RESULTS

Education in Rhode Island
2008

Prepared as a public service by the
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I. Introduction

A state's competitiveness is linked to the quality of its workforce, which is directly impacted by the quality and performance of its public schools. At the same time, education represents the most significant financial investment made by states and communities across the country. As such, the question of how to provide a quality education system, something that is widely recognized as paramount to ensure economic development, at an affordable price to taxpayers, has grown increasingly important. However, a number of issues must be taken into consideration when evaluating the performance of an educational system in order to effectively identify opportunities for reform and improvement.

Questions to consider include: how do schools perform in comparison to neighboring states, to the national average, and to districts within the system? How has the State's investment in education changed over time, and how might it change in the future? What will the impact of property tax reform have on education finance, and how will the State's role change? How will changing enrollment patterns, including high-cost students, impact districts and the cost of education?

The following RIPEC report – *Education Results,* 2008 – provides the foundational tools for policymakers and stakeholders to begin to answer the above questions and to address the issue of education reform in the Ocean State. This report provides data and analysis of public school performance, demographics, revenues and expenditures vis-a-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 help 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 educational system;
- *Student Performance* – evaluates Rhode Island's performance on the Scholastic Assessment Test (SAT), the National Assessment of Educational Progress (NAEP), and the New England Common Assessment Program (NECAP);
- *Student 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;
- *School Expenditures* – reviews how Rhode Island's investment compares with other New England states and to the national average, as well as providing an estimate of future expenditures;
- *Quality Counts Overview* – reviews how Rhode Island performed on "Education Weekly's" annual assessment of education; and
- *Glossary* – defines terms used in the report and provides additional information on select topics such as the federal No Child Left Behind act.
- *Appendix* – includes 50-state tables for NAEP results, revenues and expenditures.

The report will also be available on RIPEC's website at: www.ripec.org

II. Executive Summary and Comments

RIPEC believes that one of the most fundamental roles of state and local government is to provide a first-class public education. A state's most valuable resource is its human capital. As such, an equitable, efficient and effective education system is a necessary first step to creating a stronger Rhode Island. A strong education system is vital for the state to attract and retain quality jobs, compete in the 21st century economy, and improve the quality of life for all Rhode Islanders.

Over the past few years, Rhode Island has implemented a number of positive changes to its education system. These reforms include a revised system of financial reporting, and the development and use of the New England Common Assessment Program (NECAP) as the State's primary assessment tool. However, significant challenges remain, including reducing the achievement gap, ensuring accountability, and developing an adequate and equitable system of school finance.

New England, on average, tends to devote a higher amount of resources to public education than other states, and the majority of the New England states also outperform the national average on standardized exams. However, as the table below demonstrates, Rhode Island's public schools are, on average, failing to perform as well as their New England counterparts and the national average. This disparity exists despite a significant investment in public education by the State. The most recent nationally comparable test results show that the Ocean State had the second lowest composite Scholastic Assessment Test (SAT) score (excluding the written component) in the region. Rhode Island also had the highest percentage of 8th graders scoring below basic on the reading and math components of the National Assessment of Educational Progress (NAEP) in New England.

Table 1
Education Expenditures and Performance

	2005-2006 Total Expenditures			2008 SAT Mean Scores			2007 NAEP - 8th Grade Reading		2007 NAEP - 8th Grade Math	
	Amount	% of US	Rank	Verbal	Math	Total	Below Basic	At or Above Proficient	Below Basic	At or Above Proficient
U.S. Average*	$9,241	-	-	502	515	1,017	27%	29.0%	30%	31%
Connecticut	$13,072	141.5%	3	509	513	1,022	23%	38.0%	27%	34%
Maine	10,841	117.3%	11	469	466	935	17%	37.0%	22%	34%
Massachusetts	12,564	136.0%	6	514	525	1,039	16%	43.0%	15%	51%
New Hampshire	10,427	112.8%	13	521	523	1,044	18%	37.0%	22%	38%
Rhode Island	**12,609**	**136.4%**	**5**	**495**	**498**	**993**	**31%**	**27.0%**	**35%**	**28%**
Vermont	12,820	138.7%	4	519	523	1,042	16%	42.0%	19%	41%

*US average includes District of Columbia

Source: National Center for Education Statistics, Common Core Data set and "The Nation's Report Card"; College Board, "2008 College-bound Seniors"; and RIPEC Calculations

Rhode Island's internal assessment the New England Common Assessment Program (NECAP), developed jointly with New Hampshire and Vermont, paints a similar picture. While Rhode Island performs comparably to its peer states on the writing assessment, and has seen improvement in both math and reading since 2005, the Ocean State lags behind both New Hampshire and Vermont on the math and reading assessments. The results of the recently-released science examination underscore this point. Thirty-six percent of 4th graders, 18 percent of 8th graders and 17 percent of 11th graders scored at or above proficient. By comparison, 51 percent of New Hampshire 4th graders, 26 percent of 8th graders, and 22 percent of 11th graders scored proficient on the exam. As of publication, Vermont has not released their results.

Undoubtedly, demographic characteristics, such as poverty, have an impact on student performance. For example, there is a clear difference between the demographic composition of the State's urban districts and the rest of Rhode Island, as identified in this report. This disparity, in turn, has an impact on student performance. At the same time, poverty alone does not fully explain educational outputs in Rhode Island. National data show that, while Rhode Island ranked 29th highest in the country for the percentage of free/reduced lunch eligible students in 2005-06, the State ranked 35th highest in the percent of 8th graders who achieved the distinction of *proficient* in both the reading and math sections of the National Assessment of Educational Progress (NAEP). These results demonstrate that there are other factors contributing to the achievement gap.

Given the critical role an educated workforce plays in any state's economic development, coupled with Rhode Island's current fiscal constraints, it is paramount that policymakers address these concerns. As a first step, RIPEC believes it is important that the following issues are taken under consideration:

1. Closing the performance gap between Rhode Island and its neighboring states

Recent results have shown improvement in student achievement as measured by the New England Common Assessment Program – the State's internal assessment of student performance in reading, writing and mathematics, developed jointly with New Hampshire and Vermont. Despite these gains, Rhode Island's student performance continues to trail behind the results of both cohort states in reading and mathematics.

Furthermore, student performance in Rhode Island also lags behind the average on national standardized tests, both nationally and in the New England region. Results from both the Scholastic Assessment Test (SAT) and the NAEP show the gap widening between Rhode Island and its neighbors. For example, Rhode Island's average 2008 SAT score of 993 represents a 3 point decline since 1998, while Massachusetts' score improved by 23 points to 1,044. Similarly, Rhode Island's performance on the math and reading sections of the NAEP show a significant gap between the Ocean State and its neighbors.

These findings point to the challenge of reducing the performance gap between Rhode Island and the rest of the region, while remaining affordable. In order to achieve this goal, RIPEC recommends:

A. Aligning curriculum and testing goals

If Rhode Island is to close this performance gap, policymakers must continue to work to ensure that Rhode Island's internal assessments are aligned with nationally administered exams, and that students are adequately prepared to meet national education expectations. A necessary step is the development of statewide curricular standards that align with both Rhode Island's educational goals and national standards. The testing goals of the NECAP are aligned with the State's grade-level expectations, designed to reflect what students should know at a given grade. However, as the recent NECAP science results demonstrate, many schools and districts have not aligned their curriculum with these standards. RIPEC believes that it is imperative that the curriculum is aligned with grade-level appropriate materials and expectations in order to ensure success on statewide tests and at the post-high school level.

A closer relationship between curriculum and testing goals is essential for Rhode Island's success at a national level, but also has renewed importance given the increased focus on NECAP performance as a graduation requirement. Starting in 2012, performance on standardized exams will count for a third of students' graduation requirements (compared to 10 percent under current requirements). All high-school juniors must score at least *partially proficient* on the NECAP, or they will be required to re-take the test to receive a higher score, submit an alternate test score (e.g., the SAT), or pass a district-developed test. This will mean that, without proper support from the schools, many under-achieving students will be at-risk for not graduating.

B. Reducing the performance gap between urban and non-urban districts

In addition to reducing the gap between Rhode Island and other states, attention should be paid to decreasing the performance gap between urban and non-urban students within Rhode Island itself. As noted earlier, there is a clear difference between the State's urban districts and the rest of Rhode Island. The five urban districts are the lowest performing districts on all three components of the NECAP assessment, and, with the exception of Newport, are the lowest performing districts on the SAT.

In recognition of the specific challenges facing urban education, the Governor has established the Urban Education Task Force with the aim of producing findings by June 2009. The task force is charged with examining current outcomes, engaging the community with regard to understanding and developing solutions to the issues, and studying best practices in urban education throughout the United States. This represents a crucial step in reducing the performance gap between Rhode Island and neighboring states. It is important that the findings and recommendations of the report be considered as the State works to reform its education policies.

C. Adequately training, supporting, and ensuring accountability within the teaching force

Teachers are the most essential factor in improving student performance. As such, adequately prepared teachers and continuing professional development are fundamental components of a strong system of education. The Rhode Island Department of Education has worked to develop certification requirements that are aligned with national standards, as well as to provide ongoing professional development opportunities for existing teachers. This represents a positive step

towards ensuring that all students have access to high-quality teachers. Efforts should be made to continue these programs, to provide the necessary support for current and future educators.

These programs should be supplemented with appropriate measures to gauge teacher effectiveness. RIPEC supports the recent decision to require teacher assessments. These assessments provide an opportunity for the identification of areas where teachers can improve, allow for corrective action, and ultimately may lead to a stronger teaching force. However, in order to derive the full benefit of implementing this initiative, it is imperative that the State take advantage of all aspects of teacher evaluation, including professional support and corrective action in regard to struggling teachers.

2. Ensuring accountability for resources and performance

Over the past several years, Rhode Island has made progress in enhancing accountability by adopting the fiscal reporting program In$ite. The State is currently in the process of furthering financial accountability by implementing the Uniform Chart of Accounts (UCOA), a universal system of accounting for all districts. These systems allow for accurate comparisons of school spending across districts in order to assess how effectively districts allocate their resources, and will provide taxpayers with accurate and timely information regarding education finance. This information should be used to examine how districts use their resources, and to determine if opportunities exist for more efficient allocations.

The delivery and financing of public education is a shared responsibility between State government, local governments, and school committees. As a result, questions often arise regarding accountability for spending decisions. Compliance with State laws and regulations frequently has a budgetary impact on school districts, while other educational spending decisions are made locally. In light of these concerns, and in consideration of the impact of the property tax cap legislation, RIPEC recommends the Caruolo Act be revisited in order to determine if modifications to the legislation should be considered.

To further complicate concerns about accountability, Rhode Island's elementary and secondary education systems are primarily funded through property taxes imposed by city and town governments, while school budgets themselves are the responsibility of local school committees. Existing policies and procedures may need to be revisited to enhance each school and district's ability to meet the State's mandates in the most cost-effective manner. Given limited resources in many communities, and the continued pressure to target efforts to enhance performance, there may be also opportunities for regulatory relief that should be explored. Further efforts should be made to enhance statewide purchasing agreements to create additional efficiencies, if possible. The formula proposed by the Funding our Future coalition includes a potential mechanism by which this could be achieved.

In addition to input-based accountability (i.e., education funding and use of resources), it is important that the State continue its efforts with regard to standards-based accountability. The implementation of No Child Left Behind (NCLB) has increased the focus on student performance as a basis for measuring an education system. Rhode Island has made progress towards developing a system of accountability by establishing performance standards and

creating a set of interventions designed to bolster failing schools and districts. However, these standards and interventions must be carefully designed to ensure rigorous, adequate and attainable goals. Furthermore, schools and districts must be held to a consistent set of expectations, while the State must follow-through with rewards and sanctions for systems that meet, or fail to live up to, these expectations. This will also require that RIDE is provided with adequate capacity to meet these goals.

3. Providing adequate and predictable education funding while ensuring accountability

Rhode Island taxpayers have made, and continue to make, a significant investment in the State's public schools. In FY 2006, Rhode Island's per pupil spending ranked 5th highest in the Nation, and the State's average teacher salaries ranked 8th highest.

Between FY 1990 to FY 2000, total education spending in Rhode Island grew at an average annual rate of 5.9 percent. RIPEC projects that, from FY 2000 to FY 2010, this average annual rate of growth will slow to 5.0 percent. RIPEC also projects that the State will spend approximately $16,444 per pupil in FY 2010 compared to $9,086 in FY 2000. While direct State aid for education has increased by $248.9 million or 44.8 percent between FY 2000 and FY 2009, RIPEC projects total education expenditures to increase by 57.3 percent over this same time period. As a result, the State's share has declined over time, translating into increased local property tax effort to support school spending.

While all Rhode Island communities may be experiencing the increasing pressure of the property tax, there are differences among cities and towns in their ability to raise funds for schools, given the size and characteristics of local property tax bases. Considering the concentration of socio-economic factors that place greater pressure on school spending, there are a number of communities with both limited tax capacity and greater student need, leading to significant inequities into the educational system. In addition, recent property tax legislation, which caps the growth in the levy, will have an impact on the growth in local resources to support education. In order to respond to these factors, RIPEC recommends policymakers implement a new State education financing system that defines what the State will invest per child.

For several years, policymakers have struggled to develop and enact an education funding formula that ensures adequacy, predictability and fairness to students, school districts and taxpayers. In recent years, various efforts have been made to implement a funding formula. In the 2008 session, legislators introduced "The Education Equity and Property Tax Relief Act" to respond to this need. The Funding Our Future coalition - which is composed of the Rhode Island Public Expenditure Council, the Rhode Island Association of School Committees, the Rhode Island Federation of Teachers and Health Professionals, the Rhode Island School Superintendents' Association, the National Education Association, and the Rhode Island League of Cities and Towns - was formed with the aim of developing a funding formula with the following principles:

- The State ensures that its school funding structure adequately reflects the educational cost differences of different "high-need" students, and closes the education inequities among the State's school districts;

- The State education funding system provides a predictable amount and source of funding to ensure stability in the funding of schools;
- The State recognizes that districts of limited fiscal capacity must receive greater State aid than their higher wealth counterparts (a classic wealth equalization model inherent in the majority of school funding formulas);
- The school funding system treats property taxpayers equitably, limits the portion of school budgets financed by property taxes, and establishes sufficient cost controls on school spending; and
- A school funding formula will promote school efficiency, effectiveness and accountability.

Although no legislation has been passed to date, RIPEC believes the development of a funding formula that takes into account the above principles is an important component of strengthening the educational system in Rhode Island.

Highlights of the report include:

Performance

State to State Comparison

- Rhode Island's 2008 verbal and math scores on the Scholastic Aptitude Test (SAT) remained relatively stable between 2007 and 2008; however, the State continues to lag behind the national average and the majority of New England states.

- Between 1998 and 2008, mean SAT math scores in Rhode Island increased three points, from 495 to 498. Nationally, mean SAT math scores increased from 512 to 515. Mean verbal scores in Rhode Island decreased from 501 in 1998 to 495 in 2008. At the national level, mean verbal scores fell three points to 502.

- Since 1998, Rhode Island 4th graders have been relatively consistent in their performance on the National Assessment of Educational Progress (NAEP) reading assessment but 8th grade performance has declined. In 2007, the reading results for 4th and 8th graders were similar to the national average, but were the lowest among the New England states.

- Math proficiency scores on the NAEP have increased in both 4th and 8th grades since 2000; however, as with reading, the State is significantly behind its neighboring states and continues to trail the national average.

Rhode Island District Performance

- Composite 2008 SAT scores for public schools in Rhode Island (excluding the writing section) ranged from a high of 1,147 in Barrington to a low of 785 in Central Falls. The statewide average was 970.

- Rhode Island has seen steady improvement in student performance on the NECAP reading assessment since the first administration of the exam in 2005. In 2007, 65 percent of Rhode Island students in grades 3-8 scored *at or above proficient*, compared to 58 percent in 2005. In 2007, 72 percent of students in New Hampshire and 70 percent of students in Vermont scored *at or above proficient.*

- Similarly, the percent of 3rd-8th graders scoring *at or above proficient* on the mathematics assessment increased five percentage points from 49 percent in 2005 to 54 percent in 2007. Sixty-six percent of 3rd-8th graders in New Hampshire and 63 percent of students in Vermont scored *at or above proficient*.

- The percent of students in grades 5 and 8 scoring *at or above proficient* on the writing assessment declined, from 51 percent in 2005 to 47 percent in 2007, a decrease of four percentage points; however Rhode Island students performed similarly to the other two cohort states.

Demographics

State to State Comparison

- Census Bureau data show Rhode Island had a lower percentage of families living in poverty in both 2001 and 2006 than the national average, but that the State saw a greater increase during this time period.

- While Rhode Island lags behind the rest of the country with regard to the percent of adults with at least a high school degree (or equivalent), the State out-performs the national average in the percent of adults with at least a bachelor's degree.

- According to the National Center for Education Statistics (NCES) special education enrollments in Rhode Island declined from 19.8 percent in 2001 to 18.0 percent in 2006, while enrollments increased nationally from 12.9 percent to 13.7 percent.

- The percent of Rhode Island students eligible for free/reduced lunch (FRL) programs was lower than the national average in both the 2000-01 and 2005-06 school years, and the Ocean State experienced a slower rate of growth than national and regional averages.

- Nationally, the percentage of students enrolled in limited English proficiency (LEP) programs increased from 7.5 percent in 2001 to 8.7 percent in 2006. In Rhode Island, enrollment declined from 6.7 to 4.9 percent.

Rhode Island District Comparison

- Total student enrollment in Rhode Island declined by 5.6 percent between the 1997-98 and 2007-08 school years. The largest declines were seen in the State's urban districts, which accounted for 68.4 percent of the total population decline during this period.

- Over the past 10 years LEP enrollment in Rhode Island declined by 2,464 students, or 26.6 percent. Enrollment declines in the State's urban districts account for the entire change.

- Special education enrollments have also declined since the 1997-98 school year, dropping 9.1 percent to 25,959 students in 2007-08. Enrollment declines in suburban and emerging suburban districts accounted for 75.3 percent of the total change.

- In contrast to LEP and special education enrollments, the percentage of students eligible for FRL programs increased over the past ten years, from 49,192 students in the 1997-98 school year to 53,788 students in the 2007-08 school year, an increase of 9.3 percent.

School Revenues

State to State Comparison

- According to the National Center for Education Statistics (NCES), nationally, local resources supported 44.4 percent of education funding in FY 2006 (school year 2005-2006), a decline from FY 1996 when local sources accounted for 45.9 percent of total education revenues.

- In Rhode Island, the amount of education funding from local sources ranked the Ocean State 12th highest in the nation in FY 2006, up from 15th highest in FY 1996; accounting for 51.3 percent of revenues in FY 2006.

- Nationally, the state share of education funding was 47.5 percent of the total in FY 1996, and 46.5 percent in FY 2006. In FY 2006, Rhode Island ranked 37th in the nation in its State support for public education, accounting for 41.4 percent, similar to the State share in FY 1996 (41.5 percent).

Rhode Island District Comparison

- Between FY 2000 and FY 2006, education revenues in the State increased $519.4 million, or 39.0 percent to $1.9 billion in FY 2006. Local sources accounted for 58.4 percent of the total increase.

- The source of education revenues varies significantly between districts in Rhode Island. In FY 2006, local revenues ranged from a low of 18.6 percent in Woonsocket to a high of 93.9 percent in New Shoreham (excluding the State-funded Central Falls school district).

- With the exception of the urban core districts, local aid (property taxes) was the most significant source of revenue for school districts in Rhode Island in FY 2006, accounting for, on average, 57.1 cents of every dollar allocated to education across the State.

- The largest funding source for urban core districts in FY 2006 was State aid, which supported 57.7 percent of all urban core education revenues.

- Direct State education aid increased by $175.3 million between FY 2000 and FY 2009 (enacted, excluding anticipated funding from the establishment of the State Permanent Education Fund). This translates into a 34.0 percent increase during this time period.

- On a per pupil basis, direct education aid increased from $3,361 per pupil in FY 2000 to an anticipated $4,801 in FY 2009, a 44.8 percent increase.

- Of the total funding increase between FY 2000 and FY 2009, 62.1 percent ($108.8 million) went to support education in the State's urban core districts, 19.6 percent ($29.7 million) to the urban ring districts, 11.2 percent ($19.7 million) to the suburban districts, and 9.8 percent ($17.2 million) to the State's emerging suburban districts.

School Expenditures

State to State Comparison

- According to data from the National Center for Education Statistics (NCES), Rhode Island ranked 5th highest in per pupil spending, with expenditures of $12,609 in FY 2006, and 18th highest in percent growth for per pupil expenditures over the past ten years.

- Rhode Island ranked 8th highest in the country for current education expenditures per $1,000 of personal income in 2005-06 and 13th highest in 1996-97. Connecticut and Massachusetts also rose in the national rankings, from 30th to 23rd highest, and 40th to 29th highest, respectively.

- National Education Association (NEA) data show that between 1997 and 2007, the average annual rate of growth in teacher salaries was 2.7 percent in Rhode Island, compared to 3.2 percent in Massachusetts, and 1.9 percent in Connecticut. Nationally, teacher salaries increased at a rate of 2.8 percent per year.

Rhode Island District Comparison

- Based on RIPEC projections, total education expenditures in Rhode Island are projected to increase to $2.3 billion by the end of the decade, an increase of approximately 64 percent since FY 2000.

- Per pupil education expenditures are expected to increase to $16,444 in FY 2010, reflecting growth of 81.0 percent since FY 2000, when per pupil education expenditures totaled $9,086.

- Total education expenditures are anticipated to increase from $1,411.6 million in FY 2000 to $2,125.2 million in FY 2008, an increase of 50.6 percent. The largest portion of this increase is for general education expenditures, which are projected to grow by $445.0 million, or 62.4 percent of the total growth in spending over the eight-year time period.

- Expenditures on special education are expected to increase by 78.1 percent between FY 2000 an FY 2008; however, special education enrollment fell by 15.5 percent during the same time period.

- Between FY 2000 and FY 2008, RIPEC projects that total per pupil education expenditures will increase by 62.6 percent, from $9,086 to $14,777. General education expenditures are projected to grow by 54.9 percent, special education expenditures are projected to grow by 110.7 percent and spending for limited English proficiency (LEP) programs are expected to grow by 61.5 percent.

III. Student Performance

Highlights

State to State Comparison

- Rhode Island's 2008 verbal and math scores on the Scholastic Aptitude Test (SAT) remained relatively stable between 2007 and 2008; however, the State continues to lag behind the national average and the majority of New England states.

- Between 1998 and 2008, mean SAT math scores in Rhode Island increased three points, from 495 to 498. Nationally, mean SAT math scores increased from 512 to 515. Mean verbal scores in Rhode Island decreased from 501 in 1998 to 495 in 2008. At the national level, mean verbal scores fell three points to 502.

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- Composite 2008 SAT scores for public schools in Rhode Island (excluding the writing section) ranged from a high of 1,147 in Barrington to a low of 785 in Central Falls. The statewide average was 970.

- Rhode Island has seen steady improvement in student performance on the NECAP reading assessment since the first administration of the exam in 2005. In 2007, 65 percent of Rhode Island students in grades 3-8 scored *at or above proficient*, compared to 58 percent in 2005. In 2007, 72 percent of students in New Hampshire and 70 percent of students in Vermont scored *at or above proficient.*

- Similarly, the percent of 3rd-8th graders scoring *at or above proficient* on the mathematics assessment increased five percentage points from 49 percent in 2005 to 54 percent in 2007. Sixty-six percent of 3rd-8th graders in New Hampshire and 63 percent of students in Vermont scored *at or above proficient*.

