

North Carolina Community College System

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

2005-06 Academic Year

Published August 2006

Public Schools of North Carolina
State Board of Education
Department of Public Instruction
Accountability Services/Test Development Section
Raleigh, North Carolina 27601-2825
www.ncpublicschools.org/accountability/testing



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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 beyond 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/transliterator 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 English¹ (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 English¹ (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 2005-06 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 forty-seven students (15.0%) took the 1978 competency test and 838 students (85.0%) took the 1995 test. Of the students who took reading test, 106 (14.7%) took the 1978 test and 615 (85.3%) took the 1995 test. There were 130 (17.9%) student who took the 1978 test in mathematics and 596 (82.1%) who 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.

¹ 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.

Students were tested throughout the academic year at 45 community colleges. Of the students included in this report, 3.4 percent were tested in June 2005, 6.3 percent in July 2005, 4.0 percent in August 2005, 2.4 percent in September 2005, 22.2 percent in November 2005, 17.1 percent in December 2005, 0.5 percent in January 2006, 6.9 percent in February 2006, 8.3 percent in March 2006, 17.5 percent in April 2006, and 11.5 percent in May 2006.

Data Verification Process

For the 2005-06 North Carolina Community College System Report of Student Performance on the NC 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 June, 2005 to May, 2006 by NCSU-TOPS for all test administrations in the 2005-06 academic year for all participating institutions combined. Data received or scanned after May 30th, 2006 are not included in this report. NCSU-TOPS scanned and scored the student answer sheets. Seven hundred twenty-one students took the reading test and 726 students took the mathematics test. Of these numbers, 462 students took both the reading and mathematics tests. Of the students who took the reading test, 76.1 percent met the requirement. In mathematics, 64.5 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 28 of 985 test administrations for ethnicity (2.8%), 16 of 985 for gender (1.6%), and 646 of 985 for exceptionality (65.6%).

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 2005-06 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.

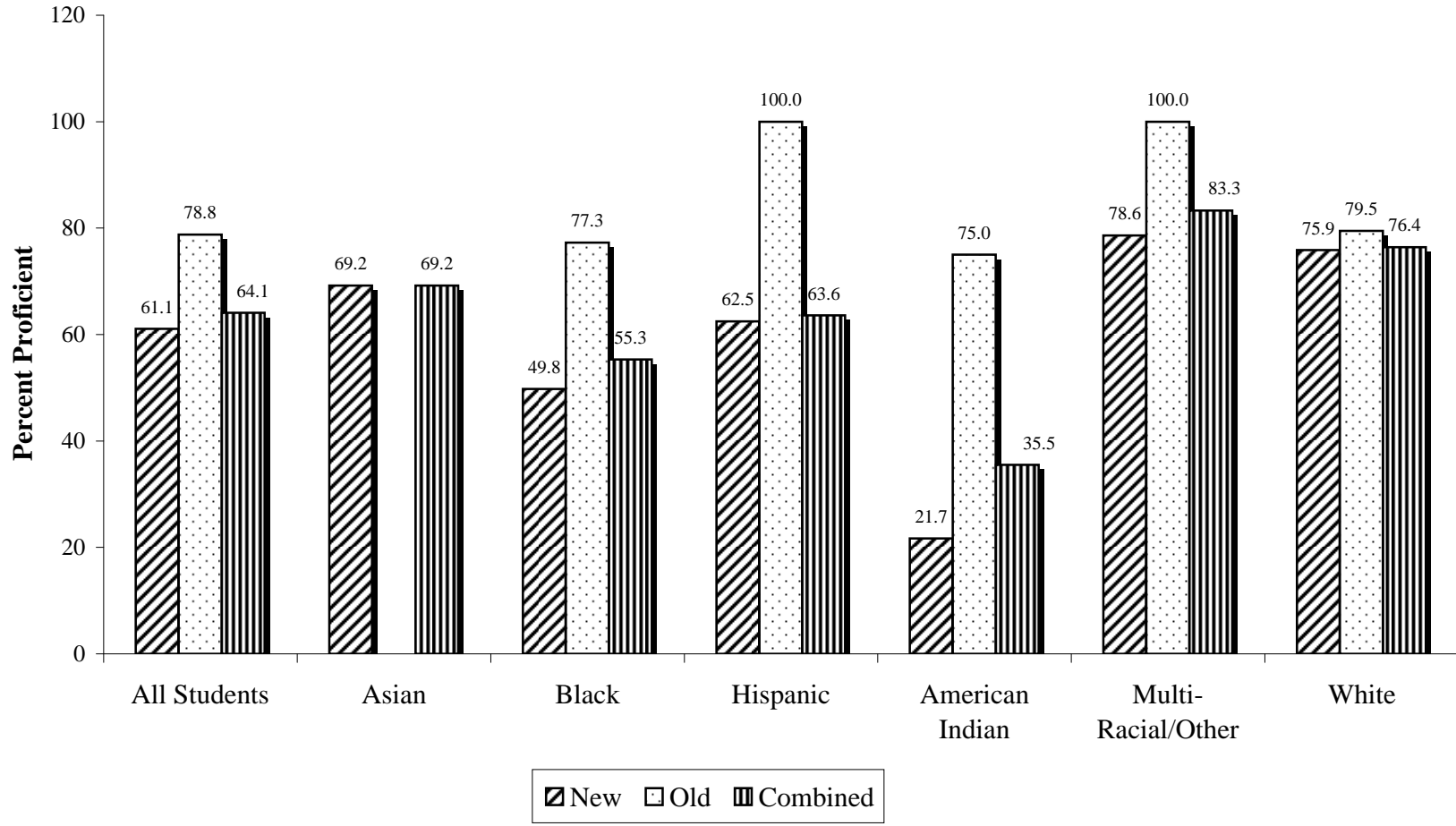
Table 4 gives more detailed information for each institution. The data for reading and mathematics are disaggregated by gender, ethnic group, 1978/1995 standard, exceptionality, and accommodation. Some categories are missing because the institution did not have students fitting a particular category, 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 have changed. The 2005-06 report includes data starting in June 2005 through May 2006. There is some overlap of students reported in the 2004-05 and the 2005-06 report. This change was made so the data years used by NCDPI and the North Carolina Community College System coincide.

