



VOYAGEUR
A C A D E M Y

Discipline, Focus & Hard Work

We are a
family
of EDUCATORS & LEARNERS

Voyageur Academy

2002-03 Annual Education Report

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

Year opened

1998

Grades

K-9, which includes
Consortium College
Preparatory High School

School leaders

Rod Atkins, school leader
Tim Green, assistant leader

Board of directors

Joseph Rush, president
Mattie Ellis, vice president
Judith Donnell, secretary
Curtis Wade, treasurer
Darryl Barnes
Barbara Smith
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, along with all other Michigan public schools, is waiting to receive its accreditation report from the state department of education.

About our academy

There were a number of significant achievements at Voyageur Academy during the 2002-03 school year. Among the notable milestones:

- The school expanded by implementing an additional fifth-grade class.
- The academy reported an enrollment of 328 students for 2002-03. The school also boasted a strong percentage of returning students.

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-teacher 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, MEAP 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 academy's curriculum was aligned with the benchmarks and standards contained in the Michigan Curriculum Framework. In an effort to maintain alignment, 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. The majority of the school's computers are networked to a Windows NT file server; a few are stand-alone word processing stations.

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

The academy received two Dell work stations on rolling carts for use as assistive technology with identified special education students. These work stations include a computer, a combination printer/scanner/copier/fax machine and a digital camera and docking station for uploading photos. Various software and assistive technology were installed based on the needs of the students.

Extracurricular activities

Tutoring
After-school chess club
Basketball
Cheerleading
Special events: talent show, science fair, spelling bee, geography bee, Cinco de Mayo celebration, Multicultural Month

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 leader
Office manager
Middle school language arts teacher
Middle school science teacher
Elementary school teacher
Elementary school classroom assistant

Goals and progress

Goal 1: To provide each child with a sound, well-rounded academic foundation.

Progress: The academy used goal-setting and measurement of academic performance to determine students' academic foundation. Other tools implemented to determine progress toward this goal included the school's grading system, standardized testing results, additional quantitative and qualitative measures of individual student achievement and group performance.

Goal 2: To integrate technology into the curriculum.

Progress: A \$130,000 contribution from Ferris State University allowed the academy to introduce a first-class media center/computer lab located in the Consortium facility to its staff and students. The facility houses 54 computers - both wired and wireless - and also contains complementary technology such as PowerPoint projectors to enhance the teaching process. In addition to the computer lab, a wireless Internet system was introduced for use in elementary classrooms.

Goal 3: To create an educational environment that embraces and celebrates the rich diversity of the community.

Progress: The school capitalized on the cultural makeup of its student body by celebrating diversity through monthly celebrations (e.g., Cinco de Mayo celebration) and other acknowledgements of the cultural variety at the academy.

Goal 4: To continually seek supplemental resources that will assist the academy in accomplishing its mission and goals.

Progress: The academy used parents as well as corporate sponsors and business partners to provide services such as tutoring and assistance with school social events, activities and fund-raisers.

Goal 5: To create a strong sense of shared responsibility and team effort through team learning and teaching.

Progress: The academy accomplished this goal through a variety of in-service programs and before-school and after-school activities that dealt with professionalism, teamwork and communication.

Parent involvement

Parent involvement at the academy included a 94% attendance rate at parent-teacher conferences and volunteer opportunities such as tutoring, assisting with field trips and working on a variety of special events. 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: 71, which represents 44% of the student body

Overall, I rate this academy as a good school 97%
My child is getting a good education at this academy 98%
My child is safe and secure at this academy 93%

By the numbers

Enrollment	504
(176 of these Voyageur students attended the academy's high school, Consortium College Preparatory High School)	
Returning students	
2001-02	97%
2002-03	80%
Waiting list	30
Free & reduced lunch	78%
(14% of Voyageur students attending Consortium H.S. were eligible for free or reduced lunch)	
Students with disabilities	13% of student population, served within an inclusive environment
Attendance rate	94%
Student-teacher ratio	
2001-02	26:1
2002-03	27:1
School administrators	2
Teaching staff	
12, with 42% 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	
7, with 43% 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	
3 food service, 3 office staff, 1 social worker 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.</i>	
Parent-teacher conference attendance	
2001-02	90%
2002-03	94%

Parent comments

"The staff at this school teaches the children to be responsible and voice their own opinions about things. They also teach the children about discipline and hard work. I would recommend this school to anyone who values their child's education."

