

**STATE BOARD OF COMMUNITY COLLEGES
Cooperative Innovative High School Report**

Request: The State Board of Community Colleges is asked to approve the Cooperative Innovative High Schools (CIHS) report for the 2015-2016 school year.

Background: The General Assembly established the following criteria to evaluate Cooperative Innovative High Schools:

115C-238.55. Evaluation of cooperative innovative high schools.

The State Board of Education and the governing Boards shall evaluate the success of students in cooperative innovative high schools approved under this Part. Success shall be measured by high school retention rates, high school completion rates, high school dropout rates, certification and associate degree completion, admission to four-year institutions, post-graduation employment in career or study-related fields, and employer satisfaction of employees who participated in and graduated from the schools.

Rationale: Cooperative Innovative High Schools (CIHS) enable students to concurrently obtain a high school diploma and begin or complete an associate degree program, master a certificate or vocational program, or earn up to two years of college credit within five years. Review and evaluation of CIHS student outcomes ensures continued program success.

Contact Person:

Dr. Lisa Eads
Program Coordinator



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



North Carolina Community Colleges

Report to the North Carolina General Assembly

Cooperative Innovative High School Programs

SL 2012-142 (HB 950, Budget Bill), sec. 7.11(g)

GS 115C-238.50-.55

Date Due: March 15, 2017

Report # 42

DPI Chronological Schedule, 2016-2017

STATE BOARD OF EDUCATION

SBE VISION: Every public school student will graduate ready for post-secondary education and work, prepared to be a globally engaged and productive citizen.

**SBCC
02/17/2017**

SBE MISSION: The State Board of Education will use its constitutional authority to lead and uphold the system of public education in North Carolina.

WILLIAM COBEY

Chair :: Chapel Hill – At-Large

A.L. COLLINS

Vice Chair :: Kernersville – Piedmont Triad Region

DAN FOREST

Lieutenant Governor :: Raleigh – Ex Officio

DALE FOLWELL

State Treasurer :: Raleigh – Ex Officio

MARK JOHNSON

Secretary to the Board :: Raleigh

BECKY TAYLOR

Greenville – Northeast Region

REGINALD KENAN

Rose Hill – Southeast Region

AMY WHITE

Garner – North Central Region

OLIVIA OXENDINE

Lumberton – Sandhills Region

GREG ALCORN

Salisbury – Southwest Region

TODD CHASTEEN

Blowing Rock – Northwest Region

WAYNE MCDEVITT

Asheville – Western Region

ERIC DAVIS

Charlotte – At-Large

PATRICIA N. WILLOUGHBY

Raleigh – At-Large

NC DEPARTMENT OF PUBLIC INSTRUCTION

Mark Johnson, State Superintendent: 301 N. Wilmington Street :: Raleigh, North Carolina 27601-2825

In compliance with federal law, the NC Department of Public Instruction administers all state-operated educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate and allowed by law.

Inquiries or complaints regarding discrimination issues should be directed to:

Deputy State Superintendent :: 6368 Mail Service Center, Raleigh, NC 27699-6368 :: Phone: (919) 807-3200 :: Fax: (919) 807-3388

Visit us on the Web :: www.ncpublicschools.org

Report to the North Carolina General Assembly: §115C-238.50 ~ Cooperative Innovative High School Programs

In response to N.C.G.S. §115C-238.50, the North Carolina Department of Public Instruction (NCDPI) initially established Cooperative Innovative High Schools (CIHS) in 2004 with the NC Community Colleges System (NCCCS) and the University of North Carolina General Administration (UNCGA). G.S. §115C-238.50, authorizes “local boards of education to jointly establish with one or more boards of trustees cooperative innovative programs in high schools and colleges or universities that will expand students' opportunities for educational success through high quality instructional programming. These cooperative innovative high school programs shall target any of the following groups: (1) High school students who are at risk of dropping out of school before attaining a high school diploma. (1a) High school students with parents who did not continue education beyond high school. (2) High school students who would benefit from accelerated academic instruction.”

In the thirteen years since the General Assembly authorized the establishment of Cooperative Innovative High School Programs, students, including many at-risk of dropping out and historically underserved, are seeing increased academic outcomes that surpass those of students across the state. As CIHS continue to open in more North Carolina school districts, a growing number of students are benefitting from new opportunities, leading to stronger outcomes with higher rates of academic achievement, graduation and postsecondary enrollment.

North Carolina has made significant progress in opening and sustaining innovative secondary schools that share the critical goal of graduating every student well prepared for success in college, careers and life. Today CIHS extend across 73 of the state's 115 districts, with **106 individual schools operating for the 2015-16 school year**, the period covered by this report. 92 CIHS partner with N.C. community colleges, nine with the U.N.C. System institutions and five with independent colleges. 83 CIHS are early colleges, eleven are middle colleges, and there are 22 other innovative CIHS models, including STEM schools and career academies. Ten new CIHS opened in the fall of 2016. Those ten schools are not included in this report.

CIHSs are supported by a tri-agency partnership between NCDPI, NCCCS and the UNCGA. The Joint Advisory Committee (JAC) is comprised of staff from each agency, who

meet regularly and collaborate to support CIHSs throughout the year through technical support, resource development, policy and advocacy and data collection and analysis. This support includes regular meetings in each State Board of Education region, webinars for principals, counselors and college liaisons, working support sessions for CIHS applicants, and visits to each new CIHS, as well as resources developed by the JAC and shared via the NCDPI CIHS website: <http://www.dpi.state.nc.us/cihs/>.

Together, these schools are transforming teaching and learning for their students, while also helping to prompt the growth of innovative practices in many other districts and schools. A growing number of districts are now embracing similar innovations for all their schools, as more CIHS demonstrate sustained success.

The state's most recent data from NCDPI, the NCCCS and the UNCGA continue to show gains in areas of high school retention rates, high school completion rates, certification and associate degree completion, admission to four year institutions, and a reduction in drop-out rates.

