

North Carolina Community College System

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

2006-07 Academic Year

Published November 2007

Public Schools of North Carolina
State Board of Education
Department of Public Instruction
Accountability Services/Test Development Section
Raleigh, North Carolina 27601-2825
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North Carolina Community College System
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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.

Background (continued)

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.

Background (continued)

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 2006-07:

<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>

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

Background (continued)

- 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.

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.

Introduction

This report shows the performance of students in the North Carolina Community College System who took the competency tests during the 2006-07 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. Forty (4.0%) took the 1978 competency test and 950 students (96.0%) took the 1995 test. Of the students who took reading test, 22 (3.0%) took the 1978 test and 704 (97.0%) took the 1995 test. There were 36 (5.0%) students who took the 1978 test in mathematics and 685 (95.0%) 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.

Students were tested throughout the academic year at 39 community colleges. Of the students included in this report, 7.1 percent were tested in June 2006, 4.0 percent in July 2006, 5.7 percent in August 2006, 0.4 percent in September 2006, 33.4 percent in November 2006, 7.0 percent in December 2006, 0.7 percent in January 2007, 5.3 percent in February 2007, 7.8 percent in March 2007, 17.5 percent in April 2007, and 11.2 percent in May 2007.

Data Verification Process

Beginning in 2005-06, the North Carolina Community College System Report of Student Performance on the NC Competency Standard instituted a data verification process. Each community college verifies 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, 2006 to May, 2007 by NCSU-TOPS for all test administrations in the 2006-07 academic year for all participating institutions combined. Data received or scanned after May 30th, 2007 are not included in this report. NCSU-TOPS scanned and scored the student answer sheets. Seven hundred twenty-six students took the reading test and 721 students took the mathematics test. Of these numbers, 458 students took both the reading and mathematics tests. Of the students who took the reading test, 80.7 percent met the requirement. In mathematics, 56.9 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 20 of 990 test administrations for ethnicity (2.0%), 11 of 990 for gender (1.1%), and 796 of 990 for exceptionality (80.4%).

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.

Findings (continued)

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 2006-07 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 changed. The 2006-07 report includes data starting in June 2006 through May 2007. This change was made so the data years used by NCDPI and the North Carolina Community College System coincide.

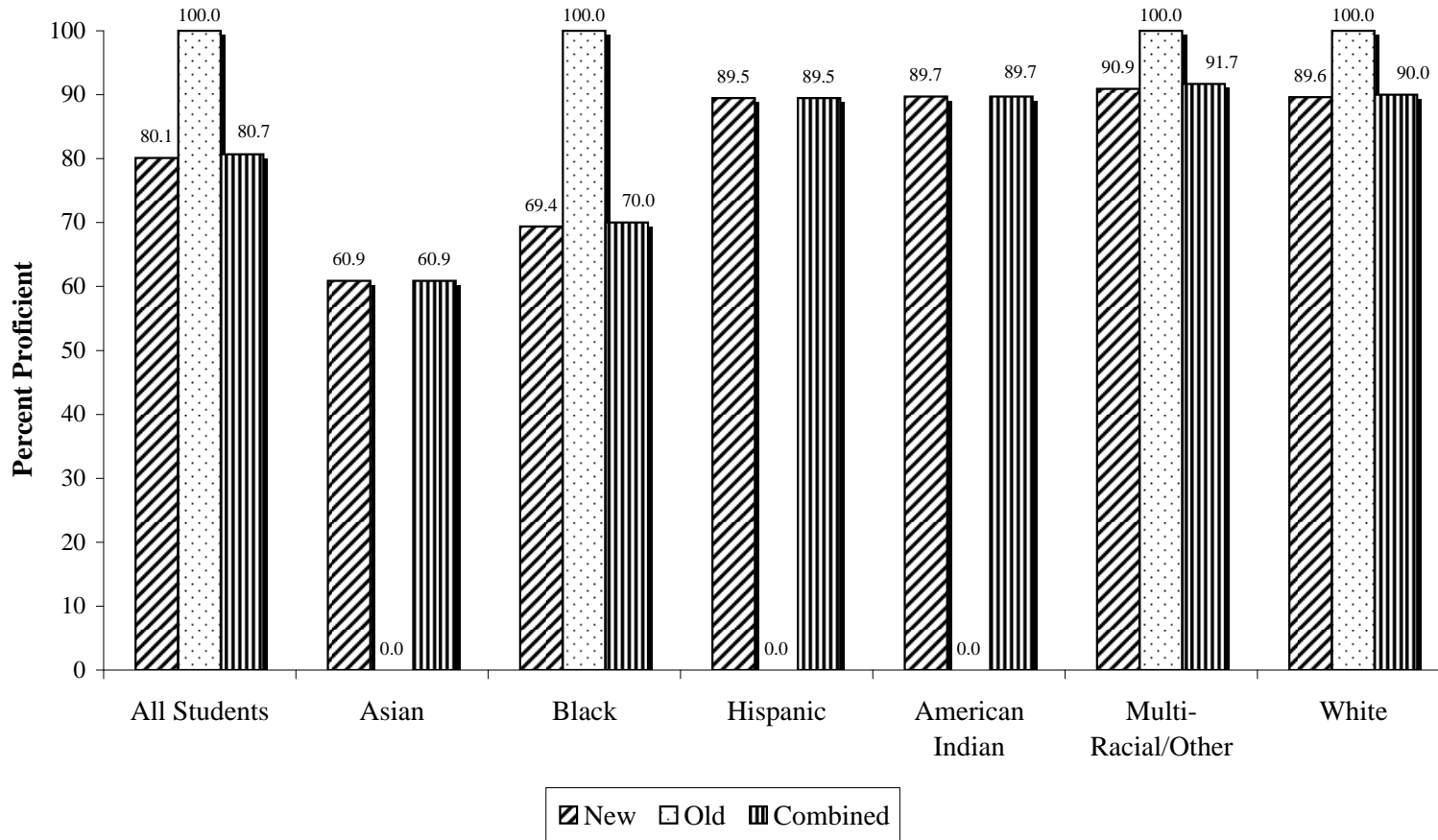
**Table 1. North Carolina Community College System
Report of Student Performance on the North Carolina Competency Standard, 2006-07 Academic Year
State Results: Percent Proficient in Reading and Mathematics**

