



Palmer Public School



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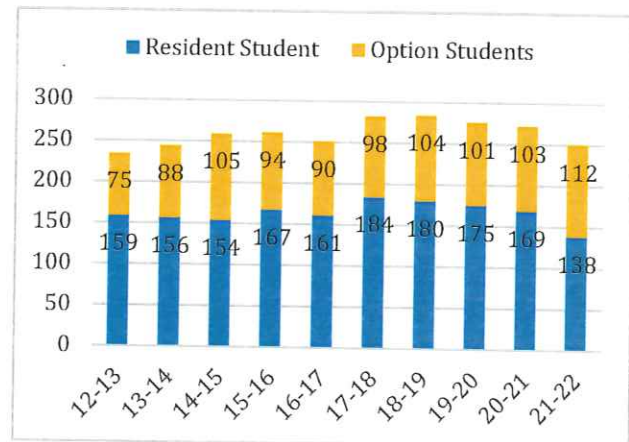
2022 ANNUAL REPORT

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 2021-22 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.

During the ten-year period portrayed in the chart, the enrollment count of resident students has remained relatively stable, and the option student enrollment count has risen, resulting in an overall increase in enrollment of 7%. The percentage of the total student population who are Enrollment Option students has increased during this time period from 32% of the students enrolled in 2012 to 44% in 2021. 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 2021-22 school year. In grades K-12, there are an average of 19.2 students per grade. With two class sections of preschool and kindergarten, the average class size in the elementary is 17.3 students. Including paraprofessionals, there are 12.2 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 21-22 | Grade | Students Enrolled 21-22 |
|--------------------|-------------------------|---------------|-------------------------|
| PreK | 40 | 7th | 24 |
| Kdg | 33 | 8th | 20 |
| 1st | 24 | 9th | 17 |
| 2nd | 21 | 10th | 15 |
| 3rd | 22 | 11th | 19 |
| 4th | 28 | 12th | 20 |
| 5th | 22 | | |
| 6th | 18 | | |
| Elem Total 208 | | Sec Total 115 | |
| District Total 323 | | | |

DEMOGRAPHIC COMPARISONS

| | Nebraska | Palmer |
|------------------------------|----------|--------|
| Free/Reduced Lunch | 41.31% | 43.03% |
| English Language Learners | 7.76% | 1.2% |
| Special Education Percentage | 15.92% | 11.31% |
| School Mobility Rate | 5.51% | 2.47% |
| Highly Mobile Students | 4.22% | 4.89% |
| Graduation Rate | 86.86% | 94.11% |
| Attendance Rate | 92.28% | 96.36% |
| Dropout Rate | 1.6% | 0.87% |

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

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 2021-22 school year than the state average.

Graduation rates are calculated on a cohort basis, which is calculated by dividing the number of students entering 9th 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

Due to the COVID-19 pandemic, the Nebraska Department of Education cancelled the 2019 - 2020 assessments. Nebraska administered assessments in the spring of 2021 as one of a number of strategies to better understand how students who tested are performing academically as part of our COVID-19 academic recovery efforts. Information gleaned from Nebraska Student Centered Assessment System (NSCAS) helps identify areas where we most need to accelerate learning opportunities for our students.

Direct comparisons of assessment data with previous years is not appropriate for many reasons:

- Changing nature of NSCAS Summative (movement to through-year adaptive)
- COVID impact on 2019-20 and 2020-21 school years:
 - Inability to accurately administer assessments to test students remotely
 - Uncertainty of impacts on teaching & learning.
 - Mixture of remote, in-person, and hybrid learning.

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

| NSCAS ELA | All Students | | Males | | Females | | Students eligible for free/reduced lunch | |
|-----------|--------------|----------|--------|----------|---------|----------|--|----------|
| | Palmer | Nebraska | Palmer | Nebraska | Palmer | Nebraska | Palmer | Nebraska |
| 2020-21 | 59% | 48% | 61% | 45% | 56% | 51% | 58% | 33% |
| 2021-22 | 55% | 47% | 54% | 44% | 57% | 50% | 58% | 31% |

