



**César Chávez Academy  
High School**

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

[www.chavezwaterman.com](http://www.chavezwaterman.com)

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**Mission:**

To provide a safe atmosphere of academic excellence that promotes thinkers and problem solvers who work cooperatively and respectfully in an inclusive environment.

**Misión:**

Proveer una atmósfera segura de excelencia académica la cual promueve a personas con ideas y el solucionar de problemas, que trabajen cooperativamente, con respeto en un ambiente inclusivo.

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May 1, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-2017 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 Dr. Juan Jose 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 2016-2017 School year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given. Our school has not been given any of these labels.

Cesar Chavez Academy High School (CCAHS) is striving for continuous improvement in all areas of our school and most importantly, student academic achievement. We believe that every student can learn and achieve at high levels. We believe that our key academic challenges center on reading and mathematics proficiency. We will not allow community socio-economic data to determine our students' academic outcomes. To improve greater student academic achievement, CCAHS will continue its reading and mathematics emphasis; Positive Behavior Support; Response to Intervention Tier 1 Teacher Instruction; Using student academic data to drive instruction; Formative and Assessment and Quarterly Benchmark Assessment; Instructional Learning Cycles (ILCs); And, Professional Development support for all teachers. CCAHS will also continue our use of Sheltered Instruction Observation Protocol (SIOP) model to support our English Learners in all content areas.

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.



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- 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.

**The status of the 3-5 year school improvement plan:  
2016-2017:**

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 identified strategies and activities that we monitor to help facilitate growth for our subgroups of English 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 MTSS (Multi-Tiered System of Supports) and the SIOP (Sheltered Instruction Observation Protocol) model of instruction. All of our goals, strategies, and activities were comprised from a Comprehensive Needs Assessment.

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, Grade Level meetings, parent meetings, and Student Government meetings. 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.

We offer a variety of Professional Development opportunities, at CCAHS, to ensure that we achieve our School Improvement goals. An Instructional Coach provides continuous, job-embedded professional development to instructional staff. We offer on-site professional developments in areas of need, based on the CNA (Comprehensive Needs Assessment) such as the SIOP model of instruction, MTSS, Language and Literacy, and data analysis. Staff are offered opportunities to attend annual conferences such as the School Improvement Conference, Michigan Reading Association Conference, MABE, and the Special Populations Conference.

**2015-2016:**

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 identified strategies and activities that we monitor to help facilitate growth for our subgroups of English 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 MTSS (Multi-Tiered System of Supports) and the SIOP (Sheltered Instruction Observation Protocol) model of instruction.



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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 on-going 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.

**Status of the curriculum:**

**2016-2017**

CCA High School continues implementing the Michigan Merit Curriculum with an emphasis on Common Core State Standards in English Language Arts and Mathematics. 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, and assessments are aligned to the appropriate standards of instruction. CCAHS utilizes local assessments such as NWEA (Reading and Math) and quarterly benchmark assessments through the Naiku software.

**2015-2016:**

CCA High School continues implementing the Michigan Merit Curriculum with an emphasis on Common Core State Standards in ELA 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.



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**Aggregate Student Achievement Data :**

**2016-2017 NWEA Assessment (Spring Benchmark)**

**9th Grade Math**

Average/High Average=32%  
Low/Low Average=68%

**9th Grade Reading**

Average/High Average=46%  
Low/Low Average=54%

**10th Grade Math**

Average/High Average=60%  
Low/Low Average=40%

**10th Grade Reading**

Average/High Average=48%  
Low/Low Average=52%

**11th Grade Math**

Average/High Average=49%  
Low/Low Average=51%

**11th Grade Reading**

Average/High Average=37%  
Low/Low Average=63%

**2015-2016 Global Scholars Assessment/Scantron**

**Math Fall Benchmark**

9th Grade: 37% below average, 37 % low average, 15% high average, 11% above average

10th Grade: 57% below average, 19% low average, 15% high average, 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% 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, and 6% above average



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**2016-2017 Overall Index Score:** 51.91%

ELA Growth Target Met: 56.52%  
Math Growth Target Met: 17.45%  
ELA Proficiency Target Met: 44.25 %  
Math Proficiency Target Met: 21.12%  
English Learner Progress Target Met: 100%  
School Quality and Success: 52.14%

**2016-2017 Graduation Rate:** 95.95%

**2015-2016 Graduation Rate:** 92.74%

**2016-2017**

SAT # of Testers = 157 / **ELA Composite:** 446 **Math Composite:** 441 Overall Composite: 887

**2015-2016**

SAT # of Testers = 161 / **ELA Composite:** 446 **Math Composite:** 446 Overall Composite: 892

**Parent-Teacher Conference Attendance**

2016-2017: 371 attendees over four parent-teacher conference cycles. The aggregate over the four cycles was approximately 13% attendance.

