



The
GoodNews
about
Voyageur
Academy

2006-07 ANNUAL EDUCATION REPORT

The Good News

about the education of our students at Voyageur Academy in 2006-07

There is good news at Voyageur Academy! The 2006-07 school year was the school's ninth year in operation - a year marked by continued academic, social and behavioral growth and success for all children. Managed by The Leona Group, Voyageur Academy operates under the founding principle that every child can learn and achieve. The school's board, leadership, staff, students, families and community each worked toward a unified goal - to ensure that every child receives the personalized attention needed to reach his or her unique potential.

Voyageur Academy is committed to providing students with experiences that go beyond the traditional classroom, exposing children to a world of ideas, opportunity and hope. Students in grades K-6 attend the Voyageur Academy campus at 4321 North Military Ave.; students in grades 7-12 attend the Consortium College Preparatory campus at 1250 Rosa Parks Blvd.

More good news from 2006-07 includes:

- The academy continued to meet the academic needs of its students, with solid gains on MEAP proficiency. Adequate Yearly Progress (AYP) results had not yet been released at the time of this report.
- The school received the Shining Star Award from Ferris State University for maintaining timely compliance submissions; the award included \$5,000 in grant funds.
- Middle school students participated in Michigan Youth and Government and were finalists in the competition.
- At the high school level, the second graduating class boasted a 98.5% graduation rate and a 100% college acceptance rate.
- Technology initiatives at the high school level included the purchase of Smart Boards for every classroom and the implementation of an Integrated Response System (IRS).
- The school was inducted into the National Honor Society for 2006-07 with 35 participants.
- College and career preparation initiatives at the high school included one-on-one senior counseling, a collegiate fair with representatives from nearly 50 colleges and universities, and a career day event that introduced students to nearly 40 career paths.

Enrollment process

- Voyageur Academy is a free, public school and adheres to all requirements outlined by its charter authorizer and federal and state law regarding enrollments.
- Current students are given the opportunity to re-enroll in late winter, with preference given to them and their siblings.
- In the spring, the school holds an advertised open enrollment period, 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.

School information

Contact information

Grades K-6
4321 N. Military Ave.
Detroit, MI 48210
313.361.4180
www.leonagroup.com/voyageur

Grades 7-12
1250 Rosa Parks Blvd.
Detroit, MI 48216
313.964.2339
www.leonagroup.com/consortium

Year opened

1998

Grades

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

School leadership

Rod Atkins, *school leader*
Joanne Swain
assistant school leader, K-6
Mark Gable
assistant school leader, 7-12
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*
Mattie Ellis, *member*

Chartered by
Ferris State University
Dr. Lawrence Wells, *director*
Ronald Rizzo
interim director, 2006-07
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 for accreditation.

Consortium College Preparatory High School holds North Central Association (NCA) accreditation.

- The academy identifies, evaluates and services 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

The safety of students, families, staff and visitors both campuses is paramount. The schools have instituted comprehensive and proactive school safety and emergency management programs that were thoroughly communicated to staff, students and parents/guardians. These programs include, but are not limited to, student codes of conduct, emergency action plans and school behavior and school safety policies and procedures, all of which were uniformly enforced. Both campuses adhered to all state and federal laws with regards to safety and safety drills and hold current certificates of occupancy for school use. At the high school campus, two security guards were hired to enhance the school's safe environment and provide additional security at athletic events.

Professional development

- All teachers are certified and 100% of teachers and of classroom assistants are highly qualified according to Michigan and federal standards.
- Staff participated in strategically planned professional development opportunities throughout the school year in all academic areas. In addition to professional development opportunities at the school, high school staff were required to independently attend two professional development sessions of their choice.
- The school's management company, The Leona Group, offered extensive professional development to curriculum coaches, school leaders and faculty through its company-wide Quality Schools Initiative. Topics included building professional learning communities; new teacher academy; best practices in reading, writing and math; curriculum and lesson planning; assessments - common, authentic and formative; data-driven decision making; pacing guides, school design and motivation, CIMS, special education and differentiated instruction.
- Also as part of the Quality Schools Initiative, extensive school and teacher observations were conducted to assess each school's individual professional development needs.
- Additional staff development initiatives included West Ed, Burton Consultants connecting grade levels and the MAPSA conference.

A quality education

The academy's curriculum, which is available to all students and can be reviewed at the school, is fully aligned with state standards and benchmarks. The school utilizes the MKJ curriculum for core areas - English language arts, mathematics, science and social studies. 100% of core academic subjects, elementary and secondary school classes were taught by highly qualified teachers.

A full-time 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 high school campus features a state-of-the-art technology and media lab. In addition, Smart Board technology is available in every high school classroom.