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

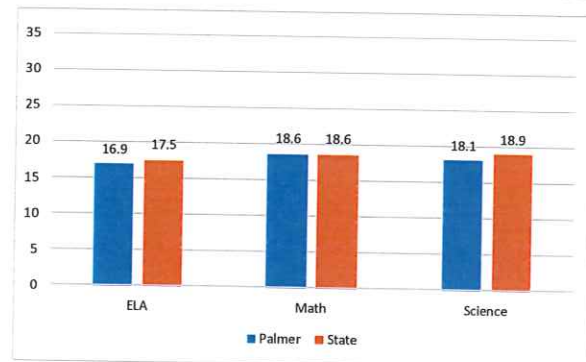
| NSCAS Math | All Students | | Males | | Females | | Students eligible for free/reduced lunch | |
|------------|--------------|----------|--------|----------|---------|----------|--|----------|
| | Palmer | Nebraska | Palmer | Nebraska | Palmer | Nebraska | Palmer | Nebraska |
| 2020-21 | 49% | 46% | 53% | 47% | 44% | 45% | 48% | 29% |
| 2021-22 | 53% | 46% | 52% | 47% | 54% | 45% | 50% | 28% |

In 2020-21, the NSCAS Science test for 5th and 8th graders was a pilot test only and no results were reported. The NSCAS Science test is only given in 5th and 8th grades.

| NSCAS Science | All Students | | Males | | Females | | Students eligible for free/reduced lunch | |
|---------------|--------------|----------|--------|----------|---------|----------|--|----------|
| | Palmer | Nebraska | Palmer | Nebraska | Palmer | Nebraska | Palmer | Nebraska |
| 2021-22 | 79% | 66% | 78% | 66% | 79% | 67% | 84% | 51% |

ACT Test Results: The graph at right shows a four-year average performance history for Palmer students on the ACT with comparative data for the entire state. Like NSCAS, the ACT was not given in 2019-20. Beginning in 2017, the ACT test was required for all juniors in Nebraska. The ACT is a curriculum-based achievement test made up separate exams in English, reading, writing, 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.

ACT SCORE COMPARISON – 4 YEAR AVERAGE



FACULTY AND STAFF

The table below shows the Full-Time Equivalency (FTE) count of teachers for Palmer Public Schools over the past three years, along with the number and percentage of teachers who have earned advanced degrees.

| Years | Total Teacher Count | | Total Teachers with Master's Degrees | | Percentage of Teachers with Master's Degrees | |
|-----------|---------------------|--------|--------------------------------------|--------|--|--------|
| | State | Palmer | State | Palmer | State | Palmer |
| 2019-2020 | 23,856 | 23.51 | 13,374 | 10.51 | 56.06% | 44.70% |
| 2020-2021 | 23,985 | 25.51 | 13,635 | 12.50 | 56.85% | 49.00% |
| 2021-2022 | 23,692 | 25.70 | 13,831 | 10.70 | 57.72% | 41.63% |

The table at right shows both Average Years Experience and Average Salary for teachers in Palmer and the state average. Average teacher

| Years | Average Years Experience | | Average Teacher Salary | |
|---------|--------------------------|--------|------------------------|----------|
| | State | Palmer | State | Palmer |
| 2019-20 | 13.96 | 13.36 | \$55,479 | \$52,204 |
| 2020-21 | 13.95 | 13.15 | \$56,582 | \$53,385 |
| 2021-22 | 13.94 | 12.59 | \$57,536 | \$53,556 |

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.

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 increasing just 1.7%.

| County | Assessed Valuation | | | |
|----------|--------------------|---------------|---------------|---------------|
| | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
| Howard | \$42,019,598 | \$43,171,433 | \$43,031,232 | \$44,500,564 |
| Merrick | \$184,319,139 | \$177,993,373 | \$182,274,249 | \$189,827,490 |
| Nance | \$80,745,750 | \$77,803,030 | \$78,210,940 | \$74,548,375 |
| Total | \$307,084,487 | \$298,967,836 | \$303,516,421 | \$308,876,429 |
| % Change | (-5.01%) | (-2.64%) | 1.52% | 1.76% |

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 is the

| | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|-------------------|-------------|-------------|-------------|-------------|
| General Fund | \$4,893,208 | \$5,162,334 | \$5,291,392 | \$5,451,034 |
| Cash Reserve | \$906,665 | \$629,209 | \$720,350 | \$1,382,440 |
| Total Requirement | \$5,799,873 | \$5,791,543 | \$6,011,742 | \$6,833,474 |
| Expenditures | \$4,261,293 | \$4,266,005 | \$4,782,308 | |

