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AUTHOR Feld, Marcia Marker; And Others
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ABSTRACT

The policy implications of proposed K-8 grade level reorganization in Providence, Rhode Island are explored in this report. Included are the following: (1) a survey of the current status of elementary and middle school organization, facilities, composition, and curriculum in Providence; (2) an assessment of achievement and social-psychological development literature of early adolescent students; (3) an assessment of the literature and case studies on the impact of grade level school reorganization; (4) information on the economic impact of grade level reorganization including per pupil costs and cost effectiveness; and (5) descriptions of potential funding sources for a complete feasibility study and an implementation phase. Specific variables about the current Providence school system are reviewed. These include grade level organizational patterns, student enrollment and composition, staffing, transportation, citizen participation organizations, neighborhood characteristics, and student behavior. Separate profiles are provided for each school in the Providence system. (EB)

A REPORT ON THE FEASIBILITY OF A GRADE LEVEL REORGANIZATION FOR THE PROVIDENCE SCHOOL SYSTEM

PHASE ONE

TO: The Providence School Committee
The Providence School Department
Dr. Jerome B. Jones, Superintendent

FROM: The Graduate Curriculum in Community Planning and Area Development
University of Rhode Island

Dr. Marcia Marker Feld
Associate Professor and
Principal Investigator of
the Study Project

Ms. Barbara Brauner Berns
Educational Planner

Mr. Karl Radov
Economist

DATE: April 24, 1979

PART I: FINAL REPORT

PART II: INDIVIDUAL SCHOOL PROFILES

UNIVERSITY OF RHODE ISLAND PROJECT STAFF

Dr. Marcia Marker Feld, Principal Investigator
Ms. Barbara Brauner Berns, Educational Planner
Mr. Karl Radov, Economist

Mr. Alan P. Sharkey, Project Manager
Mr. Robert Costello, Research Associate
Ms. Clare E. Cullen, Research Associate
Ms. Patricia Krause, Research Associate
Mr. Kevin Flynn, Research Assistant
Ms. Nancy Stack, Research Assistant
Ms. Patrice M. Duffy, Secretarial Coordinator

Mr. David Smith Winsor, A.I.A. Architectural Consultant
Ms. Ellen Feigen, Planning Consultant
Ms. Nancy Loeb, Production Consultant

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Marcia Marker Feld, Ph.D.
Associate Professor and
Principal Investigator
Graduate Curriculum in
Community Planning and Area
Development
University of Rhode Island

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FORWARD

The policy issue addressed in this report is grade level school organization. The issue is important because Providence, like major cities elsewhere, is questioning the appropriateness of an intermediate school organization. The focus here is on middle schools and the early adolescent students who are enrolled. There is concern that the middle school system may not be the optimum structure for administering or delivering quality and cost-effective educational services to this particular student population. The report that follows was developed at the request of the Superintendent of Schools and the Providence School Committee. It was developed with the understanding that a grade level reorganization is currently under consideration by the Department. The decision should be based upon at least three significant criteria: the learning environment, economic feasibility, and community need. Data and information were collected in these three categories to document the various impacts or consequences of the middle school structure as it currently exists in Providence. To the extent possible, the impact of a grade level reorganization, as it is suggested, was preliminarily assessed. This data collection effort was designed and conducted to provide the initial steps of a comprehensive feasibility study and an implementation phase to be carried out at a later date.

The areas in which impact is judged to be significant include:

* Social psychological development
* Learning environment
* Fiscal situation
* Curriculum and instruction
* Administration and management
* Parent/community involvement
* Student assignment patterns
* Transportation
* Desegregation
* Facilities status
* Neighborhood characteristics

In order to initiate an analysis of policy options concerning these areas, it was necessary to assess the existing elementary and middle school system. While relevant information is available within the school department's many divisions, it was essential to bring it together in ways that could be understood and discussed by those who will be involved in the decision-making process. It was also important for the information and policy options to be presented within the context of national concerns and relevant research studies as a way to view the current picture.

This report concludes Phase One, the preliminary stage of a comprehensive feasibility study on grade level reorganization for Providence. Appreciation is extended to the many individuals who gave their time and expertise in making this effort possible. This report is submitted with the hope that it will provide a framework for discussion and change for the Providence School System.

CHAPTER I: INTRODUCTION

Overview of Providence

Providence is a northeastern city with a rapidly increasing low-income population and an expanding population of minority group members. The median family income in 1970 was $8,430, the lowest in the six cities comprising the Standard Metropolitan Statistical Area. The city has experienced a large-scale out-migration which the 1970 census data indicates as a 13.6% population decrease. According to public school enrollment figures in 1962, the student population in the public schools totaled 28,000 as compared with 20,021 students in 1978.

With changes in the population, the racial composition of the city and school have been altered. According to the 1970 census, 8.9% of Providence's total population was Black as was 20.4% of the school population. Since 1970 the Black city-wide population has increased to 15,879 and the Black school population has increased to 5,304 or 26.8% of the total school population. The numbers of other minority groups have also increased city-wide and are reflected as 9.6% of the school population. These minority groups include Spanish-surname, Portuguese, Asian/Pacific American, and American Indian. Others are the Laotian and the Vietnamese.

Demographic changes such as these have been accompanied by a dwindling tax base caused by chronic unemployment and under-employment, an increased number of abandoned and substandard dwellings, small business failures, large business disinvestment, and a continued out-migration of middle and high income families. There have been signs in the last few years that some of these trends have been slowed down, although not reversed.

Focus on the Providence School Department

It is in this setting that the Providence School Department is attempting to deliver quality and economically effective educational services. The school department is committed to improving the education of all students and is particularly concerned with the needs of minority students and neighborhood issues.

Within the past few years, the Providence School Department has instituted changes which will alter the education provided to the city's students. Minimum competency standards have been developed for elementary levels, and career education and magnet programs have been established for secondary school levels. The city's desegregation plan has been amended and a reorganization of the school's administrative structure has been implemented. These have been significant improvements, but there are still areas that drastically need attention.

A Significant Policy Issue: The Grade Level Organization of Schools

A key area of concern in Providence is grade level organization of schools. On May 30, 1978, the Superintendent of Schools appeared before the School Committee and initiated a discussion about a reorganization of the school structure. His thinking at that time was that the middle school system, created in 1968, might not have worked quite as well as its initial designers intended.

Current information indicates that there are eleven different pre-high school configurations within the system: K-1, K-2, K-3, K-4, K-5, K-6, 2-4, 3-5, 4-5, 5-8, and 6-8. In total, there are thirty-two* different schools; eight are middle schools. Most were constructed between 1890-1930. The cost of operating individual schools differs substantially.

The question of grade level school organization appears to be significant from two perspectives: quality of education and cost-effectiveness. The relationship of school structure to school program is important. The diversity of structures in Providence implicitly suggests that there is little consensus about what the grade structure for quality schooling should be. When placement of students in pre-high school grades is arbitrarily determined, the relationship among student needs, learning and instruction, and organization structure is not given priority. Stated another way, a high-quality educational program should mandate a close fit between substance and structures, and such is not currently the case.

The operational cost of a thirty-two school system requires examination in light of budgetary constraints and anticipated energy shortages. Upon preliminary investigation, a coherent educational program would not require such a range of physical plants for schools. Therefore, it may be an appropriate expectation that fiscal savings might accompany a grade level school reorganization.

Goals and Objectives of This Study

The goal of this study is to examine the policy implications of a K-8 grade level reorganization and provide recommendations to the Superintendent of the Providence School Department and the Providence School Committee. The study objectives are:

1. To conduct a survey of the current status of elementary and middle school organization, facilities, composition, and curriculum.

2. To assess achievement and social-psychological development literature of early adolescent students.

*Thirty-two in use as elementary and middle schools.

3. To assess the literature and case studies on the impact of grade level school reorganization.

4. To develop information for an initial investigation of the economic impact of a grade level reorganization

5. To identify funding sources for a complete feasibility study and an implementation phase.

Assumptions for This Study

There are a number of preliminary assumptions identified for the data collection phase of this study which set the framework for future policy analysis. These assumptions should provide a basis for discussion for all the decision-makers involved in a major grade reorganization for the Providence School Department.

* Students should be able to walk to school;
* Schools should be in areas that are equally accessible to minority and majority student populations;
* School buildings, which comprise the reorganized system, should be structurally sound and cost-efficient to operate;
* School buildings should be planned to allow for a diversity in instructional approaches and programs;
* The reorganized school should be a community school;
* The maximum student population for quality education is between 500-600 children;
* A commitment exists to close schools, renovate schools, and begin new school construction as deemed appropriate is made;
* Assessing and, if necessary, improving the relationship of early adolescent development and needs with curriculum and instruction will be part of the reorganization process;
* This decision should be made as a collaborative effort between the School Committee, administrators, teachers, students, parents, and the community.

Methodology for This Study

Phase I, reported here, is the data collection stage of a comprehensive feasibility study of grade level reorganization. Although this is primarily a secondary data source study, a combination of methods were used in order to develop an information system which would provide a basis for policy decisions in this area.

First, the identification of information for assessing the status of the present system was based upon the goal of the study and the preliminary policy assumptions. This information was to answer part of the question: What is the

learning environment and what are the costs attached to it? The information by categories and variables are:

School Facilities:

Location of Schools

Code Number
Grade Organization
City, State, and Zip Code
Name of Neighborhood
Name of School
Street and Number
Census Tract Number
Feeder Pattern

Characteristics of School Facilities

Initial Construction Date
Dates of Addition or Renovation
Capacity (how calculated)
Enrollment
After School Use
Special Facilities, i.e. gym, auditorium, cafeteria, health suite, and equipment
Toilet, Shower Areas, and Lockers
Total Number of Classrooms Instructional vs Other Rooms
Future Plans if Specified in Secondary Documents
Type of Construction
Fireproofing
Grade Organization
Site Utilization
Instructional Area
Service Areas
Auxiliary Instructional Areas
Number of Floors
Special Features (if any)

Student Resident Location, Enrollment and Composition

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Enrollment by Transitional Bilingual Students by School, by Grade
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Curriculum Goals
Curriculum Instructional Practices
Core Courses
Clubs and Extra-Curricular Activities

Staffing

Number of Teachers and Support Staff
Number of Administrative Staff
Number of Custodial Staff
Number of Teachers by Funding Source
Number of Teacher Aides by Funding Source

Federal and State Funding

- Title I
- ESL
- Section 4 "Providence Plan"
- Hot Breakfast
- ESEA IV-B Disadvantaged
- ESEA IV-B Basic
- Title VII ESEA Bilingual
- Teacher Aides Funding Sources
  - PSD
  - Sections 4,5
  - Title I Early Childhood
  - ESL Title VII
  - Bilingual
  - Bilingual Resource
  - Title VII Approach to Bilingual
- Vocational Education/Career Education Programs
- Title IX
- Supplemental Instruction Program
- Hot Lunch
- ESEA IV-C
- ESEA IV-B Limited Non-English Speaking
- ESEA Title VII Continuing Bilingual Students
- School Assistance in Federal Affected Areas (Laotian Children)
- State Comprehensive Education Program Section IC
- State Assistance to the Handicapped
- Department of Health
- CETA
- Special Education

Citizen Participation Mechanisms

- PTA/PTO
- Title I Parent Advisory Council
- ESAA Advisory Committee
- Feeder Pattern Committees
- Other

Fiscal Characteristics

- System-wide Budget (line item and program) 1977-1978 and 1978-1979
- Individual School Budgets (line item and program)
- Per Pupil Cost for Regular Day, Vocational Day, and Special Education and Magnet Programs
- Percent Distribution of School Revenues and Absolute Dollar and Percent Changes in Revenues
- Fiscal Information:
  - 1977-1978 appropriation by square foot, by dollars, worth of fuel, by square foot
  - Instructional Costs
  - Non-instructional Costs
  - Custodial Salaries
  - Space Costs
  - Capital Outlay
- By School, by Grade
  - Number of full-time teachers
  - Number of part-time teachers
  - Number of classes in each grade
  - Number of federally funded teachers
  - Number of special education teachers

By Elementary and Middle Schools
  Mean Per Pupil Cost in Five Categories:
    Instructional
    Non-instructional
    Custodial Salaries
    Space Costs
    Capital Outlay
Per Pupil Cost in Five Categories:
  Instructional
  Non-instructional
  Custodial Salaries
  Space Costs
  Capital Outlay
Variation from Mean by School in Five Categories:
  Instructional
  Non-instructional
  Custodial Salaries
  Space Costs
  Capital Outlay

Transportation

Number of Students Bussed
Reasons for Bussing

Neighborhood Characteristics

Boundaries by Census Tract

Neighborhoods Ranked by Socio-Economic Indicators:
Population by year 1960-1975; population by white and non-white 1960, 1970, and percent change; years of school completed by race for persons twenty-five years and median school years completed 1970; nativity and country of origin by number and percent; Spanish language.

Socio-Economic Information:
1970 number of employed persons by occupation; employment and unemployment statistics; median income 1960, 1970; families below poverty level 1970; number and percent of AFDC cases 1977.

Environmental Characteristics:
1975 Housing vacancy rate and units in need of substantial rehabilitation; age of neighborhood housing as a percentage of total housing 1970; housing units by owner and renter and net change in 1960-1970; distribution of land use by percent of area by categories.

Student Behavior

Attendance
Suspensions
Truancy
Behavior Cases
Achievement Scores
  Reading, Math, Title I
Investigations
Referrals to Family Court
Drop-Outs

This information was collected on a secondary source level for city-wide and school buildings and organized for convenient use as Individual School Profiles. (See Part II.) Once the documents, reports, and monographs were reviewed and the information placed into tables, maps, and charts, the study team examined the national literature, which assessed achievement and the social-psychological development of early adolescent students. In this way, the study attempted to isolate strengths and weaknesses that could be derived from a grade level reorganization.

A literature search was mounted, with results that are presented in this report. It must be noted, however, that the literature search was limited due to time and financial constraints. It also became clear early that there was no consensus about superiority of grade level organizations, and only minimal attention to comparative studies. The study team, therefore, decided to review selected student behavior indicators of the Providence school system; this would provide suggestions as to the impact of the current grade level organization on the early adolescent students in Providence. Such issues as attendance, vandalism, suspensions, drop-outs, achievement scores were analyzed in the context of the other information.

One significant element which was singled out during Phase One was an initial investigation of the economic impact of the current system.

The preliminary examination of the economic impact focused on the identification of the costs of operating the current structure, particularly, of individual schools. Since this included all costs in order to obtain a per pupil assessment, data was gathered from many sources and analyzed by the study team. Moreover, space costs including architectural analyses and energy related costs were developed as a means of measuring the cost-effectiveness of the school building. The identification of per pupil cost attempted to include the impact of inflation. The assessment of the variation of each school's cost from the average is the critical measure of efficiency of school plant buildings.

Lastly, and apart from the data collection, the study team undertook to identify possible funding sources to support a complete feasibility planning study and implementation phase of a grade level reorganization. This included the development of a prospectus (see Appendix) for the next phase for private foundations, identifying major funding agencies, and follow-up visits. A table of these potential funding sources by type of funding and stage of a study is found in the last chapter.

The study information was developed on the basis of a series of questions which were raised at the outset of the project: What is the status of the Providence School System in relation to the education of the early adolescent? What criteria could be developed by which to assess whether the educational goals and objectives for this group are being met? If the preliminary

response to the previous questions indicated that the education could be improved by a fundamental change in the grade level structure, what might be the appropriate organization, and what are some of the preliminary ways in which to examine the impact of such a change?

One of the outcomes of Phase One was to identify the criteria upon which these decisions should be made. The criteria which were suggested by the data analysis include:

* Facilities Analysis
* Economic and Fiscal Analysis
* Student Resident Location, Composition and Estimated Enrollment Change
* Student Behavior in a Particular Grade Level Learning Environment
* Neighborhood Characteristics as Related to Educational Programming and Citizen Participation
* Desegregation Impact
* Administrative and Management Impact

Some have been examined in this report, others must be reviewed in the subsequent study. Once these issues are analyzed in the next phase of the study, decisions can be made upon the optimum grade level reorganization and the appropriate selection of school facilities for such a reorganization. The information collected and developed for Phase One will be most useful in selecting the appropriate grade organization for Providence and in identifying the locations for the schools. Moreover, it will aid in developing an implementation phase (Phase III) which will carry out the decisions determined in the collaborative planning and implementation process.

The Final Report is divided into two parts. Part I presents the findings of the study and Part II, the Individual School Profiles. Taken together, they provide the basis for the decisions of whether to proceed in the grade level school reorganization.

CHAPTER II: THE LEARNING ENVIRONMENT AND EARLY ADOLESCENCE

Early Adolescence: An Overview

The early adolescent student population will be the group most effected by a change in grade level school organization in Providence. The exact age range associated with the early adolescent phase of development varies among experts, but, for purposes for our discussion, will include students from grades five through eight.

Early adolescence is a phase of development second only to infancy in the velocity of growth that occurs. In spite of this situation, very little research has focused on the patterns and needs of the early adolescent group. Most often, research has centered on late adolescents (over fifteen years) and younger children. The findings have then frequently been modified to "fit" the early adolescent population. So minimal is study and knowledge about these youngsters that many writers have referred to them as "the forgotten group."

Recognition of this information lack has encouraged the Ford Foundation (1977) and the National Science Foundation (1978) to review current data and material on early adolescence. The reviews have focused on developmental needs in relation to the learning environment. The findings indicate, however, that a paucity of research exists. Current literature and information appears to be fragmented, has severe methodological problems, and is not generally geared for practical use. This assessment is confirmed by Hill and Ellkind, researchers who independently have conducted studies and literature reviews of adolescence for a number of years.

Early adolescence does not parallel any single stage in most developmental theories. It is seen instead as a segment of development continuous with earlier and later periods. It is a developmental stage in which there is tremendous physical, cognitive, and emotional growth. During this period, young people establish new patterns of acting and relating. They are not pre-adults; rather they are experiencing their own phase as growing and developing individuals within a particular age category. Perhaps the most important point to make is that most youth handle the changes relatively well.

There are numerous studies on the basic patterns and characteristics identified as unique to early adolescence. It is generally agreed that during early adolescence, youngsters undergo an adolescent growth spurt and the onset of puberty. However, the early adolescents experience the developmental stages at different rates. There are no two youngsters that proceed at the same pace during early adolescence. There appear to be great variances in the early adolescent patterns of male and females. There is, in fact, a two year lag between the physical development of the sexes. There may also be differences due to racial and ethnic characteristics, but little research has been conducted in this area.

Each decade, children experience adolescence and the onset of puberty four months earlier. Emotionally and socially, all early adolescents explore a sense of uniqueness and belonging, separation and commitment, future orientation and past. They begin to view themselves as individuals with destiny, as part of a generation. Intellectually, they are exploring values and ideas and starting to abstract and generalize. They become involved in value formation, changing many cognitive patterns. The period encourages participation in a broader social context, greater importance of peer affiliations, and an increased recognition of political and ethical issues.

The most often quoted characteristics of this period are defined by Erikson (1968), Havinghurst (1951), and Konopka (1975.) The latter has highlighted the following developments:

* Experience of physical and sexual maturity
* Consciousness of self in interaction
* Re-evaluation of values
* Experimentation in wider circles of life coupled with insecurity and audacity
* Movement from dependence on adults to interdependence with adults, peers, and younger children

With this tremendous pattern of growth and change there are problems that sometimes occur. While not characteristic of most early adolescents, there is at this stage an increase in incidents of drug abuse, suicide, unplanned pregnancies, and runaways. There are also indications that the nutrition status of many early adolescents becomes unsatisfactory during this phase; problems include underweight, undersize, obesity, iron-deficiency anemia, and dental cavities.

The Learning Environment for Early Adolescents

The early adolescent development pattern summarized very succinctly here, challenges the schools to develop responsive and flexible programs and policies.

Typically, educational planning for early adolescents is adopted from philosophies of high school education, elementary school, or both. Providence has attempted to reverse this tendency. In the area of curriculum and instruction, for instance, a review of early adolescence characteristics was conducted by the Providence School Department. The result of this effort was the development of minimal competency standards. The second area in which a relationship between adolescent needs and learning is seen as crucial is the organization of grade levels for schools and programs for early adolescent students. It is that focus which predominates in this report.

It is our contention that a close fit is necessary between the grade level organization of a school and the learning and socialization that occurs within the school. Unfortunately, the discussion and actual issues to be confronted concerning this area

have been avoided for too long. Only recently school administrators and educational researchers have begun to address it. Providence is in the forefront of this movement to reconsider the relationship between learning, social psychological development, and grade level organization.

Providence, like other cities across the country, operates today with a variety of grade structures. The city, in fact, has eleven different grade level configurations for pre-high school students. This is due, in part, to the history of educational system development in the United States and, in part, to the lack of consensus regarding early adolescent needs and the grade level organizations that are most responsive to these needs.

Grade Level School Organization Patterns

Initially, the typical education model for children and early adolescents was the K-8 elementary school. In 1909, however, the junior high school developed in Berkeley, followed by a similar experiment in Los Angeles in 1910. By the second decade of the Twentith Century, a fair amount of literature began to appear about junior high schools.

There were a number of reasons that the K-8 system was replaced. None of the justifications for a new junior high system were rooted, however, in adolescent psychology or educational theory. Instead, rationales like the following were commonplace: high drop-out in the seventh to tenth grades; not enough stress on occupations; providing an opportunity for "men to become self-supportive and society supportive at an earlier age"; and acknowledgement of "psychic, mental, and moral evils accompanying adolescence." There were also more practical reasons cited: an increased number of early adolescents in school, and the administrative cost efficiencies involved.

Junior high schools were constructed and flourished, but were finally challenged in the 1960's. The new grade structure being advanced was the middle school, and an organizational approach that included sixth, seventh, and eighth grades and perhaps one grade lower. This model was developed to improve upon junior high schools which were now being seen as "ill-conceived, watered-down high schools, plagued by a lack of fit between the school's organization and their students." The middle school was also created in many systems for administrative reasons such as over-crowding or advancing racial integration.

As a result, across the country there are structural reminders of these three different grade level organizations for early adolescents: K-8, junior high school, and middle school. Providence has no K-8 system, but various other pre-middle school arrangements are in existence. (The literature on other elementary organization patterns is minimal.) The real question is: which of these systems is most effective for

educating early adolescent students? Given the economic times in which we live, a complimenting issue is: which of these systems is most cost-effective? The first question is examined in this section; the economic question is addressed later in the report.

Comparison of Grade Level School Organization Patterns

The most reasonable method of examining the grade level school organization issue is to identify cities with each type of system, and assess their perceptions and experiences concerning quality and responsiveness to early adolescent needs. It was with amazement that the study team discovered, however, that such a survey could not be conducted. Data collected by the federal government is formatted in such a way as to discourage analysis. (This was confirmed by many sources.) In fact, so peculiar is the data collection procedure that one cannot even ascertain the number of K-8 elementary schools in the country. Data categories include only the following categories: middle schools, junior high schools, junior-senior high schools, combined elementary-secondary schools, senior high schools, one-teacher schools, and "other elementary schools." There is no clear definition for the latter classification, therefore, the study team had to select another approach for examining the strengths of the various grade level organizations. There were a number of articles and studies about middle schools and junior high schools, so the study team decided to rely upon them for basic information. The study team then decided to collect information which would assist the Providence School Department in assessing the experience of students, administrators, and teachers with a K-8 system, similar to the model Providence may propose. Given time and budgetary constraints, the study team decided to identify at least one case "closer to home," and review relevant literature. The literature search was not as comprehensive as would have been liked, but we are satisfied that key references and contacts were identified and followed up on appropriately.

Literature Review: The Relationship of the Providence Study to the National Picture and Trends

The comparative literature concerning the superiority of the three major grade level organizations is quite limited. This is understandable in light of our recent discovery of the lack of information on early adolescents in general. John Henry Martin in the Report on the National Panel on High Schools and Adolescent Education, a major study for the Office of Education, can be quoted as reporting: "Surprisingly, we found no research with significant findings to substantiate one organizational pattern over the other...all (patterns) lack a validative research base."

Trump found the same lack of information when assessing different structures, and McGlasson reinforced this assertion. Blyth reports that there have been limited studies, and Lipsitz

echoes this contention. So, too, the National Science Foundation in their study on early adolescence confirms this absence of consensus concerning the optimal system.

Comparison of Middle Schools and Junior High Schools

Most literature compares the middle and junior high school as effective vehicles for education and socialization of early adolescents. The research does not consistently favor either form of grade level organization. In general, the existing research is poor methodologically and is often carried out by proponents of one system or the other. Therefore, bias is evident.

There do not appear to be any major systematic differences between the two systems. The principal difference is the school philosophy (with the middle school philosophies being more theoretically based), but the practical distinctions between the two are vague. There also appears to be a stronger commitment to departmentalization in the middle school. Otherwise, the systems are not very distinct.

The research identified by the study team focused on four major areas: academic achievement, attitudes, self-concepts, and facilities. Achievement research, according to National Foundation researchers, does not support the contention that either middle or junior systems are superior. Self-concept research, assessed by Wiles and Thomason in Tennessee, indicates that four studies found no difference between middle school students and control students, while two studies demonstrated lower self-concepts when compared to students in other settings. Studies assessing attitudes of students and teachers revealed more favorable findings for middle schools. Two studies reported no significant difference in student attitudes toward school, but three studies showed a positive attitude toward school by middle school students. Three studies also found a more positive attitude toward middle schools. Facilities studies found no significant difference between the two principal types of intermediate school structures. Additional research on teacher preparation and certification at middle and junior levels indicated that teachers generally have either elementary school training or experience, or secondary school training or experience. The result is that most teachers view themselves as either "secondary" or "elementary" teachers. Their identification with or knowledge about early adolescence and intermediate school organizations is weak.

Research on violence, another good student indicator, recently received considerable attention. Most significant is the National Institute for Education's Safe Schools Study which reported that risks are particularly high for youths aged 12 to 15. In fact, 60% of the robberies and 50% of the assaults on these youngsters have occurred at school. While approximately 1.3% of the secondary school students indicated they had been attacked in school in a typical one-month period, students from intermediate school systems reported twice as many incidents as senior

high school students. Likewise, personal violence is also more prevalent at the intermediate level than in elementary schools. The risks, for this early adolescent population, appear to be highest in junior high schools in urban areas.

The issue of early adolescents being more likely to be involved as both victims and offenders is significant. A number of explanations are provided, although not agreed upon. Several explanations have bearing on our examinations of the impact of various grade level school organizations. First, there is the pervasive view that segregation by age has negative consequences.

Underlying this reasoning is the idea that early adolescence is a period in which aggressive behavior is commonplace. Therefore, confinement of only similarly aged students may compound the potential for violence. Second, there is the explanation that a transition from elementary to intermediate school level from a homogeneous to a heterogeneous student population may cause an increase in stress, tension, and ultimately, violence.

There is current general debate over the effects of age segregation in education as well as other areas. Reisman, Coleman, Bronfenbrenner, Hill, and Edler all indicate from the research that age segregation may be a dysfunction by-product of western industrial nations. Our focus, of course, is only on one particular city, but the issue is one we should consider seriously.

Emphasis on K-8 Schools

While most research has been devoted to a comparison of middle schools and junior high schools, there is a recent interest in a reconsideration of K-8 schools as the most effective vehicles for educating early adolescents. The research focuses primarily on social-psychological effects and achievement. The reasons for this renewed attention are varied and loosely documented. They center, in many cases, on the following criteria: junior high schools and middle schools seem so indistinguishable in their differences; that the strengths of existing intermediate grade level organizations seem minimal; that there are many problems with intermediate school teacher certification and training; that early adolescent students experience so much change that they could benefit from a secure, familiar school setting. To these we add our own statistics and observations of the middle school structure in Providence. (These will be presented in Chapter III.)

In terms of research and literature on K-8 comparisons with intermediate school structures, two major studies were examined. The Federal Reserve Bank of Philadelphia in 1975 conducted a comprehensive study entitled Which School Resources Help Learning? Efficiency and Equity in Philadelphia Public Schools. It was a study of a sample of Philadelphia public school students in elementary, junior and senior high schools. The main finding

of the study is that several school inputs help students grow in educational achievement and can compensate for the disadvantages of poverty, race, and low ability. For instance, all types of students in junior high schools do better if they go to a school which is part of an elementary school. For elementary school, when all other characteristics are unchanged, black and non-black students benefit in terms of achievement when they are in schools where the percentage of blacks about equals the percentage of non-blacks. The proportion of either high achievers or very low achievers in a school can also impact on learning.

The research of particular interest, however, was a 1978 study, The Transition into Early Adolescence: A Longitudinal Comparison of Youth in Two Educational Contexts, by Dale A. Blyth, Roberta G. Simmons, and Diane Bush. (See Appendix B.) Funded initially by the Grant Foundation, this pioneering work is being examined by educators and planners across the country. It focuses on the issue of grade level school organization and supports the K-8 system as a supportive and growth environment for early adolescent students in an urban area. Specifically, it looks at the impact of the K-8 schools which provide minimal differentiation between sixth and seventh grade, and K-6 elementary schools and associated junior high schools which provide two separate schools with "radically different age compositions and structures for sixth and seventh graders." Two basic research questions addressed were:

1. How is the social and psychological development of sixth grade students affected, if at all, by the difference in the grade level organization of the school?
2. Are there differences in the nature or amount of change which students in the two types of school organizations experience as they make the transition into seventh grade?

The study conducted in a large midwestern city, focused on five areas of social and psychological development: parent-peer orientation, participation in extra-curricular activities, early dating behavior, the value of different personal traits, and the individual's self-esteem. The study also addressed the different levels of victimization experienced in each grade level organization.

Basic findings indicated that students in K-8 indicated less anonymity as they proceeded into the seventh grade in the same school, while those moving into junior high schools felt more anonymity than in the previous school. A majority of students in junior high settings felt that they were known by neither other students or teachers. Concerning extra-curricular participation, 81% of the K-8 sevents graders were involved as compared with 39% of these at junior high schools. Seventh graders in the junior high environment also report a higher degree of victimization.

K-8 students in seventh grade felt more positive about themselves than they had the previous year; growth in self-esteem is absorbed among junior high students.

In addition to this study, the authors have developed two additional studies which look more closely at school crime and self-esteem. In both studies, the impact of school grade structure is the significant variable. The information included in these very recent studies is not permitted for quotation at this time. The findings demonstrate, however, that for seventh graders, victimization is greater among junior high school students than students in K-8 schools. In terms of sixth grade movement into seventh grade in the two level organizational structures, white adolescent girls who enter junior high school appear to be at a disadvantage. The girls with the lowest self-esteem are those experiencing multiple changes (changed schools, reached puberty, started dating).

This pioneering work confirms the importance of responsive environments for early adolescent students. It begins to suggest that the grade organization structure does have an impact on the socialization issues which are so significant during the early adolescent phase of development. It also provides some back-up to the "sense" or "feeling" that administrators with intermediate schools (middle or junior high levels) have begun to articulate. We have contacted the individuals involved in this research, and they are more than willing to share their thoughts and experiences.

In addition to this pioneering research on K-8 systems, the study team has also examined the impact of the grade level school organization in the town of Brookline, Massachusetts. Brookline has operated K-8 to the exclusion of supporting any middle schools or junior high schools. The superintendent of schools in Brookline, Dr. Robert Sperber, advocates that supporting K-8 systems is a way of slowing down the negative aspects and activities of the maturation process. The effects of peer influence at this age are so great that it is within junior or middle schools that drug and alcoholish problems surface; truancy increases; and poor school habits begin to emerge. By avoiding segregation of these students solely with similar aged peers, there is less pressure for conformity. Sixth, seventh, and eighth grade students in the Brookline system, for instance, can be "big fish" in the pond of elementary school; they are trained, in fact, to be role models by working with younger students as tutors, helpers and the like. Elementary schools are also usually neighborhood based, so students stay in their own neighborhoods for a longer period of time. In terms of major adjustments for these students, there is only one: from elementary to high school. The change is avoided at the junior high level. So, too, the break in curriculum instruction occurs only once. In terms of administration, one less tier appears in the formal organizational structure making communication among administration, teachers, and parents a considerable degree easier.

A recent Harvard doctoral dissertation also looks at the K-8 school as a setting for early adolescent education. Using Brookline as a case study (although it is disguised in the paper), the author argues for reconsideration of the K-8 system as a viable educational experience. The strengths observed by the author, then an intern in a K-8 elementary school, include a cohesiveness among students and a strong affiliation with the school which is rarely duplicated in an intermediate system. The age diversity among students provides them with both a past and future frame of reference. The eighth grade students exhibit an increase in self-esteem, due partially to the fact that they are physically and intellectually the most secure in the school. The familiar and secure setting and the social status afforded eighth grade students provides an extremely humanized environment for learning and growing. The weaknesses of this K-8 system, expressed in interviews with faculty and students, are that it may increase the provincialism of students, may discourage enthusiasm about change, and "may trap adolescents into childhood when they need to grow."

While the Brookline experience is useful for our understanding of a K-8 system, the Gordon School in East Providence also demonstrates many of the same findings and observations. While private school populations are different from public school populations, the issues confronted by early adolescents are very similar. The support services needed by this age group, in either setting, are critical. The seventh and eighth grade students although separated from younger students in physical space and major curriculum area interact with them in formal and informal ways throughout the day. This provides a frame of reference and security for the early adolescents as they struggle with who they are and where they are going. The leadership of the Gordon School feels that children need to enhance their self-esteem, particularly at the seventh and eighth grades, and their system is the approach which will do the best. They indicate that children learn better when they have known teachers over a longer period of time.

Conclusion

Both the research on early adolescence and grade level school organization is minimal although it appears to be growing during the past few years. The research that does exist, particularly on grade level school organization, is revealing more for what it does not say than for what it does say.

Basically, middle schools and junior high schools are similar. The difference is in their stated philosophies, but all too often this never transcends in actual implementation of programs and delivery of educational services. To advocate for either is to support a system separate from both the elementary and senior high schools. The conceptual thinking is that the needs of early adolescents can be best met in a system with their peers.

The real issue for Providence to examine is whether a separate intermediate structure of K-8 structure is the best for Providence. As little attention as the literature gives to K-8, there is less to other elementary structures. Based on the information presented, the K-8 provides more promise than the intermediate schools. The data and study of the latter is not positive at all. The information on K-8 is limited, but more positive on the issues which are being examined. Given even comparable effects, it seems wiser to provide a heterogeneous, supportive environment for early adolescents at this volatile time of their lives.

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CHAPTER III: ASSESSMENT OF THE STATUS OF PROVIDENCE'S ELEMENTARY AND MIDDLE SCHOOLS

Introduction

The assessment of the status of the Providence elementary and middle schools has been organized into two chapters, each illustrating a part of the overall picture. Chapter III reviews the physical, locational, organizational, and behavioral aspects including grade level organizational patterns, student resident location, facilities data, feeder patterns, student enrollment and composition, staffing, transportation, citizen participation organizations, neighborhood characteristics, and student behavior. This information is also available by school in the Profiles. Chapter IV examines some key economic measurements and trends as a method of identifying a cost-effective approach to structural reorganization.

There are sixty-two tables in these two chapters which review over two hundred variables about the Providence School System. This information falls into ten categories, each of which identifies a critical element in forming criteria for a decision about grade level reorganization. Not all of the categories are treated in equal depth; some are more important as basic information such as current grade level organization, facilities, student resident location and enrollment composition, student behavior, fiscal/economic issues; others are more readily changed, such as feeder patterns or transportation. Yet others need further in-depth analysis than time constraints allowed, such as staffing and, by inference, organization and management. Chart One, which follows, indicates how each category and type of information are useful in selected areas of planning implementation decisions.

