



SENATE FISCAL OFFICE
ISSUE BRIEF

Charter Schools

MARCH 5, 2021

RIGL 16-77, Providing for the Establishment of Charter Schools, was enacted in 1995 to establish and maintain high performing public schools by a providing increased autonomy in exchange for increased student achievement. The first charter school in Rhode Island, the Textron Chamber of Commerce Academy (a.k.a. Academy for Career Exploration), opened in 1997 to reduce the dropout rate among high-risk urban students through school-to-work opportunities. The school, which grew directly out of the School-to-Work Program at the Greater Providence Chamber of Commerce, closed in June 2020. Currently, Rhode Island has 36 charter schools, operating under 22 charters and providing more than 10,500 seats in FY2021, of which more than 8,300 (79.2 percent) are filled with students from the urban core districts of Central Falls, Pawtucket, Providence, and Woonsocket. In FY2021, approximately 17.0 percent of students residing in the urban core, who did not attend a private, parochial, or state school were enrolled in charter schools, while on a statewide bases only about 7.5 percent of students were enrolled in charter schools. In FY2021, 20,018 applications (10,252 unique applicants) were submitted for 1,889 available seats.

District enrollment profiles, including enrollment for private, parochial, and other districts, for each of the urban core districts were provided by the Rhode Island Department of Education (RIDE) and are included at the end of this brief.

Pursuant to State law, charter schools in Rhode Island are public schools, supported by state and local funding. Pursuant to RIGL 16-77-3.1(d), no charter school can be managed or operated by a for-profit entity or be affiliated with a sectarian or religious institution. Charter schools may, however, utilize a for-profit entity to provide back-office functions, such as payroll services or facility support, as allowable for traditional school districts. No tuition or mandatory fees may be charged by a charter school, and the governing body is subject to the Open Meetings Laws. Enrollment in a charter school is conducted through a random lottery governed by RIDE regulation.

Pursuant to RIGL 16-21.1-2, the school district where the student resides provides transportation to charter school students who attend school within the established school bus district; however, costs associated with transporting charter school students are charged to the receiving charter school. Districts may offer transportation to charter schools outside the established school bus district provided there is no additional cost to the resident district.

THE CONTRIBUTIONS FROM CHARTER SCHOOLS

“Charter public schools are intended to be vanguards, laboratories, and an expression of the on-going and vital state interest in the improvement of education. ... These charter public schools shall be vehicles for research and development in areas such as curriculum, pedagogy, administration, materials, facilities, governance, parent relations and involvement, social development, instructor's and administrator's responsibilities, working conditions, student performance and fiscal accountability. It is the intent of the general assembly to create within the public school system vehicles for innovative learning opportunities to be utilized and evaluated in pilot projects. The provisions of this chapter are to be interpreted liberally to support the purposes set forth in this chapter and to

advance a renewed commitment by the state to the mission, goals, and diversity of public education.” RIGL 16-77-3.1 (b)

According to the Department, charter school program dissemination funds, a program of the United States Department of Education, may be used to partner with other public schools to share best practices. See [Frequently Asked Questions](#).¹

Additionally, the Department considers the sharing and dissemination of best practices as a part of the charter school renewal process under standard 2.4 of the Charter School Performance Review system which is used to evaluate charter schools up for renewal.²

Analyst Note: The Rhode Island Department of Education was asked for examples of charter schools providing useful tools to improve education in traditional districts on January 19, 2021. No specific examples have been received.

TYPES OF CHARTER SCHOOLS

Rhode Island general law recognizes three types of charter schools. The primary difference between the types is who can apply to establish the school and the benefits provided to teachers and administrators. All teachers and administrators at charter schools are required to hold the appropriate certification for their position, as required in all public schools.

District Charter School

To establish a district charter school, the application must be submitted by an existing public school, a group of public school personnel, a school district, or a group of school districts. Converting an existing public school into a district charter requires the support of a majority of the parents and guardians of students assigned to the school and two-thirds of the teachers assigned to the school prior to implementation of the charter. Teachers and administrators in a district charter school are entitled to the prevailing wages and benefits received by the teachers and administrators in the sponsoring district, including retirement benefits.³

Independent Charter School

To establish an independent charter school, the application must be submitted by a Rhode Island nonprofit that has existed for at least two years for a substantial reason other than to operate a school, or by a college or university within the State. Independent charter schools are not eligible to waive RIGL 16-13, teachers' tenure, and RIGL 16-16, teacher retirement.

