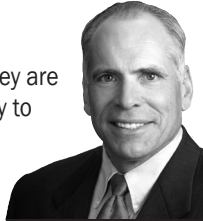


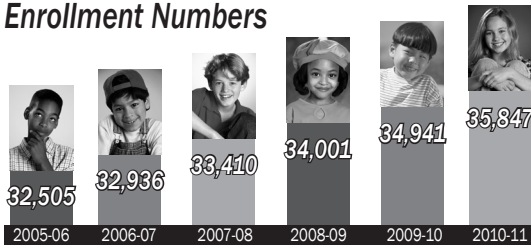
Lincoln Public Schools is a premier school district that provides excellence in education for all our students, evidenced in a tradition of rigorous academic standards and achievement. Educators at LPS are committed, motivated and incredibly dedicated to the young people of this community.

Our goal is to continue improving our schools, one student at a time, until they are all successful. We invite our community to stay connected and involved with our schools as we work together to ensure an exciting future for our children.



Dr. Steve Joel
Superintendent of Schools

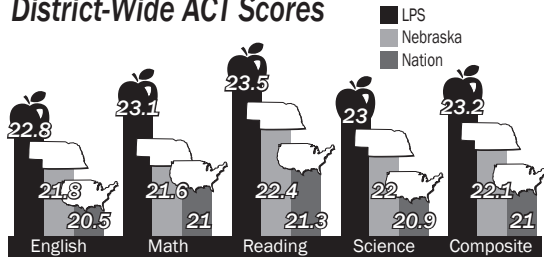
Enrollment Numbers



In the past five years enrollment at Lincoln Public Schools has increased more than **10** percent.

- About **43** percent of our students qualified for free or reduced lunch.
- About **30** percent of our students came from ethnically diverse cultures.
- LPS students came from more than **50** different countries.

District-Wide ACT Scores



The ACT test assesses a high school student's general educational development and is designed to measure the skills needed for success in the first year of college coursework.

The district-wide **23.2** composite score for LPS is only **.1** lower than our all-time high of **23.3**. The LPS score is a full point higher than the state, and two full points higher than the nation.

How Can You Help?

Be an advocate by:

- Volunteering in the schools by reading to kids, tutoring, or sharing your skills.
- Attending school activities and asking how you can help.
- Supporting specific LPS projects by donating to Fund-A-Need at foundationforlps.org
- Participating in business-school partnerships.



FREDSTROM ELEMENTARY SCHOOL

5700 NW 10th Street
Lincoln, NE 68521
402-436-1140 • Fax: 402-436-1404
<http://fredstrom.lps.org>



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LINCOLN BOARD OF EDUCATION

P.O. Box 82889 • Lincoln, NE 68501

An Equal Opportunity/Affirmative Action Employer



SCHOOL
SNAPSHOT



Fredstrom Elementary

Student performance requires a community-driven comprehensive system of supports

Students

- 510 Students, grades PreK-5
- Average student class size: 22
- 15% Minority Students
- 5% Gifted
- 14% Special Education
- 4% Mobility rate
- 22% Eligible for free/reduced meals
- 97% Average daily attendance rate

Staff

- 38 Teachers: 60 total staff
- Full-time specialists in science, music, physical education, computer, media
- Part-time creative expression specialist
- Part-time school social worker, school psychologist
- Certified and classified staff dedicated to excellence in education for all students

Technology

- 2 computer labs
- 100% of classrooms with computer(s)
- Smart Board technology

Special Programs

- Differentiated Curriculum
- Reading Recovery
- Instructional support classes
- RTI Interventions

- One-on-one Volunteer Tutoring
- Junior Achievement
- Special Education
- TeamMates Mentors
- Instrumental/Strings Program

Extracurricular Clubs

- Fitness (jump rope, jogging)
- Student Council
- Girls on the Run
- Homework Club
- Garden Club
- Choir
- Band
- Orchestra

Family Programs

- Family Services "Schools Out" Before and After School
- YMCA Sports
- Parks and Recreation Sports
- Salvation Army Sports
- Boy Scouts
- Girl Scouts
- Fredstrom Parent Teacher Association
- Highlands Neighborhood Association

School Day

- 8:15 a.m.-2:53 p.m.
- Breakfast Program 7:45 a.m.-8:10 a.m.
- Office 7:30 a.m.-4:00 p.m.

VIP Partners

- Coca-Cola Bottling Company
- Duncan Aviation
- Junior Achievement of Lincoln
- McDonald's (West Bond)

What's unique about Fredstrom?

- Built in 1983
- Unique open space design
- One Rudolph Fredstrom Leadership award winner
- Two Scottish Rite Distinguished Teaching award winners
- Two Prash Physical Fitness award winners
- Six Alltel Outstanding Educator award winners
- 2001 Outstanding Physical Education program of the year in Nebraska
- Recipient of HyVee \$5,000 Smiles for Education Award, 2006
- Outstanding science teacher award recipient
- Bond issue construction project on-site during 2010-2011 school year. Completion August 2011.

