

# making CONNECTIONS

---

2005-06 Annual Education Report



# VOYAGEUR

## ACADEMY

---

Discipline, Focus & Hard Work



# Voyageur Academy

2005-06 Annual Education Report

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

## Year opened

1998

## Grades

K-12; students in grades 7-12 attend Consortium College Preparatory High School

## School leadership

Rod Atkins, school leader  
Joanne Swain, assistant leader  
Lydia Kovach, curriculum coach K-12

## Board of directors

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

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

Voyageur Academy is making connections. When it comes to educating young minds, several key components come together to create the overall learning experience. In preparing students for their learning experience at Consortium College Preparatory Academy, Voyageur staff, students, parents and the local community each play a vital and interconnected role in creating the educational program in this unique partnership. Voyageur Academy provides to area youth a safe, challenging and nurturing academic environment. The academy operates under the driving philosophy that every student can achieve excellence. Highlights of the 2005-06 school year include:

- The academy increased student proficiency scores on the MEAP, achieving adequate yearly progress (AYP).
- Utilizing the federal Library Grant, the school unveiled a new library and media room, staffed with a librarian and stocked with over five-thousand dollars in new books and reading materials for students and parents to enjoy.
- Smart boards were purchased - one per grade level - to allow classrooms to visually represent ideas and their relationships using a variety of colors, shapes, symbols and links.
- The academy boasted a teaching staff that is fully certified, with 100% of classroom teachers and aides highly qualified per state and federal No Child Left Behind standards.

## Enrollment process

- As a free public school, Voyageur Academy adheres to all requirements outlined by its charter authorizer and federal and state law regarding enrollments.
- Existing students are given the opportunity to re-enroll in late winter, with preference given to them and their siblings.
- The school holds an advertised open enrollment period in the spring, during which any Michigan resident may apply.
- In the event that any grade is over-subscribed, a public lottery is held to determine enrollment and a waiting list.
- The academy does not charge tuition nor discriminate in admissions policies or practices 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 your child may have a disability, please contact the school leader.

## School safety

- Voyageur Academy is a safe and secure environment that uses a proactive approach to safety and emergency management.
- 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 could 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 school grounds during regular school hours.

## Professional development

- All teachers were certified and 100% of teachers and classroom assistants were highly qualified according to Michigan and federal standards.
- Staff participated in professional development activities that were directly tied to student performance and teacher experience through workshops offered throughout the year, covering topics in all core academic areas.
- Staff engaged in a three-day intensive all-day professional development initiative in the West Ed reading enhancement program, which incorporates reading instruction into all subject areas.
- Additional staff development opportunities included training in all core subject areas held by Wayne RESA, special education training in Continuous Improvement and Monitoring Systems (CIMS), classroom management, MEAP analysis, classroom management, lesson planning and curriculum mapping.

## A quality education

The academy utilizes the MJK Curriculum, which is available to all students and can be reviewed at the school. The curriculum is aligned with the Michigan Curriculum Framework and Grade Level Content Expectations in all core subject areas -- math, English language arts, science and social studies.

The school's curriculum coach 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 state and standardized tests. Additional methods of ensuring compliance with outlined curriculum standards included lesson plan monitoring, classroom observation and submission of classroom goals to the school's curriculum coach.

Technology is integrated into the curriculum via an updated computer lab and computers in every classroom. The school has an updated technology plan on file with the state that complements the instructional plan.

## Extracurricular activities

Boys and girls basketball	Student council
Cheerleading	Spelling bee
Academic Games	Chess team
Mini-robotics	Scholastic book fair
Read-a-thon	Yeabook
Viking Times student newspaper	Tutoring

## School improvement planning

The school improvement team met on a frequent and ongoing basis 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 Scantron testing for elementary school.

*Progress:* Staff worked to prepare students with acceptable daily practices, techniques and drills for standardized test taking. A comprehensive math initiative for all grades, emphasizing a lack of fear, fun-learning and real-world approach to math was implemented. The school met AYP and maintained phase zero status. On the MEAP, grade 4 proficiency increased in writing and decreased in reading, ELA and math. On Scantron, grades 2 through 6 showed significant gains in all subject areas tested -- math, reading, language arts and science.

