



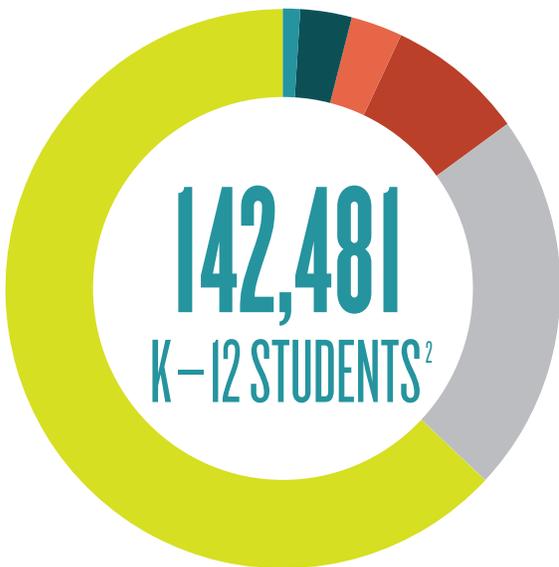
WHOLE CHILD PROFILE

Rhode Island

216,474 POPULATION UNDER 18³

54 SCHOOL DISTRICTS¹

304 PUBLIC SCHOOLS²



1%	American Indian
3%	Asian
3%	Multiracial
8%	Black
22%	Hispanic
63%	White

19% OF CHILDREN ARE IN POVERTY³

CHILDREN IN POVERTY BY RACE:

42%	10%
Hispanic	White

6% of students receive English as a second language/ bilingual education services.²

15% of students receive special education services.²



RHODE ISLAND AND THE WHOLE CHILD

TO THRIVE IN TODAY'S GLOBAL SOCIETY,

Rhode Island's children need good health and nutrition, a sense of safety and stability, personalized encouragement and support, and access to both engaging and challenging learning activities. This is no small task, yet it is one that should—and must—be pursued so that all of the state's children are adequately prepared for the future.

Rhode Island's leaders understand that preparing the state's students to become lifelong learners and engaged citizens requires a more comprehensive and collaborative approach that recognizes the crucial, in-school factors and out-of-school influences that affect teaching and learning. In May 2013, the Rhode Island General Assembly passed a joint resolution in support of a whole child approach to education. The resolution expresses the assembly's intent to model such concepts in its own work and to join with other stakeholders who support the whole child. In addition, the state annually surveys students, parents, and educators as part of a transparent and coordinated effort to improve its education system and help all stakeholders assume bigger roles in supporting Rhode Island schools.

The Rhode Island Whole Child Profile is designed to guide similar action across the five tenets of ASCD's Whole Child Initiative—healthy, safe, engaged, supported, and challenged. The publication tracks how well the state is meeting children's comprehensive needs at each stage of their development, from birth to postsecondary education and beyond. The following pages feature the best available state-level

data compiled from multiple sources in a single, easy-to-understand, and definitive resource for policymakers and the public. Together, the data provided paints a fuller picture of child well-being that extends significantly beyond test scores and graduation rates. Indeed, the conditions highlighted within these pages often presage subsequent school success. Further, the profile suggests concrete action steps that educators, families and communities, and policymakers can take in each of the five areas to support the whole child.

Educators, parents, community members, and policymakers must work collaboratively to ensure that efforts to educate the whole child are sustainable.

With this information, the state's leaders and citizens can identify opportunities and priorities for improving the health and education achievement of Rhode Island students; spur collaboration and coordination beyond the schoolhouse doors; promote a broader perspective of education reform that focuses on sustainable efforts to truly prepare the state's students for college-, career-, and citizenship-success; and measure Rhode Island's progress in supporting the full potential of its students.

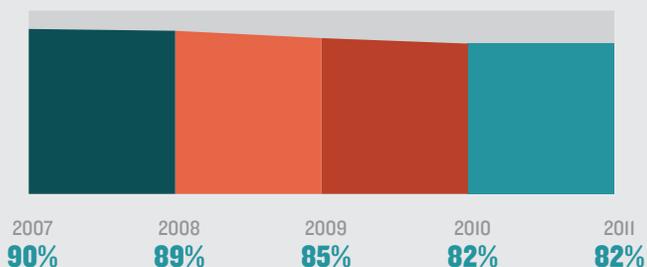
Finally, educators, parents, community members, and policymakers must work collaboratively to ensure that efforts to educate the whole child are sustainable. Attention to research, science, best practice, continuous quality improvement, and outcomes will help to ensure that collective efforts create the desired synergy to meet the needs of the whole child.

HEALTHY

Each child enters school healthy and learns about and practices a healthy lifestyle.

PRENATAL CARE

82% OF MOTHERS RECEIVED EARLY PRENATAL CARE IN 2011⁵

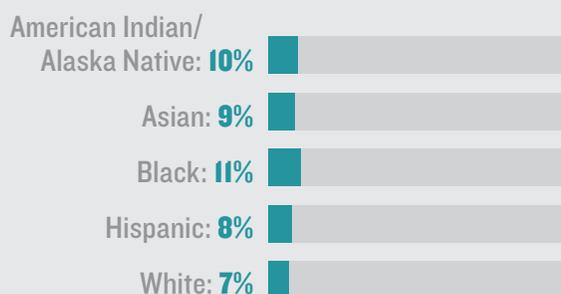


WHY IT MATTERS

Student health and academic success are strongly linked. Hunger, physical inactivity, and chronic illness can lead to poor school performance. In turn, academic success is an excellent indicator for the overall well-being of youth and a primary predictor of adult health outcomes.⁴

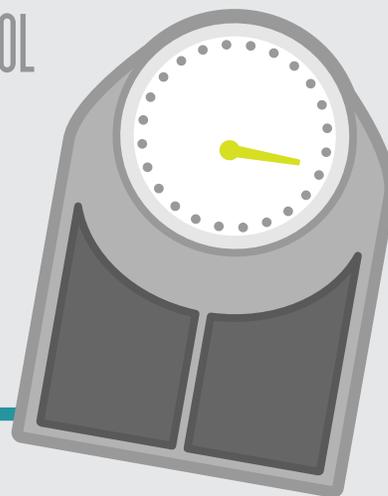
WEIGHT

8% of babies are born with low birth weight (under 5.5 pounds).⁶



Among Rhode Island's children aged 2 years to less than 5 years from low-income families, **16% are overweight** and **16% are obese**.⁷

