

# REL Technical Assistance Report



## **A Descriptive Analysis of Idaho Virtual Charter School Student Academic Performance from 2004 to 2009**

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# INTRODUCTION

The year 2008 marked the 10th anniversary of the passage of the Charter School Law in Idaho. The intent of the law is to provide opportunities for teachers, parents, students, and community members to establish and maintain public charter schools that operate independently from the existing school structure but within the existing public school system as a method to accomplish any of the following:

- Improve student learning
- Increase learning opportunities for all students, with special emphasis on expanded learning experiences
- Encourage the use of different and innovative teaching methods
- Utilize virtual distance learning and online learning
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site
- Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system
- Hold charter schools accountable for meeting measurable student educational standards

Nationally, about 4,600 charter schools now serve more than 1.3 million students in 40 states and the District of Columbia [Robelen, E.W. (2009, February 25). Quality seen as job one for charters. *Education Week*,28(22)]. In the state of Idaho, 36 charter schools serve about 11,825 students, representing approximately 4 percent of the total K–12 student population. Approximately 36 percent (4,527 students) of the charter school students are enrolled in five virtual charter schools.

In spring 2009, the Idaho State Department of Education (ISDE), together with Education Northwest (formerly the Northwest Regional Educational Laboratory), conducted a study of Idaho “brick-and-mortar” charter schools<sup>1</sup>. Leaders of the Idaho

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<sup>1</sup> [http://www.sde.idaho.gov/site/charter\\_schools/docs/10-Full%20Color-ID%20Charter%20School%20Report%202009.pdf](http://www.sde.idaho.gov/site/charter_schools/docs/10-Full%20Color-ID%20Charter%20School%20Report%202009.pdf)

State Legislature and ISDE<sup>2</sup> requested that REL Northwest provide technical assistance in conducting a separate analysis of student academic performance data for five virtual charter schools.

REL Northwest was asked to investigate the following questions concerning Idaho virtual charter schools:

1. Are students in virtual charter schools who participated in the statewide assessment similar to students in public noncharter schools in gender, ethnicity, ELL status, and special education status?
2. How does achievement of students in virtual charter schools compare with the achievement of students in noncharter public schools on the Idaho statewide assessment?

ISDE provided results of the Idaho Standards Achievement Tests (ISAT) and the Direct Assessment in writing and math (DWA/DMA) to REL Northwest staff members conducting the study. The files of test results provided by ISDE also included demographic information.

### *Idaho Standards Achievement Tests*

**Idaho Standards Achievement Tests (ISAT)** are a series of multiple-choice tests in reading, mathematics, and language usage in grades 2–10. The ISAT was developed in alignment with Idaho content/ achievement standards and are offered in the fall and spring of each academic year. The ISAT became a required Idaho State assessment for every public school in 2002. Students' scores on the ISAT are grouped in the following four levels:

***ADVANCED: Exceeds standards.*** The student demonstrates thorough knowledge and mastery of skills that allow him/her to function independently above his/her current educational level.

***PROFICIENT: Meets standards.*** The student demonstrates mastery knowledge and skills that allow him/her to function independently on all major concepts and skills related to his/her educational level.

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<sup>2</sup> Tom Luna, Superintendent of Public Instruction; Senator John Goode, Chair, Senate Education Committee; and Representative Bob Nonini, Chair, House Education Committee.

***BASIC: Below standards.*** The student demonstrates basic knowledge and skill usage but cannot operate independently on concepts and skills related to his/her educational level. The student requires remediation and assistance to complete tasks without significant error.

***BELOW BASIC: Below Standards.*** The student demonstrates significant lack of skills and knowledge and is unable to complete basic skills or knowledge sets without significant remediation.

In our analysis we have coded “Advanced” as 4, “Proficient” as 3, “Basic” as 2, and “Below Basic” as 1.

### ***Direct Writing and Mathematics Assessments***

These assessments include the Direct Writing Assessment (DWA) required of all fifth-, seventh-, and eighth-graders and the Direct Mathematics Assessment (DMA) required of all fourth-, sixth-, and eighth-graders enrolled in public schools in Idaho.

The DWA was designed to test student skills in five traits of writing: ideas, organization, voice, word choice, and sentence fluency. The student paper in the DWA is scored by a group of language arts teachers from around the state using a four-point scoring rubric: 4 = Advanced Writing Ability, 3 = Proficient Writing Ability, 2 = Basic Writing Ability, and 1 = Below Basic Writing Ability.

The DMA was designed to test the student’s understanding of basic mathematics skills, understanding of the situation in the problem, communication skills associated with mathematics, and processing skills associated with finding the correct answer. The DMA is scored by a group of mathematics teachers from around the state using a four-point scoring rubric: 4 = Advanced Mathematics Ability, 3 = Proficient Mathematics Ability, 2 = Basic Mathematics Ability and 1 = Below Basic Mathematics Ability.

### ***Student Groups***

We have organized our data into three groups: charter schools, virtual charter schools, and other schools.

**Charter Schools** refers to the academic performance data collected from students enrolled in “brick and mortar” charter schools.

**Virtual Charter Schools** refers to the academic performance data collected from students enrolled in five Idaho virtual charter schools.



**Other Schools** refers to the academic performance data collected from public non-charter schools in the state, with the exception of the Idaho School for the Deaf and the Blind.

## DESCRIPTIVE ANALYSIS

The following sections of the report present our detailed descriptive analysis relating to:

- Overall trends in ISAT achievement
- Overall trends in Direct Assessment achievement
- Variability of achievement
- Demographic characteristics of virtual charter school students
- Achievement results from ISAT and Direct Assessment
- A matching study of 2009 ISAT and Direct Assessment data

More information on demographics of test participants is included in Appendix A. Percentage of test participants who were proficient on their ISAT and Direct Assessment scores is included in Appendix B. Appendix C includes student ISAT achievement scores on boxplots.

### *Overall Trends in ISAT Achievement*

Figure 1 on the next page shows that from 2004 through 2009 the percentage of students achieving proficiency on the ISAT was lower in virtual charter schools compared to other charter schools and to public noncharter schools (2007 reading is the exception). From 2004 through 2009, there were statistically significant differences in proficiency rates for virtual charter schools and noncharter schools in both math and language arts. In reading, the differences in proficiency rates were statistically significant in 2005, 2006, and 2009. In 2007 reading results reversed the pattern of lower proficiency rates for virtual charter schools; in that year the proficiency rate was higher in virtual charter schools compared to public noncharter schools and the difference was statistically significant.

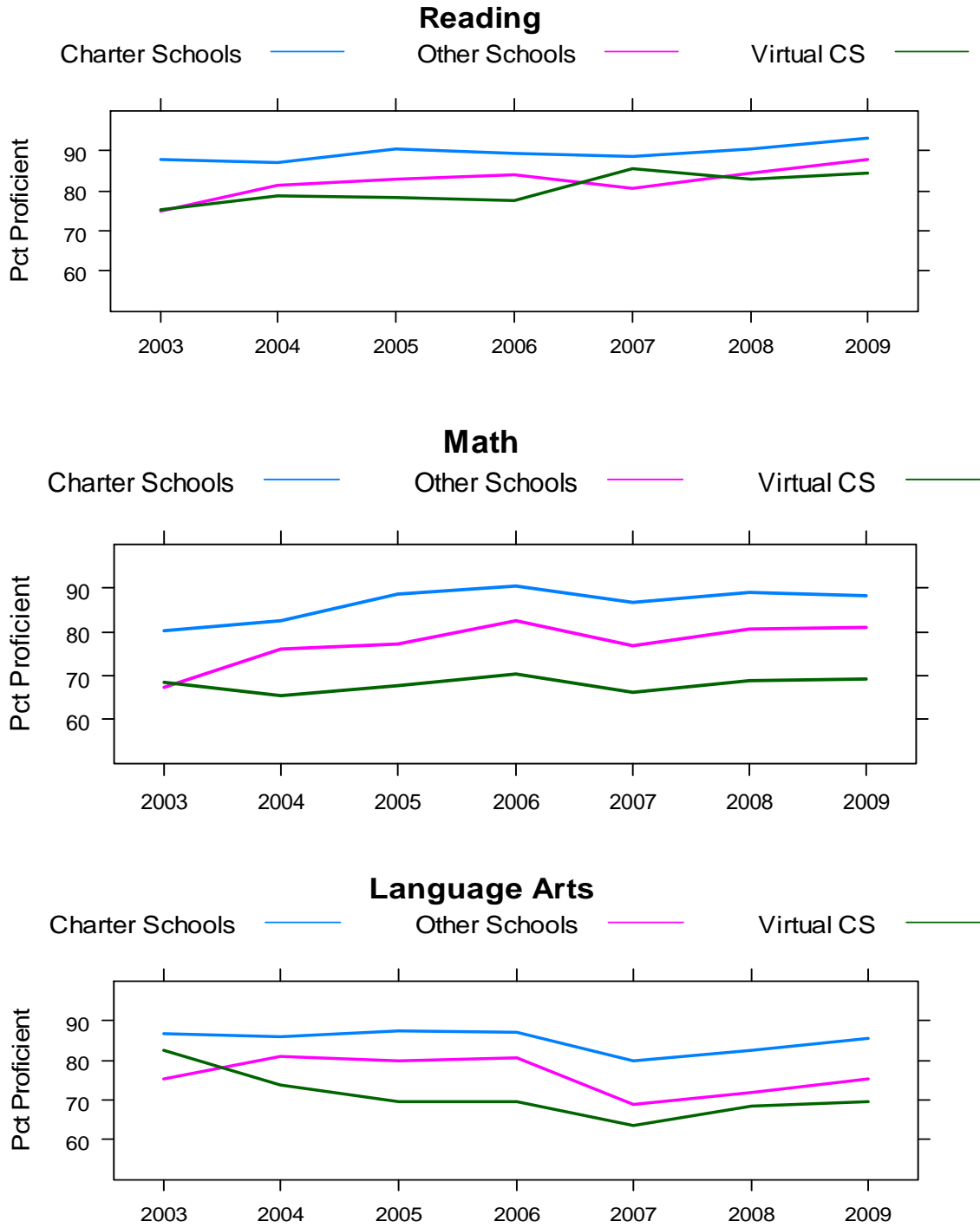


Figure 1. Overall Trends in ISAT Achievement in Reading, Math, and Language Arts

## Overall Trends in Direct Assessment Achievement

The following figure shows that students in virtual charter schools achieved proficiency on the Direct Assessment in both writing and math at lower rates than students in the other types of schools. The difference between proficiency rates in virtual charter schools and public noncharter schools was not statistically significant in 2004 in either math or writing. However, from 2005 through 2009 differences in proficiency rates for virtual charter schools and public noncharter schools were statistically significant in both subjects.

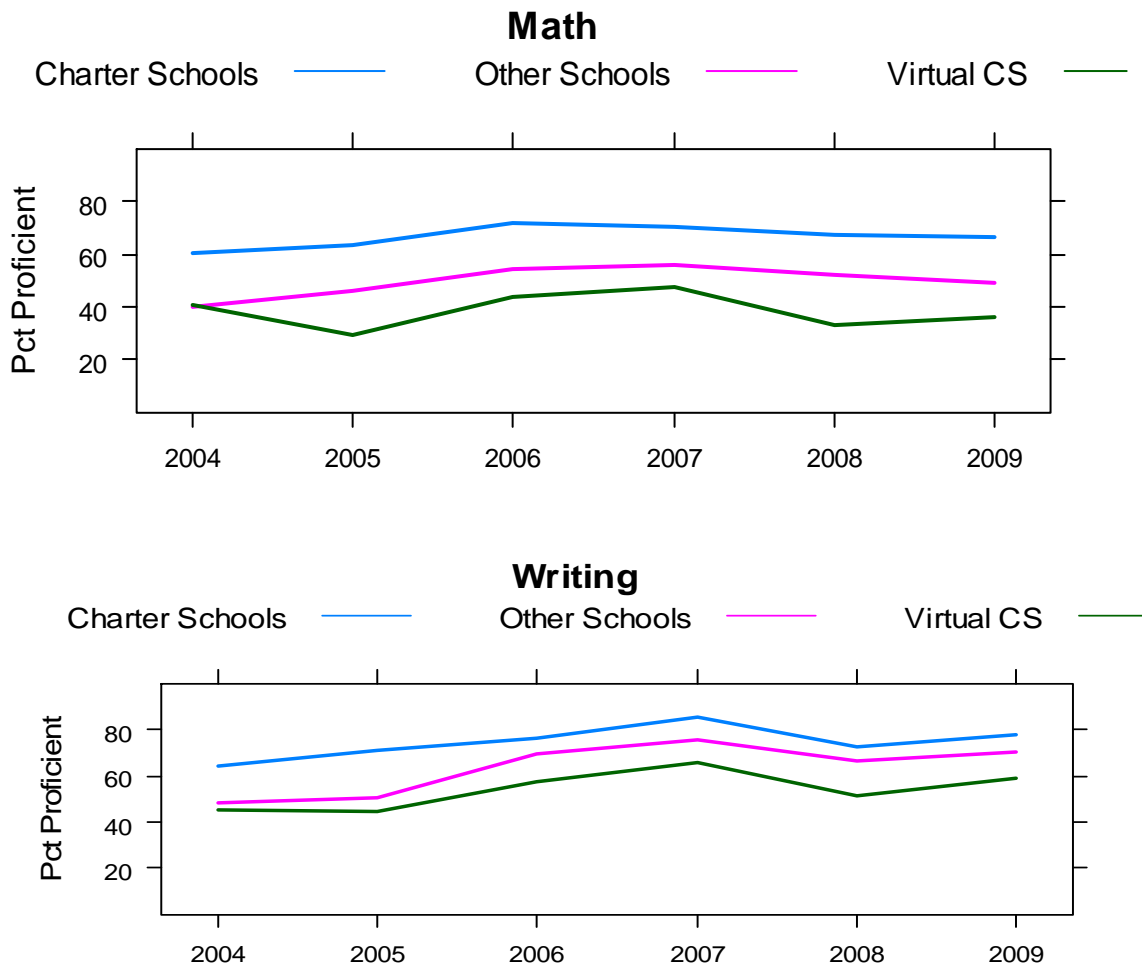


Figure 2. Overall Trends in Direct Assessment Achievement in Math and Writing

## *Variability of Achievement*

In addition to comparing levels of student achievement in virtual charter schools and other schools, the study also compared the variability of achievement. Table 1 on the next page shows the standard deviations of ISAT scale scores for students in virtual charter schools and students in public noncharter schools, together with the results of statistical tests of the equality of the variances. After 2003, reading and language arts scale scores tended to be more variable within virtual charter schools compared to public noncharter schools. In math, however, scores for students in virtual charter schools tended to be less variable than scores for students in public noncharter schools.

**Table 1. Variability of ISAT Scale Scores  
in Virtual Charter Schools and Public Noncharter Schools**

<b>Reading</b>						
	<b>Standard Deviation</b>		<b>N</b>			
	<b>VCS</b>	<b>PNCS</b>	<b>VCS</b>	<b>PNCS</b>	<b>Var Ratio<sup>3</sup></b>	<b>P-value</b>
2003	11.34	13.68	121	36433	0.69	0.007
2004	13.84	14.06	558	86963	0.97	0.604
2005	14.45	13.35	1286	123252	1.17	0.000
2006	14.90	14.01	1515	123798	1.13	0.001
2007	14.73	14.37	1786	123839	1.05	0.141
2008	15.45	14.46	1766	127823	1.14	0.000
2009	15.81	14.30	1851	128917	1.22	0.000
<b>Math</b>						
	<b>Standard Deviation</b>		<b>N</b>			
	<b>VCS</b>	<b>PNCS</b>	<b>VCS</b>	<b>PNCS</b>	<b>Var Ratio</b>	<b>P-value</b>
2003	11.26	16.19	127	36468	0.48	0.000
2004	16.32	19.24	563	87123	0.72	0.000
2005	16.23	17.31	1293	123388	0.88	0.002
2006	16.13	16.78	1511	123960	0.92	0.032
2007	17.63	17.98	1787	123976	0.96	0.248
2008	17.60	18.51	1758	127951	0.90	0.004
2009	18.82	18.29	1850	129069	1.06	0.079
<b>Language Arts</b>						
	<b>Standard Deviation</b>		<b>N</b>			
	<b>VCS</b>	<b>PNCS</b>	<b>VCS</b>	<b>PNCS</b>	<b>Var Ratio</b>	<b>P-value</b>
2003	10.18	12.02	125	36211	0.72	0.015
2004	13.88	12.77	565	87025	1.18	0.004
2007	14.20	13.12	1775	123855	1.17	0.000
2008	15.67	14.53	1756	127820	1.16	0.000
2009	15.30	14.17	1850	128905	1.17	0.000

Virtual charter schools serve a population of students with somewhat different characteristics than students in public noncharter schools. In order to facilitate an “apples-to-apples” comparison of achievement and achievement variability in virtual charter schools and public noncharter schools, a comparison group was created with students from public noncharter schools with characteristics matching students in virtual charter schools. On all three ISAT subjects and both Direct Assessment subjects, the

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<sup>3</sup> Variance of scores for virtual charter schools divided by the variance of scores for public non-charter schools. Variance ratios greater than one indicate larger variance in scores for virtual charter schools; ratios less than one indicate smaller variance in scores for virtual charter schools. The ratio of variances is distributed as F, with numerator degrees of freedom equal to the sample size for virtual charter schools minus 1 and the denominator degrees of freedom equal to the sample size for public noncharter schools minus 1. The p-value is the result of the F test for equality of variances.

percentage of students achieving proficiency was higher in the comparison group than in the virtual charter schools. The difference was highly statistically significant for all subtests on both assessments. In addition, reading and language arts scale scores were significantly more variable for students in virtual charter schools than for students in the comparison group.

### *Demographic Characteristics of Virtual Charter School Students*

The study first examined whether students in virtual charter schools who participated in the statewide assessment were similar to students in public noncharter schools in gender, ethnicity, ELL status, and special education status.

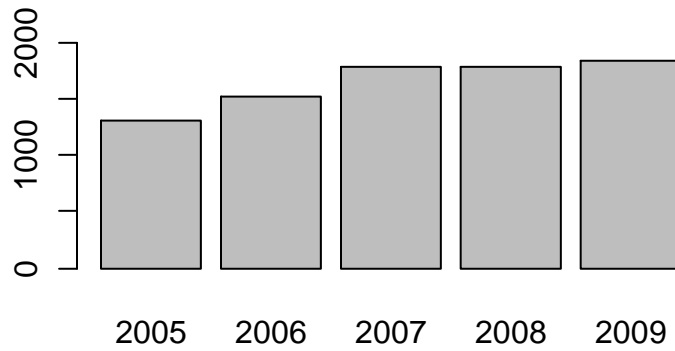
It is important to clarify at the outset that this study does not supply a precise description of the characteristics of all the students enrolled in virtual charter schools and other Idaho schools. There are two related reasons for this. First, the demographic data analyzed in the study came from files of state assessment results, not from files of student enrollment. The ISAT and Direct Assessment are given in grades 3–10. As a result, the study does not report demographic statistics for students in grades K–2 and 11–12. Second, to be consistent with presentation of assessment results in the following section, demographic statistics are based on students with “full year” status.

This section reports demographic statistics for the population of students in grades 3, 4, 5, 6, 7, 8, and 10 participating in ISAT. Separate demographic results for students participating in the Direct Assessment are reported in the appendix A. Table 2 shows the increase in students participating in ISAT since 2003. Note that ISAT was administered in grades 3–8 and 10 beginning in 2005.

**Table 2. Number of Students Participating in ISAT**

	2003	2004	2005	2006	2007	2008	2009
VCS	139	566	1312	1528	1793	1783	1836
OCS	444	875	1853	2828	3381	3839	4314
Other	54017	87504	124498	125207	125180	129209	130367

Figure 3 shows that the number of students participating in ISAT who attended virtual charter schools increased substantially from 2005 through 2007, but since 2007 the increase has been modest.



**Figure 3. Participation in ISAT by Students in Virtual Charter Schools Since 2005**

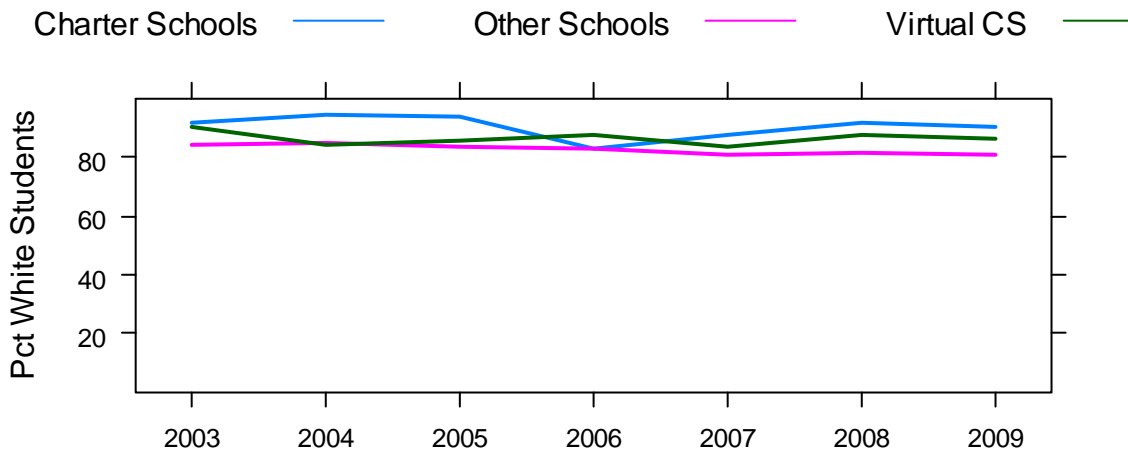


The following table summarizes the number of students participating in ISAT at each grade level over time.

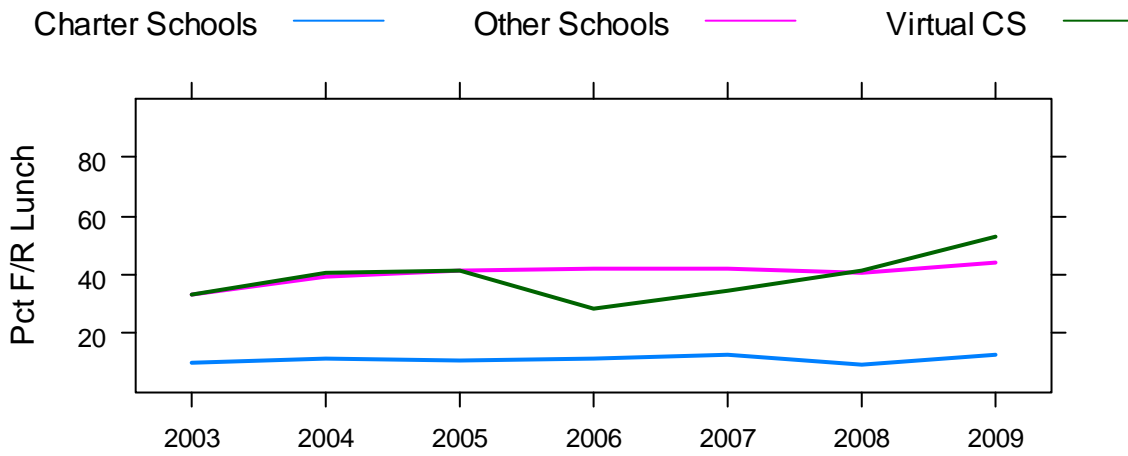
**Table 3. Number of Students at Each Grade Participating in ISAT**

	2003	2004	2005	2006	2007	2008	2009
3	VCS	187	238	251	276	256	267
	OCS	145	282	421	494	595	608
	Other	16742	17568	17506	17982	19117	19096
		17074	18088	18178	18752	19968	19971
4	VCS	127	189	200	253	289	279
	OCS	136	152	260	441	514	658
	Other	18082	16950	17225	17851	17805	18524
	18345	17291	17685	18545	18608	19368	20153
5	VCS		195	242	277	284	269
	OCS		242	402	534	578	642
	Other		17509	17575	18108	18214	18658
		17946	18219	18919	19076	19569	
6	VCS		205	223	280	281	270
	OCS		295	444	597	723	796
	Other		17787	17810	17630	18521	18151
		18287	18477	18507	19525	19217	
7	VCS		166	214	237	267	271
	OCS		197	342	463	530	698
	Other		18220	18369	18117	17917	18311
		18583	18925	18817	18714	19190	19624
8	VCS		15	204	255	266	303
	OCS	166	177	221	422	484	584
	Other	18742	18327	18434	18484	18075	18340
	18908	18519	18859	19161	18825	19118	19200
10	VCS	12	9	56	67	138	212
	OCS	142	204	211	235	228	328
	Other	17193	17265	17607	17864	17663	18182
	17347	17478	17874	18166	18029	18586	18818

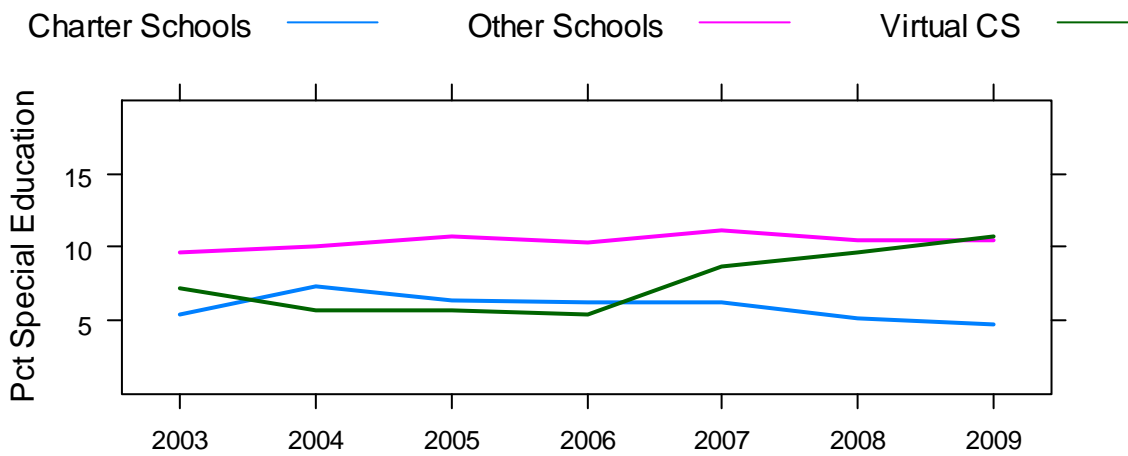
Figures 4– 9 show the demographic characteristics of students in charter schools, virtual charter schools, and other public schools who participated in state assessments.



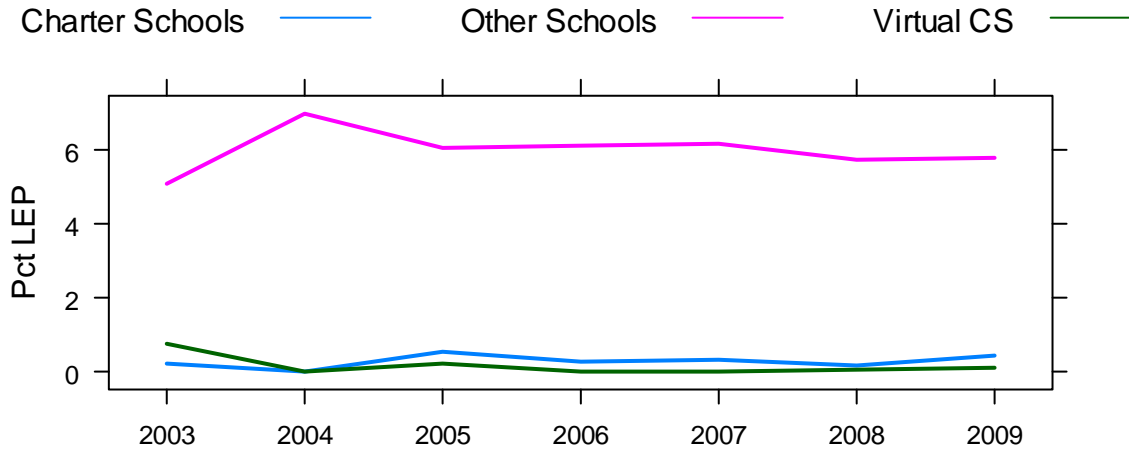
**Figure 4. Percentage of Students Who Are White**



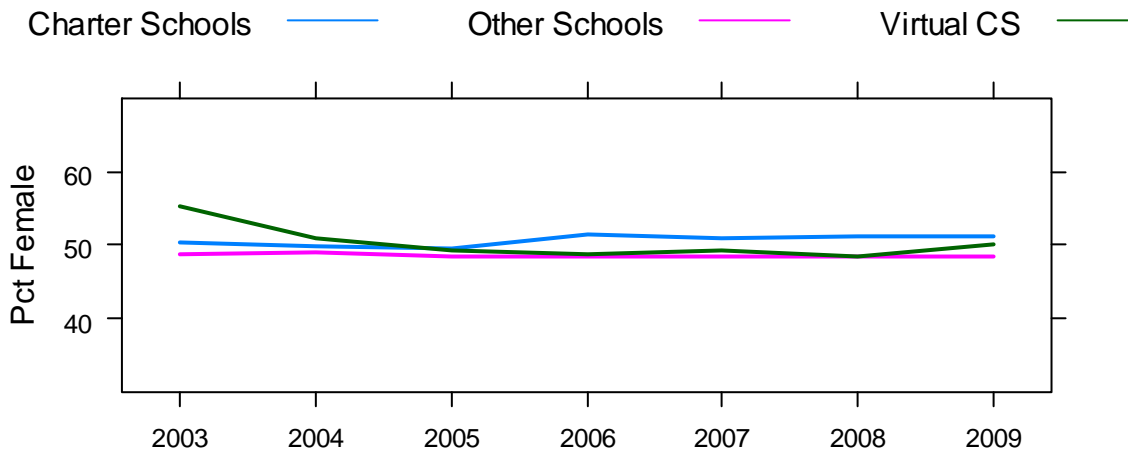
**Figure 5. Percentage of Students Eligible for Free or Reduced-Price Lunch**



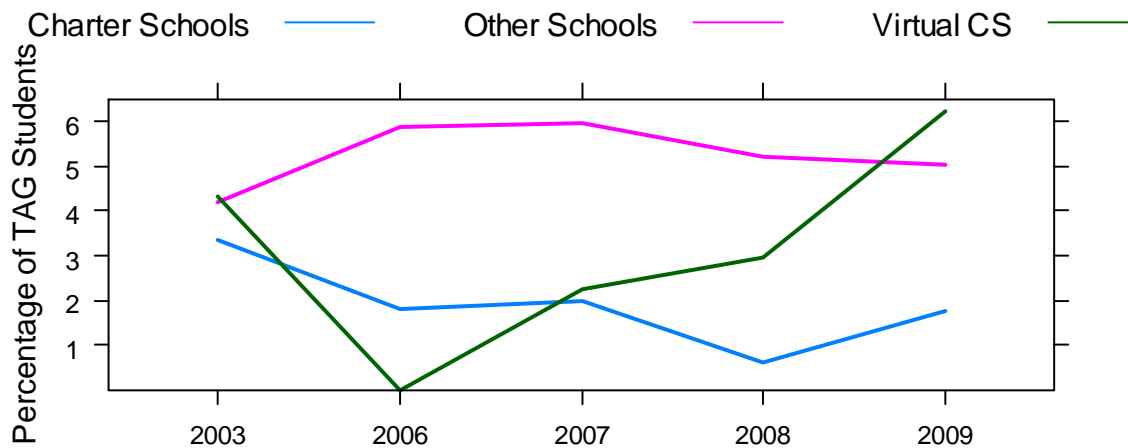
**Figure 6. Percentage of Students Eligible for Special Education**



**Figure 7. Percentage of Students Who Are Limited English Proficient**



**Figure 8. Percentage of Students Who Are Female**



**Figure 9. Percentage of Students Who Are TAG (data missing for 2004 & 2005)**

The demographic characteristics of students in virtual charter schools participating in ISAT are summarized as follows:

- A large majority of students in Idaho schools are white. Since 2005, virtual charter schools have enrolled a slightly larger proportion of white students than do public noncharter schools.
- Through 2005, virtual charter schools and public noncharter schools enrolled very similar proportions of students eligible for the free or reduced-price lunch program (FRL). In 2006 and 2007 virtual charter schools enrolled a lower percentage of students eligible for FRL than public noncharter schools. In 2008 virtual charter schools and public noncharter schools enrolled very similar percentages of students eligible for FRL; in 2009 the percentage of students eligible for FRL was higher in virtual charter schools than in public noncharter schools.
- In 2004, 2005, and 2005, the proportion of students eligible for special education was approximately twice as large in public noncharter schools than in virtual charter schools. The gap has narrowed since 2007, and in 2009 the proportions of students eligible for special education were very similar in virtual charter schools and public noncharter schools.
- The percentage of students in Idaho schools with limited proficiency in English (LEP) participating in state assessment is not large (less than 7%). However, the proportions of LEP students in public noncharter schools are significantly larger than the proportions of LEP students in virtual charter schools.

- Since 2005 the proportions of males and females is very similar in virtual charter schools and in public noncharter schools.

Additional results concerning participation in ISAT and Direct Assessment are presented in the Appendix B.

### *Achievement Results from ISAT and Direct Assessment*

This section compares the achievement of students in virtual charter schools with the achievement of students in noncharter public schools on the Idaho statewide assessment. The study analyzed results from the Idaho Academic Standards Test (ISAT) and the Direct Assessment in writing and math (DAW/DWM).

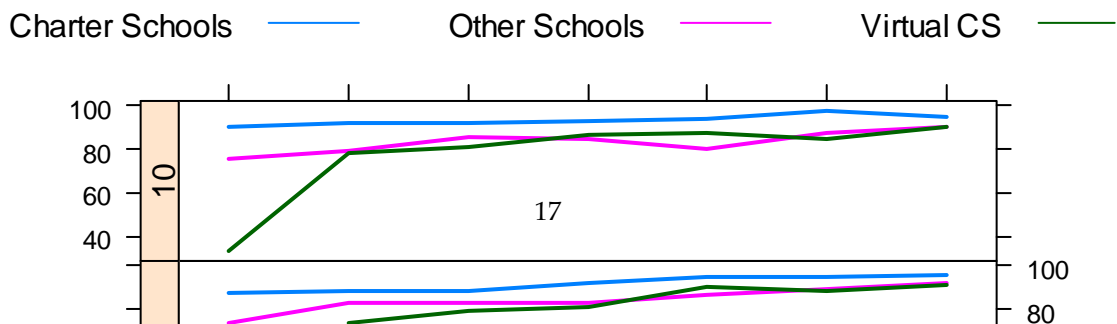
The ISAT was designed in alignment with Idaho Academic Standards and covers reading, math, and language arts. ISAT is administered annually to students in grades 3, 4, 5, 6, 7, 8, and 10. DAW is administered annually to students in grades 5, 7, and 9. DAM is administered annually to students in grades 4, 6, and 8.

Students' achievement in the subjects tested on ISAT and DAM/DAW is reported in four levels: "Below Basic," "Basic," "Proficient," and "Advanced." In addition, ISAT results include scale scores for reading, mathematics, and language arts.

The study examined both the level and the variability of students' achievement in the different types of schools. Level of achievement was indexed in two ways: first, the percentage of students in the Proficient and Advanced categories on ISAT and DAM/DAW, and second, mean ISAT scale scores. Indicators of the variability of students' achievement were the percentage of students in each of the achievement levels on ISAT and DAM/DAW and the variance of the ISAT scale scores. Patterns in the level and variability of student achievement in virtual charter schools and in noncharter public schools are reported for the tests, subjects, and years. Students' gender, grade level, ELL status, Title I status, and special education status were included in the analyses.

ISAT results are reported for the population of students with “full-year” status. Figures 10–12 show the percentages of students achieving proficiency on ISAT for each subject and grade. The percentages of students in the subgroups achieving proficiency are presented in the Appendix. The achievement patterns in figures 10 to 12 may be summarized as follows:

- Students in virtual charter schools generally achieve proficiency in reading and language arts at lower rates than students in noncharter public schools.
- Students in virtual charter schools consistently achieve proficiency in mathematics at lower rates than students in noncharter public schools.
- Students in charter schools generally achieve proficiency at higher rates in all subjects than students in virtual charter schools and noncharter public schools.



**Figure 10. Percentage of Students Proficient on ISAT Reading**

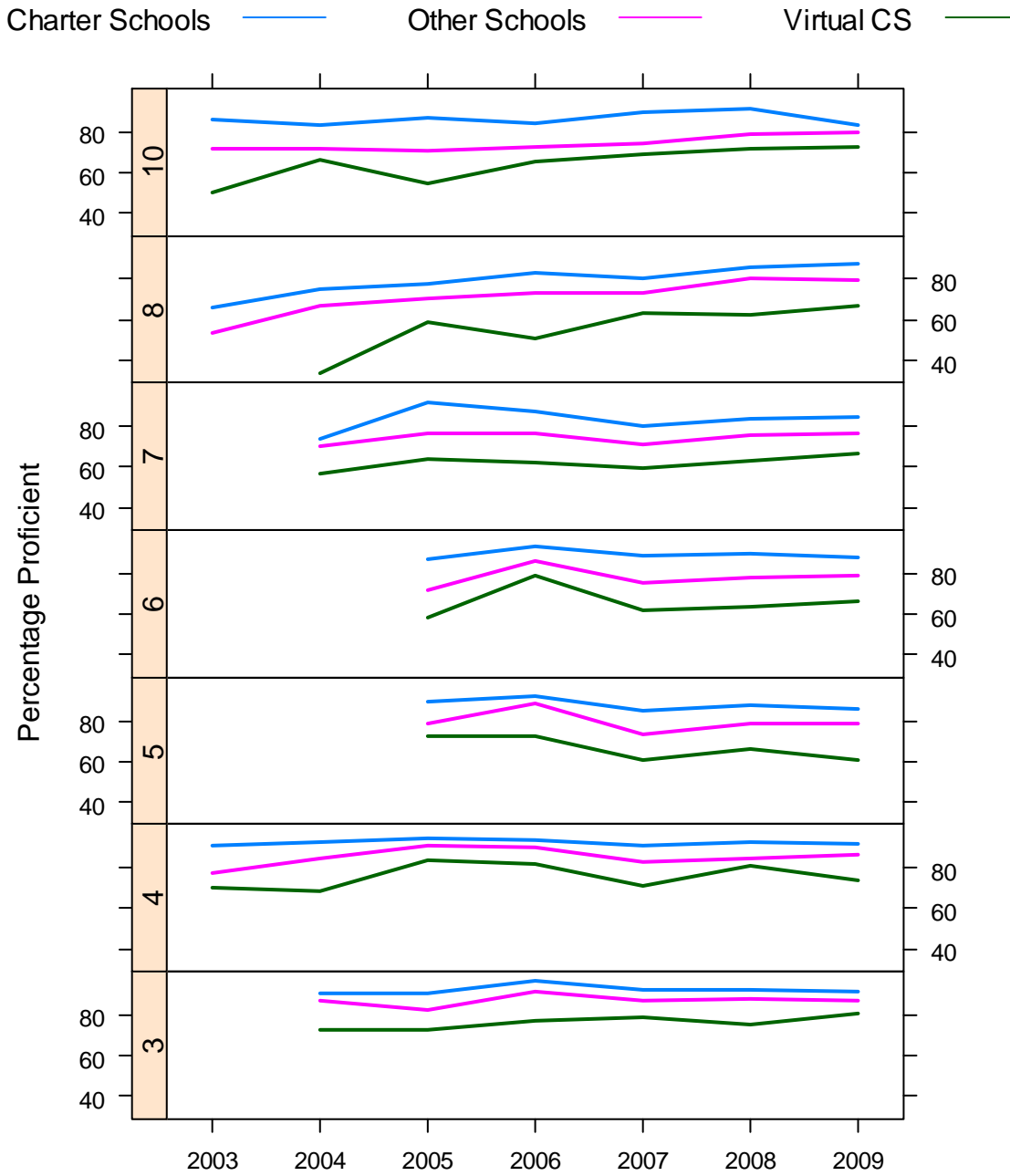
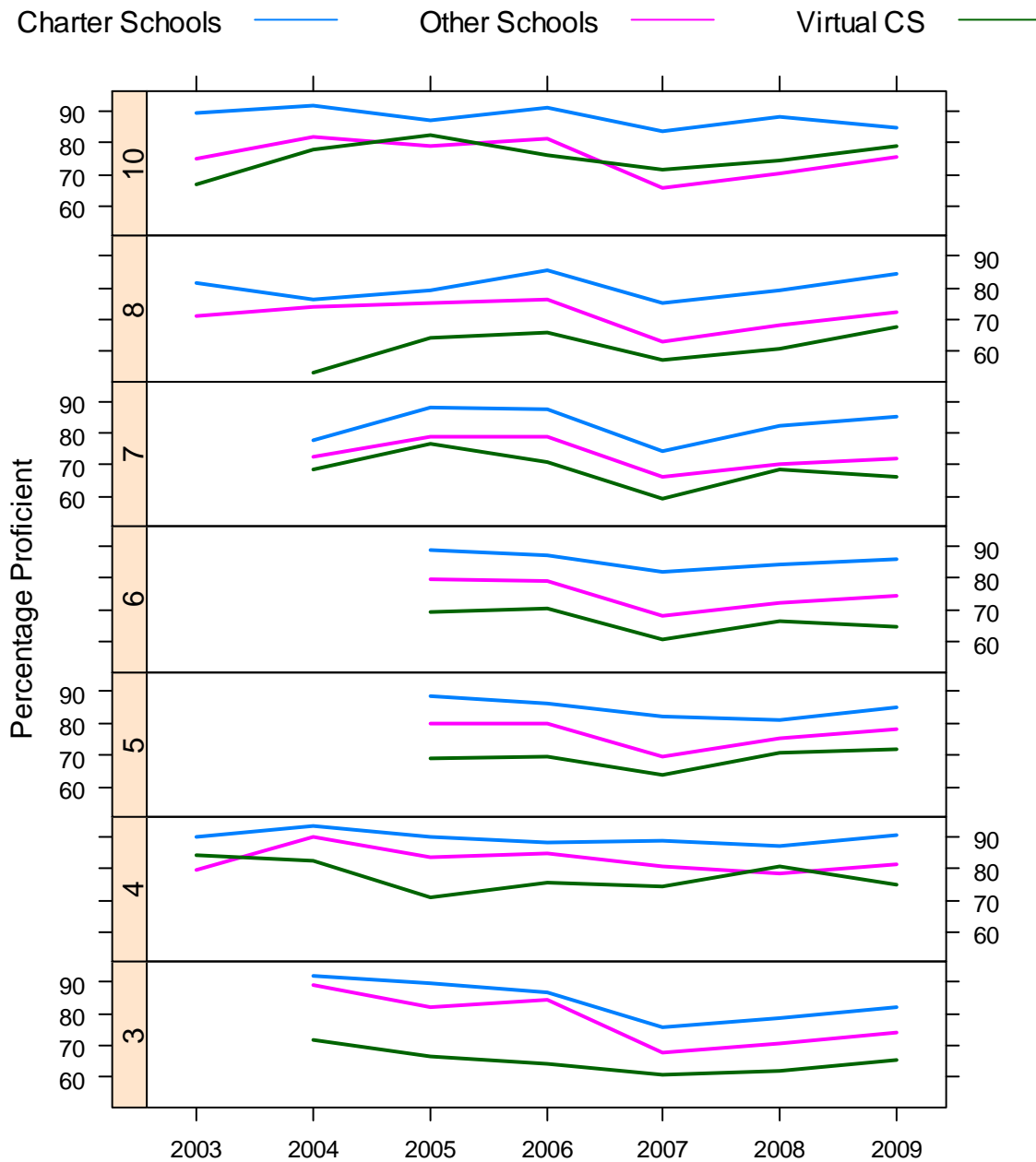


Figure 11. Overall Percentage Proficient on ISAT Math





**Figure 12. Overall Percentage Proficient on ISAT Language Arts**

Figures 13–14 show the percentages of students achieving proficiency on the Direct Assessment in mathematics and writing. The figures show that students in virtual charter schools generally achieved proficiency at lower rates than students in non-charter public schools. Similar to the results of the ISAT, students in charter schools achieved proficiency at higher rates on the Direct Assessment compared to students in virtual charter schools and noncharter public schools.

