



# PERFORMANCE MEASURES SUMMARY AND PEER COLLEGE COMPARISON

*September 9, 2017*

PREPARED BY THE OFFICE OF TECHNOLOGY &  
INSTITUTIONAL EFFECTIVENESS

## **1. Basic Skills Student Progress**

### **Purpose**

To ensure adult students with low literacy skills are progressing academically toward basic skill attainment necessary for employment and self-sufficiency.

### **Description**

Percentage of Basic Skills students who achieve an Educational Functioning Level gain during the program year (July 1 – June 30).

### **Calculation**

Denominator: Basic Skills students (excluding those with an entering Educational Functioning Level of Adult Secondary Education High) who have completed a pre-test and post-test and accumulated 12 or more contact hours during the program year (July 1, 2015 – June 30, 2016).

Numerator: Of those in the denominator, the number who achieve an Educational Functioning Level that is higher than their entering Educational Functioning Level by the end of the program year.

### **Data Sources**

Literacy Education Information System (LEIS) annual data file.

### **Additional Details**

To be included, students must have been enrolled in a class during the Basic Skills program year (July 1 – June 30), have accumulated 12 or more contact hours across all classes enrolled, have an initial placement based on a pre-test, and have a completed post-test. Students with an initial placement of Adult Secondary Education High (ASE High) are excluded because this is the highest Educational Functioning Level and a gain is not possible.

A student's Entering Educational Functioning Level is determined based on the student's performance on the first NRS approved test(s) taken during the program year. Per National Reporting System (NRS) guidelines, initial placement is based on the lowest Educational Functioning Level of the tests given within 3 days of the first test of the program year. A pre-test is considered if it occurs up to 90 days prior to the program year and the test code and component match the test code and component of the test having the lowest Educational Functioning Level of the first test(s) in the program year.

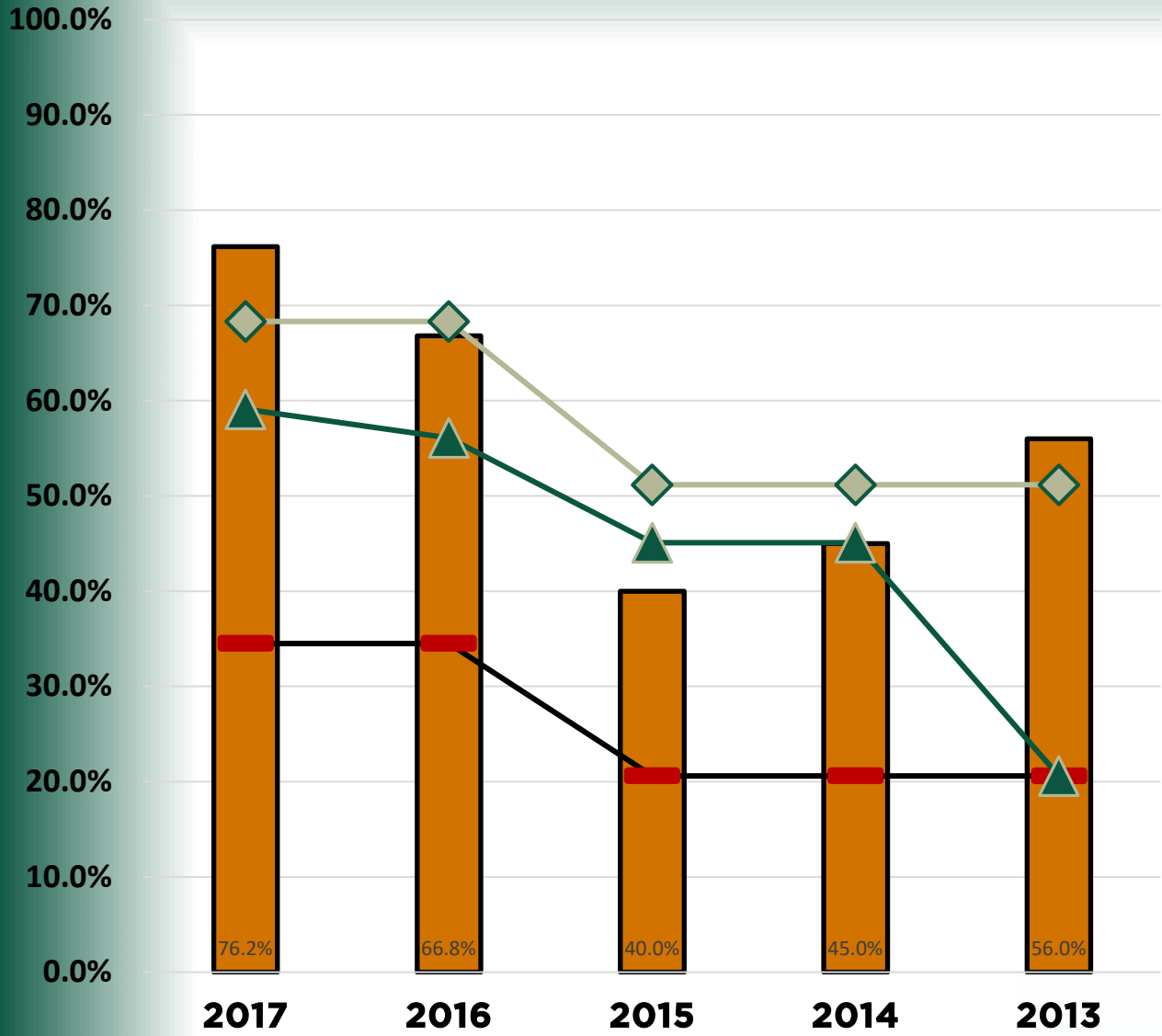
Colleges receive credit for all students who test at a higher Educational Functioning Level than their entering Educational Functioning Level at any point during the Basic Skills program year.

**Excellence level: 68.3%**

**Baseline level: 34.5%**

# Basic Skills Progress

Performance Measures 2013-2017



Rockingham CC  
System Baseline

System Excellence Level  
Average College Percentage

## Basic Skills Progress

	2017	2016	2015	2014	2013
Rockingham CC	76.2%	66.8%	40.0%	45.0%	56.0%
System Excellence Level	68.3%	68.3%	51.2%	51.2%	51.2%
System Baseline	34.50%	34.50%	20.60%	20.60%	20.60%
Average College Percentage	59.10%	56.10%	45.10%	45.10%	20.60%

## **2. Student Success Rate in College-Level English Courses**

### **Purpose**

To ensure students are successfully completing credit-bearing English courses within their first two academic years.

