

Palmer SAC Minutes
September 13, 2018 7:00 – 8:00 am
in the Palmer Community Room

| <u>Parent Members</u> | | <u>School Members</u> | | <u>Community & Student Members</u> | |
|----------------------------|---|-----------------------|---|--|---|
| Deirdre Aden-Smith (chair) | x | Michael Chamberlin | x | Michelle Elstun | |
| Tom Remick | x | Kandy Claybaugh | x | Robin Hammitt | x |
| Carl Schueler (DAC) | x | Lara Disney | x | Bailey Larson | x |
| Kathy Solomon (secretary) | x | Dan Geiser | x | | |

The meeting was called to order by Deirdre at 7 a.m.

1. Agenda was approved with reordering.
2. Minutes from May meeting were approved with spelling correction.
3. District Accountability Committee (DAC) report
Carl will attend SAC Training night (tonight).

At the last DAC meeting, the superintendent emphasized the plan. There will be a slight delay in 1:1 computing; Doherty is piloting this.

SPF ratings for individual schools have been very positive. Lots of work was put in, and it paid off. North Middle School went up 2 categories from turnaround; Language Arts score kicked it on PARCC.

4. Security
Last week, Palmer rolled out a new level of security. Students badge in when entering the building. Kids are trained pretty well, and are quick to get through the entrances. It took 2 days to train students. There are surges of students at 7:00, 7:25, 11:55, 12:10. If students don't have their badge with them, they sign in on a clipboard. Repeat offenders go on obligation for \$5 and get a new badge printed. An alert pops up if a badge is scanned but the student to whom the badge belongs is not currently enrolled at Palmer. Security is working through getting this to work with dual-enrolled students. There really have not been a whole lot of issues, except when the badge system reboots. There was a Microsoft update pushed this past weekend, so it took 10 minutes for the system to become ready.

Yesterday a student was telling her parent that she had been in class, and that the school was lying about her being absent; school was able to confirm that the student had not checked in. The badge system doesn't feed into Q, but it does show "previously scanned at x:xx" indicating other times the student badged in. Having students scanning badges allows security to quickly catch particular students when they check in. (e.g. to give the student a message, rather than using the intercom to call particular students to the office.)

Teachers have asked whether badge scan should happen when students go in and out of the classroom, e.g. to restroom, but that would be very expensive. D11 bought a generic scanner (not specific the badges) so it can scan a library card.

Security caught some kids who said they forgot their IDs and didn't know their student ID number; these youth are not students at Palmer now.

It seems likely that smoking and pot use between classes have decreased since students now have to pause to badge in and they have to make contact with an adult (security officer) when reentering the building; this is just a “gut feeling”.

Palmer got 61 new security cameras.

5. Principal’s Report

- Enrollment - ~1600 students are enrolled, and the attendance office is purging no shows.
- Course Capacity Changes - One section of Spanish 1/2 was added. One section of regular world history was collapsed, and added 1 honors world history section was added.
- Permits - Palmer is looking at individual permits based upon course sizes. ~46% of Palmer’s students attend on permits. With the current boundaries, Palmer would have ~280 freshman, if there were no permits.
- CHSAA Classification – Palmer’s band classification dropped to 4A. For most CHSAA activities, Palmer is 4A, but for cross country it competes as 5A.
- Staffing – Palmer is hiring 2 SpEd assistants, 1 building technician, and 1 security guard. Kirstin Dean resigned late; but they’ve filled her Science position. They also filled a Spanish position that opened up due to late resignation. Palmer has 3 student teachers now. The hiring pool has been small.

6. Discipline

There was one fight off-campus, involving students in multiple grades.

The 9th grade class is starting very positive, and parents of 9th graders have been supportive.

Culture and climate changes have been positive.

There has been a focus on “cheeks in seats”. Staff has been working to reduce the length of suspensions, getting students in a mindset so that they can transition back into the classroom. What previously would have been 3 days out of school suspension is becoming 2 days out of school plus 1 day of In-School Suspension (ISS). Teachers stop in to see ISS students and tell them, “see you tomorrow”. The ISS teacher is fabulous at working with kids. While in ISS, students fill in a reflection... what happened, how did that work, what are some things you could do differently, who are some adults in the building you could go to, etc.

7. Data

School Performance Framework (SPF) – Palmer is rated “Performance” level now. Teachers helped get students to test, and this increased Palmer’s participation numbers.

Academic achievement was up 3.6%, academic growth was up 5.3%, and postsecondary & workforce readiness was up 2.6%.