### Goal 2: Reinforce fundamentals of reading, writing, and math for grades K-6.

*Progress:* The academy continued its "Back to Basics" approach involving teachers, parents, students and Voyager stakeholders. A reading specialist was used for grades K-6 to target reading improvement strategies. Teachers continued to use a variety of instructional methods and assessments to focus on fundamentals. As noted above, students at all grade levels showed significant gains across all subject areas on the Scantron assessment.

### Goal 3: Increase academic performance of all students in grades K-6.

*Progress:* Staff continued to monitor, review and assess results of Scantron, MEAP and Behavior Reports that measure academic and social progress. A reward system was developed for attendance and uniform compliance that measured and motivated students to achieve academically and socially. Standardized tests, classroom assessments,

## By the numbers

Enrollment, grades K-6 .....	321
Enrollment, grades 7-12 at Consortium College Preparatory High School.....	392
Total enrollment .....	713
<b>Returning students</b>	
2005-06 .....	88%
2004-05 .....	86%
Waiting list .....	18 students
Free & reduced lunch .....	88.4%
Students with disabilities .....	9% of student population, served within an inclusive environment

### Student demographics

African-American .....	75%
Caucasian.....	5%
Hispanic.....	15%

Attendance rate .....

90%

### Student-teacher ratio

2005-06 .....	20:1
2004-05 .....	23:1

Hours of instruction .....

1,235

School administrators .....

3

### Teaching staff

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

### Classroom assistants

7, 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

### Support staff

9, including food service, office staff, 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

2005-06 .....	90%
2004-05 .....	100%

## School report card

	Education Yes! Grade	Adequate Yearly Progress Status	School Phase 2005-06
Elementary	C	Met AYP	0

teacher observations and student work demonstrated progress toward this goal.

### Goal 4: Increase parent involvement and satisfaction.

*Progress:* The Empowerment of the Triangle includes parents, teachers and students. Parents play a critical role in their child's education. To that end, parents are expected to take an active role in the educational process. Parent participation in conferences and parent involvement in volunteer activities was strong. Based on results from an annual survey, 97% of those parents responding stated that overall, they would rate the academy as a good school.

**Goal 5: Implement a continuous improvement process to maintain quality input and enhance the school climate, culture and environment.**

*Progress:* The academy worked to improve its internal and external communications, making provisions for ongoing informal parent feedback and student behavior reflection. Weekly reports on student progress were sent home to parents. The school leader maintained an open-door communications policy.

## Parent involvement

Voyageur Academy values parent participation as an integral component of the education experience and encourages participation at many levels. Voyageur's parent involvement policy, called Empowerment of the Triangle, has been in place since the school's first year of operation. In addition, the academy board adopted and approved a formal Parental Involvement Plan in 2005.

Parents are encouraged to take an active role in their child's education by reviewing homework and weekly progress and behavior reports, attending conferences and functions, and talking directly with staff. Printed communications are routinely sent to families.

The Parent Power Group conducts monthly meetings for parents to inform them of events, activities and programs that are being offered for students and/or parents. These meetings are conducted to provide a line of open communication between parents and staff. The organization also conducts fundraisers and provides feedback to the administration and teachers regarding parental concerns. Parents were also active participants in tutoring, extracurricular events, athletic events and the school's mentoring program.

## Parent survey results

**Respondents:** 102, which represents 49% 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** ..... 97%

## Parent comments

"I am pleased with the academic growth that my child has attained with the school."

"The academic program at this school is by far the best for any child. The staff members are as interested in the children's academic growth as well as the parents."

"There are challenging academics at this school"

## Community involvement

Voyageur Academy recognizes its position within the greater Detroit community and strives to establish quality partnerships with local businesses and community organizations. Local businesses supported school functions through donations and sponsorships. These include the Marathon/Subway station and Prince Valley Grocery Store. Staff members donated their time in support of various community events and civic activities, including providing Thanksgiving baskets to Voyageur families in need. Staff and students from Consortium High School volunteered their time to support tutoring and mentoring programs at the school.

