



Voyageurs Expeditionary High School



3724 Bemidji Avenue North, Bemidji, MN

**“Annual Report on Curriculum, Instruction and
Student Achievement.”**

2011-2012

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Mission Statement

“The mission of Voyageurs is to provide students with the necessary tools to lead productive lives through hands-on learning, service to others and environmental stewardship.”

Vision Statement

Starting at a level much deeper than just curriculum, the design of Voyageurs addresses the origins of learning and the fundamental well-being of students. The foundation necessary to achieve the mission of our school is the establishment of a community of learners composed of students, families, teachers, and staff who share the conviction that the best education takes place in an intentionally developed environment that nurtures, protects, challenges, and values every member of that community.

Authorizer Information

The sponsorship with the Audubon Center of the Northwoods was renewed in June of 2011 for a three year period. Board members were involved in governance training at the Audubon Center in November 2011. The Audubon Center continues to provide support and has open communication with VEHS. We provide monthly written reports to David Greenberg, Charter School Coordinator with frequent emails and phone conversations.

Sponsor liaison: David Greenberg

Sponsor contact information: PO Box 530, Sandstone, MN 55072, 1-888-401-7743, fax 320-245-5272.

First year of contract: 2003

Current length of contract: 3 years (July 1, 2011-June 30, 2014)

Years contract has been renewed: 10

1 & 2 Student Enrollment & Attrition

Enrollment: VEHS started the 2011-2012 school year with 74 students attending, we had several new students start and some enrolled students choose for a variety of reasons to leave us. Part of the concern we have is the transient/mobility nature of our student body. For the 2011-2012 school year, Voyageurs had a total of 109 students enroll and attend for a portion of the school year. For the year, our ADM's came out to be slightly less than 68 fulltime equivalents. Ideally, we would like to have enrollment of 72-78 students at VEHS. (52-58 Fulltime VEHS students and 20 Youthbuild students).

Student Enrollment and EOY Retention Rates for 2011 and 2012

Year	Enrolled EOY	Graduated	Elig. To Return	Returned	% Returned
2011	50	7	43	36	83.7%
2012	64	13	51	37	72.5%

A challenge we have in retention/returning is from our YouthBuild program, YouthBuild is a partnership program we have with the Bi-County Cap program. It is a school to work program designed to serve the most at-risk youth in the community. Unfortunately, students who attend YouthBuild can only be in the program for 12 months, thus when their year is done, if they have not graduated, they often move on to other educational venues or drop out.

Other student Demographics: - (percentages based on 109 students enrolled and attended for a portion of the school year)

VEHS Statistics: 2011-2012

Eligible for Economic Benefits	90%
Behind in credits	68.0%
Minority	55%
Identified Special Education	27.5%
Teen parents	17.4%
Involved in legal system	13%
Chemical Dependency	8%

Attendance: Overall attendance maintained at just over 90%. Truancy was filed on several students and daily contact with families when students were absent continued. Our goal for this year is to get above and stay above 90%.

Engagement: Student engagement in their learning is another area of concern. So many of our students come to us with a scattered educational history and many of them have many gaps to fill before they are truly ready for high school level work. Through the use of Project Based Learning, our goal is to identify student needs, and help develop individualized learning plans for each student to meet their goals. Research indicates that when students are involved in their learning and have a strong, supportive relationship with the adults in the school, then issues that distract from learning are reduced significantly.

3. Governance

During the 2010-2011 school year, VEHS modified its bylaws with our authorizer permission to have a six member school board. The board composition is now two parents; two community members and two teachers. Members are elected for a two year term, with three being elected one year and three the following year. The school director serves as a non voting member. The school had difficulty maintaining an appointment to the 2nd parent seat during the 2011-2012 school year, thus the majority of the year, there were five active members serving on the board; two teachers; two community members and one parent. The board officers are elected by the board members. Board members were actively involved in the strategic planning and board evaluations held in the spring 2012

VEHS Board of Directors 2011-2012 **2011-2012 School Year Charter Public School Board**

Name	Board Position	Group (if teacher, file folder #)	Date Seated	Phone Number	E-Mail Address	Member Meeting Attendance Rate
William Dunshee	Chairperson	Community Member	Appt'd 10/2010	218-444-9942	wdunshee@paulbunyan.net	10/12
Paul Johnson	Treasurer	Teacher 377705	07/2010 Re-elected 4/2012	218-838-8332	paulj@vehs.org	12/12
Angie Polman	Secretary	Parent	Appt'd 01/2011 re-elected 4/2012	218-444-3130	angie@vehs.org	9/12
Becky Reinarz	Member	Teacher 409901	07/2011	218-444-3130	becky@vehs.org	11/12
Leo Osmundson	Member	Parent	07/2011	218-556-6447	leo@vehs.org	1/3 Removed 11/2011 – non attend
Heather Fadness	Member	Parent	Appt'd 11/2011	218-	heather@vehs.org	1/4 Removed 2/2012 – non attend.
Amanda Willis	Member	Community Member	Appt'd 10/2011 Re-elected 4/2012	218-	Amanda@vehs.org	8/9

