



Report on Public School Funding: Factors in Washington County Rhode Island

**Commissioned by:
Washington County Regional Planning Council (WCPRC)**

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Forward

This report was commissioned to research and identify the means by which the Washington County Rhode Island municipalities fund their public school systems and to determine the constraints the towns and school systems face in delivering quality education. Discussion of the topics will be presented in sections that encapsulate the identified problem and potential solutions for that specific issue. The areas identified as having the greatest impact on the education process are as follows:

- Salary and benefits of faculty members
- Special Education programs
- Education mandates from State and Federal agencies
- Rhode Island process of distribution of school aid to local communities
- Expense and resource sharing among Washington County towns
- Miscellaneous topics captured during the research process

Method:

Quantitative data was collected from the Rhode Island Department of Education (RIDE), local municipal and school budgets, and independent third-party reports on the status of education in Rhode Island. Qualitative data was gathered from surveys conducted with the municipal officials on the WCRPC board and with superintendents of each town's school system.

Special Report Notations:

The sections were aggregated from the interviews conducted and will be examined in descending order of fiscal impact on the school system. All problems and recommended solutions can be traced back to the interview summaries in Appendix 1,2 and 3. In order to gain responses to these politically sensitive issues, all interviewees were promised anonymity. This allowed all problems and potential solutions to be discussed in the most candid manner possible.

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Executive Summary:

The catalyst for the report was the rate at which school budgets have been escalating when compared to municipal budgets and inflation. The cause of school budget increases is multi-faceted and can be best characterized by the interactions among these categories:

- Salary and Benefits
- Flat to decreasing State Aid (when factored for inflation)
- Increased State and Federal mandates without proper funds to implement
- Population increases
- Rise of Special Education enrollment

Just as the causes of the increases are complex, so are the potential solutions. As one interviewee stated, “all the easy solutions seem to have been implemented;” restructuring programs or other cost centers will take large, systematic and controversial changes to achieve (Appendix 2).

Potential solutions were garnered from the interviews and will be covered in the discussion section to follow. Areas for change have been aggregated in the categories below:

- I. Salary and Benefit Expense
- II. Special Education
- III. Federal and State Mandates
- IV. State Education Funding
- V. Expense Sharing
- VI. Miscellaneous

The financial stress of funding education stems from the limited revenue mechanisms available to municipalities (mainly local property taxes) and escalating costs of benefits and educational mandates. These mandates dictate specific service levels for the constituents (educators and students) and require certain levels of achievement to be met along with administration reporting requirements to ensure compliance. Without the corresponding funds to allow districts to implement the changes needed to achieve the letter and spirit of the law, we quickly arrive at our current state of local fiscal distress over funding public education systems.

It is interesting to note the joint acknowledgement of the school funding process in adversarial terms. Phrases like “a public war” (Appendix 2); “uncontrolled spending by schools” and “the school board has no credibility” (Appendix 1) were specifically stated. This conflict stems from the legally required separation of school boards from town councils. This separation of power has led to the current fiscal disconnect of the school committees submitting budgets they feel are required to operate from the envisioned school budget desired by the town councils. The tight budget times the state and towns have endured appear to have widened the divide between the groups as opposed to bringing them closer together for better cooperation.

Financial Analysis:

It is no secret that school costs are rising. In Washington County, over the past five years, the average increase in per pupil expenditures was 5.8 percent (Exhibit 1). This increase is not unique to the suburban and rural nature of Washington County. When compared to the urban districts, we see an identical pattern. The urban districts used for comparison showed an average growth rate of 6.0 percent over the same period (Exhibit 2).

Exhibit 1:
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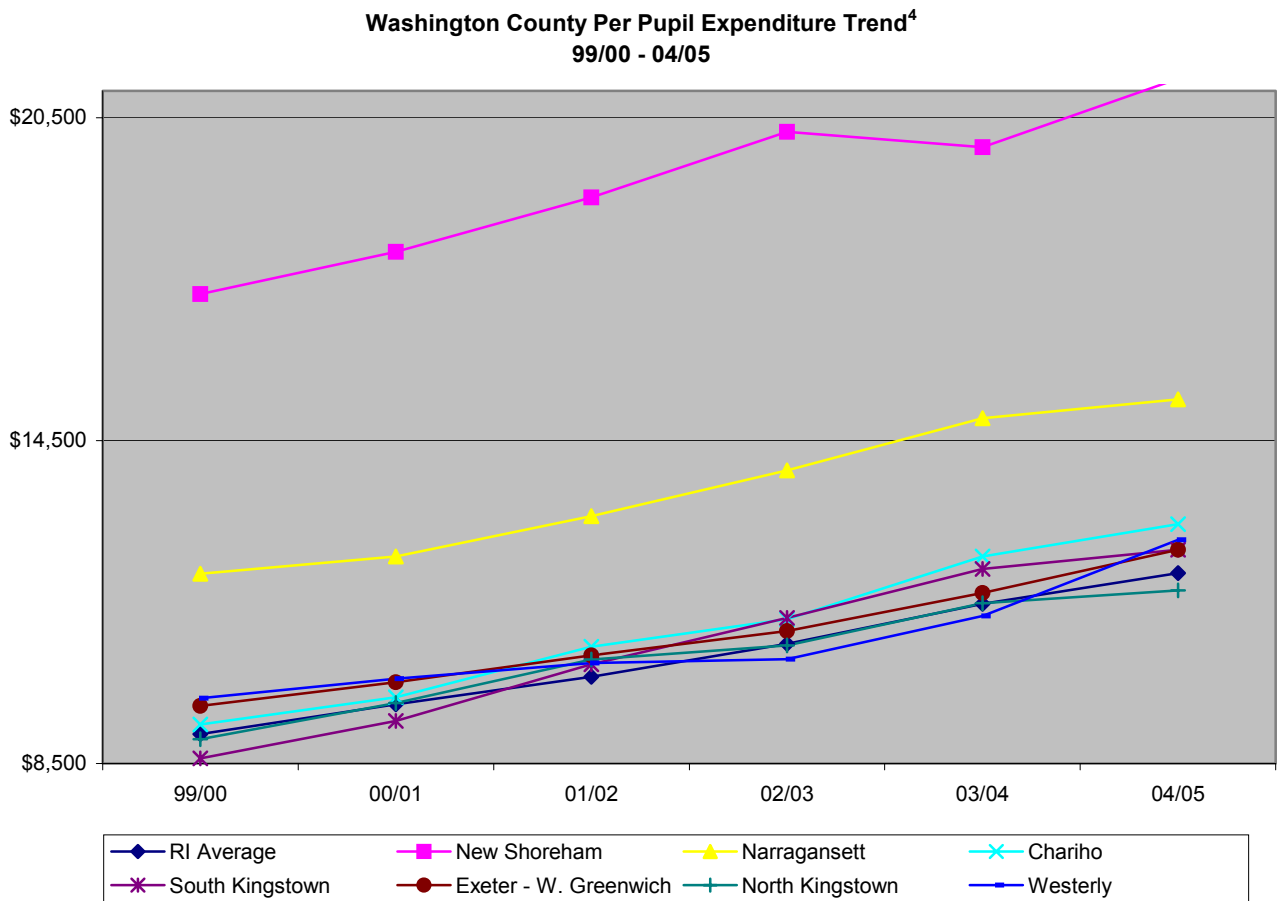
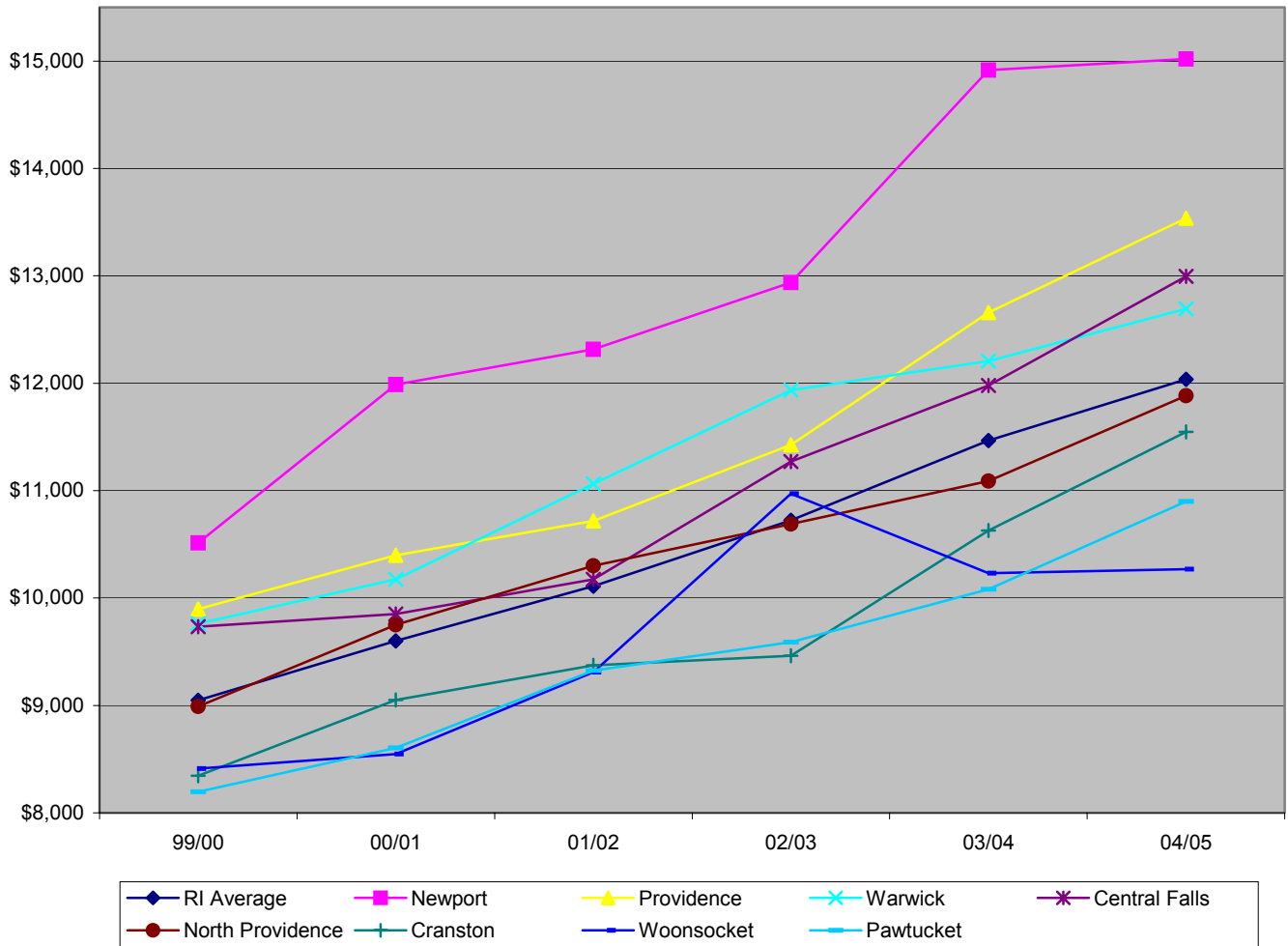


