



Boyd Elementary

Data Book

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School Demographics

School Name

Boyd Elementary

School Year

2023-24

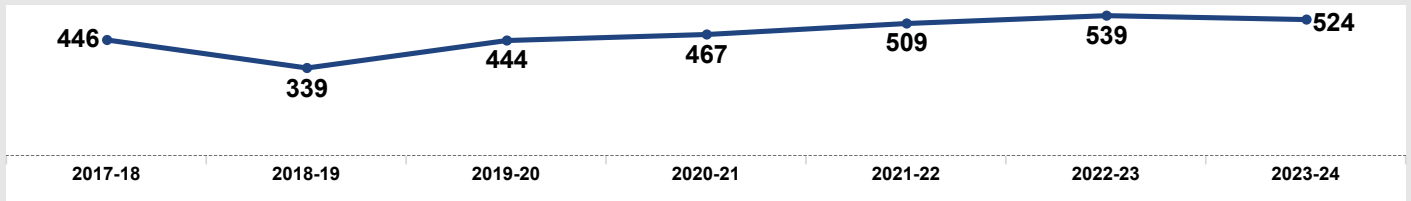
Total Enrollment

524

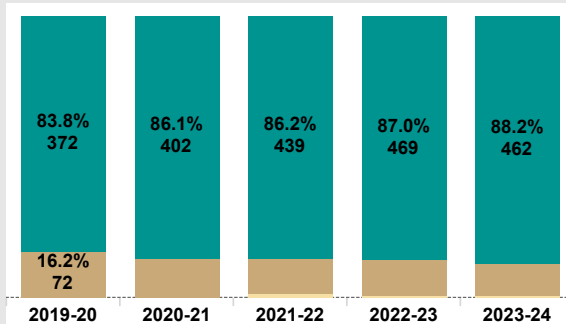
Enrollment by Grade

Gender	EC	KG	1	2	3	4	5	Grand Total
Female	2	33	41	57	43	35	36	247
Male	8	40	57	49	37	48	38	277
Grand Total	10	73	98	106	80	83	74	524

Enrollment History



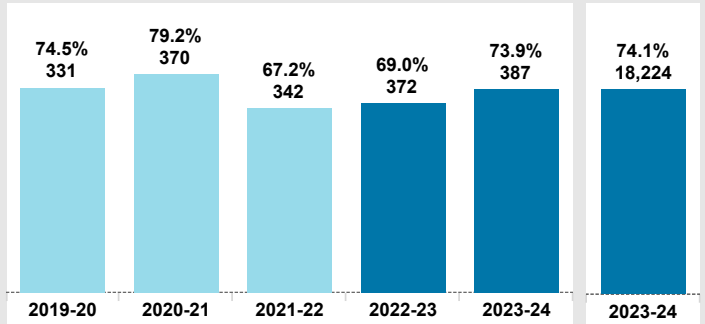
Enrollment Makeup History



District



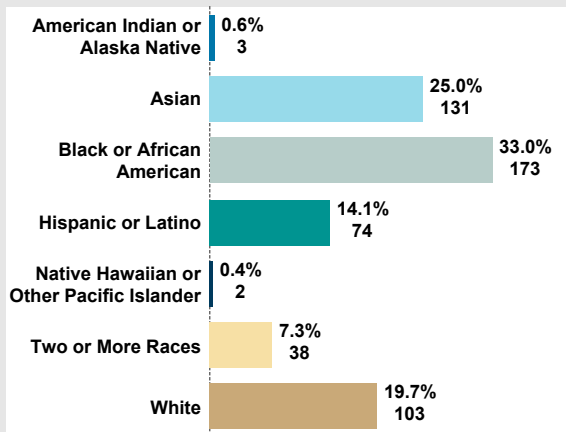
School Free/Reduced Lunch & Ed. Benefits*



