewide

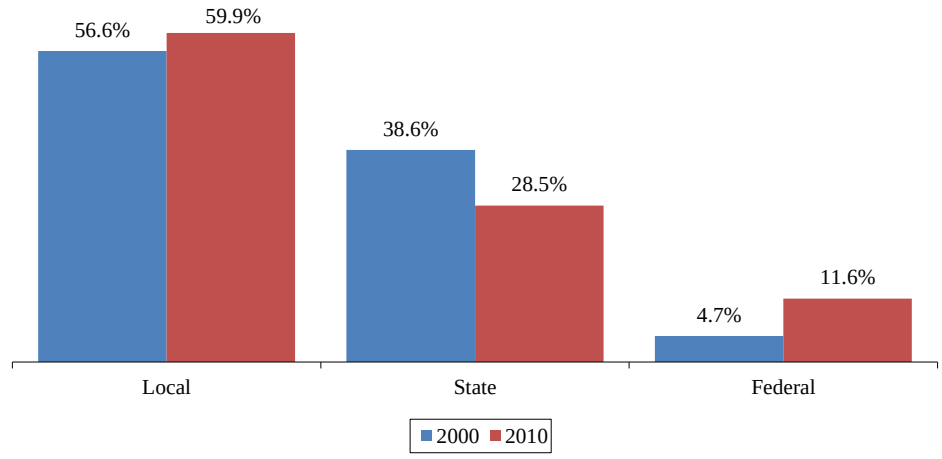
Revenues by District

Funding for education in Rhode Island comes from a number of different sources. The primary means of support for most districts is local revenues (primarily property tax revenue). The second largest category of aid is state support, which comprises aid distributed to municipalities directly and indirectly. In addition, the state provides funds for teacher retirement and school construction. The final component of education aid is federal sources, which is composed of, among other things, Title 1 educational funding, IDEA support, and funding for national school breakfast and lunch programs. It should be noted that the figures in this section may differ from NCES reports due to methodological differences in reporting between NCES and RIDE.

Revenue by Source

Between FY 2000 and FY 2010, total education revenues in Rhode Island increased from $1,333.4 million to $2,089.0 million, or by 56.7 percent. The largest share of this increase was growth in local sources, which increased from $754.9 million in FY 2000 to $1,252.0 million in FY 2010 and accounted for 65.8 percent of total growth over the ten-year period. As a share of total revenues, local revenues increased from 56.6 percent to 59.9 percent during this time period.

Chart 3
Education Revenue by Source as a Percent of Total Revenues
FY 2000 - FY 2010



SOURCE: R.I. Department of Education; RIPEC calculations

The second-largest share of growth was in federal sources, which increased from $63.2 million, or 4.7 percent of total revenues, in FY 2000 to $241.8 million (11.6 percent of revenues) in FY 2010. This growth in federal revenues represented 23.6 percent of the total increase in education support over the past decade. However, it should be noted that these figures include $13.0 million in state fiscal stabilization funds, as well as any additional Title I or IDEA Part B funding districts received in FY 2010.

Table 20
FY 2010 Revenues by Source of Funding ($ thousands)

	Source of Funding				Percent of Total		
Districts	**Local**	**State****	**Federal**	**Total**	**Local**	**State****	**Federal**
Urban Core							
Central Falls	$675	$41,382	$11,787	$53,844	1.3%	76.9%	21.9%
Newport	25,301	10,248	6,324	41,874	60.4%	24.5%	15.1%
Pawtucket	33,314	59,084	21,401	113,800	29.3%	51.9%	18.8%
Providence	135,640	169,670	80,163	385,474	35.2%	44.0%	20.8%
Woonsocket	17,389	42,197	13,177	72,763	23.9%	58.0%	18.1%
Subtotal	$212,320	$322,582	$132,852	$667,755	31.8%	48.3%	19.9%
Urban Ring							
Cranston	$90,121	$30,278	$16,126	$136,525	66.0%	22.2%	11.8%
East Providence	46,257	24,091	9,559	79,906	57.9%	30.1%	12.0%
North Providence	31,794	11,592	4,373	47,760	66.6%	24.3%	9.2%
Warwick	127,814	31,308	12,916	172,038	74.3%	18.2%	7.5%
West Warwick	29,066	17,689	6,701	53,456	54.4%	33.1%	12.5%
Subtotal	$325,052	$114,958	$49,675	$489,685	66.4%	23.5%	10.1%
Suburban							
Barrington	$40,307	$1,640	$1,845	$43,792	92.0%	3.7%	4.2%
Bristol-Warren	31,609	20,259	3,831	55,700	56.7%	36.4%	6.9%
Cumberland	38,730	11,885	2,829	53,444	72.5%	22.2%	5.3%
East Greenwich	29,958	1,415	1,873	33,245	90.1%	4.3%	5.6%
Jamestown	11,425	375	452	12,252	93.3%	3.1%	3.7%
Johnston	37,666	8,974	5,021	51,660	72.9%	17.4%	9.7%
Lincoln	40,638	6,027	3,599	50,265	80.8%	12.0%	7.2%
Middletown	22,949	9,246	3,258	35,453	64.7%	26.1%	9.2%
Narragansett	24,552	1,635	1,593	27,780	88.4%	5.9%	5.7%
North Kingstown	47,409	9,942	4,552	61,903	76.6%	16.1%	7.4%
Portsmouth	30,059	5,573	1,513	37,146	80.9%	15.0%	4.1%
Smithfield	27,740	4,663	1,863	34,266	81.0%	13.6%	5.4%
Westerly	47,355	2,192	2,261	51,808	91.4%	4.2%	4.4%
Subtotal	$430,397	$83,828	$34,489	$548,714	78.4%	15.3%	6.3%
Emerging Suburban							
Burrillville	$15,935	$12,248	$3,023	$31,206	51.1%	39.2%	9.7%
Chariho*	59,501	3,031	3,376	65,909	90.3%	4.6%	5.1%
Coventry	43,589	17,074	5,223	65,887	66.2%	25.9%	7.9%
Exeter-West Greenwich	22,696	7,527	2,038	32,261	70.4%	23.3%	6.3%
Foster	4,317	168	144	4,630	93.2%	3.6%	3.1%
Foster-Glocester	15,381	9,274	2,234	26,889	57.2%	34.5%	8.3%
Glocester	6,723	2,764	678	10,164	66.1%	27.2%	6.7%
Little Compton	6,241	292	322	6,855	91.0%	4.3%	4.7%
New Shoreham	4,284	199	83	4,566	93.8%	4.4%	1.8%
North Smithfield	17,297	4,131	1,467	22,896	75.5%	18.0%	6.4%
Scituate	18,023	3,369	1,075	22,467	80.2%	15.0%	4.8%
South Kingstown	49,268	8,866	3,181	61,316	80.4%	14.5%	5.2%
Tiverton	20,960	4,923	1,938	27,821	75.3%	17.7%	7.0%
Subtotal	$284,216	$73,867	$24,783	$382,866	74.2%	19.3%	6.5%
Statewide	**$1,251,985**	**$595,236**	**$241,799**	**$2,089,020**	**59.9%**	**28.5%**	**11.6%**

***** Chariho School District's state aid represents Charlestown, Hopkinton and Richmond

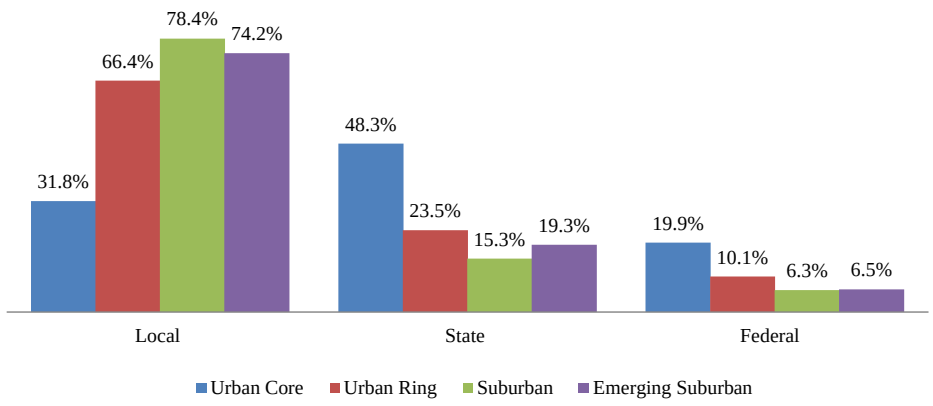
**Includes direct state aid and is exclusive of set-aside funds, including direct charter school aid, the state contribution to teacher retirement, and construction aid.

SOURCE: R.I. Department of Education; RIPEC calculations

Although state aid (excluding direct charter school aid, construction aid and the state contribution for teacher retirement), represents the second largest component of education revenue across the state, these funds have been declining as a share of total education aid. Over the past decade, state aid has declined from 38.6 percent of total education revenues in FY 2000 to 28.5 percent in FY 2010. At the same time, it should be noted that FY 2010 aid included across-the-board reductions to state

funding of 3.0 percent ($18.9 million), as well as an additional reduction equal to the amount districts were projected to save through pension reform ($5.8 million).

Chart 4
Share of Education Revenues by Urban Designation



SOURCE: R.I Department of Education; RIPEC calculations

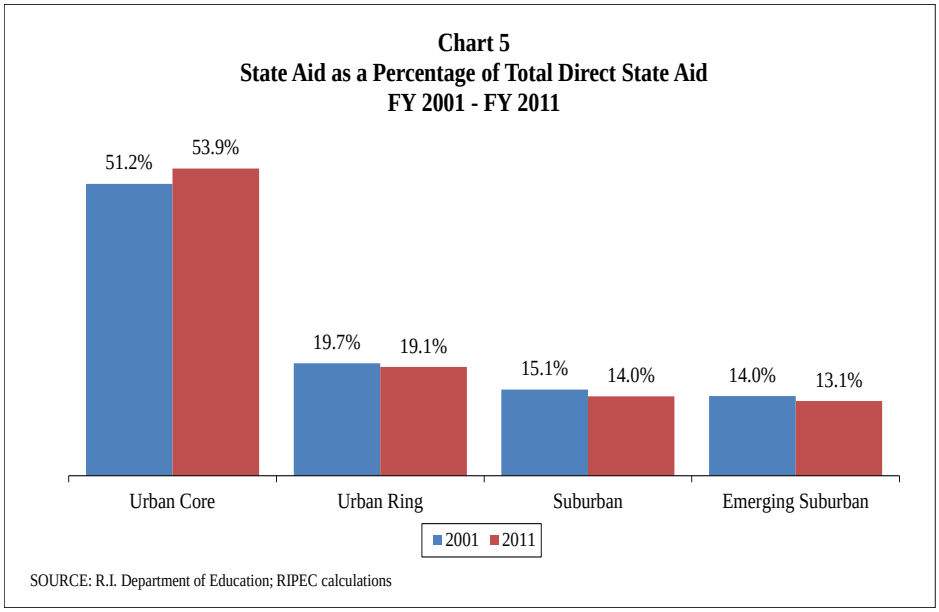
The extent to which communities rely on local, state and federal sources varies across the state and is related to district need and capacity. As shown on table 20 and chart 4 the urban core districts, in general, have a higher level of state support than local support, while the reverse is true across the rest of the state. In FY 2010, 31.8 percent of total school revenues came from local sources in the state's urban core districts, compared to 66.4 percent in the urban ring districts, 78.4 percent in the suburban districts, and 74.2 percent in the rural districts. One should note, however, that Central Falls is almost entirely funded by the state. When Central Falls is excluded, 34.5 percent of urban education funding is locally supported. In FY 2010, local revenues ranged from a low of 23.9 percent in Woonsocket to a high of 93.3 percent in Jamestown (note: because of their unique characteristics, Central Falls and New Shoreham are excluded from this analysis).

