



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

District: Lowell Community Charter

										AMAO ACHIEVED?	
PROGRESS toward English Language Proficiency <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).			2005 MEPA						YES	
				State Target			50%				
				State Performance			57%			NO	
				District Performance			66%				
						Years in U.S. Schools					
						1	2	3+			
ATTAINMENT of English Language Proficiency <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.			State Target	10%	25%	40%			NO	
				State Performance	17%	26%	48%				
				District Performance			37%				
ADEQUATE YEARLY PROGRESS (AYP) Limited English Proficient - Subgroup	To receive an affirmative 2005 AYP determination, a district must - meet the State's participation targets on MCAS and attendance <u>and</u> - either perform at or above the State's Cycle IV MCAS performance targets for English language arts and mathematics <u>or</u> - meet the district's 2005 improvement targets. For more information, please refer to the link below. http://www.doe.mass.edu/sda/ayp/cycleIVmid/default.html			Content Area							
				English Language Arts							YES
				Mathematics							YES
DISTRICT PERFORMANCE SUMMARY MEPA Performance Comparison Fall 2004 to Spring 2005 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.			Spring 2005 Performance Levels							
				Beginning	Early Intermediate		Intermediate	Transitioning	Total		
		Step	1	2	3	4	5	6	7	#	
Fall 2004 Performance Levels	Beginning	1	2	3	3	4	5	1	9		
		2				2	1		3		
	Early Intermediate	3				5	2	2	9		
		4			1	1	5	8	2	17	
	Intermediate	5					2	6	6	14	
		6						3	7	10	
Transitioning	7							6	6		
Total	#	2	3	4	3	13	20	23	68		

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

