



Omaha Public Schools (Grades K-12) Data Book

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District Demographics

School Year

2025-26

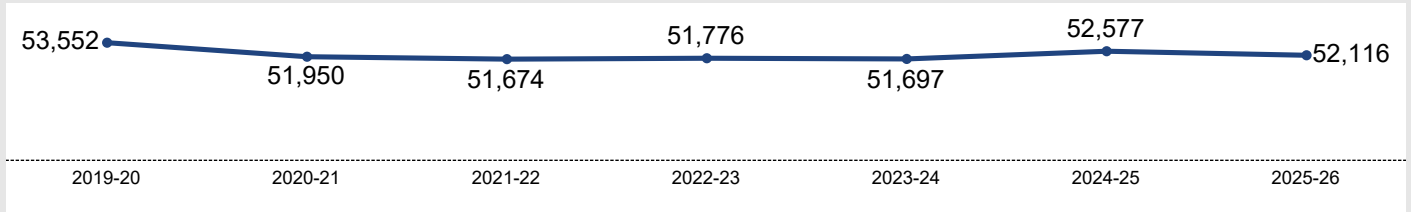
Total Enrollment

52,116

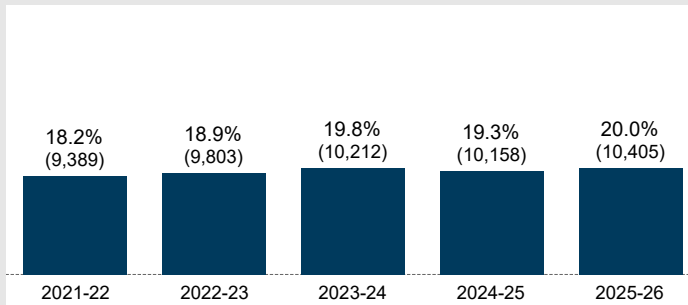
Enrollment by Grade

	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12	Total
Female	945	1,706	1,710	1,864	1,952	2,009	1,832	1,845	1,836	1,812	1,706	1,854	1,931	2,200	25,202
Male	1,291	1,948	1,920	1,939	1,976	1,994	1,980	1,835	1,877	1,931	1,803	2,062	2,032	2,326	26,914
Total	2,236	3,654	3,630	3,803	3,928	4,003	3,812	3,680	3,713	3,743	3,509	3,916	3,963	4,526	52,116

