

# North Carolina Community College System

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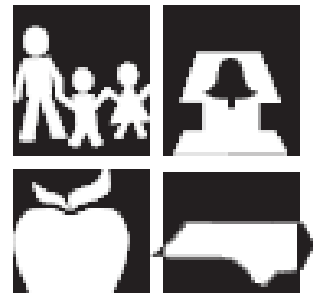
## Report of Student Performance on the North Carolina Competency Standard in Reading and Mathematics

**2004-05 Academic Year**

Published September 2006

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**Public Schools of North Carolina**  
State Board of Education  
Department of Public Instruction  
Accountability Services/North Carolina Test Development Section  
Raleigh, North Carolina 27601-2825  
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## **Acknowledgments**

This report is the collaborative work of many individuals. The North Carolina Testing Program is conducted by the North Carolina Department of Public Instruction (NCDPI), Division of Accountability Services. Technical support services for the program are implemented in collaboration with the Center for Urban Affairs and Community Services at North Carolina State University under the Technical Outreach for Public Schools (TOPS) program. Mildred Bazemore, Chief of the North Carolina Test Development Section, and Charles Lanier, Educational Research and Evaluation Consultant in the North Carolina Test Development Section, directed the design of the report. Staff at TOPS conducted the required analyses and report production.

At TOPS we thank Amy Powell-Moman and Karin Wolfe for assistance in creating tables and figures, verifying data accuracy, and coordinating report editing and production.

We also thank the personnel in the Community Colleges and Lou Ann Parker at the Community College System Office for their conscientious efforts in administering the tests and verifying the data.

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**Table of Contents**

Background.....	1
Introduction.....	4
Findings.....	5
Table 1. State Total Results: Percent Proficient in Reading and Mathematics .....	7
Figure 1. Percent Proficient by Ethnicity for 1978 and 1995 Standards: Reading .....	8
Figure 2. Percent Proficient by Ethnicity for 1978 and 1995 Standards: Mathematics.....	9
Table 2. Percent Proficient in Reading by Ethnic Group by Institution .....	10
Table 3. Percent Proficient in Mathematics by Ethnic Group by Institution.....	12
Table 4. Percent Proficient in Reading and Mathematics by Institution .....	14

**North Carolina Community College System**  
**Report of Student Performance on the**  
**North Carolina Competency Standard**  
**2004-05 Academic Year**

**Background**

North Carolina General Statute 115C-174.11 mandates that the State Board of Education adopt tests or other measurement instruments which may be used to assure that graduates of high schools possess the skills and knowledge necessary to function independently and successfully in assuming the responsibilities of citizenship. Since 1978, all North Carolina students receiving a high school diploma have been required to fulfill a competency standard. Institutions in the North Carolina Community College System that offer high school diploma programs are mandated to require that adult high school students meet the competency standard before receiving a diploma.

North Carolina's belief that all children can learn is consistent with the requirement that all students must be provided academic challenges in order to ensure that every child has an opportunity to realize his or her potential. Consistent with this belief has been an assessment requirement to measure what students know and are able to do as graduates of North Carolina public schools. To assure that students possess the knowledge and skills necessary to function independently and successfully in assuming the responsibilities of citizenship, North Carolina has required students to meet a graduation testing standard since 1978 for the class of 1981. Initially the competency testing program focused on competencies that students need to possess as a minimum in the areas of reading, mathematics, and grammar in order to graduate from high school. In 1985-86, the program was expanded to include a minimum skills writing component which was eliminated 1988-89. Effective with the graduates of 1998, students were expected to meet a higher standard in reading and mathematics.

The original competency test consists of a minimum skills multiple-choice test in reading, a minimum skills multiple-choice test in mathematics, and a writing objective test. On the reading test, a score of 87 or higher is required to meet the proficiency standard. On the mathematics test, a score of 77 or higher is required. On the writing objective test, a score of 63 or higher is required to meet the standard. This standard was implemented in 1978 and is now referred to as the 1978 or the old competency standard. Many adult students who enter the North Carolina Community College System with a goal of receiving a North Carolina high school diploma are required to meet the competency standard by passing the 1978 standard based on the time period in which they exited the high school system.

Effective as of the 1994-95 school year, a new competency standard was implemented by the State Board of Education. It represents a more rigorous standard than the 1978

minimum competency requirement. The 1995 standard requires students to demonstrate mastery of grade-level competencies in reading and mathematics equivalent to grade 8 as described in the North Carolina *Standard Course of Study*, and is now referred to as the 1995, or the new, competency standard. In order to demonstrate the requirement, a student must meet the proficiency standard of Achievement Level III or above beginning with the North Carolina End-of-Grade (EOG) Tests in Reading and Mathematics administered at the end of grade 8.

Students who do not achieve a Level III on the grade 8 end-of-grade tests in reading or mathematics must take the North Carolina Competency Tests of Reading and Mathematics at least once a year in grades 9 through 12 until they meet the standard. Students are also given an additional opportunity the last month of their senior year in high school to meet the standard. Students are required to retake only the tests they do not pass. According to legislation and State Board of Education policy, any students who fail to pass the competency standard by the end of the ninth grade are given focused remedial instruction and additional opportunities to take the test(s) up to and including the last month of the twelfth grade. In addition, students who have failed to pass the competency standard by the end of the last school month of the year in which the students' class graduates, may receive additional remedial instruction and continue to take the competency tests during regularly scheduled testing sessions until the students reach maximum school age (21). The cutoff scores for Achievement Level III performance on the EOG reading and EOG mathematics are determined by the standard in place when the student entered the ninth grade for the first time.

The institutions in the North Carolina Community College System are required to use either the 1978 or 1995 standard. The 1995 standard is applied to students who entered the ninth grade in the academic year 1994-95 or later. The 1978 standard is applied to students who entered the ninth grade earlier than the 1994-95 academic year. For both the 1978 and 1995 standards, students who do not meet the proficiency standard must be given multiple opportunities to take equivalent forms of the competency tests. Students are required to retake only the tests for which they do not meet the standard, so students who meet the reading requirement and do not meet the mathematics requirement need only retake mathematics. The local school districts assist the local community college in determining the appropriate standard for each student.

The chart below outlines the cutoff scores for students who entered the ninth grade for the first time during the school years 1994-95 through 2004-05:

The cutoff scores for students who entered the ninth grade for the first time in 1994-95 through 2000-01 are: Reading: at or above a scale score of 156. Mathematics: at or above a scale score of 165.
The cutoff scores for students who entered the ninth grade for the first time in 2001-02 are: Reading: at or above a scale score of 156. Mathematics: at or above a scale score of 265.

The cutoff scores for students who entered the ninth grade for the first time in 2002-03 are: Reading: at or above a scale score of 156. Mathematics: at or above a scale score of 261.
The cutoff scores for students who entered the ninth grade for the first time in 2003-04 and 2004-05 are: Reading: at or above a scale score of 254. Mathematics: at or above a scale score of 261.

The list below represents screening on other measures to permit students to Satisfy the Competency Standard.

- The North Carolina English I End-of-Course test may be used to meet the reading or verbal competency requirement. Students must achieve a cutoff score that is equivalent to Achievement Level III or above.
- PSAT or SAT scores may be used for meeting the competency requirements. The cutoff scores for the PSAT and SAT are the following:
  - Reading or Verbal: at or above a verbal score of 48 on the PSAT or 480 on the SAT
  - Mathematics: at or above a mathematics score of 48 on the PSAT or 480 on the SAT
- Scores from the following ACT tests and College Board tests may be used for meeting the competency requirements. The cutoff scores for the ACT are the following:
  - Reading or Verbal: at or above a verbal score of 20 on either English or reading
  - Mathematics: at or above a mathematics score of 20 on mathematics/quantitative
- The cutoff scores for the ACT PLAN are the following:
  - Reading or Verbal: at or above a verbal score of 20 on verbal
  - Mathematics: at or above a mathematics score of 20 on mathematics
- The cutoff scores for the ACT COMPASS are the following:
  - Reading or Verbal: at or above a verbal score of 83 on verbal
  - Mathematics: at or above a mathematics score of 45 on mathematics
- The cutoff scores for the College Board's ACCUPLACER are the following:
  - Reading or Verbal: at or above a verbal score of 87 on verbal
  - Mathematics: at or above a mathematics score of 82 on mathematics
- Scores from the following four standardized, nationally-normed tests, normed on a sample representative of the public school population in 1995 or later, may be

used to meet the competency requirements. Scores from the eighth grade or higher editions of the test may be used.

