



Public Schools of North Carolina  
State Board of Education  
Department of Public Instruction

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# Report to the North Carolina General Assembly

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Learn and Earn High Schools

*SL 2007-323, sec.7.19 (d) (HB 1473, 2007  
Budget Act), SL 2005-276, Sec. 7.32 (SB  
622, the 2005 Budget Act)*

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**Date Due: January 15, 2010**  
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## Update on the North Carolina Early College High School Initiative

North Carolina's Early College High School Initiative was launched in September 2004 in response to the state's changing workforce needs and its persistently high dropout rate. The initiative is administered jointly by the N.C. Department of Public Instruction and the North Carolina New Schools Project. It is designed to improve high schools, to better prepare students for college and careers, to create a seamless curriculum between high school and college, and to provide work-based learning experiences to students. Located on the campuses of two- or four- year colleges and universities, early college high schools provide an academically rigorous course of study with the goal of ensuring that all students graduate with a high school diploma and two years of university transfer credit or an associate's degree. Early college high schools are intended to make a priority of serving students who are typically under-represented in the college-going population, such as students who are first generation college-going, students from low-income families, those who are members of a minority group and those who have met with failure in conventional schools. In addition, each early college high school is expected to implement and exhibit a rigorous and far-reaching set of conditions, known as the Design Principles, which lead to student success as judged by all students graduating ready for college, careers and life. Those Design Principles are:

- **Ready for College:** Innovative high schools are characterized by the pervasive, transparent, and consistent understanding that the school exists for the purpose of preparing all students for college and work. They maintain a common set of high standards for every student to overcome harmful tracking and sorting.
- **Powerful Teaching and Learning:** Innovative high schools are characterized by the presence of commonly held standards for high quality instructional practice. Teachers in these schools design instruction that ensures the development of critical thinking, application and problem-solving skills often neglected in traditional settings.
- **Personalization:** Staff in innovative high schools understand that knowing students well is an essential condition of helping them achieve academically. These high schools ensure that adults leverage knowledge of students in order to improve student learning.
- **Redefined Professionalism:** The responsibility to the shared vision of the innovative high school is evident in the collaborative, creative, and leadership roles of all adult staff in the school. The staff of these schools takes responsibility for the success of every student, holds themselves accountable to their colleagues, and is reflective about their roles.

- **Purposeful Design:** Innovative high schools are designed to create the conditions that ensure the other four design principles: ready for college, powerful teaching and learning, personalization, and redefined professionalism. The organization of time, space, and the allocation of resources ensures that these best practices become common practice.

SL 2007-323 calls on the State Board of Education to report the results of an annual evaluation of the North Carolina Early College High School Initiative. The Department of Public Instruction (NCDPI) in conjunction with the North Carolina New Schools Project (NCNSP) is monitoring and evaluating the progress of the schools in implementing the school model and in the schools' effects on student achievement. NCDPI and NCNSP is partnering with Jobs for the Future in establishing a comprehensive student-level database to collect and analyze data on the achievement of students who attend early college high schools.

*Experimental Study of the Impact of Early College High Schools*

NCDPI and NCNSP are partnering with SERVE Center, Duke University, Abt Associates, RTI International and the University of North Carolina-Greensboro in a federally funded comprehensive experimental study on the effects of North Carolina's early college high schools model on student achievement and other outcomes. The study compares results for students who were randomly selected to attend an ECHS with students who were randomly selected not to attend and went to a different school, most often the regular high school in the district. This experimental design, often called the "gold standard" in educational research, means that the study is comparing results for two groups of identical students. When the study is completed, it will have results for an estimated 5,000 students in 20 schools.

Early results from 718 students in eight cohorts from six schools are now available. Highlighted findings include the following:

- The ECHSs are increasing the number of students enrolled in and succeeding in a college preparatory course of study. For example, by the end of 9<sup>th</sup> grade, 80 percent of the ECHS students had successfully completed algebra I compared to 62 percent of the control group. By the end of 9<sup>th</sup> grade, 98 percent of the ECHS students had taken at least one college preparatory math course compared to 76 percent of the control group.
- The ECHSs are reducing the performance gap between minorities and white students. In the ECHS in 9<sup>th</sup> grade, there was no gap in the completion rates for algebra I between white students and under-represented minority students. This compares to a 6 percent gap in algebra I completion rates between the same two sets of students in the control group.
- ECHS students are reporting significantly different schooling experiences than students in the control group. On average, ECHS students reported significantly higher expectations, stronger relationships with their teachers,

more rigorous and relevant instruction, and higher levels of academic and social support in their schooling.