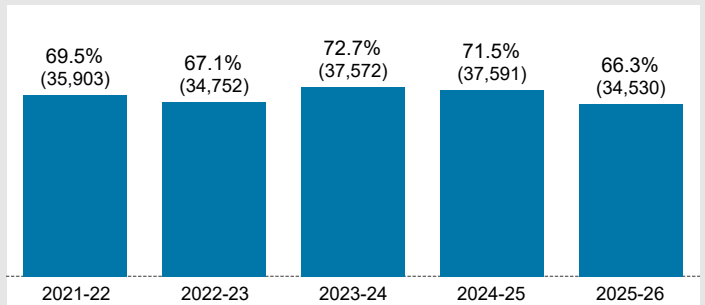
Enrollment History



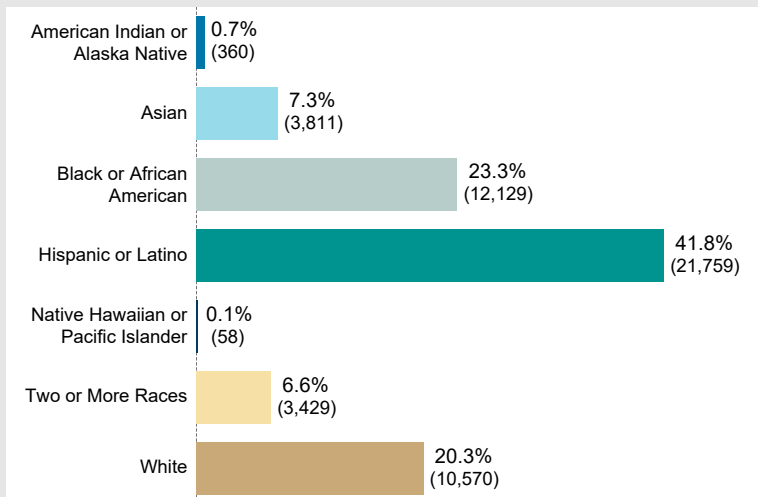
Students with IEPs



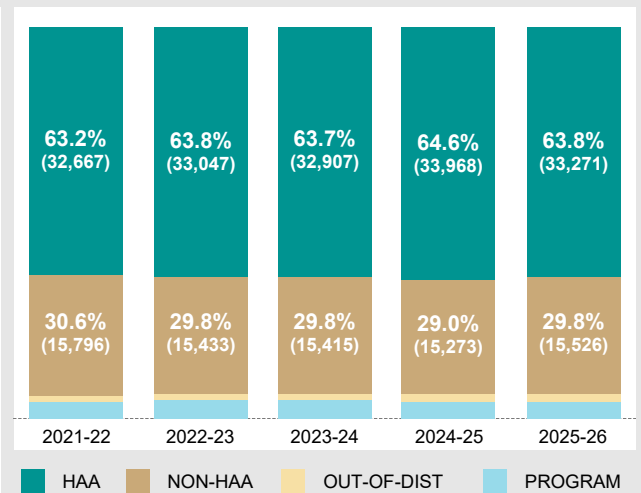
Eligible for Free/Reduced Lunch or Educational Benefits



Race/Ethnicity



Enrollment Makeup History



Data Source: All data are based on Official Fall Membership taken October 1 in each year through Infinite Campus. District data includes all school buildings, programs, alternative, and 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).

District Demographics

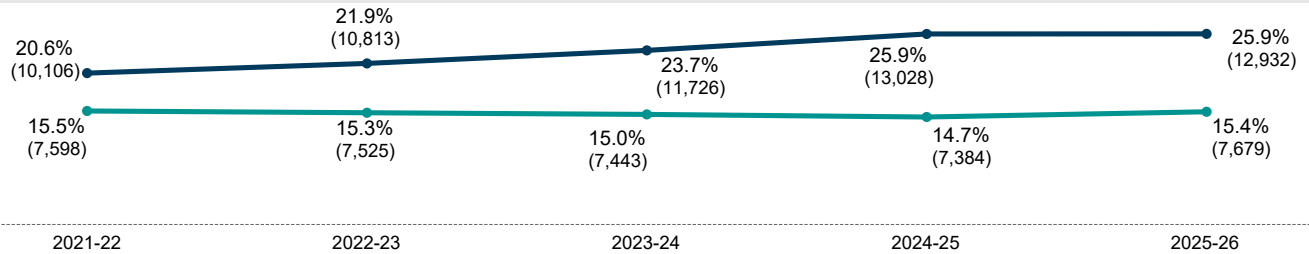
School Year

2025-26

Total Enrollment

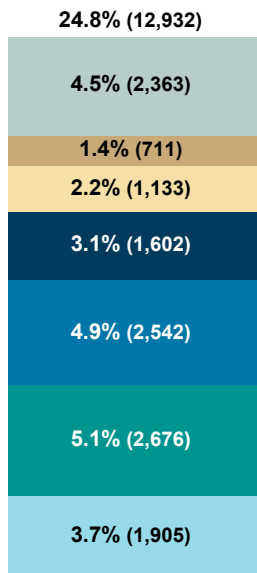
52,116

EL % Enrollment History (No PK)



EL Status ■ EL ■ Exited EL

Years EL

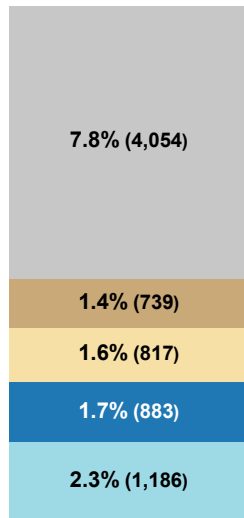


2025-26

Years EL
■ >6 Years
■ Year 6
■ Year 5
■ Year 4
■ Year 3
■ Year 2
■ Year 1

Years Exited EL

Total: 14.7% (7,679)



2025-26

Years Exited
■ >Year 4
■ Year 4
■ Year 3
■ Year 2
■ Year 1

Total Languages Other than English (All Students)

126

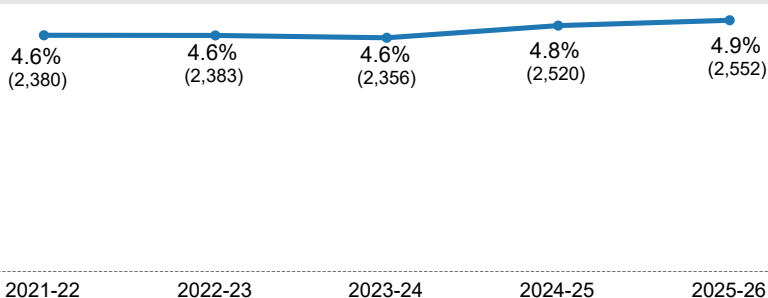
Top 5 Languages Other than English (All Students)