Highlights of the Cooperative Innovative High Schools included these in 2015-2016:

- Enrollment in Cooperative Innovative High Schools in 2015-2016 was **22,458** students.
- In total, **4,457** students graduated from Cooperative Innovative High Schools.
- Certification Completion: **755** CIHS students graduated with career certifications.
- Associate Degree Completion: **1,927** CIHS students graduated with an associate degree.
- Admission to Four Year Institutions: **2,989** CIHS students were admitted to UNC System four year institutions.
- High school retention rates above state averages.
- High school completion rates above state averages.
- High school drop-out rates below state averages.

- Academic outcomes above state averages: CIHS outperformed statewide averages in each reported subject: math 1, biology, and English II.
- CIHS students received better grades, on average, than college age students in all the core academic areas. Including all college courses taken by CIHS students on community college campuses, 85 percent received a passing grade of C or better.

Following the complete data captured below in response to legislative requirements, this report, for the first time, includes success stories from across North Carolina's growing network of CIHS. These stories, of student and of school transformations, illustrate the powerful impact many CIHS are having in our communities.

The principal of Columbus Career and College Academy, for example, writes "about a student who came to us in ninth grade who would not talk at all to anyone, student or teacher." She continues: *"Because our school is smaller, we are able truly to 'learn' our students and what their challenges are. We all worked to develop a relationship with this student and to push him outside his comfort zone, while making sure he felt supported and safe. By the time this student graduated, he did so with an Associate's Degree and was giving presentations in front of classes. The personality of the school is what makes us different. We work as a family and team to address the individual needs of our students."*

This continued success is a result of hard work by NC's teachers, principals and districts. With sustained efforts of professional development and technical assistance from NCDPI, the NC Community Colleges System and the UNC General Administration, the State Board of Education and NCDPI expect continued progress to increase access and successful participation in Cooperative Innovative High Schools across NC to further meet the intent of the legislation.

Report Requirements

This report responds to the requirements of the legislation enacted in N.C.G.S. §115C-238.55, which establishes that "the State Board of Education and the governing Boards shall evaluate the success of students in cooperative innovative high schools approved under this Part. Success shall be measured by high school retention rates, high school completion rates, high school dropout rates, certification and associate degree completion, admission to four-year

institutions, post-graduation employment in career or study-related fields, and employer satisfaction of employees who participated in and graduated from the schools.”

The State Board of Education/NCDPI report fulfills some requirements, while others are fulfilled by accompanying data from the NCCCS and the UNCGA.

The following table reviews the report requirements and indicates which agency or source addresses the required information:

High School Retention Rates	CIHS Annual Reports
High School Completion Rates	NCDPI and CIHS Annual Reports
High School Drop-out Rates	NCDPI
Certification and Associate Degree Completion	NCCCS and CIHS Annual Reports
Admission to Four Year Institutions	UNCGA
Post-graduation employment	Data not available
Employer satisfaction of CIHS graduates	Data not available
CIHS Success Stories	CIHS Annual Reports
List of Current CIHS by LEA	NCDPI

**Cooperative Innovative High Schools
Legislative Accountability Data 2015-2016**
Source: NCDPI

	District Name	School Name	Retention Rate*	Number of Dropouts	Graduation Rate
1	Alamance Burlington Schools	Alamance-Burlington Middle College High School	>95	0	>95
2	Anson County Schools	Anson County Early College High School	>95	<10	>95
3	Asheville City Schools	School of Inquiry and Life Sciences at Asheville	>95	0	93.4
4	Avery County Schools	Avery County High School	>95	<10	>95
5	Avery County Schools	Avery County High School STEM Academy	>95	0	>95
6	Avery County Schools	Avery County High School Viking Academy	>95	0	>95
7	Beaufort County Schools	Beaufort County Early College High School	92.7	0	>95
8	Bertie County Schools	Bertie Early College High	>95	<10	90.9
9	Brunswick County Schools	Brunswick County Early College High School	>95	0	>95
10	Buncombe County Schools	Buncombe County Early College High School	94.8	<10	>95
11	Buncombe County Schools	Buncombe County Middle College High School	95.0	<10	92.3
12	Buncombe County Schools	Martin L Nesbitt Jr. Discovery Academy	>95	0	n/a
13	Burke County Schools	Burke Middle College High School	>95	0	>95
14	Cabarrus County Schools	Cabarrus-Kannapolis Early College	>95	0	>95
15	Caldwell County Schools	Caldwell Career Center Middle College	>95	0	>95
16	Caldwell County Schools	Caldwell Early College High School	>95	0	>95
17	Catawba County Schools	Challenger (Catawba) Early College High School	>95	0	>95
18	Charlotte-Mecklenburg Schools	Cato Middle College High	>95	0	>95
19	Charlotte-Mecklenburg Schools	Charlotte Engineering Early College	83.2	0	n/a
20	Charlotte-Mecklenburg Schools	Levine Middle College High	>95	0	>95
21	Charlotte-Mecklenburg Schools	Performance Learning Center	>95	0	91.8
22	Cherokee County Schools	Tri-County Early College High	89.5	0	>95