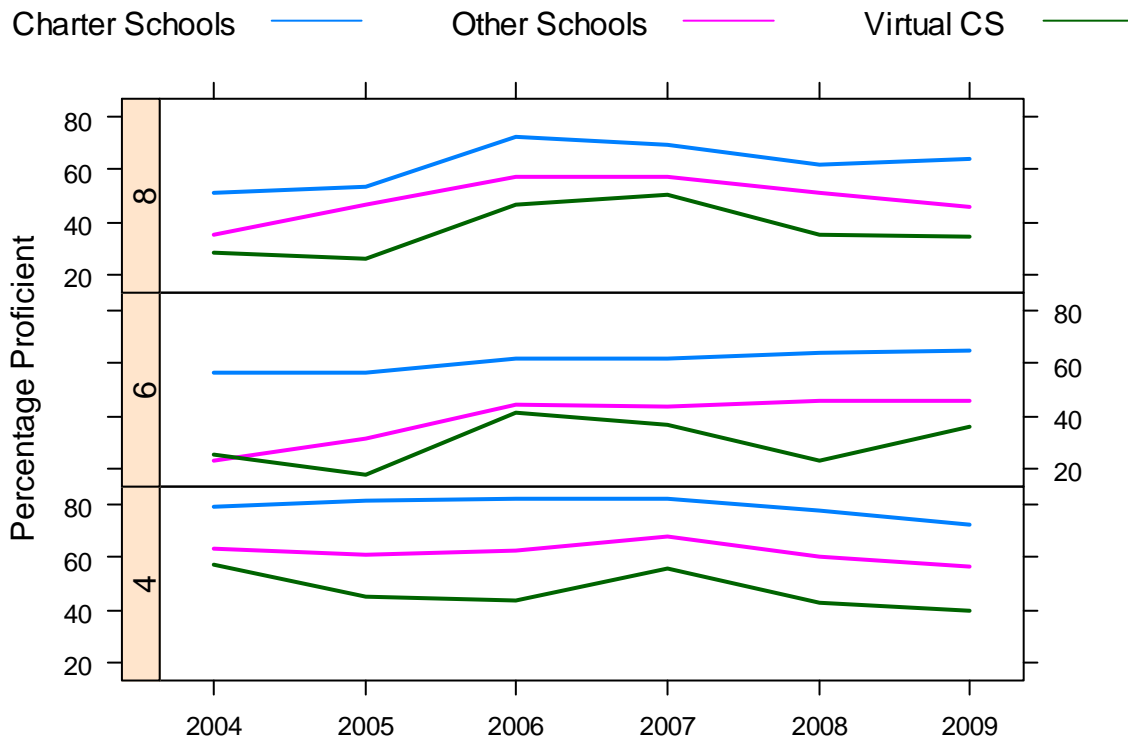


Figure 13. Percentage of Students Proficient on Direct Assessment Math

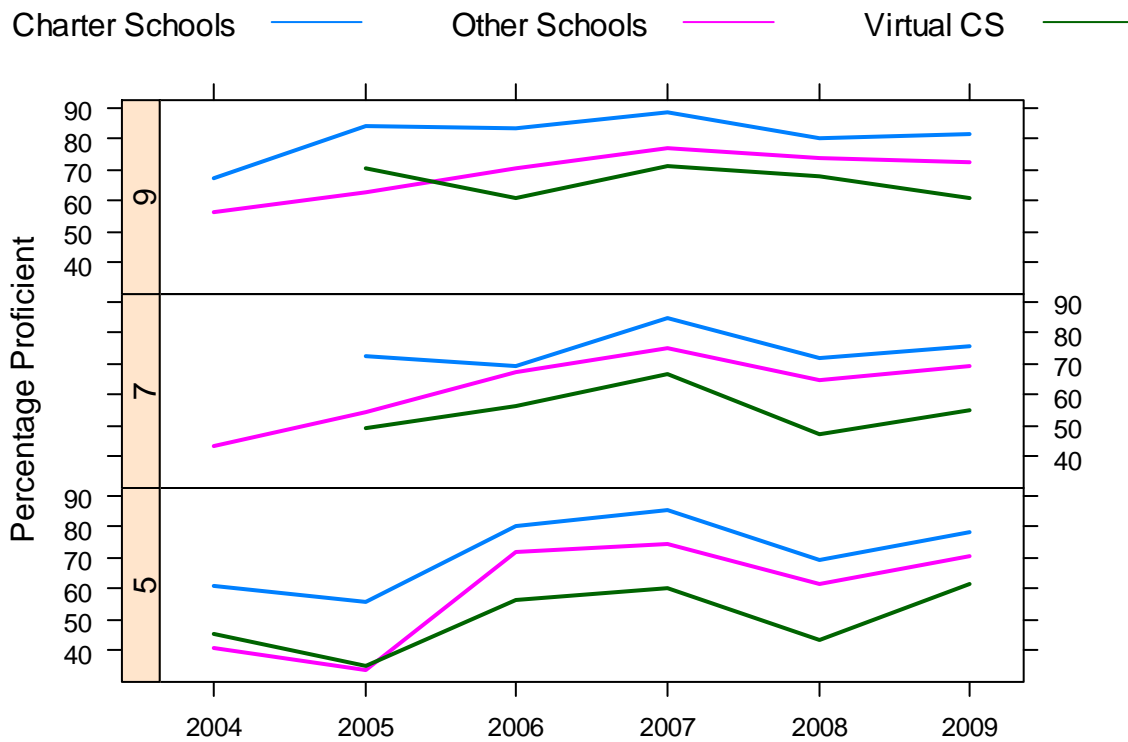
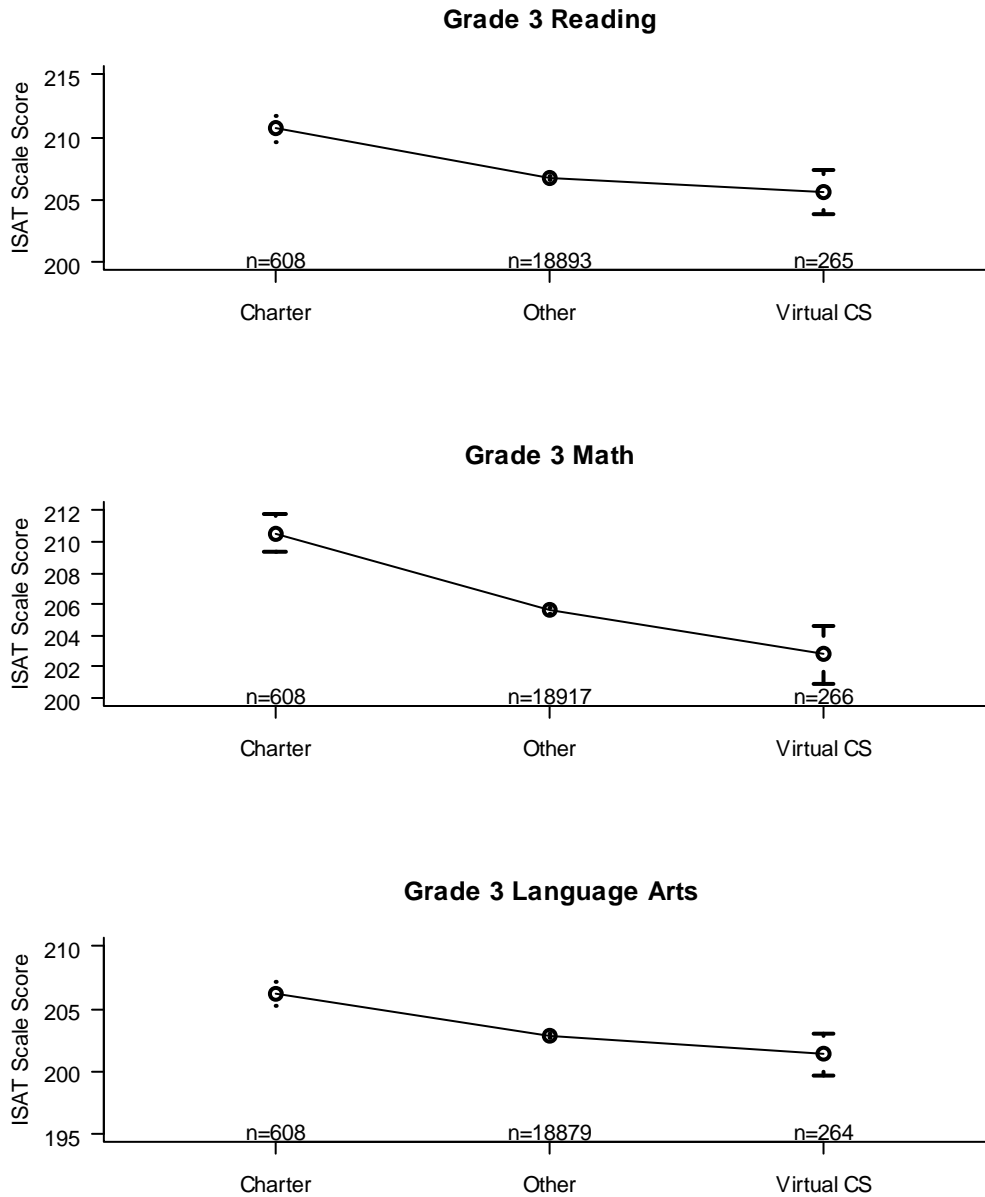
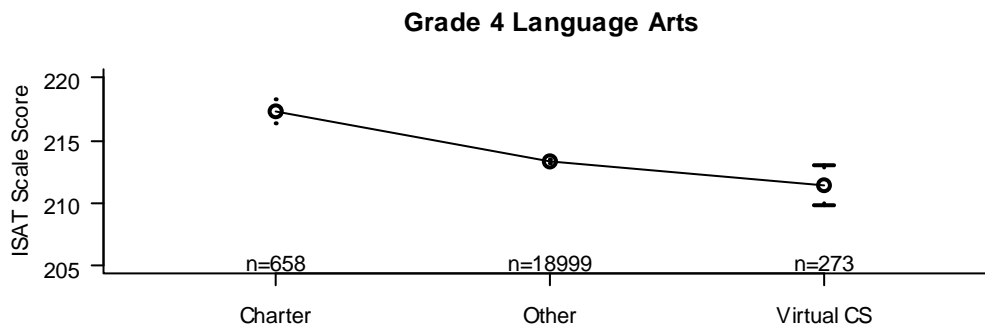
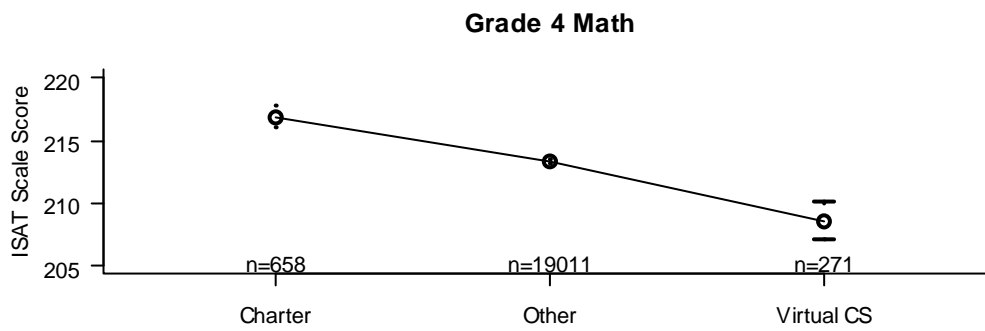
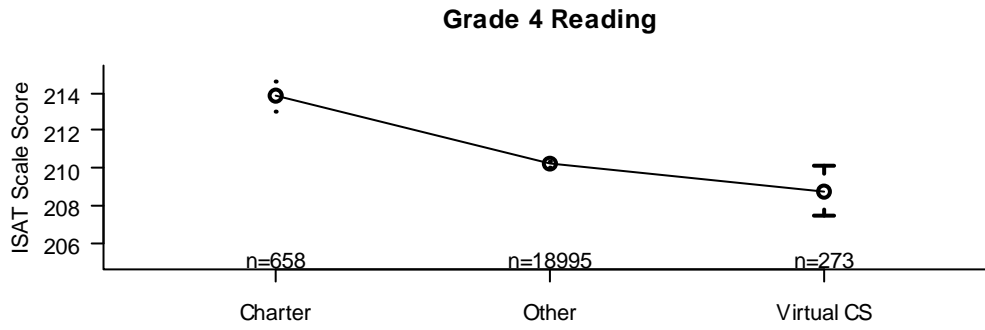


Figure 14. Overall Percentage Proficient on Direct Assessment Writing

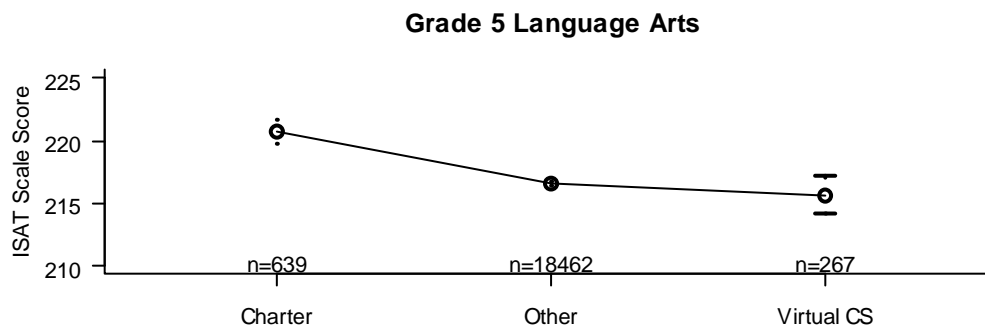
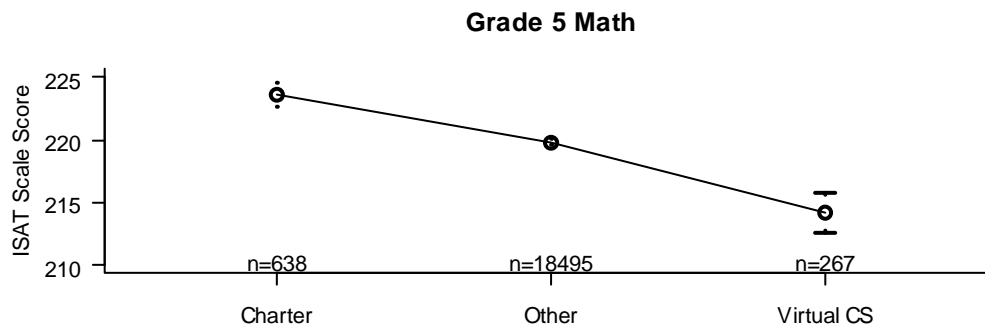
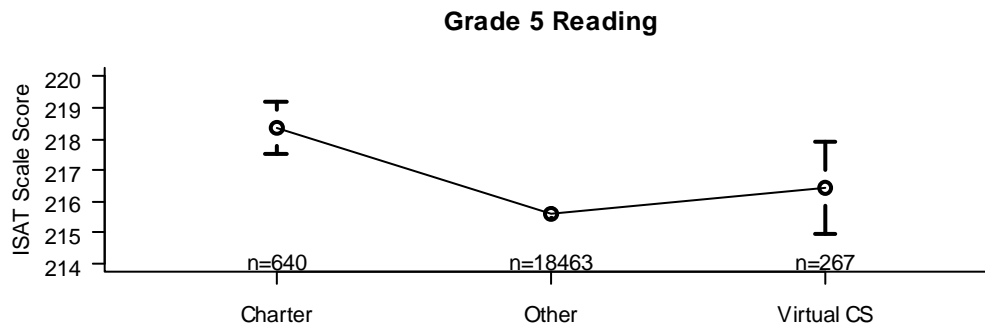
Figures 15–21 show 2009 ISAT scale score means and 95 percent confidence intervals. The confidence intervals around the means for virtual charter schools are larger than the confidence intervals for the other kinds of schools because means estimated from fewer observations are estimated with less precision than means estimated from more observations.



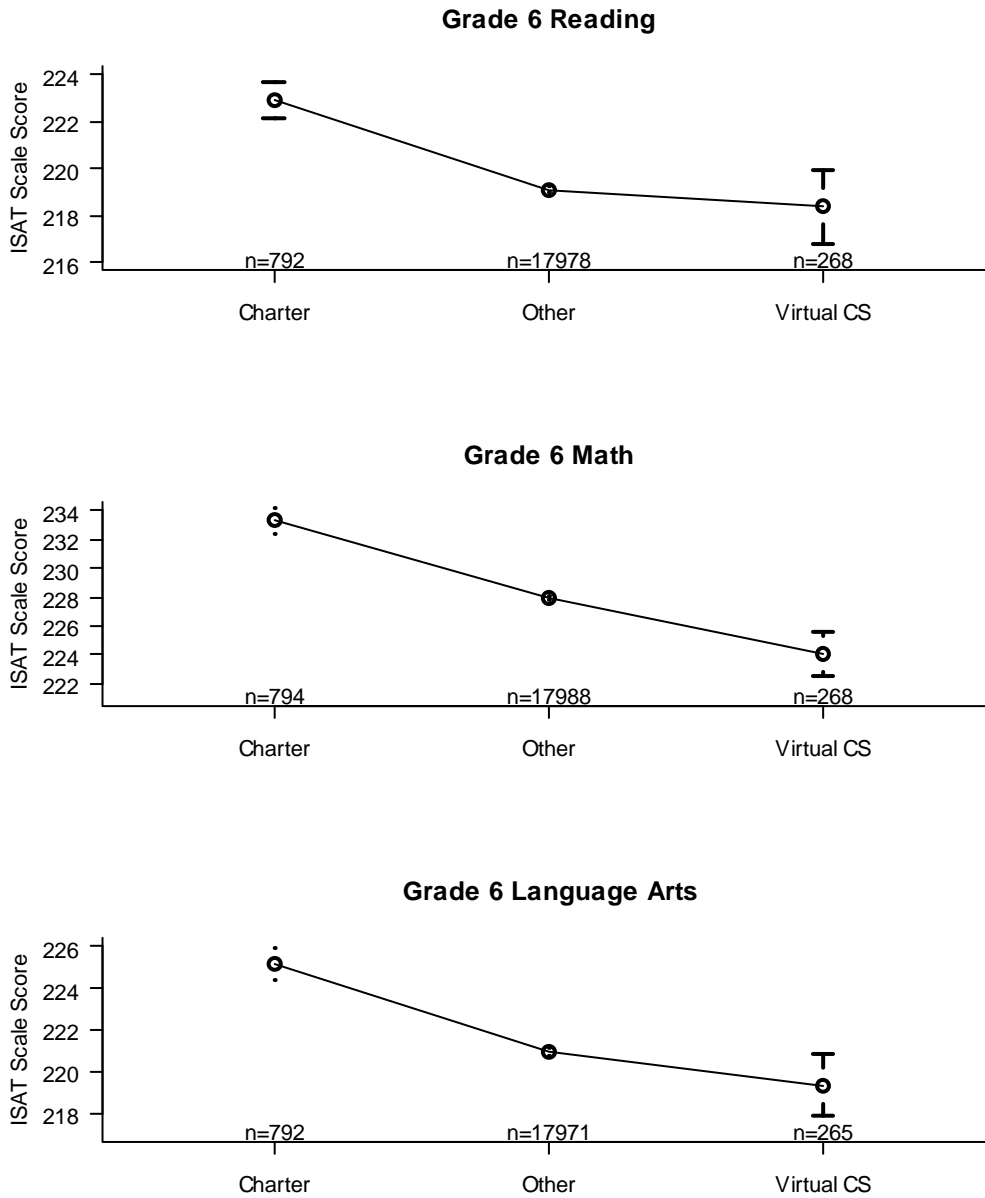
**Figure 15. Grade 3 2009 ISAT Scale Score Means and 95% Confidence Intervals**



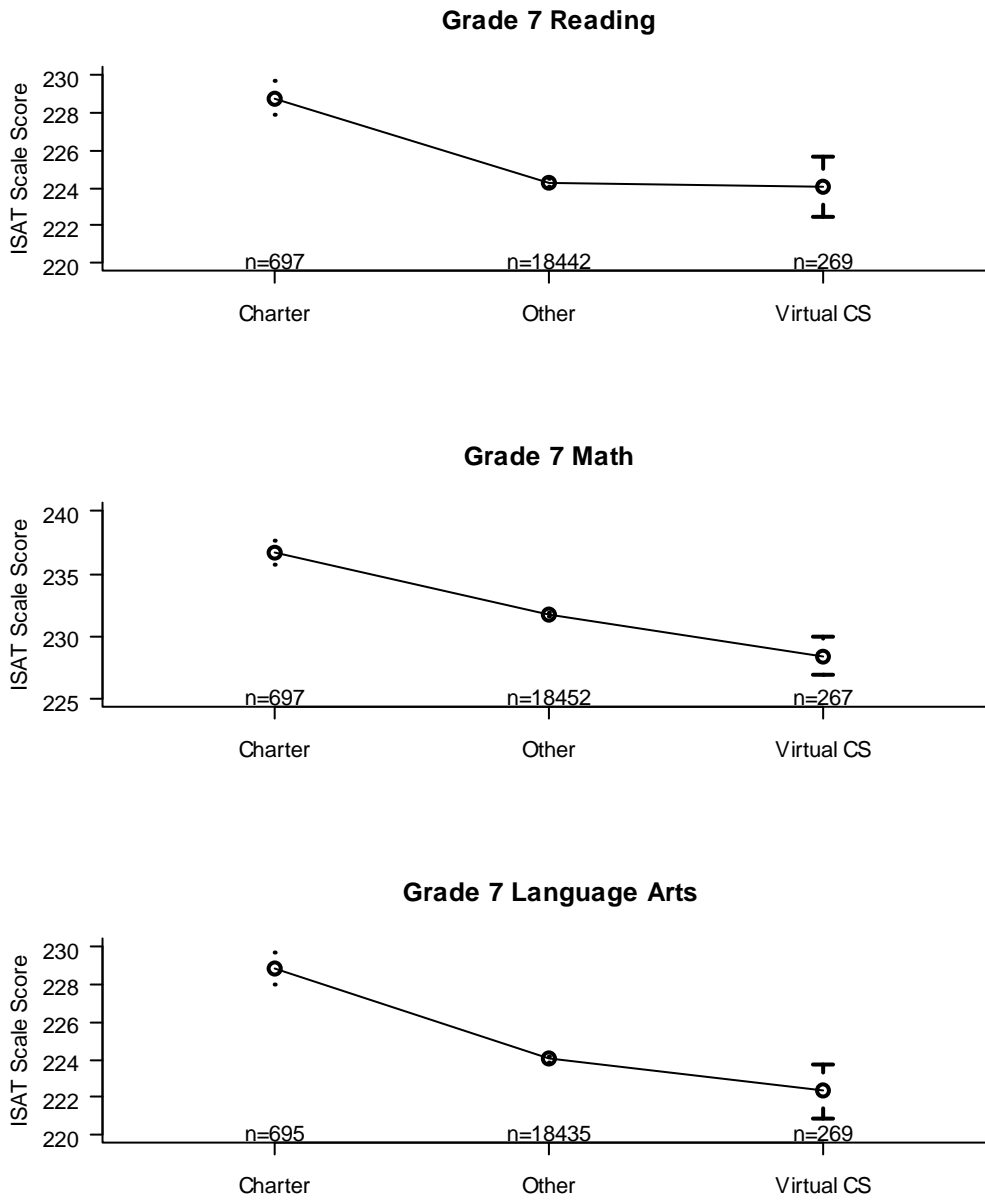
**Figure 16. Grade 4 2009 ISAT Scale Score Means and 95% Confidence Intervals**



**Figure 17. Grade 5 2009 ISAT Scale Score Means and 95% Confidence Intervals**



**Figure 18. Grade 6 2009 ISAT Scale Score Means and 95% Confidence Intervals**



**Figure 19. Grade 7 2009 ISAT Scale Score Means and 95% Confidence Intervals**

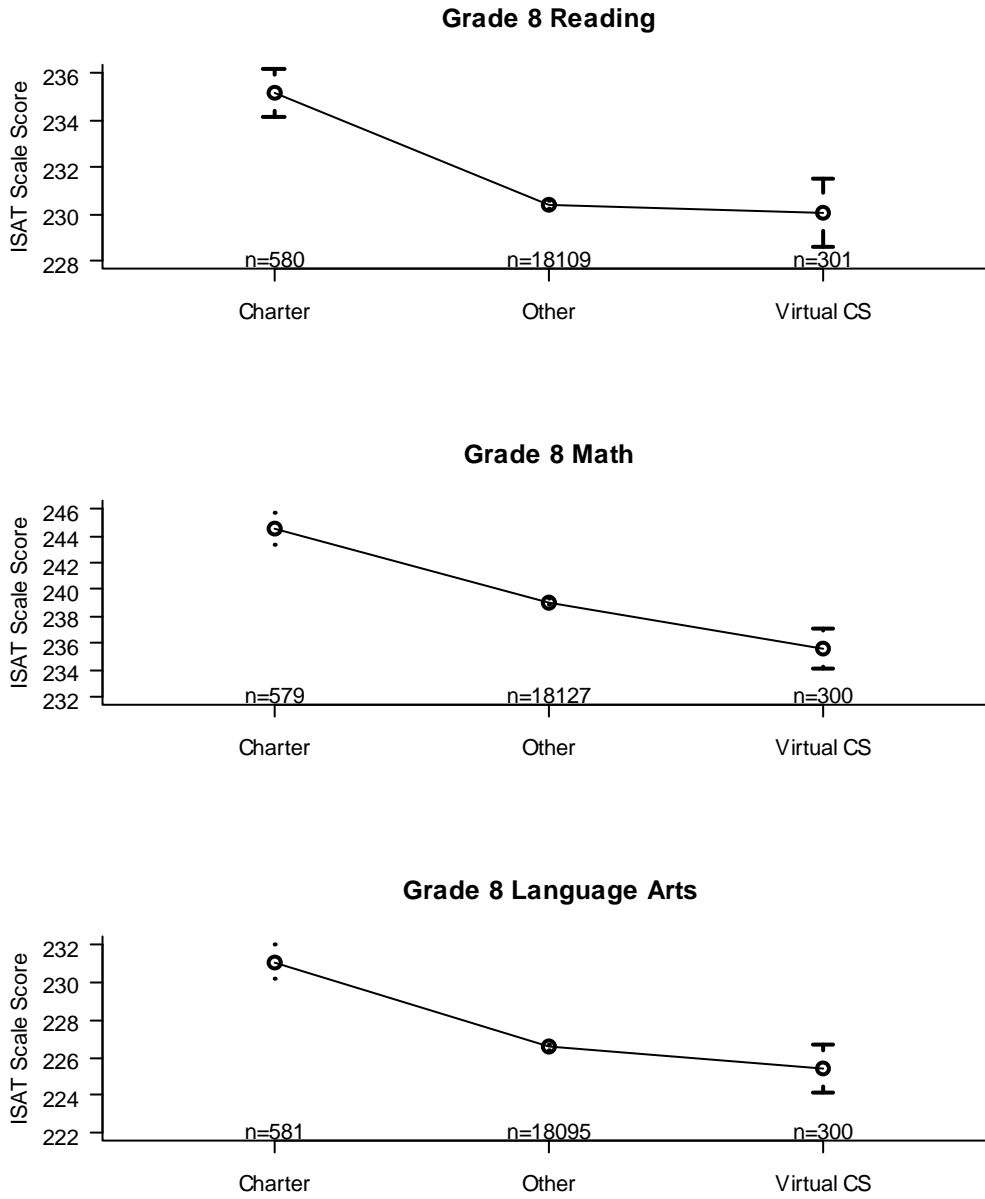
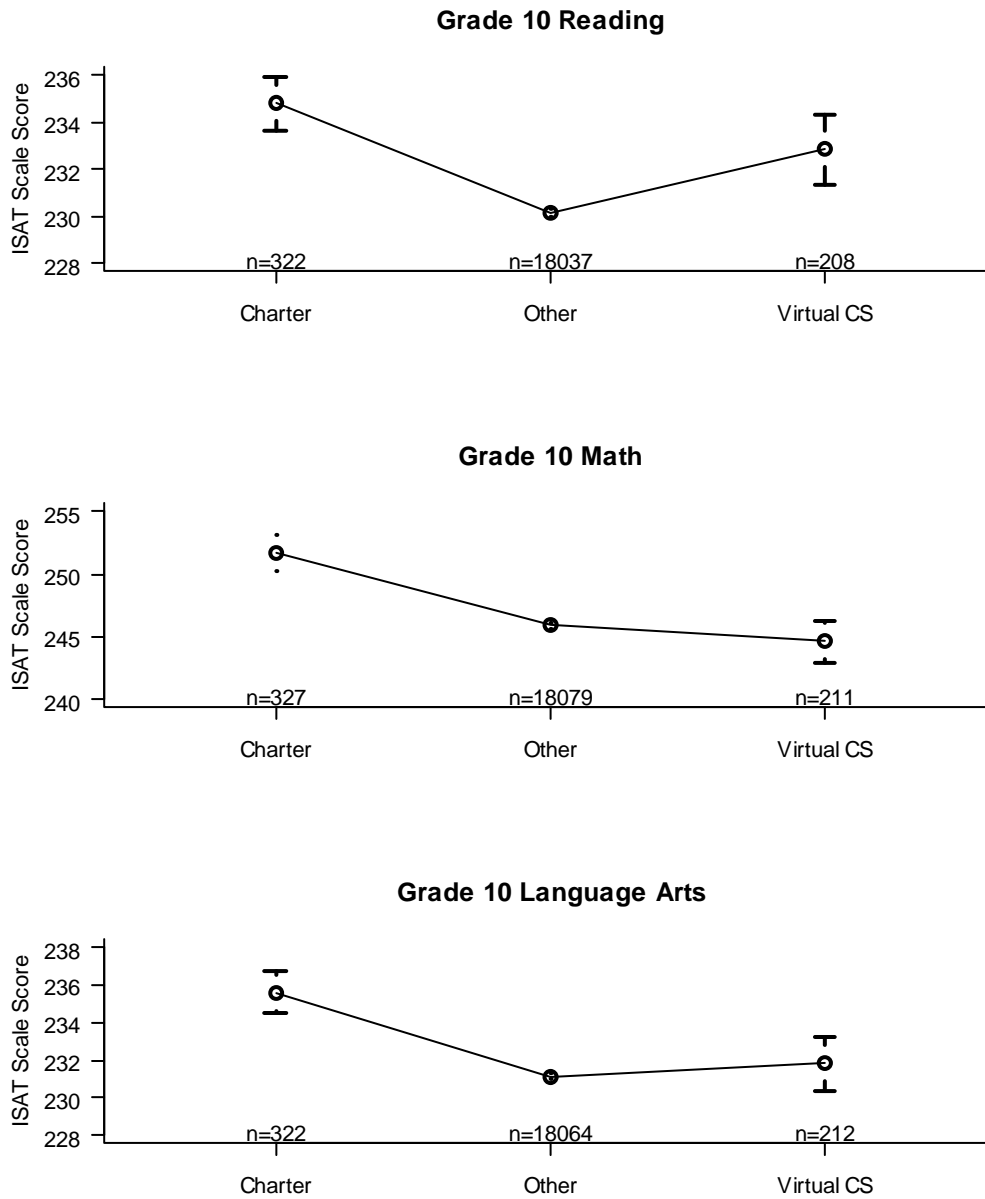


Figure 20. Grade 8 2009 ISAT Scale Score Means and 95% Confidence Intervals





**Figure 21. Grade 10 2009 ISAT Scale Score Means and 95% Confidence Intervals**

Results in figures 15–21 above are summarized as follows:

- With the exception of grade 5 reading, and reading and mathematics at grade 10, students in virtual charter schools have lower average achievement than students in noncharter public schools. Differences tend to be larger in mathematics than in reading or language arts.
- Students in charter schools tend to have higher average levels of achievement than students in the other types of schools.

Tables 4–6 in next few pages show the percentages of students at each ISAT achievement level.

**Table 4. Percentage of Students at Each ISAT Achievement Level in Reading**

		2003				2004				2005			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS					5%	10%	27%	58%	12%	10%	32%	46%
	OCS					1%	9%	21%	69%	3%	6%	23%	67%
	Other					3%	9%	30%	58%	4%	11%	33%	52%
4	VCS	5%	16%	37%	42%	6%	17%	33%	44%	6%	16%	35%	43%
	OCS	4%	9%	28%	58%	2%	9%	24%	65%	2%	7%	36%	56%
	Other	6%	19%	36%	39%	4%	13%	37%	46%	3%	10%	42%	45%
5	VCS									9%	15%	33%	43%
	OCS									5%	8%	33%	54%
	Other									7%	17%	44%	33%
6	VCS									4%	17%	47%	32%
	OCS									1%	7%	42%	49%
	Other									5%	13%	49%	32%
7	VCS					9%	16%	38%	37%	5%	15%	40%	40%
	OCS					5%	17%	39%	40%	2%	7%	35%	56%
	Other					7%	18%	44%	31%	5%	14%	46%	35%
8	VCS					7%	20%	53%	20%	9%	12%	32%	47%
	OCS	2%	11%	40%	48%	2%	10%	35%	53%	3%	9%	36%	52%
	Other	6%	20%	40%	34%	5%	13%	44%	38%	5%	12%	42%	41%
10	VCS	0%	67%	17%	17%	11%	11%	67%	11%	0%	19%	52%	29%
	OCS	2%	8%	39%	51%	2%	6%	31%	61%	1%	7%	37%	55%
	Other	6%	19%	48%	28%	7%	14%	41%	37%	3%	11%	47%	38%

**Table 4. Percentage of Students at Each ISAT Achievement Level in Reading (continued)**

		2006				2007				2008			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS	12%	22%	28%	37%	4%	7%	36%	52%	16%	9%	31%	44%
	OCS	3%	13%	36%	48%	5%	6%	35%	53%	8%	6%	32%	54%
	Other	3%	14%	40%	43%	9%	10%	44%	38%	8%	9%	38%	45%
4	VCS	6%	14%	30%	51%	10%	7%	44%	38%	9%	7%	41%	43%
	OCS	3%	8%	27%	63%	4%	7%	48%	41%	3%	5%	43%	49%
	Other	3%	12%	38%	47%	9%	10%	51%	30%	7%	10%	48%	35%
5	VCS	7%	21%	36%	36%	8%	7%	44%	41%	7%	9%	42%	42%
	OCS	3%	9%	33%	55%	6%	7%	40%	47%	4%	7%	42%	46%
	Other	4%	13%	40%	44%	9%	12%	47%	32%	5%	10%	49%	36%
6	VCS	8%	11%	39%	42%	6%	11%	49%	34%	8%	10%	45%	37%
	OCS	2%	10%	36%	52%	5%	9%	46%	41%	3%	8%	40%	50%
	Other	4%	13%	45%	38%	8%	14%	51%	27%	6%	13%	49%	33%
7	VCS	5%	12%	42%	41%	6%	11%	38%	45%	5%	11%	40%	44%
	OCS	1%	8%	31%	61%	3%	11%	43%	43%	3%	7%	35%	54%
	Other	3%	11%	38%	48%	7%	15%	46%	33%	6%	13%	43%	39%
8	VCS	6%	13%	32%	49%	2%	8%	42%	48%	4%	7%	37%	51%
	OCS	2%	6%	24%	68%	1%	4%	40%	55%	1%	4%	31%	64%
	Other	5%	12%	37%	47%	3%	10%	48%	39%	3%	8%	40%	50%
10	VCS	1%	12%	39%	48%	3%	10%	36%	51%	2%	13%	47%	38%
	OCS	1%	6%	29%	64%	1%	5%	36%	57%	1%	2%	42%	55%
	Other	4%	11%	39%	45%	6%	14%	48%	32%	4%	10%	54%	32%

**Table 4. Percentage of Students at Each ISAT Achievement Level in Reading (continued)**

		2009			
		Below Basic	Basic	Proficient	Advanced
3	VCS	9%	8%	35%	48%
	OCS	3%	4%	37%	56%
	Other	6%	7%	41%	46%
4	VCS	9%	9%	47%	34%
	OCS	2%	5%	40%	53%
	Other	5%	8%	48%	39%
5	VCS	9%	6%	39%	46%
	OCS	3%	7%	40%	50%
	Other	5%	8%	47%	40%
6	VCS	10%	9%	41%	39%
	OCS	4%	4%	38%	54%
	Other	5%	9%	47%	39%
7	VCS	10%	7%	36%	47%
	OCS	3%	5%	34%	59%
	Other	5%	9%	42%	44%
8	VCS	3%	6%	37%	53%
	OCS	1%	3%	27%	69%
	Other	2%	6%	37%	55%
10	VCS	3%	7%	49%	41%
	OCS	0%	5%	49%	46%
	Other	2%	8%	60%	30%

**Table 5. Percentage of Students at Each ISAT Achievement Level in Mathematics**

		2003				2004				2005			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS					6%	21%	43%	30%	3%	24%	46%	27%
	OCS					2%	7%	43%	48%	1%	9%	38%	52%
	Other					2%	11%	56%	31%	2%	15%	54%	29%
4	VCS	4%	26%	53%	17%	3%	29%	42%	26%	2%	15%	48%	35%
	OCS	2%	7%	39%	52%	1%	7%	36%	57%	0%	5%	28%	67%
	Other	4%	19%	54%	23%	2%	14%	52%	33%	1%	8%	47%	44%
5	VCS									6%	21%	53%	19%
	OCS									2%	9%	37%	52%
	Other									3%	18%	51%	28%
6	VCS									8%	34%	47%	11%
	OCS									1%	12%	51%	37%
	Other									3%	25%	56%	17%
7	VCS					18%	25%	43%	14%	9%	26%	45%	20%
	OCS					6%	20%	40%	35%	2%	6%	44%	48%
	Other					8%	21%	44%	26%	5%	18%	50%	27%
8	VCS					27%	40%	33%	0%	12%	29%	42%	17%
	OCS	13%	21%	45%	21%	6%	19%	47%	28%	4%	19%	43%	35%
	Other	16%	31%	40%	13%	8%	24%	47%	20%	6%	24%	48%	22%
10	VCS	0%	50%	50%	0%	0%	33%	67%	0%	8%	38%	55%	0%
	OCS	3%	11%	51%	36%	2%	14%	43%	40%	2%	11%	52%	35%
	Other	5%	22%	47%	26%	4%	24%	49%	23%	5%	24%	52%	19%

**Table 5. Percentage of Students at Each ISAT Achievement Level in Mathematics (continued)**

		2006				2007				2008			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS	4%	18%	40%	38%	3%	17%	37%	42%	12%	13%	28%	48%
	OCS	0%	3%	32%	65%	1%	6%	28%	65%	2%	6%	24%	69%
	Other	1%	7%	40%	51%	2%	11%	37%	50%	3%	9%	30%	58%
4	VCS	3%	15%	55%	27%	10%	19%	45%	26%	7%	12%	44%	37%
	OCS	1%	5%	33%	61%	2%	8%	44%	47%	2%	6%	35%	58%
	Other	1%	8%	49%	41%	4%	13%	49%	34%	4%	11%	45%	40%
5	VCS	5%	22%	44%	29%	16%	23%	42%	18%	9%	25%	43%	23%
	OCS	1%	7%	29%	63%	5%	10%	31%	54%	3%	10%	39%	48%
	Other	1%	10%	44%	44%	7%	20%	41%	32%	5%	16%	46%	33%
6	VCS	2%	19%	49%	30%	13%	25%	42%	20%	15%	22%	39%	24%
	OCS	1%	6%	32%	62%	3%	9%	33%	56%	4%	6%	26%	65%
	Other	2%	12%	48%	39%	6%	19%	44%	31%	6%	16%	37%	41%
7	VCS	8%	30%	45%	17%	19%	21%	35%	25%	16%	21%	38%	25%
	OCS	0%	12%	45%	43%	5%	15%	34%	47%	5%	11%	37%	47%
	Other	4%	19%	47%	30%	10%	19%	42%	30%	8%	16%	44%	32%
8	VCS	16%	33%	33%	17%	12%	25%	41%	22%	11%	26%	44%	19%
	OCS	3%	14%	38%	45%	3%	16%	41%	39%	4%	10%	37%	49%
	Other	6%	21%	45%	28%	7%	20%	43%	30%	5%	14%	46%	34%
10	VCS	12%	22%	54%	12%	10%	21%	47%	22%	15%	13%	44%	27%
	OCS	2%	14%	57%	27%	4%	6%	42%	47%	2%	7%	29%	62%
	Other	5%	22%	52%	21%	9%	17%	45%	30%	7%	14%	39%	39%

**Table 5. Percentage of Students at Each ISAT Achievement Level in Mathematics (continued)**

		2009			
		Below Basic	Basic	Proficient	Advanced
3	VCS	7%	12%	34%	47%
	OCS	2%	6%	24%	68%
	Other	3%	10%	31%	56%
4	VCS	11%	15%	43%	30%
	OCS	3%	5%	37%	55%
	Other	4%	10%	45%	42%
5	VCS	14%	26%	40%	20%
	OCS	3%	11%	39%	47%
	Other	6%	15%	42%	37%
6	VCS	12%	22%	33%	33%
	OCS	3%	9%	30%	59%
	Other	6%	15%	38%	41%
7	VCS	14%	19%	40%	27%
	OCS	4%	11%	34%	50%
	Other	7%	17%	44%	33%
8	VCS	10%	23%	38%	29%
	OCS	3%	10%	30%	57%
	Other	6%	14%	41%	39%
10	VCS	14%	13%	43%	30%
	OCS	4%	13%	33%	51%
	Other	7%	13%	48%	32%



**Table 6. Percentage of Students at Each ISAT Achievement Level in Language Arts**

	2003				2004				2005			
	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3 VCS					12%	16%	43%	29%	16%	17%	32%	34%
OCS					1%	8%	38%	54%	4%	6%	24%	66%
Other					2%	9%	47%	42%	6%	12%	37%	45%
4 VCS	6%	10%	52%	32%	5%	12%	42%	40%	16%	13%	31%	40%
OCS	4%	7%	50%	39%	1%	6%	32%	62%	3%	7%	32%	58%
Other	5%	15%	50%	30%	2%	9%	47%	42%	6%	11%	38%	45%
5 VCS									14%	17%	36%	32%
OCS									4%	7%	33%	55%
Other									7%	13%	44%	35%
6 VCS									16%	15%	44%	25%
OCS									5%	6%	33%	56%
Other									8%	13%	48%	32%
7 VCS					8%	23%	48%	21%	11%	13%	48%	28%
OCS					4%	18%	43%	35%	5%	7%	35%	52%
Other					6%	21%	49%	24%	8%	13%	48%	30%
8 VCS					20%	27%	40%	13%	19%	16%	42%	22%
OCS	3%	15%	45%	37%	3%	21%	41%	35%	7%	14%	40%	39%
Other	7%	22%	54%	17%	6%	20%	53%	21%	9%	15%	50%	25%
10 VCS	17%	17%	58%	8%	11%	11%	44%	33%	2%	15%	60%	23%
OCS	4%	7%	49%	40%	0%	8%	49%	43%	3%	10%	43%	44%
Other	5%	20%	55%	20%	4%	14%	52%	30%	7%	14%	51%	28%

**Table 6. Percentage of Students at Each ISAT Achievement Level in Language Arts (continued)**

		2006				2007				2008			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS	25%	11%	30%	34%	21%	19%	32%	28%	23%	15%	29%	33%
	OCS	6%	7%	31%	56%	10%	14%	34%	42%	9%	12%	31%	48%
	Other	6%	9%	41%	43%	12%	20%	35%	33%	13%	17%	31%	40%
4	VCS	16%	8%	40%	36%	11%	14%	47%	28%	7%	13%	34%	46%
	OCS	5%	7%	27%	61%	4%	7%	41%	47%	5%	8%	29%	58%
	Other	5%	11%	42%	42%	5%	14%	50%	31%	7%	15%	36%	42%
5	VCS	19%	12%	36%	34%	15%	21%	52%	12%	13%	16%	40%	30%
	OCS	5%	9%	38%	49%	7%	11%	50%	32%	7%	12%	43%	38%
	Other	6%	14%	44%	35%	9%	22%	51%	19%	8%	17%	47%	28%
6	VCS	16%	14%	36%	34%	17%	22%	45%	16%	16%	18%	41%	25%
	OCS	3%	10%	40%	47%	6%	12%	49%	33%	5%	11%	37%	47%
	Other	7%	14%	46%	33%	10%	22%	49%	19%	10%	18%	45%	28%
7	VCS	15%	14%	44%	26%	13%	28%	45%	15%	10%	22%	46%	22%
	OCS	3%	10%	40%	48%	5%	20%	54%	20%	5%	13%	45%	38%
	Other	8%	14%	47%	32%	10%	24%	54%	12%	9%	21%	48%	22%
8	VCS	17%	17%	46%	20%	16%	27%	47%	10%	19%	21%	42%	18%
	OCS	6%	8%	36%	49%	6%	19%	55%	19%	5%	16%	50%	29%
	Other	9%	15%	48%	28%	11%	25%	50%	13%	11%	21%	50%	18%
10	VCS	7%	16%	49%	27%	15%	14%	63%	9%	7%	18%	45%	29%
	OCS	2%	7%	42%	49%	3%	14%	71%	12%	3%	9%	51%	37%
	Other	6%	12%	48%	34%	11%	24%	60%	6%	10%	20%	53%	18%

**Table 6. Percentage of Students at Each ISAT Achievement Level in Language Arts (continued)**

		2009			
		Below Basic	Basic	Proficient	Advanced
3	VCS	16%	18%	33%	32%
	OCS	6%	12%	32%	50%
	Other	10%	16%	37%	37%
4	VCS	14%	11%	31%	44%
	OCS	4%	6%	31%	59%
	Other	8%	11%	35%	46%
5	VCS	13%	15%	41%	31%
	OCS	4%	11%	37%	48%
	Other	7%	15%	47%	31%
6	VCS	15%	20%	36%	29%
	OCS	3%	11%	43%	43%
	Other	8%	18%	46%	29%
7	VCS	14%	20%	45%	21%
	OCS	4%	11%	44%	41%
	Other	8%	20%	48%	24%
8	VCS	12%	21%	52%	16%
	OCS	4%	11%	53%	31%
	Other	9%	19%	55%	17%
10	VCS	7%	14%	61%	18%
	OCS	3%	12%	59%	26%
	Other	7%	18%	61%	14%

Tables 7 and 8 present the percentages of students at each Direct Assessment achievement level.

