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 (d) (HB 1473, 2007 Budget Act)

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

Since 2004, North Carolina has made significant progress in opening and supporting innovative secondary schools across the state that share the common goal of graduating every student ready for college, careers and life. Including early college high schools and STEM-redesigned schools – created and supported largely with state funding – 106 innovative schools in 71 of the state's 115 districts operated during the 2009-10 school year, with a combined enrollment of more than 21,000 students. The 36 redesigned small high schools that are the subject of this report enrolled 10,300 students in 17 districts last school year.

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. In cooperation with state and national partners, NCNSP 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 transform the structure of high schools including governance, student support and teaching and learning. Each innovative high school is autonomous, with its own principal and school budget, and serves up to approximately 100 students per grade level, or a maximum of about 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.

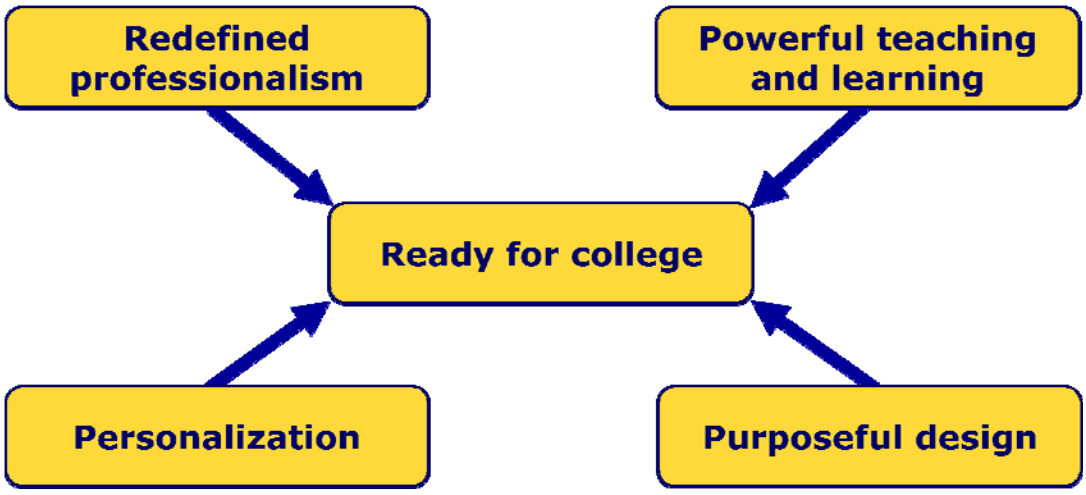
- **Powerful Teaching and Learning:** Innovative high schools are characterized by the presence of commonly held standards for high quality instructional practice. Teachers in these schools design instruction that ensures the development of critical thinking, application and problem solving skills often 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.

Design Principles



NCNSP and its partners work 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 subdivide conventional high schools into small autonomous, focused and academically rigorous 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 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 on 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 provides an update on the initiative and the schools that were open for students during the 2009-10 school year, as well as student achievement data from these schools.

Redesigned High Schools

Thirty-six state-supported redesigned high schools were open for students during the 2009-10 school year. The 36 schools were located across 21 high school campuses and 17 local school districts. Eight of the schools focused on a health and life sciences theme, six were information technology-enabled, 12 were science, technology, engineering or math-focused (STEM) high schools, one was an international studies-focused high school and nine of the schools were based on a local focus, such as coastal studies, biotechnology and ecology. Nine[1] of the STEM-focused redesigned high schools were also part of the turnaround high school initiative with

[1] One STEM turnaround school, James Kenan School of Engineering, converted in 2009-10 to Duplin Early College High School

NCDPI. The nine schools chose to work with NCNSP as part of their turnaround requirement. These nine 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 nine 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 36 redesigned high schools that were open for the 2009-10 school year, see Attachment A.

Eighteen of the schools completed their five-year grant support from the Bill & Melinda Gates Foundation in 2009-10. Significantly, however, all 18 continue to operate during the current school year as small schools independent of NCNSP support.

