



2017 Massachusetts School Report Card Overview

HERITAGE SCHOOL (06580030)

Dudley-Charlton Reg Public School 34 Oxford Rd , Charlton, MA 01507
 District (06580000)
 Kathleen Pastore, Principal
 Grades Served: 02,03,04

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Report cards help parents/guardians and the general public see where schools and districts are succeeding and where there is still work to do. This report card overview answers important questions about our school's performance. For the full report card containing additional data contact the school's principal or visit the Massachusetts Department of Elementary and Secondary Education's website at <http://profiles.doe.mass.edu>. For more information about report card data, visit our [Profiles Help](#) page.

How is our school doing overall?

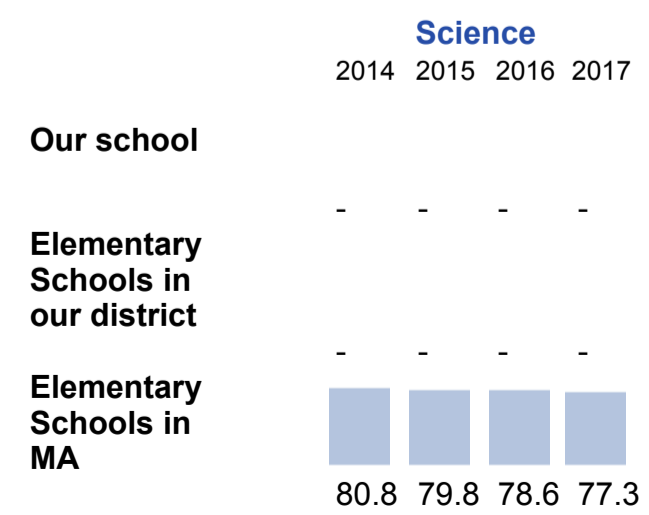
| | | |
|---|--|---|
| <h4>Accountability and assistance levels</h4> <p>Our school No level Students in this school participated in 2017 Next Generation MCAS tests</p> <p>Our district No level Students in grades 3-8 participated in 2017 Next Generation MCAS tests</p> <p>Most schools are assigned a level from 1-5, with those meeting their proficiency gap-narrowing goals in Level 1 and the lowest performing in Levels 4 and 5. A district is typically assigned a level based on the level of its lowest performing school. Placing schools and districts into levels helps districts know which schools need more support, and helps the state know which districts need the most assistance. More information is available here: http://www.mass.gov/ese/accountability.</p> | | <h4>School percentile</h4> <p>School percentiles (1-99) indicate how a school is performing overall compared to other schools that serve the same or similar grades. Our school's percentile is below.</p> |
| | | <h4>Overall progress in narrowing gaps</h4> <p>Massachusetts aims to reduce proficiency gaps by half between 2011 and 2017.</p> <ul style="list-style-type: none"> All students - High needs students - Economically disadvantaged Students with disabilities - English language learners & former ELLs - |

How does our school's achievement over time compare to the district and the state?



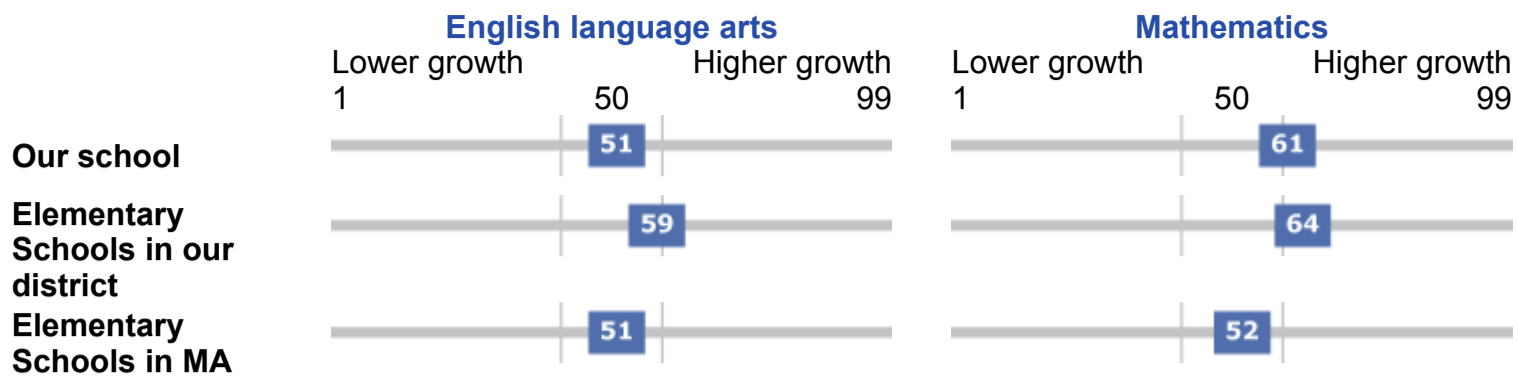
Legacy MCAS (CPI)

The Composite Performance Index (CPI) is a number from 1-100 that represents the extent to which all students are progressing toward proficiency in a given subject. When all students demonstrate proficiency on MCAS and/or PARCC tests, the CPI will be 100. Our school's CPIs for 2014-2017 are below.



