

### Schools, Students and Educators



1 Schools



211.9 Students



1-YR Enrollment Change  
-1.2%



28 Educators



1-YR Educators Change  
0.0%

7.6 Students per Educator

#### Student Characteristics

% Free/ Reduced Lunch	31%
% Multilingual Learners	1%
% Differently Abled Students	20%
% Nonwhite Students	7%

#### Educators by Type

Educators by Type	#	Students per
Teachers	21	10
Support Professionals	4	53
Building Administrators	1	212
District Administrators	2	106

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

### Revenues

**\$5.6M (↑ 6%)**

Other Revenues \$0.1M  
2% (↑ 112%)

Federal \$0.6M  
11% (↑ 8%)

State \$1.2M  
21% (↑ 7%)

Local Taxes \$3.8M  
67% (↑ 4%)

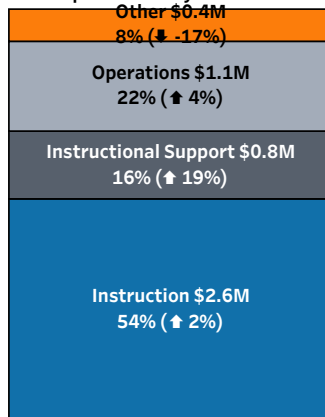
Traditional School District

### Expenditures

**\$4.9M (↑ 3%)**

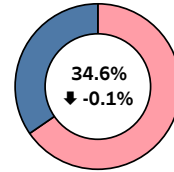
**\$23,034 per pupil\***

#### Expenditures by Function

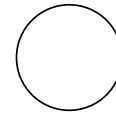


Excluding Debt Service and Capital Projects  
\* Per Pupil excludes tuition to other LEAs in RI

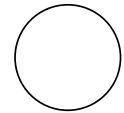
### Outcomes



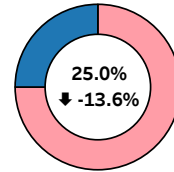
ELA RICAS Proficiency



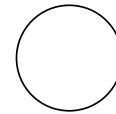
ELA SAT Proficiency



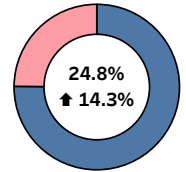
4-YR HS Graduation



Math RICAS Proficiency



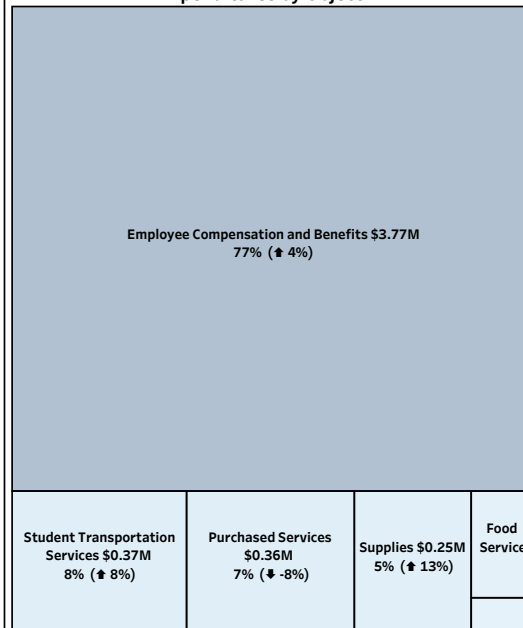
Math SAT Proficiency



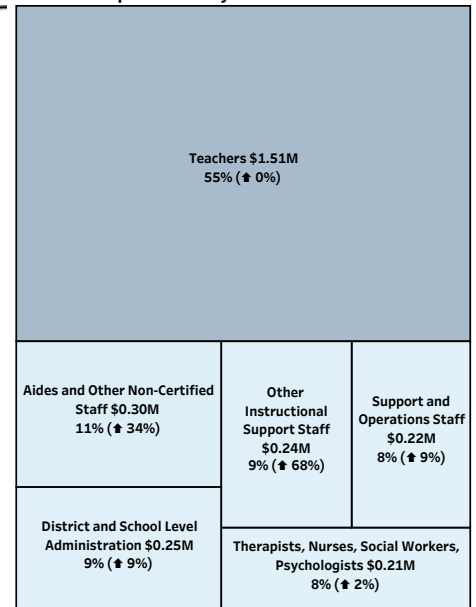
Chronic Absenteeism

↑ & ↓ represent 1 year % point change

### Expenditures by Object



### Compensation by Job Classification



# Foster, 2022-23

Accountability



Schools



**1**

Student Enrollment



**221**

Educators



**28**

Per Pupil Expenditure



**\$22,071**

ELA Proficiency



**34.3%**

Math Proficiency



**24.8%**

Science Proficiency



**38.9%**

4-year Graduation Rate



Postsecondary Enrollment





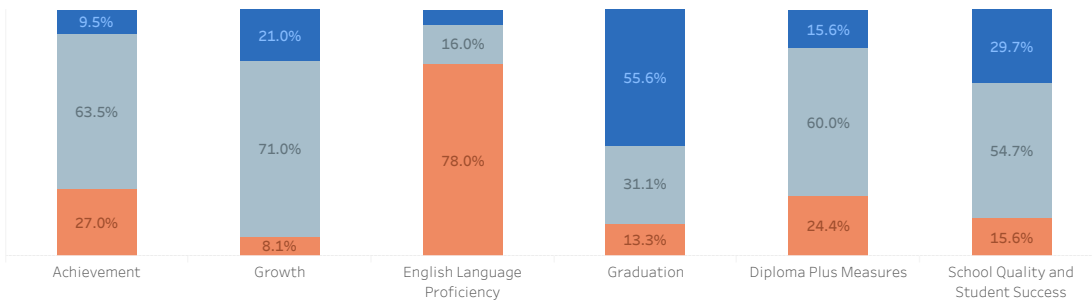
As required by the state’s Education Accountability Act of 2019, Rhode Island’s LEA accountability system will rate every public LEA, including charter LEAs, on accountability indicators, each consisting of one or more measures.