- The California Achievement Test, fifth edition (CATS)
  - Iowa Tests of Basic Skills
  - Terra Nova
  - Stanford Achievement Test 9 (SAT9)
- The cutoff scores for these tests are the following:
    - Reading or Verbal: at or above the 50th national percentile
    - Mathematics: at or above the 50th national percentile

Special accommodations are available for students with disabilities or students who are identified as limited English proficient. The accommodations available for students with disabilities include assistive technology devices, Braille edition, Braille Writer/Slate and Stylus (and Braille Paper), Cranmer Abacus, dictation to scribe, hospital/home testing, interpreter/transliterators signs/cues tests (mathematics test only), keyboarding devices, magnification devices, multiple testing sessions, one test item per page edition, scheduled extended time, student marks answers in test book (instead of the answer sheet), test administrator reads test aloud in English<sup>1</sup> (mathematics test only), and testing in a separate room.

The accommodations available for students who are identified as limited English proficient include use of an English/native language dictionary or electronic translator, multiple testing sessions, scheduled extended time, student marks answers in the test book (instead of the answer sheet), test administrator reads test aloud in English<sup>1</sup> (mathematics test only), and testing in a separate room.

## **Introduction**

This report shows the performance of students in the North Carolina Community College System who took the competency tests during the 2004-05 academic year. The tests were scanned centrally by North Carolina State University, Technical Outreach for Public Schools (NCSU-TOPS) in collaboration with the North Carolina Department of Public Instruction and the State Board of Education through a contractual agreement. The data from all participating institutions were combined. The data include both 1978 and 1995 competency test data. One hundred seventy-five students (19.8%) took the 1978 competency test and 707 students (80.2%) took the 1995 test. The tables and figures in this report show data for the 1978 standard, the 1995 standard, and the two standards combined.

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<sup>1</sup> Reading aloud or signing/cueing the selections, frames, test questions, and answer choices from the competency reading test invalidates test results because the test measures reading skills. Note: Effective with the 2002-03 school year, (a) the title of the Assistive Technologies/Devices accommodation is changed to Assistive Technology Devices, (b) the title of the Braille Writer accommodation includes the use of Slate and Stylus (and Braille Paper), and (c) the title of the Use of the Typewriter or Word Processor accommodation is changed to Keyboarding Devices.

Students were tested throughout the academic year at 37 community colleges. Of the students included in this report, 0.8 percent were tested in November 2004, 29.9 percent in December 2004, 4.9 percent in January 2005, 4.1 percent in February 2005, 8.2 percent in March 2005, 25.6 percent in April 2005, 14.7 percent in May 2005, 3.4 percent in June 2005, and 8.4 percent in July 2005.

### **Data Verification Process**

For the 2004-05 Report of Student Performance on the North Carolina Competency Standard a data verification process was instituted. Each community college verified the aggregate reading, aggregate mathematics data, and demographic data representing their students within the report.

### **Findings**

Table 1 shows the results of data scanned from November, 2004 to July, 2005 by NCSU-TOPS for all test administrations in the 2004-05 academic year for all participating institutions combined. Data received or scanned after July 31<sup>st</sup>, 2005 are not included in this report. NCSU-TOPS scanned and scored the student answer sheets. Six hundred-forty-four students took the reading test and 656 students took the mathematics test. Of these numbers, 420 students took both the reading and mathematics tests. Of the students who took the reading test, 71.0 percent met the requirement. In mathematics, 64.9 percent of the students tested met the requirement.

Table 1 also contains the numbers tested and numbers meeting the requirements disaggregated by gender, ethnic group, 1978/1995 standard, exceptionality, and accommodations of the tests. It should be noted that not all students completed the student information on the answer sheet. The numbers of students missing information are 18 of 882 for ethnicity (2.0%), 9 of 882 for gender (1.0%), and 518 of 882 for exceptionality (58.7%).

Figure 1 graphically depicts the performance data of students on the reading standard for all students, by ethnic group, with data presented for both the 1978, 1995, and combined standards. Figure 2 shows the same type of data for the mathematics standard.

Table 2 and Table 3 present information by institution for all institutions in the North Carolina Community College System that sent student data to be scanned by NCSU-TOPS during the 2004-05 academic year. The data are also included for the various ethnic groups. Table 2 shows the reading results and Table 3 shows the mathematics results.

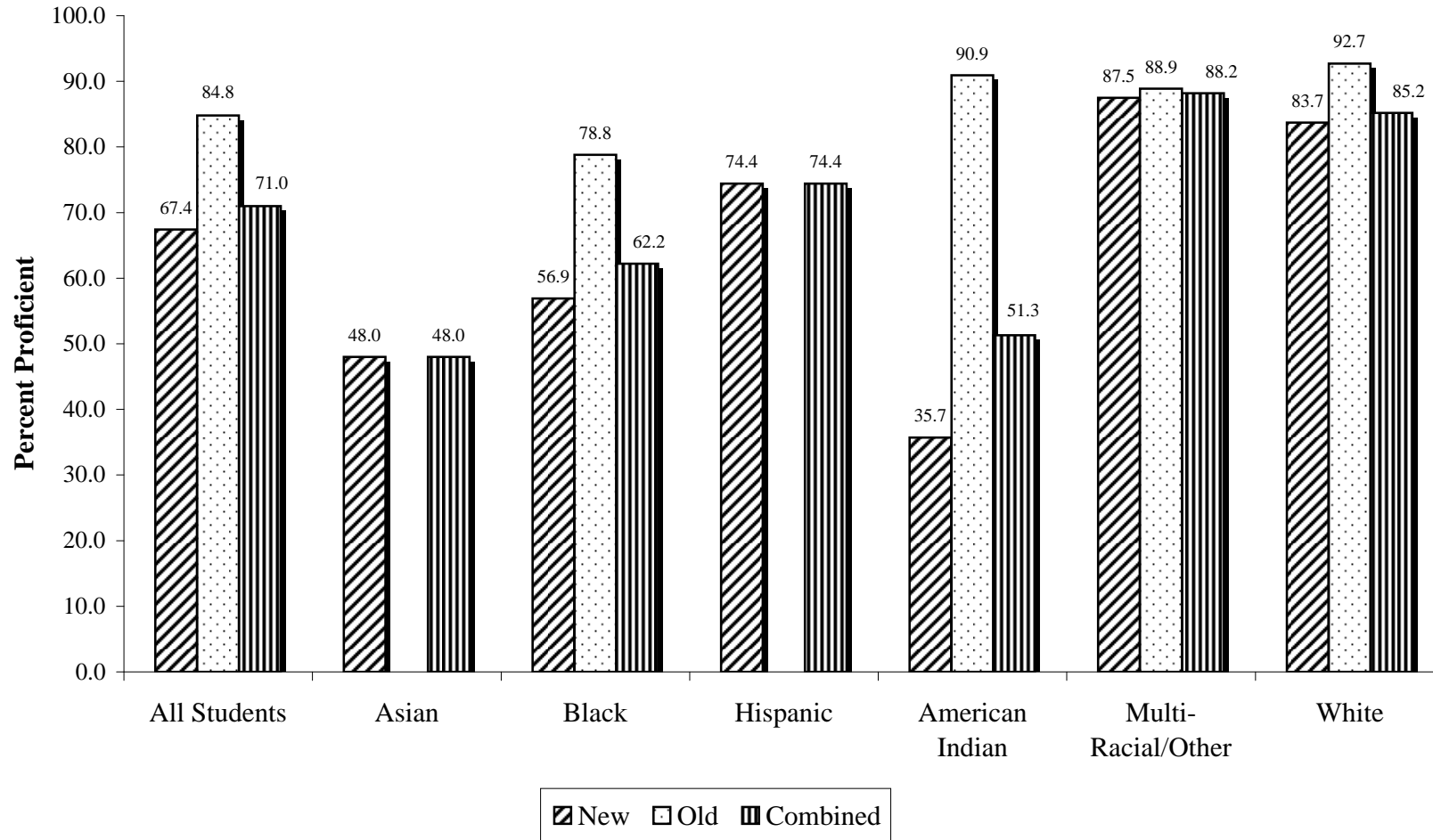
Table 4 gives more detailed information for each institution. The data for reading and mathematics are disaggregated by gender, ethnic group, 1978/1995 standard, exceptionality, and accommodation. Some categories are missing because the institution did not have students fitting a particular category, or because students did not fill out the student information on the answer sheet. Some categories, such as gender or ethnic

group, do not add up to the total number of students tested because some students did not fill out the information on the answer sheet.