- The percent of students in grades 5 and 8 scoring *at or above proficient* on the writing assessment declined, from 51 percent in 2005 to 47 percent in 2007, a decrease of four percentage points; however Rhode Island students performed similarly to the other two cohort states.

Overview

Historically, 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 lunches tend to have lower scores in tests 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 will examine a number of factors that impact student performance and the provision of education

The following section of this report 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. This section also examines how successful Rhode Island has been in meeting the requirements of the federal No Child Left Behind Act, which was implemented in 2001, at both a district-wide and school level. 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 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 in the New Standards Reference Exam (NSRE) in 2005, developed jointly with New Hampshire and Vermont to meet the standards 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 come from the College Board, which administers the SAT, and the National Center for Educational Statistics, 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.

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 national participation rate was 45 percent, participation rates in New England ranged from 64 percent in Vermont to 87 percent in Maine (Table 2). Rhode Island's participation rate was the second lowest among the New England states, at 66 percent. Although the states are not identical with regard to participation rates, the variation between the states is not prohibitive with regard to comparing test scores.

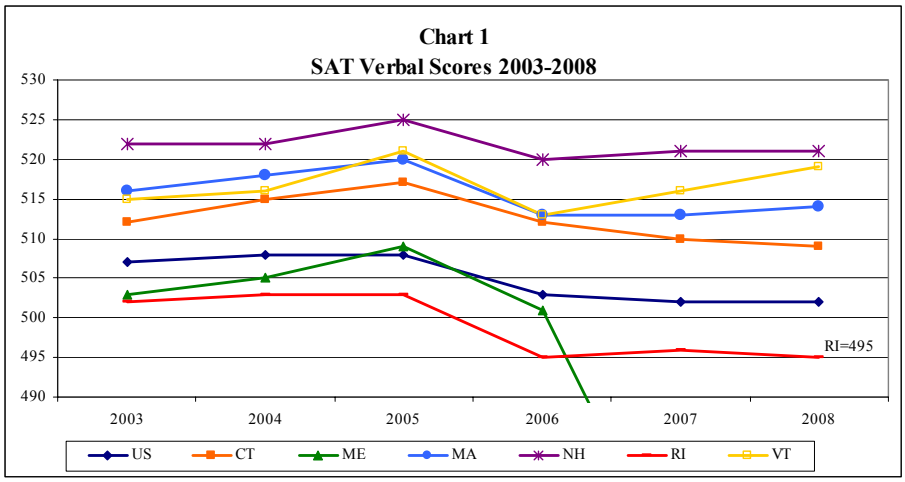
Table 2
SAT Verbal and Math Scores

State	Part. Rate	2008 Mean Raw Scores			1-year change (from 2007)			5-year change (from 2003)			10-year change (from 1998)		
		Verbal	Math	Total	Verbal	Math	Total	Verbal	Math	Total	Verbal	Math	Total
U.S. Average	45%	502	515	1,017	0	0	0	-5	-4	-9	-3	3	0
Connecticut	83%	509	513	1,022	-1	1	0	-3	-1	-4	-1	4	3
Maine	87%	469	466	935	3	1	4	-34	-35	-69	-35	-35	-70
Massachusetts	83%	514	525	1,039	1	3	4	-2	3	1	6	17	23
New Hampshire	74%	521	523	1,044	0	2	2	-1	2	1	-2	3	1
Rhode Island	**66%**	**495**	**498**	**993**	**-1**	**0**	**-1**	**-7**	**-6**	**-13**	**-6**	**3**	**-3**
Vermont	64%	519	523	1,042	3	5	8	4	11	15	11	19	30

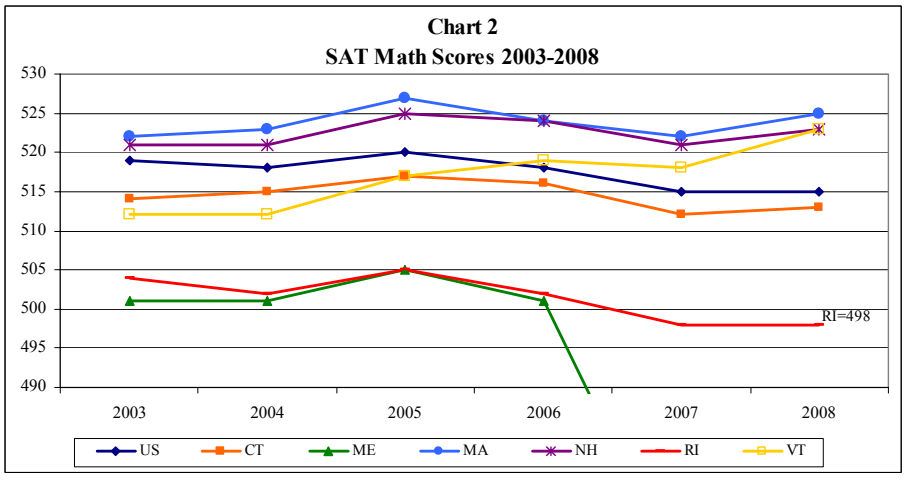
Note: SAT scores are for all schools (public, private and religious).
Source: The College Board, "*College-Bound Seniors: 2008 Profile of SAT* Program Test Takers", and RIPEC calculations

After two years of declining test scores, Rhode Island's verbal and mathematics scores remained relatively stable between 2007 and 2008. In 2008, however, test takers in Rhode Island had a lower average composite score (excluding the writing portion of the exam, for which there are only two years of available data) than their peers, both nationally, and in comparison to the neighboring states, with the exception of Maine, which had the highest participation rate of all states. Rhode Island's average composite score of 993 was 24 points below the national average and over 50 points below New Hampshire, the top-performing New England state. Connecticut's mean composite score of 1,022 was 29 points higher than Rhode Island's, while the mean total score in Massachusetts was 46 points higher.

Over the past ten years, the composite score for Rhode Island test takers has decreased by 3 points (Table 2). In addition, the gap between Rhode Island and the majority of the New England states (excluding Maine), and the Nation as a whole has increased as overall regional and national performance has increased. Given that almost all of the states in New England had higher participation rates than the Ocean State, it is unlikely that participation rates played a significant role in these results.



A major component of this gap is Rhode Island's relatively low math score when compared to the national average and other New England states. Since 1998, the mean math score in Rhode Island increased three points from 495 to 498, the same increase as the national average. However, the national mean score remains 17 points higher than the mean math score in Rhode Island and the average scores in most of the New England states continue to be competitive with, or higher than the national average. Over the past five years, Rhode Island's mean math score has declined six points, while scores across the region have, for the most part increased.



Rhode Island's gap on the verbal section of the SAT is not as large as the math score gap;

however, as with math, the Ocean State continues to under-perform when compared to its neighbors and to the national average. In 2008, the national average mean verbal score was 502, compared to an average verbal score of 495 in Rhode Island. At the same time, mean 2008 verbal scores in Rhode Island, across the country and across the region were, for the most part, lower when compared to 1998 and 2003 scores, and remained relatively flat between 2007 and 2008.

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-comparisons of student performance. As of 2001, states are required to participate in the testing of 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 by the organization 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; and
- *Advanced* – represents superior performance.

The most recent NAEP tests were conducted in 2007, at which time performance in reading and mathematics was assessed for grades four and eight in all states. The NAEP 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.

Reading – 4th Grade

Rhode Island's 4th grade score of 219 in 2007 represents a three point increase from the previous testing year (2005) and a one point increase from 1998. The State's score was one point below the national average, and was the lowest across New England. In a national comparison, 27 states had a mean score that was statistically significantly higher 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 reading assessment – 31 percent – was the same as in 1998, and tied the United States average in 2007. By contrast, three other New England states have seen a larger increase in the

percent *proficient* students than Rhode Island during this time period. Vermont, which did not report scores for 1998, showed a two percent increase in the percent of *proficient* 4th graders since 2002.

During this same time period, the State has seen a one percent decline in those scoring *below basic* from 36 percent to 35 percent. Nationally, the percentage of students in this category declined eight percentage points, from 42 percent in 1998 to 34 percent in 2007. While the percentage of students in Rhode Island who tested in the *below basic* range in 2007 was comparable to the national average, the State had significantly more *below basic* students when compared to the rest of the region.

Table 3
NAEP Reading Assessment

Grade 4

	Score				Percentage								
					1998			2005			2007		
State	1998	2005	2007	Change 98-07	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	217	220	7	42%	58%	28%	36%	64%	39%	34%	66%	31.0%
Connecticut	230	226	227	-3	24%	76%	43%	29%	71%	39%	27%	73%	41.0%
Maine	225	225	226	1	28%	72%	25%	29%	71%	35%	27%	73%	36.0%
Massachusetts	223	231	236	13	30%	70%	35%	22%	78%	44%	19%	81%	49.0%
New Hampshire	226	227	229	3	26%	74%	37%	26%	74%	39%	24%	76%	41.0%
Rhode Island	**218**	**216**	**219**	1	**36%**	**64%**	**31%**	**38%**	**62%**	**30%**	**35%**	**65%**	**31.0%**
Vermont	N/A	227	228	N/A	N/A	N/A	N/A	28%	72%	39%	26%	74%	41.0%

Grade 8

	Score				Percentage								
					1998			2005			2007		
State	1998	2005	2007	Change 98-07	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	260	261	0	29%	71%	30%	27%	73%	34%	27%	73%	29.0%
Connecticut	270	264	267	-3	19%	81%	40%	26%	74%	34%	23%	77%	38.0%
Maine	271	270	270	-1	17%	83%	41%	19%	81%	38%	17%	83%	37.0%
Massachusetts	269	274	273	4	21%	79%	38%	17%	83%	44%	16%	84%	43.0%
New Hampshire	N/A	270	270	N/A	N/A	N/A	N/A	20%	80%	38%	18%	82%	37.0%
Rhode Island	**264**	**261**	**258**	-6	**24%**	**76%**	**32%**	**29%**	**71%**	**29%**	**31%**	**69%**	**27.0%**
Vermont	N/A	269	273	N/A	N/A	N/A	N/A	21%	79%	37%	16%	84%	42.0%

Source: National Center for Education Statistics - The Nation's Report Card - Reading; RIPEC Calculations

Reading – Eighth Grade

Since 1998, reading assessment scores for eight graders in Rhode Island have declined six points to 258, while the national score has remained stable at 261. Both Connecticut and Maine saw a slight dip in their mean scaled scores, while Massachusetts saw a four point increase (from 269 to 273). Neither New Hampshire nor Vermont reported scores in 1998. Eleven states had scores that were lower than Rhode Island's in 2007. Put another way, the State's eighth graders were in the bottom quartile of students in the United States for reading proficiency.

As stated above, another measure of student achievement is the percentage of students in each category. The percentage of Rhode Island 8th graders scoring at or above proficient declined from 32 percent to 27 percent while the percent below basic increased from 24 percent to 31 percent. While Rhode Island out-performed the national average in 1998, and was somewhat

comparable to other New England states, the Ocean State now significantly under-performs across all categories. Nationally, 29 percent of students scored *at or above proficient* and 27 percent were *at or below basic* in 2007. The percent of Rhode Island 8th graders who were *at or above proficient* in reading was ten percentage points lower than Maine and New Hampshire, the next lowest-performing New England states, and was 16 percentage points lower than Massachusetts in that year.

Mathematics – 4th Grade

Rhode Island 4th graders have demonstrated consistent improvement in their math scores. Between 2000 and 2007, the average score increased 12 points to 236, which is competitive with the rest of the region. However, Rhode Island's score continues to be below the national average (239), and, as with the reading assessment, lower than all New England states. Massachusetts continues to lead the region in 4th grade math performance with a mean score of 252. Nationally, 12 states had lower scores than Rhode Island in 2007.

While 34 percent of Rhode Island 4th graders scored *at or above proficient* in 2007, it was the only New England state to have less than a 40 percent proficiency rate. Although the number of Rhode Island students achieving the rank of *at or above proficient* represents an improvement of 12 percentage points since 2000, the percent of Rhode Island students in this category continues to trail the nation in general and our neighboring states specifically. Notably, although 4th graders in Maine and Rhode Island had similar levels of math proficiency in 2000 (23 percent and 22 percent, respectively), Maine now has proficiency rates of 42 percent, eight percentage points higher than Rhode Island.

Similarly, there is a gap between Rhode Island and its neighboring states with regard to the percent of children scoring *below basic* in 2007. Twenty percent of Rhode Island 4th graders scored *below basic*, similar to the national rate of 19 percent. However, just 16 percent of 4th graders in Connecticut, 15 percent in Maine, 11 percent in Vermont, nine percent in New Hampshire, and seven percent in Massachusetts scored *below basic* on the assessment. One should note that Rhode Island has made progress in reducing the number of students scoring *below basic*, from 35 percent in 2000 to 20 percent in 2007.

Mathematics – Eighth Grade

As with 4th grade math, Rhode Island 8th graders tend to have relatively low proficiency levels on the NAEP mathematics assessment. In 2007, the average score in Rhode Island was 275, an increase of 6 points since 2000. The national average was 280, an increase of 8 points. Massachusetts had the highest mean score in New England (298 points), while Rhode Island, again, had the lowest. Nationally, 12 states fared worse than Rhode Island in 2007 on the assessment.

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 2007, just 28 percent of Rhode Island 8th graders scored *at or above proficient*. While this represents an increase of six percentage points since 2000, the State trails the nation

and its neighboring states; 31 percent of 8th graders nationally achieved scores that were *at or above proficient* and no other state in New England had a proficiency rate lower than 30 percent. In addition, Rhode Island continues to have a significantly higher percentage of students that score *below basic* on 8th grade math (35 percent) than the national average in 2007, and its neighboring states, a gap which has increased across the board since 2000.

Table 4
NAEP Mathematics Assessment

Grade 4

	Score				Percentage								
					2000			2005			2007		
State	2000	2005	2007	Change 00-07	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	237	239	15	36%	64%	22%	20%	80%	41%	19%	81%	38%
Connecticut	234	242	243	9	24%	76%	31%	16%	84%	43%	16%	84%	44%
Maine	230	241	242	12	27%	73%	23%	16%	84%	39%	15%	85%	42%
Massachusetts	233	247	252	19	23%	77%	31%	9%	91%	49%	7%	93%	58%
New Hampshire	N/A	246	249	N/A	N/A	N/A	N/A	11%	89%	47%	9%	91%	52%
Rhode Island	**224**	**233**	**236**	**12**	**35%**	**65%**	**22%**	**24%**	**76%**	**31%**	**20%**	**80%**	**34%**
Vermont	232	244	246	14	27%	73%	29%	13%	87%	44%	11%	89%	49%

Grade 8

					Percentage								
	Score				2000			2005			2007		
State	2000	2005	2007	Change 00-07	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	278	280	8	38%	62%	25%	31%	69%	36%	30%	70%	31%
Connecticut	281	281	282	1	30%	70%	33%	30%	70%	35%	27%	73%	34%
Maine	281	281	286	5	27%	73%	30%	26%	74%	30%	22%	78%	34%
Massachusetts	279	292	298	19	30%	70%	30%	20%	80%	43%	15%	85%	51%
New Hampshire	N/A	285	288	N/A	N/A	N/A	N/A	23%	77%	35%	22%	78%	38%
Rhode Island	**269**	**272**	**275**	**6**	**41%**	**59%**	**22%**	**37%**	**63%**	**23%**	**35%**	**65%**	**28%**
Vermont	281	287	291	10	27%	73%	31%	22%	78%	38%	19%	81%	41%

Source: National Center for Education Statistics - The Nation's Report Card - Mathematics; RIPEC Calculations

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. Statewide NECAP scores for both New Hampshire and Vermont – the states which jointly developed 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 included 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.

Rhode Island's average combined SAT score for public school students in 2008 was 970 while the national average was 1,007. 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 487, 23 points lower than the national average, while the average verbal score in Rhode Island was 483, 14 points lower than the national average.

Table 5
1998 - 2008 Rhode Island Scholastic Assessment Test
Public School Test Scores by School District

School District	2008 Results			1-Year Change (from 2007)			5-Year Change (from 2003)			10-Year Change (from 1998)		
	Verbal	Math	Total	Verbal	Math	Total	Verbal	Math	Total	Verbal	Math	Total
Urban Core												
Central Falls	394	390	785	3	-14	-11	-3	-25	-27	-43	-38	-81
Newport	461	467	928	12	3	15	-30	-40	-70	-64	-50	-114
Pawtucket	426	439	865	-2	-14	-16	-22	-24	-46	-40	-21	-61
Providence	405	396	801	-1	-2	-3	-8	-30	-38	-5	-19	-24
Woonsocket	459	455	913	-8	-11	-19	9	-2	6	-17	-18	-35
Urban Ring												
Cranston	493	501	994	6	7	13	-16	-8	-24	-9	5	-4
East Providence	463	462	925	-1	-5	-6	-13	-9	-22	-15	3	-12
North Providence	479	489	968	7	12	19	-7	4	-3	-7	13	6
Warwick	490	492	983	-6	-8	-14	-16	-20	-35	-4	5	1
West Warwick	494	488	983	-10	-1	-11	23	14	38	2	23	25
Suburban												
Barrington	556	591	1,147	0	10	9	5	30	35	6	37	43
Bristol-Warren	474	492	967	8	9	18	-4	15	12	-11	18	7
Cumberland	500	517	1,017	-1	13	13	-8	-1	-9	-28	-21	-49
East Greenwich	570	575	1,145	8	11	18	-5	-4	-9	12	11	23
Johnston	473	474	947	7	-4	3	-10	6	-4	1	16	17
Lincoln	516	527	1,043	5	14	19	-6	-3	-9	-11	1	-11
Middletown	503	527	1,031	-2	22	19	-6	27	22	-9	31	22
Narragansett	521	532	1,053	12	-3	9	4	-2	2	-21	12	-8
North Kingstown	535	538	1,073	5	9	13	-7	-4	-11	-1	14	13
Portsmouth	513	513	1,025	-19	-19	-38	-27	-21	-49	-40	-32	-72
Smithfield	504	516	1,020	31	17	49	6	10	16	19	30	49
Westerly	498	497	995	-5	2	-3	5	0	5	11	14	25
Emerging Suburban												
Burrillville	500	504	1,004	5	-4	1	21	23	44	1	-4	-2
Chariho	508	516	1,024	7	3	9	-16	-27	-43	-14	-11	-25
Coventry	487	494	981	11	4	15	-1	1	0	-8	2	-6
Exeter-West Greenwich	523	519	1,042	10	2	11	7	6	13	9	19	28
Foster-Glocester	517	502	1,019	13	2	15	-6	-7	-13	9	2	11
North Smithfield	509	524	1,033	-11	-13	-24	7	11	18	-3	3	1
Scituate	513	543	1,056	15	25	40	9	35	44	4	37	41
South Kingstown	536	541	1,077	-1	-13	-14	-3	-17	-20	2	15	17
Tiverton	480	490	970	8	-2	6	10	22	32	-14	21	6
State Average	**483**	**487**	**970**	**0**	**-2**	**-2**	**-10**	**-10**	**-20**	**-11**	**-2**	**-26**
United States Average	**497**	**510**	**1,007**	**-1**	**1**	**0**	**-7**	**-6**	**-13**	**-5**	**1**	**-4**

Note: United States average and Rhode Island school district performance represents public school performance only.

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

The statewide average composite score in 2008 represents a two point decline from 2007, a 20 point decline from 2003 (990), and a 26 point decline from 1998 (996). Composite scores (excluding the writing portion) ranged from a high of 1,147 in Barrington to a low of 785 in Central Falls. Smithfield had the most significant change in public school SAT performance. Since 1998 the district has seen average SAT scores increase by a total of 49 points.

Only three of the ten urban communities in Rhode Island had scores above the State average (Cranston, Warwick, and West Warwick). However, after experiencing the largest performance declines over the ten-year period, Newport saw a 15 point increase in their average composite score between 2007 and 2008, the 9th highest growth in the State and the largest gain among the urban communities with the exception of North Providence.

New England Common Assessment Program

The New England Common Assessment Program (NECAP) represents a collaborative effort among Rhode Island, New Hampshire and Vermont to create a set of common assessments for grades 3-8. Reading and math are tested every year in grades 3-8 and writing is assessed in grades 5 and 8. 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 exam is 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. It is important to note that the NSRE and the NECAP are categorically different measures and are not comparable. 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. The sanctions, as well as the districts that have failed to meet NCLB standards, are outlined in the Glossary of this report.

In contrast to the NSRE, the NECAP is generally administered in the fall and tests student knowledge from the prior year in reading, math, writing and science. As there is only one year of data for the NECAP science assessment, the results are not included in this report. All assessments are designed to test the student's knowledge and comprehension of grade level appropriate subject matter.

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, and writing. All numbers are expressed as percentages and reflect *district-wide* performance for all students in grades 3-8. Because there is only one year of data for 11th grade performance on the NECAP, scores for high school juniors are not included in this analysis.

Reading

Fall of 2007 represented the third time the NECAP was taken by Rhode Island students. Data is presented for all three testing years for students in grades 3-8. The test is administered in October, and as such, data from the Fall 2007 exam is the most current data available. District-

wide student performance on the reading assessment for grades 3-8 has steadily improved since the first administration of the NECAP exam. Between 2005 and 2007, the State saw a seven percentage point increase in the number of students categorized as *proficient*, the largest gain of the three states. Despite this improvement, the results show that only 65 percent of Rhode Island students in grades 3-8 were *proficient* in reading in 2007. By contrast, 72 percent of students in New Hampshire and 70 percent of students in Vermont achieved this distinction.

