



Voyageur College Prep
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School Annual Education Report (AER) Cover Letter

March 6, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for Voyageur College Prep. 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 Mr. Jeff Maxwell for assistance.

The AER is available for you to review electronically by visiting the following web site www.voyageurcollegeprep.com or you may review a copy in the main office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. 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.

CHALLENGES:

Over the last few years at Voyageur (*formerly Consortium*) College Prep, one of our key challenges has been creating a rigorous academic environment that truly prepares students for the rigors of college. As data from State and National

assessments indicate, many students enter high school with gaps in their knowledge base which makes creating implementing a truly rigorous curriculum difficult. High School then becomes a place to try to catch students up instead of pushing them to excel to higher and higher levels in order to be prepared for college success.

INITIATIVES:

As a result, we have implemented key initiatives to accelerate student learning and increase academic achievement such as:

- Longer School day (8:15 AM-3:50 PM)
- Interim Assessment system designed to identify and assess key skills and content that students need to be successful on state and national exams that determine college admittance
- Academic Intervention Program for students who are struggling in one or more classes
- Doubling up on ELA and Reading at the 9th Grade level and offering math courses for at-risk students (students who have previously failed their prerequisite math courses)
- Providing SAT Preparatory courses
- Vertically aligning our curriculum to be able to offer Advanced Placement (AP) Courses for the 2015-2016 school year and increasing our Advanced Placement course offerings in the 2016-2017 school year.
- Partnering w/ Ferris State University and Henry Ford Community College to provide scholars with access to dual enrollment opportunities
- Offering academic tutoring programs before, during, and after school.
- RTI (Response to Intervention) Program to identify and assist struggling learners
- Differentiated instruction in classrooms to reach all scholars
- Credit Recovery Programs to ensure students remain on track for graduation
- Push-In & Pull-Out services to assist our Special Education population

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

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

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

By law, VCP cannot restrict enrollment based on selection criteria. VCP 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 College Prep is committed to creating an environment that promotes teaching and learning and prepares our students with the skills, knowledge, and habits of mind necessary to be successful in and graduate from college. During the 2014-2015 school year, the Voyageur College Prep staff designed and implemented systems that worked to transform the culture of achievement at Voyageur College Prep. Systems and program designs include the implementation of a rigorous college preparatory curriculum (aligned with the College Readiness Standards, the SAT, and Advanced Placement Standards), and a strong disciplinary program to promote positive academic behaviors, and an advisory program to ensure scholars have the opportunity to attend and be successful in college.

In the 2015-2016 School Year we shifted more of our focus to increasing the academic rigor in our classes. We introduced Advanced Placement Classes, used more data (collected from our Interim Assessments) to inform decisions in the classroom, and leveraged Princeton Review for more intensive skill development for our 11th Graders.

The Voyageur College Prep School Improvement Plan has been revised for the 2016-2017 after careful analysis of student achievement data (M-Step, PSAT/SAT). This is a living document and is revised each year based on new data. Our plan includes 6 goal areas: Mathematics, Writing, Reading, Science, Social Studies, and Creating a Positive School Culture with a focus on Culture and Climate.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL.

Voyageur College Prep (VCP) is a College Preparatory Public Charter School Authorized by Ferris State University and managed by American Promise Schools. VCP provides all scholars with a rigorous, college preparatory education that will allow them to develop the skills, knowledge, habits and mindsets necessary to be successful at the collegiate level and graduate with a degree. During the 2015-2016 school year, VCP scholars were provided with real-world and project-based experiences and received extensive college exposure and course opportunities through partnerships with Ferris State University and Henry Ford Community College. Additionally, as part of the Michigan Future Schools cohort, VCP recognized the expectation of 85% high school graduation, 85% college enrollment, and 85% college graduation and worked relentlessly to meet these expectations.

Special Education Services at VCP:

VCP Provides a full continuum of services for scholars eligible for Special Education Placement:

- Cognitive Impairment
- Learning Disabled
- Emotionally Impaired
- Other Health Impairment (OHI)
- 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 school's Curriculum is aligned with the Common Core Standards (for Mathematics & English Language Arts) and the Michigan High School Content Expectations (HSCEs). Our curriculum is structured to provide Voyageur College Prep scholars with the core foundational knowledge and skills necessary to be successful in college and later in whatever career they choose to pursue.

