2024-25

Demographics

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Castelar Elementary
Data Book

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School Demographics

School Name	School Year	Total Enrollment
Castelar Elementary	**2024-25**	**567**

Enrollment by Grade

Gender	EC	KG	1	2	3	4	5	Grand Total
Female	5	39	43	54	47	53	47	288
Male	14	46	50	41	43	44	41	279
Grand Total	19	85	93	95	90	97	88	567

Enrollment History

2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
653	647	616	616	514	519	567
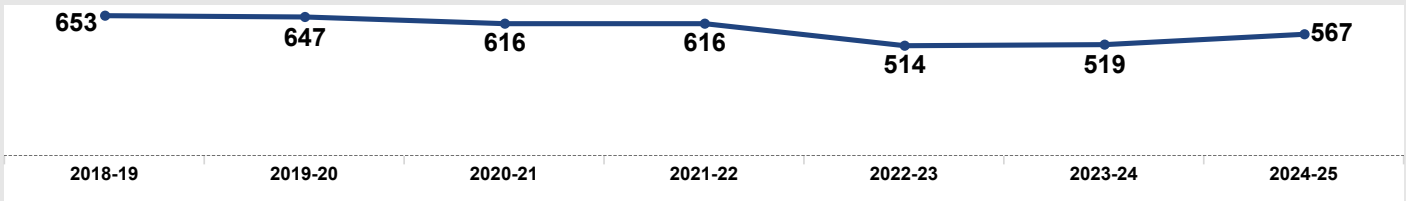
Enrollment Makeup History

	2020-21	2021-22	2022-23	2023-24	2024-25	District 2024-25
HAA	79.4% / 489	78.1% / 481	73.7% / 379	69.2% / 359	66.5% / 377	69.8% / 17,450
NON-HAA	19.3% / 119	20.5% / 126	24.7% / 127	29.7% / 154	32.3% / 183	28.5% / 7,123
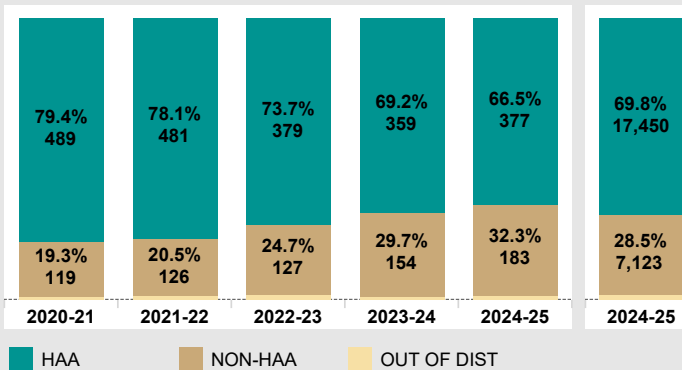
Legend: HAA, NON-HAA, OUT OF DIST

