

INTRODUCTION

SAGE Academy is a Minnesota charter school sponsored by Osseo Area Schools, District #279. SAGE opened its doors to students in September 2002 and completed its ninth year of operation in June 2011. SAGE Academy is a project and expeditionary based high school, serving students in grades nine through twelve. Enrollment for SAGE was 94 students in fall on October 1, 2010, and had an enrollment of 81 students on the last day of school, June 10, 2011.

SAGE Academy is a high school with a project-based educational delivery model. Its teachers serve as advisors to the students, assisting them in incorporating content into projects. The school curriculum was designed around the former Minnesota Graduation Standards and SAGE continues to provide its instruction with the Standards or Profile of Learning as the central framework for content and educational delivery. The new State standards were integrated into the school's curriculum during the 2003/2004 school year (for content areas where State standards exist). In addition to integrating the State's standards, the school presents an approach to learning that focuses on four areas:

1. How to learn.
2. How to think critically.
3. How to problem solve.
4. How to teach others.

The above standards are the cornerstones of the school's educational approach and are integrated into the project-based learning model used at SAGE. The approach was researched prior to the school's opening and SAGE was designed with the above standards in mind. SAGE focuses on an individualized approach to learning. Each student completes a Multiple Intelligences inventory, which gives SAGE administrative staff a tool to recognize and enhance the individual strengths of each student.

SAGE utilizes an accountability plan that was developed during the school's first year of operation and revised during the 2003/2004 school year. The revised plan has been used to assess the school's progress toward meeting student outcomes in five major areas: 1) Academic Achievement, 2) Citizenship, 3) Social and Personal Development, 4) Lifelong Learning, and 5) Satisfaction. The requirements of both the Minnesota Department of Education and the school's sponsor are integrated into the plan and the report.

Administrative responsibilities of SAGE Academy are facilitated via a collaborative team model. Members of the leadership team are as follows.

Diane Scholten	Administrative Director
Marilyn Thompson	Program Director
Joshua Bickert	Dean of Students

Ms. Scholten and Ms. Thompson have program and supervisory duties, including observations of and feedback to staff. Mr. Bickert deals with student behavior and does not have duties in programming or staff evaluation. Ms. Scholten has a current administrative license; her File Folder Number is 261905 and her license has been renewed until 06/30/2012. Ms. Thompson has a BA in English from UNI, 12 graduate credits in English, Psychology & Remedial Reading from UNI and a Master of Arts Degree in Educational Psychology from St. Thomas University. She has seven years of Human Relations Facilitation & Training as well as Leadership Development from working within the Waterloo, Iowa, Public School System. She also completed a two-week training in Neuro-Psychological & Cognitive Learning Strategies at the University of North Carolina, Chapel Hill under Dr. Mel Levine. She served on the Middle School Guidance Committee & Administrative Team at Breck School, which centered on cognitive & affective support for students. She was on staff for the Rimm National Conference, a nationally recognized institute for at-risk students. She has presented at the Hopkins Educational Conference on Strategies for Achievement as well as the state conference for the Learning Disabilities of Minnesota where she was

recipient of the Professional Excellence Award. As a founder of SAGE Academy Charter School, Ms. Thompson has led numerous workshops, including Heidi Hayes design for backward mapping, Instruction by Design by Jay McTighe and Restorative Justice Processes/Circle Learning. Ms. Thompson is responsible for providing curricular support to teachers, coordinating staff development and completing growth/goal setting processes with the licensed staff other than Special Education which is supervised by the Administrative Director, Ms. Scholten.

Mr. Bickert graduated from the University of Northern Iowa with a BA in physical education and coaching. He completed his college degree in three years and has been working for SAGE Academy since 2004. Mr. Bickert is in charge of the schools expedition program, school discipline, district assessment coordinator, advisor, and physical education classes. In 2007, Mr. Bickert was named an outstanding teacher by Sylvan Learning Center for helping students outside of his school schedule. This was the fourth year of Mr. Bickert being the Dean of Students.

FOCUS OF THE REPORT

This annual report summarizes the data elements required by the Minnesota Department of Education, the school's sponsor, and results from the school's accountability initiative. Data presented in this report are from the school's ninth year of operation. Comparisons are made between cohorts of students who were enrolled in the school for more than one year and, when appropriate, between SAGE Academy students and national comparison groups.

SAGE ACADEMY MISSION STATEMENT

SAGE Academy's mission statement reads:

SAGE Academy seeks to develop a community of reflective learners of academic excellence who actively promote tolerance, respect, and understanding as citizens of the world. SAGE Academy is a student-centered educational setting providing life preparedness for a global community and global environment.

SAGE has a written vision statement that explains core beliefs and the manner in which the beliefs are implemented. SAGE Academy vision statement reads:

The school's vision is to "provide an academic environment of excellence for secondary students which encourages life-long learning; respect for a diverse, global community; awareness of the earth's limited resources; and understanding of social justice issues throughout the world—To promote active participation of students as citizens of the world and to offer multiple and diverse opportunities for leadership in team dynamics and problem-solving experience."

SAGE ACADEMY SPONSOR INFORMATION

SAGE Academy is sponsored by Osseo Area School, Independent School District 279. The school was initially sponsored in 2002 for three years (2002/2003 school year to 2004/2005 school year). In spring of 05/06 school year, the charter was renewed for an additional three-year term. In the spring of 2008, following an intensive review by an Osseo Charter School Evaluation Team, the charter was once again renewed for a three-year term. 2011 marks the end of our contract with District 279. They have chose not to be an authorizer for charter schools after the completion of the 2011 school year.

The school's relationship has been supportive and positive. Representatives of SAGE Academy are required to report annual curriculum and financial status through the Annual Report and Board documentation.

