Omaha Public Schools (Grades K-12)
Data Book

Table of Contents

District Demographics

School Year	Total Enrollment
2023-24	**51,697**

Enrollment by Grade

Gender1	EC	KG	1	2	3	4	5	6	7	8	9	10	11	12	Grand Total
Female	934	1,836	1,907	1,989	1,810	1,845	1,861	1,809	1,701	1,781	1,878	1,982	1,732	2,074	25,139
Male	1,274	1,951	1,983	1,971	1,956	1,876	1,908	1,880	1,763	1,954	2,022	2,055	1,880	2,085	26,558
Grand Total	2,208	3,787	3,890	3,960	3,766	3,721	3,769	3,689	3,464	3,735	3,900	4,037	3,612	4,159	51,697

Enrollment History

2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
52,881	53,180	53,552	51,950	51,674	51,776	51,697
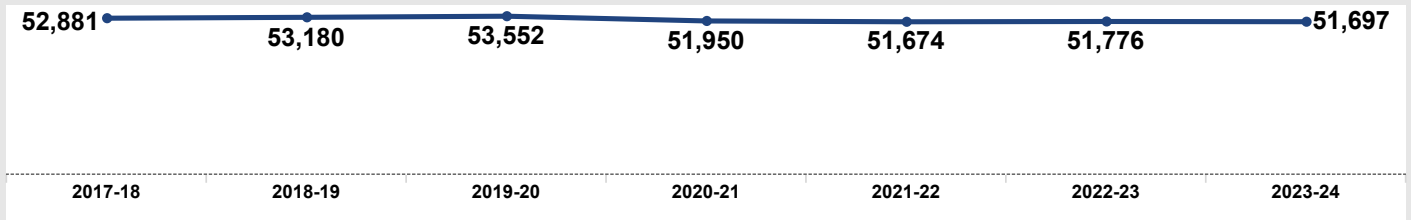
Enrollment Makeup History

	2019-20	2020-21	2021-22	2022-23	2023-24
HAA	63.0% / 33,741	62.6% / 32,528	63.2% / 32,667	63.8% / 33,047	63.7% / 32,907
NON-HAA	30.7% / 16,414	31.2% / 16,205	30.6% / 15,796	29.8% / 15,433	29.8% / 15,415
OUT OF DIST					
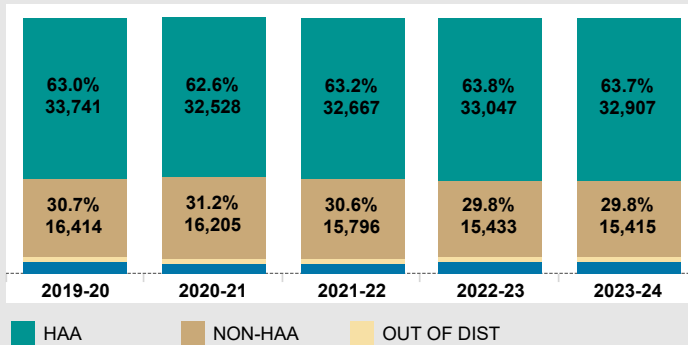
School Free/Reduced Lunch & Ed. Benefits*
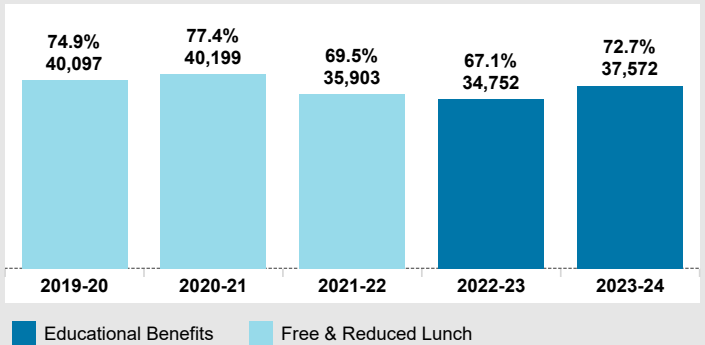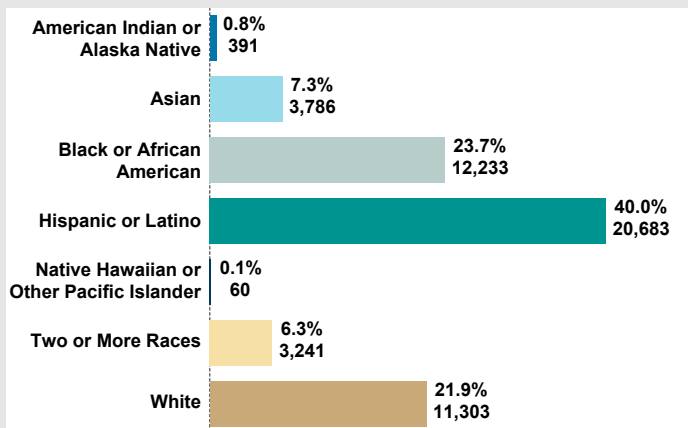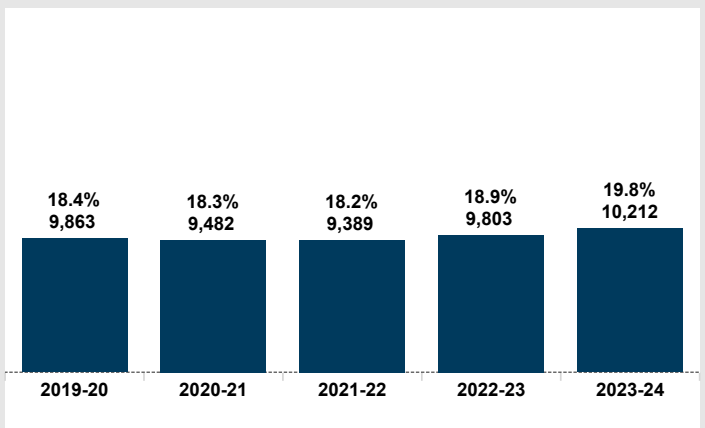
2019-20	2020-21	2021-22	2022-23	2023-24
74.9% / 40,097	77.4% / 40,199	69.5% / 35,903	67.1% / 34,752	72.7% / 37,572

Educational Benefits / Free & Reduced Lunch

Race/Ethnicity

Race/Ethnicity	Percent	Count
American Indian or Alaska Native	0.8%	391
Asian	7.3%	3,786
Black or African American	23.7%	12,233
Hispanic or Latino	40.0%	20,683
Native Hawaiian or Other Pacific Islander	0.1%	60
Two or More Races	6.3%	3,241
White	21.9%	11,303

Special Education Students

2019-20	2020-21	2021-22	2022-23	2023-24
18.4% / 9,863	18.3% / 9,482	18.2% / 9,389	18.9% / 9,803	19.8% / 10,212

