

Interim Assessment Report Lifeline Education Charter School

Lifeline Education Charter School (Lifeline) did not meet 2009 Academic Performance Index (API) growth targets or 2009 Adequate Yearly Progress (AYP) criteria schoolwide or for Hispanic or Latino and socioeconomically disadvantaged subgroups.

Representatives from Lifeline will be available at the March 2010 meeting of the State Board of Education to respond to questions about their Interim Assessment Report.

The CDE's analysis is included beneath each required element of the Interim Assessment Report outlined below:

1. Assessments used by the school that demonstrate alignment to California academic standards for each grade level the school offers as well as alignment to all academic goals stated in the school's charter.
 - a. Lifeline submitted all requested assessments.
 - b. Each of the assessments provided by Lifeline includes the specific content standards measured by the assessment. Lifeline used the "Power Standard" method to revise their curriculum and assessments.
2. Benchmark data from October 2009 for students schoolwide and in each subgroup.
 - a. Lifeline submitted data from their October 2009 benchmark assessments. The data were disaggregated by demographic subgroups.
3. Benchmark data from the most recent data point prior to February 1, 2010, for students schoolwide and in each subgroup.
 - a. Lifeline submitted data from their January 2010 benchmark assessments. The data were disaggregated by demographic subgroups.
4. Evidence that the goals stated in the school's SAP are being achieved schoolwide and for each subgroup as demonstrated by the October 2009 and February 1, 2010 data.
 - a. Lifeline shows growth in all sub-groups for all subjects and grade levels with the exception of the following subgroups:

- i. English Learners in seventh-grade Pre Algebra attained the same scores on both test dates
 - ii. English Learners in ninth-grade English-language arts (ELA) showed a decrease of two percentage points
 - iii. African American students in ninth-grade Algebra 1 showed a decrease of six percentage points
 - iv. African American students in twelfth-grade ELA showed a decrease of twelve percentage points
 - v. Socioeconomically disadvantaged students in twelfth-grade ELA showed a decrease of one percentage points
- b. Lifeline discovered an inconsistency with the English-language arts assessment data from grades nine, ten, and eleven. Lifeline reassessed these students, and on February 17, 2010, the CDE received the updated data, which is included in this report.

Lifeline
Education
Charter School
Mid-Year SAP
Report

Narrative for Mid-Year SAP Report March, 2010

6th Grade Math

7th Grade Math (Pre-Algebra)

8th Grade Math (Pre-Algebra)

6th, 7th & 8th Grade ELA LANGUAGE!

9th, 10th, 12th Grade ELA

Additional ELA Benchmark (CFA) Assessments

Algebra I

Algebra II

Earth Science & Biology

Modern World History Assessments for
Semester 2

U.S. History Assessments for Semester 2

NARRATIVE FOR MID-YEAR SAP REPORT

MARCH, 2010

LIFELINE EDUCATION CHARTER SCHOOL

357 EAST PALMER STREET
COMPTON, CALIFORNIA 90221
310-605-2510

NARRATIVE FOR MID-YEAR SAP REPORT

Lifeline Education Charter School has undergone intensive dramatic changes during the beginning months of the 2009/2010 school year in regard to their academic program. The main focus has been to revise the content and delivery of the English Language Arts and Mathematics courses to align closely with the California Core Content Standards for the Junior High and High School. Using proven practices from such educational leaders as Douglas Reeves and the Center for Learning and Leading, Nan Woodson, Doug DuFour, Mike Schmoker, teachers have been given the opportunity to develop teaching strategies that motivate students through high level thinking skills and the demand for higher expectations.

This major educational renovation of the school has been undertaken strategically rather than an unorganized manner. Teachers in the area of English Language Arts and Math have revised their thinking to center around teaching the specific curriculum using the "Power Standard" method and utilize teaching strategies that motivate students to think about solutions rather than a simple answer.

Lifeline has experienced an influx of students needing critical help in the area of reading and problem solving. These are bright, intelligent kids who are faced, many times, with living conditions that are not conducive, nor supportive to an educational process. They are working daily to survive. Yet, there has come a change in their attitude through the leadership at the Junior High School and High School that is beginning to convince them that the way to improve their situation is through education.

Therefore, the school has found it necessary to focus in the areas of English Language Arts and Mathematics, the gateway to all other areas of learning, to prepare the under-prepared student for a rigorous curriculum in all four core areas.