How does our school's growth compare to the district and the state?

Transitional Student Growth Percentiles (SGPs) measure gains in student achievement from year to year. SGPs between 40 and 60 represent moderate growth. Our school's median SGPs for 2017 are below. (Note: Growth values are truncated.)



How does our school's enrollment compare to the district and the state?

| Total enrollment | Our school | Our district | Our state |
|------------------|------------|--------------|-----------|
| | 496 | 3,963 | 953,748 |

| | Our school | | Elementary Schools in our district | | Elementary Schools in MA | |
|-------------------------------------|------------|------|------------------------------------|------|--------------------------|------|
| | # | % | # | % | # | % |
| Economically disadvantaged students | 90 | 18.1 | 183 | 21.1 | 112,788 | 32.1 |
| Students with disabilities | 66 | 13.3 | 112 | 12.9 | 55,388 | 15.8 |
| English language learners | 11 | 2.2 | 23 | 2.6 | 41,478 | 11.8 |

How do our school's teachers and classrooms compare to the district and the state?

| General information | Our school | Elementary Schools in our district | Elementary Schools in MA |
|---|------------|------------------------------------|--------------------------|
| Teachers (#) | 32.0 | 58.1 | 25,393.9 |
| Core academic classes taught by highly qualified teachers (%) | 95.9 | 96.1 | 97.5 |
| Average class size (#) | 19.9 | 20.5 | 19.5 |
| Student : teacher ratio | 15.4 to 1 | 15.0 to 1 | 13.7 to 1 |

How is our school doing on other important measures?

| Attendance | Our school | Elementary Schools in our district | Elementary Schools in MA |
|--|------------|------------------------------------|--------------------------|
| 2017 Attendance rate (%) | 96.3 | 96.2 | 95.4 |
| 2017 Average days absent per student (#) | 6.5 | 6.7 | 7.9 |
| 2017 Chronic absenteeism rate (%) | 4.1 | 4.2 | 9.8 |

| Discipline | Our school | Elementary Schools in our district | Elementary Schools in MA |
|--|------------|------------------------------------|--------------------------|
| 2017 In-school suspension rate (%) | - | 0.0 | 0.5 |
| 2017 Out-of-school suspension rate (%) | - | 0.0 | 0.9 |

| High school completion | Our school | Our district | Our state |
|--|------------|--------------|-----------|
| 2015 5-year graduation rate (%) | - | 92.7 | 89.4 |
| 2016 4-year graduation rate (%) | - | 91.1 | 87.5 |
| 2016 annual dropout rate (%) | - | 0.9 | 1.9 |
| 2015 graduates attending institutions of higher education* (%) | - | 76.6 | 75.9 |
| 2017 12th graders taking 1+ Advanced Placement courses (%) | - | 50.3 | 41.4 |
| 2017 Advanced Placement tests with scores of 3 or higher (%) | - | 48.4 | 65.7 |
| 2017 SAT average score - Reading | - | - | - |
| 2017 SAT average score - Writing | - | - | - |
| 2017 SAT average score - Math | - | - | - |
| 2016 MassCore** - Completing a rigorous course of study (%) | - | 62.8 | 77.4 |

*Postsecondary enrollment data includes any student enrolling in an institution of higher education within 16 months of earning a high school diploma

**MassCore: 4 years of English & math, 3 years of history & lab-based science, 2 years of a foreign language, 1 year of arts & 5 additional "core" courses

What else should you know about our school?

□ The Dudley-Charlton schools have implemented EnVision Mathematics in Grades K-5. This program is based on the Common Core Standards for Mathematics and is supported with professional development for staff, as well as parent trainings. Students work on math fact fluency and are assessed school-wide to gauge progress toward benchmarks. In English Language Arts, students continue to work with the comprehension strategies outlined in the Keys to Literacy program. There is an emphasis on answering and creating higher level questions, as reflected in Bloom's Taxonomy. Students receive instruction to develop critical academic vocabulary that is highlighted in both reading and composition skills. In addition, each grade level will introduce at least one of the DESE Model Curriculum units to focus on specific ELA skills as outlined in the Common Core Standards.

To view our school's full report card, visit <http://profiles.doe.mass.edu>. For more information about report card data, visit our [Profiles Help](#) page.

Published by the Massachusetts Department of Elementary and Secondary Education