

Livonia Career Technical Center

<http://LCTC.livoniaschools.org>



2015-2016 Annual Education Report

BOARD OF EDUCATION 2015-16

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8985 Newburgh Road
Livonia, MI 48150
734-744-2816



Joe Anderson, Principal



April 15, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-2016 educational progress for Livonia Career Technical Center. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact me, Joe Anderson, Principal of Livonia Career Technical Center, for assistance.

The AER is available for you to review electronically by visiting the following web site <http://LCTC.livoniapublicschools.org> or you may review a copy in the main office of our 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 AER contains information compiled by staff. It presents relevant information about our school, our academic programs, school improvement efforts, core curriculum and community and business partnerships. It also includes the district's parent involvement policy.

The Livonia Career Technical Center staff initiative is to increase student performance in National Career and College Readiness Assessments, as well as increase student percentages as it relates to being completers and concentrators in the Career Technical education programs offered at the Career Center. Some of the challenges we face deal with the assessments not aligning exactly with the Michigan Career Technical education curriculum that we teach. In terms of garnering more completers and concentrators, we continue to work with our math and English language liaisons. We also utilize our special population paraprofessionals to help make sure all of our students can successfully complete their Career Technical education classes.

The Michigan Department of Education does not provide the Livonia Career Technical Center with a School Accountability Scorecard. However, we continuously work to improve our teaching practices in order to better meet our students' learning needs. We appreciate the continued support of parents, staff and our community in this effort. Our collaborative efforts positively impact our school's success and student achievement.

Sincerely,

Joe Anderson, Principal

Livonia Public Schools prohibits unlawful discrimination on the basis of race, color, religion, sex, national origin, age, height, weight, marital status, handicap or disability in any of its educational programs or activities. The following person has been designated to handle inquires and grievances regarding discrimination based on race, color, religion, sex, national origin, age, height, weight, and marital status-Director of Human Resources, 15125 Farmington Road, Livonia, MI 48154 at [\(734\) 744-2566](tel:7347442566) . The following person has been designated to handle inquires and grievances regarding discrimination based on handicap or disability-Director of Student Services, 15125 Farmington Road, Livonia, MI 48154 at [\(734\) 744-2524](tel:7347442524).

MISSION STATEMENT

The mission of the Livonia Career Technical Center is to prepare students for careers in a rapidly changing technological society, and to develop a foundation for post-secondary education and lifelong learning.

SCHOOL PROFILE

The Livonia Career Technical Center is a career technical high school. We serve 850 students, grades 11-12, from the three Livonia high schools. The principal during 2015-16 is Mr. Joe Anderson. There are fourteen vocationally certified, teaching staff members, on Career Intern teacher, one mathematics teacher and one ELA teacher. We have three vocational and two special education paraprofessionals who work in classrooms and the Career Prep Room assisting students and teachers. We have 1.5 office staff and two custodians that assist with the operational procedures in the building.

To assure greater student success, we provide a Career Prep Room. Students from all career technical programs can receive academic support as well as employment, career, and college information, in both large and small group settings, in the Career Prep Room.

Coming from their home high schools (Churchill, Franklin, and Stevenson), students attend the Career Technical Center for a two- or three- hour program and return to their home high school for the remainder of the school day. We also have students from Northville, Plymouth Canton, Redford Union, Canton Prep and Stuckey High Schools. Each year, the CTEIS Follow-Up Survey is conducted with Career Technical Center graduates. The LCTC completers of 2015 who were surveyed in winter of 2016 indicated that 98% placement rates of the students responding continuing their education at a two or four year college/university or a technical school and/or were working full or part-time. The average daily attendance at the Career Center is 92%.

GOALS FOR STUDENT LEARNING AND ACCREDITATION

School improvement is a process by which stakeholders in a school work cooperatively to improve student achievement of core curriculum goals.