This table contains information for ALL board members - election Date: April 2012

Current Board – Training Status: - Board for 2012-2013 School Year

Board Member	Date Elected	Date Training Started	Date Training Completed	Training Organization	Finance	Governance	Role & Responsibilities
W. Dunshee	11/10	1/11	1/11	St. Thomas	X	X	X
B. Reinarz	4/11	6/11	6/11	C. Speiker	X	X	X
A. Polman	1/11	6/11	6/11	C. Speiker	X	X	X
P. Johnson	4/10	6/10	6/10	C. Speiker	X	X	X
A. Willis	10/11	11/11	9/12	C. Speiker	X	9/22/12	9/22/12
M. Thooft	4/12	9/22/12	9/22/12	C. Speiker	9/22/12	9/22/12	9/22/12

4. Staffing

2011-2012 School Management and Faculty Information

This table contains information for ALL members of the school management/administrative team and also includes faculty employed by the school that did not serve as a classroom teacher

Name	File Folder Number	Assignment	Years Employed by the School	Left During 11/12	Not Returning 12/13
Julie Johnson-Willborg	301074	Director/Teacher	4	<input type="checkbox"/>	<input type="checkbox"/>
Jean Fjelsta		Registrar/Admin Asst	10	<input type="checkbox"/>	<input type="checkbox"/>
Rita Poulton		Business Manager	10	<input type="checkbox"/>	<input type="checkbox"/>
Cheryl Shough		Food Service/Maint	6	<input type="checkbox"/>	<input type="checkbox"/>
Ruth Webb		Inst. Paraprofessional	3	<input type="checkbox"/>	<input type="checkbox"/>
Kathy Joppa		Inst. Paraprofessional	3	<input type="checkbox"/>	<input type="checkbox"/>

2011-2012 Teaching Faculty Information

This table contains information for ALL teachers employed by the school or providing services contractually (e.g., special education teacher, reading specialist, speech therapist).

Name	File Folder Number	Assignment/ Subject	Left During 11/12	Not Returning 12/13
Cindy Nelson	281927	English	<input type="checkbox"/>	<input type="checkbox"/>
Becky Reinarz	409901	Science	<input type="checkbox"/>	<input type="checkbox"/>
Troy Johnson	392900	SPED	<input type="checkbox"/>	<input type="checkbox"/>
Julie Johnson-Willborg	301074	Sped/Bus. Ed/WBL	<input type="checkbox"/>	<input type="checkbox"/>
Paul Johnson	377705	Math	<input type="checkbox"/>	<input type="checkbox"/>
Ryan Haasch	424147	Social Studies	<input type="checkbox"/>	×
Angela Haasch	421382	World Lang/Sped	<input type="checkbox"/>	×
Ross Millar	284674	Social Studies/Ind. Technology	<input type="checkbox"/>	<input type="checkbox"/>

We have 4 advisory teams and each advisor fully supports Project Based Learning / Expeditionary Learning as an educational model and we are working together to implement the changes necessary to move us toward becoming a high performing school.

Director Professional Learning Plan:

The Director of Voyageurs, Julie Johnson-Willborg, is fully licensed by the state of Minnesota as a K-12 Principal, and completed her administrative licensure program in 2003 at the University of Minnesota. The Director’s professional development goals for 2011-2012 focused on improving communication, increasing accountability for herself, staff and students; and improving relationships with partners in the community.

