

We are a **family** of learners



Voyageur Academy

2004-05 Annual Education Report

4321 N. Military Ave. • Detroit, MI 48210 • 313.361.4180

Year opened

1998

Grades

K-11; students in grades 7-11 attend Consortium College Preparatory High School

School leaders

Rod Atkins, school leader
Jaronique Benjamin, assistant leader K-6
Patricia Cassel, curriculum coach K-6
Mark Gabel, assistant leader 7-11
Lydia Kovach, curriculum coach 7-11

Board of directors

Joseph Rush, president
Mattie Ellis, vice president
Judith Donnell, secretary
Curtis Wade, treasurer
Darryl Barnes, student affairs
Barbara Smith, student affairs
Joe Hightower

Chartered by Ferris State University
Jimmie Rodgers, director
Ed McKeehan, field representative

Managed by The Leona Group, L.L.C.

Mission

Voyageur Academy will create and enhance the educational foundation by providing Voyageur students with the drive and determination to achieve academic excellence through consistent discipline, intense focus and continuous hard work.

Local school district

Detroit Public Schools

Intermediate school district

Wayne RESA

Accreditation

The academy meets the state's standards of accreditation.

About our academy

There were a number of significant achievements at Voyageur Academy during the school year. Among the notable milestones:

- The academy increased student proficiency scores in the state test, making adequate yearly progress, per federal standards. Academically, math received extra emphasis, with the fourth-grade class increasing MEAP proficiency scores by 19 points from last year. This growth is part of a comprehensive schoolwide math initiative.
- The school staff adopted a theme, Back to Basics, for the school year, that complemented the school's existing mission of academic excellence achieved through discipline, focus and hard work. The purpose was to increase awareness of the importance of basics and fundamentals in the pursuit of academic achievement.
- The Parent Power Group is very instrumental in the school's success. Two examples include raising nearly \$5,000 for a new school sign and donating \$500 for enhancements to a local city park.
- At the spring promotion ceremony for grade 6, it was noted that 85 percent of those students began as kindergartners at Voyageur.

Enrollment process

The academy, as a free public school, follows all requirements outlined by its charter authorizer and federal and state law relating to applications and enrollments. In late winter, current students re-enroll, with preference given to them and their siblings. During the spring's advertised open enrollment period, any Michigan resident may apply. If a grade is oversubscribed, a public lottery takes place to determine enrollment and a waiting list. The academy does not discriminate on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, religion, creed, race, sex, color or national origin.

The academy identifies, locates and evaluates all children in the school who may have disabilities. For more information regarding assistance for students with disabilities or if you suspect a child may have a disability, please contact the school leader.

School safety

The school distributes its code of conduct to students and parents at the beginning of the academic year as part of its student handbook. An action plan is in place so teachers and staff can provide a unified response to emergency situations. The school conducts regular fire and tornado drills in compliance with Michigan laws. A full-time security guard monitors activities at the academy during regular school hours.

Professional development

The academy's professional development activities centered around monthly in-service sessions for staff members that focused on topics such as classroom management, standardized test-taking strategies, discipline and student achievement measurement tools. Staff members also were encouraged to pursue individual professional development opportunities as they related to school goals and student needs.

A quality education

Grade-level teams meet twice monthly to work together on lesson and unit planning. Each quarter, team leaders review and revise curriculum as needed. Staff members use MKJ Curriculum Framework, which is aligned with Michigan benchmarks and standards. A technology plan complements the instructional plan, and each of the academy's classrooms has at least one computer.

Extracurricular activities

- | | |
|----------------------------------|--------------------------------------|
| Boys and girls basketball | Spelling bee |
| Viking Express student newspaper | Student council |
| Girl Scouts | Father-Daughter banquet |
| Cheerleading | Michigan Charter School spelling bee |
| Math bee | Track and field |
| Academic Games | |

School improvement planning

The school improvement team met monthly to review the school improvement plan. The plan also was reassessed on a quarterly basis with the input of staff members, parents and the board. The team measured the effectiveness of the school improvement plan through quantitative and qualitative assessment of student academic and social achievement.