15% OF HIGH SCHOOL STUDENTS ARE OVERWEIGHT, AND **11%** ARE OBESE.⁸



WHY IT MATTERS

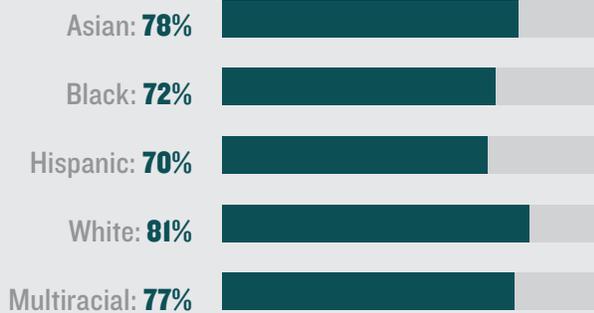
Obese children and adolescents are six times more likely than healthy children to demonstrate psychosocial health impairment and four times more likely to report impaired school function.⁹

HEALTHY

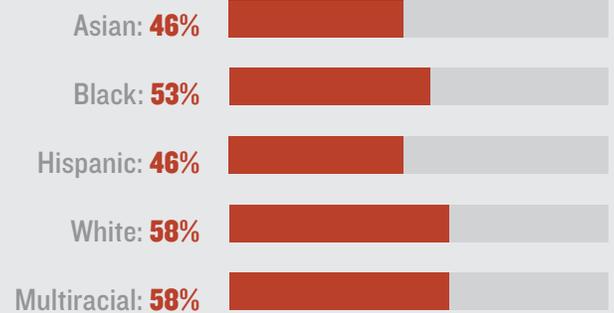
PHYSICAL ACTIVITY

78% of high school students attend physical education classes at least once per week; **55%** played on a sports team in the past year; **28%** watch television for three or more hours per day; and **28%** play video games or use the computer for reasons other than schoolwork for three or more hours per day.⁸

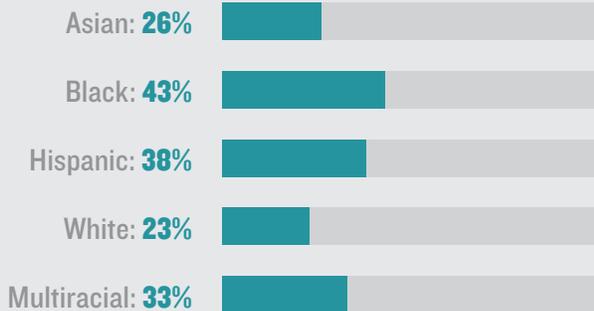
PHYSICAL EDUCATION



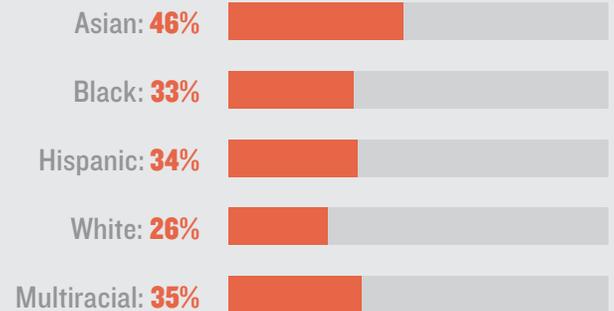
SPORTS TEAM



TELEVISION



VIDEO GAMES/COMPUTER



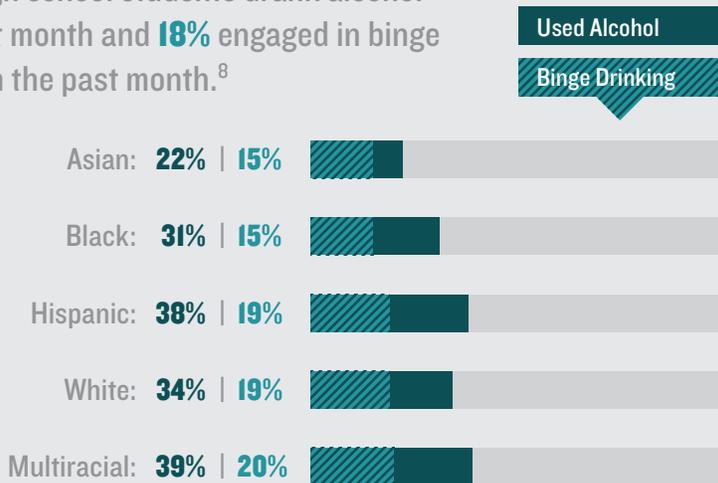
WHY IT MATTERS

Regular physical activity can improve the health and quality of life of people of all ages.¹⁰



ALCOHOL USE

34% of high school students drank alcohol in the past month and **18%** engaged in binge drinking in the past month.⁸

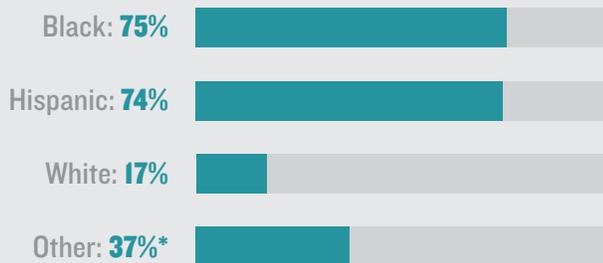


WHY IT MATTERS

Youth who use drugs and alcohol often have lower academic achievement as well as poorer relationships with their parents compared to their peers. These students are more likely to miss school, become depressed, or engage in risk-taking behavior related to delinquency.¹¹

MENTAL HEALTH

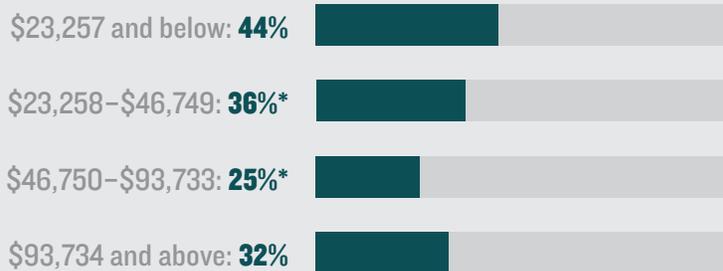
34% of children needed but did not receive mental health care during the previous year.¹²



WHY IT MATTERS

Children and adolescents with behavioral health issues are at much greater risk of dropping out of school and suffering long-term impairments.¹³

BY FAMILY INCOME



*Sample size is too small to meet standards for reliability.

Note: Annual income levels provided for a family of four based on the 2012 federal poverty guidelines.