Exhibit 2:
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Rhode Island Urban Per Pupil Expenditure⁴
 Trends 99/00 - 04/05



Though the percentage increases have been similar, when compared to the average per pupil, the two groups begin to diverge. Washington County on average spent \$14,109 per pupil in the 2004-05 school year, while the Rhode Island Urban districts spent \$12,355 in the same period (Exhibit 3).

Exhibit 3:
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 Expenditures by Category: Percentage Breakdown⁴

Washington County Districts: July 2004 - June 2005							
	Total Enrollment	Per pupil	Instruction	Instructional Support	Operations	Other Commitments	Leadership
New Shoreham	143	\$21,227	69.6%	6.5%	11.9%	0.6%	11.4%
Narragansett	1,679	\$15,269	54.3%	12.8%	15.4%	10.3%	7.3%
Chariho	3,742	\$12,946	51.8%	17.7%	17.4%	6.5%	6.6%
South Kingstown	4,075	\$12,474	55.0%	15.7%	14.8%	8.3%	6.2%
Exeter - W. Greenwich	2,142	\$12,475	50.5%	15.5%	15.2%	13.0%	5.9%
North Kingstown	4,568	\$11,716	51.8%	19.3%	17.3%	5.7%	6.0%
Westerly	3,651	\$12,657	54.0%	19.3%	14.6%	7.3%	4.8%

Urban Comparison Districts: July 2004 – June 2005							
		Per pupil	Instruction	Instructional Support	Operations	Other Commitments	Leadership
RI Average	-	\$12,036	54.1%	15.6%	15.3%	9.2%	5.7%
Newport	2,774	\$15,020	48.6%	17.9%	14.1%	12.9%	6.5%
Providence	25,497	\$13,537	50.0%	17.0%	16.1%	11.6%	5.2%
Warwick	11,600	\$12,694	54.5%	15.4%	16.6%	7.9%	5.6%
Central Falls	3,743	\$12,996	48.8%	22.3%	12.5%	11.3%	5.1%
North Providence	3,419	\$11,883	57.9%	14.6%	12.0%	8.4%	7.1%
Cranston	10,723	\$11,546	58.0%	13.9%	15.6%	6.7%	5.8%
Woonsocket	6,720	\$10,268	59.9%	11.5%	15.2%	7.4%	6.0%
Pawtucket	9,537	\$10,899	52.1%	20.3%	12.3%	11.0%	4.3%
Key Definitions							
Instruction	Salaries of teachers, substitutes, para-professionals, funding for technology and instructional materials						
Instructional Support	Salary cost guidance, library & media, extracurricular, student health & Services, Curriculum Development, In service, Staff Development & Support, Sabbaticals, Program development, therapists, psychologists, personal attendants and social workers						
Operations	Transportation, food, safety, building upkeep and utilities, data processing and business operation services						
Other Commitments	Budget contingencies, debt service, capital projects, pass through (private), retiree benefits, enterprise & community service and claims and settlements						
Leadership	Salaries and misc expenses for principals& asst principals, school office, deputies and administrators, superintendents and school committee & legal						

Derived from RIDOE site

The difference becomes even more drastic when a per capita comparison is made. The analysis shows that Washington County spends 23.7 percent more per capita on education than the Rhode Island Urban comparison districts. This number was derived by dividing the total education expenditures for the 2004-05 school year by the 2000 Census results for the communities. Washington County spends \$2,115 per person while the Rhode Island Urban districts spend \$1,710 per person, a \$405 difference.

Exhibit 4:
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Per Capita Expenditure by District ⁶							
Census Data	1990	2000	Population Change	% Change	Average 2000 Population	Average % Change	Per Capita School Expenditure
Newport	28,227	26,475	-1,752	-6.6%	66,586	1.5%	\$1,567
Providence	160,728	173,618	12,890	7.4%			\$1,946
Warwick	85,427	85,808	381	0.4%			\$1,679
Central Falls	17,637	18,928	1,291	6.8%			\$2,423
North Providence	32,090	32,411	321	1.0%			\$1,207
Cranston	76,060	79,269	3,209	4.0%			\$1,460
Woonsocket	43,877	43,224	-653	-1.5%			\$1,591
Pawtucket	72,644	72,958	314	0.4%			\$1,360
New Shoreham	836	1,010	174	17.2%			12,863
Narragansett	14,985	16,361	1,376	8.4%	\$1,541		
Richmond	5,351	7,222	1,871	25.9%	\$2,012		
Hopkinton	6,873	7,836	963	12.3%			
Charlestown	6,478	7,859	1,381	17.6%			
South Kingstown	24,631	27,921	3,290	11.8%	\$1,620		
Exeter	5,461	6,045	584	9.7%	\$2,258		
W. Greenwich	3,492	5,085	1,593	31.3%	\$2,041		
North Kingstown	23,786	26,326	2,540	9.6%	\$2,041		
Westerly	21,605	22,966	1,361	5.9%	\$1,838		

Though inexact, this difference demonstrates the disparity with which Washington County towns must operate to achieve the required education levels for their children.