## **North Carolina's Early College High Schools**

Sixty early college high schools were open for students during the 2008-09 school year. The 60 schools reached students in 53 counties and 57 districts across the state. Fifty-four of these schools were working in partnership with a community college or university that is providing facilities for the school and college-level courses for the students. Of those 54, four were partnered with a UNC system school, one was partnered with a private college and 49 were partnered with a community college. The additional schools, six virtual early college high schools, are partnered with a community college and a virtual college partner, the UNC-Greensboro iSchool, and are located on either a comprehensive high school campus or in a district-provided facility. Students at the virtual schools access virtual college courses through the UNC-G iSchool. For a complete list of the 60 sites that were open in 2008-09, please see Attachment A.

Nine of the 60 sites existed as middle college high schools prior to the early college initiative and became a part of the initiative to convert from a middle college into an early college. Middle college high schools are also located on a university or community college campus. However, students do not typically attend the school from 9<sup>th</sup> grade until graduation, and they are only guaranteed to complete some college credit and not a full two years of university transfer credit or an associate's degree.

### *Student Demographics*

Collectively, the 60 early college high schools open in 2008-09 served about 7,900 students, most of whom were in grades 9-11 because many of the schools, which start with only a freshman class, have been open for three years or less. Over the next three to four years, the schools will add an additional cohort of ninth graders until they reach their capacity of approximately 200-400 students each. Across the 60 schools, 40.5 percent of the student population was male and 59.5 percent was female. Slightly more than one-half (57.8 percent) of the student population was white, nearly one-third (29.2 percent) was African-American, and 8.2 percent was Hispanic. Based on data available from 50 of the 60 early college high schools, 63.4 percent of the students who were enrolled during the 2008-09 school year will be the first in their families to attend college (first generation college-going students – the target population for early college high schools).<sup>1</sup> Slightly more than 40 percent (41.5) of the students were from low-income families, based on eligibility for free or reduced-price lunch. The number of students per grade level who were served in early college high

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<sup>1</sup> Data on first generation college-going students is from school-reported survey data. Each school establishes its own definition for first generation college-going (i.e. neither parent attended college, neither parent as a two- or four-year degree, etc.) based on its context with its higher education partner and district.

schools for the 2008-09 school year is presented in Table 1 below. Student demographic information on race and gender for the 60 schools combined is presented in the Table 2 below.

**Table 1. Number of Students per Grade Level in North Carolina Early College High Schools, 2008-09**

Grade Level	No. of Students
9th	3131
10th	2268
11th	1770
12th	734
Total	7903

Source: DPI, Grade, Race, Sex data,  
School year 2008-09

**Table 2. Race and Gender of Students in North Carolina Early College High Schools, 2008-09**

	Male	Female	Total
<b>White</b>	24.9%	32.9%	57.8%
<b>Black</b>	10.5%	18.7%	29.2%
<b>Hispanic</b>	3.0%	5.2%	8.2%
<b>Other</b>	2.1%	2.8%	4.9%
<b>Total</b>	40.5%	59.5%	100.0%

Source: NCDPI

#### *ABC End-of-Course Test Results*

In 2008-09, the 60 early college high schools had performance composites (or the percent of students proficient on all End-of-Course tests) ranging from 56.3 percent to 96.5 percent, with nearly half (48 percent) of the early college high schools posting performance composites of 80 percent or greater (compared to

8.5 percent of the early college high schools' comparison high schools<sup>2</sup> and 19 percent for all high schools statewide). Four out of every five early college high schools (81 percent) had performance composites that were greater than their comparison high school. More than half (57 percent) of early college high schools in 2008-09 met the growth targets set for their school under state ABCs accountability measures (made expected growth), compared with 50 percent of the comparison high schools and 60 percent of all high schools statewide. Nearly one-third (28 percent) exceeded their growth targets (made high growth) compared to 19 percent of the comparison high schools and 27 percent of all high schools statewide.