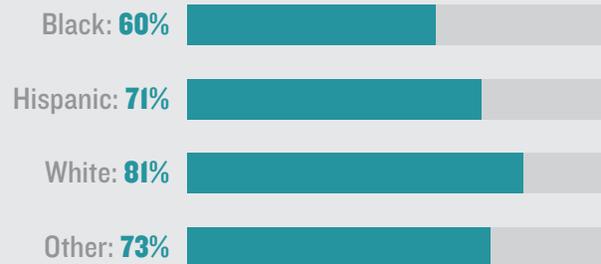
HEALTHY

WHY IT MATTERS

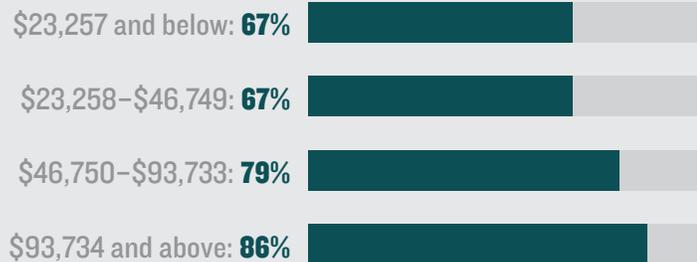
Improved health can improve school attendance. Higher absenteeism rates have been reported for students who are overweight; suffer from asthma; or have poor health status, diet, or sleep habits. Studies have also shown that health-related absenteeism can be reversed by improving access to services and increasing physical activity.¹⁴

CHILD WELLNESS CARE

77% of children have had both medical and dental preventive care visits in the past year.¹²



BY FAMILY INCOME



Note: Annual income levels provided for a family of four based on the 2012 federal poverty guidelines.



WHAT YOU CAN DO

EDUCATORS

- Provide elementary and middle school students with at least 20 minutes of daily recess.
- Facilitate students' access to health, mental health, and dental services.
- Offer students nutritious and fresh food choices as part of both routine food services and at special events.
- Offer a variety of extracurricular activities that provide students of all abilities with positive physical, social, and emotional experiences.
- Establish a school-based health and wellness committee to implement and track progress on the recommendations of your District Health and Wellness Subcommittee as part of your overall school improvement efforts.

PARENTS AND COMMUNITY MEMBERS

- Routinely take your children to preventative medical and dental checkups; regularly screen for vision, hearing, dental, speech, and orthopedic concerns; and administer recommended immunizations.
- Contact your local school committee chair to learn more about the recommendations and work of the District Health and Wellness Subcommittee.
- Ensure that your children accumulate at least 60 minutes of age-appropriate physical activity every day.
- Expose your children to a variety of school- and community-based sports and physical activity experiences.
- Maintain and promote your communities' sports and recreation programming, green spaces, community gardens, and more.
- Collaborate with schools to ensure free and low-cost community physical and mental health services are offered to the students and families who need them.

POLICYMAKERS

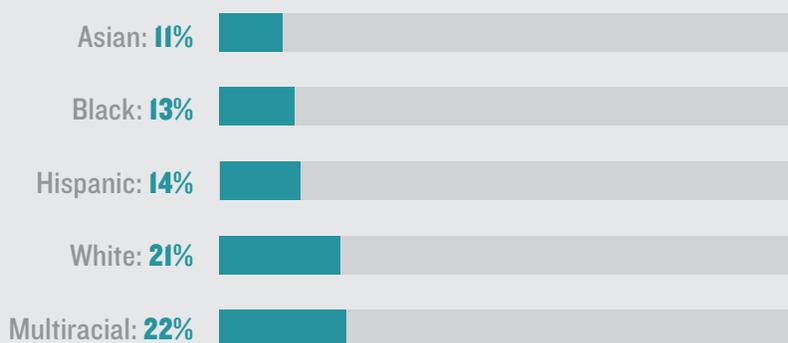
- Support school-based or school-linked care, particularly in underserved areas, that provide necessary and convenient health services to students, their families, and the community.
- Promote a well-rounded curriculum that includes physical and health education as part of the core academics that all students should master.
- Facilitate connections between schools and social service agencies.
- Support community health initiatives, resources, and programming that help instill healthy habits in children and families.
- Facilitate joint use agreements between schools and communities so that school sport, fitness, and physical activity facilities are open to communities outside normal school hours.

SAFE

Each child learns in an environment that is physically and emotionally safe.

BULLYING

19% OF HIGH SCHOOL STUDENTS WERE BULLIED AT SCHOOL IN THE PAST YEAR.⁸



81%

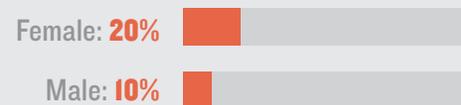
of high school students who were bullied during the past year did not report it to a teacher or staff member.¹⁵

54% of those students didn't report it because they didn't think it would be taken seriously.¹⁵



15% OF HIGH SCHOOL STUDENTS WERE VICTIMS OF CYBERBULLYING IN THE PAST YEAR.⁸

Female students were twice as likely as their male peers to be victims of cyberbullying.

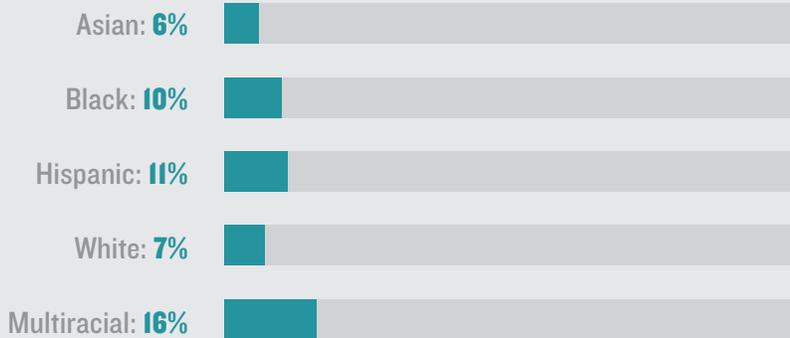


WHY IT MATTERS

Youth who are bullied can experience negative physical, academic, and mental health issues, including depression and anxiety and decreased school participation and performance.¹⁶

PHYSICAL VIOLENCE

8% of students were in at least one physical fight at school during the past year.⁸

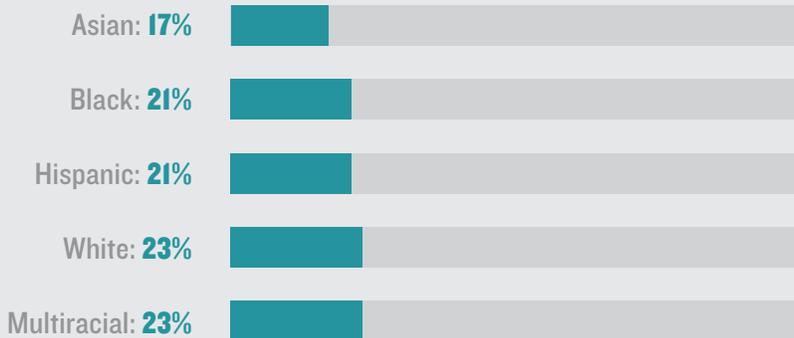


WHY IT MATTERS

Victims of crime or violence at school are likely to experience loneliness, depression, and adjustment difficulties, and they are more prone to truancy, poor academic performance, dropping out of school, and violent behaviors.¹⁷

DRUGS

22% of high school students were offered, sold, or given an illegal drug on school property during the past year.⁸



HOMELESSNESS

There are 1,717 homeless children in Rhode Island¹⁸

(less than 1% of children based on the 2010 U.S. Census Bureau statistic for total number of children in the state under 18 years, the same year as this data point).