Another disparity between the two districts is the level of performance. Washington County districts have far better performance than their urban counterparts (Exhibit 5). The cause of the performance gap was not part of this project scope. For any possible changes the WCRPC may recommend to its member communities, a sensitivity analysis of pupil performance to funding levels needs to be undertaken.

Exhibit 5:
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**2004 Rhode Island School Classification:
 Final Two year AYP (Adequate Yearly
 Progress) Analysis⁷**

<i>% Of schools by classification</i>	High Performing	Moderately Performing	School in need of Improvement
Newport	13%	88%	0%
Providence	14%	10%	76%
Warwick	73%	23%	4%
Central Falls	14%	0%	86%
North Providence	13%	63%	25%
Cranston	76%	24%	0%
Woonsocket	25%	42%	33%
Pawtucket	20%	20%	60%
New Shoreham	100%	0%	0%
Narragansett	100%	0%	0%
Richmond Hopkington Charlestown	86%	0%	14%
South Kingstown	67%	0%	33%
Exeter W. Greenwich	60%	20%	20%
North Kingstown	80%	10%	10%
Westerly	100%	0%	0%

I. Salary and Benefit Expense

Salary and benefit expense constitute over 80 percent of all schools’ total budget. This is not surprising as labor is consistently the largest budget item of any operation and schools are a labor-intensive business. With the rising cost of health care that all organizations are facing (public and private sector) as well as contractual obligations for salary increases, it is easy for the costs to escalate beyond a town’s control. These increases are required by the labor contracts and these increases exceed the local budget caps town councils have imposed (for example, North Kingstown uses the inflation rate plus 1 percent) or the hard caps the state legislates (less than 5.5 percent per year maximum allowable property tax increase). Some potential solutions for this problem are the following

A. Change the pay scale from step system to merit based pay.

This would allow towns to provide more rewards for teachers that excel in the classroom and control the salary increases each year. The school system can move to more of a commercial model to allow focus on the areas that need it most (either staff development, technology or capital upgrades, etc.) in a given period as opposed to mandated pay increases based on the teacher step system (Appendix 2). This concept is a radical

departure from the current “step” system used for teacher salaries throughout Rhode Island. It would present major contractual changes for all involved in the school system, and would need to be addressed during the collective bargaining process.

Augmenting this pay for performance sentiment is a national effort underway to use performance bonuses to compensate teachers. “Governors in 20 states have proposed changes in how teachers are paid including the use of performance bonuses”. We are seeing enough commitment to this idea that we have a chance to have it stick,” said Louis Gerstner, the former International Business Machines Corp. chairman who formed the Teaching Commission in 2003.”⁵

B. Statewide guidelines on collective bargaining for contract components.

At present there are no guidelines for the bargaining process. Each contract negotiation session is a free for all with any and all items available for discussion. This makes the process very cumbersome, inefficient and usually ineffective at creating change from one contract to another. When a town wants concessions on any certain item, the union will respond by pushing for concessions on a different item. This usually has the net effect of no change in the total dollar amount of the contract. If the state were to lay down the rules of what can and cannot be bargained for, the process would become much easier. (Appendix 2)

C. Contract complexity:

Teacher contracts regularly exceed 100 pages in length. Many school committee members and superintendents admit they are untrained and unable to fully comprehend the language of these contracts. There is an incremental system at work where they accept the work done by their predecessors as a base and move on from there: Comments such as “we can not afford the legal council to fully understand the nuances of the contract” have been cited as the towns’ rationale for the current state of affairs².

D. Move to defined contribution from defined benefit system

At present, the state manages teacher pensions and each town contributes money as required by the State. The issue with defined benefit plans is quite pronounced given the high profile bankruptcies in recent times (for example, United Airlines’ transfer of its pension program to the Pension Benefit Guarantee Corporation) and large companies no longer offering pensions to new employees (for example, in January 2006 IBM and Alcoa both terminated their plans for new employees). A move to a defined contribution system would relieve the State (and thereby the towns) from the speculative nature of financing future pensions and allow teachers to take control of their own financial futures. The same contributions made by towns could be converted to a generous matching system in a tax-deferred vehicle such as the 403b plan (Appendix 2).

E. Health Cost Sharing

Presently many districts operate dual health care insurance programs, one for the town employees and one for the school system. This practice stems from language in union contracts dictating a certain provider (for example, Blue Cross/Blue Shield). Savings could be realized by having the town combine the two plans into one and thereby

increase group size and lower policy costs. Some towns are doing this at present; others are trying to move to this model but are encountering resistance from employees in the school system (Appendix 1). This approach could be taken further by looking at a regional contract for municipal employees or looking to the state for broad-based inclusion in a health coverage plan. Though this proposal could provide greater savings, the loss of local autonomy must be weighed in the calculation.

F. School Committee Negotiation of Contracts

The contract negotiation process exemplifies the lack of a cohesive community approach to education. Separation of powers between town councils and school committees over education costs creates conflicts during each budget cycle. The town has final bottom line budget approval, but no say in how the number is derived. The school committee negotiates a contract and makes a financial promise it (technically) cannot pay for (Appendix 1). According to the Education Partnership Study², towns are at a bargaining disadvantage because their school committee members are untrained in contract negotiations, whereas teachers unions' employ trained professionals. Given the towns' predicament, it is perplexing as to why school committee(s) and town councils are not working together during these negotiations.

Initial suggestions to rectify the situation:

1. Simplify the length of the contracts to make negotiations less complex
2. Have a pre-determined financial limit of contract growth the school committee can negotiate that the town council would approve
3. Have the towns hire professional negotiators for the contract process.

II. Special Education

Special Education is a controversial subject. The cost of providing education to students with special needs ranges from slightly above the rate of a standard student to over \$100,000 per year for severely disabled students (Appendix 3). In addition to the cost, the manner in which students are assessed and prescribed Individual Education Programs (IEPs) is subjective. This subjectivity creates administrative inconsistencies within and among districts. These inconsistencies most likely explain the subsequent growth in Special Education enrollment and expenditures by towns (Exhibit 6). For the 2004-05 school year, Washington County saw a 240 percent increase in the number of students receiving special education services as compared to the prior year (Exhibit 7).

