DOCUMENT RESUME

ED 050 470 EA 003 493

TITLE	New Patterns for Public Education in Rhode Island. A Report to the Board of Regents for Education. Volume II.
INSTITUTION	Engelhardt and Engelhardt, Inc. Purdy Station, New York.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Apr 71
NOTE	121p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$6.58
DESCRIPTORS	Community Action, Continuous Learning, Early Childhood Education, *Educational Finance, Individualized Instruction, Occupational Guidance, *Occupational Information, *Organization, *State Boards of Education, Vocational Education
IDENTIFIERS	Elementary Secondary Education Act Title V, ESEA Title V, Job Description, *Rhode Island

ABSTRACT

A model organization of the State educational structure is proposed and specific suggestions are made concerning State-local governance, financing plant operation, and construction of job descriptions for certain key functions. Recommendations for implementation of the program are: (1) individualized instruction and early childhood education, (2) basic occupational orientation from which students can make critical vocational decisions, (3) vocational programs suitable to the needs and talents of all students, (4) provision for and encouragement of lifelong education and reeducation, (5) involvement of students in community action, (6) schools to serve as agencies for social programs that affect students and communities, and (7) efficiency in meeting these goals. The consulting firm preparing the report was assisted by Dr. Joseph M. Cronin and Associates of Harvard University. Tables, maps, charts, and diagrams serve to elaborate the text. (Portions of the seven maps may reproduce poorly because of poor contrast.) (Author/MLF)

NEW PATTERNS FOR PUBLIC EDUCATION

IN

RHODE ISLAND

A Report

to

The Board of Regents for Education

Volume II

April, 1971

Engelhardt and Engelhardt, Inc., Educational Consultants
Purdy Station, New York
and
Joseph M. Cronin and Associates, Harvard University
Cambridge, Massachusetts

This study financed by funds provided under the Elementary and Secondary Education Act of 1965 (Public Law 89-10, Title V, Sec. 505) and The State of Rhode Island

BOARD OF REGENTS FOR EDUCATION

Dennis J. Roberts, Esq.
Chairman

Mr. Edwin C. Brown

Mr. Vernon J. Lishon

James F. McCoy, Esq.

Miss Rae K. O'Neill

Robert F. Pickard, Esq.

Mr. Robert A. Riesman

Dr. Americo Savastano

Richard F. Staples, Esq.

Dr. Fred G. Burke
Commissioner

Project Staff

From Engelhardt and Engelhardt, Inc.

David F. Engelhardt

N. L. Engelhardt

Barbara Harrison

Kenneth W. Humphries

Edwin W. MacBeth

Richard S. McKinley

Josephine S. Piccoli

From Harvard University

Joseph M. Cronin

Peter Horoschak

Herold C. Hunt

TABLE OF CONTENTS

TABLE OF CONTENTS
(continued)

TABLES

TABLE OF CONTENTS
(continued)

TABLE OF CONTENTS
(continued)

PREFACE

The report of the study of New Patterns for Education in Rhode Island is now in two volumes. This, the second volume, is supplementary to the first volume which was entitled "A Progress Report."

Reviews of the first volume by many people brought forth a number of questions which required answers and clarification of the proposals. This second report contains answers to these questions and attempts to offer more detailed reasons for the recommendations. It also contains a model organization.

Some adjustments have been made from the original recommendations as a result of extended discussions. Changes have also been made in nomenclature for greater clarity in some instances. For example, the word "district" has been eliminated entirely from the vocabulary of this volume, as it appeared to cause considerable confusion because of its tie to traditional forms of organization. Specific suggestions are contained in this section regarding governance from State to local levels, financing for plant and operation, and job descriptions for certain key functions.

A number of persons have asked the question regarding specific findings which led us to the recommendations we made for Rhode Island. There are two answers to this question, which are offered here, because it is perhaps the most important question that was asked.

First, most of the reorganization studies that have previously been made throughout the nation, with very few exceptions, involved much smaller schools and smaller administrative units than are to be found in Rhode Island. Thus, the findings of the previous studies do not apply to the Rhode Island situation. Sixty-five years ago, Rhode Island had 326 administrative units. It now has 40. Thus, it has already overcome many of the problems of the smaller units which were the basis for previous recommendations in reorganization and is at a point to move ahead to new levels of education, efficiency, and economy.

Second, research in the learning process during the past two decades has brought to light many factors which should be incorporated in the school program for the improvement of education. These include such elements as continuous progress, team teaching, individualization of instruction, entering formal schooling at an earlier age, as well as the recognition that young people are maturing physically and socially at a much earlier chronological age. The recommendations that have been made for Rhode Island have taken into consideration this need for reorganization which will provide for the improvement of the learning process and which will more fully meet the needs of today's youth and society.

Your consultants are of the opinion that Rhode Island is a manageable unit in which new practices can be most readily put into effect. By reorganizing education to meet the requirements of the present and future, Rhode Island could very well become the exemplary system of public education to be followed throughout the

nation. From a purely selfish point of view, it is conceivable that such an all-out change as recommended could redound to the benefit of Rhode Island's economy and esteem.

Between now and March 1972 the Board of Regents for Education will be required to make a report to the General Assembly with its recommendations on reorganization. Before recommendations are made, it would be well to make further studies relating to the following:

- The practicality and economy of operating a twelve-month school year and a longer school day
- Detailed procedures for teacher negotiation and recruitment
- House-to-house distribution of pupils throughout the State in order to assemble boundaries of attendance areas
- Establishment of a model for a Statewide transportation system
- Detailed development of a Statewide budget
- Development of recommendations concerning necessary legislation
- Development of job descriptions for all categories of personnel and boards
- Development of an inservice training program for local board members and professional staff, including teachers
- Surveys of lay and professional opinions throughout the State
- Preparation of a summary report for distribution to all those concerned

N. L. Engelhardt
Project Director

SUMMARY AND RECOMMENDATIONS OF VOLUME ONE

To simplify the reader's task, it seems well to begin this section with a brief summary of the proposed plan and of the data which gave rise to it. The following statement closely follows Chapter I of the first volume.

Where We Are

Among the many forces at work on the educational programs and institutions, four can be identified as having major significance. First, our modern society is demanding men and women who have the knowledge base from which to acquire new skills and new attitudes. Second, the students themselves, having accepted the necessity for an education, are demanding that the education be significant to life as they see it around them. Third, the notion has demanded that the schools enlist as a positive factor in the current social revolution. Finally, those who must foot the bill, the taxpayers, are demanding that the schools increase their productivity, do a more effective job for the educational dollar spent.

Conclusions on Rhode Island Schools

1. There are wide variations throughout the State among school districts in such matters as size of district, tax base, student ability, expenditure per pupil, and the like. Of all these factors, only student ability showed a significant correlation with achievement.

2. On the basis of these data, there is no objective support for any plan to reduce the number of school districts in Rhode Island, whether it be one, four, ten, more or less.

3. On the basis of these data, there is a clear demand for considerable improvement in the effectiveness of instruction in the public schools.

4. There is much room for improvement in the effectiveness and efficiency of operating supporting services for schools.

Earlier Conclusions Concerning Redistricting

For a number of years there has been a national trend toward larger school districts, and each year sees more students educated in fewer districts. The empirical and theoretical data on which the move has been based suggest that both economy and improved education can result from larger districts. In this study, the basic beliefs concerning the advantages of size which have underlain the movement for larger school districts have been examined as they apply to Rhode Island school districts. The data available from these districts provide little objective support for these positions.

First, in Rhode Island there is no correlation between size of district and expenditure per pupil. Second, the size of school districts in the Rhode Island school districts for which data were available did not correlate positively with the number of courses offered in high school. Third, in Rhode Island, the number of innovative practices does not increase significantly with size. Fourth, the percentage of experienced teachers in rural areas of the State did not differ significantly from that in urban districts. Further, while the percentage of teachers with advanced degrees

is lower in elementary schools than in high schools, rural K-12 districts do not differ significantly from urban K-12 districts in this respect. Finally, in Rhode Island, students in small, sparsely populated districts performed as well as their fellows in large, densely populated districts on an eighth grade reading achievement test when intelligence test scores are held constant.

In sum, on the basis of the data available for this study, size of school district does not appear to be a determining factor in per pupil expenditures, curricular variety, curricular innovation, faculty experience and training, or reading achievement in relation to IQ in Rhode Island school districts.

Where We Ought To Be Going

Our schools need to prepare the large majority of students today for the future. It is well to note specifically the tasks to be done. To this end, schools will be forced to adjust their ways of approaching the task. Some of these techniques are available today, and our knowledge is steadily being expanded. The most promising technique available today is the development of individualized instruction, so that each student is provided with the educational experience geared to his need at the moment as a part of his own continuous progress. Further, there is now strong evidence that the years between ages three and five are peak learning years for children, and that early childhood education offers great opportunities for skills development. Multi-age grouping has proved a valuable technique, particularly for the younger children.

Perhaps most important of all, schools are going to have to accept the responsibility for the Right to Read, going beyond the present intent to provide equal opportunity for instruction in this critical area.

Second, the schools ought to provide all students with a basic occupational orientation from which they can make critical vocational decisions. Above all, they need to be aware of their future should they enter the economic pattern at one of the many possible points.

Third, the public schools ought to offer all students vocational programs suitable to their needs and talents. Pretechnical, preprofessional, technical, and professional programs should be provided to the limit of the school system, and these programs should be planned and interrelated so that inferior skills can be upgraded and existing skills built on to provide a new level of performance.

Fourth, the schools ought to be structured to provide and encourage life-long education and re-education.

Fifth, schools ought to be in the thick of community action, involving their young people in real, meaningful experiences which affect them and their elders.

Sixth, the schools should serve as the point of delivery for many social programs which affect their students and their community. Many of these, such as poor nutrition, directly affect a student's ability to learn.

Finally, and on a completely different level, schools must undertake to meet these goals more efficiently. In industrial terms, the educational system must provide greater productivity.

Summary of the Proposed Pattern

The basic unit of the school system, the primary school, would enroll children from ages three or four through ages 10 or 11. Each school would enroll upwards of 500 students living in the area and be, educationally speaking, an administrative unit with its own Superintendent-Principal and elected local Board. A continuous school year has been recommended. The primary program is concerned with the continuous progress development of basic skills and attitudes.

The secondary school, enrolling upwards of 1,000 pupils from ages 11 or 12 through ages 16 or 17, would also have its own Superintendent-Principal and Board representing the primary schools in the attendance area. The secondary program would continue and extend the basic skills program, provide a wide range of exploratory experiences, and provide an occupational orientation program for all students.

The primary and secondary schools in each of four or five regions of 25,000 to 50,000 students would form a supporting services region headed by a Regional Administrator-Supporting Services. The regional office would assist the schools in fiscal affairs, business management, operation of transportation and food service, data processing, and the like.

The Intermediate College would enroll students upwards of 3,000 from ages 15 or 16 through ages 20 or 21. The program would include college preparation, vocational job-entry programs, and the full range in between. It is recommended that these units operate from 8 a.m. to 10 p.m. twelve months of the year. Located at a

number of points around the State, these colleges would serve the adjacent secondary attendance areas and, in addition, might have unique programs for the State.

Students who graduate from the Intermediate College may attend the *University. Those who wish to attend other colleges and universities as freshmen would* transfer after two years in the Intermediate College.

Other Recommendations

1. The State should assume up to 60 per cent of the cost of public education by income tax.

2. The State should levy a Statewide property tax which would provide up to 40 per cent of the cost of public education, subject to the Federal government's contribution.

3. The State should negotiate and establish a State salary schedule for school personnel.

4. A State School Building Authority should be established to provide long-range planning, approve sites, assist in planning buildings, and finance capital projects. The architectural design would be in the hands of local boards with consultants available to assist.

PART I

A MODEL FOR ORGANIZATION

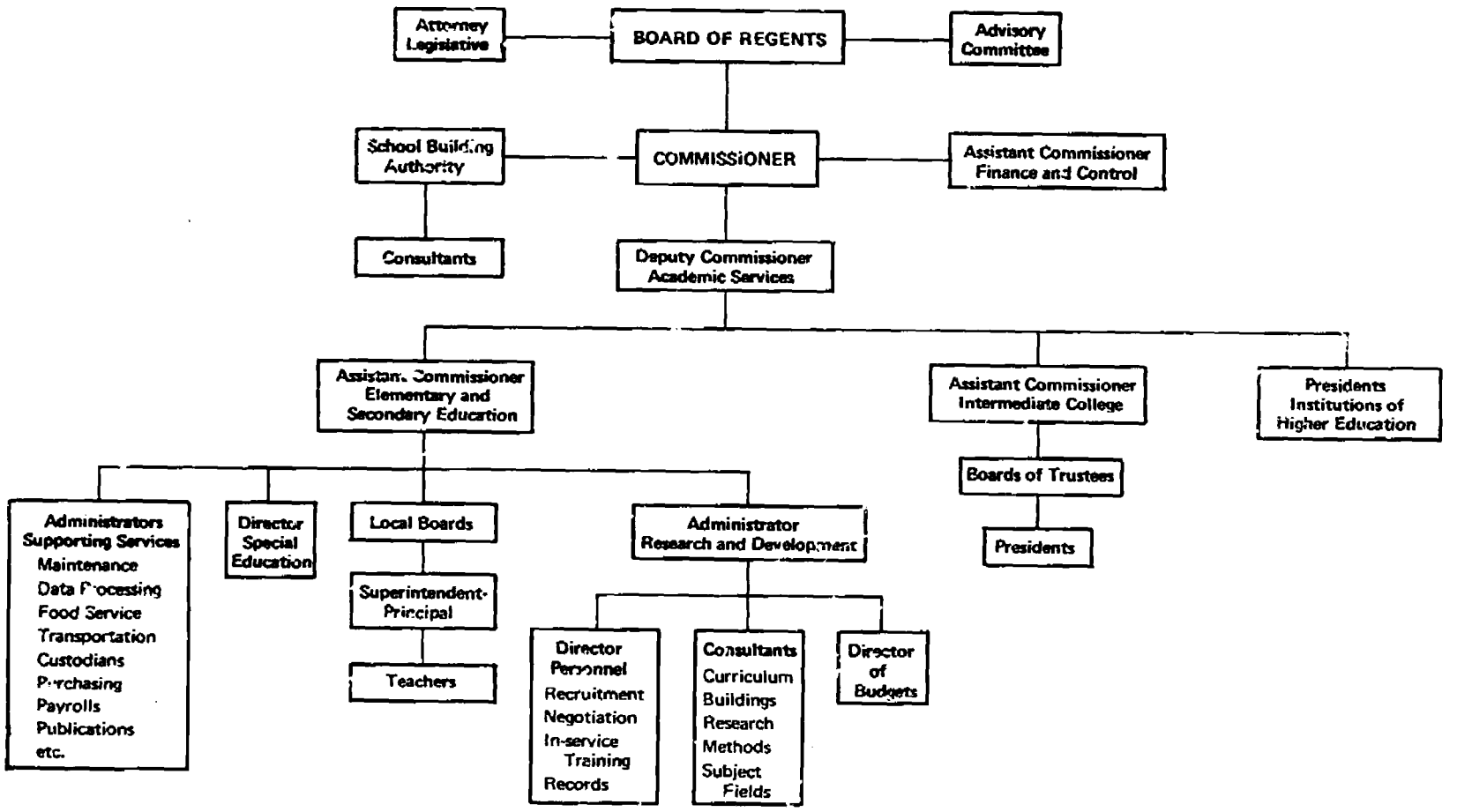
Suggested State Organization

The organization chart following indicates a possible placement of responsibilities under the Board of Regents for Education. The chart is limited to those vital functions resulting from this study.

The Commissioner would have reporting to him a Deputy Commissioner-Academic Services and the Assistant Commissioner-Finance and Control. He would also be responsible for the School Building Authority. Reporting to the Deputy Commissioner-Academic Services would be the Assistant Commissioner-Elemeniary and Secondary Education, the Assistant Commissioner-Intermediate Colleges, and the Presidents of Institutions of Higher Education. The regional Administrators-Supporting Services, who would be State employees, would report to the Assistant Commissioner-Elementary and Secondary Education.

CHART 1

SUGGESTED STATE ORGANIZATION



NEW PATTERNS FOR EDUCATION	Engelhardt and Engelhardt, Inc., Educational Consultants
STATE OF RHODE ISLAND 1971	Joseph M. Cronin and Associates, Harvard University

A Regian for Supporting Services

The Assistant Commissioner in charge of elementary and secondary schools would have reporting to him regional Administrators-Supporting Services. Each Administrator would encampass an area af about 25,000 to 50,000 pupils, ages 3 to 16 years. Such a region, indicated on Map 1, covers the area fram Jamestown to the Cannecticut line and from East and West Greenwich ta Block Island Sound. It is estimated that in 1976, the area will have about 25,000 pupils in elementary and secandary schools.

The Area Ta Be Served By An Intermediate College

The Intermediate College is created to educate students 17 to 20 years af age, the equivalent af grades 11, 12, and junior callege. In the Madel, the area ta be served is indicated on Map 2. It is caterminous with three secandary schaal attendance areas.

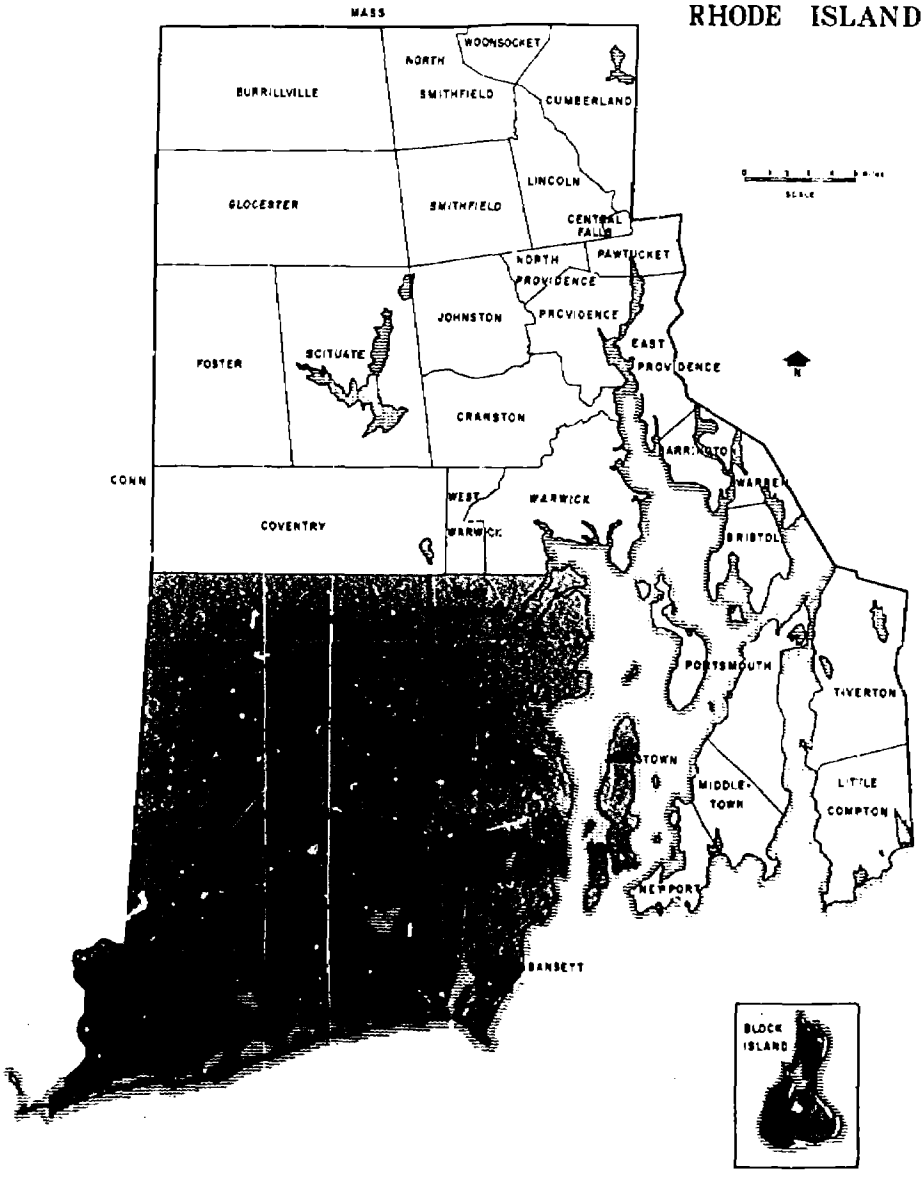
The callege enrallment estimated far this regian in 1976 is 3,700 students. This estimate is based an the prajectian af enrallments in grades 11 and 12 plus 60 per cent cantinuing on thraugh junior callege years.