23	Cleveland County Schools	Cleveland Early College High School	>95	0	>95
24	Columbus County Schools	Columbus Career and College Academy SE Campus	>95	0	84.6
25	Craven County Schools	Craven Early College High	>95	0	>95
26	Craven County Schools	Early College EAST High School	>95	0	>95
27	Cumberland County Schools	Cross Creek Early College	>95	0	>95
28	Cumberland County Schools	Cumberland International Early College High School	>95	0	>95
29	Cumberland County Schools	Cumberland Polytechnic High School	>95	0	>95
30	Currituck County Schools	JP Knapp Early College High School	>95	0	>95
31	Davidson County Schools	Davidson Early College	>95	0	>95
32	Davidson County Schools	Yadkin Valley Regional Career Academy	>95	0	n/a
33	Davie County Schools	Davie County Early College High	>95	0	>95
34	Duplin County Schools	Duplin Early College High School	94	0	>95
35	Durham Public Schools	City of Medicine Academy	94.4	0	>95
36	Durham Public Schools	Hillside New Tech High School	>95	0	>95
37	Durham Public Schools	Josephine Dobbs (JD) Clement Early College High School	>95	0	>95
38	Durham Public Schools	Middle College High School at DTCC	>95	0	>95
39	Edgecombe County Schools	Edgecombe Early College High	>95	0	>95
40	Franklin County Schools	Franklin County Early College	87.3	0	>95
41	Gaston County Schools	Gaston Early College High School	>95	0	90.9
42	Granville County Schools	Granville Early College High	90	0	90.9
43	Greene County Schools	Greene Early College High School	>95	0	>95
44	Guilford County Schools	Academy at Smith	>95	0	>95
45	Guilford County Schools	Bennett Early/Middle College	86.0	0	>95
46	Guilford County Schools	The Academy at High Point Central	>95	0	>95
47	Guilford County Schools	The Early College at Guilford College	>95	0	>95
48	Guilford County Schools	Greensboro College Middle College	93.4	0	>95
49	Guilford County Schools	Middle College at GTCC- Greensboro	93.6	0	>95
50	Guilford County Schools	Middle College at GTCC- Jamestown	>95	0	>95
51	Guilford County Schools	Middle College at GTCC- High Point	>95	0	>95
52	Guilford County Schools	Middle College at NC A&T State University	>95	0	>95
53	Guilford County Schools	Middle College at UNCG	>95	0	>95

54	Guilford County Schools	STEM Early College at NC A&T State University	>95	0	>95
55	Haywood County Schools	Haywood Early College	94.9	0	78.3
56	Henderson County Schools	Henderson Early College	>95	0	>95
57	Hertford County Schools	Hertford County Early College High School	>95	0	94.7
58	Hoke County Schools	SandHoke Early College High School	91.3	0	94.9
59	Hyde County Schools	Mattamuskeet Early College High School	>95	0	88.9
60	Iredell-Statesville Schools	Collaborative College for Technology and Leadership	93.3	0	>95
61	Iredell-Statesville Schools	Crossroads Art and Science Early College	94.2	0	>95
62	Jackson County Schools	Blue Ridge Early College	>95	0	>95
63	Jackson County Schools	Jackson County Early College	>95	0	>95
64	Johnston County Schools	Johnston County Early College Academy	>95	0	>95
65	Johnston County Schools	Johnston County Middle College High	>95	0	>95
66	Lee County Schools	Lee Early College	>95	0	>95
67	Lenoir County Schools	Lenoir County Early College High	94.1	0	>95
68	Macon County Schools	Macon Early College High School	>95	0	89.7
69	Madison County Schools	Madison Early College High School	>95	0	>95
70	McDowell County Schools	McDowell Early College	>95	0	>95
71	Mitchell County Schools	Mayland Early College	92.7	0	81.3
72	Nash-Rocky Mount Schools	Nash Rocky Mount Early College High School	>95	0	>95
73	New Hanover County Schools	Isaac M Bear Early College	>95	0	>95
74	New Hanover County Schools	Wilmington Early College High School	>95	0	>95
75	Northeast Regional School	Northeast Regional School of Biotechnology and Agriscience	>95	0	n/a
76	Pender County Schools	Pender Early College High School	>95	0	>95
77	Pitt County Schools	Pitt Early College	>95	0	n/a
78	Polk County Schools	Polk County Early College	>95	0	**
79	Public Schools of Robeson County	PSRC Early College at RCC	>95	0	>95
80	Randolph County Schools	Randolph Early College High School	>95	0	>95

81	Richmond County Schools	Richmond Early College High School	>95	0	>95
82	Rockingham County Schools	Rockingham County Early College High	94.1	0	>95
83	Rowan-Salisbury Schools	Rowan County Early College	>95	0	>95
84	Rutherford County Schools	Rutherford Early College High School	94.1	0	>95
85	Sampson County Schools	Sampson Early College High	>95	0	90
86	Scotland County Schools	Scotland Early College High	>95	0	>95
87	Stanly County Schools	Stanly Early College High School	>95	0	>95
88	Stokes County Schools	Stokes Early College High School	>95	0	>95
89	Surry County Schools	Surry Early College High School	>95	0	>95
90	Tyrell County Schools	Columbia Early College High School	>95	0	91.9
91	Union County Schools	Union County Early College	>95	0	>95
92	Vance County Schools	Vance County Early College High School	91.7	0	>95
93	Wake County Public Schools	Vernon Malone College and Career Academy	85.9	0	>95
94	Wake County Public Schools	Wake Early College of Health and Science	>95	0	>95
95	Wake County Public Schools	Wake STEM Early College High School	>95	0	>95
96	Wake County Public Schools	Wake Young Men's Leadership Academy	>95	0	n/a
97	Wake County Public Schools	Wake Young Women's Leadership Academy	93.4	0	n/a
98	Warren County Schools	Warren Early College High	85.6	0	80
99	Wayne County Schools	Wayne Early/Middle College High School	>95	0	>95
100	Wayne County Schools	Wayne School of Engineering	>95	0	>95
101	Weldon City Schools	Roanoke Valley Early College High School	94.9	0	87.8
102	Wilkes County Schools	Wilkes Early College High School	>95	0	91.3
103	Wilson County Schools	Wilson Early College Academy	>95	0	92.3
104	Winston Salem/Forsyth County Schools	Early College of Forsyth County	>95	0	>95
105	Winston Salem/Forsyth County Schools	Middle College of Forsyth County	90	0	90
106	Yadkin County Schools	Yadkin Early College	>95	0	>95

*Self-reported data collected from 2016 Annual Reports submitted by 116 Cooperative Innovative High Schools.