**Figure 2. North Carolina Community College System
Report of Student Performance on the North Carolina Competency Standard, 2005-06 Academic Year
Percent Proficient by Ethnicity for 1978 and 1995 Standards
Mathematics**



Number Tested

1995 Standard	584	13	265	32	23	14	237
1978 Standard	118	0	66	1	8	4	39
Combined Standard	702	13	331	33	31	18	276

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/Testing Development Section.

**Table 1. North Carolina Community College System
Report of Student Performance on the North Carolina Competency Standard, 2005-06 Academic Year
State Results: Percent Proficient in Reading and Mathematics**

	Number Tested in Reading	Number Passing Reading	Percent Passing Reading	Number Tested in Mathematics	Number Passing Mathematics	Percent Passing Mathematics
POPULATION						
All Students	721	549	76.1	726	468	64.5
Gender						
Male	311	223	71.7	285	196	68.8
Female	399	317	79.4	427	262	61.4
Sex Not Coded	11	9	81.8	14	10	71.4
Ethnicity						
Asian	34	15	44.1	13	9	69.2
Black	322	207	64.3	331	183	55.3
Hispanic	39	32	82.1	33	21	63.6
American Indian	32	26	81.3	31	11	35.5
Multi-Racial/Other	17	15	88.2	18	15	83.3
White	259	240	92.7	276	211	76.4
Ethnicity Not Coded	18	14	77.8	24	18	75.0
Competency Standard						
Old Competency Standard	106	101	95.3	130	102	78.5
New Competency Standard	615	448	72.8	596	366	61.4
Exceptionality						
Not Exceptional	245	202	82.4	254	169	66.5
Academically Gifted	1	*	*	1	*	*
Behaviorally-Emotionally Disabled	--	--	--	1	*	*
Hearing Impaired	1	*	*	--	--	--
Educable Mentally Disabled	1	*	*	1	*	*
Deaf-Blind	1	*	*	1	*	*
Specific Learning Disabled	2	2	100.0	3	1	33.3
Autistic	--	--	--	1	*	*
Exceptionality Not Coded	470	343	73.0	464	297	64.0
Accommodations						
Dictation to Scribe	--	--	--	2	0	0.0
Interpreter Signs Test	2	1	50.0	1	*	*
Student Marks in Test Book	2	1	50.0	2	1	50.0
Test Administrator Reads Test Aloud	--	--	--	1	*	*
Scheduled Extended Time	8	5	62.5	14	7	50.0
Testing in a Separate Room	7	5	71.4	15	8	53.3
English/Native Lang. Dictionary/Electronic Translator	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, 2005-06 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