Table 6
NECAP Reading Assessment 2005-2007*

	Percentage									Change	
	2005			2006			2007			2005-2007	
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	32	34	34	28	33	39	29	28	43	9	6
Newport	24	30	46	20	30	50	19	31	50	4	22
Pawtucket	23	32	45	21	32	47	18	30	52	7	10
Providence	37	34	29	29	34	37	29	32	39	10	3
Woonsocket	28	33	39	27	31	42	25	29	46	7	10
Urban Ring											
Cranston	11	24	65	9	21	70	8	19	73	8	8
East Providence	15	28	57	15	25	60	13	24	63	6	14
North Providence	10	27	63	12	24	64	10	22	68	5	16
Warwick	10	22	68	8	20	72	8	18	74	6	14
West Warwick	17	28	55	14	26	60	16	24	60	5	16
					0						
Suburban											
Barrington	2	6	92	2	6	92	2	5	93	1	30
Bristol-Warren	9	24	67	8	20	72	7	16	77	10	3
Cumberland	8	20	72	9	21	70	9	21	70	-2	36
East Greenwich	4	12	84	3	11	86	4	13	83	-1	35
Jamestown	8	15	77	7	14	79	5	14	81	4	22
Johnston	12	29	59	8	25	67	9	24	67	8	8
Lincoln	7	18	75	7	18	75	6	18	76	1	30
Middletown	11	23	66	12	24	64	8	16	76	10	3
Narragansett	6	17	77	4	17	79	5	16	79	2	27
North Kingstown	6	17	77	6	14	80	7	13	80	3	24
Portsmouth	8	15	77	8	17	75	7	16	77	0	34
Smithfield	5	17	78	4	16	80	4	13	83	5	16
Westerly	11	24	65	7	20	73	6	17	77	12	1
Emerging Suburban											
Burrillville	11	24	65	10	25	65	9	24	67	2	27
Chariho	8	23	69	7	20	73	6	16	78	9	6
Coventry	10	23	67	6	18	76	8	18	74	7	10
Exeter - West Greenwich	8	22	70	7	21	72	6	19	75	5	16
Foster	9	18	73	7	21	72	6	16	78	5	16
Foster-Glocester	12	24	64	8	18	74	8	17	75	11	2
Glocester	11	18	71	9	21	70	9	17	74	3	24
Little Compton	6	15	79	4	15	81	6	14	80	1	30
New Shoreham	6	10	84	3	11	86	4	9	87	3	24
North Smithfield	9	23	68	9	19	72	8	19	73	5	16
Scituate	6	13	81	6	13	81	4	13	83	2	27
South Kingstown	8	16	76	7	16	77	5	12	83	7	10
Tiverton	12	25	63	10	25	65	11	25	64	1	30
State Average	**17**	**25**	**58**	**14**	**24**	**62**	**13**	**22**	**65**	**7**	**-**
NH State Average	11	22	67	9	20	71	9	19	72	5	-
VT State Average	10	23	67	11	20	69	11	19	70	3	-

* Denotes year in which test was administered
Scores represent all students in the district, grades 3-8

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, and Vermont Departments of Education; RIPEC Calculations

There was significant variation in student performance across districts. The scores ranged from a high of 93 percent of students achieving proficiency in reading in Barrington to a low of 39 percent of students scoring as *proficient* in Providence. Although the Providence district had the fewest number of students achieving proficiency, the district saw some of the largest gains in the percentage of students classified as *proficient*, ranking 3rd highest in the state for the percentage point increase in *proficient* students between 2005 and 2007. Two districts, Cumberland and East Greenwich, saw a decline in the percent of proficient students between 2005 and 2007 (two and one percentage points, respectively). Westerly showed the greatest improvement in reading proficiency between 2005 and 2007, with a total increase of 12 percentage points.

Despite consistent improvement since 2005, the State's urban districts continue to perform poorly compared to other districts in the State. The majority of the urban districts rank in the bottom ten in the State, with the exceptions of Cranston and Warwick. Among the urban core cities, only Pawtucket demonstrated reading proficiency rates of more than 50 percent.

Mathematics

As with Rhode Island's overall reading scores, there has been improvement in overall math scores. Between 2005 and 2007, the State average increased five percentage points, from 49 percent *proficient* in testing year 2005, to 54 percent *proficient* in 2007. The State scores continue to lag behind the two partner states by a notable margin. In 2007, 66 percent of students in New Hampshire and 63 percent of students in Vermont were classified as *proficient* in the math assessment; a 12 and 9 percentage point difference, respectively.

Similar to the reading assessment, mathematics proficiency rates varied significantly across districts in 2007. Scores ranged from a high of 87 percent proficient in Barrington to a low of 29 percent proficient in Providence. None of the State's urban core districts achieved 50 percent proficiency rate, and only Newport and Pawtucket reached the 40 percent proficiency rate (both cities achieved 42 percent proficiency). Cranston, East Providence and Warwick all had a 50 percent or higher proficiency rate; Warwick was the top-performing urban district with a 60 percent proficiency rate.

The gains in the percentage of students proficient in mathematics were relatively modest across almost all districts. Six districts did not see any improvement in their proficiency rates between 2005 and 2007, and four districts saw the percentage of students classified as proficient decline. It should be noted, however, that three districts saw significant improvement in their scores: Central Falls, Foster and Westerly all saw their proficiency rates increase by at least ten percentage points since 2005.

Table 7
NECAP Mathematics Assessment 2005-2007*

School District	Percentage 2005 Below Proficient	2005 Partially Proficient	2005 At or Above Proficient	2006 Below Proficient	2006 Partially Proficient	2006 At or Above Proficient	2007 Below Proficient	2007 Partially Proficient	2007 At or Above Proficient	Change 2005-2007 At or Above Proficient Change	Change 2005-2007 At or Above Proficient Rank
Urban Core											
Central Falls	53	26	21	49	22	29	45	24	31	10	2
Newport	36	24	40	31	25	44	33	25	42	2	21
Pawtucket	35	26	39	35	25	40	32	26	42	3	17
Providence	52	25	23	43	25	32	44	27	29	6	8
Woonsocket	43	25	32	42	25	33	41	25	34	2	21
Urban Ring											
Cranston	26	25	49	22	24	54	21	24	55	6	8
East Providence	24	23	53	25	21	54	25	22	53	0	27
North Providence	30	28	42	30	27	43	30	27	43	1	26
Warwick	19	23	58	19	20	61	17	23	60	2	21
West Warwick	30	26	44	29	26	45	27	25	48	4	16
Suburban											
Barrington	5	8	87	6	8	86	5	8	87	0	27
Bristol-Warren	19	21	60	16	19	65	14	19	67	7	5
Cumberland	19	23	58	21	22	57	20	22	58	0	27
East Greenwich	9	11	80	8	14	78	9	13	78	-2	33
Jamestown	12	20	68	13	15	72	11	14	75	7	5
Johnston	25	29	46	21	27	52	19	28	53	7	5
Lincoln	14	17	69	15	17	68	12	19	69	0	27
Middletown	15	18	67	15	16	69	14	16	70	3	17
Narragansett	14	23	63	11	22	67	12	22	66	3	17
North Kingstown	13	17	70	12	15	73	13	17	70	0	27
Portsmouth	14	17	69	14	18	68	12	17	71	2	21
Smithfield	12	20	68	11	21	68	10	17	73	5	13
Westerly	22	24	54	16	21	63	16	19	65	11	1
Emerging Suburban											
Burrillville	17	27	56	21	26	53	20	24	56	0	27
Chariho	18	24	58	17	21	62	15	21	64	6	8
Coventry	18	21	61	14	19	67	15	21	64	3	17
Exeter - West Greenwich	16	22	62	15	17	68	12	20	68	6	8
Foster	14	20	66	8	17	75	5	19	76	10	2
Foster-Glocester	17	21	62	20	19	61	20	22	58	-4	35
Glocester	16	27	57	14	20	66	14	21	65	8	4
Little Compton	14	20	66	10	19	71	10	19	71	5	13
New Shoreham	6	19	75	4	3	93	10	10	80	5	13
North Smithfield	13	20	67	15	18	67	16	22	62	-5	36
Scituate	11	18	71	10	18	72	11	20	69	-2	33
South Kingstown	13	16	71	11	14	75	10	13	77	6	8
Tiverton	15	20	65	15	17	68	15	18	67	2	21
State Average	**28**	**23**	**49**	**25**	**22**	**53**	**24**	**22**	**54**	**5**	**-**
NH State Average	18	20	62	16	19	65	15	19	66	4	-
VT State Average	17	20	63	18	18	64	18	19	63	0	-

* Denotes year in which test was administered
Scores represent all students in the district, grades 3-8

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, and Vermont Departments of Education; RIPEC Calculations

Writing

In contrast to the reading and mathematics assessments, writing proficiency rates have fallen across Rhode Island and in both comparison states. Between 2005 and 2007, the average proficiency rate across Rhode Island fell 4 percentage points to a 47 percent proficiency rate; however, Rhode Island student performance in the writing assessment was similar to that in the

other two cohort states. Writing proficiency also declined in New Hampshire, from 50 percent proficient to 48 percent, and in Vermont, from 53 percent to 48 percent.

Table 8
NECAP Writing Assessment 2005-2007*

	Percentage									Change	
	2005			2006			2007			2005-2007	
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	37	39	24	33	39	28	2	9
Newport	24	36	40	33	36	31	26	43	31	-9	21
Pawtucket	17	35	48	27	37	36	23	39	38	-10	24
Providence	36	35	29	42	34	24	34	38	28	-1	13
Woonsocket	32	42	26	36	37	27	33	35	32	6	5
Urban Ring											
Cranston	11	32	57	14	29	57	13	35	52	-5	14
East Providence	14	34	52	26	32	42	20	38	42	-10	24
North Providence	9	31	60	18	40	42	15	39	46	-14	31
Warwick	12	32	56	15	28	57	14	35	51	-5	14
West Warwick	14	33	53	25	36	39	19	33	48	-5	14
Suburban											
Barrington	5	14	81	5	18	77	5	19	76	-5	14
Bristol-Warren	11	32	57	14	28	58	10	31	59	2	9
Cumberland	11	32	57	20	32	48	19	34	47	-10	24
East Greenwich	4	20	76	6	25	69	10	27	63	-13	30
Jamestown	11	27	62	11	25	64	11	41	48	-14	31
Johnston	11	31	58	16	39	45	11	39	50	-8	19
Lincoln	8	26	66	14	28	58	13	33	54	-12	28
Middletown	13	40	47	26	39	35	14	33	53	6	5
Narragansett	6	22	72	6	29	65	12	26	62	-10	24
North Kingstown	9	22	69	7	22	71	10	29	61	-8	19
Portsmouth	12	30	58	14	31	55	15	39	46	-12	28
Smithfield	4	20	76	7	22	71	5	28	67	-9	21
Westerly			100	13	32	55	10	31	59	-41	36
Emerging Suburban											
Burrillville	10	35	55	22	37	41	15	36	49	-6	18
Chariho	11	30	59	23	33	44	8	32	60	1	11
Coventry	12	33	55	12	24	64	9	30	61	6	5
Exeter - West Greenwich	9	27	64	12	31	57	17	39	44	-20	35
Foster	6	19	75	7	12	81	5	11	84	9	2
Foster-Glocester	19	38	43	14	40	46	14	39	47	4	8
Glocester	19	33	48	22	28	50	12	39	49	1	11
Little Compton	1	34	65	10	23	67	6	16	78	13	1
New Shoreham	5	33	62	0	46	54	17	13	70	8	3
North Smithfield	8	34	58	16	37	47	20	38	42	-16	34
Scituate	4	17	79	10	21	69	5	25	70	-9	21
South Kingstown	9	25	66	11	22	67	9	17	74	8	3
Tiverton	14	31	55	27	34	39	20	40	40	-15	33
State Average	**17**	**32**	**51**	**22**	**32**	**46**	**19**	**34**	**47**	**-4**	**-**
NH State Average	16	34	50	20	34	46	17	35	48	-2	-
VT State Average	14	33	53	22	29	49	20	32	48	-5	-

* Denotes year in which test was administered
Scores represent all students in the district, grades 3-8

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, and Vermont Departments of Education; RIPEC Calculations

Foster was the top performing district on the writing assessment, achieving a proficiency rate of 84 percent in 2007. Providence and Central Falls had the lowest percent of students, 28 percent, classified as *proficient*. Among the urban core cities, Pawtucket was the highest performing,

with a 38 percent proficiency rate. None of the urban core districts reached 40 percent proficiency. Cranston and Warwick, the two highest-scoring urban districts, achieved slightly higher than 50 percent proficiency rates on the exam. While the suburban and emerging suburban districts out-performed the majority of the urban districts in the State, only six districts had proficiency rates that met or exceeded 70 percent: Foster (84 percent), Little Compton (78 percent), Barrington, (76 percent), South Kingstown (74 percent), New Shoreham (70 percent), and Scituate (70 percent).

Only 12 out of the State's 36 school districts saw any improvement in scores on the NECAP writing assessment, while the rest of the districts saw a decline in proficiency rates. Little Compton saw the greatest improvement since 2005; proficiency rates in the district increased by 13 percentage points to 78 percent proficiency in 2007. The greatest decline was in Exeter-West Greenwich, where proficiency rates fell by 20 percentage points to 44 percent.

No Child Left Behind

Since the passage of the *No Child Left Behind Act* (NCLB) in 2001, 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 reading and math, and requires one year of testing at each school level in science. As noted earlier, Rhode Island, along with New Hampshire and Vermont, developed the grade level expectations and the NECAP to comply with this requirement. For a more detailed explanation of the No Child Left Behind legislation and requirements, please see the Glossary at the end of this report.

To determine school progress, Rhode Island uses an *Index Proficiency Score*. 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 a predetermined minimum Index Proficiency Score.

Schools must meet the minimum Index Proficiency Score for both the total school population and within each designated sub-group. In addition, schools and districts have three non-assessment targets: participation rates in math and English language arts assessments, and attendance or graduation rate.

If a school has missed any targets it is classified as having made "insufficient progress" both for Rhode Island and NCLB purposes (if the school receives Title 1 funding) and is identified for improvement after two years of failing to make progress. Under Rhode Island State Law, schools in this category are subject to Progressive Support and Intervention. 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, supplement 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.

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 experience insufficient progress. Districts on watch status are those that have failed to meet AYP for one year; however, 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 classified as being in intervention status. Districts classified as "continuing" met AYP for one year but must meet AYP for two consecutive years to be removed from intervention status.

In school year 2007-08 there were 10 districts in the State that were in intervention status, the same number as in the 2006-07 school year; three districts (Cranston, Middletown and Newport) met AYP in 2008 and were moved to "continuing" status. East Providence was on watch status and moved to intervention status in 2007-08. Warwick was the only school to remain on watch status between school years 2006-07 and 2007-08.

All ten urban districts are currently in watch or intervention status. Middletown was the only non-urban school to be in intervention status, while Coventry, Cumberland, North Kingstown and Portsmouth were all in watch status for 2007-08.

Table 9
Districts Not Meeting AYP
School Year 2007-08

Watch Status
- Coventry
- Cumberland
- North Kingstown
- Portsmouth
- Warwick

Intervention Status

1st Year
- East Providence

*1st Year Continuing**
- Cranston
- Middletown
- Newport

2nd Year
- North Providence

4th Year
- West Warwick

6th Year
- Central Falls
- Pawtucket
- Woonsocket

7th Year
- Providence

* Districts 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 face 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 increased between the 2005-06 and 2006-07 school year, from 67.1 percent to 80.3 percent. However, in the most recent testing year, only 73.4 percent of schools met all targets, a decline of 6.9 percent. The largest drop was in the State's high schools, in which the percentage of schools meeting all AYP targets dropped from 59.6 percent in 2006-07 to 45.6 percent in 2007-08, a decline of 14.0 percent. One should note, however, that testing targets were increased in 2008, which may have had an impact on the number of schools that failed to meet AYP goals.

Table 10
Percent of Schools Meeting All Targets
2005-06 to 2007-08

	School Year		
Schools	**2005-06**	**2006-07**	**2007-08**
Elementary Schools	71.5%	87.6%	81.9%
Middle Schools	63.0%	75.9%	72.2%
High Schools	56.1%	59.6%	45.6%
Total	**67.1%**	**80.3%**	**73.4%**

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

Of the 81 schools statewide that did not meet AYP in the 2007-08 school year, 37 schools were placed on watch status and 44 were classified as in need of improvement and/or faced sanctions. Approximately half of the schools that were in need of improvement (20 schools) were non-Title 1, while the remaining schools were subject to various stages of intervention based on NCLB and State mandates.

The majority of schools that did not meet AYP were located in the State's urban core districts (note, RIPEC uses a different classification system than RIDE regarding urban/non-urban districts. Please see the Glossary at the end of this report for a description of RIPEC's classification). In the 2007-08 school year, 48 schools located within the urban core did not meet AYP, compared to 12 in the urban ring, 10 in suburban communities, and five in emerging suburban districts (the remaining six were State-run and charter schools).

IV. Student Demographics

Highlights

State to State Comparison

- Census Bureau data show Rhode Island had a lower percentage of families living in poverty in both 2001 and 2006 than the national average, but that the State saw a greater increase during this time period.

- While Rhode Island lags behind the rest of the country with regard to the percent of adults with at least a high school degree (or equivalent), the State out-performs the national average in the percent of adults with at least a bachelor's degree.

- According to the National Center for Education Statistics (NCES) special education enrollments in Rhode Island declined from 19.8 percent in 2001 to 18.0 percent in 2006, while enrollments increased nationally from 12.9 percent to 13.7 percent.

- The percent of Rhode Island students eligible for free/reduced lunch (FRL) programs was lower than the national average in both the 2000-01 and 2005-06 school years, and the Ocean State experienced a slower rate of growth than national and regional averages.

- Nationally, the percentage of students enrolled in limited English proficiency (LEP) programs increased from 7.5 percent in 2001 to 8.7 percent in 2006. In Rhode Island, enrollment declined from 6.7 to 4.9 percent.

Rhode Island District Comparison

- Total student enrollment in Rhode Island declined by 5.6 percent between the 1997-98 and 2007-08 school years. The largest declines were seen in the State's urban districts, which accounted for 68.4 percent of the total population decline during this period.

- Over the past 10 years LEP enrollment in Rhode Island declined by 2,464 students, or 26.6 percent. Enrollment declines in the State's urban districts account for the entire change.

- Special education enrollments have also declined since the 1997-98 school year, dropping 9.1 percent to 25,959 students in 2007-08. Enrollment declines in suburban and emerging suburban districts accounted for 75.3 percent of the total change.

- In contrast to LEP and special education enrollments, the percentage of students eligible for FRL programs increased over the past ten years, from 49,192 students in the 1997-98 school year to 53,788 students in the 2007-08 school year, an increase of 9.3 percent.

Overview

A variety of economic and demographic factors have an impact on student performance, and the cost of educating students. Characteristics such as poverty, language barriers or learning disabilities play an important role in education 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, English 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 lunch, a frequently used proxy for poverty, over 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 lunch students. This means that the other 26 school districts combined have about 20 percent of students who are considered "poor". This concentration of poverty in the State's urban core areas is one factor in the lower performance of schools in those districts.

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 2005-06 and as such Census data for that year was used. Rhode Island-specific statistics use school year 2007-08 enrollments.

Indicators in this section include:

- *Poverty* – the percent of families below the poverty line and at or below the poverty line ($20,444 for a family of four with two children in 2006);
- *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 reduced 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;
- *Limited English Proficiency* – 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 discussion compares Rhode Island to the five other New England states, and to the national average, on selected demographic measures. Data comes from the Census Bureau estimates for 2001 and 2006 and on National Center for Education Statistics information for school years 2000-01 and 2005-06. Calendar year 2006 and school year 2005-06 are the most recent years for which nationally comparable data are available.

Socio-Economic Factors

Population

As shown on Table 11, the majority of New England states, with the exception of New Hampshire, experienced slower population growth than the national average between 2001 and 2006. During this time, the population of the United States increased 4.8 percent, compared to a 1.6 percent increase in Rhode Island. During this time, Massachusetts was the only New England state to have slower population growth (1.2 percent). One should note that the most recent population data shows that Rhode Island is now one of two states nationwide that has seen a population decline.

Poverty

Another measure of poverty is the federal poverty line (FPL), a statistic based on income thresholds which vary with family size. In 2006 the federally defined "poverty line" was $20,444 for a family of four with two dependent children. The percent of families living at or below this threshold in Rhode Island was 9.1 percent in 2001 and 10.5 percent in 2006. As with all other New England States, the percentage of families in poverty in Rhode Island was below the national averages of 11.3 percent and 12.3 percent, respectively. However, the State has experienced faster growth than the national average and most of New England: Connecticut increased at the same rate as Rhode Island while both Maine and Massachusetts experienced a greater increase in the percentage of families in poverty. Vermont was the only New England state to see a decrease in the percentage of the population living in poverty.

Educational Attainment

Research has indicated that the education level of adults in the home has an impact on the educational performance and attainment. National data, based on the percent of adults aged 25 and older, indicate that while Rhode Island lags behind the rest of the country with regard to the percent of adults with at least a high school degree (or equivalent), the State out-performs the national average in the percent of adults with at least a bachelor's degree. In both 2001 and 2006, the percent of Rhode Islanders older than 25 who held at least a high school diploma or equivalent was 79.9 percent and 82.4 percent, respectively, which was lower than then national average of 82.1 and 84.1 (respectively), and all of the New England states. Conversely, the percentage of adults with at least a bachelor's degree was 27.4 percent in 2001 and 29.6 percent in 2006, compared to the national average of 25.5 percent in 2001 and 27.0 percent in 2006.

However, compared to the rest of the region, only Maine had a lower percentage of adults with bachelor's degrees or more.

Table 11
Selected Socio-Economic Factors 2001 and 2006
New England and United States Average

	Total Population (thousands)			Poverty Below 100%		Adult Educational Attainment* High School+		Adult Educational Attainment* Bachelor+	
	2001 Amount	2006 Amount	Change	2001 Percent	2006 Percent	2001 Percent	2006 Percent	2001 Percent	2006 Percent
US	285,112	298,817	4.8%	11.3%	12.3%	82.1%	84.1%	25.5%	27.0%
Connecticut	3,430	3,505	2.2%	6.6%	8.0%	85.5%	88.0%	32.8%	33.7%
Maine	1,277	1,322	3.5%	8.4%	10.2%	85.2%	88.7%	22.4%	25.8%
Massachusetts	6,363	6,437	1.2%	10.1%	12.0%	87.5%	87.9%	35.6%	37.0%
New Hampshire	1,240	1,315	6.0%	5.2%	5.4%	87.0%	89.9%	29.0%	31.9%
Rhode Island	**1,051**	**1,068**	**1.6%**	**9.1%**	**10.5%**	**79.9%**	**82.4%**	**27.4%**	**29.6%**
Vermont	612	624	2.0%	11.3%	7.8%	86.5%	89.8%	29.9%	32.4%

* For the population 25 and older; high school indicates the attainment of at least high school degree (or equivalent)
SOURCE: US Bureau of the Census Population Estimates and American Community Survey, various years; RIPEC calculations

Enrollment

According to the National Center for Education Statistics (NCES), Rhode Island experienced a slight decline (-0.3 percent) in pre-kindergarten to 12th grade public school enrollment (including charters) between the 2000-01 and 2005-06 school years. Nationally, PK-12 enrollment increased by 4.9 percent during this same time period. In New England, Connecticut was the only state to experience an increase in enrollment (2.3 percent). Both Vermont and Maine saw a decrease in PK-12 enrollment of over 5.0 percent.

Limited English Proficiency

Across the country, the number of individuals classified as limited English proficiency (LEP) students increased from 7.5 percent in the 2000-01 school year to 8.7 percent in the 2005-06 school year. In Rhode Island the percentage of LEP students decreased 1.8 percentage points to 4.9 percent, which was 3.8 percent below the national average for the 2005-06 school year. Although Rhode Island had the highest percentage of LEP students among the surveyed states in 2000-01 (6.7 percent), Massachusetts had the highest percentage of LEP students in 2005-06 (5.3 percent). All of the New England states remain below the national average for the percentage of LEP students enrolled.

Individual Education Plan/Special Education

In both 2000-01 and 2005-06, Rhode Island had a higher percentage of students with an individual education plan (IEP) than the national average and the other New England states. Between 2000-01 and 2005-06 the rest of the country saw a slight (0.8 percentage point) increase

in IEP students the percentage of IEP students enrolled in the Ocean State declined by 1.8 percentage points. However, the percentage of IEP students in the State was still 4.3 percentage points higher than the national average during the 2005-06 school year. Connecticut had the lowest number of IEP students in 2000-01 (13.1 percent).