"High standards and good teachers are a must. This school offers a lot of things my child needs."

"I've had nothing but positive experiences with Voyageur's teachers and staff members."

Community involvement

Local businesses, including Gigante Prince Valley Supermercado, Marathon-Ramm Enterprises and Torre Bugelio, 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) in each of the five content areas.

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 2002-03 and 2001-02?

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 2002-03	Mathematics % Proficient			Reading % Proficient			Writing % Proficient			English/Language Arts % Proficient		
		2002-03	2001-02	2000-01	2002-03	2001-02	2000-01	2002-03	2001-02	2000-01	2002-03	2001-02	2000-01
All Students	54	31	30	28	39	20	16	15	--	--	15	--	--
Female Students	33	27	31	NA	48	21	33	24	--	--	24	--	--
Male Students	21	38	29	NA	24	20	0	0	--	--	0	--	--
Black, Not of Hispanic Origin	48	31	35	NA	43	19	11	13	--	--	15	--	--
Hispanic	<10	NR	NR	NA	NR	NR	NR	NR	--	--	NR	--	--
White, Not of Hispanic Origin	<10	NR	--	NA	NR	--	--	NR	--	--	NR	--	--
Economically Disadvantaged	42	26	NA	NA	36	NA	NA	12	--	--	14	--	--
Students with Disabilities	<10	NR	NA	NA	NR	NA	NA	NR	--	--	NR	--	--

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

Table 2: Grade 5

Student Group	Total Tested 2002-03	Science % Proficient			Social Studies % Proficient		
		2002-03	2001-02	2000-01	2002-03	2001-02	2000-01
All Students	47	28	72	4	2	4	0
Female Students	26	35	75	NA	4	6	0
Male Students	21	19	NR	NA	0	NR	0
Black, Not of Hispanic Origin	41	27	68	NA	2	0	0
Hispanic	<10	NR	NR	NA	NR	NR	NR
Economically Disadvantaged	33	33	NA	NA	3	NA	NA
Students with Disabilities	<10	NR	NA	NA	NR	NA	NA

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

Table 3: Grade 7

Student Group	Total Tested 2002-03	Reading % Proficient			Writing % Proficient			English/Language Arts % Proficient		
		2002-03	2001-02	2000-01	2002-03	2001-02	2000-01	2002-03	2001-02	2000-01
All Students	48	38	46	30	63	96	86	35	--	--
Female Students	25	44	NR	36	72	NR	15	44	--	--
Male Students	23	30	33	23	52	93	85	26	--	--
Black, Not of Hispanic Origin	45	36	38	32	64	95	87	36	--	--
Hispanic	< 10	NR	NR	NR	< 10	NR	NR	NR	--	--
White, Not of Hispanic Origin	< 10	NR	NR	--	NR	NR	--	NR	--	--
Economically Disadvantaged	< 10	NR	NA	NA	NR	NA	NA	NR	--	--
Students with Disabilities	< 10	NR	NA	NA	NR	NA	NA	NR	--	--

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Table 4: Grade 8

Student Group	Total Tested 2002-03	Mathematics % Proficient			Science % Proficient			Social Studies % Proficient		
		2002-03	2001-02	2000-01	2002-03	2001-02	2000-01	2002-03	2001-02	2000-01
All Students	46	41	59	--	57	50	NA	28	23	NA
Female Students	21	38	55	--	57	46	NA	29	18	NA
Male Students	25	44	64	--	56	55	NA	28	27	NA
Black, Not of Hispanic Origin	42	40	60	--	55	50	NA	29	25	NA
Hispanic	< 10	NR	NR	--	NR	NR	NA	NR	NR	NA
White, Not of Hispanic Origin	< 10	NR	--	--	NR	--	NA	NR	--	NA
Economically Disadvantaged	< 10	NR	NA	NA	NR	NA	NA	NR	NA	NA
Students with Disabilities	< 10	NR	NA	NA	NR	NA	NA	NR	NA	NA