The area will require a new campus since there is na available structure. The campus should make pravision far a camplete academic unit and a vacatianal-technical institute. Since this is a grawing area, a site of 100 to 200 acres should be sought and provision made for ready expansian. Althaugh the geagraphical area to be served by the Intermediate College has been defined, there appears ta be no reason why students

MAP 1

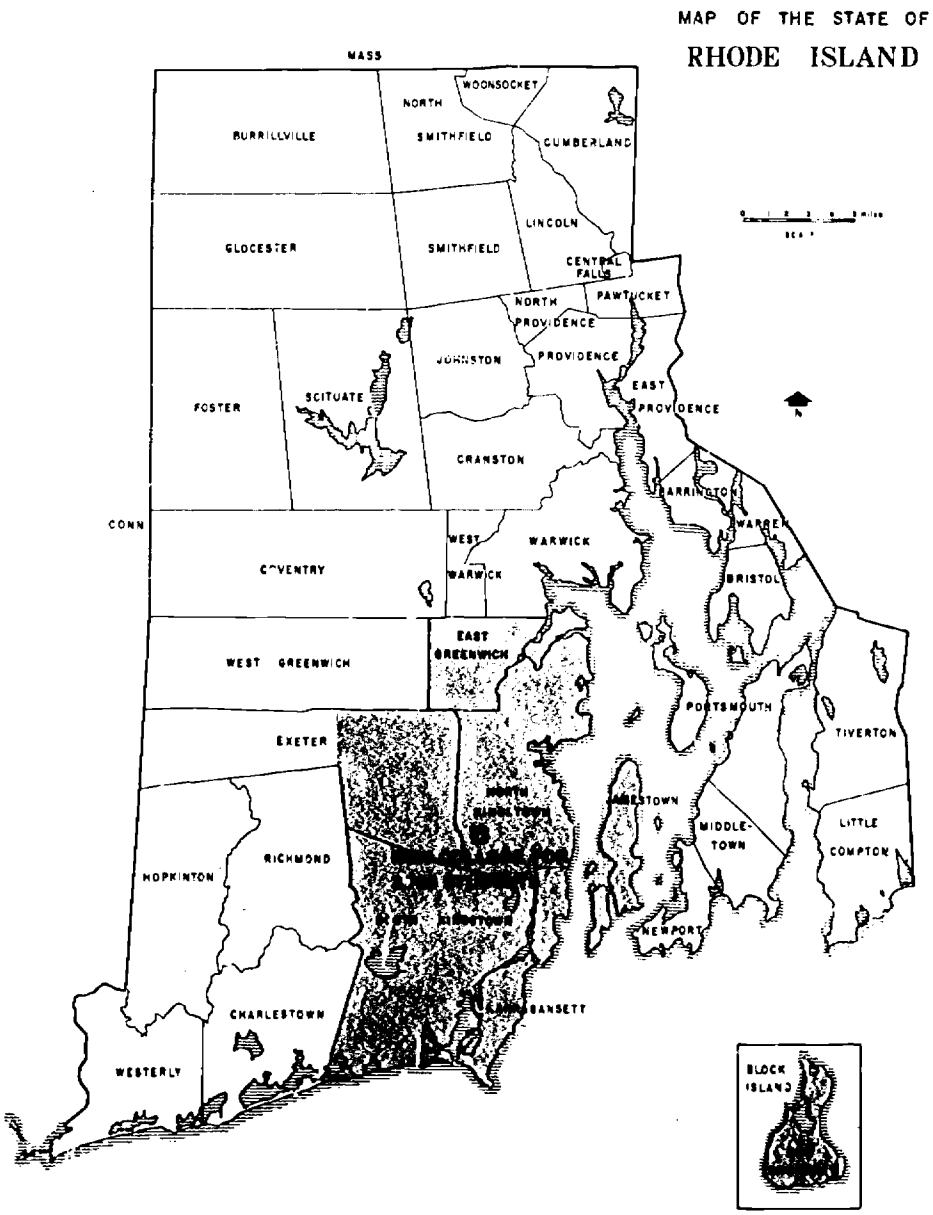
A REGION FOR SUPPORTING SERVICES

MAP OF THE STATE OF
RHODE ISLAND



MAP 2

A REGION FOR AN INTERMEDIATE COLLEGE
AND VOCATIONAL-TECHNICAL INSTITUTE



W PATTERNS FOR EDUCATION	Engelhardt and Engelhardt, Inc., Educational Consultants
ATE OF RHODE ISLAND 1971	Joseph M. Cronin and Associates, Harvard University

from other areas could not attend this college if the course offerings were more appropriate to their needs. There should be considerable flexibility in this regard, since there will undoubtedly be variations in offerings among the colleges and the vocational-technical institutes. It is expected that by 1985 this Intermediate College will need a capacity for over 5,000 day students.

Attendance Areas for Secondary Schools

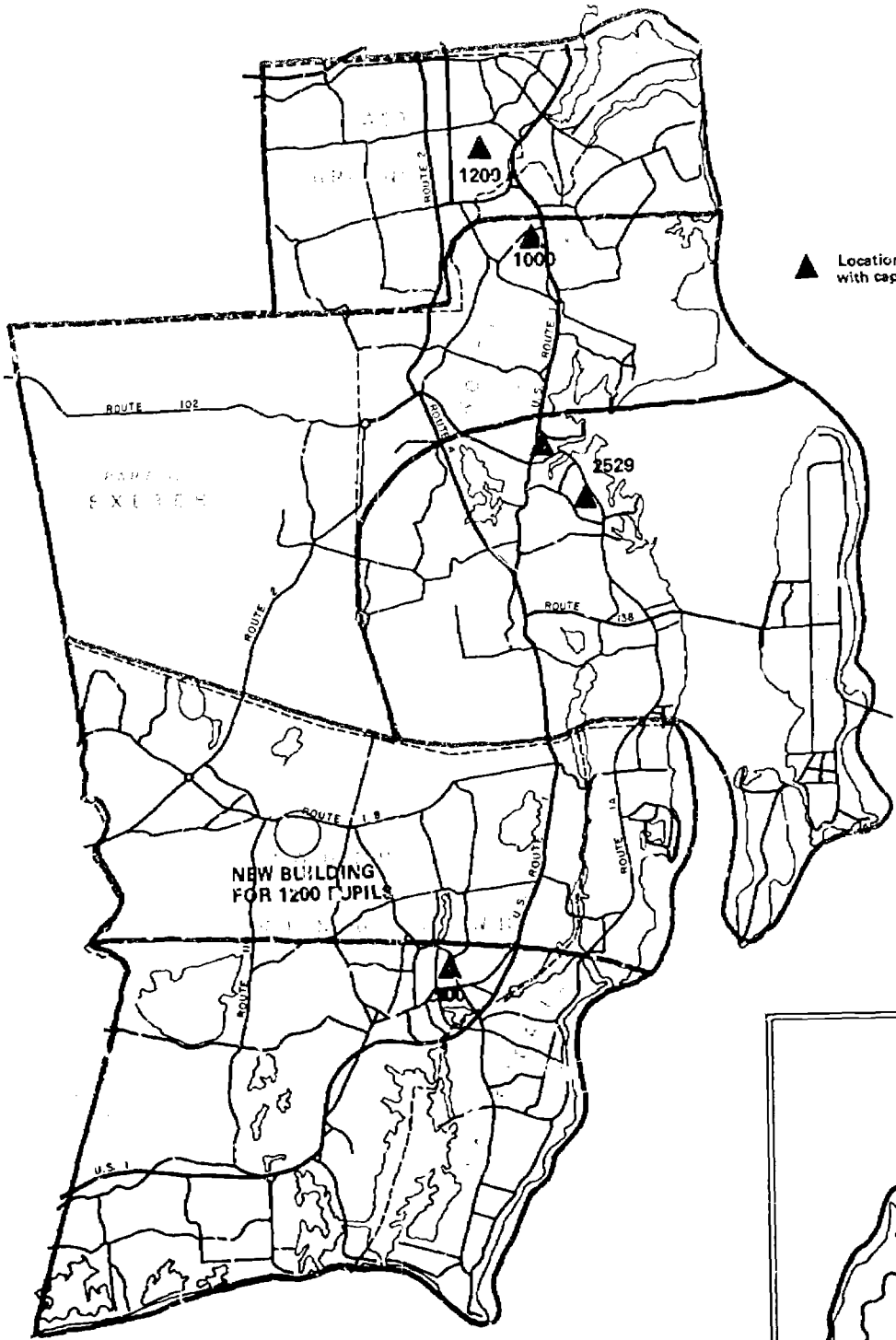
Map 3 indicates locations of existing secondary schools which may be used for pupils 11 to 16 years of age (grades 6-10).

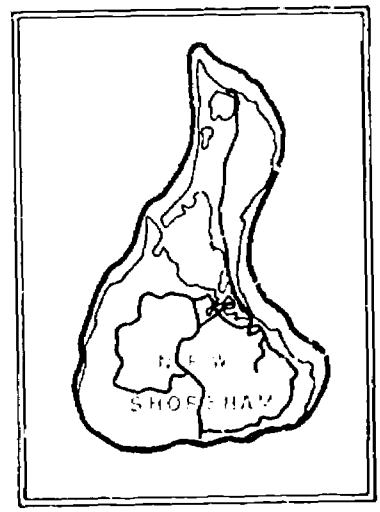
The map also indicates possible attendance areas. These are only approximate since no geographical distribution of pupils has yet been made. However, the map does present the basic concept.

The capacity of the high schools in East Greenwich, North Kingstown, and South Kingstown is 5,629. Expected enrollment in grades 6 through 10 in 1976-77 will be 6,800 pupils.

In the case of the Wickford area, it is planned to use both the North Kingstown senior high school and the Wickford junior high school building for these grades. These two buildings are very close together, and it is suggested that they be treated as a unit with one local board.

A new secondary school will be required in the South Kingstown-Narragansett area for 1,200 pupils. The location shown is simply for presenting the concept and does not represent any site selection. In addition, the existing high school in South Kingstown will be used for secondary pupils.





MAP 3

MODEL FOR SECONDARY SCHOOL ATTENDANCE AREAS FOR PUPILS 11 TO 16 YEARS OF AGE

...TERNS FOR EDUCATION	Engelhardt and Engelhardt, Inc., Educational Consultants
...F RHODE ISLAND 1971	Joseph M. Cronin and Associates, Harvard University

Attendance Areas for Elementary Schools

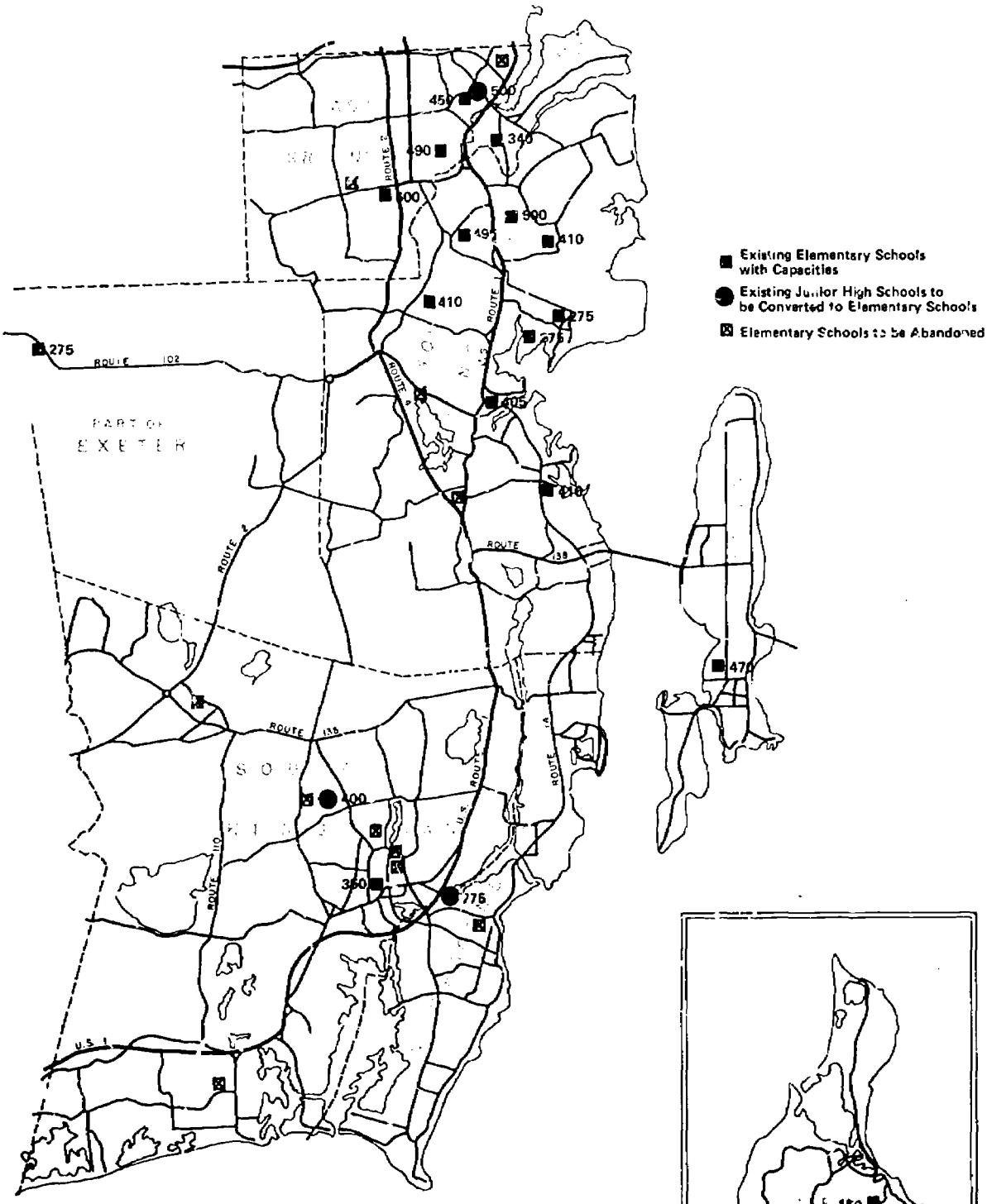
There are presently 27 elementary schools in the Model region. Of these, 12 should be considered for abandonment because of age and obsolescence. It has also been suggested that three existing junior high schools be converted for elementary use. This will mean a total of 18 buildings for pupils from 3 to 10 years of age.

The estimated enrollment in this age span in 1976 is 8,103 pupils in the entire region. The capacity of the 18 buildings will be 7,780 pupils; this capacity may be increased by another 600 pupils if three-, four-, and five-year olds go to school only in the morning or afternoon. Thus, it is probable that no new elementary buildings will be required.

The locations of the buildings are indicated on Map 4. The attendance areas for each school must await the development of maps which show the distribution of pupils according to home locations. However, the broad distribution in comparison with building capacities is indicated.

Governance of Elementary School Attendance Areas

Elementary school attendance areas would be established around each surviving elementary school, preferably encompassing not less than 500 pupils in each building and including ages 3 to 10. These would be ungraded, continuous progress schools; hence, the terminating age might vary somewhat for individual pupils. Each school would define its attendance area in keeping with the building capacity and the numbers of children in its immediate area. In certain cases, where existing elementary



MAP 4

A MODEL FOR ELEMENTARY SCHOOL ATTENDANCE AREAS

N S RNS FOR EDUCATION RHODE ISLAND 1971	Engelhardt and Engelhardt, Inc., Educational Consultants Joseph M. Cronin and Associates, Harvard University

schools are located very close together, it would be possible to have one local board in charge of more than one elementary school. This procedure might very well be considered where ethnic integration is an important consideration. These attendance areas would be established through the Administrator-Supporting Services from the essential data that would be available in his office.

Once the attendance area was established, a local board would be elected by the citizens within the attendance area. The process would be through registration and determination of the fact that the home address of the voter was within the area. Voting would take place in the local school under the customary procedures. This process would in no way differ from existing procedures in large cities as well as in rural districts in other states. It does differ in Rhode Island from the traditional town meeting procedure, which cannot be recognized as being too successful.*

This same voting procedure would be available to those attendance areas which wished to supplement their educational budget beyond that which is furnished under the State formula plus any supplements that the State may offer to take care of special problems.

*Superintendents report that in 63 per cent of the cases, town meetings cut the school budget below the requested amount. These cuts were frequently arbitrary without regard to educational needs.

Governance of Secondary Attendance Areas

The secondary school attendance areas will be made up of a number of elementary school attendance areas. One representative from each of the local elementary boards will be chosen by the board to represent it in the secondary school attendance area. These members may, in turn, elect five or seven of their colleagues to act as the secondary school board of education. The remaining members will be advisory. This procedure will offer the opportunity for orderly articulation between the elementary and secondary programs and will assure representation throughout the entire secondary school attendance area.

The increased number of local boards of education means perhaps three to four times the number of citizens officially participating in the development of education within the State than now. As a result, it seems extremely important that programs for the initiation of board members, possibly even mandatory in nature, be established. These institutes, seminars, or conferences should be the responsibility of the Administrator-Supporting Services and should be conducted in small groups at convenient locations immediately following elections each year. The institutes would primarily be responsible for acquainting laymen with their specific responsibilities and with the many problems that exist in the development of educational programs. They would also acquaint laymen with the processes of decision-making and with the entire organization of education within the State, including the programs themselves, financing, budgeting, taxation, and the like. Certainly, a handbook for each board member should be available, including a discussion of the total State program and their individual duties and responsibilities.

The Administrator-Supporting Services in each region would have complete authority in terms of his job description which is presented in this volume.

Governance of Intermediate College Units

The Intermedicte College units, of which there might be as many as ten, would be organized under a board of trustees responsible for electing a president. It is recommended that the members of these boards of trustees be appointed by the Board of Regents. It is doubtful that election of these trustees would be satisfactory, since, in most cases, the average citizen is not familiar with the problems of operating schools of higher education.

Special Education

Special education involves programs for the blind, deaf, or hard of hearing, children with speech difficulties, emotional disturbance, brain damage, multi-handicaps, physical handicaps, mental retardation, including children who are educable nd trainable. Properly diagnosed, there could be as many as 10,000 pupils in Rhode Island falling within these categories. Some psychologists would go so far as to say that 20,000 pupils should be helped by special education programs.

Because of the magnitude of the problem and the high degree of staff specialization required to handle it, it is recommended that the office of Director of Special Education be established under the Assistant Commissioner-Elementary and Secondary Education. This office would be responsible for State-operated schools. It would also arrange for facilities and staff within local attendance areas, especially

for educable retarded children. In regard to facilities, these arrangements would be handled through the regional Administrators-Supporting Services.

The financing of special education programs would be a State function and not part of local attendance area budgets since, in many cases, the program would involve several areas.

Vocational and Technical Education

There are two basic elements of Vocational and Technical Education. One deals with the development of skills at the Intermediate College level. Another deals with exploratory occupational education at the secondary level.

It is suggested that the office of Director of Vocational and Technical Education be established under the Assistant Commissioner-Intermediate Colleges. Physically, the facilities should be on the Intermediate College campuses. An Assistant Director should be responsible for occupational education in the secondary schools.

In financing, it would seem appropriate to include occupational education funds in the secondary attendance area budgets. Likewise, for Intermediate College units, vocational funds would be paid by the State. Since federal financing is involved in both these areas, budgets would probably be delineated separately in each case.

Local School Boards

It was pointed out in the Progress Report (Volume 1) of this study that local citizen involvement in the development of the educational program in the schools is exceedingly important. The relation between parent and child development would

seem to indicate that education is a very special governmental function in which the home-school relationship cannot be neglected. This element does not exist in highway construction, police and fire protection, sewage treatment, or water supply. It has been said by some that the extension of local citizen involvement in the school program would be a return to the 326 separate school districts that existed in Rhode Island 65 years ago. It is your consultants' opinion that there is absolutely no relationship to the common school districts of that day and the structure for governance of schools as recommended in this report.

To make this clear, the duties of local boards are defined as quite different from those of the old common school districts.

1. Select superintendent-principal from approved list prepared by the Assistant Commissioner.
2. Select teachers and aides from approved list.
3. Remove teachers or principal after due process hearings.
4. Continually evaluate achievement of students.
5. Continually review organization of the school and methods of instruction.
6. Continually review content of curriculum and courses of study.
7. Approve selection of books, periodicals, and multimedia equipment and materials.
8. Call for annual elections of board members within the attendance area and provide for supervision of such elections.
9. Elect one member of the local board to serve on the high school board.

10. Prepare such requests for supporting services as may be indicated for filing with the Administrator-Supporting Services.

11. Analyze future enrollment trends as provided by supporting services in relation to building capacity, and make such requests as may be required for remodeling, building additions, or revising attendance area.

12. Arrange for referendums, raise additional property taxes, provide for services or equipment not allocated by the State.

13. Make decisions on improvements for the educational program based on the particular needs of the local school attendance area.

Duties of the Administrator-Supporting Services

The Administrator-Supporting Services would be responsible directly to the Assistant Commissioner-Elementary and Secondary Schools for the overall planning, coordination, and management of all financial and business activities of his region. The duties of the Administrator-Supporting Services fall generally into the following broad classifications:

Fiscal Affairs

1. In cooperation with local school boards, preparation and recommendation to the Assistant Commissioner of long-range plans for the administrative and capital requirements of the school attendance areas within his region.

2. Formulation of budgetary policies for the approval of the Assistant Commissioner and direction of their on-going administration.

3. Direction of the development of all segments of the total school budget, in cooperation with the local school boards.

4. Primary responsibility for the final preparation of the total school budget for his region for the Assistant Commissioner.

5. Direction of the data processing office, including the provision of assistance to superintendent-principals and local school boards.

6. Assistance to the superintendent-principals in presenting capital and budgetary matters to the local school boards.

Buildings and Grounds

1. Recommendation to the local school boards of procedures, regulations, and fee schedules for the noninstructional use of school facilities.

2. Direction of the scheduling and use of school facilities for those activities not directly administered by the school principals.

3. Assistance to local school boards in the selection of sites, architects, consultants, and in the planning of new schools.

4. Assistance to the local school boards in long-range planning for future facilities needs.

5. Administration of the custodial, maintenance, and repair program of the school buildings within his region, including the use of outside contract services.

6. Direction of the annual and interim inspections of all buildings and grounds for the purpose of insuring safety, cleanliness, and upkeep and for planning preventive maintenance programs.

7. Approval of standards and procedures for the maintenance of all school buildings and grounds, including custodial rules and regulations.

8. Preparation of property inventories and maintenance of all insurance coverage involving the protection of the interests of local school boards.

Purchasing

1. Formulation of policies and procedures for all purchasing activities for the approval of the Assistant Commissioner.

2. Direction of the preparation of specifications and bid notices and the purchasing of all supplies, materials, equipment, and services for the schools which are not included in State contracts.

3. Direction of the storage and distribution of all instructional and custodial materials and equipment as needed by the schools, and assurance that suitable inventory controls are maintained.

Food Service

1. Direction, through the Director of Cafeterias, of the planning and administration of all food service programs in the schools of the region.

2. Direction of the purchase of all food items in accordance with established policies.

3. Direction of the collection of and accounting activities for school lunch funds and the reimbursement from federal funds, including surplus commodities.

4. Operation of central kitchen in his region.

Transportation

Arrangement and supervision of all transportation for school child in his region, delivery of supplies and equipment, distribution of lunches.

Personnel

1. Administration of the selection of all personnel directly concerned the supporting services division, including managers, foremen, c ie bus drivers, food service personnel, custodians, and building mai workers.

2. Direction of the continuing training and development of all supp services division personnel.

3. Recommendation of changes in division staffing for the approval o the Assistant Commissioner.

4. Assistance in the development of job descriptions and establishm general working conditions for such personnel in cooperation wi administrators.

5. Recommendation of salary schedules for supporting services perso

Data Processing

1. Processing of records of pupil attendance for each school.

2. Processing of records of all personnel in his region, including professional personnel.

3. Maintenance of records of all books, supplies, and equipment in his region, including location, number of copies, and condition. (This will permit interchange of these items as may be required to eliminate unnecessary duplication.)

Responsibilities of the State School Building Authority

The primary function of the State School Building Authority is fiscal. It would be established by the Legislature to lease buildings from the various towns who now own them and to finance construction of new buildings by issuing Authority bonds.

The costs of leasing, amortization, and interest would be charged against the budgets of individual buildings.

The Authority would receive from the Regional Administrators-Supporting Services proposals for new construction. It would have consultants on its staff to assist local school boards in arranging for new construction. It would issue plans and specifications for bidding on modular components and equipment. The local school boards could then purchase building components and equipment against the Authority contracts without further bidding.

