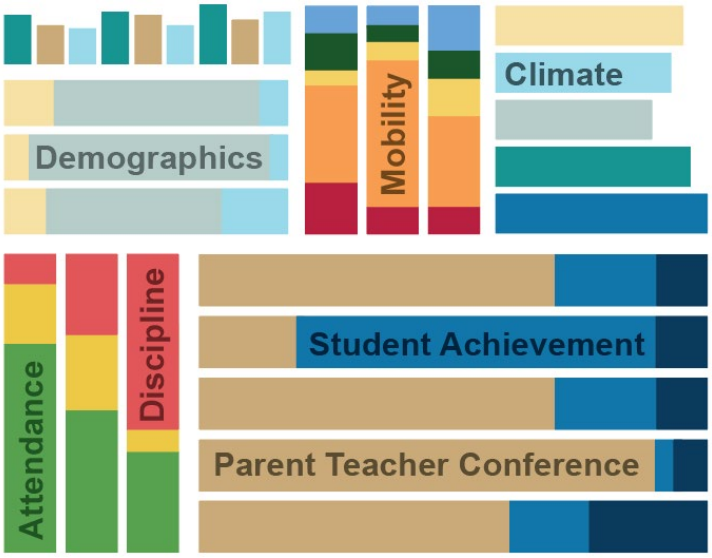
OMAHA Public Schools

RESEARCH DIVISION

2024-25



Highland Elementary

Data Book

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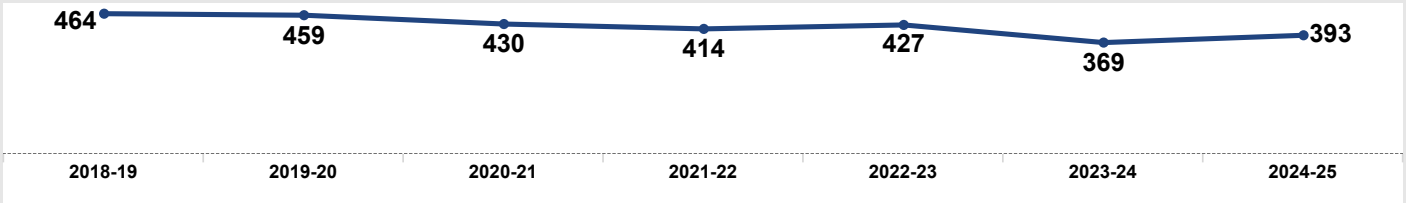
School Demographics

School Name	School Year	Total Enrollment
Highland Elementary	2024-25	393

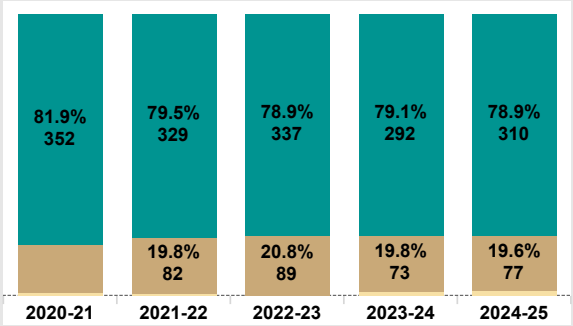
Enrollment by Grade

Gender	EC	KG	1	2	3	4	5	Grand Total
Female	21	23	24	36	37	29	30	200
Male	18	45	19	27	21	25	38	193
Grand Total	39	68	43	63	58	54	68	393