Table 12
Selected Enrollment, 2000-01 to 2005-06
New England and United States Average

	Fall Enrollment			Limited English Proficiency*		Special Education**		Free/Reduced Lunch***	
	2000-01 Amount	2005-06 Amount	Change	2000-01 Percent	2005-06 Percent	2000-01 Percent	2005-06 Percent	2000-01 Percent	2005-06 Percent
US	46,364,077	48,651,932	4.9%	7.5%	8.7%	12.9%	13.7%	34.3%	41.8%
Connecticut	562,179	575,058	2.3%	3.6%	5.2%	13.1%	11.6%	-	26.5%
Maine	207,154	195,498	-5.6%	-	1.7%	15.8%	16.9%	29.0%	33.8%
Massachusetts	979,733	971,909	-0.8%	5.0%	5.3%	16.3%	15.4%	24.3%	28.2%
New Hampshire	207,620	205,155	-1.2%	1.3%	-	14.3%	14.9%	15.0%	17.1%
Rhode Island	**153,897**	**153,417**	**-0.3%**	**6.7%**	**4.9%**	**19.8%**	**18.0%**	**33.9%**	**34.9%**
Vermont	101,944	96,523	-5.3%	0.9%	1.8%	14.0%	11.3%	23.5%	26.4%

* Individuals for whom English is not their first language; ** Also referred to as an individual education plan; *** Students with family incomes < 185 % FPL
NOTE: A zero value indicates that data was not available for that year; US total includes DC; Enrollment is total public school enrollment, including charters for grades PK-12.
SOURCE: NCES Common Core of Data Survey, various years; RIPEC calculations

Free/Reduced Lunch

A commonly used proxy for poverty is the percentage of students enrolled in the free/reduced lunch (FRL) program. Children in families with incomes between 130 and 185 percent of the federal poverty level (FPL) are eligible for reduced-price lunch, while families with incomes of less than 130 percent of FPL are eligible for free lunches. Between 2001 and 2006, the number of students enrolled in the FRL program has increased 7.5 percentage points to 41.8 percent in the 2005-06 school year. During the same time period, the number of FRL students in Rhode Island increased 1.0 percent to 34.9 percent. While Rhode Island has the highest percentage of FRL enrolled students in New England, the percentage of FRL students in the Ocean State was 6.9 percent lower than the national average in 2006. Further, FRL enrollments in Rhode Island grew at a slower rate than all of the New England states and the national average.

Rhode Island Demographics

This section examines Rhode Island-specific trends and demographics, including total enrollment, limited English proficiency, special education and free/reduced lunch enrollments. Data comes from the Rhode Island Department of Education. Total enrollments are based on a one-day snapshot of enrollments in October, while enrollments in limited English proficiency, special education and free/reduced lunch programs are based on different dates and methods of estimation. One should note that Rhode Island-specific data will differ from NCES data due to the exclusion of charter and State-run schools, as well as students in pre-Kindergarten programs in the data, both of which are counted by NCES.

Enrollment

Between the 1997-98 and 2007-08 school years, enrollment in Rhode Island decreased from 152,356 students to 143,812 students, a 5.6 percent decline. While the majority of districts saw a drop in enrollments, not all districts saw a decline, notably Barrington, where enrollments increased 14.5 percent and North Smithfield, which saw an increase of 9.9 percent in enrolled students. The largest declines were in the State's urban districts, where student population fell by 5,848 students (14.0 percent), accounting for 68.4 percent of the total statewide decline.

Urban core communities saw a decline of 6.3 percent, or 3,039 students over the 10-year time period. Providence saw the greatest drop in the number of students enrolled (1,117). As a percent of enrolled students Newport experienced the greatest decline or 25.2 percent, the third highest decrease in the State. Central Falls was the only urban community to see an increase in population (112 students or 3.5 percent).

The enrollment decline was the greatest in the urban ring cities, which saw total enrollment decline by 7.7 percent, or 2,809 students during this time period. In absolute terms, Warwick saw the largest decline in enrollment of 1,485 students, and on a percentage basis East Providence experienced the greatest drop (14.4 percent).

Suburban communities did not experience as significant of a population decline as did the urban communities; however, the suburban districts had a population decline of 3.0 percent (1,215 students) between 1997-98 and 2007-08. Jamestown's student enrollment decreased 25.3 percent (168 students), the second greatest decline across the State. The State's emerging suburban communities also saw their enrollments decrease during this time period; dropping from 27,621 students to 26,140 students, a decline of 5.4 percent. During this time, the Foster school district experienced the greatest population decline in the State, losing 32.0 percent of their total student population.

Limited English Proficiency

According to data provided by the Rhode Island Department of Education, there were 9,248 students participating in limited English language programs in the 1997-98 school year, equivalent to 6.1 percent of the total student population. In the 2007-08 school year, that number decreased to 6,784, or 4.7 percent of the student population. This represents a net statewide decline of 26.6 percent over the past 10 years.

The majority of LEP students are concentrated in the State's urban areas; in 2008 91.2 percent of all LEP enrollments were in the 10 urban cities, and 79.7 percent were enrolled in the urban core communities. Over 50 percent of all LEP students were enrolled in the Providence school district. However, the most significant declines were also seen in the State's urban areas; the urban core cities experienced a net decrease of 1,885 students (25.8 percent) while urban ring cities saw a net decline of 601 students (43.6 percent) over the 10-year period. This decline in population accounts almost entirely for net change in LEP enrollment across the State over the 10-year period.

Table 13
Total Enrollment, Limited English Proficiency and Free/Reduced Lunch

	Total Enrollment				Limited English Proficiency						Special Education						Free/Reduced Lunch					
	1997-98	2007-08	Change		1997-98		2007-08		Change		1997-98		2007-08		Change		1997-98		2007-08		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	3,229	3,341	112	3.5%	924	10.0%	612	9.0%	(312)	-33.8%	791	2.8%	749	2.9%	(42)	-5.3%	2,987	6.1%	2,522	4.7%	(465)	-15.6%
Newport	2,967	2,218	(749)	-25.2%	54	0.6%	64	0.9%	10	18.5%	701	2.5%	495	1.9%	(206)	-29.4%	1,294	2.6%	1,111	2.1%	(183)	-14.1%
Pawtucket	9,663	8,781	(882)	-9.1%	1,131	12.2%	943	13.9%	(188)	-16.6%	1,912	6.7%	1,407	5.4%	(505)	-26.4%	5,479	11.1%	5,846	10.9%	367	6.7%
Providence	25,611	24,494	(1,117)	-4.4%	4,926	53.3%	3,503	51.6%	(1,423)	-28.9%	3,985	14.0%	4,628	17.8%	643	16.1%	18,479	37.6%	20,122	37.4%	1,643	8.9%
Woonsocket	6,651	6,248	(403)	-6.1%	260	2.8%	288	4.2%	28	10.8%	1,501	5.3%	1,562	6.0%	61	4.1%	3,605	7.3%	3,976	7.4%	371	10.3%
Subtotal	*48,121*	*45,082*	*(3,039)*	*-6.3%*	*7,295*	*78.9%*	*5,410*	*79.7%*	*(1,885)*	*-25.8%*	*8,890*	*31.1%*	*8,841*	*34.1%*	*(49)*	*-0.6%*	*31,844*	*64.7%*	*33,577*	*62.4%*	*1,733*	*5.4%*
Urban Ring																						
Cranston	10,680	10,523	(157)	-1.5%	546	5.9%	372	5.5%	(174)	-31.9%	2,182	7.6%	1,805	7.0%	(377)	-17.3%	2,318	4.7%	2,660	4.9%	342	14.8%
East Providence	6,757	5,785	(972)	-14.4%	484	5.2%	200	2.9%	(284)	-58.7%	1,160	4.1%	1,343	5.2%	183	15.8%	2,101	4.3%	2,144	4.0%	43	2.0%
North Providence	3,493	3,337	(156)	-4.5%	99	1.1%	57	0.8%	(42)	-42.4%	681	2.4%	619	2.4%	(62)	-9.1%	643	1.3%	953	1.8%	310	48.2%
Warwick	12,075	10,590	(1,485)	-12.3%	79	0.9%	68	1.0%	(11)	-13.9%	2,500	8.8%	2,068	8.0%	(432)	-17.3%	2,174	4.4%	2,661	4.9%	487	22.4%
West Warwick	3,696	3,657	(39)	-1.1%	170	1.8%	80	1.2%	(90)	-52.9%	712	2.5%	807	3.1%	95	13.3%	1,002	2.0%	1,471	2.7%	469	46.8%
Subtotal	*36,701*	*33,892*	*(2,809)*	*-7.7%*	*1,378*	*14.9%*	*777*	*11.5%*	*(601)*	*-43.6%*	*7,235*	*25.3%*	*6,642*	*25.6%*	*(593)*	*-8.2%*	*8,238*	*16.7%*	*9,889*	*18.4%*	*1,651*	*20.0%*
Suburban																						
Barrington	3,028	3,467	439	14.5%	-	0.0%	34	0.5%	34	-	583	2.0%	515	2.0%	(68)	-11.7%	100	0.2%	117	0.2%	17	17.0%
Bristol-Warren	3,971	3,460	(511)	-12.9%	170	1.8%	120	1.8%	(50)	-29.4%	793	2.8%	456	1.8%	(337)	-42.5%	1,052	2.1%	962	1.8%	(90)	-8.6%
Cumberland	4,822	5,032	210	4.4%	128	1.4%	69	1.0%	(59)	-46.1%	948	3.3%	925	3.6%	(23)	-2.4%	579	1.2%	770	1.4%	191	33.0%
East Greenwich	2,268	2,391	123	5.4%	8	0.1%	11	0.2%	3	37.5%	369	1.3%	351	1.4%	(18)	-4.9%	147	0.3%	140	0.3%	(7)	-4.8%
Jamestown	663	495	(168)	-25.3%	4	0.0%	3	0.0%	(1)	-	133	0.5%	88	0.3%	(45)	-33.8%	36	0.1%	31	0.1%	(5)	-13.9%
Johnston	3,412	3,203	(209)	-6.1%	43	0.5%	59	0.9%	16	37.2%	807	2.8%	736	2.8%	(71)	-8.8%	502	1.0%	980	1.8%	478	95.2%
Lincoln	3,516	3,405	(111)	-3.2%	35	0.4%	24	0.4%	(11)	-31.4%	567	2.0%	503	1.9%	(64)	-11.3%	404	0.8%	503	0.9%	99	24.5%
Middletown	2,835	2,365	(470)	-16.6%	50	0.5%	73	1.1%	23	46.0%	505	1.8%	464	1.8%	(41)	-8.1%	631	1.3%	498	0.9%	(133)	-21.1%
Narragansett	1,861	1,473	(388)	-20.8%	15	0.2%	6	0.1%	(9)	-60.0%	421	1.5%	251	1.0%	(170)	-40.4%	234	0.5%	168	0.3%	(66)	-28.2%
North Kingstown	4,518	4,528	10	0.2%	42	0.5%	55	0.8%	13	31.0%	757	2.7%	715	2.8%	(42)	-5.5%	560	1.1%	712	1.3%	152	27.1%
Portsmouth	2,733	2,958	225	8.2%	-	0.0%	-	0.0%	-	-	487	1.7%	561	2.2%	74	15.2%	191	0.4%	252	0.5%	61	31.9%
Smithfield	2,746	2,607	(139)	-5.1%	-	0.0%	14	0.2%	14	-	428	1.5%	326	1.3%	(102)	-23.8%	217	0.4%	263	0.5%	46	21.2%
Westerly	3,540	3,314	(226)	-6.4%	10	0.1%	59	0.9%	49	490.0%	720	2.5%	563	2.2%	(157)	-21.8%	666	1.4%	879	1.6%	213	32.0%
Subtotal	*39,913*	*38,698*	*(1,215)*	*-3.0%*	*505*	*5.5%*	*527*	*7.8%*	*22*	*4.4%*	*7,518*	*26.3%*	*6,454*	*24.9%*	*(1,064)*	*-14.2%*	*5,319*	*10.8%*	*6,275*	*11.7%*	*956*	*18.0%*
Emerging Suburban																						
Burrillville	2,990	2,589	(401)	-13.4%	8	0.1%	-	0.0%	(8)	-100.0%	576	2.0%	512	2.0%	(64)	-11.1%	535	1.1%	641	1.2%	106	19.8%
Chariho	3,906	3,737	(169)	-4.3%	10	0.1%	20	0.3%	10	100.0%	650	2.3%	452	1.7%	(198)	-30.5%	504	1.0%	669	1.2%	165	32.7%
Coventry	5,516	5,478	(38)	-0.7%	13	0.1%	6	0.1%	(7)	-53.8%	982	3.4%	940	3.6%	(42)	-4.3%	932	1.9%	1,000	1.9%	68	7.3%
Exeter-West Greenwich	2,090	1,999	(91)	-4.4%	-	0.0%	19	0.3%	19	-	377	1.3%	340	1.3%	(37)	-9.8%	245	0.5%	248	0.5%	3	1.2%
Foster	400	272	(128)	-32.0%	-	0.0%	-	0.0%	-	-	52	0.2%	42	0.2%	(10)	-19.2%	54	0.1%	32	0.1%	(22)	-40.7%
Foster-Glocester	1,497	1,550	53	3.5%	-	0.0%	1	0.0%	1	-	210	0.7%	96	0.4%	(114)	-54.3%	116	0.2%	142	0.3%	26	22.4%
Glocester	875	664	(211)	-24.1%	-	0.0%	-	0.0%	-	-	193	0.7%	-	0.0%	(193)	-100.0%	123	0.3%	104	0.2%	(19)	-15.4%
Little Compton	362	324	(38)	-10.5%	-	0.0%	-	0.0%	-	-	85	0.3%	41	0.2%	(44)	-51.8%	41	0.1%	24	0.0%	(17)	-41.5%
New Shoreham	140	146	6	4.3%	4	0.0%	5	0.1%	1	25.0%	23	0.1%	21	0.1%	(2)	-8.7%	7	0.0%	14	0.0%	7	100.0%
North Smithfield	1,703	1,872	169	9.9%	-	0.0%	11	0.2%	11	-	289	1.0%	309	1.2%	20	6.9%	182	0.4%	180	0.3%	(2)	-1.1%
Scituate	1,764	1,799	35	2.0%	-	0.0%	-	0.0%	-	-	311	1.1%	194	0.7%	(117)	-37.6%	136	0.3%	139	0.3%	3	2.2%
South Kingstown	4,170	3,666	(504)	-12.1%	35	0.4%	8	0.1%	(27)	-77.1%	801	2.8%	700	2.7%	(101)	-12.6%	521	1.1%	476	0.9%	(45)	-8.6%
Tiverton	2,208	2,044	(164)	-7.4%	-	0.0%	-	0.0%	-	-	366	1.3%	375	1.4%	9	2.5%	395	0.8%	378	0.7%	(17)	-4.3%
Subtotal	*27,621*	*26,140*	*(1,481)*	*-5.4%*	*70*	*0.8%*	*70*	*1.0%*	*-*	*0.0%*	*4,915*	*17.2%*	*4,022*	*15.5%*	*(893)*	*-18.2%*	*3,791*	*7.7%*	*4,047*	*7.5%*	*256*	*6.8%*
Total	**152,356**	**143,812**	**(8,544)**	**-5.6%**	**9,248**	**6.1%**	**6,784**	**4.7%**	**(2,464)**	**-26.6%**	**28,558**	**18.7%**	**25,959**	**18.1%**	**(2,599)**	**-9.1%**	**49,192**	**32.3%**	**53,788**	**37.4%**	**4,596**	**9.3%**

Enrollments are based on fall enrollment and December counts; data does not match NCES enrollement statistics due to the exclusion of children enrolled in pre-Kindergarten programs, charter schools and State-run schools.

Source: RI Dept of Education and RIPEC calculations.

Declines in the State's urban areas were slightly offset by an increase of 22 students in the State's suburban districts. In the 2008 school year LEP enrollments in suburban schools accounted for 7.8 percent of total enrollment in Rhode Island. In the 2007-08 school year, six emerging suburban communities did not have any LEP students and there was no net change in the emerging suburban districts LEP enrollment, which accounted for approximately 1 percent of total LEP enrollment statewide.

Special Education

In 1997-98 there were 28,558 students enrolled in special education in the State of Rhode Island. By the 2007-08 school year, that number had dropped by 2,599 students to 25,959 total students, a decline of 9.1 percent. In both years special education enrollments accounted for around 18 percent of the total student population.

Special education enrollments in the State's urban core cities have remained relatively stable, with a net decline of 49 students (0.6 percent) over the 10-year period. This accounts for less than 2.0 percent of the total net decrease statewide. However, the urban core communities' share of special education students has increased from 31.1 percent to 34.1 percent of the total. The City of Providence has seen its share of special education students increase from 14.0 percent to 17.8 percent of the statewide total.

Urban ring communities experienced a net decline of 593 special education students between 1998 and 2008, accounting for 22.8 percent of the total decrease across the State. However, the urban ring communities' share of total special education enrollment was stable during this time, accounting for 25.3 percent of the total enrollment in 1998 and 25.6 percent in 2008.

In the suburban communities, special education enrollment declined 14.2 percent, from 7,518 in 1998 to 6,454 in 2008. This accounted for 40.9 percent of the total decline across the State. The suburban districts' share of special education students was 24.4 percent in the 2007-08 school year, a drop of 1.4 percentage points from 1997-98.

Emerging suburban communities experienced the greatest proportional decline in special education enrollments, decreasing by 18.2 percent over the 10 year period (34.4 percent of the statewide total). As a share of total special education, enrollments in these districts declined 1.7 percentage points to 15.5 percent of total special education students in Rhode Island.

Free/Reduced Lunch

Enrollments for the free/reduced lunch (FRL) program increased from 49,192 students in 1998 to 53,788 students in 2008, representing growth of 9.3 percent over the 10-year period. As a share of the total statewide student population, FRL enrollment increased from 32.3 percent to 37.4 percent.

The State's urban core communities experienced the greatest net increase in absolute terms, increasing by 1,733 FRL students in 1998 to 33,577 FRL students in 2008; however, this equated to just a 5.4 percent increase in enrollments. While the majority of eligible students were

concentrated in the urban core districts in both 1998 and 2008, their share of the State total declined from 64.7 percent in 1998 to 62.4 percent in 2008.

Urban ring districts saw FRL enrollments increase by 1,651 students, or 20.0 percent, which was the fastest rate of growth in the State. This represents 35.9 percent of the total growth statewide. As a share of total FRL students, enrollments in these districts increased 1.7 percentage points to 18.4 percent of total FRL students in Rhode Island. Both North Providence and West Warwick saw an increase in FRL eligible students of over 45 percent during the past 10 years, the third and fourth highest rates of growth in the State, respectively.

Participation in FRL programs in Rhode Island's suburban districts increased by 18.0 percent, from 5,319 students in 1997-98 to 6,275 students in 2007-08. This rate of growth accounted for 20.8 percent of the total statewide increase during this time period. Suburban districts also saw their share of all FRL enrollments increase from 10.8 percent in 1998 to 11.7 percent in 2008. The City of Johnston, where FRL students increased by 478 students (95.2 percent) over the 10-year period, accounted for the majority of the increase in the suburban designation.

In the emerging suburban districts, FRL enrollments increased 6.8 percent, from 3,791 in 1998 to 4,047 in 2008, representing 5.6 percent of the total growth in Rhode Island. These districts account for the smallest percentage of FRL students in the State, with 7.7 percent of the total free/reduced lunch program population in the 1997-98 school year and 7.5 percent of the total in the 2007-08 school year.

V. School Revenues

Highlights

State to State Comparison

- According to the National Center for Education Statistics (NCES), nationally, local resources supported 44.4 percent of education funding in FY 2006 (school year 2005-2006), a decline from FY 1996 when local sources accounted for 45.9 percent of total education revenues.

- In Rhode Island, the amount of education funding from local sources ranked the Ocean State 12th highest in the nation in FY 2006, up from 15th highest in FY 1996; accounting for 51.3 percent of revenues in FY 2006.

- Nationally, the state share of education funding was 47.5 percent of the total in FY 1996, and 46.5 percent in FY 2006. In FY 2006, Rhode Island ranked 37th in the nation in its State support for public education, accounting for 41.4 percent, similar to the State share in FY 1996 (41.5 percent).

Rhode Island District Comparison

- Between FY 2000 and FY 2006, education revenues in the State increased $519.4 million, or 39.0 percent to $1.9 billion in FY 2006. Local sources accounted for 58.4 percent of the total increase.

- The source of education revenues varies significantly between districts in Rhode Island. In FY 2006, local revenues ranged from a low of 18.6 percent in Woonsocket to a high of 93.9 percent in New Shoreham (excluding the State-funded Central Falls school district).

- With the exception of the urban core districts, local aid (property taxes) was the most significant source of revenue for school districts in Rhode Island in FY 2006, accounting for, on average, 57.1 cents of every dollar allocated to education across the State.

- The largest funding source for urban core districts in FY 2006 was State aid, which supported 57.7 percent of all urban core education revenues.

- Direct State education aid increased by $175.3 million between FY 2000 and FY 2009 (enacted, excluding anticipated funding from the establishment of the State Permanent Education Fund). This translates into a 34.0 percent increase during this time period.

- On a per pupil basis, direct education aid increased from $3,361 per pupil in FY 2000 to an anticipated $4,801 in FY 2009, a 44.8 percent increase.

- Of the total funding increase between FY 2000 and FY 2009, 62.1 percent ($108.8 million) went to support education in the State's urban core districts, 19.6 percent ($29.7 million) to the urban ring districts, 11.2 percent ($19.7 million) to the suburban districts, and 9.8 percent ($17.2 million) to the State's emerging suburban districts.

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.

Rhode Island has not had a predictable school aid formula since the mid 1990s. For over a decade, policymakers have worked to develop and enact an education funding formula that insures school students, school districts and taxpayers, adequacy, predictability and fairness. 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 (with minor adjustments) due to Rhode Island's current fiscal strain. In FY 2009 the "Permanent Education Fund" was established in order to provide up to $14.4 million in additional education revenues through the revenue generated from expanded gaming hours in the State.

Various efforts have been made to establish a predictable education funding formula including a proposal by the Funding Our Future coalition, composed of the Rhode Island Public Expenditure Council, the Rhode Island Association of School Committees, the Rhode Island Federation of Teachers and Health Professionals, the National Education Association, the Rhode Island School Superintendents' Association, and the Rhode Island League of Cities and Towns. However, to date, no formula has been established.

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 1996-97 (FY 1997) and 2005-06 (FY 2006) school years and was obtained from the National Center for Education Statistics, and Rhode Island-specific data, including fall enrollment and source and total of revenues, is from the Rhode Island Department of Education, while total State aid calculations were made using data from the House Fiscal Advisory Staff publication "Budget as Enacted" for FY 2000 and FY 2009.

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 2006, local resources supported 44.4 percent of education funding while state resources supported 46.5 percent. Federal resources constitute 9.1 percent of education resources. Since FY 1996 (school year 1995-1996), both the local and state portion of education funding have declined slightly as Federal resources have increased.

