

Castelar Elementary Data Book



2021-22

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Snapshot Report

School Demographic Characteristics

Castelar Elementary

School Year

2021-22

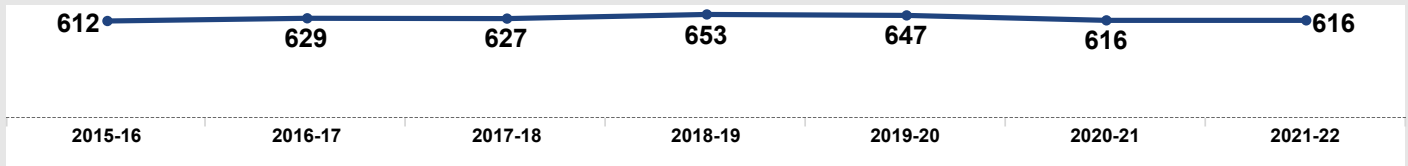
Total Enrollment

616

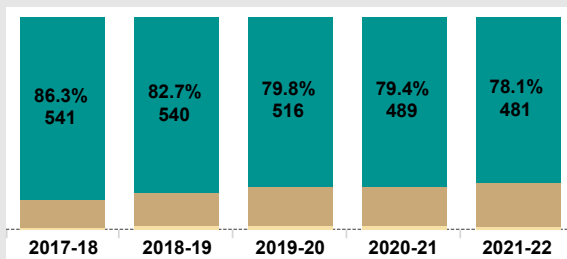
Enrollment by Grade

Gender	EC	KG	1	2	3	4	5	Grand Total
Female	10	56	63	52	37	51	43	312
Male	9	41	50	48	59	49	48	304
Grand Total	19	97	113	100	96	100	91	616

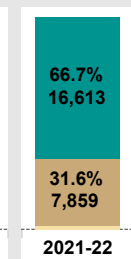
Enrollment History



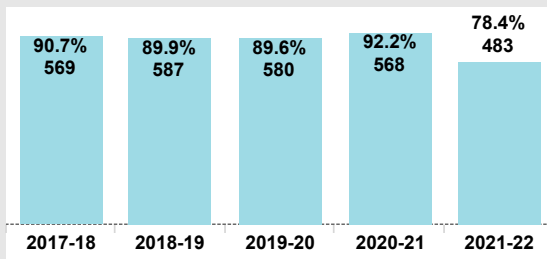
Enrollment Makeup History



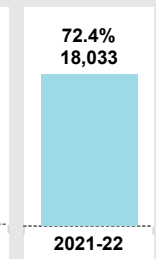
District



School Free/Reduced Lunch



District



Enrollment Makeup

■ HAA
 ■ NON-HAA
 ■ OUT OF DIST
 ■ PROGRAM

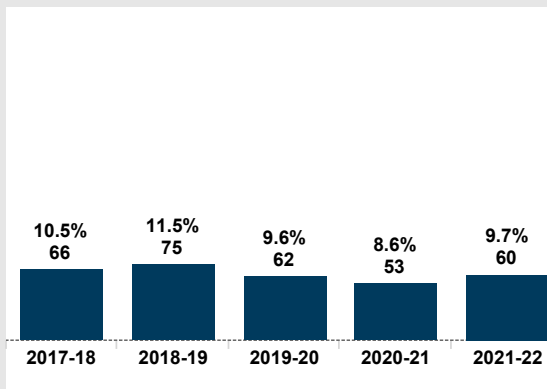
Race/Ethnicity

American Indian or Alaska Native	0.2%	1
Asian	0.2%	1
Black or African American	1.8%	11
Hispanic or Latino	93.3%	575
Native Hawaiian or Other Pacific Islander		
Two or More Races	1.3%	8
White	3.2%	20

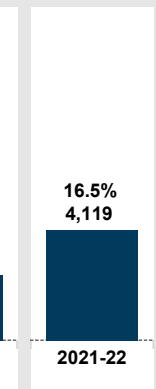
District

American Indian or Alaska Native	0.7%	170
Asian	7.6%	1,899
Black or African American	23.7%	5,900
Hispanic or Latino	38.0%	9,451
Native Hawaiian or Other Pacific Islander	0.1%	35
Two or More Races	6.6%	1,646
White	23.3%	5,801

Special Education Students



District



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 – Percent of students participating in the free/reduced price lunch program and used as an indication of the level of poverty. Community Eligibility Program (CEP) schools may have less accurate free/reduced lunch 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), outside of the district (OUT OF DIST), or attending a program (PROGRAM).