The Authority would not be involved in decision-making regarding the need for new building. Nor would it plan buildings or supervise construction. These would be responsibilities of the Regional Administrator in cooperation with local school boards.

Authority financing would probably lead to lower interest rates than could be expected when individual towns issue bonds. Ownership of new buildings and rentals of existing buildings would make possible adjustment of attendance areas across town boundaries to assure maximum utilization and flexibility of attendance areas.

Developing the Budget

It is recommended that Rhode Island embark on an educational planning-programming-budgeting system. It is very seldom that a school system can show that its budget is organized on the basis of curricular programs and objectives. The educational planning-programming-budgeting system provides for the development of budgets based on program objectives. Most generally, budgets are simply compiled on the basis of objects such as administrative salaries, teacher salaries, maintenance, operation, debt service and the like; and most frequently such budgets are compared to the previous year or may even be developed on the basis of what has gone on in the past.

With the inauguration of local boards of education responsible solely for curriculum and educational goals, the opportunity to introduce a totally new type of budget determination is very attractive. Local boards may establish their objectives in cooperation with the superintendent-principal and the local professional staff in objective language. With the assistance of the Administrator-Supporting Services, these objectives can be translated into needed dollars. The entire budget would then be submitted to the Assistant Commissioner-Finance and Control for review and incorporation in the total Statewide financial program.

Local boards would be required to spell out specifically the purposes, goals, and requirements for every phase of the program in their school, together with justification for such programs. This procedure would prevent laymen, who should be concerned with educational planning, from being bogged down with the minutiae of the cost of books or maintenance and operation of school buildings, which obviously can be handled far better by a professional administrator. This arrangement, together with the Statewide salary schedule for all personnel, will make it necessary for the Legislature to establish the total State budget, together with the necessary application of taxes. There is no reason, however, why the local attendance area could not raise additional property taxes within its own area over and above the minimum State per pupil allowance, if the citizens so desire and vote by referendum. For example, assume that a given attendance area decided that it would like to institute a comprehensive recreational program for youth, using school facilities and school personnel. They may wish to raise additional tax money within their area to accomplish this purpose since it may not be provided for through the Statewide budgetary system. Or let us assume that they would like to incorporate an area public library as part of the school facility, maintaining personnel throughout the evening hours. Again, they would have the privilege of voting the additional taxes necessary to maintain this service.

FINANCING THE PROGRAM

Present Situation - Elementary and Secondary Education

The per capita expenditure for education in Rhode Island is $132, compared to the national average of $167. Total public school revenue receipts as a per cent of personal income are 4.3 per cent (the lowest for all states) as compared to the national average of 5.1 per cent. The per pupil personal income in Rhode Island is $21,537 compared to the national average of $17,615.

State and local expenditures for all education as a per cent of direct expenditures for all functions of government were 35.4 per cent in Rhode Island compared to a national average of 40.5 per cent.

The State contribution to school costs amounted to 35.3 per cent compared to the national average of 40.9 per cent. Revenue from local sources was 58.8 per cent compared to the national figure of 51.8 per cent. The remainder is accounted for by federal funds.

The ocal effort (local share of expenditures divided by true property value) was 1.16 per cent compared to a national median of 1.40 per cent. The local effort (cost per pupil divided by per capita income) was 12.8 per cent, while the nationa' median was 16.0 per cent.

By all the above indices, Rhode Island is below the national averages in the support of public elementary and secondary education, although personal income and property value per pupil are above the national norm.

Financial Requirements

The estimated 1970-71 cost per pupil in Rhode Island is $951. For this study, an assumed figure for the future of $1,000 per pupil is being used.

The total estimated enrollment for pupils 3 to 16 years of age in 1976 is 158,748. For students 17 to 20 years of age, the estimate is 42,790.

Based on these estimates, Rhode Island will need $159,000,000 for elementary and secondary schools, 3 to 16 years of age, and $43,000,000 for the Intermediate Colleges, 17 to 20 years of age, or a total of $202,000,000, including debt service for public school pupils 3 to 20 years of age. Total present expenditures for elementary, secondary, and higher education, including debt service, are estimated at $250,000,000. For elementary and secondary schools, kindergarten through grade twelve alone, the figure is about $190,000,000. If parochial schools were to close and the burden shifted to the public schools, an additional $37,000,000 would be needed.

For 1969-70, Rhode Island elementary and secondary schools received about 6 per cent of revenue from the federal government. Assuming that this will continue, 94 per cent will need to be raised from State and local taxes. It is recommended that State sources of revenue provide 60 per cent of the remainder, and local sources 40 per cent. Thus, the State would need to raise 56 per cent and local governments 38 per cent of the required amount.

State revenues required would be 56 per cent of $202,000,000, or $113,000,000, and local revenues $77,000,000, with the federal government contributing $12,000,000.

If the personol income is 4 billion dollors, less 25 per cent for deductions ond exemptions, an income tox of 3.8 per cent would be required to roise the State's shore.

Assuming total full property volue of 5.6 billion dollors, on equolized tox rote of $13.80 per $1,000 would be required to produce the locol government shore of $77,000,000. Current property tox is obout $11.83 per $1,000 equolized. The locol effort would be 1.4 per cent equivalent to the nationol norm ond somewhot less thon the norm (1.47 per cent) for stotes of similor weolth.

Under this plon, school revenue receipts of $202,000,000 would be 5.1 per cent of personol income, exactly equol to the notionol norm. The cost per pupil of $1,000 is olso ot the notionol overoge.

In order to equolize property toxes ond to ossure equitoble distribution omong all the children of the Stote, the Stote hos o division under the Depertment of Community Affoirs to equolize property volue throughout the Stote. The Stote should collect the toxes for educotion either by billing diiect or receiving them from the towns. Property tox as well os income tox revenues moy then be distributed to oll ottendonce areos occording to the number of pupils, plus ony speciol problem situotions. The Stote will need to retoin pari of revenues for Supporting Services, Speciol Education, Intermediote Colleges, and such other services os may be provided by the Stote.

The property tox for schools will be determined by the Stote ond should not be subject to locol review. Other locol government revenues would continue to be determined by the individuol communities and would be roised by property toxes

over and above those for education. The State aid now provided to towns for functions other than schools might well become town financial responsibilities.

Cost of Transportation

Rhode Island school districts spend 6.9 per cent of all school expenditures on transportation of pupils. This is the highest in the nation with a national average of 3.1 per cent.

The cost per pupil for transportation in Rhode Island is $103.76, compared to a national average of $48.80. In this expense, Rhode Island is exceeded only by Alaska, Montana, and Wyoming.

There is no doubt that this cost can be reduced significantly if transportation is made the responsibility of the regional Administrator-Supporting Services rather than of individual towns and cities.

Building Financing

Recommendations have been made for the establishment of a State School Building Authority with power to issue bonds, lease existing buildings, and construct new ones.

All existing buildings owned by towns would be leased to the Authority by the towns. The rental price would cover future amortization and interest charges which are now paid out of town budgets. The rental charge would then become part of the budget of each attendance area. The maintenance and operation costs would

become a responsibility of the Administrator-Supporting Services and would be included in attendance area budgets.

Expenses of new construction and site costs would be met by issuing Authority bonds with the full faith and credit of the State. Here, again, the amortization and interest charges would be a part of attendance area budgets.

The value of "personal" property such as books, equipment, and supplies, purchased by towns and not included in a building bond issue, would be appraised at current values and payment made to the towns out of attendance area budgets over a suggested period of five years.

Conclusions of Other State Studies on Regionalization

Many of the studies which have been made in recent years on regionalization programs in other states have led to the conclusion that larger school districts are better than small ones. Many of these conclusions, however, have been based on comparisons of small schools compared with medium size schools. A number of them involve high schools with 50 to 100 pupils, as compared to high schools of 1,000 or more pupils. There is no question that many of the results of these studies are valid. For example, one such study states that high schools below 350 students perform poorly in skill and achievement tests up to one grade level behind larger schools. The program which is recommended for Rhode Island has no relationship to this situation, since the secondary schools proposed will all be far larger than the base on which these other findings were made.

Other studies have indicated that elementary and middle school achievement is superior in the larger schools, but here again the recommendations contained in this report do reach the size that is suggested for maximum achievement. Other reports indicate that college performance is better for students coming from large high schools. Again, the education of eleventh and twelfth grades through the thirteenth and fourteenth years of junior college in institutions with highly diversified programs certainly does better than meet the recommendations of the other studies which graduate students at the twelfth grade for admission to higher educational institutions. Undoubtedly, eleventh and twelfth graders who are involved at the Intermediate College level will find the transition to the upper years far simpler than under the traditional program.

Other findings of previous studies include the following:

Large school districts provide -

- Better data processing service
- More efficient and economical transportation service
- More efficient and economical audiovisual services
- Better vocational educational programs
- Better special education at a reasonable cost
- More ready replacement of obsolete schools
- Better business administration
- Better equalization of the financial burden
- Better school buildings
- Savings in administration and school plant maintenance
- Larger number of specialists for more efficient operation of program
- Potential savings in purchase of supplies
- Superior long-range planning
- More sophisticated assessment of needs
- Less competition for teacher salaries

All of these reasons, your consultants submit, are valid and have been answered by the organization of the office of Administrator-Supporting Services in areas serving 25,000 to 50,000 pupils. As a by-product, the local boards of education are relieved of many of these time-consuming details which can better be handled by a professional administrator, permitting the local board to devote its time entirely to the development of improved educational programs.

PART II

FURTHER ELABORATION OF THE FINDINGS

Need for Improvement in Effectiveness of Instruction

The Statewide testing program indicates that "the mean IQ for fourth grade in the State is a point or two higher than the national average."*

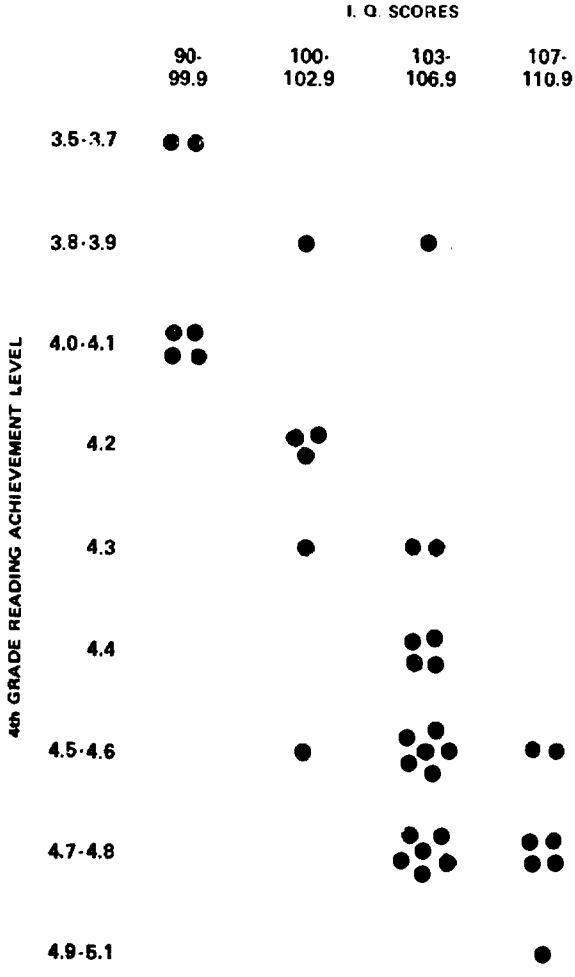
The program also indicates that "the eighth grade...is 2.5 months below the national median in Reading Comprehension and 2.3 months in Arithmetic skills."*

It is true that the variations in achievement are substantially less than the national sample. However, there are in Rhode Island considerable variations in achievement among districts with substantially the same IQ level. The scatter diagram, next, pictures this fact.

* Results of the 1969-1970 State-wide Testing Program in Comparison with National Norms, Dr. Robert D. Cloward, January 8, 1971.

DIAGRAM 1

COMPARISON OF IQ SCORES AND 4TH GRADE READING ACHIEVEMENT



IQ and Achievement

The differences between Rhode Island median scores and national medians for IQ tests are as follows:

	Rhode Island	National	Difference
Verbal	101.4	100	+1.4
Nonverbal	105.7	100	+5.7
Total	104.0	100	+4.0

The median Reading Comprehension scores at fourth grade are:

Rhode Island	4.43
National	4.45
Difference	-.02 for Rhode Island

In this study's analysis, total IQ scores were used to compare with achievement. The results are shown on Diagram 1.

It has also been stated that "...the larger and more densely populated school districts usually rank higher than the smaller and more sparsely populated districts."*

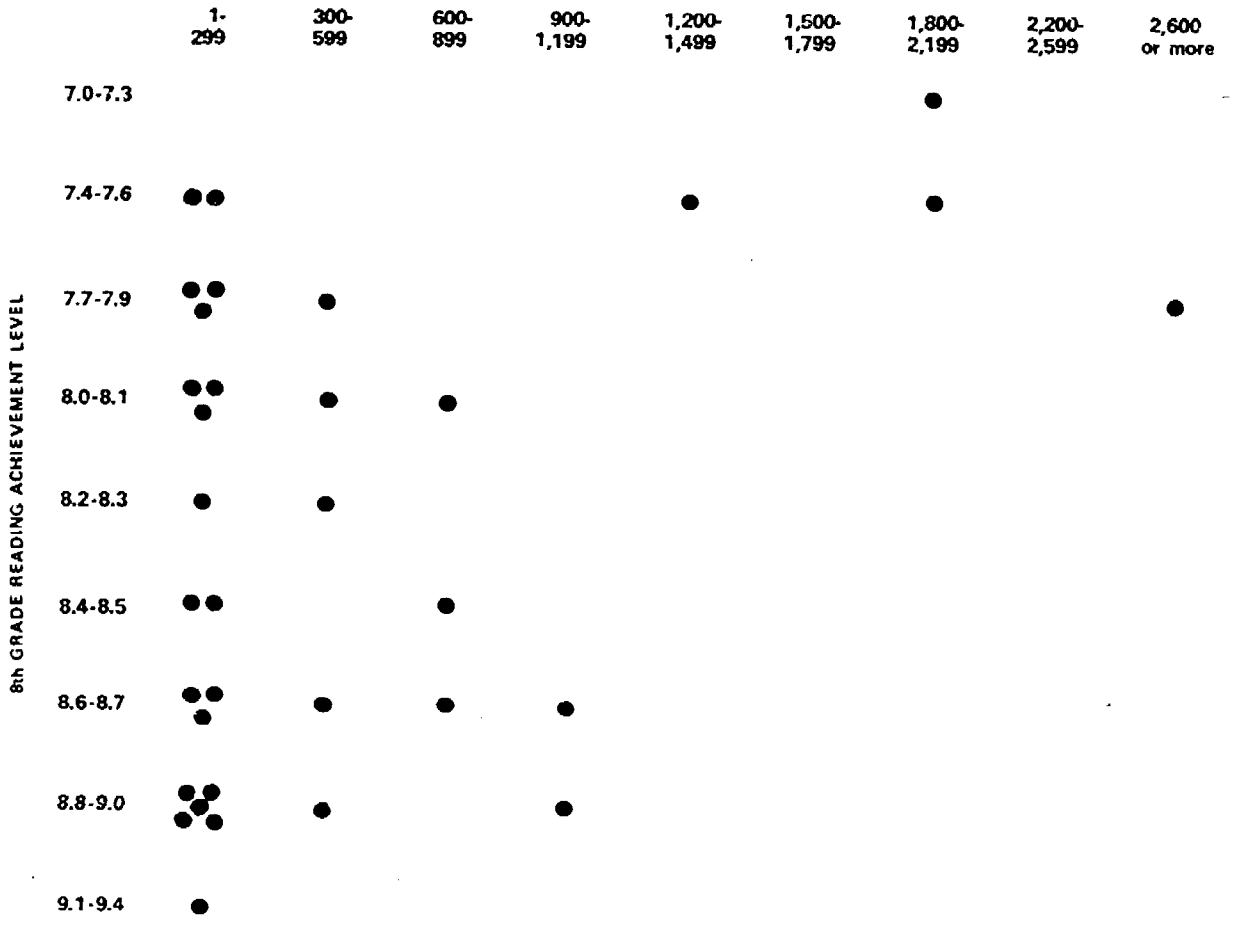
The diagrams following comparing density and enrollment with achievement contradict this statement. Likewise, Table 1, which also shows the comparison among districts at similar IQ levels, belies the statement as a universal truth.

* See Thibeault report, page 75.

DIAGRAM 2

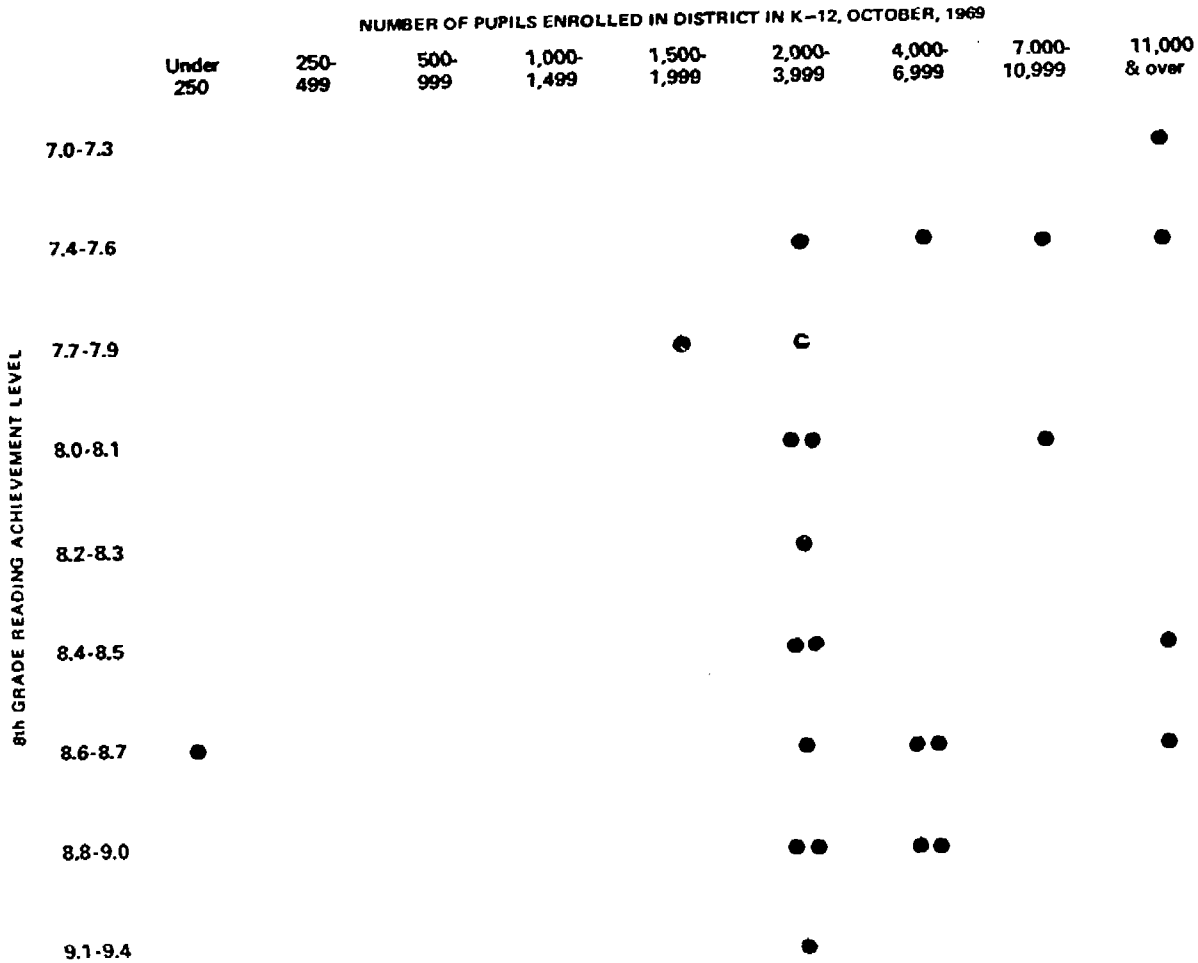
COMPARISON OF DENSITY OF PUPILS PER SQUARE MILE AND 8TH GRADE READING ACHIEVEMENT

CALCULATION OF DENSITY OF PUPILS PER SQUARE MILE FOR EVERY TOWN



NEW PATTERNS FOR EDUCATION	Engelhardt and Engelhardt, Inc., Educational Consultants
STATE OF RHODE ISLAND 1971	Joseph M. Cronin and Associates, Harvard University

DIAGRAM 3
COMPARISON OF ENROLLMENT AND 8TH GRADE READING ACHIEVEMENT



NEW PATTERNS FOR EDUCATION	Engelhardt and Engelhardt, Inc., Educational Consultants
STATE OF RHODE ISLAND 1971	Joseph M. Cronin and Associates, Harvard University

Table 1
COMPARISON OF 4TH GRADE ACHIEVEMENT
IN READING AND ARITHMETIC AND IQ
BY SIZE OF ENROLLMENT

Enrollment and IQ	Grade 4 Achievement	
	Reading	Arithmetic
Enrollment under 2,000		
IQ-1	4.1	3.5
IQ-3	4.4	4.4
Enrollment 2,000 - 4,000		
IQ-1	3.5	4.2
IQ-2	4.2	4.4
	4.3	4.1
IQ-3	4.5	4.6
	4.3	4.6
	4.4	4.4
	4.3	4.5
	4.5	4.6
IQ-4	4.8	4.9
	4.8	4.6
	4.8	5.1
Enrollment 4,000 - 11,000		
IQ-1	4.0	4.3
IQ-2	4.2	4.3
	4.2	4.0
IQ-3	4.7	4.7
	4.8	4.8
IQ-4	5.0	4.9
	4.6	5.0
Enrollment over 11,000		
IQ-1	3.5	3.8
	4.0	4.2
IQ-3	4.6	4.7
	4.7	4.7

IQ-1 = 90-99.9; IQ-2 = 100-102.9; IQ-3 = 103-106.9; IQ-4 = 107-110.9

For example, compare all districts at IQ level 4. Note that districts with 2,000 to 4,000 pupils are consistently higher in achievement than the larger districts. However, it is probable that a two- or three-month difference in scores is not truly significant and the few number of districts in all cases tends to cast skepticism on the results.

It can be stated, however, that large size and high density do not necessarily produce better achievement results when IQ level is a constant.