Exhibit 6:
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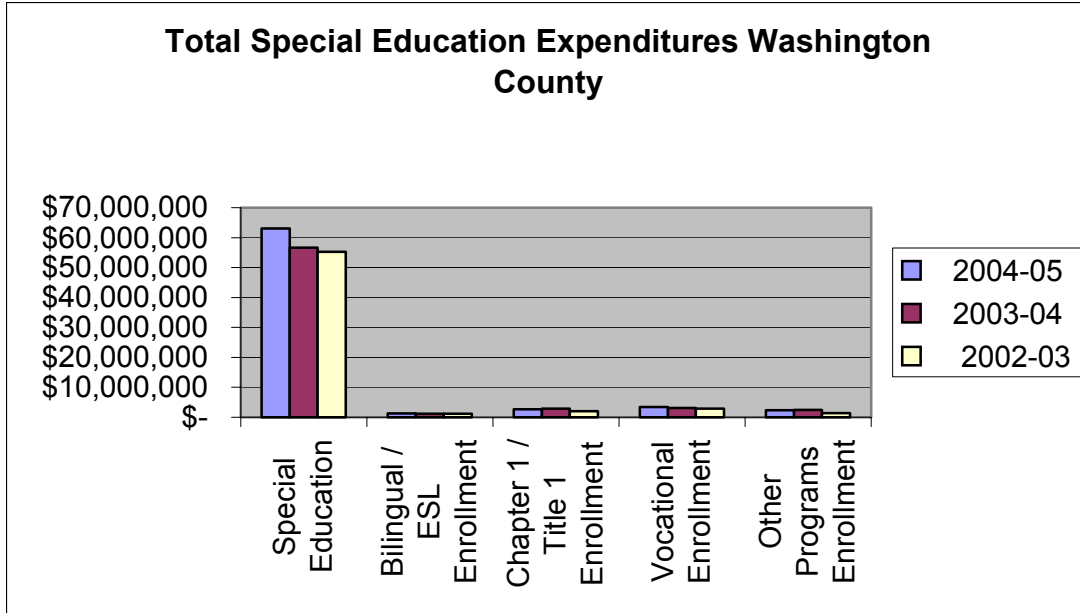
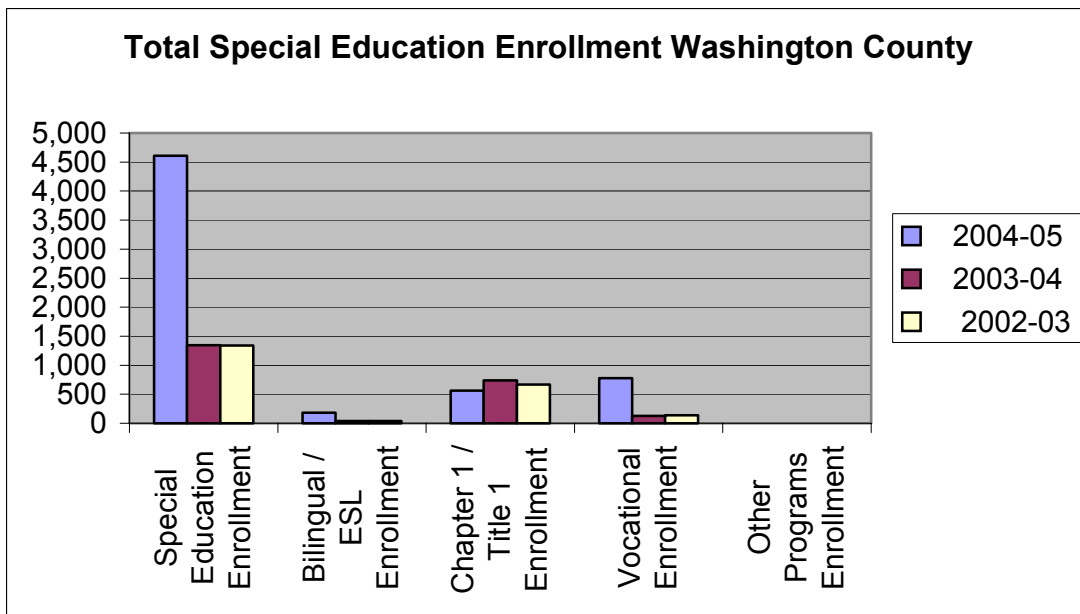


Exhibit 7:
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A. Why is the percentage of children receiving services so high?

“Rhode Island has more children in special education as a percentage of student population than any other state in the country” (Appendix 2). This statement by a superintendent was startling, and was confirmed by the National Center for Education Statistics. For 2001-02 Rhode Island’s disabled students were 20.1 percent of public school enrollment, compared to the national average of 13.4 percent.

Another startling realization was the average per pupil cost of a special education student compared to average per pupil cost of a “standard” student. The incremental cost of a special needs student is \$13,689 per pupil per year. This amount is in addition to the \$9,510 cost per pupil per year for a standard student based on the 2004-05 year (Exhibit 8). Further explanation of this roll up is warranted.

The costs below are actual numbers by each line item. The total district number is a weighted average based on what a full time equivalent (FTE) student would be. The FTE formula explains why the cost per pupil is \$12,633 compared to the mathematical \$ 7,864 per pupil expenditure.

Exhibit 8:

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Washington County District Expenditures by Six Programs⁴

	Total Expenditures			Per Pupil Expenditures			Percent change 03-05
	2004-05	2003-04	2002-03	2004-05	2003-04	2002-03	
General Education	\$ 220,190,579	\$ 213,408,975	\$ 200,555,004	\$ 9,510	\$ 9,723	\$ 9,126	9.8
Special Education	\$ 63,106,007	\$ 56,673,567	\$ 55,209,875	\$13,689	\$42,086	\$41,147	14.3
Bilingual / ESL	\$ 1,276,700	\$ 1,152,904	\$ 1,198,388	\$ 6,939	\$28,292	\$31,737	6.5
Chapter 1 / Title 1	\$ 2,676,685	\$ 2,915,842	\$ 2,082,528	\$ 4,763	\$ 3,956	\$ 3,132	28.5
Vocational	\$ 3,448,675	\$ 3,129,067	\$ 2,841,662	\$ 4,421	\$24,239	\$20,400	21.4
Other Programs	\$ 2,400,548	\$ 2,495,347	\$ 1,419,292	Na	Na	Na	69.1
Total District	\$ 293,099,196	\$ 282,775,704	\$ 263,307,111	\$12,633	\$12,054	\$11,195	11.3

Washington County District Enrollments by Six Programs⁴

	2004-05	2003-04	2002-03	Percent change 03-05
General Education	23,153	21,949	21,976	5.4%
Special Education	4,610	1,347	1,342	243.6%
Bilingual / ESL	184	41	38	387.3%
Chapter 1 / Title 1	562	737	665	-15.5%
Vocational	780	129	139	459.9%
Other Programs	0	0	0	NA
Total	23,201	23,460	23,521	-1.4%

The drop in the special education per pupil cost is based on a large increase in special education enrollment. Enrollment in special education in 2004-05 was 4,610 vs. 1,347 the previous year (Exhibit 8). A further investigation into the cause of this enrollment increase is recommended. This may lead to answering why Rhode Island leads the nation in percentage of children in special education.

B Uniform definition of Special Needs

Tied into the high percentage of students in special education, is how they were initially identified. Interviews revealed that there is no standard set of criteria for the classification of a child as special needs. Each case is evaluated individually and the criteria are highly subjective (Appendix 2). No interviewee suggestions for improvement of the existing system were offered.

It would stand to reason that if a special needs situation exists, the student is incapable of achieving a level of proficiency in a subject matter. Criteria for entry to (and eventual exit from) special education should have some objective measures by which to judge the student. If these measures do not exist at present, this should become the starting point for the districts.

C. Joint Busing

The transportation of more advanced special needs students to regional centers is a daunting issue for communities. At present, communities are constrained by State Department of Education policies strongly recommending (a virtual mandate) a bus ride of less than one hour. Also, Rhode Island law mandates that only buses be used in the transportation of students; no cars, minivans or other passenger-approved vehicles can be used (Appendix 2). Since so few students need this service, the system is inefficient and expensive. The cost of a small, wheelchair accessible bus to operate for a full school year is approximately \$ 85,000 (Appendix 3). When compared to neighboring states that allow the use of passenger cars and minivans to transport students, the rationale for this state law must be questioned. Adoption of alternative vehicles could reduce the towns' capital outlay and operation expenses.

D Create more regional capacity

Capacity in this context is targeted at the use of therapists in the schools. Each community has therapists that are usually not working to full capacity in any one district (Appendix 2). Sharing a therapist among multiple school districts would create an opportunity to share the time and expense of this professional, thereby achieving an improved utilization rate and a lower cost to serve each student. This would maintain the current service levels expected by the communities while containing costs for the school district.