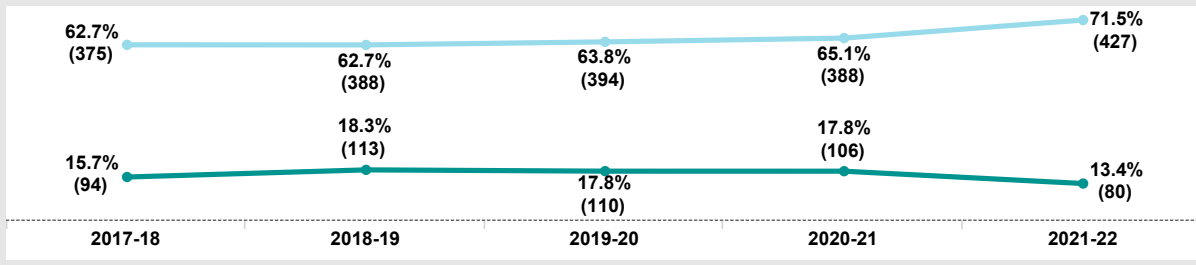
District data includes only elementary school buildings and no program, alternative, or special education sites.

School Demographic Characteristics
Castelar Elementary

School Year
2021-22

Total Enrollment
616

EL % Enrollment History (No PK)

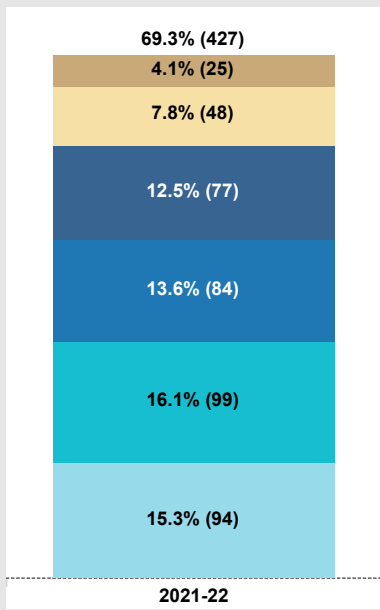


District

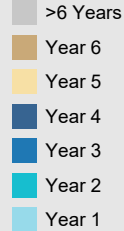
2021-22	
EL	Exited EL
29.9%	8.9%
6,934	2,062

EL Status ■ EL ■ Exited EL

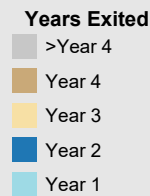
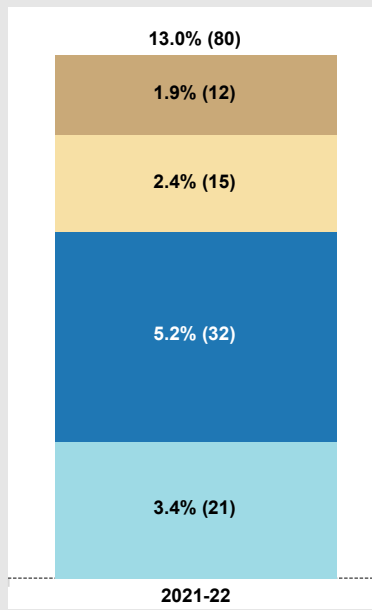
Years EL