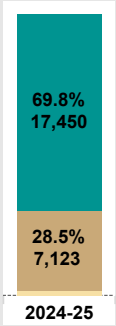
Enrollment History



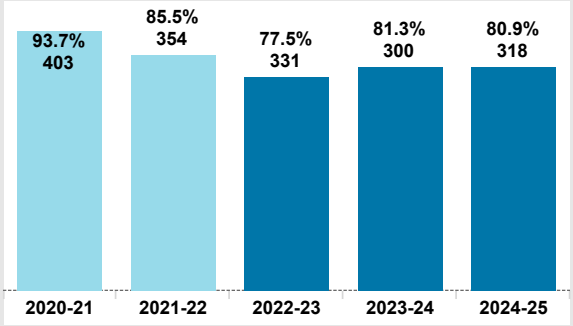
Enrollment Makeup History



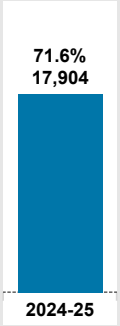
District



School Free/Reduced Lunch & Ed. Benefits*



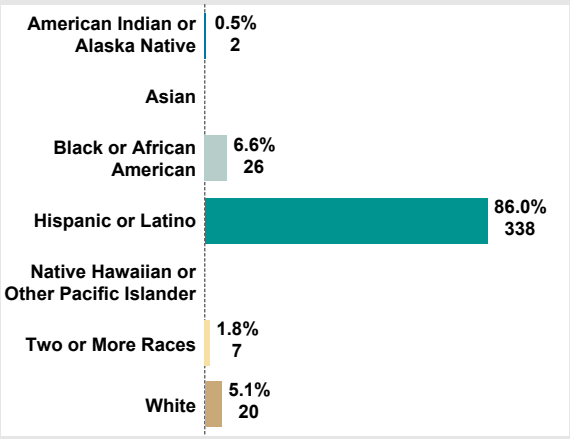
District



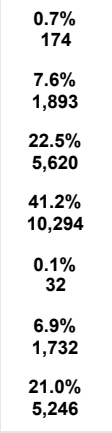
HAA NON-HAA OUT OF DIST

Free & Reduced Lunch Educational Benefits

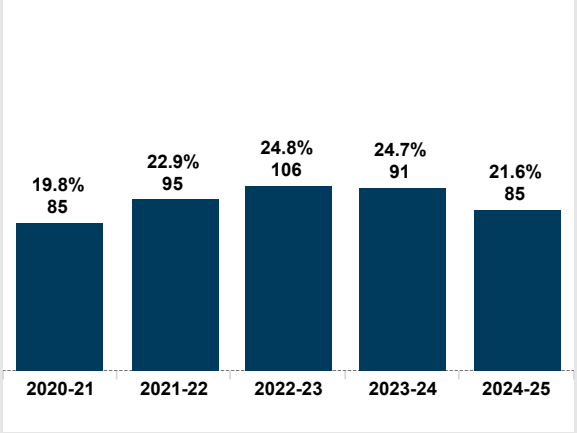
Race/Ethnicity



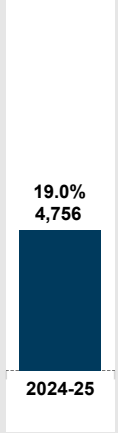
District



Special Education Students



District

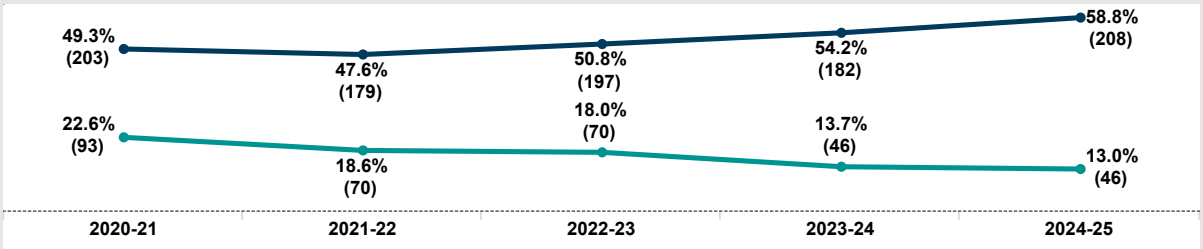


Data Source: All data are based on Official Fall Membership taken October 1 in each year.
Enrollment: Number of students enrolled. Early childhood (EC) does not include parent-pay PK at locations with early childhood students.
***Free/Reduced Lunch & Educational Benefits:** Percent of students participating 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 labels may not show due to the limited space which causes some numbers to overlap.
District data includes only Elementary Schools and no program, alternative, or special education sites.

