



**César Chávez Academy  
East Campus**

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Lower Elementary School**

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**César Chávez Academy  
Upper Elementary School**

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**César Chávez Academy  
Middle School**

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**César Chávez Academy  
High School**

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**César Chávez Academy  
District Office**

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January 30, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for César Chávez Academy High School.

The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact school leader Juan Martinez.

The AER is available for you to review electronically by visiting the following web site [www.chavezacademy.com](http://www.chavezacademy.com) or you may review a copy in the school leader's office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

Our school has not been given one of these labels.

At CCA High School we face a number of key challenges such as a high population of Limited English Proficiency learners, large special education subgroups (math and reading), and economically disadvantaged. In order to meet the needs of these students we utilize a number of initiatives that permit us to engage students at their varied levels of learning which in turn allows them to close the educational gaps with national averages. Some of the initiatives that we at CCAHS utilize are, but not limited to: Data-Driven Instruction, SIOP lesson planning and instructional strategies, Differentiated Instruction, Instructional Learning Cycles based on benchmark data and assessments, Pre- and Post-Tests, Rtl, and PBiS.

**State law requires that we also report additional school-site based information for the two most recent years:**

**Process for assigning pupils to the school:**

- César Chávez Academy is a free, public school and adheres to all requirements outlined by its charter authorizer and federal and state law regarding enrollments.
- The academy does not charge tuition nor discriminate in admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, religion, creed, race, sex, color or national origin.
- Current students are given the opportunity to re-enroll in late winter, with preference given to them and their siblings.
- In the spring, the school holds an advertised open enrollment period, during which any Michigan resident may apply.
- In the event that any grade is over-subscribed, a public lottery is held to determine enrollment and a waiting list.
- The academy identifies, evaluates and services all children in the school who may have disabilities. For more information regarding assistance for students with disabilities or if you suspect your child may have a disability, please contact the school leader.

**Status of the School Improvement Plan:**

2015-16: CCA High School is continuously implementing and monitoring our current 3-5 year School Improvement plan. We implement goals in the content areas of English Language Arts, Science, Social Studies, and Mathematics. Within our goals we have strategies and activities that we monitor to help facilitate growth for our subgroups of English Language Learners and Special Education students. We are also focused on ensuring that our students are “College and Career Ready”. Our major strategies to increase student achievement are SIOP (Sheltered Instruction Observation Protocol) and RTI (Response to Intervention).

Our School Improvement Team is comprised of a variety of stakeholders. Administrators, teachers, support staff, parents, and students collaborate monthly to discuss important issues to improve our school. These discussions are facilitated through monthly School Improvement Team meetings, Department meetings, parent meetings, and Student Government meetings. CCAHS also creates outside community partnerships. All stakeholders have the opportunity to contribute to discussions and attend various meetings. Stakeholders also participate in the School Improvement process by completing staff, student, and parent surveys.

To ensure that we meet our School Improvement goals, CCAHS offers quality professional development opportunities to staff. Our staff members attend conferences such as MABE, Special Populations, MRA, and workshops at Wayne WRESA. We also provide on-site professional developments in areas such as SIOP, data analysis, and Language and Literacy Strategies. We also have an Instructional Coach that provides ongoing job-embedded professional development. The Instructional Coach helps monitor our School Improvement plan by providing feedback to teachers on classroom strategies that help us achieve our School Improvement Goals.

2014-15:

CCA High School M-STEP scores are embargoed by the Michigan Department of Education until further notice. Also, the state of Michigan required all public schools to take the SAT instead of the ACT. The most current data available to share at this time is as follows:

CCA High School MME results in Math improved moderately between 2010 – 2014, going from 8% proficient to 10% proficient. CCA High School MME results in Science showed slight gains between 2010 – 2014 going from 4% proficient to 7% proficient. During this same period, Social Studies results improved from 17% proficient to 30% proficient. CCA High School MME results in Reading have increased positively as well, going

from 28% proficient to 34% proficient between 2011 – 2014. CCA High School MME results in Writing have remained steady over the past 5 years – 25% proficient in 2010 to 26% in 2014.

