



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

Report to the North Carolina General Assembly

Small Restructured High Schools
SL 2007-323, Sec. 7.21
(HB 1473, 2007 Budget Act)

Date Due: January 15, 2010
Report # 35
DPI Chronological Schedule, 2009-2010

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Update on Small Restructured High Schools (Redesigned High Schools Supported by the North Carolina New Schools Project)

With the support from the Bill & Melinda Gates Foundation, North Carolina leaders created the North Carolina New Schools Project (NCNSP) in August 2003 to focus leadership and financial resources on change in the state's high schools. The purpose of NCNSP is to accelerate systemic, sustainable innovation in secondary schools across the state so that, in time, every high school in the state graduates every student ready for college, careers and life in the society and economy of the 21st century. To that end, NCNSP, in cooperation with state and national partners, has launched an unprecedented effort to create more than 100 academically rigorous, focused and flexible innovative high schools across North Carolina. The N.C. State Board of Education; the N.C. Department of Public Instruction; the UNC and N.C. Community College systems; national organizations such as Jobs for the Future, the New Technology Foundation, Asia Society and the Middle College National Consortium, among others, are working in partnership to create these innovative high schools.

Unlike previous attempts to reform high schools, NCNSP forms a six-year partnership (one year of planning followed by five years of implementation) with local school districts and higher education partners to change fundamental high school structures including governance, student support and teaching and learning. Each innovative high school is completely autonomous, with its own principal and school budget, and will serve when fully implemented approximately 100 students per grade level, or up to 400 students in grades 9-12 or 9-13. Some models may emerge as 6-12 schools serving up to 600 students. Each innovative high school also is expected to implement and exhibit a rigorous and far-reaching set of best-practice conditions, known as Design Principles, which lead to student success as measured by all students graduating ready for college, careers and life. These Design Principles are based on the experiences of innovative schools across the country that succeed in graduating all students prepared for postsecondary education and the workforce, research on best practices in effective innovative high schools and NCNSP's own experience. The 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.

NCNSP and its partners are working with local school districts and their higher education partners to create two types of innovative high schools: redesigned high schools and early college high schools.

- **Redesigned High Schools:** NCNSP has partnered with local school districts to convert conventional high schools into a subset of autonomous, focused and academically rigorous small schools which operate on the existing campus. Each of these new schools have adopted a curricular focus or common methodology as one strategy to enable teachers in the core courses to collaborate and make connections between courses and the world of work. The intent of a focus is not preparation for a specific career but preparation for a lifetime of learning and change. Redesign schools include “whole-school” conversions of entire traditional campuses as well as single, small stand-alone schools located on the campuses of existing high schools or in free-standing sites
- **Early College High Schools:** Based on the campus of two-or-four year community 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 transferable credit or an associate’s degree. The North Carolina Early College High School Initiative submitted a separate status report to the State Board of Education and the Joint Legislative Education Oversight Committee in January 2010 in accordance with SL 2007-323. Early college high schools target students for whom conventional schools aren’t a good match and who are the first in their family to attend college.

For the purposes of this report, SL 2007-323 calls on the State Board of Education to report on the results of an annual evaluation of the small restructured high schools (also known as redesigned high schools) that received supplemental funding from the General Assembly. The Department of Public Instruction (NCDPI) in conjunction with the North Carolina New Schools Project (NCNSP) is monitoring and evaluating the progress of these schools in implementing the school model and in the schools' effect on student achievement. This report will provide an update on the initiative and the schools that were open for students during the 2008-09 school year, as well as student achievement data from these schools.

Redesigned High Schools

Forty-one state-supported redesigned high schools were open for students during the 2008-09 school year.¹ The 41 schools were located across 24 high school campuses and 20 local school districts. Eight of the schools were health and life science-focused high schools, five were information technology-enabled, sixteen were science, technology, engineering or math-focused (STEM) high schools, one was an international studies-focused high school and 11 of the schools were based on a local focus, such as coastal studies, biotechnology and ecology. Ten of the STEM-focused redesigned high schools were also part of the turnaround high school initiative with NCDPI. The 10 schools chose to work with NCNSP as part of their turnaround requirement. These 10 schools received initial planning grants from the General Assembly in 2006-07, but have not received any additional supplemental funding from the General Assembly to support the implementation of their redesigned high school model. Instead, these 10 schools have used local funds from their respective school districts to cover the cost of their implementation and support from NCNSP. For a complete list of the 41 redesigned high schools that were open for the 2008-09 school year, see Attachment A.