School Demographics

School Name	School Year	Total Enrollment
Highland Elementary	2024-25	393

EL % Enrollment History (No PK)

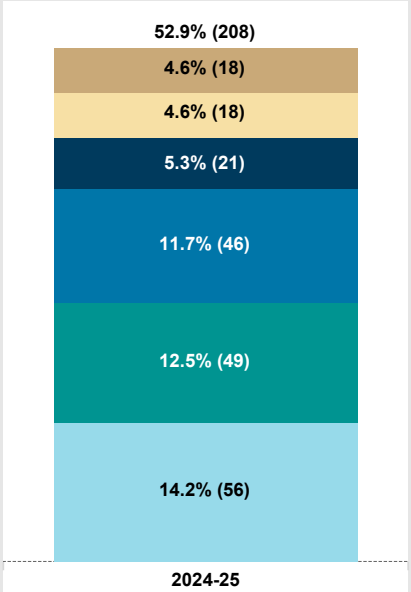


EL Status: EL, Exited EL

District

	2024-25
EL	34.5% (8,164)
Exited EL	7.7% (1,828)

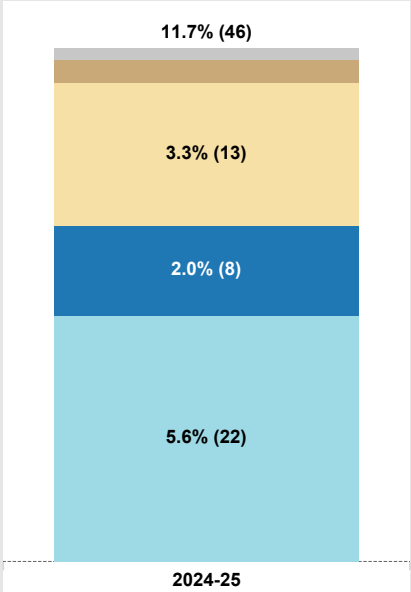
Years EL



Years EL: >6 Years, Year 6, Year 5, Year 4, Year 3, Year 2, Year 1

Years Exited: >Year 4, Year 4, Year 3, Year 2, Year 1

Years Exited EL



Total Languages Other than English (All Students)

6

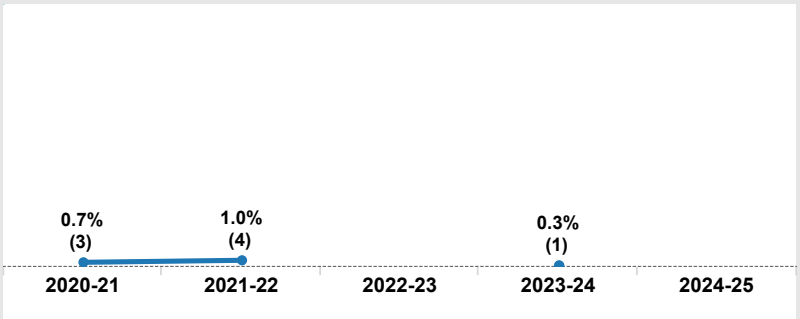
Top 5 Languages Other than English (All Students)

Spanish	251 (91.9%)
Q'anjoba'l	14 (5.1%)
Multiple languag..	4 (1.5%)
Nuer	2 (0.7%)
Altaic (Other)	1 (0.4%)
Grand Total	273 (100.0%)

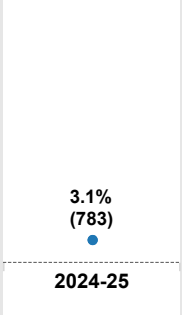
Top 5 Birth Countries (All Students)