Mayoral Academy

To establish a mayoral academy, the application must be submitted by a mayor, or elected town administrator, of any city or town within the State of Rhode Island, acting by or through a nonprofit organization, regardless of the time said nonprofit organization has been in existence. Mayoral Academies are eligible to request a waiver for RIGL 16-13, teachers' tenure, or RIGL 16-16, teacher retirement. The statute considers an elected town administrator as a "mayor" for the purposes of establishing a mayoral academy. According to the Department, an appointed town administrator cannot establish a mayoral academy; however, a city or town that does not have a mayor can become part of a mayoral academy catchment area to give resident students access through a town council resolution or ordinance.

¹ <https://www.ride.ri.gov/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/Charter-Schools/FAQs.pdf#page=8>

² This standard is detailed on page 23 of the guide. https://www.ride.ri.gov/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/Charter-Schools/Accountability/Charter_Performance_Review_System_Handbook.pdf?ver=2020-01-22-122645-213

³ See RIGL 16-77.2-2(a)(12).

ESTABLISHING A CHARTER SCHOOL

The Commissioner of Elementary and Secondary Education is empowered to promulgate rules and regulations governing the establishment of charter schools and provides oversight of existing schools. All charter school applications, renewals, and revocations must be approved by the Council on Elementary and Secondary Education. Rhode Island is one of only seven states where only the state education agency, in conjunction with the state board of education, is empowered to approve, renew, and revoke school charters. According to RIDE, the most common practice is to allow state and district level authorization of charter schools.⁴

In addition to statutory requirements, department regulations require that all proposed charter school applications include the following:

- Evidence of need and community support for the proposed charter school;
- The school's plan for identifying and successfully servicing students with disabilities, students who are English language learners, students who are academically behind, and gifted students;
- A detailed start-up plan identifying tasks, timelines, and responsible individuals; and
- Explanations of partnership or contractual relationships central to the school's operations or mission.⁵

Attributes of a Charter School

According to the Rhode Island Department of Elementary and Secondary Education, charter public schools differ from traditional public schools due to the following:

- **Autonomy:** Charter Schools are created and governed by independent boards, separate from the policies of traditional school districts.
- **Accountability:** Charter schools are held accountable for meeting student achievement goals and may lose their charter if they under perform.
- **Choice:** Charter schools provide choice for parents and students seeking alternatives to the traditional public education.
- **Innovation:** Charter schools are expected to be vanguards to improve and expand opportunities within public education.

Cap on Charter Schools

RIGL 16-77-3.1(g) limits the number of charters that can be granted to 35, at least one-half of which must be reserved for applications designed to increase educational opportunities for at-risk students: the statute does not limit the number of schools or seats. The number of schools operated under the approved charters and the number of seats available is controlled by the Council on Elementary and Secondary Education through the expansion process. As of December 1, 2020, the Department of Elementary and Secondary Education (Department) has awarded 22 charters that operate 36 schools, providing more than 10,500 seats.⁶

⁴ An overview of the types of charter school authorizers found nationally:
<https://www.qualitycharters.org/authorizer-types/>

⁵ See 200-RICR-20-05-2.2.2D

⁶ A list of existing Rhode Island charter schools can be found here:
<https://www.ride.ri.gov/StudentsFamilies/RIPublicSchools/CharterSchools.aspx#1977598-list-of-charter-public-schools>.

New and Expanded Charter Applications

The Council on Elementary and Secondary Education provided preliminary approval for three new applicants, and approval for three expansions requested in 2020, at the December 15, 2020, meeting. Wangari Maathai Community School did not receive preliminary approval at this meeting and Medical Preparatory Academy of Rhode Island withdrew their application upon learning they would not be recommended for preliminary approval.⁷

The following table provides detail on the approved applications.

FY2022 Charter Applications Approved December 15, 2020

Name	New or Expansion	Type	Enrolling Communities	Grade Levels	FY2022 Enrollment/ New Seats	Capacity/ New Seats
Nuestro Mundo	new	Independent	Providence	K-8	138	414
Providence Preparatory	new	Independent	Providence	5th -8th	126	252
Excel Academy ¹	new	Mayoral	Providence, Central Falls, North Providence	K-12	-	2,186
Achievement First ²	expansion	Mayoral	Providence	K-12	167	2,365
Rhode Island Nursing Institute Middle College	expansion	Independent	statewide	9th-12th	70	228
Segue Institute for Learning	expansion	Independent	Central Falls	K-8	40	120
Total					595	5,781

¹ Opening in FY2023 with 166, with full enrollment of 2,186 by FY2031. Five-year enrollment (FY2027) at 1,510 FY2026.

² Due to a lack of support from Cranston and Warwick, students from these districts are not eligible for the additional seats and the proposal was reduced from 2,628 to 2,365.