Table 14
Source of Total Public School Revenue

	1995-96						2005-06					
	Local		State		Federal		Local		State		Federal	
	Percent	Rank	Percent	Rank	Percent	Rank	Percent	Rank	Percent	Rank	Percent	Rank
U.S. Average*	45.9%	-	47.5%	-	6.6%	-	44.4%	-	46.5%	-	9.1%	-
Connecticut	58.3%	8	38.0%	42	3.7%	47	56.7%	5	38.5%	42	4.8%	49
Maine	47.5%	20	47.0%	28	5.6%	32	47.8%	19	42.4%	35	9.9%	23
Massachusetts	57.0%	10	38.3%	40	4.7%	43	47.4%	20	47.0%	24	5.6%	47
New Hampshire	89.7%	1	7.0%	49	3.3%	49	55.3%	7	39.2%	41	5.5%	48
Rhode Island	**53.4%**	**15**	**41.5%**	**34**	**5.1%**	**40**	**51.3%**	**12**	**41.1%**	**37**	**7.7%**	**36**
Vermont	67.5%	2	27.8%	47	4.7%	42	6.8%	49	85.6%	2	7.6%	38

*US average includes District of Columbia

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

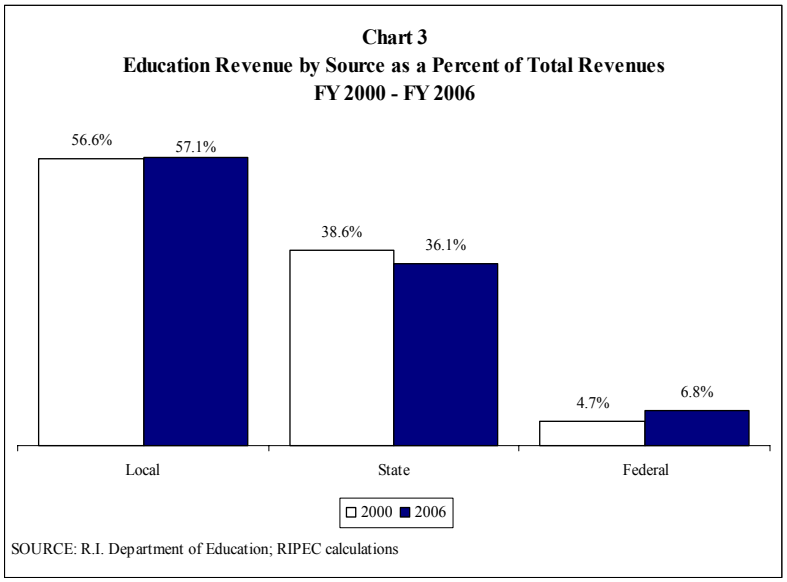
The New England states, with the exception of Vermont, rely more on local resources to support education than does the rest of the country. One should note that Vermont's small local contribution to education funding is the result of legal and legislative action that redesigned the State's system of education finance (see Brigham v. State in the Glossary for additional information). In both FY 1996 and FY 2006, all New England states were above the national average for local support of education. Additionally, New England states tend to receive less in Federal support than the national average, with the exception of Maine. Across the country and most of New England, states have been trending toward increasing state support for public education while State support for public education in Rhode Island has remained relatively static.

In FY 2006, Rhode Island ranked the 12th highest (51.3 percent) for the percent of education funded by local governments, compared to 15th highest (53.4 percent) in FY 1996. The percent of education revenue provided by the State government remained flat over the ten-year period (41.5 percent in FY 1996 and 41.1 percent in FY 2006); however, the State also fell three places in the rankings to 37th highest in the country. Of the surveyed states, both Connecticut and New Hampshire had a higher local contribution and lower state contribution, to education revenues than Rhode Island. Federal revenues have traditionally played a small role in education funding in Rhode Island and across the nation as a whole. Almost all New England states ranked in the bottom half of the states for the portion of education revenues from the Federal government; only Maine received Federal funding above the national average in FY 2006.

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, which is 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, the Federal Reading First program, and funds for national school breakfast and school lunch programs. It should be noted that the figures in this section will differ from NCES reports due to methodological differences in reporting between NCES and RIDE.



As outlined on Table 15, education revenues in the State increased $519.4 million, or 39.0 percent to $1,852.8 million between FY 2000 and FY 2006. The percent of education revenue from local sources increased $303.4 million, or 40.2 percent, to $1,058.3 million in FY 2006. This increase in local revenues equates to almost 60 percent of the total growth in education revenues during this time period. Chart 3 shows that as a share of total education revenues, local support increased from 56.6 percent to 57.1 percent of the total on a statewide basis. While State support for education increased by 29.7 percent, or $152.9 million, during this time period, the State's contribution to total education revenues declined 2.5 percent, from 38.6 percent in FY 2000 to 36.1 percent in FY 2006. Federal revenues almost doubled during this time, and accounted for over 12 percent of the total increase in education revenues. This increase translated into a 2.1 percent increase in the share of total revenues supported by Federal sources, to 6.8 percent in FY 2006.

As shown on Table 15, the extent to which a district relies on each funding source varies across the State. In FY 2006, local revenues ranged from a low of 18.6 percent in Woonsocket (excluding the State-run Central Falls school district) to a high of 91.0 percent in Little Compton (excluding New Shoreham). Similarly, State aid as a percentage of total revenues was the greatest in Woonsocket, where 67.7 percent of total revenues came from the State. On average, slightly more than 57 cents of every dollar raised to support schools came from local sources (property taxes) in FY 2006. This amount is approximately the same as in FY 2000. Of the remainder, 36 cents of every dollar came from State aid, and 7 cents came from Federal sources.

Table 15

FY 2006 Revenues by Source of Funding ($ thousands)

Districts	Source of Funding				Percent of Total		
	Local	State**	Federal	Total	Local	State**	Federal
Urban Core							
Central Falls	$369	$42,695	$6,430	$49,494	0.7%	86.3%	13.0%
Newport	24,134	12,030	5,506	41,671	57.9%	28.9%	13.2%
Pawtucket	27,932	65,952	10,550	104,435	26.7%	63.2%	10.1%
Providence	117,889	186,394	44,334	348,616	33.8%	53.5%	12.7%
Woonsocket	12,877	46,843	9,483	69,202	18.6%	67.7%	13.7%
Subtotal	*$183,201*	*$353,914*	*$76,303*	*$613,418*	29.9%	57.7%	12.4%
Urban Ring							
Cranston	$81,532	$36,955	$5,850	$124,337	65.6%	29.7%	4.7%
East Providence	39,146	27,865	3,396	70,408	55.6%	39.6%	4.8%
No. Providence	26,604	13,225	1,819	41,648	63.9%	31.8%	4.4%
Warwick	104,658	38,223	5,914	148,795	70.3%	25.7%	4.0%
West Warwick	25,844	20,067	2,908	48,818	52.9%	41.1%	6.0%
Subtotal	*$277,784*	*$136,336*	*$19,887*	*$434,006*	64.0%	31.4%	4.6%
Suburban							
Barrington	$33,053	$2,777	$977	$36,806	89.8%	7.5%	2.7%
Bristol-Warren	27,616	20,115	2,476	50,207	55.0%	40.1%	4.9%
Cumberland	32,998	13,045	1,746	47,790	69.0%	27.3%	3.7%
East Greenwich	26,342	1,871	1,167	29,379	89.7%	6.4%	4.0%
Jamestown	9,829	692	272	10,794	91.1%	6.4%	2.5%
Johnston	32,757	10,654	1,843	45,254	72.4%	23.5%	4.1%
Lincoln	34,449	7,063	1,312	42,824	80.4%	16.5%	3.1%
Middletown	19,561	10,162	3,789	33,512	58.4%	30.3%	11.3%
Narragansett	23,141	1,975	770	25,886	89.4%	7.6%	3.0%
North Kingstown	40,199	12,216	1,999	54,414	73.9%	22.5%	3.7%
Portsmouth	23,977	6,388	1,085	31,450	76.2%	20.3%	3.4%
Smithfield	21,684	5,768	829	28,282	76.7%	20.4%	2.9%
Westerly	38,323	7,013	1,792	47,128	81.3%	14.9%	3.8%
Subtotal	*$363,931*	*$99,739*	*$20,056*	*$483,726*	75.2%	20.6%	4.1%
Emerging Suburban							
Burrillville	$13,388	$13,422	$1,101	$27,911	48.0%	48.1%	3.9%
Chariho*	46,927	1,781	1,460	50,168	93.5%	3.5%	2.9%
Coventry	38,818	19,452	2,976	61,246	63.4%	31.8%	4.9%
Exeter-West Greenwich	18,705	7,729	628	27,062	69.1%	28.6%	2.3%
Foster	2,729	1,351	103	4,183	65.2%	32.3%	2.5%
Foster-Glocester	9,815	5,543	490	15,848	61.9%	35.0%	3.1%
Glocester	5,859	3,241	151	9,251	63.3%	35.0%	1.6%
Little Compton	5,170	352	157	5,679	91.0%	6.2%	2.8%
New Shoreham	3,201	151	58	3,410	93.9%	4.4%	1.7%
North Smithfield	14,328	4,823	363	19,514	73.4%	24.7%	1.9%
Scituate	16,015	3,520	563	20,098	79.7%	17.5%	2.8%
South Kingstown	41,113	11,030	1,332	53,475	76.9%	20.6%	2.5%
Tiverton	17,361	5,719	734	23,813	72.9%	24.0%	3.1%
Subtotal	*$233,429*	*$78,115*	*$10,116*	*$321,660*	72.6%	24.3%	3.1%
Statewide	**$1,058,344**	**$668,104**	**$126,362**	**$1,852,810**	**57.1%**	**36.1%**	**6.8%**

* 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

With the exception of the State's urban core districts, local aid is the largest source of education revenues. In the suburban districts 75.2 percent of all revenue came from local property taxes in FY 2006. At the other end of the spectrum, 29.9 percent of school funding came from local sources in the urban districts. It should be noted that the Central Falls school district was placed under the control of the Department of Elementary and Secondary Education in FY 1993 due to

its low tax base. As such the majority of funding for the district comes from the State with the district contributing 0.7 percent to total revenues. However, when Central Falls is not included the local share for the State's urban districts increases only slightly to 32.4 percent.

The urban core school districts receive significantly more State and Federal support than the other districts. In FY 2006, State aid accounted for 57.7 percent of total urban core education revenues, compared to 31.4 percent in the urban ring districts, 20.6 percent in suburban districts, and 24.3 percent in the State's emerging suburban districts. Federal support accounted for 12.4 percent of total funding in the urban core districts, 4.6 percent in the urban ring districts, 4.1 percent in suburban districts, and 3.1 percent in emerging suburban districts.

State Aid

State support includes: aid directly distributed to individual municipalities (including State funding for the Central Falls School District); non-distributed aid for categories such as professional development, 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, or professional development. State aid also is exclusive of the State share of teacher retirement and construction aid.

As shown on Table 16, State aid appropriated to the public education system in Rhode Island increased by $175.3 million (34.0 percent) between FY 2000 and the FY 2009 enacted budget.[1] On a per pupil basis, State aid increased from $3,316 per pupil in FY 2000 to $4,801 per pupil in FY 2009, a 44.8 percent increase over the 9-year period. However, the 7.4 percent decrease in enrollment statewide during this time period, indicates that the increase in per pupil State aid is, in part, a function of lower enrollments; State aid per pupil would have increased by 34.0 percent if FY 2009 enrollments were the same as in FY 2000.

Direct State aid to urban core communities increased $108.8 million (42.6 percent), between FY 2000 and FY 2009. On a per pupil basis, direct State aid to urban core communities increased from $5,175 in FY 2000 to $8,076 in FY 2009, which equates to a 56.1 percent increase. Excluding Central Falls, State aid per pupil in these districts averaged $7,671 in FY 2009.

Urban ring communities saw direct State aid increase by $29.7 million, or 28.5 percent over the past nine years. Per pupil State aid in these districts increased 40.7 percent, from $2,805 in FY 2000 to $3,948 in FY 2009. This level of per-pupil State support was 17.8 percent below the State average in FY 2009, compared to 15.4 percent below the State average in FY 2000.

Suburban and emerging suburban districts saw approximately the same average increase in State aid, which increased from $80.9 million to $100.6 million in the suburban communities (24.3 percent), and from $74.7 million to $91.9 million (23.0 percent). On average, per pupil State aid increased by approximately the same percent in these communities as well, from $1,981 to $2,600 in the suburban communities (31.2 percent), and from $2,666 to $3,156 in the emerging suburban communities (31.9 percent).

[1] These figures do not include potential funding from the newly established Permanent School Fund.

Table 16
Direct State Education Aid By District*
FY 2000 - FY 2009

School District	($ thousands) FY 2000	FY 2009**	FY 2000-2009 Change Amount	Percent	Per Pupil Aid 2000	2009***	Change	Rate
Urban Core								
Central Falls	$27,269	$43,874	$16,605	60.9%	$8,121	$13,132	5,011	61.7%
Newport	8,784	11,871	3,088	35.2%	2,962	5,352	2,390	80.7%
Pawtucket	46,932	67,024	20,092	42.8%	4,739	7,633	2,894	61.1%
Providence	136,401	193,870	57,469	42.1%	5,161	7,915	2,754	53.3%
Woonsocket	35,862	47,422	11,560	32.2%	5,377	7,590	2,213	41.2%
Subtotal	*$255,247*	*$364,060*	*$108,813*	*42.6%*	*$5,175*	*$8,076*	*2,901*	*56.1%*
Urban Ring								
Cranston	$27,047	$35,476	$8,429	31.2%	$2,476	$3,371	895	36.2%
East Providence	20,718	26,888	6,170	29.8%	3,128	4,648	1,520	48.6%
North Providence	10,292	13,383	3,091	30.0%	2,926	4,010	1,085	37.1%
Warwick	30,818	37,626	6,808	22.1%	2,513	3,553	1,040	41.4%
West Warwick	15,285	20,441	5,156	33.7%	4,021	5,589	1,568	39.0%
Subtotal	*$104,159*	*$133,814*	*$29,654*	*28.5%*	*$2,805*	*$3,948*	*1,143*	*40.7%*
Suburban								
Barrington	$2,065	$2,600	$534	25.9%	$649	$750	101	15.6%
Bristol-Warren	16,917	20,438	3,521	20.8%	4,320	5,907	1,587	36.7%
Cumberland	10,873	13,257	2,384	21.9%	2,117	2,635	517	24.4%
East Greenwich	1,460	1,950	490	33.6%	615	815	201	32.6%
Jamestown	391	532	141	36.0%	452	1,075	623	138.0%
Johnston	8,343	10,750	2,407	28.9%	2,368	3,356	989	41.8%
Lincoln	6,137	7,403	1,266	20.6%	1,658	2,174	516	31.2%
Middletown	8,353	10,497	2,144	25.7%	2,948	4,439	1,490	50.5%
Narragansett	1,399	1,897	498	35.6%	775	1,288	513	66.1%
North Kingstown	9,979	11,986	2,007	20.1%	2,323	2,647	324	14.0%
Portsmouth	5,094	6,700	1,606	31.5%	1,772	2,265	493	27.8%
Smithfield	4,532	5,744	1,211	26.7%	1,650	2,203	553	33.5%
Westerly	5,393	6,843	1,450	26.9%	1,496	2,065	569	38.0%
Subtotal	*$80,936*	*$100,597*	*$19,661*	*24.3%*	*$1,981*	*$2,600*	*619*	*31.2%*
Emerging Suburban								
Burrillville	$10,784	$13,855	$3,071	28.5%	$3,764	$5,351	1,587	42.2%
Chariho****	12,288	14,831	2,543	20.7%	3,107	3,969	862	27.7%
Coventry	16,657	20,075	3,418	20.5%	2,980	3,665	684	23.0%
Exeter-West Greenwich	6,066	7,586	1,520	25.1%	2,942	3,795	853	29.0%
Foster	1,157	1,416	259	22.4%	2,837	5,208	2,371	83.6%
Foster-Glocester	4,761	5,730	969	20.4%	3,002	3,697	695	23.2%
Glocester	2,642	3,214	572	21.6%	3,109	4,840	1,732	55.7%
Little Compton	274	369	94	34.4%	789	1,138	350	44.3%
New Shoreham	59	106	47	80.1%	469	728	260	55.5%
North Smithfield	3,875	4,834	960	24.8%	2,130	2,582	452	21.2%
Scituate	2,816	3,407	591	21.0%	1,609	1,894	285	17.7%
South Kingstown	8,468	10,549	2,080	24.6%	1,932	2,877	945	48.9%
Tiverton	4,899	5,932	1,033	21.1%	2,133	2,902	769	36.1%
Subtotal	*$74,746*	*$91,904*	*$17,158*	*23.0%*	*$2,666*	*$3,516*	*850*	*31.9%*
State	**$515,088**	**$690,375**	**$175,287**	**34.0%**	**$3,316**	**$4,801**	**$1,485**	**44.8%**

* Excludes Charter Schools, State-run schools, teacher retirement and construction aid.

** Does not include potential monies from the Permanent School Fund.

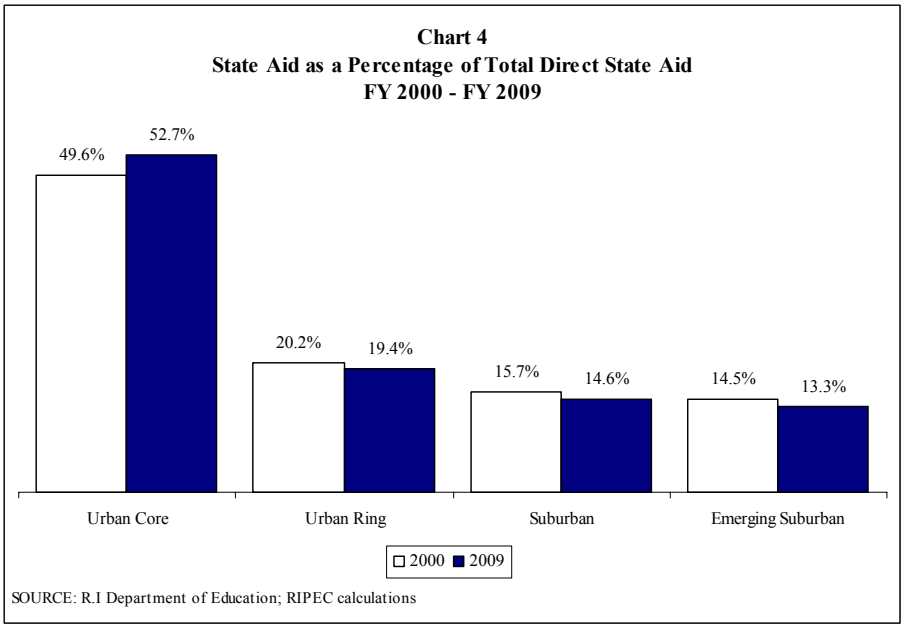
*** Based on Fall 2007 Enrollment.

**** Chariho School District's State Aid represents Charlestown, Hopkinton and Richmond.

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

While the statewide average increase in per pupil State aid was 44.8 percent between FY 2000 and FY 2009, three districts – Newport, Jamestown and Foster – saw per pupil aid increase by over 80 percent during this time. While these increases are significant, one should note that total direct State aid increased 35.2 percent in Newport, 36.0 percent in Jamestown and 22.4 percent in Foster. The per pupil increases are largely due to large decreases in the student populations of these towns which declined 25.2 percent, 42.8 percent and 33.3 percent, respectively, representing the largest population declines in the State.

Over the past nine years, urban core districts in Rhode Island have received a greater share of State aid than the urban ring, suburban and emerging suburban districts. Of the $175.3 million increase between FY 2000 and FY 2009, 62.1 percent has gone to urban core districts. These five districts saw net revenues from the State increase $108.8 million, an increase of 42.6 percent. At the same time, these districts saw population declines of 8.6 percent and (between fall 1999 and fall 2007). The urban core districts have also seen their share of total direct State aid increase during this time. In FY 2000 the urban core districts received 49.6 percent of all State-appropriated education funding. In FY 2009 that number is expected to increase to 52.7 percent.



In FY 2009, urban ring districts will receive $133.8 million in State education aid, an increase of 28.5 percent over their FY 2000 appropriation. This increase accounts for 16.9 percent of the total increase during this time period, during which urban ring districts saw their student populations fall by 8.7 percent. As a share of total State education aid, the urban ring districts accounted for 19.4 percent of total aid, a slight decrease from FY 2000 when the districts accounted for 20.2 percent of all State aid.

While aid to suburban districts increased by $19.7 million, or 24.3 percent, during this time suburban districts saw their share of State aid decline from 15.7 percent of the total in FY 2000 to 14.6 percent in FY 2009. Similarly, while State aid to emerging suburban districts increased by $17.2 million (23.0 percent) during this time period, their aid as a portion of total State aid declined, from 14.5 percent to 13.3 percent. As is the case with the rest of the State, both suburban and emerging suburban districts experienced population declines of 5.3 and 6.8 percent, respectively.

VI. School Expenditures

Highlights

State to State Comparison

- According to data from the National Center for Education Statistics (NCES), Rhode Island ranked 5th highest in per pupil spending, with expenditures of $12,609 in FY 2006, and 18th highest in percent growth for per pupil expenditures over the past ten years.

- Rhode Island ranked 8th highest in the country for current education expenditures per $1,000 of personal income in 2005-06 and 13th highest in 1996-97. Connecticut and Massachusetts also rose in the national rankings, from 30th to 23rd highest, and 40th to 29th highest, respectively.

- National Education Association (NEA) data show that between 1997 and 2007, the average annual rate of growth in teacher salaries was 2.7 percent in Rhode Island, compared to 3.2 percent in Massachusetts, and 1.9 percent in Connecticut. Nationally, teacher salaries increased at a rate of 2.8 percent per year.

Rhode Island District Comparison

- Based on RIPEC projections, total education expenditures in Rhode Island are projected to increase to $2.3 billion by the end of the decade, an increase of approximately 64 percent since FY 2000.

- Per pupil education expenditures are expected to increase to $16,444 in FY 2010, reflecting growth of 81.0 percent since FY 2000, when per pupil education expenditures totaled $9,086.

- Total education expenditures are anticipated to increase from $1,411.6 million in FY 2000 to $2,125.2 million in FY 2008, an increase of 50.6 percent. The largest portion of this increase is for general education expenditures, which are projected to grow by $445.0 million, or 62.4 percent of the total growth in spending over the eight-year time period.

- Expenditures on special education are expected to increase by 78.1 percent between FY 2000 an FY 2008; however, special education enrollment fell by 15.5 percent during the same time period.

- Between FY 2000 and FY 2008, RIPEC projects that total per pupil education expenditures will increase by 62.6 percent, from $9,086 to $14,777. General education expenditures are projected to grow by 54.9 percent, special education expenditures are projected to grow by 110.7 percent and spending for limited English proficiency (LEP) programs are expected to grow by 61.5 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 2009 budget, enacted total education aid is $903.3 million, which translates to 27.6 percent of the FY 2009 general revenue expenditure budget (excluding distributions from the Permanent Education Fund). At the local level, education spending 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. 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;
- *Estimated Average Teacher Salaries* – derived from the National Education Associations "Rankings and Estimates of the States", this measure begins to provide a picture of how states use resources;
- *Expenditure Trends* – examines education expenditure trends since FY 1990 and projects total education spending and the State share through 2010; 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 to the national average. Data comes from the National Center for Education Statistics (NCES), Common Core Data Set for school years 1995-96 and 2005-06, and from the National Education Association's "Rankings and Estimates of the States" 1996-97 and 2006-07.

