



**César Chávez Academy
East Campus**

4130 Maxwell St.
Detroit, MI 48214
Tel: 313.924.0317

**César Chávez Academy
Lower Elementary School**

8126 W. Vernor Hwy.
Detroit, MI 48209
Tel: 313.843.9440
Fax: 313.297.6948

**César Chávez Academy
Upper Elementary School**

4100 Martin St.
Detroit, MI 48210
Tel: 313.361.1083
Fax: 313.361.1095

**César Chávez Academy
Middle School**

6782 Goldsmith St.
Detroit, MI 48209
Tel: 313.842.0006
Fax: 313.842.0167

**César Chávez Academy
High School**

1761 Waterman St.
Detroit, MI 48209
Tel: 313.551.0611
Fax: 313.551.0552

**César Chávez Academy
District Office**

4180 Martin St.
Detroit, MI 48210
Tel: 313.361.8689
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www.chavezacademy.com

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 Intermediate.

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 Thomas Goodley.

The AER is available for you to review electronically by visiting the following web site www.chavezacademy.com or chavezmartin.com. You may also 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.

The current Michigan Department of Education Scorecard indicates we are at a Yellow status. For the 2015-16 school year, CCA Intermediate ranked in the 44th percentile for the state of Michigan Top-to-Bottom list. This score indicates we are achieving better than the surrounding areas schools in ELA and Math. Our areas of weakness are in science and a new science lab was created this year. In the fall of 2017, we will have a science specialist employed to teach students the rigorous science standards. Another area of improvement is Social Studies, where we are making curricular changes to increase achievement. Finally, we continue to improve the interventions used with the Bottom 30% of students and have increased intervention time and analysis of data in hopes of improving those students' chances of success.

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

Annual 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 oversubscribed, 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.

The status of the 3-5 year school improvement plan:

2015-16: The School Improvement Plan (SIP) for Cesar Chavez Academy Intermediate is reviewed and recreated each year by a team of stakeholders. Currently, we are looking over the areas in the AdvancED standards that need improving through survey data. The SIP team reviews the areas that need improving and comes up with a plan on how to improve on existing systems. Team members include: school administrators, teachers, staff, parents, and at least one board member (based on availability). Input is also provided from district staff as needed. The SIP is revised annually based on student growth and achievement data, in addition to trends in performance. The SIP for Cesar Chavez Academy Intermediate meets all Michigan Department of Education requirements and is submitted online through AdvancED.

Practices in place in support of the SIP goal of 80% proficiency for all students include Common Assessment development and analysis, Common Core Training, Common planning meetings and Response to Intervention. The most significant professional development activities in support of SIP goals included: Technology use, Unpacking Common Core, SIOP Instructional Strategy Training, Writing Across the Curriculum, Differentiate Instruction, Best Practices, & Pacing Guides.

In the spring of 2015, the AdvancED Accreditation Commission visited the school and rated the school in the areas of Teaching and Learning Impact, Leadership Capacity and Resource Utilization. In all areas CCA Intermediate scored above the national average. Our overall score was 301.10 which is 5% above the national average. Our school was reaccredited for 5 years.

2014-15: The School Improvement Plan (SIP) for Cesar Chavez Academy Intermediate is reviewed and monitored throughout the year by the School Improvement Team. Team members include: school administrators, teachers, staff, parents, and at least one board member (based on availability). Input is also provided from district staff as needed. The SIP is revised annually based on student growth and achievement data, in addition to trends in performance. The SIP for Cesar Chavez Academy Intermediate meets all Michigan Department of Education requirements and is submitted online through AdvancED.

Practices in place in support of the SIP goal of 80% proficiency for all students include Common Assessment development and analysis, Common Core Training, Common planning meetings and Response to Intervention. The most significant professional development activities in support of SIP goals included:

Technology use, Unpacking Common Core, SIOP Instructional Strategy Training, Writing Across the Curriculum, Differentiate Instruction, Best Practices, & Pacing Guides.