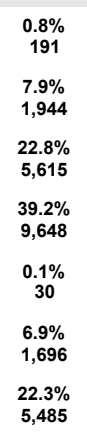
District



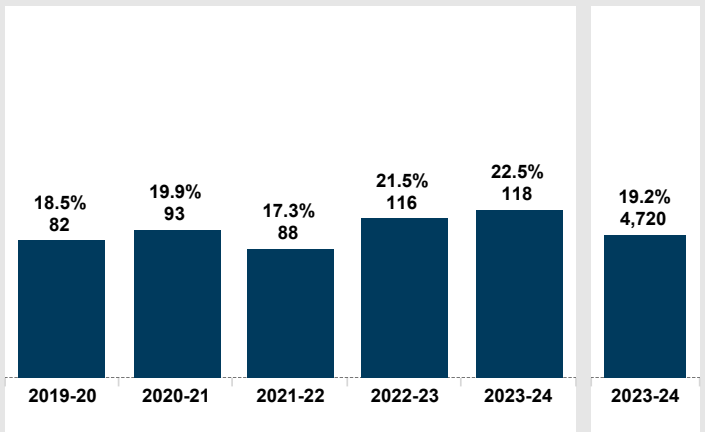
Race/Ethnicity



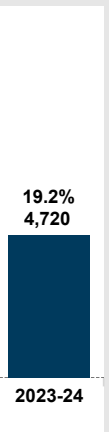
District



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 (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).

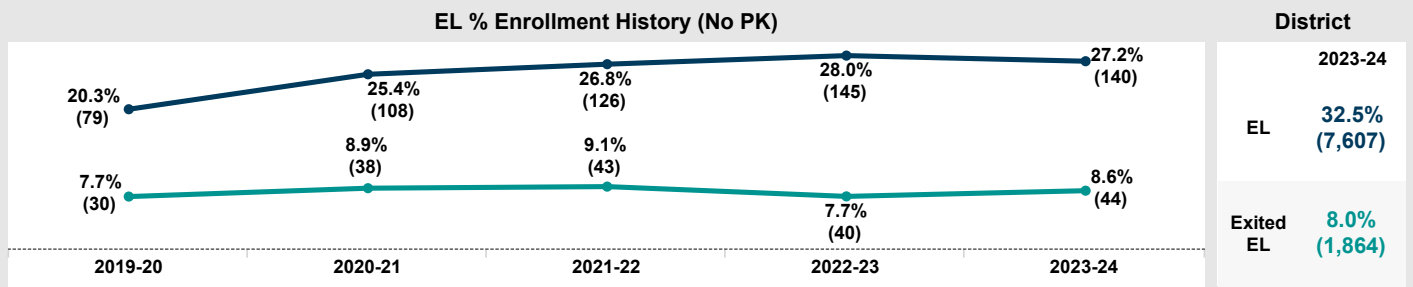
Data Source: Infinite Campus

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

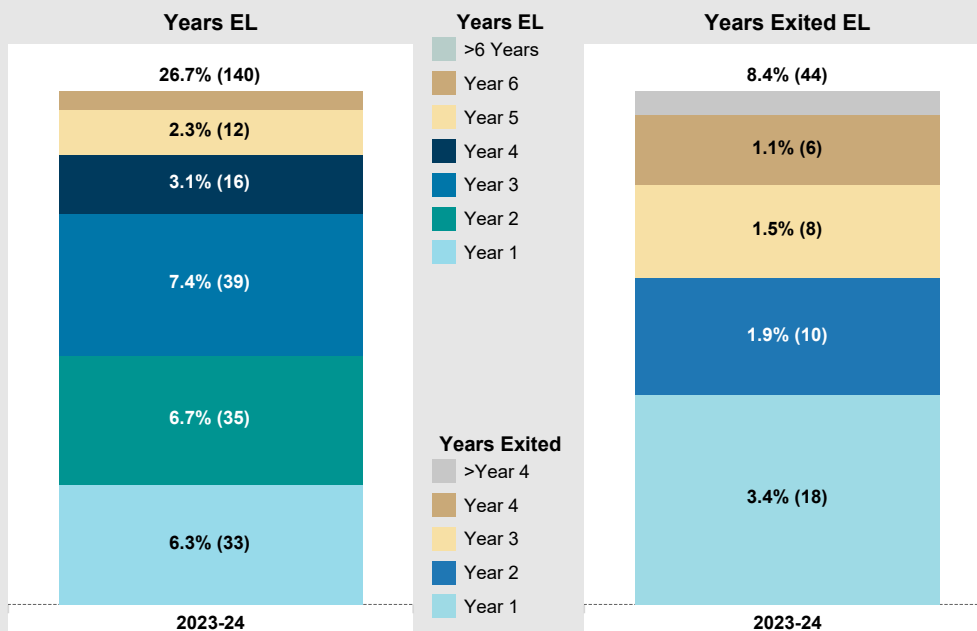
District data includes only Elementary Schools and no program, alternative, or special education sites.