Eighteen redesigned high schools completed their grant support in 2009-10, but all 18 remain open as small schools in the current school year

Student Demographics

Collectively, the 36 redesigned high schools served nearly 10,200 students in the 9th through 12th grades during the 2009-10 school year.[2] Over the next year or two, several of the schools will add grades 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 2009-10 school year is presented in Table 1 below. Student demographic information for the 36 schools combined is presented in Table 2 below:

Table 1. Number of Students per Grade Level in Redesigned High Schools, 2009-10

Grade Level	No. of Students
9th	2,942
10th	2,862
11th	2,525
12th	1,859
Total	10,188

Source: 1st Month MLD data from NCDPI

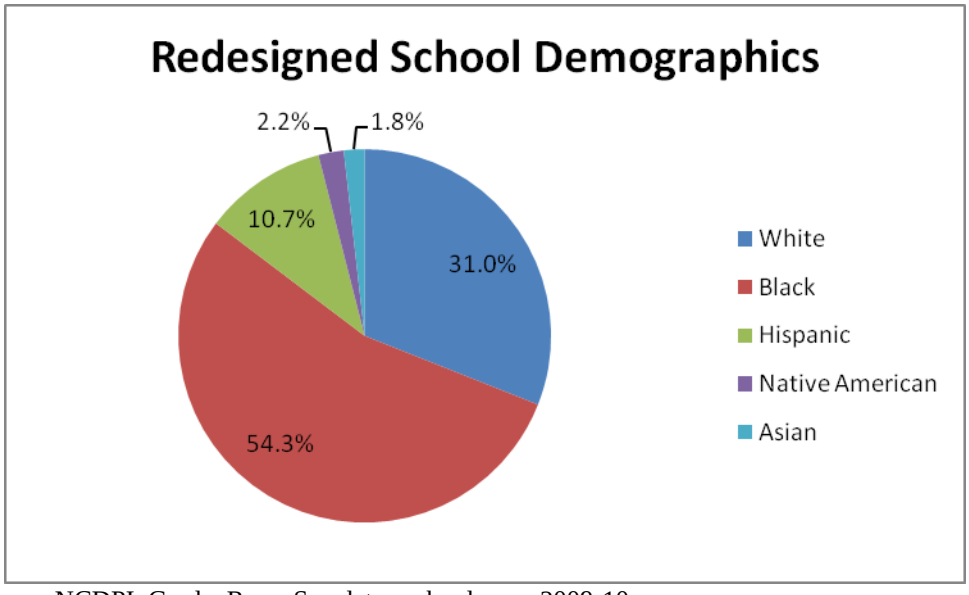
[2] Thirty five of the 36 schools exclusively served students in the 9th through 12th grades. The Cape Hatteras Secondary School of Coastal Studies served students in 6th through 12th grades.

Table 2. Race and Gender of Students in Redesigned High Schools, 2009-10

	Male	Female	Total
White	15.6%	15.4%	31%
Black	26.6%	27.7%	54.3%
Hispanic	5.4%	5.3%	10.7%
Native Amer.	1.2%	1.0%	2.2%
Asian	0.9%	0.9%	1.8%
Total	49.7%	50.3%	100.0%

Source: NCDPI, Grade, Race, Sex data, school year 2009-10

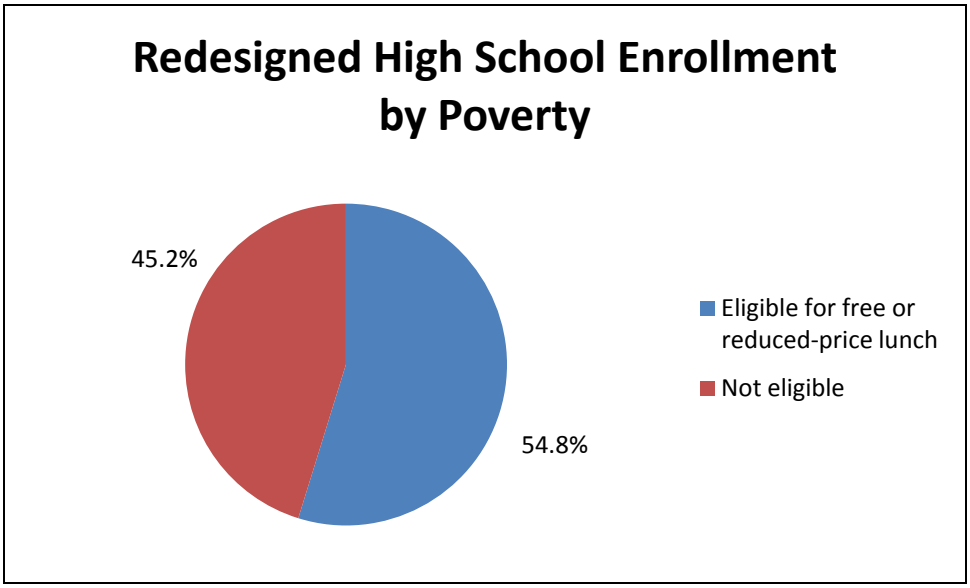
Chart 1. Redesigned High School Enrollment by Race, 2009-10



