



October 2008

Dear Parents and/or Guardians,

In keeping with the requirements of the federal law, *No Child Left Behind Act of 2001 (NCLB)*, our district joins schools across the state and the nation in publishing annual report cards for the district as a whole and for each individual school. The purpose of these report cards is to give parents information about their child's school/district in terms of the overall academic achievement of its students as well as the professional qualifications of its teachers. By making this information available each year, parents will learn how their child's school and the school district are progressing and what the educational goals are. In terms of the Performance Rating System, information is also provided to show how well each individual school and the district as a whole are doing toward making "adequate yearly progress" (AYP) in meeting a national goal of all students being deemed "proficient" in English and mathematics by the year 2013-2014. Beginning with the FY08 results, students must also demonstrate proficiency in science.

Again, this report card itself is a "district" report card and contains summary information regarding teacher qualifications, school achievement in English/ language arts, mathematics and science (as measured by MCAS) and the overall school performance ratings (AYP). Please remember, too, that similar report cards are available from each school that detail information pertinent just to that school's specific grade level(s) and faculty.

As for the information regarding qualifications of our teachers, that information is divided into two parts: (1) the percentage of teachers who are licensed to teach in Massachusetts and (2) the percentage of classes taught by teachers who are highly qualified in core academic areas. These core academic subjects are English, reading, language arts, mathematics, science, foreign languages, civics and government, economics, the arts, history and geography. Both pieces of information are intended to help parents understand the backgrounds and preparation of the teachers who are working with their child/children. Separate from state licensure, *NCLB* uses the term "highly qualified" to indicate that a teacher has demonstrated subject matter competency in the core academic subjects he/she

teaches. As is shown here, most, if not all, teachers in our schools are licensed, and most, if not all, are highly qualified. Those who are not are either working on a waiver granted by the Massachusetts Department of Elementary and Secondary Education, or are long-term substitutes.

In summary, the information in this District Report Card is designed to give you an update on how well we are doing currently as we all move toward meeting state and national educational goals. While we are proud of the achievement that has been made to date, we know more work needs to be done.

Please know that the principals and I are prepared to help you further should you have any questions about information contained within the District Report Card or those pertinent to a specific school. Therefore, we invite your questions and comments and encourage you to contact us if we can explain these documents more clearly, or if you have questions about your individual child's progress.

Thank you for your continuing support and interest in the Palmer Public Schools!

Sincerely yours,

Gerald Fournier, Ed.D.

Superintendent of Schools



Data Definitions:

Race/Ethnicity:

African-American - A person having origins in any of the black racial groups in Africa.

Asian - A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands and Samoa.

Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.

Native American - A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community attachment.

White - A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Limited English Proficient:

Defined as "a student whose first language is a language other than English who is unable to perform ordinary classroom work in English."

Low Income:

An indication of whether the student meets ANY ONE of the following definitions of low income:

1. The student is eligible for free or reduced price lunch; or
2. The student receives Transitional Aid to Families benefits; or
3. The student is eligible for food stamps

Percent of teachers licensed:

The percentage of teachers with Provisional, Initial, or Professional licensure (all teaching staff, including long-term substitutes). This information is not required from charter schools.

Percent of core academic classes taught by highly qualified teachers:

The percentage of staff, measured in "full-time equivalency", teaching in core academic areas, that meet the NCLB definition of highly-qualified. To meet the definition, teachers must hold a valid Massachusetts license AND demonstrate subject matter competency in the areas they teach. The core academic areas are defined as English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

Special Education:

Students who have an Individualized Education Plan (IEP).



MISSION STATEMENT:
Preparing our students for life and learning!

Vision Statement

~ Our schools work! ~

We are a partnership among school, home, and community. We empower all learners to succeed, contribute, and thrive in their communities. Our students realize their maximum potential in a safe atmosphere built on respect and responsibility. Our students are ready for life and learning!

