

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

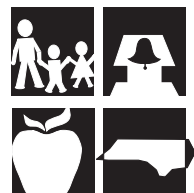


Reporting on the Classes of 2001 - 2009

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## Summary

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

#### Historical Background

- 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 results in this report focus on student performance on the higher standard.
- Note: The State Board of Education approved revisions to the North Carolina *Mathematics Standard Course of Study* at the May 1998 monthly meeting. Effective with the 2000-01 school year, North Carolina mathematics tests measure the goals and objectives from the 1998 curriculum. Prior to the 1998 revision, the state mathematics curriculum had been revised in 1989 (grades K-8) and 1992 (grades 9-12). Due to the 1998 revisions in the mathematics curriculum and the revised tests, the mathematics developmental scale scores were revised for the grade 3 pretest and end-of-grade tests. The revised mathematics developmental scale scores adopted by the State Board of Education in September 2001 are used to report student performance in this publication beginning with 2000-01 data. Any mathematics scales reported prior to the 2000-01 school year are not to be compared without using the conversion tables published September 2001. The end-of-course mathematics tests (Algebra I, Algebra II, and Geometry) retained the scale previously used.

**Background**

- The class of 1998 was the first class required by State Board of Education policy to meet a higher competency standard in the areas of reading and mathematics in order to receive a high school diploma. The students graduating at the end of the 1997-98 school year were required to demonstrate grade-level proficiency (Achievement Level III or IV) on the eighth-grade reading and mathematics tests, the competency tests, or other approved screens.
- Data used to compile this report were provided by the LEAs from the Student Information Management System (SIMS) and Masterbuild data files. The data files were generated using test results from students up to July 22, 2005.

**Key Findings**

- The percentage of students passing the competency standard increases with each grade although the number of students in membership generally decreases as students progress through the grades. Of eighth-graders, 78.0 percent passed the standard in the 2004-05 school year, while 79.5 percent of ninth graders, 86.9 percent of tenth graders, 90.3 percent of eleventh graders, and 93.5 percent of twelfth-graders met the requirement.
- There are few differences in percent passing by ethnicity at the end of grade 12 with better than 88.3 percent of all subgroups passing. At the end of grade 8, however, students in the Hispanic, Black, and American Indian subgroups pass at a lower rate than students in the White, Asian, and Multi-Racial subgroups. Within classes of 2008 and 2009, the Black and Hispanic subgroups rate of passing is lower than the American Indian, Asian, Multi-Racial, and White subgroups. For all the subgroups, the percent passing increases with each grade after grade 9 and in only one instance stays relatively the same.

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

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

### **Introduction**

The *Report of Student Performance on the North Carolina Competency Standard* provides information on student performance at the state, regional, and school system levels for students in the classes of 2001-2009. The data used to compile this report were provided by each LEA represented and are managed at the school and school system levels. The data were collected using a variety of strategies including analyzing electronically scored data files and reviewing masterbuild files. LEA test coordinators submitted the data from each LEA for this report to the NCDPI, and Regional Accountability Coordinators approved the data represented in this report.

The requirement for 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).

The purpose of this document is to report the performance of students in the classes of 2001-2009 on the more rigorous competency standard as of the 2004-05 school year. Previously published Reports of Student Performance on the North Carolina Competency Standard displayed LEA level data in the pie chart series in this report; beginning in 2002-03, charter school data are also included. These results, plus LEA and school-level results, can be interactively reviewed on <http://report.ncsu.edu/ncpublicschools/> or in an archive of published documents in PDF format on <http://www.ncpublicschools.org/accountability/testing/report/>

## Background and Findings

- 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 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.
- Graduation Proficiency Guidelines**
- At its February 1995 meeting, the State Board of Education approved Grade-Level Proficiency Guidelines and Graduation Proficiency Guidelines that include replacing the less stringent 1978 North Carolina competency standard with more rigorous standards in reading and mathematics as measured by North Carolina End-of-Grade (EOG) Tests.
- The Current Standard**
- Beginning in 1994-95 with ninth graders, the higher standard requires students to demonstrate grade eight proficiency by performing at Achievement Level III or above on the reading and mathematics competency tests in order to receive a North Carolina high school diploma.
- 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.
- Regulations Governing the Competency Tests**
- Regulations concerning the competency requirement have not changed although the standards changed effective with the class of 1998. With regard to the competency requirements, LEAs are legally required to:
    - test students beginning no later than grade 9, (which was changed from grade 10), effective with the passage of Senate Bill 1125 for the 1997-98 school year;
    - offer remedial instructional opportunities to students not meeting the requirement;
    - provide additional opportunities for students to retake the tests at least one time, up to three times, per year; and,

**Regulations Governing  
the Competency Tests  
(continued)**

- provide seniors with an additional opportunity to retake the tests during the last month of school.

**Cut Scores for the  
Competency Tests**

- The Achievement Level III or above standard requires a student to take the grade 8 end-of-grade tests in reading and mathematics or equivalent tests given as competency tests at the high school level.
  - The Achievement Level III performance on the 2004-05 EOG reading tests is scale scores at or above 254.
  - The Achievement Level III performance on the 2004-05 EOG mathematics tests is scale scores at or above 261.
  - No standard error of measurement associated with student scores or cut scores is considered when determining whether students meet the competency standard for reading or mathematics.
- The mathematics operational tests were implemented in 2000-01; therefore, the mathematics cutoff scores for students who entered the eighth grade in 2000-01 were revised. Similarly, the reading cutoff scores were revised for students who entered the eighth grade in 2002-03.
  - The cutoff scores for students who entered the eighth grade in 1993-94 through 1999-00 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 eighth grade in 2000-01 are:

Reading: at or above a scale score of 156,  
Mathematics: at or above a scale score of 256.
  - The cutoff scores for students who entered the eighth grade in 2001-02 are:

Reading: at or above a scale score of 156,  
Mathematics: at or above a scale score of 261.

**Cut Scores for the  
Competency Tests  
(continued)**

- The cutoff scores for students who entered the eighth grade in 2002-03 and beyond are:

Reading: at or above a scale score of 254,  
Mathematics: at or above a scale score of 261.

**Test Administrations**

- Students who do not achieve the above scores have not met the competency standard.
- LEAs may schedule as many as three test administrations each school year: once in the *summer*, once in the *fall* (must accommodate seniors graduating in December), and once in the *spring* (must accommodate seniors).
- LEAs may schedule up to four test administrations per year for seniors: summer prior to grade 12, fall, spring, and last month.
- Each student who has failed to meet the requirement must be given at least one opportunity each year (beginning in grade nine) to retake the test(s) though LEAs may elect to give students an opportunity to retake the tests during each cycle.
- Accommodations are available for students with disabilities or students who are identified as limited English proficient.
- Different equivalent forms of the tests are rotated for each of the scheduled test administrations.

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

- If a student has scores from the grade 8 North Carolina EOG reading comprehension and mathematics tests, the scores *must* be used to determine whether the student has met the competency requirements. If for some reason a student does not have such scores, the screenings described below are approved to be used for meeting the North Carolina competency standard (adopted by SBE in April 2005 in response to House Bill 801).
  - Seventh-grade EOG scores in reading and/or mathematics may be used to meet the competency requirement.  
*Acceptable scores are the same as those for grade 8.*
  - The North Carolina Algebra I End-of-Course test may be used to meet the mathematics competency requirement. Students must achieve a cutoff score that is equivalent to Achievement Level III or above.
  - The North Carolina English I End-of-Course test may be used to meet the reading or verbal competency

**Screening on Other Measures to Permit Students to Satisfy the Competency Standard (continued)**

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

**Screening on Other Measures to Permit Students to Satisfy the Competency Standard (continued)**

- 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 50<sup>th</sup> national percentile
  - Mathematics: at or above the 50<sup>th</sup> national percentile
- For all options, students will be required to make use of existing scores, or the LEAs may elect to incur the costs to administer these tests. The NCDPI will not incur any costs associated with the administration of non-state test to be used for this purpose.

**Strategies and Interventions Implemented to Increase Performance**

- The North Carolina Department of Public Instruction (NCDPI) has provided a North Carolina *Competency Resource Guide* that provides information to educators working to provide remedial instruction to students who have failed the tests.
- Competency student handbooks have been provided to LEAs for students to use to get an understanding of what the tests are like and to provide information about the requirement.
- Resources such as sample items and test information sheets and training on how to use the competency resource guidebook have been made available to LEAs.

**Strategies and Interventions Implemented to Increase Performance (continued)**

- Sample grade 8 reading and mathematics test items are available on the NCDPI/Accountability Services Division website: [www.ncpublicschools.org/accountability/testing/eog](http://www.ncpublicschools.org/accountability/testing/eog)

**Data Verification**

- The LEAs provided the NCDPI with a pass/fail flag for each student enrolled by submitting a “masterbuild” file in the spring of 2005. LEAs exclude visiting, transfer, and foreign-exchange students based on an NCDPI directive.

**Data Sources**

- Since data became available for the 2000-01 school year, some required reporting variables were added by merging the “masterbuild” file with other testing files where the required variables had been collected. For 2004-05, the merge included grade 8 end-of-grade data from 2001-02 through 2004-05 and all end-of-course files from 2002-03 through 2004-05. Information from the other testing files was only applied to a student record when the student’s last name, identification number, and gender were identical; therefore, information was not obtained for students where name or identification number changed or was miscoded. Also, duplicates, when found, were removed to reflect the most recent complete data.

**State Results by Ethnicity for Eighth Grade**

- The eighth grade end-of-grade tests in reading and mathematics provide the first opportunity for students to meet the competency requirement. During the 2004-05 school year, 78.0 percent of eighth-grade students in North Carolina met the standard.
- Results by ethnicity for eighth graders varied with the White student subgroup having the highest percent of students passing and the Hispanic student subgroup having the lowest percent of students passing. The percents passing for each subgroup were: 61.0 percent Hispanic, 63.3 percent Black, 70.7 percent American Indian, 82.3 percent Multi-Racial, 84.0 percent Asian, and 87.4 percent White.

**State Results by Ethnicity for Ninth Grade**

- Students who have not met the eighth-grade proficiency or screen are required to take the North Carolina Competency Test of Reading and Mathematics as one requirement for a North Carolina high school diploma. According to legislation, all students who have not achieved a passing score must be provided the opportunity to take the competency tests in the ninth grade. In 2004-05, 79.5 percent of the students passed the competency requirement by the end of the ninth grade. Results by ethnicity varied with Hispanic students having the lowest percent passing

**State Results by  
Ethnicity for Ninth  
Grade (continued)**

and White students have the highest percent passing by the end of the ninth grade.

- The percents passing for each subgroup were: 56.4 percent Hispanic, 68.4 percent Black, 75.3 percent American Indian, 81.7 percent Multi-Racial, 82.1 percent Asian, and 88.2 percent White students passed the competency requirement by the end of the ninth grade.

**State Results by  
Ethnicity for  
Tenth Grade**

- During the 2004-05 school year, 86.9 percent of the students passed the requirement by the end of the tenth grade.
- When viewing the results by ethnic group, a difference continues to exist among the subgroups. However, the differences are narrowing when compared to the previous grades. The percents passing for each subgroup by the end of tenth grade were: 70.2 percent Hispanic, 77.3 percent Black, 81.2 percent American Indian, 87.2 percent Asian students, 88.0 percent Multi-Racial, and 92.9 percent White.

**State Results by  
Ethnicity for Eleventh  
Grade**

- For the 2004-05 school year, 90.3 percent of students passed the competency standard by the end of eleventh grade. The largest difference exists between the Hispanic subgroup and the White subgroup. Approximately 79.1 percent of Hispanic students passed the requirement while 94.3 percent of White students passed the requirement by the end of the eleventh grade.
- The percents passing for each subgroup were: 79.1 percent Hispanic, 83.5 percent Black, 86.2 percent Asian, 86.3 percent American Indian, 88.5 percent Multi-Racial, and 94.3 percent White.

**State Results by  
Ethnicity for  
Twelfth Grade**

- For the 2004-05 school year, 93.5 percent of students passed the competency tests in twelfth grade. Results by ethnicity varied with Hispanic and Black students having the lowest percents passing and White students having the highest percent passing by the end of the twelfth grade.
- The percents passing for each subgroup were: 88.3 percent Hispanic, 88.7 percent Black, 92.6 percent Asian, 94.0 percent American Indian, 93.8 percent Multi-Racial, and greater than or equal to 95.0 percent White.

**Performance of  
Students with  
Disabilities**

- For the 2004-05 school year, 42.4 percent of the 17,006 eighth-grade students with disabilities (including students identified only under Section 504) met the competency standard. Also for

**Performance of  
Students with  
Disabilities (continued)**

students with disabilities, 56.3 percent of 14,557 ninth-grade students, 58.3 percent of 12,565 tenth-grade students, 68.9 percent of 7,770 eleventh-grade students, and 66.6 percent of 7,952 twelfth-grade students passed.

**Performance of  
Students Identified as  
Limited English  
Proficient**

- For students identified as limited English proficient, 35.7 percent of 3,596 students in grade 8 met the competency standard in 2004-05. For the other grades, 21.0 percent of 490 students at grade 9; 48.3 percent of 2,375 students at grade 10; 46.2 percent of 186 students at grade 11; and 77.9 percent of 1,196 students at grade 12, met the competency standard in 2004-05.

**Table 1. 2004-05 Student Performance on Competency Standard  
Statewide Number of Students Tested and Number Not Tested,  
Grade 8**

Category	Membership <sup>1</sup>	N Tested <sup>2</sup>	% Tested	% Proficient	Not Tested		N Participating	% Participating
					N Absent/ Other	% Absent/ Other		
<b>All Students</b>	109,678	106,358	97.0	78.0	3,320	3.0	106,358	97.0
Female	53,455	52,211	97.7	81.3	1,244	2.3	52,211	97.7
Male	56,223	54,147	96.3	74.9	2,076	3.7	54,147	96.3
American Indian	1,569	1,498	95.5	70.7	71	4.5	1,498	95.5
Asian	2,075	1,974	95.1	84.0	101	4.9	1,974	95.1
Black	33,220	31,987	96.3	63.3	1,233	3.7	31,987	96.3
Hispanic	6,944	6,264	90.2	61.0	680	9.8	6,264	90.2
Multi-Racial	2,204	2,161	98.0	82.3	43	2.0	2,161	98.0
White	63,666	62,474	98.1	87.4	1,192	1.9	62,474	98.1
Free and Reduced Lunch	47,899	45,661	95.3	64.7	2,238	4.7	45,661	95.3
Not Free and Reduced Lunch	61,779	60,697	98.2	88.4	1,082	1.8	60,697	98.2
Title I	19,877	19,168	96.4	69.9	709	3.6	19,168	96.4
Not Title I	89,461	87,093	97.4	80.1	2,368	2.6	87,093	97.4
Schoolwide Title I	18,689	18,030	96.5	71.2	659	3.5	18,030	96.5
Targeted Assistance Title I	998	980	98.2	50.9	18	1.8	980	98.2
Migrant	517	461	89.2	51.3	56	10.8	461	89.2
Not Migrant	108,821	105,800	97.2	78.4	3,021	2.8	105,800	97.2
<b>Limited English Proficient (LEP)</b>	3,596	2,917	81.1	35.7	679	18.9	2,917	81.1
Not Limited English Proficient	106,082	103,441	97.5	79.5	2,641	2.5	103,441	97.5
<b>Students with Disabilities</b>	17,006	14,912	87.7	42.4	2,094	12.3	14,912	87.7
Students without Disabilities	92,346	91,349	98.9	84.8	997	1.1	91,349	98.9
Students with IEPs	14,753	12,669	85.9	37.7	2,084	14.1	12,669	85.9
Students without IEPs	94,925	93,689	98.7	84.3	1,236	1.3	93,689	98.7
Behaviorally-Emotionally Disabled	1,222	1,137	93.0	30.6	85	7.0	1,137	93.0
Hearing Impaired	166	140	84.3	47.0	26	15.7	140	84.3
Educable Mentally Disabled	2,370	1,507	63.6	<=5%	863	36.4	1,507	63.6
Specific Learning Disabled	7,075	6,865	97.0	50.0	210	3.0	6,865	97.0
Speech-Language Impaired	191	186	97.4	54.5	5	2.6	186	97.4
Visually Impaired	44	41	93.2	50.0	3	6.8	41	93.2
Other Health Impaired	2,625	2,484	94.6	45.3	141	5.4	2,484	94.6
Orthopedically Impaired	62	51	82.3	45.2	11	17.7	51	82.3
Traumatic Brain Injured	50	39	78.0	28.0	11	22.0	39	78.0
Autistic	401	186	46.4	26.7	215	53.6	186	46.4
Severely/Profoundly Mentally Disabled	74	1	1.4	*	73	98.6	1	1.4
Multihandicapped	148	10	6.8	*	138	93.2	10	6.8
Deaf-Blind	9	7	77.8	66.7	2	22.2	7	77.8
Trainable Mentally Disabled	316	15	4.7	*	301	95.3	15	4.7
<b>Section 504</b>	2,253	2,243	99.6	73.2	10	0.4	2,243	99.6

Notes: <sup>1</sup>"Membership" is the total number of students on the 2004-05 Masterbuild data file.

