



Central High Data Book

Table of Contents

School Demographics	1
Parent-Teacher Conference Attendance and Student Mobility	3
Attendance Summary.....	5
Discipline Summary.....	7
Climate Summary.....	9
Graduation Reports Overview	11
Graduate/Dropout Summary	13
Graduate Follow-up Summary.....	15

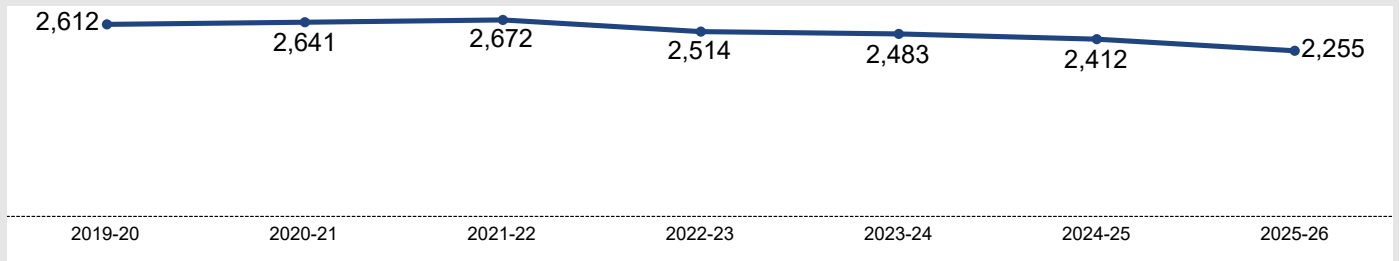
School Demographics

School Name	School Year	Total Enrollment
Central High	2025-26	2,255

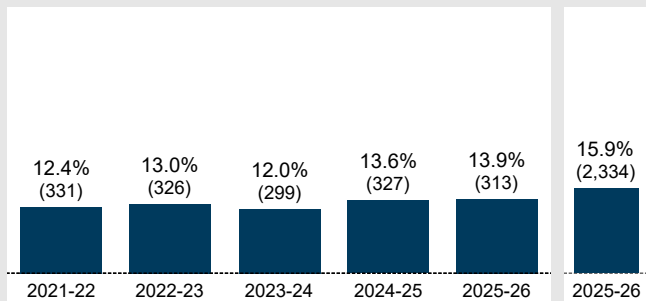
Enrollment by Grade

	9	10	11	12	Total
Female	256	284	320	284	1,144
Male	275	281	279	276	1,111
Total	531	565	599	560	2,255

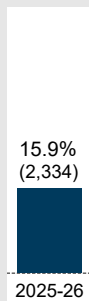
Enrollment History



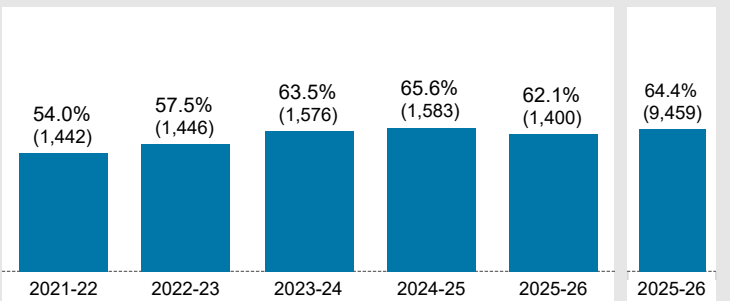
Students with IEPs



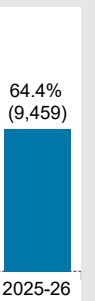
District



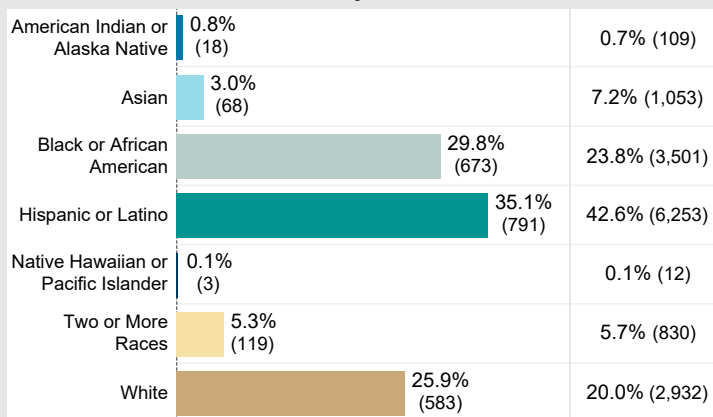
Eligible for Free/Reduced Lunch or Educational Benefits