All data are based on Official Fall Membership taken the last Friday in September or October 1 in each year.
Enrollment: Number of students enrolled. Early childhood (EC) does not include parent-pay PK at locations with early childhood students.
*Free/Reduced Lunch & Educational Benefits: Percent of students participating in the free/reduced price lunch program or who are eligible for Educational Benefits (beginning 2022-23). Community Eligibility Program (CEP) may impact the accuracy of percentages.
Special Education Students: Percent and count of students qualifying and receiving special education services.
Enrollment Makeup: Percent of enrolled students who live in the school's home attendance area (HAA), in another attendance area (NON-HAA) or outside of the district (OUT OF DIST).
Data Source: Infinite Campus
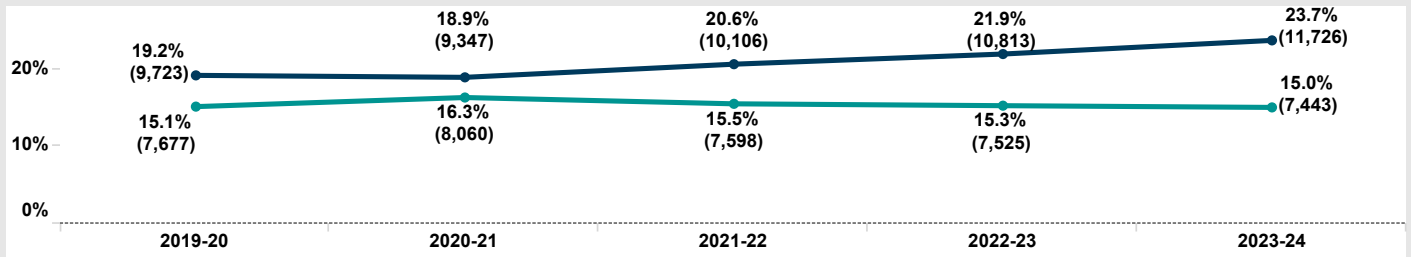*Data labels may not show due to the limited space which causes some numbers to overlap.*
District data includes all school buildings, programs, alternative, and special education sites.
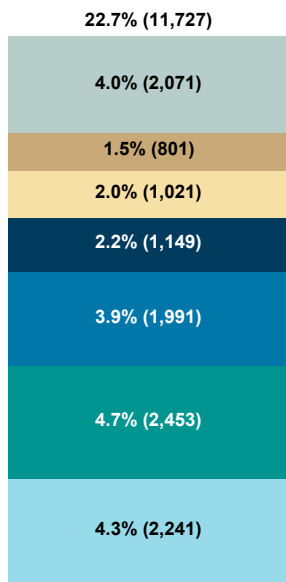
District Demographics

School Year	Total Enrollment
2023-24	**51,697**

EL % Enrollment History (No PK)

	2019-20	2020-21	2021-22	2022-23	2023-24
EL	19.2% (9,723)	18.9% (9,347)	20.6% (10,106)	21.9% (10,813)	23.7% (11,726)
Exited EL	15.1% (7,677)	16.3% (8,060)	15.5% (7,598)	15.3% (7,525)	15.0% (7,443)

EL Status ■ EL ■ Exited EL

Years EL
22.7% (11,727) — 2023-24

- 4.0% (2,071)
- 1.5% (801)
- 2.0% (1,021)
- 2.2% (1,149)
- 3.9% (1,991)
- 4.7% (2,453)
- 4.3% (2,241)

Years EL
- >6 Years
- Year 6
- Year 5
- Year 4
- Year 3
- Year 2
- Year 1

Years Exited EL
14.4% (7,443) — 2023-24

- 7.9% (4,066)
- 2.2% (1,129)
- 1.0% (500)
- 1.6% (809)
- 1.8% (939)

Years Exited
- >Year 4
- Year 4
- Year 3
- Year 2
- Year 1
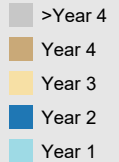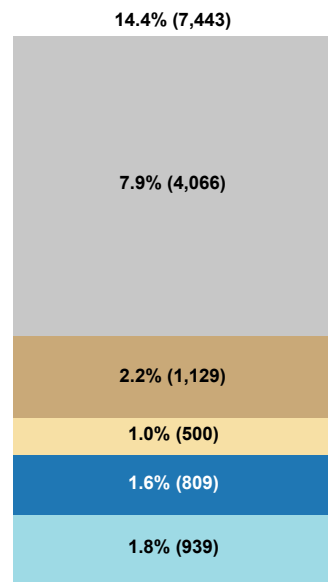
Total Languages Other than English (All Students)

111

Top 5 Languages Other than English (All Students)

Spanish	15,935 (72.8%)
Karen	1,790 (8.2%)
Somali	697 (3.2%)
Nepali	471 (2.2%)
Arabic	288 (1.3%)
Grand Total	**21,889 (100.0%)**

Top 5 Birth Countries (All Students)

United States	44,990 (87.0%)
Guatemala	1,393 (2.7%)
Mexico	1,121 (2.2%)
Thailand	792 (1.5%)
Honduras	436 (0.8%)

Refugee (All Students)

2019-20	2020-21	2021-22	2022-23	2023-24
5.3% (2,818)	5.0% (2,616)	4.6% (2,380)	4.6% (2,383)	4.6% (2,356)
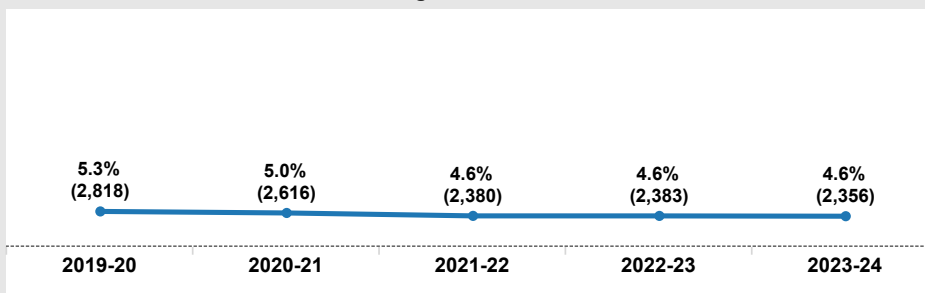
Migrant (All Students)

Current <=3 yrs.	Former >3 yrs.
0.8% (402)	2.7% (1,413)