Revocation of a Charter

Pursuant to RIGL 16-77-5.1(f), a charter **may** be revoked if the school:

- Materially violates provisions contained in the charter;
- Fails to meet or pursue the education objectives provided in the charter;
- Fails to comply with the fiscal accountability procedures specified in the charter; or
- After three consecutive years of operation, the school is not a “high-performing charter school,” defined as a school that demonstrated overall success, including substantial progress in improving student achievement and the management and leadership necessary to establish a thriving, financially viable charter school.

The only charter school to be closed was the Academy for Career Exploration on June 30, 2020. The Council voted to permit the school to end its charter term at the March 3, 2020, meeting. The letter requesting the change to the charter and the overview from the Department staff is available online.⁸

According to RIDE, no charter schools are currently operating where the Department believes it would be prudent to recommend revocation or non-renewal of the charter; however, this could change based on the annual report and renewal process.

⁷ The video of this meeting and of the December 8, 2020, meeting where the applications were discussed can be found here: <https://www.ride.ri.gov/BoardofEducation/MeetingSchedule,AgendasandMinutes.aspx>

⁸ http://media.ride.ri.gov/boe/CESE/030320Meeting/Encl6b_ACE.pdf

FUNDING

Start Up Costs

Charter schools may apply for federal funds to support startup costs after receiving approval from the Council of Elementary and Secondary Education. Applications for federal funds are submitted through the Rhode Island Department of Education. Pursuant to RIGL, 16-77.1-4, in the event that federal funds are either unavailable or are fully expended, a system shall be established to provide interest free loans for startup costs for charter public schools from an appropriation of state funds designated by the legislature for this purpose. The loans cannot exceed \$150,000 for a single charter public school and must be repaid in equal monthly installments over no more than five (5) years. The state funds are to be distributed by the Rhode Island Department of Elementary and Secondary Education (RIDE). According to the Department, state funds have not been available for startup costs for at least seven years.⁹

Education Funding Formula

The Education Adequacy Act (2010-S-2770, Substitute A as Amended) provides a school funding formula that creates a single methodology for distributing state aid to all public schools. The core principle behind the formula is that state funding should follow the student; therefore, the education funding formula calculation for charter and state schools funds students as if they were still in the sending district, with the same core instruction amount, high-need student weight, and state share ratio. Consequently, the state aid support for a student is the same regardless of whether the student is in a traditional district or a charter school. Charter schools also receive aid for English Learners and High-Cost Special Education. The aid, however, is distributed directly to the charter school.

Pursuant to RIGL 16-77.1-2 (d), the state makes payments to each charter public school on a quarterly basis in July, October, January, and April. The July and October payments are based on the reported student membership of the charter public school as of June 30 of the reference year, or the enrollment as of October 1 of the current school year in the first year of operation of a charter school. According to the Department, the reference year is one year prior.

Charter public schools report current student enrollment, including district of residence for school purposes of each student enrolled, and each district reports current total district operating expenses and total district enrollments (including district students enrolled in charter public schools) annually by October 1. If the October 1 data on a charter public school's student enrollment show a 10.0 percent or greater increase or decrease in students from the June membership count, the third and fourth quarter payments to the charter public school are adjusted to reflect actual student enrollment in the charter public school.

Local Tuition

Under the funding formula, the sending district tuition is calculated by dividing the local appropriation to education from property taxes, net debt service and capital projects, by the district resident average daily membership (RADM), or enrollment. Beginning in FY2017, this amount is then reduced by the local tuition reduction as established through RIGL 16-7.2-5(c).

$$\text{Tuition} = (\text{local appropriation to education} - \text{debt service} - \text{capital projects} / \text{District RADM}) - \text{local tuition reduction}$$

The local tuition reduction was established through Article 11 of the FY2017 Budget to subtract a district-specific amount from the tuition paid for each student attending a charter school. The amount of the reduction is calculated based on differences in expenses between each district and charter school. The expenditure data used for the calculation is the prior previous fiscal year; consequently, the calculation of

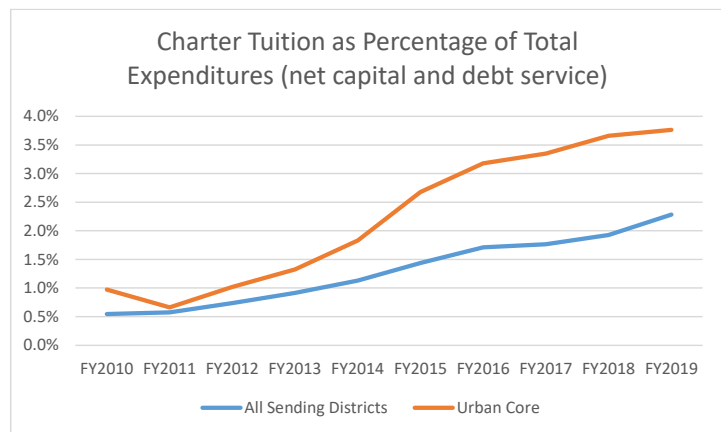
⁹ <https://www.ride.ri.gov/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/Charter-Schools/FAQs.pdf#page=8>.

