



# Palmer Public School



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**Board of Education**  
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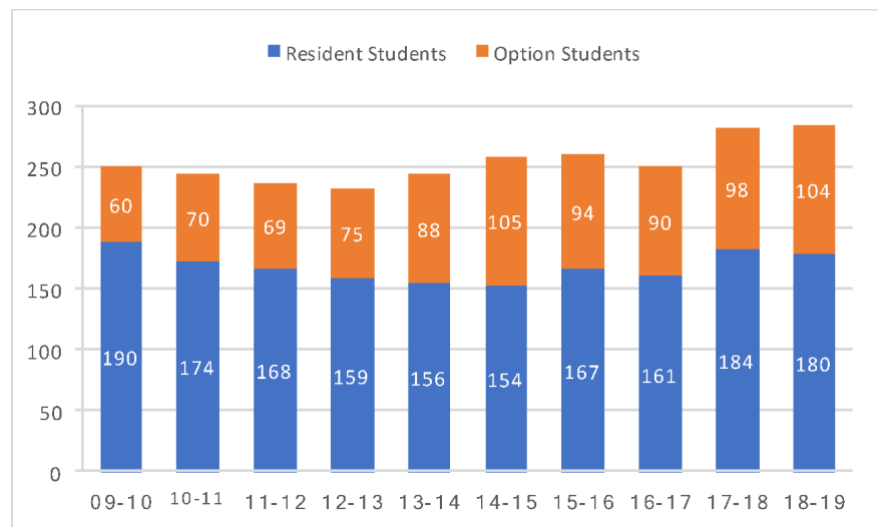
## 2019 ANNUAL REPORT

Following are some statistics and information about Palmer Public School. This report to the public is outlined in district policy and its content is prescribed in Title 92, Nebraska Administrative Code, Chapter 10 (Rule 10); *Nebraska Rules and Regulations* governing the operation of schools. Much of the information contained relates to the 2018-19 School Year with information regarding prior years for purposes of comparison.

### ENROLLMENT HISTORY

With regard to school finance, no factor applies greater influence than student enrollment, affecting state aid, per-pupil expenditure statistics, and staffing determinations. The chart below shows numbers of Resident students and Option students enrolled in K-12 at Palmer over the past 10 years. The enrollment count of K-12 students has fluctuated moderately during the past ten years, with an upward trend over the last six years.

During the ten-year period portrayed in the chart, the enrollment count of resident students had trended down until going back up in 2015-16, while the option student enrollment count has steadily risen, resulting in an overall increase in enrollment of nearly 13%. The percentage of the total student population who are Enrollment Option students has increased during this time period from 24% of the students enrolled in 2009 to 36% in 2018. While districts of comparable size and makeup have endured large decreases in enrollment, Palmer Public School has maintained its overall student enrollment the past several years.



## ENROLLMENT

The table on the right shows the enrollment by grade for the 2018-19 school year. In grades K-12, there are an average of 21.4 students per grade. With two class sections of preschool, the average class size in the elementary is 20.3 students. Including paraprofessionals, there are 11 elementary students per staff member. Palmer's low student to teacher ratio allows us to provide every student with individualized attention and support.

Grade	Students Enrolled 18-19	Grade	Students Enrolled. 18-19
PreK	37	7th	14
Kdg	21	8th	19
1st	24	9th	23
2nd	20	10th	32
3rd	19	11th	26
4th	26	12th	24
5th	19		
6th	17		
<b>Elem Total</b>	<b>183</b>	<b>Sec Total</b>	<b>138</b>
<b>Dist Total 321</b>			

## DEMOGRAPHIC COMPARISONS

The table on the left compares Palmer to the State on several demographic points. Palmer's rate for students receiving free/reduced lunch (a measure of the poverty demographics), special education, and English Language Learners (students whose first language is not English) are below the state average.

	Nebraska	Palmer
Free/Reduced Lunch	45.21%	43.61%
English Language Learners	7.16%	0.6%
Special Education Percentage	15.48%	10.56%
School Mobility Rate	10.32%	8.1%
Highly Mobile Students	4.61%	5.21%
Graduation Rate	88.42%	100%
Attendance Rate	94.48%	96.92%
Dropout Rate	1.17%	0.0%

Any student who enrolls in two or more public schools during an academic year will be considered a highly mobile student. Any child who enters or leaves school between October 1 and the last day of school is counted in the mobility rate. An individual child is counted only once and is divided by the K-12 Fall Membership count taken October 1. Example: A school building begins the year with 20 students. During the

year three students move out and three students move in. The mobility number is six. Example: A school building begins the year with 25 students. During the year five students move out, but one of them returns. The mobility number is five. Palmer had a lower mobility rate but a slightly higher rate of "highly mobile" students moving in and out during the 2018-2019 school year than the state average.

Graduation rates are calculated on a cohort basis, which is calculated by dividing the number of students entering 9<sup>th</sup> grade by the number of students who graduate within four years (8 semesters). Again, Palmer regularly exceeds the state average in this category, even though having small class sizes means one student could significantly decrease the figure.