The Michigan high school graduation requirements are designed to prepare students for college or other post-secondary studies if satisfactorily completed. The sequence of courses offered to students over four years exceeds the basic requirement of the State of Michigan in order to ensure our students are ready for the rigors of college. Through the implementation of our interim assessment system (aligned with the SAT) we are able to determine mastery of a content and skills for each core subject area at each grade level and ensure students are learning what they need in order to be ready for and successful in college.

As previously stated, Voyageur College Prep offers more than the basic curriculum mandated for high school graduation by the state of Michigan: four years of English, four years of mathematics, four years of social studies, four years of science, two years of foreign language, four years of physical education and fitness, at least one year of art, and at least one credit of an on-line/technology course. In the spring of 2015 we formed partnerships with the University of Detroit-Mercy and Ferris State University to offer dual-enrollment options for students to be able to earn college credit while in high school. Additionally, beginning with the class of 2017, all VCP scholars are required to take at least 1 AP course in order to graduate so that we can ensure scholars are exposed to college-level rigor while in high school.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS

The following tables contain our student scores as measured by the ACT, M-STEP, and SAT exams for the last 2 years. In the 2014-2015 School Year, the State of Michigan switched from the MME to MSTEP assessment. In the 2015-2016 school year the State of Michigan also moved from the ACT to the newly designed SAT exam. The data reported on the tables below reflect 11th Grade Scholar Achievement. The ACT and SAT exams are not only used by the State in order to evaluate scholar achievement, but also used by colleges in order to determine college admissions.

ACT DATA		
	2014	2015
COMPOSITE	15.3	15.2
% College Ready	0	1.0
ENGLISH	13.6	14.1
% College Ready	19.2	18.4
MATH	15.4	15.2
% College Ready	1	1.0
READING	15.7	15.4
% College Ready	9.6	6.1
SCIENCE REASONING	16.1	15.2
% College Ready	1.9	3.1

M-STEP DATA		
	2015	2016
ELA		
% Proficient/ Adv Prof.	6.5%	Data Not Available
Math		
% Proficient/ Adv Prof.	1.1%	Data Not Available
Science		
% Proficient/ Adv Prof.	1.0%	5.3%
Social Studies		
% Proficient/ Adv Prof.	2.2%	9.5%

SAT DATA	
	2016
COMPOSITE	849.4
% Meeting/ Exceeding Benchmark	6.4%
Evidence Based Reading and Writing	436.2
% Meeting/ Exceeding Benchmark	26.6%
Math	413.2
% Meeting/ Exceeding Benchmark	7.4%

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

At Voyageur College Prep, we hold quarterly parent teacher conferences where parents are required to come in to pick up report cards. Data related to report card pick up dates for the 2014-2015 and 2015-16 school years are included in the data table below:

2014-2015			2015-2016		
	# Adults present	% Parent attendance		# Adults present	% Parent attendance
Q1	334	72%	Q1	351	81.6%
Q2	286	62%	Q2	222	53.0%
Q3	268	62%	Q3	205	49.0%
Q4	139	39%	Q4	117	36.0%
AVERAGE FOR THE YEAR	257	59%	AVERAGE FOR THE YEAR	224	54.9%

7. OTHER HIGH SCHOOL DATA (DUAL ENROLLMENT/ COLLEGE EQUIVALENT COURSES):

- a. *THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)*

In the spring and summer of 2014-2015 school year, 25 scholars participated in dual enrollment opportunities in which they were enrolled in college courses and completed coursework designed and assigned by university professors. The two colleges that we partnered with were: Ferris State University, University of Detroit-Mercy, and Henry Ford Community College. The table below summarizes student enrollment data related to dual enrollment:

2014-2015			
Program	Grade Level of Scholars	# of Scholars Enrolled	% of Total School Population
Henry Ford Community College	12	8	1.9%
Ferris State University-Woodbridge Scholars Program	11	12	2.8%
University of Detroit-Mercy Dual-Enrollment Program	10	5	1.2%
TOTAL		25	5.8%

2015-2016			
Program	Grade Level of Scholars	# of Scholars Enrolled	% of Total School Population
Henry Ford Community College	11	5	1.2%
Ferris State University-Woodbridge Scholars Program	10, 11	9	2.1%
TOTAL		14	3.3%

b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)

Beginning in the 2015-2016 school year we have started to offer 5 AP courses, with plans to add courses in the 2016-2017 school year. AP Courses offered at Voyageur College Prep in the 2015-2016 School Year were:

- AP Biology
- AP Human Geography
- AP Language and Composition
- AP Statistics
- AP World History

Additional AP Courses being offered in the 2016-2017 School Year are:

- AP Environmental Science
- AP U.S. History

c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)

Beginning in the 2015-2016 school year we have started offering 5 AP courses. The table below summarizes current enrollment in AP courses at Voyager College Prep during the 2015-2016 school year.

Course	# Students Enrolled	% of Total School Population
AP Biology	23	5.5%
AP Human Geography	25	5.9%
AP Language and Composition	27	6.4%
AP Statistics	27	6.4%
AP World History	18	4.3%
TOTAL SCHOLARS ENROLLED IN AT LEAST 1 AP COURSE	80	19.0%

The table below summarizes current enrollment in AP courses at Voyager College Prep during the 2016-2017 school year.

Course	# Students Enrolled	% of Total School Population
AP Biology	17	3.8%
AP Environmental Science	85	18.7%
AP Statistics	23	5.2%
AP Language and Composition	19	4.2%
AP U.S. History	36	7.9%
AP World History	45	10.1%
TOTAL SCHOLARS ENROLLED IN AT LEAST 1 AP COURSE	152	34.2%

d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT

During the 2014-2015 school year we did not offer any AP courses and thus no data is available for that school year.

The table below is a summary of scholars who sat for an AP Test in the 2015-2016 School Year and scholars who received a passing score:

Course	# Scholars Tested	# Scholars w/ Passing Score	% Scholars w/ Passing Score
AP Biology	21	2	9.5%
AP Human Geography	24	1	4.2%
AP Language and Composition	26	0	0.0%
AP Statistics	24	0	0.0%
AP World History	17	0	0.0%

In closing, while we are seeking to continuously make Voyageur College Prep the school where our vision of college success for all scholars is realized, I have full confidence that with the support and investment of our parents, and with the hard work and dedication of our students and teachers, that we will continue to transform the culture of achievement at Voyageur College Prep.

Sincerely,

Jeff Maxwell

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	11th Grade Content	All Students	2014-15	49.3%	6.5%	6.5%	0.0%	6.5%	23.9%	69.6%
ELA	11th Grade Content	Asian	2014-15	64.8%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	Black or African American	2014-15	25.8%	6.0%	6.0%	0.0%	6.0%	23.9%	70.1%
ELA	11th Grade Content	Hispanic of Any Race	2014-15	39.6%	5.3%	5.3%	0.0%	5.3%	26.3%	68.4%
ELA	11th Grade Content	Native Hawaiian or Other Pacific Islander	2014-15	44.0%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	White	2014-15	54.3%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	Female	2014-15	55.4%	8.5%	8.5%	0.0%	8.5%	31.9%	59.6%
ELA	11th Grade Content	Male	2014-15	43.3%	4.4%	4.4%	0.0%	4.4%	15.6%	80.0%
ELA	11th Grade Content	Economically Disadvantaged	2014-15	34.6%	6.2%	6.2%	0.0%	6.2%	25.9%	67.9%
ELA	11th Grade Content	English Language Learners	2014-15	15.2%	<10	<10	<10	<10	<10	<10
ELA	11th Grade Content	Students With Disabilities	2014-15	12.6%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Mathematics	11th Grade Content	All Students	2014-15	28.5%	1.1%	1.1%	0.0%	1.1%	15.2%	83.7%