<sup>2</sup>"N Tested" represents the most recent performance of each student for all test administrations in which the student participated.

\*Performance data are not reported when membership is fewer than five. Performance data that are less than or equal to 5.0 percent, or greater than or equal to 95.0 percent, are not displayed.

These data represent coding on the 2004-05 test documents.

Data received from LEAs and charter schools after July 22, 2005 are not included in this table

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

**Table 2. 2004-05 Student Performance on Competency Standard  
Statewide Number of Students Tested and Number Not Tested,  
Grade 9**

Category	Membership <sup>1</sup>	N Tested <sup>2</sup>	% Tested	% Proficient	Not Tested		N Participating	% Participating
					N Absent/Other	% Absent/Other		
<b>All Students</b>	123,567	116,495	94.3	79.5	7,072	5.7	116,495	94.3
Female	58,903	55,999	95.1	82.5	2,904	4.9	55,999	95.1
Male	64,664	60,496	93.6	76.8	4,168	6.4	60,496	93.6
American Indian	1,841	1,738	94.4	75.3	103	5.6	1,738	94.4
Asian	2,393	2,216	92.6	82.1	177	7.4	2,216	92.6
Black	38,739	36,138	93.3	68.4	2,601	6.7	36,138	93.3
Hispanic	8,049	6,840	85.0	56.4	1,209	15.0	6,840	85.0
Multi-Racial	2,187	2,024	92.5	81.7	163	7.5	2,024	92.5
White	70,358	67,539	96.0	88.2	2,819	4.0	67,539	96.0
Free and Reduced Lunch	39,392	37,765	95.9	75.0	1,627	4.1	37,765	95.9
Not Free and Reduced Lunch	84,175	78,730	93.5	81.6	5,445	6.5	78,730	93.5
Title I	2,629	2,415	91.9	62.2	214	8.1	2,415	91.9
Not Title I	108,481	104,789	96.6	84.9	3,692	3.4	104,789	96.6
Schoolwide Title I	2,421	2,217	91.6	63.2	204	8.4	2,217	91.6
Targeted Assistance Title I	32	31	96.9	53.1	1	3.1	31	96.9
Migrant	176	167	94.9	50.6	9	5.1	167	94.9
Not Migrant	110,934	107,037	96.5	84.4	3,897	3.5	107,037	96.5
<b>Limited English Proficient (LEP)</b>	490	293	59.8	21.0	197	40.2	293	59.8
Not Limited English Proficient	123,077	116,202	94.4	79.8	6,875	5.6	116,202	94.4
<b>Students with Disabilities</b>	14,557	13,509	92.8	56.3	1,048	7.2	13,509	92.8
Students without Disabilities	99,692	95,911	96.2	87.0	3,781	3.8	95,911	96.2
Students with IEPs	12,684	11,662	91.9	52.2	1,022	8.1	11,662	91.9
Students without IEPs	110,883	104,833	94.5	82.7	6,050	5.5	104,833	94.5
Behaviorally-Emotionally Disabled	1,226	1,104	90.0	39.9	122	10.0	1,104	90.0
Hearing Impaired	127	119	93.7	61.4	8	6.3	119	93.7
Educable Mentally Disabled	1,381	1,125	81.5	12.2	256	18.5	1,125	81.5
Specific Learning Disabled	6,906	6,649	96.3	61.5	257	3.7	6,649	96.3
Speech-Language Impaired	132	128	97.0	62.1	4	3.0	128	97.0
Visually Impaired	45	42	93.3	75.6	3	6.7	42	93.3
Other Health Impaired	2,379	2,268	95.3	57.6	111	4.7	2,268	95.3
Orthopedically Impaired	58	42	72.4	51.7	16	27.6	42	72.4
Traumatic Brain Injured	56	50	89.3	53.6	6	10.7	50	89.3
Autistic	211	120	56.9	38.9	91	43.1	120	56.9
Severely/Profoundly Mentally Disabled	20	1	5.0	*	19	95.0	1	5.0
Multihandicapped	44	6	13.6	6.8	38	86.4	6	13.6
Deaf-Blind	6	4	66.7	*	2	33.3	4	66.7
Trainable Mentally Disabled	93	4	4.3	*	89	95.7	4	4.3
<b>Section 504</b>	1,873	1,847	98.6	84.4	26	1.4	1,847	98.6

Notes: <sup>1</sup>"Membership" is the total number of students on the 2004-05 Masterbuild data file.

<sup>2</sup>"N Tested" represents the most recent performance of each student for all test administrations in which the student participated.

\*Performance data are not reported when membership is fewer than five. Performance data that are less than or equal to 5.0 percent, or greater than or equal to 95.0 percent, are not displayed.

\*\*Free/ Reduced Lunch information is not collected for grades 9 and 11

These data represent coding on the 2004-05 test documents.

Data received from LEAs and charter schools after July 22, 2005 are not included in this table

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

**Table 3. 2004-05 Student Performance on Competency Standard  
Statewide Number of Students Tested and Number Not Tested,  
Grade 10**

Category	Membership <sup>1</sup>	N Tested <sup>2</sup>	% Tested	% Proficient	Not Tested		N Participating	% Participating
					N Absent/Other	% Absent/Other		
<b>All Students</b>	101,826	97,265	95.5	86.9	4,561	4.5	97,265	95.5
Female	51,124	49,113	96.1	88.7	2,011	3.9	49,113	96.1
Male	50,702	48,152	95.0	85.0	2,550	5.0	48,152	95.0
American Indian	1,336	1,250	93.6	81.2	86	6.4	1,250	93.6
Asian	2,185	2,067	94.6	87.2	118	5.4	2,067	94.6
Black	29,636	27,768	93.7	77.3	1,868	6.3	27,768	93.7
Hispanic	5,245	4,813	91.8	70.2	432	8.2	4,813	91.8
Multi-Racial	1,656	1,570	94.8	88.0	86	5.2	1,570	94.8
White	61,768	59,797	96.8	92.9	1,971	3.2	59,797	96.8
Free and Reduced Lunch	31,799	29,907	94.1	78.4	1,892	5.9	29,907	94.1
Not Free and Reduced Lunch	70,027	67,358	96.2	90.7	2,669	3.8	67,358	96.2
Title I	2,288	2,148	93.9	71.8	140	6.1	2,148	93.9
Not Title I	96,954	93,188	96.1	88.1	3,766	3.9	93,188	96.1
Schoolwide Title I	2,102	1,975	94.0	72.8	127	6.0	1,975	94.0
Targeted Assistance Title I	66	64	97.0	65.2	2	3.0	64	97.0
Migrant	122	111	91.0	56.6	11	9.0	111	91.0
Not Migrant	99,120	95,225	96.1	87.7	3,895	3.9	95,225	96.1
<b>Limited English Proficient (LEP)</b>	2,375	2,128	89.6	48.3	247	10.4	2,128	89.6
Not Limited English Proficient	99,451	95,137	95.7	87.8	4,314	4.3	95,137	95.7
<b>Students with Disabilities</b>	12,565	10,820	86.1	58.3	1,745	13.9	10,820	86.1
Students without Disabilities	87,164	84,732	97.2	91.7	2,432	2.8	84,732	97.2
Students with IEPs	10,957	9,242	84.3	53.7	1,715	15.7	9,242	84.3
Students without IEPs	90,869	88,023	96.9	90.9	2,846	3.1	88,023	96.9
Behaviorally-Emotionally Disabled	812	707	87.1	47.8	105	12.9	707	87.1
Hearing Impaired	148	140	94.6	69.6	8	5.4	140	94.6
Educable Mentally Disabled	1,936	1,112	57.4	11.4	824	42.6	1,112	57.4
Specific Learning Disabled	5,613	5,366	95.6	67.7	247	4.4	5,366	95.6
Speech-Language Impaired	51	48	94.1	72.5	3	5.9	48	94.1
Visually Impaired	51	44	86.3	66.7	7	13.7	44	86.3
Other Health Impaired	1,700	1,588	93.4	66.6	112	6.6	1,588	93.4
Orthopedically Impaired	49	33	67.3	55.1	16	32.7	33	67.3
Traumatic Brain Injured	51	43	84.3	49.0	8	15.7	43	84.3
Autistic	217	117	53.9	41.5	100	46.1	117	53.9
Severely/Profoundly Mentally Disabled	46	1	2.2	*	45	97.8	1	2.2
Multihandicapped	77	13	16.9	5.2	64	83.1	13	16.9
Deaf-Blind	17	16	94.1	58.8	1	5.9	16	94.1
Trainable Mentally Disabled	189	14	7.4	*	175	92.6	14	7.4
<b>Section 504</b>	1,608	1,578	98.1	89.6	30	1.9	1,578	98.1

Notes: <sup>1</sup>"Membership" is the total number of students on the 2004-05 Masterbuild data file.

<sup>2</sup>"N Tested" represents the most recent performance of each student for all test administrations in which the student participated.

\*Performance data are not reported when membership is fewer than five. Performance data that are less than or equal to 5.0 percent, or greater than or equal to 95.0 percent, are not displayed.

These data represent coding on the 2004-05 test documents.

Data received from LEAs and charter schools after July 22, 2005 are not included in this table

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

**Table 4. 2004-05 Student Performance on Competency Standard  
Statewide Number of Students Tested and Number Not Tested,  
Grade 11**

Category	Membership <sup>1</sup>	N Tested <sup>2</sup>	% Tested	% Proficient	Not Tested		N Participating	% Participating
					N Absent/Other	% Absent/Other		
<b>All Students</b>	87,660	83,741	95.5	90.3	3,919	4.5	83,741	95.5
Female	44,679	42,908	96.0	91.5	1,771	4.0	42,908	96.0
Male	42,981	40,833	95.0	88.9	2,148	5.0	40,833	95.0
American Indian	1,002	951	94.9	86.3	51	5.1	951	94.9
Asian	1,939	1,800	92.8	86.2	139	7.2	1,800	92.8
Black	24,398	22,842	93.6	83.5	1,556	6.4	22,842	93.6
Hispanic	3,861	3,621	93.8	79.1	240	6.2	3,621	93.8
Multi-Racial	1,282	1,186	92.5	88.5	96	7.5	1,186	92.5
White	55,178	53,341	96.7	94.3	1,837	3.3	53,341	96.7
Free and Reduced Lunch	18,487	18,051	97.6	88.1	436	2.4	18,051	97.6
Not Free and Reduced Lunch	69,173	65,690	95.0	90.9	3,483	5.0	65,690	95.0
Title I	1,454	1,406	96.7	84.0	48	3.3	1,406	96.7
Not Title I	68,126	66,623	97.8	93.2	1,503	2.2	66,623	97.8
Schoolwide Title I	1,371	1,323	96.5	84.5	48	3.5	1,323	96.5
Targeted Assistance Title I	26	26	100.0	88.5	0	0.0	26	100.0
Migrant	57	57	100.0	68.4	0	0.0	57	100.0
Not Migrant	69,523	67,972	97.8	93.1	1,551	2.2	67,972	97.8
<b>Limited English Proficient (LEP)</b>	186	159	85.5	46.2	27	14.5	159	85.5
Not Limited English Proficient	87,474	83,582	95.6	90.4	3,892	4.4	83,582	95.6
<b>Students with Disabilities</b>	7,770	6,833	87.9	68.9	937	12.1	6,833	87.9
Students without Disabilities	66,234	64,687	97.7	94.5	1,547	2.3	64,687	97.7
Students with IEPs	6,689	5,770	86.3	65.0	919	13.7	5,770	86.3
Students without IEPs	80,971	77,971	96.3	92.4	3,000	3.7	77,971	96.3
Behaviorally-Emotionally Disabled	382	351	91.9	68.6	31	8.1	351	91.9
Hearing Impaired	106	99	93.4	75.5	7	6.6	99	93.4
Educable Mentally Disabled	809	453	56.0	17.6	356	44.0	453	56.0
Specific Learning Disabled	3,786	3,656	96.6	76.9	130	3.4	3,656	96.6
Speech-Language Impaired	35	34	97.1	80.0	1	2.9	34	97.1
Visually Impaired	38	36	94.7	84.2	2	5.3	36	94.7
Other Health Impaired	1,076	996	92.6	72.6	80	7.4	996	92.6
Orthopedically Impaired	49	37	75.5	63.3	12	24.5	37	75.5
Traumatic Brain Injured	26	19	73.1	50.0	7	26.9	19	73.1
Autistic	130	68	52.3	41.5	62	47.7	68	52.3
Severely/Profoundly Mentally Disabled	34	1	2.9	*	33	97.1	1	2.9
Multihandicapped	62	6	9.7	*	56	90.3	6	9.7
Deaf-Blind	4	4	100.0	*	0	0.0	4	100.0
Trainable Mentally Disabled	152	10	6.6	*	142	93.4	10	6.6
<b>Section 504</b>	1,081	1,063	98.3	93.2	18	1.7	1,063	98.3

Notes: <sup>1</sup>"Membership" is the total number of students on the 2004-05 Masterbuild data file.

<sup>2</sup>"N Tested" represents the most recent performance of each student for all test administrations in which the student participated.

\*Performance data are not reported when membership is fewer than five. Performance data that are less than or equal to 5.0 percent, or greater than or equal to 95.0 percent, are not displayed.

\*\*Free/ Reduced Lunch information is not collected for grades 9 and 11

These data represent coding on the 2004-05 test documents.

Data received from LEAs and charter schools after July 22, 2005 are not included in this table

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

**Table 5. 2004-05 Student Performance on Competency Standard  
Statewide Number of Students Tested and Number Not Tested,  
Grade 12**

Category	Membership <sup>1</sup>	N Tested <sup>2</sup>	% Tested	% Proficient	Not Tested		N Participating	% Participating
					N Absent/ Other	% Absent/ Other		
<b>All Students</b>	80,376	76,862	95.6	93.5	3,514	4.4	76,862	95.6
Female	41,056	39,582	96.4	94.6	1,474	3.6	39,582	96.4
Male	39,320	37,280	94.8	92.3	2,040	5.2	37,280	94.8
American Indian	943	910	96.5	94.0	33	3.5	910	96.5
Asian	1,757	1,694	96.4	92.6	63	3.6	1,694	96.4
Black	22,555	21,015	93.2	88.7	1,540	6.8	21,015	93.2
Hispanic	3,236	3,041	94.0	88.3	195	6.0	3,041	94.0
Multi-Racial	1,043	987	94.6	93.8	56	5.4	987	94.6
White	50,842	49,215	96.8	>=95%	1,627	3.2	49,215	96.8
Free and Reduced Lunch	19,043	17,787	93.4	88.7	1,256	6.6	17,787	93.4
Not Free and Reduced Lunch	61,333	59,075	96.3	94.9	2,258	3.7	59,075	96.3
Title I	1,736	1,651	95.1	88.2	85	4.9	1,651	95.1
Not Title I	77,199	74,117	96.0	94.0	3,082	4.0	74,117	96.0
Schoolwide Title I	1,533	1,455	94.9	88.3	78	5.1	1,455	94.9
Targeted Assistance Title I	138	134	97.1	92.8	4	2.9	134	97.1
Migrant	66	63	95.5	78.8	3	4.5	63	95.5
Not Migrant	78,869	75,705	96.0	93.9	3,164	4.0	75,705	96.0
<b>Limited English Proficient (LEP)</b>	1,196	1,142	95.5	77.9	54	4.5	1,142	95.5
Not Limited English Proficient	79,180	75,720	95.6	93.7	3,460	4.4	75,720	95.6
<b>Students with Disabilities</b>	7,952	6,195	77.9	66.6	1,757	22.1	6,195	77.9
Students without Disabilities	71,393	69,742	97.7	>=95%	1,651	2.3	69,742	97.7
Students with IEPs	7,329	5,578	76.1	64.0	1,751	23.9	5,578	76.1
Students without IEPs	73,047	71,284	97.6	>=95%	1,763	2.4	71,284	97.6
Behaviorally-Emotionally Disabled	291	257	88.3	70.8	34	11.7	257	88.3
Hearing Impaired	89	77	86.5	77.5	12	13.5	77	86.5
Educable Mentally Disabled	1,394	617	44.3	20.6	777	55.7	617	44.3
Specific Learning Disabled	3,704	3,473	93.8	84.6	231	6.2	3,473	93.8
Speech-Language Impaired	43	40	93.0	83.7	3	7.0	40	93.0
Visually Impaired	36	30	83.3	77.8	6	16.7	30	83.3
Other Health Impaired	953	871	91.4	80.5	82	8.6	871	91.4
Orthopedically Impaired	54	37	68.5	61.1	17	31.5	37	68.5
Traumatic Brain Injured	41	30	73.2	63.4	11	26.8	30	73.2
Autistic	180	79	43.9	38.9	101	56.1	79	43.9
Severely/Profoundly Mentally Disabled	63	5	7.9	6.3	58	92.1	5	7.9
Multihandicapped	144	17	11.8	*	127	88.2	17	11.8
Deaf-Blind	15	12	80.0	73.3	3	20.0	12	80.0
Trainable Mentally Disabled	322	33	10.2	<=5%	289	89.8	33	10.2
<b>Section 504</b>	623	617	99.0	>=95%	6	1.0	617	99.0

Notes: <sup>1</sup>"Membership" is the total number of students on the 2004-05 Masterbuild data file.

