



Standing Bear Elementary

Data Book

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Snapshot Report

School Demographic Characteristics

Standing Bear Elementary

School Year

2022-23

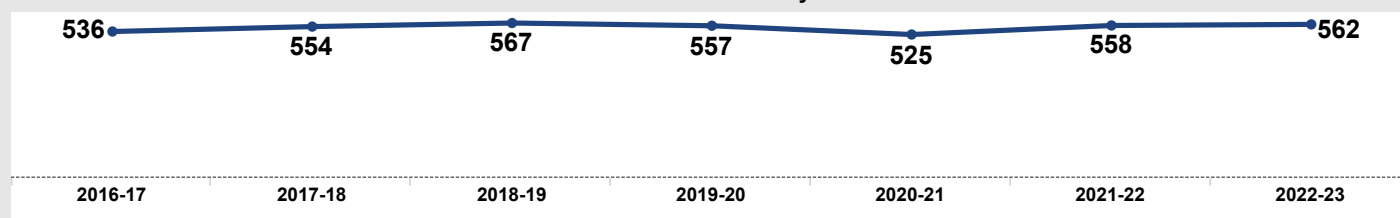
Total Enrollment

562

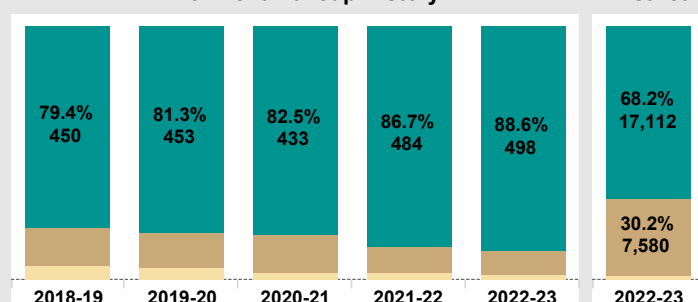
Enrollment by Grade

Gender	EC	KG	1	2	3	4	Grand Total
Female	15	52	41	55	49	47	259
Male	21	61	53	66	40	62	303
Grand Total	36	113	94	121	89	109	562