School Free/Reduced Lunch & Ed. Benefits*
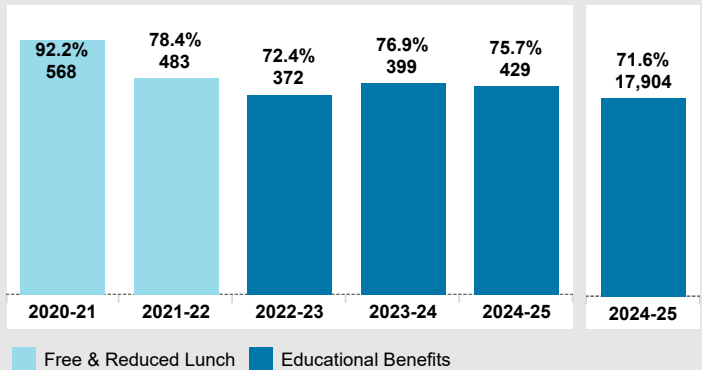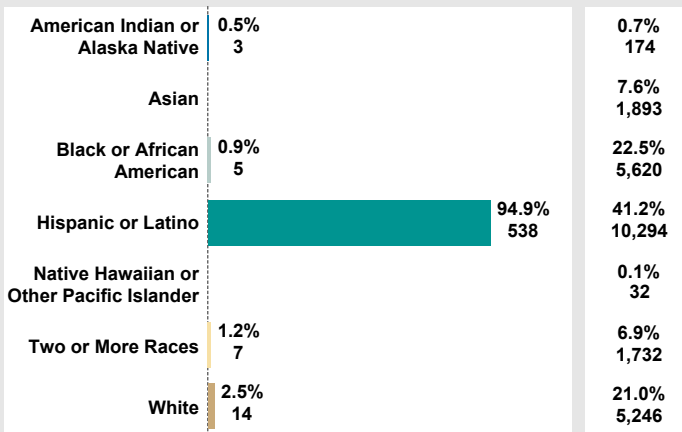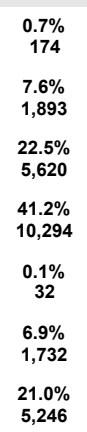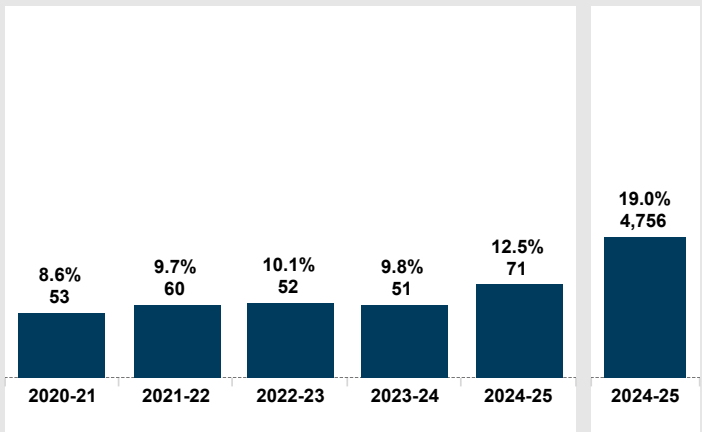
2020-21	2021-22	2022-23	2023-24	2024-25	District 2024-25
92.2% / 568	78.4% / 483	72.4% / 372	76.9% / 399	75.7% / 429	71.6% / 17,904

Legend: Free & Reduced Lunch, Educational Benefits

Race/Ethnicity

	School	District
American Indian or Alaska Native	0.5% / 3	0.7% / 174
Asian		7.6% / 1,893
Black or African American	0.9% / 5	22.5% / 5,620
Hispanic or Latino	94.9% / 538	41.2% / 10,294
Native Hawaiian or Other Pacific Islander		0.1% / 32
Two or More Races	1.2% / 7	6.9% / 1,732
White	2.5% / 14	21.0% / 5,246

Special Education Students

2020-21	2021-22	2022-23	2023-24	2024-25	District 2024-25
8.6% / 53	9.7% / 60	10.1% / 52	9.8% / 51	12.5% / 71	19.0% / 4,756
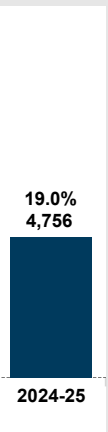
Data Source: All data are based on Official Fall Membership taken October 1 in each year.
Enrollment: Number of students enrolled. Early childhood (EC) does not include parent-pay PK at locations with early childhood students.
***Free/Reduced Lunch & Educational Benefits:** Percent of students participating 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 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.
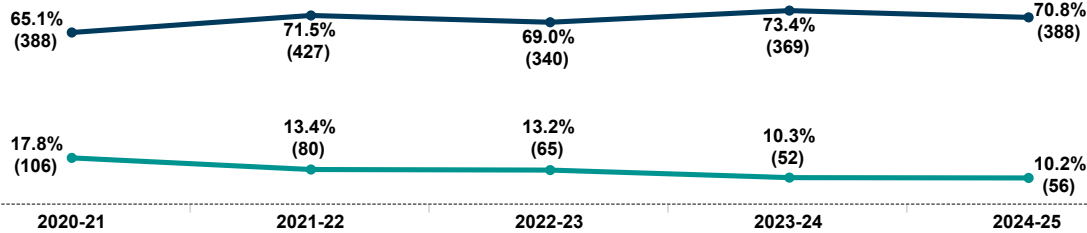
School Demographics