	Number Tested in Reading	Number Passing Reading	Percent Passing Reading	Number Tested in Mathematics	Number Passing Mathematics	Percent Passing Mathematics
POPULATION						
All Students	726	586	80.7	721	410	56.9
Gender						
Male	322	254	78.9	302	183	60.6
Female	399	327	82.0	409	222	54.3
Sex Not Coded	5	5	100.0	10	5	50.0
Ethnicity						
Asian	23	14	60.9	5	3	60.0
Black	303	212	70.0	314	119	37.9
Hispanic	57	51	89.5	53	36	67.9
American Indian	29	26	89.7	32	11	34.4
Multi-Racial/Other	24	22	91.7	26	19	73.1
White	280	252	90.0	274	211	77.0
Ethnicity Not Coded	10	9	90.0	17	11	64.7
Competency Standard						
Old Competency Standard	22	22	100.0	36	29	80.6
New Competency Standard	704	564	80.1	685	381	55.6
Exceptionality						
Not Exceptional	142	111	78.2	127	80	63.0
Academically Gifted	1	1	100.0	1	1	100.0
Behaviorally-Emotionally Disabled	0	0	0.0	1	1	100.0
Specific Learning Disabled	1	0	0.0	0	0	0.0
Exceptionality Not Coded	582	474	81.4	592	328	55.4
Accommodations						
Student Marks in Test Book	2	0	0.0	1	0	0.0
Test Administrator Reads Test Aloud	0	0	0.0	1	0	0.0
Multiple Test Sessions	0	0	0.0	1	1	100.0
Scheduled Extended Time	2	0	0.0	1	0	0.0
Testing in a Separate Room	1	0	0.0	1	1	100.0

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

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

**Figure 1. North Carolina Community College System
Report of Student Performance on the North Carolina Competency Standard, 2006-07 Academic Year
Percent Proficient by Ethnicity for 1978 and 1995 Standards
Reading**



8

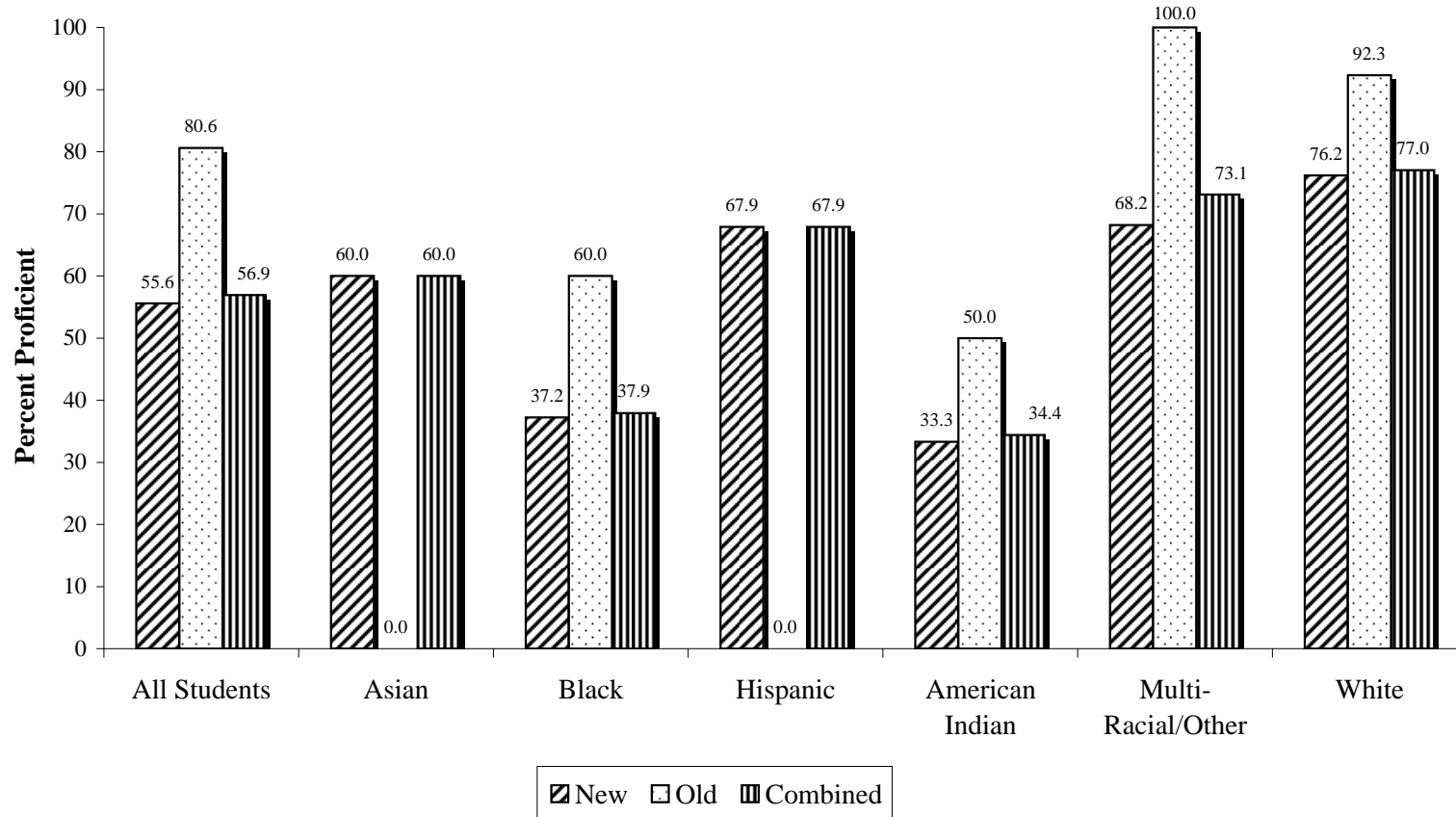
Number Tested

1995 Standard	704	23	297	57	29	22	270
1978 Standard	22	0	6	0	0	2	10
Combined Standard	726	23	303	57	29	24	280

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.