Student Demographics

Collectively, the 41 redesigned high schools served more than 10,410 students in the 6th through 12th grades during the 2008-09 school year.² Over the next two to three years, the schools will add additional cohorts of 9th graders until they reach their capacity of approximately 400 students each. The number of students per grade level that were served in redesigned high schools for the 2008-09 school year is presented in Table 1 below. Student demographic information for the 41 schools combined is presented in Table 2 below:

¹ A total of 42 redesigned high schools were open across the state in 2008-09. However, one of those schools, Cherokee High School, is a Bureau of Indian Affairs school that is funded by the federal government and not the state.

² Forty of the 41 schools exclusively served students in the 9th through 12th grades. The Cape Hatteras Secondary School of Coastal Studies served students in 6th through 12th grades.

Table 1. Number of Students per Grade Level in Redesigned High Schools, 2008-09

Grade Level	No. of Students
6 th	40
7 th	54
8 th	42
9 th	3,342
10 th	3,141
11 th	2,161
12 th	1,630
Total	10,410

Source: 1st Month MLD data from NCDPI

Table 2. Race and Gender of Students in Redesigned High Schools, 2008-09

	Male	Female	Total
White	18.4%	17.8%	36.2%
Black	23.2%	25.1%	48.3%
Hispanic	4.9%	4.9%	9.8%
Native Amer.	2.0%	2.1%	4.1%
Asian	0.9%	0.7%	1.6%
Total	49.5%	50.5%	100.0%

Source: NCDPI, Grade, Race, Sex data, school year 2008-09

ABC End-of-Course Test Results

In 2008-09, the 41 state-supported redesigned high schools had performance composites (or the percent of students proficient on all End-of-Course tests) ranging from 27 percent to 91.7 percent, with 7.3 percent of the redesigned high schools posting performance composites of 80 percent or greater (compared to 2.4 percent of the redesigned high schools' comparison high schools³ and 19 percent for all high schools statewide). Nearly half of the redesigned high schools (49 percent) had performance composites that were greater than their comparison high school. The same proportion (49 percent) of redesigned high schools in 2008-09 also met the growth targets set for their school under the state's ABC accountability measures (made expected growth), compared with 43 percent of the comparison high schools and 60 percent of all high schools statewide. Three redesigned high schools (7.3 percent) exceeded their growth targets (made high growth) compared to the same percentage (7.3) 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 has shown that promotion from 9th grade is an especially strong indicator of a student's likelihood to graduate. During the 2007-08 year (the most recent for which promotion rates are available), 30 of the 43 state-funded redesigned high schools that were open in 2007-08 had sizable 9th grade classes. The 30 schools reported 9th grade promotion rates ranging from 62 percent to 100 percent, with more than 40 percent (43 percent) of the schools promoting 95 percent or more of their 9th graders (only three comparison schools (10 percent) reported a 95 percent or better 9th grade promotion rate, with 16 percent of all high schools statewide achieving similar results). More than one-half (53 percent) of the schools promoted 90 percent or more of their 9th graders, compared with 17 percent of the comparison schools. Three quarters (77 percent) of the schools had 9th grade promotion rates that were greater than the rates for their comparison high schools. The 30 redesigned high schools that served 9th graders in 2007-08 had a combined 9th grade promotion rate of 84 percent, compared to a combined rate of 75 percent for the comparison high schools and 82 percent for all high schools statewide.

Dropout Rates

³ NCNSP has strategically selected a traditional, comprehensive high school to serve as a comparison high school for each redesigned high school. The comparison high school serves as a benchmark in order to more effectively judge the growth and progress of the redesigned high school in improving student achievement. Each comparison high school was selected based on its similarities to the redesigned high school on geographic location (either on the same campus, 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.