M-STEP Grades 3-11

Mathematics	11th Grade Content	Asian	2014-15	60.7%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Black or African American	2014-15	8.6%	1.5%	1.5%	0.0%	1.5%	16.4%	82.1%
Mathematics	11th Grade Content	Hispanic of Any Race	2014-15	16.0%	0.0%	0.0%	0.0%	0.0%	10.5%	89.5%
Mathematics	11th Grade Content	Native Hawaiian or Other Pacific Islander	2014-15	23.8%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	White	2014-15	32.4%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Female	2014-15	29.1%	0.0%	0.0%	0.0%	0.0%	21.3%	78.7%
Mathematics	11th Grade Content	Male	2014-15	27.8%	2.2%	2.2%	0.0%	2.2%	8.9%	88.9%
Mathematics	11th Grade Content	Economically Disadvantaged	2014-15	14.1%	1.2%	1.2%	0.0%	1.2%	16.0%	82.7%
Mathematics	11th Grade Content	English Language Learners	2014-15	11.9%	<10	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Students With Disabilities	2014-15	3.6%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Science	11th Grade Content	All Students	2014-15	29.4%	1.1%	1.1%	1.1%	0.0%	12.0%	87.0%
Science	11th Grade Content	All Students	2015-16	33.0%	5.3%	5.3%	0.0%	5.3%	11.6%	83.2%
Science	11th Grade Content	Asian	2014-15	47.8%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Science	11th Grade Content	Asian	2015-16	50.6%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Black or African American	2014-15	7.3%	0.0%	0.0%	0.0%	0.0%	14.9%	85.1%
Science	11th Grade Content	Black or African American	2015-16	8.3%	6.0%	6.0%	0.0%	6.0%	13.3%	80.7%
Science	11th Grade Content	Hispanic of Any Race	2014-15	17.0%	5.3%	5.3%	5.3%	0.0%	0.0%	94.7%
Science	11th Grade Content	Hispanic of Any Race	2015-16	19.9%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Native Hawaiian or Other Pacific Islander	2014-15	26.2%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	White	2014-15	34.2%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	White	2015-16	38.7%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Female	2014-15	26.7%	0.0%	0.0%	0.0%	0.0%	14.9%	85.1%
Science	11th Grade Content	Female	2015-16	29.8%	7.7%	7.7%	0.0%	7.7%	11.5%	80.8%
Science	11th Grade Content	Male	2014-15	32.1%	2.2%	2.2%	2.2%	0.0%	8.9%	88.9%
Science	11th Grade Content	Male	2015-16	36.3%	2.3%	2.3%	0.0%	2.3%	11.6%	86.0%
Science	11th Grade Content	Economically Disadvantaged	2014-15	15.4%	0.0%	0.0%	0.0%	0.0%	12.3%	87.7%

M-STEP Grades 3-11

Science	11th Grade Content	Economically Disadvantaged	2015-16	17.9%	5.7%	5.7%	0.0%	5.7%	10.3%	83.9%
Science	11th Grade Content	English Language Learners	2014-15	4.3%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	English Language Learners	2015-16	4.2%	<10	<10	<10	<10	<10	<10
Science	11th Grade Content	Students With Disabilities	2014-15	6.7%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%
Science	11th Grade Content	Students With Disabilities	2015-16	7.9%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	All Students	2014-15	43.9%	2.2%	2.2%	1.1%	1.1%	48.9%	48.9%
Social Studies	11th Grade Content	All Students	2015-16	43.1%	9.5%	9.5%	1.1%	8.4%	61.1%	29.5%
Social Studies	11th Grade Content	Asian	2014-15	61.7%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Asian	2015-16	59.8%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Black or African American	2014-15	18.0%	1.5%	1.5%	0.0%	1.5%	49.3%	49.3%
Social Studies	11th Grade Content	Black or African American	2015-16	15.6%	9.6%	9.6%	1.2%	8.4%	63.9%	26.5%
Social Studies	11th Grade Content	Hispanic of Any Race	2014-15	33.0%	5.3%	5.3%	5.3%	0.0%	47.4%	47.4%
Social Studies	11th Grade Content	Hispanic of Any Race	2015-16	30.6%	<10	<10	<10	<10	<10	<10