### **Description**

Percentage of first-time Associate Degree seeking and transfer pathway students passing a credit-bearing English course with a "C" or better within two years of their first term of enrollment.

### **Calculation**

Denominator: First-time fall 2014 curriculum students who are enrolled in an associate degree program or a transfer pathway program (i.e., their curriculum code begins with an "A" or "P") during the fall of 2014.

Numerator: Of those in the denominator, the number of students earning a grade of "C" or better in at least one credit-bearing English course (not including the lab record) during their first two academic years (through the end of the summer 2016 term).

Note: See appendix for first-time fall cohort definition.

### **Data Sources**

Curriculum Registration, Progress, Financial Aid Report (CRPFAR) data file

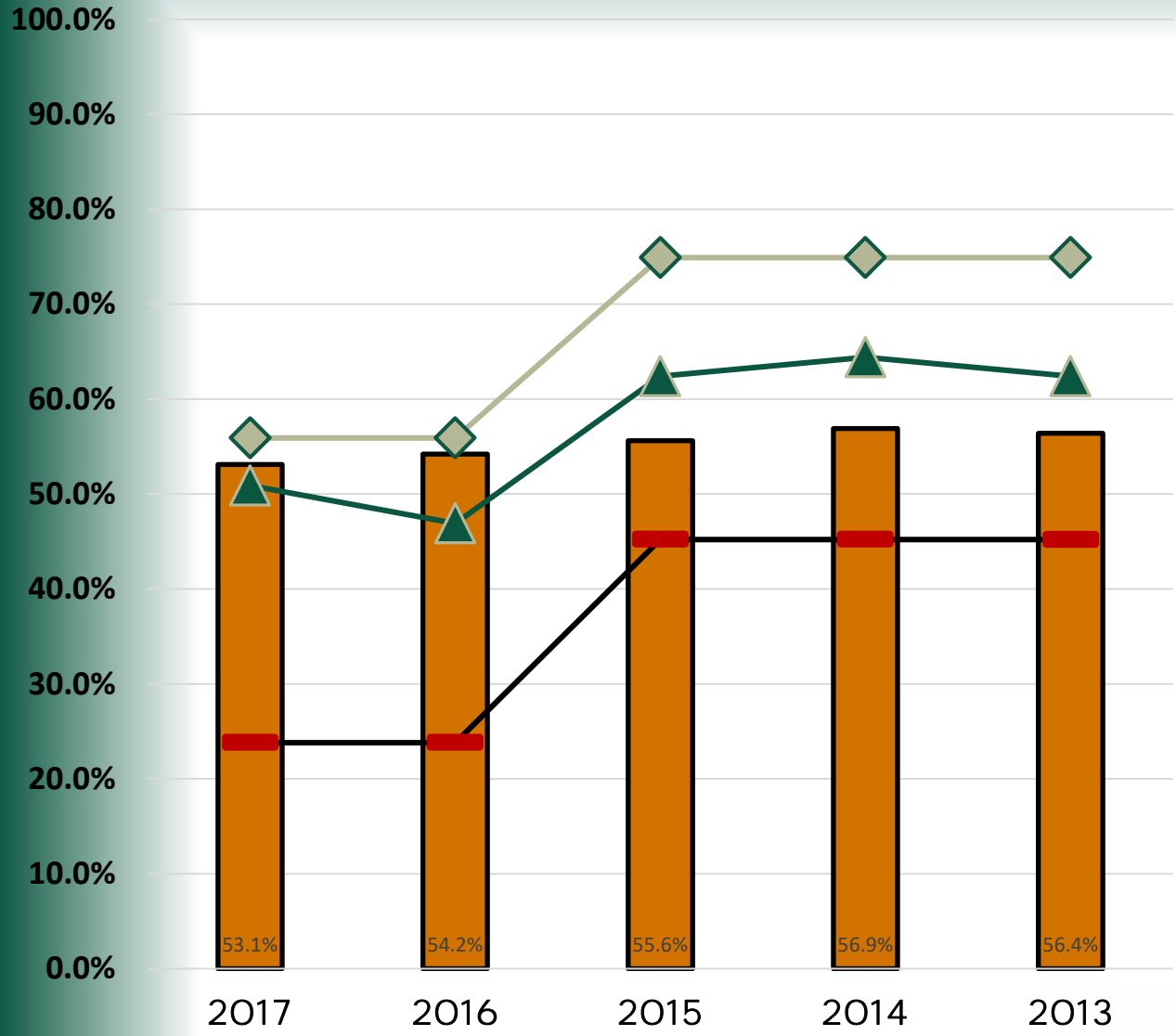
National Student Clearinghouse (NSC)

**Excellence level: 55.9%**

**Baseline level: 23.8%**

# Credit English Success

Performance Measures 2013-2017



■ Rockingham CC      ◆ System Excellence Level  
■ System Baseline      ▲ Average College Percentage

Credit English Success					
	2017	2016	2015	2014	2013
Rockingham CC	53.1%	54.2%	55.6%	56.9%	56.4%
System Excellence Level	55.9%	55.9%	74.9%	74.9%	74.9%
System Baseline	23.8%	23.8%	45.2%	45.2%	45.2%
Average College Percentage	50.9%	46.9%	62.4%	64.4%	62.4%

### **3. Student Success Rate in College-Level Math Courses**

#### **Purpose**

To ensure students are successfully completing credit-bearing Math courses within their first two academic years.

#### **Description**

Percentage of first-time Associate Degree seeking and transfer pathway students passing a credit-bearing Math course with a “C” or better within two years of their first term of enrollment.

#### **Calculation**

Denominator: First-time fall 2014 curriculum students who are enrolled in an associate degree program or a transfer pathway program (i.e., their curriculum code begins with an “A” or “P”) during the fall of 2014.

Numerator: Of those in the denominator, the number earning a grade of “C” or better in at least one credit-bearing Math course (not including the lab record) within their first two academic years (through the end of the summer 2016 term).

