

Schools, Students and Educators



1 Schools



576.8 Students



1-YR Enrollment Change
-0.7%



49 Educators



1-YR Educators Change
-14.0%

11.8 Students per Educator

Student Characteristics

% Free/ Reduced Lunch	85%
% Multilingual Learners	48%
% Differently Abled Students	19%
% Nonwhite Students	97%

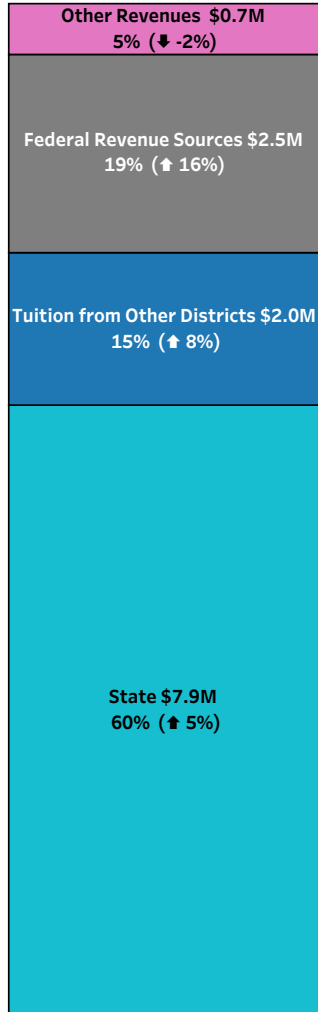
Educators by Type

Educators by Type	#	Students per
Teachers	39	15
Support Professionals	6	96
Building Administrators	2	288
District Administrators	2	288

Enrollment data is Average Daily Membership (ADM).. Educators data is from the Report Cards

Revenues

\$13.1M (↑ 7%)



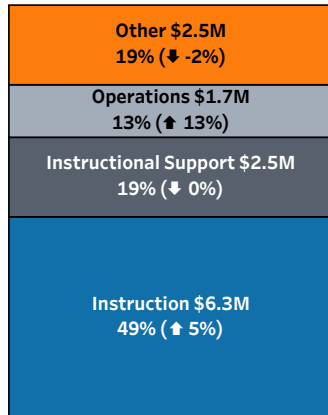
Public Schools of Choice

Expenditures

\$12.9M (↑ 4%)

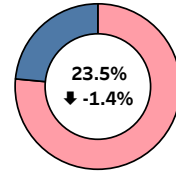
\$22,345 per pupil*

Expenditures by Function

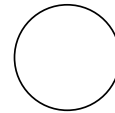


Excluding Debt Service and Capital Projects
* Per Pupil excludes tuition to other LEAs in RI

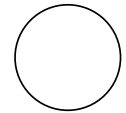
Outcomes



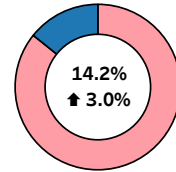
ELA RICAS Proficiency



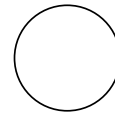
ELA SAT Proficiency



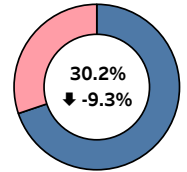
4-YR HS Graduation



Math RICAS Proficiency



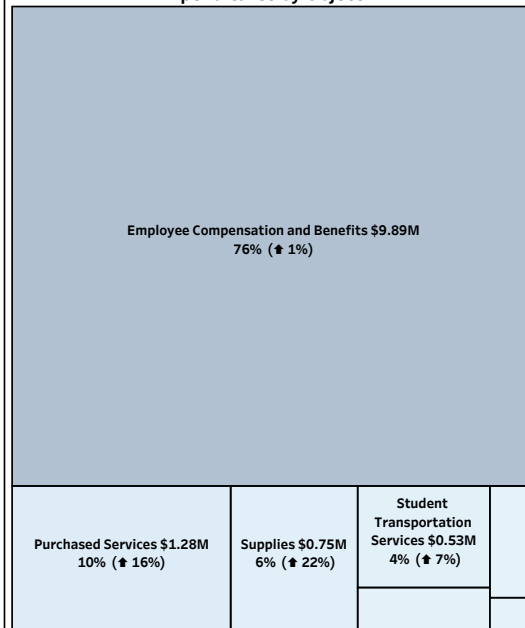
Math SAT Proficiency



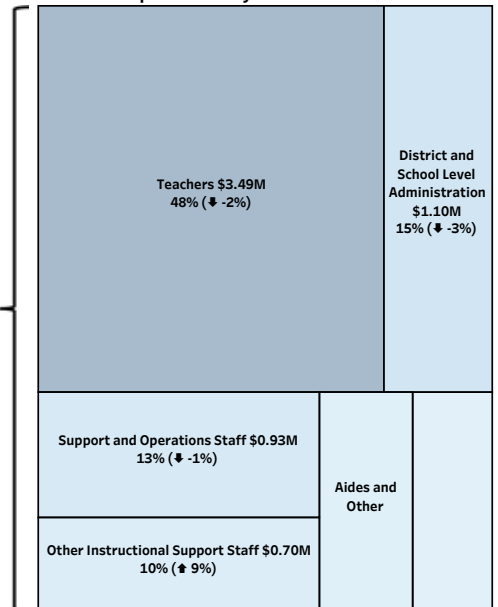
Chronic Absenteeism

↑ & ↓ represent 1 year % point change

Expenditures by Object



Compensation by Job Classification



Learning Community, 2022-23

Accountability



Schools



1

Student Enrollment



579

Educators



49

Per Pupil Expenditure



\$21,508

ELA Proficiency



23.5%

Math Proficiency



14.5%

Science Proficiency



13.1%

4-year Graduation Rate



Postsecondary Enrollment



Learning Community, 2022-23



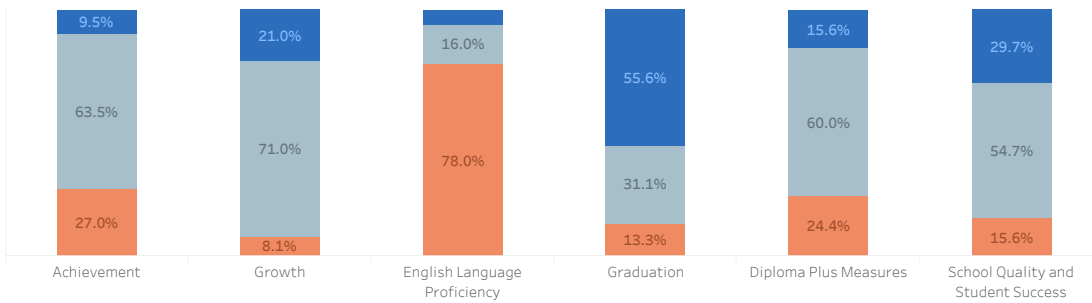
As required by the state’s Education Accountability Act of 2019, Rhode Island’s LEA accountability system will rate every public LEA, including charter LEAs, on accountability indicators, each consisting of one or more measures.

