



WayPoint Academy

Where Students Discover Success

Home of the NAVIGATORS!



A public school academy serving grades 6-12 where
“Students are worth WHATEVER it takes!”

WayPoint Academy Mission

We believe certain skills are essential for success in school and life: 1) strong core academic skills, 2) appropriate & effective social skills, and 3) effective employability skills. Using as a critical foundation the Basic Competencies and Personal Qualities as enumerated in the Secretary's Commission on Acquiring Necessary Skills Report (SCANS Report, 2003) and the Academic Skills, Personal Qualities and Teamwork Skills as outlined in the Michigan Employability Skills Report, we focus on futures, not features, making our primary goal to guarantee that our students are CAREER READY, no matter what the specific career or line of work each may choose to pursue. WAYPOINT is very proud to be a "different" Career Pathways school, as we understand that the world our students are entering, a world that is "flatter" than ever before, requires their secondary education to be as revolutionary in its preparation and approach. To that end, the mission of WAYPOINT is: *"Our students...career READY!"*:

- Create a school culture that embraces learning, producing world-class graduates who are ready to embark upon tomorrow's challenges
- Use the freedom of our unique charter to adopt innovative teaching methods while being fully accountable for student performance that reflects workplace standards and expectations
- Partner with local businesses, industry, service providers and colleges to familiarize students with state-of-the art technology and career related skills
- Develop skills and talented students prepared to enter the job market to meet the growing demands of employers

To create an environment and culture where ALL students can learn and teachers can teach, we follow our WAYPOINT Code of Conduct, known commonly as our "WayPoint Way", embraced by staff and students. Each day, we share together that, as a WAYPOINT Navigator, I will:

- Challenge myself
- Observe school rules
- Be ready and prepared
- Respect myself and others
- Act responsibly and safely

Description of the Academy

Established in 2001 as the Muskegon Technical Academy (MTA) and chartered by Grand Valley State University as a public school academy, WAYPOINT began by offering grades 6-9 during the 2001-2002 school year. The Academy serviced an average of 128 students that first year and was initially managed by Beacon Management Company. A grade level was added each year for the next three years until, in school year 2004-2005, all grades 6-12 were offered and MTA graduated its first class of Seniors on June 3, 2005. School year 2007-2008 saw 218 students enrolled at WayPoint, with a graduating class of 14 Seniors, 13 of whom earned not only a high school diploma, but also a National Career Ready Certificate.

The Academy opened in 2001 in a new facility with pre-designed expansion plans for a second classroom wing as enrollments grow and grades are added. In the Spring of 2003, ground was broken for the first building expansion, during which time a new, state-of-the-art Career Education Technology Lab, a new science lab and more classrooms were added to the existing building. At the end of the 2005-2006 school year, the Board of Directors approved the Academy's second expansion in 3 years. Which added two new classrooms and two new offices.

WayPoint works diligently to prepare students for "life after high school", which may mean direct placement into the workforce and/or post secondary training and education at a community college, career college, trade school, the military, or a four-year college or university. "Career Readiness" is for ALL students; those entering the job market directly upon graduation from high school and those who are bound for more education or training. To that end, we are proud to be a member of our local Chamber of Commerce and local Rotary Club, and proud to be a partner with Baker College of Muskegon, Muskegon Community College, Grand Valley State University and our local Career Technical Education Center, sponsored by the Muskegon Area Intermediate School District (MAISD). Also to support "career readiness", the Academy established a full-time School to Careers position during 2005-2006, to begin earnestly in 2006-2007. In January, 2007, our Board of Directors established a "Career Ready" certification process which is to begin with the Class of 2011, our 10th graders in 2008-2009. Graduating students will have the opportunity to earn not only their high school diploma beginning in 2011, but will also be able to earn a "Career Ready" certificate, backed by a guarantee for both the student and future employer/post secondary educational institution.

