

# Livonia Career Technical Center

[www.livoniapublicschools.org/LCTC](http://www.livoniapublicschools.org/LCTC)



## 2013-2014 Annual Education Report

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8985 Newburgh Road

Livonia, MI 48150

734-744-2816



Joe Anderson, Principal  
Dr. Janet L. Haas, Principal 2013-14



August 19, 2013

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2013-2014 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, Janet Haas, Principal of Livonia Career Technical Center, for assistance.

The AER is available for you to review electronically by visiting the following web site [www.livoniapublicschools.org/churchill](http://www.livoniapublicschools.org/churchill) 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

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*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 inquires 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 750 students, grades 11-12, from the three Livonia high schools. The principal during 2013-14 is Dr. Janet Haas, who has vocational teacher certification Marketing Education. 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 and Stuckey High Schools. Each year, the CTEIS Follow-Up Survey is conducted with Career Technical Center graduates. The LCTC completers of 2012 who were surveyed in winter of 2013 indicated that 97.8% 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 91.99%.

## **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 is: All students will show improvement in mathematic skills across the curriculum within their specific program.

During the 2013-2014 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
- Building Trades
- CISCO Systems Networking Academy
- Criminal Justice Technology
- Digital Imaging and Design
- Engineering Technology/CAD
- Fashion Merchandising
- Hospitality Management (at Franklin High School)
- Management and Business Administration
- Medical Assistant
- Medical Occupations
- Network Administration/Computer Service Technician
- Residential Construction
- 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

18th District Court - Westland

Abilities Center

Alliance Franchise Brands

All-Night Auto

All-Pro Physical Therapy

Asthma & Allergic Disease Center of Livonia, P.C.

Awrey Bakery

Baker College

Barnsco

Belle Tire Manager

Bloomfield Twp Fire Dept

Brentwood Pediatric Associates

City of Livonia

City of Livonia Housing

City of Livonia Law Department

City of Livonia/Dept. of Engineering

City of Wyandotte

Coach Insignia

Computer Sciences Corporation

D'Adamo Veterinary Hospital, PC

DEA - Drug Enforcement Administration

Detroit Fire Department

Dex Imaging

DigiTeck

Dr. Arturo Paz

Ecorse Department of Public Safety

Enablepoint

Farmington Hills Police Department

Fausone Bohn Law Firm

FBI - Federal Bureau of Investigations

Ford Motor Co.

Ford Transmission Plant

Ford Woodhaven Stamping Plant

Fox Sports Detroit

Future Help Designs

GHAFARI Associates, LLC

GM Tech Center

Gold Sound Recording Studio

Hamilton-Anderson Associates

Hayden's Bar and Grill

Heartland Health Care Center

Hella Corporate Center USA, Inc.

Helmkamp, Ellis, Abraham, & Carlson

Henry Ford Community College

Henry Ford Health Systems

Henry Ford Health Systems Personnel

I Can Create That

Ideal Landscaping

Information Builders

JT Dental Lab

Kubica Corporation

Livonia Explorer

Livonia Family Physicians

Livonia Fire Department

Livonia Little Tots

Livonia Police

Livonia Police Department

Lowes

Madonna University

Manor of Farmington Hills Nursing Center

McNeely & Lincoln Associations

Menlo Innovations/Game Start School

Michael's Foods

Michigan Department of Corrections

Michigan Institute for Neurological Disorders

Michigan Institute of Medicine

Michigan State Police

National Heating and Cooling

New Directions for Better Living P.C.  
Nissan Test Engineer  
Northbrook Psychological Clinic  
Northville Physical Rehabilitation  
Northville Twp Fire Dept  
Northville Twp. Police Department  
Northwood University  
Orthopedic Institute of Michigan  
Paris Bakery  
Parkway Veterinary  
Performax Livonia  
Plymouth Physical Therapy  
Plymouth Whalers  
Plymouth Zoning Board  
Providence Hospital & Medical Centers  
Providence Medical Center - Livonia  
Providence Park Emergency Care Cntr.  
Providence Park Pediatrics  
Ricardo Inc.  
Roush Performance  
RTI Laboratories  
Schoolcraft College  
Schoolcraft Connection  
St. Mary Mercy Hospital  
St. Mary Mercy Hospital - Oncology Dept.  
Strong Veterinary Hospital  
Suburban Chrysler  
Systems in Motion

Tennyson Chevrolet  
Timothy Thomas, DDS  
Tracelogix  
Travel Nurse  
Trinity Health Systems  
University of Michigan – Ann Arbor  
University of Michigan – Dearborn  
University Of Michigan Spine Clinic  
Walgreens Pharmacy  
Walsh College  
Wayne County  
Wayne County Community College District  
Wayne County Circuit Court  
Wayne County Prosecutor Office  
Wayne County Regional Police Academy  
Wayne County Sheriff  
Wayne State Police  
Western Wayne Urgent Care  
Westland Police Department  
William D. Ford Career Technical Center

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. Six student awards are presented to our students from the Livonia Rotary Club. These students are honored with a framed certificate and special luncheon.