School Demographics

School Name	School Year	Total Enrollment
Boyd Elementary	2023-24	524



EL Status ■ EL ■ Exited EL



Total Languages Other than English (All Students)

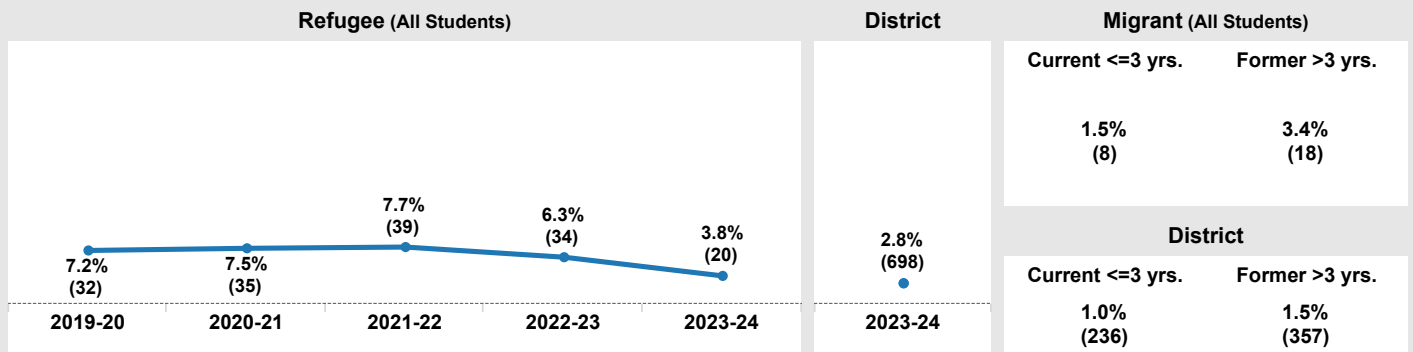
19

Top 5 Languages Other than English (All Students)

Language	Count	%
Nepali	66	34.6%
Spanish	33	17.3%
Karen	29	15.2%
French	14	7.3%
Karenni	11	5.8%
Grand Total	191	100.0%

Top 5 Birth Countries (All Students)

Country	Count	%
United States	494	94.3%
Nepal	6	1.1%
Thailand	5	1.0%
Congo (DRC)	4	0.8%
Afghanistan	2	0.4%



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 redesignated as special education, and those tested but who did not qualify for services.

Refugee: Students who have been identified as refugees immigrating from one of 19 countries (i.e., Afghanistan, Bhutan, Burundi, Congo, Egypt, Ethiopia, 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

Boyd Elementary

2023-24

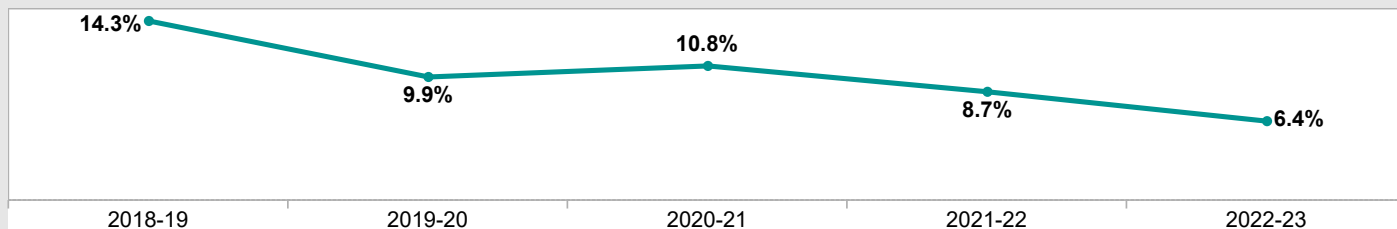
Parent-Teacher Conference (PTC) Spring Attendance



PTC Attendance History

		# Attend	% Attend	In Person	Virtual
2021-22	Fall	435	92.6%	362	73
	Spring	429	89.0%	380	49
2022-23	Fall	451	87.2%	399	52
	Spring	438	84.9%	420	18
2023-24	Fall	456	88.7%	344	90
	Spring	444	84.1%	399	45

Student Mobility



Parent-Teacher Conference Attendance

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 March Membership.