The process relies on staff, parents, students, business advisors, local colleges and universities; participation in collaborative decision making to formulate and implement our school improvement plan.

The LCTC's school improvement goal for 2014-2015 was: All students will show improvement in mathematic skills across the curriculum within their specific program.

During the 2014-2015 school year, the LCTC continued a school improvement plan which included a variety of interventions and instructional practices to achieve our goals. A few of these interventions and instructional practices include: a full time math instructor at the Career Center, a math resource room and Algebra II credit, recapture credit and an academic advisor for special populations. The LCTC math instructor worked with each LCTC teacher to assess student learning and individual progress, while also managing and operating a daily math resource room that offered online and traditional support to any student seeking additional mathematics help. The LCTC math instructor also worked with other LPS high school mathematics teachers and district facilitators to align the career center math curriculum and district and statewide standards.

The LCTC's school improvement goal for 2015-2016 is: All students will achieve completer status at the end of their CTE class.

The Staff in each CTE program will provide hands-on experience with industry standard technologies and practices to increase student engagement, develop students' college and career readiness skills, and fulfill the required curriculum standards (segments) for course completion. Staff will implement the Tools for Schools (TFS) Career Tree program, which will help students connect their classroom learning to future careers and increase their commitment to successfully completing all 12 segments of their CTE courses.

Staff will receive training from Mark C. Perna of TFS (Tools for Schools) on the recruiting and retention of students who fit the profile of a CTE completer. Staff will receive the Career Tree resource and accompanying program, which will assist them in building student commitment to following through with their CTE programs and achieving completer status.

CTE teachers will receive training on how to incorporate the Career Tree into their curriculum for the purpose of engaging and motivating students to complete their CTE courses and make the connections between course content and real-world careers.

CORE CURRICULUM

Our career technical curriculum consists of 17 programs which include:

- Advanced Med
- Architectural Technology/CAD
- Automotive Technology
- Construction Trades
- Criminal Justice Technology
- Engineering Technology/CAD
- Fashion Merchandising
- Graphic Design
- Hospitality Management (at Franklin High School)
- Internet Engineering
- Medical Occupations
- Mobile Apps/Game Dev
- Network Administration/Computer Service Technician
- Pre Nursing/Pre Med
- Sports Medicine
- Website Design and Interactive Media

Students attend seminars on job-seeking skills, resume writing, and interviewing. For those students who are uncertain of their career choices, Career Cruising is available. This interest survey helps students match their abilities, attitudes, and interest with possible careers.

Increased emphasis on competencies identified by Michigan employers as essential for successful employees continues to be an instructional focus. Visual displays have been placed throughout the Center to reinforce recognition by students of the essential skills. The essential skills receive direct reference during instruction and then students identify them during application activities. To further emphasize student mastery of the essential skills, students develop a portfolio including examples of their career class accomplishments in relation to the essential skills and how they will assist them in attaining their career goal. Articulation (college credit) has been established between various Career Technical Center programs and the following post-secondary institutions: Henry Ford Community College, Schoolcraft College, Ferris State University, Madonna University, Baker College and Davenport University.

STUDENT ACHIEVEMENT/ASSESSMENT

CTE teachers have aligned their curriculum with the State of Michigan CTE standards and benchmarks required for their program. Students work individually and/or in groups to master the identified standards. Mastery is assessed through performance objectives and/or written evaluations which have been identified by the instructor. The following programs have given national assessments to their program completers: MBA, Auto Technology, Criminal Justice, Pre-Nursing/Pre Med, Medical Occupations, and Sports Medicine,

ADVISORY COMMITTEES & BUSINESS RELATIONSHIPS

The Career Technical Center stresses community involvement through advisory committees conducted with the business community. Instructors develop course curriculum that integrates state and federal requirements along with local business concerns. Each instructor meets twice a year with their committee, consisting of professionals in their field, to keep them informed about changing technology, procedures, equipment, and the business/industry they represent. Advisory members also offer assistance to students through jobs, internships, field trips, and as guest speakers. The Career Technical Center continues to establish partnerships with area businesses