*Note: See appendix for first-time fall cohort definition*

#### **Data Sources**

Curriculum Registration, Progress, Financial Aid Report (CRPFAR) data file

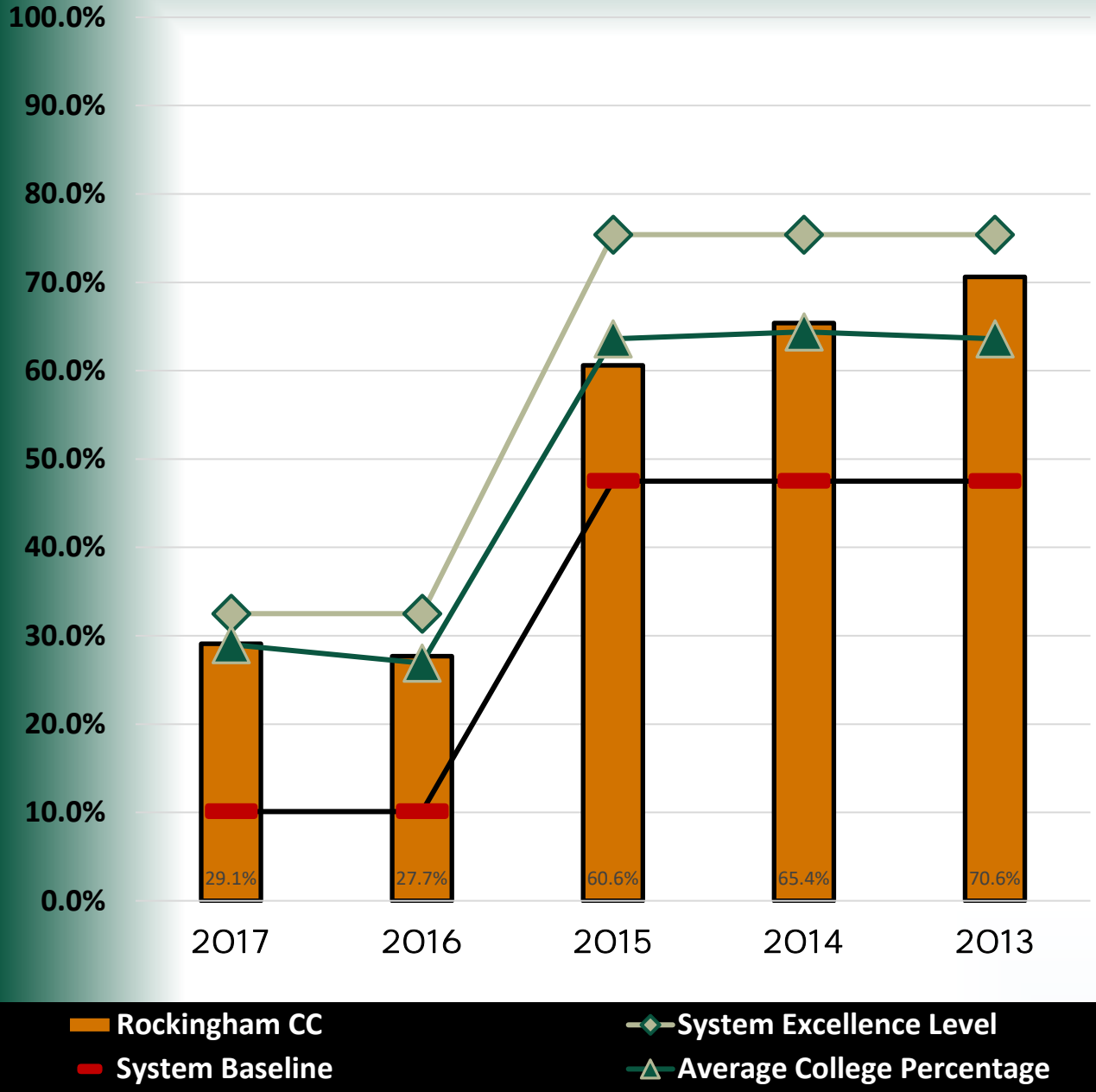
National Student Clearinghouse (NSC)

**Excellence level: 32.5%**

**Baseline level: 10.1%**

# Credit Math Success

Performance Measures 2013-2017



Credit Math Success					
	2017	2016	2015	2014	2013
Rockingham CC	29.1%	27.7%	60.6%	65.4%	70.6%
System Excellence Level	32.5%	32.5%	75.4%	75.4%	75.4%
System Baseline	10.1%	10.1%	47.5%	47.5%	47.5%
Average College Percentage	29.0%	26.9%	63.6%	64.4%	63.6%

## **4. First-Year Progression**

### **Purpose**

To ensure first-year students reach an academic momentum point that helps predict future credential completion.

### **Description**

Percentage of first-time fall curriculum students attempting at least 12 credit hours who successfully complete at least 12 hours within their first academic year (fall, spring, summer).

### **Calculation**

Denominator: First-time fall 2015 curriculum students attempting at least 12 hours during the 2016 academic year (fall 2015, spring 2016, summer 2016). Hours attempted are calculated for all courses (including developmental and course withdraws) in which the student earned a standard letter grade of A, B, C, D, F, P or W. Hours attempted do not include courses in which the student earned a standard letter grade of AU (Audit), CE (Credit by Exam), I or IP (Incomplete), O (Other), or U (Unknown).

Numerator: Of those in the denominator, the number who complete at least 12 hours (including developmental courses) with a standard letter grade of A, B, C, or P, within their first academic year.

*Note: See appendix for new first-time fall cohort definition.*

### **Data Sources**

Curriculum Registration, Progress, Financial Aid Report (CRPFAR) data file

National Student Clearinghouse (NSC)