Expenditures per Pupil

One of the most common measures used to compare education spending is per pupil. The primary benefit of using per pupil expenditures is that they account for the vast differences in population across the country. Total enrollment includes all students reported by a district to the NCES. Expenditures include instruction, support services, non-instructional services, and direction program support, and exclude spending for non-public schools, equipment, school construction, debt financing, and community service.

In the 2005-06 school year, per pupil expenditures in Rhode Island were $12,609, ranking the State 5th highest in the country. Education spending per pupil in the State was 36.4 percent higher than the national average of $9,241. Among the New England states, Rhode Island's education expenditures ranked 3rd highest, behind Connecticut, which ranked 3rd highest nationally, and Vermont, which ranked 4th highest nationally.

Table 17
Estimated Current Expenditures Per Pupil (Fall Enrollment)

	1995-1996			2005-2006			Change 1996-2006	
	Amount	% of US	Rank	Amount	% of US	Rank	Amount	Percent
U.S. Average*	$5,802	-	-	$9,241	-	-	$3,439	59.3%
Connecticut	$8,495	146.4%	3	$13,072	141.5%	3	$4,577	53.9%
Maine	6,253	107.8%	13	10,841	117.3%	11	4,588	73.4%
Massachusetts	7,065	121.8%	7	12,564	136.0%	6	5,499	77.8%
New Hampshire	5,757	99.2%	19	10,427	112.8%	13	4,670	81.1%
Rhode Island	**7,457**	**128.5%**	**5**	**12,609**	**136.4%**	**5**	**5,152**	**69.1%**
Vermont	6,571	113.2%	11	12,820	138.7%	4	6,250	95.1%

*US average includes District of Columbia

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

Table 17, which outlines estimated current expenditures per pupil, shows that, since FY 1996, per pupil education expenditures have increased by 69.1 percent in the Ocean State, almost 10 percent more than the national average of 59.3 percent. However, this rate of growth was the second lowest in New England; only Connecticut saw per pupil expenditures grow at a slower rate (53.9 percent). Vermont saw the greatest growth in per pupil expenditures during this time, both in an absolute and a percentage basis, increasing $6,250 or 95.1 percent in the ten-year period.

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 18. 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 ranks 8th highest in the country, with elementary and secondary

education expenditures of $49.52 per $1,000 of personal income. As with expenditures per pupil, Rhode Island ranks third highest in the New England region when expenditures are measured on a per $1,000 of personal income basis (behind Vermont and Maine).

The Ocean State spent 17.1 percent above the national average of $42.28 in FY 2006. In contrast, Massachusetts and New Hampshire spent below the national average. Both states, however, saw expenditures per $1,000 of personal income increase at a rate in excess of 13.0 percent, approximately three times the national average of 4.6 percent. Education expenditures per $1,000 of personal income in Rhode Island grew by 8.9 percent, which was slightly less than double the national average increase during this time period. Maine was the only state to see a decrease in education expenditures per $1,000 of personal income over the ten-year period, falling by 0.1 percent.

Table 18
Current Education Expenditures per $1,000 of Personal Income

	1995-96			2005-06			1996-2006	
	Amount	% of US	Rank	Amount	% of US	Rank	Amount	Percent
U.S. Average*	$40.42	-	-	$42.28	-	-	$1.86	4.6%
Connecticut	$41.39	102.4%	30	$43.48	102.8%	23	$2.09	5.0%
Maine	51.22	126.7%	6	51.19	121.1%	5	-0.03	-0.1%
Massachusetts	37.13	91.9%	40	42.12	99.6%	29	4.99	13.4%
New Hampshire	37.46	92.7%	39	42.39	100.3%	27	4.93	13.2%
Rhode Island	**45.49**	**112.5%**	**13**	**49.52**	**117.1%**	**8**	**4.03**	**8.9%**
Vermont	54.05	133.7%	4	58.81	139.1%	2	4.76	8.8%

* Includes Washington D.C.

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

Expenditures by Category

Given the labor-intensive aspects of education, one of the most significant components of education costs are salaries. Table 19 outlines teacher salaries for the six New England states and the United States average. In school year 2006-07, Rhode Island's average teacher salary of $55,956 was 10.1 percent above the national average of $50,816, and was the 8th highest average teacher salary in the country. While the State spent above the national average, Rhode Island's expenditures on teacher salaries were lower than its two neighboring states. Connecticut had the 2nd highest average salaries in the country ($60,822) and Massachusetts had the 4th highest ($58,624). However, Maine, New Hampshire and Vermont all had lower average salaries, ranking, respectively, 44th, 23rd, and 19th highest in the country in 2006-07.

Table 19
Estimated Average Teacher Salary

	1996-97			2006-07			Change 1997-07	
	Amount	% of US	Rank	Amount	% of US	Rank	Amount	Percent
U.S. Average*	$38,443	-	-	$50,816	-	-	$12,373	32.2%
Connecticut	$50,426	131.2%	2	$60,822	119.7%	2	$10,396	20.6%
Maine	33,676	87.6%	30	41,596	81.9%	44	7,920	23.5%
Massachusetts	42,650	110.9%	9	58,624	115.4%	4	15,974	37.5%
New Hampshire	36,029	93.7%	22	46,527	91.6%	23	10,498	29.1%
Rhode Island	**43,019**	**111.9%**	**7**	**55,956**	**110.1%**	**8**	**12,937**	**30.1%**
Vermont	36,053	93.8%	21	48,370	95.2%	19	12,317	34.2%

*US average includes District of Columbia

Source: National Education Association, "Ranking and Estimates - December 2007"; "Rankings of the States 1998"; RIPEC Calculations

Since 1996-97, Rhode Island's average teacher salary growth of 30.1 percent was slightly lower than the national average, which increased 32.2 percent over the ten-year period, and was the third highest rate of growth in New England. Massachusetts saw teacher salaries increase the most over the ten-year time period, growing by 37.5 percent, while Connecticut saw the slowest growth, at just 20.6 percent.

Rhode Island Expenditures – Statewide

This section of the report compares districts across the State. Districts are grouped into the following categories: urban core, urban ring, suburban and emerging suburban. Expenditure data are from the Rhode Island Department of Education and the House Fiscal Staff "Budget as Enacted" for FY 2009, and represent the most recent comparable data available.

Expenditure Trends

Before 1999, making accurate comparisons of expenditures across Rhode Island's 36 school districts was complicated by the fact that districts relied on an individual system of accounting and reporting. However, starting in 1999, the Rhode Island Department of Education (RIDE) converted schools and districts to a uniform financial reporting system, In$ite, which replaced "Form 31" as the primary reporting instrument. Currently, the Department is in the process of further streamlining school and district accounting systems through the development and implementation of a uniform chart of accounts (UCOA). The UCOA, when fully implemented, will help provide transparency and accountability in education finance, create uniformity and comparability, and reduce the administrative burden of financial reporting. While changes represent positive steps with regard to developing a stronger system of education finance, caution should be exercised when comparing data derived from "Form 31" (pre-1998) and subsequent years.

The expenditures discussed on the following pages include teacher retirement as a component of total school costs, but exclude the State's construction aid program, State-run schools (Davies, RI School for the Deaf, and the Met School) and charter schools. FY 2007 (school year 2006-07) is the most recent year for which actual expenditure experience is available. Therefore, RIPEC has forecast expenditures for FY 2008 through FY 2010, shown on Table 20, assuming that expenditures would increase at the maximum allowed under the property tax levy cap, actual State contributions to education aid through FY 2009, and an assumed 6.8 percent Federal contribution. RIPEC forecast State aid for FY 2010 only, as described below.

Table 20 also outlines actual and projected State aid (excluding aid to State-operated schools, charter school aid and school construction aid). Actual State appropriated aid is current through FY 2009, and is projected for 2010 using two models. The first model assumes an increase in State aid of 2.7 percent, based on the projected increase in CPI. In model 2, total State education aid, except for the State's contribution to the teacher retirement fund, is frozen at FY 2009 levels, reflecting actual budget experience for the past two fiscal years. Teacher retirement calculations are based on a five-year rolling average for Model 2. State aid under Model 1 is projected to increase to $826.7 million in FY 2010, while the State share of total education expenditures would decline to 35.8 percent (compared to 37.3 percent in FY 2007). Model 2 projects State aid

to increase to $821.3 million in FY 2010, a rate of growth of 2.0 percent, while the State share would decline to 35.6 percent.

Based on this method of forecasting, RIPEC developed two different estimates for total education expenditures in FY 2010, reflecting the two different projections for State aid. Although the projected difference in total expenditures is $5.7 million, the actual variance between the two models is less than 1.0 percent. As such, the following discussion is based on total projected aid using Model 1 as a base.

As shown on Table 20, in FY 2007, actual education expenditures in Rhode Island totaled approximately $2.0 billion, which is projected to increase to approximately $2.3 billion by FY 2010. From FY 1990 to FY 2000, education expenditures increased at an average annual rate of 5.9 percent, while RIPEC projects total education expenditures to increase by 5.0 percent between FY 2000 and FY 2010.

Table 20
State Share of Public Education Expenditures
FY 1990 - FY 2010 (projected; $ millions)

Fiscal Year	Total Spending ($ million)	Percent Change Prev. Year	Exp. Per Pupil	Percent Change Prev. Year	Model 1 State Aid Increase at CPI Without Permanent Education Fund			Model 2 State Aid Level Funded except for Teacher Retirement**		
					State aid*	% Change	State Share	State aid*	% Change	State Share
1990	$799.1	20.6%	$5,918		$340.1	18.1%	42.6%	$340.1	18.1%	42.6%
1991	845.8	5.8%	6,133	3.6%	359.3	5.3%	42.5%	359.3	5.3%	42.5%
1992	870.2	2.9%	6,175	0.7%	331.1	-8.5%	38.0%	331.1	-8.5%	38.0%
1993	912.3	4.8%	6,378	3.3%	347.4	4.7%	38.1%	347.4	4.7%	38.1%
1994	975.2	6.9%	6,729	5.5%	366.1	5.1%	37.5%	366.1	5.1%	37.5%
1995	1,034.4	6.1%	7,056	4.9%	416.1	12.0%	40.2%	416.1	12.0%	40.2%
1996	1,077.2	4.1%	7,230	2.5%	434.3	4.2%	40.3%	434.3	4.2%	40.3%
1997	1,128.8	4.8%	7,498	3.7%	446.3	2.7%	39.5%	446.3	2.7%	39.5%
1998	1,192.6	5.6%	7,827	4.4%	473.6	5.8%	39.7%	473.6	5.8%	39.7%
1999***	1,297.1	8.8%	8,428	7.7%	510.4	7.2%	39.3%	510.4	7.2%	39.3%
2000	1,411.6	8.8%	9,086	7.8%	556.0	8.2%	39.4%	556.0	8.2%	39.4%
2001	1,507.2	6.8%	9,644	6.1%	602.3	7.7%	40.0%	602.3	7.7%	40.0%
2002	1,587.8	5.4%	10,138	5.1%	634.0	5.0%	39.9%	634.0	5.0%	39.9%
2003	1,697.5	6.9%	10,799	6.5%	661.8	4.2%	39.0%	661.8	4.2%	39.0%
2004	1,807.1	6.5%	11,510	6.6%	686.5	3.6%	38.0%	686.5	3.6%	38.0%
2005	1,876.6	3.8%	12,218	6.1%	697.8	1.6%	37.2%	697.8	1.6%	37.2%
2006	1,958.4	4.4%	13,046	6.8%	721.3	3.3%	36.8%	721.3	3.3%	36.8%
2007	2,046.8	4.5%	13,842	6.1%	763.3	5.5%	37.3%	763.3	5.5%	37.3%
*2008^*	*2,125.2*	*3.8%*	*14,777*	*6.8%*	*776.2*	*1.7%*	*36.5%*	*776.2*	*1.7%*	*36.5%*
2009	*2,220.6*	*4.5%*	*15,647*	*5.9%*	*805.0*	*3.6%*	*36.2%*	*805.0*	*3.7%*	*36.2%*
*2010^^*	*2,308.4*	*4.0%*	*16,444*	*5.1%*	*826.7*	*2.7%*	*35.8%*	*821.3*	*2.0%*	*35.6%*

* State aid includes all aid to school districts except school construction aid and aid to state-operated schools and charter schools.

** Assumes a 16.9 percent increase in the State contribution to teacher retirement, based on the 5-year average rate of growth

*** Starting in FY 1999, expenditures are based on In$ite from the RI Dept. of Education.

^ FY 2008 - FY 2010 total expenditures are calculated using maximum levy growth for the local share of education and a consistent Federal contribution of 6.8 percent. Enrollment projections are based on NCES estimates. State aid does not reflect potential monies from the Permenant Education Fund of up to $14.4 million per year.

^^ 2010 total expenditures reflect projected growth under Model 1; total expenditures would equal $2,348.4 million under Model 2

Sources: R.I. Department of Education, House Fiscal Staff budget documents and RIPEC calculations.

Per pupil expenditures are expected to increase from $5,918 in FY 1990 to $$9,086 in FY 2000. In FY 2010, per pupil expenditures are projected to increase to $16,444. Unlike total expenditures, per pupil expenditures are projected to increase at a faster rate through the end of the decade than they did between FY 1990 and FY 2000. Based on RIPEC projections, per pupil education spending between FY 2000 and FY 2010 is expected to increase at an average annual rate of 6.1 percent. However, between FY 1990 and FY 2000, per pupil education expenditures increased at an average annual rate of just 4.4 percent.

The acceleration of growth in per pupil spending is due, in part, to changes in student enrollments between the two decades. Between FY 1990 and FY 2000, student enrollments increased from 135,035 students to 155,351 students, which is an average annual rate of growth of 1.4 percent. However, the number of students attending public, non-charter or State schools has declined every year since 2004, and is projected to fall to 140,379 in FY 2010. This would translate into an average annual rate of decline of 1.0 percent.

In addition to forecasting total expenditures and State share through FY 2010, detailed expenditures have been forecast for FY 2008. As shown on Table 21, between FY 2000 and FY 2008, total education expenditures are anticipated to increase $713.6 million to $2,125.2 million, an increase 50.6 percent. General education expenditures (including spending on general instruction, instruction and administrative support, facilities management, transportation, and non-instructional services), are expected to increase 43.4 percent, from $1,025.2 million in FY 2000 to $1,470.2 million in FY 2008. This growth will represent 62.4 percent of the total increase in expenditures over the eight-year period.

Table 21
2000 - 2008 Rhode Island Education Expenditures ($ millions)

	2000		*2008**		Change 2000-2008	
Function	**Amount**	**% of Total**	**Amount**	**% of Total**	**Amount**	**Percent**
General Education	$1,025.2	72.6%	*$1,470.2*	*69.2%*	*$445.0*	*43.4%*
Special Education	266.3	18.9%	*474.4*	*22.3%*	*208.1*	*78.1%*
Limited English Programs	30.8	2.2%	*33.1*	*1.6%*	*2.3*	*7.5%*
All Other Expenditures	89.3	6.3%	*147.5*	*6.9%*	*58.2*	*65.2%*
Total	**$1,411.6**	**100.0%**	***$2,125.2***	***100.0%***	***$713.6***	***50.6%***

*Estimated expenditues, based on 5-year rolling average rate of growth.
Source: R.I. Dept. of Education, and RIPEC calculations.

Special education expenditures are projected to increase from $266.3 million in FY 2000 to $474.4 million in FY 2008, which translates into an average annual rate of 12.2 percent. This represents the fastest annual increase in education spending during the time period. Growth in special education expenditures are estimated to account for 29.2 percent of the total growth in education spending over the eight-year period. At the same time, special education enrollments have been declining. While special education spending is projected to increase 78.1 percent since FY 2000, special education enrollments have fallen from 30,704 students in FY 2000 to 25,959 students in FY 2008, a decrease of 15.5 percent.

Expenditures for limited English programs are expected to increase from $30.8 million in FY 2000 to $33.1 million in FY 2008, accounting for 0.3 percent of the total increase in education spending since the beginning of the decade. This growth translates into an average annual rate of 8.8 percent. Similar to the growth in special education and general education expenditures, limited English proficiency enrollments have declined over the time period, from 10,196 students in FY 2000 to 6,784 in FY 2008, a 33.5 percent drop. At the same time, expenditures on these programs are projected to increase by 7.5 percent.

Table 22
Rhode Island Education Expenditures Per Pupil

Function	2000 Amount	*2008* Amount*	Change 2000-2008 Amount	Percent
General Education	$6,599	*$10,223*	$3,624	54.9%
Special Education	8,674	*18,274*	9,600	110.7%
Limited English Programs	3,024	*4,885*	1,860	61.5%
Total	**$9,086**	***$14,777***	**$5,691**	**62.6%**

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

On a per pupil basis, total education spending is expected to grow by 62.6 percent, from $9,086 in FY 2000 to an estimated $14,777 in FY 2008 (based on In$ite data, RIPEC forecasts and fall 2007 enrollment). This increase is, at least in part, attributable to increased per pupil expenditures on special education. Since FY 2000, special education expenditures per pupil have more than doubled, increasing from $8,674 in FY 2000 to a projected $18,274 in FY 2008, which translates into a 110.7 percent increase. At the same time, spending on both general education and limited English programs are projected to grow at a slower rate than total education expenditures, increasing by 54.9 percent and 61.5 percent, respectively.

District Expenditures

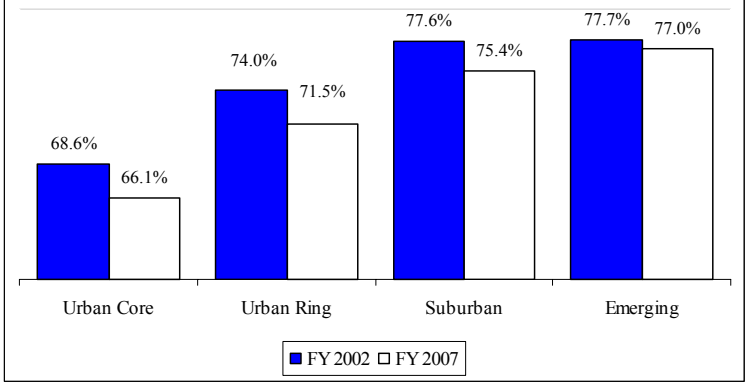
The following discussion of expenditures by school district is based on In$ite data and does not include the State's contribution to the teacher retirement fund, as did the statewide discussion above. In addition, RIPEC did not estimate expenditures by district for FY 2008; the following discussion highlights expenditures through FY 2007, the most recent, complete data available to date.

District Trends

Between FY 2002 and FY 2007, statewide education expenditures increased from $1,557.1 million to $1,979.6 million (27.1 percent). Of the $422.5 million net increase in spending, urban core districts accounted for 28.7 percent, which was approximately the same amount as the State's suburban districts (28.9 percent). Slightly over 21 percent of the total increase in spending over the five-year time period was in the urban core districts while emerging suburban districts accounted for approximately 19 percent. Education spending in the State's urban core communities grew by 23.3 percent during this time period, while urban core communities saw total spending increase by 26.4 percent. In contrast, education expenditures in the State's suburban and emerging suburban districts increased by approximately 30 percent.

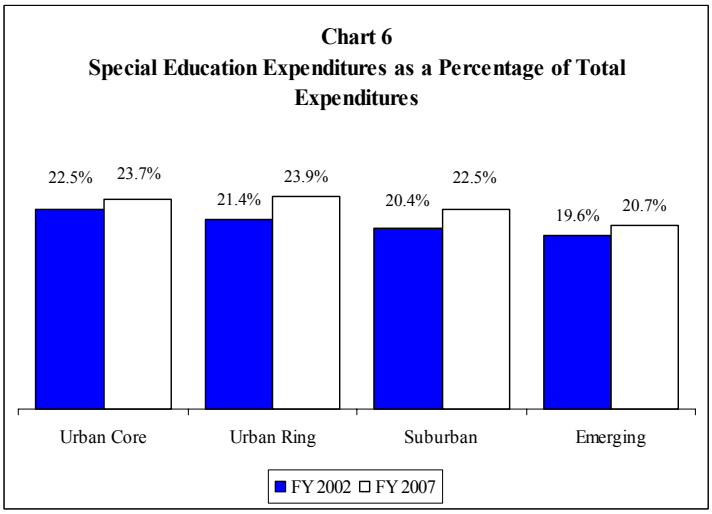
Statewide, general education expenditures increased from $1,148.0 million in FY 2002 to $1,427.0 million in FY 2007, an increase of $279.0 million or 24.3 percent. Of the net statewide increase, general education expenditures accounted for 66.0 percent of the total growth. However, expenditures in this category vary among the community types as shown in Chart 5. On average, emerging and suburban communities spent the most on general education as a percentage of their total education expenditures (77.0 and 75.4 percent, respectively). The five urban core communities spent the least amount of resources on general education, with just 66.1 percent of all education expenditures going toward the category. In all groups, general education expenditures declined as a percentage of total expenditures between FY 2002 and FY 2007.

Chart 5
General Education Expenditures as a Percentage of Total Expenditures



Special education expenditures increased statewide by $123.4 million, from $330.2 million in FY 2002 to $453.7 million in FY 2007. This represents an increase of 37.3 percent. During the same time period, special education enrollments declined 14.1 percent. Of the net increase in special education expenditures, 28.4 percent ($35.1 million) was spent in urban core districts, 26.6 percent ($32.9 million) in urban ring districts, 29.1 percent ($35.9 million) in the State's suburban districts, and 15.9 percent ($19.5 million) in the emerging suburban districts. While the five urban districts account for the largest portion of special education spending in the State (33.6 percent of the total), they experienced the slowest growth in this category of expenditure (29.9 percent) between FY 2002 and FY 2007. By contrast, special education expenditures in the State's suburban districts increased by 44.2 percent over the five-year time period.

Chart 6
Special Education Expenditures as a Percentage of Total Expenditures



Unlike general education expenditures, spending on special education as a percent of total education expenditures has increased across the board since FY 2002, as shown in Chart 6. In FY 2007, the State's urban ring districts allocated the largest portion of their budgets (23.9 percent) to special education. These districts also saw the greatest increase in the percentage of funds devoted to special education. The State's emerging suburban districts continue to devote the smallest portion of their budgets to special education (20.7 percent).

Per Pupil Education Expenditures

Table 23 outlines selected expenditures per pupil for FY 2002 and FY 2007. As shown, in FY 2007 Rhode Island schools spent $13,148 per pupil on average, representing an increase of $3,207, or 32.3 percent over FY 2002 expenditures. Urban core districts continue to have the highest expenditures per pupil, with spending of $13,662 per student in FY 2007, while emerging suburban districts were the lowest at $12,653 per pupil. Expenditures in suburban districts averaged $13,115 per pupil while expenditures in the State's urban ring districts were at $12,895 per pupil. Expenditures ranged from a high of $16,550 per pupil in Jamestown (when New Shoreham and the State-run school district of Central Falls are excluded) to a low of $9,806 in Burrillville.