5. Financial Data

DISTRICT NBR-TYPE: 4107-07 ESVRGN 1		MINNESOTA DEPARTMENT OF EDUCATION		GNL03541070712	
DISTRICT NAME: VOYAGEURS EXPEDITIONARY		BALANCE SHEET -- AUDITED DATA AS OF		08/06/12	RUN 08/06/12 PAGE 1
DATA YEAR 11-12		FOOD SERVICE	COMMUNITY	OPERATING	TOTAL
	GENERAL	FUND	SERVICE FUND	FUNDS TOTAL	ALL FUNDS
ASSETS					
CASH/PETTY CSH/C.W.F.A.	4,359.10-			4,359.10*	4,359.10-
INVESTMENTS				*	*
CUR.PROP.TAX REC'BLE				*	*
DELINQ.PROP.TAX.REC.				*	*
ACCOUNTS RECEIVABLE		104.70		104.70*	104.70
DUE FROM OTHER FUNDS				*	*
DUE FR OTHER MN DIST				*	*
DUE FROM MDE	319,493.66			319,493.66*	319,493.66
DUE FROM OTHR GOV UNITS				*	*
INVENTORIES				*	*
PREPAID EXP/OTHR ASSETS	22,676.62			22,676.62*	22,676.62
TOTAL ASSETS	337,811.18	104.70		337,915.88*	337,915.88
LIABILITIES					
SALARIES PAYABLE	29,913.26			29,913.26*	29,913.26
OUT.CI'S/OR NOT PD/RVRP	40,000.00			40,000.00*	40,000.00
DUE TO OTHER FUNDS				*	*
CURRENT PAYABLES	2,218.28			2,218.28*	2,218.28
DUE TO OTHER MN DIST				*	*
DUE TO OTHER GOV'T				*	*
PROP TAX SHIFT ADJ				*	*
ADV UNEARNED GEN ED				*	*
PAYROLL DEDUCTIONS	15,235.19			15,235.19*	15,235.19
CONST CONTRACT PAY				*	*
DEFERRED REVENUE				*	*
DEF REV-DELINQ TAXES				*	*
PROP TAX FOR SUB YRS				*	*
CAPITAL LEASE PAY				*	*
SEP&SEVERANCE PAYBLE				*	*
CAP LEASE PAYABLE				*	*
COMPENSATED ABCS PAY				*	*
TOTAL LIABILITIES	87,366.73			87,366.73*	87,366.73
FUND BALANCE					
RST/RVD STAFF DEV				*	*
RST/RVD DEFER MAINT				*	*
RST/RVD HEALTH/SAFE				*	*
RST/RVD CAPITAL PROJ				*	*
RST/RVD COOP REVENUE				*	*
RST/RVD ALTERNAT FAC				*	*
RSVD.BUS PURCH/BLDG CON				*	*
RST/RVD OPERATE DEBT				*	*
NET SOD				*	*
RST/RVD LEVY REDUCT				*	*
CMTD SEVER INS PREM				*	*
RSVD ENCUMBRANCES				*	*
UNASSIGN FUND BAL GNL	227,767.83			227,767.83*	227,767.83
RST/RVD CERTN TEACHR				*	*
RST/RVD FOR OP CAPIT				*	*
RST/RVD FOR BOND RFD				*	*
RST/RVD 525 TACONITE				*	*
RST/RVD DISABLED ACC				*	*
RST/RVD LEARN & DEV				*	*
RST/RVD COMMUNITY ED				*	*
RST/RVD E.C.F.E.				*	*
RST/RVD AREA LEARN C				*	*
RST/RVD CONTR ALT PR				*	*
RST/RVD ST ALT PROG				*	*
RST/RVD GIFTED/TALEN				*	*
RST/RVD BASIC SKILLS				*	*
RST/RVD SCHOOL READI				*	*
RST/RVD CAREER/TECH				*	*
RST/RVD FIRST GR PRE				*	*
RST/RVD ADULT BASIC				*	*
RST/RVD SAFE SCHOOLS				*	*
RST/RVD PRE KINDERG				*	*
RST/RVD QZAB/QSCB FA				*	*
RST/RVD OFEB BOND PR				*	*
RST/RVD UNFND SEVE				*	*
NONSPENDABLE FND BAL	22,676.62			22,676.62*	22,676.62
COMMITTED FUND BALAN				*	*
ASSIGNED FUND BALANC				*	*
UNASSIGNED NON-GENL				*	*
RESTRICTED FUND BALA		104.70		104.70*	104.70
TOTAL FUND BALANCE	250,444.45	104.70		250,549.15*	250,549.15
TOTAL LIABILITIES&FB	337,811.18	104.70		337,915.88*	337,915.88

Through careful financial management, Voyageurs has increased its fund balance from approximately \$60,000 in 2008-2009 to over \$250,000 as of June 2012.

08/06/12

UNIFORM FINANCIAL ACCOUNTING AND REPORTING STANDARDS
COMPLIANCE REPORT
AUDITED UFARS DATA SUBMITTED

COM01041070712
DATA AS OF 08/06/12

DISTRICT: 4107-07 VOYAGEURS EXPEDITIONARY 06/30/12

01 GENERAL FUND

TOTAL REVENUE 990,840
TOTAL EXPENDITURES 933,695
NON SPENDABLE:
460 NON SPENDABLE FUND BALANCE 22,677
RESTRICTED/RESERVE:
403 STAFF DEVELOPMENT
405 DEFERRED MAINTENANCE
406 HEALTH & SAFETY
407 CAPITAL PROJECTS LEVY
408 COOPERATIVE REVENUE
414 OPERATING DEBT
416 LEVY REDUCTION
417 TACONITE BUILDING MAINT
423 CERTAIN TEACHER PROGRAMS
424 OPERATING CAPITAL
426 §25 TACONITE
427 DISABLED ACCESSIBILITY
428 LEARNING & DEVELOPMENT
434 AREA LEARNING CENTER
435 CONTRACTED ALT. PROGRAMS
436 ST. APPROVED ALT. PROGRAM
438 GIFTED & TALENT
441 BASIC SKILLS PROGRAMS
445 CAREER & TECH PROGRAMS
449 SAFE SCHOOLS LEVY
450 PREKINDERGARTEN
451 QZAB PAYMENTS
452 OPEB LIAB NOT IN TRUST
453 UNFNDED SEV & RETIREMT LEVY
RESTRICTED:
464 RESTRICTED FUND BALANCE
COMMITTED:
418 COMMITTED FOR SEPARATION
461 COMMITTED FUND BALANCE
ASSIGNED:
462 ASSIGNED FUND BALANCE
UNASSIGNED:
422 UNASSIGNED FUND BALANCE 227,768