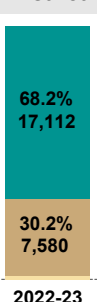
Enrollment History



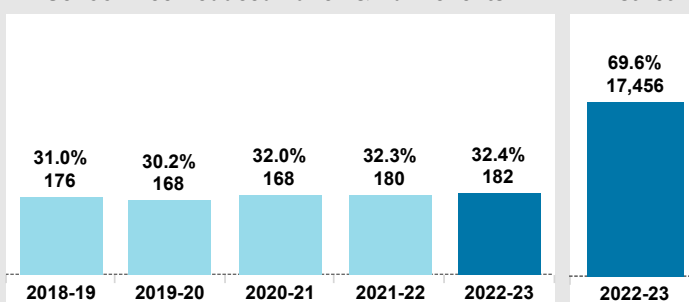
Enrollment Makeup History



District



School Free/Reduced Lunch & Ed. Benefits*



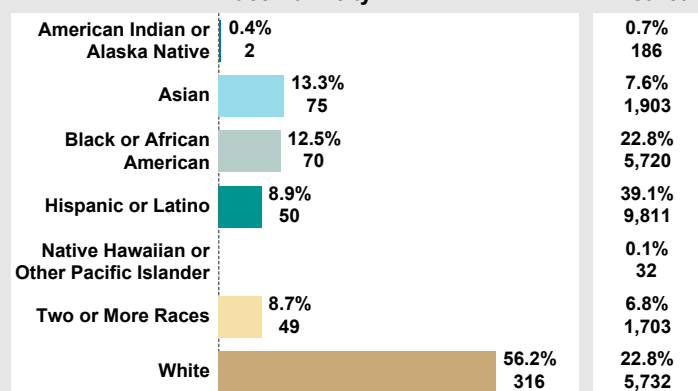
District



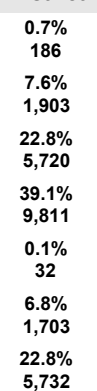
Enrollment Makeup

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

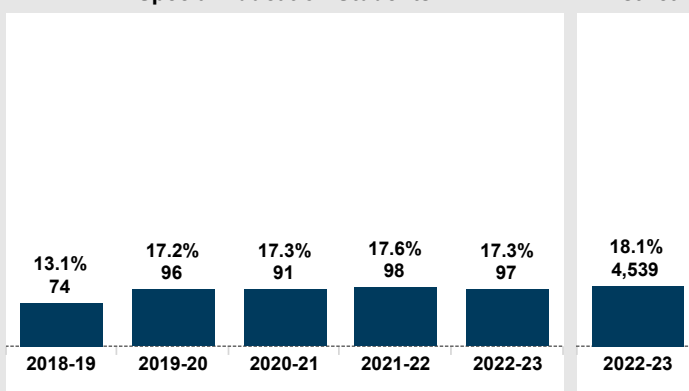
Race/Ethnicity



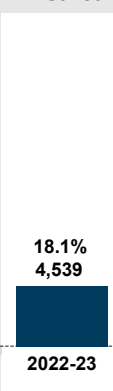
District



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 & Educational Benefits** – Percent of students participating in the free/reduced price lunch program or who are eligible for Educational Benefits (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), outside of the district (OUT OF DIST), or attending a program (PROGRAM).

Data labels may not show due to the limited space which causes some numbers to overlap.

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

School Demographic Characteristics

Standing Bear Elementary

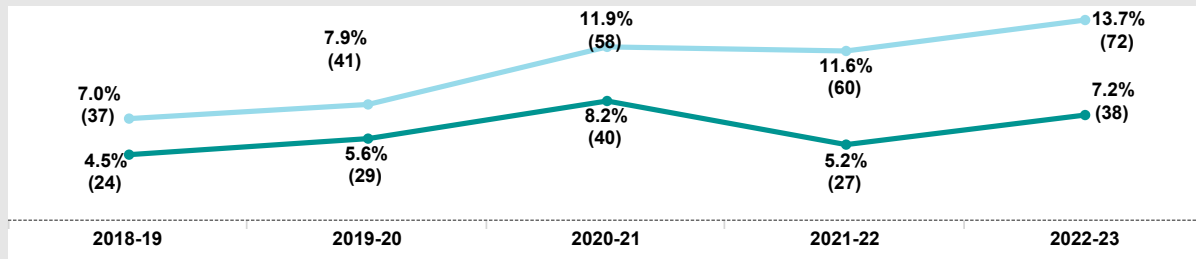
School Year

2022-23

Total Enrollment

562

EL % Enrollment History (No PK)

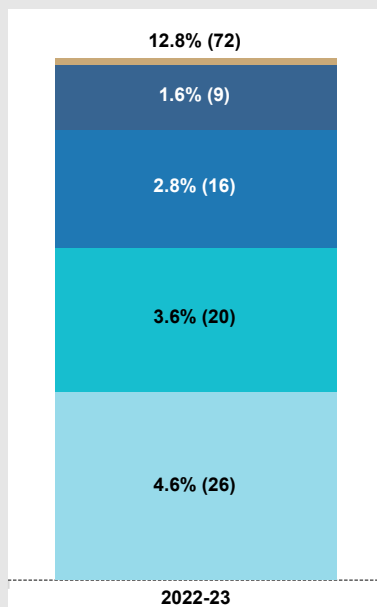


District

2022-23	
EL	Exited EL
31.0%	8.6%
7,314	2,028

EL Status EL Exited EL

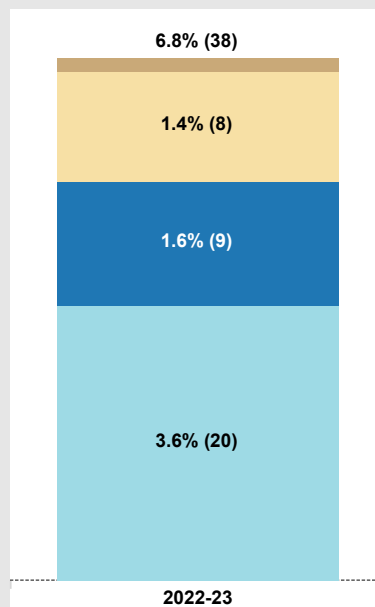
Years EL



Years EL



Years Exited EL



Years Exited



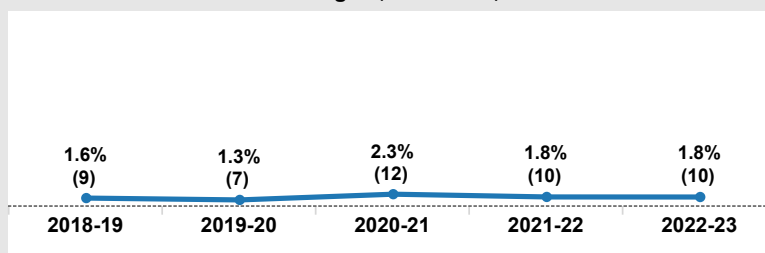
Top 5 Languages Other than English (All Students)

