



Educating grades K-12
District Office
313.361.8689
4180 Martin St.
Detroit, MI 48210

Our Mission

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

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

Our Vision

For all students to be college or career ready and positive, productive members in a global society. The statement supports our foundation, "Si Se Puede – Yes We Can", which reflects the belief that every student is capable of greatness.

Nuestra visión en la academia Cesar Chávez es donde todos los estudiantes estarán preparados para la universidad o listos para una carrera y ser miembros positivos y productivos en una sociedad global. La afirmación que apoya nuestra fundación, "Si Se Puede - Yes, We Can", refleja la creencia de que cada estudiante es capaz de grandeza.

February 4, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2020-21 educational progress for the César Chávez Academy District and our schools. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact Dr. Juan José Martínez for help if you need assistance.

The César Chávez Academy District AER is available for you to review electronically by visiting the following web site <https://bit.ly/3oNgjj7> or you may review a copy in the main office at your child's school. Each school will also be communicating their own AER to parents directly.

These reports contain the following information:

Student Assessment Data – Includes the following four assessments: M-STEP (Michigan Student Test of Educational Progress), College Board PSAT, MI-Access (Alternate Assessment), and College Board SAT. This report section presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students. The report helps users to understand achievement performance within grades and schools, and to make comparisons to district, state, and national achievement benchmarks.

Accountability – Detail Data and Status

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale.

Teacher Qualification Data

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders
- Reports teachers who are teaching with emergency or provisional credentials
- Includes teachers who are not teaching in the subject or field for which they are certified





Educating grades K-12

District Office
313.361.8689
4180 Martin St.
Detroit, MI 48210

Our Mission

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

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

Our Vision

For all students to be college or career ready and positive, productive members in a global society. The statement supports our foundation, “Si Se Puede – Yes We Can”, which reflects the belief that every student is capable of greatness.

Nuestra visión en la academia Cesar Chávez es donde todos los estudiantes estaran preparados para la universidad o listos para una carrera y ser miembros positivos y productivos en una sociedad global. La afirmacion que apoya nuestra fundacion, "Si Se Puede - Yes, We Can", refleja la creencia de que cada estudiante es capaz de grandeza.

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

Civil Rights Data

- Provides information on school quality, climate and safety

Review the table below listing our schools. For the 2019-20 school year, schools were identified using 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no status label is given.

School Name	Status Label	Key Initiative to Accelerate Achievement
César Chávez Academy Lower Elementary (K-2)	No Label	Multi-Tiered System of Support, strategies for increased levels of student engagement, Instructional Learning Cycles
César Chávez Academy Upper Elementary (3-5)	No Label	Focus on Multi-Tiered Systems of Support and PBIS (Positive Behavior Intervention System) to increase student achievement
César Chávez Academy Middle School (6-8)	No Label	Enhanced MTSS Interventions to occur daily for students most in need (Tier 3), 2-3 times a week for students with moderate needs (Tier 2), weekly intentional planning strategies, SIOP model of instruction, daily collaborative teaching, enhanced data analysis/ILC (instructional Learning Cycle) to drive instruction, focus on Positive Behavior Intervention System (PBIS)
César Chávez Academy High School (9-12)	No Label	Multi-Tiered Systems of Support, Data Driven Instruction, SIOP Model of Instruction, PBIS (Positive Behavior Systems of Support), ILCs (Instructional Learning Cycles)



Educating grades K-12

District Office
313.361.8689
4180 Martin St.
Detroit, MI 48210

Our Mission

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

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

Our Vision

For all students to be college or career ready and positive, productive members in a global society. The statement supports our foundation, "Si Se Puede – Yes We Can", which reflects the belief that every student is capable of greatness.

Nuestra visión en la academia Cesar Chávez es donde todos los estudiantes estaran preparados para la universidad o listos para una carrera y ser miembros positivos y productivos en una sociedad global. La afirmacion que apoya nuestra fundacion, "Si Se Puede - Yes, We Can", refleja la creencia de que cada estudiante es capaz de grandeza.