**Date Year Changes**

Starting with the 2005-06 report, the test dates which are represented in the report will change. The 2005-06 report will include data starting in June 2005 and end in May 2006. This change is being made so the data years used by DPI and the North Carolina Community College System will coincide.

**Figure 1. North Carolina Community College System  
Report of Student Performance on the North Carolina Competency Standard, 2004-05 Academic Year  
Percent Proficient by Ethnicity for 1978 and 1995 Standards  
Reading**

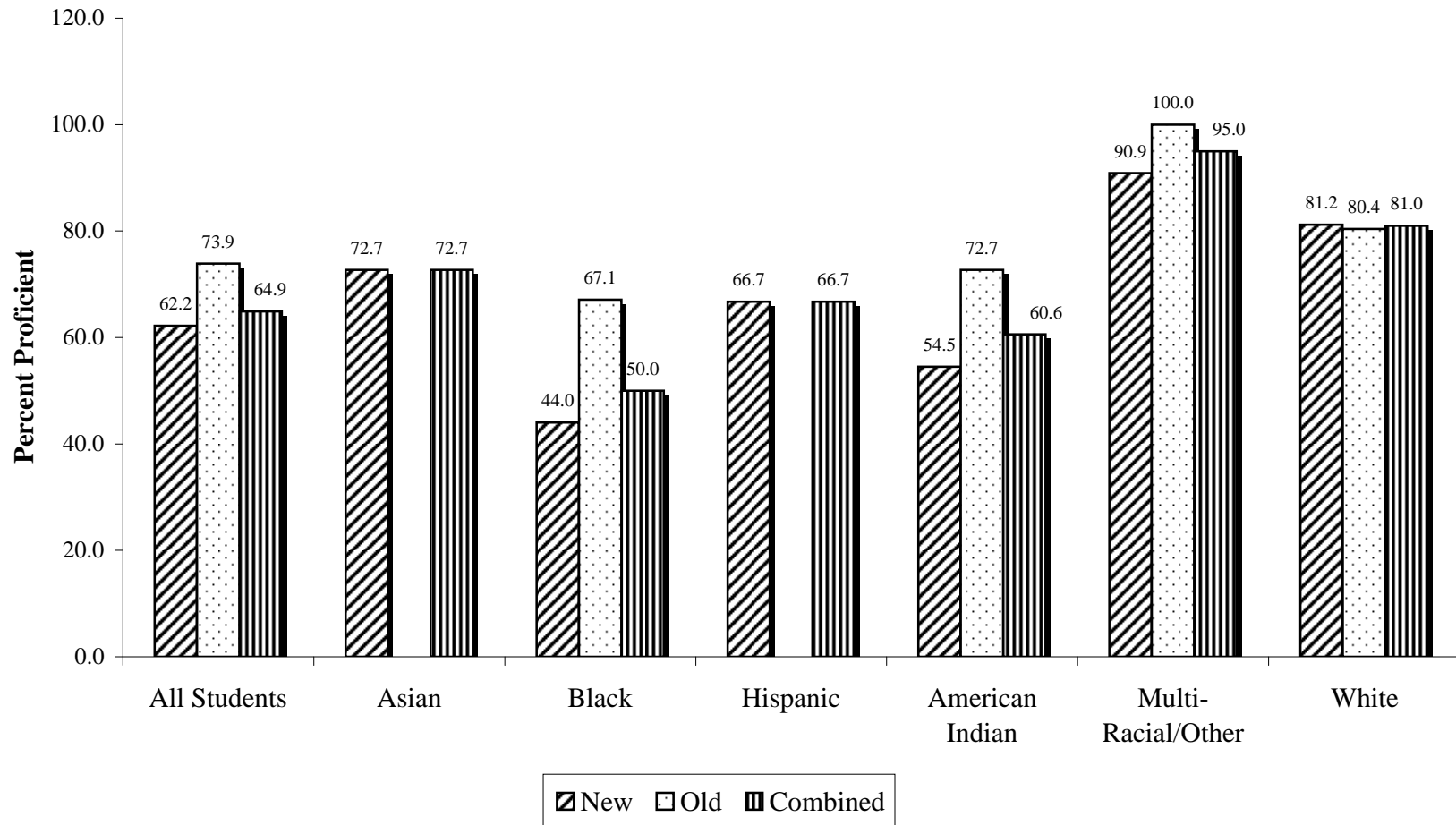


Number Tested

1995 Standard	512	25	209	39	28	8	196
1978 Standard	132	0	66	0	11	9	41
Combined Standard	644	25	275	39	39	17	237

Notes: When summed, subgroup N counts may not match the "All Students" N count because of incomplete coding on some student answer sheets.  
Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Figure 2. North Carolina Community College System  
Report of Student Performance on the North Carolina Competency Standard, 2004-05 Academic Year  
Percent Proficient by Ethnicity for 1978 and 1995 Standards  
Mathematics**



6

<u>Number Tested</u>							
1995 Standard	503	11	225	27	22	11	202
1978 Standard	153	0	79	0	11	9	46
Combined Standard	656	11	304	27	33	20	248

Notes: When summed, subgroup N counts may not match the "All Students" N count because of incomplete coding on some student answer sheets.  
Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Table 1. North Carolina Community College System  
Report of Student Performance on the North Carolina Competency Standard, 2004-05 Academic Year  
State Results: Percent Proficient in Reading and Mathematics**

	<b>Number Tested in Reading</b>	<b>Number Passing Reading</b>	<b>Percent Passing Reading</b>	<b>Number Tested in Mathematics</b>	<b>Number Passing Mathematics</b>	<b>Percent Passing Mathematics</b>
<b>POPULATION</b>						
All Students	644	457	71.0	656	426	64.9
<b>Gender</b>						
Female	370	273	73.8	401	258	64.3
Male	266	178	66.9	247	162	65.6
<b>Ethnicity</b>						
Asian	25	12	48.0	11	8	72.7
Black	275	171	62.2	304	152	50.0
Hispanic	39	29	74.4	27	18	66.7
American Indian	39	20	51.3	33	20	60.6
Multi-Racial/Other	17	15	88.2	20	19	95.0
White	237	202	85.2	248	201	81.0
<b>Competency Standard</b>						
New Competency Standard	512	345	67.4	503	313	62.2
Old Competency Standard	132	112	84.8	153	113	73.9
<b>Exceptionality</b>						
Not Exceptional	251	190	75.7	270	196	72.6
Traumatic Brain Injured	0	0	0.0	1	*	*
Specific Learning Disabled	5	2	40.0	2	1	50.0
Academically Gifted	1	*	*	1	*	*
Behaviorally-Emotionally Disabled	0	0	0.0	1	*	*
Hearing Impaired	1	*	*	0	0	0.0
Educable Mentally Disabled	5	1	20.0	6	1	16.7
Deaf-Blind	1	*	*	1	*	*
Other Health Impaired	0	0	0.0	1	*	*
<b>Accommodations</b>						
Interpreter Signs Test	2	1	50.0	1	*	*
Student Marks in Test Book	4	0	0.0	2	1	50.0
Multiple Test Sessions	1	*	*	1	*	*
Scheduled Extended Time	4	2	50.0	3	0	0.0
Testing in a Separate Room	6	2	33.3	4	2	50.0
English/Native Lang. Dictionary/Electronic Translator	2	0	0.0	0	0	0.0

Notes: \*Performance data are not reported for populations of one.

Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Table 2. North Carolina Community College System  
Report of Student Performance on the North Carolina Competency Standard, 2004-05 Academic Year  
State Results: Percent Proficient in Reading by Ethnic Group by Institution**

INSTITUTION	All Students			Asian			Black			Hispanic		
	Number Tested in Reading	Number Passing Reading	Percent Passing Reading	Number Tested in Reading	Number Passing Reading	Percent Passing Reading	Number Tested in Reading	Number Passing Reading	Percent Passing Reading	Number Tested in Reading	Number Passing Reading	Percent Passing Reading
<b>STATE</b>	<b>644</b>	<b>457</b>	<b>71.0</b>	<b>25</b>	<b>12</b>	<b>48.0</b>	<b>275</b>	<b>171</b>	<b>62.2</b>	<b>39</b>	<b>29</b>	<b>74.4</b>
ALAMANCE CC	17	16	94.1	1	*	*	9	8	88.9	-	-	-
BLADEN CC	1	*	*	-	-	-	-	-	-	-	-	-
BRUNSWICK CC	9	9	100.0	-	-	-	2	2	100.0	-	-	-
CALDWELL CC TI	10	8	80.0	-	-	-	-	-	-	-	-	-
CAPE FEAR CC	10	10	100.0	-	-	-	6	6	100.0	-	-	-
CARTERET CC	8	7	87.5	-	-	-	-	-	-	-	-	-
CENTRAL CAROLINA CC	19	9	47.4	-	-	-	11	7	63.6	3	0	0.0
CENTRAL PIEDMONT CC	135	92	68.1	8	5	62.5	81	49	60.5	8	8	100.0
CLEVELAND CC	17	16	94.1	-	-	-	2	2	100.0	-	-	-
COASTAL CAROLINA CC	17	16	94.1	1	*	*	3	2	66.7	4	4	100.0
COLLEGE OF THE ALBEMARLE	9	6	66.7	1	*	*	3	2	66.7	-	-	-
CRAVEN CC	14	13	92.9	1	*	*	5	4	80.0	1	*	*
DAVIDSON COUNTY CC	22	17	77.3	-	-	-	6	3	50.0	1	*	*
DURHAM TECHNICAL CC	9	5	55.6	1	*	*	6	4	66.7	-	-	-
FAYETTEVILLE TECHNICAL CC	30	29	96.7	1	*	*	9	9	100.0	3	3	100.0
FORSYTH TECHNICAL CC	5	4	80.0	-	-	-	2	1	50.0	1	*	*
GASTON COLLEGE	22	16	72.7	-	-	-	5	4	80.0	2	1	50.0
GUILFORD TECHNICAL CC	19	10	52.6	-	-	-	12	6	50.0	3	1	33.3
HAYWOOD CC	2	2	100.0	-	-	-	-	-	-	-	-	-
ISOTHERMAL CC	22	13	59.1	1	*	*	5	1	20.0	1	*	*
JAMES SPRUNT CC	1	*	*	-	-	-	-	-	-	-	-	-
JOHNSTON CC	2	2	100.0	-	-	-	-	-	-	-	-	-
LENOIR CC	3	2	66.7	-	-	-	1	*	*	-	-	-
MONTGOMERY CC	2	1	50.0	-	-	-	2	1	50.0	-	-	-
NASH CC	9	4	44.4	-	-	-	5	1	20.0	-	-	-
PITT CC	7	6	85.7	-	-	-	1	*	*	-	-	-
RANDOLPH C C	4	1	25.0	2	0	0.0	1	*	*	1	*	*
ROBESON CC	90	52	57.8	-	-	-	39	22	56.4	3	3	100.0
SANDHILLS	5	4	80.0	1	*	*	1	*	*	-	-	-
SOUTH PIEDMONT CC	3	2	66.7	-	-	-	1	*	*	-	-	-
SOUTHWESTERN CC	2	2	100.0	-	-	-	1	*	*	-	-	-
STANLY CC	13	8	61.5	2	1	50.0	3	1	33.3	1	*	*
VANCE-GRANVILLE CC	45	26	57.8	-	-	-	34	18	52.9	1	*	*
WAYNE CC	29	20	69.0	2	0	0.0	15	9	60.0	4	3	75.0
WESTERN PIEDMONT CC	10	9	90.0	1	*	*	1	*	*	-	-	-
WILKES CC	13	12	92.3	-	-	-	1	*	*	-	-	-
WILSON TECHNICAL CC	9	8	88.9	-	-	-	2	2	100.0	2	1	50.0

Notes: \*Performance data are not reported for populations of one.

Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Table 2. North Carolina Community College System  
Report of Student Performance on the North Carolina Competency Standard, 2004-05 Academic Year  
State Results: Percent Proficient in Reading by Ethnic Group by Institution (continued)**

INSTITUTION	American Indian			Multi-Racial/Other			White		
	Number Tested in Reading	Number Passing Reading	Percent Passing Reading	Number Tested in Reading	Number Passing Reading	Percent Passing Reading	Number Tested in Reading	Number Passing Reading	Percent Passing Reading
<b>STATE</b>	<b>39</b>	<b>20</b>	<b>51.3</b>	<b>17</b>	<b>15</b>	<b>88.2</b>	<b>237</b>	<b>202</b>	<b>85.2</b>
ALAMANCE CC	-	-	-	-	-	-	7	7	100.0
BLADEN CC	-	-	-	-	-	-	-	-	-
BRUNSWICK CC	-	-	-	-	-	-	7	7	100.0
CALDWELL CC TI	1	*	*	1	*	*	8	6	75.0
CAPE FEAR CC	-	-	-	-	-	-	4	4	100.0
CARTERET CC	-	-	-	-	-	-	8	7	87.5
CENTRAL CAROLINA CC	-	-	-	-	-	-	3	2	66.7
CENTRAL PIEDMONT CC	1	*	*	6	6	100.0	25	19	76.0
CLEVELAND CC	-	-	-	1	*	*	14	14	100.0
COASTAL CAROLINA CC	-	-	-	2	2	100.0	6	6	100.0
COLLEGE OF THE ALBEMARLE	-	-	-	-	-	-	5	4	80.0
CRAVEN CC	-	-	-	-	-	-	7	7	100.0
DAVIDSON COUNTY CC	-	-	-	-	-	-	15	13	86.7
DURHAM TECHNICAL CC	-	-	-	-	-	-	2	0	0.0
FAYETTEVILLE TECHNICAL CC	1	*	*	-	-	-	15	14	93.3
FORSYTH TECHNICAL CC	-	-	-	1	*	*	1	*	*
GASTON COLLEGE	-	-	-	-	-	-	15	11	73.3
GUILFORD TECHNICAL CC	-	-	-	-	-	-	4	3	75.0
HAYWOOD CC	-	-	-	-	-	-	2	2	100.0
ISOTHERMAL CC	-	-	-	-	-	-	15	12	80.0
JAMES SPRUNT CC	-	-	-	-	-	-	1	*	*
JOHNSTON CC	-	-	-	1	*	*	1	*	*
LENOIR CC	-	-	-	-	-	-	2	1	50.0
MONTGOMERY CC	-	-	-	-	-	-	-	-	-
NASH CC	1	*	*	-	-	-	3	2	66.7
PITT CC	-	-	-	-	-	-	6	5	83.3
RANDOLPH C C	-	-	-	-	-	-	-	-	-
ROBESON CC	34	16	47.1	4	3	75.0	10	8	80.0
SANDHILLS	1	*	*	-	-	-	2	2	100.0
SOUTH PIEDMONT CC	-	-	-	-	-	-	2	2	100.0
SOUTHWESTERN CC	-	-	-	-	-	-	1	*	*
STANLY CC	-	-	-	-	-	-	6	4	66.7
VANCE-GRANVILLE CC	-	-	-	-	-	-	9	7	77.8
WAYNE CC	-	-	-	-	-	-	8	8	100.0
WESTERN PIEDMONT CC	-	-	-	-	-	-	8	8	100.0
WILKES CC	-	-	-	-	-	-	12	11	91.7
WILSON TECHNICAL CC	-	-	-	1	*	*	3	3	100.0

Notes: \*Performance data are not reported for populations of one.

Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Table 3. North Carolina Community College System  
Report of Student Performance on the North Carolina Competency Standard, 2004-05 Academic Year  
State Results: Percent Proficient in Mathematics by Ethnic Group by Institution (continued)**

INSTITUTION	American Indian			Multi-Racial/Other			White		
	Number Tested in Math	Number Passing Math	Percent Passing Math	Number Tested in Math	Number Passing Math	Percent Passing Math	Number Tested in Math	Number Passing Math	Percent Passing Math
STATE	33	20	60.6	20	19	95.0	248	201	81.0
ALAMANCE CC	-	-	-	-	-	-	5	5	100.0
BLADEN CC	-	-	-	-	-	-	2	1	50.0
BRUNSWICK CC	-	-	-	-	-	-	8	8	100.0
CALDWELL CC TI	1	*	*	1	*	*	9	9	100.0
CAPE FEAR CC	-	-	-	-	-	-	11	10	90.9
CARTERET CC	-	-	-	-	-	-	7	6	85.7
CENTRAL CAROLINA CC	-	-	-	-	-	-	6	5	83.3
CENTRAL PIEDMONT CC	-	-	-	5	5	100.0	19	13	68.4
CLEVELAND CC	-	-	-	1	*	*	13	13	100.0
COASTAL CAROLINA CC	-	-	-	3	3	100.0	6	6	100.0
COLLEGE OF THE ALBEMARLE	-	-	-	-	-	-	3	2	66.7
CRAVEN CC	-	-	-	-	-	-	7	7	100.0
DAVIDSON COUNTY CC	-	-	-	-	-	-	12	6	50.0
DURHAM TECHNICAL CC	-	-	-	-	-	-	2	2	100.0
FAYETTEVILLE TECHNICAL CC	1	*	*	-	-	-	14	14	100.0
FORSYTH TECHNICAL CC	-	-	-	-	-	-	1	*	*
GASTON COLLEGE	-	-	-	-	-	-	16	10	62.5
GUILFORD TECHNICAL CC	-	-	-	2	2	100.0	4	4	100.0
HAYWOOD CC	-	-	-	1	*	*	5	3	60.0
ISOTHERMAL CC	-	-	-	-	-	-	14	12	85.7
JAMES SPRUNT CC	-	-	-	-	-	-	2	1	50.0
JOHNSTON CC	-	-	-	1	*	*	1	*	*
LENOIR CC	-	-	-	-	-	-	2	1	50.0
MONTGOMERY CC	-	-	-	-	-	-	-	-	-
NASH CC	-	-	-	-	-	-	4	4	100.0
PITT CC	-	-	-	-	-	-	6	6	100.0
RANDOLPH C C	-	-	-	-	-	-	-	-	-
ROBESON CC	30	17	56.7	4	3	75.0	13	8	61.5
SANDHILLS	1	*	*	-	-	-	2	2	100.0
SOUTH PIEDMONT CC	-	-	-	-	-	-	2	2	100.0
SOUTHWESTERN CC	-	-	-	1	*	*	1	*	*
STANLY CC	-	-	-	-	-	-	12	5	41.7
VANCE-GRANVILLE CC	-	-	-	-	-	-	8	7	87.5
WAYNE CC	-	-	-	-	-	-	9	8	88.9
WESTERN PIEDMONT CC	-	-	-	-	-	-	6	6	100.0
WILKES CC	-	-	-	-	-	-	12	9	75.0
WILSON TECHNICAL CC	-	-	-	1	*	*	4	4	100.0

13

Notes: \*Performance data are not reported for populations of one.

Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Table 4. North Carolina Community College System  
Report of Student Performance on the North Carolina Competency Standard, 2004-05 Academic Year  
State Results: Percent Proficient in Reading and Mathematics by Institution**

<b>INSTITUTION/POPULATION</b>	<b>Number Tested in Reading</b>	<b>Number Passing Reading</b>	<b>Percent Passing Reading</b>	<b>Number Tested in Mathematics</b>	<b>Number Passing Mathematics</b>	<b>Percent Passing Mathematics</b>
<b>State - All Institutions</b>	<b>644</b>	<b>457</b>	<b>71.0</b>	<b>656</b>	<b>426</b>	<b>64.9</b>
<b>Alamance Community College</b>						
All Students	17	16	94.1	16	14	87.5
Female	13	12	92.3	10	8	80.0
Male	4	4	100.0	6	6	100.0
Asian	1	*	*	1	*	*
Black	9	8	88.9	10	8	80.0
White	7	7	100.0	5	5	100.0
New Competency Standard	15	14	93.3	13	11	84.6
Old Competency Standard	2	2	100.0	3	3	100.0
Not Exceptional	15	14	93.3	15	13	86.7
<b>Bladen Community College</b>						
All Students	1	*	*	6	4	66.7
Female	-	-	-	3	2	66.7
Male	-	-	-	1	*	*
Black	-	-	-	2	2	100.0
White	-	-	-	2	1	50.0
New Competency Standard	-	-	-	3	2	66.7
Old Competency Standard	1	*	*	3	2	66.7
Not Exceptional	-	-	-	1	*	*
<b>Brunswick Community College</b>						
All Students	9	9	100.0	11	11	100.0
Female	4	4	100.0	5	5	100.0
Male	5	5	100.0	6	6	100.0
Black	2	2	100.0	3	3	100.0
White	7	7	100.0	8	8	100.0
New Competency Standard	9	9	100.0	11	11	100.0
<b>Caldwell Community College and Technical Institute</b>						
All Students	10	8	80.0	11	11	100.0
Female	6	4	66.7	7	7	100.0
Male	4	4	100.0	4	4	100.0
American Indian	1	*	*	1	*	*
Multi-Racial/Other	1	*	*	1	*	*
White	8	6	75.0	9	9	100.0
New Competency Standard	10	8	80.0	11	11	100.0
Not Exceptional	8	7	87.5	10	10	100.0
<b>Cape Fear Community College</b>						
All Students	10	10	100.0	23	15	65.2
Female	8	8	100.0	18	10	55.6
Male	2	2	100.0	5	5	100.0
Black	6	6	100.0	12	5	41.7
White	4	4	100.0	11	10	90.9
New Competency Standard	10	10	100.0	23	15	65.2

Notes: \*Performance data are not reported for populations of one.

Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Table 4. North Carolina Community College System  
Report of Student Performance on the North Carolina Competency Standard, 2004-05 Academic Year  
State Results: Percent Proficient in Reading and Mathematics by Institution (continued)**

INSTITUTION/POPULATION	Number Tested in Reading	Number Passing Reading	Percent Passing Reading	Number Tested in Mathematics	Number Passing Mathematics	Percent Passing Mathematics
<b>State - All Institutions</b>	<b>644</b>	<b>457</b>	<b>71.0</b>	<b>656</b>	<b>426</b>	<b>64.9</b>
<b>Carteret Community College</b>						
All Students	8	7	87.5	7	6	85.7
Female	4	3	75.0	3	3	100.0
Male	4	4	100.0	4	3	75.0
White	8	7	87.5	7	6	85.7
New Competency Standard	6	5	83.3	5	4	80.0
Old Competency Standard	2	2	100.0	2	2	100.0
Not Exceptional	8	7	87.5	7	6	85.7
<b>Central Carolina Community College</b>						
All Students	19	9	47.4	24	10	41.7
Female	9	5	55.6	15	7	46.7
Male	9	3	33.3	8	2	25.0
Asian	2	0	0.0	-	-	-
Black	11	7	63.6	13	5	38.5
Hispanic	3	0	0.0	4	0	0.0
White	3	2	66.7	6	5	83.3
New Competency Standard	18	8	44.4	21	9	42.9
Old Competency Standard	1	*	*	3	1	33.3
Not Exceptional	10	5	50.0	14	7	50.0
Specific Learning Disabled	1	*	*	2	1	50.0
Behaviorally-Emotionally Handicapped	-	-	-	1	*	*
Hearing Impaired	1	*	*	-	-	-
Educable Mentally Handicapped	2	1	50.0	2	1	50.0
Other Health Impaired	-	-	-	1	*	*
Interpreter Signs Test	1	*	*	-	-	-
Student Marks in Test Book	3	0	0.0	2	1	50.0
Multiple Test Sessions	1	*	*	1	*	*
Scheduled Extended Time	3	1	33.3	2	0	0.0
Testing in a Separate Room	5	1	20.0	4	2	50.0
English/Native Lang. Dictionary/Electron	2	0	0.0	-	-	-
<b>Central Piedmont Community College</b>						
All Students	135	92	68.1	107	55	51.4
Female	72	52	72.2	65	33	50.8
Male	60	38	63.3	40	20	50.0
Asian	8	5	62.5	3	1	33.3
Black	81	49	60.5	73	32	43.8
Hispanic	8	8	100.0	3	2	66.7
American Indian	1	*	*	-	-	-
Multi-Racial/Other	6	6	100.0	5	5	100.0
White	25	19	76.0	19	13	68.4
New Competency Standard	109	70	64.2	75	34	45.3
Old Competency Standard	26	22	84.6	32	21	65.6
Not Exceptional	23	19	82.6	28	17	60.7
Academically Gifted	1	*	*	1	*	*
<b>Cleveland Community College</b>						
All Students	17	16	94.1	15	15	100.0
Female	10	10	100.0	9	9	100.0
Male	7	6	85.7	6	6	100.0
Black	2	2	100.0	1	*	*
Multi-Racial/Other	1	*	*	1	*	*
White	14	14	100.0	13	13	100.0
New Competency Standard	8	8	100.0	7	7	100.0
Old Competency Standard	9	8	88.9	8	8	100.0
Not Exceptional	17	16	94.1	15	15	100.0

Notes: \*Performance data are not reported for populations of one.

Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Table 4. North Carolina Community College System  
Report of Student Performance on the North Carolina Competency Standard, 2004-05 Academic Year  
State Results: Percent Proficient in Reading and Mathematics by Institution (continued)**

<b>INSTITUTION/POPULATION</b>	<b>Number Tested in Reading</b>	<b>Number Passing Reading</b>	<b>Percent Passing Reading</b>	<b>Number Tested in Mathematics</b>	<b>Number Passing Mathematics</b>	<b>Percent Passing Mathematics</b>
<b>State - All Institutions</b>	<b>644</b>	<b>457</b>	<b>71.0</b>	<b>656</b>	<b>426</b>	<b>64.9</b>
<b>Coastal Carolina Community College</b>						
All Students	17	16	94.1	18	16	88.9
Female	14	13	92.9	15	13	86.7
Male	3	3	100.0	3	3	100.0
Asian	1	*	*	1	*	*
Black	3	2	66.7	5	3	60.0
Hispanic	4	4	100.0	2	2	100.0
Multi-Racial/Other	2	2	100.0	3	3	100.0
White	6	6	100.0	6	6	100.0
New Competency Standard	17	16	94.1	18	16	88.9
Not Exceptional	8	8	100.0	9	9	100.0
<b>College Of The Albemarle</b>						
All Students	9	6	66.7	7	3	42.9
Female	5	4	80.0	4	3	75.0
Male	4	2	50.0	3	0	0.0
Asian	1	*	*	-	-	-
Black	3	2	66.7	4	1	25.0
White	5	4	80.0	3	2	66.7
New Competency Standard	8	5	62.5	5	2	40.0
Old Competency Standard	1	*	*	2	1	50.0
Not Exceptional	5	3	60.0	4	2	50.0
Specific Learning Disabled	1	*	*	-	-	-
Student Marks in Test Book	1	*	*	-	-	-
<b>Craven Community College</b>						
All Students	14	13	92.9	12	11	91.7
Female	8	8	100.0	9	8	88.9
Male	6	5	83.3	3	3	100.0
Asian	1	*	*	1	*	*
Black	5	4	80.0	3	2	66.7
Hispanic	1	*	*	1	*	*
White	7	7	100.0	7	7	100.0
New Competency Standard	12	11	91.7	10	9	90.0
Old Competency Standard	2	2	100.0	2	2	100.0
Not Exceptional	14	13	92.9	12	11	91.7
<b>Davidson County Community College</b>						
All Students	22	17	77.3	16	7	43.8
Female	18	15	83.3	13	6	46.2
Male	4	2	50.0	3	1	33.3
Black	6	3	50.0	3	0	0.0
Hispanic	1	1	100.0	1	1	100.0
White	15	13	86.7	12	6	50.0
New Competency Standard	22	17	77.3	16	7	43.8

Notes: \*Performance data are not reported for populations of one.

Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Table 4. North Carolina Community College System  
Report of Student Performance on the North Carolina Competency Standard, 2004-05 Academic Year  
State Results: Percent Proficient in Reading and Mathematics by Institution (continued)**

<b>INSTITUTION/POPULATION</b>	<b>Number Tested in Reading</b>	<b>Number Passing Reading</b>	<b>Percent Passing Reading</b>	<b>Number Tested in Mathematics</b>	<b>Number Passing Mathematics</b>	<b>Percent Passing Mathematics</b>
<b>State - All Institutions</b>	<b>644</b>	<b>457</b>	<b>71.0</b>	<b>656</b>	<b>426</b>	<b>64.9</b>
<b>Durham Technical Community College</b>						
All Students	9	5	55.6	12	10	83.3
Female	3	3	100.0	7	7	100.0
Male	6	2	33.3	5	3	60.0
Asian	1	*	*	1	*	*
Black	6	4	66.7	8	6	75.0
Hispanic	-	-	-	1	*	*
White	2	0	0.0	2	2	100.0
New Competency Standard	6	2	33.3	6	4	66.7
Old Competency Standard	3	3	100.0	6	6	100.0
Not Exceptional	3	3	100.0	6	6	100.0
<b>Fayetteville Technical Community College</b>						
All Students	30	29	96.7	31	27	87.1
Female	12	12	100.0	13	12	92.3
Male	17	16	94.1	16	14	87.5
Asian	1	*	*	1	*	*
Black	9	9	100.0	11	8	72.7
Hispanic	3	3	100.0	2	2	100.0
American Indian	1	*	*	1	*	*
White	15	14	93.3	14	14	100.0
New Competency Standard	26	25	96.2	26	23	88.5
Old Competency Standard	4	4	100.0	5	4	80.0
<b>Forsyth Technical Community College</b>						
All Students	5	4	80.0	7	4	57.1
Female	4	4	100.0	5	4	80.0
Male	1	0	0.0	2	0	0.0
Black	2	1	50.0	5	3	60.0
Hispanic	1	*	*	1	*	*
Multi-Racial/Other	1	*	*	-	-	-
White	1	*	*	1	*	*
New Competency Standard	4	3	75.0	6	3	50.0
Old Competency Standard	1	*	*	1	*	*
Not Exceptional	5	4	80.0	7	4	57.1
<b>Gaston College</b>						
All Students	22	16	72.7	24	16	66.7
Female	13	10	76.9	17	10	58.8
Male	9	6	66.7	7	6	85.7
Black	5	4	80.0	6	5	83.3
Hispanic	2	1	50.0	2	1	50.0
White	15	11	73.3	16	10	62.5
New Competency Standard	18	12	66.7	19	12	63.2
Old Competency Standard	4	4	100.0	5	4	80.0
Not Exceptional	22	16	72.7	23	16	69.6

Notes: \*Performance data are not reported for populations of one.

Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Table 4. North Carolina Community College System  
Report of Student Performance on the North Carolina Competency Standard, 2004-05 Academic Year  
State Results: Percent Proficient in Reading and Mathematics by Institution (continued)**

INSTITUTION/POPULATION	Number Tested in Reading	Number Passing Reading	Percent Passing Reading	Number Tested in Mathematics	Number Passing Mathematics	Percent Passing Mathematics
<b>State - All Institutions</b>	<b>644</b>	<b>457</b>	<b>71.0</b>	<b>656</b>	<b>426</b>	<b>64.9</b>
<b>Guilford Technical Community College</b>						
All Students	19	10	52.6	20	10	50.0
Female	3	2	66.7	7	3	42.9
Male	16	8	50.0	13	7	53.8
Asian	-	-	-	1	*	*
Black	12	6	50.0	11	4	36.4
Hispanic	3	1	33.3	2	0	0.0
Multi-Racial/Other	-	-	-	2	2	100.0
White	4	3	75.0	4	4	100.0
New Competency Standard	17	8	47.1	18	8	44.4
Old Competency Standard	2	2	100.0	2	2	100.0
Not Exceptional	17	9	52.9	19	10	52.6
Specific Learning Disabled	1	*	*	-	-	-
Deaf-Blind	1	*	*	1	*	*
Interpreter Signs Test	1	*	*	1	*	*
<b>Haywood Community College</b>						
All Students	2	2	100.0	6	4	66.7
Female	2	2	100.0	6	4	66.7
Multi-Racial/Other	-	-	-	1	*	*
White	2	2	100.0	5	3	60.0
New Competency Standard	-	-	-	4	3	75.0
Old Competency Standard	2	2	100.0	2	1	50.0
Not Exceptional	2	2	100.0	3	2	66.7
<b>Isothermal Community College</b>						
All Students	22	13	59.1	18	13	72.2
Female	16	9	56.3	15	11	73.3
Male	6	4	66.7	3	2	66.7
Asian	1	*	*	-	-	-
Black	5	1	20.0	4	1	25.0
Hispanic	1	*	*	-	-	-
White	15	12	80.0	14	12	85.7
New Competency Standard	15	8	53.3	12	7	58.3
Old Competency Standard	7	5	71.4	6	6	100.0
Not Exceptional	1	*	*	1	*	*
<b>James Sprunt Community College</b>						
All Students	1	*	*	4	1	25.0
Female	1	*	*	3	0	0.0
Male	-	-	-	1	*	*
Black	-	-	-	2	0	0.0
White	1	*	*	2	1	50.0
New Competency Standard	1	*	*	4	1	25.0
<b>Johnston Community College</b>						
All Students	2	2	100.0	2	1	50.0
Female	2	2	100.0	2	1	50.0
Multi-Racial/Other	1	*	*	1	*	*
White	1	*	*	1	*	*
New Competency Standard	2	2	100.0	2	1	50.0
Not Exceptional	2	2	100.0	2	1	50.0

Notes: \*Performance data are not reported for populations of one.

Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Table 4. North Carolina Community College System  
Report of Student Performance on the North Carolina Competency Standard, 2004-05 Academic Year  
State Results: Percent Proficient in Reading and Mathematics by Institution (continued)**

<b>INSTITUTION/POPULATION</b>	<b>Number Tested in Reading</b>	<b>Number Passing Reading</b>	<b>Percent Passing Reading</b>	<b>Number Tested in Mathematics</b>	<b>Number Passing Mathematics</b>	<b>Percent Passing Mathematics</b>
<b>State - All Institutions</b>	<b>644</b>	<b>457</b>	<b>71.0</b>	<b>656</b>	<b>426</b>	<b>64.9</b>
<b>Lenoir Community College</b>						
All Students	3	2	66.7	5	4	80.0
Female	1	*	*	2	2	100.0
Male	2	1	50.0	3	2	66.7
Black	1	*	*	3	3	100.0
White	2	1	50.0	2	1	50.0
New Competency Standard	2	1	50.0	4	3	75.0
Old Competency Standard	1	*	*	1	*	*
Not Exceptional	3	2	66.7	5	4	80.0
<b>Montgomery Community College</b>						
All Students	2	1	50.0	-	-	-
Female	1	*	*	-	-	-
Male	1	*	*	-	-	-
Black	2	1	50.0	-	-	-
New Competency Standard	2	1	50.0	-	-	-
Not Exceptional	1	*	*	-	-	-
<b>Nash Community College</b>						
All Students	9	4	44.4	9	4	44.4
Female	2	0	0.0	2	0	0.0
Male	7	4	57.1	7	4	57.1
Black	5	1	20.0	5	0	0.0
American Indian	1	*	*	-	-	-
White	3	2	66.7	4	4	100.0
New Competency Standard	5	4	80.0	5	4	80.0
Old Competency Standard	4	0	0.0	4	0	0.0
Not Exceptional	6	4	66.7	5	4	80.0
Educable Mentally Handicapped	3	0	0.0	4	0	0.0
<b>Pitt Community College</b>						
All Students	7	6	85.7	6	6	100.0
Female	4	3	75.0	3	3	100.0
Male	3	3	100.0	3	3	100.0
Black	1	*	*	-	-	-
White	6	5	83.3	6	6	100.0
New Competency Standard	7	6	85.7	6	6	100.0
Not Exceptional	6	5	83.3	6	6	100.0
Specific Learning Disabled	1	*	*	-	-	-
Scheduled Extended Time	1	*	*	-	-	-
Testing in a Separate Room	1	*	*	-	-	-
<b>Randolph Community College</b>						
All Students	4	1	25.0	1	*	*
Female	3	1	33.3	1	*	*
Male	1	*	*	-	-	-
Asian	2	0	0.0	-	-	-
Black	1	*	*	1	*	*
Hispanic	1	*	*	-	-	-
New Competency Standard	4	1	25.0	1	*	*
Not Exceptional	4	1	25.0	1	*	*

Notes: \*Performance data are not reported for populations of one.

Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Table 4. North Carolina Community College System  
Report of Student Performance on the North Carolina Competency Standard, 2004-05 Academic Year  
State Results: Percent Proficient in Reading and Mathematics by Institution (continued)**

<b>INSTITUTION/POPULATION</b>	<b>Number Tested in Reading</b>	<b>Number Passing Reading</b>	<b>Percent Passing Reading</b>	<b>Number Tested in Mathematics</b>	<b>Number Passing Mathematics</b>	<b>Percent Passing Mathematics</b>
<b>State - All Institutions</b>	<b>644</b>	<b>457</b>	<b>71.0</b>	<b>656</b>	<b>426</b>	<b>64.9</b>
<b>Robeson Community College</b>						
All Students	90	52	57.8	92	50	54.3
Female	64	36	56.3	64	35	54.7
Male	26	16	61.5	28	15	53.6
Black	39	22	56.4	42	19	45.2
Hispanic	3	3	100.0	3	3	100.0
American Indian	34	16	47.1	30	17	56.7
Multi-Racial/Other	4	3	75.0	4	3	75.0
White	10	8	80.0	13	8	61.5
New Competency Standard	63	27	42.9	65	30	46.2
Old Competency Standard	27	25	92.6	27	20	74.1
Not Exceptional	23	12	52.2	23	13	56.5
Traumatic Brain Injured	-	-	-	1	*	*
Scheduled Extended Time	-	-	-	1	*	*
<b>Sandhills Community College</b>						
All Students	5	4	80.0	5	5	100.0
Male	5	4	80.0	5	5	100.0
Asian	1	*	*	1	*	*
Black	1	*	*	1	*	*
American Indian	1	*	*	1	*	*
White	2	2	100.0	2	2	100.0
New Competency Standard	5	4	80.0	5	5	100.0
<b>South Piedmont Community College</b>						
All Students	3	2	66.7	4	2	50.0
Female	2	1	50.0	3	1	33.3
Male	1	*	*	1	*	*
Black	1	*	*	2	0	0.0
White	2	2	100.0	2	2	100.0
New Competency Standard	2	2	100.0	2	2	100.0
Old Competency Standard	1	*	*	2	0	0.0
Not Exceptional	1	*	*	1	*	*
<b>Southwestern Community College</b>						
All Students	2	2	100.0	3	3	100.0
Female	-	-	-	1	*	*
Male	2	2	100.0	2	2	100.0
Black	1	*	*	1	*	*
Multi-Racial/Other	-	-	-	1	*	*
White	1	*	*	1	*	*
New Competency Standard	2	2	100.0	3	3	100.0

Notes: \*Performance data are not reported for populations of one.

Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Table 4. North Carolina Community College System  
Report of Student Performance on the North Carolina Competency Standard, 2004-05 Academic Year  
State Results: Percent Proficient in Reading and Mathematics by Institution (continued)**

<b>INSTITUTION/POPULATION</b>	<b>Number Tested in Reading</b>	<b>Number Passing Reading</b>	<b>Percent Passing Reading</b>	<b>Number Tested in Mathematics</b>	<b>Number Passing Mathematics</b>	<b>Percent Passing Mathematics</b>
<b>State - All Institutions</b>	<b>644</b>	<b>457</b>	<b>71.0</b>	<b>656</b>	<b>426</b>	<b>64.9</b>
<b>Stanly Community College</b>						
All Students	13	8	61.5	18	9	50.0
Female	7	4	57.1	12	6	50.0
Male	4	2	50.0	5	2	40.0
Asian	2	1	50.0	-	-	-
Black	3	1	33.3	4	2	50.0
Hispanic	1	*	*	1	*	*
White	6	4	66.7	12	5	41.7
New Competency Standard	7	4	57.1	12	6	50.0
Old Competency Standard	6	4	66.7	6	3	50.0
Not Exceptional	11	6	54.5	14	7	50.0
<b>Vance-Granville Community College</b>						
All Students	45	26	57.8	45	26	57.8
Female	21	11	52.4	19	12	63.2
Male	24	15	62.5	26	14	53.8
Black	34	18	52.9	36	18	50.0
Hispanic	1	*	*	1	*	*
White	9	7	77.8	8	7	87.5
New Competency Standard	32	16	50.0	32	15	46.9
Old Competency Standard	13	10	76.9	13	11	84.6
Not Exceptional	13	10	76.9	14	11	78.6
Specific Learning Disabled	1	*	*	-	-	-
<b>Wayne Community College</b>						
All Students	29	20	69.0	39	25	64.1
Female	18	15	83.3	27	18	66.7
Male	11	5	45.5	12	7	58.3
Asian	2	0	0.0	-	-	-
Black	15	9	60.0	28	15	53.6
Hispanic	4	3	75.0	2	2	100.0
White	8	8	100.0	9	8	88.9
New Competency Standard	28	19	67.9	35	22	62.9
Old Competency Standard	1	*	*	4	3	75.0
Not Exceptional	1	*	*	4	3	75.0
<b>Western Piedmont Community College</b>						
All Students	10	9	90.0	8	8	100.0
Female	4	4	100.0	3	3	100.0
Male	6	5	83.3	5	5	100.0
Asian	1	*	*	1	*	*
Black	1	*	*	1	*	*
White	8	8	100.0	6	6	100.0
New Competency Standard	8	7	87.5	7	7	100.0
Old Competency Standard	2	2	100.0	1	*	*
Not Exceptional	10	9	90.0	8	8	100.0

