

Schools, Students and Educators



1 Schools



194.8 Students



1-YR Enrollment Change
-1.5%



24 Educators



1-YR Educators Change
-11.1%

8.1 Students per Educator

Student Characteristics

| | |
|------------------------------|-----|
| % Free/ Reduced Lunch | 38% |
| % Multilingual Learners | 1% |
| % Differently Abled Students | 21% |
| % Nonwhite Students | 43% |

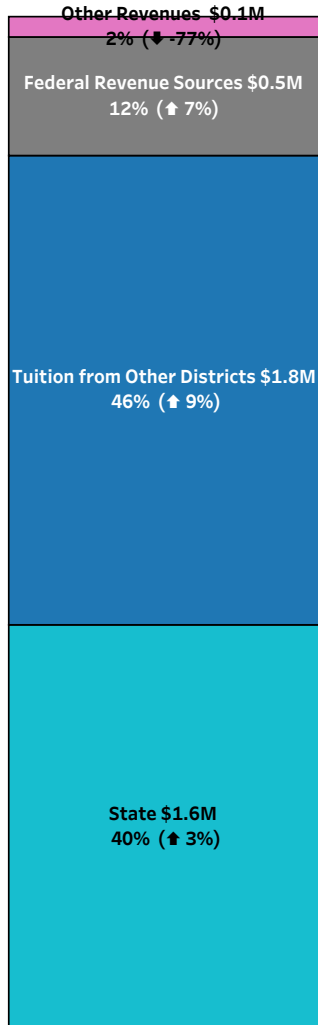
Educators by Type

| Educators by Type | # | Students per |
|-------------------------|----|--------------|
| Teachers | 14 | 14 |
| Support Professionals | 5 | 39 |
| Building Administrators | 3 | 65 |
| District Administrators | 2 | 97 |

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

Revenues

\$4.0M (↓ -1%)

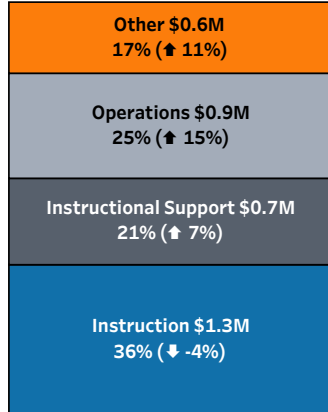


Public Schools of Choice

Expenditures

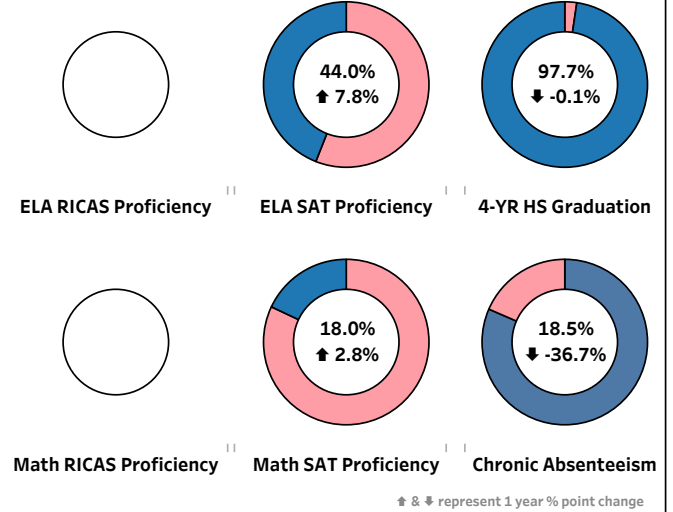
\$3.6M (↑ 5%)
\$18,394 per pupil*

Expenditures by Function

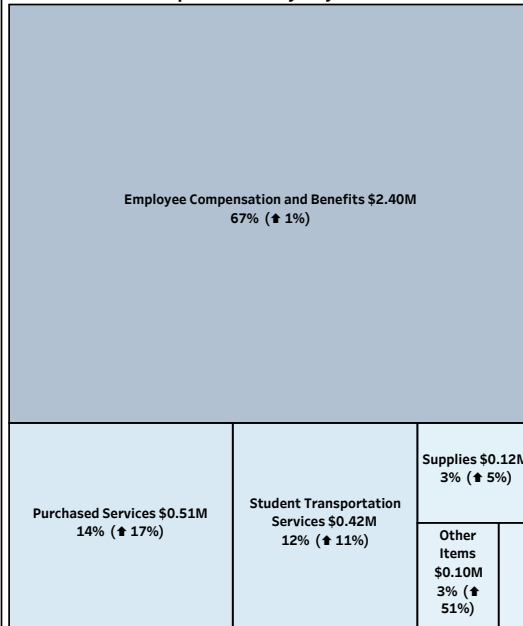


Excluding Debt Service and Capital Projects
* Per Pupil excludes tuition to other LEAs in RI