**Cohort size too small to calculate data through system.

**Cooperative Innovative High Schools
Performance Data 2015-2016**
Source: NCDPI

	District Name	School Name	Grade	Score	Growth
1	Alamance Burlington Schools	Alamance-Burlington Middle College High School	A	85	Met
2	Anson County Schools	Anson County Early College High School	B	72	Not met
3	Asheville City Schools	School of Inquiry and Life Sciences at Asheville	A	86	Exceeded
4	Avery County Schools	Avery County High School	C	67	Met
5	Avery County Schools	Avery County High School STEM Academy	A	87	Met
6	Avery County Schools	Avery County High School Viking Academy	B	75	Met
7	Beaufort County Schools	Beaufort County Early College High School	A	92	Exceeded
8	Bertie County Schools	Bertie Early College High	A	86	Met
9	Brunswick County Schools	Brunswick County Early College High School	A+NG	94	Exceeded
10	Buncombe County Schools	Buncombe County Early College High School	A	91	Met
11	Buncombe County Schools	Buncombe County Middle College High School	A	90	N/A
12	Buncombe County Schools	Martin L Nesbitt Jr. Discovery Academy	A	92	Met
13	Burke County Schools	Burke Middle College High School	A	100	N/A
14	Cabarrus County Schools	Cabarrus-Kannapolis Early College	A	88	Met
15	Caldwell County Schools	Caldwell Career Center Middle College	A	94	Met
16	Caldwell County Schools	Caldwell Early College High School	A	87	Met
17	Catawba County Schools	Challenger (Catawba) Early College High School	A+NG	96	Exceeded
18	Charlotte-Mecklenburg Schools	Cato Middle College High	A	97	N/A
19	Charlotte-Mecklenburg Schools	Charlotte Engineering Early College	B	73	Met
20	Charlotte-Mecklenburg Schools	Levine Middle College High	A	95	N/A
21	Charlotte-Mecklenburg Schools	Performance Learning Center	C	61	Not met
22	Cherokee County Schools	Tri-County Early College High	B	75	Not met
23	Cleveland County Schools	Cleveland Early College High School	A+NG	87	Exceeded
24	Columbus County Schools	Columbus Career and College Academy SE Campus	B	71	Not met
25	Craven County Schools	Craven Early College High	B	81	Met
26	Craven County Schools	Early College EAST High School	B	82	Met
27	Cumberland County Schools	Cross Creek Early College	B	84	Not met
28	Cumberland County Schools	Cumberland International Early College High School	A+NG	90	Met
29	Cumberland County Schools	Cumberland Polytechnic High School	A	92	Exceeded
30	Currituck County Schools	JP Knapp Early College High School	A	85	Exceeded
31	Davidson County Schools	Davidson Early College	A	88	Met
32	Davidson County Schools	Yadkin Valley Regional Career Academy	C	66	Met
33	Davie County Schools	Davie County Early College High	A	94	Exceeded
34	Duplin County Schools	Duplin Early College High School	B	83	Met

35	Durham Public Schools	City of Medicine Academy	A+NG	87	Exceeded
36	Durham Public Schools	Hillside New Tech High School	A	93	Exceeded
37	Durham Public Schools	Josephine Dobbs (JD) Clement Early College High School	C	65	Not met
38	Durham Public Schools	Middle College High School at DTCC	A+NG	96	Exceeded
39	Edgecombe County Schools	Edgecombe Early College High	A	96	Exceeded
40	Franklin County Schools	Franklin County Early College	B	84	Exceeded
41	Gaston County Schools	Gaston Early College High School	A	96	Exceeded
42	Granville County Schools	Granville Early College High	A	89	Exceeded
43	Greene County Schools	Greene Early College High School	B	83	Exceeded
44	Guilford County Schools	Academy at Smith	A	89	N/A
45	Guilford County Schools	Bennett Early/Middle College	A	92	Not met
46	Guilford County Schools	The Academy at High Point Central	B	79	Exceeded
47	Guilford County Schools	The Early College at Guilford College	A	89	Exceeded
48	Guilford County Schools	Greensboro College Middle College	B	79	Exceeded
49	Guilford County Schools	Middle College at GTCC- Greensboro	A	91	Exceeded
50	Guilford County Schools	Middle College at GTCC- Jamestown	B	83	Met
51	Guilford County Schools	Middle College at GTCC- High Point	B	75	Met
52	Guilford County Schools	Middle College at NC A&T State University	B	80	Exceeded
53	Guilford County Schools	Middle College at UNCG	A	96	Exceeded
54	Guilford County Schools	STEM Early College at NC A&T State University	B	83	Met
55	Haywood County Schools	Haywood Early College	A	85	Met
56	Henderson County Schools	Henderson Early College	A	99	Exceeded
57	Hertford County Schools	Hertford County Early College High School	B	81	Exceeded
58	Hoke County Schools	SandHoke Early College High School	A	85	Exceeded
59	Hyde County Schools	Mattamuskeet Early College High School	C	60	Met
60	Iredell-Statesville Schools	Collaborative College for Technology and Leadership	A	95	Exceeded
61	Iredell-Statesville Schools	Crossroads Art and Science Early College	B	83	Met
62	Jackson County Schools	Blue Ridge Early College	C	58	Met
63	Jackson County Schools	Jackson County Early College	A	86	Met
64	Johnston County Schools	Johnston County Early College Academy	A	97	N/A
65	Johnston County Schools	Johnston County Middle College High	A	93	Exceeded
66	Lee County Schools	Lee Early College	A	87	Met
67	Lenoir County Schools	Lenoir County Early College High	C	67	Not met
68	Macon County Schools	Macon Early College High School	B	77	Met
69	Madison County Schools	Madison Early College High School	B	84	Exceeded
70	McDowell County Schools	McDowell Early College	B	78	Not met
71	Mitchell County Schools	Mayland Early College	B	81	Met
72	Nash-Rocky Mount Schools	Nash Rocky Mount Early College High School	A	86	Exceeded
73	New Hanover County Schools	Isaac M Bear Early College	A	90	Exceeded