Palmer’s attendance rate is consistently better than the state average. This is due largely to parental support. School attendance is one of the most important variables in a student’s success. This can also effect funding, because a large difference between Average Daily Membership and Average Daily Attendance can adversely affect state aid.

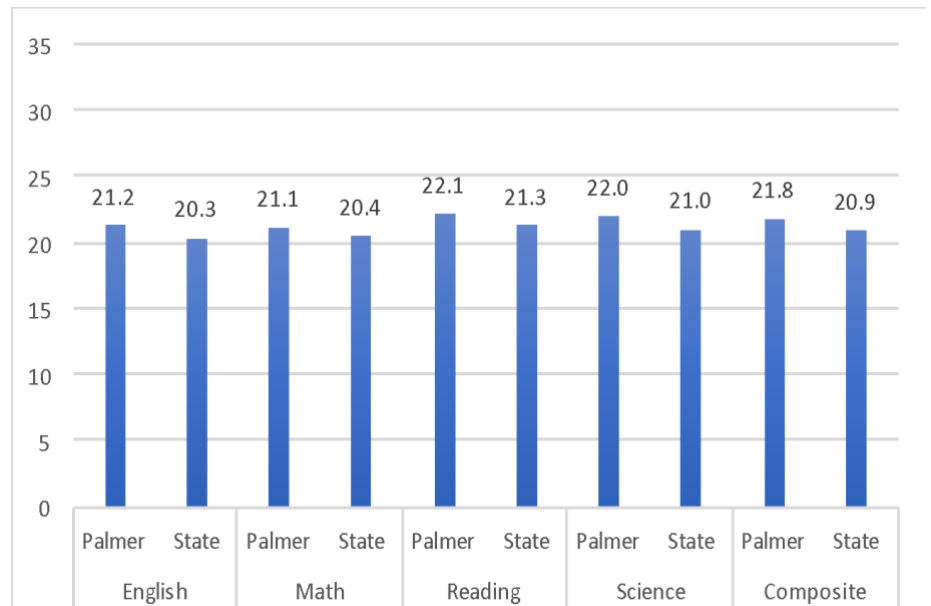
The dropout rate is calculated by dividing the total number of 7th-12th grade students who dropped out by the official fall enrollment for grades 7-12. Palmer has rarely had a student included in this statistic.

## STUDENT ACADEMIC PERFORMANCE

Much of the testing information that follows can be found for Palmer Public Schools, and for any school in the state, at <https://nep.education.ne.gov/>.

### ACT Score Comparison – 5-Year Average

**ACT Test Results:** The graph at right shows a five-year average performance history for Palmer students on the ACT with comparative data for the entire state. The ACT is a curriculum-based achievement test made up of four separate exams in English, reading, mathematics and science. It is scored on a scale of 1 to 36, with 36 being the highest possible score. ACT scores are accepted at virtually all colleges and universities across the nation. Beginning in 2017, the ACT test was required for all juniors in Nebraska.



**NAI Test Results:** Nebraska school districts are required to administer a nationally standardized test to students in one elementary grade (2-5) and one middle school grade (6-8). Districts may select the grade level assessed and the national achievement test used. The table below shows 2017-18 data from the Northwest Evaluation Assessment Measures of Academic Progress (NWEA/MAP) test. Results portrayed are the average student scores on this National Assessment Instrument (NAI).

## Northwest Evaluation Association or NWEA

### Average Student Scores

#### Composite Percent Score (0-100%)

	DISTRICT			STATE		
	Composite Percent Score	Reading	Math	Composite Percent Score	Reading	Math
Grade 04	Average Normal Curve Total Score (NCE Range: 1-99)	59%	59%	Average Normal Curve Total Score (NCE Range: 1-99)	58%	55%
Grade 08	Average Normal Curve Total Score (NCE Range: 1-99)	45%	55%	Average Normal Curve Total Score (NCE Range: 1-99)	61%	62%

Students Tested	% Students Tested	Students Not Tested	% Students Not Tested
44	100%	0	0.0000%

**NSCAS Test Results:** The data below are from the Nebraska Students-Centered Assessment System (NSCAS) tests, which are given in the spring of each year to students in grades 3 through 8. The fact that results can swing so dramatically from one year to the next demonstrates the problem with basing ratings on a once a year test.

The following table shows the “Percent Proficient” on NSCAS English Language Arts (ELA), for students in grades 3, through 8 for All Students, and separated by Males, Females, and Students Eligible for Free and Reduced Meals. The NSCAS results below include only students in grades 3-8.

NSCAS ELA* Year	All Students		Males		Females		Students eligible for free and reduced lunch	
	Palmer	Nebraska	Palmer	Nebraska	Palmer	Nebraska	Palmer	Nebraska
2016-2017	43%	51%	48%	47%	37%	55%	37%	35%
2017-2018	49%	51%	45%	47%	55%	55%	47%	35%
2018-2019	68%	52%	62%	48%	37%	56%	62%	36%

\* New assessments aligned to the NCC Ready Standards were first administered in 2016-2017 for ELA.

The following table shows the “Percent Proficient” on NSCAS math for students in grades 3-8.