All data are based on Official Fall Membership taken the last Friday in September or October 1 in each year.
English Learners (EL): Students who are currently served and students who are eligible for services but waived them.
Exited EL: Students who were exited from the EL program (excludes students exited to special education).
Not EL: Includes non-EL students, students redesignated as special education, and those tested but who did not qualify for services.
Refugee: Students who have been identified as refugees immigrating from one of 19 countries (i.e., Afghanistan, Bhutan, Burundi, Congo, Egypt, Ethiopia, Iraq, Kenya, Myanmar (Burma), Nepal, Rwanda, Somalia, Sudan, Syria, United Republic of Tanzania, Thailand, Turkey, Uganda and Ukraine).
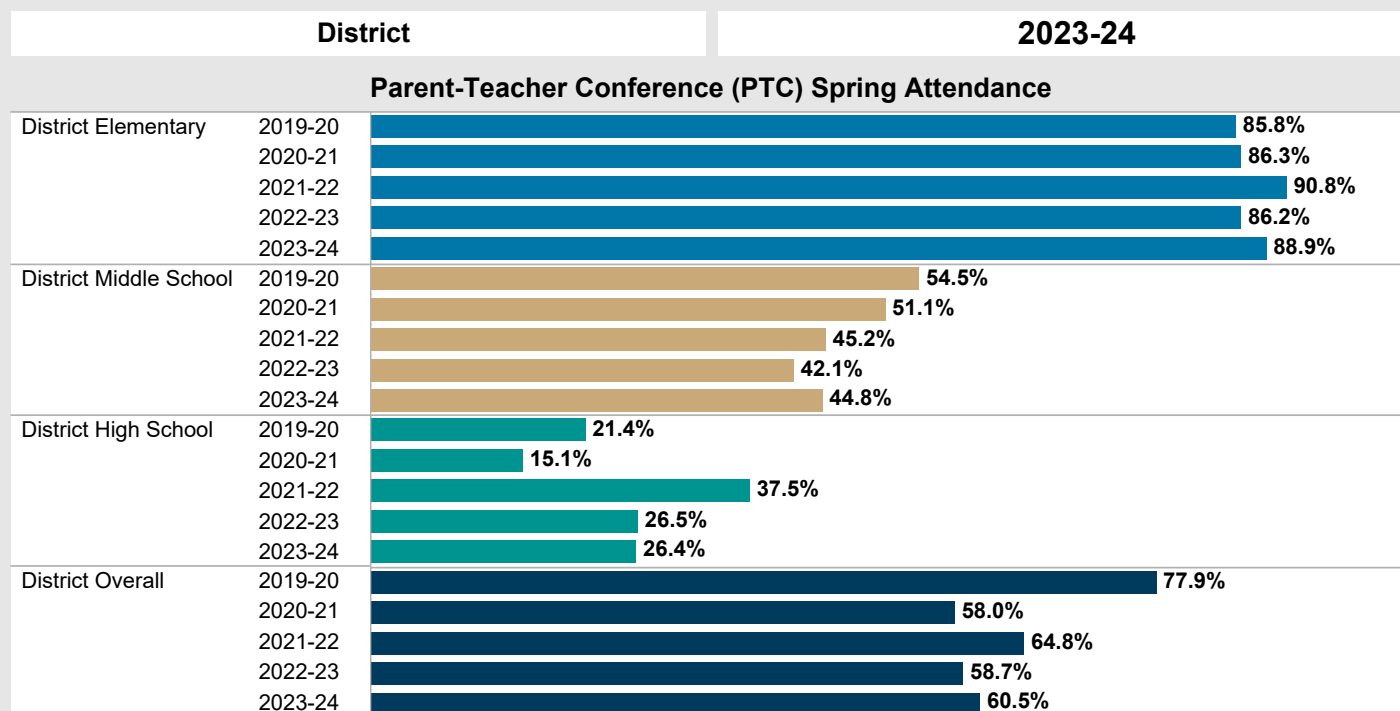**Migrant:** Students who have been living in Omaha three years or less and whose families work in the agricultural industry.
Data labels may not show due to the limited space which causes some numbers to overlap.
If school level statistics do not appear there are no students reporting who were enrolled at the school.
District data includes all school buildings, programs, alternative, and special education sites.
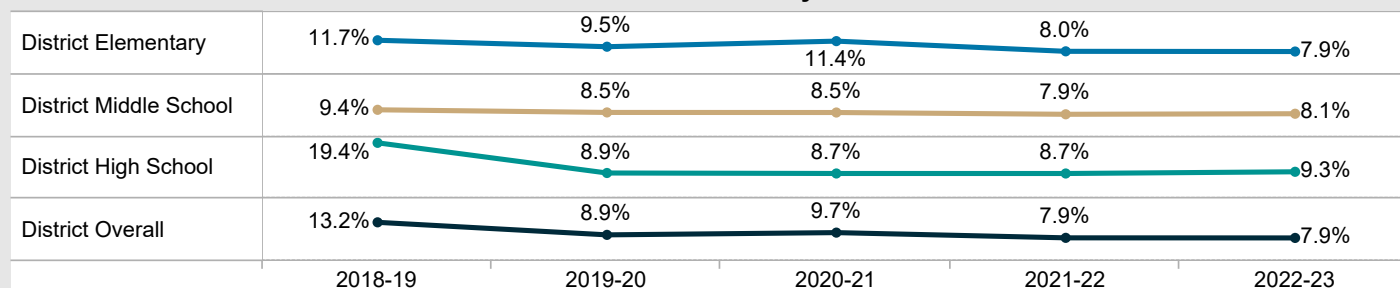
Parent-Teacher Conference (PTC) Attendance and Student Mobility

District	2023-24

Parent-Teacher Conference (PTC) Spring Attendance

District Elementary
- 2019-20: 85.8%
- 2020-21: 86.3%
- 2021-22: 90.8%
- 2022-23: 86.2%
- 2023-24: 88.9%

District Middle School
- 2019-20: 54.5%
- 2020-21: 51.1%
- 2021-22: 45.2%
- 2022-23: 42.1%
- 2023-24: 44.8%

District High School
- 2019-20: 21.4%
- 2020-21: 15.1%
- 2021-22: 37.5%
- 2022-23: 26.5%
- 2023-24: 26.4%

District Overall
- 2019-20: 77.9%
- 2020-21: 58.0%
- 2021-22: 64.8%
- 2022-23: 58.7%
- 2023-24: 60.5%

2023-24 District PTC Attendance

	# Attend	% Attend	In Person	Virtual
Fall	31,860	65.0%	29,467	2,434
Spring	29,604	60.5%	26,550	2,998

Student Mobility

	2018-19	2019-20	2020-21	2021-22	2022-23
District Elementary	11.7%	9.5%	11.4%	8.0%	7.9%
District Middle School	9.4%	8.5%	8.5%	7.9%	8.1%
District High School	19.4%	8.9%	8.7%	8.7%	9.3%
District Overall	13.2%	8.9%	9.7%	7.9%	7.9%

Parent-Teacher Conference Attendance
Data Source: Principal reporting of data.
Parent-Teacher Conference Attendance has been collected by the Research Division in the spring. Beginning with the 2021-22 school year, the Research Division collected both fall and spring parent-teacher conference data which includes in person and virtual attendance. This information can be used as one measurement of family engagement.
Attend: The number of students who had at least one or more parent/guardian attend PTC in person or by phone/virtually.
% Attend: Fall percentage is determined using Official Fall Membership. Spring percentage is determined using March Membership.

Due to the national health emergency (i.e., COVID-19) the spring calendar was impacted. This affected the collection of the Parent-Teacher Conference attendance; therefore, the 2019-20 Parent-Teacher Conference results may not be displayed in the school Data Books.