LEA Accountability - Performance by Indicator

Achievement	4/11 Points		
Growth	4/6 Points		
English Language Proficiency	1/4 Points	Focus Area	
Graduation			
Diploma Plus Measures			
School Quality and Student Success	7/15 Points		

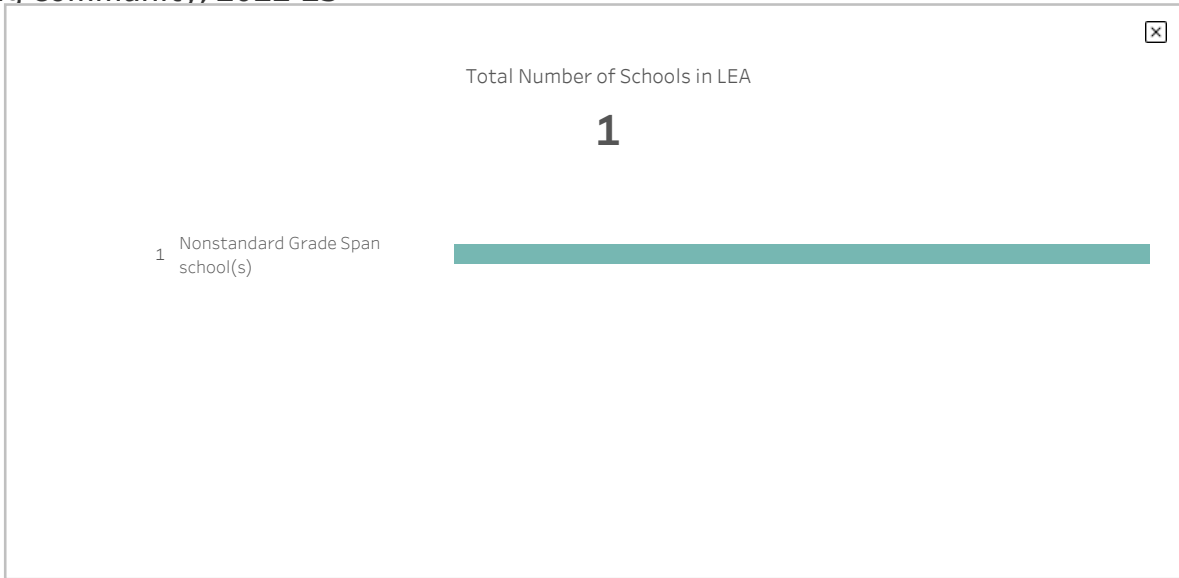
■ Focus Area
 ■ Mid Level Performance
 ■ Strong Performance
■ Room for Improvement

State Performance Distribution by Indicator



To view additional accountability data, click on the [Accountability](#) tab.

Learning Community, 2022-23



Learning Community, 2022-23



The student enrollment counts below include only students enrolled at the school on October 1st.

Total Student Enrollment
 DISTRICT **579** STATE **137,452**

Economically Disadvantaged Students
 DISTRICT **84.8%** STATE **46.1%**

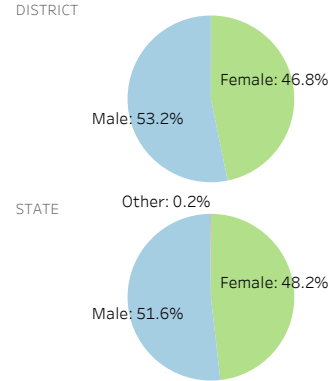
Multilingual Learners
 DISTRICT **47.0%** STATE **12.5%**

Students with Disabilities
 DISTRICT **15.4%** STATE **16.7%**

By Race Ethnicity

Race Ethnicity	Level	Percentage
American Indian or Alaska N..	STATE	0.7%
Asian	DISTRICT	1.4%
	STATE	3.3%
Black or African American	DISTRICT	14.5%
	STATE	9.0%
Hispanic	DISTRICT	80.5%
	STATE	29.5%
Native Hawaiian/Other Pacif..	STATE	0.1%
Two or More Races	DISTRICT	0.2%
	STATE	5.1%
White	DISTRICT	3.5%
	STATE	52.3%

By Gender



Percent of Students that are Chronically Absent
 DISTRICT **30.3%** STATE **29.0%**

A student is chronically absent when the student misses 10% or more school days. For a student enrolled for the full school year, that would be 18 or more absences. Students in grades K-12 enrolled for at least 90 school days are included.

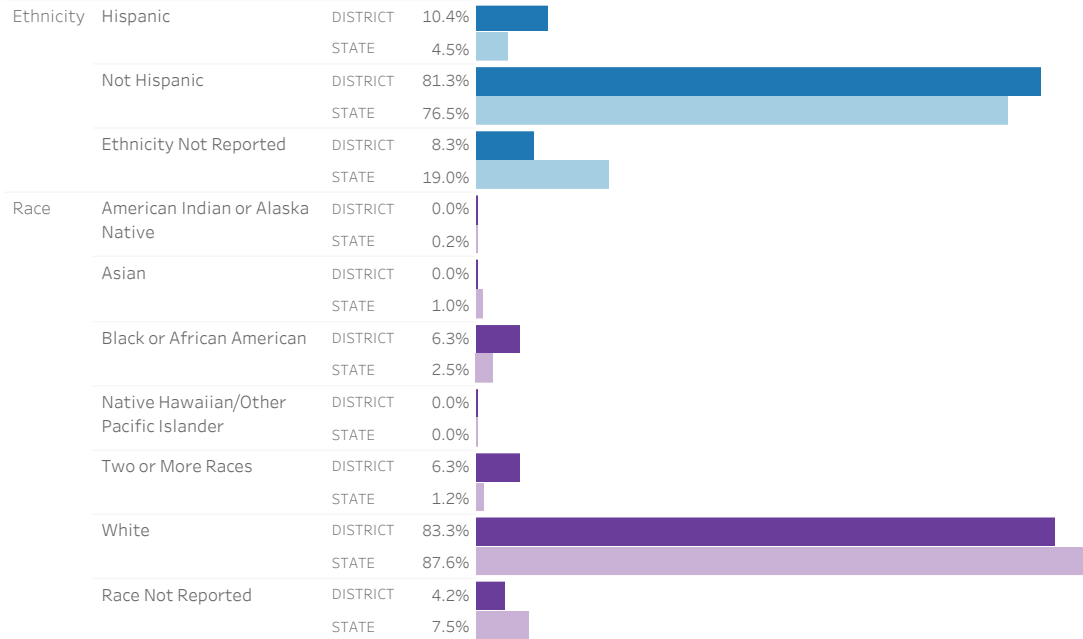
Learning Community, 2022-23



Educators in a school include school administrators (principals, assistant principals, etc), support professionals and teachers.