STATE	703	535	76.1	34	15	44.1	322	207	64.3	39	32	82.1
ALAMANCE CC	17	12	70.6	1	*	*	5	4	80.0	2	1	50.0
ASHEVILLE-BUNCOMBE TECH CC	--	--	--	--	--	--	--	--	--	--	--	--
BLADEN CC	7	5	71.4	--	--	--	4	2	50.0	--	--	--
BLUE RIDGE CC	3	3	100.0	--	--	--	--	--	--	--	--	--
BRUNSWICK CC	15	15	100.0	--	--	--	2	2	100.0	--	--	--
CALDWELL CC AND TI	11	11	100.0	1	*	*	--	--	--	--	--	--
CAPE FEAR CC	13	11	84.6	--	--	--	5	3	60.0	--	--	--
CARTERET CC	6	6	100.0	--	--	--	1	*	*	--	--	--
CENTRAL CAROLINA CC	17	12	70.6	3	1	33.3	6	3	50.0	2	2	100.0
CENTRAL PIEDMONT CC	141	85	60.3	10	5	50.0	102	56	54.9	9	7	77.8
CLEVELAND CC	17	17	100.0	--	--	--	2	2	100.0	--	--	--
COASTAL CAROLINA CC	23	22	95.7	--	--	--	2	1	50.0	4	4	100.0
COLLEGE OF THE ALBEMARLE	8	5	62.5	1	*	*	5	3	60.0	--	--	--
CRAVEN CC	8	8	100.0	--	--	--	1	*	*	2	2	100.0
DAVIDSON COUNTY CC	28	17	60.7	1	*	*	8	1	12.5	2	1	50.0
DURHAM TECH CC	16	16	100.0	--	--	--	11	11	100.0	1	*	*
EDGECOMBE CC	6	5	83.3	--	--	--	2	1	50.0	--	--	--
FAYETTEVILLE TECH CC	38	31	81.6	2	0	0.0	18	16	88.9	3	2	66.7
FORSYTH TECH CC	8	5	62.5	--	--	--	6	3	50.0	--	--	--
GASTON COLLEGE	15	13	86.7	1	*	*	3	2	66.7	1	*	*
GUILFORD TECH CC	20	14	70.0	--	--	--	13	9	69.2	2	1	50.0
HAYWOOD CC	11	11	100.0	--	--	--	--	--	--	--	--	--
ISOTHERMAL CC	25	20	80.0	2	2	100.0	8	5	62.5	1	*	*
JAMES SPRUNT CC	1	*	*	--	--	--	--	--	--	--	--	--
JOHNSTON CC	2	2	100.0	--	--	--	--	--	--	--	--	--
LENOIR CC	9	6	66.7	--	--	--	7	5	71.4	--	--	--
MONTGOMERY CC	1	*	*	--	--	--	1	*	*	--	--	--
NASH CC	8	6	75.0	--	--	--	3	1	33.3	--	--	--
PITT CC	6	6	100.0	--	--	--	4	4	100.0	--	--	--
RANDOLPH CC	4	2	50.0	--	--	--	2	1	50.0	--	--	--
ROBESON CC	71	54	76.1	--	--	--	36	22	61.1	2	2	100.0
SANDHILLS CC	1	*	*	--	--	--	--	--	--	--	--	--
SOUTH PIEDMONT CC	2	2	100.0	--	--	--	--	--	--	--	--	--
SOUTHWESTERN CC	3	3	100.0	--	--	--	1	*	*	--	--	--
STANLY CC	15	12	80.0	3	1	33.3	3	3	100.0	--	--	--
VANCE-GRANVILLE CC	46	31	67.4	2	0	0.0	37	26	70.3	1	*	*
WAKE TECH CC	13	13	100.0	1	*	*	4	4	100.0	2	2	100.0
WAYNE CC	29	19	65.5	3	0	0.0	17	10	58.8	2	2	100.0
WESTERN PIEDMONT CC	17	11	64.7	3	2	66.7	1	*	*	--	--	--
WILKES CC	13	12	92.3	--	--	--	--	--	--	--	--	--
WILSON TECH CC	9	9	100.0	-	-	-	2	2	100.0	3	3	100.0