**Table 7. Percentage of Students at Each DA Achievement Level in Math**

		2004				2005				2006			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
4	VCS	17%	26%	56%	1%	14%	41%	45%	0%	14%	43%	43%	0%
	OCS	1%	20%	57%	22%	1%	18%	71%	10%	4%	14%	73%	9%
	Other	8%	29%	61%	2%	7%	32%	59%	2%	7%	31%	60%	2%
6	VCS	38%	37%	22%	3%	44%	39%	17%	1%	23%	35%	35%	7%
	OCS	9%	35%	47%	9%	10%	34%	43%	13%	9%	29%	47%	14%
	Other	37%	40%	21%	2%	30%	39%	27%	4%	18%	37%	38%	6%
8	VCS	57%	14%	29%	0%	35%	38%	17%	10%	15%	38%	32%	15%
	OCS	14%	35%	37%	14%	12%	35%	29%	24%	7%	20%	42%	31%
	Other	22%	42%	26%	10%	18%	35%	30%	16%	12%	31%	40%	17%
		2007				2008				2009			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
4	VCS	9%	35%	55%	0%	10%	48%	41%	2%	18%	42%	39%	1%
	OCS	0%	17%	66%	16%	2%	21%	69%	8%	3%	24%	65%	7%
	Other	4%	29%	63%	5%	5%	35%	58%	3%	7%	37%	54%	2%
6	VCS	25%	38%	34%	3%	25%	52%	22%	0%	21%	43%	33%	3%
	OCS	10%	28%	50%	11%	7%	29%	56%	8%	6%	29%	55%	10%
	Other	19%	38%	39%	4%	15%	39%	42%	3%	14%	41%	41%	4%
8	VCS	10%	39%	40%	10%	22%	42%	28%	7%	32%	34%	26%	8%
	OCS	4%	27%	48%	22%	7%	31%	45%	17%	12%	24%	40%	24%
	Other	8%	34%	41%	17%	12%	37%	40%	11%	20%	34%	33%	13%

**Table 8. Percentage of Students at Each DA Achievement Level in Writing**

		2004				2005				2006			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
5	VCS	15%	40%	39%	6%	23%	42%	31%	4%	13%	30%	45%	11%
	OCS	6%	33%	46%	15%	10%	35%	47%	8%	4%	17%	56%	24%
	Other	13%	46%	36%	6%	16%	51%	30%	3%	4%	25%	58%	14%
7	VCS	0%	0%	0%	0%	15%	36%	44%	4%	6%	38%	53%	3%
	OCS	0%	0%	0%	0%	7%	20%	58%	14%	4%	27%	57%	13%
	Other	13%	43%	38%	5%	13%	33%	49%	5%	5%	28%	60%	8%
9	VCS	0%	0%	0%	0%	7%	22%	63%	7%	8%	31%	55%	6%
	OCS	10%	23%	48%	19%	5%	11%	69%	15%	2%	15%	62%	21%
	Other	13%	31%	47%	9%	13%	24%	55%	8%	4%	25%	61%	9%
		2007				2008				2009			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
5	VCS	14%	26%	50%	10%	18%	39%	39%	4%	9%	30%	52%	9%
	OCS	2%	13%	57%	28%	5%	27%	57%	12%	3%	19%	62%	16%
	Other	5%	20%	62%	13%	8%	31%	55%	6%	5%	25%	61%	9%
7	VCS	4%	29%	62%	5%	6%	46%	43%	4%	7%	38%	54%	1%
	OCS	2%	14%	65%	19%	3%	25%	62%	9%	2%	22%	70%	6%
	Other	3%	22%	66%	9%	4%	32%	60%	4%	3%	27%	66%	3%
9	VCS	1%	28%	62%	9%	8%	24%	66%	2%	11%	25%	61%	2%
	OCS	1%	11%	65%	24%	3%	17%	73%	6%	4%	17%	69%	10%
	Other	2%	21%	67%	10%	4%	22%	71%	3%	5%	23%	67%	5%

Included in Appendix C are student ISAT scores on boxplots. Boxplots are useful for comparing central tendency, shape, and variability of distributions. The black dot is the median score; the boxes include scores from the 25th to the 75th quartiles, the dashed lines indicate the range of scores beyond which scores are considered outliers.

### ***Matching Study of 2009 ISAT and DA Achievement***

This section describes an “apples-to-apples” comparison of the 2009 ISAT and Direct Assessment achievement of students in virtual charter schools and public noncharter schools. Earlier we compared overall achievement trends on the ISAT and Direct Assessment for students in virtual charter schools and public noncharter schools. But, this comparison can be misleading to the degree that students in virtual charter schools and public noncharter schools have different background characteristics.

The table below shows that the population of students taking the ISAT in virtual charter schools was in fact somewhat different from the population of students in public non-charter schools. For example, compared to public noncharter schools, virtual charter schools had lower percentages of Hispanic students and higher percentages of ELL students and students eligible for free and reduced-price lunch.

**Table 9. Ethnicity of Virtual Charter School and Public Noncharter School Students Taking ISAT**

	<b>VCS N = 1819</b>	<b>PNC N = 129719</b>
Female	50.3%	48.6%
White	86.4%	80.9%
Hispanic	3.1.%	14.2%
F/R Lunch	53.3%	43.9%
Special Education	10.5%	10.4%
ELL	11.0%	5.7%

A comparison group of students in public noncharter schools was created to match the characteristics of students in virtual charter schools. Matching was

conducted using specially designed software.<sup>4</sup> The following two tables, based on ISAT demographic data, show that the comparison group formed from public noncharter schools was very similar to students in virtual charter schools.

**Table 10. Students of Virtual Charter Schools and Their Matched Group From Public Noncharter Schools**

	<b>VCS N = 1819</b>	<b>Matched PNC N = 1819</b>
Female	50.3%	50.3%
White	86.4%	86.4%
Hispanic	3.1.%	3.1.%
F/R Lunch	53.3%	53.3%
Special Education	10.5%	10.5%
ELL	11.0%	11.0%

In addition to matching the demographic characteristics of students in virtual charter schools, the comparison group of public noncharter school students had the same number of students in each grade as the virtual charter schools, as shown in the following table.

**Table 11. Number of Virtual Charter School and Public Noncharter School Students by Grade Levels**

<b>Grade</b>	<b>VCS</b>	<b>Matched PNC</b>
3	264	264
4	276	276
5	269	269
6	266	266
7	269	269
8	301	301
10	174	174
Total	1819	1819

The next step was to compare the percentages of students in virtual charter schools and the matched group of students from public noncharter schools

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<sup>4</sup>Ho, D.E., Imai, K., King, G., Stuart, E.A. (in press). MatchIt: Nonparametric preprocessing for parametric causal inference. *Journal of Statistical Software*. Retrieved from <http://imai.princeton.edu/research/files/matchit.pdf>

meeting the ISAT standard for proficiency. The tables below show that in all three ISAT subjects and both Direct Assessment subjects a lower percentage of students in virtual charter schools achieved proficiency compared to a matching group of students from public noncharter schools.<sup>5</sup> Differences in percentages of students achieving proficiency were tested for statistical significance using the two-sample test for equality of proportions. The difference was highly statistically significant for all subtests on both assessments.

**Table 12. Chi-Sq Tests of Virtual Charter School Students and Their Matched Public Noncharter School Students in ISAT Subtests of Reading, Math, and Language Arts**

	ISAT Subtest		
	Reading	Math	Language Arts
M - PNC	89.1%	81.3%	77.2%
VCS	84.6%	69.6%	69.7%
	Chi-Sq = 15.5 df = 1, p < .001	Chi-Sq = 66.7 Df = 1, p < .001	Chi-Sq = 26.1 df = 1, p < .001

**Table 13. Chi-Sq Tests of Virtual Charter School Students and Their Matched Public Noncharter School Students in Direct Assessment Subtests of Math and Writing**

	Direct Assessment Subtest	
	Math	Writing
M - PNC	75.4%	73.4%
VCS	59.2%	59.2%
	Chi-Sq = 44.3, df = 1, p < .001	Chi-Sq = 33.6, df = 1, p < .001

The following table presents the standard deviations of ISAT scale scores for students in virtual charter schools and students in the comparison group. There was no statistically significant difference in variability in math, but reading and language arts scale scores were significantly more variable for students in virtual charter schools than for students in the comparison group.

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<sup>5</sup> Achievement results for virtual charter school students reported here may not precisely match results reported elsewhere in this report because here they are based on students who had scores on all the achievement measures and also had demographic information reported on all the variables used to conduct the matching.



**Table 14. Standard Deviations of ISAT Scale Scores for Virtual Charter School Students and Their Matched Public Noncharter School Students in Reading, Math, and Language Arts**

	<b>ISAT Subtest Standard Deviations</b>		
	<b>Reading</b>	<b>Math</b>	<b>Language Arts</b>
M – PNC	14.2	18.4	13.9
VCS	15.7	18.7	15.3
	F = 1.2, p < .001	F = 1.0, p < .55	F = 1.2 p < .001

## **Appendix A: Demographics of Test Participants**

### Numbers of Students Participating in ISAT

		2003	2004	2005	2006	2007	2008	2009
3	VCS		187	238	251	276	256	267
	OCS		145	282	421	494	595	608
	Other		16742	17568	17506	17982	19117	19096
4	VCS	127	189	200	253	289	274	279
	OCS	136	152	260	441	514	570	658
	Other	18082	16950	17225	17851	17805	18524	19216
5	VCS			195	242	277	284	269
	OCS			242	402	534	578	642
	Other			17509	17575	18108	18214	18658
6	VCS			205	223	280	281	270
	OCS			295	444	597	723	796
	Other			17787	17810	17630	18521	18151
7	VCS		166	214	237	267	285	271
	OCS		197	342	463	530	594	698
	Other		18220	18369	18117	17917	18311	18655
8	VCS		15	204	255	266	270	303
	OCS	166	177	221	422	484	508	584
	Other	18742	18327	18434	18484	18075	18340	18313
10	VCS	12	9	56	67	138	133	177
	OCS	142	204	211	235	228	271	363
	Other	17193	17265	17607	17864	17663	18182	18278

### Participation in ISAT by Gender

		2003		2004		2005		2006	
		Female	Male	Female	Male	Female	Male	Female	Male
3	VCS			54%	46%	49%	51%	47%	53%
	OCS			47%	53%	54%	46%	53%	47%
	Other			49%	51%	49%	51%	48%	52%
4	VCS	54%	46%	53%	47%	45%	56%	52%	48%
	OCS	46%	54%	48%	52%	48%	52%	54%	46%
	Other	48%	52%	48%	52%	49%	51%	49%	51%
5	VCS					50%	50%	47%	53%
	OCS					45%	55%	50%	50%
	Other					49%	51%	49%	51%
6	VCS					48%	52%	47%	53%
	OCS					49%	51%	49%	51%
	Other					48%	52%	48%	52%
7	VCS			44%	56%	51%	49%	44%	56%
	OCS			53%	47%	48%	52%	51%	49%
	Other			49%	51%	48%	52%	48%	52%
8	VCS			40%	60%	50%	50%	51%	49%
	OCS	60%	40%	51%	49%	54%	46%	52%	48%
	Other	49%	51%	49%	51%	49%	51%	48%	52%
10	VCS	67%	33%	78%	22%	57%	43%	64%	36%
	OCS	44%	56%	50%	50%	47%	53%	51%	49%
	Other	49%	51%	49%	51%	49%	51%	49%	51%

### Participation in ISAT by Gender (continued)

		2007		2008		2009	
		Female	Male	Female	Male	Female	Male
3	VCS	50%	50%	48%	52%	55%	45%
	OCS	48%	52%	52%	48%	46%	54%
	Other	48%	52%	49%	51%	48%	52%
4	VCS	52%	48%	47%	53%	51%	49%
	OCS	51%	49%	48%	52%	52%	48%
	Other	49%	51%	48%	52%	49%	51%
5	VCS	51%	49%	49%	51%	50%	50%
	OCS	54%	46%	49%	51%	49%	51%
	Other	49%	51%	48%	52%	48%	52%
6	VCS	44%	56%	48%	52%	52%	48%
	OCS	52%	48%	54%	46%	51%	49%
	Other	49%	51%	48%	52%	49%	51%
7	VCS	51%	49%	47%	53%	49%	51%
	OCS	48%	52%	55%	45%	54%	46%
	Other	48%	52%	49%	51%	48%	52%
8	VCS	47%	53%	50%	50%	47%	53%
	OCS	50%	50%	50%	50%	55%	45%
	Other	48%	52%	48%	52%	49%	51%
10	VCS	51%	49%	50%	50%	50%	50%
	OCS	54%	46%	51%	49%	51%	49%
	Other	49%	51%	49%	51%	49%	51%

### Students Participating in ISAT Eligible for Free/Reduced-Price Lunch

		2003	2004	2005	2006	2007	2008	2009
3	VCS		37%	42%	30%	33%	47%	52%
	OCS		10%	11%	13%	16%	10%	13%
	Other		46%	46%	47%	47%	45%	48%
4	VCS	36%	40%	41%	29%	36%	41%	55%
	OCS	14%	15%	17%	12%	16%	9%	13%
	Other	40%	45%	46%	45%	46%	46%	48%
5	VCS			44%	31%	36%	40%	55%
	OCS			17%	12%	14%	11%	16%
	Other			45%	45%	45%	44%	48%
6	VCS			39%	30%	38%	42%	55%
	OCS			12%	12%	10%	8%	13%
	Other			44%	43%	44%	42%	46%
7	VCS		49%	42%	26%	36%	45%	55%
	OCS		3%	8%	9%	11%	8%	11%
	Other		40%	40%	42%	41%	40%	43%
8	VCS		27%	50%	29%	35%	39%	52%
	OCS	8%	8%	3%	11%	11%	10%	9%
	Other	34%	38%	38%	40%	40%	38%	42%
10	VCS	0%	0%	11%	16%	25%	25%	43%
	OCS	8%	21%	9%	12%	10%	10%	12%
	Other	25%	29%	30%	31%	31%	31%	34%

## Percentages of Students Participating in ISAT Eligible for Special Education

		2003	2004	2005	2006	2007	2008	2009
3	VCS		4%	5%	6%	5%	11%	11%
	OCS		12%	6%	7%	7%	6%	4%
	Other		11%	12%	11%	12%	11%	11%
4	VCS	8%	7%	5%	5%	8%	7%	11%
	OCS	6%	9%	10%	6%	6%	3%	5%
	Other	11%	11%	11%	11%	12%	12%	11%
5	VCS			7%	4%	12%	8%	10%
	OCS			6%	7%	7%	6%	5%
	Other			12%	10%	12%	11%	11%
6	VCS			6%	8%	9%	11%	11%
	OCS			4%	6%	8%	4%	4%
	Other			11%	11%	11%	11%	11%
7	VCS		5%	7%	5%	12%	10%	10%
	OCS		8%	7%	6%	5%	6%	5%
	Other		10%	11%	10%	11%	10%	10%
8	VCS		7%	6%	5%	8%	13%	11%
	OCS	5%	9%	7%	8%	5%	6%	5%
	Other	10%	10%	10%	10%	10%	10%	10%
10	VCS	0%	0%	0%	4%	7%	8%	10%
	OCS	5%	1%	4%	3%	5%	4%	4%
	Other	8%	9%	9%	9%	9%	9%	8%

## Percentages of Students Participating in ISAT Who Were LEP

		2003	2004	2005	2006	2007	2008	2009
3	VCS		0%	0%	0%	0%	0%	0%
	OCS		0%	0%	0%	0%	0%	1%
	Other		9%	8%	8%	7%	7%	6%
4	VCS	0%	0%	1%	0%	0%	0%	0%
	OCS	0%	0%	0%	0%	0%	0%	0%
	Other	7%	8%	8%	7%	7%	6%	6%
5	VCS			1%	0%	0%	0%	0%
	OCS			0%	0%	0%	0%	1%
	Other			7%	7%	7%	6%	6%
6	VCS			0%	0%	0%	0%	0%
	OCS			0%	0%	0%	0%	0%
	Other			6%	6%	6%	6%	6%
7	VCS		0%	0%	0%	0%	0%	0%
	OCS		0%	0%	0%	1%	0%	0%
	Other		6%	5%	5%	6%	5%	5%
8	VCS		0%	0%	0%	0%	0%	0%
	OCS	0%	0%	1%	0%	0%	0%	0%
	Other	5%	6%	5%	5%	5%	5%	5%
10	VCS	8%	0%	0%	0%	0%	0%	0%
	OCS	1%	0%	2%	2%	2%	1%	1%
	Other	4%	5%	4%	4%	4%	5%	5%

### Percentages of Students Participating in ISAT Who Were TAG

		2003	2004	2005	2006	2007	2008	2009
3	VCS		0%	0%	0%	3%	4%	9%
	OCS		0%	0%	0%	1%	0%	1%
	Other		0%	0%	5%	4%	3%	4%
4	VCS	5%	0%	0%	0%	1%	4%	9%
	OCS	4%	0%	0%	2%	3%	1%	1%
	Other	5%	0%	0%	7%	7%	5%	5%
5	VCS			0%	0%	3%	3%	9%
	OCS			0%	1%	4%	1%	4%
	Other			0%	8%	7%	6%	6%
6	VCS			0%	0%	2%	3%	4%
	OCS			0%	2%	1%	1%	2%
	Other			0%	7%	7%	6%	6%
7	VCS		0%	0%	0%	3%	3%	5%
	OCS		0%	0%	2%	2%	0%	2%
	Other		0%	0%	6%	6%	5%	5%
8	VCS		0%	0%	0%	1%	3%	5%
	OCS	4%	0%	0%	3%	2%	1%	2%
	Other	4%	0%	0%	5%	6%	6%	6%
10	VCS	0%	0%	0%	0%	3%	1%	1%
	OCS	2%	0%	0%	4%	2%	0%	0%
	Other	3%	0%	0%	4%	4%	4%	4%

## Number of Students Participating in Direct Assessment

		<b>Math</b>					
		<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
4	VCS	169	188	216	271	252	255
	OCS	167	229	444	498	564	637
	Other	17010	17467	18122	17905	18651	19408
6	VCS	173	181	195	238	250	276
	OCS	235	268	457	594	737	818
	Other	17866	17962	17858	17858	18636	18089
8	VCS	7	178	204	221	243	301
	OCS	205	229	429	485	544	617
	Other	18181	18400	18496	18203	18438	17987
		<b>Writing</b>					
		<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
5	VCS	131	163	208	237	254	264
	OCS	185	228	415	538	577	638
	Other	17549	17784	17748	18418	18152	18631
7	VCS		178	182	238	249	245
	OCS		340	469	550	628	730
	Other	6323	18492	18198	18158	18313	18551
9	VCS		27	154	183	178	221
	OCS	282	273	274	339	403	462
	Other	18510	19094	18886	18909	18772	18681

## Gender of Students Who Participated in Direct Assessment

		Math					
		2004		2005		2006	
		Female	Male	Female	Male	Female	Male
4	VCS	43%	57%	51%	49%	50%	50%
	OCS	46%	54%	47%	53%	54%	46%
	Other	48%	52%	49%	51%	49%	51%
6	VCS	46%	54%	43%	57%	49%	51%
	OCS	52%	48%	49%	51%	47%	53%
	Other	49%	51%	49%	51%	48%	52%
8	VCS	71%	29%	47%	53%	48%	52%
	OCS	54%	46%	54%	46%	52%	48%
	Other	49%	51%	49%	51%	48%	52%
		2007		2008		2009	
		Female	Male	Female	Male	Female	Male
4	VCS	51%	49%	49%	51%	47%	53%
	OCS	51%	49%	48%	52%	52%	48%
	Other	48%	52%	48%	52%	49%	51%
6	VCS	42%	58%	51%	49%	51%	49%
	OCS	51%	49%	53%	47%	50%	50%
	Other	49%	51%	49%	51%	49%	51%
8	VCS	43%	57%	51%	49%	46%	54%
	OCS	51%	49%	49%	51%	55%	45%
	Other	48%	52%	48%	52%	49%	51%
		Writing					
		2004		2005		2006	
		Female	Male	Female	Male	Female	Male
5	VCS	58%	42%	48%	52%	46%	54%
	OCS	51%	49%	46%	54%	51%	49%
	Other	49%	51%	48%	52%	49%	51%
7	VCS			52%	48%	45%	55%
	OCS			49%	51%	51%	49%
	Other	48%	52%	49%	51%	48%	52%
9	VCS			48%	52%	48%	52%
	OCS	49%	51%	47%	53%	52%	48%
	Other	49%	51%	49%	51%	49%	51%
		2007		2008		2009	
		Female	Male	Female	Male	Female	Male
5	VCS	51%	49%	52%	48%	51%	49%
	OCS	54%	46%	48%	52%	49%	51%
	Other	49%	51%	48%	52%	48%	52%
7	VCS	50%	50%	46%	54%	51%	49%
	OCS	48%	52%	53%	47%	53%	47%
	Other	48%	52%	49%	51%	49%	51%
9	VCS	53%	47%	50%	50%	54%	46%
	OCS	48%	52%	48%	52%	47%	53%
	Other	48%	52%	48%	52%	48%	52%



## Special Education Status of Students Who Participated in Direct Assessment

		Math					
		2004	2005	2006	2007	2008	2009
4	VCS	7%	4%	6%	6%	3%	8%
	OCS	5%	7%	18%	4%	4%	7%
	Other	9%	9%	10%	10%	8%	8%
6	VCS	8%	6%	7%	4%	7%	8%
	OCS	5%	4%	14%	6%	2%	6%
	Other	9%	10%	10%	10%	8%	8%
8	VCS	71%	4%	8%	6%	10%	8%
	OCS	6%	7%	14%	5%	4%	6%
	Other	9%	9%	9%	12%	7%	7%
		Writing					
		2004	2005	2006	2007	2008	2009
5	VCS	8%	5%	5%	6%	6%	6%
	OCS	6%	5%	17%	4%	4%	5%
	Other	10%	10%	10%	10%	8%	9%
7	VCS	.	4%	3%	7%	8%	4%
	OCS	.	8%	15%	7%	5%	7%
	Other	9%	9%	9%	11%	8%	8%
9	VCS	.	0%	6%	3%	4%	10%
	OCS	3%	5%	11%	5%	3%	5%
	Other	8%	8%	8%	10%	7%	7%

## LEP Status of Students Who Participated in Direct Assessment

		Math					
		2004	2005	2006	2007	2008	2009
4	VCS	0%	0%	0%	0%	0%	0%
	OCS	1%	0%	13%	0%	0%	0%
	Other	8%	8%	9%	8%	7%	7%
6	VCS	0%	1%	0%	0%	0%	0%
	OCS	0%	0%	8%	0%	1%	0%
	Other	6%	7%	8%	7%	6%	7%
8	VCS	0%	0%	0%	0%	0%	0%
	OCS	1%	1%	7%	0%	0%	0%
	Other	6%	6%	6%	9%	6%	6%
		Writing					
		2004	2005	2006	2007	2008	2009
5	VCS	1%	0%	0%	0%	0%	0%
	OCS	1%	0%	12%	0%	0%	0%
	Other	8%	7%	8%	7%	7%	7%
7	VCS	.	0%	1%	0%	0%	0%
	OCS	.	0%	9%	0%	0%	0%
	Other	5%	7%	7%	8%	6%	6%
9	VCS	.	0%	0%	0%	1%	0%
	OCS	0%	1%	10%	1%	3%	2%
	Other	4%	5%	5%	7%	4%	5%

## TAG Status of Students Who Participated in Direct Assessment

		<b>Math</b>					
		2004	2005	2006	2007	2008	2009
4	VCS	3%	1%	6%	0%	1%	9%
	OCS	5%	1%	3%	2%	1%	0%
	Other	4%	4%	5%	5%	4%	4%
6	VCS	1%	1%	6%	0%	0%	4%
	OCS	5%	3%	2%	0%	1%	1%
	Other	5%	5%	5%	6%	5%	5%
8	VCS	0%	0%	6%	0%	1%	4%
	OCS	2%	1%	3%	1%	1%	1%
	Other	3%	3%	4%	4%	4%	5%
<b>Writing</b>							
		2004	2005	2006	2007	2008	2009
5	VCS	1%	0%	0%	0%	0%	0%
	OCS	1%	0%	12%	0%	0%	0%
	Other	8%	7%	8%	7%	7%	7%
7	VCS	.	0%	1%	0%	0%	0%
	OCS	.	0%	9%	0%	0%	0%
	Other	5%	7%	7%	8%	6%	6%
9	VCS	.	0%	0%	0%	1%	0%
	OCS	0%	1%	10%	1%	3%	2%
	Other	4%	5%	5%	7%	4%	5%

### Ethnicity of Students Who Participated in ISAT

	2003			2004			2005			2006			
	Hispanic	White	Other	Hispanic	White	Other	Hispanic	White	Other	Hispanic	White	Other	
3 VCS				2%	88%	10%	2%	87%	11%	1%	90%	9%	
	OCS			5%	94%	1%	4%	93%	3%	2%	81%	17%	
	Other			13%	83%	4%	13%	82%	5%	14%	82%	5%	
4 VCS	1%	92%	7%	2%	84%	14%	3%	85%	12%	2%	89%	9%	
	OCS	4%	94%	2%	1%	93%	5%	5%	94%	1%	2%	80%	18%
	Other	12%	82%	6%	12%	83%	4%	13%	82%	5%	13%	82%	5%
5 VCS							3%	86%	12%	2%	88%	10%	
	OCS						2%	94%	5%	2%	80%	17%	
	Other						13%	83%	5%	13%	82%	5%	
6 VCS							2%	86%	12%	2%	87%	11%	
	OCS						4%	95%	1%	2%	81%	17%	
	Other						13%	83%	4%	13%	83%	4%	
7 VCS				3%	82%	15%	1%	86%	13%	2%	87%	11%	
	OCS			2%	96%	2%	2%	94%	4%	3%	81%	16%	
	Other			11%	85%	4%	12%	84%	4%	13%	83%	4%	
8 VCS					80%	20%	4%	83%	13%	4%	85%	11%	
	OCS	4%	92%	4%	2%	96%	2%	3%	95%	3%	2%	89%	9%
	Other	9%	85%	6%	11%	86%	4%	11%	85%	4%	12%	84%	4%
10 VCS	17%	75%	8%	11%	89%		5%	91%	4%	4%	96%		
	OCS	4%	89%	6%	2%	93%	5%	2%	94%	4%	3%	94%	2%
	Other	8%	87%	5%	9%	87%	4%	9%	87%	4%	10%	86%	3%

**Ethnicity of Students Who Participated in ISAT (Continued)**

		2007			2008			2009		
		Hispanic	White	Other	Hispanic	White	Other	Hispanic	White	Other
3	VCS	1%	85%	13%	2%	89%	9%	3%	86%	11%
	OCS	5%	87%	8%	2%	95%	3%	5%	91%	5%
	Other	15%	80%	6%	14%	81%	5%	15%	80%	5%
4	VCS	2%	85%	13%	4%	88%	9%	4%	86%	10%
	OCS	5%	86%	9%	4%	91%	5%	4%	92%	4%
	Other	14%	80%	6%	15%	80%	5%	14%	81%	5%
5	VCS	1%	85%	13%	3%	88%	9%	2%	87%	11%
	OCS	3%	88%	9%	4%	92%	4%	5%	90%	4%
	Other	13%	81%	6%	14%	81%	5%	15%	80%	5%
6	VCS	2%	84%	14%	2%	85%	13%	3%	87%	11%
	OCS	3%	90%	8%	4%	92%	4%	5%	90%	5%
	Other	14%	81%	6%	14%	81%	5%	15%	80%	5%
7	VCS	3%	81%	16%	3%	87%	10%	3%	87%	10%
	OCS	3%	88%	9%	4%	91%	6%	5%	90%	5%
	Other	13%	81%	6%	14%	81%	5%	14%	81%	5%
8	VCS	3%	83%	14%	3%	87%	10%	4%	85%	12%
	OCS	4%	88%	8%	3%	93%	4%	5%	90%	5%
	Other	13%	82%	5%	13%	82%	4%	14%	81%	5%
10	VCS	1%	86%	13%	5%	89%	6%	3%	87%	10%
	OCS	7%	90%	3%	6%	85%	9%	5%	87%	8%
	Other	11%	84%	5%	12%	84%	4%	13%	83%	4%

## Ethnicity of Students Who Participated in Direct Assessment

### Math

		2004			2005			2006		
		Hispanic	White	Other	Hispanic	White	Other	Hispanic	White	Other
4	VCS	3%	89%	8%	1%	91%	7%	1%	85%	14%
	OCS	1%	92%	7%	3%	93%	3%	3%	86%	11%
	Other	13%	81%	6%	14%	81%	5%	14%	79%	7%
6	VCS	2%	87%	11%	2%	91%	7%	8%	82%	11%
	OCS	4%	91%	5%	5%	92%	3%	10%	86%	4%
	Other	12%	78%	9%	14%	81%	6%	14%	80%	6%
8	VCS		71%	29%	3%	93%	4%	4%	80%	16%
	OCS	6%	88%	6%	4%	91%	5%	3%	88%	9%
	Other	12%	81%	7%	12%	82%	6%	13%	81%	6%
		2007			2008			2009		
		Hispanic	White	Other	Hispanic	White	Other	Hispanic	White	Other
4	VCS	2%	89%	10%	4%	79%	16%	4%	88%	8%
	OCS	5%	87%	8%	3%	73%	24%	3%	81%	16%
	Other	14%	79%	7%	15%	77%	7%	15%	79%	6%
6	VCS	2%	91%	7%	0%	80%	20%	3%	87%	11%
	OCS	6%	91%	3%	4%	77%	19%	5%	82%	13%
	Other	14%	78%	8%	15%	79%	7%	15%	79%	6%
8	VCS	3%	90%	6%	2%	57%	41%	4%	86%	10%
	OCS	5%	92%	4%	4%	77%	19%	4%	87%	9%
	Other	13%	79%	8%	13%	79%	8%	13%	81%	6%

## Ethnicity of Students Who Participated in Direct Assessment (continued)

### Writing

		2004			2005			2006		
		Hispanic	White	Other	Hispanic	White	Other	Hispanic	White	Other
5	VCS	1%	92%	8%	1%	93%	7%	2%	90%	8%
	OCS	4%	92%	4%	8%	86%	6%	4%	93%	3%
	Other	13%	81%	6%	13%	81%	5%	13%	80%	6%
7	VCS				1%	93%	7%	1%	85%	14%
	OCS				2%	90%	8%	4%	87%	10%
	Other	10%	82%	9%	13%	81%	6%	13%	80%	7%
9	VCS				4%	96%		5%	81%	15%
	OCS	4%	90%	6%	4%	93%	4%	4%	90%	6%
	Other	10%	82%	7%	12%	83%	5%	11%	82%	6%
		2007			2008			2009		
		Hispanic	White	Other	Hispanic	White	Other	Hispanic	White	Other
5	VCS	1%	94%	5%	3%	85%	12%	3%	86%	11%
	OCS	4%	91%	5%	4%	80%	16%	4%	83%	13%
	Other	14%	81%	5%	14%	79%	7%	15%	80%	5%
7	VCS	3%	85%	12%	4%	82%	14%	4%	81%	15%
	OCS	3%	92%	5%	4%	79%	17%	4%	85%	10%
	Other	13%	79%	8%	14%	79%	6%	14%	80%	6%
9	VCS	6%	87%	7%	4%	80%	16%	4%	80%	16%
	OCS	6%	89%	5%	5%	79%	16%	6%	87%	7%
	Other	12%	81%	7%	13%	79%	8%	13%	79%	7%

## *Matching Study of 2009 ISAT and DA Achievement*

This section describes an “apples-to-apples” comparison of the 2009 ISAT and Direct Assessment achievement of students in virtual charter schools and public noncharter schools. Earlier we compared overall achievement trends on the ISAT and Direct Assessment for students in virtual charter schools and public noncharter schools. However, this comparison can be misleading to the degree that students in virtual charter schools and public noncharter schools have different background characteristics.

The table below shows that the population of students taking the ISAT in virtual charter schools was in fact somewhat different from the population of students in public non-charter schools. For example, compared to public noncharter schools, virtual charter schools had lower percentages of Hispanic students and higher percentages of ELL students and students eligible for free and reduced-price lunch.

	<b>VCS N = 1819</b>	<b>PNC N = 129719</b>
Female	50.3%	48.6%
White	86.4%	80.9%
Hispanic	3.1.%	14.2%
F/R Lunch	53.3%	43.9%
Special Education	10.5%	10.4%
ELL	11.0%	5.7%

A comparison group of students in public noncharter schools was created to match the characteristics of students in virtual charter schools. Matching was conducted using specially designed software.<sup>6</sup> The following two tables, based on ISAT demographic data, show that the comparison group formed from public noncharter school students was very similar to students in virtual charter schools.

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<sup>6</sup> Daniel E. Ho, Kosuke Imai, Gary King, Elizabeth A. Stuart (2009).  
MatchIt: Nonparametric Preprocessing for Parametric Causal Inference.  
Journal of Statistical Software, Forthcoming. URL  
<http://www.jstatsoft.org/>.

	<b>VCS N = 1819</b>	<b>Matched PNC N = 1819</b>
Female	50.3%	50.3%
White	86.4%	86.4%
Hispanic	3.1.%	3.1.%
F/R Lunch	53.3%	53.3%
Special Education	10.5%	10.5%
ELL	11.0%	11.0%

In addition to matching the demographic characteristics of students in virtual charter schools, the comparison group of public non-charter school students had the same number of students in each grade as the virtual charter schools, as shown in the following table.

<b>Grade</b>	<b>VCS</b>	<b>Matched PNC</b>
3	264	264
4	276	276
5	269	269
6	266	266
7	269	269
8	301	301
10	174	174
Total	1819	1819

The next step was to compare the percentages of students in virtual charter schools and the matched group of students from public non-charter schools meeting the ISAT standard for proficiency. The tables below shows that in all three ISAT subjects and both Direct Assessment subjects a lower percentage of students in virtual charter schools achieved proficiency compared to a matching group of students from public non-charter schools.<sup>7</sup> Differences in percentages of students achieving proficiency were tested for statistical significance using the two-sample test for equality of proportions. The difference was highly statistically significant for all subtests on both assessments.

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<sup>7</sup> Achievement results for virtual charter school students reported here may not precisely match results reported elsewhere in this report because here they are based on students who had scores on all the achievement measures and also had demographic information reported on all the variables used to conduct the matching.



	<b>ISAT Subtest</b>		
	<b>Reading</b>	<b>Math</b>	<b>Language Arts</b>
M - PNC	89.1%	81.3%	77.2%
VCS	84.6%	69.6%	69.7%
	Chi-Sq = 15.5 df = 1, p < .001	Chi-Sq = 66.7 Df = 1, p < .001	Chi-Sq = 26.1 df = 1, p < .001

	<b>Direct Assessment Subtest</b>	
	<b>Math</b>	<b>Writing</b>
M - PNC	75.4%	73.4%
VCS	59.2%	59.2%
	Chi-Sq = 44.3, df = 1, p < .001	Chi-Sq = 33.6, df = 1, p < .001

The table below shows the standard deviations of ISAT scale scores for students in virtual charter schools and students in the comparison group. There was no statistically significant difference in variability in math, but reading and language arts scale scores were significantly more variable for students in virtual charter schools than for students in the comparison group.

