



School Board Meeting

10/12/2026

*Certified 02/12/2026

Prepared by: Corey Haugen
Director of Information Services



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OUR MISSION

(Our core purpose)

INSPIRE
EMPOWER
ACCELERATE

CORE VALUES

(Drivers of our words and actions)

Responsible: Demonstrates accountability to self and others

Resilient: Develops perseverance and self-confidence

Learner: Challenges self to think critically

Communicator: Listens actively and shares learning and experiences

Contributor: Engages as a productive member of the community and global society

OUR VISION

(What we intend to create)

Preparing all learners to
make a difference in
the world.

STRATEGIC PRIORITIES

(Drivers of our continuous improvement)

1. Support and resources to ensure a safe and welcoming learning environment
2. Packer Profile for all learners
3. District-wide multi-tiered systems of support for all learners
4. Excellence in resource management



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The **Desired Daily Experience** sets the foundation of descriptions of the student, family, and staff experiences *if* the strategic plan is successfully implemented in APS.



- I am **supported** and **challenged** in my learning and believe I will be successful
- I feel that school is **safe** and that school is **challenging** and **fun**
- I am an **engaged** learner at school and in our community



- I am part of my child's education and feel **welcomed**, **valued**, and **respected** as a family
- My child enjoys coming to school and is **safe**, **included** and **respected** so they are learning every day
- I am **engaged** in a **partnership** with my child's school so I know what to do to help my child continue to grow and learn



- I am **seen**, **valued**, and **respected** for who I am and the work I do
- I receive the support and resources to do my job well so I am able to create a **healthy** and **safe** learning environment
- I work in a district that is willing to **adapt** and **change** when necessary to best meet the needs of all students



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Engagement describes the attention, curiosity, interests, optimism and passion that both students and staff want from their interactions in the learning environment.

Environment includes a safe and supportive space where teaching, learning and movement are of importance and attended to in all forms and functions.

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INSTRUCTIONAL MODEL

Equity includes 4 dimensions (Access, Achievement, Identity and Power) as powerful levers for creating caring, just, inclusive & healthy communities that support all individuals in reaching their fullest potential.

Evidence provides information for teachers and students to focus their teaching and learning to improve student understanding and tailor teaching strategies to accelerate student achievement.



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Learning Objectives

- Enrollment Summary as of 10/09/2026
- “Who we are as a district...”
- Impacts of Attendance



Certified Data...





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Austin Public School District #492

Weekly Enrollment Report

10.05.2026 - 10.09.2026

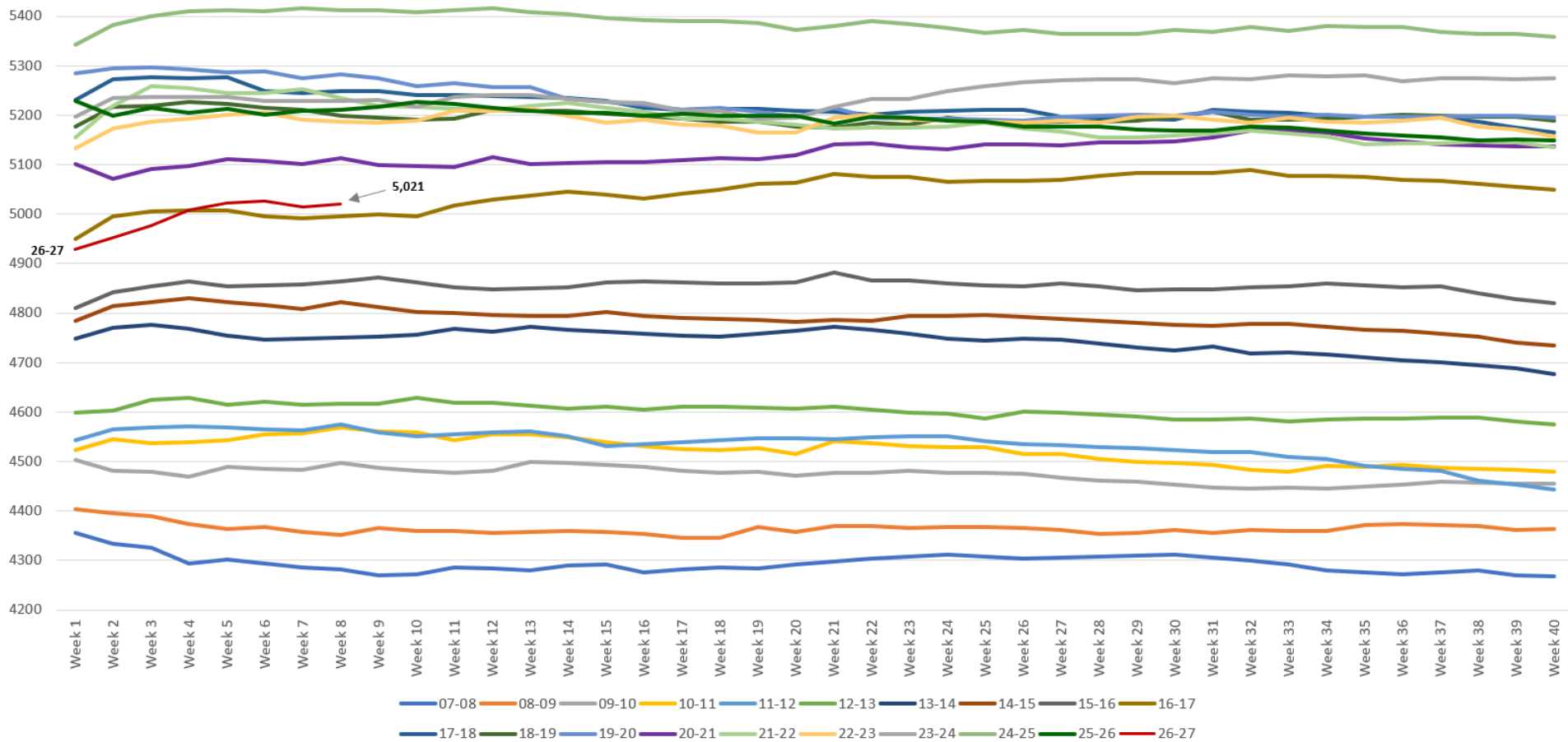
Current Enrollment for the Week

	EC	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12	Total
Community Learning Center	110	193														303
Banfield Elementary			84	95	112	86	106									483
Neveln Elementary			64	74	91	75	62									366
Southgate Elementary			84	86	109	98	90									467
Sumner Elementary			79	62	93	83	76									393
IJ Holton Intermediate								372	355							727
Ellis Middle School										383	320					703
Area Learning Center												15	18	14	21	68
Austin Online Academy												4	19	34	51	108
Austin High School												364	355	346	338	1403
Total	110	193	311	317	405	342	334	372	355	383	320	383	392	394	410	5021