## **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 21%. 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 280 future students and parents in attendance. The staff also participated in parent conferences during the first and second semester. The first semester Parent/Teacher Conferences had a 23.7% parent participation rate and the second semester conferences had a 15.3% parent participation rate. During the 2012-13 school year the first semester Parent/Teacher Conference had an 18.6% parent participation rate and the second semester conferences had a parent participation rate of 11.3%.

## **PARENT INVOLVEMENT**

No Child Left Behind (NCLB) requires the annual dissemination of the district's policy on Parent Involvement.

# **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)

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



**Annual Education Report**  
**Livonia Career Technical Center**

**Michigan Educational Assessment Program (MEAP)**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
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No Data to Display



**Annual Education Report**  
**Livonia Career Technical Center**

**Michigan Merit Examination (MME)**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
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No Data to Display

**Annual Education Report**  
**Livonia Career Technical Center**

**Michigan Educational Assessment Program Access (MEAP - Access)**

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

**Annual Education Report**  
**Livonia Career Technical Center**

**MI-Access Functional Independence**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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No Data to Display

**Annual Education Report  
Livonia Career Technical Center****MI-Access Supported Independence**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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No Data to Display

**Annual Education Report  
Livonia Career Technical Center****MI-Access Participation**

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)
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No Data to Display

**Annual Education Report  
Livonia Career Technical Center**
**Accountability Details Subject Data**

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	Statewide	Mathematics	99%	62.2%
Bottom 30%	Statewide	Mathematics	0%	18.9%
American Indian	Statewide	Mathematics	98.9%	54.1%
African American	Statewide	Mathematics	97.5%	39.5%
Asian	Statewide	Mathematics	99.6%	82.8%
Hispanic of Any Race	Statewide	Mathematics	99.1%	51.5%
Native Hawaiian or Other Pacific Islander	Statewide	Mathematics	99%	67.9%
Two or More Races	Statewide	Mathematics	99.3%	60.4%
White	Statewide	Mathematics	99.3%	67.9%
Economically Disadvantaged	Statewide	Mathematics	98.6%	49.7%
English Language Learners	Statewide	Mathematics	99.2%	46%
Students With Disabilities	Statewide	Mathematics	98.1%	39.7%
All Students	District	Mathematics	99.6%	73.4%
Bottom 30%	District	Mathematics	0%	19.6%
American Indian	District	Mathematics	<30	<30
African American	District	Mathematics	99.5%	46.1%
Asian	District	Mathematics	100%	91%
Hispanic of Any Race	District	Mathematics	99.7%	66.8%
Native Hawaiian or Other Pacific Islander	District	Mathematics	<30	<30
Two or More Races	District	Mathematics	99.3%	72.9%
White	District	Mathematics	99.6%	75.5%
Economically Disadvantaged	District	Mathematics	99.4%	60.6%
English Language Learners	District	Mathematics	99.4%	63.4%
Students With Disabilities	District	Mathematics	98.9%	45.9%
All Students	Statewide	Reading	99.1%	85.8%
Bottom 30%	Statewide	Reading	0%	60.1%
American Indian	Statewide	Reading	99%	83.4%
African American	Statewide	Reading	97.9%	72.2%
Asian	Statewide	Reading	99.5%	91.9%
Hispanic of Any Race	Statewide	Reading	99.2%	80.5%

**Annual Education Report  
Livonia Career Technical Center**
**Accountability Details Subject Data**

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Native Hawaiian or Other Pacific Islander	Statewide	Reading	98.8%	87.3%
Two or More Races	Statewide	Reading	99.4%	86.3%
White	Statewide	Reading	99.4%	89.3%
Economically Disadvantaged	Statewide	Reading	98.8%	78.5%
English Language Learners	Statewide	Reading	99%	69.8%
Students With Disabilities	Statewide	Reading	98.4%	56.2%
All Students	District	Reading	99.6%	89.3%
Bottom 30%	District	Reading	0%	67.4%
American Indian	District	Reading	<30	<30
African American	District	Reading	99.7%	71.1%
Asian	District	Reading	100%	95.2%
Hispanic of Any Race	District	Reading	99.7%	87.7%
Native Hawaiian or Other Pacific Islander	District	Reading	<30	<30
Two or More Races	District	Reading	99.3%	87.5%
White	District	Reading	99.6%	90.8%
Economically Disadvantaged	District	Reading	99.5%	81%
English Language Learners	District	Reading	99.4%	70.4%
Students With Disabilities	District	Reading	99%	59.7%
All Students	Statewide	Science	98.3%	42.9%
Bottom 30%	Statewide	Science	0%	1.5%
American Indian	Statewide	Science	98.4%	35.6%
African American	Statewide	Science	95.8%	14.9%
Asian	Statewide	Science	99.4%	61.1%
Hispanic of Any Race	Statewide	Science	98.5%	26.7%
Native Hawaiian or Other Pacific Islander	Statewide	Science	99.1%	48.4%
Two or More Races	Statewide	Science	98.9%	40.6%
White	Statewide	Science	98.9%	50.1%
Economically Disadvantaged	Statewide	Science	97.4%	26.4%
English Language Learners	Statewide	Science	98.4%	11.2%
Students With Disabilities	Statewide	Science	97.2%	16.1%