School
Snap Shots

Extracurricular activities

A well-rounded learning experience was provided to students at Voyageur Academy and Consortium College Preparatory High School again this year. In addition to the academically challenging and balanced curriculum, the academy offered extracurricular activities and field trips. Among them:

Grades K-6

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

Grades 9-12

Cross country	Student Council
Drama club	Boys and girls basketball
National Honor Society	Cheer squad
Cougarbots robotics team	Prom committee
Chess club	Student mentoring program
Senior officers	Dance club
Michigan youth and government	After-school fitness club
Art club	Homecoming committee
Yearbook	Grammy night

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

School Report Card

	Education Yes! Grade	Adequate Yearly Progress Status	School Phase 2006-07
Elementary	<i>Not yet released.</i>		
Middle	<i>Not yet released.</i>		
High school	<i>Note yet released.</i>		

Goals and progress, grades K-6

Goal 1: Increase student performance in ELA by 10% proficiency for grades 3-6.

Progress: On the fall MEAP assessment, grades 4 and 5 improved proficiency by 16% and 4% respectively. Grades 3 and 6 demonstrated a proficiency reduction in this area. The academy continued use of Power Writing in all grades and began use of Michigan Literacy Progress Profile (MLPP) in grades 1-2. A reading specialist worked cooperatively with teachers to conduct observations and student assessments. Tutoring was provided after school and on Saturdays. Daily bell work, monthly assessments, vocabulary practice and consistent parent feedback were among the strategies used to facilitate growth in this area.

By the numbers

Enrollment

K-6	331
7-12	423
Total district enrollment	754

Returning students

K-6:	
2006-07	58%
2005-06	88%
7-12:	
2006-07	93%
2005-06	81%

Waiting lists

K-6	142
7-12	100

Free & reduced lunch, district 74%

Students with disabilities

K-6	6%
7-12	15%
% of student population served within an inclusive environment	

Student demographics

K-6:	
Black/African-American	83%
Hispanic/Latino	15%
Caucasian	2%

7-12:	
Black/African-American	100%

Attendance rate, K-8 92%

Student-teacher ratio

K-6:	
2006-07	21:1
2005-06	20:1
7-12:	
2006-07	21:1
2005-06	21:1

Hours of instruction

K-8	1113
9-12	1151

Graduation rate 98.5%

Students in dual enrollment .None

College-equivalent courses ...None

Students enrolled

in these coursesNone

Students who took

college equivalency exams ...None

Students who received

college credit from

the examsNone

School administrators

K-6	3
7-12	3

Teaching staff

16 in grades K-6, 26 in grades 7-12; 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

6 in grades K-6; 2 in grades 7-12; 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

8 in grades K-6; 10 in grades 7-12; including office staff, mentor manager, librarian, food service, tutor, social workers, coaches, maintenance, student services 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

K-6:	
2006-07	75%
2005-06	90%

Goal 2: Increase student performance in math by 10% for grades 3-6.

Progress: On the fall MEAP assessment, all grades demonstrated improved proficiency in this area. Grade 3 improved 13%, grade 4 increased by 1%, grade 5 demonstrated proficiency gains of 6% and grade 6 went up 6%. Overall, this goal was not met. To facilitate growth in this area, the Accelerated Math program was implemented and technology use was increased to better engage students and improve participation. Free tutoring was provided after school and on Saturdays. Daily bell work, monthly assessments on facts and fundamentals, vocabulary practice and consistent parent feedback were among the strategies used to facilitate growth in this area.

Goal 3: Increase student proficiency in science by 25% proficiency for grade 5.

Progress: Grade 5 students were assessed in science on the fall MEAP test and demonstrated proficiency increases of 16%. Continued use of the MKJ curriculum, combined with appropriate hands-on activities, experiments, field trips and projects, facilitated growth in this area for all students.

Goal 4: Increase student performance in social studies by 12% proficiency for grade 6.

Progress: Grade 6 students were assessed in social studies on the fall MEAP and did not demonstrate proficiency increases in this area. To facilitate social studies achievement for all grades, the MKJ curriculum was aligned with Core Democratic Values, which were implemented at all grade levels. Various civics and government related activities, experiences and programs were integrated into the curriculum throughout the year. Hands-on activities and experiences emphasizing social studies concepts complemented classroom instruction.

Goals and progress, grades 7-12

Goal: Increase student performance on standardized testing of MEAP, Scantron PSAT, Plan ACT and ACT.

Progress: The academy continued implementation of the MKJ curriculum for high school and worked to prepare students with acceptable daily practices, techniques and drills to prepare for standardized test taking.

Goal: Reinforce fundamentals of reading, writing, and math.

Progress: The school continued to provide forums for students to study and maintained a positive environment conducive to completing homework. Supplemental support and services and comprehensive math initiatives for all grades were provided. Students engaged in poetry contests, writing campaigns and journal writing, and reading initiatives focused on relevant non-fiction works. Student work, journals, portfolios and teacher observations evidenced progress in this area.

Goal: Increase parental 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 increased this year, as did parent involvement in volunteer activities. Parent satisfaction was measured via a parent survey. Of those responding, 99% of parents stated that overall they would rate the academy as a good school.