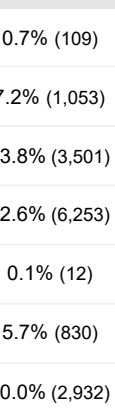
District



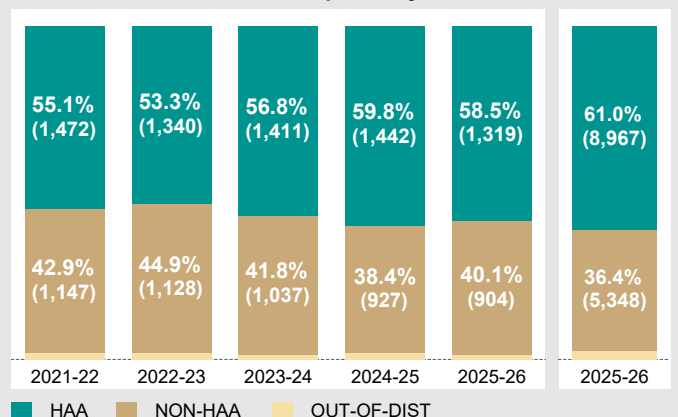
Race/Ethnicity



District



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 high 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.

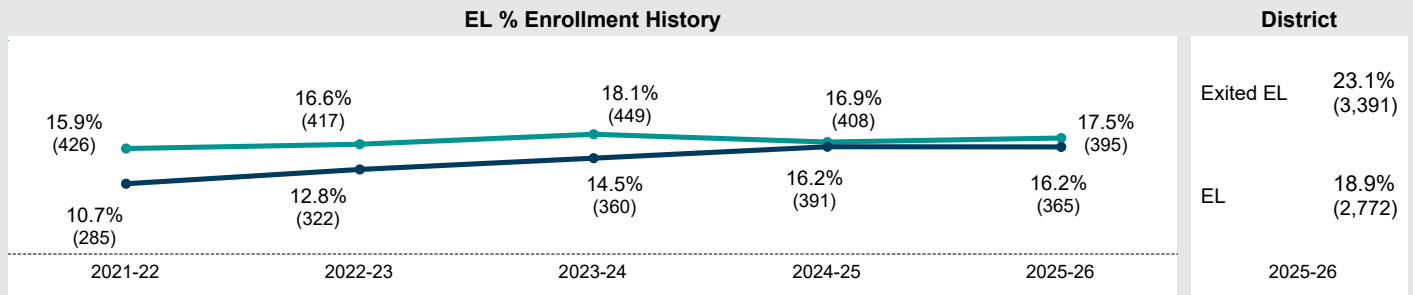
Educational Benefits: Percent of students participating in the free or reduced-price lunch program or who are eligible for educational benefits. The Community Eligibility Provision (CEP) was adopted district wide in 2021-22 and the new educational benefits eligibility replaced free/reduced lunch percentages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

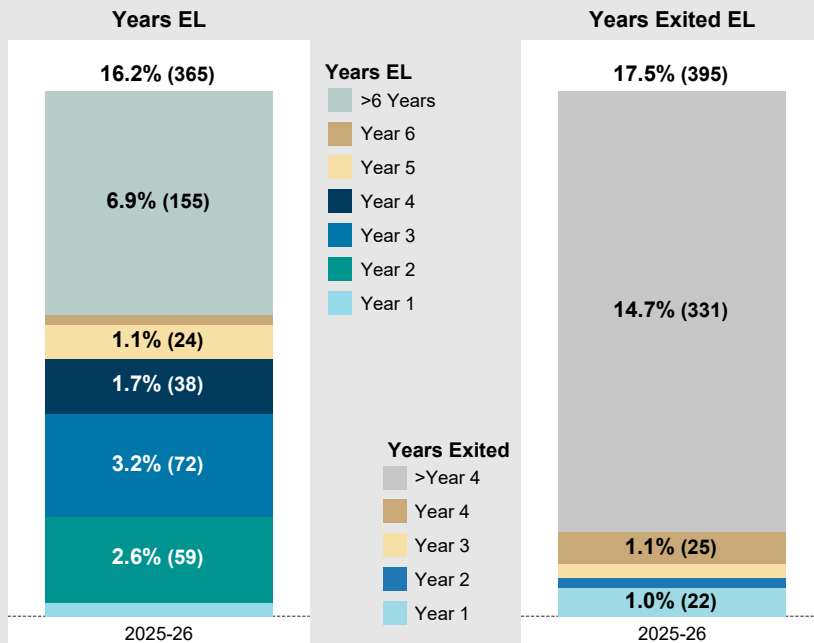
Enrollment Makeup: Percent of enrolled students who live in the school's home attendance area (HAA), in another attendance area (NON-HAA) or outside of the district (OUT-OF-DIST).