United States	332 (84.5%)
Guatemala	22 (5.6%)
Mexico	22 (5.6%)
Honduras	8 (2.0%)
El Salvador	5 (1.3%)

Refugee (All Students)



District



Migrant (All Students)

Current <=3 yrs.	Former >3 yrs.
3.1% (12)	1.5% (6)

District

Current <=3 yrs.	Former >3 yrs.
1.2% (292)	1.2% (305)

Data Source: All data are based on Official Fall Membership taken 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 with Special Education support, and those tested but who did not qualify for services.
Refugee: Students who have been identified as refugees immigrating from one of 22 countries (i.e., Afghanistan, Bhutan, Burundi, Congo, Cuba, Egypt, Ethiopia, Haiti, 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 only Elementary Schools and no program, alternative, or special education sites.

Parent-Teacher Conference (PTC) Attendance and Student Mobility

Highland Elementary	2024-25

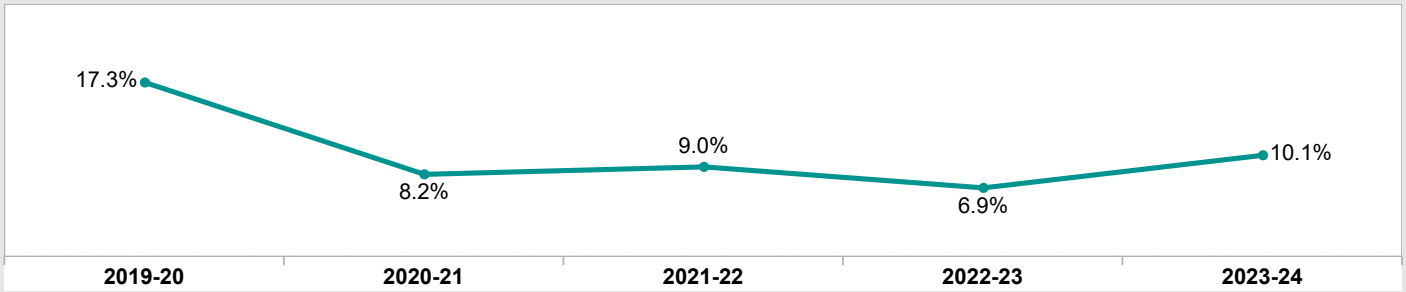
Parent-Teacher Conference Spring Attendance

PTC Attendance History

		# Attend	% Attend	In Person	Virtual
2021-22	Fall	321	85.4%	286	35
	Spring	338	87.8%	295	43
2022-23	Fall	328	84.5%	326	2
	Spring	351	90.0%	344	7
2023-24	Fall	349	103.9%	315	0
	Spring	296	88.6%	289	7
2024-25	Fall	325	91.8%	307	18
	Spring	336	97.4%	334	2

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 monthly membership from the month the conference occurred.