Goal: Prepare high school students socially and academically for transition to higher learning at the junior college, college and university level.

Progress: The school worked to improve social skills through forums and discussion emphasizing the Core Democratic Values and the importance of communication. Numerous venues were provided to expose students to colleges and universities. The school hosted a college fair, which attracted over 50 colleges and universities. In addition, teacher-led tours of colleges in the area and throughout the country were provided. Of graduating seniors, 100% held letters of acceptance from colleges and universities, evidencing solid performance in this area.

Financial report

A statement of revenues and expenses for July 1, 2006 through June 30, 2007 is listed below. Additional financial information is available from the academy. The auditor’s report is being conducted at this time.

Revenues

School foundation	\$5,388,761
Food services	166,786
Grants-federal.....	528,751
Grants-state.....	449,779
Other.....	11,304
Total revenues	\$6,545,380

Expenses

Salaries and fringe benefits	\$3,101,145
Purchased services	2,455,185
Materials and supplies	329,743
Other.....	222,803
Total expenses	\$6,108,907

Retained earnings at beginning of year ...\$2,133,410

Balance as of June 30, 2007.....\$1,048,879

Parent involvement

Voyageur Academy and Consortium College Preparatory High School value family participation as an integral component of the education experience. The academy board adopted and approved a Parental Involvement Plan in 2005 and encourages participation at many levels. There is a parent on each school's improvement team and families were involved at both campuses on many levels.

- Class trip chaperones
- Classroom volunteers
- Parent Power Group
- Fund-raising
- Graduation committees

Parent survey results

Grades K-6:

Respondents: 83, representing 35.8% of the K-6 student body

Overall, I rate this academy as a good school 98.7%
My child is getting a good education at this academy 97.5%
My child is safe and secure at this academy 98.7%

Grades 7-12:

Respondents: 106, representing 26% of the Consortium student body

Overall, I rate this academy as a good school 99%
My child is getting a good education at this academy 99%
My child is safe and secure at this academy 97%

Parent comments

"Voyageur will always be first when it comes to schools, I wish I was able to go as a child to a school that cares so much about the importance of education."

"Thanks VA for making my family feel comfortable attending your school.."

"I have watched my daughter grades go from C's to A's and B's. This is the first time out of three schools that she's been on the honor roll."

Community involvement

Quality partnerships with local businesses and community organizations connect the academy with the Detroit community and broaden experiences for its children. The community played an integral role in providing resources for continued improvement. Among them were the Marathon Gas Station and Zion Lutheran.

At the high school campus, local businesses supported school functions through donations and sponsorships. Additional community collaborations included:

- Toys-for-Tots collection
- Big Brothers program
- Earth Day community clean-up
- Big Sisters program

MEAP

Frequently asked questions

Q: What does MEAP and MME stand for?

A: They are acronyms for the Michigan Educational Assessment Program and Michigan Merit Exam.

Q: What is the purpose of the tests?

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

Q: Who takes the tests?

A: Students in grades 3-9 take the MEAP test; grade 11 takes the MME. 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: 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: What were the Michigan state target objectives for AYP for 2006-07?

A: 56% - Elementary math
48% - Elementary ELA
43% - Middle school math
43% - Middle school ELA
44% - High school math
52% - High school ELA

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

A: Grade 3 proficiency met state AYP targets for both math and ELA. Math proficiency increased by 13% from the year previous.

Grade 4 proficiency exceeded the state AYP target for ELA but did not reach the math target.

Grade 5 proficiency exceeded the state AYP target for ELA but did not meet the math target. Science proficiency improved by 16%.

Grade 6 proficiency exceeded the state AYP target for ELA but did not meet the math target. Social studies proficiency did not improve upon last year's results.

Grade 7 proficiency exceeded the state AYP target for ELA by 9% and was 6% shy of achieving the math target.

Grade 8 proficiency exceeded state AYP targets for both math and ELA.

Grade 9 was tested in social studies and proficiency was reported at 57%.

Grade 11 proficiency did not meet state AYP targets for ELA or math.

The school's AYP status had not yet been released at the time of this report.

Grade 3 MEAP Results

Reading

Fall 2006

Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	50	14	20	64	2		8	22	65	6
Male Students	28	11	25	64	0		7	24	62	7
Female Students	22	18	14	64	5		9	18	68	5
Black, Not of Hispanic Origin	41	17	22	59	2		5	23	65	7
Hispanic	<10	NR	NR	NR	NR		NR	NR	NR	NR
White, Not of Hispanic Origin	<10	NR	NR	NR	NR		NR	NR	NR	NR
Economically Disadvantaged	44	14	23	61	2		8	25	65	3
Students with Disabilities	<10	NR	NR	NR	NR		NR	NR	NR	NR