These results along with overall growth with regard to ACT results during this 5-year span is encouraging and validates the practices of the staff at CCAHS. Initiatives and programs, such as Rtl and PBIS over the years, have helped create a more positive learning environment. Departmental efforts have also had a tremendous hand in this growth – from cross-curricular collaboration to the strategic interventions performed by the ESL and Special Education Departments. In 2016-2017, CCA High School will integrate the SIOP model across content areas.

The School Improvement Team consists of a school improvement chair and all staff are invited to play active roles in the school improvement process. Parent are active members in the school improvement process when they complete surveys and attend monthly parent meetings.

CCA High School is continuously striving the improve Professional Development opportunities for all staff. Some of the opportunities that we have had include data analysis, reading and math strategies, assessments, Rtl, and SIOP. CCA High School have opportunities to attend Professional Development, workshops, and conferences outside of the building such as MABE, MRA, WRESA, and Saginaw Valley State University Leadership Series. In addition, our staff has been trained in and will continue to hone their skills in SIOP, Differentiated Instruction, and Formative/Summative Assessment.

### **Status of the curriculum:**

2015-16: CCA High School continues implementing the Michigan Merit Curriculum with an emphasis on Common Core State Standards in Language Arts and Math. In addition to teaching the standards set forth by the State of Michigan (CCSS, Science Next Generation, etc.), CCAHS also aligns courses and teachings to the newly adopted and formatted SAT Exam. Staff also uses data from the following assessments: NWEA (Reading and Math) and quarterly assessments (through Naiku software). We also utilize the WIDA CAN Do Standards for our English Language Learners, which can be seen in all lesson plans, pacing guides, and assessments.

2014-15:

CCA High School continues implementing the Michigan Merit Curriculum with an emphasis on common core in LA and Math. In addition to teaching the standards set forth by the State of Michigan (CCSS, Science Next Generation, etc.), CCAHS also aligns courses and teachings to the newly adopted and formatted SAT Exam. We also utilize the WIDA CAN Do Standards for our English Language Learners. All lesson plans, pacing guides, assessments, etc. are aligned to these standards with the purpose of challenging students and preparing them for higher level thinking.

### **Aggregate Student Achievement: Global Scholars / Scantron / NWEA**

2015-16: CCAHS took the Global Scholar assessment -- Reading and Math for 9th and 10th grades. Our 9th and 10th graders take the Global Scholars Scantron assessment in the fall, winter, and spring.

Math Fall Benchmark:

9th grade: 37% were below average, 37% were considered low average, 15% were high average, and 11% were above average.

10th grade: 57% were below average, 19% low average, 15% high average, and 11% above average.

Math Winter Benchmark:

9th grade: 34% below average, 16% low average, 15% high average, and 35% above average.

10th grade: 16% below average, 27% low average, 26% high average, 31% above average

#### Math Spring Benchmark:

9th grade: 26% below average, 24% low average, 31% high average, and 18% above average.

10th grade: 21% below average, 30% low average, 36% high average, 12% above average

#### Reading Fall Benchmark

9th grade: 37% were below average, 37% low average, 15% high average, and 11% above average

10th grade: 57% below average, 19% low average, 15% high average, 11% above average

#### Reading Winter Benchmark:

9th grade: 24% below average, 28% low average, 26% high average, 21% above average

10th grade: 33% below average, 40% low average, 15% high average, 13% above average

#### Reading Spring Benchmark:

9th grade: 22% below average, 33% low average, 27% high average, and 18% above average.

10th grade: 45% below average, 25% low average, 24% high average, 6% above average

2014-15:

Our 9th and 10th graders take the Global Scholars Scantron assessment in the fall and winter.

#### Math Fall Benchmark:

9th grade: 50% were below average, 28% were considered low average, 16% were high average, and 5% were above average.

10th grade: 35% were below average, 28% low average, 19% high average, and 16% above average.