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.

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

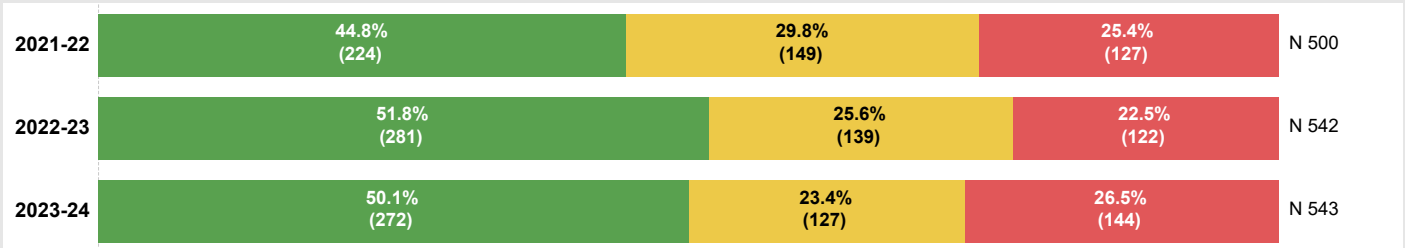
Boyd Elementary

School Year

2023-24

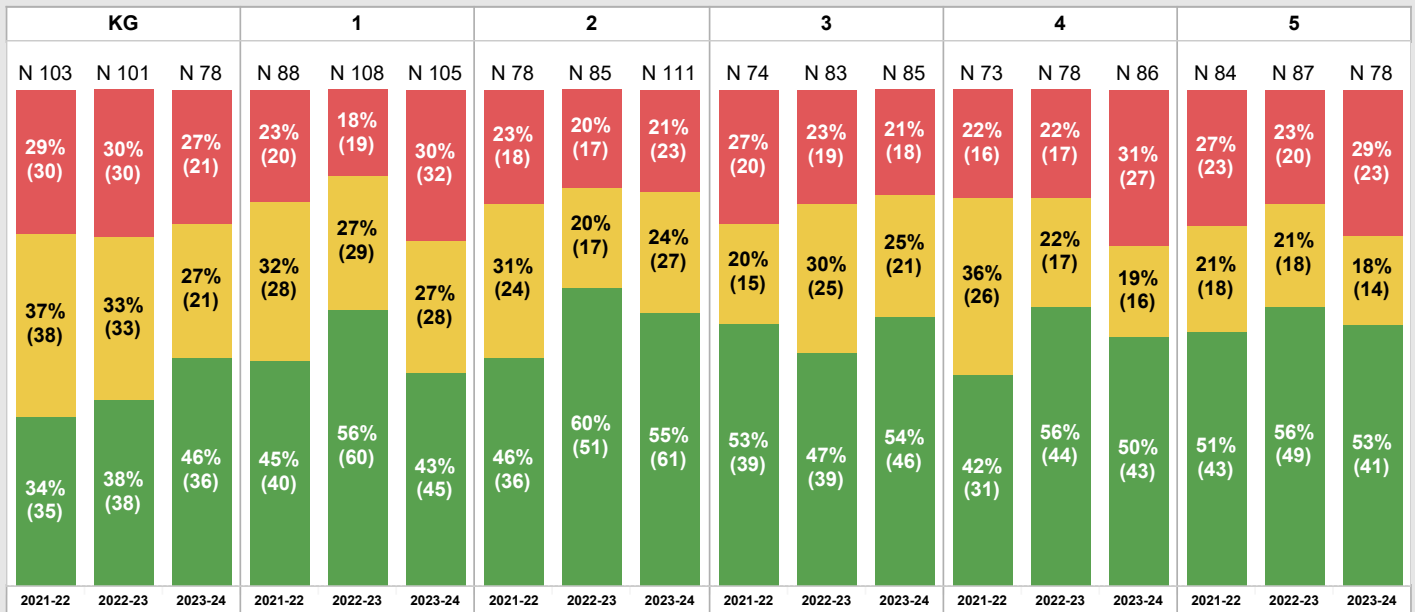
Includes students enrolled at the school for 40 or more days in the school year. The data represented may be different from the attendance dashboard because it was compiled at the end of each school year and is not subject to change.