LEA Accountability - Performance by Indicator

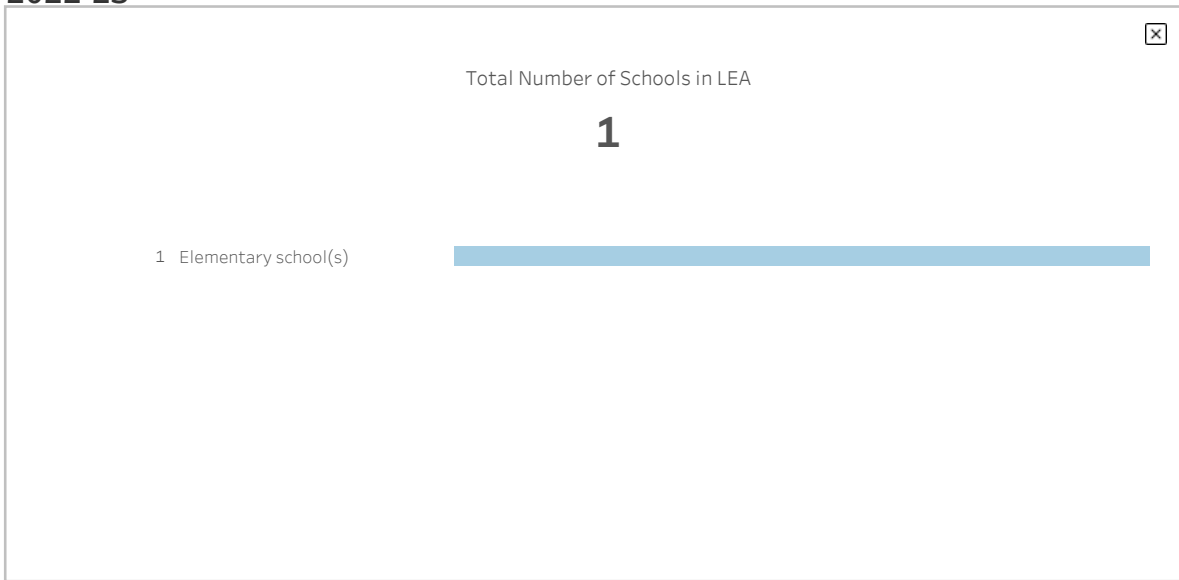
Achievement	6/11 Points	
Growth	4/6 Points	
English Language Proficiency		
Graduation		
Diploma Plus Measures		
School Quality and Student Success	9/12 Points	

■ 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.



Foster, 2022-23



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

Total Student Enrollment  
 DISTRICT **221** STATE **137,452**

Economically Disadvantaged Students  
 DISTRICT **31.2%** STATE **46.1%**

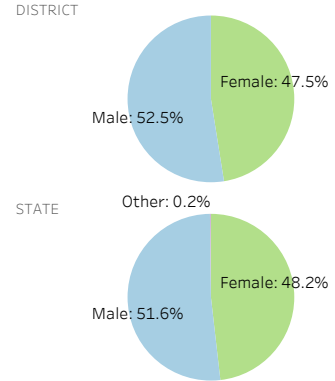
Multilingual Learners  
 DISTRICT STATE **12.5%**

Students with Disabilities  
 DISTRICT **18.1%** STATE **16.7%**

By Race Ethnicity

Race Ethnicity	Level	Percentage
American Indian or Alaska N..	STATE	0.7%
Asian	STATE	3.3%
Black or African American	DISTRICT	0.5%
	STATE	9.0%
Hispanic	DISTRICT	4.5%
	STATE	29.5%
Native Hawaiian/Other Pacif..	STATE	0.1%
Two or More Races	DISTRICT	0.9%
	STATE	5.1%
White	DISTRICT	94.1%
	STATE	52.3%

By Gender



Percent of Students that are Chronically Absent  
 DISTRICT **24.8%** 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.

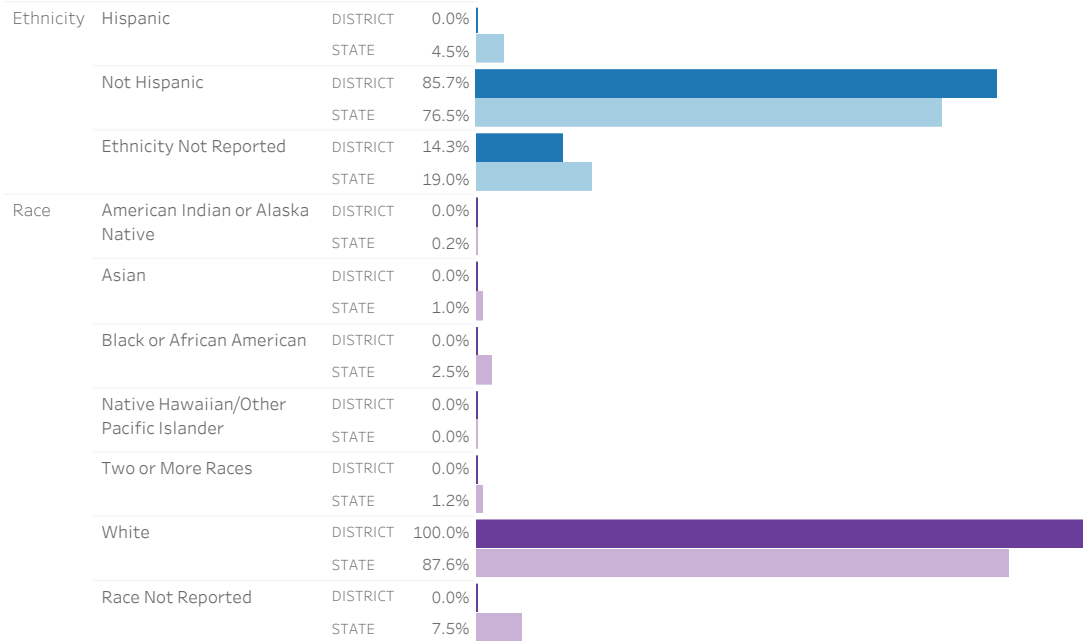
# Foster, 2022-23



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

Total Educators	School Administrators	Support Professionals	Teachers	District Administrators
<b>28</b>	<b>1</b>	<b>4</b>	<b>21</b>	<b>2</b>