Student Mobility

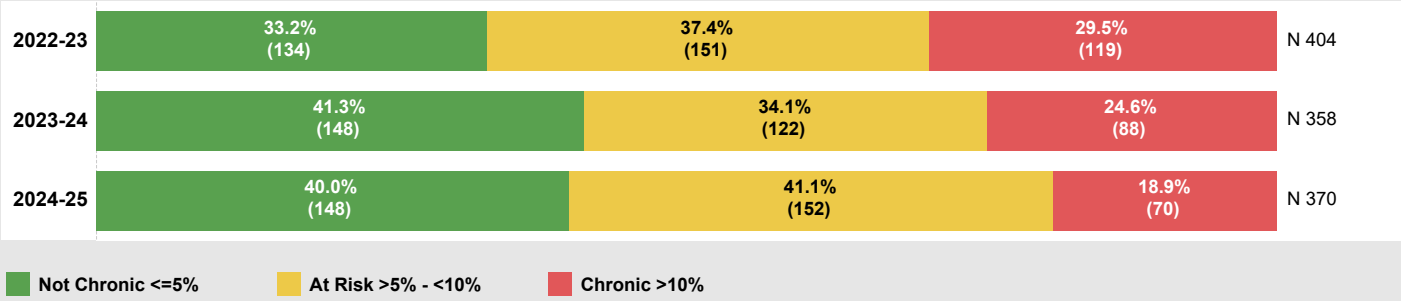


Data Source: NDE NEP website. Nebraska Student and Staff Record System
Any child who enters or leaves school between the last Friday in September and the last day of school is counted in the mobility rate. An individual child is counted only once. The percentage is calculated using the number of students 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.
In cases where no data is available, school level statistics do not appear.