#### *Ninth Grade Promotion Rates*

To graduate, a student must complete the required courses and be promoted from grade to grade. Research shows that promotion from 9<sup>th</sup> grade is a strong indicator of a student's likelihood to graduate. During the 2007-08 school year (the most recent year for which promotion rates are available), the 42 early college high schools that enrolled students that year reported 9<sup>th</sup> grade promotion rates ranging from 72 percent to 100 percent. More than nine of every 10 early college high schools (93 percent) reported 9<sup>th</sup> grade promotion rates greater than 90 percent (compared to 27.5 percent of comparison schools and 35.6 percent of all high schools statewide), and one third (33 percent) of the early college schools promoted 100 percent of their 9<sup>th</sup> graders (no comparison schools accomplished this, and less than 5 percent of all high schools statewide promoted all their 9<sup>th</sup> graders). Ninety-two percent of early college high schools had 9<sup>th</sup> grade promotion rates that were greater than the rates for their comparison high schools. The 42 early college high schools in 2007-08 had a combined 9<sup>th</sup> grade promotion rate of 96 percent, compared to a combined rate of 82 percent for the comparison high schools and also 82 percent for all N.C. high schools.

#### *Dropout Rates*

To graduate all students, schools must ensure that all students stay in school and do not drop out. During the 2007-08 school year (the most recent year for which dropout rates are currently available), the 42 early college high schools that enrolled students that year reported school wide dropout rates ranging from 0 percent to 6.7 percent, with seven of 10 of schools (69 percent) reporting **no dropouts** (no comparison schools reported no dropouts). More than nine out of every 10 early college high schools (93 percent) reported dropout rates that were

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<sup>2</sup> NCNSP has strategically selected a traditional, comprehensive high school to serve as a comparison high school for each early college high school. The comparison high school serves as a benchmark in order to more effectively judge the growth and progress of the early college high school in improving student achievement. Each comparison high school was selected based on its similarities to the early college high school on geographic location (either in the same school district or in a neighboring school district), its student demographics (primarily race, gender and the percentage of students eligible for free and reduced lunch when available) and the school's prior student performance on End-of-Course tests.

lower than the dropout rate for their comparison high school. The 42 early college high schools had a combined school wide dropout rate in 2007-08 of 0.78 percent, compared to a combined rate of 5 percent for their comparison high schools and 4.97 percent for all high schools statewide.

As mentioned earlier, a student's success in the 9<sup>th</sup> grade is crucial in terms of their eventual success in graduating from high school. Research has shown that 9<sup>th</sup> grade is the year when students are most likely to drop out of high school. For that reason, NCNSP and NCDPI also track dropout rates at the 9<sup>th</sup> grade in addition to schoolwide dropout rates for early college high schools. During the 2007-08 school year (the most recent year for which 9<sup>th</sup> grade dropout rates are available), the 42 early college high schools that enrolled students that year reported 9<sup>th</sup> grade dropout rates<sup>3</sup> ranging from 0 percent to 5.6 percent, with nearly 9 in 10 schools (86 percent) reporting **no 9<sup>th</sup> grade dropouts** (no comparison schools reported no 9<sup>th</sup> grade dropouts, and only 17 percent of all high schools statewide reported none from 9<sup>th</sup> grade). All but two of the 42 early college high schools (95 percent) had 9<sup>th</sup> grade dropout rates that were lower than the 9<sup>th</sup> grade dropout rate for their comparison high school. The 42 early college high schools had a combined 9<sup>th</sup> grade dropout rate of 0.43 percent, compared to a rate of 5 percent for their comparison high schools and 5.5 percent for all high schools statewide.

#### *College course completion*

As noted earlier, a key goal of early college high schools is to provide students with the opportunity to earn significant college credit at the same time that they fulfill state requirements for a high school diploma. Data from the North Carolina Community College system shows that students in the early college high schools in 2008-09 took a total of 23,771 classes – or an average of about 3.5 college classes per student. The average number of courses taken per student was even greater when looking only at core academic classes, which in early college high schools are generally taken by seniors, juniors and to a lesser extent, sophomores. Including 10th graders, early college students in 10th, 11th and 12th grades last year took an average of four college courses each in subject areas that included English, foreign language, math, science and social science.