Sponsor Liaison and Contact. The sponsor liaison and contact is:

Eric Schneider
Director
Curriculum, Instruction, and Educational Standards
Osseo Area Schools
District 279
11200 93rd Avenue North
Maple Grove 55369

763-391-7143

GOVERNANCE

A Board of Directors governs the school. The Board's purpose is to promote effective education for students at SAGE Academy Charter School with attention to the areas of curriculum, staffing, policy formulation, community involvement, home-school communication, budget, and other appropriate matters affecting the well being of the school. The Board's decisions govern the school and the actions of its employees. Membership on the Board is in accord with Minnesota law and consists of two parents, one at-large member, and four certified staff employed by SAGE at 0.5 FTE or above.

Below is the list of board members for the 2010/2011 school year.

SAGE ACADEMY BOARD OF DIRECTORS

NAME	POSITION	AFFILIATION	CONTACT	TERM
Diane Scholten	Ex officio	Teacher/Admin	763-420-4973	5 years
Andrea Martin	Chair	Community	651-486-8047	3 years
Josh Bickert	Treasurer	Teacher	763-315-4020	2 years
Mary Graham	Secretary	Parent	612-703-2981	2 years
Theresa Demby	Member	Parent	763-315-4020	2 years
Marilyn Thompson	Member	Teacher	763-420-4973	3 years
Susan Bates	Vice Chair	Parent	763-438-2692	2 years
Ted Schalow	Member	Community member	612-839-8626	2 years
Lorrie Semmelink	Ex Officio	Business Manager	763-315-4020	On-going

TEACHING STAFF INFORMATION

SAGE Academy employed eight licensed teachers for the 2010/2011 school year. Three of the teachers formed the administrative team sharing administrative and teaching duties. This was the ninth year of this type of administrative arrangement. The administrative team held positions with responsibilities in the areas of administration, student service coordination, and directing the overall school program. SAGE Academy also employed an administrative assistant, part time technology assistant, a part time choir/music director, a part time nurse/clerical paraprofessional, a part time business manager, a part time special education paraprofessional, a part time lunch coordinator, and a part time Spanish instructor.

Staff development focused on the following themes for the 10/11 school year: 1) Reading – improving reading scores for our students; 2) Multiple Intelligences and Life Skills; 3) Project Development & Enhancement; 4) Service Learning.

An outside consultant led a session on diversity and strategies for classrooms in teaching all students. Issues around student's home situations, lifestyles, and respect were discussed. These were significant issues due to the rise in the percentage of students of color as well as respect in general due to gender and learning style differences. In-house task forces (learning communities) focused on project rubric evaluation and enhancement, expeditions, service group improvements, and over-all policies to improve respect and behavioral issues at SAGE. Staff development and implementation is based upon the strategic plan and is evaluated at the beginning of the school year, re-evaluated mid-year, as well as in May at a week long staff development planning session.

2010/2011 LICENSED TEACHERS

NAME	FOLDER NUMBER	ASSIGNMENT	STATUS
Josh Bickert	418340	Advisor/Phys. Ed. 50% Dean of Students 30% Expedition Coordinator 20%	Returned
Jennifer Daiker	440142	Career Advisor/ 20% Social Studies 40% Language Arts 40%	Returned
Caroline Nerhus	451651	Science 100%	Returned
Sandra Adelmund	352633	Special Education 100%	Returned
Amy Nerka	456497	Art 20% SP Ed SLD instruction 40% Sp Ed para 40%	New
Jeff Heidenreich	436908	Mathematics/Advisor 100%	Returned
Diane Scholten	261905	Administrative Director 40% Mathematics 30% SLD Special Education 30%	Returned
Marilyn Thompson	270503	Program Director 50%	Returned

STUDENT BACKGROUND/DEMOGRAPHICS

Characteristics

The majority of SAGE students reside in suburban Minneapolis. Some students previously attended K-8 charter schools; others enrolled directly from a large school district. The characteristics of the school's student population have changed throughout SAGE Academy's nine years of operation. The table below reflects changes for the past five years.

STUDENT ENROLLMENT FOR THE LAST FIVE YEARS

Grade	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
9	12	24	13	18	14
10	26	18	32	29	31
11	29	20	17	26	19
12	23	21	26	13	23
Total	90	83	88	86	87

Source: School Records – Fall Enrollments.

Demographic Information

	2007/2008	2008/2009	2009/2010	2010/2011
	% (n)	% (n)	% (n)	% (n)
Male	49% (59)	47% (53)	51% (59)	47% (55)
Female	51% (61)	53% (59)	49% (57)	53% (61)
Special Education	13.5% (11)	17.6% (17)	22% (25)	22% (26)
African American	17% (20)	25% (28)	40% (46)	41% (48)
Hispanic	3% (4)	4% (4)	7% (8)	9.5% (11)
Asian/Pacific Islander	2% (2)	3% (3)	3% (4)	9.5% (11)
White	77% (92)	65% (74)	47% (54)	37% (43)
Native American	2% (2)	4% (4)	3% (3)	3% (3)
Free/Reduced Lunch	38% (45)	47% (52)	52% (60)	69% (80)
LEP	0	4%	6% (7)	10% (12)

Attendance

The average daily attendance during the 2010/2011 school year was 74.57 with an average daily membership of 83.9. The percentage of attendance was 88.82%.

Student Mobility

Of the 116 students enrolled at some point in the 2010/2011 school year, 24% enrolled after October first. Of these same 116 students, 30% transferred to another school or program during the school year. Most of the mid-year enrollees were in ninth and eleventh grade and transfers were in tenth grade.