	<b>ISAT Subtest Standard Deviations</b>		
	<b>Reading</b>	<b>Math</b>	<b>Language Arts</b>
M - PNC	14.2	18.4	13.9
VCS	15.7	18.7	15.3
	F = 1.2, p < .001	F = 1.0, p < .55	F = 1.2 p < .001

## **Appendix B: Percentage of Test Participants Who Were Proficient on Their Scores by Student Groups**

### ISAT Percentage Proficient in Reading

		2003	2004	2005	2006	2007	2008	2009
3	VCS	.	85%	78%	65%	88%	75%	83%
	OCS	.	90%	91%	84%	89%	87%	93%
	Other	.	88%	85%	83%	81%	83%	87%
4	VCS	79%	76%	78%	81%	82%	84%	81%
	OCS	87%	89%	92%	90%	88%	92%	93%
	Other	75%	83%	87%	86%	81%	83%	87%
5	VCS	.	.	76%	73%	85%	84%	84%
	OCS	.	.	87%	88%	87%	89%	90%
	Other	.	.	76%	84%	79%	85%	87%
6	VCS	.	.	79%	82%	83%	82%	80%
	OCS	.	.	91%	88%	86%	89%	93%
	Other	.	.	82%	83%	78%	82%	86%
7	VCS	.	75%	80%	83%	83%	85%	83%
	OCS	.	78%	92%	92%	86%	90%	93%
	Other	.	75%	81%	86%	78%	81%	86%
8	VCS	.	73%	79%	81%	91%	88%	91%
	OCS	87%	88%	88%	92%	95%	95%	96%
	Other	74%	83%	83%	83%	86%	89%	92%
10	VCS	33%	78%	81%	87%	87%	85%	90%
	OCS	90%	92%	92%	93%	93%	97%	95%
	Other	75%	79%	85%	85%	80%	87%	90%

### ISAT Percentage Proficient in Math

		2003	2004	2005	2006	2007	2008	2009
3	VCS	.	73%	73%	78%	79%	76%	81%
	OCS	.	91%	90%	97%	92%	92%	92%
	Other	.	87%	83%	92%	87%	88%	87%
4	VCS	70%	68%	84%	82%	71%	81%	74%
	OCS	91%	93%	95%	94%	91%	92%	92%
	Other	77%	84%	91%	90%	83%	85%	86%
5	VCS	.	.	73%	73%	60%	66%	61%
	OCS	.	.	89%	92%	85%	88%	86%
	Other	.	.	79%	89%	74%	79%	79%
6	VCS	.	.	58%	79%	62%	64%	66%
	OCS	.	.	87%	93%	89%	90%	88%
	Other	.	.	72%	86%	76%	78%	79%
7	VCS	.	57%	64%	62%	60%	63%	67%
	OCS	.	74%	92%	87%	81%	84%	84%
	Other	.	70%	76%	77%	72%	76%	76%
8	VCS	.	33%	59%	51%	63%	63%	67%
	OCS	66%	75%	77%	83%	81%	86%	88%
	Other	53%	67%	71%	73%	73%	80%	80%
10	VCS	50%	67%	55%	66%	69%	72%	73%
	OCS	86%	84%	87%	84%	89%	91%	84%
	Other	72%	72%	71%	73%	74%	79%	80%

ISAT Percentage Proficient in Language Arts

		2003	2004	2005	2006	2007	2008	2009
3	VCS	.	72%	67%	64%	61%	62%	65%
	OCS	.	92%	90%	87%	76%	79%	82%
	Other	.	89%	82%	85%	68%	71%	74%
4	VCS	84%	82%	71%	75%	74%	80%	75%
	OCS	90%	93%	90%	88%	89%	87%	90%
	Other	80%	90%	84%	84%	81%	78%	81%
5	VCS	.	.	69%	69%	64%	71%	72%
	OCS	.	.	88%	87%	82%	81%	85%
	Other	.	.	80%	80%	70%	75%	78%
6	VCS	.	.	69%	70%	60%	66%	65%
	OCS	.	.	89%	87%	82%	84%	86%
	Other	.	.	80%	79%	68%	72%	74%
7	VCS	.	69%	76%	71%	59%	68%	66%
	OCS	.	78%	88%	87%	74%	82%	85%
	Other	.	73%	79%	79%	66%	70%	72%
8	VCS	.	53%	64%	66%	57%	61%	68%
	OCS	82%	77%	79%	86%	75%	79%	85%
	Other	71%	74%	75%	76%	63%	68%	73%
10	VCS	67%	78%	83%	76%	72%	75%	79%
	OCS	89%	92%	87%	91%	83%	88%	85%
	Other	75%	82%	79%	82%	66%	70%	75%

SPED - ISAT Percentage Proficient in Reading

		2003	2004	2005	2006	2007	2008	2009
3	VCS	.	43%	33%	29%	38%	32%	40%
	OCS	.	59%	53%	57%	59%	45%	56%
	Other	.	53%	54%	51%	53%	54%	57%
4	VCS	30%	50%	30%	55%	42%	33%	53%
	OCS	86%	31%	88%	65%	58%	63%	54%
	Other	36%	43%	55%	53%	50%	51%	57%
5	VCS	.	.	29%	40%	50%	50%	57%
	OCS	.	.	33%	57%	42%	49%	50%
	Other	.	.	37%	45%	45%	54%	54%
6	VCS	.	.	55%	47%	50%	47%	40%
	OCS	.	.	38%	40%	38%	38%	37%
	Other	.	.	42%	44%	41%	45%	51%
7	VCS	.	44%	53%	50%	24%	55%	59%
	OCS	.	7%	64%	75%	38%	43%	53%
	Other	.	25%	37%	47%	38%	39%	46%
8	VCS	.	0%	33%	62%	65%	68%	66%
	OCS	56%	56%	33%	53%	60%	67%	74%
	Other	28%	34%	39%	40%	49%	52%	59%
10	VCS	.%	.%	.%	100%	60%	40%	61%
	OCS	14%	33%	86%	50%	36%	80%	62%
	Other	27%	29%	45%	44%	37%	46%	51%

SPED -ISAT Percentage Proficient in Math

		2003	2004	2005	2006	2007	2008	2009
3	VCS	.	43%	17%	50%	38%	43%	37%
	OCS	.	76%	59%	83%	65%	64%	68%
	Other	.	60%	59%	74%	69%	63%	60%
4	VCS	30%	50%	70%	45%	33%	47%	45%
	OCS	75%	54%	88%	62%	71%	47%	43%
	Other	45%	55%	66%	67%	58%	57%	58%
5	VCS	.	.	21%	60%	31%	42%	25%
	OCS	.	.	53%	67%	42%	54%	41%
	Other	.	.	47%	60%	41%	44%	43%
6	VCS	.	.	27%	28%	46%	14%	17%
	OCS	.	.	38%	64%	47%	46%	46%
	Other	.	.	34%	54%	38%	41%	40%
7	VCS	.	22%	40%	18%	3%	36%	15%
	OCS	.	20%	68%	46%	38%	26%	18%
	Other	.	22%	33%	35%	32%	33%	34%
8	VCS	.	0%	8%	29%	20%	24%	47%
	OCS	63%	31%	40%	47%	40%	42%	33%
	Other	12%	20%	27%	30%	32%	37%	36%
10	VCS	.%	.%	.%	67%	20%	30%	28%
	OCS	14%	0%	50%	50%	45%	60%	31%
	Other	22%	24%	28%	31%	33%	33%	35%

SPED - ISAT Percentage Proficient in Language Arts

		2003	2004	2005	2006	2007	2008	2009
3	VCS	.	25%	27%	21%	46%	29%	30%
	OCS	.	65%	53%	67%	41%	42%	36%
	Other	.	63%	56%	62%	38%	44%	41%
4	VCS	60%	50%	44%	50%	39%	65%	50%
	OCS	88%	38%	73%	50%	65%	47%	49%
	Other	46%	65%	52%	56%	52%	49%	47%
5	VCS	.	.	21%	60%	31%	36%	32%
	OCS	.	.	60%	57%	48%	38%	28%
	Other	.	.	43%	43%	36%	41%	41%
6	VCS	.	.	8%	25%	25%	15%	18%
	OCS	.	.	31%	44%	36%	21%	35%
	Other	.	.	38%	39%	28%	36%	35%
7	VCS	.	33%	47%	25%	13%	45%	15%
	OCS	.	27%	60%	54%	23%	37%	30%
	Other	.	21%	32%	36%	25%	27%	28%
8	VCS	.	0%	25%	43%	20%	26%	39%
	OCS	0%	6%	20%	38%	24%	21%	37%
	Other	22%	21%	27%	29%	22%	25%	26%
10	VCS	.%	.%	.%	33%	30%	30%	33%
	OCS	0%	33%	57%	33%	36%	30%	33%
	Other	21%	32%	32%	38%	24%	25%	29%

LEP - ISAT Percentage Proficient in Reading

		2003	2004	2005	2006	2007	2008	2009
3	VCS	.	.%	.%	.%	.%	.%	.%
	OCS	.	.%	.%	.%	100%	.%	50%
	Other	.	67%	59%	60%	47%	49%	58%
4	VCS	.%	.%	0%	.%	.%	.%	.%
	OCS	.%	.%	.%	0%	100%	100%	.%
	Other	39%	53%	62%	60%	44%	43%	52%
5	VCS	.	.	0%	.%	.%	0%	.%
	OCS	.	.	100%	.%	100%	.%	80%
	Other	.	.	38%	54%	40%	50%	54%
6	VCS	.	.	.%	.%	.%	.%	0%
	OCS	.	.	0%	.%	.%	.%	50%
	Other	.	.	43%	49%	36%	39%	47%
7	VCS	.	.%	.%	.%	.%	.%	100%
	OCS	.	.%	100%	.%	67%	0%	.%
	Other	.	40%	45%	53%	38%	36%	48%
8	VCS	.	.%	0%	.%	.%	.%	.%
	OCS	.%	.%	100%	0%	.%	100%	100%
	Other	36%	46%	42%	42%	53%	55%	64%
10	VCS	0%	.%	.%	.%	.%	.%	.%
	OCS	0%	.%	60%	100%	75%	67%	.%
	Other	29%	33%	44%	44%	33%	48%	51%

LEP -ISAT Percentage Proficient in Math

		2003	2004	2005	2006	2007	2008	2009
3	VCS	.	.%	.%	.%	.%	.%	.%
	OCS	.	.%	.%	.%	100%	.%	75%
	Other	.	68%	56%	75%	64%	62%	58%
4	VCS	.%	.%	100%	.%	.%	.%	.%
	OCS	.%	.%	.%	100%	100%	100%	.%
	Other	49%	61%	71%	71%	56%	57%	60%
5	VCS	.	.	100%	.%	.%	0%	.%
	OCS	.	.	100%	.%	100%	.%	40%
	Other	.	.	52%	65%	40%	43%	44%
6	VCS	.	.	.%	.%	.%	.%	0%
	OCS	.	.	0%	.%	.%	.%	33%
	Other	.	.	40%	59%	37%	35%	37%
7	VCS	.	.%	.%	.%	.%	.%	100%
	OCS	.	.%	100%	.%	67%	0%	.%
	Other	.	36%	42%	41%	33%	36%	33%
8	VCS	.	.%	0%	.%	.%	.%	.%
	OCS	.%	.%	100%	100%	.%	0%	100%
	Other	21%	31%	34%	39%	34%	45%	40%
10	VCS	100%	.%	.%	.%	.%	.%	.%
	OCS	0%	.%	100%	80%	100%	100%	80%
	Other	35%	37%	30%	32%	36%	43%	39%

LEP - ISAT Percentage Proficient in Language Arts

		2003	2004	2005	2006	2007	2008	2009
3	VCS	.	.%	.%	.%	.%	.%	.%
	OCS	.	.%	.%	.%	0%	.%	50%
	Other	.	74%	59%	63%	37%	32%	35%
4	VCS	.%	.%	0%	.%	.%	.%	.%
	OCS	.%	.%	.%	0%	100%	100%	.%
	Other	51%	72%	55%	59%	58%	39%	42%
5	VCS	.	.	0%	.%	.%	0%	.%
	OCS	.	.	100%	.%	0%	.%	60%
	Other	.	.	48%	47%	30%	33%	39%
6	VCS	.	.	.%	.%	.%	.%	0%
	OCS	.	.	0%	.%	.%	.%	33%
	Other	.	.	45%	45%	25%	28%	26%
7	VCS	.	.%	.%	.%	.%	.%	100%
	OCS	.	.%	100%	.%	33%	0%	.%
	Other	.	39%	43%	43%	24%	23%	26%
8	VCS	.	.%	0%	.%	.%	.%	.%
	OCS	.%	.%	100%	0%	.%	100%	50%
	Other	39%	41%	38%	39%	22%	19%	24%
10	VCS	0%	.%	.%	.%	.%	.%	.%
	OCS	0%	.%	80%	80%	50%	67%	.%
	Other	36%	43%	42%	44%	19%	23%	25%

TAG - ISAT Percentage Proficient in Reading

		2003	2004	2005	2006	2007	2008	2009
3	VCS	.	.%	.%	.%	100%	100%	92%
	OCS	.	.%	.%	100%	75%	.%	100%
	Other	.	.%	.%	100%	100%	100%	100%
4	VCS	67%	.%	.%	.%	100%	100%	100%
	OCS	100%	.%	.%	100%	93%	100%	100%
	Other	98%	.%	.%	100%	99%	100%	100%
5	VCS	.	.	.%	.%	100%	100%	96%
	OCS	.	.	.%	100%	84%	100%	100%
	Other	.	.	.%	100%	100%	100%	100%
6	VCS	.	.	.%	.%	100%	100%	100%
	OCS	.	.	.%	100%	60%	100%	100%
	Other	.	.	.%	99%	99%	100%	100%
7	VCS	.	.%	.%	.%	100%	100%	100%
	OCS	.	.%	.%	100%	89%	100%	100%
	Other	.	.%	.%	100%	100%	99%	100%
8	VCS	.	.%	.%	.%	100%	100%	94%
	OCS	100%	.%	.%	100%	90%	100%	100%
	Other	98%	.%	.%	100%	100%	100%	100%
10	VCS	.%	.%	.%	.%	100%	100%	100%
	OCS	100%	.%	.%	100%	100%	.%	.%
	Other	99%	.%	.%	99%	100%	100%	100%

TAG -ISAT Percentage Proficient in Math

		2003	2004	2005	2006	2007	2008	2009
3	VCS	.	.%	.%	.%	100%	100%	96%
	OCS	.	.%	.%	100%	100%	.%	100%
	Other	.	.%	.%	100%	99%	100%	100%
4	VCS	67%	.%	.%	.%	100%	100%	100%
	OCS	100%	.%	.%	100%	93%	100%	100%
	Other	99%	.%	.%	100%	100%	100%	100%
5	VCS	.	.	.%	.%	100%	100%	96%
	OCS	.	.	.%	100%	84%	100%	96%
	Other	.	.	.%	100%	99%	100%	99%
6	VCS	.	.	.%	.%	100%	100%	92%
	OCS	.	.	.%	100%	60%	100%	100%
	Other	.	.	.%	100%	99%	100%	100%
7	VCS	.	.%	.%	.%	100%	100%	100%
	OCS	.	.%	.%	100%	89%	100%	100%
	Other	.	.%	.%	100%	99%	98%	99%
8	VCS	.	.%	.%	.%	100%	100%	94%
	OCS	100%	.%	.%	100%	80%	100%	100%
	Other	96%	.%	.%	99%	99%	98%	98%
10	VCS	.%	.%	.%	.%	100%	100%	100%
	OCS	100%	.%	.%	100%	100%	.%	.%
	Other	97%	.%	.%	99%	99%	98%	100%

TAG - ISAT Percentage Proficient in Language Arts

		2003	2004	2005	2006	2007	2008	2009
3	VCS	.	.%	.%	.%	75%	100%	87%
	OCS	.	.%	.%	100%	75%	.%	100%
	Other	.	.%	.%	100%	98%	100%	99%
4	VCS	83%	.%	.%	.%	100%	90%	96%
	OCS	100%	.%	.%	100%	87%	100%	100%
	Other	99%	.%	.%	100%	99%	100%	100%
5	VCS	.	.	.%	.%	100%	100%	96%
	OCS	.	.	.%	100%	84%	100%	96%
	Other	.	.	.%	99%	99%	99%	99%
6	VCS	.	.	.%	.%	100%	100%	83%
	OCS	.	.	.%	100%	60%	100%	100%
	Other	.	.	.%	100%	99%	100%	99%
7	VCS	.	.%	.%	.%	100%	100%	100%
	OCS	.	.%	.%	100%	89%	100%	100%
	Other	.	.%	.%	100%	99%	98%	99%
8	VCS	.	.%	.%	.%	100%	100%	94%
	OCS	100%	.%	.%	100%	80%	100%	100%
	Other	98%	.%	.%	100%	96%	97%	97%
10	VCS	.%	.%	.%	.%	100%	100%	100%
	OCS	100%	.%	.%	100%	100%	.%	.%
	Other	99%	.%	.%	99%	97%	98%	99%



Gender Percentage Proficient – ISAT Reading

		2003		2004		2005		2006	
		Female	Male	Female	Male	Female	Male	Female	Male
3	VCS	.	.	80%	92%	76%	79%	70%	61%
	OCS	.	.	93%	88%	93%	88%	88%	81%
	Other	.	.	90%	86%	87%	83%	85%	81%
4	VCS	84%	74%	74%	79%	85%	73%	77%	85%
	OCS	85%	88%	90%	87%	87%	96%	90%	89%
	Other	77%	74%	86%	81%	89%	85%	87%	84%
5	VCS	.	.	.	.	73%	78%	77%	69%
	OCS	.	.	.	.	89%	86%	88%	89%
	Other	.	.	.	.	78%	75%	86%	81%
6	VCS	.	.	.	.	89%	70%	82%	81%
	OCS	.	.	.	.	90%	93%	89%	87%
	Other	.	.	.	.	83%	80%	84%	81%
7	VCS	.	.	65%	82%	83%	77%	84%	82%
	OCS	.	.	81%	75%	94%	89%	93%	90%
	Other	.	.	77%	73%	82%	80%	88%	84%
8	VCS	.	.	67%	78%	83%	74%	83%	80%
	OCS	84%	92%	88%	89%	92%	84%	95%	88%
	Other	76%	72%	84%	81%	86%	80%	84%	82%
10	VCS	38%	25%	86%	50%	77%	86%	88%	83%
	OCS	90%	90%	90%	94%	94%	90%	93%	93%
	Other	78%	73%	80%	78%	86%	84%	86%	83%

		2007		2008		2009	
		Female	Male	Female	Male	Female	Male
3	VCS	91%	86%	81%	70%	84%	81%
	OCS	90%	87%	91%	82%	95%	92%
	Other	84%	79%	87%	80%	90%	85%
4	VCS	83%	81%	85%	83%	84%	79%
	OCS	92%	84%	93%	91%	94%	93%
	Other	83%	79%	85%	81%	89%	85%
5	VCS	84%	85%	85%	83%	86%	83%
	OCS	88%	85%	91%	86%	91%	89%
	Other	81%	77%	87%	83%	89%	85%
6	VCS	84%	82%	88%	77%	81%	79%
	OCS	88%	85%	91%	88%	95%	90%
	Other	80%	76%	84%	80%	88%	84%
7	VCS	87%	80%	85%	84%	89%	78%
	OCS	89%	84%	92%	86%	94%	90%
	Other	80%	76%	84%	79%	88%	84%
8	VCS	90%	91%	92%	85%	93%	89%
	OCS	96%	93%	95%	95%	97%	95%
	Other	89%	84%	91%	87%	94%	90%
10	VCS	87%	87%	82%	88%	92%	88%
	OCS	94%	93%	98%	97%	95%	94%
	Other	83%	77%	89%	85%	91%	89%

Gender Percentage Proficient – ISAT Math

		2003		2004		2005		2006	
		Female	Male	Female	Male	Female	Male	Female	Male
3	VCS	.	.	72%	73%	68%	78%	78%	77%
	OCS	.	.	91%	91%	90%	91%	98%	95%
	Other	.	.	86%	88%	82%	84%	91%	93%
4	VCS	70%	71%	70%	66%	85%	83%	79%	85%
	OCS	87%	95%	90%	95%	94%	96%	93%	95%
	Other	76%	79%	84%	85%	90%	91%	90%	91%
5	VCS	.	.	.	.	71%	74%	70%	75%
	OCS	.	.	.	.	86%	92%	90%	94%
	Other	.	.	.	.	78%	79%	88%	89%
6	VCS	.	.	.	.	59%	57%	74%	83%
	OCS	.	.	.	.	86%	89%	92%	95%
	Other	.	.	.	.	70%	74%	87%	86%
7	VCS	.	.	57%	57%	56%	73%	61%	63%
	OCS	.	.	74%	74%	90%	93%	86%	89%
	Other	.	.	70%	71%	75%	78%	76%	77%
8	VCS	.	.	17%	44%	58%	59%	51%	50%
	OCS	63%	70%	77%	74%	78%	76%	84%	82%
	Other	53%	54%	66%	68%	69%	72%	73%	73%
10	VCS	50%	50%	86%	0%	53%	57%	60%	75%
	OCS	80%	91%	79%	88%	84%	90%	80%	89%
	Other	72%	72%	71%	73%	70%	71%	70%	74%

		2007		2008		2009	
		Female	Male	Female	Male	Female	Male
3	VCS	80%	78%	81%	70%	82%	79%
	OCS	93%	92%	94%	91%	93%	91%
	Other	88%	87%	89%	87%	88%	87%
4	VCS	69%	73%	82%	80%	77%	70%
	OCS	90%	91%	92%	93%	93%	90%
	Other	82%	83%	85%	84%	87%	86%
5	VCS	60%	61%	61%	70%	60%	61%
	OCS	85%	85%	89%	87%	86%	85%
	Other	73%	74%	78%	80%	79%	79%
6	VCS	65%	60%	64%	64%	62%	71%
	OCS	90%	88%	90%	90%	87%	89%
	Other	76%	75%	78%	77%	79%	79%
7	VCS	58%	62%	63%	63%	68%	65%
	OCS	77%	84%	87%	80%	85%	84%
	Other	71%	72%	76%	76%	77%	75%
8	VCS	61%	65%	64%	61%	67%	67%
	OCS	80%	81%	85%	86%	89%	86%
	Other	73%	73%	81%	79%	79%	80%
10	VCS	72%	66%	67%	77%	73%	73%
	OCS	90%	89%	88%	95%	78%	89%
	Other	74%	75%	78%	79%	79%	81%

Gender Percentage Proficient – ISAT Language Arts

		2003		2004		2005		2006	
		Female	Male	Female	Male	Female	Male	Female	Male
3	VCS	.	.	68%	76%	68%	66%	73%	56%
	OCS	.	.	93%	91%	90%	89%	90%	83%
	Other	.	.	92%	86%	86%	79%	87%	82%
4	VCS	84%	84%	79%	86%	78%	65%	79%	71%
	OCS	85%	93%	95%	92%	91%	89%	89%	86%
	Other	83%	76%	93%	87%	88%	80%	87%	82%
5	VCS	.	.	.	.	69%	68%	79%	61%
	OCS	.	.	.	.	93%	85%	90%	84%
	Other	.	.	.	.	85%	75%	84%	76%
6	VCS	.	.	.	.	79%	60%	74%	67%
	OCS	.	.	.	.	90%	89%	92%	83%
	Other	.	.	.	.	84%	76%	84%	75%
7	VCS	.	.	59%	76%	80%	72%	80%	63%
	OCS	.	.	80%	75%	89%	87%	90%	85%
	Other	.	.	79%	66%	84%	74%	83%	75%
8	VCS	.	.	50%	56%	72%	56%	72%	60%
	OCS	80%	84%	87%	66%	87%	69%	91%	80%
	Other	79%	65%	80%	68%	82%	69%	82%	71%
10	VCS	88%	25%	86%	50%	90%	71%	74%	79%
	OCS	88%	90%	93%	90%	89%	86%	96%	86%
	Other	82%	68%	88%	77%	85%	74%	86%	78%

		2007		2008		2009	
		Female	Male	Female	Male	Female	Male
3	VCS	63%	58%	68%	56%	68%	63%
	OCS	83%	69%	84%	73%	85%	80%
	Other	75%	61%	76%	66%	79%	70%
4	VCS	77%	72%	85%	76%	79%	72%
	OCS	91%	86%	92%	83%	92%	88%
	Other	85%	77%	82%	75%	86%	77%
5	VCS	70%	58%	74%	68%	77%	67%
	OCS	85%	79%	84%	77%	88%	82%
	Other	75%	65%	79%	72%	82%	74%
6	VCS	71%	52%	69%	64%	68%	61%
	OCS	87%	77%	89%	79%	88%	84%
	Other	74%	62%	77%	68%	78%	71%
7	VCS	65%	53%	76%	62%	67%	65%
	OCS	77%	72%	86%	77%	88%	82%
	Other	73%	60%	75%	65%	76%	68%
8	VCS	64%	51%	70%	51%	75%	61%
	OCS	78%	72%	83%	76%	88%	80%
	Other	69%	58%	75%	62%	78%	67%
10	VCS	76%	67%	76%	73%	84%	74%
	OCS	85%	81%	90%	87%	80%	90%
	Other	72%	59%	75%	66%	79%	72%

SPED Percentage Proficient – ISAT Reading

		2003		2004		2005		2006	
		Eligible	Not Elig	Eligible	Not Elig	Eligible	Not Elig	Eligible	Not Elig
3	VCS		84%	86%	70%	83%	57%	68%	
	OCS		93%	90%	73%	93%	69%	87%	
	Other		81%	93%	78%	91%	76%	89%	
4	VCS	80%	71%	80%	76%	80%	79%	82%	80%
	OCS	86%	91%	88%	86%	93%	76%	91%	86%
	Other	82%	74%	90%	81%	93%	79%	91%	82%
5	VCS				72%	79%	66%	76%	
	OCS				83%	88%	91%	88%	
	Other				66%	85%	76%	90%	
6	VCS				75%	81%	78%	83%	
	OCS				85%	92%	73%	90%	
	Other				72%	89%	74%	90%	
7	VCS		70%	79%	74%	85%	74%	86%	
	OCS		50%	79%	96%	91%	85%	92%	
	Other		63%	83%	72%	88%	78%	92%	
8	VCS		75%	73%	79%	78%	86%	79%	
	OCS	89%	69%	90%	67%	89%	78%	93%	89%
	Other	81%	72%	90%	73%	89%	73%	90%	81%
10	VCS	33%		78%	83%	80%	91%	86%	33%
	OCS	92%	83%	94%	94%	92%	83%	95%	92%
	Other	80%	64%	85%	75%	90%	74%	90%	80%

		2007		2008		2009	
		Eligible	Not Elig	Eligible	Not Elig	Eligible	Not Elig
3	VCS	90%	88%	70%	79%	78%	88%
	OCS	79%	91%	73%	88%	90%	94%
	Other	73%	89%	76%	90%	81%	93%
4	VCS	75%	87%	80%	87%	78%	86%
	OCS	82%	90%	98%	91%	87%	94%
	Other	72%	89%	75%	90%	80%	93%
5	VCS	83%	86%	78%	88%	82%	87%
	OCS	70%	89%	86%	89%	80%	92%
	Other	69%	87%	78%	90%	80%	93%
6	VCS	78%	86%	76%	86%	78%	83%
	OCS	75%	88%	74%	91%	87%	93%
	Other	68%	86%	73%	89%	79%	92%
7	VCS	76%	88%	81%	87%	79%	88%
	OCS	74%	88%	86%	90%	90%	93%
	Other	67%	86%	71%	88%	78%	92%
8	VCS	87%	92%	86%	90%	89%	92%
	OCS	92%	95%	92%	95%	96%	96%
	Other	78%	92%	83%	93%	87%	95%
10	VCS	91%	86%	85%	85%	87%	92%
	OCS	86%	94%	96%	98%	91%	95%
	Other	68%	86%	78%	91%	82%	94%

SPED Percentage Proficient – ISAT Math

		2003		2004		2005		2006	
		Eligible	Not Elig	Eligible	Not Elig	Eligible	Not Elig	Eligible	Not Elig
3	VCS			67%	76%	66%	78%	73%	80%
	OCS			100%	90%	70%	93%	96%	97%
	Other			81%	92%	75%	89%	88%	96%
4	VCS	61%	75%	63%	72%	78%	88%	81%	83%
	OCS	89%	91%	87%	94%	98%	94%	80%	96%
	Other	68%	83%	77%	91%	86%	95%	85%	94%
5	VCS					64%	79%	67%	75%
	OCS					83%	91%	88%	93%
	Other					70%	86%	83%	93%
6	VCS					53%	62%	76%	80%
	OCS					76%	89%	73%	96%
	Other					61%	81%	79%	92%
7	VCS			55%	59%	54%	72%	56%	64%
	OCS			67%	74%	96%	91%	76%	89%
	Other			58%	78%	66%	84%	67%	84%
8	VCS			25%	36%	58%	60%	52%	50%
	OCS	54%	67%	79%	75%	67%	78%	73%	84%
	Other	39%	60%	53%	76%	59%	78%	61%	81%
10	VCS		50%		67%	50%	55%	73%	64%
	OCS	64%	88%	73%	86%	89%	87%	69%	86%
	Other	58%	77%	59%	78%	57%	77%	58%	79%

		2007		2008		2009	
		Eligible	Not Elig	Eligible	Not Elig	Eligible	Not Elig
3	VCS	76%	81%	71%	80%	76%	86%
	OCS	89%	93%	84%	93%	89%	92%
	Other	81%	92%	82%	93%	81%	93%
4	VCS	60%	77%	79%	82%	70%	78%
	OCS	81%	92%	93%	92%	78%	94%
	Other	75%	89%	78%	90%	81%	92%
5	VCS	51%	66%	56%	72%	56%	67%
	OCS	59%	89%	70%	90%	71%	89%
	Other	64%	81%	70%	86%	71%	87%
6	VCS	51%	68%	56%	70%	60%	73%
	OCS	80%	90%	76%	91%	75%	90%
	Other	66%	83%	67%	85%	70%	86%
7	VCS	56%	62%	53%	72%	56%	80%
	OCS	63%	83%	78%	85%	72%	86%
	Other	59%	80%	65%	83%	65%	84%
8	VCS	56%	67%	50%	71%	56%	80%
	OCS	74%	82%	75%	87%	81%	88%
	Other	61%	81%	70%	87%	70%	86%
10	VCS	68%	69%	70%	72%	71%	74%
	OCS	77%	91%	81%	92%	77%	85%
	Other	62%	80%	67%	84%	70%	86%

SPED Percentage Proficient – ISAT Language Arts

		2003		2004		2005		2006	
		Eligible	Not Elig	Eligible	Not Elig	Eligible	Not Elig	Eligible	Not Elig
3	VCS			63%	77%	59%	72%	58%	67%
	OCS			93%	92%	70%	92%	75%	89%
	Other			84%	94%	75%	89%	78%	91%
4	VCS	78%	87%	76%	87%	70%	72%	76%	75%
	OCS	89%	90%	96%	93%	81%	92%	65%	91%
	Other	71%	86%	84%	94%	75%	91%	77%	91%
5	VCS					62%	74%	67%	71%
	OCS					90%	88%	81%	87%
	Other					70%	88%	71%	87%
6	VCS					58%	76%	65%	73%
	OCS					82%	90%	77%	88%
	Other					70%	88%	69%	87%
7	VCS			65%	72%	66%	83%	65%	73%
	OCS			50%	79%	92%	88%	88%	87%
	Other			60%	81%	68%	86%	68%	87%
8	VCS			50%	55%	65%	63%	63%	67%
	OCS	71%	83%	46%	79%	67%	80%	71%	88%
	Other	58%	78%	61%	82%	63%	83%	64%	84%
10	VCS		67%		78%	100%	80%	55%	80%
	OCS	60%	91%	88%	93%	89%	87%	90%	91%
	Other	62%	79%	70%	87%	68%	84%	70%	87%

		2007		2008		2009	
		Eligible	Not Elig	Eligible	Not Elig	Eligible	Not Elig
3	VCS	59%	61%	52%	71%	61%	70%
	OCS	64%	78%	63%	81%	79%	82%
	Other	58%	77%	60%	80%	64%	83%
4	VCS	69%	77%	76%	83%	72%	79%
	OCS	79%	91%	81%	88%	85%	91%
	Other	73%	87%	69%	86%	73%	89%
5	VCS	58%	68%	63%	76%	67%	78%
	OCS	59%	86%	65%	83%	68%	88%
	Other	58%	79%	65%	83%	69%	86%
6	VCS	50%	67%	57%	73%	58%	74%
	OCS	65%	84%	60%	87%	80%	87%
	Other	56%	78%	61%	80%	64%	83%
7	VCS	50%	64%	60%	76%	57%	77%
	OCS	63%	76%	78%	83%	76%	86%
	Other	52%	76%	57%	78%	60%	81%
8	VCS	56%	58%	58%	63%	59%	76%
	OCS	70%	76%	73%	80%	72%	86%
	Other	50%	72%	55%	76%	61%	81%
10	VCS	74%	71%	76%	74%	80%	78%
	OCS	73%	84%	78%	89%	72%	87%
	Other	52%	72%	57%	76%	63%	82%

Overall Percentage Proficient for Direct Assessment

		Math					
		2004	2005	2006	2007	2008	2009
4	VCS	57%	45%	43%	56%	42%	40%
	OCS	79%	81%	82%	82%	77%	72%
	Other	63%	61%	62%	68%	60%	56%
6	VCS	25%	18%	42%	37%	23%	36%
	OCS	56%	57%	61%	62%	64%	65%
	Other	23%	31%	45%	44%	45%	45%
8	VCS	29%	26%	47%	50%	35%	34%
	OCS	51%	53%	73%	70%	62%	64%
	Other	35%	46%	57%	57%	51%	46%

		Writing					
		2004	2005	2006	2007	2008	2009
5	VCS	45%	35%	56%	60%	43%	61%
	OCS	61%	55%	80%	85%	69%	78%
	Other	41%	34%	71%	74%	61%	70%
7	VCS	.	49%	56%	66%	47%	55%
	OCS	.	72%	69%	84%	71%	76%
	Other	43%	55%	67%	75%	65%	69%
9	VCS	.	70%	61%	71%	68%	63%
	OCS	67%	84%	83%	88%	80%	79%
	Other	56%	63%	71%	77%	74%	73%

DA Percent Proficient by Gender

Math

		2004		2005		2006	
		Female	Male	Female	Male	Female	Male
4	VCS	59%	56%	45%	45%	44%	42%
	OCS	76%	81%	79%	84%	83%	81%
	Other	65%	61%	63%	59%	65%	60%
6	VCS	27%	24%	21%	16%	40%	43%
	OCS	57%	55%	55%	59%	65%	59%
	Other	24%	23%	32%	30%	47%	43%
8	VCS	20%	50%	32%	21%	50%	43%
	OCS	59%	42%	59%	46%	74%	72%
	Other	35%	36%	49%	44%	58%	56%

		2007		2008		2009	
		Female	Male	Female	Male	Female	Male
4	VCS	54%	58%	47%	38%	44%	37%
	OCS	84%	81%	81%	74%	72%	72%
	Other	69%	67%	64%	57%	59%	54%
6	VCS	34%	39%	20%	25%	39%	33%
	OCS	59%	64%	66%	61%	64%	66%
	Other	44%	43%	47%	44%	47%	44%
8	VCS	55%	47%	38%	33%	32%	36%
	OCS	71%	68%	62%	62%	66%	61%
	Other	60%	55%	51%	51%	48%	44%

Writing

		2004		2005		2006	
		Female	Male	Female	Male	Female	Male
5	VCS	58%	27%	44%	27%	66%	48%
	OCS	67%	53%	62%	50%	83%	76%
	Other	50%	33%	42%	26%	80%	63%
7	VCS	.	.	60%	36%	72%	43%
	OCS	.	.	81%	64%	75%	63%
	Other	54%	33%	64%	46%	76%	60%
9	VCS	.	.	85%	57%	66%	56%
	OCS	70%	65%	95%	74%	88%	78%
	Other	66%	47%	73%	54%	80%	61%

		2007		2008		2009	
		Female	Male	Female	Male	Female	Male
5	VCS	71%	49%	50%	36%	71%	52%
	OCS	92%	77%	76%	62%	85%	71%
	Other	82%	67%	70%	52%	79%	63%
7	VCS	78%	55%	59%	38%	67%	43%
	OCS	91%	78%	80%	62%	83%	68%
	Other	83%	68%	73%	56%	77%	62%
9	VCS	79%	62%	80%	56%	75%	50%
	OCS	93%	85%	87%	74%	84%	74%
	Other	85%	69%	83%	66%	82%	64%



Percentage Proficient for Special Education Status of Students on Direct Assessment

		Math					
		2004	2005	2006	2007	2008	2009
4	VCS	0%	25%	0%	25%	0%	0%
	OCS	44%	50%	80%	35%	50%	42%
	Other	25%	21%	27%	36%	24%	18%
6	VCS	0%	10%	0%	20%	0%	5%
	OCS	8%	18%	65%	16%	12%	18%
	Other	4%	5%	10%	12%	10%	12%
8	VCS	20%	0%	18%	15%	8%	9%
	OCS	8%	0%	65%	13%	14%	14%
	Other	5%	8%	14%	29%	10%	7%

		Writing					
		2004	2005	2006	2007	2008	2009
5	VCS	0%	13%	27%	13%	0%	19%
	OCS	42%	8%	73%	38%	18%	42%
	Other	7%	4%	29%	33%	20%	27%
7	VCS	.	25%	20%	29%	5%	9%
	OCS	.	38%	54%	47%	15%	22%
	Other	6%	10%	20%	38%	16%	20%
9	VCS	.	.	22%	20%	14%	5%
	OCS	13%	36%	77%	38%	36%	57%
	Other	12%	12%	20%	42%	24%	23%

Percentage Proficient for LEP Students Participating in Direct Assessment

		Math					
		2004	2005	2006	2007	2008	2009
4	VCS	.	.	0%	.	.	.
	OCS	100%	.	93%	.	.	.
	Other	36%	36%	38%	44%	36%	28%
6	VCS	.	0%	.	.	.	.
	OCS	100%	0%	81%	.	50%	100%
	Other	5%	9%	21%	18%	18%	17%
8	VCS	.	.	.	.	0%	.
	OCS	50%	67%	91%	.	100%	.
	Other	10%	21%	28%	41%	20%	14%

		Writing					
		2004	2005	2006	2007	2008	2009
5	VCS	0%	.	0%	.	.	.
	OCS	100%	.	94%	0%	.	.
	Other	16%	12%	50%	57%	35%	47%
7	VCS	.	.	0%	.	.	.
	OCS	.	0%	79%	0%	67%	0%
	Other	16%	23%	39%	55%	32%	46%
9	VCS	.	.	.	.	0%	.
	OCS	.	67%	81%	100%	73%	63%
	Other	22%	28%	41%	59%	44%	42%

Percentage Proficient for TAG Students Participating in Direct Assessment

		Math					
		2004	2005	2006	2007	2008	2009
4	VCS	80%	100%	62%	.	67%	70%
	OCS	100%	100%	100%	100%	100%	100%
	Other	94%	94%	94%	97%	94%	92%
6	VCS	100%	100%	91%	.	0%	67%
	OCS	91%	100%	100%	50%	80%	90%
	Other	71%	79%	88%	90%	89%	90%
8	VCS	.	.	100%	.	100%	62%
	OCS	100%	100%	100%	100%	100%	100%
	Other	87%	91%	96%	96%	94%	87%

		Writing					
		2004	2005	2006	2007	2008	2009
5	VCS	50%	0%	100%	.	75%	83%
	OCS	100%	100%	75%	100%	89%	100%
	Other	78%	72%	95%	94%	90%	95%
7	VCS	.	75%	100%	.	80%	63%
	OCS	.	81%	80%	100%	100%	100%
	Other	78%	90%	93%	96%	93%	93%
9	VCS	.	.	80%	.	.	100%
	OCS	100%	100%	100%	100%	.	.
	Other	86%	91%	95%	98%	97%	92%

Percentage of Male Students at Each ISAT Achievement Level in Reading

		2003			2004				2005				
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS					1%	7%	32%	60%	14%	7%	36%	43%
	OCS					0%	12%	23%	65%	4%	9%	22%	65%
	Other					4%	11%	31%	54%	5%	12%	34%	49%
4	VCS	7%	19%	30%	44%	7%	14%	34%	45%	7%	20%	31%	42%
	OCS	5%	7%	26%	62%	3%	10%	22%	66%	1%	2%	41%	56%
	Other	7%	20%	35%	38%	5%	14%	37%	43%	3%	11%	42%	43%
5	VCS									10%	11%	38%	41%
	OCS									7%	8%	34%	52%
	Other									8%	17%	42%	33%
6	VCS									8%	23%	40%	30%
	OCS									1%	6%	41%	52%
	Other									6%	14%	50%	30%
7	VCS					6%	12%	37%	45%	7%	16%	36%	41%
	OCS					5%	19%	40%	35%	2%	8%	34%	55%
	Other					8%	19%	43%	30%	6%	14%	45%	35%
8	VCS					0%	22%	56%	22%	11%	15%	35%	40%
	OCS		8%	49%	43%	5%	7%	43%	46%	3%	13%	37%	48%
	Other	7%	20%	39%	33%	5%	13%	44%	37%	6%	13%	42%	38%
10	VCS	0%	75%	0%	25%	50%	0%	50%	0%	0%	14%	67%	19%
	OCS	3%	8%	39%	51%	2%	4%	27%	67%	2%	8%	38%	53%
	Other	7%	21%	47%	26%	8%	14%	41%	36%	4%	12%	48%	36%

Percentage of Male Students at Each ISAT Achievement Level in Reading (continued)

		2006				2007				2008			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS	14%	26%	26%	35%	5%	9%	37%	49%	20%	11%	33%	36%
	OCS	3%	17%	33%	47%	6%	7%	37%	50%	11%	7%	32%	50%
	Other	4%	15%	40%	41%	10%	11%	43%	35%	10%	10%	39%	41%
4	VCS	7%	8%	35%	50%	9%	10%	44%	38%	12%	6%	43%	39%
	OCS	4%	7%	29%	60%	6%	10%	44%	40%	3%	5%	45%	46%
	Other	3%	13%	39%	46%	10%	11%	51%	28%	8%	11%	48%	33%
5	VCS	9%	22%	31%	38%	8%	7%	47%	39%	7%	10%	41%	41%
	OCS	3%	8%	38%	50%	7%	8%	41%	45%	5%	9%	45%	41%
	Other	5%	14%	40%	42%	10%	12%	46%	31%	6%	11%	49%	34%
6	VCS	6%	13%	36%	46%	6%	12%	49%	33%	13%	10%	39%	38%
	OCS	4%	9%	38%	48%	6%	9%	49%	36%	4%	9%	41%	47%
	Other	5%	14%	44%	37%	10%	14%	50%	26%	7%	13%	48%	32%
7	VCS	5%	14%	42%	40%	7%	13%	33%	47%	5%	11%	40%	44%
	OCS	1%	8%	29%	61%	4%	12%	42%	42%	4%	9%	34%	52%
	Other	3%	12%	38%	46%	8%	16%	45%	31%	8%	13%	42%	37%
8	VCS	8%	12%	32%	48%	2%	7%	46%	45%	7%	8%	38%	47%
	OCS	3%	9%	27%	61%	2%	5%	39%	54%	1%	4%	33%	62%
	Other	6%	12%	36%	46%	4%	12%	50%	34%	4%	9%	40%	48%
10	VCS	4%	13%	29%	54%	4%	9%	43%	43%	2%	11%	52%	35%
	OCS	1%	6%	29%	64%	1%	6%	35%	59%	1%	2%	46%	51%
	Other	5%	12%	39%	44%	8%	15%	48%	30%	5%	10%	55%	30%

Percentage of Male Students at Each ISAT Achievement Level in Reading (continued)

		2009			
		Below Basic	Basic	Proficient	Advanced
3	VCS	14%	5%	35%	46%
	OCS	3%	5%	37%	55%
	Other	7%	8%	41%	43%
4	VCS	14%	7%	46%	33%
	OCS	3%	5%	40%	53%
	Other	6%	9%	48%	37%
5	VCS	10%	7%	42%	41%
	OCS	4%	7%	41%	48%
	Other	6%	9%	48%	38%
6	VCS	12%	9%	39%	40%
	OCS	6%	4%	39%	51%
	Other	6%	10%	48%	36%
7	VCS	14%	9%	32%	46%
	OCS	4%	6%	34%	57%
	Other	6%	10%	43%	41%
8	VCS	4%	7%	38%	51%
	OCS	1%	3%	29%	66%
	Other	3%	7%	38%	52%
10	VCS	5%	8%	48%	40%
	OCS	0%	6%	46%	49%
	Other	3%	8%	61%	28%

Percentage of Male Students at Each ISAT Achievement Level in Math

		2003				2004				2005			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS					7%	20%	49%	24%	4%	18%	49%	28%
	OCS					1%	8%	42%	49%	1%	9%	33%	58%
	Other					2%	11%	54%	34%	2%	14%	52%	32%
4	VCS	5%	24%	53%	17%	3%	31%	44%	22%	3%	15%	42%	40%
	OCS	1%	4%	32%	62%	0%	5%	39%	56%	0%	4%	26%	70%
	Other	4%	18%	53%	26%	2%	13%	50%	34%	1%	8%	45%	46%
5	VCS									5%	21%	52%	23%
	OCS									3%	5%	42%	50%
	Other									3%	18%	49%	30%
6	VCS									13%	30%	44%	13%
	OCS									1%	10%	46%	44%
	Other									3%	23%	56%	18%
7	VCS					15%	28%	39%	18%	10%	17%	56%	17%
	OCS					4%	22%	40%	34%	2%	5%	43%	51%
	Other					9%	21%	43%	27%	5%	17%	48%	29%
8	VCS					33%	22%	44%	0%	7%	34%	44%	16%
	OCS	14%	16%	42%	28%	5%	22%	47%	26%	3%	21%	39%	38%
	Other	16%	30%	40%	14%	9%	23%	47%	22%	6%	22%	47%	25%
10	VCS	0%	50%	50%	0%	0%	100%	0%	0%	9%	35%	57%	0%
	OCS	1%	8%	49%	42%	2%	10%	37%	51%	1%	9%	46%	44%
	Other	6%	22%	45%	27%	4%	23%	47%	26%	5%	23%	51%	21%