Guiding Beliefs

~Education is a partnership among school, home, and the community~

~All children can learn~

~Learning is a life-long process~

~Every student deserves equal access to a well-rounded education~

~Education occurs in an atmosphere of respect and responsibility~

~Students have the right to a safe environment~

~Education is responsive to change~

Grades Offered:

Old Mill Pond: PK, K, 1, 2, 3, 4

Converse Middle School: 5, 6, 7

Palmer High School: 8, 9, 10, 11, 12

Percent of teachers licensed: 95.0%

Percent of teachers in core academic subject areas who are Highly Qualified: 93.6%

Guiding Principles

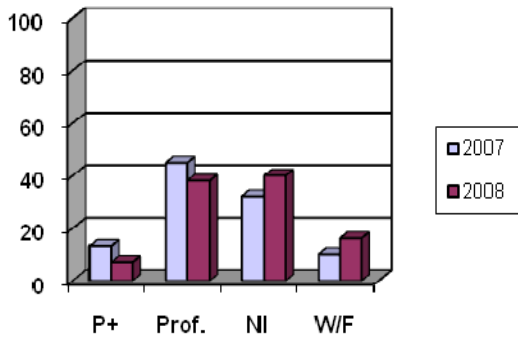
Each and every student is held to high standards and expectations. Students, teachers, administrators, and staff use a variety of strategies and approaches to enhance learning. Students, teachers, and administrators use classroom assessment as a process and a tool for the evaluation and improvement of work. Curriculum, instruction, and assessment are based on inquiry, problem solving, discovery, and application of essential issues and concepts. Curriculum, instruction and assessment point to connections within and across disciplines. Students, teachers, administrators, and staff use knowledge to define meaning and purpose in their lives. Collaboration, cooperation, and partnerships among students, families, schools, and the community are critical to the success of education.

**MCAS RESULTS 2008:
Grade 3 – Reading**

	Included in Results		% Students at Each Performance Level			
	#	%	P+	P	NI	W/F
STUDENT GROUP						
Students w/Disab.	19	95	0	11	42	47
Low Income	51	100	0	29	47	24
White	120	99	7	40	38	15
Male	76	99	5	36	39	20
Female	57	100	9	42	40	9
Title I	16	100	0	0	44	56
Non-Title I	117	99	8	44	39	9
Non-Low Income	82	99	11	44	35	10
ALL STUDENTS						
2008	129	100	7	38	40	16
2007	144	100	13	45	32	10
DISTRICT						
2008	133	99	7	38	40	15
2007	151	100	13	44	33	11
STATE						
2008	70284	100	15	41	33	11
2007	71311	100	14	45	32	9

NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality.

Percentage of Students by Performance Level



Performance Level Definitions (MCAS):

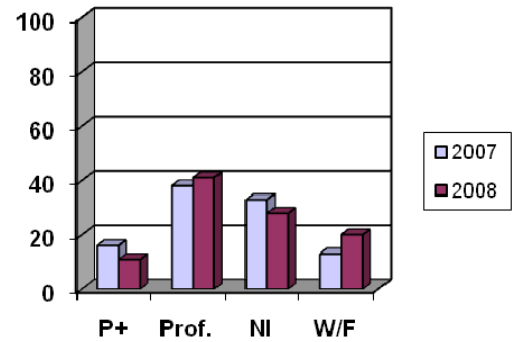
- (A) **Advanced** - Students demonstrate a superior understanding of challenging subject matter, and solve a wide variety of problems.
- (P) **Proficient** - Students demonstrate a solid understanding of challenging subject matter, and solve a wide variety of problems.
- (NI) **Needs Improvement** - Students demonstrate partial understanding of subject matter, and solve some simple problems.
- (W/F) **Warning/Failing** - Students demonstrate minimal understanding of subject matter, and do not solve simple problems.

**MCAS RESULTS 2008:
Grade 3 – Mathematics**

	Included in Results		% Students at Each Performance Level			
	#	%	P+	P	NI	W/F
STUDENT GROUP						
Students w/Disab.	19	95	0	5	37	58
Low Income	52	100	6	25	33	37
White	120	99	12	43	27	19
Male	77	99	12	38	31	19
Female	56	100	11	46	23	20
Title I	16	100	0	6	38	56
Non-Title I	117	99	13	46	26	15
Non-Low Income	81	99	15	52	25	9
ALL STUDENTS						
2008	128	100	12	41	27	20
2007	144	100	16	38	33	13
DISTRICT						
2008	133	99	11	41	28	20
2007	151	100	16	36	32	15
STATE						
2008	70393	100	25	36	25	14
2007	71323	100	19	41	24	16

NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality.

