VOYAGEUR
ACADEMY
Discipline, Focus & Hard Work

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August 15, 2014

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2013-2014 educational progress for Voyageur Academy. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Krystal Bell for assistance.

The AER is available for you to review electronically by visiting the following web site www.voyageuracademy.com and clicking on the "Annual Education Report" link at the top of the page or you may review a copy from the school's office at your child's school.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. Our school has not been given one of these labels.

Voyageur Academy is in the 9th percentile so we are faced with the challenge of immediately improving student achievement and proficiency rate for students at Voyageur Academy. The school is taking the following steps to improve student achievement:

1. Continue to analyze demographic perception, student achievement, and program and process data to identify areas of need.
2. Differentiate instruction for all students. Teachers will use the workshop model to work with students in small groups.
3. Provide additional instructional support for students at-risk of not meeting challenging State standards through small group or one-on-one instruction and extended learning time beyond regular school hours, including after school and summer.
4. Provide additional instructional support for students at-risk of not meeting challenging State standards through providing high quality, on-going professional development for teachers and support staff.

Student achievement data, including State test data, NWEA data, and local and formative assessment data (including subgroup analysis) is analyzed and discussed by the Leadership Team or a designated School Improvement Team. Results of the analysis determine the school's focus areas and are shared and confirmed by the following stakeholders: 1) Staff, 2) Parents, and 3) Board members.

We have determined that an increased focus on differentiation of instruction will improve overall student performance, particularly through meeting more directly the needs of the school's special education learners. Teachers will work with support staff in the development of targeted intervention for students with disabilities, and this intervention will be offered both during the regular school day (during workshop time) as well as after school. Additionally, increased differentiation and academic enrichment opportunities should be provided for higher-level learners as well. Summer programming will also be enhanced to ensure that the school becomes increasingly effective in mitigating summer loss. Based on this data, intervention is needed in focus areas of both reading and mathematics, for all grade levels.

Parents, caretakers and family are a critical part of a child's learning and academic success. Parents can become involved in the following ways:

- Participate on the School Improvement Planning Team or in Title I/School Improvement Planning Meetings.
- Volunteer in their child's classroom, assist students at home with homework and ensure students are reading and practicing math daily.
- Attend parent learning events hosted by the school.
- Utilize the school's Parent Room.
- Visit Power School for communication of students' progress and grades.
- Join a Parent Committee.
- Attend Parent-Teacher Conferences.
- Attend Parent Nights, which often teach parents reading and/or math skills/activities to use at home.
- Attend Parent Trainings which include learning how to understand state test scores.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

<u>2013-2014</u>
Voyageur Academy is a state-funded, public school academy. Therefore, there is no cost to attend the Academy. The school is open to any child wishing to attend. Students must be age-appropriate for their respective grade, and they must reside in the state of Michigan.

By law, Voyageur Academy cannot restrict enrollment based on selection criteria. Voyageur Academy can, however, limit the total number of students who may attend the school. If the number of applications exceeds the number of available openings, a random selection process will determine who attends the school.

Voyageur Academy's open enrollment period is from the first day of the current school year until 5:00 p.m. on the last business day of February of the current school year. During this enrollment period, all applications get equal consideration regardless of date submitted. Following the close of open enrollment, if the number of applications does not exceed the number of open seats, all students will receive a notice of acceptance into their respective grades. If applications received exceed offered seats in any grade level, a random selection process will take place for all grade levels. Names are randomly selected until all offered seats have been filled. Any remaining names are selected to establish waiting list priority.

Once students are enrolled and remain enrolled, they will remain eligible to be re-enrolled at the school for successive years without having to reenter the random selection process. However, they will be requested to complete a re-enrollment form by the end of the open enrollment period showing intent to re-enroll for the subsequent school year. All applicants on a waiting list must resubmit an application for the following school year during the next open enrollment period.

In order to accommodate parents who have more than one child eligible for enrollment, siblings of accepted and currently enrolled students are given enrollment priority over students who have no such siblings. Siblings of currently enrolled students at the school will be drawn first in the random selection process for offered seats. In addition, if a child is selected during the random selection process, that child's sibling will be offered the first available offered seat in his/her respective grade. Though siblings are afforded priority for offered seats, they are not given priority over a child previously enrolled.

Should offered seats remain available after the close of open enrollment; students will be accepted on a first-come, first-served basis until offered seats are no longer available. Applications are date and time stamped upon submission, and students are admitted in the order their application is received. Applications will be accepted after offered seats are filled and will be placed on a waiting list in the order received.

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2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

2014-2015

A. Describe how data led your School Improvement Team to select your school's improvement objectives in the core academic curriculum

Voyageur Academy is now under the direction of a new management company. This year's School Improvement Plan is based on school's previous years' lack of progress towards student achievement. The school's School Improvement Team will review data formally and informally throughout each school year as part of its continuous school improvement process. In summer

2014, the school reviewed school and student performance data and perceptual data aligned with the Michigan School Improvement Framework. This review included the following data, among others:

- Student achievement on norm-referenced assessments, including Performance Series, (MEAP), and classroom assessments
- Student demographics
- Discipline, tardy, truancy, and attendance rates
- Parent surveys
- Staff surveys and teacher quality information
- Programs and Processes Data

As a result of the School Improvement Team's review of data, priority improvement objectives in the core academic curriculum were selected for the upcoming school year.