In terms of performance, early college high school students received better grades, on average, than college-age students in all the core academic areas. Including all college courses taken by early college students on community college campuses, 75 percent received a passing grade of C or better. For all other students in community college courses, 70 percent earned a C or better.

#### **Funding and Additional Support**

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<sup>3</sup> Ninth grade dropout rates were calculated using a formula similar to the NCDPI 9-12 grade dropout rate calculation formula. The 9<sup>th</sup> grade dropout rate was calculated by dividing the number of 9<sup>th</sup> grade dropouts by the average of the first month membership last day for the 9<sup>th</sup> grade classes for 2006-07 and 2007-08 school years plus the number of 9<sup>th</sup> grade dropouts.

The 60 early college high schools that were open for students for the 2008-09 school year signed a five-year implementation agreement with NCDPI and NCNSP to receive grant funding from the state and technical assistance in the implementation of their early college high school. For details on the amount and uses of grant funding from the 2008-09 school year for each early college high school, see Table 3 on the following page.

**Table 3. Approximate Allotments for North Carolina Early College High School Implementation Grant Funding, 2008-09**

	<b>Approx. Allotments 2008-09</b>
School Change and Instructional Coaches	\$22,000
Teacher Professional Development	\$10,000
Principal Professional Development	\$6,000
1 Guidance Counselor and 1 Work-Based Learning Coordinator	\$140,000
1 College Liaison	\$58,000
Evaluation	\$3,500
Local Cash <sup>1</sup>	\$34,500
College Textbooks	\$32,200
<b>Total:</b>	<b>\$306,200</b>

<sup>1</sup> ECHS in their first year of implementation receive an additional \$10,000 in local cash to help with additional implementation needs.

The implementation grant funding covers the cost of a school change and instructional coach, professional development for teachers and principals, three instructional support positions, evaluation, local cash to cover additional expenses, including travel to professional development events and funding to purchase college textbooks for students.

**School Change and Instructional Coaches:** During an early college high school's first year, the school is assigned a professionally trained and highly experienced school change coach who serves as a facilitator for the planning and implementation of the school. Beginning in their second year and continuing through the fifth year of their implementation partnership, each ECHS receives the services of a highly trained and experienced instructional coach who works directly with the faculty on-site to support sustained change in the instructional delivery model. Both types of coaches are identified and trained by NCNSP and NCDPI. Brokering organizations, such as the Leadership Group of the Carolinas and Bridgewood Educational Services, work with NCNSP and NCDPI to facilitate the coaching process.

**Teacher and Principal Professional Development:** Over the past two years, NCNSP dramatically changed its program of service to teachers, principals and counselors in early college high schools. The program of service, called Integrated System of School Support Services or IS4, combines the services of the instructional coach described above with the opportunity for schools to engage in peer review site visits and by adding the services of a leadership facilitator to support the work and development of principals.

- **Peer school reviews:** NCNSP continued its broadened professional development reach during the 2008-09 school year by supporting local and regional networks of schools as a way to foster collaboration among faculty. The peer school reviews were organized to provide opportunities for focused reflection and discussion of NCNSP's design principles, based on observations of concrete classroom instruction as well as more general school functions and activities. The visits were the centerpiece of a series of regional symposia held in the fall and spring to build networks among teachers and schools and to strengthen practices key to effective learning: critical thinking, active questioning and problem solving. The classroom visits, based on a medical rounds model adopted by University Park Campus School in Worcester, Mass., were designed to help teachers learn from each other by making their practice public. Rounds allow visitors to rotate through the school, observe instruction, and look for key evidence of the NCNSP design principles. The school visits ended with two separate post-round discussions when participants discussed what they observed in relation to selected design principles and guiding questions developed by the principal and teachers at the host school. The design of the peer school review maximizes learning for participants and minimizes the overall disruption to the school. The visits helped achieve two critical goals: Supporting schools as they grow towards full fidelity of the design principles and making classroom and schoolwide practice public to improve student achievement.
- **Leadership coaches:** Principals in NCNSP schools were provided an additional level of support during the 2008-09 year from one of four leadership coaches to help schools effectively introduce and execute the key school and

instructional change embodied in the NCNSP Design Principles. All schools except those in their first year of implementation received the services of one of the leadership coaches during monthly school visits throughout the year. The leadership support positions, filled by seasoned principals under contract to NCNSP, help ensure school-based follow up to regional and statewide development programs focused on critical instructional approaches such as project-based learning and Critical Friends Groups. The coaches also provide valuable support to inexperienced principals with untested leadership skills. It is critical for principals to understand, recognize and be able to discuss with teachers how to change instruction to ensure student success.