FAMILY VIOLENCE

In 2012, **3,218** children were victims of abuse or neglect in Rhode Island.¹⁹

RATE OF CHILD ABUSE AND NEGLECT (number of victims per 1,000 children)⁴



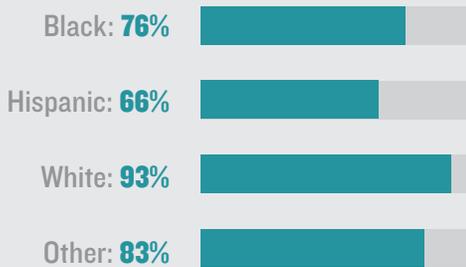
WHY IT MATTERS

Child abuse and neglect increases the risk of poor academic achievement.²⁰

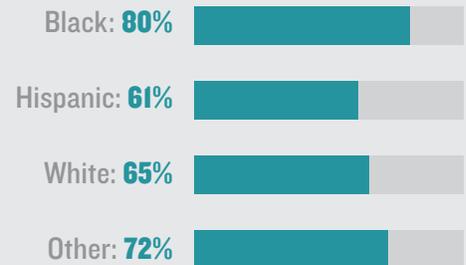
SAFE

NEIGHBORHOOD SAFETY

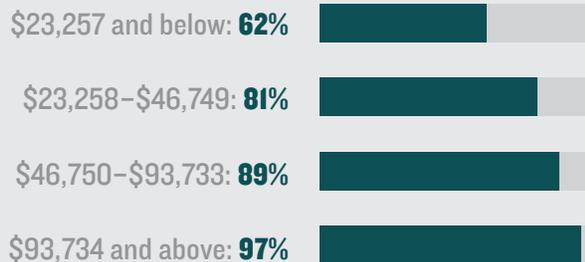
85% of children live in a neighborhood their parents feel is usually or always safe.¹²



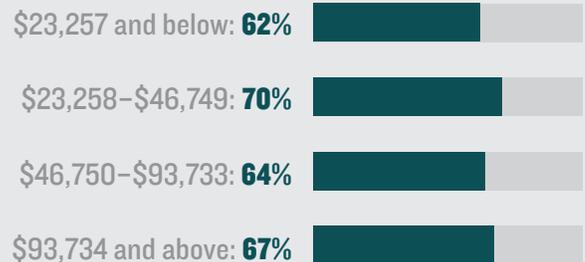
66% of children live in a neighborhood with sidewalks, a library, a recreation center, and a park.¹²



BY FAMILY INCOME



BY FAMILY INCOME



Note: Annual income levels provided for a family of four based on the 2012 federal poverty guidelines.

WHY IT MATTERS

Youth living in unsafe neighborhoods are more likely to experience social and emotional problems such as aggression, stress, and withdrawal as well as delinquency and low school achievement. Furthermore, they are more likely to commit, or be victimized in, a violent crime.²¹



WHAT YOU CAN DO

EDUCATORS

- Consistently reinforce school and classroom expectations, rules, and routines, and work with families to teach students how to manage their own behavior.
- Establish a positive school climate where students feel valued, respected, cared for, and motivated to learn, and regularly assess the school climate, including staff, family, and student perceptions.
- Adopt schoolwide approaches to social-emotional learning that encourage students to practice effective listening, conflict resolution, problem solving, personal reflection and responsibility, respect for individual differences, and ethical decision making.
- Continuously monitor the effectiveness of your school's bullying prevention efforts and reporting systems; improve and tailor your bullying prevention work connected to social-emotional learning on an ongoing basis.
- Get to know all your students and connect students who are struggling with substance abuse, homelessness, or family violence with the necessary community services.
- Encourage safe Internet practices.

PARENTS AND COMMUNITY MEMBERS

- Provide children with safe transportation to and from school, from chaperoning bus stops to establishing safe walking routes.
- Know your state's and school's antibullying and antiharassment policies, including how to report such incidents.
- Monitor your children's use of social networking sites, and establish appropriate security settings on your family's electronic devices.
- Encourage your children's school and community organizations to provide safe and chaperoned activities for students both before and after school.
- Collaborate with homeowners associations, neighborhood watches, municipal services, park authorities, and other community organizations to ensure neighborhoods, parks, and other public spaces are clean, well-lit, and well-maintained.

POLICYMAKERS

- Evaluate the effectiveness of the state's antibullying legislation and the challenges and successes in implementing the law's requirements.
- Disseminate local antibullying best practices and facilitate opportunities for schools and districts to share experiences and examples of their bullying prevention and intervention efforts.
- Establish policies that promote schoolwide social and emotional learning for students, parents, staff, and administrators.
- Support before- and after-school programming that provides students with safe places to extend their learning and interact with peers.
- Facilitate connections between schools and community-based recreational offerings and social services.

ENGAGED

Each child is actively engaged in learning and connected to the school and broader community.

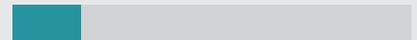
TELEVISION USE



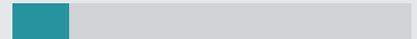
11% OF CHILDREN WATCH TELEVISION OR PLAY VIDEO GAMES FOR FOUR HOURS OR MORE ON AN AVERAGE WEEKDAY.¹²



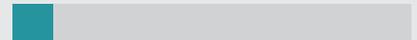
Black: **17%***



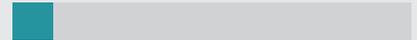
Hispanic: **14%**



White: **10%**



Other: **10%***

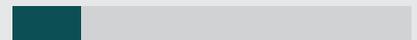


WHY IT MATTERS

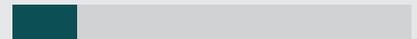
A stimulating home learning environment can promote children's positive approach to learning, which includes curiosity, persistence, and motivation to learn. Such behaviors help children become engaged in classroom learning activities in preschool, the early grades, and beyond, increasing their chances of strong academic achievement.²²

BY FAMILY INCOME

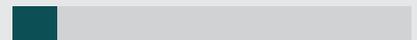
\$23,257 and below: **17%**



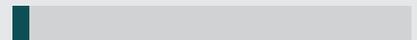
\$23,258–\$46,749: **16%**



\$46,750–\$93,733: **11%**



\$93,734 and above: **4%**



*Sample size is too small to meet standards for reliability.