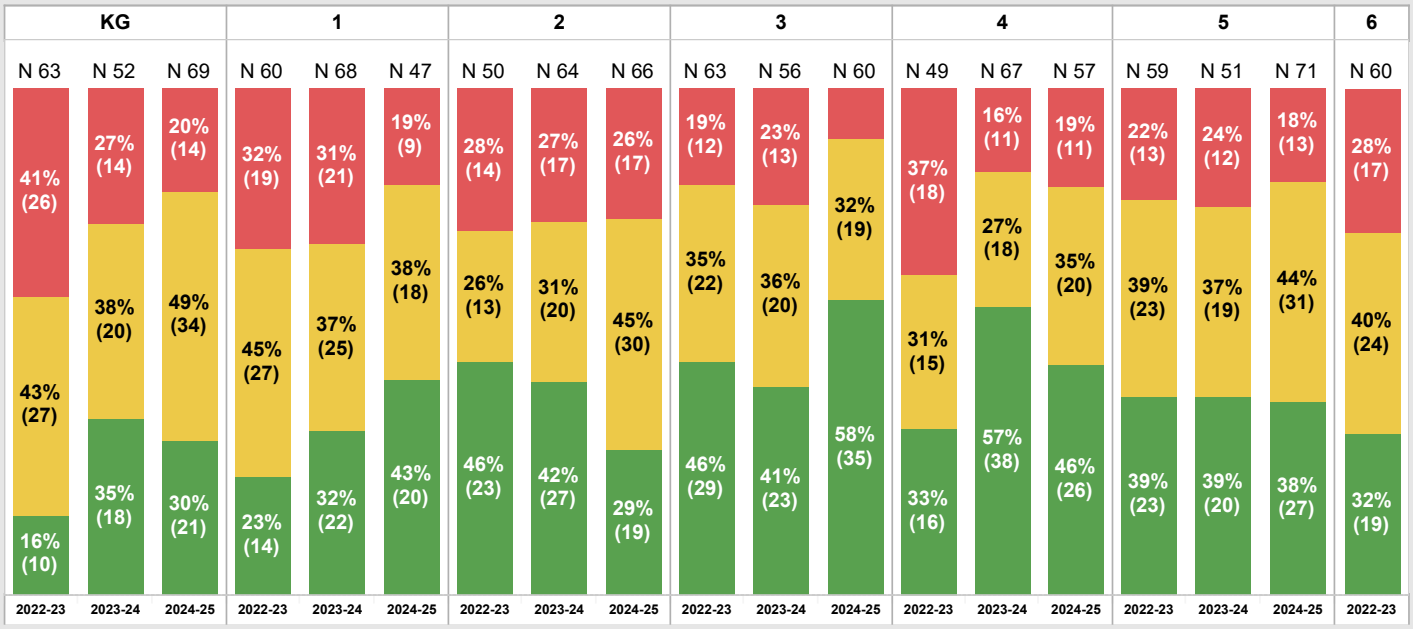
Attendance Summary

School Name	School Year
Highland Elementary	2024-25

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



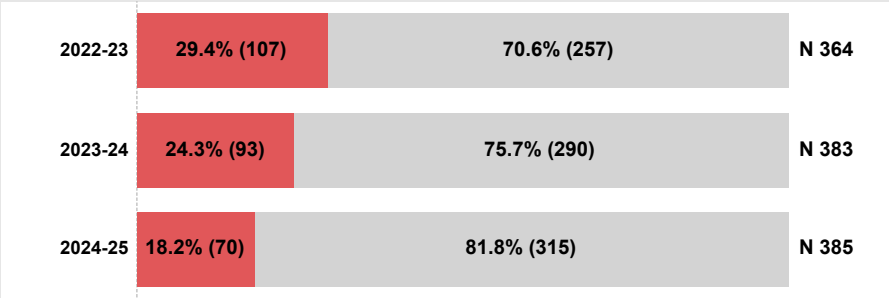
Percent Absent by Grade: Enrolled 40 or More Days (No PK)



Data Source: Student Information System (Infinite Campus)
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. 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.

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 (No PK)



Chronically Absent Not Chronic

Data Source: NDE ADVISER Student Attendance Summary
This chart displays the approximate count of chronically absent students based on AQuESTT business rules and NDE data. Includes all students enrolled at the school for 10 or more days and students enrolled in a program setting who are assigned to the school for state reporting. Students of all enrollment percentages are included. Sixth grade data has been removed from 2022-23 data, per AQuESTT business rules.

Attendance Summary

School Name	School Year
Highland Elementary	2024-25

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

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

	Not Chronic <=5%	At Risk >5% - <10%	Chronic >10%
Elem. School Average	45% (11,099)	32% (7,789)	25% (6,095)
Highland Elementary	40% (148)	41% (152)	19% (70)
Student Groups			
American Indian or Alaska Native	50% (1)	50% (1)	
Asian			
Black or African American	29% (7)	42% (10)	29% (7)
Hispanic or Latino	41% (131)	41% (132)	18% (56)
Native Hawaiian or Other Pacific Islander			
Two or More Races	57% (4)	29% (2)	14% (1)
White	28% (5)	39% (7)	33% (6)
EL	42% (90)	41% (88)	17% (37)
Exited EL	46% (21)	39% (18)	15% (7)
Not EL	34% (37)	42% (46)	24% (26)
Eligible for Ed. Benefits	37% (102)	43% (121)	20% (56)
Not Eligible for Ed. Ben.	51% (46)	34% (31)	15% (14)
Students with IEPs	36% (28)	42% (32)	22% (17)
Students without IEPs	41% (120)	41% (120)	18% (53)

Data Source: Student Information System (Infinite Campus)
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.

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.
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 or redesignated with Special Education support
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.

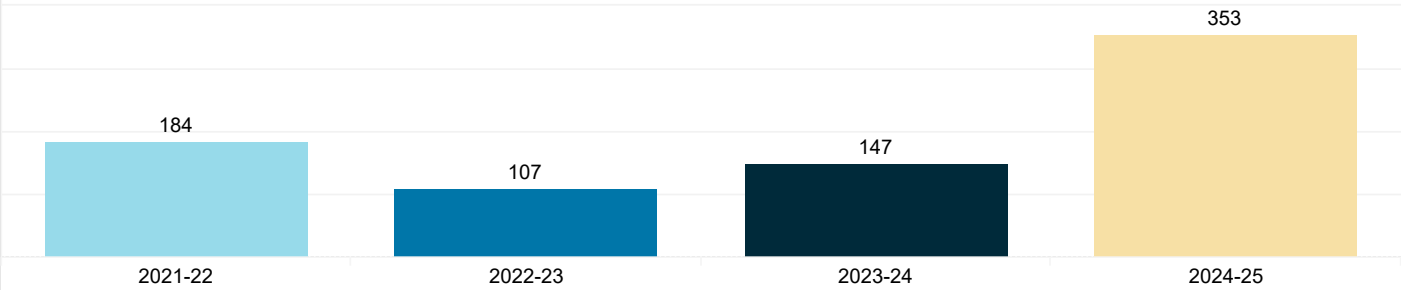
If no data is displayed, there were no students in the group.