**Figure 2. North Carolina Community College System
Report of Student Performance on the North Carolina Competency Standard, 2006-07 Academic Year
Percent Proficient by Ethnicity for 1978 and 1995 Standards
Mathematics**



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Number Tested

1995 Standard	685	5	304	53	30	22	261
1978 Standard	36	0	10	0	2	4	13
Combined Standard	721	5	314	53	32	26	274

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 2. North Carolina Community College System
Report of Student Performance on the North Carolina Competency Standard, 2006-07 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	726	586	80.7	23	14	60.9	303	212	70.0	57	51	89.5
ALAMANCE CC	10	8	80.0	1	*	*	3	2	66.7	1	*	*
BLADEN CC	6	4	66.7	--	--	--	3	2	66.7	1	*	*
BRUNSWICK CC	6	6	100.0	--	--	--	1	*	*	1	*	*
CALDWELL CC AND TI	6	6	100.0	--	--	--	2	2	100.0	--	--	--
CAPE FEAR CC	27	24	88.9	--	--	--	14	12	85.7	--	--	--
CARTERET CC	9	8	88.9	--	--	--	1	*	*	--	--	--
CENTRAL CAROLINA CC	22	18	81.8	3	1	33.3	5	3	60.0	3	3	100.0
CENTRAL PIEDMONT CC	147	114	77.6	9	6	66.7	90	62	68.9	17	17	100.0
CLEVELAND CC	10	10	100.0	--	--	--	1	*	*	--	--	--
COASTAL CAROLINA CC	10	10	100.0	--	--	--	--	--	--	1	*	*
COLLEGE OF THE ALBEMARLE	17	13	76.5	--	--	--	7	3	42.9	--	--	--
CRAVEN CC	15	15	100.0	--	--	--	3	3	100.0	1	*	*
DAVIDSON COUNTY CC	24	17	70.8	--	--	--	3	2	66.7	1	*	*
DURHAM TECH CC	6	6	100.0	--	--	--	4	4	100.0	1	*	*
EDGEcombe CC	4	3	75.0	--	--	--	3	2	66.7	--	--	--
FAYETTEVILLE TECH CC	23	22	95.7	1	*	*	13	13	100.0	4	3	75.0
FORSYTH TECH CC	18	16	88.9	--	--	--	8	6	75.0	1	*	*
GASTON COLLEGE	18	16	88.9	--	--	--	5	4	80.0	--	--	--
GUILFORD TECH CC	6	5	83.3	--	--	--	1	*	*	2	1	50.0
HAYWOOD CC	6	6	100.0	--	--	--	--	--	--	--	--	--
ISOTHERMAL CC	16	11	68.8	--	--	--	2	0	0.0	--	--	--
JOHNSTON CC	9	7	77.8	--	--	--	5	3	60.0	--	--	--
LENOIR CC	12	10	83.3	--	--	--	7	5	71.4	--	--	--
MONTGOMERY CC	1	*	*	--	--	--	--	--	--	--	--	--
NASH CC	1	*	*	--	--	--	--	--	--	1	*	*
PITT CC	8	8	100.0	--	--	--	1	*	*	--	--	--
RANDOLPH CC	2	0	0.0	--	--	--	--	--	--	2	0	0.0
RICHMOND CC	3	2	66.7	--	--	--	1	*	*	--	--	--
ROBESON CC	57	51	89.5	--	--	--	18	15	83.3	1	*	*
SANDHILLS CC	3	3	100.0	--	--	--	--	--	--	--	--	--
SOUTH PIEDMONT CC	1	*	*	--	--	--	--	--	--	--	--	--
SOUTHWESTERN CC	13	8	61.5	--	--	--	9	4	44.4	1	*	*
STANLY CC	43	37	86.0	4	2	50.0	7	7	100.0	1	*	*
VANCE-GRANVILLE CC	80	53	66.3	2	1	50.0	57	32	56.1	4	4	100.0
WAKE TECH CC	11	11	100.0	1	*	*	1	*	*	3	3	100.0
WAYNE CC	41	27	65.9	1	*	*	22	15	68.2	4	3	75.0
WESTERN PIEDMONT CC	14	12	85.7	1	*	*	1	*	*	1	*	*
WILKES CC	13	11	84.6	--	--	--	11	*	*	2	2	100.0
WILSON TECH CC	8	6	75.0	--	--	--	4	2	50.0	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 2. North Carolina Community College System
Report of Student Performance on the North Carolina Competency Standard, 2006-07 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	29	26	89.7	24	22	91.7	280	252	90.0
ALAMANCE CC	1	*	*	--	--	--	4	4	100.0
BLADEN CC	--	--	--	1	*	*	1	*	*
BRUNSWICK CC	--	--	--	--	--	--	4	4	100.0
CALDWELL CC AND TI	--	--	--	--	--	--	3	3	100.0
CAPE FEAR CC	--	--	--	1	*	*	12	11	91.7
CARTERET CC	--	--	--	--	--	--	8	7	87.5
CENTRAL CAROLINA CC	--	--	--	1	*	*	10	10	100.0
CENTRAL PIEDMONT CC	1	*	*	4	4	100.0	21	19	90.5
CLEVELAND CC	--	--	--	--	--	--	9	9	100.0
COASTAL CAROLINA CC	--	--	--	1	*	*	8	8	100.0
COLLEGE OF THE ALBEMARLE	--	--	--	--	--	--	10	10	100.0
CRAVEN CC	--	--	--	--	--	--	11	11	100.0
DAVIDSON COUNTY CC	1	*	*	--	--	--	19	14	73.7
DURHAM TECH CC	--	--	--	--	--	--	1	*	*
EDGECOMBE CC	--	--	--	--	--	--	1	*	*
FAYETTEVILLE TECH CC	--	--	--	1	*	*	4	4	100.0
FORSYTH TECH CC	--	--	--	--	--	--	9	9	100.0
GASTON COLLEGE	--	--	--	--	--	--	13	12	92.3
GUILFORD TECH CC	--	--	--	--	--	--	3	3	100.0
HAYWOOD CC	--	--	--	1	*	*	5	5	100.0
ISOTHERMAL CC	--	--	--	--	--	--	14	11	78.6
JOHNSTON CC	--	--	--	1	*	*	3	3	100.0
LENOIR CC	1	*	*	--	--	--	4	4	100.0
MONTGOMERY CC	--	--	--	--	--	--	1	*	*
NASH CC	--	--	--	--	--	--	--	--	--
PITT CC	--	--	--	1	*	*	1	*	*
RANDOLPH CC	--	--	--	--	--	--	--	--	--
RICHMOND CC	--	--	--	--	--	--	2	1	50.0
ROBESON CC	25	23	92.0	--	--	--	11	11	100.0
SANDHILLS CC	--	--	--	1	*	*	2	2	100.0
SOUTH PIEDMONT CC	--	--	--	1	*	*	--	--	--
SOUTHWESTERN CC	--	--	--	--	--	--	3	3	100.0
STANLY CC	--	--	--	2	2	100.0	28	24	85.7
VANCE-GRANVILLE CC	--	--	--	5	4	80.0	11	11	100.0
WAKE TECH CC	--	--	--	1	*	*	5	5	100.0
WAYNE CC	--	--	--	1	*	*	13	7	53.8
WESTERN PIEDMONT CC	--	--	--	1	*	*	10	9	90.0
WILKES CC	--	--	--	--	--	--	10	8	80.0
WILSON TECH CC	--	--	--	--	--	--	1	*	*

