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# Trends in Academic Performance in Cambridge-Isanti Public School District, Minnesota

VERSION 2025.1

This report summarizes district-level educational outcomes using data from the Stanford Education Data Archive (SEDA) from 2009-2025. Figures may contain gaps where source data are unavailable.

For more information, please visit [edopportunity.org](https://edopportunity.org)

Report created by the Educational Opportunity Project at Stanford University in collaboration with the Education Scorecard at Harvard University, using data provided by the National Center for Education Statistics and the Education Data Center. See final page for full information on data sources.

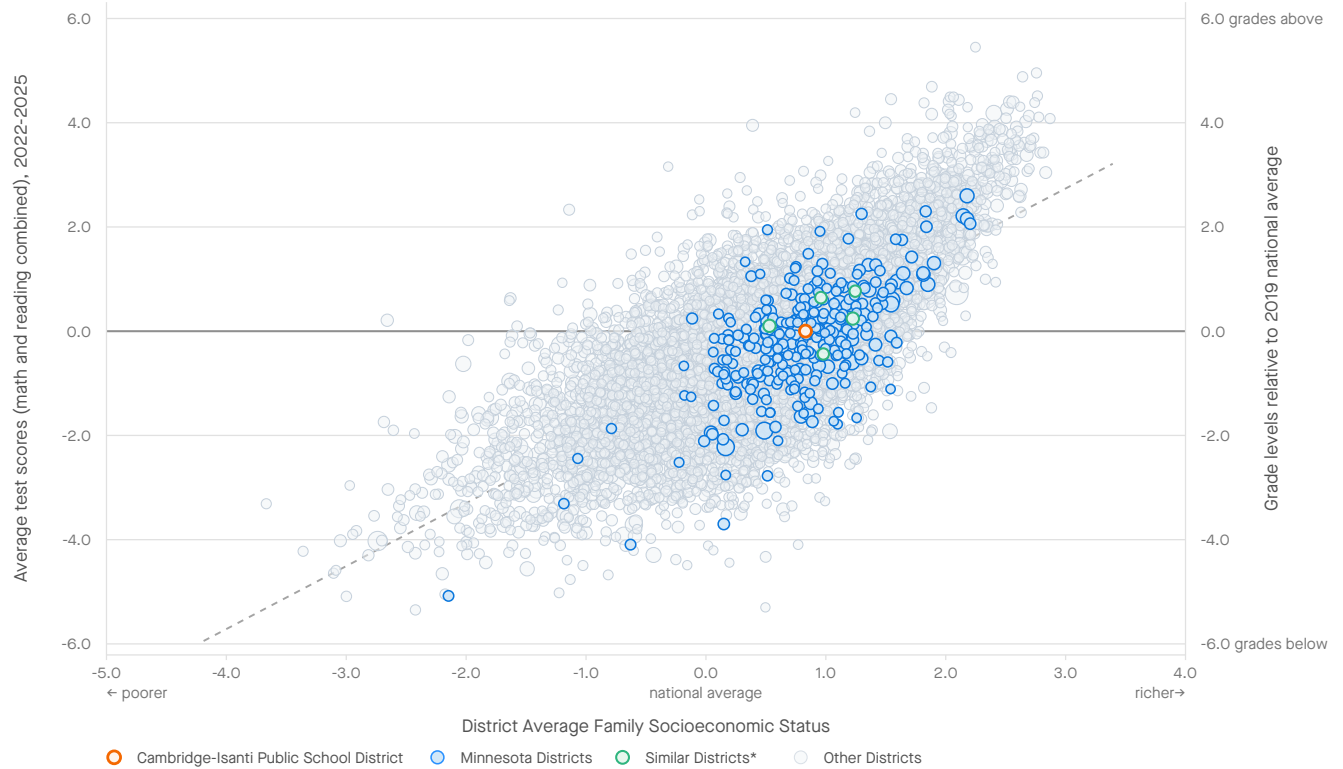


# Cambridge-Isanti Public School District, Minnesota



## Average Grade 3-8 Test Scores, 2022-2025, by District Socioeconomic Status

Average test scores in grades 3-8 reflect the set of educational opportunities available to students in the district, including those provided by their families, preschools, neighborhoods, and elementary and middle schools.



Note: each bubble is a U.S. school district, with size proportional to district enrollment. Districts in Minnesota are highlighted. District socioeconomic status is a composite measure of a district's average family income, parental education, poverty rate, SNAP eligibility rate, unemployment rate, and female-headed household rate. Test scores are measured in grade levels relative to the 2019 national average.

## Average Test Scores and Trends, 2022-2025

### ALL STUDENTS

	2022-2025 Average Scores	2022-2025 Trend in Test Scores
Cambridge-Isanti Public School...	0.00	-0.05
Similar Districts Avg.*	0.26	-0.01
Minnesota	-0.13	-0.05

Test scores are reported in grade level units, relative to the 2019 national average. For example, the first row above reads: "Students in Cambridge-Isanti Public School District performed 0.00 grade levels above the 2019 national average. Test scores in Cambridge-Isanti Public School District have been changing at a rate of -0.05 grade levels/year since 2022."