CHART ONE

TABLES INCLUDED ON PHASE ONE REPORT	USEFULNESS IN SELECTED AREAS OF PLANNING DECISIONS AND IMPLEMENTATION
• Grade Level Organization	Assessment of organizational discrepancies
• Facilities	Determination of usable buildings for reorganized school; recyclability potential
• Feeder Pattern	Reassignment of students necessitated by grade reorganization; desegregation impact; reorganized schools
• Student Resident Location, Enrollment and Composition	Determination of extent of student reassignment Bilingual Education impact; Special Education impact
• Staffing Pattern	Reassignment of personnel; reassessment of federal funding potential
• Transportation	Special Education impact; desegregation impact; cost impact for reorganization
• Citizen Participation Organizations	Identification of groups to be involved in reorganization planning
• Neighborhood Characteristics	Determination of site selection for reorganized schools; program development; assessment of responsiveness to reorganization project
• Student Behavior	Determination of school climate issues; program developed; determine quality of education
• Economic/Fiscal	Cost impact for reorganization issues

When taken together, this data supplies the baseline information which will determine the policy issues and identifies the decision criteria about whether Providence reorganizes its grade structure, and what the impact of that grade will have upon the students, teachers, administrators, and community. This chapter and the next describe the information and highlight significant aspects.

Grade Level Organization

The most startling fact immediately apparent in reviewing the grade level organization of Providence is that there are eleven different configurations presently in use in the elementary and middle school system. The belief that Providence is a coherent, unified elementary and middle school system is unfounded. Table I shows that in 1977, of the twenty-four elementary schools, ten or 40% were K-5 schools; and of the eight middle schools, half were 5-8, and the other half were 6-8. Table II indicates that there is no uniform enrollment size which ranges between three schools with 100-200 students; with one shcool between 600-700. Table III shows less inconsistancy in the middle schools although the range is from one school with 300-400 students to three schools between 700-800 students.

Facilities

There have been three studies of facilities in the Providence School System in the last decade. These tables review selected characteristics identified by the study team as relevant to the assessment of grade level organization. Significant elements include year of construction and renovation, capacity, construction type, fireproofing, instructional area, toilet, shower, locker area, number of rooms, number of floors, site acreage, selected program rooms, facilities (cafeteria, gym, library) as well as after school use. Several important factors emerge. The Providence School System is comparatively old structurally in terms of equipment, flexibility of classroom space for new programs and lack of outside facilities. Twenty-six of the thirty-two elementary and middle schools were built before World War II; half of these were built prior to World War I, and six still in operation were constructed before 1900. (See Tables IV-VIII.)

These variables were reorganized in the form of a matrix which examines key elements: rooms, grade organization, special education, library, gym, science, auditorium, capacity, year of construction (or latest renovation), construction type, and neighborhood or census tract. These variables begin to present a picture of the system and begins to identify and focus on reusable buildings which fit the policy assumptions. Table IX is a preliminary analysis table which tentatively organizes the schools into three groups according to the identified architectural indicators. In doing so, the analysis suggests that eleven of

TABLE I

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

GRADE LEVEL ORGANIZATION
PROVIDENCE PUBLIC SCHOOLS, K-8, 1977-1978

Grade Structure	Number of Schools
K-1	1
K-2	1
K-3	2
K-4	6
K-5	10
K-6	1
2-4	1
3-5	1
4-5	1
5-8	4
6-8	4

Source: Providence Public Schools, Annual Report, 1977
and Leggett (est. capacity)

TABLE II

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

NUMBER OF ELEMENTARY SCHOOLS BY SIZE OF STUDENT ENROLLMENT 1977-1978		
NUMBER OF STUDENT ENROLLMENT	NUMBER OF SCHOOLS	GRADE STRUCTURE
100-200	3	K-2, K-5, 3-5
201-300	6	2K-5, 4-5, K-1, K-4, K-3
301-400	7	3K-5, 3K-4, 2-4
401-500	5	2K-5, 3K 4
501-600	2	K-5, K-6
601-700	1	K-3

* Median enrollment of Elementary (K-4) with some 5th grades is between 301 400.

Source: Providence Public School Annual Report, 1977-1978

TABLE III

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

NUMBER OF MIDDLE SCHOOLS BY SIZE OF STUDENT ENROLLMENT,* 1977

NUMBER OF STUDENT ENROLLMENT	NUMBER OF SCHOOLS
100-200	
201-300	
301-400	1
401-500	
501-600	
601-700	4
701-800	3

* Schools having 5-8, 6-8 grade 8 structure

Source: Providence Public School Annual Report. 1977-1978

schools now in use as elementary schools of various grade configurations would be unsuitable for conversion to K-8 schools which would seat between 500-600 children and support diverse curriculum programs and services. Another twelve are potentially useful but lack either a gym or have fewer than twenty academic classrooms. With one exception, these are currently elementary schools. The last group of eleven schools have the estimated capacity and the special facility rooms necessary for a K-8 program. This table, however, focuses solely on physical criteria and does not yet consider student location, desegregation issues, economic/energy-efficient issues, and community needs and preferences. Nonetheless, it begins to show the wealth of resources available, even in an older system, as well as some of the constraints which the Providence School Department must face in its decisions.

Feeder Pattern

The feeder pattern and attendance areas are based on a number of criteria. Student assignment attendance areas are determined by state law, federal court mandate (desegregation), and School Department decisions on the allocation of students by school. The feeder system becomes more complex in the elementary grades because of the various laws, mandates, and administrative decisions leading to a patchwork pattern as tne students feed into the middle and high schools. Place of residence is the prime determinant for school assignment, but desegregation plans, English as a second language, bilingual programs, special education programs, magnet programs, and special purpose programs supercede that criteria. Table X presents the 1978 feeder pattern for the school system. Since the feeder school structure is dependent on so many more fundamental concerns, it is not examined closely.

Student Resident Location, Enrollment and Composition

The twenty-four neighborhoods of Providence (see Appendix B for table of census tract definitions) have a total of just under 32,000 children between 5-18 years of age (Table XI.) Twenty percent of the children (6,499) are located in just two neighborhoods: Elmwood/South Elmwood and the West End. The next three neighborhoods ranked by the number of children do not equal this amount: Washington Park, Elmhurst, and Wanskuck (5,874.) The fewest children are found in Downtown, College Hill, Reservoir, and Wayland. The characteristics of these neighborhoods have been detailed in the Neutral Site Study: Volume II Neighborhood Profiles, 1978, and are excerpted later in this chapter. They indicate that the neighborhoods with the highest number of children are also those with the most housing in need of repair, families with the lowest income, the highest number of AFDC cases and a large number of minority families. The neighborhoods with the highest percent of children in public schools are Upper South Providence (77.2%), Lower South Providence (75.4%), West End (74.4%).

TABLE IV

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

Selected Locational and Building Characteristics: Elementary and Middle Schools

School Name	Grade Organization	Location Census Tract	Neighborhood	School Feeder Area	Estimated Capacity	Date of Construction	Date of Latest Renovation	Fireproof	Construction Type
Arlington Avenue	K-5	21	Mount Pleasant	George W. West Middle	320	1890			3B
Alfred Street	K-2	14	West End	Gilbert Stuart Middle	222	1896	1959		3B
Ann Mowry	3-5	13	West End	Samuel Bridgham Middle	390	1891	1895		3B
Broad Street	K-5	1	Washington Park	Roger Williams Middle	660	1897	1930		3B, 2B
Camden Avenue	K-4	26	Smith Hill	Nathanael Greene Middle	550	1967		x	1B
Crowley Memorial	K-5	22	Valley	Nathanael Greene Middle	300	1889			3B
Fox Point	K-5	37	Fox Point	Samuel W. Bridgham Middle	500	1954		x	1B
Howard	4-5	34	Blackstone	Samuel W. Bridgham Middle	325	1917			3B
Laur	K-5	11	Federal Hill	Samuel W. Bridgham Middle	1070	1921	1958		3B, 2A
Laure Hill Avenue	2-4	18	Hartford	O.H. Perry Middle	432	1916			2B
Leeds Avenue	K-4	2	Elmwood	Roger Williams Middle	375	1900			3B
Martin Luther King	K-3	31	Mount Hope	Nathan Bishop Middle	700	1967		x	1B
Mary E. Fogarty	P-4	4	Lower South Providence	Roger Williams Middle	600	1962		x	1B
Ralph Street	K-1	16	Silver Lake	O.H. Perry Middle	216	1931			3B
Reservoir Avenue	K-5	15	Reservoir	Gilbert Street Middle	260	1926			2A
R. F. Kennedy	K-6	24	Elmhurst	Nathanael Greene Middle	590	1921	1964		3B, 2A
Sackett Street	K-5	2	Elmwood	Roger Williams Gilbert Stuart Middle	500	1922			2A
Vasria Street	K-5	27	Manshuck	Esek Hopkins Middle	850	1909	1928		3B, 2A
Vineyard Street	K-4	3	Elmwood	Gilberr Stuart Middle	459	1883	1913		3B
Webster Avenue	K-4	16	Silver Lake	O.H. Perry Middle	480	1905			3B
William D'Abate	P-4	19	Olneyville	George West Middle	500	1959		x	1B
Willow Street	K-3	13	West End	Samuel Bridgham Middle	264	1874			3B
Windmill Street	P-5	29	Charles	Esek Hopkins Middle	653	1932			2A
Doyle Middle	6-8	29	Charles	Hope High School	650	1916	1927		2A
George West Middle	6-8		Mount Pleasant	Mount Pleasant High School	750	1916	1926		2A
Gilbert Stuart Middle	6-8	1	Elmwood	Central High School	1075	1930			2B
Nathan Bishop Middle	6-8	34	Blackstone	Hope High School	825	1926			2B
Nathanael Greene Middle	5-8	21	Elmhurst	Mount Pleasant High School	850	1930			2A
Oliver Hazard Perry Middle	5-8	18	Hartford	Mount Pleasant High School	900	1930			2B
Roger Williams Middle	5-8	5	Lower South Providence	Hope High School	800	1932			2B
Samuel W. Bridgham Middle (new)	5-8	10	Federal Hill	Central High School		1977		x	

* 1B Fireproof
2A Wood Frame, Inflate Protected
2B Wood Frame, Inflate Unprotected
3B Masonry, Wood Floors
4 All Steel

32.

TABLE V

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

Interior Facilities Information: Elementary and Middle Schools

School	Grade	Estimated Capacity	Enrollment 1977	Enrollment 1978	Date of Construction	Latest Renovation	Fireproof	Instructional Area (Sq. ft.)	Auxiliary Instructional	Service Area	Toilet, Shower Locker Area
Academy Avenue	K-5	320	340	260	1889			14,465	8,556	15,401	2,688
Althea Street	K-2	280	250	148	1896	1959		7,680	1,809	9,637	912
Asa Messer	3-4	390	264	128	1891	1895		14,716	8,144	12,098	1,369
Broad Street	K-5	630	585	603	1897	1930		25,649	18,561	16,953	5,508
Camden Avenue	K-4	550	500	417	1962		*	24,612	15,847	18,763	4,567
Edmund Flynn	K-5	525	588	493	1958		*	26,041	16,605	17,573	5,280
Fox Point	K-5	530	456	415	1954		*	19,390	19,347	13,258	5,074
Francis J. Crowley	K-4	320	340	236	1889			14,465	8,556	12,713	2,688
John Howland	4-5	325	240	256	1917			14,600	10,168	13,813	2,290
Carl G. Lauro	K-4	1,070	996	337	1924	1958		54,456	24,666	38,926	6,938
Laurel Hill Avenue	2-4	432	342	307	1916			14,870	15,610	17,332	1,783
Lexington Avenue	K-4	375	365	364	1900			12,234	6,606	14,730	1,423
Martin Luther King	K-3	700	548	533	1962		*	26,854	15,902	13,336	2,311
Mary E. Fogarty	K-4	600	430	416	1962		*	22,680	7,630	9,873	2,304
Ralph Street	K-1	300	253	187	1901			7,453	1,078	9,309	812
Reservoir Avenue	K-5	240	203	171	1926			4,320	3,294	6,473	1,178
Robert F. Kennedy	K-6	630	700	530	1921	1964		18,204	6,554	21,574	1,564
Sackett Street	K-5	500	358	339	1922			16,143	11,123	10,886	2,934
Veazie Street	K-5	700	462	342	1909	1928		26,928	12,802	38,441	6,010
Vineyard Street	K-4	459	325	252	1883	1913		16,619	11,130	16,066	1,300
Webster Avenue	K-4	480	284	209	1900			13,734		14,730	1,423
William D'Abate Memorial	K-4	500	471	496	1959		*	12,220	7,648	15,740	1,990
Willow Street	K-3	264	207	224	1873			7,844	672	6,076	280
Windmill Street	K-5	650	454	244	1932			22,346	21,312	27,348	4,750
Esek Hopkins Middle	6-8			358	1917	1928		24,304	25,169	17,157	8,345
George West Middle	6-8	1,100	1,070	675	1916	1926		28,032		30,494	11,552
Gilbert Stuart Middle	6-8	1,075	1,050	729	1911			37,365	29,514	57,244	11,091
Nathan Bishop Middle	6-8	1,300	780	579	1929			32,487	87,908	46,762	10,846
Nathanael Greene Middle	5-8	850	783	594	1931			57,585	28,284	57,244	11,091
Oliver Hazard Perry Middle	5-8	900	611	626	1931			45,470	35,254	57,244	11,091
Roger Williams Middle	5-8	800	650	674	1932			40,499	30,244	57,244	11,091
Samuel Bridgham Middle	5-8			714	1977				19,513	19,061	8,460

Source: Rhode Island ... School Facilities Report, 1977

TABLE VI

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

Elementary Schools: Indoor and Outdoor Characteristics

SCHOOL		# BUILDINGS	# INSTRUCTIONAL CLASSROOMS	# OTHER ROOMS	# FLOORS	SITE ACREAGE	OUTDOOR PLAY AREA	PARKING
Academy Ave	K-5	1	11	11	3	.1		
Althea St.	K-2	1	8	4	2	.1		
Ana Messer	3-5	1	12	11	3	.1		
Broad St.	K-5	1	22	15	3	.1		
Camden Ave.	K-4	1	27	11	2	.8		
Edmund Flynn	K-5	1	27	10	2	.0		
Fox Point	K-5	1	18	10	1	.4		
Francis Crowley	K-5	1	11	11	3	.1		
John Howland	K-5	1	15	17	3	.1		
Carl Lauro	K-5	1	57	23	3	.2		
Laurel Hill Ave.	2-4	1	17	11	3	.1		
Lexington Ave.	K-4	2	13	9	3	10.0		
M.L. King	K-3	1	24	12	2	3.2		
Mary Fogarty	K-4	1	22	9	2	.5		
Ralph St	K-1	1	8	2	2	.1		
Reservoir Ave.	K-5	1	7	6	2	.1		
Robert Kennedy	K-6	1	22	8	2	.2		
Sackett St.	K-5	1	17	12	3	.2		
Veazie St.	K-5	1	24	19	3	.8		
Vineyard St.	K-6	2	18	12	3	10.0		
Webster Ave.	K-6	1	16	6	3	.1		
Wm. D'Abate	3-4	1	16	7	2	.5		
Willow St.	K-3	1	8	2		.1		
Windmill St.	K-6	1	30	14		.6		

Source: Rhode Island College School Facilities Report, 1977

TABLE VI

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

Middle Schools: Indoor & Outdoor Characteristics

SCHOOL	GRADE ORGANI-ZATION	# BUILDINGS	# INSTRUC-TIONAL CLASS-ROOMS	# OTHER ROOMS	# FLOORS	SITE ACREAGE	OUTDOOR PLAY AREA	PARKIN
Esek Hopkins	6-8	1	26	16	3	.1		
George J. West	5-8	1	29	14	3	.2		
Gilbert Stuart	6-8	1	17	21	3	.3		
Nathan Bishop	6-8	1	40	15	3	5.6		
Nathanael Greene	5-8	1	51	20	3	.5		
Oliver H. Perry	5-8	1	44	18	3	.4		
Roger Williams	5-8	1	44	20	3	.3		
Samuel W. Bridgham	6-8	1	29	16	2	5.0		

Source: Rhode Island College School Facilities Report, 1977

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

Selected Program Facilities: Elementary and Middle Schools

SCHOOL	GRADE ORGANIZATION	CAFETERIA	GYM	LIBRARY	HEALTH SUITE	AUDITORIUM	GUIDANCE	CAFETORIUM
Academy Ave.	K-5	X	X	X	X	X	X	
Althea St.	K-2	X						
Asa Messer	3-5		X	X		X	X	
Broad St.	K-5	X	X	X	X	X	X	
Camden Ave.	K-4			X	X			X
Edmund Flynn	K-5	X	X	X		X	X	
Fox Point	K-5	X	X	X	X	X		
Francis Crowley	K-5	X	X	X	X	X	X	
John Howland	3-5	X	X	X	X	X	X	
Carl G. Lauro	K-5	X	X	X	X	X	X	X
Laurel Hill Ave.	2-4	X	X	X		X		
Lexington Ave.	K-4			X		X		
M. L. King	K-3		X	X	X		X	X
Mary E. Fogarty	K-4			X	X			X
Ralph Street	K-1							X
Reservoir Ave.	K-5	X	X	X				
Robert F. Kennedy	K-4			X	X		X	X
Sackett St.	K-5		X	X	X	X	X	
Veazie St.	K-5		X		X	X		
Vineyard St.	K-4	X	X	X	X	X	X	
Webster Ave.	K-6	X	X		X	X	X	
Wm. D'Abate	3-4			X	X			X
Willow St.	K-3							X
Windmill St.	K-6	X	X	X	X	X		
Esek Hopkins	6-8	X	X	X	X	X	X	
George J. West	5-8	X	X	X	X	X	X	
Gilbert Stuart	6-8	X	X	X	X	X	X	
Nathan Bishop	6-8	X	X	X	X	X	X	
Nathanael Greene	5-8		X	X	X	X	X	
Oliver H. Perry	5-8	X	X	X	X	X	X	
Roger Williams	5-8	X	X	X		X		
Samuel Bridgham	5-8		X	X	X		X	X

Source: Rhode Island College School Facilities Report, 1977

TABLE VIII

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

After School Use of School Buildings: Elementary and Middle Schools

SCHOOL	SPORTS	RECREATION	PTA	PTO	PAC	COMMUNITY ORGANIZATIONS	CHURCH ORGANIZATIONS	EDUCATIONAL PROGRAMS
Academy Ave.			X					
Althea St.								
Asa Messer			X					
Broad St.		X	X		X	X	X	
Camden Ave.			X	X				X
Edmund Flynn		X	X				X	
Fox Point		X				X	X	
Francis Crowley			X					
John Howland			X					
Carl G. Lauro						X		
Laurel Hill Ave.			X					
Lexington Ave.		X	X					
M. L. King	X	X	X	X		X	X	
Mary E. Fogarty						X		
Reservoir Ave			X			X		
Robert F. Kennedy	X	X	X					
Sackett St.						X		
Vartie St.			X			X		X
Webster Ave.			X					
Wm. D'Abate				X	X			
Willow St.								
Windmill St.		X	X			X		
Asa M. Gregory	X	X	X			X		
Frank Hopkins	X	X	X			X		
George J. West	X	X						
Gilbert Stuart		X			X	X		
Nathan Bishop			X			X		X
Nathanael Greene	X		X					X
Oliver H. Perry	X				X	X		X
[illegible]					X			
Samuel W. Bridgham	X						X	

Source: Office of the Assistant Superintendent for School Administration
Providence School Department

TABLE XII

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

Neighborhood Ranking by Percent of School Age (5-18)

Children Enrolled in Public School

1978-1979

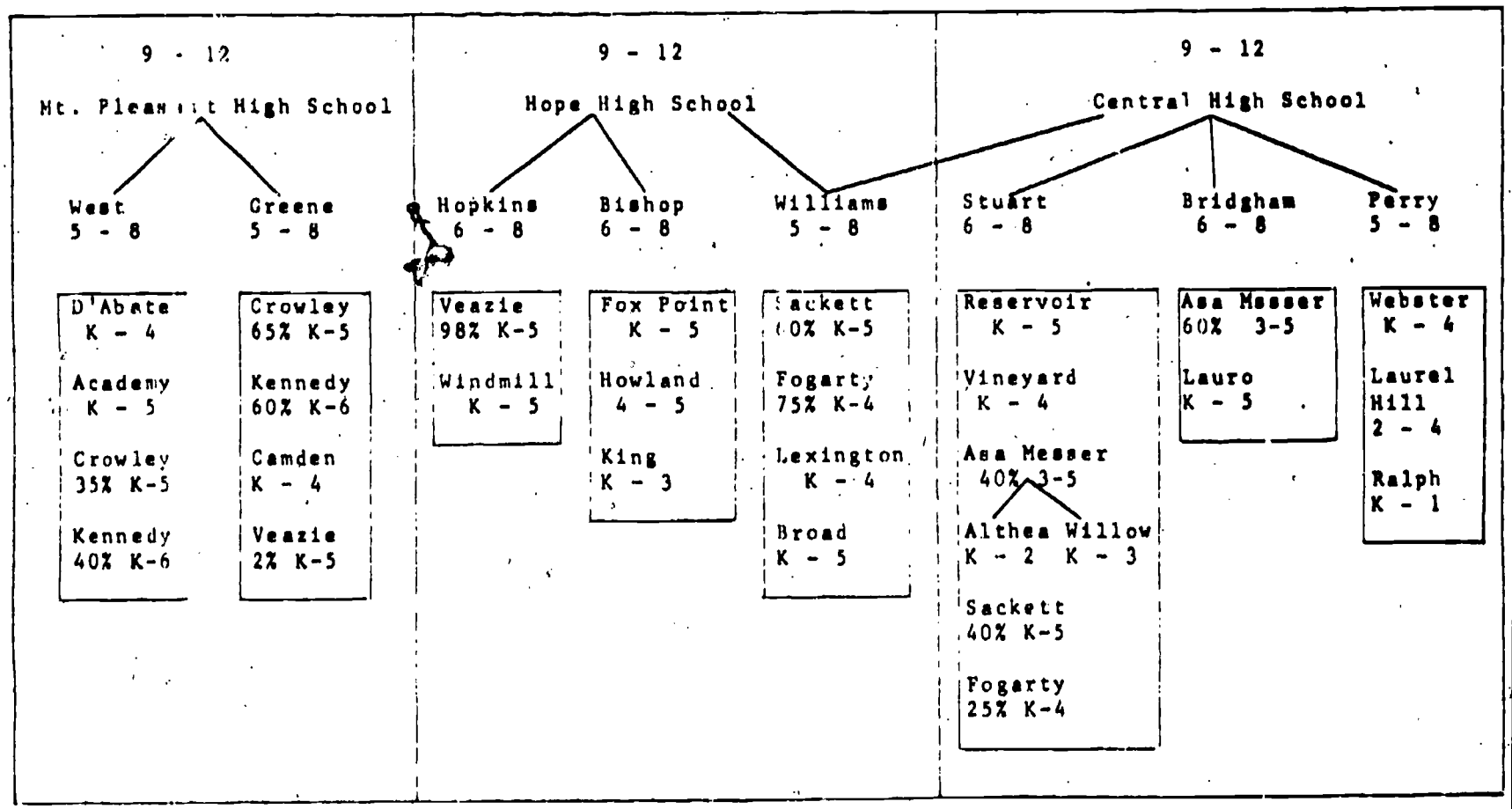
NEIGHBORHOOD	RANK	PERCENT OF PUBLIC SCHOOL ENROLLMENT
Upper South Providence	1	77.2
Lower South Providence	2	75.5
West End	3	74.4
Fox Point	4	71.6
Hartford	5	71.4
Elmwood/South Elmwood	6	71.1
Smith Hill	7	69.6
Washington Park	8	69.5
Olneyville	9	67.9
Manton	10	66.8
Mount Hope	11	64.0
Wanskuck	12	62.1
Valley	13	62.1
Mount Pleasant	14	58.9
Charles	15	58.9
Federal Hill	16	57.9
Silver Lake	17	57.6
Hope	18	56.1
Wayland	19	49.5
Elmhurst	20	46.5
Reservoir	21	46.1
Downtown	22	41.9
College Hill	23	37.9
Blackstone	24	36.4

Source: Census Tract Summary Report, Providence School Department, 1/31/79

TABLE X

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

SCHOOL FEEDER PATTERNS 1978



Source: Office of Assistant Superintendent for Planning Research and Evaluation
Providence School Department, 1978

TABLE XI

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

Number of School Age (5-18 yrs.) Children by Neighborhood Census Tract and Type of School
January 1979

NEIGHBORHOOD	CENSUS TRACT	TOTAL	PUBLIC		PAROCHIAL		PRIVATE		NOT IN SCHOOL	
			#	%	#	%	#	%	#	%
Washington Park	1	1,988	1,383	69.5	306	15.4	19	.9	280	14.1
Elmwood, S. Elmwood	2, 3	3,522	2,503	71.1	432	21.3	62	1.7	526	14.9
Lower South Providence	5, 6	1,745	1,318	75.5	142	8.1	14	.8	271	15.5
Upper South Providence	4, 7	1,307	1,009	77.2	93	7.1	13	.9	912	14.7
West End	12,13,14	2,997	2,215	74.4	301	10.1	24	.8	437	14.7
Silver Lake	16,17	1,733	999	57.6	393	22.6	3	.2	338	19.5
Hartford	18	1,289	920	71.4	149	11.5	3	.2	217	11.8
Olneyville	19	1,011	687	67.9	168	16.6	--	--	156	15.4
Federal Hill	9,10,11	1,425	826	57.9	345	24.2	3	.2	251	17.6
Downtown	8	31	13	41.9	4	12.9	3	9.6	11	35.5
Fox Point	37	804	576	71.6	44	5.5	24	2.9	160	19.9
Wayland	35	626	310	49.5	58	9.2	99	15.8	159	25.3
College Hill	36	351	133	37.9	8	2.8	119	34.9	91	25.9
Smith Hill	25,26	1,190	828	69.6	186	15.6	5	.4	171	14.4
Valley	22	755	469	62.1	147	19.5	--	--	139	18.4
Manton	20	852	569	66.8	171	20.1	3	.4	109	12.8
Mt. Pleasant	21	1,413	832	58.9	328	23.2	6	.4	247	17.5
Elmhurst	23,24	1,958	911	46.5	687	35.1	11	.6	349	17.8
Wanskuck	27,28	1,925	1,196	62.1	400	20.8	7	.4	322	16.7
Charles	29	996	587	58.9	223	22.4	3	.3	183	18.4
Mt. Hope	30,31,32	1,564	1,001	64.0	188	12.0	96	6.26	297	18.9
Hope	33	797	447	56.1	149	18.7	59	7.4	142	17.8
Blackstone	34	987	359	36.4	33	3.3	425	43.0	170	17.2
Reservoir	15	572	264	46.1	199	34.8	9	1.6	100	17.5
TOTAL	--	31,818	20,355	64	5,154	16	1,010	.03	5,318	17

PROVIDENCE SCHOOL DEPARTMENT/CITY OF PROVIDENCE
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

Preliminary Analysis of Facilities by Structural Criteria

	Grades	School Capacity	School Enrollment 10-1-78	Dates of Construction	Location by Neighborhood	Spaces	Elementary	Middle	Special Education	Library	Gym	Science	Auditorium
[illegible]	K-5	320	316	1890	Mt. Pleasant	22	X			X	X		X
[illegible]	K-2	290	148	1909/1953	West End	13*	X						
Asa W[illegible]	K-4	292	128	1891/1895	West End	22	X			X	X		X
[illegible]	K-6	383	237	1889	Valley	22	X			X	X		X
[illegible]	K-4	376	264	1960	Elmwood	22	X			X			X
[illegible]	K-4	220	187	1931	Silver Lake	10	X						
[illegible]	K-6	420	317	1926	Reservoir	13	X			X	X		X
[illegible]	K-4	500	496	1956	Olneyville	23	X			X			
[illegible]	K-4	304	224	1874	West End	10	X						
[illegible]	K-2	980	209	1905	Silver Lake	22	X						
[illegible]	K-6	533	503	1927/1930	Washington Park	32	X			X	X		X
[illegible]	K-6	552	417	1962	Smith Hill	28	X			X			
[illegible]	K-6	533	433	1968	Upper S. Prov.	32	X			X	X		X
[illegible]	K-6	540	415	1954	Fox Point	28	X			X	X		X
[illegible]	K-8	1,075	773	1930	Elmwood	38		X		X	X	X	X
[illegible]	K-6	5[illegible]	356	1917	Olneyville	22	X			X	X		X
[illegible]	K-8	44[illegible]	397	1916	Hartford	28	X			X	X		X
[illegible]	K-6	5[illegible]	433	1967	Mt. Hope	26	X			X	X		
[illegible]	K-6	4[illegible]	4[illegible]	1967	Upper S. Pr[illegible]	21	X			X			
[illegible]	K-8	7[illegible]	[illegible]	1[illegible]/1[illegible]	Olneyville	30	X			X			
[illegible]	K-6	5[illegible]	433	1922	Elmwood	29	X			X	X		X
[illegible]	K-8	850	252	1883/1913	Elmwood	30	X			X	X		X
[illegible]	K-6	1,[illegible]0	337	1924/1958	Federal Hill	30	X			X	X	X	X
[illegible]	K-12	[illegible]	[illegible]3	1[illegible]/1[illegible]	Charles	4[illegible]		X	X	X	X	X	X
[illegible]	K-8	4[illegible]	[illegible]	1[illegible]/1[illegible]	Mt. Pleasant	32		X		X	X	X	X
[illegible]	K-8	1,[illegible]0	[illegible]3	1[illegible]	Blackstone	32		X		X	X	X	X
[illegible]	K-8	8[illegible]	[illegible]0	1930	Elmhurst	32		X		X	X	X	X
[illegible]	K-8	860	[illegible]6	1933	Hartford	42		X		X	X	X	X
[illegible]	K-8	[illegible]	[illegible]1	1[illegible]0	Lower S. Pr[illegible]	48		X		X	X	X	X
[illegible]	K-8	[illegible]0	[illegible]19	1[illegible]7	Federal Hill	45		X		X	X	X	
[illegible]			[illegible]3	1[illegible]/1[illegible]	Mt. [illegible]	12	X				X		X
[illegible]			[illegible]1	[illegible]	Chris[illegible]	22				X	X		X

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

Neighborhood Ranking by Percent of School Age (5-18) Children Enrolled in Parochial School

1978-1979

NEIGHBORHOOD	RANK	PERCENT OF PAROCHIAL SCHOOL ENROLLMENT
Elmhurst	1	35.1
Reservoir	2	34.8
Federal Hill	3	24.2
Mount Pleasant	4	23.2
Silver Lake	5	22.6
Charles	6	22.4
Wanskuck	7	20.8
Manton	8	20.1
Valley	9	19.5
Hope	10	18.7
Olneyville	11	16.6
Smith Hill	12	15.6
Washington Park	13	15.7
Downtown	14	12.9
Elmwood/South Elmwood	15	12.3
Mount Hope	16	12.0
Hartford	17	11.5
West End	18	10.1
Wayland	19	9.2
Lower South Providence	20	8.1
Upper South Providence	21	7.1
Fox Point	22	5.5
Blackstone	23	3.3
College Hill	24	2.8

Source: Census Tract Summary Report, Providence School Department January, 31, 1979

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

Neighborhood Ranking by Percent of School Age (5-18) Children Enrolled in Private School

1978-1979

NEIGHBORHOOD	RANK	PERCENT OF PRIVATE SCHOOL ENROLLMENT
Blackstone	1	43.0
College Hill	2	34.9
Wayland	3	15.8
Downtown	4	9.6
Hope	5	7.4
Mount Hope	6	6.2
Fox Point	7	2.9
Elmwood/South Elmwood	8	1.7
Reservoir	9	1.6
Washington Park	10	.9
Upper South Providence	11	.9
West End	12	.8
Lower South Providence	13	.8
Elmhurst	14	.6
Smith Hill	15	.4
Manton	16	.4
Mount Pleasant	17	.4
Wanskuck	18	.4
Charles	19	.3
Silver Lake	20	.2
Hartford	21	.2
Federal Hill	22	.2

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

Neighborhood Ranking by Percent of School Age (5-18) Children Not In School

1978-1979

NEIGHBORHOOD	RANK	PERCENT NOT IN SCHOOL
Downtown	1	35.5
College Hill	2	25.9
Wayland	3	25.3
Fox Point	4	19.9
Silver Lake	5	19.5
Mount Hope	6	18.9
Valley	7	18.4
Charles	8	18.4
Elmhurst	9	17.8
Hope	10	17.8
Federal Hill	11	17.6
Mount Pleasant	12	17.5
Reservoir	13	17.5
Blackstone	14	17.2
Hartford	15	16.8
Wanskuck	16	16.7
Lower South Providence	17	15.5
Olney ille	18	15.4
Elmwood/South Elmwood	19	14.9
West End	20	14.7
Upper South Providence	21	14.7
Smith Hill	22	14.4
Washington Park	23	14.1
Manton	24	12.8

Source: Census Tract Summary Report, Providence School Departmer
January 31, 1979

TABLE XVI

PROVIDENCE/ SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

School Enrollment by Grade for K-8 and Special Education
1965-1978

Sept. of Year	Enrollment by Grade											
	K	1	2	3	4	5	6	7	8	TOTAL	SP.*	Multi-Unit Elementary
1965	2,688	2,643	2,217	2,036	1,861	1,768	1,735	1,754	1,627	18,329	2,216	+
1966	2,660	2,545	2,105	2,002	1,891	1,768	1,657	1,732	1,652	18,012	1,979	+
1967	2,424	2,566	2,063	1,940	1,896	1,752	1,671	1,758	1,618	17,688	1,894	+
1968	2,234	2,405	2,197	2,011	1,904	1,916	1,719	1,805	1,634	17,825	1,880	+
1969	2,111	2,215	2,091	2,178	1,967	1,969	1,963	1,865	1,736	18,095	1,147	+
1970	1,969	1,976	2,165	1,992	1,999	1,825	1,828	1,828	1,762	17,344	1,098	+
1971	1,982	1,969	1,956	2,080	1,933	1,955	1,807	1,822	1,741	17,245	1,116	+
1972	1,763	1,856	1,833	1,812	1,877	1,825	1,796	1,784	1,728	16,274	1,044	+
1973	1,692	1,819	1,723	1,716	1,798	1,812	1,799	1,826	1,662	15,847	655	+
1974[a]	1,632	1,676	1,669	1,627	1,698	1,539	1,800	1,691	1,729	14,061	629	+
1974[b]	1,632	1,636	1,578	1,433	1,400	1,386	1,800	1,591	1,729	14,285	506	776
1975	1,506	1,594	1,466	1,407	1,309	1,356	1,632	1,724	1,566	13,560	623	714
1976	1,429	1,751	1,537	1,470	1,527	1,494	1,580	1,586	1,623	13,997	579	-
1977[x]	1,348	1,675	1,610	1,524	1,425	1,469	1,462	1,507	1,455	13,475	547	-
978	1,205	1,527	1,507	1,463	1,378	1,333	1,432	1,490	1,471	12,816	624	-

*Special classes include special education, ungraded, post graduates, and pre-kindergarten.
+Multi unit schools have had student enrollment distributed arbitrarily for school years 1965-66 and 1974-75[a].
Multi-unit school enrollment listed for school years 1974-75[b] to 1976-77.
x1977 statistics are from a revised enrollment list; December 15, 1977.