School Name	School Year	Total Enrollment
Castelar Elementary	**2024-25**	**567**

EL % Enrollment History (No PK)

65.1% (388) — 71.5% (427) — 69.0% (340) — 73.4% (369) — 70.8% (388)

17.8% (106) — 13.4% (80) — 13.2% (65) — 10.3% (52) — 10.2% (56)

2020-21   2021-22   2022-23   2023-24   2024-25

EL Status: ■ EL   ■ Exited EL

District

	2024-25
EL	**34.5% (8,164)**
Exited EL	**7.7% (1,828)**

Years EL

68.4% (388)
- 4.8% (27)
- 8.3% (47)
- 9.3% (53)
- 11.8% (67)
- 20.6% (117)
- 13.6% (77)

2024-25

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

Years Exited EL

9.9% (56)
- 2.8% (16)
- 2.8% (16)
- 3.9% (22)

2024-25

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

Total Languages Other than English (All Students)

4

Top 5 Languages Other than English (All Students)

Spanish	459 (97.0%)
Q'anjoba'l	12 (2.5%)
Filipino	1 (0.2%)
Quechua	1 (0.2%)
Grand Total	**473 (100.0%)**

Top 5 Birth Countries (All Students)

United States	435 (76.7%)
Mexico	57 (10.1%)
Guatemala	50 (8.8%)
El Salvador	10 (1.8%)
Honduras	6 (1.1%)

Refugee (All Students)

2020-21   2021-22   2022-23   2023-24   2024-25

District

3.1% (783)

2024-25

Migrant (All Students)

Current <=3 yrs.	Former >3 yrs.
2.3% (13)	0.2% (1)

District

Current <=3 yrs.	Former >3 yrs.
1.2% (292)	1.2% (305)

Data Source: All data are based on Official Fall Membership taken 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 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.
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

Castelar Elementary	2024-25

Parent-Teacher Conference Spring Attendance

Year	%
2020-21	103.2%
2021-22	96.5%
2022-23	98.4%
2023-24	101.5%
2024-25	97.5%

PTC Attendance History

|		# Attend	% Attend	In Person	Virtual
2021-22	Fall	596	99.8%	499	97
	Spring	573	96.5%	433	140
2022-23	Fall	480	97.4%	469	11
	Spring	479	98.4%	460	19
2023-24	Fall	423	84.1%	491	4
	Spring	530	101.5%	500	30
2024-25	Fall	540	98.5%	517	23
	Spring	536	97.5%	519	17

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 monthly membership from the month the conference occurred.