Table 23
Selected Expenditures by Program per Pupil
FY 2002 - FY 2007

	Total Expenditures				General Education				Limited English Proficiency				Special Education			
	2001-02 Amount	2006-07 Amount	Change Amount	Change Percent	2001-02 Amount	2006-07 Amount	Change Amount	Change Percent	2001-02 Amount	2006-07 Amount	Change Amount	Change Percent	2001-02 Amount	2006-07 Amount	Change Amount	Change Percent
Urban Core																
Central Falls	$10,536	$16,706	$6,170	58.6%	$5,866	$10,004	$4,138	70.5%	$4,097	$4,452	355	8.7%	$12,514	$17,983	5,469	43.7%
Newport	12,526	13,124	597	4.8%	9,066	9,290	224	2.5%	1,699	4,488	2,790	164.2%	9,798	15,339	5,542	56.6%
Pawtucket	9,470	11,419	1,949	20.6%	6,134	7,425	1,291	21.1%	3,883	6,469	2,586	66.6%	12,178	18,846	6,667	54.7%
Providence	10,740	14,904	4,163	38.8%	7,677	10,024	2,347	30.6%	2,360	3,884	1,524	64.6%	11,250	17,608	6,358	56.5%
Woonsocket	9,045	11,152	2,108	23.3%	5,987	7,075	1,088	18.2%	2,544	1,269	(1,275)	-50.1%	9,240	12,344	3,103	33.6%
Subtotal	10,354	13,662	*3,308*	*31.9%*	7,099	9,026	*1,927*	*27.1%*	2,779	4,201	*1,422*	*51.2%*	11,130	16,780	*5,650*	*50.8%*
Urban Ring																
Cranston	$9,117	$12,788	$3,672	40.3%	$6,842	$9,242	$2,400	35.1%	$3,020	$4,532	$1,512	50.1%	$8,944	$15,552	6,608	73.9%
East Providence	9,791	11,178	1,387	14.2%	7,166	7,286	120	1.7%	4,333	5,482	1,149	26.5%	9,680	16,473	6,793	70.2%
North Providence	10,119	12,160	2,041	20.2%	7,183	8,833	1,650	23.0%	4,086	10,148	6,062	148.4%	11,732	18,761	7,029	59.9%
Warwick	10,732	13,740	3,008	28.0%	8,048	10,045	1,997	24.8%	5,749	7,688	1,938	33.7%	11,612	17,700	6,088	52.4%
West Warwick	10,680	14,294	3,614	33.8%	7,691	10,324	2,633	34.2%	9,157	7,461	(1,696)	-18.5%	11,159	14,887	3,729	33.4%
Subtotal	10,019	12,895	*2,875*	*28.7%*	7,414	9,214	*1,801*	*24.3%*	4,195	5,544	*1,349*	*32.2%*	10,466	16,608	*6,142*	*58.7%*
Suburban																
Barrington	$8,886	$13,048	$4,162	46.8%	$6,831	$10,060	$3,229	47.3%	$5,500	$3,116	($2,384)	-43.3%	$12,148	$16,062	$3,914	32.2%
Bristol-Warren	11,048	13,836	2,788	25.2%	8,644	10,818	2,174	25.1%	5,218	5,951	733	14.1%	9,097	22,330	13,233	145.5%
Cumberland	7,622	10,835	3,213	42.2%	5,552	7,723	2,171	39.1%	3,074	7,226	4,152	135.1%	8,741	13,471	4,731	54.1%
East Greenwich	9,492	13,845	4,353	45.9%	7,613	10,812	3,199	42.0%	1,247	9,872	8,625	691.5%	10,923	18,410	7,487	68.5%
Jamestown	13,902	16,550	2,648	19.0%	11,210	12,696	1,486	13.3%	7,318	4,066	(3,251)	-44.4%	9,518	23,616	14,098	148.1%
Johnston	10,598	14,559	3,961	37.4%	7,542	9,699	2,157	28.6%	4,328	3,108	(1,220)	-28.2%	11,176	19,708	8,531	76.3%
Lincoln	8,994	13,486	4,493	50.0%	6,880	9,997	3,117	45.3%	4,726	10,506	5,779	122.3%	10,349	20,169	9,820	94.9%
Middletown	10,339	12,609	2,270	22.0%	8,359	9,830	1,471	17.6%	3,661	3,674	13	0.4%	9,258	13,990	4,731	51.1%
Narragansett	12,937	14,129	1,192	9.2%	10,269	11,386	1,117	10.9%	14,805	13,518	(1,287)	-8.7%	10,654	19,249	8,595	80.7%
North Kingstown	10,184	13,101	2,918	28.6%	8,249	10,046	1,798	21.8%	5,373	9,826	4,453	82.9%	10,861	17,840	6,979	64.3%
Portsmouth	9,005	12,660	3,655	40.6%	7,356	9,672	2,316	31.5%	-	-	-	-	8,883	15,254	6,370	71.7%
Smithfield	8,469	11,460	2,991	35.3%	6,700	9,063	2,363	35.3%	-	2,956	2,956	-	10,771	21,474	10,702	99.4%
Westerly	10,280	14,084	3,804	37.0%	7,778	10,476	2,697	34.7%	3,945	7,269	3,324	84.3%	11,564	19,330	7,767	67.2%
Subtotal	9,702	13,115	*3,413*	*35.2%*	7,526	9,893	*2,366*	*31.4%*	4,196	6,259	*2,063*	*49.2%*	10,229	17,725	*7,496*	*73.3%*
Emerging Suburban																
Burrillville	$9,082	$9,806	$725	8.0%	$7,108	$7,495	$387	5.4%	$7,118	$5,050	($2,068)	-29.1%	$9,083	$12,500	$3,416	37.6%
Chariho	10,469	13,602	3,133	29.9%	7,546	10,089	2,543	33.7%	4,307	8,283	3,976	92.3%	12,803	22,859	10,056	78.5%
Coventry	8,950	12,013	3,062	34.2%	6,893	9,232	2,339	33.9%	4,591	7,813	3,222	70.2%	8,284	13,011	4,728	57.1%
Exeter-West Greenwich	10,212	15,316	5,104	50.0%	8,158	12,134	3,976	48.7%	4,260	3,954	(305)	-7.2%	10,470	16,579	6,108	58.3%
Foster	9,226	11,437	2,212	24.0%	7,611	9,330	1,719	22.6%	-	-	-	-	13,073	28,761	15,688	120.0%
Foster-Glocester	8,712	12,927	4,215	48.4%	7,448	11,010	3,562	47.8%	-	-	-	-	7,591	15,690	8,100	106.7%
Glocester	9,725	11,080	1,355	13.9%	7,772	8,372	600	7.7%	-	-	-	-	9,282	20,466	11,184	120.5%
Little Compton	12,731	15,816	3,085	24.2%	10,936	13,259	2,323	21.2%	-	-	-	-	7,758	23,055	15,298	197.2%
New Shoreham	19,018	29,343	10,325	54.3%	15,550	23,702	8,152	52.4%	26,022	18,746	(7,275)	-28.0%	17,337	23,804	6,467	37.3%
North Smithfield	8,429	11,913	3,485	41.3%	6,520	9,198	2,677	41.1%	14,354	2,023	(12,331)	-85.9%	10,340	14,062	3,722	36.0%
Scituate	8,271	11,605	3,334	40.3%	6,924	9,666	2,742	39.6%	-	-	-	-	7,100	12,832	5,733	80.7%
South Kingstown	10,055	14,110	4,055	40.3%	7,503	10,334	2,832	37.7%	3,739	6,034	2,295	61.4%	12,702	19,652	6,950	54.7%
Tiverton	8,699	11,836	3,137	36.1%	7,077	9,078	2,001	28.3%	15,291	-	(15,291)	-100.0%	7,536	13,485	5,949	78.9%
Subtotal	9,450	12,653	*3,203*	*33.9%*	7,345	9,748	*2,403*	*32.7%*	4,976	6,630	*1,654*	*33.2%*	9,874	16,056	*6,182*	*62.6%*
Total	**$9,942**	**$13,148**	**$3,207**	**32.3%**	**$7,330**	**$9,431**	**$2,101**	**28.7%**	**$3,028**	**$4,533**	**$1,505**	**49.7%**	**$10,530**	**$16,849**	**$6,319**	**60.0%**

Enrollments are based on fall enrollment, and December counts

Source: RI Dept of Education and RIPEC calculations.

Average general education spending across the State increased from $7,330 per pupil in FY 2002 to $9,431 per pupil in FY 2007, an increase of 28.7 percent. Spending on general education in FY 2007 ranged from a high of $13,259 in Little Compton (excluding New Shoreham) to a low of $7,075 in Woonsocket. On average, the urban core communities spent the lowest amount of per pupil on general education ($9,026 per pupil), while the suburban communities spent the most ($9,893 per pupil).

Per pupil expenditures for limited English proficiency programs increased from $3,028 in FY 2002 to $4,533 in FY 2007, a 49.7 percent increase. Expenditures in these programs were the highest, on average, in the State's emerging suburban communities, which spent $6,630 per pupil in FY 2007. The urban communities spent the least on per pupil LEP programs in FY 2007, with expenditures of $4,201 per pupil. There was significant variation in per pupil expenditures in this category in FY 2007, ranging from a high of $18,746 per pupil in North Smithfield to a low of $1,269 in Woonsocket (excluding New Shoreham and the seven communities with no LEP students). It is worth noting that this was the only expenditure category in which a number of communities actually decreased per pupil expenditures over the five-year time span. However, one should note that the urban core districts accounted for about 80.0 percent of the total enrollment in limited English proficiency programs in 2008.

Special education expenditures increased, on average, from $10,530 per pupil in FY 2002 to $16,849 per pupil in FY 2007, a 60.0 percent increase. While urban core districts had the highest per pupil special education expenditures in FY 2002, the State's suburban districts, on average, had the highest per pupil spending in FY 2007, with expenditures of $17,725 per pupil. Spending in this category ranged from a high of $28,761 in Foster to a low of $12,344 in Woonsocket.

Teacher Salaries by District

Teacher salaries and pay scales vary by district across the State; however, the top step in the pay scale is often used as a proxy for teaching experience. The Rhode Island Association of School Committees compiles salary tables for each school district every fiscal year.

As shown on Table 24, the mean 10th step salary in Rhode Island increased by 26.6 percent, from $51,535 in FY 2000 to $65,177 in FY 2007. Tenth-step salaries ranged from a low of $56,250 in Cumberland to a high of $68,000 in Coventry. One should note that there are four districts (Cranston, Jamestown, Westerly, and Exeter-West Greenwich) that have an 11th step in their pay scale, and one district (Cumberland) that has a 12th step. Average teacher salaries are often influenced by the overall years of experience of the teaching workforce, reflected, in part, by the percent of teachers at the top step. In FY 2007, 59.1 percent of teachers in Rhode Island were at the top step of their district's pay scale (information was not available for Providence or Warwick). The percent of teachers with this designation varied from district to district. Narragansett had the highest percentage of teachers at the 10th step (78.0 percent), while Lincoln had the lowest percentage (35.0 percent).

Table 24
Rhode Island Teacher Salaries - 10th Step - by District
1999-2000 and 2006-07

District	1999-2000	2006-07		2000-07 Change Amount	2000-07 Change Percent	2006-07 Number of Teachers Total	2006-07 Number of Teachers Top Step	2006-07 Number of Teachers % at Top
Urban Core								
Central Falls	$53,006	$65,944		$12,938	24.4%	339	190	56.0%
Newport	51,053	64,832		13,779	27.0%	237	150	63.0%
Pawtucket	51,118	63,565		12,447	24.3%	815	534	66.0%
Providence	50,762	67,033		16,271	32.1%	NA	NA	NA
Woonsocket	50,616	64,088		13,472	26.6%	554	284	51.0%
Urban Ring								
Cranston	$54,512	$65,991	*	$11,479	21.1%	1,197	694	58.0%
East Providence	52,726	65,301		12,575	23.8%	523	353	67.0%
North Providence	51,502	64,434		12,932	25.1%	306	216	71.0%
Warwick	54,343	66,369		12,026	22.1%	NA	NA	NA
West Warwick	52,780	64,878		12,098	22.9%	324	194	60.0%
Suburban								
Barrington	$52,589	$67,394		$14,805	28.2%	285	179	63.0%
Bristol-Warren	50,799	66,217		15,418	30.4%	332	229	69.0%
Cumberland	45,499	56,250	*	10,751	23.6%	416	191	46.0%
East Greenwich	48,523	67,355		18,832	38.8%	212	82	39.0%
Jamestown	50,485	62,843	*	12,358	24.5%	56	26	46.0%
Johnston	53,141	66,178		13,037	24.5%	310	153	49.0%
Lincoln	53,317	66,695		13,378	25.1%	360	125	35.0%
Middletown	52,171	67,001		14,830	28.4%	238	163	68.0%
Narragansett	51,867	66,988		15,121	29.2%	160	125	78.0%
North Kingstown	52,459	66,098		13,639	26.0%	387	230	59.0%
Portsmouth	52,965	66,673		13,708	25.9%	250	139	56.0%
Smithfield	52,693	65,752		13,059	24.8%	235	127	54.0%
Westerly	56,041	62,726	*	6,685	11.9%	354	175	49.0%
Emerging Suburban								
Burrillville	$51,379	$66,255		$14,876	29.0%	203	155	76.0%
Chariho	46,641	66,500		19,859	42.6%	348	233	67.0%
Coventry	56,650	68,000		11,350	20.0%	474	283	60.0%
Exeter-West Greenwich	48,197	61,450	*	13,253	27.5%	207	130	63.0%
Foster	50,256	65,618		15,362	30.6%	26	17	65.0%
Foster-Glocester	50,256	63,876		13,620	27.1%	134	71	53.0%
Glocester	50,393	65,719		15,326	30.4%	66	46	70.0%
Little Compton	50,366	63,255		12,889	25.6%	34	23	68.0%
New Shoreham	51,465	64,513		13,048	25.4%	28	18	64.0%
North Smithfield	50,985	64,395		13,410	26.3%	171	74	43.0%
Scituate	51,277	67,454		16,177	31.5%	156	98	63.0%
South Kingstown	51,985	64,516		12,531	24.1%	407	260	64.0%
Tiverton	50,452	64,205		13,753	27.3%	190	99	52.0%
Mean	**$51,535**	**$65,177**		**$13,641**	**26.6%**	**304**	**178**	**59.1%**

* 11th Step: Cranston - $68,301; Cumberland - $57,660 (12th Step - $65,425); Jamestown - $66,009; Westerly - $72,164; Exeter-West Greenwich - $67,325

NA = Not available as of publication

Source: R.I. Association of School Committees, and RIPEC calculations.

VII. Quality Counts

Overview

Education Week's 12th annual "*Quality Counts"* report (produced with support from the *Pew Center on the States*) graded states on six different areas: chance for success; K-12 achievement; standards, assessments and accountability; transitions and alignment; the teaching profession; and school finance. States were awarded overall grades based on their performance across six indices composed of multiple sub-categories that reflect both performance outcomes and policy efforts. Because categories are not comparable across years due to changes in categories or criteria, only the results for 2008 are presented.

Table 25
Quality Counts 2008 Grading Summary

	School Finance		K-12 Achievement		Assessment, Accountability		Teaching Profession		Chance for Success		Transitions/ Alignment		Overall	
	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score
United States	C+	78	D+	69	B	84	C	73	C+	78	C	73	C	76
Connecticut	B+	88	D	66	C	76	C-	70	A-	90	C	75	C+	78
Maine	B+	87	C	74	C+	77	D	66	B-	80	B-	82	C+	78
Massachusetts	B-	82	B	85	A-	92	C-	76	A-	94	C	75	B	84
New Hampshire	C+	78	C	74	C	74	D	66	A-	90	C-	71	C	76
Rhode Island	**B**	**85**	**D**	**64**	**B+**	**87**	**D**	**63**	**B-**	**81**	**C-**	**71**	**C**	**75**
Vermont	B+	87	C+	79	B-	80	C-	70	A+	89	C-	71	B-	80

Source: Education Week "Quality Counts, 2008"

On average the United States did not perform well, with an overall grade of C. Rhode Island's overall grade was a C, which was comparable to the national average and New Hampshire, but behind the other four New England states. Although Rhode Island received a B in three categories, outperforming the national average in the "school finance", "assessment and accountability" and "chance for success" categories, the State was behind most or all of the New England states in the majority of categories and was outperformed by all of its neighbors in K-12 achievement and the teaching profession categories. Table 25 shows the letter grade and score for the New England states and the nation for each of the six categories and states' overall score.

Rhode Island Results

School Finance

Rhode Island received a B in this category with a score of 85. The State was ranked 9th highest in the country and 4th highest in New England. The two main components of the school finance index were equity and spending levels. Even though the State performed well on this measure there was wide variation in the State's performance on the two components. Rhode Island received high marks for spending, exceeding the national average in all measures, and ranking

7th highest for per pupil expenditures. The State performed poorly on equity; however, with a rank 41st in the country for the relationship between district funding and local property wealth.

K-12 Achievement

The State performed poorly in this category, with a score of 64 (grade: D). Rhode Island's national rank was 42nd for this measure, and the State ranked at the bottom of the New England states. State achievement measures related specifically to student learning are included in this index, such as current performance, achievement gains, poverty-based achievement gaps, and the results of AP exams. While Rhode Island performed well with regard to reducing the poverty-based performance gap, the State ranked in the bottom quartile of the states on eight out of 18 indicators and in the bottom half on 14 out of the 18 indicators. Rhode Island performed poorly on the NAEP in general, and ranked in the bottom half of states for graduation rates and AP test scores.

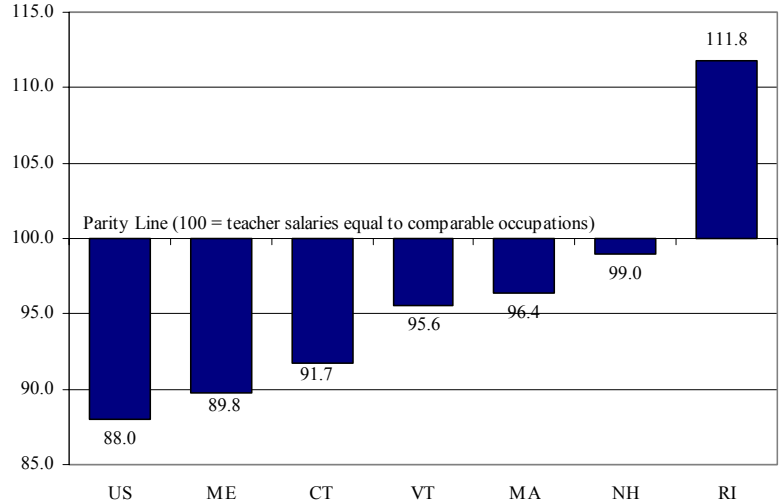
Standards, Assessment and Accountability

Rhode Island received a B+ in this category, with a score of 87, the State's highest grade across the six categories. The Ocean State ranked 22nd highest in the country and 2nd highest in New England. This index examines whether a state has clear, specific standards in place across subjects and grade levels, if state assessments align with academic standards and are comparable across grade levels, and if the state has an accountability policy in place. The report does not evaluate states on how accountability measures are used or the performance of enacted policies. While Rhode Island performed well across the category, the report noted that the State does not have clear, specific standards for any academic category other than mathematics. Thirty states (59 percent) earned a B or better in this category.

The Teaching Profession

Rhode Island's score of 63 (grade: D) was the State's worst grade and was the lowest in New England in the category. The State's rank was 47th in the country. The "teaching profession" category looks at the state's role in measures such as: accountability for quality, attracting and maintaining quality teachers, effective allocation of skilled teachers across districts, and building and supporting capacity building. States performed poorly across the board on this

Chart 7
Teacher Pay Parity Index



SOURCE: Education Week "Quality Counts", 2008

measure; 37 percent of states scored a D or lower. Only three states and the District of Columbia ranked below Rhode Island, which met just 12 out of 50 benchmarks included in the index. Notably, Rhode Island ranked the highest in the country for teacher pay parity, with teachers in the Ocean State earning 12 cents more per dollar than workers in comparable occupations (Chart 7). The comparable occupations index was composed of 16 occupational categories such as accountants, computer programmers, human-resources specialists, registered nurses and technical writers. Rhode Island was the only New England State where teachers achieved pay parity.

Chance for Success

The Ocean State received a grade of B- (score: 81), ranking 20th in the country. All six New England states performed well in the category; no state received a grade lower than B-. The chance for success index is composed of 13 "cradle-to-career" indicators that measure the odds a child from a particular state will perform as well as the average child from the top-ranked states. Indicators include factors that impact early foundations, school years, and adult outcomes. Rhode Island's performance within the sub-categories was mixed, with high marks for post-secondary participation and adult educational attainment, annual income, and kindergarten enrollment; however, the State received low marks for K-12 educational performance and graduation, adults with steady employment, and children with parents who are fluent in English.

Transitions and Alignment

Rhode Island's grade of C- (71) in this category was comparable to the United States average of 73. All six New England states received a C except for Maine which received a grade of B-. States were evaluated based on the number of policies they have enacted to connect the K-12 system to other educational and career systems, i.e., whether they clearly define school, higher education, and workforce readiness. Rhode Island has six of the 14 recommended policies in place, and ranked 24th highest in the country.

VIII. Glossary

Adequate Yearly Progress (AYP) – is 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.

Brigham v. State – a lawsuit brought against the State of Vermont in 1995, alleging that the State's system of education finance violated the equal protection and education clauses of the Vermont Constitution. The State Supreme Court concurred and the legislature subsequently passed Act 60, which attempted to increase educational equity through the replacement of a local property tax with a statewide property tax with an "equalized tax" for all taxes above the statewide level. In 2003, Act 68 continued the equalized yield portion of the law but allowed wealthier towns to raise additional revenue.

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 Lunch – a federally assisted program that provides reduced 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**.

Limited English Proficiency – the percent of individuals for whom English is not their primary language and have limited ability to read, write, speak or understand English.

The National Assessment of Educational Progress (NAEP) – often referred to as "The Nation's Report Card", the NEAP is 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). Individual student or school results are not reported. Student achievement is grouped into 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; and
- *Advanced* – represents superior performance.

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. The test is based on a common set of Grade Level Expectations for students in grades 3-8 and Grade Span Expectations for grades 9-10 and 11-12. Currently, the exam tests reading and mathematics for students in grades 3-8 and 11 while student writing is assessed in grades 5, 8 and 11. May, 2008 was the first time the science exam was administered for grades 4, 8 and 11. Student results fall into one of four categories, are used to assess school and district performance, consistent with **No Child Left Behind** guidelines:

- *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.

No Child Left Behind (NCLB) – Federal legislation enacted in 2001 and signed into law January, 2002, representing some of the most significant changes to the Elementary and Secondary Education Act of 1965. The law aims to improve the performance of primary and secondary public schools through an increased focus on standards and accountability, while providing additional flexibility and local control. 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 30 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.

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 ($20,444 for a family of four with two children in 2006).

Public School Teacher (NEA) – A staff member assigned the professional activities of instructing pupils in self-contained classes or courses, or in classroom situations.

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 know as **Individual Education Plan**) the percent of students 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.