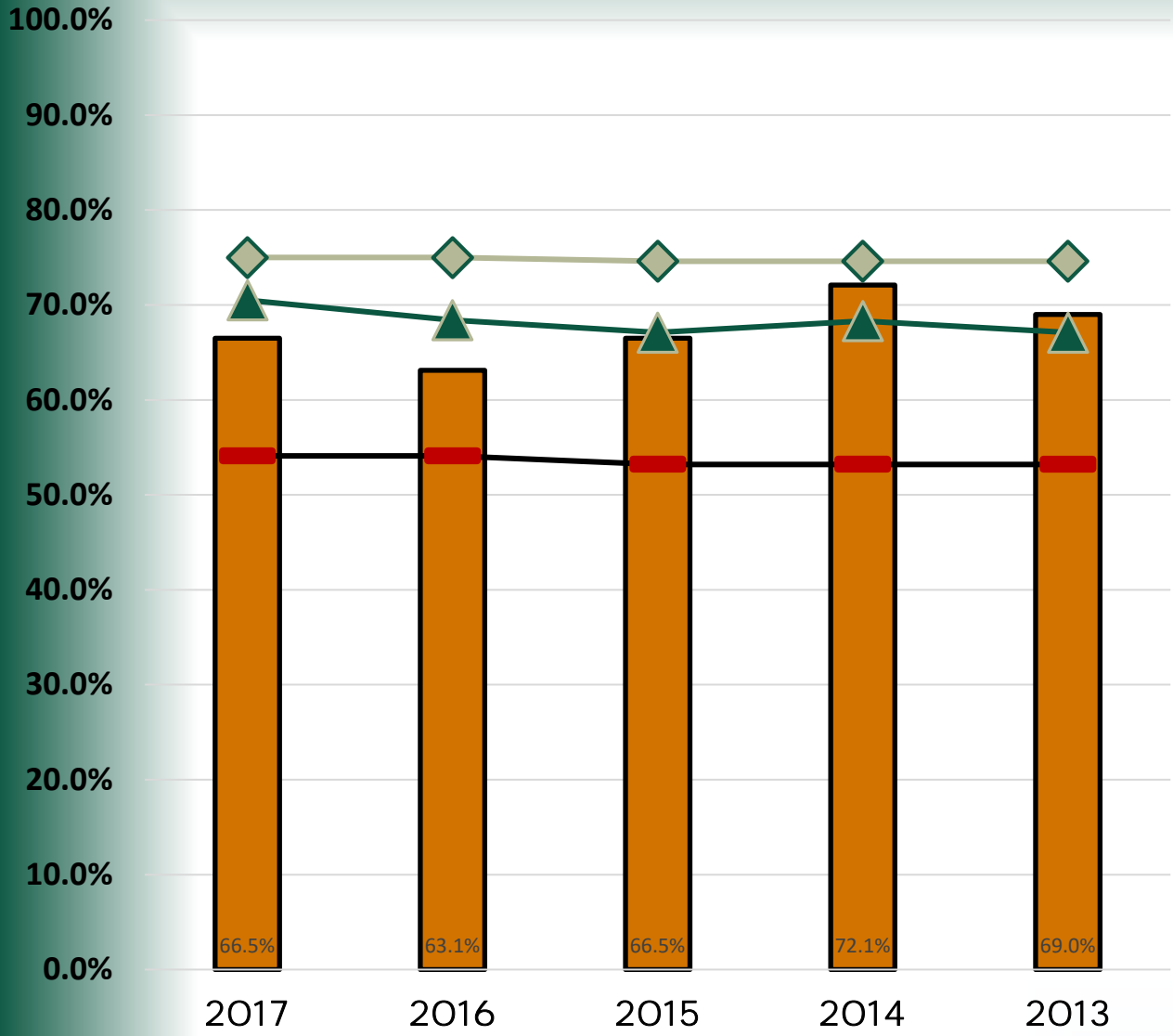
**Excellence level: 75.0%**

**Baseline level: 54.1%**



# First Year Progression

Performance Measures 2013-2017



Rockingham CC  
System Baseline

System Excellence Level  
Average College Percentage

## First Year Progression

	2017	2016	2015	2014	2013
Rockingham CC	66.5%	63.1%	66.5%	72.1%	69.0%
System Excellence Level	75.0%	75.0%	74.6%	74.6%	74.6%
System Baseline	54.1%	54.1%	53.2%	53.2%	53.2%
Average College Percentage	70.5%	68.4%	67.1%	68.3%	67.1%

## 5. Curriculum Completion

### Purpose

To ensure student completion and/or persistence toward a post-secondary credential.

### Description

Percentage of first-time fall curriculum students who, within six years of first term of enrollment, have either graduated, transferred, or are still enrolled with at least 36 non-developmental credit hours.

### Calculation

Denominator: First-time fall 2010 curriculum students.

Numerator: Of those in the denominator, the number who graduate, transfer to a four-year institution, or are still enrolled but have completed 36 non-developmental credit hours before the end of the 6<sup>th</sup> fall term (Fall 2016) following their first term of enrollment.

*Note: See appendix for new first-time fall cohort definition.*

### Data Sources

Curriculum Registration, Progress, Financial Aid Report (CRPFAR) data file

National Student Clearinghouse (NSC)

### Additional Details

Denominator: First-time fall curriculum students

Numerator: Of those in the denominator, number of students who achieve at least one of the following:

*Graduation:* Has earned an Associate's Degree, Diploma, or Certificate from a North Carolina Community College before the end of the 6<sup>th</sup> fall term following their first term of enrollment.

*Transfer:* Has an enrollment record at a four-year college in the NSC database at any point through the end of the 6<sup>th</sup> fall term following their first term of enrollment.

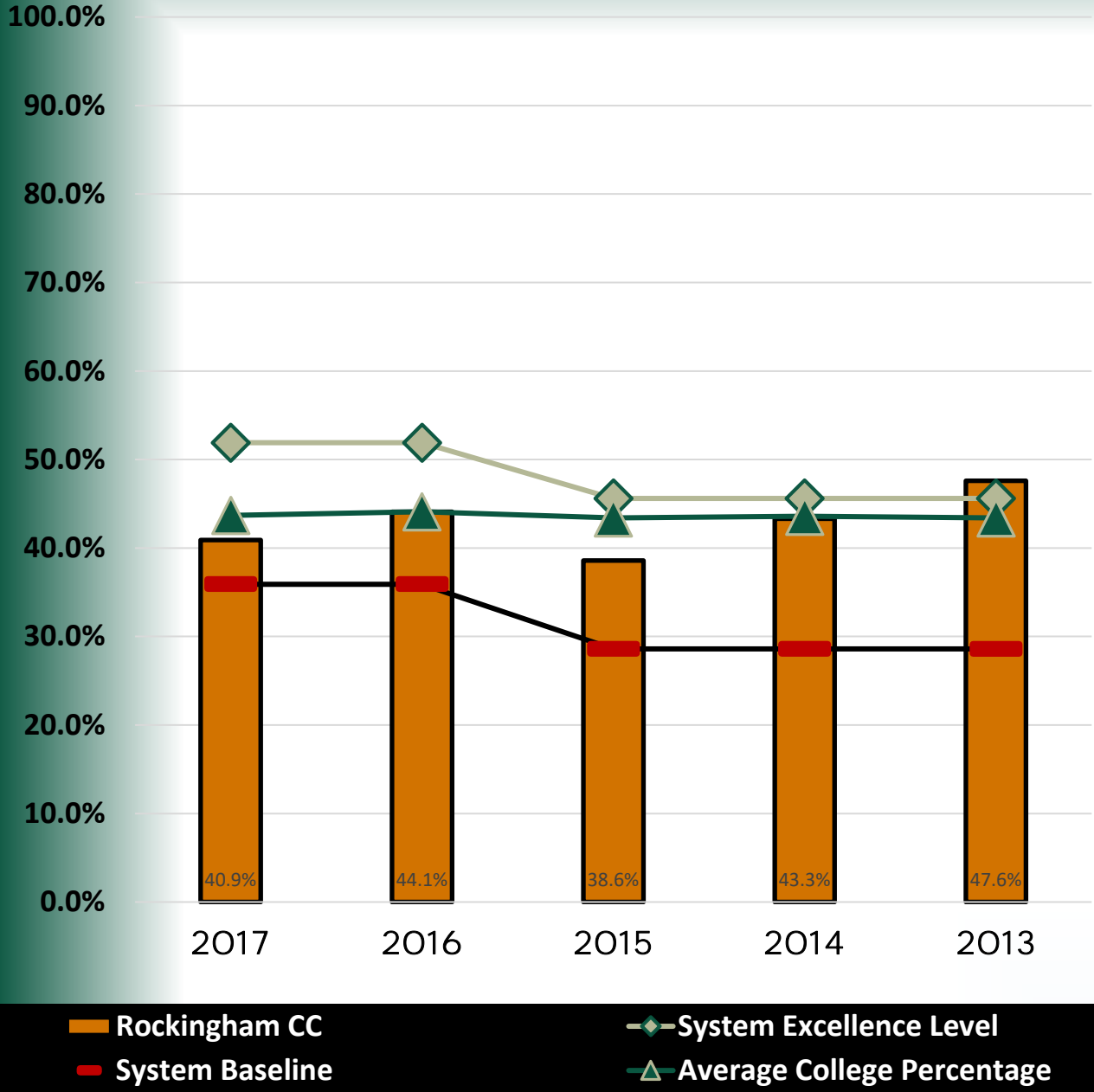
*Persistence:* Has an enrollment record at any North Carolina Community College during the 6<sup>th</sup> fall term following their first term of enrollment and has successfully completed at least 36 non-developmental credits prior to that semester. Successful credit completion is counted for any course in which the student has earned a standard letter grade of A, B, C or P.