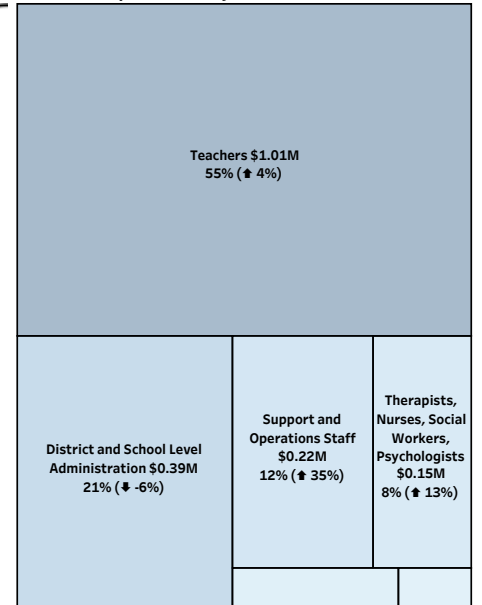
Outcomes



Expenditures by Object



Compensation by Job Classification



The Greene School District Profile

Proficiency with change from 2022

SAT - ELA **44.0** ▲7.8
 SAT - Math **18.0** ▲2.8
 NGA - Science **28.0** ▲7.1

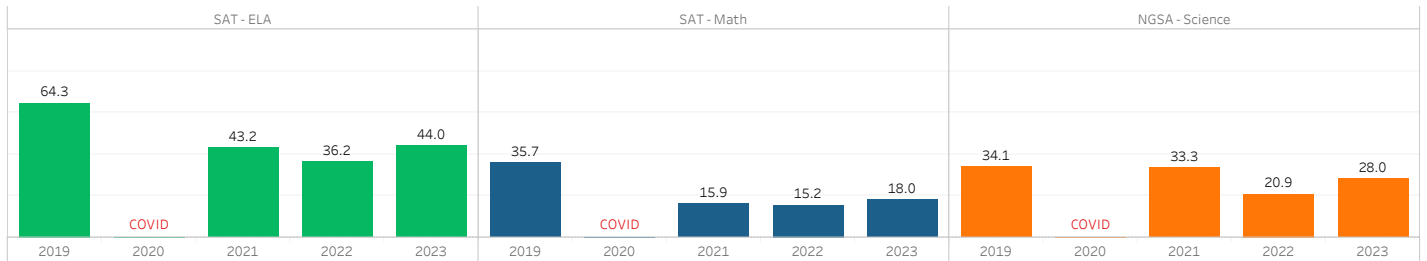
Participation

SAT - ELA **96.2**
 SAT - Math **96.2**
 NGA - Science **96.2**

Proficiency by Subgroups

| | SAT - ELA | SAT - Math | NGSA - Science |
|---|-----------|------------|----------------|
| Current Multilingual Learner | * | * | * |
| Differently Abled | 13.3 | < 5 | < 5 |
| Economically Disadvantaged | 31.3 | 12.5 | 18.8 |
| American Indian or Alaska Native | * | * | * |
| Asian | * | * | * |
| Black or African American | * | * | * |
| Hispanic or Latino | 13.3 | 13.3 | 6.7 |
| Native Hawaiian or Other Pacific Islander | * | * | * |
| Two or More Races | * | * | * |
| White | 59.4 | 18.8 | 37.5 |

Proficiency Over Time



The Greene School School Profiles

High

| School Name | SAT - ELA | | | | SAT - Math | | | | NGSA - Science | | | |
|-------------------|-----------|------|------|------|------------|------|------|------|----------------|------|------|------|
| | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 | 2019 | 2021 | 2022 | 2023 |
| The Greene School | 64.3 | 43.2 | 36.2 | 44.0 | 35.7 | 15.9 | 15.2 | 18.0 | 34.1 | 33.3 | 20.9 | 28.0 |

The Greene School, 2022-23

Accountability



Schools



1

Student Enrollment



199

Educators



24

Per Pupil Expenditure



\$17,216

ELA Proficiency



44.0%

Math Proficiency



18.0%

Science Proficiency



28.0%

4-year Graduation Rate



97.8%

Postsecondary Enrollment



66.7%

The Greene School, 2022-23



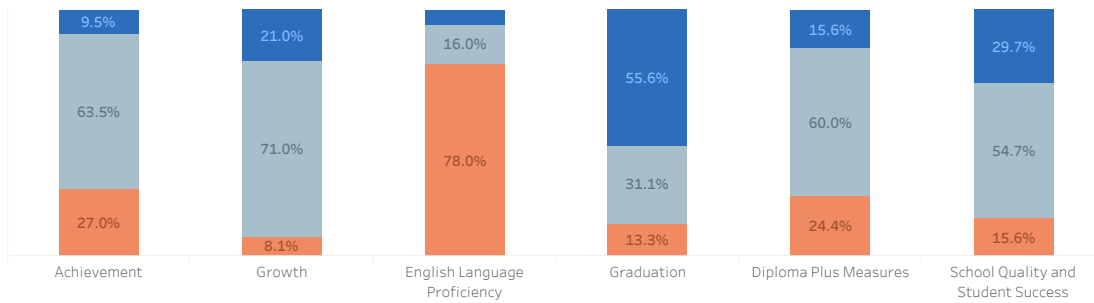
As required by the state's Education Accountability Act of 2019, Rhode Island's LEA accountability system will rate every public LEA, including charter LEAs, on accountability indicators, each consisting of one or more measures.

LEA Accountability - Performance by Indicator

| | | |
|------------------------------------|-------------|--|
| Achievement | 5/11 Points | |
| Growth | 4/6 Points | |
| English Language Proficiency | | |
| Graduation | 5/5 Points | |
| Diploma Plus Measures | 3/6 Points | |
| School Quality and Student Success | 9/12 Points | |

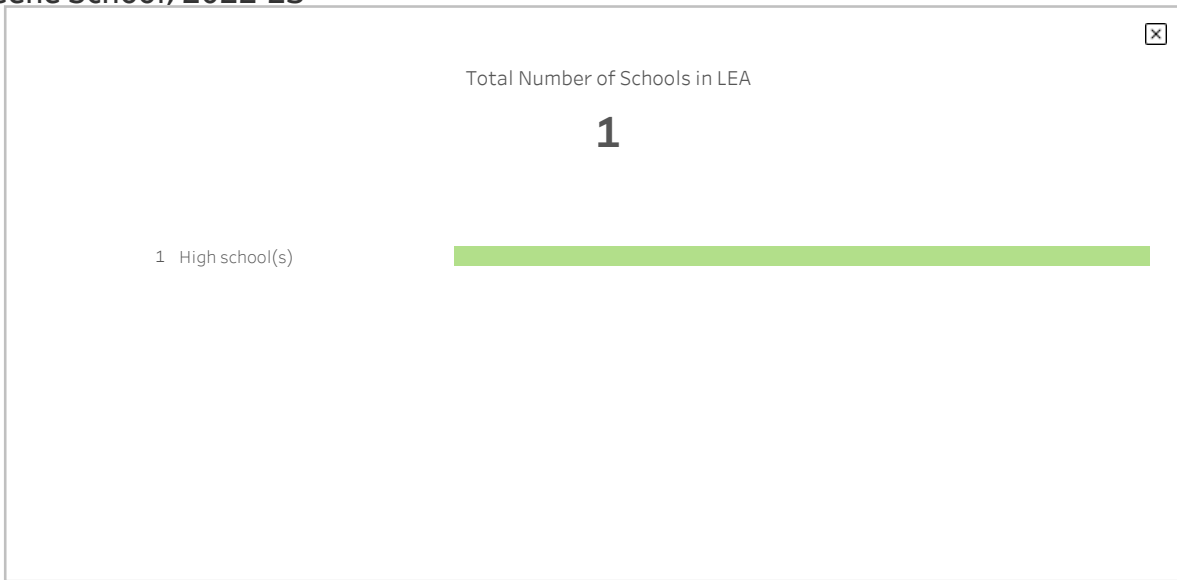
■ Focus Area
 ■ Mid Level Performance
 ■ Strong Performance
■ Room for Improvement

State Performance Distribution by Indicator



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

The Greene School, 2022-23



The Greene School, 2022-23



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

Total Student Enrollment

| | |
|------------|----------------|
| DISTRICT | STATE |
| 199 | 137,452 |

Economically Disadvantaged Students

| | |
|--------------|--------------|
| DISTRICT | STATE |
| 32.2% | 46.1% |

Multilingual Learners

| | |
|-------------|--------------|
| DISTRICT | STATE |
| 1.5% | 12.5% |

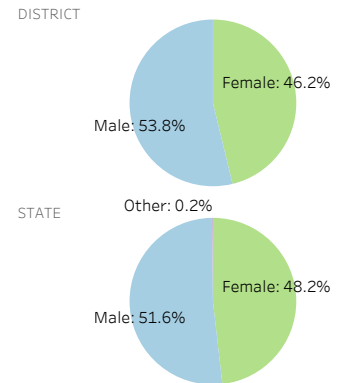
Students with Disabilities

| | |
|--------------|--------------|
| DISTRICT | STATE |
| 23.6% | 16.7% |

By Race Ethnicity

| Race Ethnicity | DISTRICT | STATE |
|----------------------------------|----------|-------|
| American Indian or Alaska Native | 1.0% | 0.7% |
| Asian | 3.3% | 3.3% |
| Black or African American | 10.6% | 9.0% |
| Hispanic | 29.6% | 29.5% |
| Native Hawaiian/Other Pacif.. | 0.1% | 0.1% |
| Two or More Races | 2.0% | 5.1% |
| White | 56.8% | 52.3% |

By Gender



Percent of Students that are Chronically Absent

| | |
|--------------|--------------|
| DISTRICT | STATE |
| 19.0% | 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.