2015-2016: 113 were represented by parents/guardians at parent-teacher conferences.

**High School:**

**2016-2017:**

- Postsecondary enrollments (dual enrollment): 3 students
- College equivalent courses offered (AP/IB): 5
- Students enrolled in college equivalent courses (AP/IB): 108 (15%)
- Students receiving a score leading to college credit: 45 (6%)

**2015-2016:**

- Postsecondary enrollments (dual enrollment): 10 (1.5%)
- College equivalent courses offered (AP/IB): 6
- Students enrolled in college equivalent courses (AP/IB): 68 (10%)
- Students receiving a score leading to college credit: 45 (7%)

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,

Dr. Juan Jose Martinez  
School Leader

Annual Education Report  
Cesar Chavez High School (09153)

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
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	All Students	2016-17	33.6%	7.7%	7.7%	0.6%	7.1%	19.9%	72.4%
Science	11th Grade Content	Black or African American	2015-16	8.3%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Black or African American	2016-17	8.4%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Hispanic of Any Race	2015-16	19.9%	10.7%	10.7%	1.3%	9.4%	25.5%	63.8%
Science	11th Grade Content	Hispanic of Any Race	2016-17	19.8%	7.0%	7.0%	0.7%	6.3%	17.5%	75.5%
Science	11th Grade Content	Two or More Races	2016-17	31.5%	<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	White	2016-17	39.4%	<10	<10	<10	<10	<10	<10
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	Female	2016-17	30.9%	10.1%	10.1%	0.0%	10.1%	17.7%	72.2%
Science	11th Grade Content	Male	2015-16	36.3%	9.1%	9.1%	0.0%	9.1%	26.0%	64.9%

Annual Education Report  
Cesar Chavez High School (09153)

## 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
Science	11th Grade Content	Male	2016-17	36.3%	5.2%	5.2%	1.3%	3.9%	22.1%	72.7%
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	Economically Disadvantaged	2016-17	17.9%	6.3%	6.3%	0.0%	6.3%	21.0%	72.7%
Science	11th Grade Content	English Learners	2015-16	4.2%	2.4%	2.4%	0.0%	2.4%	13.4%	84.1%
Science	11th Grade Content	English Learners	2016-17	3.9%	0.0%	0.0%	0.0%	0.0%	7.2%	92.8%
Science	11th Grade Content	Students With Disabilities	2015-16	7.9%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Students With Disabilities	2016-17	8.0%	0.0%	0.0%	0.0%	0.0%	17.4%	82.6%
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	All Students	2016-17	46.0%	21.2%	21.2%	1.9%	19.2%	56.4%	22.4%
Social Studies	11th Grade Content	Black or African American	2015-16	15.6%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Black or African American	2016-17	17.8%	<10	<10	<10	<10	<10	<10
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%

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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
Social Studies	11th Grade Content	Hispanic of Any Race	2016-17	32.8%	19.6%	19.6%	1.4%	18.2%	57.3%	23.1%
Social Studies	11th Grade Content	Two or More Races	2016-17	44.6%	<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	White	2016-17	52.6%	<10	<10	<10	<10	<10	<10
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	Female	2016-17	41.8%	19.0%	19.0%	2.5%	16.5%	57.0%	24.1%
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	Male	2016-17	50.2%	23.4%	23.4%	1.3%	22.1%	55.8%	20.8%
Social Studies	11th Grade Content	Economically Disadvantaged	2015-16	26.3%	31.3%	31.3%	5.3%	26.0%	50.7%	18.0%
Social Studies	11th Grade Content	Economically Disadvantaged	2016-17	28.1%	21.0%	21.0%	2.1%	18.9%	55.9%	23.1%
Social Studies	11th Grade Content	English Learners	2015-16	9.2%	14.6%	14.6%	0.0%	14.6%	62.2%	23.2%
Social Studies	11th Grade Content	English Learners	2016-17	10.2%	4.8%	4.8%	1.2%	3.6%	60.2%	34.9%
Social Studies	11th Grade Content	Students With Disabilities	2015-16	14.0%	<10	<10	<10	<10	<10	<10