\*Similar districts are the nearest matches within the same state based on socioeconomic status, demographics, and size. Similar districts for Cambridge-Isanti Public School District are Alexandria Public School District, Forest Lake Public School District, Princeton Public School District, Chisago Lakes School District, and Brainerd Public School District.

### STUDENT SUBGROUPS

	2022-2025 Average Scores	2022-2025 Trend in Test Scores
White	0.17	-0.06
Black	N/A	N/A
Hispanic	-1.02	N/A
Asian	-1.62	N/A
Poor	-0.94	0.07
Non-Poor	0.47	-0.01
Female	0.09	-0.08
Male	-0.07	-0.04



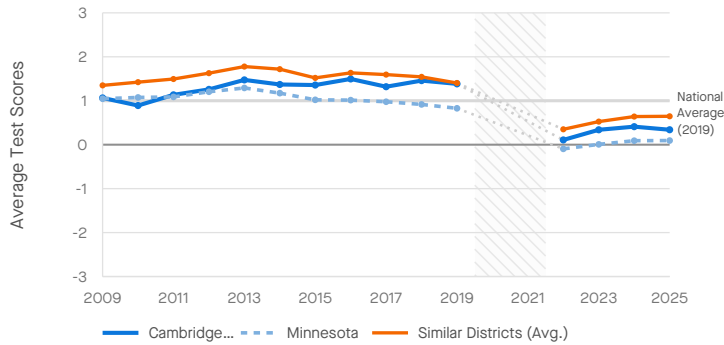
# Cambridge-Isanti Public School District, Minnesota

## Trends in Average Grade 3-8 Test Scores, 2009-2025, by Subject and Student Subgroup

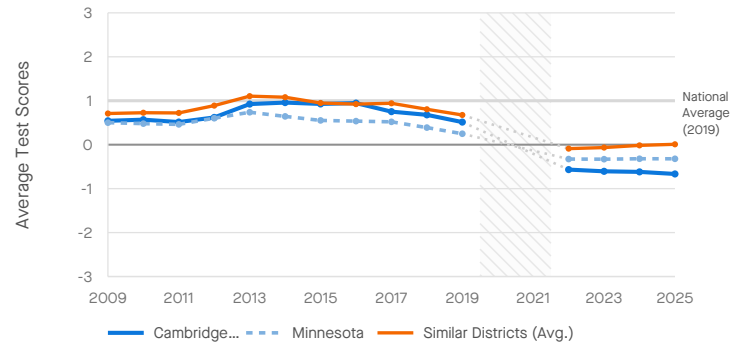


Trends in test scores may reflect changes in school quality, changes in demographics, and/or changes in out-of-school educational opportunities.

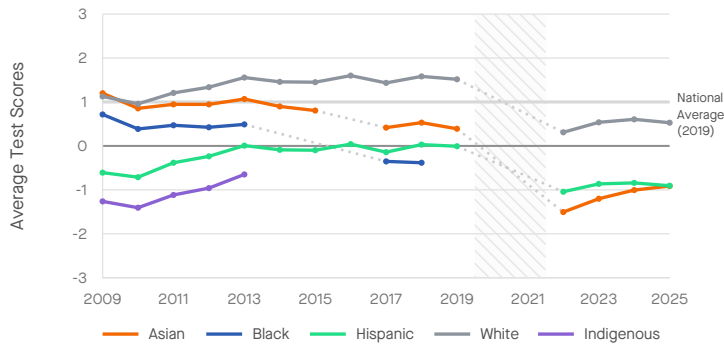
### Trend in Math Scores (All Students)



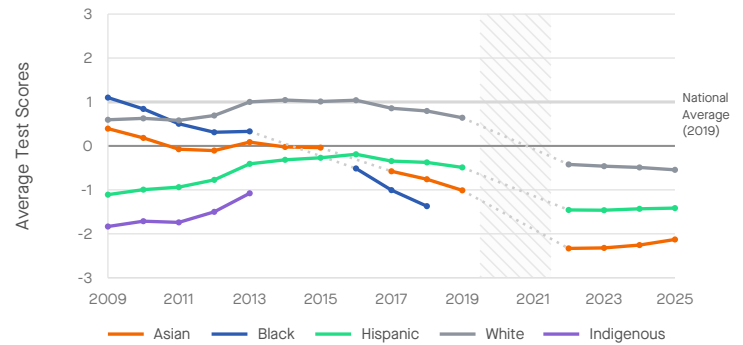
### Trend in Reading Scores (All Students)