## By Ethnicity and by Race



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

## Foster, 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
<b>\$22,071</b>	<b>\$21,295</b>

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

## Foster, 2022-23

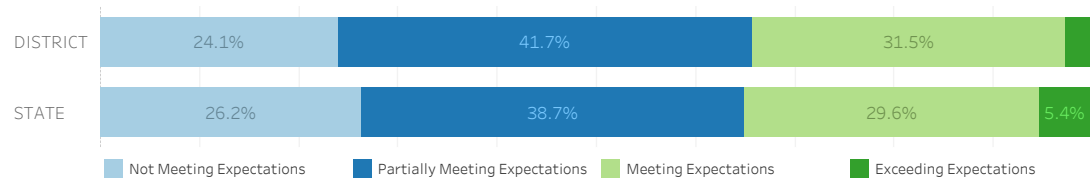


Rhode Island administers the RICAS (grades 3-8), SAT (grade 11) and DLM Alternate Assessments (grades 3-8, 11) English Language Arts (ELA) state assessments. Proficiency is the combined percentage of students Meeting Expectations and students Exceeding Expectations.

### Proficiency Levels on English Language Arts State Assessments

DISTRICT	STATE
<b>34.3%</b>	<b>35.1%</b>

### Performance Levels on English Language Arts State Assessments



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



## Foster, 2022-23

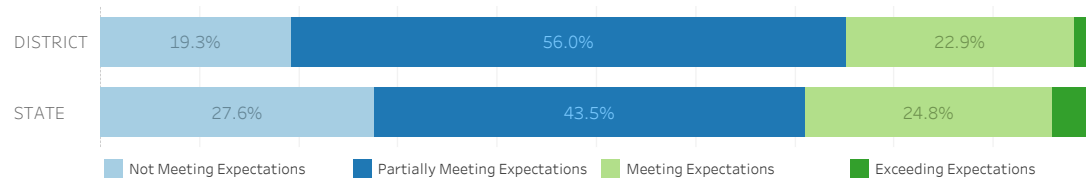


Rhode Island administers the RICAS (grades 3-8), SAT (grade 11) and DLM Alternate Assessments (grades 3-8, 11) Mathematics state assessments. Proficiency is the combined percentage of students Meeting Expectations and students Exceeding Expectations.

### Proficiency Levels on Mathematics State Assessments

DISTRICT	STATE
<b>24.8%</b>	<b>28.9%</b>

### Performance Levels on Mathematics State Assessments



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

# Foster, 2022-23

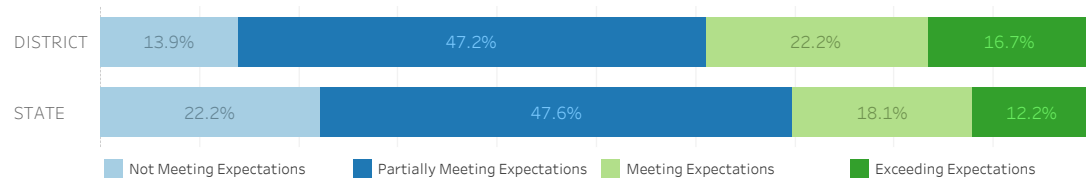


Rhode Island administers the NGSA and DLM Alternate Assessments Science state assessments to students in grades 5, 8 and 11. Proficiency is the combined percentage of students Meeting Expectations and students Exceeding Expectations.

## Proficiency Levels on Science State Assessments

DISTRICT	STATE
<b>38.9%</b>	<b>30.2%</b>

## Performance Levels on Science State Assessments



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

# Foster 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**  
6/11 Points

**Mid Level Performance**  
4/6 Points

**Mid Level Performance**  
9/12 Points

## Schools



Total Schools  
**1**

Elementary  
**1**

## Student Enrollment



Total Student Enrollment  
DISTRICT **221** STATE **137,452**

Economically Disadvantaged Students  
DISTRICT **31.2%** STATE **46.1%**

Multilingual Learners  
DISTRICT **12.5%** STATE **18.1%**

Students with Disabilities  
DISTRICT **18.1%** STATE **16.7%**

By Gender

	DISTRICT	STATE
Female	47.5%	48.2%
Male	52.5%	51.6%
Other		0.2%

By Race Ethnicity

	DISTRICT	STATE
American Indian or Alaska Native		0.7%
Asian		3.3%
Black or African American	0.5%	9.0%
Hispanic	4.5%	29.5%
Native Hawaiian/Other Pacific Islander		0.1%
Two or More Races	0.9%	5.1%
White	94.1%	52.3%

Percent of Students that are Chronically Absent

DISTRICT **24.8%** STATE **29.0%**

## Educators



Total Educators  
**28**

School Administrators  
**1**

Support Professionals  
**4**

Teachers  
**21**

District Administrators  
**2**

By Race

	DISTRICT	STATE
Hispanic	0.0%	4.5%
Not Hispanic	85.7%	76.5%
Ethnicity Not Reported	14.3%	19.0%

By Ethnicity

	DISTRICT	STATE
American Indian or Alaska Native	0.0%	0.2%
Asian	0.0%	1.0%
Black or African American	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 **34.3%**

STATE **35.1%**

DISTRICT **24.8%**

STATE **28.9%**

DISTRICT **38.9%**

STATE **30.2%**

Performance Levels on State Assessments

	DISTRICT	STATE		DISTRICT	STATE		DISTRICT	STATE
Not Meeting Expectations	24.1%	26.2%	Not Meeting Expectations	19.3%	27.6%	Not Meeting Expectations	13.9%	22.2%
Partially Meeting Expectations	41.7%	38.7%	Partially Meeting Expectations	56.0%	43.5%	Partially Meeting Expectations	47.2%	47.6%
Meeting Expectations	31.5%	29.6%	Meeting Expectations	22.9%	24.8%	Meeting Expectations	22.2%	18.1%
Exceeding Expectations	2.8%	5.4%	Exceeding Expectations	1.8%	4.0%	Exceeding Expectations	16.7%	12.2%