NSCAS Math* Year	All Students		Males		Females		Students eligible for free and reduced lunch	
	Palmer	Nebraska	Palmer	Nebraska	Palmer	Nebraska	Palmer	Nebraska
2017-2018	63%	51%	59%	51%	69%	50%	67%	34%
2018-2019	74%	52%	71%	52%	78%	52%	69%	35%

\* New assessments aligned to the NCC Ready Standards were first administered in 2017-2018 for Math.

Due to all juniors taking the ACT test, the NSCAS Science tests were given only to students in grades 5 and 8 starting in 2016-2017.

NSCAS Science Year	All Students		Males		Females		Students eligible for free and reduced lunch	
	Palmer	Nebraska	Palmer	Nebraska	Palmer	Nebraska	Palmer	Nebraska
2015-2016	74%	72%	78%	73%	67%	71%	66%	56%
2016-2017	44%	70%	57%	71%	33%	69%	46%	55%
2017-2018	56%	68%	59%	68%	53%	67%	44%	52%
2018-2019	81%	66%	78%	66%	86%	65%	81%	50%

**AQuESTT Ratings:** Beginning with the 2014-15 school year, the State Board of Education and the Nebraska Department of Education used a new accountability system — Accountability for a Quality Education System, Today and Tomorrow (AQuESTT) – to classify schools and districts on state test scores, graduation rates, student participation rates as well as year-to-year improvement and growth. Updates were implemented in the 2017-18 school year due to the federal ESSA, updated college and career readiness standards and assessments, and the State Board Strategic Vision and Direction.

A school’s “Status” rating is calculated by combining the percentage of students who are proficient in math with the percent of students who are proficient in ELA. This combined proficiency indicates a school’s initial performance level of Excellent, Great, Good, or Needs Improvement. A school’s classification Status rating can be adjusted up or down depending on several other factors, such as those listed above. The 2018-19 AQuESTT classifications are shown on the following pages for the district, elementary (grades 3-6), middle school (grades 7-8), and high school (grade 11).

# Palmer Public Schools

Schools in District	2
State Board District	6
Educational Service Unit	7
Legislative District	34

Classification

EXCELLENT

**GREAT**

GOOD

NEEDS IMPROVEMENT



## Beginning Status

**GREAT**

NSCAS English Language Arts & Mathematics Proficiency

### SUCCESS, ACCESS, AND SUPPORT

### TEACHING, LEARNING, AND SERVING



**Positive partnerships, Relationships, and Success**  
**In Development!**



**College, Career, and Civic Ready**  
**In Development!**



#### Transitions

Four-year Graduation  
Extended Graduation



100%  
96%



#### Assessment

Individual Score Growth  
Score Improvement  
Non-Proficiency Reduction  
Science Proficiency Status  
Science Score Improvement



70%  
Yes  
Yes  
69%  
Yes

AQuESTT uses 2016-2017 graduation rates



#### Educational Opportunities and Access

Chronic Absenteeism Reduction No  
Progress Towards EL Proficiency N/A



#### Educator Effectiveness

**In Development!**



#### Evidence-Based Analysis

Not eligible for Adjustment  
EBA Total Score 110 / 120

### Final AQuESTT Classification

EXCELLENT

**GREAT**

GOOD

NEEDS IMPROVEMENT

2018-2019

AQuESTT Classification

# Palmer Elementary School

## Elementary School Classification

EXCELLENT	<b>GREAT</b>	GOOD	NEEDS IMPROVEMENT
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School District	Palmer Public Schools
State Board District	6
Educational Service Unit	7
Legislative District	34



### Beginning Status

<b>GREAT</b>
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NSCAS English Language Arts & Mathematics Proficiency

### SUCCESS, ACCESS, AND SUPPORT



Positive partnerships,  
Relationships, and Success  
**In Development!**



#### Transitions

Four-year Graduation  
Extended Graduation



N/A  
N/A

AQuESTT uses 2016-2017 graduation rates



#### Educational Opportunities and Access

Chronic Absenteeism Reduction N/A  
Progress Towards EL Proficiency N/A



### TEACHING, LEARNING, AND SERVING



College, Career, and Civic  
Ready  
**In Development!**



#### Assessment

Individual Score Growth  
Score Improvement  
Non-Proficiency Reduction  
Science Proficiency Status  
Science Score Improvement



75%  
Yes  
Yes  
83%  
Yes



#### Educator Effectiveness

**In Development!**



### Evidence-Based Analysis

Not eligible for Adjustment  
EBA Total Score 107 / 120

### Final AQuESTT Classification

EXCELLENT	<b>GREAT</b>	GOOD	NEEDS IMPROVEMENT
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2018-2019

AQuESTT Classification

# Palmer Junior-Senior High

## High School Classification

EXCELLENT	<b>GREAT</b>	GOOD	NEEDS IMPROVEMENT
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School District

Palmer Public Schools

State Board District 6

Educational Service Unit 7

Legislative District 34



### Beginning Status

<b>GREAT</b>
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NSCAS English Language Arts & Mathematics Proficiency