STUDENT MOBILITY 2010/2011 (number of students by grade level)

2010/2011				
	Enrolled Oct 1	Enrolled after Oct 1	Transfer after Oct 1	Enrolled at End of School Year
9	15	9	5	18
10	33	10	13	28
11	23	6	6	19
12	23	3	11	15
Total	94	28	35	80

Source: School Records

Graduation Rates/Post-secondary Enrollment

Of twenty-three seniors who were enrolled at some point during the 2010/2011 school year, fifteen students graduated, seven students transferred out of SAGE before the end of the school year, and one plans to graduate in 2012. Ten of the fifteen graduating seniors plan to attend college in the fall. Two students plan on joining the military, one student is returning to Serbia, one plans to work for a year before enrolling in college, and the other student is undecided. The following are post-secondary educational institutions the class of 2011 will be attending.

- **North Hennepin Community College (Brooklyn Park, MN)**
- **St. Cloud State University (St. Cloud, MN)**
- **University of South Dakota (Vermillion, SD)**
- **North Dakota State University (Fargo, ND)**
- **Florida Gulf Coast University (Fort Myers, FL)**
- **Minnesota State University (Moorhead, MN)**

POST SECONDARY ENROLLMENT

Teachers reported a high percentage of students demonstrating positive Lifelong Learning skills (e.g. self-initiative, using skills to educate others). The rate of graduate enrollment in post-secondary institutions was 80%. This fell short of the school's 90% goal. There was a part-time career educator on staff for the 2010/2011 school year. A four-year College and Career Counseling Plan has been implemented and an Honors Senior Advisory has been added to the regular Project Based curriculum. Honor seniors are encouraged to engage in PSEO classes and high level mentorships or internships their senior year.

PROGRAM SUCCESSES AND BEST PRACTICES

In fall 2010, SAGE Academy began its ninth year of operation. The school experienced several successes during the 2010/2011 school year. Below are some of the highlights of the 2010/2011 school year.

SUCCESSES

During our ninth year of operation, SAGE Academy initiated an awards program recognizing outstanding performance in each of the academic areas as well as in attendance and service. Ten students were awarded outstanding achievement certificates to honor their hard work and serving as role models for other students. Seven senior students earned Honor recognition by meeting year-long criteria including attendance, behavior, leadership, and academic excellence. These students presented formal documentation of full-year research through capstone projects to the school and the community at large. These projects ranged from ‘Cultural Art Binding Communities’ to the “Crusades and Their Influence on the Middle East Today.” Growth in the diversity of our student body is also seen as a success since the mission of SAGE incorporates development of global citizenship, respect and tolerance, and celebration of diversity.

SAGE hosted eight international students throughout the school year including students from Japan, South Korea, Brazil, Taiwan, Serbia, Norway and Afghanistan. SAGE also sponsored its first all senior overnight trip this year. The seniors stated it was a great success and led to enhanced communication throughout the class. Over two thirds of the senior class is intending to go on to college and one student is entering the Marine Corps. SAGE held its second annual spaghetti dinner/fund-raiser this year, bringing together the families and community at-large for a great evening of food and fun. The SAGE Choir and Theatre Troupe entertained which gave our students a chance to show their talents. Both the attendance and stability of student numbers improved this school year with SAGE maintaining student numbers above the budgeted goal of 80 and attendance reaching close to 90%.

CITIZENSHIP RECOGNITION & AWARDS

Regional and International Peace Jam

PeaceJam is a service learning organization that connects students with Nobel Peace Laureates. Using the Peace Jam motto of “Change starts here,” SAGE’s branch of Peace Jam has been continuing to form a peer mediation program at SAGE.

PeaceJam was offered as a class for half of the 2010-2011 school year at SAGE Academy. The class began learning about the Nobel Peace Prize, investigating issues of human rights, and planning a Peace Jam service project. During the winter, a PeaceJam Slam conference was held at the University of Minnesota. The purpose of PeaceJam Slam was to introduce advisors to the Peace Jam curriculum, including information on the Nobel Peace Prize Laureate Oscar Arias Sanchez, who was to speak at the Peace Jam conference in the spring and also to get students excited in the peace process. The PeaceJamSlam conference was attended by the SAGE advisor, Caroline Nerhus, and one SAGE student. After Peace Slam, the students at SAGE continued to plan for the service project and raise money for the conference. In March, the SAGE Peace Jam group attended a taping of "America's Got Talent" and earned money as a nonprofit organization attending the show. Some students baked cookies and sold them at school as another way to earn funds.

In the spring, the SAGE PeaceJam advisor along with three other students attended the PeaceJam conference in Minneapolis. This was a 2-day event that was highlighted by the guest appearance of 1987 Nobel Peace Prize Laureate President Oscar Arias Sanchez. He spoke about human security, peace, and being a leader to all conference participants. SAGE PeaceJam group presented our service project to President Arias and the conference attendees. The weekend was filled with mini family-group sessions, a service project in the St. Paul Frogtown neighborhood, as well as live music and a cultural celebration.

CURRICULUM AND EDUCATIONAL DELIVERY

SAGE Academy continues to deliver educational content through a curricular program that focuses on an individualized approach to learning. Each student completes learning modalities as well as Multiple Intelligences inventories. Howard Gardner's Frames of Intelligences serve as an instructional guide as well as Vicki Phillip's Developmental Skills packets, which are based on brain-compatible leaning strategies. Circle Learning based on Ojibwa and Sioux circles of justice are practiced in Base Groups, Gender Groups, and full Community meetings to teach democratic skills and to involve students in conflict resolution and Restorative-Justice based discipline processes.

Learning and assessments at SAGE focus on: Project-based Learning; Expeditions; Multiple Intelligences; Cooperative Learning/Team Dynamics; Service Learning; Mentorships; and Global Connections. All students are required to take one world language in addition to English.

SAGE Academy is designed with small classrooms around the perimeter of the school with a large open area housing student centers where each student has a desk, computer, and work space. While students receive content area instruction from teachers each day, the bulk of the learning time is independent. Students work on individual projects with guidance and assistance from their teachers.