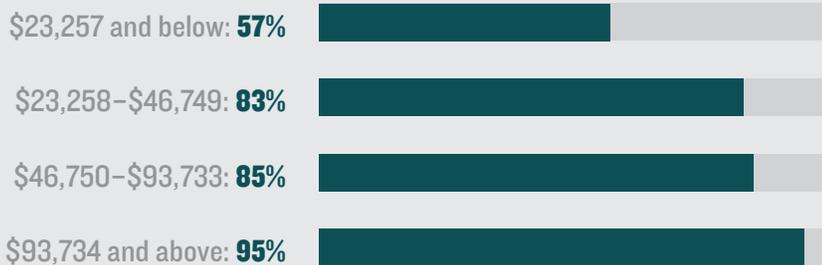
Note: Annual income levels provided for a family of four based on the 2012 federal poverty guidelines.

ORGANIZED ACTIVITIES

83% of children participated in organized activities (sports teams, lessons, clubs, the arts, etc.) outside of school during the previous year.¹²



BY FAMILY INCOME



Note: Annual income levels provided for a family of four based on the 2012 federal poverty guidelines.



WHY IT MATTERS

Student involvement in extracurricular activities—such as sports, arts and literary groups, and community-based service groups—and more formal activism—like voting and political engagement—positively affect students’ personal and social development and their occupational aspirations and accomplishments.²³

SCHOOL ENGAGEMENT

51% of children always cared about doing well in school and did all required homework during the previous month.¹²

BY FAMILY INCOME

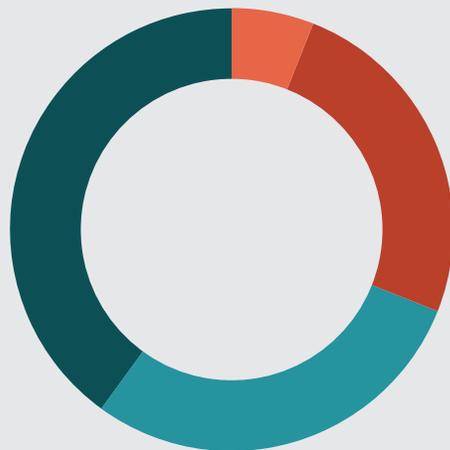


Note: Annual income levels provided for a family of four based on the 2012 federal poverty guidelines.

ENGAGED

4TH AND 5TH GRADE STUDENTS REPORT THAT THEIR TEACHERS MAKE LEARNING FUN...¹⁵

5.8%	Never
24.6%	Sometimes
29%	Usually
40.6%	Always



63% of middle schoolers and **57%** of high schoolers agree or strongly agree that their teachers keep them interested in class.¹⁵

WHY IT MATTERS

As students age, their level of school engagement tends to decrease—from a peak in elementary school through a significant dip in middle and early high school to a slight increase in later high school.²⁴

SUSPENSION

In the 2011–12 school year, there were **13,960** in-school suspensions, **22,305** out-of-school suspensions, and **5,206** incidents in which a student was placed in an alternative setting.²

WHY IT MATTERS

Lack of commitment to school is a risk factor for delinquent activity; substance abuse; teen pregnancy; social isolation; and educational failure via suspension, expulsion, or dropping out.²⁶

VOLUNTEERISM

The average teenage volunteer rate is 31%, which ranks Rhode Island 17th out of the 50 states and the District of Columbia.

The average young adult volunteer rate is 23%, which ranks the state 27th.²⁵

ATTENDANCE AND TRUANCY

The 2012–13 **state attendance rate** was **94%**.²

28% of high schoolers have skipped class in the past year. Most (**73%**) of those students report that they **skip class because it's boring**.¹⁵

VOTING



69% of 18- to 24-year-old citizens were registered to vote in the November 2012 elections.²⁷



50% of 18- to 24-year-old citizens voted in those elections.²⁷

WHAT YOU CAN DO

EDUCATORS

- Use inquiry-based and active learning strategies, such as cooperative learning, contextual learning, project-based learning, to help students master the Common Core State Standards and better understand what they are learning and why they are learning it.
- Include students in schoolwide decision making and governance and promote student-led discussions and initiatives.
- Offer students academic credit for hands-on, community-based learning opportunities and allow students to participate in these opportunities during the school day.
- Partner with your community to offer students a full complement of extracurricular, cocurricular, and after-school activities as well as service learning opportunities.

PARENTS AND COMMUNITY MEMBERS

- Limit television viewing and video game use to no more than two hours per day.
- Ensure that your children attend school daily and ask what they learned or did each day, encouraging them to share their thoughts, successes, and concerns.
- Encourage your children to participate in extracurricular activities or volunteer experiences.
- Provide your children with age-appropriate decision-making opportunities and responsibilities at home.
- Provide students with experiential learning opportunities, such as service learning, internships, and apprenticeships with local businesses.

POLICYMAKERS

- Encourage schools and districts to establish course credit systems that award students with credits for participation in service learning, internships, and apprenticeships.
- Recognize and reward schools and communities that offer students rich and relevant real-world learning experiences.
- Ensure that school policies are designed to keep youth engaged in schools and minimize the use of out-of-school suspensions.

SUPPORTED

Each child receives access to personalized learning and is supported by qualified, caring adults.

PARENTAL EDUCATION

PERCENTAGE OF CHILDREN BY HOUSEHOLD HEAD'S EDUCATIONAL ATTAINMENT³

14% Graduate Degree

21% Bachelor's Degree

9% Associate's Degree

43% High School Diploma or GED

13% Not a High School Graduate

WHY IT MATTERS

Children of parents with limited education are more likely to have behavioral problems, poor literacy and school performance, and developmental delay.²⁸