**Annual Education Report  
Livonia Career Technical Center**
**Accountability Details Subject Data**

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	District	Science	99.3%	55.7%
Bottom 30%	District	Science	0%	0.9%
American Indian	District	Science	<30	<30
African American	District	Science	99.2%	24.8%
Asian	District	Science	100%	73.5%
Hispanic of Any Race	District	Science	99.3%	43.7%
Two or More Races	District	Science	99.3%	60.8%
White	District	Science	99.3%	57.8%
Economically Disadvantaged	District	Science	98.8%	39%
English Language Learners	District	Science	98.4%	26.7%
Students With Disabilities	District	Science	98.5%	25.1%
All Students	Statewide	Social Studies	97.3%	57.3%
Bottom 30%	Statewide	Social Studies	0%	9.1%
American Indian	Statewide	Social Studies	97.7%	49.7%
African American	Statewide	Social Studies	93.6%	28.4%
Asian	Statewide	Social Studies	99.1%	74.4%
Hispanic of Any Race	Statewide	Social Studies	97.5%	42.7%
Native Hawaiian or Other Pacific Islander	Statewide	Social Studies	98.9%	65.5%
Two or More Races	Statewide	Social Studies	98.2%	53.8%
White	Statewide	Social Studies	98.2%	64.5%
Economically Disadvantaged	Statewide	Social Studies	95.8%	40.4%
English Language Learners	Statewide	Social Studies	97.5%	22.7%
Students With Disabilities	Statewide	Social Studies	92.3%	21.7%
All Students	District	Social Studies	99.1%	66.1%
Bottom 30%	District	Social Studies	0%	8.5%
American Indian	District	Social Studies	<30	<30
African American	District	Social Studies	99%	36.9%
Asian	District	Social Studies	100%	79.8%
Hispanic of Any Race	District	Social Studies	98.5%	55%
Native Hawaiian or Other Pacific Islander	District	Social Studies	<30	<30

**Annual Education Report  
Livonia Career Technical Center**
**Accountability Details Subject Data**

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Two or More Races	District	Social Studies	99.3%	71.1%
White	District	Social Studies	99.1%	68.3%
Economically Disadvantaged	District	Social Studies	98.1%	50.6%
English Language Learners	District	Social Studies	98%	15.7%
Students With Disabilities	District	Social Studies	98.1%	29.7%
All Students	Statewide	Writing	98.5%	73.2%
Bottom 30%	Statewide	Writing	0%	26.5%
American Indian	Statewide	Writing	98.5%	63.2%
African American	Statewide	Writing	96.4%	54.4%
Asian	Statewide	Writing	99%	86%
Hispanic of Any Race	Statewide	Writing	98.8%	64.3%
Native Hawaiian or Other Pacific Islander	Statewide	Writing	99%	76.6%
Two or More Races	Statewide	Writing	99.1%	72.8%
White	Statewide	Writing	99%	77.8%
Economically Disadvantaged	Statewide	Writing	97.8%	61.3%
English Language Learners	Statewide	Writing	98%	51.1%
Students With Disabilities	Statewide	Writing	97.7%	35.2%
All Students	District	Writing	99.3%	79.7%
Bottom 30%	District	Writing	0%	33.2%
American Indian	District	Writing	<30	<30
African American	District	Writing	99.2%	54.3%
Asian	District	Writing	100%	96.8%
Hispanic of Any Race	District	Writing	99.3%	74.2%
Native Hawaiian or Other Pacific Islander	District	Writing	<30	<30
Two or More Races	District	Writing	98.5%	79.7%
White	District	Writing	99.3%	81.4%
Economically Disadvantaged	District	Writing	99.1%	67.6%
English Language Learners	District	Writing	98.1%	60.4%
Students With Disabilities	District	Writing	98%	38.7%