Math Winter Benchmark: 9th grade: 28% below average, 35% low average, 24% high average, and 13% above average. 10th grade: 14% below average, 31% low average, 10% high average, 45% above average

#### Reading Fall Benchmark

9th grade: 52% were below average, 24% low average, 17% high average, and 7% above average

10th grade: 14% below average, 31% low average, 10% high average, 45% above average

#### Reading Winter Benchmark:

9th grader: 44% below average, 22% low average, 16% high average, 18% above average

10th grader: 35% below average, 28% low average, 19% high average, 16% above average

2014-15:

ACT: # of Testers = 160 / Composite = 16.6

#### Parent-Teacher Conference Attendance

2015-16: 113 (16%) were represented by parents/guardians at parent-teacher conferences.

2014-15: 90 students (13%) were represented by parents/guardians at parent-teacher conferences.

#### High School:

**2015-16:**

a. Postsecondary enrollments (dual enrollment): 10 (1.5%)

b. College equivalent courses offered (AP/IB): 6

c. Students enrolled in college equivalent courses (AP/IB): 68 (10%)

d. Students receiving a score leading to college credit: 46 / 7%

2014-15:

- a. Postsecondary enrollments (dual enrollment): 70 (10%)
- b. College equivalent courses offered (AP/IB): 5
- c. Students enrolled in college equivalent courses (AP/IB): 113 (16%)
- d. Students receiving a score leading to college credit: 20 / 3%

I would like to personally congratulate the staff, students and families of César Chávez Academy on a successful school year. Thank you for choosing César Chávez Academy for your child's education. We look forward to continuing to provide a quality education to you and your family.

Sincerely,

A handwritten signature in black ink, appearing to read 'Juan Martinez', written in a cursive style.

Juan Martinez  
School Leader

01/23/2017

**M-STEP Grades 3-11**

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	11th Grade Content	All Students	2014-15	49.3%	27.0%	27.0%	4.8%	22.2%	31.0%	42.1%
ELA	11th Grade Content	Black or African American	2014-15	25.8%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	Hispanic of Any Race	2014-15	39.6%	27.2%	27.2%	5.3%	21.9%	29.8%	43.0%
ELA	11th Grade Content	Two or More Races	2014-15	49.1%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	White	2014-15	54.3%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	Female	2014-15	55.4%	24.6%	24.6%	1.6%	23.0%	29.5%	45.9%
ELA	11th Grade Content	Male	2014-15	43.3%	29.2%	29.2%	7.7%	21.5%	32.3%	38.5%
ELA	11th Grade Content	Economically Disadvantaged	2014-15	34.6%	26.4%	26.4%	4.8%	21.6%	31.2%	42.4%
ELA	11th Grade Content	English Language Learners	2014-15	15.2%	11.5%	11.5%	0.0%	11.5%	26.9%	61.5%
ELA	11th Grade Content	Students With Disabilities	2014-15	12.6%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	All Students	2014-15	28.5%	10.2%	10.2%	1.6%	8.7%	17.3%	72.4%
Mathematics	11th Grade Content	Black or African American	2014-15	8.6%	<10	<10	<10	<10	<10	<10