02 FOOD SERVICE

TOTAL REVENUE 35,798
TOTAL EXPENDITURES 41,181
NON SPENDABLE:
460 NON SPENDABLE FUND BALANCE
RESTRICTED/RESERVE:
452 OPEB LIAB NOT IN TRUST
RESERVE:
464 RESTRICTED FUND BALANCE 105
UNASSIGNED:
463 UNASSIGNED FUND BALANCE

04 COMMUNITY SERVICE

TOTAL REVENUE
TOTAL EXPENDITURES
NON SPENDABLE:
460 NON SPENDABLE FUND BALANCE
RESTRICTED/RESERVE:
426 §25 TACONITE
431 COMMUNITY EDUCATION
432 E.C.F.E
444 SCHOOL READINESS
447 ADULT BASIC EDUCATION
452 OPEB LIAB NOT IN TRUST
RESTRICTED:
464 RESTRICTED FUND BALANCE
UNASSIGNED:
463 UNASSIGNED FUND BALANCE

1) FUND BALANCE

06 BUILDING CONSTRUCTION

TOTAL REVENUE
TOTAL EXPENDITURES
NON SPENDABLE
460 NON SPENDABLE FUND BALANCE
RESTRICTED/RESERVE:
407 CAPITAL PROJECTS LEVY
409 ALTERNATIVE FAC. PROGRAM
413 PROJECTS FUNDED BY COP
RESTRICTED:
464 RESTRICTED FUND BALANCE
UNASSIGNED:
463 UNASSIGNED FUND BALANCE

07 DEBT SERVICE

TOTAL REVENUE
TOTAL EXPENDITURES
NON SPENDABLE
460 NON SPENDABLE FUND BALANCE
RESTRICTED/RESERVE:
425 BOND REFUNDINGS
451 QZAB PAYMENTS
RESTRICTED:
464 RESTRICTED FUND BALANCE
UNASSIGNED:
463 UNASSIGNED FUND BALANCE

08 TRUST

TOTAL REVENUE
TOTAL EXPENDITURES
422 NET ASSETS

20 INTERNAL SERVICE

TOTAL REVENUE
TOTAL EXPENDITURES
422 NET ASSETS

25 OPEB REVOCABLE TRUST FUND

TOTAL REVENUE
TOTAL EXPENDITURES
422 NET ASSETS

45 OPEB IRREVOCABLE TRUST FUND

TOTAL REVENUE
TOTAL EXPENDITURES
422 NET ASSETS

47 OPEB DEBT SERVICE FUND

TOTAL REVENUE
TOTAL EXPENDITURES
NON SPENDABLE:
460 NON SPENDABLE FUND BALANCE
RESTRICTED:
425 BOND REFUNDINGS
464 RESTRICTED FUND BALANCE
UNASSIGNED:
463 UNASSIGNED FUND BALANCE

250,444

2) EXPENDITURES
3) SOD CALCULATION (1 / 2)

752,694
33.27%

6. Academic Performance:

MCA's: This continues to be an area of concern for our students. So many of our students are coming to us with huge skill gaps and it reflects in our ability to move students ahead in their skills. Students continued to receive their math instruction in small groups with an average of 8-9 students per adult. We continue to assess students and place them in groups per their ability and credit requirements. We have four math groups with an average of 2 staff members assigned to each group.

Students who started 8th grade in 2005-2006, are required to pass the GRAD tests in Reading; Math and Writing in order to graduate from high school. With legislative permission, students may meet the math graduation requirement after the 3rd administration of the Math Grad Test.

In graduating class of 2012, 100% of all non-special education students took and passed the Grad Reading Tests and all non-special education students met the state requirements in the Math Grad Test. In addition, 100% of non-special education students passed the Writing Grad test as required. Students with an identified disability are eligible to pass the assessments at an individual level based on the decisions of their IEP teams.

MCA Results – April 2012

AYP Status: Making AYP

VEHS MCA DATA HISTORY				
Reading - Grade 10	# testers	Met/Exceed Proficiency%	Partially Proficient%	Deficient%
2012	15	33%	47%	20%
2011	13	15%	46%	38%
2010	18	22.3%	27.8%	50.0%
	**Includes Modified Reading results for 2011 and 2012 in total counts			
Math - Grade 11	# testers	Met/Exceed Proficiency%	Partially Proficient%	Deficient%
2012	20	10%	25.0%	65.0%
2011	14	0	7.1%	92.9%
2010	10	0	0	100%
	**includes Modified Math results for 2012 in total counts			
Writing - Grade 9	# testers	% passed	% Not passed	
2012	10	70%	30%	
2011	10	80%	20%	
2010	5	20%	80%	

MCA Historical Average Scores for 2010-2012

	Reading Average Score		Math Average Score
2010	1042.7	2010	1114.3
2011	1042.8	2011	1122.1
2012	1045.25	2012	1125.56

NWEA Math Data: (Fall 2011-Spring 2012)

Voyageurs NWEA Growth		Fall 2011 to Spring 2012				
Math Summary	# of students - enrolled during both testing windows	Fall Rit	Spring Rit	Increase or Decrease	Mean Growth Projection	% of Students Meeting Growth Projection
Grade 9	8	216.4	219.3	2.9	2	80%
Grade 10	8	228.5	229.8	1.3	2.6	60%
Grade 11	7	229	230.6	1.6	---	---