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

Writing

Fall 2006

Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	50	40	40	20	0		14	53	33	0
Male Students	28	39	43	18	0		17	45	38	0
Female Students	22	41	36	23	0		9	64	27	0
Black, Not of Hispanic Origin	41	44	37	20	0		16	51	33	0
Hispanic	<10	NR	NR	NR	NR		NR	NR	NR	NR
White, Not of Hispanic Origin	<10	NR	NR	NR	NR		NR	NR	NR	NR
Economically Disadvantaged	44	43	34	23	0		10	55	35	0
Students with Disabilities	<10	NR	NR	NR	NR		NR	NR	NR	NR

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

English Language Arts

Fall 2006

Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	50	20	32	46	2		8	37	53	2
Male Students	28	21	29	50	0		7	34	55	3
Female Students	22	18	36	41	5		9	41	50	0
Black, Not of Hispanic Origin	41	24	34	39	2		7	40	51	2
Hispanic	<10	NR	NR	NR	NR		NR	NR	NR	NR
White, Not of Hispanic Origin	<10	NR	NR	NR	NR		NR	NR	NR	NR
Economically Disadvantaged	44	20	34	43	2		8	38	53	0
Students with Disabilities	<10	NR	NR	NR	NR		NR	NR	NR	NR

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

Mathematics

Fall 2006

Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	50	2	30	52	16		4	41	31	24
Male Students	28	4	36	46	14		3	41	28	28
Female Students	22	0	23	59	18		5	41	36	18
Black, Not of Hispanic Origin	41	2	32	51	15		5	40	30	26
Hispanic	<10	NR	NR	NR	NR		NR	NR	NR	NR
White, Not of Hispanic Origin	<10	NR	NR	NR	NR		NR	NR	NR	NR
Economically Disadvantaged	44	2	32	50	16		5	35	33	28
Students with Disabilities	<10	NR	NR	NR	NR		NR	NR	NR	NR

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

Grade 4 MEAP Results

Reading

Fall 2006

Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	49	6	35	55	4		8	29	57	6
Male Students	25	4	40	52	4		7	37	56	0
Female Students	24	8	29	58	4		8	21	58	13
Black, Not of Hispanic Origin	36	8	33	56	3		8	30	54	8
Hispanic	12	0	42	50	8		0	40	60	0
White, Not of Hispanic Origin	<10	NR	NR	NR	NR		NR	NR	NR	NR
Economically Disadvantaged	47	6	34	55	4		6	30	57	6
Students with Disabilities	<10	NR	NR	NR	NR		NR	NR	NR	NR

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

Writing

Fall 2006

Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	49	6	80	14	0		10	71	20	0
Male Students	25	8	84	8	0		15	70	15	0
Female Students	24	4	75	21	0		4	71	25	0
Black, Not of Hispanic Origin	36	8	78	14	0		8	73	19	0
Hispanic	12	0	83	17	0		10	70	20	0
White, Not of Hispanic Origin	<10	NR	NR	NR	NR		NR	NR	NR	NR
Economically Disadvantaged	47	6	79	15	0		11	68	21	0
Students with Disabilities	<10	NR	NR	NR	NR		NR	NR	NR	NR

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

English Language Arts

Fall 2006

Fall 2005

Student Group	Total Tested 06-07	% Not Proficient				% Proficient			
		Fall 2006		Fall 2005		Fall 2006		Fall 2005	
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
All Students	49	8	41	51	0	6	59	31	4
Male Students	25	8	40	52	0	4	59	37	0
Female Students	24	8	42	50	0	8	58	25	8
Black, Not of Hispanic Origin	36	11	42	47	0	5	59	30	5
Hispanic	12	0	42	58	0	NR	NR	NR	NR
White, Not of Hispanic Origin	<10	NR	NR	NR	NR	NR	NR	NR	NR
Economically Disadvantaged	47	9	40	51	0	6	57	32	4
Students with Disabilities	<10	NR	NR	NR	NR	NR	NR	NR	NR

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

Mathematics

Fall 2006

Fall 2005

Student Group	Total Tested 06-07	% Not Proficient				% Proficient			
		Fall 2006		Fall 2005		Fall 2006		Fall 2005	
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
All Students	50	18	38	42	2	4	53	35	8
Male Students	25	16	36	44	4	7	44	41	7
Female Students	25	20	40	40	0	0	63	29	8
Black, Not of Hispanic Origin	37	19	41	41	0	3	54	32	11
Hispanic	12	17	33	42	8	10	60	30	0
White, Not of Hispanic Origin	<10	NR	NR	NR	NR	NR	NR	NR	NR
Economically Disadvantaged	48	17	38	44	2	2	55	34	9
Students with Disabilities	<10	NR	NR	NR	NR	NR	NR	NR	NR