## Per Pupil Expenditures



DISTRICT **\$22,071**

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%**

# Foster District Profile

## Proficiency with change from 2022

RICAS - ELA	34.6	▼-0.1
RICAS - Math	25.0	▼-13.6
NGSA - Science	38.9	▼-25.0

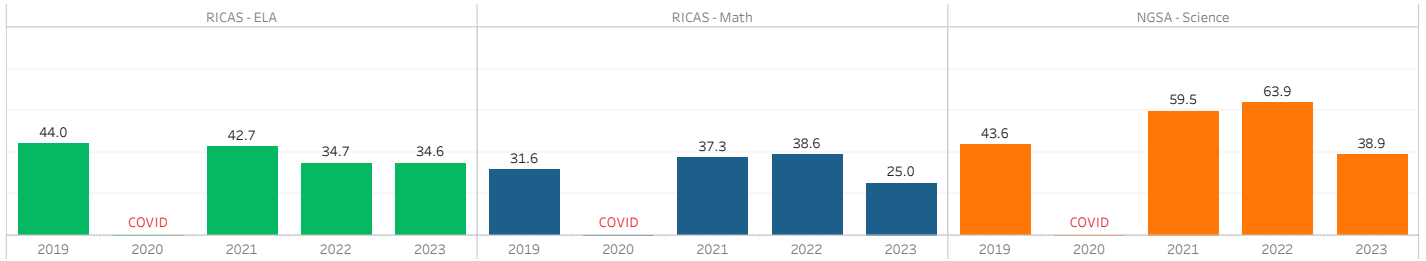
## Participation

RICAS - ELA	100.0
RICAS - Math	100.0
NGSA - Science	100.0

## Proficiency by Subgroups

	RICAS - ELA	RICAS - Math	NGSA - Science
Current Multilingual Learner	*	*	*
Differently Abled	< 5	< 5	*
Economically Disadvantaged	25.0	16.7	18.2
American Indian or Alaska Native	*	*	*
Asian	*	*	*
Black or African American	*	*	*
Hispanic or Latino	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*
Two or More Races	*	*	*
White	35.6	24.8	40.0

## Proficiency Over Time



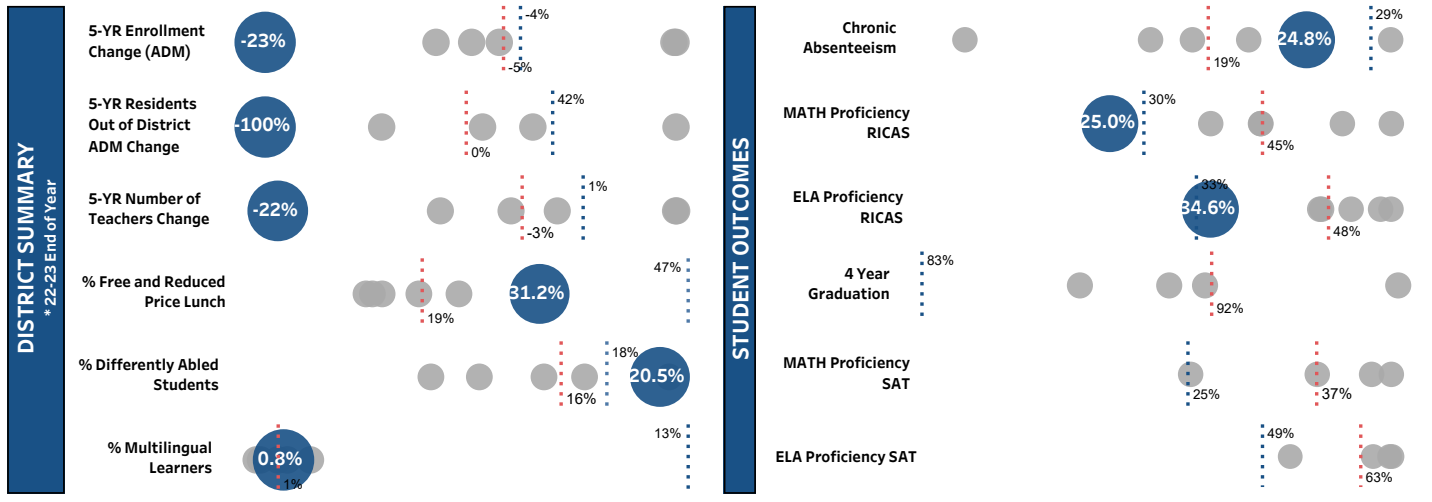
# Foster School Profiles

## Elementary

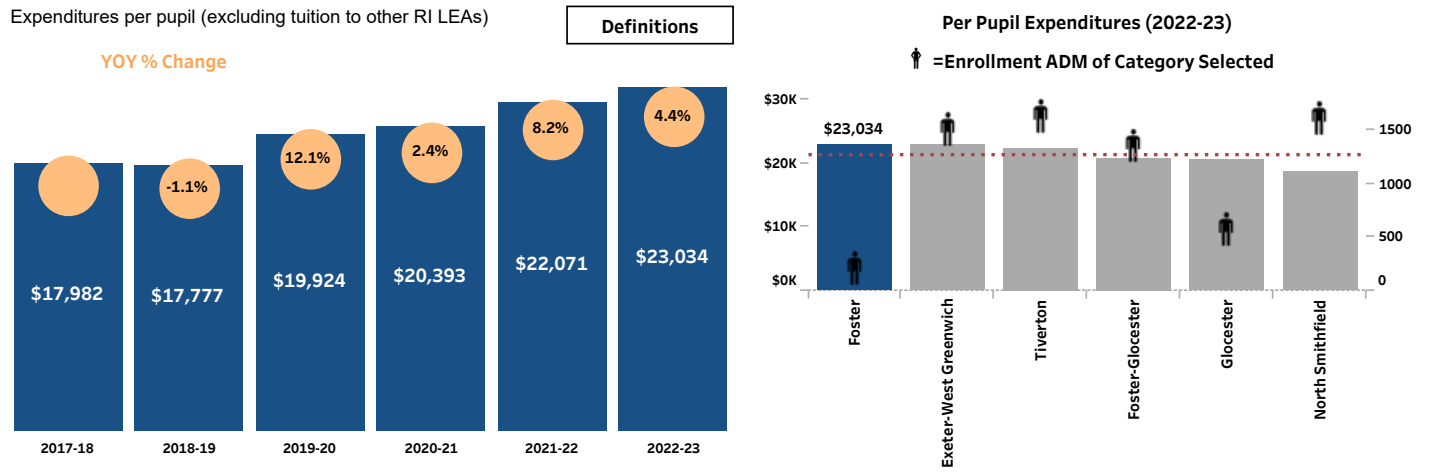
School Name	RICAS - ELA				RICAS - Math				NGSA - Science			
	2019	2021	2022	2023	2019	2021	2022	2023	2019	2021	2022	2023
Captain Isaac Paine Elementary School	44.0	42.7	34.7	34.6	31.6	37.3	38.6	25.0	43.6	59.5	63.9	38.9