We take great pride in our strong academic program, focused on career awareness, exploration and experience. Strong core academics serve as a basis for analyzing issues, solving problems, comparing and contrasting perspectives, forming opinions, projecting outcomes, and "visioning" the future of an industry or profession or a group of industries or professions. The emphasis in the curriculum is on gaining understanding through an active, project-based teaching and learning environment rather than primarily on teacher directed lectures and passive learning. There is less focus on job specific skills and more focus on linking fundamentals and academic standards to career relevant knowledge and skills. Students learn skills and knowledge that are largely transferable as they make choices around career pathways.

WayPoint offers small class sizes in all classes and, at all grade levels, class sizes range from as low as 15 (in fifth & sixth grade) to an average of 18 in grades 7 & 8 and an average of 20 in grades 9-12, as we work to promote more student-centered and individualized instruction and attention, assisting to ensure for student achievement success.

Exposing students to and experience with a wide variety of "real world" activities/events through numerous field trips in and around the local community, the state, and even neighboring states, is an Academy emphasis. Each year, students are taken on trips, exposed to a variety of state-of-the-art industry professional events and experiences, and cultural events and experiences, many of which they might not otherwise have the opportunity to experience.

Academy Curriculum

WayPoint embraces the Michigan Curriculum Framework in grades 5-8 and the Michigan Merit Curriculum in grades 9-12, a curriculum whose strong mathematics, language arts, social studies and science, aligned with the Standards and Benchmarks, Grade Level Content Expectations and High School Content Expectations of our State of Michigan curricula.

The Academy's instructional program also infuses the 3 Part Foundation and Personal Qualities of the S.C.A.N.S. (Secretary's Commission on Acquiring Necessary Skills) Report, as well as those of the Michigan Employability Skills Profile. No matter the career area chosen by a student, he/she will have the opportunity to realize greater success by understanding and emulating the Basic Skills, 5 Competencies and Personal Qualities as outlined in both the SCANS and MI Employability Skills reports.

WayPoint also contracts with EdOptions®, an on-line credit recovery and academic enhancement program, along with the Michigan Virtual University® based on the campus in East Lansing, Michigan, as we offer on-line class opportunities for our students through their Michigan Virtual High School program.

Desiring to "bring the world to our students and our students to the world", WayPoint is proud to be the only local public charter school academy participating in an area-wide fiber optic connectivity project, connecting international, national, state and local municipalities, industries, education and non-profits to one another.

Academy Board of Directors

WayPoint is proud and honored to be served by a Board of Directors, appointed by Grand Valley State University, who are committed to performance excellence for ALL Academy students. Members of the Board represent a comprehensive composite of our local community:

President	William Seyferth, Owner Eagle CNC
Vice President	B. C. Thompson, Retired Goodwill GoodTemps
Treasurer	Stephen Olsen, Owner Northern Machine Tool
Secretary	Brianna Scott, JD Drake & Scott, LLC
Trustees	James A. Fisher, President Shoreline Recycling Michael Helsen, VP Student Services Baker College of Muskegon H. John Workman, Owner Eagle Group

Academy Officials

Superintendent & CEO
Administrative Ass't. to Supt.
Business Manager
Dean of Students
School to Careers/Transitions Coordinator

Barbara C. Stellard
Carol A. Chaney
Lynn M. Korabik
Amie S. Berryhill
Sonya Hernandez

Academy Improvement/Accreditation Standards

Continuous quality improvement is a key focus at WayPoint. The Academy's improvement process reflects the same continuous improvement processes and approaches as those utilized in other workplace settings, working to: 1) identify areas for emphasis and enhancement and/or 2) solve existing challenges that have been identified through quantitative research and analysis of data and qualitative assessment of information from a variety of sources within the Academy.

The Academy's entire staff, led by the Superintendent, has the oversight responsibility for development, review and evaluation of our plan and its results. Team composition is reflective of all key stakeholder groups that are vital to the growth, development and enhancement of the Academy: parents, students, administration, faculty and community.