Statewide Intelligence Level

Districts were classified in four groups according to the median score on fourth grade IQ tests for 1969-70.* These groups are:

Classification	Median IQ Range
01	90 - 99.9
02	100 - 102.9
03	103 - 106.9
04	107 - 110.9

It was assumed that these medians, together with these ranges, fairly represented the general level for all public school pupils in each district. This was verified by the high correlation with eighth grade reading comprehension and other factors.

*Lorge-Thorndike Intelligence Test

To determine the Statewide level, the number of public school pupils in classifications 01 and 02 were compared with those in 03 and 04 and the ratio applied to the total State enrollment. The result was 99,447 pupils with 103 IQ and above; 72,698 pupils below 103.

Size, Cost, and Wealth

A statement needing clarification relates to size of district and cost of operation. It has been said in the Thibeault report that "small districts are expensive to operate."

Diagram 4 shows the relationship of cost to enrollment for K-12 districts. A range in day school cost per pupil from $511 to $829 or more is found among school districts with fewer than 4,000 pupils. The range for the four largest districts was $625 to $880.

This analysis does not corroborate the previous statement.

As a matter of concern, this study also related day cost per pupil to income, wealth, achievement, and IQ level. This is shown in Table 2 for ten districts for which data were available. No relationships are apparent between cost per pupil, ability to support schools, or reading achievement.

There is a relationship between income, achievement, and IQ level, but neither cost per pupil nor size appears to have any effect.

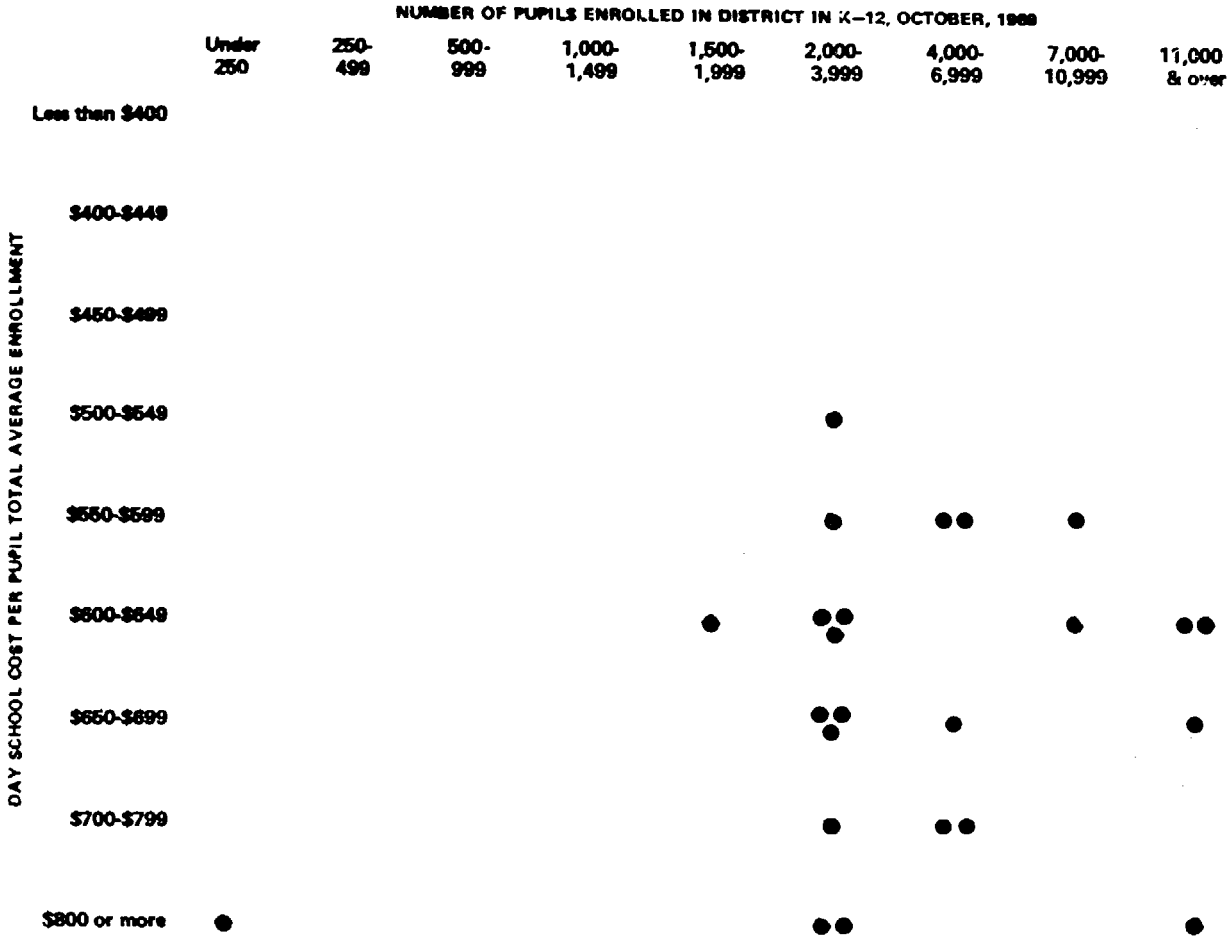
The question has arisen regarding equalizing the wealth behind each child in any reorganization plan. Doubt may be raised as to the efficacy of this factor in the support of schools. This is especially true when the property value is

used as the measure of wealth. High property values are not correlated with high support of schools. As a matter of fact, in Rhode Island those districts with the highest property values per pupil make the least effort in the support of their schools.

Table 2
SELECTED CHARACTERISTICS OF TEN SCHOOL DISTRICTS

Community	K-12 Enrollment	Effective Buying Income, 1968	Day Cost per Pupil	Wealth per Pupil	Grade 4 Reading Median	Median IQ
A	7,593	$ 8,067	$ 642	$ 35,796	4.0	97.6
B	6,151	8,266	751	36,570	4.8	105.1
C	25,829	8,660	880	65,606	3.5	92.3
D	12,162	8,794	625	43,835	4.0	97.3
E	3,847	9,094	610	34,399	4.0	98.0
F	6,011	9,958	556	29,086	4.8	107.0
G	9,683	10,325	564	35,851	4.2	102.7
H	19,506	11,159	664	28,184	4.7	106.4
I	14,573	11,687	648	35,813	4.6	106.4
J	3,801	11,795	701	40,330	4.5	105.7

DIAGRAM 4
COMPARISON OF ENROLLMENT AND COST PER PUPIL



NEW PATTERNS FOR EDUCATION	Engelhardt and Engelhardt, Inc., Educational Consultants
STATE OF RHODE ISLAND 1971	Joseph M. Cronin and Associates, Harvard University

Table 3 illustrates this situation for 28 districts with K-12 organizations. In this table, local effort is compured by dividing the local share of school cost by the full market value of property in thousands of dollars. The local effort for the seven wealthiest districts is considerably less than the effort put forth by the 21 districts of lesser wealth, although the wealthiest districts spent in total more per pupil than did the less wealthy districts. Even eliminating the heavily federally impacted districts, this remains a fact. It should be pointed out that, with the exception of federally impacted districts, the wealthiest districts are urban areas where demonds on the local tax dollar for other purposes than schools are greatest. Also, since the highest property values per pupil are concentrated in the northeast part of the State, any equalization would necessarily have to come through a Statewide program rather than any lesser geographical area.

Table 3
COMPARISON OF WEALTH AND LOCAL EFFORT, 1968-69
K-12 DISTRICTS ONLY

No. of Districts	Median Full Market Property Value per Pupil	Median Enrollment	Median Doy Cost Per Pupil	Median Local Share Per Pupil	Effort Local Share Divided By Property Value
7	$ 24,396	3,333	$ 665	$ 324	13.9
7	29,086	4,805	580	419	15.6
7	33,883	3,526	642	450	13.2
7	40,330	3,801	701	447	11.3

Table 4
COMPARISON OF SIZE AND LOCAL EFFORT, 1968-69
K-12 DISTRICTS ONLY

No. of Districts	Median Enrollment	Effort Local Share Divided By Property Value
7	2,490	14.7
7	3,526	13.3
7	4,869	13.9
7	12,162	11.3

Dividing the 28 K-12 districts into four groups according to size, it is clear from Table 4 that the smallest districts make a greater effort locally to support schools than do the largest districts.

Better Trained and More Experienced Teachers

The Thibeault report stated that "Rhode Island teachers are both better educated and more experienced in larger urban districts."

The following diagrams indicate that size is not related to training or experience.

In fact, 56 per cent of the K-12 districts had fewer than 4,000 pupils and 43 per cent more. The range of percentage of teachers with master's degrees or better in the lower enrollment districts was 15 per cent to 50 per cent. The range in the higher enrollment districts was 20 per cent to 50 per cent.

The per cent of teachers in the K-12 districts with more than six years' experience was divided into districts below 4,000 pupils and above 4,000 pupils. The number of districts with more than 50 per cent of teachers with six or more years of experience is equal (4 in each case) for both large and small districts.

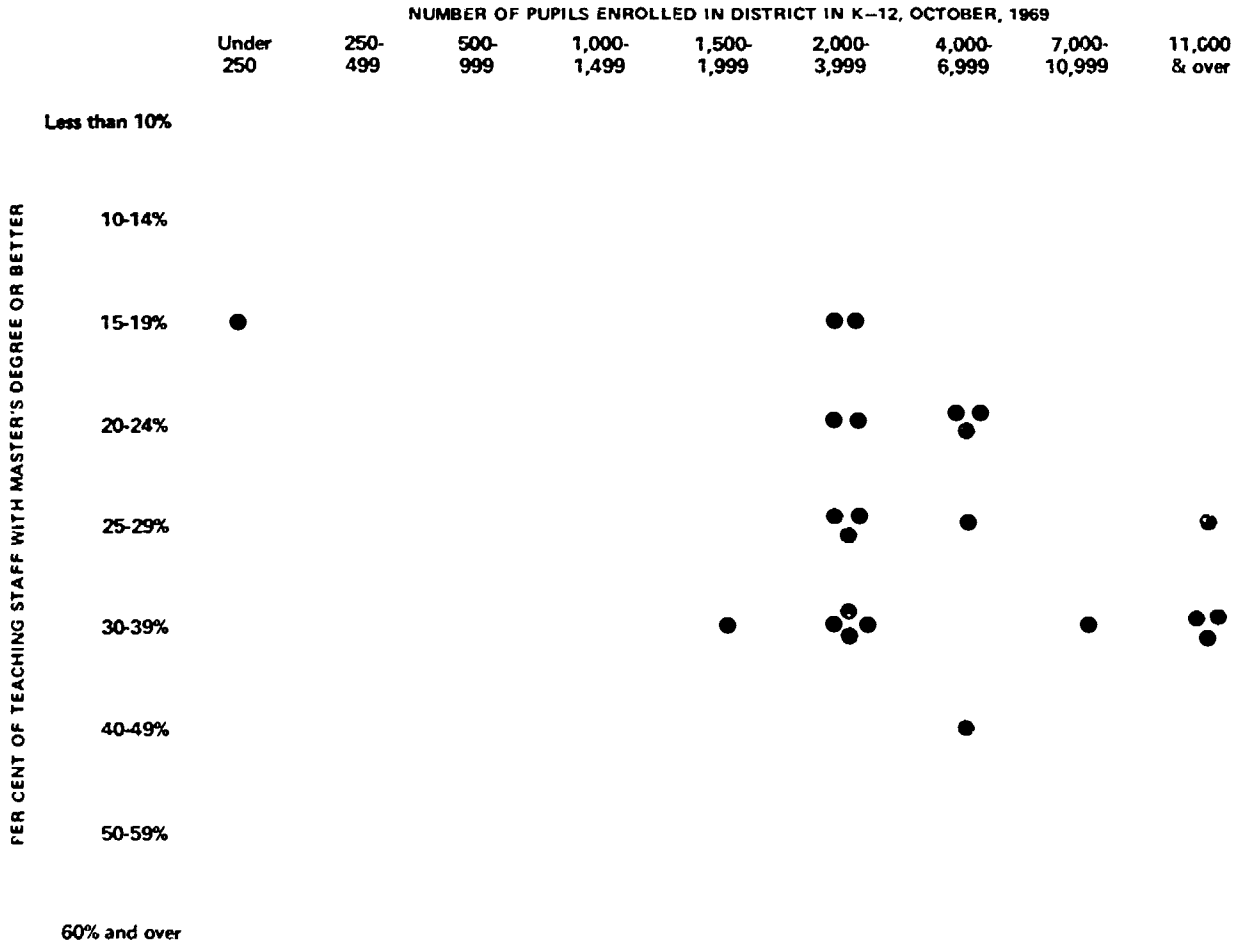
Six large districts and ten small districts had 35 to 50 per cent of their teachers with less than six years' experience. Four large districts and four small districts had 50 per cent of their teachers with more than six years' experience.

The evidence is that large size of district does not produce more training or experience of teachers, as shown in Diagrams 5 and 6.

Diagrams 7 and 8 indicate a complete lack of correlation between pupil achievement in eighth grade reading and training or experience of teachers. Innovation and adaptability in high school would tend to favor school systems with younger teachers, as shown in Diagram 9.

DIAGRAM 5

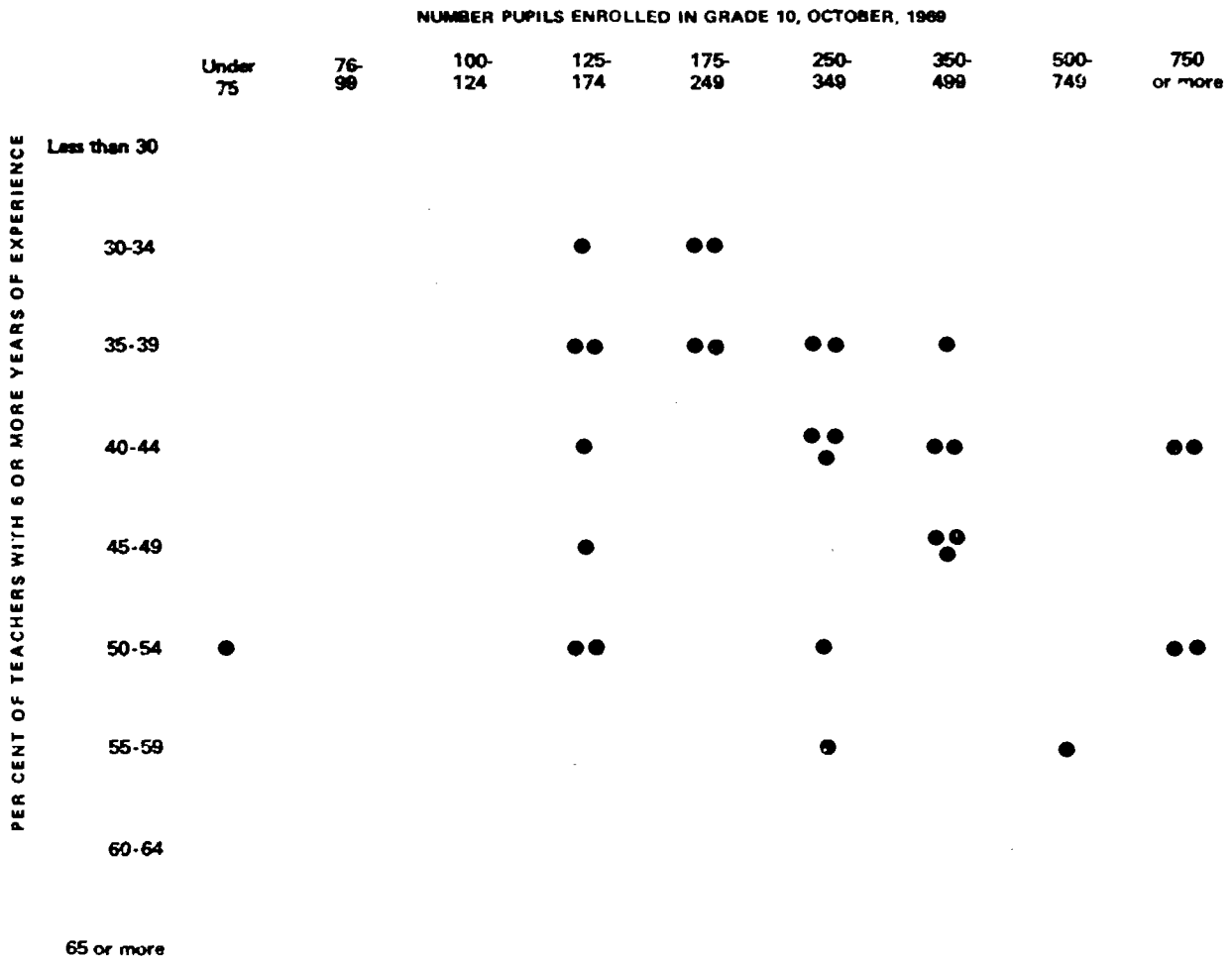
COMPARISON OF ENROLLMENT AND TEACHING STAFF WITH MASTER'S DEGREE



NEW PATTERNS FOR EDUCATION	Engelhardt and Engelhardt, Inc., Educational Consultants
STATE OF RHODE ISLAND 1971	Joseph M. Cronin and Associates, Harvard University

DIAGRAM 6

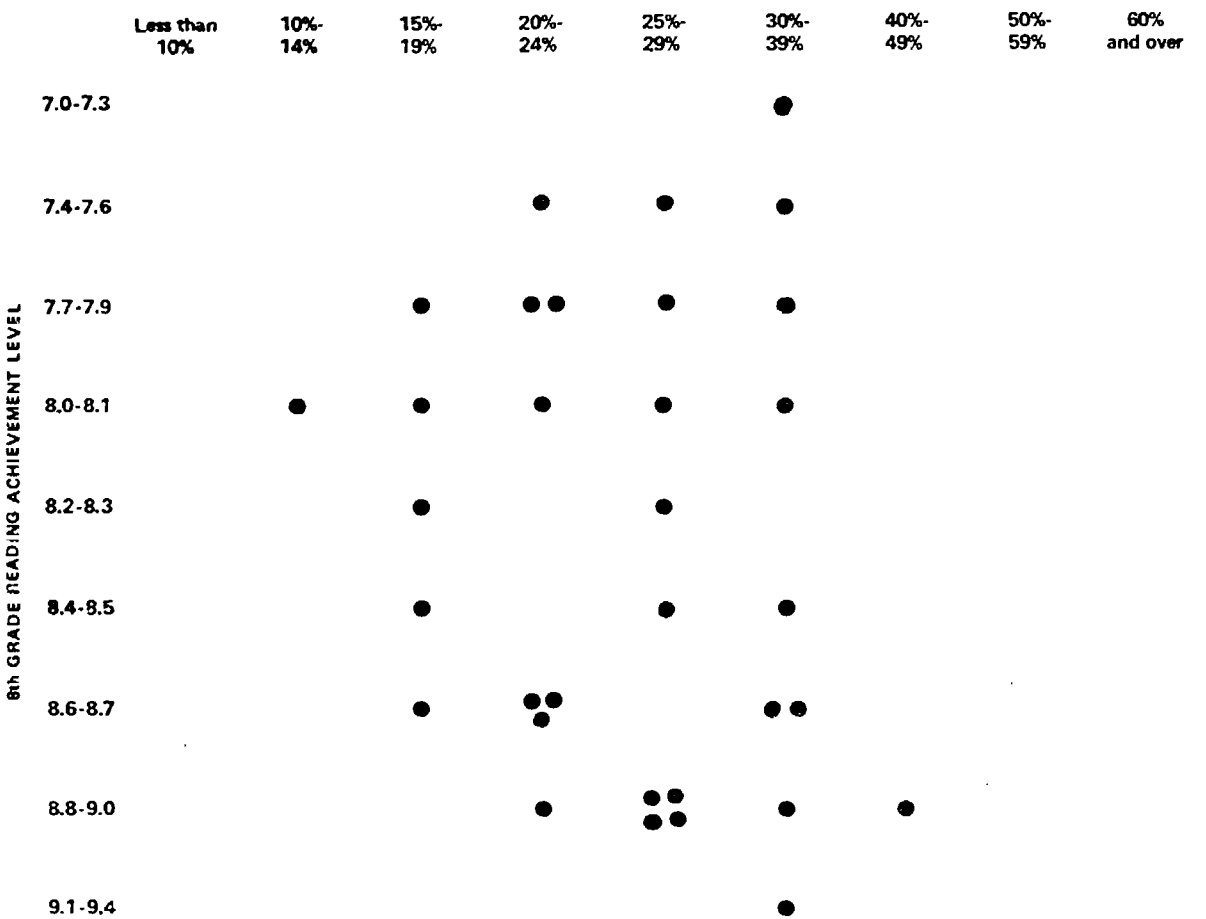
COMPARISON OF ENROLLMENT IN GRADE 10 AND TEACHING EXPERIENCE



NEW PATTERNS FOR EDUCATION	Engelhardt and Engelhardt, Inc., Educational Consultants
STATE OF RHODE ISLAND 1971	Joseph M. Cronin and Associates, Harvard University