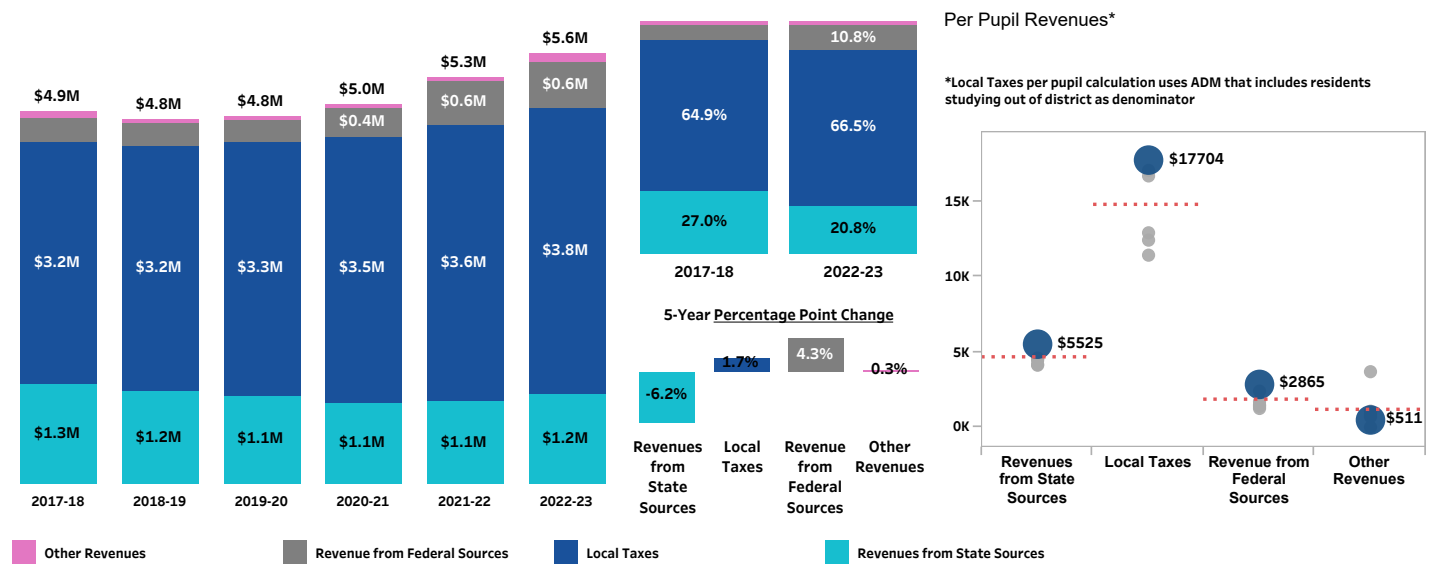
LEA Foster Funds Included All Inflation Adjustment Current Dollars Comparison LEAs Benchmark LEAs **CUSTOMIZE** District Chosen Benchmarks



