



**Voyageur Academy**  
**4321 Military St.**  
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**School Principal: Simone Gardner**  
**www.voyageuracademy.com**

### **School Annual Education Report (AER) Cover Letter**

01.23.2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for the Voyageur Academy. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Vergil Smith for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2ueKJRG>, or you may review a copy in the main office at your child's school.

For the 2018-19 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

***Our school has not been given one of these labels.***

The staff at Voyageur Academy is working hard to better identify students who struggle to meet grade level targets. Universal screenings and benchmarking occurs three times per year in the areas of Math, Reading, and Science. Teachers then target instruction and monitor the students' progress every two weeks. Students in grades K-5 that are not making appropriate progress are assigned tutoring and work in small groups on skills-based instructional practice. Students in grades 6<sup>th</sup>-8<sup>th</sup> have math and reading support classes where they utilize web-based software for individualized tutorials and individualized learning plans.

State law requires we also report additional information for the two most recent years:

## **1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

Voyageur students are admitted to the school through an open enrollment process by the order in which they apply.

By law, Voyageur cannot restrict enrollment based on selection criteria. Voyageur can, however, limit the total number of students who may attend the school. If there are more applicants than open spaces during the open enrollment period, students are then admitted through a random selection process.

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

Voyageur Academy's current School Improvement Plan (SIP) was revised in 2016 following careful analysis of student achievement data (M-Step, MAP/NWEA, MTTTS Screener). This is a living document and is revised each year based on new data. Our Plan includes 3 goal areas: Mathematics, English Language Arts and Culture and Climate.

During the 2017-2018 school year, Voyageur Academy made some minor revisions to the SIP; however, we continued to follow the 2016-2017 revisions. In K-5<sup>th</sup> grade, Voyageur Academy continued to focus on implementing the previous year's literacy framework called the Comprehensive Approach to Literacy. In 6<sup>th</sup>-8<sup>th</sup> grade, we continued to utilize Compass Learning to provide individualized tutorials on skills in reading and math that students need to make appropriate academic growth. Both of these initiatives are used to enhance the instructional support for our scholars.

In the 2018-2019 school year, we added the Illuminate Assessment to our SIP for grades K-8th. Illuminate equips teachers with extensive content and professionally-designed assessments, that transforms tests into instructional tools that drive learning. It has easily accessible dashboards that allows our educators to know where each site, classroom, and student stand. A new Multi-tier System of Support (MTSS) was added to the 2018-2019 SIP. MTSS is a framework that is used to provide targeted support to struggling students. The goal of MTSS is to intervene early so students can catch up with their peers.

## **3. A BRIEF DESCRIPTION OF EACH SPECIALIZED OF EACH SPECIALIZED SCHOOL**

Voyageur Academy is a Public Charter School Authorized by Ferris State University and managed by The Romine Group.

### **Special Education Services at Voyageur:**

Voyageur provides a full continuum of services for scholars eligible for Special Education Placement:

- Cognitive Impairment
- Specific Learning Disabilities
- Emotionally Impaired
- Other Health Impairment (OHI)
- Speech and Language Impairment
- Section 504

**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**

The core curriculum is available upon request through the principal’s office. Teachers are able to access district curriculum, as well as other instructional resources (e.g. state standards and benchmarks, links to instructional resources), via the teacher online resources. Our school implements the Common Core Curriculum through K through 8<sup>th</sup> grades. Our school utilized the Fountas and Pinnell reading continuum as our literacy curriculum framework with a focus on a comprehensive approach to literacy. For math, we use the Eureka math curriculum that is Common Core State Standards’ aligned. In science, the scholars work with the hands-on curriculum entitled Stemsopes. For social studies, we utilize the Michigan Citizenship Curriculum and the Atlas Rubicon. Parents and families can access additional information on our curriculum on our school website at [www.voyageuracademy.com](http://www.voyageuracademy.com).

The school leadership, along with instructional coaches, provides on-going professional development and planning support to ensure accurate implementation of the curriculum. The process of developing and implementing curriculum that is consistent with state and federal mandates has been an on-going process with school and network level leadership.