III. Federal and State Mandates

Both types of mandates were overwhelmingly identified as a major cause of increases in the operational costs of school systems. Over the years, mandates have focused on addressing specific deficiencies in the schools systems. Some specific examples cited are increasing support for special needs children, making schools wheelchair accessible, and tracking student performance and testing requirements. These requirements place additional burdens on the school system resulting in the need for more staff (therapists and counselors in-house) and administrative work to handle compliance reporting in various areas. These additional requirements are not accompanied by the adequate funds to administer the programs, retrain staff or add new personnel. This has the effect of increasing costs and removing focus from the main objective of educating the town's school age population.

A. Private school transportation

Rhode Island law stipulates that all students, including students who attend private schools, must be provided transportation to the school they attend. When special needs students are removed from the set of private school students who must be transported, then each town has relatively few students attending any single private school. Consequently, delivery of students by towns to private schools is inefficient and therefore expensive on a per student basis.

No suggestions for a solution to this inefficiency were proposed by interviewees.

B. Only school buses can be used to transport students

The State mandate makes sense for the traditional route system towns use to take the majority of "school bus only" students to public schools. But when constrained by the private school or special education transportation requirement, the rationale of the law becomes questionable. The need to use only school buses increases the cost of this process, when a standard car or minivan would allow increased flexibility at reduced costs (capital purchases as well as operational fuel savings). This is a unique Rhode Island law. Our border states allow school children to be transported in cars and minivans that have signs affixed stating "carrying school children". (Appendix 2)

C. Nurses must be teachers

Another Rhode Island law requires that all school nurses must be teachers. The rationale for this law is unclear and seems to provide no additional value to the student over a non-teacher nurse. The effect this law has on the school is to increase the cost of the position, hiring a nurse with a teacher certification, over a standard licensed nurse (Appendix 2). This forces some schools to share a "qualified" teacher-nurse among multiple schools and use a para-professional to cover the balance of the time.

D. School sub-committee on health food

Last legislative term (2005), the State passed a law intended to increase the healthy food options in the schools to help combat the obesity problem children are facing. While the intent was noble, the implementation is another example of increasing costs to the school districts. The law as written requires the school committee to form a sub-committee to evaluate the choices of food available in the schools. This will be comprised of teachers and school committee members who will receive a stipend for the hours they spend working on this committee. This is a prime example of mandating school actions without subsequent funding (Appendix 2).

E. Federal Mandates

As with most Rhode Island mandates, Federal laws also do not come with adequate funding to implement the required programs. Examples include long established special education rules, the Americans with Disabilities Act, and most recently to the recent No Child Left Behind laws (Appendix 1, 2). These laws have the effect of shifting expense from the federal to the local level, causing towns to grapple with funding these initiatives in a challenging budget environment. Discussion of changes needed at the Federal level will be bypassed as it is beyond the scope of this report.

IV. State Education Funding

Rhode Island is well below average in supporting education. As reported in “Results: Education in Rhode Island 2004” by the Rhode Island Public Expenditure Council, nationally (in 2004), state resources represent 49.1 percent of school funding while Rhode Island supplied only 37 percent¹. The majority of state aid goes to urban districts, leaving suburban and rural school systems to self-fund most of their budget requirements via property taxes. There is no set formula that the towns can rely on to predict what the level of state aid will be annually; this variability enflames an already tense fiscal situation in each municipality.

A. Greater sources of revenue at the state level

The need for resources is centered on growing the revenue base as opposed to the traditional cost control focus of most government entities. Hypothetically, the problem may not be that education is too expensive, but that insufficient revenue is generated to support the system statewide. Therefore, our current efforts to only control costs and not generate additional revenue could lead to deterioration of our school systems.

Elements of this idea are already happening. Salaries and benefits are accelerating beyond towns’ ability to fund with the property tax system alone. There is no State Aid formula, which the districts can rely on for predictable levels of funding. Individual communities have no access to broad-based revenue mechanisms (sales and income taxes) like the State does, which may provide a better means to raise money for each school district. Each of these topics should be more thoroughly evaluated.

B. Towns bear the burden of education expense

The current system of property taxes is the main funding source for our schools. Inherent problems with the current system are taken from interviews (Appendix 1 and 2):

- Land wealth is not a measure of liquid wealth and therefore can place an undue burden on residents (for example senior citizens)
- Property tax does not raise enough revenue from multi-family units (houses or apartments) to support the student burden these dwellings place on the system
- This is a narrow means to fund a system with growing needs (as opposed to a more broad based approach)

Rhode Island has moved from ranking number five in the nation for local government support of education in 2000 to number two in 2005¹. For comparison, Massachusetts was 12th in 2000 and now is seventh while Connecticut was 11th in 2000 and is now eighth in 2005¹. Though both states have lower percentages coming from local governments than does Rhode Island, all three states are trending in the wrong direction.

C. Make State grants predictable

At present, there is no State formula for funding education. At one point, the State had proposed a 60/40 split (State = 60 percent, local = 40 percent) of education costs, but the initiative never gained support. Creation of a State formula providing consistent and reliable revenue for the districts would be a positive investment in the future of Rhode Island.

D. Urban centers receive majority of State funding

Ten urban centers in Rhode Island receive 52.2 percent of State aide¹. On average, urban centers receive \$6,550 per pupil compared to \$2,114 per pupil and \$2,369 per pupil for suburban and rural communities respectively. This aid level equates to approximately 50 percent of total per pupil expenditures in urban centers and 13 percent of total per pupil expenditures for Washington County towns. Exhibit 9 illustrates the per pupil breakdown of Washington County compared to Urban districts.

Exhibit 9

Report on Public School Funding: Factors in Washington County Rhode Island

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Expenditures Per Pupil: Actual Dollar Breakdown⁴

Washington County Per Pupil Expenditure 1999 - 2004						
	99/00	00/01	01/02	02/03	03/04	04/05
RI Average	\$9,047	\$9,602	\$10,109	\$10,724	\$11,465	\$12,036
New Shoreham	\$17,221	\$18,009	\$19,018	\$20,237	\$19,954	\$21,227
Narragansett	\$12,025	\$12,345	\$13,095	\$13,947	\$14,918	\$15,269
Chariho	\$9,226	\$9,732	\$10,672	\$11,179	\$12,345	\$12,946
South Kingstown	\$8,596	\$9,291	\$10,343	\$11,206	\$12,113	\$12,474
Exeter - W. Greenwich	\$9,570	\$10,009	\$10,510	\$10,964	\$11,667	\$12,475
North Kingstown	\$8,954	\$9,624	\$10,430	\$10,694	\$11,482	\$11,716
Westerly	\$9,714	\$10,073	\$10,367	\$10,438	\$11,241	\$12,657

Urban Per Pupil Comparisons 1999 - 2004						
	99/00	00/01	01/02	02/03	03/04	04/05
RI Average	\$9,047	\$9,602	\$10,109	\$10,724	\$11,465	\$12,036
Newport	\$10,514	\$11,988	\$12,317	\$12,939	\$14,916	\$15,020
Providence	\$9,897	\$10,399	\$10,718	\$11,426	\$12,658	\$13,537
Warwick	\$9,763	\$10,175	\$11,063	\$11,935	\$12,205	\$12,694
Central Falls	\$9,732	\$9,851	\$10,175	\$11,272	\$11,979	\$12,996
North Providence	\$8,990	\$9,750	\$10,300	\$10,690	\$11,089	\$11,883
Cranston	\$8,345	\$9,052	\$9,372	\$9,462	\$10,628	\$11,546
Woonsocket	\$8,411	\$8,548	\$9,310	\$10,971	\$10,232	\$10,268
Pawtucket	\$8,196	\$8,604	\$9,323	\$9,588	\$10,081	\$10,899

E. Change State funding cycle to coincide with Town budgeting cycle

The present funding cycle has systemic problems. Town budgets run July 1 through June 30. State allocations for education are usually finalized in August. For a town to construct a budget for the coming year, they have to estimate the State aid allocation. This annual fiscal pressure can be alleviated if the State finalizes the school budget allocation to coincide with the own budget process or the towns shift their budget cycle to coincide with the State release of funds.