Discipline Summary

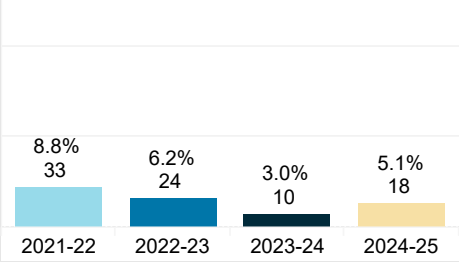
Highland Elementary — 2024-25

	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
Highland Elementary	354	100.0%	0	0.0%	0.0%	18	100.0%	5.1%	0	0.0%	0.0%
Student Groups											
American Indian or Alaska Native	2	0.5%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
Asian	0	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
Black or African American	23	5.9%	0	0.0%	0.0%	7	38.9%	30.4%	0	0.0%	0.0%
Hispanic or Latino	307	78.1%	0	0.0%	0.0%	9	50.0%	2.9%	0	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
Two or More Races	7	1.8%	0	0.0%	0.0%	1	5.6%	14.3%	0	0.0%	0.0%
White	15	3.8%	0	0.0%	0.0%	1	5.6%	6.7%	0	0.0%	0.0%
Female	179	45.5%	0	0.0%	0.0%	6	33.3%	3.4%	0	0.0%	0.0%
Male	175	44.5%	0	0.0%	0.0%	12	66.7%	6.9%	0	0.0%	0.0%
Eligible for Ed. Benefits	287	73.0%	0	0.0%	0.0%	17	94.4%	5.9%	0	0.0%	0.0%
No Data & Not Eligible (Ed. Ben.)	67	17.0%	0	0.0%	0.0%	1	5.6%	1.5%	0	0.0%	0.0%
Students with IEPs	63	16.0%	0	0.0%	0.0%	8	44.4%	12.7%	0	0.0%	0.0%
Students without IEPs	291	74.0%	0	0.0%	0.0%	10	55.6%	3.4%	0	0.0%	0.0%
English Learner	208	52.9%	0	0.0%	0.0%	4	22.2%	1.9%	0	0.0%	0.0%
Not English Learner	146	37.2%	0	0.0%	0.0%	14	77.8%	9.6%	0	0.0%	0.0%

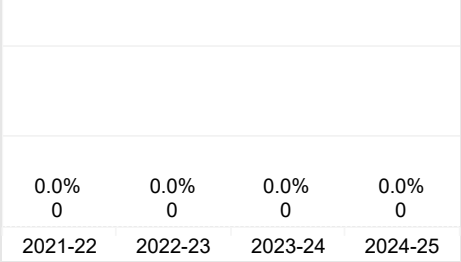
Unique Student Incidents by School Year



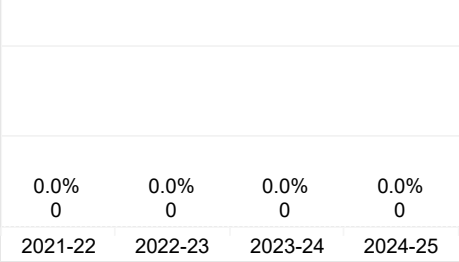
of Students with Out-of-School Suspensions by School Year



of Students with In-School Suspensions by School Year



of Students with Expulsions by School Year



Data Source: Student Information System (Infinite Campus)