Sources: 1965-1974[a], Poetry and Projects, Stanton Leggett and Assoc., Inc. Chicago: 1975

1974[b]-1978, Office of Research, Planning and Evaluation, Providence School Department

TABLE XVII

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

School Enrollment Trends 1965-1979 by Grades K-8 and Percent Change

AR	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	Percent of Change 1965-78
RADES															
K	2689	2660	2424	2234	2111	1969	1982	1763	1692	1632	1506	1429	1348	1205	-55.2%
1	2643	2545	2566	2405	2215	1976	1969	1856	1819	1676	1594	1751	1675	1537	-41.9%
2	2217	2105	2063	2197	2091	2165	1956	1833	1723	1669	1466	1537	1610	1507	-32.0%
3	2016	2002	1940	2011	2178	1992	2080	1812	1716	1627	1407	1470	1524	1463	-28.1%
4	1861	1891	1896	1904	1967	1999	1933	1977	1798	1698	1309	1527	1425	1378	-25.9%
5	1769	1768	1752	1916	1969	1825	1955	1825	1812	1539	1356	1494	1469	1333	-24.6%
6	1733	1657	1671	1719	1963	1828	1807	1796	1799	1800	1632	1580	1462	1432	-17.5%
7	1754	1732	1758	1805	1965	1828	1822	1784	1826	1691	1724	1586	1507	1490	-15.1%
8	1627	1652	1618	1634	1736	1762	1741	1728	1662	1729	1566	1623	1455	1471	- 9.6%
OTAL	18,329	18,012	17,688	17,825	18,095	17,344	17,245	16,274	15,847	15,061	13,560	13,997	13,475	12,816	-30.1%

Source: 1965-1974 Poetry & Projects (Leggett Report)
1974-1978 Office of Research, Planning & Evaluation
Providence School Department

TABLE XVIII

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

School Enrollment by Race and Ethnicity, 1974-1978

SCHOOL	1974 TOTAL	1974 AMERICAN INDIAN #	1974 AMERICAN INDIAN %	1974 ASIAN/PACIFIC ISLANDER #	1974 ASIAN/PACIFIC ISLANDER %	1974 BLACK #	1974 BLACK %	1974 WHITE #	1974 WHITE %	1974 HISPANIC* #	1974 HISPANIC* %	1974 PORTUGUESE* #	1974 PORTUGUESE* %	1975 TOTAL	1975 AMERICAN INDIAN #	1975 AMERICAN INDIAN %	1975 ASIAN/PACIFIC ISLANDER #	1975 ASIAN/PACIFIC ISLANDER %	1975 BLACK #	1975 BLACK %	1975 WHITE #	1975 WHITE %	1975 HISPANIC* #	1975 HISPANIC* %	1975 PORTUGUESE* #	1975 PORTUGUESE* %	1976 TOTAL	1976 AMERICAN INDIAN #	1976 AMERICAN INDIAN %	1976 ASIAN/PACIFIC ISLANDER #	1976 ASIAN/PACIFIC ISLANDER %	1976 BLACK #	1976 BLACK %	1976 WHITE #	1976 WHITE %	1976 HISPANIC* #	1976 HISPANIC* %	1976 PORTUGUESE* #	1976 PORTUGUESE* %	1978 TOTAL	1978 AMERICAN INDIAN #	1978 AMERICAN INDIAN %	1978 ASIAN/PACIFIC ISLANDER #	1978 ASIAN/PACIFIC ISLANDER %
Academy Avenue	268	NA	NA	NA	NA	35	13.1	233	86.9	NA	NA	NA	NA	317	NA	NA	NA	NA	39	12.3	278	87.4	NA	NA	NA	NA	319	NA	NA	NA	NA	45	14.1	274	85.9	NA	NA	NA	NA	316	3	.9	1	.3
Althea Street	174	NA	NA	NA	NA	22	12.6	152	87.3	NA	NA	NA	NA	175	NA	NA	NA	NA	28	16.0	147	84.0	NA	NA	NA	NA	216	NA	NA	NA	NA	50	23.1	166	76.9	NA	NA	NA	NA	145	0	0	7	4.8
Ann Mowry	287	NA	NA	NA	NA	62	21.6	225	78.3	NA	NA	NA	NA	265	NA	NA	NA	NA	51	19.2	214	80.8	NA	NA	NA	NA	232	NA	NA	NA	NA	44	19.0	188	81.0	NA	NA	NA	NA	146	0	0	2	1.4
Broad Street	630	NA	NA	NA	NA	100	16.1	520	83.9	NA	NA	NA	NA	589	NA	NA	NA	NA	99	16.8	490	83.2	NA	NA	NA	NA	601	NA	NA	NA	NA	125	20.8	476	79.2	NA	NA	NA	NA	598	0	0	11	1.8
Camden Avenue	471	NA	NA	NA	NA	129	27.3	342	72.7	NA	NA	NA	NA	481	NA	NA	NA	NA	150	31.2	331	68.8	NA	NA	NA	NA	502	NA	NA	NA	NA	163	32.5	339	67.5	NA	NA	NA	NA	475	1	.2	9	1.9
Carl Lauro	389	NA	NA	NA	NA	68	17.4	321	82.6	NA	NA	NA	NA	475	NA	NA	NA	NA	103	21.7	372	78.8	NA	NA	NA	NA	462	NA	NA	NA	NA	110	23.8	352	76.2	NA	NA	NA	NA	370	2	.5	2	.5
Edmund Flynn	553	NA	NA	NA	NA	268	48.4	285	51.6	NA	NA	NA	NA	560	NA	NA	NA	NA	280	50.1	280	50.0	NA	NA	NA	NA	541	NA	NA	NA	NA	254	47.0	287	53.0	NA	NA	NA	NA	471	0	0	1	.2
Francis Crowley	299	NA	NA	NA	NA	27	9.0	272	91.0	NA	NA	NA	NA	273	NA	NA	NA	NA	31	11.3	242	88.7	NA	NA	NA	NA	235	NA	NA	NA	NA	38	16.2	197	83.8	NA	NA	NA	NA	210	0	0	1	.5
Fox Point	422	NA	NA	NA	NA	42	10.0	380	90.0	NA	NA	NA	NA	453	NA	NA	NA	NA	45	10.0	408	90.0	NA	NA	NA	NA	456	NA	NA	NA	NA	54	11.8	402	88.2	NA	NA	NA	NA	474	1	.2	8	1.7
John Howland	211	NA	NA	NA	NA	65	30.8	146	69.2	NA	NA	NA	NA	231	NA	NA	NA	NA	67	29.0	164	71.0	NA	NA	NA	NA	248	NA	NA	NA	NA	85	34.3	163	65.7	NA	NA	NA	NA	254	0	0	1	.4
Laurel Hill Avenue	338	NA	NA	NA	NA	51	15.1	287	84.9	NA	NA	NA	NA	326	NA	NA	NA	NA	58	17.8	268	82.2	NA	NA	NA	NA	349	NA	NA	NA	NA	63	18.0	286	82.0	NA	NA	NA	NA	326	0	0	2	.6
Lexington Avenue	351	NA	NA	NA	NA	111	31.6	240	68.3	NA	NA	NA	NA	347	NA	NA	NA	NA	125	36.0	222	64.0	NA	NA	NA	NA	348	NA	NA	NA	NA	169	48.5	179	51.5	NA	NA	NA	NA	372	0	0	8	2.1
Mary Fogarty	558	NA	NA	NA	NA	240	43.0	318	57.0	NA	NA	NA	NA	401	NA	NA	NA	NA	132	33.0	269	67.0	NA	NA	NA	NA	362	NA	NA	NA	NA	102	28.2	260	71.8	NA	NA	NA	NA	414	1	.2	36	13.0
Martin Luther King	500	NA	NA	NA	NA	132	26.4	368	73.6	NA	NA	NA	NA	538	NA	NA	NA	NA	187	34.8	351	65.2	NA	NA	NA	NA	639	NA	NA	NA	NA	238	37.2	401	62.8	NA	NA	NA	NA	506	0	0	5	.8
Ralph Street	193	NA	NA	NA	NA	15	7.7	178	92.3	NA	NA	NA	NA	183	NA	NA	NA	NA	19	10.3	164	89.7	NA	NA	NA	NA	204	NA	NA	NA	NA	34	16.6	180	83.4	NA	NA	NA	NA	211	0	0	3	1.4
Reservoir Avenue	152	NA	NA	NA	NA	21	13.8	131	86.2	NA	NA	NA	NA	156	NA	NA	NA	NA	25	16.0	131	84.0	NA	NA	NA	NA	147	NA	NA	NA	NA	23	15.6	124	84.4	NA	NA	NA	NA	117	0	0	0	0
Robert Kennedy	449	NA	NA	NA	NA	53	11.8	396	88.2	NA	NA	NA	NA	541	NA	NA	NA	NA	54	6.0	487	90.0	NA	NA	NA	NA	370	NA	NA	NA	NA	84	22.7	286	77.3	NA	NA	NA	NA	550	0	0	0	0
Sackett Street	338	NA	NA	NA	NA	120	35.5	218	64.5	NA	NA	NA	NA	357	NA	NA	NA	NA	123	34.4	234	65.6	NA	NA	NA	NA	341	NA	NA	NA	NA	133	39.0	208	61.0	NA	NA	NA	NA	386	0	0	8	2.1
Veazie Street	470	NA	NA	NA	NA	111	23.6	359	76.3	NA	NA	NA	NA	430	NA	NA	NA	NA	114	26.5	316	73.5	NA	NA	NA	NA	370	NA	NA	NA	NA	106	28.6	264	71.4	NA	NA	NA	NA	368	0	0	3	.8
Vineyard Street	310	NA	NA	NA	NA	86	27.1	224	72.9	NA	NA	NA	NA	304	NA	NA	NA	NA	95	31.2	209	68.8	NA	NA	NA	NA	300	NA	NA	NA	NA	90	30.0	210	70.0	NA	NA	NA	NA	308	0	0	6	1.9
Webster Avenue	310	NA	NA	NA	NA	33	10.6	277	89.4	NA	NA	NA	NA	282	NA	NA	NA	NA	31	11.0	251	89.0	NA	NA	NA	NA	294	NA	NA	NA	NA	29	9.8	265	90.2	NA	NA	NA	NA	255	1	.3	0	0
Willow Street	147	NA	NA	NA	NA	12	8.2	135	91.8	NA	NA	NA	NA	122	NA	NA	NA	NA	13	0.6	109	89.4	NA	NA	NA	NA	138	NA	NA	NA	NA	30	21.7	108	78.3	NA	NA	NA	NA	231	0	0	2	.9
Windmill Street	636	NA	NA	NA	NA	74	17.0	362	83.0	NA	NA	NA	NA	415	NA	NA	NA	NA	94	22.6	321	77.4	NA	NA	NA	NA	280	NA	NA	NA	NA	41	14.6	239	85.4	NA	NA	NA	NA	281	0	0	2	.7
William O'Abate	440	NA	NA	NA	NA	74	16.8	366	83.2	NA	NA	NA	NA	438	NA	NA	NA	NA	81	8.5	357	81.5	NA	NA	NA	NA	462	NA	NA	NA	NA	110	23.8	352	76.2	NA	NA	NA	NA	487	0	0	3	.6
TOTAL	8686					1949	22.4	6737	77.6					8659					2044		6615						8226					2320		5206					8395	9		141	

1977									1978											
PACIFIC ER		BLACK		WHITE		HISPANIC*		PORTUGUESE*	TOTAL	AMERICAN INDIAN		ASIAN/PACIFIC ISLANDER		BLACK		WHITE		HISPANIC*		PORTUGUESE*	
#	%	#	%	#	%	#	%	#		#	%	#	%	#	%	#	%	#	%	#	%
.1		45	14.2	257	81.1	6	1.9	4	1.2	260	0	0	0	0	39	15.0	213	81.9	4	1.5	4	1.5
4.8		34	23.4	96	66.2	2	1.4	8	4.1	148	0	0	1	.7	54	36.4	76	51.3	13	8.7	4	2.7
1.4		26	17.8	102	69.9	5	3.4	11	7.5	128	0	0	2	1.5	37	29.0	74	57.8	12	9.3	3	2.3
1.8		115	19.2	321	53.7	27	4.5	124	20.7	603	0	0	20	3.3	113	18.7	262	43.6	37	6.1	171	28.3
1.9		88	18.5	324	68.2	22	4.6	31	6.5	417	1	.2	17	4.1	99	23.2	261	62.5	20	4.7	19	4.5
.5		92	24.8	249	67.1	14	3.7	11	2.9	317	0	0	0	0	92	27.3	223	66.2	13	3.8	9	2.7
.2		159	33.7	285	60.5	13	2.7	13	2.7	493	0	0	5	1.0	170	34.5	284	57.6	20	4.0	14	2.8
.4		37	16.0	186	80.7	0	0	6	2.6	236	0	0	0	0	39	16.5	192	81.3	2	.8	3	1.3
1.6		59	12.4	161	34.0	7	1.4	238	50.2	475	0	0	0	0	56	13.5	208	50.1	1	.2	150	36.1
.4		89	35.0	159	62.6	1	.4	4	1.6	256	0	0	0	0	81	31.6	167	65.2	3	1.2	5	1.9
.6		61	19.9	240	78.6	9	2.7	12	3.7	307	0	0	3	.9	30	16.3	229	74.5	15	4.8	10	3.2
2.1		136	36.5	158	42.4	62	16.6	8	2.1	164	1	.2	17	4.6	137	37.6	106	29.1	94	25.8	9	2.5
13.0		65	15.6	175	40.3	126	29.0	8	1.9	416	1	.2	71	17.1	93	22.1	65	15.6	177	42.5	9	2.2
.8		234	38.7	345	57.1	6	.9	14	2.3	511	0	0	9	1.7	224	42.0	288	54.0	0	0	12	2.3
1.4		34	16.1	165	78.2	7	3.3	2	.9	187	0	0	4	2.1	33	17.6	132	70.5	12	9.1	1	.5
0		18	15.4	92	78.6	5	4.3	2	1.7	171	0	0	4	2.3	24	14.0	132	77.2	9	5.3	2	1.2
0		66	12.0	475	86.4	6	1.1	3	.5	530	0	0	0	0	71	13.4	453	85.5	5	.9	1	.2
2.1		127	31.0	183	47.6	47	12.2	19	4.9	339	0	0	9	2.6	148	43.7	105	30.9	62	18.3	15	4.4
.8		141	38.1	218	59.2	4	1.1	2	.5	342	0	0	1	.2	112	32.7	228	66.6	1	.3	0	0
1.9		68	22.1	183	59.4	26	8.4	25	8.1	252	0	0	12	4.8	87	34.5	106	42.0	39	15.5	8	3.2
0		29	11.4	217	85.1	2	.8	6	2.3	209	0	0	0	0	19	9.1	189	90.4	1	.5	0	0
.9		45	19.4	153	66.2	9	3.9	22	9.5	228	0	0	0	0	28	12.5	163	72.7	13	5.8	20	8.9
.7		38	13.5	227	80.7	2	.7	12	4.2	244	0	0	3	1.2	25	10.2	202	82.7	2	.8	12	4.9
.6		149	31.3	260	54.7	50	10.5	13	2.7	495	0	0	4	.8	160	32.2	256	51.6	63	12.7	13	2.6
		1940		5231		458		990		7906			182		1991		4664		823		494	

SOURCE: Providence School Department Enrollment Figures, 1976-1978

*For years 1976-1976 American Indians, Asian/Pacific Islander, Hispanics, and Portuguese were included in white totals.

TABLE XVIII

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY - PHASE ONE

Middle School Enrollment by Race and Ethnicity 1974-1978

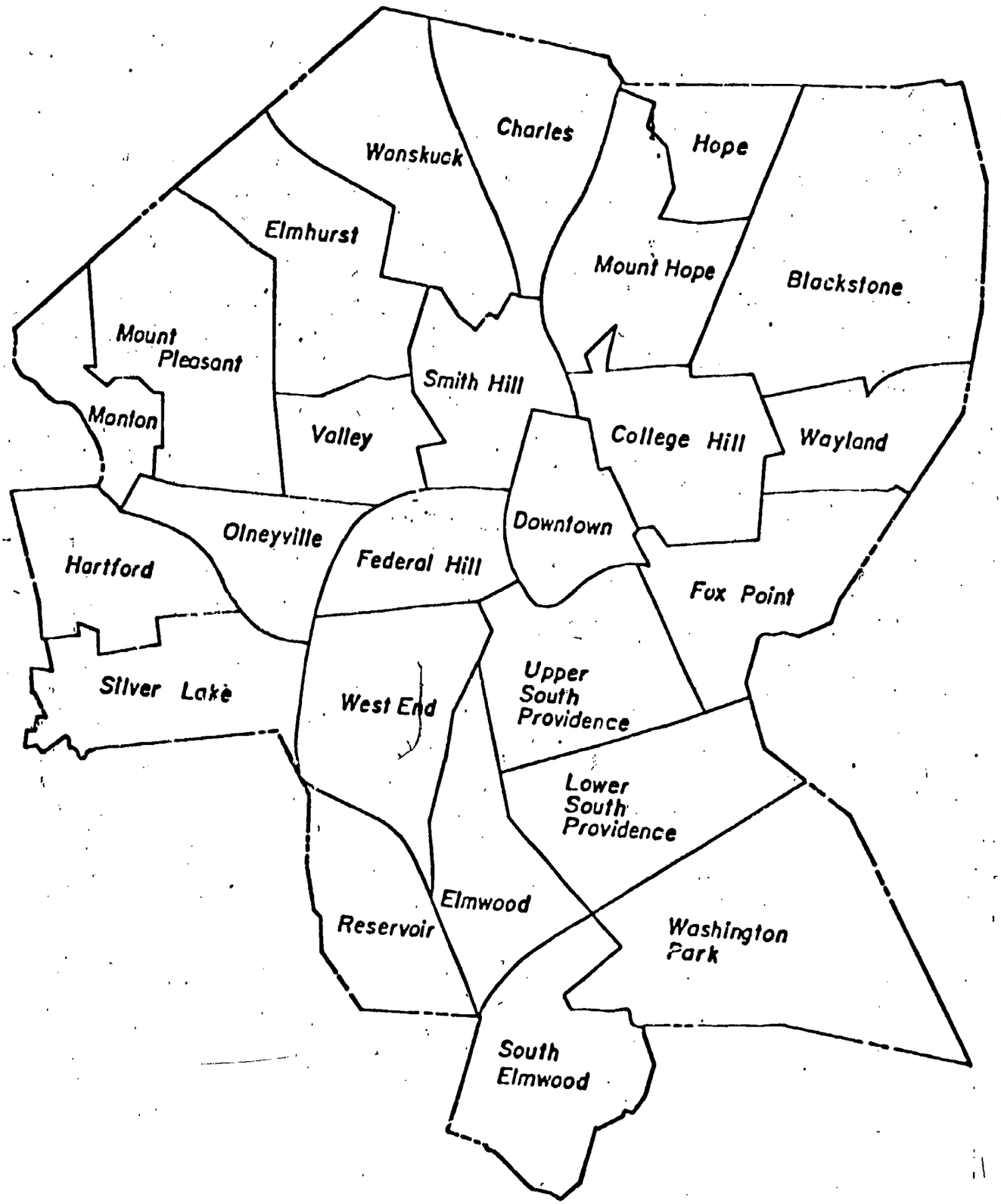
School Name	1974												1975											
	AMERICAN INDIAN*		ASIAN/PACIFIC ISLANDER*		BLACK		WHITE		HISPANIC		PORTUGUESE*		TOTAL	AMERICAN INDIAN*		ASIAN/PACIFIC ISLANDER*		BLACK		WHITE		HISPANIC		PORTUGUESE*		TOTAL
	#	%	#	%	#	%	#	%	#	%	#	%		#	%	#	%	#	%	#	%	#	%	#	%	
Sarah Hopkins	NA	-	NA	-	140	25.3	414	74.7	NA	-	NA	-	554	NA	-	NA	-	136	26.6	375	73.4	NA	-	NA	-	511
George J. West	NA	-	NA	-	153	18.0	696	82.0	NA	-	NA	-	849	NA	-	NA	-	183	22.5	629	77.5	NA	-	NA	-	812
Gilbert Stuart	NA	-	NA	-	297	32.4	620	67.6	NA	-	NA	-	917	NA	-	NA	-	308	34.6	582	65.4	NA	-	NA	-	890
Nathan Bishop	NA	-	NA	-	105	11.2	399	40.3	NA	-	NA	-	504	NA	-	NA	-	105	32.7	161	67.3	NA	-	NA	-	566
Nathaneal Greene	NA	-	NA	-	170	21.9	605	78.3	NA	-	NA	-	775	NA	-	NA	-	209	27.4	553	72.6	NA	-	NA	-	762
Oliver H. Perry	NA	-	NA	-	150	17.6	650	82.4	NA	-	NA	-	800	NA	-	NA	-	167	20.4	652	79.6	NA	-	NA	-	819
Roger Williams	NA	-	NA	-	253	33.5	500	66.5	NA	-	NA	-	753	NA	-	NA	-	223	32.5	463	67.5	NA	-	NA	-	686
Samuel W. Bridgham	NA	-	NA	-	116	21.1	434	78.9	NA	-	NA	-	550	NA	-	NA	-	100	23.7	190	76.3	NA	-	NA	-	490
TOTAL	-	-	-	-	1484	29.1	4366	74.9	-	-	-	-	5838	-	-	-	-	1539	27.4	4025	72.6	-	-	-	-	5564

School Name	1976												1977											
	AMERICAN INDIAN*		ASIAN/PACIFIC ISLANDER*		BLACK		WHITE		HISPANIC		PORTUGUESE*		TOTAL	AMERICAN INDIAN*		ASIAN/PACIFIC ISLANDER*		BLACK		WHITE		HISPANIC		PORTUGUESE*		TOTAL
	#	%	#	%	#	%	#	%	#	%	#	%		#	%	#	%	#	%	#	%	#	%	#	%	
Sarah Hopkins	NA	-	NA	-	127	25.9	371	74.1	NA	-	NA	-	490	0	0	2	.5	134	26.6	375	73.4	NA	-	NA	-	511
George J. West	NA	-	NA	-	207	26.4	577	73.6	NA	-	NA	-	784	1	.1	6	.8	183	22.5	629	77.5	NA	-	NA	-	812
Gilbert Stuart	NA	-	NA	-	111	16.4	564	83.6	NA	-	NA	-	675	0	0	23	2.9	308	34.6	582	65.4	NA	-	NA	-	890
Nathan Bishop	NA	-	NA	-	107	11.1	588	66.9	NA	-	NA	-	595	0	0	2	.3	105	32.7	161	67.3	NA	-	NA	-	566
Nathaneal Greene	NA	-	NA	-	182	26.5	504	73.5	NA	-	NA	-	686	0	0	2	.3	209	27.4	553	72.6	NA	-	NA	-	762
Oliver H. Perry	NA	-	NA	-	161	21.4	600	78.6	NA	-	NA	-	761	0	0	0	0	167	20.4	652	79.6	NA	-	NA	-	819
Roger Williams	NA	-	NA	-	196	28.9	482	71.1	NA	-	NA	-	678	0	0	51	7.0	223	32.5	463	67.5	NA	-	NA	-	686
Samuel W. Bridgham	NA	-	NA	-	77	16.2	398	83.8	NA	-	NA	-	475	1	.2	5	1.0	100	23.7	190	76.3	NA	-	NA	-	490
TOTAL	-	-	-	-	1473	27.1	3982	72.9	-	-	-	-	5446	2	.04	91	1.7	1539	27.4	4025	72.6	-	-	-	-	5564

Source: Providence School Department Enrollment Figures
1974 - 1978

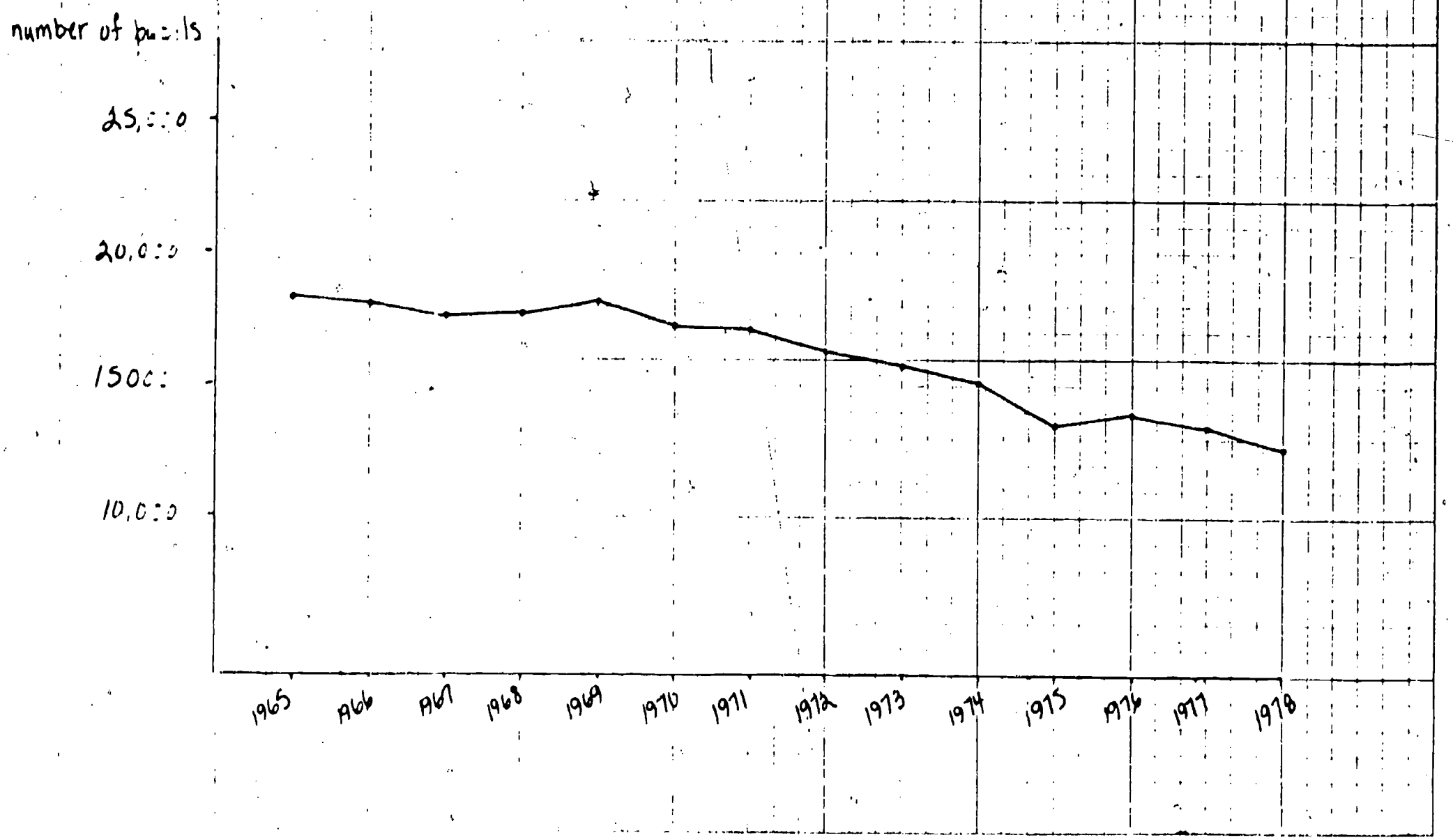
*For years 1974 - 76 American Indian, Asian/Pacific Islanders, Hispanic and Portuguese were included for White totals

1977										1978										
[illegible]	BLACK		WHITE		HISPANIC		PORTUGUESE*		TOTAL	AMERICAN INDIAN*		ASIAN/PACIFIC ISLANDER*		BLACK		WHITE		HISPANIC		PORTUGUESE*		TOTAL
	#	%	#	%	#	%	#	%		#	%	#	%	#	%	#	%	#	%	#	%	
.9	39	21.3	275	71.9	3	.8	14	3.2	323	0	0	2	.5	76	21.2	266	74.3	1	.3	13	3.6	358
.0	150	20.9	497	67.5	38	5.3	44	5.9	736	1	.2	5	0	146	22.8	458	71.0	41	5.1	32	5.0	685
2.9	294	37.3	342	43.4	83	10.5	45	5.7	787	0	0	38	4.8	275	35.3	298	38.2	130	37.7	32	4.1	779
.9	210	35.0	244	40.6	7	1.2	137	22.8	600	0	0	5	.9	300	32.0	266	45.9	3	.9	125	21.5	579
.3	185	28.6	407	62.3	14	5.0	22	3.6	645	0	0	2	.3	155	26.0	394	66.3	29	4.8	14	2.3	594
	160	20.0	518	72.9	23	3.2	23	2.9	710	0	0	1	.5	140	22.4	444	70.9	18	2.9	21	3.3	626
9.0	179	27.4	251	38.4	80	12.2	92	14.0	653	2	.3	24	3.7	189	28.0	242	35.9	124	18.4	91	13.7	674
.0	122	18.6	463	70.0	32	6.0	38	5.7	661	2	.3	8	1.3	120	17.9	513	71.0	16	5.0	27	3.8	714
3.7	1367	26.4	2992	57.9	300	5.8	413	7.9	5185	5	.1	85	1.7	1289	25.7	2881	57.6	382	7.6	357	7.1	4999



1978 NEIGHBORHOOD MAP

SCHOOL ENROLLMENT TRENDS 1965-1978 GRADES K-8



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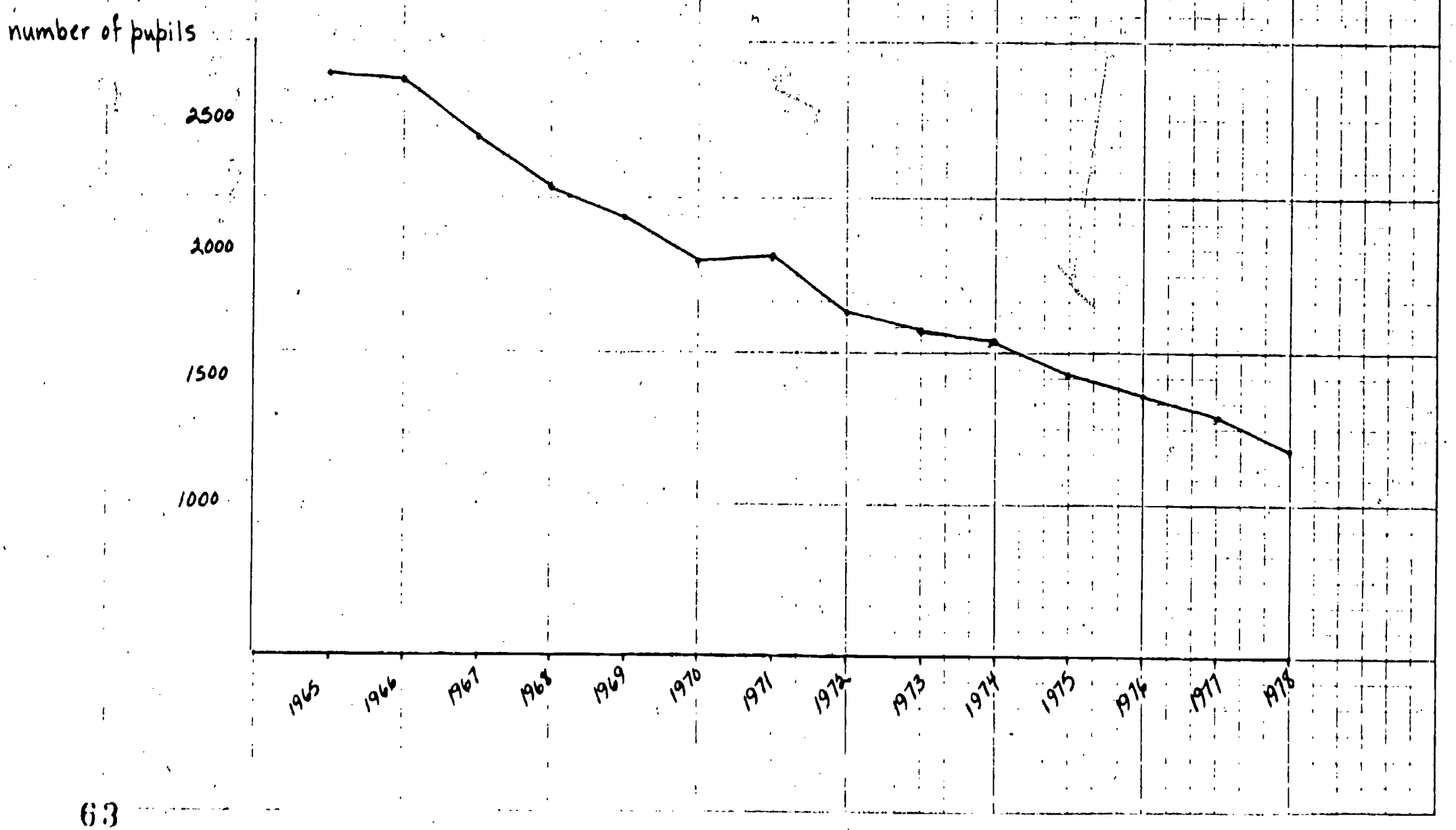

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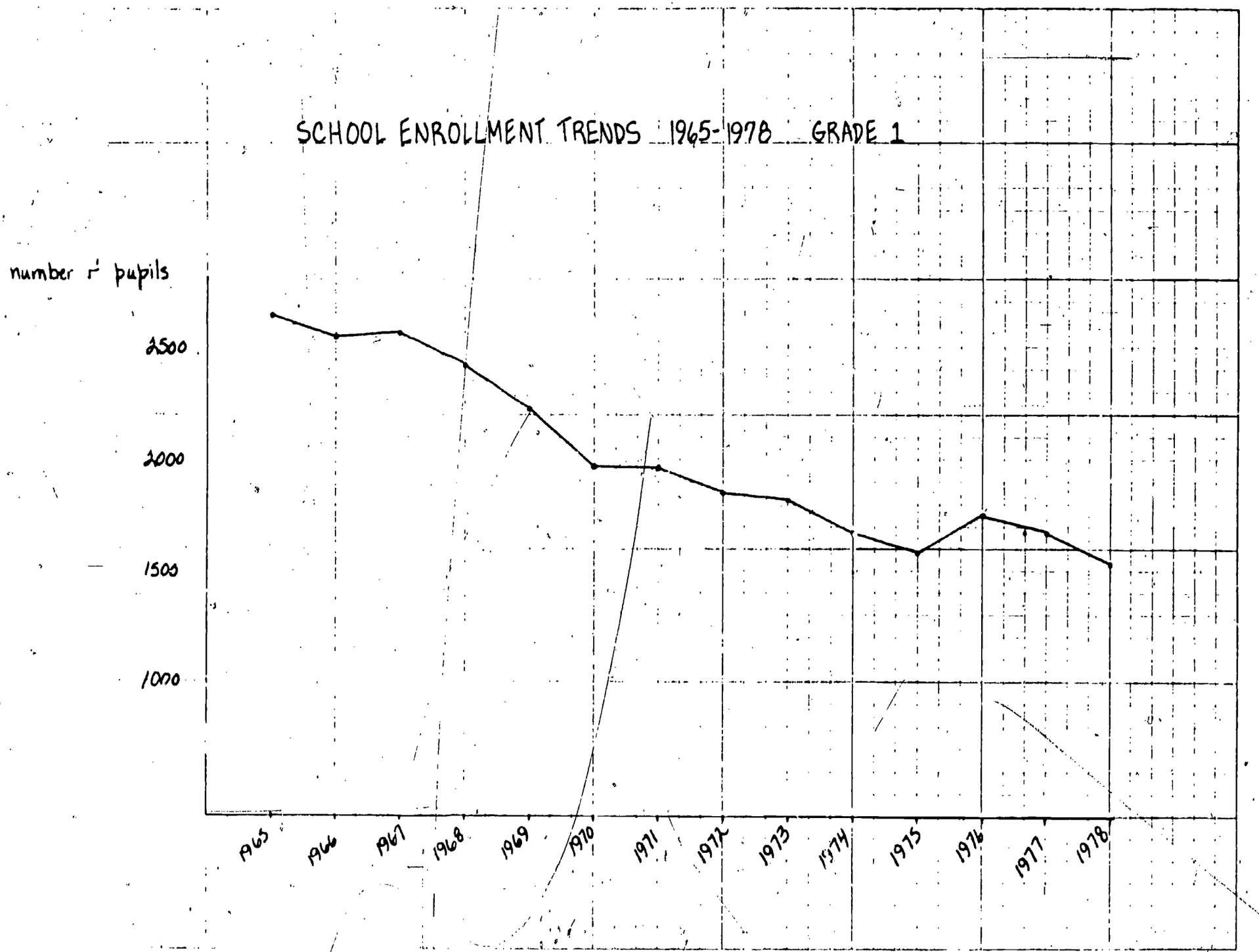