Telugu	18 (14.8%)
Spanish	17 (13.9%)
Pashto	13 (10.7%)
French	9 (7.4%)
Arabic	8 (6.6%)
Grand Total	122 (100.0%)

Top 5 Birth Countries (All Students)

United States	504 (89.7%)
India	23 (4.1%)
Afghanistan	9 (1.6%)
Benin	3 (0.5%)
Tajikistan	3 (0.5%)

Refugee (All Students)



District

2.9%	(738)
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Migrant (All Students)

Current <=3 yrs.	Former >3 yrs.
0.4%	
(2)	
District	
Current <=3 yrs.	Former >3 yrs.
1.0%	1.7%
(251)	(420)

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.

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 school buildings and no program, alternative, or special education sites.

Parent-Teacher Conference Attendance and Student Mobility

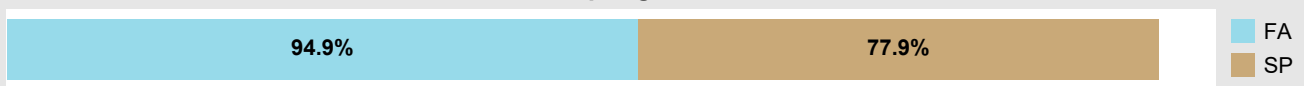
Standing Bear Elementary

2022-23

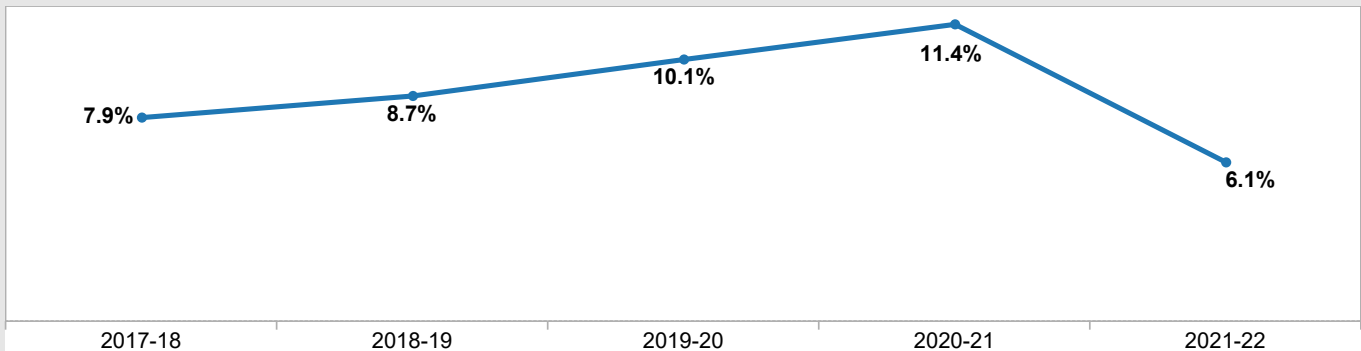
Parent-Teacher Conference (PTC) Spring Attendance



2022-23 Fall and Spring PTC Attendance



Student Mobility



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.

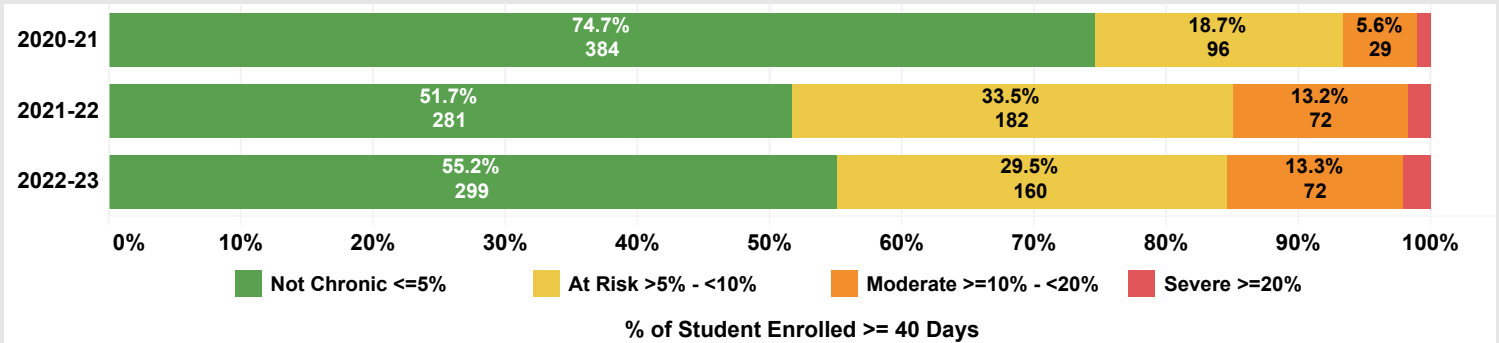
Mobility: Any child who enters or leaves school between the last Friday in September and the last day of school is counted in the mobility rate. An individual child is counted only once. The percentage is calculated using the number of students in grades K-12 who are mobile divided by the number of students 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.