The Greene School, 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 |
| 24 | 3 | 5 | 14 | 2 |

By Ethnicity and by Race

| Category | Sub-category | Level | Percentage | Visual Bar |
|-----------|--|----------|------------|------------------|
| Ethnicity | Hispanic | DISTRICT | 8.7% | Blue bar |
| | | STATE | 4.5% | Light blue bar |
| | Not Hispanic | DISTRICT | 82.6% | Dark blue bar |
| | | STATE | 76.5% | Light blue bar |
| | Ethnicity Not Reported | DISTRICT | 8.7% | Blue bar |
| | | STATE | 19.0% | Light blue bar |
| Race | American Indian or Alaska Native | DISTRICT | 0.0% | Dark purple bar |
| | | STATE | 0.2% | Light purple bar |
| | Asian | DISTRICT | 0.0% | Dark purple bar |
| | | STATE | 1.0% | Light purple bar |
| | Black or African American | DISTRICT | 0.0% | Dark purple bar |
| | | STATE | 2.5% | Light purple bar |
| | Native Hawaiian/Other Pacific Islander | DISTRICT | 0.0% | Dark purple bar |
| | | STATE | 0.0% | Dark purple bar |
| | Two or More Races | DISTRICT | 0.0% | Dark purple bar |
| | | STATE | 1.2% | Light purple bar |
| | White | DISTRICT | 100.0% | Dark purple bar |
| | | STATE | 87.6% | Light purple bar |
| | Race Not Reported | DISTRICT | 0.0% | Dark purple bar |
| | | STATE | 7.5% | Light purple bar |

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

The Greene School, 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 |
|-----------------|-----------------|
| \$17,216 | \$21,295 |

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

The Greene School, 2022-23

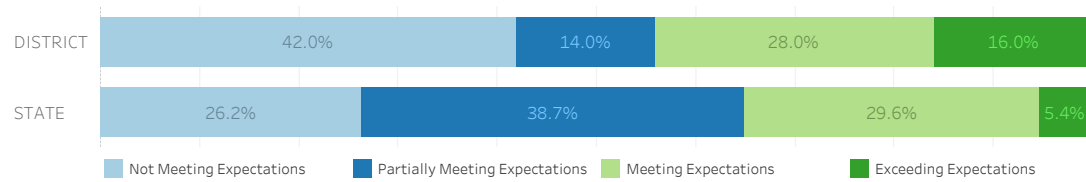


Rhode Island administers the RICAS (grades 3-8), SAT (grade 11) and DLM Alternate Assessments (grades 3-8, 11) English Language Arts (ELA) state assessments. Proficiency is the combined percentage of students Meeting Expectations and students Exceeding Expectations.

Proficiency Levels on English Language Arts State Assessments

| | |
|--------------|--------------|
| DISTRICT | STATE |
| 44.0% | 35.1% |

Performance Levels on English Language Arts State Assessments



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

The Greene School, 2022-23

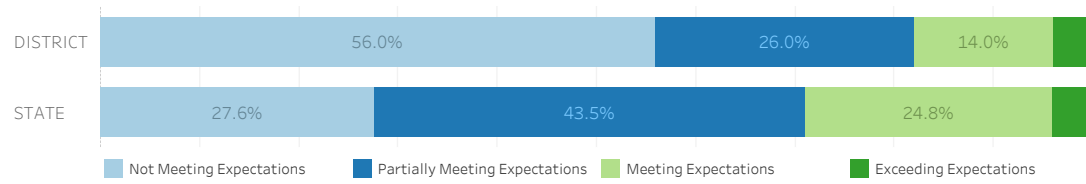


Rhode Island administers the RICAS (grades 3-8), SAT (grade 11) and DLM Alternate Assessments (grades 3-8, 11) Mathematics state assessments. Proficiency is the combined percentage of students Meeting Expectations and students Exceeding Expectations.

Proficiency Levels on Mathematics State Assessments

| | |
|--------------|--------------|
| DISTRICT | STATE |
| 18.0% | 28.9% |

Performance Levels on Mathematics State Assessments



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

The Greene School, 2022-23

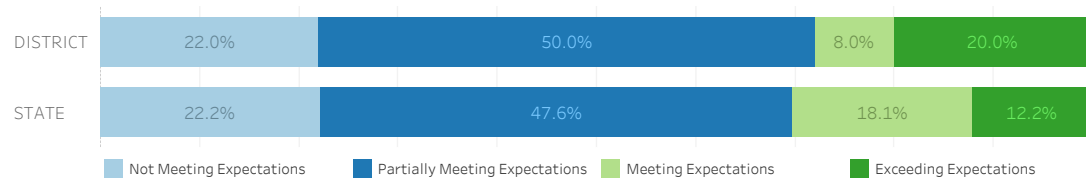


Rhode Island administers the NGS&A and DLM Alternate Assessments Science state assessments to students in grades 5, 8 and 11. Proficiency is the combined percentage of students Meeting Expectations and students Exceeding Expectations.

Proficiency Levels on Science State Assessments

| | |
|--------------|--------------|
| DISTRICT | STATE |
| 28.0% | 30.2% |

Performance Levels on Science State Assessments



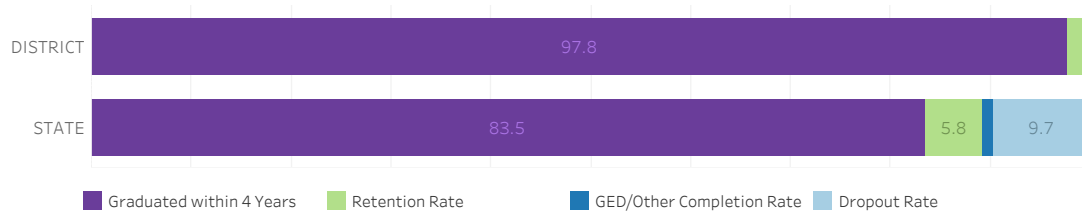
To view additional assessment data, click on the [Assessments](#) tab.