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



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

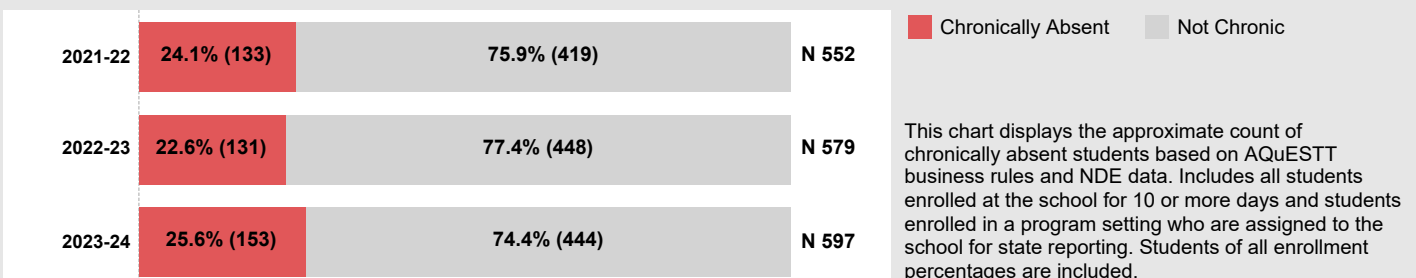
Percent Absent by Grade: Enrolled 40 or More Days (No PK)



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.

AQuESTT Chronic Absenteeism (No PK)



Attendance Summary

School Name

School Year

Boyd Elementary

2023-24

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

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

Elem. School Average	42% (10,337)	32% (7,872)	28% (6,721)
Boyd Elementary	50% (272)	23% (127)	27% (144)
Student Groups			
American Indian or Alaska Native	33% (1)	67% (2)	
Asian	65% (89)	24% (32)	11% (15)
Black or African American	46% (82)	21% (37)	34% (61)
Hispanic or Latino	42% (33)	27% (21)	31% (24)
Native Hawaiian or Other Pacific Islander	50% (1)	50% (1)	
Two or More Races	29% (11)	32% (12)	39% (15)
White	54% (57)	22% (23)	25% (26)
EL	62% (95)	24% (37)	14% (21)
Exited EL	72% (33)	17% (8)	11% (5)
Not EL	42% (144)	24% (82)	34% (118)
Eligible for Ed. Benefits	46% (182)	23% (90)	31% (122)
Not Eligible for Ed. Ben.	60% (90)	25% (37)	15% (22)
Special Education	37% (48)	21% (27)	43% (56)
Not Special Education	54% (224)	24% (100)	21% (88)

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, and those who were redesignated as Special Education

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.