### SUCCESS, ACCESS, AND SUPPORT



Positive partnerships, Relationships, and Success  
**Coming in 2019!**



#### Transitions

Four-year Graduation  
Extended Graduation



### TEACHING, LEARNING, AND SERVING

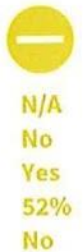


College, Career, and Civic Ready  
**Coming in 2019!**



#### Assessment

Individual Score Growth  
Score Improvement  
Non-Proficiency Reduction  
Science Proficiency Status  
Science Score Improvement



AQuESTT uses 2016-2017 graduation rates



#### Educational Opportunities and Access

Chronic Absenteeism Reduction No  
Progress Towards EL Proficiency N/A



#### Educator Effectiveness

**Coming in 2019!**



#### Evidence-Based Analysis

Not eligible for Adjustment  
EBA Total Score 111 / 120

### Final AQuESTT Classification

EXCELLENT	GREAT	GOOD	NEEDS IMPROVEMENT
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2018-2019

AQuESTT Classification

# Palmer Junior-Senior High

## Middle School Classification

School District  
Palmer Public Schools  
State Board District 6  
Educational Service Unit 7  
Legislative District 34

EXCELLENT

GREAT

GOOD

NEEDS IMPROVEMENT



### Beginning Status

GREAT

NSCAS English Language Arts & Mathematics Proficiency

### SUCCESS, ACCESS, AND SUPPORT



Positive partnerships, Relationships, and Success  
Coming in 2019!



Transitions  
Four-year Graduation  
Extended Graduation

—  
N/A  
N/A

AQuESTT uses 2016-2017 graduation rates



Educational Opportunities and Access  
Chronic Absenteeism Reduction Yes  
Progress Towards EL Proficiency N/A

—



Evidence-Based Analysis  
Not eligible for Adjustment  
EBA Total Score 108 / 120

### TEACHING, LEARNING, AND SERVING



College, Career, and Civic Ready  
Coming in 2019!



Assessment  
Individual Score Growth 62%  
Score Improvement Yes  
Non-Proficiency Reduction Yes  
Science Proficiency Status 78%  
Science Score Improvement Yes

—  
62%  
Yes  
Yes  
78%  
Yes



Educator Effectiveness  
Coming in 2019!

### Final AQuESTT Classification

EXCELLENT	GREAT	GOOD	NEEDS IMPROVEMENT
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The table below shows the Full-Time Equivalency (FTE) count of teachers for Palmer Public Schools over the past three years. Palmer has gradually added to the total teaching FTE over the last few years to accommodate growing student enrollment.

Years	Total Teacher Count		Total Teachers with Master's Degrees		Percentage of Teachers with Master's Degrees	
	State	Palmer	State	Palmer	State	Palmer
2016-2017	23,322	23.90	12,922	12	54.14%	46.15%
2017-2018	23,492	24.08	13,199	11	54.92%	42.31%
2018-2019	23,702	24.08	13,570	14	55.99%	53.85%

The table at right shows both Average Years Experience and Average Salary for teachers in Palmer and the state average. Average teacher salaries in comparison to the state change accordingly as Palmer's average years of experience increases or decreases; and as the percentage of Masters Degrees increases or decreases.

Years	Average Years Experience		Average Teacher Salary	
	State	Palmer	State	Palmer
2016-17	14.09	12.65	\$52,534	\$46,975
2017-18	14.03	13.31	\$54,422	\$48,676
2018-19	14.01	14.15	\$54,601	\$50,612

### FINANCES: GENERAL FUND BUDGET, TAX LEVY, TAX ASKING

The largest single source of receipts for the District is property tax. The table at right shows the District's assessed valuation with a breakdown by county over the past four years, with this year's assessed valuation decreasing 5.01%.

County	Assessed Valuation			
	2016-17	2017-18	2018-19	2019-20
Howard	\$42,974,926	\$42,959,236	\$42,306,734	42,019,598
Merrick	\$195,378,125	\$197,451,682	\$195,398,909	184,319,139
Nance	\$82,914,112	\$86,136,478	\$85,580,937	80,745,750
Total	\$321,267,163	\$326,547,396	\$323,286,580	307,084,487
% Increase	8.71%	1.64%	(-1.0%)	(-5.01%)

The table at right shows the General Fund budget requirements for the past three fiscal years as well as the current year. The General Fund

	2016-17	2017-18	2018-19	2019-20
General Fund	\$4,511,500	\$4,692,500	\$4,727,738	\$4,893,208
Cash Reserve	\$1,544,936	\$937,136	\$772,913	\$906,665
Total Requirement	\$6,056,436	\$5,629,636	\$5,500,651	\$5,799,873
Expenditures	\$3,898,789	\$4,296,327	\$4,204,859	

is the District's day-to-day operating fund and does not include fiduciary funds such as those used to support activities (Activity Fund) and the Nutrition Fund, or the Bond Fund and Special Building Fund. The difference between budgeted amounts and audited expenditures is due to unforeseeable expenses over the course of the budget year, cash flow requirements, and varying needs for transfers from the General Fund and other funds within the General Fund, reflected as expenditures from the General Fund.

The table below shows the property tax rates, by fund, for the past three fiscal years and for the current year, as well as a calculation of the amount by which each levy changed. Note: Levies are expressed in dollars and cents per \$100 of valuation.

