



Standing Bear Elementary Data Book

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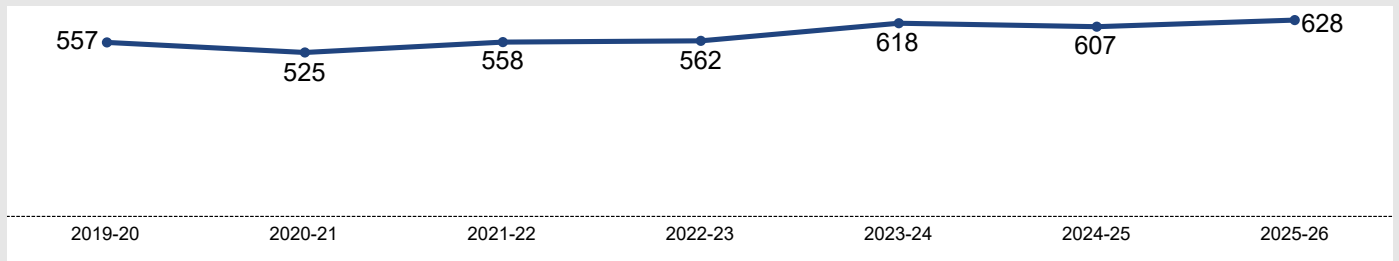
School Demographics

School Name	School Year	Total Enrollment
Standing Bear Elementary	2025-26	628

Enrollment by Grade

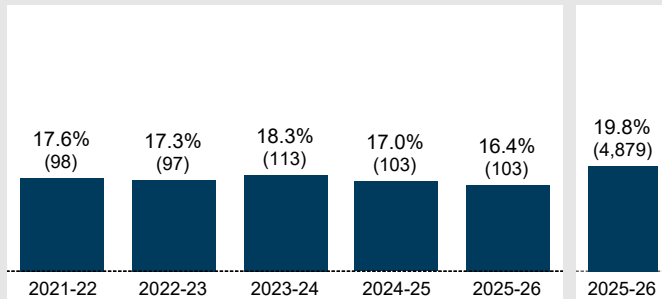
	PK	KG	1	2	3	4	5	Total
Female	2	48	55	45	54	41	39	284
Male	3	69	51	56	53	49	63	344
Total	5	117	106	101	107	90	102	628

Enrollment History



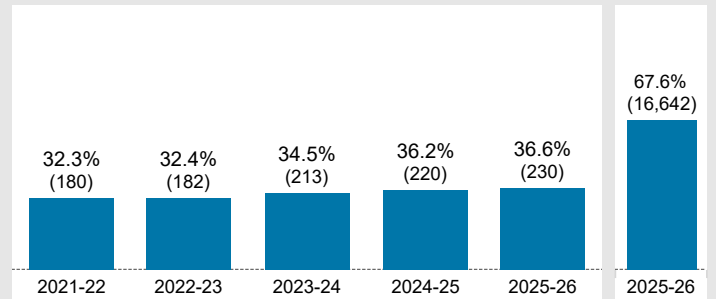
Students with IEPs

District



Eligible for Free/Reduced Lunch or Educational Benefits

District



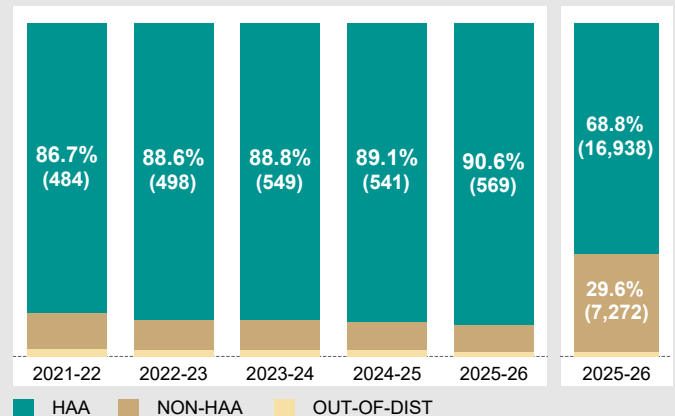
Race/Ethnicity

District

American Indian or Alaska Native	0.2% (1)	0.6% (156)
Asian	12.7% (80)	7.3% (1,804)
Black or African American	14.5% (91)	22.4% (5,516)
Hispanic or Latino	8.4% (53)	42.1% (10,362)
Native Hawaiian or Pacific Islander	0.2% (1)	0.1% (27)
Two or More Races	12.1% (76)	7.0% (1,723)
White	51.9% (326)	20.4% (5,021)