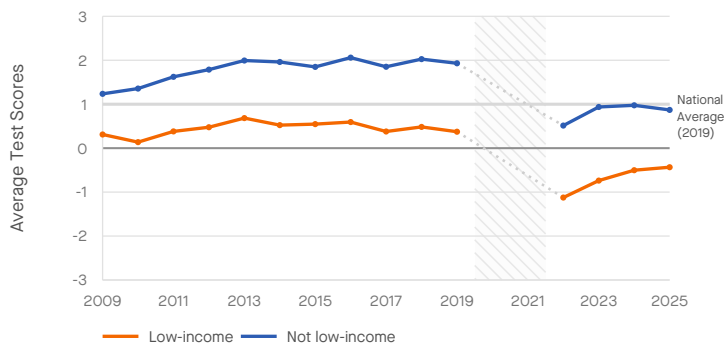
### Trend in Math Scores, by Student Race/Ethnicity



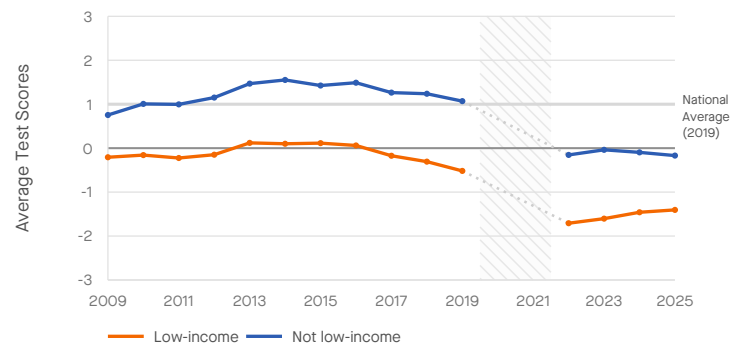
### Trend in Reading Scores, by Student Race/Ethnicity



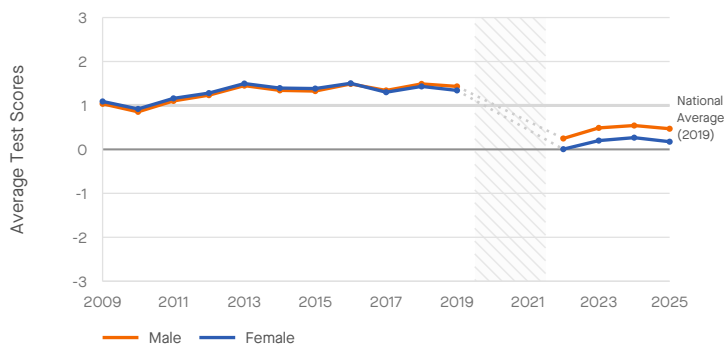
### Trend in Math Scores, by Student Income Level



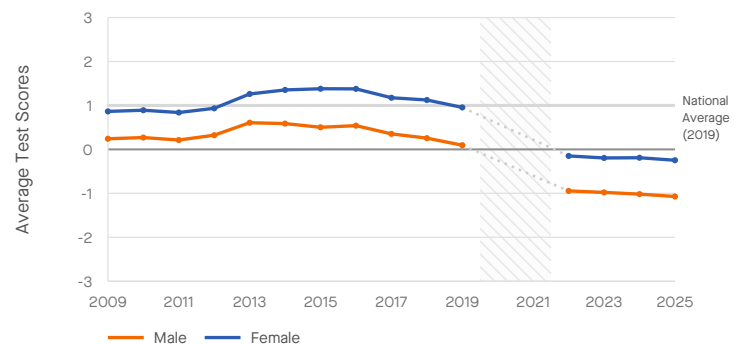
### Trend in Reading Scores, by Student Income Level



### Trend in Math Scores, by Student Gender



### Trend in Reading Scores, by Student Gender

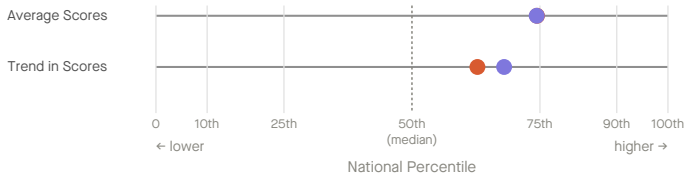


# Cambridge-Isanti Public School District, Minnesota

## Academic Performance Rankings, 2022-2025, Relative to Other Districts in the U.S.



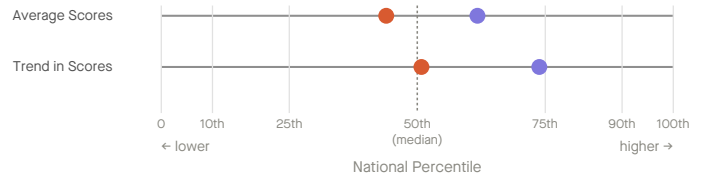
### Math Ranks



	Average	Trend
● Cambridge-Isanti Public School District	2,612 / 10,205 (74th pct)	2,036 / 5,468 (63rd pct)
● Similar Districts Avg.	2,617 / 10,205 (74th pct)	1,750 / 5,468 (68th pct)

Cambridge-Isanti Public School District ranked higher than 74% of districts nationwide in average math performance during the 2022-25 school years (2,612th of 10,205 districts with available data).