Total Educators	School Administrators	Support Professionals	Teachers	District Administrators
49	2	6	39	2

By Ethnicity and by Race



To view additional educator data, click on the [Educator Data](#) tab.

Learning Community, 2022-23



The per pupil expenditure data is submitted to RIDE the following year so financial data on the 2022-23 report card is from 2021-22.

Per Pupil Expenditures

DISTRICT	STATE
\$21,508	\$21,295

To view additional financial data, click on the [Finance](#) tab.

Learning Community, 2022-23

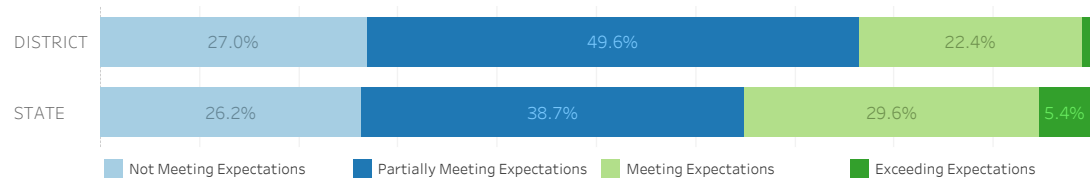


Rhode Island administers the RICAS (grades 3-8), SAT (grade 11) and DLM Alternate Assessments (grades 3-8, 11) English Language Arts (ELA) state assessments. Proficiency is the combined percentage of students Meeting Expectations and students Exceeding Expectations.

Proficiency Levels on English Language Arts State Assessments

DISTRICT	STATE
23.5%	35.1%

Performance Levels on English Language Arts State Assessments



To view additional assessment data, click on the [Assessments](#) tab.

Learning Community, 2022-23

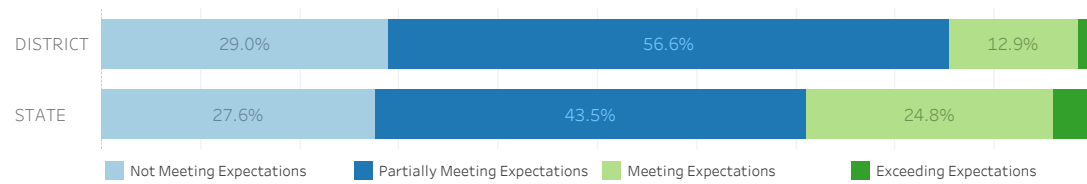


Rhode Island administers the RICAS (grades 3-8), SAT (grade 11) and DLM Alternate Assessments (grades 3-8, 11) Mathematics state assessments. Proficiency is the combined percentage of students Meeting Expectations and students Exceeding Expectations.

Proficiency Levels on Mathematics State Assessments

DISTRICT	STATE
14.5%	28.9%

Performance Levels on Mathematics State Assessments



To view additional assessment data, click on the [Assessments](#) tab.

Learning Community, 2022-23

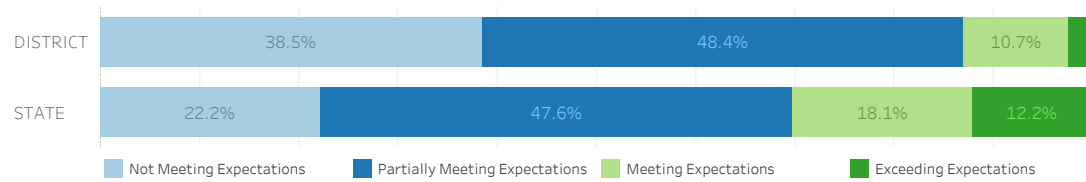


Rhode Island administers the NGS&A and DLM Alternate Assessments Science state assessments to students in grades 5, 8 and 11. Proficiency is the combined percentage of students Meeting Expectations and students Exceeding Expectations.

Proficiency Levels on Science State Assessments

DISTRICT	STATE
13.1%	30.2%

Performance Levels on Science State Assessments



To view additional assessment data, click on the [Assessments](#) tab.

Learning Community 2022-23 At a Glance Report Card Page

Accountability



Performance in Rhode Island's LEA Accountability System
Achievement Growth English Language Proficiency Graduation Diploma Plus Measures School Quality and Student Success

Mid Level Performance
4/11 Points

Mid Level Performance
4/6 Points

Focus Area
1/4 Points

Mid Level Performance
7/15 Points

Schools



Total Schools
1

Nonstandard
1

Student Enrollment



Total Student Enrollment
DISTRICT STATE
579 137,452

Economically Disadvantaged Students
DISTRICT STATE
84.8% 46.1%

Multilingual Learners
DISTRICT STATE
47.0% 12.5%

Students with Disabilities
DISTRICT STATE
15.4% 16.7%

By Gender

	DISTRICT	STATE
Female	46.8%	48.2%
Male	53.2%	51.6%
Other		0.2%

By Race Ethnicity

	DISTRICT	STATE
American Indian or Alaska Native		0.7%
Asian	1.4%	3.3%
Black or African American	14.5%	9.0%
Hispanic	80.5%	29.5%
Native Hawaiian/Other Pacific Islander		0.1%
Two or More Races	0.2%	5.1%
White	3.5%	52.3%

Percent of Students that are Chronically Absent

DISTRICT STATE
30.3% 29.0%

Educators



Total Educators
49

School Administrators
2

Support Professionals
6

Teachers
39

District Administrators
2

By Race

	DISTRICT	STATE
Hispanic	10.4%	4.5%
Not Hispanic	81.3%	76.5%
Ethnicity Not Reported	8.3%	19.0%

By Ethnicity

	DISTRICT	STATE
American Indian or Alaska Native	0.0%	0.2%
Asian	0.0%	1.0%
Black or African American	6.3%	2.5%
Native Hawaiian/Other Pacific Islander	0.0%	0.0%
Two or More Races	6.3%	1.2%
White	83.3%	87.6%
Race Not Reported	4.2%	7.5%

State Assessments



Percent Proficient on State Assessments

DISTRICT
23.5%

STATE
35.1%

DISTRICT
14.5%

STATE
28.9%

DISTRICT
13.1%

STATE
30.2%

Performance Levels on State Assessments

	DISTRICT	STATE		DISTRICT	STATE		DISTRICT	STATE
Not Meeting Expectations	27.0%	26.2%	Not Meeting Expectations	29.0%	27.6%	Not Meeting Expectations	38.5%	22.2%
Partially Meeting Expectations	49.6%	38.7%	Partially Meeting Expectations	56.6%	43.5%	Partially Meeting Expectations	48.4%	47.6%
Meeting Expectations	22.4%	29.6%	Meeting Expectations	12.9%	24.8%	Meeting Expectations	10.7%	18.1%
Exceeding Expectations	1.1%	5.4%	Exceeding Expectations	1.6%	4.0%	Exceeding Expectations	2.5%	12.2%