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

Grade 5 MEAP Results

Reading

Fall 2006

Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	53	19	25	43	13		10	35	53	3
Male Students	25	16	36	36	12		14	38	48	0
Female Students	28	21	14	50	14		5	32	58	5
Black, Not of Hispanic Origin	44	16	25	43	16		11	37	49	3
Hispanic	<10	NR	NR	NR	NR		NR	NR	NR	NR
White, Not of Hispanic Origin	<10	NR	NR	NR	NR		NR	NR	NR	NR
Economically Disadvantaged	49	18	24	45	12		9	39	48	3
Students with Disabilities	<10	NR	NR	NR	NR		NR	NR	NR	NR

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

Writing

Fall 2006

Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	52	6	52	42	0		0	45	55	0
Male Students	25	12	48	40	0		0	67	33	0
Female Students	27	0	56	44	0		0	21	79	0
Black, Not of Hispanic Origin	44	5	55	41	0		0	46	54	0
Hispanic	<10	NR	NR	NR	NR		NR	NR	NR	NR
White, Not of Hispanic Origin	<10	NR	NR	NR	NR		NR	NR	NR	NR
Economically Disadvantaged	48	6	50	44	0		0	42	58	0
Students with Disabilities	<10	NR	NR	NR	NR		NR	NR	NR	NR

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

English Language Arts

Fall 2006

Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	52	12	37	46	6		5	48	48	0
Male Students	25	12	44	40	4		10	52	38	0
Female Students	27	11	30	52	7		0	42	58	0
Black, Not of Hispanic Origin	44	9	39	45	7		6	51	43	0
Hispanic	<10	NR	NR	NR	NR		NR	NR	NR	NR
White, Not of Hispanic Origin	<10	NR	NR	NR	NR		NR	NR	NR	NR
Economically Disadvantaged	48	10	36	48	4		6	48	45	0
Students with Disabilities	<10	NR	NR	NR	NR		NR	NR	NR	NR

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

Mathematics

Fall 2006

Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	53	15	36	45	4		8	50	33	10
Male Students	25	12	36	52	0		10	33	43	14
Female Students	28	18	36	39	7		5	69	21	5
Black, Not of Hispanic Origin	44	16	36	43	5		9	51	29	11
Hispanic	<10	NR	NR	NR	NR		NR	NR	NR	NR
White, Not of Hispanic Origin	<10	NR	NR	NR	NR		NR	NR	NR	NR
Economically Disadvantaged	49	16	35	47	2		6	55	33	6
Students with Disabilities	<10	NR	NR	NR	NR		NR	NR	NR	NR

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

Science

Fall 2006

Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	52	10	35	50	6		10	60	28	3
Male Students	25	8	36	52	4		5	71	19	5
Female Students	27	11	33	48	7		16	47	37	0
Black, Not of Hispanic Origin	44	11	36	45	7		11	57	29	3
Hispanic	<10	NR	NR	NR	NR		NR	NR	NR	NR
White, Not of Hispanic Origin	<10	NR	NR	NR	NR		NR	NR	NR	NR
Economically Disadvantaged	48	8	38	48	6		12	58	27	3
Students with Disabilities	<10	NR	NR	NR	NR		NR	NR	NR	NR

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

Grade 6 MEAP Results

Reading

Fall 2006

Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	47	15	19	62	4		10	29	53	8
Male Students	25	24	24	44	8		17	28	52	3
Female Students	22	5	14	82	0		0	30	55	15
Black, Not of Hispanic Origin	35	17	23	54	6		3	32	57	8
Hispanic	10	10	10	80	0		30	20	40	10
White, Not of Hispanic Origin	<10	NR	NR	NR	NR		NR	NR	NR	NR
Economically Disadvantaged	38	11	24	63	3		12	28	51	9
Students with Disabilities	<10	NR	NR	NR	NR		NR	NR	NR	NR

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

Writing

Fall 2006

Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	47	19	32	49	0		0	39	61	0
Male Students	25	24	40	36	0		0	48	52	0
Female Students	22	14	23	64	0		0	25	75	0
Black, Not of Hispanic Origin	35	14	34	51	0		0	38	62	0
Hispanic	10	40	10	50	0		0	50	50	0
White, Not of Hispanic Origin	<10	NR	NR	NR	NR		NR	NR	NR	NR
Economically Disadvantaged	38	18	37	45	0		0	37	63	0
Students with Disabilities	<10	NR	NR	NR	NR		NR	NR	NR	NR

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

English Language Arts

Fall 2006

Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	47	9	43	49	0		0	45	51	4
Male Students	25	12	52	36	0		0	52	48	0
Female Students	22	5	32	64	0		0	35	55	10
Black, Not of Hispanic Origin	35	9	43	49	0		0	38	57	5
Hispanic	10	10	40	50	0		0	70	30	0
White, Not of Hispanic Origin	<10	NR	NR	NR	NR		NR	NR	NR	NR
Economically Disadvantaged	38	5	50	45	0		0	44	51	5
Students with Disabilities	<10	NR	NR	NR	NR		NR	NR	NR	NR