**Excellence level: 51.9%**

**Baseline level: 35.9%**

# Curriculum Completion

Performance Measures 2013-2017



Curriculum Completion Rate

	2017	2016	2015	2014	2013
Rockingham CC	40.9%	44.1%	38.6%	43.3%	47.6%
System Excellence Level	51.9%	51.9%	45.6%	45.6%	45.6%
System Baseline	35.9%	35.9%	28.6%	28.6%	28.6%
Average College Percentage	43.7%	44.1%	43.4%	43.6%	43.4%

## 6. Licensure and Certification Passing Rate

### Purpose

To ensure programmatic coursework prepares students to competently practice in their chosen profession.

### Description

Aggregate institutional passing rate of first-time test-takers on licensure and certification exams. Exams included in this measure are state mandated exams which candidates must pass before becoming active practitioners.

### Calculation

Denominator: All licensure and certification exams taken for the first-time during the licensure agency's most recent reporting year. Only includes state mandated exams which candidates must pass before becoming active practitioners.

Numerator: Of those in the denominator, the number passing the exam on their first attempt during the licensure agency's most recent reporting year.

### Data Sources

#### JULY – JUNE RESULTS

**American Registry of Radiologic Technologists**

*Nuclear Medicine Technology Exam  
Radiation Therapy Exam  
Radiography Exam*

**Federal Aviation Administration**

*Airframe Exam  
General Exam  
Power Plant Exam*

**NC Board of Massage & Bodywork Therapy**

*Massage & Body Work Therapist*

**NC Board of Opticians**

*Opticianry Exam*

**NC Real Estate Commission**

*Provisional Real Estate Broker*

#### JANUARY – DECEMBER RESULTS

**Council of Interstate Testing**

*Dental Hygiene Exam*

**NC Board of Cosmetic Art Examiners**

*Apprentice Exam  
Cosmetology Exam  
Cosmetology Instructor Exam  
Esthetician Exam  
Manicurist Exam*

**NC Board of Nursing**

*Practical Nursing Exam  
Registered Nursing Exam*

**NC Board of Physical Therapy Examiners**

*Physical Therapist Assistant Exam*

#### JANUARY – DECEMBER RESULTS

**NC Department of Justice, Criminal Justice Standards Division**

*Basic Law Enforcement Training (BLET) Exam*

**NC Department of Justice Sheriff's Standards Division**

*Detention Officer*

**NC Office of Emergency Medical Services**

*EMT Exam  
EMTI-I Exam  
EMT-P Exam*

**NC Veterinary Medical Board**

*Veterinary Medicine Technology Exam*

### Additional Details

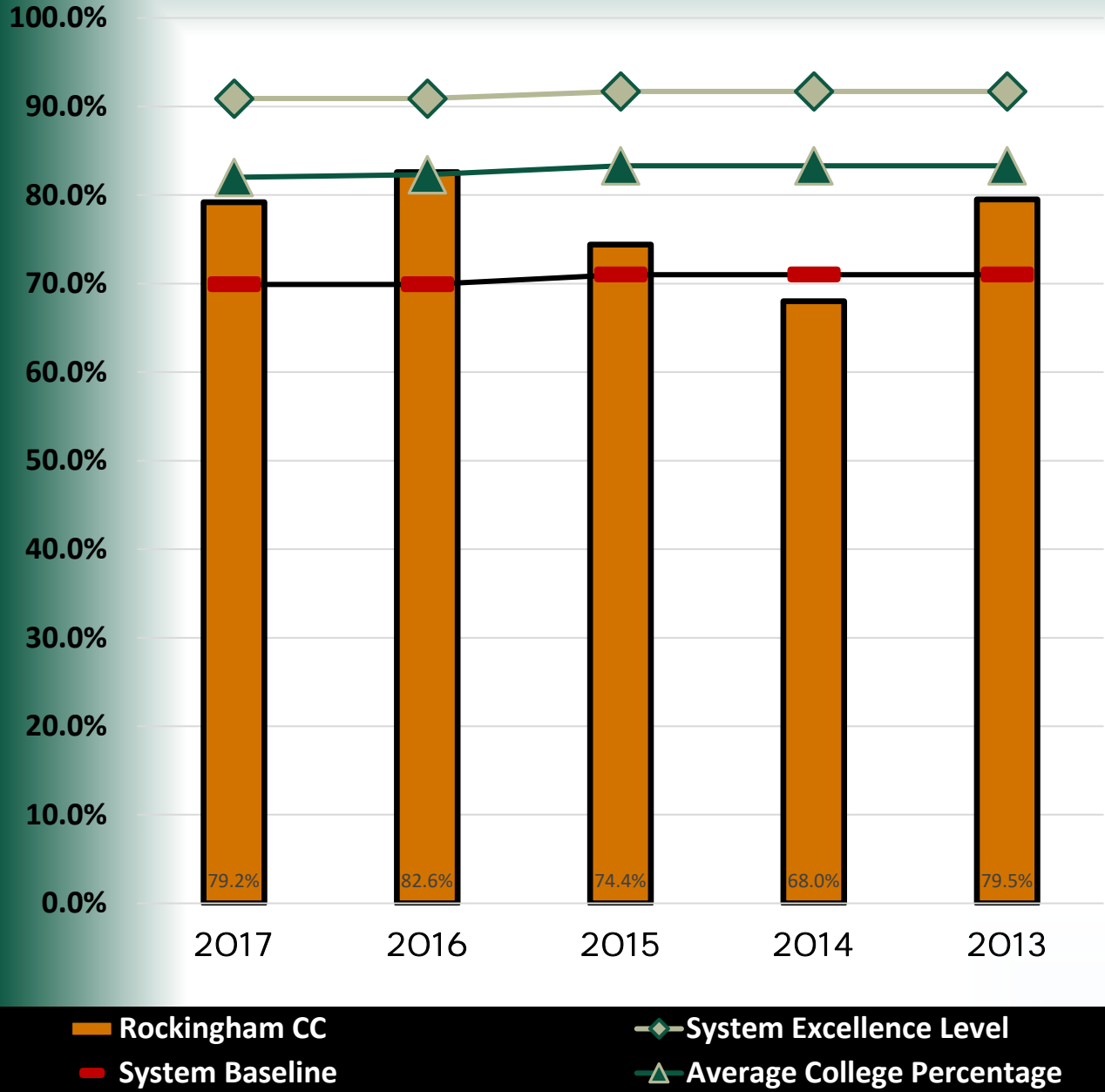
The number of first-time test-takers and passers were provided to the System Office by agencies issuing the license or certification and were validated by the colleges. Depending on the exam, data may be provided on a fiscal or calendar year. Exams are listed above in *italics*.