Similarly, state sources account for a smaller portion of funding in the non-urban districts, ranging from 48.3 percent of education revenues in the urban core to 15.3 percent of revenues in the suburban districts. State funding accounted for 23.5 percent of education revenues in the urban core districts and 19.3 percent in the emerging suburban districts. State support for education ranged from a low of 3.1 percent in Jamestown to a high of 58.0 percent in Woonsocket (excluding Central Falls).

Federal revenues account for a relatively small share of education resources although, as noted, there was a significant infusion of federal funds in FY 2010 related to the ARRA. As with state revenues, federal revenues tend to account for the greatest share of education budgets in the state's urban core areas. This is, in part, due to the fact that a large share of federal funds are directly tied to the demographic composition of a district; in general, districts and states that have a higher proportion of students living in poverty will receive more federal support. In FY 2010, federal funds represented 19.9 percent of all revenues in the urban core districts, compared to 10.1 percent in urban ring districts, 6.3 percent in the suburban districts, and 6.5 percent in emerging suburban districts.

State Aid

State support for education includes: aid directly distributed to individual municipalities (including state funding for the Central Falls School District); non-distributed aid for categories such as progressive support and intervention; and aid to charter schools. State aid, as discussed on the following pages, considers only direct aid to municipalities and does not include set-aside funds such as direct charter school aid, funds for progressive support and intervention. State aid also is exclusive of the state share of teacher retirement and construction aid. The changes that have been made to state aid are included in the expenditures section of this report while the funding formula is detailed in its own section.



As shown on chart 5, the majority of state education aid is distributed to the urban core districts, and this share has increased since FY 2001. In FY 2010, state aid to urban core districts accounted for 53.9 percent of all distributed aid, compared to 19.1 percent for the urban ring districts, 14.0 percent for suburban districts and 13.1 percent for the emerging suburban districts. One should note that the share of state aid reflects both the share of enrollment (the five urban core districts account for 31.2 percent of enrollment), and student need (almost 60 percent of free/reduced-price lunch enrollment, 80 percent of limited English proficiency enrollment and 35 percent of special education enrollment is within the urban core districts).

Between FY 2001 and the FY 2011 revised budget, state aid increased by $52.4 million, or 9.3 percent. On a per pupil basis, state aid increased by $799 per pupil, or by 22.0 percent during this time. The urban core districts saw the largest share of the increase during this time; state aid to urban core districts increased by 15.1 percent overall and by 33.2 percent per pupil. Suburban districts saw the smallest increase in state aid, which grew by 0.8 percent overall and by 8.9 percent per pupil. During this time frame, 11 districts (Barrington, East Greenwich, Jamestown, Lincoln, Narragansett, North Kingstown, Westerly, Little Compton, New Shoreham, Scituate and Tiverton) saw a decrease in total state aid. At the same time, enrollments declined in the majority of Rhode Island districts, only three districts saw a net per pupil decline in state aid: Barrington, East Greenwich and New Shoreham.

Table 21
Enacted Direct State Education Aid By District*
FY 2001 - FY 2011

					Per Pupil Aid			
School District	**FY 2001**	**FY 2011**	**Change**	**Percent**	**2001**	**2011**	**Change**	**Percent**
Urban Core								
Central Falls	$31,511	$41,853	$10,342	32.8%	$9,032	$14,695	$5,664	62.7%
Newport	9,569	10,528	959	10.0%	3,147	5,169	2,022	64.3%
Pawtucket	52,979	61,161	8,182	15.4%	5,262	6,883	1,621	30.8%
Providence	155,710	175,232	19,522	12.5%	5,781	7,434	1,653	28.6%
Woonsocket	38,728	43,238	4,509	11.6%	5,732	7,077	1,344	23.4%
Subtotal	*$288,497*	*$332,011*	$43,515	15.1%	$5,736	$7,641	*$1,904*	*33.2%*
Urban Ring								
Cranston	$29,077	$30,877	$1,800	6.2%	$2,634	$2,875	$242	9.2%
East Providence	22,275	23,892	1,617	7.3%	3,372	4,238	865	25.7%
North Providence	11,064	11,787	723	6.5%	3,118	3,596	478	15.3%
Warwick	32,361	32,588	227	0.7%	2,638	3,176	537	20.4%
West Warwick	16,432	18,370	1,938	11.8%	4,398	5,219	820	18.7%
Subtotal	*$111,209*	*$117,514*	$6,304	5.7%	$2,990	$3,515	*$525*	*17.6%*
Suburban								
Barrington	$2,169	$1,710	-$459	-21.2%	$669	$489	-$180	-27.0%
Bristol-Warren	17,764	18,412	647	3.6%	4,685	5,300	615	13.1%
Cumberland	11,417	11,535	118	1.0%	2,177	2,380	203	9.3%
East Greenwich	1,533	1,278	-255	-16.6%	637	533	-104	-16.4%
Jamestown	416	373	-42	-10.2%	644	758	114	17.7%
Johnston	8,970	9,351	382	4.3%	2,569	3,033	465	18.1%
Lincoln	6,444	6,140	-304	-4.7%	1,768	1,860	92	5.2%
Middletown	8,771	9,312	542	6.2%	3,114	3,869	755	24.3%
Narragansett	1,505	1,375	-130	-8.6%	845	930	85	10.1%
North Kingstown	10,479	10,344	-135	-1.3%	2,336	2,346	10	0.4%
Portsmouth	5,349	5,821	473	8.8%	1,864	2,082	218	11.7%
Smithfield	4,759	4,760	0	0.0%	1,760	1,929	169	9.6%
Westerly	5,691	5,553	-139	-2.4%	1,555	1,792	237	15.2%
Subtotal	*$85,267*	*$85,963*	$696	0.8%	$2,091	$2,277	*$186*	*8.9%*
Emerging Suburban								
Burrillville	$11,594	$12,723	$1,130	9.7%	$4,111	$5,172	$1,061	25.8%
Chariho**	12,903	13,103	200	1.5%	3,301	3,714	413	12.5%
Coventry	17,491	17,626	134	0.8%	3,053	3,319	266	8.7%
Exeter-West Greenwich	6,370	6,527	157	2.5%	2,983	3,616	633	21.2%
Foster	1,215	1,259	44	3.6%	2,957	4,596	1,639	55.4%
Foster-Glocester	4,999	5,083	84	1.7%	3,130	3,922	792	25.3%
Glocester	2,775	2,869	95	3.4%	3,291	4,913	1,622	49.3%
Little Compton	288	279	-9	-3.2%	846	904	58	6.9%
New Shoreham	67	53	-14	-20.8%	516	415	-101	-19.5%
North Smithfield	4,068	4,227	158	3.9%	2,197	2,396	199	9.1%
Scituate	2,958	2,830	-127	-4.3%	1,731	1,738	8	0.5%
South Kingstown	8,893	8,943	50	0.6%	2,055	2,536	481	23.4%
Tiverton	5,144	5,132	-12	-0.2%	2,337	2,693	355	15.2%
Subtotal	*$78,765*	*$80,655*	$1,890	2.4%	$2,812	$3,289	*$477*	*17.0%*
State	**$563,738**	**$616,143**	**$52,405**	**9.3%**	**$3,629**	**$4,428**	**$799**	**22.0%**

* Excludes charter schools, state-run schools, teacher retirement and construction aid. These funds DO NOT include additional Title I or IDEA Part B funds from the ARRA.

** Chariho School District's State Aid represents the combined allocation for Charlestown, Hopkinton and Richmond.

Source: R.I. Dept. of Education, House Fiscal Advisory Staff Report, and RIPEC calculations.

VI. Funding Formula

In the 2010 legislative session, the General Assembly passed the first funding formula in Rhode Island since the mid-1990s. The formula represents the culmination of years of effort, during which various stakeholders have worked together to develop a formula that accurately accounts for district needs and state and municipal capacity, while ensuring that the most at-risk students receive the resources they need to succeed.

Prior to the passage of the funding formula, state aid was effectively frozen at FY 1997 levels and doled out to districts on an ad hoc basis, using the prior year's funding as a base. As a result, districts that experienced increases in student population did not see a concomitant increase in aid. Similarly, demographic or fiscal changes at the district level – e.g., student need and economic capacity of the community – were not taken into account. As a result, state aid became increasingly divorced from student need and equity, and from accountability measures.

Formula Overview

The education funding formula has three key components: a foundation amount, which is intended to represent "adequate funding" for a prototypical Rhode Island student, the "student success factor" that accounts for increased funding needs for students that need additional supports, and the state share ratio, which accounts for each district's wealth and capacity to generate revenue. The formula is based on the principle that "money follows the student" – specifically, that the formula is based on a per pupil amount, funding the student rather than the system. This is common in any funding formula that uses student enrollment as a factor.

The foundation level is based on the average core instruction cost (expenditures directly related to the education of a student, excluding other costs such as food, transportation and retirement) for Connecticut, New Hampshire, Massachusetts and Rhode Island, using data from NCES. The FY 2012 budget as enacted uses a foundation amount of $8,333 per pupil. This amount is set to be updated annually. Enrollment counts use the resident average daily membership (RADM), which counts students based on their district of residence and gives credit for any time the student is an enrolled member of the district, present or absent.