B. Describe your implementation plan for the core academic improvement objectives identified in your school improvement process. You may choose to describe your overall curricular implementation plan or you may choose to describe the plan in each content area

Students will be assessed 3 times using the Northwest Evaluation Association (NWEA) and teachers will use the information to differentiate instruction in the classroom. Teachers will use small group instruction to meet the needs of all students in the classroom.

C. Did the SIP do what it set out to do? Describe the evaluation process that led you to this conclusion.

No, the school did not make significant improvement towards its goals.

The School Improvement Team formally reviewed progress against its 2012-13 SIP goals and objectives in summer 2014, as part of its preparation for the 2014-15 school year. A review of student performance data and other data pertaining to the school's selected focus area was conducted in order to evaluate progress toward meeting its goals. Specific data evaluated includes that collected through MEAP assessments, Performance Series assessments, summative assessments, and formative assessments. The evaluation process includes ascertaining the degree to which each goal has been met or what progress has been made toward each goal.

D. Describe how the evaluation of data and the current year's school improvement process led your school improvement team to select your school's improvement objectives in the core academic curriculum for the next school year

The School Improvement Team's evaluation of data revealed key focus areas for improvement. Identified through the process were specific student performance targets in English Language Arts, Mathematics, Science and Social Studies.

E. How was this year's school improvement process similar or different from last year's process?

On the whole, this year's school improvement process was different than last year's process due to the fact that the approach was intentional. A skeleton of the School Improvement Team met formally in the summer both to evaluate progress against the prior year's identified school improvement goals and to assess data and identify school improvement goals for the next year.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

2014-2015

Voyageur Academy is a charter school in the southwest community of Detroit with a diverse population focused on providing their students with the opportunity to attend and complete college. Students are given small group instruction throughout the day in the subject areas of math and reading which allows for individualized instruction to meet their needs. There will be a strong partnership between the students, parents, staff and community so that collectively we can accomplish our challenging goals. Students will be taught oral communication skills as well as skills necessary to be a productive citizen.

Our goal of preparing students for college success has required us to take a unique view in terms of our curriculum. Our goal is to graduate students who have not only had the opportunity to experience academic excellence, but have acquired the knowledge and skills necessary to be successful in high school and college. What makes our curriculum particularly unique is that it has been developed to support state standards with a college-bound approach.

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

2014-2015

Our curriculum was developed based on the analysis of standards and assessment experts across the nation, including groups such as the Noble Network and ACT®. This analysis, conducted by American Promise Schools, comprehensively researched what students need to know to be successfully prepared for rigorous high school and college educational

programming. Since college readiness goes beyond academic preparedness, the curriculum not only includes learning goals in core academic and co-curricular areas, but also includes an integrated character development component.

The curriculum's objectives are aligned to those identified by the Michigan Grade Level Content Expectations (GLCE) and the Common Core. Moreover, all students are expected to reach the GLCE goals. However, modifications/accommodations are sometimes necessary to ensure learning for all students. This support comes through classroom differentiation, in-class support services, targeted programmatic resources, out of class intervention, and out of school time opportunities—all of which are designed to accelerate student growth trajectories.

The only variance in our curriculum when compared to the MI Curriculum Framework is that we have a Scholar Values component. We believe great schools develop both a student's heart and mind, and the Scholar Values program is designed to support parents' efforts to teach character at home by reinforcing and modeling universal human values, such as hard work, perseverance, respect, and integrity. This Scholar Values program is explicit and integrated with the school's core curriculum. A different value is featured each month of the school year. Teachers model behavior that exemplifies the value and recognize and praise students when they do the same.

A copy of the core curriculum can be obtained by parents via written request submitted to the school administration.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

Voyageur Academy is now under the direction of a new management company. Therefore we are currently unable to provide the student achievement results from previous years. However, included in this report are aggregate student data from the standardized state testing results.

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

Voyageur Academy is now under the direction of a new management company. Therefore, we currently do not have data related to the number and percent of students represented at parent-teacher conferences for the 2013-2014 school year. However, this year we will work towards ensuring our parents actively participate in parent teacher conferences and hope that we will have a high turn out.

Although we have a challenging task ahead of the school this year, if we work collaboratively and collectively, we will be able to move in the right direction. Students' educational careers will be the basis for all decisions made by the school. The students will be our primary focus for student achievement, which will include individualizing instruction in the classroom. All

stakeholders will be held accountable for their part in educating our students, which will include students themselves. I know we can do it and our scores in the spring will be proof.