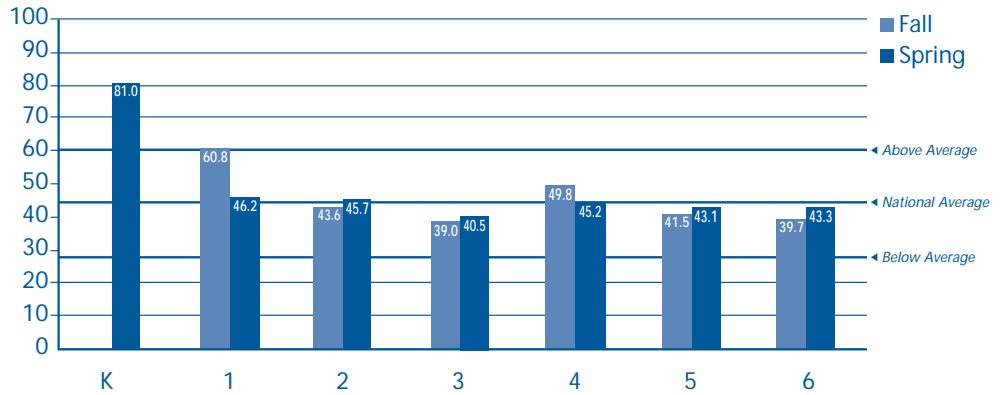
NA = Not Available NR = Not Reported -- = Not Tested

Terra Nova test results

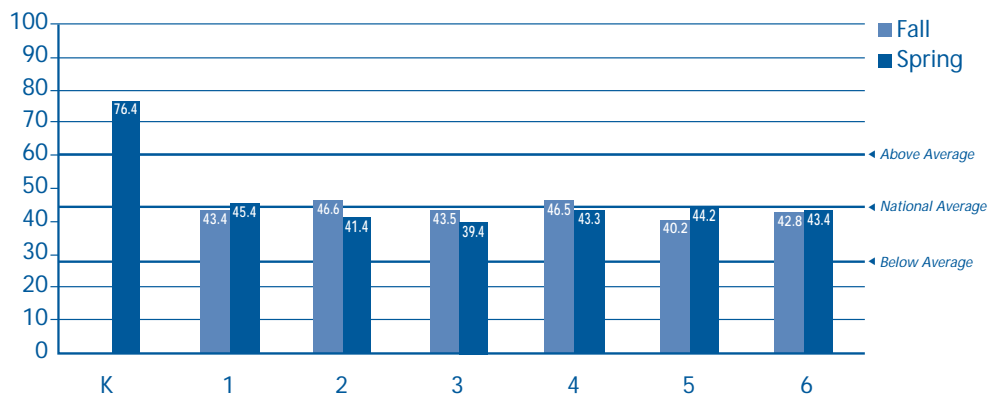
The Terra Nova Survey Plus, Form A, published by CTB/McGraw-Hill, was given to students in September 2002 and again in May 2003. This is a test designed to estimate a student's achievement level relative to grade-level peers across the country. The same score in both fall and spring indicates expected 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 in reading, language and mathematics, while grade 1 students did not take fall tests in science and social studies. The total scores graph, a composite of reading, language and math scores, shows lower than expected gains in grades 1, 3 and 4 and more than expected gains in all other grades.