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

Mathematics

Fall 2006

Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	47	23	51	19	6		14	65	20	0
Male Students	25	32	40	20	8		14	72	14	0
Female Students	22	14	64	18	5		15	55	30	0
Black, Not of Hispanic Origin	35	26	46	23	6		5	70	24	0
Hispanic	10	20	60	10	10		50	40	10	0
White, Not of Hispanic Origin	<10	NR	NR	NR	NR		NR	NR	NR	NR
Economically Disadvantaged	38	24	55	13	8		14	67	19	0
Students with Disabilities	<10	NR	NR	NR	NR		NR	NR	NR	NR

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

Social Studies

Fall 2006

Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	47	17	47	32	4		35	16	35	14
Male Students	25	20	32	40	8		41	21	28	10
Female Students	22	14	64	23	0		25	10	45	20
Black, Not of Hispanic Origin	35	17	46	31	6		35	16	35	14
Hispanic	20	20	50	30	0		30	20	30	20
White, Not of Hispanic Origin	<10	NR	NR	NR	NR		NR	NR	NR	NR
Economically Disadvantaged	38	16	45	34	5		37	16	35	12
Students with Disabilities	<10	NR	NR	NR	NR		NR	NR	NR	NR

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

Grade 7 MEAP Results

Reading

Student Group	Total Tested 06-07	Fall 2006				Fall 2005			
		% Not Proficient		% Proficient		% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
All Students	51	10	22	61	8	7	20	67	6
Male Students	23	13	30	52	4	12	16	68	4
Female Students	28	7	14	68	11	3	24	66	7
Black, Not of Hispanic Origin	48	10	21	60	8	8	18	68	6
Hispanic	<10	NR	NR	NR	NR	NR	NR	NR	NR
White, Not of Hispanic Origin	--	--	--	--	--	NR	NR	NR	NR
Economically Disadvantaged	34	9	29	59	3	9	23	60	7
Students with Disabilities	<10	NR	NR	NR	NR	NR	NR	NR	NR

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

Writing

Student Group	Total Tested 06-07	Fall 2006				Fall 2005			
		% Not Proficient		% Proficient		% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
All Students	51	12	55	33	0	5	47	47	0
Male Students	23	17	52	30	0	4	56	40	0
Female Students	28	7	57	36	0	7	40	53	0
Black, Not of Hispanic Origin	48	10	54	35	0	6	45	49	0
Hispanic	<10	NR	NR	NR	NR	NR	NR	NR	NR
White, Not of Hispanic Origin	--	--	--	--	--	NR	NR	NR	NR
Economically Disadvantaged	34	15	53	32	0	7	44	49	0
Students with Disabilities	<10	NR	NR	NR	NR	NR	NR	NR	NR

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

English Language Arts

Fall 2006

Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
		All Students	51	10	29		61	0	6	33
Male Students	23	13	30	57	0	8	36	56	0	
Female Students	28	7	29	64	0	3	31	66	0	
Black, Not of Hispanic Origin	48	8	29	63	0	6	30	64	0	
Hispanic	<10	NR	NR	NR	NR	NR	NR	NR	NR	
White, Not of Hispanic Origin	--	--	--	--	--	NR	NR	NR	NR	
Economically Disadvantaged	34	9	35	56	0	7	33	60	0	
Students with Disabilities	<10	NR	NR	NR	NR	NR	NR	NR	NR	

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

Mathematics

Fall 2006

Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
		All Students	55	5	56		35	4	7	40
Male Students	25	8	52	40	0	4	40	36	20	
Female Students	30	3	60	30	7	10	40	40	10	
Black, Not of Hispanic Origin	52	2	58	37	4	6	41	39	14	
Hispanic	<10	NR	NR	NR	NR	NR	NR	NR	NR	
White, Not of Hispanic Origin	<10	NR	NR	NR	NR	NR	NR	NR	NR	
Economically Disadvantaged	38	5	53	42	0	5	42	35	19	
Students with Disabilities	<10	NR	NR	NR	NR	NR	NR	NR	NR	

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

Grade 8 MEAP Results

Reading

Student Group	Total Tested 06-07	Fall 2006				Fall 2005			
		% Not Proficient		% Proficient		% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
All Students	56	7	21	59	13	13	33	44	10
Male Students	27	4	15	67	15	18	36	46	0
Female Students	29	10	28	52	10	8	29	42	21
Black, Not of Hispanic Origin	54	7	20	59	13	13	31	46	10
Hispanic	<10	NR	NR	NR	NR	NR	NR	NR	NR
White, Not of Hispanic Origin	--	--	--	--	--	NR	NR	NR	NR
Economically Disadvantaged	38	8	18	58	16	18	28	50	5
Students with Disabilities	<10	NR	NR	NR	NR	NR	NR	NR	NR