The information you are receiving is heavily focused on English and Mathematics benchmark assessments. All percentages found on the provided form represent the percentage of students scoring 70 percent or higher on the benchmark assessment. There is, what appears to be, a noticeable issue with the scores for students in the 9th, 10th and 11th grade English Language Arts classes. The school administration is requiring that those students be re-assessed on the appropriate benchmark assessments and provide administration with the results. The results will be forwarded to CDE on Monday, February 8, 2010.

On February 5, 2010, the last day of the semester and finals day, additional Benchmark Assessment information from English Language Arts, Mathematics, Social Studies, and Science will be available. Lifeline would be more than happy to provide additional data reflecting the student achievement by Monday, February 8, 2010.

Lifeline Education Charter School

Important accomplishments and restructuring over the past six month period:

- September 2009 – Consultant Brought to Lifeline to evaluate Curriculum and Teaching
- September – October 2009 – Professional development regarding development of Curriculum Calendars (Teaching Guides) Benchmark Assessments, and training for the State Approved Reading Intervention Program, Language! Version 4 for all Junior High School Students. Language will be incorporated into the High School Curriculum as needed beginning in the fall of 2010.
- Language! program began on October 18, 2009 in all Junior High School English Language Arts classes.
- Teachers began meeting at regular times in PLC's to discuss Curricular issues
- Teachers began using Benchmark Assessments to evaluate how their students were responding to instruction.
- January 8, 2010 the PLATO Learning System was introduced to the High School Campus with 70 licenses available 24 hours per day, 7 days per week. High School students will have the ability to use the system to study and receive tutoring for the California High School Exit Exam. PLATO will be introduced to the Junior High School Students in the fall of 2010.

Second Semester Implementation Plans:

- Re-assess the implementation of the Benchmark Assessment process and make improvements for better communication between teachers.
- Review of Curriculum Calendars and readjust to meet challenges
- Continue to focus on the development of the Science and Social Studies Curriculum Calendars and Benchmark assessments.
- Begin full implementation of Data Director to aid in the management of student data.
- Further implement the PLATO Learning System into after school and Saturday School for High School
- Strategic plan for a strong start of the 2010/11 school year. Planning all curriculum, textbook needs, etc.
- Continue to prepare students for the CAHSEE and CST Tests.
- Celebrate the opening of the newly purchased and renovated Junior High School Campus.
- Continue to celebrate the increase in student success on Benchmark Assessments and State Testing. Also to recognize the intense amount of restructuring that has occurred over the past 8 months in order to provide a higher level of instruction for all Lifeline students.

6TH GRADE MATH

6th Grade Math:

Math assessments were based upon the California Core Content Standards: 1.0 Number Sense (Ratios and Proportions)
 2.0 Algebra and Functions 1.0

Goals addressed from the Student Achievement Plan:

*By March 30, 2010, 25% of all Lifeline students enrolled from September 8, 2009 through March 30, 2010 will show mastery of mathematical functions, addition, subtraction, division, and multiplication using the PLATO Learning System assessment and benchmark assessments.**

**PLATO was not available to students until January 8, 2010, therefore teacher prepared and textbook materials were used to create benchmark assessments.*

All percentages below represent the percent of students scoring at or above the 70th percentile.

Student Category	October, 2009 (Data point nearest to October 1, 2009)	January 29, 2010 (Data point nearest to February 1, 2010)
Schoolwide	40%	61%
African American or Black (not of Hispanic origin)	29%	57%
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino	53%	67%
Pacific Islander		
White (not of Hispanic origin)		
Socio-economically Disadvantaged	41%	66%
English Learners	50%	67%

7TH GRADE MATH (PRE-ALGEBRA)

7th Grade Math: Pre Algebra

Benchmark Assessments were based upon the California Core Content Standards for Math: 1.0 Number Sense (Rational Numbers)
 2.0 Algebra and functions

Goals addressed from the Student Achievement Plan:

*By March 30, 2010, 25% of all Lifeline students enrolled from September 8, 2009 through March 30, 2010 will show mastery of mathematical functions, addition, subtraction, division, and multiplication using the PLATO Learning System assessment and benchmark assessments.**

**PLATO was not available to students until January 8, 2010, therefore teacher prepared and textbook materials were used to create benchmark assessments.*

All percentages below represent the percent of students scoring at or above the 70th percentile.