Percentage of Students by Performance Level

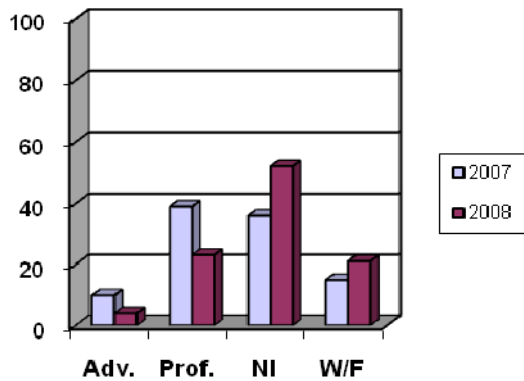


MCAS RESULTS 2008:
Grade 4 – English Language Arts

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT GROUP						
Students w/Disab.	25	100	0	8	32	60
Low Income	55	100	2	7	53	38
White	144	100	5	24	52	19
Male	81	100	4	14	52	31
Female	77	100	5	32	52	10
Title I	27	100	0	0	63	37
Non Title I	131	100	5	27	50	18
Non-Low Income	103	100	6	31	51	12
ALL STUDENTS						
2008	152	100	5	23	53	20
2007	137	100	10	39	36	15
DISTRICT						
2008	158	100	4	23	52	21
2007	143	100	10	38	37	15
STATE						
2008	71162	99	8	41	39	13
2007	70517	100	10	46	34	10

NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality.

Percentage of Students by Performance Level

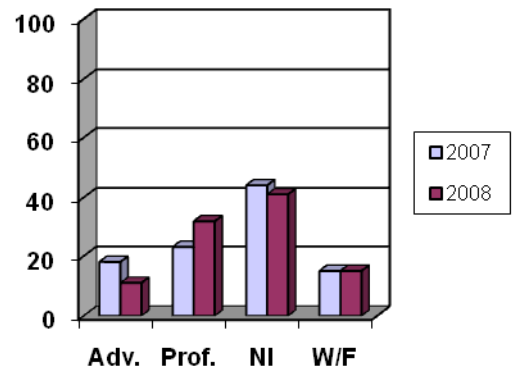


MCAS RESULTS 2008:
Grade 4 – Mathematics

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT GROUP						
Students w/Disab.	25	100	0	12	36	52
Low Income	54	100	4	24	44	28
White	143	100	13	33	40	15
Male	81	100	10	30	44	16
Female	76	100	13	36	38	13
Title I	26	100	0	8	65	27
Non-Title I	131	100	14	37	37	12
Non-Low Income	103	100	16	37	40	8
ALL STUDENTS						
2008	151	100	12	34	42	13
2007	137	100	18	23	44	15
DISTRICT						
2008	157	100	11	32	41	15
2007	143	100	17	22	45	16
STATE						
2008	71450	100	20	29	38	13
2007	70645	100	19	29	39	13

NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality.

Percentage of Students by Performance Level



MCAS RESULTS 2008:
Grade 5 – English Language Arts

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT GROUP						
Students w/Disab.	28	100	4	7	54	36
Low Income	46	98	4	50	35	11
White	125	99	6	50	37	7
Male	63	98	5	41	41	13
Female	75	100	9	56	31	4
Title I	25	96	0	12	76	12
Non-Title I	113	100	9	58	27	7
Non-Low Income	92	100	9	49	36	7
ALL STUDENTS						
2008	138	99	7	49	36	8
2007	152	99	11	47	32	10
DISTRICT						
2008	138	99	11	49	36	8
2007	158	99	11	47	33	9
STATE						
2008	70644	100	13	48	30	8
2007	71320	100	15	48	28	9

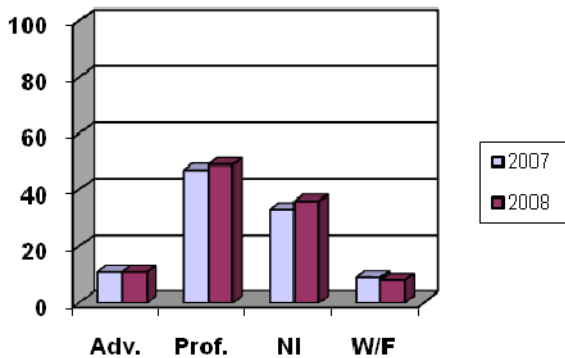
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality.