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unique costs for FY2021 is based on FY2019 data from the Uniform Chart of Accounts (UCOA). The reduction will be the greater of 7.0 percent of the district’s per-pupil funding or the per-pupil value of each district’s costs in the delineated expenditure categories. The categories include each district’s costs for non-public textbooks, transportation for non-public students, retiree health benefits, out-of-district special education tuition and transportation, services for students age eighteen to twenty-one, pre-school screening and intervention, career and technical education tuition and transportation costs, debt service, and rental costs minus the average charter school expenses for the same categories. For districts using the reduction for costs categories, there is an additional reduction for tuition payments to mayoral academies, where teachers do not participate in the state’s teacher retirement system, equivalent to the per-pupil, unfunded liability cost. In FY2021, the local tuition reduction is projected to save districts \$5.0 million.

Pursuant to RIGL 16-77.1-2 (e), sending district payments to charter public schools are made quarterly, similar to the state payments; however, the first payment is due by August 15 instead of July. Any local school district more than thirty (30) days in arrears on a quarterly payment may have the amount of the arrearage deducted from state aid to that district and paid by the state directly to the charter public school.

From FY2010 to FY2019, statewide charter tuition expenditures as a percentage to total sending district expenditures, net capital and debt service, has increased from 0.5 percent to 2.3 percent. In the urban core (Central Falls, Pawtucket, Providence, and Woonsocket) during the same time period, the percentage increase from 1.0 percent to 3.8 percent. Newport is not included in the urban core analysis, as the district has had minimal charter enrollment during this period.



School Construction Aid

Pursuant to RIGL 16-77.1-5, state aid reimbursement for school construction projects to Independent Charter Schools and Mayoral Academies is 30 .0 percent of eligible costs. District sponsored charter schools are reimbursed at the same rate as the sponsoring district.

CHARTER SCHOOL LOTTERY

Enrollment in a charter school is conducted through a random lottery operated by the charter schools and governed by department regulation 200-RICR-20-05-2.6.2. The lottery date for charters without defined enrollment percentages and the application is developed by the Commissioner. Once available seats are filled, the remaining applicants in the pool are placed on a waiting list in the order they were drawn. Waiting lists do not carry forward into the next school year.¹⁰

Analyst Note: The regulations distinguish between charter schools with defined enrollment percentages and those without. Clarification on the date for charter with sending district percentages was requested from RIDE on January 13, 2021, but has not been received.

Weighted lotteries are permissible if necessary to fulfill statutory requirements as determined by the Commissioner. Charter schools are permitted to adopt sibling policies allowing for the enrollment of siblings and exempting siblings of currently enrolled students from participating in the lottery. Charter

¹⁰ See 200-RICR-20-05-2.6.2 <https://www.ride.ri.gov/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/Charter-Schools/200-RICR-20-05-2-Charter%20School%20Regulations.pdf>

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schools may also exempt students of teachers or school founders from the lottery so long as such students constitute no more than 10.0 percent of the schools’ total enrollment.

CHARTER SCHOOL GROWTH

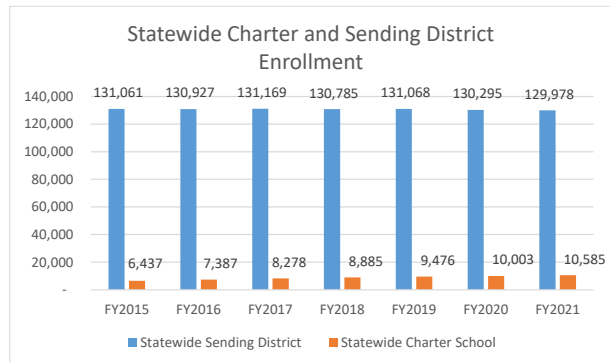
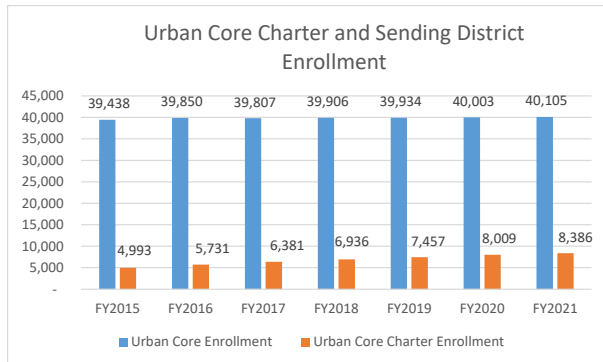
Based on information provided in the FY2021 education aid data, the Department of Elementary and Secondary Education (Department) had awarded 22 charters that operate 36 schools, providing more than 10,500 seats. While the number of charters has remained consistent from FY2015 to FY2021, the number of seats has increased by more than 4,000

students, or 64.4 percent. In contrast, enrollment in sending district has decreased by more than 1,000, or -0.8 percent. In the urban core communities (Central Falls, Pawtucket, Providence, and Woonsocket), charter enrollment increased by almost 3,400 students or 68.0 percent, while district enrollment increased by nearly 670 students, or 1.7 percent. For this analysis, Newport was not included as an urban core community, due to minimal charter school enrollment during this period.