Educationally yours,

Krystal M. Bell, Principal
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MI School Data

Annual Education Report

Voyageur Academy

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Mathematics	3rd Grade	All Students	2012-13	40.9%	9.5%	9.5%	1.2%	8.3%	22.6%	67.9%
Mathematics	3rd Grade	All Students	2013-14	40.1%	23.7%	23.7%	1.7%	22%	20.3%	55.9%
Mathematics	3rd Grade	African American	2012-13	18%	9.8%	9.8%	1.6%	8.2%	19.7%	70.5%
Mathematics	3rd Grade	African American	2013-14	18.2%	25.6%	25.6%	0%	25.6%	14%	60.5%
Mathematics	3rd Grade	Asian	2013-14	66%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Hispanic of Any Race	2012-13	25.7%	8.7%	8.7%	0%	8.7%	30.4%	60.9%
Mathematics	3rd Grade	Hispanic of Any Race	2013-14	26.3%	18.2%	18.2%	9.1%	9.1%	36.4%	45.5%
Mathematics	3rd Grade	White	2013-14	46.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Female	2012-13	39.8%	13.3%	13.3%	2.2%	11.1%	20%	66.7%
Mathematics	3rd Grade	Female	2013-14	39.7%	31%	31%	3.4%	27.6%	17.2%	51.7%
Mathematics	3rd Grade	Male	2012-13	42%	5.1%	5.1%	0%	5.1%	25.6%	69.2%
Mathematics	3rd Grade	Male	2013-14	40.6%	16.7%	16.7%	0%	16.7%	23.3%	60%
Mathematics	3rd Grade	Economically Disadvantaged	2012-13	26.8%	10.8%	10.8%	0%	10.8%	16.9%	72.3%
Mathematics	3rd Grade	Economically Disadvantaged	2013-14	26.9%	22.6%	22.6%	1.9%	20.8%	18.9%	58.5%
Mathematics	3rd Grade	English Language Learners	2012-13	23%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade	English Language Learners	2013-14	26.4%	<10	<10	<10	<10	<10	<10

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08/18/2014

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Mathematics	3rd Grade	Students With Disabilities	2012-13	21.5%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade	Students With Disabilities	2013-14	22.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	All Students	2012-13	46.1%	21.1%	21.1%	0%	21.1%	15.8%	63.2%
Mathematics	4th Grade	All Students	2013-14	45.3%	11.7%	11.7%	2.1%	9.6%	13.8%	74.5%
Mathematics	4th Grade	African American	2012-13	20%	18.9%	18.9%	0%	18.9%	16.2%	64.9%
Mathematics	4th Grade	African American	2013-14	18.2%	9.7%	9.7%	1.4%	8.3%	8.3%	81.9%
Mathematics	4th Grade	Hispanic of Any Race	2012-13	33.3%	16.7%	16.7%	0%	16.7%	16.7%	66.7%
Mathematics	4th Grade	Hispanic of Any Race	2013-14	29.3%	14.3%	14.3%	4.8%	9.5%	33.3%	52.4%
Mathematics	4th Grade	White	2012-13	53%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	White	2013-14	52.9%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	Female	2012-13	45.7%	22.6%	22.6%	0%	22.6%	16.1%	61.3%
Mathematics	4th Grade	Female	2013-14	43.4%	11.6%	11.6%	4.7%	7%	14%	74.4%
Mathematics	4th Grade	Male	2012-13	46.4%	19.2%	19.2%	0%	19.2%	15.4%	65.4%
Mathematics	4th Grade	Male	2013-14	47.2%	11.8%	11.8%	0%	11.8%	13.7%	74.5%
Mathematics	4th Grade	Economically Disadvantaged	2012-13	31.1%	19.6%	19.6%	0%	19.6%	15.2%	65.2%
Mathematics	4th Grade	Economically Disadvantaged	2013-14	29.5%	10.1%	10.1%	2.2%	7.9%	14.6%	75.3%

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Mathematics	4th Grade	English Language Learners	2012-13	24.4%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	English Language Learners	2013-14	23.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	Students With Disabilities	2012-13	23%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade	Students With Disabilities	2013-14	23.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade	All Students	2012-13	45.7%	24.6%	24.6%	3.3%	21.3%	19.7%	55.7%
Mathematics	5th Grade	African American	2012-13	20.5%	26.2%	26.2%	4.8%	21.4%	16.7%	57.1%
Mathematics	5th Grade	Hispanic of Any Race	2012-13	31.7%	23.5%	23.5%	0%	23.5%	23.5%	52.9%
Mathematics	5th Grade	White	2012-13	52.4%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade	Female	2012-13	43.9%	20%	20%	5.7%	14.3%	22.9%	57.1%
Mathematics	5th Grade	Male	2012-13	47.5%	30.8%	30.8%	0%	30.8%	15.4%	53.8%
Mathematics	5th Grade	Economically Disadvantaged	2012-13	30.3%	25.4%	25.4%	3.4%	22%	18.6%	55.9%
Mathematics	5th Grade	English Language Learners	2012-13	22.9%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade	Students With Disabilities	2012-13	19.9%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade	All Students	2012-13	40.2%	28.6%	28.6%	1.6%	27%	25.4%	46%
Mathematics	6th Grade	African American	2012-13	15.9%	24.5%	24.5%	0%	24.5%	26.4%	49.1%