IX. Appendix

Table A-1
Student Performance, NAEP, 2007 by Percent and Rank
Reading, 8th Grade

	Below Basic	Rank	At or above Basic	Rank	At or above Proficient	Rank
National	27%	-	73%	-	29%	-
Alabama	38%	3	62%	48	21%	46
Alaska	29%	14	71%	37	27%	36
Arizona	35%	8	65%	43	24%	42
Arkansas	30%	12	70%	39	25%	40
California	38%	2	62%	49	21%	45
Colorado	21%	35	79%	16	35%	15
Connecticut	23%	29	77%	22	37%	6
Delaware	23%	32	77%	19	31%	27
Florida	29%	17	71%	34	28%	31
Georgia	30%	13	70%	38	26%	38
Hawaii	38%	5	62%	46	20%	47
Idaho	22%	33	78%	18	32%	24
Illinois	25%	23	75%	28	30%	29
Indiana	24%	28	76%	23	31%	25
Iowa	20%	40	80%	11	36%	12
Kansas	19%	42	81%	9	35%	13
Kentucky	27%	21	73%	30	28%	33
Louisiana	36%	7	64%	44	19%	48
Maine	17%	45	83%	6	37%	7
Maryland	24%	26	76%	25	33%	21
Massachusetts	16%	48	84%	3	43%	1
Michigan	28%	19	72%	32	28%	30
Minnesota	20%	41	80%	10	37%	9
Mississippi	40%	1	60%	50	17%	49
Missouri	25%	22	75%	29	31%	26
Montana	15%	50	85%	1	39%	4
Nebraska	21%	37	79%	14	35%	14
Nevada	37%	6	63%	45	22%	44
New Hampshire	18%	44	82%	7	37%	5
New Jersey	19%	43	81%	8	39%	3
New Mexico	38%	4	62%	47	17%	50
New York	25%	25	75%	26	32%	22
North Carolina	29%	15	71%	36	28%	32
North Dakota	16%	47	84%	4	32%	23
Ohio	21%	38	79%	13	36%	11
Oklahoma	28%	18	72%	33	26%	37
Oregon	23%	31	77%	20	34%	17
Pennsylvania	21%	34	79%	17	36%	10
Rhode Island	**31%**	**11**	**69%**	**40**	**27%**	**35**
South Carolina	31%	10	69%	41	25%	41
South Dakota	17%	46	83%	5	37%	8
Tennessee	29%	16	71%	35	26%	39
Texas	27%	20	73%	31	28%	34
Utah	25%	24	75%	27	30%	28
Vermont	16%	49	84%	2	42%	2
Virginia	21%	36	79%	15	34%	18
Washington	23%	30	77%	21	34%	16
West Virginia	32%	9	68%	42	23%	43
Wisconsin	24%	27	76%	24	33%	19
Wyoming	20%	39	80%	12	33%	20

Results represent public school performance

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress; RIPEC calculations

Table A-2
Student Performance, NAEP, 2007 by Percent and Rank
Math, 8th Grade

	Below Basic	Rank	At or above Basic	Rank	At or above Proficient	Rank
National	30%	-	70%	-	31%	-
Alabama	45%	2	55%	49	18%	48
Alaska	27%	25	73%	26	32%	28
Arizona	34%	15	66%	36	26%	38
Arkansas	35%	11	65%	40	24%	40
California	41%	4	59%	47	24%	41
Colorado	25%	32	75%	19	37%	12
Connecticut	27%	23	73%	28	35%	21
Delaware	26%	28	74%	23	31%	30
Florida	32%	16	68%	35	27%	36
Georgia	36%	10	64%	41	25%	39
Hawaii	41%	5	59%	46	21%	45
Idaho	25%	30	75%	21	34%	26
Illinois	30%	18	70%	33	31%	31
Indiana	24%	33	76%	18	35%	19
Iowa	23%	38	77%	13	35%	18
Kansas	19%	48	81%	3	40%	6
Kentucky	31%	17	69%	34	27%	37
Louisiana	36%	8	64%	43	19%	46
Maine	22%	42	78%	9	34%	25
Maryland	26%	27	74%	24	37%	14
Massachusetts	15%	49	85%	2	51%	1
Michigan	34%	14	66%	37	29%	34
Minnesota	19%	45	81%	6	43%	2
Mississippi	46%	1	54%	50	14%	50
Missouri	28%	22	72%	29	30%	33
Montana	21%	43	79%	8	38%	10
Nebraska	26%	29	74%	22	35%	23
Nevada	40%	6	60%	45	23%	43
New Hampshire	22%	41	78%	10	38%	9
New Jersey	23%	39	77%	12	40%	5
New Mexico	43%	3	57%	48	17%	49
New York	30%	19	70%	32	30%	32
North Carolina	27%	24	73%	27	34%	24
North Dakota	14%	50	86%	1	41%	4
Ohio	24%	35	76%	16	35%	17
Oklahoma	34%	13	66%	38	21%	44
Oregon	27%	26	73%	25	35%	20
Pennsylvania	23%	36	77%	15	38%	8
Rhode Island	**35%**	**12**	**65%**	**39**	**28%**	**35**
South Carolina	29%	20	71%	31	32%	29
South Dakota	19%	47	81%	4	39%	7
Tennessee	36%	9	64%	42	23%	42
Texas	22%	40	78%	11	35%	22
Utah	28%	21	72%	30	32%	27
Vermont	19%	46	81%	5	41%	3
Virginia	23%	37	77%	14	37%	11
Washington	25%	31	75%	20	36%	16
West Virginia	39%	7	61%	44	19%	47
Wisconsin	24%	34	76%	17	37%	13
Wyoming	20%	44	80%	7	36%	15

Results represent public school performance

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress; RIPEC calculations

Table A-3
Student Performance, NAEP, 2007 by Percent and Rank
Writing, 8th Grade

Jurisdictions	Below Basic	Rank	At or above Basic	Rank	At or above Proficient	Rank
National Public	13%	-	87%	-	31%	-
Alabama	16%	7	84%	39	24%	37
Alaska						
Arizona	15%	11	85%	35	23%	38
Arkansas	15%	12	85%	34	27%	29
California	17%	5	83%	41	25%	36
Colorado	9%	40	91%	6	38%	6
Connecticut	8%	43	92%	3	53%	2
Delaware	9%	42	91%	4	34%	14
Florida	12%	20	88%	26	36%	10
Georgia	12%	18	88%	28	29%	27
Hawaii	19%	2	81%	44	20%	42
Idaho	12%	24	88%	22	29%	26
Illinois	10%	34	90%	12	37%	8
Indiana	11%	29	89%	17	30%	25
Iowa	12%	19	88%	27	32%	20
Kansas	12%	23	88%	23	33%	15
Kentucky	13%	17	87%	29	26%	35
Louisiana	12%	22	88%	24	17%	43
Maine	10%	36	90%	10	38%	7
Maryland						
Massachusetts	7%	44	93%	2	46%	3
Michigan	14%	14	86%	32	27%	31
Minnesota	11%	26	89%	20	32%	18
Mississippi	17%	4	83%	42	15%	45
Missouri	11%	31	89%	15	26%	34
Montana	11%	30	89%	16	33%	16
Nebraska						
Nevada	20%	1	80%	45	21%	41
New Hampshire	10%	32	90%	14	39%	5
New Jersey	5%	45	95%	1	56%	1
New Mexico	18%	3	82%	43	17%	44
New York	13%	15	87%	31	31%	22
North Carolina	13%	16	87%	30	29%	28
North Dakota	9%	38	91%	8	27%	30
Ohio	10%	33	90%	13	32%	19
Oklahoma	11%	28	89%	18	26%	33
Oregon						
Pennsylvania	9%	41	91%	5	36%	9
Rhode Island	**15%**	**9**	**85%**	**37**	**32%**	**17**
South Carolina	15%	10	85%	36	23%	39
South Dakota						
Tennessee	10%	37	90%	9	30%	24
Texas	14%	13	86%	33	26%	32
Utah	16%	8	84%	38	31%	23
Vermont	11%	27	89%	19	40%	4
Virginia	10%	35	90%	11	31%	21
Washington	12%	21	88%	25	35%	12
West Virginia	16%	6	84%	40	22%	40
Wisconsin	11%	25	89%	21	36%	11
Wyoming	9%	39	91%	7	34%	13

Results represent public school performance

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress; RIPEC calculations

Table A-4
Student Performance, NAEP, 2007 by Percent and Rank
Reading, 4th Grade

	Below Basic	Rank	At or above Basic	Rank	At or above Proficient	Rank
National	34%	-	66%	-	32%	-
Alabama	38%	10	62%	41	29%	35
Alaska	38%	11	62%	40	29%	36
Arizona	44%	4	56%	47	24%	46
Arkansas	36%	14	64%	37	29%	37
California	47%	3	53%	48	23%	48
Colorado	30%	28	70%	23	36%	13
Connecticut	27%	36	73%	15	41%	3
Delaware	27%	37	73%	14	34%	25
Florida	30%	32	70%	19	34%	23
Georgia	34%	19	66%	32	28%	39
Hawaii	41%	8	59%	43	26%	44
Idaho	30%	29	70%	22	35%	21
Illinois	35%	17	65%	34	32%	30
Indiana	32%	23	68%	28	33%	28
Iowa	26%	43	74%	8	36%	15
Kansas	28%	35	72%	16	36%	14
Kentucky	32%	24	68%	27	33%	27
Louisiana	48%	2	52%	49	20%	49
Maine	27%	40	73%	11	36%	18
Maryland	31%	26	69%	25	36%	17
Massachusetts	19%	50	81%	1	49%	1
Michigan	34%	21	66%	30	32%	29
Minnesota	27%	39	73%	12	37%	9
Mississippi	49%	1	51%	50	19%	50
Missouri	33%	22	67%	29	32%	31
Montana	25%	46	75%	5	39%	7
Nebraska	29%	33	71%	18	35%	22
Nevada	43%	5	57%	46	24%	45
New Hampshire	24%	48	76%	3	41%	4
New Jersey	23%	49	77%	2	43%	2
New Mexico	42%	6	58%	45	24%	47
New York	31%	27	69%	24	36%	16
North Carolina	36%	15	64%	36	29%	34
North Dakota	25%	47	75%	4	35%	20
Ohio	27%	41	73%	10	36%	12
Oklahoma	35%	16	65%	35	27%	42
Oregon	38%	12	62%	39	28%	38
Pennsylvania	27%	38	73%	13	40%	6
Rhode Island	**35%**	**18**	**65%**	**33**	**31%**	**32**
South Carolina	41%	7	59%	44	26%	43
South Dakota	29%	34	71%	17	34%	26
Tennessee	39%	9	61%	42	27%	41
Texas	34%	20	66%	31	30%	33
Utah	31%	25	69%	26	34%	24
Vermont	26%	44	74%	7	41%	5
Virginia	26%	45	74%	6	38%	8
Washington	30%	30	70%	21	36%	11
West Virginia	37%	13	63%	38	28%	40
Wisconsin	30%	31	70%	20	36%	19
Wyoming	27%	42	73%	9	36%	10

Results represent public school performance

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress; RIPEC calculations

Table A-5
Student Performance, NAEP, 2007 by Percent and Rank
Math, 4th Grade

	Below Basic	Rank	At or above Basic	Rank	At or above Proficient	Rank
National	19%	-	81%	-	39%	-
Alabama	30%	3	70%	48	26%	47
Alaska	21%	13	79%	38	38%	30
Arizona	26%	6	74%	45	31%	43
Arkansas	19%	20	81%	31	37%	33
California	30%	1	70%	50	30%	45
Colorado	18%	22	82%	29	41%	20
Connecticut	16%	26	84%	25	45%	12
Delaware	13%	37	87%	14	40%	27
Florida	14%	35	86%	16	40%	23
Georgia	21%	11	79%	40	32%	41
Hawaii	23%	9	77%	42	33%	38
Idaho	15%	28	85%	23	40%	26
Illinois	21%	12	79%	39	36%	34
Indiana	11%	44	89%	7	46%	9
Iowa	13%	36	87%	15	43%	17
Kansas	11%	46	89%	5	51%	4
Kentucky	21%	14	79%	37	31%	42
Louisiana	27%	5	73%	46	24%	49
Maine	15%	33	85%	18	42%	19
Maryland	20%	18	80%	33	40%	25
Massachusetts	7%	50	93%	1	58%	1
Michigan	20%	17	80%	34	37%	32
Minnesota	13%	40	87%	11	51%	5
Mississippi	30%	2	70%	49	21%	50
Missouri	18%	23	82%	28	38%	29
Montana	12%	42	88%	9	44%	13
Nebraska	20%	19	80%	32	38%	31
Nevada	26%	7	74%	44	30%	44
New Hampshire	9%	49	91%	2	52%	3
New Jersey	10%	47	90%	4	52%	2
New Mexico	30%	4	70%	47	24%	48
New York	15%	30	85%	21	43%	16
North Carolina	15%	29	85%	22	41%	21
North Dakota	9%	48	91%	3	46%	11
Ohio	13%	41	87%	10	46%	10
Oklahoma	18%	24	82%	27	33%	39
Oregon	21%	10	79%	41	35%	36
Pennsylvania	15%	31	85%	20	47%	7
Rhode Island	**20%**	**15**	**80%**	**36**	**34%**	**37**
South Carolina	20%	16	80%	35	36%	35
South Dakota	14%	34	86%	17	41%	22
Tennessee	24%	8	76%	43	29%	46
Texas	13%	39	87%	12	40%	24
Utah	17%	25	83%	26	39%	28
Vermont	11%	45	89%	6	49%	6
Virginia	13%	38	87%	13	42%	18
Washington	16%	27	84%	24	44%	15
West Virginia	19%	21	81%	30	33%	40
Wisconsin	15%	32	85%	19	47%	8
Wyoming	12%	43	88%	8	44%	14

Results represent public school performance

SOURCE: National Center for Education Statistics, National Assessment of Educational Progress; RIPEC calculations

Table A-6
Special Program Enrollment by Percent
2006

Jurisdictions	Free/Reduced Lunch	Rank	Limited English Proficiency	Rank	Special Education	Rank
National Public	41.8	-	8.7	-	13.7	-
Alabama	51.7%	6	2.2%	36	16.8%	8
Alaska	31.4%	40	15.6%	5	13.5%	32
Arizona	45.0%	16	16.0%	3	18.0%	4
Arkansas	52.9%	5	4.4%	28	12.3%	40
California	48.9%	11	25.1%	1	10.8%	48
Colorado	33.1%	33	12.8%	7	10.1%	49
Connecticut	26.5%	48	5.2%	24	11.6%	43
Delaware	36.1%	26	4.9%	25	14.7%	21
Florida	45.8%	15	8.3%	11	14.9%	16
Georgia	49.8%	9	5.4%	21	12.4%	39
Hawaii	41.0%	20	9.9%	9	12.0%	41
Idaho	37.8%	23	6.9%	15	11.0%	47
Illinois	37.2%	24	0.0%	46	15.3%	13
Indiana	36.1%	27	5.5%	19	17.1%	6
Iowa	31.9%	37	3.1%	35	14.8%	19
Kansas	40.0%	21	5.5%	20	14.5%	24
Kentucky	49.9%	8	1.5%	43	16.1%	10
Louisiana	61.2%	2	1.8%	40	13.0%	37
Maine	33.8%	32	1.7%	41	16.9%	7
Maryland	31.6%	38	3.7%	32	12.8%	38
Massachusetts	28.2%	46	5.3%	22	15.4%	12
Michigan	35.8%	28	3.8%	30	14.5%	25
Minnesota	30.3%	43	6.9%	16	13.8%	29
Mississippi	71.2%	1	0.6%	45	14.1%	28
Missouri	39.0%	22	2.0%	38	0.0%	50
Montana	34.6%	31	4.6%	27	13.2%	35
Nebraska	34.7%	30	6.1%	17	16.2%	9
Nevada	41.3%	19	15.5%	6	11.1%	46
New Hampshire	17.1%	50	0.0%	46	14.9%	17
New Jersey	28.0%	47	3.8%	31	27.9%	1
New Mexico	55.7%	3	19.2%	2	19.7%	2
New York	46.6%	14	7.2%	14	13.7%	30
North Carolina	42.6%	18	5.2%	23	13.6%	31
North Dakota	29.6%	44	0.0%	46	14.1%	27
Ohio	32.5%	34	1.6%	42	14.5%	23
Oklahoma	54.8%	4	7.5%	12	15.3%	14
Oregon	43.1%	17	12.1%	8	14.6%	22
Pennsylvania	31.5%	39	0.0%	46	14.7%	20
Rhode Island	**34.9%**	**29**	**4.9%**	**26**	**18.0%**	**3**
South Carolina	51.5%	7	2.1%	37	15.6%	11
South Dakota	32.0%	36	4.2%	29	15.1%	15
Tennessee	47.9%	13	0.0%	46	13.5%	34
Texas	48.2%	12	15.7%	4	11.3%	44
Utah	32.3%	35	9.8%	10	13.2%	36
Vermont	26.4%	49	1.8%	39	11.3%	45
Virginia	31.1%	41	6.0%	18	14.4%	26
Washington	36.5%	25	7.3%	13	12.0%	42
West Virginia	49.1%	10	0.7%	44	17.6%	5
Wisconsin	29.3%	45	3.4%	34	14.8%	18
Wyoming	30.9%	42	3.6%	33	13.5%	33

NOTE: Zero indicates unreported data

Public school enrollment, PK-12, includes charter schools

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

Table A-7
Education Revenues
FY 2006

Jurisdiction	Local	Rank	State	Rank	Federal	Rank
National	44.4%	-	46.5%	-	9.1%	-
Alabama	32.1%	37	55.9%	15	12.0%	11
Alaska	24.3%	46	58.7%	11	17.0%	3
Arizona	39.9%	28	48.4%	23	11.8%	12
Arkansas	31.9%	38	56.8%	13	11.3%	14
California	29.9%	41	59.3%	9	10.8%	17
Colorado	50.2%	16	42.5%	32	7.3%	39
Connecticut	56.7%	5	38.5%	42	4.8%	49
Delaware	28.5%	42	63.2%	5	8.3%	32
Florida	50.4%	14	39.5%	39	10.1%	21
Georgia	46.4%	21	44.4%	28	9.2%	26
Hawaii	1.8%	50	89.9%	1	8.3%	33
Idaho	33.0%	35	56.2%	14	10.8%	16
Illinois	62.0%	2	29.6%	49	8.4%	31
Indiana	44.0%	26	49.1%	22	6.9%	42
Iowa	45.8%	23	45.6%	26	8.6%	30
Kansas	36.4%	32	54.6%	17	9.0%	27
Kentucky	31.1%	39	57.3%	12	11.7%	13
Louisiana	38.1%	31	43.4%	31	18.5%	2
Maine	47.8%	19	42.4%	35	9.9%	23
Maryland	54.6%	8	39.2%	40	6.2%	45
Massachusetts	47.4%	20	47.0%	24	5.6%	47
Michigan	32.5%	36	59.3%	10	8.2%	34
Minnesota	22.3%	47	71.2%	3	6.5%	44
Mississippi	28.2%	43	51.0%	20	20.7%	1
Missouri	57.6%	4	33.5%	46	8.9%	29
Montana	39.8%	30	46.2%	25	14.0%	7
Nebraska	58.1%	3	31.9%	48	10.0%	22
Nevada	66.9%	1	25.9%	50	7.1%	41
New Hampshire	55.3%	7	39.2%	41	5.5%	48
New Jersey	53.3%	11	42.3%	36	4.4%	50
New Mexico	14.3%	48	71.2%	4	14.5%	6
New York	50.3%	15	42.5%	34	7.2%	40
North Carolina	26.7%	45	62.5%	6	10.8%	18
North Dakota	48.0%	18	36.2%	43	15.8%	5
Ohio	48.7%	17	43.7%	30	7.6%	37
Oklahoma	33.3%	34	53.3%	18	13.4%	8
Oregon	39.8%	29	50.4%	21	9.8%	24
Pennsylvania	56.5%	6	35.4%	44	8.1%	35
Rhode Island	**51.3%**	**12**	**41.1%**	**37**	**7.7%**	**36**
South Carolina	44.6%	25	45.2%	27	10.2%	19
South Dakota	50.5%	13	33.0%	47	16.5%	4
Tennessee	46.3%	22	42.5%	33	11.2%	15
Texas	54.2%	9	33.8%	45	12.0%	10
Utah	35.3%	33	55.1%	16	9.6%	25
Vermont	6.8%	49	85.6%	2	7.6%	38
Virginia	53.7%	10	39.6%	38	6.7%	43
Washington	30.2%	40	60.8%	7	9.0%	28
West Virginia	28.2%	44	59.8%	8	12.0%	9
Wisconsin	41.7%	27	52.3%	19	6.0%	46
Wyoming	45.8%	24	44.1%	29	10.1%	20

Public schools only, includes public charters.

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

Table A-8
Per Pupil Expenditures
FY 1996 - FY 2006

Jurisdiction	1995-96	Rank	2005-06	Rank	Change	Rank
National	$5,802	-	$9,241	-	59.3%	-
Alabama	$4,398	45	$7,683	41	74.7%	12
Alaska	8,217	4	11,476	8	39.7%	49
Arizona	4,476	43	6,516	48	45.6%	47
Arkansas	4,410	44	8,043	36	82.4%	5
California	5,091	32	8,536	29	67.7%	20
Colorado	5,131	31	8,166	34	59.2%	28
Connecticut	8,495	3	13,072	3	53.9%	35
Delaware	6,696	10	11,621	7	73.6%	13
Florida	5,268	28	7,812	38	48.3%	44
Georgia	5,056	33	8,595	28	70.0%	17
Hawaii	5,565	26	9,886	15	77.7%	10
Idaho	4,192	48	6,469	49	54.3%	34
Illinois	5,792	18	9,115	22	57.4%	32
Indiana	5,655	23	8,929	24	57.9%	29
Iowa	5,597	25	8,355	31	49.3%	42
Kansas	5,456	27	8,931	23	63.7%	25
Kentucky	5,044	34	7,729	40	53.2%	39
Louisiana	4,544	42	8,486	30	86.7%	4
Maine	6,253	13	10,841	11	73.4%	14
Maryland	6,702	9	10,909	10	62.8%	26
Massachusetts	7,065	7	12,564	6	77.8%	9
Michigan	7,094	6	9,789	16	38.0%	50
Minnesota	5,806	17	9,162	21	57.8%	31
Mississippi	4,093	49	7,348	44	79.5%	8
Missouri	5,241	30	8,272	33	57.8%	30
Montana	5,263	29	8,643	27	64.2%	23
Nebraska	5,688	20	9,324	20	63.9%	24
Nevada	4,902	36	7,179	45	46.4%	46
New Hampshire	5,757	19	10,427	13	81.1%	7
New Jersey	10,021	1	15,647	1	56.1%	33
New Mexico	4,732	39	8,354	32	76.5%	11
New York	8,831	2	15,192	2	72.0%	15
North Carolina	4,813	38	7,395	43	53.7%	36
North Dakota	4,616	40	8,728	26	89.1%	3
Ohio	5,681	22	9,692	17	70.6%	16
Oklahoma	4,567	41	6,983	47	52.9%	40
Oregon	5,808	16	8,905	25	53.3%	38
Pennsylvania	7,034	8	10,749	12	52.8%	41
Rhode Island	**7,457**	**5**	**12,609**	**5**	**69.1%**	**18**
South Carolina	4,840	37	8,120	35	67.8%	19
South Dakota	4,265	47	7,775	39	82.3%	6
Tennessee	4,309	46	7,111	46	65.0%	22
Texas	5,027	35	7,480	42	48.8%	43
Utah	3,702	50	5,466	50	47.7%	45
Vermont	6,571	11	12,820	4	95.1%	1
Virginia	5,683	21	9,446	19	66.2%	21
Washington	5,639	24	7,984	37	41.6%	48
West Virginia	5,930	14	9,446	18	59.3%	27
Wisconsin	6,517	12	9,993	14	53.3%	37
Wyoming	5,826	15	11,170	9	91.7%	2

Public schools only, includes public charters

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