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ABSTRACT

The role and effectiveness of compensatory education in Rhode Island was evaluated over a seven year period. An analysis of existing data on Rhode Island compensatory education programs for purposes of describing trends in funding patterns, resource allocations, and the provision of services from 1970 to 1976 was evaluated. Also, an analysis of the feasibility of conducting a longitudinal study using existing data on Rhode Island students who were enrolled in compensatory programs over a seven year period was assessed. This allocation of federal and state compensatory education money to local education agencies and the categories of expenditures for such funds are described. The selection of eligible schools, discussion of types of services and continuity of such services from 1970-1976 are delineated. The characteristics of students in compensatory reading programs and achievement test data on these students are examined. Finally, the feasibility of conducting an expost facto longitudinal analysis of the effects of compensatory education is explored. Appendices include detailed data tables which document the report. (JP)

COMPENSATORY EDUCATION IN THE STATE OF RHODE ISLAND: 1970 - 1976

April 1, 1977

CHAPTERS ONE THROUGH FIVE

This report was prepared by The Curriculum Research and Development Center at the University of Rhode Island in conjunction with the Rhode Island Department of Education pursuant to a contract with the National Institute of Education, Project Number 400-76-0021. It is principally the work of Barbara E. Brittingham, Nancy Rieser, Theodore M. Kellogg, John V. Long, Thomas R. Pezzullo, and Daniel Anderson of the Curriculum Research and Development Center and of Pasquale DeVito of the Rhode Island Department of Education.

FINAL REPORT

Project Number 400-76-0021

COMPENSATORY EDUCATION IN THE STATE OF RHODE ISLAND: 1970-1976

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National Institute of Education
U.S. Department of Health, Education and Welfare
Washington, D. C.

PREFACE

Since 1969 members of the Curriculum Research and Development Center (CRDC) at the University of Rhode Island have worked with the staff of the Rhode Island Department of Education and local school departments on several projects directly and indirectly related to the collection and analysis of data on compensatory education programs. Most often these endeavors have involved external program evaluation of Title I projects for individual LEAs. Other projects have included assistance to the SEA Title I data collection effort, development of testing plans, and the writing of position papers about the purposes and future of various aspects of compensatory education. Currently, under a subcontract with RMC Research Corporation, the Technical Assistance Center for Rhode Island and Connecticut is housed at CRDC. Over the years the staff involved in compensatory education projects have witnessed evolutionary changes in Title I in the direction of more clearly stated projects and the collection and analysis of more meaningful student and program data.

Many interesting areas of inquiry regarding compensatory education programs that might have been addressed in this study were impossible to examine over the time period covered. The evolutionary changes which have occured over the past several years have meant that "good" data are not available in many areas for all, or the major portion of, the seven year time span covered by the study. Thus, the analyses reported in each section were judged by the research team to be the best possible, given the changing nature of the available data.

The team wishes to thank the members of the Rhode Island Department of Education who provided useful assistance at many points in the data collection and analysis process. We also wish to thank the personnel in the Rhode Island LEAs for their cooperation and assistance, particularly in supplying data for the feasibility study. We extend our special gratitude to our secretarial and student assistant staff for their help in typing several drafts of this study, for proofreading, correcting and producing the final copy.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

Appendix

Appendix

CHAPTER 1

INTRODUCTION

Two of the most important trends in elementary and secondary education in the last twenty years are the increased concern for the needs of disadvantaged learners and the increased Federal involvement in education. The most significant intersection of these trends is Title I of the Elementary and Secondary Education Act of 1965. The largest single source of Federal aid to education, Title I provides approximately 34 percent of the Federal funds available to elementary and secondary schools. In Rhode Island, funds available to schools through Title I have been supplemented by state support available through the State Compensatory Education Act: Chapter 160, Section IV, Public Laws of 1968.

Formal Congressional statements of policy list three fundamental purposes of Title I:[1]

1) To provide financial assistance to school districts in relation to their numbers of low-income children and within those districts to the schools with the greatest numbers of low income students.

2) To fund special services for low achieving children in the poorest schools.

3) To contribute to the cognitive, emotional, social or physical development of participating students.

Since its beginning, Title I programs have been the subject of numerous research and evaluation studies. Several large scale studies are currently being sponsored by the National Institute of Education as directed by Congress in Section 821 of the Education Ammendments of 1974 (Public Law 93-380). (The Interim Report for that study, cited above, provides

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[1] Evaluating Compensatory Education: An Interim Report on the NIE Compensatory Education Study, National Institute of Education, Washington, December, 1976, page 1-8 to 1-10.

good contextual reading for this report.) In Rhode Island, the Department of Education (RIDE) has sponsored several recent studies about the role and effectiveness of compensatory education within the state. In addition to its Annual Evaluation Report, RIDE has recently coordinated three study groups to develop position papers about the future directions of compensatory education for young learners (conception to grade three), adolescents (grades four through twelve), and adults. In a report to the Board of Regents, RIDE staff described achievement patterns of compensatory reading students who remained in remedial programs for a two year period compared to those who left such programs after participating for only one year. Newport, Rhode Island, has been chosen as one of sixteen districts in the country to plan projects demonstrating the effects of different methods of allocating Title I funds within a district.

This current study was supported by the National Institute of Education (project number 400-76 0021) to address two major objectives:

1) To re-analyze existing data on Rhode Island compensatory education programs for purposes of describing trends in funding patterns, resource allocation, and the provision of services from 1970 to 1976; and

2) to analyze the feasibility of conducting a longitudinal study using existing data on Rhode Island students who have been enrolled in compensatory education programs during the time period between 1970 and 1976.

The project proposal outlined a series of sample questions to be addressed in the basic areas of resource allocation, trends in continuity of services provided and achievement of students. As other researchers have noted, previously collected data often do not lend themselves to addressing the most interesting questions about compensatory education. In conducting this study, a review of existing data was often followed by a modification of the question and/or the collection of additional

data from existing sources. Not surprisingly, questions concerning students (numbers receiving services and achievement patterns) were the most difficult to address. Changing reporting requirements, the lack of non-duplicated counts of students receiving services, and changing testing plans which did not lend themselves to meaningful aggregation of data meant that often the most interesting questions about students in Rhode Island compensatory education programs simply could not be addressed. Questions about resource allocation and services provided were easier to address with existing data.

The remainder of this report is divided into four parts. Chapter 2 addresses the allocation of federal and state compensatory education money to local education agencies and the categories of expenditure for such funds. Chapter 3 describes the selection of eligible schools, discusses the types of services provided by the schools and discusses the continuity of such services during the period from 1970 to 1976. Chapter 4 addresses the characteristics of students in compensatory reading programs in Rhode Island and describes available achievement test data on these students. Chapter 5 examines the feasibility of conducting a longitudinal analysis of the effects of compensatory education using existing data.

Throughout this report, year designations are fiscal year labels; for example, data from 1970 is from fiscal year 1970, i.e. school year 1969-70. Several analyses refer to changes in a two year period; thus, for example, the designation 1972-73 refers to the period from school year 1971-72 to school year 1972-73.

Tables included in the text are designated by chapter number and table number within the chapter; e.g. Table 3.7 is the seventh table in the third chapter. Supplementary Tables and other materials are indicated by letter designations; Table B.14 is the 14th table in Appendix B.

CHAPTER 2

FINANCING OF COMPENSATORY EDUCATION IN RHODE ISLAND

Introduction

This section of the study will examine the patterns for financing compensatory education programs in elementary and secondary schools in the state of Rhode Island from 1970 through 1975. Both state-wide trends and within-community changes are discussed. This chapter is divided into three primary subsections following the introduction. Part I examines the amount of funds available for disadvantaged students. Part II discusses the basis of allocation of these funds and Part III examines trends in the general categories for which funds were expended. The remainder of the introduction will explain the sources of compensatory funds available in Rhode Island and the sources of data used in the chapter.

Sources of Compensatory Funds

Compensatory education funds as discussed in this chapter and in the remainder of the report refers to the sum of both the Title I funds and the state Section IV funds. The Elementary and Secondary Education Act of 1965 provided federal funds for disadvantaged education under Title I. In 1968, the State of Rhode Island enacted the State Compensatory Education Act: Chapter 160, Section IV, Public Laws of 1968. Since 1969, the state of Rhode Island has allocated two million dollars each year to the State Compensatory Education Act. The law states that the two million dollars is

> "for distribution to local and regional school districts on the basis of the latest known ratio which that district's Title I entitlement under the Elementary and Secondary Education Act of 1965 (P.L. 89-10) bears to the

> total Title I entitlements of the state for the purpose of financially assisting school programs for the disadvantaged child currently in operation in such programs initiated by the district in the future and is approved by the department . . ."

The guidelines established by the Department of Education for the use of disadvantaged funds indicate the following priorities for Section IV funds. First, in schools operating Title I programs, state funds may be used to supplement Title I projects to provide additional services for disadvantaged children. Second, funds may be used to continue existing Title I projects if Title funds have been transferred to another Title I project. In Title I eligible schools which are not operating Title I programs, state funds may be used to implement projects in schools according to the ranked order of the schools. Third, funds may be used to initiate new projects or supplement existing projects which are locally funded. If new programs are implemented, services from these programs must be made available to children in existing Title I programs. Finally, if Title I programs are fully servicing all Title I schools, state funds may be used in schools not eligible under Title I provided there is a sufficient number of disadvantaged children to make a program feasible.

As indicated by the guidelines, Section IV funds served the same population as Title I funds. Because of the priorities, only rarely were Section IV funds used to provide services to disadvantaged students in schools not eligible for Title I services.

Dollar Standardization

Many of the analyses require an examination of dollars across years. For these analyses, dollars have been converted to a 1972 base. The index is the Gross Domestic Product -- state and local

government index. The December index, for each year, was chosen as a reference because it reflects the mid point of the fiscal years under study. The deflators used in these analyses are shown in the list below.

Fiscal Year	Deflator
1970	.823
1971	.898
1972	.955
1973	1.025
1974	1.091
1975	1.177

Public Educational Expenditures

Throughout the following sections of this report, reference is made to total educational expenditures. These are total public school educational expenditures and are not reflective of total educational expenditures in the state. Data on private school expenditures were not available. The public school expenditures are a good relative index of the total educational expenditures within a community. Furthermore, all disadvantaged education funds are expended through the local public school education agency.

Title I and Section IV Allotments

This report utilizes the dollars appropriated for Title I and Section IV allotments rather than expenditures. This is primarily

because the records of allotments are more uniform. In any one year, communities expended a majority of the Title I and Section IV allotted funds. However, both federal and state law provided communities the right to carry forward unexpended funds into the following year. Therefore, Title I and Section IV expenditures would be similar to but not equal to the funds allotted in any year.

Year References

In this report the year designations are noted by the fiscal year table. 1970 will refer to the period July 1, 1969 to June 30, 1970. Therefore, the reference 1970 is to the 1969-70 academic year, 1971 refers to the 1970-71 academic year, and so forth.

Data Sources

Within each of the following sections, the data sources will be defined the first time the data are used. The reader should be aware the data used in this section are from four major information sources: (1) the annual statistical report of the State Department of Education; (2) fiscal records of the Rhode Island State Department of Education Title I Office; (3) annual reports of the Title I Office; (4) data from local community Title I offices. Because these data are generated from different sources, slight variations occur in variables such as the number of students, or the dollars expended. These variations have been checked to be sure that they have only a negligible effect on the analyses presented herein.

Funds Available for Compensatory Education

The funds available within the state of Rhode Island for disadvantaged education come from two sources; Title I of the Elementary and Secondary Education Act, and Section IV of the State Compensatory Education Act. The funds available through these sources for 1970 through 19 are shown in Table 2.1. Table 2.1 also indicates the total educational expenditures for public schools in Rhode Island for each year.

Table 2.1

Statewide Title I, Section IV and Total Educational Expenditures 1970-1975*

Source	Years					
	1970	1971	1972	1973	1974	1975
Title I	3,927	4,411	5,189	4,874	5,032	5,852
Section IV	2,000	2,000	2,000	2,057	2,000	2,000
Total Section IV and Title I	5,927	6,411	7,189	6,931	7,032	7,852
Total Educational Expenditures (Public Schools)	130,466	145,570	159,509	175,646	190,527	209,128

*Thousands of Dollars

Table 2.1 indicates that ESEA Title I funds increased between 1970 and 1976 from $3,927,000.00 to $5,852,000.00. This represents approximately a 40 percent increase. Section IV funds remained at $2,000,000.00 per year with the exception of one year when an additional $57,000.00 was allocated. During the same time, the total educational expenditures for public schools in the state increased from $130,466,000.00 to $209,128,000.00. This represents a 60 percent increase in total educational expenditures.

Table 2.2 presents the same data as shown in Table 2.1 except that all dollar information is shown using the standardized dollar base.

Table 2.2

Statewide Title I, Section IV and

Total School Expenditures 1970 - 1975*, Adjusted Dollars

Source	Years					
	1970	1971	1972	1973	1974	1975
Title I	4,771	4,912	5,434	4,755	4,612	4,972
Section IV	2,430	2,227	2,094	2,007	1,833	1,699
Total Section IV and Title I	7,201	7,139	7,528	6,762	6,445	6,671
Total Educational Expenditures	158,525	162,104	167,025	171,361	174,635	177,664

*Thousand of dollars (1972 base)

As indicated above, the educational funds allocated to the disadvantaged increased slightly from 1970 to 1975 but when measured by 1972 dollars, the purchasing power available through Title I funds varied little from year to year. Section IV funds show a different pattern. The Section IV grant remained stable in actual these dollars are converted to the 1972 base, the Section IV funds show a continued decrease in purchasing power. When both Title I dollars and Section IV dollars are grouped together, there is a net decline in the purchasing power of the dollars available for disadvantaged students from 1970 to 1975. During this same period, total educational expenditures for public schools showed a steady increase in purchasing power. Table

2.3 indicates the Title I funds and Section IV funds for the years 1970 through 1975 as a percentage of the total public school expenditures.

Table 2.3

Title I and Section IV Allocations Expressed

as a Percentage of Total Public School Expenditures

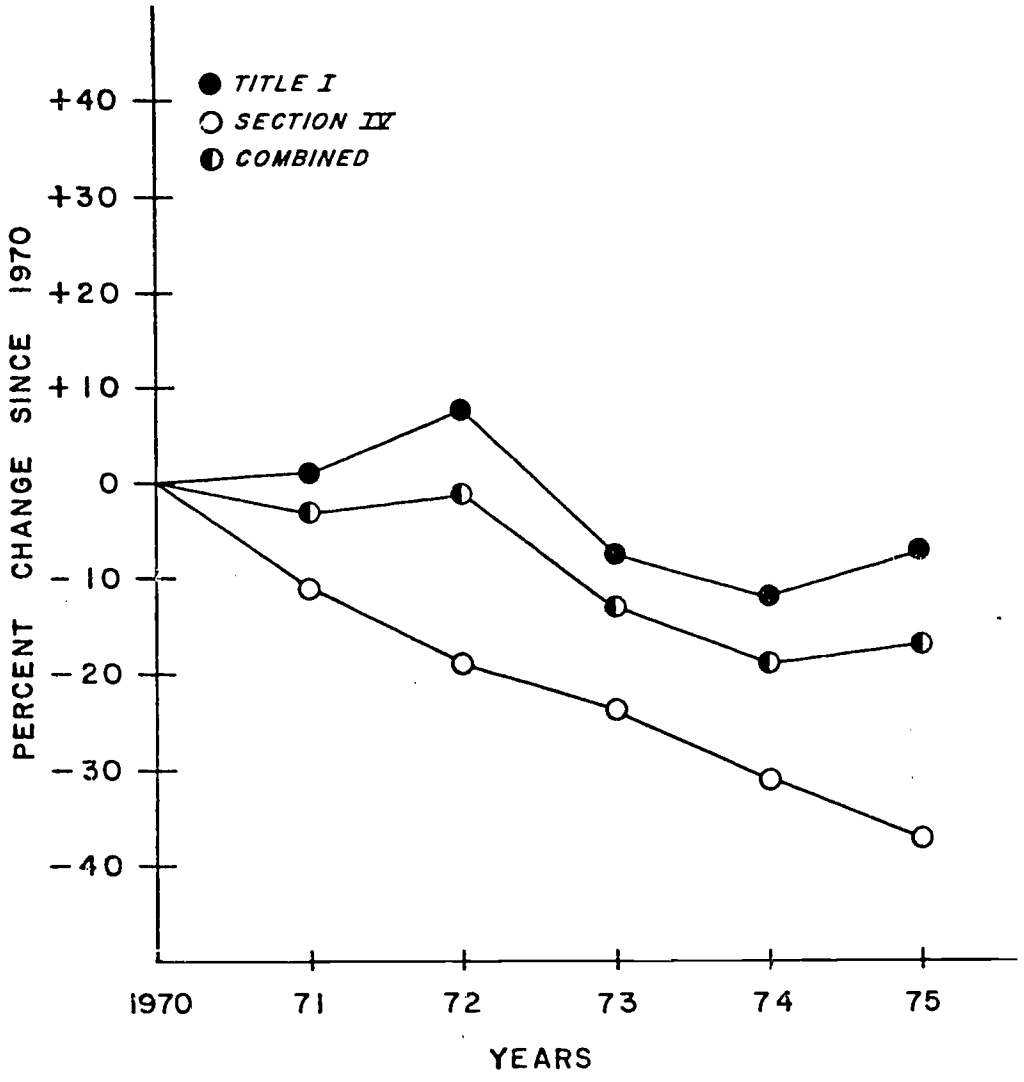
Source	Years					
	1970	1971	1972	1973	1974	1975
Title	3.01	3.03	3.25	2.78	2.64	2.80
Section IV	1.54	1.37	1.25	1.17	1.05	.96
Title I and Section IV	4.55	4.40	4.51	3.95	3.69	3.75

Table 2.3 indicates that the net result of funded allocations for disadvantaged education has increased at a slower rate than the total funds for public school education. When the Title I and Section IV funds are expressed as a percentage of total educational expenditures, a general downward trend from 1970 through 1975 is observed. By 1975, Title I and Section IV expenditures accounted for approximately 3/4 of one percent less of the local school budgets than they had in 1970.

Figure 2.1 plots the relative change since 1970 in Title I and Section IV funds as a share of total public school education expenditures.

As shown by Figure 2.1, both Title I and Section IV support for disadvantaged education have fallen substantially below the level of

Fig. 2.1 Relative Change Since 1970 in Title I and Section IV Funds as a Share of Total Educational Expenditures (1970-75)



1970. The preceding tables and graphs indicate that from 1970, funds for disadvantaged education showed a relative decrease when compared to total public school educational expenditures. This decrease is the result of two factors. Funds allocated under Title I have not increased at the same rate that total educational expenditures have increased, and state funds for disadvantaged education have remained constant.

To further examine the availability of funds for education of the disadvantaged, Title I Section IV and total public school expenditures have been studied on a community basis from 1970 through 1975. Much of this data is found in the appendices. Appendix A.1 indicates the total public school education expenditures in adjusted dollars for each community. Appendix A.2 indicates the Title I allocation in adjusted dollars for each community. Appendix A.3 indicates the Section IV allocation and adjusted dollars for each community. Appendix A.4 indicates the Title I allocations as a percentage of total public school educational expenditures for each community. Appendix A.5 indicates the Section IV allocations as a percentage of total public school educational expenditures, and Appendix A.6 indicates Title I and Section IV allocations combined as a percentage of total public school educational expenditures.

Appendix A.6 is summarized in Table 2.4. This table indicates the number of communities which received various percentages of their total educational funds from Title I and Section IV allocations.

As Table 2.4 indicates, the majority of communities in Rhode Island received less than three percent of their educational expenditures from Title I. However, every year, at least one community received more than nine percent from Title I. The community with the lowest percentage of

Table 2.4

Number of Communities Receiveing Various Percentages of Total Education Funds from Title I and Section IV

Percentage	Years					
	1970	1971	1972	1973	1974	1975
0 - .9	1	2	0	1	1	0
1 - 1.9	10	13	11	14	15	13
2 - 2.9	14	13	13	16	14	13
3 - 3.9	6	3	9	2	2	4
4 - 4.9	1	1	0	2	4	4
5 - 5.9	0	0	3	2	1	2
6 - 6.9	5	5	1	1	1	1
7 - 7.9	0	0	0	0	0	1
8 - 8.9	1	1	1	0	0	1
Over 9	2	2	2	2	2	1

support each year from Title I and Section IV was Barrington. The community with the highest level of support each year was Central Falls. Barrington is considered to be a well-to-do suburban area, Central Falls a depressed urban area.

Table 2.5 presents the yearly summary of variations in the Title I and Section IV allocations by community expressed as a percentage of total educational expenditures.

Table 2.5

Summary of the Variations in

Title I and Section IV Allocations as a

Percentage of a Communities' Total Educational Expenditures

Change in Percentage of Support	Number of Communities					
	1970 to 1971	1971 to 1972	1972 to 1973	1973 to 1974	1974 to 1975	Total
Over 2.0					2	2
1.1 to 2.0		1		2	3	6
.6 to 1.0		5		1	2	8
.2 to .5	8	15	1	7	13	44
.1 to -.1	10	11	6	10	14	51
-.2 to -.5	16	5	23	17	5	66
-.6 to-1.0	5	2	7	3	1	18
-1.1 to-2.0	1		3			4
Over -2.0		1				1

The review of Table 2.5 indicates that in most years, approximately 25 percent (or 10 of 40) of the educational financial units in Rhode

Island show a variation of funding from year to year ranging between plus and minus one tenth of one percent. Variations of two tenths to five tenths of one percent (increase or decrease) were considered minor variations. Table 2.5 indicates that 55 percent of the changes (110 of 200) were minor year-to-year variations. Changes greater than .5 percent were considered major variations. The table indicates that the state Section IV and Title I allocations were classified as major variations in 20 percent of the year-to-year changes.

The year to year changes are summarized across a six year period in Table 2.6. Table 2.6 classifies the changes in Title I and Section IV funding by the percentage of total education expenditures derived from Title I and Section IV.

Table 2.6

Number of Communities Recording Changes in Percentage of Total Educational Support due to Title I and Section IV Allocations, 1970 through 1975.

Change in Percentage	Percentage Support from Title I and Section 4		
	0 - 2%	2.1 - 4.0%	4.0%+
less than .6	5	1	
.6 - 1.0	4	12	
1.1 - 2.0		7	2
Over 2.0			9

Table 2.6 indicates that communities which rely on Title I and Section IV for a smaller percentage of their total education expenditures tend also to show less variation over the five year period. However, over all, 18 communities or 45 percent of the state's local educational agencies showed a change within the five year period of more than one percent. For communities in which Title I and Section IV funds comprise over four percent of the educational expenditures, variations in Title I and Section IV support were usually over two percent.

Tables 2.4, 2.5 and 2.6 indicate the amount of Title I and Section IV allocations as a percentage of total educational funds, how these funds vary witin community from year to year, and summarize the magnitude of these changes from 1970 to 1975. Although the percentage of total educational expenditures attributed to Title I and Section IV allocations has declined during the period of this study, this decline has not occurred with equal emphasis in each community. Year to year variations show Title I and Section IV support increasing in some communities and decreasing in others. Communities which received higher federal and state allocations have been subject to greater fluctuations in support. In the majority of Rhode Island communities, the level of support from Title I and Section IV has not been a constant proportion of the total educational school expenditures in the community.

Additional Analysis of Community Impact of Compensatory Education Funds

In the design of this study, it was anticipated that Title I funding could be examined in terms of cost per student serviced and could be compared to the cost of education per student in each community. This comparison would assist in determining if Title I and Section IV funds flowed toward communities who spent less per student. However, several unanticipated problems developed. First, it became impossible to derive an accurate count of students serviced. The best available data consisted of information in project proposals which indicated an anticipated number of students to receive the proposed program. These data were combined to get community totals. Problems with the resulting data included, 1)the data did not define how many students actually received the services but only defined the number anticipated to receive a service; 2)the data did not allow for determining whether duplicated or unduplicated counts were recorded; 3)in several cases, members of the research team, familiar with projects in individual communities could identify substantial inaccuracies in these pupil counts.

One analysis provided information on whether Title I funds were allocated to those communities which had fewer resources for education. First, communities were ranked on the basis of their total educational expenditure divided by the number of pupils in schools eligible to receive Title I services. The following fictitious example illustrates the effect of this ranking procedure. Two communities each have total educational expenditures of 1,000,000 dollars. In community A, the wealthier community, one school with 400 pupils is eligible to receive Title I services. In community B, the poorer community, three schools with 1,250 students are eligible to receive Title I services. When the

total educational expenditures are divided by the number of eligible pupils, community A's result is 2,500 while community B's is 800. Community A would be ranked as "wealthier" per student in eligible Title I schools.

After the communities were ranked, they were placed into four groups, representing the upper quarter, upper middle quarter, etc., as ranked according to "wealth per student in Title I eligible schools." The median and the range of the percent of Title I and Section IV support for these communities was derived. A summary of this analysis appears in Table 27.

Table 2.7

Title I and Section IV Support Compared to "Wealth Per Studen

Community Group-"Wealth	Percent Title I and Section IV Support							
	1970		1971		1972		1973	
	Md	(range)	Md	(range)	Md	(range)	Md	(range)
Upper Quartile	1.9	(1.9)	2.0	(1.8)	1.8	(2.6)	1.7	(1.3)
Upper Middle Quartile	2.0	(5.9)	1.7	(7.2)	2.2	(9.6)	2.1	(8.6)
Lower Middle Quartile	3.6	(8.2)	2.9	(8.6)	3.0	(6.2)	2.4	(5.5)
Lower Quartile	2.9	(10.2)	2.8	(10.4)	2.9	(10.3)	2.6	(9.3)

In all years, the median and the range of percent Title I and Section IV support for communities in the upper quarter and the upper middle quarter of "wealth per student in Title I eligible schools" were less than the median and the range for the lower quarter. The data for adjacent quarters do not indicate systematic differences across all years for all adjacent quarters. However, there is an indication that when communities are ranked by "wealth per student in Title I eligible schools", communities which rank higher (wealthier) receive a lower percentage of their total educational support from Title I and Section IV.

Hold Harmless Provisions

Title I federal regulations contain a hold harmless provision which insures that districts will not be subject to wide variations in Title I funding from year to year. A "hold harmless" provision requires that a town be granted a minimum percentage of the funds it had received in the previous year. In Rhode Island, 1974 was the only occasion in which funds allocated to communities were substantially affected by the "hold harmless" provision. The "hold harmless" provision overrides the basis of allocation (discussed in the next section) and makes the dollars received by the community dependent on the number of dollars the community had received in the previous year. Therefore, in 1974, some communities in Rhode Island (Barrington, Bristol, Middletown, Newport, Burrillville, Foster and New Shoreham) received 90% of their prior year funding under the "hold harmless" provision. However, the effect of allocating funds to these communities carried over to several other communities. Funds are allocated to each county and then subdivided

according to the basis of allocation to communities within that county. Therefore, all communities in counties affected by the "hold harmeless" were affected. For example, in 1974, Middletown and Newport, two of six communities in Newport county received 10% less funding than in 1973 under the "hold harmless" provision. The funding of the other four communities in Newport county was also affected. These other communities would have received additional funding if Middletown and Newport had not benefited from the "hold harmless" provision. Therefore, "hold harmless" affected the actual distribution of funds in 1974 in almost all Rhode Island communities. Only Kent County did not have a community protected under the provision. By 1975, the effects of the "hold harmless" provision were essentially eliminated because Title I funds had increased sufficiently to fund all communities to the level indicated by the basis of allocation.

Basis of Allocation

In order to explore factors which account for variations in local community funding for compensatory education programs, this section of the study will discuss the process by which funds are allocated by the state to the communities, and the effects of this process on the distribution of Title I and Section IV funds.

The state formula for allocating compensatory education funds includes totaling the following categories for each community: 1) the total number of low income families (children) based on census data; 2) the number of families receiving Aid to Families with Dependent Children (AFDC); 3) the number of neglected children; and 4) the number of children in foster homes. Each community is then eligible for Title I and Section IV funds in proportion to the number counted in the distribution formula. The count derived by this formula is known as the basis of allocation. Table 2.8 presents a summary of the basis of allocation statewide from 1970 through 1975.

Table 2.8

Basis of Allocation - Statewide

1970 through 1975

	1970	1971	1972	1973	1974	1975
Low Income Families/Children	12,083	12,083	12,083	12,083	22,206	22,206
AFDC	10,452	12,186	17,038	18,308	18,195	3,697
Neglected	153	106	109	268	191	170
Foster Homes	640	532	709	769	836	813
Total	23,328	24,907	29,939	31,428	41,428	26,886

As can be seen from Table 2.8, the total for the allocation formula increased from 1970 through 1974 and then decreased substantially in 1975. A review of the increase on each line of the table shows that the number of low income families (and children) is constant for 1970 through 1973 and then increases substantially in 1974 and 1975. The number of children counted in the AFDC category increased substantially from 1970 through 1974 and then decreased substantially in 1975. The numbers of children in both the neglected and foster homes categories are relatively constant. Although these numbers show year to year variations, the variations are not significant in the total allocation of funds.

The number for low income families (children) is derived from census data. In 1970 through 1973, 1960 census data and the number of low income families was used. In 1974 and 1975, 1970 census data were used and subjected to the "Orshansky" method, which distinguished different types and sizes of families, refined the definition of poverty and resulted in counts of low income children. Thus, the change in count for low income families (children) between 1973 and 1974 represents updated census data and an alteration in the definition of poverty. Also, prior to 1975, when using the AFDC data, there was no limit on the number of children who could be counted in the AFDC category. However, the definition for counting AFDC was changed at the federal level for 1975. Only children in families with income above $4,800 were counted and only 2/3 of that number was used in the formula. The income level has been advanced annually so that for 1976-77, only 2/3 of the children in families with incomes above $5,500 are included.

To examine the effects of changing the definitions in the state formula, the data from Table 2.8 is expressed as percentages in Table 2.9.

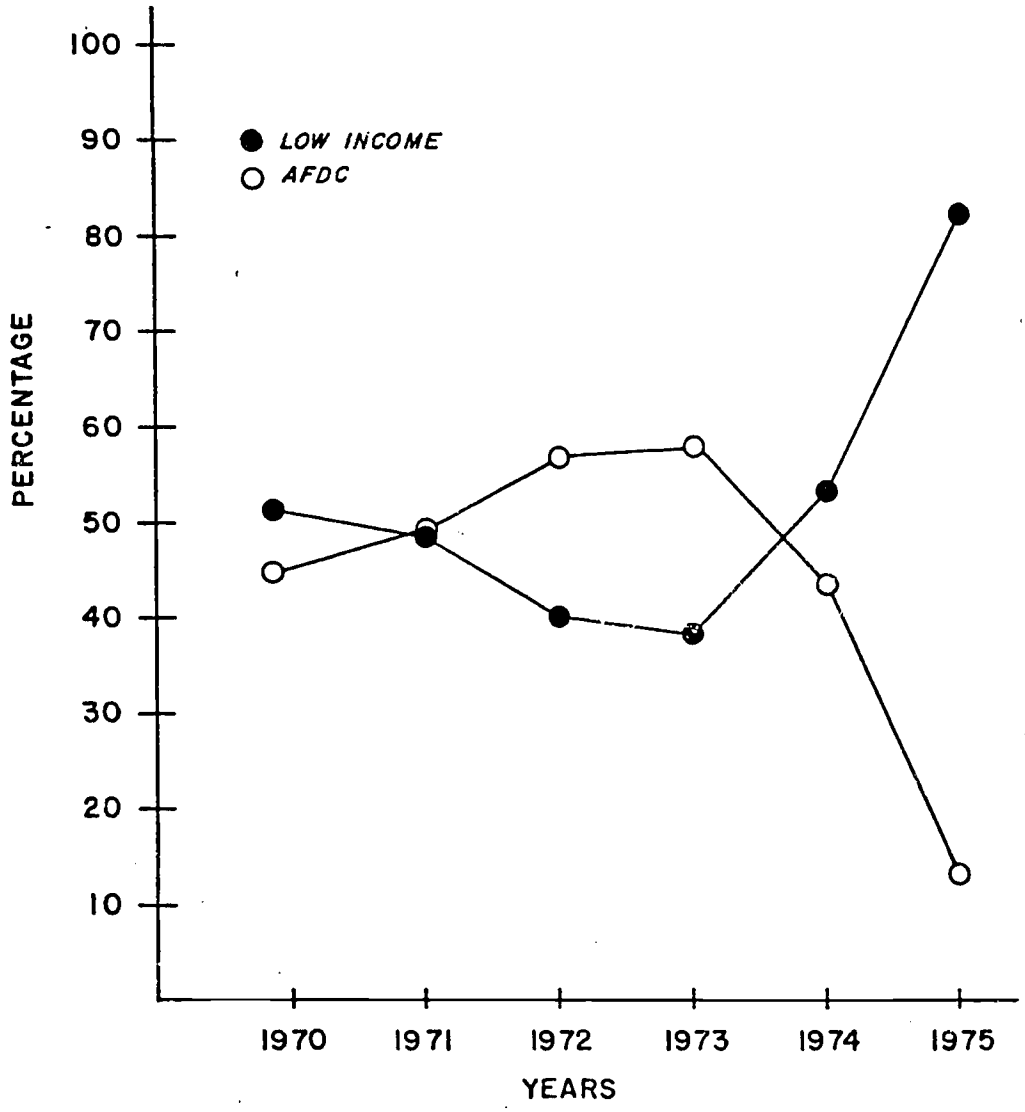
Table 2.9

Percentage of Allocation Basis Attributed to Low Income, AFDC, Neglected and Foster Home Children

	1970	1971	1972	1973	1974	1975
Low Income Families/Children	51.8	48.5	40.4	38.5	53.6	82.6
AFDC	44.8	48.9	56.9	58.3	43.9	13.8
Neglected	.7	.4	.4	.9	.5	.6
Foster Homes	2.7	2.1	2.4	2.5	2.0	3.0

In 1970 through 1975 distribution of Title I funds to communities was primarily a function of the number of low income families (children) and AFDC counts. Between 1970 and 1973, the relative importance of the number of low income families decreased while the importance of AFDC counts increased. As noted above, in 1974, new census data and new procedures for determining the number of low income children were available. During this year, the relative importance attached to the numbers of low income residents increased. Beginning in 1975 when the eligible number of AFDC children was reduced, the relative importance of low income data in the formula dramatically increased. The importance of AFDC data shows a corresponding decrease in importance in the allocation process at this time. See Figure 2.2.

Fig 2.2 Percentage of Allocation Basis Attributable to Low Income and AFDC



Appendix A.7 indicates the actual number of students in each community that was used in the basis of allocation for the years 1970 through 1975. Appendix A.8 includes the percentage of the basis of allocation attributed to low income families, AFDC, neglected and foster home children within each community.

The data presented on the basis of allocation indicate that census data and AFDC data are the primary sources of determining allocation of Title I funds. The census data used in the basis of allocation for 1970 through 1975 were either ten to thirteen or three to five years old. AFDC definitions were changed during the course of the study in a manner which substantially altered the influence of AFDC counts on the distribution of funds. The effects of changes in the basis allocation are described below.

Community Changes in the Basis of Allocation

In order to determine if the number of students reflected in the basis of allocation was proportional to the number of students in need of Title I services, it would be necessary to have an independent index of need of Title I services. This index would be useful to determine if Title I funds were directed to communities with the greatest need. However, this independent index of need does not exist. In order to examine the effects of the shift in the counts for basis of allocation, year to year changes in the number of individuals in the allocation basis were examined. Changes in state totals for year to year were also computed. From 1970-1971, the number of individuals in the allocation formula increased seven percent, from 1971-72, 20 percent; 1972-73, five percent; 1973-74, 32 percent and from 1974-75 (when the AFDC allocation basis was changed) decreased 32 percent. Table 2.10 indicates the number of communities in which the year to year changes in the basis of allocation exceeded or were substantially lower than the changes in the state total.