Per Pupil Expenditures



DISTRICT
\$21,508

STATE
\$21,295

Graduation Rates



Dropout Rate
DISTRICT STATE
9.7%

GED/Other Completion Rate
DISTRICT STATE
1.1%

Retention Rate
DISTRICT STATE
5.8%

Graduated within 4 Years
DISTRICT STATE
83.5%

Postsecondary Enrollment



Total Postsecondary Enrollment
DISTRICT STATE
63.8%

RI Public
DISTRICT STATE
38.9%

RI Private
DISTRICT STATE
6.1%

Out Of State
DISTRICT STATE
18.8%

Learning Community District Profile

Proficiency with change from 2022

RICAS - ELA **23.5** ▼-1.4
 RICAS - Math **14.2** ▲3.0
 NGA - Science **13.1** ▼-5.4

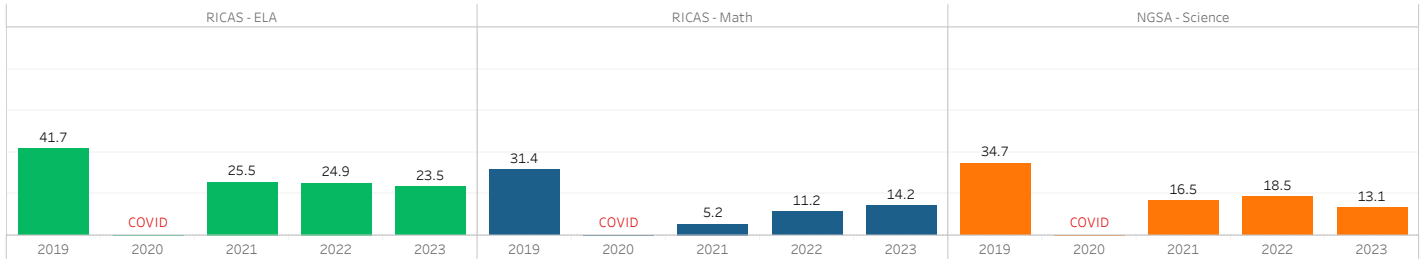
Participation

RICAS - ELA **98.9**
 RICAS - Math **99.5**
 NGA - Science **99.2**

Proficiency by Subgroups

	RICAS - ELA	RICAS - Math	NGSA - Science
Current Multilingual Learner	7.8	10.2	< 5
Differently Abled	< 5	< 5	< 5
Economically Disadvantaged	21.3	13.0	11.5
American Indian or Alaska Native	*	*	*
Asian	*	*	*
Black or African American	28.3	14.8	12.0
Hispanic or Latino	21.3	13.3	12.9
Native Hawaiian or Other Pacific Islander	*	*	*
Two or More Races	*	*	*
White	46.2	30.8	*