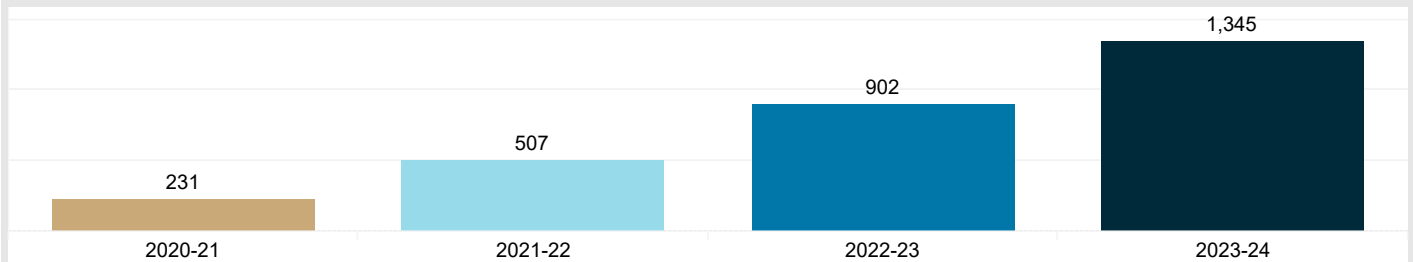
Discipline Summary

Boyd Elementary

2023-24

	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
Boyd Elementary	514	100.0%	2	100.0%	0.4%	31	100.0%	6.0%	0	0.0%	0.0%
Student Groups											
American Indian or Alaska Native	3	0.6%	0	0.0%	0.0%	1	3.2%	33.3%	0	0.0%	0.0%
Asian	130	24.8%	0	0.0%	0.0%	1	3.2%	0.8%	0	0.0%	0.0%
Black or African American	169	32.3%	1	50.0%	0.6%	20	64.5%	11.8%	0	0.0%	0.0%
Hispanic	73	13.9%	0	0.0%	0.0%	1	3.2%	1.4%	0	0.0%	0.0%
Native Hawaiian or Pacific Islander	2	0.4%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
Two or More Races	37	7.1%	0	0.0%	0.0%	5	16.1%	13.5%	0	0.0%	0.0%
White	100	19.1%	1	50.0%	1.0%	3	9.7%	3.0%	0	0.0%	0.0%
Female	245	46.8%	2	100.0%	0.8%	5	16.1%	2.0%	0	0.0%	0.0%
Male	269	51.3%	0	0.0%	0.0%	26	83.9%	9.7%	0	0.0%	0.0%
Eligible for Ed. Benefits	381	72.7%	1	50.0%	0.3%	25	80.6%	6.6%	0	0.0%	0.0%
No Data & Not Eligible (Ed. Ben.)	133	25.4%	1	50.0%	0.8%	6	19.4%	4.5%	0	0.0%	0.0%
Special Education	109	20.8%	0	0.0%	0.0%	15	48.4%	13.8%	0	0.0%	0.0%
Not Special Education	405	77.3%	2	100.0%	0.5%	17	54.8%	4.2%	0	0.0%	0.0%
English Learner	140	26.7%	0	0.0%	0.0%	1	3.2%	0.7%	0	0.0%	0.0%
Not English Learner	374	71.4%	2	100.0%	0.5%	30	96.8%	8.0%	0	0.0%	0.0%

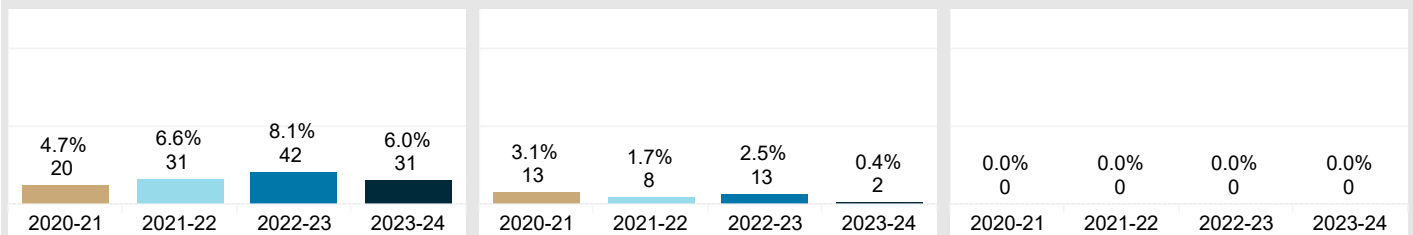
Unique Student Incidents by School Year



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



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.