Status of the curriculum

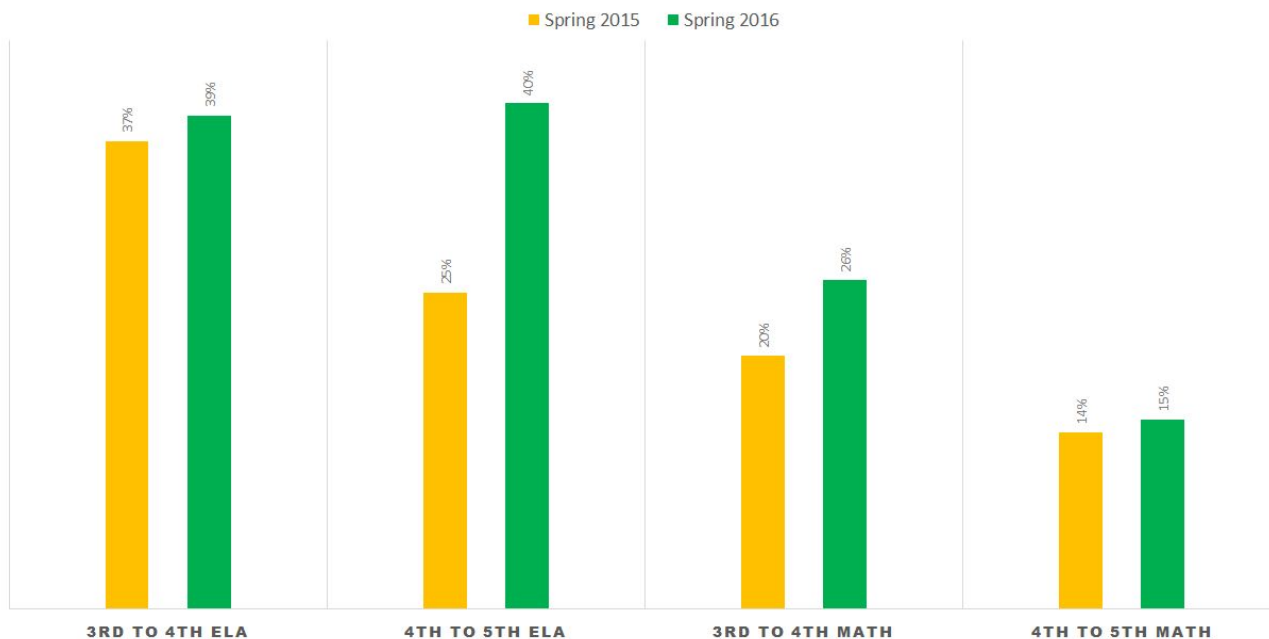
2015-16: CCA Intermediate utilizes many resources to teach the College and Career Readiness Standards and Claims and Targets. Teachers continue to meet with the instructional coach to review curriculum and make changes as needed after reviewing data. This school year, CCA Intermediate has implemented additional data collection on standards-based achievement with the Naiku testing platform. Through the use of Naiku, staff at CCA Intermediate make changes to instruction and reteach to students who are lacking in achieving standards assessed. Some programs used to support the CCRS including the claims and targets from the Michigan Department of Education include: Readworks.org, NewsELA, Khan Academy, Learnzillion, Study Island, Naiku, Making Meaning Reading, Reader's Workshop, Write Steps, MyMath, Atlas Rubicon of Oakland County, MC3 Social studies curriculum, FOSS Kits, Hands-on Science experiments and teacher-made student centered activities.

2014-15: CCA-UE utilizes the College and Career Readiness Standards and claims and targets as outlined by the state of Michigan to teach students the curriculum to the appropriate depth-of-knowledge. To do this, the teachers and instructional coach review the standards and the teaching tools in place to align and develop activities that are student-centered and require critical thinking. Some programs used to support the CCRS including the claims and targets from the Michigan Department of Education include: Making Meaning Reading, Reader's Workshop, Write Steps, MyMath, Atlas Rubicon of Oakland County, MC3 Social studies curriculum, FOSS Kits, Hands-on Science experiments and teacher-made student centered activities.

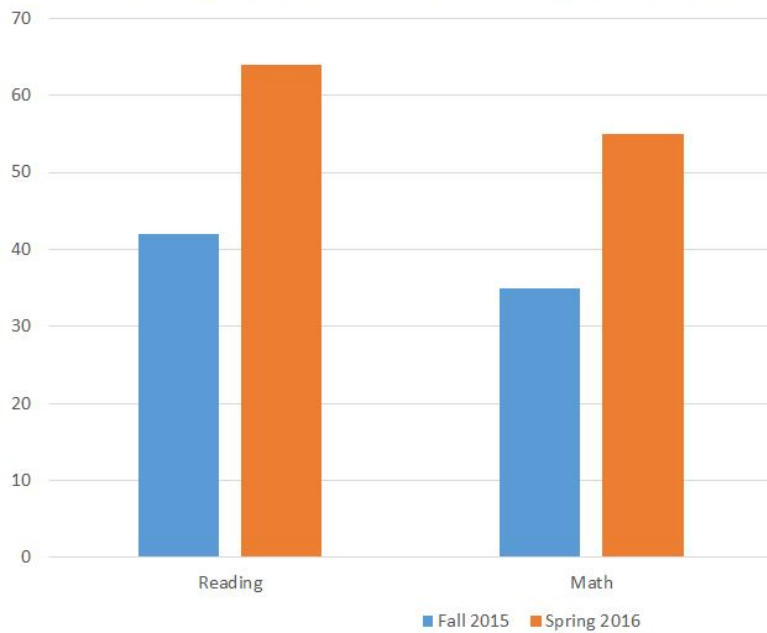
Aggregate Student Achievement: M-Step / Scantron