Years EL



Years Exited EL



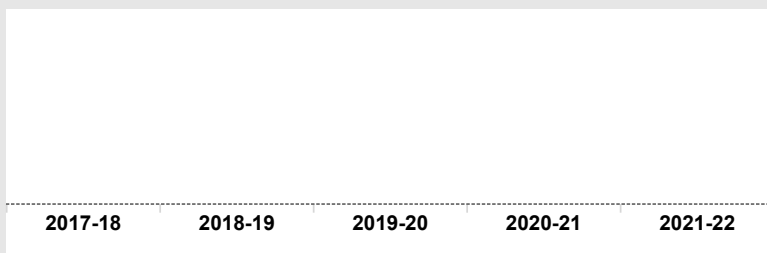
Top 5 Languages Other than English (All Students)

Spanish	510 (98.1%)
Q'anjoba'l	9 (1.7%)
Vietnamese	1 (0.2%)
Grand Total	520 (100.0%)

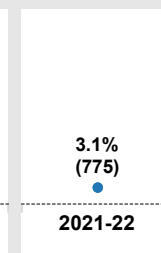
Top 5 Birth Countries (All Students)

United States	494 (80.2%)
Mexico	53 (8.6%)
Guatemala	46 (7.5%)
El Salvador	18 (2.9%)
Honduras	3 (0.5%)

Refugee (All Students)



District



Migrant (All Students)

Current <=3 yrs.		Former >3 yrs.	
0.3%	2	0.6%	4
District		District	
1.0%	256	1.6%	405

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 exited to special education, and those tested but who did not qualify for services.

Refugee Students- Students who have been identified as refugees immigrating from one of 17 countries (i.e., Afghanistan, Bhutan, Burundi, Congo, Egypt, Ethiopia, Iraq, Kenya, Myanmar (Burma), Nepal, Rwanda, Somalia, Sudan, Syria, United Republic of Tanzania, Thailand and Uganda).

Migrant- Students who have been living in Omaha three years or less and whose families work in the agricultural industry.

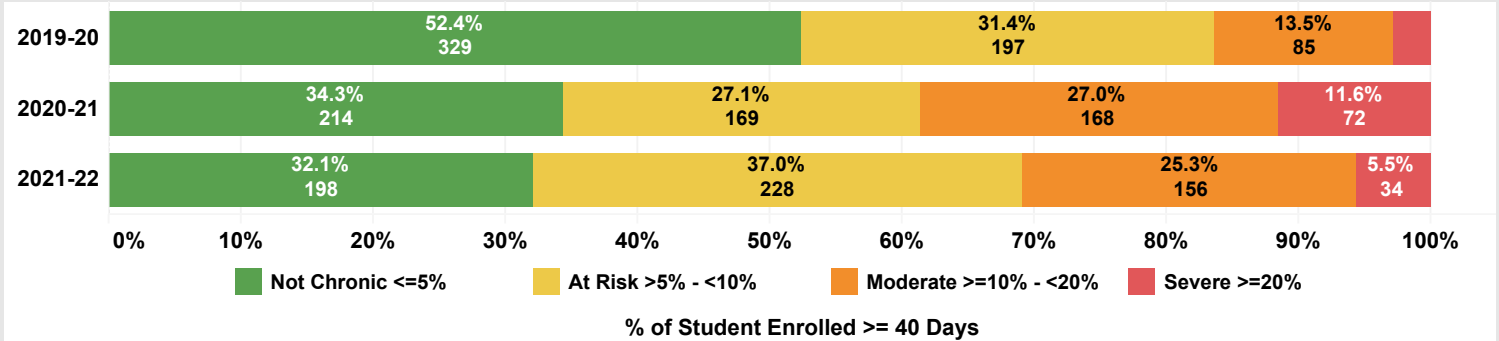
If school level statistics do not appear there are no students reporting who were enrolled at the school.

District data includes only elementary school buildings and no program, alternative, or special education sites.