DIAGRAM 7

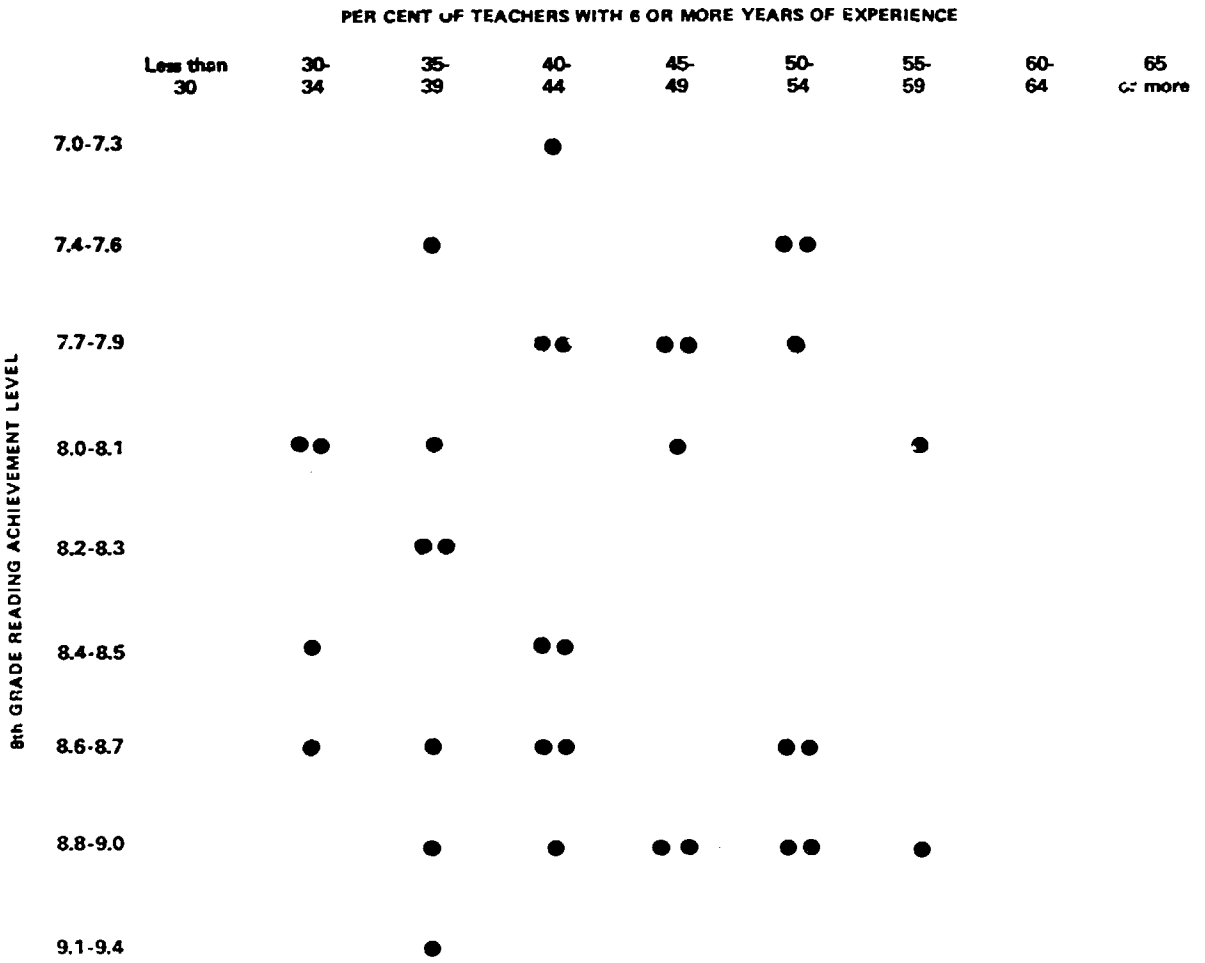
COMPARISON OF TEACHING STAFF WITH MASTER'S DEGREE OR BETTER AND 8TH GRADE READING ACHIEVEMENT



NEW PATTERNS FOR EDUCATION	Engelhardt and Engelhardt, Inc., Educational Consultants
STATE OF RHODE ISLAND 1971	Joseph M. Cronin and Associates, Harvard University

DIAGRAM 8

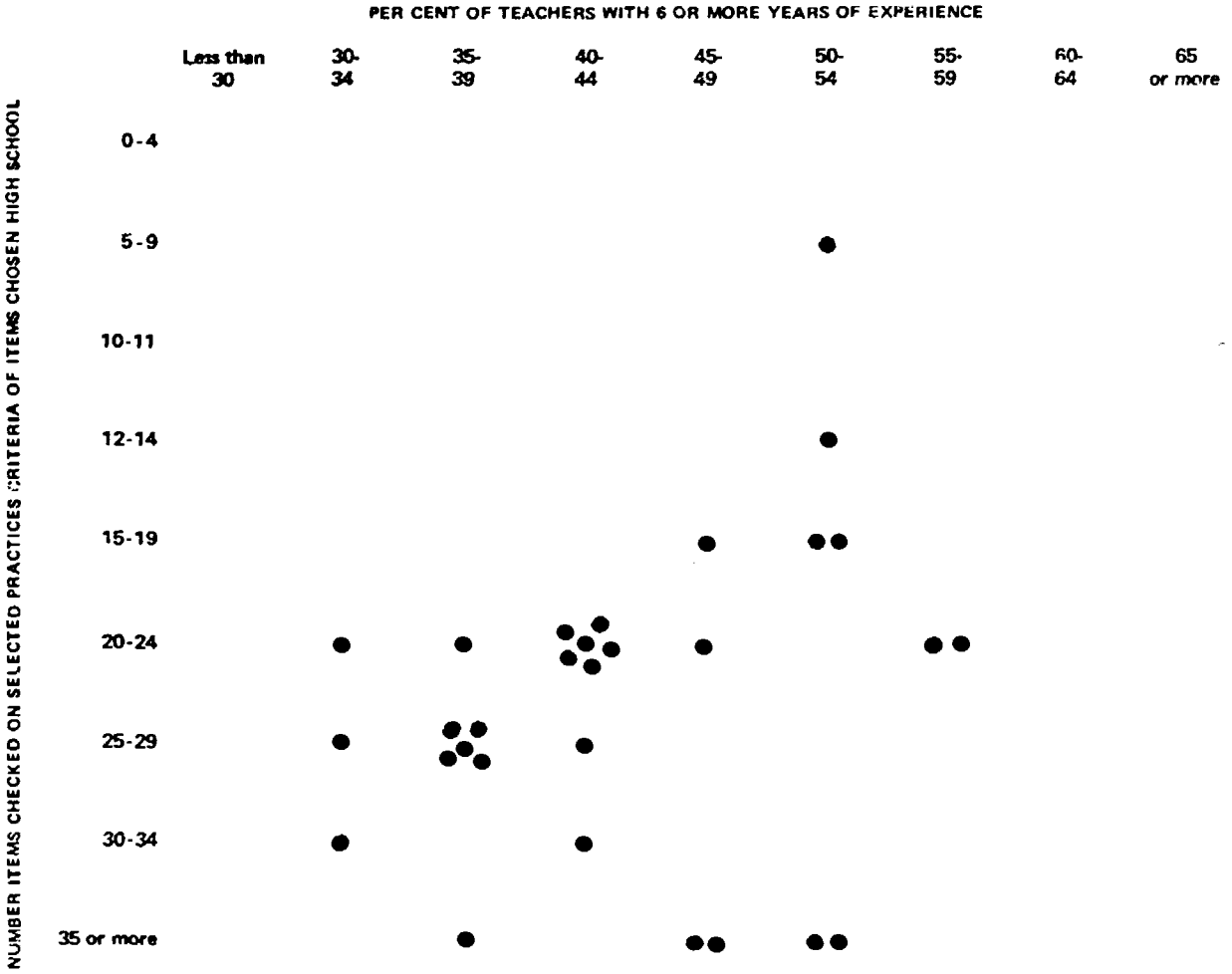
COMPARISON OF TEACHING EXPERIENCE AND 8TH GRADE READING ACHIEVEMENT



NEW PATTERNS FOR EDUCATION	Engelhardt and Engelhardt, Inc., Educational Consultants
STATE OF RHODE ISLAND 1971	Joseph M. Cronin and Associates, Harvard University

DIAGRAM 9

COMPARISON OF TEACHING EXPERIENCE AND SELECTED PRACTICES



NEW PATTERNS FOR EDUCATION	Engelhardt and Engelhardt, Inc., Educational Consultants
STATE OF RHODE ISLAND 1971	Joseph M. Cronin and Associates, Harvard University

Offerings in High School

A question has arisen regarding the contradiction between this report and the Thibeault report regarding the correlation between size of high school and number of course offerings.

First, how important is this question? Out of over 200 languages, which ones should be learned in high school? Who should take these languages? Should science be divided into physics, chemistry, and biology or should these disciplines be combined as they are in most phenomena? How can English and social studies be distinct subjects if the problem approach to learning is used, such as "How can we assure a lasting democratic society?" Then, too, in this age, no one can learn everything he will need in adulthood. Today's school program should be directed toward "learning how to learn" far more than toward memorization of the textbook. These thoughts are also expressed in other ways in section three of the Thibeault report.

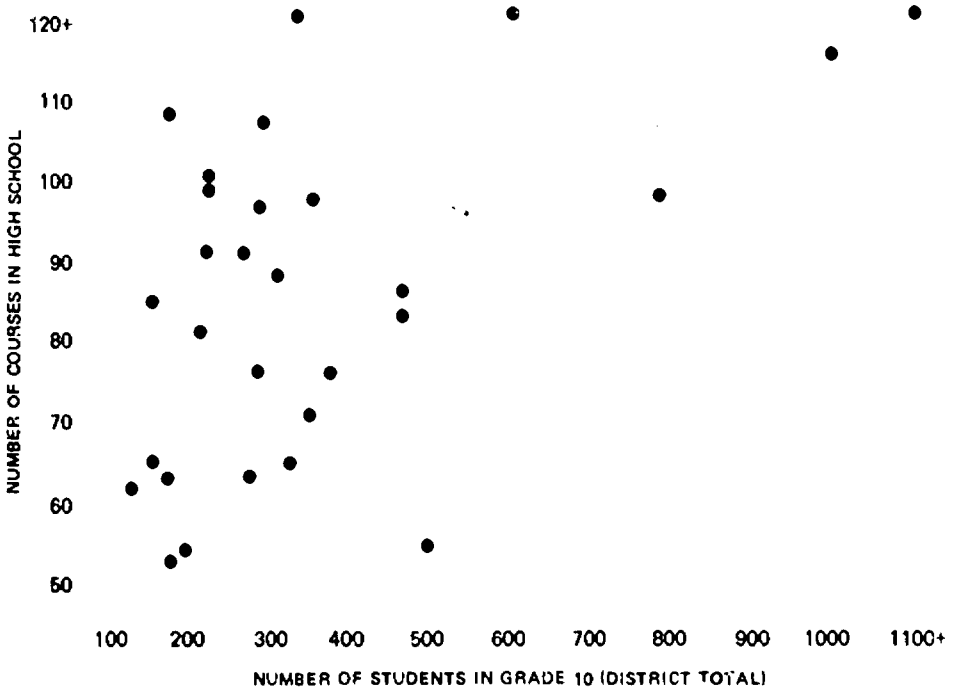
Second, courses need to be defined more adequately for useful comparisons. Some schools tabulate two single-semester courses while others teach the same content and tabulate only one full-year course. Small schools usually do not have the extensive breakdown that large schools have - although the content may be the same.

If the courses are simply added up from the master schedule and compared with the grade ten enrollment in the district, the result can be seen in the accompanying diagram.

DIAGRAM 10

COMPARISON OF ENROLLMENT IN GRADE 10 AND NUMBER OF COURSES IN HIGH SCHOOL.

STATE OF RHODE ISLAND



In order to avoid these potential misinterpretations, this study separated three-year from four-year high schools. It also counted courses in science, business, and languages which lend themselves to reasonably fair comparison. Since communities vary widely in intelligence level, it might be assumed that demands on the curriculum would be quite different. This study classified the schools by IQ level.

The results of this tabulation are as follows:

No. of Cases	IQ Level	No. of Courses* Median	No. of Courses* Range	Median Grade 10 Enrollment**	
1	High	31	-	365	3-year High Schools
5	Middle	43	26-49	423	
3	Low	28	28-31	480	
5	High	32	23-45	264	4-year High Schools
7	Middle	36	28-55	329	
2	Low	36	31-40	898	

Combining three- and four-year high schools, the number of courses offered and the size of the district are low in the high IQ level districts. In this group, the district with the highest number of courses - 45 - had a grade 10 enrollment of 264 students, the median. The largest district in the group, with 399 students in grade 10, offered 36 courses.

Among the low IQ level districts, the median enrollment in grade 10 was the highest for three- and four-year high schools combined and the median number

* Science, business, and language only.

** It should be pointed out that this is district enrollment and, in some cases, there is more than one high school. In that event, the highest number of courses in any one high school was used.

of courses was 31, the same as the high IQ level. The maximum number of courses - 55 - in any high school was offered in a middle IQ level district with an enrollment of 285 in grade 10, considerably below the median. The largest district, with 1,419 grade 10 students, offered 52 courses.

From this analysis, the factor of size is not necessarily the cause of extended course offerings. Other factors, such as IQ level, are of greater importance in determining the number of courses.

Innovations

It has been stated previous to this study that "a relationship exists between the size of the school district and its ability to introduce innovation." This study measured innovations in high schools by noting how many of 54 innovative practices were used in the various districts.

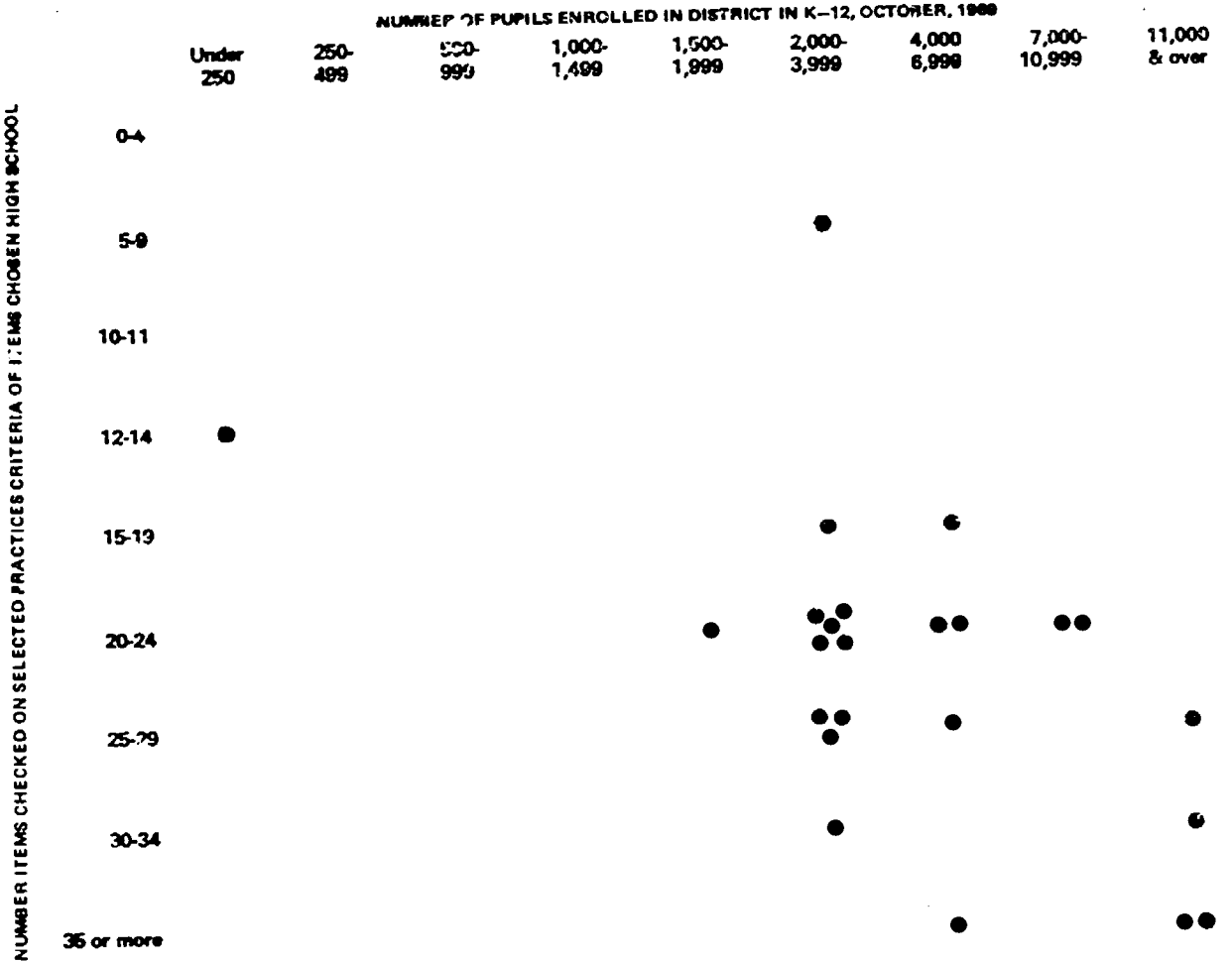
Diagram 11 shows the comparison of size with the number of innovations in the districts. It should be pointed out that, in the large districts, the innovations may not be practiced uniformly in all schools. In smaller districts, like those with a single high school, innovations are more likely to affect all students.

The difference between the conclusions of the Thibeault report and this study is probably due to differences in methods of measurement. In this study an objective checklist of factors which have occurred was used, while the Thibeault analysis was based on principals' anticipation of much change - their opinions.*

*See "What Do The Principals Think" Page 55, R. I. Commission to Study the Entire Field of Education.

DIAGRAM 11

COMPARISON OF ENROLLMENT AND SELECTED PRACTICES



NEW PATTERNS FOR EDUCATION	Engelhardt and Engelhardt, Inc., Educational Consultants
STATE OF RHODE ISLAND 1971	Joseph M. Cronin and Associates, Harvard University

Following is the list of selected practices used to measure the extent of adaptation and innovation within a school system:

Selected Practice	No. of Secondary Schools
Advanced placement program	20
BSCS biology	37
Carnegie Institute of Technology project for social studies	3
CBA or CHEM study chemistry	36
Computer instruction courses	23
Cooperative work experience program	21
Data processing courses	24
Earth Science Curriculum	14
High School Geography Project (HSGP)	2
Humanities course	28
Introduction to vocations course	19
IPS Introductory Physical Science	26
Linguistics course	21
Outdoor education program	13
PSSC physics	30
Sex education course	17
SMSG or UICSM mathematics	19
SRSS Sociological Resources for Secondary School	1

Selected Practice	No. of Secondary Schools
TESOL (teaching English as a second language)	6
Time, space, and matter (Princeton project)	1
Work experience program	20
Calculators in mathematics instruction	10
Closed circuit TV	10
Computerized instruction	8
Computers in mathematics instruction	21
Data processing equipment	16
Data retrieval used in instruction	3
Education TV subscription	15
Electronic language laboratory (Mobile or permanent)	33
Mathematics laboratory	8
Overhead transparency development	37
Programmed instruction	17
Reading laboratory	28
Video tape equipment	18
Algebra I taught in 2 years or Algebra I and II taught in 3 years	30
Block-of-time	8
Case study approach to instruction in social studies	11

Selected Practice	No. of Secondary Schools
Feature films used in instruction	43
Fie ri sed in instruction	47
Follow-up data of graduates	38
Gaming	14
Independent study	37
Instructional materials center	27
Little theater	16
Paperbacks used in instruction	49
Professional artists (dance, music, theater, etc.) used in instruction	27
Released teacher time for curriculum development	22
Six-year sequence of a foreign language	21
Student exchange - domestic or foreign	12
Study carrels	28
Summer curriculum work	23
Team teaching	29
Weekend use of school library	5
Exploration of world of work integrated in the curriculum	16

Retention in High School

Retention rates were measured by enrollment in grade 9 compared to enrollment in the corresponding grade 12 three years later. The national average is 86 per cent. The range in Rhode Island is 61 to 93, with a median of 86 per cent.

A check was made of retention rates against the enrollment in grade 10 to determine if size were related to retention. Twenty-six districts were compared.

Sixteen districts were at or above the median in retention. Of these, 9 had more than 300 students in grade 10 and seven had fewer.

Ten districts fell below the median. Of these, six had fewer than 300 students in grade 10 and four had more.

When consideration was given to IQ level in the districts, four out of the five of the lowest IQ districts fell below the median, although three of them exceeded 300 students in grade 10. The one above the median also exceed 300 students.

For the middle IQ group of 15 districts, 11 were at or above the median, with six above 300 students and five below. Four districts below the median were below 300 students in grade 10.

For the highest IQ group, four were above the median retention and two below. Of those above the median, two had more than 300 students in grade 10 and two fewer. For those below the median, one had more than 300 students and one fewer.

Table 5
RETENTION IN HIGH SCHOOLS AS RELATED
TO SIZE OF SCHOOL AND IQ
26 Districts in Rhode Island

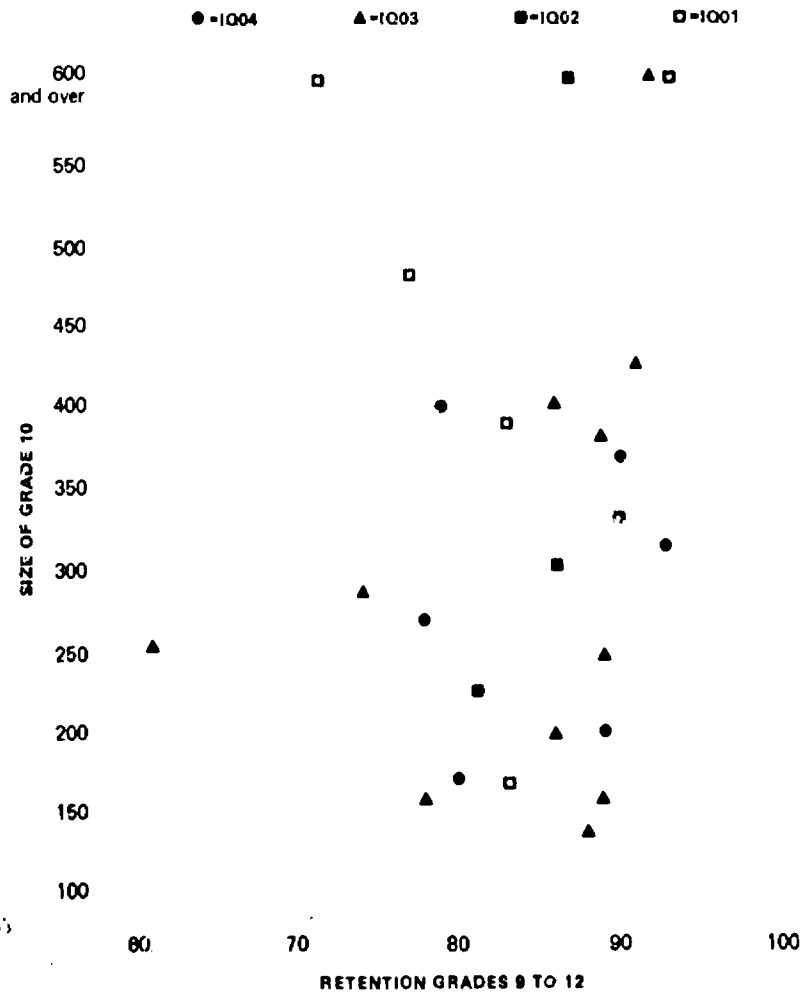
	Below 300 Students in Grade 10	Above 300 Students in Grade 10	Total
Total below median for retention	6	4	10
Low IQ	1	3	4
Median IQ	4	-	4
High IQ	1	1	2
Total at or above median for retention	7	9	16
Low IQ	-	1	1
Median IQ	5	6	11
High IQ	2	2	4
TOTALS	13	13	26

The conclusion is that schools with more than 300 students in grade 10 are more likely to have a higher retention rate than those with fewer, with the exception of the lowest IQ districts. Obviously other factors, more important than size, are at play in these latter districts.