School improvement team

School administrators
Teachers
Board member
Parents
Classroom assistant

Goals and progress

Goal 1: Increase student performance on standardized testing of MEAP and Terra Nova.

Progress: Student performance increased in English language arts and math on the MEAP test. On Terra Nova testing, students in grade 1 performed at the national average while kindergartners scored above the national average.

Goal 2: Reinforce fundamentals of reading, writing and math at all grade levels.

Progress: Following the school's theme of Back to Basics, teachers used a variety of instructional methods and assessments to focus on fundamentals.

Goal 3: Increase academic performance of male students at all levels.

Progress: On MEAP tests, male students increased proficiency in grade 4 math. In addition, male students in grades 3-6 participated in a mandatory mentoring program focused on attitude, behavior and academic performance. Work continues for other subject areas.

Goal 4: Increase parent involvement and satisfaction.

Progress: Parent satisfaction, based on results of an annual parent survey, increased from 89% to 97% in overall ratings. The percentage of parents satisfied with the quality of education increased from 86% to 97% and satisfaction with the school's safe environment also increased, from 87% to 94%.

Goal 5: Construct a middle school facility to enable the separation of elementary, middle and high schools.

Progress: As part of the Consortium College Preparatory High School, the board is developing long-term plans to construct a new middle school facility for students.

Parent involvement

Voyageur's parent involvement policy, called Empowerment of the Triangle, has been in place since its first year of operation. Parents are asked to take an active role in the school, reviewing homework, student weekly progress and behavior reports, attending conferences and functions, and talking with staff. Printed communications are routinely sent to families. The school began a Parent Power Group that meets monthly.

Parent survey results

Respondents: 213, which represents 97% of the student body
Overall, I rate this academy as a good school 97%
My child is getting a good education at this academy 97%
My child is safe and secure at this academy 94%

Parent comments

"This school has such a good atmosphere that our children are here at all hours of the day."
 "One of the things I love most about Voyageur is that everybody knows everybody, including staff and students."

By the numbers

Enrollment	655
<i>(340 of these Voyageur students attended the academy's feeder high school, Consortium College Preparatory High School)</i>	
Returning students	
2004-05	86%
2003-04	85%
Waiting list	110 students
Free & reduced lunch	72.6%
<i>(which includes students attending Consortium H.S.)</i>	
Students with disabilities	5% of student population, served within an inclusive environment
Student demographics	
African-American	79.5%
Hispanic	16%
Caucasian	4%
Asian5%
Attendance rate	93.2%
Student-teacher ratio	
2004-05	23:1
2003-04	19:1
Hours of instruction	1,260
School administrators	3
Teaching staff	
<i>16, with 100% highly qualified, which is defined by No Child Left Behind Act as being certified and teaching in their area of college study or successful completion of a state test</i>	
Classroom assistants	
<i>5, with 100% highly qualified, which is defined by No Child Left Behind Act as having at least two years of higher education or successful completion of a state test</i>	
Support staff	
<i>4, including food service, office staff, school security and additional services contracted as needed</i>	
Parents can request information on the professional qualifications and licensing of their children's teachers from the school office.	
Parent-teacher conference attendance	
2004-05	100%
2003-04	92%

School report card

	Education Yes! Grade	Adequate Yearly Progress Status	School Phase 2004-05
Elementary	C	Met AYP	0

"They are much more organized and on top of things at this academy."

Community involvement

Local businesses supported school functions through donations and sponsorships. These include General Motors, Marathon Oil gas station, Wayne County Community College, Prince Valley Grocery Store. Staff members donated their time in support of various community events and civic activities, including providing Thanksgiving baskets to parents in need.

Financial report

A statement of revenues and expenses for July 1, 2004 through June 30, 2005 is listed below. Additional financial information is available from the academy. The auditor's report is being conducted at this time.