School Demographics

School Name	School Year	Total Enrollment
Central High	2025-26	2,255



EL Status ■ EL ■ Exited EL



Total Languages Other than English (All Students)

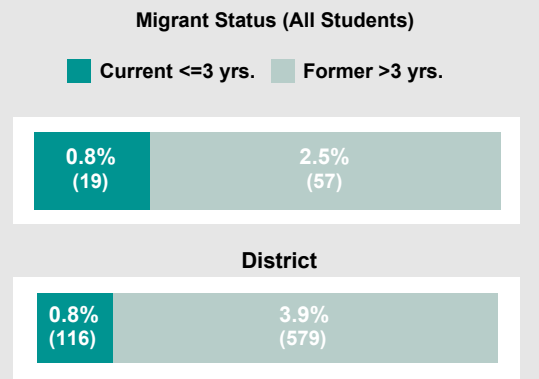
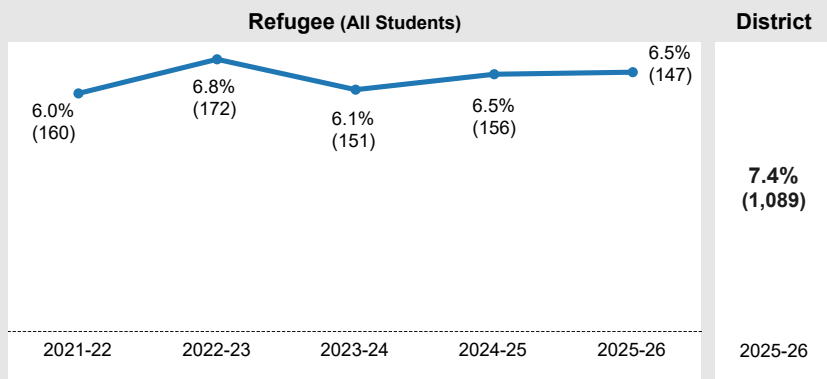
42

Top 5 Languages Other than English (All Students)

Language	%	Count
Spanish	69.0%	(606)
Somali	10.1%	(89)
Karen	3.0%	(26)
Nuer	2.5%	(22)
Arabic	2.3%	(20)
Total	100.0%	(878)

Top 5 Birth Countries (All Students)

Country	%	Count
United States	85.5%	(1,927)
Guatemala	3.1%	(70)
Mexico	2.4%	(54)
Kenya	1.2%	(26)
Sudan	0.8%	(18)



Data Source: All data are based on Official Fall Membership taken October 1 in each year through Infinite Campus. District data includes all high 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

Central High

2025-26

Parent-Teacher Conference Attendance

	Fall	Spring
2021-22	30.3% (810)	26.7% (700)
2022-23	25.9% (650)	17.3% (426)
2023-24	20.9% (518)	29.6% (712)
2024-25	33.0% (795)	19.8% (468)
2025-26	21.7% (490)	23.7% (507)

Conference Attendance Method

	Fall		Spring	
	In Person	Virtual	In Person	Virtual
2021-22	550	260	400	300
2022-23	650	0	426	0
2023-24	518	0	356	356
2024-25	795	0	0	468
2025-26	490	0	507	0

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.