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 |
|-------------|-------------------|----------------|----------------------------|----------------|----------|-------------|---------------------|
| 2019-2020 | 0.835169 | 0 | 0.025621 | 0.031344 | 0.892134 | .053128 | 6.3% |
| 2020-2021 | 0.872751 | 0 | 0.0274 | 0.04105 | 0.941201 | .049067 | 5.5% |
| 2021-2022 | 0.894569 | 0 | 0.026989 | 0.042076 | 0.963634 | .022432 | 2.38% |
| 2022-2023 | 0.908484 | 0 | 0.015048 | 0.048189 | 0.971721 | .008087 | 0.84% |

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

| Tax Asking | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|-----------------|-------------|-------------|-------------|-------------|
| Bonds | \$0 | \$0 | \$0 | \$0 |
| All Other Funds | \$2,739,604 | \$2,813,891 | \$2,924,791 | \$3,001,419 |
| Total Asking | \$2,739,604 | \$2,813,891 | \$2,924,791 | \$3,001,419 |

The District's State Aid over the last four years is presented at right. 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. From 2015 to 2020, the district was "Non-equalized", meaning we received no State Aid for equalization, and received state aid only for option enrollment students and the income tax rebate. Starting in 2020-21, the district again received equalization aid due to decreases in property valuations which decreased the amount of local resources.

| Fiscal Year | State Aid | Difference | % Change from previous |
|-------------|-------------|------------|------------------------|
| 2019-2020 | \$1,002,182 | \$86,872 | 9.5% |
| 2020-2021 | \$1,295,638 | \$293,456 | 29.28% |
| 2021-2022 | \$1,417,873 | \$122,235 | 9.4% |
| 2022-2023 | \$1,443,890 | \$26,017 | 1.83% |

In comparing 2019 receipts to 2022 receipts, we see the level of support from each source remained relatively stable, with local support decreasing and state and federal support increasing. The cost associated with the federal and state requirements for data tracking, assessment, and reporting continued to increase. The increase in federal funding is due to covid-relief aid from the CARES act, the COVID relief package, and the American Rescue Plan.

| FSY 2018-19 | | Funding Source | FSY 2021-22 | |
|-------------|-------------|--------------------|-------------|---------|
| % Total | Receipted | | Receipted | % Total |
| 59.2% | \$2,382,045 | Local Sources | \$2,609,693 | 52.2% |
| 0.47% | \$19,056 | County/ESU Sources | \$18,342 | 0.4% |
| 35.8% | \$1,441,337 | State Sources | \$1,918,471 | 38.3% |
| 4.3% | \$171,870 | Federal Sources | \$453,098 | 9.1% |
| 0.19% | \$7,708 | Non Revenue | \$2,291 | 0.04% |
| Total | \$4,022,016 | Total Receipts | \$5,001,895 | Total |

Per pupil expenditures (PPE) can be affected by a number of factors including fluctuations in enrollment and General Fund expenditures, number of building sites and depreciation on the building and equipment, and 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 ten larger and next ten smaller schools in the state for 2021-22 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 |
|-------------------|------------------|-----------------------------------|
| East Butler | 267.7 | \$ 22,748 |
| Weeping Water | 269.3 | \$ 17,851 |
| Creighton | 271.2 | \$ 16,296 |
| Pawnee City | 271.3 | \$ 13,910 |
| Dundy Co Stratton | 273.2 | \$ 16,491 |
| Burwell | 277.6 | \$ 14,271 |
| Axtell | 278.5 | \$ 15,498 |
| Central Valley | 279.6 | \$ 23,677 |
| Blue Hill | 285.1 | \$ 16,911 |
| Bancroft Rosalie | 287.0 | \$ 11,384 |
| Palmer | 287.6 | \$ 12,635 |
| Hitchcock Co | 290.8 | \$ 12,348 |
| Loup City | 296.6 | \$ 14,968 |
| Fullerton | 297.7 | \$ 14,874 |
| Pleasanton | 299.3 | \$ 10,020 |
| Boyd Co | 308.6 | \$ 14,970 |
| Johnson Brock | 317.5 | \$ 11,253 |
| Arapahoe | 321.8 | \$ 13,345 |
| Plainview | 322.1 | \$ 14,839 |
| Bayard | 324.8 | \$ 15,605 |
| Sutherland | 330.1 | \$ 13,341 |