**Instructional Support Positions:** ECHS implementation grants also provide each school with funding a college liaison and two school-based positions, typically a school counselor and a learning-experiences coordinator. The learning-experiences coordinator helps facilitate partnerships with community organizations and local businesses and to develop internships and job shadowing opportunities for ECHS students. The college liaison position helps connect the university or community college and the ECHS, and facilitates student placement in college courses and the identification of additional college resources to support the early college high school.

In addition to those coaching supports, redesign schools during the 2008-09 year also benefitted from these additional strategies intended to ensure effective teaching and learning:

- *Measures of Academic Progress assessments:* Forty early college high schools used this formative assessment during the 2008-2009 school year to measure student skills in reading and math as a means to better tailor instruction. Upon retrieving data from the “MAP” assessments, teachers were supported by the on-site assistance of NCSNP instructional coaches. On several occasions through the year, NCNSP staff traveled to schools to assist teachers with interpreting MAP data. According to national normative data collected by Northwestern Evaluation Association, which administers MAP, several North Carolina schools scored above the 90<sup>th</sup> percentile. The majority of schools showed growth from one semester to the next. In schools where growth lagged, additional support was provided to assist teachers in improving instruction and boost student learning.
- *Cambridge Education reviews:* NCNSP continued to partner with Cambridge Education to undertake highly regarded Cambridge School Quality Reviews as a tool to promote continuous school improvement. Support for this effort came from a Gates Foundation grant. During the 2008-09 school year, 54 School Quality Reviews (SQR) were conducted. The two-day reviews were followed by an action plan consultancy which provided an opportunity to develop leadership capacity through a facilitated process. Principals, leadership teams, NCNSP staff, and NCNSP leadership coaches used the initial findings of the review in the development of strategic plans. Central office briefings were held at the

conclusion of the planning session. During these briefings, Cambridge reviewers presented feedback and detailed review findings focused on the support provided by NCNSP, the school's district, other external providers, and the school's higher education partner at early college high schools. As a result, principals and NCNSP leadership coaches have developed school goals through the School Improvement Planning and NCNSP Self-Assessment processes. The goals build upon the strengths noted in the School Quality Reviews and address strategies in the areas for improvement.

**Other Initiatives:** NCNSP also continues to pursue high school innovation with other initiatives. One is aimed at developing stand-out schools that can serve as models for other educators in the state. The second is intended to better harness technology for improved teaching and learning.

- *Learning Lab Initiative:* After an extensive application and selection process, an external review committee selected two early college high schools and two redesigned high schools for the Learning Lab Initiative, a \$2.5-million effort funded by the Gates Foundation to accelerate the development of innovative high schools that can demonstrate rigorous, highly effective instruction and deep student engagement to educators, university faculty and policymakers. Last summer, faculty from the four schools worked on developing a common planning framework to develop curriculum units that share a depth of understanding and rigor, relevance and integration into the North Carolina Standard Course of Study. These lessons are being used this year and serve as a basis for developing long-term instructional strategies.

### **Sites Opening for the 2009-10 School Year**

During the 2008-09 school year, 13 ECHS sites were in the planning stage. Nine of those sites are open for students for the 2009-10, with a 10<sup>th</sup> school opening in the second semester. Two of the 13 schools in planning last year are expected to open for students in 2010-11. For a complete list of the 10 new schools, please see Attachment B. All 10 of the new schools are partnered with community colleges.