2015-16:

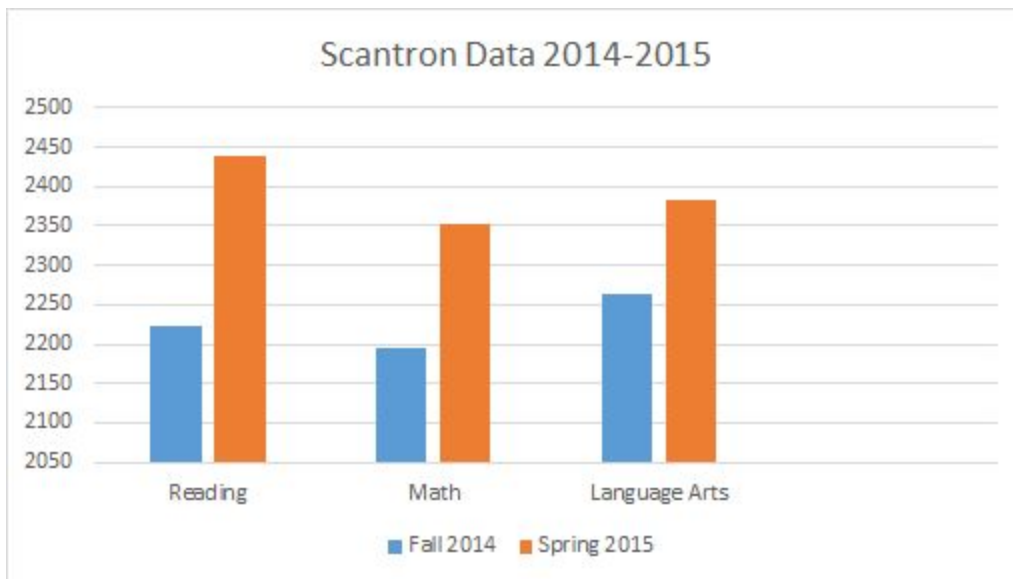
M-STEP COHORT DATA 2015 TO 2016



Cesar Chavez Academy Intermediate Scantron Data 2015-16



2014-15



:

Parent-Teacher Conference Attendance

Number and percent of students represented by parents at parent-teacher conferences:

2015-16: 413 (96%)

2014-15: 357 (95%)

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,

Thomas Goodley Jr.
School Leader

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	3rd Grade Content	All Students	2014-15	50.0%	38.5%	37.0%	11.6%	25.4%	30.4%	32.6%
ELA	3rd Grade Content	All Students	2015-16	46.0%	26.5%	27.6%	9.7%	17.9%	36.6%	35.8%
ELA	3rd Grade Content	Black or African American	2014-15	23.2%	45.0%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2015-16	20.0%	13.3%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2014-15	37.2%	37.6%	37.6%	11.3%	26.3%	30.8%	31.6%
ELA	3rd Grade Content	Hispanic of Any Race	2015-16	33.5%	28.2%	28.2%	9.7%	18.5%	35.5%	36.3%
ELA	3rd Grade Content	White	2014-15	58.2%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2015-16	53.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2014-15	54.7%	44.2%	44.3%	15.7%	28.6%	31.4%	24.3%
ELA	3rd Grade Content	Female	2015-16	49.5%	31.0%	33.3%	11.8%	21.6%	39.2%	27.5%
ELA	3rd Grade Content	Male	2014-15	45.5%	32.9%	29.4%	7.4%	22.1%	29.4%	41.2%
ELA	3rd Grade Content	Male	2015-16	42.6%	23.6%	24.1%	8.4%	15.7%	34.9%	41.0%