<sup>2</sup>"N Tested" represents the most recent performance of each student for all test administrations in which the student participated.

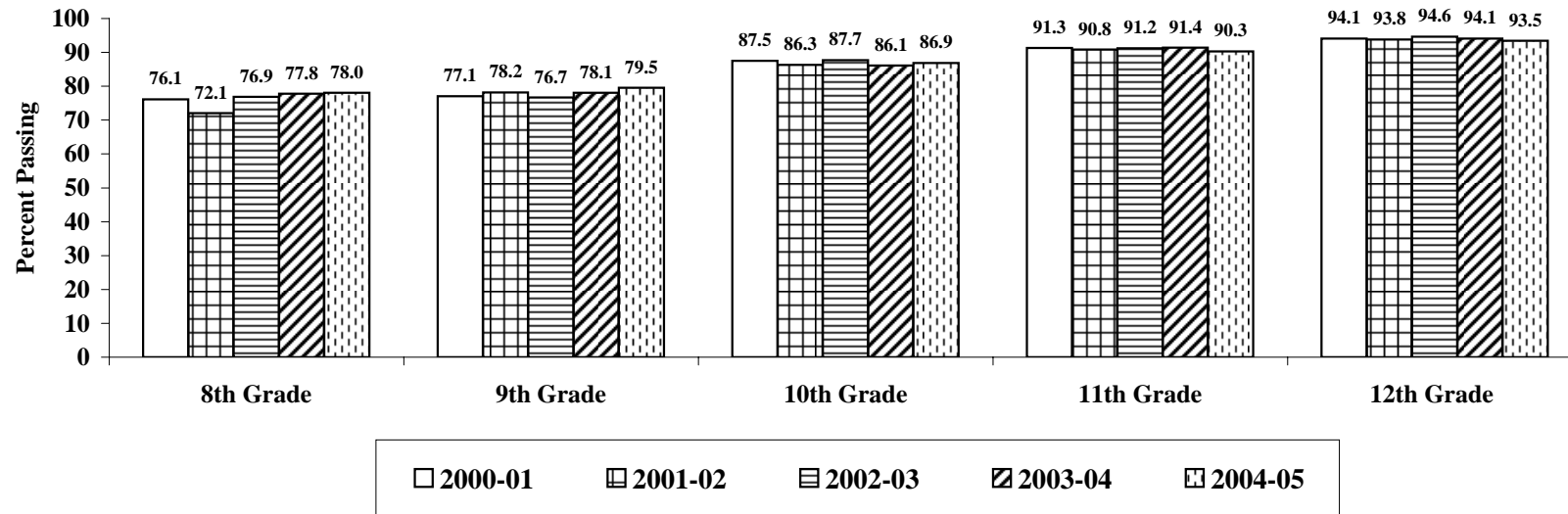
\*Performance data are not reported when membership is fewer than five. Performance data that are less than or equal to 5.0 percent, or greater than or equal to 95.0 percent, are not displayed.

These data represent coding on the 2004-05 test documents.

Data received from LEAs and charter schools after July 22, 2005 are not included in this table

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

**Figure 1. 2000-01 to 2004-05 Student Performance on Competency Standard, Percent Passing<sup>1</sup> by Class**



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<b>2000-01</b>	<b>Class of 2005</b> N Passing = 74,533 Membership*= 97,898	<b>Class of 2004</b> N Passing = 78,865 Membership*=102,252	<b>Class of 2003</b> N Passing =74,885 Membership*=85,592	<b>Class of 2002</b> N Passing =65,348 Membership*=71,603	<b>Class of 2001</b> N Passing =60,732 Membership*=64,516
<b>2001-02</b>	<b>Class of 2006</b> N Passing = 74,118 Membership*=102,735	<b>Class of 2005</b> N Passing = 87,787 Membership*=112,212	<b>Class of 2004</b> N Passing =79,914 Membership*=92,628	<b>Class of 2003</b> N Passing =71,818 Membership*=79,057	<b>Class of 2002</b> N Passing =66,679 Membership*=71,077
<b>2002-03</b>	<b>Class of 2007</b> N Passing = 81,682 Membership*=106,197	<b>Class of 2006</b> N Passing = 87,384 Membership*=113,969	<b>Class of 2005</b> N Passing =81,564 Membership*=93,055	<b>Class of 2004</b> N Passing =72,848 Membership*=79,898	<b>Class of 2003</b> N Passing =70,768 Membership*=74,833
<b>2003-04</b>	<b>Class of 2008</b> N Passing = 85,116 Membership*=109,466	<b>Class of 2007</b> N Passing = 93,197 Membership*=119,403	<b>Class of 2006</b> N Passing =83,686 Membership*=97,211	<b>Class of 2005</b> N Passing =76,325 Membership*=83,535	<b>Class of 2004</b> N Passing =72,349 Membership*=76,846
<b>2004-05</b>	<b>Class of 2009</b> N Passing = 85,590 Membership*= 109,678	<b>Class of 2008</b> N Passing = 98,272 Membership*= 123,567	<b>Class of 2007</b> N Passing = 88,449 Membership*= 101,826	<b>Class of 2006</b> N Passing = 79,125 Membership*= 87,660	<b>Class of 2005</b> N Passing = 75,121 Membership*= 80,376

Notes: <sup>1</sup>These data represent the most recent performance of each student for all test administrations in which the student participated.

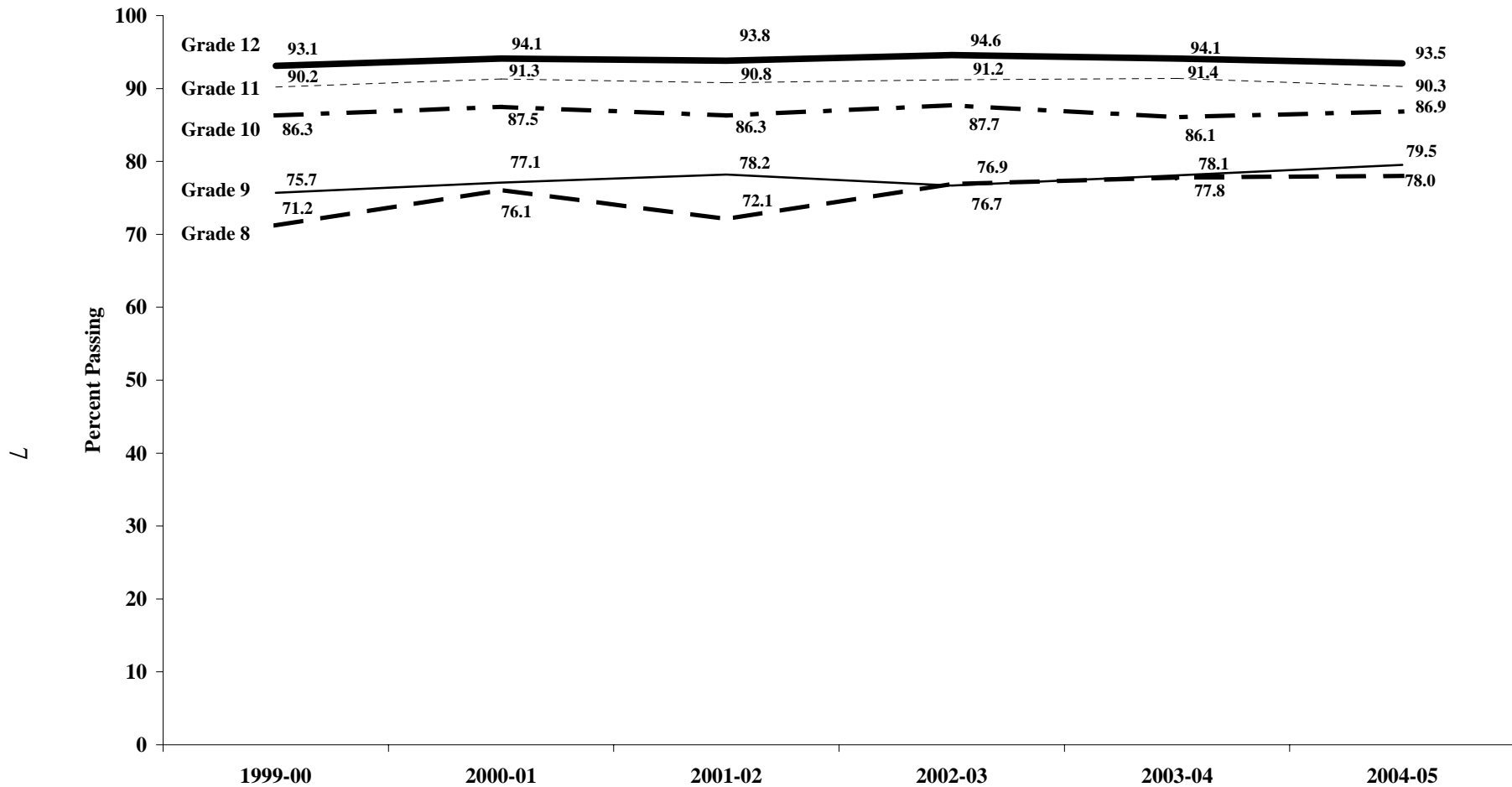
Passing includes successful performance on grade 8 EOG test(s), competency test(s), or competency screen(s).

\*Membership equals the total number of records on the NCDPI Masterbuild file.

Data received from LEAs and charter schools after July 22, 2005 are not included in this report.

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

**Figure 2. 1999-00 to 2004-05 Student Performance on Competency Standard,  
Percent Passing<sup>1</sup> at the End of Grades 8-12**

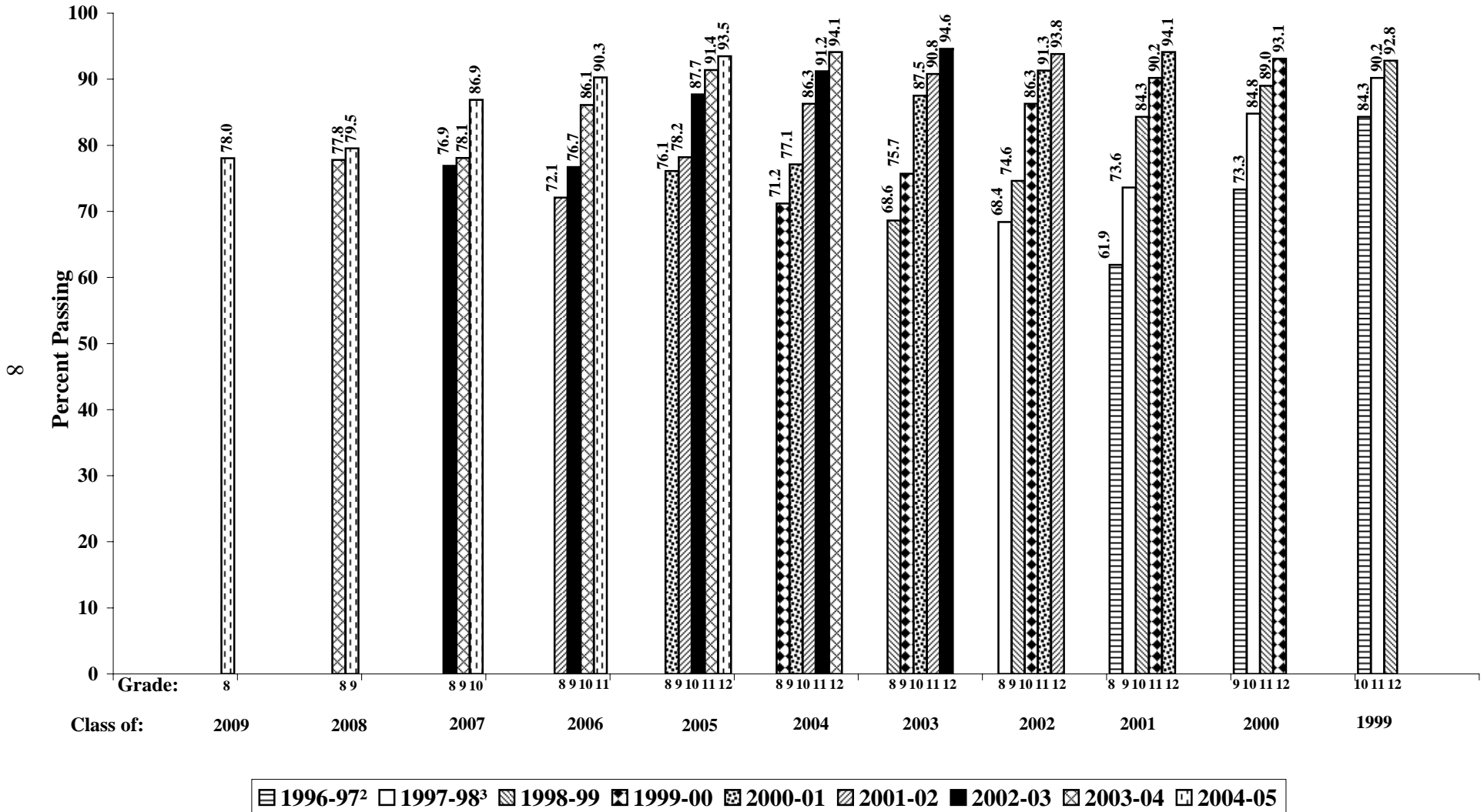


Notes: <sup>1</sup>These data represent the most recent performance of each student for all test administrations in which the student participated. Passing includes successful performance on grade 8 EOG test(s), competency test(s), or competency screen(s).

Data received from LEAs and charter schools after July 22, 2005 are not included in this report.

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

**Figure 3. 1996-97 to 2004-05 Student Performance on Competency Standard,  
Percent Passing<sup>1</sup> for the Classes of 1999-2009**



Notes: <sup>1</sup>These data represent the most recent performance of each student for all administrations in which the student participated. Passing includes successful performance on grade 8 EOG test(s), competency tests(s), or competency screen(s).