The Greene School, 2022-23



Below are the 4-year rates.

| Dropout Rate | | GED/Other Completion Rate | | Retention Rate | | Graduated within 4 Years | |
|--------------|-------|---------------------------|-------|----------------|-------|--------------------------|-------|
| DISTRICT | STATE | DISTRICT | STATE | DISTRICT | STATE | DISTRICT | STATE |
| 0.0% | 9.7% | 0.0% | 1.1% | 2.2% | 5.8% | 97.8% | 83.5% |

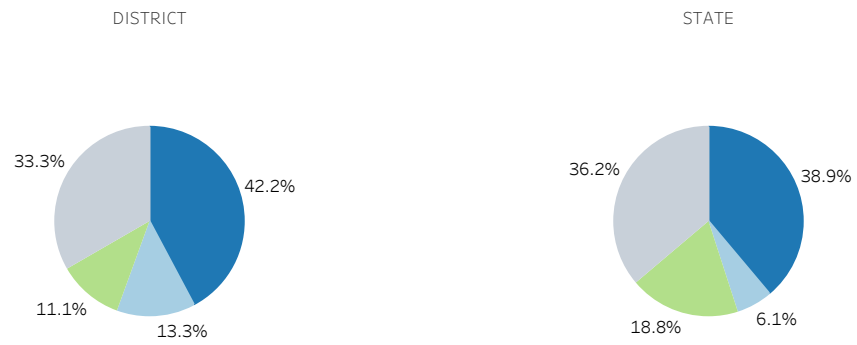


To view additional graduation data including 4-year rates by subgroup, 5-year and 6-year rates, click on the [Graduation](#) tab.

The Greene School, 2022-23



Student enrollment in postsecondary in the first academic year after student's high school graduation.



To view additional postsecondary enrollment data including data by subgroup, click on the [Postsecondary](#) tab.

The Greene School 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
5/11 Points

Mid Level Performance
4/6 Points

Strong Performance
5/5 Points

Mid Level Performance
3/6 Points

Mid Level Performance
9/12 Points

Schools



Total Schools
1

High
1

Student Enrollment



Total Student Enrollment
DISTRICT **199** STATE **137,452**

Economically Disadvantaged Students
DISTRICT **32.2%** STATE **46.1%**

Multilingual Learners
DISTRICT **1.5%** STATE **12.5%**

Students with Disabilities
DISTRICT **23.6%** STATE **16.7%**

By Gender

| | DISTRICT | STATE |
|--------|----------|-------|
| Female | 46.2% | 48.2% |
| Male | 53.8% | 51.6% |
| Other | | 0.2% |

By Race Ethnicity

| | DISTRICT | STATE |
|--|----------|-------|
| American Indian or Alaska Native | 1.0% | 0.7% |
| Asian | | 3.3% |
| Black or African American | 10.6% | 9.0% |
| Hispanic | 29.6% | 29.5% |
| Native Hawaiian/Other Pacific Islander | | 0.1% |
| Two or More Races | 2.0% | 5.1% |
| White | 56.8% | 52.3% |

Percent of Students that are Chronically Absent

DISTRICT **19.0%** STATE **29.0%**

Educators



Total Educators
24

School Administrators
3

Support Professionals
5

Teachers
14

District Administrators
2

By Race

| | DISTRICT | STATE |
|------------------------|----------|-------|
| Hispanic | 8.7% | 4.5% |
| Not Hispanic | 82.6% | 76.5% |
| Ethnicity Not Reported | 8.7% | 19.0% |

By Ethnicity

| | DISTRICT | STATE |
|--|----------|-------|
| American Indian or Alaska Native | 0.0% | 0.2% |
| Asian | 0.0% | 1.0% |
| Black or African American | 0.0% | 2.5% |
| Native Hawaiian/Other Pacific Islander | 0.0% | 0.0% |
| Two or More Races | 0.0% | 1.2% |
| White | 100.0% | 87.6% |
| Race Not Reported | 0.0% | 7.5% |

State Assessments



Percent Proficient on State Assessments

DISTRICT **44.0%**

STATE **35.1%**

DISTRICT **18.0%**

STATE **28.9%**

DISTRICT **28.0%**

STATE **30.2%**

Performance Levels on State Assessments

| | DISTRICT | STATE | | DISTRICT | STATE | | DISTRICT | STATE |
|--------------------------------|----------|-------|--------------------------------|----------|-------|--------------------------------|----------|-------|
| Not Meeting Expectations | 42.0% | 26.2% | Not Meeting Expectations | 56.0% | 27.6% | Not Meeting Expectations | 22.0% | 22.2% |
| Partially Meeting Expectations | 14.0% | 38.7% | Partially Meeting Expectations | 26.0% | 43.5% | Partially Meeting Expectations | 50.0% | 47.6% |
| Meeting Expectations | 28.0% | 29.6% | Meeting Expectations | 14.0% | 24.8% | Meeting Expectations | 8.0% | 18.1% |
| Exceeding Expectations | 16.0% | 5.4% | Exceeding Expectations | 4.0% | 4.0% | Exceeding Expectations | 20.0% | 12.2% |

