

Districts and schools

Number of districts (CCD)	1993-94 36	2002-03 36
Number of public schools (CCD)		
Elementary	212	214
Middle	51	57
High	41	47
Combined	2	4
Other	3	4
Total	309	326
Number of charter schools (CCD)		
		7

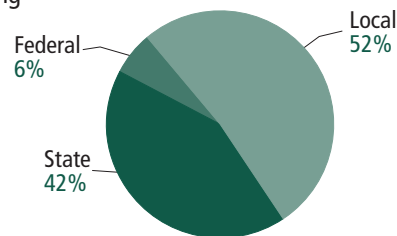
Finances

Total current expenditures 1993-94 (CCD, adjusted for inflation to 2001-02, in thousands)	2001-02
Instructional	\$844,602
Noninstructional	\$32,448
Support	\$390,456
Total	\$1,267,505
	2001-02
	\$989,404
	\$40,573
	\$503,479
	\$1,533,456

Per-pupil expenditures (CCD, adjusted for inflation to 2001-02)	\$8,701	\$9,703
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Sources of funding

(CCD, 2001-02)



Title I allocation 2001-02

(ED; Includes Title I, Part A)

\$34,250,118

Students

Public school enrollment (CCD)	1993-94	2002-03
Pre-K	465	1,209
K-8	103,603	111,204
9-12	38,470	46,661
Total (K-12)	142,073	157,865

Race/ethnicity

(CCD)		
American Indian/Alaskan Native	*	1%
Asian/Pacific Islander	3%	3
Black, non-Hispanic	7	8
Hispanic	9	16
White, non-Hispanic	81	72

Students with disabilities (OSEP)	13%	17%
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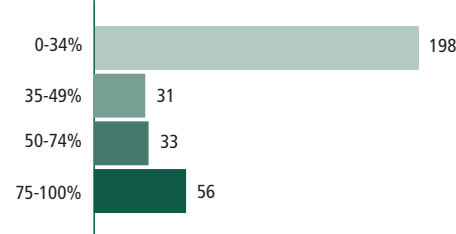
Students with limited English proficiency (NCELA)	5%	7%
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Migrant students (OME)	*	*
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Eighth-grade students enrolled in Algebra I for high school credit (NAEP)	1996 32%	2003 n/a
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Students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03 (CCD)	53,084
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Number of schools, by percent of students eligible to participate in the Free or Reduced-Price Lunch Program, 2002-03[†] (CCD)



[†]8 schools did not report.

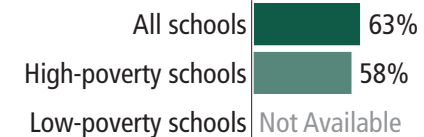
Staff

Number of FTE teachers (CCD)	1993-94	2002-03
Elementary	4,637	n/a
Middle	2,239	n/a
High	2,821	n/a
Combined	19	n/a
Other	107	n/a
Total	9,823	n/a

Number of FTE non-teacher staff (CCD)		
Instructional aides	1,320	2,344
Instructional coordinators	78	67
Administrators	524	651
Other	3,697	4,516
Total	5,619	7,578

Percentage of teachers with a major in the main subject taught, grades 7-12 (SASS)	1994	2000
English	94%	74%
Mathematics	81	82
Science	94	81
Social studies	93	80

Percentage of core courses taught by highly qualified teachers, 2002-03 (As defined and reported by states, collected by ED)



Outcomes

	1993-94	2000-01
High school dropout rate (NCES)	5%	5%
Avg. freshman graduation rate (NCES)	74	74
College-going rate (IPEDS/NCES)	65	66

NAEP state results (NCES)		
Reading, Grade 4	1994	2003
Proficient level or above	32%	30%
Basic level or above	65	63
Math, Grade 8	1996	2003
Proficient level or above	20%	24%
Basic level or above	60	63

KEY: * = Less than 0.5 percent
 — = Not applicable
 n/a = Not available
 # = Sample size too small to calculate
 FTE = Full Time Equivalent

Statewide Accountability Information

See Appendix B for Rhode Island's definitions of proficient for English or language arts and mathematics for grades 4, 8, and high school.

See http://www.infoworks.ride.uri.edu/2005/state/infoworks_stareport.pdf for more details on the statewide accountability system.

State assessment for NCLB accountability: New Standards Reference Exam

State student achievement levels: Little evidence of achievement, Below the standard, Nearly achieved the standard, Achieved the Standard, Achieved the Standard with Honors

NCLB Accountability Goals

2001-02 Annual measurable objective starting point			Target (2002-03)
Grade 4	English language arts	76.1%	76.1%
	Mathematics	61.7	61.7
Grade 8	English language arts	68	68
	Mathematics	46.1	46.1
High school	English language arts	62.6	62.6
	Mathematics	44.8	44.8

2002-03 NCLB accountability results, applied to 2003-04 school year

AYP outcomes and consequences	Title I schools	All schools	All districts
Made AYP	82 (56%)	208 (66%)	25 (69%)
Identified for improvement:			
Year 1	12 (8%)	21 (7%)	0
Year 2	11 (8%)	11 (4%)	4 (11%)
Corrective action	1 (1%)	1 (*)	2 (6%)
Restructuring	0	0	0
Exited improvement status (made AYP twice after missing twice or more, includes total "made" above)	0	0	0

Other indicator, 2002-03	State target	State outcome
Elementary indicator: Attendance rate	90%	Met
Middle indicator: Attendance rate	90%	Met
High school indicator: Graduation rate	71.4%	Met

NCLB choice participation	Number of Title I students	Percent of eligible students
Title I school choice:	39	*
Supplemental educational services:	2,191	23%

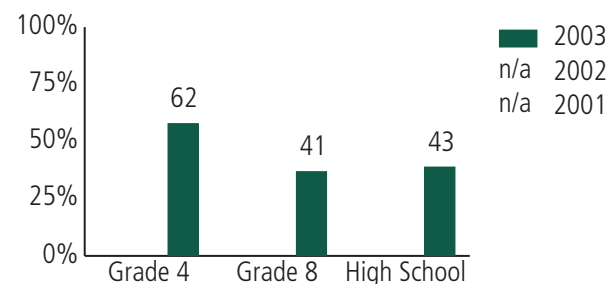
Student Achievement 2002-03

New Standards Reference Exam, used for NCLB accountability

English or language arts

Proficient level or above for:	Grade 4	Grade 8	High school
All students	62%	41%	43%
Economically disadvantaged students	44	23	23
Migrant students	n/a	n/a	n/a
Students with disabilities	30	14	17
Students with limited English proficiency	22	10	7
Black, non-Hispanic students	42	26	26
Hispanic students	40	22	23
White, non-Hispanic students	71	49	50

Student achievement trend: English or language arts percent proficient level or above



Mathematics

Proficient level or above for:	Grade 4	Grade 8	High school
All students	42%	34%	34%
Economically disadvantaged students	26	15	13
Migrant students	n/a	n/a	n/a
Students with disabilities	24	11	10
Students with limited English proficiency	14	8	5
Black, non-Hispanic students	20	15	13
Hispanic students	22	13	13
White, non-Hispanic students	50	42	42

Student achievement trend: Mathematics percent proficient level or above