Student Mobility
Data Source: NDE NEP website. Nebraska Student and Staff Record System
Any child who enters or leaves school between the last Friday in September and the last day of school is counted in the mobility rate. An individual child is counted only once. The percentage is calculated using the the number of students in grades K-12 who are mobile divided by the number of students in grades K-12 as reported in the October or Fall membership. The October or Fall membership includes students enrolled on the last Friday in September.
Individual district levels are calculated from district averages. District Overall data are from the NDE NEP website.
In cases where no data is available, school level statistics do not appear.
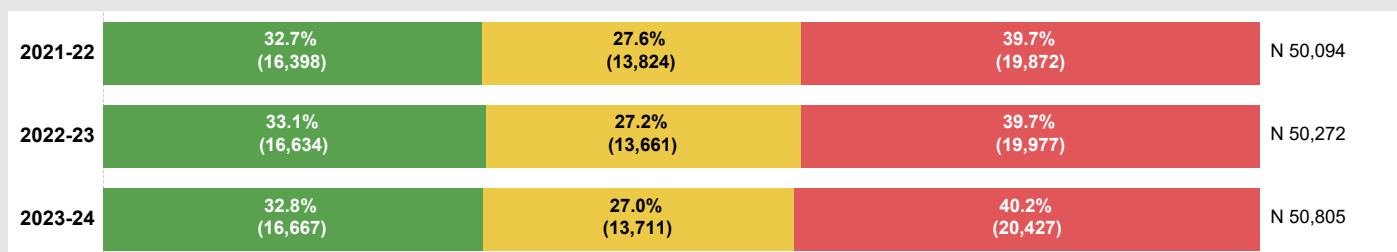
Attendance Summary

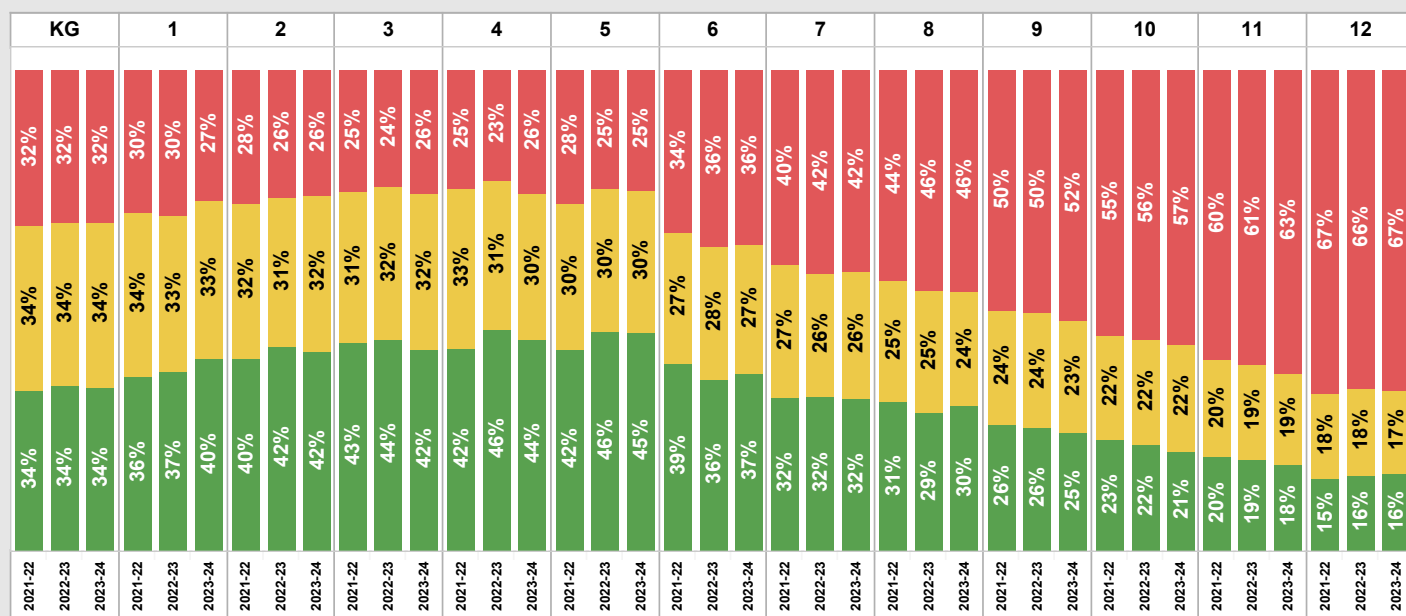| School Name	School Year
District (No PK)	**2023-24**

Includes students enrolled at the school for 40 or more days in the school year. The data represented may be different from the attendance dashboard because it was compiled at the end of each school year and is not subject to change.

Percent Absent: Enrolled 40 or More Days *
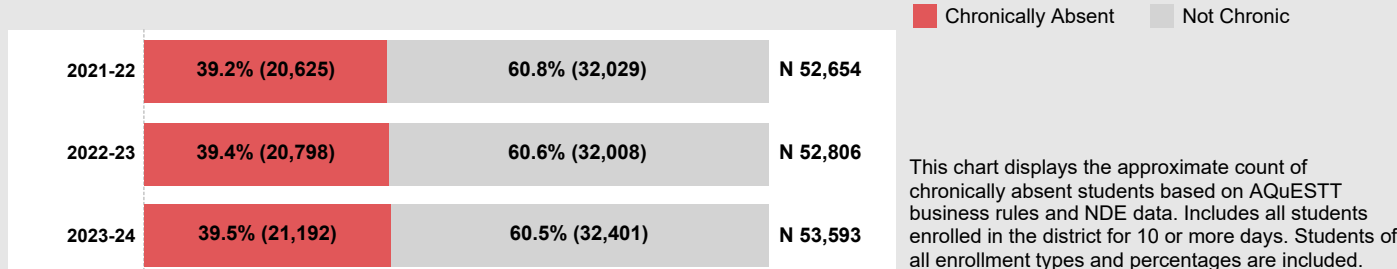
Year	Not Chronic	At Risk	Chronic	N
2021-22	32.7% (16,398)	27.6% (13,824)	39.7% (19,872)	N 50,094
2022-23	33.1% (16,634)	27.2% (13,661)	39.7% (19,977)	N 50,272
2023-24	32.8% (16,667)	27.0% (13,711)	40.2% (20,427)	N 50,805

■ Not Chronic <=5%   ■ At Risk >5% - <10%   ■ Chronic >10%

Percent Absent by Grade: Enrolled 40 or More Days

Grade	Year	Not Chronic (green)	At Risk (yellow)	Chronic (red)
KG	2021-22	34%	34%	32%
KG	2022-23	34%	34%	32%
KG	2023-24	34%	34%	32%
1	2021-22	36%	34%	30%
1	2022-23	37%	33%	30%
1	2023-24	40%	33%	27%
2	2021-22	40%	32%	28%
2	2022-23	42%	31%	26%
2	2023-24	42%	32%	26%
3	2021-22	43%	31%	25%
3	2022-23	44%	32%	24%
3	2023-24	42%	32%	26%
4	2021-22	42%	33%	25%
4	2022-23	46%	31%	23%
4	2023-24	44%	30%	26%
5	2021-22	42%	30%	28%
5	2022-23	46%	30%	25%
5	2023-24	45%	30%	25%
6	2021-22	39%	27%	34%
6	2022-23	36%	28%	36%
6	2023-24	37%	27%	36%
7	2021-22	32%	27%	40%
7	2022-23	32%	26%	42%
7	2023-24	32%	26%	42%
8	2021-22	31%	25%	44%
8	2022-23	29%	25%	46%
8	2023-24	30%	24%	46%
9	2021-22	26%	24%	50%
9	2022-23	26%	24%	50%
9	2023-24	25%	23%	52%
10	2021-22	23%	22%	55%
10	2022-23	22%	22%	56%
10	2023-24	21%	22%	57%
11	2021-22	20%	20%	60%
11	2022-23	19%	19%	61%
11	2023-24	18%	19%	63%
12	2021-22	15%	18%	67%
12	2022-23	16%	18%	66%
12	2023-24	16%	17%	67%

Absences used in these calculations are an accumulation of all out of school absent time and do not include activity, office, Student Success Center absences, technology, senior release, or bus related absences. All other excused and unexcused absences are included in attendance calculations. Adult High School, Gateway to College, Homebound, Interim and Contract locations, and the Transition Program have been excluded from all tables.