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Mathematics	6th Grade	Hispanic of Any Race	2012-13	26.3%	50%	50%	10%	40%	20%	30%
Mathematics	6th Grade	Female	2012-13	38.8%	25.7%	25.7%	0%	25.7%	31.4%	42.9%
Mathematics	6th Grade	Male	2012-13	41.4%	32.1%	32.1%	3.6%	28.6%	17.9%	50%
Mathematics	6th Grade	Economically Disadvantaged	2012-13	24.6%	28.6%	28.6%	1.6%	27%	25.4%	46%
Mathematics	6th Grade	English Language Learners	2012-13	18.2%	<10	<10	<10	<10	<10	<10
Mathematics	6th Grade	Students With Disabilities	2012-13	13.2%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	All Students	2012-13	66.5%	34.9%	34.9%	3.6%	31.3%	45.8%	19.3%
Reading	3rd Grade	All Students	2013-14	61.3%	28.3%	28.3%	1.7%	26.7%	53.3%	18.3%
Reading	3rd Grade	African American	2012-13	44.8%	34.4%	34.4%	3.3%	31.1%	50.8%	14.8%
Reading	3rd Grade	African American	2013-14	37.3%	25.6%	25.6%	2.3%	23.3%	55.8%	18.6%
Reading	3rd Grade	Asian	2013-14	76.2%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	Hispanic of Any Race	2012-13	53.5%	36.4%	36.4%	4.5%	31.8%	31.8%	31.8%
Reading	3rd Grade	Hispanic of Any Race	2013-14	46.9%	41.7%	41.7%	0%	41.7%	33.3%	25%
Reading	3rd Grade	White	2013-14	68.8%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	Female	2012-13	70.2%	31.1%	31.1%	4.4%	26.7%	44.4%	24.4%
Reading	3rd Grade	Female	2013-14	64.1%	31%	31%	3.4%	27.6%	55.2%	13.8%
Reading	3rd Grade	Male	2012-13	63%	39.5%	39.5%	2.6%	36.8%	47.4%	13.2%

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Reading	3rd Grade	Male	2013-14	58.6%	25.8%	25.8%	0%	25.8%	51.6%	22.6%
Reading	3rd Grade	Economically Disadvantaged	2012-13	53.8%	29.7%	29.7%	3.1%	26.6%	48.4%	21.9%
Reading	3rd Grade	Economically Disadvantaged	2013-14	47.9%	29.6%	29.6%	1.9%	27.8%	51.9%	18.5%
Reading	3rd Grade	English Language Learners	2012-13	41.5%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	English Language Learners	2013-14	37.2%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	Students With Disabilities	2012-13	37.9%	<10	<10	<10	<10	<10	<10
Reading	3rd Grade	Students With Disabilities	2013-14	35.1%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	All Students	2012-13	68.1%	37.5%	37.5%	0%	37.5%	35.7%	26.8%
Reading	4th Grade	All Students	2013-14	70%	42.6%	42.6%	3.2%	39.4%	33%	24.5%
Reading	4th Grade	African American	2012-13	43%	37.8%	37.8%	0%	37.8%	37.8%	24.3%
Reading	4th Grade	African American	2013-14	47.6%	41.7%	41.7%	2.8%	38.9%	31.9%	26.4%
Reading	4th Grade	Hispanic of Any Race	2012-13	57.5%	35.3%	35.3%	0%	35.3%	35.3%	29.4%
Reading	4th Grade	Hispanic of Any Race	2013-14	57.8%	47.6%	47.6%	4.8%	42.9%	33.3%	19%
Reading	4th Grade	White	2012-13	75.1%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	White	2013-14	76.5%	<10	<10	<10	<10	<10	<10

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Reading	4th Grade	Female	2012-13	71.1%	45.2%	45.2%	0%	45.2%	41.9%	12.9%
Reading	4th Grade	Female	2013-14	73%	53.5%	53.5%	7%	46.5%	27.9%	18.6%
Reading	4th Grade	Male	2012-13	65.1%	28%	28%	0%	28%	28%	44%
Reading	4th Grade	Male	2013-14	67%	33.3%	33.3%	0%	33.3%	37.3%	29.4%
Reading	4th Grade	Economically Disadvantaged	2012-13	55.1%	33.3%	33.3%	0%	33.3%	33.3%	33.3%
Reading	4th Grade	Economically Disadvantaged	2013-14	57.3%	41.6%	41.6%	3.4%	38.2%	32.6%	25.8%
Reading	4th Grade	English Language Learners	2012-13	39.1%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	English Language Learners	2013-14	42.9%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	Students With Disabilities	2012-13	38.3%	<10	<10	<10	<10	<10	<10
Reading	4th Grade	Students With Disabilities	2013-14	41.6%	<10	<10	<10	<10	<10	<10
Reading	5th Grade	All Students	2012-13	70.4%	34.4%	34.4%	1.6%	32.8%	26.2%	39.3%
Reading	5th Grade	African American	2012-13	47.8%	42.9%	42.9%	2.4%	40.5%	21.4%	35.7%
Reading	5th Grade	Hispanic of Any Race	2012-13	58.1%	11.8%	11.8%	0%	11.8%	41.2%	47.1%
Reading	5th Grade	White	2012-13	76.9%	<10	<10	<10	<10	<10	<10
Reading	5th Grade	Female	2012-13	74.1%	42.9%	42.9%	2.9%	40%	20%	37.1%
Reading	5th Grade	Male	2012-13	66.8%	23.1%	23.1%	0%	23.1%	34.6%	42.3%