74	New Hanover County Schools	Wilmington Early College High School	A	95	Exceeded
75	Northeast Regional School	Northeast Regional School of Biotechnology and Agriscience	B	76	Met
76	Pender County Schools	Pender Early College High School	A	95	Exceeded
77	Pitt County Schools	Pitt Early College	A	90	Exceeded
78	Polk County Schools	Polk County Early College	A	88	Met
79	Public Schools of Robeson County	PSRC Early College at RCC	A	92	Exceeded
80	Randolph County Schools	Randolph Early College High School	A+NG	92	Exceeded
81	Richmond County Schools	Richmond Early College High School	A+NG	88	Met
82	Rockingham County Schools	Rockingham County Early College High	A	90	Exceeded
83	Rowan-Salisbury Schools	Rowan County Early College	B	77	Not met
84	Rutherford County Schools	Rutherford Early College High School	A	89	Met
85	Sampson County Schools	Sampson Early College High	B	84	Exceeded
86	Scotland County Schools	Scotland Early College High	A	94	Exceeded
87	Stanly County Schools	Stanly Early College High School	A	87	Met
88	Stokes County Schools	Stokes Early College High School	B	83	Not met
89	Surry County Schools	Surry Early College High School	A+NG	93	Exceeded
90	Tyrell County Schools	Columbia Early College High School	B	70	Exceeded
91	Union County Schools	Union County Early College	A+NG	94	Exceeded
92	Vance County Schools	Vance County Early College High School	A	85	Exceeded
93	Wake County Public Schools	Vernon Malone College and Career Academy	B	73	Met
94	Wake County Public Schools	Wake Early College of Health and Science	A	93	Met
95	Wake County Public Schools	Wake STEM Early College High School	B	76	Met
96	Wake County Public Schools	Wake Young Men's Leadership Academy	B	77	Met
97	Wake County Public Schools	Wake Young Women's Leadership Academy	A	94	Exceeded
98	Warren County Schools	Warren Early College High	C	67	Met
99	Wayne County Schools	Wayne Early/Middle College High School	A	97	Exceeded
100	Wayne County Schools	Wayne School of Engineering	B	82	Met
101	Weldon City Schools	Roanoke Valley Early College High School	B	73	Met
102	Wilkes County Schools	Wilkes Early College High School	B	81	Met
103	Wilson County Schools	Wilson Early College Academy	A	86	Exceeded
104	Winston Salem/Forsyth County Schools	Early College of Forsyth County	A	93	Met
105	Winston Salem/Forsyth County Schools	Middle College of Forsyth County	A	95	N/A
106	Yadkin County Schools	Yadkin Early College	A	90	Exceeded

The performance data captured above show that:

- More that **95 percent** of CIHS students are promoted to the next grade level year after year.
- **95 percent** of Cooperative Innovative High Schools have a **0 percent** drop-out rate.
- **92.5 percent** of CIHS scored a B or above on their N.C. School Report Card. All CIHS scored a C or above.
- **95 out of 106** CIHS met or exceeded growth.

NC Community College System Office, Dual Enrollment Trends

NCCCS CIHS Data 2015-16

Cooperative Innovative High School College Completion

Cooperative Innovative High School students demonstrated high levels of success in the completion of college programs over the past year. In 2015-16, 1927 Cooperative Innovative High School students graduated with an associate degree. Additionally, 755 students graduated with a certificate in a career and technical education program. This data was provided by the Local Education Agencies and was verified by their community college partners.

Program Enrollment

Dual enrollment in North Carolina Community Colleges steadily increased over the past three years. In Fall 2015, more than 31,000 high school students were enrolled in Cooperative Innovative High Schools (CIHS) and Career and College Promise (CCP). Figure 1a, Figure 1b, and Figure 1c. illustrate the fall dual enrollment trends in Cooperative Innovative High schools (early college, middle college, and other CIHS programs) and Career and College Promise (career and technical education pathways and college transfer pathways).