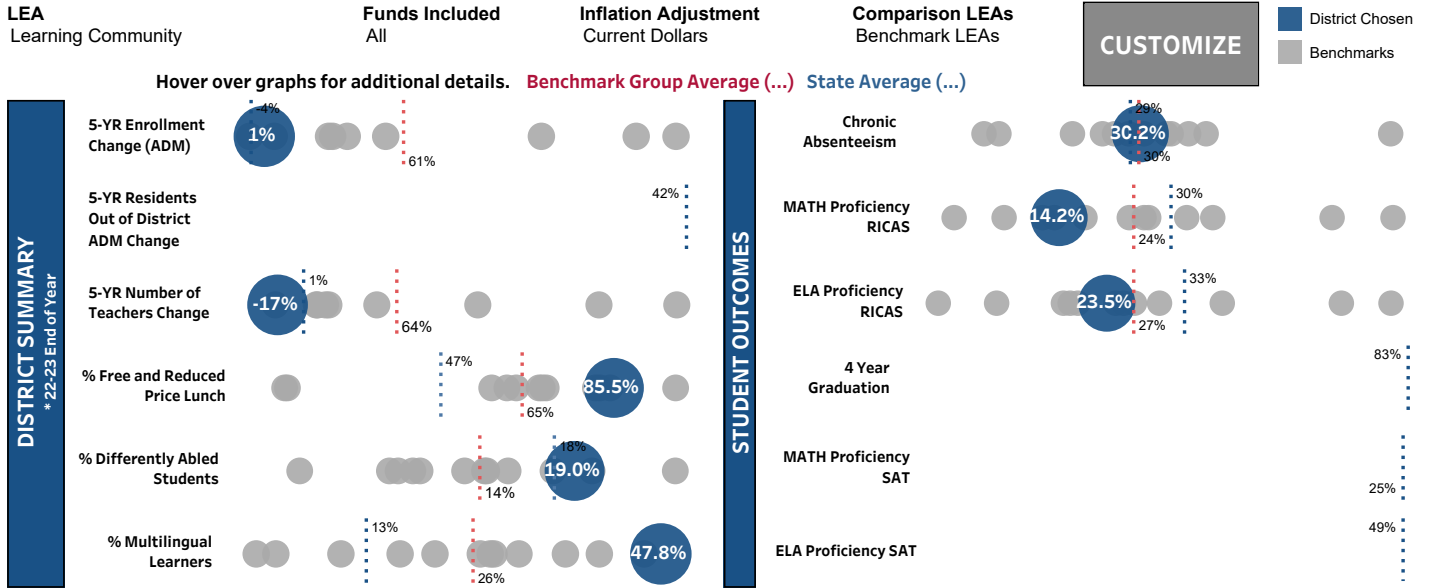
Proficiency Over Time



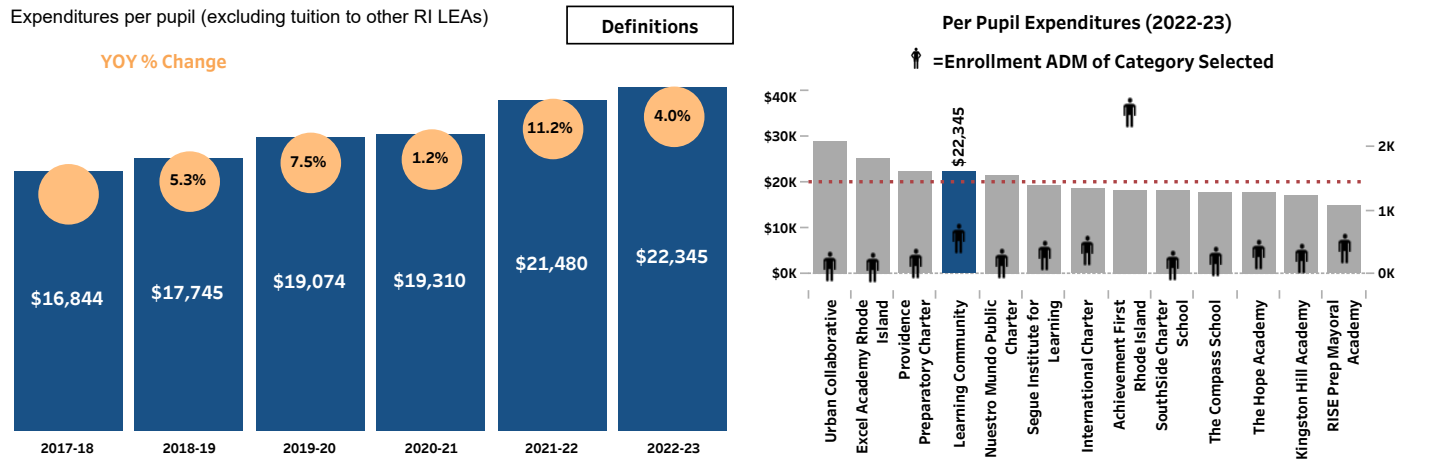
Learning Community School Profiles

Other

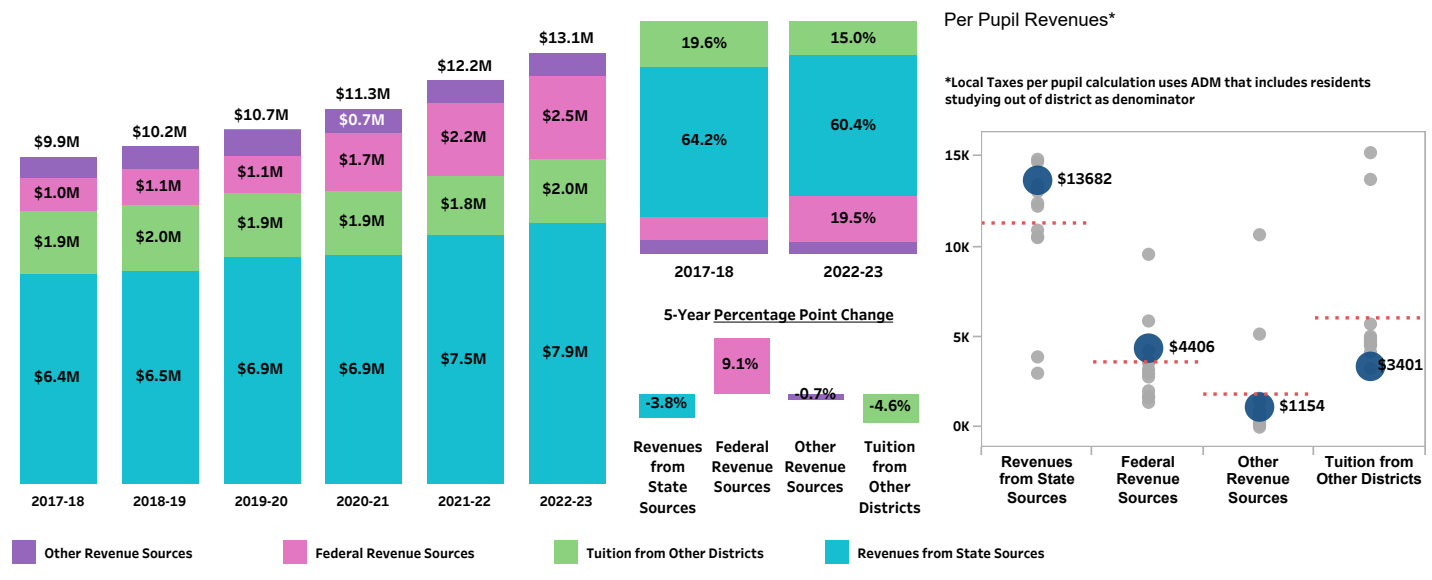
School Name	RICAS - ELA				RICAS - Math				NGSA - Science			
	2019	2021	2022	2023	2019	2021	2022	2023	2019	2021	2022	2023
The Learning Community Charter School	41.9	25.7	25.1	23.6	31.5	5.3	11.3	14.3	34.7	16.8	18.7	13.1



EXPENDITURES (excl. Debt Service and Capital Projects)

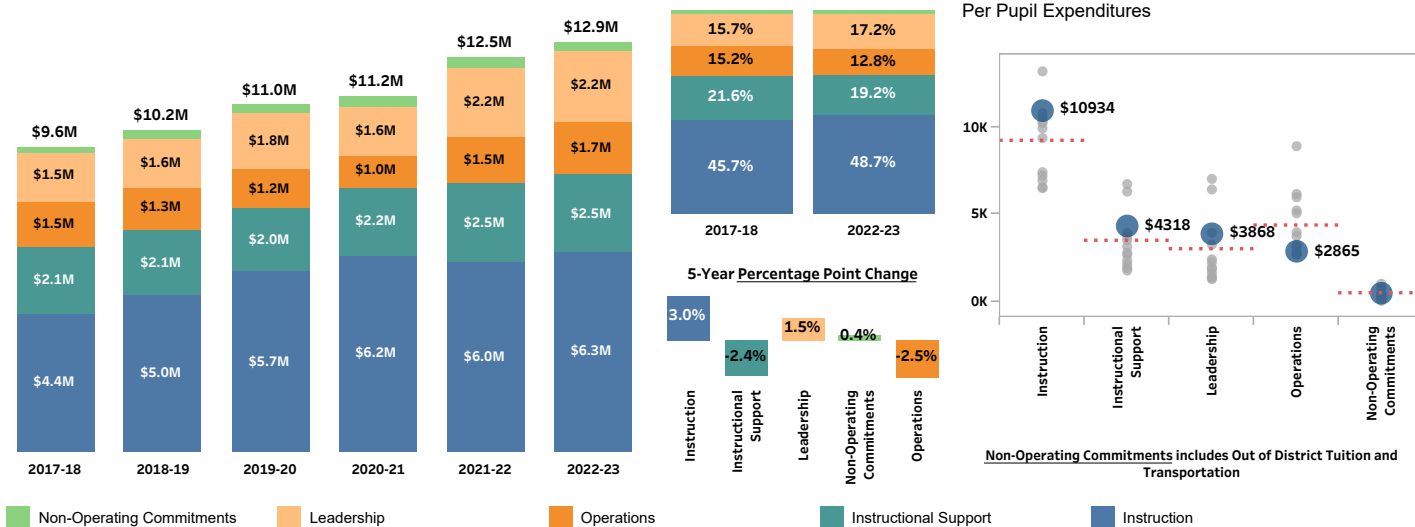


REVENUES (excl. Capital Project and Debt Service Funds)