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Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Reading	5th Grade	Economically Disadvantaged	2012-13	57.9%	33.9%	33.9%	1.7%	32.2%	27.1%	39%
Reading	5th Grade	English Language Learners	2012-13	36.3%	<10	<10	<10	<10	<10	<10
Reading	5th Grade	Students With Disabilities	2012-13	36.6%	<10	<10	<10	<10	<10	<10
Reading	6th Grade	All Students	2012-13	68.2%	38.1%	38.1%	4.8%	33.3%	31.7%	30.2%
Reading	6th Grade	African American	2012-13	46.4%	35.8%	35.8%	3.8%	32.1%	32.1%	32.1%
Reading	6th Grade	Hispanic of Any Race	2012-13	57.6%	50%	50%	10%	40%	30%	20%
Reading	6th Grade	Female	2012-13	71.2%	40%	40%	5.7%	34.3%	37.1%	22.9%
Reading	6th Grade	Male	2012-13	65.4%	35.7%	35.7%	3.6%	32.1%	25%	39.3%
Reading	6th Grade	Economically Disadvantaged	2012-13	56.4%	38.1%	38.1%	4.8%	33.3%	31.7%	30.2%
Reading	6th Grade	English Language Learners	2012-13	36.7%	<10	<10	<10	<10	<10	<10
Reading	6th Grade	Students With Disabilities	2012-13	32.8%	<10	<10	<10	<10	<10	<10
Science	5th Grade	All Students	2012-13	13.1%	3.3%	3.3%	3.3%	0%	14.8%	82%
Science	5th Grade	African American	2012-13	2.6%	2.4%	2.4%	2.4%	0%	14.3%	83.3%
Science	5th Grade	Hispanic of Any Race	2012-13	5.4%	5.9%	5.9%	5.9%	0%	11.8%	82.4%
Science	5th Grade	White	2012-13	16%	<10	<10	<10	<10	<10	<10

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MI School Data

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Voyageur Academy

Michigan Educational Assessment Program (MEAP)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)
Science	5th Grade	Female	2012-13	11.6%	2.9%	2.9%	2.9%	0%	20%	77.1%
Science	5th Grade	Male	2012-13	14.5%	3.8%	3.8%	3.8%	0%	7.7%	88.5%
Science	5th Grade	Economically Disadvantaged	2012-13	5.8%	3.4%	3.4%	3.4%	0%	15.3%	81.4%
Science	5th Grade	English Language Learners	2012-13	1.4%	<10	<10	<10	<10	<10	<10
Science	5th Grade	Students With Disabilities	2012-13	4.1%	<10	<10	<10	<10	<10	<10

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MI School Data

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Voyageur Academy

Michigan Merit Examination (MME)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Advanced (Level 1)	% Proficient (Level 2)	% Partially Proficient (Level 3)	% Not Proficient (Level 4)

No Data to Display

MI School Data

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Voyageur Academy

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Mathematics	4th Grade	All Students	2012-13	57.5%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Hispanic of Any Race	2012-13	47.8%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Male	2012-13	57.9%	<10	<10	<10	<10	<10
Mathematics	4th Grade	Economically Disadvantaged	2012-13	55.5%	<10	<10	<10	<10	<10
Mathematics	4th Grade	English Language Learners	2012-13	54.7%	<10	<10	<10	<10	<10
Mathematics	6th Grade	All Students	2012-13	57.9%	<10	<10	<10	<10	<10
Mathematics	6th Grade	African American	2012-13	49.3%	<10	<10	<10	<10	<10
Mathematics	6th Grade	Hispanic of Any Race	2012-13	55.6%	<10	<10	<10	<10	<10
Mathematics	6th Grade	Male	2012-13	58.1%	<10	<10	<10	<10	<10
Mathematics	6th Grade	Economically Disadvantaged	2012-13	55.3%	<10	<10	<10	<10	<10
Mathematics	6th Grade	English Language Learners	2012-13	57.1%	<10	<10	<10	<10	<10
Reading	4th Grade	All Students	2012-13	46.3%	<10	<10	<10	<10	<10
Reading	4th Grade	Hispanic of Any Race	2012-13	36.3%	<10	<10	<10	<10	<10
Reading	4th Grade	Male	2012-13	44%	<10	<10	<10	<10	<10
Reading	4th Grade	Economically Disadvantaged	2012-13	43.3%	<10	<10	<10	<10	<10
Reading	4th Grade	English Language Learners	2012-13	39.3%	<10	<10	<10	<10	<10

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MI School Data

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Voyageur Academy

Michigan Educational Assessment Program Access (MEAP - Access)