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

Writing

Student Group	Total Tested 06-07	Fall 2006				Fall 2005			
		% Not Proficient		% Proficient		% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
All Students	56	14	45	41	0	15	41	41	4
Male Students	27	19	41	41	0	20	47	33	0
Female Students	29	10	48	41	0	8	33	50	9
Black, Not of Hispanic Origin	54	13	44	43	0	12	41	43	4
Hispanic	<10	NR	NR	NR	NR	NR	NR	NR	NR
White, Not of Hispanic Origin	--	--	--	--	--	NR	NR	NR	NR
Economically Disadvantaged	38	11	42	47	0	15	41	41	2
Students with Disabilities	<10	NR	NR	NR	NR	NR	NR	NR	NR

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

English Language Arts

Student Group	Total Tested 06-07	Fall 2006				Fall 2005			
		% Not Proficient		% Proficient		% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
All Students	56	9	38	50	4	12	37	48	4
Male Students	27	7	30	63	0	11	43	46	0
Female Students	29	10	45	38	7	13	29	50	8
Black, Not of Hispanic Origin	54	9	35	52	4	10	35	50	4
Hispanic	<10	NR	NR	NR	NR	NR	NR	NR	NR
White, Not of Hispanic Origin	--	--	--	--	--	NR	NR	NR	NR
Economically Disadvantaged	38	11	29	58	3	13	38	48	3
Students with Disabilities	<10	NR	NR	NR	NR	NR	NR	NR	NR

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

Mathematics

Fall 2006

Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	56	5	41	43	11		26	30	26	19
Male Students	27	7	30	56	7		27	30	23	20
Female Students	29	3	52	31	14		25	29	29	17
Black, Not of Hispanic Origin	54	6	41	43	11		24	31	27	18
Hispanic	<10	NR	NR	NR	NR		NR	NR	NR	NR
White, Not of Hispanic Origin	--	--	--	--	--		NR	NR	NR	NR
Economically Disadvantaged	38	3	47	39	11		30	30	26	14
Students with Disabilities	<10	NR	NR	NR	NR		NR	NR	NR	NR

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

Science

Fall 2006

Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	56	11	50	36	4		11	37	43	9
Male Students	27	4	48	44	4		10	43	43	3
Female Students	29	17	52	28	3		13	29	42	17
Black, Not of Hispanic Origin	54	11	50	35	4		12	33	45	10
Hispanic	<10	NR	NR	NR	NR		NR	NR	NR	NR
White, Not of Hispanic Origin	--	--	--	--	--		NR	NR	NR	NR
Economically Disadvantaged	38	11	50	34	5		10	41	41	7
Students with Disabilities	<10	NR	NR	NR	NR		NR	NR	NR	NR

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

Grade 9 MEAP Results

Social Studies

Fall 2006

Fall 2005

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	82	9	34	55	2		0	21	72	8
Male Students	45	11	29	56	4		0	30	65	5
Female Students	37	5	41	54	0		0	15	76	9
Asian/Pacific Islander	<10	NR	NR	NR	NR		0	20	73	6
Black, Not of Hispanic Origin	80	9	35	54	3		NR	NR	NR	NR
White, Not of Hispanic Origin	<10	NR	NR	NR	NR		NR	NR	NR	NR
Economically Disadvantaged	38	4	41	54	2		0	14	77	9
Students with Disabilities	<10	NR	NR	NR	NR		NR	NR	NR	NR

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

Grade 11 MME/MEAP Results

Reading

Student Group	Total Tested 06-07	Spring 2007				Spring 2006			
		% Not Proficient		% Proficient		% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
All Students	NA	NA	NA	NA	NA	8	28	64	0
Male Students	NA	NA	NA	NA	NA	11	37	52	0
Female Students	NA	NA	NA	NA	NA	7	22	71	0
Black, Not of Hispanic Origin	NA	NA	NA	NA	NA	7	26	66	0
Hispanic	NA	NA	NA	NA	NA	NR	NR	NR	NR
White, Not of Hispanic Origin	NA	NA	NA	NA	NA	--	--	--	--
Economically Disadvantaged	NA	NA	NA	NA	NA	10	35	55	0
Students with Disabilities	NA	NA	NA	NA	NA	NR	NR	NR	NR

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

Writing

Student Group	Total Tested 06-07	Spring 2007				Spring 2006			
		% Not Proficient		% Proficient		% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
All Students	NA	NA	NA	NA	NA	0	60	39	1
Male Students	NA	NA	NA	NA	NA	0	67	30	4
Female Students	NA	NA	NA	NA	NA	0	56	44	0
Black, Not of Hispanic Origin	NA	NA	NA	NA	NA	0	59	40	1
Hispanic	NA	NA	NA	NA	NA	NR	NR	NR	NR
White, Not of Hispanic Origin	NA	NA	NA	NA	NA	--	--	--	--
Economically Disadvantaged	NA	NA	NA	NA	NA	0	58	40	3
Students with Disabilities	NA	NA	NA	NA	NA	NR	NR	NR	NR