Annual Education Report  
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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
Social Studies	11th Grade Content	Students With Disabilities	2016-17	15.5%	17.4%	17.4%	4.3%	13.0%	39.1%	43.5%

Annual Education Report  
Cesar Chavez High School (09153)

## 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	2016-17	Total Score	All Students	883.9	N/A	16	10.2%	141	89.8%	157
Cesar Chavez High School	2015-16	Total Score	Black or African American	<10	N/A	<10	<10	<10	<10	<10
Cesar Chavez High School	2016-17	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	2016-17	Total Score	Hispanic of Any Race	879.3	N/A	14	9.7%	130	90.3%	144
Cesar Chavez High School	2016-17	Total Score	Two or More Races	<10	N/A	<10	<10	<10	<10	<10
Cesar Chavez High School	2015-16	Total Score	White	<10	N/A	<10	<10	<10	<10	<10
Cesar Chavez High School	2016-17	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	2016-17	Total Score	Female	918.7	N/A	13	16.5%	66	83.5%	79
Cesar Chavez High School	2015-16	Total Score	Male	882.7	N/A	10	13.3%	65	86.7%	75
Cesar Chavez High School	2016-17	Total Score	Male	848.6	N/A	<10	<5%	75	>95%	78

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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	Economically Disadvantaged	892.9	N/A	21	14.3%	126	85.7%	147
Cesar Chavez High School	2016-17	Total Score	Economically Disadvantaged	885.4	N/A	14	9.7%	130	90.3%	144
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	2016-17	Total Score	Not Economically Disadvantaged	866.9	N/A	<10	15.4%	11	84.6%	13
Cesar Chavez High School	2015-16	Total Score	English Learners	822.3	N/A	<10	<5%	79	>95%	80
Cesar Chavez High School	2016-17	Total Score	English Learners	823.0	N/A	<10	<5%	83	>95%	84
Cesar Chavez High School	2015-16	Total Score	Not English Learners	961.4	N/A	22	27.2%	59	72.8%	81
Cesar Chavez High School	2016-17	Total Score	Not English Learners	954.0	N/A	15	20.5%	58	79.5%	73
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	2016-17	Total Score	Not Migrant	883.9	N/A	16	10.2%	141	89.8%	157
Cesar Chavez High School	2015-16	Total Score	Students With Disabilities	<10	N/A	<10	<10	<10	<10	<10
Cesar Chavez High School	2016-17	Total Score	Students With Disabilities	767.4	N/A	<10	<5%	23	>95%	23

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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	Students Without Disabilities	898.0	N/A	23	14.9%	131	85.1%	154
Cesar Chavez High School	2016-17	Total Score	Students Without Disabilities	903.9	N/A	16	11.9%	118	88.1%	134
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	2016-17	Total Score	Not Homeless	883.9	N/A	16	10.2%	141	89.8%	157
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	2016-17	Evidence-Based Reading and Writing	All Students	444.5	480	48	30.6%	109	69.4%	157
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	2016-17	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

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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	2016-17	Evidence-Based Reading and Writing	Hispanic of Any Race	441.9	480	42	29.2%	102	70.8%	144
Cesar Chavez High School	2016-17	Evidence-Based Reading and Writing	Two or More Races	<10	480	<10	<10	<10	<10	<10
Cesar Chavez High School	2015-16	Evidence-Based Reading and Writing	White	<10	480	<10	<10	<10	<10	<10
Cesar Chavez High School	2016-17	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	2016-17	Evidence-Based Reading and Writing	Female	465.4	480	31	39.2%	48	60.8%	79
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	2016-17	Evidence-Based Reading and Writing	Male	423.2	480	17	21.8%	61	78.2%	78
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	2016-17	Evidence-Based Reading and Writing	Economically Disadvantaged	445.4	480	44	30.6%	100	69.4%	144