M-STEP Grades 3-11

ELA	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	37.1%	35.8%	11.2%	24.6%	31.3%	32.8%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	26.9%	28.0%	9.8%	18.2%	37.1%	34.8%
ELA	3rd Grade Content	English Language Learners	2014-15	34.7%	38.5%	38.5%	11.5%	26.9%	30.0%	31.5%
ELA	3rd Grade Content	English Language Learners	2015-16	31.9%	25.7%	25.7%	8.8%	16.8%	37.2%	37.2%
ELA	3rd Grade Content	Students With Disabilities	2014-15	23.3%	7.7%	0.0%	0.0%	0.0%	36.4%	63.6%
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	0.0%	0.0%	0.0%	0.0%	18.8%	81.3%
ELA	4th Grade Content	All Students	2014-15	46.6%	23.8%	24.8%	8.7%	16.1%	33.6%	41.6%
ELA	4th Grade Content	All Students	2015-16	46.3%	37.0%	38.8%	12.4%	26.4%	38.8%	22.5%
ELA	4th Grade Content	American Indian or Alaska Native	2015-16	40.2%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2014-15	21.2%	22.2%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2015-16	20.4%	9.1%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2014-15	33.2%	23.1%	23.1%	6.7%	16.4%	32.1%	44.8%
ELA	4th Grade Content	Hispanic of Any Race	2015-16	34.4%	39.3%	39.3%	13.1%	26.2%	37.7%	23.0%

M-STEP Grades 3-11

ELA	4th Grade Content	White	2014-15	53.9%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2015-16	53.9%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Female	2014-15	51.5%	30.1%	31.0%	11.5%	19.5%	32.2%	36.8%
ELA	4th Grade Content	Female	2015-16	50.9%	38.9%	40.6%	14.5%	26.1%	42.0%	17.4%
ELA	4th Grade Content	Male	2014-15	41.8%	14.9%	16.1%	4.8%	11.3%	35.5%	48.4%
ELA	4th Grade Content	Male	2015-16	41.8%	34.8%	36.7%	10.0%	26.7%	35.0%	28.3%
ELA	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	21.8%	23.4%	6.6%	16.8%	34.3%	42.3%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	37.2%	39.1%	12.5%	26.6%	39.1%	21.9%
ELA	4th Grade Content	English Language Learners	2014-15	23.7%	16.8%	16.8%	4.4%	12.4%	32.7%	50.4%
ELA	4th Grade Content	English Language Learners	2015-16	24.3%	35.7%	35.7%	8.9%	26.8%	40.2%	24.1%
ELA	4th Grade Content	Students With Disabilities	2014-15	17.2%	0.0%	0.0%	0.0%	0.0%	12.5%	87.5%
ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	0.0%	0.0%	0.0%	0.0%	69.2%	30.8%
ELA	5th Grade Content	All Students	2014-15	48.7%	24.1%	23.3%	4.7%	18.6%	40.3%	36.4%
ELA	5th Grade Content	All Students	2015-16	50.6%	41.3%	40.3%	8.1%	32.2%	31.5%	28.2%

M-STEP Grades 3-11

ELA	5th Grade Content	American Indian or Alaska Native	2014-15	40.9%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Black or African American	2014-15	22.5%	28.6%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Black or African American	2015-16	23.7%	60.0%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Hispanic of Any Race	2014-15	35.4%	23.6%	23.6%	4.9%	18.7%	40.7%	35.8%
ELA	5th Grade Content	Hispanic of Any Race	2015-16	38.4%	39.0%	39.0%	6.6%	32.4%	32.4%	28.7%
ELA	5th Grade Content	White	2014-15	55.7%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	White	2015-16	58.1%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Female	2014-15	54.3%	25.3%	24.3%	2.9%	21.4%	48.6%	27.1%
ELA	5th Grade Content	Female	2015-16	55.8%	42.9%	42.4%	10.6%	31.8%	35.3%	22.4%
ELA	5th Grade Content	Male	2014-15	43.3%	22.7%	22.0%	6.8%	15.3%	30.5%	47.5%
ELA	5th Grade Content	Male	2015-16	45.5%	39.1%	37.5%	4.7%	32.8%	26.6%	35.9%
ELA	5th Grade Content	Economically Disadvantaged	2014-15	32.6%	23.9%	23.0%	4.0%	19.0%	40.5%	36.5%
ELA	5th Grade Content	Economically Disadvantaged	2015-16	34.4%	40.9%	39.9%	8.1%	31.8%	31.8%	28.4%

M-STEP Grades 3-11

ELA	5th Grade Content	English Language Learners	2014-15	22.7%	4.9%	4.9%	0.0%	4.9%	46.3%	48.8%
ELA	5th Grade Content	English Language Learners	2015-16	23.1%	30.0%	30.0%	2.7%	27.3%	36.4%	33.6%
ELA	5th Grade Content	Students With Disabilities	2014-15	14.6%	0.0%	0.0%	0.0%	0.0%	45.5%	54.5%
ELA	5th Grade Content	Students With Disabilities	2015-16	16.1%	5.6%	0.0%	0.0%	0.0%	35.3%	64.7%
Mathematics	3rd Grade Content	All Students	2014-15	48.8%	19.7%	20.1%	2.2%	18.0%	38.1%	41.7%
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	18.8%	18.4%	2.2%	16.2%	36.0%	45.6%
Mathematics	3rd Grade Content	Black or African American	2014-15	20.3%	15.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2015-16	17.9%	21.4%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2014-15	35.7%	20.3%	20.3%	1.5%	18.8%	38.3%	41.4%
Mathematics	3rd Grade Content	Hispanic of Any Race	2015-16	31.6%	18.9%	18.9%	1.6%	17.3%	37.0%	44.1%
Mathematics	3rd Grade Content	White	2014-15	57.3%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2015-16	53.2%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2014-15	48.1%	16.9%	17.1%	2.9%	14.3%	38.6%	44.3%