Revenues

School foundation.....	\$4,484,801
Food services.....	136,707
Grants-federal.....	354,419
Grants-state.....	324,619
Other.....	36,870
Total revenues	\$5,337,416

Expenses

Salaries.....	\$2,533,572
Purchased services.....	1,996,667
Materials and supplies.....	279,651
Other.....	56,201
Total expenses	\$4,866,091

Retained earnings..... \$1,018,684

Balance as of June 30, 2005..... \$1,490,009

MEAP

MEAP Frequently Asked Questions

Q: What does MEAP stand for?

A: It's an acronym for the Michigan Educational Assessment Program.

Q: What is the purpose of the test?

A: The MEAP measures student performances against state standards in reading, writing, mathematics, science and social studies.

Q: Who takes the test?

A: Students are tested once in elementary school (either in grade 4 or 5), once in middle school (either grade 7 or 8) and once in high school (grade 11).

Q: Is the same test administered every year?

A: As the state's standards change or as content areas are shifted from grade to grade for testing, major changes are made to the test. For example, in 2001-02, both the science and mathematics tests were totally redone.

Q: Why is there no data for some of the categories?

A: MEAP results are compiled and reported for groups that contain 10 or more tested students. By doing this, the confidentiality of individual student performance is maintained.

Q: Can I measure achievement by comparing a grade's scores from year to year?

A: The MEAP measures the performance of a group of students at a specific point in time. By comparing achievement from one year to another, one is comparing the performances of different groups of children who may not have common backgrounds, interests, expectations or abilities.

Q: How did these students do on this year's test?

A: The academy made adequate yearly progress. Grade 4 English language arts proficiency scores were up 18 points. Grade 4 math scores increased by 19 points. Staff members are already working to implement best teaching practices across all subjects. Students in grades 7 and 8 attend Consortium College Preparatory High School.

Table 1: Grade 4

Student Group	Total Tested 2004-05	Mathematics % Proficient			Reading % Proficient			Writing % Proficient			English/Language Arts % Proficient		
		2004-05	2003-04	2002-03	2004-05	2003-04	2002-03	2004-05	2003-04	2002-03	2004-05	2003-04	2002-03
All Students	42	69	50	30	77	45	40	12	26	13	38	24	15
Full-year students	27	78	59	NA	79	50	NA	11	26	NA	42	26	NA
Female Students	17	82	53	25	69	41	50	18	24	22	44	35	25
Male Students	25	60	48	38	83	48	24	8	28	0	35	16	0
Black, Not of Hispanic Origin	35	69	50	30	78	50	43	11	17	11	38	23	15
Hispanic	<10	NR	40	NR	NR	30	NR	NR	50	NR	NR	30	NR
White, Not of Hispanic Origin	<10	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
Economically Disadvantaged	34	74	52	26	79	48	36	15	32	12	36	29	14
Students with Disabilities	<10	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

Table 2: Grade 5

Student Group	Total Tested 2004-05	Science % Proficient			Social Studies % Proficient		
		2004-05	2003-04	2002-03	2004-05	2003-04	2002-03
All Students	45	40	48	28	0	0	2
Full-year Students	32	44	50	NA	0	0	NA
Female Students	18	50	52	35	0	0	4
Male Students	27	33	44	19	0	0	0
Black, Not of Hispanic Origin	34	38	50	27	0	0	2
Hispanic	<10	NR	NR	NR	NR	NR	NR
White, Not of Hispanic Origin	<10	NR	NR	NR	NR	NR	NR
Economically Disadvantaged	39	44	49	33	0	0	3
Students with Disabilities	<10	NR	NR	NR	NR	NR	NR