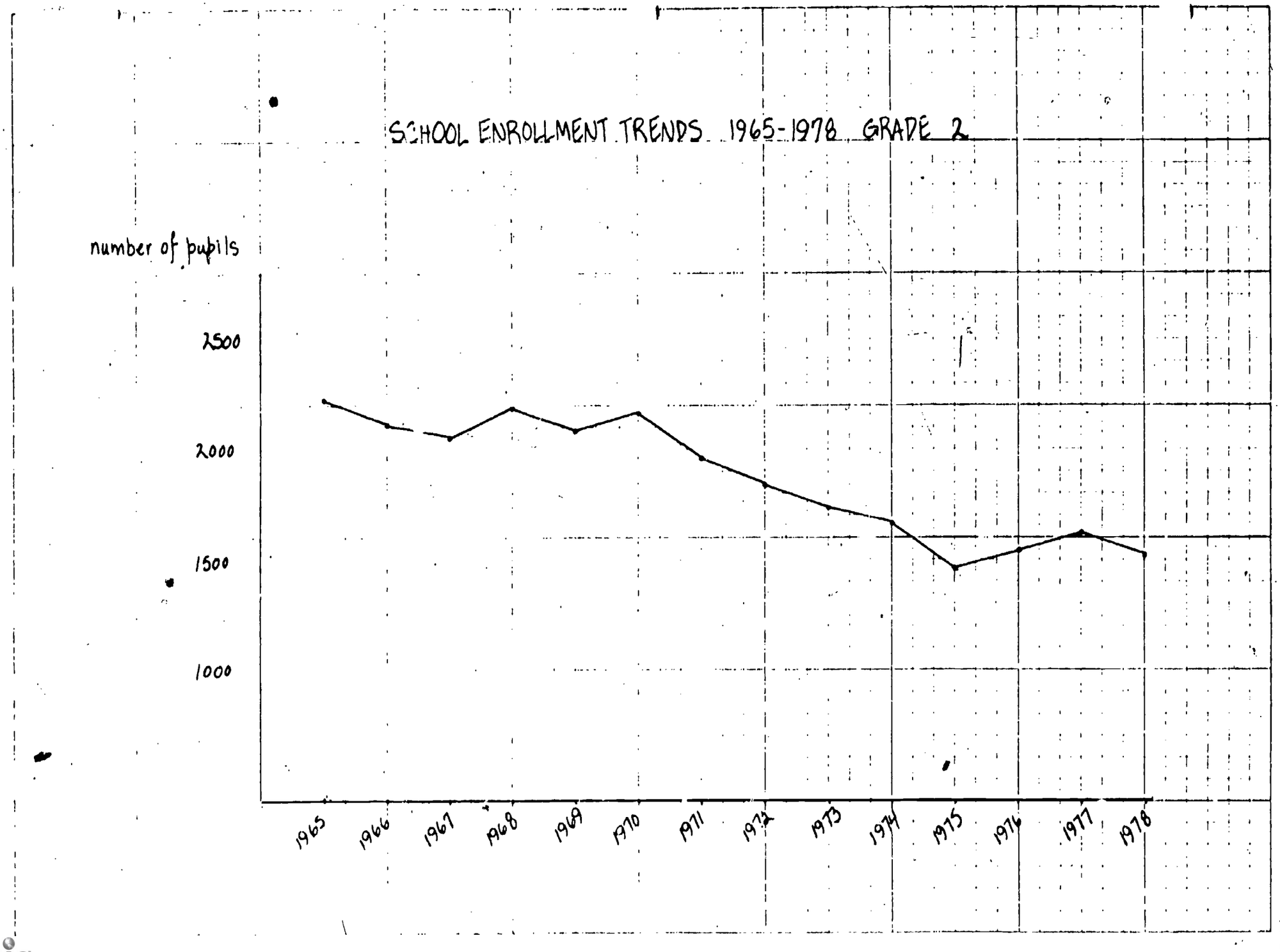
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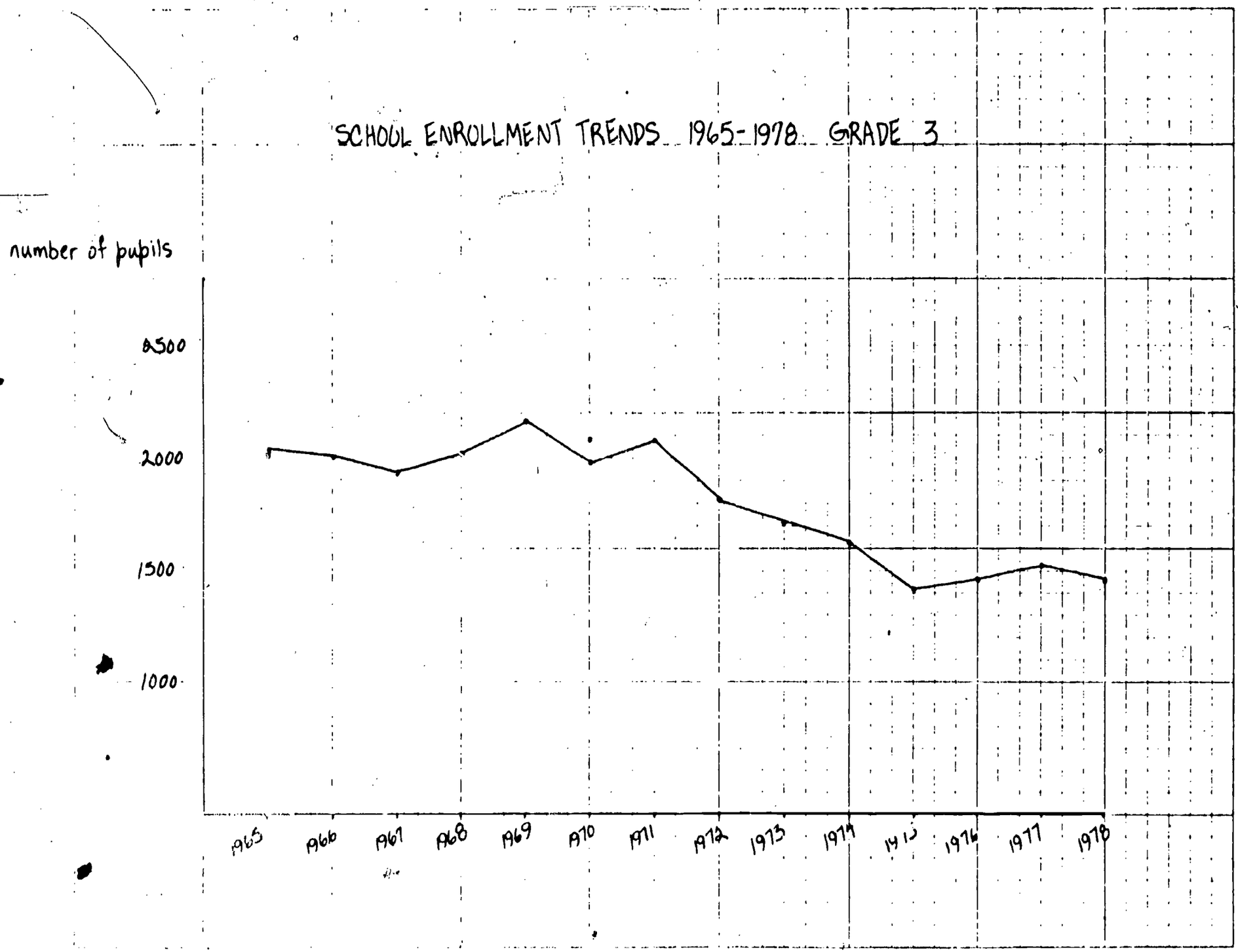
2000
1500
1000
1965
1966
1967
1968
1969
1970
1971
1972
1973
1974
1975
1976
1977
1978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1968
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1972
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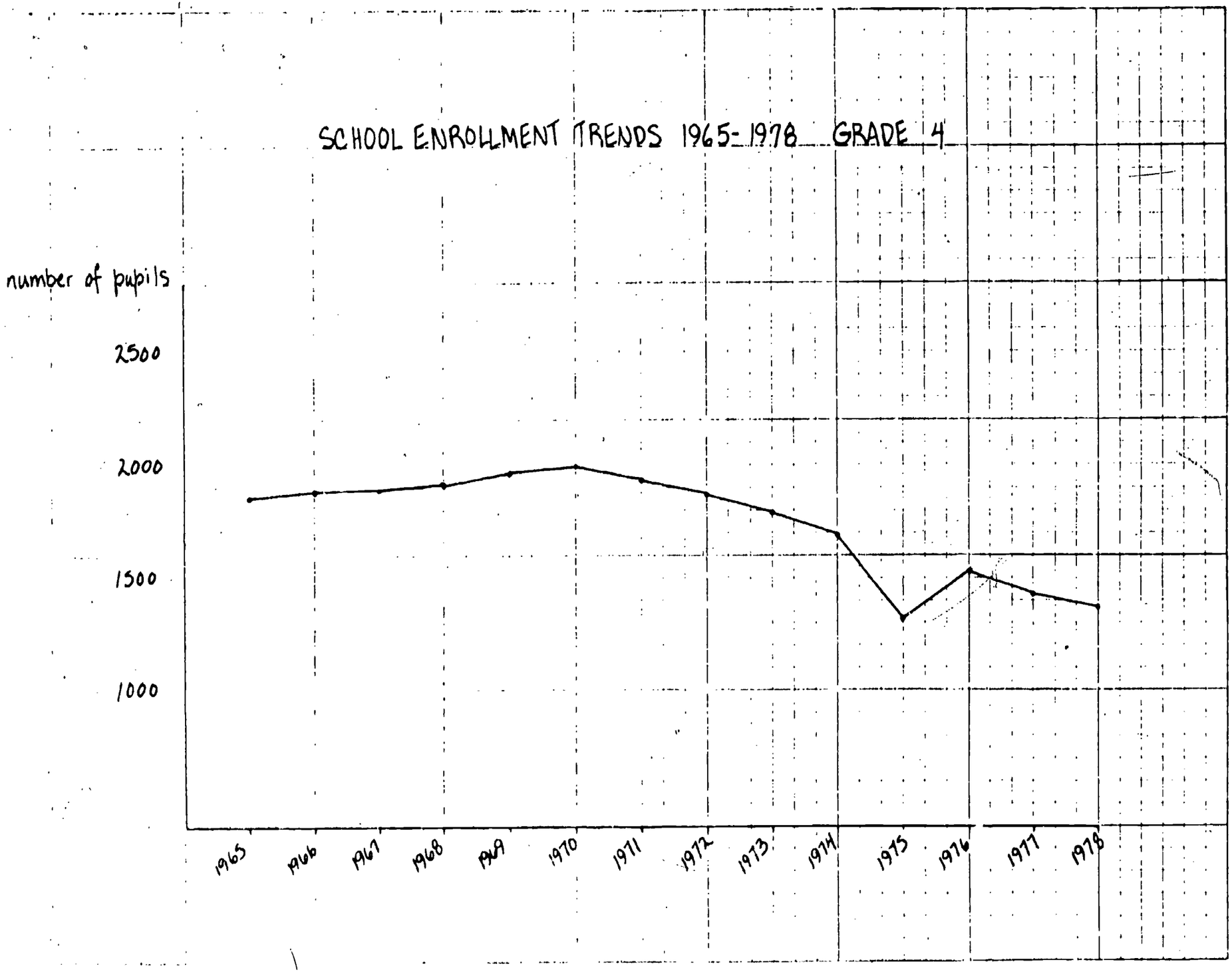
1976
1977
1978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1500
1000
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1966
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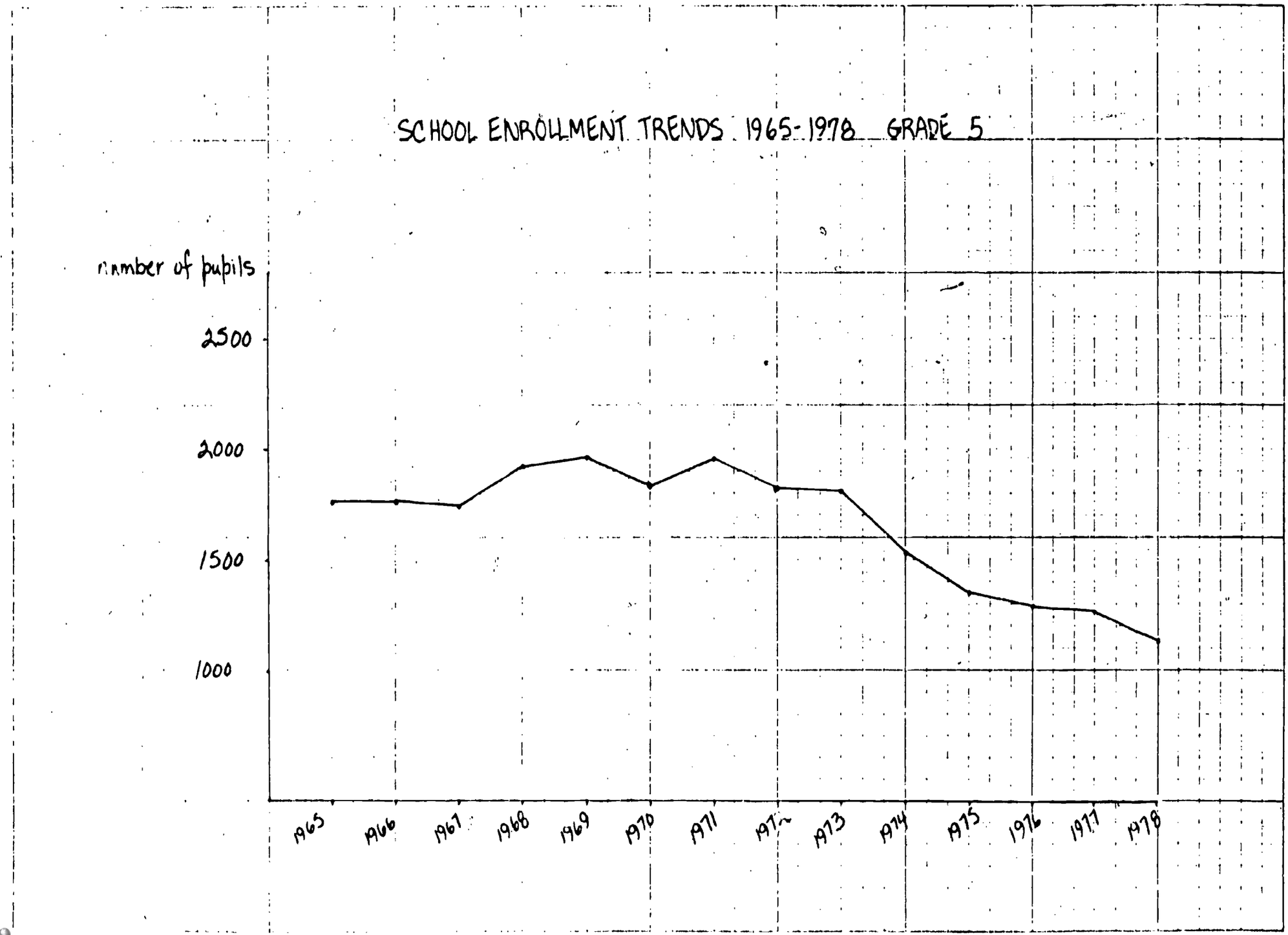
1974
1975
1976
1977
1978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2000
1500
1000
1965
1966
1967
1968
1969
1970
1971
1972
1973
1974
1975
1976
1977
1978

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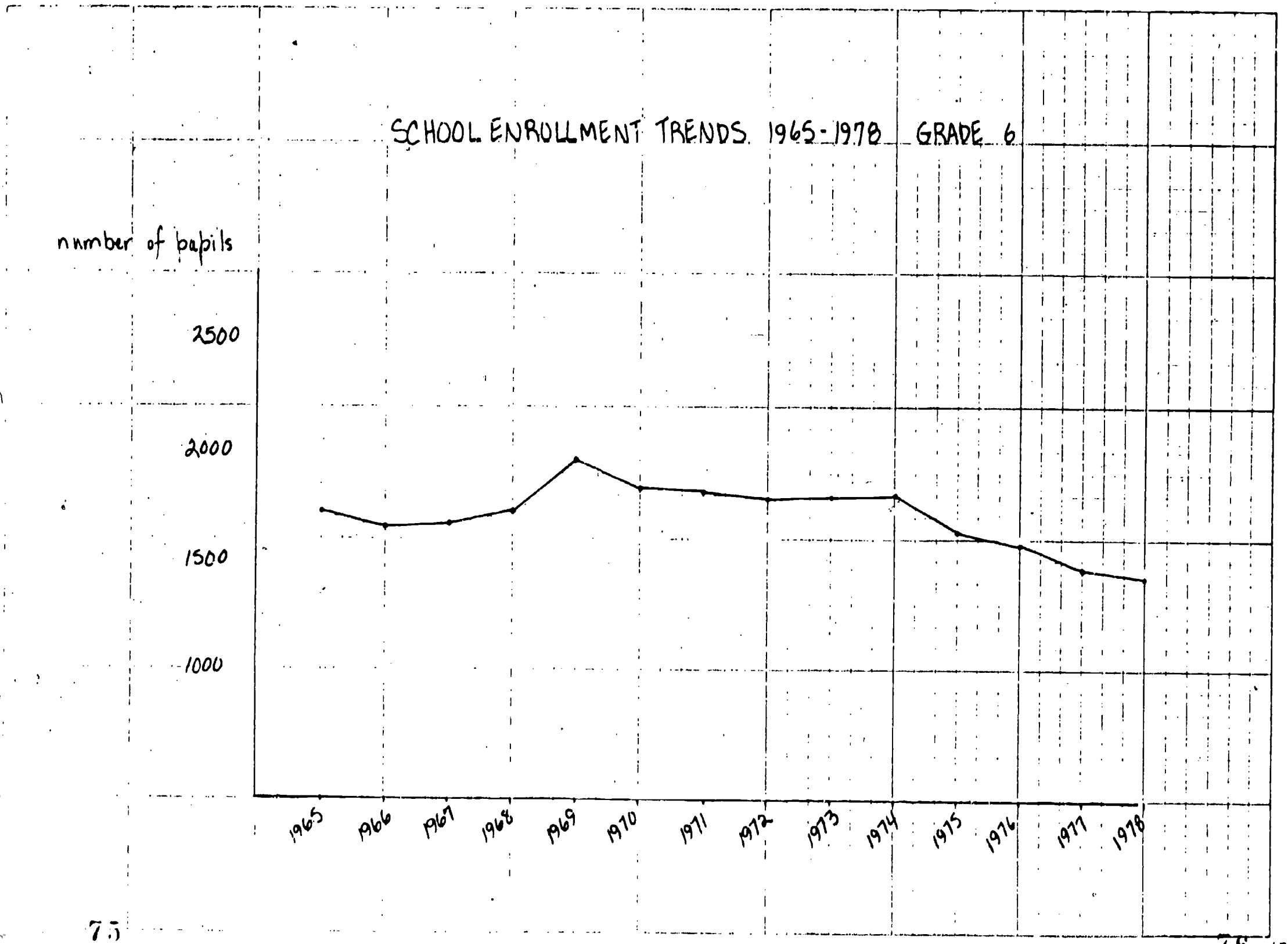

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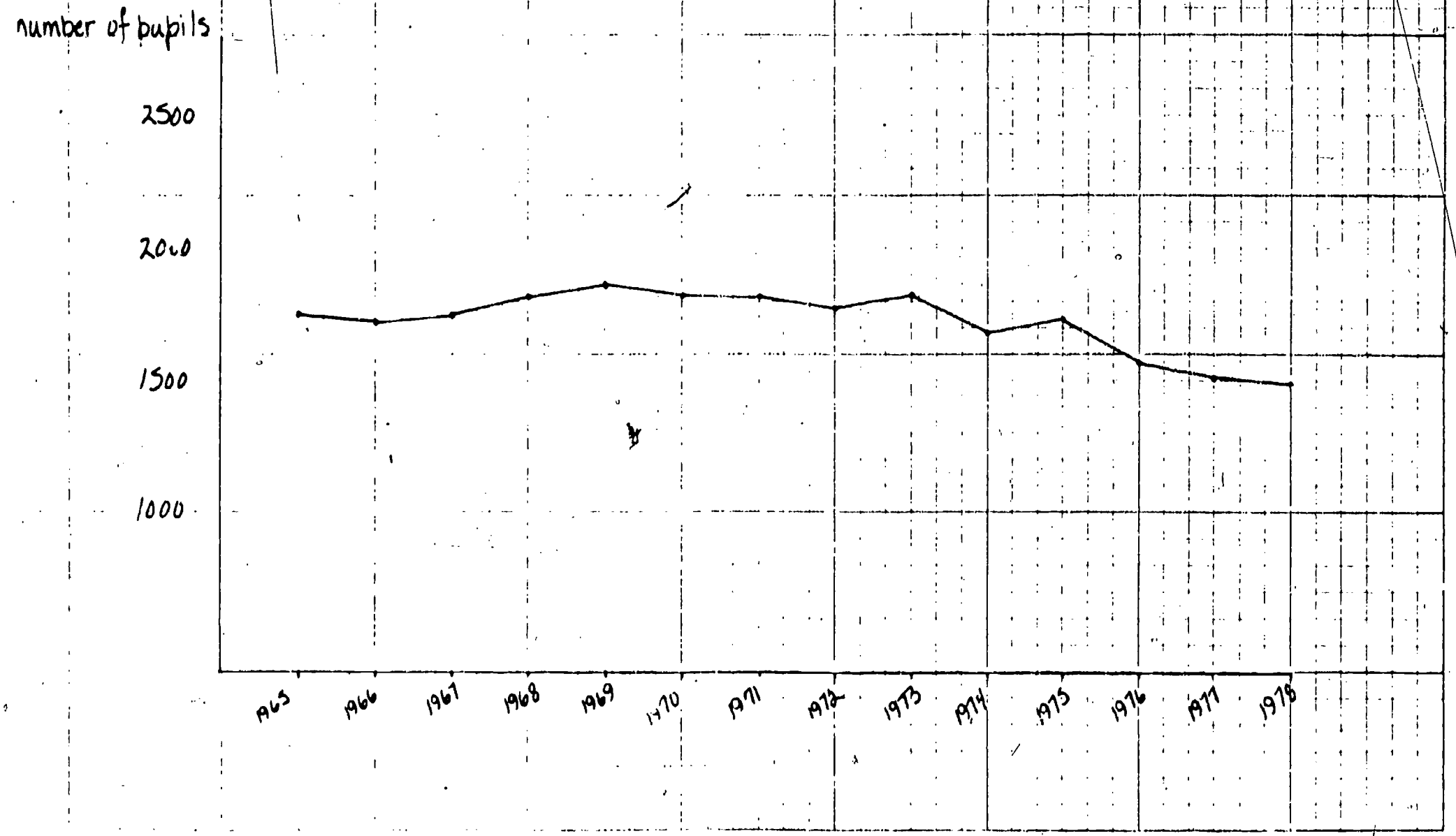

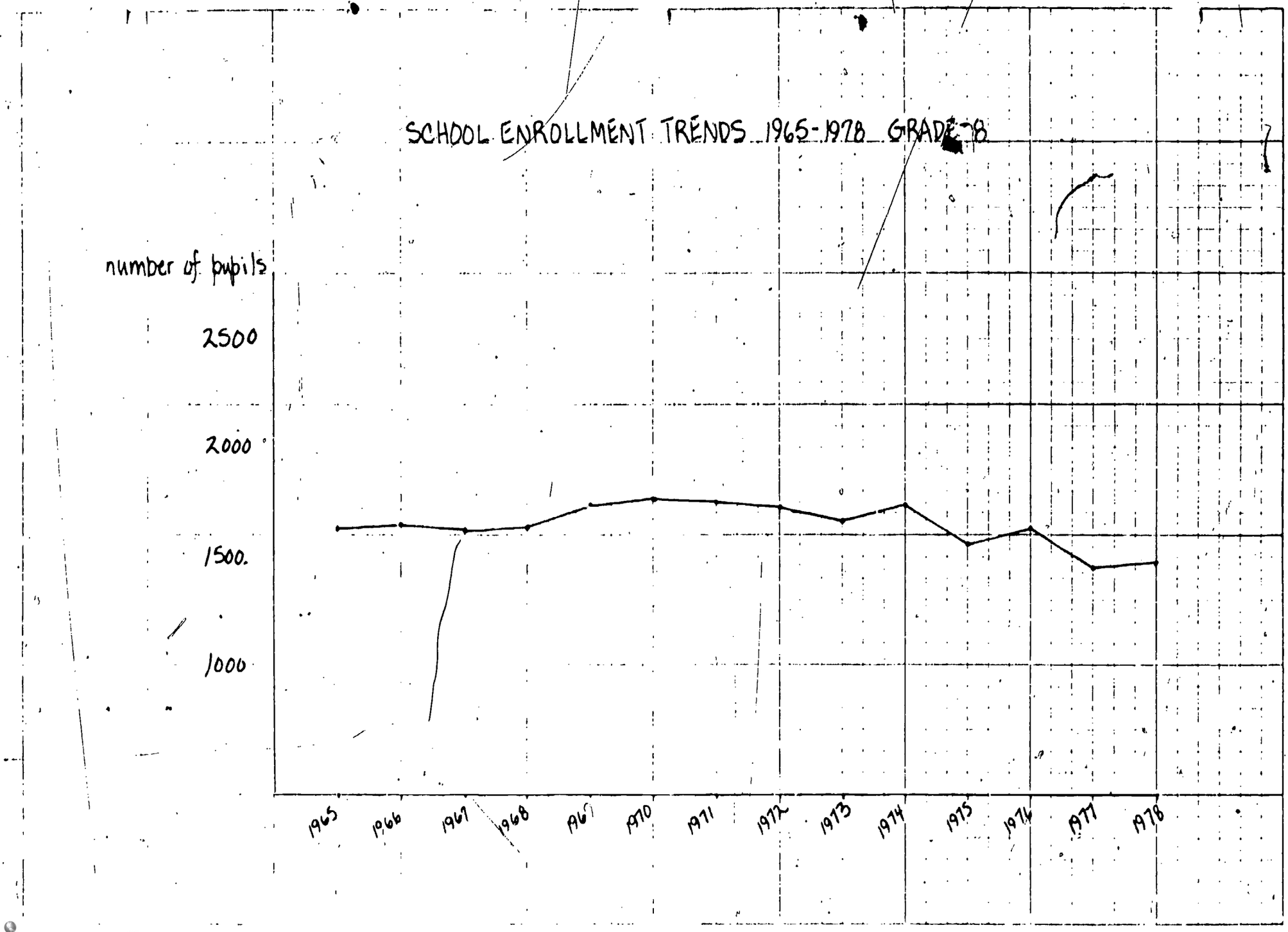
SCHOOL ENROLLMENT TRENDS 1965-1978 GRADE 8
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2000
1500
1000
1965
1966
1967
1968
1969
1970
1971
1972
1973
1974
1975
1976
1977
1978

Fox Point (71.6%), Hartford (71.4%), Elmwood/South Elmwood (71.1%), (Table XII.) Neighborhoods in rank order by percent of school age children in parochial schools are Elmhurst (35.1%), Reservoir (34.8%), Federal Hill (24.2%), Silver Lake (22.6%), and Charles (22.4%). (Table XIII) The three neighborhoods with the highest percent of children in private school are: Blackstone (43%), College Hill (34.9%), and Wayland (15.8%). (Table XIV) Those neighborhoods which with the highest with children not enrolled in school are: Downtown, College Hill, and Wayland. (Table XV)

Enrollment for K-8 between 1965 and 1978 has decreased by 5,517 children or 30%. (Table XVI) In a ten year period, the grade enrollment showed that the number and percent change in each grade is higher in the lower grades than the upper grades. This indicates that the system is losing more younger children than older which has significant implications for facilities planning and program development for grade level reorganization (Table XVII.) As this table and the trend lines show, the percent change of the grades between 1965 and 1978 shows a constant but diminishing loss from kindergarten (-55.2%) to eighth grade (-9.6%.)

While the overall enrollment has fallen, the number and percent of minority students defined by the federal government as Black. Hispanic, Portuguese. Asian/Pacific Islander, and American Indian in the elementary grades have risen. Table XVIII shows that in 1974, the elementary school enrollment was 77.5% White and 22.5% Black (the only minority counted) while in 1978, 59% of the elementary population was White and 41% minority. Of this minority 60% were Black, 20% Hispanic, 15% Portuguese, 8% Asian/Pacific Islander, and less than 1% American Indian. Similarly, the total middle school enrollment was 5,830 students of which just under 75% was White and the rest classified as Black/Otner; while in 1978, of the 4,999 students, just under 58% of the 42% minority were White, 61% Black, almost 18% Hispanic, 16.8% Portuguese, and just under 4% Asian/Pacific Islander, and 002% American Indian. (The enrollment change for these years was -14.3%.) An analysis of the elementary schools by grade for 1978 indicates that while the trend in minority student enrollment is rising for the system overall, the student racial and ethnic composition in the twenty-four elementary schools varies sharply by percent of race and ethnicity (Table XIX.) The highest percent of white students (87%) attend the Webster Avenue School (K-3) followed by Windmill Street School (K-5), Academy Avenue School (K-5), and Robert Kennedy School (K-6.) In all, as the table below shows twenty-one schools have a student body of at least 40% White and fourteen are over 60%. Two schools have an almost equal balance: Lexington Avenue School (K-4) with 31% White, 37% Black, 2% Portuguese, 25% Spanish surname, and Sackett Street School (K-4) with 31% White, 43% Black, 6% Portuguese, 18% Spanish surname, and 4% Asian American. Another, the Mary Fogarty School (K-4), has a student composition of 18% White, 20% Black, 3% Portuguese, 43% Spanish, 0.3% American Indian, 18% Asian American. (The total adding to over 100% is due to rounding.)

ELEMENTARY SCHOOLS: NUMBER OF SCHOOLS BY PERCENT OF WHITE STUDENTS FALL 1978	
PERCENT OF WHITE STUDENT ENROLLMENT	NUMBER OF SCHOOLS
85%	1
80%	2
75%	2
70%	2
65%	2
60%	4
55%	2
50%	1
45%	2
40%	2
35%	0
30%	2
25%	0
20%	0
15%	1
10%	0

Whether these schools primarily serve the neighborhoods around them or have students transported to them may become a critical determinant in the location of facilities for a newly reorganized grade level system. Desegregation as well as a sense of community play a large part in the decision.

The middle school student composition shows an equally sharp variance: Roger Williams is 35% White and Esek Hopkins is 74% White (Table XX). As the table below shows, seven of the eight middle schools are over 45% White, but five are over 65% White.

MIDDLE SCHOOLS: NUMBER OF SCHOOLS BY PERCENT OF WHITE STUDENTS FALL 1978	
PERCENT OF WHITE STUDENT ENROLLMENT	NUMBER OF SCHOOLS
75%	0
70%	3
65%	2
60%	0
55%	0
50%	1
45%	1
40%	0
35%	1
30%	

The student enrollment composition includes the transitional Bilingual students and those in English as a Second Language. Of those registered in the elementary and middle schools, 1,027 or 75% are found in the elementary grades. Within that number,

TABLE XIX

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

School Enrollment by Race and Ethnicity - Elementary Schools, Fall 1978

SCHOOL NAME	GRADE ORGANIZATION	TOTAL	AMERICAN INDIAN		ASIAN/PACIFIC ISLANDER		BLACK		WHITE		HISPANIC		PORTUGUESE	
			#	%	#	%	#	%	#	%	#	%	#	%
First Grade														
Academy Avenue	K-5	50	0		0		7	14	42	84	0		1	2
Althea Street	K-2	61	0		0		20	32.8	33	54	6	9.8	2	3.2
Asa Messer	3-5													
Broad Street	K-5	114	0		4	3.5	17	14.9	48	42	11	9.6	34	29.8
Camden Avenue	K-4	93	0		6	6.5	19	20	61	65.6	6	6.5	1	1
Carl G. Lauro	K-4	75	0		0		22	29.3	46	61.3	6	8	1	1.3
Edmund Flynn	K-5	101	0		1	1	35	34.6	60	59.4	5	5	0	
Francis Crowley	K-5	45	0		0		5	11	40	88	0		0	
Fox Point	K-5	86	0		0		9	10.5	51	59.3	1	1.1	25	29
John Howland	4-5													
Mary Fogarty	K-4	98	0		20	20.4	23	23.5	22	22.5	32	32.6	1	1
Martin Luther King	K-3	126	0		4	3	59	46.8	59	46.8	0		4	3
Laurel Hill Avenue	2-4													
Lexington Avenue	K-6	104	0		4	3.8	41	39.4	35	33.6	23	22	1	1
Ralph Street	K-1	94	0		1	1	24	25.5	59	62.7	9	9.6	1	1
Reservoir Avenue	K-5	30	0		1	3.3	5	16.6	22	73.3	2	6.6	0	
Robert Kennedy	K-6	54	0		0		12	2.2	39	72.2	2	3.7	1	1.8
Sackett Street	K-4	66	0		4	6	27	41	24	36.3	11	16.6	0	
Vezzia Street	K-5	51	0		1	2	20	39.2	30	58.8	0		0	
Vineyard Street	K-4	58	0		3	5	12	20.7	27	46.5	14	24	2	3.4
Weberer Avenue	K-4	37	0		0		5	13.5	32	86.5	0		0	
Willow Street	K-3	61	0		0		3	5	53	86.9	1	1.6	4	6.5
Windmill Street	K-5	34	0		1	2.9	3	8.8	29	85	0		1	3
William D'Abate	K-4	99	0		2	2	32	32.3	46	46.5	15	15	4	4
Total		1537	0		52		400		858		144		83	

Source: Providence School Department, Office of Pupil Accounting, 1978

TABLE XLI

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

School Enrollment by Race and Ethnicity - Elementary Schools, Fall 1978

Second Grade															
SCHOOL NAME	GRADE ORGANIZATION	TOTAL	AMERICAN INDIAN		ASIAN/PACIFIC ISLANDER		BLACK		WHITE		HISPANIC		PORTUGUESE	
			#	%	#	%	#	%	#	%	#	%	#	%
Academy Avenue	K-5	42	0		0		4	9.7	37	90	1	2.4	0	
Althea Street	K-2	42	0		0		16	34.8	26	56.5	2	6.3	2	4.3
Ase Messer	3-5													
Broad Street	K-5	117	0		6	5.1	21	18	43	36.8	5	4.3	42	35.9
Camden Avenue	K-4	82	0		4	4.8	20	24.4	46	56	6	7.3	6	7.3
Carl G. Lauro	K-4	78	0		0		24	30.7	52	66.6	1	1.2	1	1.2
Edmund Flynn	K-5	111	0		3	2.7	29	26	72	64.9	5	4.5	2	1.8
Francis Crowley	K-5	41	0		0		8	19.5	31	75.6	1	2.4	1	2.4
Fox Point	K-5	85	0		0		15	17.6	41	48.2	0		29	34
John Howland	4-5													
Mary Fogarty	K-4	82	0		16	19.5	15	18.2	10	12	38	46.3	3	3.6
Martin Luther King	K-3	141	0		4	2.8	55	39	81	57.4	0		1	.7
Laurel Hill Avenue	2-4	112	0		0		23	20.5	83	74	6	5.3	0	
Lexington Avenue	K-4	63	0		5	8	26	41	12	19	18	28.6	2	3
Ralph Street	K-1													
Reservoir Avenue	K-5	28	0		1	3.5	6	21.4	20	71	1	3.5	0	
Robert Kennedy	K-6	63	0		0		10	15.9	52	82.5	1	1.6	0	
Sackett Street	K-4	62	0		2	3.2	21	33.9	23	37	13	20	3	4.8
Veazie Street	K-5	57	0		0		21	36.8	36	63.2	0		0	
Vineyard Street	K-4	53	0		3	5.6	20	37.7	22	41.5	7	13.2	1	18.9
Webster Avenue	K-4	39	0		0		4	10	35	90	0		0	
Willow Street	K-3	54	0		0		8	14.8	38	70.3	3	5.5	5	9.3
Windmill Street	K-5	40	0		1	2.5	1	2.5	36	90	0		2	5
William D'Abate	K-4	110	0		1	.9	43	39	49	44.5	14	12.7	3	2.7
Total		1502	0		46		390		845		122		103	