Table 22
FY 2012 Funding Formula State Aid Calculation

LEA	PK-12 RADM	PK-12 FRPL RADM	% FRPL	Core Instruction ($8,333* RADM)	Student Success Factor (0.4* FRPL)	Total Foundation (Core + Success)	% FRPL PK6	Adj. EWAV (12/31/07 prop value/ 6/30/10 RADM)	State Share Ratio Quad (a)	State Funding (SS Ratio*Total Foundation)
Dist 1	1,000	100	10.0%	$8,333,000	$333,320	$8,666,320	10.2%	40.0%	29.2%	$2,529,645

(a) Square root ((PK6 FRL^2 + EWAV^2)/2)
SOURCE: RI Department of Education

As outlined in table 22, the student success factor is calculated by multiplying the per pupil foundation amount by 40.0 percent. This amount is then multiplied by the PK-12 RADM of free/reduced-price lunch enrolled students. Free/reduced-price lunch enrollments were used as

the single weight in the formula as research has shown a high correlation between poverty and student need. In addition, FRPL enrollments are based on objective, federally-defined guidelines, making it difficult to manipulate the data for a more favorable funding outcome.

The state share ratio is based both on EWAV and the percent of FRPL eligible children enrolled in grades PK-6. To combine these two factors, the formula uses a quadratic mean, which weights larger numbers more heavily than in a normal mean. The formula sums the squares of the value of EWAV and the percent of PK-6 free/reduce-priced lunch enrollment. The results of this calculation are divided by two. Effectively, this formula places greater weight on the relative poverty of a community as measured by adjusted property wealth *or* the share of students living in poverty. Table 23 shows how the FY 2012 state share ratio was calculated for four communities across the state.

Table 23
FY 2012 Calculation of State Share Ratio

	Assessed Value 12/31/2007	Adjusted EWAV 12/31/2007	Jun-10 Student Count*	Adjusted EWAV	FY 2010 % PK-6 FRPL**	FY 2012 State Share Ratio
Providence (Urban Core)	$14,869,419,941	$7,838,651,855	25,059	85.3%	88.3%	86.8%
Warwick (Urban Ring)	12,462,172,432	12,050,921,020	10,131	44.5%	31.6%	38.6%
Barrington (Suburban)	3,372,315,367	5,121,253,027	3,346	28.5%	4.6%	20.4%
Scituate (Emerging Suburban)	1,029,316,656	2,004,236,360	1,635	42.8%	16.0%	32.3%

* Incl. charter and state school students

** Square root ((PK6 FRL^2 + EWAV^2)/2)

SOURCE: RI Department of Education; House Fiscal Staff "FY 2012 Budget as Enacted"

In contrast to earlier proposed formulas, the enacted formula does not include a "hold harmless" provision, nor does it include a minimum or maximum share ratio. That is, some districts will see a reduction in state aid as the formula is implemented. In order to provide districts, for which aid will be reduced, time to adjust, reductions in aid will be phased in over a period of 10 years. Conversely, there are some districts that will see increases in aid. For these districts, increases will be phased in over a period of seven years.

Table 24 shows FY 2012 formula aid calculations by district. Statewide district formula aid for FY 2012 totals $636.9 million, $13.9 million more than FY 2011 aid. The state share ratio ranges from a low of 3.7 percent in Jamestown to a high of 92.6 percent in Central Falls. Of the state's 36 districts, 23 will see an increase in aid as a result of the formula. Seven of the 13 districts that will see a decrease in state aid are in the state's emerging suburban districts. Of the remaining six districts in which state aid is cut, four are suburban districts and the remaining two are in the state's urban core.

Table 24
FY 2012 Funding Formula Aid Calculations by District

	PK-12 RADM 3/14/2011*	FRPL RADM 3/14/2011*	% FRPL	Core Funding	Student Success	Total Foundation	State Share Ratio	Fully-Funded Aid	FY 2011 Base Calculation	Year 1 Transition**	FY 2012 Formula Aid
Barrington	3,401	159	4.7%	$28,340,533	$529,979	$28,870,512	20.4%	$5,893,440	$1,774,970	$587,964	$2,362,934
Bristol-Warren	3,463	1,181	34.1%	28,857,179	3,936,509	32,793,688	33.1%	10,838,326	18,665,045	(784,812)	17,880,233
Burrillville	2,476	853	34.5%	20,632,508	2,843,220	23,475,728	52.5%	12,331,809	12,614,806	(29,750)	12,585,056
Central Falls	2,505	2,159	86.2%	20,874,165	7,196,379	28,070,544	92.6%	25,982,931	42,819,711	(1,688,271)	41,131,440
Chariho***	3,340	741	22.2%	27,832,220	2,469,901	30,302,121	-	10,716,680	13,441,688	(274,054)	13,167,634
Coventry	5,043	1,345	26.7%	42,023,319	4,483,154	46,506,473	47.5%	22,083,573	17,965,552	585,286	18,550,838
Cranston	10,109	3,842	38.0%	84,238,297	12,806,154	97,044,451	49.6%	48,174,385	31,692,604	2,349,234	34,041,838
Cumberland	4,610	948	20.6%	38,415,130	3,159,874	41,575,004	42.1%	17,486,231	11,839,759	804,656	12,644,415
East Greenwich	2,330	153	6.6%	19,415,890	509,980	19,925,870	12.9%	2,567,965	1,325,669	177,179	1,502,848
East Providence	5,484	2,467	45.0%	45,698,172	8,223,004	53,921,176	55.6%	29,977,313	23,867,806	868,765	24,736,571
Exeter-West Greenwich	1,783	237	13.3%	14,857,739	789,968	15,647,707	29.7%	4,650,424	6,491,006	(184,853)	6,306,153
Foster	256	47	18.4%	2,133,248	156,660	2,289,908	34.5%	790,090	1,291,538	(50,293)	1,241,245
Foster-Glocester	1,306	204	15.6%	10,882,898	679,973	11,562,871	40.2%	4,652,163	5,213,947	(56,778)	5,157,169
Glocester	537	118	22.0%	4,474,821	393,318	4,868,139	43.6%	2,121,308	2,942,635	(82,469)	2,860,166
Jamestown	687	50	7.3%	5,724,771	166,660	5,891,431	3.7%	216,625	386,289	(17,022)	369,267
Johnston	3,018	1,173	38.9%	25,148,994	3,909,844	29,058,838	43.7%	12,704,479	9,478,401	459,260	9,937,661
Lincoln	3,282	887	27.0%	27,348,906	2,956,548	30,305,454	36.3%	10,989,980	6,177,926	686,329	6,864,255
Little Compton	422	55	13.0%	3,516,526	183,326	3,699,852	12.7%	468,298	288,183	25,675	313,858
Middletown	2,426	698	28.8%	20,215,858	2,326,574	22,542,432	33.9%	7,643,264	9,071,756	(143,948)	8,927,808
Narragansett	1,477	262	17.7%	12,307,841	873,298	13,181,139	14.4%	1,892,056	1,421,698	66,910	1,488,608
New Shoreham	125	15	12.0%	1,041,625	49,998	1,091,623	8.9%	97,259	55,968	5,883	61,851
Newport	2,021	1,233	61.0%	16,840,993	4,109,836	20,950,829	44.6%	9,347,932	10,319,625	(98,412)	10,221,213
North Kingstown	4,096	826	20.2%	34,131,968	2,753,223	36,885,191	29.9%	11,012,932	10,620,582	54,257	10,674,839
North Providence	3,274	1,126	34.4%	27,282,242	3,753,183	31,035,425	52.2%	16,206,927	11,838,531	622,055	12,460,586
North Smithfield	1,777	272	15.3%	14,807,741	906,630	15,714,371	39.5%	6,204,332	4,217,621	283,093	4,500,714
Pawtucket	8,659	6,735	77.8%	72,155,447	22,449,102	94,604,549	80.7%	76,371,716	61,653,153	2,092,627	63,745,780
Portsmouth	2,595	343	13.2%	21,624,135	1,143,288	22,767,423	13.9%	3,153,761	5,286,083	(213,934)	5,072,149
Providence	22,592	19,672	87.1%	188,259,136	65,570,710	253,829,846	86.8%	220,357,203	176,895,067	6,179,881	183,074,948
Scituate	1,606	253	15.8%	13,382,798	843,300	14,226,098	32.3%	4,596,417	2,909,955	240,414	3,150,369
Smithfield	2,391	320	13.4%	19,924,203	1,066,624	20,990,827	24.4%	5,118,061	4,653,264	65,541	4,718,805
South Kingstown	3,495	618	17.7%	29,123,835	2,059,918	31,183,753	16.4%	5,110,521	8,812,648	(371,317)	8,441,331
Tiverton	1,851	472	25.5%	15,424,383	1,573,270	16,997,653	33.5%	5,699,678	5,269,012	60,636	5,329,648
Warwick	9,829	3,047	31.0%	81,905,057	10,156,260	92,061,317	38.6%	35,529,050	33,094,322	342,191	33,436,513
West Warwick	3,473	1,658	47.7%	28,940,509	5,526,446	34,466,955	60.8%	20,941,859	18,833,852	298,087	19,131,939
Westerly	3,147	1,029	32.7%	26,223,951	3,429,863	29,653,814	25.6%	7,598,931	5,714,140	268,232	5,982,372
Woonsocket	5,737	4,052	70.6%	47,806,421	13,506,126	61,312,547	81.3%	49,822,698	44,021,385	821,666	44,843,051
Total	**134,623**	**59,250**		**$1,121,813,459**	**$197,492,100**	**$1,319,305,559**		**$709,350,617**	**$622,966,197**	**$13,949,908**	**$636,916,105**

* Enrollment counts are adjusted for charter lotteries and state-run school enrollments

** Seven-year phase-in and 10-year phase-out

*** Chariho state share and aid is calculated separately for the individual districts and combined.

SOURCE: House Fiscal Staff "FY 2012 Budget as Enacted"

Other Changes to Education Funding

Outside of providing a systematic method for calculating the state's share of education costs, the funding formula changes how the state approaches education aid in a number of ways. Key changes include:

- Charters and state-run schools are funded (excluding the RI School for the Deaf) in the same manner as traditional districts for the first time. In addition, Central Falls will be required to contribute to education costs as determined by the formula, with a stabilization fund included in the formula to ensure the district is able to continue to adequately support the Basic Education Plan (BEP).
- The majority of categorical aid programs are eliminated and replaced with the following: excess costs associated with special education (five times above the core foundation amount); high-cost career and technical program start-up and maintenance; early childhood program support; regional and out-of-district transportation costs; and a regional bonus to be phased out over three years for both current and future regional districts. Although these items are in the funding formula legislation, not all of the programs were funded in FY 2012.
- Housing aid will increase over a two-year period to a minimum 40.0 percent share by FY 2013 for projects completed after June 30, 2010. Previously, the minimum share was 30.0 percent. However, the 2011 General Assembly imposed a three-year moratorium on the approval of new school construction with the exception of necessary construction for health and safety, effective July 1, 2011.
- Maintenance of effort for local districts is updated to allow for communities to reduce their local appropriation to schools if they fund at least 85 percent of the cost of their public schools and are fully funding the BEP and any other programs required in law or regulation or if a district's local appropriations combined with state support fully fund the BEP and exceed RIDE benchmarks for education costs outside of the funding formula.