DIAGRAM 12

COMPARISON OF ENROLLMENT IN GRADE 10 AND RETENTION GRADES 9 TO 12

STATE OF RHODE ISLAND



Capacity versus Enrollments

The figures given here represent refinements of those stated in the Progress Report. In addition, enrollment projections are provided for each school district as well as the State totals, shown in the Appendix.

The enrollment estimates include public school and vocational students included in the annual State reports. The estimates assume that the nonpublic school enrollments will remain stable in future years at the 1970-71 level. Any closing of parochial schools would necessarily increase the estimates given. The per cent of nonpublic school pupils in each town is shown on Map 5.

Capacity

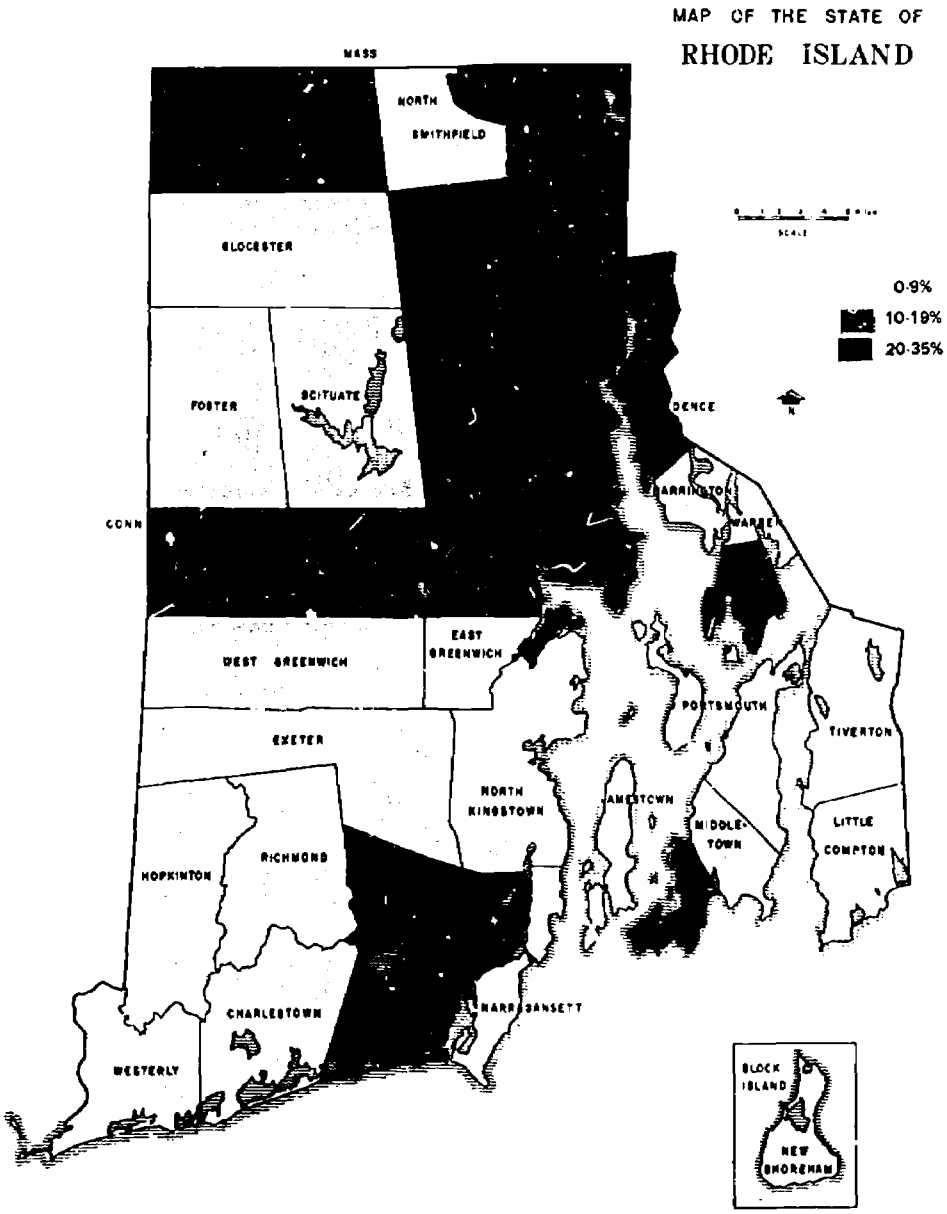
The capacity of all school buildings in the State is 199,236 pupils.* Buildings built prior to 1930, other than those which have had more recent additions, have a total capacity of 36,584 pupils. By 1980, all of these buildings will undoubtedly be obsolete. Most are non-fire-resistive and obsolete. If these are eliminated, the capacity will be about 162,000 pupils. If schools were operated on a 12-month schedule, the capacity would increase to about 200,000 pupils.

However, there will be unequal distribution of facilities because many areas, especially urban, will decrease in enrollment while the rural areas will increase. This is shown on Map 6 for changes between 1970 and 1980. In all likelihood, the decreasing enrollments in the northeast can be handled in existing facilities. Additional new construction will be required in the areas of increasing enrollments, as indicated in the Model.

*This figure may not include additions or abandonments as of this year.

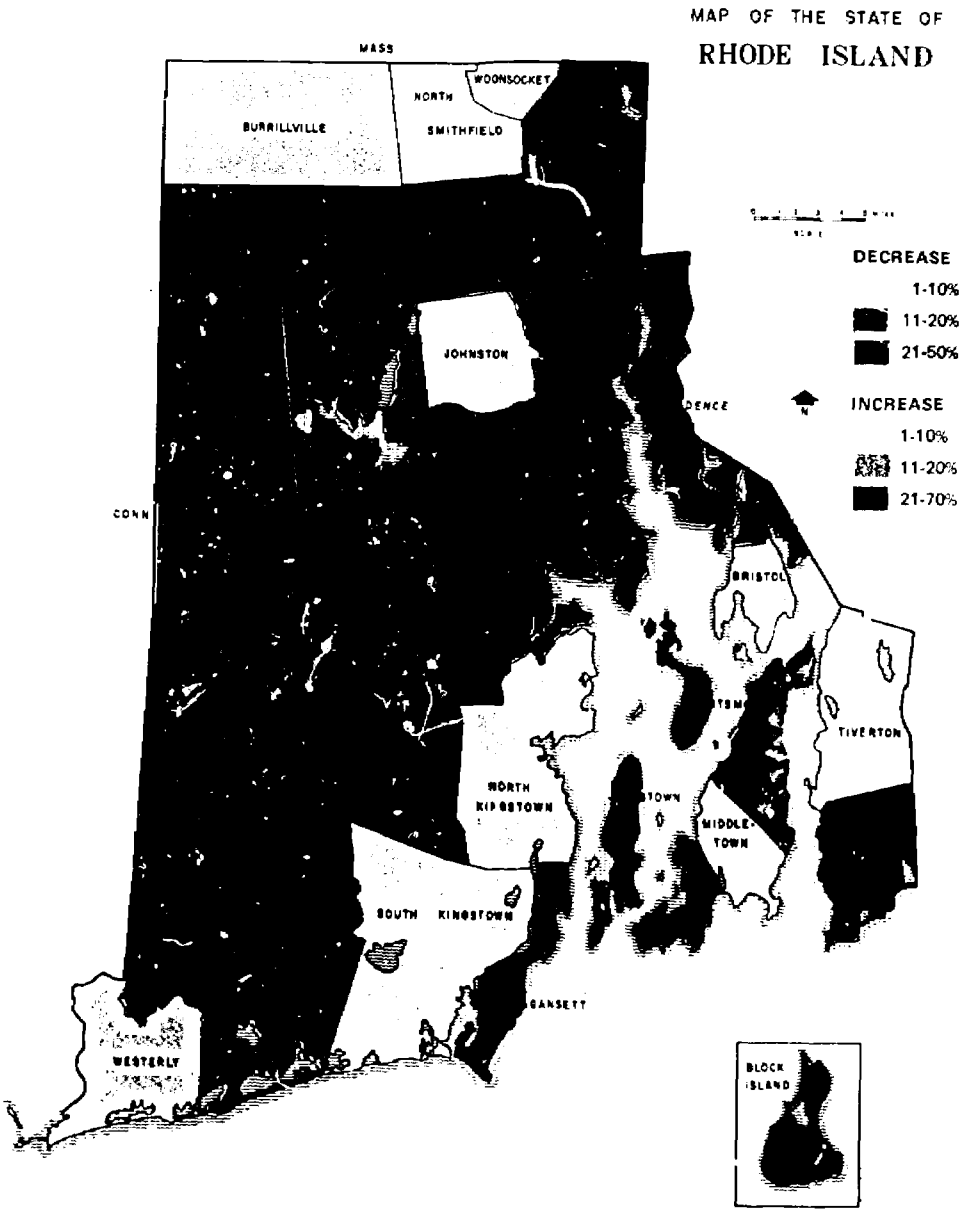
MAP 5

PER CENT OF TOTAL ENROLLMENT ATTENDING NONPUBLIC SCHOOLS IN RHODE ISLAND BY TOWNS, 1970-71



MAP 6

PER CENT CHANGE IN PROJECTED ENROLLMENTS BY TOWNS
1970-71 TO 1980-81



PATTERNS FOR EDUCATION	Engelhardt and Engelhardt, Inc., Educational Consultants
E OF RHODE ISLAND 1971	Joseph M. Cronin and Associates, Harvard University

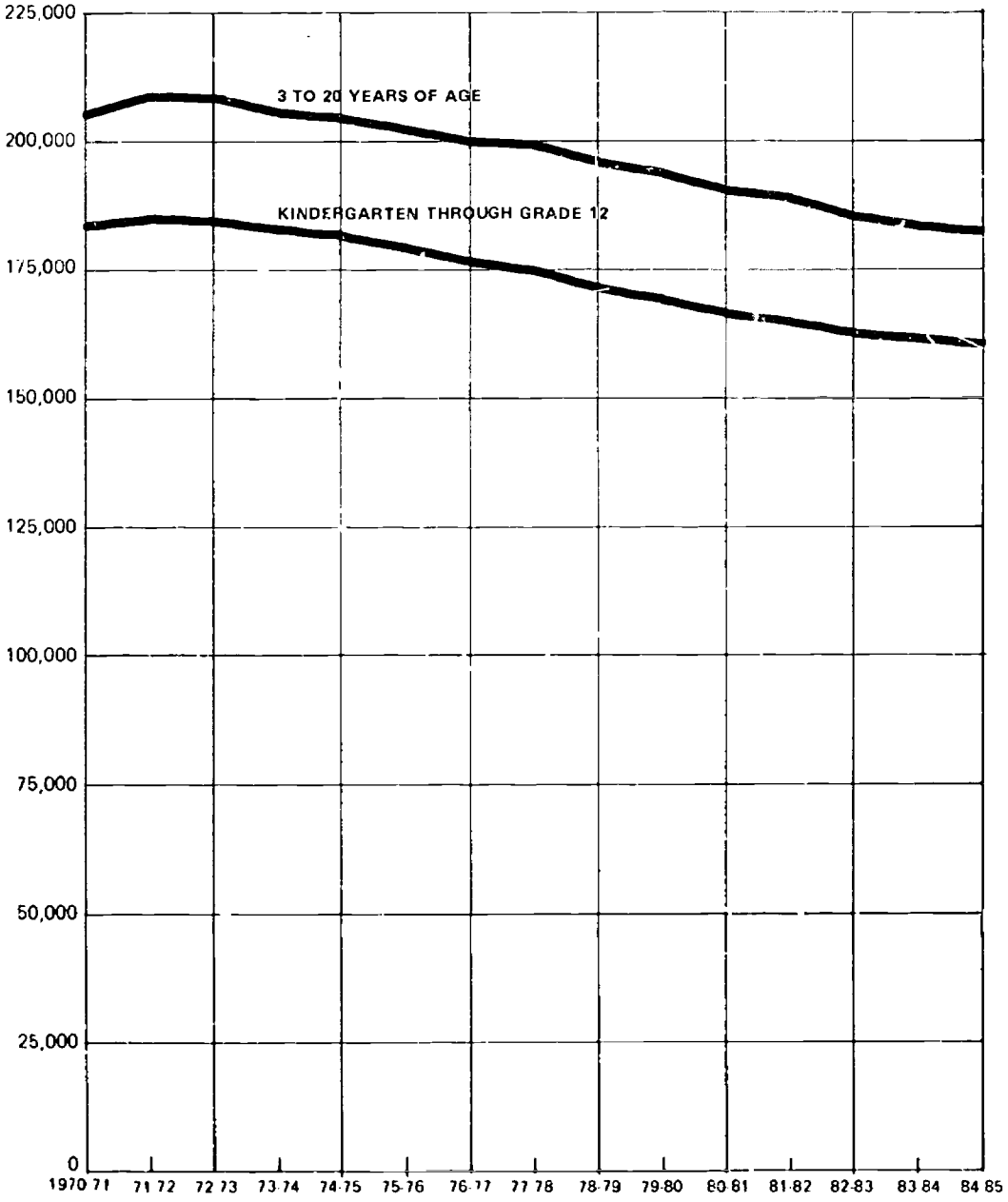
A decision on the question of a 12-month school year will affect the amount of construction required considerably.

Enrollments

The enrollment Statewide for 1976-77 is estimated at 177,452 pupils in kindergarten through grade twelve. For pupils from 3 to 20 years of age, the enrollment is estimated at 201,539 for that year. Charts 2 and 3 show the estimates Statewide.

The number of children born to families who are residents of the various towns is an important factor in estimating future enrollments. Obviously, those towns which have a high incidence of births represent the younger families in the State and the future potential for public school enrollments. This is shown on Map 7 as a percentage change in the number of births between 1955 and 1969. This, again, illustrates how the southeastern and western parts of the State may be expected to grow during the next decade as compared to decreases in the northeast, or urban, areas.

CHART 2
PROJECTED ENROLLMENTS
1971-72 THROUGH 1984-85

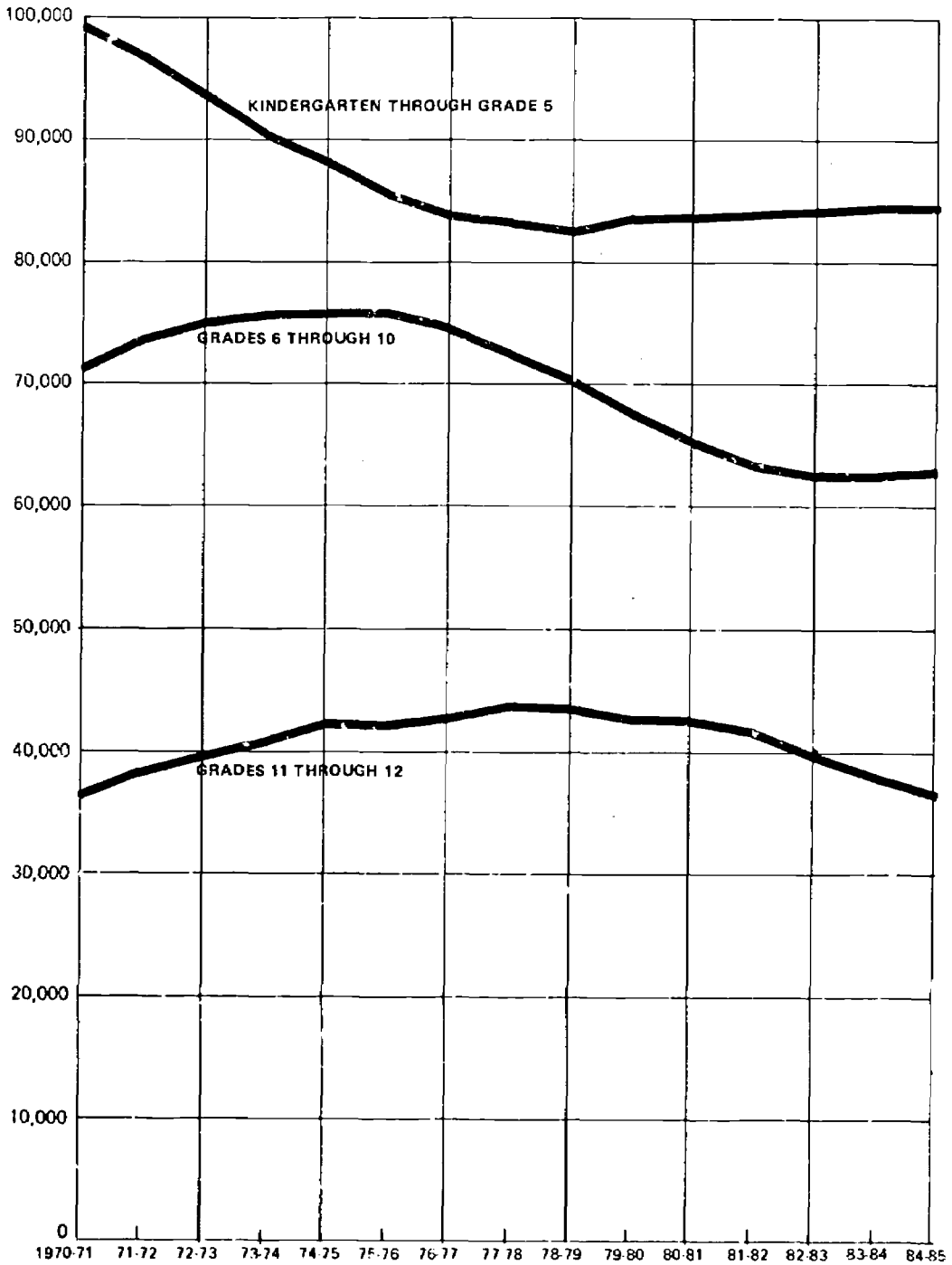


TTERNS FOR EDUCATION
F RHODE ISLAND 1971
Engelhardt and Engelhardt, Inc., Educational Consultants
Joseph M. Cronin and Associates, Harvard University

CHART 3

PROJECTED ENROLLMENTS BY GRADE GROUPINGS

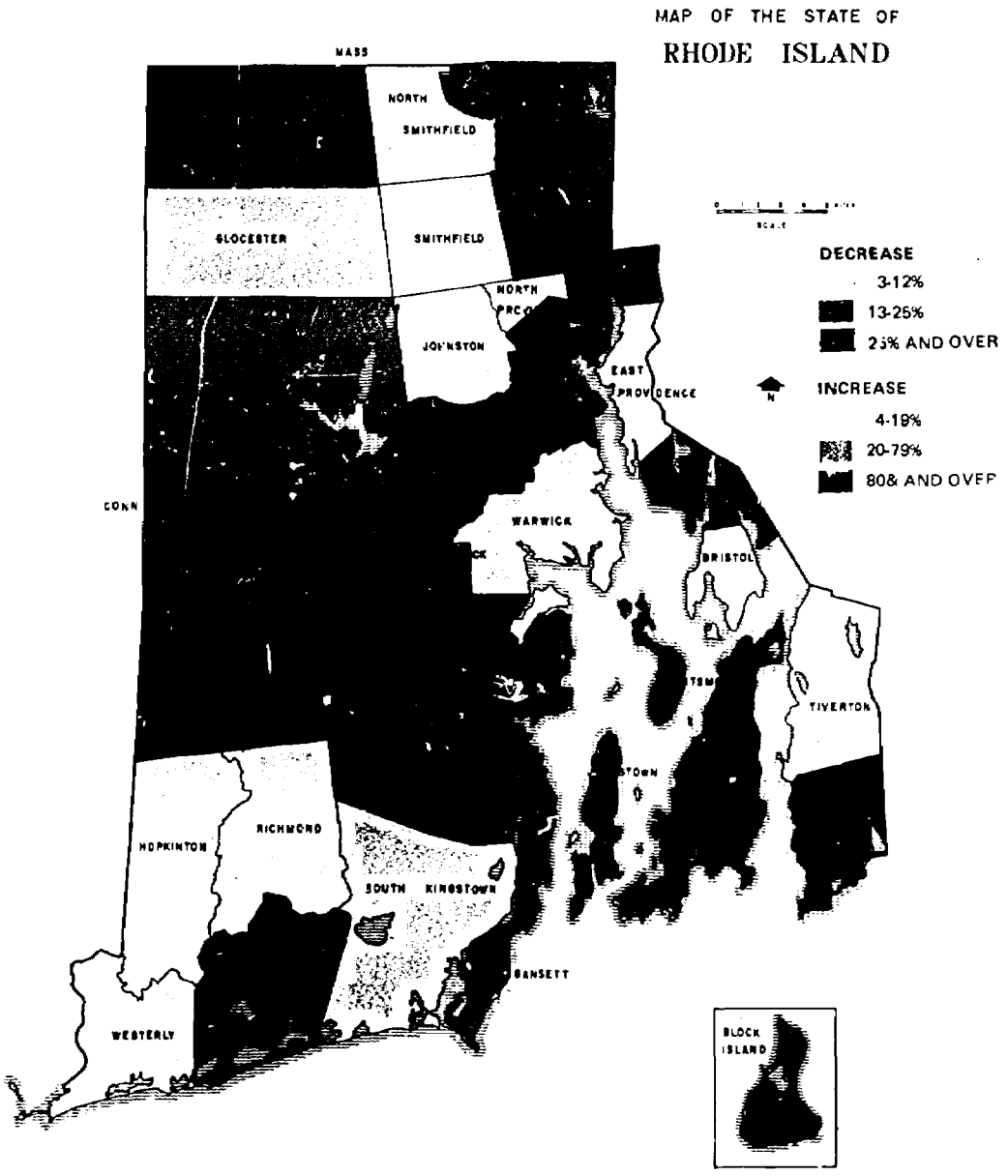
1971-72 THROUGH 1984-85



ATTERNS FOR EDUCATION OF RHODE ISLAND 1971 | Engelhardt and Engelhardt, Inc., Educational Consultants; Joseph M. Cronin and Associates, Harvard University

MAP 7

PER CENT CHANGE IN NUMBERS OF BIRTHS BY TOWNS
1955 TO 1969



APPENDIX

Table 6
ESTIMATES OF PUBLIC SCHOOL ENROLLMENTS, AGES 3-20
State of Rhode Island
1971-72 through 1984-85

Year	Ages 3 - 10	Ages 11 - 16	Ages 17 - 20	Ages 3 - 20
1971-72	96,925	73,619	38,205	208,749
1972-73	93,876	74,976	39,395	208,247
1973-74	90,528	75,476	40,878	206,882
1974-75	88,294	75,594	42,104	205,992
1975-76	85,851	75,731	42,117	203,699
1976-77	84,121	74,627	42,790	201,538
1977-78	83,444	72,437	43,832	199,713
1978-79	82,607	70,183	43,643	196,433
1979-80	83,611	67,525	42,883	194,019
1980-81	83,751	65,342	42,493	191,586
1981-82	83,997	63,670	41,571	189,238
1982-83	84,197	62,863	39,646	186,706
1983-84	84,279	62,617	37,954	184,850
1984-85	84,344	63,025	36,416	183,785

Table 7
PUBLIC SCHOOL RESIDENT ENROLLMENT ESTIMATES
BY GRADE GROUPINGS - BARRINGTON
1971-72 through 1985-86

Year	K	1-5	6-10	11-12	K-12	1-12
1970-71	343	1,880	1,923	662	4,808	4,465
1971-72	283	1,852	1,996	653	4,784	4,501
1972-73	299	1,770	1,990	680	4,739	4,440
1973-74	293	1,724	1,935	745	4,697	4,404
1974-75	277	1,669	1,939	719	4,604	4,327
1975-76	285	1,601	1,943	660	4,489	4,204
1976-77	292	1,507	1,918	719	4,436	4,144
1977-78	306	1,518	1,832	741	4,397	4,091
1978-79	313	1,526	1,781	667	4,307	3,994
1979-80	319	1,548	1,723	672	4,262	3,943
1980-81	319	1,595	1,651	669	4,234	3,915
1981-82	319	1,633	1,555	700	4,207	3,888
1982-83	319	1,663	1,566	636	4,184	3,865
1983-84	319	1,678	1,575	565	4,137	3,818
1984-85	319	1,685	1,598	576	4,178	3,859
1985-86		1,685	1,648	551		3,884

Enrollments for 1970-71 are actual.