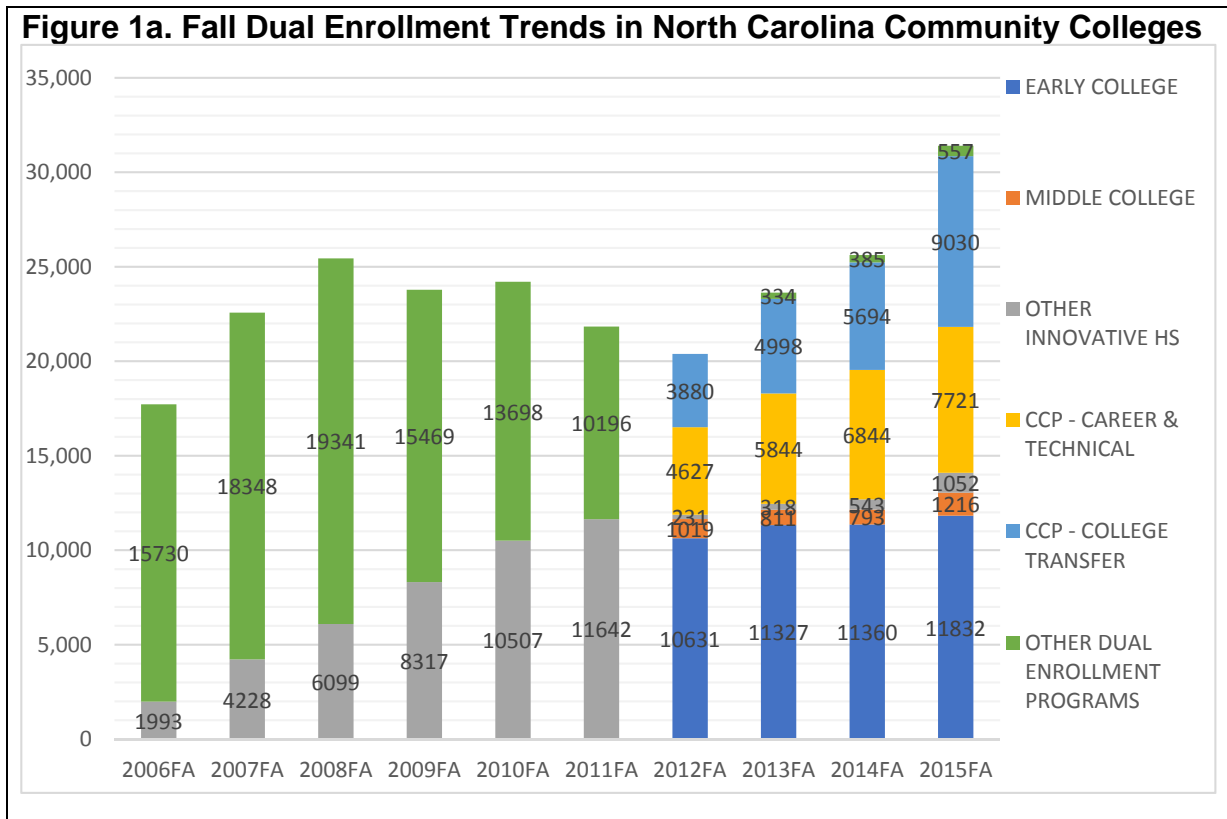


Figure 1b. Fall 2015 Cooperative Innovative High School Enrollment by Gender

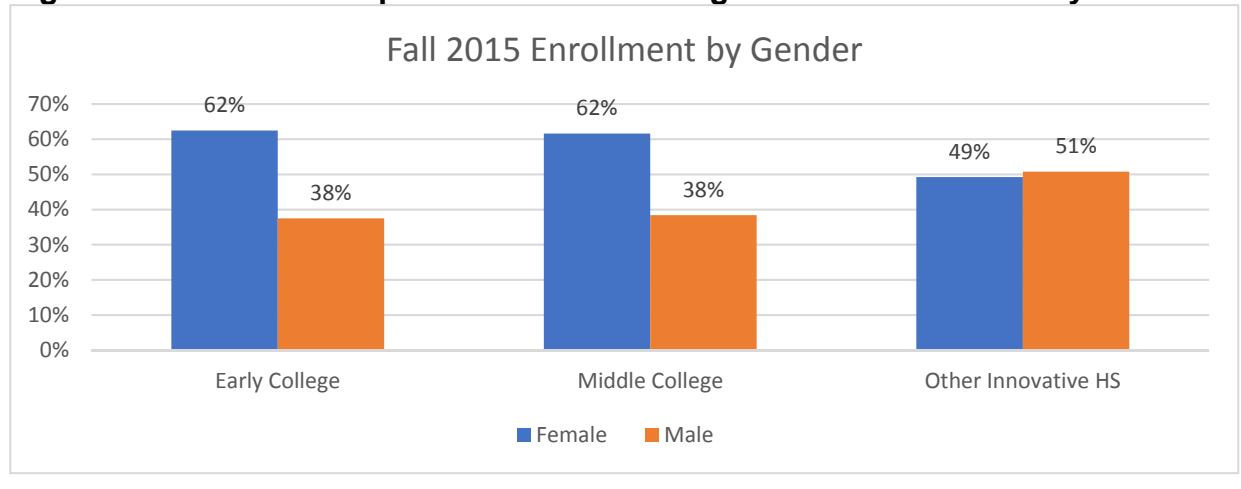
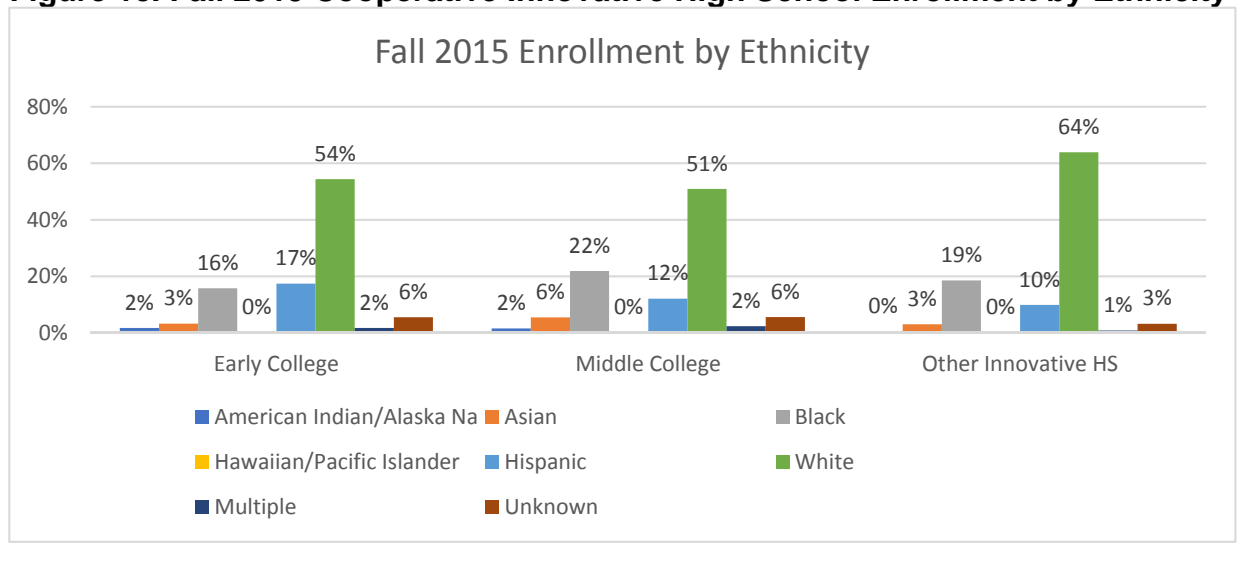