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, 2006-07 Academic Year
State Results: Percent Proficient in Mathematics by Ethnic Group by Institution**

INSTITUTION	All-Students			Asian			Black			Hispanic		
	Number Tested in Mathematics	Number Passing Mathematics	Percent Passing Mathematics	Number Tested in Mathematics	Number Passing Mathematics	Percent Passing Mathematics	Number Tested in Mathematics	Number Passing Mathematics	Percent Passing Mathematics	Number Tested in Mathematics	Number Passing Mathematics	Percent Passing Mathematics
STATE	721	410	56.9	5	3	60.0	314	119	37.9	53	36	67.9
ALAMANCE CC	12	7	58.3	--	--	--	6	1	16.7	--	--	--
BLADEN CC	5	3	60.0	--	--	--	3	1	33.3	1	*	*
BRUNSWICK CC	7	5	71.4	--	--	--	1	*	*	--	--	--
CALDWELL CC AND TI	6	4	66.7	--	--	--	1	*	*	--	--	--
CAPE FEAR CC	30	18	60.0	--	--	--	17	8	47.1	--	--	--
CARTERET CC	10	8	80.0	--	--	--	1	*	*	--	--	--
CENTRAL CAROLINA CC	21	15	71.4	--	--	--	6	4	66.7	3	1	33.3
CENTRAL PIEDMONT CC	152	67	44.1	4	3	75.0	94	26	27.7	18	12	66.7
CLEVELAND CC	8	7	87.5	--	--	--	1	*	*	--	--	--
COASTAL CAROLINA CC	13	12	92.3	--	--	--	--	--	--	2	1	50.0
COLLEGE OF THE ALBEMARL	15	8	53.3	--	--	--	4	1	25.0	--	--	--
CRAVEN CC	14	12	85.7	--	--	--	3	3	100.0	1	*	*
DAVIDSON COUNTY CC	10	5	50.0	--	--	--	2	0	0.0	1	*	*
DURHAM TECH CC	6	5	83.3	--	--	--	4	3	75.0	--	--	--
EDGEcombe CC	2	0	0.0	--	--	--	1	*	*	--	--	--
FAYETTEVILLE TECH CC	21	19	90.5	--	--	--	12	12	100.0	3	2	66.7
FORSYTH TECH CC	16	14	87.5	--	--	--	5	3	60.0	1	*	*
GASTON COLLEGE	9	4	44.4	--	--	--	3	1	33.3	1	*	*
GUILFORD TECH CC	8	6	75.0	--	--	--	2	1	50.0	3	2	66.7
HAYWOOD CC	9	6	66.7	--	--	--	--	--	--	--	--	--
ISOTHERMAL CC	15	6	40.0	--	--	--	3	0	0.0	--	--	--
JOHNSTON CC	10	7	70.0	--	--	--	6	3	50.0	--	--	--
LENOIR CC	10	7	70.0	--	--	--	6	4	66.7	--	--	--
MONTGOMERY CC	1	*	*	--	--	--	1	*	*	--	--	--
NASH CC	1	*	*	--	--	--	--	--	--	1	*	*
PITT CC	6	6	100.0	--	--	--	1	*	*	--	--	--
RANDOLPH CC	3	3	100.0	--	--	--	1	*	*	--	--	--
RICHMOND CC	6	3	50.0	--	--	--	5	2	40.0	--	--	--
ROBESON CC	68	29	42.6	--	--	--	21	8	38.1	1	*	*
SANDHILLS CC	4	4	100.0	--	--	--	1	*	*	--	--	--
SOUTH PIEDMONT CC	1	*	*	--	--	--	--	--	--	--	--	--
SOUTHWESTERN CC	13	8	61.5	--	--	--	10	5	50.0	1	*	*
STANLY CC	43	31	72.1	1	*	*	7	5	71.4	1	*	*
VANCE-GRANVILLE CC	73	27	37.0	--	--	--	56	16	28.6	3	1	33.3
WAKE TECH CC	10	9	90.0	--	--	--	2	1	50.0	3	3	100.0
WAYNE CC	45	21	46.7	--	--	--	20	5	25.0	3	3	100.0
WESTERN PIEDMONT CC	17	8	47.1	--	--	--	4	0	0.0	--	--	--
WILKES CC	11	9	81.8	--	--	--	--	--	--	2	2	100.0
WILSON TECH CC	10	4	40.0	--	--	--	4	1	25.0	4	2	50.0

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, 2006-07 Academic Year
State Results: Percent Proficient in Mathematics by Ethnic Group by Institution (continued)**