17th District Court

7 Stone Management

Alliance Franchise Brands

ALPHA USA

Ameriprise Financial

Baker College

Bloomfield Twp Fire Dept

Canton Animal Hospital

Carat

Carsons

Century 21 Dynamic Realty

Change Media Group

City of Livonia

City of Wyandotte

CMDA Law

Coach Insignia

College for Creative Studies

Computer Sciences Corporation

Cross Stitch Creative powered by The Mars Agency

CrowdRise

Cubicorn Games, LLC

Detroit Fire Department

Detroit Lions

DigiTech
Eastwood Clinic
EJH Construction
Enable Point
Expert Services
Expresso Elevado
Fashion Institute of Design & Merchandising
Fausone Bohn Law Firm
Ford Credit
Ford Motor Company
Future Help Deisgns
General Motors
GHAFARI Associated, LLC
Gordon Food Service
Gott's Garage
Hamilton-Anderson Associates
Harmon International
Hayden's Bar & Grill
Hella Corporate Center USA, Inc.
Helmkamp, Ellis, Abraham, & Carlson
Henry Ford Community College
Henry Ford Health Systems
Holiday Inn Livonia
I Can Create That
Ideal Landscaping
Independent Developer
Information Builders
Inkorporate Graphics/Wayne State University
King's Garage
KS Designs
Kubica Corporation
Land O Lakes
Leo Burnett
Living & Learning, LLC
Livonia Chamber of Commerce
Livonia Little Tots
Livonia Police Department
Livonia Public Schools
Madonna University
Menlo Innovations/Game Start School
Meredith Corporation
Michigan Driveline
Microsoft

Monarch Print and Mail
MRM/McCann
National Heating and Cooling
New Directions for Better Living P.C.
Nissan North America
Northbrook Psychological Clinic
Northville Animal Hospital
Northville Physical Rehabilitation
Northville Twp Fire Department
Novi Urgent Care
OHM, Inc.
Orthopedic Institute of Michigan
Paris Bakery
Parkway Veterinary
Performax PT Livonia
Plante Moran
Plaza Veterinary Hospital
Providence Hospital & Medical Centers
Providence Park Emergency Care Center
Providence Park Pediatrics
Qualigence
Ram Construction
Raymond James Financial
Ricardo Inc.
RIIS
Roush Performance
RTI Laboratories
Sandpiper Studios
Schoolcraft College
Schoolcraft Connection
Scientifically Proven
Sheehan Veterinary
St. Mary Mercy Hospital
Strong Veterinary Hospital
Style Shack
Suburban Collection Showcase
Superior Spindle
SWAD & Company
Systems in Motion
Tail Waggers
Target Corporation
Team Detroit-JWT
Team Rehabilitation

The Camera Chick
Tiseo Architects
Tracelogix
Travel Nurse
Trinity House Theater
University of Michigan - Ann Arbor
University of Michigan - Dearborn
University of Michigan - Mott Pediatric
University of Michigan - Spine Clinic
Uproar Advertising
Uproar Communications
USA Hockey
Valassis

Veterans Affairs Hospital – Ann Arbor
Victory Toyota
Village Animal Clinic
Visteon Corporation
Washtenaw Community College
Wayne County Community College
Wayne County Police Department
Wayne County Prosecutors Office
Wayne County Regional Police Academy
Western Wayne Urgent Care
William D. Ford Career Center
Wright Tool

Programs utilize various business resources to enhance instruction and expand student experiences. The staff is constantly striving to keep training and equipment comparable to industry standards

OPEN HOUSE & PARENT TEACHER CONFERENCES

Each year, the Career Technical Center hosts two open houses. The fall open house is primarily for students attending the Career Technical Center and their parents. Attendance for the fall Open House was 17.7%. In February, the Center hosted another open house to inform potential parents and students about the career opportunities available at the Career Technical Center. There were approximately 225 future students and parents in attendance. The staff also participated in parent conferences during the first and second semester. During 2015-2016, the first semester Parent/Teacher Conferences had a 27.3% parent participation rate and the second semester conferences had a 14.6% parent participation rate. During the 2014-15 school year the first semester Parent/Teacher Conference had a 24.5% parent participation rate and the second semester conferences had a parent participation rate of 11.5%.