Enrollment Makeup History

District



Data Source: All data are based on Official Fall Membership taken October 1 in each year through Infinite Campus. District data includes all elementary school buildings and no programs, alternative, or special education sites. Data labels may not show due to the limited space which causes some numbers to overlap.

Enrollment: Number of students enrolled. Preschool (PK) does not include parent-pay PK at locations with early childhood students.

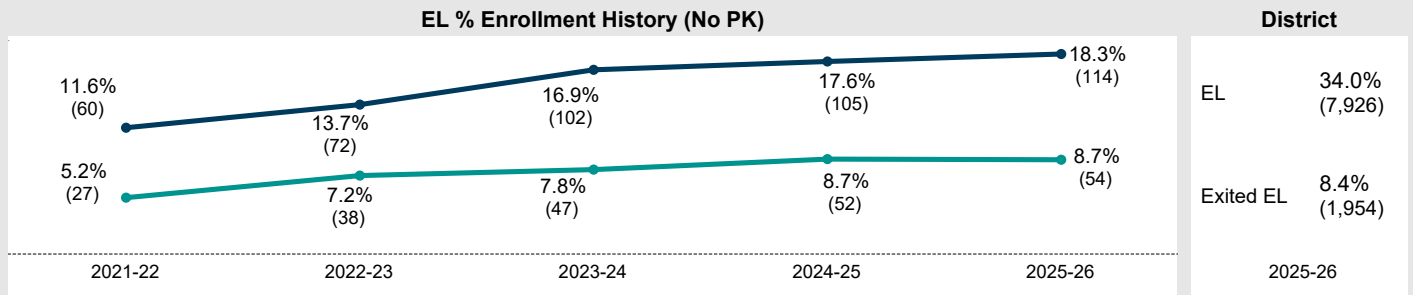
Educational Benefits: Percent of students participating in the free or reduced-price lunch program or who are eligible for educational benefits. The Community Eligibility Provision (CEP) was adopted district wide in 2021-22 and the new educational benefits eligibility replaced free/reduced lunch percentages beginning in 2022-23. Data for 2025-26 and after includes both educational benefits and free/reduced lunch eligibility.

Students with IEPs: Percent and count of students qualifying and receiving special education services.

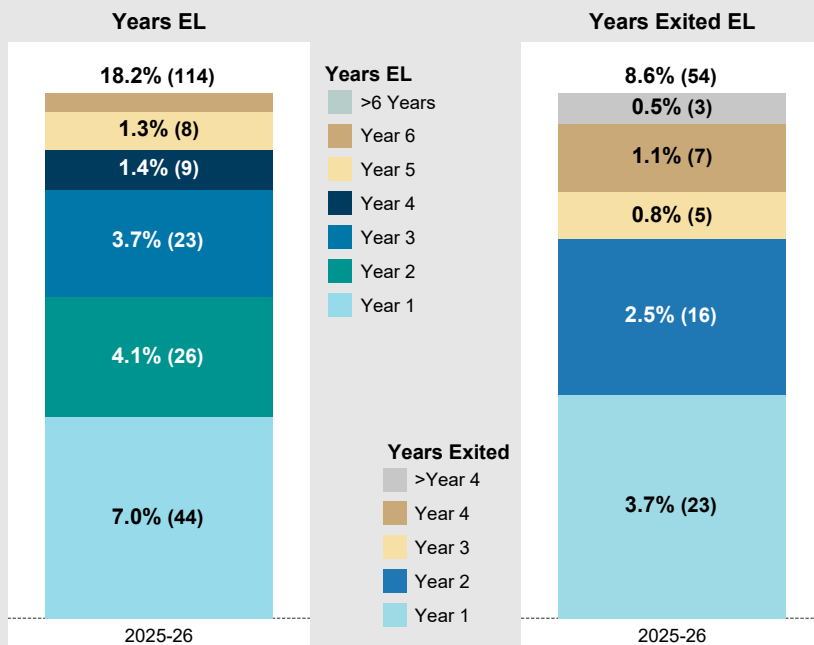
Enrollment Makeup: Percent of enrolled students who live in the school's home attendance area (HAA), in another attendance area (NON-HAA) or outside of the district (OUT-OF-DIST).