VII. School Expenditures

Highlights

State-to-State Comparison

- Based on data for the National Center for Education Statistics (NCES), Rhode Island ranked 6th highest in the country for per pupil spending with expenditures of $14,719 in FY 2009, the most recent year for which data is available. Nationally, FY 2009 per pupil expenditures were $10,554.
- When education expenditures were measured as a share of personal income, Rhode Island's expenditures of $48.94 per $1,000 of personal income were 7th highest in the country in 2009 and were 15.7 percent higher than the national average of $42.31.
- Together, salaries and benefits in Rhode Island accounted for 91.0 percent of all education expenditures in FY 2009, compared to 89.9 percent nationally. Although salaries as a part of total expenditures were less in the state compared to the US, benefit costs accounted for 4.0 percent more of education budgets in Rhode Island than in the nation as a whole.
- In both FY 1999 and FY 2009, Rhode Island's instructional staff salaries and benefits per pupil were approximately 40 percent higher than the national average, but were lower than instructional staff spending in Connecticut and Massachusetts.

Rhode Island District Comparison

- Based on RIPEC projections, total education expenditures in Rhode Island are projected to increase to $2.3 billion by FY 2015, a projected increase of 62.0 percent since FY 2000.
- Per pupil education expenditures are expected to increase to $17,055 in FY 2015, reflecting growth of 88.7 percent since FY 2000, when per pupil education expenditures totaled $9,086.
- The rate of growth in education spending is projected to slow in future years, reflecting the slower rate of growth since the fiscal crisis that started in FY 2008.
- State aid as a share of spending, including the state share of teacher retirement, has steadily decreased since FY 1999, but is projected to increase to an estimated 35.3 percent of expenditures in FY 2015.
- The majority of the growth in education spending over the past decade is related to general education spending, which accounted for 54.0 percent of the increase. Growth in spending on ELL students accounted for 0.5 percent of the overall increase, while the increase in special education expenditures accounted for 25.8 percent of the increase.
- Between FY 2005 and FY 2010, education expenditures (excluding the state share of teacher retirement) increased from $1,824.1 million to $2,075.8 million (13.8 percent).
- In FY 2010, Rhode Island schools spent $14,719 per pupil on average, an increase of $2,844, or 23.9 percent over FY 2005 expenditures. Average per pupil general education spending increased by 20.3 percent, while per pupil ELL expenditures increased, on average, by 11.6 percent. Statewide, per pupil spending for special education increased by 37.0 percent.

Overview

One of the most contentious aspects in the debate over public education is how much money is spent and how it is allocated. Expenditures on education represent the most significant investment of resources by state and local governments across the country and are the largest component of state aid to local governments in Rhode Island. In the FY 2012 enacted budget, enacted total education aid (including the EduJobs offset through ARRA, teacher retirement, and charter aid) is $864.2 million, or 27.5 percent of the FY 2012 general revenue expenditure budget. At the local level, education spending, on average, accounts for over half of all municipal expenditures.

The high costs associated with the provision of education have led to increased calls for accountability measures designed to ensure that taxpayers are getting results for their investments. An important first step in ensuring accountability is to have accurate and comparable information with regard to how these resources are being used. At the beginning of 2011, Rhode Island unveiled its Uniform Chart of Accounts (UCOA), a tool through which educators, administrators, and the public are able to track and compare education expenditures more accurately. This section compares Rhode Island's education expenditures, using a number of different measures, to those throughout New England. It also compares expenditures across Rhode Island at a district level in order to provide an overview of how much Rhode Island is spending on public elementary and secondary education, and where those resources are going.

When comparing education expenditures it is important to keep in mind that different districts will have different costs, due to their individual demographic, economic and geographic composition. Districts with higher concentrations of special education or limited English proficiency students will naturally have higher costs than districts with fewer high-need students. Similarly, districts with more experienced teachers will necessarily have higher costs for instructional staff than districts with less experienced teachers. With the above considerations in mind, however, a comparison of education expenditures across the region and within Rhode Island can provide a starting point for discussions regarding education finance and accountability.

Expenditure information contained in this section includes:

- *Education Expenditures per Pupil* – total education expenditures (based on data from the National Center for Education Statistics) divided by the number of students using fall enrollment for the student count to provide a yardstick for inter-state comparisons;
- *Education Expenditures per $1,000 of Personal Income* – a measure of the affordability of education spending, calculated by dividing total education expenditures by personal income;
- *Expenditures by Category* – NCES data for six major categories of expenditures: salaries, benefits, purchased services, supplies, tuition and other;
- *Expenditure Trends* – examines education expenditure trends since FY 1995 and projects total education spending and the state share through 2015; and
- *Expenditures by Program* – statewide data show how different communities in the state allocate resources to different educational programs, including general education, limited English programs and special education.

State-to-State Comparison

The following section compares Rhode Island's education expenditures to the five other New England states and the national average. Data is from the National Center for Education Statistics (NCES) Common Core Data Set (CCD) for school years 1998-99 and 2008-09 (fiscal years 1999 and 2009), the most recent year for which national data is available.

Expenditures per Pupil

In order to account for significant differences in population across the country, education expenditures are often reported on a per pupil basis. Total enrollment includes all students reported by a district to the NCES. Expenditures include instruction, support services, non-instructional services, and direct program support, and exclude spending for non-public schools, equipment, school construction, debt financing, and community service.

Table 25
Total Current Expenditures Per Pupil (Fall Enrollment)

	FY 1999			FY 2009			Change 1999-2009	
	Amount	% of US	Rank	Amount	% of US	Rank	Amount	Percent
U.S. Average*	$6,528	-	-	$10,554	-	-	$4,026	61.7%
Connecticut	$9,318	142.7%	3	$15,353	145.5%	4	$6,035	64.8%
Maine	7,188	110.1%	13	12,206	115.7%	13	5,018	69.8%
Massachusetts	8,212	125.8%	6	14,540	137.8%	8	6,328	77.1%
New Hampshire	6,433	98.6%	21	12,583	119.2%	10	6,150	95.6%
Rhode Island	**8,294**	**127.1%**	**5**	**14,719**	**139.5%**	**6**	**6,425**	**77.5%**
Vermont	7,541	115.5%	8	15,288	144.9%	5	7,748	102.7%

*US average includes District of Columbia

Source: National Center for Education Statistics, Common Core Data Set; RIPEC calculations

As shown on table 25, Rhode Island's total education expenditures in FY 2009 totaled $14,719 per pupil, ranking the Ocean State 5th highest in the country. Nationally, per pupil education expenditures were $10,554 in FY 2009. All six New England states spent more than the national average in FY 2009; per pupil education expenditures in FY 2009 ranged from 15.7 percent above the national average in Maine to 45.5 percent above the national average in Connecticut. Rhode Island's FY 2009 per pupil education expenditures were the third highest in New England, and were 39.5 percent higher than the US average.

All of the New England states saw a larger absolute increase and a faster rate of growth in per pupil education expenditures between FY 1999 and FY 2009 when compared to the nation as a whole. During this time period, education spending in Rhode Island increased $6,425, or 77.5 percent compared to a national average increase of $4,026, or 61.7 percent. Of the six New England states, Connecticut experienced the slowest rate of growth (64.8 percent) while Vermont saw the fastest increase in per pupil spending (102.7 percent).

Expenditures per $1,000 of Personal Income

Another way to compare education expenditures is by examining state and local education spending per $1,000 of personal income, outlined on table 26. This provides a measure of the

relative affordability of education in each state, using personal income as a benchmark. Under this measure, the Ocean State ranked 7th highest in the country in FY 2009, with elementary and secondary education expenditures of $48.94 per $1,000 of personal income compared to spending of $42.31 per $1,000 of personal income nationally. As with expenditures per pupil, Rhode Island ranked second-highest in the New England region when expenditures are measured on a per $1,000 of personal income basis (behind Vermont).

Table 26
Total Current Education Expenditures per $1,000 of Personal Income

	FY 1999			FY 2009			Change 1999-2009	
	Amount	% of US	Rank	Amount	% of US	Rank	Amount	Percent
U.S. Average*	$39.27	-	-	$42.31	-	-	$3.04	7.7%
Connecticut	$39.65	100.0%	31	$44.18	100.0%	16	$4.53	11.4%
Maine	48.51	122.3%	6	48.83	110.5%	8	0.32	0.7%
Massachusetts	37.42	94.4%	37	42.25	95.6%	28	4.83	12.9%
New Hampshire	35.63	89.9%	40	43.76	99.1%	19	8.13	22.8%
Rhode Island	**45.45**	**114.6%**	**10**	**48.94**	**110.8%**	**7**	**3.48**	**7.7%**
Vermont	51.48	129.8%	3	58.01	131.3%	2	6.53	12.7%

* Includes Washington D.C. In contrast to earlier reports, personal income is based on the fiscal year. As such, year-to-year comparisons should be made with caution.

Source: National Center for Education Statistics, Common Core of Data Set; Bureau of Economic Analysis; RIPEC calculations

In both FY 1999 and FY 2009, Rhode Island's education spending per $1,000 of personal income was higher than the national average (by 15.7 percent in both years). At the same time, however, Massachusetts was the only New England state in which education expenditures as a share of personal income were lower than the national average. Although New Hampshire's expenditures as a share of personal income were the second-lowest in the region, the state experienced the fastest rate of growth in New England over the ten years covered in this analysis, increasing by 22.8 percent. During this time period, Rhode Island's education spending per $1,000 of personal income grew $3.48, or by 7.7 percent. This was the second-slowest rate of growth in the region; only Maine saw a slower rate of growth.