Attendance Summary
Castelar Elementary

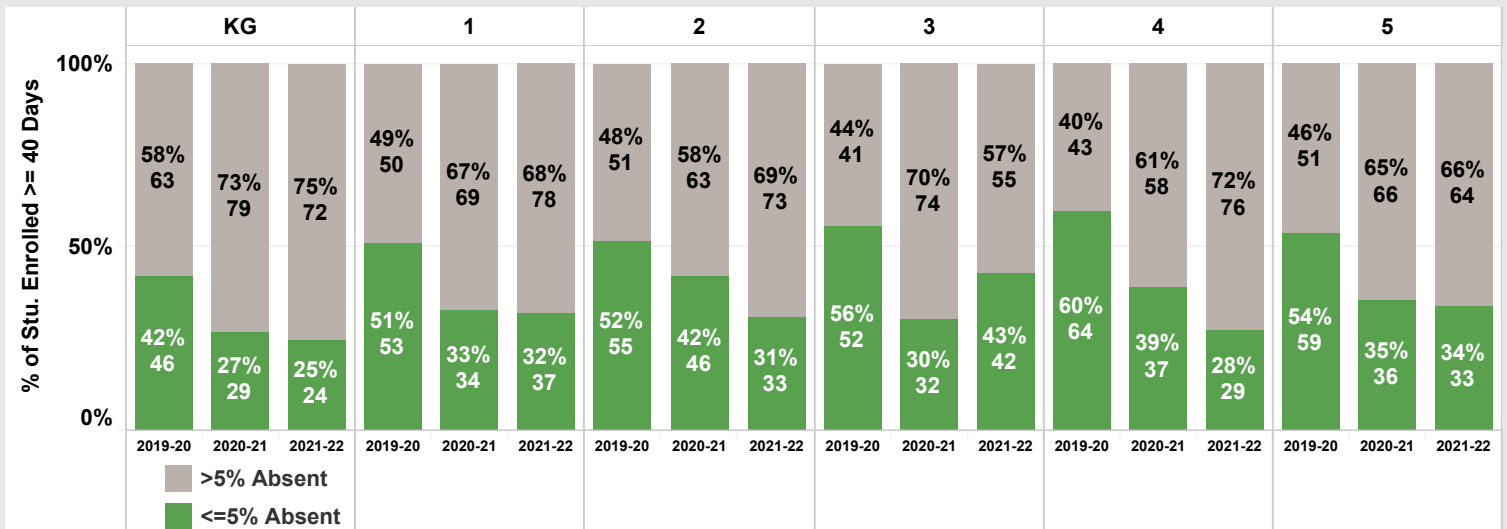
School Year
2021-22

Percent Absent: Enrolled 40 or More Days (No PK)



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 by Grade: Enrolled 40 or More Days (No PK)



Attendance Rate

2019-20	93.8%
2020-21	90.1%
2021-22	91.6%

Includes all enrollments (No PK).

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, or bus related absences. All other excused and unexcused absences are included in attendance calculations.

Percent Absent – The percent absent charts calculate the number and percentage of students who fall into each absence rate categories. 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.

Attendance Rate – The Attendance Rate describes the ratio of time in attendance to time enrolled and is the sum of all student days present divided by the sum of all student days enrolled. All enrollments are included in the rate calculations.

Average Days Absent

2019-20	7.2
2020-21	15.3
2021-22	13.8

Includes FAY students (No PK).

Average Days Absent – The Average Days Absent is calculated by averaging the total out of school absences for students who were in attendance at a school at Official Fall Membership (last Friday in September or October 1st) and remained at the school until May 1st (a.k.a. FAY: Full Academic Year Student).

Due to the national health emergency (i.e., COVID-19) the spring school calendar was impacted and all 2019-20 attendance data is only through 3/6/2020. Attendance data in 2020-21 includes remote learning days for students throughout the school year. Comparing 2019-20 or 2020-21 to other years may not be appropriate.