Spanish	72.1% (16,679)
Karen	8.0% (1,853)
Somali	2.9% (671)
Nepali	2.0% (458)
Arabic	1.5% (353)
Total	100.0% (23,124)

Top 5 Birth Countries (All Students)

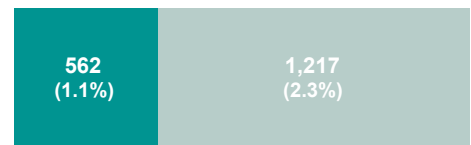
United States	84.8% (44,184)
Mexico	3.2% (1,673)
Guatemala	2.9% (1,535)
Thailand	1.3% (667)
Afghanistan	1.0% (541)

Refugee (All Students)



Migrant Status (All Students)

■ Current <=3 yrs. ■ Former >3 yrs.



Data Source: All data are based on Official Fall Membership taken October 1 in each year through Infinite Campus. District data includes all school buildings, programs, alternative, and 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

District

2025-26

Parent-Teacher Conference Attendance

		Fall	Spring
District Elementary	2021-22	89.1%	90.8%
	2022-23	85.9%	86.2%
	2023-24	89.8%	88.9%
	2024-25	91.6%	89.7%
	2025-26	89.6%	87.2%
District Middle School	2021-22	57.6%	45.2%
	2022-23	48.5%	42.1%
	2023-24	56.2%	44.8%
	2024-25	48.8%	44.3%
	2025-26	50.5%	39.7%
District High School	2021-22	36.7%	37.5%
	2022-23	41.3%	26.5%
	2023-24	34.3%	26.4%
	2024-25	28.5%	23.3%
	2025-26	30.2%	20.7%
District Overall	2021-22	66.6%	64.8%
	2022-23	63.7%	58.7%
	2023-24	65.3%	60.5%
	2024-25	62.7%	59.6%
	2025-26	62.5%	56.6%

2025-26 District Overall Conference Attendance Method

	# Attend	In Person	Virtual
Fall	30,788	28,346	2,442
Spring	27,477	24,828	2,649

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.

Student Mobility

District Elementary	11.4%	8.0%	7.9%	9.9%	12.0%
District Middle School	8.5%	7.9%	8.1%	8.5%	11.6%
District High School	8.7%	8.7%	9.3%	9.4%	10.3%
District Overall	9.7%	7.9%	7.9%	9.0%	11.0%
	2020-21	2021-22	2022-23	2023-24	2024-25

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.

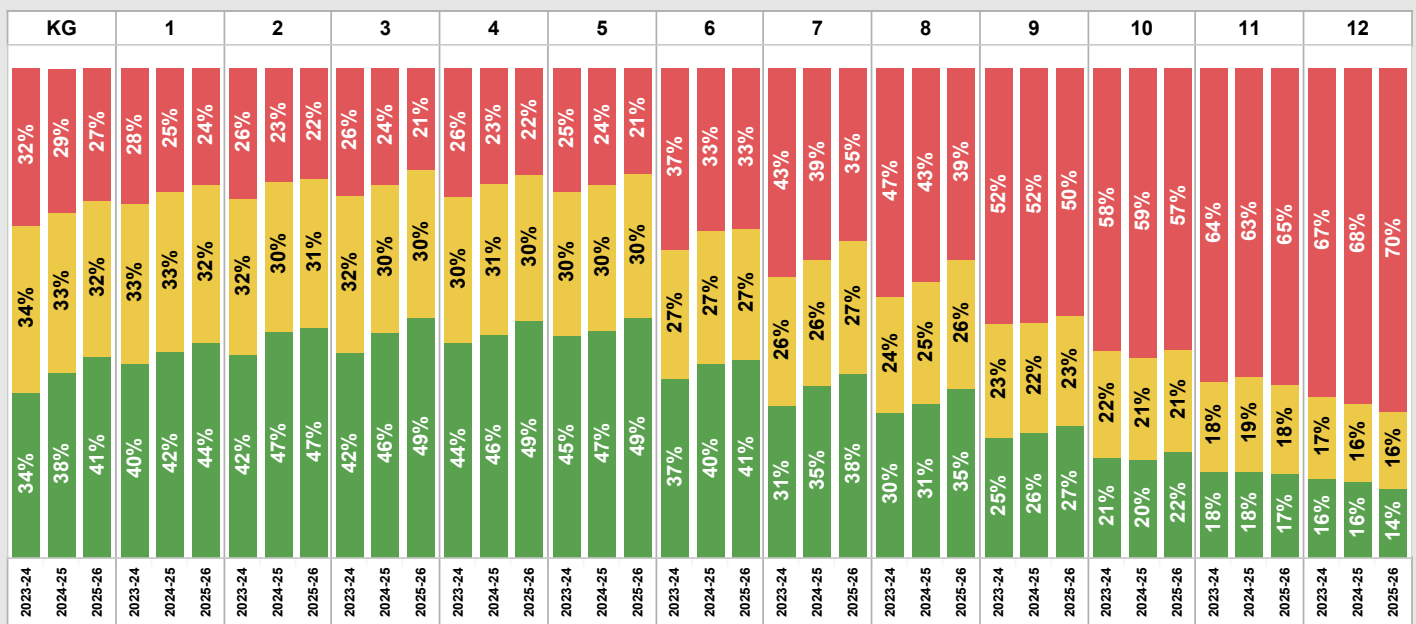
If school level statistics do not appear, no data was available. Mobility percentages lag one year behind due to the timing and availability of the data.