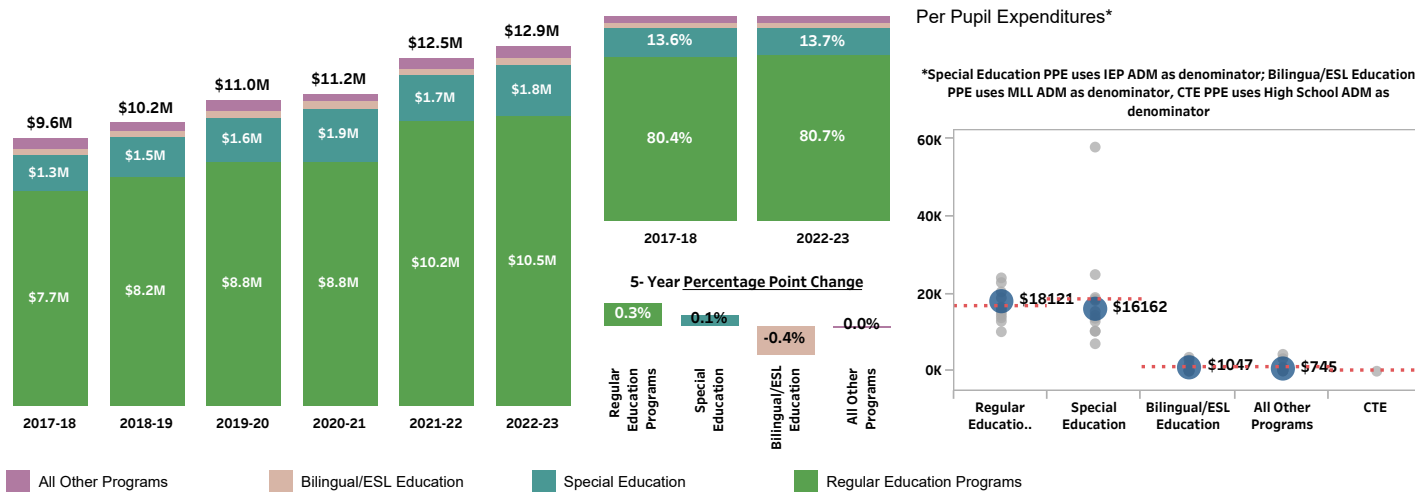




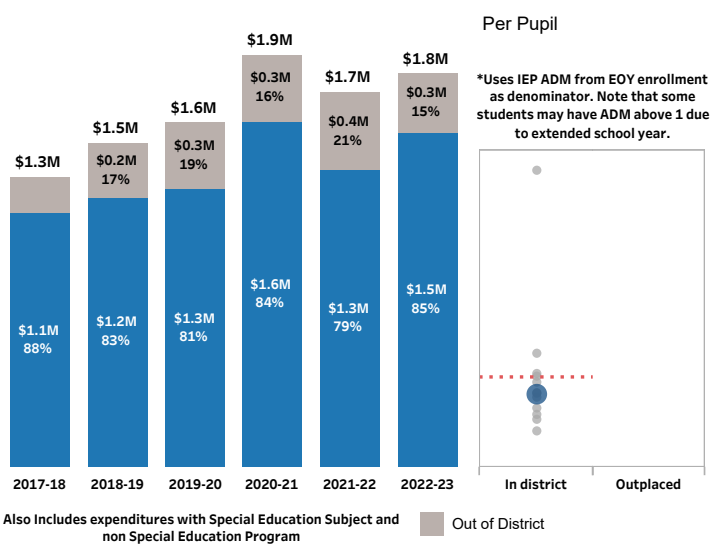
EXPENDITURES BY FUNCTION



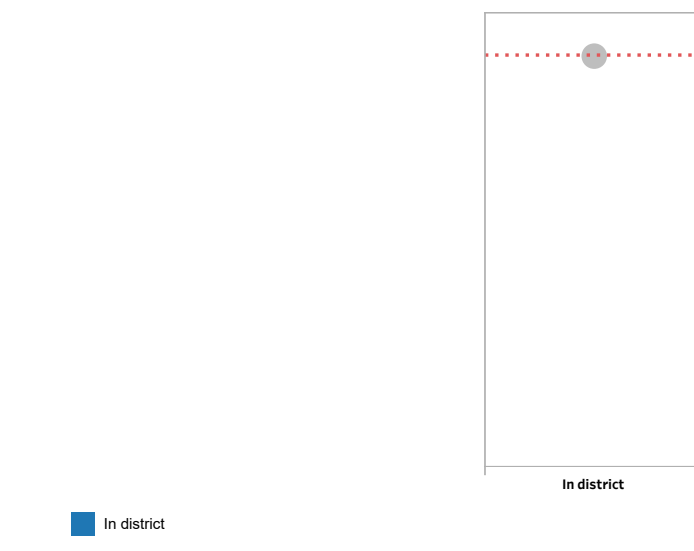
EXPENDITURES BY PROGRAM



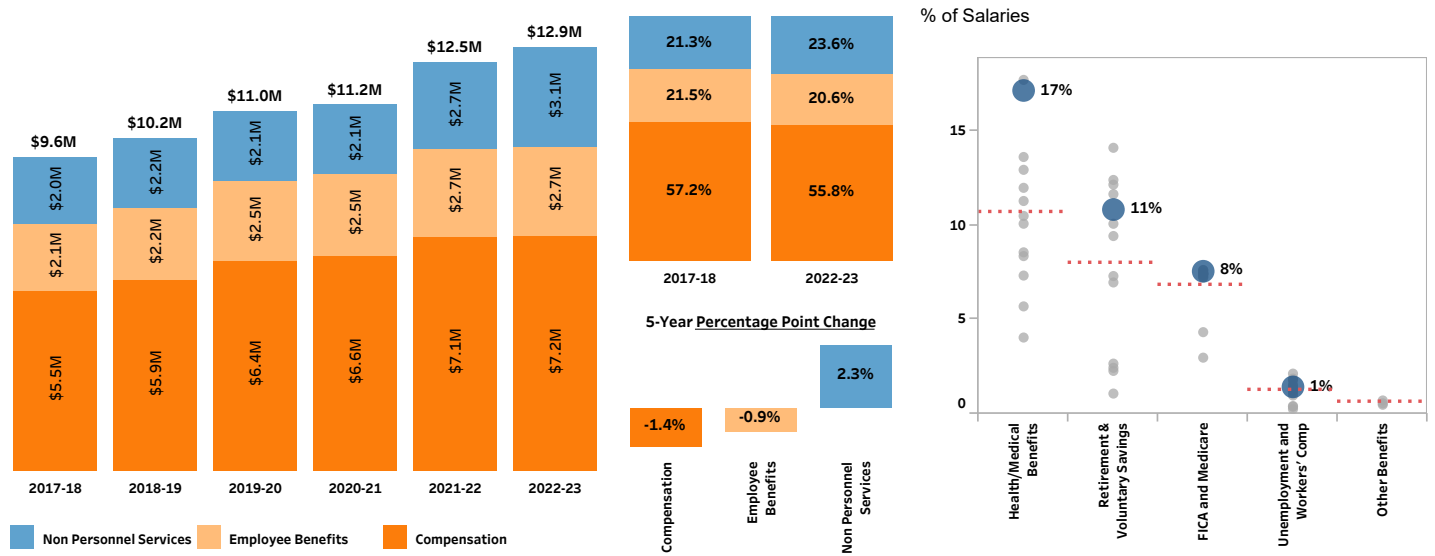
SPECIAL EDUCATION (In District Schools and Outplaced)