Student Mobility

Year	%
2019-20	8.6%
2020-21	10.7%
2021-22	5.7%
2022-23	3.0%
2023-24	11.1%
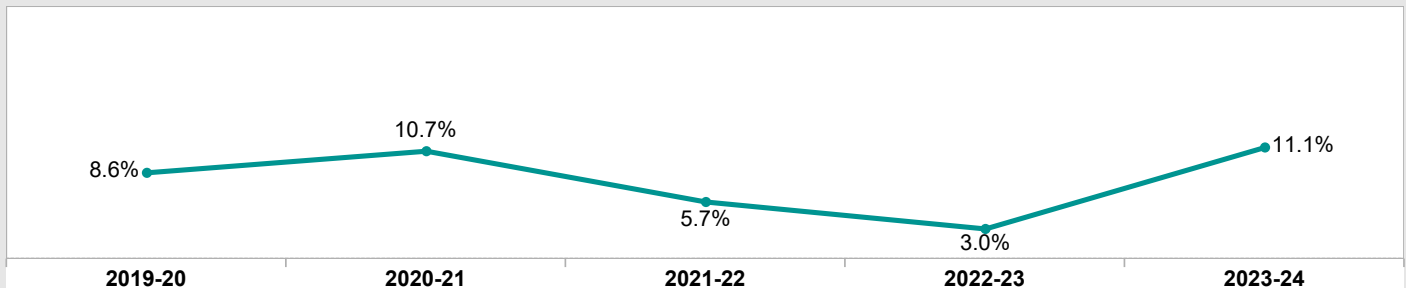
Data Source: NDE NEP website. Nebraska Student and Staff Record System
Any child who enters or leaves school between the last Friday in September and the last day of school is counted in the mobility rate. An individual child is counted only once. The percentage is calculated using the number of students 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.
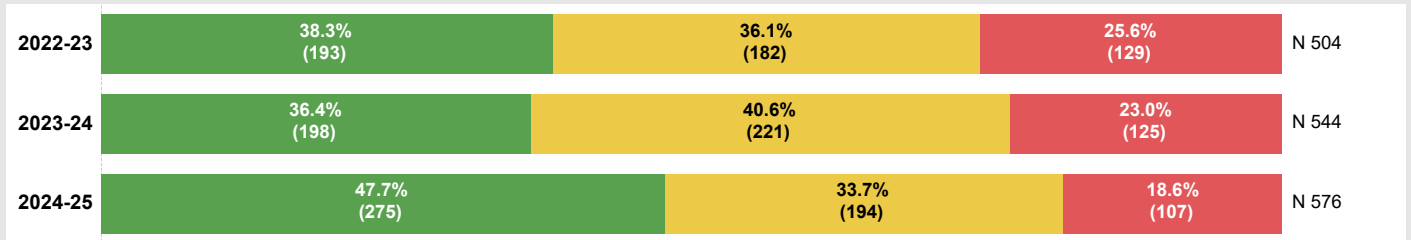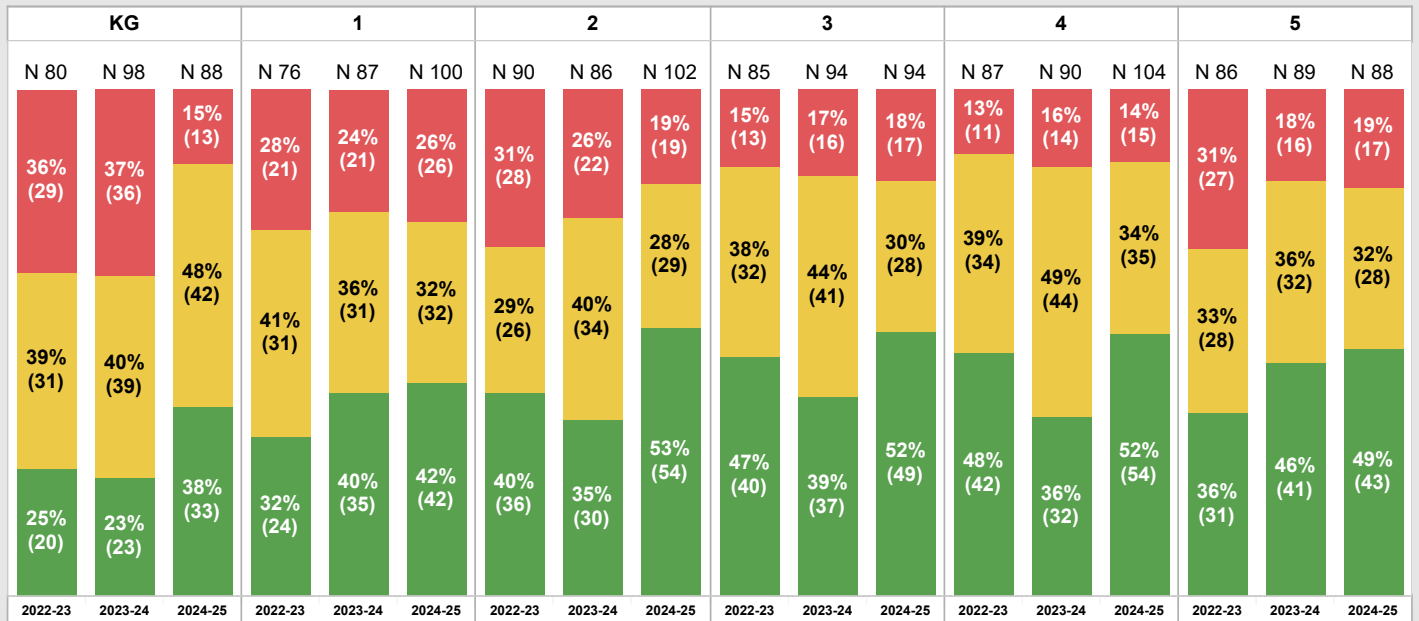
Attendance Summary