The data analysis available from the College Board is phenomenal.

Palmer had the best SPF score of any high school in D11; Palmer’s black & Hispanic students did especially well. Our growth was phenomenal. Palmer was the only D11 high school with growth in every area. 68% Median Growth Percentile (MGP) for Gifted and Talented students on Reading and Writing is amazing. Male 63% MGP

on Reading and Writing is wonderful; Palmer females had 48.5% MGP for Reading and Writing. Usually at Palmer, females do better than the males.

Palmer had the highest CMAS test scores among D11 high schools.

Palmer is striving now to reach the state's MGP; if Palmer focuses on growth, achievement will rise.

8. UIP

The narrative is almost done, so it's mostly a matter of plugging in the (data) numbers.

Building goal = engage all learners in technology area, including those with higher poverty level, Special Education, English Language Learners, and minority students.

Palmer staff members are participating in a book study of [*Poor Students, Rich Teaching: Mindsets for Change*](#) by Eric Jensen.

Algebra 3/4 goal: students will know how to do non-calculator portions of the SAT test without a calculator, and to do the calculator test using a calculator.

UIP will be 80% baked by the end of this month, and then Dan will upload it.

9. New Logo

Palmer's new logo was designed by a 2018 Palmer graduate. Our students wanted to rebrand. The kids wanted to keep the broken circle, and not have a "P" in the logo.

Palmer's new logo is on t-shirts that were distributed to all students. The kids seem to like the new shirts; students from all socioeconomic levels are wearing the shirts.

10. Student Council (StuCo) Report (Bailey)

Palmer had a successful assembly.

Palmer won a football game. They had a tailgate with food trucks; response was pretty positive. Lots of students wearing new Palmer shirts ("white out"). Each (grade level) council had a way to raise money.

Upcoming events:

9/14 - powder puff mtg.

October - care & share food drive

Homecoming: there is an event each night of homecoming week. Junior council will host either a movie or a color dance for the entire school.

10/10 - powderpuff

10/12 - homecoming football game. They are trying to get a hot air balloon.

10/13 - homecoming dance;

10/14 - alumni meeting, including Hall of Fame brunch (Stuco officers attend)

10/15 - teacher workday

They are working on getting new Palmer gear through Nike; they got a good deal, but are struggling with getting orders in a timely fashion.

11. Alumni Report (Robin)

Holly Randol ('57), Kathy Gloss ('60), Bill Elder ('75) are being inducted into the Hall of Fame.

Board meetings are now being held immediately after the breakfasts (reduce from 2 to 1 Saturdays/month).

The entire board works, and Alumni membership is getting older. Alumni couldn't facilitate tours this year. Mrs. Disney facilitated opening the history room.

At Palmer, there will be a tailgate just for Hall of Famers, and then the Hall of Famers will ride Model A's to the game. There will be a corvette parade.

They are trying to get the new logo out on banner at the Mayor's Proclamation. Robin will try to Facebook Live the proclamation.

Alumni board is talking with Sean Wybrant about the possibility of doing a virtual reality tour of Palmer.

They are also discussing the possibility of adding a WW II memorial for Colorado Springs people who died in that war.

Bailey presented to the general membership (not just board members). They received very positive feedback on that.

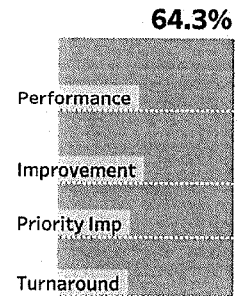
This year, link crew did an orientation with staff. The social studies department facilitated a historical tour for staff; this was wonderful!

The meeting adjourned at 8:32 a.m.

Upcoming Palmer SAC Meetings: October 11, November 8, December 13, January 10, February 14, March 14, April 11, May 9

Plan Type
Official Rating Based On: 1-Year SPF Report
Performance Plan: Meets 95% Participation
64.3/100

The official plan type is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Schools are assigned a plan type based on the overall percent of points earned on the official framework. The overall percent of framework points represents the percentage of points earned across all performance indicators. The official percent of points earned is matched to the scoring guide to determine the plan type. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall plan type by one level. Please see the scoring guide at the end of this report for additional information.



School plan types are based on the total percentage of points earned:

Performance:
53.0% - 100.0%

Improvement:
42.0% - 52.9%

Priority Improvement:
34.0% - 41.9%

Turnaround:
0.0% - 33.9%

Insufficient Data: No reportable achievement or growth data.