**Annual Education Report  
Livonia Career Technical Center**
**Accountability Details Graduation Data**

Testing Group	Location	Accountability Scorecard Completion Rate (High Schools only) (Goal 80%)
All Students	Statewide	77%
American Indian	Statewide	64.1%
African American	Statewide	60.5%
Asian	Statewide	87.9%
Hispanic of Any Race	Statewide	67.3%
Migrant	Statewide	70.5%
Native Hawaiian or Other Pacific Islander	Statewide	69.2%
Two or More Races	Statewide	73.9%
White	Statewide	82.1%
Female	Statewide	81.5%
Male	Statewide	72.7%
Economically Disadvantaged	Statewide	63.9%
English Language Learners	Statewide	65.4%
Students With Disabilities	Statewide	53.6%
Homeless	Statewide	54.2%
All Students	District	90.1%
African American	District	78.3%
Asian	District	91.7%
Hispanic of Any Race	District	82.9%
Two or More Races	District	91.8%
White	District	91.4%
Economically Disadvantaged	District	80.6%
Students With Disabilities	District	52.8%
Bottom 30%	District	92.8%

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

**Annual Education Report  
Livonia Career Technical Center****Accountability Details Attendance Data**

Testing Group	Location	Attendance Rate (Goal 90%)
All Students	Statewide	94.3%
All Students	District	96.3%

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

**Annual Education Report**  
**Livonia Career Technical Center**

**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

**Annual Education Report**  
**Livonia Career Technical Center**

**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

**Annual Education Report  
Livonia Career Technical Center**
**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	4	11	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%



**Annual Education Report  
Livonia Career Technical Center**
**NAEP Grade 4 Math**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	40	30	7
Male	52	24	38	31	7
Female	48	23	41	30	6
National Lunch Program Eligibility	54	35	45	18	2
Eligible	46	9	34	45	12
Not Eligible	‡	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	66	14	41	38	7
Black	19	53	37	9	1
Hispanic	9	36	42	18	4
Asian	11	11	35	24	30
American Indian	‡	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	‡	‡	‡	‡	‡
Islander	2	16	50	24	10
Two or More Races					
Student classified as having a disability	12	50	34	15	1
SD	88	20	40	33	7
Not SD					
Student is an English Language Learner	8	21	40	32	7
ELL	92	21	40	32	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 Program (NAEP) 2013 Mathematics Achievement.

**Annual Education Report  
Livonia Career Technical Center**
**NAEP Grade 8 Math**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	30	40	23	7
Male	52	31	38	23	8
Female	48	28	42	24	6
National Lunch Program Eligibility	46	46	38	14	2
Eligible	54	16	42	32	10
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	72	21	43	29	7
Black	16	64	29	6	1
Hispanic	6	51	35	13	1
Asian	3	12	28	30	30
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Islander	2	0	0	0	0
Two or More Races					
Student classified as having a disability	12	50	34	14	2
SD	88	20	40	33	7
Not SD					
Student is an English Language Learner	3	74	24	2	0
ELL	97	28	41	24	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 Program (NAEP) 2013 Mathematics Achievement.

**Annual Education Report  
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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	35	54	37	9	0
Eligible	64	22	44	32	2
Not Eligible	0	0	0	0	0
Info not available					
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	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
1	1	0	0	0	0
Two or More Races					
Student classified as having a disability	9	78	19	3	0
SD	91	30	43	25	2
Not SD					
Student is an English Language Learner	2	0	0	0	0
ELL	98	33	41	24	2
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 Program (NAEP) 2013 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	36	33	25	6
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	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	66	28	35	29	8
Black	18	61	27	11	1
Hispanic	9	47	32	18	3
Asian	3	23	32	32	13
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability	7	66	25	9	0
SD	93	23	32	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), 2013 Reading Assessment.

**Annual Education Report  
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**NAEP Grade 8 Reading**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	44	30	3
Male	52	26	47	25	2
Female	48	19	42	35	4
National Lunch Program Eligibility	46	34	47	18	1
Eligible	54	13	42	40	5
Not Eligible	0	0	0	0	0
Info not available					
Race/Ethnicity					
White	72	17	46	34	3
Black	15	46	42	11	1
Hispanic	6	31	47	20	2
Asian	3	17	30	39	14
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Islander	2	0	0	0	0
Two or More Races					
Student classified as having a disability	10	59	34	7	0
SD	90	19	45	33	3
Not SD					
Student is an English Language Learner	8	61	30	8	1
ELL	92	34	34	25	7
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), 2013 Reading Assessment.

**Annual Education Report  
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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
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 Hawaiian/Pacific Islander	0	0	0	0	0
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), 2013 Reading Assessment.

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**NAEP Participation Data**

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