School Name	School Year
Castelar Elementary	**2024-25**

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

Year	Not Chronic <=5%	At Risk >5% - <10%	Chronic >10%	N
2022-23	38.3% (193)	36.1% (182)	25.6% (129)	N 504
2023-24	36.4% (198)	40.6% (221)	23.0% (125)	N 544
2024-25	47.7% (275)	33.7% (194)	18.6% (107)	N 576

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

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

KG

	2022-23 (N 80)	2023-24 (N 98)	2024-25 (N 88)
Chronic	36% (29)	37% (36)	15% (13)
At Risk	39% (31)	40% (39)	48% (42)
Not Chronic	25% (20)	23% (23)	38% (33)

1

	2022-23 (N 76)	2023-24 (N 87)	2024-25 (N 100)
Chronic	28% (21)	24% (21)	26% (26)
At Risk	41% (31)	36% (31)	32% (32)
Not Chronic	32% (24)	40% (35)	42% (42)

2

	2022-23 (N 90)	2023-24 (N 86)	2024-25 (N 102)
Chronic	31% (28)	26% (22)	19% (19)
At Risk	29% (26)	40% (34)	28% (29)
Not Chronic	40% (36)	35% (30)	53% (54)

3

	2022-23 (N 85)	2023-24 (N 94)	2024-25 (N 94)
Chronic	15% (13)	17% (16)	18% (17)
At Risk	38% (32)	44% (41)	30% (28)
Not Chronic	47% (40)	39% (37)	52% (49)

4

	2022-23 (N 87)	2023-24 (N 90)	2024-25 (N 104)
Chronic	13% (11)	16% (14)	14% (15)
At Risk	39% (34)	49% (44)	34% (35)
Not Chronic	48% (42)	36% (32)	52% (54)

5

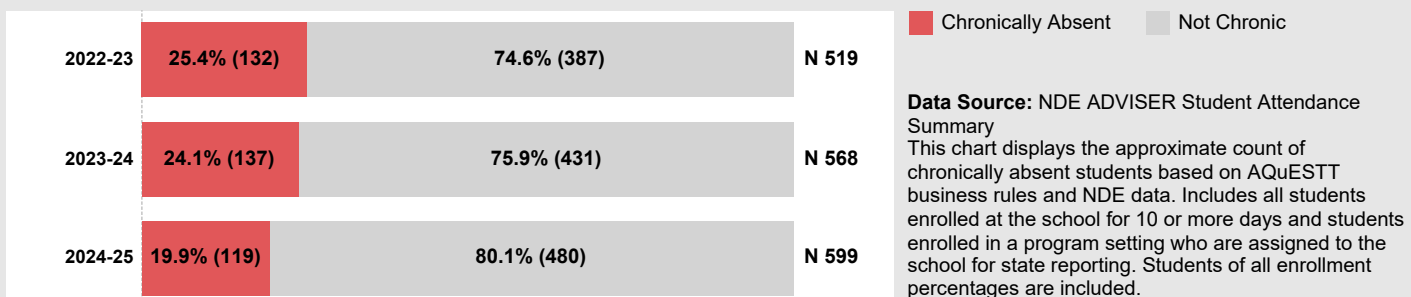|	2022-23 (N 86)	2023-24 (N 89)	2024-25 (N 88)
Chronic	31% (27)	18% (16)	19% (17)
At Risk	33% (28)	36% (32)	32% (28)
Not Chronic	36% (31)	46% (41)	49% (43)