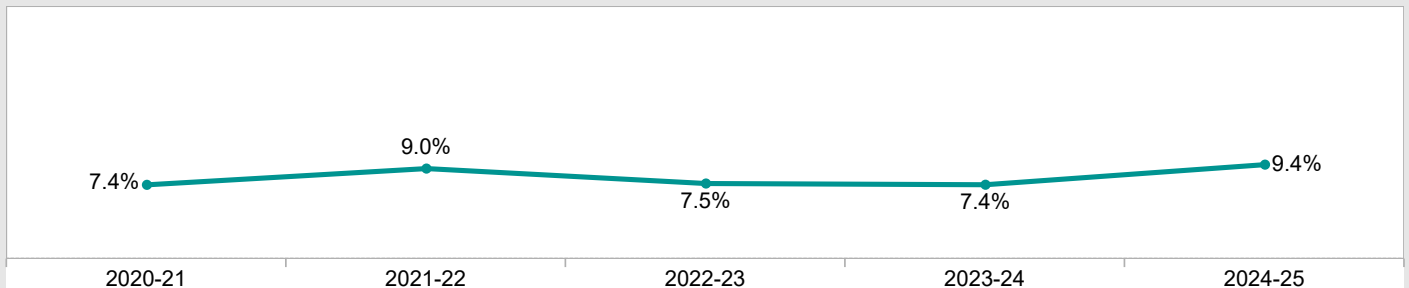
This report displays the number of students who had at least one or more parent/guardian attend PTC in person or by phone/virtually.