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

English Language Arts

Student Group	Total Tested 06-07	Spring 2007				Spring 2006			
		% Not Proficient		% Proficient		% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1	Level 4	Level 3	Level 2	Level 1
All Students	NA	NA	NA	NA	NA	3	43	54	0
Male Students	NA	NA	NA	NA	NA	4	48	48	0
Female Students	NA	NA	NA	NA	NA	2	40	58	0
Black, Not of Hispanic Origin	NA	NA	NA	NA	NA	3	43	54	0
Hispanic	NA	NA	NA	NA	NA	NR	NR	NR	NR
White, Not of Hispanic Origin	NA	NA	NA	NA	NA	--	--	--	--
Economically Disadvantaged	NA	NA	NA	NA	NA	5	40	55	0
Students with Disabilities	NA	NA	NA	NA	NA	NR	NR	NR	NR

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

Mathematics

Spring 2007

Spring 2006

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	NA	NA	NA	NA	NA		51	26	22	0
Male Students	NA	NA	NA	NA	NA		56	26	19	0
Female Students	NA	NA	NA	NA	NA		49	27	24	0
Black, Not of Hispanic Origin	NA	NA	NA	NA	NA		51	26	22	0
Hispanic	NA	NA	NA	NA	NA		NR	NR	NR	NR
White, Not of Hispanic Origin	NA	NA	NA	NA	NA		--	--	--	--
Economically Disadvantaged	NA	NA	NA	NA	NA		50	23	28	0
Students with Disabilities	NA	NA	NA	NA	NA		NR	NR	NR	NR

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

Science

Spring 2007

Spring 2006

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	NA	NA	NA	NA	NA		35	36	28	1
Male Students	NA	NA	NA	NA	NA		37	26	33	4
Female Students	NA	NA	NA	NA	NA		33	42	24	0
Black, Not of Hispanic Origin	NA	NA	NA	NA	NA		35	34	29	1
Hispanic	NA	NA	NA	NA	NA		NR	NR	NR	NR
White, Not of Hispanic Origin	NA	NA	NA	NA	NA		--	--	--	--
Economically Disadvantaged	NA	NA	NA	NA	NA		35	33	30	3
Students with Disabilities	NA	NA	NA	NA	NA		NR	NR	NR	NR

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

Social Studies

Spring 2007

Spring 2006

Student Group	Total Tested 06-07	% Not Proficient		% Proficient			% Not Proficient		% Proficient	
		Level 4	Level 3	Level 2	Level 1		Level 4	Level 3	Level 2	Level 1
All Students	NA	NA	NA	NA	NA		6	17	61	17
Male Students	NA	NA	NA	NA	NA		7	19	48	26
Female Students	NA	NA	NA	NA	NA		4	16	69	11
Black, Not of Hispanic Origin	NA	NA	NA	NA	NA		6	18	59	18
Hispanic	NA	NA	NA	NA	NA		NR	NR	NR	NR
White, Not of Hispanic Origin	NA	NA	NA	NA	NA		--	--	--	--
Economically Disadvantaged	NA	NA	NA	NA	NA		8	18	60	15
Students with Disabilities	NA	NA	NA	NA	NA		NR	NR	NR	NR

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

Scantron

The Scantron Performance Series is a Web-based computer-adaptive diagnostic test. It is used to pinpoint proficiency levels instantly, place students in the appropriate programs, report progress and predict performance on high-stakes tests. Data-analysis and disaggregation allows staff to make data-driven decisions and tailor instruction for every child.

Students were tested in the fall and their scores serve as a benchmark for growth and targeted instructional initiatives for the 2006-07 school year.

Mean Score

Arithmetic mean of overall Scaled Score for a group of interest.

Table 1: Reading

Grade Level	Total Tested 2006-07	Fall 2006
		Mean Score
Grade 2	35	1931
Grade 3	47	2157
Grade 4	46	2362
Grade 5	49	2446
Grade 6	49	2563
Grade 7	27	2530
Grade 8	<10	Not reported
Grade 10	<10	Not reported

Table 2: Mathematics

Grade Level	Total Tested 2006-07	Fall 2006
		Mean Score
Grade 2	35	2012
Grade 3	47	2134
Grade 4	46	2241
Grade 5	49	2351
Grade 6	49	2443
Grade 7	27	2443
Grade 8	<10	Not reported
Grade 10	<10	Not reported

Table 3: Language Arts

Grade Level	Total Tested 2006-07	Fall 2006
		Mean Score
Grade 2	35	2095
Grade 3	47	2192
Grade 4	46	2291
Grade 5	48	2441
Grade 6	49	2470
Grade 7	27	2422
Grade 8	<10	Not reported
Grade 10	<10	Not reported

Table 4: Science

Grade Level	Total Tested 2006-07	Fall 2006
		Mean Score
Grade 3	<10	Not reported
Grade 4	<10	Not reported
Grade 5	17	2469
Grade 6	23	2450
Grade 7	14	2487
Grade 8	<10	Not reported



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