Attendance Summary

District		2025-26	
Percent Absent: Enrolled 10 or More Days			
2023-24	32.6% (16,936)	26.7% (13,866)	40.7% (21,166) N 51,968
2024-25	34.6% (18,110)	26.4% (13,794)	39.0% (20,381) N 52,285
2025-26	36.1% (18,520)	26.1% (13,396)	37.7% (19,331) N 51,247

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

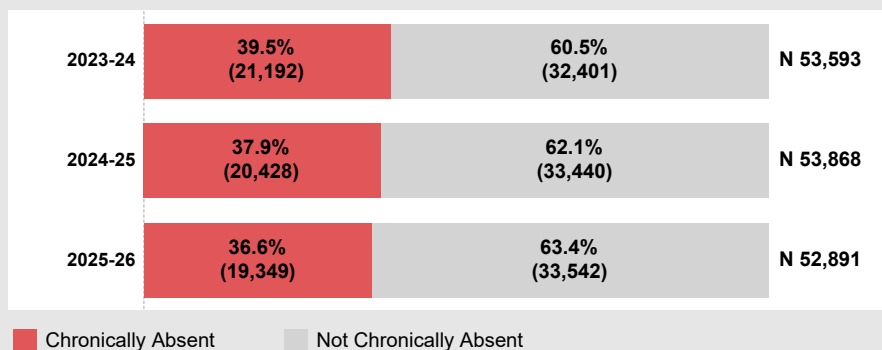
Percent Absent by Grade: Enrolled 10 or More Days



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. Adult High School, Gateway to College, Homebound, Interim and Contract locations, and the Transition Program have been excluded from all tables.

AQuESTT Chronic Absenteeism



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 in the district for 10 or more days. Students of all enrollment types and percentages are included.

Attendance Summary

District		2025-26		
Not Chronic <=5%	At Risk >5% - <10%	Chronic >10%		
Percent Absent: Enrolled 10 or More Days				
District Average	36% (18,520)	26% (13,396)	38% (19,331)	
Student Groups				
American Indian or Alaska Native	23% (88)	23% (87)	53% (200)	
Asian	58% (2,143)		19% (713)	23% (868)
Black or African American	29% (3,502)	23% (2,758)	47% (5,648)	
Hispanic or Latino	33% (7,159)	29% (6,150)	38% (8,077)	
Native Hawaiian or Other Pacific Islander	27% (17)	22% (14)	52% (33)	
Two or More Races	31% (1,054)	26% (870)	43% (1,452)	
White	44% (4,557)	27% (2,804)	29% (3,053)	
Female	36% (8,989)	26% (6,476)	38% (9,527)	
Male	36% (9,531)	26% (6,920)	37% (9,804)	
English Learners	41% (5,504)	28% (3,734)	31% (4,200)	
Exited English Learners	41% (3,143)	24% (1,852)	35% (2,746)	
Not English Learners	33% (9,873)	26% (7,810)	41% (12,385)	
Students with IEPs	30% (3,008)	26% (2,597)	43% (4,305)	
Students without IEPs	37% (15,521)	26% (10,810)	36% (15,070)	
Eligible for EBF/FRL	32% (9,618)	26% (7,991)	42% (12,622)	
No Data or Not Eligible	42% (8,902)	26% (5,405)	32% (6,709)	

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. Adult High School, Gateway to College, Homebound, Interim and Contract locations, and the Transition Program have been excluded from all tables.