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

Central High

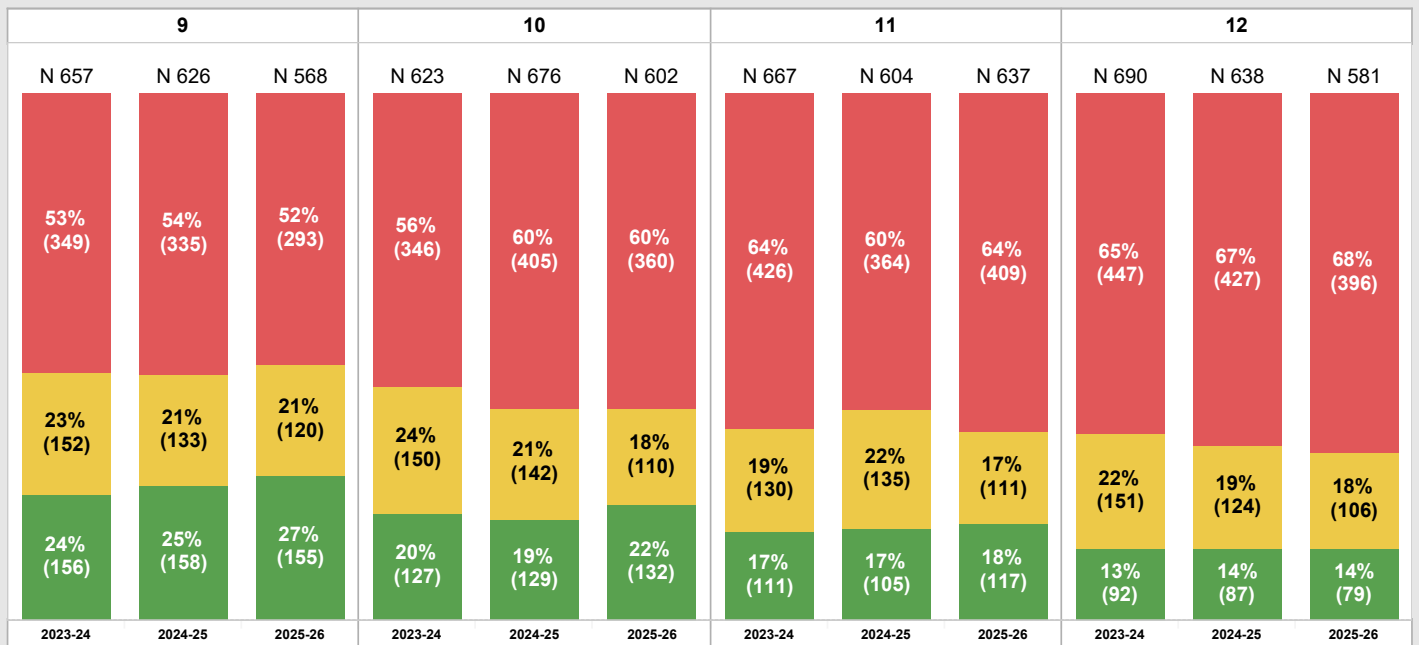
2025-26

Percent Absent: Enrolled 10 or More Days



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

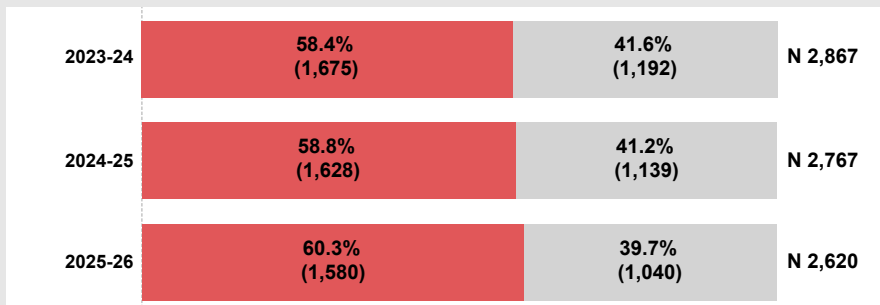
Percent Absent by Grade: Enrolled 10 or More Days



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

Central High

2025-26

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

Percent Absent: Enrolled 10 or More Days

High School Average	20% (3,028)	19% (2,970)	61% (9,310)
Central High	20% (483)	19% (447)	61% (1,458)

Student Groups

American Indian or Alaska Native	21% (4)	74% (14)	
	39% (28)	24% (17)	37% (26)
	16% (117)	14% (101)	70% (515)
	15% (121)	17% (140)	68% (560)
	67% (2)	33% (1)	
	19% (25)	16% (21)	65% (86)
	31% (189)	27% (164)	42% (256)
Female	20% (240)	18% (222)	62% (751)
	21% (243)	19% (225)	60% (707)
English Learners	17% (64)	16% (60)	68% (263)
Exited English Learners	22% (91)	19% (78)	58% (238)
Not English Learners	21% (328)	19% (309)	60% (957)
Students with IEPs	15% (52)	13% (47)	72% (253)
Students without IEPs	21% (431)	20% (400)	59% (1,207)
Eligible for EBF/FRL	14% (170)	16% (198)	70% (875)
No Data or Not Eligible	27% (313)	22% (249)	51% (583)

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.