Source: Providence School Department, Office of Pupil Accounting, 1978

TABLE XIX

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

School Enrollment by Race and Ethnicity - Elementary Schools, Fall 1978

Third Grade

SCHOOL NAME	GRADE ORGANIZATION	TOTAL	AMERICAN INDIAN		ASIAN/PACIFIC ISLANDER		BLACK		WHITE		HISPANIC		PORTUGUESE	
			#	%	#	%	#	%	#	%	#	%	#	%
Academy Avenue	K-5	40	0		0		9	22.5	31	77.5	1	2.5	0	
Althea Street	K-2													
Asa Messer	3-5	51			1	2	18	35	29	57	3	6	0	
Broad Street	K-5	112	0		6	5.3	21	18.8	50	44.6	9	8	26	23.2
Camden Avenue	K-4	84	0		1	1.2	22	26	52	62	4	4.7	5	6
Carl G. Lauro	K-4	72	0		0		18	13.9	49	68	1	1.4	4	5.5
Edmund Flynn	K-5	89	0		0		28	31.5	52	58.4	2	2.2	7	
Francis Crowley	K-5	44	0		0		7	16	36	82	1	2		
Fox Point	K-5	80	0		0		9	11.3	38	47.5	0		33	41.2
John Howland	4-5													
Mary Fogarty	K-4	81	0		15	18.5	14	17.3	9	11	39	48	4	5
Martin Luther King	K-3	159	0		1	.6	60	37.7	91	57.2	0		7	4.4
Laurel Hill Avenue	2-4	87	0		1	1.1	13	15	66	75.9	5	5.7	2	2.3
Lexington Avenue	K-4	81	0		0		37	45.7	25	30.1	18	22.2	1	1.2
Ralph Street	K-1													
Reservoir Avenue	K-5	31	0		1	3.2	6	19.3	21	67.7	2	6.5	1	3.2
Robert Kennedy	K-6	82	0		0		7	8.5	75	91.5	0		0	
Sackett Street	K-4	65	0		1	1.5	31	47.7	15	23	12	18.5	6	9.2
Vezzie Street	K-5	47	0		0		18	38.3	28	59.6	1	2.1	0	
Vineyard Street	K-4	46	0		2	4.3	15	32.6	20	43.5	4	8.7	5	10.9
Webster Avenue	K-4	36	0		0		3	8.3	33	91.7	0		0	
Willow Street	K-3	53	0		0		11	20.8	33	62.3	4	7.5	5	9.4
Windmill Street	K-5	39	0		1	2.6	4	10.3	32	82	1	2.6	1	2.6
William D'Abate	K-4	84	0		0		31	36.9	41	48.8	9	10.7	3	3.6
Total		1463	0		30		382		826		116		110	

Source: Providence School Department, Office of Pupil Accounting, 1978

TABLE XIX

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

School Enrollment by Race and Ethnicity - Elementary Schools, Fall 1978

Fourth Grade														
SCHOOL NAME	GRADE ORGANIZATION	TOTAL	AMERICAN INDIAN		ASIAN/PACIFIC ISLANDER		BLACK		WHITE		HISPANIC		PORTUGUESE	
			#	%	#	%	#	%	#	%	#	%	#	%
Academy Avenue	K-5	53	0		0		11	20.8	39	73.6	0		3	5.6
Althea Street	K-2													
Asa Messer	3-5	74	0		1	1.3	19	25.7	45	60.8	9	12.1	0	
Broad Street	K-5	97	0		2	2.1	19	19.6	47	48.4	4	4.1	25	25.8
Camden Avenue	K-4	77	1	1.3	6	7.8	16	20.8	44	57.1	4	5.2	6	7.8
Carl G. Lauro	K-4	62	0		0		17	27.4	40	64.5	2	3.2	3	4.8
Edmund Flynn	K-5	82	0		1	1.2	21	25.6	55	67	4	4.9	1	1.2
Francis Crowley	K-5	37	0		0		10	27	27	73	0		0	
Fox Point	K-5	67	0		0		11	16.4	25	37.3	0		31	46.3
John Howland	4-5	119	0		0		36	30.3	79	66.4	2	1.7	2	1.7
Mary Fogarty	K-4	52	1	1.9	4	7.7	6	11.5	15	28.8	25	48	1	1.9
Martin Luther King	K-3													
Laurel Hill Avenue	4-4	108	0		2	1.9	14	13	80	74	4	3.7	8	7.4
Lexington Avenue	K-4	77	0		7	9	17	22	28	36.4	23	29.9	2	2.6
Ralph Street	K-1													
Reservoir Avenue	K-5	30	0		1	3.3	2	6.7	26	86.7	1	3.3	0	
Robert Kennedy	K-6	83	0		0		16	19.3	66	79.5	1	1.2	0	
Sackett Street	K-4	50	0		2	4	25	50	13	26	8	16	2	4
Veazie Street	K-5	56	0		0		24	42.9	32	57.1	0		0	
Vineyard Street	K-4	53	0		2	3.8	21	39.6	22	41.5	8	15	0	
Webster Avenue	K-4	37	0		0		7	18.9	29	78.4	1	2.7	0	
Willow Street	K-3	45	0		0		9	20	32	71		2.2	3	6.7
Windmill Street	K-5													
William D'Abate	K-4	116	0		1	.9	43	37	59	50.9	11	9.5	2	1.7
Total		1375	0		29		344		803		108		89	

Source: Providence School Department, Office of Pupil Accounting, 1978

TABLE XIX

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

School Enrollment by Race and Ethnicity - Elementary Schools, Fall 1978

Fifth Grade

SCHOOL NAME	GRADE ORGANIZATION	TOTAL	AMERICAN INDIAN		ASIAN/PACIFIC ISLANDER		BLACK		WHITE		HISPANIC		PORTUGUESE	
			#	%	#	%	#	%	#	%	#	%	#	%
Academy Avenue	K-5	45	0		0		7	15.5	36	80	2	4.4	0	
Althea Street	K-2													
Asa Messer	3-5													
Broad Street	K-5	95	0		1	1	25	26.3	35	36.8	4	4.2	30	31.6
Camden Avenue	K-4													
Carl G. Lauro	K-4													
Edmund Flynn	K-5	72	0		0		29	40.3	37	51.4	2	2.7	4	5.6
Francis Crowley	K-5	34	0		0		9	26.5	23	67.6	0		2	5.9
Fox Point	K-5	54	0		0		6	11	23	42.6	0		25	46.3
John Howland	4-5	137	0		0		45	32.8	88	64.2	1	.7	3	2.2
Mary Fogarty	K-4													
Martin Luther King	K-5													
Laurel Hill Avenue	K-4													
Lexington Avenue	K-4													
Ralph Street	K-1													
Reservoir Avenue	K-5													
Robert Kennedy	K-6	25	0		0		5	20	17	68	2	8	1	4
Sackett Street	K-4	78	0		0		10	12.8	68	87.2	0		0	
Veazie Street	K-5	46	0		0		20	43.5	15	32.6	8	17.4	3	6.5
Vineyard Street	K-4	65	0		0		42	37	41	63	0		0	
Webster Avenue	K-4													
Willow Street	K-1													
Windmill Street	K-5	43	0		0		7	16.3	32	74.4	0		4	9.3
William D'Abate	K-4													
Total		694	0		1		105		415		19		72	

Source: Providence School Department, Office of Pupil Accounting, 1978

TABLE XIX

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

School Enrollment by Race and Ethnicity - Elementary Schools, Fall 1978

Sixth Grade

SCHOOL NAME	GRADE ORGANIZATION	TOTAL	AMERICAN INDIAN		ASIAN/PACIFIC ISLANDER		BLACK		WHITE		HISPANIC		PORTUGUESE	
			#	%	#	%	#	%	#	%	#	%	#	%
Academy Avenue	K-5													
Althea Street	K-2													
Asa Messer	3-5													
Broad Street	K-5													
Camden Avenue	K-4													
Carl G. Lauro	K-4													
Edmund Flynn	K-5													
Francis Crowley	K-5													
Fox Point	K-5													
John Howland	4-5													
Mary Fogarty	K-4													
Martin Luther King	K-3													
Laurel Hill Avenue	2-4													
Lexington Avenue	K-4													
Ralph Street	K-1													
Reservoir Avenue	K-5													
Robert Kennedy	K-6	98	0		0		16	16.3	81	82.7	1	1	0	
Veazie Street	K-5													
Vineyard Street	K-4													
Webster Avenue	K-4													
Willow Street	K-3													
Windmill Street	K-5													
William D'Abate	K-4													
Total		98	0				16		81		1		1	

Source: Providence School Department, Office of Pupil Accounting, 1978

TABLE XX

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

School Enrollment by Race and Ethnicity - Middle Schools, Fall 1978

SCHOOL NAME	Fifth Grade												
	GRADE ORGANIZATION	AMERICAN INDIAN		ASIAN/PACIFIC ISLANDER		BLACK		WHITE		HISPANIC		PORTUGUESE		TOTAL
		#	%	#	%	#	%	#	%	#	%	#	%	
George J. West	5-8	0		0		22	27.5	43	54	10	12.5	5	6	80
Esek Hopkins	6-8													
Gilbert Stuart	6-8	0		6	4.5	42	32	50	38	30	23	4	3	132
Nathan Bishop	6-8													
Nathanael Greene	5-8	0		0		15	18	59	70	6	7	4	5	84
Oliver Hazard Perry	5-8	0		0		31	25	87	70	2	1.6	5	4	125
Samuel Bridgham	5-8	2	1.3	1	.7	20	13	110	74	14	9	2	1.3	149
Roger Williams	6-8	1	1.5	4	5.8	18	26	19	27.5	26	37.7	1	1.5	69

Source: Providence School Department, Office of Pupil Accounting, 1978

TABLE XX

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

School Enrollment by Race and Ethnicity - Middle Schools, Fall 1978

SCHOOL NAME	Sixth Grade													
	GRADE ORGANIZATION	AMERICAN INDIAN		ASIAN/PACIFIC ISLANDER		BLACK		WHITE		HISPANIC		PORTUGUESE		TOTAL
		#	%	#	%	#	%	#	%	#	%	#	%	
George J. West	5-8	0		1	.6	45	27	108	64.7	9	5.4	4	2.4	167
Esek Hopkins	6-8	0		0		20	20.8	74	77	0		2	2	96
Gilbert Stuart	6-8	0		11	5.5	69	35	73	37	37	19	8	4	198
Nathan Bishop	6-8	0		2	1	55	30	100	54	2	1	25	14	184
Nathanael Greene	5-8	0		0		45	32	83	59	8	6	4	3	140
Oliver Hazard Perry	5-8	0		2	1	39	22.5	121	70	5	3	6	3.5	173
Samuel Bridgham	5-8	0		2	1	34	20	116	69	9	5	7	4	168
Roger Williams	6-8	0		5	2.4	53	25.5	77	37	38	18.3	35	16.8	208

Source: Providence School Department, Office of Pupil Accounting, 1978

TABLE XX

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

School Enrollment by Race and Ethnicity - Middle Schools, Fall 1978

SCHOOL NAME	Seventh Grade													
	GRADE ORGANIZATION	AMERICAN INDIAN		ASIAN/PACIFIC ISLANDER		BLACK		WHITE		HISPANIC		PORTUGUESE		TOTAL
		#	%	#	%	#	%	#	%	#	%	#	%	
George J. West	5-8	1	.4	1	.4	53	22.2	162	68	10	4.2	11	4.6	238
Esek Hopkins	6-8	0		1	.8	18	15.6	92	80	1	.8	3	2.6	115
Gilbert Stuart	6-8	0		10	4	92	38	87	36	44	18	9	3.7	242
Nathan Bishop	6-8	0		3	1.5	58	30	79	41	0		53	27.5	193
Nathanael Greene	5-8	0		1	.5	40	21	137	72.5	5	3	5	2.6	189
Oliver Hazard Perry	5-8	0		0		28	19.4	106	73.6	7	4.9	3	2.1	144
Samuel Bridgham	5-8	0		1	.5	25	14	131	73	9	5	13	72.6	179
Roger Williams	6-8	1	.5	8	4	55	29	61	32	33	17	32	17	190

Source: Providence School Department, Office of Pupil Accounting, 1978

TABLE XX

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION.
FEASIBILITY STUDY; PHASE ONE

School Enrollment by Race and Ethnicity - Middle Schools, Fall 1978

SCHOOL NAME	Eighth Grade													
	GRADE ORGANIZATION	AMERICAN INDIAN		ASIAN/PACIFIC ISLANDER		BLACK		WHITE		HISPANIC		PORTUGUESE		TOTAL
		#	%	#	%	#	%	#	%	#	%	#	%	
George J. West	5-8	0		3	1.5	26	13.7	145	76	4	2	12	6.3	190
Esek Hopkins	6-8	0		1	.7	36	25.7	98	70	0		5	3.6	140
Gilbert Stuart	6-8	0		9	4.7	67	34.9	78	40.6	27	14	11	5.7	192
Nathan Bishop	6-8	0		0		67	33	87	43	1	.5	47	23.3	202
Nathanael Greene	5-8	0		1	.5	53	30	113	64.2	8	4.5	1	.5	176
Oliver Hazard Perry	5-8	0		1	.5	42	23.2	127	70	4	2.2	7	3.9	181
Samuel Bridgham	5-8	0		3	1.6	38	19.9	142	74.3	4	2	4	2	191
Roger Williams	6-8	0		7	3.5	59	29.8	82	41.4	25	12.6	25	12.6	198

Source: Providence School Department, Office of Pupil Accounting, 1978

TABLE XXI

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

Transitional Bilingual Students for Elementary and Middle Schools, 1978
Including English As A Second Language

SCHOOL	K	1	2	3	4	5	6	7	8	TOTAL
Vineyard Elem.	8	13	8	2	7					38
Asa Messer Elem.					1					1
Broad Street Elem.		28	29	9	5	5				76
Ralph Street Elem.		3								3
Crowley Memorial Elem.			1	1						2
Lexington Elem.	12	23	9	8	4		6			62
Laurel Hill Elem.			1	1	2					4
John Howland Elem.						2				2
Robert Kennedy Elem.							1			1
Carl Lauro Elem.		15	20	13	9					58
Reservoir Ave. Elem.				1						1
Fox Point Elem.	24	59	29	38	31	26				207
Wm. D'Abate Elem.	14	11	3	1	3					32
Sackett St. Elem.	10	4	2	5	6	2				29
Edmund Flynn Elem.					1					1
Althea St. Elem.	1	9	1							11
Mary Fogarty Elem.	47	49	47	42	24					209
Camden Ave. Elem.	2	10	1	7	8					28
Martin Luther King Elem.	1			1						2
Samuel Bridgham Middle					6	7	5	5		23
Nathan Bishop Middle							19	17	35	71
Gilbert Stuart Middle						9	18	20	24	71
Nathanael Greene Middle						1				1
Oliver Hazard Perry Middle								1		1
Roger Williams Middle						15	33	33	12	93
TOTAL	119	224	152	129	107	67	82	82	65	1027

Source: Office of Personnel, Providence School Department, 1978

TABLE XXII

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

Handicapped Students by Elementary School and by Type of Handicap, 1978

Name of School	Total Number Handicapped Students	Mentally Retarded Educable	Mentally Retarded Trainable	Mentally Retarded Profoundly Severely	Emotionally Handicapped Behavior Disorders	Deaf Hard of Hearing	Neurologically Impaired	Orthopedically Impaired	Speech Hearing Deficiency	Aphasic	Blind Partially Sighted	Learning Disability	Not Categorized	Multi Handicapped	Mainstreamed	Other
Academy Avenue	0															
Althea Street	7											7				
Asa Messer	4											4				
Broad Street	28								20			2			6	
Camden Avenue	21							9				11	1			
Flynn	6				1							5				
Fox Point	8						1	2				5				
Hodgman	10						1					9				
Lauro	6											6				
Laurel Hill Avenue	21						2		8		1	10				
Lexington Avenue	8											8				
King	8							1				7				
Fogarty	7						1					6				
Ralph Street	7											7				
Greene	14								9			5				
Reservoir Avenue	5											5				
Kennedy	15						1					14				
Sackett Street	6											6				
Veazie Street	9						2					7				
Vineyard	5											5				
Webster Avenue	6											6				
D'Abate	11											11				
Willow Street	4											4				
Windmill Street	26					8	10					8				
Total	242				1	8	18	12	37		1	158	1		6	

Source: Providence School Department

*Not Categorized as of December 10, 1978

two schools (Fox Point and Mary Fogarty) house over 50% or 416 pupils. Other schools with over 50 students are: Broad Street, Lexington Avenue, and Carl Lauro. Three middle schools (Roger Williams, Nathan Bishop, and Gilbert Stuart) house over 90% of all bilingual middle school students (Table XXI).

There is a total number of 242 diagnosed handicapped students in the elementary schools. Six (.02%) have been categorized as mainstreamed. The middle school enrollment of handicapped students is 279, none of which are categorized as mainstreamed (Table XXII).

Enrollment projections have been prepared by the School Department for each elementary and middle school. The 24 elementary schools show a net loss of 424 students for 1979-80 or a percent change of -.06% between 1977 and 1979. However, wide variation exists between schools. Fifteen of the schools are projected as losing students. These schools range from Windmill, Vineyard, Academy, Camden, and Ralph Street (-20% to -16%) to Broad Street (-.04%). Nine schools show an increase: Reservoir Avenue with almost 50%, Fogarty at 9%, and William D'Abate with 1.0%. The middle schools show a loss of 317 students or -.061%. Here the ranges are less striking; the Oliver Hazard Perry heads the list with a loss of -19%, Esek Hopkins at -16%, and Bridgham at -0.9%. Only one school, Roger Williams, had a slight increase of 0.3% (Table XXIII).

Staffing Pattern

The fiscal aspect of the staffing pattern is discussed in more detail in the next chapter. Table XXIV reviews the type of teachers found in each elementary school including full-time teachers, itinerant teachers, special education teachers, and federally funded teachers. The table shows their relationship to the enrollment, number of students by grade, and the number of classes by grade. Federally funded teachers are further categorized in Table XXV by type of federal program including reading, mathematics, ESL/LEA, Bilingual LEA, and Title VII. Table XXVI also indicates the number of teacher aides in elementary and middle schools by type of funding program. The Fogarty School leads the list of federally funded teachers and teacher aides, followed by Fox Point. Table XXVII summarizes the number of teachers by grade taught (elementary and middle school). The 470 teachers (excluding bilingual) seem to be fairly evenly distributed between grades ranging from 7.6% for pre-kindergarten and kindergarten to about 13% for first grade, seventh grade, and eighth grade. Only 2% or 10 teachers instruct bilingual classes. In reviewing the number of non-teaching personnel, approximately 300 staff and personnel, 54% are custodians, 17% clerks, 11% cafeteria workers, 7% nurses (systemwide), 7% librarians, .02% guidance personnel, and .01% school psychologists.

In any analysis of the staffing pattern and its reallocation under grade level reorganization, attention must be given to the need for support service program personnel as a way to provide the optimum educational learning environment. These staffing patterns must be reviewed, along with student composition information, neighborhood characteristics, and curriculum development to fit within the goals of the Providence School Department.

TABLE XXII

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

Handicapped Students by Middle School and by Type of Handicap, 1978

Name of School	Total Number Handicapped Students	Mentally Retarded Educable	Mentally Retarded Trainable	Mentally Retarded Profoundly Severely	Emotionally Handicapped Behavior Disorders	Deaf Hard of Hearing	Neurologically Impaired	Orthopedically Impaired	Speech Hearing Deficiency	Aphasic	Blind Partially Sighted	Learning Disability	Not Categorized *	Multi Handicapped	Mainstreamed	Other
Hopkins	17					1						10	6			
West	37				1						1	33				
Stuart	38				1		4					22	10			
Bishop	31					1	2				1	27				
Greene	47				1		16					25	4			
Perry	28	1			1		1					19	4			1
Williams	28	3			2		2					13	8			
Bridgham	58	1			4	1	2					28	21			
Total number of handicapped students	279	5	0	0	10	3	27	0	0	0	2	177	54	0	0	1

*Not categorized as of December 10, 1978
Source: Providence School Department

TABLE XXIII

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

Elementary School Enrollment Projections 1979-80 and Percent Change

SCHOOL	GRADE ORGANI-ZATION	NEIGHBORHOOD	# PUPILS EXCLUDING KINDERGARTEN 1977-1978	# PUPILS EXCLUDING KINDERGARTEN 1979-1980 PROJECTION	CHANGE	
					NUMBER	PERCENT
Academy Avenue	K-5	Mt. Pleasant	284	236	- 48	-16.9
Althea Street	K-2	West End	108	110	+ 2	+ 1.8
Asa Messer	3-5	West End	156	150	- 6	+ 3.8
Broad Street	K-5	Washington Park	512	510	- 2	- .4
Camden Avenue	K-4	Smith Hill	384	320	- 64	-16.6
Carl G. Lauro	K-4	Federal Hill	314	285	- 29	- 9.2
Edmund Flynn	K-5	Upper South Providence	425	452	+ 27	+ 6.3
Fox Point	K-5	Fox Point	411	372	- 39	- 9.5
Francis J. Crowley	K-5	Valley	196	206	+ 10	+ 5.1
John Howland	4-5	Blackstone	254	265	+ 11	+ 4.3
Laurel Hill Avenue	2-4	Hartford	326	290	- 36	-11.0
Lexington Avenue	K-4	Elmwood	297	315	+ 18	+ 6.1
Martin Luther King	K-3	Mt. Hope	472	403	- 69	-14.6
Mary E. Fogarty	K-4	Upper South Providence	298	325	+ 27	+ 9.1
Ralph Street	K-1	Silver Lake	129	108	- 21	-16.3
Reservoir Avenue	K-5	Reservoir	102	152	+ 50	+49.0
Robert Kennedy	K-6	Elmhurst	492	433	- 59	-12.0
Sackett Street	K-4	Elmwood	334	305	- 29	- 8.6
Veazie Street	K-5	Wanskuck	302	265	- 37	-12.2
Vineyard Avenue	K-4	Elmwood	247	200	- 47	-19.0
Webster Avenue	K-4	Silver Lake	199	168	- 31	-15.5
William D'Abate	K-4	Olneyville	393	397	+ 4	+ 1.0
Willow Street	K-3	West End	177	170	- 7	- 3.9
Windmill Street	K-5	Charles	245	196	- 49	-20.0
TOTAL			7057	6633	-424	- 6.0

Source: Project/Service Budget Evaluation Format
Providence School Department,, 1979

TAPLE XXIII

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

Middle School Enrollment Projections 1979-80 and Percent Change

SCHOOL	GRADE ORGANI-ZATION	NEIGHBORHOOD	# PUPILS EXCLUDING KINDERGARTEN 1977-1978	# PUPILS EXCLUDING KINDERGARTEN 1979-1980 PROJECTION	CHANGE	
					NUMBER	PERCENT
Esek Hopkins	6-8	Charles	373	312	- 61	-16.3
George J. West	5-8	Mt. Pleasant	736	719	- 17	- 2.3
Gilbert Stuart	6-8	Elmwood	787	762	- 25	- 3.2
Nathan Bishop	6-8	Blackstone	600	575	- 25	- 4.2
Nathanael Greene	5-8	Elmhurst	645	598	- 47	- 7.3
Oliver Hazard Perry	5-8	Hartford	710	572	-138	-19.4
Roger Williams	5-8	Lower South Providence	653	655	+ 2	+ .3
Samuel W. Bridgham	6-8	Federal Hill	661	655	- 6	- .9
TOTAL			5165	4848	-317	- 6.1

Source: Project/Service Budget Evaluation Format
Providence School Department, 1979

TABLE XXIV

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

Elementary School Teachers by Number of Full-Time, Itinerant, Special Education, and Federal Funding, 1978

SCHOOL	GRADE ORGANIZATION	ENROLLMENT	NUMBER OF STUDENTS							NUMBER OF CLASSES							FULL-TIME TEACHERS	ITINERANT TEACHERS	SPECIAL EDUCATION TEACHERS	FEDERAL FUNDED TEACHERS
			K	1	2	3	4	5	6	K	1	2	3	4	5	6				
Academy Avenue	K-5	260	29	54	41	39	52	46		1	2	2	2	2	2		10	6		
Althea Street	K-2	148	40	62	49					1	2	2					5			2
Asa Messer	3-4	128				69	79						3	3			6	7		1
Broad Street	K-5	603	69	116	119	114	101	94		2	4	5	5	4	4		22	1		
Camden Avenue	K-4	417	70	94	74	81				2	4	3	4	4			19		1	3
Carl Lauro	K-4	337	58	89	70	77	61			2	3	3	3	2			16	4		3
Edmund Flynn	K-5	493	45	95	109	85	83	71		2	5	6	4	3	3					
Francis Crowley	K-4	236	37	47	40	44	35	26		2	2	2	2	2	2		8	6		
Fox Point	K-5	415	49	84	82	79	69	53		3	3	3	4	4	2	18				1
John Howland	4-5	256					106	133						8	8		9			
Laurel Hill Ave.	2-4	307			111	76	99					4	4	4			15	5		
Lexington Ave.	K-4	364	41	109	53	72	80			1	5	4	4	4			13	1		
Mary E. Fogarty	K-4	416	119	97	91	77	55			4	4	3	3	3			13	1		
Martin Luther King	K-3	533	100	125	143	151				2	5	6	6				21			1
Ralph Street	K-1	187	93	95						4	5						7	6		1
Reservoir Ave.	K-5	171	25	25	29	30	25	28		1	1	1	1	1	1		4	1		
Robert Kennedy	K-6	530	71	62	60	85	81	78	95	2	3	3	3	3	3	4	22	5		
Sackett Street	K-5	339	51	61	63	62	48	43		1	3	3	3	3	2		13			
Veazie Street	K-5	342	65	42	58	43	45	65		2	2	2	2	2	2		13			2
Vineyard Street	K-4	252	54	65	46	44	54			1	3	2	2	2			12			2
Webster Avenue	K-4	209	56	39	41	36	39			1	2	2	2	2			8	6		
Willow Avenue	K-3	224	51	60	58	31				1	3	3	2				7			
Windmill Street	K-5	244	35	55	37	36	44	39		2	2	2	2	2	2		9		1	
William D'Abate	K-4	496	85	100	100	91	113			2	4	4	3	4			19	5		1

Source: School Department Enrollment Figures, Providence School Department, 1978

TABLE XXVII

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

Number of Teachers by Grade in Elementary and Middle Schools, 1979

	TOTAL NO TEACHERS	PRE-K ONLY	PRE-K AND KINDER-GARTEN	KINDER-GARTEN ONLY	FIRST GRADE ONLY	FIRST AND SECOND GRADES	SECOND GRADE ONLY	SECOND AND THIRD GRADES	THIRD GRADE ONLY	THIRD AND FOURTH GRADES	FOURTH GRADE ONLY	FOURTH AND FIFTH GRADES	FIFTH GRADE ONLY	SIXTH GRADE ONLY	SEVENTH GRADE ONLY	EIGHTH GRADE ONLY	BILINGUAL*
ELEMENTARY																	
Academy Ave.	11			1	2		2		2		1		2				
Althea St.	5			1	2		2										
Asa Messer	6								3		3						
Broad Street	21			2	4	1	3	1	3		3	1	3				
Camden Ave.	16			2	4		3		3	1	3						
Edmund Flynn	21	1		1	3	2	3	1	3		3		3				
Fox Point	16			2	3		3		3	2	2		1				1½
John Howland	8										2	4	2				
Carl G. Lauro	13			2	3		3		3		2						
Laurel Hill Ave.	12						4		4		4						
Lexington Ave.	12			1	3	1	2		2	1	2						
Martin Luther King	18			2	5		5	1	5								
Mary Fogarty	15	2	1	1	3	1	2	1	2		2						3½
Ralph Street	9			4	5												
Francis Crowley	9			2	1	1	1		1	1		1	1				
Reservoir Ave.	6			1		1	1		1		1		1				
Robert Kennedy	20			2	2	1	2		3		3		3	4			
Sackett Street	10			1	2	1	2		2	1	1	1	1				
Veazie Street	12			2	2		2		2		2		2				
Vineyard Street	10			1	3		2		2		2						
Webster Avenue	8			1	2		2		1	1	1						
Willow Street	7			1	2	1	1	1	1								
Windmill Street	9			2	1	1		1	1		1	1	1				
MIDDLE																	
Esek Hopkins	15													5	4	6	
George J. West	30												4	7	11	8	
Gilbert Stuart	51												6	8	9	8	1
Nathan Bishop	24													8	8	8	
Nathanael Greene	24												3	6	8	7	
Oliver Hazard Perry	25												5	7	6	7	
Roger Williams	24												3	7	7	7	
Samuel Bridgham (New)	24												5	6	6	7	
TOTAL NUMBER OF TEACHERS BY GRADE	470	3	1	32	52	11	45	6	45	7	39	8	46	58	59	58	10

* Bilingual Teachers included in regular teacher totals by grade

Source: Personnel Office, Providence School Department, February, 1979.

TABLE XXVII

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

Number of Teachers by Grade in Elementary and Middle Schools, 1979

	TOTAL NO TEACHERS	PRE-K ONLY	PRE-K AND KINDER-GARTEN	KINDER-GARTEN ONLY	FIRST GRADE ONLY	FIRST AND SECOND GRADES	SECOND GRADE ONLY	SECOND AND THIRD GRADES	THIRD GRADE ONLY	THIRD AND FOURTH GRADES	FOURTH GRADE ONLY	FOURTH AND FIFTH GRADES	FIFTH GRADE ONLY	SIXTH GRADE ONLY	SEVENTH GRADE ONLY	EIGHTH GRADE ONLY	BILINGUAL*
ELEMENTARY																	
Academy Ave.	11			1	2		2		2		1		2				
Althea St.	5			1	2		2										
Asa Messer	6								3		3						
Broad Street	21			2	4	1	3	1	3		3	1	3				
Camden Ave.	16			2	4		3		3	1	3						
Edmund Flynn	21	1		1	3	2	3	1	3		3		3				
Fox Point	16			2	3		3		3	2	2		1				8½
John Howland	8										2	4	2				
Carl G. Lauro	13			2	3		3		3		2						
Laurel Hill Ave.	12						4		4		4						
Lexington Ave.	12			1	3	1	2		2	1	2						
Martin Luther King	18			2	5		5	1	5								
Mary Fogarty	15	2	1	1	3	1	2	1	2		2						3½
Ralph Street	9			4	5												
Francis Crowley	9			2	1	1	1		1	1		1	1				
Reservoir Ave.	6			1		1	1		1		1		1				
Robert Kennedy	20			2	2	1	2		3		3		3	4			
Sackett Street	10			1	2	1	2		2	1	1	1	1				
Veazie Street	12			2	2		2		2		2		2				
Vineyard Street	10			1	3		2		2		2						
Webster Avenue	8			1	2		2		1	1	1						
Willow Street	7			1	2	1	1	1	1								
Windmill Street	9			2	1	1		1	1		1	1	1				
MIDDLE																	
Esek Hopkins	15													5	4	6	
George J. West	30												4	7	11	8	
Gilbert Stuart	31												6	8	9	8	1
Nathan Bishop	24													8	8	8	
Nathanael Greene	24												3	6	8	7	
Oliver Hazard Perry	25												5	7	6	7	
Roger Williams	24												3	7	7	7	
Samuel Bridgham (New)	24												5	6	6	7	
TOTAL NUMBER OF TEACHERS BY GRADE	470	3	1	32	52	11	45	6	45	7	39	8	46	58	59	58	10

* Bilingual Teachers included in regular teacher totals by grade

Source: Personnel Office, Providence School Department, February, 1979.

TABLE XXVIII

[illegible] SCHOOL DESEGREGATION/INTEGRATION
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

Number of Non-Teaching Personnel for Elementary and Middle Schools, 1975

NAME OF SCHOOL	CUSTODIANS	CLERKS	LIBRARIANS	NURSES	CAFETERIA WORKERS	GUIDANCE PERSONNEL	SOCIAL WORKERS	SCHOOL PSYCHOLOGISTS	SCHOOL TOTAL
Academy Avenue Elem.	3	1							4
Althea Street Elem.	1	1							2
Asa Messer Elem.	2	1							3
Broad Street Elem.	4	3	1			1			8
Camden Avenue Elem.	5	2	1			1			9
Edmund Flynn Elem.	4	3	1			1	1		9
Fox Point Elem.	6	1	1						8
John Howland Elem.	2	1							3
Carl Lauro Elem	10	1	1			1			13
Laurel Hill Ave. Elem.	3	1				1			5
Lexington Ave. Elem.	3	1				1			5
Martin Luther King Elem.			1						1
Mary E. Fogarty Elem.	4	1	1			1			7
Ralph Street Elem.	1	1							2
Francis J. Crowley Elem.	3	1	1						5
Reservoir Ave Elem.	1								1
Robert F. Kennedy Elem.	4	2	1			1			8
Sackett Street Elem.	3	1	1						5
Veazie Street Elem.	7	1	1			1			10
Vineyard Street Elem.	3	1	1			1			6
Webster Ave. Elem.	3	1							4
William D'Abate Elem.	5	2				1			8
Willow Street Elem.	1	1							2
Windmill Street Elem.	7	1	1						9
Esek Hopkins Middle	8	2	1			2			14
George J. West Middle	8	3	1			2			14
Gilbert Stuart Middle	10	4	1			4			19
Nathan Bishop Middle	10	1	1			3			17
Nathanael Greene Middle	10	3	1			2			16
Oliver H. Perry Middle	8	3	1			3			15
Roger Williams Middle	10	3	1			3			17
Samuel W. Bridgham Middle	10	3	1			3			17
System Wide Personnel (Staff used at more than one School)				22			7	3	32
TOTAL	16.	51	21	22		34	8	3	300

Source: Personnel Department, Providence School Department
February, 1976

Transportation

Transportation is a factor which will change as major decisions are made about reorganizing the grade structure. It is not a primary consideration in the location of the facilities except as a cost issue since the amount of bussing, given the rising energy costs, must be considered in any fiscal assessment. For purposes of the Phase I study, however, a review was made of the current number of bussed children in elementary and middle schools and the reasons for the bussing. There are just under 2,500 elementary and middle school students being bussed in 1978-1979. Of these, 60% are for desegregation purposes and 40% due to distance. Of this total, 55% go to four schools: John Howland, Carl Lauro, Martin Luther King, and Robert Kennedy Elementary Schools (Table XXIX).

Citizen Participation Organizations

The identification of the citizen participation organization by school is a first step in the involvement of all citizens in a collaborative decision-making process concerning grade level reorganization. Table XXX indicates that all elementary schools have either a PTA/PTO or a Title I Parents Advisory Council; eight have both organizations. Eleven schools have feeder pattern committees. Similarly, the middle schools have either a PTA/PTO or a Title I Parents Advisory Council, but rarely both. All but two have feeder pattern committees. The information available indicates that there is the network of citizen support, which is ready to participate in these decisions.

Neighborhood Characteristics

Understanding the community is an essential aspect of developing a quality learning environment. It is equally relevant in determining the location of school facilities when the reasons for the location of these facilities include the commitments discussed earlier.

The most current information available on Providence is found in the Magnet School Report. This information will provide documentation for their decisions. Below is an excerpt from Volume I of the Final Report of the Neutral Site Planning Project (pages 95-96) which describes the critical characteristics to understanding the neighborhood and its relationship to educational programming. Following this excerpt is a table (Table XXXI) which ranks the indicators by neighborhood, thereby providing a picture of the pertinent conditions which affect education.

> As a way to summarize the twenty-four profiles and to visually indicate the relationship of the indicators to each other as they form a whole, a table was developed of the neighborhoods ranked in relation to each other according to thirteen critical indicators out of the thirty-eight which were examined. These indicators were also identified as key elements in the

development of a city-wide perspective of the neighborhoods and as an assessment of the climate for educational change outside of the schoolhouse.

Table XXXI is the chart ranking the twenty-four Providence neighborhoods based on the demographic, social, economic, and transportation indicators utilized in the Neighborhood Profiles analyses. The thirteen indicators were ranked individually from 1-24 so as to provide a numerical picture of the neighborhoods. This ranking was used to correlate the quality of the neighborhoods with a measure of the accessibility to the Central Complex, which was recommended as the neutral site school.