**Excellence level: 90.9%**

**Baseline level: 69.9%**

# Licensure Passing Rate

Performance Measures 2013-2017



Licensure Passing Rate					
	2017	2016	2015	2014	2013
Rockingham CC	79.2%	82.6%	74.4%	68.0%	79.5%
System Excellence Level	90.9%	90.9%	91.7%	91.7%	91.7%
System Baseline	69.9%	69.9%	71.0%	71.0%	71.0%
Average College Percentage	82.0%	82.3%	83.3%	83.3%	83.3%

## 7. College Transfer Performance

### Purpose

To ensure the academic success of community college students who transfer to a four-year college or university.

### Description

The percentage of students who exited NCCCS after having completed an Associate Degree and/or least 30 cumulative hours of articulated transfer credits and subsequently transferred to a four-year college or university and earned a GPA of 2.25 or better after two consecutive semesters within the academic year at the institution.

### Calculation

Denominator: Students who exited the NCCCS system during the 2014-2015 academic year (Fall 14, Spring 15, or Summer 15) with an Associate Degree and/or at least 30 cumulative hours of articulated transfer credits and subsequently enrolled in a North Carolina four-year college or university during the fall of 2015 and spring of 2016.

Numerator: Of those in the denominator, the number earning a GPA of 2.25 or better aggregated over the fall and spring semesters at the transfer institution.

### Data Sources

Curriculum Registration, Progress, Financial Aid Report (CRPFAR) data file

National Student Clearinghouse (NSC)

UNC-General Administration (UNC-GA)

Participating NC independent colleges and universities: Barton College; Belmont Abbey College; Bennett College; Brevard College; Cabarrus College of Health Sciences; Campbell University; Catawba College; Chowan University; Elon University; Gardner-Webb University; Greensboro College; Guilford College; High Point University; Lees-McRae College; Livingstone College; Mars Hill University; Methodist University; Montreat College; N.C. Wesleyan College; Pfeiffer University; Queens University of Charlotte; Salem College; Shaw University; University of Mount Olive; William Peace University

### Additional Details

UNC-GA matched the records of NCCCS students who exited NCCCS in 2014-2015 with an Associate Degree and/or at least 30 cumulative hours of articulated college transfer credits against subsequent fall 2015 and spring 2016 UNC system student records to determine transfer enrollment at a North Carolina public university and first year academic performance. UNC-GA provided aggregate totals of transfer students who did or did not attain a GPA greater than or equal to 2.25 in their first academic year.

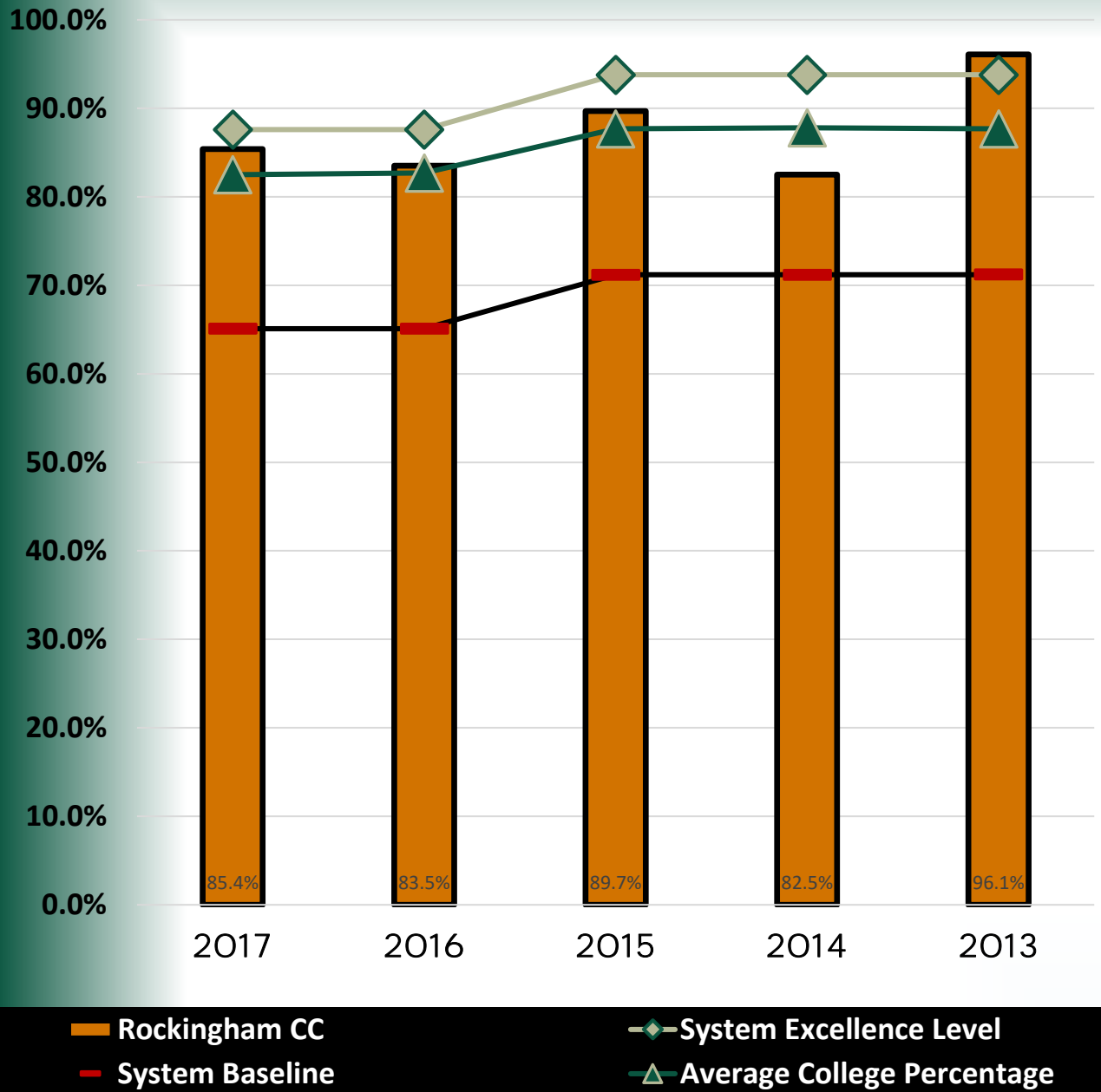
Additional lists of students based on NSC data matches were sent to participating independent colleges and universities. These colleges and universities matched and returned files identifying whether students on their list attained a GPA greater than or equal to 2.25 in their first academic year at that college or university. Data from these sources were combined to determine the overall percentage of college transfers with a GPA exceeding the success threshold after two semesters.