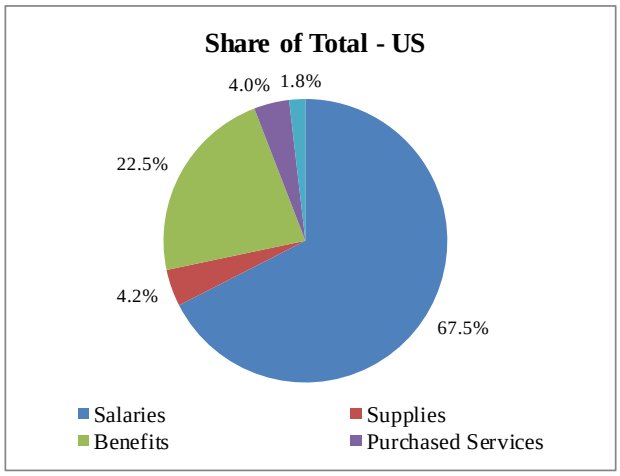
Instructional Expenditures by Category

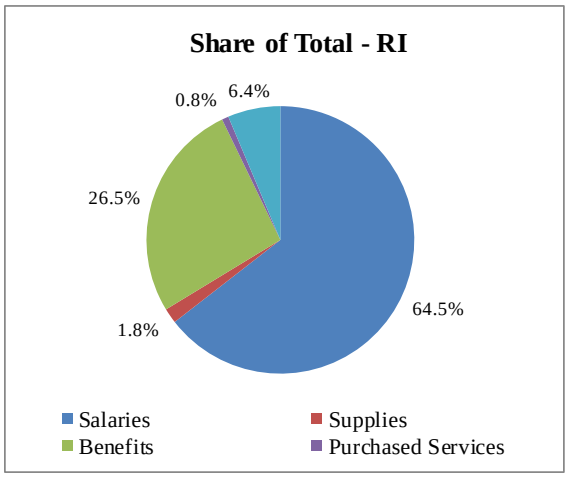
Instructional expenditures – defined by NCES as current expenditures for activities that directly relate to interactions between teachers and students – exclude support services and administrative costs. As these expenditures represent the majority of education spending, this section examines them in greater detail. The NCES organizes education expenditures into six major categories: salaries, benefits, purchased services, supplies, tuition and other. Tuition and other are relatively small categories, thus, they are presented together in the following analysis and labeled "other".

As chart 6 shows, salaries represent the largest component of education expenditures both in Rhode Island and nationally, followed by benefits. Together, these two categories of spending accounted for 91.0 percent of all FY 2009 instruction-related education spending in Rhode Island (89.9 percent, nationally). Benefits constituted a larger portion of elementary and secondary education instructional expenditures in Rhode Island than in the nation as a whole – 26.5 percent in the Ocean State compared to 22.5 percent nationally – while the state dedicated slightly less

resources to salaries than the national average (64.5 percent compared to 67.5 percent). Comparatively, Rhode Island spent significantly less than the national average on supplies and purchased services than the national average, while spending on "other" was notably higher. This is primarily driven by the relatively large amount the state spent on tuition costs.

Chart 6
FY 2009 Current Instruction and Instruction-related Expenditures* by Category





* Excludes administrative, operations, and student-support expenditures
Source: National Center for Education Statistics, Common Core Data Set; RIPEC Calculations

Table 27
Instruction and Instruction-related Expenditures by Category, Share of Total FY 1999 and FY 2009

	US		RI	
	1999	2009	1999	2009
Salaries	72.6%	67.5%	70.6%	64.5%
Benefits	18.2%	22.5%	20.8%	26.5%
Purchased	2.9%	4.0%	2.6%	0.8%
Supplies	4.6%	4.2%	2.5%	1.8%
Other	1.6%	1.8%	3.5%	6.4%

Source: National Center for Education Statistics, Common Core Data Set; RIPEC Calculations

Between FY 1999 and FY 2009, salaries decreased while benefits increased relative to their share of total education spending both in Rhode Island and nationally. Although these two categories continue to predominate instructional spending in K-12 education at approximately 90 percent of all instruction-related spending, their share of instructional expenditures has slightly declined over the decade. In Rhode Island, the only other category in which spending as a share of the total increased was "other". As noted above, it appears that this is the result of increases in tuition expenditures. In both years, a smaller share of instructional expenditures was dedicated to purchased services and supplies in Rhode Island when compared to the rest of the country.

Because of the human-capital intensive nature of education, salaries and benefits account for the largest share of education spending. In both FY 1999 and FY 2009, these two categories of spending accounted for roughly 90 percent of all instruction-related expenditures, both in Rhode Island and nationally. Table 28 shows instructional salaries and benefits as measured on a per pupil basis. In both FY 1999 and FY 2009, Rhode Island's per pupil personnel-related spending

for instructional staff was just under 40 percent higher than the national average. In FY 1999, Rhode Island's per pupil salary and benefit expenditures of $5,030 ranked the state 4th highest in the country. In FY 2009, Rhode Island's per pupil salary and benefit spending of $8,020 ranked 6th highest in the nation. At the same time, Massachusetts and Connecticut out-spent the Ocean State on a per pupil basis in both years and Vermont had higher spending in FY 2009. On an absolute basis, all New England states saw a larger increase in instruction-related personnel spending than the national average. On a percentage basis, Maine was the only New England state to experience slower growth than Rhode Island (55.3 percent v 59.4 percent) and was the only state in which salaries and benefits grew at a slower rate than the rest of the country on average.

Table 28
Instructional Salaries and Benefits per Pupil

	FY 1999			FY 2009			Change 1999-2009	
	Amount	% of US	Rank	Amount	% of US	Rank	Amount	Percent
U.S. Average*	$3,656	-	-	$5,785	-	-	$2,129	58.2%
Connecticut	$5,246	143.5%	3	$8,418	145.5%	4	$3,173	60.5%
Maine	4,244	116.1%	9	6,593	114.0%	14	2,349	55.3%
Massachusetts	4,632	126.7%	5	8,487	146.7%	3	3,856	83.3%
New Hampshire	3,617	98.9%	21	6,998	121.0%	10	3,381	93.5%
Rhode Island	**5,030**	**137.6%**	**4**	**8,020**	**138.6%**	**6**	**2,990**	**59.4%**
Vermont	4,226	115.6%	10	8,070	139.5%	5	3,843	90.9%

*US average includes District of Columbia

Source: National Center for Education Statistics, Common Core Data Set; RIPEC Calculations

Rhode Island Expenditures

This section of the report examines statewide expenditures and compares expenditures by district. The state's 36 districts are grouped into the following categories: urban core, urban ring, suburban, and emerging suburban, definitions of which are provided in the appendix. Expenditure data are from the Rhode Island Department of Education, State Budget Office and the House Fiscal Staff, unless otherwise noted.

Statewide Trends

The expenditures discussed in the following pages include the state's contribution for teacher retirement, but exclude funding for the state's construction aid program, charter schools, and state-run schools (the Met School, Davies Career & Technical Academy, and the Rhode Island School for the Deaf). Because FY 2010 is the most recent year for which complete expenditure data is available, RIPEC has forecast expenditures through FY 2015 based on a five-year average rate of change for education expenditures. These expenditure estimates include expenditures in FY 2009 – FY 2011 that are related to the increased Title I and IDEA Part B funding through ARRA.

Table 29 outlines actual and projected state aid (excluding aid to state-operated schools, direct charter school aid and school construction aid). Actual state aid is current through the FY 2011 supplemental budget and is projected through FY 2015. The forecast is based on RIDE projections related to the funding formula, plus an additional inflation rate as projected by the

State Budget Office. Retirement projections are based on the recently-enacted pension reform legislation, and use salary and contribution rate as determined by the actuary for the state, Gabriel, Roeder, Smith & Company, in their analysis of the bill. While a forecast is a useful benchmark to assess various policy options, data should be interpreted with caution, and inherent risks must be considered, such as the economic outlook or policy decisions such as changes to pensions or the funding formula, which will have an impact on actual expenditures.

Table 29
State Share of Public Education Expenditures*
FY 1995 - FY 2015 (projected; $ millions)

Fiscal Year**	Total Spending ($ million)	Percent Change Prev. Year	Exp. Per Pupil	Percent Change Prev. Year	State Aid** Funding Formula (FY 2012) State Aid	% Change	State Share
1995	$1,034.4	6.1%	$7,056	4.9%	$416.1	13.6%	40.2%
1996	1,077.2	4.1%	7,230	2.5%	434.3	4.4%	40.3%
1997	1,128.8	4.8%	7,498	3.7%	446.3	2.8%	39.5%
1998	1,192.6	5.6%	7,827	4.4%	473.6	6.1%	39.7%
1999	1,297.1	8.8%	8,439	7.8%	510.4	7.8%	39.3%
2000	1,411.6	8.8%	9,086	7.7%	556.0	8.9%	39.4%
2001	1,509.3	6.9%	9,658	6.3%	602.3	8.3%	39.9%
2002	1,587.8	5.2%	10,138	5.0%	634.0	5.3%	39.9%
2003	1,697.5	6.9%	10,799	6.5%	661.8	4.4%	39.0%
2004	1,807.1	6.5%	11,510	6.6%	686.5	3.7%	38.0%
2005	1,876.6	3.8%	12,218	6.1%	697.8	1.6%	37.2%
2006	1,958.4	4.4%	13,046	6.8%	721.3	3.4%	36.8%
2007	2,093.3	6.9%	14,157	8.5%	763.3	5.8%	36.5%
2008	2,140.9	2.3%	14,800	4.5%	776.8	1.8%	36.3%
2009	2,132.8	-0.4%	15,036	1.6%	736.0	-5.3%	34.5%
2010	2,144.3	0.5%	15,205	1.1%	705.3	-4.2%	32.9%
2011S	*2,183.9*	*1.8%*	*15,694*	*3.2%*	*710.5*	*0.7%*	*32.5%*
2012E	*2,225.1*	*1.9%*	*16,331*	*4.1%*	*737.0*	*3.7%*	*33.1%*
2013P	*2,231.2*	*0.3%*	*16,517*	*1.1%*	*742.8*	*0.8%*	*33.3%*
2014P	*2,258.2*	*1.2%*	*16,807*	*1.8%*	*776.0*	*4.5%*	*34.4%*
2015P	*2,287.2*	*1.3%*	*17,055*	*1.5%*	*806.7*	*3.9%*	*35.3%*

* Excludes aid to state-operated and charter schools, and school construction aid; includes the state's share of teacher retirement. In FY 2009-FY 2012, state aid includes stimulus-related funding. ** Starting in FY 1999, expenditures are based on In$ite from the RI Dept. of Education; projections are based on a 5-year average rate of growth

Sources: RI Dept. of Education, House Fiscal Staff budget documents, State Budget Office documents, GRS " Actuarial Analysis of the Rhode Island Retirement Security Act of 2011, as described in S1111A and H6319A" and RIPEC calculations.