M-STEP Grades 3-11

Social Studies	11th Grade Content	Native Hawaiian or Other Pacific Islander	2014-15	47.6%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	White	2014-15	49.4%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	White	2015-16	49.3%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Female	2014-15	40.5%	0.0%	0.0%	0.0%	0.0%	55.3%	44.7%
Social Studies	11th Grade Content	Female	2015-16	39.1%	11.5%	11.5%	1.9%	9.6%	67.3%	21.2%
Social Studies	11th Grade Content	Male	2014-15	47.2%	4.4%	4.4%	2.2%	2.2%	42.2%	53.3%
Social Studies	11th Grade Content	Male	2015-16	47.1%	7.0%	7.0%	0.0%	7.0%	53.5%	39.5%
Social Studies	11th Grade Content	Economically Disadvantaged	2014-15	27.9%	1.2%	1.2%	0.0%	1.2%	49.4%	49.4%
Social Studies	11th Grade Content	Economically Disadvantaged	2015-16	26.3%	8.0%	8.0%	1.1%	6.9%	63.2%	28.7%
Social Studies	11th Grade Content	English Language Learners	2014-15	12.6%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	English Language Learners	2015-16	9.2%	<10	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Students With Disabilities	2014-15	15.0%	0.0%	0.0%	0.0%	0.0%	25.0%	75.0%
Social Studies	11th Grade Content	Students With Disabilities	2015-16	14.0%	<10	<10	<10	<10	<10	<10

SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
Voyageur College Prep	2015-16	Total Score	All Students	849.4	N/A	<10	6.4%	88	93.6%	94
Voyageur College Prep	2015-16	Total Score	Asian	<10	N/A	<10	<10	<10	<10	<10
Voyageur College Prep	2015-16	Total Score	Black or African American	853.9	N/A	<10	7.2%	77	92.8%	83
Voyageur College Prep	2015-16	Total Score	Hispanic of Any Race	<10	N/A	<10	<10	<10	<10	<10
Voyageur College Prep	2015-16	Total Score	White	<10	N/A	<10	<10	<10	<10	<10
Voyageur College Prep	2015-16	Total Score	Female	871.6	N/A	<10	10.0%	45	90.0%	50
Voyageur College Prep	2015-16	Total Score	Male	824.1	N/A	<10	<5%	43	>95%	44
Voyageur College Prep	2015-16	Total Score	Economically Disadvantaged	848.0	N/A	<10	5.7%	82	94.3%	87
Voyageur College Prep	2015-16	Total Score	Not Economically Disadvantaged	<10	N/A	<10	<10	<10	<10	<10
Voyageur College Prep	2015-16	Total Score	English Language Learners	<10	N/A	<10	<10	<10	<10	<10
Voyageur College Prep	2015-16	Total Score	Not English Language Learners	849.9	N/A	<10	6.5%	87	93.5%	93
Voyageur College Prep	2015-16	Total Score	Not Migrant	849.4	N/A	<10	6.4%	88	93.6%	94

SAT

Voyageur College Prep	2015-16	Total Score	Students With Disabilities	<10	N/A	<10	<10	<10	<10	<10
Voyageur College Prep	2015-16	Total Score	Students Without Disabilities	864.3	N/A	<10	7.0%	80	93.0%	86
Voyageur College Prep	2015-16	Total Score	Homeless	<10	N/A	<10	<10	<10	<10	<10
Voyageur College Prep	2015-16	Total Score	Not Homeless	852.6	N/A	<10	6.7%	84	93.3%	90
Voyageur College Prep	2015-16	Evidence-Based Reading and Writing	All Students	436.2	480	25	26.6%	69	73.4%	94
Voyageur College Prep	2015-16	Evidence-Based Reading and Writing	Asian	<10	480	<10	<10	<10	<10	<10
Voyageur College Prep	2015-16	Evidence-Based Reading and Writing	Black or African American	438.2	480	23	27.7%	60	72.3%	83
Voyageur College Prep	2015-16	Evidence-Based Reading and Writing	Hispanic of Any Race	<10	480	<10	<10	<10	<10	<10
Voyageur College Prep	2015-16	Evidence-Based Reading and Writing	White	<10	480	<10	<10	<10	<10	<10
Voyageur College Prep	2015-16	Evidence-Based Reading and Writing	Female	448.4	480	16	32.0%	34	68.0%	50
Voyageur College Prep	2015-16	Evidence-Based Reading and Writing	Male	422.3	480	<10	20.5%	35	79.5%	44
Voyageur College Prep	2015-16	Evidence-Based Reading and Writing	Economically Disadvantaged	435.4	480	23	26.4%	64	73.6%	87