INSTITUTION	American-Indian			Multi-Racial/Other			White		
	Number Tested in Mathematics	Number Passing Mathematics	Percent Passing Mathematics	Number Tested in Mathematics	Number Passing Mathematics	Percent Passing Mathematics	Number Tested in Mathematics	Number Passing Mathematics	Percent Passing Mathematics
STATE	32	11	34.4	26	19	73.1	274	211	77.0
ALAMANCE CC	--	--	--	--	--	--	5	5	100.0
BLADEN CC	--	--	--	--	--	--	1	*	*
BRUNSWICK CC	--	--	--	--	--	--	6	5	83.3
CALDWELL CC AND TI	--	--	--	--	--	--	4	3	75.0
CAPE FEAR CC	--	--	--	1	*	*	12	9	75.0
CARTERET CC	--	--	--	1	*	*	7	5	71.4
CENTRAL CAROLINA CC	--	--	--	2	2	100.0	10	8	80.0
CENTRAL PIEDMONT CC	1	*	*	5	3	60.0	22	18	81.8
CLEVELAND CC	--	--	--	--	--	--	7	7	100.0
COASTAL CAROLINA CC	--	--	--	1	*	*	10	10	100.0
COLLEGE OF THE ALBEMARLE	--	--	--	1	*	*	10	6	60.0
CRAVEN CC	--	--	--	--	--	--	10	8	80.0
DAVIDSON COUNTY CC	--	--	--	--	--	--	7	5	71.4
DURHAM TECH CC	--	--	--	--	--	--	1	*	*
EDGECOMBE CC	--	--	--	--	--	--	1	*	*
FAYETTEVILLE TECH CC	--	--	--	1	*	*	5	4	80.0
FORSYTH TECH CC	--	--	--	--	--	--	10	10	100.0
GASTON COLLEGE	--	--	--	--	--	--	5	3	60.0
GUILFORD TECH CC	--	--	--	--	--	--	3	3	100.0
HAYWOOD CC	--	--	--	1	*	*	8	6	75.0
ISOTHERMAL CC	--	--	--	--	--	--	12	6	50.0
JOHNSTON CC	--	--	--	1	*	*	3	3	100.0
LENOIR CC	--	--	--	--	--	--	4	3	75.0
MONTGOMERY CC	--	--	--	--	--	--	--	--	--
NASH CC	--	--	--	--	--	--	--	--	--
PITT CC	--	--	--	1	*	*	4	4	100.0
RANDOLPH CC	--	--	--	--	--	--	2	2	100.0
RICHMOND CC	--	--	--	--	--	--	1	*	*
ROBESON CC	30	11	36.7	--	--	--	14	9	64.3
SANDHILLS CC	--	--	--	1	*	*	2	2	100.0
SOUTH PIEDMONT CC	--	--	--	1	*	*	--	--	--
SOUTHWESTERN CC	--	--	--	--	--	--	2	2	100.0
STANLY CC	--	--	--	3	2	66.7	29	22	75.9
VANCE-GRANVILLE CC	1	*	*	3	1	33.3	10	9	90.0
WAKE TECH CC	--	--	--	--	--	--	5	5	100.0
WAYNE CC	--	--	--	2	1	50.0	19	11	57.9
WESTERN PIEDMONT CC	--	--	--	1	*	*	12	7	58.3
WILKES CC	--	--	--	--	--	--	9	7	77.8
WILSON TECH CC	--	--	--	--	--	--	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, 2006-07 Academic Year
State Results: Percent Proficient in Reading and Mathematics by Institution**

INSTITUTION/POPULATION	Number Tested in Reading	Number Passing Reading	Percent Passing Reading	Number Tested in Mathematics	Number Passing Mathematics	Percent Passing Mathematics
State - All Institutions	726	586	80.7	721	410	56.9
ALAMANCE COMMUNITY COLLEGE						
All Students	10	8	80.0	12	7	58.3
Male	5	4	80.0	4	4	100.0
Female	5	4	80.0	8	3	37.5
Sex Not Coded	--	--	--	--	--	--
Asian	1	*	*	-	-	-
Black	3	2	66.7	6	1	16.7
Hispanic	1	*	*	-	-	-
American Indian	1	*	*	-	-	-
White	4	4	100.0	5	5	100.0
Ethnicity Not Coded	-	-	-	1	*	*
Old Competency Standard	--	--	--	--	--	--
New Competency Standard	10	8	80.0	12	7	58.3
Not Exceptional	6	6	100.0	4	4	100.0
Exceptionality Not Coded	4	2	50.0	8	3	37.5
BLADEN COMMUNITY COLLEGE						
All Students	6	4	66.7	5	3	60.0
Male	4	3	75.0	4	2	50.0
Female	2	1	50.0	1	*	*
Black	3	2	66.7	3	1	33.3
Hispanic	1	*	*	1	*	*
Multi-Racial/Other	1	*	*	-	-	-
White	1	*	*	1	*	*
New Competency Standard	6	4	66.7	5	3	60.0
Exceptionality Not Coded	6	4	66.7	5	3	60.0
BRUNSWICK COMMUNITY COLLEGE						
All Students	6	6	100.0	7	5	71.4
Male	4	4	100.0	4	2	50.0
Female	2	2	100.0	3	3	100.0
Black	1	*	*	1	*	*
Hispanic	1	*	*	-	-	-
White	4	4	100.0	6	5	83.3
New Competency Standard	6	6	100.0	7	5	71.4
Exceptionality Not Coded	6	6	100.0	7	5	71.4
CALDWELL COMMUNITY COLLEGE AND TECHNICAL INSTITUTE						
All Students	6	6	100.0	6	4	66.7
Male	3	3	100.0	3	2	66.7
Female	3	3	100.0	3	2	66.7
Black	2	2	100.0	1	*	*
White	3	3	100.0	4	3	75.0
Ethnicity Not Coded	1	*	*	1	*	*
New Competency Standard	6	6	100.0	6	4	66.7
Not Exceptional	4	4	100.0	4	2	50.0
Exceptionality Not Coded	2	2	100.0	2	2	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, 2006-07 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
State - All Institutions	726	586	80.7	721	410	56.9
CAPE FEAR COMMUNITY COLLEGE						
All Students	27	24	88.9	30	18	60.0
Male	10	8	80.0	8	3	37.5
Female	17	16	94.1	22	15	68.2
Black	14	12	85.7	17	8	47.1
Multi-Racial/Other	1	*	*	1	*	*
White	12	11	91.7	12	9	75.0
New Competency Standard	27	24	88.9	30	18	60.0
Exceptionality Not Coded	27	24	88.9	30	18	60.0
CARTERET COMMUNITY COLLEGE						
All Students	9	8	88.9	10	8	80.0
Male	2	2	100.0	2	1	50.0
Female	7	6	85.7	7	6	85.7
Sex Not Coded	-	-	-	1	*	*
Black	1	*	*	1	*	*
Multi-Racial/Other	-	-	-	1	*	*
White	8	7	87.5	7	5	71.4
Ethnicity Not Coded	-	-	-	1	*	*
Old Competency Standard	-	-	-	1	*	*
New Competency Standard	9	8	88.9	9	7	77.8
Exceptionality Not Coded	9	8	88.9	10	8	80.0
CENTRAL CAROLINA COMMUNITY COLLEGE						
All Students	22	18	81.8	21	15	71.4
Male	9	7	77.8	10	8	80.0
Female	13	11	84.6	11	7	63.6
Asian	3	1	33.3	-	-	-
Black	5	3	60.0	6	4	66.7
Hispanic	3	3	100.0	3	1	33.3
Multi-Racial/Other	1	*	*	2	2	100.0
White	10	10	100.0	10	8	80.0
Old Competency Standard	2	2	100.0	3	3	100.0
New Competency Standard	20	16	80.0	18	12	66.7
Not Exceptional	16	14	87.5	16	12	75.0
Behaviorally-Emotionally Disabled	-	-	-	1	*	*
Exceptionality Not Coded	6	4	66.7	4	2	50.0
CENTRAL PIEDMONT COMMUNITY COLLEGE						
All Students	147	114	77.6	152	67	44.1
Male	69	50	72.5	68	33	48.5
Female	76	62	81.6	81	32	39.5
Sex Not Coded	2	2	100.0	3	2	66.7
Asian	9	6	66.7	4	3	75.0
Black	90	62	68.9	94	26	27.7
Hispanic	17	17	100.0	18	12	66.7
American Indian	1	*	*	1	*	*
Multi-Racial/Other	4	4	100.0	5	3	60.0
White	21	19	90.5	22	18	81.8
Ethnicity Not Coded	5	5	100.0	8	5	62.5
Old Competency Standard	7	7	100.0	6	4	66.7
New Competency Standard	140	107	76.4	146	63	43.2
Academically Gifted	1	*	*	1	*	*
Exceptionality Not Coded	146	113	77.4	151	66	43.7