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 in anticipation of continued funding cuts from other sources. That effort has mitigated increases in the tax asking to operate the district.

| Fiscal Year | Governmental Funds | Fiduciary Funds | All Funds |
|-------------|--------------------|-----------------|-------------|
| 2019-2020 | \$2,632,372 | \$130,505 | \$2,762,877 |
| 2020-2021 | \$2,724,600 | \$111,734 | \$2,836,334 |
| 2021-2022 | \$3,207,355 | \$82,396 | \$3,289,751 |

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



Thankful all year around!-Mrs. Loeffelbein

Above are a few of our 3rd grade students that made/decorated balloons for their very own Macy's day parade! They were all so creative with their designs! Below are our kindergarten and first grade turkeys! They were all so proud of their costumes!



Also above (right), is a classroom transformation that Mrs. Thompson and Mrs. Gunther (student teacher) created at the end of their middle ages! I am not certain if the fourth graders or the teachers had more fun but the excitement was contagious. If you see a fourth grader you will have to ask them about their day!

Creativity spews out of our classrooms with outside of the box enhancements to lessons. Some are more elaborate than others at times but it truly is amazing the work that is done to make learning fun for our students. I am so thankful and proud of our staff for their daily efforts that go above and beyond what is 'expected'. The best part is when staff are having fun it flows over to the students learning. You can hear it when you walk down the hallway!



With Thanksgiving upon us and Christmas around the corner, it's that time of year where we all need to be thankful for what we have. I'm very thankful for the culture and fun environment that has been built here at Palmer Schools. It is just an amazing place to work. I'm very thankful for the Secondary faculty that I work with every day. They are not only caring and gifted educators but a delightful group that makes me smile everyday. Here's to

an awesome 2022 and my wishes are that 2023 is even better.

The winter sports season has just started with the Junior High Wrestlers off to many wins and the Junior High Girls Basketball team is undefeated at this writing. Good things are coming from these fine athletes. The Boys and Girls Basketball teams start up on December 1st and the Wrestling team starts on December 3rd. Come out and watch our student athletes as it's always a good time.

On December 20th, we will have our annual K-12 Christmas Concert. Everyone in the community is invited to hear Mrs. Sake and her students perform. The music program was recently awarded with a plaque from the Nebraska Music Education Association for having 55% of our students in the music program. Congratulations to the students and Mrs. Sake for this award. We'd also like to congratulate Eryn Gregoski for being named an alternate for the Junior High All-State Band. She was the only Class D student to qualify. Now that's an honor!!

From the staff at Palmer High School, we wish you the best holiday season possible.

Greg Morris
Secondary Principal
Activities Director



NOTES FROM THE OFFICE

*When informing the school that your child will be absent, it is important that you call the office and let us know the reason for your child being gone -> even if you have already informed their teacher.

*If there is a bus change for your child in the morning/afternoon, it is important that you call/email the office 30 min before their pickup time and before 2:30PM and let us know.

*High School students are not allowed to call themselves out as tardy/absent!

*High School students are responsible for filling out a sign out sheet if they know they are going to be gone at any point in the school day for an appointment/school activity/vacation/etc. They are to turn in their sign out sheets to the office 1 day prior to being gone.

*If you move, please call the office and give us your updated address. Or update your information on PowerSchool.

*You can add funds to your child's lunch account online through efunds, or by sending money to the front office. If you need help setting up efunds, you can call us!

Thank you thank you!!! ♥ Mrs. Forbes / Mrs. Lane
office@palmer.esu7.org - 308-894-3065



December/January 2022-2023

Counselor's Corner



Hello all!

Hectic schedules can drain your energy and keep you so busy that you often forget to take care of yourself both physically and emotionally. Take a moment to stop and think about what you need to do enable you to perform at your very best. Regular self-care can improve your well-being and self-esteem. It also increases resiliency that you need to help bounce back when problems come up in your life. So what does self-care look like, what can you do?