SAT

Voyageur College Prep	2015-16	Evidence-Based Reading and Writing	Not Economically Disadvantaged	<10	480	<10	<10	<10	<10	<10
Voyageur College Prep	2015-16	Evidence-Based Reading and Writing	English Language Learners	<10	480	<10	<10	<10	<10	<10
Voyageur College Prep	2015-16	Evidence-Based Reading and Writing	Not English Language Learners	436.9	480	25	26.9%	68	73.1%	93
Voyageur College Prep	2015-16	Evidence-Based Reading and Writing	Not Migrant	436.2	480	25	26.6%	69	73.4%	94
Voyageur College Prep	2015-16	Evidence-Based Reading and Writing	Students With Disabilities	<10	480	<10	<10	<10	<10	<10
Voyageur College Prep	2015-16	Evidence-Based Reading and Writing	Students Without Disabilities	445.3	480	25	29.1%	61	70.9%	86
Voyageur College Prep	2015-16	Evidence-Based Reading and Writing	Homeless	<10	480	<10	<10	<10	<10	<10
Voyageur College Prep	2015-16	Evidence-Based Reading and Writing	Not Homeless	438.4	480	25	27.8%	65	72.2%	90
Voyageur College Prep	2015-16	Mathematics	All Students	413.2	530	<10	7.4%	87	92.6%	94
Voyageur College Prep	2015-16	Mathematics	Asian	<10	530	<10	<10	<10	<10	<10
Voyageur College Prep	2015-16	Mathematics	Black or African American	415.7	530	<10	8.4%	76	91.6%	83
Voyageur College Prep	2015-16	Mathematics	Hispanic of Any Race	<10	530	<10	<10	<10	<10	<10

SAT

Voyageur College Prep	2015-16	Mathematics	White	<10	530	<10	<10	<10	<10	<10
Voyageur College Prep	2015-16	Mathematics	Female	423.2	530	<10	10.0%	45	90.0%	50
Voyageur College Prep	2015-16	Mathematics	Male	401.8	530	<10	<5%	42	>95%	44
Voyageur College Prep	2015-16	Mathematics	Economically Disadvantaged	412.6	530	<10	6.9%	81	93.1%	87
Voyageur College Prep	2015-16	Mathematics	Not Economically Disadvantaged	<10	530	<10	<10	<10	<10	<10
Voyageur College Prep	2015-16	Mathematics	English Language Learners	<10	530	<10	<10	<10	<10	<10
Voyageur College Prep	2015-16	Mathematics	Not English Language Learners	413.0	530	<10	7.5%	86	92.5%	93
Voyageur College Prep	2015-16	Mathematics	Not Migrant	413.2	530	<10	7.4%	87	92.6%	94
Voyageur College Prep	2015-16	Mathematics	Students With Disabilities	<10	530	<10	<10	<10	<10	<10
Voyageur College Prep	2015-16	Mathematics	Students Without Disabilities	419.0	530	<10	8.1%	79	91.9%	86
Voyageur College Prep	2015-16	Mathematics	Homeless	<10	530	<10	<10	<10	<10	<10
Voyageur College Prep	2015-16	Mathematics	Not Homeless	414.1	530	<10	7.8%	83	92.2%	90