Percent Absent: The percent absent charts display the number and percentage of students who fall into each absence rate category. The district goal is for every student to be absent for 5% or less of their school year. An absence rate of 10% or more is considered chronically absent. Only students enrolled for 40 or more days are included in this calculation.

AQuESTT Chronic Absenteeism

■ Chronically Absent   ■ Not Chronic

Year	Chronically Absent	Not Chronic	N
2021-22	39.2% (20,625)	60.8% (32,029)	N 52,654
2022-23	39.4% (20,798)	60.6% (32,008)	N 52,806
2023-24	39.5% (21,192)	60.5% (32,401)	N 53,593

This chart displays the approximate count of chronically absent students based on AQuESTT business rules and NDE data. Includes all students enrolled in the district for 10 or more days. Students of all enrollment types and percentages are included.

Attendance Summary

School Name	School Year
District (No PK)	**2023-24**

■ **Not Chronic <=5%**   ■ **At Risk >5% - <10%**   ■ **Chronic >10%**

Percent Absent: Enrolled 40 or More Days

District Average	33% (16,667)	27% (13,711)	40% (20,427)

Student Groups

American Indian or Alaska Native	20% (75)	21% (80)	59% (221)
Asian	56% (2,074)	22% (827)	22% (810)
Black or African American	25% (2,957)	24% (2,854)	51% (6,093)
Hispanic or Latino	30% (6,256)	29% (5,977)	41% (8,402)
Native Hawaiian or Other Pacific Islander	20% (14)	27% (19)	54% (38)
Two or More Races	29% (915)	27% (857)	44% (1,392)
White	40% (4,376)	28% (3,097)	32% (3,471)

EL	37% (4,687)	30% (3,756)	33% (4,190)
Exited EL	38% (2,811)	25% (1,876)	37% (2,763)
Not EL	30% (9,169)	26% (8,079)	44% (13,474)

Eligible for Ed. Benefits	29% (10,352)	26% (9,604)	45% (16,292)
Not Eligible for Ed. Ben.	43% (6,315)	28% (4,107)	28% (4,135)

Special Education	27% (2,654)	26% (2,511)	47% (4,499)
Not Special Education	34% (14,027)	27% (11,212)	39% (16,002)

Includes students enrolled at the school for 40 or more days in the school year. The data represented may be different from the attendance dashboard because it was compiled at the end of the school year and is not subject to change. All subgroup demographics are as of the end of the school year except for special education which is as of each enrollment. Absences used in these calculations are an accumulation of all out of school absent time and do not include activity, office, Student Success Center absences, technology, senior release, or bus related absences. All other excused and unexcused absences are included in attendance calculations. Adult High School, Gateway to College, Homebound, Interim and Contract locations, and the Transition Program have been excluded from all tables.

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English Learners (EL): Current EL students and those who waived services
Exited EL: Students exited from the EL program
Not EL: Students who are not EL, and those who were redesignated as Special Education
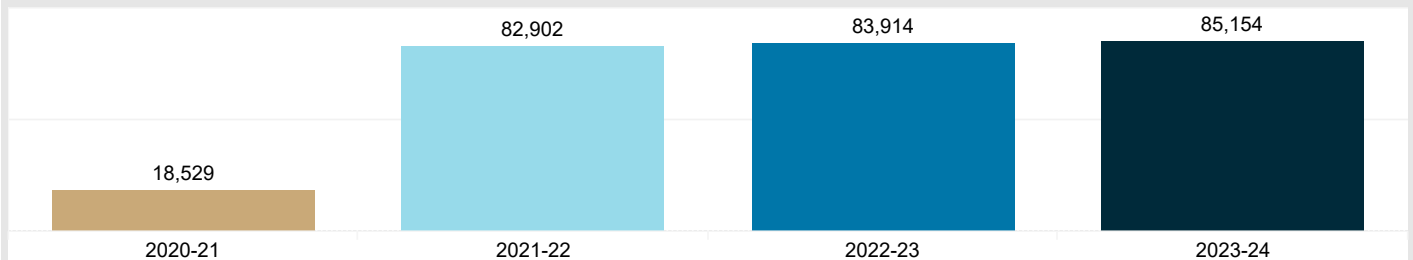**Special Education Students:** Students qualifying and receiving special education services during their enrollment. Students may be counted as both "yes" and "no" based on the services they received during different enrollments.

If no data is displayed, there were no students in the group.

Discipline Summary

	District									2023-24		

	Demographics		# of Students with In-School Suspensions (ISS)			# of Students with Out-of-School Suspensions (OSS)			# of Students with Expulsions (EXP)		
	Total	%	Total ISS	% of ISS	% of Group	Total OSS	% of OSS	% of Group	Total EXP	% of EXP	% of Group
District	49,131	100.0%	4,021	98.3%	8.2%	5,638	97.0%	11.5%	366	96.8%	0.7%

Student Groups

	Total	%	Total ISS	% of ISS	% of Group	Total OSS	% of OSS	% of Group	Total EXP	% of EXP	% of Group
American Indian or Alaska Native	366	0.7%	38	0.9%	10.4%	66	1.1%	18.0%	3	0.8%	0.8%
Asian	3,599	7.1%	124	3.0%	3.4%	167	2.9%	4.6%	18	4.8%	0.5%
Black or African American	11,553	22.9%	1,845	45.1%	16.0%	2,585	44.5%	22.4%	198	52.4%	1.7%
Hispanic	19,709	39.1%	1,133	27.7%	5.7%	1,520	26.2%	7.7%	78	20.6%	0.4%
Native Hawaiian or Pacific Islander	58	0.1%	4	0.1%	6.9%	9	0.2%	15.5%	0	0.0%	0.0%
Two or More Races	3,078	6.1%	323	7.9%	10.5%	488	8.4%	15.9%	26	6.9%	0.8%
White	10,768	21.3%	554	13.5%	5.1%	803	13.8%	7.5%	43	11.4%	0.4%
Female	24,095	47.7%	1,625	39.7%	6.7%	2,285	39.3%	9.5%	172	45.5%	0.7%
Male	25,036	49.6%	2,396	58.6%	9.6%	3,353	57.7%	13.4%	194	51.3%	0.8%
Eligible for Ed. Benefits	35,962	71.2%	3,338	81.6%	9.3%	4,730	81.4%	13.2%	319	84.4%	0.9%
No Data & Not Eligible (Ed. Ben.)	13,169	26.1%	683	16.7%	5.2%	908	15.6%	6.9%	47	12.4%	0.4%
Special Education	8,722	17.3%	1,065	26.0%	12.2%	1,652	28.4%	18.9%	107	28.3%	1.2%
Not Special Education	40,409	80.2%	3,042	74.4%	7.5%	4,092	70.4%	10.1%	259	68.5%	0.6%
English Learner	11,672	23.2%	492	12.1%	4.2%	720	12.5%	6.2%	41	10.9%	0.4%
Not English Learner	37,459	74.2%	3,529	86.3%	9.4%	4,918	84.6%	13.1%	325	86.0%	0.9%