Projected Education Expenditures and State Share

Between FY 1995 and FY 2010 (the most recent year for which actual expenditure data is available), total education expenditures increased 107.0 percent from $1,034.4 million to $2,144.3 million. On a per pupil basis, expenditures grew from $7,056 in FY 1995 to $15,205 in FY 2010, an increase of 115.5 percent. If expenditures are adjusted to 2010 dollars, total expenditures increased 61.8 percent, or $856.6 million over the thirteen-year time period, while per pupil spending increased by $6,449 per pupil (68.2 percent).

Education expenditures are projected to increase to $2,287.2 million by FY 2015, an increase of 121.1 percent over FY 1995 expenditures and an increase of 6.7 percent over FY 2010 expenditures. On a per pupil basis, FY 2015 expenditures are projected to increase to $17,055, 141.7 percent greater than FY 1995 spending and a 12.2 percent increase over FY 2010 spending. Expenditures are projected to grow at a slower rate than in past reports, in part because of recent declines in the rate of growth; notably, expenditures declined between FY 2008 and FY 2009, during which ARRA funding was available and included in the expenditure figures. While it is too early to determine if the moderate rate of growth in spending will continue, factors such as the funding formula and the property tax cap may encourage a slower rate of growth in the future.

Although total expenditures grew at a faster pace than per pupil expenditures between FY 1995 and FY 2005 (total spending increased at a 6.1 percent average annual rate, compared to 5.6 percent per pupil), the trend is projected to reverse through the rest of the forecast period. Between FY 2005 and FY 2015, total expenditures are projected to increase by an average rate of 2.0 percent per year, while per pupil spending is projected to increase at an average annual rate of 3.4 percent. At the same time, as noted above, spending is projected to grow at a significantly lower rate in the second half of the forecast period; the average annual growth in total spending between FY 2005 and FY 2015 is estimated to be less than half the growth rate between FY 1995 and FY 2005.

State aid – including all distributed and non-distributed education aid, but excluding charters (direct and indirect), school construction aid, and aid to state-run schools – increased by $289.2 million (69.5 percent) between FY 1995 and FY 2010. The state's share of total education spending – including retirement – has declined from 40.2 percent in FY 1995 to 32.9 percent in FY 2010. After two years of level-funding state education aid, state aid was reduced in both FY 2009 and FY 2010 in response to the fiscal crisis. Although the state increased general education aid in FY 2011, state support for schools remained lower than FY 2008 aid.

Based on RIDE/State Budget Office projections of the funding formula (which do not account for changes in demographics or enrollment), state aid including retirement is projected to increase to $806.7 million, or 35.3 percent of total projected education expenditures, in FY 2015. This represents an increase of $101.4 million, or 14.4 percent, over FY 2010 state aid.

Expenditures by Category

In addition to forecasting total expenditures and the state share through FY 2015, detailed expenditures have been forecast for FY 2011. As shown on table 30, between FY 2001 and FY 2011, total education expenditures are projected to increase $674.6 million to $2,183.9 million, an increase 44.7 percent. General education expenditures (including spending on general instruction, instruction and administrative support, facilities management, transportation, and non-instructional services), are expected to increase 33.3 percent, from $1,093.2 million in FY 2001 to $1,457.2 million in FY 2011. These expenditures are projected to account for 54.0 percent of the total growth over the past decade. As spending on other programs (special education, ELL, career and technical education) and other items (such as retirement) has increased over the past decade, general education expenditures as a share of total spending have decreased from 72.4 percent in FY 2001 to 66.7 percent in FY 2011. Additionally:

Table 30

2000 - 2011 Rhode Island Education Expenditures ($ millions)

	2001		*2011**		Change 2001-2011	
Function	**Amount**	**% of Total**	***Amount***	***% of Total***	**Amount**	**Percent**
General Education	$1,093.2	72.4%	*$1,457.2*	*66.7%*	$364.0	33.3%
Special Education	298.0	19.7%	*471.7*	*21.6%*	173.7	58.3%
English Language Learners	31.9	2.1%	*34.9*	*1.6%*	3.1	9.7%
All Other Expenditures**	86.3	5.7%	*220.0*	*10.1%*	133.8	155.0%
Total***	**$1,509.3**	**100.0%**	***$2,183.9***	***100.0%***	**$674.6**	**44.7%**

* Estimated expenditures, based on 5-year rolling average rate of growth. ** Includes teacher retirement.
*** Excludes state-run and charter schools.
Source: R.I. Dept. of Education, and RIPEC calculations.

- Special education expenditures are estimated to have increased by almost 60 percent over the past decade, from $298.0 million in FY 2001 to $471.1 million in FY 2011. This translates into an average annual rate of 5.2 percent.
- Spending on special education is estimated to account for 25.8 percent of the growth in education spending over the past decade. In FY 2001, special education accounted for 19.7 percent of spending, compared to 21.6 percent in FY 2011.
- Spending on programs for ELL students increased by a projected $3.1 million (9.7 percent) over the past decade. This increase accounted for an estimated 0.5 percent of the total increase in expenditures.
- Although ELL-related expenditures are projected to increase from $31.9 million to $34.9 million, these programs are estimated to account for a smaller share of total spending in FY 2011 than in FY 2001 (1.6 percent v. 2.1 percent, respectively).
- "All other expenditures", including spending on teacher retirement, grew at a faster rate than any other category of spending over the past decade. Between FY 2001 and FY 2011, "other" expenditures increased 155.0 percent, from $86.3 million to $220.0 million.
- While spending in this category represents just 10.1 percent of projected FY 2011 expenditures, it accounted for almost 20 percent of the growth in education spending over the past decade.

On a per pupil basis, total education spending increased 62.5 percent, from $9,658 in FY 2001 to an estimated $15,693 per pupil in FY 2011. This translates into an average annual rate of growth of 6.6 percent. General education expenditures increased from $6,995 per pupil in FY 2001 to an estimated $10,471 per pupil, an increase of 49.7 percent (average annual rate of 5.2 percent). During this time period, total enrollment declined from 156,275 students to 139,159 students, or by 11.0 percent.

Table 31
Rhode Island Education Expenditures Per Pupil

Function	2001 Amount	*2011* Amount*	Change 2001-2011 Amount	Change 2001-2011 Percent
General Education	$6,995	*$10,471*	$3,476	49.7%
Special Education	9,863	*18,417*	8,554	86.7%
English Language Learners	3,148	*5,240*	2,092	66.5%
Total**	**$9,658**	***$15,693***	**$6,035**	**62.5%**

*Estimated expenditures, based on 5-year rolling average rate of growth. ** Total includes teacher retirement.
Source: R.I. Dept. of Education and RIPEC calculations.

Per pupil spending on special education services are estimated to have increased by over 85 percent over the decade, growing from $9,863 per pupil in FY 2001 to an estimated $18,417 in FY 2011. During the same time period, special education enrollments have declined 15.2 percent, from 30,214 students in FY 2001 to 25,613 students in FY 2011. Similarly, while total ELL expenditures are projected to increase by just 9.2 percent, per pupil spending on ELL-related programs is estimated to increase by 66.5 percent, from $3,148 per pupil in FY 2001 to a projected $5,240 per pupil in FY 2011. The difference is driven by the fact that ELL enrollments have declined by 34.1 percent over the decade, from 10,119 students in FY 2001 to 6,669 students in FY 2011.

District Expenditures

The following discussion of expenditures by school district is based on In$ite and UCOA data and does not include the state's contribution to the teacher retirement fund, as did the statewide discussion above (district contributions, however, are included). In addition, RIPEC did not estimate any expenditures by district; the following section includes data on expenditures through FY 2010, the most recent, complete data available to date.

District Trends

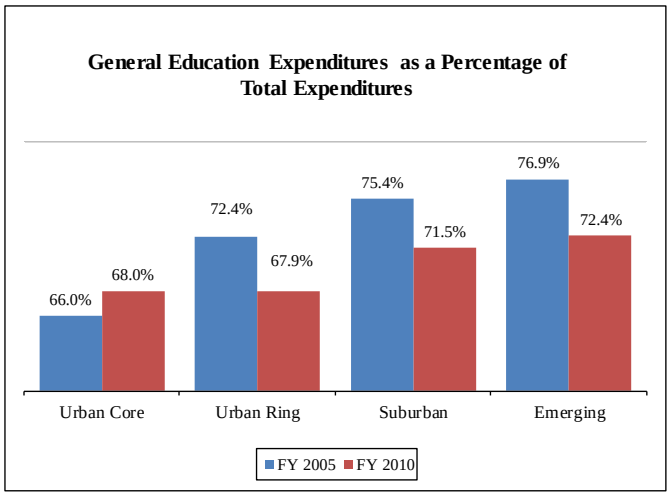
Between FY 2005 and FY 2010, statewide education expenditures (excluding the state contribution to teacher retirement) increased from $1,824.1 million to $2,075.8 million (13.8 percent). Over the five-year period, on an absolute basis, education expenditures increased the most in the state's urban districts, growing by $66.8 million (11.0 percent). However, on a percentage basis, the emerging suburban districts experienced the fastest rate of growth (19.6 percent, $61.4 million).

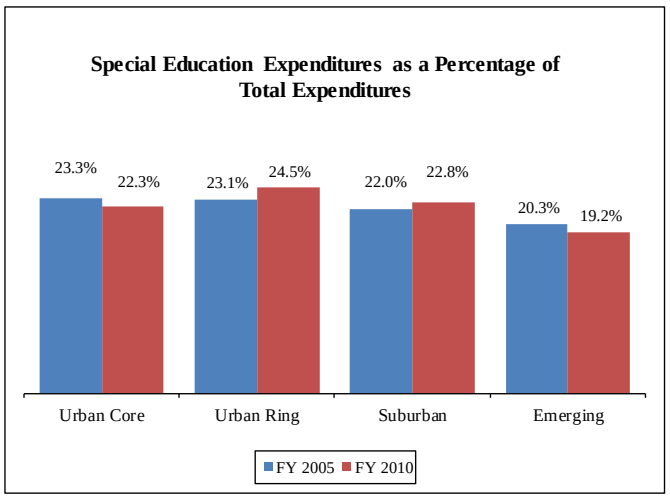
By comparison, education expenditures increased by almost $400 million between FY 2003 and FY 2008, the majority of which, 30.5 percent, was in the state's suburban districts. Spending in these districts grew by $121.5 million, or 28.6 percent over the five-year time period. The state's emerging suburban districts had both the smallest total increase during this time, and the second-slowest rate of growth (after the suburban districts).