Fiscal Year	General Fund Levy	Bond Fund Levy	Special Building Fund Levy	QCPU Fund Levy	Total	Levy Change	Percent Levy Change
2016-2017	0.81681	0	0	.052	0.86881	-.13519	-13.47%
2017-2018	0.769607	0	0.036	0.025022	0.830629	-.038181	-4.39%
2018-2019	0.793312	0	0.025531	0.020163	0.839006	.008377	1.0%
2019-2020	0.835169	0	0.025621	0.031344	0.892134	.053128	6.3%

The table at right shows the recent history of the tax amounts the district has asked in support of Palmer Public Schools. The All Other Funds amount includes the General Fund

Tax Asking	2016-17	2017-18	2018-19	2019-20
Bonds	\$167,060	\$81,708	\$0	\$0
All Other Funds	\$2,624,141	\$2,630,689	\$2,712,397	\$2,739,604
Total Asking	\$2,791,201	\$2,712,397	\$2,712,397	\$2,739,604

asking as well as the Special Building and Qualified Capital Purpose Undertaking Fund (QCPUF) asking for debt payments.

The District’s State Aid over the last four years is presented below. State aid to Palmer Public Schools decreased for years before rebounding in 2018-19. The decreases can be attributed to state budget cuts, and increases in property valuations, which increased the amount of local resources calculated in the state aid formula. During the 4-year period portrayed, State Aid decreased 8.38% before going back up in 2018-19. In 2015-16, the district became a “Non-equalized” district, meaning we receive no State Aid for equalization. The district currently receives state aid only for option enrollment students and the income tax rebate.

<b>Fiscal Year</b>	<b>State Aid</b>	<b>Difference</b>	<b>% Change from previous</b>
2016-2017	\$857,588	-\$9,787	-1.13%
2017-2018	\$785,732	-\$71,856	-8.38%
2018-2019	\$915,310	\$129,578	16.49%
2019-2020	\$1,002,182	\$86,872	9.5%

When state aid has decreased, the cost of education has not. Some of this cost is due to increased personnel costs, but costs associated with increased data tracking and reporting requirements cannot be overlooked.

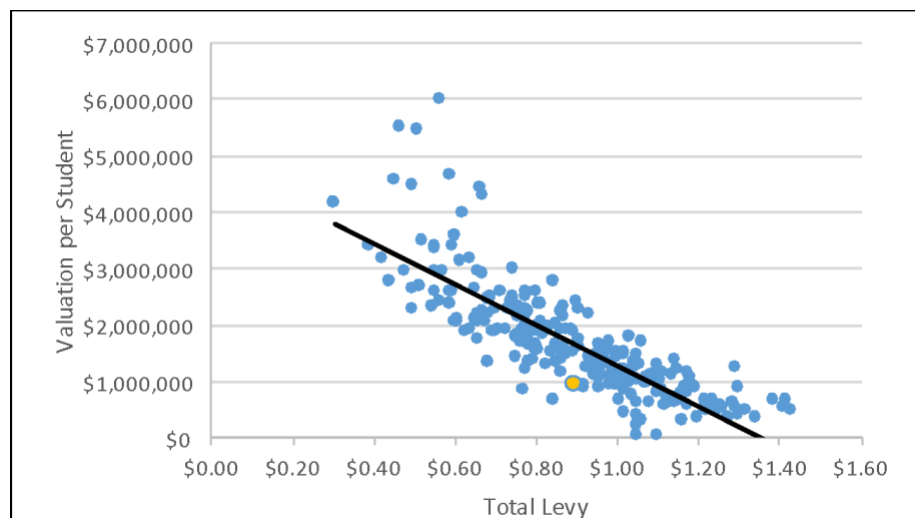
<b>FSY 2015-16</b>		<b>Funding Source</b>	<b>FSY 2018-19</b>	
<b>% Total</b>	<b>Received</b>		<b>Received</b>	<b>% Total</b>
64.4%	\$ 2,644,429	Local Sources	\$ 2,384,072	59.2%
0.28%	\$ 11,608	County/ESU Sources	\$ 19,056	0.47%
32.2%	\$ 1,323,329	State Sources	\$ 1,441,337	35.8%
3.0%	\$ 123,748	Federal Sources	\$ 171,870	4.3%
0.11%	\$ 4,421	Non Revenue	\$ 7,758	0.19%
<b>Total</b>	<b>\$ 4,107,535</b>	<b>Total Receipts</b>	<b>\$ 4,024,093</b>	<b>Total</b>

In comparing 2016 receipts to 2019 receipts, we see the level of support from each source remained relatively stable, with local support decreasing slightly and state support increasing slightly. The cost associated with the federal and state requirements for data tracking, assessment, and reporting continued to increase. When state and/or federal support decreases, the local sources necessarily increase to make up the difference in required funding.

Per pupil expenditures (PPE) can be affected by a number of factors including fluctuations in enrollment and General Fund expenditures as well as depreciation on the building and equipment in addition to transfers to the Depreciation Fund. Palmer’s overall PPE consistently remains near the statewide average and below that for schools of comparable size. Per Pupil Expenditure varies only slightly from “General Fund Operating Expenditures per Formula Student,” a critical component in the State Aid funding formula. The GFOE for the next nine larger and next nine smaller schools in the state for 2018-19 are portrayed at right. Unique circumstances (poverty, transportation needs, Special Education...) can have a dramatic effect on a district’s budget and should be considered when comparing such data.