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
César Chávez Academy District
Director of District Operations



**High School Graduation: Four-Year Adjusted Cohort Rate**

Student Group	Baseline Data (2016)	Most Recent Results (2019)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
All Students	79.79%	90.59%	86.30%	89.56%	94.44%
Black or African American	67.31%	<10	79.37%	85.40%	94.44%
Hispanic of Any Race	72.07%	90.63%	82.01%	86.99%	94.44%
White	83.48%	<10	88.35%	90.79%	94.44%
Economically Disadvantaged	67.48%	90.48%	79.46%	85.46%	94.44%
English Learners	72.14%	87.10%	82.05%	87.01%	94.44%
Students With Disabilities	57.12%	60.00%	73.71%	82.00%	94.44%

Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	Ph.D.
Cesar Chavez Academy (82918)	1	119	9	0
Cesar Chavez Academy Intermediate (00173)	0	25	2	0
Cesar Chavez Academy Elementary East (02027)	0	4	1	0
Cesar Chavez Academy Elementary (08347)	1	28	2	0
Cesar Chavez Middle School (08569)	0	30	2	0
Cesar Chavez High School (09153)	0	32	2	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

Out-of-Field Teachers

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Cesar Chavez Academy (82918)	128.00	18.50	14.5%	18.50	14.5%	N/A	N/A
Cesar Chavez Academy Intermediate (00173)	27.00	1.00	3.7%	1.00	3.7%	N/A	N/A



Out-of-Field Teachers

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Cesar Chavez Academy Elementary East (02027)	5.00	4.00	80.0%	4.00	80.0%	N/A	N/A
Cesar Chavez Academy Elementary (08347)	30.50	1.50	4.9%	1.50	4.9%	N/A	N/A
Cesar Chavez Middle School (08569)	31.50	3.00	9.5%	3.00	9.5%	N/A	N/A
Cesar Chavez High School (09153)	34.00	9.00	26.5%	9.00	26.5%	N/A	N/A

Inexperienced Teachers

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Cesar Chavez Academy (82918)	128.00	45.50	35.6%	45.50	35.6%	N/A	N/A
Cesar Chavez Academy Intermediate (00173)	27.00	5.00	18.5%	5.00	18.5%	N/A	N/A
Cesar Chavez Academy Elementary East (02027)	5.00	4.00	80.0%	4.00	80.0%	N/A	N/A
Cesar Chavez Academy Elementary (08347)	30.50	7.50	24.6%	7.50	24.6%	N/A	N/A
Cesar Chavez Middle School (08569)	31.50	15.00	47.6%	15.00	47.6%	N/A	N/A
Cesar Chavez High School (09153)	34.00	14.00	41.2%	14.00	41.2%	N/A	N/A



Inexperienced Principals and Other School Leaders

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Cesar Chavez Academy (82918)	7.70	3.70	48.1%	3.70	48.1%	N/A	N/A
Cesar Chavez Middle School (08569)	0.70	0.70	100.0%	0.70	100.0%	N/A	N/A
Cesar Chavez High School (09153)	1.00	0.00	0.0%	0.00	0.0%	N/A	N/A

Teacher Emergency or Provisional Credentials

	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Cesar Chavez Academy (82918)	128.00	15.50	12.1%	15.50	12.1%	N/A	N/A
Cesar Chavez Academy Intermediate (00173)	27.00	1.00	3.7%	1.00	3.7%	N/A	N/A
Cesar Chavez Academy Elementary East (02027)	5.00	4.00	80.0%	4.00	80.0%	N/A	N/A
Cesar Chavez Academy Elementary (08347)	30.50	1.50	4.9%	1.50	4.9%	N/A	N/A
Cesar Chavez Middle School (08569)	31.50	2.00	6.4%	2.00	6.4%	N/A	N/A
Cesar Chavez High School (09153)	34.00	7.00	20.6%	7.00	20.6%	N/A	N/A



NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	41	29	7
Male	51	22	40	30	8
Female	49	25	42	28	5
National Lunch Program Eligibility	51	36	44	18	2
Eligible	49	12	37	40	11
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	15	41	36	8
Black or African American	17	51	39	9	1
Hispanic	9	34	45	17	4
Asian	3	9	32	37	22
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	5	29	42	22	7
Student classified as having a disability					
SD	11	60	29	10	1
Not SD	89	19	42	31	7
Student is an English Language Learner					
ELL	10	37	46	14	2
Not ELL	90	22	40	31	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) 2019 Mathematics Achievement.



NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	32	68	31	9	
Male	51	33	67	31	10
Female	49	31	69	31	7
National Lunch Program Eligibility	4	48	52	16	3
Eligible	55	19	81	43	13
Not Eligible	†	†	†	†	†
Info not available					
Race/Ethnicity					
White	70	25	75	37	11
Black or African American	15	64	36	9	1
Hispanic	8	41	59	16	2
Asian	3	14	86	52	21
†	†	†	†	†	†
American Indian or Alaska Native	†	†	†	†	†
Native Hawaiian or Other Pacific Islander	4	39	61	24	4
Two or More Races					
Student classified as having a disability	10	75	25	5	0
SD	90	27	73	34	9
Not SD					
Student is an English Language Learner	6	60	40	8	1
ELL	94	30	70	32	9
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) 2019 Mathematics Achievement.

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	64	32	7
Male	51	40	60	28	6
Female	49	32	68	36	9
National Lunch Program Eligibility	53	49	51	20	3
Eligible	47	21	79	45	13
Not Eligible	#	#	#	#	#
Info not available					
Race/Ethnicity					
White	65	29	71	37	9
Black or African American	18	58	42	15	2
Hispanic	9	50	50	18	2
Asian	3	18	82	44	15
American Indian or Alaska Native	#	#	#	#	#
Native Hawaiian or Other Pacific Islander	#	#	#	#	#
Two or More Races	5	33	67	35	8
Student classified as having a disability	10	74	26	10	1
SD	90	31	69	34	8
Not SD					
Student is an English Language Learner	11	57	43	14	3
ELL	89	33	67	34	8
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), 2019 Reading Assessment.



NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	27	73	31	3
Male	51	32	68	26	2
Female	49	21	79	37	3
National Lunch Program Eligibility	47	39	61	19	1
Eligible	52	15	85	43	4
Not Eligible	†	†	†	†	†
Info not available					
Race/Ethnicity					
White	70	22	78	35	3
Black or African American	15	48	52	12	0
Hispanic	8	36	64	22	1
Asian/Native Hawaiian or Pacific Islander	3	14	86	56	6
†	†	†	†	†	†
†	†	†	†	†	†
†	†	†	†	†	†
American Indian or Alaska Native	4	23	77	40	5
Two or More Races					
Student classified as having a disability	11	71	29	5	0
SD	89	21	79	35	3
Not SD					
Student is an English Language Learner	6	57	43	6	0
ELL	94	25	75	33	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), 2019 Reading Assessment.

Annual Education Report Cesar Chavez Academy (82918)

NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	86.9	2.25	97	0.97
	Reading	85.4	2.57	98	1.04
8	Math	81.9	2.48	95	1.79
	Reading	83.3	2.41	91	3.97

The National Assessment of Educational Progress (NAEP) is periodically administered by the U.S. Department of Education based on assessments administered to samples of students in each state. Federal regulations require the display of state level NAEP data on the Annual Education Report. These data represent the performance of the most recent sample of Michigan students on the NAEP.