To that end, WayPoint staff, with overwhelming support of its Board of Directors, has initiated a formal Academy improvement process focused on the research findings in the High Achieving Schools "90/90/90" study conducted by Dr. Douglas Reeves and his Associates from the Leadership and Learning Institute in Colorado. Staff meetings and professional development efforts in 2008-2009 have been focused on coming to understand the characteristics and practices of high achieving schools as outlined in Reeves' study with plans for implementation beginning in 2009-2010. In addition, we continue to focus efforts on:

- Evaluating our educational program, including our MEAP assessments over the past 5 years, student attendance, student behavioral referrals, parent involvement, etc.
- Aligning the Academy curriculum, our instructional and assessment practices to the State Board of Education's Michigan Curriculum Framework, Content Standards, and Grade Level Content Expectations, Michigan Merit Curriculum & High School Content Expectations, and the Federal No Child Left Behind (NCLB) AYP standards
- Allocating the necessary fiscal, human and educational resources and efforts to ensure articulation and alignment of our written and taught curricular instructional and assessment practices
- Providing on-going professional development for all staff focused on our vision, mission, curricular, and student academic and career goals
- Providing and maintaining state-of-the-art facilities and equipment in a manner which supports a thriving learning environment for students
- Continuous collection, analysis and utilization of data focused on increased student learning and academic success; and program enhancement
- Application of technology in the delivery of curriculum and instruction focused on improving student performance (specifically implementing assistive technology training & equipment throughout the entire program to ensure 100% accessibility of the general education curriculum to ALL students served by the Academy)

Data analysis demonstrated improvement needs in literacy, prompting the staff to set its primary Academy improvement goals in reading and writing. Assessment results in both the MEAP and M.A.P. (NWEA "Measures of Academic Progress") demonstrate steady, continuous improvement throughout the Academy in its quest for increased student achievement. *In 2008, the Academy was recognized by both the Michigan and U.S. Department of Education as a "Nationally Distinguished Title I School" for Outstanding Achievement and for Closing the Achievement Gap.*

Student Enrollment

Academy enrollment in the Fall of 2008 numbered 223; 244 in 2004-2005 was our largest enrollment to date. Since then, increasingly high gas prices have negatively impacted our student enrollment as parents find it more and more difficult to transport their children to school. Beginning with the 2008-2009 school year, we began to provide those students who qualify for "Free" lunch under Federal regulations and guidelines with a "Free" Muskegon Area Transit student bus pass, working to make transportation more accessible for students.

In its eighth year, enrollment data at WayPoint clearly demonstrates that the student body represents students from throughout the Greater West Michigan area, with students coming from all 12 contiguous local school districts, from as far away as north of Montague and as far south and east as Coopersville. Though all area school districts are represented in our student body, the majority of our students' home district is Muskegon Public Schools.

Parent surveys have demonstrated, over a period of time, some consistency in the factors which account for their enrolling their students at the Academy: 1) warm & welcoming & "positive" environment, 2) student-centered & individualized instructional focus, 3) small class sizes, 4) career emphasis/integration into instruction, 5) safe environment, 6) friendly, encouraging and supportive staff.

The Academy's student population represents a high concentration of economically disadvantaged students and families, with 73% of the 2008-2009 student body qualifying for free or reduced lunch throughout the year.

Student retention in the program is a major goal; charter schools have generally reflected an average yearly turn over in student body of 22%-25%. WayPoint's retention rate for the 2008-2009 school year was 82%, demonstrating our increased success in retaining students once they begin with us. Student attrition factors have highlighted family economics as a major reason for students leaving the Academy, along with lack of athletic offerings and stringent dress code, especially at the high school level. As families lost jobs, they found it increasingly more difficult to provide transportation to school each day. Of the 18% of students we lost, 90% left due to lost family income or families moving away from the area, seeking employment. The other 10% were for a variety of reasons, primarily students looking for more organized athletic opportunities and a less restrictive dress code.