Table 8
PUBLIC SCHOOL RESIDENT ENROLLMENT ESTIMATES
BY GRADE GROUPINGS - BRISTOL
1971-72 through 1985-86

Year	K	1-5	6-10	11-12	K-12	1-12
1970-71	205	1,334	1,399	531	3,469	3,264
1971-72	192	1,295	1,440	532	3,459	3,267
1972-73	200	1,255	1,464	553	3,472	3,272
1973-74	153	1,218	1,464	606	3,441	3,288
1974-75	207	1,138	1,471	624	3,440	3,233
1975-76	177	1,137	1,528	543	3,385	3,208
1976-77	182	1,128	1,492	543	3,345	3,163
1977-78	187	1,115	1,449	617	3,368	3,181
1978-79	202	1,103	1,407	637	3,349	3,147
1979-80	202	1,159	1,327	627	3,315	3,113
1980-81	202	1,153	1,331	599	3,285	3,083
1981-82	202	1,181	1,316	561	3,260	3,058
1982-83	202	1,204	1,306	543	3,255	3,053
1983-84	202	1,221	1,295	558	3,276	3,074
1984-85	202	1,221	1,347	517	3,287	3,085
1985-86		1,221	1,341	528		3,090

Enrollments for 1970-71 are actual.

Table 9
PUBLIC SCHOOL RESIDENT ENROLLMENT ESTIMATES
BY GRADE GROUPINGS - BURRILLVILLE
1971-72 through 1985-86

Year	K	1-5	6-10	11-12	K-12	1-12
1970-71	183	810	943	318	2,254	2,071
1971-72	176	819	987	339	2,321	2,145
1972-73	148	805	1,031	357	2,341	2,193
1973-74	153	752	1,065	377	2,347	2,194
1974-75	152	729	1,106	363	2,350	2,198
1975-76	152	685	1,088	406	2,331	2,179
1976-77	152	670	1,098	422	2,342	2,190
1977-78	152	641	1,081	409	2,283	2,131
1978-79	152	645	1,027	449	2,273	2,121
1979-80	152	644	1,001	429	2,226	2,074
1980-81	152	644	955	423	2,174	2,022
1981-82	152	644	933	414	2,143	1,991
1982-83	152	644	901	403	2,100	1,948
1983-84	152	644	907	378	2,081	1,929
1984-85	152	644	906	352	2,054	1,902
1985-86		644	906	357		1,907

Enrollments for 1970-71 are actual.

Table 10
PUBLIC SCHOOL RESIDENT ENROLLMENT ESTIMATES
BY GRADE GROUPINGS - CENTRAL FALLS
1971-72 through 1985-86

Year	K	1-5	6-10	11-12	K-12	1-12
1970-71	349	1,003	961	277	2,590	2,241
1971-72	305	979	974	280	2,538	2,233
1972-73	309	912	1,003	279	2,503	2,194
1973-74	286	886	989	291	2,452	2,166
1974-75	260	811	996	306	2,373	2,113
1975-76	257	715	989	316	2,277	2,020
1976-77	248	651	967	305	2,171	1,923
1977-78	248	595	910	311	2,064	1,816
1978-79	240	537	881	304	1,962	1,722
1979-80	236	491	816	301	1,844	1,608
1980-81	233	468	737	312	1,750	1,517
1981-82	233	446	680	288	1,647	1,414
1982-83	233	431	630	260	1,554	1,321
1983-84	233	416	583	254	1,486	1,253
1984-85	233	409	546	242	1,430	1,197
1985-86		405	525	213		1,143

Enrollments for 1970-71 are actual.

Table 11
PUBLIC SCHOOL RESIDENT ENROLLMENT ESTIMATES
BY GRADE GROUPINGS - CHARIHO REGIONAL
1971-72 through 1985-86

Year	K	1-5	6-10	11-12	K-12	1-12
1970-71	251	1,395	1,063	181	2,890	2,639
1971-72	270	1,393	1,095	205	2,963	2,693
1972-73	216	1,405	1,179	201	3,001	2,785
1973-74	255	1,353	1,234	207	3,049	2,794
1974-75	260	1,364	1,283	211	3,118	2,858
1975-76	260	1,352	1,333	215	3,160	2,900
1976-77	260	1,375	1,328	238	3,201	2,941
1977-78	260	1,361	1,338	261	3,220	2,960
1978-79	263	1,412	1,293	270	3,238	2,975
1979-80	263	1,416	1,293	261	3,233	2,970
1980-81	263	1,418	1,292	269	3,242	2,979
1981-82	263	1,418	1,307	259	3,247	2,984
1982-83	263	1,418	1,310	269	3,260	2,997
1983-84	263	1,418	1,349	245	3,275	3,012
1984-85	263	1,418	1,352	248	3,281	3,018
1985-86		1,418	1,354	266		3,038

Enrollments for 1970-71 are actual.

Table 12
PUBLIC SCHOOL RESIDENT ENROLLMENT ESTIMATES
BY GRADE GROUPINGS - COVENTRY
1971-72 through 1985-86

Year	K	1-5	6-10	11-12	K-12	1-12
1970-71	468	2,926	2,582	759	6,735	6,378
1971-72	577	2,554	2,260	754	6,145	5,568
1972-73	550	2,663	2,390	773	6,376	5,826
1973-74	491	2,693	2,588	874	6,646	6,155
1974-75	579	2,641	2,656	987	6,863	6,284
1975-76	537	2,767	2,802	977	7,083	6,546
1976-77	537	2,727	2,914	963	7,141	6,604
1977-78	571	2,680	3,026	1,002	7,279	6,708
1978-79	571	2,709	3,062	1,056	7,398	6,827
1979-80	571	2,800	3,016	1,110	7,497	6,926
1980-81	571	2,793	3,134	1,058	7,556	6,985
1981-82	571	2,833	3,098	1,099	7,601	7,030
1982-83	571	2,871	3,051	1,209	7,702	7,131
1983-84	571	2,871	3,077	1,189	7,708	7,137
1984-85	571	2,871	3,169	1,094	7,705	7,134
1985-86		2,871	3,161	1,129		7,161

Enrollments for 1970-71 are actual.

Table 13
PUBLIC SCHOOL RESIDENT ENROLLMENT ESTIMATES
BY GRADE GROUPINGS - CRANSTON
1971-72 through 1985

Year	K	1-5	6-10	11-12	K-12	1-12
1970-71	1,063	5,417	5,750	2,129	14,359	13,296
1971-72	1,045	5,147	5,838	2,177	14,207	13,162
1972-73	976	4,905	5,986	2,247	14,114	13,138
1973-74	931	4,761	5,919	2,275	13,886	12,955
1974-75	917	4,617	5,839	2,269	13,642	12,725
1975-76	917	4,445	5,750	2,242	13,354	12,437
1976-77	917	4,373	5,468	2,346	13,104	12,187
1977-78	917	4,236	5,209	2,475	12,837	11,920
1978-79	917	4,173	5,063	2,338	12,491	11,574
1979-80	917	4,159	4,911	2,121	12,108	11,191
1980-81	917	4,159	4,735	2,086	11,897	10,980
1981-82	917	4,159	4,657	1,999	11,732	10,815
1982-83	917	4,159	4,513	1,970	11,559	10,642
1983-84	917	4,159	4,447	1,959	11,482	10,565
1984-85	917	4,159	4,433	1,836	11,345	10,428
1985-86		4,159	4,433	1,774		10,366

Enrollments for 1970-71 are actual.

Table 14
PUBLIC SCHOOL RESIDENT ENROLLMENT ESTIMATES
BY GRADE GROUPINGS - CUMBERLAND
1971-72 through 1985-86

Year	K	1-5	6-10	11-12	K-12	1-12
1970-71	573	2,678	2,657	787	6,695	6,122
1971-72	631	2,634	2,723	840	6,828	6,197
1972-73	548	2,576	2,721	866	6,711	6,163
1973-74	547	2,448	2,691	885	6,571	6,024
1974-75	558	2,352	2,641	895	6,446	5,888
1975-76	567	2,280	2,576	894	6,317	5,750
1976-77	582	2,186	2,538	905	6,211	5,629
1977-78	582	2,144	2,491	893	6,110	5,528
1978-79	582	2,177	2,380	866	6,005	5,423
1979-80	582	2,211	2,289	839	5,921	5,339
1980-81	582	2,233	2,218	811	5,844	5,262
1981-82	582	2,245	2,138	826	5,791	5,209
1982-83	582	2,245	2,108	821	5,756	5,174
1983-84	582	2,245	2,138	740	5,705	5,123
1984-85	582	2,245	2,167	686	5,680	5,098
1985-86		2,245	2,186	693		5,124

Enrollments for 1970-71 are actual.

Table 15
PUBLIC SCHOOL RESIDENT ENROLLMENT ESTIMATES
BY GRADE GROUPINGS - EAST GREENWICH
1971-72 through 1985-86

Year	K	1-5	6-10	11-12	K-12	1-12
1970-71	146	915	1,116	386	2,563	2,417
1971-72	134	844	1,104	426	2,508	2,375
1972-73	135	796	1,082	457	2,470	2,335
1973-74	148	765	1,042	462	2,417	2,269
1974-75	139	760	991	465	2,355	2,216
1975-76	139	745	950	451	2,285	2,146
1976-77	139	768	875	433	2,215	2,076
1977-78	139	775	823	423	2,160	2,021
1978-79	139	781	787	401	2,108	1,969
1979-80	139	771	779	374	2,063	1,924
1980-81	139	771	768	357	2,035	1,896
1981-82	139	771	794	317	2,021	1,882
1982-83	139	771	802	298	2,010	1,871
1983-84	139	771	807	317	2,034	1,895
1984-85	139	771	798	334	2,042	1,903
1985-86		771	798	340		1,909

Enrollments for 1970-71 are actual.

Table 16
PUBLIC SCHOOL RESIDENT ENROLLMENT ESTIMATES
BY GRADE GROUPINGS - EAST PROVIDENCE
1971-72 through 1985-86

Year	K	1-5	6-10	11-12	K-12	1-12
1970-71	825	4,023	4,016	1,367	10,231	9,406
1971-72	767	3,959	4,087	1,419	10,232	9,465
1972-73	730	3,798	4,162	1,480	10,170	9,440
1973-74	721	3,599	4,193	1,562	10,075	9,354
1974-75	753	3,427	4,252	1,541	9,973	9,220
1975-76	736	3,358	4,206	1,519	9,819	9,083
1976-77	736	3,272	4,136	1,562	9,706	8,970
1977-78	736	3,238	3,971	1,617	9,562	8,826
1978-79	736	3,246	3,771	1,654	9,407	8,671
1979-80	736	3,262	3,591	1,620	9,209	8,473
1980-81	736	3,244	3,516	1,525	9,021	8,285
1981-82	736	3,244	3,432	1,460	8,872	8,136
1982-83	736	3,244	3,401	1,405	8,786	8,050
1983-84	736	3,244	3,409	1,320	8,709	7,973
1984-85	736	3,244	3,424	1,277	8,681	7,945
1985-86		3,244	3,406	1,302		7,952

Enrollments for 1970-71 are actual.

Table 17
PUBLIC SCHOOL RESIDENT ENROLLMENT ESTIMATES
BY GRADE GROUPINGS - EXETER-WEST GREENWICH
1971-72 through 1985-86

Year	K	1-5	6-10	11-12	K-12	1-12
1970-71	89	482	427	125	1,123	1,034
1971-72	51	484	457	134	1,126	1,075
1972-73	52	505	460	138	1,155	1,103
1973-74	63	514	487	143	1,207	1,144
1974-75	61	551	485	155	1,252	1,191
1975-76	64	589	491	169	1,313	1,249
1976-77	64	628	492	165	1,349	1,285
1977-78	64	655	512	166	1,397	1,333
1978-79	64	682	522	170	1,438	1,374
1979-80	64	683	562	180	1,489	1,425
1980-81	72	691	600	171	1,534	1,462
1981-82	72	709	641	170	1,592	1,520
1982-83	72	727	671	185	1,655	1,583
1983-84	72	744	696	196	1,708	1,636
1984-85	72	761	699	220	1,752	1,680
1985-86		779	707	238		1,724

Enrollments for 1970-71 are actual.
Exeter students have comprised the following percentage of total student body over the last four years: 1967-68 = 58%
1968-69 = 57%
1969-70 = 58%
1970-71 = 54%

Table 18
PUBLIC SCHOOL RESIDENT ENROLLMENT ESTIMATES
BY GRADE GROUPINGS - FOSTER-GLOCESTER REGIONAL
1971-72 through 1985-86

Year	K	1-5	6-10	11-12	K-12	1-12
1970-71	167	901	814	210	2,092	1,925
1971-72	137	979	857	264	2,237	2,100
1972-73	147	971	924	274	2,316	2,169
1973-74	148	1,001	945	280	2,374	2,226
1974-75	148	1,002	1,003	291	2,444	2,296
1975-76	148	977	1,089	286	2,500	2,352
1976-77	148	947	1,158	302	2,555	2,407
1977-78	148	962	1,150	349	2,609	2,461
1978-79	148	963	1,181	355	2,647	2,499
1979-80	148	963	1,183	357	2,651	2,503
1980-81	148	963	1,152	408	2,671	2,523
1981-82	148	963	1,121	437	2,669	2,521
1982-83	148	963	1,136	398	2,645	2,497
1983-84	148	963	1,137	370	2,618	2,470
1984-85	148	963	1,137	383	2,631	2,483
1985-86		963	1,137	384		2,484

Enrollments for 1970-71 are actual.

Table 19
PUBLIC SCHOOL RESIDENT ENROLLMENT ESTIMATES
BY GRADE GROUPINGS - JAMESTOWN
1971-72 through 1985-86

Year	K	1-5	6-10	11-12	K-12	1-12
1970-71	43	296	285	3	627	584
1971-72	54	313	300	135	802	748
1972-73	66	314	337	113	830	764
1973-74	52	338	352	127	869	817
1974-75	53	343	385	130	911	858
1975-76	53	341	410	139	943	890
1976-77	53	354	429	148	984	931
1977-78	53	354	432	164	1,003	950
1978-79	53	336	471	188	1,048	995
1979-80	53	339	472	183	1,047	994
1980-81	53	339	471	207	1,070	1,017
1981-82	53	339	493	194	1,079	1,026
1982-83	53	339	487	189	1,068	1,015
1983-84	53	339	462	237	1,091	1,038
1984-85	53	339	465	233	1,090	1,037
1985-86		339	465	203		1,007

Enrollments for 1970-71 are actual.

Table 20
PUBLIC SCHOOL RESIDENT ENROLLMENT ESTIMATES
BY GRADE GROUPINGS - JOHNSTON
1971-72 through 1985-86

Year	K	1-5	6-10	11-12	K-12	1-12
1970-71	344	1,869	2,020	600	4,833	4,489
1971-72	330	1,841	2,190	598	4,959	4,629
1972-73	380	1,826	2,169	706	5,081	4,701
1973-74	312	1,878	2,130	625	4,945	4,633
1974-75	340	1,808	2,145	807	5,100	4,760
1975-76	379	1,783	2,113	816	5,091	4,712
1976-77	379	1,745	2,079	872	5,075	4,696
1977-78	420	1,745	2,066	847	5,078	4,658
1978-79	420	1,752	2,116	764	5,052	4,632
1979-80	433	1,826	2,053	782	5,094	4,661
1980-81	447	1,900	2,022	802	5,171	4,724
1981-82	447	1,969	1,979	813	5,208	4,761
1982-83	447	2,036	1,979	802	5,264	4,817
1983-84	447	2,063	1,981	806	5,297	4,850
1984-85	447	2,090	2,060	767	5,364	4,917
1985-86		2,104	2,136	709		4,949

Enrollments for 1970-71 are actual.

Table 21
PUBLIC SCHOOL RESIDENT ENROLLMENT ESTIMATES
BY GRADE GROUPINGS - LINCOLN
1971-72 through 1985-86

Year	K	1-5	6-10	11-12	K-12	1-12
1970-71	296	1,366	1,494	516	3,672	3,376
1971-72	257	1,393	1,477	527	3,654	3,397
1972-73	245	1,367	1,463	541	3,616	3,371
1973-74	209	1,342	1,404	580	3,535	3,326
1974-75	241	1,248	1,388	592	3,469	3,228
1975-76	241	1,232	1,347	564	3,384	3,143
1976-77	241	1,174	1,373	527	3,315	3,074
1977-78	241	1,158	1,349	513	3,261	3,020
1978-79	241	1,154	1,325	510	3,230	2,989
1979-80	241	1,191	1,238	521	3,191	2,950
1980-81	241	1,191	1,219	510	3,161	2,920
1981-82	241	1,191	1,163	515	3,110	2,869
1982-83	241	1,191	1,145	515	3,092	2,851
1983-84	241	1,191	1,142	465	3,039	2,798
1984-85	241	1,191	1,177	414	3,023	2,782
1985-86		1,191	1,177	411		2,779

Enrollments for 1970-71 are actual.
Vocational tuition students for 1970-71 were estimated.

Table 22
PUBLIC SCHOOL RESIDENT ENROLLMENT ESTIMATES
BY GRADE GROUPINGS - LITTLE COMPTON
1971-72 through 1985-86

Year	K	1-5	6-10	11-12	K-12	1-12
1970-71	42	259	219	57	577	535
1971-72	36	269	236	70	611	575
1972-73	41	267	261	82	651	610
1973-74	23	268	265	104	660	637
1974-75	52	236	301	109	698	646
1975-76	41	238	323	106	708	667
1976-77	41	227	334	128	730	689
1977-78	41	235	330	135	741	700
1978-79	41	235	331	138	745	704
1979-80	41	258	293	158	750	709
1980-81	41	242	290	172	745	704
1981-82	41	242	279	165	727	686
1982-83	41	242	287	137	707	666
1983-84	41	242	286	127	696	655
1984-85	41	242	319	107	709	668
1985-86		242	298	129		669

Enrollments for 1970-71 are actual.

Table 23
PUBLIC SCHOOL RESIDENT ENROLLMENT ESTIMATES
BY GRADE GROUPINGS - MIDDLETOWN
1971-72 through 1985-86

Year	K	1-5	6-10	11-12	K-12	1-12
1970-71	355	2,125	1,669	501	4,650	4,295
1971-72	357	2,210	1,719	531	4,817	4,460
1972-73	334	2,204	1,794	528	4,860	4,526
1973-74	338	2,141	1,900	537	4,916	4,578
1974-75	326	2,065	2,014	541	4,946	4,620
1975-76	346	1,928	2,153	560	4,987	4,641
1976-77	346	1,831	2,232	587	4,996	4,650
1977-78	346	1,792	2,214	626	4,978	4,632
1978-79	346	1,781	2,139	676	4,942	4,596
1979-80	346	1,765	2,058	712	4,881	4,535
1980-81	367	1,765	1,932	758	4,822	4,455
1981-82	367	1,765	1,846	755	4,733	4,366
1982-83	367	1,765	1,812	679	4,623	4,256
1983-84	367	1,765	1,802	617	4,551	4,184
1984-85	367	1,765	1,789	602	4,523	4,156
1985-86		1,765	1,789	592		4,146

Enrollments for 1970-71 are actual.

Table 24
PUBLIC SCHOOL RESIDENT ENROLLMENT ESTIMATES
BY GRADE GROUPINGS - NARRAGANSETT
1971-72 through 1985-86

Year	K	1-5	6-10	11-12	K-12	1-12
1970-71	130	552	495	134	1,311	1,181
1971-72	126	586	532	158	1,402	1,276
1972-73	93	631	567	204	1,495	1,402
1973-74	110	613	617	232	1,572	1,462
1974-75	137	611	678	244	1,670	1,533
1975-76	125	617	755	253	1,750	1,625
1976-77	125	645	805	257	1,832	1,707
1977-78	125	640	857	287	1,909	1,784
1978-79	125	685	849	335	1,994	1,869
1979-80	125	709	836	377	2,047	1,922
1980-81	125	690	839	419	2,073	1,948
1981-82	125	690	885	391	2,091	1,966
1982-83	125	690	869	394	2,078	1,953
1983-84	125	690	929	371	2,115	1,990
1984-85	125	690	964	341	2,120	1,995
1985-86		690	940	425		2,055

Enrollments for 1970-71 are actual.

Table 25
PUBLIC SCHOOL RESIDENT ENROLLMENT ESTIMATES
BY GRADE GROUPINGS - NEWPORT
1971-72 through 1985-86

Year	K	1-5	6-10	11-12	K-12	1-12
1970-71	539	2,642	2,079	778	6,038	5,499
1971-72	468	2,556	2,087	716	5,827	5,359
1972-73	438	2,366	2,186	665	5,655	5,217
1973-74	450	2,196	2,238	654	5,538	5,088
1974-75	431	2,057	2,256	676	5,420	4,989
1975-76	438	1,923	2,302	643	5,306	4,868
1976-77	438	1,851	2,240	637	5,166	4,728
1977-78	438	1,824	2,073	741	5,076	4,638
1978-79	438	1,824	1,922	762	4,946	4,508
1979-80	438	1,812	1,798	721	4,769	4,331
1980-81	438	1,819	1,684	696	4,637	4,199
1981-82	438	1,819	1,622	644	4,523	4,085
1982-83	438	1,819	1,599	578	4,434	3,996
1983-84	438	1,819	1,598	527	4,382	3,944
1984-85	438	1,819	1,590	516	4,363	3,925
1985-86		1,819	1,595	512		3,926

Enrollments for 1970-71 are actual.