EXPEDITIONS

Students are encouraged to learn outside the walls of the school by engaging in expeditions. An expedition may be a learning event at a local area of interest or it may involve a learning experience out of the state or country. In either case, the student works on material associated with the expedition to enhance the learning opportunity. The following expeditions were completed during the 2010/2011 school year.

Twin Cities Metropolitan Expeditions

1. Minnesota Zoo – Focused on biology and observation of animal habitats.
2. Renaissance fair – Diverse culture and fine arts
3. Institute of Arts – Correlation of art and student projects
4. Minnesota History Theatre – Production of “Buddy Holly” and “Adrift on the Mississippi” for Fine Arts
5. Global Youth Service day- serving Three Rivers Park with helping with clean up and beautification of the parks.
6. Minnesota History Center – George Washington exhibit
7. Science Museum of Minnesota – Omni Theatre production on the Hubble Telescope and exhibits
8. Afton Alps – Ski and snowboard/ Life Fitness correlation
9. The Depot - Ice skating for students that have not skated before.
10. The Guthrie- the production of “A Christmas Carol”
11. Taylors Falls- a full day of canoeing for team building
12. End of the Year picnic- Base group competitions and team building
13. Vertical endeavors- a varied approach to physical education
14. Walker Art Center- Students comparing their own art from class to the kinds of art on exhibit.

PROGRAM CHALLENGES

In the fall of 2010, SAGE Academy began its ninth year designed to accommodate the school's mission, philosophy, and educational delivery model. The school traditionally experiences a fairly large percentage of mobility due to the geographic area of its location in Brooklyn Park which has one of the largest population turnovers in the state of Minnesota. (check stats) Also, the number of students receiving free and reduced benefits was at an all time high of 70%. Nearly 25% of SAGE students in 2010-2011 are defined as special needs compared to the state or national average of 10%.

The high rate of mobility, though more stable than the school year 2009-2010, combined with the high level of special education needs and the percentage of students receiving free and reduced benefits has an impact on the programming and overall operations of the school. The rate of mobility correlates to the need of staff to transition new students into the hybrid programming of direct instruction/project-based learning model throughout the trimester rather than just specific times of the year. Also, some students coming from large public schools enter SAGE far behind in literacy skills. These students require more than simple "catching up" on the curriculum, but in fact need intensive scaffolding of reading and writing subsets in order to succeed on grade level work. SAGE added two study skills classes to help address these needs along with time-management and organization.

More direct instruction strategies were used by advisors during reading time rather than just silent reading as had been done in the past. SAGE applied for, and received, Title 1 funds for the first time during this school year. Programming was centered on reading and writing improvement with two sections of each being scheduled during the school year.

Tenth graders passing the MCA reading tests raised from 26% in 2010 to 37% for this school year. Writing percentages for ninth graders remained steady at 65%. Though improved proficiency is noted, it is clear that there are still challenges in both reading and writing literacy which must be addressed.

Daily small reading groups will meet with advisors and other licensed teachers throughout the 2011-2012 school year in order to focus on specific strategies determined by the students' NWEA and MCA testing feedback. Individual Learning Plans, ILP's, will be developed for each student tied to the reading and writing scaffolding required to support her/his improvement in these areas.

STUDENT READING AND MATH PERFORMANCE

There are still a number of SAGE students who struggle in reading and basic math, particularly in the ninth and tenth grades. It should be noted that given the school's small enrollment, the percent reaching proficiency can vary greatly from year-to-year. Thus the challenge is to meet the needs of a changing student population where one year the need may be to provide more enrichment and another year a need for more remedial assistance. Given the reading scores and the data from the NWEA, reading instruction was a major focus for the 2010/2011 school year. Two reading/writing labs have been incorporated and maintained in the regular schedule. In addition, more direct instruction was given in small-group and individual settings. The curriculum in the base group advisories during this school year was designed to teach the skills tested on the MCA. These changes addressed the high number of students with Individual Education Programs and 504 plans enrolled at SAGE.

CITIZENSHIP

During the 2010 – 2011 school year, SAGE made a concerted effort to engage students as active citizens. SAGE requires students to earn a U.S Citizenship profile for graduation. We also encourage students to complete our unique independent U.S citizenship packet to earn the profile. The career advisor also made an effort to give out voter registration cards to each student who would be of voting age by November 2010 election. Out of the nine current students of SAGE, nine of them handed it in and the career advisor mailed them out. Many of those students exercised their right to vote. SAGE will continue to offer the U.S citizenship class and encourage all of our students to vote when their time comes.

LEADERSHIP DEVELOPMENT

SAGE introduced an Exploratory class entitled Leaders and Mentors in the fall of 2010. Ten students were enrolled in the pilot program which included instruction on the following topics:

Historical Leaders Worldwide

Criteria for Leadership

Communication Skills

Effect of Culture, Race, Economic Status & Education on Leadership

Leadership in Service

Students from this class served as Mentors and Guides for new students and shadowing experiences. Accountability and Responsibility are major qualities developed throughout this class.

The Honors Senior Program continued in its fourth successful year with seven seniors completing capstone projects which were presented at a formal evening event. Community members including families, peers, mentors and staff attended the evening presentations. Examples of projects included an original Art Exhibit, an original short story written by a senior student, an investigation into the benefits given to or denied to returning U.S. Veterans, and an International Festival focused on the cultures of Japan, Mexico and Nigeria.

SAGE also hosted seven International students including students from Afghanistan and Serbia through the Federal Office of Student Exchange. SAGE students were given the opportunity to learn first hand of the experiences of Muslim students leading to more thorough understanding and critical thinking skill development.

ATTENDANCE

SAGE did meet its AYP attendance goal for the 2010/2011 school year.