Each planning site received a small planning grant from NCDPI and NCNSP (approximately \$40,000) which was used during the year to fund the services of a school change coach, various planning activities and additional associated costs. The planning activities included:

- *Planning support:* NCNSP facilitated two planning support meetings for district and higher education partners from planning teams developing the new schools. During the two meetings, the planning teams had the opportunity to meet and begin working with their school change coach, received their planning manual and planning tools, discussed the

characteristics and skills of high school freshman and college freshman, discussed what intentional supports need to be put in place to help students be prepared by the time they are college freshmen and discussed the characteristics of a successful early college high school principal.

- *Study visits:* During their planning year and their first year of operation, key leaders from new early college high schools made study visits to model schools elsewhere in the nation. In April 2009, NCNSP facilitated a study visit to University Park Campus School in Worcester, Mass., for each principal of the ECHS in development. In September and February, school counselors and college liaisons visited the International School at LaGuardia in New York, Brooklyn College Academy in New York and Urban Academy at Julia Richman Education Complex. In January 2009, NCNSP took superintendents and university partners to University Park Campus School and Clark University in Worcester, Mass. Visitors were able to see first hand the impact of the design principals on effective practice.
- *2009 NCNSP Summer Institute:* Teams of teachers, principals and counselors from the 10 new ECHS also participated in the 2009 NCNSP Summer Institute, which was focused on helping schools develop strong community partnerships and provided an orientation for newly hired principals in the design principles and NCNSP's overall philosophy.

## **Evaluation Efforts**

The North Carolina New Schools Project is committed to ongoing program evaluation and to other efforts to learn from the innovative practices it is helping develop and promote. NCNSP and NCDPI have built a partnership with Jobs for the Future (JFF), the intermediary for the national Early College High School Initiative, to include North Carolina's ECHS in the Early College High School Initiative Student Information System. The Student Information System (SIS) collects and analyzes student-level data from the schools on such areas as demographics, attendance, course-taking and course-completion patterns, test scores, GPA, disciplinary actions, and number of college courses taken. The Student Information System will allow NCNSP, NCDPI and our ECHS to better track and evaluate the progress of students.

SERVE, the Southeast Region Federal Education Laboratory, in partnership with Duke University, the North Carolina New Schools Project, UNC-Greensboro, Abt Associates and other organizations, has received funding from the U.S. Department of Education to conduct a rigorous, experimental research study of the Early College High School Initiative. (See discussion of early results on page 2.) The research project is studying the impact of the early college model on important student outcomes and will seek to determine the model's effectiveness

with different student populations. The project will also study the implementation of the components of the ECHS by examining the association of those components with student outcomes. This study will provide useful information to NCNSP, NCDPI and our early colleges on how to improve our practice.

For more information, contact the North Carolina New Schools Project at 919-277-3760.

**Attachment A: North Carolina Early College High Schools, 2009-10**

<b>School</b>	<b>District</b>	<b>Year Opened</b>
Anson County Early College High School	Anson County Schools	2005-06
Mayland Early College High School	Avery, Mitchell and Yancey schools	2009-10
Beaufort County Early College High School	Beaufort County Schools	2008-09
Bertie County Early College High School	Bertie County Schools	2008-09
Brunswick County Early College High School	Brunswick County Schools	2006-07
Buncombe County Early / Middle College	Buncombe County Schools	2005-06

<b>School</b>	<b>District</b>	<b>Year Opened</b>
Caldwell Early College	Caldwell County Schools	2006-07
Catawba Valley Early College High School	Catawba County Schools	2005-06
Tri-County Early College High School	Cherokee County Schools	2006-07
Cleveland Early College High School	Cleveland County Schools	2008-09
Sampson County Early College High School	Clinton City/Sampson	2005-06
Southeastern Early College High School	Columbus County Schools	2006-07
Craven Early College High School	Craven County Schools	2006-07
Cross Creek Early College High School	Cumberland County Schools	2005-06
JP Knapp Early College High School	Currituck County Schools	2008-09
Davidson Early College High School	Davidson County Schools	2005-06
Davie County Early College High School	Davie County Schools	2007-08
Duplin Early College High School	Duplin County Schools	2009-10
Josephine Dobbs Clement Early College High School	Durham Public Schools	2005-06