Percentage of Male Students at Each ISAT Achievement Level in Math (continued)

		2006				2007				2008			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS	5%	17%	40%	37%	3%	19%	32%	46%	17%	12%	23%	48%
	OCS	1%	4%	28%	67%	2%	7%	29%	63%	3%	7%	22%	68%
	Other	1%	6%	39%	54%	2%	11%	37%	50%	3%	9%	30%	58%
4	VCS	3%	12%	58%	27%	10%	17%	41%	31%	6%	14%	39%	41%
	OCS	1%	4%	33%	63%	2%	7%	47%	44%	2%	6%	36%	57%
	Other	1%	8%	47%	44%	4%	13%	48%	34%	5%	11%	44%	41%
5	VCS	6%	20%	43%	32%	15%	25%	44%	17%	7%	23%	40%	30%
	OCS	0%	6%	31%	63%	5%	10%	30%	55%	4%	10%	34%	52%
	Other	1%	9%	42%	47%	7%	18%	39%	35%	5%	16%	44%	36%
6	VCS	3%	14%	51%	32%	15%	25%	36%	24%	16%	20%	34%	30%
	OCS	0%	5%	31%	64%	4%	9%	32%	55%	4%	7%	24%	66%
	Other	2%	12%	47%	40%	7%	19%	42%	33%	7%	16%	35%	42%
7	VCS	9%	28%	40%	23%	19%	19%	36%	25%	13%	23%	35%	28%
	OCS	0%	11%	39%	50%	3%	13%	34%	50%	6%	13%	32%	48%
	Other	4%	19%	45%	32%	10%	18%	40%	32%	9%	15%	42%	33%
8	VCS	16%	33%	31%	20%	9%	26%	37%	28%	12%	27%	43%	19%
	OCS	2%	16%	36%	46%	2%	16%	37%	45%	4%	11%	37%	49%
	Other	7%	21%	44%	29%	7%	19%	41%	32%	6%	14%	45%	35%
10	VCS	8%	17%	58%	17%	10%	24%	46%	19%	11%	13%	39%	38%
	OCS	3%	9%	57%	32%	4%	7%	35%	55%	1%	4%	28%	66%
	Other	5%	21%	51%	24%	10%	15%	43%	32%	8%	14%	38%	41%



Percentage of Male Students at Each ISAT Achievement Level in Math (continued)

		2009			
		Below Basic	Basic	Proficient	Advanced
3	VCS	7%	13%	30%	50%
	OCS	1%	8%	22%	69%
	Other	4%	10%	31%	56%
4	VCS	15%	15%	41%	29%
	OCS	3%	7%	32%	58%
	Other	4%	10%	44%	42%
5	VCS	15%	24%	40%	21%
	OCS	3%	11%	35%	50%
	Other	7%	14%	39%	40%
6	VCS	12%	18%	33%	37%
	OCS	3%	8%	27%	62%
	Other	6%	15%	37%	43%
7	VCS	14%	20%	35%	30%
	OCS	6%	11%	31%	53%
	Other	8%	17%	42%	33%
8	VCS	9%	24%	32%	35%
	OCS	3%	11%	30%	56%
	Other	6%	14%	39%	41%
10	VCS	19%	8%	42%	31%
	OCS	2%	9%	35%	54%
	Other	7%	13%	47%	34%

Percentage of Male Students at Each ISAT Achievement Level in Language Arts

		2003				2004				2005			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS					1%	8%	39%	52%	4%	7%	26%	63%
	OCS					3%	11%	50%	36%	8%	13%	38%	41%
	Other	5%	11%	56%	28%	3%	10%	42%	44%	19%	16%	29%	36%
4	VCS	4%	3%	55%	38%	0%	8%	34%	58%	3%	8%	37%	52%
	OCS	6%	17%	51%	26%	2%	11%	50%	37%	8%	13%	39%	41%
	Other									15%	16%	42%	27%
5	VCS									7%	8%	36%	48%
	OCS									9%	15%	44%	31%
	Other									23%	17%	38%	21%
6	VCS									5%	7%	34%	55%
	OCS									9%	14%	49%	28%
	Other					8%	16%	47%	29%	15%	13%	49%	24%
7	VCS					4%	21%	45%	30%	5%	8%	41%	46%
	OCS					8%	26%	48%	19%	11%	15%	49%	25%
	Other					22%	22%	33%	22%	23%	21%	42%	14%
8	VCS	5%	11%	56%	28%	5%	29%	45%	21%	10%	21%	39%	31%
	OCS	9%	26%	51%	13%	8%	24%	51%	17%	13%	19%	49%	20%
	Other	25%	50%	25%	0%	50%	0%	50%	0%	5%	24%	48%	24%
10	VCS	4%	6%	47%	42%	0%	10%	44%	46%	3%	12%	45%	41%
	OCS	7%	25%	53%	15%	5%	18%	54%	23%	9%	17%	51%	23%
	Other					1%	8%	39%	52%	4%	7%	26%	63%

Percentage of Male Students at Each ISAT Achievement Level in Language Arts (continued)

		2006				2007				2008			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS	31%	13%	27%	29%	23%	19%	33%	26%	30%	14%	29%	27%
	OCS	7%	10%	34%	49%	13%	18%	34%	36%	11%	16%	32%	41%
	Other	7%	11%	42%	40%	16%	23%	34%	27%	16%	19%	31%	35%
4	VCS	20%	8%	38%	34%	13%	15%	44%	28%	9%	15%	34%	43%
	OCS	6%	8%	30%	56%	6%	8%	48%	39%	7%	10%	31%	51%
	Other	6%	12%	43%	39%	6%	17%	50%	26%	9%	17%	38%	37%
5	VCS	23%	16%	30%	31%	18%	24%	49%	9%	15%	17%	41%	26%
	OCS	6%	11%	39%	45%	9%	12%	50%	28%	8%	14%	46%	31%
	Other	8%	16%	45%	31%	11%	24%	49%	16%	9%	19%	47%	24%
6	VCS	18%	15%	34%	34%	22%	26%	45%	8%	20%	16%	38%	25%
	OCS	5%	13%	40%	42%	9%	13%	51%	27%	6%	15%	38%	41%
	Other	9%	16%	46%	29%	13%	24%	46%	16%	12%	20%	44%	23%
7	VCS	19%	18%	39%	24%	17%	30%	44%	9%	13%	26%	43%	19%
	OCS	4%	11%	39%	46%	6%	22%	55%	17%	6%	16%	46%	31%
	Other	10%	16%	46%	28%	12%	28%	50%	10%	12%	23%	46%	19%
8	VCS	23%	17%	43%	17%	20%	29%	42%	9%	27%	22%	38%	13%
	OCS	8%	12%	35%	45%	8%	20%	55%	17%	7%	17%	52%	24%
	Other	11%	18%	47%	24%	14%	28%	47%	11%	15%	24%	48%	14%
10	VCS	13%	8%	54%	25%	18%	15%	62%	5%	6%	21%	48%	25%
	OCS	3%	10%	44%	42%	4%	15%	67%	13%	4%	10%	52%	34%
	Other	8%	14%	49%	28%	14%	27%	54%	5%	12%	22%	52%	14%

Percentage of Male Students at Each ISAT Achievement Level in Language Arts (continued)

		2009			
		Below Basic	Basic	Proficient	Advanced
3	VCS	18%	20%	34%	28%
	OCS	7%	14%	35%	44%
	Other	12%	18%	38%	32%
4	VCS	18%	11%	33%	39%
	OCS	6%	6%	34%	54%
	Other	10%	13%	36%	41%
5	VCS	17%	16%	42%	25%
	OCS	5%	12%	40%	42%
	Other	9%	16%	47%	27%
6	VCS	14%	25%	33%	28%
	OCS	5%	12%	47%	37%
	Other	9%	20%	46%	24%
7	VCS	18%	17%	47%	19%
	OCS	7%	11%	46%	36%
	Other	10%	22%	48%	20%
8	VCS	15%	24%	52%	9%
	OCS	5%	14%	58%	22%
	Other	12%	21%	54%	14%
10	VCS	9%	17%	62%	12%
	OCS	4%	6%	65%	24%
	Other	8%	20%	60%	12%

Percentage of Female Students at Each ISAT Achievement Level in Reading

		2003			2004				2005				
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS					8%	12%	23%	56%	10%	14%	27%	49%
	OCS					1%	6%	19%	74%	3%	4%	24%	69%
	Other					2%	8%	28%	62%	3%	10%	33%	54%
4	VCS	3%	13%	44%	41%	6%	20%	31%	43%	3%	11%	40%	45%
	OCS	3%	11%	31%	54%	1%	8%	26%	64%	2%	11%	30%	57%
	Other	5%	18%	37%	41%	3%	12%	36%	50%	2%	9%	42%	47%
5	VCS									9%	18%	29%	45%
	OCS									2%	9%	33%	56%
	Other									6%	16%	46%	32%
6	VCS									1%	10%	55%	34%
	OCS									1%	9%	44%	46%
	Other									5%	12%	49%	34%
7	VCS					13%	22%	39%	26%	3%	14%	44%	39%
	OCS					5%	14%	38%	43%	1%	5%	36%	58%
	Other					6%	18%	45%	32%	4%	14%	47%	35%
8	VCS					17%	17%	50%	17%	7%	10%	30%	53%
	OCS	3%	13%	33%	51%	0%	12%	27%	61%	3%	6%	35%	57%
	Other	5%	19%	40%	36%	4%	12%	45%	40%	4%	10%	41%	45%
10	VCS	0%	63%	25%	13%	0%	14%	71%	14%	0%	23%	42%	35%
	OCS	2%	8%	38%	52%	2%	8%	35%	55%	1%	5%	36%	58%
	Other	5%	17%	49%	30%	7%	14%	41%	39%	3%	11%	46%	41%

Percentage of Female Students at Each ISAT Achievement Level in Reading (continued)

		2006				2007				2008			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS	11%	19%	31%	39%	4%	6%	36%	55%	12%	7%	28%	52%
	OCS	3%	10%	39%	48%	5%	5%	34%	57%	5%	5%	33%	58%
	Other	3%	12%	41%	45%	7%	9%	44%	40%	6%	7%	37%	49%
4	VCS	5%	18%	26%	51%	12%	5%	45%	38%	6%	9%	38%	47%
	OCS	1%	9%	25%	65%	3%	5%	51%	41%	3%	4%	41%	52%
	Other	2%	11%	38%	49%	8%	10%	50%	32%	6%	9%	48%	38%
5	VCS	4%	19%	42%	35%	9%	7%	41%	43%	7%	8%	42%	43%
	OCS	3%	10%	29%	59%	5%	7%	39%	49%	3%	6%	39%	52%
	Other	3%	11%	39%	47%	8%	12%	48%	33%	4%	9%	50%	38%
6	VCS	10%	9%	43%	38%	6%	10%	49%	35%	3%	10%	51%	36%
	OCS	1%	10%	33%	56%	4%	8%	43%	45%	2%	7%	39%	52%
	Other	3%	12%	46%	39%	7%	13%	51%	29%	4%	12%	50%	34%
7	VCS	6%	10%	42%	42%	4%	9%	44%	43%	4%	11%	40%	45%
	OCS	0%	7%	32%	60%	2%	9%	45%	44%	3%	5%	36%	56%
	Other	2%	10%	38%	50%	6%	14%	46%	34%	4%	12%	44%	40%
8	VCS	3%	14%	33%	50%	2%	8%	38%	53%	1%	7%	36%	56%
	OCS	1%	3%	22%	74%	1%	3%	40%	56%	1%	4%	28%	67%
	Other	4%	12%	37%	48%	2%	9%	46%	43%	2%	7%	40%	52%
10	VCS		12%	44%	44%	1%	11%	28%	59%	3%	15%	42%	40%
	OCS	2%	5%	29%	65%	2%	5%	37%	56%	1%	1%	39%	58%
	Other	3%	10%	39%	47%	4%	13%	49%	34%	3%	9%	53%	35%

Percentage of Female Students at Each ISAT Achievement Level in Reading (continued)

		2009			
		Below Basic	Basic	Proficient	Advanced
3	VCS	6%	10%	35%	49%
	OCS	2%	3%	37%	58%
	Other	4%	6%	40%	50%
4	VCS	5%	11%	49%	35%
	OCS	2%	4%	41%	53%
	Other	4%	7%	48%	41%
5	VCS	8%	6%	35%	51%
	OCS	3%	6%	38%	53%
	Other	4%	8%	47%	42%
6	VCS	9%	9%	44%	38%
	OCS	2%	3%	38%	57%
	Other	4%	7%	46%	43%
7	VCS	6%	5%	40%	48%
	OCS	2%	4%	33%	61%
	Other	3%	8%	42%	47%
8	VCS	2%	5%	36%	57%
	OCS	1%	3%	26%	71%
	Other	1%	5%	36%	57%
10	VCS	2%	6%	49%	43%
	OCS	0%	5%	52%	43%
	Other	2%	7%	59%	32%

Percentage of Female Students at Each ISAT Achievement Level in Math

		2003			2004				2005				
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS					6%	22%	38%	35%	3%	29%	43%	25%
	OCS					3%	6%	44%	47%	1%	9%	42%	48%
	Other					2%	12%	59%	27%	2%	16%	56%	26%
4	VCS	3%	28%	52%	17%	2%	28%	40%	30%	0%	15%	56%	29%
	OCS	3%	10%	48%	39%	1%	8%	32%	59%	0%	6%	31%	63%
	Other	4%	20%	55%	21%	2%	14%	53%	31%	1%	9%	49%	41%
5	VCS									7%	22%	55%	16%
	OCS									0%	14%	31%	55%
	Other									3%	18%	52%	26%
6	VCS									2%	39%	50%	9%
	OCS									1%	14%	56%	29%
	Other									3%	27%	56%	15%
7	VCS					21%	22%	49%	8%	9%	35%	34%	22%
	OCS					8%	18%	39%	35%	3%	7%	45%	46%
	Other					8%	22%	46%	24%	6%	19%	51%	24%
8	VCS					17%	67%	17%	0%	17%	24%	41%	17%
	OCS	12%	24%	47%	16%	7%	17%	47%	30%	5%	17%	46%	33%
	Other	16%	31%	41%	12%	8%	26%	48%	18%	6%	25%	50%	19%
10	VCS	0%	50%	50%	0%	0%	14%	86%	0%	7%	40%	53%	0%
	OCS	5%	15%	52%	28%	3%	18%	49%	29%	3%	13%	59%	25%
	Other	5%	23%	48%	24%	4%	25%	50%	21%	6%	24%	53%	17%



Percentage of Female Students at Each ISAT Achievement Level in Math (continued)

		2006				2007				2008			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS	3%	19%	39%	39%	4%	16%	42%	38%	6%	13%	33%	48%
	OCS		2%	36%	63%	1%	5%	27%	66%	1%	5%	25%	69%
	Other	1%	8%	42%	49%	2%	10%	37%	50%	3%	9%	31%	57%
4	VCS	3%	18%	51%	28%	9%	21%	48%	21%	8%	10%	49%	33%
	OCS	1%	6%	33%	60%	1%	8%	42%	49%	1%	6%	33%	59%
	Other	1%	9%	51%	39%	5%	13%	49%	33%	4%	11%	46%	39%
5	VCS	4%	25%	46%	25%	18%	22%	40%	20%	12%	27%	46%	15%
	OCS	2%	8%	28%	63%	4%	10%	32%	53%	2%	10%	45%	44%
	Other	1%	10%	47%	42%	6%	21%	43%	30%	5%	17%	48%	31%
6	VCS	2%	24%	47%	27%	11%	25%	49%	16%	13%	23%	45%	19%
	OCS	1%	7%	32%	59%	1%	8%	34%	57%	4%	6%	27%	64%
	Other	2%	11%	49%	37%	5%	19%	46%	30%	5%	16%	40%	39%
7	VCS	6%	33%	50%	10%	19%	23%	34%	24%	19%	18%	41%	22%
	OCS	0%	14%	50%	36%	6%	16%	34%	44%	4%	9%	41%	46%
	Other	4%	20%	49%	27%	9%	20%	43%	28%	7%	17%	45%	31%
8	VCS	16%	34%	36%	15%	15%	24%	46%	15%	10%	25%	45%	19%
	OCS	3%	13%	40%	44%	4%	16%	46%	34%	4%	10%	37%	48%
	Other	6%	21%	46%	27%	7%	20%	45%	28%	5%	14%	48%	34%
10	VCS	14%	26%	51%	9%	10%	18%	48%	24%	19%	13%	49%	18%
	OCS	2%	19%	58%	22%	5%	6%	48%	41%	4%	9%	30%	58%
	Other	6%	23%	53%	18%	8%	18%	47%	27%	7%	14%	41%	38%

Percentage of Female Students at Each ISAT Achievement Level in Math (continued)

		2009			
		Below Basic	Basic	Proficient	Advanced
3	VCS	6%	12%	37%	45%
	OCS	3%	4%	26%	68%
	Other	3%	9%	32%	56%
4	VCS	8%	15%	46%	31%
	OCS	3%	4%	40%	53%
	Other	4%	10%	46%	41%
5	VCS	13%	27%	40%	20%
	OCS	2%	12%	42%	44%
	Other	6%	15%	45%	34%
6	VCS	12%	26%	34%	29%
	OCS	2%	10%	32%	56%
	Other	6%	16%	39%	40%
7	VCS	13%	18%	45%	24%
	OCS	3%	12%	37%	48%
	Other	6%	17%	46%	32%
8	VCS	11%	22%	44%	23%
	OCS	2%	9%	31%	59%
	Other	5%	15%	42%	37%
10	VCS	9%	18%	44%	28%
	OCS	5%	16%	31%	47%
	Other	6%	14%	50%	30%

Percentage of Female Students at Each ISAT Achievement Level in Language Arts

		2003			2004				2005				
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS					16%	16%	38%	31%	12%	20%	33%	34%
	OCS						7%	37%	56%	4%	6%	22%	69%
	Other					1%	7%	45%	47%	4%	10%	36%	50%
4	VCS	6%	10%	49%	35%	7%	14%	42%	37%	13%	9%	33%	45%
	OCS	3%	11%	44%	41%	1%	4%	29%	66%	2%	6%	27%	64%
	Other	4%	12%	49%	34%	1%	6%	44%	48%	4%	8%	37%	51%
5	VCS									13%	18%	31%	38%
	OCS									1%	6%	30%	63%
	Other									5%	10%	45%	40%
6	VCS									8%	12%	51%	29%
	OCS									5%	5%	33%	57%
	Other									5%	11%	47%	37%
7	VCS					10%	32%	48%	11%	7%	13%	48%	32%
	OCS					4%	16%	42%	38%	5%	6%	29%	60%
	Other					4%	17%	50%	29%	5%	11%	48%	35%
8	VCS					17%	33%	50%		16%	12%	43%	30%
	OCS	2%	18%	37%	43%	1%	12%	38%	49%	4%	8%	41%	47%
	Other	4%	17%	58%	21%	4%	17%	55%	25%	6%	12%	51%	31%
10	VCS	13%		75%	13%		14%	43%	43%		10%	68%	23%
	OCS	3%	8%	51%	37%		7%	53%	40%	4%	7%	42%	47%
	Other	3%	15%	56%	26%	2%	10%	51%	37%	4%	11%	51%	34%

Percentage of Female Students at Each ISAT Achievement Level in Language Arts (continued)

		2006				2007				2008			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS	18%	9%	34%	39%	19%	18%	31%	31%	16%	16%	28%	40%
	OCS	4%	5%	29%	62%	8%	9%	35%	48%	7%	8%	30%	54%
	Other	5%	8%	40%	47%	8%	17%	36%	38%	9%	15%	30%	46%
4	VCS	12%	9%	41%	38%	9%	14%	49%	28%	4%	11%	34%	51%
	OCS	3%	7%	24%	65%	2%	7%	35%	56%	3%	6%	26%	65%
	Other	4%	9%	42%	46%	3%	11%	50%	35%	5%	13%	34%	48%
5	VCS	14%	7%	42%	37%	11%	19%	54%	16%	11%	15%	40%	35%
	OCS	5%	6%	36%	54%	5%	10%	49%	36%	5%	10%	39%	45%
	Other	4%	12%	44%	39%	6%	19%	52%	22%	6%	15%	47%	32%
6	VCS	13%	13%	39%	35%	12%	17%	45%	26%	11%	20%	44%	25%
	OCS	2%	6%	39%	53%	3%	11%	48%	39%	3%	8%	36%	53%
	Other	4%	11%	46%	38%	7%	19%	52%	23%	7%	16%	45%	32%
7	VCS	11%	10%	51%	29%	9%	26%	45%	20%	7%	17%	50%	26%
	OCS	2%	8%	40%	50%	5%	18%	53%	24%	3%	11%	43%	43%
	Other	5%	11%	47%	37%	7%	20%	59%	15%	7%	18%	49%	26%
8	VCS	11%	17%	48%	23%	11%	24%	53%	11%	10%	19%	46%	24%
	OCS	5%	5%	37%	53%	5%	17%	56%	22%	3%	14%	49%	34%
	Other	6%	12%	49%	33%	8%	23%	54%	15%	7%	18%	53%	22%
10	VCS	5%	21%	47%	28%	11%	13%	63%	13%	7%	16%	43%	33%
	OCS		4%	40%	56%	2%	12%	74%	11%	1%	9%	50%	39%
	Other	4%	10%	46%	39%	7%	20%	65%	7%	8%	18%	54%	21%

Percentage of Female Students at Each ISAT Achievement Level in Language Arts (continued)

		2009			
		Below Basic	Basic	Proficient	Advanced
3	VCS	15%	17%	32%	36%
	OCS	5%	10%	29%	56%
	Other	8%	14%	37%	41%
4	VCS	11%	11%	29%	50%
	OCS	3%	5%	29%	63%
	Other	5%	9%	34%	51%
5	VCS	9%	14%	40%	37%
	OCS	3%	9%	35%	54%
	Other	6%	13%	46%	35%
6	VCS	16%	16%	38%	30%
	OCS	2%	10%	39%	49%
	Other	6%	16%	45%	33%
7	VCS	9%	24%	44%	23%
	OCS	2%	10%	42%	45%
	Other	6%	18%	47%	29%
8	VCS	9%	16%	52%	23%
	OCS	3%	9%	50%	38%
	Other	6%	16%	57%	21%
10	VCS	5%	11%	60%	24%
	OCS	2%	17%	53%	27%
	Other	5%	15%	62%	17%

Percentage of White Students at Each ISAT Achievement Level in Reading

		2003			2004				2005				
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS				6%	9%	25%	60%	12%	10%	31%	47%	
	OCS				1%	8%	22%	69%	3%	6%	24%	68%	
	Other				2%	8%	28%	63%	3%	9%	32%	56%	
4	VCS	5%	15%	39%	41%	6%	15%	34%	46%	5%	16%	34%	45%
	OCS	4%	6%	29%	60%	2%	9%	23%	65%	1%	6%	35%	58%
	Other	4%	16%	36%	43%	3%	11%	35%	51%	2%	8%	41%	49%
5	VCS								9%	13%	34%	45%	
	OCS								4%	8%	33%	55%	
	Other								5%	15%	44%	36%	
6	VCS								3%	18%	45%	34%	
	OCS								1%	8%	41%	50%	
	Other								4%	11%	50%	36%	
7	VCS				8%	16%	39%	38%	5%	16%	40%	40%	
	OCS				5%	17%	38%	39%	2%	6%	35%	58%	
	Other				6%	17%	44%	34%	4%	12%	46%	39%	
8	VCS				8%	17%	58%	17%	8%	11%	33%	48%	
	OCS	1%	11%	38%	49%	2%	9%	34%	54%	2%	10%	36%	52%
	Other	5%	17%	40%	38%	4%	10%	44%	42%	4%	10%	42%	44%
10	VCS		56%	22%	22%	13%		75%	13%		17%	55%	28%
	OCS	1%	8%	39%	52%	2%	6%	31%	61%	1%	6%	37%	57%
	Other	4%	17%	49%	30%	5%	12%	42%	40%	2%	10%	47%	41%

Percentage of White Students at Each ISAT Achievement Level in Reading (continued)

		2006				2007				2008			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS	12%	23%	28%	37%	5%	7%	37%	51%	16%	8%	31%	45%
	OCS	2%	12%	36%	50%	5%	6%	34%	55%	7%	6%	33%	54%
	Other	2%	12%	39%	47%	7%	8%	43%	42%	7%	7%	36%	50%
4	VCS	6%	13%	29%	52%	11%	9%	40%	40%	9%	6%	42%	43%
	OCS	2%	5%	27%	65%	4%	6%	48%	43%	3%	4%	43%	50%
	Other	2%	10%	37%	51%	7%	9%	51%	34%	5%	8%	47%	39%
5	VCS	6%	20%	36%	38%	8%	6%	45%	40%	7%	10%	43%	41%
	OCS	2%	9%	32%	56%	4%	7%	40%	48%	4%	6%	43%	47%
	Other	3%	11%	38%	48%	7%	10%	47%	36%	4%	8%	48%	40%
6	VCS	7%	10%	41%	42%	6%	11%	48%	35%	7%	11%	45%	37%
	OCS	2%	9%	34%	55%	5%	8%	45%	42%	2%	7%	40%	51%
	Other	3%	11%	44%	42%	6%	12%	51%	30%	4%	10%	49%	36%
7	VCS	5%	12%	43%	40%	5%	12%	36%	46%	4%	11%	39%	47%
	OCS	1%	8%	28%	63%	3%	9%	43%	45%	3%	7%	34%	56%
	Other	2%	9%	37%	52%	5%	13%	46%	36%	4%	10%	42%	43%
8	VCS	5%	12%	34%	50%	1%	8%	41%	50%	4%	8%	35%	53%
	OCS	1%	5%	23%	71%	1%	4%	38%	57%	1%	4%	30%	66%
	Other	3%	9%	36%	51%	2%	9%	47%	42%	2%	6%	38%	54%
10	VCS	2%	13%	38%	48%	3%	10%	36%	52%	3%	14%	45%	39%
	OCS	1%	5%	27%	66%	1%	4%	34%	60%	1%	1%	39%	59%
	Other	3%	9%	39%	49%	5%	12%	49%	35%	3%	8%	54%	36%

Percentage of White Students at Each ISAT Achievement Level in Reading (continued)

		2009			
		Below Basic	Basic	Proficient	Advanced
3	VCS	9%	7%	33%	51%
	OCS	2%	4%	36%	58%
	Other	5%	6%	39%	51%
4	VCS	10%	7%	48%	36%
	OCS	2%	4%	40%	54%
	Other	4%	7%	46%	43%
5	VCS	10%	6%	38%	45%
	OCS	4%	7%	38%	52%
	Other	4%	7%	46%	44%
6	VCS	10%	9%	41%	39%
	OCS	4%	4%	38%	55%
	Other	4%	7%	46%	43%
7	VCS	11%	7%	35%	47%
	OCS	3%	4%	33%	61%
	Other	4%	7%	40%	49%
8	VCS	3%	5%	36%	56%
	OCS	1%	3%	26%	69%
	Other	2%	5%	35%	59%
10	VCS	3%	7%	48%	42%
	OCS	0%	5%	49%	46%
	Other	2%	6%	59%	34%



Percentage of White Students at Each ISAT Achievement Level in Math

		2003			2004				2005				
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS					6%	20%	42%	32%	3%	22%	47%	28%
	OCS					1%	6%	43%	50%	1%	8%	38%	53%
	Other					1%	9%	56%	34%	2%	12%	54%	32%
4	VCS	3%	26%	53%	18%	1%	27%	43%	28%	1%	14%	51%	35%
	OCS	2%	6%	39%	54%	1%	7%	35%	57%	0%	5%	27%	68%
	Other	3%	16%	55%	26%	1%	11%	51%	36%	1%	6%	46%	47%
5	VCS									5%	21%	53%	21%
	OCS									2%	9%	37%	53%
	Other									3%	16%	51%	31%
6	VCS									7%	34%	48%	12%
	OCS									1%	11%	51%	37%
	Other									2%	22%	57%	19%
7	VCS					15%	25%	43%	16%	9%	26%	46%	19%
	OCS					6%	21%	38%	35%	2%	5%	43%	49%
	Other					7%	20%	45%	28%	4%	16%	50%	30%
8	VCS					25%	50%	25%	0%	9%	30%	42%	19%
	OCS	11%	21%	47%	21%	5%	20%	46%	29%	4%	20%	42%	35%
	Other	13%	30%	42%	14%	7%	22%	49%	22%	4%	22%	49%	24%
10	VCS	0%	44%	56%	0%	0%	38%	63%	0%	8%	37%	55%	0%
	OCS	3%	10%	50%	37%	3%	15%	43%	40%	2%	11%	53%	35%
	Other	4%	21%	48%	28%	4%	21%	50%	25%	4%	21%	54%	21%

Percentage of White Students at Each ISAT Achievement Level in Math (continued)

		2006				2007				2008			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS	4%	17%	40%	39%	3%	18%	35%	44%	11%	11%	29%	48%
	OCS	0%	3%	34%	63%	2%	6%	27%	65%	2%	5%	24%	69%
	Other	1%	6%	38%	55%	2%	9%	35%	54%	2%	7%	28%	62%
4	VCS	3%	14%	55%	28%	11%	16%	47%	26%	6%	12%	44%	38%
	OCS	1%	5%	31%	62%	2%	6%	44%	48%	2%	6%	34%	58%
	Other	1%	7%	47%	45%	3%	11%	49%	37%	3%	9%	44%	44%
5	VCS	4%	22%	43%	31%	17%	24%	39%	20%	9%	25%	45%	21%
	OCS	1%	6%	29%	64%	4%	9%	31%	56%	3%	8%	40%	49%
	Other	1%	8%	43%	48%	5%	17%	42%	36%	4%	14%	45%	37%
6	VCS	2%	18%	49%	31%	12%	24%	41%	22%	15%	21%	41%	23%
	OCS	1%	6%	31%	62%	3%	8%	33%	57%	3%	6%	26%	65%
	Other	1%	9%	47%	42%	4%	16%	45%	35%	5%	14%	37%	44%
7	VCS	6%	30%	47%	17%	18%	21%	34%	27%	15%	20%	38%	27%
	OCS	1%	11%	44%	45%	5%	14%	34%	48%	5%	10%	36%	49%
	Other	3%	17%	47%	33%	8%	17%	42%	33%	6%	14%	44%	36%
8	VCS	14%	33%	36%	16%	10%	25%	41%	23%	11%	25%	44%	21%
	OCS	3%	14%	37%	46%	4%	15%	41%	40%	4%	10%	36%	50%
	Other	5%	18%	46%	31%	6%	17%	43%	33%	5%	12%	45%	38%
10	VCS	13%	22%	53%	13%	9%	19%	50%	22%	15%	14%	44%	28%
	OCS	2%	13%	57%	27%	4%	5%	42%	49%	2%	6%	27%	65%
	Other	4%	20%	53%	23%	7%	15%	45%	32%	6%	12%	39%	43%

Percentage of White Students at Each ISAT Achievement Level in Math (continued)

		2009			
		Below Basic	Basic	Proficient	Advanced
3	VCS	6%	11%	33%	50%
	OCS	2%	6%	23%	69%
	Other	2%	8%	29%	60%
4	VCS	9%	16%	43%	32%
	OCS	3%	5%	36%	56%
	Other	3%	8%	43%	45%
5	VCS	15%	26%	38%	21%
	OCS	3%	11%	37%	48%
	Other	5%	13%	42%	41%
6	VCS	11%	22%	34%	33%
	OCS	2%	8%	29%	60%
	Other	4%	13%	37%	45%
7	VCS	15%	20%	42%	24%
	OCS	4%	10%	35%	52%
	Other	6%	14%	44%	36%
8	VCS	8%	23%	38%	30%
	OCS	3%	10%	29%	58%
	Other	5%	12%	41%	43%
10	VCS	12%	13%	44%	31%
	OCS	3%	12%	34%	52%
	Other	5%	12%	48%	35%

Percentage of White Students at Each ISAT Achievement Level in Language Arts

		2003			2004				2005				
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS					13%	15%	43%	30%	16%	17%	34%	33%
	OCS					1%	7%	38%	54%	4%	6%	24%	66%
	Other					1%	7%	46%	45%	5%	10%	36%	49%
4	VCS	6%	10%	53%	31%	4%	8%	46%	42%	17%	13%	30%	41%
	OCS	3%	6%	50%	41%	1%	6%	32%	61%	2%	7%	32%	59%
	Other	4%	13%	50%	33%	1%	7%	46%	46%	4%	9%	37%	49%
5	VCS									12%	15%	38%	35%
	OCS									4%	7%	34%	55%
	Other									6%	11%	45%	38%
6	VCS									15%	15%	43%	26%
	OCS									5%	6%	33%	56%
	Other									6%	11%	48%	35%
7	VCS					7%	23%	49%	21%	11%	12%	49%	28%
	OCS					4%	18%	43%	34%	4%	7%	36%	53%
	Other					5%	20%	50%	26%	6%	12%	49%	33%
8	VCS					25%	25%	33%	17%	18%	15%	42%	25%
	OCS	4%	14%	45%	37%	3%	20%	40%	36%	7%	14%	40%	39%
	Other	5%	20%	56%	19%	5%	19%	54%	23%	8%	14%	51%	27%
10	VCS	0%	11%	78%	11%	13%	0%	50%	38%	2%	13%	64%	21%
	OCS	3%	7%	47%	43%	0%	9%	49%	42%	3%	8%	44%	46%
	Other	4%	18%	56%	22%	3%	12%	53%	32%	5%	13%	52%	30%

Percentage of White Students at Each ISAT Achievement Level in Language Arts (continued)

		2006				2007				2008			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS	26%	11%	30%	34%	21%	19%	32%	28%	24%	14%	28%	34%
	OCS	6%	7%	29%	58%	11%	13%	33%	42%	9%	11%	31%	49%
	Other	5%	8%	40%	47%	10%	19%	35%	35%	10%	15%	31%	44%
4	VCS	16%	9%	39%	37%	12%	15%	44%	28%	6%	13%	33%	48%
	OCS	3%	7%	26%	63%	4%	6%	41%	49%	5%	7%	29%	58%
	Other	4%	9%	41%	46%	4%	13%	50%	33%	6%	12%	35%	47%
5	VCS	18%	12%	35%	35%	15%	21%	50%	14%	14%	16%	40%	30%
	OCS	4%	8%	36%	52%	5%	10%	51%	34%	6%	11%	43%	39%
	Other	5%	12%	44%	39%	7%	20%	52%	21%	6%	15%	47%	31%
6	VCS	15%	14%	37%	34%	16%	23%	44%	17%	15%	19%	41%	25%
	OCS	3%	8%	37%	52%	5%	12%	49%	34%	4%	10%	37%	49%
	Other	5%	12%	47%	36%	8%	20%	51%	22%	8%	16%	45%	31%
7	VCS	14%	15%	44%	27%	13%	27%	44%	15%	9%	20%	47%	24%
	OCS	3%	9%	37%	51%	4%	18%	56%	22%	4%	13%	43%	40%
	Other	6%	12%	46%	36%	7%	22%	57%	14%	7%	18%	50%	25%
8	VCS	15%	16%	47%	21%	16%	25%	48%	11%	19%	20%	41%	20%
	OCS	5%	6%	36%	52%	5%	19%	55%	21%	4%	15%	51%	30%
	Other	7%	14%	49%	31%	9%	23%	53%	14%	9%	19%	53%	20%
10	VCS	8%	16%	50%	27%	14%	13%	63%	10%	7%	17%	47%	29%
	OCS	2%	6%	41%	51%	3%	11%	73%	13%	3%	8%	48%	41%
	Other	5%	11%	48%	36%	9%	22%	63%	7%	8%	18%	55%	20%

Percentage of White Students at Each ISAT Achievement Level in Language Arts (continued)

		2009			
		Below Basic	Basic	Proficient	Advanced
3	VCS	15%	17%	33%	34%
	OCS	6%	12%	32%	50%
	Other	8%	14%	37%	41%
4	VCS	12%	10%	30%	47%
	OCS	4%	5%	31%	60%
	Other	6%	9%	34%	50%
5	VCS	14%	15%	41%	31%
	OCS	4%	11%	36%	49%
	Other	6%	13%	46%	35%
6	VCS	15%	20%	37%	28%
	OCS	3%	9%	43%	45%
	Other	6%	16%	46%	32%
7	VCS	14%	21%	44%	21%
	OCS	4%	10%	44%	42%
	Other	6%	18%	49%	27%
8	VCS	11%	19%	55%	15%
	OCS	5%	11%	52%	32%
	Other	7%	16%	57%	19%
10	VCS	6%	13%	63%	18%
	OCS	2%	13%	57%	28%
	Other	5%	16%	63%	16%

Percentage of Hispanic Students at Each ISAT Achievement Level in Reading

		2003			2004				2005				
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS					0%	0%	75%	25%	0%	40%	0%	60%
	OCS					0%	14%	14%	71%	9%	0%	18%	73%
	Other					6%	20%	42%	32%	8%	22%	42%	28%
4	VCS	0%	0%	0%	100%	0%	33%	0%	67%	0%	0%	83%	17%
	OCS	20%	60%	20%	0%	0%	0%	50%	50%	15%	15%	38%	31%
	Other	14%	36%	36%	14%	11%	26%	43%	20%	6%	21%	51%	22%
5	VCS									0%	0%	60%	40%
	OCS									0%	0%	50%	50%
	Other									17%	30%	41%	11%
6	VCS									25%	25%	50%	0%
	OCS									9%	9%	64%	18%
	Other									14%	27%	46%	12%
7	VCS					0%	0%	60%	40%	0%	33%	33%	33%
	OCS					0%	33%	67%	0%	14%	14%	57%	14%
	Other					17%	30%	41%	12%	13%	27%	47%	14%
8	VCS									25%	25%	25%	25%
	OCS	14%	0%	57%	29%	0%	33%	33%	33%	0%	0%	33%	67%
	Other	19%	37%	34%	10%	12%	29%	46%	13%	16%	22%	44%	18%
10	VCS	0%	100%	0%	0%	0%	100%	0%	0%	0%	67%	33%	0%
	OCS	33%	0%	17%	50%	25%	0%	50%	25%	0%	25%	50%	25%
	Other	22%	36%	36%	6%	26%	28%	34%	12%	14%	26%	45%	15%

Percentage of Hispanic Students at Each ISAT Achievement Level in Reading (continued)

		2006				2007				2008			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS	0%	33%	33%	33%	0%	0%	0%	100%	0%	0%	40%	60%
	OCS	22%	22%	22%	33%	0%	9%	52%	39%	23%	15%	31%	31%
	Other	8%	25%	46%	22%	18%	19%	48%	15%	16%	17%	46%	21%
4	VCS	0%	40%	0%	60%	0%	0%	71%	29%	10%	10%	60%	20%
	OCS	0%	20%	20%	60%	13%	0%	46%	25%	0%	9%	50%	41%
	Other	6%	23%	47%	24%	20%	19%	51%	10%	16%	19%	51%	13%
5	VCS	0%	25%	75%	0%	0%	25%	75%	0%	11%	0%	56%	33%
	OCS	0%	0%	60%	40%	14%	14%	36%	36%	4%	20%	40%	36%
	Other	9%	25%	47%	20%	20%	22%	46%	11%	10%	19%	55%	15%
6	VCS	0%	20%	60%	20%	0%	20%	80%	0%	40%	0%	60%	0%
	OCS	11%	22%	22%	44%	7%	13%	73%	7%	15%	15%	42%	27%
	Other	10%	26%	48%	15%	19%	26%	46%	9%	13%	23%	51%	14%
7	VCS	0%	20%	40%	40%	11%	11%	67%	11%	0%	0%	78%	22%
	OCS	0%	20%	47%	33%	0%	31%	44%	25%	5%	5%	48%	43%
	Other	8%	24%	46%	23%	17%	25%	45%	13%	14%	25%	46%	15%
8	VCS	11%	22%	33%	33%	0%	0%	50%	50%	0%	14%	57%	29%
	OCS	11%	44%	11%	33%	6%	0%	67%	28%	0%	12%	35%	53%
	Other	14%	28%	41%	18%	9%	21%	53%	17%	7%	16%	51%	26%
10	VCS	0%	0%	67%	33%	0%	0%	50%	50%	0%	0%	83%	17%
	OCS	0%	13%	50%	38%	0%	13%	60%	27%	0%	0%	67%	33%
	Other	14%	25%	43%	19%	15%	29%	44%	12%	9%	22%	57%	12%



Percentage of Hispanic Students at Each ISAT Achievement Level in Reading (continued)

		2009			
		Below Basic	Basic	Proficient	Advanced
3	VCS	11%	33%	11%	44%
	OCS	18%	11%	39%	32%
	Other	10%	15%	52%	23%
4	VCS	10%	20%	50%	20%
	OCS	8%	8%	63%	21%
	Other	10%	18%	56%	17%
5	VCS	17%	0%	50%	33%
	OCS	0%	9%	56%	35%
	Other	10%	15%	57%	19%
6	VCS	29%	14%	29%	29%
	OCS	5%	8%	53%	35%
	Other	10%	16%	55%	18%
7	VCS	0%	11%	44%	44%
	OCS	0%	18%	47%	35%
	Other	11%	18%	52%	19%
8	VCS	9%	18%	36%	36%
	OCS	0%	0%	39%	61%
	Other	4%	13%	53%	30%
10	VCS	0%	0%	67%	33%
	OCS	0%	6%	56%	39%
	Other	5%	18%	65%	11%