**M-STEP Grades 3-11**

Mathematics	11th Grade Content	Hispanic of Any Race	2014-15	16.0%	11.3%	11.3%	1.7%	9.6%	17.4%	71.3%
Mathematics	11th Grade Content	Two or More Races	2014-15	24.4%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	White	2014-15	32.4%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Female	2014-15	29.1%	6.6%	6.6%	0.0%	6.6%	24.6%	68.9%
Mathematics	11th Grade Content	Male	2014-15	27.8%	13.6%	13.6%	3.0%	10.6%	10.6%	75.8%
Mathematics	11th Grade Content	Economically Disadvantaged	2014-15	14.1%	9.5%	9.5%	1.6%	7.9%	17.5%	73.0%
Mathematics	11th Grade Content	English Language Learners	2014-15	11.9%	2.0%	2.0%	0.0%	2.0%	9.8%	88.2%
Mathematics	11th Grade Content	Students With Disabilities	2014-15	3.6%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	All Students	2014-15	29.4%	6.4%	6.4%	1.6%	4.8%	16.0%	77.6%
Science	11th Grade Content	All Students	2015-16	33.0%	10.4%	10.4%	1.2%	9.2%	25.2%	64.4%
Science	11th Grade Content	Black or African American	2014-15	7.3%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Black or African American	2015-16	8.3%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Hispanic of Any Race	2014-15	17.0%	7.0%	7.0%	1.8%	5.3%	16.7%	76.3%
Science	11th Grade Content	Hispanic of Any Race	2015-16	19.9%	10.7%	10.7%	1.3%	9.4%	25.5%	63.8%

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**M-STEP Grades 3-11**

Science	11th Grade Content	Two or More Races	2014-15	27.7%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	White	2014-15	34.2%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	White	2015-16	38.7%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Female	2014-15	26.7%	1.7%	1.7%	0.0%	1.7%	11.7%	86.7%
Science	11th Grade Content	Female	2015-16	29.8%	11.6%	11.6%	2.3%	9.3%	24.4%	64.0%
Science	11th Grade Content	Male	2014-15	32.1%	10.8%	10.8%	3.1%	7.7%	20.0%	69.2%
Science	11th Grade Content	Male	2015-16	36.3%	9.1%	9.1%	0.0%	9.1%	26.0%	64.9%
Science	11th Grade Content	Economically Disadvantaged	2014-15	15.4%	6.5%	6.5%	1.6%	4.8%	15.3%	78.2%
Science	11th Grade Content	Economically Disadvantaged	2015-16	17.9%	10.7%	10.7%	1.3%	9.3%	25.3%	64.0%
Science	11th Grade Content	English Language Learners	2014-15	4.3%	0.0%	0.0%	0.0%	0.0%	11.5%	88.5%
Science	11th Grade Content	English Language Learners	2015-16	4.2%	2.4%	2.4%	0.0%	2.4%	13.4%	84.1%
Science	11th Grade Content	Students With Disabilities	2014-15	6.7%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Students With Disabilities	2015-16	7.9%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	All Students	2014-15	43.9%	17.5%	17.5%	2.4%	15.1%	47.6%	34.9%



**M-STEP Grades 3-11**

Social Studies	11th Grade Content	All Students	2015-16	43.1%	31.3%	31.3%	5.5%	25.8%	51.5%	17.2%
Social Studies	11th Grade Content	Black or African American	2014-15	18.0%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Black or African American	2015-16	15.6%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Hispanic of Any Race	2014-15	33.0%	18.3%	18.3%	2.6%	15.7%	45.2%	36.5%
Social Studies	11th Grade Content	Hispanic of Any Race	2015-16	30.6%	32.2%	32.2%	6.0%	26.2%	49.7%	18.1%
Social Studies	11th Grade Content	Two or More Races	2014-15	41.4%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	White	2014-15	49.4%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	White	2015-16	49.3%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Female	2014-15	40.5%	10.0%	10.0%	0.0%	10.0%	41.7%	48.3%
Social Studies	11th Grade Content	Female	2015-16	39.1%	29.1%	29.1%	7.0%	22.1%	53.5%	17.4%
Social Studies	11th Grade Content	Male	2014-15	47.2%	24.2%	24.2%	4.5%	19.7%	53.0%	22.7%
Social Studies	11th Grade Content	Male	2015-16	47.1%	33.8%	33.8%	3.9%	29.9%	49.4%	16.9%
Social Studies	11th Grade Content	Economically Disadvantaged	2014-15	27.9%	17.6%	17.6%	2.4%	15.2%	47.2%	35.2%
Social Studies	11th Grade Content	Economically Disadvantaged	2015-16	26.3%	31.3%	31.3%	5.3%	26.0%	50.7%	18.0%