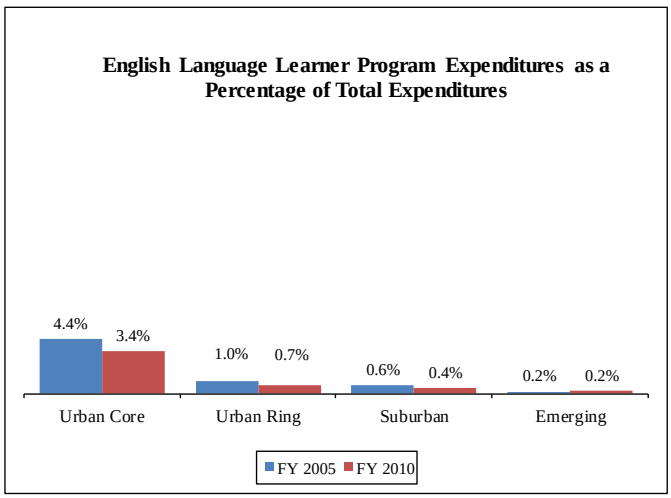
Statewide, general education expenditures increased from $1,309.8 million in FY 2005 to $1,446.2 million in FY 2010, an increase of $136.4 million or 10.4 percent. However, expenditures in this category vary among the community types as shown in chart 7. On average, emerging and suburban communities spent the most on general education as a percentage of their total education expenditures in FY 2010 (71.2 and 72.4 percent, compared to the urban core and urban ring districts where general education spending accounted for 68.0 percent and 67.9 percent of total FY 2010 spending, respectively. Between FY 2005 and FY 2010, spending on general education increased by 17.1 percent in the urban core districts, compared to an increase of 26.7 percent in the urban ring, 28.6 percent in the suburban districts, and 27.0 percent in the emerging suburban districts.

Special education spending increased as a share of total expenditures in both the urban ring and suburban districts, but, in contrast to past trends, declined in the state's urban core and emerging suburban districts. Fiscal year 2010 special education expenditures accounted for between 19.2 percent of total spending in the emerging suburban

Chart 7
General Education, Special Education and English Language Learner Expenditures as a Share of Total Spending
FY 2005 and FY 2010







SOURCE: RI Department of Education; RIPEC calculations

districts and 24.8 percent of total spending in the state's urban ring districts. Between FY 2005 and FY 2010, spending on special education increased, on average, 13.8 percent. However, the rate at which special education spending increased varied across districts. Urban core expenditures in this category increased by just 6.3 percent, less than half the rate of growth in the emerging suburban districts, and less than a third of the rate of growth in the urban ring and suburban districts.

Spending on ELL programs declined both as a share of total expenditures, and on an absolute basis across three of the four district classifications, with the exception of the emerging suburban districts. Outside of the urban districts, ELL programs accounted for less than 1.0 percent of total district spending in FY 2010. In the urban core, ELL expenditures represented 3.4 percent of total spending in FY 2010, a 1.0 percent decrease from FY 2005. Statewide, ELL spending decreased by $5.4 million, or 15.6 percent, over the five-year period.

Per Pupil Education Expenditures

Table 32 outlines selected expenditures per pupil for FY 2005 and FY 2010, using data that districts have reported to RIDE. Given significant differences in student enrollment and student need, per pupil expenditures provide a common yardstick by which expenditures can be measured. Further, looking at spending by program provides a picture of how resources are allocated within a district.

In FY 2010, Rhode Island schools spent $14,719 per pupil on average, an increase of $2,844, or 23.9 percent over FY 2005 expenditures. Per pupil total expenditures of $15,435 were the highest in the state's urban core districts, and represented an increase of 25.1 percent since FY 2005. Although the state's emerging suburban districts had the second-lowest per pupil expenditures in FY 2010 ($14,919), they experienced the fastest rate of growth, and growth on an absolute basis, over the past five years. Since FY 2003, total per pupil spending in emerging suburban districts increased by $3,526, or 30.9 percent.

Although the urban core districts have the highest total per pupil expenditures, on average the five districts tend to have lower-than-average per pupil expenditures across the three program allocations, with the exception of general education spending. This indicates that a significant portion of their high levels of spending is driven by their student population, which has a higher level of need by comparison. For example, the urban core districts spend, on average, $4,447 on ELL programs per ELL-enrolled student compared to $5,121 per ELL student in the suburban communities. However, students in ELL programs accounted for 11.7 percent of the total urban core population in FY 2010, but only 1.1 percent in the suburban communities.

Average general education spending across the state increased from $8,527 per pupil in FY 2005 to $10,254 per pupil in FY 2010, an increase of 20.3 percent. Spending on general education in FY 2010 ranged from a high of $17,411 in Little Compton (excluding New Shoreham) to a low of $7,797 in Cumberland. It should be noted, however, that Little Compton and Jamestown (which had the second-highest level of expenditures when New Shoreham is excluded) tuition out their high school students to Portsmouth and North Kingstown, respectively. These students are included in their home district expenditures, but count as enrolled in the district in which they attend high school, increasing the per pupil expenditure figure for these two districts.

Table 32
Selected Expenditures by Program per Pupil
FY 2005 - FY 2010

	Total Expenditures				General Education				English Language Learners				Special Education			
	2004-05	2009-10	Change		2004-05	2009-10	Change		2004-05	2009-10	Change		2004-05	2009-10	Change	
	Amount	Amount	Amount	Percent	Amount	Amount	Amount	Percent	Amount	Amount	Amount	Percent	Amount	Amount	Amount	Percent
Urban Core																
Central Falls	$13,273	$18,351	$5,078	38.3%	$6,808	$11,611	$4,803	70.6%	$4,524	$5,577	$1,053	23.3%	$15,619	$17,553	$1,934	12.4%
Newport	15,976	19,880	3,904	24.4%	11,517	14,758	3,240	28.1%	2,143	3,928	1,785	83.3%	11,541	17,682	6,142	53.2%
Pawtucket	10,969	12,882	1,913	17.4%	7,002	8,144	1,142	16.3%	3,928	5,358	1,430	36.4%	15,239	17,729	2,490	16.3%
Providence	12,908	16,146	3,239	25.1%	8,843	11,402	2,558	28.9%	3,644	3,982	338	9.3%	15,102	18,038	2,936	19.4%
Woonsocket	10,116	13,448	3,332	32.9%	6,387	8,314	1,927	30.2%	2,911	4,409	1,499	51.5%	10,706	14,282	3,576	33.4%
Subtotal	*$12,338*	*$15,435*	*$3,097*	*25.1%*	*$8,140*	*$10,489*	*$2,349*	*28.9%*	*$3,756*	*$4,447*	*$691*	*18.4%*	*$14,183*	*$17,287*	*$3,104*	*21.9%*
Urban Ring																
Cranston	$11,155	$12,863	$1,708	15.3%	$8,181	$9,063	$881	10.8%	$3,365	$2,881	($484)	-14.4%	$11,099	$18,812	$7,713	69.5%
East Providence	11,267	14,074	2,806	24.9%	7,753	8,401	647	8.4%	4,772	2,353	(2,418)	-50.7%	12,086	17,450	5,364	44.4%
North Providence	11,500	14,743	3,244	28.2%	8,341	10,673	2,332	28.0%	7,853	5,916	(1,937)	-24.7%	15,690	20,170	4,480	28.6%
Warwick	12,383	15,750	3,368	27.2%	9,129	10,994	1,865	20.4%	5,919	8,425	2,506	42.3%	13,705	16,774	3,069	22.4%
West Warwick	12,610	14,824	2,213	17.6%	8,919	9,487	568	6.4%	6,309	7,216	908	14.4%	12,642	16,291	3,650	28.9%
Subtotal	*$11,760*	*$14,353*	*$2,593*	*22.0%*	*$8,513*	*$9,750*	*$1,238*	*14.5%*	*$4,475*	*$3,629*	*($846)*	*-18.9%*	*$12,665*	*$17,670*	*$5,005*	*39.5%*
Suburban																
Barrington	$10,177	$12,351	$2,174	21.4%	$7,794	$8,931	$1,137	14.6%	$4,862	$6,846	$1,984	40.8%	$13,654	$22,380	$8,726	63.9%
Bristol-Warren	14,273	15,589	1,316	9.2%	11,021	10,398	-623	-5.7%	4,885	5,066	182	3.7%	14,532	21,921	7,389	50.8%
Cumberland	8,914	10,544	1,630	18.3%	6,299	7,797	1,497	23.8%	5,737	*	-	-	10,326	12,617	2,291	22.2%
East Greenwich	11,647	13,574	1,927	16.5%	8,976	10,025	1,049	11.7%	2,731	4,333	1,602	58.6%	16,179	19,941	3,761	23.2%
Jamestown	19,102	24,597	5,495	28.8%	14,738	16,892	2,154	14.6%	2,245	8,183	5,938	264.5%	17,847	23,049	5,201	29.1%
Johnston	13,926	15,947	2,021	14.5%	9,407	9,867	460	4.9%	6,806	5,365	(1,441)	-21.2%	15,084	18,317	3,234	21.4%
Lincoln	11,233	14,903	3,669	32.7%	8,318	10,456	2,138	25.7%	7,055	6,428	(627)	-8.9%	13,879	23,657	9,778	70.5%
Middletown	13,195	15,101	1,906	14.4%	10,479	11,026	547	5.2%	4,367	676	(3,691)	-84.5%	10,985	19,210	8,225	74.9%
Narragansett	15,642	18,159	2,517	16.1%	12,231	13,112	881	7.2%	7,480	*	-	-	16,007	25,311	9,304	58.1%
North Kingstown	11,353	13,794	2,441	21.5%	8,751	10,250	1,499	17.1%	11,410	8,883	(2,527)	-22.1%	13,065	21,977	8,912	68.2%
Portsmouth	9,990	12,734	2,744	27.5%	7,980	9,168	1,188	14.9%	-	-	-	-	10,246	17,878	7,632	74.5%
Smithfield	10,130	13,493	3,363	33.2%	7,955	10,041	2,085	26.2%	-	7,685	7,685	-	14,463	24,715	10,251	70.9%
Westerly	12,755	15,486	2,732	21.4%	9,339	11,810	2,470	26.5%	4,734	51	(4,682)	-98.9%	15,532	17,281	1,748	11.3%
Subtotal	*$11,744*	*$14,095*	*$2,351*	*20.0%*	*$8,851*	*$10,073*	*$1,222*	*13.8%*	*$5,662*	*$5,121*	*($542)*	*-9.6%*	*$13,377*	*$19,546*	*$6,169*	*46.1%*
Emerging Suburban																
Burrillville	$10,704	$12,316	$1,612	15.1%	$8,334	$9,527	$1,192	14.3%	$5,234	$4,051	($1,184)	-22.6%	$9,915	$13,687	$3,772	38.0%
Chariho	12,486	16,267	3,781	30.3%	9,096	11,343	2,247	24.7%	6,690	8,736	2,047	30.6%	16,643	26,097	9,454	56.8%
Coventry	10,740	12,115	1,375	12.8%	8,287	8,928	641	7.7%	2,339	12,552	10,213	436.6%	10,543	14,723	4,180	39.6%
Exeter-West Greenwich	12,365	18,719	6,354	51.4%	9,799	13,338	3,539	36.1%	8,057	4,502	(3,555)	-44.1%	12,267	21,689	9,422	76.8%
Foster	12,117	18,182	6,065	50.1%	9,797	15,001	5,204	53.1%	-	-	-	-	18,508	21,103	2,595	14.0%
Foster-Glocester	9,446	18,668	9,222	97.6%	8,242	10,925	2,683	32.6%	-	*	-	-	9,476	19,289	9,813	103.6%
Glocester	12,045	16,039	3,994	33.2%	9,242	12,757	3,515	38.0%	-	-	-	-	13,466	15,958	2,492	18.5%
Little Compton	17,456	20,732	3,276	18.8%	14,546	17,411	2,865	19.7%	-	-	-	-	10,349	15,184	4,836	46.7%
New Shoreham	21,682	35,687	14,005	64.6%	18,537	27,162	8,625	46.5%	14,364	81,028	66,664	464.1%	16,861	51,564	34,702	205.8%
North Smithfield	10,165	12,542	2,377	23.4%	7,584	9,368	1,784	23.5%	-	3,791	3,791	-	13,436	15,873	2,438	18.1%
Scituate	10,101	13,564	3,463	34.3%	8,501	11,319	2,819	33.2%	-	-	-	-	8,634	16,799	8,165	94.6%
South Kingstown	12,483	16,873	4,390	35.2%	8,879	11,663	2,784	31.4%	4,902	9,641	4,738	96.7%	15,176	26,601	11,424	75.3%
Tiverton	10,686	13,938	3,251	30.4%	8,510	10,147	1,636	19.2%	-	*	-	-	9,210	16,229	7,019	76.2%
Subtotal	*$11,393*	*$14,919*	*$3,526*	*30.9%*	*$8,765*	*$10,804*	*$2,038*	*23.3%*	*$5,201*	*$9,243*	*$4,043*	*77.7%*	*$12,206*	*$18,810*	*$6,604*	*54.1%*
Total	**$11,876**	**$14,719**	**$2,844**	**23.9%**	**$8,527**	**$10,254**	**$1,727**	**20.3%**	**$3,972**	**$4,431**	**$459**	**11.6%**	**$13,261**	**$18,171**	**$4,910**	**37.0%**