Unique Student Incidents by School Year

2020-21	2021-22	2022-23	2023-24
18,529	82,902	83,914	85,154

of Students with Out-of-School Suspensions by School Year

2020-21	2021-22	2022-23	2023-24
3.3% 1,622	11.5% 5,634	13.2% 6,483	11.5% 5,638

of Students with In-School Suspensions by School Year

2020-21	2021-22	2022-23	2023-24
3.9% 1,902	8.1% 3,944	7.9% 3,856	8.2% 4,021

of Students with Expulsions by School Year

2020-21	2021-22	2022-23	2023-24
0.1% 47	0.8% 368	0.9% 459	0.7% 366
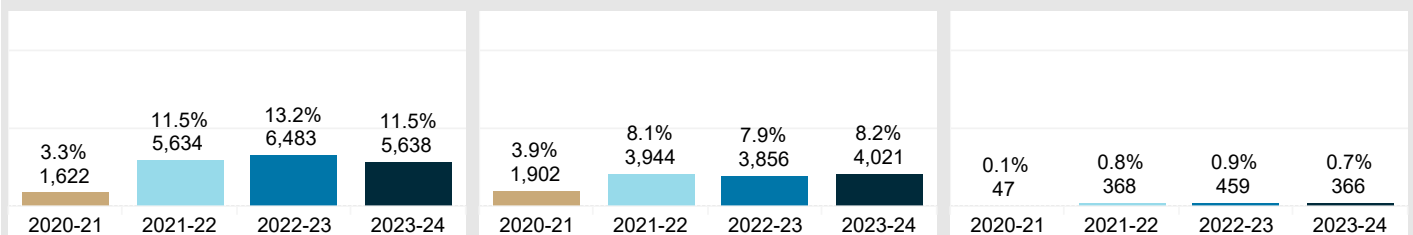
Early childhood students are not included in any demographic or discipline counts. Student demographics are based on Official Fall Membership enrollments and all discipline rates by group or school are calculated by dividing the number of students disciplined throughout the school year by the number of students enrolled at official membership.

Unique Student Incidents by School Year reflects the total number of distinct students involved in distinct incidents in that school year. A student involved in multiple unique incidents counts multiple times.

The 2020-21 school year was impacted by the national health emergency (i.e., COVID-19) and discipline data may not be comparable to other school years.
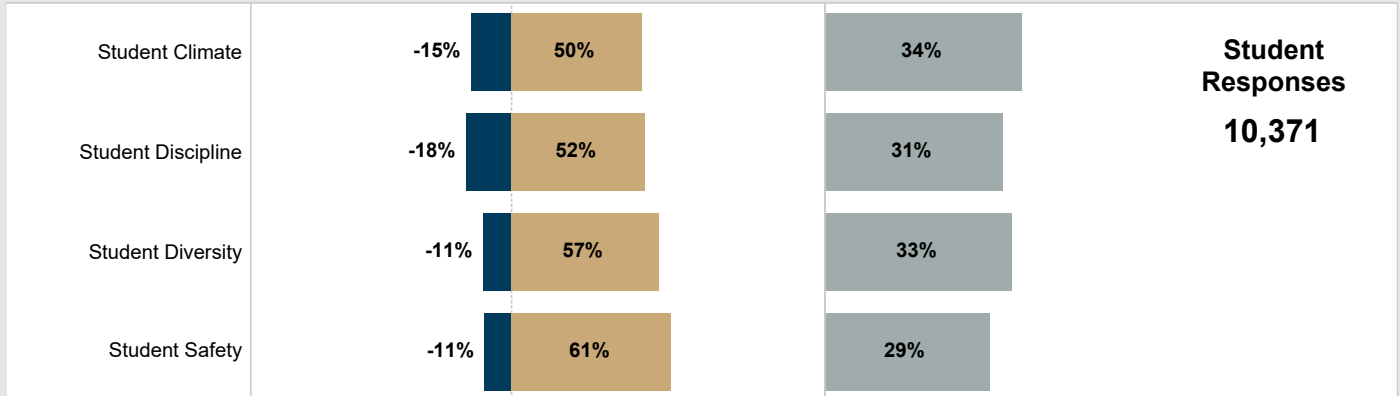
Data Source: Infinite Campus
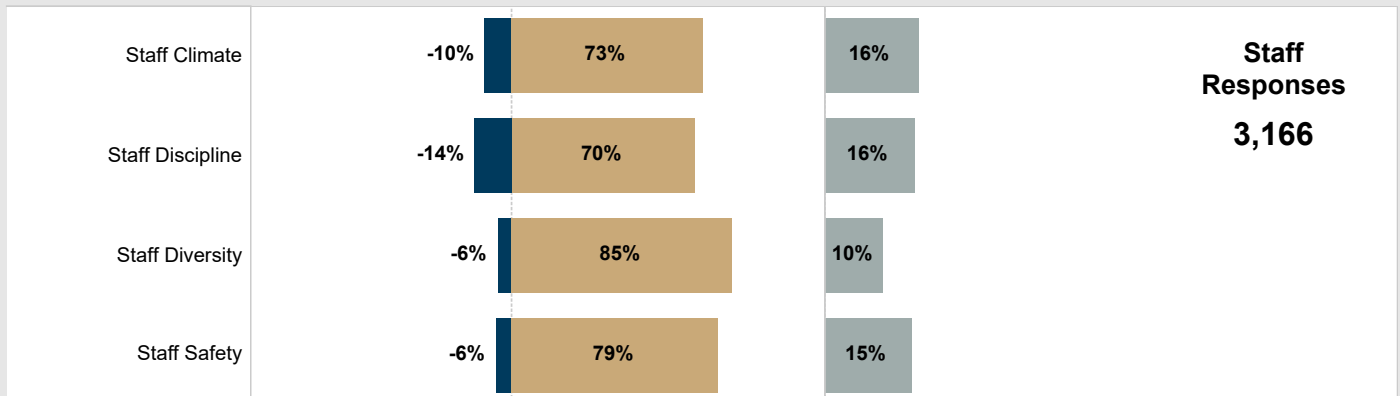
Climate Summary

District (All Schools and Programs)	2023-24

Legend: ■ Negatives ■ Positives ■ Neutrals

Student Climate Survey

Domain	Negatives	Positives	Neutrals	
Student Climate	-15%	50%	34%	**Student Responses**
Student Discipline	-18%	52%	31%	
Student Diversity	-11%	57%	33%	**10,371**
Student Safety	-11%	61%	29%	

Staff Climate Survey

Domain	Negatives	Positives	Neutrals	
Staff Climate	-10%	73%	16%	**Staff Responses**
Staff Discipline	-14%	70%	16%	
Staff Diversity	-6%	85%	10%	**3,166**
Staff Safety	-6%	79%	15%	