- 1) **Tell yourself that you do matter;** and because you matter it is important to spend time and energy on helping yourself feel better. Self-care is finding a way to build yourself up.
- 2) **Be extra nice to yourself.** Do things that you enjoy and that help you to relax and unwind.
- 3) **Be patient with yourself.** Accept that you will make mistakes, know that you can't please everyone, and allow time to grieve. Know that things will get better, even if it takes a while.
- 4) **Invest in yourself.** Follow your dreams. Study things that interest you.
- 5) **Recognize when you are in over your head.** This could include working with a therapist, talking to a trusted adult, or going to a support group.
- 6) **Say no to situations or people that you know could trigger you in a negative way.** Self-care means that you protect yourself so you can build a stronger future self.
- 7) **Focus forward.** Self-care means moving ahead, not looking back. Making goals for tomorrow or next week are your first step toward the future.
- 8) **Be proud of yourself.** Declare victory when things go well. Recognize when you make good choices, or when you succeed at something that you have been working toward.

As always, if you have any questions or concerns, please do not hesitate to reach out to me at cvalasek@palmer.esu7.org or call 894-3065.

Mrs. Valasek

COUNSELOR'S



CORNER

Asia Trout
7-12 School Counselor



College Readiness



- + **Financial Aid:** If you haven't yet, now is a good time to apply for the FAFSA. If you need any help with this process please contact me.
- + **Scholarships:** Scholarship deadlines are approaching quickly. Seniors please check your email and my website for scholarship opportunities.

Mark your calendar



December 8th: All sophomores and any juniors who are interested in construction, manufacturing, drafting, automotive, aviation, engineering, wind energy, or information technology will be able to tour Career Pathways Institute and apply to take classes in those areas there.

Self- Care



With the holiday seasons things can become a bit more overwhelming than usual. It is important to make sure you are taking care of yourself physically and emotionally. What are different ways you can take care of yourself during this stressful time?

- Get enough sleep, schedule some down time for yourself, and make sure you are properly nourishing your body with healthy foods.
- Take a break from social media. This will help with not feeling like things need to be perfect for the holidays.
- Go for a walk or get a workout in. Movement gets the blood flowing and brings your attention to the present moment (instead of worrying about the past or future). It doesn't have to be a long run, but it should be something you enjoy, even if it's just dancing to your favorite playlist in your room.

First Grade Fun!

By Becky Meyer and Sheryl Norman, First Grade Teachers

The Palmer First Graders have enjoyed several fun-filled days of learning, laughter, and memory-making during the 1st semester of school.



On October 6th, the First grade classes joined the Kindergarten and 2nd Grade classes for a busy day at Helgoth's Pumpkin Patch. Students enjoyed playing on the zipline, riding the train, going through the Haunted House, and most of all, riding the hayrack to pick out our pumpkins!



On October 20th, the First Grade class had a field trip to Grand Island. We began the morning by enjoying a sack lunch and playing at Kids' Kingdom. The afternoon included a trip to Stuhr Museum where students learned about the Pawnee Indians. Students were able to build a teepee and learn about the life of Pawnee children. Students were also able to learn about the Union Pacific railroad and tour a train car.



THANKFUL

The Kindergarten and First Grade classes recently gathered together for their annual Friendship Feast. The students feasted on jerky, summer sausage, cheese, crackers, grapes, apples, and more! We greatly appreciate the donations from the families of our students. Following the feast, our little turkeys strutted the hallways in their turkey vests.



5th Grade

with Brandon Rolf

We are almost halfway done with another school year! We have twenty-nine students in our classroom this year, sixteen boys to thirteen girls.

There have been a lot of changes this year. We have a new reading curriculum called Common Knowledge Language Arts (CKLA). It is a rigorous program that keeps the students engaged and writing a lot. We got off to a slow start because both students and teachers did not know exactly what to expect from it or what it expected from us. For example, we just finished an entire unit on poetry! There is not much spelling in the new curriculum.

Also new this year is how my grading system works. Over the summer I attended a seminar about grading. They emphasized not putting much, if any, value on homework because situations at home are not always on an equal playing field. So instead of sending homework home, we try to accomplish all of our classwork during the school day. This work will account for ten percent of their grade. Then I will take a couple questions from the work we did together in class to make a quiz the next day. This will account for fifteen percent of the grade. Finally, when the unit is complete, we will have a test. The test is seventy-five percent of their grade. I allow a fix day to correct any minor errors that they may have made. This way I can truly understand if they know or do not know the topic/standard.