Student Category: Pre Algebra	October, 2009 (Data point nearest to October 1, 2009)	January 29, 2010 (Data point nearest to February 1, 2010)
Schoolwide	22%	54%
African American or Black (not of Hispanic origin)	11%	46%
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino	42%	45%
Pacific Islander		
White (not of Hispanic origin)		
Socio-economically Disadvantaged	24%	46%
English Learners	50%	50%

8TH GRADE MATH (PRE-ALGEBRA)

8th Grade Math:

Benchmark Assessments were based upon the California Core Content Standards for Math: 1.0 Number Sense (Rational Numbers)
 2.0 Algebra and functions

Goals addressed from the Student Achievement Plan:

*By March 30, 2010, 25% of all Lifeline students enrolled from September 8, 2009 through March 30, 2010 will show mastery of mathematical functions, addition, subtraction, division, and multiplication using the PLATO Learning System assessment and benchmark assessments.**

**PLATO was not available to students until January 8, 2010, therefore teacher prepared and textbook materials were used to create benchmark assessments.*

All percentages below represent the percent of students scoring at or above the 70th percentile.

Student Category: General Math	October, 2009 (Data point nearest to October 1, 2009)	January 29, 2010 (Data point nearest to February 1, 2010)
Schoolwide	3%	28%
African American or Black (not of Hispanic origin)	6%	24%
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino	0%	33%
Pacific Islander		
White (not of Hispanic origin)		
Socio-economically Disadvantaged	3%	29%
English Learners	0%	17%

6TH, 7TH, 8TH GRADE ELA
LANGUAGE!

6th Grade English – Benchmark Assessment 1

All 6th grade students were evaluated and found to be in need of a State approved reading improvement program. Students were placed in the *Language! Version 4 Program* in either levels, A, B, C or E. The *Language! Program* took the place of the regular English curriculum until students reached level E. Upon achieving Level E, students were evaluated to see if they would benefit from both the *Language! Program* and a regular English Class. Benchmark Assessments are given at strategic times during the *Language!* instructional process.

Goals addressed from the 2010 Student Achievement Plan:

Reading/Writing English Language Arts: By March 30, 2010, 25% of Lifeline’s Junior High and High School Students enrolled from September 8, 2009 through March 30, 2010 will show at least 1 grade levels growth in reading comprehension as measured by the Language! Assessment or Plato Learning System and one other reading assessment tool such as Dibbles and/or student benchmark assessments.

All percentages below represent the percent of students scoring at or above the 70th percentile.

Student Category <i>LANGUAGE!</i>	October 18, 2009 (Data point nearest to October 1, 2009)	January, 27, 2010 (Data point nearest to February 1, 2010)
Schoolwide	10%	38%
African American or Black (not of Hispanic origin)	8%	50%
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino	13%	31%
Pacific Islander		
White (not of Hispanic origin)		
Socio-economically Disadvantaged	12%	46%
English Learners	0%	22%

7th Grade English: Benchmark Assessments 1 & 2

All 7th grade students were evaluated and found to be in need of a State approved reading improvement program. Students were placed in the *Language! Version 4 Program* in either levels, A, B, C or E. The *Language! Program* took the place of the regular English curriculum until students reached level E. Upon achieving Level E, students were evaluated to see if they would benefit from both the *Language! Program* and a regular English Class. Benchmark Assessments are given at strategic times during the *Language!* instructional process.

Goals addressed from the 2010 Student Achievement Plan:

Reading/Writing English Language Arts: By March 30, 2010 Lifeline's Junior High and High School students enrolled from September 8, 2009 through March 30, 2010 will show at least 1 grade levels growth in reading comprehension as measured by the *Language! Assessment* or PLATO Learning System and one other reading assessment tool such as Dibbles and/or student benchmark assessments.

All percentages below represent the percent of students scoring at or above the 70th percentile.