PARENT INVOLVEMENT

The district's Parent Involvement Plan is available on the district's website, which is linked to each school's website.

BOARD POLICY

IDD (1)

PARENT INVOLVEMENT

JUNE 20, 2011

The Board strongly encourages and welcomes the involvement of parent(s)/guardian(s) in all of the District's educational programs. It is recognized and appreciated that parents/guardians are the "first teachers" of their children, and that their interest and involvement in the education of their children should not diminish once their child enters the schools of the District. Accordingly, the Board directs, by the adoption of this policy, that the administration shall design a program/plan that will encourage parent(s)/guardian(s) participation that may include, but not be limited to: The development and review of instructional materials; input on the ways that the District may better provide parent(s)/guardian(s) with information concerning current laws, regulations, and instructional programs; and District offerings of training programs to instruct parent(s)/guardian(s) how to become more involved in their child's educational programs.

Pursuant to state law, the Superintendent shall provide a copy of the District's Parental Involvement plan to all parents.

Reference: 20 USCA 6316, 20 USCA 6318 (No Child Left Behind Act)

DATA FROM MICHIGAN DEPARTMENT OF EDUCATION

These reports contain the following information:

Student Assessment Data – Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT. Presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and 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 Scorecard – Detail Data and Status

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability scorecard status.

Teacher Qualification Data

- Identifies teacher qualifications at district and school levels
- Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes

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

The following pages are provided by the Michigan Department of Education and cannot be amended, modified or adjusted. They must be included as provided by the state.

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
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No Data to Display

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
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No Data to Display

MI-Access Supported Independence

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

MI-Access Participation

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



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%	99.4%	75.2%	N/A	N/A
All Students	Mathematics	98.6%	62.1%	99.3%	71.6%	N/A	N/A
All Students	Science	98.1%	50.0%	99.1%	60.0%	N/A	N/A
All Students	Social Studies	98.1%	59.3%	99.0%	68.1%	N/A	N/A
Bottom 30%	ELA	N/A	25.1%	N/A	22.1%	N/A	N/A
Bottom 30%	Mathematics	N/A	19.0%	N/A	17.0%	N/A	N/A
Bottom 30%	Science	N/A	9.8%	N/A	13.4%	N/A	N/A
Bottom 30%	Social Studies	N/A	13.3%	N/A	16.2%	N/A	N/A
American Indian or Alaska Native	ELA	98.4%	63.4%	<30	<30	N/A	N/A
American Indian or Alaska Native	Mathematics	98.4%	55.9%	<30	<30	N/A	N/A
American Indian or Alaska Native	Science	98.0%	46.3%	<30	<30	N/A	N/A
American Indian or Alaska Native	Social Studies	97.3%	54.5%	<30	<30	N/A	N/A
Asian	ELA	99.3%	84.3%	99.3%	84.4%	N/A	N/A
Asian	Mathematics	99.4%	83.7%	99.7%	86.0%	N/A	N/A
Asian	Science	99.3%	65.5%	100.0%	78.1%	N/A	N/A
Asian	Social Studies	99.3%	76.0%	100.0%	76.8%	N/A	N/A
Black or African American	ELA	97.7%	46.9%	99.2%	56.4%	N/A	N/A
Black or African American	Mathematics	97.4%	37.3%	98.9%	47.4%	N/A	N/A
Black or African American	Science	96.5%	23.9%	99.7%	34.1%	N/A	N/A
Black or African American	Social Studies	96.6%	33.6%	98.6%	46.0%	N/A	N/A
Hispanic of Any Race	ELA	98.8%	60.8%	99.7%	72.9%	N/A	N/A
Hispanic of Any Race	Mathematics	98.8%	51.1%	99.7%	63.9%	N/A	N/A
Hispanic of Any Race	Science	98.1%	36.7%	99.3%	54.4%	N/A	N/A