MCAS RESULTS 2008:
Grade 5 – Mathematics

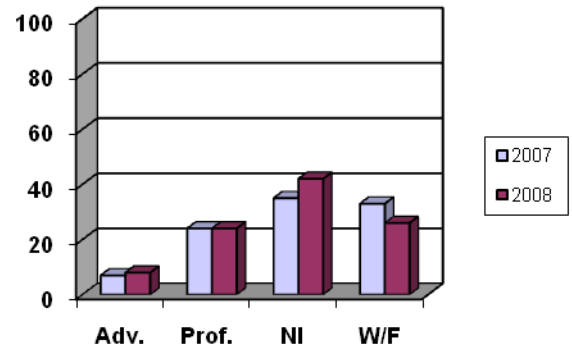
	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT GROUP						
Students w/Disab.	30	100	0	3	20	77
Low Income	34	100	3	12	41	44
White	138	100	8	24	35	33
Male	76	100	9	24	29	38
Female	77	100	5	25	42	29
Title I	18	100	0	0	28	72
Non-Title I	135	100	8	27	36	28
Non-Low Income	119	100	8	28	34	30
ALL STUDENTS						
2008	139	99	8	24	42	26
2007	153	100	7	24	35	33
DISTRICT						
2008	139	100	8	24	42	26
2007	159	100	7	24	35	35
STATE						
2008	70748	100	22	30	30	17
2007	71352	100	19	32	31	18

NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality.

Percentage of Students by Performance Level



Percentage of Students by Performance Level



MCAS RESULTS 2008:
Grade 5 – Science & Technology

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT GROUP						
Students w/Disab.	27	96	0	11	63	26
Low Income	48	100	2	44	42	13
White	127	100	6	39	49	7
Male	64	98	6	36	47	11
Female	75	100	7	43	44	7
Title I	26	100	0	15	73	12
Non Title I	113	99	8	45	39	8
Non-Low Income	91	99	9	37	47	7
ALL STUDENTS						
2008	139	99	6	40	45	9
2007	153	100	8	40	42	9
DISTRICT						
2008	139	99	6	40	45	9
2007	159	100	8	38	44	9
STATE						
2008	70689	100	17	33	38	12
2007	71338	100	14	37	37	12

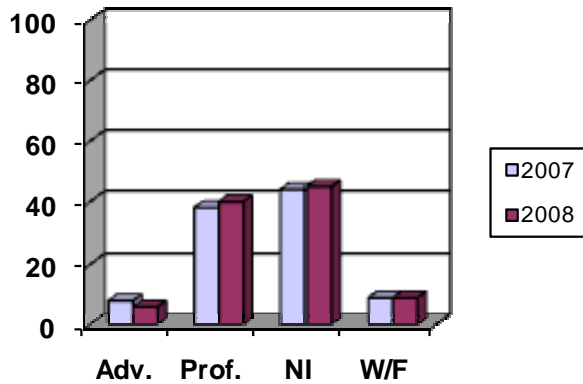
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality.