Student Category: <i>Language!</i>	October 18, 2009 <small>(Data point nearest to October 1, 2009)</small>	January 18, 2010 <small>(Data point nearest to February 1, 2010)</small>
Schoolwide	28%	54%
African American or Black (not of Hispanic origin)	35%	41%
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino	25%	88%
Pacific Islander		
White (not of Hispanic origin)		
Socio-economically Disadvantaged	33%	58%
English Learners	0	100%

8th Grade English: Benchmark Assessments 1 & 2

All 7th grade students were evaluated and found to be in need of a State approved reading improvement program. Students were placed in the *Language! Version 4 Program* in either levels, A, B, C or E. The *Language! Program* took the place of the regular English curriculum until students reached level E. Upon achieving Level E, students were evaluated to see if they would benefit from both the *Language! Program* and a regular English Class. Benchmark Assessments are given at strategic times during the *Language!* instructional process.

Goals addressed from the 2010 Student Achievement Plan:

Reading/Writing English Language Arts: By March 30, 2010 Lifeline's Junior High and High School students enrolled from September 8, 2009 through March 30, 2010 will show at least 1 grade levels growth in reading comprehension as measured by the *Language! Assessment* or PLATO Learning System and one other reading assessment tool such as Dibbles and/or student benchmark assessments.

All percentages below represent the percent of students scoring at or above the 70th percentile.

Student Category	October 18, 2009 (Data point nearest to October 1, 2009)	January 19, 2010 (Data point nearest to February 1, 2010)
Schoolwide	27%	76%
African American or Black (not of Hispanic origin)	47%	76%
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino	15%	80%
Pacific Islander		
White (not of Hispanic origin)		
Socio-economically Disadvantaged	30%	78%
English Learners	0%	80%

**Lifeline Education Charter School
2010 Student Achievement Plan—Interim Assessment Results**

Instructions: Please provide data for the following data points in the format provided. If you have any additional data points between October and February, please attach those data using the same format as shown below.

Multiple templates are provided here. Use as many tables as necessary to provide data for each assessment tool used to address goals in the Student Achievement Plan.

Percentages below represent the percentage of students scoring at or above the 70th percentile.

9th Grade English Language Arts: Benchmark Assessment # 1 & 2

All instruction and Benchmark Assessments are based upon the California Core Content Power Standards for English Language Arts:
 Reading: 2.1, 2.3, 2.6, 2.8, 3.3, 3.4, 3.5, 3.7
 Writing Application: 2.1, 2.2, 2.3, 2.6
 WOELC 1.1, 1.2, 1.3

Goals Addressed from the 2010 Student Achievement Plan:

By March 30, 2010 Lifeline's High School students enrolled from September 8, 2009 through March 30, 2010 will show at least 1 grade levels growth in reading comprehension as measured by the PLATO Learning System and one other reading assessment tool such as DIBBLES and/or student benchmark assessments.

By March 30, 2010, 25% of Lifelines High School Students enrolled from September 8, 2009 through March 30, 2010 will score proficient (at least a 3 on a 4 point rubric) holistically scored by teaching staff and verified by VANTAGE*.

****VANTAGE is anticipated to begin in the fall of 2010.***

Students demonstrating a lack of skill in the area of academic vocabulary will be presented lessons during Daily Oral Language to help build capacity in this area.

Percentages below represent the percentage of students scoring at or above the 70th percentile.

Student Category	September 10, 2009 (Data point nearest to October 1, 2009)	January 29, 2010 (Data point nearest to February 1, 2010)
Schoolwide	60%	79%
African American or Black (not of Hispanic origin)	47%	84%
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino	66%	80%
Pacific Islander		
White (not of Hispanic origin)		
Socio-economically Disadvantaged	57%	81%
English Learners	57%	55%

10th Grade English Language Arts: Benchmark Assessment # 1 & 2

All instruction and Benchmark Assessments are based upon the California Core Content Power Standards for English Language Arts:
Reading 3.3, 3.4, 3.6, 3.7, 3.10

Writing Application: Response to Literature 2.2
Comparison/Expository 2.3
Persuasive Essay 2.4
Technical Writing 2.6

Goals Addressed from the 2010 Student Achievement Plan:

By March 30, 2010 Lifeline's High School students enrolled from September 8, 2009 through March 30, 2010 will show at least 1 grade levels growth in reading comprehension as measured by the PLATO Learning System and one other reading assessment tool such as DIBBLES and/or student benchmark assessments.