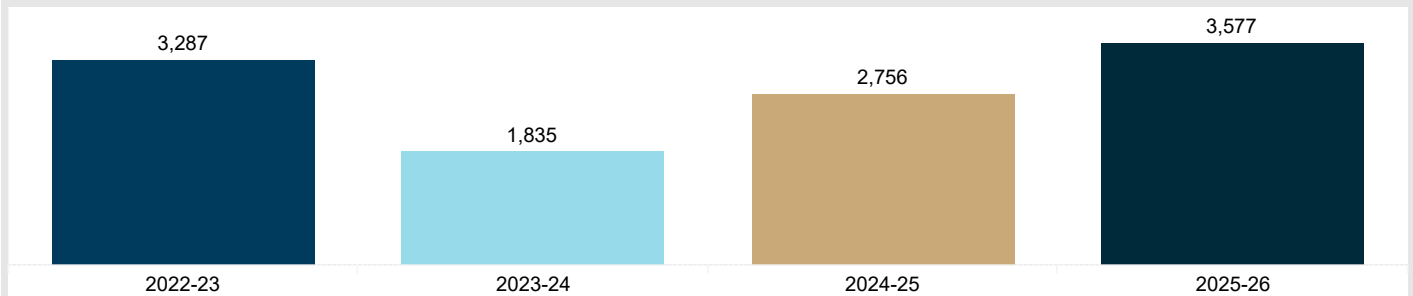
Discipline Summary

Central High

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
Central High	2,255	100.0%	84	100.0%	3.7%	328	100.0%	14.5%	33	100.0%	1.5%
Student Groups											
American Indian or Alaska Native	18	0.8%	1	1.2%	5.6%	6	1.8%	33.3%	0	0.0%	0.0%
Asian	68	3.0%	0	0.0%	0.0%	3	0.9%	4.4%	0	0.0%	0.0%
Black or African American	673	29.8%	53	63.1%	7.9%	155	47.3%	23.0%	18	54.5%	2.7%
Hispanic or Latino	791	35.1%	11	13.1%	1.4%	102	31.1%	12.9%	5	15.2%	0.6%
Native Hawaiian or Pacific Islander	3	0.1%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
Two or More Races	119	5.3%	7	8.3%	5.9%	15	4.6%	12.6%	5	15.2%	4.2%
White	583	25.9%	12	14.3%	2.1%	47	14.3%	8.1%	5	15.2%	0.9%
Female	1,144	50.7%	40	47.6%	3.5%	141	43.0%	12.3%	18	54.5%	1.6%
Male	1,111	49.3%	44	52.4%	4.0%	187	57.0%	16.8%	15	45.5%	1.4%
English Learners	362	16.1%	5	6.0%	1.4%	42	12.8%	11.6%	1	3.0%	0.3%
Not English Learners	1,893	83.9%	79	94.0%	4.2%	286	87.2%	15.1%	32	97.0%	1.7%
Students with IEPs	313	13.9%	32	38.1%	10.2%	94	28.7%	30.0%	12	36.4%	3.8%
Students without IEPs	1,942	86.1%	53	63.1%	2.7%	237	72.3%	12.2%	21	63.6%	1.1%
Eligible for EBF/FRL	1,400	62.1%	55	65.5%	3.9%	219	66.8%	15.6%	27	81.8%	1.9%
No Data or Not Eligible	855	37.9%	29	34.5%	3.4%	109	33.2%	12.7%	6	18.2%	0.7%

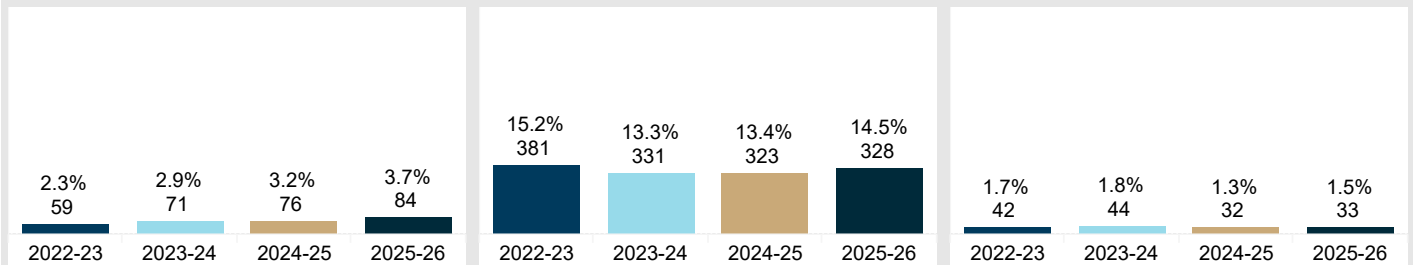
Unique Student Incidents by School Year



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



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.

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

Central High

2025-26

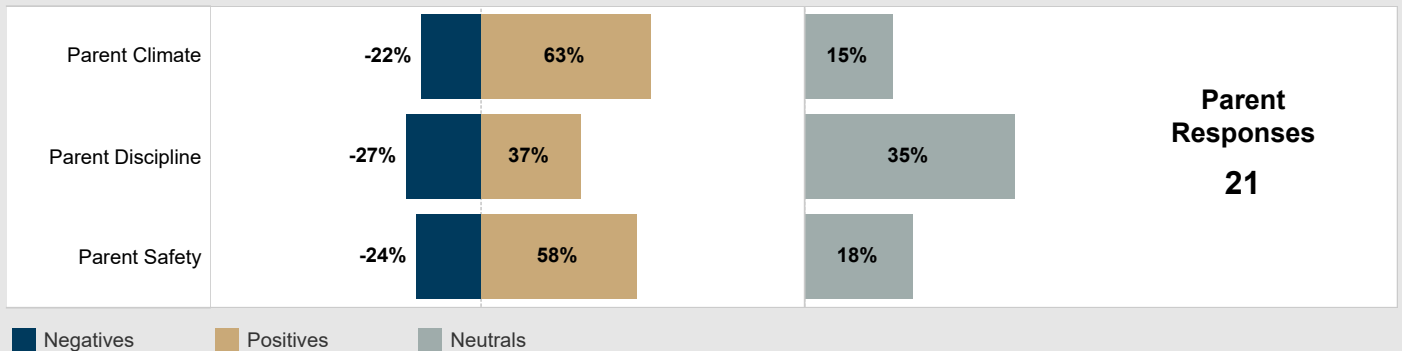
Student Climate Survey

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

Staff Climate Survey

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

Parent Voice - Climate Section



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.