**EXPENDITURES (excl. Debt Service and Capital Projects)**

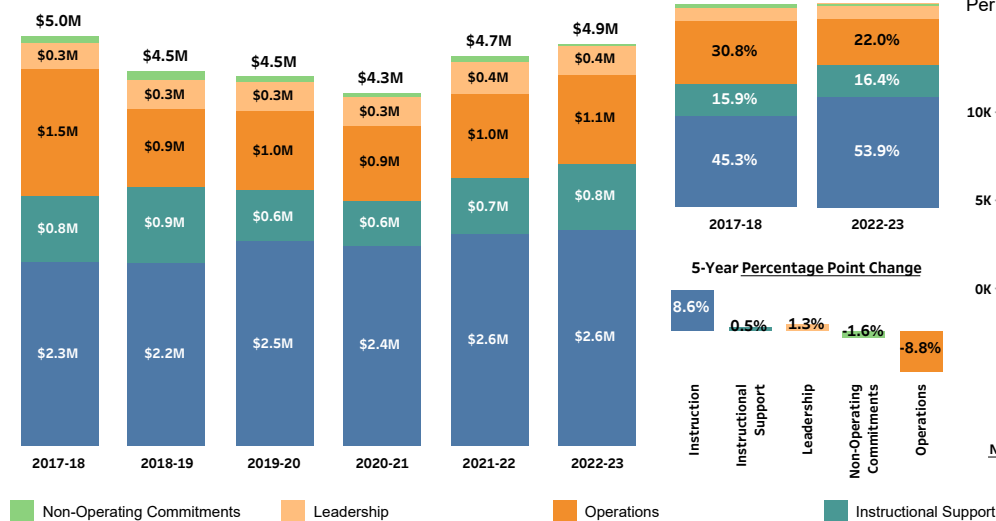


**REVENUES (excl. Capital Project and Debt Service Funds)**

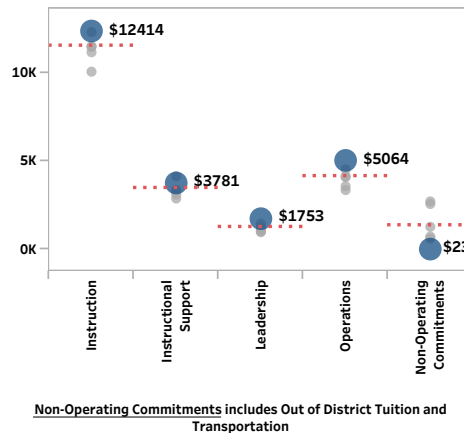




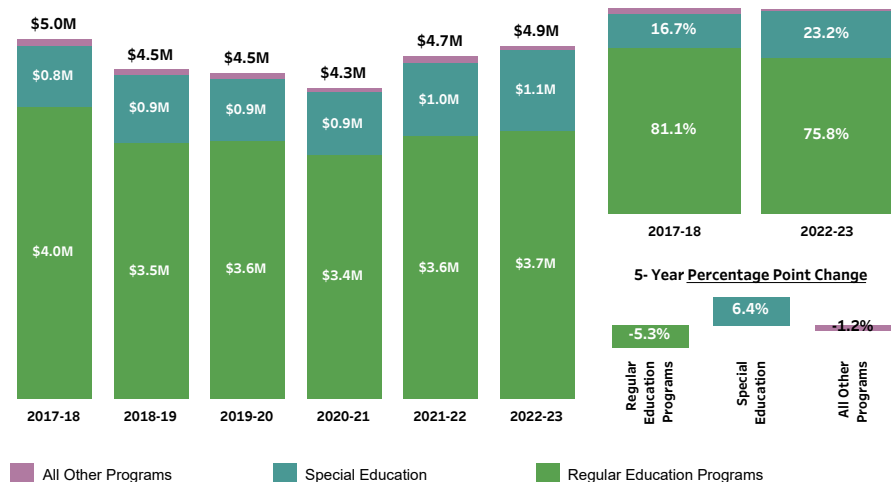
EXPENDITURES BY FUNCTION



Per Pupil Expenditures

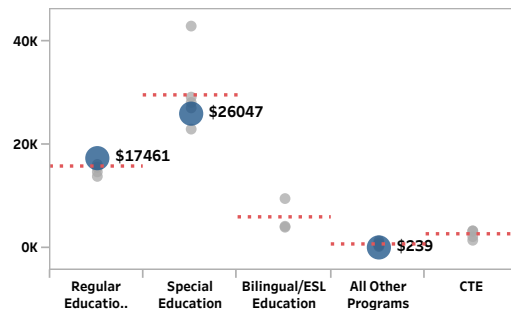


EXPENDITURES BY PROGRAM

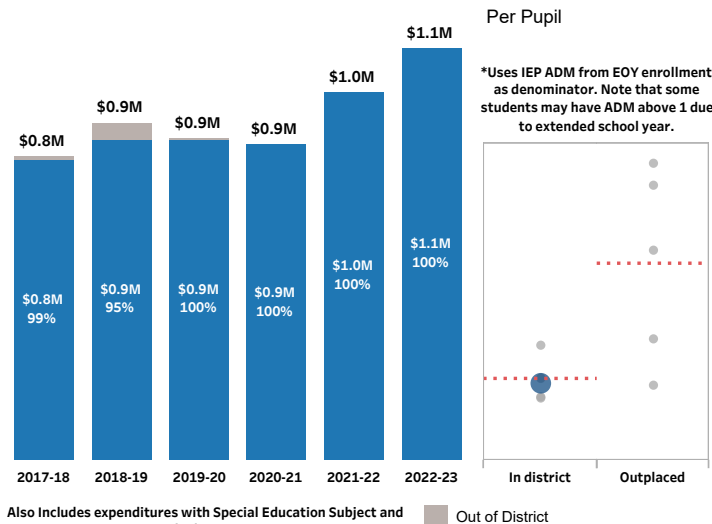


Per Pupil Expenditures\*

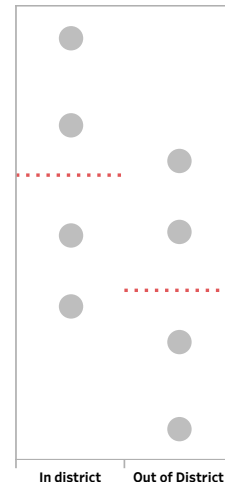
\*Special Education PPE uses IEP ADM as denominator; Bilingual/ESL Education PPE uses MLL ADM as denominator, CTE PPE uses High School ADM as denominator



SPECIAL EDUCATION (In District Schools and Outplaced)



CTE (In District Schools and Out of District Schools)

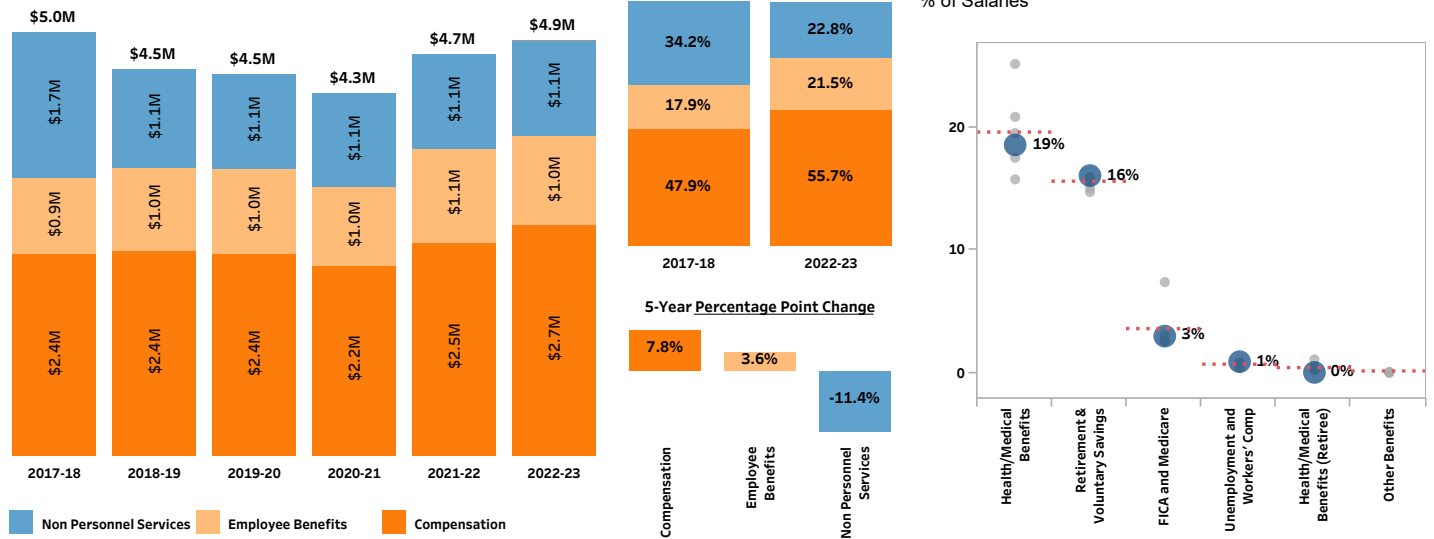


Also Includes expenditures with Special Education Subject and non Special Education Program