By March 30, 2010, 25% of Lifelines High School Students enrolled from September 8, 2009 through March 30, 2010 will score proficient (at least a 3 on a 4 point rubric) holistically scored by teaching staff and verified by VANTAGE.*

**VANTAGE is anticipated to begin in the fall of 2010.*

Students demonstrating a lack of skill in the area of academic vocabulary will be presented lessons during Daily Oral Language to help build capacity in this area.

Percentages below represent the percentage of students scoring at or above the 70th percentile.

Student Category	September 10, 2009 <small>(Data point nearest to October 1, 2009)</small>	January 29, 2010 <small>(Data point nearest to February 1, 2010)</small>
Schoolwide	17%	82%
African American or Black (not of Hispanic origin)	35%	80%
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino	10%	82%
Pacific Islander		
White (not of Hispanic origin)		
Socio-economically Disadvantaged	17%	83%
English Learners	11%	90%

11th Grade English Language Arts: Benchmark Assessment # 1 & 2

All instruction and Benchmark Assessments are based upon the California Core Content Power Standards for English Language Arts:

Reading: 1.3, 2.6, 3.2, 3.4, 3.5,

Writing Applications: 2.1, 2.2, 2.3, 2.5, 2.6

Goals Addressed from the 2010 Student Achievement Plan:

By March 30, 2010 Lifeline's High School students enrolled from September 8, 2009 through March 30, 2010 will show at least 1 grade levels growth in reading comprehension as measured by the PLATO Learning System and one other reading assessment tool such as DIBBLES and/or student benchmark assessments.

By March 30, 2010, 25% of Lifelines High School Students enrolled from September 8, 2009 through March 30, 2010 will score proficient (at least a 3 on a 4 point rubric) holistically scored by teaching staff and verified by VANTAGE.*

**VANTAGE is anticipated to begin in the fall of 2010.*

Students demonstrating a lack of skill in the area of academic vocabulary will be presented lessons during Daily Oral Language to help build capacity in this area.

Percentages below represent the percentage of students scoring at or above the 70th percentile.

Student Category	[Date] (Data point nearest to October 1, 2009)	[Date] (Data point nearest to February 1, 2010)
Schoolwide	Scores for October not available due to teacher error	68%
African American or Black (not of Hispanic origin)		64%
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino		71%
Pacific Islander		
White (not of Hispanic origin)		
Socio-economically Disadvantaged		68%
English Learners		67%

12th Grade English Language Arts: Benchmark Assessment # 1 & 2

All instruction and Benchmark Assessments are based upon the California Core Content Power Standards for English Language Arts:
Reading: 1.3, 2.6, 3.2, 3.4, 3.5,
Writing Applications: 2.1, 2.2, 2.3, 2.5, 2.6

Goals Addressed from the 2010 Student Achievement Plan:

By March 30, 2010 Lifeline's High School students enrolled from September 8, 2009 through March 30, 2010 will show at least 1 grade levels growth in reading comprehension as measured by the PLATO Learning System and one other reading assessment tool such as DIBBLES and/or student benchmark assessments.

By March 30, 2010, 25% of Lifelines High School Students enrolled from September 8, 2009 through March 30, 2010 will score proficient (at least a 3 on a 4 point rubric) holistically scored by teaching staff and verified by VANTAGE.*

**VANTAGE is anticipated to begin in the fall of 2010.*

Students demonstrating a lack of skill in the area of academic vocabulary will be presented lessons during Daily Oral Language to help build capacity in this area.

Percentages below represent the percentage of students scoring at or above the 70th percentile.

Student Category	October, 2009 (Data point nearest to October 1, 2009)	January, 2010 (Data point nearest to February 1, 2010)
Schoolwide	71%	75%
African American or Black (not of Hispanic origin)	67%	55%
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino	73%	92%
Pacific Islander		
White (not of Hispanic origin)		
Socio-economically Disadvantaged	77%	76%
English Learners	50%	83%

9th Grade Algebra 1

Math assessments were based upon the California Core Content Power standards: 2, 4.5, 5, 6, 7, 9, 10, 14. The order of the standards is based upon those concepts needing the most time and emphasis prior to the semester break and testing. Lifeline completes course finals for the semester on February 5, 2010.