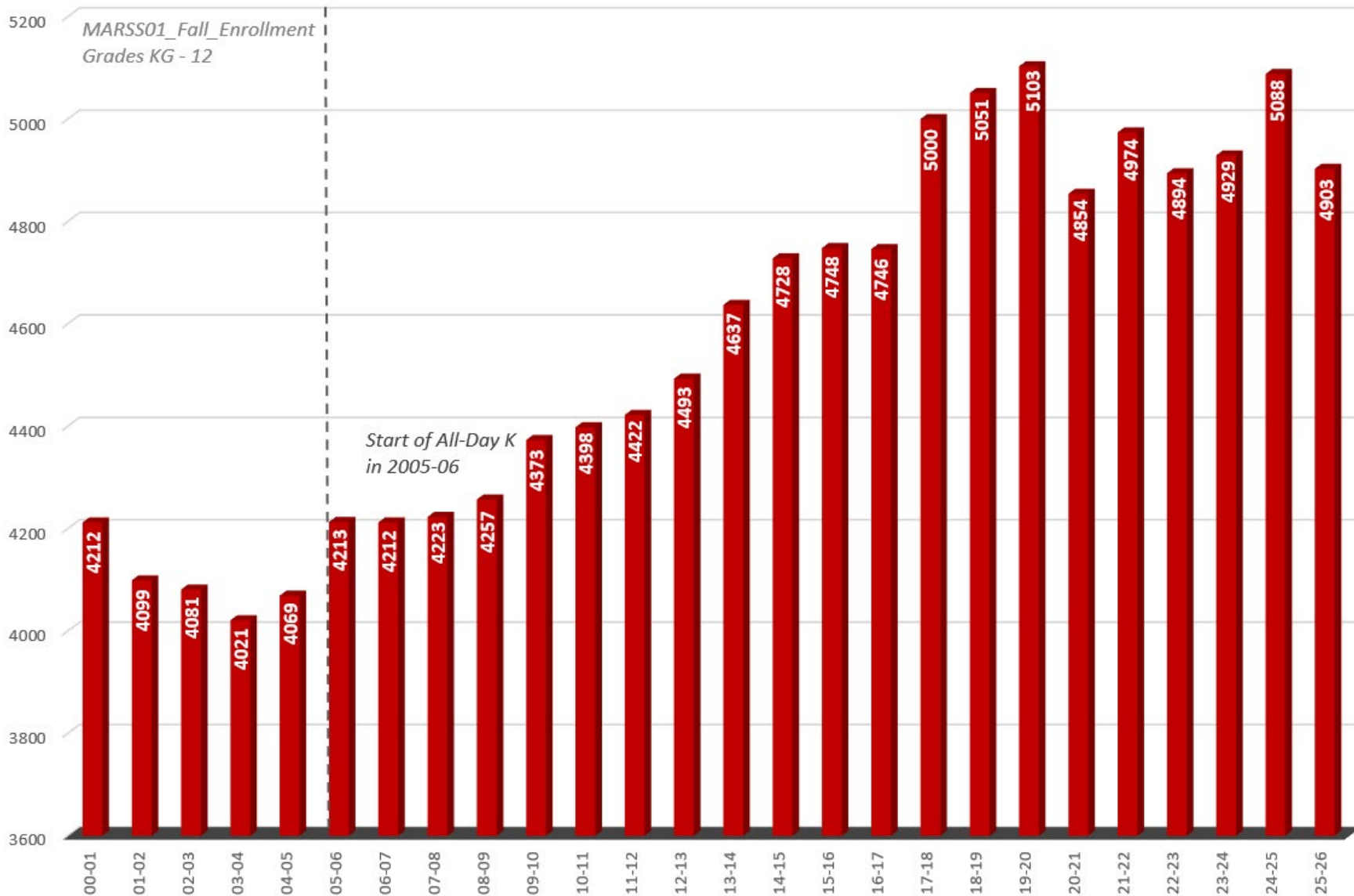
Austin Public Schools: 0492-01

Enrollment Trend by Week: 2007-08 - current



Enrollment Trend

Fall Oct. 1 Enrollment - *Excludes Early Childhood*



Last 4 Years

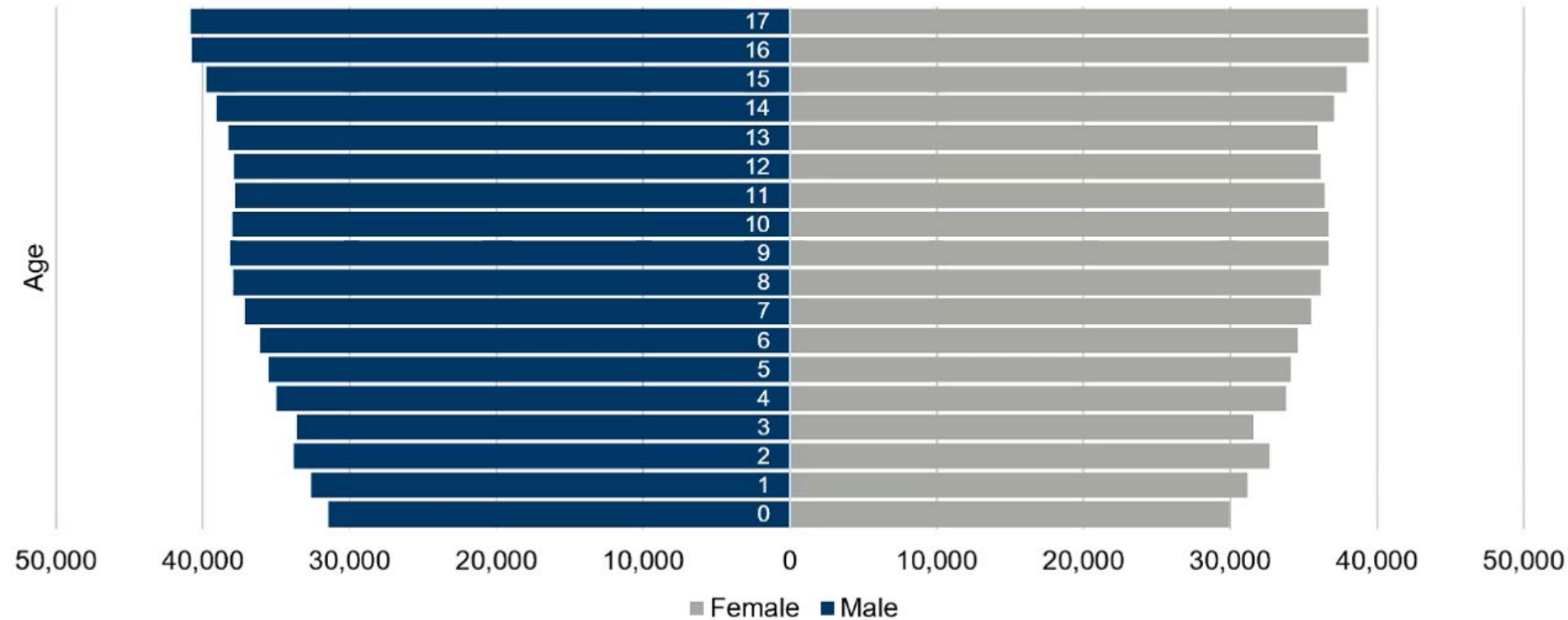
	2023-2024 10/13/2023	2024-2025 10/11/2024	2025-2026 10/10/2025	2026-2027 10/9/2026
Gr.KG	357	397	317	311
Gr.01	337	374	394	317
Gr.02	372	358	353	405
Gr.03	358	387	349	342
Gr.04	396	370	372	334
Gr.05	324	391	351	372
Gr.06	379	322	399	355
Gr.07	374	388	320	383
Gr.08	386	379	381	320
Gr.09	398	405	389	383
Gr.10	451	414	404	392
Gr.11	411	478	415	394
Gr.12	395	452	483	410



-220 over 4 yrs

Births have been declining statewide...

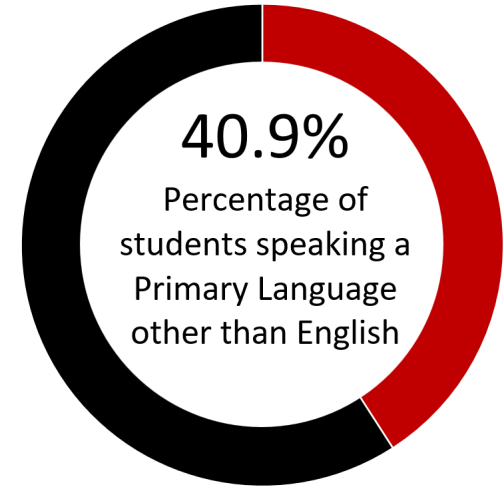
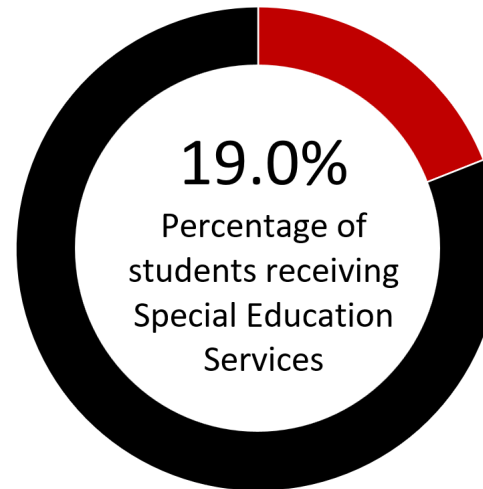
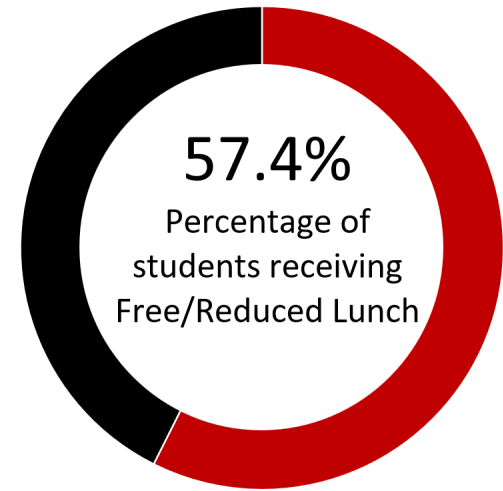
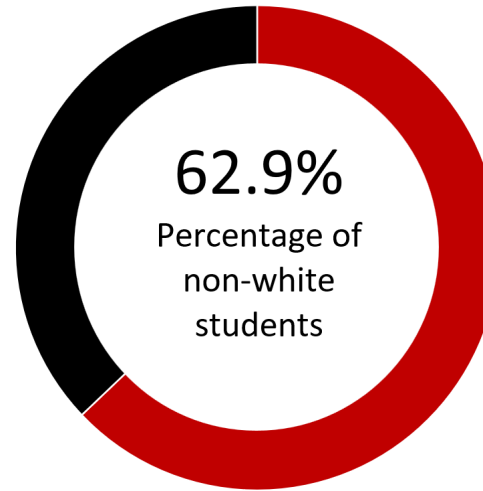
Minnesota Children by Single Year of Age and Sex, 2024



Source: 2024 U.S. Census Bureau Population Estimates Program



Who we are as a district...



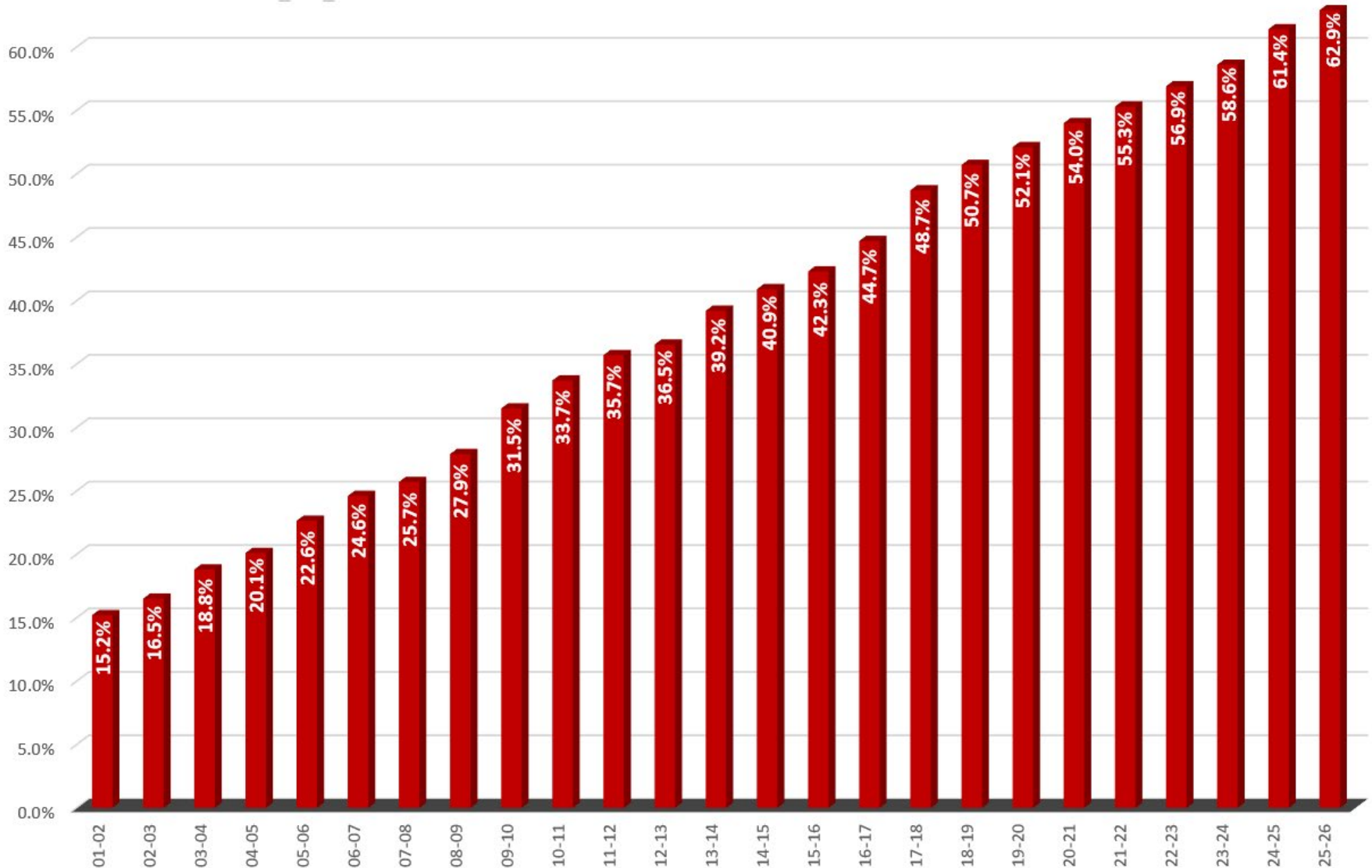
Statewide 2025.10.01:

Non-White: 40.6%
FR: 39.0%
Sped: 19.5%
PriLang: 19.0%
EL 10.6% vs 26.1% APS

Source: MARSS01_Fall_Enrollment 2025.10.01
District = 0492-01

Ethnicity Trend Percent of Non-White Students

Source: MARSS01_Fall_Enrollment

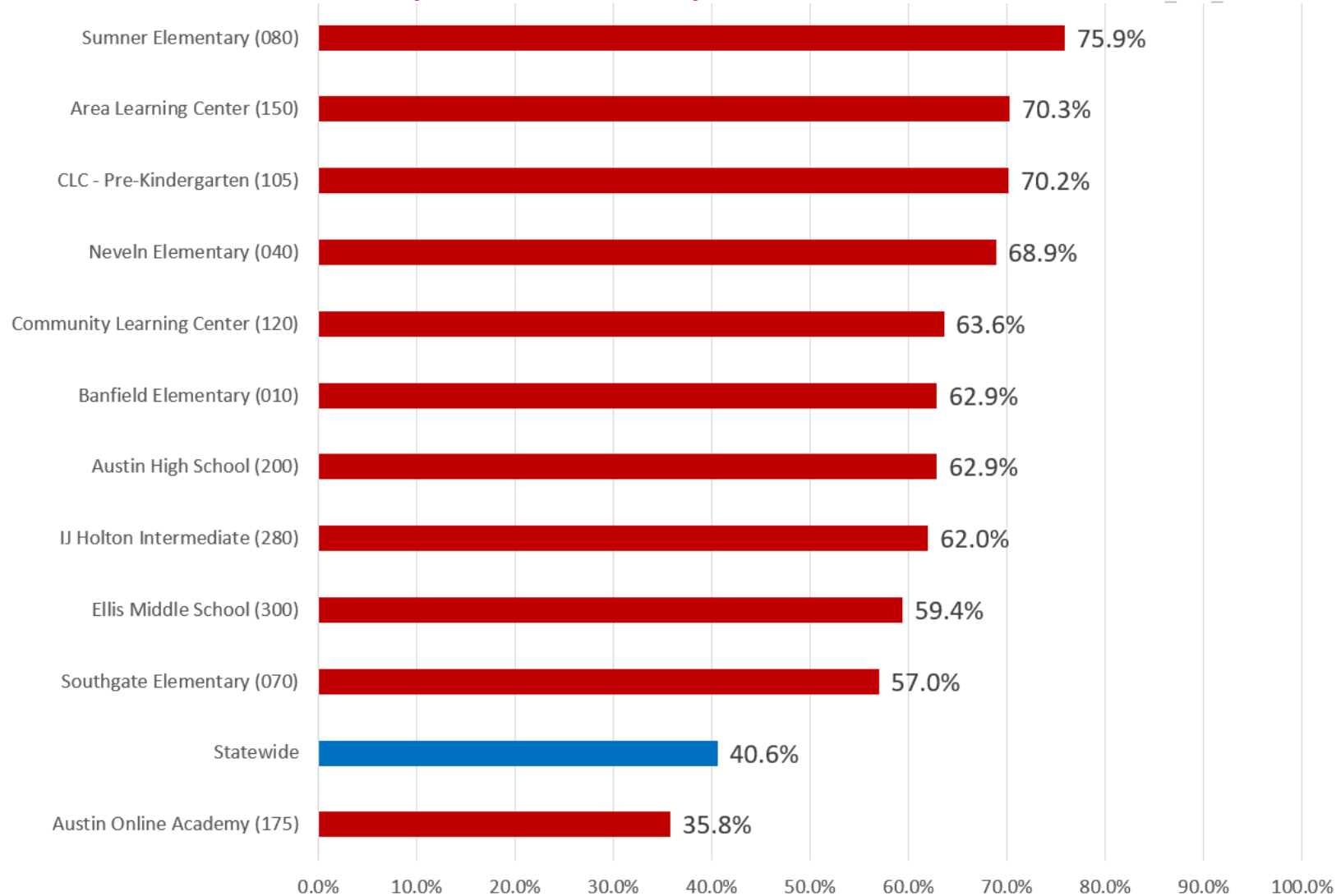




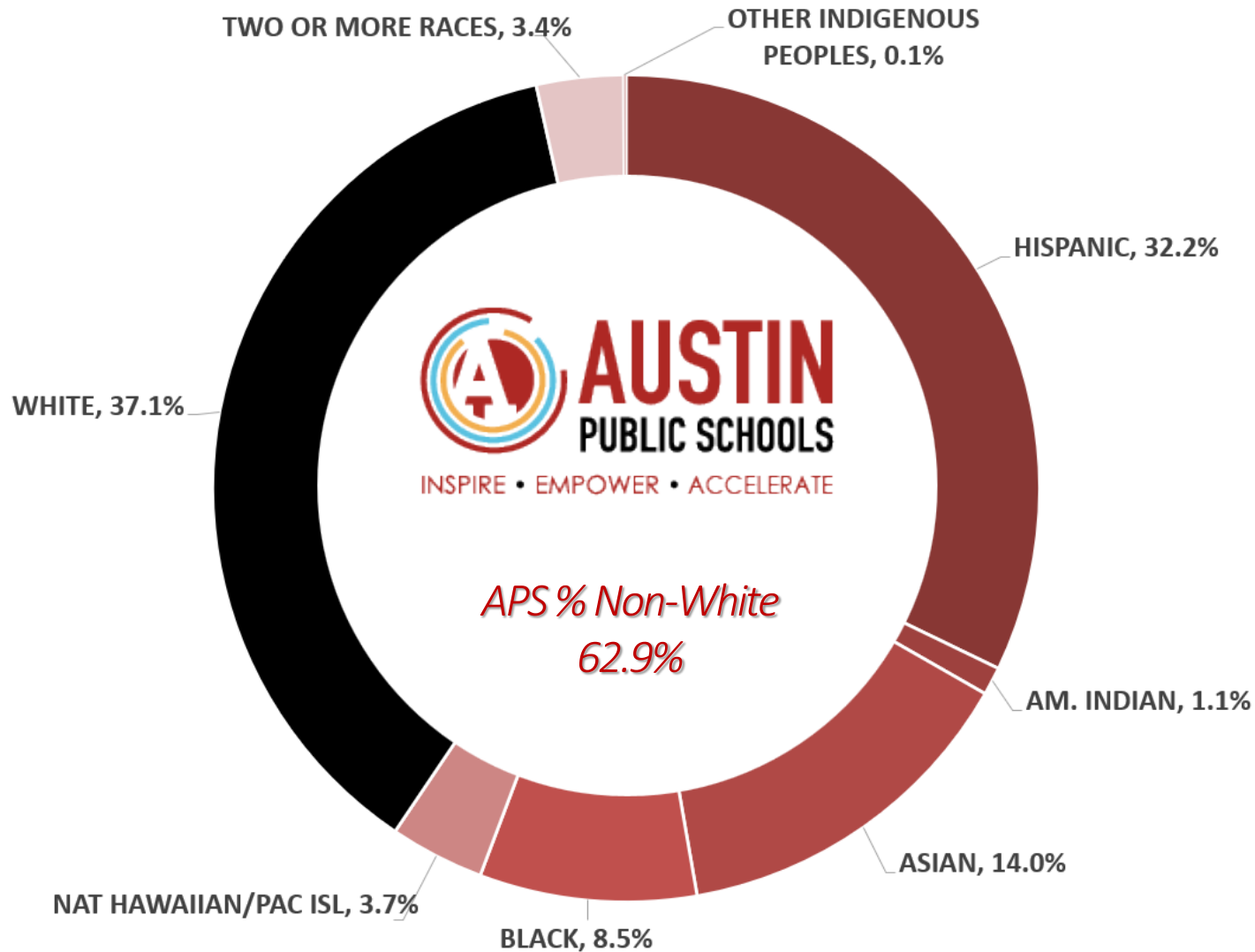
25-26 Ethnicity Summary

MARSS01_Fall_Enrollment

Percent of Non-White Students

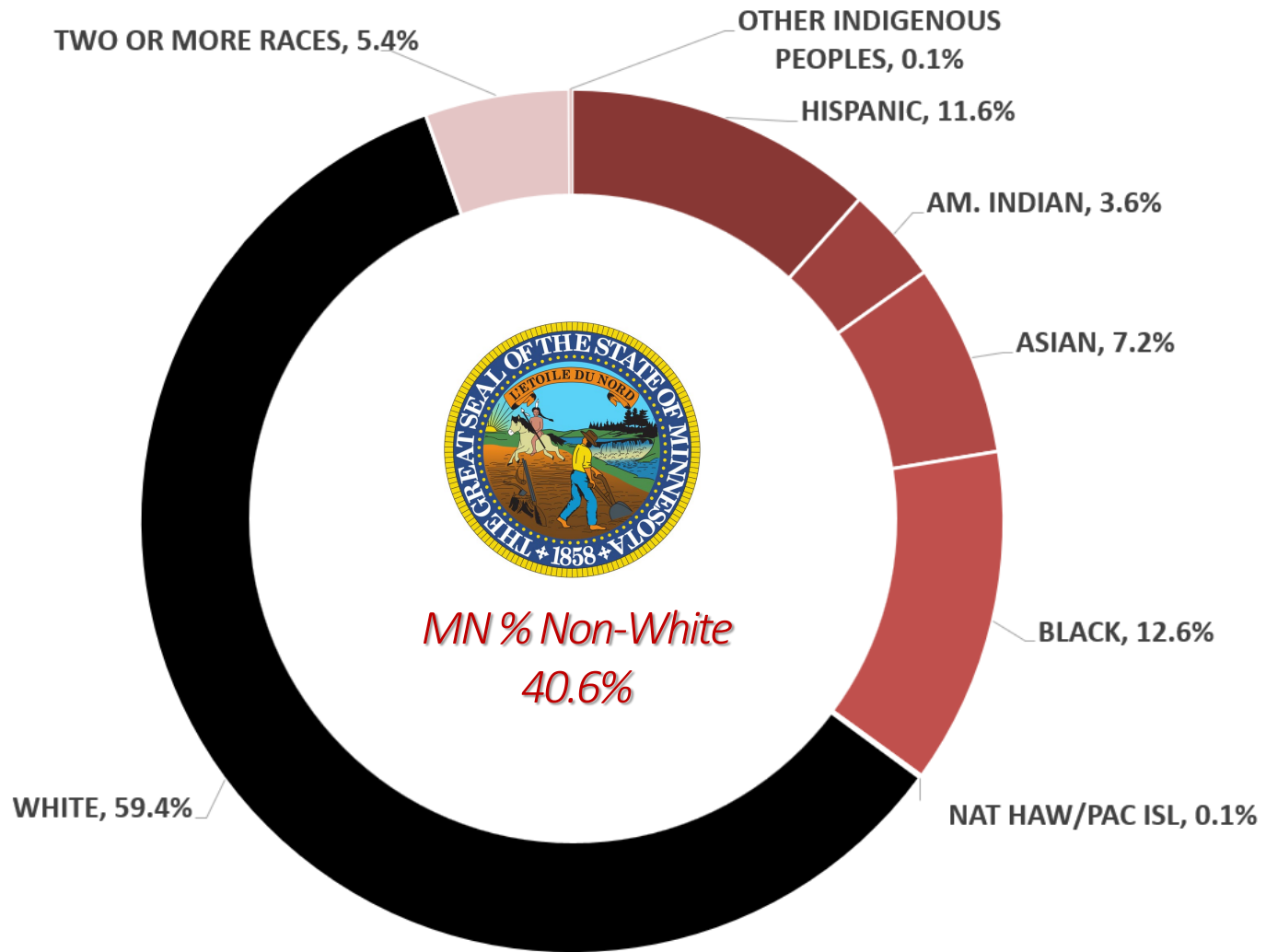


25-26 Ethnicity Summary



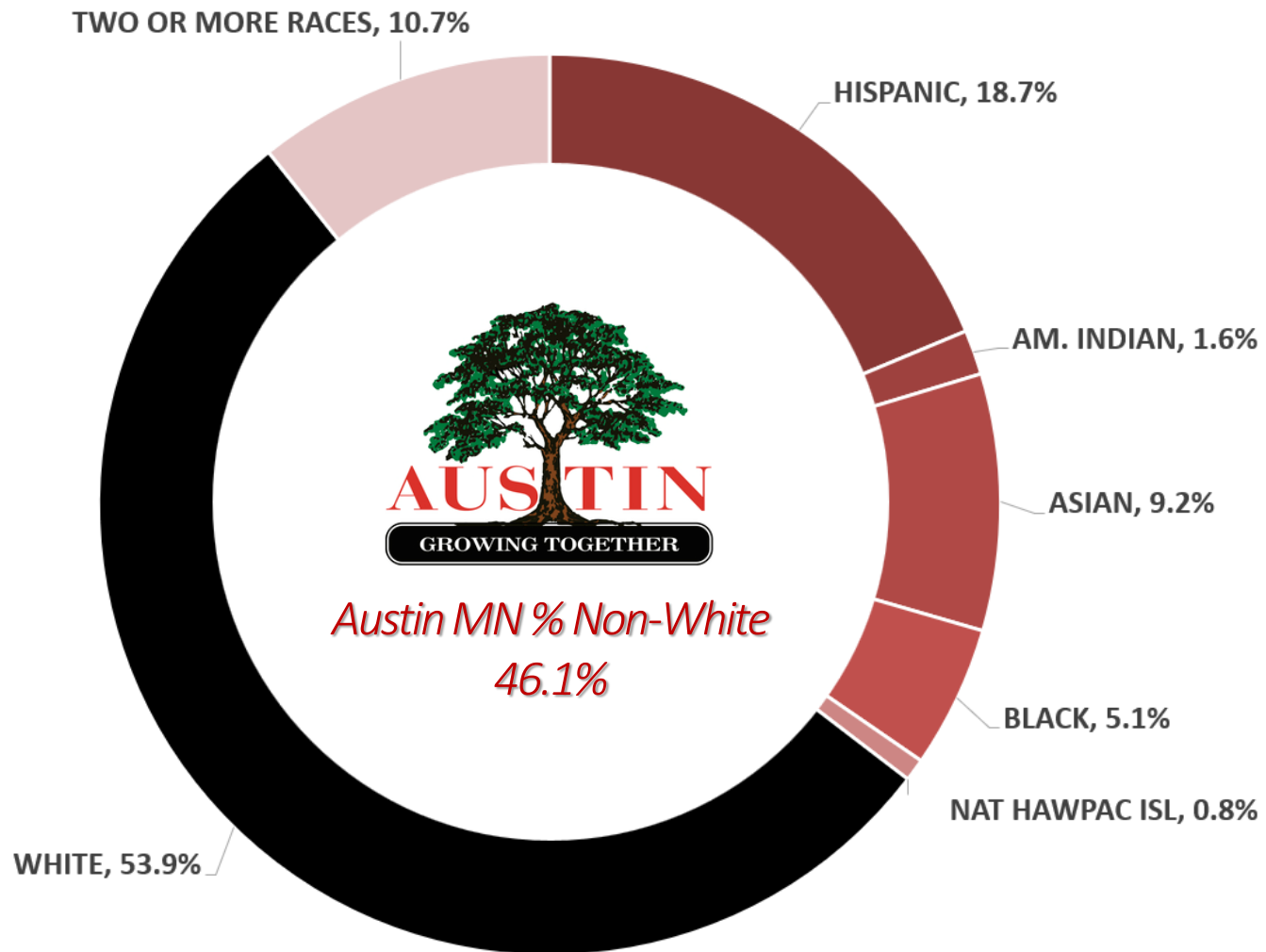
MARSS01_Fall_Enrollment

25-26 Ethnicity Summary



MARSS01_Fall_Enrollment

25-26 Ethnicity Summary



<https://www.census.gov/quickfacts/fact/table/austincityminnesota,US/PST045225>



Austin MN

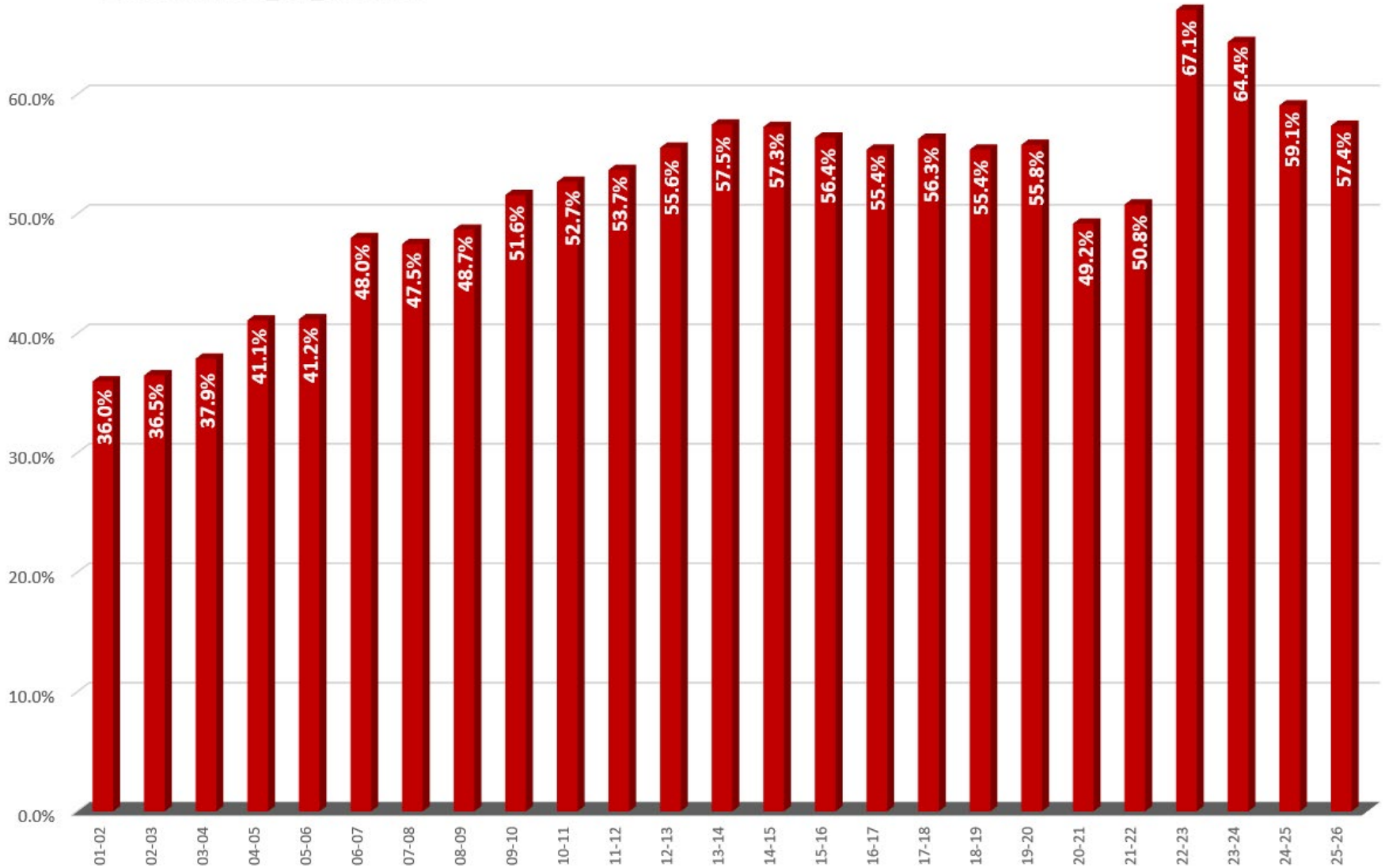
• Population, July 1, 2025 (estimate):	26,690
• Population, April 1, 2010:	24,718
• Persons under 5 years:	7.1%