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

**M-STEP DATA:**

Our students in grades 3<sup>rd</sup>-8<sup>th</sup> at Voyageur Academy take the M-Step (Michigan Student Test of Educational Progress) once a year in the core subjects of English Language Arts and Math. Students in grades 5<sup>th</sup> and 8<sup>th</sup> also are assessed in Social Studies and no students were assessed in Science during the 2018-2019 school year. We appreciate the continued support of students, parents staff and our community in this effort.

M-STEP DATA (*PSAT 8 <sup>th</sup> Grade Only)									
2017-2018					2018-2019				
Grade Level	ELA	Math	Science	Social Studies	Grade Level	ELA	Math	Science	Social Studies
3	9.7	15.5	NA	NA	3	16.0	15.0	NA	NA
4	7.9	10.0	5.0	NA	4	17.0	4.0	NA	NA
5	11.0	12.3	NA	5.0	5	12.0	5.0	NA	12.0
6	14.6	5.0	NA	NA	6	10.0	2.0	NA	NA
7	10.0	5.0	5.0	NA	7	22.0	5.0	NA	NA
8	10.8	5.0	NA	5.5	8	27.0*	5.0*	NA	3.0

## NWEA MAP DATA:

Fall-Spring growth rate on NWEA MAP Reading and Math (grades 2-8) will be at or above the 50<sup>th</sup> percentile.

### Math

Grade	Spring 2019 Conditional Growth Percentile	Status
K	97	On-Track
1	44	Tier 2
2	62	On-Track
3	31	Tier 2
4	04	Tier 3
5	55	On-Track
6	07	Tier 3
7	31	Tier 2
8	52	On-Track

### Reading

Grade	Spring 2019 Conditional Growth Percentile	Status
K	58	On-Track
1	48	Tier 2
2	09	Tier 3
3	21	Tier 3
4	02	Tier 3
5	80	On-Track
6	01	Tier 3
7	42	Tier 2
8	82	On-Track

### NWEA MAP Key

On-Track	50 <sup>th</sup> Percentile or Higher
Tier 2	30-49 <sup>th</sup> Percentile
Tier 3	Below 30 <sup>th</sup> Percentile

## Illuminate DATA:

The data below demonstrates the percentage of student proficiency in Math and ELA through the Illuminate assessment.

<b>Illuminate Math Data 2018-2019</b>					
<b>Grade</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>
K	31%	31%	81%	47%	71%
1	65%	65%	52%	65%	74%
2	43%	43%	89%	75%	91%
3	05%	05%	19%	25%	74%
4	00%	00%	00%	02%	00%
5	00%	00%	59%	64%	NA
6	05%	05%	00%	16%	04%
7	05%	05%	00%	04%	06%
8	00%	00%	02%	00%	00%

<b>Illuminate ELA Data 2018-2019</b>					
<b>Grade</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>
K	47%	47%	66%	54%	61%
1	21%	21%	33%	72%	80%
2	36%	36%	89%	85%	93%
3	00%	00%	22%	14%	61%
4	00%	00%	02%	00%	61%
5	00%	00%	08%	50%	NA
6	02%	02%	00%	00%	02%
7	00%	00%	00%	00%	12%
8	03%	03%	00%	05%	00%

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

Parent involvement is important for a student to experience educational success. Parents are invited to Report Card Pick Up conferences three times a year for the first three marking periods. For the 2018-2019 school year, the K-8 average for parents attending these quarterly conferences is at 63%. Data related to report card pick up dates for the 2017-2018 and 2018-2019 school years are included on the data table below:

<b>2017-2018</b>			<b>2018-2019</b>		
	<b># of Parent Attendance</b>	<b>% of Parent Attendance</b>		<b># of Parent Attendance</b>	<b>% of Parent Attendance</b>
<b>Q1</b>	484	67%	<b>Q1</b>	479	67%
<b>Q2</b>	569	79%	<b>Q2</b>	364	52%
<b>Q3</b>	420	59%	<b>Q3</b>	486	70%
<b>AVERAGE FOR THE YEAR</b>	491	68%	<b>AVERAGE FOR THE YEAR</b>	443	63%

We are proud of our students, teachers, staff, parents, and administration of Voyageur Academy. We work hard to ensure that our students are successful in every academy content area. If you have any questions about this report, or any other questions, or concerns, please contact our school, or stop in and visit.

Sincerely,

**Simone Gardner, School Principal**