The following is a "snapshot" of the student body by gender and ethnicity:

Male Female Native Am. African Am. Hispanic Caucasian Biracial Other

51% 49% ≤ 1% 21% 12% 62% 4 % ≤ 2%

The following is a “snapshot” of the student body by “home” school district:

<u>MPS</u>	<u>OV</u>	<u>Oakridge</u>	<u>R-P</u>	<u>M Hts</u>	<u>W-Hall</u>	<u>Fruitport</u>	<u>Holton</u>	<u>Mona Shores</u>
110	36	14	09	22	06	02	05	12
<u>N Muskegon</u>								
02								

Student Achievement

NWEA “Measures of Academic Progress” Assessment: beginning in the Spring of 2006, the decision was made to formally “abandon” use of the Stanford Achievement Test and replace it with the MAP (Measures of Academic Progress) assessment instrument, believing it to be much more effective as we “diagnose” our students’ achievements and create effective instructional strategies and interventions geared to improve our students’ achievements. MAP was piloted in the late Spring of 2006 and was formally implemented in grades 5-10 beginning in the Fall and Spring of the 2006-2007 school year. At the end of the Spring 2008 testing period, WayPoint students achieved beyond the national average in student academic growth achievement, as noted by authorizer GVSU. Please note the achievement chart that follows:

NWEA M.A.P. Growth Goal Attainment (% reaching growth goals)

	<u>WPA %</u>	<u>NWEA %.(national)</u>
Fall to Spring Growth Goal	62.5	53.9

WayPoint Academy Fall – to – Spring
M.A.P. Growth Goal Comparison Report

(Fall to Spring 07-08 school year compared to Fall to Spring 08-09 school year – percent of students reaching their Target Growth Goals in Reading, Math & Language Usage for the Year, school years 2007-2008 and 2008-2009)

	<u>Grade 5</u>	<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>
	<u>07-08 / 08- 09</u>	<u>07-08 / 08-09</u>	<u>07-08 / 08-09</u>	<u>07-08 / 08-09</u>
R	60 / 40	55.6 / 66.7	35 / 34.8	27.3 / 64
M	30 / 60	41.2 / 69.2	61.9 / 47.8	29 / 48
LU	50 / 80	70.6 / 45.5	47.6 / 69.6	37.9 / 80

	<u>Grade 9</u>	<u>Grade 10</u>
	<u>07-08 / 08- 09</u>	<u>07-08 / 08- 09</u>
R	48.8 / 56.8	48.6 / 60.7
M	41.3 / 59.5	52.8 / 69
LU	47.7 / 78.4	36.1 / 75.9

Noted below: % of students meeting Spring to Fall Growth Goals (07-08 / 08-09)

WayPoint Students % Meeting Growth Targets = 44.4 / 62.5
NWEA (national) % Meeting Growth Targets = 54.2 / 53.9

MEAP Assessments: the Academy achieved AYP again in the 2008-2009 school year and has consistently achieved AYP (Annual Yearly Progress as defined by the Federal No Child Left Behind legislation) the past few years. We are proud of the accomplishments of our students and the fine instructional work being done by our teachers.

On the State of Michigan “Ed YES!” accreditation program, WayPoint has earned a grade of “C” for the 2008-2009 school year; we continue to struggle with our middle school and high school social studies MEAP achievement which has been declining for the past two years. Our middle and high school science progress has also been “stagnant” and requires increased focus and emphasis. At the same time, we continue to witness steady growth in middle school English Language Arts and High School Writing, as well as middle school math. High school math remains low and stagnant, requiring increased focus and emphasis.