Data Source: Student Information System (Infinite Campus)

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. 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)

Year	Chronically Absent	Not Chronic	N
2022-23	25.4% (132)	74.6% (387)	N 519
2023-24	24.1% (137)	75.9% (431)	N 568
2024-25	19.9% (119)	80.1% (480)	N 599

- ■ Chronically Absent
- ■ Not Chronic

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

School Name	School Year
Castelar Elementary	**2024-25**

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

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

	Not Chronic <=5%	At Risk >5% - <10%	Chronic >10%
Elem. School Average	45% (11,099)	32% (7,789)	25% (6,095)
Castelar Elementary	48% (275)	34% (194)	19% (107)

Student Groups

	Not Chronic <=5%	At Risk >5% - <10%	Chronic >10%
American Indian or Alaska Native	33% (1)	67% (2)	
Asian			
Black or African American	17% (1)	33% (2)	50% (3)
Hispanic or Latino	49% (264)	34% (184)	18% (96)
Native Hawaiian or Other Pacific Islander			
Two or More Races	14% (1)	29% (2)	57% (4)
White	50% (8)	25% (4)	25% (4)
EL	54% (216)	32% (126)	14% (56)
Exited EL	46% (26)	34% (19)	20% (11)
Not EL	27% (33)	40% (49)	33% (40)
Eligible for Ed. Benefits	44% (174)	35% (138)	21% (83)
Not Eligible for Ed. Ben.	56% (101)	31% (56)	13% (24)
Students with IEPs	42% (25)	35% (21)	23% (14)
Students without IEPs	48% (250)	34% (173)	18% (93)

Data Source: Student Information System (Infinite Campus)
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 or redesignated with Special Education support
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.

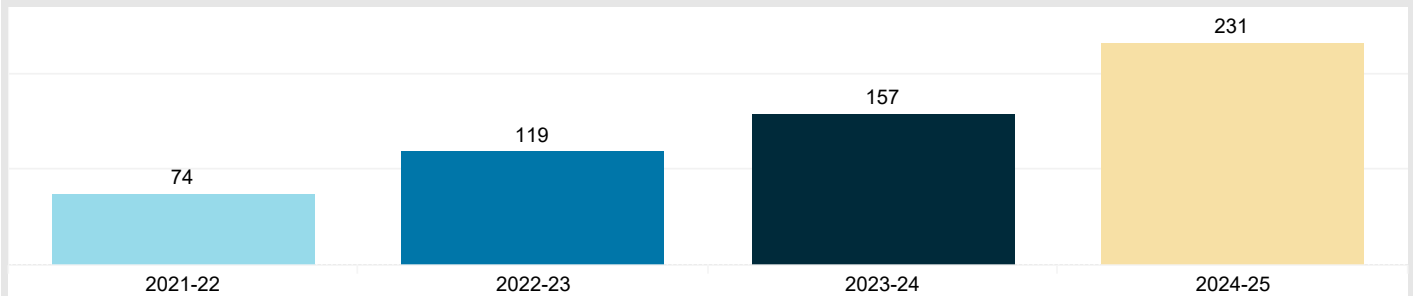If no data is displayed, there were no students in the group.