Accountability Details Subject Data

Hispanic of Any Race	Social Studies	98.0%	47.7%	98.7%	62.4%	N/A	N/A
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%	100.0%	69.9%	N/A	N/A
Two or More Races	Mathematics	98.7%	59.2%	99.6%	69.1%	N/A	N/A
Two or More Races	Science	98.5%	45.2%	100.0%	60.5%	N/A	N/A
Two or More Races	Social Studies	98.5%	57.3%	100.0%	65.0%	N/A	N/A
White	ELA	99.0%	75.6%	99.3%	77.1%	N/A	N/A
White	Mathematics	98.9%	68.4%	99.3%	74.1%	N/A	N/A
White	Science	98.6%	57.1%	98.9%	62.2%	N/A	N/A
White	Social Studies	98.5%	65.8%	99.0%	70.6%	N/A	N/A
Economically Disadvantaged	ELA	98.3%	56.8%	99.2%	62.7%	N/A	N/A
Economically Disadvantaged	Mathematics	98.2%	48.5%	99.1%	57.2%	N/A	N/A
Economically Disadvantaged	Science	97.5%	35.0%	99.0%	46.4%	N/A	N/A
Economically Disadvantaged	Social Studies	97.5%	43.9%	98.6%	53.8%	N/A	N/A
English Language Learners	ELA	98.8%	49.5%	99.3%	59.3%	N/A	N/A
English Language Learners	Mathematics	99.0%	48.4%	99.3%	66.9%	N/A	N/A



Accountability Details Subject Data

English Language Learners	Science	98.5%	22.0%	99.1%	35.0%	N/A	N/A
English Language Learners	Social Studies	98.2%	30.9%	97.4%	42.3%	N/A	N/A
Students With Disabilities	ELA	97.2%	40.1%	99.0%	47.3%	N/A	N/A
Students With Disabilities	Mathematics	97.1%	36.5%	98.8%	42.1%	N/A	N/A
Students With Disabilities	Science	97.0%	26.5%	98.3%	35.0%	N/A	N/A
Students With Disabilities	Social Studies	96.6%	30.8%	98.6%	39.3%	N/A	N/A



Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.79%	91.33%	N/A
American Indian or Alaska Native	70.88%	N/A	N/A
Asian	90.77%	100.00%	N/A
Black or African American	67.31%	78.85%	N/A
Hispanic of Any Race	72.07%	81.58%	N/A
Native Hawaiian or Other Pacific Islander	76.67%	N/A	N/A
Two or More Races	74.74%	92.86%	N/A
White	83.48%	92.53%	N/A
Female	83.76%	N/A	N/A
Male	76.00%	N/A	N/A
Economically Disadvantaged	67.48%	83.00%	N/A
English Language Learners	72.14%	N/A	N/A
Students With Disabilities	57.12%	61.81%	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%	96.00%	93.92%

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

Accountability Status District Data

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

Accountability Status School Data

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



MI School Data
Annual Education Report
Livonia Career Technical Center

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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	5	13	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%	N/A	0.0%

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0.0%



MI School Data

Annual Education Report Livonia Career Technical Center

02/08/2017

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.



MI School Data

Annual Education Report Livonia Career Technical Center

02/08/2017

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 Pacific Islander	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	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.



MI School Data

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NAEP Grade 8 Reading

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

Rounds to zero

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



MI School Data

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NAEP Grade 12 Reading

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

Rounds to zero

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



NAEP Participation Data

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