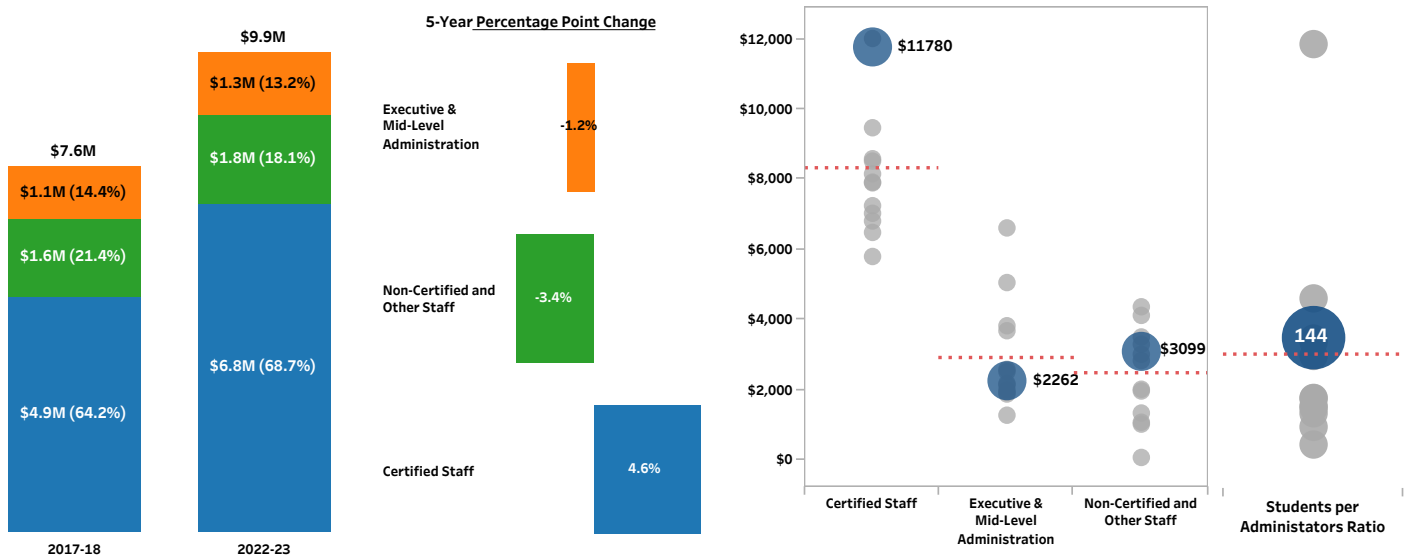
CTE (In District Schools and Out of District Schools)



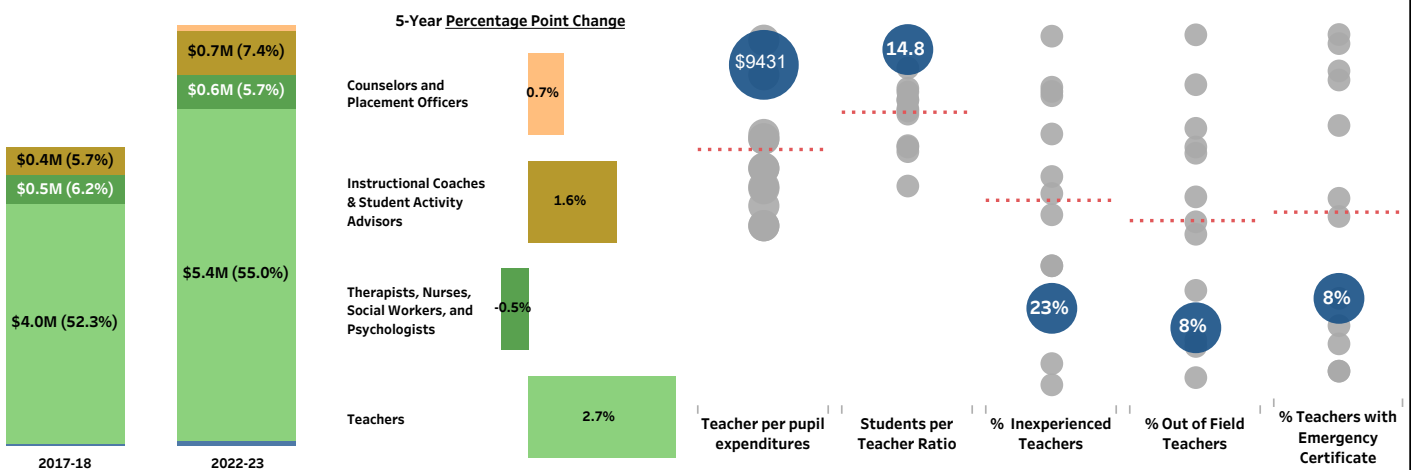
EXPENDITURES BY OBJECT AND EMPLOYEE BENEFITS