## Financial report

*A statement of revenues and expenses for July 1, 2005 through June 30, 2006 is listed below. Additional financial information is available from the academy. The auditor's report is being conducted at this time.*

Revenues	
School foundation.....	\$4,864,004
Food services.....	201,431
Grants-federal.....	443,259
Grants-state.....	344,266
Other.....	69,185
<b>Total revenues</b> .....	<b>\$5,922,145</b>
Expenses	
Salaries.....	\$2,847,542
Purchased services.....	1,323,337
Materials and supplies.....	303,112
Other.....	1,148,490
<b>Total expenses</b> .....	<b>\$5,622,481</b>
<b>Retained earnings</b> .....	<b>\$1,398,343</b>
<b>Balance as of June 30, 2006</b> .....	<b>\$1,698,007</b>

## 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 in grades 3-9 and 11 take the MEAP test. Students in grades 3-8 and 11 take both the math and English language arts tests. In addition, students in grades 5, 8 and 11 are tested in science; grades 6, 9 and 11 are tested in social studies.

**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.

**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 school made adequate yearly progress due to improvement on MEAP test proficiency.

**Table 1: Grade 3**

Student Group	Total Tested 05-06	Reading			Writing			English/ Language Arts			Mathematics		
		% Proficient			% Proficient			% Proficient			% Proficient		
		05-06	04-05	03-04	05-06	04-05	03-04	05-06	04-05	03-04	05-06	04-05	03-04
All Students	51	71	--	--	33	--	--	55	--	--	55	--	--
Female Students	22	73	--	--	27	--	--	50	--	--	55	--	--
Male Students	29	69	--	--	38	--	--	59	--	--	55	--	--
Black, Not of Hispanic Origin	43	72	--	--	33	--	--	53	--	--	56	--	--
Hispanic	<10	NR	--	--	NR	--	--	NR	--	--	NR	--	--
White, Not of Hispanic Origin	<10	NR	--	--	NR	--	--	NR	--	--	NR	--	--
Economically Disadvantaged	40	68	--	--	35	--	--	55	--	--	60	--	--
Students with Disabilities	<10	NR	--	--	NR	--	--	NR	--	--	NR	--	--

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

**Table 2: Grade 4**

Student Group	Total Tested 2005-06	Reading			Writing			English/ Language Arts			Mathematics		
		% Proficient			% Proficient			% Proficient			% Proficient		
		05-06	04-05	03-04	05-06	04-05	03-04	05-06	04-05	03-04	05-06	04-05	03-04
All Students	51	63	77	45	20	12	26	35	38	24	43	69	50
Female Students	24	71	69	41	25	18	24	33	44	35	38	82	53
Male Students	27	56	83	48	15	8	28	37	35	16	48	60	48
Black, Not of Hispanic Origin	37	62	78	50	19	11	17	35	38	23	43	69	50
Hispanic	10	60	NR	30	20	NR	50	40	NR	30	30	NR	40
White, Not of Hispanic Origin	<10	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
Economically Disadvantaged	47	64	79	48	21	15	32	36	36	29	43	74	52
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 3: Grade 5**

Student Group	Total Tested 2005-06	Reading			Writing			English/Language Arts		
		% Proficient			% Proficient			% Proficient		
		05-06	04-05	03-04	05-06	04-05	03-04	05-06	04-05	03-04
All Students	40	55	--	--	55	--	--	48	--	--
Female Students	19	63	--	--	79	--	--	58	--	--
Male Students	21	48	--	--	33	--	--	38	--	--
Black, Not of Hispanic Origin	35	51	--	--	54	--	--	43	--	--
Hispanic	<10	NR	--	--	NR	--	--	NR	--	--
White, Not of Hispanic Origin	<10	NR	--	--	NR	--	--	NR	--	--
Economically Disadvantaged	33	52	--	--	58	--	--	45	--	--
Students with Disabilities	<10	NR	--	--	NR	--	--	NR	--	--