Per Pupil Expenditures



DISTRICT **\$17,216**

STATE **\$21,295**

Graduation Rates



Dropout Rate

DISTRICT **0.0%** STATE **9.7%**

GED/Other Completion Rate

DISTRICT **0.0%** STATE **1.1%**

Retention Rate

DISTRICT **2.2%** STATE **5.8%**

Graduated within 4 Years

DISTRICT **97.8%** STATE **83.5%**

Postsecondary Enrollment

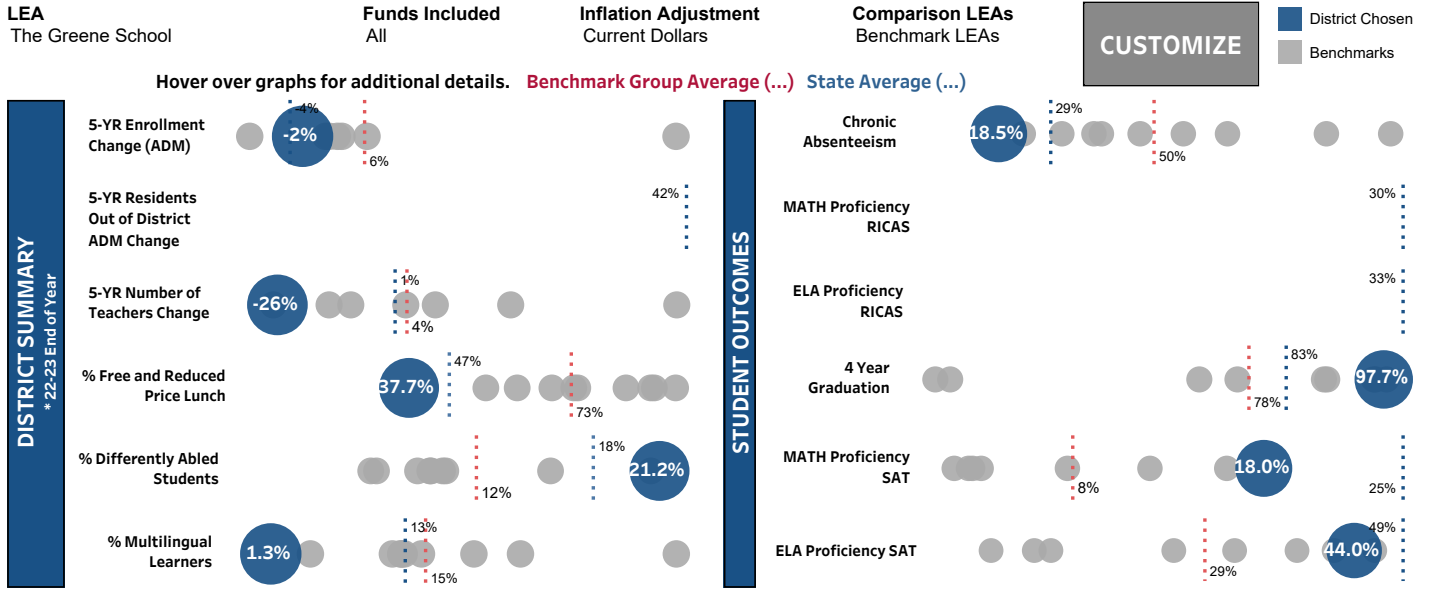


Total Postsecondary Enrollment
DISTRICT **66.7%** STATE **63.8%**

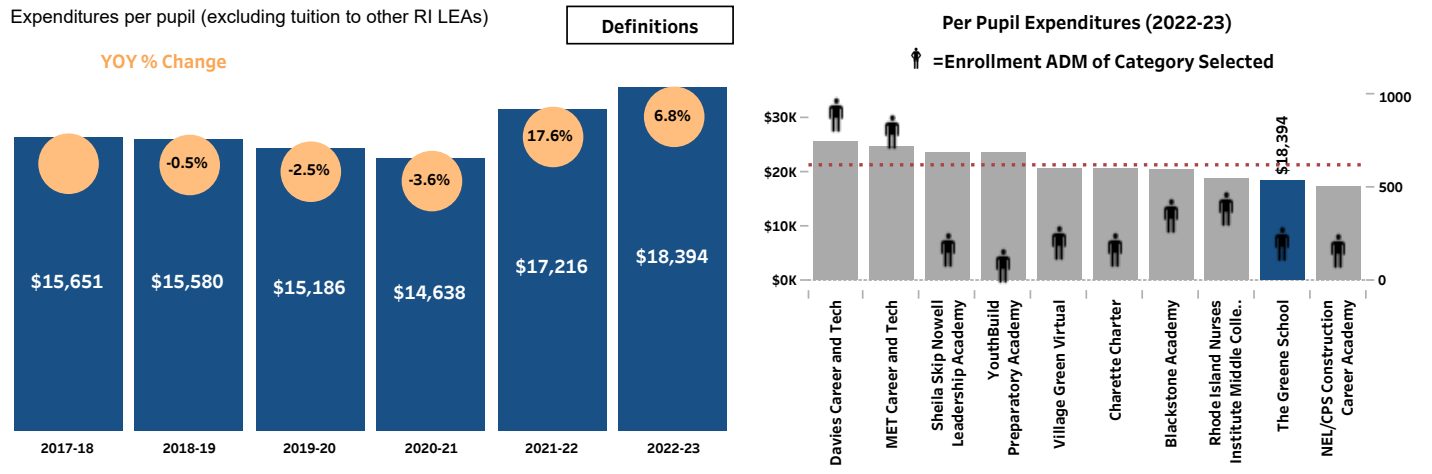
RI Public
DISTRICT **42.2%** STATE **38.9%**

RI Private
DISTRICT **13.3%** STATE **6.1%**

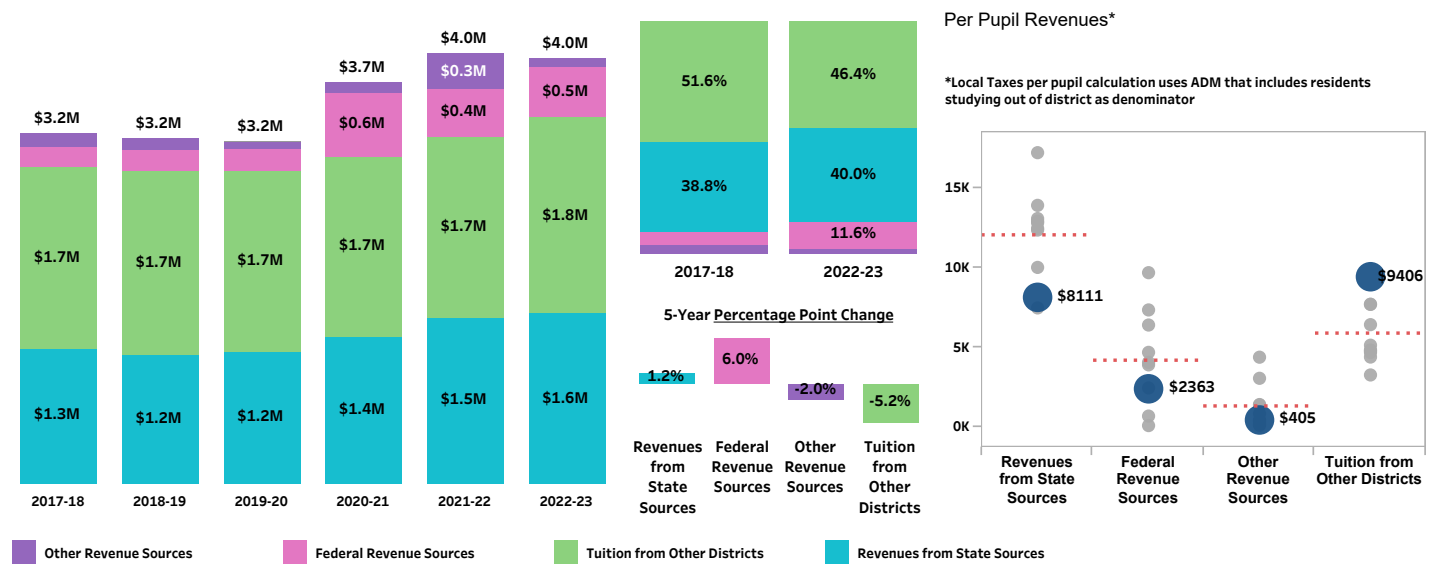
Out Of State
DISTRICT **11.1%** STATE **18.8%**



EXPENDITURES (excl. Debt Service and Capital Projects)