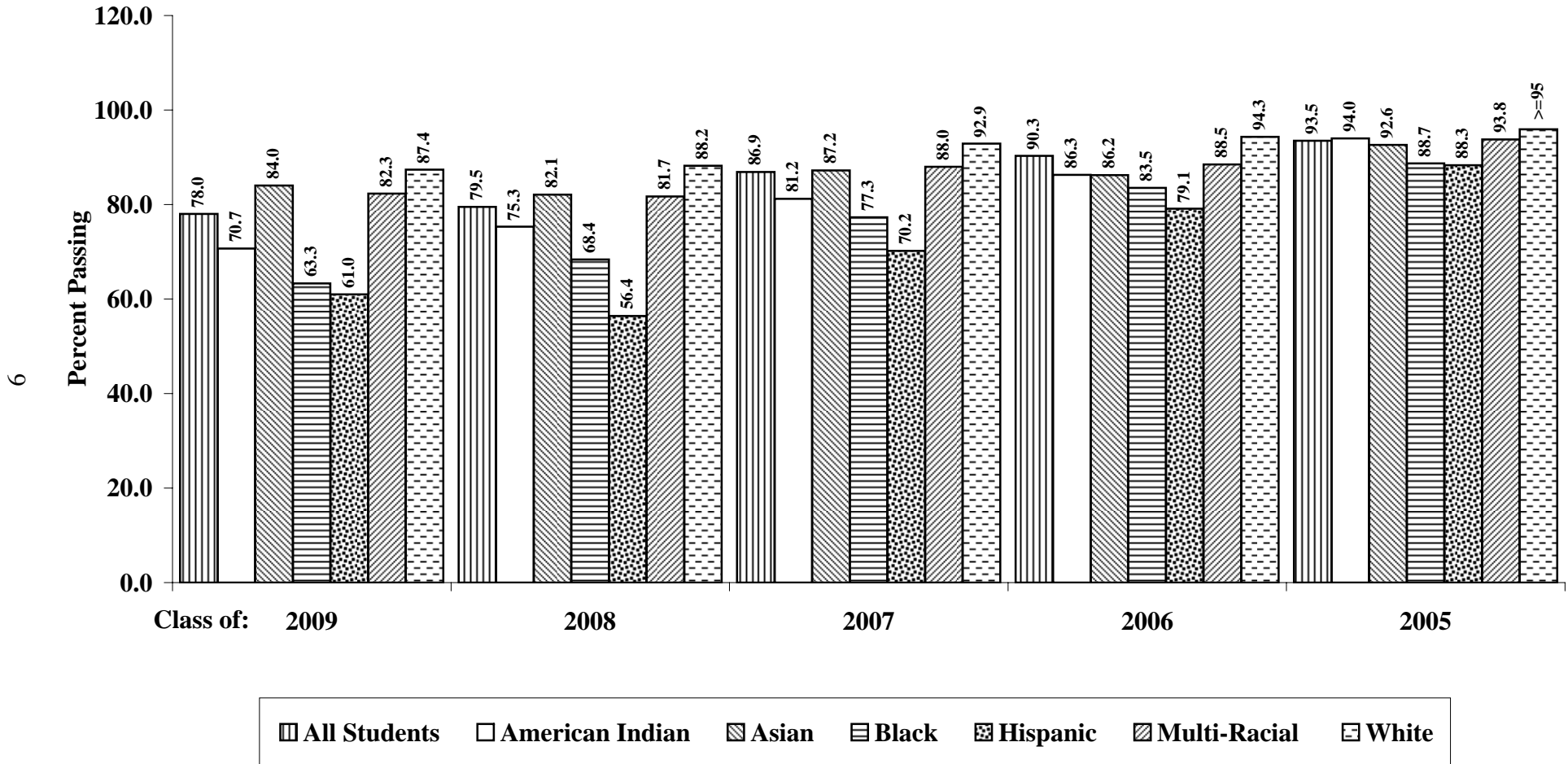
<sup>2</sup>1996-97 data reflect changes received from LEAs after publication of the 1996-97 Competency Report.

<sup>3</sup>1997-98 was the first year that 12th grade was tested.

Data received from LEAs and charter schools after July 22, 2005 are not included in this report.

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

**Figure 4. 2004-05 Student Performance on Competency Standard  
Percent Passing<sup>1</sup> by Ethnicity for the Classes of 2005, 2006, 2007, 2008, and 2009,  
at the End of the 2004-05 School Year**

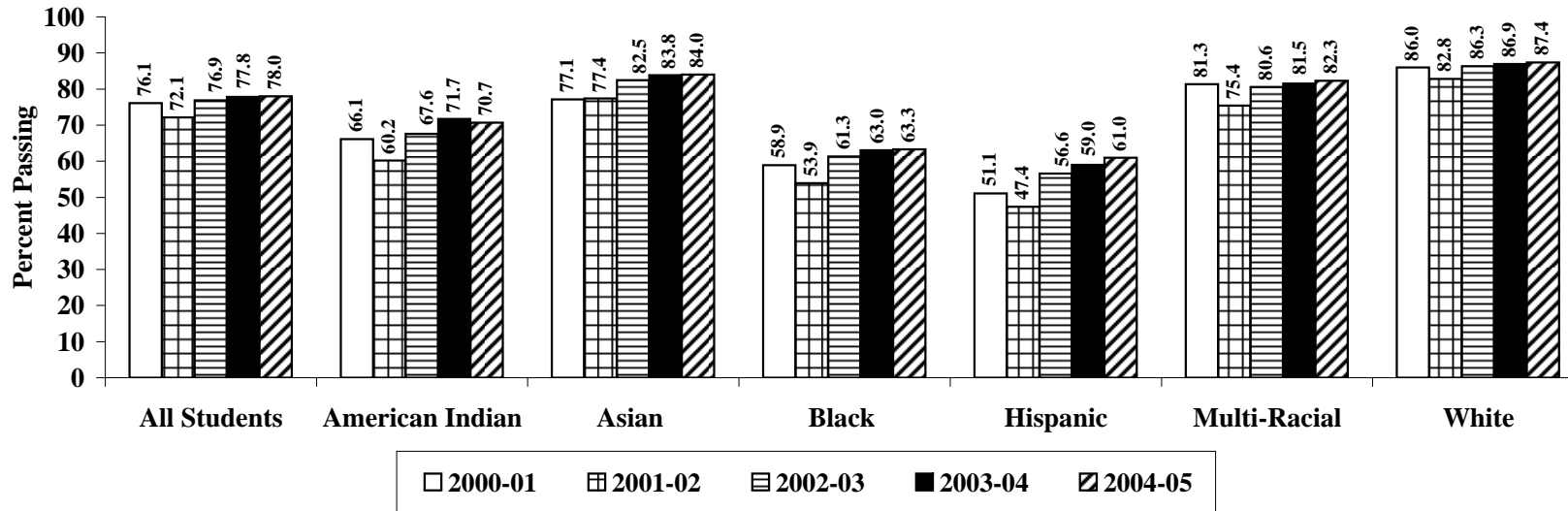


Notes: <sup>1</sup>These data represent the most recent performance of each student for all administrations in which the student participated. Passing includes successful performance on grade 8 EOG test(s), competency test(s), or competency screens(s).

Data received from LEAs and charter schools after July 22, 2005 are not included in this report.

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

**Figure 5. 2000-01 to 2004-05 Student Performance on Competency Standard  
Percent Passing<sup>1</sup> by Ethnicity for the Classes of 2005, 2006, 2007, 2008, and 2009  
at End of Grade 8**



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<b>2000-01</b>	N Passing = 74,533	N Passing = 1,000	N Passing = 1,341	N Passing = 16,980	N Passing = 1,991	N Passing = 806	N Passing = 52,415
<b>Class of 2005</b>	Membership* = 97,898	Membership* = 1,512	Membership* = 1,740	Membership* = 28,820	Membership* = 3,897	Membership* = 991	Membership* = 60,938
<b>2001-02</b>	N Passing = 74,118	N Passing = 849	N Passing = 1,485	N Passing = 16,424	N Passing = 2,149	N Passing = 949	N Passing = 52,239
<b>Class of 2006</b>	Membership* = 102,735	Membership* = 1,411	Membership* = 1,919	Membership* = 30,491	Membership* = 4,531	Membership* = 1,259	Membership* = 63,072
<b>2002-03</b>	N Passing = 81,682	N Passing = 1,006	N Passing = 1,687	N Passing = 19,489	N Passing = 3,029	N Passing = 1,242	N Passing = 55,229
<b>Class of 2007</b>	Membership* = 106,197	Membership* = 1,489	Membership* = 2,046	Membership* = 31,809	Membership* = 5,347	Membership* = 1,541	Membership* = 63,965
<b>2003-04</b>	N Passing = 85,116	N Passing = 1,111	N Passing = 1,775	N Passing = 20,834	N Passing = 3,588	N Passing = 1,531	N Passing = 56,277
<b>Class of 2008</b>	Membership* = 109,466	Membership* = 1,550	Membership* = 2,118	Membership* = 33,075	Membership* = 6,080	Membership* = 1,879	Membership* = 64,764
<b>2004-05</b>	N Passing = 85,590	N Passing = 1,110	N Passing = 1,742	N Passing = 21,024	N Passing = 4,235	N Passing = 1,814	N Passing = 55,665
<b>Class of 2009</b>	Membership* = 109,678	Membership* = 1,569	Membership* = 2,075	Membership* = 33,220	Membership* = 6,944	Membership* = 2,204	Membership* = 63,666

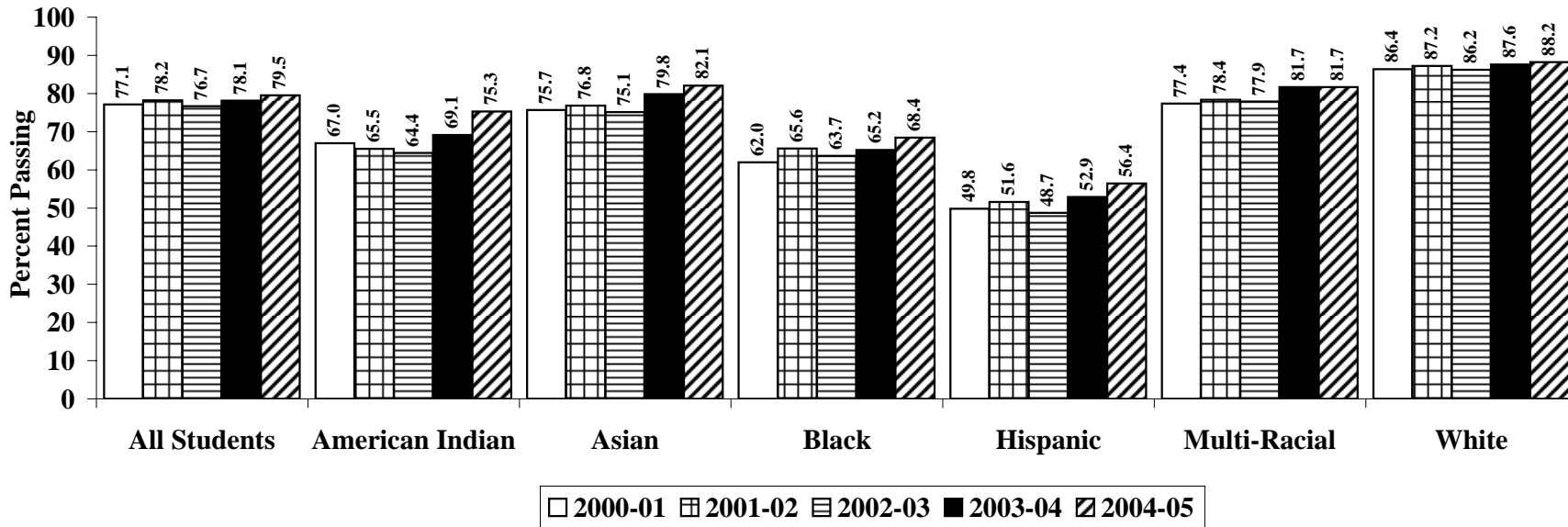
Notes: <sup>1</sup>These data represent the most recent performance of each student for all administrations in which the student participated. Passing includes successful performance on grade 8 EOG test(s), competency tests(s), or competency screen(s).

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

**Figure 6. 2000-01 to 2004-05 Student Performance on Competency Standard Percent Passing<sup>1</sup> by Ethnicity for the Classes of 2004, 2005, 2006, 2007, and 2008 at End of Grade 9**



	2000-01	2001-02	2002-03	2003-04	2004-05
<b>Class of 2004</b>	N Passing = 78,865 Membership* = 102,252	N Passing = 1,046 Membership* = 1,561	N Passing = 1,490 Membership* = 1,967	N Passing = 18,964 Membership* = 30,597	N Passing = 1,948 Membership* = 3,911
<b>Class of 2005</b>	N Passing = 87,787 Membership* = 112,212	N Passing = 1,236 Membership* = 1,886	N Passing = 1,582 Membership* = 2,061	N Passing = 22,750 Membership* = 34,696	N Passing = 2,630 Membership* = 5,096
<b>Class of 2006</b>	N Passing = 87,384 Membership* = 113,969	N Passing = 1,138 Membership* = 1,766	N Passing = 1,651 Membership* = 2,198	N Passing = 22,378 Membership* = 35,121	N Passing = 2,888 Membership* = 5,932
<b>Class of 2007</b>	N Passing = 93,197 Membership* = 119,403	N Passing = 1,255 Membership* = 1,816	N Passing = 1,854 Membership* = 2,324	N Passing = 24,260 Membership* = 37,228	N Passing = 3,731 Membership* = 7,053
<b>Class of 2008</b>	N Passing = 98,272 Membership* = 123,567	N Passing = 1,387 Membership* = 1,841	N Passing = 1,964 Membership* = 2,393	N Passing = 26,508 Membership* = 38,739	N Passing = 4,538 Membership* = 8,049

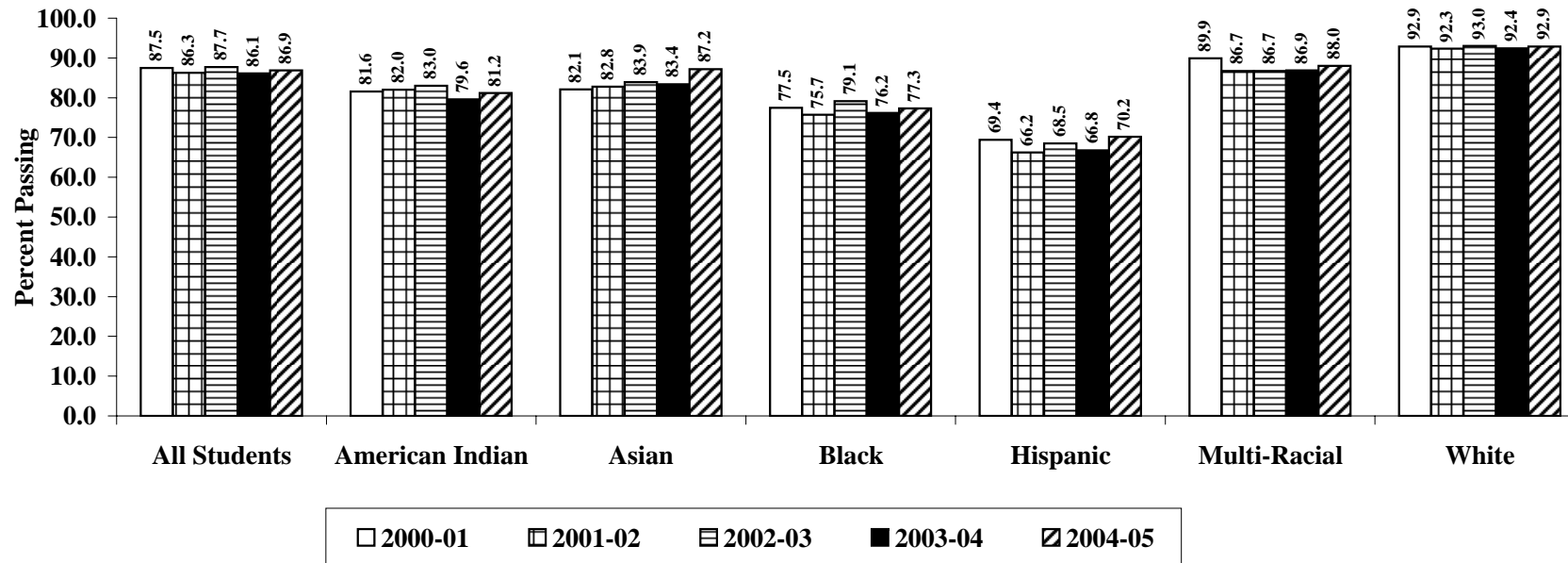
Notes: <sup>1</sup>These data represent the most recent performance of each student for all administrations in which the student participated. Passing includes successful performance on grade 8 EOG test(s), competency test(s), or competency screen(s).

