

Livonia Career Technical Center

<http://LCTC.livoniaschools.org>



2014-2015 Annual Education Report

BOARD OF EDUCATION 2014-15

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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 2014-2015 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.

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 LCTC staff initiative is to increase student performance in national career and college readiness assessments as well as increase student performance in job related tasks in the career paths that are provided at LCTC. The integration of math into our career curriculum has supported the high schools' initiatives for MME results. Our key challenge is that we have students for one year, limiting the time necessary for some students to excel in their subject area. For some students, we may lose them because they need to remain at their home high school to retake a core curriculum. For other students, who may want to remain at LCTC for a second year to do more hands on learning, they may not be able to fit the time into their high school schedule. These initiatives are intended to accelerate the student achievement of sub groups, including the state's new bottom 30%, that are not meeting our school's proficiency targets.

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

The Livonia Public Schools School District 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 inquiries regarding the nondiscrimination policies: Director of Human Resources, 15125 Farmington Road, Livonia, MI 48154 (734)744-2500.

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 723 students, grades 11-12, from the three Livonia high schools. The principal during 2014-15 is Mr. Joe Anderson. There are fourteen vocationally certified, teaching staff members, one 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 Ladywood, Northville, Plymouth Canton, Dearborn Divine Child and Stuckey High Schools. Each year, the CTEIS Follow-Up Survey is conducted with Career Technical Center graduates. The LCTC completers of 2013 who were surveyed in winter of 2014 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 92.05%.

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 2013-2014 and 2014-2015 is: 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 goal. 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. Fifty students enrolled at LCTC took the opportunity to receive Algebra II (.5 credit) during their junior year or senior year.

CORE CURRICULUM

Our career technical curriculum consists of 17 programs which include:

Architectural Technology/CAD
Automotive Technology
CISCO Systems Networking Academy
Construction Trades
Criminal Justice Technology
Engineering Technology/CAD
Fashion Merchandising
Graphic Design
Hospitality Management (at Franklin High School)
Management and Business Administration
Medical Assistant
Medical Occupations
Network Administration/Computer Service Technician
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. A certificate is issued in June to each student. The following programs have given national assessments to their program completers: MBA, Auto Technology, Criminal Justice, Medical Assisting, Medical Occupations, Sports Medicine, and Digital Imaging. Five hundred ten students achieved a level three or higher in the math performance on the ACT WorkKeys – Applied Mathematics Standardized test. Sixty nine percent of those students received a level 5, 6, or 7.

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

Alliance Franchise Brands	GHAFFARI Associated, LLC
All-Night Auto	GI Group - Prej Iroegbu
ALPHA USA	GM Tech Center
Ann Arbor Hands on Museum	Hamilton-Anderson Associates
Associates in Neurology	Harmon International
Baker College	Hayden's Bar & Grill
Belle Tire	Heartland Rehabilitation
Bloomfield Twp Fire Dept	Hella Corporation
Blue Flame Thinking	Helmkamp, Ellis, Abraham & Carlson
City of Livonia	Henry Ford Community College
City of Plymouth	Henry Ford Health Systems
City of Wyandotte	I Can Create That
Coach Insignia	Ideal Landscaping
College for Creative Studies	Independent Developer
Computer Sciences Corporation	Information Builders
Concentra Health	J. Walter Thompson
Cubicorn Games, LLC	KS Designs
Cummings, McClory, Davis & Acho	Kubica Corporation
D'Adamo Veterinary Hospital	Land O Lakes
Detroit Fire Department	Livonia Chamber of Commerce
Dex Imaging	Livonia Little Tots
DigiTech	Livonia Police Department
Eastwood Clinics	Livonia Public Schools
EJH Construction	Lowe's
Enable Point	Madonna University
Expert Services	Mayberry State Park
Espresso Elevado	Menlo Innovations/Game Start School
Facility Solutions	Meredith Corporation
Ford Credit	Michigan Eye Care Institute
Ford Motor Company	Microsoft
Ford Transmission	Monarch
Four Seasons Rehabilitations & Nursing Home	National Heating & Cooling
Fox Sports Detroit	New Directions for a Better Living
Future Help Deisgns	Nissan