Percentage of Hispanic Students at Each ISAT Achievement Level in Math

		2003			2004				2005				
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS					0%	25%	75%	0%	0%	20%	40%	40%
	OCS					14%	14%	43%	29%	0%	18%	55%	27%
	Other					4%	22%	61%	13%	4%	31%	55%	10%
4	VCS	0%	0%	100%	0%	0%	33%	67%	0%	0%	33%	50%	17%
	OCS	0%	40%	40%	20%	0%	0%	50%	50%	0%	8%	46%	46%
	Other	9%	33%	50%	9%	5%	27%	53%	16%	2%	19%	57%	22%
5	VCS									0%	20%	40%	40%
	OCS									0%	0%	50%	50%
	Other									7%	30%	50%	13%
6	VCS									50%	25%	25%	0%
	OCS									0%	27%	45%	27%
	Other									7%	42%	47%	5%
7	VCS					20%	20%	60%	0%	0%	33%	67%	0%
	OCS					0%	0%	100%	0%	0%	0%	57%	43%
	Other					19%	33%	38%	9%	12%	33%	45%	10%
8	VCS									25%	25%	50%	0%
	OCS	50%	17%	17%	17%	33%	0%	67%	0%	0%	0%	83%	17%
	Other	38%	37%	23%	3%	20%	40%	33%	6%	14%	39%	41%	7%
10	VCS	0%	50%	50%	0%	0%	0%	100%	0%	0%	100%	0%	0%
	OCS	0%	60%	40%	0%	0%	25%	50%	25%	25%	25%	25%	25%
	Other	17%	41%	36%	6%	11%	45%	38%	7%	16%	41%	37%	6%

Percentage of Hispanic Students at Each ISAT Achievement Level in Math (continued)

		2006				2007				2008			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS	0%	33%	67%	0%	0%	25%	50%	25%	0%	40%	0%	60%
	OCS	0%	11%	33%	56%	0%	4%	35%	61%	0%	15%	38%	46%
	Other	2%	16%	52%	30%	4%	21%	46%	28%	6%	18%	42%	35%
4	VCS	0%	40%	40%	20%	0%	71%	29%	0%	10%	10%	50%	30%
	OCS	0%	0%	30%	70%	0%	33%	33%	33%	0%	0%	45%	55%
	Other	3%	18%	57%	21%	10%	24%	50%	16%	9%	19%	51%	21%
5	VCS	25%	25%	25%	25%	25%	25%	50%	0%	0%	56%	33%	11%
	OCS	0%	0%	50%	50%	7%	29%	21%	43%	4%	20%	44%	32%
	Other	3%	21%	54%	21%	14%	31%	41%	15%	11%	28%	46%	15%
6	VCS	0%	20%	60%	20%	20%	40%	40%	0%	20%	40%	20%	20%
	OCS	0%	22%	22%	56%	7%	0%	73%	20%	15%	15%	23%	46%
	Other	5%	23%	54%	18%	14%	33%	41%	12%	13%	28%	39%	20%
7	VCS	20%	60%	0%	20%	33%	22%	33%	11%	13%	25%	50%	13%
	OCS	0%	33%	47%	20%	6%	13%	44%	38%	0%	14%	59%	27%
	Other	8%	36%	45%	11%	19%	31%	39%	12%	17%	27%	42%	13%
8	VCS	33%	33%	22%	11%	0%	38%	50%	13%	29%	14%	57%	0%
	OCS	0%	33%	33%	33%	0%	39%	33%	28%	0%	12%	65%	24%
	Other	14%	35%	43%	9%	15%	32%	41%	12%	10%	25%	50%	15%
10	VCS	0%	33%	67%	0%	0%	0%	100%	0%	17%	17%	67%	0%
	OCS	0%	25%	50%	25%	7%	20%	40%	33%	0%	0%	47%	53%
	Other	14%	40%	40%	6%	21%	28%	41%	10%	16%	24%	43%	17%

Percentage of Hispanic Students at Each ISAT Achievement Level in Math (continued)

		2009			
		Below Basic	Basic	Proficient	Advanced
3	VCS	11%	22%	22%	44%
	OCS	7%	18%	25%	50%
	Other	6%	18%	41%	35%
4	VCS	11%	22%	33%	33%
	OCS	0%	13%	58%	29%
	Other	8%	16%	53%	23%
5	VCS	17%	17%	50%	17%
	OCS	0%	15%	53%	32%
	Other	12%	24%	46%	19%
6	VCS	29%	43%	0%	29%
	OCS	7%	27%	32%	34%
	Other	12%	27%	40%	20%
7	VCS	11%	22%	33%	33%
	OCS	9%	26%	35%	29%
	Other	14%	31%	42%	14%
8	VCS	18%	27%	36%	18%
	OCS	0%	4%	46%	50%
	Other	12%	27%	42%	19%
10	VCS	17%	17%	50%	17%
	OCS	11%	21%	32%	37%
	Other	14%	23%	50%	13%

Percentage of Hispanic Students at Each ISAT Achievement Level in Language Arts

		2003			2004				2005				
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS					0%	0%	100%	0%	20%	20%	0%	60%
	OCS					0%	29%	14%	57%	9%	9%	18%	64%
	Other					5%	18%	56%	21%	13%	19%	43%	24%
4	VCS	0%	0%	0%	100%	33%	0%	0%	67%	0%	17%	67%	17%
	OCS	20%	40%	40%	0%	0%	0%	0%	100%	15%	15%	38%	31%
	Other	13%	29%	48%	11%	4%	17%	58%	22%	15%	18%	43%	24%
5	VCS									0%	40%	20%	40%
	OCS									0%	25%	25%	50%
	Other									16%	22%	44%	17%
6	VCS									75%	0%	25%	0%
	OCS									9%	9%	45%	36%
	Other									18%	22%	47%	13%
7	VCS					0%	20%	20%	60%	0%	0%	67%	33%
	OCS					0%	33%	67%	0%	0%	14%	29%	57%
	Other					16%	34%	41%	8%	20%	22%	46%	11%
8	VCS									14%	43%	43%	0%
	OCS	0%	43%	29%	29%	0%	67%	33%	0%	0%	17%	50%	33%
	Other	18%	36%	42%	4%	13%	35%	43%	8%	22%	24%	45%	10%
10	VCS	50%	50%	0%	0%	0%	100%	0%	0%	0%	67%	33%	0%
	OCS	17%	17%	67%	0%	0%	25%	25%	50%	25%	50%	0%	25%
	Other	19%	34%	41%	5%	13%	31%	45%	12%	21%	22%	45%	11%

Percentage of Hispanic Students at Each ISAT Achievement Level in Language Arts (continued)

		2006				2007				2008			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS	33%	0%	67%	0%	0%	25%	50%	25%	0%	20%	60%	20%
	OCS	22%	22%	22%	33%	5%	18%	50%	27%	15%	31%	31%	23%
	Other	13%	16%	48%	23%	22%	27%	34%	17%	25%	25%	31%	20%
4	VCS	20%	0%	60%	20%	0%	14%	86%	0%	10%	10%	60%	20%
	OCS	0%	30%	10%	60%	4%	13%	46%	38%	5%	9%	23%	64%
	Other	12%	18%	48%	22%	9%	22%	54%	15%	15%	25%	40%	20%
5	VCS	0%	33%	67%	0%	25%	0%	75%	0%	11%	22%	56%	11%
	OCS	0%	10%	70%	20%	14%	21%	50%	14%	16%	24%	44%	16%
	Other	15%	24%	45%	16%	18%	34%	41%	6%	16%	28%	46%	11%
6	VCS	0%	20%	60%	20%	40%	40%	20%	0%	40%	0%	40%	20%
	OCS	0%	44%	33%	22%	7%	20%	60%	13%	19%	27%	35%	19%
	Other	17%	24%	46%	14%	22%	33%	37%	7%	21%	27%	41%	11%
7	VCS	40%	0%	60%	0%	22%	22%	56%	0%	0%	44%	44%	11%
	OCS	7%	7%	60%	27%	0%	31%	56%	13%	5%	14%	73%	9%
	Other	18%	23%	46%	12%	22%	36%	39%	3%	21%	35%	36%	8%
8	VCS	33%	22%	22%	22%	13%	25%	50%	13%	29%	0%	71%	0%
	OCS	33%	22%	22%	22%	28%	6%	61%	6%	6%	41%	41%	12%
	Other	22%	24%	44%	10%	25%	37%	34%	4%	24%	31%	39%	6%
10	VCS	0%	33%	33%	33%	0%	0%	100%	0%	0%	33%	33%	33%
	OCS	0%	25%	63%	13%	7%	27%	60%	7%	0%	0%	93%	7%
	Other	17%	23%	45%	14%	25%	36%	38%	1%	24%	30%	42%	4%

Percentage of Hispanic Students at Each ISAT Achievement Level in Language Arts (continued)

		2009			
		Below	Basic	Proficient	Advanced
		Basic	Basic	Proficient	Advanced
3	VCS	13%	25%	38%	25%
	OCS	14%	14%	39%	32%
	Other	18%	26%	39%	17%
4	VCS	20%	20%	30%	30%
	OCS	13%	4%	46%	38%
	Other	15%	21%	40%	24%
5	VCS	17%	0%	67%	17%
	OCS	6%	9%	50%	35%
	Other	14%	24%	50%	13%
6	VCS	29%	29%	29%	14%
	OCS	7%	29%	37%	27%
	Other	16%	28%	44%	12%
7	VCS	11%	22%	56%	11%
	OCS	6%	26%	47%	21%
	Other	16%	33%	42%	9%
8	VCS	9%	45%	45%	0%
	OCS	0%	18%	71%	11%
	Other	18%	32%	44%	6%
10	VCS	0%	33%	67%	0%
	OCS	11%	6%	67%	17%
	Other	15%	32%	49%	4%

Percentage of Other Students at Each ISAT Achievement Level in Reading

		2003			2004				2005				
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS					18%	35%	47%		12%	12%	42%	35%
	OCS					50%	0%	50%		11%	11%	22%	56%
	Other					5%	12%	33%	50%		7%	17%	32%
4	VCS	0%	29%	14%	57%	11%	30%	30%	30%	8%	21%	29%	42%
	OCS	0%	33%	0%	67%	0%	13%	25%	63%	0%	0%	67%	33%
	Other	7%	22%	36%	35%	6%	17%	43%	35%	4%	13%	42%	41%
5	VCS									19%	33%	19%	29%
	OCS									9%	18%	36%	36%
	Other									11%	20%	45%	24%
6	VCS									12%	8%	56%	24%
	OCS									0%	0%	50%	50%
	Other									6%	15%	53%	25%
7	VCS					16%	24%	28%	32%	4%	7%	43%	46%
	OCS					0%	0%	25%	75%	0%	29%	29%	43%
	Other					12%	22%	43%	23%	7%	18%	47%	28%
8	VCS					0%	33%	33%	33%	12%	15%	31%	42%
	OCS	0%	17%	50%	33%	0%	25%	50%	25%	17%	0%	33%	50%
	Other	10%	24%	39%	28%	6%	18%	42%	34%	8%	16%	42%	34%
10	VCS	0%	100%	0%	0%					0%	0%	0%	100%
	OCS	0%	11%	44%	44%	0%	0%	27%	73%	22%	22%	22%	33%
	Other	9%	24%	44%	23%	15%	22%	35%	28%	7%	19%	48%	27%



Percentage of Other Students at Each ISAT Achievement Level in Reading (continued)

		2006				2007				2008			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS	17%	13%	30%	39%	0%	8%	35%	57%	18%	18%	32%	32%
	OCS	1%	18%	41%	39%	8%	10%	36%	46%	0%	11%	22%	67%
	Other	6%	15%	43%	36%	10%	12%	46%	32%	9%	13%	41%	38%
4	VCS	0%	17%	46%	38%	8%	0%	68%	24%	8%	13%	21%	58%
	OCS	4%	18%	27%	51%	8%	10%	48%	33%	4%	11%	44%	41%
	Other	5%	15%	40%	41%	10%	13%	51%	27%	11%	14%	48%	27%
5	VCS	12%	24%	32%	32%	8%	8%	35%	49%	4%	8%	28%	60%
	OCS	6%	11%	34%	49%	20%	4%	40%	36%	9%	17%	39%	35%
	Other	6%	16%	39%	40%	14%	14%	48%	25%	9%	12%	51%	29%
6	VCS	12%	12%	24%	52%	8%	10%	48%	35%	11%	3%	42%	44%
	OCS	4%	12%	47%	37%	7%	13%	43%	37%	7%	10%	37%	47%
	Other	7%	19%	46%	29%	10%	15%	51%	24%	9%	17%	45%	29%
7	VCS	4%	16%	36%	44%	7%	5%	42%	47%	14%	14%	41%	31%
	OCS	3%	4%	41%	53%	10%	18%	46%	26%	6%	15%	50%	29%
	Other	4%	13%	42%	40%	9%	19%	47%	25%	10%	13%	42%	35%
8	VCS	11%	21%	21%	46%	6%	6%	47%	42%	7%	4%	43%	46%
	OCS	10%	8%	38%	44%	0%	3%	47%	50%	0%	5%	45%	50%
	Other	8%	15%	38%	39%	4%	12%	52%	32%	5%	11%	44%	40%
10	VCS					6%	11%	33%	50%	0%	13%	50%	38%
	OCS	0%	20%	60%	20%	14%	14%	29%	43%	0%	8%	64%	28%
	Other	5%	12%	43%	40%	9%	15%	49%	27%	7%	13%	55%	26%

Percentage of Other Students at Each ISAT Achievement Level in Reading (continued)

		2009			
		Below Basic	Basic	Proficient	Advanced
3	VCS	14%	7%	55%	24%
	OCS	0%	0%	48%	52%
	Other	11%	10%	43%	37%
4	VCS	7%	29%	43%	21%
	OCS	8%	4%	31%	58%
	Other	9%	9%	50%	31%
5	VCS	3%	7%	38%	52%
	OCS	4%	4%	46%	46%
	Other	7%	12%	47%	33%
6	VCS	10%	7%	45%	38%
	OCS	5%	0%	38%	58%
	Other	10%	12%	46%	32%
7	VCS	4%	8%	38%	50%
	OCS	8%	8%	36%	47%
	Other	9%	11%	45%	35%
8	VCS	3%	9%	46%	43%
	OCS	0%	0%	32%	68%
	Other	4%	7%	38%	50%
10	VCS	6%	12%	47%	35%
	OCS	0%	15%	37%	48%
	Other	7%	12%	57%	23%

Percentage of Other Students at Each ISAT Achievement Level in Math

		2003			2004				2005				
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS					11%	26%	47%	16%	4%	35%	42%	19%
	OCS					0%	50%	50%	0%	0%	22%	11%	67%
	Other					3%	18%	55%	24%	4%	20%	51%	25%
4	VCS	11%	33%	44%	11%	11%	41%	33%	15%	8%	17%	33%	42%
	OCS	0%	0%	67%	33%	0%	0%	38%	63%	0%	33%	33%	33%
	Other	5%	21%	52%	21%	3%	20%	53%	24%	2%	13%	46%	39%
5	VCS									17%	26%	57%	0%
	OCS									0%	18%	36%	45%
	Other									6%	23%	49%	23%
6	VCS									8%	38%	42%	13%
	OCS									0%	0%	75%	25%
	Other									4%	31%	51%	13%
7	VCS					29%	29%	38%	4%	14%	25%	36%	25%
	OCS							50%	50%	0%	29%	43%	29%
	Other					15%	22%	45%	18%	9%	24%	47%	21%
8	VCS					33%	0%	67%	0%	31%	23%	38%	8%
	OCS	17%	33%	33%	17%	0%	0%	75%	25%	17%	0%	33%	50%
	Other	21%	31%	36%	12%	11%	28%	44%	17%	10%	25%	47%	18%
10	VCS	0%	100%	0%	0%					0%	0%	100%	0%
	OCS	0%	0%	67%	33%	0%	0%	45%	55%	0%	11%	44%	44%
	Other	8%	27%	44%	21%	7%	31%	43%	19%	11%	30%	42%	17%

Percentage of Other Students at Each ISAT Achievement Level in Math (continued)

		2006				2007				2008			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS	4%	26%	35%	35%	3%	14%	49%	35%	18%	18%	23%	41%
	OCS	1%	1%	21%	76%	0%	10%	31%	59%	0%	11%	17%	72%
	Other	2%	12%	41%	45%	3%	14%	38%	45%	5%	12%	35%	49%
4	VCS	4%	17%	58%	21%	5%	32%	32%	30%	13%	17%	42%	29%
	OCS	0%	6%	40%	54%	2%	8%	46%	44%	0%	7%	30%	63%
	Other	3%	14%	48%	35%	7%	14%	47%	32%	10%	13%	44%	33%
5	VCS	8%	25%	58%	8%	11%	19%	59%	11%	12%	16%	28%	44%
	OCS	0%	11%	29%	60%	10%	20%	28%	42%	4%	26%	22%	48%
	Other	3%	12%	47%	37%	9%	23%	38%	30%	10%	18%	44%	28%
6	VCS	4%	24%	52%	20%	18%	26%	46%	10%	14%	19%	31%	36%
	OCS	0%	3%	37%	61%	0%	17%	22%	61%	7%	3%	28%	62%
	Other	3%	18%	49%	30%	8%	21%	43%	28%	12%	18%	34%	36%
7	VCS	20%	28%	32%	20%	23%	21%	37%	19%	29%	25%	36%	11%
	OCS	0%	15%	50%	35%	6%	26%	32%	36%	9%	18%	42%	30%
	Other	6%	21%	49%	24%	14%	22%	39%	25%	13%	17%	42%	28%
8	VCS	21%	36%	18%	25%	22%	22%	39%	17%	7%	39%	43%	11%
	OCS	3%	18%	49%	31%	0%	16%	45%	39%	0%	25%	30%	45%
	Other	10%	26%	39%	25%	9%	22%	45%	23%	9%	18%	47%	26%
10	VCS					17%	39%	22%	22%	25%	0%	38%	38%
	OCS		20%	60%	20%	14%	0%	57%	29%	4%	12%	40%	44%
	Other	8%	24%	50%	17%	11%	17%	43%	28%	13%	16%	37%	33%

Percentage of Other Students at Each ISAT Achievement Level in Math (continued)

		2009			
		Below Basic	Basic	Proficient	Advanced
3	VCS	10%	21%	41%	28%
	OCS	0%	7%	31%	62%
	Other	7%	16%	32%	45%
4	VCS	29%	7%	50%	14%
	OCS	4%	4%	31%	62%
	Other	8%	13%	44%	35%
5	VCS	3%	21%	59%	17%
	OCS	0%	11%	43%	46%
	Other	14%	19%	37%	30%
6	VCS	14%	17%	34%	34%
	OCS	0%	8%	40%	53%
	Other	11%	17%	35%	36%
7	VCS	8%	15%	19%	58%
	OCS	11%	19%	25%	44%
	Other	12%	18%	40%	29%
8	VCS	20%	20%	34%	26%
	OCS	4%	7%	39%	50%
	Other	9%	18%	38%	35%
10	VCS	35%	12%	29%	24%
	OCS	7%	17%	27%	50%
	Other	12%	19%	43%	26%

Percentage of Other Students at Each ISAT Achievement Level in Language Arts

		2003			2004				2005				
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS					11%	32%	32%	26%	16%	20%	24%	40%
	OCS					0%	0%	100%	0%	0%	11%	22%	67%
	Other					4%	10%	50%	36%	10%	12%	37%	40%
4	VCS	0%	22%	44%	33%	7%	37%	26%	30%	18%	14%	27%	41%
	OCS	0%	0%	67%	33%	0%	13%	25%	63%	0%	0%	67%	33%
	Other	7%	17%	49%	27%	3%	14%	48%	35%	9%	13%	39%	39%
5	VCS									36%	27%	27%	9%
	OCS									9%	9%	27%	55%
	Other									11%	15%	43%	31%
6	VCS									12%	12%	52%	24%
	OCS									0%	0%	25%	75%
	Other									9%	16%	49%	26%
7	VCS					16%	24%	48%	12%	7%	19%	44%	30%
	OCS							25%	75%	14%	14%	29%	43%
	Other					10%	23%	47%	20%	11%	15%	49%	25%
8	VCS					0%	33%	67%	0%	27%	19%	46%	8%
	OCS	0%	0%	67%	33%	0%	0%	75%	25%	17%	0%	33%	50%
	Other	8%	27%	52%	13%	7%	22%	53%	18%	13%	18%	46%	23%
10	VCS	100%	0%	0%	0%					0%	0%	0%	100%
	OCS	0%	0%	67%	33%	0%	0%	45%	55%	11%	22%	56%	11%
	Other	7%	25%	50%	18%	6%	22%	49%	23%	12%	18%	47%	23%

Percentage of Other Students at Each ISAT Achievement Level in Language Arts (continued)

		2006				2007				2008			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS	14%	19%	29%	38%	25%	14%	28%	33%	18%	27%	27%	27%
	OCS	4%	7%	42%	46%	8%	13%	38%	41%	6%	17%	33%	44%
	Other	9%	12%	41%	39%	15%	20%	35%	31%	16%	19%	30%	35%
4	VCS	21%	4%	42%	33%	6%	11%	56%	28%	8%	13%	33%	46%
	OCS	10%	8%	32%	50%	4%	19%	44%	33%	4%	22%	22%	52%
	Other	8%	12%	41%	40%	6%	16%	49%	29%	9%	20%	35%	36%
5	VCS	25%	8%	38%	29%	14%	24%	57%	5%	8%	16%	36%	40%
	OCS	10%	9%	40%	41%	20%	16%	38%	26%	13%	26%	26%	35%
	Other	9%	14%	44%	33%	11%	25%	47%	16%	11%	21%	45%	23%
6	VCS	25%	13%	25%	38%	23%	15%	53%	10%	17%	11%	43%	29%
	OCS	7%	11%	55%	28%	13%	11%	52%	24%	13%	13%	37%	37%
	Other	11%	20%	43%	27%	13%	25%	44%	18%	14%	20%	40%	25%
7	VCS	24%	8%	44%	24%	9%	33%	44%	14%	24%	31%	34%	10%
	OCS	3%	14%	47%	36%	20%	36%	34%	10%	12%	21%	47%	21%
	Other	9%	15%	49%	27%	13%	31%	47%	9%	12%	24%	43%	20%
8	VCS	24%	24%	41%	10%	19%	36%	39%	6%	15%	33%	44%	7%
	OCS	8%	23%	44%	26%	11%	24%	55%	11%	15%	15%	45%	25%
	Other	13%	18%	44%	25%	15%	29%	46%	10%	15%	26%	44%	15%
10	VCS					18%	24%	59%	0%	13%	25%	38%	25%
	OCS	0%	40%	40%	20%	0%	57%	29%	14%	0%	28%	56%	16%
	Other	8%	13%	52%	28%	14%	25%	57%	5%	15%	25%	47%	14%

Percentage of Other Students at Each ISAT Achievement Level in Language Arts (continued)

		2009			
		Below Basic	Basic	Proficient	Advanced
3	VCS	25%	25%	32%	18%
	OCS	3%	7%	38%	52%
	Other	17%	18%	36%	29%
4	VCS	29%	11%	36%	25%
	OCS	4%	12%	27%	58%
	Other	11%	14%	34%	40%
5	VCS	7%	17%	38%	38%
	OCS	0%	18%	46%	36%
	Other	13%	16%	45%	26%
6	VCS	14%	17%	31%	38%
	OCS	5%	15%	40%	40%
	Other	12%	21%	45%	22%
7	VCS	12%	15%	50%	23%
	OCS	8%	11%	42%	39%
	Other	12%	24%	43%	21%
8	VCS	20%	23%	34%	23%
	OCS	4%	11%	57%	29%
	Other	12%	21%	51%	16%
10	VCS	18%	18%	41%	24%
	OCS	11%	7%	74%	7%
	Other	16%	21%	55%	9%



Percentage of Special Education Students at Each ISAT Achievement Level in Reading

		2003				2004				2005			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS					29%	29%	14%	29%	58%	8%	33%	
	OCS						41%	12%	47%	24%	24%	41%	12%
	Other					16%	30%	33%	21%	18%	29%	34%	20%
4	VCS	20%	50%	20%	10%	14%	36%	21%	29%	20%	50%	10%	20%
	OCS	0%	14%	43%	43%	23%	46%	23%	8%	8%	4%	40%	48%
	Other	24%	40%	27%	10%	21%	37%	31%	11%	15%	30%	41%	14%
5	VCS									29%	43%	21%	7%
	OCS									47%	20%	27%	7%
	Other									31%	31%	29%	9%
6	VCS									27%	18%	55%	
	OCS									15%	46%	31%	8%
	Other									27%	31%	34%	8%
7	VCS					22%	33%	44%		13%	33%	47%	7%
	OCS					40%	53%	7%		12%	24%	48%	16%
	Other					36%	40%	22%	3%	27%	36%	29%	8%
8	VCS						100%			50%	17%	17%	17%
	OCS	11%	33%	44%	11%	19%	25%	44%	13%	13%	53%	33%	
	Other	32%	40%	23%	5%	28%	38%	30%	4%	28%	33%	31%	8%
10	VCS												
	OCS	29%	57%	14%	0%	33%	33%	33%			14%	57%	29%
	Other	29%	44%	23%	4%	42%	30%	23%	5%	20%	35%	39%	6%

Percentage of Special Education Students at Each ISAT Achievement Level in Reading (continued)

		2006				2007				2008			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS	36%	36%	29%	0%	31%	31%	8%	31%	54%	14%	18%	14%
	OCS	17%	27%	20%	37%	24%	18%	29%	29%	36%	18%	36%	9%
	Other	17%	32%	34%	18%	28%	19%	37%	16%	29%	17%	35%	19%
4	VCS	9%	36%	27%	27%	29%	29%	33%	8%	44%	22%	28%	6%
	OCS	12%	23%	46%	19%	29%	13%	42%	16%	26%	11%	53%	11%
	Other	14%	33%	37%	16%	30%	21%	38%	11%	27%	22%	38%	13%
5	VCS	30%	30%	20%	20%	41%	9%	34%	16%	32%	18%	32%	18%
	OCS	7%	36%	36%	21%	38%	20%	30%	13%	37%	14%	29%	20%
	Other	21%	34%	32%	12%	33%	22%	33%	12%	23%	24%	40%	14%
6	VCS	29%	24%	35%	12%	21%	29%	33%	17%	30%	23%	37%	10%
	OCS	16%	44%	32%	8%	36%	27%	33%	4%	17%	45%	31%	7%
	Other	22%	34%	33%	11%	31%	28%	32%	9%	27%	28%	34%	11%
7	VCS	8%	42%	25%	25%	30%	45%	21%	3%	28%	17%	28%	28%
	OCS	11%	14%	61%	14%	27%	35%	31%	8%	27%	30%	38%	5%
	Other	17%	36%	36%	11%	31%	32%	29%	9%	31%	31%	28%	10%
8	VCS	8%	31%	38%	23%	15%	20%	50%	15%	12%	21%	47%	21%
	OCS	12%	35%	32%	21%	12%	28%	48%	12%	9%	24%	45%	21%
	Other	28%	32%	29%	11%	17%	34%	40%	9%	18%	31%	37%	14%
10	VCS	0%	0%	100%	0%	20%	20%	50%	10%	20%	40%	40%	0%
	OCS	17%	33%	50%	0%	27%	36%	27%	9%	0%	20%	70%	10%
	Other	24%	32%	32%	12%	29%	34%	29%	7%	22%	32%	38%	9%

Percentage of Special Education Students at Each ISAT Achievement Level in Reading (continued)

		2009			
		Below Basic	Basic	Proficient	Advanced
3	VCS	47%	13%	20%	20%
	OCS	20%	24%	48%	8%
	Other	25%	18%	38%	19%
4	VCS	33%	13%	43%	10%
	OCS	20%	26%	46%	9%
	Other	22%	21%	42%	15%
5	VCS	36%	7%	43%	14%
	OCS	34%	16%	38%	13%
	Other	26%	20%	39%	15%
6	VCS	43%	17%	33%	7%
	OCS	46%	17%	23%	14%
	Other	26%	23%	38%	13%
7	VCS	33%	7%	52%	7%
	OCS	29%	18%	42%	11%
	Other	28%	26%	34%	12%
8	VCS	28%	6%	28%	38%
	OCS	7%	19%	59%	15%
	Other	14%	27%	43%	16%
10	VCS	11%	28%	44%	17%
	OCS	0%	38%	62%	0%
	Other	16%	33%	43%	8%

Percentage of Special Education Students at Each ISAT Achievement Level in Math

		2003			2004				2005				
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS					14%	43%	29%	14%	25%	58%	17%	
	OCS						24%	35%	41%	6%	35%	53%	6%
	Other					10%	30%	49%	11%	9%	32%	45%	14%
4	VCS	30%	40%	30%			50%	43%	7%	10%	20%	50%	20%
	OCS	13%	13%	38%	38%	8%	38%	46%	8%		12%	54%	35%
	Other	17%	38%	37%	8%	10%	36%	46%	9%	7%	27%	50%	17%
5	VCS									29%	50%	14%	7%
	OCS									20%	27%	47%	7%
	Other									15%	38%	38%	9%
6	VCS									27%	45%	27%	
	OCS										62%	38%	
	Other									18%	48%	29%	5%
7	VCS					22%	56%	22%		20%	40%	40%	
	OCS					33%	47%	20%		16%	16%	48%	20%
	Other					40%	38%	19%	3%	27%	40%	27%	6%
8	VCS						100%			25%	67%	8%	
	OCS	25%	13%	63%		38%	31%	25%	6%	13%	47%	40%	
	Other	58%	30%	10%	2%	41%	40%	18%	2%	29%	44%	23%	4%
10	VCS												
	OCS	43%	43%	14%		33%	67%			13%	38%	25%	25%
	Other	31%	47%	20%	2%	25%	50%	23%	2%	28%	44%	24%	4%

Percentage of Special Education Students at Each ISAT Achievement Level in Math (continued)

		2006				2007				2008			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS	21%	29%	43%	7%	15%	46%	23%	15%	46%	11%	21%	21%
	OCS	3%	13%	53%	30%	6%	29%	38%	26%	15%	21%	42%	21%
	Other	4%	22%	50%	25%	8%	22%	42%	27%	14%	23%	35%	28%
4	VCS	9%	45%	27%	18%	25%	42%	25%	8%	12%	41%	41%	6%
	OCS	8%	31%	38%	23%	13%	16%	55%	16%	16%	37%	37%	11%
	Other	8%	25%	50%	18%	15%	27%	44%	14%	19%	24%	41%	16%
5	VCS	10%	30%	30%	30%	41%	28%	22%	9%	26%	32%	26%	16%
	OCS	4%	30%	41%	26%	28%	30%	28%	15%	29%	17%	46%	9%
	Other	9%	31%	45%	15%	25%	34%	28%	13%	23%	33%	31%	12%
6	VCS	11%	61%	22%	6%	25%	29%	38%	8%	39%	46%	14%	0%
	OCS	12%	24%	36%	28%	16%	38%	36%	11%	21%	32%	43%	4%
	Other	12%	34%	43%	11%	25%	37%	27%	11%	28%	31%	27%	13%
7	VCS	36%	45%	18%	0%	67%	30%	3%	0%	43%	21%	18%	18%
	OCS	4%	50%	43%	4%	19%	42%	35%	4%	39%	34%	18%	8%
	Other	22%	42%	27%	8%	38%	30%	23%	9%	39%	28%	23%	10%
8	VCS	21%	50%	14%	14%	50%	30%	15%	5%	39%	36%	18%	6%
	OCS	21%	32%	38%	9%	24%	36%	32%	8%	21%	36%	30%	12%
	Other	33%	38%	23%	6%	31%	37%	23%	8%	33%	30%	28%	9%
10	VCS	0%	33%	67%	0%	30%	50%	20%	0%	60%	10%	20%	10%
	OCS	17%	33%	50%	0%	36%	18%	27%	18%	20%	20%	50%	10%
	Other	28%	40%	27%	5%	40%	27%	26%	7%	39%	27%	24%	9%

Percentage of Special Education Students at Each ISAT Achievement Level in Math (continued)

		2009			
		Below Basic	Basic	Proficient	Advanced
3	VCS	37%	27%	20%	17%
	OCS	16%	16%	60%	8%
	Other	15%	24%	35%	25%
4	VCS	34%	21%	31%	14%
	OCS	31%	26%	37%	6%
	Other	18%	24%	41%	17%
5	VCS	46%	29%	25%	0%
	OCS	19%	41%	28%	13%
	Other	30%	27%	30%	14%
6	VCS	59%	24%	10%	7%
	OCS	37%	17%	31%	14%
	Other	29%	31%	26%	15%
7	VCS	65%	19%	15%	0%
	OCS	34%	47%	16%	3%
	Other	35%	31%	24%	10%
8	VCS	31%	22%	19%	28%
	OCS	22%	44%	15%	19%
	Other	33%	31%	26%	10%
10	VCS	67%	6%	17%	11%
	OCS	38%	31%	23%	8%
	Other	37%	28%	26%	9%

Percentage of Special Education Students at Each ISAT Achievement Level in Language Arts

		2003				2004				2005			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS					50%	25%	25%	0%	64%	9%	18%	9%
	OCS					0%	35%	29%	35%	24%	24%	47%	6%
	Other					8%	29%	50%	13%	22%	23%	36%	20%
4	VCS	10%	30%	50%	10%	14%	36%	29%	21%	56%	0%	22%	22%
	OCS	13%	0%	38%	50%	8%	54%	31%	8%	4%	23%	35%	38%
	Other	20%	34%	38%	8%	8%	27%	53%	12%	25%	23%	37%	15%
5	VCS									43%	36%	14%	7%
	OCS									27%	13%	53%	7%
	Other									31%	27%	33%	9%
6	VCS									67%	25%	8%	0%
	OCS									38%	31%	23%	8%
	Other									34%	28%	31%	7%
7	VCS					33%	33%	33%	0%	20%	33%	33%	13%
	OCS					27%	47%	27%	0%	20%	20%	48%	12%
	Other					32%	47%	20%	1%	39%	28%	26%	6%
8	VCS					0%	100%	0%	0%	67%	8%	25%	0%
	OCS	33%	67%	0%	0%	13%	81%	0%	6%	27%	53%	20%	0%
	Other	34%	44%	20%	2%	32%	47%	20%	1%	45%	29%	22%	5%
10	VCS												
	OCS	33%	67%	0%	0%	0%	67%	33%	0%	14%	29%	43%	14%
	Other	29%	49%	20%	2%	23%	45%	29%	3%	34%	34%	27%	5%

Percentage of Special Education Students at Each ISAT Achievement Level in Language Arts (continued)

		2006				2007				2008			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS	43%	36%	21%		31%	23%	38%	8%	46%	25%	14%	14%
	OCS	17%	17%	27%	40%	35%	24%	29%	12%	24%	33%	30%	12%
	Other	18%	20%	43%	19%	31%	31%	25%	13%	30%	26%	27%	16%
4	VCS	50%	0%	33%	17%	13%	48%	30%	9%	6%	29%	41%	24%
	OCS	31%	19%	35%	15%	19%	16%	45%	19%	11%	42%	37%	11%
	Other	20%	24%	40%	17%	17%	32%	40%	12%	22%	29%	34%	15%
5	VCS	20%	20%	40%	20%	47%	22%	28%	3%	36%	27%	18%	18%
	OCS	25%	18%	36%	21%	28%	25%	43%	5%	35%	26%	24%	15%
	Other	29%	29%	32%	10%	29%	36%	28%	7%	27%	32%	30%	10%
6	VCS	50%	25%	19%	6%	33%	42%	21%	4%	41%	44%	11%	4%
	OCS	28%	28%	36%	8%	42%	22%	29%	7%	28%	52%	21%	0%
	Other	31%	30%	31%	8%	40%	32%	21%	7%	34%	30%	27%	9%
7	VCS	42%	33%	17%	8%	47%	41%	13%	0%	31%	24%	31%	14%
	OCS	11%	36%	43%	11%	19%	58%	23%	0%	32%	32%	34%	3%
	Other	36%	28%	29%	7%	37%	38%	20%	6%	37%	36%	21%	7%
8	VCS	36%	21%	36%	7%	60%	20%	20%	0%	48%	26%	23%	3%
	OCS	35%	26%	32%	6%	40%	36%	24%	0%	27%	52%	21%	0%
	Other	41%	30%	22%	7%	43%	35%	17%	5%	44%	31%	19%	6%
10	VCS	0%	67%	33%	0%	50%	20%	30%	0%	30%	40%	30%	0%
	OCS	17%	50%	33%	0%	18%	45%	36%	0%	30%	40%	30%	0%
	Other	34%	28%	30%	8%	41%	34%	20%	4%	42%	32%	19%	7%



Percentage of Special Education Students at Each ISAT Achievement Level in Language Arts (continued)

		2009			
		Below Basic	Basic	Proficient	Advanced
3	VCS	43%	27%	17%	13%
	OCS	20%	44%	32%	4%
	Other	34%	25%	27%	14%
4	VCS	27%	23%	33%	17%
	OCS	34%	17%	43%	6%
	Other	30%	23%	29%	18%
5	VCS	50%	18%	21%	11%
	OCS	38%	34%	16%	13%
	Other	31%	28%	30%	10%
6	VCS	36%	46%	14%	4%
	OCS	29%	35%	26%	9%
	Other	34%	32%	26%	9%
7	VCS	48%	37%	11%	4%
	OCS	30%	41%	24%	5%
	Other	36%	36%	20%	8%
8	VCS	39%	23%	26%	13%
	OCS	30%	33%	30%	7%
	Other	42%	32%	20%	6%
10	VCS	28%	39%	28%	6%
	OCS	33%	33%	25%	8%
	Other	37%	35%	22%	7%

Percentage of TAG Students at Each ISAT Achievement Level in Reading

		2003			2006				2007				
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS									0%	0%	13%	88%
	OCS				0%	0%	0%	100%	25%	0%	0%	75%	
	Other				0%	0%	6%	94%	0%	0%	13%	87%	
4	VCS	17%	17%	0%	67%					0%	0%	50%	50%
	OCS	0%	0%	0%	100%	0%	0%	0%	100%	7%	0%	7%	87%
	Other	0%	1%	9%	90%	0%	0%	6%	94%	0%	1%	17%	82%
5	VCS									0%	0%	0%	100%
	OCS				0%	0%	0%	100%	16%	0%	5%	79%	
	Other				0%	0%	6%	94%	0%	0%	13%	87%	
6	VCS									0%	0%	33%	67%
	OCS								100%	40%	0%	20%	40%
	Other				0%	0%	10%	89%	0%	1%	18%	82%	
7	VCS									0%	0%	0%	100%
	OCS				0%	0%	0%	100%	11%	0%	0%	89%	
	Other				0%	0%	5%	95%	0%	0%	15%	84%	
8	VCS									0%	0%	0%	100%
	OCS	0%	0%	0%	100%	0%	0%	0%	100%	0%	10%	10%	80%
	Other	0%	1%	10%	89%	0%	0%	6%	94%	0%	0%	11%	89%
10	VCS									0%	0%	0%	100%
	OCS	0%	0%	33%	67%	0%	0%	0%	100%	0%	0%	0%	100%
	Other	0%	1%	23%	76%	0%	1%	8%	91%	0%	0%	17%	83%

Percentage of TAG Students at Each ISAT Achievement Level in Reading (continued)

		2008				2009			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS	0%	0%	20%	80%	0%	8%	25%	67%
	OCS					0%	0%	11%	89%
	Other	0%	0%	8%	92%	0%	0%	8%	92%
4	VCS	0%	0%	10%	90%	0%	0%	27%	73%
	OCS	0%	0%	0%	100%				100%
	Other	0%	0%	12%	87%	0%	0%	9%	91%
5	VCS	0%	0%	13%	88%	0%	4%	13%	83%
	OCS	0%	0%	0%	100%	0%	0%	26%	74%
	Other	0%	0%	11%	89%	0%	0%	9%	91%
6	VCS	0%	0%	11%	89%	0%	0%	8%	92%
	OCS	0%	0%	0%	100%				100%
	Other	0%	0%	13%	86%	0%	0%	7%	92%
7	VCS	0%	0%	13%	88%	0%	0%	15%	85%
	OCS	0%	0%	0%	100%	0%	0%	0%	100%
	Other	0%	1%	9%	90%	0%	0%	9%	91%
8	VCS	0%	0%	0%	100%	0%	6%	0%	94%
	OCS	0%	0%	0%	100%	0%	0%	0%	100%
	Other	0%	0%	8%	92%	0%	0%	6%	94%
10	VCS	0%	0%	100%	0%	0%	0%	0%	100%
	OCS								
	Other	0%	0%	23%	77%	0%	0%	18%	82%

Percentage of TAG Students at Each ISAT Achievement Level in Math

		2003			2006				2007				
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS									0%	0%	25%	75%
	OCS				0%	0%	0%	100%	0%	0%	0%	0%	100%
	Other				0%	0%	5%	95%	0%	0%	5%	94%	
4	VCS	0%	33%	33%	33%					0%	0%	0%	100%
	OCS	0%	0%	17%	83%	0%	0%	20%	80%	0%	7%	27%	67%
	Other	0%	1%	25%	73%	0%	0%	10%	90%	0%	0%	17%	83%
5	VCS									0%	0%	50%	50%
	OCS				0%	0%	0%	100%	5%	11%	5%	79%	
	Other				0%	0%	7%	93%	0%	1%	12%	87%	
6	VCS									0%	0%	50%	50%
	OCS				0%	0%	0%	100%	0%	40%	40%	20%	
	Other				0%	0%	12%	88%	0%	1%	14%	84%	
7	VCS											29%	71%
	OCS				0%	0%	0%	100%	0%	11%	0%	89%	
	Other				0%	0%	14%	86%	0%	1%	13%	86%	
8	VCS												100%
	OCS	0%	0%	0%	100%	0%	0%	9%	91%	0%	20%	0%	80%
	Other	0%	4%	35%	61%	0%	1%	16%	83%	0%	1%	15%	84%
10	VCS											25%	75%
	OCS	0%	0%	33%	67%	0%	0%	33%	67%	0%	0%	0%	100%
	Other	0%	3%	24%	73%	0%	1%	26%	73%	0%	1%	19%	80%

Percentage of TAG Students at Each ISAT Achievement Level in Math (continued)

		2008				2009			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS	0%	0%	10%	90%	0%	4%	25%	71%
	OCS					0%	0%	0%	100%
	Other	0%	0%	2%	98%	0%	0%	4%	96%
4	VCS	0%	0%	30%	70%	0%	0%	31%	69%
	OCS	0%	0%	0%	100%	0%	0%	0%	100%
	Other	0%	0%	12%	88%	0%	0%	12%	88%
5	VCS	0%	0%	25%	75%	4%	0%	50%	46%
	OCS	0%	0%	0%	100%	0%	4%	17%	78%
	Other	0%	0%	15%	85%	0%	0%	12%	87%
6	VCS	0%	0%	44%	56%	8%	0%	25%	67%
	OCS	0%	0%	0%	100%	0%	0%	6%	94%
	Other	0%	0%	7%	93%	0%	0%	8%	92%
7	VCS	0%	0%	38%	63%	0%	0%	15%	85%
	OCS	0%	0%	0%	100%	0%	0%	18%	82%
	Other	0%	1%	15%	83%	0%	1%	16%	83%
8	VCS	0%	0%	29%	71%	0%	6%	31%	63%
	OCS	0%	0%	20%	80%	0%	0%	11%	89%
	Other	0%	2%	15%	83%	0%	2%	16%	82%
10	VCS	0%	0%	100%	0%	0%	0%	0%	100%
	OCS								
	Other	0%	1%	13%	86%	0%	0%	16%	83%