Source: NCDPI, Grade, Race, Sex data, school year 2009-10

In aggregate, the 36 schools serve a student population that mirrors the state overall in terms of the proportion from low income families.

Chart 2: Redesigned High School Enrollment by Poverty, 2009-10

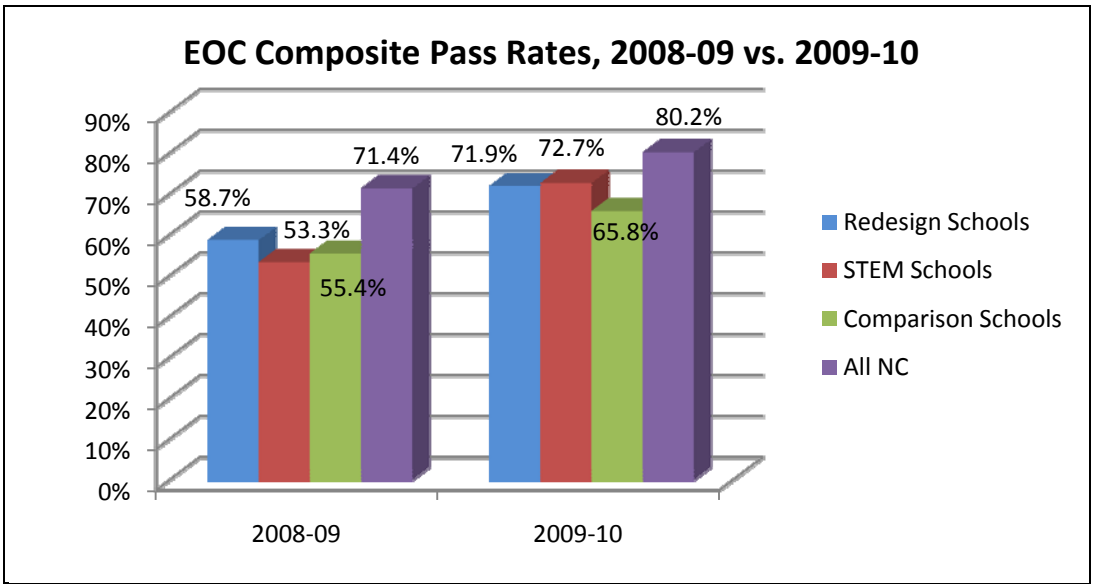


Source: NCDPI Free and Reduced-Price Lunch data, 2009-10

ABC End-of-Course Test Results

As a group, the redesigned high schools supported directly by the combined program grant showed significant gains in 2009-10, even allowing for a change this year by the state to count retests in pass rates. Including all EOCs taken, redesigned schools saw an increase of 13.5 percentage points from 2008-09, as shown in the chart below, compared to an increase of 9.5 points for all schools in the state. **It is important to note that NCNSP affiliated redesigned high schools enroll a greater percentage of high-needs students compared to the state as a whole – so these gains are notable**. The comparison schools, whose enrollments are approximately similar in terms of demographics, had a combined increase of 10.4 points in their EOC composite score.