PARENTAL EMPLOYMENT

33% OF CHILDREN ARE LIVING IN FAMILIES WHERE NO PARENT HAS FULL-TIME, YEAR-ROUND EMPLOYMENT.³

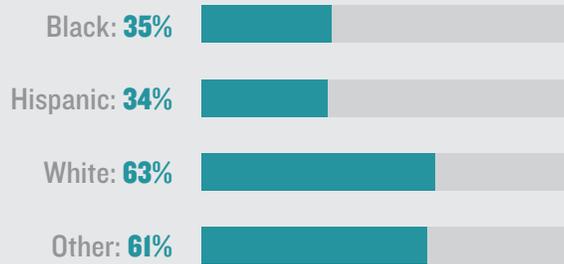


WHY IT MATTERS

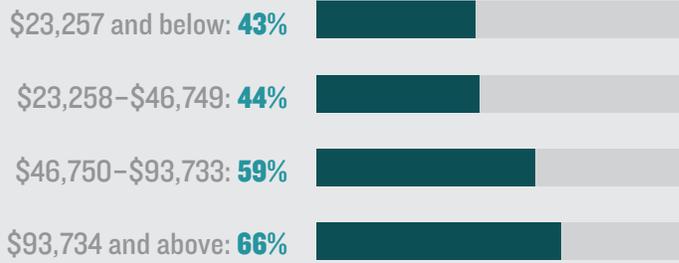
When families are involved in their children's education, their children attain higher grades and test scores, complete more homework assignments, demonstrate more positive attitudes and behavior, graduate at higher rates, and enroll in higher education at higher rates.²⁹

FAMILY SUPPORT

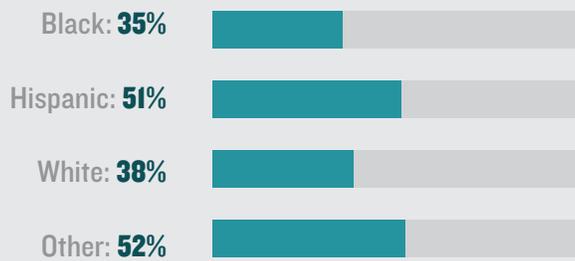
54% of children ages 0–5 were read to by family members every day during the previous week.¹²



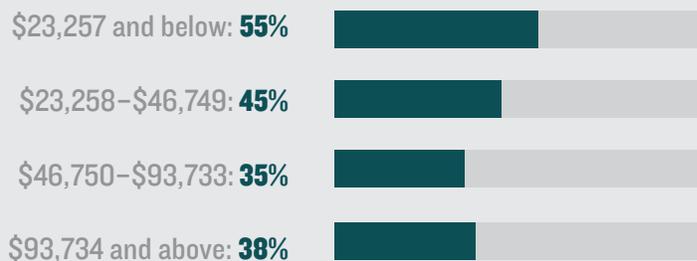
BY FAMILY INCOME



42% of children ate a meal with their families every day during the previous week.¹²



BY FAMILY INCOME



Note: Annual income levels provided for a family of four based the 2012 federal poverty guidelines.



WHY IT MATTERS

Children’s language development is shaped by opportunities to talk and read books with their parents, and parents’ support of early language development is an important factor in their children’s school success.²²

SUPPORTED

WHY IT MATTERS

School counselors can contribute to improved student achievement; help students resolve emotional, social, and behavioral problems; and provide students with career guidance and development.³¹

COUNSELING

STUDENT-TO-COUNSELOR RATIO

371:1 RHODE ISLAND
RANKS 17TH
among the 50 states.

The American School Counselor Association recommends a ratio no greater than 250-to-1.³⁰

62% of high schoolers agree or strongly agree that their guidance counselors or advisors talk to them about their choices after high school.¹⁵

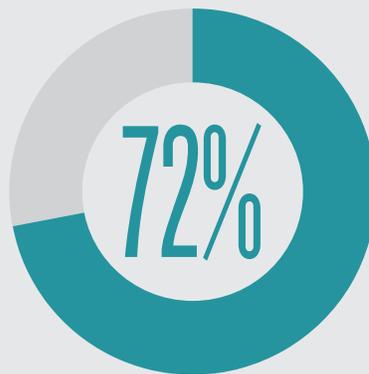


WHY IT MATTERS

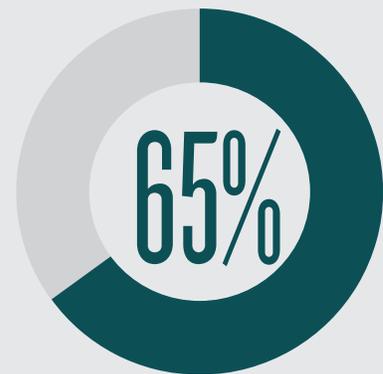
Learning environments that focus on caring student-teacher relationships, students' social and emotional needs, and high expectations result in students who perform better academically; are more likely to attend school; and have significantly lower rates of emotional distress, violence, delinquency, substance abuse, and sexual activity.³²

PERCEPTIONS OF TEACHER SUPPORT

PERCENTAGE OF STUDENTS WHO FEEL THEIR TEACHERS CARE ABOUT THEM¹⁵



Middle Schoolers



High Schoolers

WHAT YOU CAN DO

EDUCATORS

- Make sure each student is well known by at least one adult in the school, and provide new students with a mentor.
- Include advisory periods or structured time during the school day for students to connect with staff about their academic, career, and personal goals and challenges.
- Provide each student with access to school counselors and social workers.
- Personalize learning with student-centered academic plans and the flexible use of time and scheduling.
- Welcome and include all families as partners in their children's education. Communicate with parents about the Common Core State Standards and other efforts to promote college and career readiness.
- Participate in ongoing and relevant professional development that enhances your ability to deliver differentiated instruction that meets students' varying academic and social and emotional needs.

PARENTS AND COMMUNITY MEMBERS

- Monitor your children's performance over time and take an active role in their progress.
- Attend parent-teacher conferences and volunteer for your children's school and for their extracurricular events and activities.
- Get to know your children's teachers, coaches, and other adult mentors. Collaborate with them on helping your child meet shared goals.

POLICYMAKERS

- Require schools to provide adequate counseling and support services to students aligned with the Rhode Island Comprehensive Framework for K-12 School Counseling Programs.
- Support parent education and family literacy programs.
- Ensure schools' and districts' effective implementation of Proficiency-Based Learning that connects students' academic and career goals and interests.
- Require educator evaluation systems to drive opportunities for individualized professional growth, and support schools in providing relevant and quality training to teachers during the school day.

CHALLENGED

Each child is challenged academically and prepared for college or further study, meaningful employment in our global economy, and lifelong success.