In math we have battled through some multiplication, long division and exponents. I have pulled a lot of resources to try and help with memorization of math facts. So future students who are coming into fifth grade, (Know your math facts please!).

In social studies our explorers are just starting to make their way to America to start colonizing. We had the opportunity to attend the Stuhr Museum in September and complete Overland Trails.

Our biggest accomplishments are trying to get real world ready, taking pride in our work, trying our best at all times, learning from our mistakes and treating others how we want to be treated.

It will be fun to watch these youngsters continue to grow together into junior high, high school and beyond! Thank You all for allowing me to teach your wonderful children. #Rolltigs!

- Mr Rolf



Elementary Resource

Mrs. Melissa Kriz

Happy Holidays! It is hard to believe we are already getting ready for the new year. Time flies when your having fun, right?!

We really hit the ground running once again this year with the beginning of the year assessments. I am excited to take the Mid-Year assessments in December to see all the growth the student will show. They have been working so hard all semester!

The new reading curriculum has taken a little bit to get accustomed too, but I feel that we have a good grasp on it now. Our Mclass small groups are working hard on various skills to help reinforce their classroom work in reading and writing. It is definitely showing us a new way of learning that is really helping expand our way of reading and writing. I am excited to see where this curriculum takes our learning from here.

Wishing you all a very Merry Christmas and a Wonderful New year!

Mrs. Melissa Kriz



Mrs. Green's World

Hello, Everyone. I am here for year TEN at Palmer Public Schools. Time sure flies and over the years I have evolved, and taken on many hats. I am lucky to have my family in the community that raised me, and I see it shaping them into the wonderful people they are becoming!

Sixth-Eleventh grade English classes got a make-over this year. Mrs. G, Mrs. Samuelson and I spent many hours deliberating on a new curriculum to challenge and enhance our students' knowledge of English. We settled on *My Perspectives*, and I am happy to say that it has been exciting (and exhausting). It is completely different from what we were doing and is pushing the kids in directions that demand critical thinking. It focuses on an essential question that all literature revolves around with whole-class, small-group and individual learning. It has been tiring, thought-provoking and wonderfully good for our students and us. We are excited to keep evolving and implementing it in a successful way.

Palmer Public School has 21 members participating in One-Act: performing *The Baddest Angel Band* Written By: Jerome McDonough. The cast has done a dress rehearsal for the K-12 student body, performed at a critique day at Humphrey St. Francis, performed for the community at the Endowment Pancake Feed and went to a one on one workshop at Central Valley. The cast has Conference and Districts at the Central City Performing Arts Center on November 22nd and November 30th respectively. This year I wanted to give a big shout out to Elwin for the new One-Act room, Leah Brown for the designs, the help, the love, and the dedication she has had for making the Drama department more successful.

I have already had some kids ask about Competitive Speech, so I have been trying to find time to think about the events they would be good in and scripts I might need to order. I think some of them are realizing their potential in One-Act and want to keep showing the world their talent! I am excited to see what the season has in store.

I also got the Yearbook back this year, so another track my brain gets to travel on. I am constantly with a camera around my neck to catch the students in these moments of their lives. Sometimes, there aren't second chances to get them. I really enjoyed capturing the handprint flag on main street this year.

Kynsely and Kyler are rocking 4th and 5th grade! They both love their teachers, music, PE and all the pride that comes with being a Palmer Tiger. They are really excited to both be HS Basketball Student Managers, even though that means I see them less. Kyndrek loves being in Mrs. Norman's 1st grade class and is rocking AR. I did not think he would be such a reader. He is motivated to earn all the house points so Integritas can keep their title as Year Winners. They keep me busy and I usually have no trouble falling asleep after all the jam packed days.

Always Grateful to teach these kids and be a part of this amazing community!