MCAS RESULTS 2008:
Grade 6 – English Language Arts

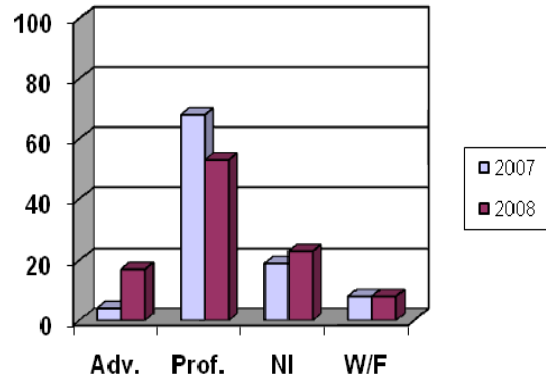
	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT GROUP						
Students w/Disab.	31	100	0	19	52	29
Low Income	39	100	13	49	28	10
White	140	100	19	50	23	9
Male	75	100	5	53	28	13
Female	85	100	27	52	18	4
Title I	18	100	0	39	39	22
Non-Title I	142	100	19	54	20	6
Non-Low Income	121	100	18	54	21	7
ALL STUDENTS						
2008	160	100	17	53	23	8
2007	166	100	4	68	19	8
DISTRICT						
2008	160	100	17	53	23	8
2007	176	100	4	67	20	9
STATE						
2008	71575	99	15	52	24	8
2007	72887	100	9	58	25	7

NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality.

Percentage of Students by Performance Level



Percentage of Students by Performance Level

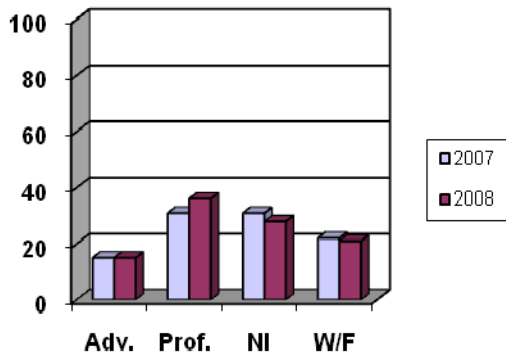


MCAS RESULTS 2008:
Grade 6 – Mathematics

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT GROUP						
Students w/Disab.	31	100	0	16	29	55
Low Income	39	100	0	28	44	28
White	139	100	17	39	24	20
Male	75	100	12	32	25	31
Female	84	100	18	40	30	12
Title I	18	100	0	11	50	39
Non-Title I	141	100	17	40	25	18
Non-Low Income	120	100	20	39	23	18
ALL STUDENTS						
2008	159	100	15	36	28	21
2007	166	100	15	31	31	22
DISTRICT						
2008	159	100	15	36	28	21
2007	175	100	14	30	32	23
STATE						
2008	71679	100	23	33	26	18
2007	72889	100	20	32	28	20

NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality.

Percentage of Students by Performance Level

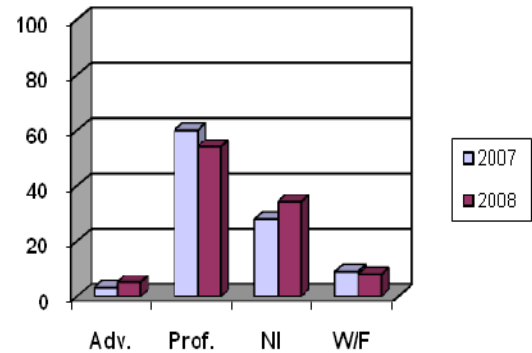


MCAS RESULTS 2008:
Grade 7 – English Language Arts

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT GROUP						
Students w/Disab.	25	96	0	8	52	40
Low Income	53	98	2	45	38	15
White	159	99	5	53	35	7
Male	90	98	3	47	38	12
Female	80	100	6	61	29	4
Title I	41	98	0	32	63	5
Non-Title I	129	99	6	60	24	9
Non-Low Income	117	99	6	57	32	5
ALL STUDENTS						
2008	170	99	5	54	34	8
2007	176	99	3	60	28	9
DISTRICT						
2008	170	99	5	54	34	8
2007	190	99	3	58	28	11
STATE						
2008	72799	99	12	57	23	8
2007	73577	100	9	60	23	8

NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality.