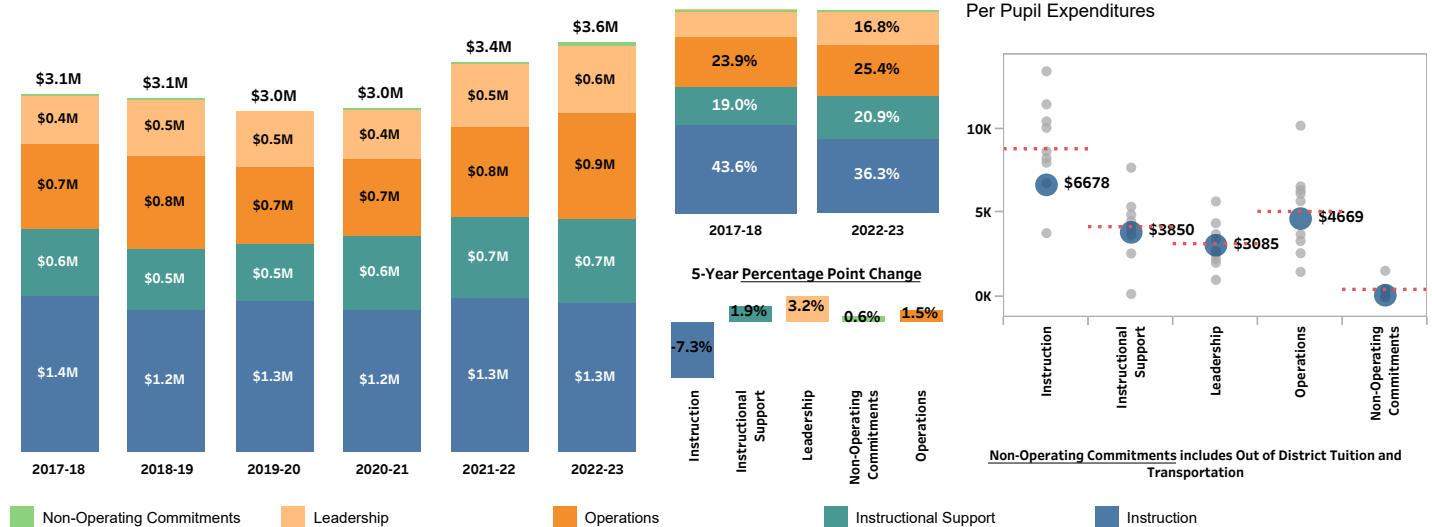


REVENUES (excl. Capital Project and Debt Service Funds)

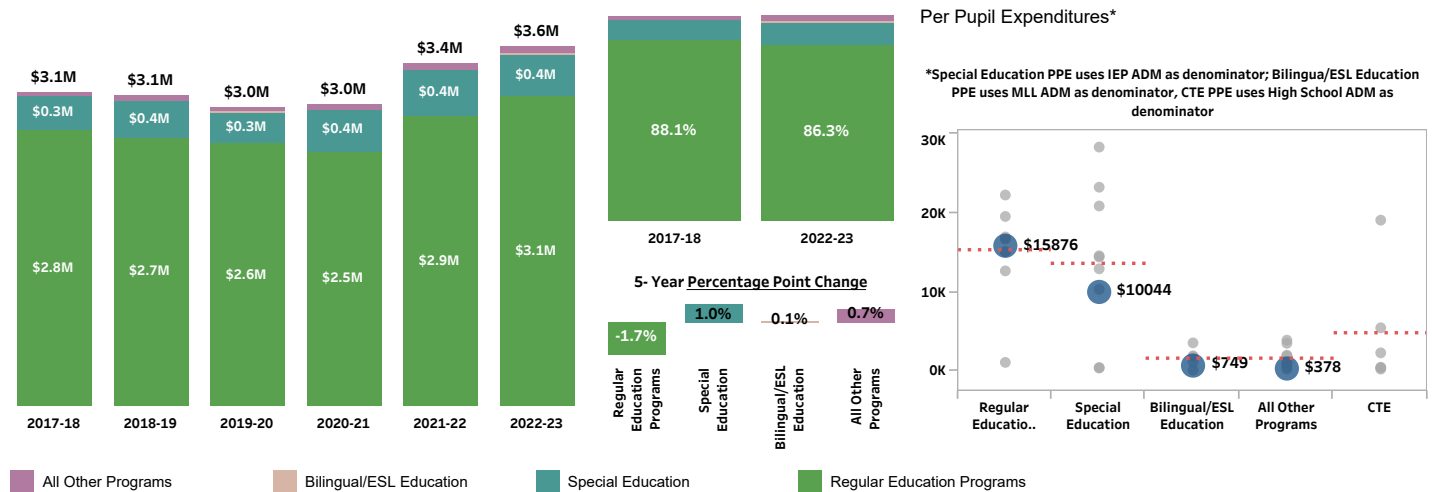




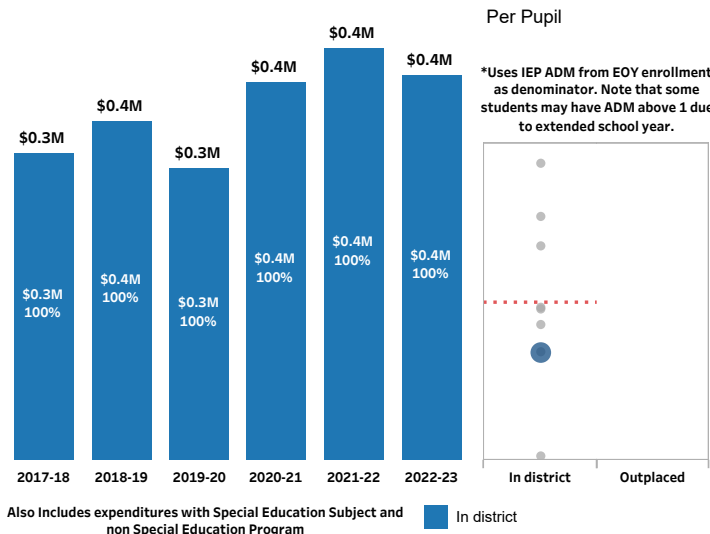
EXPENDITURES BY FUNCTION



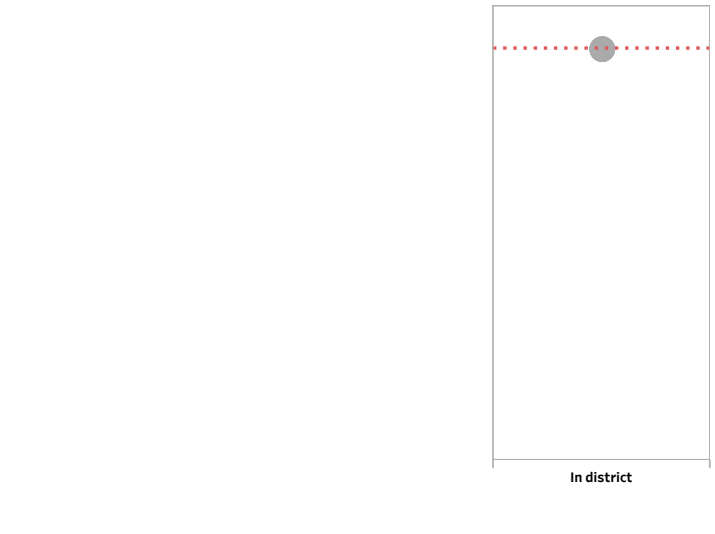
EXPENDITURES BY PROGRAM



SPECIAL EDUCATION (In District Schools and Outplaced)