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

**Figure 7. 2000-01 to 2004-05 Student Performance on Competency Standard**  
**Percent Passing<sup>1</sup> by Ethnicity for the Classes of 2003, 2004, 2005, 2006, and 2007**  
**at End of Grade 10**



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<b>2000-01</b>	N Passing = 74,885	N Passing = 871	N Passing = 1,459	N Passing = 18,706	N Passing = 1,664	N Passing = 621	N Passing = 51,564
<b>Class of 2003</b>	Membership* = 85,592	Membership* = 1,068	Membership* = 1,778	Membership* = 24,137	Membership* = 2,396	Membership* = 691	Membership* = 55,521
<b>2001-02</b>	N Passing = 79,914	N Passing = 1,007	N Passing = 1,633	N Passing = 19,952	N Passing = 2,100	N Passing = 726	N Passing = 54,477
<b>Class of 2004</b>	Membership* = 92,628	Membership* = 1,228	Membership* = 1,973	Membership* = 26,363	Membership* = 3,171	Membership* = 837	Membership* = 59,025
<b>2002-03</b>	N Passing = 81,564	N Passing = 1,050	N Passing = 1,610	N Passing = 20,986	N Passing = 2,620	N Passing = 991	N Passing = 54,307
<b>Class of 2005</b>	Membership* = 93,055	Membership* = 1,265	Membership* = 1,919	Membership* = 26,528	Membership* = 3,826	Membership* = 1,143	Membership* = 58,374
<b>2003-04</b>	N Passing = 83,686	N Passing = 1,021	N Passing = 1,702	N Passing = 21,424	N Passing = 2,994	N Passing = 1,163	N Passing = 55,382
<b>Class of 2006</b>	Membership* = 97,211	Membership* = 1,283	Membership* = 2,041	Membership* = 28,103	Membership* = 4,482	Membership* = 1,339	Membership* = 59,963
<b>2004-05</b>	N Passing = 88,449	N Passing = 1,085	N Passing = 1,905	N Passing = 22,911	N Passing = 3,683	N Passing = 1,458	N Passing = 57,407
<b>Class of 2007</b>	Membership* = 101,826	Membership* = 1,336	Membership* = 2,185	Membership* = 29,636	Membership* = 5,245	Membership* = 1,656	Membership* = 61,768

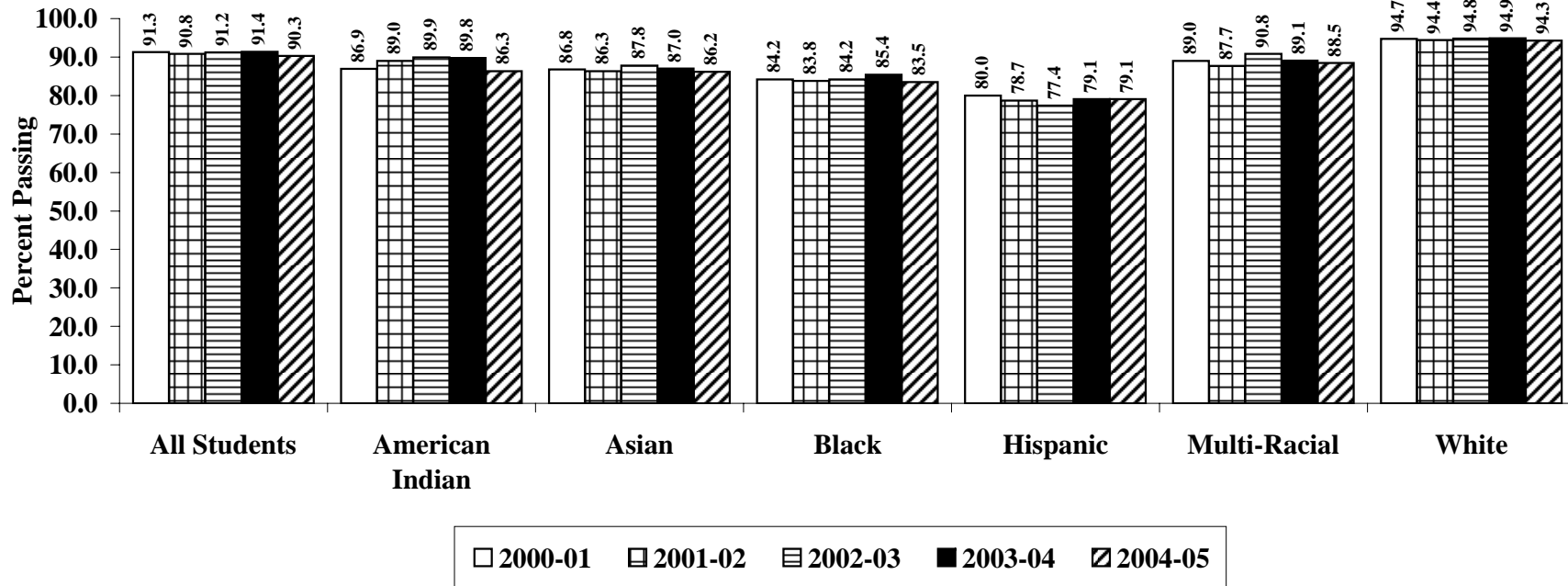
Notes: <sup>1</sup>These data represent the most recent performance of each student for all administrations in which the student participated. Passing includes successful performance on grade 8 EOG test(s), competency test(s), or competency screen(s).

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

**Figure 8. 2000-01 to 2004-05 Student Performance on Competency Standard**  
**Percent Passing<sup>1</sup> by Ethnicity for the Classes of 2002, 2003, 2004, 2005, and 2006,**  
**at End of Grade 11**



	2000-01	2001-02	2002-03	2003-04	2004-05		
<b>Class of 2002</b>	N Passing =65,348 Membership* =71,603	N Passing = 721 Membership* = 830	N Passing =1,346 Membership* =1,551	N Passing =15,964 Membership* =18,969	N Passing =1,336 Membership* =1,669	N Passing = 479 Membership* = 538	N Passing =45,502 Membership* =48,046
<b>Class of 2003</b>	N Passing =71,818 Membership* =79,057	N Passing = 766 Membership* = 861	N Passing =1,414 Membership* =1,639	N Passing =17,748 Membership* =21,178	N Passing =1,759 Membership* =2,235	N Passing = 605 Membership* = 690	N Passing =49,485 Membership* =52,397
<b>Class of 2004</b>	N Passing =72,848 Membership* =79,898	N Passing = 899 Membership* =1,000	N Passing =1,538 Membership* =1,752	N Passing =17,967 Membership* =21,330	N Passing =2,044 Membership* =2,640	N Passing = 742 Membership* = 817	N Passing =49,658 Membership* =52,359
<b>Class of 2005</b>	N Passing =76,325 Membership* =83,535	N Passing = 913 Membership* =1,017	N Passing =1,553 Membership* =1,786	N Passing =19,570 Membership* =22,928	N Passing =2,634 Membership* =3,331	N Passing = 985 Membership* =1,105	N Passing =50,670 Membership* =53,368
<b>Class of 2006</b>	N Passing =79,125 Membership* =87,660	N Passing = 865 Membership* = 1,002	N Passing = 1,672 Membership* = 1,939	N Passing = 20,372 Membership* = 24,398	N Passing = 3,053 Membership* = 3,861	N Passing = 1,134 Membership* = 1,282	N Passing = 52,029 Membership* = 55,178

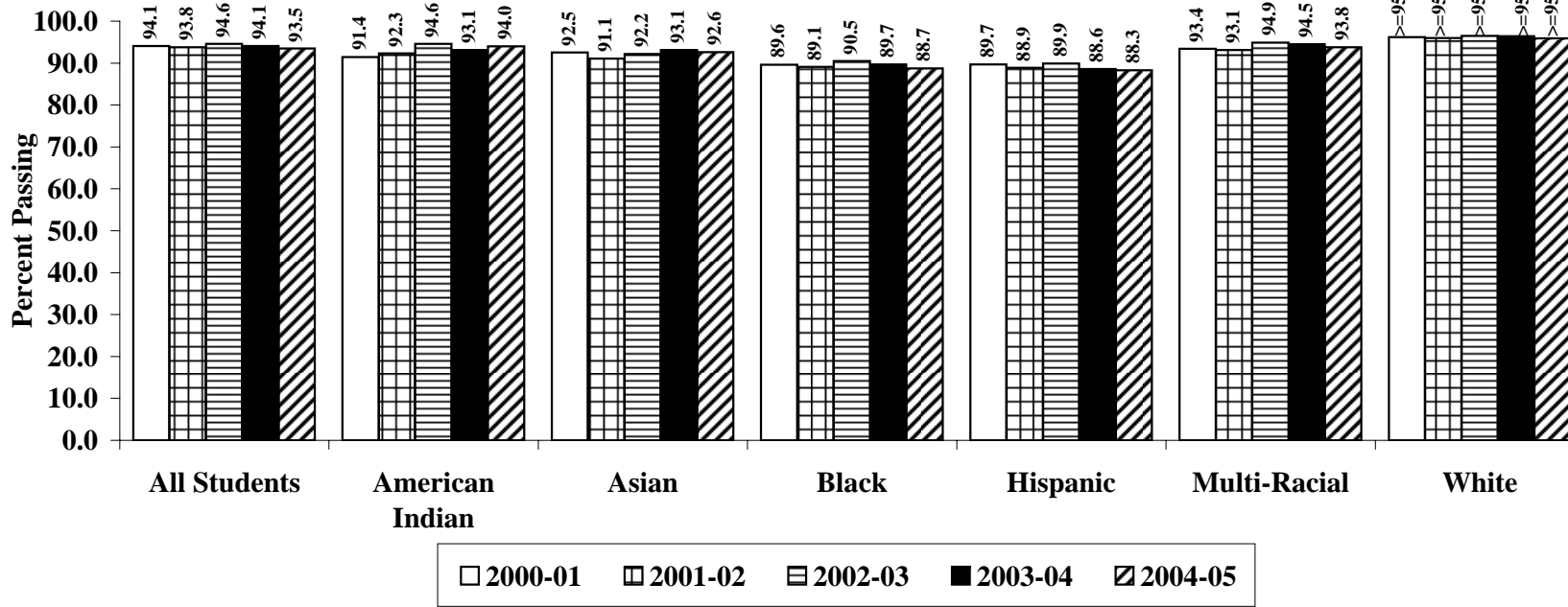
Notes: <sup>1</sup>These data represent the most recent performance of each student for all administrations in which the student participated. Passing includes successful performance on grade 8 EOG test(s), competency test(s), or competency screen(s).

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**Figure 9. 2000-01 to 2004-05 Student Performance on Competency Standard  
Percent Passing<sup>1</sup> by Ethnicity for the Classes of 2001, 2002, 2003, 2004, and 2005  
at End of Grade 12**



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<b>2000-01</b>	N Passing =60,732	N Passing =712	N Passing =1,287	N Passing =15,741	N Passing =1,179	N Passing =353	N Passing = **
<b>Class of 2001</b>	Membership* =64,516	Membership* =779	Membership* =1,391	Membership* =17,570	Membership* =1,314	Membership* =378	Membership* =43,084
<b>2001-02</b>	N Passing =66,679	N Passing =766	N Passing =1,416	N Passing =16,891	N Passing =1,519	N Passing =500	N Passing = **
<b>Class of 2002</b>	Membership* =71,077	Membership* =830	Membership* =1,554	Membership* =18,957	Membership* =1,709	Membership* =537	Membership* =47,442
<b>2002-03</b>	N Passing =70,768	N Passing =767	N Passing =1,472	N Passing =18,197	N Passing =1,953	N Passing =646	N Passing = **
<b>Class of 2003</b>	Membership* =74,833	Membership* =811	Membership* =1,596	Membership* =20,117	Membership* =2,173	Membership* =681	Membership* =49,455
<b>2003-04</b>	N Passing =72,349	N Passing =892	N Passing =1,604	N Passing =18,766	N Passing =2,315	N Passing =766	N Passing = **
<b>Class of 2004</b>	Membership* =76,846	Membership* =958	Membership* =1,722	Membership* =20,929	Membership* =2,614	Membership* =811	Membership* =49,812
<b>2004-05</b>	N Passing =75,121	N Passing =886	N Passing =1,627	N Passing =20,011	N Passing =2,858	N Passing =978	N Passing = **
<b>Class of 2005</b>	Membership* =80,376	Membership* =943	Membership* =1,757	Membership* =22,555	Membership* =3,236	Membership* =1,043	Membership* =50,842

Notes: <sup>1</sup>These data represent the most recent performance of each student for all administrations in which the student participated. Passing includes successful performance on grade 8 EOG test(s), competency test(s), or competency screen(s).

\*Membership equals the total number of records on the NCDPI Masterbuild file.

\*\*Performance data are not reported when membership is fewer than five. Performance data that are less than or equal to 5.0 percent, or greater than or equal to 95.0 percent, are not displayed. Data received from LEAs and charter schools after July 22, 2005 are not included in this report.

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

**Table 6. 2004-05 Student Performance on Competency Standard  
Percent Passing<sup>1</sup> for Exceptional, Limited English Proficient, and Title I Students,  
Across Grades 8 - 12**

Category	Grade 8			Grade 9			Grade 10			Grade 11			Grade 12		
	Member-ship	Number Passing	Percent Proficient	Member-ship	Number Passing	Percent Proficient	Member-ship	Number Passing	Percent Proficient	Member-ship	Number Passing	Percent Proficient	Member-ship	Number Passing	Percent Proficient
<b>All Students</b>	<b>109,678</b>	<b>85,590</b>	<b>78.0</b>	<b>123,567</b>	<b>98,272</b>	<b>79.5</b>	<b>101,826</b>	<b>88,449</b>	<b>86.9</b>	<b>87,660</b>	<b>79,125</b>	<b>90.3</b>	<b>80,376</b>	<b>75,121</b>	<b>93.5</b>
<b>Academically/Intellectually Gifted</b>	16,269	*	>=95%	13,650	*	>=95%	12,955	*	>=95%	10,048	*	>=95%	12,174	*	>=95%
AIG Reading	10,874	*	>=95%	15,457	*	>=95%	14,705	*	>=95%	12,791	*	>=95%	8,065	*	>=95%
AIG Mathematics	11,431	*	>=95%	15,137	*	>=95%	14,764	*	>=95%	13,016	*	>=95%	8,449	*	>=95%
Free and Reduced Lunch	47,899	30,985	64.7	39,392	29,563	75.0	31,799	24,928	78.4	18,487	16,281	88.1	19,043	16,897	88.7
Not Free and Reduced Lunch	61,779	54,605	88.4	84,175	68,709	81.6	70,027	63,521	90.7	69,173	62,844	90.9	61,333	58,224	94.9
Title I	19,877	13,885	69.9	2,629	1,636	62.2	2,288	1,642	71.8	1,454	1,221	84.0	1,736	1,532	88.2
Not Title I	89,461	71,662	80.1	108,481	92,101	84.9	96,954	85,390	88.1	68,126	63,513	93.2	77,199	72,567	94.0
Schoolwide Title I Program	18,689	13,305	71.2	2,421	1,530	63.2	2,102	1,531	72.8	1,371	1,159	84.5	1,533	1,353	88.3
Targeted Assistance	998	508	50.9	32	17	53.1	66	43	65.2	26	23	88.5	138	128	92.8
Migrant	517	265	51.3	176	89	50.6	122	69	56.6	57	39	68.4	66	52	78.8
Not Migrant	108,821	85,282	78.4	110,934	93,648	84.4	99,120	86,963	87.7	69,523	64,695	93.1	78,869	74,047	93.9
<b>Limited English Proficient (LEP)</b>	<b>3,596</b>	<b>1,283</b>	<b>35.7</b>	<b>490</b>	<b>103</b>	<b>21.0</b>	<b>2,375</b>	<b>1,148</b>	<b>48.3</b>	<b>186</b>	<b>86</b>	<b>46.2</b>	<b>1,196</b>	<b>932</b>	<b>77.9</b>
Not Limited English Proficient	106,082	84,307	79.5	123,077	98,169	79.8	99,451	87,301	87.8	87,474	79,039	90.4	79,180	74,189	93.7
<b>All Students with Disabilities<sup>2</sup></b>	<b>17,006</b>	<b>7,213</b>	<b>42.4</b>	<b>14,557</b>	<b>8,199</b>	<b>56.3</b>	<b>12,565</b>	<b>7,323</b>	<b>58.3</b>	<b>7,770</b>	<b>5,355</b>	<b>68.9</b>	<b>7,952</b>	<b>5,293</b>	<b>66.6</b>
Students without Disabilities	<b>92,346</b>	<b>78,334</b>	<b>84.8</b>	<b>99,692</b>	<b>86,743</b>	<b>87.0</b>	<b>87,164</b>	<b>79,893</b>	<b>91.7</b>	<b>66,234</b>	<b>62,565</b>	<b>94.5</b>	<b>71,393</b>	*	<b>&gt;=95%</b>
Behaviorally-Emotionally Disabled	1,222	374	30.6	1,226	489	39.9	812	388	47.8	382	262	68.6	291	206	70.8
Hearing Impaired	166	78	47.0	127	78	61.4	148	103	69.6	106	80	75.5	89	69	77.5
Educable Mentally Disabled	2,370	*	<=5%	1,381	168	12.2	1,936	221	11.4	809	142	17.6	1,394	287	20.6
Specific Learning Disabled	7,075	3,534	50.0	6,906	4,248	61.5	5,613	3,802	67.7	3,786	2,911	76.9	3,704	3,133	84.6
Learning Disabled-Reading	644	506	78.6	7,086	4,121	58.2	5,534	3,773	68.2	4,249	3,202	75.4	2,905	2,572	88.5
Learning Disabled-Mathematics	335	252	75.2	4,225	2,126	50.3	3,413	2,134	62.5	2,884	2,074	71.9	2,068	1,820	88.0
Learning Disabled-Written Expression	715	575	80.4	7,356	4,465	60.7	5,759	4,103	71.2	4,645	3,625	78.0	3,257	2,922	89.7
Learning Disabled-Other	66	49	74.2	430	274	63.7	461	363	78.7	473	372	78.6	279	257	92.1
Speech-Language Impaired	191	104	54.5	132	82	62.1	51	37	72.5	35	28	80.0	43	36	83.7
Visually Impaired	44	22	50.0	45	34	75.6	51	34	66.7	38	32	84.2	36	28	77.8
Other Health Impaired	2,625	1,188	45.3	2,379	1,370	57.6	1,700	1,133	66.6	1,076	781	72.6	953	767	80.5
Orthopedically Impaired	62	28	45.2	58	30	51.7	49	27	55.1	49	31	63.3	54	33	61.1
Traumatic Brain Injured	50	14	28.0	56	30	53.6	51	25	49.0	26	13	50.0	41	26	63.4
Autistic	401	107	26.7	211	82	38.9	217	90	41.5	130	54	41.5	180	70	38.9
Severely/Profoundly Mentally Disabled	74	*	<=5%	20	*	<=5%	46	*	<=5%	34	*	<=5%	63	4	6.3
Multihandicapped	148	*	<=5%	44	3	6.8	77	4	5.2	62	*	<=5%	144	*	<=5%
Deaf/Blind	9	6	66.7	6	4	66.7	17	10	58.8	4	*	*	15	11	73.3
Trainable Mentally Disabled	316	*	<=5%	93	*	<=5%	189	*	<=5%	152	*	<=5%	322	*	<=5%
<b>Section 504</b>	<b>2,253</b>	<b>1,650</b>	<b>73.2</b>	<b>1,873</b>	<b>1,580</b>	<b>84.4</b>	<b>1,608</b>	<b>1,441</b>	<b>89.6</b>	<b>1,081</b>	<b>1,007</b>	<b>93.2</b>	<b>623</b>	*	<b>&gt;=95%</b>
Not Coded	326	43	13.2	9,312	3,326	35.7	2,097	1,233	58.8	13,653	11,203	82.1	1,031	860	83.4