ACCOUNTABILITY DATA

Overview

SAGE Academy uses a formal accountability system to measure progress. Data on some of the outcomes included in the school's accountability plan were gathered during the school's first year of operation; data for other outcomes were first gathered during the 2003/2004 school year. At this point, data on most of the outcomes included in the accountability plan were gathered during the 2010/2011 school year. Data sources include academic achievement tests, student surveys, teacher checklists, and record review. The findings for each assessment are shared with the staff members at the start of each school year for use in their program and individual planning. The findings presented in this report are a summary of those findings. The complete set of surveys, academic, etc. and other results are available from the school's directors.

SAGE Academy is a member of EdVisions Cooperative. SAGE elected to participate in the *Hope Study*, conducted by Mark VanRyzin, in conjunction with the University of Minnesota Graduate Study Program. Below are the five components relevant to the Hope Study.

Autonomy - The opportunity for self-management, choice, and ownership over the learning experience.

Belongingness - The feeling of support from teachers and peers, in terms of both academic and personal support.

Goal Orientation – The belief that the school emphasizes deep understanding over rote memorization, that the school treats students equally, and has high expectations for all students.

Engagement – The emotional and behavioral manifestation of a strong desire to learn; engaged students work hard, participate in activities, and are happy in school and enjoy learning.

Hope – The orientation of an individual toward their goals; a high-hope individual believes that they can succeed regardless of the roadblocks or complications.

HOPE STUDY RESULTS FOR SAGE - SPRING 2011

	SAGE Academy	EdVision
	Avg.	
Autonomy	5.85	7.68
Belongingness		
Advisor/Academic	4.30	4.16
Advisor/Personal	4.06	3.75
Peer/Academic	3.25	3.18
Peer/Personal	3.44	3.35
Goal Orientation		
Task Mastery	2.53	2.44
Performance	1.73	1.68
Academic Pressure		
	2.37	2.35
Engagement		
Behavioral	2.02	2.94
Emotional	3.86	3.51
Hope	50.61	50.78

Hope Study Results for SAGE – Cross-sectional (year by year)

	Spring 2011	Sprin g 2010	Spring 2009	EdVision Avg.
Autonomy	5.85	5.85	5.36	7.68
Belongingness				
	4.30	4.55	4.41	4.16
Advisor/Academic				
Advisor/Personal	4.06	4.20	4.0	3.75
Peer/Academic	3.25	3.21	2.99	3.18
Peer/Personal	3.44	3.44	3.07	3.35
Goal Orientation				
Task/Mastery	2.53	4.17	3.84	2.44
Performance	1.73	2.29	2.57	1.68
Academic Press	2.37	3.81	3.44	2.35
Engagement				
Behavioral	2.02	2.09	2.17	2.94
Emotional	3.86	4.77	4.52	3.51
Hope	50.61	50.04	47.97	50.78

A copy of the school's accountability plan is available in the 2003/2004 Annual Report. A summary of the procedures and approach to the development of the plan can be found in SAGE Academy's 2002/2003 annual report. Brief outlines of the desired outcomes for each of the five outcome areas included in the accountability plan are presented below together with the 2010/2011 findings. The school's two academic and two non-academic goals are incorporated into the findings presented as follows.

Outcome Area 1: Academic Achievement

Students will succeed in reaching their academic potential.

SAGE Academy's accountability plan identified five outcomes in the *Academic Achievement* area. These outcomes state that students will:

- Meet the Minnesota Graduation Standards.
- Be competent in reading, writing, and math.
- Meet their individual learning goals.
- Demonstrate life skills.
- Be proficient in the use of technology.

The indicators of success and goals are presented in the following chart. With the changes that have occurred in the state's mandatory accountability system, full academic results are reported by data source rather than in the table following.

INDICATORS AND GOALS FOR ACADEMIC ACHIEVEMENT

Indicators	Goal	2009/2010 Findings
Percent meeting the school's required graduation standards	<ul style="list-style-type: none"> 90% pass MN Grad Standards Each pass 90% of standards at Level II 	<ul style="list-style-type: none"> By the end of the 2010/2011 school year, 87% of all 12th grade students had passed the required graduation standards. 100% had at least a Level II on their standards
Percent of 11-12 th grade prepared for postsecondary program	<ul style="list-style-type: none"> 80% taking ACT/SAT score at MN average 90% graduating seniors have skills to enter college without remedial program 	<ul style="list-style-type: none"> 21% of 11-12th graders took the ACT test. 50% of students taking the ACT scored above the MN average.
Percent of those below grade level in reading and math who demonstrate at least 1-year's growth	<ul style="list-style-type: none"> 100% below grade level in basics demonstrate at least 1-year's growth 	<ul style="list-style-type: none"> 40% accomplished one year's growth in Language. 50% made one year's growth in Reading

SAGE has incorporated the Minnesota State Standards into its curriculum and assessed its students in the areas of Reading, Math, Writing & Biology. During the year, the school worked to refine its data collection efforts in terms of the Standards. All seniors passed the required graduation standards.

COMPETENCE IN READING, WRITING, AND MATHEMATICS

SAGE Academy students are assessed in reading, writing, and mathematics using various instruments depending upon their skill level and grade level. Students in tenth grade take the Minnesota Comprehensive Assessments in reading and the ninth grade take the GRAD Test in writing. Eleventh grade students take the Minnesota Comprehensive Assessment for mathematics. Students also took the Biology state exams for the third time this school year. In addition to the mandatory state tests, all students take the Northwest Evaluation Association tests in reading, math, and language usage at the beginning of the year and at the end. These tests are used to monitor how

much growth a student has in these areas during the year and longitudinally, year to year.