Notes: \*Performance data are not reported for populations of one.

Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Table 4. North Carolina Community College System  
Report of Student Performance on the North Carolina Competency Standard, 2004-05 Academic Year  
State Results: Percent Proficient in Reading and Mathematics by Institution (continued)**

<b>INSTITUTION/POPULATION</b>	<b>Number Tested in Reading</b>	<b>Number Passing Reading</b>	<b>Percent Passing Reading</b>	<b>Number Tested in Mathematics</b>	<b>Number Passing Mathematics</b>	<b>Percent Passing Mathematics</b>
<b>State - All Institutions</b>	<b>644</b>	<b>457</b>	<b>71.0</b>	<b>656</b>	<b>426</b>	<b>64.9</b>
<b>Wilkes Community College</b>						
All Students	13	12	92.3	15	10	66.7
Female	10	10	100.0	9	6	66.7
Male	3	2	66.7	6	4	66.7
Black	1	*	*	3	1	33.3
White	12	11	91.7	12	9	75.0
New Competency Standard	6	5	83.3	7	5	71.4
Old Competency Standard	7	7	100.0	8	5	62.5
Not Exceptional	12	11	91.7	13	8	61.5
<b>Wilson Technical Community College</b>						
All Students	9	8	88.9	9	9	100.0
Female	6	5	83.3	4	4	100.0
Male	3	3	100.0	5	5	100.0
Black	2	2	100.0	1	*	*
Hispanic	2	1	50.0	1	*	*
Multi-Racial/Other	1	*	*	1	*	*
White	3	3	100.0	4	4	100.0
New Competency Standard	6	5	83.3	4	4	100.0
Old Competency Standard	3	3	100.0	5	5	100.0

Notes: \*Performance data are not reported for populations of one.

Prepared by the NCDPI Division of Accountability Services/Test Development Section.

## Appendix A

### Report of Student Performance on the North Carolina Competency Standard, 2004-05

#### Background on Meeting Competency Standards during High School

North Carolina General Statute 115C-174.11 mandates that the State Board of Education adopt tests or other measurement instruments which may be used to assure that graduates of the public high schools, and graduates of non-public high schools supervised by the State Board of Education, possess the skills and knowledge necessary to function independently and successfully in assuming the responsibilities of citizenship.

North Carolina's belief that all children can learn is consistent with the requirement that all students must be provided academic challenges in order to ensure that every child has an opportunity to realize his or her potential. Consistent with this belief has been an assessment requirement to measure what students know and are able to do as graduates of North Carolina public schools. To assure that students possess the knowledge and skills necessary to function independently and successfully in assuming the responsibilities of citizenship, North Carolina has required students to meet a graduation testing standard since 1978 for the class of 1981. Initially the competency testing program focused on competencies that students need to possess as a minimum in the areas of reading, mathematics, and grammar in order to graduate from high school. In 1985-86, the program was expanded to include a minimum skills writing component which was eliminated 1988-89. Effective with the graduates of 1998, students were expected to meet a higher standard in reading and mathematics.

The requirement for High School graduates of 1998 or beyond represents a more rigorous standard than the minimum competency requirement implemented initially in 1978 for the class of 1981. The more recent standard implemented by the State Board of Education in 1995 requires students to demonstrate mastery of grade-level competencies in reading and mathematics equivalent to grade 8 as described in the *North Carolina Standard Course of Study*. In order to demonstrate the requirement, a student must achieve performance equivalent to Achievement Level III or above beginning with the North Carolina End-of-Grade Tests in Reading and Mathematics administered at the end of grade 8 and a State Board of Education alternative (screen).

Students who fail the initial screen at grade 8 must be given at least one opportunity to pass the test(s) beginning as early as the summer after grade 8 and each year thereafter until the standard is met. LEAs are permitted to administer the competency tests in the summer, fall, and spring of each year (and during the last month of school for seniors only). Students are required to retake only the tests they do not pass. According to legislation and State Board of Education policy, any students who fail to pass the competency standard by the end of the ninth grade are given focused remedial instruction and additional opportunities to take the test(s) up to and including the last month of the twelfth grade. In addition, students who have failed to pass the competency standard by

the end of the last school month of the year in which the students' class graduates, may receive additional remedial instruction and continue to take the competency tests during regularly scheduled testing sessions until the students reach maximum school age (21).

#### Competency Requirement Guidelines

The competency requirement guidelines, as indicated in SBE policies HSP-C-016 and HSP-N-000, were revised in 1999. These policies include establishing Achievement Level III or above as the standard for grades 3 through 8, and "grade-level standards at the end of the year" for grades K through 2, respectively. Furthermore, intervention/remediation is required for students not meeting the standard.

#### Screening on Other Measures to Permit Students to Satisfy the Competency Standard

- The North Carolina English I End-of-Course test may be used to meet the reading or verbal competency requirement. Students must achieve a cutoff score that is equivalent to Achievement Level III or above.
- PSAT or SAT scores may be used for meeting the competency requirements. The cutoff scores for the PSAT and SAT are the following:
  - Reading or Verbal: at or above a verbal score of 48 on the PSAT or 480 on the SAT
  - Mathematics: at or above a mathematics score of 48 on the PSAT or 480 on the SAT
- Scores from the following ACT tests and College Board tests may be used for meeting the competency requirements. The cutoff scores for the ACT are the following:
  - Reading or Verbal: at or above a verbal score of 20 on either English or reading
  - Mathematics: at or above a mathematics score of 20 on mathematics/quantitative
- The cutoff scores for the ACT PLAN are the following:
  - Reading or Verbal: at or above a verbal score of 20 on verbal
  - Mathematics: at or above a mathematics score of 20 on mathematics
- The cutoff scores for the ACT COMPASS are the following:

- Reading or Verbal: at or above a verbal score of 83 on verbal
- Mathematics: at or above a mathematics score of 45 on mathematics
  
- The cutoff scores for the College Board's ACCUPLACER are the following:
  - Reading or Verbal: at or above a verbal score of 87 on verbal
  - Mathematics: at or above a mathematics score of 82 on mathematics
  
- Scores from the following four standardized, nationally-normed tests, normed on a sample representative of the public school population in 1995 or later, may be used to meet the competency requirements. Scores from the eighth grade or higher editions of the test may be used.
  - The California Achievement Test, fifth edition (CATS)
  - Iowa Tests of Basic Skills
  - Terra Nova
  - Stanford Achievement Test 9 (SAT9)
  
- The cutoff scores for these tests are the following:
  - Reading or Verbal: at or above the 50th national percentile
  - Mathematics: at or above the 50th national percentile

## Appendix B

### Data Year Changes And Data Verification

#### Data Verification Process

For the 2004-05 Report of Student Performance on the North Carolina Competency Standard a data verification process was instituted. Each community college verified the aggregate reading, aggregate mathematics data, and demographic data representing their students within the report.

#### Date Year Changes

Starting with the 2005-06 report, the test dates which are represented in the report will change. The 2005-06 report will include data starting in June 2005 and end in May 2006. This change is being made so the data years used by DPI and the North Carolina Community College System will coincide.