School Demographics

School Name	School Year	Total Enrollment
Standing Bear Elementary	2025-26	628



EL Status ■ EL ■ Exited EL



Total Languages Other than English (All Students)

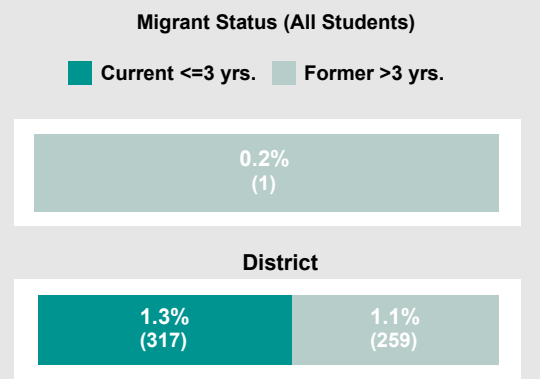
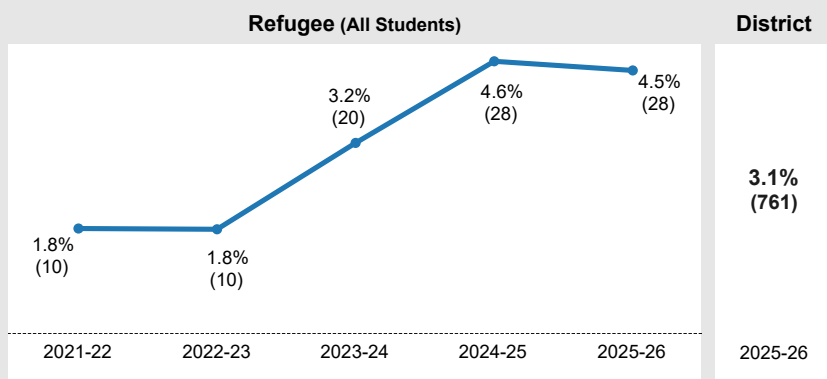
30

Top 5 Languages Other than English (All Students)

Tajik	14.2% (25)
Pashto	11.9% (21)
Spanish	12.5% (22)
Farsi	10.2% (18)
French	5.7% (10)
Total	100.0% (176)

Top 5 Birth Countries (All Students)

United States	88.7% (557)
Afghanistan	3.7% (23)
Tajikistan	2.7% (17)
India	1.3% (8)
Vietnam	1.1% (7)



Data Source: All data are based on Official Fall Membership taken October 1 in each year through Infinite Campus. District data includes all elementary school buildings and no programs, alternative, or special education sites. Data labels may not show due to the limited space which causes some numbers to overlap.

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.

Parent-Teacher Conference Attendance and Student Mobility

Standing Bear Elementary

2025-26

Parent-Teacher Conference Attendance

	Fall	Spring
2021-22	93.6% (485)	94.7% (498)
2022-23	94.9% (499)	77.9% (405)
2023-24	91.2% (552)	95.8% (570)
2024-25	99.2% (591)	94.7% (567)
2025-26	96.1% (599)	91.6% (580)

Conference Attendance Method

	Fall		Spring	
	In Person	Virtual	In Person	Virtual
2021-22	368	117	413	85
2022-23	495	4	371	34
2023-24	548	4	554	16
2024-25	577	14	549	18
2025-26	394	205	572	8

Data Source: Principal reporting of data.