District	Formula Students	Adjusted GFOE Per Formula Student
SOUTHWEST	277.23	16,721
BANCROFT-ROSALIE	281.14	10,565
PLEASANTON	282.06	10,719
LOUP CITY	282.17	16,896
BURWELL	285.32	14,639
HITCHCOCK CO	291.82	10,950
PENDER	291.89	16,217
WEEPING WATER	294.09	14,550
PLAINVIEW	294.92	15,209
<b>PALMER</b>	<b>296.21</b>	<b>12,606</b>
MAXWELL	296.58	12,460
FULLERTON	296.68	13,998
CAMBRIDGE	300.81	12,850
DUNDY CO STRATTON	305.09	14,933
HTRS	309.09	19,051
CROFTON	310.16	14,492
BOYD COUNTY	312.43	16,036
BLUE HILL	312.54	13,327
ELM CREEK	319.68	12,173

A district's amount of valuation per student and its levy are inversely proportional, that is, as one goes up the other goes down. The graph at right shows this with the dots representing every school district in the state for 2018-19. The valuation per student ratio is on the left side of the graph and the total levy on the bottom. The Palmer School District (in orange)



District (in orange) has \$971,272 of valuation per student and an 89.2 cent levy, putting us below the trend line for district levies. This graph shows that the two main drivers of a district’s levy are the number of students enrolled and the amount of valuation in the district.

The total assets for the funds used by Palmer Public Schools for the past three years are portrayed below. Palmer Public Schools attempted to build reserves prior to 2017 in anticipation of continued funding cuts from other sources. That effort has mitigated increases in the tax asking to operate the district, but has caused total assets to decrease by 17% over the last two years.

<b>Fiscal Year</b>	<b>Governmental Funds</b>	<b>Fiduciary Funds</b>	<b>All Funds</b>
2016-2017	\$3,384,607	\$102,642	\$3,487,249
2017-2018	\$3,043,052	\$98,023	\$3,141,075
2018-2019	\$2,780,300	\$100,878	\$2,881,178

*Governmental Funds=Total Assets of The General Fund, Depreciation Fund, Employee Benefit Fund, Bond Fund, Special Building Fund and The Qualified Capital Purpose Undertaking Fund, School Nutrition Fund, Cooperative Fund*  
*Fiduciary Funds=Activities Fund*

# Palmer Public School

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Dear Parents/Guardians,

As some of you may be aware, the second semester Palmer Public Schools holds a competition that is based on interpersonal skills. We do this because we feel like this is a life skill that will benefit them in the real world. We work on these skills in all grades because we also realize that it is something that does not come naturally for all individuals and there is no better environment to work on these skills than their classrooms.

Starting in the younger grades you can observe students standing to give an answer to the question and looking at, not only their teacher, their peers who are also looking back at them. We call this tracking the speaker. It is a non-verbal skill that shows respect to the speaker. We also work on shaking hands, eye contact when shaking hands and communicating clearly.

The competition has our 9-12 students placed in a bracket that they have to demonstrate specific skills along the way. The winner is given a scholarship at the end so we are encouraging the students to put their best foot forward while participating. We bring in judges and also take kids off campus for this competition. If you are willing to participate as a judge (I promise it is painless) or have ideas as to how we can make it more challenging, please call the office and let us know. We are continuing to make this event better and better each year for our students!

Please note that we (PK-6) will NOT have school on February 5th! This day is set aside for parent-teacher conferences. If you haven't signed up online please do so or contact your child's teacher. We will also not have school February 21st so mark that on your calendars as well!

Testing season is just around the corner! In March we will start MAP assessments. These assessments are valuable to the district as it shows your child's growth over the course of the year as well as concepts that we still need to work on with them. We also use them as a guide for state assessments that take place in April.

Hopefully the winter/spring season of 2020 is better than 2019! 2019 may have been one for the record books but I prefer a much calmer spring semester than the one we were dealt last year. Stay warm/dry!

Sincerely,

Sherise Loeffelbein  
Pk-6 Principal  
Special Education Director



*"Mrs. Hammond! I'd know you anywhere from  
Little Billy's portraits of you."*

Parent-Teacher Conferences this 2nd Semester will be on February 5th starting at 4:00pm and ending at 8:00pm. This is the only day we will be having the conferences this spring so be sure to make time to come up and have conversations with your child's teachers. We believe these conferences are critical to their education as it's an excellent opportunity for you to sit down and have a conversation about their progress. No need to make an appointment. Just come up to the school cafeteria and see the teachers!!

I would like to remind the parents/guardians of school policy involving student absences. Each student is allowed 9 absences for the semester not counting any absences where a doctor slip is returned, a funeral they might attend and/or any school activity. If a student misses more than 9, they lose complete credit for a core class and lose credit on a sliding scale to 14 if it's an elective class. I encourage parents to make every effort to have your child here at school everyday possible.