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**M-STEP Grades 3-11**

Social Studies	11th Grade Content	English Language Learners	2014-15	12.6%	1.9%	1.9%	0.0%	1.9%	48.1%	50.0%
Social Studies	11th Grade Content	English Language Learners	2015-16	9.2%	14.6%	14.6%	0.0%	14.6%	62.2%	23.2%
Social Studies	11th Grade Content	Students With Disabilities	2014-15	15.0%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Students With Disabilities	2015-16	14.0%	<10	<10	<10	<10	<10	<10



**MI School Data**  
**Annual Education Report**  
**Cesar Chavez High School**

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**SAT**

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
Cesar Chavez High School	2015-16	Total Score	All Students	892.2	N/A	23	14.3%	138	85.7%	161
Cesar Chavez High School	2015-16	Total Score	Black or African American	<10	N/A	<10	<10	<10	<10	<10
Cesar Chavez High School	2015-16	Total Score	Hispanic of Any Race	894.0	N/A	21	14.3%	126	85.7%	147
Cesar Chavez High School	2015-16	Total Score	White	<10	N/A	<10	<10	<10	<10	<10
Cesar Chavez High School	2015-16	Total Score	Female	900.6	N/A	13	15.1%	73	84.9%	86
Cesar Chavez High School	2015-16	Total Score	Male	882.7	N/A	10	13.3%	65	86.7%	75
Cesar Chavez High School	2015-16	Total Score	Economically Disadvantaged	892.9	N/A	21	14.3%	126	85.7%	147
Cesar Chavez High School	2015-16	Total Score	Not Economically Disadvantaged	885.7	N/A	<10	14.3%	12	85.7%	14
Cesar Chavez High School	2015-16	Total Score	English Language Learners	822.3	N/A	<10	<5%	79	>95%	80
Cesar Chavez High School	2015-16	Total Score	Not English Language Learners	961.4	N/A	22	27.2%	59	72.8%	81
Cesar Chavez High School	2015-16	Total Score	Not Migrant	892.2	N/A	23	14.3%	138	85.7%	161
Cesar Chavez High School	2015-16	Total Score	Students With Disabilities	<10	N/A	<10	<10	<10	<10	<10



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**SAT**

Cesar Chavez High School	2015-16	Total Score	Students Without Disabilities	898.0	N/A	23	14.9%	131	85.1%	154
Cesar Chavez High School	2015-16	Total Score	Homeless	<10	N/A	<10	<10	<10	<10	<10
Cesar Chavez High School	2015-16	Total Score	Not Homeless	891.6	N/A	22	13.8%	137	86.2%	159
Cesar Chavez High School	2015-16	Evidence-Based Reading and Writing	All Students	446.5	480	50	31.1%	111	68.9%	161
Cesar Chavez High School	2015-16	Evidence-Based Reading and Writing	Black or African American	<10	480	<10	<10	<10	<10	<10
Cesar Chavez High School	2015-16	Evidence-Based Reading and Writing	Hispanic of Any Race	447.6	480	46	31.3%	101	68.7%	147
Cesar Chavez High School	2015-16	Evidence-Based Reading and Writing	White	<10	480	<10	<10	<10	<10	<10
Cesar Chavez High School	2015-16	Evidence-Based Reading and Writing	Female	453.4	480	30	34.9%	56	65.1%	86
Cesar Chavez High School	2015-16	Evidence-Based Reading and Writing	Male	438.7	480	20	26.7%	55	73.3%	75
Cesar Chavez High School	2015-16	Evidence-Based Reading and Writing	Economically Disadvantaged	446.6	480	46	31.3%	101	68.7%	147
Cesar Chavez High School	2015-16	Evidence-Based Reading and Writing	Not Economically Disadvantaged	445.7	480	<10	28.6%	10	71.4%	14