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

Central High

Graduation Year 2025

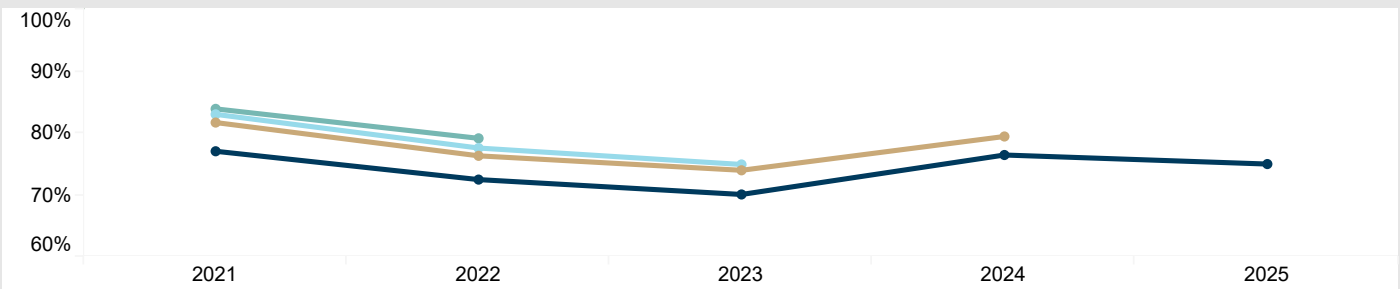
Cohort Graduation Rates

4-Year

5-Year

6-Year

7-Year



Cohort	2021	2022	2023	2024	2025
4-Year	77.1%	72.5%	70.1%	76.5%	75.0%
5-Year	81.7%	76.3%	74.0%	79.5%	
6-Year	83.0%	77.6%	74.9%		
7-Year	83.9%	79.2%			

2025 4-Year Cohort Status by Group

District	71.5%	13.9%	14.6%	N 3,808
Central High	75.0%	11.2%	13.8%	N 680
Black or African American	82.0%	11.6%	6.3%	N 189
Hispanic or Latino	60.6%	15.4%	24.0%	N 254
White	90.1%		6.4%	N 171
*Other	71.2%	13.6%	15.2%	N 66
Female	80.8%	7.8%	11.4%	N 333
Male	69.5%	14.4%	16.1%	N 347
English Learners	33.3%	23.1%	43.6%	N 117
Exited English Learners	84.2%	7.9%	7.9%	N 114
Not English Learners	83.5%	8.9%	7.6%	N 449
Students with IEPs	76.6%	9.0%	14.4%	N 599
Students without IEPs	63.0%	27.2%	9.9%	N 81
Eligible for EBF/FRL	70.2%	15.2%	14.6%	N 322
No Data or Not Eligible	79.3%	7.5%	13.1%	N 358

Graduate Still Enrolled Dropout

Data Source: NDE ADVISER Graduation Cohort Analysis Tool

Graduation/Dropout data lag one year behind due to the timing and availability of the data.

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

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.

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.

Graduate Follow-Up Summary

Central High

2025 Graduates

Number of Graduates Contacted: **400** (out of 510)