Discipline Summary

Castelar Elementary			2024-25								

	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
Castelar Elementary	548	100.0%	0	0.0%	0.0%	7	100.0%	1.3%	0	0.0%	0.0%
Student Groups											
American Indian or Alaska Native	3	0.5%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
Asian	0	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
Black or African American	4	0.7%	0	0.0%	0.0%	2	28.6%	50.0%	0	0.0%	0.0%
Hispanic or Latino	520	91.7%	0	0.0%	0.0%	5	71.4%	1.0%	0	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
Two or More Races	7	1.2%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
White	14	2.5%	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%
Female	283	49.9%	0	0.0%	0.0%	5	71.4%	1.8%	0	0.0%	0.0%
Male	265	46.7%	0	0.0%	0.0%	2	28.6%	0.8%	0	0.0%	0.0%
Eligible for Ed. Benefits	414	73.0%	0	0.0%	0.0%	4	57.1%	1.0%	0	0.0%	0.0%
No Data & Not Eligible (Ed. Ben.)	134	23.6%	0	0.0%	0.0%	3	42.9%	2.2%	0	0.0%	0.0%
Students with IEPs	58	10.2%	0	0.0%	0.0%	2	28.6%	3.4%	0	0.0%	0.0%
Students without IEPs	490	86.4%	0	0.0%	0.0%	5	71.4%	1.0%	0	0.0%	0.0%
English Learner	388	68.4%	0	0.0%	0.0%	3	42.9%	0.8%	0	0.0%	0.0%
Not English Learner	160	28.2%	0	0.0%	0.0%	4	57.1%	2.5%	0	0.0%	0.0%

Unique Student Incidents by School Year

	2021-22	2022-23	2023-24	2024-25
Unique Student Incidents	74	119	157	231

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

2021-22	2022-23	2023-24	2024-25
2.0% / 12	1.4% / 7	2.2% / 11	1.3% / 7

of Students with In-School Suspensions by School Year

2021-22	2022-23	2023-24	2024-25
0.0% / 0	0.0% / 0	0.0% / 0	0.0% / 0

of Students with Expulsions by School Year

2021-22	2022-23	2023-24	2024-25
0.0% / 0	0.0% / 0	0.0% / 0	0.0% / 0

Data Source: Student Information System (Infinite Campus)

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.
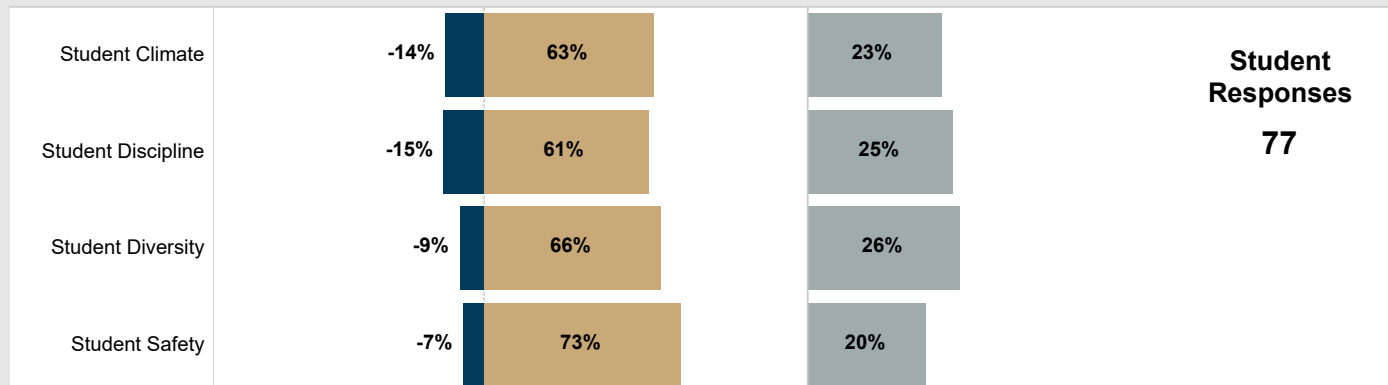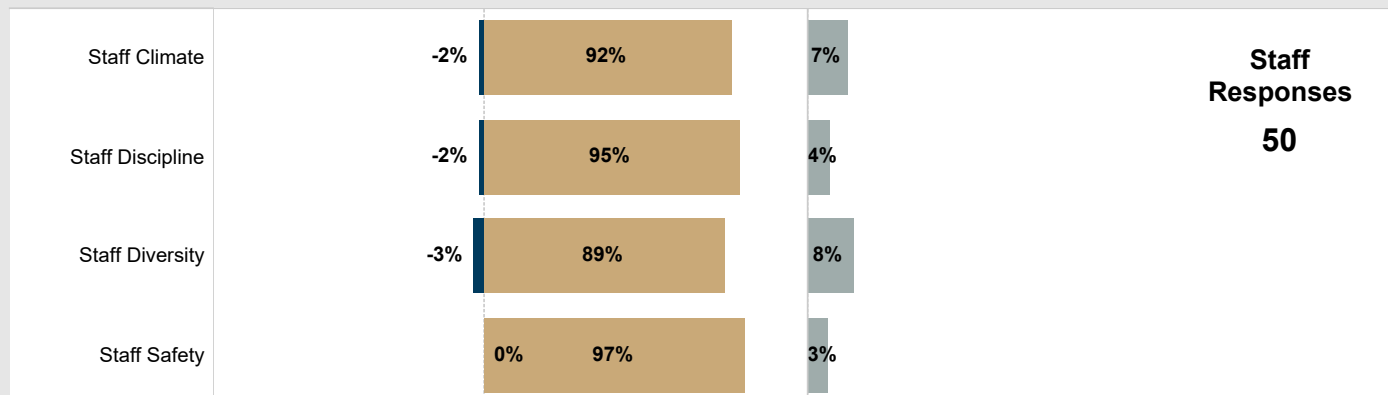
Climate Summary