Table 2.10

Number of Communities with Basis of

Allocation Increasing More or Less than State Average

	1970 to 1971	1971 to 1972	1972 to 1973	1973 to 1974	1974 to 1975
Increased more than state average	10	22	11	23	20
Increased less than state average	17	8	16	14	8
Increased some (±3%) as state average	13	10	14	3	12

In Table 2.10 variations of plus or minus three percent from the changes in the state total were arbitrarily defined as no change. As shown by Table 2.10 during three periods (1971-1972; 1973-1974; 1974-1975), more communities increased than decreased when compared to the state average. These communities necessarily had to have a smaller number of students in the total basis for allocation than the communities which increased less than the average. Therefore, during these periods Title I and Section IV funds moved toward "smaller" communities. For two periods shown in the table, a greater number of communities reflected increases than the state average. During these periods,funds moved toward large communities. In reviewing Table 2.10 it should be kept in mind that there were two major changes in counting people for the basis of allocation. The change in census data which occurred in 1974 is reflected in the 1973-1974 column; the AFDC change which occurred in 1975 is reflected in the 1974-1975 column. In 1970 through 1973, the formula for the basis of allocation remain the same; yet Table 2.10 indicates that the results of the data utilized in this formula do not reveal a consistent pattern in the changes of basis of allocation.

When the year to year changes in basis of allocation are examined for consistency in year to year changes within a community, almost no communities show the same pattern of change from 1970 through 1973. (During this period the allocation formula did not change.) For these three years only one community showed a continued increase in the basis of allocation and only two communities showed a consistent decrease from year to year in the basis of allocation. The data for this period are characterized by a lack of consistent shifts in the basis of allocation between communities for the period 1970-1973. However, the basis of allocation for the period 1973-74 reflects changes made by the use of new census data and AFDC counts. During this period there are more communities which record an increase greater than the state average than there are communities which increase less than the state average. Changes in the formula for the basis of allocation indicate tendencies to spread out the Title I funds in the state of Rhode Island. Towns which show an increase in the basis of allocation less than the state's average for the period 1973-75 are Jamestown, Glocester, Pawtucket and Providence. Another community with substantial Title I resources, Woonsocket, remained at the state average for this period. The inclusion of these major city areas, which are the larger Title I communities, indicates that communities which had a large proportion of the basis of allocation were adversely affected by the changes in the method of calculating this index. Communities which increased in basis of allocation more than the state average include: Barrington, Charlestown, Hopkinton, Johnston, Lincoln, Little Compton, North Kingstown, Portsmouth, Richmond, Tiverton, Westerly, Exeter-West Greenwich, and Chariho. The reader familiar with Rhode Island will note that this list includes small communities, rural areas, and well-to-do suburbs.

The entire period from 1970 through 1975 was examined to see if there was consistency in year to year basis for allocation patterns even though the formula changed. In six communities out of forty the basis of allocation was consistently higher or lower than the state average from year to year for four of the five periods. In three communities, (Barrington, Charlestown and Little Compton), changes indicated that the community received a greater than average increase in the basis of allocation. The basis of allocations is relatively small in these communities. Three other communities showed a consistent decrease for four of the five year to year comparisons when compared to the state average. These communities were Glocester, Middletown and Newport. In the six communities mentioned, the two major changes in the basis of allocation formula had an effect on only Newport and Middletown. (The change to AFDC reversed the downward trend in basis of allocation to these communities and placed them in the category of greater than the state average for the 1974-75 period.)

In summary, the basis of allocation varied from community to community in Rhode Island. The formula used for the basis of allocation does not account for a systematic shift of funds within most of the communities throughout the period of this study. However, the changes in the basis of allocation for 1974 and 1975 have resulted in a shift in the basis of allocation from communities which had the largest proportion of the statewide total to communities which had previously had a smaller proportion of the state total.

Dollars per Basis of Allocation Count

When the total amount of funds available through Title I and Section IV is divided by the basis of allocation, average dollars allocated per individual in the allocation formula can be derived. These data are presented in Table 2.11.

Table 2.11

Funds per Child in Allocation Basis

Year	$/child*
1969-70	308.71
1970-71	286.62
1971-72	251.44
1972-73	215.15
1973-74	155.58
1974-75	248.13

*Adjusted to 1972 Base

A review of Table 2.11 shows that the dollars (1972 base) per child on the allocation basis. There is a decrease from 1970 through 1974 and an increase in money for 1975. Previous data in this report indicated that total Title I and Section IV dollar allocations when adjusted to a 1972 dollar base, showed a decrease from 1970 through 1975. Previous data have also shown the number of individuals in the allocation formula increased in 1970 through 1974 and decreased in 1975. The dollars per individual in the allocation formula shown in Table 2.11 are a consequence of both of these factors.

Categories of Expenditures of Title I - Section IV Funds

Previous sections of this report described the amount of Title I and Section IV funds available and the basis of allocation by which these funds were assigned to communities. This section describes the general categories for expenditures of funds on a statewide basis. The data presented within this subsection are taken from the annual reports of the Rhode Island State Department of Education Title I Office. The data for 1970 are omitted, because of incomplete data in the Title I report for that year. An inspection of the files in Title I Office of RIDE indicated that the data set from which that data were derived was also incomplete.

Table 2.12 indicates the categories of expenditures Title I and Section IV funds from 1971 through 1975. Three major categories, instructional activities, service activities, and administrative costs are included in the table.

Table 2.12

Categories of Expenditures

Title I and Section IV Funds - 1971-1975*

	1971	1972	1973	1974	1975
Instructional Activities	3,536	3,812	4,269	4,676	5,226
Service Activities	1,144	912	1,060	827	1,041
Administrative Costs (including capital outlay, etc.)	964	1,188	1,275	1,081	1,409
Total Expenditure	5,644	5,912	6,605	6,585	7,676

*In thousands of dollars

As can be seen from the table, funds for instructional activities have increased. Both service activities and administrative costs show year to year variations but do not indicate a consistent pattern of change. Table 2.13 presents the data shown in Table 2.12 using dollars adjusted to the 1972 standard.

Table 2.13

Categories of Expenditures

Title I and Section IV Funds - 1971-1975

Adjusted Dollars

	1971	1972	1973	1974	1975
Instructional Activities	3,938	3,992	4,165	4,286	4,440
Service Activities	1,274	955	1,034	758	885
Administrative Costs (including capital outlay)	1,073	1,244	1,245	991	1,197
Total Expenditures	6,285	6,191	6,444	6,036	6,522

Table 2.13 indicates that there was little variation in adjusted dollar expenditures of Title I and Section IV funds. An increase occurred in the expenditure for instructional activities and a decrease is evident in adjusted dollars in the expenditure for service activities. A careful reader will note that the expenditures do not show exactly the same pattern of change as the allocations presented earlier in this report. This is due to the fact that communities had the ability to carry forward funds. Table 2.14 indicates categories of expenditures as a percentage of total expenses for Title I and Section IV.

Table 2.14

Categories of Expenditures as a

Percentage of Total Expenditures, 1971-75

	1971	1972	1973	1974	1975
Instructional Activities	63	64	65	71	68
Service Activities	20	15	16	13	14
Administrative Costs (including capital outlay)	17	20	19	16	18

The percentage of funds spent on instructional activities has increased slightly from 1971 to 1975 while the amount of funds for service activities has declined slightly. The amount of money for administrative costs varies from year to year, from a high of 20% to a low of 16% of Title I expenditures. These administrative costs include capital outlay expenditures.

To further examine how monies were expended on a statwide basis for Title I and Section IV activities, data were compiled for categories of expenditures from 1971 through 1975. During this period, the categories were not constant and, although no expenditures are shown for some categories, data in the next section will show activities were conducted in these areas. Therefore, the data in the following tables should be used only as an indication of general trends. Table 2.15 indicates Title I and Section IV expenditures for instructional activities; Table 2.16 presents this information in adjusted dollars. Table 2.17 indicates the percentage of Title I and Section IV for various instructional activities.

Table 2.15

Title I and Section IV

Expenditures for Instructional Services*

	1971	1972	1973	1974	1975
Art, Music	76	4			
Bilingual				33	77
Business Education	15				
Cultural Enrichment	89	5	3		
Dropouts				78	52
English (speech, etc.)	63	62	50	111	330
English as a Second Language	301	384	443	478	408
Health, Education, Recreation	64	33			
Home Economics		2	8		
Industrial Arts	47	63	65	81	64
Learning Disabilities				126	193
Math	174	172	268	470	551
Natural Science Services	36	6	3	5	13
Pre-Kindergarten, Kindergarten	77	140	135	190	263
Reading, Remedial Reading	1,677	2,110	2,434	2,178	2,488
Social Science	54	38	22		
Special Ed, Special Act Handicapped	159	344	98	164	174
Vocational Education	2				
Other	703	448	740	761	613
Total	3,563	3,812	4,268	4,676	5,226

*In thousands of dollars

Table 2.16

Title I and Section IV

Expenditures for Instructional Services

in Adjusted Dollars*

	1971	1972	1973	1974	1975
Art, Music	85	4			
Bilingual				30	65
Business Education	17				
Cultural Enrichment	99	5	3		
Dropouts				71	44
English (Speech, etc.)	70	65	49	102	280
English as a Second Lanugage	335	428	432	438	347
Health, Physical Ed., Recreation	71	37			
Home Economics		2	8		
Industrial Arts	52	70	63	74	54
Learning Disabilities				115	164
Math	194	192	261	431	468
Natural Sciences Science	40	7	3	5	11
Pre-Kindergarten, Kindergarten	86	147	142	174	254
Reading, Remedial Reading	1,867	2,350	2,375	1,996	2,114
Social Science	60	42	21		
Special Ed., Special Act Handicapped	117	383	96	150	148
Vocational Education	2				
Other	783	449	722	698	521
Total	3,968	4,245	4,165	4,286	4,440

*In thousands of dollars, adjusted to 1972 dollar base

Table 2.17

Title I and Section IV

Percentages of Expenditures for Instructional Services

	1971	1972	1973	1974	1975
Art, Music	2.1	.1			
Bilingual				.7	1.5
Business Education	.4				
Cultural Enrichmen	2.5	.1	.1		
Dropouts				1.7	1.0
English (Speech, etc.)	1.8	1.6	1.2	2.4	6.3
English as a Second Language	8.4	10.1	10.4	10.2	7.8
Health, Physical Ed., Recreation	1.8	.9			
Home Economics		.1	.2		
Industrial Arts	1.4	1.7	1.5	1.7	1.2
Learning Disabilities				2.7	3.7
Math	4.9	4.5	6.3	10.1	10.5
Natural Sciences Science	1.0	.2	.1	.1	.2
Pre-Kindergarten, Kindergarten	2.2	3.5	3.2	4.1	5.7
Reading, Remedial Reading	47.1	55.4	57.0	46.6	47.6
Social Science	1.5	1.0	.5		
Special Ed., Special Act Handicapped	4.5	9.0	2.3	3.5	3.3
Vocational Education	.1				
Other	19.7	11.8	17.3	16.3	11.7

The instructional activity which received the largest percentage of Title I and Section IV funds was reading/remedial reading. The amount of funds expended for reading/remedial reading increased from 1,677,000 to 2,488,000 dollars from 1971 to 1975. This increase represented a real increase when measured in adjusted dollars, but the increase was not consistent from year to year. Overall, the increase in dollars spent for reading reflects substantial year to year variations in the percent of instructional funds used in this area from 57.0 percent in 1973 to 46.6 percent in 1974.

English as a Second Language activities received between 7.8 to 10.4 percent of the Title I and Section 4 funds expended for instructional activities.

Two areas which showed an increase in the percentage of Title I and Section IV instructional expenditures were English/Speech (language arts) and Math. The funds expended on English/Speech grew from 70,000 to 280,000 dollars (adjusted) between 1971 to 1975. Expenditures for Math programs grew from 194,000 to 468,000 dollars (adjusted) in the same period.

Most of the other data in Tables 2.15, 2.16, and 2.17 reflects:

1) instructional expenditures which remained relatively constant,
2) variations in reporting instructional expenditures year-to-year, or
3) changes in expenditures due primarily to the starting, stopping, or shifting of funding of a program in one or two communities.

Table 2.18 indicates Title I and Section IV expenditure for service activities. Table 2.19 indicates Title I and Section IV expenditure for service activities using adjusted dollars and Table 2.20 indicates the percentage of Title I and Section IV funds expended for service activities.

Table 2.18

Title I and Section IV Expenditures for Service Activities

	1971	1972	1973	1974	1975
Attendance	77	34	60	-	-
Clothing	44	48	73	-	-
Community Service/Student Body Act.	-	-	-	62	92
Food	277	214	199	-	-
Guidance & Counseling	156	137	234	157	255
Health Dental	7	4	-	18	6
Health Medical	59	29	21	-	-
Library	17	9	5	-	-
Psychological	21	29	55	116	52
School Social Work	100	143	141	56	199
Special Activities Handicapped	11	2	1	-	-
Speech Therapy	34	5	-	-	38
Transportation	309	227	249	249	230
Other Service Activities	32	29	23	169	169
Total	1144	912	1060	827	1041

Table 2.19

Title I and Section IV Expenditures for Service Activities - Adjusted Dollars

	1971	1972	1973	1974	1975
Attendance	86	36	59	-	-
Clothing	49	50	71	-	-
Community Service/Student Body Act.	-	-	-	57	78
Food	308	224	194	-	-
Guidance & Counseling	174	143	228	144	217
Health Dental	8	4	-	16	5
Health Medical	66	30	20	-	-
Library	19	9	5	-	-
Psychological	23	30	54	106	44
School Social Work	111	150	138	51	169
Special Activities Handicapped	12	2	1	-	-
Speech Therapy	38	5	-	-	32
Transportation	344	238	243	228	195
Other Service Activities	36	30	22	155	144
Total	1274	955	1034	758	884

Table 2.20

Percentage of Title I and Section IV Expenditures for Service Activities

	1971	1972	1973	1974	1975
Attendance	6.8	3.8	5.7	-	-
Clothing	3.8	5.2	6.9	-	-
Community Service/Student Body Act.	-	-	-	7.5	8.8
Food	24.2	23.5	18.8	-	-
Guidance & Counseling	13.7	15.0	22.1	19.0	24.5
Health Dental	.6	.4	-	2.1	.5
Health Medical	5.2	3.1	1.9	-	-
Library	1.5	.9	.5	-	-
Psychological	1.8	3.1	5.2	14.0	5.2
School Social Work	8.7	15.7	13.3	6.7	19.1
Special Activities Handicapped	.9	.2	.1	-	-
Speech Therapy	3.0	.5	-	-	3.6
Transportation	27.0	24.9	23.5	30.1	22.1
Other Service Activities	2.8	3.1	2.1	20.4	16.3

Tables 2.18, 2.19 and 2.20 do not indicate any important trends in the expenditure of Title I and Section IV funds for service activities. However, the data is characterized by substantial shifts from year to year. For example, funds were not listed for food expenditures after 1973, although this category comprised approximately 20 percent of the previous expenditures for service activities. Funds expended for school social work varied from 6.7 percent to 19.1 percent and year to year variation for expenditures in this area was often 7 percent or more. Funds expended for service activities, listed as "other" changed from 2.1 percent to 20.4 percent (this change occurs simultaneously with the deletion of food expenditures). Expending funds for attendance and clothing is not listed for 1974 and 1975 yet it is known that some Title I and Section IV funds were expended in these areas during these years. Expenditures for psychological services vary from 1.8 to 14 percent of the service activities expenditures.

Perhaps what these data indicate best is the inadequacy of the data system for recording Title I expenditures. Communities are required to file fiscal reports indicating the total Title I and Section IV program expenditures. These records are compiled through the local school department fiscal offices, and are subject to audit. Communities receiving Title I and Section IV funds are also required to complete Project Information Reports which categorize the programmatic expenditures according to instructional, supportive and administrative services provided. The Project Information Reports are usually completed by the program directors or federal coordinators (as opposed to fiscal personnel) and are submitted to RIDE where they are reviewed, but not audited. This process has resulted in data which varies in quality from community to community, and from year to year.

This chapter has reviewed the amount of funds available for compensatory education in Rhode Island from 1970 through 1975, the basis for allocating these funds and the general categories for which these funds were expended. The next chapter will discuss the selection of eligible buildings within LEAs, the instructional and support services offered in Title I and section IV funds, and the trends in and continuity of these services between 1970 and 1976.

CHAPTER 3

COMPENSATORY EDUCATION SERVICES AND THE CONTINUITY OF PROGRAM SERVICES

Introduction

The purpose of this part of the study was to describe the extent to which compensatory education money provided continuous services to Rhode Island elementary and secondary schools between 1969-70 and 1975-76. Data were gathered mainly from funding application documents and their amendments submitted by each LEA to the Rhode Island Department of Education for each of the above years. Continuity of services was defined as the offering in two or more consecutive years of compensatory education programs in the same LEA, the same building and at the same or consecutive grade levels. Thus, grade levels within buildings are the smallest unit of analysis; given the data sources available, it was not possible to address the extent to which continuous services were available to individual students.

This chapter is divided into three major sections. The remainder of this introduction will outline the sources of data, state the major limitations of the analyses and present some observations of the research team members who read seven years of Title I and Section IV applications and amendments in preparing the data file. The second section of the chapter, Building Eligibility and Participation, will describe the processes by which buildings were designated as eligible for Title I and Section IV services; describe the continuity of building eligibility; discuss trends in eligibility rates for buildings serving various grade levels; describe the numbers of students in eligible and non-eligible buildings; and discuss the rates at which eligible buildings

did, in fact, participate in Title I and Section IV programs. Each of the analyses will be presented for public and non-public schools. The third major section, Continuity of Services Offered, will: discuss the types of instructional and support services offered; describe the continuity at the building level of programs with various content foci; and relate the continuity of service rates for various content area programs to grade level. Separate analyses will be presented for public and non-public schools.

The analyses in this chapter present information about academic year programs only. Summer programs were not included in the descriptions. In recent years the SEA Title I Office has been commended by the Federal auditors for reducing the number of Title I summer programs in Rhode Island.

Sources of Data

Sources of data used in this section of the study are outlined in Table 3.1. The major source of information were the project proposals and amendments submitted each year by the LEAs to the Rhode Island Department of Education. Each LEA proposal and amendment for each of the seven years was read and the appropriate data recorded on coding forms designed for this portion of the study. Thus, the accuracy of the data reported in this chapter is limited by the accuracy of the proposals and amendments for the variables for which they were the information source.

The initial list of content area descriptors was taken from the annual pre and post reporting forms used by LEAs to compile the annual state report. Additional descriptors were added as necessary for frequently offered area (such as tutoring/general remediation) not

Table 3.1

Sources of Data for the Continuity Analyses

Variable	Source
District Record Form	
Number of Resident School Age Children	Basic Data Form*
Number of Schools in district	Building Record form (see below)
Ranking method	Basic Data Form
Ratably Reduced Grant	Basis for Allocations**
Criteria and Weighting used to determine Low Income Families	Basic Data Form
Resident Children from low income families	Basic Data Form
Building Record	
Building Number	Census Enumerator's Handbook***
Total Enrollment	Public Schools: Basic Data Form; Bureau of Educational Statistics****
	Parochial Schools: Basic Data Form; Diocesan Records
	Independent Schools: Bureau of Educational Statistics
Total Number of Students Residing in Attendance Area	Basic Data Form
Total Number of Students from Low Income Families	Basic Data Form
Eligibility of the school for compensatory programs	Basic Data Form
Number of students enrolled who live in attendance district	Basic Data Form

Table 3.1 is continued on the next page.

Variable	Source
Building Detail Record	
Grade level serviced by a particular content area	Project proposal and amendments
Content area services provided	Project proposal and amendments
Total number of students regularly attending building served by project in building	Basic Data Forms, Project proposal and amendments
Total number of students from the building served elsewhere by the project	Basic Data Forms, Project proposal and amendments
Number of students regularly attending other buildings served by project in this building	Basic Data Forms, Project proposal and amendments
Building Grade Record	
Grade levels operating at each building each year	Bureau of Educational Statistics

*The Basic Data Forms are the part of the project proposal submitted by the LEA for compensatory funding which includes quantitative data describing the school district (number of students in public and non-public schools, number of low income students, number of students by ethnic groups, method used to rank individual schools, etc.) and individual schools (enrollment, number of children living in the attendance area, number of students participating in the project). Each project application in 1970, 1971 and 1972 included a Basic Data section. Starting in 1973 each district completed only one Basic Data Form regardless of the number of separate projects.

**Basis for Allocations Sheets are the Rhode Island Department of Education summary sheets listing by county and school district for each fiscal year the Maximum Title I grant, the ratably reduced grant, the number of low income families, number of AFDC families, number of neglected children, and number of children in foster homes.

***The Census Enumerators' Handbook is published by the Office of Planning and Management of the Rhode Island Department of Education. It serves as a manual for individuals involved in the annual census of school age children and includes a coding system for Rhode Island LEAs and school buildings.

****The Bureau of Educational Statistics is part of the Planning, Research and Evaluation Division of the Rhode Island Department of Education.

included in previous lists. A brief glossary of content area descriptors appear in Appendix B.1.

Procedures used to help ensure a high degree of accuracy in the data file included: 1) having three members of the research team review an initial set of proposals and amendments to agree on interpretation, recording format definitions, etc.; 2) modification of the data gathering forms based on initial attempts to classify project content areas and student counts; 3) having two members of the research team work as a unit to read all proposals and amendments and record all data, returning when necessary to specific projects, to concur on the information to be recorded; 4) frequent consultation with and assistance from staff from the Rhode Island Department of Education; and 5) several preliminary data analyses of the computer file to check for internal consistency within the file.

Major Limitations

In describing the nature and continuity of compensatory education services offered in Rhode Island schools the following analyses are limited in several important ways. The first two limitations most directly affect the description of compensatory services; the other limitations more directly affect the description of service continuity. The first limitation concerns the source of information: project proposals and amendments. The data and analyses which follow are accurate representations of service and trends in service only to the degree that project proposals and amendments contain accurate and complete descriptions of the actual services offered. To the extent this is not true or to which the accuracy has changed during the period of time covered by the study, concentrations and trends presented in the following

analyses may be more a function of changes in proposal writing rather than changes in compensatory programs.

The second major limitation concerns the limited information available in this file on the exact nature of the services offered. The file includes information on the instructional and support services offered, the grade level(s) at which the services offered, and the total number of students in the project which offered the designated service. It was not possible to determine the exact numbers of students at each grade level in each building who were actually targeted to receive the specified service. The file does not include other descriptive information that would be useful in describing concentration of services (e.g. per pupil costs for a particular service, amount of instruction per student per week).

Third, by considering individual buildings as a unit of analysis, the data do not take into account feeder patterns from elementary and secondary schools. That is, a district which has grades K-6 in elementary schools and grades 7-9 in junior high schools, may offer a compensatory reading program in grades 4 through 8; however, since feeder patterns are not part of the data file in this study, the analyses would reflect continuity from grades 4 through 6 and for grades 7 and 8, but not for the entire grade 4 through 8 span.

The fourth limitation concerns the lack of information in the data file about changing neighborhood boundaries for individual schools. As neighborhood boundaries change for schools, students who may have had access to compensatory programs in one school may find they no longer have access when they are assigned to another school which may not be eligible for Title I services. Thus, since the analyses describe program continuity at individual buildings, one cannot assume that continuous services were available to individual students.

The fifth limitation concerns the source of funding for service. Since the analyses which follow consider continuity of services funded by compensatory education money, they underestimate the continuity of services within particular districts, buildings or grade levels. That is, a district may fund a remedial reading program for one or more years using compensatory education money and then fund the same program or virtually the same program using another source of funds. Probably the most significant example for purposes of this study concerns the remedial reading program in Providence which in 1973-74 was funded by ESAA rather than by compensatory funds, thus removing evidence of remedial reading in that city from the data file for that year. The switch in funding sources thus appears as a "break in services" yet the services actually continued that year under a difference source of funds. (The following year, remedial reading was again funded by compensatory money in Providence.) The extent to which similar phenomena occur in other districts is unknown.

Observations Based on a Reading of Seven Years of Applications and Amendments

As noted above, building the data file for the analyses which follow involved a rather detailed reading of every Title I and Section IV project proposal and amendments submitted to the Rhode Island Department of Education for the period from 1969-70 to 1975-76. The members of the research team engaged in this process noted certain changes in compensatory applications and projects during the period and their observations are reported below.

Impression of Title I Projects

Clarity of Information

There are several ways in which the Title I project applicants changed between 1969-70 and 1975-76. One important change is that later project applications are much easier to understand. Early projects often did not have all of the information needed or had it in such a way that it could not easily be put together. For example, a project might have the names of participating schools, the number of students served, and the grade levels; but there was no logical way to put these data together to tell how many students at what grade levels were served at a particular school. Inconsistencies in the applications are also common. The narrative might, for example, describe services to be offered to seventh graders; but the list of participating schools did not include any schools serving that grade. Starting with the 1973-74 school year these kinds of confusions and ambiguities become less common.

The application forms themselves were changed and the State Title I office seemed to demand greater clarity each year. In early years even the most sketchy and apparently poorly planned proposals were approved. One LEA received a grant to conduct, among other things, summer curriculum workshops for teachers. The goals of this activity were to develop new math, science, and social studies curricula. While these activities perhaps benefited disadvantaged students as well as the general school population, the direct relevance of the project to disadvantaged students was unclear. The Title I consultants became much more insistent that project application procedures were followed and the planned activities were proper for Title I funding. In one recent year, for example, continuity funds for a large city project, were delayed for five or six months until a proper application was made.

Concentration of Services

Over the years there seems to have been a change also in the kinds of projects proposed. Early projects are very diversified - offering a large number of different services to several different grade levels. The LEAs seemed anxious to try to address all or most deficiencies found in the needs analyses. Later projects tend to offer one or two services to a smaller span of grades.

Observable Outcomes

Over the years a trend toward more concrete, measurable performance objectives was clearly detectable. Early project applications were filled with activities designed to promote self-concept, self-awareness, self-confidence,

positive attitudes, and love of learning. In one project an objective was "improved self-concept" and the method to achieve this objective was the purchase of a full length mirror. Many times activities in these non-academic areas seem to be used as filler in the narrative. An LEA might have requested money for remedial reading but apparently felt that to sell the project it must say it would do more than merely raise standardized test scores. Improved reading skill, therefore, is buried among objectives promising that students will progress in all academic areas as well as become better people in general. Goals such as improved self-awareness and self-concept are probably important, perhaps measurable, and maybe even teachable; however, the methods used to achieve the goals are usually either not very clearly specified ("provide a comfortable learning environment"), or not obviously related to the goal (field trips) or both. In a project from a later year there appeared an apparently unsolicited amendment deleting all mention of goals or methods to improve attitudes toward reading. The LEA had apparently come to believe that this was not something it could accomplish or adequately measure.

Field Trips

Many, perhaps most, projects include field trips. There is usually no convincing rationale for their inclusion. Typically, field trips are said to be of value in terms of "broadening cultural awareness;" however, it was seldom clear how, or even whether, cultural awareness is influenced by field trips. One teacher's report of a trip to the New England Aquarium consisted of a long list of marine animals the group saw and the observation that the students were well behaved on the bus.

One island community tried, and sometimes succeeded, to use Title I funds exclusively for extended field trips. Trips planned to New York, Washington, and throughout New England were justified by pointing out that all students on the island are culturally deprived by virtue of their confinement. Among other things it was pointed out that the island has no wild animals other than birds. The trips were eventually ruled to be ineligible for Title I funding.

Parent Involvement

Parents of Title I students became much more involved in project planning in later years. In early projects most parents serving on advisory boards were school employees and the return on questionnaires mailed to parents as part of needs analyses was very low. Consequently parent input in determining needs was given little weight. In later projects individual parents and parent groups are very active and in some cases seem to be the single most important group in determining needs.

Public and Non-Public Schools

The impression given by the project applications is that coordination of efforts between public and private schools is less than complete. In determining needs priorities, for example, the needs of public school students are determined and then private schools are given the opportunity to refer students with the same needs. There is little consistency from year to year in terms of the non-public schools included in projects and no explanation is given for why a non-public school which participates one year is not participating the next. The burden often seems to be on the non-public school to arrange participation of eligible students.

Building Eligibility and Participation

Determining Eligible Buildings

Determination of eligible schools is done each year by LEA personnel through a method of ranking buildings or categories of buildings according to one or more criteria for determining low income families. Table 3.2 below indicates the number of LEAs using various sources of information to determine the number of low income families per attendance area. These data show a decreased emphasis on U.S. census information, "school survey data" and "other." According to personnel in the SEA Title I Office, LEAs have been discouraged from relying on "school survey data" and "other." "School survey data" refers to locally designed instruments. Sources of data listed under "other" include information from local economic surveys, number of immigrant or non-English speaking students, and data from various HEW reports. Health, housing and unemployment data were occasionally used during the earlier years but during later years were seldom considered. Districts have increased their usage of AFDC and school free lunch data to determine eligible schools.

Table 3.2

Number of LEAs Using Various Sources of Information to Determine Number of Low Income Families in Attendance Areas

	1970	1971	1972	1973	1974	1975	1976
U.S. Census	24	18	16	17	16	4	5
AFDC	24	27	27	29	30	34	38
Free Lunch	14	22	21	26	26	23	25
School Survey	17	18	11	10	8	2	1
Health Data	6	5	5	2	2	0	0
Housing Data	5	5	8	5	3	1	0
Employment Data	4	2	4	2	0	1	1
Other	11	9	13	10	5	3	2

Beginning in 1975, districts were asked to include the weightings assigned to each of the criteria to determine eligibility. Inspection of these data confirms district reliance on either AFDC data, free lunch data, or some combination of the two. Overall, over 90% of the composite weights were on these two sources of data, with about 60% of the total weight being assigned to AFDC data.

In addition to selection of and assigning weights to criteria, the process of selecting eligible schools also involves ranking groups of buildings by either the number or percent of low income families in the attendance area. As indicated by the data in Table 3.3 although most districts continue to rank schools according to the percent of low income students, since 1974 more districts are using the number of low income students. The data in Table 3.4 further indicate a trend away from grouping all schools within a district for ranking purposes and

Table 3.3

Method of Ranking Schools by Year

Year	Ranking Method				
	Percent of Low Income Students	Number of Low Income Students	Percent and Number Combined	Different Methods for Different Levels	Only One School Per Level
1969-70	27	3	0	0	7
1970-71	28	2	0	0	8
1971-72	26	3	0	0	8
1972-73	25	4	1	0	6
1973-74	22	7	1	1	7
1974-75	21	7	1	1	7
1975-76	21	3	0	0	7

Table 3.4

Number of Districts Using Various

Methods of Grouping Buildings to Determine Eligibility by Year

Year	Method of Grouping Buildings						
	All Schools	E,J,S[1]	E,JS	EJ,S	1 School Per Level	1 Level Per District	District Not Participating
1969-70	26	2	1	0	9	2	0
1970-71	28	1	0	0	9	2	0
1971-72	25	0	1	1	11	2	0
1972-73	16	8	4	0	9	2	1
1973-74	12	11	6	0	9	2	0
1974-75	12	11	5	0	10	2	0
1975-76	6	14	5	3	11	1	0

[1] E=Elementary School; J=Junior High or Middle School; S=Senior High; E,J,S,=separate rankings; E,JS=Elementary ranked separately; EJ,S=separate ranking for senior high schools.

toward separate rankings for buildings grouped by grade level spans; most commonly this involves one ranking of elementary schools, a second ranking of middle schools/junior highs, and a third ranking of senior highs. These two trends (i.e., ranking schools by number of low income students and separately by grade level span) has increased the likelihood of designating secondary schools as eligible for compensatory programs.

Trends of Building Eligibility

One important factor in the provision of continuous compensatory education services is the extent to which buildings are eligible for Title I services in succeeding years. Eligibility is described in various ways below. Table 3.5 presents the total number of public,

Table 3.5

Total Number of Schools and Number and

Percent of Eligible Schools by Year

TYPE OF SCHOOL	YEAR 70	71	72	73	74	75	76
Public Schools							
Total Number of Schools	364	378	387	383	374	356	350
Eligible Schools	218	233	233	230	220	214	207
Percent Eligible	59.9	61.6	60.2	60.1	58.9	60.1	59.1
Parochial Schools							
Total Number of Schools	112	102	98	93	84	79	80
Eligible Schools	61	58	54	58	52	57	61
Percent Eligible	54.5	56.9	55.1	62.4	61.9	72.2	76.3
Independent Schools							
Total Number of Schools	25	26	28	32	34	34	36
Eligible Schools	4	3	3	6	4	2	4
Percent Eligible	16.0	11.5	10.7	18.7	11.8	5.9	11.1
All Schools							
Total Number of Schools	501	506	513	508	492	469	466
Eligible Schools	283	294	290	294	276	273	272
Percent Eligible	56.5	58.1	56.6	57.9	56.1	58.2	58.4

parochial, and independent schools, and the number and percent of eligible schools for each year from 1970 to 1976. These data indicate that:

1. The total number of schools for whom data were available decreased from 501 in 1970 to 466 in 1976. The total number of public schools decreased from 364 to 350; the total number of parochial schools decreased from 112 to 80); and the total number of independent schools for whom data were available increased from 25 to 36.

2. The overall eligibility rate of all schools remained nearly constant, between 56% and 58%.

3. The eligibility rate of public schools varied between 59% and 62%.

4. The eligibility rate among parochial schools increased rather consistently from 54% in 1970 to 76% in 1976.

5. The independent schools had the lowest and most variable eligibility rates; the percent of independent schools eligible for Title I services varied from 6 to 19%.

Building eligibility as a function of building existence (the number of years during the study which a building enrolled students) was examined for public, parochial, and independent schools (see Table B.2). These data indicate that:

1. Building existence is more stable among public than among parochial and independent schools.

2. Thirty-nine percent of public schools, 48 percent of parochial schools and 4 percent of independent schools were eligible for Title I services every year of the study for which they were listed as open.

3. Approximately one out of every five public and parochial schools and over four out of five independent schools were never eligible for Title I services during the period of the study.

4. There was no strong relationship between the number of years a building was open during the period of the study and its likelihood of being eligible for Title I services.

Eligibility at Grade Levels

Because various buildings serve a wide variety of grade level combinations (e.g., K-6, K-4, 7-9, 4-8), it is difficult to describe eligibility in general categories of schools, such as elementary, middle school, etc. Therefore building eligibility rates were computed for buildings serving each grade level. (These rates are shown for public and non-public schools in Tables B.3 and B.4.) For purposes of figuring eligibility by grade level, a building was included in the rate for each level it served; thus virtually all buildings are included in the rate two or more times. For public schools:

1. Buildings most likely to be eligible for Title I programs are those which include seventh, eighth and ninth grades. (Between 64 and 77 percent of the building grade levels were eligible each year.)

2. Buildings which include the primary grades were slightly less likely to be in a Title I eligible during the later years of the study than during the early years included in the study. For example, 61 percent of grade two buildings were eligible in 1970; in 1976, 57 percent were eligible. Eligibility rates for grades four through six were very similar to those for the primary grades.

3. The eligibility rate for grades ten through twelve is least consistent among the grades though there is some slight evidence of a trend toward increased eligibility at these grades. Eligibility rates varied between 53 percent and 66 percent.

Among non-public schools:

1. For any given year, the eligibility rates for grades one through eights are remarkably similar. (This phenomenon is explained in large part by the fact that the most common grade span pattern for non-public schools is grades one through eight served in a single building.) This rates increases from 54 percent to 69 percent from 1970 to 1976.

2. Eligibility of non-public kindergarten classes has increased dramatically during the years of the study. Kindergarten eligibility has increased from 32 to 58 percent.

3. High school grades (9 through 12) eligibility rates are the lowest rates for non-public schools and have remained relatively stable (generally between 20 and 30 percent) during the period of the study.

Eligibility rates vary more between elementary and secondary grade for non-public schools than for public schools. Between 1970 and 1972 public school grades one through six are slightly more likely than the equivalent non-public school grades to be eligible for Title I services. From 1973 through 1976, the reverse is true. For grades seven through nine, public school eligibility rates are slightly higher than parochial school rates for all years of the study. In grades ten through twelve, the eligibility rate for public schools is more than twice as high as for non-public schools.