The indicators selected were: 1975 population; 1970 percent non-white population; 1970 percent population for years of high school and over; 1970 percent population employed as professionals, technicians, and managers; 1970 median income; 1970 percent population below poverty level; 1977 number of AFDC cases; 1975 percent of housing units in need of substantial rehabilitation; 1970 percent of housing units constructed prior to 1940; 1970 percent of housing which is owner occupied; 1970 percent of households with one or more automobiles; 1977 percent of minority or ethnic students in grades 8-11; and 1977 number of minutes to travel by automobile to the Central Complex. The first twelve indicators are aggregated and counted in tandem together with the last indicator together providing a measurement of the criteria of accessibility by student neighborhood location. All of these indicators are examined in the Profile series.

The trends which were revealed as a result of the ranking exhibited a strong relationship between high family income, good housing conditions, high educational levels, and occupational categories of the neighborhood residents. Those neighborhoods with a high family income also ranked high in the number of automobiles per family and employment in professional and managerial occupations. Blackstone, College Hill, Wayland, Hope, and Elmhurst ranked 1, 2, 3, 4, and 5 respectively in these indicators. Conversely, these neighborhoods ranked low in the number of AFDC cases and the percentage of population below the poverty level. Only one of these neighborhoods, College Hill, ranks low in travel time to the Central Complex. The others ranked much higher and were more distant. Upper and Lower South Providence ranked low in the income, education, and occupation categories and high in the indicators of poverty. They are both proximate to the Central Complex.

Housing characteristics, minority population, and school enrollment figures were also employed as descriptive indicators. The percentage of owner occupied dwellings, the percentage of housing units in need of substantial

rehabilitation and the percentage of housing units built before 1940 appear to be consistent with the income and educational ranking. For example, Blackstone has the highest percentage of owner occupied dwellings and least housing in need or rehabilitation. The age of the housing does not necessarily reflect the economic conditions of the neighborhood but, in conjuction with the other housing characteristics, does give an indication of the quality of the housing.

Neighborhoods with the highest percentage of non-white population were Mount Hope, Upper and Lower South Providence, and the West End respectively. According to the student enrollment the highest percentage of non-white students in grades 8-11 were in the following neighborhoods: Lower South Providence, Upper South Providence, Fox Point, and Mount Hope. Of these neighborhoods, all but one, Mount Hope, are ranked high in accessibility to the Central Complex.

A close examination of the twelve neighborhoods ranked highest in percent of minority or ethnic students in grades 8-11 correlated with those neighborhoods ranked closest to the Central Complex. This indicates that of the twelve closest to the Complex (Lower South Providence, Downtown, College Hill, Fox Point, Upper South Providence, Federal Hill, Washington Park, Elmwood, West End, Wayland, Smith Hill, and Mount Hope), all except Federal Hill and College Hill also rank the highest percent of location of minority or ethnic potential neutral site students. Among the many implications of these findings for educational programming and curriculum development, certain immediate policy imperatives become clear. In order to meet the mandate of this project, to find a site accessible to a substantial number of students of different backgrounds, student recruitment must be emphasized in those neighborhoods which are not immediately proximate to the Central Complex. Similarly, student recruitment for the other magnet curricular programs ought to be intensified in the neighborhoods identified through indicator analysis as high in minority population and lower in socio-economic status.*

These indicators provide the basis for an analysis of the neighborhood, but they cannot be solely utilized in making decisions concerning the role of the community in determining the location of the reorganized facilities. More factors need to be examined including the attitudes of the neighborhood residents, the feelings of "community" which are present in some neighborhoods and are less intense in others, and the distance which students must travel.

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*"The Neighborhood Profiles" Volume I Neutral Site School Planning Project Final Report, August, 1978. University of Rhode Island and the Providence School Department.

Neighborhood information regarding Title I has yet to be explored. Table XXXII indicates that 14 elementary schools and 4 middle schools are recipients of Title I funds. All are in neighborhoods in the southern portion of the city, which rank high in social indicators pointing to low income, substandard housing, unemployment, and a large percent of AFDC recipients. Table XXXIII documents the location of the elementary and middle schools by accessibility to minority and non-minority neighborhoods as determined by the Neutral Site Planning Project Final Report. This characterization, based upon the geocoding of all 8-11 grade students in 1977-1978 is the most current information available in the city concerning minority student population.

Student Behavior

Student behavior in the various grades and under different grade organization structures in Providence is a critical indicator of the need for a grade level reorganization. The sparce data which is available must be augmented before any definitive statement can be made about the relationship between grade level and student behavior.* Nonetheless, this preliminary examination has identified some critical elements. Table XXXIV indicates some of the reasons given for students who left school early as shown in a study for the Rhode Island Department of Education in 1977-1978 on student behavior. It indicates that more White than Black students left the system early but that more Black women than White women were early leavers. The percent of those leaving school for all reasons is much higher for Providence than the state average. The middle schools, as shown in Table XXXV, vary considerably. The highest number of early leavers were from Roger Williams Middle School followed by the Samuel Bridgham Middle School.

Table XXXVI shows the number of suspensions was high for Lexington Avenue School and relatively low in all other elementary schools. Similarly, in the category of number of behavior cases,** the percent attendance is a good indicator of school-student response, shows that the Kennedy, the King, and the Fox Point schools have the highest percent attendance while Althea Street, Ralph Street, and Vineyard Street have the lowest percent attendance record for the second term, 1977-1978. The middle information is startling: Gilbert Stuart has a total of 359 suspensions, followed by Roger Williams with 236, Nathanael Greene with 148, and Oliver Hazard Perry with 138. The number of behavior cases, ranking in order, are Gilbert Stuart, Roger Williams, Oliver Hazard Perry, and Esek Hopkins. The lowest rank for attendance finds Roger Williams in the lowest percent with 78%, then the Gilbert Stuart with 79%, and Samuel Bridgham with 80%.

Tables XXXVII to XL indicate mean achievement development scores for the critical early adolescent grades. This information documents that, in all cases, the students in the grades 5.5 and

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* See Chapter II

** Behavior cases mean referral to the Student Relations Office.

TABLE XXIX

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

Number of Students Bussed by Purpose, 1978-1979

SCHOOL	GRADE ORGANIZATION	TOTAL ENROLLMENT	PURPOSE		
			DISTANCE	DESEGREGATION	TOTAL
Elementary					
Academy Avenue	K-5	260	67	63	130
Althea Street	K-2	148			
Asa Messer	3-5	128		15	15
Broad Street	K-5	603			
Camden Avenue	K-4	417	6		6
Edmund Flynn	K-5	493		*359	359
Fox Point	K-5	415		57	57
Francis Crowley	K-5	237		47	47
John Howland	4-5	256	149		149
Carl G. Lauro	K-5	337	130		130
Laurel Hill Avenue	2-4	307		21	21
Lexington Avenue	K-4	364			
Martin Luther King	K-3	533	171		171
Mary E. Fogarty	K-4	416	13	82	95
Ralph Street	K-1	187	13	9	22
Reservoir Avenue	K-5	171	35	15	50
Robert Kennedy	K-6	530	101	93	194
Sackett Street	K-5	339			
Veazie Street	K-5	342	56	5	61
Vineyard Street	K-4	252	5		5
Webster Avenue	K-4	209		25	25
William D'Abate	K-4	496		108	108
Willow Street	K-3	224			
Windmill Street	K-5	244		55	55
Middle					
Esek Hopkins	6-8	358	25	20	45
George J. West	6-8	675	18	206	224
Gilbert Stuart	6-8	779	45	28	73
Nathan Bishop	6-8	579	60	21	81
Nathanael Greene	5-8	594		99	99
Oliver Hazard Perry	5-8	626	15	100	115
Roger Williams	5-8	674	59		59
Samuel W. Bridgham	5-8	714	26	57	83
TOTAL		7907	994	1485	2479

*White students bussed to predominantly non-white school.

Source: Office of Pupil Transportation
Providence School Department, 1978

TABLE XXX

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

Number of Students Bussed by Purpose, 1978-1979

SCHOOL	ADDRESS	NEIGHBORHOOD	TITLE I PARENTS' ADVISORY COUNCIL	PTA/PTO	FEEDER* PATTERN COMMITTEE
Elementary					
Academy Ave.	36 Academy Ave.	Mt. Pleasant		x	x Mt. Pleasant
Althea Street	245 Althea St.	West End	x (W/Willow St. & Messer)	x	
Asa Messer	158 Messer St.	West End	x (W/Willow St. & Althea)	x	
Broad Street	1450 Broad St.	Washington Park	x	x	
Camden Avenue	60 Camden Avenue	Smith Hill	x	x	x Mt. Pleasant
Edmund Flynn	220 Blackstone St.	Upper South Providence	x		x Hope
Fox Point	455 Wickenden St.	Fox Point		x	x Hope
John Howland	120 Cole Ave.	Blackstone		x	x Hope
Carl O. Lauro	99 Kenyon St.	Federal Hill	x		
Laurel Hill Ave.	85 Laurel Hill Ave.	Hartford	x (W/Ralph St.)	x	
Lexington Ave.	51 Lexington Ave.	Elmwood	x	x	
Martin Luther King	35 Camp St.	Mt. Hope		x	x Hope
Mary Fogarty	199 Oxford St.	Upper South Providence	x		
Ralph Street	77 Ralph Street	Silver Lake	x (W/Laurel Hill Ave.)	x	
Francis Crowley	101 Regent Ave.	Valley		x	x Mt. Pleasant
Reservoir Ave.	156 Reservoir Ave.	Reservoir		x	
Robert Kennedy	195 Nelson St.	Elmhurst		x	x Mt. Pleasant
Sackett Street	159 Sackett St.	Elmwood	x		
Veazie Street	211 Veazie St.	Wanskuck		x	x Hope
Vineyard Street	15 Vineyard St.	Elmwood	x		
Webster Ave.	191 Webster Ave.	Silver Lake		x	
William D'Abate	60 Kossuth St.	Olneyville	x		x Mt. Pleasant
Willow Street	99 Willow Street	West End	x (W/Althea & Messer)	x	
Windmill	110 Paul Street	Charles		x	x Hope
Middle					
Esek Hopkins	480 Charles St.	Charles		x	x Hope
George J. West	145 Beaufort St.	Mt. Pleasant			x Mt. Pleasant
Gilbert Stuart	188 Princeton Ave.	Elmwood	x		x Mt. Pleasant
Nathan Bishop	101 Seekonk St.	Blackstone		x	x Hope
Nathaneal Greene	721 Chalkstone Ave.	Mt. Pleasant		x	x Mt. Pleasant
Oliver H. Perry	370 Hartford Ave.	Hartford	x		
Roger Williams	278 Thurbers Ave.	Lower South Providence	x		x Hope
Samuel Bridgham	1655 Westminster Street	Federal Hill	x		

*Central Feeder Pattern Committee is not by school.

Source:

TABLE XXXI

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

TWENTY-FOUR NEIGHBORHOODS OF PROVIDENCE RANKED ACCORDING TO SELECTED SOCIAL INDICATORS: DEMOGRAPHY, HOUSING, ECONOMICS, SOCIAL SERVICES, SCHOOL ENROLLMENT BY RACE, GRADES 8-11, AND TRANSPORTATION

EIGHBORHOODS	1975 POPULATION	1970 - NON-WHITE % OF POPULATION	1970 - % OF POPULATION -4 YEARS OF HIGH SCHOOL AND OVER	% OF POPULATION EMPLOYED IN PROFESSIONAL, TECHNICAL, MANAGERIAL JOBS	1970 - MEDIAN INCOME, ALL FAMILIES	1970 - % OF POPULATION BELOW POVERTY LEVEL	DECEMBER, 1977 - # OF AFDC CASES	1975 - % HOUSING UNITS NEEDING SUBSTANTIAL REHABILITATION	1970 - % HOUSING UNITS PRE-1940	1970 - % HOUSING OWNER-OCCUPIED	1970 - % HOUSEHOLDS WITH 1 OR MORE AUTOMOBILES	DECEMBER, 1977 - % OF MINORITY OR ETHNIC STUDENTS GRADES 8-11	TRAVEL TIME TO CENTRAL COMPLEX BY AUTOMOBILE
LACKSTONE	14	15	1	1	1	24	23	21	14	1	1	21	16
IARLES	11	16	21	21	8	21	13	11	17	6	14	19	14
OLLEGE HILL	6	10	2	3	2	11	24	24	4	18	9	16	3
OWNTOWN	24	9	9	6	9	8	22	23	24	24	22	5	2
LMWOOD	1	7	11	8	14	13	1	8	15	16	24	6	8
LMHURST	2	18	6	4	6	23	17	18	20	2	2	20	24
EDERAL HILL	9	19	24	20	18	9	6	5	6	23	21	17	6
OX POINT	16	6	13	14	13	12	18	6	5	19	15	3	4
ARTFORD	15	11	18	17	16	7	7	9	22	11	18	12	21
OPE	17	17	4	5	4	18	20	15	13	5	3	13	15
OWER SOUTH PROVIDENCE	19	3	22	24	21	2	3	2	18	22	20	1	1
ANTON	21	12	17	15	19	6	11	12	23	8	16	14	22

TABLE XXXI

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

TWENTY-FOUR NEIGHBORHOODS OF PROVIDENCE RANKED ACCORDING TO SELECTED SOCIAL INDICATORS: DEMOGRAPHY, HOUSING, ECONOMICS, SOCIAL SERVICES, SCHOOL ENROLLMENT BY RACE, GRADES 8-11 AND TRANSPORTATION

NEIGHBORHOODS	1975 POPULATION	1970 - NON-WHITE % OF POPULATION	1970 - % OF POPULATION -4 YEARS OF HIGH SCHOOL AND OVER	% OF POPULATION EMPLOYED IN PROFESSIONAL, TECHNICAL, MANAGERIAL JOBS	1970 - MEDIAN INCOME, ALL FAMILIES	1970 - % OF POPULATION BELOW POVERTY LEVEL	DECEMBER, 1977 - # OF AFDC CASES	1975 - % HOUSING UNITS NEEDING SUBSTANTIAL REHABILITATION	1970 - % HOUSING UNITS PRE-1940	1970 - % HOUSING OWNER-OCCUPIED	1970 - % HOUSEHOLDS WITH 1 OR MORE AUTOMOBILES	DECEMBER, 1977 - % OF MINORITY OR ETHNIC STUDENTS GRADES 8-11	TRAVEL TIME TO CENTRAL COMPLEX BY AUTOMOBILE
MOUNT HOPE	8	1	5	7	23	14	8	19	16	12	10	4	12
MOUNT PLEASANT	7	20	10	10	7	20	12	22	19	4	4	23	23

Notes and Sources: See last page of table.

TABLE XXXI

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

TWENTY-FOUR NEIGHBORHOODS OF PROVIDENCE RANKED ACCORDING TO SELECTED SOCIAL INDICATORS: DEMOGRAPHY, HOUSING, ECONOMICS, SOCIAL SERVICES, SCHOOL ENROLLMENT BY RACE, GRADES 8-11, AND TRANSPORTATION

CHBORHOODS	1975 POPULATION	1970 - NON-WHITE % OF POPULATION	1970 - % OF POPULATION 25 YEARS OF HIGH SCHOOL AND OVER	% OF POPULATION EMPLOYED IN PROFESSIONAL, TECHNICAL, MANAGERIAL JOBS	1970 -MEDIAN INCOME, ALL FAMILIES	1970 - % OF POPULATION BELOW POVERTY LEVEL	DECEMBER, 1977 - # OF AFDC CASES	1975 - % HOUSING UNITS NEEDING SUBSTANTIAL REHABILITATION	1970 - % HOUSING UNITS PRE-1940	1970 - % HOUSING OWNER-OCCUPIED	1970 - % HOUSEHOLDS WITH 1 OR MORE AUTOMOBILES	DECEMBER, 1977 - % OF MINORITY OR ETHNIC STUDENTS GRADES 8-11	TRAVEL TIME TO CENTRAL COMPLEX BY AUTOMOBILE
EYVILLE	18	11	23	23	20	5	10	14	2	20	17	15	18
ENVOIR	23	21	7	12	5	22	19	16	12	3	6	18	19
VER LAKE	4	23	19	22	11	17	5	13	7	9	7	24	20
TH HILL	12	8	20	19	17	4	14	3	8	17	19	11	11
ER SOUTH OVIDENCE	20	2	15	13	24	1	4	1	3	14	23	2	5
EY	22	24	12	11	15	15	16	10	1	13	13	21	17
SKUCK	5	5	14	16	12	10	15	20	21	10	8	10	13
INGTON PARK	10	14	8	9	10	19	9	7	10	7	5	8	7
AND	13	13	3	2	3	16	21	17	9	15	11	9	10
END	3	4	16	18	22	3	2	4	11	21	12	7	9

TABLE XXXI
PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

TWENTY-FOUR NEIGHBORHOODS OF PROVIDENCE RANKED ACCORDING TO SELECTED SOCIAL INDICATORS: DEMOGRAPHY, HOUSING, ECONOMICS, SOCIAL SERVICES, SCHOOL ENROLLMENT GRADES 8-11, TRANSPORTATION

Notes and Sources: All rankings in this table were computed by the CPAD Neutral Site Planning Project. The complete name and source for each of these characteristics, as well as an explanation of the rankings, is as follows:

1975 Total Population by Neighborhood: The source for this information is the Providence Office of Community Development. Neighborhood Profiles, 1978. The neighborhood with the highest number of people was ranked as #1 and the neighborhood with the lowest was ranked as #24.

1970 Percent (%) of Non-White Population. The source for this information is the Rhode Island Health Research, Inc., 1975 Population Estimate. The neighborhood with the highest % of non-white population was ranked #1 and the neighborhood with the lowest was ranked #24.

Percent (%) of Population Which Has Completed at Least Four Years of High School Education. The source for this information is the U.S. Bureau of the Census, Census of Population, 1970. The neighborhood with the highest % of population who completed 4 years of high school was ranked #1 and the neighborhood with the lowest % was ranked #24.

Percent (%) of Population Over the Age of 16, Who Are Employed in the Following Occupations: Professional, Technical and Kindred, Manager, Administrative, Excluding Farm. The source for this information is the U.S. Bureau of the Census, Census of Population, 1970. The neighborhood with the highest % of persons in the Professional, Technical, Kindred, Manager and Administrative Occupations was ranked #1 and the neighborhood with the lowest was #24.

Median Income ($) for All Families. The source for this information is the U.S. Bureau of the Census, Census of Population, 1970. The neighborhood with the highest family income was ranked #1 and the neighborhood with the lowest income was ranked #24.

TABLE XXXI

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

TWENTY-FOUR NEIGHBORHOODS OF PROVIDENCE RANKED ACCORDING TO SELECTED SOCIAL INDICATORS: DEMOGRAPHY, HOUSING, ECONOMICS, SOCIAL SERVICES, SCHOOL ENROLLMENT GRADES 8-11, TRANSPORTATION

Notes and Sources:

Percent (%) of the Population Below the Poverty Level. The source for this information is the U.S. Bureau of the Census, Census of Population, 1970. The neighborhood with the highest % of population below the poverty level was ranked #1 and the neighborhood with the lowest was ranked #24.

Number of AFDC Cases. The source for this information is the Rhode Island Social and Rehabilitative Services, Caseload Reports, Division of Standards and Planning, December, 1977. The neighborhood with the highest % of AFDC cases was ranked #1 and the neighborhood with the lowest was ranked #24.

1975 Percent (%) of Housing Units in Need of Substantial Rehabilitation. The source for this information is the Providence Mayor's Office for Community Development, Neighborhood Profiles, April, 1978. The neighborhood with the highest % of housing units in need of substantial rehabilitation was #1 and the neighborhood with the lowest was ranked #24.

Percent (%) of Housing Units Built Pre-1940. The source for this information is the U.S. Bureau of the Census, Census of Housing, 1970. The neighborhood with the highest % of housing units built pre-1940 was ranked #1 and the neighborhood with the lowest % was ranked #24.

TABLE XXXI

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

TWENTY-FOUR NEIGHBORHOODS OF PROVIDENCE RANKED ACCORDING TO SELECTED SOCIAL INDICATORS: DEMOGRAPHY, HOUSING, ECONOMICS, SOCIAL SERVICES, SCHOOL ENROLLMENT GRADES 8-11, TRANSPORTATION

Notes and Sources:

Percent (%) of Housing Units That Are Owner-Occupied. The source for this information is the U.S. Bureau of the Census, Census of Housing, 1970. The neighborhood with the highest % owner occupied was ranked #1 and the community with the lowest was ranked #24.

Percent (%) of Households Which Have One or More Automobiles Available For Use. The source for this information is the U.S. Census Bureau, Census of Population, 1970. The neighborhood with the highest % of households which was ranked #1 and the neighborhood with the lowest % was ranked #24.

Percent (%) of Minority Students (Includes Portuguese) for Grades 8-11. The source for this information is the Providence School Department Pupil Accounting System, December 17, 1977. The neighborhood with the highest % of minority students was ranked #1 and the neighborhood with the lowest % was ranked #24.

Travel Time to Central High School By Automobile. The source for this information is the Rhode Island Statewide Planning Program Technical Paper # 69, November, 1977. The neighborhood with the shortest travel time to Central High School was ranked #1 and the neighborhood with the longest travel time was ranked #24.

TABLE XXXII

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

Title I Schools by Neighborhood, 1978-79

ELEMENTARY SCHOOL	LOCATION
Althea Street	West End
Asa Messer	West End
Broad Street	Washington Park
Camden Avenue	Smith Hill
Carl G. Lauro	Federal Hill
Edmund Flynn	Upper South Providence
Laurel Hill Avenue	Hartford
Lexington Avenue	Elmwood
Mary E. Fogarty	Upper South Providence
Ralph Street	Silver Lake
Sackett Street	Elmwood
Vineyard Avenue	Elmwood
Willow Street	West End
William D'Abate	Olneyville
MIDDLE SCHOOL	LOCATION
Gilbert Stuart	Elmwood
Oliver Hazard Perry	Hartford
Roger Williams	Lower South Providence
Samuel W. Bridgham	Federal Hill

Source: On-Site Reviews

TABLE XXXIII

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

Middle School Location by Accessibility to Minority and Non-Minority Students

School	Grades	Address	1978-79 Middle School Enrollment White #	White %	Black #	Black %	Other* #	Other* %	Total	Neighborhood Where Middle School is Located	% Minority in Middle School Neighborhood**
Dean Esplins	6-8	480 Charles Street	260	74.3	76	21.8	14	4.5	350	Charles	9.2
James J. West	5-8	189 Beaufort Street	458	67.9	146	21.6	72	10.5	675	Mount Pleasant	4.0
Hilbert Stuart	6-8	188 Princeton Avenue	898	38.8	875	35.5	906	86.4	779	Elmwood	59.4
Esthe: Bishop	6-8	101 Sessions Street	866	45.9	180	21.1	133	22.9	979	Manchester	4.5
Nathanael Greene	5-8	788 Charlestone Avenue	394	66.3	155	26.1	45	7.6	594	Elmhurst	18.0
Oliver Hazard Perry	5-8	370 Hartford Avenue	444	70.9	140	22.4	42	6.7	626	Hartford	85.5
Roger Williams	5-8	276 Thurbers Avenue	344	38.9	189	28.0	243	36.1	674	Lower South Providence	85.5
Samuel W. Bridgham	6-8	1695 Westminster Street	513	71.8	128	17.9	73	10.2	714	Federal Hill	11.1

Feeder Pattern Schools	% Minority Enrollment in Feeder Schools 1978-79	Neighborhood Where Feeder School is Located	% Minority Feeder School is Neighborhood**
Vessie Street	[illegible]	Manton	37.3
Winfield Street	10.3	Charles	9.2
Academy Avenue	19.7	Mount Pleasant	4.0
Prospect Terrace	26.5	Valley	7.6
E. V. Kennedy	16.8	Elmhurst	18.0
William P. Clarke	57.3	Olneyville	14.3
Althea Street	44.8	West End	23.8
Ann Mason	43.2	West End	23.8
Mary Fox Vlay	88.1	Lower South Providence	81.6
Academy Avenue	20.7	Reservoir	18.8
Sandell Street	66.8	Elmwood	59.4
Vineyard Street	45.7	Elmwood	59.4
Willow Street	26.2	West End	23.8
Pen Point	58.1	Pen Point	87.8
John Howland	36.4	Manchester	4.5
W. L. King	43.8	Mt. Hope	79.0
Camden Avenue	38.7	Smith Hill	88.8
Prospect Terrace	26.5	Hall -2	4.6
E. V. Kennedy	16.8	Elmwood	59.4
Vessie Street	37.8	Manchester	37.9
Laurel Hill Avenue	88.8	Hartford	85.5
Ralph Street	87.5	Silver Lake	5.4
Webster Avenue	11.8	Silver Lake	5.4
Broad Street	88.4	Washington Park	36.1
Cranston Avenue	87.1	Elmhurst	18.0
Mary E. Fanning	88.8	Lower South Providence	81.6
Sackett Street	87.8	Elmwood	59.4
Ann Mauger	48.4	West End	23.8
Carl G. Lauro	34.8	Federal Hill	11.1

* Other includes Portuguese, Spanish American Indian, Asian American
** Minority Percent based on Providence Student Populations, Grades 8-11

Sources: Providence School Department Annual Report 1977-78
Providence School Department Enrollment Figures 1978-79
Central Site Planning Project. Preliminary Information Report: Part One: Table IT-19 Neighborhood by Race and/or Ethnicity by Student Population, Grades 8-11

TABLE XXXIV

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

Major Reasons for Leaving School: Early School Leavers
by Race and Sex, 1977-1978

	WENT TO WORK		DISCOURAGED ABOUT ACADEMIC ACHIEVEMENT		LACK OF INTEREST		OTHER REASONS		UNKNOWN REASONS		TOTAL
	#	%	#	%	#	%	#	%	#	%	#
Providence											
Both Sexes	161	18.7	107	12.5	84	9.8	81	9.4	341	39.7	859
Black & Others	60	18.3	42	12.8	42	12.8	29	8.9	119	36.4	327
White	101	19.1	65	12.3	41	7.8	52	9.8	219	41.4	528
Females	72	10.6	35	8.8	40	10.1	35	8.8	169	42.6	397
Black & Others	26	17.9	17	11.7	19	13.1	11	7.6	53	36.5	145
White	46	18.5	18	7.2	21	8.4	24	9.6	113	45.4	249
Males	89	19.3	72	15.6	44	9.5	46	10.0	172	37.2	426
Black & Others	34	18.8	25	13.8	23	12.7	18	10.0	66	36.5	181
White	55	19.7	47	16.8	20	7.2	28	10.0	106	38.0	279
State of R.I.											
Both Sexes	1326	33.4	257	6.5	934	23.5	309	7.8	936	23.5	3975
Black & Others	182	28.0	55	8.5	150	23.1	51	7.8	182	28.0	650
White	1144	34.4	202	6.1	784	23.6	257	7.7	750	22.6	3325
Female	528	31.2	96	5.7	368	21.7	172	10.2	455	28.9	1694
Male	798	35.0	161	7.1	566	24.8	137	6.0	481	21.1	2280

Source: Student Flow Survey 1977-1978
Rhode Island Department of Education

TABLE XXXV

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

Early School Leavers by Race and Sex for Middle Schools, 1977-78

SCHOOL	TOTAL	FEMALE	MALE	BLACK & OTHER			WHITE		
				BOTH SEXES	FEMALE	MALE	BOTH SEXES	FEMALE	MALE
George J. West	4	3	1	0	0	0	4	3	1
Esek Hopkins	5	0	5	1	0	1	4	0	4
Nathan Bishop	3	2	1	1	0	1	2	2	0
Gilbert Stuart	7	5	2	0	0	0	7	5	2
Oliver H. Perry	5	2	3	1	1	0	4	1	3
Roger Williams	17	10	7	11	7	4	6	3	3
Samuel Bridgham	11	9	2	2	2	0	9	7	2
ALP/Secondary Alternate	9	6	3	5	2	3	4	4	0
TOTAL	61	37	24	21	12	9	40	25	15

Source: Student Flow Survey 1977-1978
Rhode Island Department of Education
Research and Evaluation Bureau

TABLE XXVI

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

Selected Characteristics of Student Behavior
in Elementary and Middle Schools, 1977-1978

SCHOOL	GRADE ORGANIZATION	NUMBER OF SUSPENSIONS	NUMBER OF BEHAVIOR CASES	PERCENT ATTENDANCE SECOND TERM 1977-1978
Elementary				
Academy Avenue	K-5	0	[illegible]	88.3%
Althea Street	K-2	0	0	83.3%
Asa Messer	K-5	1	0	89.5%
Broad Street	K-5	4	1	88.4%
Camden Avenue	K-4	0	0	91.4%
Carl G. Lauro	K-4	1	0	87.3%
Edmund Flynn	K-5	0	0	92.5%
Fox Point	K-5	0	2	93.8%
Francis Crowley	K-5	0	0	90.6%
John Howland	4-5	0	0	92.3%
Laurel Hill Ave.	2-4	0	0	91.1%
Lexington Ave.	K-4	23	1	87.5%
Mary E. Fogarty	K-4	3	1	90.0%
Martin Luther King	K-3	0	0	93.6%
[illegible] Street	K	0	0	84.6%
[illegible] Ave.	K-5	1	0	92.0%
[illegible] Kennedy	K-6	0	0	94.1%
[illegible]	K-4	0	1	89.7%
[illegible]	K-5	1	1	91.3%
[illegible]	K-4	2	1	86.5%
[illegible] Avenue	K-4	0	0	91.4%
[illegible] D'Abate	K-5	0	1	87.0%
[illegible]	K-5	1	1	87.6%
Windmill Street	K-3	0	0	91.9%
Middle				
Esek Hopkins	6-8	76	11	86.0%
George J. West	5-8	1	0	84.7%
[illegible] Stevens	5-8	350	27	79.1%
[illegible] Gibson	5-8	53	1	89.9%
[illegible]	5-8	120	0	84.4%
[illegible] Fogarty	5-8	138	12	83.0%
Roger Williams	5-8	236	24	78.7%
Samuel Brigham	6-8	70	0	80.8%

Source: Student Relations Section and [illegible]

TABLE XXXVII

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

Mean Achievement Development

Scale Score, CAT February, 1977

Grade 5.5*

SCHOOL ORGANIZATION	READING	MATHEMATICS	LANGUAGE	SPELLING	BATTERY TOTAL
ELEMENTARY (12 schools)	406.4	387.4	291.9	420.3	387.6
MIDDLE (5 schools)	381.4	362.4	396	396	358.4

*Averages of by grade scores

Source: Technical Report on Testing, February 1977, Providence School Department, November 1977

TABLE XXXVIII

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

Mean Achievement Development

Scale Score, CAT February, 1975-1976

Grade 5.7

SCHOOL ORGANIZATION	READING	MATHEMATICS	LANGUAGE	SPELLING	BATTERY TOTAL
ELEMENTARY (14 schools)	408.5	398.9	431.9	431.3	309.6
MIDDLE (5 schools)	380.8	367.2	394.0	408.5	360.6

Source: Technical Report on Testing, 1975-1976, Providence School Department, December 1976

TABLE XXXIX

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE
1975 California Achievement Test in Language
Student Achievement Level Grades 4-8

Grade	#	% at Grade Level or Above	% Less Than Two Years Below	% More Than Two Years Below
4	1601	26.9	40.3	36.3
5	1503	32.5	3.2	45.0
6	1480	26.7	28.4	42.1
7	1343	30.7	27.1	43.3
8	1421	29.1	27.6	43.3

Source: Product Report of Reading and Mathematics Instruction
Providence School Department
November, 1975

Note: The testing instrument and report format were not used beyond 1975, hence, data is not comparable.

TABLE XXXIX

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

1975 California Achievement Test in Mathematics
Student Achievement Level Grades 4-8

Grade	#	% at Grade Level or Above	% Less Than Two years Below	% More Than Two Years Below
4	1614	34.9	54.8	10.3
5	1534	31.6	44.8	23.6
6	1567	23.0	45.1	31.8
7	1364	26.9	36.4	36.7
8	1415	27.6	33.8	38.5

Source: Product Report of Reading and Mathematics Instruction
Providence School Department
November, 1975

Note: The testing instrument and report format were not used beyond 1975, hence, data is not comparable.

TABLE XXXIX

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

1975 California Achievement Test in Reading
Student Achievement Level Grades 4-8

Grade		% at Grade Level or Above	% Less Than Two Years Below	% More Than Two Years Below
4	1615	40.4	37.9	21.7
5	1519	26.7	37.6	35.9
6	1564	22.4	35.3	42.3
7	1405	23.1	29.8	47.0
8	1482	25.6	28.0	46.4

Source: Product Report of Reading and Mathematica Instruction
Providence School Department
November, 1975

Note: The testing instrument and report format were not used beyond 1975, hence, data is not comparable.

TABLE XL

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

Student/Teacher Ratio for Elementary and Middle Schools
1978-79 and 1979-80 Projected

SCHOOL	GRADE ORGAN-IZATION	STUDENT/TEACHER RATIO	
Elementary		1977-78	1979-80 Projection
Academy Avenue	K-5	28.4	26.2
Althea Street	K-2	24.0	27.5
Asa Messer	3-5	26.0	25.0
Broad Street	K-5	26.94	35.5
Camden Avenue	K-4	27.4	26.7
Carl G. Lauro	K-4	27.3	25.9
Edmund W. Flynn	K-5	20.2	21.5
Fox Point	K-5	29.3	26.6
Francis J. Crowley	K-5	28.0	29.4
John Howland	4-5	25.4	29.4
Laurel Hill Avenue	2-4	26.1	26.4
Lexington Avenue	K-4	27.0	26.3
Martin Luther King	K-3	27.8	26.9
Mary E. Fogarty	K-4	27.1	27.1
Ralph Street	K-1	25.8	27.0
Reservoir Avenue	K-5	25.5	30.4
Robert F. Kennedy	K-6	27.3	27.1
Sackett Street	K-4	27.8	27.7
Veazie Street	K-5	27.5	26.5
Vineyard Avenue	K-4	27.4	25.0
Webster Avenue	K-4	28.4	28.0
William D'Abate	K-4	28.1	24.8
Willow Street	K-3	29.6	28.3
Windmill Street	K-5	27.2	28.
Middle			
Esek Hopkins	6-8	15.6	15.6
George J. West	5-8	18.0	18.0
Gilbert Stuart	6-8	18.3	17.7
Nathan Bishop	6-8	19.3	17.9
Nathanael Greene	5-8	17.4	17.6
Oliver Hazard Perry	5-8	17.8	16.8
Roger Williams	5-8	17.6	17.2
Samuel Bridgham	6-8	18.9	18.7

Source: Project/Service Budget Evaluation Format
Providence School Department, 1977

and 5.7 do significantly better in all scores: reading, math, language, and spelling in the elementary school organization as opposed to the middle school organization. In reviewing scores for grades 4-8 in California Achievement Tests, grade 4, located in elementary schools, shows that 40% of the students are reading at grade level or above. In all cases, grades 5-8 have a quarter of the students or less reading at grade level or above.

The information in this last series of tables is confirmation that the learning environment for students, as discussed earlier in the report, is strongly influenced by grade level structure. Moreover, it reinforces the assessment made in the literature and the few case studies available that a grade structure, which keeps the early adolescent in the same school and provides only one change in instruction, is more appropriate for optimum learning environment that a middle school structure which has a double change for students.

