

2003-04 Annual Education Report



VOYAGEUR

ACADEMY

Discipline, Focus & Hard Work



We are a
family
of EDUCATORS & LEARNERS



THE LEONA GROUP, L.L.C. • *A new kind of public school* • Chartered by Ferris State University

Voyageur Academy

2003-04 Annual Education Report

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

Year opened

1998

Grades

K-10

School leaders

Rod Atkins, school leader

Jaronique Benjamin, assistant leader

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

Edward 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 2003-04 school year. Among the notable milestones:

- The academy increased student proficiency scores in the state test, making Adequate Yearly Progress, per federal standards. Students improved 9% in English language arts and were up 19% in math, beating the federal target by 3%.
- The school's junior varsity boys basketball team played its way to the championship playoffs this past season.

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.

School safety

The school distributed its code of conduct to students and parents at the beginning of the academic year as part of its student handbook. An action plan was in place so teachers and staff can provide a unified response to emergency situations. The school conducted regular fire and tornado drills in compliance with Michigan laws. A full-time security guard monitored 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 professional development opportunities on their own. For example, staff members attended seminars pertaining to curriculum coordination, state testing training and Terra Nova training.

Through a combination of continuing education plans for current teachers and future hires, the academy's entire teaching staff will be highly qualified in core academic subject areas by the start of the 2005-06 school year, as mandated by federal No Child Left Behind legislation. Detailed information regarding the highly qualified teacher plan can be requested from the academy.

A quality education

The 2003-04 school year marked the beginning of a new education initiative: the use of a curriculum coach who works closely with teachers and administrators to plan, pace and assess curriculum to ensure its quality and alignment with state standards. The school also assessed its curriculum through a variety of other vehicles. MEAP testing is one standardized mechanism used to statistically assess individual student and overall program achievement. The CTBS Terra Nova is used for pre- and post-analysis, individually and by grade level, each school year. Additional methods of ensuring compliance with outlined curriculum standards included lesson plan monitoring, classroom observation, submission of classroom goals to the school's curriculum coach and student and teacher surveys.

The academy's curriculum was aligned with the benchmarks and standards contained in the Michigan Curriculum Framework. In an effort to maintain alignment, the Kent County curriculum, MI CLimb and Michigan Curriculum Pacing Guide strategies were implemented into the lesson plans of each teacher. Adherence to guidelines was monitored and tracked on a regular basis.

Each of the academy's classrooms has at least one computer.

All computers have T1 broadband Internet access. Security and content filtering are provided by a firewall to offer protection from hacker attacks, viruses and inappropriate online content.

Extracurricular activities

Boys and girls basketball
Spelling bee
Viking Express student newspaper
Student council
Girl Scouts
Father-Daughter banquet
Cheerleading

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
Educational assistant

Goals and progress

Goal 1: All students will increase Michigan Educational Assessment Program (MEAP) scores by 6% yearly in English language arts and Terra Nova scores by one grade level.

Progress: Students in grade 4 increased MEAP scores by 9% while students in grade 7 increased 7% in English language arts. On Terra Nova, grades K, 1, 2 and 5 showed grade progress.

Goal 2: All students will increase MEAP scores by 6% yearly in math and Terra Nova scores by one grade level.

Progress: On MEAP math tests, grade 4 students increased proficiency scores by 19%, with grade 8 students decreasing by 14%. On Terra Nova, grades K, 1, 2 and 4 made gains.

Goal 3: All students will increase MEAP scores by 6% yearly in science and Terra Nova scores by one grade level.

Progress: Students in grade 5 increased MEAP proficiency by 20%, with grade 8 students decreasing proficiency by 14%. On Terra Nova, grades 1, 2, 4, 5 and 6 made grade progress.

Goal 4: All students will increase MEAP scores by 6% yearly in social studies and Terra Nova scores by one grade level.

Progress: Students in grades 5 and 8 did not increase MEAP proficiency scores in social studies. Students in grades 1, 2 and 6 increased at least one grade level, according to Terra Nova scores.

Parent involvement

The school's parent-teacher organization was a major force in organizing events and spearheading fund-raising activities. Parents were represented with a seat on the school improvement team. Administrators and teachers also kept communication lines open with parents by issuing individualized weekly reports that tracked student behavior.

Parent survey results

Respondents: 244, which represents 100% of the student body
Overall, I rate this academy as a good school 89%
My child is getting a good education at this academy 86%
My child is safe and secure at this academy 87%

Parent comments

"Each administrator and teacher is very concerned for the students and will go the extra mile to make sure each student is getting the right help."