Students in Eligible Buildings

Table 3.6 presents the total number of students in public, parochial, independent and all schools; the number and percent of students in each type of school who attend buildings eligible for Title I services for each of the years of the study is also included. The data parallel the building eligibility rates. The total number of students attending Rhode Island elementary and secondary schools showed a six percent decrease from 221,838 in 1969-70 to 209,122 in 1975-76. Public school attendance figures remained virtually constant, showing only a .04 percent decrease during the period. Parochial school attendance decreased 23 percent during the period while attendance at independent schools for which data are available increased 10 percent between 1970 and 1976. As the data in Table 3.6 indicate, overall the percent of students attending schools eligible for Title I services increased from 59 percent in 1970 to 64 percent in 1976. The percent of students in parochial schools serving Title I eligible students increased substantially from 53 percent in 1970

Table 3.6

Total Number of Students and Number and Percent of Students in Eligible Buildings by Year

Type of School	Year 1970	1971	1972	1973	1974	1975	1976
PUBLIC SCHOOLS							
Total Number of Students	179221	186018	191959	191829	187101	182352	178584
Students in Elig. Buildings	109300	114503	119315	115390	119153	115461	113130
Percent in Elig. Buildings	61.0	61.6	62.2	60.2	63.7	63.3	63.3
PAROCHIAL SCHOOLS							
Total Number of Students	38419	34128	30949	28866	27587	26286	25881
Students in Elig. Buildings[a]	20268	18604	15881	16699	15888	18427	19351
Percent in Elig. Buildings[a]	52.8	54.5	51.3	57.9	57.6	70.1	74.8
INDEPENDENT SCHOOLS							
Total Number of Students	4198	4189	4264	4528	4715	4656	4657
Students in Elig. Buildings[a]	507	261	268	784	366	36	426
Percent in Elig. Buildings[a]	12.1	6.2	6.3	17.3	7.8	0.8	9.1
ALL SCHOOLS							
Total Number of Students	221838	225335	227172	225223	219403	213294	209122
Students in Elig. Buildings	130075	134368	135464	132873	135407	133924	132907
Percent in Elig. Buildings	58.6	59.6	59.6	59.0	61.7	62.8	63.6

[a] The number (percent)of students attending buildings which some Title I eligible students attend.

to 75 percent in 1976. Thus, despite the overall decrease in parochial school attendance during the period (23%), the numbers of parochial school students attending schools serving Title I eligible students decreased by only 15 percent. The percent students in independent schools serving Title I eligible students varied from 0.8 percent in 1975 to 17 percent in 1973. The number of students in each LEA district attending public, parochial and independent schools and the number and percent of Title I eligible students may be found in TablesB.5 through B. 10. Overall eligibility rates vary from a low of 26 percent in one upper middle class suburban district to 100 percent in several small districts. It is interesting to note that the percent of public school students attending Title I buildings in Providence increased from 93 to 97 percent between 1969-70 and 1970-71 and has decreased every year since then to the rate of 51 percent in 1975-76 as the city has concentrated services in fewer buildings.

Participation of Eligible Buildings

In an effort to concentrate limited resources for compensatory programs, LEAs frequently do not offer services in all Title I eligible buildings. Table 3.7 below shows the number of public and non-public schools which were eligible to serve Title I students from 1970 to 1976 and the number and percent of these schools which participated each year. Between 80 and 87 percent of the eligible public schools participated in compensatory education programs each year. Between 63 and 88 percent of non-public schools serving eligible students participated. Among non-public schools, the number of schools eligible to serve Title I students showed more variation from year to year than did the number of

Table 3.7

Number of Buildings Eligible, Number of Buildings Participating and Percent of Eligible Buildings Participating by Year

	Year						
	1970	1971	1972	1973	1974	1975	1976
PUBLIC SCHOOLS							
Number Eligible	218	233	233	230	220	214	207
Number Participating	189	186	190	186	179	178	176
Percent Participating	86.7	79.8	81.5	80.9	81.4	83.2	85.0
NON-PUBLIC SCHOOLS							
Number Eligible	65	61	57	64	56	59	65
Number Participating[a]	43	47	50	48	46	45	41
Percent Participating	66.2	77.0	87.7	75.0	82.1	76.3	63.1

[a] The number of non-public schools serving Title I eligible students.

schools offering such services, thus leading to the wider variation in percent of eligible schools participating. This variation may mean that participation in compensatory programs in non-public schools is more stable than eligibility data alone would suggest.

Continuity of Services Offered

The process of allocating available compensatory education funds to districts and schools has been established to funnel resources to school attendance areas having high concentrations of low income students. Compensatory education funds are then used to provide services which are designed to meet the educational needs of students. Within

the guidelines LEAs have considerable flexibility to offer the instructional and support services most needed by students in order to achieve in school.

The information which follows describes the nature of compensatory education services in buildings providing Title I and Section IV services during the academic years from 1970 through 1976. Both instructional and support services (e.g., counseling, resource centers) will be discussed. The reader is reminded of the limitations of these analyses (discussed in the first part of this chapter) and of the glossary of compensatory services (see Appendix B.1.). Data for all services is presented with attention directed toward the most frequently offered services and specifically toward reading and mathematics as basic skill areas.

Description of Services Offered

Within the flexibility provided in the guidelines, LEAs have chosen to offer a wide variety of compensatory services to disadvantaged students. As is true nationally, the most frequently offered service is reading instruction with high frequencies of language arts and mathematics programs. Not surprisingly, given the size of Rhode Island's various immigrant populations, English as a second language services were also frequently offered in compensatory programs.

Tables 3.8 and 3.9 indicate the number of public and non-public buildings offering each type of service each year. These data indicate that:

1. Among public schools, the most frequently offered instructional services were: 1) remedial and corrective reading and reading readiness; 2) language arts/communication skills; 3) English as a second language; and 4) mathematics.

Table 3.8

Number of Public Schools Offering

Each Service by Year

SERVICE	YEAR						
	1970	1971	1972	1973	1974	1975	1976
Academic Diagnosis	45	61	59	37	42	23	47
Attendance	10	2	0	1	1	21	9
Clothing	0	0	38	33	1	0	16
Guidance/Counseling	42	62	80	55	81	66	61
Health/Dental	2	8	20	17	18	10	8
Health/Medical	35	29	54	38	43	30	28
Library/Media Room	38	9	9	10	1	0	2
Parent/Comm. Services	4	4	30	2	16	17	10
Psychological	51	35	35	32	32	23	25
School Social Worker	50	41	60	73	53	45	45
Social Adjustment	14	7	11	19	12	34	22
Speech Hearing	23	49	9	17	24	21	43
Transportation	66	19	50	37	12	2	24
Food	57	9	20	10	10	10	21
Community Schools	8	15	0	0	0	0	0
Art	13	14	5	6	1	3	4
Bilingual Educ.	0	0	8	6	7	8	7
Business Educ.	2	0	0	0	0	0	1
Cultural Enrichment	45	14	40	25	13	22	24
English as Second Lang.	59	66	53	73	65	62	56
English Reading	7	34	2	20	3	1	0
English Speech	0	1	0	0	0	0	0
English Other	5	0	13	9	0	0	0
Health	15	14	14	17	16	19	16
Home Economics	3	10	6	1	5	3	0
Industrial Arts	16	18	8	15	14	11	7
Lang. Arts/Comm. Skill	39	65	83	48	54	67	80
Learning Disabilities	0	16	10	1	19	12	9
Mathematics	39	49	43	64	54	53	73
Music	9	12	9	6	0	1	0
Natural Science	15	17	14	18	3	6	13
Phys. Ed./Recreation	27	33	17	24	32	37	29
Reading Readiness	100	100	106	112	98	80	90
Remedial/Corr. Reading	135	150	164	172	138	146	151
Social Science	10	16	11	5	2	6	14
Theatre/Dramatics	2	4	1	0	1	0	4
Tutoring/General Remed.	65	45	59	45	47	33	36
Vocational Educ.	13	3	8	6	5	2	1
Follow Through	1	3	4	3	3	0	0

Table 3.9

Number of Non-Public Schools Offering

Each Service by Year

SERVICE	YEAR						
	1970	1971	1972	1973	1974	1975	1976
Academic Diagnosis	5	9	9	10	1	6	7
Attendance	4	0	0	0	0	2	2
Clothing	0	0	5	8	7	0	5
Guidance/Counseling	14	18	26	14	14	13	21
Health/Dental	0	3	0	0	0	0	0
Health/Medical	8	13	10	7	4	6	6
Library/Media Room	16	5	0	3	0	0	0
Parent/Comm. Services	0	0	6	0	0	3	3
Psychological	15	11	9	7	4	5	3
School Social Worker	12	13	20	16	16	13	14
Social Adjustment	1	0	3	9	0	3	6
Speech/Hearing	6	5	0	0	5	1	2
Transportation	1	2	10	6	0	1	3
Food	1	0	7	0	0	1	3
Community Schools	0	4	0	0	0	0	0
Art	6	0	0	1	0	0	0
Bilingual Educ.	0	0	0	0	0	0	0
Business Educ.	0	0	0	0	0	0	0
Cultural Enrichment	2	0	8	3	0	1	2
English as Second Lang.	10	15	4	13	4	8	6
English Reading	4	13	2	5	0	0	1
English Speech	0	0	0	0	0	0	0
English Other	0	0	1	0	0	0	0
Health	5	0	1	0	0	0	1
Home Economics	0	0	1	1	0	0	0
Industrial Arts	14	8	5	6	3	5	2
Lang. Arts/Comm. Skill	9	12	14	5	9	11	21
Learning Disabilities	0	0	0	0	1	4	3
Mathematics	10	12	12	20	15	17	20
Music	0	0	3	0	0	0	0
Natural Science	6	3	6	1	0	0	0
Phys. Ed./Recreation	6	2	3	5	0	3	3
Reading Readiness	17	27	26	26	27	23	19
Remedial/Corr. Reading	35	41	44	41	39	38	33
Social Science	6	1	5	1	0	0	0
Theatre/Dramatics	2	0	0	0	0	0	0
Tutoring/General Remed.	13	7	13	10	3	4	3
Vocational Educ.	6	2	0	0	0	0	1
Follow Through	0	0	0	0	0	0	0

2. Among non-public schools, the most frequently offered instructional services were remedial and corrective reading and reading readiness; 2) mathematics; 3) language arts, communication skill; and 4) English as a second language.

3. Among public schools, the most frequently offered support services were: 1) guidance and counseling; 2) school social worker; and 3) academic diagnosis.

4. Among non-public schools, the most frequently offered support services were 1) guidance and counseling; 2) school social worker and equally frequent were health/medical services and psychological services.

5. The middle years of the study represent the period of the most frequent offering of reading and remedial reading. (As noted in an earlier section, the total number of buildings was greatest during this period also.)

6. The frequency with which compensatory mathematics programs and programs addressing "social adjustment" are offered has increased during the period of the study.

7. The following services were offered less frequently at the building level during the later years covered by the analysis than during the earlier years: psychological services, transportation, cultural enrichment, English/reading, natural science, vocational education and programs which offer tutoring/general remedial services.

8. The total number of different services offered has declined during the period covered by the study. These data confirm the overall impression reported earlier that schools are now less likely to address all possible needs with compensatory programs and concentrate services in a more restricted number of areas.

The percent of eligible schools offering the most frequently provided compensatory education services is displayed in Table 3.10. Among both public and non-public schools, the only service available in more than half of the eligible schools was remedial reading. These data also reflect the increasing tendency to offer mathematics programs to compensatory education students and the decreasing frequency with

Table 3.10

Percent of Eligible Schools Offering Most Frequently Offered Content Area Services, by Type of School and by Year

	1970	1971	1972	1973	1974	1975	1976
PUBLIC SCHOOLS							
Remedial Reading	62	64	70	75	63	68	73
English as a Second Language	27	28	23	32	30	29	27
Language Arts	18	28	36	21	25	31	39
Math	18	21	18	27	25	25	35
Guidance/Counseling	19	27	34	24	37	31	29
School Social Worker	23	18	26	32	24	21	22
Academic Diagnosis	21	26	25	16	19	11	23
NON-PUBLIC SCHOOLS							
Remedial Reading	54	67	77	64	70	64	51
Mathematics	15	20	21	31	27	29	31
Language Arts	14	20	25	8	16	19	32
English as a Second Language	15	25	7	20	7	14	9
Guidance/Counseling	22	30	46	22	25	22	32
School Social Worker	18	21	35	25	29	22	22
Health/Medical	12	21	18	11	7	10	9
Psychological	23	18	16	11	7	8	5

which medical and psychological support services are offered in non-public schools serving eligible students.

Trends in Reading and Mathematics

The number and proportion of all building/grade levels in public and non-public schools combined for each year of the study were computed for reading (including reading readiness and remedial reading) and mathematics (see Tables B.11 through B.14).

Reading. Compensatory reading programs are most common at the elementary school level, especially in grade three in which up to 48 percent of public and non-public buildings offered compensatory reading programs. Reading programs are frequent throughout the primary grades; from 32 to 48 percent of all buildings offered compensatory reading programs in grades one through three in the years between 1970 and 1976. Among the intermediate grades, four to six, between 21 and 41 percent offered reading programs. The frequency of offerings decreased as the grade level increased. Between grades seven and nine compensatory reading programs became more common during the years covered by the study. For example, in 1970, reading programs were offered in nine percent of the buildings which included a ninth grade; in 1976 the figure was 28 percent. The frequency of offerings at the senior high level is the lowest among all grade levels but has shown some increase between 1970 and 1976. In 1970 the percent of buildings including eleventh grade which offered compensatory reading was six percent; in 1976 twelve percent of the buildings which included this grade offered remedial reading programs.

Mathematics. The frequency of offering of compensatory mathematics programs has increased between 1970 and 1976; but math programs are still less frequently offered than reading programs in Rhode Island schools. Math programs are most common among grades two through five. In grade four the percent of schools at this level which offered compensatory mathematics programs increased from ten percent in 1970 to twenty percent in 1976. Math programs have also shown substantial increased in the junior high years. In grade seven, for example, the rate of offering increased from four to twelve percent of all buildings between 1970 and 1976. Compensatory mathematics programs were relatively uncommon at the senior high level; during the period covered by the study from zero to six percent of all buildings offered math programs between grades ten and twelve.

Continuity of Content Area Services at the Building Level

The remainder of this chapter discusses the continuity of compensatory education services, first at the building level and then at particular grade levels within buildings. At the building level, continuity is described as the proportion of buildings offering a particular content area in a given year which also offered the same content area during succeeding years. Thus, the proportion may be less than 1.00 because: a) the building ceased to be eligible or b) the building was eligible but not participating or c) the building was eligible and participating but offered other compensatory services or d) the building closed. (Ratios describing building continuity and the continuity of building eligibility for public and non-public schools may be found in Tables B.15 and B.16.)

For the analyses which follow, if a building offered a service one year, skipped a year and then offered the service again, the skipped year was considered a break in service and the program was treated as a "new" program when it reappeared. To the extent such phenomena represented changes in funding sources (i.e., to local or other federal sources), the continuity analyses underestimate the extent to which continuous services were available at the building level and at grade levels within buildings. On the other hand, the continuity of services is overestimated by the extent to which programs retain their basic focus over a period of years (e.g., remedial reading) but change in intensity, method of selection of students, staffing patterns or instructional approaches.

Continuity ratios were calculated for public and non-public schools for each instructional and support service area for intervals of two through seven years. Continuity for reading and mathematics programs

and summary data for all areas are presented and discussed below. Complete data for areas other than reading and math may be found in Appendix B.17.1 through B.17.37.

Reading programs are the most frequently offered compensatory education service; not surprisirgly, the continuity ratios for reading are higher than for any other area. As indicated by the data in Table 3.10, 78 percent of the public schools which offered compensatory remedial reading in a given year included by the study would also be offered that service the following year. As one would expect, the continuity rates decrease as the size of the interval increases. Twenty-nine percent of the public schools which offered compensatory reading in 1970 had continued such services in some form until at least 1976.

As indicated in Table 3.10 compensatory reading services enjoy greater continuity in public than non-public schools. The difference is small (3 percent) for two year intervals and tends to increase as the interval gets larger. There do not appear to be any substantial trends in continuity between earlier and more recent programs within a given interval. (The reader is reminded that Providence funded its compensatory reading programs under ESAA during 1974; this switch is reflected in the data in Table 3.10.)

Continuity ratios for compensatory mathematics programs appear in Table 3.11. Overall, 63 percent of the public schools and 65 percent of the non-public schools which offered compensatory mathematics offered it again the following year. Inspection of these data indicate that at all intervals the continuity ratios for mathematics programs have increased during the period of the study. During the later years covered by the

Table 3.11

Continuity of Service Over Two to Seven Year Intervals: Remedial/Corrective Reading

Span of Years	Public Schools Ratio	Public Schools Percent	Non-Public Schools Ratio	Non-Public Schools Percent
		2 Year Intervals		
70-71	111/135*	82.2	31/35	88.6
71-72	116/150	77.3	30/41	73.2
72-73	140/164	85.4	33/44	75.0
73-74	115/172	66.9	28/41	68.3
74-75	104/138	75.4	30/39	76.9
75-76	122/146	83.6	27/38	71.1
Composite	708/905	78.2	179/238	75.2
		3 Year Intervals		
70-72	91/135	67.4	24/35	68.6
71-73	101/150	67.3	23/41	56.1
72-74	93/164	56.7	22/44	50.0
73-75	90/172	52.3	20/41	48.8
74-76	91/138	65.9	21/39	53.8
Composite	466/759	61.4	110/200	55.0
		4 Year Intervals		
70-73	80/135	59.3	18/35	51.4
71-74	77/150	51.3	14/41	34.1
72-75	71/164	43.3	15/44	34.1
73-76	79/172	45.9	14/41	34.1
Composite	307/621	49.4	61/161	37.9
		5 Year Intervals		
70-74	61/135	45.2	10/35	28.6
71-75	58/150	38.7	10/41	24.4
72-76	61/164	37.2	11/44	25.0
Composite	180/449	40.1	31/120	25.8
		6 Year Intervals		
70-75	48/135	35.6	9/35	25.7
71-76	49/150	32.7	7/41	17.1
Composite	97/285	34.0	16/76	21.1
		7 Year Interval		
70-76	39/135	28.9	6/35	17.1

* of 135 schools offering reading in 1970, 111 offered it in 1971.

Table 3.12

Continuity of Service Over Two to Seven Year Intervals: Mathematics

Span of Years	Public Schools Ratio	Public Schools Percent	Non-Public Schools Ratio	Non-Public Schools Percent
2 Year Intervals				
70-71	16/39	41.0	4/10	40.0
71-72	27/49	55.1	7/12	58.3
72-73	31/43	72.1	9/12	75.0
73-74	35/64	54.7	10/20	50.0
74-75	40/54	74.1	11/15	73.3
75-76	41/53	77.4	15/17	88.2
Composite	190/302	62.9	56/86	65.1
3 Year Intervals				
70-72	10/39	25.6	4/10	40.0
71-73	21/49	42.9	4/12	33.3
72-74	18/43	41.9	3/12	25.0
73-75	28/64	43.8	8/20	40.0
74-76	36/54	66.7	10/15	66.7
Composite	113/249	45.4	29/69	42.0
4 Year Intervals				
70-73	9/39	23.1	2/10	20.0
71-74	13/49	26.5	2/12	16.7
72-75	12/43	27.9	1/12	8.3
73-76	26/64	40.6	7/20	35.0
Composite	60/195	30.8	12/5	22.2
5 Year Intervals				
70-74	2/39	5.1	0/10	0.0
71-75	9/49	18.4	1/12	8.3
72-76	10/43	23.3	1/12	8.3
Composite	21/131	16.0	2/34	5.9
6 Year Intervals				
70-75	2/39	5.1	0/10	0.0
71-76	7/49	14.3	1/12	8.3
Composite	9/88	10.2	1/22	4.5
7 Year Interval				
70-76	2/39	5.1	0/10	0.0

study, continuity ratios for mathematics programs approached the magnitude of ratios for reading programs (though mathematics continued to be offered in far fewer buildings).

Continuity rates for two, four and seven year periods for public and non-public schools are presented in Table 3.12. Table entries represent the proportion of schools which offered a specified content area service during the first year of a given time period that are still offering the content area at the end of the time period with no break in service. (These data represent a summary of the materials in Tables B.15.1 through B.15.37.) Services with the highest ratios were reading, English as a second language, guidance, language arts, and industrial arts. With the exception of industrial arts, the content areas with the highest continuity ratios are also among the most frequently offered services. (Industrial arts offerings are concentrated in the upper elementary grades of a compensatory program in one LEA.)

Data for the various service areas were combined into overall ratios which represent the continuity of instructional services and the continuity of support services for public and non-public schools (see Tables 3.13 and 3.14). These ratios represent the proportion of time that a given instructional (or support) service offered in a particular building in a given year was offered continuously for two through sever year periods. This ratio naturally declines as the size of the interval increases. For both instructional and support services among both public and non-public schools, the greatest break in services occurs between the first and second year (two year intervals). Over forty percent of the compensatory education instructional services offered in compensatory Rhode Island schools are not offered under this

Table 3.13

Average Continuity Ratios for Two, Four and Seven Year Intervals for Public and Non-Public Schools for Each Content Area

	2 Year		4 Year		7 Year	
	Public	Non-Public	Public	Non-Public	Public	Non-Public
Academic Diagnosis	44	32	17	0	9	0
Attendance	14	0	8	0	0	0
Clothing	47	40	0	0	--	--
Guidance/Counseling	64	71	28	32	12	21
Health/Dental	52	0	30	0	50	0
Health/Medical	45	46	14	5	3	0
Library/Media Room	9	0	0	0	0	0
Parent/Comm. Services	18	11	0	--	0	--
Psychological	38	35	10	0	0	0
School Social Worker	58	54	27	25	10	0
Social Adjustment	40	31	12	0	7	0
Speech Hearing	38	12	2	0	0	0
Transportation	18	10	1	0	0	0
Food	34	0	15	0	2	0
Community Services	26	0	0	0	0	--
Art	12	0	0	0	0	0
Bilingual Education	34	--	0	--	--	--
Business Education	0	--	0	--	0	--
Cultural Enrichment	26	0	2	0	0	0
English as a Second Lang.	73	37	40	7	22	0
English/Reading	16	12	0	0	0	0
English Speech	0	--	0	--	--	--
English Other	30	0	0	0	0	--
Health	62	0	30	0	0	0
Home Economics	11	50	0	0	0	--
Industrial Arts	54	56	35	21	19	7
Lang. Arts/Comm. Skill	57	45	29	0	10	0
Learning Disabilities	31	60	0	--	--	--
Mathematics	63	65	31	22	5	0
Music	11	0	0	0	0	--
Natural Science	23	19	6	0	0	0
Phys. Ed/Recreation	52	26	8	0	4	0
Reading Readiness	72	61	44	25	22	6
Remedial/Corr. Reading	78	75	49	30	29	17
Social Science	26	8	7	0	0	0
Theatre/Dramatics	0	0	0	0	0	0
Tutoring/General Remed.	46	30	16	5	5	0
Vocational Educ.	27	25	3	0	0	0
Follow Through	71	--	36	--	0	--

Table 3.14

Continuity of Building Existence, Building Eligibility, and Instructional and Support Services at the Building Level for Public Schools for Two to Seven Year Intervals

Interval Length in Years	Building Existence	Building Eligibility	Instructional Services	Support Services
2	96	84	6[illegible]	44
3	92	74	42	23
4	88	65	31	14
5	85	58	23	09
6	82	53	18	07
7	81	50	14	04

Table 3.15

Continuity of Building Existence, Building Eligibility, and Instructional and Support Services at the Building Level for Non-Public Schools for Two to Seven Year Intervals

Interval Length in Years	Building Existence	Building Eligibility	Instructional Services	Support Services
2	92	86	54	42
3	84	74	31	23
4	77	62	19	11
5	71	55	11	08
6	67	48	08	07
7	64	43	05	04

funding source at the same building the following year. Among support services, over half are not offered at the same buildings with compensatory education funding the following year.

Tables 3.13 and 3.14 also include data on the continuity of building existence and building eligibility for two to seven year intervals. Continuity of building existence, building eligibility, and instructional and support services are depicted graphically in Figures 3.1 and 3.2. Continuity ratios for public and non-public buildings having students eligible for Title I services are virtually the same for public and non-public schools for intervals of two, three and four years; for longer intervals continuity of eligibility is greater among public schools.

For instructional services, the continuity among public schools is higher than among non-public schools; but the rate of decline for public and non-public schools is virtually the same for intervals of four years and larger. A given instructional service offered in a public school during a particular year was also offered at the same building during the following year 60 percent of the time; among non-public schools the rate was 54 percent. For the seven year period covered by the study, only 14 percent of the instructional services offered in public schools during 1970 were still being offered in the same buildings in 1976. Among non-public schools the rate was 5 percent.

The continuity ratios for support services were lower than ratios for instructional services at all interval lengths and virtually the same for public and non-public schools. For a two year intervals included in the study fewer than half (44 percent in the public schools and 42 percent in the non-public schools) of the support services

Fig 3.1 Continuity of Building Existence, Building Eligibility, Instructional Services and Support Services for PUBLIC SCHOOLS

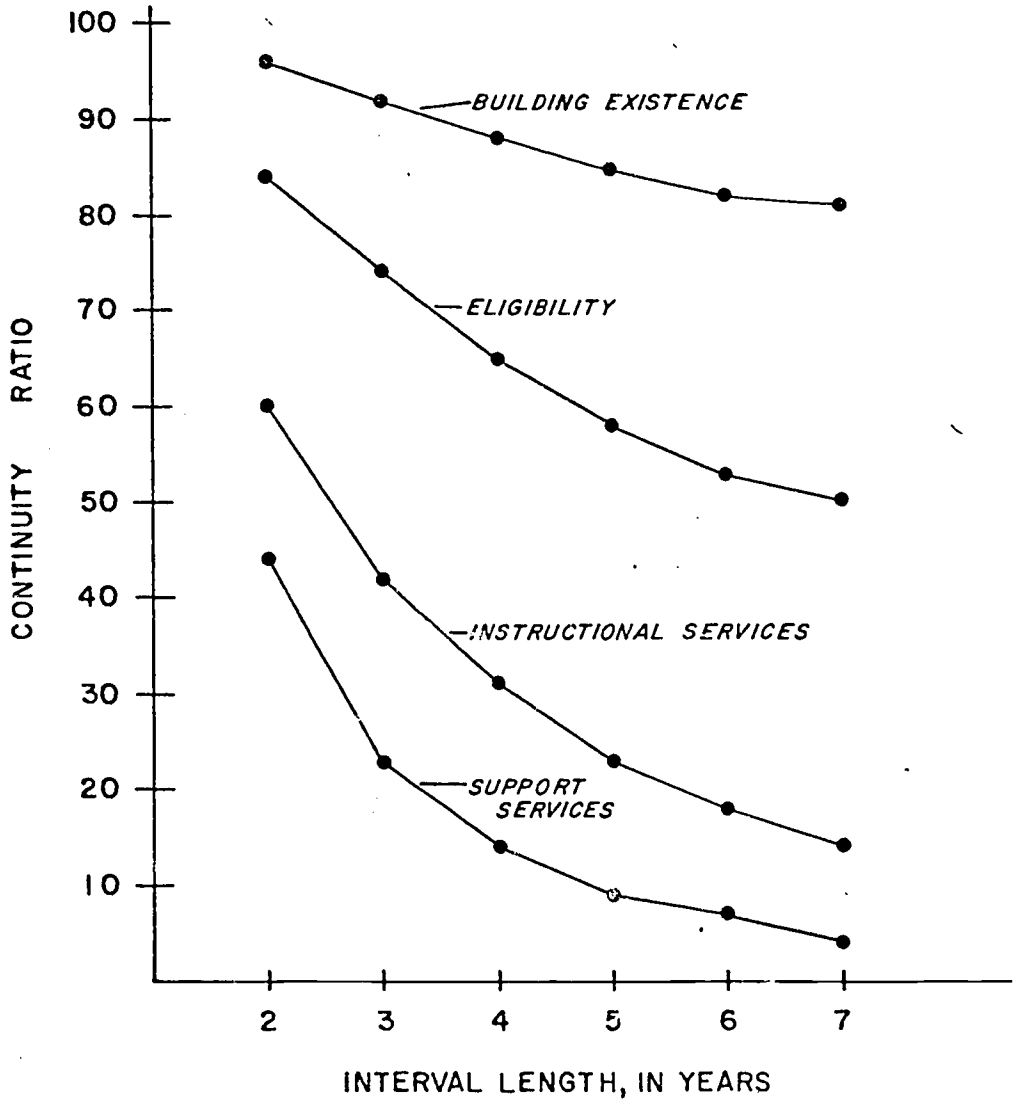
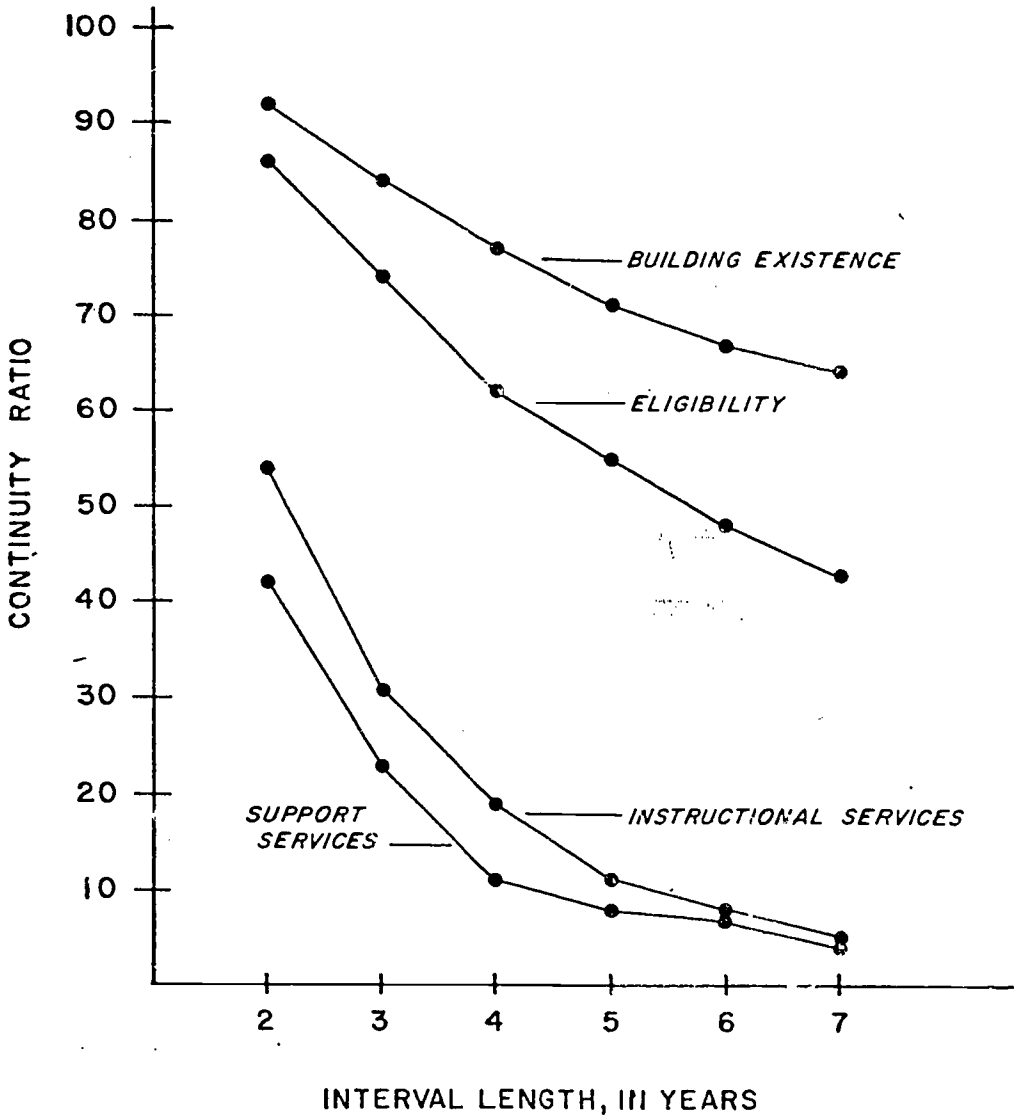


Fig 3.2 Continuity of Building Existence, Building Eligibility, Instructional Services and Support Services for NON – PUBLIC SCHOOLS



offered in a particular building during a given year were repeated during the following year. The ratio declined to 4 percent for both public and non-public schools for the seven year interval.

Continuity of compensatory services is primarily a function of program or funding source continuity and less a function of whether the building remained open and eligible during a given period. This phenomenon is most dramatic for two year intervals in which, for example, 84 percent of public schools continue to be open and eligible during the second year of the interval, but at the building level, only 60 percent of the content area services offered in the first year are repeated during the second year. Thus, once a compensatory service is offered two years in a row in a particular building, its chances of being discontinued decrease slightly each year.

Continuity at Grade Level

Continuity of compensatory services at particular grade levels was examined for two year periods only. The analyses which follow are based on the proportion of services repeated at a particular grade level within a given school from one year to the next. The ratios represent the proportion of times that buildings which have compensatory reading programs at grade two, for example, in a particular year also had compensatory reading programs in grade two in the following year. Continuity ratios were figured separately for public and non-public schools for each content area. Thus, over 6000 continuity ratios were generated (39 content areas times 13 grade levels times six sets of two-year-pairs times two types of schools).

Continuity ratios were also generated to describe the proportion of schools offering a particular content area service at a given grade level in one year which offered the same service at the next highest grade level during the following year. These ratios represent the proportion of time that buildings which have compensatory reading programs in grade two (for example) in a particular year also had a compensatory reading program in grade three during the following year. (This ratio was calculated to include only buildings which included both grade levels of a given pair.) These analyses generated over 5600 additional ratios (39 content areas times 12 grade level pairs times six sets of two year pairs times two types of schools).

In general the data represent an extension of the frequency-of-offerings data, the program continuity within building data, and the data on grade levels served. Among non-public schools for several content areas the continuity ratios at all grade levels for all pairs of years

were zeros, indicating that in no instance was that particular compensatory education service offered at the same grade level or next higher grade level within a particular building two years in a row. (Examples include dental services, library/media room, music and vocational education.)

The material which follows is a general description of these grade-to-grade continuity ratios for the most frequently offered compensatory services. The averages which appear in the section below represent mean continuity ratios; these data are included only to give the reader an idea of the expected continuity for a grade level or combination of grade levels over a several year period.

Reading. The overall continuity within grade levels was higher for reading than for any other service. The overall rate K-12 in the public schools was .72, indicating that in 72 percent of the cases a building which offered a compensatory reading program at a particular grade level in a given year offered a compensatory reading program at the same grade level one year later. For each pair of years, the rate varied from .65 to .82; no trends were evident to indicate that schools are either more or less likely to offer continuous programs during the later part of the study than they were during the earlier part of the study. Continuity ratios were highest for grade one through four (.74 to .79) and grades seven through ten (.83 to .87). Ratios for grades five and six and eleven and twelve varied from .50 to .67; the ratio at the kindergarten level was .40. Reading continuity ratios are substantial at all grade levels and for all years of the study, a phenomenon not matched by any other content area service.

Among non-public schools, reading programs are concentrated in grades one through eight and the continuity ratios above this level are, for the most part, zero. Continuity ratios for grades one through four varied from .71 to .81; for grades five through eight ratios varied from .55 to .66. Thus, at the elementary grades, the continuity of compensatory reading programs among public and non-public schools are generally comparable.

Continuity ratios for grade level pairs for public school averaged .68 for grades K-1 through 5-6; .67 for grade pair 6-7; and .56 for grades 7-8 through 11-12. Not unexpectedly, these averages are lower than the continuity of reading services within a particular grade level; these latter ratios may be interpreted as the probability that a

student in a reading program at a particular grade will have the possibility of being in a compensatory reading program at the next higher grade during the following year if he remains at the same building. Overall, these chances are about two out of three at the elementary grades and slightly better than half at the secondary grades.

Mathematics. The majority of compensatory mathematics programs occur in grades K through 8 and the continuity ratios are correspondingly more stable at these levels. (Ratios above grade 8 are essentially zero among non-public schools.) The continuity of compensatory mathematics programs has increased during the period covered by the study. During the period between 1970 and 1972, the average continuity ratio for grades K through 8 among public schools was .28; during the period from 1972 through 1976 the average ratio was .69. Within grade levels, the average for all years of the study ranged from .45 to .68 for grades one through eight; at the kindergarten level the average ratio was .36.

Among non-public schools, the continuity ratios were lower during the 1970 to 1971 period and increased after that period. Compensatory mathematics programs in non-public schools are concentrated in grades three through six; the continuity ratios for these grade levels varied between .50 and .62 during the six year period.