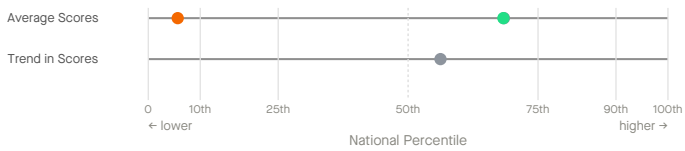
### Reading Ranks



	Average	Trend
● Cambridge-Isanti Public School District	5,650 / 10,076 (44th pct)	2,791 / 5,673 (51st pct)
● Similar Districts Avg.	3,854 / 10,076 (62nd pct)	1,485 / 5,673 (74th pct)

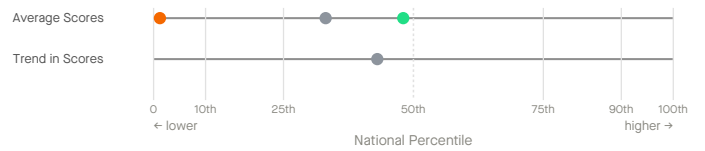
Cambridge-Isanti Public School District ranked higher than 44% of districts nationwide in average reading performance during the 2022-25 school years (5,650th of 10,076 districts with available data).

### Math Ranks by Race/Ethnicity



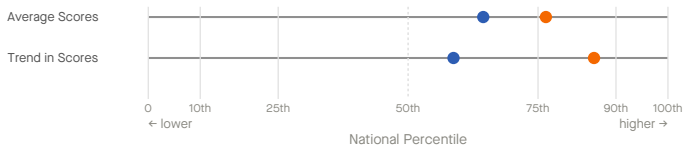
	Average	Trend
● White	2,749 / 8,707 (68th pct)	1,569 / 3,582 (56th pct)
● Hispanic	1,452 / 4,583 (68th pct)	N/A
● Asian	1,517 / 1,608 (6th pct)	N/A

### Reading Ranks by Race/Ethnicity



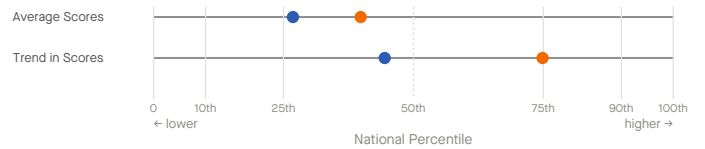
	Average	Trend
● White	5,877 / 8,785 (33rd pct)	2,245 / 3,941 (43rd pct)
● Hispanic	2,423 / 4,662 (48th pct)	N/A
● Asian	1,622 / 1,642 (1st pct)	N/A

### Math Ranks by Income



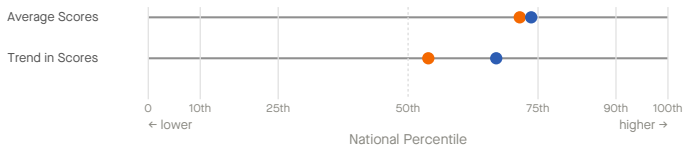
	Average	Trend
● Low-income	2,086 / 8,875 (77th pct)	407 / 2,855 (86th pct)
● Not low-income	3,018 / 8,489 (64th pct)	1,291 / 3,127 (59th pct)

### Reading Ranks by Income



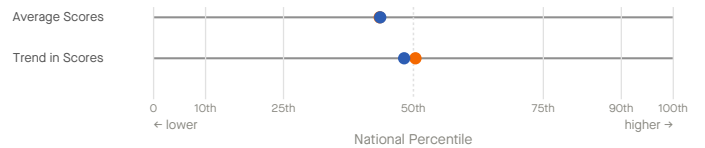
	Average	Trend
● Low-income	5,406 / 8,987 (40th pct)	802 / 3,186 (75th pct)
● Not low-income	6,291 / 8,596 (27th pct)	1,839 / 3,311 (44th pct)

### Math Ranks by Gender



	Average	Trend
● Female	2,428 / 8,509 (71st pct)	1,485 / 3,219 (54th pct)
● Male	2,237 / 8,497 (74th pct)	983 / 2,971 (67th pct)

### Reading Ranks by Gender



	Average	Trend
● Female	4,898 / 8,670 (44th pct)	1,729 / 3,483 (50th pct)
● Male	4,880 / 8,652 (44th pct)	1,771 / 3,418 (48th pct)