Indicator Rating Totals

| Performance Indicator | % Pts Earned | Weighted Pts Earned/Pts Eligible | Rating |
|-------------------------------------|--------------|----------------------------------|-------------|
| Academic Achievement | 57.9% | 3.4 17.4/30 | Approaching |
| Academic Growth | 64.3% | 5.3 25.7/40 | Meets |
| Postsecondary & Workforce Readiness | 70.8% | 2.6 21.2/30 | Meets |

Assurances

| Assurance | Rating |
|-----------------------------------|-----------|
| Accountability Participation Rate | Meets 95% |

Test Participation Rates (Ratings are based on Accountability Participation Rate)

| Subject | Total Records | Valid Scores | Participation Rate | Parent Excuses | Accountability Participation Rate** | Rating |
|-----------------------|---------------|--------------|--------------------|----------------|-------------------------------------|-----------|
| English Language Arts | 797 | 756 | 94.9% | 15 | 96.9% | Meets 95% |
| Math | 797 | 756 | 94.9% | 15 | 96.9% | Meets 95% |
| Science | 380 | 315 | 82.9% | 49 | 95.2% | Meets 95% |

Summary of Ratings by EMH Level

| EMH Level | Performance Indicator | % Pts Earned | Weighted Pts Earned/Pts Eligible | Rating | % Pts by EMH | Rating |
|-----------|------------------------------|--------------|----------------------------------|-------------|--------------|-------------|
| High | Academic Achievement | 57.9% | 17.4/30 | Approaching | 64.3% | Performance |
| | Academic Growth | 64.3% | 25.7/40 | Meets | | |
| | Postsecondary & Workforce .. | 70.8% | 21.2/30 | Meets | | |

(*) Not Applicable; (-) No Reportable Data | For additional information, reference the scoring guide on the last page of this report.

(^) Schools with an Insufficient State Data plan type will maintain their previously assigned year on the clock.

(**) The Accountability Participation Rate excludes Parent Excuses from the denominator, and includes in the numerator English Learners in their first year in the United States who were eligible to take the ELP assessment. SAT 11 results are excluded from 2018 participation rates.

Scoring Guide for 2018 District/School Performance Frameworks

| Performance Indicator | Measure/Metric | Rating | Point Value | | | |
|--|--|---------------|--------------|--------------------------|--------------------------|-----|
| Academic Achievement | The district or school's mean scale score was*: see table below for actual values | | | All Students | Each Disaggregated Group | |
| | • at or above the 85th percentile | Exceeds | 8 | | 1.00 | |
| | • at or above the 50th percentile but below the 85th percentile | Meets | 6 | | 0.75 | |
| | • at or above the 15th percentile but below the 50th percentile | Approaching | 4 | | 0.50 | |
| | • below the 15th percentile | Does Not Meet | 2 | | 0.25 | |
| | Students Previously Identified for a READ Plan (bonus point) | | | | | |
| Academic Growth | Median Growth Percentile was: | | | All Students | Each Disaggregated Group | ELP |
| | • at or above 65 | Exceeds | 8 | 1.00 | 4 | |
| | • at or above 50 but below 65 | Meets | 6 | 0.75 | 3 | |
| | • at or above 35 but below 50 | Approaching | 4 | 0.50 | 2 | |
| | • below 35 | Does Not Meet | 2 | 0.25 | 1 | |
| | • CMAAS ELA Mean scale score at or above 725 (Approaching Expectations cut-score) | | | 1 bonus point | | |
| Postsecondary and Workforce Readiness | Mean CO SAT Evidence-Based Reading and Writing (EBRW) scale score was**: | | | | | |
| | • at or above 559.1 | Exceeds | | 2.0 | | |
| | • at or above 509.2 but below 559.1 | Meets | | 1.5 | | |
| | • at or above 462.3 but below 509.2 | Approaching | | 1.0 | | |
| | • below 462.3 | Does Not Meet | | 0.5 | | |
| | Mean CO SAT Math scale score was**: | | | | | |
| | • at or above 543.4 | Exceeds | | 2.0 | | |
| | • at or above 491.7 but below 543.4 | Meets | | 1.5 | | |
| | • at or above 446.5 but below 491.7 | Approaching | | 1.0 | | |
| | • below 446.5 | Does Not Meet | | 0.5 | | |
| | Dropout Rate: The district or school dropout rate was (of all schools in 2017): | | | | | |
| | • at or below 0.5% | Exceeds | | 4 | | |
| | • at or below 2.0% but above 0.5% | Meets | | 3 | | |
| | • at or below 5.0% but above 2.0% | Approaching | | 2 | | |
| | • above 5.0% | Does Not Meet | | 1 | | |
| | Matriculation Rate (of all schools in 2017): | | | | | |
| | • at or above the 73.1% | Exceeds | | 2.0 | | |
| | • at or above 59.3% but below 73.1% | Meets | | 1.5 | | |
| | • at or above 41.4% but below 59.3% | Approaching | | 1.0 | | |
| | • below 41.1% | Does Not Meet | | 0.5 | | |
| Graduation Rate and Disaggregated Graduation Rate (Best of 4-, 5-, 6-, or 7-year): | | | All Students | Each Disaggregated Group | | |
| • at or above 95.0% | Exceeds | 4 | | 1.00 | | |
| • at or above 85.0% but below 95.0% | Meets | 3 | | 0.75 | | |
| • at or above 75.0% but below 85.0% | Approaching | 2 | | 0.50 | | |
| • below 75.0% | Does Not Meet | 1 | | 0.25 | | |