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Exceeded	% Met	% Progressing
Reading	6th Grade	All Students	2012-13	58.7%	<10	<10	<10	<10	<10
Reading	6th Grade	African American	2012-13	49.3%	<10	<10	<10	<10	<10
Reading	6th Grade	Hispanic of Any Race	2012-13	59%	<10	<10	<10	<10	<10
Reading	6th Grade	Male	2012-13	56.5%	<10	<10	<10	<10	<10
Reading	6th Grade	Economically Disadvantaged	2012-13	55.6%	<10	<10	<10	<10	<10
Reading	6th Grade	English Language Learners	2012-13	57.2%	<10	<10	<10	<10	<10

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MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)

No Data to Display

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MI School Data

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Voyageur Academy

MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)

No Data to Display

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MI School Data

MI-Access Participation

Subject	Grade	Testing Group	School Year	State % Students Proficient	District % Students Proficient	School % Students Proficient	% Surpassed (Level 1)	% Attained (Level 2)	% Emerging (Level 3)

No Data to Display

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Voyageur Academy

Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	Statewide	Mathematics	99%	62.2%
Bottom 30%	Statewide	Mathematics	N/A	18.9%
American Indian	Statewide	Mathematics	98.9%	54.1%
African American	Statewide	Mathematics	97.5%	39.5%
Asian	Statewide	Mathematics	99.6%	82.8%
Hispanic of Any Race	Statewide	Mathematics	99.1%	51.5%
Native Hawaiian or Other Pacific Islander	Statewide	Mathematics	99%	67.9%
Two or More Races	Statewide	Mathematics	99.3%	60.4%
White	Statewide	Mathematics	99.3%	67.9%
Economically Disadvantaged	Statewide	Mathematics	98.6%	49.7%
English Language Learners	Statewide	Mathematics	99.2%	46%
Students With Disabilities	Statewide	Mathematics	98.1%	39.7%
All Students	District	Mathematics	97.4%	35.8%
Bottom 30%	District	Mathematics	N/A	3.1%
African American	District	Mathematics	97.8%	31.3%
Asian	District	Mathematics	<30	<30
Hispanic of Any Race	District	Mathematics	94.2%	50.6%
Two or More Races	District	Mathematics		
White	District	Mathematics	<30	<30
Economically Disadvantaged	District	Mathematics	98.2%	36%
English Language Learners	District	Mathematics	<30	<30
Students With Disabilities	District	Mathematics	92.9%	21.1%
All Students	School	Mathematics	98%	47.6%
Bottom 30%	School	Mathematics	N/A	6%
African American	School	Mathematics	97.4%	44%
Asian	School	Mathematics	<30	<30
Hispanic of Any Race	School	Mathematics	100%	52.3%
White	School	Mathematics	<30	<30
Economically Disadvantaged	School	Mathematics	98.6%	46%
English Language Learners	School	Mathematics	<30	<30
Students With Disabilities	School	Mathematics	<30	<30

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Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	Statewide	Reading	99.1%	85.8%
Bottom 30%	Statewide	Reading	N/A	60.1%
American Indian	Statewide	Reading	99%	83.4%
African American	Statewide	Reading	97.9%	72.2%
Asian	Statewide	Reading	99.5%	91.9%
Hispanic of Any Race	Statewide	Reading	99.2%	80.5%
Native Hawaiian or Other Pacific Islander	Statewide	Reading	98.8%	87.3%
Two or More Races	Statewide	Reading	99.4%	86.3%
White	Statewide	Reading	99.4%	89.3%
Economically Disadvantaged	Statewide	Reading	98.8%	78.5%
English Language Learners	Statewide	Reading	99%	69.8%
Students With Disabilities	Statewide	Reading	98.4%	56.2%
All Students	District	Reading	97.9%	76.8%
Bottom 30%	District	Reading	N/A	26%
African American	District	Reading	98.2%	79.5%
Asian	District	Reading	<30	<30
Hispanic of Any Race	District	Reading	95.4%	68.9%
Two or More Races	District	Reading		
White	District	Reading	<30	<30
Economically Disadvantaged	District	Reading	98.4%	76.8%
English Language Learners	District	Reading	<30	<30
Students With Disabilities	District	Reading	92.9%	39.5%
All Students	School	Reading	98%	74.3%
Bottom 30%	School	Reading	N/A	14%
African American	School	Reading	97.4%	77.6%
Asian	School	Reading	<30	<30
Hispanic of Any Race	School	Reading	100%	64.4%
White	School	Reading	<30	<30
Economically Disadvantaged	School	Reading	98.6%	73.8%
English Language Learners	School	Reading	<30	<30
Students With Disabilities	School	Reading	<30	<30