Continuity ratios for grade level pairs among public schools were as follows:

	Grades K-6	Grades 6-7	Grades 7-12
1970-1972	.22	.12	.14
1972-1976	.64	.72	.40

Thus, for example, a student in an elementary school compensatory mathematics program between 1972 and 1976 would have a 64 percent change of having a compensatory math program available at his building at the next higher grade level the following year. The above data reflect the fact that the continuity of compensatory math programs increased during the periods of the study and is generally higher among elementary than among secondary grades.

Language Arts/Communication Skills. Continuity ratios substantially larger than zero for language arts programs are concentrated in grades K through 6. Average continuity ratios for these grades has increased from .33 for the period from 1970 to 1973 to .72 for the period from 1973 to 1976.

Among non-public schools, non-zero ratios are scattered among grades K through six, and vary considerably from year to year. There is some evidence of a recent trend in this area, however; ratios for the last two years of the study average .75 for grades K through six among non-public schools.

Tutoring/General Remedial. Programs offering tutoring and general remedial services tend to be concentrated in grades K through five; continuity ratios for these grades vary from the high teens to the .50's from 1970 to 1975. For 1975-76, ratios at the elementary grades increased to an average of .69.

English as a Second Language. These services to non-native speakers of English had substantial continuity ratios for all grades from one through eleven among public schools. The overall average for these grades among public schools was .71; there was no substantial patterns of variation from year to year or from grade to grade.

Among non-public schools, non-zero continuity ratios are found only at grades one through six for ESL programs. Even within these grades there is considerable variability from year to year. The continuity ratio at grades one through six for 1971-1972 is .02; while the average for 1974 through 1976 is .49.

Guidance/Counseling. Continuity ratios for compensatory guidance/counseling programs are higher during the later years covered by the study than during the earlier years. From 1972-73, the continuity ratios for grades one through six varied mainly from the high .30's to the low .40's; in other years at the same grade levels ratios were mainly between the high .60's and the low .?0's. Rates at the secondary level were more varied and generally decreased as the grade levels increased.

Ratios among non-public schools were more variable than among public schools and guidance/counseling programs were not found at the high school level.

Academic Diagnosis. Public school programs which offered academic diagnosis services have continuity ratios mainly in the .30's to .50's in grades one through four. Ratios at other grade levels are more variable and tend to average lower; in grades seven through nine there were no non-zero continuity ratios through 1972-73; after that most of the ratios were between .50 and .75.

School Social Worker. Among public schools, continuity ratios for compensatory programs offering the services of a school social worker tended to be in the .50's to .70's for grades one through five; and generally from 0 to .30 with some higher ratios scattered among grades seven through twelve. Non-public school ratios for grades one through six were comparable to public school rates for these grades though there was more variability among non-public schools. At the secondary level, there was only one non-zero continuity ratios for non-public schools.

On the Interpretation of Continuity Ratios

The continuity ratios which are presented in the above section describe the extent to which Title I/Section IV services were offered on a non-interrupted basis in Rhode Island schools between 1970 and 1976. A continuity ratio, like other descriptive statistics, reduces a set of data to a single number but does not, by itself, imply a value judgment about the data. Also, like other descriptive statistics, continuity ratios can be compared in terms of which ones are higher and which ones are lower. Thus, we may see from the data above the continuity of compensatory reading programs in Rhode Island is greater than the continuity of natural science programs offered under Title I/Section IV. However, these comparisons still do not, by themselves, tell us whether the continuity of any given area of compensatory services is too low, about right, or too high. Appropriate interpretation of information about the continuity of services would depend on a number of factors which help place the interruption or non-interruption of services into proper context. These other contextual factors might include: the degree to which the originally offered service was the "most needed" service by the population; the degree to which the target population has changed during the time interval being considered; the degree to which a different set of services are offered to meet a previously identified and continuing need; and the extent to which the identified need has been met through Title I or other resources. Neither perserverance in a poorly designed program nor arbitrary changes from year to year represent the desired state.

CHAPTER 4

CHARACTERISTICS AND ACHIEVEMENT TEST DATA FOR STUDENTS IN COMPENSATORY READING PROGRAMS

Introduction

The purpose of this portion of the report is to describe the examination of the existing statewide Title I data base for students in reading programs for the years 1970-1976. Although some information relative to student demographic characteristics was examined, the primary focus was upon student academic achievement data. The focus of the examination was upon the identification of strengths and weaknesses in the data base, identification (wherever possible) of trends in student achievement, and determining whether or not the data base appeared "clean" enough on either a state, LEA or individual student level to use as baseline achievement information for conducting longitudinal studies.

This chapter is divided into the following three major sections: Characteristics of students in compensatory reading programs; Student achievement test data 1970-76; Characteristics of high and low achieving districts. In each of these three major sections the particular data sources used, along with any major limitations of the analyses presented, will be described in some detail.

Characteristics of Students in Compensatory Reading Programs

For each of the years 1970-76 the SEA gathered data on students participating in reading and reading related programs. These data were reported in some detail in the SEA Annual Evaluation Reports and are discussed briefly here. These data represent the most complete information available on characteristics of students in Title I and Section IV reading programs. For many of the variables listed below, the extent to which students in reading programs are like students in other compensatory education programs is unknown. Changing patterns in the variables on which data were collected limited the extent to which trends in student characteristics could be analyzed. The data which follow, therefore, describe student characteristics for which consistent data were available during the period from 1970 to 1975. Though limited, the data do indicate that students in Title I and Section IV reading programs did not change drastically on the characteristics noted during the period of the study.

Sex of the Student: Each year between 1970 and 1975 between 58 and 60 percent of students in compensatory reading programs were males.

Grade: Students in compensatory reading programs were most likely to be in grades one through four.

Intelligence Test Scores: For each of the three years for which data were available, the mean and the median IQ of students in reading programs was 94 or 95; the standard deviations for these years was 12 or 13.

Racial/Ethnic Background: The categories of racial/ethnic backgrounds used for reporting purposes changed each year of the study, making summary statements difficult.

It appears that between 16 and 24 percent of students in compensatory reading programs are black students and the proportion of black students in public school reading programs is higher than in non-public school reading programs. Data on the percent of black students in Rhode Island elementary/secondary schools is incomplete, but the proportion is estimated to be about five percent.

School type: Approximately 90 percent of the students in compensatory reading programs were attending public schools. (Overall, between 80 and 90 percent of students in all compensatory programs attended public schools during the period covered by the study.)

Retention in Title I programs: Approximately one-third of the students in compensatory reading programs were listed as having been in Title I programs for one or more years prior to the year being reported. This rate is essentially the same for students in public and non-public schools.

Retention at Grade Level: Approximately one out of every four students in compensatory reading programs had been retained at grade level for one or more years.

Selection: Detailed information about student selection into programs was not gathered. The most common reasons cited in SEA annual reports were poor performance or an apparent inconsistency between student ability and student achievement.

Leaving during the Year: The proportion of students who left a compensatory reading program in the middle of the year varied somewhat, but appears to be approximately 10 percent. In about two-thirds of these cases the reason given was that the family moved out of the

attendance area.

Handicap: The vast majority of students in compensatory reading programs (91 to 95 percent) were not listed as being handicapped (mentally retarded; speech, hearing or sight impared; emotionally disturbed).

Testing program: Districts were asked to describe the types of tests given to students in reading programs. Between two-thirds and three-fourths of the students received "individualized standardized tests" each year. Most frequently these were described as being diagnostic (over half of the students) or IQ tests (about 40 percent of the students). "Detailed" or "complete" psychological assessments were given to only a few students (four to seven percent).

Student Achievement Test Data

As was noted in the introduction to this section of the report, for each of the years 1970-76 the SEA gathered standardized achievement test data for students participating in reading and reading related programs. For the years 1970-74 all students participating in compensatory education programs were tested, on a pre-post basis, with the Gates-MacGinitie Reading Tests. For the years 1975 and 1976 the California Achievement Test-Reading was administered on a pre-post test basis to all program students.

Since the original focus of this study was on the years from 1970-74, an examination of the achievement test data reported in the SEA Annual Evaluation Reports was conducted for each of the five years of interest. This examination was not designed to either validate

or invalidate the analyses contained in these reports but simply to determine if the analyses--and the raw data upon which they were based--were adequate for use as baseline measures for longitudinal analyses.

In attempting to interpret the summary statistics presented in the SEA Annual Evaluation Reports it became evident quite early that there probably existed some major problems which would impact upon the suitability of the achievement test data as baseline measures for longitudinal analysis. For several years (1970-73) the LEA's were authorized to administer the Gates-MacGinitie reading achievement test to students at their "instructional" level. Allowing students to be administered standardized achievement tests at instructional level has long been advocated as a way of reducing student frustration and increasing reliability of test performance. However, the use of Gates-MacGinitie instructional level testing with the Title I students, poses some problems which, in the view of this research team, cause the data base for these years to be inadequate for longitudinal analysis. The Gates-MacGinitie has no cross-level standard scores. Each level of the test was independently normed and the the single standard score scale developed by the test publisher was level specific--, i.e., the standard scores for each level were normalized so that they have a mean of 50 and a standard deviation of 10. As a consequence, standard scores on the Gates-MacGinitie have meaning only in relation to the particular level of the test administered. Therefore, the only score which purports to have a common interpretation across test levels is the grade equivalent score. According to the Technical Manual of the Gates-MacGinitie, grade-level norms were established by the following procedure:

> "Approximately one third of the pupils in the entire standardization sample (half the grade-norm subsample) also took the test level below that for their own grade. The other half of the grade-norm subsample also took the test level above that for their own grade. Thus, for each test it was known how far the average performance of students one grade above and one grade below the appropriate grade deviated from the mean score for the appropriate grade. From the resulting successive over-lapping norms (computed in standard deviations and adjusted for intelligence scores), grade norms were computed spanning as large a range as was deemed appropriate."
>
> [Technical Manual, pg. 2-3]

The above description of the method for generating the grade equivalent norms illustrates that the cross-level testing done to generate the grade equivalent scores was limited. Only a small portion of the students took test levels contiguous to the one designed for their grade level. Empirically developed norms for out-of-level testing were not developed. In the administration of the Gates-MacGinitie to the Rhode Island compensatory education students it was quite common to see large numbers of students tested two or three levels below the level designed for their grade. A previous study (Long, Schaffran and Kellogg, 1975) has illustrated that grade-equivalent scores generated through such instructional level testing yields scores which are not comparable to the scores obtained using grade level testing. Additional problems which were identified in the examination of the achievement test data for 1970-74 were the absence of student names for some years (scores being reported by ID numbers which were not constant across years), incomplete data for certain communities in some years, and the absence on some student records of the test level administered.

In light of the problem areas noted above, therefore, the achievement test data for the period 1970-74 is not viewed as being adequate as

either a longitudinal data base nor as adequate for any form of extensive examination of achievement growth patterns over these years. In fact, any rigorous definition of "acceptable" data would preclude any further examination of these scores. Even in light of these problem areas, and given the severe limitations on these data, the data will be examined in an attempt to shed at least some light on one major issue which has surfaced in this state over the past few years. This issue is the impact upon the compensatory education student population of new directions and regulations regarding the education of handicapped populations. Rhode Island has, over the past several years, been moving in the direction of providing what is popularly referred to as the "least restrictive environment" for its handicapped population. One outgrowth of this has been the mainstreaming into the regular school department classrooms numbers of students who previously were taught in self-contained classes for "Educable Mentally Retarded" and "Emotionally Disturbed". The perception--often noted in LEA Title I evaluation reports--is that the initial level of achievement of students in compensatory education programs has been in a state of decline over the past several years as a result of these mainstreamed students being added to the "regular" student population, designated as in need, and placed in Title I reading programs.

To address this question the pretest scores for the years 1970-74 were examined. Since the single Gates-MacGinitie scale score which has meaning across grade levels is the grade equivalent score, average pre-test grade equivalents, by grade level, were computed for each program year. Tables 4.1 and 4.2 present these pretest averages for the Vocabulary and Comprehension sub-tests.

Inspection of Tables 4.1 and 4.2 indicates that, in terms of pre-test average grade equivalent scores, there has been little apparent "decline" in performance across this five year period. Figures 4.1 and 4.2 present, in graphical form, the average pre-test performance on the Vocabulary and Comprehension sub-tests of the Gates-MacGinitie.

Figures 4.1 and 4.2 highlight that, with minor fluctuations, the average pre-test performance has been quite stable over this five year period.[1] It should again be called to the readers attention that the above summary statistics were generated using a data base which has some rather substantial problems when cross-year comparisons are being presented. Tables 4.1 and 4.2, Figures 4.1 and 4.2, should be considered in light of the previously noted limitations.

Characteristics of High and Low Achieving Districts

The preceding portion of this section of the report focused upon the SEA compensatory education data files for the years 1970-74. With the exception of the single analysis presented in Tables 4.1 and 4.2 (which was only presented because of overriding local interest in this question) this research team did not feel the data files were of such a nature that their further analysis was justified. However, the original proposal for this study posed several questions regarding the program characteristics of school districts which were consistently producing the highest achievement growth in the state and comparing these characteristics with those of school districts which were consistently producing the lowest achievement growth in the state.

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[1] This observation is consistent with the notation above that the measured intelligence of students in compensatory education reading programs averaged 94 or 95 for all years for which data were available.

Table 4.1

Pre-Test Mean Grade Equivalent Scores

Gates-MacGinitie Vocabulary Sub-Test

Program Year	Grade Level							
	2	3	4	5	6	7	8	9
1969-70	1.6	2.1	2.8	3.6	5.2	4.7	5.7	6.2
1970-71	1.4	2.1	2.7	3.5	4.4	4.7	5.0	6.5
1971-72	1.5	2.1	2.8	3.4	4.0	4.6	5.4	6.2
1972-73	1.5	2.0	2.7	3.5	4.5	5.0	5.2	5.8
1973-74	1.4	2.0	2.8	3.5	4.0	4.8	5.5	5.5

Table 4.2

Pre-Test Mean Grade Equivalent Scores

Gates-MacGinitie Comprehension Sub-Test

Program Year	Grade Level							
	2	3	4	5	6	7	8	9
1969-70	1.6	2.0	2.4	3.0	4.9	4.2	5.1	6.0
1970-71	1.4	1.9	2.5	3.0	3.8	4.4	5.0	6.6
1971-72	1.5	1.9	2.5	2.9	3.5	4.3	4.9	5.6
1972-73	1.4	1.8	2.4	3.1	3.9	4.4	4.6	5.7
1973-74	1.3	1.8	2.4	3.0	3.6	4.4	5.1	6.7

Fig 4.1 Statewide Vocabulary Pretest Means 1970 – 74

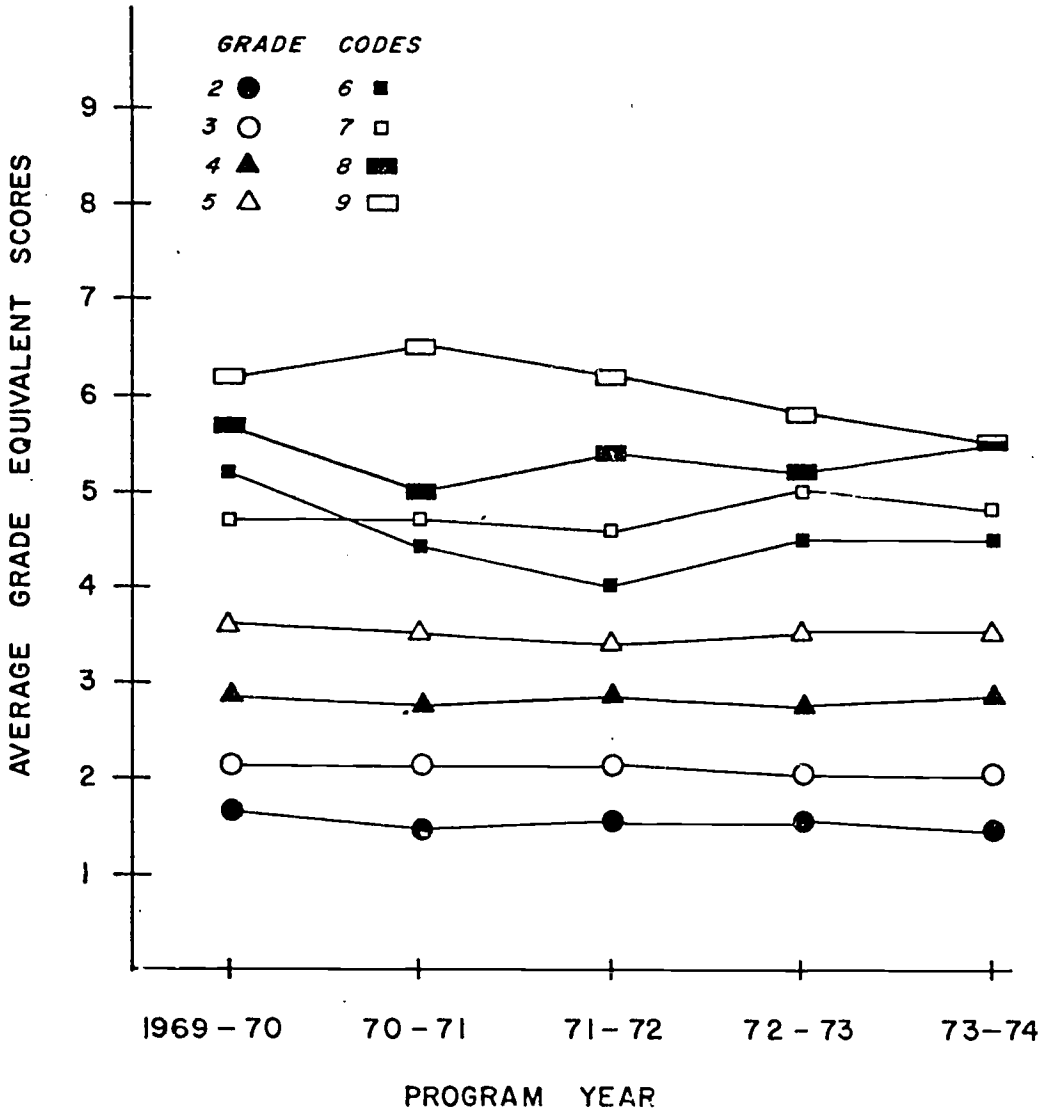
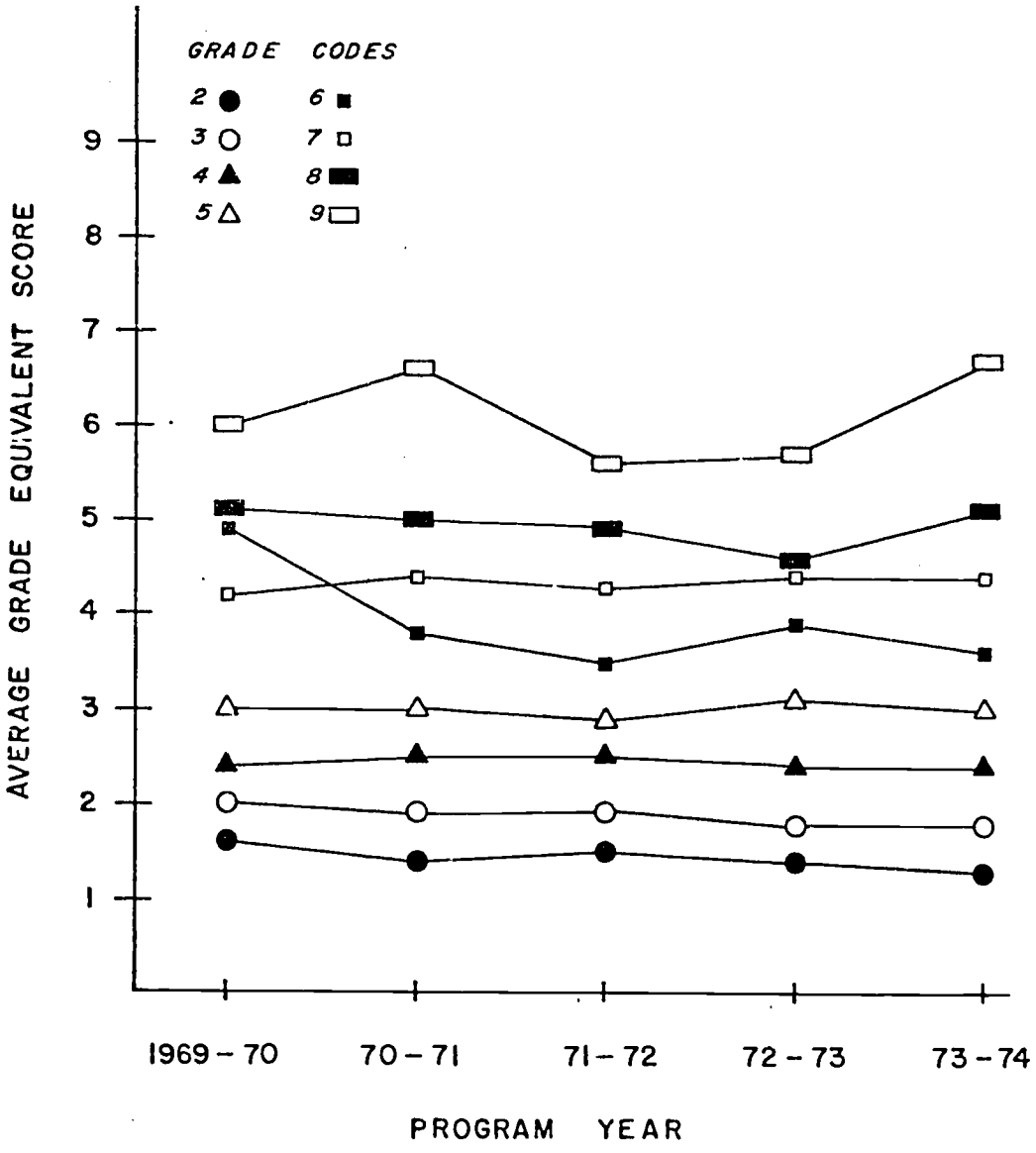


Fig. 4.2 Statewide Comprehension Pretest Means 1970-74



This examination of program characteristics originally was posed relative to the 1970-74 school programs. In light of the problems with this data base, however, the research team determined that these data should not be used. It was also decided that the SEA achievement test files for 1975 and 1976 were sufficiently comprehensive and "clean" to be used in the selection of high and low achieving schools. During this two year period all LEA's in the state administered the California Achievement Test-Reading (CAT) on a pre-posttest basis to all students in compensatory reading programs. All schools administered the CAT within the grade ranges recommended by the test publishers (i.e. at grade level) and the CAT has a standard score scale (the ADSS) which allows for cross-grade comparisons and data aggregation.

The SEA California Achievement Tests-Reading data files were examined to determine the achievement growth of students, by LEA, who participated in compensatory reading programs in 1975 and 1976. Average ADSS growth scores (post ADSS - pre ADSS) were aggregated across grade levels to obtain an overall weighted mean ADSS growth score for each of the 35 Rhode Island Communities which had reading programs for both 1975 and 1976. The school districts whose mean ADSS growth scores were in the top seven (top 20%) were classified as "high achievers" and those districts whose mean ADSS growth scores were in the lowest seven (bottom 20%) were classified as "low achievers". There were five (5) districts which were thus classified as "high achievers" for <u>both</u> 1975 and 1976. There were four (4) districts classified as "low achievers" for <u>both</u> 1975 and 1976.

To identify the program characteristics of these five (5) high and four (4) low achieving districts two data sources were examined.

These two data sources were the Program Project Information sheets (to provide financial information) and end-of-year teacher questionnaires collected as part of the annual SEA project evaluation process. (A copy of the Teacher Survey Questionnaire is contained in Appendix C.1), Since the projects in these 9 communities were quite similar for both years the examination was restricted to the 1975 project year.

The Program Project Information Sheets for the nine communities were examined and a series of expenditure ratios were generated. Table 4.3 presents, by community, these expenditure ratios.

Although inspection of Table 4.3 shows some differences between high and low achieving schools--particularly in the areas of percent of expenditures in supportive services, administrative costs and overall per-pupil expenditures--these differences do not appear to be systematic enough to warrant the drawing of any conclusions.

The second data source examined to determine if systematic program differences between high and low achieving districts could be isolated was a teacher survey questionnaire which is completed annually as part of the SEA data collection effort. Each of the questions on this survey questionnaire was reanalyzed and aggregated for the high and low achieving school districts.

Table 4.3

High-Low Achieving Districts

Expenditure/Activity Ratios -- 1975

	Community Number	(1) $ Rdg/$Total Instruction (%)	(2) $ Rdg/$Total Expenditure (%)	(3) $ Support/Total Expenditure (%)
High Achievers	1	77	52	20
	2	91	88	0
	3	100	80	8
	4	35	30	1
	5	43	26	26
Low Achievers	6	68	65	1
	7	100	92	1
	8	42	38	0
	9	100	95	0

Where: (1) = Total $ expended on Reading/Total $ spent on direct Instruc
(2) = Total $ expended on Reading/Total compensatory education e
(3) = Total $ expended on Supportive Services/Total compensatory
(4) = Total $ expended on Administrative costs/Total compensator
(5) = Per-Pupil Expenditures for Reading = Total $ expended on Re

A total of 46 completed teacher questionnaires comprised the data set for this reanalysis. Of the 46 questionnaires, 33 were from teachers in districts having high achieving compensatory education programs and 13 were from teachers in districts having low achieving compensatory education programs. Since the number of teacher questionnaires for these nine districts is quite low (a function of program size, not response rate) the tables which follow should be interpreted with caution.

Table 4.4

High - Low Achieving Districts

Teacher Questionnaire Responses - 1975

Q5. What was the minimum amount of time per week that you spent with any one pupil in instruction?

	6 hrs+	5-6 hrs	4-5 hrs	3-4 hrs	2-3 hrs	1-2 hrs	1 hr⁻
High Achieving	1	1	5	7	14	1	4
Low Achieving	-	-	-	1	6	4	2

Examination of Table 4.4 shows that respondents from high achieving school districts report a greater minimum amount of instructional time per week per student than respondents from low achieving school districts. Fourteen of the 33 respondents (42%) from the high achieving school districts reported they spent a minimum of three or more hours per week per student while only one (8%) of the teachers from the low achieving districts reported spending minimum instructional time in excess of three hours per week per student.

Table 4.5

High - Low Achieving Districts

Teacher Questionnaire Responses - 1975

Q6. Did you use differentiated time per pupil based on their differing needs; e.g., do students three years behind grade level receive more instruction than those one year behind grade level?

	Yes	No
High Achieving	13	19
Low Achieving	9	4

Table 4.5 indicates that, when asked if they used a differentiated time allocation per pupil based on differing student needs, teachers from low achieving school districts were more likely to respond "yes" than were teachers from high achieving school districts.

Table 4.6

High - Low Achieving Districts

Teacher Questionnaire Responses - 1975

Q7. Most of the time did you service each child in a group of

	30+	15-19	10-14	7-9	4-6	2-3
High Achieving		1	1	2	25	4
Low Achieving	1		2	1	6	3

Inspection of Table 4.6 indicates that there were no apparent

differences between high and low achieving school districts in reported instructional group size. The majority of teachers in both groups served six or fewer students per group.

Table 4.7

High - Low Achieving Districts

Teacher Questionnaire Responses - 1975

Q8. How much time was available to you for scheduled preparation time per day without children?

	1.5 hrs+	1-1.5 hrs	.5-1 hr.	.5 hrs⁻
High Achieving	1	8	21	3
Low Achieving	2	3	5	3

Table 4.7 presents information relative to the amount of daily preparation time available to the teachers, with responses from the two groups in indicating roughly comparable amounts of preparation time available. (Survey question 9 is analogous to question 8 - preparation time on a weekly basis - and is not reported here.)

Table 4.8

High - Low Achieving Districts

Teacher Questionnaire Responses - 1975

Q10. How many different children did you service each week?

	80+	71-80	61-70	51-60	41-50	31-40	21-30	11-20
High Achieving	1			1		5	18	8
Low Achieving	2	2	3	1	1	3		1

In examining the total number of different children who receive compensatory education services from an individual teacher the responses from the teachers in the high and low achieving school districts are quite different. Thirty-one teachers (94%) from high achieving districts reported weekly student case loads of 40 or fewer students, while only four teachers (31%) from low achieving districts reported weekly student case loads of 40 or fewer students. Conversely, only one teacher (3%) from the high achieving districts reported a weekly case load larger than 60 students while 7 teachers (54%) from low achieving districts reported weekly case loads in excess of 60 students.

Table 4.9

High - Low Achieving Districts

Teacher Questionnaire Responses - 1975

Q11. How often during the program year have parents been responsible for working with children at home on assignments?

	Weekly+	Weekly	Bi-weekly	Monthly	Monthly⁻	Never
High Achieving	1	7	1	4	11	8
Low Achieving		1		2	5	5

Table 4.9 presents information relative to the reported frequency with which parents have been responsible for working at home with their children on assignments. Although the responses are not very different for high and low achieving districts there is a slight tendency for teachers in high achieving districts to report more of this type of parent involvement.

Table 4.10

High - Low Achieving Districts

Teacher Questionnaire Responses - 1975

Q12. As a rule, did you see every parent at least once during the program year?

	Yes	No
High Achieving	14	17
Low Achieving	3	10

As Table 4.10 indicates, teachers in high achieving school districts were more likely to respond that they did see every parent at least once during the program year than were teachers in low achieving districts.

Table 4.11

High - Low Achieving Districts

Teacher Questionnaire Responses - 1975

Q13. Did you have an opportunity to select the materials used in the project?

	Yes	No
High Achieving	31	2
Low Achieving	10	3

As is shown in Table 4.11, there were no substantial differences between high and low achieving districts in the numbers of teachers who responded they had an opportunity to select the materials used in their project, with the great majority of both groups responding affirmatively.

Table 4.12

High - Low Achieving Districts

Teacher Questionnaire Responses - 1975

Q14. How much time did you spend each week designing and devising your own materials?

	10 hrs+	7-10 hrs	3-7 hrs	1-3 hrs	1 hr⁻
High Achieving	1	3	7	19	1
Low Achieving	2	2	4	5	-

Inspection of Table 4.12 indicates that, while there are no major differences in the amount of reported teacher time spent designing and devising teacher materials, there is a tendency for teachers in low achieving districts to report spending more time at this than do teachers from high achieving districts.

Table 4.13

High - Low Achieving Districts

Teacher Questionnaire Responses - 1975

Q15. Was instructional material available to you on time?

	Yes	No
High Achieving	32	1
Low Achieving	12	1

As Table 4.13 illustrates, virtually all the teachers--from both high and low achieving districts--reported that instructional material was available to them on time.

Table 4.14

High - Low Achieving Districts

Teacher Questionnaire Responses - 1975

Q16. Were enough materials available at each child's instructional level?

	Yes	No
High Achieving	31	2
Low Achieving	7	6

Examination of Table 4.14 shows that a much higher percentage (94%) of teachers from high achieving districts report sufficient materials available at each child's instructional level that was reported by

teachers from low achieving districts (54%).

Table 4.15

High - Low Achieving Districts

Teacher Questionnaire Responses - 1975

Q17. Have you used an individual checklist of reading skills progress?

	Yes, Update Daily	Yes, Update 2-4 Times/Wk	Yes, Update Weekly	Yes, Update Bi-weekly	Yes, but Never Updated	Never
High Achieving	3	2	13	12		3
Low Achieving	1		4	4	3	1

Inspection of Table 4.15 indicates that, when examining responses regarding the use of individual checklists of reading skills progress, teachers from high achieving districts are slightly more positive in their responses than are teachers from low achieving districts. Eighteen teachers (55%) of high achieving districts and four teachers (38%) from low achieving districts reported they use and update such skills sheets on at least a weekly basis.

Table 4.16

High - Low Achieving Districts

Teacher Questionnaire Responses - 1975

Q18. Did you use diagnostic testing and procedures to determine each child's level of strengths and weaknesses in all reading skills?

	Yes	No
High Achieving	32	1
Low Achieving	13	-

As inspection of Table 4.16 illustrates, virtually all the compensatory education teachers--from both high and low achieving districts--reported they used diagnostic testing and procedures to determine each child's strengths and weaknesses in reading skills.

Table 4.17

High - Low Achieving Districts

Teacher Questionnaire Responses - 1975

Q19. Did you have an aide?

	Yes Full-time	Yes Part-time	No
High Achieving	7	-	26
Low Achieving	1	1	11

As the information contained in Table 4.17 indicates, teachers in

high achieving districts were somewhat more likely to report they had an aide than were teachers from low achieving districts. The majority of the teachers in both groups, however, reported that they did not have an aide.

Table 4.18

High - Low Achieving Districts

Teacher Questionnaire Responses - 1975

Q21. Did you maintain written individual objectives for each child in the reading program?

	Yes, Updated Daily	Yes, Updated Weekly	Yes, Updated Every 3-4 wks	Yes, Updated more 3 wks	No
High Achieving	2	3	14	11	2
Low Achieving	1	3	5	1	4

Information contained in Table 4.18 indicates that there was no substantial differences between high and low achieving districts in the frequency of teacher reported use of individual objectives for each child in the reading program.

Table 4.19

High - Low Achieving Districts

Teacher Questionnaire Responses - 1975

Q22. Did you share these objectives with the classroom teacher?

	Yes	No
High Achieving	25	2
Low Achieving	7	5

Inspection of Table 4.19 illustrates that teachers in high achieving districts are more likely to respond that they share their individual student objectives with the classroom teachers than are the teachers from low achieving districts.

Summary - Characteristics of High and Low Achieving Districts

The preceding portion of this section of the report has attempted to describe, to the extent possible through the use of existing data sources, characteristics of school districts whose compensatory education programs were identified as having "high" and "low" student achievement growth. In the area of financial expenditures there were no large or consistent differences noted between high and low achieving school districts--although there was a slight tendency for high achieving schools to spend a higher proportion of their allocations on supportive services, administrative costs and overall per pupil expenditures. On the basis of the analysis of the teacher survey responses there were several differences noted. Teachers in school districts with high achieving compensatory reported that

they: gave greater minimum instructional service to each student, saw students in somewhat smaller groups, had a lower overall student case load, were more likely to have had at least one meeting with their students' parents, tended to have more material available at each child's instructional level, make somewhat greater use of individual student skills profiles, have a somewhat greater chance of having aide services available, and were more likely to have shared objectives with their students' classroom teachers. It should again be noted, however, that these inferences and statements should be considered cautiously since they are based upon a relatively small number of respondents in the high and low achieving groups.

CHAPTER 5

FEASIBILITY OF LONGITUDINAL ANALYSES

Introduction

One of the strongest approaches to evaluating compensatory education programs is to study program effects on students for whom data are available over a period of several years. Such an approach offers the possibility of describing: the effects of compensatory education programs on students who have been in such projects for one, two, three or more years; achievement of students when they are in compensatory programs and when they are not (either because of lack of continuity of the project, release of the student because of test score gains, or other reasons); patterns of achievement of students who are like compensatory education students in specified ways but who are not in compensatory programs; and other effects of compensatory education on student-school factors (such as attendance, student achievement in other subject matter areas, etc.).

Because until 1975 Rhode Island SEA Title I data did not include student names or ID numbers that were consistent from year to year for individual students, it was not possible to use these data for purposes of conducting longitudinal analyses. Therefore, part of this study included contacting each LEA in the state to determine the nature and extent of existing data suitable for a longitudinal analysis. These data were reviewed by the research team to determine whether it would be feasible to conduct a longitudinal analysis of student achievement using test scores and other information available in one or more local school systems. The research team agreed that a positive recommendation should be made only if substantial amounts of data existed which would address questions of lasting effects of Title I programs on students.

A series of criteria were formulated which, if met, would result in a positive recommendation that a longitudinal study be conducted. The criteria appear in Table 5.1

Method of Gathering Data

Contact with LEAs was initiated by a letter to superintendents from the Deputy Assistant Commissioner, Bureau of Grants and Regulations. The letter briefly outlined the purpose of the study and asked the superintendent to forward to the SEA the name of the person in the district best qualified to answer questions related to the study.