Table 26
PUBLIC SCHOOL RESIDENT ENROLLMENT ESTIMATES
BY GRADE GROUPINGS - NEW SHOREHAM
1971-72 through 1985-86

Year	K	1-5	6-10	11-12	K-12	1-12
1970-71	5	27	41	16	89	84
1971-72	2	20	43	14	79	77
1972-73	2	17	38	17	74	72
1973-74	8	18	35	20	81	73
1974-75	4	18	30	19	71	67
1975-76	3	19	26	19	67	64
1976-77	3	20	21	18	62	59
1977-78	3	21	18	14	56	53
1978-79	3	18	19	12	52	49
1979-80	3	15	20	11	49	46
1980-81	3	15	20	9	47	44
1981-82	3	15	21	6	45	42
1982-83	3	15	22	4	44	41
1983-84	3	15	19	8	45	42
1984-85	3	15	15	13	46	43
1985-86		15	15	10		40

Enrollments for 1970-71 are actual.

Table 27
PUBLIC SCHOOL RESIDENT ENROLLMENT ESTIMATES
BY GRADE GROUPINGS - NORTH KINGSTOWN
1971-72 through 1985-86

Year	K	1-5	6-10	11-12	K-12	1-12
1970-71	565	3,188	2,352	650	6,755	6,190
1971-72	545	3,182	2,497	716	6,940	6,395
1972-73	563	3,194	2,622	741	7,120	6,557
1973-74	483	3,087	2,831	776	7,177	6,694
1974-75	615	2,998	2,887	839	7,339	6,724
1975-76	559	2,997	2,988	866	7,410	6,851
1976-77	559	2,978	2,985	921	7,443	6,884
1977-78	559	2,951	2,990	972	7,472	6,913
1978-79	559	2,917	2,895	1,064	7,435	6,876
1979-80	559	2,986	2,813	1,066	7,424	6,865
1980-81	559	2,929	2,810	1,004	7,302	6,743
1981-82	559	2,929	2,790	1,009	7,287	6,728
1982-83	559	2,929	2,764	979	7,231	6,672
1983-84	559	2,929	2,739	988	7,215	6,656
1984-85	559	2,929	2,799	910	7,197	6,638
1985-86		2,929	2,748	930		6,607

Enrollments for 1970-71 are actual.

Table 28
PUBLIC SCHOOL RESIDENT ENROLLMENT ESTIMATES
BY GRADE GROUPINGS - NORTH PROVIDENCE
1971-72 through 1985-86

Year	K	1-5	6-10	11-12	K-12	1-12
1970-71	433	2,098	1,861	563	4,955	4,522
1971-72	404	2,188	2,011	604	5,207	4,803
1972-73	391	2,203	2,123	671	5,388	4,997
1973-74	384	2,194	2,300	678	5,556	5,172
1974-75	360	2,164	2,448	672	5,644	5,284
1975-76	360	2,119	2,497	804	5,780	5,420
1976-77	360	2,002	2,603	910	5,875	5,515
1977-78	360	1,950	2,621	942	5,873	5,513
1978-79	360	1,913	2,609	969	5,851	5,491
1979-80	360	1,885	2,576	994	5,815	5,455
1980-81	360	1,885	2,515	997	5,757	5,397
1981-82	360	1,885	2,373	1,068	5,686	5,326
1982-83	360	1,885	2,310	1,066	5,621	5,261
1983-84	360	1,885	2,263	970	5,478	5,118
1984-85	360	1,885	2,229	940	5,414	5,054
1985-86		1,885	2,229	895		5,009

Enrollments for 1970-71 are actual.

Table 29
PUBLIC SCHOOL RESIDENT ENROLLMENT ESTIMATES
BY GRADE GROUPINGS - NORTH SMITHFIELD
1971-72 through 1985-86

Year	K	1-5	6-10	11-12	K-12	1-12
1970-71	158	804	863	285	2,110	1,952
1971-72	165	794	884	319	2,162	1,997
1972-73	155	792	908	347	2,202	2,047
1973-74	136	789	926	340	2,191	2,055
1974-75	147	780	901	362	2,190	2,043
1975-76	147	769	911	367	2,194	2,047
1976-77	147	759	898	368	2,172	2,025
1977-78	147	738	894	394	2,173	2,026
1978-79	147	727	893	383	2,150	2,003
1979-80	147	739	887	351	2,124	1,977
1980-81	147	739	877	349	2,112	1,965
1981-82	147	739	864	366	2,116	1,969
1982-83	147	739	838	380	2,104	1,957
1983-84	147	739	827	378	2,091	1,944
1984-85	147	739	841	340	2,067	1,920
1985-86		739	841	330		1,910

Enrollments for 1970-71 are actual.

Table 30
PUBLIC SCHOOL RESIDENT ENROLLMENT ESTIMATES
BY GRADE GROUPINGS - PAWTUCKET
1971-72 through 1985-86

Year	K	1-5	6-12	11-12	K-12	1-12
1970-71	1,218	4,861	4,627	1,615	12,321	11,103
1971-72	1,130	5,255	4,621	1,746	12,752	11,622
1972-73	1,067	5,125	4,578	1,770	12,540	11,473
1973-74	1,031	4,997	4,440	1,737	12,205	11,174
1974-75	1,026	4,737	4,343	1,829	11,935	10,909
1975-76	1,026	4,265	4,561	1,791	11,643	10,617
1976-77	1,026	4,016	4,611	1,675	11,328	10,302
1977-78	1,026	3,909	4,506	1,648	11,089	10,063
1978-79	1,026	3,869	4,374	1,593	10,862	9,836
1979-80	1,026	3,864	4,136	1,625	10,651	9,625
1980-81	1,026	3,864	3,717	1,885	10,492	9,466
1981-82	1,026	3,864	3,495	1,876	10,261	9,235
1982-83	1,026	3,864	3,401	1,593	9,884	8,858
1983-84	1,026	3,864	3,366	1,430	9,686	8,660
1984-85	1,026	3,864	3,363	1,349	9,602	8,576
1985-86		3,864	3,363	1,318		8,545

Enrollments for 1970-71 are actual.

Table 31
PUBLIC SCHOOL RESIDENT ENROLLMENT ESTIMATES
BY GRADE GROUPINGS - PORTSMOUTH
1971-72 through 1985-86

Year	K	1-5	6-10	11-12	K-12	1-12
1970-71	310	1,676	1,309	350	3,645	3,335
1971-72	283	1,724	1,407	398	3,812	3,529
1972-73	280	1,741	1,468	425	3,914	3,634
1973-74	320	1,718	1,506	493	4,037	3,717
1974-75	329	1,742	1,568	522	4,161	3,832
1975-76	337	1,749	1,599	543	4,228	3,891
1976-77	337	1,739	1,643	589	4,308	3,971
1977-78	337	1,774	1,667	572	4,350	4,013
1978-79	337	1,814	1,646	588	4,385	4,048
1979-80	337	1,815	1,665	619	4,436	4,099
1980-81	337	1,815	1,672	630	4,454	4,117
1981-82	337	1,815	1,660	662	4,474	4,137
1982-83	337	1,815	1,694	636	4,482	4,145
1983-84	337	1,815	1,734	587	4,473	4,136
1984-85	337	1,815	1,735	619	4,506	4,169
1985-86		1,815	1,735	656		4,206

Enrollments for 1970-71 are actual.

Table 32
PUBLIC SCHOOL RESIDENT ENROLLMENT ESTIMATES
BY GRADE GROUPINGS - PROVIDENCE
1971-72 through 1985-86

Year	K	1-5	6-10	11-12	K-12	1-12
1970-71	1,969	9,957	8,929	2,697	23,552	21,583
1971-72	1,737	9,437	9,135	2,527	22,836	21,099
1972-73	1,647	8,587	9,195	2,570	21,999	20,352
1973-74	1,635	7,864	8,988	2,733	21,220	19,585
1974-75	1,635	7,308	8,698	2,735	20,376	18,741
1975-76	1,635	6,862	8,345	2,664	19,506	17,871
1976-77	1,635	6,593	7,790	2,677	18,695	17,060
1977-78	1,635	6,493	7,073	2,736	17,937	16,302
1978-79	1,635	6,482	6,459	2,622	17,198	15,563
1979-80	1,635	6,482	5,977	2,391	16,485	14,850
1980-81	1,635	6,482	5,595	2,235	15,947	14,312
1981-82	1,635	6,482	5,371	2,063	15,551	13,916
1982-83	1,635	6,482	5,291	1,842	15,250	13,615
1983-84	1,635	6,482	5,282	1,677	15,076	13,441
1984-85	1,635	6,482	5,282	1,614	15,013	13,378
1985-86		6,482	5,282	1,606		13,370

Enrollments for 1970-71 are actual.
These figures do not include resident vocational students since such data were not readily attainable.

Table 33
PUBLIC SCHOOL RESIDENT ENROLLMENT ESTIMATES
BY GRADE GROUPINGS - SCITUATE
1971-72 through 1985-86

Year	K	1-5	6-10	11-12	K-12	1-12
1970-71	126	738	766	250	1,880	1,754
1971-72	138	708	770	233	1,849	1,711
1972-73	287	674	783	252	1,996	1,709
1973-74	133	804	797	272	2,006	1,873
1974-75	151	788	790	266	1,995	1,844
1975-76	164	783	761	285	1,993	1,829
1976-77	188	840	728	272	2,028	1,840
1977-78	206	896	692	273	2,067	1,861
1978-79	206	815	819	297	2,137	1,931
1979-80	206	888	810	272	2,176	1,970
1980-81	206	941	818	252	2,217	2,011
1981-82	206	982	868	217	2,273	2,067
1982-83	206	1,000	917	212	2,335	2,129
1983-84	206	1,000	838	383	2,427	2,221
1984-85	206	1,000	916	368	2,490	2,284
1985-86		1,000	973	245		2,218

Enrollments for 1970-71 are actual.

Table 34
PUBLIC SCHOOL RESIDENT ENROLLMENT ESTIMATES
BY GRADE GROUPINGS - SMITHFIELD
1971-72 through 1985-86

Year	K	1-5	6-10	11-12	K-12	1-12
1970-71	299	1,371	1,334	407	3,411	3,112
1971-72	275	1,372	1,379	435	3,461	3,186
1972-73	169	1,322	1,396	451	3,338	3,169
1973-74	275	1,190	1,386	484	3,335	3,060
1974-75	251	1,198	1,294	545	3,288	3,037
1975-76	251	1,145	1,288	553	3,237	2,986
1976-77	251	1,090	1,284	494	3,119	2,868
1977-78	251	1,071	1,241	503	3,066	2,815
1978-79	251	1,151	1,123	499	3,024	2,773
1979-80	251	1,128	1,132	447	2,958	2,707
1980-81	251	1,128	1,059	457	2,895	2,644
1981-82	251	1,128	1,019	489	2,887	2,636
1982-83	251	1,128	998	460	2,837	2,586
1983-84	251	1,128	1,077	337	2,793	2,542
1984-85	251	1,128	1,054	340	2,773	2,522
1985-86		1,128	1,054	414		2,596

Enrollments for 1970-71 are actual.

Table 35
PUBLIC SCHOOL RESIDENT ENROLLMENT ESTIMATES
BY GRADE GROUPINGS - SOUTH KINGSTOWN
1971-72 through 1985-86

Year	K	1-5	6-10	11-12	K-12	1-12
1970-71	211	1,125	1,046	246	2,628	2,417
1971-72	189	1,108	1,126	340	2,763	2,574
1972-73	196	1,060	1,160	336	2,752	2,556
1973-74	206	1,019	1,214	336	2,775	2,569
1974-75	202	1,010	1,210	351	2,773	2,571
1975-76	204	986	1,244	355	2,789	2,585
1976-77	204	972	1,228	366	2,770	2,566
1977-78	204	988	1,178	403	2,773	2,569
1978-79	204	997	1,135	403	2,739	2,535
1979-80	204	995	1,125	388	2,712	2,508
1980-81	223	997	1,100	378	2,698	2,475
1981-82	223	1,019	1,085	381	2,708	2,485
1982-83	223	1,040	1,102	352	2,717	2,494
1983-84	223	1,061	1,111	332	2,727	2,504
1984-85	223	1,082	1,108	347	2,760	2,537
1985-86		1,103	1,110	352		2,565

Enrollments for 1970-71 are actual.

Table 36
PUBLIC SCHOOL RESIDENT ENROLLMENT ESTIMATES
BY GRADE GROUPINGS - TIVERTON
1971-72 through 1985-86

Year	K	1-5	6-10	11-12	K-12	1-12
1970-71	199	1,171	1,089	353	2,812	2,613
1971-72	222	1,150	1,143	337	2,852	2,630
1972-73	223	1,161	1,172	349	2,905	2,682
1973-74	214	1,157	1,198	384	2,953	2,739
1974-75	220	1,112	1,263	392	2,987	2,767
1975-76	220	1,095	1,296	395	3,006	2,786
1976-77	220	1,117	1,278	416	3,031	2,811
1977-78	220	1,114	1,288	421	3,043	2,823
1978-79	220	1,111	1,280	430	3,041	2,821
1979-80	220	1,119	1,228	473	3,040	2,820
1980-81	220	1,119	1,212	479	3,030	2,810
1981-82	220	1,119	1,237	420	2,996	2,776
1982-83	220	1,119	1,234	409	2,982	2,762
1983-84	220	1,119	1,232	433	3,004	2,784
1984-85	220	1,119	1,241	424	3,004	2,784
1985-86		1,119	1,241	422		2,782

Enrollments for 1970-71 are actual.

Table 37
PUBLIC SCHOOL RESIDENT ENROLLMENT ESTIMATES
BY GRADE GROUPINGS - WARREN
1971-72 through 1985-86

Year	K	1-5	6-10	11-12	K-12	1-12
1970-71	190	1,011	914	274	2,389	2,199
1971-72	186	998	949	261	2,394	2,208
1972-73	184	990	925	262	2,361	2,177
1973-74	193	986	873	297	2,349	2,156
1974-75	165	971	871	300	2,307	2,142
1975-76	165	915	892	263	2,235	2,070
1976-77	165	861	881	279	2,186	2,021
1977-78	165	841	876	272	2,154	1,989
1978-79	165	823	873	236	2,097	1,932
1979-80	165	795	859	251	2,070	1,905
1980-81	165	795	805	277	2,042	1,877
1981-82	165	795	755	286	2,001	1,836
1982-83	165	795	736	258	1,954	1,789
1983-84	165	795	716	231	1,907	1,742
1984-85	165	795	689	238	1,887	1,722
1985-86		795	689	221		1,705

Enrollments for 1970-71 are actual.

Table 38
PUBLIC SCHOOL RESIDENT ENROLLMENT ESTIMATES
BY GRADE GROUPINGS - WARWICK
1971-72 through 1985-86

Year	K	1-5	6-10	11-12	K-12	1-12
1970-71	1,446	7,829	7,854	2,669	19,798	18,352
1971-72	1,328	7,636	8,031	2,740	19,735	18,407
1972-73	1,343	7,383	8,065	2,842	19,633	18,290
1973-74	1,221	7,119	8,104	2,944	19,388	18,167
1974-75	1,233	6,752	7,979	3,086	19,050	17,817
1975-76	1,227	6,490	7,773	3,195	18,685	17,458
1976-77	1,227	6,267	7,582	3,131	18,207	16,980
1977-78	1,227	6,153	7,330	3,032	17,742	16,515
1978-79	1,227	6,023	7,067	3,015	17,332	16,105
1979-80	1,227	6,029	6,702	3,008	16,966	15,739
1980-81	1,227	6,022	6,439	2,892	16,580	15,353
1981-82	1,227	6,022	6,218	2,767	16,234	15,007
1982-83	1,227	6,022	6,103	2,624	15,976	14,749
1983-84	1,227	6,022	5,975	2,544	15,768	14,541
1984-85	1,227	6,022	5,981	2,430	15,660	14,433
1985-86		6,022	5,974	2,322		14,318

Enrollments for 1970-71 are actual.

Table 39
PUBLIC SCHOOL RESIDENT ENROLLMENT ESTIMATES
BY GRADE GROUPINGS - WESTERLY
1971-72 through 1985-86

Year	K	1-5	6-10	11-12	K-12	1-12
1970-71	349	1,669	1,423	520	3,861	3,512
1971-72	344	1,549	1,506	578	3,977	3,633
1972-73	346	1,521	1,560	568	3,995	3,649
1973-74	304	1,493	1,573	595	3,965	3,661
1974-75	325	1,423	1,631	589	3,968	3,643
1975-76	325	1,407	1,643	555	3,930	3,605
1976-77	325	1,382	1,622	612	3,941	3,616
1977-78	325	1,364	1,593	654	3,936	3,611
1978-79	325	1,342	1,565	657	3,889	3,564
1979-80	325	1,363	1,502	656	3,846	3,521
1980-81	325	1,363	1,485	626	3,799	3,474
1981-82	325	1,363	1,460	606	3,754	3,429
1982-83	325	1,363	1,443	607	3,738	3,413
1983-84	325	1,363	1,425	603	3,716	3,391
1984-85	325	1,363	1,444	565	3,697	3,372
1985-86		1,363	1,444	546		3,353

Enrollments for 1970-71 are actual.

Table 40
PUBLIC SCHOOL RESIDENT ENROLLMENT ESTIMATES
BY GRADE GROUPINGS - WEST WARWICK
1971-72 through 1985-86

Year	K	1-5	6-10	11-12	K-12	1-12
1970-71	325	1,639	1,857	678	4,499	4,174
1971-72	284	1,486	1,916	700	4,386	4,102
1972-73	273	1,380	1,873	702	4,228	3,955
1973-74	272	1,245	1,878	701	4,096	3,824
1974-75	305	1,159	1,815	695	3,974	3,669
1975-76	289	1,126	1,737	714	3,866	3,577
1976-77	289	1,108	1,594	747	3,738	3,449
1977-78	289	1,114	1,496	709	3,608	3,319
1978-79	289	1,130	1,368	671	3,458	3,169
1979-80	289	1,144	1,287	645	3,365	3,076
1980-81	289	1,127	1,251	597	3,264	2,975
1981-82	289	1,127	1,233	559	3,208	2,919
1982-83	289	1,127	1,238	508	3,162	2,873
1983-84	289	1,127	1,251	480	3,147	2,858
1984-85	289	1,127	1,264	471	3,151	2,862
1985-86		1,127	1,247	500		2,874

Enrollments for 1970-71 are actual.

Table 41
PUBLIC SCHOOL RESIDENT ENROLLMENT ESTIMATES
BY GRADE GROUPINGS - WOONSOCKET
1971-72 through 1985-86

Year	K	1-5	6-10	11-12	K-12	1-12
1970-71	736	3,451	2,945	869	8,001	7,265
1971-72	661	3,669	3,842	1,172	9,344	8,683
1972-73	641	3,512	3,941	1,175	9,269	8,628
1973-74	600	3,401	3,969	1,193	9,163	8,563
1974-75	584	3,196	4,037	1,188	9,005	8,421
1975-76	584	3,038	4,022	1,195	8,839	8,255
1976-77	584	2,878	4,003	1,210	8,675	8,091
1977-78	584	2,780	3,861	1,273	8,498	7,914
1978-79	584	2,708	3,750	1,278	8,320	7,736
1979-80	584	2,687	3,567	1,260	8,098	7,514
1980-81	584	2,687	3,421	1,239	7,931	7,347
1981-82	584	2,687	3,282	1,200	7,753	7,169
1982-83	584	2,687	3,199	1,158	7,628	7,044
1983-84	584	2,687	3,142	1,099	7,512	6,928
1984-85	584	2,687	3,124	1,047	7,442	6,858
1985-86		2,687	3,124	999		6,810

Enrollments for 1970-71 are actual.

Table 42
PUBLIC SCHOOL RESIDENT ENROLLMENT ESTIMATES
BY GRADE GROUPINGS - CHARLESTOWN
1971-72 through 1985-86

Year	K	1-5	Grade 6	K-6	1-6
1970-71	62	344	58	464	402
1971-72	61	335	73	469	408
1972-73	44	344	60	448	404
1973-74	64	315	79	458	394
1974-75	74	326	60	460	386
1975-76	70	335	73	478	408
1976-77	70	349	66	485	415
1977-78	70	358	68	496	426
1978-79	70	386	48	504	434
1979-80	70	393	71	534	464
1980-81	70	387	84	541	471
1981-82	70	387	78	535	465
1982-83	70	387	78	535	465
1983-84	70	387	78	535	465
1984-85	70	387	78	535	465
1985-86		387	78		465

Enrollments for 1970-71 are actual.

Table 43
PUBLIC SCHOOL RESIDENT ENROLLMENT ESTIMATES
BY GRADE GROUPINGS - HOPKINTON
1971-72 through 1985-86

Year	K	1-5	Grade 6	K-6	1-6
1970-71	123	704	112	939	816
1971-72	132	698	125	955	823
1972-73	92	675	154	921	829
1973-74	117	632	136	885	768
1974-75	112	615	134	861	749
1975-76	116	581	148	845	729
1976-77	116	581	117	814	698
1977-78	116	563	133	812	696
1978-79	116	589	92	797	681
1979-80	116	588	118	822	706
1980-81	116	592	113	821	705
1981-82	116	592	117	825	709
1982-83	116	592	117	825	709
1983-84	116	592	117	825	709
1984-85	116	592	117	825	709
1985-86		592	117		709

Enrollments for 1970-71 are actual.

Table 44
PUBLIC SCHOOL RESIDENT ENROLLMENT ESTIMATES
BY GRADE GROUPINGS - RICHMOND
1971-72 through 1985-86

Year	K	1-5	Grade 6	K-6	1-6
1970-71	66	347	63	476	410
1971-72	77	353	57	487	410
1972-73	80	365	68	513	433
1973-74	74	379	68	521	447
1974-75	74	387	68	529	455
1975-76	74	393	72	539	465
1976-77	74	409	62	545	471
1977-78	74	407	79	560	486
1978-79	77	402	82	561	484
1979-80	77	405	77	559	482
1980-81	77	407	77	561	484
1981-82	77	409	77	563	486
1982-83	77	411	77	565	488
1983-84	77	413	77	567	490
1984-85	77	413	79	569	492
1985-86		413	79		492

Enrollments for 1970-71 are actual.