Annual Education Report Cesar Chavez Academy (82918)

High School Graduation: Four-Year Adjusted Cohort Rate

Student Group	Baseline Data (2016)	Most Recent Results (2019)	Interim Objective (2020)	Interim Objective (2022)	Long-Term Target (2025)
All Students	79.79%	89.02%	86.30%	89.56%	94.44%
Black or African American	67.31%	<10	79.37%	85.40%	94.44%
Hispanic of Any Race	72.07%	89.51%	82.01%	86.99%	94.44%
White	83.48%	<10	88.35%	90.79%	94.44%
Economically Disadvantaged	67.48%	88.89%	79.46%	85.46%	94.44%
English Learners	72.14%	85.71%	82.05%	87.01%	94.44%
Students With Disabilities	57.12%	60.00%	73.71%	82.00%	94.44%

Annual Education Report Cesar Chavez Academy (82918)

Professional Qualifications of All Public Elementary and Secondary School Teachers

	Other	B.A.	M.A.	Ph.D.
Cesar Chavez Academy (82918)	1	119	9	0
Cesar Chavez Academy Intermediate (00173)	0	25	2	0
Cesar Chavez Academy Elementary East (02027)	0	4	1	0
Cesar Chavez Academy Elementary (08347)	1	28	2	0
Cesar Chavez Middle School (08569)	0	30	2	0
Cesar Chavez High School (09153)	0	32	2	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

Inexperienced Teachers

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Cesar Chavez Academy (82918)	128.00	45.50	35.6%	45.50	35.6%	N/A	N/A
Cesar Chavez Academy Intermediate (00173)	27.00	5.00	18.5%	5.00	18.5%	N/A	N/A
Cesar Chavez Academy Elementary East (02027)	5.00	4.00	80.0%	4.00	80.0%	N/A	N/A
Cesar Chavez Academy Elementary (08347)	30.50	7.50	24.6%	7.50	24.6%	N/A	N/A
Cesar Chavez Middle School (08569)	31.50	15.00	47.6%	15.00	47.6%	N/A	N/A
Cesar Chavez High School (09153)	34.00	14.00	41.2%	14.00	41.2%	N/A	N/A

Inexperienced Principals and Other School Leaders

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
--	--------------------------------	----------------------	-----------------------	----------------------------	------------------------------	---------------------------	-----------------------------

Annual Education Report Cesar Chavez Academy (82918)

Inexperienced Principals and Other School Leaders

	Total Number of Staffing Group	Number Inexperienced	Percent Inexperienced	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Cesar Chavez Academy (82918)	7.70	3.70	48.1%	3.70	48.1%	N/A	N/A
Cesar Chavez Middle School (08569)	0.70	0.70	100.0%	0.70	100.0%	N/A	N/A
Cesar Chavez High School (09153)	1.00	0.00	0.0%	0.00	0.0%	N/A	N/A

Teacher Emergency or Provisional Credentials

	Total Number of Teachers	Number with Emergency or Provisional Credentials	Percent with Emergency or Provisional Credentials	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Cesar Chavez Academy (82918)	128.00	15.50	12.1%	15.50	12.1%	N/A	N/A
Cesar Chavez Academy Intermediate (00173)	27.00	1.00	3.7%	1.00	3.7%	N/A	N/A
Cesar Chavez Academy Elementary East (02027)	5.00	4.00	80.0%	4.00	80.0%	N/A	N/A
Cesar Chavez Academy Elementary (08347)	30.50	1.50	4.9%	1.50	4.9%	N/A	N/A
Cesar Chavez Middle School (08569)	31.50	2.00	6.4%	2.00	6.4%	N/A	N/A
Cesar Chavez High School (09153)	34.00	7.00	20.6%	7.00	20.6%	N/A	N/A

Out-of-Field Teachers

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Cesar Chavez Academy (82918)	128.00	18.50	14.5%	18.50	14.5%	N/A	N/A
Cesar Chavez Academy Intermediate (00173)	27.00	1.00	3.7%	1.00	3.7%	N/A	N/A

Annual Education Report Cesar Chavez Academy (82918)

Out-of-Field Teachers

	Total Number of Teachers	Number of Out-of-Field Teachers	Percent of Out-of-Field Teachers	Count High-Poverty Schools	Percent High-Poverty Schools	Count Low-Poverty Schools	Percent Low-Poverty Schools
Cesar Chavez Academy Elementary East (02027)	5.00	4.00	80.0%	4.00	80.0%	N/A	N/A
Cesar Chavez Academy Elementary (08347)	30.50	1.50	4.9%	1.50	4.9%	N/A	N/A
Cesar Chavez Middle School (08569)	31.50	3.00	9.5%	3.00	9.5%	N/A	N/A
Cesar Chavez High School (09153)	34.00	9.00	26.5%	9.00	26.5%	N/A	N/A