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 40 state-funded redesigned high schools that enrolled students that year and also in 2008-09 reported school-wide dropout rates ranging from 0 percent to 9.9 percent, with one out of every four schools (25 percent) reporting **no dropouts** (no comparison schools reported no dropouts). Nearly three out of every four redesigned high schools (75 percent) reported dropout rates that were lower than the dropout rate for their comparison high school. The 40 redesigned high schools had a combined school wide dropout rate in 2007-08 of 5 percent compared to a combined rate of 6.82 percent for their comparison high schools and 4.97 percent for all high schools statewide.

As mentioned earlier, a student's success in the 9th grade is crucial in terms of their eventual success in graduating from high school. Research has shown that 9th grade is the year where students are the most likely to drop out of high school. For that reason, NCNSP also tracks dropout rates at the 9th grade in addition to school wide dropout rates for redesigned high schools. During the 2007-08 school year (the most recent year for which 9th grade dropout rates are available), 34 of the 40 redesigned high schools that were opened served sizable 9th grade classes that year and again in 2008-09. Those 34 schools reported 9th grade dropout rates ranging from 0 percent to 15.1 percent, with more than one in three redesigned high schools (35.3 percent) reporting **no 9th grade dropouts** (no comparison school reported no 9th grade dropouts, and only 17 percent of all high schools statewide reported none from 9th grade.) Twenty five of the 34 schools (73.5 percent) had 9th grade dropout rates that were lower than the 9th grade dropout rate for their comparison high school. The 34 redesigned high schools that had sizable 9th grade classes in 2007-08 had a combined 9th grade dropout rate of 5.7 percent, compared to a combined rate of 8.2 percent for their comparison high schools and 5.5 percent for all high schools statewide.

Funding and Additional Support

Thirty-one of the 41 state-supported redesigned high schools enrolling students for the 2008-09 school year received supplemental funding from the General Assembly to support the implementation of their innovative high school model. Each school received a position allotment for one state-funded guidance counselor (approximately \$68,000 per year) and two position allotments for two clerical support positions (approximately \$36,000 per clerical support position per year). The 10 STEM-focused redesigned high schools that are also a part of the turnaround high school initiative through NCDPI did not receive the supplemental funding from the General Assembly (all implementation funding for these 10 schools came from local school district sources).

In addition, each redesigned high school (with the exception of the 10 STEM-focused high schools) signed a five-year implementation agreement with NCNSP

to receive grant funding from NCNSP that provides technical assistance in the implementation of their innovative high school model. The implementation grant funding comes from a \$20 million grant from the Bill & Melinda Gates Foundation. The implementation grant funding covers the cost of a school change and instructional coach, professional development for teachers and principals, and local cash to cover additional expenses, including travel to professional development events.

School Change and Instructional Coaches: During the 2008-09 school year, all but one of the redesigned high schools received the services of a highly trained and experienced instructional coach who worked directly with the faculty on-site to support sustained change in their instructional practice. The one new school to open in 2008-09, City of Medicine Academy in Durham, was assigned a professionally trained and highly experienced school change coach, who serves as a facilitator for the planning and implementation of new schools. Both types of coaches are identified and trained by NCNSP. Brokering organizations (the Leadership Group of the Carolinas and Bridgewood Educational Services) work with NCNSP to facilitate the coaching process. NCNSP, in conjunction with those brokering organizations, provides extensive and ongoing professional development for school change and instructional coaches to enhance their knowledge, skills and abilities as coaches. In addition, in 2008-09, NCNSP also provided these additional supports, tailored to the individual needs of each school:

- *More Instructional Coach time in schools with more than 15 teachers:* Based on NCNSP's early work, it became clear that an effective instructional coach to teacher ratio was 1:15. Coaches needed an appropriate amount of time to work individually with teachers after the instructional strategies were introduced to support their changed classroom practice. In addition, whole-school conversion sites had fewer "early adopter" teachers, more lateral-entry teachers and more teachers in need of a "high touch" to strengthen instructional practice. Through the allocation of unencumbered grant funds from the Gates Foundation, NCNSP increased the numbers of days of service from 30 to 60 or 100 depending on the needs of the school.
- *Added curriculum support for teachers in total conversions:* While there was significant progress with ninth grade promotion, reduced dropouts and increased teacher satisfaction in almost all conversions, there is still much work to be done. Whole school conversions lag significantly behind new-start redesign schools in student achievement. During the 2008-09 school year, NCNSP provided additional support specifically for curriculum assistance within the 60 days of coaching service budgeted per school. NCNSP developed a small cadre of curriculum specialists who worked with high-need schools to assist with alignment with the North Carolina Standard Course of Study, pacing and instructional monitoring.

Teacher and Principal Professional Development: Over the past two years, NCNSP has dramatically changed its program of service to teachers, principals and counselors in redesigned high schools. The new 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 to broaden its professional development reach during the 2008-09 school year by creating local and regional networks of schools as a way to foster ongoing 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, winter 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 one another 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 school-wide 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. **These** support positions, filled by seasoned principals under contract to NCNSP, were added to 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 provided valuable support to inexperienced principals whose leadership skills were still untested. It is critical for principals to understand, recognize and be able to discuss with teachers how to change instruction to ensure student success.

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:* Twelve redesigned high schools used the 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 90th 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 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 of the highly regarded 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 develop 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.

- *Redesign Schools 2.0*: Scotland and South Granville high schools, which were among the first in the state to convert to small, theme-based schools, are now the first participants in a collaborative partnership among SAS, NCNSP, the Friday Institute for Educational Innovation and their two respective school districts aimed at demonstrating effective, technology-enhanced teaching practices. All students and teachers in the participating schools are each equipped with a laptop computer. Corporate partners Cisco and Intel are also lending support. Redesigned Schools 2.0 is built on the best practices and lessons learned from the successful North Carolina 1:1 Learning Technology Initiative (NCLTI), launched in 2007-08 in a number of early college high schools and one traditional high school.

Changes in School Sites for the 2009-10 School Year

There are several changes in the number of redesigned high schools that will be open for the 2009-10 school year. Three redesigned high schools were closed in 2008-09 by their district leaders, and two others were converted to early college high schools and relocated to community college campuses. A total of 36 redesigned high schools are open for the 2009-10 school year.

The Swain County school district discontinued its work with NCNSP on high school innovation, which involved the conversion of the county's sole high school into two autonomous small schools. The decision came after a change in both the superintendent and a number of school board members. The district cited cost as its reason for reverting to a single large comprehensive high school, despite the school's historically high dropout rate. The decision followed extensive discussions with NCNSP, which assured the district of significant financial support from both the Gates Foundation and the state to support the innovation. The initial new school in Swain was significantly outperforming the conventional school in the early phase of development.

Another district, Robeson County, chose not to continue its innovative redesigned high school, which had been replicating the New Technology Foundation's model. New Tech's three-year agreement with the school expired at the end of the school year. The local school board closed the school on the recommendation of the superintendent, who cited financial reasons. Robeson New Tech had been highlighted by then Lt. Governor Beverly Perdue as a

promising model of innovation that was using technology to develop 21st century skills and to deeply engage students in learning.

In contrast, parents in Duplin County fought their district's decision to close James B. Kenan School of Engineering, one of the 10 STEM-themed redesigned high schools opened in the 2007-08 school year. The parents eventually sought and received an injunction to prevent the school's closing. As a result, Duplin County moved to make Kenan an early college high school to increase its sustainability. Similarly, Granville County moved to create an early college high school as a successor to one of the innovative high schools at the campus of South Granville High School; the other two schools at the whole school conversion site will continue.

Several innovative high schools have been experiencing tension with their district administration. In these cases, district administrators are unsure how to best support these schools or are reluctant to provide the flexibility that innovative schools need. To help alleviate this tension, NCNSP has begun to enhance its work developing district leadership by bringing in the services of a leadership facilitator specifically focused on assisting district administrators in understanding high school innovation and how best to support it, as well as providing early intervention with central office leadership especially around times of transition with superintendents and board of education members.