M-STEP Grades 3-11

Mathematics	3rd Grade Content	Female	2015-16	43.7%	20.7%	21.6%	2.0%	19.6%	41.2%	37.3%
Mathematics	3rd Grade Content	Male	2014-15	49.5%	22.5%	23.2%	1.4%	21.7%	37.7%	39.1%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	17.6%	16.5%	2.4%	14.1%	32.9%	50.6%
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	19.1%	19.3%	2.2%	17.0%	38.5%	42.2%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	19.2%	18.8%	2.3%	16.5%	36.1%	45.1%
Mathematics	3rd Grade Content	English Language Learners	2014-15	37.0%	20.8%	20.8%	1.5%	19.2%	39.2%	40.0%
Mathematics	3rd Grade Content	English Language Learners	2015-16	37.8%	19.8%	19.8%	1.7%	18.1%	37.9%	42.2%
Mathematics	3rd Grade Content	Students With Disabilities	2014-15	24.5%	0.0%	0.0%	0.0%	0.0%	33.3%	66.7%
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	0.0%	0.0%	0.0%	0.0%	20.0%	80.0%
Mathematics	4th Grade Content	All Students	2014-15	41.4%	12.9%	13.6%	1.9%	11.7%	45.5%	40.9%
Mathematics	4th Grade Content	All Students	2015-16	44.0%	24.1%	25.8%	5.3%	20.5%	47.0%	27.3%
Mathematics	4th Grade Content	American Indian or Alaska Native	2015-16	39.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2014-15	13.2%	6.3%	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Mathematics	4th Grade Content	Black or African American	2015-16	15.1%	0.0%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2014-15	27.1%	13.7%	13.7%	1.4%	12.2%	43.2%	43.2%
Mathematics	4th Grade Content	Hispanic of Any Race	2015-16	30.6%	25.6%	25.6%	4.8%	20.8%	47.2%	27.2%
Mathematics	4th Grade Content	White	2014-15	49.3%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2015-16	52.3%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Female	2014-15	40.3%	14.6%	15.6%	2.2%	13.3%	47.8%	36.7%
Mathematics	4th Grade Content	Female	2015-16	42.1%	25.7%	26.8%	5.6%	21.1%	47.9%	25.4%
Mathematics	4th Grade Content	Male	2014-15	42.4%	10.4%	10.9%	1.6%	9.4%	42.2%	46.9%
Mathematics	4th Grade Content	Male	2015-16	45.8%	22.4%	24.6%	4.9%	19.7%	45.9%	29.5%
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	25.4%	12.7%	13.4%	1.4%	12.0%	43.7%	43.0%
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	24.3%	26.0%	5.3%	20.6%	47.3%	26.7%
Mathematics	4th Grade Content	English Language Learners	2014-15	22.1%	7.6%	7.6%	0.0%	7.6%	44.1%	48.3%
Mathematics	4th Grade Content	English Language Learners	2015-16	27.4%	22.6%	22.6%	3.5%	19.1%	48.7%	28.7%
Mathematics	4th Grade Content	Students With Disabilities	2014-15	17.2%	0.0%	0.0%	0.0%	0.0%	12.5%	87.5%

M-STEP Grades 3-11

Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	6.3%	7.7%	0.0%	7.7%	23.1%	69.2%
Mathematics	5th Grade Content	All Students	2014-15	33.4%	7.6%	6.8%	3.0%	3.8%	28.0%	65.2%
Mathematics	5th Grade Content	All Students	2015-16	33.8%	15.2%	15.0%	3.3%	11.8%	36.6%	48.4%
Mathematics	5th Grade Content	American Indian or Alaska Native	2014-15	24.1%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Black or African American	2014-15	9.1%	14.3%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Black or African American	2015-16	8.2%	33.3%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Hispanic of Any Race	2014-15	19.5%	7.1%	7.1%	3.2%	4.0%	28.6%	64.3%
Mathematics	5th Grade Content	Hispanic of Any Race	2015-16	19.2%	13.6%	13.6%	3.6%	10.0%	35.0%	51.4%
Mathematics	5th Grade Content	White	2014-15	39.7%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2015-16	41.0%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Female	2014-15	32.6%	7.8%	8.3%	2.8%	5.6%	25.0%	66.7%
Mathematics	5th Grade Content	Female	2015-16	31.7%	14.1%	12.8%	3.5%	9.3%	41.9%	45.3%
Mathematics	5th Grade Content	Male	2014-15	34.1%	7.5%	5.0%	3.3%	1.7%	31.7%	63.3%
Mathematics	5th Grade Content	Male	2015-16	35.8%	16.7%	17.9%	3.0%	14.9%	29.9%	52.2%