In cases where no data is available, school level statistics do not appear.

Attendance Summary Standing Bear Elementary

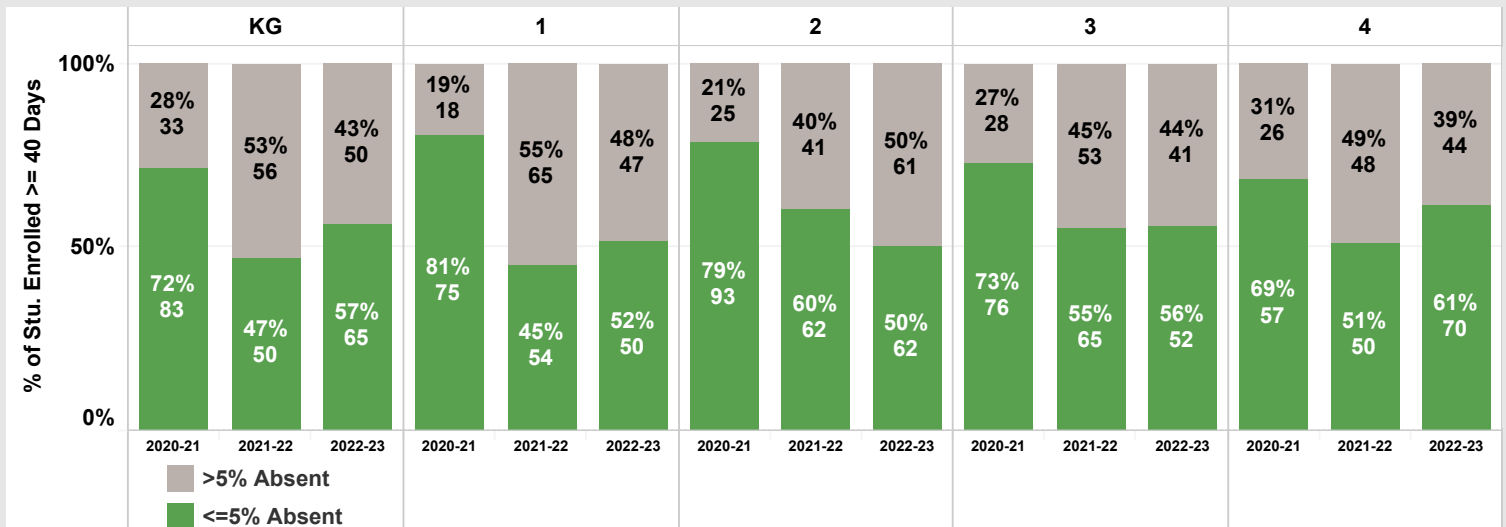
School Year
2022-23

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

2020-21	96.4%
2021-22	94.0%
2022-23	94.1%
	0.1%

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, 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.

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

2020-21	5.6
2021-22	9.8
2022-23	9.6

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), attendance data in 2020-21 includes remote learning days for students throughout the school year. Comparing 2020-21 to other years may not be appropriate.

Attendance Summary

Standing Bear Elementary

School Year

2022-23

Absence Rate

■ ≤5% Absent

■ >5% Absent

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

Elem. School Average

42% (10,293)

59% (14,311)

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.