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, 2006-07 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
State - All Institutions	726	586	80.7	721	410	56.9
CLEVELAND COMMUNITY COLLEGE						
All Students	10	10	100.0	8	7	87.5
Male	4	4	100.0	3	2	66.7
Female	6	6	100.0	5	5	100.0
Black	1	*	*	1	*	*
White	9	9	100.0	7	7	100.0
Old Competency Standard	4	4	100.0	3	3	100.0
New Competency Standard	6	6	100.0	5	4	80.0
Not Exceptional	6	6	100.0	4	4	100.0
Exceptionality Not Coded	4	4	100.0	4	3	75.0
COASTAL CAROLINA COMMUNITY COLLEGE						
All Students	10	10	100.0	13	12	92.3
Male	4	4	100.0	7	6	85.7
Female	6	6	100.0	6	6	100.0
Hispanic	1	*	*	2	1	50.0
Multi-Racial/Other	1	*	*	1	*	*
White	8	8	100.0	10	10	100.0
New Competency Standard	10	10	100.0	13	12	92.3
Not Exceptional	10	10	100.0	13	12	92.3
COLLEGE OF THE ALBEMARLE						
All Students	17	13	76.5	15	8	53.3
Male	11	8	72.7	8	4	50.0
Female	6	5	83.3	7	4	57.1
Black	7	3	42.9	4	1	25.0
Multi-Racial/Other	-	-	-	1	*	*
White	10	10	100.0	10	6	60.0
New Competency Standard	17	13	76.5	15	8	53.3
Not Exceptional	3	2	66.7	2	2	100.0
Exceptionality Not Coded	14	11	78.6	13	6	46.2
CRAVEN COMMUNITY COLLEGE						
All Students	15	15	100.0	14	12	85.7
Male	4	4	100.0	6	6	100.0
Female	11	11	100.0	8	6	75.0
Black	3	3	100.0	3	3	100.0
Hispanic	1	*	*	1	*	*
White	11	11	100.0	10	8	80.0
New Competency Standard	15	15	100.0	14	12	85.7
Exceptionality Not Coded	15	15	100.0	14	12	85.7
DAVIDSON COUNTY COMMUNITY COLLEGE						
All Students	24	17	70.8	10	5	50.0
Male	15	11	73.3	5	2	40.0
Female	9	6	66.7	5	3	60.0
Black	3	2	66.7	2	0	0.0
Hispanic	1	*	*	1	*	*
American Indian	1	*	*	-	-	-
White	19	14	73.7	7	5	71.4
New Competency Standard	24	17	70.8	10	5	50.0
Exceptionality Not Coded	24	17	70.8	10	5	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, 2006-07 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
State - All Institutions	726	586	80.7	721	410	56.9
DURHAM TECHNICAL COMMUNITY COLLEGE						
All Students	6	6	100.0	6	5	83.3
Male	2	2	100.0	1	*	*
Female	4	4	100.0	4	3	75.0
Sex Not Coded	-	-	-	1	*	*
Black	4	4	100.0	4	3	75.0
Hispanic	1	*	*	-	-	-
White	1	*	*	1	*	*
Ethnicity Not Coded	-	-	-	1	*	*
Old Competency Standard	1	*	*	3	3	100.0
New Competency Standard	5	5	100.0	3	2	66.7
Exceptionality Not Coded	6	6	100.0	6	5	83.3
EDGEcombe COMMUNITY COLLEGE						
All Students	4	3	75.0	2	0	0.0
Male	2	2	100.0	2	0	0.0
Female	2	1	50.0	-	-	-
Black	3	2	66.7	1	*	*
White	1	*	*	1	*	*
New Competency Standard	4	3	75.0	2	0	0.0
Exceptionality Not Coded	4	3	75.0	2	0	0.0
FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE						
All Students	23	22	95.7	21	19	90.5
Male	11	11	100.0	10	8	80.0
Female	12	11	91.7	11	11	100.0
Asian	1	*	*	-	-	-
Black	13	13	100.0	12	12	100.0
Hispanic	4	3	75.0	3	2	66.7
Multi-Racial/Other	1	*	*	1	*	*
White	4	4	100.0	5	4	80.0
New Competency Standard	23	22	95.7	21	19	90.5
Exceptionality Not Coded	23	22	95.7	21	19	90.5
FORSYTH TECHNICAL COMMUNITY COLLEGE						
All Students	18	16	88.9	16	14	87.5
Male	9	8	88.9	7	7	100.0
Female	9	8	88.9	9	7	77.8
Black	8	6	75.0	5	3	60.0
Hispanic	1	*	*	1	*	*
White	9	9	100.0	10	10	100.0
New Competency Standard	18	16	88.9	16	14	87.5
Not Exceptional	9	7	77.8	6	4	66.7
Exceptionality Not Coded	9	9	100.0	10	10	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, 2006-07 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
State - All Institutions	726	586	80.7	721	410	56.9
GASTON COLLEGE						
All Students	18	16	88.9	9	4	44.4
Male	6	6	100.0	4	1	25.0
Female	12	10	83.3	5	3	60.0
Black	5	4	80.0	3	1	33.3
Hispanic	-	-	-	1	*	*
White	13	12	92.3	5	3	60.0
New Competency Standard	18	16	88.9	9	4	44.4
Not Exceptional	11	10	90.9	4	0	0.0
Exceptionality Not Coded	7	6	85.7	5	4	80.0
GUILFORD TECHNICAL COMMUNITY COLLEGE						
All Students	6	5	83.3	8	6	75.0
Male	4	3	75.0	4	2	50.0
Female	2	2	100.0	4	4	100.0
Black	1	*	*	2	1	50.0
Hispanic	2	1	50.0	3	2	66.7
White	3	3	100.0	3	3	100.0
New Competency Standard	6	5	83.3	8	6	75.0
Not Exceptional	2	2	100.0	2	2	100.0
Exceptionality Not Coded	4	3	75.0	6	4	66.7
HAYWOOD COMMUNITY COLLEGE						
All Students	6	6	100.0	9	6	66.7
Male	2	2	100.0	3	2	66.7
Female	4	4	100.0	6	4	66.7
Multi-Racial/Other	1	*	*	1	*	*
White	5	5	100.0	8	6	75.0
New Competency Standard	6	6	100.0	9	6	66.7
Exceptionality Not Coded	6	6	100.0	9	6	66.7
ISOTHERMAL COMMUNITY COLLEGE						
All Students	16	11	68.8	15	6	40.0
Male	7	6	85.7	6	4	66.7
Female	9	5	55.6	9	2	22.2
Black	2	0	0.0	3	0	0.0
White	14	11	78.6	12	6	50.0
Old Competency Standard	1	*	*	2	1	50.0
New Competency Standard	15	10	66.7	13	5	38.5
Not Exceptional	1	*	*	1	*	*
Exceptionality Not Coded	15	10	66.7	14	5	35.7
JOHNSTON COMMUNITY COLLEGE						
All Students	9	7	77.8	10	7	70.0
Male	2	2	100.0	2	2	100.0
Female	7	5	71.4	8	5	62.5
Black	5	3	60.0	6	3	50.0
Multi-Racial/Other	1	*	*	1	*	*
White	3	3	100.0	3	3	100.0
New Competency Standard	9	7	77.8	10	7	70.0
Exceptionality Not Coded	9	7	77.8	10	7	70.0