MI-Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

MI-Access Participation

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display



Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	ELA	98.7%	69.6%	94.1%	55.3%	95.3%	47.9%
All Students	Mathematics	98.6%	62.1%	94.5%	39.9%	95.3%	34.4%
All Students	Science	98.1%	50.0%	94.1%	21.2%	96.2%	26.8%
All Students	Social Studies	98.1%	59.3%	94.6%	36.9%	96.2%	46.4%
Bottom 30%	ELA	N/A	25.1%	N/A	6.5%	N/A	<30
Bottom 30%	Mathematics	N/A	19.0%	N/A	0.7%	N/A	<30
Bottom 30%	Science	N/A	9.8%	N/A	0.0%	N/A	<30
Bottom 30%	Social Studies	N/A	13.3%	N/A	0.0%	N/A	<30
American Indian or Alaska Native	ELA	98.4%	63.4%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Mathematics	98.4%	55.9%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Science	98.0%	46.3%	N/A	N/A	N/A	N/A
American Indian or Alaska Native	Social Studies	97.3%	54.5%	N/A	N/A	N/A	N/A
Asian	ELA	99.3%	84.3%	<30	<30	<30	<30
Asian	Mathematics	99.4%	83.7%	<30	<30	<30	<30
Asian	Science	99.3%	65.5%	<30	<30	<30	<30
Asian	Social Studies	99.3%	76.0%	<30	<30	<30	<30
Black or African American	ELA	97.7%	46.9%	94.4%	52.5%	94.6%	48.8%
Black or African American	Mathematics	97.4%	37.3%	94.9%	39.2%	94.6%	36.9%
Black or African American	Science	96.5%	23.9%	96.4%	22.4%	95.7%	27.1%
Black or African American	Social Studies	96.6%	33.6%	94.1%	37.2%	95.7%	49.4%
Hispanic of Any Race	ELA	98.8%	60.8%	94.6%	64.2%	<30	<30
Hispanic of Any Race	Mathematics	98.8%	51.1%	94.6%	41.7%	<30	<30
Hispanic of Any Race	Science	98.1%	36.7%	87.2%	15.4%	<30	<30



Accountability Details Subject Data

Hispanic of Any Race	Social Studies	98.0%	47.7%	100.0%	40.5%	<30	<30
Native Hawaiian or Other Pacific Islander	ELA	99.5%	72.4%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	99.7%	65.9%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.7%	59.6%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.6%	65.7%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.9%	67.8%	N/A	N/A	N/A	N/A
Two or More Races	Mathematics	98.7%	59.2%	N/A	N/A	N/A	N/A
Two or More Races	Science	98.5%	45.2%	N/A	N/A	N/A	N/A
Two or More Races	Social Studies	98.5%	57.3%	N/A	N/A	N/A	N/A
White	ELA	99.0%	75.6%	<30	<30	<30	<30
White	Mathematics	98.9%	68.4%	<30	<30	<30	<30
White	Science	98.6%	57.1%	<30	<30	<30	<30
White	Social Studies	98.5%	65.8%	<30	<30	<30	<30
Economically Disadvantaged	ELA	98.3%	56.8%	94.4%	54.2%	94.9%	47.2%
Economically Disadvantaged	Mathematics	98.2%	48.5%	94.2%	39.2%	94.9%	33.7%
Economically Disadvantaged	Science	97.5%	35.0%	93.9%	21.4%	95.9%	26.7%
Economically Disadvantaged	Social Studies	97.5%	43.9%	94.3%	36.5%	95.9%	45.6%
English Language Learners	ELA	98.8%	49.5%	90.2%	53.3%	<30	<30
English Language Learners	Mathematics	99.0%	48.4%	90.2%	23.3%	<30	<30



Accountability Details Subject Data

English Language Learners	Science	98.5%	22.0%	<30	<30	<30	<30
English Language Learners	Social Studies	98.2%	30.9%	<30	<30	<30	<30
Students With Disabilities	ELA	97.2%	40.1%	94.9%	8.3%	<30	<30
Students With Disabilities	Mathematics	97.1%	36.5%	92.3%	16.7%	<30	<30
Students With Disabilities	Science	97.0%	26.5%	<30	<30	<30	<30
Students With Disabilities	Social Studies	96.6%	30.8%	<30	<30	<30	<30

Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.79%	70.53%	73.33%
American Indian or Alaska Native	70.88%	N/A	N/A
Asian	90.77%	N/A	N/A
Black or African American	67.31%	70.59%	73.75%
Hispanic of Any Race	72.07%	N/A	N/A
Native Hawaiian or Other Pacific Islander	76.67%	N/A	N/A
Two or More Races	74.74%	N/A	N/A
White	83.48%	N/A	N/A
Female	83.76%	N/A	N/A
Male	76.00%	N/A	N/A
Economically Disadvantaged	67.48%	75.31%	77.92%
English Language Learners	72.14%	N/A	N/A
Students With Disabilities	57.12%	N/A	N/A
Bottom 30%	N/A	N/A	N/A

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



MI School Data

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Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	94.32%	90.93%	N/A

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

Accountability Status District Data

District Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
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No Data to Display

Accountability Status School Data

School Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Voyageur College Prep	Green	2	Green	2	Green	2	Green	2	Lime	34



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	17	12	0

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%	N/A

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	6.9%

NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male	51	22	78	36	6
Female	49	23	77	32	4
National Lunch Program Eligibility					
Eligible	47	36	64	17	1
Not Eligible	53	10	90	49	9
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	72	15	85	39	5
Black or African American	15	53	47	10	#
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	‡
Student classified as having a disability					
SD	12	47	53	14	1
Not SD	88	19	81	37	5
Student is an English Language Learner					
ELL	5	42	58	16	1
Not ELL	95	22	78	35	5

‡ 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 of Educational Progress (NAEP) 2015 Mathematics Achievement.

NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility					
Eligible	45	48	39	12	2
Not Eligible	55	19	40	30	11
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	23	43	26	7
Black or African American	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	11	77	19	3	#
Not SD	89	27	41	24	7
Student is an English Language Learner					
ELL	3	54	33	11	2
Not ELL	97	32	39	22	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 of Educational Progress (NAEP) 2015 Mathematics Achievement.



NAEP Grade 12 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligibility					
Eligible	35	54	37	9	0
Not Eligible	64	22	44	32	2
Info not available	0	0	0	0	0
Race/Ethnicity					
White	76	26	42	30	2
Black or African American	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
Other Pacific Islander	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	1	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	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 of Educational Progress (NAEP) 2015 Mathematics Achievement.

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	37	63	29	5
Male	50	39	61	26	5
Female	50	34	66	31	6
National Lunch Program Eligibility	48	50	50	16	1
Eligible	52	24	76	40	8
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	32	68	32	6
Black or African American	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
Native Hawaiian or Other Pacific Islander	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Two or More Races	3	30	70	37	8
Student classified as having a disability	12	76	24	7	#
SD	88	32	68	31	6
Not SD					
Student is an English Language Learner	4	52	48	16	2
ELL	96	36	64	29	5
Not ELL					

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), 2015 Reading Assessment.

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	44	29	3
Male	51	29	45	25	2
Female	49	20	42	34	4
National Lunch Program Eligibility					
Eligible	45	37	45	17	1
Not Eligible	55	14	43	39	4
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	18	44	34	3
Black or African American	20	47	44	9	35
Hispanic	4	27	41	29	3
Asian/Native Hawaiian or Pacific Islander	3	13	35	41	10
American Indian or Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	10	64	30	5	#
Not SD	90	20	45	32	3
Student is an English Language Learner					
ELL	3	57	37	6	#
Not ELL	97	23	44	30	3

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), 2015 Reading Assessment.



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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					
Eligible	35	37	39	22	2
Not Eligible	64	19	36	38	7
Info not available	1	0	0	0	0
Race/Ethnicity					
White	76	20	38	36	6
Black or African American	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
Native Hawaiian or Other Pacific Islander	1	0	0	0	0
Two or More Races	0	0	0	0	0
Student classified as having a disability					
SD	7	66	25	8	1
Not SD	93	23	38	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), 2015 Reading Assessment.



NAEP Participation Data

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