**Table 3: Grade 5 (Continued)**

Student Group	Total Tested 2005-06	Mathematics % Proficient			Science % Proficient		
		05-06	04-05	03-04	05-06	04-05	03-04
All Students	40	43	--	--	40	40	48
Female Students	19	26	--	--	37	50	52
Male Students	21	57	--	--	24	33	44
Black, Not of Hispanic Origin	35	40	--	--	31	38	50
Hispanic	<10	NR	--	--	NR	NR	NR
White, Not of Hispanic Origin	<10	NR	--	--	NR	NR	NR
Economically Disadvantaged	33	39	--	--	30	44	49
Students with Disabilities	<10	NR	--	--	NR	NR	NR

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

**Table 4: Grade 6**

Student Group	Total Tested 2005-06	Reading % Proficient			Writing % Proficient			English/Language Arts % Proficient		
		05-06	04-05	03-04	05-06	04-05	03-04	05-06	04-05	03-04
All Students	49	61	--	--	61	--	--	55	--	--
Female Students	20	70	--	--	75	--	--	65	--	--
Male Students	29	55	--	--	52	--	--	48	--	--
Black, Not of Hispanic Origin	37	65	--	--	62	--	--	62	--	--
Hispanic	10	50	--	--	50	--	--	30	--	--
White, Not of Hispanic Origin	<10	NR	--	--	NR	--	--	NR	--	--
Economically Disadvantaged	43	60	--	--	63	--	--	56	--	--
Students with Disabilities	<10	NR	--	--	NR	--	--	NR	--	--

Student Group	Total Tested 2005-06	Mathematics % Proficient			Social Studies % Proficient		
		05-06	04-05	03-04	05-06	04-05	03-04
All Students	49	20	--	--	49	--	--
Female Students	20	30	--	--	65	--	--
Male Students	29	14	--	--	38	--	--
Black, Not of Hispanic Origin	37	24	--	--	49	--	--
Hispanic	10	10	--	--	50	--	--
White, Not of Hispanic Origin	<10	NR	--	--	NR	--	--
Economically Disadvantaged	43	19	--	--	47	--	--
Students with Disabilities	<10	NR	--	--	NR	--	--

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

**Table 1: Reading**

Grade Level	Total Tested 2005-06	Fall 2005	Spring 2006	Difference
		Mean Score	Mean Score	
Grade 2	44	1749	2014	Significant gain
Grade 3	44	2043	2226	Significant gain
Grade 4	45	2187	2391	Significant gain
Grade 5	34	2341	2524	Significant gain
Grade 6	46	2404	2587	Significant gain

**Significant:** Student spring test scores showed differences that exceeded the national average and were greater than the standard error of mean scaled score difference in absolute value.

**Insignificant:** Student spring test scores showed differences that were consistent with the national average and were less than the standard error of mean scaled score difference in absolute value.

**Table 2: Math**

Grade Level	Total Tested 2005-06	Fall 2005	Spring 2006	Difference
		Mean Score	Mean Score	
Grade 2	44	1878	2008	Significant gain
Grade 3	44	2024	2179	Significant gain
Grade 4	45	2195	2271	Significant gain
Grade 5	34	2269	2376	Significant gain
Grade 6	46	2302	2425	Significant gain

**Table 3: Language Arts**

Grade Level	Total Tested 2005-06	Fall 2005	Spring 2006	Difference
		Mean Score	Mean Score	
Grade 2	44	1963	2078	Significant gain
Grade 3	44	2132	2266	Significant gain
Grade 4	45	2238	2324	Significant gain
Grade 5	34	2353	2424	Significant gain
Grade 6	46	2390	2508	Significant gain

**Table 4: Science**

Grade Level	Total Tested 2005-06	Fall 2005	Spring 2006	Difference
		Mean Score	Mean Score	
Grade 2	44	1901	2098	Significant gain
Grade 3	43	2148	2257	Significant gain
Grade 4	42	2234	2381	Significant gain
Grade 5	26	2325	2466	Significant gain
Grade 6	35	2290	2456	Significant gain



4321 N. Military Ave.  
Detroit, MI 48210  
313.361.4180

Rod Atkins, *school leader*