Parent Voice - Climate Section

Domain	Negatives	Positives	Neutrals	
Parent Climate	-12%	77%	11%	**Parent Responses**
Parent Discipline	-17%	63%	20%	
Parent Safety	-17%	69%	14%	**2,928**
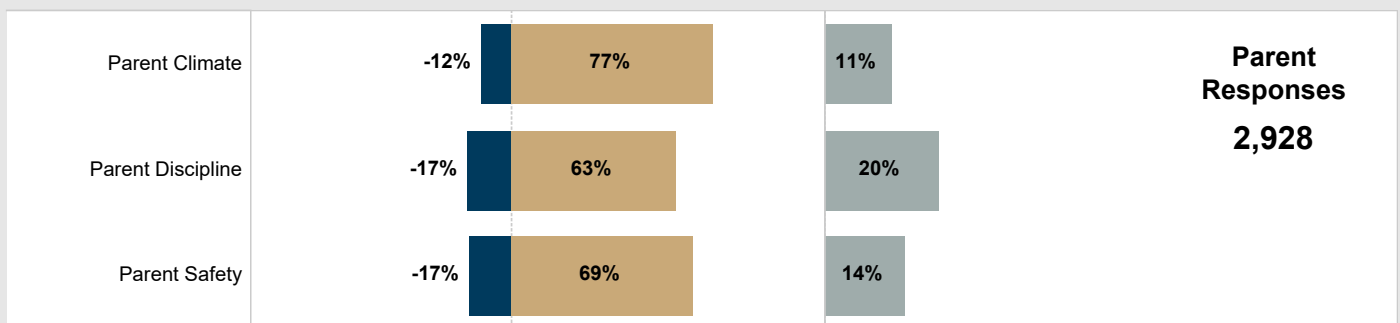
This summary page presents favorability scores for the identified domain areas based on the annual climate survey results of students and staff. Student responses are collected from grades 5-12. These domain scores are calculated by aggregating individual item responses, showing the percentage of responses that were negative (1 or 2), positive (4 or 5), or neutral (3).

Parents have the opportunity to provide feedback throughout the year via the Parent Voice Survey, which allows them to choose from multiple categories to respond to. Parent response counts are often lower, especially in the climate/culture section, as many opt not to participate. Consequently, if there are 10 or fewer responses, the data is not displayed due to the results not being able to be generalized to a larger population.

Graduation Reports Overview

Graduation/Dropout Summary

The Graduation/Dropout Summary shows the graduation rates of cohorts of students over the last five years. A graduation cohort is defined as a group of students who started ninth grade together and are expected to graduate in four years. Students who enter high school in tenth, eleventh, or twelfth grade are similarly entered into a graduation cohort that would have been four school years from their ninth-grade year. Cohort length is the number of years it takes a student to graduate from the start of becoming a first time ninth grader. The standard time to graduate is four years. This report also reflects the percentage of students who graduated, are still enrolled, or have dropped out during the reported school year.

Graduation Follow up Summary

The Graduate Follow Up Summary displays the results of the survey conducted with graduate students from the Omaha Public Schools. The survey is conducted approximately six months after graduation and includes questions regarding graduates' long-term goals, transition into the workforce, enrollment in post-secondary education, and factors influencing these decisions. The Graduate Follow Up Summary focuses on graduates' post-secondary enrollment status, in/out of state attendance, types of post-secondary institutions attended, employment status, and career goals of the graduates.

Graduate/Dropout Summary
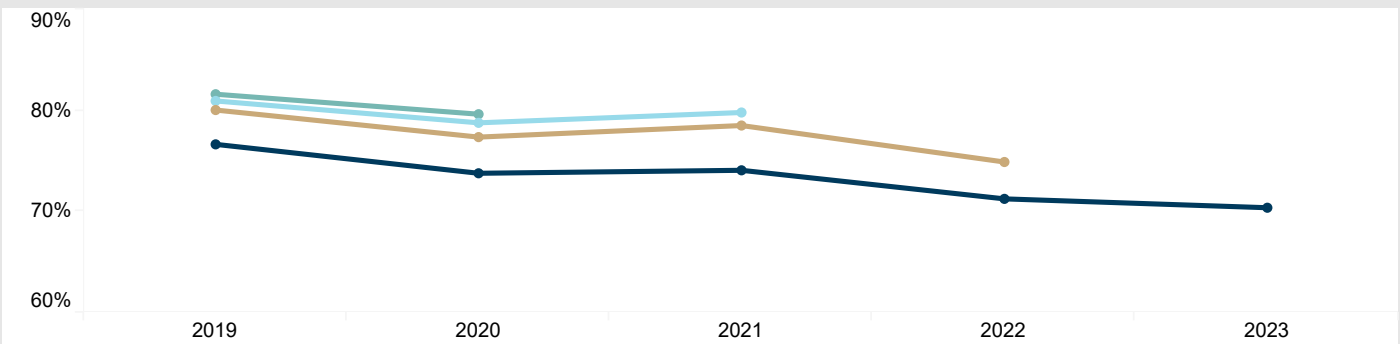
District: All Schools	Graduation Year 2023

Cohort Graduation Rates

Legend: ■ 4-Year ■ 5-Year ■ 6-Year ■ 7-Year

Cohort	2019	2020	2021	2022	2023
4-Year	76.7%	73.8%	74.1%	71.3%	70.4%
5-Year	80.1%	77.4%	78.5%	74.9%	
6-Year	81.0%	78.8%	79.8%		
7-Year	81.6%	79.6%			

2023 4-Year Cohort Status by Group

Group	Graduate	Still Enrolled	Dropout	N
District	70.4%	14.6%	15.1%	N 3,846
Black or African American	71.7%	17.5%	10.8%	N 919
Hispanic	62.6%	16.1%	21.3%	N 1,555
White	80.8%	9.0%	10.1%	N 898
*Other	73.4%	14.3%	12.2%	N 474
Female	75.5%	12.2%	12.3%	N 1,911
Male	65.3%	16.9%	17.8%	N 1,935
Eligible for Ed. Benefits	63.3%	17.2%	19.5%	N 2,242
Not Eligible for Ed. Ben.	80.3%	10.9%	8.8%	N 1,604
With IEP	73.8%	11.7%	14.5%	N 3,199
Without IEP	53.6%	28.7%	17.6%	N 647
EL	35.3%	23.7%	41.0%	N 541
Exited EL	84.3%	9.4%	6.2%	N 817
Not EL	73.4%	14.3%	12.3%	N 2,488

Legend: ■ Graduate ■ Still Enrolled ■ Dropout

*Other: Includes American Indian or Alaska Native, Asian, Native Hawaiian or Other Pacific Islander, Two or More Races

A graduation cohort is a group of students that enter 9th grade at the same time with the expectation of graduating in four years. Students that enter high school in 10th through 12th grade are similarly entered into a graduation cohort that would have been four school years from their 9th grade year. To see more information on the methodology/calculation of cohort, graduation, and dropout rates, please see the district graduation and dropout report.

The 4-Year cohort **Graduate** category includes students who obtained a regular diploma in four or fewer years. The **Still Enrolled** category includes students who were still enrolled at a school or program at the end of the school year. The **Dropout** category includes students who dropped out, aged out, or who were not enrolled at the end of the school year.