Attendance Summary Castelar Elementary

**School Year
2021-22**

Absence Rate

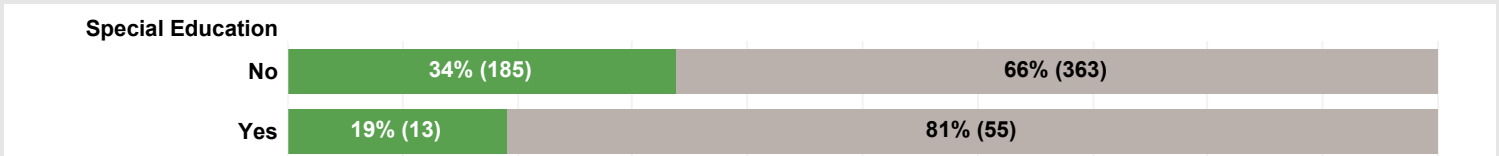
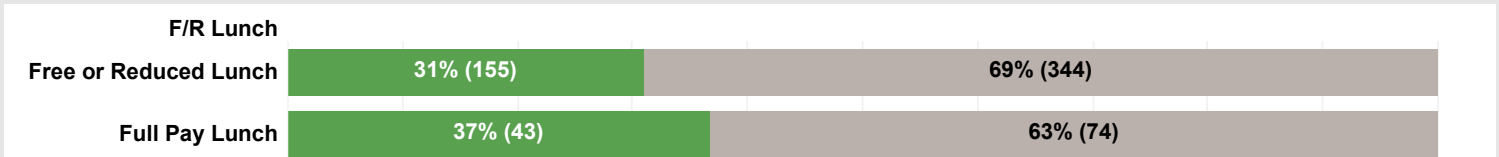
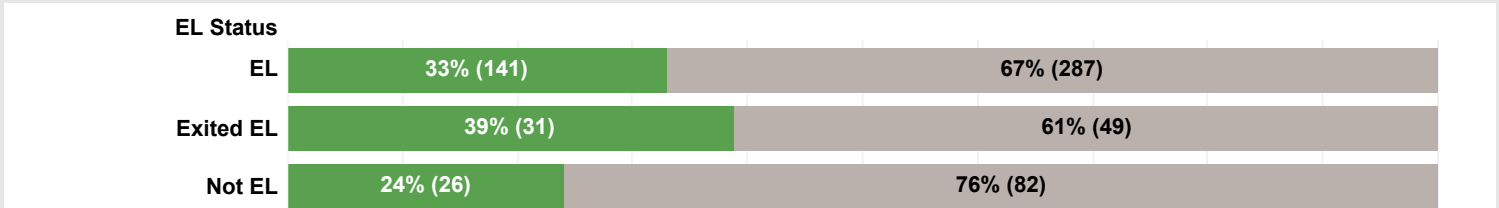
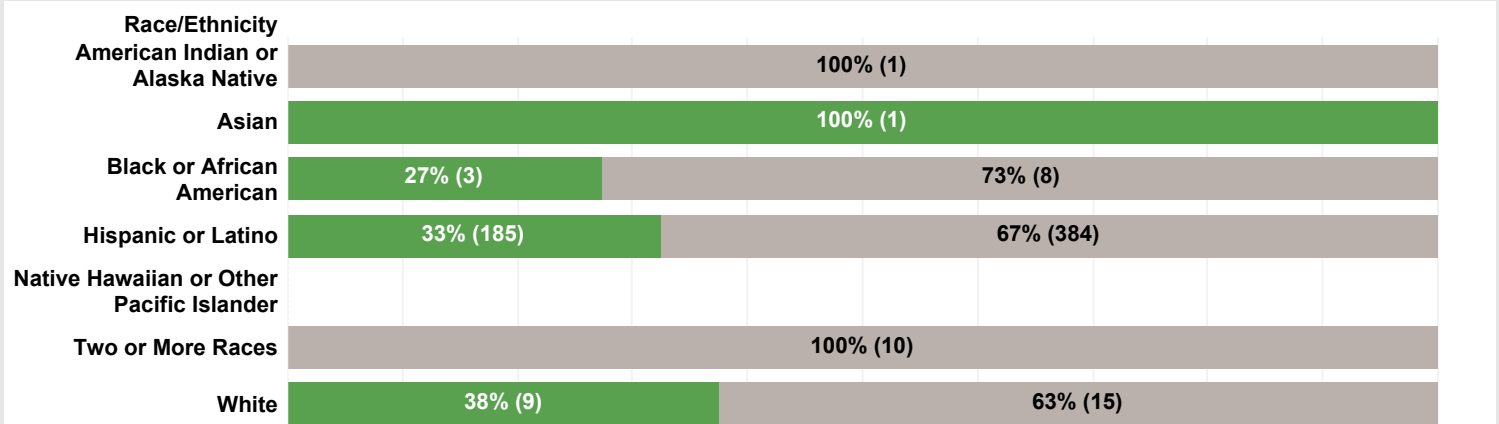
■ <=5% Absent

■ >5% Absent

Percent Absent: Enrolled 40 or More Days (No PK)



Includes students enrolled in the school district for 40 or more days in the school year. The school level average includes only school buildings and no program, alternative, or special education sites.