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MI School Data

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Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
All Students	Statewide	Science	98.3%	42.9%
Bottom 30%	Statewide	Science	N/A	1.5%
American Indian	Statewide	Science	98.4%	35.6%
African American	Statewide	Science	95.8%	14.9%
Asian	Statewide	Science	99.4%	61.1%
Hispanic of Any Race	Statewide	Science	98.5%	26.7%
Native Hawaiian or Other Pacific Islander	Statewide	Science	99.1%	48.4%
Two or More Races	Statewide	Science	98.9%	40.6%
White	Statewide	Science	98.9%	50.1%
Economically Disadvantaged	Statewide	Science	97.4%	26.4%
English Language Learners	Statewide	Science	98.4%	11.2%
Students With Disabilities	Statewide	Science	97.2%	16.1%
All Students	District	Science	97.9%	6.7%
Bottom 30%	District	Science	N/A	0%
African American	District	Science	99.2%	4.8%
Asian	District	Science	<30	<30
Hispanic of Any Race	District	Science	87.5%	11.8%
Two or More Races	District	Science		
White	District	Science	<30	<30
Economically Disadvantaged	District	Science	97.8%	7%
English Language Learners	District	Science	<30	<30
Students With Disabilities	District	Science	<30	<30
All Students	School	Science	0%	8.5%
Bottom 30%	School	Science	N/A	<30
African American	School	Science	0%	3.2%
Hispanic of Any Race	School	Science	<30	<30
White	School	Science	<30	<30
Economically Disadvantaged	School	Science	0%	9.8%
English Language Learners	School	Science	<30	<30
Students With Disabilities	School	Science	<30	<30
All Students	Statewide	Social Studies	97.3%	57.3%

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Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Bottom 30%	Statewide	Social Studies	N/A	9.1%
American Indian	Statewide	Social Studies	97.7%	49.7%
African American	Statewide	Social Studies	93.6%	28.4%
Asian	Statewide	Social Studies	99.1%	74.4%
Hispanic of Any Race	Statewide	Social Studies	97.5%	42.7%
Native Hawaiian or Other Pacific Islander	Statewide	Social Studies	98.9%	65.5%
Two or More Races	Statewide	Social Studies	98.2%	53.8%
White	Statewide	Social Studies	98.2%	64.5%
Economically Disadvantaged	Statewide	Social Studies	95.8%	40.4%
English Language Learners	Statewide	Social Studies	97.5%	22.7%
Students With Disabilities	Statewide	Social Studies	92.3%	21.7%
All Students	District	Social Studies	97%	27.3%
Bottom 30%	District	Social Studies	N/A	0%
African American	District	Social Studies	97.7%	28.1%
Asian	District	Social Studies	<30	<30
Hispanic of Any Race	District	Social Studies	<30	<30
Two or More Races	District	Social Studies		
White	District	Social Studies	<30	<30
Economically Disadvantaged	District	Social Studies	97.8%	26.8%
English Language Learners	District	Social Studies	<30	<30
Students With Disabilities	District	Social Studies	<30	<30
All Students	Statewide	Writing	98.5%	73.2%
Bottom 30%	Statewide	Writing	N/A	26.5%
American Indian	Statewide	Writing	98.5%	63.2%
African American	Statewide	Writing	96.4%	54.4%
Asian	Statewide	Writing	99%	86%
Hispanic of Any Race	Statewide	Writing	98.8%	64.3%
Native Hawaiian or Other Pacific Islander	Statewide	Writing	99%	76.6%
Two or More Races	Statewide	Writing	99.1%	72.8%
White	Statewide	Writing	99%	77.8%

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Accountability Details Subject Data

Testing Group	Location	Subject	% Tested Total(Goal 95%)	% Proficient for Accountability*
Economically Disadvantaged	Statewide	Writing	97.8%	61.3%
English Language Learners	Statewide	Writing	98%	51.1%
Students With Disabilities	Statewide	Writing	97.7%	35.2%
All Students	District	Writing	97.3%	54.2%
Bottom 30%	District	Writing	N/A	0%
African American	District	Writing	97.7%	54.2%
Asian	District	Writing	<30	<30
Hispanic of Any Race	District	Writing	94.6%	52.9%
White	District	Writing	<30	<30
Economically Disadvantaged	District	Writing	97.5%	56.6%
English Language Learners	District	Writing	<30	<30
Students With Disabilities	District	Writing	<30	<30
All Students	School	Writing	97.8%	66.2%
Bottom 30%	School	Writing	N/A	<30
African American	School	Writing	97.3%	67.3%
Hispanic of Any Race	School	Writing	<30	<30
White	School	Writing	<30	<30
Economically Disadvantaged	School	Writing	97.7%	66.2%
English Language Learners	School	Writing	<30	<30
Students With Disabilities	School	Writing	<30	<30

MI School Data

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Accountability Details Graduation Data

Testing Group	Location	Accountability Scorecard Completion Rate (High Schools only) (Goal 80%)
All Students	Statewide	77%
American Indian	Statewide	64.1%
African American	Statewide	60.5%
Asian	Statewide	87.9%
Hispanic of Any Race	Statewide	67.3%
Migrant	Statewide	70.5%
Native Hawaiian or Other Pacific Islander	Statewide	69.2%
Two or More Races	Statewide	73.9%
White	Statewide	82.1%
Female	Statewide	81.5%
Male	Statewide	72.7%
Economically Disadvantaged	Statewide	63.9%
English Language Learners	Statewide	65.4%
Students With Disabilities	Statewide	53.6%
Homeless	Statewide	54.2%
All Students	District	88%
African American	District	88.4%
Economically Disadvantaged	District	88.8%
Bottom 30%	District	94.6%

* All data based on students enrolled for a full academic year.