Reading Summary	# of students	Fall Rit	Spring Rit	Increase or Decrease	Mean Growth Projection	% of Students Meeting Growth Projection
Grade 9	7	211.1	217.1	6	2	80%
Grade 10	9	215.2	214.2	-1	2	60%
Grade 11	7	219.7	218.6	-1.1	---	---

Analysis – RIT Growth Scores

Math - grade 9-11 - students who were here in the Fall and the spring, increased their Rit score

Reading - grade 9 - students who were here in Fall and spring increased their Rit Score

Reading - grade 10 - students who were here in Fall and spring saw a slight decrease in their Rit Score

Voyageurs NWEA District average versus normed group average						
Math Summary	District Avg - Fall 2011	Normed Group Average Fall 2011	% Below Norm Avg Fall 2011	% Below Norm Avg Spring 2012	District Avg - Spring 2012	Normed Group Average Spring 2012
Grade 9	209.5	233.8	10.393%	7.288%	218.8	236
Grade 10	217.7	234.2	7.045%	4.861%	225.1	236.6
Grade 11	232.4	236	1.525%	4.029%	228.7	238.3

Reading Summary	District Avg - Fall 2011	Normed Group Average Fall 2011	% Below Norm Avg Fall 2011	% Below Norm Avg Spring 2012	District Avg - Spring 2012	Normed Group Average Spring 2012
Grade 9	209.3	221.4	5.465%	2.602%	217.1	222.9
Grade 10	208.2	223.2	6.720%	3.932%	215	223.8
Grade 11	216.5	223.4	3.089%	0.402%	222.8	223.7

Analysis - District Average versus Normed Group Average

Math - grades 9 & 10 decreased the gap between the district average and the normed group

Math - grade 11 saw a slight increase in the gap between the district average and the normed group

Reading - grades 9-11; all grades in Reading decreased the gap between the district average and the normed group

Student Achievement Goals:

2011-2012 Math goal

25% of Grade 11 students will achieve either proficiency or partial proficiency status on the MCA Math test in 2012.

Results: 35% of students, who took the MCA test in April, 2012 were proficient or partially proficient on the MCA Math or Modified Math Assessment

2011-2012 Reading Goal:

75% of Grade 10 students will achieve proficiency or partial proficiency status on the MCA Reading test in 2012.

Results: 2012 MCA Assessments: 80% of students, who took the MCA test in April, 2012 were proficient or partially proficient on the MCA Reading or Modified Reading Assessment.

Academic Achievement Goals for 2013

2012-2013 Math Goal

15% of grade 11 students will achieve proficiency and 35% of grade 11 students will achieve partial proficiency status on the MCA Math test in April 2013

Action Plan:

- Small group instruction; staff to student ratio 8 or 9:1
- NWEA Assessment to identify areas of need and develop remediation plans to address the needs
- Twelve week MCA Math preparation course for all 11th grade students
- Frequent use of assessment data to ensure students are mastering standards

2012-2013 Reading Goal

40% of grade 10 students will achieve proficiency and 50% of grade 10 students will achieve partial proficiency status on the MCA Reading test in April 2013

Action Plan:

- Small group instruction; staff to student ratio 8 or 9:1
- NWEA Assessment to identify areas of need and develop remediation plans to address the needs
- Twelve week MCA Reading preparation course for all 10th grade students
- Frequent use of assessment data to ensure students are mastering standards

2012-2013 Writing Goal

90% of grade 9 students will pass the Graduation test in Writing in April 2013

Action Plan:

- Small group instruction; staff to student ratio 8 or 9:1
- Six week Grad Writing preparation course for all 9th grade students
- Frequent use of assessment data to ensure students are mastering standards