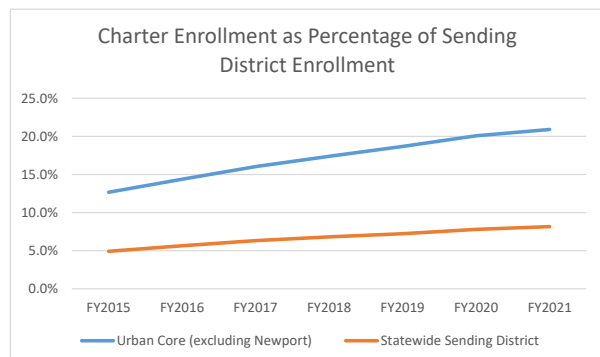
Enrollment	FY2015	FY2021	Difference	Percent Change
Statewide Charter	6,437	10,585	4,148	64.4%
Statewide Sending District	131,061	129,978	(1,083)	-0.8%
Total Urban Core	39,438	40,105	667	1.7%
Total Urban Core Charter	4,993	8,386	3,393	68.0%

Analyst Note: This information is based on data from RIDE obtained through annual enacted education aid simulators. Updated data was request from RIDE on January 19, 2021, but has not been received.

Based on data provided through the education aid simulator, statewide charter enrollment as a percentage of total sending district and charter school enrollment has increased from 4.7 percent in FY2015 to 7.5 percent in FY2021. In the Urban core, charter enrollment as a percentage of total sending district and charter school enrollment has increased from 11.2 percent in FY2015 to 17.3 percent in FY2021.



Statewide district enrollment as a percentage of sending district enrollment increased from 4.9 percent in FY2015 to 8.1 percent in FY2021. In the urban core, the percentage increased from 12.7 percent to 20.9 percent.



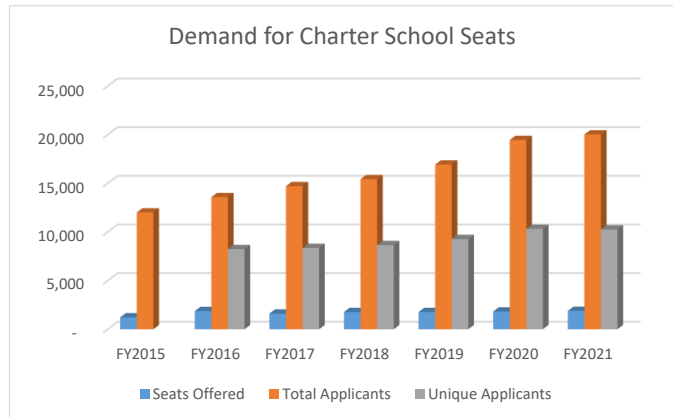
CHARTER SCHOOL DEMAND

While the number of charter school seats available has increased steadily, there are still not enough seats available to meet demand. According to the Department, in FY2021, only 9.4 percent of applicants were offered a seat. If looking at unique applicants, this number increases to 18.4 percent. From FY2016 through

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FY2021, the number of seats offered annually increased by 1.0 percent, while the number of total applicants increased by 47.4 percent, and the number of unique applicants by 24.5 percent.

Year Applied For	Seats Offered	Percentage of Applicants offered a Seat	Percentage of Unique Applicants offered a Seat
FY2015	1,222	10.2%	
FY2016	1,871	13.8%	22.7%
FY2017	1,609	10.9%	19.3%
FY2018	1,770	11.5%	20.5%
FY2019	1,771	10.5%	19.1%
FY2020	1,823	9.4%	17.7%
FY2021	1,889	9.4%	18.4%



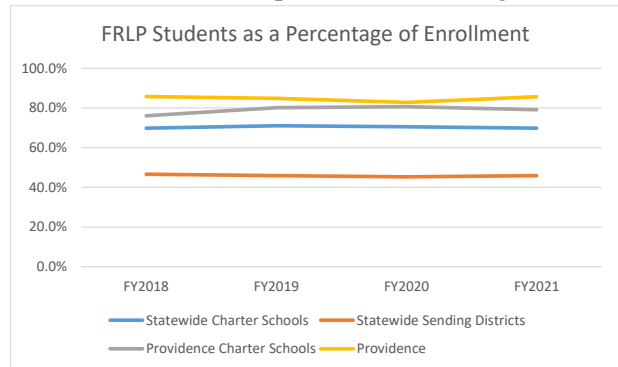
CHARTER SCHOOL DEMOGRAPHICS

As public schools populated through a blind lottery system and “vehicles for research and development in areas such as curriculum, pedagogy, administration,..”, one might expect charter school populations to mirror that of the sending district(s).¹¹ The following demographics information was obtained from data used to calculate education aid to the districts.