Chart 3: End-of-Course Exam Composite Pass Rates, 2008-09 vs. 2009-10



Source: NCNSP analysis based on NCDPI EOC data by school, 2008-09 and 2009-10

In 2009-10, the 36 state-supported redesigned high schools had performance composites (or the percent of students proficient on all End-of-Course tests) ranging from 45.6 percent to 94.3 percent, with one third of the redesigned high schools posting performance composites of 80 percent or greater (compared to 17.6 percent of the redesigned high schools' comparison high schools[3] and 16 percent for all high schools statewide). More than half of the redesigned high schools (53 percent) had performance composites that were greater than their comparison high school. Two thirds of redesigned high schools in 2009-10 (66.7 percent) also met the growth targets set for their school under the state's ABC accountability measures (made expected growth), compared with 59 percent of the comparison high schools and 81.3 percent of all high schools statewide. Nearly one third of the redesigned high schools (30.6 percent) exceeded their growth targets (made high growth) compared to about the same percentage (29.4) of the comparison high schools and 50.6 percent of all high schools statewide.

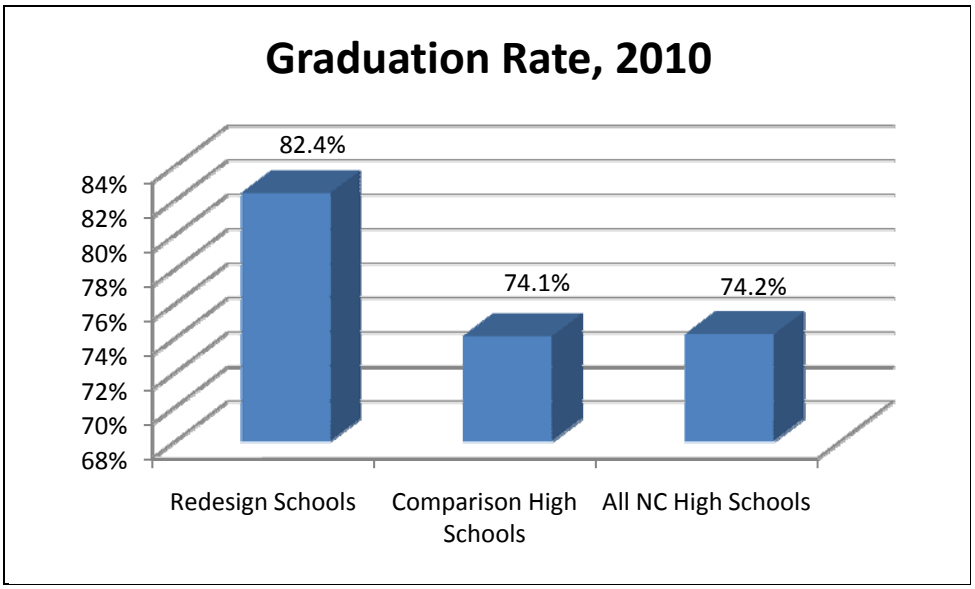
Graduation Rates

The Class of 2010 represented the largest cohort to date to graduate from the state's redesign schools. Thirty of the 36 schools graduated senior classes in 2010, with graduation rates ranging from 100 percent to 52.7 percent. Sixteen of the 30 schools (53.3 percent) graduated more than

[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.

85 percent of the 9th grade cohort from four earlier. The aggregate graduation rate for the 30 schools was 82.4 percent, compared to 74.1 percent for their comparison schools and 74.2 percent for the state as a whole.