By the numbers

Enrollment	585
<i>(258 of these Voyager students attended the academy's feeder high school, Consortium College Preparatory High School)</i>	
Returning students	
2003-04	85%
2002-03	80%
Waiting list	75 students
Free & reduced lunch	75%
<i>(which includes students attending Consortium H.S.)</i>	
Students with disabilities	9% of student population, which includes students attending Consortium H.S., served within an inclusive environment
Attendance rate	93%
Student-teacher ratio	
2003-04	19:1
2002-03	27:1

School administrators 2

Teaching staff

19, with 39% 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

Classroom assistants

2, with 50% 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

Support staff

Food service, office staff, social worker, school security and additional services contracted as needed

Parents can request information on the professional qualifications and licensing of their children's teachers from the school office.

Parent-teacher conference attendance

2003-04 92%
2002-03 94%

School report card

	Education Yes! Grade	Adequate Yearly Progress Status	School Phase 2003-04
Elementary	C	Met AYP	1

"It has a high-quality educational program."

"I like the fact the school believes in discipline. It gives children a strong guideline for the future."

Community involvement

Local businesses supported school functions through donations and sponsorships. Staff members donated their time in support of various community events and civic activities.

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 looking at grade 4 scores in 2003-04 and 2002-03?

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.

Table 1: Grade 4

Student Group	Total Tested 2003-04	Mathematics % Proficient			Reading % Proficient			Writing % Proficient			English/Language Arts % Proficient		
		2003-04	2002-03	2001-02	2003-04	2002-03	2001-02	2003-04	2002-03	2001-02	2003-04	2002-03	2001-02
All Students	42	50	31	24	45	39	20	26	15	--	24	15	--
Female Students	17	53	27	24	41	48	21	24	24	--	35	24	--
Male Students	25	48	38	24	48	24	20	28	0	--	16	0	--
Black, Not of Hispanic Origin	30	50	31	32	50	43	19	17	13	--	23	15	--
Hispanic	10	40	NR	NR	30	NR	NR	50	NR	--	30	NR	--
White, Not of Hispanic Origin	<10	NR	NR	--	NR	NR	--	NR	NR	--	NR	NR	--
Economically Disadvantaged	31	52	26	NA	48	36	NA	32	12	--	29	14	--
Students with Disabilities	<10	NR	NR	NA	NR	NR	NA	NR	NR	--	NR	NR	--

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

Table 2: Grade 5

Student Group	Total Tested 2003-04	Science % Proficient			Social Studies % Proficient		
		2003-04	2002-03	2001-02	2003-04	2002-03	2001-02
All Students	58	48	28	72	0	2	4
Female Students	33	52	35	75	0	4	6
Male Students	25	44	19	NR	0	0	NR
Black, Not of Hispanic Origin	52	50	27	68	0	2	0
Hispanic	<10	NR	NR	NA	NR	NR	NA
Economically Disadvantaged	39	49	33	NA	0	3	NA
Students with Disabilities	<10	NR	NR	NA	NR	NR	NA

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

Table 3: Grade 7

Student Group	Total Tested 2003-04	Reading % Proficient			Writing % Proficient			English/Language Arts % Proficient		
		2003-04	2002-03	2001-02	2003-04	2002-03	2001-02	2003-04	2002-03	2001-02
All Students	50	42	38	46	76	63	96	42	35	--
Female Students	32	44	44	NR	81	72	NR	44	44	--
Male Students	18	39	30	33	67	52	93	39	26	--
Asian or Pacific Islander	<10	NR	--	--	NR	--	--	NR	--	--
Black, Not of Hispanic Origin	45	40	36	38	76	64	95	40	36	--
Hispanic	--	--	NR	NR	--	NR	NR	--	NR	--
White, Not of Hispanic Origin	<10	NR	NR	NR	NR	NR	NR	NR	NR	--
Economically Disadvantaged	23	43	NR	NA	78	NR	NA	43	NR	--
Students with Disabilities	<10	NR	NR	NA	NR	NR	NA	NR	NR	--

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Table 4: Grade 8

Student Group	Total Tested 2003-04	Mathematics % Proficient			Science % Proficient			Social Studies % Proficient		
		2003-04	2002-03	2001-02	2003-04	2002-03	2001-02	2003-04	2002-03	2001-02
All Students	67	27	41	41	43	57	50	4	28	23
Female Students	39	33	38	46	36	57	46	5	29	18
Male Students	28	18	44	36	54	56	55	4	28	27
Black, Not of Hispanic Origin	64	23	40	40	44	55	50	5	29	25
Hispanic	<10	NR	NR	NR	NR	NR	NR	NR	NR	NR
White, Not of Hispanic Origin	--	--	NR	--	--	NR	--	--	NR	--
Economically Disadvantaged	41	20	NR	NA	39	NR	NA	2	NR	NA
Students with Disabilities	<10	NR	NR	NA	NR	NR	NA	NR	NR	NA