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. 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, or bus related absences. All other excused and unexcused absences are included in attendance calculations.

Percent Absent – The percent absent charts calculate the number and percentage of students who fall into absence rate categories. 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.

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 exited to special education, and those tested but who did not qualify for services.

Special Education Students – Students qualifying and receiving special education services.

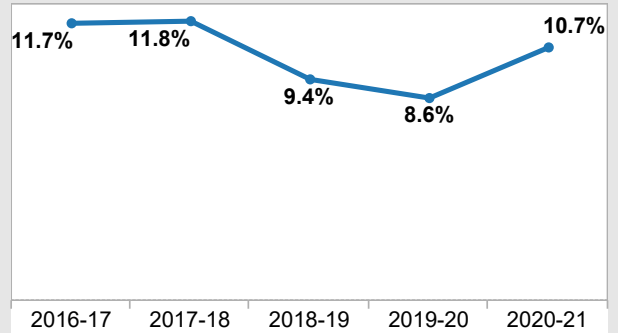
Parent-Teacher Conference Attendance, Mobility, Climate Survey, and Suspension Summaries

Castelar Elementary

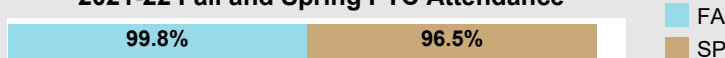
Parent-Teacher Conference (PTC) Spring Attendance



Mobility



2021-22 Fall and Spring PTC Attendance



Climate Survey Summary

	Staff			Student			Parent		
	2020-21	2021-22	Change	2020-21	2021-22	Change	2020-21	2021-22	Change
Climate	4.32	4.07	-0.25	3.88			4.59	4.38	-0.21
Safety	4.36	4.21	-0.15	4.01			4.71	4.38	-0.33
Equity/Respect for Diversity	4.47	4.40	-0.07	4.00			4.69	4.50	-0.19
Discipline	4.21	3.90	-0.31	4.01			4.51	3.75	-0.76
Participants	70	42	-28	84	3	-81	30	8	-22

Suspension Summary

	2020-21	2021-22	Change
Official Fall Membership	616	616	0
Short/Long Term Suspensions	1	12	11
% Suspended	0.2%	1.9%	1.8%

Parent-Teacher Conference Attendance: 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. Research has consistently shown the important role that parental involvement has in a student's academic achievement. Due to a snow day, Parent-Teacher Conference Attendance is not available for 2018-19.

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.

Mobility: 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 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. Data is masked if it is < 10.

Climate Survey Summary: This report shows the average of the following School Climate Survey categories: School Climate, School Safety, Equity/Respect for Diversity and Discipline. Climate Scores are an average rating between 1 (Strong Disagreement) and 5 (Strong Agreement). A more detailed report and description of the School Climate Survey is included in this school Data Book. Climate scores for groups of less than five are not considered reliable. Therefore, they are not represented in this report.

Suspension Summary: This report shows the number of individual students who were placed on short or long term suspensions. The percentage of students suspended is determined by dividing the number of individual students suspended by the Official Fall Membership.

If school level statistics do not appear, no data is available or less than 5 participants responded.