* Cumberland, Narragansett, Foster-Glocester and Tiverton did not report ELL enrollment but reported ELL expenditures of $440,190, $11,665, $4,078 and $81,965, respectively
Enrollments are based on October 1 counts except for special education, which uses December counts
Source: RI Dept of Education and RIPEC calculations.

On average, the urban ring communities spent the lowest amount per pupil on general education ($9,750 per pupil), while the emerging suburban communities spent the most ($10,804 per pupil). Over the five-year period, per pupil general education expenditures increased by 28.9 percent in the urban core districts, compared to growth of 23.3 percent in the emerging suburban districts, 14.5 percent in the urban ring districts, and 13.8 percent in suburban districts.

Per pupil expenditures for English language learner programs increased from $3,972 in FY 2005 to $4,431 in FY 2010, an 11.6 percent increase. However, this figure includes approximately $500,000 in spending across four districts that did not report ELL enrollments, but had ELL expenditures (Cumberland, $440,190; Narragansett, $11,664; Foster Glocester, $4,078; and Tiverton, $81.965). When these expenditures are excluded, FY 2010 per pupil ELL expenditures were $4,349 in FY 2010, an increase of 9.5 percent over FY 2005 spending. On average, the state's emerging suburban communities had the highest per pupil expenditures ($9,243), while ELL spending was the lowest, on average, in the urban ring communities ($3,629). Since FY 2005, per pupil ELL expenditures decreased in both the urban ring and suburban districts, and increased in the urban core and emerging suburban districts.

Special education expenditures increased, on average, from $13,261 per pupil in FY 2005 to $18,171 per pupil in FY 2010, a 37.0 percent increase. Spending on special education was the highest in the state's suburban districts, where per pupil expenditures averaged $19,546, compared to $18,810 in the emerging suburban districts, $17,670 in the urban ring districts and $17,287 in the urban core districts. With the exception of the urban core districts, and emerging suburban ELL spending, per pupil special education-related spending increased at a faster rate than any other category of education spending over the five-year time period.

VIII. Glossary

Adequate Yearly Progress (AYP) – an individual state's measure of progress toward the goal of 100 percent of students achieving to state academic standards in at least reading/language arts and math by 2014. It sets the minimum level of proficiency that the state, its school districts, and schools must achieve each year on annual tests and related academic indicators such as attendance and graduation rates.

Adult Educational Attainment (US Census) – the highest grade of school completed, or the highest degree received, presented as a percent of the population 25 years or older.

Current Expenditures (NCES) – includes expenditures for operating local public schools, excluding equipment, non-public school education, school construction, and interest on school debt. These expenditures include such items as salaries for school personnel, fixed charges, student transportation, school books and materials, and energy costs.

Emerging Suburban districts – a RIPEC-defined category which includes: Burrillville, Chariho, Coventry, Exeter-West Greenwich, Foster, Foster-Glocester, Glocester, North Smithfield, Scituate, South Kingstown, and Tiverton.

Fall Enrollment – is the count of pupils registered in the fall of the school year.

Free and Reduced-price Lunch – a federally-assisted program that provides reduced-price lunches to school children between 130 and 185 percent of the poverty level, and free lunches to students at or below 130 percent of poverty. This measure is often used as a proxy for the number of students living in poverty.

Index Proficiency Score – used to determine if a school has met its **annual yearly progress** requirements under NCLB. The score is calculated by translating student scores on the **NECAP** examination into an index score, which is aggregated to determine the school's score. As required by the provisions of NCLB, these scores must increase from the baseline in five intermediate steps until all students in all schools achieve 100 percent proficiency in 2014. Schools must meet these targets for the school as a whole, and within each disaggregated group.

Individual Education Plan – see **Special Education**.

English Language Learners – students served in appropriate programs of language assistance (e.g. English as a second language (ESL), high-intensity language assistance or bilingual education).

The National Assessment of Educational Progress (NAEP) – often referred to as "The Nation's Report Card", the NAEP is the only national metric that allows cross-comparisons of student performance in various subject areas including math, reading, writing and science. NAEP assessments are administered uniformly across the country, using the same sets of testing materials. In addition, the exam remains essentially the same every testing period, allowing for longitudinal comparison of test results. Results are based on a representative sample of students at grades 4, 8 and 12 for the main assessments and are reported for groups of students (e.g., by grade) and for populations within those groups (e.g., by gender or race).

The New England Common Assessment Program (NECAP) – Rhode Island's assessment tool, which was developed jointly with New Hampshire and Vermont to meet the standards of the No Child Left Behind legislation.

No Child Left Behind (NCLB) – Federal legislation enacted in 2001 and signed into law January 2002. Provisions of the Act (for all states and schools that receive **Title 1** funds) include mandating student testing in grades 3-8 and at least once during high school, requiring that all teachers be "highly qualified", and a requirement that all students, as well as student subgroups make **adequate yearly progress (AYP)**. In addition to meeting AYP targets at the school-wide level, specified subgroups of students, such as racial and ethnic minorities, are required to meet NCLB goals unless there are 45 or fewer students in the subgroup. Schools and districts that fail to meet AYP are subject to a range of sanctions that increase every year the school fails to make AYP and culminate in the possibility of a state takeover or reconstitution. The Act is currently up for reauthorization and is expected to be revised.

Per Pupil Expenditures – a measure of education expenditures calculated by dividing total expenditures by the number of enrolled students.

Poverty – the percent of families below the poverty line and at or below the poverty line ($22,050 for a family of four with two children in 2009).

Revenue (NCES) – Monies for public school purposes derived from three sources: state, local and federal. All revenues include pass-through revenues (i.e., federal funds that pass through a state are still considered federal).

Scholastic Assessment Test (SAT) – a self-selected, standardized college admissions test administered by The College Board throughout the country, with results available at the state and district level. The exam is primarily taken by high school seniors but, is open to all individuals. The SAT reasoning test consists of three sections: critical reading, mathematics and writing (which was added in 2005). Each section has a maximum scaled score of 800, such that perfect performance on the SAT with all three sections would equate to a score of 2,400.

Special Education – (also known as **Individual Education Plan**) educational services provided to students who have been identified as having special needs or difficulties learning or functioning in a classroom.

Suburban districts – RIPEC-defined to include Barrington, Bristol-Warren, Cumberland, East Greenwich, Johnston, Lincoln, Middletown, Narragansett, North Kingstown, Portsmouth, Smithfield, and Westerly.

Title 1 – formerly known as Chapter 1, this program is part of the Elementary and Secondary Education Act of 1965, and provides the foundation for federal efforts to close the achievement gap between low-income and other students. Title 1 provides additional financial support to states and districts for support services targeted at children in poverty. Since 1994, Title 1 funds can be used for a wide range of activities, from instructional activities to professional development. Funds are allocated on a formula basis that takes into account the number of low-income children and the statewide average per pupil expenditure. After the passage of the **No Child Left Behind Act**, schools that receive Title 1 funding are required to meet accountability requirements for raising student performance.

Urban Core districts – a RIPEC category that encompasses the cities of Central Falls, Newport, Pawtucket, Providence, and Woonsocket.

Urban Ring districts – RIPEC-designated category that includes: Cranston, East Providence, North Providence, Warwick, and West Warwick.