Parent-Teacher Conference (PTC) 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.

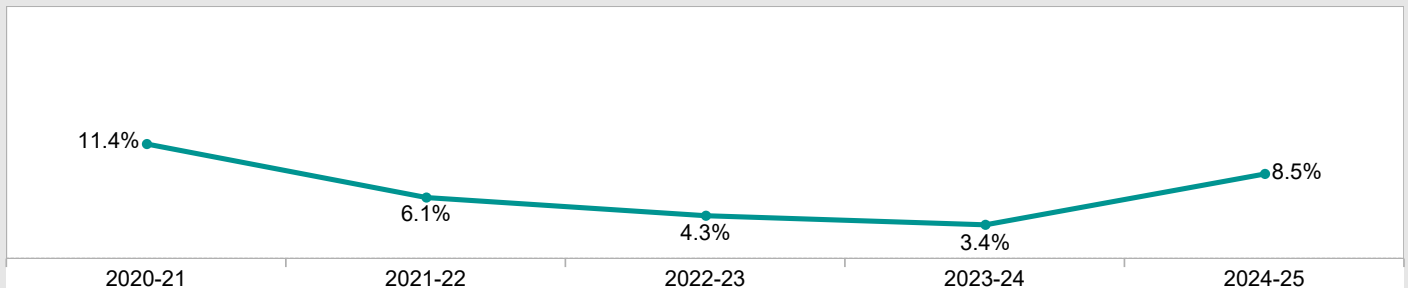
This report displays the number of students who had at least one or more parent/guardian attend PTC in person or by phone/virtually.

Fall percentage is determined using Official Fall Membership. Spring percentage is determined using monthly membership from the month the conference occurred.

If no data is shown, no data was reported by the school.

In the Conference Attendance Method report, zeros represent no participation reported in that particular method.

Student Mobility



Data Source: NDE NEP website. Nebraska Student and Staff Record System

NEP Definition: 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.

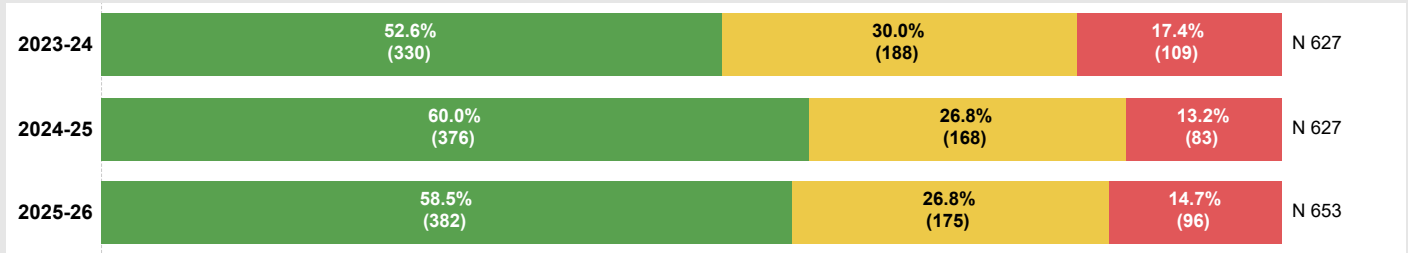
If school level statistics do not appear, no data was available. Mobility percentages lag one year behind due to the timing and availability of the data.