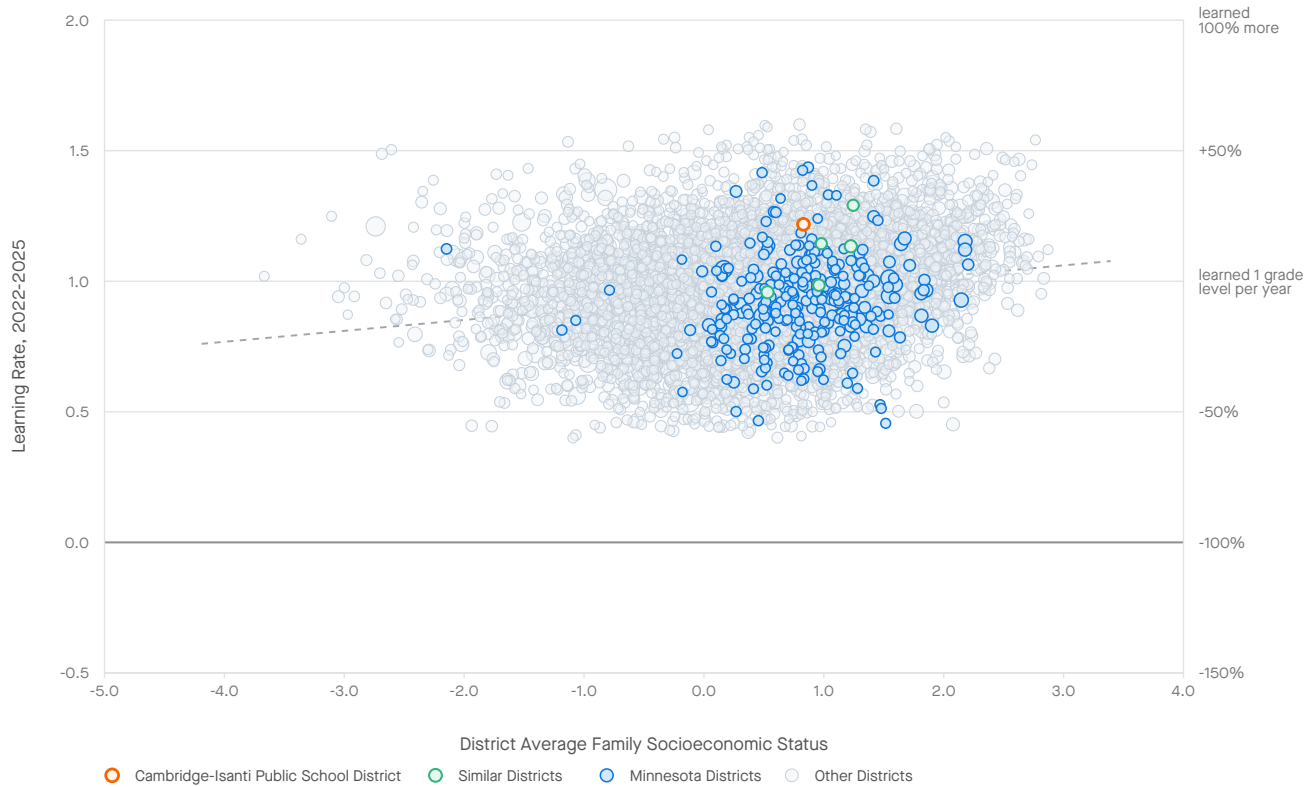


# Cambridge-Isanti Public School District, Minnesota



## Average Grades 3-8 Learning Rates, 2022-2025, by District Socioeconomic Status

Learning rates measure how much students' scores improve as they progress from grade to grade. They are a better indicator of school quality than average test scores, which are influenced by a range of experiences outside of school.



Note: each bubble is a U.S. school district, with size proportional to district enrollment. Districts in Minnesota are highlighted. District socioeconomic status is a composite measure of a district's average family income, parental education, poverty rate, SNAP eligibility rate, unemployment rate, and female-headed household rate.

### Learning Rates and Trends, 2022-2025

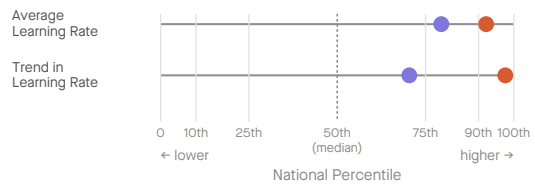
#### ALL STUDENTS

	2022-2025 Learning Rate	2022-2025 Trend in Learning Rates
<b>Cambridge-Isanti Public School...</b>	1.22	0.09
<b>Similar Districts Avg.*</b>	1.09	0.02
<b>Minnesota</b>	0.98	0.01

Learning rates are measured in grade levels of skills gained per year and are averaged over math and reading. The national average learning rate is 1.0. For example, the first row above reads: "Students in Cambridge-Isanti Public School District learned an average of 1.22 grade levels/year during 2022-2025. Learning rates in Cambridge-Isanti Public School District have been changing at a rate of +0.09 grade levels/year since 2022."

\*Similar districts are the nearest matches within the same state based on socioeconomic status, demographics, and size. Similar districts for Cambridge-Isanti Public School District are Alexandria Public School District, Forest Lake Public School District, Princeton Public School District, Chisago Lakes School District, and Brainerd Public School District.

### Learning Rate Rankings



	Average	Trend
<b>Cambridge-Isanti Public School District</b>	641 / 8,147 (92nd pct)	149 / 6,065 (98th pct)
<b>Similar Districts Avg.</b>	1,675 / 8,147 (79th pct)	1,796 / 6,065 (70th pct)

Cambridge-Isanti Public School District ranked higher than 92% of districts nationwide in average learning rates during the 2022-25 school years (641st of 8,147 districts with available data).