Summary

In examining the status of Providence's elementary and middle schools, nine major categories of information have been reviewed: the organization patterns, the physical facilities, the feeder patterns and attendance areas, student resident location, enrollment and composition, staffing patterns, transportation, citizen participation organizations, neighborhood characteristics, and student behavior. Taken together they make a strong case for a reassessment of the current grade level organization structure of Providence and suggest that another structure, such as K-8, might better meet the needs of the students. The present grade level organization is chaotic, no one coherent pattern emerges; a preliminary assessment of the facilities indicates that resources currently exist to meet a grade level reorganization to provide a more balanced, organized system which can focus its resources through the use of multi-purpose, cost-effective, and energy saving facilities. (This will be discussed in Chapter IV.) The feeder pattern and attendance area rationale is complex and is often overridden by other federal and state mandates. The desire for every child to attend a school nearest his or her home is present but often frustrated. Such decisions ought to be made in concert with other basic assumptions about the community, neighborhood attitudes and their characteristics, student resident location and enrollment trends along with changing student composition. This adds up to a complicated situation which must be understood within the context of the broader policy decisions. While one neighborhood is growing in population, another is declining; some parents choose to send their children to parochial or private schools rather than the public schools. School enrollment trends are critical and need a close assessment since the entire fabric of Providence is changing much more swiftly than anticipated. Neighborhoods can, through revitalization and federal housing programs, become a "newly" discovered community in which to live. The kinds of families who are moving in, and what the

implications are for the schools can only be guessed at at the present time. The continuation of the up-grading of neighborhoods and its potential for a new definition of community is a critical element in future planning for the school system. Staffing patterns indicate that a reassessment will take place once other decisions have been made; but that whatever grade level organization is decided upon, support staff must be reassessed in the light of student and neighborhood characteristics in order to meet the mandate for quality education.

Transportation is a factor which will be cost-dependent upon other decisions. The preliminary identification of the citizen participation organizations indicates that a framework exists to establish a strong citizen component for participation and collaborative decision-making. The neighborhood characteristics, which were analyzed at length in the study released August, 1978 by the School Department (the Neutral Site School Planning Project Final Report), has the fundamental information necessary to provide a significant input into the decision-making process although it is strongly suggested that the secondary source data information be supplemented by attitudinal surveys and public meetings on these issues. Lastly, this survey reviewed selected student behavior information. The preliminary analysis was startling in that, in all cases, grade 5 achieved far higher scores on these tests when it was located in an elementary school as opposed to a middle school. This information supports the tentative conclusions found in the literature as described in Chapter II.

The next chapter discusses the economic and fiscal implications of a grade level reorganization.

CHAPTER IV: PRELIMINARY EXAMINATION OF THE ECONOMIC STATUS IN THE ELEMENTARY AND MIDDLE SCHOOLS

Introduction

At a time when the cost of providing government services is under scrutiny by citizens, local governments are under severe pressure to both maintain the level of essential services demanded by taxpayers while simultaneously cutting the cost of providing these services. Nowhere is the conflict more apparent than in the area of education.

Schools are largely financed by funds raised through the property tax. Although state and federal financial assistance are increasing, so are activities which local school systems must provide by mandate from external authorities. The combined effect of increases in mandated expenditures, increased demands for improvements in the quality of education, and explosive inflationary cost has created a serious problem for local administrators and school committees. Providence has not escaped these pressures.

This study of grade reorganization includes an examination of the economic, budgetary, and fiscal consequences of potential change. While the results of this analysis are suggestive, it is not possible at this time to identify the savings that might result from a grade reorganization. Rather, the study team has undertaken to examine the available data, draw conclusions where possible, and point out situations that clearly require further detailed analysis. Nonetheless, the results of this preliminary analysis seem to indicate that significant savings, of anywhere from $500,000 to perhaps as much as $1,000,000, may be possible if a different grade structure were adopted.

The sections which follow discuss first the nature and current method of presentation of the budget data by the School Department and make some suggestions on new ways of presenting that data. These suggestions stem from the assessment that the current budget format is less useful for analytical and planning purposes than would be one organized around major programs or "cost centers." The enrollment data and data on school buildings is examined to develop some measures of building efficiency. Next, preliminary but not comprehensive per pupil costs for each elementary school is presented. These are followed by an analysis of these costs and some conclusions. The final section explores the fiscal consequences of a reorganized system.

Methodology

To establish a factual basis for determining the cost changes (savings or increases) associated with alternative grade structures,

it is necessary first to accurately identify the costs of operating the current structure. This is the starting point for the economic analysis. While any reorganization would presumably occur on a systemwide basis, it is critical that costs be identified with individual elementary and middle schools, that is with the principal functional operating units. This will permit an analysis of the cost consequences of expanding, contracting, or eliminating any particular school.

The costs associated with a particular school include all expenditures necessary to carry out any grade related activity in that school as well as that school's share of any systemwide costs incurred to support that school's provision of direct educational services.

This concept of the "full" cost of operating a school is significantly different from that embodied in the current budgets for each school, in that many cost items appropriately charged to an individual school as direct operating costs appear in the budgets of other administrative units. Consequently a major task of the Phase One for economic analysis has been to prepare revised budgets for each elementary and middle school which reflect the costs directly attributable to that school. Preliminary full cost budgets have been prepared. These do not include proportionate shares of systemwide overhead costs nor do they include a number of operating costs such as transportation and special education attributable to the elementary and middle schools. The preparation of complete full cost budgets should be among the first task for Phase Two.

Budget data have been classified into several broad categories relevant to the analysis of alternative grade structures. The major categories are: (1) instructional, (2) instructional support, (3) administrative, (4) space, (5) system overhead, and (6) capital. However, it has not been possible to distinguish for salary costs between categories 1, 2, and 3; and hence these are simply aggregated as salary costs. More accurate apportionment will require further analysis.

Space costs, which are the costs associated with operating and maintaining individual school buildings, have been a major focus of attention as have physical characteristics of the buildings. As a prelude to identifying buildings which may be candidates for closing or significant alteration on cost or architectural grounds, preliminary measures of operating have been developed. This recognizes the fundamental constraint imposed both by the location and quality of the existing buildings and of the significant cost of renovation or new construction. The analysis has been accomplished with incomplete information due to the limited scope of this study.

The analysis of the costs of operating the current system is based on per pupil cost data for each major cost area in each school. The procedure has been to identify and examine per pupil cost for each school in comparison to the average for the system as a whole

for elementary and middle schools respectively. The variation of each school's cost from the average and the determination of the basis for this variation has been developed as a critical measure.

Any economic analysis of costs over time must recognize the consequences of inflation on expenditures. While largely beyond the control of the school system, its impact must be taken into account in assessing both the current level of cost and anticipated future costs.

Tentative and qualitative judgments about the consequences of grade reorganization are possible given the analysis undertaken in Phase One. They are intended to indicate tendencies which clearly merit further, more detailed analysis rather than provide the basis for decisions on changes in the grade structure.

Costs of the Current Grade Structure

Financial and Budget Data

A first step in the determination of the economic and fiscal or budgetary consequences of grade reorganization is the identification of the costs of operating the current K-8 system. Estimates of the economic impact of change can then be based on a comparison of these costs with the projected costs of an alternative organization. The economic consequences of change can then be weighed against the educational and administrative consequences and a determination of the potential net benefit to the school system and its constituents, the students, parents, and residents can be made.

The School Department budget for the 1978-1979 school year is $43,303,552*; of which $8,442,888 is budgeted for the elementary schools, $7,623,346 for the middle schools, and $7,693, 176 for the high schools' budget. However, these costs are misleading. Upon detailed examination of the budget documents**, it is apparent that a significant proportion of the remaining $19,544,142 is to be spent for conducting activities relating to the provision of services, directly or indirectly, to children in grades K-8. Yet, to estimate the impact of reorganization, we must clearly determine all of the costs associated with the current K-8 structure. The budgets for the 32 elementary and middle schools clearly do not reflect these costs.

Format of School Department Budget Data

The budgeting system currently in use follows a traditional format. Budgets, in a "line item" format, are prepared for all major administrative units. These budgets are then summarized, eliminating individual line item detail, into broader expenditure categories for each budget unti. (See Tables XLI and XLII.) In addition, for certain aggregations of administrative units, summary "Project/Service Budgets" are prepared. These indicate the cost on a per pupil (or other "unit" of service) basis, providing the services of that

*Throughout this section, we use the "Superintendent's Recommended Budget" as the source of all data, since it was available with the necessary degree of detail.

**"School Committee Budget, 1978-1979" and the complete set of "Program/Project" line item budgets.

"program unit." These Project/Service Budgets (Tables XLIII and XLIV) appear to be a relatively recent addition to the traditional system. While they provide insight into the school system's operations, they are of limited value for planning, analysis, and other evaluative purposes.

To determine the costs of operating the current K-8 system in a manner that supports analysis and evaluation of alternative grade organizations, the most useful method of presenting budget information is to prepare budgets for each school which include all costs associated with operating that school's educational program. This includes not just those costs currently associated with the school, but also custodial costs, employee benefits, transportation costs, food, and food service cost as well as appropriate shares of the supervisory, administrative, and systemwide overhead costs and of special instructional support programs (such as special education.) A "program" or "cost-center" budget of this sort is necessary in order to determine the full economic consequences or impact of reorganizing programs, closing schools, or introducing other major changes.

Adjusted Budgets

The first major task undertaken for the economic analysis was to begin to prepare budgets for each elementary and middle school that approximated this sort of program budget as nearly as was possible given the resource and time limitation of this study. The results of this effort are Tables XLV and XLVI or the elementary and middle schools respectively. While the individual school budgets contained therein (the "adjusted" or "partial school program budgets") do not reflect all the costs appropriately associated with each school, they present a significantly different financial picture than do the budgets from which they are derived.*

The adjusted budgets differ in several important ways from their "parents." First, the line item data is accumulated in just a few functional categories, each representing a major class of expenditures that is important for analytical and decision-making purposes. Second, salaries of "itinerant" teachers who serve a number of schools on a part-time basis have been attributed to the schools which they serve rather to their administrative "home" school. (Tables XLVII and XLVIII) Third, salaries of custodians contained in the Plant Operation budget (2-2-042) have been attributed to the schools they service. (Tables XLIX and L) Finally, employee benefits have been allocated in proportion to salary costs of each school after taking into account these two changes. (Tables LI and LII) These last two changes add $4,458,380 or 27.8% to the combined budgets of all elementary and middle schools as compared to the original budgets. These are not new costs, however, since they were always incurred.

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*See Tables XLII and L for comparison of format and totals.

TABLE XLI

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

Elementary School Budget Unadjusted by Category

SCHOOL	SALARIES	INSTRUCTIONAL TOTAL	SPACE COSTS TOTAL	NON-INSTRUCTIONAL TOTAL	CAPITAL OUTLAYS TOTAL	TOTAL SCHOOL BUDGET
Academy Avenue	203,309	75,590	13,814	1,391	1,295	254,368
Althea Street	103,104	3,924	14,143	749	350	122,270
Asa Messer	132,058	3,952	16,501	1,515	150	154,176
Broad Street	543,988	16,141	26,097	2,072	20,662	608,960
Camden Avenue	446,977	12,759	28,944	2,434	1,984	493,098
Carl Lauro	398,640	8,866	54,913	3,682	1,233	467,334
Edmund Flynn	624,044	15,386	41,421	6,142	17,776	704,769
Francis Crowley	209,149	5,645	14,521	1,152	1,062	231,529
Fox Point	399,648	12,730	34,639	3,655	2,160	452,832
John Howland	233,149	8,443	13,016	1,310	265	256,183
Laurel Hill Ave.	365,844	8,416	17,424	1,620	3,765	397,069
Lexington Ave.	317,396	9,188	22,111	2,302	9,789	360,786
Mary Fogarty	352,809	11,965	18,616	2,872	12,092	398,354
Martin Luther King	509,646	14,286	30,971	5,919	5,330	566,152
Ralph Street	135,519	5,298	9,016	988	560	151,381
Reservoir Avenue	93,950	3,553	12,030	914	4,478	114,925
Robert Kennedy	489,235	14,955	23,183	3,531	1,763	532,667
Sackett Street	300,449	8,201	17,017	2,824	10,425	338,916
Veazie Street	355,044	9,222	47,598	3,959	3,388	418,311
Vineyard Street	299,349	8,225	24,446	1,569	1,372	334,961
Webster Avenue	207,087	5,955	14,220	1,656	250	229,168
Willow Street	123,433	5,530	7,399	854	5,980	143,196
Windmill Street	339,820	7,254	38,686	3,142	1,790	390,692
William D'Abate	442,364	11,383	47,077	2,437	4,025	507,286
Total Budget Category	$7,653,015	$218,936	$587,803	$57,789	$111,944	$8,629,383

Source: Providence School Department, 1978-1979 Budget Request

TABLE XLII

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

Middle School Budget Unadjusted by Category

SCHOOL	SALARIES	INSTRUCTIONAL TOTAL	SPACE COSTS TOTAL	NON-INSTRUCTIONAL TOTAL	CAPITAL OUTLAYS TOTAL	TOTAL SCHOOL BUDGET
Esek Hopkins	615,536	13,074	36,132	4,032	6,817	675,591
George J. West	935,370	24,143	44,181	5,223	1,860	1,010,777
Gilbert Stuart	1,012,410	27,708	79,604	5,809	43,919	1,169,450
Nathan Bishop	789,861	19,726	57,124	5,058	6,416	878,185
Nathanael Greene	900,946	18,639	68,459	6,047	8,276	1,002,367
Oliver Hazard Perry	902,561	19,433	64,730	6,067	7,061	999,852
Roger Williams	904,326	21,715	72,296	7,275	5,216	1,010,828
Samuel Bridgham	801,613	15,292	77,109	5,662	8,611	908,287
Total Budget Category	$6,862,623	$159,730	$499,635	$45,173	$88,176	$7,655,337

Source: Providence School Department, 1978-1979 Budget Request

TABLE XLV

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

1978-79 Elementary School Budget Request by Category, Adjusted for Itinerant Teachers and Custodial Staff

School Name	Salaries $	Instructional $ Cost	Non-Instructional $ Cost	Capital Outlays $ Cost			Space Costs				Custodial Salaries	Employee Benefits $	Total School Budget
				Instructional	Non-instructional	Total	Electricity	Fuel	Water	Total			
Academy Ave.	280,309	7,559	1,391	995	300	1,295	3,024	10,320	470	13,814	21,775	63,108	389,251
Althea St.	135,840	3,924	749	350		350	1,961	12,787	395	14,143	10,523	30,502	196,031
Asa Messer	155,358	3,952	1,515	150		150	3,642	12,277	582	16,501	16,149	35,761	229,386
Broad St.	553,238	16,141	2,072	18,426	2,236	20,662	5,728	19,769	600	26,097	27,401	121,133	766,744
Camden Ave.	463,877	12,759	2,434	1,136	848	1,984	10,746	16,998	1,200	28,944	37,782	99,045	619,825
Carl G. Lauro	377,240	8,866	3,682	1,127	106	1,233	10,892	41,321	2,700	54,913	65,912	92,383	604,229
Edmund Flynn	605,544	15,386	6,142	16,176	1,600	17,776	16,428	23,943	1,050	41,421	32,156	133,053	851,478
Francis Crowley	210,949	3,645	1,152	884	178	1,062	4,296	9,775	450	14,521	21,775	48,558	303,662
Fox Point	395,948	12,730	3,655	1,540	620	2,160	13,310	20,879	450	34,639	38,653	90,630	578,415
John Howland	353,499	8,443	1,310	265		265	3,432	8,534	1,050	13,016	16,149	56,271	348,953
Laurel Hill Ave.	354,744	8,416	1,620	1,115	2,650	3,765	4,123	12,851	450	17,424	21,775	78,535	486,279
Lexington Ave.	326,426	9,148	2,302	9,789		9,789	5,494	16,092	525	22,111	21,775	72,574	462,165
Mary Fogarty	334,309	11,965	2,872	12,092		12,092	7,572	10,144	900	18,616	32,156	76,431	488,441
Martin Luther King	491,146	14,286	5,919	830	4,500	5,330	16,397	13,924	450	30,971	43,408	111,491	702,551
Ralph St.	148,819	5,298	988	560		560	1,668	6,048	300	9,016	10,523	37,339	232,543
Reservoir Ave.	125,620	3,553	914	3,978	500	4,478	1,636	9,944	450	12,030	10,523	28,399	185,517
Robert Kennedy	491,085	14,955	3,531	560	1,203	1,763	6,824	15,909	450	23,183	27,401	108,160	670,078
Sackett St.	303,929	8,201	1,824	10,425		10,425	3,554	13,098	375	17,017	21,775	68,017	432,188
Veazie St.	336,544	9,222	3,059	360	3,028	3,388	10,558	36,027	1,013	47,598	49,034	80,463	529,308
Vineyard St.	272,163	8 725	1,569	290	1,382	1,372	4,553	19,330	563	24,446	21,775	61,353	390,905
Webster Ave.	232,987	5,955	1,656	250		250	2,324	11,558	338	14,220	21,775	53,116	329,953
Willow St.	160,603	5,530	854	5,980		5,980	1,690	5,634	75	7,399	10,523	35,761	226,650
Winsmill St.	291,720	7,254	3,142	1,040	750	1,790	8,586	29,350	750	38,686	49,034	71,172	462,798
[illegible] D'Abate	438,664	11,383	2,437	1,075	2,950	4,025	13,959	32,743	375	47,077	37,782	99,395	640,763
Grand Budget Summary		218,036	57,789	$111,944			$587,803				667,534	1,753,004	11,030,471

Source: 1978-79 Department Budget Request
Providence School Department

TABLE XLVI

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

1978-79 Elementary School Budget Request by Category, Adjusted for Itinerant Teachers and Custodial Staff

School Name	Salaries $	Instructional $ Cost	Non-Instructional $ Cost	Capital Outlays $ Cost			Space Costs				Custodial Salaries	Employee Benefits	Total School Budget
				Instructional	Non-Instructional	Total	Electricity	Fuel	Water	Total			
Asa Messing	619,336	13,874	4,032	1,038	5,779	8,817	11,890	23,024	600	36,332	60,286	141,847	881,524
George J. West	939,170	24,143	5,223	1,768	100	1,868	12,512	30,610	3,050	46,381	88,286	208,553	1,283,416
Gilbert Stuart	1,012,410	27,700	5,809	24,080	9,838	43,919	19,049	50,366	3,200	79,606	65,912	224,961	1,460,323
Nathan Bishop	767,087	19,726	5,058	2,872	4,344	8,416	17,080	38,010	1,125	57,124	71,538	174,970	1,102,699
Nathaniel Greene	909,946	18,639	6,047	5,073	2,463	8,276	22,038	44,801	1,530	88,450	65,912	201,806	1,310,085
Oliver H. Perry	898,781	19,433	6,067	4,914	2,120	7,861	19,201	44,479	1,050	64,730	54,660	198,892	1,249,604
Roger Williams	984,326	28,715	7,275	1,484	3,732	5,216	16,768	50,578	4,040	77,286	65,912	202,419	1,278,159
Samuel W. Bridgham	881,613	15,292	5,682	7,680	931	8,611	17,000	56,359	750	77,109	60,286	179,677	1,148,450
Total Budget Category	6,843,629	159,730	45,173		88,176				499,635		604,792	1,533,477	9,674,632

Source: 1978 - 79 Department Budget Request

Providence School Department

TABLE XLIX
PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

Custodial Salaries for Elementary Schools

SCHOOL	CUSTODIAL SALARIES
Academy Avenue	$21,775
Althea Street	10,523
Asa Messer	16,149
Broad Street	27,401
Camden Avenue	37,782
Carl Lauro	65,912
Edmund Flynn	32,156
Francis Crowley	21,775
Fox Point	38,653
John Howland	16,149
Laurel Hill Avenue	21,775
Lexington Avenue	21,775
Mary Fogarty	32,156
M. L. King	43,408
Ralph Street	10,523
Reservoir Avenue	10,523
Robert Kennedy	27,401
Sackett Street	21,775
Veazie Street	49,034
Vineyard Street	21,775
Webster Avenue	21,775
Willow Street	10,523
Windmill Street	49,034
William D'Abate	37,782

Source: Plant Operations 1978-1979

TABLE L

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

Custodial Salaries for Middle Schools

SCHOOL	CUSTODIAL SALARIES
Esek Hopkins	$60,286
George J. West	60,286
Gilbert Stuart	65,912
Nathan Bishop	71,538
Nathanael Greene	65,912
Oliver Hazard Perry	54,660
Roger Williams	65,912
Samuel Bridgham	60,286

SUMMARY

TABLES LI & LII

Employee Benefits Preliminary Allocation 1978-79

Benefits (28000) $6,418,909

			Percent of Total System Salaries	Apportioned Share of Benefits
Elementary School Salaries				
Budget	$7,733,561	$8,401,095	$27.31	$1,753.004
Custodial	$ 667,534			
Middle School Salaries			$23.89	$1,533.477
Budget	$6,843,629	$7,348,421		
Custodial	$ 504,792			

TABLE LI

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

Employee Benefits Preliminary Allocation for Elementary Schools

SCHOOL	ADJUSTED BUDGET SALARIES	CUSTODIAL SALARIES	TOTAL SALARIES	% OF TOTAL SALARIES	APPORTIONED SHARE OF EMPLOYEE BENEFITS	BENEFITS COST PER PUPIL
Academy Ave.	280,309	21,775	302,084	3.60	63,108	243
Althea Street	135,840	10,523	146,363	1.74	30,502	206
Asa Messer	155,358	16,149	171,507	2.04	35,761	279
Broad	553,238	27,401	580,639	6.91	121,133	201
Camden	436,877	37,782	474,659	5.65	99,045	238
C. Lauro	377,240	65,912	443,152	5.27	92,383	274
E. Flynn	605,544	32,156	637,700	7.59	133,053	270
F. Crowley	210,949	21,775	232,724	2.77	48,558	206
Fox Point	395,948	38,653	434,601	5.17	90,630	218
J. Howland	253,499	16,149	269,648	3.21	56,271	220
Laurel Hill	354,744	21,775	376,519	4.48	78,535	256
Lexington	326,426	21,775	348,201	4.14	72,574	199
M. Fogarty	334,309	32,156	366,465	4.36	76,431	184
M. L. King	491,146	43,408	534,554	6.36	111,491	209
Nalph	168,819	10,523	179,342	2.13	37,339	200
Reservoir	125,620	10,523	136,143	1.62	28,390	166
R. Kennedy	491,085	27,401	518,486	6.17	108,160	204
Sackett	303,929	21,775	325,704	3.88	68,017	201
Vassie	336,544	49,034	385,578	4.59	80,463	235
Vineyard	272,163	21,775	293,938	3.50	61,355	243
Webster	232,987	21,775	254,762	3.03	53,116	254
Willow	160,603	10,523	171,126	2.04	35,761	160
Windmill	291,720	49,034	340,754	4.06	71,172	292
Wm. D'Abate	438,664	37,782	476,446	5.67	99,395	200
TOTAL	7,733,561	667,534	8,401,095	99.98	1,753,004	

Source: School Salaries - Adjusted Budget, 1978
System Salaries - Superintendent's Budget by Object Code, 1978
Benefits - Program/Project Budget (2-8-000) 1978-79

TABLE LII

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

Employee Benefits Preliminary Allocation for Middle Schools

SCHOOL	ADJUSTED BUDGET SALARIES	CUSTODIAL SALARIES	TOTAL SALARIES	% OF TOTAL SALARIES	APPORTIONED SHARE OF EMPLOYEE BENEFITS	BENEFITS COST PER PUPIL
Hopkins	619,336	60,286	679,622	9.25	141,842	369
West	9[illegible]. 70	60,286	999,456	13.60	208,553	309
Stuart	1,012,410	65,912	1,078,322	14.67	224,961	289
Bishop	767,067	71,538	838,605	11.41	174,970	302
Greene	900,946	65,912	966,858	13.16	201.806	340
Perry	898,761	54,660	953,421	12.97	198,892	318
Williams	904,326	65,912	970,238	13.20	202,419	300
Bridgeham	801,613	60,286	861,899	11.73	179,877	252
TOTAL	6,843,629	504,792	7,348,421	99.99	1,533,477	

Source: School Salaries - Adjusted Budget, 1978
System Salaries - Superintendent's Budget by Object Code, 1978
Benefits - Program/Project Budget (2-8-000) 1978-79

TABLE LIII

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY PHASE ONE

Enrollment/Capacity of Elementary Schools

SCHOOL	TOTAL STUDENTS	CAPACITY	# CLASS ROOMS	KINDERGARTEN		1st GRADE		2nd GRADE		3rd GRADE		4th GRADE		5th GRADE		6th GRADE		OTHER	
				# STUDENTS	# CLASSES	# STUDENTS	# CLASSES	# STUDENTS	# CLASSES	# STUDENTS	# CLASSES	# STUDENTS	# CLASSES	# STUDENTS	# CLASSES	# STUDENTS	# CLASSES	# STUDENTS	# CLASSES
Academy Ave	298	320	11	25	1	51	2	42	2	39	3	53	3	49	2				
Althea Street	149	780	8	39	1	59	2	51	2										
Ann Mosser	135	390	15							55	3	80	4						
Broad Street	574	650	23	66	2	96	4	110	5	109	5	98	5	93	4				
Callow Ave	418	536	22	67	2	85	4	79	4	84	4	77	3						
Carl Lauro	328	1070	57	44	2	81	3	66	3	73	3	56	2					11	1
Edmund Wilkin	580	625	27	63	2	98	5	103	6	98	4	84	3	72	3				
Fox Point	416	536	18	44	3	85	3	86	3	78	4	68	4	55	2				
Frederick Crowley	355	520	11	33	1	45	2	42	2	45	2	37	2	31	2				
John Howland	745	325	13									109	8	136	6				
Laura Hill Ave	381	432	17					107	4	87	4	107	4						
Lexington Ave	385	375	15	39	1	103	7	87	5	80	4	78	3						
W. L. King	530	780	24	107	2	135	6	148	5	158	5								
Mary Fogarty	431	600	27	72	3	101	4	85	4	82	3	52	2						
Nate Street	161	300	8	89	4	94	5											39	1
Roosevelt Ave	167	540	7	38	1	27	1	28	1	30	1	25	1	24					
John F. Kennedy	574	630	23	70	2	57	3	60	3	81	3	85	3	79	3				
Sackett Street	330	300	17	50	1	65	3	63	3	66	3	51	3	45	2			95	4
Veazie Street	339	700	24	72	2	48	2	54	2	48	2	56	2	61	2				
Vineyard Street	247	459	18	40	1	59	3	49	2	45	2	52	2						
Webster Ave	708	680	16	38	1	38	2	39	2	38	2	37	2						
Clifton Street	218	704	8	37	1	38	2	54	2	52	2								
Windmill St	241	650	30	32	2	34	2	39	2	39	2	44	2	43	2				
William D'Abate	504	300	16	89	2	104	4	114	4	86	3	113	4						

Source: Office of the Deputy Superintendent, Providence School Department
Rhode Island College School Facilities Report, 19[illegible]

TABLE LIV

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

Enrollment/Capacity of Middle Schools for 1st Quarter 1978-79

hool	Total Students	Capacity	No. Class Rooms	5th Grade		6th Grade		7th Grade		8th Grade		Other	
				# Students	#Classes	# Students	#Classes	#Students	#Classes	#Students	#Classes	#Students	#Classes
ah Hopkins	360	650	26			97	3	114	4	142	6	7	1
orge J. West	672	1100	29	90	4	165	7	234	11	183	8		
ibert Stuart	529	1075	17	147	5	209	7	236	8	205	8	22	2
than Bishop	374	1300	40			195	8	190	8	199	8		
thanael Greene	452	850	51	86	3	143	6	193	7	175	7	4	1
iver M. Perry	613	900	44	125	5	173	7	144	6	169	7	2	1
ger Williams	678	800	44	72	3	209	7	200	7	189	7	8	1
uel Bridgham	718		29	153	5	167	6	195	6	181	7		

Source: Office of the Deputy Superintendent, Providence School Department
Rhode Island College School Facilities Report, 1977

The task of preparing complete adjusted or program budgets for each school, specifically the budgeted cost of the high schools, has been excluded; and $15 million of the budget has not been examined to determine the proportion that is properly attributable following procedures to those above to the K-8 system.* Based on a review of this data, at least $4 million in costs must be allocated to the schools in the K-8 system and possibly as much as $7 million.

Before a complete economic analysis is possible, the remainder of the budget must be examined and appropriate allocations of costs made to the respective elementary and middle schools.

Three major cost components need to be identified: (1) supervisory and administrative costs already included in existing school budgets; (2) central administrative and operating costs; and (3) instructional and non-instructional support functions (e.g. special education, transportation, health and counseling, etc.). Allocating these costs to the K-8 system will be straightforward in most cases. However, allocating those costs which are for services to the system as a whole presents certain problems. Since these costs are not attributable directly, some indirect basis for allocating each school's proportionate share must be established. It is unclear at this time whether a single allocation formula is appropriate or whether different formulas will need to be used for different portions. The amounts involved are substantial, and the resulting adjusted budgets are to be used as the basis for making judgments about the appropriation and value of the current grade organization.

The previous discussion indicates many of the reasons why the current budget format is less useful for planning, evaluation, and decision-making purposes. The major weakness is that budgets are prepared only for administrative units rather than for functional activities. As a consequence, it is impossible to accurately determine the true cost of providing an education in a particular school, since a significant proportion of the cost is nowhere associated with that school's activities. More important perhaps is the consequent impossibility of determining the cost effectiveness of one school or program as compared to another, even if accurate student performance data is available. Since all costs are not known, differences in student performance could simply be due to different levels of expenditure rather than to any substantive difference in program. In addition, substantial amounts of federally financial assistance are available to some schools (because of the characteristics of their enrollment), and these funds are also budgeted for separately. These budget practices make the task of the School Board and their senior administrators more difficult than need be, and relatively minor changes could assist the solution of these problems.

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* To prepare the adjusted budgets presented here, it was necessary to consult extensively with the Deputy Superintendent and to examine in detail two union contracts, itinerant assignment schedules, custodial assignment schedules, as well as the detailed Plant Operation and Employee Benefit budgets. In spite of this, these adjusted budgets may contain minor inaccuracies until they are verified with personnel records by computer analysis.

In addition to the budget documents already produced for administrative and operational purposes, program budgets could be prepared for each school in the system and for each major educational program. These budgets would include all costs, direct and indirect, associated with delivering services to students at a particular school or of operating a particular program. These program budgets, because they are associated with particular activities whose output can be measured in both qualitative and quantitative terms, could provide a solid basis for planning and operation of the school system on a day to day as well as a long-term basis.

Such budgets could, for example, help identify schools with outmoded or inefficient physical plants, schools which require more administrative attention, and schools whose educational effectiveness per dollar spent is lower than the norm for the system. This information, like the analagous information used in private business, becomes a powerful tool simply because it permits financial expenditures to be related directly to the effective use of educational resources and to the quality of the education received by students.

Since most of the information necessary to prepary such budgets already exists, and the School Department uses its computer facility to prepare the current budgets, it appears that a relatively small investment of resources would be required.

Enrollment Data

The standard measure of school system cost is the per pupil expenditure, the cost of operating the entire system (or some unit) divided by the number of pupils enrolled. Enrollment data are readily available. For most of the analysis which follows, we use the enrollment for each school as of October 1, 1978. Since these data do not include a breakdown of enrollment by grade, we have included data from the first quarter and third quarter enrollment reports. These data on enrollment by grade are necessary for any detailed planning of a reorganized grade structure. These data appear in Tables LIII and LIV for the elementary and middle schools respectively.*

As would be expected, enrollment shows a gradual decline as the school year progresses. Consequently, the October 1 enrollment data tend to overstate actual enrollment over the year. This in turn results in per pupil expenditure data that understate the cost of educating the students actually enrolled. To get a more accurate picture, it would be desirable to compare the October 1 figures with an average of the first and fourth quarter enrollments. This procedure would be useful in identifying schools with relatively high attrition rates over the school year, since their average enrollment would be lower and hence their per pupil cost

* Since these enrollment data are taken at three different dates, they indicate different total enrollments.

higher. This school year average enrollment by grade is also the most appropriate figure to be used for planning and budgeting purposes.

School Building Characteristics

Information on the physical characteristics of the elementary and middle schools is available from several sources. Data contained in the Rhode Island School Facilities Report of 1977 was used to identify the square footage of instructional space and total space for each school. Data on capacity enrollment and number of classrooms are based on earlier School Department studies.* The estimates of the enrolled capacity of each school are of questionable value for planning purposes, however, since they appear to be based on arbitrary standards. Missing is detailed information on the physical condition of schools.**

Grade reorganization cannot be separated from an understanding of the existing inventory of school facilities and their potential for effectively accomodating a new program. The physical suitability of existing buildings, their location in relation to residence of children, and neighborhood characteristics and feeder patterns is of critical concern. In addition to physical and locational suitability is the question of economic effectiveness.

Measuring the economic efficiency of school buildings directly is not possible. However, schools which appear to have high operating costs in comparison to the system as a whole can be isolated. An excellent measure of operating efficiency is the fuel cost for each school on both a per pupil and per square foot basis. In addition, this information should prove useful in identifying schools which may be underutilized relative to their capacity.

A final concern is with the identification of schools with the potential for use in an altered grade structure. The usability of a particular facility depends on identifying a set of architectural, locational, demographic, economic, and operating characteristics that can provide a useful guide for decision making. Short of a detailed architectural, engineering inventory of the conditions of each school, reliance was on the estimates of suitability based on age and physical configuration.

Per Pupil Expenditures

The primary basis for the analysis of the current system is the data on per pupil expenditure by school. Tables detail these costs for seven major cost categories for the elementary and middle schools (Tables LV and LVI), and display the absolute

* See Rhode Island College, School Facilities Report, 1977.

** The Leggett Study of 1974 provides some useful information, but it is five years old. Moreover, it does not indicate what changes recommended in the 1965 "Master Plan for Public Schools" have in fact been implemented in existing buildings.