7. Operational Performance

1. Voyageurs have moved to a level of employing highly qualified staff. Teaching staff and the administrator are fully licensed by the Board of Teaching in Minnesota. With our non-traditional delivery model, we requested and received innovative waivers from the Board of Teaching to allow us to deliver our instructional program in a interdisciplinary manner. The school board conducts annual formal evaluations of the director.
2. VEHS has expanded academic offerings to meet the needs of diverse academic levels. Several students accessed PSEO last year at BSU or Northwest Technical College. Additional in school offerings included Communications, Forensics; Environmental Education; Rockets; Anatomy and Physiology, 2D and 3D art, literature, composition, psychology, history, civics were available to challenge some students. In contrast, work experience, consumer math, and life skills better meet the needs of another group of students. We also offered a 12 week long seminar for juniors who needed to take the MCA math assessment and a 12 week seminar for 10th grade students who were required to take the MCA Reading test. We also offered a 6 week long seminar for our 9th grade students who needed to take the Grad Writing Test.
3. The role of the school board has evolved and been defined, with a permanent board being elected in October of 2005. School board members have and will participate in all required board governance training.
4. School policies have been addressed and revised as needed. The school board and staff have recognized the need for specific written policies. They have also identified the policies that needed revision. The need for a policy manual, which serves as a living document has been established and is on file at the school.
5. The school moved to a new site in August 2010. The new site is located on 3 acres of land, allowing us the opportunity to have outdoor activities such as Lacrosse; Soccer; Volleyball, etc. In addition, the new site allowed us to plan and plant our own garden and perhaps even go as far as having a green house in the future. The new smaller site is also more efficient and economical, both in energy usage and overall costs to occupy.
6. In the audit of the 2011-2012 school year, the auditors, found no material findings. The fund balance of VEHS continues to be in the positive range, at 25+% in the most recent audit. The overall operation of the school is based on sound financial management.
7. Voyageurs High School is partnering with the well established Bi County Cap YouthBuild program to provide the academics to their employment/leadership program. The Youth Build program brings with it an established set of high expectations for students along with unique needs for those students.
8. Expeditions became a focus of the school during the 2011-2012 school year. Every Friday was spent as an Expeditionary Friday with students participating in many out of the building learning experiences. In addition, we set aside a week in May for travel to other states. Students and staff traveled to Florida; South Dakota, Illinois and Washington DC.
9. Authorizer comments from Annual Site Visit: VEHS averaged 2.46 on a 3-point scale. *“Given the range of challenges their students present, the school’s performance are quite remarkable. Clearly, there is room to improve. Given the quality of leadership, the commitment of staff, and the direction of the board, the school should be able to demonstrate measurable performance improvement over time.”* Primary area of concern was Academic Performance.

Operational Goals for 2011-2012

School Wide Goals:

Attendance: Voyageurs will have a greater than 90% attendance goal this school year.

Results: Attendance rate for 2012, 90.3%

Enrollment: Voyageurs will maintain an enrollment of 70-80 students for the school 2012 year.

Results: ADM report for the school year: 67.5; average daily enrollment for the year was 69 pupils

Curriculum/Instructional Program: Voyageurs staff will continue to implement state standards and develop project based learning/experiential opportunities for students that incorporate the standards.

Result: Completion of 4 Year plan for graduation from Voyageurs

Operational Goals for 2012-2013 School Year

Attendance Goal for 2013: Maintain attendance rate of greater than 90%

Action Plan

- Daily contact with families for all students who are absent.
- Parent involvement with attendance with the subject being addressed at parent meetings and individual student meetings.
- Filing of truancy on a regular basis for students whose absences are excessive.

Enrollment Goal for 2013: Voyageurs will maintain enrollment of 56 in our Fulltime program and 20 in the Youth Build program throughout the school year.

Action Plan

- Develop Marketing plan with assistance of local Advertising agency to promote Project Based Learning and Experiential Learning in the community to encourage more students to enroll
- Increase retention of those students who do enroll by 50%.
- Implement Performance contracts for students who enroll who are not meeting school wide performance indicators (attendance; academic progress; behavior concerns)
- Increase publicity of school activities by submitting pictures/articles to the local paper on a monthly basis
- Increase communication with families by monthly newsletters and updates to the website

Curriculum/Instructional Goal for 2013: The Four Year plan will be implemented with 100% of students in the fulltime program at Voyageurs

Action Plan

- Partnership with Edvisions, Inc. for continued professional development on the implementation of Project Based Learning as a model of instruction.
- Implement grade level learning targets that incorporate state standards.
- Continued development of seminars that address state standards; including indepth study of each curriculum area to ensure that all required standards are being addressed.

SUMMARY OF PARENT FEEDBACK VOYAGEURS EXPEDITIONARY HIGH SCHOOL

In visiting with parents, we still receive the same antidotal response as to why they have enrolled their student at Voyageurs:

- The most frequent reason was they wanted their child in a smaller setting so they could get more individualized attention and guidance with academics and decision making.
- Other parents choose Voyageurs because their children were victims of others in their previous school settings.
- Other parents choose Voyageurs because they wanted their children to have more freedom and choice in their education.
- Other parents choose Voyageurs because they had heard from other parents/students that we were a small, fun, caring school who take on the challenges of working with students who in the past had not fit in their previous schools.
- Voyageurs has a rich history of serving students from the same families (siblings, cousins, etc.). It appears that once one person in a family has enrolled, very soon we are serving other family members.
- One of our parents has characterized our school as “home-school on steroids.”
- Opportunity for travel and non-traditional learning experiences
- The majority of our parents feel that Voyageurs is a safe environment for their children.

Graduation 2012



8. Innovative Practices and implementation

Program Success and Best Practices June 30, 2012

Successes from last year were the continued implementation of the mission using an experiential/expeditionary model of instruction as envisioned by the founders of the school. Staff continued to participate in several training opportunities to learn about Project Based Learning including visits to other Project Based Learning Schools. Staff participated in a year long Professional Learning Community related to improving instruction; professional learning communities and non-traditional models of instruction. In addition, 90% of staff participated in an on-line Environmental Education/Sustainability course sponsored by Green Education Foundation.