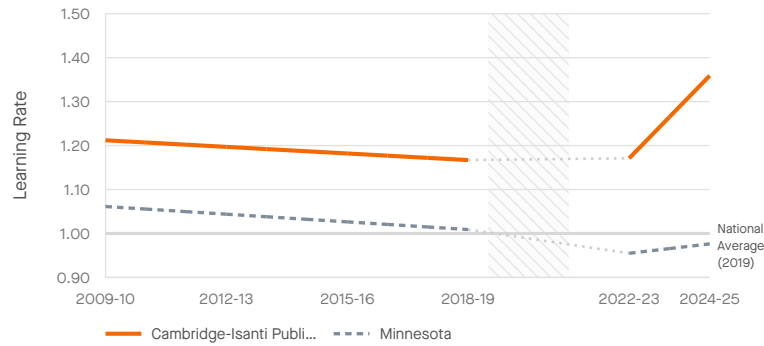
# Cambridge-Isanti Public School District, Minnesota

## Trends in Average Grade 3-8 Learning Rates, 2009-2025, by Student Subgroup

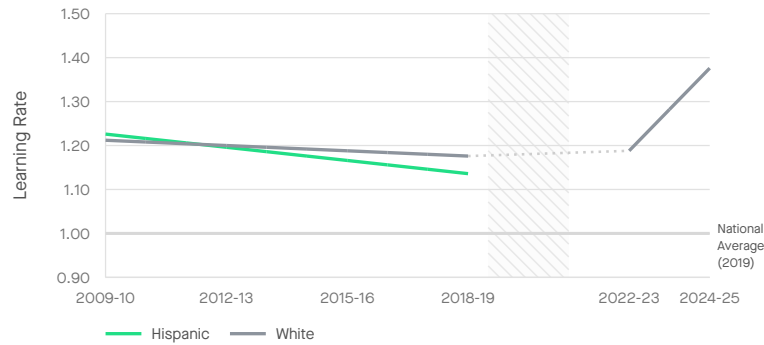


Trends in learning rates measure how annual learning rates change over time. They are a better indicator of changes in school quality than trends in average test scores, which are influenced by a range of experiences outside of school.

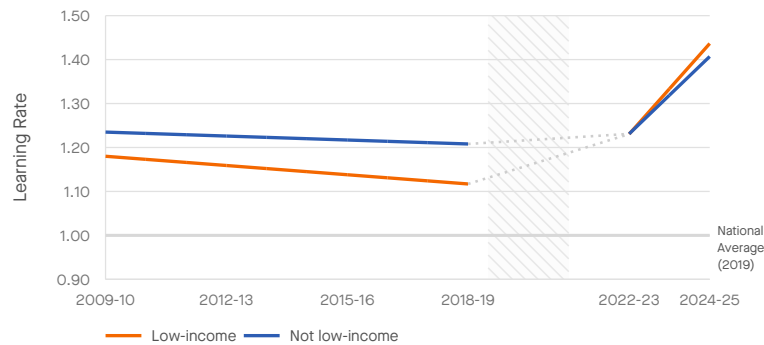
**Trend in Learning Rates (All Students)**



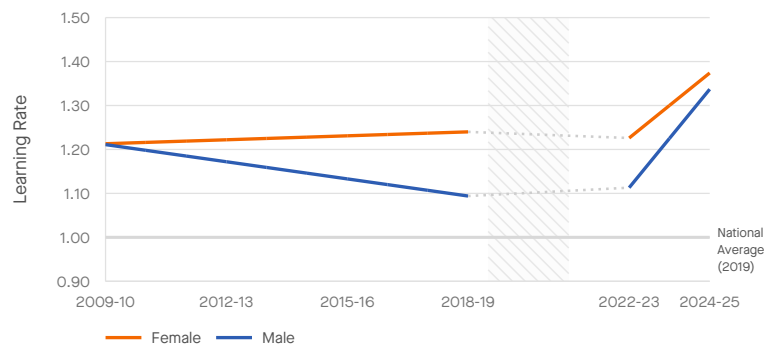
**Trend in Learning Rates, by Student Race/Ethnicity**