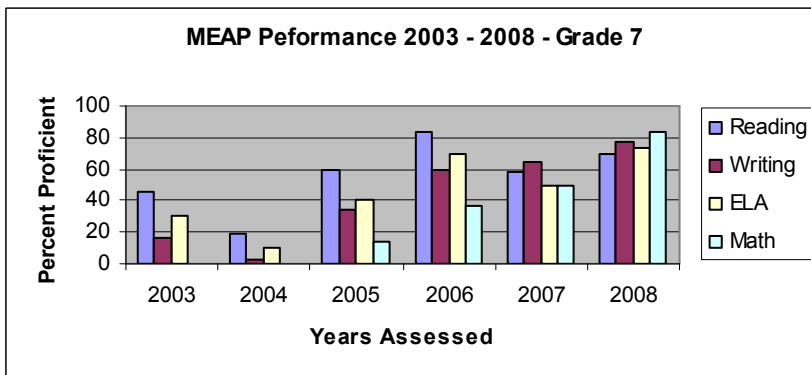
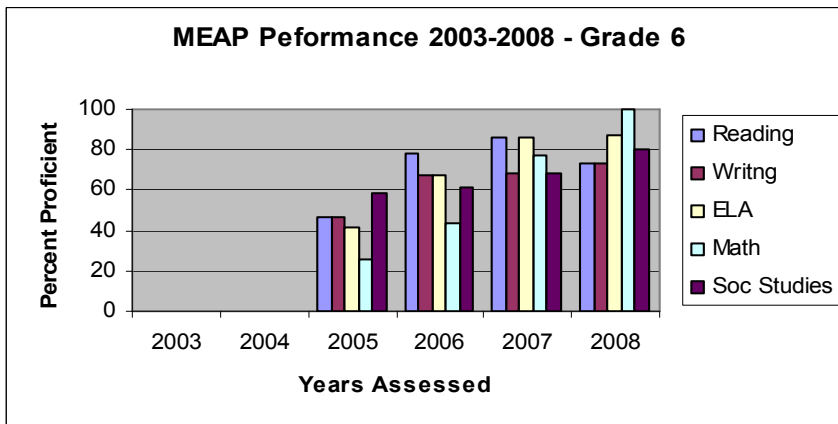
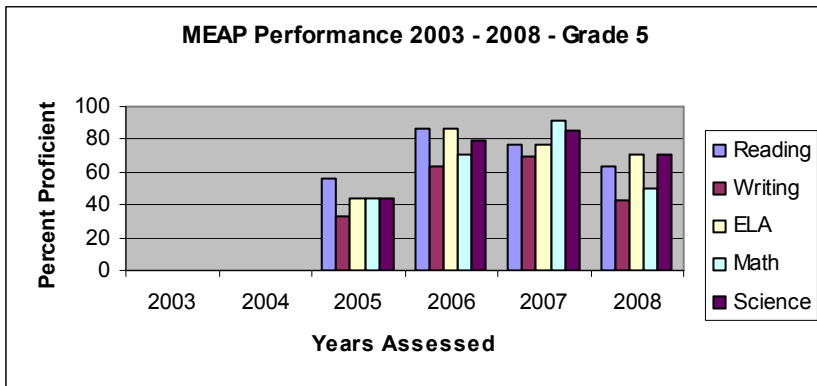
Each demographic sub group was successful, with some of the greatest gains being made by our economically disadvantaged population. Given that, the staff is not satisfied with the level of progress and continues to set aggressive goals for increased student achievement and performance. Data demonstrates a consistent and steady improvement at both the middle school and high school levels for our subgroup populations.

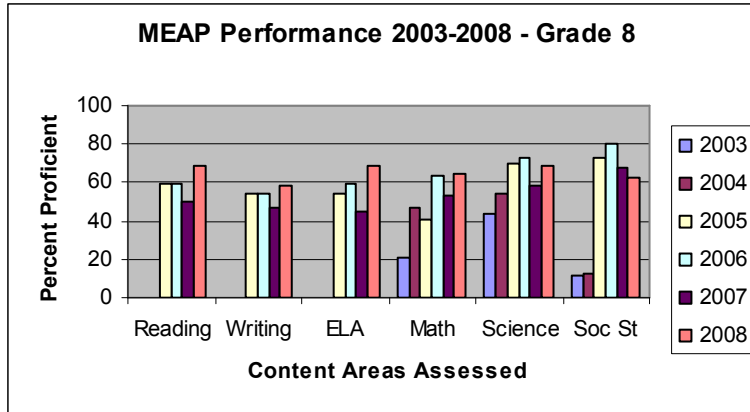
WayPoint has completed three years of a middle school mathematics improvement project sponsored by the MAISD and Western Michigan University. Our Academy led the middle school mathematics achievement gains at the end of the project, surpassing the other two school districts involved in the project: Muskegon Public Schools and Muskegon Heights Public Schools:

MEAP Performance Level Improvement

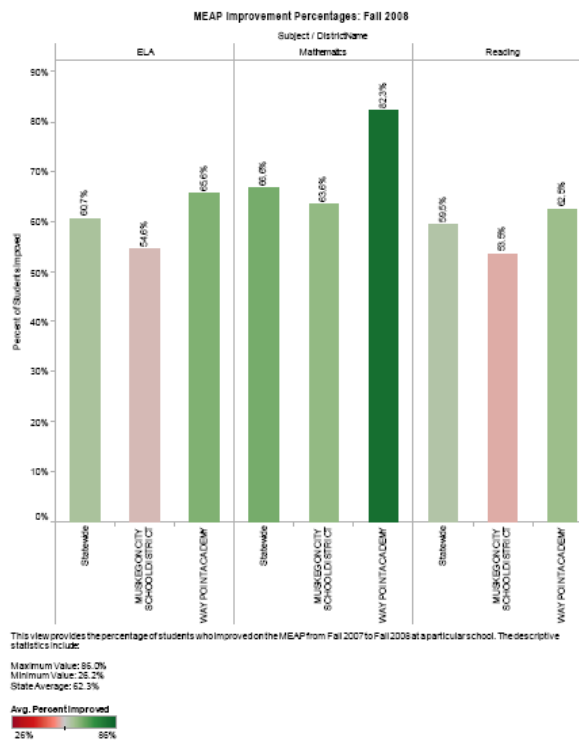
	<u>MTA</u>	<u>MPS</u>	<u>MHPS</u>
Grade 6	59%	36%	0%
Grade 7	48%	35.5%	40%
Grade 8	26%	25.5%	10%

The following provide a snapshot history of WayPoint's MEAP performance at the Middle School level over the past 5 years in grades 5-8.



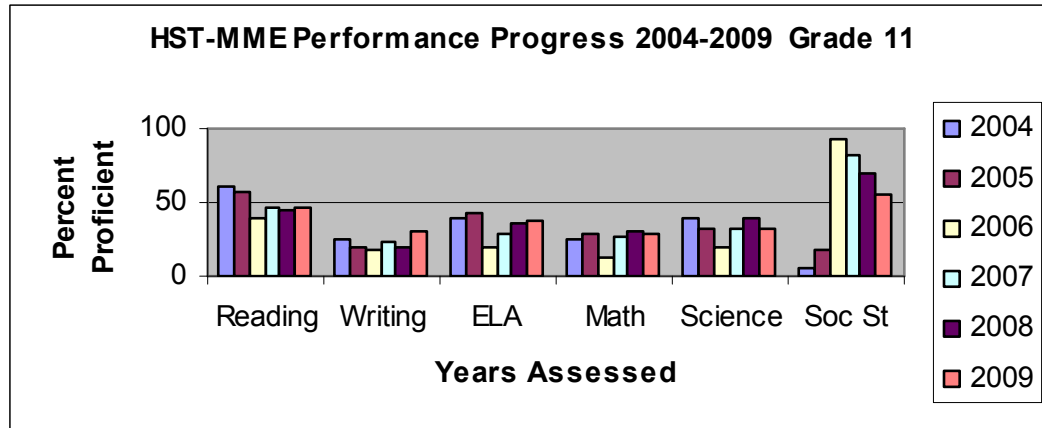


Noted below is a report identifying the percentage of students making improvements on their MEAP performance in English Language Arts, Math, and Reading from Fall 2007 to Fall 2008 as compared to the State of Michigan's growth percentage and the Muskegon Public School District's growth percentage. Clearly, WayPoint students are making solid strides in improved academic achievement.