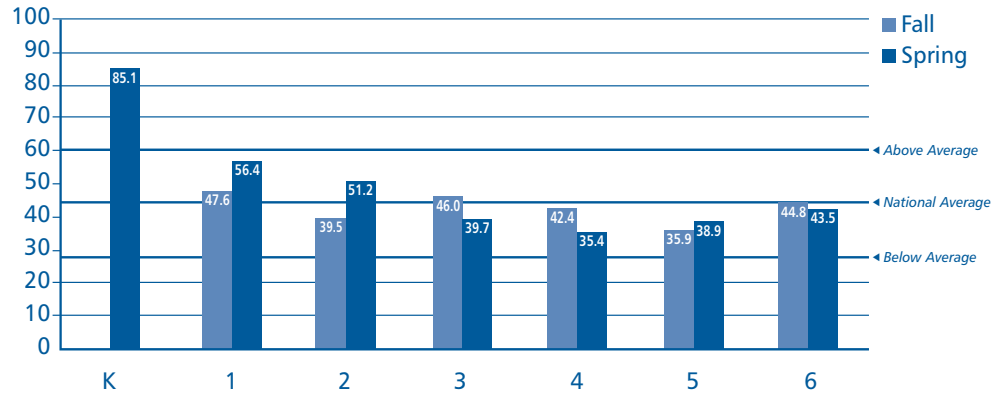
NA = Not Available NR = Not Reported -- = Not Tested

Terra Nova test results

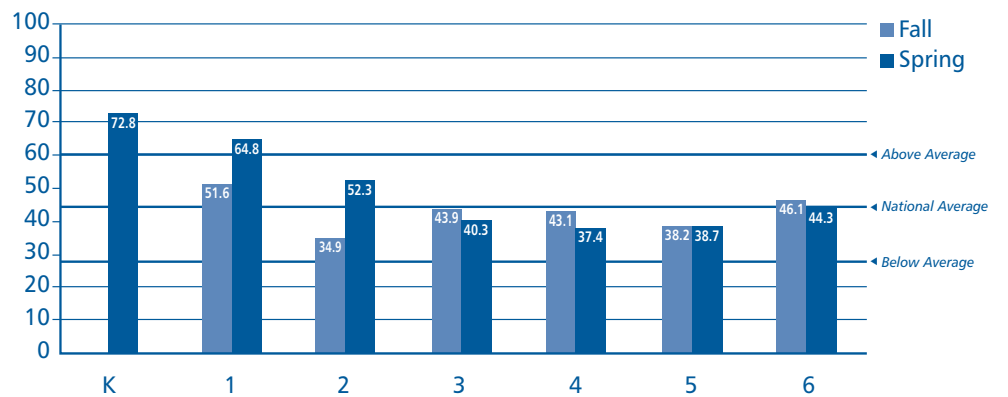
The Terra Nova Survey Plus, Form A, published by CTB/McGraw-Hill, was given to students in September 2003 and again in May 2004. This is a test designed to estimate a student's achievement level relative to grade-level peers across the country. The same score in both fall and spring indicates expected 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, showed expected gains in grades 5 and 6; below expected gains for grades 3 and 4; and more than expected progress in grades K, 1 and 2.