Percentage of Students by Performance Level

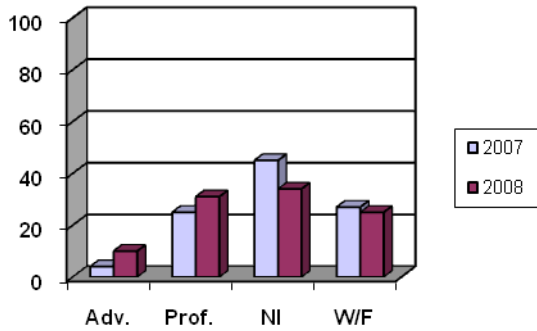


MCAS RESULTS 2008:
Grade 7 – Mathematics

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT GROUP						
Students w/Disab.	26	100	0	0	23	77
Low Income	54	100	4	19	41	37
White	160	99	11	33	32	25
Male	92	100	7	33	36	25
Female	80	99	14	30	31	25
Title I	42	100	0	19	38	43
Non-Title I	130	99	13	35	32	19
Non-Low Income	118	99	13	37	31	19
ALL STUDENTS						
2008	172	99	10	31	34	25
2007	176	99	5	27	46	23
DISTRICT						
2008	172	99	10	31	34	25
2007	191	99	4	25	45	27
STATE						
2008	73169	99	15	32	29	24
2007	73592	100	15	31	30	24

NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality.

Percentage of Students by Performance Level

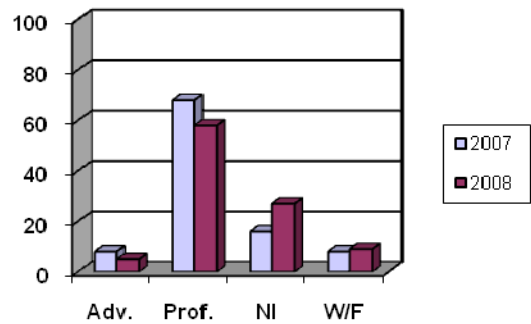


MCAS RESULTS 2008:
Grade 8 – English Language Arts

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT GROUP						
Students w/Disab.	51	94	0	24	45	31
Low Income	51	98	2	45	33	20
White	181	98	5	59	27	9
Male	118	98	2	51	34	14
Female	77	99	10	70	17	3
Title I	0	-	-	-	-	-
Non-Title I	195	98	5	58	27	9
Non-Low Income	144	98	6	63	25	6
ALL STUDENTS						
2008	195	98	5	58	27	9
2007	164	98	8	68	16	8
DISTRICT						
2008	195	98	5	58	27	9
2007	172	98	8	66	17	9
STATE						
2008	73268	99	12	63	18	7
2007	74433	100	12	63	18	6

NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality.

Percentage of Students by Performance Level

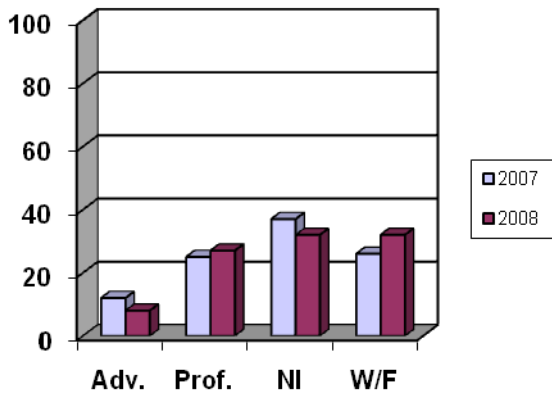


MCAS RESULTS 2008:
Grade 8 – Mathematics

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT GROUP						
Students w/Disab.	51	94	0	10	16	75
Low Income	51	100	4	16	27	53
White	180	98	8	28	33	31
Male	118	98	5	26	28	41
Female	76	99	12	29	39	20
Title I	0	-	-	-	-	-
Non-Title I	194	98	8	27	32	32
Non-Low Income	143	97	9	31	34	25
ALL STUDENTS						
2008	194	98	8	27	32	32
2007	163	99	13	26	38	23
DISTRICT						
2008	194	98	8	27	32	32
2007	174	99	12	25	37	26
STATE						
2008	73365	99	19	30	27	24
2007	74319	100	17	28	30	25

NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality.