F. Allow change to the school budget when dollars become known

Changing the school budget once it is approved is a difficult task. First, State law requires that any money allocated to the schools remains in the school budget for school use only. Second, towns do not know how much to allocate for State aid (no State education funding formula exists), creating a hesitancy to over-fund the school budget because overages will not be returned to the town. Third, the mutual distrust of the two parties (school committees and town councils) creates an adversarial working environment where cooperation is hard to achieve. A revision of the law allowing

money to flow in both directions would relieve this stress point and assist the annual budgeting process.

V. Expense Sharing

This section explores various programs towns are currently using to reduce operational costs. The most frequently cited examples are the Southern Rhode Island Collaborative (SORICO) and West Bay Collaborative, which purchase books and supplies in volume for discounts. Most municipalities also utilize hedging strategies for purchasing natural gas and electricity. Additionally, they participate in joint fuel purchases (towns and school districts) to achieve volume price discounts. The following areas were specifically identified as having potential for further cost reduction benefits:

A. Special Education

Special Education is a sensitive topic. It brings out highly charged emotions from parents of students with needs and education officials struggling to administer services to those in need. Some basic services required by law are also underutilized in each district. A suggested solution was to provide multi-district coverage by therapists, which would bring their utilization rate up and allow towns to share the cost of this resource (Exhibit 2). This allows services to be continued to the students while helping towns mitigate increasing costs.

As previously discussed, Rhode Island has twice the national rate of students identified for special education. In Washington County, special education enrollment increased by 342 percent from 1347 to 4610 students from 2003-04 to 2004-05 (Exhibit 7). The 2003-04 year average cost of a Washington County Special Education student was \$42,086. The cost for the 2004-05 year fell to an average of \$13,689. The total cost of services for Washington County in 2004-05 was \$63 million dollars, an 11.35 percent increase over the previous year. As a result, average cost per student decreased by about two-thirds while total costs for special education rose by over 11 percent between 2003-04 and 2004-05 (Exhibit 6). While this is a more efficient use of resources, it represents a growing trend. Further research into why so many are receiving services is recommended.

B. Standard and Special Ed transportation

The transportation topics having been covered previously and are reiterated here to highlight the immediate cost savings potential for towns. It is recommended that this become an area for immediate review with the member communities.

C. Fuel contracts (oil, gas and diesel)

There are currently programs available for schools to purchase electricity and natural gas on contract to save money (Appendix 3). Fuel oil is not something that is currently purchased under contract. Joint buying options should be explored as an immediate cost saving option for the towns.

D. Charter Schools

Only one person cited Charter Schools as a cost challenge. The sentiment was that they are a resource drain and the student population could easily be absorbed into the standard system (Appendix 1).

E. Housing for teachers

The recent rise in real estate values has made it difficult for teachers to find affordable housing (Appendix 1), and is a problem that is unlikely to improve in the near future. Going forward the towns may need to find ways to subsidize housing as corporations do during relocations. Strategies could include paying points to lower mortgage rates or transitional pay stipends for a period of time to name two alternatives. Solutions of this nature are more cost effective because they are one-time expenditures compared to salary increases that are in effect for the duration of employment.

F. Bring outsourced items in-house

School districts typically use outside firms for maintenance and repair jobs (for example, painting, electrical and plumbing needs). In sourcing is a contrarian view of current market trends but can realize cost savings in some cases. The specific example of a full time painter in the district for small jobs was cited as a way to save that district money on smaller, more frequent jobs (Appendix 2). Repairs to a small section of sheet rock and other odd jobs that are not covered by current staff (for example janitors) still need to be accomplished and make a justifiable case for in sourcing. This could become a shared inter-district resource (as was suggested for special education therapists) for additional cost savings.

G. Move to unified town computer systems (financial, technology)

Unified computer systems provide multiple avenues for savings. Up front costs to purchase larger multiples of software or hardware help to reduce the per-unit costs. Operational savings are realized by increased productivity among users (school and town offices) accessing and operating common systems. Additionally, supporting only one model of computer compared to multiple brands or models allows for reduced IT support spending (Appendix 2).

H. Use Recreation department for field maintenance

One respondent contracts with the town department for school field maintenance (Appendix 2). This is a prime example of sharing resources to reduce costs in a town. The recreation department has the specialization necessary to perform the work and it would be redundant and costly for the school system to duplicate this service. This practice should be encouraged across all functions where it makes sense.

VI. Miscellaneous

A. Cap on property tax increase at 5.5 percent

The 5.5 percent property tax cap is a State law resulting from a previous time period where property taxes were rising rapidly. Though good from a fiscal perspective, in this

current era of shifting financial responsibility from the Federal and State level to the local along with the rising salary and benefit costs, it creates a tough challenge for a town to meet its budget obligations and stay under this 5.5 percent budget cap. Correcting this imbalance is part of an overall systemic policy discussion that is beyond the scope of this report.

B. Incremental cost of minimum class size

Larger scale school operations may offer efficiencies. By housing multiple classes of the same grade together, fluctuations in student enrollment can more easily be absorbed (Appendix 2). This grouping of same grade level classes together can potentially allow a district to avoid adding another class or eliminate a class altogether. This is a strategy for fewer but larger schools in a district. The feasibility of this approach needs to be locally reviewed by each district.

C. Better financial disclosure

During the course of the research, it became obvious there are no standards with which the schools report their budgets to the communities. Each town has a unique format. These non-standard financial reports make cross-municipality comparisons difficult. Westerly's systems of Budget transparency and professional presentation of data should be evaluated as a model for all schools districts to adopt.

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Washington County Town Council Interviews
(9 of 9 districts responded)

Outline of write up (for Town Councils, Superintendents and Business Managers):
Each elected official was interviewed for subjective and objective information. Answers are recorded by section of the questionnaire (1-4) and the responses are by number to ensure the anonymity that each was promised in exchange for candid remarks.

There is no correlation between the Town Council responses and the Superintendent's responses (for example TC1 and S1 does not mean both parties are from the same town), and the same holds true for the business managers.

Section I – Where does your funding sources come from?

Summary

Overwhelmingly this is property tax, with complaints about the lack of State and Federal support. Exact figures require discussion with the school business managers.

TC1 – see summary

TC2 – state aid not growing at same rate as school budgets. 1 –2% increases not in line with actual increase. State aide and population should increase at the same rate.

TC3 – see summary

TC4 – property tax is 91% of the revenue source

TC5 – see summary

TC6 – see summary

TC7 – state aid down from 60% to 18-19% of revenue source

TC8 – see summary

TC9 – see summary

Section II - Expenditures

Summary:

Overwhelmingly the biggest cost is personnel (salary & benefits). A close second was special education. Third were unfunded Federal & State mandates. Regarding the unions, most feel the volunteer school boards are out maneuvered on contracts by professional negotiators on the side of the unions. Special Ed, they feel helpless, as there is no mechanism to plan for new students and costs for these students can run up to \$ 50 - 80K per pupil per year for full time at Harmony Hills.

TC1 – School has done well last 3 years to stay in budge, no additional money requested. Most expenses are mandated either by State and Fed laws that are not funded or union contracts. Very little control over total expenditures.

TC2 – We have a surplus each year in the town budget that is being eaten up by increased school costs.

TC3 – Uncontrolled spending. School committee has no credibility, as it cannot hold to original request for funds.

TC4 – Special Ed cost rising each year. No mechanism to foresee future given mobility of population.

TC5 – Salary & benefits is the largest item and we have no control over it (contractual obligations with the unions).

TC6 – Hard to factor what state aid will be in any given year. We have had to make up short falls in some years or cut programs when a conservative estimate on the funding was used. RI law does not allow us to give \$ to the school and take it back if state funding come back in excess of our estimates.