Northville Rehabilitation
 Northville Twp Fire Department
 Northwood University
 NYX, Inc
 OHM, Inc.
 Orthopedic Institute of Michigan
 Paris Bakery
 Performax Physical Therapy
 Phoenix Imaging
 Plymouth Whalers
 Providence Hospital
 Providence Livonia
 Providence Livonia Radiology
 Providence Park Peds
 Rejuvemom
 Ricardo Inc.
 RIIS
 Roush Performance
 RTI Laboratories
 RX Optical
 Sandpiper Studios
 Sauriol Illustrations
 Schoolcraft College
 Scientifically Proven
 Smith & Associates
 SN Works
 St. Mary Mercy Hospital
 Sunflower Productions

Swad & Company
 Systems in Motion
 Target Corporation
 Team Rehabilitation
 Tennyson Chevrolet
 The Camera Chick
 The Therapy SPOT
 Tipping Point Theater
 Tracelogix
 Travel Nurse
 University of Michigan - Ann Arbor
 University of Michigan - Dearborn
 University of Michigan - Mott Pediatric
 University of Michigan - Spine Clinic
 Uproar Communications
 Valassis
 Visteon Corporation
 Walgreens Pharmacy
 Ward Church
 Washtenaw Community College
 Wayne County Community College
 Wayne County Police Department
 Wayne County Prosecutors Office
 Wayne County Regional Police Academy
 Wayne State University Molecular Medicine
 Western Wayne Urgent Care
 William D. Ford Career Center
 Zack Skynar

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 23%. 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 2014-2015, the first semester Parent/Teacher Conferences had a 24.5% parent participation rate and the second semester conferences had a 11.5% parent participation rate. During the 2012-13 school year the first semester Parent/Teacher Conference had a 23.7% parent participation rate and the second semester conferences had a parent participation rate of 15.3%.

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

The explanation below is provided by Livonia Public Schools to assist you in understanding the data on the following pages provided by the Michigan Department of Education (MDE).

Student Assessment Data – State assessment results at the elementary, middle and high school levels for all four tested subjects (mathematics, ELA, science and social studies) for all students as well as subgroups of students on the:

- M-STEP and MI-Access for 2014-15 and
- MEAP, MME, MEAP-Access and MI-Access for 2013-14.

Accountability Details –

- Subject Data provides the percent of students tested and the percent proficient for each subject area tested (mathematics, ELA, science and social studies) at the state and district levels for all students and applicable student subgroups.
- Graduation Data provides high school graduation rates at the state and district levels for all students and applicable subgroups.
- Attendance Data provides average daily attendance rate at the state and district levels.
- Accountability Status District and School Data – The MDE did not provide any data for these categories.
- Teacher Quality identifies teacher qualifications, reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes, and lists the percentage of teachers with emerging certifications in the district.

NAEP Data (National Assessment of Education Progress)

- Provides state results of the national assessment in mathematics and reading in grades 4, 8 and 12.

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.

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M-STEP Grades 3-8

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

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M-STEP Grade 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

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Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Exceeded	Percent Met	Percent Progressing
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No Data to Display

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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
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No Data to Display

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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	Mathematics	98.1%	36.5%	99.1%	N/A	N/A	N/A
All Students	ELA	98.1%	48.5%	99.2%	N/A	N/A	N/A
All Students	Science	97.5%	22.2%	98.9%	N/A	N/A	N/A
All Students	Social Studies	97.4%	31.8%	99.1%	N/A	N/A	N/A
American Indian	Mathematics	98.2%	27.8%	<30	N/A	N/A	N/A
American Indian	ELA	98%	41.5%	<30	N/A	N/A	N/A
American Indian	Science	97.8%	17.7%	<30	N/A	N/A	N/A
American Indian	Social Studies	97.2%	25.2%	<30	N/A	N/A	N/A
African American	Mathematics	96.5%	13.5%	99.4%	N/A	N/A	N/A
African American	ELA	96.5%	24.5%	99.4%	N/A	N/A	N/A
African American	Science	95.4%	6.1%	98.6%	N/A	N/A	N/A
African American	Social Studies	95.2%	11%	98.9%	N/A	N/A	N/A
Asian	Mathematics	99.1%	66.3%	99%	N/A	N/A	N/A
Asian	ELA	98.7%	70.2%	98.7%	N/A	N/A	N/A
Asian	Science	99%	38%	98.2%	N/A	N/A	N/A
Asian	Social Studies	98.8%	49.6%	99.2%	N/A	N/A	N/A
Hispanic of Any Race	Mathematics	98.3%	23.7%	98.3%	N/A	N/A	N/A
Hispanic of Any Race	ELA	98.3%	36.1%	99.7%	N/A	N/A	N/A
Hispanic of Any Race	Science	97.9%	11.7%	98.7%	N/A	N/A	N/A
Hispanic of Any Race	Social Studies	97.5%	20.2%	98.1%	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.8%	40.8%	N/A	N/A	N/A	N/A