Attendance Summary

Standing Bear Elementary

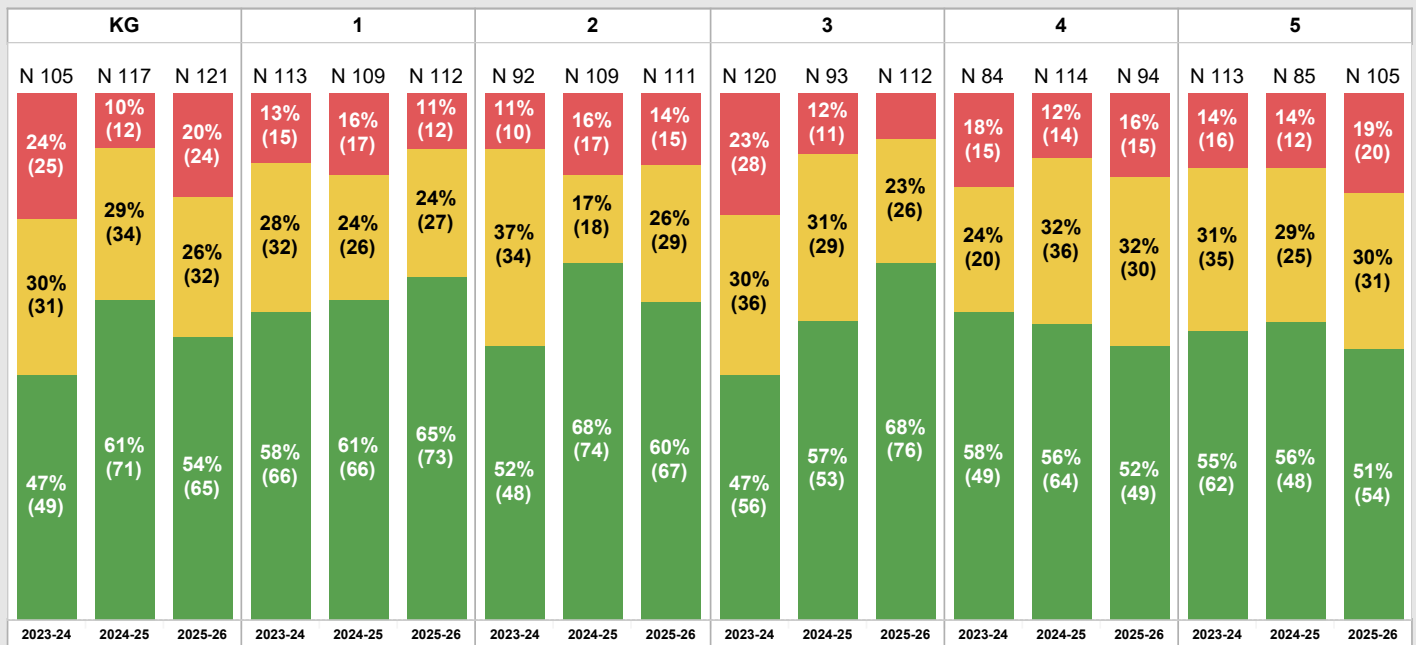
2025-26

Percent Absent: Enrolled 10 or More Days



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

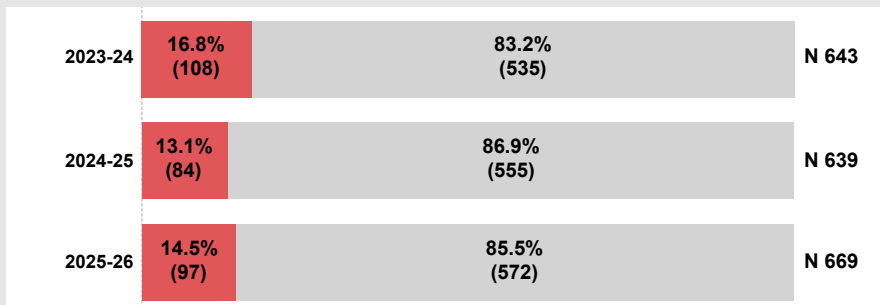
Percent Absent by Grade: Enrolled 10 or More Days



Data Source: Student Information System (Infinite Campus)

Includes students enrolled at the school for 10 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. Data also differs from previous reports that included only students enrolled 40 days or more. Absences used in these calculations are an accumulation of all out-of-school absent time and do not include activity, office, Student Success Center, technology, senior release, or bus related absences. All other excused and unexcused absences are included in attendance calculations.