M-STEP Grades 3-11

Mathematics	5th Grade Content	Economically Disadvantaged	2014-15	18.2%	7.1%	6.3%	2.3%	3.9%	28.9%	64.8%
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	17.7%	15.4%	15.2%	3.3%	11.9%	36.4%	48.3%
Mathematics	5th Grade Content	English Language Learners	2014-15	13.6%	1.2%	1.2%	0.0%	1.2%	23.5%	75.3%
Mathematics	5th Grade Content	English Language Learners	2015-16	12.8%	7.9%	7.9%	0.9%	7.0%	36.8%	55.3%
Mathematics	5th Grade Content	Students With Disabilities	2014-15	9.4%	0.0%	0.0%	0.0%	0.0%	9.1%	90.9%
Mathematics	5th Grade Content	Students With Disabilities	2015-16	10.2%	0.0%	0.0%	0.0%	0.0%	5.9%	94.1%
Science	4th Grade Content	All Students	2014-15	12.4%	0.0%	0.0%	0.0%	0.0%	6.5%	93.5%
Science	4th Grade Content	All Students	2015-16	14.7%	3.5%	3.8%	2.3%	1.5%	16.7%	79.5%
Science	4th Grade Content	American Indian or Alaska Native	2015-16	10.2%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2014-15	2.0%	0.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2015-16	2.4%	0.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2014-15	5.5%	0.0%	0.0%	0.0%	0.0%	6.5%	93.5%
Science	4th Grade Content	Hispanic of Any Race	2015-16	6.6%	4.0%	4.0%	2.4%	1.6%	16.0%	80.0%

M-STEP Grades 3-11

Science	4th Grade Content	White	2014-15	15.4%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2015-16	18.4%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Female	2014-15	10.4%	0.0%	0.0%	0.0%	0.0%	8.9%	91.1%
Science	4th Grade Content	Female	2015-16	13.0%	4.1%	4.2%	2.8%	1.4%	14.1%	81.7%
Science	4th Grade Content	Male	2014-15	14.3%	0.0%	0.0%	0.0%	0.0%	3.2%	96.8%
Science	4th Grade Content	Male	2015-16	16.4%	3.0%	3.3%	1.6%	1.6%	19.7%	77.0%
Science	4th Grade Content	Economically Disadvantaged	2014-15	5.5%	0.0%	0.0%	0.0%	0.0%	5.7%	94.3%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	3.6%	3.8%	2.3%	1.5%	16.8%	79.4%
Science	4th Grade Content	English Language Learners	2014-15	2.2%	0.0%	0.0%	0.0%	0.0%	2.6%	97.4%
Science	4th Grade Content	English Language Learners	2015-16	2.9%	1.7%	1.7%	0.9%	0.9%	14.8%	83.5%
Science	4th Grade Content	Students With Disabilities	2014-15	4.6%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Science	4th Grade Content	Students With Disabilities	2015-16	5.3%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Social Studies	5th Grade Content	All Students	2014-15	22.2%	9.1%	8.4%	0.0%	8.4%	57.3%	34.4%
Social Studies	5th Grade Content	All Students	2015-16	18.9%	4.3%	4.6%	0.0%	4.6%	61.4%	34.0%

M-STEP Grades 3-11

Social Studies	5th Grade Content	American Indian or Alaska Native	2014-15	15.4%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Black or African American	2014-15	5.4%	14.3%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Black or African American	2015-16	4.3%	0.0%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Hispanic of Any Race	2014-15	12.3%	8.8%	8.8%	0.0%	8.8%	56.8%	34.4%
Social Studies	5th Grade Content	Hispanic of Any Race	2015-16	10.3%	5.0%	5.0%	0.0%	5.0%	60.7%	34.3%
Social Studies	5th Grade Content	White	2014-15	26.9%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	White	2015-16	23.0%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Female	2014-15	20.6%	6.6%	7.0%	0.0%	7.0%	54.9%	38.0%
Social Studies	5th Grade Content	Female	2015-16	16.7%	2.2%	2.3%	0.0%	2.3%	68.6%	29.1%
Social Studies	5th Grade Content	Male	2014-15	23.8%	11.9%	10.0%	0.0%	10.0%	60.0%	30.0%
Social Studies	5th Grade Content	Male	2015-16	21.0%	6.9%	7.5%	0.0%	7.5%	52.2%	40.3%
Social Studies	5th Grade Content	Economically Disadvantaged	2014-15	10.9%	8.6%	7.9%	0.0%	7.9%	58.3%	33.9%
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	8.5%	4.3%	4.6%	0.0%	4.6%	61.6%	33.8%