Goals addressed from the Student Achievement Plan:

By March 30, 2010, 25% of all Lifeline students enrolled from September 8, 2009 through March 30, 2010 will show mastery of mathematical function, addition, subtraction, division, and multiplication using the PLATO learning System assessment and benchmark assessments. For 8th grade students able to take the Algebra class, 20% of those students enrolled from September 8, 2009 through March 30, 2010 will score proficient as measured by the Algebra Readiness Test and student benchmark assessments.

Percentages below represent the percentage of students scoring at or above the 70th percentile.

Student Category	October, 2009 (Data point nearest to October 1, 2009)	January 29, 2010 (Data point nearest to February 1, 2010)
Schoolwide	54%	65%
African American or Black (not of Hispanic origin)	61%	55%
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino	52%	63%
Pacific Islander		
White (not of Hispanic origin)		
Socio-economically Disadvantaged	56%	60%
English Learners	33%	80%

Tenth Grade: Algebra 2

Math assessments were based upon the California Core Content standards.

- 1.0 Students solve equations and inequalities involving absolute value.
- 2.0 Students solve systems of linear equations and inequalities (in two or three variables) by substitution, with graphs, or with matrices.
- 3.0 Students are adept at operations on polynomials, including long division.
- 4.0 Students factor polynomials representing the difference of squares, perfect square trinomials, and the sum and difference of two cubes.
- 5.0 Students demonstrate knowledge of how real and complex numbers are related both arithmetically and graphically. In particular, they can plot complex numbers as points in the plane.
- 6.0 Students add, subtract, multiply, and divide complex numbers.
- 7.0 Students add, subtract, multiply, divide, reduce, and evaluate rational expressions with monomial and polynomial denominators and simplify complicated rational expressions, including those with negative exponents in the denominator.
- 8.0 Students solve and graph quadratic equations by factoring, completing the square, or using the quadratic formula. Students apply these techniques in solving word problems. They also solve quadratic equations in the complex number system.

Goals addressed from the Student Achievement Plan:

By March 30, 2010, 25% Of all Lifeline students enrolled from September 8, 2009 through March 30, 2010 will show mastery of basic and advanced mathematical functions. Students will continue to use the PLATO Learning System assessment as well as teacher made benchmark assessments to monitor increase in skill.

Percentages below represent the percentage of students scoring at or above the 70th percentile.

Student Category	October 8, 2009 (Data point nearest to October 1, 2009)	February 5, 2010 (Data point nearest to February 1, 2010)
Schoolwide	26	95%
African American or Black (not of Hispanic origin)	14	86%
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino	30	97%
Pacific Islander		
White (not of Hispanic origin)		
Socio-economically Disadvantaged	25	94%
English Learners	20	100

Eleventh Grade: Algebra 2

Math assessments were based upon the California Core Content standards.

- 1.0 Students solve equations and inequalities involving absolute value.
- 2.0 Students solve systems of linear equations and inequalities (in two or three variables) by substitution, with graphs, or with matrices.
- 3.0 Students are adept at operations on polynomials, including long division.
- 4.0 Students factor polynomials representing the difference of squares, perfect square trinomials, and the sum and difference of two cubes.
- 5.0 Students demonstrate knowledge of how real and complex numbers are related both arithmetically and graphically. In particular, they can plot complex numbers as points in the plane.
- 6.0 Students add, subtract, multiply, and divide complex numbers.
- 7.0 Students add, subtract, multiply, divide, reduce, and evaluate rational expressions with monomial and polynomial denominators and simplify complicated rational expressions, including those with negative exponents in the denominator.
- 8.0 Students solve and graph quadratic equations by factoring, completing the square, or using the quadratic formula. Students apply these techniques in solving word problems. They also solve quadratic equations in the complex number system.

Goals addressed from the Student Achievement Plan:

By March 30, 2010, 25% Of all Lifeline students enrolled from September 8, 2009 through March 30, 2010 will show mastery of basic and advanced mathematical functions. Students will continue to use the PLATO Learning System assessment as well as teacher made benchmark assessments to monitor increase in skill.

Percentages below represent the percentage of students scoring at or above the 70th percentile.

Student Category	[Date] (Data point nearest to October 1, 2009)	[Date] (Data point nearest to February 1, 2010)
Schoolwide	12%	94%
African American or Black (not of Hispanic origin)	0%	93%
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino	12%	93%
Pacific Islander		
White (not of Hispanic origin)		
Socio-economically Disadvantaged	12%	93%
English Learners	0%	86%