• Persons under 18 years:	27.5%
• Persons 65+ years:	17.0%
• Foreign born persons (2020-2024):	17.5%
• Language other than English spoken at home:	26.9%
• HS Grad or higher, % of persons age 25+ (2020-2024):	84.8%
• Bachelor's Degree or higher, % of persons age 25+:	23.6%
• Median household income (2020-2024):	\$68,057
• MN Median household income (2020-2024):	\$89,062

Source U.S. Census Bureau: State and County QuickFacts - 2025.02.18

Economic Trend

Percent of Students Receiving Free/Reduced Lunch

70.0% *Source: MARSS01_Fall_Enrollment*



Free/Reduced Qualification

Household Size	Maximum Total Income \$ Per Year
1	\$28,953
2	\$39,128
3	\$49,303
4	\$59,478
5	\$69,653
6	\$79,828
7	\$90,003
8	\$100,178
Each Additional	+\$10,175

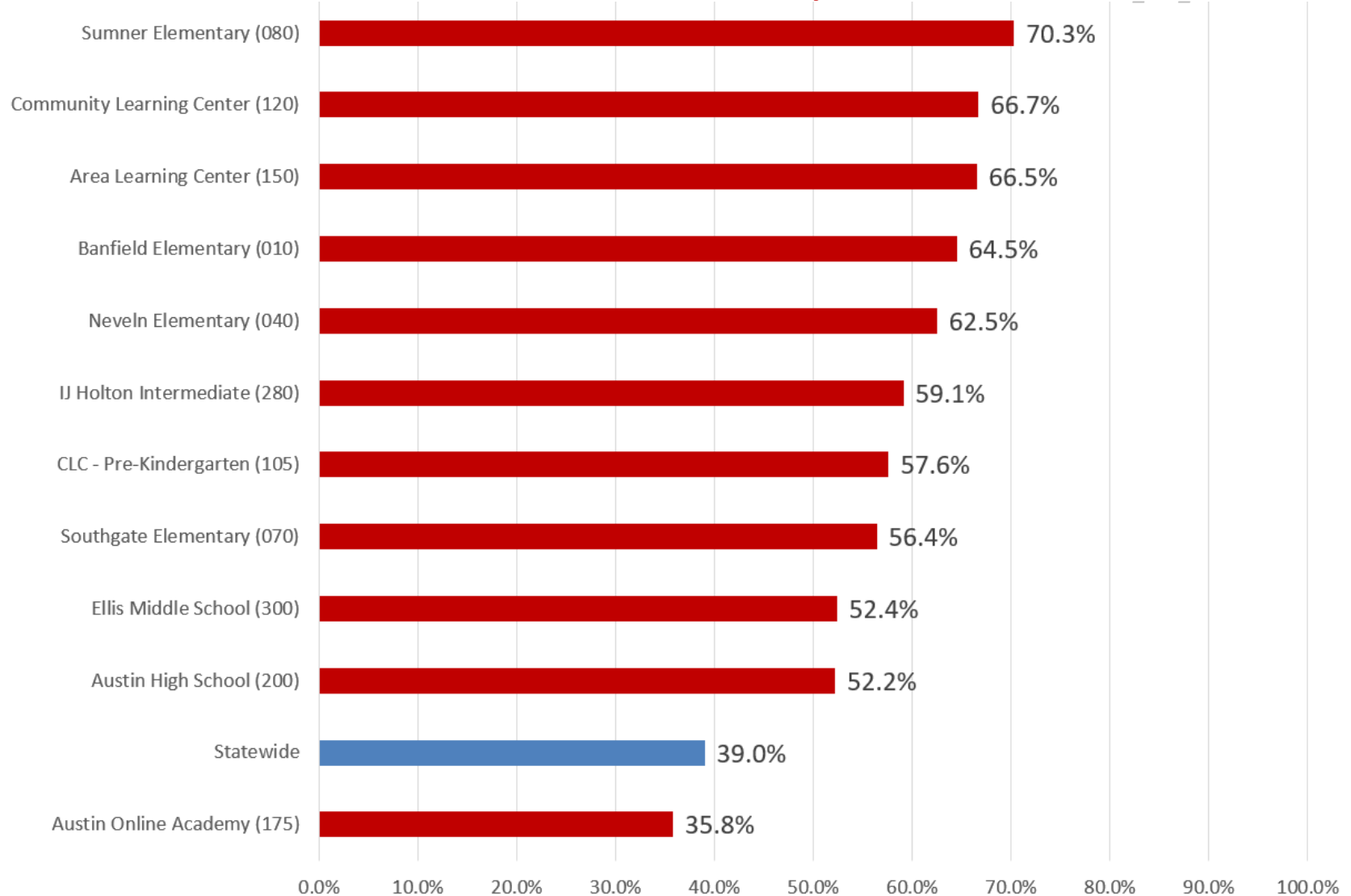
Source: MN Department of Education 25-26