Notes: <sup>1</sup>These data represent the most recent performance of each student for all test administrations in which the student participated. Passing includes successful performance on grade 8 EOG test(s), competency test(s), or competency screen(s).

<sup>2</sup>"All Students with Disabilities" includes "Section 504" but not those in the "Not Coded" category.

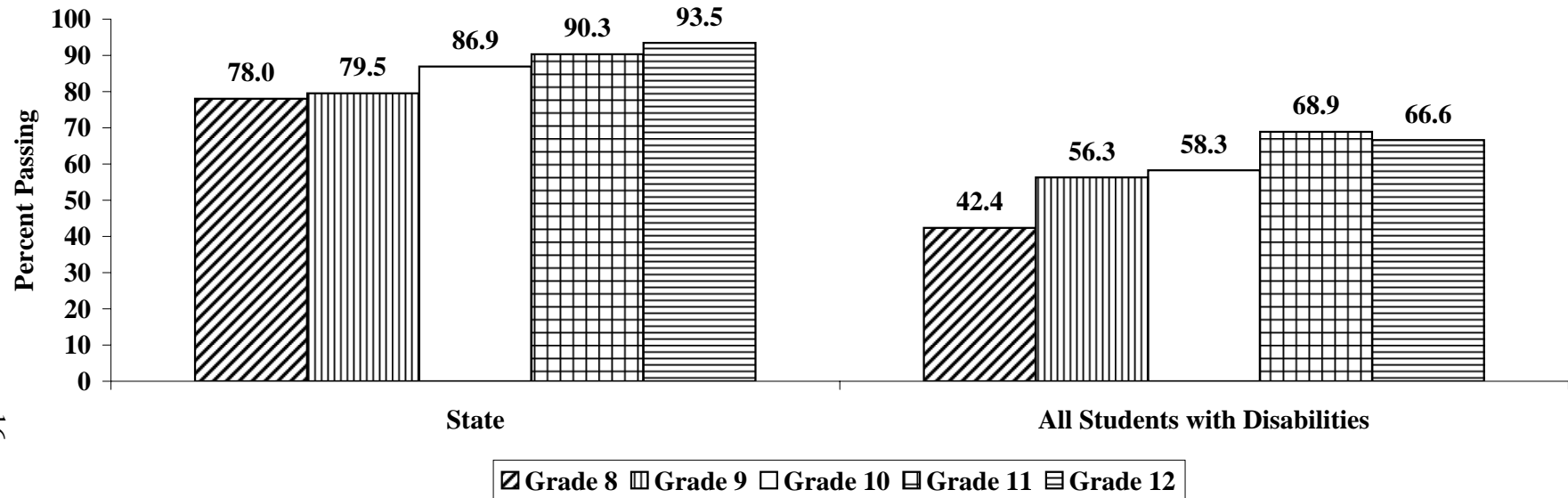
\*Performance data are not reported when membership is fewer than five. Performance data that are less than or equal to 5.0 percent, or greater than or equal to 95.0 percent, are not displayed.

All variables were merged from external data sources with the Masterbuild file. Due to the challenges of merging multiple files, inconsistencies in data quality may increase from grade 8 to grade 12.

Data received from LEAs and charter schools after July 22, 2005 are not included in this report.

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

**Figure 10. 2004-05 Student Performance on Competency Standard  
Percent Passing<sup>1</sup> for Students with Disabilities,  
Grades 8-12**

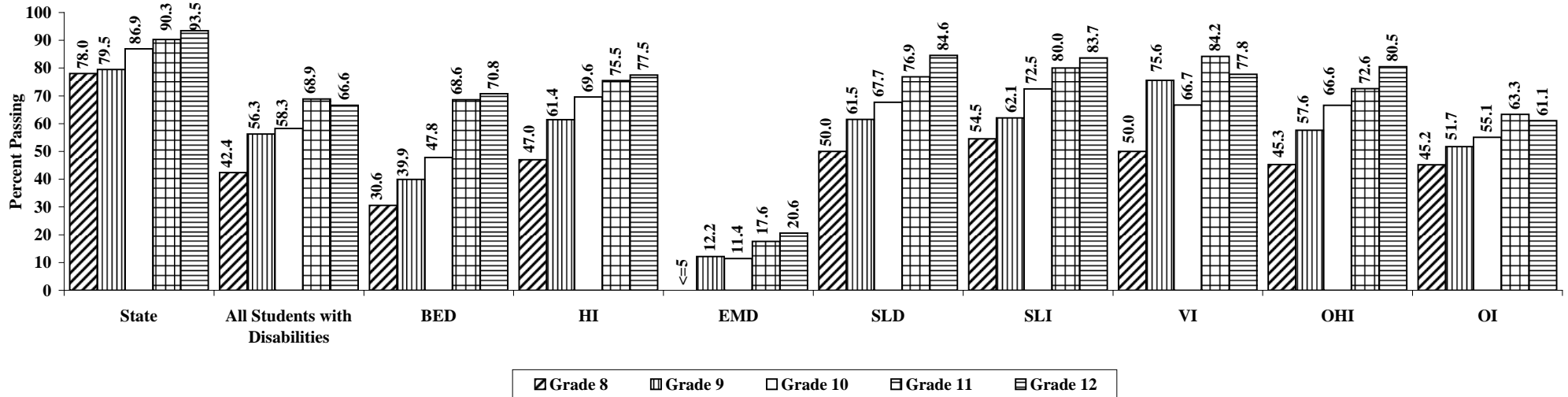


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Grade	N Passing	Membership	N Passing	Membership
Grade 8	= 85,590	= 109,678	= 7,213	= 17,006
Grade 9	= 98,272	= 123,567	= 8,199	= 14,557
Grade 10	= 88,449	= 101,826	= 7,323	= 12,565
Grade 11	= 79,125	= 87,660	= 5,355	= 7,770
Grade 12	= 75,121	= 80,376	= 5,293	= 7,952

Notes: <sup>1</sup>These data represent the most recent performance of each student for all test administrations in which the student participated. Passing includes successful performance on grade 8 EOG test(s), competency tests(s), or competency screen(s).  
 Due to challenges of merging multiple files, inconsistencies in data quality may increase from grade 8 to grade 12.  
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 Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Figure 11. 2004-05 Student Performance on Competency Standard**  
**Percent Passing the Competency Standard,<sup>1</sup>**  
**Performance of Students with Disabilities by Classification,**  
**Grades 8-12**



BED- Behaviorally-Emotionally Disabled	HI- Hearing Impaired	EMD-Educable Mentally Disabled	SLD- Specific Learning Disabled
SLI- Speech-Language Impaired	VI- Visually Impaired	OHI-Other Health Impaired	OI-Orthopedically Impaired

<b>Grade 8</b>	N Passing = 85,590	N Passing = 7,213	N Passing = 374	N Passing = 78	N Passing = *	N Passing = 3,534	N Passing = 104	N Passing = 22	N Passing = 1,188	N Passing = 28
	Membership = 109,678	Membership = 17,006	Membership = 1,222	Membership = 166	Membership = 2,370	Membership = 7,075	Membership = 191	Membership = 44	Membership = 2,625	Membership = 62
<b>Grade 9</b>	N Passing = 98,272	N Passing = 8,199	N Passing = 489	N Passing = 78	N Passing = 168	N Passing = 4,248	N Passing = 82	N Passing = 34	N Passing = 1,370	N Passing = 30
	Membership = 123,567	Membership = 14,557	Membership = 1,226	Membership = 127	Membership = 1,381	Membership = 6,906	Membership = 132	Membership = 45	Membership = 2,379	Membership = 58
<b>Grade 10</b>	N Passing = 88,449	N Passing = 7,323	N Passing = 388	N Passing = 103	N Passing = 221	N Passing = 3,802	N Passing = 37	N Passing = 34	N Passing = 1,133	N Passing = 27
	Membership = 101,826	Membership = 12,565	Membership = 812	Membership = 148	Membership = 1,936	Membership = 5,613	Membership = 51	Membership = 51	Membership = 1,700	Membership = 49
<b>Grade 11</b>	N Passing = 79,125	N Passing = 5,355	N Passing = 262	N Passing = 80	N Passing = 142	N Passing = 2,911	N Passing = 28	N Passing = 32	N Passing = 781	N Passing = 31
	Membership = 87,660	Membership = 7,770	Membership = 382	Membership = 106	Membership = 809	Membership = 3,786	Membership = 35	Membership = 38	Membership = 1,076	Membership = 49
<b>Grade 12</b>	N Passing = 75,121	N Passing = 5,293	N Passing = 206	N Passing = 69	N Passing = 287	N Passing = 3,133	N Passing = 36	N Passing = 28	N Passing = 767	N Passing = 33
	Membership = 80,376	Membership = 7,952	Membership = 291	Membership = 89	Membership = 1,394	Membership = 3,704	Membership = 43	Membership = 36	Membership = 953	Membership = 54

Notes:<sup>1</sup>These data represent the most recent performance of each student for all test administrations in which the student participated. Passing includes successful performance on grade 8 EOG test(s), competency test(s), or competency screen(s).

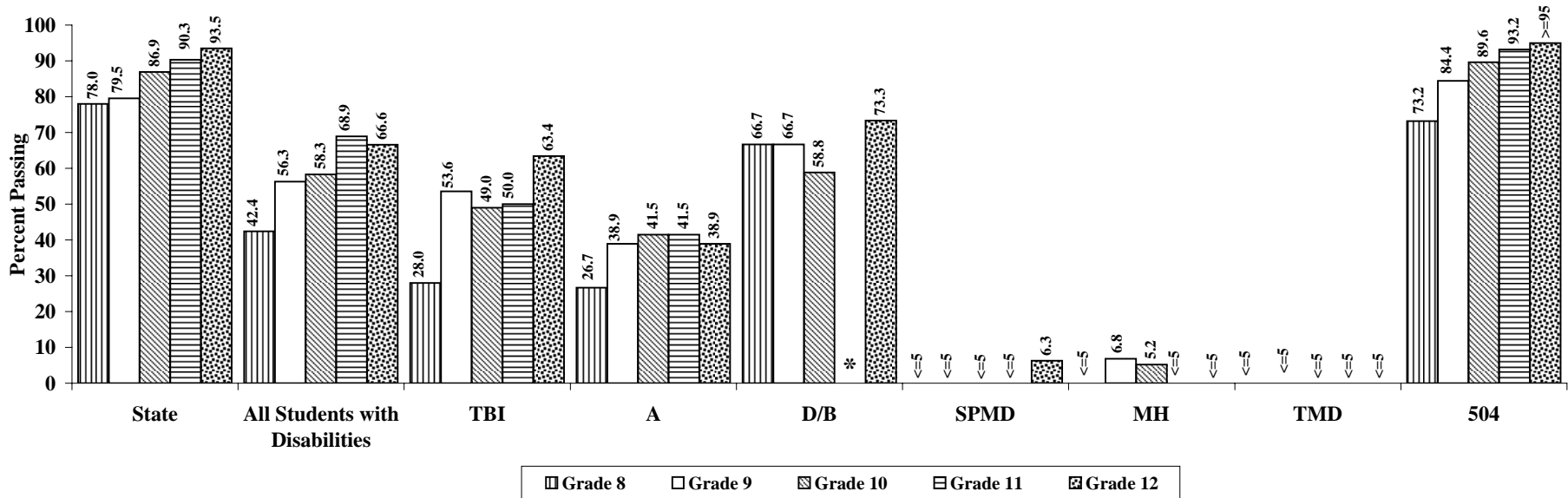
Due to challenges of merging multiple files, inconsistencies in data quality may increase from grade 8 to grade 12.

\*Performance data are not reported when membership is fewer than five. Performance data that are less than or equal to 5.0 percent, or greater than or equal to 95.0 percent, are not displayed.

Data received from LEAs and charter schools after July 22, 2005 are not included in this report.