Analyst Note: Data on Individual Education Plans (IEPs) in charter schools versus sending districts was requested from the Department on January 19, 2021. No response has been received.

Low-Income Students

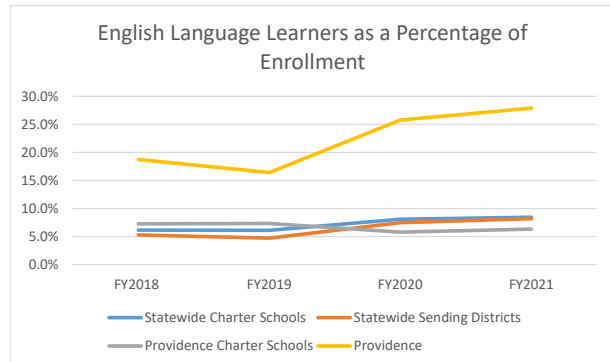
In FY 2018 through FY2021, students qualifying for free and reduced lunch plans in the sending districts statewide averaged 45.9 percent of total enrollment, while charter schools averaged 70.3 percent for this same period. However, during this period, an average of 78.8 percent of students enrolled in charter schools were from the urban core districts of Central Falls, Pawtucket, Providence, and Woonsocket, which averaged 81.5 percent FRLP eligible students. In the Providence Public School District, an average of 84.7 percent of students were FRLP eligible, while charter schools that enroll only from the Providence district averaged 79.0 percent FRLP eligibility.



¹¹ See RIGL 16-77-3.1(b).

English Language Learners

In FY 2018 through FY2021, students qualifying for English Language Learner (ELL) categorical aid in the sending districts statewide averaged 6.4 percent of total enrollment, while charter schools averaged 7.2 percent for this same period. However, during this period, an average of 78.8 percent of students enrolled in charter schools were from the urban core districts of Central Falls, Pawtucket, Providence, and Woonsocket, which averaged 17.4 percent of students qualifying for ELL. In the Providence Public School District, an average of 22.2 percent of students were ELL eligible, while charter schools that enroll only from the Providence district averaged 6.7 percent ELL eligibility.



High-Cost Special Education

The high-cost special education fund reimburses districts for instructional and related services provided to a student pursuant to an Individual Education Plan (IEP). The State reimburses costs that exceed five times the combined core instruction and student success factor funding. From FY2018 through FY2021, an average of 140,269 students were enrolled in charter and tradition public schools, with an average of 6.9 percent of these student enrolled in charter public schools. During this period, an average of 615 students qualified for this program annually statewide, with an average of three (or 0.5 percent) of these students enrolled in charter public schools.

Students Qualifying for High-Cost Special Education Reimbursement

	FY2018	FY2019	FY2020	FY2021	Average
Statewide Total	639	581	655	583	614.5
Total Charter School	2	1	1	8	3
Percentage in Charter Schools	0.3%	0.2%	0.2%	1.4%	0.5%

SCHOOL AND DISTRICT REPORT CARDS

As part of the updated school accountability under the Federal Every Student Succeeds Act (ESSA), the Rhode Island Department of Education develops school and district reports cards to display a range of information including student performance, school-level spending, and SurveyWorks, an annual school climate and culture survey.¹²

Five Star Schools are the highest performing schools that shows strong performance across multiple metrics, test at least 95.0 percent of students, and serve all students well, including low income, minority, English language learners, and special needs. According to the Department, in 2019, 22 schools in Rhode Island qualified as Five Star Schools. Two of these schools were charter schools (Kingston Hill Academy and RIDE Prep Mayoral Academy) and one, Classical High School, was part of the Providence Public School System.¹³

¹² More information is available here: <https://www.ride.ri.gov/StudentsFamilies/RIPublicSchools/SchoolDistrictReportCards.aspx#1206608-previous-years-report-cards>.