AQuESTT Chronic Absenteeism



Chronically Absent Not Chronically Absent

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.

Attendance Summary

Standing Bear Elementary

2025-26

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

Percent Absent: Enrolled 10 or More Days

Elem. School Average	47% (11,394)	31% (7,520)	23% (5,589)
Standing Bear Elementary	58% (382)	27% (175)	15% (96)

Student Groups

American Indian or Alaska Native	100% (1)		
Asian	59% (54)	30% (28)	11% (10)
Black or African American	59% (57)	22% (21)	20% (19)
Hispanic or Latino	47% (26)	31% (17)	22% (12)
Native Hawaiian or Other Pacific Islander	100% (1)		
Two or More Races	54% (41)	25% (19)	21% (16)
White	61% (203)	27% (90)	11% (38)
Female	62% (184)	24% (71)	15% (44)
Male	56% (198)	29% (104)	15% (52)
English Learners	52% (67)	32% (41)	16% (21)
Exited English Learners	78% (42)	17% (9)	6% (3)
Not English Learners	58% (273)	27% (125)	15% (72)
Students with IEPs	48% (53)	29% (32)	23% (26)
Students without IEPs	61% (329)	26% (143)	13% (70)
Eligible for EBF/FRL	45% (111)	33% (81)	22% (53)
No Data or Not Eligible	66% (271)	23% (94)	11% (43)

Data Source: Student Information System (Infinite Campus)

Includes students enrolled at the school for 10 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. Data also differs from previous reports that included only students enrolled 40 days or more. All subgroup demographics are as of the end of the school year except for IEP status which is as of each enrollment. (As a result, students may be counted both with and without an IEP based on the services they received during different enrollments.) Absences used in these calculations are an accumulation of all out of school absent time and do not include activity, office, Student Success Center, technology, senior release, or bus related absences. All other excused and unexcused absences are included in attendance calculations.

EBF/FRL: For the purposes of consistency, this report uses a single measure of "eligible" that includes students who qualify through either the Educational Benefits Form (EBF) or free and reduced lunch (FRL) eligibility.