MINNESOTA COMPREHENSIVE ASSESSMENTS

The Minnesota Comprehensive Assessments are required in ninth, tenth and eleventh grade. Ninth-grade students take the Grad writing test, tenth-grade students take the reading test and eleventh-grade students take the math test. Any student having a full year of biology must take the MCAII Science test. The results for spring 2011 indicate that:

- Seventeen 9th grade students took the GRAD written composition test. 11 students passed (65%) and six students 35%) did not pass the written composition test.
- Of the twenty four 10th grade students who completed the reading test, nine students passed meeting the standards in reading (37%), seven partially met standards (29%) , and eight did not pass the MCA's in reading (33%) .
- Sixteen 11th grade students took the MCA math test. Three students met MCA standards (19%), and thirteen students did not meet standards (81%). The math testing was based on completion of Algebra II, which only a few of SAGE's 11th grade students had completed.
- Of the 26 students who completed the MCA II science test, Six students (23%) met the standards, eight partially met the standards (31%) and 12 students didn't meet any portion of the standards (46%).

CHALLENGES & ACTION TAKEN

Teachers at SAGE continue to provide one-on-one support in small classroom settings to our students. Since many of our students enter from large public schools in later grades, 11th and 12th, already behind in math; it is impossible to move them forward by two or three years in one year. SAGE is offering two reading/writing labs to support remediation as well as college level preparation for all students. Reading for one half hour daily is part of the regular requirements for all students. Journals, book reviews, and book talks are required which emphasize reflection and active reading strategies.

The large percentage of students who enter SAGE during the school year, often in tenth, eleventh, and twelfth grade, who have huge gaps in math and reading skills, greatly affects the over-all gains or lack of gains as demonstrated on the standardized testing data. SAGE offers five levels of math, from Pre-Algebra through Pre-Calculus and meets students at their individual performance levels. Many students have not completed Algebra before taking the MCA math test and, therefore, their performance is greatly affected. Six students tested are on IEP's while five entered SAGE as juniors, already having huge gaps in their math programs.

Our goal as to challenges for 2010-2011 was to focus on reading and reading comprehension due to our scores on the NWEA's. Too many students have not shown a year's growth on this testing, thus reading will take a more direct focus in all curricular areas as well as being addressed in advisories.

Staff development for the coming year will focus on reading strategies for all teaching staff. Learning teams will be initiated to share successes as well as difficulties in the area of reading comprehension.

NORTHWEST EVALUATION ASSOC. ASSESSMENTS (NWEA)

SAGE administers the computerized version of the NWEA reading, language usage, and mathematics tests. The NWEA provides a snapshot of reading comprehension, English language skills, and basic math skills that can be used to improve instruction. All students are tested both fall and spring in order to evaluate growth and need areas. Below are the year's growth percentages comparing spring of 2010 to spring of 2011.

STUDENTS ACHIEVING A YEAR'S GROWTH (in Reading, Language, and Math)

GRADE	READING	LANGUAGE	MATH
9	30%	44%	50%
10	77%	27%	47%
11	44%	44%	64%
12	47%	27%	29%

POSTSECONDARY ENROLLMENT OPTIONS (PSEO) AND COLLEGE PLACEMENT TESTS

SAGE utilizes institutions of higher education for those students who are capable, and in need of, a further challenge. Students who participate in PSEO at the state's community and technical colleges must demonstrate they are college-ready on the MNSCU placement tests. Four students participated in PSEO this year as part-time college students at North Hennepin Community College and Anoka Technical College. They took a total of 14 college courses and earned a median grade of A-.

All SAGE sophomores took the PLAN test; a diagnostic tool used to predict how well a student will do on the ACT college placement test and identify areas of concern.

Six seniors took the ACT, a college placement examination used by most midwestern colleges and universities for entrance requirements. One student took the SAT test as well, most commonly used for East coast schools. The average ACT score in 2010-2011 was 20.2 (out of 36). The national average composite score was a 21 while Minnesota's score was 22.9.

Outcome Area 2: Citizenship

Students will be prepared to take the responsibilities of active citizenship.

The following outcomes were identified for the *Citizenship* area:

- Actively participate in the community process;
- Actively participate in community service;
- Utilize community as a resource;
- Use restorative justice measures;

- Respect students of their own gender and those of the opposite gender; and
- Step into leadership and following roles.

The indicators of success and the school’s goals are presented in the table below. Data sources included a Teacher Checklist that was completed for each student at the end of the school year and a review of school records. The Citizenship results are followed by a table of Teacher Checklist results that delineates the percentage of students who demonstrated the behaviors desired in the outcome area “most of the time” which is 80-100% of the time.

INDICATORS, GOALS, AND FINDINGS FOR CITIZENSHIP

Indicator	Goal	2010/2011 Findings
Percent of 18 year olds who are registered to vote Percent of seniors who completed at least one project engaging in the community process	<ul style="list-style-type: none"> • 100% will be registered. • 100% will complete at least one project. 	<ul style="list-style-type: none"> • 100% of eligible students reported that they registered to vote.* • 100% of seniors did complete at least one project engaging in the community process.*
Percent who use community in at least one project each year of enrollment	<ul style="list-style-type: none"> • 100% access community annually. 	<ul style="list-style-type: none"> • All students enrolled at SAGE academy in 2010/2011 used the community at least once as part of a project. *
Percent who effectively use Restorative Justice	<ul style="list-style-type: none"> • 100% use Restorative Justice effectively. 	<ul style="list-style-type: none"> • 75% of students were reported by teachers as using Restorative Justice most or some of the time. **
Percent who demonstrate respect to opposite gender	<ul style="list-style-type: none"> • 100% consistently demonstrate respect. 	<ul style="list-style-type: none"> • Teachers reported that 93% of SAGE students demonstrate respect to the opposite gender all or some of the time.**
Percent who demonstrate leadership and following roles	<ul style="list-style-type: none"> • 100% demonstrate leadership roles. • 100% demonstrate appropriate following roles. 	<ul style="list-style-type: none"> • Teachers reported that 73% of SAGE students demonstrate leadership roles.** • Teachers report that 97% of SAGE students demonstrate appropriate following roles.**