EARLY INTERVENTION/EDUCATION PARTICIPATION

8% of 3- and 4-year-olds are enrolled in Head Start programs, ranking Rhode Island

29TH OUT OF THE 50 STATES.³³

1% of 3- and 4-year-olds are enrolled in state-funded preK programs, ranking Rhode Island **LAST AMONG THE 40 STATES WITH AVAILABLE DATA.**³⁴

WHY IT MATTERS

Children who participate in early childhood education programs are more likely to attend college, earn a higher salary, not rely on public assistance, not get arrested, and wait longer to have their first child.³⁴

ASSESSMENT DATA

National Assessment of Educational Progress (NAEP)³⁵

PERCENT OF STUDENTS SCORING PROFICIENT OR ABOVE

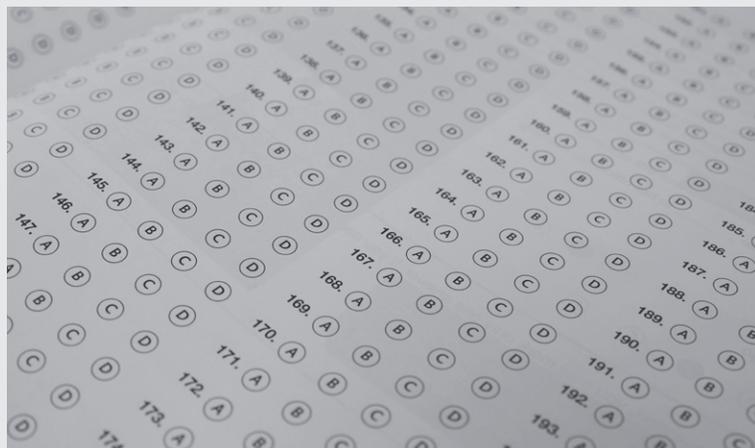
	READING				MATH				WRITING	
	4th Grade		8th Grade		4th Grade		8th Grade		8th Grade	
	2011	2013	2011	2013	2011	2013	2011	2013	2002	2007
STATE	35%	38%	33%	36%	43%	42%	34%	36%	29%	32%
ASIAN	47%	41%	33%	35%	50%	39%	42%	37%	n/a	43%
BLACK	23%	18%	17%	18%	20%	19%	12%	15%	10%	12%
HISPANIC	16%	17%	14%	18%	21%	23%	13%	15%	9%	11%
WHITE	43%	48%	41%	44%	53%	53%	42%	45%	36%	39%
LOW-INCOME	19%	19%	18%	20%	26%	25%	16%	16%	13%	15%

New England Common Assessment Program³⁶

PERCENT OF STUDENTS SCORING PROFICIENT OR ABOVE

	READING						MATH					
	4th Grade		8th Grade		11th Grade		4th Grade		8th Grade		11th Grade	
	2011	2013	2011	2013	2011	2013	2011	2013	2011	2013	2011	2013
STATE	71%	70%	78%	74%	76%	81%	65%	63%	58%	57%	30%	35%
ASIAN	76%	78%	80%	82%	80%	82%	69%	69%	66%	70%	45%	47%
BLACK	56%	57%	61%	59%	56%	65%	43%	42%	38%	35%	9%	13%
HISPANIC	50%	55%	58%	54%	59%	67%	44%	43%	35%	36%	11%	17%
WHITE	79%	79%	85%	83%	84%	89%	75%	73%	69%	68%	38%	45%
LOW-INCOME	56%	59%	64%	60%	62%	72%	49%	48%	41%	41%	14%	20%

	WRITING			
	8th Grade		11th Grade	
	2011	2013	2011	2013
STATE	59%	56%	51%	66%
ASIAN	68%	65%	58%	73%
BLACK	43%	38%	31%	50%
HISPANIC	36%	35%	34%	51%
WHITE	68%	66%	58%	73%
LOW-INCOME	42%	40%	36%	55%



CHALLENGED

HIGH SCHOOL ADVANCED COURSES

41% OF PUBLIC HIGH SCHOOLS OFFER AP OR IB COURSES IN THE FOUR CORE SUBJECT AREAS, WHICH RANKS RHODE ISLAND **18TH** AMONG THE 50 STATES.³⁷

Black students composed 8% of the graduating class of 2013 but only **2%** of students in the 2013 graduating class who scored a 3 or higher on an AP exam during high school were black.³⁸

Hispanic students composed 18% of the graduating class of 2013 but only **10%** of students in the 2013 graduating class who scored a 3 or higher on an AP exam during high school were Hispanic.³⁸

PREPAREDNESS FOR COLLEGE & CAREERS

WHY IT MATTERS

High school graduates earn higher wages; live longer; engage in higher levels of civic activity; are less likely to be teen parents, commit crimes, and rely on government assistance; and are more likely to raise healthier, better-educated children than their peers who dropped out.⁴¹

75% OF HIGH SCHOOLERS AGREE OR STRONGLY AGREE THAT THEIR CLASSES ARE PREPARING THEM FOR COLLEGE.

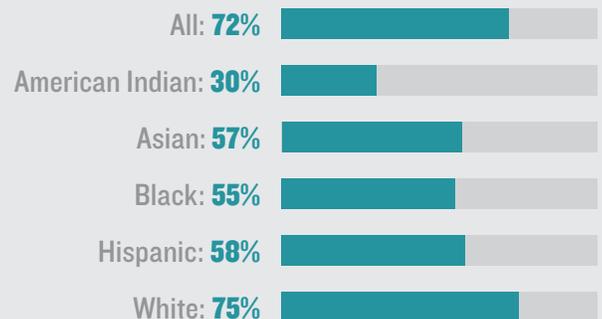
62% AGREE OR STRONGLY AGREE THAT THEIR CLASSES ARE PREPARING THEM FOR A CAREER.¹⁵

WHY IT MATTERS

Of the nation's high school students who have considered dropping out, **13%** indicate that their reason for doing so was because the work was too easy. Nearly **50%** of U.S. high school students report that they are not challenged in most of their classes.³⁹

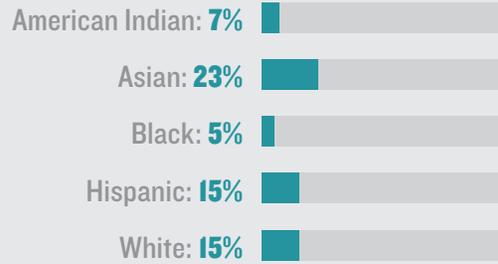
HIGH SCHOOL GRADUATION RATES

HIGH SCHOOL GRADUATION RATES FOR THE CLASS OF 2010:⁴⁰

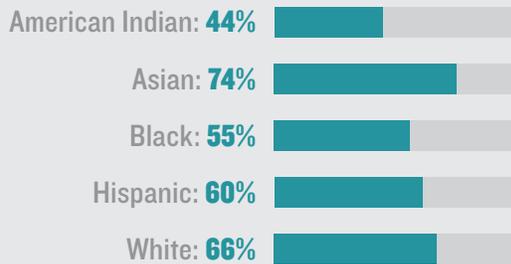


COLLEGE GRADUATION RATES

The three-year graduation rate of degree- and certificate-seeking students at two-year colleges is **14%**, ranking Rhode Island **48th** in the nation.³⁷