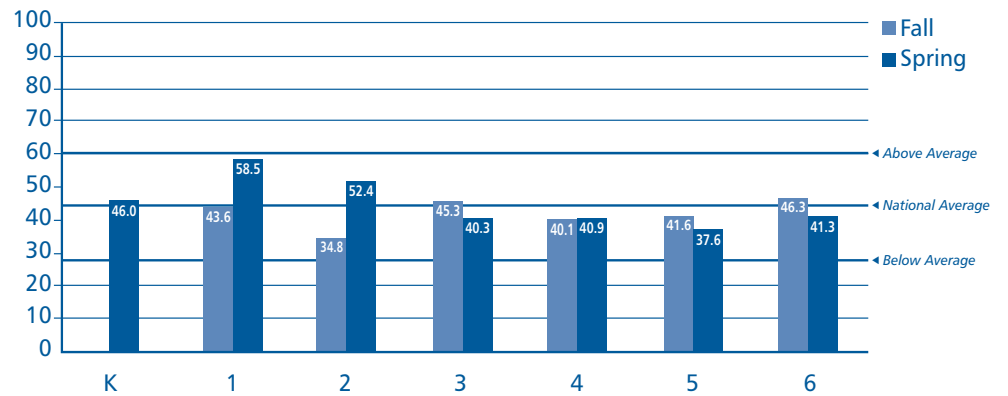
Reading



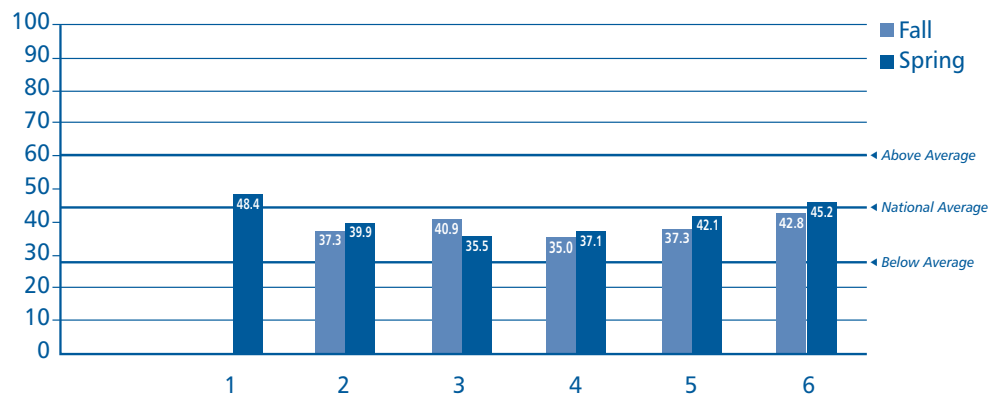
Language



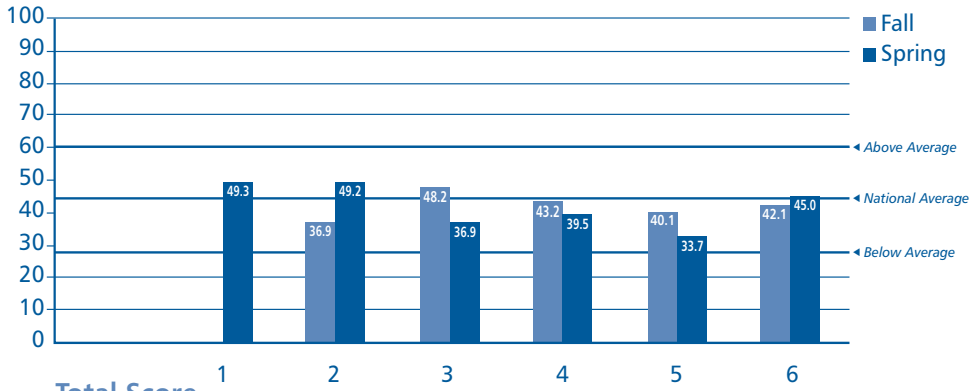
Mathematics



Science

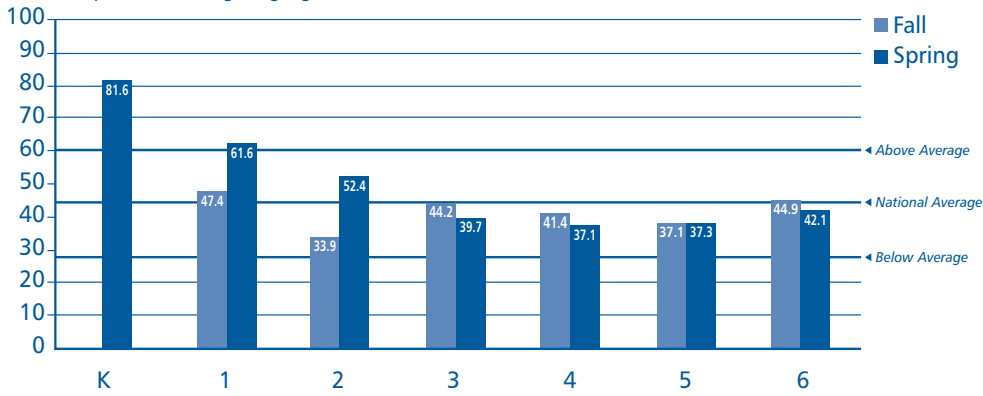


Social Studies



Total Score

Composite of reading, language and mathematics scores





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Detroit, MI 48210
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Rod Atkins, *school leader*