**Excellence level: 87.6%**

**Baseline level: 65.1%**

# Transfer Performance

Performance Measures 2013-2017



Transfer Performance					
	2017	2016	2015	2014	2013
Rockingham CC	85.4%	83.5%	89.7%	82.5%	96.1%
System Excellence Level	87.6%	87.6%	93.8%	93.8%	93.8%
System Baseline	65.1%	65.1%	71.2%	71.2%	71.2%
Average College Percentage	82.5%	82.7%	87.7%	87.8%	87.7%

# NCCCS Peer College Performance Measures Comparison

## Basic Skills Student Progress

Year	2012		2013		2014		2015	
Placement	Overall		Overall		Overall		Overall	
College	Total Students	% Successful	Total Students	% Successful	Total Students	% Successful	Total Students	% Successful
<b>58 College System Total</b>	48,560	57.0%	48,353	58.6%	45,208	57.8%	39,052	55.7%
Blue Ridge CC	455	59.8%	346	58.7%	363	65.0%	307	54.4%
Carteret CC	138	54.3%	119	61.3%	185	57.3%	88	69.3%
Isothermal CC	303	51.8%	178	55.1%	422	55.5%	294	39.8%
Piedmont CC	461	48.6%	403	49.9%	345	46.7%	271	48.7%
Richmond CC	1,221	52.3%	1,189	53.2%	1,036	57.1%	801	57.1%
Robeson CC	1,109	51.4%	826	62.8%	1,035	56.7%	845	59.9%
Rockingham CC	521	70.2%	429	61.1%	370	50.5%	238	66.8%
Southwestern CC	510	65.5%	418	65.3%	429	63.2%	338	63.6%
Western Piedmont CC	659	35.4%	657	38.1%	629	27.8%	318	58.5%
Wilkes CC	769	52.7%	556	55.2%	711	48.0%	588	49.5%
Wilson CC	398	86.7%	279	92.5%	380	76.6%	220	65.0%

## Credit English Success

Cohort	2012		2013	
Category	Overall		Overall	
College Name	Total Students	% Successful	Total Students	% Successful
<b>58 College System Total</b>	37,929	46.8%	39,429	48.4%
Blue Ridge CC	309	45.6%	314	41.4%
Carteret CC	269	56.5%	203	55.2%
Isothermal CC	355	57.7%	303	58.4%
Piedmont CC	157	42.0%	120	55.8%
Richmond CC	436	46.1%	451	44.3%
Robeson CC	572	23.1%	504	32.7%
Rockingham CC	434	49.8%	452	54.2%
Southwestern CC	345	44.9%	363	44.1%
Western Piedmont CC	455	61.8%	453	61.6%
Wilkes CC	495	49.9%	455	58.0%
Wilson CC	268	34.7%	262	39.7%



## Credit Math Success

Cohort	2012		2013	
Category	Overall		Overall	
College	Total Students	% Successful	Total Students	% Successful
58 College System Total	37,929	25.7%	39,429	27.6%
Blue Ridge CC	309	24.3%	314	26.1%
Carteret CC	269	23.0%	203	27.6%
Isothermal CC	355	20.8%	303	18.8%
Piedmont CC	157	26.1%	120	26.7%
Richmond CC	436	35.3%	451	30.4%
Robeson CC	572	9.1%	504	17.3%
Rockingham CC	434	27.0%	452	27.7%
Southwestern CC	345	28.4%	363	27.5%
Western Piedmont CC	455	36.7%	453	36.4%
Wilkes CC	495	43.2%	455	44.8%
Wilson CC	268	24.6%	262	27.9%

## First Year Progression

Cohort	2012		2013		2014	
Category	Overall		Overall		Overall	
Select College	Total Students	% Successful	Total Students	% Successful	Total Students	% Successful
58 College System Total	45,433	68.9%	48,316	67.7%	47,346	67.6%
Blue Ridge CC	458	71.0%	447	69.5%	376	77.3%
Carteret CC	319	51.6%	267	66.9%	304	66.0%
Isothermal CC	526	69.6%	654	76.2%	658	75.1%
Piedmont CC	275	76.8%	302	80.6%	392	72.4%
Richmond CC	496	73.6%	531	69.6%	546	62.3%
Robeson CC	614	47.8%	535	39.2%	428	52.8%
Rockingham CC	497	72.1%	516	67.5%	467	63.0%
Southwestern CC	418	70.5%	484	70.6%	492	72.5%
Western Piedmont CC	509	77.5%	490	72.5%	430	74.4%
Wilkes CC	652	76.7%	699	74.3%	658	71.0%
Wilson CC	319	67.8%	374	67.0%	326	65.5%