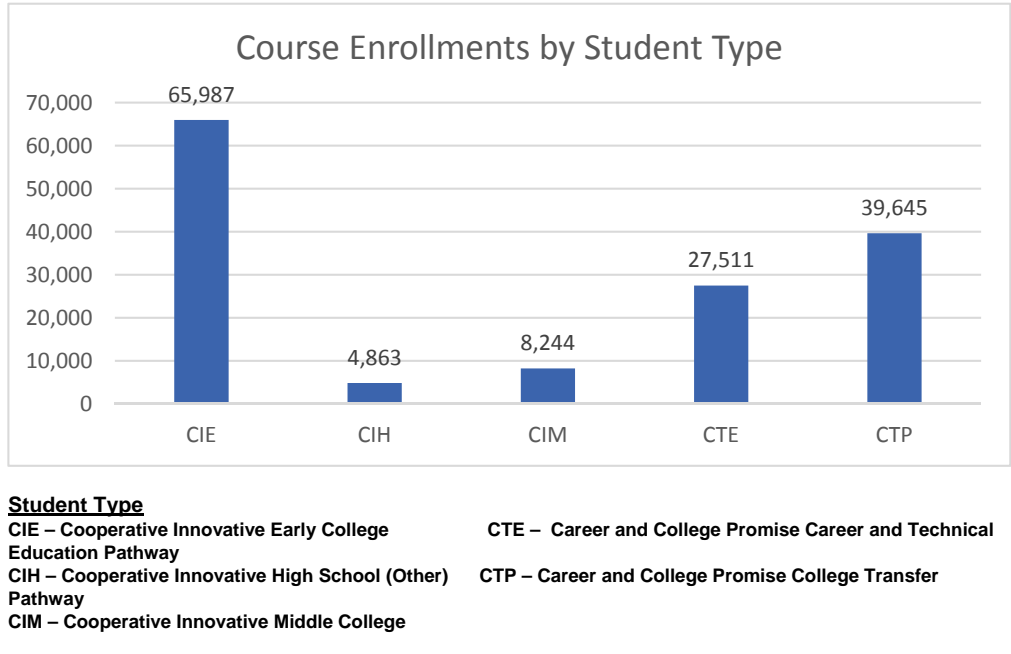
Figure 1c. Fall 2015 Cooperative Innovative High School Enrollment by Ethnicity



Course Enrollment

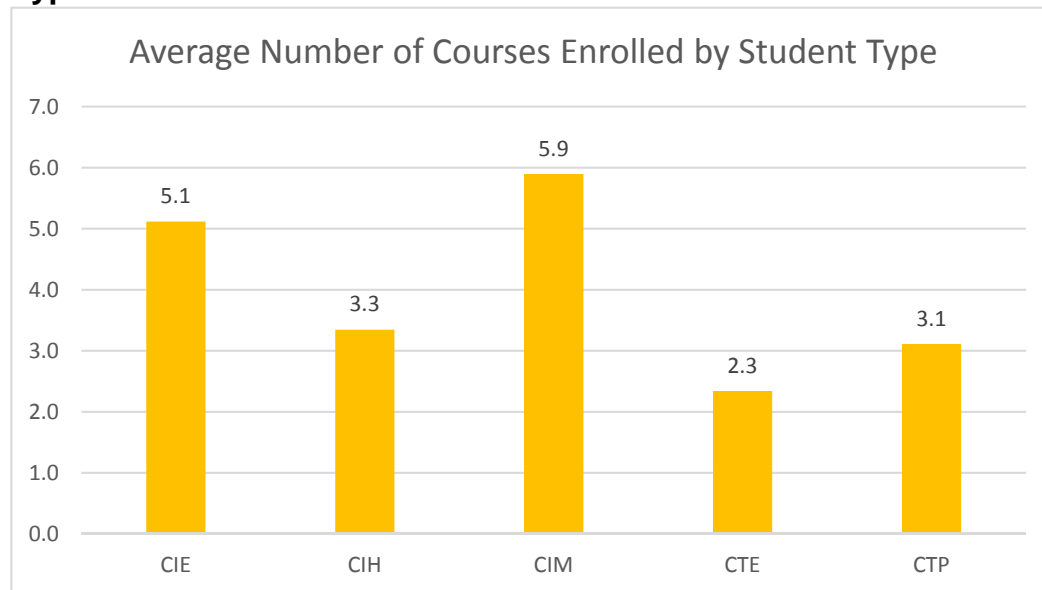
Course enrollment also increased in 2015-16. Data from the North Carolina Community College System shows that early college students enrolled in 65,987 courses, middle college students enrolled in 8,244 courses, and other cooperative innovative high school students enrolled in 4,863 courses. Additionally, 27,511 students enrolled in career and technical education pathway courses and 39,645 students enrolled in college transfer pathway courses via Career and College Promise. Figure 2 illustrates the total course enrollments by student type in 2015-16.

Figure 2. Total College Course Enrollment by Student Type 2015-16



On average, early college students enrolled in 5.1 courses, middle college students enrolled in 5.9 courses, and other cooperative innovative high school students enrolled in 3.3 courses in 2015-16. Students enrolled in Career and College Promise on average enrolled in 2.3 career and technical education pathway courses and 3.1 college transfer pathway courses. Figure 3 illustrates the average number of community college course enrollment by student type in 2015-16.

Figure 3. Average Number of College Courses Enrolled by Student Type 2015-16



Student Type

CIE – Cooperative Innovative Early College Education Pathway

CIH – Cooperative Innovative High School (Other)

CIM – Cooperative Innovative Middle College

CTE – Career and College Promise Career and Technical

CTP – Career and College Promise College Transfer Pathway

Dual Enrollment College Course Success

High school students who participate in dual enrollment programs demonstrate high college course success rates. In the Fall of 2015, dual enrollment students received better grades, on average, than college-age students. Eighty-four percent of early college students received a passing grade of C or better, 87 percent of middle college students earned a C or better, and 83 percent of other cooperative innovative high school students earned a C or better in college coursework. Career and College Promise career and technical education students and college transfer students also out performed traditional college students. Eighty-two percent of career and technical education pathway students earned a C or better and 88 percent of college transfer pathway students earned a C or better in college coursework.

Grade point averages (GPA) for dual enrollment students was also higher than traditional college students. In the fall of 2015, the average GPA was 2.99 for early college students, 3.06 for middle college students, and 3.01 for other cooperative innovative students. Students enrolled in Career and College Promise career and technical education pathways earned an average GPA of 3.03 and college transfer pathway students averaged a 3.30 GPA. Figure 4a and Figure 4b illustrate course success rates in fall 2015.