Chart 4: Graduation Rates, Redesigned High Schools, Compared

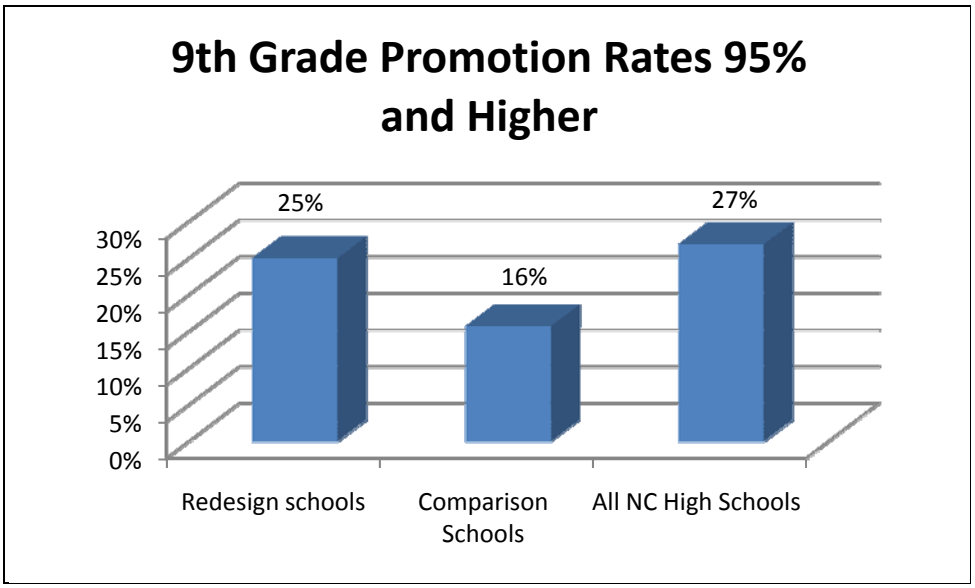


Source: NCNSP analysis of NCDPI graduation rate data, 2010

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 2008-09 year (the most recent for which promotion rates are available), 40 of the 41 state-funded redesigned high schools that were open in 2008-09 had sizable 9th grade classes. The 40 schools reported 9th grade promotion rates ranging from 57.4 percent to 100 percent, with 25 percent of the schools promoting 95 percent or more of their 9th graders. Only three comparison schools (15.7 percent) reported a 95 percent or better 9th grade promotion rate, with 26.9 percent of all high schools statewide achieving similar results.

Chart 5: Schools with 9th Grade Promotion Rates 95 percent or Greater, 2008-09



Source: NCNSP analysis of NCDPI grade promotion data, 2008-09

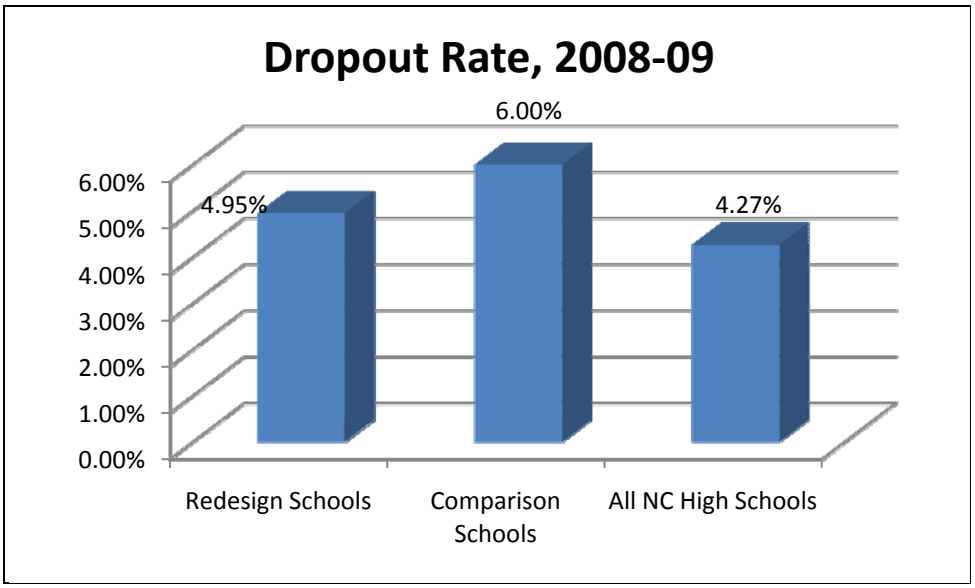
Forty percent of the redesigned schools promoted 90 percent or more of their 9th graders, compared with 26.3 percent of the comparison schools. Nearly three quarters (72.7 percent) of the schools had 9th grade promotion rates that were greater than the rates for their comparison high schools. The 40 redesigned high schools that served 9th graders in 2008-09 had a combined 9th grade promotion rate of 80.4 percent, compared to a combined rate of 78.6 percent for the comparison high schools and 85 percent for all high schools statewide.