Academic Achievement: Mean Scale Score by Percentile Cut-Points

The Academic Achievement Indicator reflects achievement as measured by the mean scale score on Colorado's standardized assessments. The presented targets for the Achievement Indicators have been established utilizing baseline year data.*

| Percentile | English Language Arts & EBRW for CO PSAT | | | | Mathematics | | | | Science | | |
|-----------------|--|--------|------------------|----------------------|-------------|--------|------------------|----------------------|---------|--------|-------|
| | Elem | Middle | CO PSAT (1-Year) | CO PSAT (MultiYear)† | Elem | Middle | CO PSAT (1-Year) | CO PSAT (MultiYear)† | Elem | Middle | High |
| 15th percentile | 722.3 | 724.1 | 423.5 | 430.0 | 719.1 | 716.5 | 413.0 | 419.8 | 531.9 | 527.7 | 564.4 |
| 50th percentile | 739.5 | 740.1 | 461.1 | 468.2 | 734.3 | 731.2 | 448.4 | 452.7 | 601.7 | 591.4 | 609.2 |
| 85th percentile | 755.9 | 757.3 | 505.0 | 509.4 | 751.9 | 746.2 | 491.0 | 496.1 | 655.9 | 643.3 | 651.3 |

Cut-Points for Each Performance Indicator

| Achievement; Growth; Postsecondary Readiness | Cut-Point: The district or school earned...of the points eligible. | | Rating | |
|--|--|---------------|--------|-------------|
| | • at or above 87.5% | | | Exceeds |
| | • at or above 62.5% but below 87.5% | | | Meets |
| | • at or above 37.5% but below 62.5% | | | Approaching |
| • below 37.5% | | Does Not Meet | | |

Total Possible Points by Performance Indicator

| Indicator | Total Possible Points | Elementary/Middle | High/District |
|-------------------------|---|-------------------|---------------|
| Achievement | 36 points (8 per subject for all students, 4 per subject by disaggregated group) | 40% | 30% |
| Growth | 28 total points (8 per subject for all students, 4 per subject by disaggregated group, 4 for ELP) | 60% | 40% |
| Postsecondary Readiness | 18 total points (8 for graduation, 2 for matriculation, 4 for dropout, 2 per CO SAT subject) | not applicable | 30% |

Cut-Points for Plan/Category Type Assignment

| Total Framework Points | District | School | Accreditation Category/Plan Type |
|------------------------|----------|----------------|--|
| | 74.0% | not applicable | Accredited w/Distinction (District only) |
| | 56.0% | 53.0% | Accredited (District) or Performance Plan (School) |
| | 44.0% | 42.0% | Accredited w/Improvement Plan (District) or Improvement Plan (School) |
| | 34.0% | 34.0% | Accredited w/Priority Improvement Plan (District) or Priority Improvement (School) |
| | 25.0% | 25.0% | Accredited w/Turnaround Plan (District) or Turnaround Plan (School) |

* 2016 school data used as baseline for CMAAS & CoAlt ELA & Math (g3-8), CMAAS Science (g5, 8, 11); 2017 for CO SAT & CoAlt EBRW/ELA & Math (g11).

** 2018 school data used as baseline for CO PSAT and CoAlt EBRW/ELA & Math (g9-10).

† 2018 Multiyear high school EBRW/ELA & Math cuts based on 1-year of g9 CO PSAT/CoAlt and 3-years of g10 CO PSAT/CoAlt.