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, 2006-07 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
State - All Institutions	726	586	80.7	721	410	56.9
LENOIR COMMUNITY COLLEGE						
All Students	12	10	83.3	10	7	70.0
Male	8	6	75.0	6	5	83.3
Female	4	4	100.0	4	2	50.0
Black	7	5	71.4	6	4	66.7
American Indian	1	*	*	-	-	-
White	4	4	100.0	4	3	75.0
New Competency Standard	12	10	83.3	10	7	70.0
Not Exceptional	12	10	83.3	10	7	70.0
MONTGOMERY COMMUNITY COLLEGE						
All Students	1	*	*	1	*	*
Male	-	-	-	1	*	*
Female	1	*	*	-	-	-
Black	-	-	-	1	*	*
White	1	*	*	-	-	-
Old Competency Standard	-	-	-	1	*	*
New Competency Standard	1	*	*	-	-	-
Exceptionality Not Coded	1	*	*	1	*	*
NASH COMMUNITY COLLEGE						
All Students	1	*	*	1	*	*
Female	1	*	*	1	*	*
Hispanic	1	*	*	1	*	*
New Competency Standard	1	*	*	1	*	*
Exceptionality Not Coded	1	*	*	1	*	*
PITT COMMUNITY COLLEGE						
All Students	8	8	100.0	6	6	100.0
Male	7	7	100.0	6	6	100.0
Female	1	*	*	-	-	-
Black	1	*	*	1	*	*
Multi-Racial/Other	1	*	*	1	*	*
White	6	6	100.0	4	4	100.0
New Competency Standard	8	8	100.0	6	6	100.0
Exceptionality Not Coded	8	8	100.0	6	6	100.0
RANDOLPH COMMUNITY COLLEGE						
All Students	2	0	0.0	3	3	100.0
Male	1	*	*	1	*	*
Female	1	*	*	2	2	100.0
Black	-	-	-	1	*	*
Hispanic	2	0	0.0	-	-	-
White	-	-	-	2	2	100.0
New Competency Standard	2	0	0.0	3	3	100.0
Not Exceptional	-	-	-	3	3	100.0
Exceptionality Not Coded	2	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 4. North Carolina Community College System
Report of Student Performance on the North Carolina Competency Standard, 2006-07 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
State - All Institutions	726	586	80.7	721	410	56.9
RICHMOND COMMUNITY COLLEGE						
All Students	3	2	66.7	6	3	50.0
Male	-	-	-	1	*	*
Female	3	2	66.7	5	3	60.0
Black	1	*	*	5	2	40.0
White	2	1	50.0	1	*	*
New Competency Standard	3	2	66.7	6	3	50.0
Not Exceptional	1	*	*	-	-	-
Exceptionality Not Coded	2	1	50.0	6	3	50.0
ROBESON COMMUNITY COLLEGE						
All Students	57	51	89.5	68	29	42.6
Male	13	13	100.0	15	10	66.7
Female	43	37	86.0	52	19	36.5
Sex Not Coded	1	*	*	1	*	*
Black	18	15	83.3	21	8	38.1
Hispanic	1	*	*	1	*	*
American Indian	25	23	92.0	30	11	36.7
White	11	11	100.0	14	9	64.3
Ethnicity Not Coded	2	1	50.0	2	0	0.0
Old Competency Standard	-	-	-	2	1	50.0
New Competency Standard	57	51	89.5	66	28	42.4
Exceptionality Not Coded	57	51	89.5	68	29	42.6
SANDHILLS COMMUNITY COLLEGE						
All Students	3	3	100.0	4	4	100.0
Male	-	-	-	1	*	*
Female	3	3	100.0	3	3	100.0
Black	-	-	-	1	*	*
Multi-Racial/Other	1	*	*	1	*	*
White	2	2	100.0	2	2	100.0
New Competency Standard	3	3	100.0	4	4	100.0
Exceptionality Not Coded	3	3	100.0	4	4	100.0
SOUTH PIEDMONT COMMUNITY COLLEGE						
All Students	1	*	*	1	*	*
Female	1	*	*	1	*	*
Multi-Racial/Other	1	*	*	1	*	*
New Competency Standard	1	*	*	1	*	*
Exceptionality Not Coded	1	*	*	1	*	*
SOUTHWESTERN COMMUNITY COLLEGE						
All Students	13	8	61.5	13	8	61.5
Male	5	3	60.0	6	3	50.0
Female	8	5	62.5	7	5	71.4
Black	9	4	44.4	10	5	50.0
Hispanic	1	*	*	1	*	*
White	3	3	100.0	2	2	100.0
New Competency Standard	13	8	61.5	13	8	61.5
Exceptionality Not Coded	13	8	61.5	13	8	61.5