**Trend in Learning Rates, by Student Income Level**



**Trend in Learning Rates, by Student Gender**



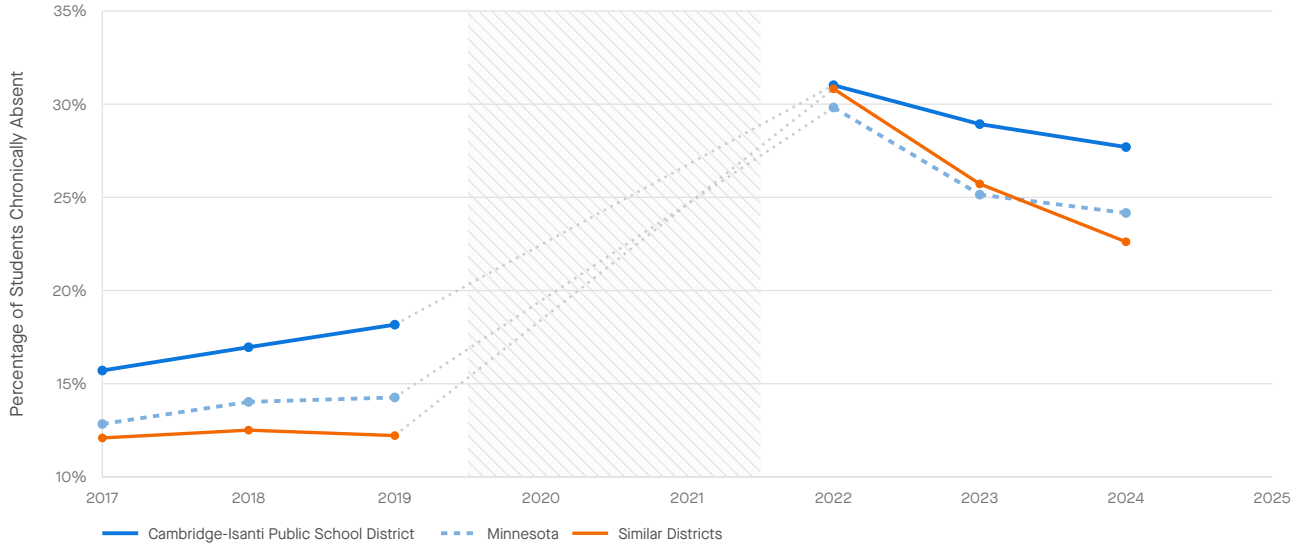
# Cambridge-Isanti Public School District, Minnesota



## Trends in Chronic Absenteeism

Chronic absenteeism rates indicate the proportion of students who were absent 10% or more of the school year.

### Trends in Chronic Absenteeism



## Trends in Chronic Absenteeism

### ALL STUDENTS

	2017-2019 Avg. Chronic Absenteeism	2022-2025 Avg. Chronic Absenteeism	Change
<b>Cambridge-Isanti Public School...</b>	16.9	29.2	+12.3
<b>Similar Districts Avg.*</b>	12.3	26.4	+14.1
<b>Minnesota</b>	13.7	26.4	+12.7

\*Similar districts are the nearest matches within the same state based on socioeconomic status, demographics, and size. Similar districts for Cambridge-Isanti Public School District are Alexandria Public School District, Forest Lake Public School District, Princeton Public School District, Chisago Lakes School District, and Brainerd Public School District.

Absenteeism data courtesy of [Nat Malkus, American Enterprise Institute](#).



# Cambridge-Isanti Public School District, Minnesota



Changes in Average Math Scores in Minnesota Districts, 2019-2025 and 2022-2025, by District Free/Reduced-Price Lunch Eligibility Rate

## Change in Math Scores, 2019-2025



Figure produced by the Center for Education Policy Research at Harvard University

○ Largest Districts    ◆ State Average

## Change in Math Scores, 2022-2025



Figure produced by the Center for Education Policy Research at Harvard University

○ Largest Districts    ◆ State Average



# Cambridge-Isanti Public School District, Minnesota



Changes in Average Reading Scores in Minnesota Districts, 2019-2025 and 2022-2025, by District Free/Reduced-Price Lunch Eligibility Rate