Data Source: 4-year graduation cohort file from the Cohort Detail Report in ADVISER
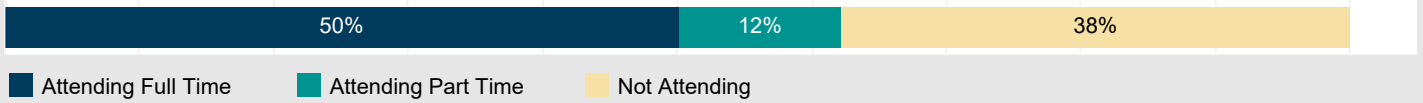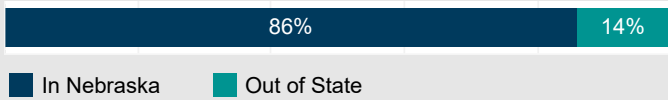
Graduate Follow-Up Summary

District	2023 Graduates

Number of Graduates Contacted: **2,032** (out of 2,707)
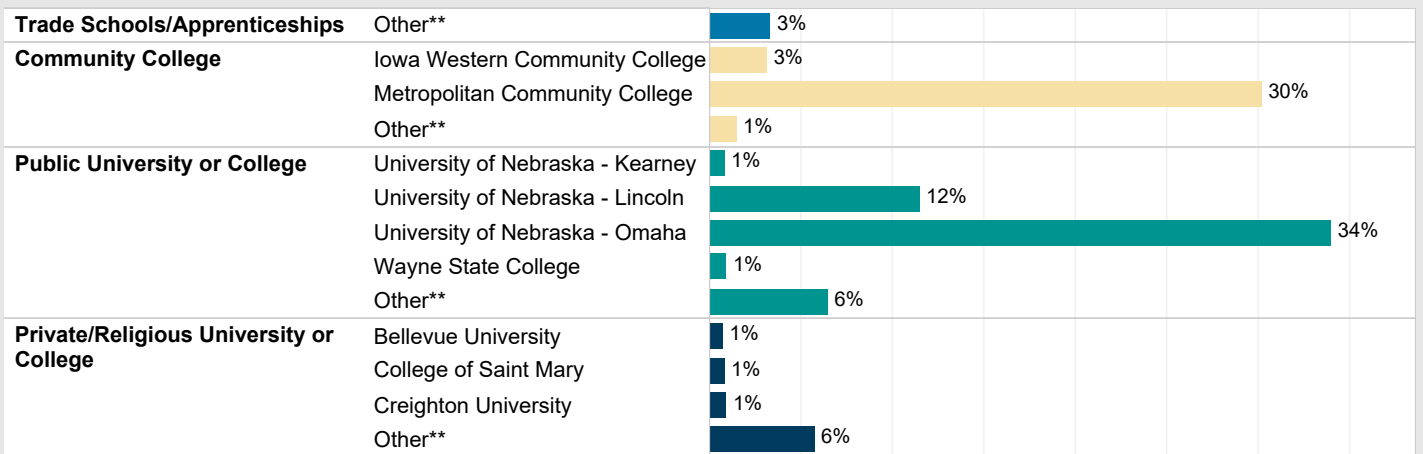
Graduates' Post-Secondary Attendance

50%	12%	38%

- ■ Attending Full Time
- ■ Attending Part Time
- ■ Not Attending

Post-Secondary Attendance In and Out of State*

86%	14%

- ■ In Nebraska
- ■ Out of State

Length of Post-Secondary Programs Attended*

63%	37%

- ■ 4-Year Program
- ■ 2 Year Program (or less)

Post-Secondary Institutions Attended by Graduates*

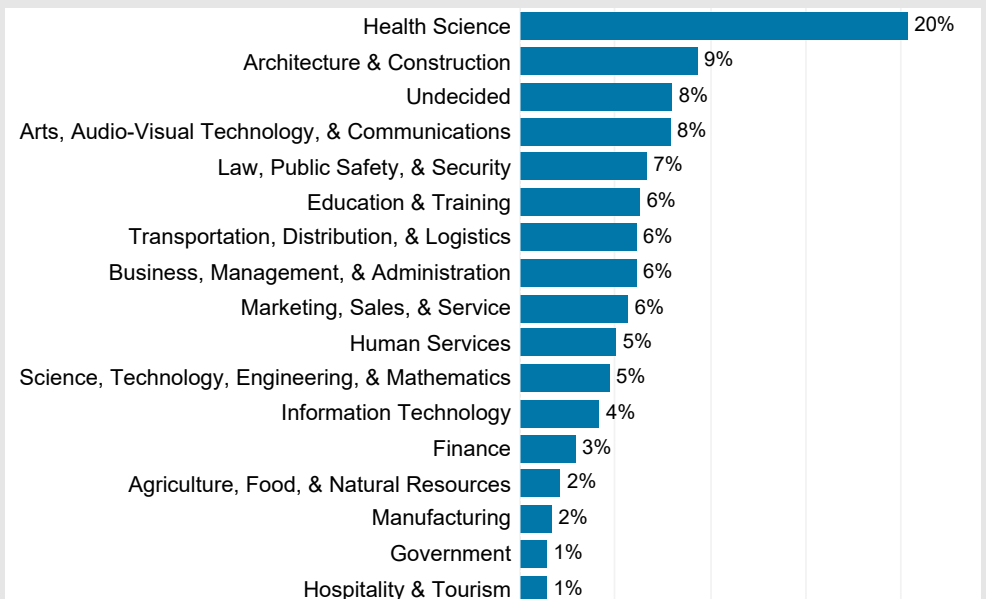|		
Trade Schools/Apprenticeships	Other**	3%
Community College	Iowa Western Community College	3%
	Metropolitan Community College	30%
	Other**	1%
Public University or College	University of Nebraska - Kearney	1%
	University of Nebraska - Lincoln	12%
	University of Nebraska - Omaha	34%
	Wayne State College	1%
	Other**	6%
Private/Religious University or College	Bellevue University	1%
	College of Saint Mary	1%
	Creighton University	1%
	Other**	6%

* Figures include only graduates attending post-secondary education full or part time.
** Other post-secondary schools attended by graduates included a multitude of educational institutions.

Employment Status

- 16% Unemployed - Not Looking
- 13% Unemployed - Looking
- 1% Full-Time Military
- 40% Employed Part-Time
- 30% Employed Full-Time

- ■ Unemployed - Not Looking
- ■ Unemployed - Looking
- ■ Full-Time Military
- ■ Employed Part-Time
- ■ Employed Full-Time

Career Goals of the Graduates

Health Science	20%
Architecture & Construction	9%
Undecided	8%
Arts, Audio-Visual Technology, & Communications	8%
Law, Public Safety, & Security	7%
Education & Training	6%
Transportation, Distribution, & Logistics	6%
Business, Management, & Administration	6%
Marketing, Sales, & Service	6%
Human Services	5%
Science, Technology, Engineering, & Mathematics	5%
Information Technology	4%
Finance	3%
Agriculture, Food, & Natural Resources	2%
Manufacturing	2%
Government	1%
Hospitality & Tourism	1%

Data Source: 2023 Graduate Follow-Up Study