A member of the research team called the contact person to explain the purpose of the study and outline the nature of the information request that would follow in the mail (asking the extent to which names, grade levels and test scores still existed for each year from 1970 to 1976). (In cases for which there was not a timely reply to the request, the LEA Title I director was contacted for the information.) Many of the LEA contacts found the request initially confusing, believing that they were being asked to produce the actual data and send it to the research team. It took considerable amounts of patient explanation to communicate the idea that the request was not for the test data themselves, but for a reasonable estimate of how many scores at which level were still available if a longitudinal study were eventually supported. LEAs were further assured that if a longitudinal analysis were eventually supported, assistance would be provided in building the data file and their staff would not be asked to review seven years of data and record student test scores. Again, the communication of this idea was not easy.

After initial phone contact, an information request sheet was mailed to the contact person in the LEA with the request that the information be returned to the research team. Upon receipt of the information, additional phone contact was usually necessary. On-site visits to several communities were conducted by a member of the research team to assist in the data collection. Completed information was recorded in a grid form listing for each LEA by grade level (K through 12) and by year (1969-70 through 1975-76) the name of the standardized test given, whether the test was given to all students at the grade level or only to Title I students, the estimated numbers of scores still available, and the estimated percent of names of Title I students still available. Completed copies of the grid for each LEA are available in the contractor's office.

Of the 40 Rhode Island school districts, information was provided by 38 concerning the availability of names of Title I students and by 37 concerning available test data. Table D.1 shows for each LEA the percent of Title I student names available for each year. All listed LEAs have a complete list of names for at least one year and 9 districts have complete lists for each of the seven years. A good many names have been lost, however; 18 LEAs cannot produce any Title I student names for three or more years, between 1970 and 1976.

Based on the criteria outlined in Table 5.1, the LEA matrices were examined on the diagonals; that is, they were examined for instances in which, for example, test data are available for substantial numbers of students who were first graders in 1971 and third graders in 1973. Cases which revealed left to right diagonal cells which contributed substantial numbers of students to a potential study were examined further. For cases in which the criteria in Table 5.1 might be met by data from one or

more LEA(s), the LEA(s) were further contacted in order to:

1. verify the grades, years and test data previously reported;
2. verify that students were tested with a level of the test appropriate to their grade level;
3. estimate the numbers of students for whom data are available throughout the period of the potential study. (For example, if 35 third grade students took the ITBS in 1970-71 and 40 fourth grade students took the ITBS in 1971-72, how many of the students were tested in both years?);
4. estimate likely continuity of students in Title I programs during the period of the potential study;
5. describe the current condition of the data file (e.g., are data on students centralized in a data based system or would the file need to be created using student folders, principal's records, list of students from Title I teachers, etc.);
6. determine the procedures for access to the data in the LEA and the likelihood of LEA interest in participating in any recommended study;
7. determine the existence of any previously unreported data (e.g., attendance data, test data from a school based testing program that was not city-wide, etc.).

A preliminary examination of the test score data available from communities suggested that the largest amounts of available data were for fourth and eighth grade students. A study based on these data would use scores available through the Statewide Testing Program which, from 1970 through 1975 provided for the testing of all fourth and eighth grade students in Rhode Island with the Iowa Test of Basic Skills (ITBS). These data would be suitable for the type of longitudinal study being considered since although in some years the state testing program allowed out-of-level testing (i.e., administering a level of the test not specifically designated by the publisher as the most appropriate for the grade placement), in no case was a student administered a test that was more than

one level below the most appropriate level for the grade placement. Further, adjacent levels of the ITBS have considerable content overlap and cross-level standard scores are available, alleviating measurement problems associated with out-of-level testing.

As the data in Chapter 3 indicate, the program area with the greatest concentration of service and the greatest continuity of offerings is remedial reading. Examination of the program areas served in the communities reporting substantial amounts of existing data reveal program services consistent with the statewide trends. Thus, the best match between test scores and substantial service offerings is in the area of reading; therefore, the examination of services for both possible types of longitudinal analysis focuses on reading services.

Table 5.1

Factors Considered in the Recommendation of a Longitudinal Analysis

FACTOR	CRITERIAL FOR RECOMMENDATION OF A LONGITUDINAL STUDY	ESSENTIAL OR PREFERRED
1. Number of students	1.1 A total of 200 or more students who meet all criteria (not all students need come from the same LEA).	Essential
2. Compensatory services received	2.1 Accurate data should be available on which compensatory education services were received each year of the proposed study for each student.	Essential
	2.2 Services should be those for which data available represent valid outcome measures of the services received.	Essential
	2.3 Not all students in the proposed study need have received the same amount of compensatory services. For example, in a proposed study for a four year period, some students may have received no compensatory education services; some may have received from one to four years. Combinations of length in the program and changing intensity of services within program should not be so complex for the number of students for whom data are available as to prohibit appropriate statistical analyses.	Preferred
3. Grade level of students	3.1 All students in the proposed study should have been in the same grade at the same year. For example, all students were fourth graders in 1970-71.	Essential
4. Number of years covered in the study	4.1 Two or more, up to maximum number of years for which other criteria are met.	Essential

Table 5.1 continued

FACTORS	CRITERIAL FOR RECOMMENDATION OF A LONGITUDINAL STUDY	ESSENTIAL OR PREFERRED
5. Data available	5.1 Scores on standardized tests given at grade level. The level and the form of the test given should be available. All students in the proposed study should have taken the same level of the same test in the same grade.	Essential
	5.2 Other data of interest (such as attendance data) noted as available.	Preferred
6. Other	6.1 Willingness of LEA personnel to provide data.	Essential
	6.2 Data are currently stored in easily accessible form and data on individual students are currently organized in case form or data files which can be easily merged.	Preferred
	6.3 Students have not had compensatory education services before the first year of the proposed study.	Preferred
	6.4 Information is available on the intensity of the services received (e.g., hours per week per student, pupil-teacher ratios, total instructional dollars per F.T.E. student in the project).	Essential

Feasibility Analyses

Fourth to Eighth Grade Comparisons

Four communities had substantial amounts of ITBS test score data still available from the state testing program. Two cohort groups of students were considered as possible populations for the study: 1) students who were fourth graders in 1970 and whose expected grade level in 1974 was grade eight; and 2) students who were fourth graders in 1971 and whose expected grade level in 1975 was grade eight. Data from each community are discussed below.

Community A

Community A reports having the following data available from the Iowa Test of Basic Skills:

Fourth grade students in 1970	1000 scores
Eighth grade students in 1974	1000 scores
Fourth grade students in 1971	1000 scores
Eighth grade students in 1975	1000 scores

In addition, from fourth through eighth grade for each group of students, the community has a few reading test scores given to Title I students: these number fewer than 40 scores for each group per year.

School personnel in Community A report having lists of names of all students in Title I programs from 1970 through 1976. They anticipated some difficulty obtaining local release of the data for analysis purposes.

Title I and Section IV reading programs operated in the schools of Community A as follows:

For the group of students in grade 4 during 1970 and grade 8 in 1974

Students from six elementary schools were in compensatory reading programs

in 1970 (grade four) and 1971 (grade 5); four other schools served this cohort of students during one of those years. No compensatory reading programs are listed for 1972 (grade 6) or 1974 (grade 8). One junior high school offered a compensatory reading program in 1973 (grade 7). Reading test scores are available on from 11 to 39 compensatory education students per year.

For the group of students in grade 4 during 1971 and grade 8 in 1975

Students from three elementary schools were in compensatory reading programs in 1971 (grade 4) and 1973 (grade 6). One junior high served compensatory reading students in 1974 (grade 7). Community A did not offer compensatory reading services during 1972 (grade 5) or 1975 (grade 8) to this group of students. Reading test scores are available on 18 to 30 students per year.

Community B

Community B reports having the following data available from the Iowa Test of Basic Skills:

Fourth grade students in 1970	360 scores
Eighth grade students in 1974	360 scores
Fourth grade students in 1970	360 scores
Eighth grade students in 1975	360 scores

No other scores are reported as being available from either group of students during the time periods in question.

School personnel in Community B report having no names of students in Title I and Section IV programs during 1970 and 1971; for the years between 1972 and 1976 they report that 100 percent of the names of compensatory education students are available.

For the group of students in grade 4 in 1970 and grade 8 in 1974

Compensatory reading instruction was available to this group of students in Community B during 1972 (grade 6) and 1973 (grade 7). No reading services were provided under Title I or Section IV during the other years under consideration. During 1974, compensatory reading services were offered in three schools; in 1973 services were offered at one junior high. Approximately 25 students from this group received compensatory reading during each of the two years services were available.

For the group of students in grade 4 in 1971 and grade 8 in 1975

Compensatory reading instruction was available to this group of students only during 1972 (grade 5). Title I and Section IV funds were not used to provide remedial reading instruction to this group of students during the other years under consideration. An estimated 25 students were served during 1972 at the fifth grade.

Community C

Community C has the following data available from the Iowa Test of Basic Skills:

Fourth grade students in 1970	650 scores
Eighth grade students in 1974	650 scores
Fourth grade students in 1971	650 scores
Eighth grade students in 1975	650 scores

From zero to 330 reading test scores are available on this group of students during the years between 1971 and 1975.

For the group of students in grade 4 in 1970 and grade 8 in 1974

An estimated 70 students received reading instruction in compensatory programs in 1970 (grade 4). Compensatory reading services were also

offered 1973 (grade 7) and 1974 (grade 8) to an estimated 30 students per year. No compensatory reading services were available to this group of students during 1971 (grade 5), or 1972 (grade 6).

For the group of students in grade 4 in 1971 and grade 8 in 1975

Compensatory reading services were available to this group of students in 1971 (grade 4), 1974 (grade 7) and 1975 (grade 8). Reading services at grade four were offered in seven schools to an estimated 135 students. Services in grades seven and eight were offered to an estimated 30 students.

Community D

Community D reports having the following data available from the Iowa Test of Basic Skills:

Fourth grade students in 1970	380 scores
Eighth grade students in 1974	380 scores
Fourth grade students in 1971	380 scores
Eighth grade students in 1975	380 scores

School personnel report having lists of names of all students who have been in compensatory education programs from 1970 through 1976.

For students in grade 4 during 1970 and grade 8 during 1974

According to school personnel, the compensatory education programs offered by Community D have been language arts development programs and have not been directed primarily at improving students reading instruction. However, project documents indicate that from 1970 (grade 4) through 1972 (grade 6) about 20 students per year received some reading instruction through Title I and Section IV funds. No reading services were listed for this group for grades seven and eight.

For students in grade 4 during 1971 and grade 8 during 1975

As noted above, school personnel indicate that the compensatory services available to this group of students were primarily language arts development rather than reading services. However, from project documents, approximately 20 to 35 students appear to have received some compensatory reading instruction from 1970 (grade 4) through 1972 (grade 6). No Title I or Section IV reading services were offered to this group in the seventh and eighth grade.

Recommendation

Data from the four communities are summarized in Table 5.2. In the opinion of the research team, these data do not lend themselves to the recommendation of a longitudinal study. The numbers of compensatory education students for whom data are available are small given the variety in program offerings for the various grade levels.

The team notes that beginning in 1975 data collected by the state includes the names of compensatory reading students, increasing the possibility of future longitudinal studies based on these data. Although 1975 marks the end of the fourth and eighth grade state testing program, many Rhode Island communities have assumed the responsibility of developing and administering their own testing plan since that time. For example, one of the communities examined for possible inclusion in the longitudinal study administered the Comprehensive Test of Basic Skills to every student in grades one through twelve in the district during 1975 and the California Achievement Test (CAT) to all students during 1976. The combination of the inclusion of names on the state data tapes and improved community testing programs increases the possibility of a longitudinal study beginning with data from 1975 or later. Though not specifically examined in this study,

Table 5.2

Numbers of Compensatory Education Reading Students from Four Communities for a Fourth to Eighth Grade Longitudinal Study[1]

	Grade Level					Total N in Cohort
	Four	Five	Six	Seven	Eight	
Year	1970	1971	1972	1973	1974	
Community						
A	15	20		20		1000
B			25	25		360
C	70			30	30	650
D	20	20	20			380
Year	1971	1972	1973	1974	1975	
Community						
A	18		30	30		1000
B		25				360
C	135			30	30	650
D	20	20	20			380

[1] Cells with no entries represent years during which Title I and Section IV reading services were not available in the community.

these recent data appear to be more realistically suited to long-term studies on compensatory education students in Rhode Island.

Primary Grades Analysis

Fewer data were available from communities on students in the primary grades than on students in the upper grades; no consistent patterns of test data were available in grades one through three similar to the state-wide test data discussed above for grades four through eight. Four communities were identified as having data on a substantial number of one cohort group of students in the primary grades. Data from each community are discussed below.

Community E

Community E has test scores on 275 kindergarten students in 1974 and 275 second grade students in 1976. However, no compensatory education services were provided to these students during grades K and one. During grade two (1976) some students received compensatory reading and math instruction suggesting that this group might be included in a longitudinal stucy extending beyond 1976.

Community F

Community F has 150 Iowa Test of Basic Skills scores on students who were in grade two during 1974 and 150 ITBS scores on students who were fourth graders during 1976. However, since it appears that only ten students from this group received compensatory services in second grade and ten students received such services in the fourth grade, there do not appear to be large enough numbers of compensatory education students from this community to form the basis for a longitudinal analysis.

Community G

Community G has data on a significant number of two groups of primary students. Each group will be discussed separately.

Group 1

Students in this group were in kindergarten in 1971 and in grade 4 during 1975. Community G has Metropolitan Readiness Test scores on 385 kindergarten students in 1971 and CAT and ITBS scores on 275 students in grade 4 in 1975. However, a large Navy base left Rhode Island in 1973 and during 1973-74 this community experienced dramatic loss of continuity in their student population. School personnel were not optimistic that this group of students would be suitable for a longitudinal analysis because of this turnover.

Group 2

Students in this group were in kindergarten in 1972 and grade 3 in 1975. Community G has 385 Metropolitan Readiness Test scores from students in the kindergarten class; 250 ITBS scores from grade 2 and 300 ITBS scores from grade 3 for this cohort group. However, this group of students was also affected by the pullout of the Navy base in 1973-74 and for that reason are not recommended to be included in a longitudinal study.

Community H

Community H has considerable test data on a group of students who were in the first grade class of 1972 and who were fifth graders in 1976. In addition to 650 SRA tests from grade 1 (1972), and 650 ITBS scores from grades two, four and five (1973, 1975 and 1976), Community H also

has scattered reading test scores on some of these students. Compensatory reading services were provided to this group of students as indicated in Table 5.3. These data indicate an interesting pattern of available reading services. Students in three buildings (5, 6 and 7) had compensatory reading services available in their school for all grades, one through five. Other buildings described above offered compensatory reading one, two, three or four years during the period. Still other buildings in the district did not offer compensatory reading programs between 1972 and 1976. Title I and Section IV programs in Community H did not offer reading services to this group of students during their kindergarten year. These data from Community H represent the best available data for a longitudinal analysis.

Data available on this group of students appear to meet all of the criteria outlined in Table 5.1. The reading services for the period between 1972 and 1976 are well documented. Intensity of service information is available in the form of minutes per week of service and student teacher ratios. Annual Title I Evaluation reports are available for all five years. District-wide testing is administered by the psychological services division of the school department. All scores are in students' permanent records and many are also available on computer printouts in the psychologist's office. Duplicate copies of student records are kept in a central location. Complete lists of students receiving compensatory services during these years are available at the LEA. Local district personnel were quite cooperative and interested in the possibility of a longitudinal analysis.

Table 5.3

Title I and Section IV Reading Services, by Building,

for a Cohort Group in Community H

Building Number	Year (Grade) 1972 (1)	1973 (2)	1974 (3)	1975 (4)	1976 (5)
1		X		X	X
2		X	X		
3	X	X	X	X	
4	X	X	X	X	
5	X	X	X	X	X
6	X	X	X	X	X
7	X	X	X	X	X
8	X	X			
9		X			
10	X				
11			X		
12			X	X	
Number of Students Receiving Reading Services	150	100	100	68	43

Recommendation

The research team recommends that a longitudinal analysis be conducted of the cohort group of students from Community H who were in grade one in 1972 and whose expected grade level in 1976 was fifth grade. The data appear to meet all of the criteria outlined in Table 5.1 and offer the best currently available opportunity for studying patterns of achievement among compensatory education students in Rhode Island.

COMPENSATORY EDUCATION IN THE STATE OF RHODE ISLAND: 1970-1976

April 1, 1977

APPENDICES

Project Number 400-76-0021
National Institute of Education
U.S. Office of Education

LIST OF APPENDICES

Appendix

Appendix

APPENDIX A

Appendix A.1

Community by Community Funds: Title I Allocation,

Adjusted Dollars. (In Thousands)

Community	1970	1971	1972	1973	1974	1975
Barrington	25	25	32	30	25	36
Bristol	58	55	59	60	51	76
Burrillville	34	35	43	37	31	32
Central Falls	125	139	150	141	176	192
Charlestown	5	5	6	5	7	8
Coventry	51	51	64	61	68	64
Cranston	183	191	216	195	198	184
Cumberland	34	37	45	46	42	54
East Greenwich	32	31	33	27	25	32
East Providence	126	134	165	151	180	188
Foster	4	5	6	7	6	6
Glocester	6	6	9	8	7	6
Hopkinton	14	10	12	11	12	18
Jamestown	15	15	15	14	13	12
Johnston	56	64	69	61	76	94
Lincoln	35	34	36	36	40	47
Little Compton	4	4	4	4	4	12
Middletown	18	18	16	14	12	16
Narragansett	9	11	15	18	17	19
Newport	288	280	274	250	211	237
New Shoreham	5	5	4	4	3	3
North Kingstown	93	91	94	82	154	224
North Providence	47	46	52	47	57	61
North Smithfield	11	11	13	15	22	25
Pawtucket	420	444	476	433	386	384
Portsmouth	80	79	72	65	61	104
Providence	1904	1972	2039	1866	1656	1601
Richmond	6	6	6	5	7	9
Scituate	20	25	29	24	25	31
Smithfield	39	34	42	37	34	39
South Kingstown	46	48	45	43	38	41
Tiverton	26	25	28	23	22	43
Warren	45	42	49	45	38	39
Warwick	229	243	270	261	269	298
Westerly	30	35	39	34	49	63
West Warwick	74	76	81	68	73	80
Woonsocket	367	371	414	362	346	365
Chariho	18	21	17	16	31	45
Exeter-West Greenwich	15	14	14	12	19	27
Foster-Glocester	11	14	16	14	15	14

Appendix A.2

Community by Community Funds Section IV

Allocation, Adjusted Dollars. (In Thousands)

Community	1970	1971	1972	1973	1974	1975
Barrington	13	12	12	13	11	11
Bristol	29	25	23	25	23	21
Burrillville	17	16	17	16	14	11
Central Falls	63	63	58	60	55	65
Charlestown	3	2	2	2	2	2
Coventry	26	23	25	26	24	25
Cranston	93	86	83	82	75	73
Cumberland	17	17	17	19	18	16
East Greenwich	16	14	13	12	11	9
East Providence	64	61	64	64	58	66
Foster	2	2	3	3	3	1
Glocester	3	2	3	3	3	2
Hopkinton	7	4	5	5	4	5
Jamestown	8	7	6	6	5	5
Johnston	29	29	26	26	24	28
Lincoln	18	15	14	15	14	15
Little Compton	2	2	2	2	2	3
Middletown	92	81	62	59	54	39
Narragansett	5	5	6	8	7	6
Newport	15	13	11	11	10	7
New Shoreham	3	2	2	2	1	1
North Kingstown	48	41	36	34	32	57
North Providence	24	21	20	20	18	21
North Smithfield	6	5	5	6	6	8
Pawtucket	214	201	183	183	167	142
Portsmouth	41	36	28	27	25	25
Providence	970	894	785	788	717	611
Richmond	3	3	2	2	2	3
Scituate	10	11	11	10	9	9
Smithfield	20	15	16	16	14	13
South Kingstown	24	22	17	18	16	14
Tiverton	13	12	11	10	9	12
Warren	23	19	18	19	17	13
Warwick	117	110	104	110	101	99
Westerly	15	16	15	14	13	18
West Warwick	38	34	32	29	26	27
Woonsocket	187	168	160	153	140	128
Chariho	9	9	7	7	6	11
Exeter-West Greenwich	7	6	5	5	5	7
Foster-Glocester	5	6	6	6	5	5

Appendix A.3

Community by Community Funds - Total Public School Education Expenditures; Adjusted Dollars. (In Thousands)

Community	1970	1971	1972	1973	1974	1975
Barrington	4484	4675	4432	4639	4686	4645
Bristol	2937	3218	3516	3469	3496	3676
Burrillville	1595	1704	1790	2066	2104	2152
Central Falls	1499	1655	1659	1789	2054	2316
Charlestown	330	357	367	388	389	388
Coventry	4660	5147	4945	5454	5725	5626
Cranston	12289	12773	12407	13509	13672	14306
Cumberland	4451	4772	4946	5389	5636	5890
East Greenwich	2591	2617	2569	3012	2914	3003
East Providence	6711	7502	7270	7458	7680	7849
Foster	280	317	310	340	352	340
Glocester	369	407	421	442	482	477
Hopkinton	628	673	687	721	835	892
Jamestown	351	353	370	423	408	426
Johnston	3367	3570	3512	3982	4119	4537
Lincoln	2587	2772	2816	2994	3014	3252
Little Compton	273	274	288	303	340	376
Middletown	3949	4249	4262	4616	4248	3916
Narragansett	921	962	929	1104	1128	1135
Newport	6339	6267	7540	6914	6267	5709
New Shoreham	113	114	163	167	171	167
North Kingstown	5180	5512	5869	6432	6241	5892
North Providence	3453	3699	3734	4215	4160	4177
North Smithfield	1685	1754	1678	1918	1987	2022
Pawtucket	9575	9894	9518	10615	10693	11098
Portsmouth	3021	3342	3403	3522	3430	3233
Providence	28917	27827	26053	26301	25644	25874
Richmond	349	346	329	344	339	365
Scituate	1521	1538	1561	1605	1758	1899
Smithfield	2447	2706	2583	2798	2815	2990
South Kingstown	5001	3041	3082	3351	3386	3460
Tiverton	2079	2307	2338	2593	2738	2805
Warren	21308	2087	1981	2205	2106	2144
Warwick	18704	17003	17809	18450	20775	21516
Westerly	3223	3276	3121	3217	3379	3453
West Warwick	2908	3220	2913	3150	3527	3511
Woonsocket	6227	6514	6626	7703	8066	8222
Chariho	715	722	676	772	807	744
Exeter-West Greenwich	1291	1459	1343	1471	1559	1720
Foster-Glocester	1377	1420	1494	1526	1505	1503

Appendix A.4

Community by Community Title I Allocations as a

Percentage of Total Public School Educational Expenditures

Community	1970	1971	1972	1973	1974	1975
Barrington	.6	.5	.7	.6	.5	.7
Bristol	1.9	1.7	1.7	1.7	1.5	2.1
Burrillville	2.1	2.1	2.4	1.8	1.5	1.5
Central Falls	8.3	8.4	9.0	7.9	8.6	8.3
Charlestown	1.6	1.3	1.8	1.2	1.7	2.0
Coventry	1.1	1.0	1.3	1.1	1.2	1.1
Cranston	1.5	1.5	1.7	1.4	1.4	1.3
Cumberland	.8	.8	.9	.9	.8	.9
East Greenwich	1.2	1.2	1.3	.9	.9	1.1
East Providence	1.9	1.8	2.3	2.0	2.3	2.4
Foster	1.4	1.7	2.1	1.9	1.6	1.8
Glocester	1.5	1.3	2.2	1.7	1.4	1.4
Hopkinton	2.2	1.5	1.8	1.6	1.5	2.0
Jamestown	.3	4.4	4.1	3.3	3.1	2.8
Johnston	.7	1.8	2.0	1.5	1.9	2.1
Lincoln	1.3	1.2	1.3	1.2	1.3	1.5
Little Compton	1.6	1.4	1.5	1.3	1.3	3.2
Middletown	4.6	4.2	3.8	3.0	2.8	4.1
Narragansett	1.0	1.2	1.6	1.6	1.6	1.6
Newport	4.5	4.5	4.2	3.6	3.4	4.1
New Shoreham	4.4	4.2	2.6	2.2	1.8	2.0
North Kingstown	1.8	1.6	1.6	1.3	2.5	3.8
North Providence	1.4	1.2	1.4	1.1	1.4	1.5
North Smithfield	.7	.6	.8	.8	1.1	1.2
Pawtucket	4.4	4.5	5.0	4.1	3.6	3.4
Portsmouth	2.6	2.4	2.1	1.8	1.8	3.2
Providence	6.6	7.1	7.8	7.1	6.5	6.2
Richmond	1.6	1.7	1.7	1.4	2.0	2.4
Scituate	1.3	1.6	1.9	1.5	1.4	1.6
Smithfield	1.6	1.2	1.6	1.3	1.2	1.3
South Kingstown	1.5	1.6	1.5	1.3	1.1	1.2
Tiverton	1.3	1.1	1.2	.9	.9	1.5
Warren	2.1	2.0	2.5	2.0	1.8	1.9
Warwick	1.2	1.4	1.5	1.4	1.3	1.4
Westerly	.9	1.1	1.2	1.0	1.5	1.8
West Warwick	2.6	2.4	2.8	2.2	2.1	2.3
Woonsocket	5.9	5.7	6.3	4.7	4.3	4.4
Chariho	2.6	2.9	2.5	2.0	3.8	6.1
Exeter-West Greenwich	1.1	1.0	1.1	.8	1.2	1.6
Foster-Glocester	.8	1.0	1.1	.9	1.0	1.0

Appendix A.5

Community by Community SectionIV Allocations

as a Percentage of Total Public School

Educational Expenditures

Community	1970	1971	1972	1973	1974	1975
Barrington	.3	.2	.3	.3	.2	.2
Bristol	1.0	.8	.6	.7	.7	.6
Burrillville	1.1	.9	.9	.8	.7	.5
Central Falls	4.2	3.8	3.5	3.3	2.7	2.8
Charlestown	.8	.6	.6	.5	.5	.6
Coventry	.6	.5	.5	.5	.4	.4
Cranston	.8	.7	.7	.6	.6	.5
Cumberland	.4	.4	.4	.4	.3	.3
East Greenwich	.6	.5	.5	.4	.4	.3
East Providence	1.0	.8	.9	.9	.8	.8
Foster	.7	.8	.9	.8	.7	.4
Glocester	.8	.6	.8	.7	.6	.5
Hopkinton	1.1	.7	.7	.7	.5	.5
Jamestown	2.2	2.0	1.7	1.4	1.3	1.1
Johnston	.9	.8	.8	.6	.6	.6
Lincoln	.7	.6	.5	.5	.5	.5
Little Compton	.8	.7	.7	.6	.5	.9
Middletown	2.3	1.9	1.5	1.3	1.3	1.0
Narragansett	.5	.5	.7	.7	.6	.6
Newport	2.3	2.0	1.6	1.5	1.5	1.3
New Shoreham	2.2	1.9	1.0	.9	.8	.4
North Kingstown	.9	.7	.6	.5	.5	1.0
North Providence	.7	.6	.5	.5	.4	.5
North Smithfield	.3	.3	.3	.3	.3	.4
Pawtucket	2.2	2.0	1.9	1.7	1.6	1.3
Portsmouth	1.3	1.1	.8	.8	.7	.8
Providence	3.4	3.2	3.0	3.0	2.8	2.4
Richmond	.8	.8	.6	.6	.5	.7
Scituate	.6	.7	.7	.6	.5	.5
Smithfield	.8	.6	.6	.6	.5	.4
South Kingstown	.8	.7	.6	.5	.5	.4
Tiverton	.6	.5	.5	.4	.3	.4
Warren	1.1	.9	.9	.9	.8	.6
Warwick	.6	.6	.6	.6	.5	.5
Westerly	.5	.5	.5	.4	.4	.5
West Warwick	1.3	1.1	1.1	.9	.7	.8
Woonsocket	3.0	2.6	2.4	2.0	1.7	1.6
Chariho	1.3	1.3	1.0	.9	.7	1.5
Exeter-West Greenwich	.6	.4	.4	.4	.3	.4
Foster-Glocester	.4	.5	.4	.4	.4	.4

Appendix A.5

Community by Community Funds Title I and Section IV

Allocations as a Percentage of Total Public School

Educational Expenditures

Community	1970	1971	1972	1973	1974	1975
Barrington	.8	.8	1.0	.9	.8	1.0
Bristol	3.0	2.5	2.3	2.5	2.1	2.6
Burrillville	3.2	3.0	3.4	2.6	2.2	2.0
Central Falls	12.5	12.2	12.5	11.2	11.2	11.1
Charlestown	2.3	1.8	2.3	1.8	2.2	2.7
Coventry	1.6	1.5	1.8	1.6	1.6	1.6
Cranston	2.3	2.2	2.4	2.1	2.0	1.8
Cumberland	1.2	1.1	1.3	1.2	1.1	1.2
East Greenwich	1.9	1.7	1.8	1.3	1.2	1.4
East Providence	2.8	2.6	3.2	2.9	3.1	3.2
Foster	2.1	2.4	3.0	2.7	2.3	2.2
Glocester	2.3	1.9	3.0	2.5	2.0	1.8
Hopkinton	3.3	2.1	2.5	2.2	2.0	2.5
Jamestown	6.4	6.3	5.8	4.6	4.4	3.9
Johnston	2.5	2.6	2.7	2.2	2.4	2.7
Lincoln	2.0	1.8	1.8	1.7	1.8	1.9
Little Compton	2.5	2.1	2.2	2.1	1.9	4.1
Middletown	6.9	6.1	5.2	4.3	4.1	5.2
Narragansett	1.5	1.7	2.3	2.3	2.2	2.2
Newport	6.9	6.5	5.8	5.1	4.9	5.4
New Shoreham	6.6	6.0	3.6	3.1	2.6	2.5
North Kingstown	2.7	2.4	2.2	1.8	3.0	4.8
North Providence	2.1	1.8	1.9	1.6	1.8	2.0
North Smithfield	1.0	.9	1.0	1.1	1.4	1.6
Pawtucket	6.6	6.5	6.9	5.8	5.2	4.7
Portsmouth	4.0	3.4	3.0	2.6	2.5	4.0
Providence	9.9	10.3	10.9	10.1	9.3	8.6
Richmond	2.5	2.5	2.3	2.0	2.6	3.1
Scituate	2.0	2.4	2.6	2.1	1.9	2.1
Smithfield	2.4	1.8	2.2	1.9	1.7	1.7
South Kingstown	2.3	2.3	2.0	1.8	1.6	1.6
Tiverton	1.9	1.6	1.7	1.3	1.1	1.9
Warren	3.2	2.9	3.4	2.9	2.6	2.5
Warwick	1.8	2.1	2.1	2.0	1.8	1.8
Westerly	1.4	1.6	1.7	1.5	1.8	2.4
West Warwick	3.9	3.4	3.9	3.1	2.8	3.0
Woonsocket	8.9	8.3	8.7	6.7	6.0	6.0
Chariho	3.9	4.2	3.5	2.9	4.6	7.6
Exeter-West Greenwich	1.7	1.4	1.5	1.2	1.6	2.0
Foster-Glocester	1.2	1.5	1.5	1.3	1.3	1.3

Appendix A.7

Basis of Allocation by Community

1969-70 through 1974-75

Community	1970	1971	1972	1973	1974	1975
Barrington	123	129	182	196	276	194
Bristol	282	279	339	399	520	411
Burrillville	165	179	249	245	259	171
Central Falls	609	703	859	932	1582	1039
Charlestown	25	23	37	32	60	42
Coventry	248	261	370	404	606	351
Cranston	896	967	1239	1289	1779	999
Cumberland	167	190	260	303	381	290
East Greenwich	157	155	188	181	223	178
East Providence	614	681	947	996	1621	1018
Foster	19	27	37	43	31	33
Glocester	27	27	53	51	57	35
Hopkinton	68	50	71	74	112	95
Jamestown	73	78	87	91	112	64
Johnston	276	324	394	403	686	508
Lincoln	170	172	209	235	359	257
Little Compton	22	20	25	29	79	65
Middletown	887	904	922	927	962	867
Narragansett	45	58	87	119	157	99
Newport	1409	1421	1572	1653	1752	1264
New Shoreham	24	24	24	24	18	18
North Kingstown	457	459	537	540	1381	1195
North Providence	231	232	299	311	512	332
North Smithfield	55	57	73	97	198	135
Pawtucket	2054	2250	2734	2861	3470	2083
Portsmouth	390	399	415	430	604	555
Providence	9310	9998	11704	12333	14901	8676
Richmond	28	30	32	32	61	46
Scituate	97	128	166	158	223	168
Smithfield	193	171	241	244	308	210
South Kingstown	226	243	259	282	345	216
Tiverton	128	129	162	153	282	228
Warren	218	211	283	295	326	212
Warwick	1119	1230	1548	1723	2402	1617
Westerly	146	180	222	223	440	336
West Warwick	363	385	467	449	665	438
Woonsocket	1794	1883	2377	2394	3113	1977
Chariho	90	106	97	103	275	244
Exeter-West Greenwich	71	72	81	82	169	143
Foster-Glocester	52	72	91	92	131	77

APPENDIX A.8

Percentage of Basis of Allocation Attributable to Low Income Families, AFDC, etc

Community	Low Income Families/Children						AFDC						Neglecte			
	70	71	72	73	74	75	70	71	72	73	74	75	70	71	72	73
Barrington	80	77	54	51	59	84	5	22	43	45	38	12	-	-	-	-
Bristol	73	74	61	52	70	88	23	23	37	46	28	10	-	-	-	-
Burrillville	59	64	46	47	51	77	22	28	45	43	39	2	-	-	-	-
Central Falls	36	31	26	24	56	86	63	68	74	76	43	13	-	-	-	-
Charlestown	52	57	35	41	67	81	48	39	46	53	30	14	-	-	-	-
Coventry	53	51	36	33	42	73	29	39	54	57	50	13	-	-	-	-
Cranston	56	52	41	39	49	88	41	47	58	60	49	10	-	-	-	-
Cumberland	58	51	37	32	63	83	37	45	57	64	33	11	-	-	-	-
East Greenwich	78	79	65	68	70	88	20	21	31	28	24	2	-	-	-	-
East Providence	43	39	28	27	52	83	51	56	68	69	44	12	-	-	-	-
Foster	53	37	27	23	45	70	21	30	41	35	42	12	-	-	-	-
Glocester	44	44	23	24	47	69	22	37	49	33	40	14	-	-	-	-
Hopkinton	44	60	42	41	66	81	37	22	46	45	30	14	-	-	-	-
Jamestown	86	81	72	69	48	84	12	17	24	16	45	2	-	-	-	-
Johnston	59	50	41	40	65	88	36	47	54	55	33	8	-	-	-	-
Lincoln	49	49	40	36	60	84	44	46	56	60	36	10	-	-	-	-
Little Compton	82	90	72	62	76	92	9	0	28	24	18	0	-	-	-	-
Middletown	98	96	94	93	86	96	1	4	5	6	13	3	-	-	-	-
Narragansett	73	57	38	28	54	86	27	43	61	65	36	5	-	-	-	-
Newport	73	73	66	62	63	87	24	26	32	36	36	12	-	-	-	-
New Shoreham	100	100	100	100	100	100	0	0	0	0	0	0	-	-	-	-
North Kingstown	80	80	68	68	81	94	18	17	29	29	17	4	-	-	-	-
North Providence	58	58	45	43	50	77	24	25	39	47	41	9	14	15	12	7
North Smithfield	69	67	52	39	61	89	16	19	37	53	36	10	-	-	-	-
Pawtucket	50	45	37	36	51	85	49	53	61	63	48	14	-	-	-	-
Portsmouth	95	93	90	87	87	95	3	5	9	11	10	3	-	-	-	-
Providence	39	37	31	30	46	79	59	62	67	67	52	18	-	-	-	-
Richmond	50	47	44	44	66	80	39	53	50	53	31	13	-	-	-	-
Scituate	74	56	43	46	57	76	22	32	53	50	39	22	-	-	-	-
Smithfield	36	41	29	29	30	44	17	11	37	36	38	8	36	35	26	28
South Kingstown	57	53	49	45	47	75	41	47	49	54	50	17	-	-	-	-
Tiverton	79	78	62	66	72	89	16	16	33	29	25	7	-	-	-	-
Warren	60	62	45	44	52	80	28	31	44	49	42	11	-	-	-	-
Warwick	62	56	43	40	54	80	33	40	52	56	43	15	-	-	-	-
Westerly	64	52	42	42	69	91	32	47	57	58	31	8	-	-	-	-
West Warwick	54	51	42	43	54	81	39	43	53	50	42	13	-	-	-	-
Woonsocket	42	40	32	31	49	77	53	58	67	67	50	21	3	1	-	1
Exeter-West Greenwich	60	51	56	52	79	89	40	49	41	45	20	6	-	-	-	-
Chariho	52	51	46	45	65	81	48	49	54	55	31	13	-	-	-	-
Foster-Glocester	69	50	40	39	47	71	31	50	60	61	41	13	-	-	-	-

APPENDIX B

Appendix B.1

Definitions of Instructional and Supportive Services

Academic Diagnosis The use of special tests to determine the instructional areas or the specific skills within an area for which students require remediation. Includes neither testing done to select students for project participation nor test used to assess project effectiveness.