M-STEP Grades 3-11

Social Studies	5th Grade Content	English Language Learners	2014-15	6.1%	2.4%	2.4%	0.0%	2.4%	52.4%	45.2%
Social Studies	5th Grade Content	English Language Learners	2015-16	3.7%	2.6%	2.6%	0.0%	2.6%	59.6%	37.7%
Social Studies	5th Grade Content	Students With Disabilities	2014-15	6.9%	0.0%	0.0%	0.0%	0.0%	54.5%	45.5%
Social Studies	5th Grade Content	Students With Disabilities	2015-16	5.6%	5.6%	5.9%	0.0%	5.9%	35.3%	58.8%



**Annual Education Report
Cesar Chavez Academy Intermediate**

01/23/2017

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
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No Data to Display

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
ELA	3rd Grade Content	All Students	2015-16	86.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2015-16	64.9%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2015-16	85.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2015-16	65.5%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2015-16	85.4%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2015-16	61.4%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Male	2015-16	86.2%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Male	2015-16	66.6%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	85.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	65.3%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	English Language Learners	2015-16	73.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	English Language Learners	2015-16	51.7%	<10	<10	<10	<10	<10

MI-Access Functional Independence

ELA	5th Grade Content	All Students	2014-15	66.4%	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2015-16	80.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2014-15	65.5%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2015-16	59.5%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2014-15	39.7%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2015-16	37.3%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Hispanic of Any Race	2014-15	61.5%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Hispanic of Any Race	2015-16	85.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Hispanic of Any Race	2014-15	67.2%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Hispanic of Any Race	2015-16	67.1%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Hispanic of Any Race	2014-15	40.0%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Hispanic of Any Race	2015-16	43.3%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Female	2015-16	81.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Female	2015-16	53.1%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Female	2015-16	34.0%	<10	<10	<10	<10	<10

MI-Access Functional Independence

ELA	5th Grade Content	Male	2014-15	65.3%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Male	2015-16	80.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Male	2014-15	67.8%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Male	2015-16	62.9%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Male	2014-15	40.4%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Male	2015-16	39.1%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Economically Disadvantaged	2014-15	66.0%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Economically Disadvantaged	2015-16	82.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Economically Disadvantaged	2014-15	66.3%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	60.3%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Economically Disadvantaged	2014-15	40.8%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	38.0%	<10	<10	<10	<10	<10
ELA	5th Grade Content	English Language Learners	2014-15	60.4%	<10	<10	<10	<10	<10
ELA	5th Grade Content	English Language Learners	2015-16	78.5%	<10	<10	<10	<10	<10

MI-Access Functional Independence

Mathematics	5th Grade Content	English Language Learners	2014-15	72.2%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	English Language Learners	2015-16	54.7%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	English Language Learners	2014-15	35.2%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	English Language Learners	2015-16	26.6%	<10	<10	<10	<10	<10

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
ELA	3rd Grade Content	All Students	2014-15	80.6%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	All Students	2014-15	73.8%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2014-15	80.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2014-15	77.8%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2014-15	77.9%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2014-15	72.8%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	81.0%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	76.9%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	English Language Learners	2014-15	79.3%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	English Language Learners	2014-15	80.0%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2014-15	83.3%	<10	<10	<10	<10	<10
ELA	4th Grade Content	All Students	2015-16	78.6%	<10	<10	<10	<10	<10

MI-Access Supported Independence

Mathematics	4th Grade Content	All Students	2014-15	79.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2015-16	69.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2014-15	89.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	All Students	2015-16	84.6%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2014-15	90.9%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2015-16	77.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2014-15	84.8%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2015-16	76.7%	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2014-15	90.9%	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2015-16	90.0%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Female	2014-15	83.4%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Female	2015-16	81.8%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Female	2014-15	79.1%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Female	2015-16	73.4%	<10	<10	<10	<10	<10
Science	4th Grade Content	Female	2014-15	89.2%	<10	<10	<10	<10	<10