Castelar Elementary
Discipline Data
2021-22

Race Ethnicity											
Student Group	Demographics		Suspensions			Expulsions			Mandatory Reassignments		
	N	%	N	% Suspension	% Subgroup	N	% Expulsions	% Subgroup	N	% Reassign	% Subgroup
American Indian or Alaska Native	1	0.2%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
Asian	1	0.2%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
Black or African American	11	1.8%	1	8.3%	9.1%	0	0.0%	0.0%	0	0.0%	0.0%
Hispanic	575	93.3%	9	75.0%	1.6%	0	0.0%	0.0%	0	0.0%	0.0%
Native Hawaiian or Other Pacific Islander	0	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
Two or More Races	8	1.3%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
White	20	3.2%	2	16.7%	10.0%	0	0.0%	0.0%	0	0.0%	0.0%
Total Students	616		12		1.9%	0		0.0%	0		0.0%

Gender, FRL, Special Education, and English Language Learners (EL)											
Student Group	Demographics		Suspensions			Expulsions			Mandatory Reassignments		
	N	%	N	% Suspension	% Subgroup	N	% Expulsions	% Subgroup	N	% Reassign	% Subgroup
Female	312	50.6%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
Male	304	49.4%	12	100.0%	3.9%	0	0.0%	0.0%	0	0.0%	0.0%
Free or Reduced Lunch	483	78.4%	10	83.3%	2.1%	0	0.0%	0.0%	0	0.0%	0.0%
Special Education	60	9.7%	3	25.0%	5.0%	0	0.0%	0.0%	0	0.0%	0.0%
English Learner	427	69.3%	5	41.7%	1.2%	0	0.0%	0.0%	0	0.0%	0.0%

Discipline Data - Student Demographics are based on 2021-22 Official Membership. Discipline numbers (N) reflect the number of individual students not the number of total incidents. This data reflects out-of-school suspensions only.

Climate Survey

Due to the national health emergency (i.e., COVID-19) the spring school calendar was impacted. This affected the collection of the Climate Survey responses; therefore, the 2019-2020 Climate Survey results are not displayed in the school Data Books.

The School Climate Survey Summary reports the survey participants' degree of agreement with positive statements regarding the school. Climate Scores are an average rating between 1 (Strong Disagreement) and 5 (Strong Agreement). A score that is close to (5) indicates higher agreement, which is desired. Scores that are below the midpoint (3) and closer to (1) indicate consistent disagreement and should be examined. An average rating summarizes the responses of students, parents and staff members for each of the survey categories: School Climate, School Safety, Equity/Respect for Diversity, and Discipline.

**Omaha Public Schools
Climate Survey
Castelar Elementary**

Statement	Comparison			2021-22			Change (+/-) Comp to 20-21		
	Staff (20-21)	Student (20-21)	Parent (20-21)	Staff	Student	Parent	Staff	Student	Parent
Number of Participants	70	84	30	42	3	8	-28	-81	-22
School Climate									
The atmosphere of this school is positive.	4.25	3.73	4.73	3.71	NR	4.38	-0.54	NA	-0.35
Students are proud of the school. (Staff) Adults are proud of this school. (Student)	4.40	4.09		4.27	NR		-0.13	NA	
Staff members are proud of this school.	4.46			3.88			-0.58		
Staff members at this school demonstrate their care and concern for students. (Staff, Parent) Adults at this school openly show that they care about me. (Student)	4.52	4.11	4.83	4.55	NR	4.63	0.03	NA	-0.20
Students value the opinions of the adults at this school. (Staff) I value the opinions of the adults at this school. (Student)	4.24	3.92		4.10	NR		-0.14	NA	
Staff and administration value the opinions of students at this school. (Staff) Adults at this school value my opinions. (Student)	4.41	3.78		4.24	NR		-0.17	NA	
Students at this school show respect for one another. (Staff) Students at this school treat one another with respect. (Student, Parent)	4.14	3.41	4.47	4.02	NR	3.88	-0.12	NA	-0.59
Staff members exhibit a sense of trust and acceptance among themselves.	4.23			3.98			-0.25		
Parents and visitors are welcomed when they visit the school.	4.27		4.40	3.90		4.38	-0.37		-0.02
Staff members are well respected in the community.			4.63			4.38			-0.25
Staff at this school encourage parents and community members to express concerns or make suggestions.			4.50			4.63			0.13
Are teachers and staff accessible when needed? % of "Yes" or "Occasionally"			80%			88%			8%
I feel comfortable at this school.		3.96			NR			NA	
My teachers challenge me to do my personal best.		3.91			NR			NA	
My school supports my growth and improvement.		4.04			NR			NA	
School Safety									
Students feel safe at this school. (Staff, Parent) I feel safe at school. (Student)	4.47	4.01	4.83	4.17	NR	4.50	-0.30	NA	-0.33
Students are safe on the way to and from school. (Staff, Parent) I feel safe on the way to and from school. (Student)	4.13	4.01	4.58	4.05	NR	4.25	-0.08	NA	-0.33
The school has practiced a plan to respond to tornado, fire, and other emergencies.	4.48			4.40			-0.08		
Equity/Respect for Diversity									
All students are treated with respect at this school regardless of race or gender. (Student) All students, regardless of ethnicity, are treated with respect at this school. (Staff, Parent)	4.53	4.18	4.63	4.43	NR	4.75	-0.10	NA	0.12
All students, regardless of gender, are treated with respect at this school.	4.54		4.80	4.45		4.50	-0.09		-0.30
Respecting diversity is taught in my classroom. (Student) Respecting diversity is a regular part of day-to-day learning at this school. (Staff, Parent)	4.34	3.81	4.63	4.32	NR	4.25	-0.02	NA	-0.38