Attendance Services specifically designed to prevent students from dropping out, interest dropouts in returning to school, and/or encourage enrolled students to attend classes more regularly. Includes special work-study programs for high school dropouts and the provision of high interest classes for younger students who are considered likely to consider dropping out. Does not include activities primarily designed for other purposes for which increased student interest in continuing his/her education mentioned merely as one of several possible benefits.

Clothing The expenditure of funds for the purchase of everyday clothing for students' personal use. Does not include clothing which is essential for some instructional activity such as coveralls for students learning auto mechanics.

Guidance/Counseling/Pupil Personnel Counseling services by counseling personnel for the purpose of helping students with personal problems and in making career decisions. Includes the interpretation of achievement and aptitude test results and the referral of students to other appropriate professionals when necessary.

Health/Dental Dental examinations and/or treatment by dentists or other dental professionals.

Health/Medical Medical examinations and/or treatment by physicians or nurses.

Library/Media Room/Learning Center The use of a library or a room with specialized equipment as materials for project activities. There must be a clear indication that the room is essential for project activities.

Psychological Diagnosis/Treatment The use of psychologist(s) for diagnostic testing and/or therapy. Testing involved must be in addition to tests done to select students for participation in the project and those done to evaluate program effectiveness.

School Social Worker The use of a social worker to provide a liaison between school and the student's family.

Social Adjustment Classroom activities directed by teachers which are specifically designed to help students learn behavior appropriate in group situations.

Speech/Hearing The use of qualified professionals for the diagnosis and/or treatment of speech/hearing problems.

Transportation The transporting of students to special activities away from school. Does not include transportation to regular school buildings.

Food Regular meals provided for nutritional reasons. Does not include food such as field trip lunches, which is provided only because project activities preclude the students from obtaining a meal as students normally do.

Community Schools The provision of a variety of services after normal school hours to all children, regardless of age and regular school, living in a particular geographical area.

Parent/Community Services Ongoing involvement by students' parents or other members of the community in the students' education. Denotes active involvement by parents, rather than merely the provision of suggestions by teachers of ways the parent might help the students school work at home.

Art Instruction designed to develop artistic skills in, or appreciation of painting, drawing, sculpting, etc.

Bilingual Education Instruction in any academic area in the native language of non-English speaking students.

Business Education Instruction in general offfice procedures and/or specific skills such as typing, accounting, and shorthand.

Cultural Enrichment Activities, including field trips, designed to make students aware of events, places, services, and opportunities outside of their usual experience. Field trips per se were not coded as cultural enrichment unless the proposal listed their purpose as such.

English as a Second Language Instruction in English for students whose native language is other than English.

English/Reading Instruction specifically and clearly designed to encourage interest, as opposed to skill, in reading.

English/Speech Instruction intended to teach the student how to speak to groups of people.

English/Other Instruction in literature.

Health Instruction in self-care skills such as personal hygiene, first-aid, and grooming. Includes instruction in very basic skills such as toilet use for handicapped students.

Home Economics Instruction in areas such as child care, cooking, budgeting and consumer education.

Industrial Arts Instruction in the use of tools and industrial technology, not intended to teach marketable skills.

Language Arts/Communication Skills Instruction designed to improve oral and written expression (e.g. naming objects and textures, telling and writing stories, listening). Includes dramatic activities intended to improve oral expression.

Learning Disabilities Activities designed for students diagnosed as learning disabled such that the nature of the learning disability is known. Does not include activities for students labeled "learning disabled" simply on the basis of low achievement test scores.

Mathematics Instruction in the standard areas of mathematics such as arithmetic and algebra. Also includes instruction in computer use and rudimentary number skills such as counting.

Music Instruction in vocal music, musical instruments, music appreciation, and/or rhythm.

Natural Science Instruction in areas such as biology, chemistry, physics, and ecology.

Physical Education/Recreation Instruction designed to develop the student's physical strength and coordination and/or to develop skill and interest in games and other forms of recreation.

Reading/Reading Readiness Instruction in the component skills involved in reading (left to right orientation, associating sounds with letters) and initial instruction in reading itself at the kindergarten and grade 1 levels.

Remedial/Corrective Reading Instruction designed to improve reading skills in grades 2-12.

Social Science Instruction in areas such as history, political science, current events, sociology, psychology, and anthropology.

Theater/Dramatics Instruction in acting and/or other theatrical skills. Does not include the use of dramatics as a technique of instruction in other areas, such as language arts.

Tutoring and General Remediation Remedial instruction in various academic areas, according to needs of individual students. Instruction may be for individuals or small groups of students.

Vocational Education Instruction designed to provide students a marketable skill, including work-study programs. Excludes business education and home economics.

Follow-Through Use of Title I funds to partially support Follow-Through services for students who have been in Head Start.

Table B.2

Number of Years Eligible by Number of Years Open for Public, Parochial and Independent School Buildings

PUBLIC SCHOOLS

Years Open \ Years Eligible	0	1	2	3	4	5	6	7	
1	8	6							14
2	6	3	12						21
3	4	2	4	11					21
4	12	1	3	3	8				27
5	6	4	3	2	4	16			35
6	6	2	2	1	2	2	7		22
7	48	24	19	22	23	28	20	110	294
TOTAL	90	42	43	39	37	46	27	110	434

Eligible All Years: 170 Schools (39.2%

Not Eligible, 1970-1976: 90 Schools (20.7%)

PAROCHIAL SCHOOLS

Years Open \ Years Eligible	0	1	2	3	4	5	6	7	
1	5	7							12
2	3	0	4						7
3	2	0	0	8					10
4	2	1	0	1	9				13
5	1	0	2	1	0	5			9
6	0	0	0	2	0	0	0		2
7	11	4	9	8	4	2	5	26	69
TOTAL	24	12	15	20	13	7	5	26	122

Eligible All Years: 59 Schools (48.4%)

Not Eligible, 1970-1976: 24 Schools (19.7%)

Table B 2 Continued . . .

INDEPENDENT SCHOOLS

Years Open	Years Eligible 0	1	2	3	4	5	6	7	
1	6	0							6
2	8	1	0						9
3	7	0	0	0					7
4	4	0	0	0	0				4
5	2	0	0	0	0	0			2
6	3	0	0	0	0	0	0		3
7	11	2	2	0	0	1	0	2	18
TOTAL	41	3	2	0	0	1	0	2	49

Eligible All Years: 2 Schools (4.1%)

Not Eligible, 1970-76: 41 Schools (83.7%)

Table B.3

Total Number of Buildings by Grade Level by Year

NON-PUBLIC

Grade	Year						
	1970	1971	1972	1973	1974	1975	1976
PK	16	14	15	13	7	4	6
K	31	26	34	37	35	38	52
1	103	93	89	83	76	73	75
2	104	94	89	83	76	73	76
3	104	94	89	83	76	73	76
4	107	98	92	87	78	74	75
5	108	99	93	87	78	75	77
6	111	100	94	87	79	76	79
7	101	94	90	80	72	71	73
8	103	95	90	81	73	69	73
9	35	35	32	29	28	28	28
10	31	30	29	27	25	24	24
11	31	30	29	27	25	24	24
12	31	30	29	27	25	24	24

PUBLIC

Grade	Year						
	1970	1971	1972	1973	1974	1975	1976
PK	0	0	0	0	0	0	0
K	200	230	228	217	214	197	199
1	241	245	250	245	233	232	221
2	240	248	251	245	235	232	220
3	240	244	249	243	236	232	221
4	227	235	240	237	228	228	217
5	199	207	203	199	194	199	185
6	164	168	166	163	162	167	154
7	54	57	56	57	61	57	59
8	54	55	56	57	59	57	58
9	46	46	46	45	48	45	48
10	38	38	39	40	40	40	41
11	38	38	39	40	40	40	41
12	38	38	39	40	40	40	40

Table B.4

Number and Percent of Buildings Eligible by Grade Level by Year

NON-PUBLIC

Grade	Year 1970		1971		1972		1973		1974		1975		1976	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
PK	2	13	2	14	2	13	5	39	2	29	2	50	4	67
K	10	32	9	35	15	44	19	51	20	57	22	58	30	58
1	56	54	52	56	49	55	52	63	45	59	48	66	52	69
2	57	55	53	56	49	55	52	63	45	59	48	66	52	68
3	57	55	53	56	49	55	52	63	45	59	48	66	52	68
4	58	54	56	57	51	55	55	63	47	60	49	66	53	71
5	58	54	56	57	51	55	55	63	47	60	49	65	54	70
6	60	54	56	56	51	54	55	63	47	60	49	65	54	68
7	53	53	53	56	47	52	50	63	43	60	44	62	49	67
8	55	53	53	56	48	53	51	63	44	60	44	64	49	67
9	10	32	9	26	7	22	9	31	7	25	8	29	11	39
10	9	29	8	27	6	21	8	30	5	20	6	25	7	29
11	9	29	8	27	6	21	8	30	5	20	6	25	7	29
12	9	29	8	27	6	21	8	30	5	20	6	25	7	29

PUBLIC

Grade	Year 1970		1971		1972		1973		1974		1975		1976	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
PK	0	--	0	--	0	--	0	--	0	--	0	--	0	--
K	124	62	140	61	138	61	129	59	119	56	106	54	109	55
1	148	61	148	60	151	60	149	61	132	57	133	57	126	57
2	146	61	149	60	151	60	149	61	132	56	133	57	126	57
3	146	61	144	59	149	60	144	59	133	56	134	58	128	58
4	136	60	138	59	144	60	141	60	126	55	131	58	125	58
5	119	60	122	59	122	60	114	57	105	54	116	58	101	55
6	96	59	95	57	101	61	89	55	92	57	98	60	89	58
7	36	67	41	72	38	68	39	68	44	72	44	72	42	71
8	35	65	38	69	37	66	39	68	43	73	43	75	42	72
9	30	65	31	67	30	65	29	64	35	73	30	67	32	68
10	20	53	23	61	22	56	21	53	24	60	23	58	27	66
11	20	53	23	61	22	56	21	53	24	60	23	58	27	66
12	20	53	23	61	22	56	21	53	24	60	23	58	26	65

Table 8.5

Total Number of Public School Students by LEA by Year

LEA	Year						
	1970	1971	1972	1973	1974	1975	1976
Barrington	5305	4967	4901	4925	4812	4641	4389
Bristol	3357	3356	3686	3660	3583	3578	3409
Burrillville	1946	2380	2360	2432	2638	2503	2569
Central Falls	2373	2740	2746	3039	2630	2471	2404
Charlestown	448	467	449	451	439	422	422
Coventry	5185	6049	6417	6192	6288	6178	6108
Cranston	13771	15107	14871	14674	14177	14332	14026
Cumberland	6356	6906	7036	7325	7325	7379	7341
East Greenwich	2430	2665	2071	2692	2843	2755	2727
East Prov.	9555	10404	10289	10466	10382	10284	10497
Foster	309	326	326	313	308	329	292
Glouster	550	589	571	573	642	644	617
Hopkinton	880	959	970	976	993	978	1000
Jamestown	504	518	518	508	550	538	545
Johnston	4406	4750	4827	4707	5029	4711	4682
Lincoln	3488	3505	4122	3869	3937	3874	3504
Little Compton	382	439	448	460	497	500	486
Middletown	4567	4555	4812	4919	4911	3761	3556
Narragansett	947	1077	1103	1280	1164	1211	1461
Newport	6089	6456	6657	6779	5696	5696	5460
New Shoreham	86	86	104	105	104	104	104
North Kings.	5486	6439	7028	7067	7290	5936	5405
North Prov.	4759	4939	4853	4853	4840	4806	4599
North Smith.	2101	2159	2204	2210	2260	2260	2154
Pawtucket	12421	12640	12255	12802	11952	11500	11239
Portsmouth	3181	3766	3994	3890	4176	3487	3500
Providence	26648	25852	25169	23258	22830	22075	21820
Richmond	460	460	490	499	506	485	491
Scituate	1885	1895	1984	1818	1829	1746	1859
Smithfield	3323	3458	3449	3449	3461	3520	3711
So. Kings.	2644	2742	2803	2761	2796	3018	3158
Tiverton	2802	2956	2815	3126	3136	3123	3007
Warren	2439	2564	2509	2400	2262	2177	2086
Warwick	19918	19889	20112	22736	19406	20071	19011
Westerly	3814	3841	4100	3975	3977	4264	4156
West Warwick	3629	4544	4727	4464	4657	4418	4396
Woonsocket	7595	7957	8281	8513	8976	8608	8356
Exeter-West Greenwich	847	801	841	923	905	926	867
Chariho	1242	1265	1320	1410	1525	1600	1680
Foster-Glouster	1098	1239	1351	1360	1369	1443	1490

Table B.6

Number and Percent of Public School Students in Eligible Buildings by Year by LEA

District	1970		1971		1972		1973		1974		1975		1976	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Barrington	1612	30.4	1387	27.9	957	19.5	936	19.0	880	18.3	1530	33.0	1387	31.6
Bristol	3239	96.5	3239	96.5	1812	49.2	3561	97.3	3226	90.0	1716	48.0	3095	90.8
Burrillville	1946	100.0	2291	96.3	2360	100.0	2432	100.0	2541	96.3	2503	100.0	2569	100.0
Central Falls	2352	99.1	2451	89.5	2746	100.0	3009	100.0	2630	100.0	2471	100.0	2404	100.0
Charlestown	448	100.0	467	100.0	449	100.0	451	100.0	439	100.0	422	100.0	422	100.0
Coventry	1128	21.8	3016	49.9	1880	29.3	3624	58.5	4649	73.9	3893	63.0	2915	47.7
Cranston	8772	63.7	3202	21.2	4175	28.1	6668	45.4	8050	56.8	5744	40.1	6561	46.8
Cumberland	2119	33.3	3839	63.9	3335	42.0	2975	40.6	4527	61.8	5528	74.9	5061	68.9
East Greenwich	1521	62.6	1166	40.7	367	18.2	1779	66.1	857	30.1	870	31.6	1791	65.7
East Prov.	6895	72.2	8348	80.1	8533	78.7	8069	77.1	7941	76.5	7861	76.4	7812	74.4
Foster	309	100.0	326	100.0	326	100.0	313	100.0	308	100.0	329	100.0	292	100.0
Glouster	201	36.5	580	100.0	571	100.0	573	100.0	642	100.0	381	59.2	617	100.0
Hopkinton	370	42.0	393	41.0	404	41.6	392	40.2	370	37.3	378	38.7	366	39.6
Jamestown	504	100.0	518	100.0	518	100.0	508	100.0	550	100.0	538	100.0	545	100.0
Johnston	1371	31.1	1553	32.7	4827	100.0	2534	53.8	4244	84.4	4711	100.0	2658	56.8
Lincoln	876	25.1	2469	70.4	2095	50.8	2262	58.5	2707	68.8	2356	60.8	2411	68.8
Little Compton	382	100.0	439	100.0	448	100.0	460	100.0	497	100.0	500	100.0	486	100.0
Middletown	3087	67.7	4021	88.3	3437	71.4	3487	70.9	3547	72.2	2906	77.3	2738	77.0
Narragansett	361	38.1	1077	100.0	1103	100.0	1280	100.0	1164	100.0	1211	100.0	1461	100.0
Newport	3820	62.7	5142	79.6	4701	70.6	4983	73.5	4316	75.8	4316	75.8	3650	66.8
Shoreham	86	100.0	86	100.0	104	100.0	0	100.0	104	100.0	104	100.0	104	100.0

Table B.6 Continued . . .

District	Year 1970		1971		1972		1973		1974		1975		1976	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
North Kings.	2053	37.4	1716	26.7	3766	53.6	4165	58.9	6062	83.2	2856	48.1	4682	86.6
North Prov.	1260	26.5	1372	27.8	1655	34.1	1643	33.9	2493	51.5	2481	51.6	23.5	50.3
North Smith.	995	47.4	993	46.0	1026	46.6	1130	51.1	935	41.4	902	39.9	1874	87.0
Pawtucket	6283	50.6	7713	61.0	7781	63.5	6390	49.9	5531	46.3	6243	54.3	6520	58.0
Portsmouth	3175	99.8	3760	99.8	3408	85.3	3411	87.7	3330	79.7	3482	99.9	3497	99.9
Providence	24791	93.0	25097	97.1	20829	82.8	15715	67.6	12909	56.5	14451	65.5	11128	51.0
Richmond	460	100.0	460	100.0	490	100.0	499	100.0	506	100.0	485	100.0	491	100.0
Scituate	1125	59.7	1125	59.4	1170	59.0	1164	64.0	1399	76.5	1332	76.3	1414	76.1
Smithfield	3323	100.0	2036	58.9	2978	86.3	2978	86.3	2743	79.3	2809	79.8	2056	55.4
So. Kings.	1811	68.5	2294	83.7	1009	36.0	2183	79.1	1397	50.0	1499	49.7	1606	50.9
Tiverton	1412	50.4	1608	54.4	1665	59.1	1264	40.4	2302	73.4	1905	61.0	2164	72.0
Warren	2195	90.0	2311	90.1	2269	90.4	2139	89.1	1985	87.8	1679	77.1	1584	75.9
Warwick	7467	37.5	7562	38.0	11081	55.1	7980	35.1	7631	39.3	8437	42.0	6778	35.7
Westerly	2318	60.8	1580	41.1	1660	40.5	2410	60.6	2781	69.9	2530	59.3	2924	70.4
West Warwick	2664	73.4	3005	66.1	3313	70.1	2430	54.4	3194	68.6	3467	78.5	4396	100.0
Woonsocket	3848	50.7	4122	51.8	5555	67.1	5900	69.3	5967	66.5	6666	77.4	6319	75.6
Exeter-West Greenwich	847	100.0	801	100.0	841	100.0	923	100.0	905	100.0	926	100.0	867	100.0
Chariho	1242	100.0	1265	100.0	1320	100.0	1410	100.0	1525	100.0	1600	100.0	1680	100.0
Foster-Gloucester	632	57.6	673	54.3	1351	100.0	1360	100.0	1369	100.0	1443	100.0	1490	100.0

Table B.7

Total Number of Parochial School Students by LEA by Year

LEA	Year						
	1970	1971	1972	1973	1974	1975	1976
Barrington	220	204	192	185	196	246	229
Bristol	803	803	606	550	511	521	507
Burrillville	440	400	372	301	237	229	160
Central Falls	1934	1587	1414	1331	1301	1216	1092
Charlestown	0	0	0	0	0	0	0
Coventry	740	758	743	759	816	863	894
Cranston	1681	1503	1778	1763	1705	1671	1631
Cumberland	1106	1031	620	593	410	437	441
East Greenwich	581	581	279	250	201	207	214
East Prov.	3196	2256	2032	1967	1967	1935	1965
Foster	0	0	0	0	0	0	0
Glouster	0	0	0	0	0	0	0
Hopkinton	0	0	0	0	0	0	0
Jamestown	0	0	0	0	0	0	0
Johnston	510	523	432	413	401	405	422
Lincoln	360	286	183	0	0	0	0
Little Compton	0	0	0	0	0	0	0
Middletown.	300	302	284	267	253	245	215
Narragansett	0	0	0	0	0	0	0
Newport	1703	1415	815	767	697	627	677
New Shoreham	0	0	0	0	0	0	0
North Kings.	300	0	0	0	0	0	0
North Prov.	532	508	526	542	327	298	301
North Smith.	0	0	0	0	0	0	0
Pawtucket	4499	4012	3901	3729	3479	3381	3332
Portsmouth	407	421	433	222	226	227	252
Providence	9024	8756	8209	7810	7783	6806	6724
Richmond	0	0	0	0	0	0	0
Scituate	0	0	0	0	0	0	0
Smithfield	436	375	401	389	353	312	296
So. Kings.	869	893	827	854	778	718	688
Tiverton	296	0	0	0	0	0	0
Warren	200	220	201	220	239	216	228
Warwick	2829	2540	2365	2344	2337	2370*	2477
Westerly	427	417	292	256	146	161	154
West Warwick	1732	1225	1140	1072	985	968	967
Woonsocket	3294	3112	2904	2276	2239	2227	2015
Exeter-West Greenwich							
Chariho							
Foster-Glouster							

Table B.8

Number and Percent of Parochial School Students in Eligible Buildings by Year by LEA

District	1970		1971		1972		Year 1973		1974		1975		1976	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Barrington	220	100.0	204	100.0	192	100.0	185	100.0	196	100.0	246	100.0	229	100.0
Bristol	803	100.0	803	100.0	606	100.0	550	100.0	511	100.0	521	100.0	507	100.0
Burrillville	0	0.0	0	0.0	0	0.0	0	0.0	237	100.0	229	100.0	160	100.0
Central Falls	1934	100.0	1587	100.0	1414	100.0	1331	100.0	1301	100.0	1216	100.0	1092	100.0
Charlestown	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Coventry	0	0.0	758	100.0	743	100.0	759	100.0	816	100.0	863	100.0	894	100.0
Cranston	1449	86.2	1293	86.0	1572	88.4	1369	77.7	1340	78.6	1671	100.0	1631	100.0
Cumberland	400	36.2	410	39.8	224	36.1	190	32.0	410	100.0	437	100.0	441	100.0
East Greenwich	581	100.0	581	100.0	279	100.0	250	100.0	201	100.0	207	100.0	214	100.0
East Prov.	1393	43.6	824	36.5	690	34.0	629	32.0	574	29.2	548	28.3	582	29.6
Foster	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Glouster	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Hopkinton	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Jamestown	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Johnston	510	100.0	523	100.0	432	100.0	413	100.0	401	100.0	405	100.0	422	100.0
Lincoln	360	100.0	286	100.0	183	100.0	--	--	--	--	--	--	--	--
Little Compton	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Middletown	300	100.0	302	100.0	284	100.0	267	100.0	253	100.0	245	100.0	215	100.0
Narragansett	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Newport	1071	62.9	850	60.1	297	36.4	572	74.6	225	32.3	233	37.2	253	37.4
Shoreham	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Table B.8 Continued. . .

District	Year 1970		1971		1972		1973		1974		1975		1976	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
North Kings.	300	100.0	--	--	--	--	--	--	--	--	--	--	--	--
North Prov.	232	43.6	221	43.5	251	47.7	245	44.7	327	100.0	45	15.1	58	19.3
North Smith.	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Pawtucket	2479	55.1	1979	49.3	1767	45.3	1475	39.6	1727	49.6	1463	43.3	2477	74.3
Portsmouth	407	100.0	421	100.0	433	100.0	222	100.0	226	100.0	227	100.0	252	100.0
Providence	1747	19.4	2022	23.1	1866	22.7	2816	36.1	3492	44.9	5552	81.6	5374	79.9
Richmond	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Scituate	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Smithfield	436	100.0	375	100.0	401	100.0	389	100.0	72	20.4	65	20.8	42	14.2
So. Kings.	463	53.3	893	100.0	454	54.9	459	53.7	388	49.9	339	47.2	335	48.7
Tiverton	296	100.0	--	--	--	--	--	--	--	--	--	--	--	--
Warren	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Warwick	1564	55.3	1525	60.0	1417	59.9	2344	100.0	975	41.7	948	40.0	1657	66.9
Westerly	270	63.2	270	64.7	158	54.1	146	57.0	0	0.0	161	100.0	154	100.0
West Warwick	1732	100.0	1055	86.1	962	84.4	747	69.7	727	73.8	968	100.0	721	74.6
Woonsocket	1321	40.1	1422	45.7	1256	43.3	1341	58.9	1489	66.5	1838	82.5	1641	81.4
Exeter-West Greenwich Chariho														
Foster-Gloucester														

Table B.9

Total Number of Independent School Students by LEA by Year

LEA	Year						
	1970	1971	1972	1973	1974	1975	1976
Barrington	110	108	91	79	90	88	91
Bristol	0	0	0	0	0	0	0
Burrillville	0	0	0	0	0	0	0
Central Falls	0	0	0	0	0	0	0
Charlestown	0	0	0	0	0	0	0
Coventry	0	0	0	0	0	0	0
Cranston	0	0	0	78	70	66	64
Cumberland	0	0	0	0	0	0	0
East Greenwich	21	22	21	25	22	24	25
East Prov.	620	686	664	638	648	609	675
Foster	0	0	0	0	0	17	0
Glouster	33	37	38	35	44	44	42
Hopkinton	0	11	13	46	0	0	0
Jamestown	0	0	0	0	0	0	0
Johnston	0	0	0	0	0	0	0
Lincoln	0	0	0	0	0	0	0
Little Compton	0	0	0	0	0	0	0
Middletown	258	266	293	305	311	377	401
Narragansett	0	0	0	0	38	54	19
Newport	419	257	249	426	388	211	213
New Shoreham	0	0	0	0	0	0	0
North Kings.	0	0	0	12	17	0	0
North Prov.	0	0	0	0	58	68	78
North Smith.	0	0	0	0	0	0	0
Pawtucket	93	181	81	51	42	48	42
Portsmouth	228	221	232	225	237	239	261
Providence	2260	2252	2347	2342	2461	2513	2415
Richmond	0	0	0	0	0	0	0
Scituate	0	0	0	0	0	0	0
Smithfield	0	0	0	0	0	0	0
So. Kings.	0	0	0	0	0	0	27
Tiverton	0	0	0	0	0	29	27
Warren	0	0	0	0	25	13	6
Warwick	156	148	207	246	264	273	254
Westerly	0	0	0	0	0	0	0
West Warwick	0	0	0	0	0	0	0
Woonsocket	0	0	28	20	0	0	0
Exeter-West Greenwich							
Chariho							
Foster-Glouster							

Table B.10

Number and Percent of Independent School Students in Eligible Buildings by Year by LEA

District	Year 1970		1971		1972		1973		1974		1975		1976	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Barrington	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Bristol	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Burrillville	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Central Falls	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Charlestown	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Coventry	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Cranston	--	--	--	--	--	--	0	0.0	0	0.0	0	0.0	0	0.0
Cumberland	--	--	--	--	--	--	--	--	--	--	--	--	--	--
East Greenwich	21	100.0	22	100.0	21	100.0	25	100.0	22	100.0	24	100.0	25	100.0
East Prov.	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Foster	--	--	--	--	--	--	--	--	--	--	--	--	0	0.0
Glouster	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Hopkinton	--	--	0	0.0	0	0.0	0	0.0	--	--	--	--	--	--
Jamestown	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Johnston	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Lincoln	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Little Compton	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Middletown	258	100.0	18	6.8	15	5.1	15	4.9	15	4.8	12	3.2	401	100.0
Narragansett	--	--	--	--	--	--	--	--	0	0.0	0	0.0	0	0.0
Newport	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
New Shoreham	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Table B.10 Continued. . .

District	Year 1970 Number	1970 Percent	1971 Number	1971 Percent	1972 Number	1972 Percent	1973 Number	1973 Percent	1974 Number	1974 Percent	1975 Number	1975 Percent	1976 Number	1976 Percent
North Kings.	--	--	--	--	--	--	0	0.0	0	0.0	--	--	--	--
North Prov.	--	--	--	--	--	--	--	--	0	0.0	0	0.0	0	0.0
North Smith.	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Pawtucket	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Portsmouth	228	100.0	221	100.0	232	100.0	225	100.0	237	100.0	0	0.0	0	0.0
Providence	0	0.0	0	0.0	0	0.0	345	14.7	92	3.7	0	0.0	0	0.0
Richmond	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Scituate	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Smithfield	--	--	--	--	--	--	--	--	--	--	--	--	--	--
So. Kings.	--	--	--	--	--	--	--	--	--	--	--	--	0	0.0
Tiverton	--	--	--	--	--	--	--	--	--	--	0	0.0	0	0.0
Warren	--	--	--	--	--	--	--	--	0	0.0	0	0.0	0	0.0
Warwick	0	0.0	0	0.0	0	0.0	174	70.7	0	0.0	0	0.0	0	0.0
Westerly	--	--	--	--	--	--	--	--	--	--	--	--	--	--
West Warwick	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Woonsocket	--	--	--	--	0	0.0	0	0.0	--	--	--	--	--	--
Exeter-West Greenwich														
Chariho														
Foster-Gloucester														

Table B.11

Number of Buildings Offering Compensatory Mathematics, by Grade Level by Year (Public and Non-Public Combined)

Grade Level	1970	1971	1972	1973	1974	1975	1976
K	16	7	6	1	2	18	18
1	12	22	10	24	24	19	19
2	16	17	8	37	35	38	33
3	33	29	17	55	39	39	44
4	33	3[illegible]	29	60	38	46	59
5	21	2[illegible]	2[illegible]	37	30	46	55
6	15	14	16	23	30	30	43
7	6	10	6	7	6	7	16
8	3	8	4	4	2	6	9
9	6	3	0	0	1	3	4
10	3	3	1	1	1	1	4
11	2	1	0	0	1	1	4
12	2	1	0	0	1	1	2

Table B.12

Number of Buildings Offering Compensatory Reading, by Grade Level by Year (Public and Non-Public Combined)

Grade Level	1970	1971	1972	1973	1974	1975	1976
K	74	32	16	14	38	37	21
1	109	124	128	135	111	97	107
2	128	147	147	148	122	125	120
3	126	148	146	156	127	128	125
4	92	110	134	134	103	112	120
5	85	95	78	72	74	77	93
6	60	78	56	60	62	67	79
7	26	34	37	38	32	31	32
8	25	22	32	31	29	30	23
9	7	8	11	16	15	16	21
10	5	4	6	10	11	10	15
11	4	2	5	6	8	4	8
12	3	1	2	3	6	4	4

Table B.13

Percent of Buildings Offering Compensatory Reading by Grade Level by Year (Public and Non-Public Combined)

	1970	1971	1972	1973	1974	1975	1976
K	32.0	12.5	6.1	5.5	15.3	15.7	8.4
1	31.7	36.7	37.8	41.2	35.9	31.8	36.1
2	37.2	43.0	43.2	45.1	39.2	41.0	40.5
3	36.6	43.8	43.2	47.9	40.7	42.0	42.1
4	27.5	33.0	40.4	41.4	33.7	37.1	41.1
5	27.7	31.0	26.4	25.2	27.2	28.1	35.5
6	21.8	29.1	21.5	24.0	25.7	27.9	33.9
7	16.8	22.5	25.3	27.7	24.1	24.2	24.2
8	15.9	14.7	21.9	22.5	22.0	23.8	17.6
9	8.6	9.9	14.1	21.6	19.7	21.9	27.6
10	7.2	5.9	8.8	14.9	16.9	15.6	23.1
11	5.8	2.9	7.4	9.0	12.3	6.3	12.3
12	4.3	1.5	2.9	4.5	9.2	6.3	6.3

Table B.14

Percent of Buildings Offering Compensatory Mathematics by Grade Level by Year (Public and Non-Public Combined)

	1970	1971	1972	1973	1974	1975	1976
K	6.9	2.7	2.3	0.4	0.8	7.7	7.2
1	3.5	6.5	2.9	7.3	7.8	6.2	6.4
2	4.7	5.0	2.4	11.3	11.3	12.5	11.1
3	9.6	8.6	5.0	16.9	12.5	12.8	14.8
4	9.9	9.9	8.7	18.5	12.4	15.2	20.2
5	6.8	9.2	7.1	12.9	11.0	16.8	21.0
6	5.5	5.2	6.2	9.2	12.4	12.5	18.5
7	3.9	6.6	4.1	5.1	4.5	5.5	12.1
8	1.9	5.3	2.7	2.9	1.5	4.8	6.9
9	7.4	3.7	0.0	0.0	1.3	4.2	5.3
10	4.3	4.4	1.5	1.5	1.5	1.6	6.2
11	2.9	1.5	0.0	0.0	1.5	1.6	6.2
12	2.9	1.5	0.0	0.0	1.5	1.6	3.1

Table B.15

Continuity of Building Existence Over Two to Seven Year Intervals

Span of Years	Public Schools Ratio	Public Schools Percent	Non-Public Schools Ratio	Non-Public Schools Percent
2 Year Intervals				
70-71	362/364	99.5	125/137	91.2
71-72	366/378	96.8	117/128	91.4
72-73	375/387	96.9	116/126	92.1
73-74	364/383	95.0	110/125	88.0
74-75	347/374	92.8	110/118	93.2
75-76	340/356	95.5	110/113	97.3
Composite	2154/2242	96.1	688/747	92.1
3 Year Intervals				
70-72	352/364	96.7	114/137	83.2
71-73	356/378	94.2	108/128	84.4
72-74	357/387	92.2	101/126	80.2
73-75	339/383	88.5	102/125	81.6
74-76	331/374	88.5	107/118	90.7
Composite	1735/1886	92.0	532/634	83.9
4 Year Intervals				
70-73	343/364	94.2	105/137	76.6
71-74	338/378	89.4	96/128	75.0
72-75	332/387	85.8	95/126	75.4
73-76	324/383	84.6	101/125	80.8
Composite	1337/1512	88.4	397/516	76.9
5 Year Intervals				
70-74	326/364	89.6	94/137	68.6
71-75	316/378	83.6	90/128	70.3
72-76	318/387	82.2	94/126	74.6
Composite	960/1126	85.3	278/391	71.1
6 Year Intervals				
71-75	306/364	84.1	88/137	64.2
72-76	303/378	80.2	89/128	69.5
Composite	609/742	82.1	177/265	66.8
7 Year Interval				
70-76	294/364	80.8	87/137	63.5

Table B-16

Continuity of Building Eligibility Over Two to Seven Year Intervals

Span of Years	Public Schools Ratio	Public Schools Percent	Non-Public Schools Ratio	Non-Public Schools Percent
2 Year Intervals				
70-71	197/218	90.4	55/65	84.6
71-72	193/233	82.8	55/61	90.2
72-73	196/233	84.1	48/57	84.2
73-74	187/230	81.3	46/64	71.9
74-75	182/220	82.7	49/56	87.5
75-76	183/214	85.5	58/59	98.3
Composite	1138/1348	84.4	311/362	85.9
3 Year Intervals				
70-72	173/218	79.4	50/65	76.9
71-73	172/233	73.8	46/61	75.4
72-74	163/233	70.0	39/57	68.4
73-75	161/230	70.0	40/64	62.5
74-76	165/220	75.0	49/56	87.5
Composite	834/1134	73.5	224/303	73.9
4 Year Intervals				
70-73	159/218	72.9	41/65	63.1
71-74	145/233	62.2	37/61	60.7
72-75	144/233	61.8	35/57	61.4
73-76	146/230	63.5	40/64	62.5
Composite	594/914	65.0	153/247	61.9
5 Year Intervals				
70-74	135/218	61.9	32/65	49.2
71-75	130/233	55.8	33/61	54.1
72-76	131/233	56.2	35/57	61.4
Composite	396/684	57.9	100/183	54.6
6 Year Intervals				
71-75	121/218	55.5	28/65	43.1
72-76	118/233	50.6	33/61	54.1
Composite	239/451	53.0	61/126	48.4
7 Year Interval				
70-76	110/218	50.5	28/65	43.1