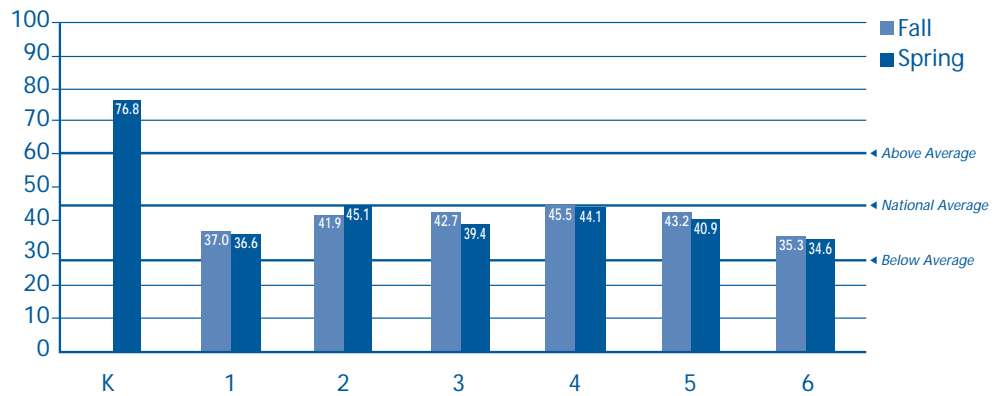
Reading



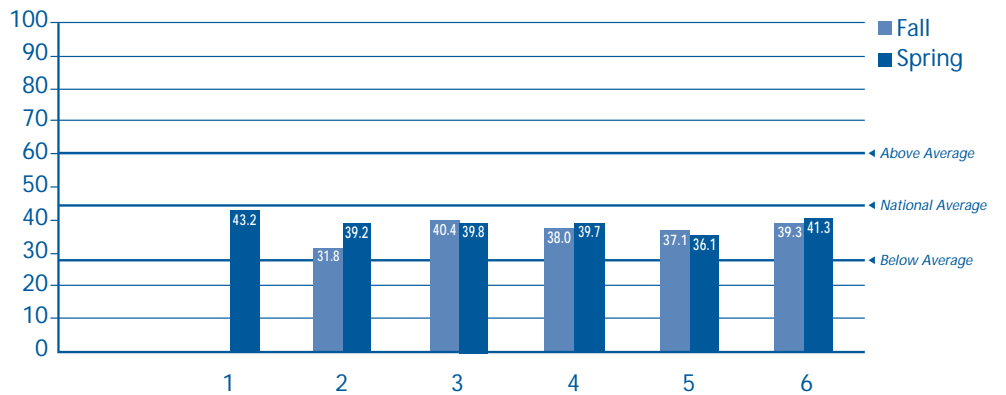
Language



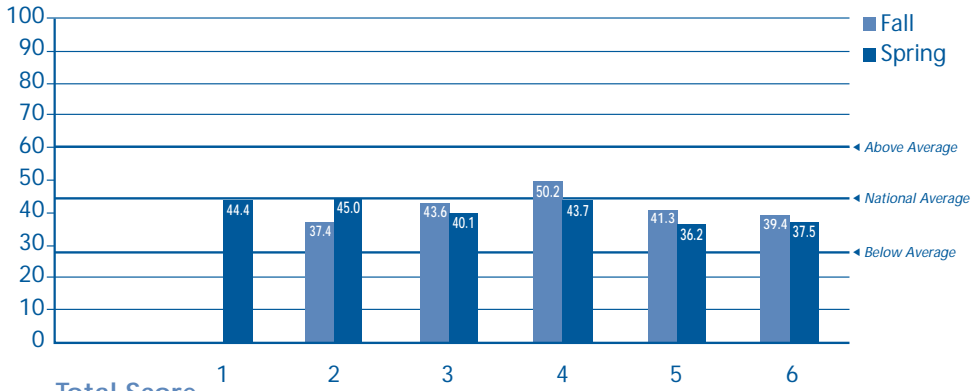
Mathematics



Science

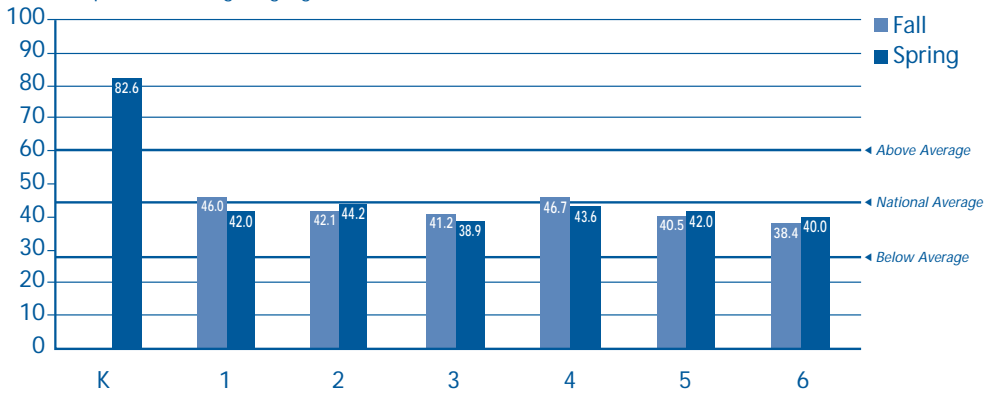


Social Studies



Total Score

Composite of reading, language and mathematics scores





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Rod Atkins, *school leader*