WayPoint showed a greater percentage of improvement in all areas than did either the State of Michigan and/or the Muskegon Public School District: in ELA, +4.9% above the State & + 11 above Muskegon Public; in Math, + 15.7 above the State & + 18.7 above Muskegon Public; and in Reading, + 3 above the State & + 9 above Muskegon Public.

Beginning in the Spring of 2007, all State of Michigan 11th graders were assessed using the “new” Michigan Merit Exam. The MME replaced the former HS MEAP test which had been used by the State for many years. The new Merit Exam consists of the ACT college entrance exam, portions of the ACT Workkeys assessment, and a variety of other tests developed by the MDE to satisfy the requirements of the NCLB legislation. A comparison of the results of the Academy’s 2007 through 2009 MME assessments are included.



The college entrance exam, ACT, is a significant component of the MME. Following is a table showing the achievement of our Academy students as compared to student achievement across the State:

Average ACT Scores – Academy vs. State

	<u>English</u>	<u>Math</u>	<u>Reading</u>	<u>Science</u>	<u>Composite</u>
MTA/State 2007	15.5/17.8	17.3/18.9	18.3/19.1	17.1/19.5	17.3/18.9
MTA/State 2008	16.7/17.6	17.0/19.0	17.3/18.8	18.4/19.4	17.4/18.8
WayPoint/State 2009	17.4/18.6	17.4/19.6	17.9/19.6	19.1/20.1	18.0/19.6

The Academy staff recognizes that ACT benchmark scores in each content area can serve as “predictors” of college success, thus utilize those benchmark scores as goals for student achievement: English = 18; Math = 22; Reading = 21; and Science = 24.

Though still lagging behind the State average in all content areas of the ACT, WayPoint students are demonstrating steady improvement the past 3 years. We continue to focus on students’ reading and writing skills as they are strong indicators of success across all content areas.

Dual Enrolled Students

The 2008-2009 school year was the seventh year during which WayPoint high school students qualified to dually enroll, taking classes both at WayPoint and at the college of their choice, having earned that privilege by successfully completing the high school

MEAP/MME tests with proficient scores. Throughout the 2008-2009 school year, 4 students successfully completed classes at Baker College and Muskegon Community College.

Michigan Virtual HS

The number of students electing to challenge themselves by taking additional classes beyond their regular six period day continues: 08 class offerings were taken by WayPoint students throughout the year, with all but 1 successfully passing their classes.

Parent Satisfaction

In the Spring of 2008, parents of WayPoint students were surveyed to determine their level of satisfaction with the Academy. The survey demonstrates a high degree of satisfaction parents have with WayPoint. Parents were asked to evaluate various aspects of the Academy, using the following rating scale: 1 = *strongly disagree*; 2 = *disagree*; 3 = *agree*; and 4 = *strongly agree*

Survey Summary for 2008-2009: 21% response rate

1. WPA staff members communicate regularly and in a timely fashion with parents: 3.55 +.25
2. I/We are delighted with WPA's academic program for my/our student(s): 3.50 +.10
3. WPA has provided a safe and encouraging school for my/our student(s): 3.80 +.20
4. I/We are delighted with the quality of instruction my/our student(s) receives at WPA: 3.75 +.05
5. I/We feel "welcome" when visiting WPA: 3.80 + .05
6. I/We feel encouraged to participate and become involved in WPA activities, events, trips, meetings, etc.: 3.45 +.15
7. I/We would recommend WPA, as a good school, to other people and their children: 3.75 +.05

Parent Teacher Conferences: two formal sessions held during the year, one in the Fall and one in the Spring. Attendance rates were as follows: 1) Fall = 64% and 2) Spring = 40%. This was a significant increase over the past few years. We have focused diligently to get parents more involved at the Academy...with success.