## Change in Reading Scores, 2019-2025

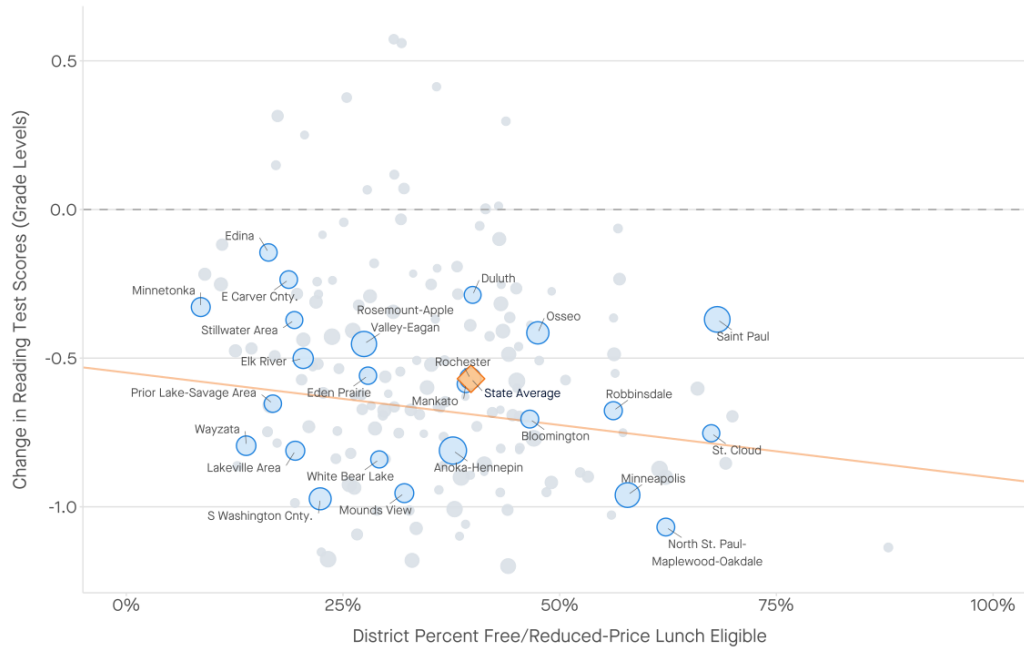


Figure produced by the Center for Education Policy Research at Harvard University

○ Largest Districts    ◆ State Average

## Change in Reading Scores, 2022-2025

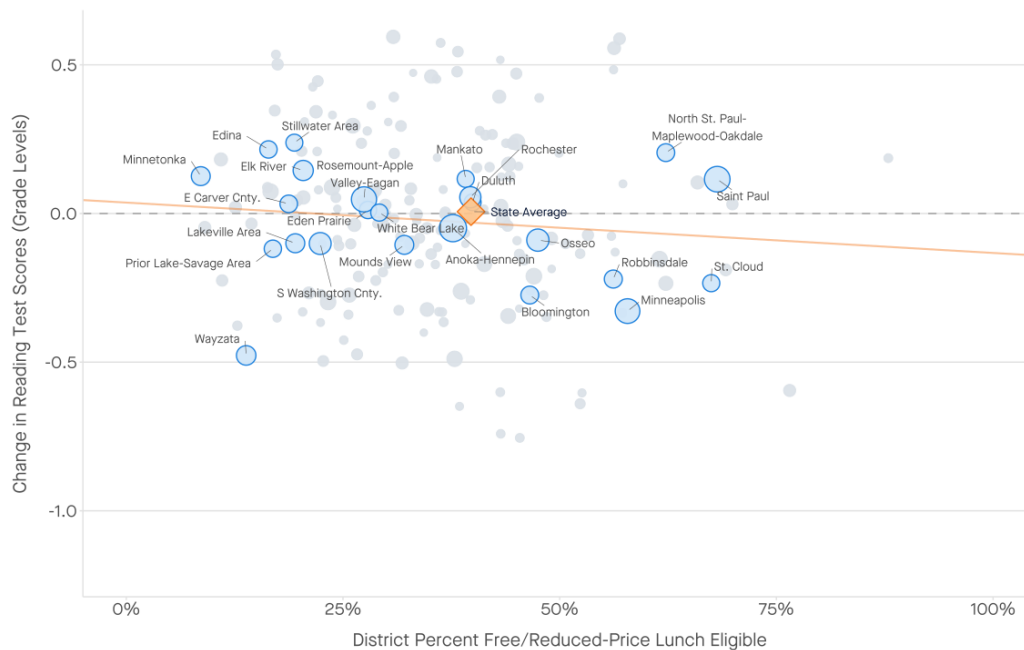


Figure produced by the Center for Education Policy Research at Harvard University

○ Largest Districts    ◆ State Average



# Cambridge-Isanti Public School District, Minnesota



## Change in Chronic Absenteeism in Minnesota Districts, 2019-2024, by District Free/Reduced-Price Lunch Eligibility Rate

### Change in Chronic Absenteeism, 2019-2024



Figure produced by the Center for Education Policy Research at Harvard University

○ Largest Districts    ◆ State Average





## Notes & Acknowledgments

This report summarizes academic performance in Cambridge-Isanti Public School District from 2008-09 through 2024-25, using data from the Stanford Education Data Archive (SEDA). SEDA is a national database of U.S. academic performance produced by the Educational Opportunity Project at Stanford University. The SEDA data are based on the standardized accountability tests in math and reading language arts (RLA) administered by each state to all public-school students in grades 3-8.

The raw test score data used to construct the SEDA 2022-2025 estimates here were graciously provided to us by Emily Oster and Clare Halloran at the [Education Data Center](#). The raw test score data used to construct the SEDA 2009-2019 estimates are available through the ED Facts data system at the U.S. Department of Education, and were provided to us by the National Center for Education Statistics (NCES). Detailed NAEP data used to harmonize test scores across states was provided by NCES and the National Assessment Governing Board. Chronic absenteeism data were provided by [Nat Malkus at the American Enterprise Institute](#). Funding to construct and analyze SEDA was provided by the Gates Foundation. Funding for the Education Scorecard was provided by the Carnegie Corporation of New York, Bloomberg Philanthropies, Joyce Foundation, Kenneth C. Griffin and Citadel Catalyst. The findings and opinions expressed in our research and reported here are those of the authors alone; they do not represent the views of any of the above organizations.

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