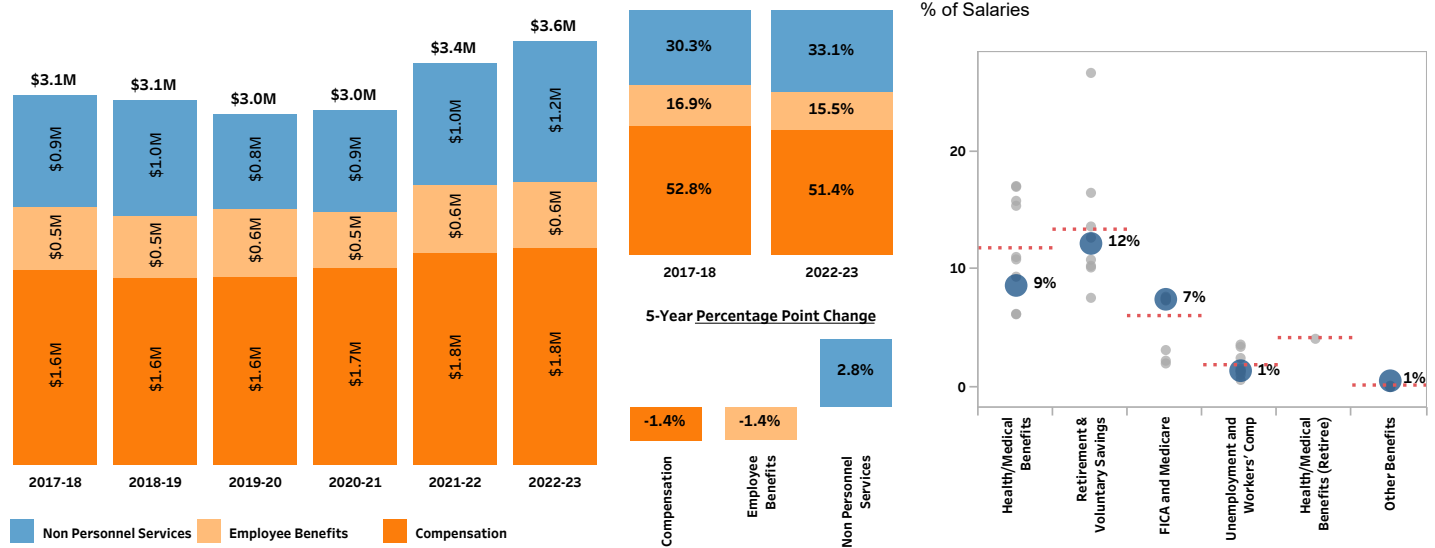
CTE (In District Schools and Out of District Schools)



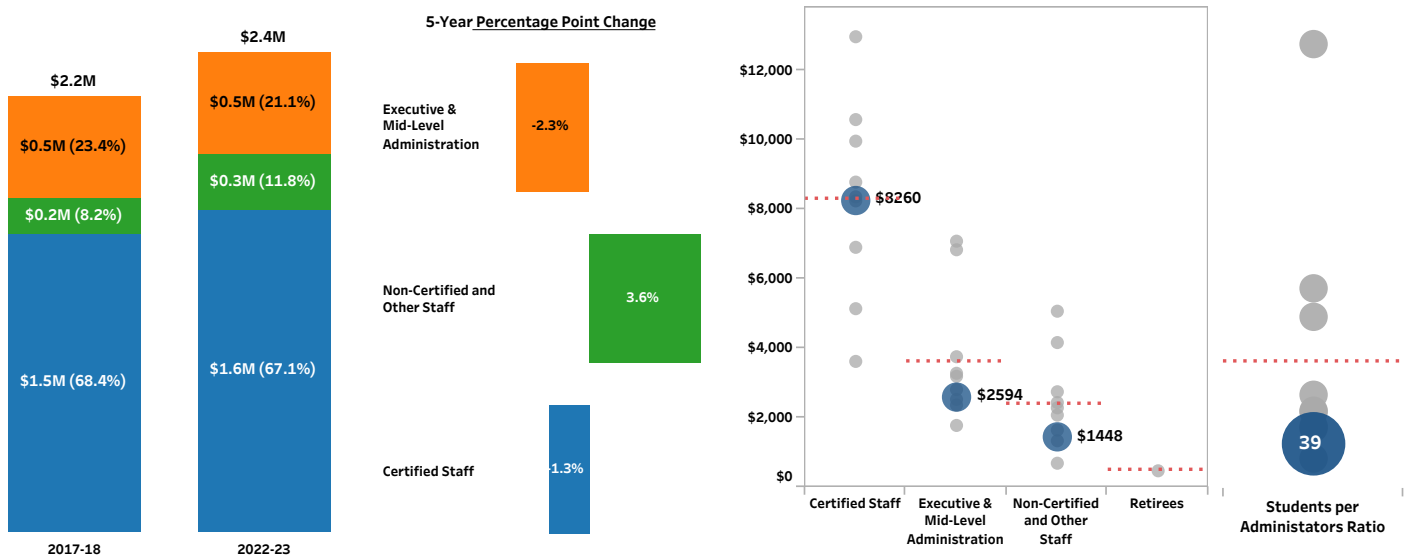
Also Includes expenditures with Special Education Subject and non Special Education Program

*Uses IEP ADM from EOY enrollment as denominator. Note that some students may have ADM above 1 due to extended school year.

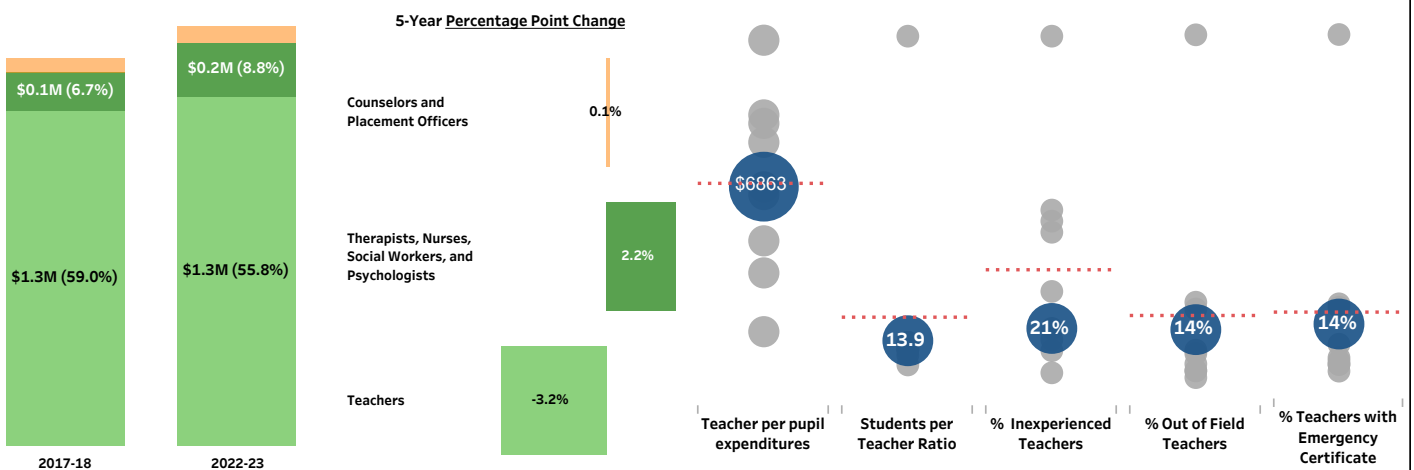
EXPENDITURES BY OBJECT AND EMPLOYEE BENEFITS