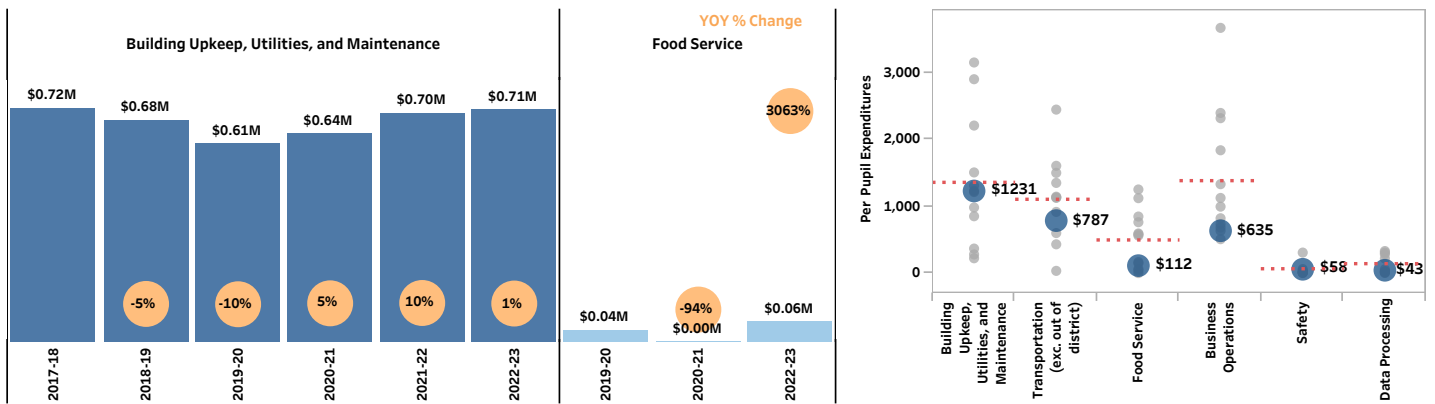
JOB CLASSIFICATION (Compensation & Benefits)



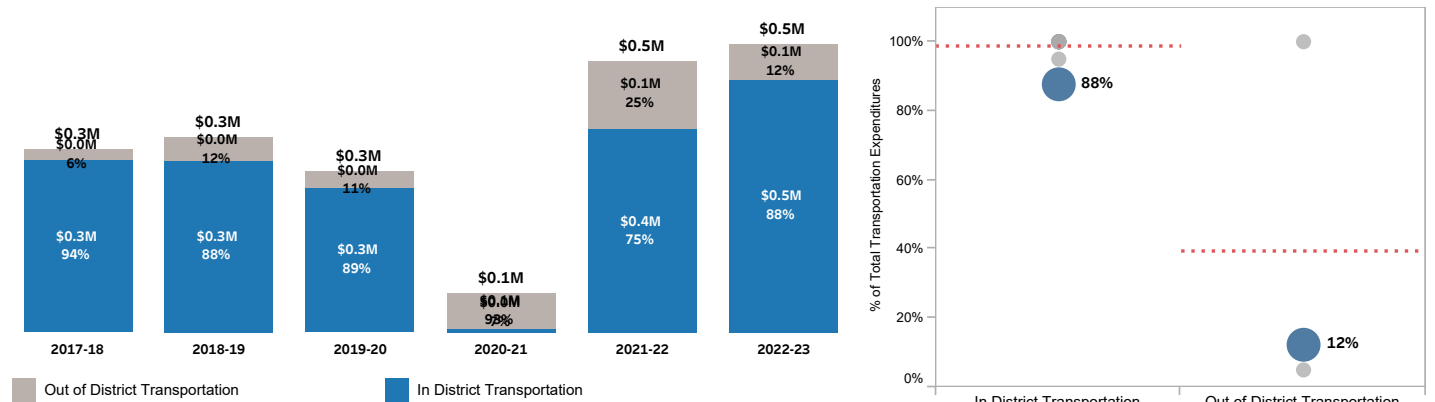
CERTIFIED STAFF DETAIL (Compensation & Benefits)



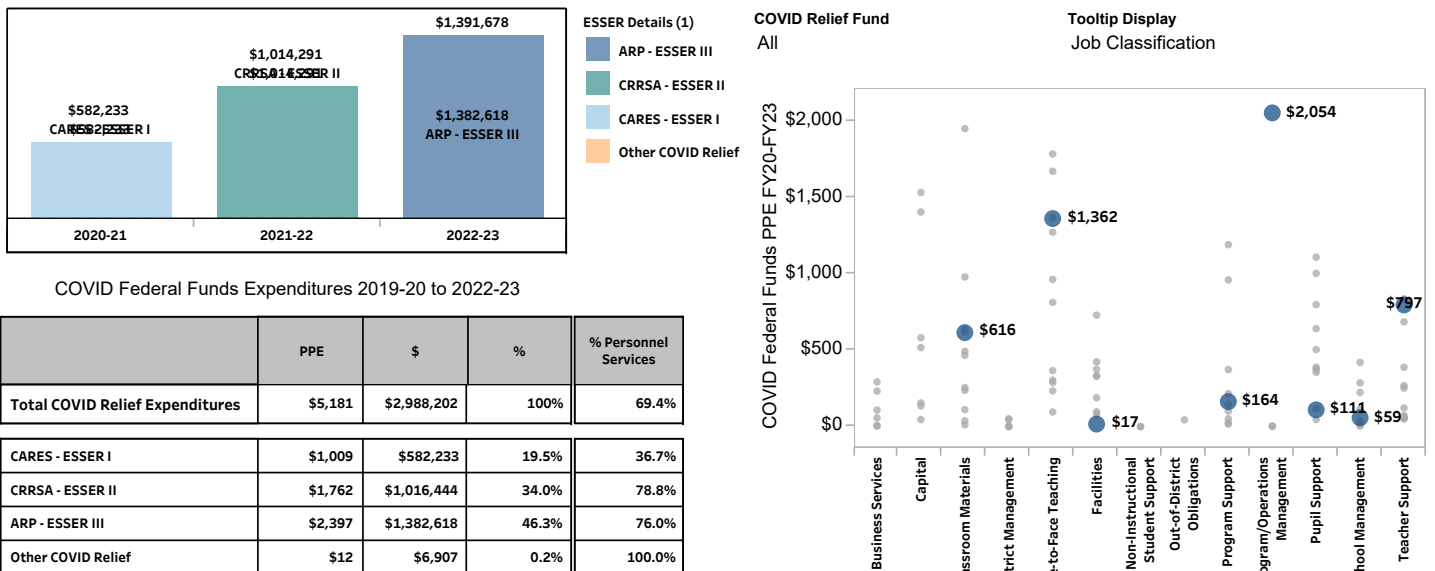
OPERATIONS EXPENDITURES



TRANSPORTATION EXPENDITURES (In district and out of district)



COVID FEDERAL FUNDS EXPENDITURES (Includes Capital Projects)



Source: UCOA and other RIDE Databases; % free/reduced lunch, % Differently Abled, and % Multilingual Learners are from the 2022-23 October 1st enrollment data collection. For definitions of categories, see UCOA Accounting Manual (<https://tinyurl.com/UCOAManual>).

Disclaimer: The data may reveal significant spending discrepancies among and within LEAs. Users of the UCOA must take care not to jump to conclusions or make assumptions. If there is an apparent discrepancy – an especially high or low district expenditure in any area – school officials can provide clarification.