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.

Discipline Summary

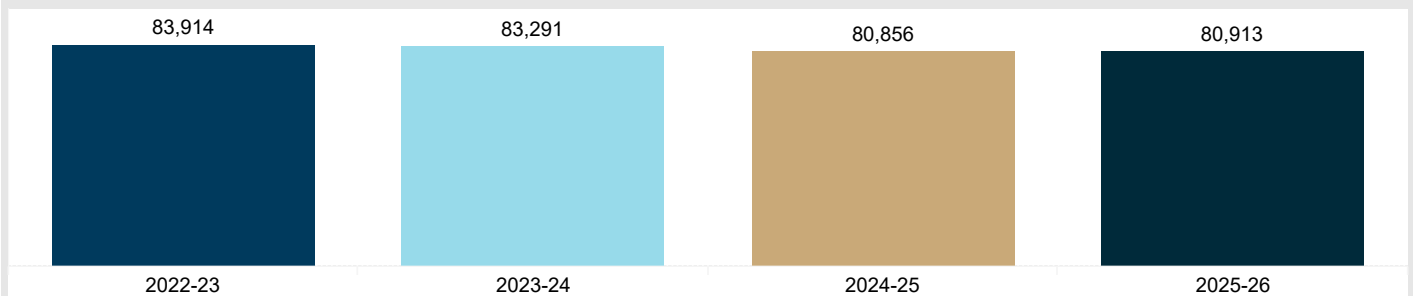
District	2025-26										
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	Demographics		# of Students with In-School Suspensions (ISS)			# of Students with Out-of-School Suspensions (OSS)			# of Students with Expulsions (EXP)		
	Total	%	Total ISS	% of ISS	% of Group	Total OSS	% of OSS	% of Group	Total EXP	% of EXP	% of Group
District	49,880	100.0%	4,291	98.2%	8.6%	5,199	97.5%	10.4%	280	95.9%	0.6%

Student Groups

American Indian or Alaska Native	350	0.7%	37	0.8%	10.6%	54	1.0%	15.4%	3	1.0%	0.9%
Asian	3,649	7.0%	137	3.1%	3.8%	168	3.1%	4.6%	10	3.4%	0.3%
Black or African American	11,565	22.2%	1,864	42.7%	16.1%	2,302	43.2%	19.9%	142	48.6%	1.2%
Hispanic or Latino	20,813	39.9%	1,279	29.3%	6.1%	1,480	27.7%	7.1%	62	21.2%	0.3%
Native Hawaiian or Pacific Islander	55	0.1%	8	0.2%	14.5%	8	0.1%	14.5%	1	0.3%	1.8%
Two or More Races	3,273	6.3%	370	8.5%	11.3%	438	8.2%	13.4%	36	12.3%	1.1%
White	10,175	19.5%	596	13.6%	5.9%	749	14.0%	7.4%	26	8.9%	0.3%
Female	24,257	46.5%	1,690	38.7%	7.0%	1,947	36.5%	8.0%	127	43.5%	0.5%
Male	25,623	50.0%	2,601	59.5%	10.2%	3,252	61.0%	12.7%	153	52.4%	0.6%
English Learners	12,906	25.3%	711	16.3%	5.5%	837	15.7%	6.5%	41	14.0%	0.3%
Not English Learners	36,974	70.8%	3,580	81.9%	9.7%	4,362	81.8%	11.8%	239	81.8%	0.6%
Students with IEPs	9,063	17.4%	1,168	26.7%	12.9%	1,541	28.9%	17.0%	95	32.5%	1.0%
Students without IEPs	40,817	80.0%	3,181	72.8%	7.8%	3,727	69.9%	9.1%	185	63.4%	0.5%
Eligible for EBF/FRL	33,148	63.5%	2,950	67.5%	8.9%	3,619	67.8%	10.9%	222	76.0%	0.7%
No Data or Not Eligible	16,732	32.6%	1,341	30.7%	8.0%	1,580	29.6%	9.4%	58	19.9%	0.3%