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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**
Native Hawaiian or Other Pacific Islander	ELA	99.3%	53.3%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.6%	21.9%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.3%	33%	N/A	N/A	N/A	N/A
Two or More Races	Mathematics	98.5%	33.6%	100%	N/A	N/A	N/A
Two or More Races	ELA	98.5%	46.9%	100%	N/A	N/A	N/A
Two or More Races	Science	98.5%	20.1%	100%	N/A	N/A	N/A
Two or More Races	Social Studies	98.1%	28.3%	100%	N/A	N/A	N/A
White	Mathematics	98.5%	42.5%	99.1%	N/A	N/A	N/A
White	ELA	98.5%	55%	99.2%	N/A	N/A	N/A
White	Science	98.1%	26.6%	98.9%	N/A	N/A	N/A
White	Social Studies	98%	37.3%	99.1%	N/A	N/A	N/A
Economically Disadvantaged	Mathematics	97.6%	22.5%	99.2%	N/A	N/A	N/A
Economically Disadvantaged	ELA	97.6%	33.7%	99.4%	N/A	N/A	N/A
Economically Disadvantaged	Science	96.8%	11.7%	98.9%	N/A	N/A	N/A
Economically Disadvantaged	Social Studies	96.5%	17.8%	98.8%	N/A	N/A	N/A
English Language Learners	Mathematics	98.6%	20.3%	97.2%	N/A	N/A	N/A
English Language Learners	ELA	98.2%	24%	99.2%	N/A	N/A	N/A
English Language Learners	Science	98.2%	3.9%	97.9%	N/A	N/A	N/A

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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 Language Learners	Social Studies	97.9%	8.1%	97.4%	N/A	N/A	N/A
Students With Disabilities	Mathematics	97.2%	21.8%	98.6%	N/A	N/A	N/A
Students With Disabilities	ELA	96.6%	24.7%	98.4%	N/A	N/A	N/A
Students With Disabilities	Science	96.5%	15.4%	98.3%	N/A	N/A	N/A
Students With Disabilities	Social Studies	95%	13.9%	98.9%	N/A	N/A	N/A

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Accountability Details Graduation Data

Testing Group	Statewide	District	School
All Students	78.6%	92.7%	N/A
American Indian	64.8%	N/A	N/A
African American	64.5%	82.7%	N/A
Asian	89.1%	91.7%	N/A
Hispanic of Any Race	68.8%	89.7%	N/A
Migrant	63.2%	N/A	N/A
Native Hawaiian or Other Pacific Islander	78.9%	N/A	N/A
Two or More Races	74.2%	93.3%	N/A
White	82.9%	93.8%	N/A
Female	82.9%	N/A	N/A
Male	74.4%	N/A	N/A
Economically Disadvantaged	65.6%	82.9%	N/A
English Language Learners	68.2%	N/A	N/A
Students With Disabilities	55.1%	59.0%	N/A
Homeless	54.0%	N/A	N/A

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

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Accountability Details Attendance Data

Testing Group	Statewide	District	School
All Students	94.7%	96.6%	91.7%

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



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Accountability Status District Data

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



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Accountability Status School Data

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display

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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	12	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%	0.0%

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%

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NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male	51	22	78	36	6
Female	49	23	77	32	4
National Lunch Program Eligibility	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	15	53	47	10	#
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	‡
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	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
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	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
American Indian Native	1	0	0	0	0
Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races	1	0	0	0	0
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

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

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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	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	30	70	37	8
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	20	47	44	9	#
Hispanic	4	27	41	29	3
Asian/Pacific Islander	3	13	35	41	10
American Indian/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	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
American Indian	1	0	0	0	0
Native	0	0	0	0	0
Hawaiian/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