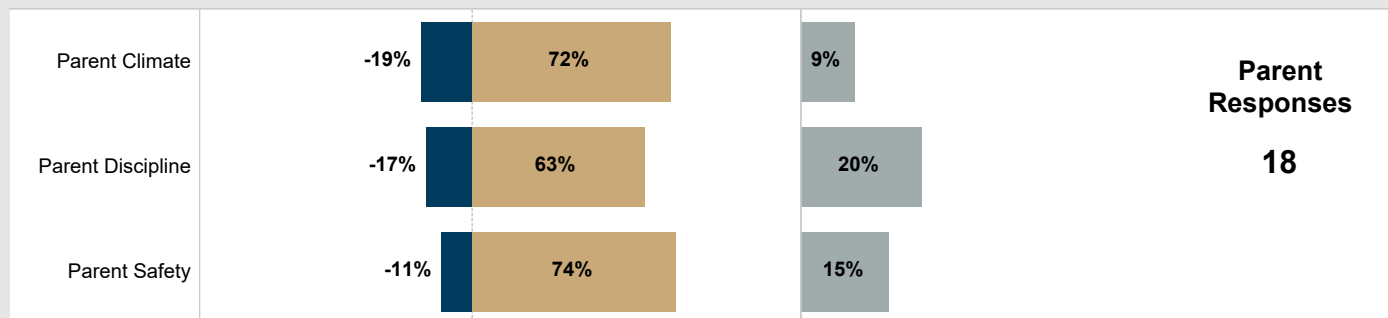| Castelar Elementary	2024-25

■ Negatives ■ Positives ■ Neutrals

Student Climate Survey

Domain	Negatives	Positives	Neutrals	
Student Climate	-14%	63%	23%	**Student Responses**
Student Discipline	-15%	61%	25%	
Student Diversity	-9%	66%	26%	**77**
Student Safety	-7%	73%	20%	

Staff Climate Survey

Domain	Negatives	Positives	Neutrals	
Staff Climate	-2%	92%	7%	**Staff Responses**
Staff Discipline	-2%	95%	4%	
Staff Diversity	-3%	89%	8%	**50**
Staff Safety	0%	97%	3%	

Parent Voice - Climate Section

Domain	Negatives	Positives	Neutrals	
Parent Climate	-19%	72%	9%	**Parent Responses**
Parent Discipline	-17%	63%	20%	
Parent Safety	-11%	74%	15%	**18**

Data Sources and Notes:

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.