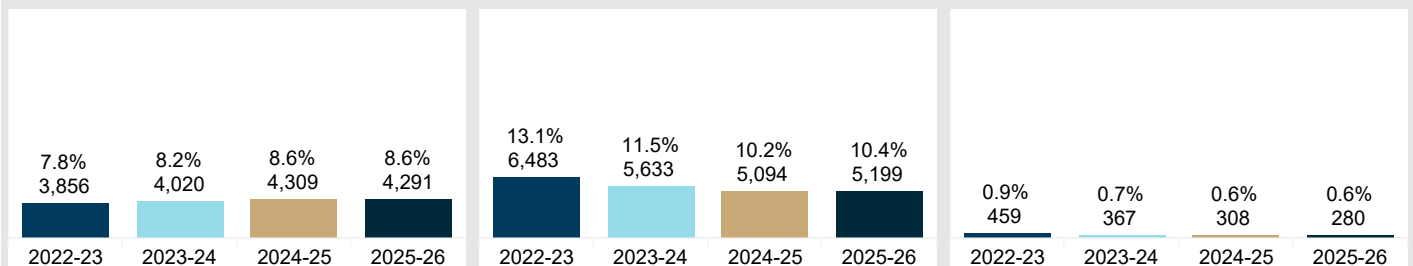
Unique Student Incidents by School Year



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.

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.

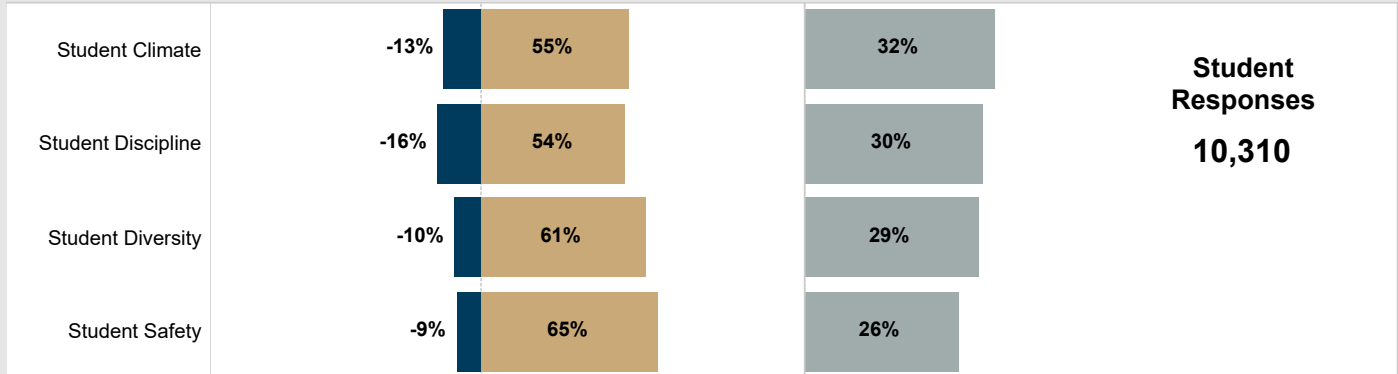
Unique Student Incidents by School Year reflects the total number of distinct students involved in distinct incidents in that school year. A student involved in multiple unique incidents counts multiple times.