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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	Evidence-Based Reading and Writing	Not Economically Disadvantaged	445.7	480	<10	28.6%	10	71.4%	14
Cesar Chavez High School	2016-17	Evidence-Based Reading and Writing	Not Economically Disadvantaged	433.8	480	<10	30.8%	<10	69.2%	13
Cesar Chavez High School	2015-16	Evidence-Based Reading and Writing	English Learners	413.0	480	<10	11.3%	71	88.7%	80
Cesar Chavez High School	2016-17	Evidence-Based Reading and Writing	English Learners	411.0	480	<10	10.7%	75	89.3%	84
Cesar Chavez High School	2015-16	Evidence-Based Reading and Writing	Not English Learners	479.6	480	41	50.6%	40	49.4%	81
Cesar Chavez High School	2016-17	Evidence-Based Reading and Writing	Not English Learners	483.0	480	39	53.4%	34	46.6%	73
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	2016-17	Evidence-Based Reading and Writing	Not Migrant	444.5	480	48	30.6%	109	69.4%	157
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	2016-17	Evidence-Based Reading and Writing	Students With Disabilities	384.8	480	<10	8.7%	21	91.3%	23

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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	Evidence-Based Reading and Writing	Students Without Disabilities	450.1	480	50	32.5%	104	67.5%	154
Cesar Chavez High School	2016-17	Evidence-Based Reading and Writing	Students Without Disabilities	454.7	480	46	34.3%	88	65.7%	134
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	2016-17	Evidence-Based Reading and Writing	Not Homeless	444.5	480	48	30.6%	109	69.4%	157
Cesar Chavez High School	2015-16	Mathematics	All Students	445.7	530	26	16.1%	135	83.9%	161
Cesar Chavez High School	2016-17	Mathematics	All Students	439.4	530	19	12.1%	138	87.9%	157
Cesar Chavez High School	2015-16	Mathematics	Black or African American	<10	530	<10	<10	<10	<10	<10
Cesar Chavez High School	2016-17	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	2016-17	Mathematics	Hispanic of Any Race	437.4	530	16	11.1%	128	88.9%	144

## Annual Education Report

### Cesar Chavez High School (09153)

#### 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	2016-17	Mathematics	Two or More Races	<10	530	<10	<10	<10	<10	<10
Cesar Chavez High School	2015-16	Mathematics	White	<10	530	<10	<10	<10	<10	<10
Cesar Chavez High School	2016-17	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
Cesar Chavez High School	2016-17	Mathematics	Female	453.3	530	14	17.7%	65	82.3%	79
Cesar Chavez High School	2015-16	Mathematics	Male	444.0	530	12	16.0%	63	84.0%	75
Cesar Chavez High School	2016-17	Mathematics	Male	425.4	530	<10	6.4%	73	93.6%	78
Cesar Chavez High School	2015-16	Mathematics	Economically Disadvantaged	446.3	530	24	16.3%	123	83.7%	147
Cesar Chavez High School	2016-17	Mathematics	Economically Disadvantaged	440.0	530	17	11.8%	127	88.2%	144
Cesar Chavez High School	2015-16	Mathematics	Not Economically Disadvantaged	440.0	530	<10	14.3%	12	85.7%	14
Cesar Chavez High School	2016-17	Mathematics	Not Economically Disadvantaged	433.1	530	<10	15.4%	11	84.6%	13
Cesar Chavez High School	2015-16	Mathematics	English Learners	409.3	530	<10	<5%	78	>95%	80
Cesar Chavez High School	2016-17	Mathematics	English Learners	412.0	530	<10	<5%	83	>95%	84



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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	Mathematics	Not English Learners	481.7	530	24	29.6%	57	70.4%	81
Cesar Chavez High School	2016-17	Mathematics	Not English Learners	471.0	530	18	24.7%	55	75.3%	73
Cesar Chavez High School	2015-16	Mathematics	Not Migrant	445.7	530	26	16.1%	135	83.9%	161
Cesar Chavez High School	2016-17	Mathematics	Not Migrant	439.4	530	19	12.1%	138	87.9%	157
Cesar Chavez High School	2015-16	Mathematics	Students With Disabilities	<10	530	<10	<10	<10	<10	<10
Cesar Chavez High School	2016-17	Mathematics	Students With Disabilities	382.6	530	<10	<5%	23	>95%	23
Cesar Chavez High School	2015-16	Mathematics	Students Without Disabilities	447.9	530	26	16.9%	128	83.1%	154
Cesar Chavez High School	2016-17	Mathematics	Students Without Disabilities	449.2	530	19	14.2%	115	85.8%	134
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
Cesar Chavez High School	2016-17	Mathematics	Not Homeless	439.4	530	19	12.1%	138	87.9%	157

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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

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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

