



**Massachusetts Department of Education**  
**2005 Annual Measurable Achievement Objectives (AMAOs)**  
**Limited English Proficient Students**

**District: Chicopee Public Schools**

| District: Chicopee Public Schools   |  | AMAO ACHIEVED?                        |            |                    |              |               |              |           |            |          |
|---|--|---------------------------------------|------------|--------------------|--------------|---------------|--------------|-----------|------------|----------|
| <b>PROGRESS</b><br>toward English Language Proficiency<br><i>(matched student records - Fall 2004 and Spring 2005)</i>          | Percent of the limited English proficient (LEP) students in Grades 3-12 whose performance increased by 2 or more steps* from fall 2004 to spring 2005 on the Massachusetts English Proficiency Assessment (MEPA).  | <b>2005 MEPA</b>                      |            | <b>YES</b>         |              |               |              |           |            |          |
|   |  | State Target                          | 50%        |                    |              |               |              |           |            |          |
| State Performance   | 57%  |                                       |            |                    |              |               |              |           |            |          |
|   |  | District Performance                  | 63%        |                    |              |               |              |           |            |          |
| <b>ATTAINMENT</b><br>of English Language Proficiency<br><i>(matched student records - Fall 2004 and Spring 2005)</i>            | Percent of LEP students who scored at the <i>Transitioning</i> performance level on the spring 2005 MEPA.  | <b>Years in U.S. Schools</b>          |            |                    | <b>YES</b>   |               |              |           |            |          |
|   |  |                                       | <b>1</b>   | <b>2</b>           |              | <b>3+</b>     |              |           |            |          |
| State Target  | 10%  | 25%                                   | 40%        |                    |              |               |              |           |            |          |
| State Performance   | 17%  | 26%                                   | 48%        |                    |              |               |              |           |            |          |
|   |  | District Performance                  | 17%        | 33%                | 51%          |               |              |           |            |          |
| <b>ADEQUATE YEARLY PROGRESS (AYP)</b><br>Limited English Proficient - Subgroup  | To receive an affirmative 2005 AYP determination, a district must<br>- meet the State's participation targets on MCAS and attendance <u>and</u><br>- either perform at or above the State's Cycle IV MCAS performance targets for English language arts and mathematics <u>or</u><br>- meet the district's 2005 improvement targets.<br>For more information, please refer to the link below.<br><a href="http://www.doe.mass.edu/sda/ayp/cycleIVmid/default.html">http://www.doe.mass.edu/sda/ayp/cycleIVmid/default.html</a> | <b>Content Area</b>                   |            |                    |              |               |              |           |            |          |
|   |  | English Language Arts                 | <b>NO</b>  |                    |              |               |              |           |            |          |
|   |  | Mathematics                           | <b>YES</b> |                    |              |               |              |           |            |          |
| <b>DISTRICT PERFORMANCE SUMMARY</b><br>MEPA Performance Comparison<br>Fall 2004 to Spring 2005<br>Grades 3-12, Combined results | Shaded cells indicate the number of students who <i>made progress</i> (increased performance by 2 or more steps or reached transitioning) from Fall 2004 to Spring 2005.   | <b>Spring 2005 Performance Levels</b> |            |                    |              |               |              |           |            |          |
|   |  |                                       | Beginning  | Early Intermediate | Intermediate | Transitioning | <b>Total</b> |           |            |          |
|   |  | <b>Step</b>                           | <b>1</b>   | <b>2</b>           | <b>3</b>     | <b>4</b>      | <b>5</b>     | <b>6</b>  | <b>7</b>   | <b>#</b> |
| <b>Fall 2004 Performance Levels</b>   | Beginning  | <b>1</b>                              | 6          | 3                  | 5            | 3             | 1            | 18        |            |          |
|   |  | <b>2</b>                              |            | 2                  | 1            | 3             | 6            | 2         | 14         |          |
|   | Early Intermediate   | <b>3</b>                              |            | 1                  | 5            | 3             | 4            | 3         | 2          | 18       |
|   |  | <b>4</b>                              | 1          |                    |              | 2             | 8            | 4         | 3          | 18       |
|   | Intermediate   | <b>5</b>                              |            |                    | 1            | 1             | 4            | 17        | 13         | 36       |
|   |  | <b>6</b>                              |            |                    |              | 1             | 1            | 6         | 19         | 27       |
|   | Transitioning  | <b>7</b>                              |            |                    |              |               |              | 1         | 39         | 40       |
| <b>Total</b>  | <b>#</b>   | <b>7</b>                              | <b>6</b>   | <b>12</b>          | <b>13</b>    | <b>23</b>     | <b>34</b>    | <b>76</b> | <b>171</b> |          |

\* The first three performance levels on the MEPA are each divided into two steps.