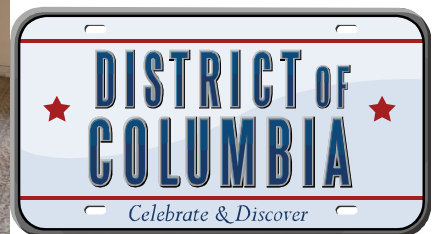
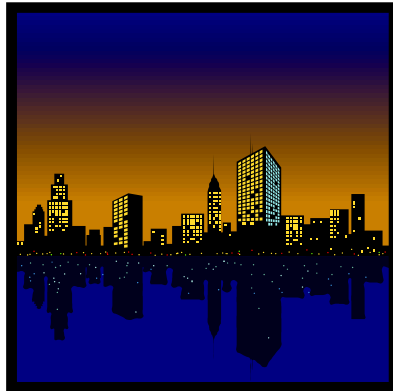
Voyageurs continues to build relationships with partners in the community. We have relationships with Bemidji State University; Northwest Technical College; Bi-County Cap Youthbuild; Evergreen Community Services; Beltrami Area Service Collaborative; Planned Parenthood (Health Education); Northern MN Dental Access (on-site dental visits) and Steller Human Services (Social Work support). In addition, we have developed on-going partnerships with three northern MN charter schools to bring students and staff together for activities and sharing of information. We developed a new partnership with the Headwaters School of Art & Music to provide our students with mentorships from artistic professionals in the community and also a partnership with a local Yoga business to teach students relaxation and physical awareness strategies. Another new partnership developed during the 2011-2012 school year was with the Nielsen Spearhead Center, a environmental center located in Bemidji. We also continued to develop opportunities for student's to complete service learning in the community. Our students interacted with other area schools by volunteering their time to lead activities for younger students and competing against other schools in athletic events and other community building collaborations.

Travel and Expeditions were a big part of our investment during the 2011-2012 school year. We offered 16 Experiential Friday's to our students. Experiential Friday's gave students and staff opportunities to move out into the community to experience new things and meet new people in the community. We had several trips to the Minneapolis area for a variety of learning opportunities. (Renaissance Festival; Guthrie Theater; Science Museum) We also had students go on college tours in Grand Forks; Crookston and Minneapolis. Other adventures were more local in nature and included: Bemidji State Park, Itasca State Park, Skiing, Camping, Canoeing, Skateboarding; RollerSkating; Bowling, Swimming at BSU, etc.

Our environmental education seminar went on a week long trip to North Dakota to tour energy plants that produce the energy we use through our local cooperative. They also spent several days at the Audubon Center of the North Woods learning from their environmental experts.

The biggest highlight of the year was occurred the week of May 20th when 40 students and 7 staff members took left Minnesota for a week of expedition/travel to other states. We had students and staff in Florida, exploring the Florida ecosystem and Everglades; another group went to Washington DC and learned about our nation's capitol and the US Government; a 3rd group traveled to South Dakota and explored/hiked and learned about the Black Hills for a week. The fourth group traveled by Amtrak to Chicago and spent the week exploring the Windy City. A 5th group stayed local and completed day trips to local venues exploring low cost, nearby learning opportunities.

May Expedition Pictures



9. Future Plans

Over the past two years, Voyageurs has stabilized its student population with a solid core of students and families enrolling in our fulltime program. We are also improving our academic results, increasing our partnerships within the community and building a stronger reputation in the community.

Discussions were held over the summer with our Authorizer and the Voyageurs School Board as we work on our long range strategic plan to request permission to expand to include a middle school program. Our intention is to request permission from our Authorizer and the Department of Education, during the 2012-2013 school year to open a middle school program in September 2013. We believe that having our students with us from 6th grade up, will allow us to stabilize our program numbers, increase our academics and continue to build a strong non-traditional charter school in our community.

In past discussions with our landlord, we have talked about the possibility of adding on to the building in the future to accommodate growth. Ideally, we would like to have a facility that can accommodate up to 90 students. The current structure can handle around 70 students. This may be an item for discussion if we are given permission to open a middle school program.

10. Environmental Education Goal:

Increase environmental education opportunities for students and staff

- 100% of instructional staff will participate in a Professional Learning Community centering on Environmental Education and Sustainability during the 2011-2012 school year.
- 100% of students will take an Environmental Education Course prior to graduation from VEHS

Results: 90% of staff participated in an online Professional Learning Community focused on Environmental Education and Sustainability during the 2011-2012 school year.

Environmental Goal for 2013:

100% of 12 grade students will have a course in Environmental Education; Green Construction or Sustainability.