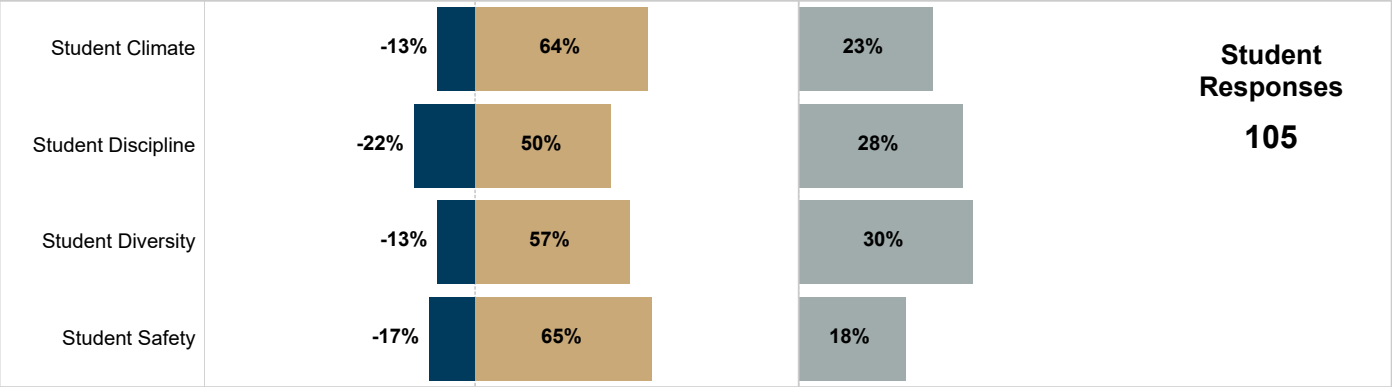
Early childhood students are not included in any demographic or discipline counts. Student demographics are based on Official Fall Membership enrollments and all discipline rates by group or school are calculated by dividing the number of students disciplined throughout the school year by the number 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.

Climate Summary

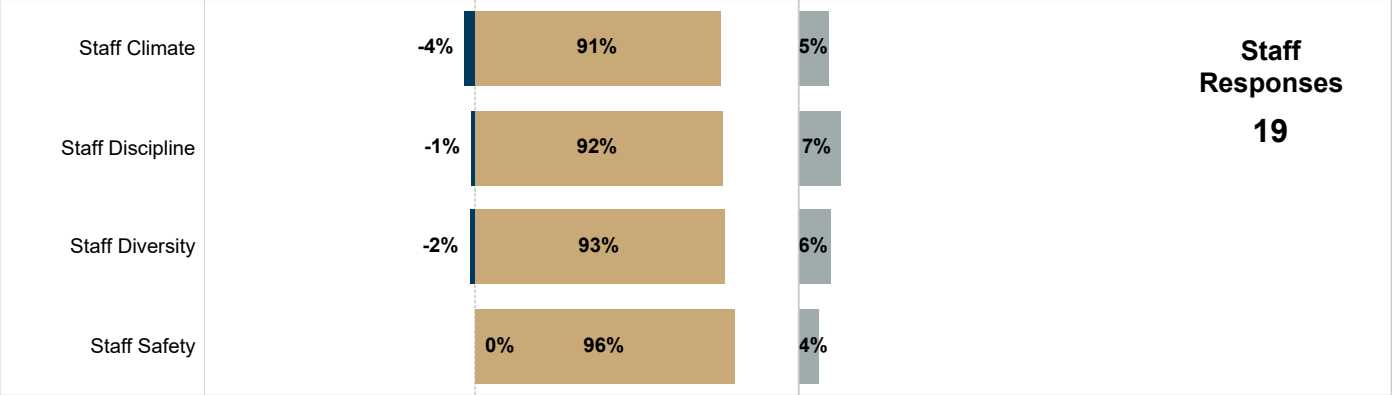
Highland Elementary	2024-25

Negatives Positives Neutrals

Student Climate Survey



Staff Climate Survey



Parent Voice - Climate Section

Data is not displayed in cases where 10 or fewer responses were collected as the data is not statistically reliable.

Data Sources and Notes:
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.