Dropout Rates

To graduate all students, schools must ensure that all students stay in school and do not drop out. During the 2008-09 school year (the most recent year for which dropout rates are currently available), the 36 state-funded redesigned high schools that enrolled students that year and also in 2009-10 reported school-wide dropout rates ranging from 0 percent to 15.1 percent, with one out of every five schools (19.4 percent) reporting **no dropouts** (no comparison schools reported no dropouts)**.** Nearly three out of every four redesigned high schools (72.2 percent) reported dropout rates that were lower than the dropout rate for their comparison high school. The 36 redesigned high schools had a combined school wide dropout rate in 2008-09 of 4.95 percent compared to a combined rate of 6 percent for their comparison high schools and 4.27 percent for all high schools statewide.

> One of every five redesigned high schools had no dropouts during the 2008-09 school year

Chart 6: Dropout Rates, Grades 9-12, 2008-09



Source: NCNSP analysis of NCDPI dropout rate data, 2008-09

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 2008-09 school year (the most recent year for which 9th grade dropout rates are available), 29 of the 36 redesigned high schools that were open served sizable 9th grade classes that year and again in 2009-10. Those 29 schools reported 9th grade dropout rates ranging from 0 percent to 12.7 percent, with more than one in three redesigned high schools (37.9 percent) reporting **no 9th grade dropouts** (no comparison school reported no 9th grade dropouts, and only 17.4 percent of all high schools statewide reported none from 9th grade.) Nineteen of the 29 schools (65.5 percent) had 9th grade dropout rates that were lower than the 9th grade dropout rate for their comparison high school. The 29 redesigned high schools that had sizable 9th grade classes in 2008-09 had a combined 9th grade dropout rate of 5 percent, compared to a combined rate of 7.5 percent for their comparison high schools and 5.7 percent for all high schools statewide.

Funding and Additional Support

Twenty-seven of the 36 state-supported redesigned high schools enrolling students for the 2009-10 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 nine 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 nine schools came from local school district sources).[4]

In addition, each redesigned high school (with the exception of the nine 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. As mentioned earlier in this report, that grant-funded support concluded for 18 of the 27 schools at the end of the 2009-10 school year.

School Change and Instructional Coaches: During the 2009-10 school year, all 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. Coaches are identified and trained by NCNSP. 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.

Teacher and Principal Professional Development: Through NCNSP's program of service, called Integrated System of School Support Services or IS4, the organization 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 2000-10 school year by continuing 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 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

[4] A 10th STEM turnaround school, James Kenan School of Engineering, converted in 2009-10 to Duplin Early College High School.

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 2009-10 year from leadership coaches and Leadership Innovation Networks (LIN) groups. These supports were designed to help schools effectively introduce and execute the key school and instructional change embodied in the NCNSP Design Principles. While leadership coaches typically served principals on their own school campuses, LIN groups were added to ensure the development of a network for principals' sharing and problem-solving. 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.

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 Laboratory Initiative:* Two redesigned high schools and two early college high schools comprise the Learning Laboratory 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. Faculty from the four schools has developed a common planning framework for curriculum units that share a depth of understanding and rigor, relevance and integration into the North Carolina Standard Course of Study. These lessons serve as a basis for developing long-term instructional strategies. The LLI schools will host their first study visits in spring 2011.

- *Redesigned Schools 2.0:* Scotland and South Granville high schools, which were among the first in the state to convert to small, theme-based schools, were the first participants during 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 were 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. In 2009-10, principals, teachers, technology facilitators and instructional coaches worked with leaders from SAS, NCNSP and the Friday Institute to develop implementation plans for the initiative and to learn about effective practices of technology integration. Instructional coaches provided on-site follow up support for teachers working to effectively embed technology in their instruction.

- *STEM school development:* NCNSP's efforts to develop schools that focus on science, technology, engineering and mathematics are aimed at educating students for deeper