SCHOOL PSAT/SAT GROWTH REPORT | 6680: PALMER HIGH SCHOOL | 1010: COLORADO SPRINGS 11

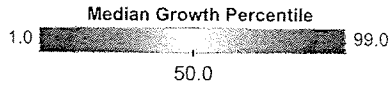


Growth metrics provide another view of the performance of a school, district or group of students. While achievement is focused on the performance at a point in time, growth provides an indication of what happens in between the assessments. Looking at both achievement and growth results provides a more in-depth picture of performance.

Growth rates for individual students are calculated by analyzing students' PSAT and SAT scores over consecutive years. Historical CMAS scores are also incorporated when available. A student's growth percentile (ranging from 1 to 99) indicates how a student's performance changed over time, relative to students with a similar score history on the state assessments. School and district growth rates are determined by the growth percentiles from individual students, specifically the median (or score in the middle) student growth percentile. Median Growth Percentiles (MGPs) are calculated for the whole school, by grade, and by different student groups. Higher median growth percentiles indicate higher growth rates for the typical students in those groups. Please note that growth rates are independent of achievement levels (students at all achievement levels are just as likely to have high growth as low growth). As a point of reference, the state median growth percentile for any grade, overall, is 50. In rare cases, state median growth percentiles may vary slightly. Missing data in the table reflect fewer than 20 students in the group; data is not shown in the table (the cells are blank) to ensure data privacy and appropriate interpretation of results.

For related resources, including CMAS growth reports, go to: www.cde.state.co.us/schoolview/coloradogrowthmodel

| | | EVIDENCE-BASED READING AND WRITING | | | | | | MATH | | | | | |
|--|----------------------------------|------------------------------------|------|----------|------|-------|------|--------|------|----------|------|-------|------|
| | | School | | District | | State | | School | | District | | State | |
| | | 2017 | 2018 | 2017 | 2018 | 2017 | 2018 | 2017 | 2018 | 2017 | 2018 | 2017 | 2018 |
| ALL STUDENTS | | 48.5 | 56.0 | 47.0 | 50.0 | 49.0 | 50.0 | 46.0 | 53.5 | 45.0 | 50.0 | 50.0 | 50.0 |
| GRADE LEVEL | 09 | | 56.0 | | 50.0 | | 51.0 | | 48.0 | | 47.5 | | 50.0 |
| | 10 | | 60.0 | | 55.0 | | 51.0 | | 57.0 | | 53.0 | | 50.0 |
| | 11 | 48.5 | 52.0 | 47.0 | 47.0 | 49.0 | 50.0 | 46.0 | 55.0 | 45.0 | 49.0 | 50.0 | 50.0 |
| ENGLISH LEARNERS | English Learners | 42.0 | 44.5 | 38.0 | 36.0 | 44.0 | 38.0 | 34.0 | 52.5 | 34.0 | 43.5 | 41.0 | 43.0 |
| | Non-English Learners | 51.0 | 57.0 | 49.0 | 52.0 | 51.0 | 53.0 | 50.0 | 54.0 | 45.0 | 50.0 | 52.0 | 52.0 |
| FREE AND REDUCED LUNCH (FRL) | FRL Eligible | 42.5 | 52.0 | 40.0 | 46.0 | 43.0 | 42.0 | 39.0 | 52.0 | 39.0 | 47.0 | 41.0 | 45.0 |
| | Non-FRL | 54.0 | 61.0 | 52.0 | 56.0 | 53.0 | 56.0 | 53.5 | 55.0 | 48.0 | 52.5 | 54.0 | 53.0 |
| GENDER | Female | 52.0 | 48.5 | 45.0 | 47.0 | 48.0 | 45.0 | 51.0 | 53.0 | 45.0 | 50.0 | 48.0 | 48.0 |
| | Male | 47.0 | 63.0 | 49.0 | 55.0 | 51.0 | 56.0 | 42.0 | 54.0 | 45.0 | 50.0 | 50.0 | 53.0 |
| GIFTED | Gifted and Talented | 47.0 | 68.0 | 53.0 | 68.0 | 60.0 | 64.0 | 47.0 | 55.0 | 53.0 | 54.0 | 58.0 | 55.0 |
| | Non-Gifted and Talented | 51.0 | 53.0 | 46.0 | 48.0 | 48.0 | 48.0 | 46.0 | 53.0 | 43.0 | 49.0 | 48.0 | 50.0 |
| INDIVIDUALIZED EDUCATION PLAN (IEP) | On IEP | | 46.5 | 30.0 | 34.0 | 32.0 | 43.0 | | 26.0 | 23.0 | 34.0 | 28.0 | 38.0 |
| | Non-IEP | 50.0 | 56.5 | 49.0 | 51.0 | 51.0 | 51.0 | 47.0 | 54.0 | 46.0 | 51.0 | 51.0 | 51.0 |
| MIGRANT | Migrant | | | | | 39.0 | 42.0 | | | | | 32.0 | 43.0 |
| | Non-Migrant | 48.0 | 56.0 | 47.0 | 50.0 | 49.0 | 51.0 | 46.0 | 54.0 | 45.0 | 50.0 | 50.0 | 50.0 |
| MINORITY | Minority | 42.0 | 51.0 | 40.0 | 45.0 | 46.0 | 43.0 | 42.5 | 53.0 | 39.0 | 48.0 | 45.0 | 47.0 |
| | Non-Minority | 56.0 | 62.0 | 53.0 | 56.0 | 53.0 | 57.0 | 51.0 | 55.0 | 48.0 | 52.0 | 54.0 | 54.0 |
| RACE/ETHNICITY | American Indian or Alaska Native | | | | 36.0 | 44.5 | 43.0 | | | | 54.0 | 41.0 | 46.0 |
| | Asian | | | 39.0 | 45.0 | 54.0 | 52.0 | | | 66.0 | 44.0 | 56.0 | 56.0 |
| | Black | 44.0 | 49.5 | 36.0 | 41.0 | 47.0 | 40.0 | 33.0 | 45.5 | 40.0 | 41.0 | 43.0 | 44.0 |
| | Hispanic | 43.0 | 49.5 | 40.0 | 45.0 | 44.0 | 42.0 | 40.0 | 53.0 | 38.0 | 48.0 | 43.0 | 46.0 |
| | White | 56.0 | 62.0 | 53.0 | 56.0 | 53.0 | 57.0 | 51.0 | 55.0 | 48.0 | 52.0 | 54.0 | 54.0 |
| | Hawaiian/Pacific Islander | | | | | 45.0 | 39.0 | | | | | 45.0 | 49.0 |
| | Two or More Races | | 53.0 | 42.0 | 49.0 | 48.0 | 52.0 | | 53.0 | 51.0 | 51.0 | 51.0 | 50.0 |