¹³ The list of Five Star Schools can be found here:

School and District Report Cards

School/District	FY2018				FY2019			
	Reading Percent Meeting/Exceeding Expectations	Mathematics Percent Meeting/Exceeding Expectations	Reading Percentage of Students Tested (Target 95%)	Mathematics Percentage of Students Tested (Target 95%)	Reading Percent Meeting/Exceeding Expectations	Mathematics Percent Meeting/Exceeding Expectations	Reading Percentage of Students Tested (Target 95%)	Mathematics Percentage of Students Tested (Target 95%)
Providence District (all grades)								
All Students	15.4%	10.9%	97.1%	97.3%	18.2%	12.2%	97.4%	97.3%
Black/African American	13.5%	8.8%	96.8%	97.0%	16.9%	939.0%	97.5%	97.5%
Economically Disadvantaged	13.6%	9.4%	97.3%	97.5%	16.0%	10.4%	97.7%	97.5%
Providence only charter schools								
ACES (high school-closed June 2020)								
All Students	18.0%	8.0%	95.6%	95.6%	23.3%	0.0%	95.6%	95.6%
Black/African American	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Economically Disadvantaged	20.0%	10.0%	96.8%	96.8%	30.0%	0.0%	96.8%	96.8%
Charrett (no data available)								
Paul Cuffee (high School)								
All Students	17.7%	19.9%	97.7%	98.8%	30.0%	25.5%	97.8%	98.0%
Black/African American	17.2%	15.1%	96.9%	96.9%	29.4%	27.2%	97.9%	97.9%
Economically Disadvantaged	12.8%	13.8%	97.6%	98.8%	24.5%	19.8%	97.7%	97.7%
Southside Elementary								
All Students	22.7%	13.6%	95.7%	95.7%	28.3%	27.7%	95.8%	97.9%
Black/African American	n/a	n/a	n/a	n/a	45.5%	54.6%	100.0%	100.0%
Economically Disadvantaged	16.7%	5.6%	94.7%	94.7%	30.8%	25.6%	97.5%	97.5%
Times Academy (high school)								
All Students	19.8%	12.5%	97.4%	97.9%	26.9%	17.1%	97.4%	97.9%
Black/African American	21.6%	9.9%	98.2%	98.2%	31.5%	17.6%	98.2%	98.2%
Economically Disadvantaged	20.1%	12.9%	96.8%	97.4%	24.9%	16.9%	96.8%	97.4%
Trinity (middle school)								
All Students	16.5%	1.9%	100.0%	99.1%	21.2%	6.8%	100.0%	100.0%
Black/African American	15.4%	0.0%	100.0%	96.2%	8.3%	4.4%	100.0%	100.0%
Economically Disadvantaged	15.8%	2.1%	100.0%	99.0%	23.1%	7.8%	100.0%	100.0%

Source: <https://www.ride.ri.gov/InformationAccountability/Accountability/SchoolDistrictReportCards.aspx>

School and District Report Cards

School/District	2016 Report Card					2017 Report Card				
	Attendance Rate	Reading Percent Proficient	Mathematics Percent Proficient	Reading Percentage of Students Tested (Target 95%)	Mathematics Percentage of Students Tested (Target 95%)	Attendance Rate	Reading Percent Proficient	Mathematics Percent Proficient	Reading Percentage of Students Tested (Target 95%)	Mathematics Percentage of Students Tested (Target 95%)
Providence District (middle school)										
All Students						90.9%	13.9%	10.0%	97.9%	97.5%
African American							10.3%	5.6%	97.4%	96.8%
Economically Disadvantaged							11.0%	7.0%	98.1%	97.6%
Providence District (high school)	85.9%					84.1%				
All Students		24.0%	14.8%	89.4%	88.8%		17.7%	11.9%	96.6%	99.2%
African American		24.6%	14.5%	91.0%	91.5%		18.2%	11.5%	97.1%	99.3%
Economically Disadvantaged		21.6%	13.3%	89.6%	88.7%		14.3%	8.8%	96.5%	99.2%
Providence only charter schools										
ACES (high school-closed June 2020)	87.3%					90.2%				
All Students		28.6%	2.1%	91.6%	91.4%		17.8%	4.1%	100.0%	98.0%
African American		n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a
Economically Disadvantaged		28.1%	2.3%	91.8%	91.6%		20.0%	5.1%	100.0%	97.5%
Charrett (no data available)										
Paul Cuffee (high School)	95.9%					96.0%				
All Students		30.3%	27.2%	99.4%	99.4%		31.9%	25.2%	98.7%	98.7%
African American		25.4%	20.4%	100.0%	100.0%		20.5%	18.1%	97.6%	98.8%
Economically Disadvantaged		23.7%	20.0%	99.2%	99.1%		24.5%	18.2%	98.3%	98.3%
Southside Elementary (no data available)										
Times Academy (high school)	96.2%					93.7%				
All Students		33.2%	17.9%	99.8%	99.3%		26.7%	17.9%	100.0%	100.0%
African American		33.3%	11.2%	100.0%	99.3%		29.4%	16.9%	100.0%	100.0%
Economically Disadvantaged		31.5%	15.9%	100.0%	99.5%		24.7%	14.1%	100.0%	100.0%
Trinity (middle school)	n/a					93.1%				
All Students		n/a	n/a	n/a	n/a		27.9%	6.3%	99.1%	100.0%
African American		n/a	n/a	n/a	n/a		23.1%	7.7%	100.0%	100.0%
Economically Disadvantaged		n/a	n/a	n/a	n/a		28.0%	6.0%	99.0%	100.0%