I encourage everyone to come out and watch our athletes in action this winter. We have the hardest working group of athletes we've had in a long time. The Wrestling team fills almost all weight categories and have placed rather high in some quite large meets. Coach Glause expects the team to place as many athletes in the state competition as he's had in a long time. The Girls Basketball team is off to a 10-1 start and have been quite impressive with the effort they give out every time they play. The Boys Basketball team is off to a 7-4 start and have the capabilities to put up some quite large numbers. I would like to congratulate Coach Glause, Rolf and Penny for the skills it has taken to get their athletes to perform with 110% effort at all times. Come see the Tigers in action!!

Finally, I'd like to congratulate Mrs. Anna Sake for having 11 students qualify for the Wayne State Honor Band. Excellent job Mrs. Sake!!

Greg Morris  
Secondary Principal



## 8 to Great

If you were offered the formula for success, would you take it? If someone told you they knew the way to unlock your untapped potential and could show you the way to be more powerful, would you let them show you? If your answer is no to these questions, you must have all the success and power you will ever want or need. Most of us, however, would like to know these secrets. Here are eight steps that will help our students become great.

As mentioned before, 8 to Great consists of eight “High-ways”. They are:

1. **Get the Picture.** On this high-way, students learn that their attitude has everything to do with how successful they are. Students are encouraged to dream big and ask for what they want.
2. **Risk.** Students are encouraged to take risks, because with risk comes rewards. Truly successful people are the biggest risk-takers. (Of course, we encourage them to take risks that are “running to” not “running from”).
3. **Full Responsibility.** Students are encouraged to quit being “blamers and complainers” and take full responsibility for their lives.
4. **Feel All Your Feelings.** Shutting down feelings can cause us to self-destruct as well as unintentionally hurt those around us. In order to feel good, we have to feel all of our feelings.
5. **Honest Communication.** Students are shown how to listen with an open heart and clear understanding and how to ask others for what they want in a non-aggressive manner – resolve conflict in a non-aggressive way.
6. **Forgiveness of the Past.** Students find that when they learn the process of forgiveness, they can find freedom from the past, more energy, new insights, and greater peace.
7. **Gratitude for the Present.** Students are shown that there is always something to be grateful for – even when we are at our lowest. Students keep “Gratitude Journals” and write down 3 gratitudes every day – first thing in the morning. By doing this, students start out their day on a “high” because they know they have something to be grateful for.
8. **Hope for the Future.** Students will review the power and process of expecting the best. Students will take their focus off of what is and move on to what can be.

These are not only great lessons and reminders for the students, but there are some valuable takeaways for everyone to become great.

## Bader's Brilliant Second Graders By Kim Bader

With the school year half over, the second graders have learned a lot! During the first semester, we studied plant and animal relationships in Science. In math, we reviewed addition and learned 2-digit addition with regrouping. Second graders greatly improved their reading skills! In reading, we learned about drawing conclusions, making inferences and author's purpose. Writing has been one of our favorite subjects. So far this year, we have written real narratives, imaginary narratives, opinion and informative paragraphs. Second graders have started to learn cursive. Art and Social Studies provided more favorite activities for the students. The second half of the school year promises to be just as fun and full of learning!

## Mrs. Valasek's 3rd Grade Class



We have had the best semester. We have learned all about multiplication in Math to investigating our own culture in Social Studies. We have also currently learning about generalization in Reading and perfect squares in Math. This class consists of 11 girls and 9 boys. We are a very athletic and competitive group which makes learning games intense and fun. We are continually learning from each other and trying new things. Thank you for all of the support and love that you have shown our class. We love being with each other and working for each other as a team.

# 4th Grade Science

This year at Palmer we began using a new science curriculum called *Amplify*. *Amplify* gives the students the opportunity to take on the role of a scientist or engineer in order to investigate a real-world problem. They do a variety of investigations to collect data, they have many opportunities to collaborate with their team, read and analyze text, and form their solutions and understandings of how to solve the problem. *Amplify* challenges students to solve the mystery with

their own ideas and strategies. The students have been doing an excellent job with the challenges. In 4th grade, we will cover the following Units; Energy Conversions, Vision and Light, Earth's Features, and Waves, Energy, and Information. I am very impressed with this curriculum and can't wait to complete the other units! Pictured below, are pictures of the students discovering how to light up a lightbulb and motor with the use of solar panels! ~Mrs. Thompson