| | PSAT 9 2017 | PSAT 9 2018 | PSAT 10 2017 | PSAT 10 2018 | SAT 2017 | SAT 2018 | |
|----------|-------------|-------------|--------------|--------------|----------|----------|--------|
| State | x | | 947 | | 1014.3 | | |
| District | | | 863.2 | 918.1 | 912.6 | 970.1 | 970.3 |
| Palmer | | | 876.1 | 923.4 | 937.5 | 998.3 | 1011.5 |
| EBRW | | | 447.8 | 471.4 | 480.9 | 508.1 | 513.8 |
| Math | | | 428.3 | 452 | 456.6 | 490.2 | 497.7 |

2016

| % 2 or more Fs at Semester 2 | PHS 16 | PHS 17 | PHS 18 |
|-------------------------------------|---------------|---------------|---------------|
| 09 | 20.7% | 21.7% | 24.9% |
| 10 | 24.2% | 24.4% | 20.4% |
| 11 | 14.8% | 19.4% | 18.2% |
| 12 | 4.4% | 5.7% | 6.9% |
| Total | 16.2% | 18.3% | 18.1% |

| 9th Grade English 2 % Failure Rate | 16 | 17 | 18 |
|---|-----------|-----------|-----------|
| Palmer | 13.3% | 18.1% | 19.8% |

| 9th grade Algebra 2 % Failure Rate | 16 | 17 | 18 |
|---|-----------|-----------|-----------|
| Palmer | 12.2% | 14.1% | 13.9% |

| Algebra 2 % Failure Rate | PHS |
|---------------------------------|------------|
| 9 | 13.9% |
| 10 | 37.5% |
| 11 | 66.7% |
| 12 | 50.0% |
| Total | 17.0% |

very few students

| 9th grade Social Studies 2 % Failure Rate | 16 | 17 | 18 |
|--|-----------|-----------|-----------|
| Palmer | 19.3% | 15.3% | 19.8% |

| 9th grade science % Failure Rate | 16 | 17 | 18 |
|---|-----------|-----------|-----------|
| Palmer | 26.1% | 24.1% | 18.5% |

→ significant Intervention is working!