MI-Access Supported Independence

Science	4th Grade Content	Female	2015-16	85.6%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2014-15	84.5%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Economically Disadvantaged	2015-16	79.5%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	80.6%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	72.2%	<10	<10	<10	<10	<10
Science	4th Grade Content	Economically Disadvantaged	2014-15	91.3%	<10	<10	<10	<10	<10
Science	4th Grade Content	Economically Disadvantaged	2015-16	86.4%	<10	<10	<10	<10	<10
ELA	4th Grade Content	English Language Learners	2014-15	94.3%	<10	<10	<10	<10	<10
ELA	4th Grade Content	English Language Learners	2015-16	70.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	English Language Learners	2014-15	88.6%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	English Language Learners	2015-16	76.9%	<10	<10	<10	<10	<10
Science	4th Grade Content	English Language Learners	2014-15	91.2%	<10	<10	<10	<10	<10
Science	4th Grade Content	English Language Learners	2015-16	80.8%	<10	<10	<10	<10	<10

MI-Access Supported Independence

ELA	5th Grade Content	All Students	2014-15	86.8%	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2015-16	83.9%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2014-15	82.6%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2015-16	82.2%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Black or African American	2014-15	89.9%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Black or African American	2014-15	88.2%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Hispanic of Any Race	2014-15	85.3%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Hispanic of Any Race	2015-16	94.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Hispanic of Any Race	2014-15	71.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Hispanic of Any Race	2015-16	91.4%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Female	2014-15	89.2%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Female	2015-16	87.9%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Female	2014-15	82.5%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Female	2015-16	84.0%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Male	2014-15	85.6%	<10	<10	<10	<10	<10

MI-Access Supported Independence

Mathematics	5th Grade Content	Male	2014-15	82.6%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Economically Disadvantaged	2014-15	87.9%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Economically Disadvantaged	2015-16	83.7%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Economically Disadvantaged	2014-15	84.1%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	82.5%	<10	<10	<10	<10	<10
ELA	5th Grade Content	English Language Learners	2014-15	89.3%	<10	<10	<10	<10	<10
ELA	5th Grade Content	English Language Learners	2015-16	84.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	English Language Learners	2014-15	85.7%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	English Language Learners	2015-16	81.3%	<10	<10	<10	<10	<10

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



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%	98.4%	70.8%
All Students	Mathematics	98.6%	62.1%	98.5%	43.7%	98.9%	58.4%
All Students	Science	98.1%	50.0%	97.7%	34.3%	98.5%	15.6%
All Students	Social Studies	98.1%	59.3%	98.2%	44.0%	99.4%	25.0%
Bottom 30%	ELA	N/A	25.1%	N/A	10.0%	N/A	14.8%
Bottom 30%	Mathematics	N/A	19.0%	N/A	6.3%	N/A	10.5%
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	0.0%
American Indian or Alaska Native	ELA	98.4%	63.4%	<30	<30	<30	<30
American Indian or Alaska Native	Mathematics	98.4%	55.9%	<30	<30	<30	<30
American Indian or Alaska Native	Science	98.0%	46.3%	<30	<30	<30	<30
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%	98.8%	70.0%
Hispanic of Any Race	Mathematics	98.8%	51.1%	98.9%	43.9%	99.5%	58.1%
Hispanic of Any Race	Science	98.1%	36.7%	98.1%	34.9%	99.2%	14.9%



Accountability Details Subject Data

Hispanic of Any Race	Social Studies	98.0%	47.7%	98.2%	44.5%	99.3%	25.2%
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%	98.4%	70.9%
Economically Disadvantaged	Mathematics	98.2%	48.5%	98.5%	43.5%	98.8%	58.5%
Economically Disadvantaged	Science	97.5%	35.0%	97.8%	33.5%	98.5%	15.6%
Economically Disadvantaged	Social Studies	97.5%	43.9%	98.3%	44.4%	99.4%	25.0%
English Language Learners	ELA	98.8%	49.5%	98.8%	53.6%	98.9%	67.4%
English Language Learners	Mathematics	99.0%	48.4%	99.1%	40.8%	99.7%	56.8%



Accountability Details Subject Data

English Language Learners	Science	98.5%	22.0%	98.8%	27.9%	100.0%	13.5%
English Language Learners	Social Studies	98.2%	30.9%	98.5%	35.7%	99.2%	20.2%
Students With Disabilities	ELA	97.2%	40.1%	97.8%	38.5%	100.0%	47.2%
Students With Disabilities	Mathematics	97.1%	36.5%	97.1%	27.9%	98.2%	32.7%
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%	N/A
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%	N/A
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%	N/A
English Language Learners	72.14%	87.50%	N/A
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%	93.79%

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



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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



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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 Academy Intermediate	Green	2	Green	2	Green	2	Green	2	Yellow	38



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	26	5	0

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	0.0%



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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	#
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	‡	‡	‡	‡
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	1	0	0	0	0
Two or More Races					
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.

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.

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.

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.



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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