Action plan

- Environmental Education course for students in grade 12 focusing on waste systems
- Continue recycling and composting program
- Participation in Green Construction course for YouthBuild students
- Attendance and participation in an Environmental Learning Center expedition
- Enhance partnership with the Nielsen Spearhead Environmental Center in Bemidji
- Continue to plant and harvest garden produce

VEHS Environmental Activities 2011-2012

School	EE trained teachers/experts	Energy Efficiency	Food Program	Natural Vegetation/Wildlife use	Outdoor Recreation-guided, earth friendly	Purchasing/EE focused grants	Waste Reduction
Voyageurs H.S.	<p>Science Teacher with MaEd: Natural Sciences and Environmental Education</p> <p>John Fyllpa-MN DNR naturalist at Bemidji State Park</p> <p>GeorgeAnn Maxson-board member of Neilson Spearhead Center</p> <p>All staff took the Green Education Foundation "Sustainability Teaching Methods" course</p>	<p>School energy audit completed by students.</p> <p>Energy Efficient Fluorescent Lighting in building</p> <p>2 Year Old Energy Efficient HVAC Systems with Automatic Economizers</p>	<p>Cafeteria waste reduction program (composting)</p> <p>Metal silverware and reusable plastic trays used for lunch</p>	<p>Student gardens</p> <p>Student built bird houses on property</p>	<p>Canoeing</p> <p>Hiking</p> <p>Camping</p> <p>Highway Clean up</p> <p>Skiing</p> <p>Biking</p> <p>Skateboarding</p>	<p>Green copier for students</p> <p>Xerox Work center has recyclable components</p> <p>Buy paper with recycled content</p>	<p>Cafeteria waste reduction program (composting)</p> <p>Metal silverware and reusable plastic trays used for lunch</p> <p>Student led recycling program for paper, plastic, aluminum and glass</p> <p>Reduce paper usage by using cloud computing</p> <p>StarBoards in 2 classrooms</p> <p>Park Clean up</p>



School Interest/Enrollment Procedures

Voyageurs Expeditionary High School is a free public charter school. Students who are in grades 9-12 may apply for enrollment online at www.vehs.org or complete an enrollment inquiry from the school office at 3724 Bemidji Avenue North in Bemidji. New students are accepted prior to the start of the school year and at the start of each term through the 3rd day of the term, if that grade level is not already at the maximum enrollment. Students, who move into the geographic area when VEHS has openings, may enroll at the time they move to the area. Per state law, all students must have all required immunizations before starting school. Please ask the office if you are unsure of what is required.

After an inquiry is received, the student and parent/guardian will be invited to come in for a visit and meeting with the school staff to address any concerns or questions and aid in making the best academic choice for each student.

Student Inquiry Form

If you are interested in enrolling your child at Voyageurs Expeditionary High School, please complete the following information and submit to us.

Student Name: _____

Current Grade: _____

Parent Name: _____

Parent/Student Address: _____

City: _____ State: _____ Zip: _____

Phone Number: _____

E-mail: _____

After we receive submission of this form, provided we have space available, you will be contacted to arrange an intake/enrollment meeting with an advisor.

VOYAGEURS EXPEDITIONARY HIGH SCHOOL

-STUDENT APPLICATION-

We are currently taking applications for the 2012-2013 school year. Enrollment will be limited to approximately 14 students per grade level in the regular VEHS program.

Future students are welcome to apply as well. You may complete this form and mail it to:

VEHS
3724 Bemidji Avenue North
Bemidji, MN 56601

For additional information, questions, or to apply on-line, please visit our web-site at: www.vehs.org or call 218-444-3130



Family and Student Information

Parent/Guardian Last Name: _____ First Names: _____

Student Name: _____ Date of Birth: _____
(legal name) Last First Middle Name

Sex: ___ Male ___ Female Grade as of 2012-2013: _____

A. Is this student Hispanic/Latino? (Choose only one)

No, not Hispanic/Latino

Yes, Hispanic/Latino (A person of Cuban, Mexican, Puerto Rican, South or Central American or other Spanish culture or origin, regardless of race)

The above part of the question is about ethnicity, not race. No matter what you selected above, **please continue to answer the following** by marking one or more boxes to indicate what you consider your student's race to be.

B. What is the student's race? (Choose one or more)

American Indian or Alaska Native (A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.)

Asian (A person having origins in any of the original peoples of the Far East, Southeast Asia or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam)

Black or African American (A person having origins in any of the black racial groups of Africa)

Native Hawaiian or Other Pacific Islander (A person having origins in any of the original peoples of Hawaii, Guam, Samoa or other Pacific Islands.)

White (A person having origins in any of the original peoples of Europe, the Middle East or North Africa.)

Last school attended (Please list any schools attended since 9th grade, including treatment or correctional facilities):

Application for Academic Year: ___ 2012-13 ___ 2013-2014

**** REFERRED BY:** _____

Family Mailing Address (street, city, zip): _____

Telephone: _____ Email: _____

Have you recently moved to this school district within the last 36 months for temporary or seasonal agricultural or seasonal work? Yes ___ No ___

Voyagers Expeditionary High School admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions, policies, scholarship and loan programs, and athletic and other school-administered programs



THE OFFICIAL WEBSITE OF THE OFFICE OF THE MINNESOTA ATTORNEY GENERAL



The Office of Attorney General Lori Swanson

Search Results

Organization Name	VOYAGEURS EXPEDITIONARY SCHOOL
Organization Type	TRUST
Contact Person	ATTN RITA FAUCHALD
Address	3724 BEMIDJI AVE N
City	BEMIDJI
State	MN
Zip Code	56601
IRS Code 501(c)	03
Purpose or Description	Organized for the purpose of operating a results-oriented charter school under MN Statutes 124D.10.
Phone Number	(218) 444-3130
Status	ACTIVE
Extension	None