Graduates' Post-Secondary Attendance



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

Post-Secondary Attendance In and Out-of-State*



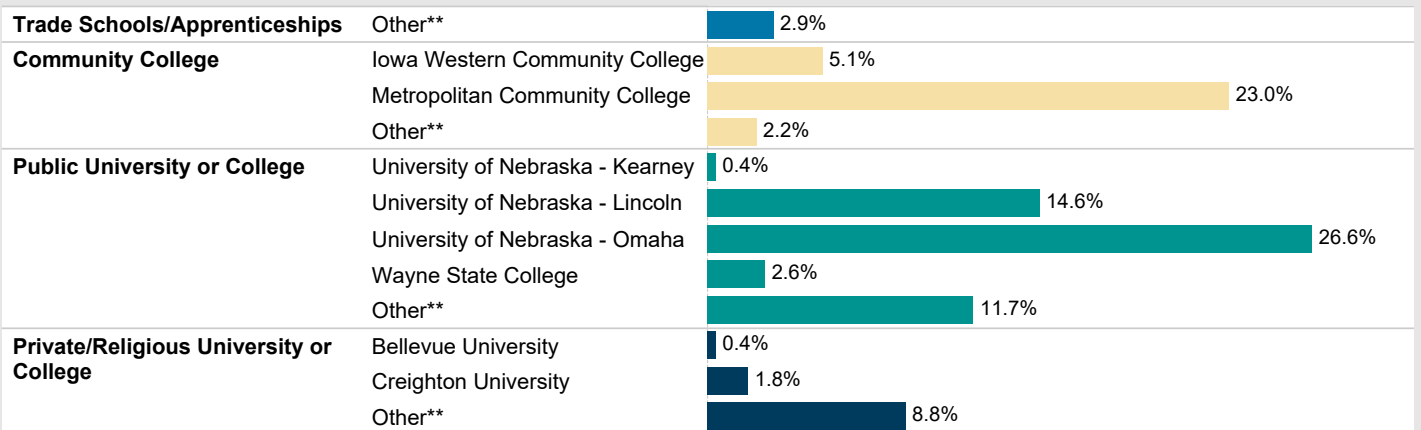
■ In Nebraska ■ Out-of-State

Length of Post-Secondary Programs Attended*



■ <= 2-Year Program ■ 4-Year Program

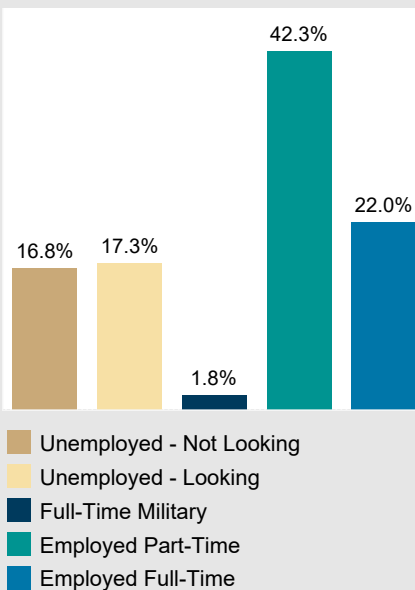
Post-Secondary Institutions Attended by Graduates*



* Figures include only graduates attending post-secondary education full or part time.

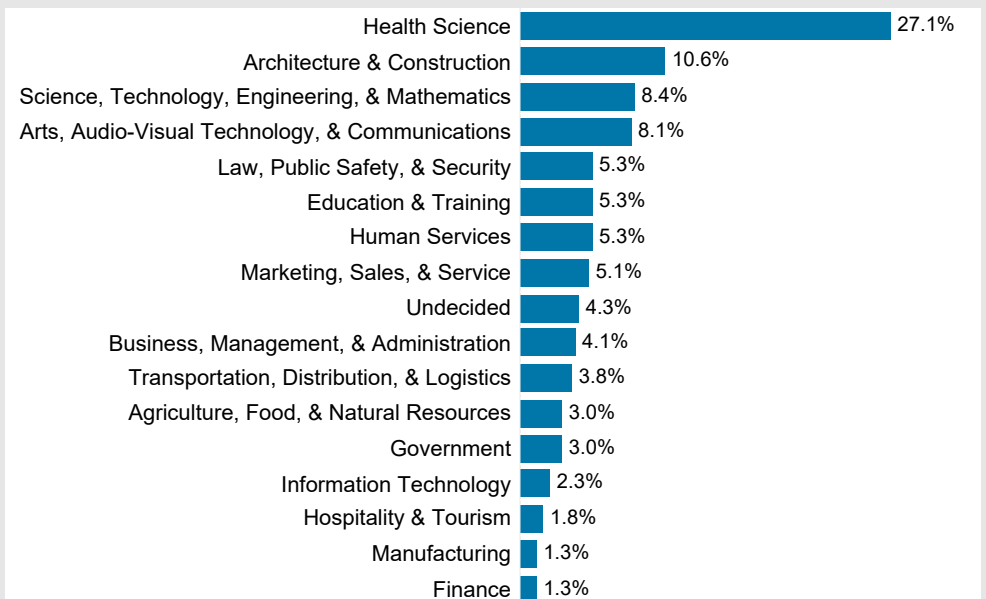
** Other post-secondary schools attended by graduates included a multitude of educational institutions.

Employment Status



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

Career Goals of the Graduates



Data Source: 2025 Graduate Follow-Up Study