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, 2006-07 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
State - All Institutions	726	586	80.7	721	410	56.9
STANLY COMMUNITY COLLEGE						
All Students	43	37	86.0	43	31	72.1
Male	20	15	75.0	16	13	81.3
Female	22	21	95.5	26	18	69.2
Sex Not Coded	1	*	*	1	*	*
Asian	4	2	50.0	1	*	*
Black	7	7	100.0	7	5	71.4
Hispanic	1	*	*	1	*	*
Multi-Racial/Other	2	2	100.0	3	2	66.7
White	28	24	85.7	29	22	75.9
Ethnicity Not Coded	1	*	*	2	1	50.0
Old Competency Standard	5	5	100.0	8	7	87.5
New Competency Standard	38	32	84.2	35	24	68.6
Not Exceptional	6	5	83.3	7	7	100.0
Exceptionality Not Coded	37	32	86.5	36	24	66.7
VANCE-GRANVILLE COMMUNITY COLLEGE						
All Students	80	53	66.3	73	27	37.0
Male	40	24	60.0	37	18	48.6
Female	40	29	72.5	36	9	25.0
Asian	2	1	50.0	-	-	-
Black	57	32	56.1	56	16	28.6
Hispanic	4	4	100.0	3	1	33.3
American Indian	-	-	-	1	*	*
Multi-Racial/Other	5	4	80.0	3	1	33.3
White	11	11	100.0	10	9	90.0
Ethnicity Not Coded	1	*	*	-	-	-
Old Competency Standard	-	-	-	2	0	0.0
New Competency Standard	80	53	66.3	71	27	38.0
Not Exceptional	47	27	57.4	44	14	31.8
Exceptionality Not Coded	33	26	78.8	29	13	44.8
WAKE TECHNICAL COMMUNITY COLLEGE						
All Students	11	11	100.0	10	9	90.0
Male	6	6	100.0	5	5	100.0
Female	5	5	100.0	5	4	80.0
Asian	1	*	*	-	-	-
Black	1	*	*	2	1	50.0
Hispanic	3	3	100.0	3	3	100.0
Multi-Racial/Other	1	*	*	-	-	-
White	5	5	100.0	5	5	100.0
New Competency Standard	11	11	100.0	10	9	90.0
Exceptionality Not Coded	11	11	100.0	10	9	90.0

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, 2006-07 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
State - All Institutions	726	586	80.7	721	410	56.9
WAYNE COMMUNITY COLLEGE						
All Students	41	27	65.9	45	21	46.7
Male	18	14	77.8	21	9	42.9
Female	23	13	56.5	22	11	50.0
Sex Not Coded	-	-	-	2	1	50.0
Asian	1	*	*	-	-	-
Black	22	15	68.2	20	5	25.0
Hispanic	4	3	75.0	3	3	100.0
Multi-Racial/Other	1	*	*	2	1	50.0
White	13	7	53.8	19	11	57.9
Ethnicity Not Coded	-	-	-	1	*	*
Old Competency Standard	-	-	-	1	*	*
New Competency Standard	41	27	65.9	44	20	45.5
Exceptionality Not Coded	41	27	65.9	45	21	46.7
WESTERN PIEDMONT COMMUNITY COLLEGE						
All Students	14	12	85.7	17	8	47.1
Male	8	7	87.5	9	5	55.6
Female	6	5	83.3	8	3	37.5
Asian	1	*	*	-	-	-
Black	1	*	*	4	0	0.0
Hispanic	1	*	*	-	-	-
Multi-Racial/Other	1	*	*	1	*	*
White	10	9	90.0	12	7	58.3
Old Competency Standard	1	*	*	3	3	100.0
New Competency Standard	13	11	84.6	14	5	35.7
Not Exceptional	5	3	60.0	4	3	75.0
Exceptionality Not Coded	9	9	100.0	13	5	38.5
WILKES COMMUNITY COLLEGE						
All Students	13	11	84.6	11	9	81.8
Male	4	3	75.0	3	3	100.0
Female	9	8	88.9	8	6	75.0
Black	1	*	*	-	-	-
Hispanic	2	2	100.0	2	2	100.0
White	10	8	80.0	9	7	77.8
Old Competency Standard	1	*	*	1	*	*
New Competency Standard	12	10	83.3	10	8	80.0
Not Exceptional	3	3	100.0	3	3	100.0
Specific Learning Disabled	1	*	*	-	-	-
Exceptionality Not Coded	9	8	88.9	8	6	75.0
WILSON TECHNICAL COMMUNITY COLLEGE						
All Students	8	6	75.0	10	4	40.0
Male	3	2	66.7	3	1	33.3
Female	4	3	75.0	6	3	50.0
Sex Not Coded	1	*	*	1	*	*
Black	4	2	50.0	4	1	25.0
Hispanic	3	3	100.0	4	2	50.0
White	1	*	*	2	1	50.0
New Competency Standard	8	6	75.0	10	4	40.0
Exceptionality Not Coded	8	6	75.0	10	4	40.0

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

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