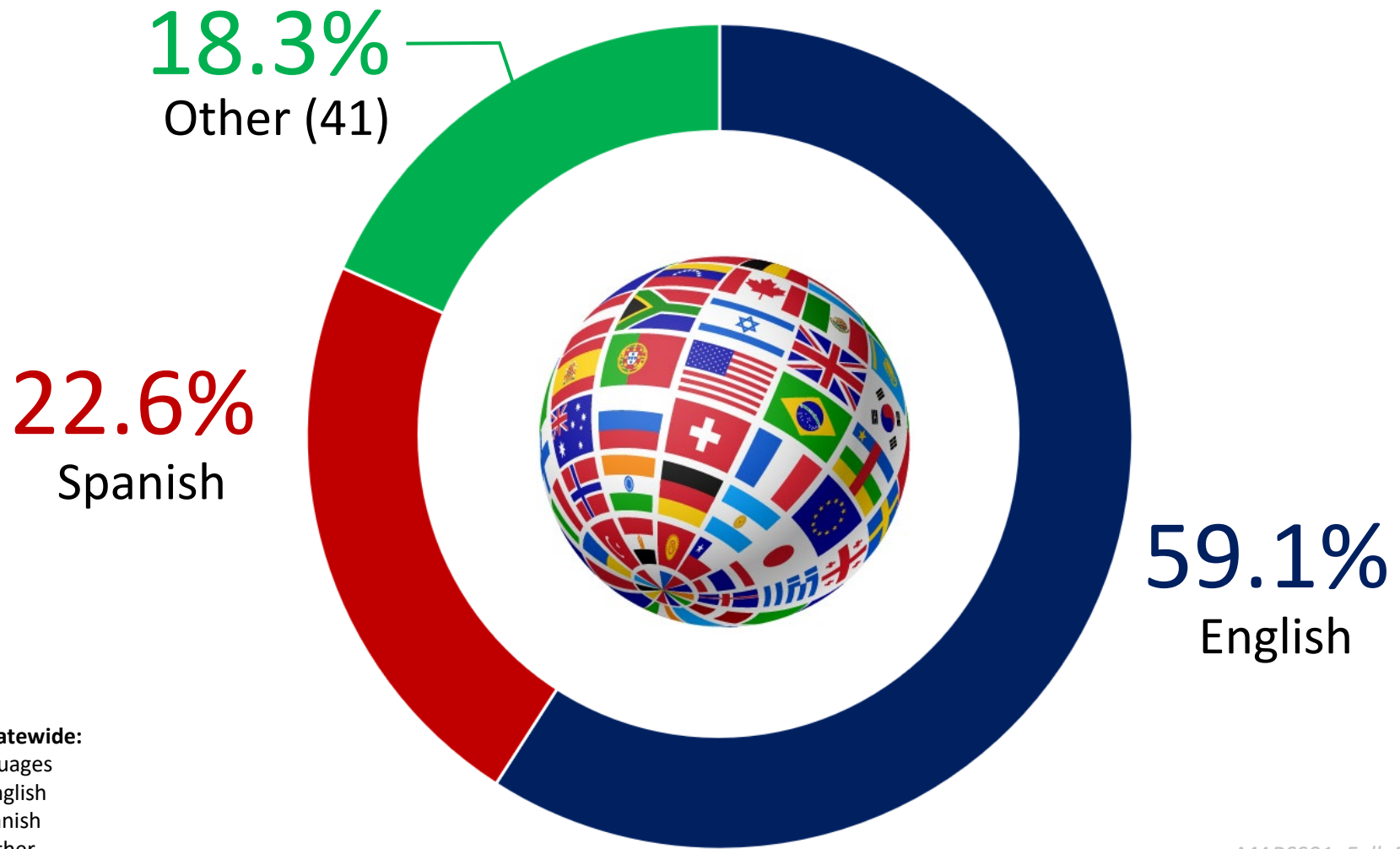
25-26 Free/Reduced Summary

MARSS01_Fall_Enrollment

Percent of Students Receiving Free/Reduced Lunch

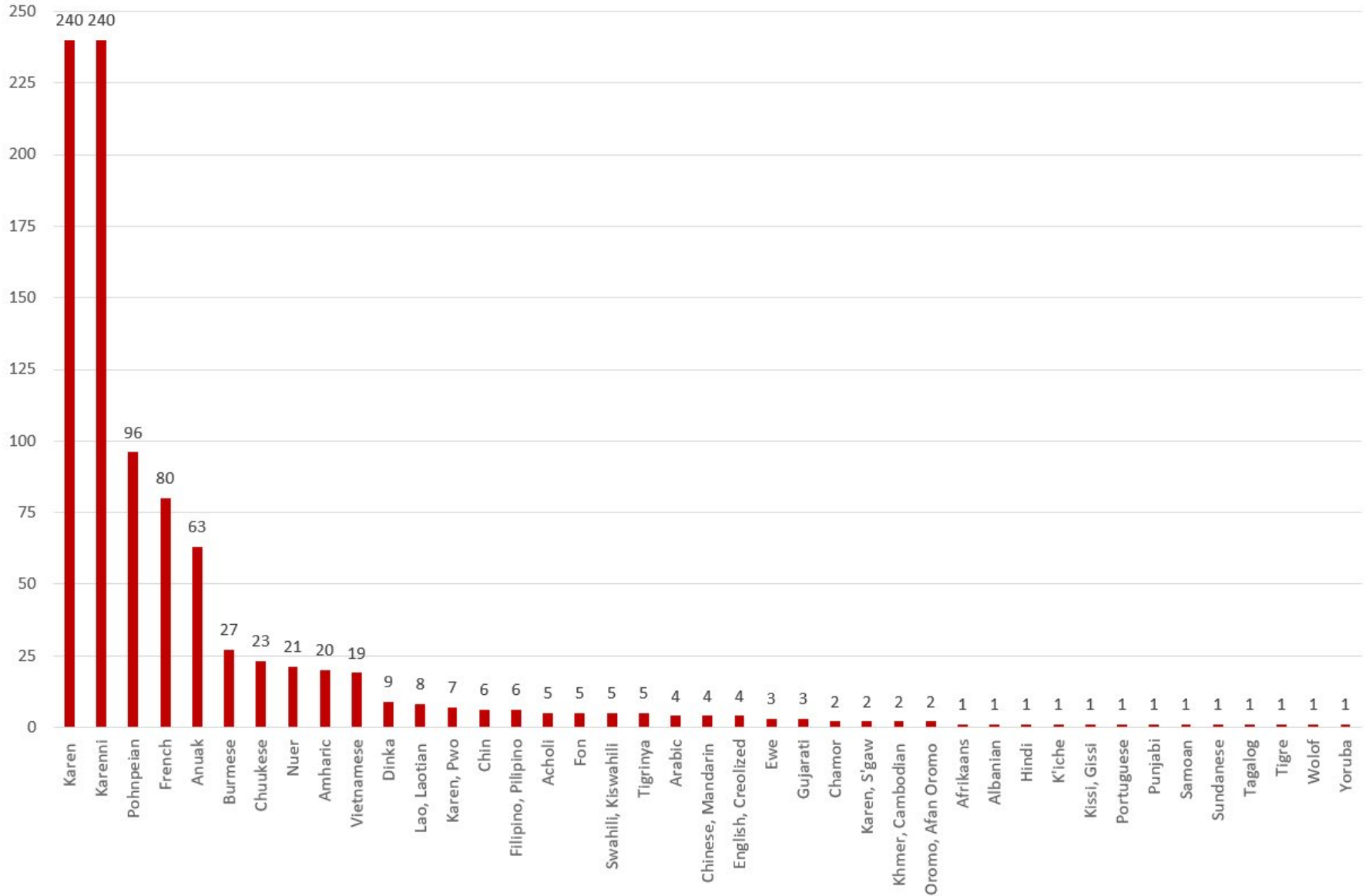


25-26 Primary Languages



25-26 Statewide:
334 languages
81.0% English
7.4% Spanish
11.6% Other

MARSS01_Fall_Enrollment

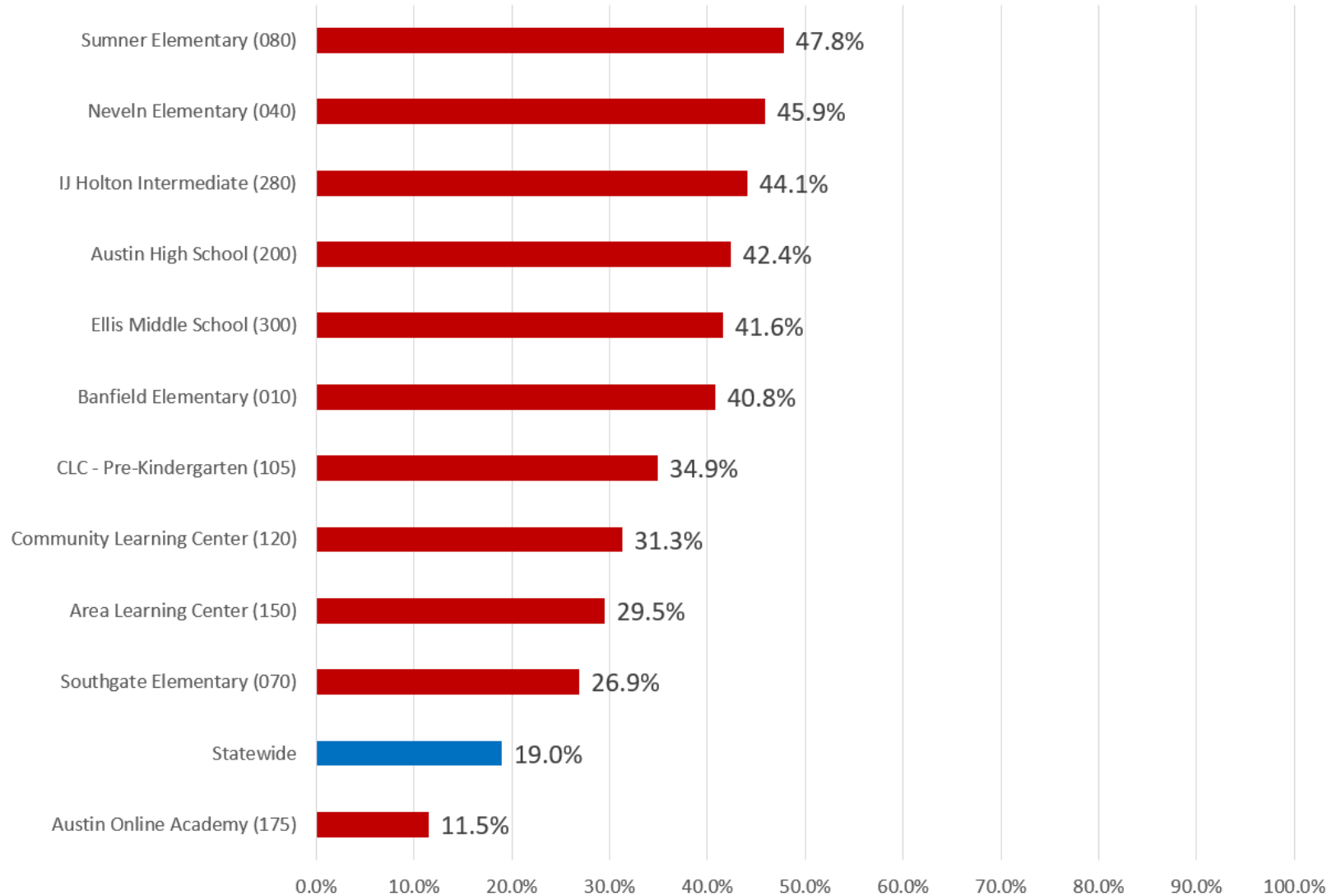




MARSS01_Fall_Enrollment

25-26 Primary Language Summary

Percent of Students Home Language ≠ English





25-26 Primary Languages by District

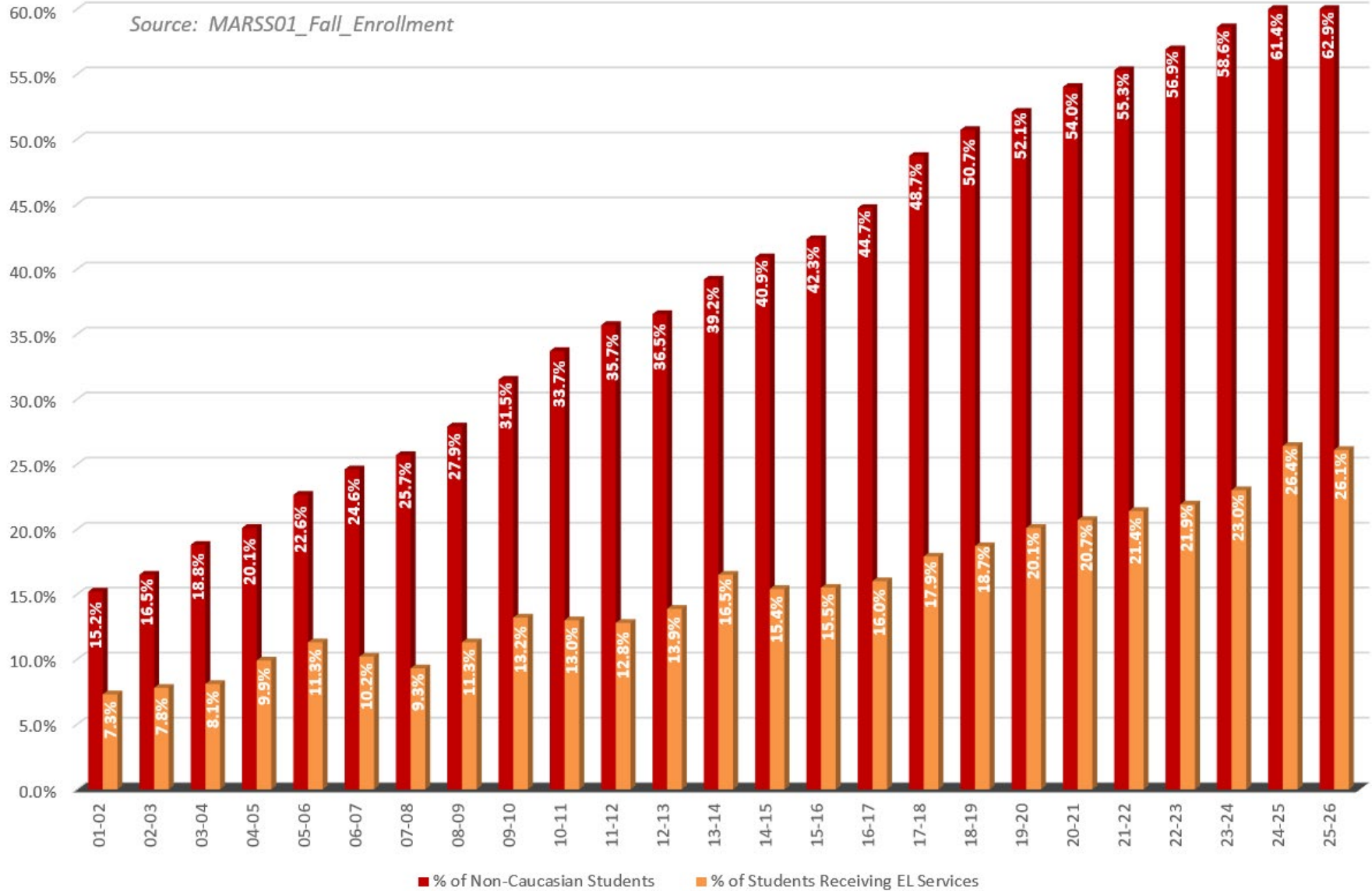
**533 Districts/
Charters
Reported**

DistrictName	Total	Rank
Statewide	334	NA
Anoka-Hennepin Public School District	183	1
Osseo Public School District	129	2
Rosemount-Apple Valley-Eagan	122	3
South Washington County Schools	117	4
Saint Paul Public Schools	112	5
Mounds View Public School District	109	6
Eden Prairie Public School District	92	7
Minneapolis Public School District	90	8
Rochester Public School District	88	9
Roseville Public School District	88	9
Burnsville-Eagan-Savage School District	83	11
Robbinsdale Public School District	82	12
Bloomington Public Schools	81	13
North St. Paul-Maplewood Oakdale Public School District	74	14
Wayzata Public School District	74	14
Elk River Public School District	73	15
Edina Public School District	72	16
Lakeville Area Schools	72	16
Centennial Public School District	66	17
Hopkins Public School District	65	18
Mankato Public School District	64	19
Eastern Carver County Public Schools	61	20
St. Michael-Albertville School District	59	21
Moorhead Area Public School District	58	22
Shakopee Public School District	58	22
St. Cloud Public School District	58	22
Stillwater Area Public Schools	58	22
White Bear Lake School District	58	22
Fridley Public School District	57	23
Prior Lake-Savage Area Schools	57	23
Spring Lake Park Public Schools	57	23
Farmington Public School District	55	24
Minnetonka Public School District	54	25
Eagle Ridge Academy Charter School	53	26
West St. Paul-Mendota Heights-Eagan	53	26
Richfield Public School District	52	27
St. Louis Park Public School District	52	27
Parnassus Preparatory School	51	28
Woodbury Leadership Academy	51	28
Austin Public School District	43	29
Seven Hills Preparatory Academy	42	30
Brooklyn Center Community Schools	39	31
Columbia Heights Public School District	37	32
Duluth Public School District	37	32
Forest Lake Public School District	37	32
Minnesota Transitions Charter School	37	32
St. Anthony-New Brighton Schools	37	32
Inver Grove Heights Schools	36	33