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

**Figure 11. 2004-05 North Carolina Competency Tests  
Percent Passing the Competency Standard,<sup>1</sup>  
Performance of Students with Disabilities by Classification,  
Grades 8-12 (continued)**



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TBI-Traumatic Brain Injured A - Autistic D/B - Deaf/Blind SPMD - Severely/Profoundly Mentally Disabled MH-Multihandicapped TMD - Trainable Mentally Disabled 504 - Section 504

<b>Grade 8</b>	N Passing = 85,590	N Passing = 7,213	N Passing = 14	N Passing = 107	N Passing = 6	N Passing = *	N Passing = *	N Passing = *	N Passing = 1,650
	Membership = 109,678	Membership = 17,006	Membership = 50	Membership = 401	Membership = 9	Membership = 74	Membership = 148	Membership = 316	Membership = 2,253
<b>Grade 9</b>	N Passing = 98,272	N Passing = 8,199	N Passing = 30	N Passing = 82	N Passing = 4	N Passing = *	N Passing = 3	N Passing = *	N Passing = 1,580
	Membership = 123,567	Membership = 14,557	Membership = 56	Membership = 211	Membership = 6	Membership = 20	Membership = 44	Membership = 93	Membership = 1,873
<b>Grade 10</b>	N Passing = 88,449	N Passing = 7,323	N Passing = 25	N Passing = 90	N Passing = 10	N Passing = *	N Passing = 4	N Passing = *	N Passing = 1,441
	Membership = 101,826	Membership = 12,565	Membership = 51	Membership = 217	Membership = 17	Membership = 46	Membership = 77	Membership = 189	Membership = 1,608
<b>Grade 11</b>	N Passing = 79,125	N Passing = 5,355	N Passing = 13	N Passing = 54	N Passing = *	N Passing = *	N Passing = *	N Passing = *	N Passing = 1,007
	Membership = 87,660	Membership = 7,770	Membership = 26	Membership = 130	Membership = 4	Membership = 34	Membership = 62	Membership = 152	Membership = 1,081
<b>Grade 12</b>	N Passing = 75,121	N Passing = 5,293	N Passing = 26	N Passing = 70	N Passing = 11	N Passing = 4	N Passing = *	N Passing = *	N Passing = *
	Membership = 80,376	Membership = 7,952	Membership = 41	Membership = 180	Membership = 15	Membership = 63	Membership = 144	Membership = 322	Membership = 623

Notes:<sup>1</sup>These data represent the most recent performance of each student for all test administrations in which the student participated. Passing includes successful performance on grade 8 EOG test(s), competency test(s), or competency screen(s).

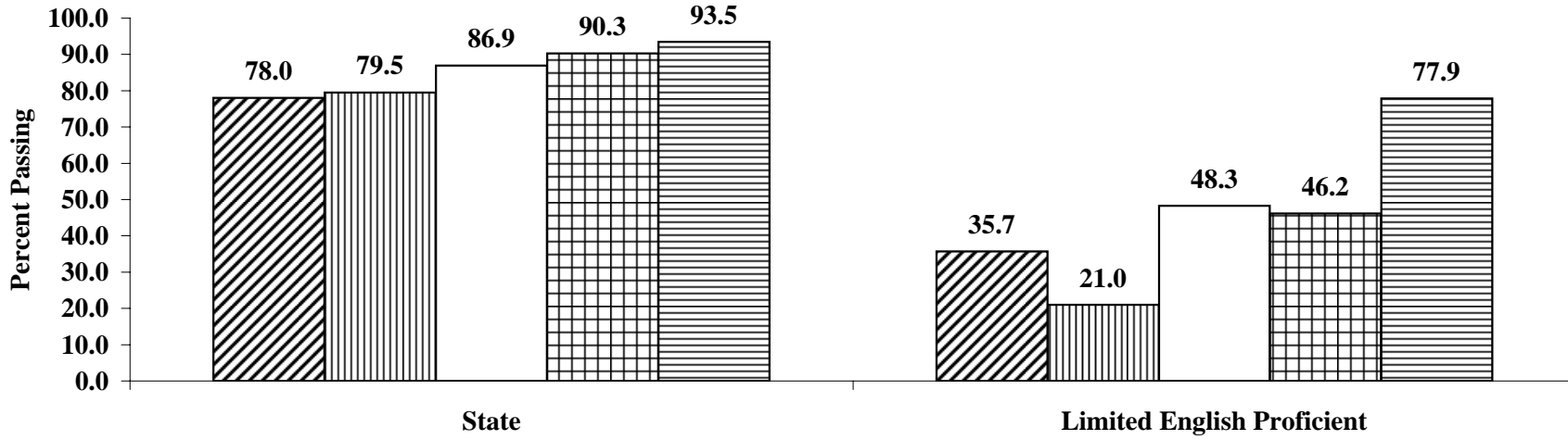
Due to challenges of merging multiple files, inconsistencies in data quality may increase from grade 8 to grade 12.

\*Performance data are not reported when membership is fewer than five. Performance data that are less than or equal to 5.0 percent, or greater than or equal to 95.0 percent, are not displayed.

Data received from LEAs and charter schools after July 22, 2005 are not included in this report.

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

**Figure 12. 2004-05 Student Performance on Competency Standard  
Percent Passing the Competency Standard,<sup>1</sup>  
Performance of Limited English Proficient Students,  
Grades 8-12**



▨ Grade 8   ▩ Grade 9   □ Grade 10   ▤ Grade 11   ▥ Grade 12

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<b>Grade 8</b>	N Passing = 85,590	N Passing = 1,283
	Membership = 109,678	Membership = 3,596
<b>Grade 9</b>	N Passing = 98,272	N Passing = 103
	Membership = 123,567	Membership = 490
<b>Grade 10</b>	N Passing = 88,449	N Passing = 1,148
	Membership = 101,826	Membership = 2,375
<b>Grade 11</b>	N Passing = 79,125	N Passing = 86
	Membership = 87,660	Membership = 186
<b>Grade 12</b>	N Passing = 75,121	N Passing = 932
	Membership = 80,376	Membership = 1,196

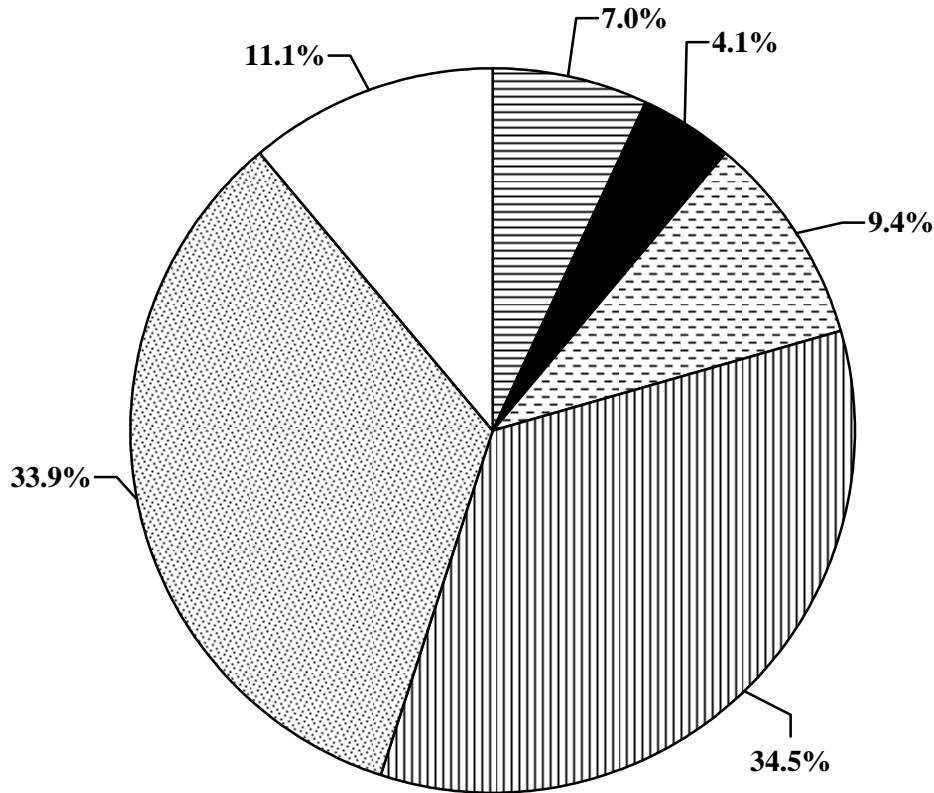
Notes: <sup>1</sup>These data represent the most recent performance of each student for all test administrations in which the student participated. Passing includes successful performance on grade 8 EOG test(s), competency test(s), or competency screen(s)

Due to challenges of merging multiple files, inconsistencies in data quality may increase from grade 8 to grade 12







Data received from LEAs and charter schools after July 22, 2005 are not included in this report

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

**Figure 13. 2004-05 Student Performance on Competency Standard  
Percent of LEAs and Charter Schools in Each Percent Passing<sup>1</sup> Category,  
for the Class of 2009,  
at End of Grade 8**

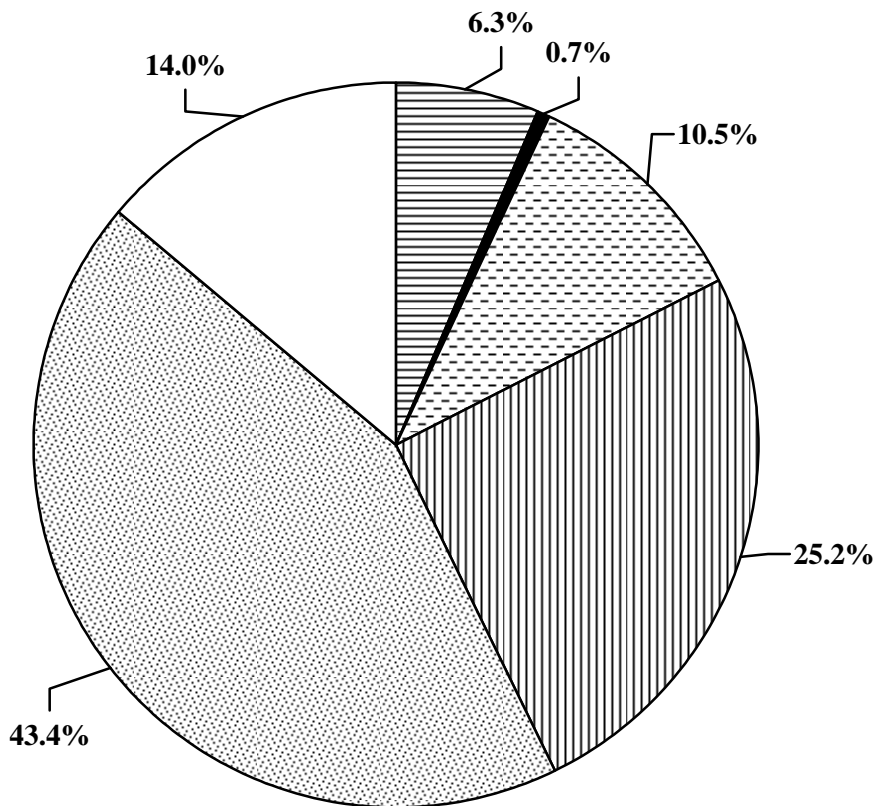


**Percent Passing Categories:**

 Below 50%	 50-59%
 60-69%	 70-79%
 80-89%	 90% (or above)

Notes: <sup>1</sup>These data represent the most recent performance of each student for all test administrations in which the student participated. Passing includes successful performance on grade 8 EOG test(s), competency test(s), or competency screen(s). Due to rounding, percents may not sum to 100.0 percent. All LEAs are included in this figure. Data received from LEAs and charter schools after July 22, 2005 are not included in this report. Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Figure 14. 2004-05 Student Performance on Competency Standard  
Percent of LEAs and Charter Schools in Each Percent Passing<sup>1</sup> Category,  
for the Class of 2008,  
at End of Grade 9**

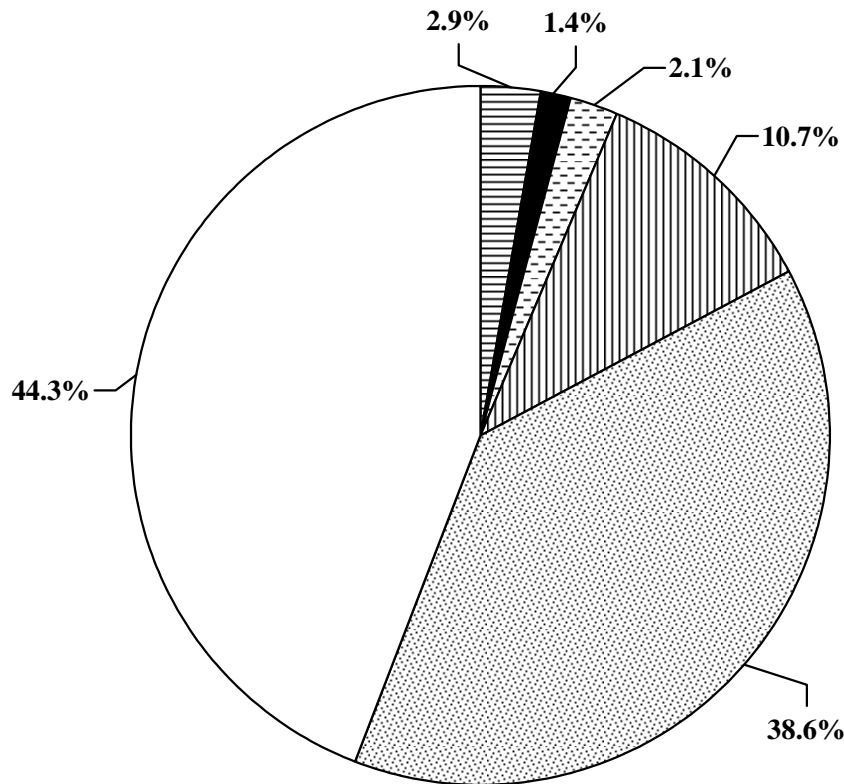


**Percent Passing Categories:**

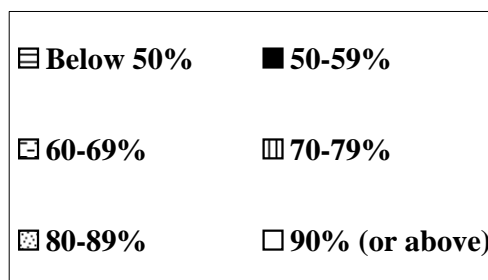
☐ Below 50%	■ 50-59%
▤ 60-69%	▥ 70-79%
▦ 80-89%	□ 90% (or above)

Notes: <sup>1</sup>These data represent the most recent performance of each student for all test administrations in which the student participated. Passing includes successful performance on grade 8 EOG test(s), competency test(s), or competency screen(s). Due to rounding, percents may not sum to 100.0 percent. All LEAs are included in this figure. Data received from LEAs and charter schools after July 22, 2005 are not included in this report. Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Figure 15. 2004-05 Student Performance on Competency Standard  
Percent of LEAs and Charter Schools in Each Percent Passing<sup>1</sup> Category,  
for the Class of 2007,  
at End of Grade 10**



**Percent Passing Categories:**



Notes: <sup>1</sup>These data represent the most recent performance of each student for all test administrations in which the student participated.

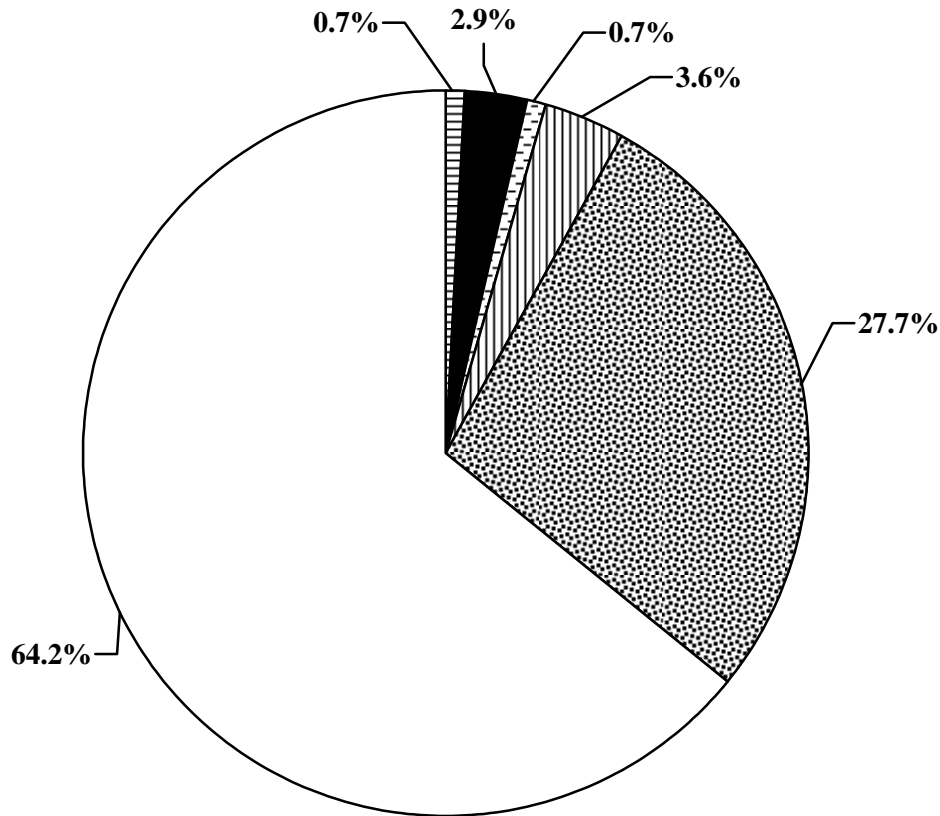
Passing includes successful performance on grade 8 EOG test(s), competency test(s), or competency screen(s).