NA = Not Available NR = Not Reported -- = Not Tested

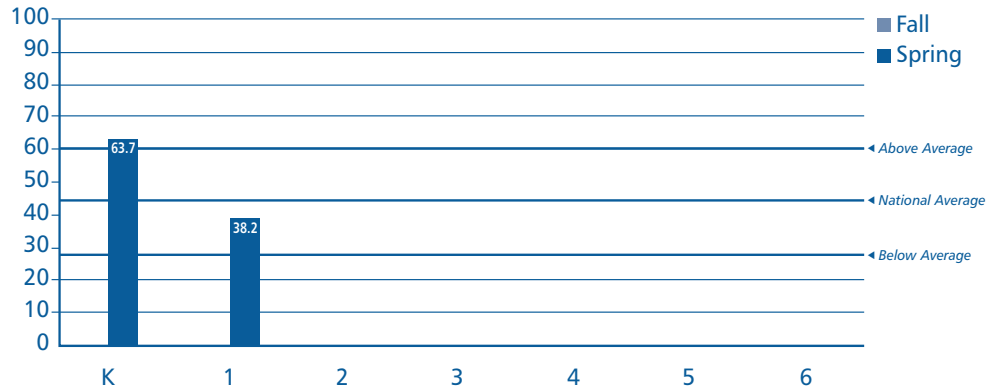
Terra Nova test results

The Terra Nova Survey Plus, Form A, published by CTB/McGraw-Hill, was given to students in September and again in May. This is a test designed to estimate a student's achievement level relative to grade-level peers across the country. The same score in both fall and spring indicates expected academic growth. A higher score in the spring reflects more than expected achievement while a lower score in the spring indicates less than expected gain.

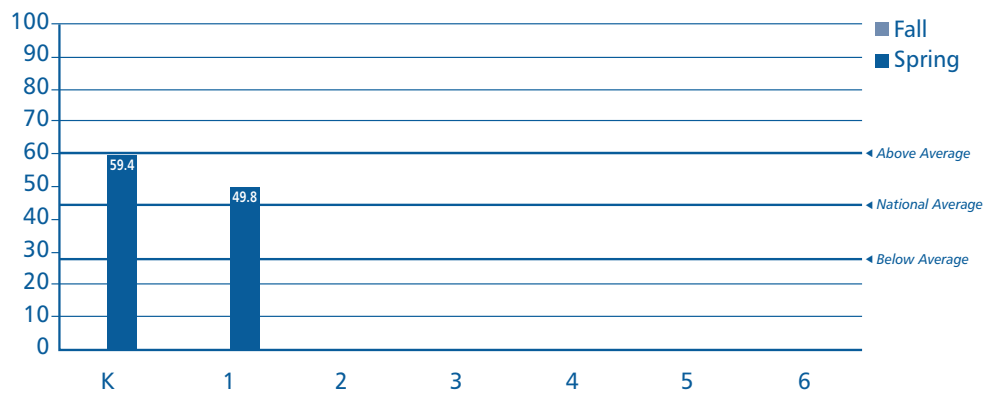
Results by subject and grade are presented in this report. Kindergartners took spring tests only in reading, language and math, while first-graders did not take fall science and social studies tests. The total score graph, a composite of reading, language and math scores, shows grade 1 students at the national average and kindergartners above the national average in performance.

Note: Students in grades 2-8 participated in Scantron testing, a computer-based assessment that provides immediate feedback to teachers.