<https://www.ride.ri.gov/InformationAccountability/Accountability/Award-WinningSchools.aspx#17130-five-star-schools>

Enrollment Profile: Providence

Where Do PVD Students Enroll? (2019-20)

Total School Population	29,650	
Providence Public School District	23,836	80%
Charters	3,839	13%
Private & Parochial	1,280	4%
Other LEAs (State & District)	695	2%

More than 20% of PPSD's student population submitted an application to a charter school in Winter 2020.

The average charter school applicant submitted 2.4 charter school applications in Winter 2020.

Demographics of Community (2019-20)

	Providence	State Avg.
Economically Disadvantaged	84.4%	47.6%
Multilingual Learners	33.0%	10.7%
Differently-abled Students	14.7%	15.6%
Students of Color/Minority Students	91.8%	44.7%

Charter Lottery Results (2020)

Total charter school applications received	11,926
Number of students applying for a charter school	4,915
Number of Providence applicants offered a seat	875
Percent of unique applicants offered a seat	18%

Sources: October 1, 2019 Enrollment Data, publicly available through RIDE's FRED database. 2020 Charter Lottery Data, students applying in 2020 for seats in 2020-21 school year.

Enrollment Profile: Central Falls

Where Do CF Students Enroll? (2019-20)

Total School Population	4,534	
Central Falls School District	2,878	63%
Charters	1,408	31%
Private & Parochial	31	1%
Other LEAs (State & District)	217	5%

More than 30% of CFSD's student population submitted an application to a charter school in Winter 2020.

The average charter school applicant submitted 1.7 charter school applications in Winter 2020.

Demographics of Community (2019-20)

	Central Falls	State Avg.
Economically Disadvantaged	95.0%	47.6%
Multilingual Learners	47.9%	10.7%
Differently-abled Students	20.7%	15.6%
Students of Color/Minority Students	85.6%	44.7%

Charter Lottery Results (2020)

Total charter school applications received	1,514
Number of students applying for a charter school	881
Number of Central Falls applicants offered a seat	234
Percent of applicants offered a seat	27%

Sources: October 1, 2019 Enrollment Data, publicly available through RIDE's FRED database. 2020 Charter Lottery Data, students applying in 2020 for seats in 2020-21 school year.

Enrollment Profile: Pawtucket

Where Do Pawtucket Students Enroll? (2019-20)

Total School Population	11,052	
Central Falls School District	8,730	79%
Charters	1,401	13%
Private & Parochial	279	3%
Other LEAs (State & District)	642	6%

More than 30% of PSD's student population submitted an application to a charter school in Winter 2020.

Pawtucket had the lowest number of applicants offered a seat in Rhode Island.

Demographics of Community (2019-20)

	Pawtucket	State Avg.
Economically Disadvantaged	72.40%	47.65%
Multi-Lingual Learners	14.96%	10.71%
Differently-abled Students	17.12%	15.69%
Students of Color/Minority Students	63.85%	44.76%

Charter Lottery Results (2020)

Total charter school applications received	2,958
Number of students applying for a charter school	1,956
Number of Pawtucket applicants offered a seat	191
Percent of applicants offered a seat	10%

Enrollment Profile: Woonsocket

Where Do Woonsocket Students Enroll? (2019-20)

Total School Population	6,762	
Resident Public District	5,984	88%
Charters	415	6%
Private & Parochial	311	5%
Other LEAs (State & District)	52	1%

Despite few charter school options, 13% of WSD's student population submitted an application to a charter school in Winter 2020.

Woonsocket has one of the lowest number of applicants offered a seat in Rhode Island.

Demographics of Community (2019-20)

	Woonsocket	State Avg.
Economically Disadvantaged	74.88%	47.36%
Multi-Lingual Learners	11.33%	9.54%
Differently-abled Students	27.00%	15.63%
Students of Color/Minority Students	59.07%	43.43%

Charter Lottery Results (2020)

Total charter school applications received	768
Number of students applying for a charter school	715
Number of Woonsocket applicants offered a seat	87
Percent of applicants offered a seat	12%