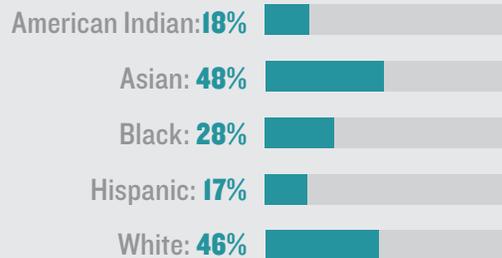


The six-year graduation rate of degree-seeking students at four-year colleges is **66%**, ranking Rhode Island **5th** among the 50 states.³⁷



DEGREE ATTAINMENT

41% of Rhode Island adults (ages 25–64) have at least an associate degree.⁴²



EMPLOYMENT

UNEMPLOYMENT RATE FOR FEBRUARY 2014⁴⁴



WHY IT MATTERS

Higher education attainment is associated with significant increases in earning potential, volunteerism, voting, philanthropic giving, and education levels for future generations as well as significant reductions in crime rates, poverty, and health care costs.⁴³



WHY IT MATTERS

About half of U.S. employers are experiencing difficulty filling crucial positions and 40% say a major reason is that candidates, particularly for professional positions and skilled trades, lack essential skills.⁴⁵

WHAT YOU CAN DO

EDUCATORS

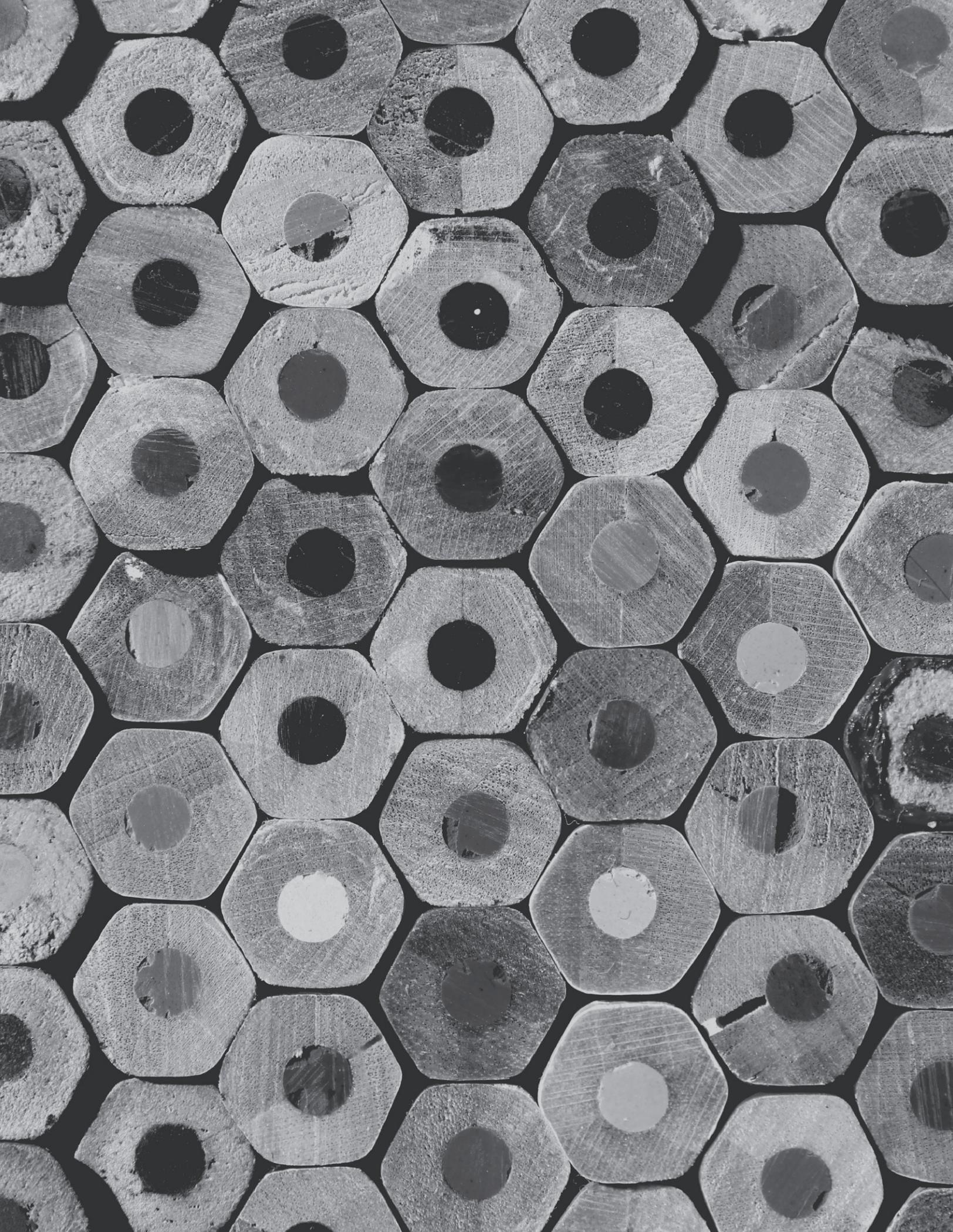
- Provide relevant and challenging coursework in a wide array of subjects through a variety of pathways (e.g., advanced placement, International Baccalaureate, dual-enrollment programs) to all interested students.
- Leverage the Common Core State Standards to develop each student's critical-thinking and reasoning skills, creativity, ability to collaborate, problem-solving competencies, global awareness, and technology proficiency.
- Provide a well-rounded curriculum that prepares students for college, career, and citizenship success through rigorous instruction in all core academic subjects: reading, math, science, the arts, history, civics, government, economics, foreign languages, geography, health education, and physical education.
- Use qualitative and quantitative data and diagnostic, formative, and summative assessments to monitor student progress, provide timely feedback, and adjust instructional activities to maximize student growth.

PARENTS AND COMMUNITY MEMBERS

- Communicate regularly with your children and their teachers to identify opportunities to extend their learning in areas of interest and to support growth in the areas that are challenging.
- Talk with your children about their career interests and goals and explore relevant courses, extracurricular activities, and postsecondary education options.
- Reinforce the importance of education for future social, economic, and civic success.
- Partner with schools to ensure their curricula, instruction, education experiences, and extracurricular activities prepare students with the knowledge and skills they need for success in the workplace and in further education.

POLICYMAKERS

- Establish a multimetric school and district accountability system that incorporates measures of student learning beyond standardized test scores, encompasses a range of subjects, and includes important nonacademic factors that influence learning.
- Recognize and reward schools that are successful in helping students of all backgrounds master challenging coursework.
- Foster coordination and communication across early childhood, elementary, secondary, and postsecondary education so that each stage of students' schooling prepares them for the next.
- Align high school graduation requirements with the knowledge and skills required for college, career, and citizenship success.



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