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Accountability Details Attendance Data

Testing Group	Location	Attendance Rate (Goal 90%)
All Students	Statewide	94.3%
All Students	District	97%
All Students	School	91%

* All data based on students enrolled for a full academic year.

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MI School Data

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Accountability Status District Data

District Name	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score

No Data to Display

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MI School Data

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Accountability Status School Data

District Name	School Name	Title 1 Status	Reading Status	Reading Score	Writing Status	Writing Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Voyageur Academy	Voyageur Academy		Green	2	Green	2	Green	2	Yellow	1			Yellow	30

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Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	21	3	1

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Teacher Quality - Class

	School Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0.0%	0.0%	0.0%

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	0%

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NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	40	30	7
Male	52	24	38	31	7
Female	48	23	41	30	6
National Lunch Program Eligibility					
Eligible	54	35	45	18	2
Not Eligible	46	9	34	45	12
Info not available	‡	‡	‡	‡	‡
Race/Ethnicity					
White	66	14	41	38	7
Black	19	53	37	9	1
Hispanic	9	36	42	18	4
Asian	11	11	35	24	30
American Indian	‡	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	‡	‡	‡	‡	‡
Two or More Races	2	16	50	24	10
Student classified as having a disability					
SD	12	50	34	15	1
Not SD	88	20	40	33	7
Student is an English Language Learner					
ELL	8	21	40	32	7
Not ELL	92	21	40	32	7

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2013 Mathematics Achievement.

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Voyageur Academy

NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	30	40	23	7
Male Female	52 48	31 28	38 42	23 24	8 6
National Lunch Program Eligibility Eligible Not Eligible Info not available	46 54 0	46 16 0	38 42 0	14 32 0	2 10 0
Race/Ethnicity White Black Hispanic Asian American Indian Native Hawaiian/Pacific Islander Two or More Races	72 16 6 3 1 2	21 64 51 12 0 0 0	43 29 35 28 0 0 0	29 6 13 30 0 0 0	7 1 1 30 0 0 0
Student classified as having a disability SD Not SD	12 88	50 20	34 40	14 33	2 7
Student is an English Language Learner ELL Not ELL	3 97	74 28	24 41	2 24	0 7

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2013 Mathematics Achievement.

MI School Data

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Voyageur Academy

NAEP Grade 12 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male Female	51 49	32 35	41 42	26 22	1 1
National Lunch Program Eligibility Eligible Not Eligible Info not available	35 64 0	54 22 0	37 44 0	9 32 0	0 2 0
Race/Ethnicity White Black Hispanic Asian American Indian Native Hawaiian/Pacific Islander Two or More Races	76 14 5 3 1 0 1	26 68 58 26 0 0 0	42 27 33 32 0 0 0	30 5 9 35 0 0 0	2 0 0 7 0 0 0
Student classified as having a disability SD Not SD	9 91	78 30	19 43	3 25	0 2
Student is an English Language Learner ELL Not ELL	2 98	0 33	0 41	0 24	0 2

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2013 Mathematics Achievement.

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Voyageur Academy

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	36	33	25	6
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility					
Eligible	35	37	39	22	2
Not Eligible	64	19	36	38	7
Info not available	0	0	0	0	0
Race/Ethnicity					
White	66	28	35	29	8
Black	18	61	27	11	1
Hispanic	9	47	32	18	3
Asian	3	23	32	32	13
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
Student classified as having a disability					
SD	7	66	25	9	0
Not SD	93	23	32	34	5
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	25	37	33	5

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

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Voyageur Academy

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	44	30	3
Male Female	52 48	26 19	47 42	25 35	2 4
National Lunch Program Eligibility Eligible Not Eligible Info not available	46 54 0	34 13 0	47 42 0	18 40 0	1 5 0
Race/Ethnicity White Black Hispanic Asian American Indian Native Hawaiian/Pacific Islander Two or More Races	72 15 6 3 1 0 2	17 46 31 17 0 0 0	46 42 47 30 0 0 0	34 11 20 39 0 0 0	3 1 2 14 0 0 0
Student classified as having a disability SD Not SD	10 90	59 19	34 45	7 33	0 3
Student is an English Language Learner ELL Not ELL	8 92	61 34	30 34	8 25	1 7

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

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Voyageur Academy

NAEP Grade 12 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	26	5	27	5
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility	35	37	39	22	2
Eligible	64	19	36	38	7
Not Eligible	1	0	0	0	0
Info not available					
Race/Ethnicity					
White	76	20	38	36	6
Black	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
American Indian	1	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
Student classified as having a disability	7	66	25	8	1
SD					
Not SD	93	23	38	34	5
Student is an English Language Learner	2	0	0	0	0
ELL					
Not ELL	98	25	37	33	5

 # Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

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Voyageur Academy

NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math Reading	87 73	1.9 3.7	95 90	2.0 2.5
8	Math Reading	84 76	3.6 3.3	84 83	5.2 4.0