Ethnicity and EL Trend

Percent of Students Receiving EL Services

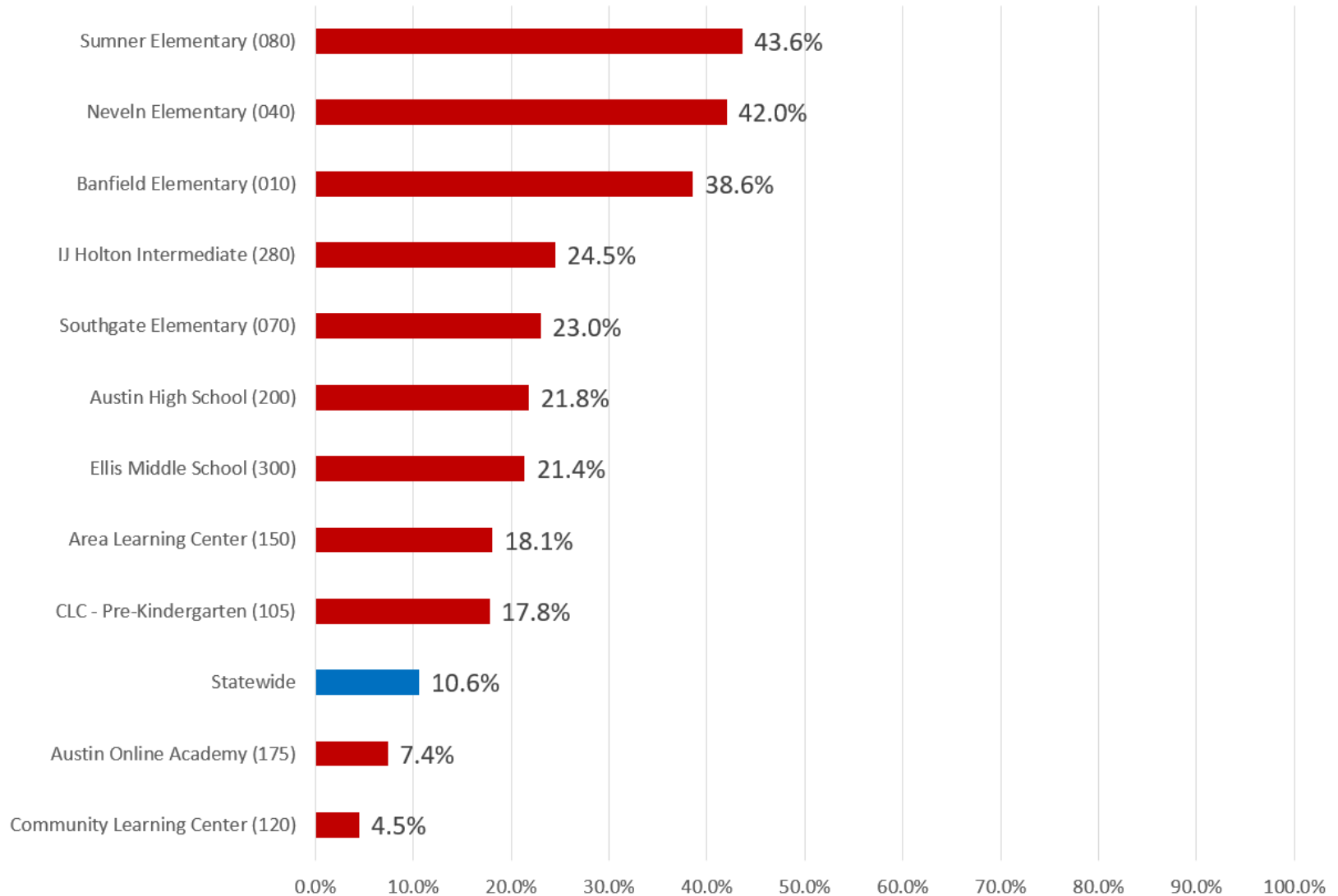
Source: MARSS01_Fall_Enrollment



MARSS01_Fall_Enrollment

25-26 EL Summary

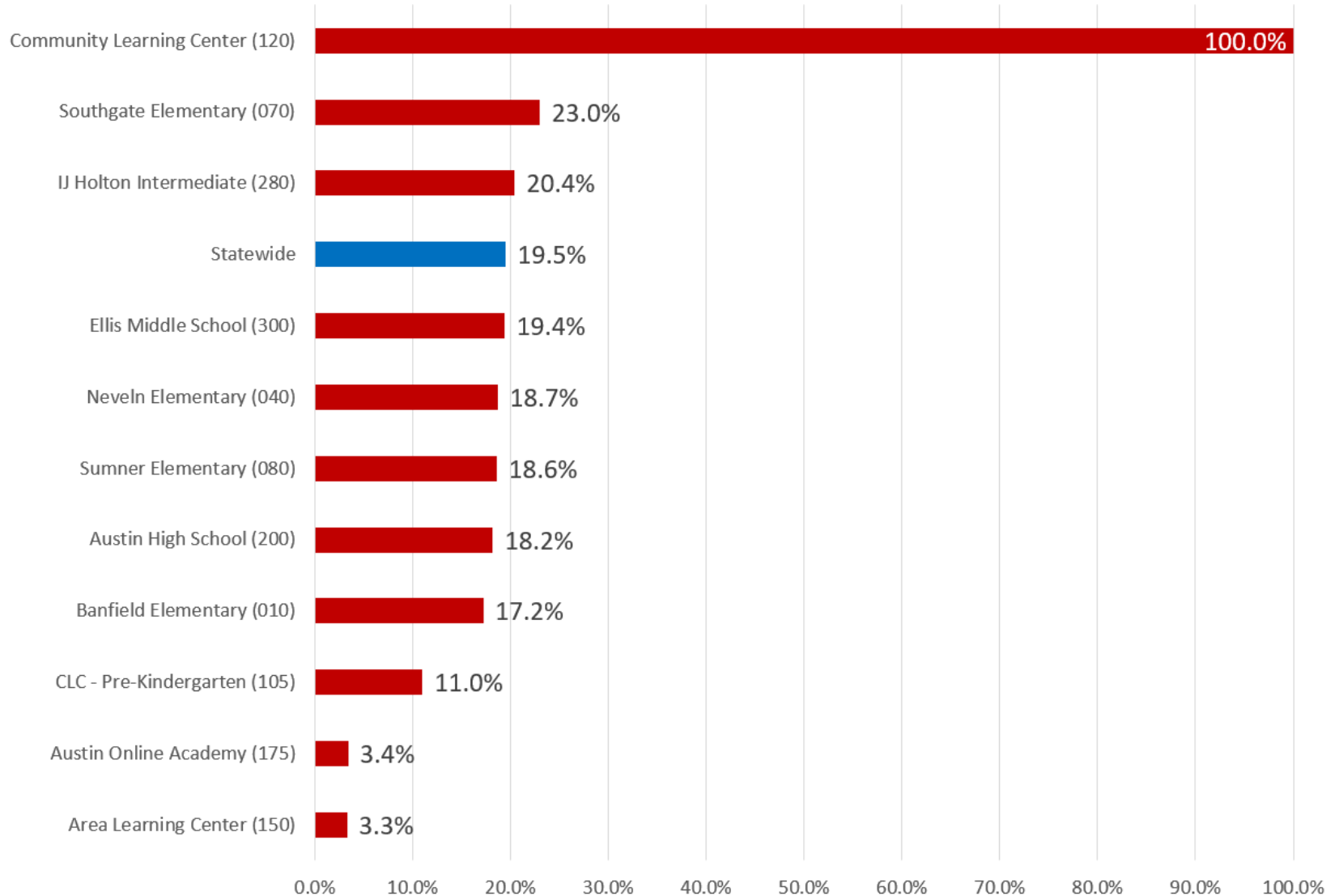
Percent of English Language Learners (EL) Students



25-26 Special Education Summary

MARSS01_Fall_Enrollment

Percent of Special Education Students





2025-2026 Attendance Impacts

“Attendance affects performance”

Prepared by: *Corey Haugen*
Director of Information Services



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2025-2026 Attendance Impacts -> "Attendance affects performance."

This report examines the impact of student attendance on academic performance for the 2025-2026 school year. It highlights key findings related to GPAs, standardized test scores and credit attainment, providing a comprehensive understanding of the relationship between attendance and educational outcomes.

Comparative Analysis: Attendance Rates vs. Academic Performance

1.1 2025-2026 GPA Analysis (Grades 09-12)

- **Students with < 70% Attendance:**
 - Semester 1: Average GPA = 1.048
 - Semester 2: Average GPA = 0.755
- **Students with 70% - 80% Attendance:**
 - Semester 1: Average GPA = 1.800
 - Semester 2: Average GPA = 1.402
- **Students with 80% - 90% Attendance:**
 - Semester 1: Average GPA = 2.374
 - Semester 2: Average GPA = 2.168
- **Students with ≥ 90% Attendance:**
 - Semester 1: Average GPA = 3.163
 - Semester 2: Average GPA = 3.085

Insight: Higher attendance rates correlate strongly with higher GPAs. There is a noticeable drop in GPA as attendance decreases, particularly below the 80% threshold.

1.2 2025-2026 Credit Attainment (Grades 09-12)

- **Students with < 70% Attendance:**
 - Average Credits Earned: 2.821
- **Students with 70% - 80% Attendance:**
 - Average Credits Earned: 4.416
- **Students with 80% - 90% Attendance:**
 - Average Credits Earned: 5.744
- **Students with ≥ 90% Attendance:**
 - Average Credits Earned: 6.600

Insight: The analysis of credit attainment for high school students (Grades 9-12) during the 2025-2026 academic year highlights a strong correlation between student attendance and the average number of credits earned. This data underscores the importance of attendance in maximizing credit attainment, with higher attendance rates leading to significantly more credits earned.

1.3 2025-2026 ACT Score Analysis (Grade 11)

- **Students with < 70% Attendance:**
 - Average ACT Composite Score = 14.1
- **Students with 70% - 80% Attendance:**
 - Average ACT Composite Score = 14.9
- **Students with 80% - 90% Attendance:**
 - Average ACT Composite Score = 16.9
- **Students with ≥ 90% Attendance:**
 - Average ACT Composite Score = 18.7

Insight: The data reveals a strong association between attendance and ACT performance, with significant score differences across attendance thresholds. Students in attendance ≤ 80% score on average over 3.7 composite points lower on the ACT than students in attendance ≥ 90%.