Appendices B.17.1

Continuity of Service Over Two to

Seven Year Intervals: Academic Diagnosis

Span of Years	Public Schools Ratio	Public Schools Percent	Non-Public Schools Ratio	Non-Public Schools Percent
		2 Year Intervals		
70-71	19/45	42.2	1/5	20.0
71-72	31/61	50.8	3/9	33.3
72-73	19/59	32.2	3/9	33.3
73-74	19/37	51.4	1/10	10.0
74-75	15/42	35.7	0/1	0.0
75-76	14/23	60.9	5/6	83.3
Composite	117/267	43.8	13/40	32.5
		3 Year Intervals		
70-72	12/45	26.7	0/5	0.0
71-73	12/61	19.7	3/9	33.3
72-74	13/59	22.0	0/9	0.0
73-75	12/37	32.4	0/10	0.0
74-76	9/42	21.4	0/1	0.0
Composite	58/244	23.8	3/34	8.8
		4 Year Intervals		
70-73	11/45	24.4	0/5	0.0
71-74	7/61	11.5	0/9	0.0
72-75	11/59	18.6	0/9	0.0
73-76	6/37	16.2	0/10	0.0
Composite	35/202	17.3	0/33	0.0
		5 Year Intervals		
70-74	6/45	13.3	0/5	0.0
71-75	7/61	11.5	0/9	0.0
72-76	6/59	10.2	0/10	0.0
Composite	19/165	11.5	0/24	0.0
		6 Year Intervals		
70-75	6/45	13.3	0/5	0.0
71-76	5/61	8.2	0/9	0.0
Composite	11/106	10.4	0/14	0.0
		7 Year Interval		
70-76	4/45	8.9	0/5	0.0

Appendices B.17.2

Continuity of Service Over Two to Seven Year Intervals: Attendance

Span of Years	Public Schools Ratio	Public Schools Percent	Non-Public Schools Ratio	Non-Public Schools Percent
2 Year Intervals				
70-71	0/10	0.0	0/4	0.0
71-72	0/2	0.0	0/0	---
72-73	0/0	---	0/0	---
73-74	1/1	100.0	0/0	---
74-75	1/1	100.0	0/0	---
75-76	3/21	14.3	0/2	0.0
Composite	5/35	14.3	0/6	0.0
3 Year Intervals				
70-72	0/10	0.0	0/4	0.0
71-73	0/2	0.0	0/0	---
72-74	0/0	---	0/0	---
73-75	1/1	100.0	0/0	---
74-76	1/1	100.0	0/0	---
Composite	2/14	14.3	0/4	0.0
4 Year Intervals				
70-73	0/10	0.0	0/4	0.0
71-74	0/2	0.0	0/0	---
72-75	0/0	---	0/0	---
73-76	1/1	100.0	0/0	---
Composite	1/13	7.7	0/4	0.0
5 Year Intervals				
70-74	0/10	0.0	0/4	0.0
71-75	0/2	0.0	0/0	---
72-76	0/0	---	0/0	---
Composite	0/12	0.0	0/4	0.0
6 Year Intervals				
70-75	0/10	0.0	0/4	0.0
71-76	0/2	0.0	0/0	---
Composite	0/12	0.0	0/4	0.0
7 Year Interval				
70-76	0/10	0.0	0/4	0.0

Appendices B.17.3

Continuity of Service Over Two to Seven Year Intervals: Clothing

Span of Years	Public Schools Ratio	Public Schools Percent	Non-Public Schools Ratio	Non-Public Schools Percent
2 Year Intervals				
70-71	0/0	0.0	0/0	---
71-72	0/0	0.0	0/0	---
72-73	33/38	86.8	5/5	1.0
73-74	1/33	3.0	3/8	37.5
74-75	0/1	0.0	0/7	0.0
75-76	0/0	---	0/0	---
Composite	34/72	47.2	8/20	40.0
3 Year Intervals				
70-72	0/0	---	0/0	---
71-73	0/0	---	0/0	---
72-74	1/38	2.6	1/5	20.0
73-75	0/33	0.0	0/8	0.0
74-76	0/1	0.0	0/7	0.0
Composite	1/72	1.4	1/20	5.0
4 Year Intervals				
70-73	0/0	---	0/0	---
71-74	0/0	---	0/0	---
72-75	0/38	0.0	0/5	0.0
73-76	0/33	0.0	0/8	0.0
Composite	0/71	0.0	0/13	0.0
5 Year Intervals				
70-74	0/0	---	0/0	---
71-75	0/0	---	0/0	---
72-76	0/38	0.0	0/5	0.0
Composite	0/38	0.0	0/5	0.0
6 Year Intervals				
70-75	0/0	---	0/0	---
71-76	0/0	---	0/0	---
Composite	0/0	---	0/0	---
7 Year Interval				
70-76	0/0	---	0/0	---

Appendices B.17.4

Continuity of Service Over Two to Seven Year Intervals: Guidance/Counseling

Span of Years	Public Schools Ratio	Public Schools Percent	Non-Public Schools Ratio	Non-Public Schools Percent
2 Year Intervals				
70-71	27/42	64.3	12/14	85.7
71-72	41/62	66.1	17/18	94.4
72-73	27/80	33.8	9/26	34.6
73-74	43/55	78.2	11/14	78.6
74-75	54/81	66.7	9/14	64.3
75-76	53/66	80.3	12/13	92.3
Composite	245/386	63.5	70/99	70.7
3 Year Intervals				
70-72	20/42	47.6	12/14	85.7
71-73	16/62	25.8	9/18	50.0
72-74	23/80	28.8	7/26	26.9
73-75	31/55	56.4	8/14	57.1
74-76	43/81	53.1	8/14	57.1
Composite	133/320	41.6	44/86	51.2
4 Year Intervals				
70-73	9/42	21.4	3/14	21.4
71-74	15/62	24.2	6/18	33.3
72-75	17/80	21.3	6/26	23.1
73-76	25/55	45.5	8/14	57.1
Composite	66/239	27.6	23/72	31.9
5 Year Intervals				
70-74	9/42	21.4	3/14	21.4
71-75	12/62	19.4	6/18	33.3
72-76	13/80	16.3	6/26	23.1
Composite	34/184	18.5	15/58	25.9
6 Year Intervals				
70-75	6/42	14.3	3/14	21.4
71-76	8/62	12.9	6/18	33.3
Composite	14/104	13.5	9/32	28.1
7 Year Interval				
70-76	5/42	11.9	3/14	21.4

Appendices B.17.5

Continuity of Service Over Two to Seven Year Intervals: Health/Dental

Span of Years	Public Schools Ratio	Public Schools Percent	Non-Public Schools Ratio	Non-Public Schools Percent
2 Year Intervals				
70-71	2/2	100.0	0/0	---
71-72	3/8	37.5	0/3	0.0
72-73	9/20	45.0	0/0	---
73-74	10/17	58.8	0/0	---
74-75	8/18	44.4	0/0	---
75-76	7/10	70.0	0/0	---
Composite	39/75	52.0	0/3	0.0
3 Year Intervals				
70-72	1/2	50.0	0/0	---
71-73	3/8	37.5	0/3	0.0
72-74	5/20	25.0	0/0	---
73-75	8/17	47.1	0/0	---
74-76	7/18	38.9	0/0	---
Composite	24/65	36.9	0/3	0.0
4 Year Intervals				
70-73	1/2	50.0	0/0	---
71-74	3/8	37.5	0/3	0.0
72-75	3/20	15.0	0/0	---
73-76	7/17	41.2	0/0	---
Composite	14/47	29.8	0/3	0.0
5 Year Intervals				
70-74	1/2	50.0	0/0	---
71-75	3/8	37.5	0/3	0.0
72-76	3/20	15.0	0/0	---
Composite	7/30	23.3	0/3	0.0
6 Year Intervals				
70-75	1/2	50.0	0/0	---
71-76	3/8	37.5	0/3	0.0
Composite	4/10	40.0	0/3	0.0
7 Year Interval				
70-76	1/2	50.0	0/0	0.0

Appendices B.17.6

Continuity of Service Over Two to Seven Year Intervals: Health/Medical

Span of Years	Public Schools Ratio	Public Schools Percent	Non-Public Schools Ratio	Non-Public Schools Percent
2 Year Intervals				
70-71	18/35	51.4	7/8	87.5
71-72	12/29	41.4	3/13	23.1
72-73	15/54	27.8	3/10	30.0
73-74	24/38	63.2	3/7	42.9
74-75	20/43	46.5	3/4	75.0
75-76	14/30	46.7	3/6	50.0
Composite	103/229	45.0	22/48	45.8
3 Year Intervals				
70-72	5/35	14.3	0/8	0.0
71-73	6/29	20.7	3/13	23.1
72-74	8/54	14.8	0/10	0.0
73-75	11/38	28.9	2/7	28.6
74-76	13/43	30.2	3/4	75.0
Composite	43/199	21.6	8/42	19.0
4 Year Intervals				
70-73	1/35	2.9	0/8	0.0
71-74	5/29	17.2	0/13	0.0
72-75	6/54	11.1	0/10	0.0
73-76	10/38	26.3	2/7	28.6
Composite	22/156	14.1	2/38	5.3
5 Year Intervals				
70-74	1/35	2.9	0/8	0.0
71-75	5/29	17.2	0/13	0.0
72-76	6/54	11.1	0/10	0.0
Composite	12/118	10.2	0/31	0.0
6 Year Intervals				
70- 75	1/35	2.9	0/8	0.0
71- 76	5/29	17.2	0/13	0.0
Composite	6/64	9.4	0/21	0.0
7 Year Interval				
70-76	1/35	2.9	0/8	0.0

Appendices B.17.7

Continuity of Service Over Two to

Seven Year Intervals: Library/Media Room/Learning Center

Span of Years	Public Schools Ratio	Public Schools Percent	Non-Public Schools Ratio	Non-Public Schools Percent
2 Year Intervals				
70-71	5/38	13.2	0/16	0.0
71-72	0/9	0.0	0/5	0.0
72-73	1/9	11.1	0/0	---
73-74	0/10	0.0	0/3	0.0
74-75	0/1	0.0	0/0	---
75-76	0/0	---	0/0	---
Composite	6/67	9.0	0/24	0.0
3 Year Intervals				
70-72	0/38	0.0	0/16	0.0
71-73	0/9	0.0	0/5	0.0
72-74	0/9	0.0	0/0	---
73-75	0/10	0.0	0/3	0.0
74-76	0/1	0.0	0/0	---
Composite	0/67	0.0	0/24	0.0
4 Year Intervals				
70-73	0/38	0.0	0/16	0.0
71-74	0/9	0.0	0/5	0.0
72-75	0/9	0.0	0/0	---
73-76	0/10	0.0	0/3	0.0
Composite	0/66	0.0	0/24	0.0
5 Year Intervals				
70-74	0/38	0.0	0/16	0.0
71-75	0/9	0.0	0/5	0.0
72-76	0/9	0.0	0/0	---
Composite	0/56	0.0	0/21	0.0
6 Year Intervals				
70-75	0/38	0.0	0/16	0.0
71-76	0/9	0.0	0/5	0.0
Composite	0/47	0.0	0/21	0.0
7 Year Interval				
70-76	0/38	0.0	0/16	0.0

Appendices B.17.8

Continuity of Service Over Two to Seven Year Intervals: Parent/Community Services

Span of Years	Public Schools Ratio	Public Schools Percent	Non-Public Schools Ratio	Non-Public Schools Percent
2 Year Intervals				
70-71	0/4	0.0	0/0	---
71-72	0/4	0.0	0/0	---
72-73	0/30	0.0	0/6	0.0
73-74	0/2	0.0	0/0	---
74-75	11/16	68.8	0/0	---
75-76	2/17	11.8	1/3	33.3
Composite	13/73	17.8	1/9	11.1
3 Year Intervals				
70-72	0/4	0.0	0/0	---
71-73	0/4	0.0	0/0	---
72-74	0/30	0.0	0/6	0.0
73-75	0/2	0.0	0/0	---
74-76	0/16	0.0	0/0	---
Composite	0/56	0.0	0/6	0.0
4 Year Intervals				
70-73	0/4	0.0	0/0	---
71-74	0/4	0.0	0/0	---
72-75	0/30	0.0	0/6	0.0
73-76	0/2	0.0	0/0	---
Composite	0/40	0.0	0/6	0.0
5 Year Intervals				
70-74	0/4	0.0	0/0	---
71-75	0/4	0.0	0/0	---
72-76	0/30	0.0	0/6	0.0
Composite	0/38	0.0	0/6	0.0
6 Year Intervals				
70-75	0/4	0.0	0/0	---
71-76	0/4	0.0	0/0	---
Composite	0/8	0.0	0/0	---
7 Year Interval				
70-76	0/4	0.0	0/0	---

Appendices B.17.9

Continuity of Service Over Two to

Seven Year Intervals: Psychological

Span of Years	Public Schools Ratio	Public Schools Percent	Non-Public Schools Ratio	Non-Public Schools Percent
2 Year Intervals				
70-71	23/51	45.1	6/15	40.0
71-72	9/35	25.7	3/11	27.3
72-73	11/35	31.4	3/9	33.3
73-74	14/32	43.8	3/7	42.9
74-75	12/32	37.8	3/4	75.0
75-76	9/23	39.1	0/5	0.0
Composite	78/208	37.5	18/51	35.3
3 Year Intervals				
70-72	9/51	17.6	0/15	0.0
71-73	7/35	20.0	3/11	27.3
72-74	3/35	8.6	0/9	0.0
73-75	8/32	25.0	2/7	28.6
74-76	3/32	9.4	0/4	0.0
Composite	30/185	16.2	5/46	10.9
4 Year Intervals				
70-73	7/51	13.7	0/15	0.0
71-74	2/35	5.7	0/11	0.0
72-75	3/35	8.6	0/9	0.0
73-76	3/32	9.4	0/7	0.0
Composite	15/153	9.8	0/42	0.0
5 Year Intervals				
70-74	2/51	3.9	0/15	0.0
71-75	2/35	5.7	0/11	0.0
72-76	0/35	0.0	0/9	0.0
Composite	4/121	3.3	0/35	0.0
6 Year Intervals				
70-75	2/51	3.9	0/15	0.0
71-76	0/35	0.0	0/11	0.0
Composite	2/86	2.3	0/26	0.0
7 Year Interval				
70-76	0/51	0.0	0/15	0.0

Appendices B.17.10

Continuity of Service Over Two to Seven Year Intervals: School Social Worker

Span of Years	Public Schools Ratio	Public Schools Percent	Non-Public Schools Ratio	Non-Public Schools Percent
2 Year Intervals				
70-71	29/50	58.0	7/12	58.3
71-72	23/41	56.1	9/13	69.2
72-73	43/60	71.7	8/20	40.0
73-74	35/73	47.9	9/16	56.3
74-75	32/53	60.4	9/16	56.3
75-76	25/45	55.6	7/13	53.8
Composite	187/322	58.1	49/90	54.4
3 Year Intervals				
70-72	17/50	34.0	7/12	58.3
71-73	20/41	48.8	6/13	46.2
72-74	27/60	45.0	3/20	15.0
73-75	23/73	31.5	8/16	50.0
74-76	21/53	39.6	6/16	37.5
Composite	108/277	39.0	30/77	39.0
4 Year Intervals				
70-73	14/50	28.0	4/12	33.3
71-74	16/41	39.0	3/13	23.1
72-75	17/60	27.9	3/20	15.0
73-76	13/73	17.8	5/16	31.3
Composite	60/224	26.8	15/61	24.6
5 Year Intervals				
70-74	12/50	24.0	3/12	25.0
71-75	9/41	22.0	3/13	23.1
72-76	10/60	16.7	0/20	0.0
Composite	31/151	20.5	6/45	13.3
6 Year Intervals				
70-75	8/50	16.0	3/12	25.0
71-76	5/41	12.2	0/13	0.0
Composite	13/91	14.3	3/25	12.0
7 Year Interval				
70-76	5/50	10.0	0/12	0.0

Appendices B.17.11

Continuity of Service Over Two to Seven Year Intervals: Social Adjustment

Span of Years	Public Schools Ratio	Public Schools Percent	Non-Public Schools Ratio	Non-Public Schools Percent
2 Year Intervals				
70-71	5/14	35.7	0/1	0.0
71-72	3/7	42.9	0/0	---
72-73	8/11	72.7	3/3	100.0
73-74	2/19	10.5	0/9	0.0
74-75	1/12	8.3	0/0	---
75-76	20/34	58.8	2/3	66.7
Composite	39/97	40.2	5/16	31.25
3 Year Intervals				
70-72	3/14	21.4	0/1	0.0
71-73	2/7	28.6	0/0	---
72-74	2/11	18.2	0/3	0.0
73-75	1/19	5.3	0/9	0.0
74-76	1/12	8.3	0/0	---
Composite	9/63	14.3	0/13	0.0
4 Year Intervals				
70-73	2/14	14.3	0/1	0.0
71-74	2/7	28.6	0/0	---
72-75	1/11	9.1	0/3	0.0
73-76	1/19	5.3	0/9	0.0
Composite	6/51	11.8	0/13	0.0
5 Year Intervals				
70-74	2/14	14.3	0/1	0.0
71-75	1/7	14.3	0/0	---
72-76	1/11	9.1	0/3	0.0
Composite	4/32	12.5	0/4	0.0
6 Year Intervals				
70-75	1/14	7.1	0/1	0.0
71-76	1/7	14.3	0/0	---
Composite	2/21	9.5	0/1	0.0
7 Year Interval				
70-76	1/14	7.1	0/1	0.0

Appendices B.17.12

Continuity of Service Over Two to Seven Year Intervals: Speech Hearing

Span of Years	Public Schools Ratio	Public Schools Percent	Non-Public Schools Ratio	Non-Public Schools Percent
2 Year Intervals				
70-71	10/23	43.5	2/6	33.3
71-72	7/49	14.3	0/5	0.0
72-73	4/9	44.4	0/0	---
73-74	5/17	29.4	0/0	---
74-75	15/24	62.5	0/5	0.0
75-76	14/21	66.7	0/1	0.0
Composite	55/143	38.5	2/17	11.8
3 Year Intervals				
70-72	0/23	0.0	0/6	0.0
71-73	3/49	6.1	0/5	0.0
72-74	1/9	11.1	0/0	---
73-75	1/17	5.9	0/0	---
74-76	9/24	37.5	0/5	0.0
Composite	14/122	11.5	0/16	0.0
4 Year Intervals				
70-73	0/23	0.0	0/6	0.0
71-74	0/49	0.0	0/5	0.0
72-75	1/9	11.1	0/0	---
73-76	1/17	5.9	0/0	---
Composite	2/98	2.0	0/11	0.0
5 Year Intervals				
70-74	0/23	0.0	0/6	0.0
71-75	0/49	0.0	0/5	0.0
72-76	1/9	11.1	0/0	---
Composite	1/81	1.2	0/11	0.0
6 Year Intervals				
70-75	0/23	0.0	0/6	0.0
71-76	0/49	0.0	0/5	0.0
Composite	0/72	0.0	0/11	0.0
7 Year Interval				
70-76	0/23	0.0	0/6	0.0

Appendices B.17.13

Continuity of Service Over Two to Seven Year Intervals: Transportation

Span of Years	Public Schools Ratio	Public Schools Percent	Non-Public Schools Ratio	Non-Public Schools Percent
2 Year Intervals				
70-71	5/66	7.6	0/1	0.0
71-72	10/19	52.6	0/2	0.0
72-73	15/50	30.0	2/10	20.0
73-74	3/37	8.1	0/6	0.0
74-75	1/12	8.3	0/0	---
75-76	0/2	0.0	0/1	0.0
Composite	34/186	18.3	2/20	10.0
3 Year Intervals				
70-72	2/66	3.0	0/1	0.0
71-73	5/19	26.3	0/2	0.0
72-74	2/50	4.0	0/10	0.0
73-75	0/37	0.0	0/6	0.0
74-76	0/12	0.0	0/0	---
Composite	9/184	4.9	0/19	0.0
4 Year Intervals				
70-73	1/66	1.5	0/1	0.0
71-74	1/19	5.3	0/2	0.0
72-75	0/50	0.0	0/10	0.0
73-76	0/37	0.0	0/6	0.0
Composite	2/172	1.2	0/19	0.0
5 Year Intervals				
70-74	1/66	1.5	0/1	0.0
71-75	0/19	0.0	0/2	0.0
72-76	0/50	0.0	0/10	0.0
Composite	1/135	0.7	0/13	0.0
6 Year Intervals				
70-75	0/66	0.0	0/1	0.0
71-76	0/19	0.0	0/2	0.0
Composite	0/85	0.0	0/3	0.0
7 Year Interval				
70-76	0/66	0.0	0/1	0.0

Appendices B.17.14

Continuity of Service Over Two to Seven Year Intervals: Food

Span of Years	Public Schools Ratio	Public Schools Percent	Non-Public Schools Ratio	Non-Public Schools Percent
2 Year Intervals				
70-71	6/57	10.5	0/1	0.0
71-72	8/9	88.9	0/0	---
72-73	3/20	15.0	0/7	0.0
73-74	8/10	80.0	0/0	---
74-75	8/10	80.0	0/0	---
75-76	7/10	70.0	0/1	0.0
Composite	40/116	34.5	0/9	0.0
3 Year Intervals				
70-72	5/57	8.8	0/1	0.0
71-73	3/9	33.3	0/0	---
72-74	3/20	15.0	0/7	0.0
73-75	8/10	80.0	0/0	---
74-76	7/10	70.0	0/0	---
Composite	26/106	24.5	0/8	0/0
4 Year Intervals				
70-73	1/57	1.8	0/1	0.0
71-74	3/9	33.3	0/0	---
72-75	3/20	15.0	0/7	0.0
73-76	7/10	70.0	0/0	---
Composite	14/96	14.6	0/8	0.0
5 Year Intervals				
70-74	1/57	1.8	0/1	0.0
71-75	3/9	33.3	0/0	---
72-76	3/20	15.0	0/7	
Composite	7/86	8.1	0/8	0.0
6 Year Intervals				
70-75	1/57	1.8	0/1	0.0
71-76	3/9	33.3	0/0	---
Composite	4/66	6.1	0/1	0.0
7 Year Interval				
70-76	1/57	1.8	0/1	0.0

Appendices B.17.15

Continuity of Service Over Two to

Seven Year Intervals: Community Schools

Span of Years	Public Schools Ratio	Public Schools Percent	Non-Public Schools Ratio	Non-Public Schools Percent
2 Year Intervals				
70-71	6/8	75.0	0/0	0.0
71-72	0/15	0.0	0/4	0.0
72-73	0/0	---	0/0	---
73-74	0/0	---	0/0	---
74-75	0/0	---	0/0	---
75-76	0/0	---	0/0	---
Composite	6/23	26.1	0/4	0.0
3 Year Intervals				
70-72	0/8	0.0	0/0	---
71-73	0/15	0.0	0/4	0.0
72-74	0/0	---	0/0	---
73-75	0/0	---	0/0	---
74-76	0/0	---	0/0	---
Composite	0/23	0.0	0/4	0.0
4 Year Intervals				
70-73	0/8	0.0	0/0	---
71-74	0/15	0.0	0/4	0.0
72-75	0/0	---	0/0	---
73-76	0/0	---	0/0	---
Composite	0/23	0.0	0/4	0.0
5 Year Intervals				
70-74	0/8	0.0	0/0	---
71-75	0/15	0.0	0/4	0.0
72-76	0/0	---	0/0	---
Composite	0/23	0.0	0/4	0.0
6 Year Intervals				
70-75	0/8	0.0	0/0	---
71-76	0/15	0.0	0/4	0.0
Composite	0/23	0.0	0/4	0.0
7 Year Interval				
70-76	0/8	0.0	0/0	---

Appendices B.17.16

Continuity of Service Over Two to

Seven Year Intervals: Art

Span of Years	Public Schools Ratio	Public Schools Percent	Non-Public Schools Ratio	Non-Public Schools Percent
2 Year Intervals				
70-71	1/13	7.7	0/6	0.0
71-72	0/14	0.0	0/0	---
72-73	4/5	80.0	0/0	---
73-74	0/6	0.0	0/1	0.0
74-75	0/1	0.0	0/0	---
75-76	0/3	0.0	0/0	---
Composite	5/42	11.9	0/7	0.0
3 Year Intervals				
70-72	0/13	0.0	0/6	0.0
71-73	0/14	0.0	0/0	---
72-74	0/5	0.0	0/0	---
73-75	0/6	0.0	0/1	0.0
74-76	0/1	0.0	0/0	---
Composite	0/39	0.0	0/7	0.0
4 Year Intervals				
70-73	0/13	0.0	0/6	0.0
71-74	0/14	0.0	0/0	---
72-75	0/5	0.0	0/0	---
73-76	0/6	0.0	0/1	0.0
Composite	0/38	0.0	0/7	0.0
5 Year Intervals				
70-74	0/13	0.0	0/6	0.0
71-75	0/14	0.0	0/0	---
72-76	0/5	0.0	0/0	---
Composite	0/32	0.0	0/6	0.0
6 Year Intervals				
70- 75	0/13	0.0	0/6	0.0
71- 76	0/14	0.0	0/0	---
Composite	0/27	0.0	0/6	0.0
7 Year Interval				
70-76	0/13	0.0	0/6	0.0

Appendices B.17.17

Continuity of Service Over Two to

Seven Year Intervals: Bilingual Education

Span of Years	Public Schools Ratio	Public Schools Percent	Non-Public Schools Ratio	Non-Public Schools Percent
2 Year Intervals				
70-71	0/0	---		
71-72	0/0	---		
72-73	5/8	62.5		
73-74	3/6	50.0		
74-75	1/7	34.5		
75-76	1/8	12.5		
Composite	10/29	34.5		
3 Year Intervals				
70-72	0/0	---		
71-73	0/0	---		
72-74	3/8	37.5		
73-75	0/6	0.0		
74-76	1/7	14.3		
Composite	4/21	19.0		
4 Year Intervals				
70-73	0/0	---		
71-74	0/0	---		
72-75	0/8	0.0		
73-76	0/6	0.0		
Composite	0/14	0.0		
5 Year Intervals				
70-74	0/0	---		
71-75	0/0	---		
72-76	0/8	0.0		
Composite	0/8	0.0		
6 Year Intervals				
70-75	0/0	---		
71-76	0/0	---		
Composite	0/0	---		
7 Year Interval				
70-76	0/0	---		

Appendices B.17.18

Continuity of Service Over Two to

Seven Year Intervals: Business Education

Span of Years	Public Schools Ratio	Public Schools Percent	Non-Public Schools Ratio	Non-Public Schools Percent
2 Year Intervals				
70-71	0/2	0.0		
71-72	0/0	---		
72-73	0/0	---		
73-74	0/0	---		
74-75	0/0	---		
75-76	0/0	---		
Composite	0/2	0.0		
3 Year Intervals				
70-72	0/2	0.0		
71-73	0/0	---		
72-74	0/0	---		
73-75	0/0	---		
74-76	0/0	---		
Composite	0/2	0.0		
4 Year Intervals				
70-73	0/2	0.0		
71-74	0/0	---		
72-75	0/0	---		
73-76	0/0	---		
Composite	0/2	0.0		
5 Year Intervals				
70-74	0/2	0.0		
71-75	0/0	---		
72-76	0/0	---		
Composite	0/2	0.0		
6 Year Intervals				
70-75	0/2	0.0		
71-76	0/0	---		
Composite	0/2	0.0		
7 Year Interval				
70-76	0/2	0.0		

Appendices B.17.19

Continuity of Service Over Two to Seven Year Intervals: Cultural Enrichment

Span of Years	Public Schools Ratio	Public Schools Percent	Non-Public Schools Ratio	Non-Public Schools Percent
2 Year Intervals				
70-71	8/45	17.8	0/2	0.0
71-72	5/14	35.7	0/0	---
72-73	11/40	27.5	0/8	0.0
73-74	5/25	20.0	0/5	0.0
74-75	3/13	23.1	0/0	---
75-76	9/22	40.9	0/1	0.0
Composite	41/159	25.8	0/16	0.0
3 Year Intervals				
70-72	4/45	8.9	0/2	0.0
71-73	3/14	21.4	0/0	---
72-74	3/40	7.5	0/8	0.0
73-75	1/25	4.0	0/5	0.0
74-76	1/13	7.7	0/0	---
Composite	12/137	8.8	0/15	0.0
4 Year Intervals				
70-73	3/45	6.7	0/2	0.0
71-74	0/14	0.0	0/0	---
72-75	0/40	0.0	0/8	0.0
73-76	00/25	0.0	0/5	0.0
Composite	3/124	2.4	0/15	0.0
5 Year Intervals				
70-74	0/45	0.0	0/2	0.0
71-75	0/14	0.0	0/0	---
72-76	0/40	0.0	0/8	0.0
Composite	0/99	0.0	0/10	0.0
6 Year Intervals				
70-75	0/45	0.0	0/2	0.0
71-76	0/14	0.0	0/0	---
Composite	0/59	0.0	0/2	0.0
7 Year Interval				
70-76	0/45	0.0	0/2	0.0

Appendices B.17.20

Continuity of Service Over Two to Seven Year Intervals: English as a Second Language

Span of Years	Public Schools Ratio	Public Schools Percent	Non-Public Schools Ratio	Non-Public Schools Percent
2 Year Intervals				
70-71	46/59	78.0	9/10	90.0
71-72	40/66	60.6	2/15	13.3
72-73	41/53	77.4	1/4	25.0
73-74	48/73	65.8	2/13	15.4
74-75	50/65	76.9	3/4	75.0
75-76	50/62	80.6	3/8	37.5
Composite	275/378	72.8	20/54	37.0
3 Year Intervals				
70-72	27/59	45.8	1/10	10.0
71-73	32/66	48.5	1/15	6.7
72-74	29/53	54.7	1/4	25.0
73-75	38/73	52.1	1/13	7.7
74-76	39/65	60.0	1/4	25.0
Composite	165/316	52.2	5/46	10.9
4 Year Intervals				
70-73	22/59	37.3	0/10	0.0
71-74	22/66	33.3	1/15	6.7
72-75	26/53	49.1	1/4	25.0
73-76	30/73	41.1	1/13	7.7
Composite	100/251	39.8	3/42	7.1
5 Year Intervals				
70-74	17/59	28.8	0/10	0.0
71-75	20/66	30.3	1/15	6.7
72-76	21/53	39.6	1/4	25.0
Composite	58/178	32.6	2/39	5.1
6 Year Intervals				
70-75	15/59	25.4	0/10	0.0
71-76	16/66	24.2	1/15	6.7
Composite	31/125	24.8	1/25	4.0
7 Year Interval				
70-76	13/59	22.0	0/10	0.0

Appendices B.17.21

Continuity of Service Over Two to Seven Year Intervals: English/Reading

Span of Years	Public Schools Ratio	Public Schools Percent	Non-Public Schools Ratio	Non-Public Schools Percent
2 Year Intervals				
70-71	6/7	85.7	3/4	75.0
71-72	0/34	0.0	0/13	0.0
72-73	1/2	50.0	0/2	0.0
73-74	3/20	15.0	0/5	0.0
74-75	1/3	33.3	0/0	---
75-76	0/1	0.0	0/0	---
Composite	11/67	16.4	3/24	12.5
3 Year Intervals				
70-72	0/7	0.0	0/4	0.0
71-73	0/34	0.0	0/13	0.0
72-74	1/2	50.0	0/2	0.0
73-75	1/20	5.0	0/5	0.0
74-76	0/3	0.0	0/0	---
Composite	2/66	3.0	0/24	0.0
4 Year Intervals				
70-73	0/7	0.0	0/4	0.0
71-74	0/34	0.0	0/13	0.0
72-75	0/2	0.0	0/2	0.0
73-76	0/20	0.0	0/5	0.0
Composite	0/63	0.0	0/24	0.0
5 Year Intervals				
70-74	0/7	0.0	0/4	0.0
71-75	0/34	0.0	0/13	0.0
72-76	0/2	0.0	0/2	0.0
Composite	0/43	0.0	0/19	0.0
6 Year Intervals				
70-75	0/7	0.0	0/4	0.0
71-76	0/34	0.0	0/13	0.0
Composite	0/41	0.0	0/17	0.0
7 Year Interval				
70-76	0/7	0.0	0/4	0.0

Appendices B.17.22

Continuity of Service Over Two to Seven Year Intervals: English/Speech

Span of Years	Public Schools Ratio	Public Schools Percent	Non-Public Schools Ratio	Non-Public Schools Percent
2 Year Intervals				
70-71	0/0	---		
71-72	0/1	0.0		
72-73	0/0	---		
73-74	0/0	---		
74-75	0/0	---		
75-76	0/0	---		
Composite	0/1	0.0		
3 Year Intervals				
70-72	0/0	---		
71-73	0/1	0.0		
72-74	0/0	---		
73-75	0/0	---		
74-76	0/0	---		
Composite	0/1	0.0		
4 Year Intervals				
70-73	0/0	---		
71-74	0/1	0.0		
72-75	0/0	---		
73-76	0/0	---		
Composite	0/1	0.0		
5 Year Intervals				
70-74	0/0	---		
71-75	0/1	0.0		
72-76	0/0	---		
Composite	0/1	0.0		
6 Year Intervals				
70-75	0/0	---		
71-76	0/1	0.0		
Composite.	0/1	0.0		
7 Year Interval				
70-76	0/0	---		

Appendices B.17.23

Continuity of Service Over Two to Seven Year Intervals: English/Other

Span of Years	Public Schools Ratio	Public Schools Percent	Non-Public Schools Ratio	Non-Public Schools Percent
2 Year Intervals				
70-71	0/5	0.0	0/0	---
71-72	0/0	---	0/0	---
72-73	8/13	61.5	0/1	0.0
73-74	0/9	0.0	0/0	---
74-75	0/0	0.0	0/0	---
75-76	0/0	0.0	0/0	---
Composite	8/27	29.6	0/1	0.0
3 Year Intervals				
70-72	0/5	0.0	0/0	---
71-73	0/0	---	0/0	---
72-74	0/13	0.0	0/1	0.0
73-75	0/9	0.0	0/0	---
74-76	0/0	---	0/0	---
Composite	0/27	0.0	0/1	0.0
4 Year Intervals				
70-73	0/5	0.0	0/0	---
71-74	0/0	---	0/0	---
72-75	0/13	0.0	0/1	0.0
73-76	0/9	0.0	0/0	---
Composite	0/27	0.0	0/1	0.0
5 Year Intervals				
70-74	0/5	0.0	0/0	---
71-75	0/0	---	0/0	---
72-76	0/13	0.0	0/1	0.0
Composite	0/18	0.0	0/1	0.0
6 Year Intervals				
70-75	0/5	0.0	0/0	---
71-76	0/0	---	0/0	---
Composite	0/5	0.0	0/0	---
7 Year Interval				
70-76	0/5	0.0	0/0	---

Appendices B.17.24

Continuity of Service Over Two to Seven Year Intervals: Health

Span of Years	Public Schools Ratio	Public Schools Percent	Non-Public Schools Ratio	Non-Public Schools Percent
2 Year Intervals				
70-71	6/15	40.0	0/5	0.0
71-72	8/14	57.1	0/0	
72-73	4/14	28.6	0/1	0.0
73-74	14/17	82.4	0/0	---
74-75	15/16	93.8	0/0	---
75-76	12/19	63.2	0/0	---
Composite	59/95	62.1	0/6	0.0
3 Year Intervals				
70-72	4/15	26.7	0/5	0.0
71-73	3/14	21.4	0/0	---
72-74	4/14	28.6	0/1	0.0
73-75	14/17	82.4	0/0	---
74-76	12/16	75.0	0/0	---
Composite	37/76	48.7	0/6	0.0
4 Year Intervals				
70-73	0/15	0.0	0/5	0.0
71-74	3/14	21.4	0/0	---
72-75	4/14	28.6	0/1	0.0
73-76	11/17	64.7	0/0	---
Composite	18.60	30.0	0/6	0.0
5 Year Intervals				
70-74	0/15	0.0	0/5	0.0
71-75	3/14	21.4	0/0	---
72-76	4/14	28.6	0/1	0.0
Composite	7/43	16.3	0/6	0.0
6 Year Intervals				
70-75	0/15	0.0	0/5	0.0
71-76	3/14	21.4	0/0	---
Composite	3/29	10.3	0/5	0.0
7 Year Interval				
70-76	0/15	0.0	0/5	0.0