TC7 – see summary

TC8 – federal no child left behind, special Ed are too large a portion of the budget (2x the national average). Salary & benefits 80% of the total school budget

TC9 – see summary

Section III – Cost Control Strategies

Summary:

All towns use some form of cooperative buying for books, electricity, fuel etc. This has helped to reduce the total bill, but as a percentage of the total school budget it has little to no effect. All communities agreed that the rise in benefit cost (substantially above the rate of other items) places a great burden on the school budgets. These costs are beyond immediate control as they are guaranteed by the union contracts and cannot be altered until the contract is renegotiated.

TC1 - see summary

TC2 – see summary

TC3 – see summary

TC4 – Use SORICO for school items and West Bay Collaborative for health insurance

TC5 – talk to superintendent for specifics

TC6 – Institute health insurance sharing for employees

TC7 – see summary

TC8 – need to better negotiate contract with teachers. Salary increases exceed savings in other areas

TC9 – see summary

Section IV - Personal Opinions

Summary done by each question asked.

What is the best source(s) of funding for the school system?

There needs to be more funding for the mandates that the state and federal systems impose on the local schools. All council personnel universally echo this. For the funding methods, 6 suggest a broad based solution (income, progressive, state or fed funded solution) where 3 favor maintaining of the property tax system.

What are the most crucial expenses to control?

Personnel were stated as the most crucial expense. This comprised various forms from salary, to pension to health benefits. One councilperson cited mandates in addition to personnel as the most crucial to control

What are the most challenging expenses to control?

Here again six cited personnel costs as the most challenging to control, but other categories were also discussed. Each of the following received one mention – transportation, charter schools, health care, housing for teachers and special Ed.

What expenses could be most easily eliminated with no detrimental effect on the quality of education?

This had a greater distribution of answers. Three cited no programs as being able to be eliminated, as the schools are very lean. Four cited an “I do not know enough to answer that question” response. One cited administration as top heavy and one cited elective programs as being able to be reduced for savings.

What can be done to improve the quality of education?

Three council people felt the existing systems were good and should be maintained at present levels. Each of the following was cited once – ask the superintendent, more achievement focused, increase the quality of the teachers, incorporate distance learning, smaller classes needed and more flexibility needed in No Child Left Behind laws.

Is the focus on the best interest of the students (from all stakeholders’ perspectives)?

Of the 9 council people surveyed:

Yes – 5

No – 4

Washington County School Superintendent Interviews –
(6 of 7 districts responded)

Section I – Where does your funding sources come from?

Goal of this section was to generate over arching comments and generate granular breakdown of the revenue sources. That will be achieved with the business managers

Summary:

Each community has similar issues they face – majority of budget comes from property taxes with little support from the Federal or State governments.

S1 – State aid fluctuates and is unpredictable.

S2 – “Tax policy needs to be revised to better meet demands of school system state wide”

S3 – “State aid increase not meeting inflation or mandate increases”

S4 – “increased mandates not met with increased dollars”

S5 – “capacity of towns to contribute dictates quality of the school system”

S6 – “annual public war”

S7 –

Section II - Expenditures

Summary:

Accelerating fuel costs, health benefits and special education were the most frequently mentioned items. These are also items that are out of the schools ability to control.

S1 – RI identifies more special education students than any other state – why?

S2 – Mandates of nurses must be teachers, private school transport & text books purchase by towns and speech/language services provided directly drive up operating costs.

S3 – Schools are a labor-intensive business and will always have a high cost. Special Education needs to be controlled, busing for special Ed and private schools challenging (due to State law of only buses can be used). Unfulfilled State promise of 60/40 state/local split of education.

S4 – To many unfunded mandates from Federal and State level. Energy and health costs out of control. Too many districts operating need to consolidate to gain efficiencies.

S5 – Special Education and health growing at faster rates than over all budgets – places great strain on process.

S6 – most of budget dictated by contracts, health premiums or energy costs. Very little discretionary control.

S7 –

Section III – Cost Control Strategies

Summary:

All towns identified some form of collaborative systems to help with purchase, bids etc. Specifically mentioned were the West Bay Collaborative, and SORICO (Southern Rhode Island Collaborative). Other less widely used strategies were the purchasing of advanced fuel contracts, joint busing for special education students out of district, and the pooling town and school health plans to gain economies of scale for reduced costs.

S1 – Town & school to partner on insurance, bring outsourced items in-house for cost savings.

S2 – Share out of district transportation, use same systems as town (financial, technology etc)

S3 – Common bidding with town, use collaborative for health and special education

S4 – Energy management to reduce spend

S5 – Use rec. dept for field maintenance, move out of district special Ed in district to save money, energy management plan delivers savings

S6 – Collaborative (West Bay & SORICO)

S7 –

Section IV - Personal Opinions

Summary done by each question asked.

What is the best source(s) of funding for the school system?

All favored a move to a broad based approach. As opposed to the elected representatives, the educators favored a mix of town and state/federal money. The rationale was to even out budget fluctuations from the broad based revenue stream with local money, which also allows towns to focus as desired on areas important to the community.

What are the most crucial expenses to control?

Personnel (salary and benefits) were stated as the most crucial expense. Special Education and utilities were also identified. One suggestion for the pension system change was to move from a defined benefit to a defined contribution system.

What are the most challenging expenses to control?

This category had a mix of responses with no one answer generating a consensus. Personnel, benefits, special education, energy and mandates were all mentioned frequently. A new category of collective bargaining was mentioned with the suggestion that the state limit the scope of what can be bargained for. Other states limits in this area were cited as reference and would make negotiations with unions much smoother processes.

What expenses could be most easily eliminated with no detrimental effect on the quality of education?

Most superintendents agreed that no programs can be easily removed – “ all the low hanging fruit has been eliminated”. Some topics mentioned for reduction of costs were – the requirement that school nurses be certified teachers. Changing this to a RN would be a costs savings for the district. The state requirement of a school sub committee on health food in the district adds costs for stipends as opposed to having it handled in the normal course of business. Changes to the transportation law of only school buses can be used to transport children were discussed. Examples of Massachusetts and Connecticut laws allowing passenger cars & mini vans with “carrying school children” signs reducing capital costs and operational (fuel) savings.

What can be done to improve the quality of education?

S1 – Create a good school experience now for students so they want to fund schools when they become parents and tax payers.

S2 – Make schools larger to gain economies of scale and smooth enrollment changes that affect neighborhood school model

S3 – Refocus on education as critical to community and fund accordingly

S4 – Too broad to answer

S5 – Refocus schools on teaching students as opposed to managing mandates

S6 – More accountability of teachers

S7 –

Is the focus on the best interest of the students (from all stakeholders’ perspectives)?

Of the 7 superintendents surveyed:

Yes – 0

No – 4

Mixed – 2

Washington County School Business Manager Interviews –
(3 of 7 districts responded)

Section I – Where does your funding sources come from?

Goal of this section was to generate specific sources of income with secondary comments on the state of financial affairs.

Summary:

Each community has similar issues they face – majority of budget comes from property taxes with little support from the Federal or State governments.

BM1 – na

BM2 – Alternative method needed as opposed to property tax

BM3 – Need a reliable state aid formula

Section II - Expenditures

Summary:

All agreed that the new requirements over the years have not been accompanied by funding. This group has the added challenge of trying to manage the fuel costs over the past year given the lack of flexibility in the budget for these events

BM1 – Cost of busing for special education students is high. A small bus with assistants can be \$85,000 to \$ 100,000 per year.

BM2 – All new programs that have been added to the schools via mandates have been unfunded

BM3 – A “heritage mentality” causes no programs to ever die, just more bodies to be added for the new programs

Section III – Cost Control Strategies

Summary:

Joint fuel purchasing, use of SORICO, and state contracts for various supplies were all cited.

BM1 – The town self-insures to help control health care premiums.