Jaime Green

Co-Teacher MSLA II and MSLA III
Speech

Intro to Lit

Play Production

Junior Sponsor

English 10 and 12

Creative Writing

Journalism

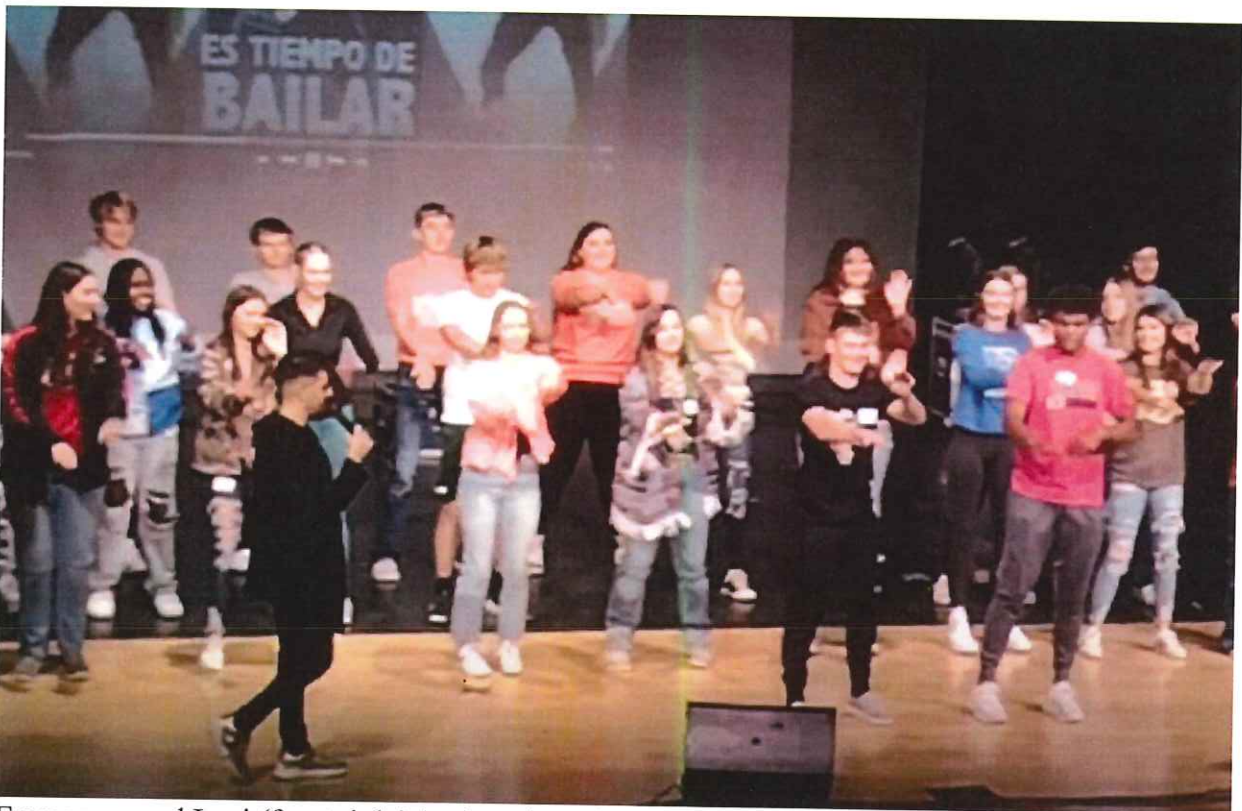
Competitive Speech

Busy Mom 😊

Spanish Distance Learners Meet in Person

Approaching the winter break, it has been a productive first semester in the Spanish Department! Palmer picked up two new partners in its Spanish program, adding Arcadia in August, and, due to a late resignation, Anselmo-Merna at the beginning of November, bringing Palmer's Spanish footprint to six total schools (Elba, Fullerton, and Sandhills Public Schools being the others). Fun Fact: We could call it the Loup River Spanish program, as five of the six schools sit within four miles of the Loup River, and the sixth sits in the middle of the drainage basin for several branches of the Loup River!


November 2 was a special day for our group. Five of our six schools attended the Edgar René (Edgar is a Puerto Rican singer who performs about 90 concerts per year, worldwide, and makes a yearly stop in Central City, thanks to the efforts of Señora Beth Johnson, Spanish teacher at CCHS). In preparation for the concert, students sang and studied several of the songs Edgar would sing, created concert props, learned steps to the salsa dance, talked about overcoming challenges, and worked a concession stand in order to raise funds to attend the concert. At the concert, students were able to meet in person and participate in activities. During the concert, several Palmer students went on stage with Edgar, including Emmerson E. and Levi B., who led invitees from the other 17 schools in the Macarena and Salsa dances. After the concert, the schools met up at El Agave Mexican Restaurant to visit and enjoy / experience authentic Mexican cuisine. It was a fantastic day!