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

Data Source: Infinite Campus

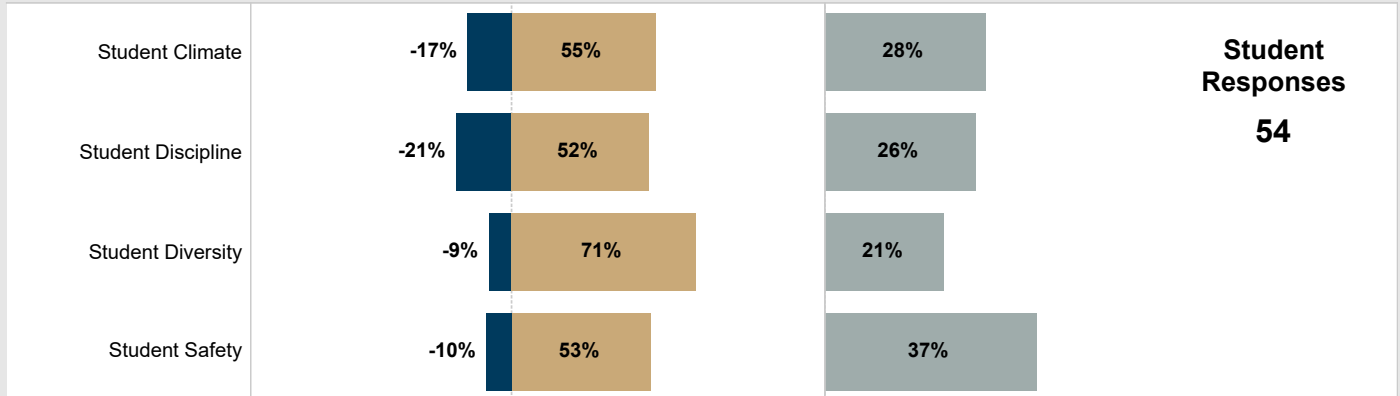
Climate Summary

Boyd Elementary

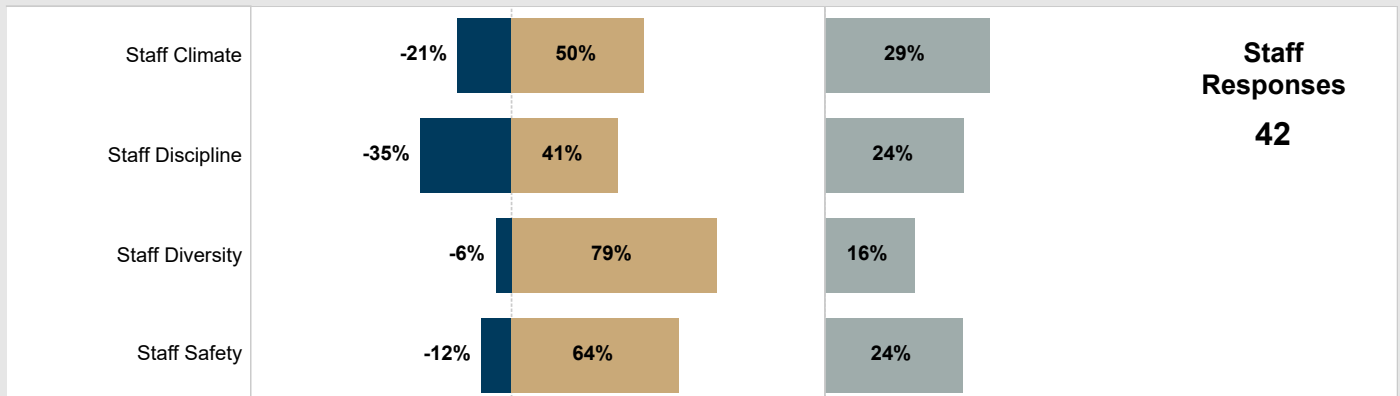
2023-24

■ Negatives ■ Positives ■ Neutrals

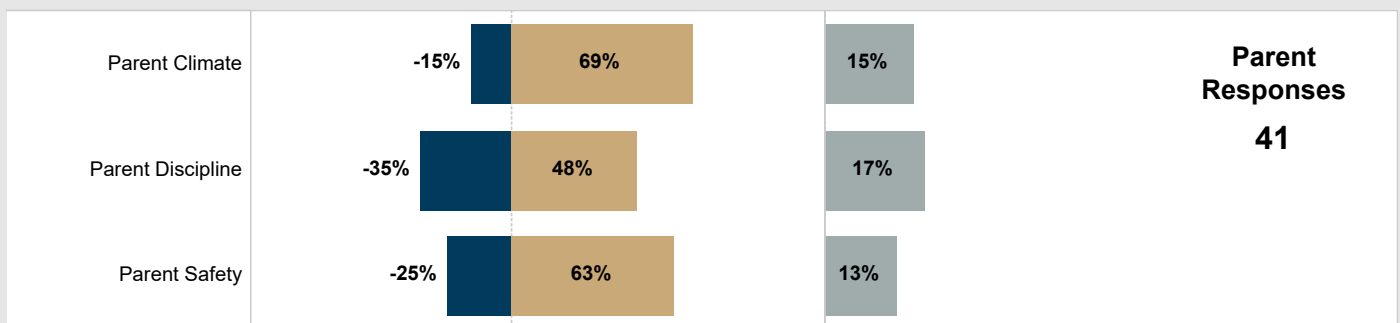
Student Climate Survey



Staff Climate Survey



Parent Voice - Climate Section



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.