With the discontinuation of partnerships with the three schools and the conversion of two others, 36 state-supported redesigned high schools are open for students during the 2009-10 school year.

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

**Attachment A. State-Funded Redesigned High Schools Supported by the
North Carolina New Schools Project**

School	District	Year Opened
Anson County New Technology High School	Anson County Schools	2007-08
School of Inquiry and Life Sciences at Asheville (SILSA)	Asheville City Schools	2005-06
Bertie County STEM High School	Bertie County Schools	2007-08
Cam-Tech High School	Camden County Schools	2006-07
Camden County High School	Camden County Schools	2007-08
Garinger School of Information Technology	Charlotte-Mecklenburg Schools	2006-07

School	District	Year Opened
Garinger School of International Studies	Charlotte-Mecklenburg Schools	2006-07
Business and Finance High School at Garinger	Charlotte-Mecklenburg Schools	2007-08
Leadership and Public Service High School at Garinger	Charlotte-Mecklenburg Schools	2007-08
Math and Science High School at Garinger	Charlotte-Mecklenburg Schools	2007-08
Howard School of Health and Life Sciences	Cumberland County Schools	2005-06
Cape Hatteras Secondary School of Coastal Studies	Dare County Schools	2006-07
James B. Kenan School of Engineering	Duplin County Schools	2007-08 (school converted to an early college high school beginning in 2009-10)
Southern High School of Engineering	Durham Public Schools	2007-08
Hillside New Technology High School	Durham Public Schools	2007-08
City of Medicine Academy	Durham Public Schools	2008-09
South Granville School of Health and Life Sciences	Granville County Schools	2005-06
J.F. Webb School of Health and Life Sciences	Granville County Schools	2005-06
South Granville School of Business and Global Communications	Granville County Schools	2007-08

School	District	Year Opened
South Granville School of Engineering and Applied Studies	Granville County Schools	2007-08 (school closed in 2008-09)
Halifax School of Ecology	Halifax County Schools	2006-07 (school closed in 2007-08)
Newton-Conover Health Science High School	Newton-Conover City Schools	2005-06
Northampton-West High School	Northampton County Schools	2007-08
Robeson New Tech High School	Public Schools of Robeson County	2006-07 (school closed in 2008-09)
Roanoke Rapids Living to Learn High School	Roanoke Rapids Graded School District	2006-07 (school closed in 2007-08)
Scotland High School of Health Sciences	Scotland County Schools	2005-06
Scotland High School of Engineering and Skilled Trades	Scotland County Schools	2005-06 (school closed in 2007-08)
Scotland High School of Math, Science, and Technology	Scotland County Schools	2006-07
Scotland High School of Visual and Performing Arts	Scotland County Schools	2006-07
Scotland High School of Business, Marketing and Finance	Scotland County Schools	2006-07
Scotland High School of Leadership and Public Service	Scotland County Schools	2006-07
Swain County School of Applied Science, Math and Technology	Swain County Schools	2006-07 (school closed in 2008-09)

School	District	Year Opened
Swain County High School	Swain County Schools	2007-08 (school discontinued NCNSP partnership in 2008-09)
East Wake School of Information Technology	Wake County Public Schools	2006-07
East Wake School of Health Science	Wake County Schools	2005-06
East Wake School of Engineering Systems	Wake County Schools	2007-08
East Wake School of Arts, Education and Global Studies	Wake County Schools	2007-08
Warren County Technology High School	Warren County Schools	2007-08
Wayne School of Engineering	Wayne County Schools	2007-08
Weldon High School	Weldon City Schools	2007-08
Jacket Technology High School	Winston-Salem Forsyth County Schools	2007-08
Atkins School of Biotechnology	Winston-Salem/Forsyth County Schools	2005-06
Atkins School of Computer Technology	Winston-Salem/Forsyth County Schools	2005-06
Atkins School of Pre-Engineering	Winston-Salem/Forsyth County Schools	2005-06