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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
ELA	11th Grade Content	All Students	2016-17	61.4%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	All Students	2016-17	58.6%	<10	<10	<10	<10	<10
Science	11th Grade Content	All Students	2016-17	60.7%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Hispanic of Any Race	2016-17	70.0%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Hispanic of Any Race	2016-17	50.0%	<10	<10	<10	<10	<10
Science	11th Grade Content	Hispanic of Any Race	2016-17	55.0%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Male	2016-17	59.0%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Male	2016-17	56.5%	<10	<10	<10	<10	<10
Science	11th Grade Content	Male	2016-17	57.8%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Economically Disadvantaged	2016-17	60.3%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Economically Disadvantaged	2016-17	60.1%	<10	<10	<10	<10	<10
Science	11th Grade Content	Economically Disadvantaged	2016-17	59.2%	<10	<10	<10	<10	<10
ELA	11th Grade Content	English Learners	2016-17	68.4%	<10	<10	<10	<10	<10

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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
Mathematics	11th Grade Content	English Learners	2016-17	63.2%	<10	<10	<10	<10	<10
Science	11th Grade Content	English Learners	2016-17	73.7%	<10	<10	<10	<10	<10

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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	98.6%	49.5%	99.4%	26.8%	100.0%	31.8%
All Students	Mathematics	98.7%	39.1%	99.3%	15.6%	100.0%	13.0%
All Students	Science	97.9%	24.9%	99.4%	6.5%	100.0%	8.4%
All Students	Social Studies	97.8%	33.7%	99.4%	16.5%	100.0%	21.6%
Bottom 30%	ELA	N/A	3.8%	N/A	0.0%	N/A	0.0%
Bottom 30%	Mathematics	N/A	1.5%	N/A	0.0%	N/A	0.0%
Bottom 30%	Science	N/A	0.4%	N/A	0.0%	N/A	0.0%
Bottom 30%	Social Studies	N/A	0.6%	N/A	0.0%	N/A	0.0%
American Indian or Alaska Native	ELA	97.6%	40.5%	<30	<30	N/A	N/A
American Indian or Alaska Native	Mathematics	97.8%	28.8%	<30	<30	N/A	N/A
American Indian or Alaska Native	Science	96.8%	19.1%	<30	<30	N/A	N/A
American Indian or Alaska Native	Social Studies	96.4%	28.9%	<30	<30	N/A	N/A
Asian	ELA	99.1%	70.5%	N/A	N/A	N/A	N/A
Asian	Mathematics	99.3%	68.9%	N/A	N/A	N/A	N/A
Asian	Science	99.1%	41.4%	N/A	N/A	N/A	N/A
Asian	Social Studies	98.9%	51.9%	N/A	N/A	N/A	N/A
Black or African American	ELA	97.6%	25.0%	95.5%	31.2%	<30	<30
Black or African American	Mathematics	97.5%	14.2%	95.5%	21.3%	<30	<30
Black or African American	Science	96.0%	7.0%	<30	<30	<30	<30
Black or African American	Social Studies	95.9%	11.2%	<30	<30	<30	<30
Hispanic of Any Race	ELA	98.6%	36.9%	99.6%	26.1%	100.0%	30.5%
Hispanic of Any Race	Mathematics	98.7%	25.1%	99.6%	15.1%	100.0%	12.1%

## Annual Education Report

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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**
Hispanic of Any Race	Science	97.7%	13.5%	99.3%	6.3%	100.0%	7.8%
Hispanic of Any Race	Social Studies	97.8%	21.1%	99.6%	15.9%	100.0%	20.0%
Native Hawaiian or Other Pacific Islander	ELA	97.7%	54.8%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	98.1%	43.4%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	97.6%	28.3%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	98.1%	38.8%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.7%	46.6%	<30	<30	<30	<30
Two or More Races	Mathematics	98.6%	35.1%	<30	<30	<30	<30
Two or More Races	Science	97.7%	21.9%	<30	<30	<30	<30
Two or More Races	Social Studies	97.7%	29.7%	<30	<30	<30	<30
White	ELA	98.9%	56.1%	97.9%	38.3%	<30	<30
White	Mathematics	99.0%	45.6%	97.9%	19.2%	<30	<30
White	Science	98.4%	29.7%	<30	<30	<30	<30
White	Social Studies	98.3%	39.7%	<30	<30	<30	<30
Economically Disadvantaged	ELA	98.2%	33.5%	99.4%	27.0%	100.0%	31.7%
Economically Disadvantaged	Mathematics	98.3%	23.3%	99.3%	15.8%	100.0%	12.7%
Economically Disadvantaged	Science	97.2%	13.0%	99.4%	6.0%	100.0%	7.0%
Economically Disadvantaged	Social Studies	97.0%	18.3%	99.6%	16.2%	100.0%	21.3%