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

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**Table 2. North Carolina Community College System Student Performance on the NC Competency Standard, 2005-06
Report of Student Performance on the North Carolina Competency Standard, 2005-06 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
STATE	32	26	81.3	17	15	88.2	259	240	92.7
ALAMANCE CC	--	--	--	--	--	--	9	6	66.7
ASHEVILLE-BUNCOMBE TECH CC	--	--	--	--	--	--	--	--	--
BLADEN CC	1	*	*	--	--	--	2	2	100.0
BLUE RIDGE CC	--	--	--	--	--	--	3	3	100.0
BRUNSWICK CC	--	--	--	--	--	--	13	13	100.0
CALDWELL CC AND TI	--	--	--	--	--	--	10	10	100.0
CAPE FEAR CC	1	*	*	1	*	*	6	6	100.0
CARTERET CC	--	--	--	--	--	--	5	5	100.0
CENTRAL CAROLINA CC	--	--	--	1	*	*	5	5	100.0
CENTRAL PIEDMONT CC	3	2	66.7	3	2	66.7	14	13	92.9
CLEVELAND CC	1	*	*	--	--	--	14	14	100.0
COASTAL CAROLINA CC	--	--	--	1	*	*	16	16	100.0
COLLEGE OF THE ALBEMARLE	--	--	--	--	--	--	2	2	100.0
CRAVEN CC	--	--	--	--	--	--	5	5	100.0
DAVIDSON COUNTY CC	1	*	*	--	--	--	16	14	87.5
DURHAM TECH CC	--	--	--	--	--	--	4	4	100.0
EDGECOMBE CC	--	--	--	--	--	--	4	4	100.0
FAYETTEVILLE TECH CC	1	*	*	1	*	*	13	11	84.6
FORSYTH TECH CC	--	--	--	--	--	--	2	2	100.0
GASTON COLLEGE	--	--	--	--	--	--	10	10	100.0
GUILFORD TECH CC	--	--	--	--	--	--	5	4	80.0
HAYWOOD CC	--	--	--	1	*	*	10	10	100.0
ISOTHERMAL CC	--	--	--	1	*	*	13	11	84.6
JAMES SPRUNT CC	--	--	--	--	--	--	1	*	*
JOHNSTON CC	--	--	--	1	*	*	1	*	*
LENOIR CC	1	*	*	--	--	--	1	*	*
MONTGOMERY CC	-	-	-	-	-	-	-	-	-
NASH CC	--	--	--	--	--	--	5	5	100.0
PITT CC	--	--	--	1	*	*	1	*	*
RANDOLPH CC	--	--	--	--	--	--	2	1	50.0
ROBESON CC	21	18	85.7	--	--	--	12	12	100.0
SANDHILLS CC	1	*	*	--	--	--	--	--	--
SOUTH PIEDMONT CC	--	--	--	--	--	--	2	2	100.0
SOUTHWESTERN CC	--	--	--	--	--	--	2	2	100.0
STANLY CC	--	--	--	--	--	--	9	8	88.9
VANCE-GRANVILLE CC	1	*	*	2	1	50.0	3	3	100.0
WAKE TECH CC	--	--	--	3	3	100.0	3	3	100.0
WAYNE CC	--	--	--	--	--	--	7	7	100.0
WESTERN PIEDMONT CC	--	--	--	--	--	--	13	8	61.5
WILKES CC	--	--	--	--	--	--	13	12	92.3
WILSON TECH CC	--	--	--	1	*	*	3	3	100.0

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

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