*Data Source: Director Report

**Data Source: Teacher Checklist

TEACHER CHECKLIST RESULTS

SKILL AREA	80-100% 2010/2011 (75 students)	80-100% 2009/2010 (56 students)	80-100% 2008/2009 (82 students)
Show respect toward students of his/her own gender	71%	66%	68%
Shows respect toward students of the opposite gender	63%	73%	69%
Works successfully in a team taking different team roles	52%	63%	36%
Takes appropriate following roles	52%	68%	43%
Demonstrates age-appropriate interpersonal skills	61%	64%	58%
Adapts to cultural settings	75%	66%	61%
Makes healthy decisions	67%	63%	58%
Demonstrates self-initiative in his/her learning	47%	52%	42%
Demonstrates confidence in his/her self	48%	66%	36%
Uses his/her skills and knowledge to educate others	37%	48%	39%
Perseveres after experiencing failure	52%	52%	42%
Is knowledgeable about conflict resolution techniques	35%	50%	36%
Demonstrates leadership	29%	43%	30%
Effectively uses Restorative Justice	37%	59%	35%
Executes conflict resolution techniques	25%	32%	36%

Outcome Area 3: Social and Personal Development

Students will demonstrate social and personal development skills to facilitate successful integration into adult life.

The following outcomes were identified in the *Social and Personal Development* area:

- Students will persevere after experiencing failure.
- Students will demonstrate confidence in themselves.
- Students will be knowledgeable about conflict resolution techniques and execute them.
- Students will be proficient in interpersonal skills.
- Students will work successfully in a team, taking different team roles.
- Students will adapt to cultural settings.
- Students will make healthy decisions.

Data Sources. There are two sources of data to determine whether the school is reaching its goals for this area: the Teacher Checklist and the Individual Learning Goals. The checklist was completed in spring 2011. The table following represents the percent of students rated as demonstrating behaviors all or some of the time (i.e. scores for “most of the time” and “some of the time” are combined, which is 40-100% of the time). The results of those students demonstrating the behaviors “most of the time” are presented in the previous table above.

INDICATORS, GOALS, AND FINDINGS FOR SOCIAL AND PERSONAL DEVELOPMENT

Indicators	Goal	2010/2011 Findings
Percent of students who meet individual goals in each of the areas	<ul style="list-style-type: none"> 100% will meet goals each trimester. 	<ul style="list-style-type: none"> Findings from Checklist have been incorporated into Individual Learning Plans
Students will demonstrate excellent interpersonal communication skills including active listening, sharing of ideas, and involvement in conflict resolution groups.	<ul style="list-style-type: none"> 100% demonstrate these skills 	<ul style="list-style-type: none"> Teachers reported the following* 87% of SAGE Students persevere all or some of the time after experiencing failure. 87% of students demonstrate confidence in themselves all or some of the time. 100% show age appropriate interpersonal skills all or some of the time. 75% are knowledgeable about and execute conflict resolution techniques all or some of the time. 96% of students work successfully in team roles all or some of the time. 100% adapt well to cultural settings all or some of the time. 99% make healthy decisions all or some of the time.
The school will provide opportunities for parent and community-based collaboration in order to improve academic and service learning opportunities for students both within and beyond the four walls.	<ul style="list-style-type: none"> At least 50% of SAGE Academy families will volunteer either on-site or off-site in varied roles to enhance learning activities for students and/or raise funding to provide an activities program 	<ul style="list-style-type: none"> 22% of families volunteered giving over 400 hours of their time. 98% of families attended parent/student conferences held throughout the school year of 10-11.

*Data Source: Teacher Checklist

Outcome Area 4: Lifelong Learning

Students will be prepared for a postsecondary education or career path and lifelong learning.

The following outcomes are part of the *Lifelong Learning* area.

- Students will be prepared to meet at least one postsecondary goal.
- Students will be independent learners.
- Students will take the initiative in their learning.
- Students will educate others.
- Students will demonstrate ability and desire to be lifelong learners.

Indicators of success and the school's goals and findings are presented in the table following. Data sources include the Teacher Checklist and record review.

INDICATORS, GOALS, AND FINDINGS FOR LIFELONG LEARNING

Indicator	Goal	2010/2011 Findings
<p>Percent of seniors accepted into a postsecondary program</p> <p>Percent of graduates actively engaged in a postsecondary training or education setting</p>	<ul style="list-style-type: none"> • 90% will be accepted into postsecondary program. • 85% will be engaged one year after graduation. 	<ul style="list-style-type: none"> • 88% of students graduating spring 2010 were accepted into a post secondary program. • 71% are engaged one year after graduation
<p>Percent who demonstrate self-initiative in their learning</p>	<ul style="list-style-type: none"> • 100% will meet individual goals. • 100% will meet goal by graduation. 	<ul style="list-style-type: none"> • 88% of students were rated by teachers as demonstrating self-initiative in learning some or most of the time. • 100% of seniors were rated as demonstrating this skill most or some of the time.
<p>Percent who use their skills and knowledge to educate others</p>	<ul style="list-style-type: none"> • 100% will meet individual goals. • 100% will meet goal by graduation. 	<ul style="list-style-type: none"> • Teachers reported that 89% of their students use their knowledge to educate others some or most of the time. • 100% of seniors were rated as demonstrating this skill most or some of the time.

Outcome Area 5: Satisfaction

Students will be satisfied with their secondary education experience.

The following outcomes are in the *Student Satisfaction* area.

- Students will be proud of their school.
- Students will be satisfied with their learning experience.
- Students will attend school.