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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**
English Learners	ELA	98.6%	24.0%	99.8%	16.4%	100.0%	12.2%
English Learners	Mathematics	99.0%	23.0%	99.6%	11.0%	100.0%	2.4%
English Learners	Science	98.4%	5.0%	99.7%	1.9%	100.0%	1.2%
English Learners	Social Studies	98.2%	7.8%	99.3%	4.5%	100.0%	4.9%
Students With Disabilities	ELA	97.5%	26.0%	99.4%	13.1%	<30	<30
Students With Disabilities	Mathematics	97.9%	20.7%	99.4%	9.9%	<30	<30
Students With Disabilities	Science	96.9%	15.8%	100.0%	10.3%	<30	<30
Students With Disabilities	Social Studies	95.9%	14.2%	100.0%	9.2%	<30	<30



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## Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.65%	92.64%	92.64%
American Indian or Alaska Native	66.57%	N/A	N/A
Asian	90.20%	N/A	N/A
Black or African American	67.36%	87.50%	87.50%
Hispanic of Any Race	72.60%	92.47%	92.47%
Native Hawaiian or Other Pacific Islander	77.68%	N/A	N/A
Two or More Races	73.67%	100.00%	100.00%
White	83.38%	100.00%	100.00%
Female	83.46%	N/A	N/A
Male	76.04%	N/A	N/A
Economically Disadvantaged	67.10%	92.16%	92.16%
English Learners	72.11%	89.29%	89.29%
Students With Disabilities	55.35%	85.71%	85.71%
Bottom 30%	N/A	N/A	N/A

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

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Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	84.41%	65.50%	58.66%

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

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Accountability Index Data

School Name	Proficiency Index Value	Growth Index Value	Graduation Rate Index Value	EL Progress Index Value	School Quality/Student Success Index Value	General Participation Index Value	EL Participation Index Value	Overall Index Value
Cesar Chavez High School	32.69	36.84	95.95	100.00	52.14	100.00	100.00	51.91

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## 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	30	8	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	7.9%

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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	47	36	64	17	1
Eligible	53	10	90	49	9
Not Eligible	#	‡	‡	‡	‡
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
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	3	‡	‡	‡	&#8225
Two or More Races					
Student classified as having a disability	12	47	53	14	1
SD	88	19	81	37	5
Not SD					
Student is an English Language Learner	5	42	58	16	1
ELL	95	22	78	35	5
Not ELL					

‡ 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.

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## 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	45	48	39	12	2
Eligible	55	19	40	30	11
Not Eligible	#	‡	‡	‡	‡
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
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	2	‡	‡	‡	‡
Two or More Races					
Student classified as having a disability	11	77	19	3	#
SD	89	27	41	24	7
Not SD					
Student is an English Language Learner	3	54	33	11	2
ELL	97	32	39	22	7
Not ELL					

‡ 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.

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## 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.

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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	48	50	50	16	1
Eligible	52	24	76	40	8
Not Eligible	#	‡	‡	‡	‡
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
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	3	30	70	37	8
Two or More Races					
Student classified as having a disability	12	76	24	7	#
SD	88	32	68	31	6
Not SD					
Student is an English Language Learner	4	52	48	16	2
ELL	96	36	64	29	5
Not ELL					

# 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 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	45	37	45	17	1
Eligible	55	14	43	39	4
Not Eligible	#	‡	‡	‡	‡
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	10	64	30	5	#
SD	90	20	45	32	3
Not SD					
Student is an English Language Learner	3	57	37	6	#
ELL	97	23	44	30	3
Not ELL					

# 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 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	35	37	39	22	2
Eligible	64	19	36	38	7
Not Eligible	1	0	0	0	0
Info not available					
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	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	7	66	25	8	1
SD	93	23	38	34	5
Not SD					
Student is an English Language Learner	2	0	0	0	0
ELL	98	25	37	33	5
Not ELL					

# 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
		73	3.7	90	2.5
8	Math	84	3.6	84	5.2
		76	3.3	83	4.0