Climate Summary

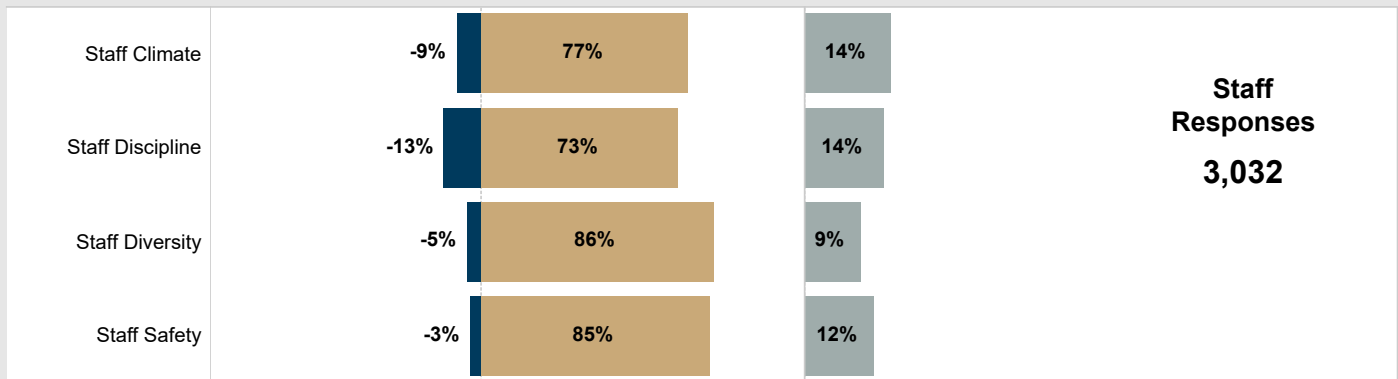
District
All Schools and Programs

2025-26

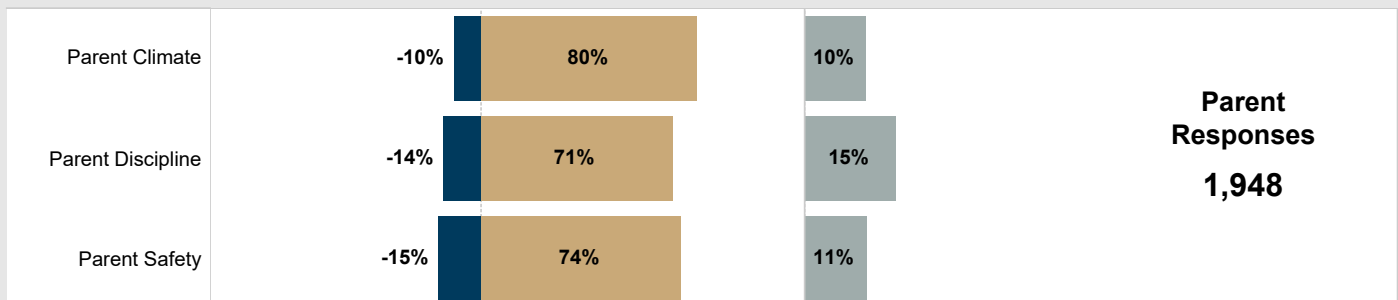
Student Climate Survey



Staff Climate Survey



Parent Voice - Climate Section



■ 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.