Percentage of Students by Performance Level

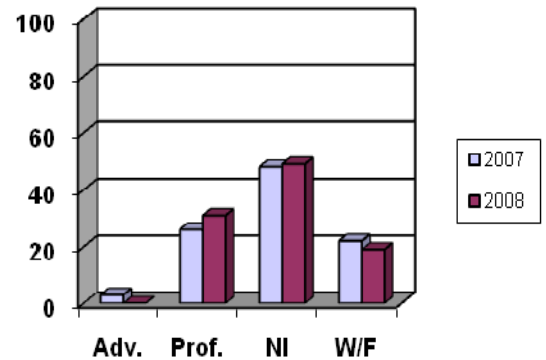


MCAS RESULTS 2008:
Grade 8 – Science & Technology

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT GROUP						
Students w/Disab.	51	94	0	10	37	53
Low Income	52	100	0	21	50	29
White	182	98	0	31	50	19
Male	118	98	0	30	47	23
Female	78	100	0	33	53	14
Title I	0	-	-	-	-	-
Non-Title I	196	98	0	31	49	19
Non-Low Income	144	98	0	35	49	16
ALL STUDENTS						
2008	196	98	0	31	49	19
2007	163	99	4	28	48	20
DISTRICT						
2008	196	98	0	31	49	19
2007	174	99	3	26	48	22
STATE						
2008	73203	99	3	36	39	22
2007	74257	99	3	30	44	24

NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality.

Percentage of Students by Performance Level

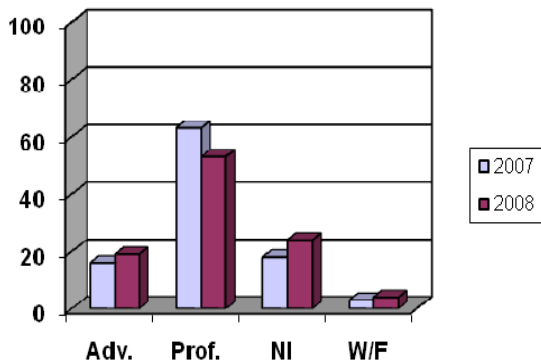


MCAS RESULTS 2008:
Grade 10 – English Language Arts

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT GROUP						
Students w/Disab.	25	93	0	20	60	20
Low Income	29	94	3	52	34	10
White	130	98	18	55	23	4
Male	69	97	10	57	28	6
Female	66	100	27	50	20	3
Title I	0	-	-	-	-	-
Non-Title I	135	99	19	53	24	4
Non-Low Income	106	100	23	54	21	3
ALL STUDENTS						
2008	126	100	20	56	21	3
2007	115	99	17	66	16	2
DISTRICT						
2008	135	99	19	53	24	4
2007	126	98	16	63	18	3
STATE						
2008	71510	98	23	51	21	4
2007	72471	99	22	49	24	6

NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality.

Percentage of Students by Performance Level

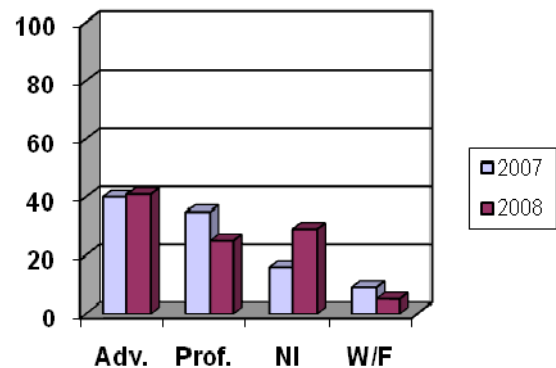


MCAS RESULTS 2008:
Grade 10 – Mathematics

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT GROUP						
Students w/Disab.	26	96	4	12	65	19
Low Income	30	97	23	30	40	7
White	130	99	42	25	28	5
Male	69	99	41	26	25	9
Female	66	100	41	24	33	2
Title I	0	-	-	-	-	-
Non-Title I	135	99	41	25	29	5
Non-Low Income	105	100	46	24	26	5
ALL STUDENTS						
2008	126	100	44	26	27	3
2007	112	97	42	36	17	5
DISTRICT						
2008	135	99	41	25	29	5
2007	123	96	40	35	16	9
STATE						
2008	71166	97	43	29	19	9
2007	71692	99	42	27	22	9

NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality.