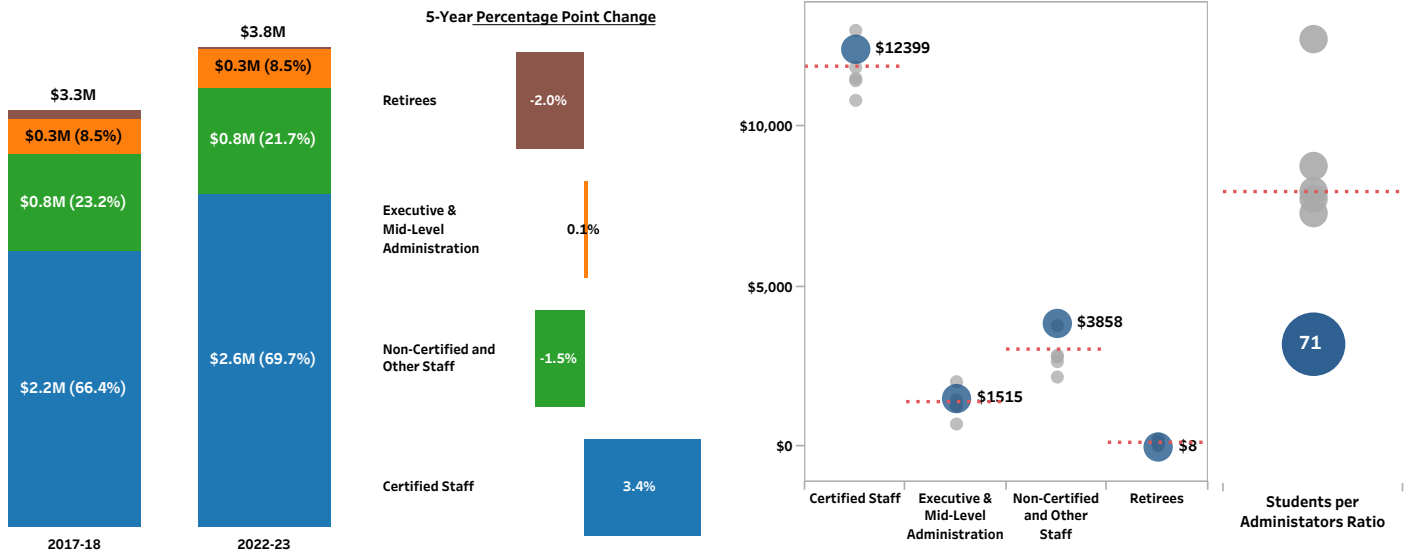
Out of District

In district

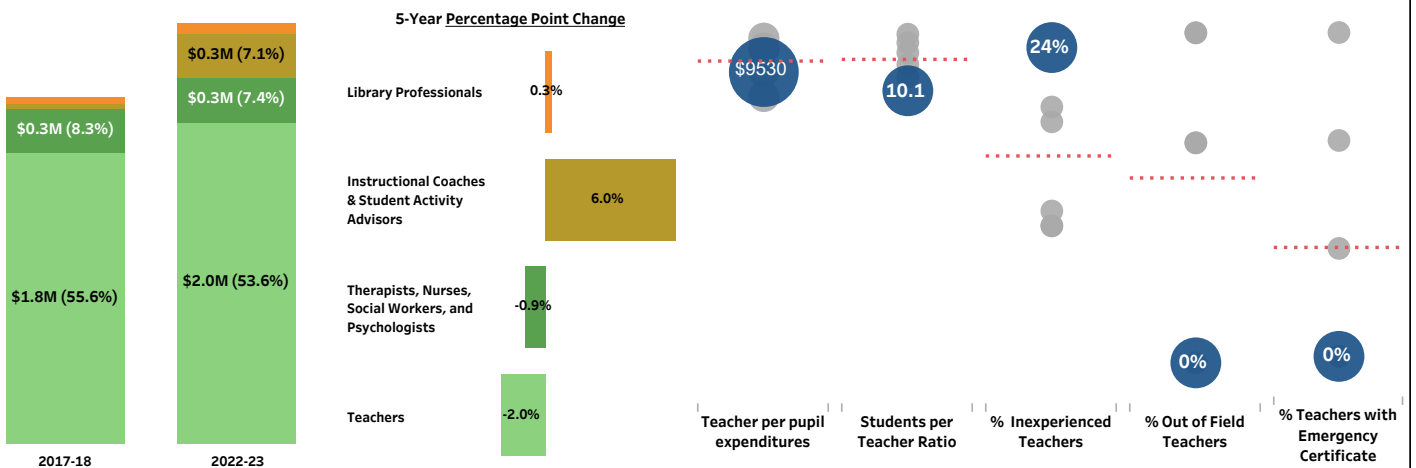
EXPENDITURES BY OBJECT AND EMPLOYEE BENEFITS



JOB CLASSIFICATION (Compensation & Benefits)