Percentage of TAG Students at Each ISAT Achievement Level in Language Arts

		2003			2006				2007				
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS									0%	25%	0%	75%
	OCS				0%	0%	0%	100%	0%	25%	0%	75%	
	Other				0%	0%	6%	94%	0%	2%	17%	80%	
4	VCS	0%	17%	50%	33%					0%	0%	25%	75%
	OCS	0%	0%	17%	83%	0%	0%	0%	100%	7%	7%	20%	67%
	Other	0%	1%	16%	82%	0%	0%	5%	94%	0%	0%	20%	80%
5	VCS									0%	0%	57%	43%
	OCS				0%	0%	0%	100%	11%	5%	21%	63%	
	Other				0%	1%	10%	89%	0%	1%	31%	69%	
6	VCS									0%	0%	50%	50%
	OCS				0%	0%	0%	100%	40%	0%	40%	20%	
	Other				0%	0%	13%	87%	0%	1%	29%	70%	
7	VCS									0%	0%	86%	14%
	OCS				0%	0%	0%	100%	11%	0%	11%	78%	
	Other				0%	0%	13%	87%	0%	1%	43%	55%	
8	VCS									0%	0%	0%	100%
	OCS	0%	0%	0%	100%	0%	0%	0%	100%	20%	0%	20%	60%
	Other	0%	1%	31%	67%	0%	0%	18%	82%	0%	3%	45%	52%
10	VCS									0%	0%	67%	33%
	OCS	0%	0%	100%	0%	0%	0%	22%	78%	0%	0%	80%	20%
	Other	0%	1%	34%	65%	0%	1%	14%	85%	0%	2%	66%	31%

Percentage of TAG Students at Each ISAT Achievement Level in Language Arts (continued)

		2008				2009			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS	0%	0%	10%	90%	9%	4%	22%	65%
	OCS					0%	0%	0%	100%
	Other	0%	0%	8%	92%	0%	1%	14%	85%
4	VCS	0%	10%	10%	80%	0%	4%	19%	77%
	OCS	0%	0%	0%	100%	0%	0%	0%	100%
	Other	0%	0%	8%	92%	0%	0%	6%	94%
5	VCS	0%	0%	25%	75%	4%	0%	29%	67%
	OCS	0%	0%	0%	100%	4%	0%	17%	78%
	Other	0%	1%	17%	83%	0%	0%	13%	86%
6	VCS	0%	0%	25%	75%	8%	8%	25%	58%
	OCS	0%	0%	0%	100%	0%	0%	17%	83%
	Other	0%	0%	17%	83%	0%	1%	17%	82%
7	VCS	0%	0%	25%	75%	0%	0%	38%	62%
	OCS	0%	0%	0%	100%	0%	0%	27%	73%
	Other	0%	1%	25%	73%	0%	1%	23%	76%
8	VCS	0%	0%	29%	71%	6%	0%	38%	56%
	OCS	0%	0%	40%	60%	0%	0%	56%	44%
	Other	0%	2%	36%	62%	0%	2%	38%	59%
10	VCS	0%	0%	0%	100%	0%	0%	0%	100%
	OCS								
	Other	0%	1%	40%	58%	0%	1%	42%	57%

Percentage of Students Eligible for FRL at Each ISAT Achievement Level in Reading

		2003				2004				2005			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS					7%	9%	38%	46%	18%	12%	30%	40%
	OCS					0%	7%	14%	79%	13%	13%	20%	53%
	Other					5%	14%	37%	45%	6%	16%	39%	39%
4	VCS	7%	15%	43%	35%	9%	20%	36%	36%	9%	15%	36%	40%
	OCS	0%	11%	37%	53%	4%	4%	43%	48%	7%	7%	47%	40%
	Other	9%	26%	38%	27%	7%	19%	41%	33%	4%	15%	48%	32%
5	VCS									11%	17%	41%	30%
	OCS									5%	13%	45%	38%
	Other									11%	23%	44%	22%
6	VCS									5%	20%	52%	23%
	OCS									0%	15%	44%	41%
	Other									8%	20%	50%	22%
7	VCS					11%	19%	40%	31%	10%	16%	43%	31%
	OCS					0%	50%	50%	0%	4%	0%	42%	54%
	Other					12%	26%	44%	19%	8%	20%	49%	23%
8	VCS					0%	25%	50%	25%	11%	10%	35%	44%
	OCS	7%	21%	36%	36%	0%	31%	38%	31%	17%	17%	67%	0%
	Other	12%	28%	39%	21%	8%	20%	48%	24%	9%	18%	45%	29%
10	VCS									0%	17%	33%	50%
	OCS	9%	27%	36%	27%	5%	12%	29%	55%	0%	6%	33%	61%
	Other	12%	27%	44%	17%	15%	21%	41%	23%	8%	18%	49%	25%



Percentage of Students Eligible for FRL at Each ISAT Achievement Level in Reading (continued)

		2006				2007				2008			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS	15%	28%	31%	27%	3%	7%	40%	50%	20%	10%	33%	38%
	OCS	2%	29%	36%	33%	10%	10%	29%	50%	18%	10%	31%	42%
	Other	5%	19%	44%	32%	13%	14%	47%	26%	12%	12%	43%	33%
4	VCS	4%	17%	27%	52%	13%	13%	51%	24%	10%	10%	44%	36%
	OCS	7%	17%	35%	41%	9%	9%	50%	33%	0%	2%	57%	41%
	Other	4%	17%	44%	34%	13%	15%	52%	20%	11%	14%	51%	24%
5	VCS	11%	24%	36%	30%	12%	5%	53%	30%	11%	11%	46%	32%
	OCS	2%	6%	51%	40%	14%	16%	34%	36%	10%	5%	41%	44%
	Other	6%	18%	45%	31%	14%	17%	49%	21%	8%	14%	54%	24%
6	VCS	10%	12%	36%	42%	10%	13%	50%	28%	13%	11%	46%	29%
	OCS	10%	17%	50%	23%	8%	17%	55%	20%	5%	21%	43%	31%
	Other	7%	19%	48%	26%	13%	19%	51%	17%	9%	18%	51%	22%
7	VCS	8%	18%	44%	31%	6%	18%	41%	35%	8%	11%	45%	36%
	OCS	0%	15%	49%	37%	9%	18%	40%	33%	2%	12%	46%	40%
	Other	5%	17%	44%	34%	13%	20%	47%	20%	10%	19%	46%	25%
8	VCS	4%	10%	40%	47%	2%	11%	39%	48%	6%	8%	36%	50%
	OCS	2%	20%	27%	51%	2%	6%	51%	42%	0%	8%	41%	51%
	Other	9%	18%	42%	31%	6%	16%	52%	27%	5%	12%	47%	36%
10	VCS	0%	9%	45%	45%	0%	9%	35%	56%	0%	15%	52%	33%
	OCS	3%	14%	38%	45%	0%	14%	59%	27%	0%	4%	70%	26%
	Other	9%	17%	43%	31%	11%	21%	48%	20%	7%	15%	57%	21%

Percentage of Students Eligible for FRL at Each ISAT Achievement Level in Reading (continued)

		2009			
		Below Basic	Basic	Proficient	Advanced
3	VCS	10%	12%	39%	39%
	OCS	4%	6%	48%	43%
	Other	9%	10%	46%	35%
4	VCS	10%	12%	48%	30%
	OCS	3%	9%	47%	40%
	Other	8%	12%	52%	28%
5	VCS	11%	7%	44%	38%
	OCS	8%	12%	47%	33%
	Other	8%	12%	52%	28%
6	VCS	13%	9%	42%	36%
	OCS	5%	8%	47%	41%
	Other	8%	13%	52%	27%
7	VCS	14%	7%	39%	40%
	OCS	4%	6%	46%	44%
	Other	8%	13%	47%	31%
8	VCS	4%	7%	46%	43%
	OCS	0%	4%	36%	60%
	Other	4%	9%	45%	42%
10	VCS	7%	7%	53%	34%
	OCS	0%	9%	65%	26%
	Other	5%	13%	64%	19%

Percentage of Students Eligible for FRL at Each ISAT Achievement Level in Math

		2003				2004				2005			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS					6%	27%	39%	29%	7%	27%	42%	24%
	OCS					0%	0%	57%	43%	0%	30%	43%	27%
	Other					3%	16%	60%	21%	3%	22%	56%	19%
4	VCS	7%	33%	54%	7%	4%	33%	45%	17%	3%	20%	44%	34%
	OCS	0%	11%	37%	53%	0%	13%	43%	43%	0%	2%	35%	63%
	Other	6%	26%	53%	15%	3%	20%	54%	22%	2%	13%	53%	32%
5	VCS									13%	23%	50%	14%
	OCS									3%	15%	48%	35%
	Other									5%	25%	52%	19%
6	VCS									9%	38%	41%	12%
	OCS									3%	21%	53%	24%
	Other									5%	34%	52%	9%
7	VCS					14%	31%	44%	11%	13%	32%	46%	9%
	OCS					33%	0%	67%	0%	0%	4%	35%	62%
	Other					14%	28%	42%	16%	9%	25%	49%	17%
8	VCS					25%	50%	25%	0%	17%	25%	46%	12%
	OCS	15%	31%	38%	15%	7%	14%	79%	0%	17%	17%	67%	0%
	Other	26%	35%	32%	7%	14%	32%	42%	11%	10%	32%	45%	14%
10	VCS									0%	50%	50%	0%
	OCS	9%	27%	55%	9%	5%	22%	37%	37%	0%	11%	50%	39%
	Other	10%	32%	43%	15%	7%	34%	46%	13%	10%	33%	46%	10%

Percentage of Students Eligible for FRL at Each ISAT Achievement Level in Math (continued)

		2006				2007				2008			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS	7%	21%	45%	27%	3%	21%	38%	38%	17%	13%	32%	39%
	OCS	0%	4%	60%	36%	3%	9%	35%	53%	5%	11%	37%	47%
	Other	1%	11%	47%	40%	3%	16%	42%	39%	5%	13%	36%	46%
4	VCS	1%	18%	53%	28%	15%	25%	43%	17%	5%	15%	48%	31%
	OCS	5%	15%	42%	38%	0%	19%	48%	34%	0%	7%	48%	44%
	Other	2%	13%	54%	31%	7%	18%	51%	24%	7%	15%	48%	30%
5	VCS	8%	25%	43%	24%	19%	30%	36%	14%	16%	28%	41%	14%
	OCS	2%	10%	42%	46%	14%	27%	31%	28%	8%	22%	46%	24%
	Other	2%	14%	51%	32%	11%	25%	42%	22%	8%	22%	47%	23%
6	VCS	3%	21%	54%	22%	20%	29%	38%	13%	21%	24%	40%	15%
	OCS	6%	21%	40%	33%	5%	15%	47%	33%	9%	16%	38%	38%
	Other	3%	17%	52%	27%	9%	25%	44%	21%	10%	23%	38%	29%
7	VCS	10%	34%	41%	15%	27%	18%	43%	12%	21%	26%	36%	17%
	OCS	0%	24%	46%	29%	7%	30%	35%	28%	8%	14%	52%	26%
	Other	6%	27%	48%	19%	16%	25%	40%	19%	13%	22%	44%	21%
8	VCS	16%	32%	38%	14%	13%	31%	41%	15%	14%	36%	42%	8%
	OCS	7%	20%	38%	36%	2%	25%	40%	34%	8%	18%	43%	31%
	Other	10%	28%	45%	16%	12%	27%	42%	19%	9%	21%	48%	22%
10	VCS	9%	18%	64%	9%	15%	18%	56%	12%	18%	12%	42%	27%
	OCS	3%	28%	55%	14%	5%	18%	68%	9%	7%	11%	37%	44%
	Other	10%	31%	47%	11%	15%	23%	44%	19%	13%	20%	41%	26%

Percentage of Students Eligible for FRL at Each ISAT Achievement Level in Math (continued)

		2009			
		Below Basic	Basic	Proficient	Advanced
3	VCS	10%	14%	35%	41%
	OCS	4%	7%	37%	52%
	Other	5%	14%	36%	44%
4	VCS	16%	15%	45%	25%
	OCS	6%	16%	37%	41%
	Other	6%	14%	49%	32%
5	VCS	17%	28%	40%	16%
	OCS	5%	24%	43%	29%
	Other	10%	20%	44%	26%
6	VCS	13%	26%	36%	25%
	OCS	5%	21%	35%	39%
	Other	9%	21%	41%	29%
7	VCS	17%	26%	37%	19%
	OCS	8%	21%	40%	32%
	Other	11%	23%	44%	22%
8	VCS	13%	31%	35%	21%
	OCS	2%	17%	42%	40%
	Other	9%	20%	44%	27%
10	VCS	18%	11%	47%	24%
	OCS	2%	21%	42%	35%
	Other	11%	19%	50%	20%

Percentage of Students Eligible for FRL at Each ISAT Achievement Level in Language Arts

		2003			2004				2005				
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS					13%	24%	36%	27%	19%	23%	32%	27%
	OCS					0%	7%	29%	64%	17%	13%	23%	47%
	Other					3%	13%	53%	30%	9%	16%	41%	34%
4	VCS	7%	15%	54%	24%	7%	17%	49%	27%	19%	11%	35%	34%
	OCS	0%	11%	58%	32%	0%	4%	39%	57%	9%	9%	37%	44%
	Other	8%	21%	52%	19%	3%	14%	54%	29%	9%	15%	42%	33%
5	VCS									18%	20%	39%	24%
	OCS									8%	3%	55%	35%
	Other									12%	18%	46%	24%
6	VCS									23%	19%	42%	16%
	OCS									12%	6%	47%	35%
	Other									12%	18%	49%	21%
7	VCS					7%	27%	48%	17%	16%	17%	48%	19%
	OCS					0%	50%	50%	0%	4%	4%	23%	69%
	Other					10%	30%	46%	14%	14%	18%	50%	18%
8	VCS					25%	25%	25%	25%	22%	13%	48%	17%
	OCS	14%	14%	50%	21%	8%	46%	15%	31%	0%	33%	67%	0%
	Other	12%	30%	49%	9%	10%	29%	49%	12%	16%	21%	48%	15%
10	VCS									0%	0%	83%	17%
	OCS	20%	20%	50%	10%	0%	12%	51%	37%	0%	11%	39%	50%
	Other	10%	28%	50%	12%	7%	23%	52%	18%	13%	20%	50%	17%

Percentage of Students Eligible for FRL at Each ISAT Achievement Level in Language Arts (continued)

		2006				2007				2008			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
3	VCS	29%	13%	35%	24%	21%	20%	34%	25%	29%	19%	29%	23%
	OCS	13%	13%	35%	40%	18%	18%	37%	27%	21%	16%	32%	31%
	Other	9%	13%	46%	32%	18%	25%	34%	23%	19%	21%	31%	29%
4	VCS	15%	8%	32%	44%	13%	18%	53%	16%	9%	15%	32%	44%
	OCS	22%	13%	22%	44%	8%	14%	43%	36%	2%	17%	37%	44%
	Other	8%	15%	46%	31%	8%	19%	52%	21%	11%	20%	38%	31%
5	VCS	20%	13%	35%	32%	17%	25%	48%	9%	17%	20%	43%	19%
	OCS	4%	15%	50%	31%	15%	26%	43%	16%	14%	21%	41%	24%
	Other	10%	19%	47%	24%	14%	28%	47%	12%	12%	23%	48%	17%
6	VCS	21%	14%	39%	26%	24%	26%	36%	14%	20%	23%	40%	17%
	OCS	6%	17%	50%	27%	10%	25%	53%	12%	9%	31%	33%	28%
	Other	12%	20%	47%	22%	16%	28%	45%	12%	15%	23%	44%	18%
7	VCS	21%	15%	42%	23%	19%	31%	41%	9%	12%	28%	43%	16%
	OCS	5%	7%	68%	20%	14%	23%	49%	14%	6%	16%	54%	24%
	Other	13%	19%	49%	20%	16%	31%	46%	6%	15%	28%	44%	13%
8	VCS	22%	15%	38%	25%	19%	25%	48%	8%	24%	18%	42%	15%
	OCS	18%	11%	31%	40%	11%	19%	58%	11%	4%	24%	61%	12%
	Other	15%	21%	47%	17%	18%	32%	42%	7%	18%	27%	45%	10%
10	VCS	0%	45%	36%	18%	12%	15%	65%	9%	9%	15%	48%	27%
	OCS	0%	10%	45%	45%	5%	23%	73%	0%	4%	19%	56%	22%
	Other	12%	18%	50%	20%	18%	30%	48%	3%	17%	26%	48%	9%

Percentage of Students Eligible for FRL at Each ISAT Achievement Level in Language Arts (continued)

		2009			
		Below Basic	Basic	Proficient	Advanced
3	VCS	20%	20%	32%	28%
	OCS	10%	11%	35%	44%
	Other	15%	21%	38%	26%
4	VCS	16%	13%	35%	37%
	OCS	7%	8%	38%	47%
	Other	12%	16%	38%	34%
5	VCS	18%	15%	42%	26%
	OCS	10%	23%	34%	33%
	Other	12%	20%	48%	21%
6	VCS	21%	21%	37%	21%
	OCS	8%	12%	51%	29%
	Other	12%	24%	45%	19%
7	VCS	16%	27%	41%	16%
	OCS	4%	21%	50%	26%
	Other	12%	27%	46%	15%
8	VCS	16%	24%	47%	12%
	OCS	4%	25%	57%	15%
	Other	14%	25%	50%	10%
10	VCS	9%	11%	64%	16%
	OCS	7%	21%	60%	12%
	Other	12%	25%	55%	8%



Percentage of Male Students at Each DA Achievement Level in Math

		2004				2005				2006			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
4	VCS	19%	25%	56%	0%	18%	37%	45%	0%	18%	40%	42%	0%
	OCS	0%	19%	63%	19%	1%	16%	76%	7%	5%	14%	75%	6%
	Other	9%	30%	60%	1%	8%	33%	58%	2%	8%	32%	59%	2%
6	VCS	39%	36%	20%	4%	49%	36%	15%	1%	23%	33%	38%	5%
	OCS	13%	32%	46%	9%	7%	35%	46%	13%	10%	32%	48%	11%
	Other	39%	38%	20%	3%	31%	39%	26%	4%	20%	37%	37%	6%
8	VCS	50%	0%	50%	0%	38%	40%	14%	7%	17%	40%	33%	10%
	OCS	20%	38%	33%	9%	15%	39%	30%	16%	9%	19%	42%	29%
	Other	24%	40%	26%	10%	21%	34%	29%	15%	13%	31%	39%	17%
		2007				2008				2009			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
4	VCS	12%	30%	57%	1%	7%	55%	36%	2%	26%	37%	37%	0%
	OCS	0%	19%	67%	14%	2%	23%	68%	7%	3%	25%	65%	7%
	Other	4%	29%	63%	4%	6%	37%	55%	2%	8%	38%	52%	2%
6	VCS	28%	33%	36%	3%	27%	48%	24%	1%	26%	41%	30%	4%
	OCS	12%	24%	56%	8%	10%	29%	55%	6%	6%	28%	58%	8%
	Other	20%	37%	39%	4%	17%	39%	41%	3%	15%	41%	41%	4%
8	VCS	13%	40%	39%	8%	28%	39%	24%	8%	36%	28%	29%	7%
	OCS	5%	27%	45%	22%	9%	29%	47%	15%	14%	25%	39%	22%
	Other	10%	35%	39%	16%	14%	35%	40%	11%	23%	33%	32%	12%

Percentage of Male Students at Each DA Achievement Level in Writing

		2004				2005				2006			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
5	VCS	27%	45%	27%	0%	28%	45%	26%	1%	17%	35%	43%	5%
	OCS	10%	37%	43%	10%	9%	41%	41%	8%	6%	18%	62%	14%
	Other	17%	50%	30%	4%	21%	53%	24%	2%	6%	31%	54%	9%
7	VCS	0%	0%	0%	0%	22%	41%	34%	2%	9%	48%	40%	3%
	OCS	0%	0%	0%	0%	10%	26%	55%	9%	6%	31%	52%	12%
	Other	18%	48%	31%	3%	17%	37%	42%	4%	6%	34%	54%	5%
9	VCS	0%	0%	0%	0%	14%	29%	50%	7%	13%	31%	49%	8%
	OCS	11%	24%	50%	15%	8%	17%	61%	14%	4%	18%	62%	16%
	Other	17%	36%	41%	7%	18%	29%	48%	6%	6%	32%	55%	6%
		2007				2008				2009			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
5	VCS	19%	32%	43%	6%	22%	41%	35%	2%	12%	36%	46%	5%
	OCS	3%	20%	54%	23%	6%	31%	53%	10%	3%	26%	60%	11%
	Other	7%	26%	58%	9%	10%	38%	49%	4%	7%	30%	57%	6%
7	VCS	6%	39%	50%	4%	9%	53%	38%	0%	13%	45%	43%	0%
	OCS	2%	19%	63%	15%	4%	33%	55%	7%	4%	28%	65%	3%
	Other	4%	28%	61%	6%	6%	38%	53%	3%	5%	33%	60%	2%
9	VCS	0%	38%	58%	3%	11%	33%	56%	0%	17%	34%	50%	0%
	OCS	1%	14%	63%	22%	6%	21%	67%	6%	5%	21%	69%	5%
	Other	3%	27%	63%	7%	6%	28%	64%	2%	6%	30%	60%	4%

Percentage of Female Students at Each DA Achievement Level in Math

		2004				2005				2006			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
4	VCS	14%	27%	56%	3%	9%	46%	45%	0%	11%	45%	44%	0%
	OCS	3%	21%	50%	26%	1%	21%	65%	13%	3%	15%	71%	12%
	Other	7%	28%	63%	3%	5%	32%	61%	3%	5%	30%	62%	3%
6	VCS	35%	38%	24%	3%	37%	42%	21%	0%	23%	38%	31%	8%
	OCS	5%	38%	48%	10%	13%	33%	41%	14%	9%	26%	47%	18%
	Other	34%	42%	21%	2%	29%	39%	28%	4%	16%	38%	40%	7%
8	VCS	60%	20%	20%	0%	32%	36%	20%	12%	13%	37%	31%	19%
	OCS	8%	33%	41%	18%	9%	32%	28%	31%	5%	21%	41%	33%
	Other	20%	45%	25%	9%	15%	37%	31%	17%	11%	31%	41%	17%
		2007				2008				2009			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
4	VCS	7%	40%	54%	0%	12%	41%	46%	1%	10%	46%	42%	2%
	OCS	0%	16%	66%	18%	1%	19%	71%	10%	4%	24%	66%	7%
	Other	3%	28%	63%	6%	4%	32%	60%	3%	5%	36%	56%	3%
6	VCS	21%	44%	32%	2%	24%	56%	20%	0%	16%	45%	37%	2%
	OCS	8%	33%	45%	15%	5%	29%	56%	10%	7%	30%	53%	11%
	Other	17%	39%	39%	5%	13%	40%	44%	3%	13%	41%	42%	5%
8	VCS	6%	39%	41%	14%	16%	46%	32%	7%	26%	42%	23%	9%
	OCS	2%	26%	50%	21%	4%	33%	43%	20%	11%	23%	40%	26%
	Other	6%	34%	43%	17%	10%	39%	40%	11%	16%	36%	34%	13%

Percentage of Female Students at Each DA Achievement Level in Writing

		2004				2005				2006			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
5	VCS	7%	36%	47%	11%	17%	40%	36%	8%	9%	25%	48%	18%
	OCS	3%	29%	48%	19%	11%	27%	54%	8%	1%	15%	50%	33%
	Other	9%	42%	42%	8%	10%	48%	37%	5%	2%	18%	62%	18%
7	VCS	0%	0%	0%	0%	9%	31%	54%	6%	2%	26%	68%	4%
	OCS	0%	0%	0%	0%	5%	14%	61%	20%	3%	23%	62%	13%
	Other	8%	38%	47%	7%	8%	28%	57%	7%	3%	22%	65%	10%
9	VCS	0%	0%	0%	0%	0%	15%	77%	8%	3%	31%	61%	5%
	OCS	9%	22%	46%	24%	1%	5%	78%	16%	1%	11%	62%	26%
	Other	8%	26%	54%	12%	7%	20%	63%	10%	2%	17%	68%	13%
		2007				2008				2009			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
5	VCS	8%	21%	57%	14%	14%	37%	43%	7%	6%	23%	57%	13%
	OCS	2%	6%	61%	31%	3%	21%	61%	14%	3%	13%	64%	21%
	Other	3%	14%	65%	17%	5%	25%	62%	8%	3%	19%	66%	12%
7	VCS	3%	19%	73%	5%	4%	38%	50%	9%	2%	32%	65%	2%
	OCS	1%	8%	67%	24%	2%	18%	68%	11%	1%	17%	74%	9%
	Other	2%	15%	72%	11%	2%	25%	67%	6%	2%	21%	73%	4%
9	VCS	2%	19%	66%	13%	6%	15%	75%	4%	7%	18%	71%	4%
	OCS	1%	7%	67%	25%	1%	12%	80%	7%	3%	13%	69%	15%
	Other	1%	14%	72%	13%	2%	15%	79%	4%	3%	15%	75%	7%

Percentage of White Students at Each DA Achievement Level in Math

		2004				2005				2006			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
4	VCS	13%	27%	59%	1%	13%	41%	45%		12%	45%	43%	0%
	OCS	1%	19%	58%	22%	1%	17%	72%	10%	4%	13%	74%	10%
	Other	6%	27%	64%	2%	5%	30%	62%	2%	5%	29%	64%	2%
6	VCS	38%	35%	23%	4%	42%	39%	18%	1%	21%	36%	36%	7%
	OCS	9%	32%	48%	10%	9%	33%	44%	14%	10%	27%	48%	15%
	Other	33%	41%	23%	3%	26%	40%	30%	4%	16%	36%	41%	7%
8	VCS	40%	20%	40%	0%	35%	38%	18%	10%	12%	39%	35%	14%
	OCS	12%	34%	38%	16%	12%	35%	29%	25%	6%	19%	42%	33%
	Other	19%	42%	28%	11%	16%	35%	32%	18%	9%	30%	42%	19%
		2007				2008				2009			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
4	VCS	9%	35%	55%	0%	9%	49%	41%	2%	17%	42%	40%	1%
	OCS	0%	16%	68%	16%	2%	21%	71%	7%	4%	22%	67%	7%
	Other	3%	26%	66%	5%	4%	32%	61%	3%	6%	35%	57%	3%
6	VCS	24%	38%	36%	2%	28%	52%	21%	0%	21%	41%	35%	3%
	OCS	9%	28%	51%	12%	8%	30%	55%	7%	6%	27%	57%	11%
	Other	15%	37%	43%	5%	13%	38%	46%	3%	12%	39%	45%	5%
8	VCS	10%	39%	41%	11%	29%	42%	22%	7%	30%	34%	27%	8%
	OCS	4%	25%	49%	23%	7%	32%	42%	19%	11%	23%	41%	24%
	Other	7%	32%	43%	18%	10%	35%	42%	12%	16%	34%	36%	14%

Percentage of White Students at Each DA Achievement Level in Writing

		2004				2005				2006			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
5	VCS	16%	40%	38%	6%	21%	42%	32%	5%	13%	31%	45%	11%
	OCS	7%	30%	47%	16%	10%	33%	49%	8%	4%	16%	55%	25%
	Other	11%	44%	38%	6%	14%	49%	33%	4%	3%	23%	59%	15%
7	VCS					16%	38%	43%	3%	6%	35%	55%	4%
	OCS					6%	20%	58%	15%	4%	25%	58%	13%
	Other	12%	42%	40%	6%	11%	31%	52%	6%	4%	25%	62%	9%
9	VCS					8%	23%	62%	8%	8%	31%	55%	6%
	OCS	9%	22%	49%	20%	4%	11%	69%	16%	2%	14%	63%	21%
	Other	11%	30%	49%	10%	11%	23%	58%	9%	4%	23%	63%	10%
		2007				2008				2009			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
5	VCS	13%	26%	50%	11%	19%	39%	38%	5%	9%	30%	52%	9%
	OCS	2%	13%	58%	27%	5%	28%	55%	12%	3%	18%	64%	16%
	Other	5%	19%	62%	14%	7%	29%	57%	7%	5%	22%	63%	10%
7	VCS	5%	30%	60%	5%	6%	43%	46%	4%	8%	35%	56%	1%
	OCS	2%	13%	66%	19%	3%	26%	61%	10%	2%	21%	71%	6%
	Other	2%	20%	68%	10%	3%	29%	63%	5%	3%	25%	69%	3%
9	VCS	1%	30%	60%	8%	7%	24%	67%	2%	11%	25%	62%	2%
	OCS	1%	9%	65%	24%	3%	14%	76%	7%	4%	16%	70%	10%
	Other	2%	19%	69%	11%	4%	20%	73%	3%	4%	20%	70%	6%

Percentage of Hispanic Students at Each DA Achievement Level in Math

		2004				2005				2006			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
4	VCS	60%	0%	40%	0%	50%	50%	0%	0%	0%	0%	100%	0%
	OCS	0%	0%	100%	0%	0%	13%	63%	25%	7%	29%	50%	14%
	Other	15%	39%	45%	1%	13%	45%	41%	1%	13%	44%	43%	1%
6	VCS	67%	33%	0%	0%	67%	33%	0%	0%	27%	47%	20%	7%
	OCS	0%	44%	56%	0%	38%	31%	23%	8%	9%	48%	39%	5%
	Other	58%	32%	9%	0%	49%	37%	13%	1%	29%	43%	25%	2%
8	VCS					0%	80%	20%	0%	13%	50%	13%	25%
	OCS	31%	31%	38%	0%	0%	33%	22%	44%	15%	23%	38%	23%
	Other	42%	44%	12%	2%	34%	41%	20%	6%	27%	39%	29%	6%
		2007				2008				2009			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
4	VCS	20%	40%	40%	0%	18%	64%	18%	0%	33%	56%	11%	0%
	OCS	4%	30%	63%	4%	6%	18%	76%	0%	0%	50%	35%	15%
	Other	7%	45%	47%	2%	9%	48%	42%	1%	13%	50%	36%	1%
6	VCS	60%	40%	0%	0%	0%	100%	0%	0%	0%	86%	14%	0%
	OCS	22%	32%	41%	5%	7%	37%	52%	4%	11%	57%	27%	5%
	Other	35%	44%	20%	1%	27%	46%	27%	1%	24%	49%	25%	1%
8	VCS	0%	57%	29%	14%	60%	40%	0%	0%	42%	42%	17%	0%
	OCS	4%	48%	35%	13%	0%	48%	52%	0%	12%	27%	38%	23%
	Other	16%	47%	30%	7%	22%	46%	28%	4%	36%	40%	20%	4%

Percentage of Hispanic Students at Each DA Achievement Level in Writing

		2004				2005				2006			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
5	VCS	0%	100%	0%	0%	0%	100%	0%	0%	0%	50%	50%	0%
	OCS	0%	43%	57%	0%	6%	56%	39%	0%	0%	18%	76%	6%
	Other	22%	55%	22%	1%	25%	59%	16%	1%	7%	37%	51%	5%
7	VCS					0%	0%	100%	0%	0%	100%	0%	0%
	OCS					14%	29%	57%	0%	6%	35%	47%	12%
	Other	25%	48%	26%	1%	24%	42%	33%	1%	8%	43%	47%	2%
9	VCS					0%	0%	100%	0%	0%	29%	57%	14%
	OCS	27%	27%	36%	9%		30%	60%	10%	0%	27%	45%	27%
	Other	24%	41%	31%	3%	23%	35%	40%	2%	9%	38%	50%	3%
		2007				2008				2009			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
5	VCS	33%	33%	33%	0%	0%	57%	43%	0%	29%	14%	57%	0%
	OCS	5%	18%	59%	18%	5%	27%	68%	0%	0%	31%	58%	12%
	Other	7%	29%	58%	5%	11%	42%	45%	1%	7%	35%	55%	3%
7	VCS	0%	43%	57%	0%	0%	67%	33%	0%	11%	44%	44%	0%
	OCS	0%	20%	53%	27%	8%	16%	68%	8%	0%	38%	59%	3%
	Other	6%	34%	57%	3%	6%	48%	45%	1%	6%	40%	53%	1%
9	VCS	0%	27%	73%	0%	38%	13%	50%	0%	22%	33%	33%	11%
	OCS	0%	21%	58%	21%	0%	19%	76%	5%	3%	30%	67%	0%
	Other	6%	35%	55%	3%	7%	34%	58%	1%	7%	35%	56%	2%



Percentage of Other Students at Each DA Achievement Level in Math

		2004				2005				2006			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
4	VCS	43%	29%	29%	0%	14%	43%	43%	0%	30%	30%	40%	0%
	OCS	0%	33%	33%	33%	0%	50%	50%	0%	2%	26%	70%	2%
	Other	12%	32%	54%	2%	9%	34%	55%	2%	9%	32%	56%	3%
6	VCS	26%	53%	21%	0%	54%	38%	8%	0%	38%	24%	33%	5%
	OCS	8%	75%	17%	0%	0%	44%	44%	11%	0%	30%	50%	20%
	Other	43%	39%	16%	2%	37%	37%	22%	4%	24%	38%	33%	5%
8	VCS	100%	0%	0%	0%	75%	25%	0%	0%	31%	31%	22%	16%
	OCS	17%	50%	25%	8%	25%	42%	33%	0%	13%	32%	37%	18%
	Other	26%	45%	22%	7%	25%	36%	26%	12%	16%	32%	37%	16%
		2007				2008				2009			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
4	VCS	12%	31%	58%	0%	12%	39%	49%	0%	24%	33%	43%	0%
	OCS	0%	21%	53%	26%	1%	23%	65%	12%	3%	33%	61%	3%
	Other	6%	29%	60%	5%	9%	36%	51%	4%	7%	38%	51%	3%
6	VCS	31%	31%	25%	13%	16%	53%	31%	0%	21%	48%	28%	3%
	OCS	21%	26%	47%	5%	6%	23%	57%	14%	8%	31%	54%	7%
	Other	21%	37%	39%	4%	18%	37%	40%	4%	19%	41%	35%	5%
8	VCS	29%	43%	29%	0%	11%	43%	37%	9%	43%	30%	20%	7%
	OCS	0%	44%	39%	17%	9%	24%	53%	14%	23%	25%	27%	25%
	Other	10%	34%	39%	16%	15%	40%	36%	8%	25%	34%	29%	12%

Percentage of Other Students at Each DA Achievement Level in Writing

		2004				2005				2006			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
5	VCS	10%	30%	50%	10%	45%	36%	18%	0%	25%	13%	50%	13%
	OCS	0%	86%	14%	0%	21%	29%	29%	21%	0%	31%	54%	15%
	Other	16%	45%	33%	5%	18%	51%	27%	3%	5%	28%	54%	13%
7	VCS					0%	17%	58%	25%	4%	52%	44%	0%
	OCS					21%	18%	54%	7%	7%	42%	44%	7%
	Other	17%	45%	35%	3%	16%	36%	45%	4%	5%	32%	57%	6%
9	VCS									9%	35%	52%	4%
	OCS	6%	31%	44%	19%	30%	0%	70%	0%	0%	12%	65%	24%
	Other	16%	35%	42%	7%	16%	29%	48%	7%	7%	29%	58%	7%
		2007				2008				2009			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
5	VCS	18%	27%	55%	0%	13%	37%	47%	3%	7%	28%	52%	14%
	OCS	8%	8%	46%	38%	1%	19%	64%	16%	4%	25%	52%	19%
	Other	7%	24%	58%	10%	11%	31%	51%	6%	7%	27%	58%	8%
7	VCS	0%	25%	75%	0%	9%	57%	29%	6%	3%	51%	46%	0%
	OCS	4%	25%	57%	14%	3%	25%	65%	7%	1%	28%	65%	5%
	Other	4%	23%	65%	8%	4%	33%	59%	4%	6%	31%	60%	3%
9	VCS	0%	0%	77%	23%	7%	25%	64%	4%	9%	26%	66%	0%
	OCS	0%	24%	65%	12%	6%	30%	58%	6%	6%	19%	68%	6%
	Other	3%	22%	65%	10%	6%	25%	67%	2%	6%	26%	64%	4%

Percentage of Special Education Students at Each DA Achievement Level in Math

		2004				2005				2006			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
4	VCS	83%	17%	0%	0%	25%	50%	25%	0%	25%	75%	0%	0%
	OCS	0%	56%	44%	0%	6%	44%	44%	6%	7%	12%	62%	18%
	Other	33%	42%	25%	0%	32%	47%	21%	0%	27%	45%	27%	0%
6	VCS	85%	15%	0%	0%	70%	20%	10%	0%	93%	7%	0%	0%
	OCS	33%	58%	8%	0%	45%	36%	18%	0%	13%	23%	52%	13%
	Other	78%	19%	3%	0%	76%	19%	5%	0%	57%	33%	9%	1%
8	VCS	60%	20%	20%	0%	75%	25%	0%	0%	59%	24%	18%	0%
	OCS	58%	33%	8%	0%	56%	44%	0%	0%	15%	20%	43%	22%
	Other	71%	24%	4%	1%	66%	26%	7%	1%	51%	35%	12%	2%
		2007				2008				2009			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
4	VCS	38%	38%	25%	0%	38%	63%	0%	0%	60%	40%	0%	0%
	OCS	5%	60%	35%	0%	20%	30%	50%	0%	18%	40%	42%	0%
	Other	18%	46%	35%	1%	25%	51%	24%	0%	33%	49%	18%	0%
6	VCS	50%	30%	20%	0%	61%	39%	0%	0%	64%	32%	5%	0%
	OCS	46%	38%	16%	0%	59%	29%	12%	0%	38%	44%	16%	2%
	Other	57%	30%	12%	1%	55%	35%	10%	0%	51%	37%	11%	1%
8	VCS	46%	38%	15%	0%	46%	46%	8%	0%	74%	17%	9%	0%
	OCS	22%	65%	13%	0%	45%	41%	14%	0%	57%	30%	14%	0%
	Other	31%	41%	22%	7%	55%	36%	9%	0%	69%	24%	6%	1%

Percentage of Special Education Students at Each DA Achievement Level in Writing

		2004				2005				2006			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
5	VCS	70%	30%	0%	0%	63%	25%	13%	0%	64%	9%	27%	0%
	OCS	17%	42%	42%	0%	50%	42%	8%	0%	9%	19%	36%	37%
	Other	48%	44%	7%	0%	56%	40%	4%	0%	18%	53%	28%	1%
7	VCS					13%	63%	25%	0%	40%	40%	20%	0%
	OCS					35%	27%	35%	4%	3%	43%	38%	17%
	Other	47%	47%	6%	0%	52%	39%	9%	1%	21%	59%	20%	0%
9	VCS									44%	33%	22%	0%
	OCS	50%	38%	13%	0%	21%	43%	36%	0%	0%	23%	58%	19%
	Other	45%	43%	12%	0%	52%	35%	12%	0%	22%	58%	19%	0%
		2007				2008				2009			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
5	VCS	40%	47%	13%	0%	47%	53%	0%	0%	50%	31%	19%	0%
	OCS	13%	50%	33%	4%	14%	68%	18%	0%	26%	32%	35%	6%
	Other	21%	46%	31%	2%	27%	53%	19%	1%	24%	50%	25%	1%
7	VCS	12%	59%	29%	0%	16%	79%	5%	0%	36%	55%	9%	0%
	OCS	8%	44%	47%	0%	21%	64%	15%	0%	11%	67%	20%	2%
	Other	12%	50%	36%	2%	21%	63%	15%	0%	21%	58%	20%	0%
9	VCS	0%	80%	20%	0%	43%	43%	14%	0%	43%	52%	5%	0%
	OCS	6%	56%	25%	13%	7%	57%	36%	0%	13%	30%	57%	0%
	Other	12%	46%	39%	3%	25%	52%	23%	0%	22%	54%	23%	0%

Percentage of TAG Students at Each DA Achievement Level in Math

		2004				2005				2006			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
4	VCS	0%	20%	40%	40%	0%	0%	100%	0%	8%	31%	62%	0%
	OCS	0%	0%	63%	38%	0%	0%	100%	0%	0%	0%	92%	8%
	Other	0%	6%	86%	8%	0%	6%	85%	10%	0%	6%	85%	9%
6	VCS	0%	0%	50%	50%	0%	0%	100%	0%	0%	9%	55%	36%
	OCS	9%	0%	64%	27%	0%	0%	25%	75%	0%	0%	20%	80%
	Other	5%	25%	54%	16%	2%	19%	58%	22%	1%	11%	58%	30%
8	VCS	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	54%	46%
	OCS	0%	0%	25%	75%	0%	0%	33%	67%	0%	0%	17%	83%
	Other	1%	12%	44%	43%	1%	8%	31%	59%	1%	3%	36%	60%
		2007				2008				2009			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
4	VCS					0%	33%	67%	0%	0%	30%	70%	0%
	OCS	0%	0%	60%	40%	0%	0%	100%	0%	0%	0%	100%	0%
	Other	0%	3%	77%	20%	0%	6%	83%	11%	0%	8%	79%	14%
6	VCS	0%	0%	0%	0%	0%	100%	0%	0%	0%	33%	50%	17%
	OCS	0%	50%	50%	0%	0%	20%	60%	20%	0%	10%	60%	30%
	Other	0%	10%	67%	23%	0%	11%	74%	15%	1%	9%	69%	21%
8	VCS					0%	0%	67%	33%	8%	31%	31%	31%
	OCS	0%	0%	43%	57%	0%	0%	17%	83%	0%	0%	50%	50%
	Other	0%	4%	38%	59%	0%	5%	49%	46%	2%	11%	42%	46%

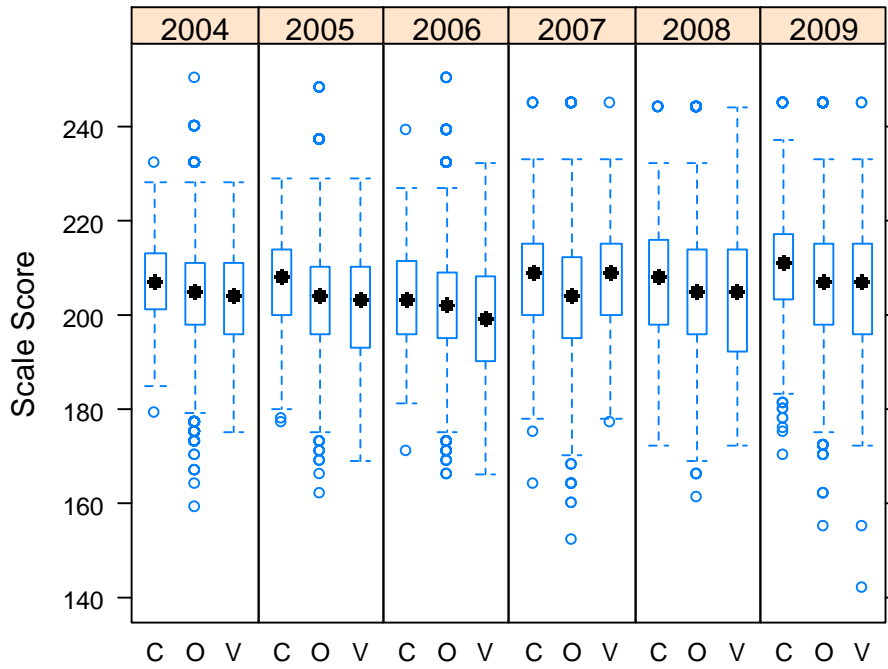
Percentage of TAG Students at Each DA Achievement Level in Writing

		2004				2005				2006			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
5	VCS	0%	50%	50%	0%	0%	100%					79%	21%
	OCS	0%	0%	78%	22%	0%	0%	89%	11%	25%	0%	50%	25%
	Other	3%	19%	55%	23%	3%	25%	57%	15%	0%	5%	50%	45%
7	VCS					0%	25%	75%	0%	0%	0%	90%	10%
	OCS					13%	6%	38%	44%	0%	20%	40%	40%
	Other	7%	15%	56%	22%	3%	7%	68%	22%	1%	6%	64%	29%
9	VCS									0%	20%	60%	20%
	OCS	0%	0%	100%	0%	0%	0%	100%	0%	0%	0%	0%	100%
	Other	4%	10%	55%	31%	4%	5%	61%	30%	1%	4%	60%	35%
		2007				2008				2009			
		Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
5	VCS					0%	25%	50%	25%	0%	17%	72%	11%
	OCS	0%	0%	60%	40%	0%	11%	67%	22%	0%	0%	79%	21%
	Other	1%	4%	53%	41%	1%	9%	64%	26%	0%	5%	65%	30%
7	VCS					0%	20%	80%	0%	0%	38%	63%	0%
	OCS	0%	0%	73%	27%	0%	0%	75%	25%	0%	0%	83%	17%
	Other	0%	4%	65%	31%	1%	6%	74%	20%	0%	6%	77%	16%
9	VCS									0%	0%	100%	0%
	OCS	0%	0%	83%	17%								
	Other	0%	2%	63%	35%	0%	3%	83%	14%	2%	6%	74%	18%

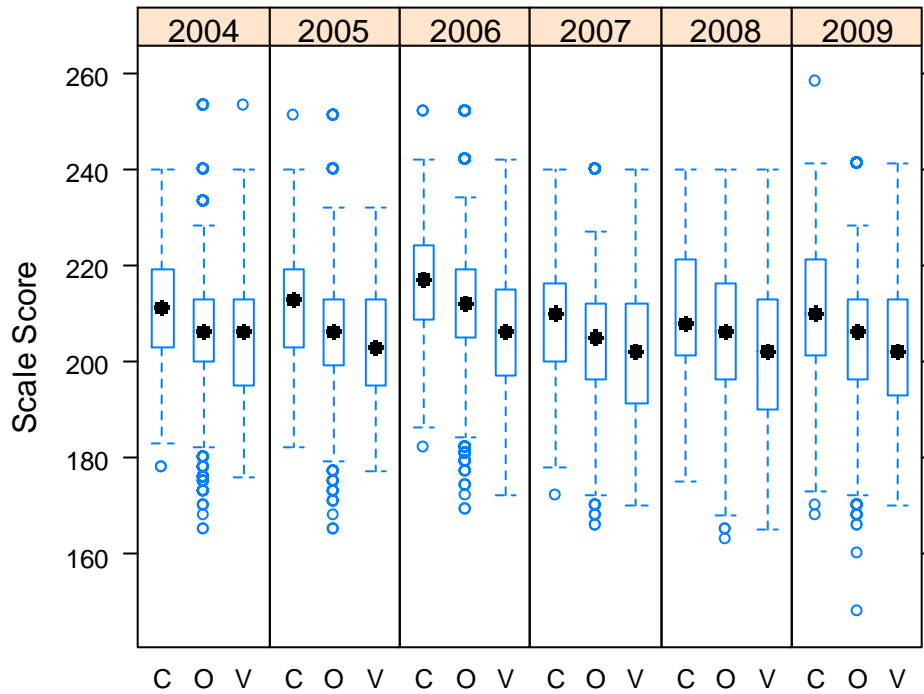
## **APPENDIX C: STUDENT ISAT SCORES ON BOXPLOTS**

Boxplots are useful for comparing central tendency, shape, and variability of distributions. The black dot is the median score; the boxes include scores from the 25th to the 75th quartiles, the dashed lines indicate the range of scores beyond which scores are considered outliers.