Due to rounding, percents may not sum to 100.0 percent. All LEAs are included in this figure.

Data received from LEAs and charter schools after July 22, 2005 are not included in this report.

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

**Figure 16. 2004-05 Student Performance on Competency Standard  
Percent of LEAs and Charter Schools in Each Percent Passing<sup>1</sup> Category,  
for the Class of 2006,  
at End of Grade 11**

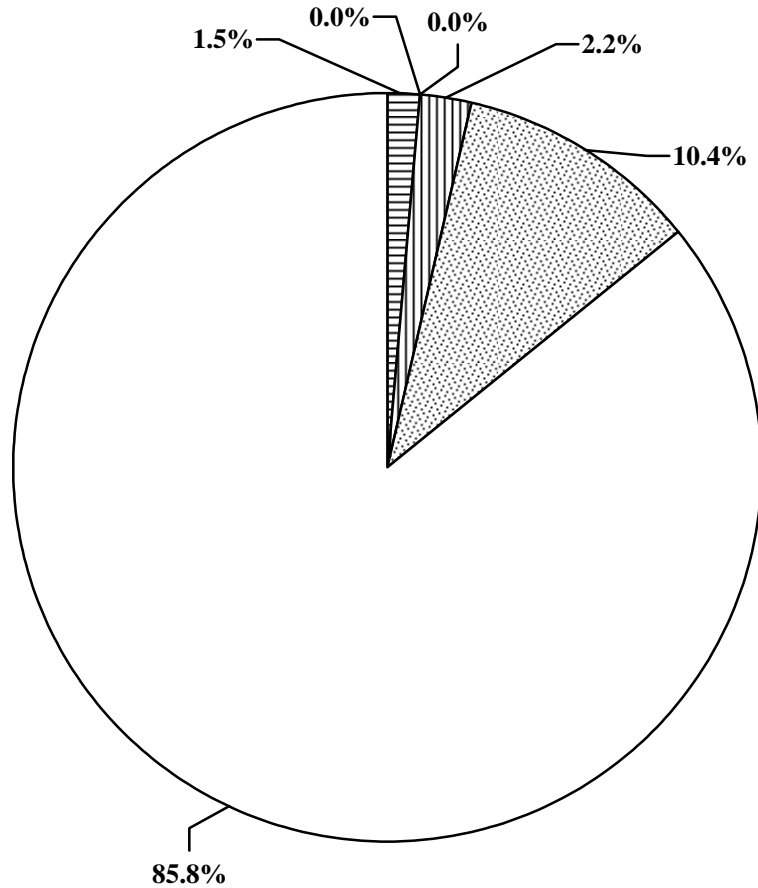


**Percent Passing Categories:**

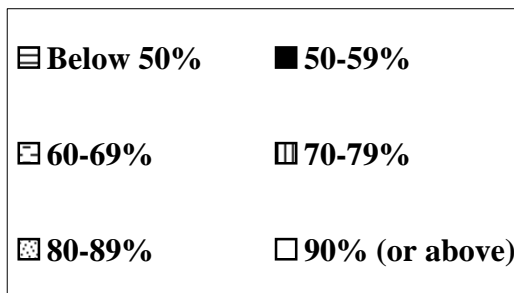
▨ Below 50%	■ 50-59%
▤ 60-69%	▧ 70-79%
▩ 80-89%	□ 90% (or above)

Notes: <sup>1</sup>These data represent the most recent performance of each student for all test administrations in which the student participated. Passing includes successful performance on grade 8 EOG test(s), competency test(s), or competency screen(s). Due to rounding, percents may not sum to 100.0 percent. All LEAs are included in this figure. Data received from LEAs and charter schools after July 22, 2005 are not included in this report. Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Figure 17. 2004-05 Student Performance on Competency Standard  
Percent of LEAs and Charter Schools in Each Percent Passing<sup>1</sup> Category,  
for the Class of 2005,  
at End of Grade 12**



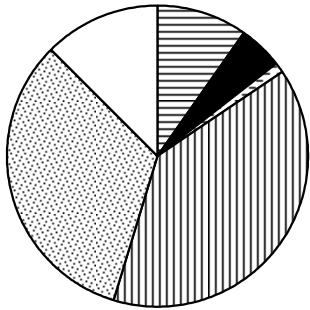
**Percent Passing Categories:**



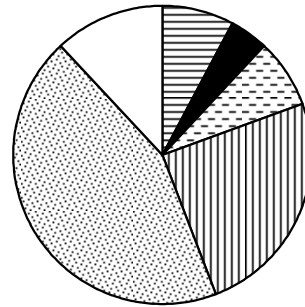
Notes: <sup>1</sup>These data represent the most recent performance of each student for all test administrations in which the student participated. Passing includes successful performance on grade 8 EOG test(s), competency test(s), or competency screen(s). Due to rounding, percents may not sum to 100.0 percent. All LEAs are included in this figure. Data received from LEAs and charter schools after July 22, 2005 are not included in this report. Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Figure 18. 2004-05 Student Performance on Competency Standard**  
**Percent of LEAs and Charter Schools in Each Percent Passing<sup>1</sup> Category,**  
**for the Class of 2005,**  
**at the End of Grades 8-12**

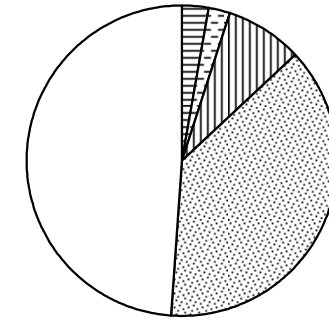
**End of Grade 8**



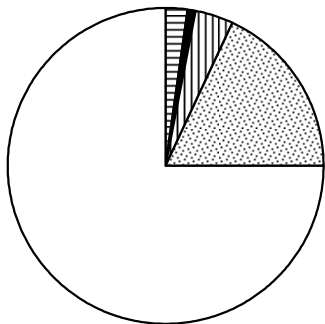
**End of Grade 9**



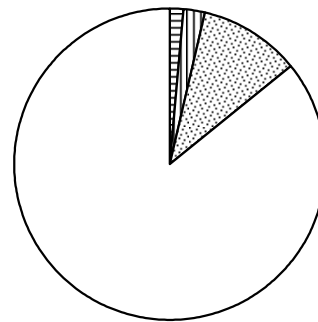
**End of Grade 10**



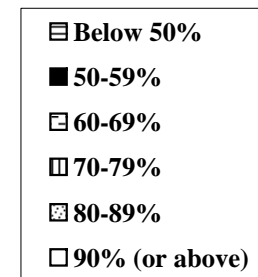
**End of Grade 11**



**End of Grade 12**



**Percent Passing Categories:**



Notes: <sup>1</sup>These data represent the most recent performance of each student for all test administrations in which the student participated.

Passing includes successful performance on grade 8 EOG test(s), competency test(s), or competency screen(s).

Due to rounding, percents may not sum to 100.0 percent. All LEAs are included in this figure.

Data received from LEAs and charter schools after July 22, 2005 are not included in this report

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





**Table 9. 2004-05 Student Performance on Competency Standard  
Percent Passing\* Category for the Class of 2007, at End of Grade 10, by LEA**

<b>Below 50%</b> <b>N=3</b>	<b>80-89%</b> <b>N=54</b>	<b>90% or Above</b> <b>N=62</b>
C.G. Woodson**	Alamance-Burlington	Lee
J.H. Baker Jr High**	Alleghany	Lenoir
Kennedy Charter**	Asheville City	Lexington City
	Beaufort	Madison
	Bladen	Martin
<b>50-59%</b>	Brunswick	Mitchell
<b>N=2</b>	Burke	Montgomery
Crossnore Academy**	Caldwell	Mooresville City
Pace Academy**	Caswell	New Hanover
	Chapel Hill-Carrboro City	Northampton
	Charlotte/Mecklenburg	Orange
<b>60-69%</b>	Columbus	Perquimans
<b>N=3</b>	Craven	Rockingham
Cape Lookout Marine**	Cumberland	Rocky Mount Prep Sch**
Laurinburg Charter**	Duplin	Rowan-Salisbury
Provisions Academy**	Edenton/Chowan	Rutherford
	Elizabeth City/Pasquotank	Sampson
	Franklin	Scotland
<b>70-79%</b>	Gaston	Stanly
<b>N=14</b>	Gates	Tyrrell
Ann Atwater**	Greene	Wake
Anson	Guilford	Warren
Bertie	Harnett	Washington
Durham	Henderson	Wayne
Edgecombe	Hickory City	Weldon City
Halifax	Jones	Wilson
Hertford	Laurinburg Homework**	Winston-Salem/Forsyth
Hoke		
Kestrel Heights**		
Richmond		
Robeson		
Thomasville City		
Vance		
Whiteville City		
		Alexander
		Ashe
		Asheboro City
		Avery
		Buncombe
		Cabarrus
		Camden
		Carteret
		Catawba
		Chatham
		Cherokee
		Clay
		Cleveland
		Clinton City
		Clover Garden**
		Community Partners High**
		Currituck
		Dare
		Davidson
		Davie
		East Wake Academy**
		Elkin City
		Franklin Academy**
		Graham
		Granville
		Gray Stone Day**
		Haywood
		Hyde
		Iredell-Statesville
		Jackson
		Johnston
		Kannapolis City
		Lincoln
		Lincoln Charter**
		Macon
		McDowell
		Moore
		Mount Airy City
		Nash-Rocky Mount
		New Century Charter**
		Newton-Conover City
		Onslow
		Pamlico
		Pender
		Person
		Pitt
		Polk
		Raleigh Charter HS**
		Randolph
		River Mill Academy**
		Roanoke Rapids City
		Stokes
		Surry
		Swain
		Thomas Jefferson**
		Transylvania
		Union
		Watauga
		Wilkes
		Woods Charter**
		Yadkin
		Yancey

Notes: \*These data represent the most recent performance of each student for all test administrations in which the student participated. Passing includes successful performance on grade 8 EOG test(s), competency test(s), or competency screen(s). Performance data are not reported when membership is fewer than five. Data are rounded to the nearest whole percent for inclusion in the appropriate percent passing range category.

\*\*Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix. Data received from LEAs and charter schools after July 22, 2005 are not included in this report. Prepared by the NCDPI Division of Accountability Services/Test Development Section.

**Table 10. 2004-05 Student Performance on Competency Standard  
Percent Passing\* Category for the Class of 2006, at End of Grade 11, by LEA**

<b>Below 50%</b> <b>N=1</b>		<b>90% or Above</b> <b>N=87</b>		
<b>50-59%</b> <b>N=3</b>	Laurinburg Charter**	Alexander	Edenton/Chowan	Orange
C.G. Woodson**		Alleghany	Elizabeth City/Pasquotank	Pamlico
Crossnore Academy**		Ashe	Elkin City	Pender
J.H. Baker Jr High**		Asheboro City	Gates	Perquimans
<b>60-69%</b> <b>N=1</b>	Rocky Mount Prep Sch**	Asheville City	Graham	Person
		Avery	Granville	Pitt
<b>70-79%</b> <b>N=5</b>	Bertie	Beaufort	Gray Stone Day**	Polk
Edgecombe		Burke	Greene	Raleigh Charter HS**
Hertford		Cabarrus	Haywood	Randolph
Pace Academy**		Caldwell	Henderson	River Mill Academy**
Provisions Academy**		Camden	Hyde	Roanoke Rapids City
<b>80-89%</b> <b>N=38</b>	Alamance-Burlington	Cape Lookout Marine**	Iredell-Statesville	Rockingham
Anson	Laurinburg Homework**	Carteret	Jackson	Rutherford
Bladen	Lenoir	Caswell	Johnston	Sampson
Brunswick	Lexington City	Catawba	Kannapolis City	Stanly
Buncombe	New Century Charter**	Chapel Hill-Carrboro City	Lee	Stokes
Cleveland	New Hanover	Charlotte/Mecklenburg	Lincoln	Surry
Clover Garden**	Newton-Conover City	Chatham	Lincoln Charter**	Swain
Columbus	Northampton	Cherokee	Macon	Thomas Jefferson**
Cumberland	Richmond	Clay	Madison	Transylvania
Durham	Robeson	Clinton City	Martin	Union
Franklin	Rowan-Salisbury	Community Partners High**	McDowell	Washington
Franklin Academy**	Scotland	Craven	Mitchell	Watauga
Gaston	Thomasville City	Currituck	Montgomery	Weldon City
Guilford	Tyrrell	Dare	Moore	Wilkes
Halifax	Vance	Davidson	Mooresville City	Wilson
Harnett	Wake	Davie	Mount Airy City	Woods Charter**
Hickory City	Warren	Duplin	Nash-Rocky Mount	Yadkin
Hoke	Wayne	East Wake Academy**	Onslow	Yancey
Jones	Whiteville City			
	Winston-Salem/Forsyth			

Notes: \*These data represent the most recent performance of each student for all test administrations in which the student participated. Passing includes successful performance on grade 8 EOG test(s), competency test(s), or competency screen(s). Performance data are not reported when membership is fewer than five. Data are rounded to the nearest whole percent for inclusion in the appropriate percent passing range category.

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

**Table 11. 2004-05 Student Performance on Competency Standard  
Percent Passing\* Category for the Class of 2005, at End of Grade 12, by LEA**

<b>Below 50%</b> <b>N=2</b>	<b>90% or Above</b> <b>N=113</b>		
C.G. Woodson**	Alamance-Burlington	Graham	Pender
J.H. Baker Jr High**	Alexander	Granville	Perquimans
	Alleghany	Gray Stone Day**	Person
<b>50-59%</b> <b>N=0</b>	Ashe	Greene	Pitt
None	Asheboro City	Guilford	Polk
	Bladen	Halifax	Provisions Academy**
	Brunswick	Harnett	Raleigh Charter HS**
<b>60-69%</b> <b>N=0</b>	Buncombe	Haywood	Randolph
None	Burke	Henderson	Richmond
	Cabarrus	Hickory City	River Mill Academy**
	Caldwell	Hoke	Roanoke Rapids City
<b>70-79%</b> <b>N=3</b>	Camden	Hyde	Robeson
Laurinburg Charter**	Cape Lookout Marine**	Iredell-Statesville	Rockingham
New Century Charter**	Carteret	Jackson	Rowan-Salisbury
Rocky Mount Prep Sch**	Caswell	Johnston	Rutherford
	Catawba	Jones	Sampson
<b>80-89%</b> <b>N=14</b>	Chapel Hill-Carrboro City	Kannapolis City	Scotland
Anson	Charlotte/Mecklenburg	Kennedy Charter**	Stanly
Asheville City	Chatham	Laurinburg Homework**	Stokes
Avery	Cherokee	Lee	Surry
Beaufort	Clay	Lexington City	Swain
Bertie	Cleveland	Lincoln	Thomas Jefferson**
Durham	Clinton City	Lincoln Charter**	Transylvania
Edenton/Chowan	Columbus	Macon	Tyrrell
Franklin	Community Partners High**	Madison	Union
Hertford	Craven	Martin	Vance
Lenoir	Cumberland	McDowell	Wake
Newton-Conover City	Currituck	Mitchell	Warren
Thomasville City	Dare	Montgomery	Watauga
Washington	Davidson	Moore	Weldon City
Wayne	Davie	Mooresville City	Whiteville City
	Duplin	Mount Airy City	Wilkes
	East Wake Academy**	Nash-Rocky Mount	Wilson
	Edgecombe	New Hanover	Winston-Salem/Forsyth
	Elizabeth City/Pasquotank	Northampton	Woods Charter**
	Elkin City	Onslow	Yadkin
	Gaston	Orange	Yancey
	Gates	Pamlico	

Notes: \*These data represent the most recent performance of each student for all test administrations in which the student participated. Passing includes successful performance on grade 8 EOG test(s), competency test(s), or competency screen(s). Performance data are not reported when membership is fewer than five. Data are rounded to the nearest whole percent for inclusion in the appropriate percent passing range category.

\*\*Denotes a charter school. For reporting purposes the charter school name has been abbreviated; the complete charter school name can be found in the Appendix. Data received from LEAs and charter schools after July 22, 2005 are not included in this report.

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