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

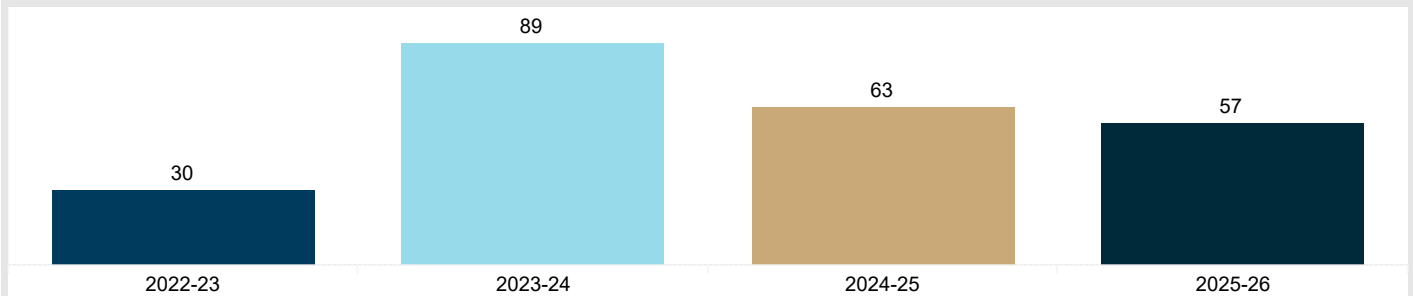
Discipline Summary

Standing Bear Elementary

2025-26

	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
Standing Bear Elementary	623	100.0%	0	0.0%	0.0%	6	100.0%	1.0%	0	0.0%	0.0%
Student Groups											
American Indian or Alaska Native	1	0.2%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
Asian	80	12.2%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
Black or African American	91	13.9%	0	0.0%	0.0%	2	33.3%	2.2%	0	0.0%	0.0%
Hispanic or Latino	52	8.0%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
Native Hawaiian or Pacific Islander	1	0.2%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
Two or More Races	76	11.6%	0	0.0%	0.0%	1	16.7%	1.3%	0	0.0%	0.0%
White	322	49.2%	0	0.0%	0.0%	3	50.0%	0.9%	0	0.0%	0.0%
Female	282	43.1%	0	0.0%	0.0%	1	16.7%	0.4%	0	0.0%	0.0%
Male	341	52.1%	0	0.0%	0.0%	5	83.3%	1.5%	0	0.0%	0.0%
English Learners	113	17.3%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
Not English Learners	510	78.0%	0	0.0%	0.0%	6	100.0%	1.2%	0	0.0%	0.0%
Students with IEPs	98	15.0%	0	0.0%	0.0%	4	66.7%	4.1%	0	0.0%	0.0%
Students without IEPs	525	80.3%	0	0.0%	0.0%	2	33.3%	0.4%	0	0.0%	0.0%
Eligible for EBF/FRL	230	35.2%	0	0.0%	0.0%	2	33.3%	0.9%	0	0.0%	0.0%
No Data or Not Eligible	393	60.1%	0	0.0%	0.0%	4	66.7%	1.0%	0	0.0%	0.0%

Unique Student Incidents by School Year



of Students with In-School Suspensions by School Year

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

of Students with Expulsions by School Year

0.0%	0.0%	0.0%	0.0%	1.1%	1.7%	1.2%	1.0%	0.0%	0.0%	0.0%	0.0%
0	0	0	0	6	10	7	6	0	0	0	0
2022-23	2023-24	2024-25	2025-26	2022-23	2023-24	2024-25	2025-26	2022-23	2023-24	2024-25	2025-26

Data Source: Student Information System (Infinite Campus)

EBF/FRL: For the purposes of consistency, this report uses a single measure of "eligible" that includes students who qualify through either the Educational Benefits Form or free and reduced lunch eligibility.

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

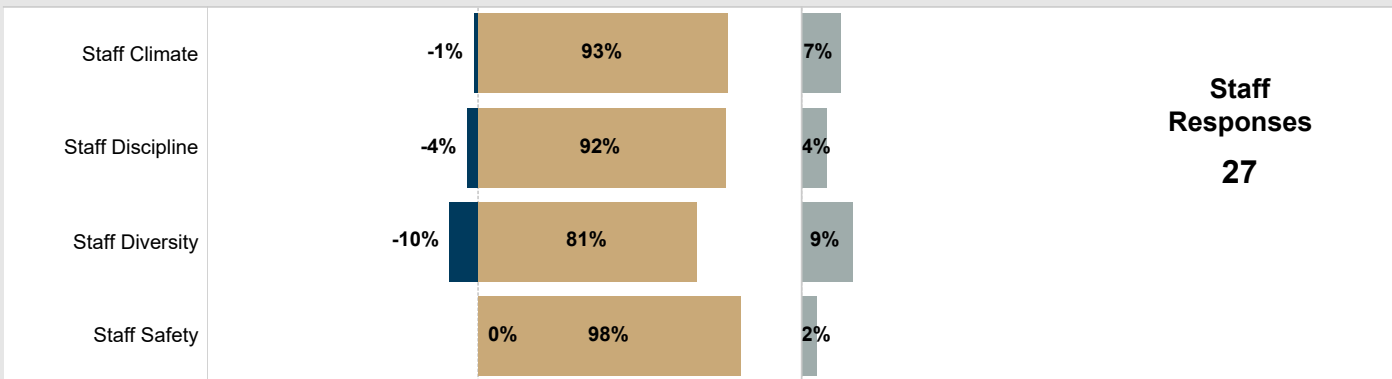
Standing Bear Elementary

2025-26

Student Climate Survey

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

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.

■ Negatives ■ Positives ■ Neutrals

Data Sources: Student Principal Appraisal & Climate Survey, Staff Principal Appraisal & Climate Survey, Parent Voice Survey

Student responses are collected from grades 5-12.

Domain favorability 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).

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.