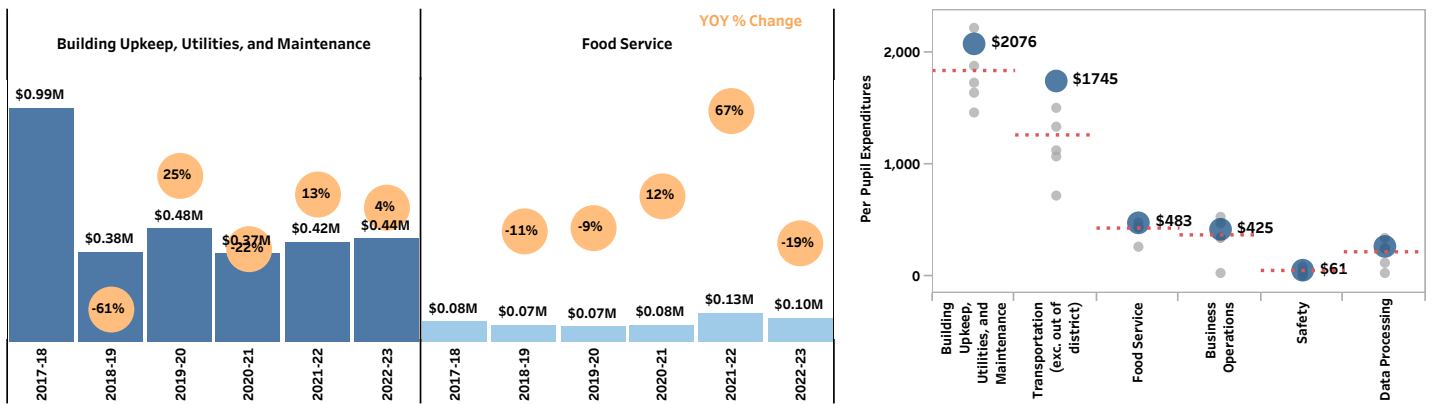


CERTIFIED STAFF DETAIL (Compensation & Benefits)

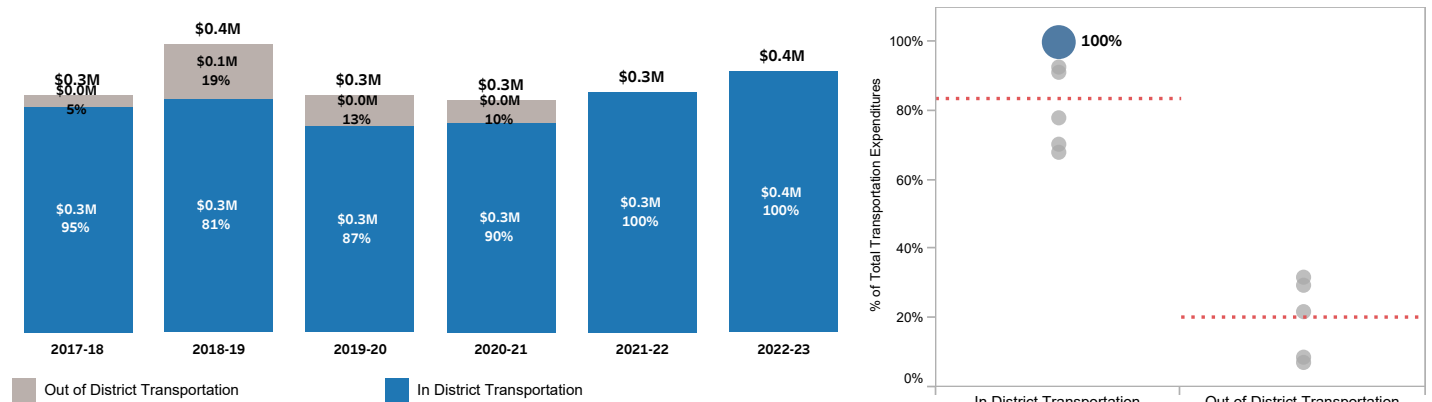




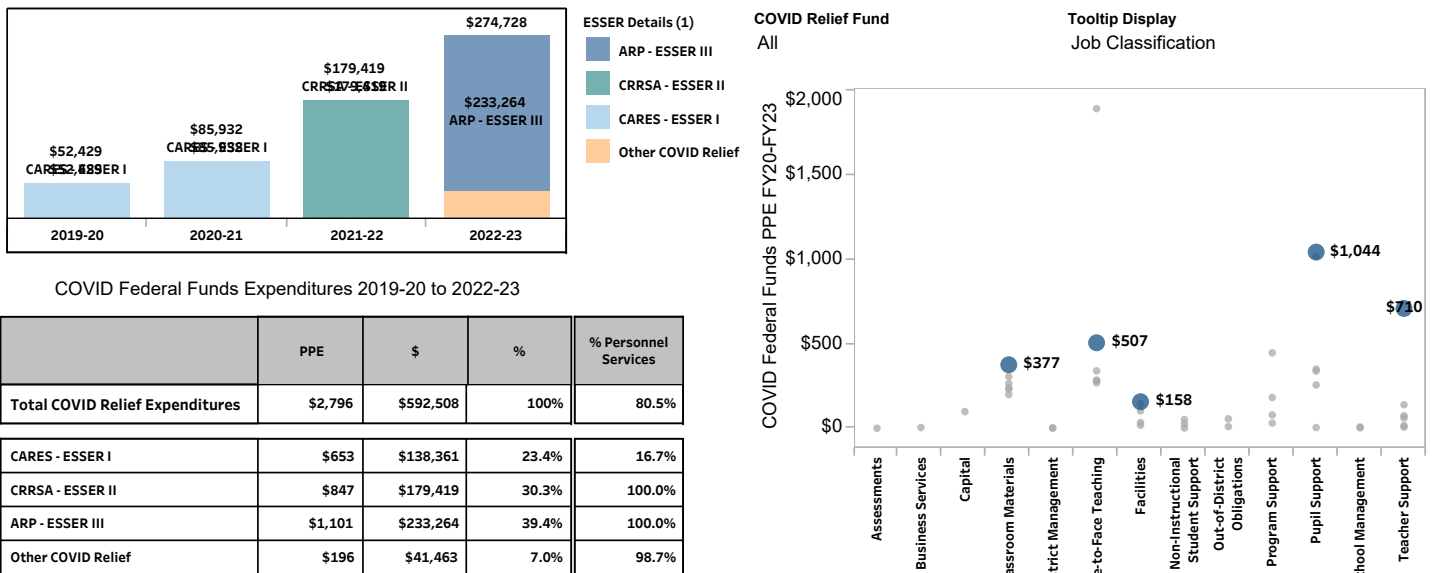
OPERATIONS EXPENDITURES



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.