**MI School Data**  
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**SAT**

Cesar Chavez High School	2015-16	Evidence-Based Reading and Writing	English Language Learners	413.0	480	<10	11.3%	71	88.7%	80
Cesar Chavez High School	2015-16	Evidence-Based Reading and Writing	Not English Language Learners	479.6	480	41	50.6%	40	49.4%	81
Cesar Chavez High School	2015-16	Evidence-Based Reading and Writing	Not Migrant	446.5	480	50	31.1%	111	68.9%	161
Cesar Chavez High School	2015-16	Evidence-Based Reading and Writing	Students With Disabilities	<10	480	<10	<10	<10	<10	<10
Cesar Chavez High School	2015-16	Evidence-Based Reading and Writing	Students Without Disabilities	450.1	480	50	32.5%	104	67.5%	154
Cesar Chavez High School	2015-16	Evidence-Based Reading and Writing	Homeless	<10	480	<10	<10	<10	<10	<10
Cesar Chavez High School	2015-16	Evidence-Based Reading and Writing	Not Homeless	446.6	480	49	30.8%	110	69.2%	159
Cesar Chavez High School	2015-16	Mathematics	All Students	445.7	530	26	16.1%	135	83.9%	161
Cesar Chavez High School	2015-16	Mathematics	Black or African American	<10	530	<10	<10	<10	<10	<10
Cesar Chavez High School	2015-16	Mathematics	Hispanic of Any Race	446.5	530	24	16.3%	123	83.7%	147
Cesar Chavez High School	2015-16	Mathematics	White	<10	530	<10	<10	<10	<10	<10
Cesar Chavez High School	2015-16	Mathematics	Female	447.2	530	14	16.3%	72	83.7%	86

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**SAT**

Cesar Chavez High School	2015-16	Mathematics	Male	444.0	530	12	16.0%	63	84.0%	75
Cesar Chavez High School	2015-16	Mathematics	Economically Disadvantaged	446.3	530	24	16.3%	123	83.7%	147
Cesar Chavez High School	2015-16	Mathematics	Not Economically Disadvantaged	440.0	530	<10	14.3%	12	85.7%	14
Cesar Chavez High School	2015-16	Mathematics	English Language Learners	409.3	530	<10	<5%	78	>95%	80
Cesar Chavez High School	2015-16	Mathematics	Not English Language Learners	481.7	530	24	29.6%	57	70.4%	81
Cesar Chavez High School	2015-16	Mathematics	Not Migrant	445.7	530	26	16.1%	135	83.9%	161
Cesar Chavez High School	2015-16	Mathematics	Students With Disabilities	<10	530	<10	<10	<10	<10	<10
Cesar Chavez High School	2015-16	Mathematics	Students Without Disabilities	447.9	530	26	16.9%	128	83.1%	154
Cesar Chavez High School	2015-16	Mathematics	Homeless	<10	530	<10	<10	<10	<10	<10
Cesar Chavez High School	2015-16	Mathematics	Not Homeless	445.0	530	25	15.7%	134	84.3%	159