1.4 2025-2026 MN MCA Reading Assessment Analysis (Grade 3)

- **Students with < 80% Attendance:**
 - Score: 330.8
- **Students with 80% - 90% Attendance:**
 - Score: 338.3
- **Students with ≥ 90% Attendance:**
 - Score: 342.8

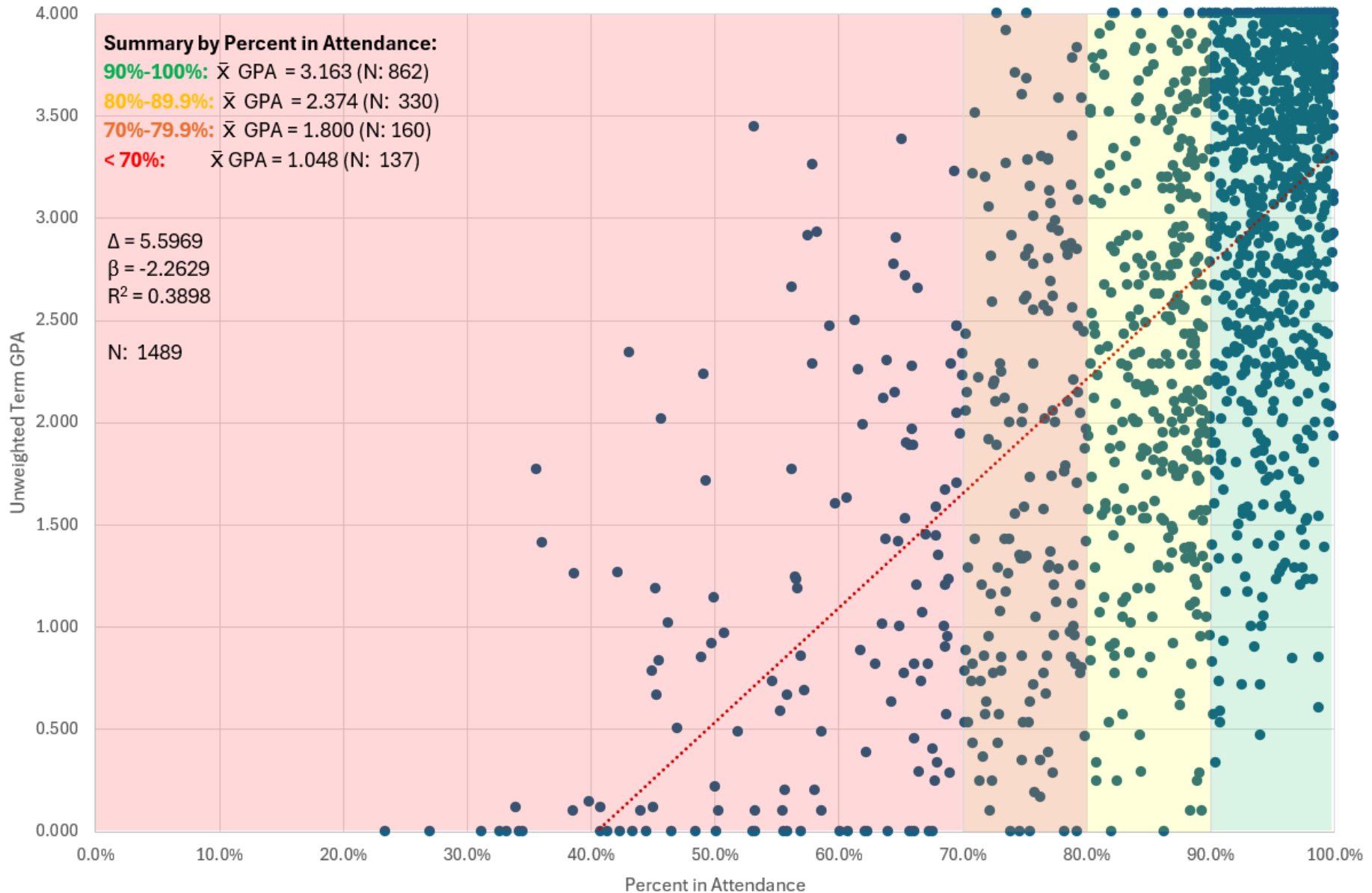
Insight: APS Gr.03 students in attendance < 80% score on average over 12 scale score points lower on the MN MCA Reading assessment than students in attendance ≥ 90%. Reading proficiency declines sharply with lower attendance, highlighting the critical need for regular classroom engagement.

2025-2026 MN MCA Mathematics Assessment Analysis (Grade 8)

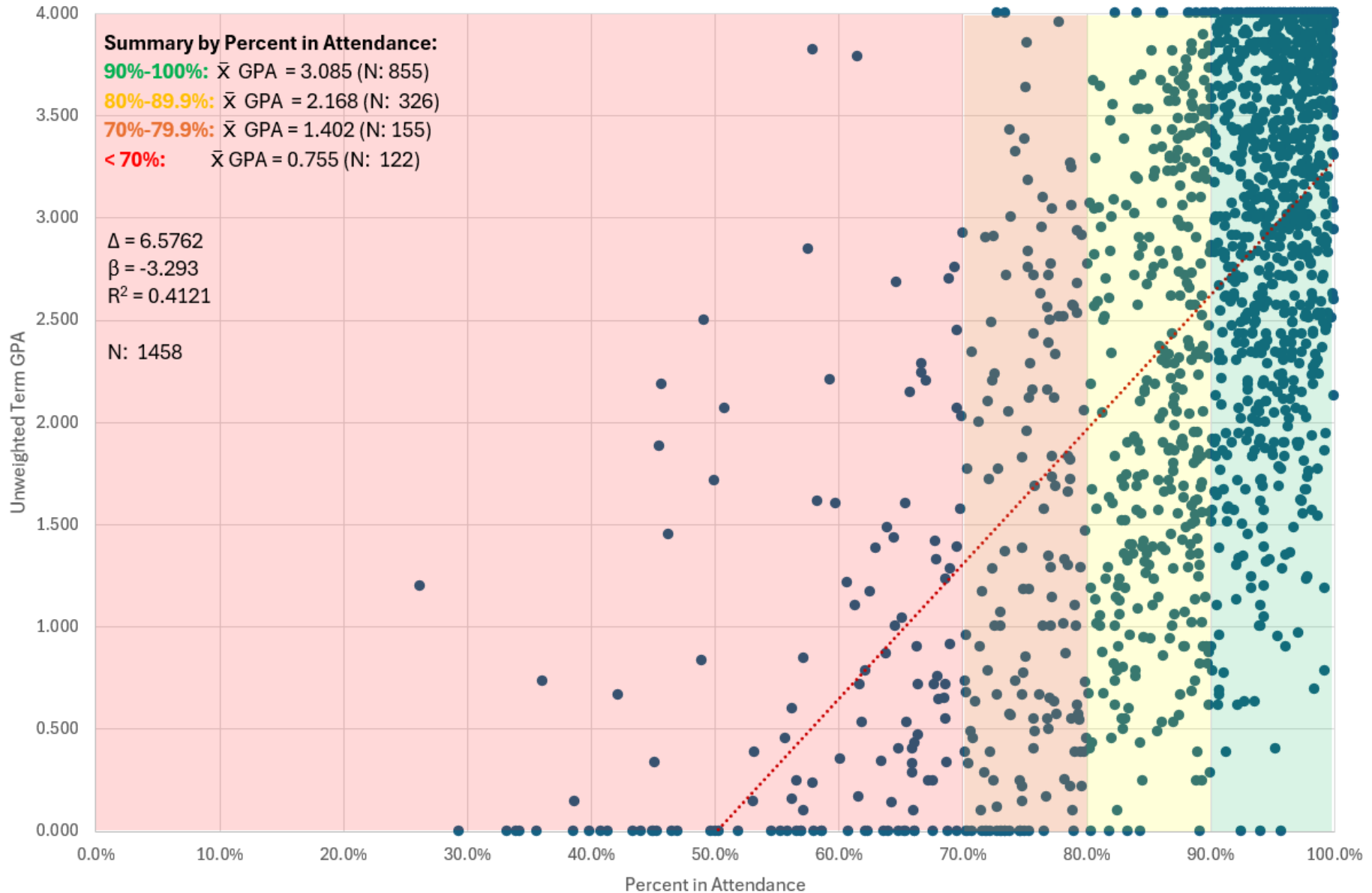
- **Students with < 80% Attendance:**
 - Score: 827.1
- **Students with 80% - 90% Attendance:**
 - Score: 836.0
- **Students with ≥ 90% Attendance:**
 - Score: 843.6

Analysis of the MCA Mathematics scores for Grade 8 students shows a clear relationship between student attendance and academic performance. This indicates that higher attendance rates are associated with better performance in the MCA Mathematics assessment. The report demonstrates a strong correlation between higher attendance rates and positive academic outcomes, including GPAs, credit attainment and standardized test scores. To improve student performance and overall school climate, it is crucial to focus on initiatives that promote regular attendance and address the underlying causes of absenteeism.