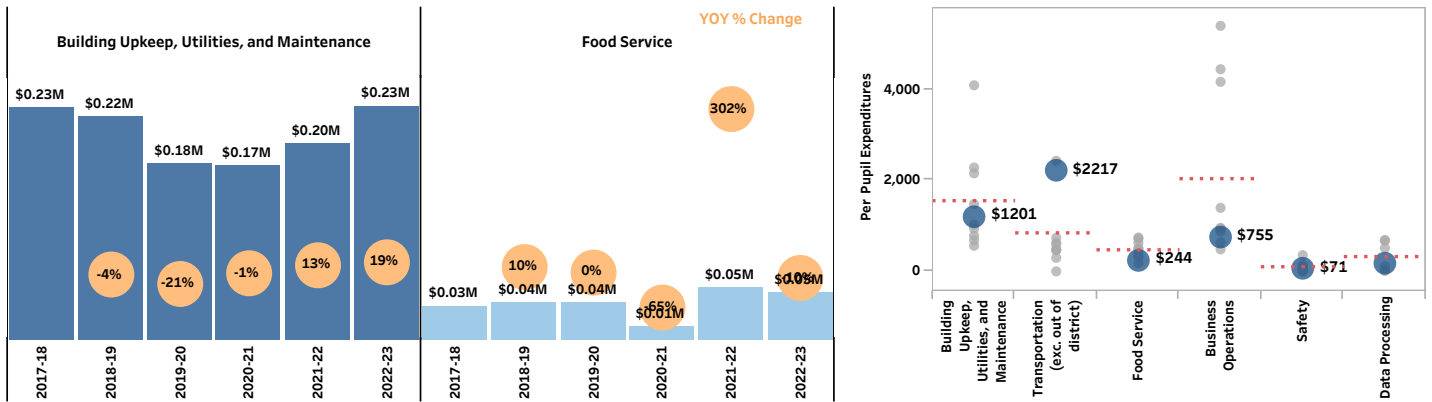
JOB CLASSIFICATION (Compensation & Benefits)



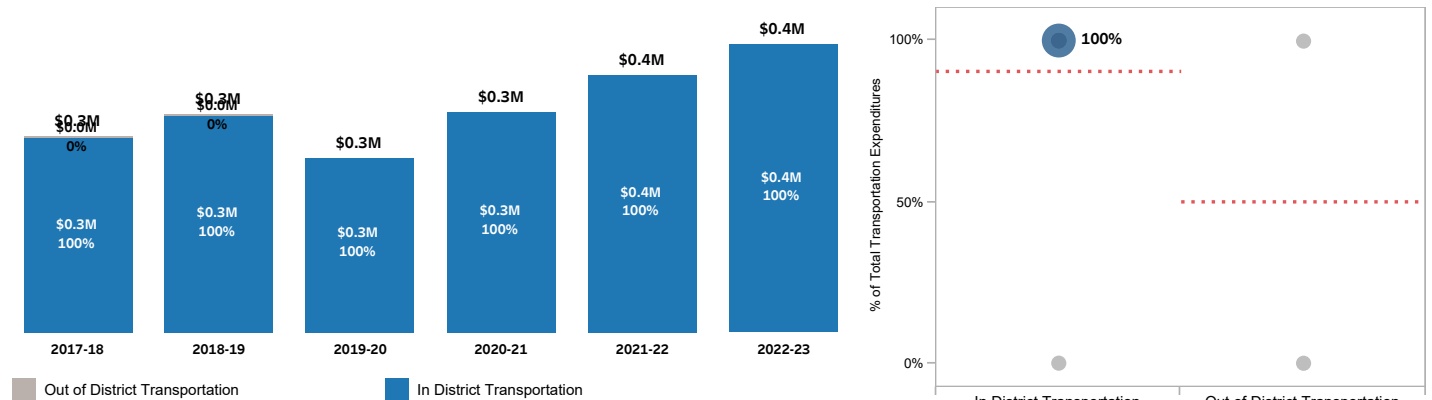
CERTIFIED STAFF DETAIL (Compensation & Benefits)



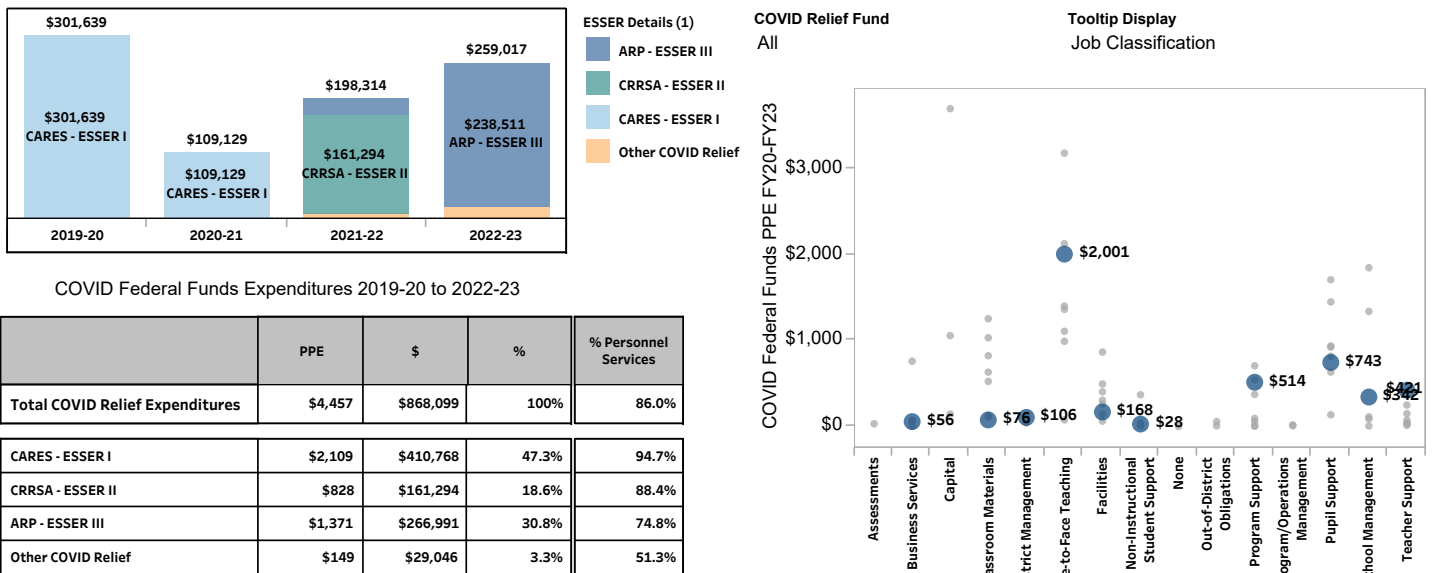
OPERATIONS EXPENDITURES



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.