<b>School</b>	<b>District</b>	<b>Year Opened</b>
Edgecombe County Early College High School	Edgecombe County schools	2005-06
Granville Early College High School	Granville County Schools	2009-10
Greene County Early College High School	Greene County Schools	2006-07
The Early / Middle College at GTCC	Guilford County Schools	2005-06
GTCC Early/Middle College of Entertainment Technology	Guilford County Schools	2006-07
NC A&T University Early/Middle College High School	Guilford County Schools	2006-07
GTCC Early / Middle College Greensboro	Guilford County Schools	2007-08
Early / Middle College at Bennett College for Women	Guilford County Schools	2008-09
Haywood Early College High School	Haywood County Schools	2006-07
Henderson Early College High School	Henderson County Schools	2009-10
Hertford County Early College	Hertford County Schools	2008-09
SandHoke Early College High School	Hoke County Schools	2006-07
Hyde County Early College High School	Hyde County Schools	2008-09

<b>School</b>	<b>District</b>	<b>Year Opened</b>
Collaborative College for Technology and Leadership	Iredell-Statesville Schools	2005-06
Iredell-Statesville Visual and Performing Arts Early College High School	Iredell-Statesville Schools	2008-09
Blue Ridge Virtual Early College	Jackson County Schools	2008-09
Jackson County Early College	Jackson County Schools	2008-09
Johnston County Early College Academy	Johnston County Schools	2008-09
Cabarrus/Kannapolis Early College High School	Kannapolis City Schools	2009-10
Lee County Early College High School	Lee County Schools	2006-07
Lenoir County Early College High School	Lenoir County Schools	2007-08
Macon County Early College High School	Macon County Schools	2006-07
Madison County Early College High School	Madison County Schools	2008-09
McDowell Early College	McDowell County Schools	2006-07
Nash-Rocky Mount Early College High School	Nash-Rocky Mount Schools	2005-06
Isaac Bear Early College High School	New Hanover County Schools	2006-07

<b>School</b>	<b>District</b>	<b>Year Opened</b>
Wilmington Early College High School	New Hanover County Schools	2007-08
Pender Early College High School	Pender County Schools	2006-07
Polk Virtual Early College High School	Polk County Schools	2007-08
Randolph Early College High School	Randolph County Schools	2006-07
Richmond County Early College High School	Richmond County Schools	2007-08
Robeson County Early College High School	Robeson County Schools	2005-06
Rockingham Early College High School	Rockingham County Schools	2008-09
Rowan County Early College	Rowan-Salisbury Schools	2008-09
Rutherford Early College High School	Rutherford County Schools	2005-06
Scotland Richmond Early College High School	Scotland County Schools	2007-08
Stanly Early College High School	Stanly County Schools	2006-07
Stokes County Early College High School	Stokes County Schools	2009-10
Surry Early College High School of Design	Surry County Schools	2006-07

<b>School</b>	<b>District</b>	<b>Year Opened</b>
Columbia iSchool	Tyrrell County Schools	2008-09
Union County Early College	Union County Schools	2006-07
Vance County Early College High School	Vance County Schools	2008-09
Wake Early College of Health Sciences	Wake County Schools	2006-07
Warren Early College High School	Warren County Schools	2008-09
Wayne Early / Middle College High School	Wayne County Schools	2007-08
Roanoke Valley Early College High School	Weldon City Schools	2009-10
Wilkes Early College High School	Wilkes County Schools	2009-10
Wilson Early College High School	Wilson County Schools	2009-10
Early College of Forsyth	Winston-Salem/Forsyth County Schools	2008-09
Yadkin County Early College High School	Yadkin County Schools	2007-08

**Attachment B. North Carolina Early College High Schools Opened in 2009-10**

<b>School</b>	<b>District</b>	<b>Year Opened</b>
Mayland Early College High School	Avery, Mitchell and Yancey schools	2009-10
Duplin Early College High School	Duplin County Schools	2009-10
Franklin Early College High School	Franklin County schools	2009-10
Granville Early College High School	Granville County Schools	2009-10
Henderson Early College High School	Henderson County Schools	2009-10
Cabarrus/Kannapolis Early College High School	Kannapolis City Schools	2009-10

Stokes County Early College High School	Stokes County Schools	2009-10
Roanoke Valley Early College High School	Weldon City Schools	2009-10
Wilkes Early College High School	Wilkes County Schools	2009-10
Wilson Early College High School	Wilson County Schools	2009-10