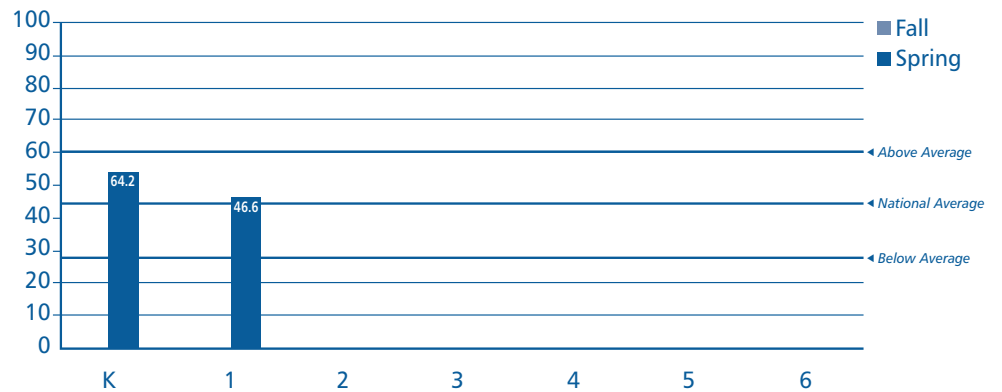
Reading



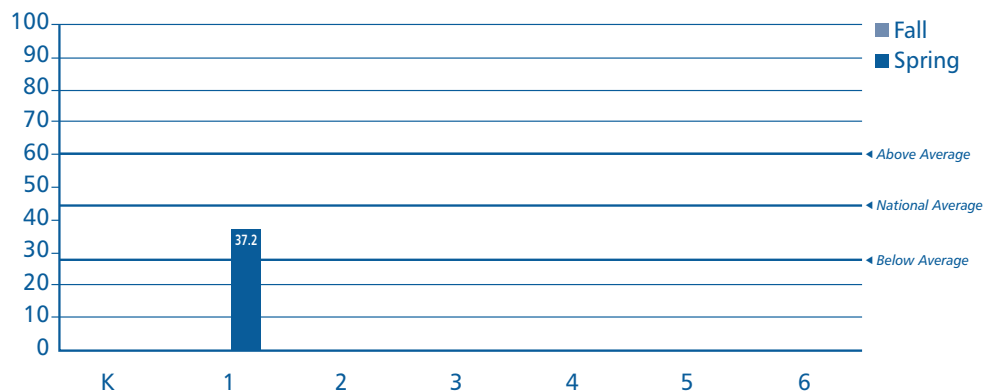
Language



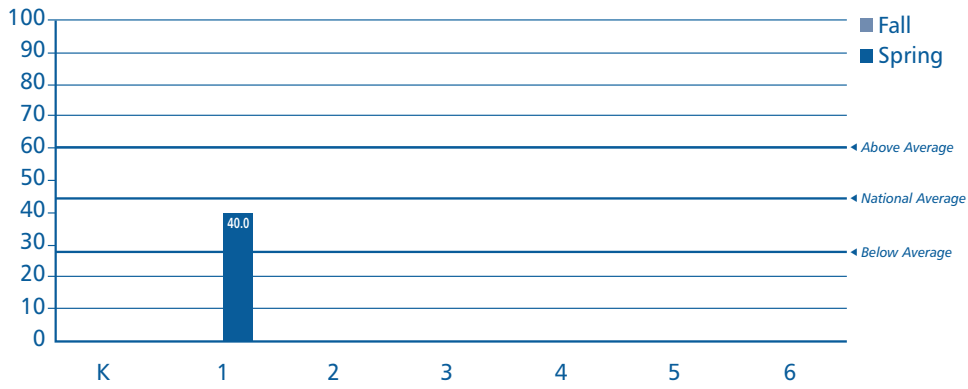
Mathematics



Science

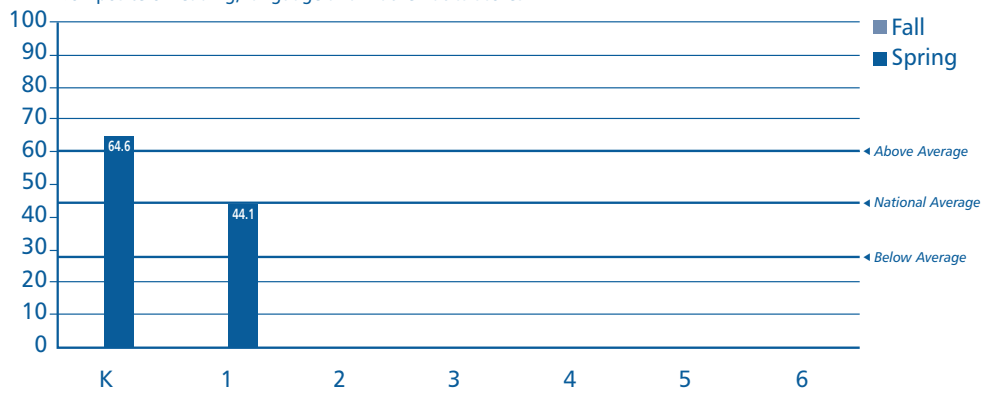


Social Studies



Total Score

Composite of reading, language and mathematics scores





4321 N. Military Ave.
Detroit, MI 48210
313.361.4180

Rod Atkins, *school leader*