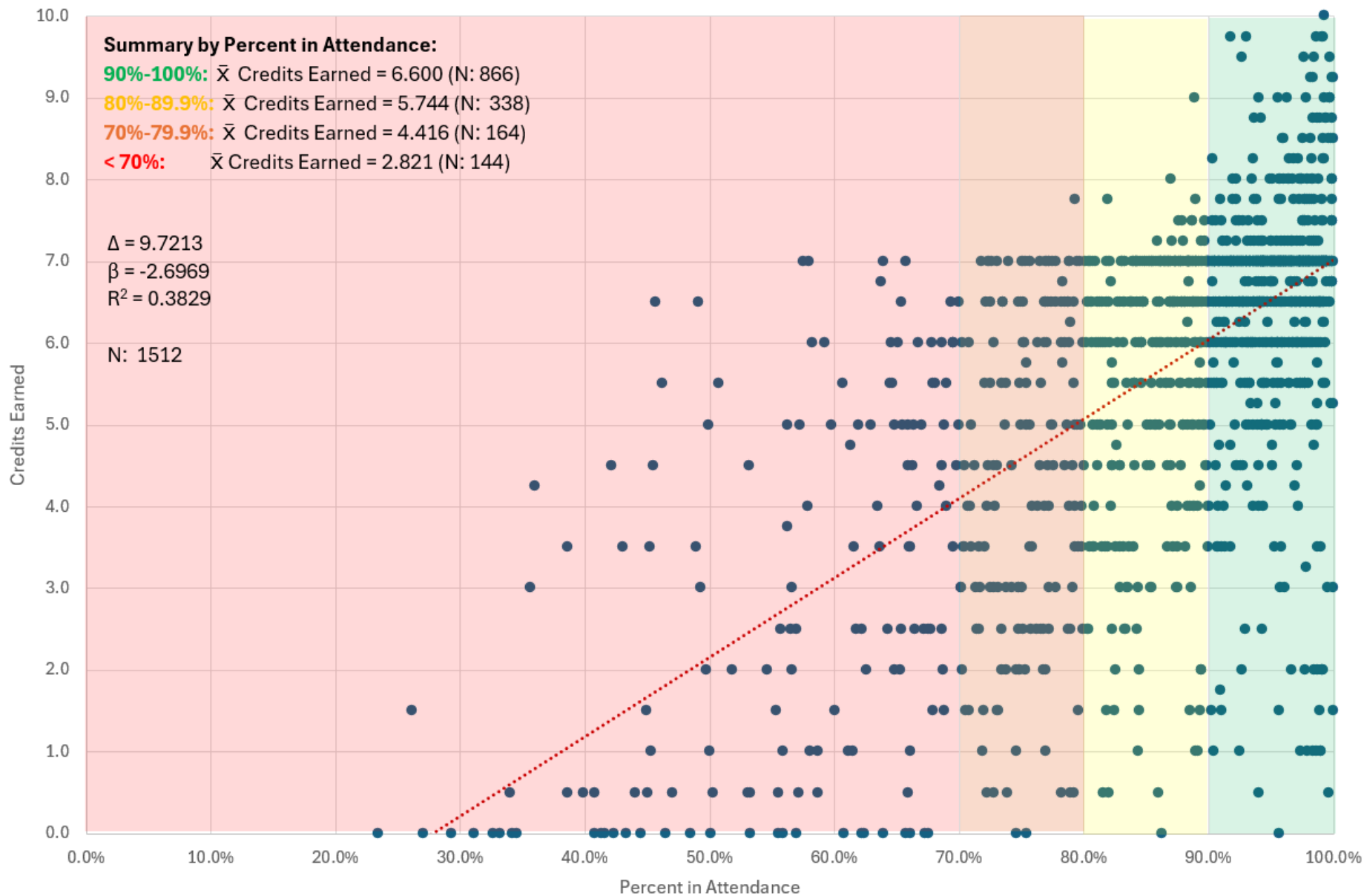




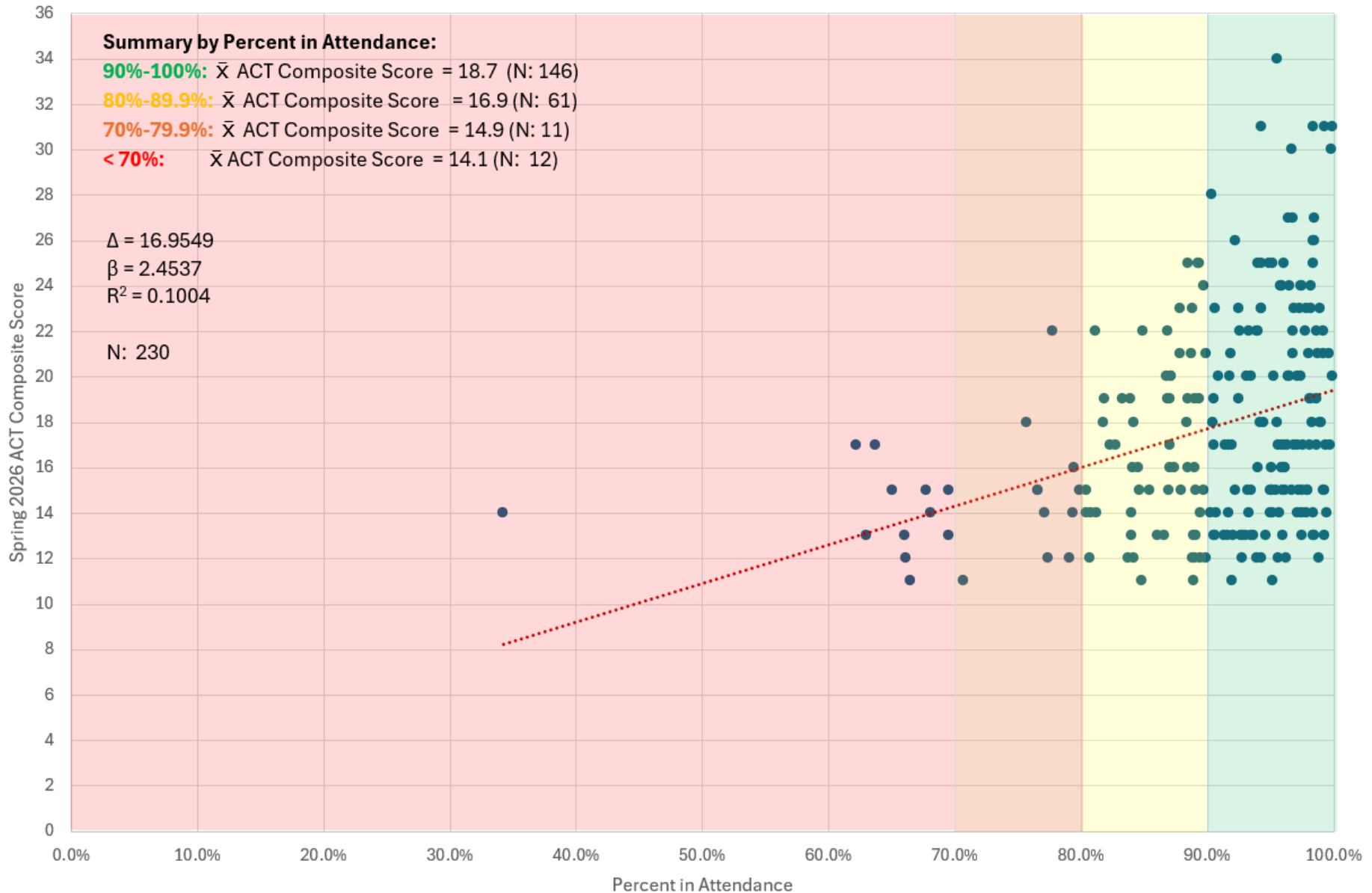
Insight: "For Semester 1, students in attendance < 70% of the time have an average GPA of 1.048, compared to students in attendance $\geq$ 90% have an average GPA of 3.163."



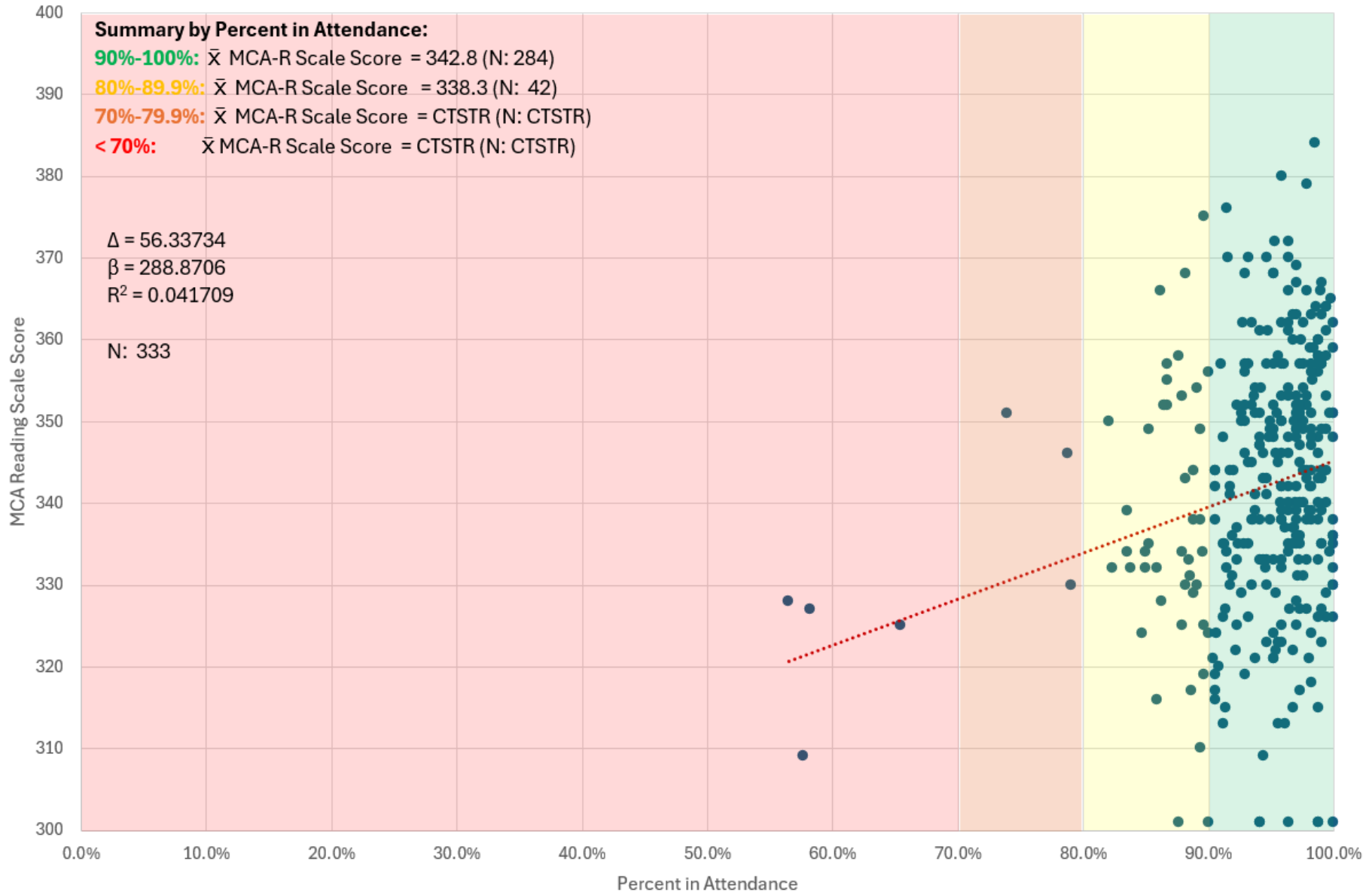
Insight: "AHS students in attendance $\geq 90\%$ of the time for S2 have an average GPA of 3.085, compared to students in attendance $< 70\%$ having an average GPA of 0.755."



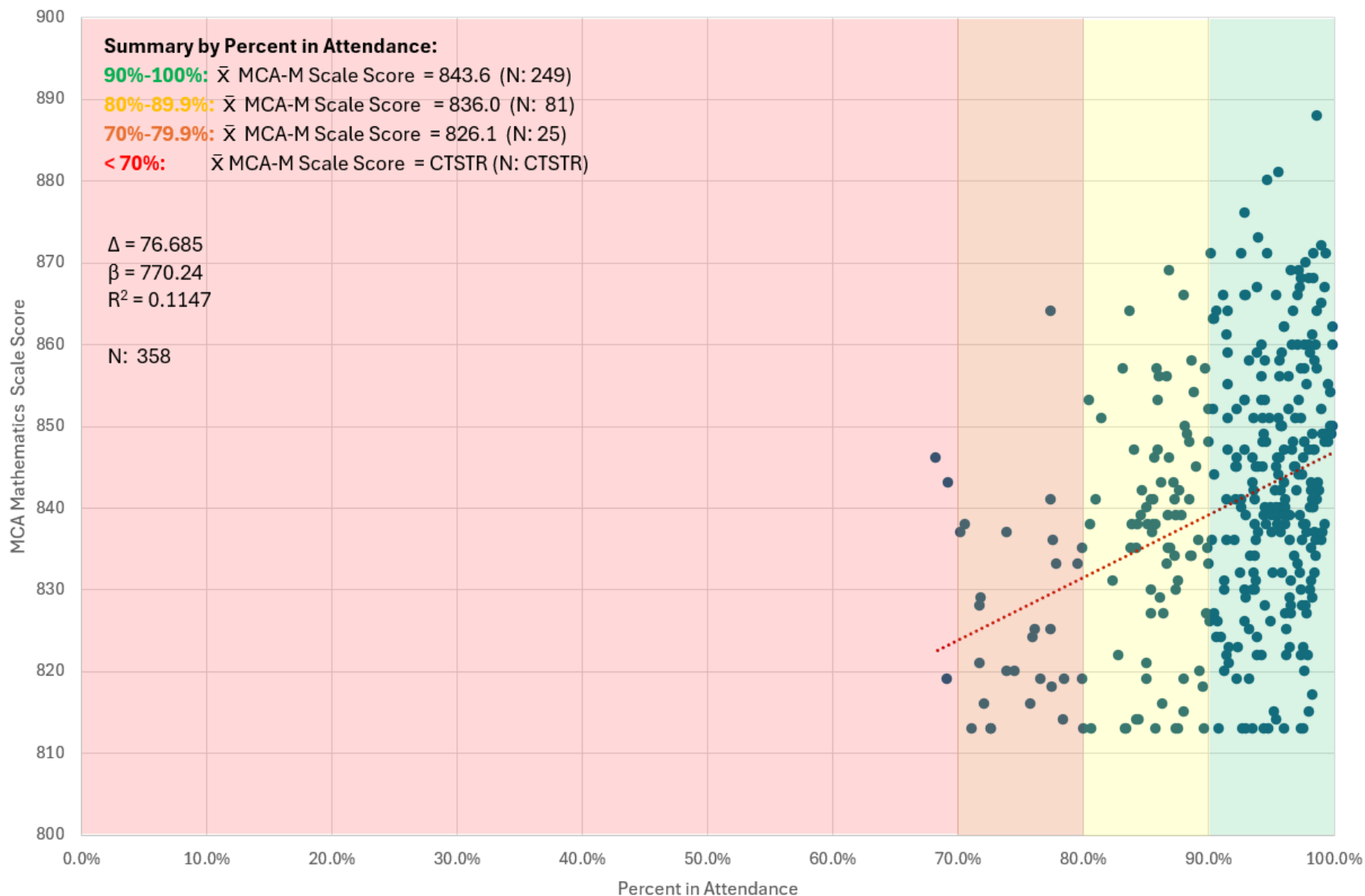
Insight: "AHS students in attendance $\geq 90\%$ of the time earned on average 6.600 credits for 25-26, compared to students in attendance $< 80\%$ having earned an average of 3.670 credits."



Insight: "AHS Gr.11 students in attendance $\leq 80\%$ score on average over 3.7 composite points lower on the ACT than students in attendance $\geq 90\%$ for 2025-26."



Insight: "APS Gr.03 students in attendance $\leq 80\%$ score on average over 12 scale score points lower on the MN MCA Reading assessment than students in attendance $\geq 90\%$."



Insight: "APS Gr.08 students in attendance $\leq 80\%$ score on average 16.5 scale score points lower on the MN MCA Mathematics assessment than students in attendance $\geq 90\%$."

Key Insights

- Higher attendance rates are consistently associated with better academic performance, as evidenced by higher GPAs and standardized test scores
- These findings underscore the importance of regular attendance in achieving higher academic success across different grade levels and assessments.