Annual Education Report Cesar Chavez Academy (82918)

NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	41	29	7
Male	51	22	40	30	8
Female	49	25	42	28	5
National Lunch Program Eligibility	51	36	44	18	2
Eligible	49	12	37	40	11
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	15	41	36	8
Black or African American	17	51	39	9	1
Hispanic	9	34	45	17	4
Asian	3	9	32	37	22
Asian	‡	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	5	29	42	22	7
Two or More Races					
Student classified as having a disability	11	60	29	10	1
SD	89	19	42	31	7
Not SD					
Student is an English Language Learner	10	37	46	14	2
ELL	90	22	40	31	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) 2019 Mathematics Achievement.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Cesar Chavez Academy (82918)

NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	32	68	31	9	
Male	51	33	67	31	10
Female	49	31	69	31	7
National Lunch Program Eligibility					
Eligible	4	48	52	16	3
Not Eligible	55	19	81	43	13
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	70	25	75	37	11
Black or African American	15	64	36	9	1
Hispanic	8	41	59	16	2
Asian	3	14	86	52	21
American Indian or Alaska Native	‡	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	4	39	61	24	4
Student classified as having a disability					
SD	10	75	25	5	0
Not SD	90	27	73	34	9
Student is an English Language Learner					
ELL	6	60	40	8	1
Not ELL	94	30	70	32	9

‡ 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) 2019 Mathematics Achievement.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Cesar Chavez Academy (82918)

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	64	32	7
Male	51	40	60	28	6
Female	49	32	68	36	9
National Lunch Program Eligibility	53	49	51	20	3
Eligible	47	21	79	45	13
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	65	29	71	37	9
Black or African American	18	58	42	15	2
Hispanic	9	50	50	18	2
Asian	3	18	82	44	15
‡	‡	‡	‡	‡	‡
American Indian or Alaska Native	‡	‡	‡	‡	‡
5	33	67	35	8	
Native Hawaiian or Other Pacific Islander					
Two or More Races					
Student classified as having a disability	10	74	26	10	1
SD	90	31	69	34	8
Not SD					
Student is an English Language Learner	11	57	43	14	3
ELL	89	33	67	34	8
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), 2019 Reading Assessment.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Cesar Chavez Academy (82918)

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	27	73	31	3
Male	51	32	68	26	2
Female	49	21	79	37	3
National Lunch Program Eligibility					
Eligible	47	39	61	19	1
Not Eligible	52	15	85	43	4
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	70	22	78	35	3
Black or African American	15	48	52	12	0
Hispanic	8	36	64	22	1
Asian/Native Hawaiian or Pacific Islander	3	14	86	56	6
American Indian or Alaska Native	‡	‡	‡	‡	‡
Two or More Races	‡	‡	‡	‡	‡
Islander	4	23	77	40	5
Student classified as having a disability					
SD	11	71	29	5	0
Not SD	89	21	79	35	3
Student is an English Language Learner					
ELL	6	57	43	6	0
Not ELL	94	25	75	33	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), 2019 Reading Assessment.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Cesar Chavez Academy (82918)

NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	86.9	2.25	97	0.97
	Reading	85.4	2.57	98	1.04
8	Math	81.9	2.48	95	1.79
	Reading	83.3	2.41	91	3.97

The National Assessment of Educational Progress (NAEP) is periodically administered by the U.S. Department of Education based on assessments administered to samples of students in each state. Federal regulations require the display of state level NAEP data on the Annual Education Report. These data represent the performance of the most recent sample of Michigan students on the NAEP.

Annual Education Report Cesar Chavez Academy (82918)

Sec. 1003 School Improvement Fund

District Name	School Name	Type of School	Funds Received	Strategies Implemented
---------------	-------------	----------------	----------------	------------------------

No Data to Display