Appendices B.17.25

Continuity of Service Over Two to Seven Year Intervals: Home Economics

Span of Years	Public Schools Ratio	Public Schools Percent	Non-Public Schools Ratio	Non-Public Schools Percent
2 Year Intervals				
70-71	2/3	66.7	0/0	---
71-72	0/10	0.0	0/0	---
72-73	0/6	0.0	1/1	100.0
73-74	0/1	0.0	0/1	0.0
74-75	1/5	20.0	0/0	---
75-76	0/3	0.0	0/0	---
Composite	3/28	10.7	1/2	50.0
3 Year Intervals				
70-72	0/3	0.0	0/0	---
71-73	0/10	0.0	0/0	---
72-74	0/6	0.0	0/1	0.0
73-75	0/1	0.0	0/1	0.0
74-76	0/5	0.0	0/0	---
Composite	0/25	0.0	0/2	0.0
4 Year Intervals				
70-73	0/3	0.0	0/0	---
71-74	0/10	0.0	0/0	---
72-75	0/6	0.0	0/1	0.0
73-76	0/1	0.0	0/1	0.0
Composite	0/20	0.0	0/2	0.0
5 Year Intervals				
70-74	0/3	0.0	0/0	---
71-75	0/10	0.0	0/0	---
72-76	0/6	0.0	0/1	0.0
Composite	0/19	0.0	0/1	0.0
6 Year Intervals				
70-75	0/3	0.0	0/0	---
71-76	0/10	0.0	0/0	---
Composite	0/13	0.0	0/0	---
7 Year Interval				
70-76	0/3	0.0	0/0	---

Appendices B.17.26

Continuity of Service Over Two to Seven Year Intervals: Industrial Arts

Span of Years	Public Schools Ratio	Public Schools Percent	Non-Public Schools Ratio	Non-Public Schools Percent
2 Year Intervals				
70-71	11/16	68.8	8/14	57.1
71-72	7/18	38.9	5/8	62.5
72-73	7/8	87.5	3/5	60.0
73-74	8/15	53.3	3/6	50.0
74-75	5/14	35.7	2/3	66.7
75-76	6/11	54.5	2/5	40.0
Composite	44/82	53.7	23/41	56.1
3 Year Intervals				
70-72	6/16	37.5	5/14	35.7
71-73	6/18	33.3	3/8	37.5
72-74	7/8	87.5	1/5	20.0
73-75	5/15	33.3	2/6	33.3
74-76	4/14	28.6	2/3	66.7
Composite	28/71	39.4	13/36	36.1
4 Year Intervals				
70-73	5/16	31.3	3/14	21.4
71-74	6/18	33.3	1/8	12.5
72-75	5/80	62.5	1/5	20.0
73-76	4/15	26.7	2/6	33.3
Composite	20/57	35.1	7/33	21.2
5 Year Intervals				
70-74	5/16	31.3	1/14	7.1
71-75	4/18	22.2	1/8	12.5
72-76	4/8	50.0	1/5	20.0
Composite	13/42	31.0	3/27	11.1
6 Year Intervals				
70-75	3/16	18.8	1/14	7.1
71-76	4/18	22.2	1/8	12.5
Composite	7/34	20.6	2/22	9.1
7 Year Interval				
70-76	3/16	18.8	1/14	7.1

Appendices B.17.27

Continuity of Service Over Two to Seven Year Intervals: Language Arts/Communication Skills

Span of Years	Public Schools Ratio	Public Schools Percent	Non-Public Schools Ratio	Non-Public Schools Percent
2 Year Intervals				
70-71	15/39	38.5	4/9	44.4
71-72	29/65	44.6	4/12	33.3
72-73	39/83	47.0	4/14	28.6
73-74	31/48	64.6	0/5	0.0
74-75	40/54	74.1	6/9	66.7
75-76	50/67	74.6	9/11	81.8
Composite	204/356	57.3	27/60	45.0
3 Year Intervals				
70-72	9/39	23.1	0/9	0.0
71-73	18/65	27.7	0/12	0.0
72-74	28/83	33.7	0/14	0.0
73-75	26/48	54.2	0/5	0.0
74-76	35/54	64.8	6/9	66.7
Composite	116/289	40.1	6/49	12.2
4 Year Intervals				
70-73	8/39	20.5	0/9	0.0
71-74	16/65	24.6	0/12	0.0
72-75	24/83	28.9	0/14	0.0
73-76	21/48	43.8	0/5	0.0
Composite	69/235	29.4	0/40	0.0
5 Year Intervals				
70-74	8/39	20.5	0/9	0.0
71-75	13/65	20.0	0/12	0.0
72-76	21/83	25.3	0/14	0.0
Composite	42/187	22.5	0/35	0.0
6 Year Intervals				
75	5/39	12.8	0/9	0.0
76	12/65	18.5	0/12	0.0
Composite	17/104	16.3	0/21	0.0
7 Year Interval				
70-76	4/39	10.3	0/9	0.0

Appendices B.17.28

Continuity of Service Over Two to Seven Year Intervals: Learning Disabilities

Span of Years	Public Schools Ratio	Public Schools Percent	Non-Public Schools Ratio	Non-Public Schools Percent
2 Year Intervals				
70-71	0/0	---	0/0	---
71-72	7/16	43.8	0/0	---
72-73	0/10	0.0	0/0	---
73-74	1/1	100.0	0/0	---
74-75	6/19	31.6	0/1	0.0
75-76	4/12	33.3	3/4	75.0
Composite	18/58	31.0	3/5	60.0
3 Year Intervals				
70-72	0/0	---	0/0	---
71-73	0/16	0.0	0/0	---
72-74	0/10	0.0	0/0	---
73-75	0/1	0.0	0/0	---
74-76	0/19	0.0	0/1	0.0
Composite	0/46	0.0	0/1	0.0
4 Year Intervals				
70-73	0/1	---	0/0	---
71-74	0/16	0.0	0/0	---
72-75	0/10	0.0	0/0	---
73-76	0/1	0.0	0/0	---
Composite	0/27	0.0	0/0	---
5 Year Intervals				
70-74	0/0	---	0/0	---
71-75	0/16	0.0	0/0	---
72-76	0/10	0.0	0/0	---
Composite	0/26	0.0	0/0	---
6 Year Intervals				
70-75	0/0	---	0/0	---
71-76	0/16	0.0	0/0	---
Composite	0/16	0.0	0/0	---
7 Year Interval				
70-76	0/0	---	0/0	---

Appendices B.17.29

Continuity of Service Over Two to Seven Year Intervals: Music

Span of Years	Public Schools Ratio	Public Schools Percent	Non-Public Schools Ratio	Non-Public Schools Percent
2 Year Intervals				
70-71	0/9	0.0	0/0	---
71-72	0/12	0.0	0/0	---
72-73	4/9	44.4	0/3	0.0
73-74	0/6	0.0	0/0	---
74-75	0/0	---	0/0	---
75-76	0/1	0.0	0/0	---
Composite	4/37	10.8	0/3	0.0
3 Year Intervals				
70-72	0/9	0.0	0/0	---
71-73	0/12	0.0	0/0	---
72-74	0/9	0.0	0/3	0.0
73-75	0/6	0.0	0/0	---
74-76	0/0	---	0/0	---
Composite	0/36	0.0	0/3	0.0
4 Year Intervals				
70-73	0/9	0.0	0/0	---
71-74	0/12	0.0	0/0	---
72-75	0/9	0.0	0/3	0.0
73-76	0/6	0.0	0/0	---
Composite	0/36	0.0	0/3	0.0
5 Year Intervals				
70-74	0/9	0.0	0/0	---
71-75	0/12	0.0	0/0	---
72-76	0/9	0.0	0/3	0.0
Composite	0/30	0.0	0/3	0.0
6 Year Intervals				
70-75	0/9	0.0	0/0	---
71-76	0/12	0.0	0/0	---
Composite	0/21	0.0	0/0	---
7 Year Interval				
70-76	0/9	0.0	0/0	---

Continuity of Service Over Two to Seven Year Intervals: Natural Science

Span of Years	Public Schools Ratio	Public Schools Percent	Non-Public Schools Ratio	Non-Public Schools Percent
2 Year Intervals				
70-71	1/16	6.3	0/6	0.0
71-72	2/17	11.8	2/3	66.7
72-73	7/14	50.0	1/6	16.7
73-74	2/18	11.1	0/1	0.0
74-75	2/3	66.7	0/0	---
75-76	3/6	50.0	0/0	---
Composite	17/74	23.0	3/16	18.7
3 Year Intervals				
70-72	0/16	0.0	0/6	0.0
71-73	0/17	0.0	0/3	0.0
72-74	2/14	14.3	0/6	0.0
73-75	2/18	11.1	0/1	0.0
74-76	2/3	66.7	0/0	---
Composite	6/68	8.8	0/16	0.0
4 Year Intervals				
70-73	0/16	0.0	0/6	0.0
71-74	0/17	0.0	0/3	0.0
72-75	2/14	14.3	0/6	0.0
73-76	2/18	11.1	0/1	0.0
Composite	4/65	6.2	0/16	0.0
5 Year Intervals				
70-74	0/16	0.0	0/6	0.0
71-75	0/1	0.0	0/3	0.0
72-76	2/14	14.3	0/6	0.0
Composite	2/47	4.3	0/15	0.0
6 Year Intervals				
70-75	0/16	0.0	0/6	0.0
71-76	0/17	0.0	0/3	0.0
Composite	0/33	0.0	0/9	0.0
7 Year Interval				
70-76	0/16	0.0	0/6	0.0

Appendices B.17.31

Continuity of Service Over Two to Seven Year Intervals: Physical Education/Recreation

Span of Years	Public Schools Ratio	Public Schools Percent	Non-Public Schools Ratio	Non-Public Schools Percent
2 Year Intervals				
70-71	14/27	51.9	0/6	0.0
71-72	9/33	27.3	0/2	0.0
72-73	7/17	41.2	3/3	100.0
73-74	7/24	29.2	0/5	0.0
74-75	26/32	81.3	0/0	---
75-76	25/37	67.6	2/3	66.7
Composite	88/170	51.8	5/19	26.3
3 Year Intervals				
70-72	4/27	14.8	0/6	0.0
71-73	1/33	3.0	0/2	0.0
72-74	1/17	5.9	0/3	0.0
73-75	7/24	29.2	0/5	0.0
74-76	23/32	71.9	0/0	---
Composite	36/133	27.1	0/16	0.0
4 Year Intervals				
70-73	1/27	3.7	0/6	0.0
71-74	1/33	3.0	0/2	0.0
72-75	1/17	5.9	0/3	0.0
73-76	5/24	20.8	0/5	0.0
Composite	8/101	7.9	0/16	0.0
5 Year Intervals				
70-74	1/27	3.7	0/6	0.0
71-75	1/33	3.0	0/2	0.0
72-76	1/17	5.9	0/3	0.0
Composite	3/77	3.9	0/11	0.0
6 Year Intervals				
70-75	1/27	3.7	0/6	0.0
71-76	1/33	3.0	0/2	0.0
Composite	2/60	3.3	0/8	0.0
7 Year Interval				
70-76	1/27	3.7	0/6	0.0

Appendices B.17.32

Continuity of Service Over Two to Seven Year Intervals: Reading/Reading Readiness

Span of Years	Public Schools Ratio	Public Schools Percent	Non-Public Schools Ratio	Non-Public Schools Percent
2 Year Intervals				
70-71	74/100	74.0	14/17	82.4
71-72	74/100	74.0	18/27	66.7
72-73	84/106	79.2	13/26	50.0
73-74	76/112	67.9	15/26	57.7
74-75	60/98	61.2	16/27	59.3
75-76	61/80	76.3	13/23	56.5
Composite	429/596	72.0	89/146	61.0
3 Year Intervals				
70-72	55/100	55.0	11/17	64.7
71-73	61/100	61.0	9/27	33.3
72-74	62/106	58.5	6/26	23.1
73-75	52/112	46.4	10/26	38.5
74-76	49/98	50.0	10/27	37.0
Composite	279/516	54.1	46/123	37.4
4 Year Intervals				
70-73	45/100	45.0	7/17	41.2
71-74	53/100	53.0	4/27	14.8
72-75	45/106	42.5	6/26	23.1
73-76	42/112	37.5	7/26	26.9
Composite	185/418	44.3	24/96	25.0
5 Year Intervals				
70-74	40/100	40.0	3/17	17.6
71-75	39/100	39.0	4/27	14.8
72-76	36/106	34.0	3/26	11.5
Composite	115/306	37.6	70	14.3
6 Year Intervals				
70-75	31/100	31.0	3/17	17.6
71-76	30/100	30.0	1/27	3.7
Composite	61/200	30.5	4/44	9.1
7 Year Interval				
70-76	22/100	22.0	1/17	5.9

Appendices B.17.33

Continuity of Service Over Two to Seven Year Intervals: Social Science

Span of Years	Public Schools Ratio	Public Schools Percent	Non-Public Schools Ratio	Non-Public Schools Percent
2 Year Intervals				
70-71	3/10	30.0	0/6	0.0
71-72	0/16	0.0	0/1	0.0
72-73	2/11	18.2	1/5	20.0
73-74	2/5	40.0	0/1	0.0
74-75	2/2	100.0	0/0	---
75-76	4/6	66.7	0/0	---
Composite	13/50	26.0	1/13	7.7
3 Year Intervals				
70-72	0/10	0.0	0/6	0.0
71-73	0/16	0.0	0/1	0.0
72-74	1/11	9.1	0/5	0.0
73-75	2/5	40.0	0/1	0.0
74-76	2/2	100.0	0/0	---
Composite	5/44	11.4	0/13	0.0
4 Year Intervals				
70-73	0/10	0.0	0/6	0.0
71-74	0/16	0.0	0/1	0.0
72-75	1/11	9.1	0/5	0.0
73-76	2/5	40.0	0/1	0.0
Composite	3/42	7.1	0/13	0.0
5 Year Intervals				
70-74	0/10	0.0	0/6	0.0
71-75	0/16	0.0	0/1	0.0
72-76	1/11	9.1	0/5	0.0
Composite	1/37	2.7	0/12	0.0
6 Year Intervals				
70-75	0/10	0.0	0/6	0.0
71-76	0/16	0.0	0/1	0.0
Composite	0/26	0.0	0/7	0.0
7 Year Interval				
70-76	0/10	0.0	0/6	0.0

Appendices B.17.34

Continuity of Service Over Two to Seven Year Intervals: Theatre Dramatics

Span of Years	Public Schools Ratio	Public Schools Percent	Non-Public Schools Ratio	Non-Public Schools Percent
2 Year Intervals				
70-71	0/2	0.0	0/2	0.0
71-72	0/4	0.0	0/0	---
72-73	0/1	0.0	0/0	---
73-74	0/0	---	0/0	---
74-75	0/1	0.0	0/0	---
75-76	0/0	---	0/0	---
Composite	0/8	0.0	0/2	0.0
3 Year Intervals				
70-72	0/2	0.0	0/2	0.0
71-73	0/4	0.0	0/0	---
72-74	0/1	0.0	0/0	---
73-75	0/0	---	0/0	---
74-76	0/1	0.0	0/0	---
Composite	0/8	0.0	0/2	0.0
4 Year Intervals				
70-73	0/2	0.0	0/2	0.0
71-74	0/4	0.0	0/0	---
72-75	0/1	0.0	0/0	---
73-76	0/0	---	0/0	---
Composite	0/7	0.0	0/2	0.0
5 Year Intervals				
70-74	0/2	0.0	0/2	0.0
71-75	0/4	0.0	0/0	---
72-76	0/1	0.0	0/0	---
Composite	0/7	0.0	0/2	0.0
6 Year Intervals				
70-75	0/2	0.0	0/2	0.0
71-76	0/4	0.0	0/0	---
Composite	0/6	0.0	0/2	0.0
7 Year Interval				
70-76	0/2	0.0	0/2	0.0

Appendices B.17.35

Continuity of Service Over Two to

Seven Year Intervals: Tutoring/General Remediation

Span of Years	Public Schools Ratio	Public Schools Percent	Non-Public Schools Ratio	Non-Public Schools Percent
2 Year Intervals				
70-71	29/65	44.6	4/13	30.8
71-72	24/45	53.3	2/7	28.6
72-73	27/59	45.8	4/13	30.8
73-74	22/45	48.9	1/10	10.0
74-75	9/47	19.1	2/3	66.7
75-76	24/33	72.7	2/4	50.0
Composite	135/294	45.9	15/50	30.0
3 Year Intervals				
70-72	15/65	23.1	2/13	15.4
71-73	18/45	40.0	1/7	14.3
72-74	20/59	33.9	1/13	7.7
73-75	5/45	11.1	0/10	0.0
74-76	7/47	14.9	1/3	33.3
Composite	65/261	24.9	5/46	10.9
4 Year Intervals				
70-73	13/65	20.0	1/13	7.7
71-74	14/45	31.1	1/7	14.3
72-75	5/59	8.5	0/13	0.0
73-76	3/45	6.7	0/10	0.0
Composite	35/214	16.4	2/43	4.7
5 Year Intervals				
70-74	11/65	16.9	1/13	7.7
71-75	5/45	11.1	0/7	0.0
72-76	3/59	5.1	0/13	0.0
Composite	19/169	11.2	1/33	3.0
6 Year Intervals				
70-75	5/65	7.7	0/13	0.0
71-76	3/45	6.7	0/7	0.0
Composite	8/110	7.3	0/20	0.0
7 Year Interval				
70-76	3/65	4.6	0/13	0.0

Appendices B.17.36

Continuity of Service Over Two to

Seven Year Intervals: Vocational Education

Span of Years	Public Schools Ratio	Public Schools Percent	Non-Public Schools Ratio	Non-Public Schools Percent
2 Year Intervals				
70-71	0/13	0.0	2/6	33.3
71-72	0/3	0.0	0/2	0.0
72-73	4/8	50.0	0/0	---
73-74	4/6	66.7	0/0	---
74-75	1/5	20.0	0/0	---
75-76	1/2	50.0	0/0	---
Composite	10/37	27.0	2/8	25.0
3 Year Intervals				
70-72	0/13	0.0	0/6	0.0
71-73	0/3	0.0	0/2	0.0
72-74	4/8	50.0	0/0	---
73-75	1/6	16.7	0/0	---
74-76	0/5	0.0	0/0	---
Composite	5/35	14.3	0/8	0.0
4 Year Intervals				
70-73	0/13	0.0	0/6	0.0
71-74	0/3	0.0	0/2	0.0
72-75	1/8	12.5	0/0	---
73-76	0/6	0.0	0/0	---
Composite	1/30	3.3	0/8	0.0
5 Year Intervals				
70-74	0/13	0.0	0/6	0.0
71-75	0/3	0.0	0/2	0.0
72-76	0/8	0.0	0/0	---
Composite	0/24	0.0	0/8	0.0
6 Year Intervals				
70- 75	0/13	0.0	0/6	0.0
71- 76	0/3	0.0	0/2	0.0
Composite	0/16	0.0	0/8	0.0
7 Year Interval				
70-76	0/13	0.0	0/6	0.0

Appendices B.17.37

Continuity of Service Over Two to Seven Year Intervals: Follow Through

Span of Years	Public Schools Ratio	Public Schools Percent	Non-Public Schools Ratio	Non-Public Schools Percent
2 Year Intervals				
70-71	1/1	100.0		
71-72	3/3	100.0		
72-73	3/4	75.0		
73-74	3/3	100.0		
74-75	0/3	0.0		
75-76	0/0	---		
Composite	10/14	71.4		
3 Year Intervals				
70-72	1/1	100.0		
71-73	3/3	100.0		
72-74	3/4	75.0		
73-75	0/3	0.0		
74-76	0/3	0.0		
Composite	7/14	50.0		
4 Year Intervals				
70-73	1/1	100.0		
71-74	3/3	100.0		
72-75	0/4	0.0		
73-76	0/3	0.0		
Composite	4/11	36.4		
5 Year Intervals				
70-74	1/1	100.0		
71-75	0/3	0.0		
72-76	0/4	0.0		
Composite	1/8	12.5		
6 Year Intervals				
70-75	0/1	0.0		
71-76	0/3	0.0		
Composite	0/4	0.0		
7 Year Interval				
70-76	0/1	0.0		

Table B.18

Number of Eligible and Ineligible Buildings by

Year by LEA: Public Schools

LEA \ YEAR	1970		1971		1972		1973		1974		1975		1976	
	Eligible	Ineligible	Eligible	Ineligible	Eligible	Ineligible	Eligible	Ineligible	Eligible	Ineligible	Eligible	Ineligible	Eligible	Ineligible
Barrington	4	5	4	5	3	6	3	6	3	6	3	4	3	4
Bristol	7	1	7	1	5	3	7	1	6	2	5	3	6	2
Burrillville	4	0	4	1	5	0	5	0	4	1	4	0	4	0
Central Falls	7	1	8	1	9	0	9	0	7	0	6	0	6	0
Charlestown	1	0	1	0	1	0	1	0	1	0	1	0	1	0
Coventry	4	6	7	4	4	7	4	7	6	5	6	5	5	7
Cranston	15	11	9	19	13	15	16	12	16	12	14	14	16	11
Cumberland	9	6	10	5	8	9	10	7	9	7	11	5	8	8
East Greenwich	3	2	2	4	1	4	3	2	2	3	2	3	3	2
East Providence	10	10	14	8	13	9	14	8	13	8	13	8	12	9
Foster	1	0	1	0	1	0	1	0	1	0	1	0	1	0
Glocester	1	1	2	0	2	0	2	0	2	0	1	1	2	0
Hopkinton	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Jamestown	1	0	1	0	1	0	1	0	1	0	1	0	1	0
Johnston	3	5	3	5	9	0	5	4	6	3	8	0	5	3
Lincoln	3	6	5	4	3	6	3	6	4	4	3	5	3	4
Little Compton	1	0	1	0	1	0	1	0	1	0	1	0	1	0
Middletown	4	6	7	2	5	5	5	5	5	5	5	3	5	3
Narragansett	1	1	2	0	2	0	2	0	2	0	2	0	2	0
Newport	6	6	8	4	7	6	8	5	9	4	9	4	6	7
New Shoreham	1	0	1	0	1	0	0	1	1	0	1	0	1	0
North Kingstown	5	6	4	9	8	5	8	4	9	3	6	4	8	2
North Providence	3	7	3	7	4	6	4	6	5	5	5	5	5	5
North Smithfield	3	3	3	3	3	3	4	2	3	3	2	2	3	1
Pawtucket	10	8	11	7	11	7	9	9	8	9	9	7	10	6
Portsmouth	6	1	7	1	6	3	6	3	6	4	6	1	6	1
Providence	46	2	47	3	43	8	36	12	25	22	27	16	23	23
Richmond	1	0	1	0	1	0	1	0	1	0	1	0	1	0
Scituate	2	2	2	2	2	2	2	2	3	1	3	1	3	1
Smithfield	7	0	5	2	6	1	6	1	5	2	5	2	3	3
South Kingstown	6	3	7	2	4	5	6	4	5	5	4	6	5	5
Tiverton	4	3	7	1	2	6	5	3	4	4	2	6	3	4
Warren	6	1	6	1	6	1	6	1	6	1	5	2	4	2
Warwick	11	24	12	23	19	17	12	25	15	17	13	20	11	20
Westerly	4	4	3	6	3	6	4	5	5	4	4	5	5	3
West Warwick	6	1	5	2	6	2	3	3	4	3	5	2	6	0
Woonsocket	8	12	9	11	10	11	13	8	12	10	15	7	15	6
Exeter-West Greenwich	1	0	1	0	1	0	1	0	1	0	1	0	1	0
Chariho	1	0	1	0	1	0	1	0	1	0	1	0	1	0
Foster-Glocester	1	1	1	1	2	0	2	0	2	0	2	0	2	0

Table B.19

Number of Eligible and Ineligible Buildings by

Year by LEA: Parochial Schools

LEA	1970		1971		1972		1973		1974		1975		1976	
	Eligible	Ineligible	Eligible	Ineligible	Eligible	Ineligible	Eligible	Ineligible	Eligible	Ineligible	Eligible	Ineligible	Eligible	Ineligible
Barrington	1	0	1	0	1	0	1	0	1	0	1	0	1	0
Bristol	2	0	2	0	2	0	2	0	2	0	2	0	2	0
Burrillville	0	3	0	3	0	4	0	2	1	0	1	0	1	0
Central Falls	5	0	4	0	3	0	3	0	3	0	3	0	3	0
Charlestown	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Coventry	0	3	3	0	3	0	3	0	3	0	3	0	3	0
Cranston	4	1	4	1	4	1	3	1	3	1	4	0	4	0
Cumberland	1	2	1	2	1	1	1	1	1	0	1	0	1	0
East Greenwich	1	0	1	0	1	0	1	0	1	0	1	0	1	0
East Providence	3	3	2	2	2	2	2	2	2	2	2	2	2	2
Foster	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Glocester	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hopkinton	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Jamestown	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Johnston	1	0	1	0	1	0	1	0	1	0	1	0	1	0
Lincoln	1	0	1	0	1	0	0	0	0	0	0	0	0	0
Little Compton	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Middletown	1	0	1	0	1	0	1	0	1	0	1	0	1	0
Narragansett	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Newport	4	3	3	3	1	3	2	1	1	2	1	2	1	2
New Shoreham	0	0	0	0	0	0	0	0	0	0	0	0	0	0
North Kingstown	1	0	0	0	0	0	0	0	0	0	0	0	0	0
North Providence	2	1	2	1	2	1	2	1	2	0	1	1	1	1
North Smithfield	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pawtucket	6	5	6	4	6	5	5	6	5	5	4	4	6	2
Portsmouth	2	0	2	0	2	0	1	0	1	0	1	0	1	0
Providence	5	19	6	18	6	16	11	12	13	10	16	4	16	5
Richmond	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Scituate	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Smithfield	2	0	2	0	2	0	2	0	1	1	1	1	1	1
South Kingstown	1	1	2	9	1	1	1	1	1	1	1	1	1	1
Tiverton	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Warren	0	1	0	1	0	1	0	1	0	1	0	1	0	1
Warwick	4	3	4	3	4	3	7	0	3	4	3	4	6	1
Westerly	1	1	1	1	1	1	1	1	0	1	1	0	1	0
West Warwick	7	0	4	1	4	1	3	2	3	1	4	0	3	1
Woonsocket	5	5	5	4	5	4	5	4	3	3	4	2	4	2
Exeter-West Greenwich	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chariho	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Foster-Glocester	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table B.20.

Number of Eligible and Ineligible Buildings by

Year by LEA: Independent Schools

LEA	1970		1971		1972		1973		1974		1975		1976	
	Eligible	Ineligible	Eligible	Ineligible	Eligible	Ineligible	Eligible	Ineligible	Eligible	Ineligible	Eligible	Ineligible	Eligible	Ineligible
Barrington	0	1	0	1	0	1	0	1	0	1	0	1	0	1
Bristol	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Burrillville	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Central Falls	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Charlestown	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Coventry	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cranston	0	0	0	0	0	0	0	1	0	1	0	1	0	1
Cumberland	0	0	0	0	0	0	0	0	0	0	0	0	0	0
East Greenwich	1	0	1	0	1	0	1	0	1	0	1	0	1	0
East Providence	0	3	0	3	0	3	0	3	0	3	0	3	0	4
Foster	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Glocester	0	1	0	1	0	1	0	1	0	1	0	1	0	1
Hopkinton	0	0	0	1	0	1	0	1	0	0	0	0	0	0
Jamestown	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Johnston	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lincoln	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Little Compton	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Middletown	2	0	1	1	1	1	1	1	1	1	1	2	3	0
Narragansett	0	0	0	0	0	0	0	0	0	2	0	2	0	1
Newport	0	5	0	3	0	4	0	5	0	4	0	2	0	2
New Shoreham	0	0	0	0	0	0	0	0	0	0	0	0	0	0
North Kingstown	0	0	0	0	0	0	0	1	0	1	0	0	0	0
North Providence	0	0	0	0	0	0	0	0	0	1	0	1	0	1
North Smithfield	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pawtucket	0	1	0	2	0	1	0	1	0	1	0	1	0	1
Portsmouth	1	0	1	0	1	0	1	0	1	0	0	1	0	1
Providence	0	9	0	10	0	10	2	8	1	9	0	11	0	11
Richmond	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Scituate	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Smithfield	0	0	0	0	0	0	0	0	0	0	0	0	0	0
South Kingstown	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Tiverton	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Warren	0	0	0	0	0	0	0	0	0	1	0	1	0	1
Warwick	0	1	0	1	0	2	1	2	0	4	0	4	0	3
Westerly	0	0	0	0	0	0	0	0	0	0	0	0	0	0
West Warwick	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Woonsocket	0	0	0	0	0	1	0	1	0	0	0	0	0	0
Exeter-West Greenwich	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chariho	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Foster-Glocester	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Table B.21

Number of Students Participating in Projects Offering Each Service by Year

SERVICE	YEAR 1970	1971	1972	1973	1974	1975	1976
Academic Diagnosis	1548	2846	1830	1519	1328	703	2061
Attendance	471	94	0	30	0	365	327
Clothing	0	0	2804	3252	339	0	432
Guidance/Counsel	1817	2916	2529	2441	2764	2503	2552
Health/Dental	78	296	640	284	316	60	30
Health/Medical	1422	1139	1616	872	616	427	756
Library/Media Room	1494	344	412	395	32	0	143
Parent/Comm. Services	36	230	515	80	95	820	60
Psychological	1713	1098	782	995	855	658	1247
School Social Worker	2459	2430	1877	4161	1998	1735	1677
Social Adjustment	165	98	325	452	180	1391	673
Speech Hearing	639	1584	342	156	1489	367	1519
Transportation	4878	659	927	968	395	103	220
Food	4769	122	577	60	101	80	152
Community Schools	541	859	0	0	0	0	0
Art	418	519	85	219	41	202	120
Bilingual Educ.	0	0	411	359	278	167	279
Business Educ.	110	0	0	0	0	0	0
Cultural Enrichment	1526	436	1517	941	422	376	220
English as Second Lang.	1898	2536	1271	1919	1539	1408	948
English Reading	375	1491	96	1100	119	60	20
English Speech	0	54	0	0	0	0	0
English Other	149	0	580	341	0	0	0
Health	614	350	369	204	119	241	159
Home Economics	180	461	257	39	48	139	0
Industrial Arts	948	1110	470	832	429	584	327
Lang. Arts/Comm. Skill	1524	3176	3915	1553	1838	3108	3055
Learning Disabilities	0	335	123	110	748	382	371
Mathematics	1826	2443	1430	2877	2560	2804	3963
Music	148	482	60	210	0	96	0
Natural Science	549	624	343	349	84	291	180
Phys. Ed./Recreation	933	1022	390	474	259	1303	966
Reading Readiness	4336	5078	5800	5748	4993	4461	4325
Remedial/Corr. Reading	6189	7740	8906	8972	6822	7032	7552
Social Science	429	679	108	291	32	296	273
Theatre/Dramatics	67	222	40	0	41	0	120
Tutoring/General Remed.	2656	1555	2006	1646	1246	1090	1154
Vocational Educ.	2916	158	300	145	48	83	0
Follow Through	50	107	250	150	150	0	0

APPENDIX C

APPENDIX C.1

SEA TEACHER SURVEY QUESTIONNAIRE

Please complete the following questions concerning your Title I Reading Program by circling the number under each question that best corresponds to your program. If an item does not apply to your program, leave that item blank and go on to the next one.

		Col. No.
1. Community Code	☐☐	1-2
2. Project Number	☐☐	3-4
3. Teacher Number	☐☐	5-6
4. Type Project	☐	7

5. What was the minimum amount of time per week that you spent with any one pupil in instruction?

1. more than 6 hours
2. between 5 and 6 hours
3. between 4 and 5 hours
4. between 3 and 4 hours
(5.) between 2 and 3 hours
6. between 1 and 2 hours
7. less than 1 hour

8

6. Did you use differentiated time per pupil based on their differing needs; e.g., do students three years behind grade level receive more instruction than those one year behind grade level?

(1.) Yes 2. No 9

7. Most of the time did you service each child in a group of

1. 30 or more students
2. 25 to 29 students
3. 20 to 24 students
4. 15 to 19 students
5. 10 to 14 students
6. 7 to 9 students
(7.) 4 to 6 students
8. 2 to 3 students
9. 1 (individual)

10

8. How much time was available to you for scheduled preparation time per day without children?

1. more than 1½ hours
(2) between 1 and 1½ hours
3. between ½ and 1 hour
4. less than ½ hour

11

9. How much time was available to you for scheduled preparation time per week without children?

1. more than 8 hours
(2) between 7 to 8 hours
3. between 6 to 7 hours
4. between 5 to 6 hours
5. between 4 to 5 hours
6. between 3 to 4 hours
7. between 2 to 3 hours
8. between 1 to 2 hours
9. less than 1 hour

12

10. How many different children did you service each week?

1. More than 80
2. between 71 and 80
3. between 61 and 70
4. between 51 and 60
5. between 41 and 50
6. between 31 and 40
(7) between 21 and 30
8. between 11 and 20
9. between 0 and 10

13

11. How often during the program year have parents been responsible for working with children at home on assignments?

1. Daily
2. More than once weekly
3. Weekly
4. Bi-weekly
5. Monthly
6. Less than monthly
(7) Never

14

12. As a rule, did you see every parent at least once during the program year?

(1) Yes
2. No

15

13. Did you have an opportunity to select the materials used in the project?

(1) Yes
2. No

16

14. How much time did you spend each week designing and devising your own materials?

1. More than 10 hours
2. 7 to 10 hours
(3) 3 to 7 hours
4. 1 to 3 hours
5. Less than 1 hour

17

15. Was instructional material available to you on time?

(1) Yes 2. No 18

16. Were enough materials available at each child's instructional level?

(1) Yes 2. No 19

17. Have you used an individual checklist of reading skills progress?

(1) Yes, updated daily
2. Yes, updated 2 to 4 times weekly
3. Yes, updated weekly
4. Yes, updated bi-weekly
5. Yes, but never updated
6. Never

20

18. Did you use diagnostic testing and procedures to determine each child's level of strengths and weaknesses in all reading skills?

(1) Yes 2. No 21

19. Did you have an aide?

1. Yes, full time
2. Yes, part time
(3) No

22

20. Has the aide been made aware of the diagnostic information available for each child in the program?

1. Yes 2. No (3) No aide available 23

21. Did you maintain written individual objectives for each child in the reading program?

(1) Yes, updated daily
2. Yes, updated 2 to 4 times weekly
3. Yes, updated once a week
4. Yes, updated once every 1 to 3 weeks
5. Yes, updated more than once every three weeks
6. No

24

22. Did you share these objectives with the classroom teacher?

(1) Yes 2. No 25

23. Did your program seek to establish each child's individual learning modalities?

(1) Yes 2. No 26

APPENDIX D

Table D.1

Percent of Names of Title I Students Still Available by Community

LEA	Year						
	1970	1971	1972	1973	1974	1975	1976
Barrington	75	75	75	75	75	75	75
Bristol	0	0	0	0	100	100	100
Burrillville	0	0	0	100	100	100	100
Central Falls	0	0	0	0	0	100	100
Charlestown	100	100	100	100	100	100	100
Coventry	0	0	0	100	100	100	100
Cranston							
Cumberland	0	0	0	84	93	91	95
East Greenwich	0	0	0	0	0	100	100
East Prov.	0	0	0	0	0	0	100
Foster	0	0	100	0	100	100	100
Glocester	0	100	100	100	100	100	100
Hopkinton	0	0	0	0	0	93	77
Jamestown	0	0	0	0	85	85	85
Johnston	44	58	62	69	75	78	79
Lincoln	0	0	0	0	100	100	100
Little Compton	0	0	0	0	100	100	79
Middletown	100	100	100	100	100	100	100
Narragansett	0	0	25	25	50	100	100
Newport	100	100	100	100	100	100	100
New Shoreham	0	0	0	0	100	0	0
North Kings.	100	100	100	100	100	100	100
North Prov.	98	100	79	12	100	100	100
North Smith.	0	0	0	0	0	100	100
Pawtucket	0	0	0	100	100	100	100
Portsmouth	25	71	56	50	75	84	80
Providence	0	0	0	0	0	0	100
Richmond	100	100	100	100	100	100	100
Scituate	0	0	0	0	100	100	100
Smithfield	0	0	0	0	0	0	100
So. Kings.	50	50	0	100	100	100	100
Tiverton	0	0	100	100	100	100	100
Warren	100	100	100	100	100	100	100
Warwick	100	100	100	100	100	100	100
Westerly							
West Warwick	0	0	100	100	100	100	100
Woonsocket	100	100	100	100	100	100	100
Exeter-West Greenwich	0	95	100	100	100	100	100
Chariho	100	100	100	100	100	100	100
Foster-Glouster	0	100	100	100	100	100	100