engagement by making strong connections across the curriculum and to the emerging economy. NCNSP's program director for STEM education and a consultant with the Teaching Institute for Excellence in STEM (TIES) participated last summer in the Educational Development Center's (EDC) Mathematics Leadership Program to become trained facilitators of EDC's new *Secondary Lenses on Learning* seminar series. Leadership teams for each STEM school, including a district representative, school principal, counselor, lead mathematics teacher and NCNSP leadership coach, participated during 2009-10 in this year-long seminar series, which provides each team with experiences, information and resources to guide the team in key areas of school practice known to have an impact on secondary students' mathematical learning. The seminar series further developed their capacity to work together, as a coherent mathematics leadership team, in order to strategically advance the work of the mathematics program in each school. NCNSP also collaborated with N.C. State University and local school districts on two math and science partnership grants from NC DPI. One focused on the implementation of Core-Plus Mathematics in six turnaround STEM schools and the other to support implementation of the *Modeling Instruction* science curriculum developed at Arizona State University. Both grants funded professional development through residential summer workshops, school year follow-up meetings and instructional coaching in the schools. NCNSP is named as a partner in each of these grants along with Watauga, Buncombe, Caldwell, Durham and Martin county schools districts, Weldon City Schools, and The Science House at NC State University.

- *2010 Summer Institute:* NCNSP leveraged the knowledge and experience of its partner schools this year to revise the model of its annual summer conference. About 70 percent of the individual sessions at this year's summer institute were led by teachers, principals and counselors, who had worked in conjunction with NCNSP to develop workshops focusing on a wide array of issues, ranging from use of data and creating a college-going culture to using technology to support powerful teaching and learning to formative assessment. Evaluations from the 600 participants at the summer institute indicate that the revised format was welcomed as engaging and effective.

Changes in School Sites for the 2010-11 School Year

The knowledge and experience gained by redesigned high schools have shaped NCNSP's plans for its coming work. NCNSP is focusing on efforts aimed both at improving the quality of redesigned high schools as well as creating new innovations that will be of value to North Carolina. This includes continuing to study and observe successful models across the country and to monitor international comparisons of schools that achieve strong results.

North Carolina's success in winning a federal Race to the Top grant will allow NCNSP to develop "affinity clusters," or networks, of schools as a strategy to both sustain and strengthen innovative approaches in secondary school education. The creation of the clusters of schools will allow innovative high schools with similar themes to work together to deepen teaching and learning through focused support from NCNSP. This approach also allows NCNSP to more closely align the evolving models with expertise in the private sector and in higher education. Fundamentally, the

clusters are one of NCNSP strategies to address both sustainability and quality in new schools. This work has been based upon NCNSP's work with the STEM-themed schools, which have needed and have received more pronounced curricular support around math and science instruction than has been typical in IS^4, which focuses principally on instructional strategies that are common across content areas. The schools in Affinity Clusters will receive targeted enhanced coaching, and some teachers have the opportunity to work together during the summer and to apply collaborative technology on curriculum. In addition, each school will partner with a higher education institution and with local employers to ensure that its course content is well aligned to real world demands that graduates will face. This connection to economic opportunity has made the Affinity Cluster concept attractive to a number of state leaders, including Lt. Gov. Walter Dalton and executives from Progress Energy and Blue Cross Blue Shield. The development of STEM-focused affinity clusters around energy-education and health science themes show particular promise.

In addition, NCNSP continues to refine support through IS^4. NCNSP staff will continue to devote a greater share of their time to direct interaction and assistance to their portfolio of schools. Schools have been grouped into three tiers based on the perceived level of support each needs, with guidelines established for the level of support each tier will receive. Portfolio managers will also focus more closely on data about their schools as a means to better tailor their interactions and support. NCNSP is differentiating support for principals through regional networks of principals run by leadership coaches. The networks acknowledge the needs of principals with different experience and different records of success.

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
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

School	District	Year Opened
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
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)

School	District	Year Opened
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)
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

School	District	Year Opened
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

The small size of the schools fosters strong and supportive relationships between teachers and students. The real-world connections the schools are making help students grasp the relevance of classroom instruction. All of the schools adhere to a set of five key design principles that underlie effective educational innovation:

- **Ready for College:** A clear focus on preparing all students for college and work
- **Powerful Teaching and Learning:** Instruction focuses on critical thinking, application and problem-solving skills often neglected in traditional settings.
- **Personalization:** Students being known well is an essential condition of helping them achieve academically.
- **Redefined Professionalism:** All staff take responsibility for the success of every student and hold themselves accountable to their colleagues
- **Purposeful Design:** The organization of time, space, and the allocation of resources ensures that all the design principles become common practice.

To learn more about the North Carolina New Schools Project,
visit our website at **www.newschoolsproject.org.**

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