Percentage of Students by Performance Level



MCAS RESULTS 2008:
High School – Biology

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT GROUP						
Students w/Disab.	9	-	-	-	-	-
Low Income	8	-	-	-	-	-
White	15	100	0	7	53	40
Male	6	-	-	-	-	-
Female	10	100	0	0	70	30
Title I	0	-	-	-	-	-
Non-Title I	16	100	0	6	50	44
Non-Low Income	8	-	-	-	-	-
ALL STUDENTS						
2008	16	100	0	6	50	44
2007	101	100	1	41	36	23
DISTRICT						
2008	23	96	0	9	48	43
2007	110	99	1	37	36	25
STATE						
2008	59831	96	14	41	28	17
2007	65930	97	8	34	34	24

NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality.

MCAS RESULTS 2008:
High School – Introductory Physics

	Included in Results		% Students at Each Performance Level			
	#	%	A	P	NI	W/F
STUDENT GROUP						
Students w/Disab.	10	100	0	10	40	50
Low Income	23	100	17	22	35	26
White	96	100	17	45	29	9
Male	43	100	26	40	21	14
Female	59	100	8	47	36	8
Title I	0	-	-	-	-	-
Non-Title I	102	100	16	44	29	11
Non-Low Income	79	100	15	51	28	6
ALL STUDENTS						
2008	102	100	16	44	29	11
2007	138	100	8	43	34	15
DISTRICT						
2008	114	99	14	41	29	16
2007	144	100	8	42	33	18
STATE						
2008	16980	99	17	38	30	15
2007	18200	97	14	34	30	22

NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality.

AYP History

Adequate Yearly Progress:

A determination of whether a school/district has made "adequate yearly progress". Detailed information on the AYP determinations can be found on the MA Department of Education website at <http://www.doe.mass.edu/sda/ayp/cycle111/>.

Adequate Yearly Progress History											NCLB Accountability Status
		2000	2001	2002	2003	2004	2005	2006	2007	2008	
ELA	Aggregate	-	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	Yes	Yes	Yes	Yes	Yes	Yes	
MATH	Aggregate	-	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	No	No	No	Yes	Yes	Yes	

Enrollment – 2008		
	District	State
Race/Ethnicity		
African American	1.3 %	8.1 %
Asian	1.9 %	4.9 %
Hispanic	2.4 %	13.9 %
Native American	0.7 %	0.1 %
White	91.7 %	70.8 %
Native Hawaiian, Pacific Islander	0.7 %	0.3 %
Multi-Race, Non-Hispanic	1.3 %	1.9 %
Gender		
Male	51.9 %	51.4 %
Female	48.1 %	48.6 %
Selected Population Enrollment		
First Language Not English	1.6 %	15.1 %
Limited English Proficient	0.3 %	5.8 %
Low Income	28.3 %	29.5 %
Special Education	17.7 %	16.9 %
TOTAL COUNT	1,883	962,806



Administrators:

Gerald Fournier, Ed.D
Superintendent of Schools
Phone: (413)-283-2650

PALMER HIGH SCHOOL

Mrs. Bonny Rathbone ~ Principal
Mr. Joseph Bianca ~ Assistant Principal

CONVERSE MIDDLE SCHOOL

Mr. David Stetkiewicz ~ Principal
Mrs. Jacqueline Haley ~ Assistant Principal

OLD MILL POND ELEMENTARY SCHOOL

Mrs. Mary Lou Callahan ~ Principal
Mrs. Susan Farrell ~ Assistant Principal

Mr. Thomas Charko
Business Manager

Mr. Neil Metcalf
Special Education Director

Mr. Thomas Barnes
Technology Director



District website @
<http://palmerschools.org>

Teacher Quality Data for the Palmer Public Schools		
	HQ%	LIC%
All Schools	93.6 %	95.0 %

*Special thanks to Pamela Duke,
 Executive Secretary, for coordinating
 and formatting the data!*