**MI-Access Functional Independence**

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

**MI-Access Supported Independence**

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display



**MI-Access Participation**

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display



# MI School Data

## Annual Education Report Cesar Chavez High School

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### Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	ELA	98.7%	69.6%	98.4%	59.1%	93.8%	52.8%
All Students	Mathematics	98.6%	62.1%	98.5%	43.7%	93.8%	38.8%
All Students	Science	98.1%	50.0%	97.7%	34.3%	95.3%	42.5%
All Students	Social Studies	98.1%	59.3%	98.2%	44.0%	95.3%	56.4%
Bottom 30%	ELA	N/A	25.1%	N/A	10.0%	N/A	0.0%
Bottom 30%	Mathematics	N/A	19.0%	N/A	6.3%	N/A	0.0%
Bottom 30%	Science	N/A	9.8%	N/A	3.3%	N/A	0.0%
Bottom 30%	Social Studies	N/A	13.3%	N/A	0.6%	N/A	1.9%
American Indian or Alaska Native	ELA	98.4%	63.4%	<30	<30	N/A	N/A
American Indian or Alaska Native	Mathematics	98.4%	55.9%	<30	<30	N/A	N/A
American Indian or Alaska Native	Science	98.0%	46.3%	<30	<30	N/A	N/A
American Indian or Alaska Native	Social Studies	97.3%	54.5%	N/A	N/A	N/A	N/A
Asian	ELA	99.3%	84.3%	N/A	N/A	N/A	N/A
Asian	Mathematics	99.4%	83.7%	N/A	N/A	N/A	N/A
Asian	Science	99.3%	65.5%	N/A	N/A	N/A	N/A
Asian	Social Studies	99.3%	76.0%	N/A	N/A	N/A	N/A
Black or African American	ELA	97.7%	46.9%	93.9%	64.9%	<30	<30
Black or African American	Mathematics	97.4%	37.3%	92.3%	33.9%	<30	<30
Black or African American	Science	96.5%	23.9%	<30	<30	<30	<30
Black or African American	Social Studies	96.6%	33.6%	<30	<30	<30	<30
Hispanic of Any Race	ELA	98.8%	60.8%	98.7%	58.5%	94.3%	54.0%
Hispanic of Any Race	Mathematics	98.8%	51.1%	98.9%	43.9%	94.3%	39.9%
Hispanic of Any Race	Science	98.1%	36.7%	98.1%	34.9%	95.4%	43.0%



**Accountability Details Subject Data**

Hispanic of Any Race	Social Studies	98.0%	47.7%	98.2%	44.5%	95.4%	57.0%
Native Hawaiian or Other Pacific Islander	ELA	99.5%	72.4%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.7%	65.9%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.7%	59.6%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.6%	65.7%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.9%	67.8%	<30	<30	N/A	N/A
Two or More Races	Mathematics	98.7%	59.2%	<30	<30	N/A	N/A
Two or More Races	Science	98.5%	45.2%	N/A	N/A	N/A	N/A
Two or More Races	Social Studies	98.5%	57.3%	<30	<30	N/A	N/A
White	ELA	99.0%	75.6%	98.1%	62.8%	<30	<30
White	Mathematics	98.9%	68.4%	98.1%	49.0%	<30	<30
White	Science	98.6%	57.1%	<30	<30	<30	<30
White	Social Studies	98.5%	65.8%	<30	<30	<30	<30
Economically Disadvantaged	ELA	98.3%	56.8%	98.3%	59.5%	93.3%	53.9%
Economically Disadvantaged	Mathematics	98.2%	48.5%	98.5%	43.5%	93.3%	37.6%
Economically Disadvantaged	Science	97.5%	35.0%	97.8%	33.5%	95.5%	42.0%
Economically Disadvantaged	Social Studies	97.5%	43.9%	98.3%	44.4%	95.5%	57.4%
English Language Learners	ELA	98.8%	49.5%	98.8%	53.6%	93.8%	38.9%
English Language Learners	Mathematics	99.0%	48.4%	99.1%	40.8%	93.8%	26.7%



**Accountability Details Subject Data**

English Language Learners	Science	98.5%	22.0%	98.8%	27.9%	95.8%	34.8%
English Language Learners	Social Studies	98.2%	30.9%	98.5%	35.7%	95.8%	44.6%
Students With Disabilities	ELA	97.2%	40.1%	97.8%	38.5%	<30	<30
Students With Disabilities	Mathematics	97.1%	36.5%	97.1%	27.9%	<30	<30
Students With Disabilities	Science	97.0%	26.5%	96.2%	14.3%	<30	<30
Students With Disabilities	Social Studies	96.6%	30.8%	96.2%	21.6%	<30	<30

**Accountability Details Graduation Data**

Student Group	Statewide	District	School
All Students	79.79%	86.93%	87.42%
American Indian or Alaska Native	70.88%	N/A	N/A
Asian	90.77%	N/A	N/A
Black or African American	67.31%	N/A	N/A
Hispanic of Any Race	72.07%	88.24%	88.81%
Native Hawaiian or Other Pacific Islander	76.67%	N/A	N/A
Two or More Races	74.74%	N/A	N/A
White	83.48%	N/A	N/A
Female	83.76%	N/A	N/A
Male	76.00%	N/A	N/A
Economically Disadvantaged	67.48%	88.36%	88.89%
English Language Learners	72.14%	87.50%	87.50%
Students With Disabilities	57.12%	N/A	N/A
Bottom 30%	N/A	N/A	N/A

\* All data based on students enrolled for a full academic year.