Open House for Parents/Families: held for its seventh year, the annual Fall Open House saw attendance remain steady from the year before: 1) 2002-2003 = 27%; 2) 2003-2004 = 37%; 3) 2004-2005 = 38%; 4) 2005-2006 = 36%; 5) 2006-2007 = 39%; 6) 2007-2008 = 41%; 2008-2009 = 49%. We believe changing the Open House annually to a date BEFORE the school year begins has assisted the increase in attendance.

WayPoint has an "open door" policy for parents and strongly encourages parental involvement as clearly stated in the Academy Student Handbook, on the Academy website and which is reinforced in every newsletter which goes to parents (at least once a month; most often twice a month). Parents know that they are welcome to visit the Academy, its classes and any other facet of its programs at any time. *Parents are encouraged to visit their student's classes, meet with teachers and staff, and become a part of the Academy by volunteering to assist during the day, in extra curricular activities, field trips, and other activities and events.*

Teacher/Staff Qualifications

WPA's staff remains stable and consistent, with very little if any turnover from year to year. In 2008-2009, WPA employed 1 Executive administrator (Superintendent), 1 Business manager, 1 Administrative Assistant, 1 Maintenance/Custodian, 16 full time teachers, 1 Dean of Students, 1 part-time School Counselor, 2 paraprofessionals and 2 aides. All of the teaching/professional staff and support staff employed by the Academy are certified in the State of Michigan, as required by School Code Law. All teachers and professional staff have Bachelors degrees with 25% holding Masters degrees or above. All teaching staff are Highly Qualified as defined by the NCLB mandate.

Academy Points of Pride!

- ***ACADEMY RECOGNIZED AS "National Distinguished Title I School" by U.S. and Michigan Departments of Education for student achievement gains***
- ***Academy teacher recognized as Greater JayCees' "Young Educator of the Year" for 2008***
- ***Academy recognized as a "Beating the Odds" school for the 3rd year in a row by the Michigan Department of Education***
- 100% staff participation in Chamber of Commerce/Muskegon Area Intermediate School District sponsored "Educator in the Workplace"
- Student-run CREDIT UNION, a student run full service credit union in conjunction with Family Financial Credit Union completed its fourth year of operation
- 100% of 2009 graduates employed, in college or post secondary training or in the military
- Very successful "Family, Food & Fun Night" program created & held monthly for parents & students
- Students won annual Marines/WZZM-TV sponsored "Toys for Tots" West Michigan school competition (collecting over 2800 toys for needy children) for the 4th year in a row
- Three Business management student teams participated in the Stock Market competition held at Wolverine World Wide headquarters placing 7th overall
- Successful food drive to help fill local food pantries
- Middle School science students became part of the international G.L.O.B.E. project
- Middle School student achievement increases dramatically, especially in reading and writing skills
- Student attendance continues to improve: daily average for MS = 95% and HS = 93%
- Honor Roll Celebration Dinner – sponsored and "catered" by staff for HR students and their families; 96% of students awarded present with their families
- Successful Academy/Business partnerships with Hume Home, Family Financial Credit Union, American Dollar, Junior Achievement, Catholic Social Services; Goodwill Industries of West Michigan, and Every Woman's Place
- Sponsored Freedom Writer Teacher, Erin Gruwell, to speak to WayPoint staff in August 2008; Freedom Writer student, Maria Reyes, visited students in March 2009
- WayPoint Boys Basketball team began with a season of better than 50% wins; sense of "community" created

- WayPoint Athletic Association created by interested and supportive parents
- A variety of successful projects conducted with Junior Achievement, including a very successful Reverse Job Shadow Day
- Outstanding Honors & Awards Assembly for students and their parents on the last day of school
- 52 students earned All A's or All A's & B's first semester; 46 did so second semester
- Very strong, committed and dedicated staff, faculty and Board
- Very strong and supportive partnership with Grand Valley State University