### Distribution of Grade 3 ISAT Reading Scale Scores

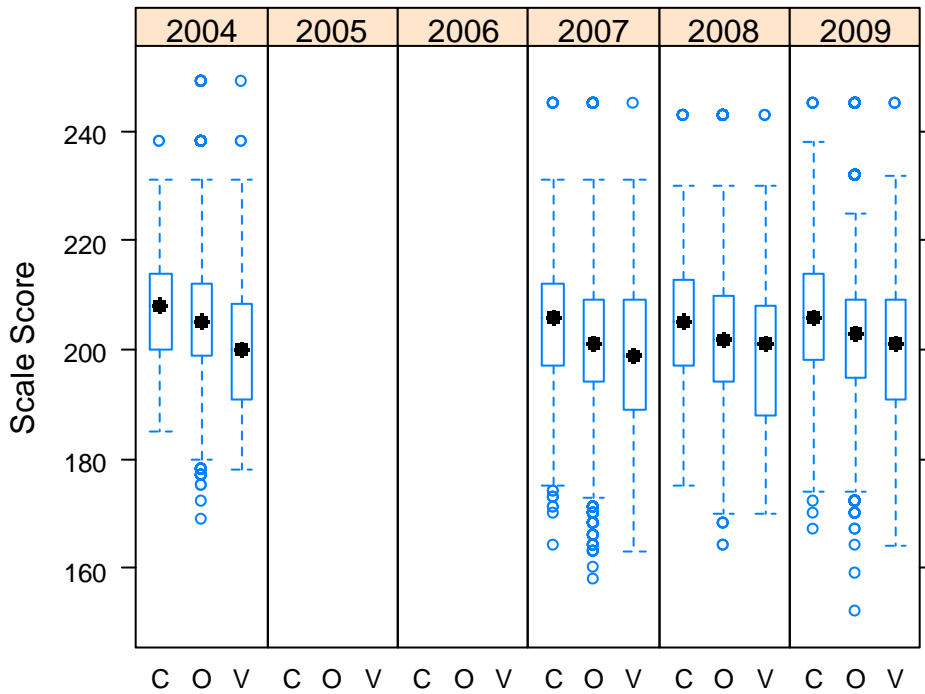


### Distribution of Grade 3 ISAT Math Scale Scores

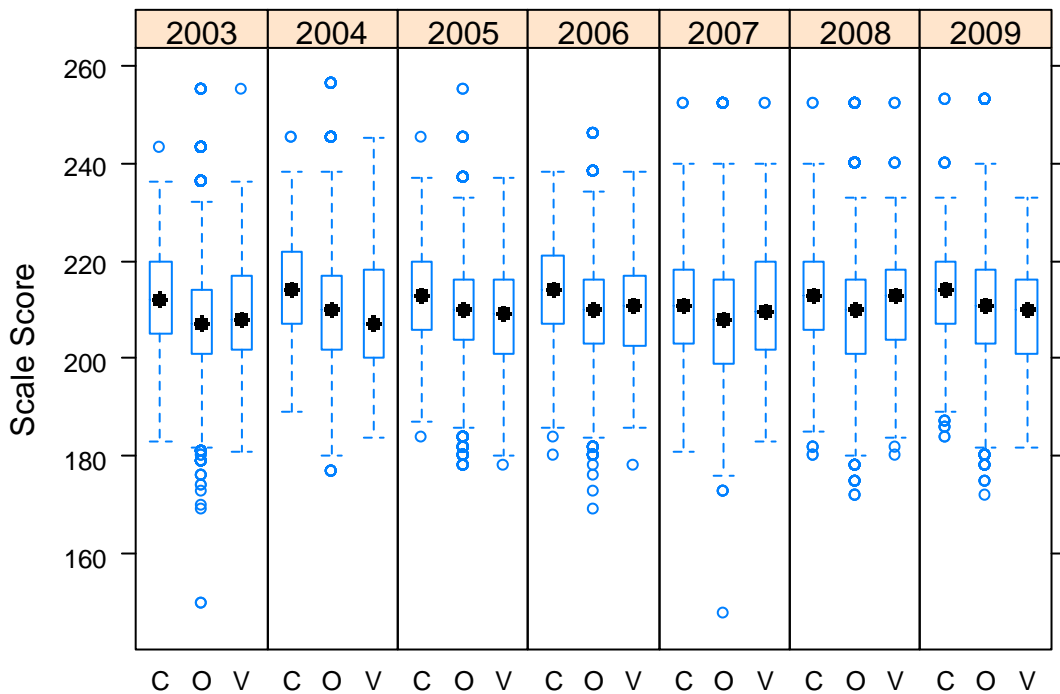




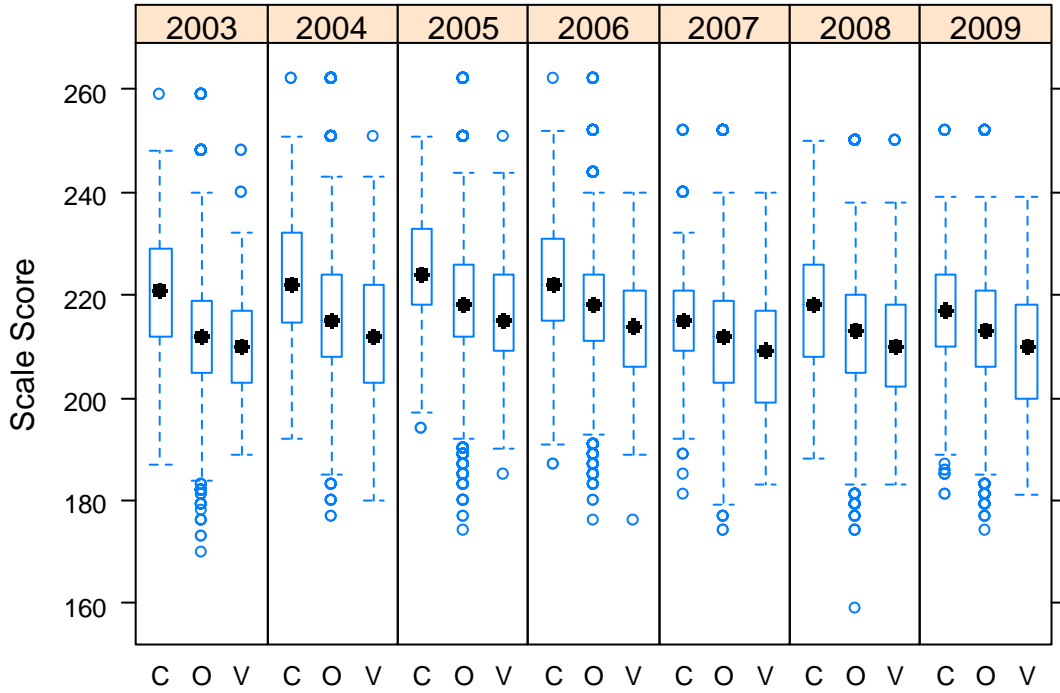
## Distribution of Grade 3 ISAT Language Arts Scale Scores



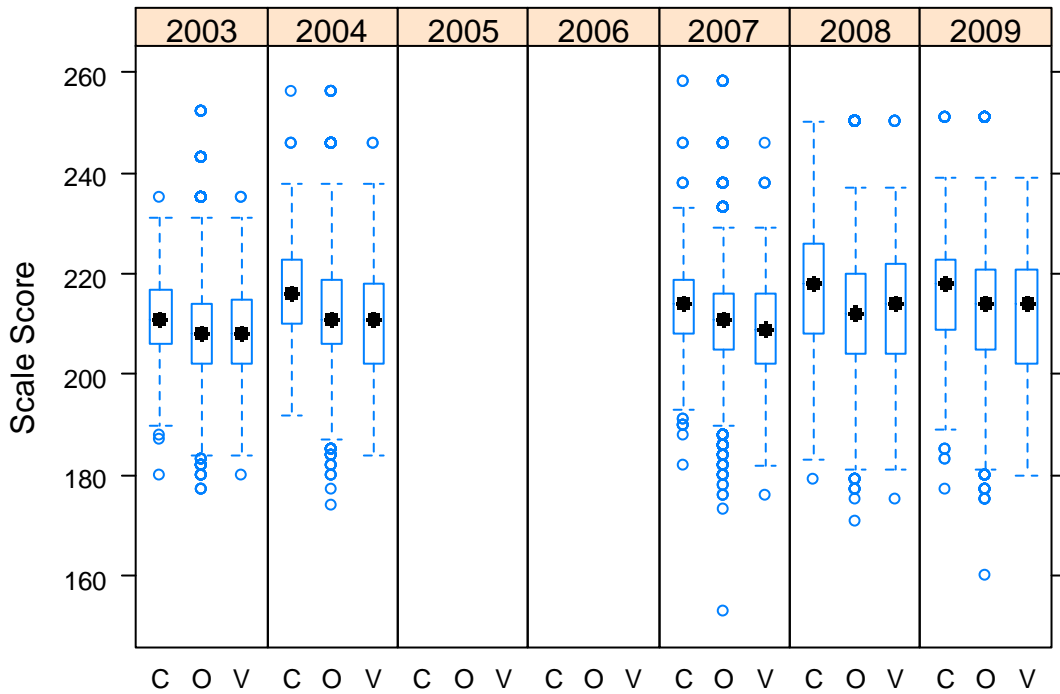
## Distribution of Grade 4 ISAT Reading Scale Scores



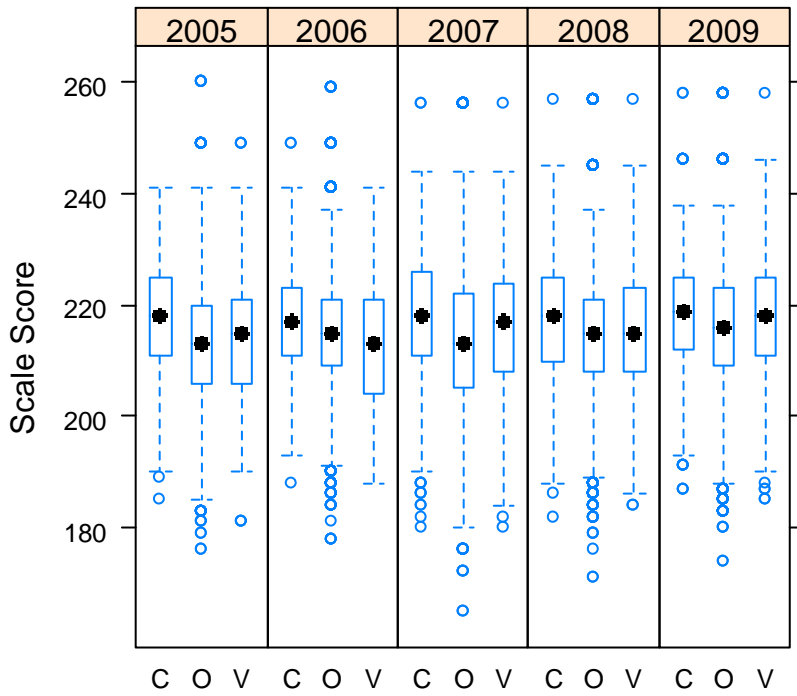
## Distribution of Grade 4 ISAT Math Scale Scores



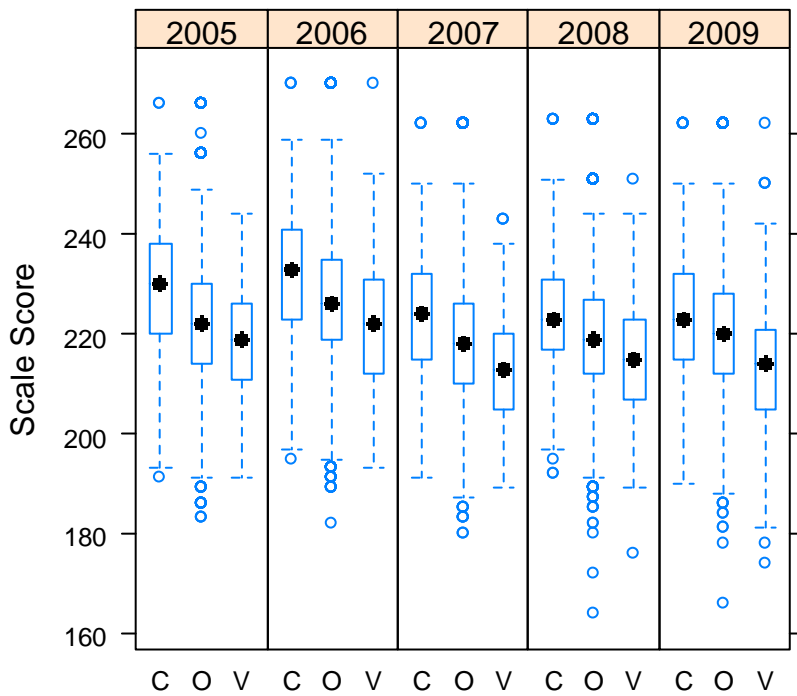
## Distribution of Grade 4 ISAT Language Arts Scale Scores



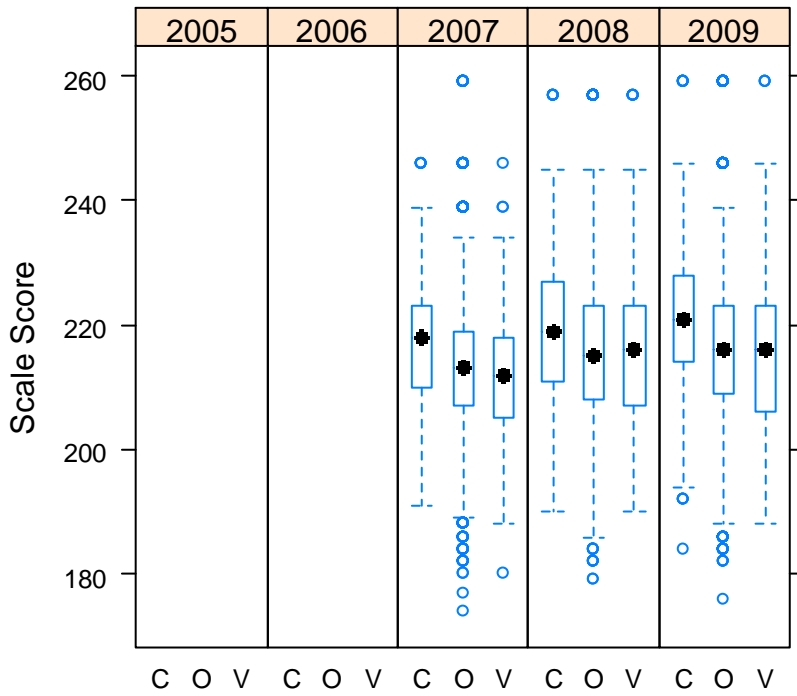
## Distribution of Grade 5 ISAT Reading Scale Scores



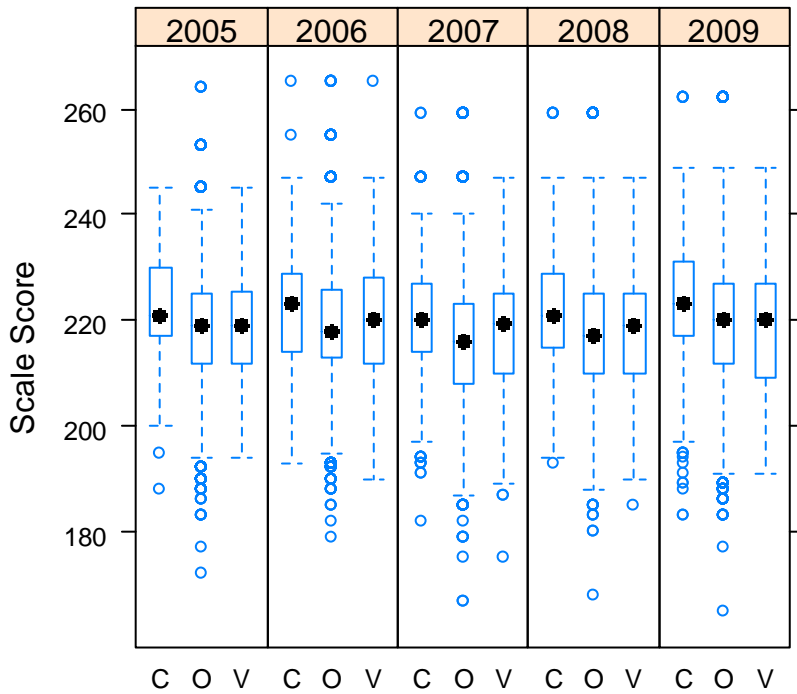
## Distribution of Grade 5 ISAT Math Scale Scores



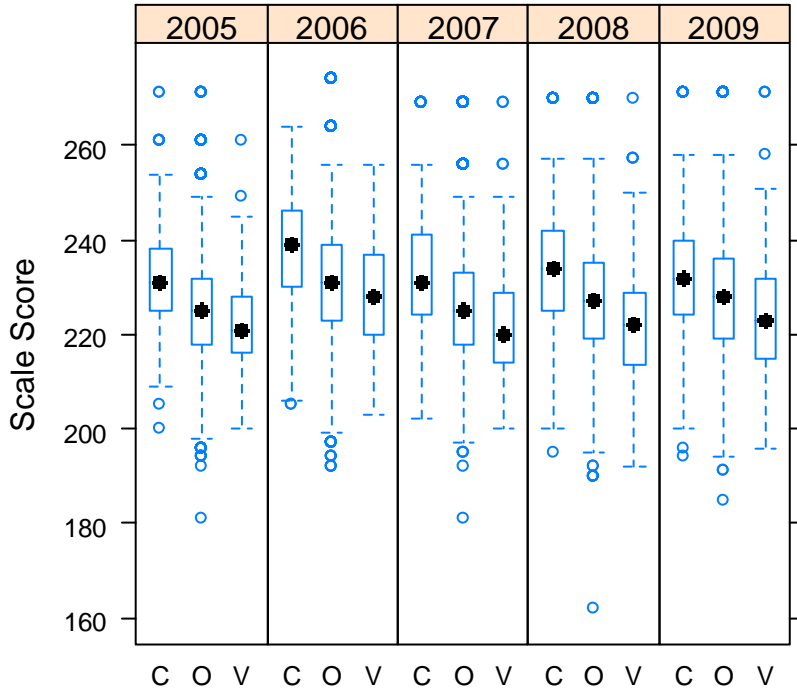
## Distribution of Grade 5 ISAT Language Arts Scale Scores



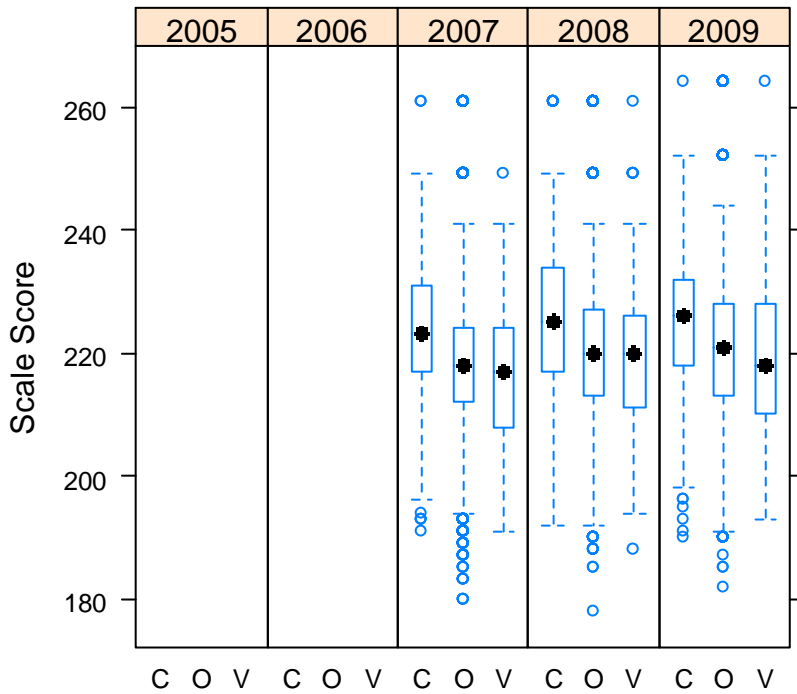
## Distribution of Grade 6 ISAT Reading Scale Scores



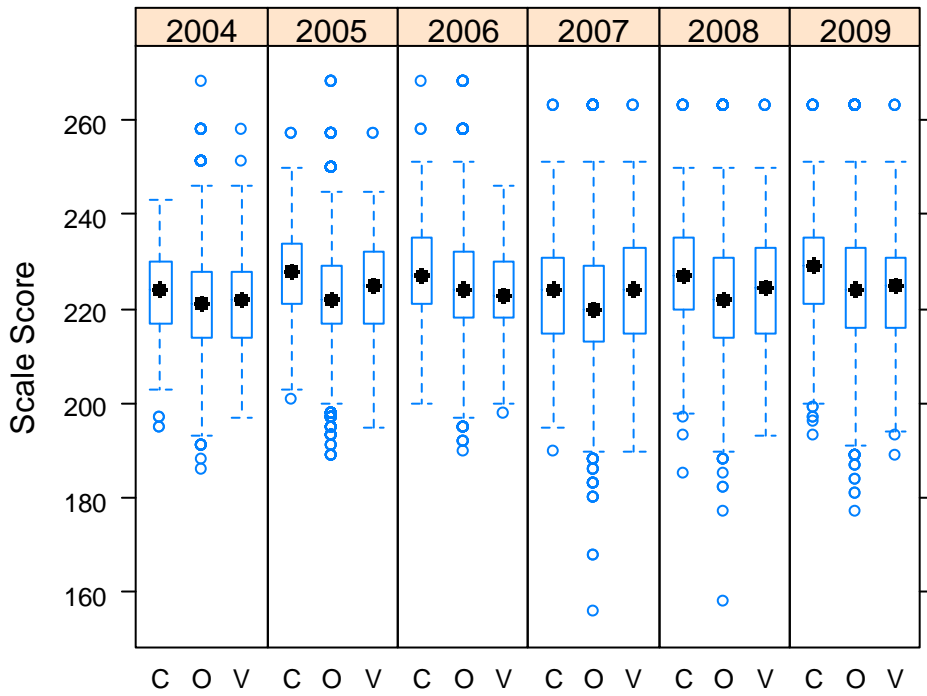
## Distribution of Grade 6 ISAT Math Scale Scores



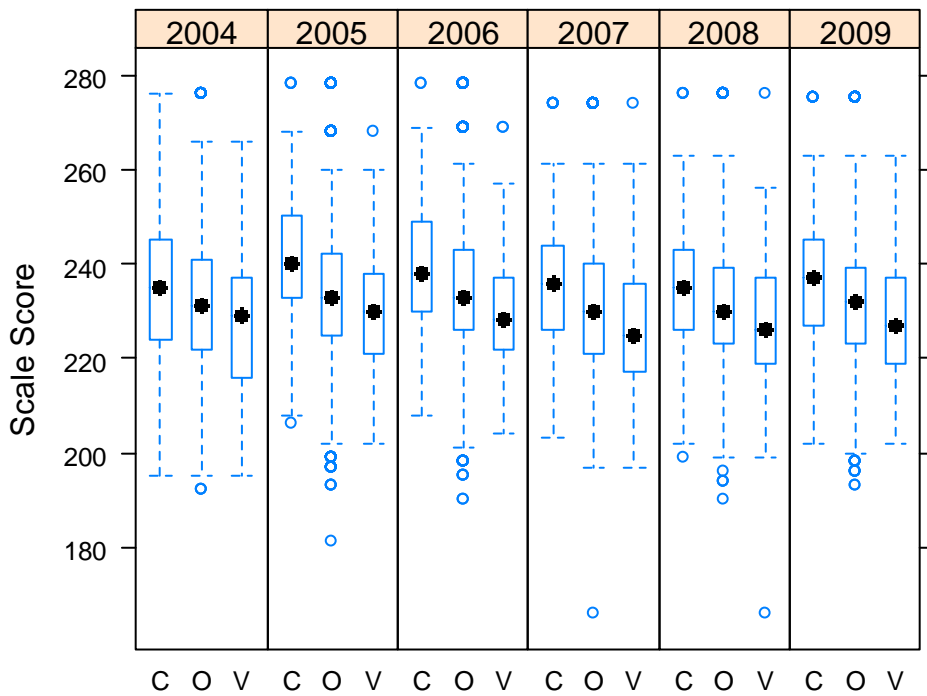
## Distribution of Grade 6 ISAT Language Arts Scale Scores



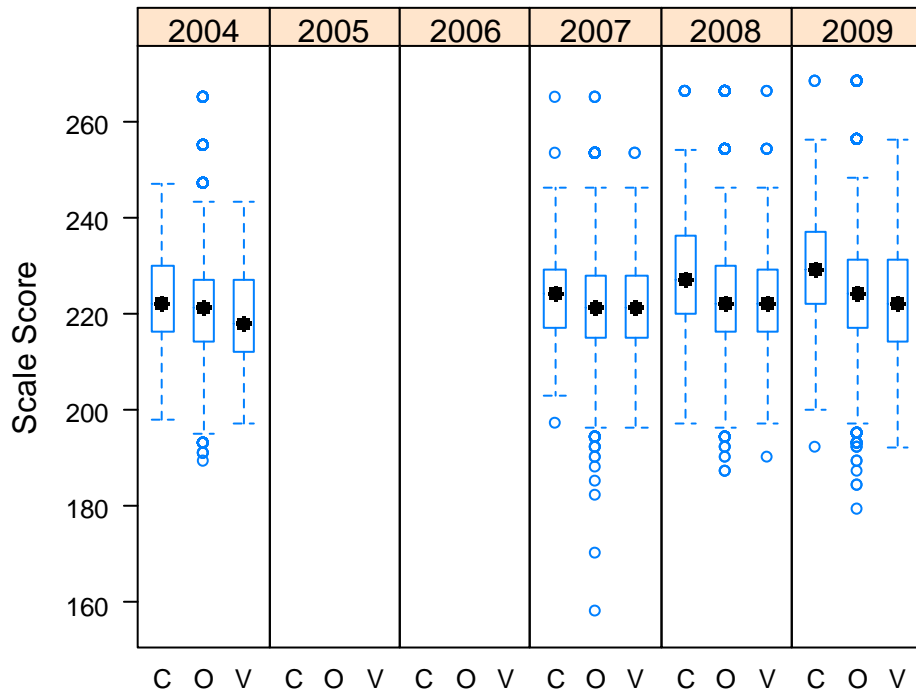
## Distribution of Grade 7 ISAT Reading Scale Scores



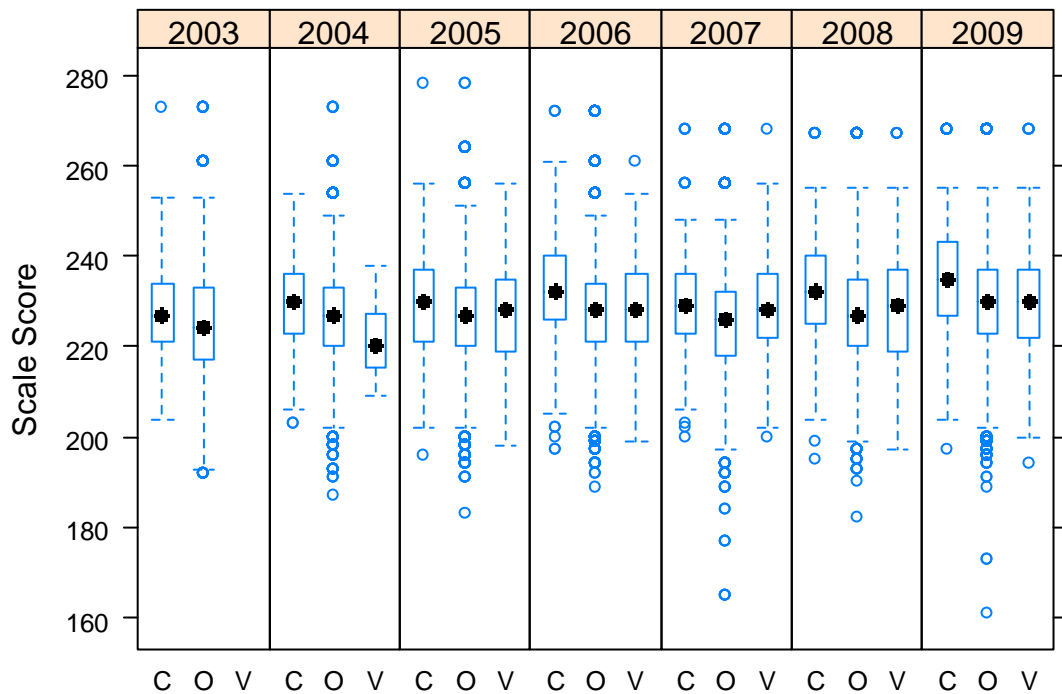
## Distribution of Grade 7 ISAT Math Scale Scores



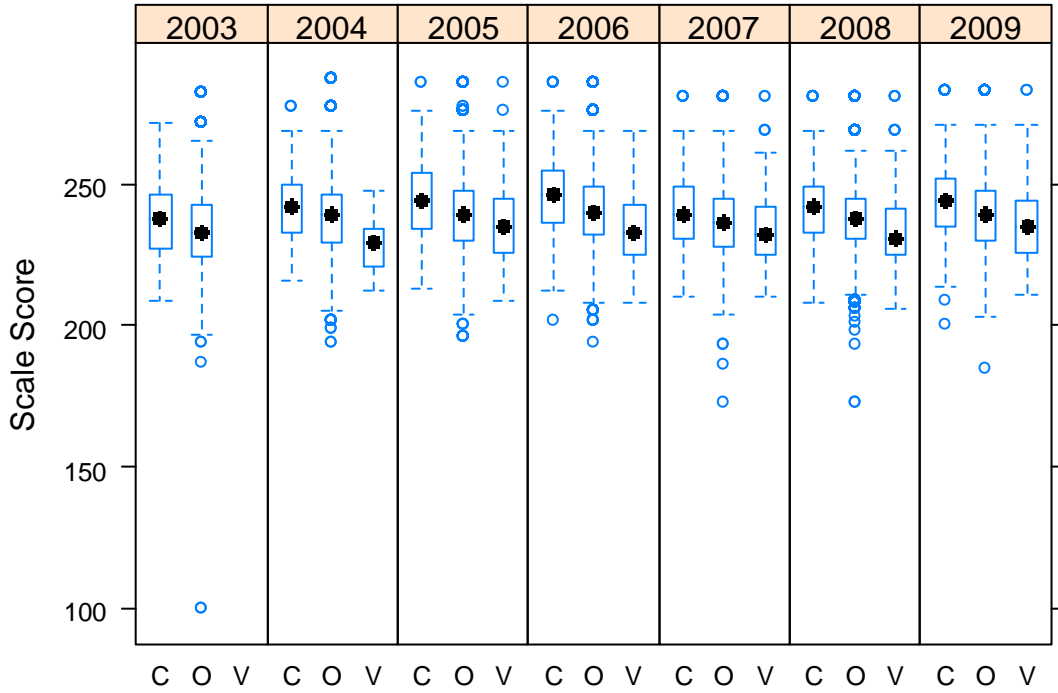
## Distribution of Grade 7 ISAT Language Arts Scale Scores



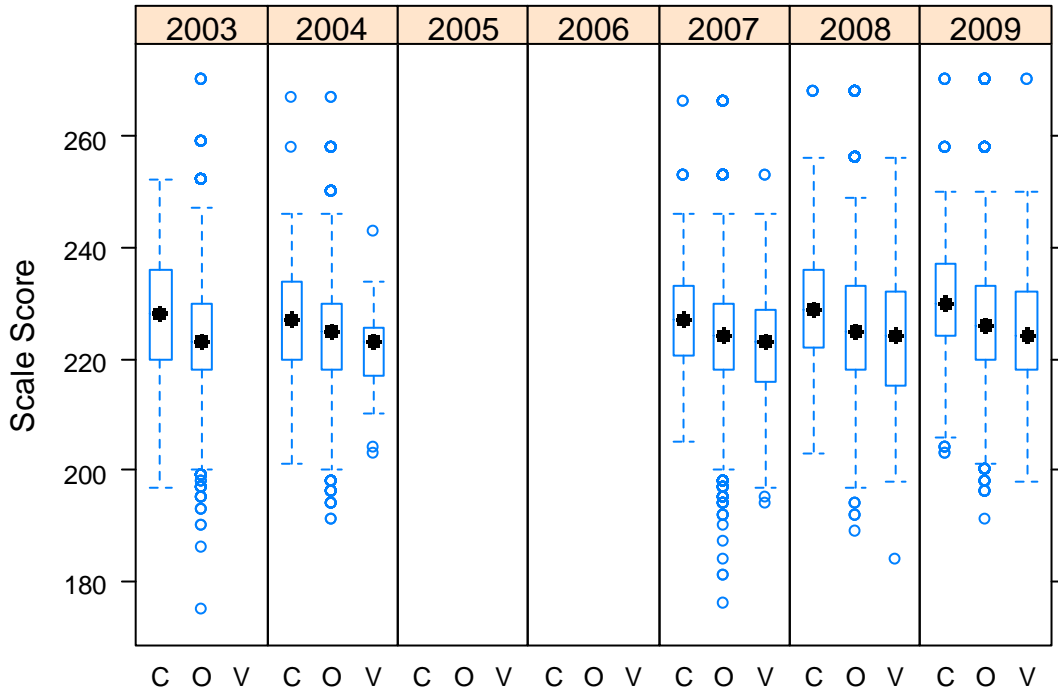
## Distribution of Grade 8 ISAT Reading Scale Scores



## Distribution of Grade 8 ISAT Math Scale Scores

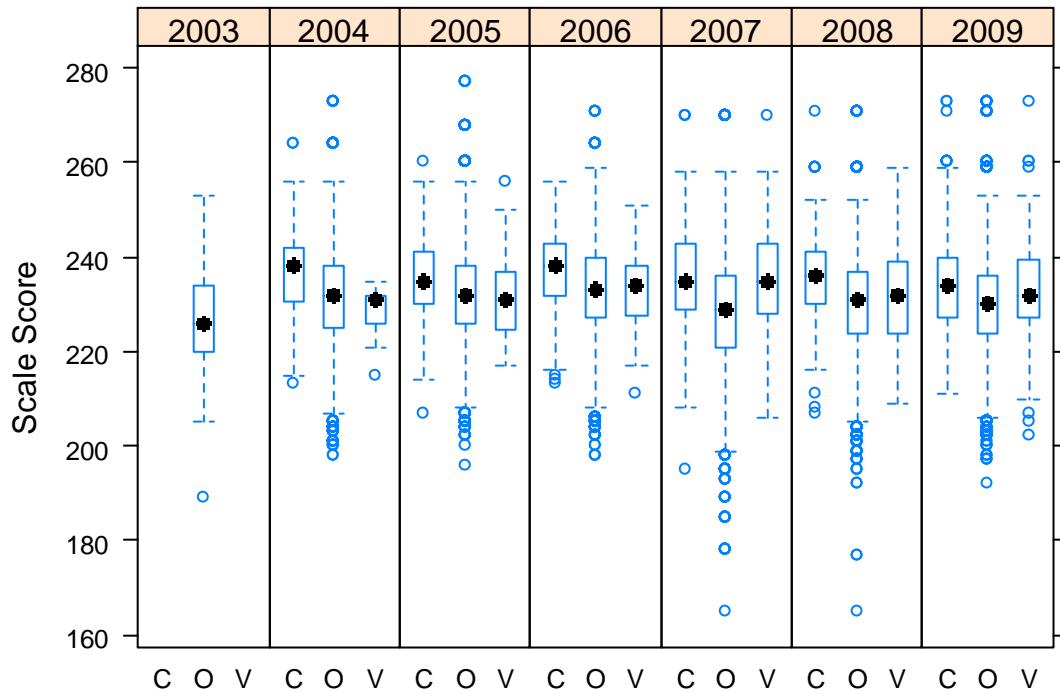


## Distribution of Grade 8 ISAT Language Arts Scale Scores

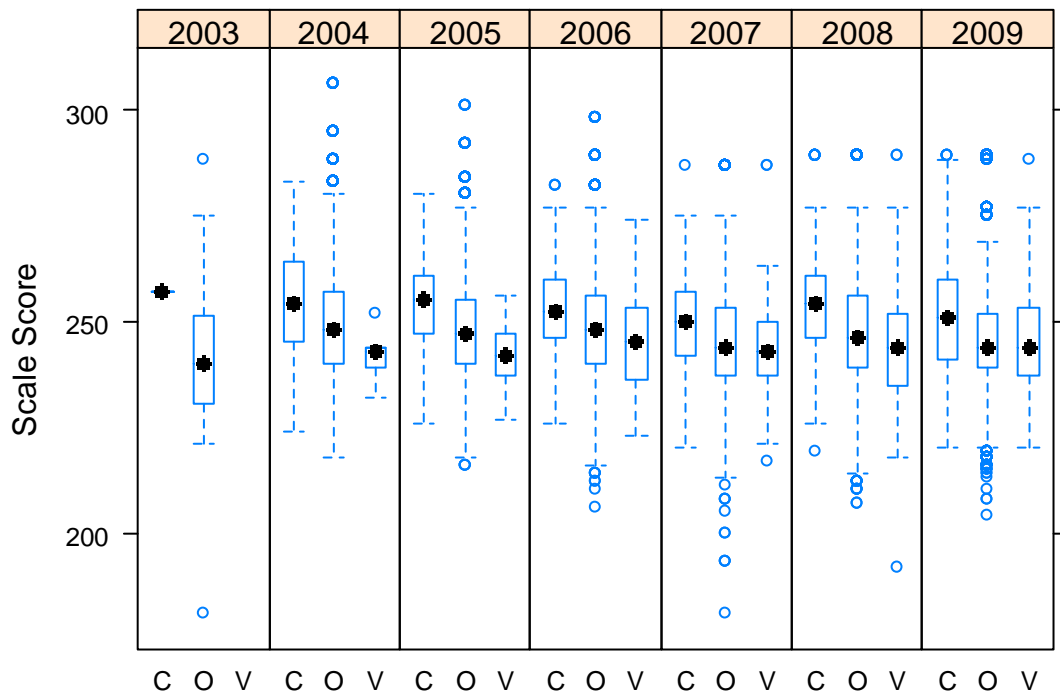




## Distribution of Grade 10 ISAT Reading Scale Scores



## Distribution of Grade 10 ISAT Math Scale Scores



## Distribution of Grade 10 ISAT Language Arts Scale Scores