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

District: All Schools

Graduation Year 2024

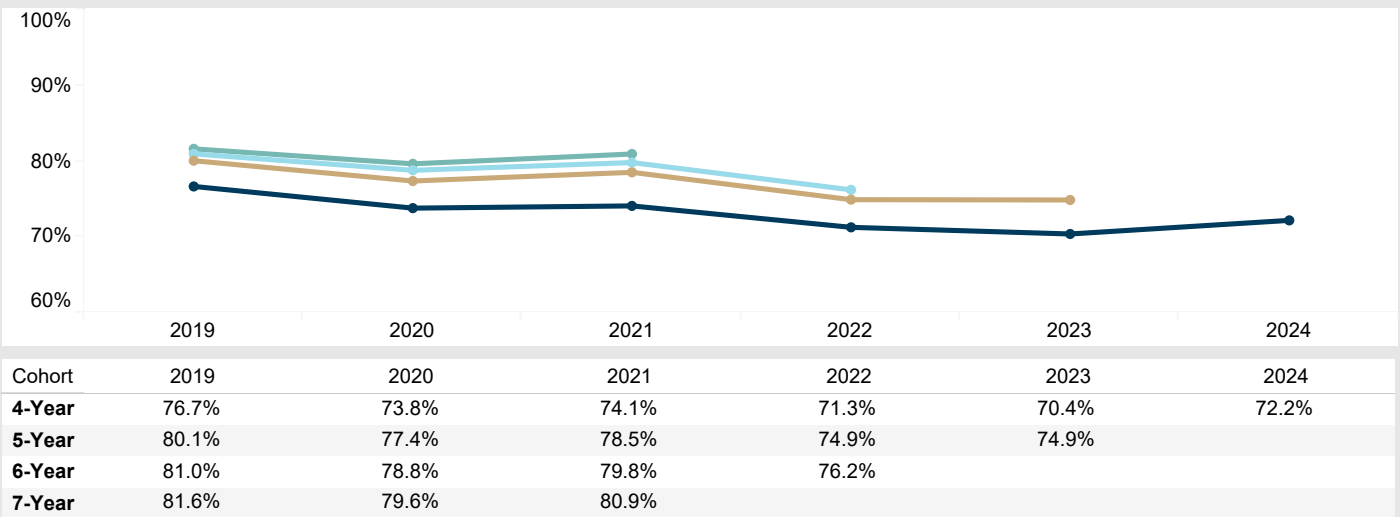
Cohort Graduation Rates

4-Year

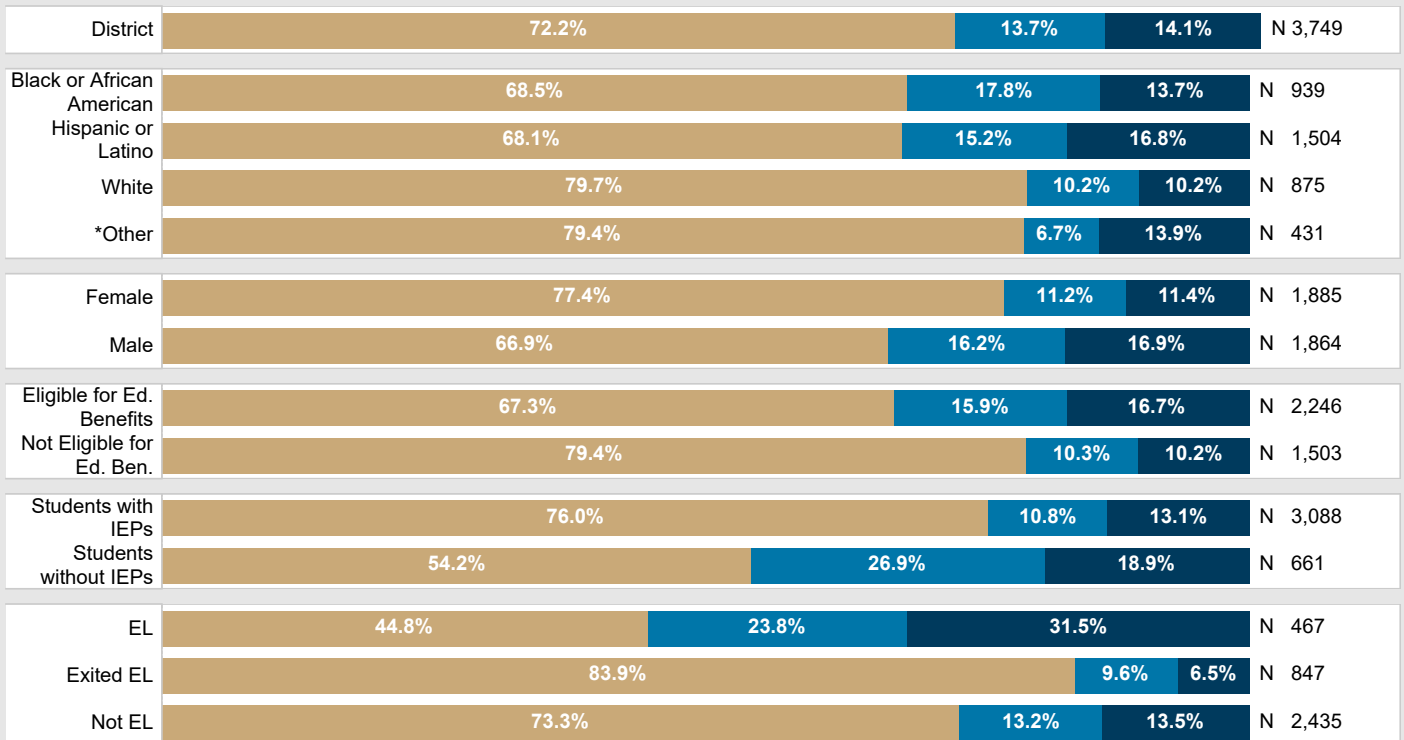
5-Year

6-Year

7-Year



2024 4-Year Cohort Status by Group



Graduate Still Enrolled Dropout

Data Source: NDE ADVISER Graduation Cohort Analysis Tool

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

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

District

2025 Graduates

Number of Graduates Contacted: **2,076** (out of 2,722)

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

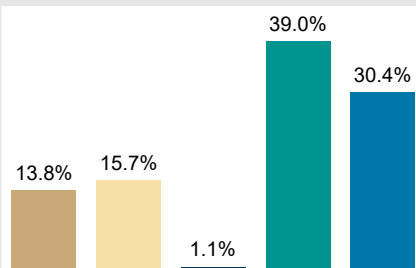
Post-Secondary Institutions Attended by Graduates*

Trade Schools/Apprenticeships	Other**	4.8%
	Iowa Western Community College	4.1%
	Metropolitan Community College	31.1%
	Other**	2.2%
Public University or College	University of Nebraska - Kearney	0.4%
	University of Nebraska - Lincoln	10.6%
	University of Nebraska - Omaha	28.9%
	Wayne State College	1.8%
	Other**	6.8%
Private/Religious University or College	Bellevue University	0.6%
	College of Saint Mary	2.1%
	Creighton University	1.3%
	Other**	5.2%

* 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