TABLE LV

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

Per Pupil Cost by Budget Category: Elementary Schools

School Name	1978-1979 Enrollment	Per Pupil Cost							
		Salary	Instructional	Non-Instructional	Capital Outlay	Custodial Salary	Space Costs	Employee Benefits	Totals
Academy Ave.	260	1,078	29	5	5	84	53	243	1,497
Althea Street	148	918	27	5	2.36	71	102	206	1,331
Asa Messer	128	1,214	31	12	1.17	126	129	279	1,792
Broad Street	603	917	27	3	34	45	43	201	1,270
Camden Ave.	417	1,048	31	6	5	91	69	238	1,488
Carl Lauro	337	1,119	26	11	6	196	163	274	1,795
Edmund Flynn	493	1,228	31	12	36	65	84	270	1,726
Francis Crowley	237	890	24	5	5	92	62	206	1,284
Fox Point	415	954	31	9	5	93	83	218	1,393
John Howland	256	990	33	5	1.04	63	51	220	1,363
Laurel Hill Ave.	307	1,156	27	5	12	71	57	256	1,584
Lexington Ave.	364	897	25	6	27	60	61	199	1,275
Mary Fogarty	416	804	29	7	29	77	45	184	1,175
M. L. King	533	922	27	11	10	81	58	209	1,318
Ralph Street	187	903	28	5	3	56	48	200	1,243
Reservoir Ave.	171	735	21	6	26	62	70	166	1,086
Robert Kennedy	530	927	28	7	3	52	44	204	1,265
Beckett Street	339	897	24	8	31	64	50	201	1,275
Veazie Street	342	984	27	9	10	143	139	235	1,547
Vineyard Street	252	1,080	33	6	5	86	97	243	1,550
Webster Ave.	209	1,115	28	8	1.20	104	68	254	1,578
Willow Street	224	717	25	4	27	47	33	160	1,013
Windmill Street	244	1,196	30	13	7	201	159	292	1,898
Wm. D'Abate	496	884	23	5	8	76	95	200	1,291

TABLE LVI

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

Per Pupil Cost by Budget Category: Middle Schools

School Name	1978-1979 Enrollment	Per Pupil Cost							
		Salary	Instruc-Tional	Non-Instructional	Capital Outlay	Custodial Salary	Space Costs	Employee Benefits	Totals
Esek Hopkins	358	1,730	37	11	19	168	101	396	2,462
George J. West	675	1,391	36	8	3	89	365	309	2,201
Gilbert Stuart	779	1,300	36	7	56	85	102	289	1,875
Nathan Bishop	579	1,325	34	9	11	124	99	302	1,904
Nathaniel Greene	594	1,517	31	10	14	111	115	340	2,138
Oliver H. Perry	626	1,436	31	10	11	87	103	318	1,996
Roger Williams	674	1,342	32	11	8	98	107	300	1,898
Samuel Bridgham	714	1,123	21	18	12	84	108	252	1,618

TABLE LVII

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

Variation in Per Pupil Cost for Elementary Schools

School Name	MEAN = $14.00 Capital Outlay Variation		MEAN = $84.00 Custodial Salary Variation		MEAN = $74.00 Space Cost Variation		MEAN = $14.00 Capital Outlay Variation		MEAN = $84.00 Custodial Salary Variation		MEAN = $74.00 Space Cost Variation	
	$	%	$	%	$	%	$	%	$	%	$	%
Academy Avenue	-9	-64	0	0	-21	-28	-9	-64	0	0	-21	-28
Althea St.	-12	-86	-13	-15	+28	+38	-12	-86	-13	-15	+28	+38
Asa Messer	-13	-93	+42	+50	+54	+73	-13	-93	+42	+50	+54	+73
Broad St.	+20	+143	-39	-46	-43	-58	+20	+143	-39	-46	-43	-58
Camden Ave	-9	-64	+7	+8	-5	-7	-9	-64	+7	+8	-5	-7
Carl G. Lauro	-8	-57	+112	+133	+88	+119	-8	-57	+112	+133	+88	+119
Edmund Flynn	+22	+157	-19	-23	+10	+14	+22	+157	-19	-23	+10	+14
Francis Crowley	-10	-71	+8	+10	-13	-18	-10	-71	+8	+10	-13	-18
Fox Point	-9	-64	+9	+11	+9	+12	-9	-64	+9	+11	+9	+12
John Howland	-13	-93	-21	-25	-24	-32	-13	-93	-21	-25	-24	-32
Mary Fogarty	+15	+107	-7	-8	-30	-41	+15	+107	-7	-8	-30	-41
M. L. King	-4	-29	-3	-4	-16	-22	-4	-29	-3	-4	-16	-22
Laurel Hill Avenue	-2	-14	-13	-15	-18	-24	-2	-14	-13	-15	-18	-24
Lexington Avenue	+3	+21	-24	-29	-14	-19	+3	+21	-24	-29	-14	-19
Ralph St.	-11	-79	-28	-33	-26	-35	-11	-79	-28	-33	-26	-35
Reservoir Avenue	+12	+86	-22	-26	-4	-5	+12	+86	-22	-26	-4	-5
Robert Kennedy	-11	-79	-32	-38	-31	-42	-11	-79	-32	-38	-31	-42
Sackett St.	+17	+121	-20	-24	-24	-32	+17	+121	-20	-24	-24	-32
Veazie St.	-4	-29	+59	+70	+65	+89	-4	-29	+59	+70	+65	+89
Vineyard St.	-9	-64	+2	+2	+23	+31	-9	-64	+2	+2	+23	+31
Webster Ave	-13	-93	+20	+24	-6	-8	-13	-93	+20	+24	-6	-8
Willow St.	+13	+93	-37	-44	-41	-55	+13	+93	-37	-44	-41	-55
Windmill St.	-7	-50	+117	+139	+84	+114	-7	-50	+117	+139	+84	+114
William D'Abate	-6	-43	-8	-10	+20	+27	-6	-43	-8	-10	+20	+27

Sources. 1978-79 School Dept. Budget Request and 1978-79 Enrollment Figures

TABLE LVIII

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

Variation in Per Pupil Cost for Middle Schools

SCHOOL NAME	MEAN - $1369 Salary variation		MEAN - $32 Instructional variation		MEAN - $9 Non-instructional variation		MEAN - $18 Capital outlays variation		MEAN - $100 Custodial salary variation		MEAN - $100 Space cost variation	
	$	%	$	%	$	%	$	%	$	%	$	%
Esek Hopkins	+361	+26	+5	+16	+2	+22	+1	+6	+68	+68	+1	+1
George J. West	+22	+2	+4	+13	-1	-11	-15	-85	-11	-11	-35	-35
Gilbert Stuart	-69	-5	+4	+13	-2	-22	+38	+211	-15	-15	+2	+2
Nathan Bishop	-44	-3	+2	+6	--	--	-7	-39	+24	+24	-1	-1
Nathanial Greene	+148	+11	-1	-3	+1	+11	-4	-22	+11	+11	+15	+15
Oliver Hazard Perry	+67	+5	-1	-3	+1	+11	-7	-39	-13	-13	+3	+3
Roger Williams	-27	-2	--	--	+2	+22	-10	-56	-2	-2	+7	+7
Samuel Bridgman	-246	-20	-11	-34	-1	-11	-6	-33	-16	-16	+8	+8

and percentage variation in cost from the respective average costs for each type of school (Tables LVII and LVIII), and identify heating oil cost for each school (Table LIX). These per pupil costs are based on the adjusted budgets prepared, and hence, they differ significantly from the per pupil costs in the School Department's budget documents. They are a much more accurate reflection of the true costs of operating each school than those in the original administrative budgets.*

Analysis of the Per Pupil Expenditures

The most striking finding to emerge from the data on per pupil expenditure is that it varies so significantly between schools in each of the two groups. Our initial hypothesis was that most of the variation between schools, particularly among the elementary group, was a consequence of the adaption of "home" schools of itinerant teachers as the cost centers which carried their salary. Thus, schools like Lauro and Windmill, which are major "home" schools, have higher costs in the original budgets. The reallocation of these costs, based on the actual time spent by itinerant teachers in each school, produces some major changes in the salary budgets (Tables XLVII and XLVIII) for the elementary schools. The changes for the middle schools are far less significant. (Tables LII and LVI) Thus before this reallocation, Academy's salary budget is $230,309 and Windmill's is$339,829, a difference of nearly $110,000 or 48% of Academy's salary budget. The adjusted salary budgets, however, are less than the elementary school average on a per pupil basis.

When the full adjusted budgets are examined on a per pupil basis as opposed to just per pupil salaries, this wide variation in costs within the K-8 system, both in the elementary and middle schools, persists. Thus, the average per pupil cost in the elementary schools is $1,430. The range among the elementary schools is from $1,013 (or 30% below the average) for Willow to $1,898 for Windmill (or 33% above average). For the middle schools, the average is $1,915 with a low of $1,618 (15% below average) for Bridgham and a high of $2,456 (28% above average) for Hopkins. There are significant differences between the cost patterns in the middle schools and those in the elementary schools. The most important of these is that in spite of the difference of $838 between the highest and lowest cost middle schools, the remaining schools cluster fairly closely around the average.

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* An original budget for an elementary school should be compared with those we have prepared in Tables XLI and XLV. The School Department's "Project/Service Budget" (Tables XLIII and XLIV), which shows per pupil costs are based on the original budget and enrollments estimated December 1977 for the current school year. These per pupil costs should be compared with those in Table LV. The adjusted per pupil costs, as were discussed, reflect the allocation of itinerant teachers salaries as well as the addition of custodial salaries and employee benefits.

Indeed, the major "cause" of the difference in total per pupil cost is the variation in per pupil salary cost. However, without a detailed examination of class size, teacher's salaries, and programs offered at each school, these differences are difficult to explain. It would seem that the relatively small enrollment at Hopkins (378 or 68% of its capacity) would account for the high per pupil salary cost, since all of the faculty and staff resources necessary for a middle school are present but borne by a small number of students. Yet Stuart, West, and Williams are all more underenrolled (48%, 42%, and 60% of their respective capacities). Indeed, where the fuel cost for the middle schools on a per pupil and per square foot basis is examined, which is the measure of relative operating efficiency, there is remarkable similarity between them, and there are no clear indications of inefficiency. The most reasonable tentative conclusions concerning the middle schools appears to be that they are uniformly more fuel efficient (and presumably more efficient generally) as a group than the elementary schools. Bridgham is a notable and surprising exception. For although it is the newest school in the system, it is the most expensive to heat per square foot.

Operating efficiency aside, there are numerous anomalies in the per pupil cost of various components that requires further study. For example, why do custodial and fuel cost vary so much for similar schools? Do these costs vary with physical size of school or with enrollment? Why then do some very small, old schools have such low costs?

These questions, like those raised earlier about salaries, are central to the fiscal impact of grade reorganization. Thus if small, old schools are uniformly expensive, they are probably all candidates for closing.

There seems to be no clear explanation for the variation in per pupil cost particularly at the elementary level. However, the complexity of the constituent costs and the very limited scope of analysis possible has led to several hypotheses. None adequately explain all of the variation.

There appears to be an inverse relation between enrollment and per pupil salary and total cost. Smaller schools appear to be more expensive to operate; even the smallest school must have a principal, an expensive staff person. However, enrollment is not the whole story. Some schools seem to be expensive because they are large facilities that are underutilized (even underutilized schools must still have their whole interior heated, lighted, and cleaned.)

There appears to be cost savings in larger, more fully utilized schools, even though we have been unable to examine the major administrative costs of the system as a whole. The cost of administering many small schools is usually higher than for a

lesser number of larger schools. Whether this is true in fact remains to be seen. The four largest elementary schools, Broad Street, Martin Luther King, Robert F. Kennedy, and William D'Abate, all cost less per pupil than the system average.

The complexity of the variety of per pupil costs clearly requires a more sophisticated analysis than has been undertaken in Phase One. After the fully adjusted budgets are prepared, creating accurate full cost budgets for each school, information about factors influencing salary cost must be collected as well as some less ambiguous enrollment capacity data. These data can then be examined using some of the powerful multi-variate statistical techniques available such as analysis of variance or factor analysis. The results of this analysis can then be used as the basis for a model which would identify the major cost generators for a particular school. This model would in turn permit an evaluation of alternative grade organizations, with their physical plant requirements in terms of their cost savings.

Elementary and middle schools are operating at about two-thirds of capacity enrollment. Assuming that the larger newer schools continue on a new grade pattern, then the closing of the eight to ten smallest elementary schools in the system, could save between $500,000 and $1,000,000. This is based on a reduction in the number of principals, and custodians required, reduction in the cost of fuel and utilities, more efficient utilization of specialty teachers who are now itinerant, as well as reductions in central administrative costs. On a per school basis, these costs are presently approximately $70,000 to $100,000. If there is further centralization, savings could be even greater. There may be additional savings in central administrative costs and in instructional support costs (i.e. fewer libraries, kitchens, curriculum specialists, etc.) because of the economics of operating larger school plants at nearly full capacity.

There would be costs associated with such a consolidation, primarily those generated by a need to renovate and/or modernize the remaining schools in the system. Many of these are 60 to 90 years old and inadequate even for their current use. However, renovation could clearly reduce the operating cost of some of the older schools which have the architectural capacity for accomodating modern programs.

The Effects of Inflation on School Costs

Any study of the costs of operating a school system in the future must take into account the effects of inflation. While our concerns here have been with establishing preliminary cost estimates for the current system, these costs are to be used as the basis for estimating what future costs will be. Similarly, estimates of future cost savings can only be made in terms of current cost levels. Inflation can have the effect over time of appearing to "wipe out" any savings. This appearance is unfortunate, for the

savings are real. What must be remembered is that the appropriate comparison is not simply one between this year's budget and last year's program. Inflationary price increases have the effect of making current costs appear larger than they are in comparison to previous year's. Thus if the school program this year is identical in terms of staffing, materials used, etc. with last year but costs 5% more than last year because prices are all 5% higher, there has been no real increase in cost. Conversely, if the same program costs as much this year as last even though prices have risen by 5%, then there is a real saving compared to last year of 5%.

More to the point, if savings of $1,000,000 can be realized by reorganizing the way school system resources are used to provide a given quantity and quality of services, this saving is real even if the budget remains the same because of inflation. For without the change in organization, the current budget would be at least $1,000,000 higher than it actually is.

In the next phase of the study, it will be useful to determine how much of the year to year change in the School Department budget is due to inflation and how much to "real" increases in expenditure. Having done this, more accurate comparisons with an inflationary future can be made to assist in appropriate decision making.

The Financial Consequences of a Grade Level Reorganization

Although it is not possible to predict what the impact of a K-8 grade structure would be on the School Departmetn budget in future years, it is possible to offer some hypotheses.

It appears reasonable to expect that grade reorganization would result in the consolidation of the system into a smaller number of larger, more efficient schools. Each school closed will yield about $100,000 per year in reductions in operating costs as well as additional central administrative cost savings.

It is also likely that reorganization will require some one-time costs, both for curriculum and organizational changes and capital expenditures for renovations and additions to existing schools as well as new school construction. It is not possible to estimate these one-time expenditures at this time. (It shall be noted that each $100,000 of operating cost saving will support a bonded expenditure, at 6% for 20 years, of $1,150,000). However, given the condition and age of many of the Providence elementary schools, there is a need for significant capital expenditures even without grade reorganization. The anticipated savings resulting from grade reorganization could pay the cost of renovation and new construction.

In addition to these fiscal consequences, the cost-effectiveness of the school system may be increased as a consequence of reorganization. If the quality of education received by students improves,

then the real cost of educating students falls. Measures of quality and effectiveness such as drop-out rates, scores on standardized tests, proportion of students completing high school, and proportion going on to college must be examined along with cost per pupil to determine the value received per dollar spent on education.

TABLE XLIII

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY - PHASE ONE

Project/Service Budget Evaluation Format for Elementary Schools

SCHOOL	Grade Organization	1976 - 1977 Approved Budget	Units Requested for Processing	No. Pupils Served / No. Staff Served / No. Units Processed	No. Staff Assigned (F.T. Time Equivalent)	Unit Cost Pupils Served / Staff Served / Units Processed	Student/Teacher Ratio	1978 - 1979 Budget Requested	Projected Units to be Processed	Projected No. of Pupils/Staff to be Served	Staff to be Assigned (Full Time Equivalent)	Estimated Unit Cost	Projected Student/Teacher Ratio
Anthony	K-5	237,224		81 A 278	1 K 18½	776.67	20.5 26.8	251,068		251 268	1 K 9	951.32	15.6 27.8
Alcina	K-2	130,537		71 K 169	14 K 6	725.89	23.6 28.16	122,370		338 148	1 K 4	920.00	23.6 27.5
Asa Messer	K-6	175,833		232	9	775.14	25.7	153,[illegible]6		354 128	6	1,021.84	25.1
Bridg	K-5	510,312		85 P 519	2 P 20	912.90	21.25 25.8	520,265		510 603	2 K 20	1,048.82	24.5 27.6
Calcon	K-6	665,207		88 K 614	2 A 19	985.80	22.0 29.5	691,398		385 617	2 P 14	1,198.13	24.3 27.8
Fisher	K-5	610,562		51 P 480	1 P 20	1,186.56	25.5 29.5	604,853		507 693	1 P 22	1,283.08	25.4 27.1
Fox Point	K-5	389,598		52 P 604	1 P 24	905.83	26.0 26.9	651,657		392 436	1 K 18	1,072.8[illegible]	21.6 27.0
Highland	K-5	202,884		248	[illegible]0	816.07	24.8	229,168		255 256	4	898.77	21.3
Dr. D'Abate	K-6	668,145		91 K [illegible]71	2 K 16	1,077.27	22.7 23.1	504,036		309 496	2 K 14	1,176.91	21.0 27.9
Lauro	K-6	670,814		73 K 623	14 K 14	1,071.[illegible]7	24.3 30.2	664,184		286 337	14 P 12	1,8[illegible] 1,882.12	23.7 27.1
Laurel Hill	K-6	354,324		189	12	1,016.97	26.8	294,869		312 387	12	1,264.37	26.1
Lexington	K-6	288,0[illegible]		55 P 493	1 K 11	900.29	27.5 26.6	355,057		295 364	14 A 12	1,072.10	24.6 27.8
Fogarty	K-6	337,227		102 K 260	2 K 11	1,084.33	25.5 23.6	389,697		355 416	2 K 11	969.09	24.3 27.2
Gonyea	K-6	671,742		73 K 697	14 K 18½	983.81	24.3 26.8	521,302		472 530	14 K 19	1,088.01	24.3 27.2
Ralph	K-3	122,590		106 K 108	2 K 6	761.93	26.5 28.6	130,506		121 187	2 K 5	901.23	24.0 27.1
Crowley	K-5	215,092		38 P 197	1 P 8	909.50	19.0 24.6	230,080		271 336	1 K 7	1,167.92	23.6 27.1
Hopkins	K-5	111,761		[illegible] P [illegible]	4 P 5	827.73	25.0 29.4	110,812		135 171	4 P 6	862.56	24.6 28.5
Dexter	K-5	264,335		56 K 295	1 P 12	868.89	28.0 23.8	328,861		290 339	1 K 12	1,082.77	24.6 27.3
Veazie	K-5	368,860		72 P 298	14 K 14	1,108.37	24.0 29.8	388,181		288 342	14 K 10	1,252.20	24.0 27.0
Vineyard	K-6	292,903		98 P 282	14 K 10	1,078.08	19.3 28.2	318,511		248 352	14 P 9	1,253.74	17.0 27.6
Webster	K-6	229,161		71 K 273	14 K 9	884.79	23.6 26.7	228,318		181 289	1 K 7	1,108.36	21.0 27.8
Willow	K-3	98,237		26 K 132	4 K 6½	625.90	26.0 20.8	137,881		185 224	1 K 6	723.37	24.2 23.6
Wilson III	K-5	386,994		95 K 275	1 K 13	1,279.29	27.2 25.0	360,811		285 264	1 K 7	1,678.19	24.2 21.2
Bk 6	K-3	310,611		108 K [illegible]83	3 K 12	903.74	24.7 24.8	566,32[illegible]		620 533	24 K 16	1,171.51	24.0 24.3
TOTALS		7,656,211		1,[illegible] 7,981	[illegible] 281	957.51	24.8 24.0 25.7	8,[illegible]42,888		8881 7807	284 759	1,122.87	24.6 24.7

TABLE XLIV

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

Project/Service Budget Evaluation Format for Middle Schools

Project/Service Elements or Activities	Grade Organization	1976-1977 Approved Budget	1976-1977 Units Requested for Processing	1976-1977 No. Pupils Served-No. Staff Served No. Units Proposed	1976-1977 No. Staff Assigned Full Time Equivalent	1976-1977 Unit Cost Pupils Served Staff Served Units Proposed	1976-1977 Student/ Teacher Ratio	1978-1979 Budget Requested	1978-1979 Projected Units to be Processed	1978-1979 Projected No. of Pupils/ Staff to be Served 1978-79 Actual Enrollment	1978-1979 Staff to be Assigned (Full Time Equivalent)	1978-1979 Estimated Unit Cost	1978-1979 Projected Student/ Teacher Ratio
1. Bryant		866,663		666	36	1234.21	19.1	937,649		670 594	37	1400.02	18.1
2. Gilbert		872,699		670	39	1288.64	17.4	1,004,971		665 674	37	1510.63	18.0
3. Stuart		990,236		905	46	1094.10	19.7	1,126,826		850 779	44	1309.33	19.9
4. Gladys (Hope)	6-8	792,033		595	32	1185.21	16.8	876,810		610 579	32	1439.09	19.1
5. Orlando		632,676		475	27	1331.99	17.6	907,031		622 714	35	1451.30	17.7
6. Nathan	6-8	662,788		498	28	1290.72	17.8	673,907		575 550	32	1794.98	17.8
7. Perry		860,199		763	44	1127.88	17.3	994,877		632 626	36	1525.68	17.8
8. Webb		980,799		784	44	1140.47	17.8	1,008,252		715 673	41	1416.14	17.4
Phoenix Bryant		32,429			3			40,893		77	2		
TOTAL		8,596,694		9384	296	1200.48	18.2	7,633,246		5,179 4,999	286	1471.87	18.1

TABLE XLVII

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

Part-Time (Itinerant) Staff Salary Adjustments for Elementary Schools

SCHOOLS	ORIGINAL SALARY BUDGET	ADJUSTMENTS	NEW BUDGET
Academy Avenue	$230,309	+49,950	$280,259
Althea Street	103,104	+32,736	135,840
Asa Messer	132,058	+23,300	155,358
Broad Street	543,988	+ 9,250	553,238
Camden Avenue	446,977	-11,100	436,877
Carl Lauro	398,640	-21,400	377,240
Edmund Flynn	624,044	-18,500	605,544
Francis Crowley	209,149	+ 1,850	210,999
Fox Point	399,648	- 3,700	395,948
John Howland	233,149	+20,350	253,499
Laurel Hill Ave.	365,844	-11,100	354,744
Lexington Ave.	317,396	+ 9,030	326,426
Mary Fogarty	352,809	-18,500	334,309
M. L. King	509,646	-18,500	491,146
Ralph Street	135,519	+33,300	168,819
Reservoir Avenue	93,950	+31,670	125,620
Robert Kennedy	489,235	+ 1,850	491,085
Sackett Street	300,449	+ 3,480	303,929
Veazie Street	355,044	-18,500	336,544
Vineyard Street	299,349	-27,186	272,163
Webster Avenue	257,087	+25,900	232,987
Willow Street	123,433	+37,170	160,600
Windmill Street	339,820	-48,100	291,720
William D'Abate	442,364	- 3,700	438,664

Source: Itinerant Teacher Schedule, 1978-79

TABLE XLVIII

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

Part-Time (Itinerant) Staff Salary Adjustments for Middle Schools

SCHOOLS	ORIGINAL SALARY BUDGET	ADJUSTMENTS	NEW BUDGET
Esek Hopkins	$ 615,536	+ 3,800	$ 619,336
George J. West	935,370	+ 3,800	939,170
Gilbert Stuart	1,012,410	0	1,012,410
Nathan Bishop	789,861	-22,800	767,061
Nathanael Greene	900,946	0	900,946
Oliver H. Perry	902,561	- 3,800	898,761
Roger Williams	904,326	0	904,326
Samuel Bridgham	801,613	0	801,613

Source: Itinerant Teacher Schedule, 1978-79

TABLE LIX

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

Fuel Cost Per Pupil and Per Square Foot: Elementary Schools

SCHOOL	1978-1979 ENROLLMENT	SQUARE FEET	$ PER SQUARE FOOT	1978-1979 FUEL BUDGET REQUEST	PER PUPIL COST
Academy Ave.	260	34,829	.30	$10,320	$ 40.
Althea St.	148	20,038	.64	12,787	86.
Asa Messer	128	36,527	.34	12,277	96.
Broad St.	603	66,671	.30	19,769	33.
Camden Ave.	417	69,185	.5	16,998	28.
Carl Lauro	337	113,054	.37	41,321	123.
Edmund Flynn	493	65,499	.37	23,943	49.
Francis Crowley	237	25,005	.39	9,775	41.
Fox Point	415	57,789	.36	20,945	51.
John Howland	256	41,625	.21	8,534	33.
Laurel Hill Ave.	307	49,595	.26	12,851	42.
Lexington Ave.	364	32,839	.49	16,092	44.
Mary Fogarty	416	42,487	.24	10,144	24.
M.L. King	533	58,383	.24	13,924	26.
Ralph St.	187	18,652	.38	7,048	38.
Reservoir Ave.	171	14,947	.67	9,944	58.
Robert Kennedy	530	47,896	.33	15,909	30.
Sackett St.	339	39,942	.33	13,098	39.
Veazie St.	342	86,804	.42	36,027	105.
Vineyard St.	252	45,104	.43	19,330	77.
Webster Ave.	209	32,936	.35	11,558	55.
Willow St.	224	14,392	.42	$ 6,084	$ 27.
Windmill St.	244	75,756	.39	29,350	120.
Wm. D'Abate	496	37,698	.87	32,743	66.

Sources: 1978-1979 School Department Budget Request and School Enrollment Figures

TABLE LX

PROVIDENCE SCHOOL COMMITTEE/UNIVERSITY OF RHODE ISLAND GRADE LEVEL REORGANIZATION FEASIBILITY STUDY: PHASE ONE

Fuel Cost Per Pupil and Per Square Foot: Middle Schools

SCHOOL	1978-1979 ENROLLMENT	SQUARE FEET	$ PER SQUARE FOOT	1978-1979 FUEL BUDGET REQUEST	PER PUPIL COST
Esek Hopkins	358	75,379	.32	$23,842	$67.
George J. West	675	94,027	.33	30,619	45.
Gilbert Stuart	779	135,228	.44	59,355	76.
Nathan Bishop	579	127,091	.31	38,919	67.
Nathanael Greene	594	135,228	.33	44,891	76.0
Oliver H. Perry	626	149,059	.30	44,479	71.
Roger Williams	674	135,228	.37	50,578	75.
Samuel Bridgham	714	84,860	.70	59,359	83.

Source: Providence School Department Budget Request and 1978-1979 Enrollment Figures

CHAPTER V: NEXT STEPS

Overview

This report highlights essential information for assessing the feasibility of a grade level school reorganization in Providence. It is a preliminary look at the existing structure and an initial examination of the areas where the impact is predicted to be the strongest. This material is presented and viewed by the study team as a "starting place" for discussions regarding a grade level reorganization.

Nine policy assumptions were made at the outset of this study:

1. Students should be able to walk to school;
2. Schools should be in areas that are equally accessible to minority and majority student populations;
3. School buildings, which comprise the reorganized system, should be structurally sound and cost-efficient to operate;
4. School buildings should be planned to allow for a diversity in instructional approaches and programs;
5. The reorganized school should be a community school;
6. The maximum student population for quality education is between 500-600 children;
7. A commitment exists to close schools, renovate schools, and begin new school construction as deemed appropriate;
8. Assessing and, if necessary, improving the relationship of early adolescent development and needs with curriculum and instruction will be part of the reorganization process;
9. This decision should be made as a collaborative effort between the School Committee, Administration, teachers, students, parents, and community.

The information collected indicates that not all of these assumptions can be equally met. For example, the assumption that all students should be able to walk to school is incompatible with the criteria of having a shcool with a student population long enough to economically support a diversity in approaches and programs. The largest number of students do not reside near the newer and structurally flexible facilities which measure best in cost effectiveness. Moreover, federal and state mandates relating to desegregation and handicapped accessibility will override this assumption as it might similarly do to the concept of community schools. The minority children in Providence are located only in a few of the twenty-four neighborhoods as is already reflected in the enrollment and student compostition totals.

Despite this situation these assumptions can be implemented as a part of school policy after discussion weighing the pros and cons of each and the trade-offs involved in the selection of each assumption.

Some of these assumptions, if agreed upon, will not conflict. For example, the commitment to assessing and improving the relationship of early adolescent development can be paired with improved curriculum and instruction. Most of these assumptions are quite complex and require further analysis to resolve the question of a school facility which is not cost-efficient, which does not have full range of instructional and support service rooms and equipment, and is located in a neighborhood which is not easily accessible to minority students; yet is a community school, is both an anchor and a support to the neighborhood, and the quality of the educational process documented by reviewing student behavior and achievement tables is judged to be quite high. Many schools in just this situation exist primarily in the western and northern parts of the city. The issues and concerns are clear.

While these decisions are complex, they must be made for Providence stands at a crossroads. It must move forward to establish a coherent school organization which will be both an optional learning environment and cost-effective in operation and management. As Phase One of this study shows, much needs to be accomplished to meet these goals.

The information and preliminary analysis begins to point towards policy alternatives which, when implemented, will give Providence school children a new system, one which is more responsive to their learning needs and their parents' pocketbooks.

As a starting point for the next steps, based upon the documentation provided in this report, the study team suggests that the School Committee and the Superintendent, his staff, students, parents, and the community closely review the advantages of a K-8 grade level reorganization. Predicated upon a positive outcome of such a policy decision, this next section outlines the steps for the implementation of such a decision.

Next Steps

This grade level reorganization study has been divided into several phases, which were themselves compressed from a larger study due to time and financial constraints. (See Chapter I.)

The work of Phase One, within this report, has as its goal: To examine the policy implications of a grade level reorganization and to begin to determine its feasibility by identifying the potential areas of impact including a preliminary examination of

the consequences. Several areas were singled out for close review:

1. Current studies of middle school organization, facilities, student location, enrollment, composition, staffing patterns, transportation, citizen participation, neighborhood characteristics, and student behavior were undertaken to provide baseline data as well as to show some indication of the potential impact on these variables if the grade level reorganization takes place.

2. A close examination was conducted of the economic impact of grade level reorganization which includes reorganizing budget data to allow for early identification of specific economic fiscal indicators of measurement of current costs. These techniques which have been developed will expedite the next phase of in-depth economic analysis for alternative grade level organizational structures.

3. A defined assessment of the achievement and socio-psychological development literature of early adolescent students which establishes that this is a troubled time for children. The literature does not focus on any one educational approach to meet the needs of the students but does strongly suggest that the K-8 structure may be more successful than the current use of middle and junior high schools. The few case studies available support this contention.

4. A strong effort was made to identify funding sources for the next phase of this feasibility and implementation study.

Phase Two of this process will combine a more intensive impact analysis on selected key concerns with the first assessment of the decisions to be made for implementing a K-8 grade level organization plan.

There are a number of next steps identified as crucial:

1. A further analysis of the economic impact of [illegible] grade reorganization;

   a. Prepare revised 1977-1978 (or most recent completed year) budgets for each school, [illegible] October and (EG) March enrollment. [illegible] full cost reallocation.)

   b. Identify space characteristics of each [illegible] school.

CHART TWO

GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY AND IMPLEMENTATION PHASE: COMPONENT ELEMENTS

PHASE I Preliminary Phase Research Design	PHASE II Intensive Impact Analysis and Implementation Decisions	PHASE III Implementation Stage
Data Collection Preliminary Impact Analysis	Impact Analysis	Implementation Stage
Social Psychological Development	Learning Environment	Schools Closed
Learning Environment	Economic/Fiscal	Schools Renovated
Fiscal Situation	Physical/Architectural	Schools Constructed
Curriculum and Instruction	Organization and Demographic	Utilization of Off-School Space
Administration and Management	Neighborhood Impact	Implementation of Curriculum and Problem Changes
Parent/Community Involvement	Cost Impact (i.e. Transportation)	
Student Assignment Patterns	Administrative/Management	Implementation of Reallocated Staffing Pattern
Transportation	Decisions on School Reorganization	
Desegregation	Site Location Selection	
Facilities	Cost/Benefit of Change	
Neighborhood Characteristics	Fiscal/Administration	
	Immediate/Long Range	
	Social Cost/Benefit of Change	
	Immediate/Long Range	

c. Devise procedure for allocating "overhead" costs.

d. Identify needs for new facilities (new schools, additions, renovations, etc.)

e. Identify potential feeder pattern.

f. Calculate cost estimates.

2. An in-depth examination of transportation issues, and the effect of a grade reorganization on desegregation;

3. A decision-making effort aimed at identification of:

a. The most appropriate site for facilities to be included given a range of physical, architectural, economic, fiscal, demographic, and neighborhood issues;

b. Schools to be closed;

c. Schools to be renovated;

d. Schools to be constructed so as to compliment the planned reorganization.

4. An analysis of the impact of grade reorganization on curriculum and instruction;

5. A plan for the reassignment of students, including a new district pattern;

6. A plan for the reassignment of administrators, teachers, and support staff in accordance with the needs of the students and the community;

7. A timetable for the actual transition of the system to a K-8 grade level reorganization;

8. A plan for the conversion and reuse of schools closed as a result of this grade level reorganization and for the renovation and construction of other facilities, if necessary, a fiscal plan which will support the policy decision.

Each of these activities are part of a comprehensive planning effort. The planning process must involve the following groups in a very specific and real way:

The School Committee
Central Administration Staff
Office of the Mayor
Curriculum Supervisors
Principals of Elementary and Middle Schools
Parents and Students
Community Groups Interested in the Schools

The participation of parents is crucial to the success of an effective transition. There will be meetings within the neighborhoods of Providence to ensure that the information regarding the transition is accurate and up-to-date, as well as to provide a forum for the issues and concerns of the groups effected by such a change.

Potential Funding

In order to carry out this planning implementation project, funds will be needed for further steps as identified above. A number of sources have been identified and are listed below:

CHART THREE

POTENTIAL FUNDING SOURCES

SOURCE	TYPE OF FUNDING	STATUS
FEDERAL GOVERNMENT		
National Institute of Education	Unsolicited grants and organizational policy issues are funded for educational projects. There is interest in grade level organization, but research (not programs) are priorities.	Initial discussions have taken place.
Office of Education	Discretionary funds (maximum $25,000) are allocated to fund projects that are not eligible under specific funding categories.	Initial discussions have taken place.
Housing and Urban Development	Community Development Block Grants are frequently used for school conversions. Requires endorsement of the Mayor of Providence.	This has not been investigated yet.
PRIVATE FOUNDATIONS		
Rockefeller Foundation	Funds available for educational research and planning.	Proposal abstract has been submitted.
Ford Foundation	Funds available for educational research and planning.	Initial discussions indicated they are not funding secondary education projects this year.
Rhode Island Foundation	There are a variety of foundations interested in education: Chaffee Fund, Haffenreffer Family Fund, Kimball Foundation, the Rhode Island Foundation, and Textron Charitable Trust.	Inquires will be made to specific foundations once the Phase I Report has been circulated to the School Committee and School Department personnel
LOCAL CORPORATIONS		
These will be identified, and if appropriate, inquires made once the Phase I Report has been circulated to the School Committee and School Department personnel.		

It is important to recognize that there are two real funding needs. The first need is for continuation of planning and assessment of grade level reorganization activities; the second need is for the budgeting and actual conversions of schools that will need to be closed due to grade level reorganization. These are two very distinct projects.

Since there is the strong possibility that part of the implementation process will entail the closing of certain pertinent schools, some information about this was collected during the course of Phase One. The experience of other cities thus indicates that school closings may provide opportunities for creative recycling and preservation of neighborhood schools for other community activities. The following examples provide relevant case studies.

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

TABLE LXI

School Conversion Examples
Series One

CITY AND STATE	NEW USE OF SCHOOL FACILITY	FUNDING SOURCE FOR CONVERSION IF KNOWN
Gloucester, MA	Housing for the Elderly	Sold to developer; source unknown
Dayton, OH	Community Education Center	Unknown; for puplic use
*Jacksonville, FL	Other school district uses (administrative offices, storage space, marine center, curriculum use, and vocational education), half-way house, junior college, shared use - with community agencies.	City pays for programs and use of buildings.
Ithaca, NY	Indoor shopping mall, apartments, and office space	Architect purchased building and secured bank loan.
Kalamazoo, MI	Adult Education and Senior Citizen Center; private school and business school	Space leased.

*Jacksonville created a district-wide plan for 17 closed schools.

PROVIDENCE SCHOOL DEPARTMENT/UNIVERSITY OF RHODE ISLAND
GRADE LEVEL REORGANIZATION
FEASIBILITY STUDY: PHASE ONE

TABLE LXII

School Conversion Examples
Series Two

CITY AND STATE	NEW USE OF SCHOOL FACILITY	FUNDING SOURCE FOR CONVERSION IF KNOWN
Boulder, CO	Building renovated and a buyer is not being sought.	Bank loan; building bought by Historic Boulder
East Boston, MA	Low and middle income housing	Conversion by East Boston Community Development Corp. with financing from Mass. Housing Finance Agency
Hapgood, MA	Modern apartment building	Rural Housing Improvement Corp. acted as developers; funding from Farmers Home Administration
San Aselino, CA	Non-profit groups use facilities: infant center, day care center, senior citizen service, community volunteer bureau, and headquarters for park and recreation programs	Rent buildings

Sources: "Surplus School Buildings: New Opportunities for Adaptive Use," American Institute of Architectural Journal, April 1977, Pages 59-67.

Cities and towns across the country are faced with school closings, and there is increasing interest in Washington about funding conversions. Title I of the Housing and Community Development Act of 1974 has authorization for the block grant program to permit funds to be used, among other things, for converting school buildings to publicly owned senior citizen centers, centers for the handicapped, and neighborhood facilities providing health, recreational, social, and allied community services.

Citizens of the neighborhoods in which the unused school buildings are located must be involved in the entire process of conversion. Only then will the unused school facilities become a valuable asset to the community.

Conclusion

This study phase has responded to two of the questions raised for education in Providence:

> What is the optimum learning environment for the early adolescent? What is the most cost-effective way to deliver this service?

K-8 grade level reorganization is strongly suggested for your consideration as a school structure which will best meet these two policy issues.