**Omaha Public Schools
Climate Survey
Castelar Elementary**

Statement	Comparison			2021-22			Change (+/-) Comp to 20-21		
	Staff (20-21)	Student (20-21)	Parent (20-21)	Staff	Student	Parent	Staff	Student	Parent
Discipline	70	84	30	42	3	8	-28	-81	-22
My teachers communicate procedures, expected behavior, and consequences. (Student) Expectations, procedures, and subsequent consequences are clearly defined at this school. (Staff, Parent)	4.31	3.41	4.46	4.02	NR	3.50	-0.29	NA	-0.96
Procedures for correcting problem behaviors are implemented consistently by staff and administration.	4.09		4.42	3.62		3.25	-0.47		-1.17
Consequences are fairly and consistently applied to all students regardless of ethnicity or gender.	4.30	4.42	4.50	4.10	NR	4.25	-0.20	NA	-0.25
A structure exists for organizing resources and personnel for a student with chronic problem behavior.	4.03			3.65			-0.38		
Effective teaching practices are being used to minimize problem behavior in classrooms.	4.23			4.00			-0.23		
Generally, students in my classroom behave well. (Student) Generally, students use appropriate social skills at this school. (Staff, Parent)	4.31	4.21	4.67	4.02	NR	4.00	-0.29	NA	-0.67
Parent Involvement									
Staff at this school regularly communicate with parents about student progress.			9.33			3.75			-5.58
Staff strive to involve parents in school sponsored activities and events.			4.63			3.88			-0.75
Staff at this school offer a variety of volunteer opportunities for parents.			4.30			3.75			-0.55
Staff value parent support whether provided at home or through involvement at the school.			4.60			4.50			-0.10
Staff at this school invite parents to serve on advisory boards and decision making committees.			4.30			3.63			-0.67
Staff at this school provide parents with information about community resources.			4.63			3.88			-0.75
Do your children receive free or reduced-price lunch? (% of Yes responses)			47%			38%			-9%
Do any of your children currently receive English as second language services? (% of Yes responses)			23%			38%			15%

Average	Comparison			2021-22			Change (+/-) Comp to 20-21		
	Staff (20-21)	Student (20-21)	Parent (20-21)	Staff	Student	Parent	Staff	Student	Parent
Number of Participants	70	84	30	42	3	8	-28	-81	-22
School Climate	4.32	3.88	4.59	4.07	NR	4.38	-0.25	NA	-0.21
School Safety	4.36	4.01	4.71	4.21	NR	4.38	-0.15	NA	-0.33
Equity/Respect for Diversity	4.47	4.00	4.69	4.40	NR	4.50	-0.07	NA	-0.19
Discipline	4.21	4.01	4.51	3.90	NR	3.75	-0.31	NA	-0.76

*Climate scores for groups of less than five are not considered reliable. Therefore, they are not represented in this report.