# Greetings from the Music Department!

Mrs. Sake

The students have been having a great year! Starting off we played at the State Fair, followed by multiple football home game appearances for pep band. Then in September/October we had 4 students tryout for Nebraska All State, with Reilly Donscheski and Rylan Niemoth being accepted into the All State Choir, Rylan as a first timer and Reilly as a second timer! Reilly also auditioned and was selected to sing at the NSAA State Volleyball tournament in Lincoln. Her audition was a part of 250 others who auditioned against her! Moving onto Harvest of Harmony, the band this year competed in Class C where they tied for 5<sup>th</sup> place! That is a huge accomplishment. If we would have competed in Class D, they would have come home with a 3<sup>rd</sup> place trophy! The Junior High band went to Minden Bandfest on October 19<sup>th</sup> and came home with multiple praises and a Superior Rating trophy! It was the first time participating in this parade that we came home with a trophy! Right before Christmas break, we received news that 11 of 16 students that tried out for Wayne State Honor Band were selected to perform at the end of January. Of those 16, there were also 3 alternates! Their competition included schools from all classes including some Lincoln and Omaha schools! Therefore, our students have been working hard to get their music worked up for their January 25<sup>th</sup> event! The students that were selected for this group were: Wind Ensemble, Faith Blauhorn and Arieanna Dominick, Symphonic Band: Clara Kunze, Gwyn Brown, Joslynn Donahey, Alyssa Bucknell, Rylan Niemoth, and Kynzi Muller (Keatan Haack-alternate), Junior High Ensemble: Makenna Mottl, Caleb Eilers, and Blaze Blauhorn (Savannah Glause and Marlea Donahey-alternates). Something that cannot be mentioned enough is the generosity of the Endowment Fund, Pinnacle Bank, and Performance Plus Liquids. Because of these committees and businesses, we were able to purchase brand new acoustical shells for our growing 30-person choir! Our music department is forever grateful, especially the students that give up their study hall to be able participate in such a large choir.

Events coming up:

Wayne State Honor Band-January 25<sup>th</sup>  
Wayne State Middle School Festival-March 10<sup>th</sup>  
Goldenrod Conference Music Contest-March 25<sup>th</sup>  
Neligh-Oakdale Elementary Honor Band-April 18<sup>th</sup>  
7-12 Spring Concert-April 21<sup>st</sup>  
District Music Contest-April 24<sup>th</sup>  
K-6 Spring Concert-April 27<sup>th</sup>  
Graduation-May 9<sup>th</sup>  
Memorial Day-May 25<sup>th</sup>  
Masonic All Star Marching Band-June 2<sup>nd</sup> – 5<sup>th</sup>

## Strength And Conditioning Mr. Sake

Palmer strength and conditioning has taken a step forward by incorporating new technology in the weight room. Since my arrival to Palmer I have always been thankful for our schools commitment to technology in the classroom. We can give our students opportunities that bigger schools just can't match. This year we have taken a leap forward in the weight room by utilizing ipads at every rack. This has increased our efficiency in delivering students their individual workouts as well as helped track student progress and stream line our "paperwork". It is important to note that we did not get here over night.

Palmer has been using an online program to deliver workouts for four years now. Mr. Wegner was instrumental in getting this going for our school. I on the other hand was actually resistant at first as I was attached the old way of printing workouts for each kid and having students manually write in what they do each day. I decided this year that we could take advantage of a few ipads the school already had. Using magnetic mounts that I discovered while attending the national conference for high school strength coaches, we could get each rack set up with its own screen. This would eliminate the need for students to bring their phones or computers on the weight room floor.

I think that this implementation has been a huge success so far. Students instinctively navigate the app and do a much better job of filling in what they are doing. This of course makes it easy for them to see their progress and works as a great motivation tool. PPS has an abundance of tech resources. It is my goal to take full advantage of this in the weight room, helping students reach their full potential.

## Dear Parents and Supporters of Palmer High School,

The Palmer High School parents have begun plans for this year's after Prom Party. The post prom party is for the Freshman through Senior classes of Palmer High and their dates. This special night provides a **safe, alcohol-free, drug-free and fun** environment for our students to spend the night after prom with friends.

We are reaching out to you with **the hopes that you will be able to support us in this endeavor**. Your donation would help to provide entertainment, games, prizes and food for all students present. We as a community, have an obligation to provide a safe and wholesome atmosphere for our children and young adults. Communities across the nation have successfully presented exciting and safe parties for high school students to attend following their proms. Palmer High School has joined the movement to provide a sensible and enjoyable alcohol and drug free alternative celebration following prom. This is an ambitious project, but the statistics relating to teen alcohol related deaths and deaths in our community underscore the importance of this endeavor. Our After Prom Party will begin at 12:30 a.m. and concludes at 3:30 a.m. We would like to end with prizes and a nice breakfast for the kids.

Any contribution of money, food, or gift certificates would be greatly appreciated. We are grateful for any monetary donation, and we have included a form to be completed and returned by February 15, 2020. We thank you for your dedication and generosity to PHS.

Sincerely,

The 2018 After Prom Committee

Chris Wichmann 308-730-0120

Traci Reimers

Jen Kunze

Eudora Weller

Kristin Reimers

\_\_\_\_\_ Yes, I would like to be a sponsor of the 2020 Palmer High School After Prom Party. I have checked the level of sponsorship and enclosed a check made payable to CFAPP. (Chemical Free After Prom Party)

\_\_\_\_\_ Gold Donor \$500

\_\_\_\_\_ Silver Donor \$250 – 499

\_\_\_\_\_ Bronze Donor \$100-249

\_\_\_\_\_ Friend of PHS Donor \$25-99

Name \_\_\_\_\_ Phone \_\_\_\_\_

Forms may be returned via mail to:

Palmer High School CFAPP

PO Box 248

Palmer, NE 68864

Or you may contact: Chris Wichmann 308-730-0120 or [wichmannc@hamilton.net](mailto:wichmannc@hamilton.net).