## MI School Data

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#### Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	91.39%	N/A

\* All data based on students enrolled for a full academic year.

**Accountability Status District Data**

District Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display

**Accountability Status School Data**

School Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Cesar Chavez High School	Green	2	Green	2	Green	2	Green	2	Red	44



**Teacher Quality - Qualification**

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	33	6	1

*Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers*

**Teacher Quality - Class**

	School Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0.0%	0.0%	N/A

**Teacher Quality - Provisional**

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	5.0%



# MI School Data

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### NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male	51	22	78	36	6
Female	49	23	77	32	4
National Lunch Program Eligibility					
Eligible	47	36	64	17	1
Not Eligible	53	10	90	49	9
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	72	15	85	39	5
Black or African American	15	53	47	10	&#35
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	&#8225
Student classified as having a disability					
SD	12	47	53	14	1
Not SD	88	19	81	37	5
Student is an English Language Learner					
ELL	5	42	58	16	1
Not ELL	95	22	78	35	5

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.

**NAEP Grade 8 Math**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility					
Eligible	45	48	39	12	2
Not Eligible	55	19	40	30	11
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	23	43	26	7
Black or African American	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	11	77	19	3	#
Not SD	89	27	41	24	7
Student is an English Language Learner					
ELL	3	54	33	11	2
Not ELL	97	32	39	22	7

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.

**NAEP Grade 12 Math**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligibility					
Eligible	35	54	37	9	0
Not Eligible	64	22	44	32	2
Info not available	0	0	0	0	0
Race/Ethnicity					
White	76	26	42	30	2
Black or African American	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
Other	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Two or More Races	1	0	0	0	0
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

# Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.



# MI School Data

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### NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	37	63	29	5
Male	50	39	61	26	5
Female	50	34	66	31	6
National Lunch Program Eligibility					
Eligible	48	50	50	16	1
Not Eligible	52	24	76	40	8
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	72	32	68	32	6
Black or African American	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	30	70	37	8
Student classified as having a disability					
SD	12	76	24	7	#
Not SD	88	32	68	31	6
Student is an English Language Learner					
ELL	4	52	48	16	2
Not ELL	96	36	64	29	5

# Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.



# MI School Data

## Annual Education Report Cesar Chavez High School

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### NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	44	29	3
Male	51	29	45	25	2
Female	49	20	42	34	4
National Lunch Program Eligibility					
Eligible	45	37	45	17	1
Not Eligible	55	14	43	39	4
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	18	44	34	3
Black or African American	20	47	44	9	35
Hispanic	4	27	41	29	3
Asian/Native Hawaiian or Pacific Islander	3	13	35	41	10
American Indian or Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	10	64	30	5	#
Not SD	90	20	45	32	3
Student is an English Language Learner					
ELL	3	57	37	6	#
Not ELL	97	23	44	30	3

# Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.



# MI School Data

## Annual Education Report Cesar Chavez High School

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### NAEP Grade 12 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	26	5	27	5
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility					
Eligible	35	37	39	22	2
Not Eligible	64	19	36	38	7
Info not available	1	0	0	0	0
Race/Ethnicity					
White	76	20	38	36	6
Black or African American	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
Other Pacific Islander	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	7	66	25	8	1
Not SD	93	23	38	34	5
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	25	37	33	5

# Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.



**NAEP Participation Data**

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	87	1.9	95	2.0
	Reading	73	3.7	90	2.5
8	Math	84	3.6	84	5.2
	Reading	76	3.3	83	4.0