# Curriculum Completion

College Name	Cohort	Total Graduated and Transferred	% Graduated and Transferred	Total Graduated and No Transfer	% Graduated and No Transfer	Total Transfer and No Graduation	% Transfer and No Graduation	Total Persist	% Persist
58 College System Total	2006	2,594	6.6%	5,576	14.2%	9,128	23.3%	939	2.4%
	2007	3,842	7.2%	7,413	13.8%	13,401	25.0%	1,264	2.4%
	2008	3,615	7.5%	6,757	13.9%	11,475	23.7%	1,127	2.3%
	2009	3,844	7.6%	7,523	14.8%	9,893	19.4%	977	1.9%
Blue Ridge CC	2006	32	6.3%	60	11.9%	104	20.6%	5	1.0%
	2007	35	5.7%	84	13.8%	128	21.0%	18	3.0%
	2008	35	6.7%	79	15.0%	102	19.4%	13	2.5%
	2009	40	6.4%	84	13.5%	86	13.8%	13	2.1%
Carleton CC	2006	17	5.6%	42	13.8%	50	16.4%	6	2.0%
	2007	28	7.8%	58	16.1%	72	20.0%	6	1.7%
	2008	20	6.0%	51	15.3%	60	18.0%	5	1.5%
	2009	31	6.8%	55	12.0%	72	15.8%	9	2.0%
Isothermal CC	2006	45	9.6%	74	15.7%	84	17.8%	5	1.1%
	2007	52	9.1%	89	15.5%	101	17.6%	8	1.4%
	2008	63	9.9%	93	14.6%	137	21.5%	16	2.5%
	2009	45	8.1%	92	16.6%	87	15.7%	8	1.4%
Piedmont CC	2006	17	3.2%	133	24.7%	100	18.6%	22	4.1%
	2007	28	4.2%	135	20.1%	89	13.3%	11	1.6%
	2008	27	4.5%	136	22.7%	102	17.0%	12	2.0%
	2009	25	3.9%	119	18.5%	121	18.8%	10	1.6%
Richmond CC	2006	20	7.2%	28	10.1%	64	23.0%	6	2.3%
	2007	61	11.0%	80	14.4%	144	26.0%	13	2.3%
	2008	40	9.5%	55	13.0%	85	20.1%	14	3.3%
	2009	46	10.9%	74	17.5%	71	16.8%	16	3.8%
Robeson CC	2006	25	5.9%	72	16.9%	60	14.1%	10	2.3%
	2007	30	6.6%	88	19.5%	50	11.1%	13	2.9%
	2008	21	4.3%	91	18.8%	55	11.3%	15	3.1%
	2009	22	3.7%	92	15.5%	126	21.2%	11	1.9%
Rockingham CC	2006	41	8.6%	94	19.8%	88	18.6%	13	2.7%
	2007	34	6.4%	100	18.9%	114	21.6%	15	2.8%
	2008	44	7.3%	85	14.1%	128	21.2%	15	2.5%
	2009	64	9.0%	129	18.2%	109	15.4%	10	1.4%
Southwestern CC	2006	63	11.5%	102	18.7%	102	18.7%	13	2.4%
	2007	58	10.6%	84	15.3%	102	18.6%	8	1.5%
	2008	55	8.9%	86	14.0%	100	16.3%	14	2.3%
	2009	66	11.8%	88	15.8%	87	15.6%	6	1.1%
Western Piedmont CC	2006	46	10.0%	95	20.7%	69	15.1%	19	4.1%
	2007	74	14.2%	103	19.8%	80	15.4%	19	3.7%
	2008	72	13.3%	122	22.5%	90	16.6%	9	1.7%
	2009	93	13.9%	117	17.5%	67	10.0%	13	1.9%
Wilkes CC	2006	36	6.3%	97	17.0%	153	26.8%	5	0.9%
	2007	53	7.1%	110	14.7%	196	26.2%	12	1.6%
	2008	47	7.7%	87	14.2%	154	25.2%	14	2.3%
	2009	54	7.4%	114	15.6%	144	19.7%	14	1.9%
Wilson CC	2006	12	5.2%	42	18.3%	38	16.5%	6	2.6%
	2007	17	5.7%	54	18.2%	58	19.6%	7	2.4%
	2008	19	6.0%	48	15.1%	93	29.2%	5	1.6%
	2009	31	7.2%	63	14.6%	115	26.6%	8	1.9%

## Licensure Passing Rate

Year ▲	2012	2013	2014	2015
Exam ▲	All	All	All	All
College ▲	% Successful	% Successful	% Successful	% Successful
58 College System Total	86.5%	85.0%	84.6%	84.4%
Blue Ridge CC	91.8%	86.5%	82.7%	80.8%
Carteret CC	78.1%	83.9%	79.9%	78.8%
Isothermal CC	76.2%	81.3%	86.9%	86.2%
Piedmont CC	74.6%	72.7%	66.2%	60.3%
Richmond CC	83.3%	67.4%	72.3%	73.8%
Robeson CC	77.9%	89.7%	82.1%	74.5%
Rockingham CC	79.5%	68.0%	74.4%	82.6%
Southwestern CC	92.4%	91.8%	88.7%	89.4%
Western Piedmont CC	95.4%	94.4%	86.4%	87.5%
Wilkes CC	81.4%	86.4%	85.6%	86.3%
Wilson CC	81.7%	72.3%	86.7%	77.7%

## College Transfer Performance Comparison

Year ▲	10-11		11-12		12-13		13-14	
College ▲	Total Students	% Success	Total Students	% Success	Total Students	% Success	Total Students	% Success
58 College System Total	7,965	80.6%	8,403	81.7%	8,807	81.5%	10,677	82.4%
Blue Ridge CC	60	91.7%	55	83.6%	72	84.7%	80	91.3%
Carteret CC	64	81.3%	45	84.4%	59	83.1%	45	80.0%
Isothermal CC	85	78.8%	79	87.3%	75	86.7%	110	84.5%
Piedmont CC	47	72.3%	43	65.1%	51	74.5%	45	75.6%
Richmond CC	44	79.5%	54	85.2%	63	77.8%	51	66.7%
Robeson CC	68	66.2%	58	79.3%	68	83.8%	66	75.8%
Rockingham CC	44	86.4%	56	75.0%	60	81.7%	91	83.5%
Southwestern CC	103	88.3%	109	89.9%	124	94.4%	114	88.6%
Western Piedmont CC	144	75.0%	120	82.5%	127	81.9%	122	82.8%
Wilkes CC	91	87.9%	106	81.1%	104	78.8%	102	85.3%
Wilson CC	28	85.7%	23	82.6%	33	78.8%	70	90.0%