BM2 – Long-term gas contracts lock in rates to control expenses. Use of alternative energy reduces costs and allows us to sell energy during non-school periods.

BM3 – na

Section IV - Personal Opinions

Summary done by each question asked.

What is the best source(s) of funding for the school system?

All favored a move to a broad based approach.

What are the most crucial expenses to control?

Personnel (salary and benefits) were stated as the most crucial expense. Special Education and utilities were also identified.

What are the most challenging expenses to control?

See most crucial section.

What expenses could be most easily eliminated with no detrimental effect on the quality of education?

K-5 bus monitors could be eliminated without educational impact.

What can be done to improve the quality of education?

Nothing given

Is the focus on the best interest of the students (from all stakeholders' perspectives)?

All requested to by pass this question.

Appendix 4

Report on Public School Funding: Factors in Washington County Rhode Island

Patrick G Durney

Expenditures by Category: Actual Dollar Breakdown per Student ⁴

Washington County Districts: July 2004 - June 2005						
	Total Enrollment	Instruction	Instructional Support	Operations	Other Commitments	Leadership
New Shoreham	143	\$14,774	\$1,380	\$2,526	\$12,736	\$2,420
Narragansett	1,679	\$8,291	\$1,954	\$2,351	\$1,573	\$1,115
Chariho	3,742	\$6,706	\$2,291	\$2,253	\$841	\$854
South Kingstown	4,075	\$6,861	\$1,958	\$1,846	\$1,035	\$773
Exeter - W. Greenwich	2,142	\$6,300	\$1,934	\$1,896	\$1,622	\$736
North Kingstown	4,568	\$6,069	\$2,261	\$2,027	\$668	\$703
Westerly	3,651	\$6,835	\$2,443	\$1,848	\$924	\$608

Urban Comparison Districts: July 2004 – June 2005						
	Total Enrollment	Instruction	Instructional Support	Operations	Other Commitments	Leadership
RI Average	-	\$6,511	\$1,878	\$1,842	\$1,107	\$686
Newport	2,774	\$7,300	\$2,689	\$2,118	\$1,938	\$976
Providence	25,497	\$6,769	\$2,301	\$2,179	\$1,570	\$704
Warwick	11,600	\$6,918	\$1,955	\$2,107	\$1,003	\$711
Central Falls	3,743	\$6,342	\$2,898	\$1,625	\$1,469	\$663
North Providence	3,419	\$6,880	\$1,735	\$1,426	\$998	\$844
Cranston	10,723	\$6,697	\$1,605	\$1,801	\$774	\$670
Woonsocket	6,720	\$6,151	\$1,181	\$1,561	\$760	\$616
Pawtucket	9,537	\$5,678	\$2,212	\$1,341	\$1,199	\$469

Appendix 5

Report on Public School Funding: Factors in Washington County Rhode Island

Patrick G Durney

Total Expenditures by District: Actual Dollar Breakdown⁴

Annual Washington County School Budget per Town						
	99/00	00/01	01/02	02/03	03/04	04/05
New Shoreham	\$2,238,730	\$2,287,143	\$2,472,340	\$2,752,232	\$2,853,422	\$3,035,461
Narragansett	\$21,164,000	\$21,603,750	\$22,536,495	\$24,170,151	\$25,211,420	\$25,636,651
Chariho	\$34,948,088	\$37,108,116	\$40,692,336	\$42,882,644	\$46,108,575	\$48,443,932
South Kingstown	\$32,561,648	\$35,426,583	\$39,437,859	\$42,986,216	\$45,242,055	\$46,677,708
Exeter - W. Greenwich	\$19,379,250	\$20,818,720	\$21,976,410	\$23,495,852	\$25,130,718	\$26,721,450
North Kingstown	\$39,325,968	\$42,287,856	\$45,839,850	\$48,507,984	\$53,735,760	\$53,518,688
Westerly	\$33,571,584	\$35,567,763	\$37,943,220	\$39,695,714	\$42,221,196	\$46,210,707

Annual Urban School District Comparison 1999 - 2004						
Newport	\$31,552,514	\$36,503,460	\$36,790,879	\$38,260,623	\$41,496,312	\$41,665,480
Providence	\$254,501,355	\$275,989,460	\$291,679,652	\$309,461,784	\$337,842,020	\$345,152,889
Warwick	\$117,126,711	\$122,924,175	\$131,173,991	\$141,155,245	\$144,067,820	\$147,250,400
Central Falls	\$32,923,356	\$35,562,110	\$38,329,225	\$43,160,488	\$45,867,591	\$48,527,064
North Providence	\$32,058,340	\$34,232,250	\$35,174,500	\$37,393,620	\$39,110,903	\$40,627,977
Cranston	\$89,316,535	\$96,566,736	\$101,695,572	\$103,116,876	\$115,770,804	\$123,807,758
Woonsocket	\$54,646,267	\$57,023,708	\$61,138,770	\$72,638,991	\$68,759,040	\$69,000,960
Pawtucket	\$80,812,560	\$87,003,648	\$93,118,124	\$95,956,704	\$99,217,202	\$103,943,763

Appendix 6

Report on Public School Funding: Factors in Washington County Rhode Island

Patrick G Durney

District Enrollment Comparison⁴

Washington County Per District Enrollment 1999 - 2004

	99/00	00/01	01/02	02/03	03/04	04/05
New Shoreham	130	127	130	136	143	143
Narragansett	1,760	1,750	1,721	1,733	1,690	1,679
Chariho	3,788	3,813	3,813	3,836	3,735	3,742
South Kingstown	4,176	4,196	4,223	4,213	4,148	4,075
Exeter/ W. Greenwich	2,025	2,080	2,091	2,143	2,154	2,142
North Kingstown	4,392	4,394	4,395	4,536	4,680	4,568
Westerly	3,456	3,531	3,660	3,803	3,756	3,651

Urban Per District Enrollment 1999 - 2004

	99/00	00/01	01/02	02/03	03/04	04/05
Newport	3,001	3,045	2,987	2,957	2,782	2,774
Providence	25,715	26,540	27,214	27,084	26,690	25,497
Warwick	11,997	12,081	11,857	11,827	11,804	11,600
Central Falls	3,383	3,610	3,767	3,829	3,829	3,734
North Providence	3,566	3,511	3,415	3,498	3,527	3,419
Cranston	10,703	10,668	10,851	10,898	10,893	10,723
Woonsocket	6,497	6,671	6,567	6,621	6,720	6,720
Pawtucket	9,860	10,112	9,988	10,008	9,842	9,537

Appendix 7

Report on Public School Funding: Factors in Washington County Rhode Island

Patrick G Durney

Federal No Child left Behind Law – Individual School Classifications^{4?}

2004 School Classification: Final 2 year AYP (Adequate Yearly Progress) Analysis									
# Schools by classification	Total Schools in District	High Performing			Moderately Performing			School in need of Improvement	
		Improving	Sustaining	Caution	Improving	Sustaining	Caution	Making Progress	Insufficient Progress
Newport	8	-	-	1	4	3	-	-	-
Providence	50	4	3	-	4	1	-	9	29
Warwick	26	11	8	-	4	2	-	-	1
Central Falls	7	-	1	-	-	-	-	4	2
North Providence	8	1	-	-	5	-	-	1	1
Cranston	25	10	9	-	4	2	-	-	-
Woonsocket	12	2	1	-	2	3	-	1	3
Pawtucket	15	3	-	-	2	1	-	3	6
New Shoreham	1	1	-	-	-	-	-	-	-
Narragansett	3	2	1	-	-	-	-	-	-
Richmond	7	2	4	-	-	-	-	-	1
Hopkington									
Charlestown									
South Kingstown	9	5	1					1	2
Exeter	5	2	1	-	-	1	-	1	-
W. Greenwich									
North Kingstown	10	5	3	-	-	1	-	-	1
Westerly	7	6	1	-	-	-	-	-	-