Emmerson and Levi (front right) lead students from seventeen other schools in the Macarena. Edgar René is at the front left.

December Lunch Menu

2022

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--|--|---|--|---|----------|
| | | | | 1 B: Donut | 2 B: Breakfast Pizza L: Chili Soup, Cinnamon Rolls, Grapes, Carrots | 3 |
| 4 | 5 B: Pancakes L: Hamburger, Pineapple, Smiley Fries | 6 B: Cheese Omelet L: Macaroni & Cheese w/ Ham, Pink Applesauce, Peas | 7 B: Biscuits & Gravy L: Chicken Sandwich, Glazed Bananas, Corn, Rice Krispie Bar | 8 B: Fruit Turnover L: Pizza, Strawberry Cup, Green Beans, Ice Cream | 9 B: Breakfast Sandwich L: Chicken Noodle Soup, Muffin, Mandarin Orange, Carrots | 10 |
| 11 | 12 B: Soft Pretzel L: Cream Chicken on a Biscuit, Peaches, Peas | 13 B: Cereal L: Crisпитos, Spanish Rice, Pineapple, Corn | 14 B: French Toast L: Chicken Tenders, Mandarin Oranges, Scalloped Potatoes, Dinner Roll | 15 B: Scrambled Eggs L: Pulled Pork Wrap, Pink Applesauce, Potato Triangle | 16 B: Breakfast Pizza L: Hamburger Soup, PB&J Sandwich, Grapes, Carrots | 17 |
| 18 | 19 B: Donut L: Fiestada, Pears, Corn, Fruit Snacks | 20 B: Cereal <i>4th Grade Meal</i> L: Walking Taco, Blue Applesauce, Tater Tots, Ice Cream Cup | 21 B: Soft Pretzel L: Beef & Noodles on Mashed Potatoes, Strawberry Cup, Dinner Roll | 22 B: Pancakes L: Mini Corn Dogs, Pineapple, Baked Beans Early Out | 23 Christmas Break | 24 |
| 25 | 26 Christmas Break | 27 Christmas Break | 28 Christmas Break |  | | |
| | | | | | | |

January Lunch Menu

2023

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|--|---|--|--|--|-----------|
| | | | | | | |
| | | | | | | |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| B: Pancakes L: Chicken Sandwich, Peaches, Scalloped Potatoes | B: Donut L: Meatball Sub, Pineapple, Corn | B: Cereal L: Spaghetti, Peas, Green Beans, Garlic Bread | B: Soft Pretzel L: Hamburger, Glazed Bananas, Fries | B: Breakfast Pizza L: Chicken Noodle Soup, Muffin, Mandarin Oranges, Carrots | B: Scrambled Eggs L: Chili Soup, Cinnamon Roll, Grapes, Carrots | |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| B: Fruit Turnover L: Mini Corn dogs, Peaches, Baked Beans, Cookie | B: Cereal L: Stromboli, Strawberry Cup, Green Beans | B: French Toast L: Cream Chicken on a Biscuit, Pink Applesauce, Peas | B: Biscuit & Gravy L: Fiestada, Peas, Corn, Ice Cream Cup | B: Cheese Omelet L: Hamburger Soup, Pb & J Sandwich, Grapes, Carrots | | |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| B: Soft Pretzel L: Chicken Tenders, Mandarin Oranges, Scalloped Potatoes, Rice Krispie | B: Cereal L: Walking Taco, Glazed Bananas, Carrots, Sherbet Pop | B: Donut L: Pork Patty on a Bun, Pink Applesauce, Baked Beans, Chips | B: Breakfast Sandwich L: Macaroni & Cheese w/ Ham, Peas, Peas | B: Breakfast Pizza L: Chicken Fried Steak, Peaches, Whipped Potatoes, Dinner Roll | | |
| 29 | 30 | 31 | | | | |
| B: Pancakes L: Crispito, Spanish Rice, Strawberry Cup, Corn | B: French Toast L: Sandwich Bar, Grapes, Carrots, Cookie/Chips | | | | | |

**HAPPY
NEW YEAR**