INDICATORS, GOALS, AND FINDINGS FOR SATISFACTION

Indicator	Goal	2010/2011 Findings
Percent who report pride in school.	<ul style="list-style-type: none"> • 90% of students will report pride in school. 	<ul style="list-style-type: none"> • 79% of students responding to a survey in spring 2011 agreed or somewhat agreed with the statement "I am proud of SAGE Academy."
Percent who report satisfaction.	<ul style="list-style-type: none"> • 90% of students will report satisfaction with school. 	<ul style="list-style-type: none"> • 89% of students responding to the survey reported some or full satisfaction with their overall learning experience at SAGE.
Percent who attend school.	<ul style="list-style-type: none"> • School will have an attendance rate of 95% or above. 	<ul style="list-style-type: none"> • Average daily attendance for the 2010/20101 school year was 88.8%.

In addition to measuring student satisfaction levels, SAGE gathers information about parent and staff satisfaction. In spring 2011, both parents and staff were surveyed. Full results were shared with SAGE staff. A summary of parent and staff summaries follow.

PARENT SATISFACTION SURVEY

A parent survey was designed and conducted by SAGE. The survey was similar to that of the students. Parents were asked about their satisfaction with various aspects of the educational program at SAGE and about their child's progress at SAGE. Results from the survey indicate that:

- 100% of parents are satisfied or somewhat satisfied with the curriculum at SAGE.
- 100% agreed that their child is reaching his/her academic potential at SAGE.
- Parents reported 100% satisfaction with the school's location, 100% satisfaction with the availability of technology, 100% satisfaction with service learning opportunities, 100% satisfaction with the quality of expeditions, and 95% satisfaction with the opportunities for leadership.

STAFF SATISFACTION SURVEY

Results from the survey indicate that:

- 100% of staff were satisfied with the expedition component of the program in the 2010/2011 school year. 100% percent were satisfied or somewhat satisfied last year.
- Satisfaction with the communication between staff members was up for the 10/11 school year at 89% compared to 75% in 09/10. 66% were satisfied or somewhat satisfied with the communication between staff and administration compared to 75% in the 09-10 school year. Staff morale had 66% satisfied or somewhat satisfied for the 10-11 school year compared to 09-10 year that had 75% satisfaction.
- 100% of staff was satisfied or somewhat satisfied with the direct instructional component of the educational program in the 10-11 school year compared to 87.5% in the 09-10 school year.

**STAFF SATISFACTION WITH VARIOUS COMPONENTS OF
SAGE**

SPRING 2011 9 surveys returned	Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Dissatisfied
The expedition component of the program	100%	0%	0%	0%
The behavioral model	11%	67%	22%	0%
The direct instruction component	44%	56%	0%	0%
Staff morale at SAGE	33%	33%	33%	0%
Communication among staff at SAGE	33%	56%	11%	0%
Communication between staff and administration	33%	33%	22%	11%
The project-based learning component	33%	44%	22%	0%
Opportunities for professional development	33%	33%	22%	11%
The individualized learning plan	11%	56%	33%	0%

GOALS FOR UPCOMING SCHOOL YEAR

Goals for 2011/2012 School Year

Specific academic and non-academic goals for the 2011/2012 school year are noted below. In addition to these goals, SAGE Academy will continue to address progress according to its established accountability plan.

Academic Goals

1. Students will be proficient in reading and math.
100% of students who attend SAGE the entire school year and are below grade level in basics will demonstrate at least 1-year's growth as calculated by the Northwest Evaluation Association *Measures of Academic Progress*.
2. Students will be proficient in the use of technology.

Non-Academic Goals

1. 100% of students will feel safe in the SAGE learning environment.
2. Students will be engaged in their learning.
 - a. Student engagement and pride in SAGE Academy will continue to be 90% or higher through increased empowerment of students in leadership roles.

- b. The life skills rubric will be utilized by advisors and will become part of each student's record for use at conferences and on the ILP of each student.

OTHER SCHOOL ACCOUNTABILITY MEASURE

PARENT INVOLVEMENT

SAGE Academy continues to involve parents in the education of their child. There are regularly scheduled conferences and other opportunities for parental involvement. In 2010/2011, 98% of students had parents attend conferences. In addition to conferences, parents sign an agreement for volunteering (both on-site and off-site) to support and enhance student learning and achievement. Parents/guardians receive a monthly newsletter and mailing informing them of upcoming events at SAGE and promoting volunteer opportunities

VOLUNTEERS

Over 20% of families at SAGE were represented in providing volunteer services during the 10-11 school year. Volunteer activities ranged from support for SAGE graduation, benefit dinner, to Prom, to transportation, and classroom assistants. Parents also served as SAGE Board members. In total, SAGE parents dedicated more than four hundred hours to support SAGE programming and student activities.

Parents are involved in special events such as Prom and graduation, board membership, serving as mentors for students, and leading fund-raising endeavors. Parents are also invited to presentation nights where students give presentations on the projects they have completed. On average, 35% of family members attend these evenings.

SUMMARY

SAGE Academy has completed its ninth full year of operation. There have been considerable changes since the school opened. SAGE has opened a new building, added students and staff, and graduated over 95 students since opening its doors. The accountability plan outlines the many outcomes the school desires its students to meet prior to graduation. The results from the 2010/2011 data gathering efforts indicate that there is areas of growth along with areas where students are not meeting the goals set forth by the school. SAGE Academy should be commended for having an accountability plan that will allow them to review the goals, the results, and then plan for improvement for the 2011/2012 school year. The over-arching school goal for 2011-2012 is to support improvement of students reading comprehension across all curricular areas due to the impact this improvement will have in project development and all direct instruction classes. Also, the focus on reading will build more independence in the areas of research and discernment, which are directly linked to project quality.