Standing Bear Elementary

55% (299)

45% (243)

Race/Ethnicity
American Indian or Alaska Native

100% (3)

Asian

62% (46)

38% (28)

Black or African American

49% (32)

51% (33)

Hispanic or Latino

37% (17)

63% (29)

Native Hawaiian or Other Pacific Islander

Two or More Races

48% (22)

52% (24)

White

59% (182)

41% (126)

EL Status

EL

55% (44)

45% (36)

Exited EL

72% (28)

28% (11)

Not EL

54% (227)

46% (196)

Educational Benefits

Eligible

36% (65)

64% (115)

No Data & Not Eligible

65% (234)

35% (128)

Special Education

No

56% (244)

44% (195)

Yes

53% (55)

47% (48)

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) – 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 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 Data

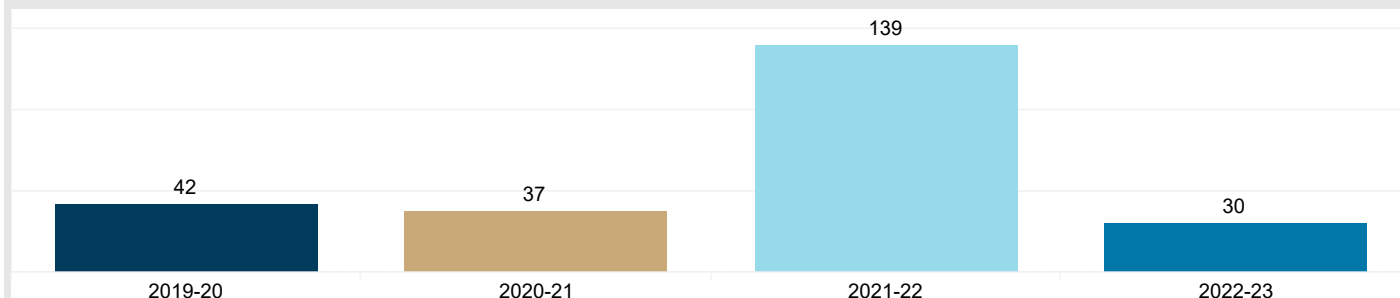
Standing Bear Elementary	2022-23									
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	Demographics		In-School Suspensions (ISS)			Out of School Suspensions (OSS)			Expulsions (EXP)		
	Total	%	Total ISS	% of ISS	% of Group	Total OSS	% of OSS	% of Group	Total EXP	% of EXP	% of Group
Standing Bear Elementary	526	100.0%	0	0.0%	0.0%	6	85.7%	1.1%	0	0.0%	0.0%

Student Groups

American Indian or Alaska Native	2	0.4%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
Asian	69	13.1%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
Black or African American	63	12.0%	0	0.0%	0.0%	3	42.9%	4.8%	0	0.0%	0.0%
Hispanic	45	8.6%	0	0.0%	0.0%	1	14.3%	2.2%	0	0.0%	0.0%
Native Hawaiian/Pacific Islander	0	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
Two or More Races	46	8.7%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
White	301	57.2%	0	0.0%	0.0%	2	28.6%	0.7%	0	0.0%	0.0%
Female	244	46.4%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
Male	282	53.6%	0	0.0%	0.0%	6	85.7%	2.1%	0	0.0%	0.0%
Eligible for Ed. Benefits	160	30.4%	0	0.0%	0.0%	4	57.1%	2.5%	0	0.0%	0.0%
No Data & Not Eligible (Ed. Ben.)	366	69.6%	0	0.0%	0.0%	2	28.6%	0.5%	0	0.0%	0.0%
Special Education	75	14.3%	0	0.0%	0.0%	4	57.1%	5.3%	0	0.0%	0.0%
Not Special Education	451	85.7%	0	0.0%	0.0%	2	28.6%	0.4%	0	0.0%	0.0%
English Learner	72	13.7%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
Not English Learner	454	86.3%	0	0.0%	0.0%	6	85.7%	1.3%	0	0.0%	0.0%

Student Incidents by School Year



Out of School Suspensions by School Year				In-School Suspensions by School Year				Expulsions by School Year			
0.8%	0.2%	1.5%	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
4	1	8	6	0	0	0	0	0	0	0	0
2019-20	2020-21	2021-22	2022-23	2019-20	2020-21	2021-22	2022-23	2019-20	2020-21	2021-22	2022-23

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.

Student Incidents by School Year reflects the total number of distinct students involved in distinct incidents in that school year.

The 2019-20 and 2020-21 school years were impacted by the national health emergency (i.e., COVID-19) and discipline data may not be comparable to other school years.

Due to a change in the calculation method that enhances the accuracy and fidelity of data, the Special Education data in the current report may show slight variations from historical data in previous reports.