Figure 4a. Fall 2015 College Course Success Rates

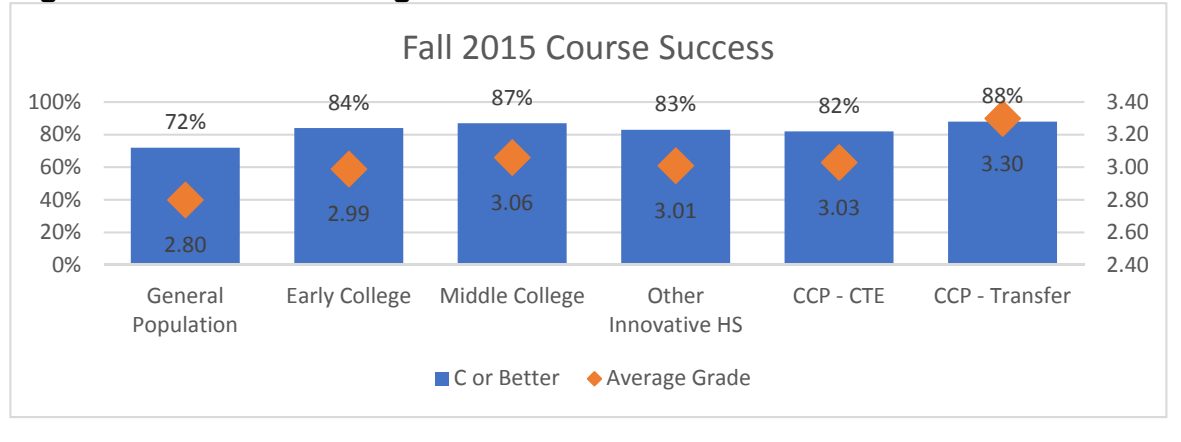
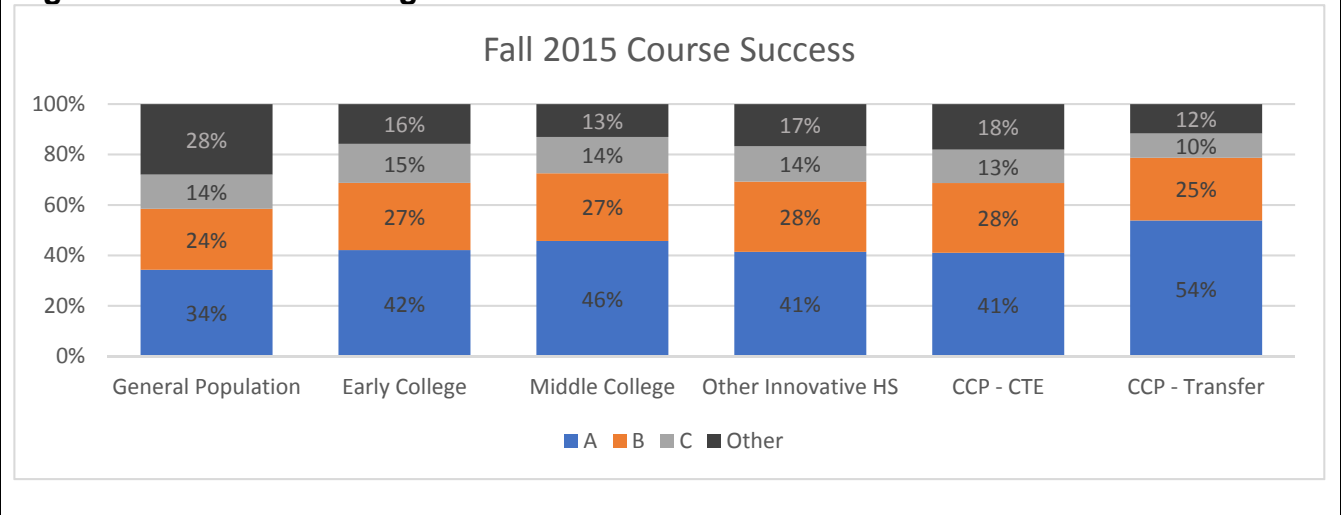


Figure 4b. Fall 2015 College Course Success Rates



UNCGA Data 2015-16

Institutions within the University of North Carolina (UNC) system admitted **1,933** Cooperative and Innovative High School students for Fall 2015. A breakdown by campus is indicated in the following table.

Number of Cooperative Innovative High School students admitted to UNC institutions Fall 2015

UNC Institution	Number of Admitted Students Fall 2015
Appalachian State University	177
Elizabeth City State University	17
East Carolina University	194
Fayetteville State University	129
North Carolina A&T	25
North Carolina Central University	177
North Carolina State University	159
University of North Carolina - Chapel Hill	143
University of North Carolina - Asheville	61
University of North Carolina - Charlotte	207
University of North Carolina - Greensboro	171
University of North Carolina - Pembroke	89
University of North Carolina - School of the Arts	<10
University of North Carolina - Wilmington	146
Western Carolina University	188
Winston-Salem State University	48
	1,933

Cooperative Innovative High School Programs: Success Stories from across North Carolina

Based on CIHS Annual Reports submitted by Schools

This year, NCDPI asked all CIHS in North Carolina to share success stories as part of the CIHS Annual Report. The JAC was thrilled with the response!

Here are stories from across the state of students transforming their lives, often overcoming great hardships, with the support of a family of caring educators in an innovative school. Here also are stories of school transformation, as CIHS staff continue to examine and redesign their programs to meet the needs of their students. Here are the benefits of the CIHS program.

Student names have been removed from these stories to protect their privacy.

Buncombe Early College High School, Buncombe County Schools

“At BCEC, one aspect of our purposeful design is to have multiple student supports in place to increase college course pass rates as well as to build relationships. Student surveys consistently indicate that our students think our greatest strength as educators are the relationships we build with them. Students are comfortable being themselves, sharing their highs and lows, and becoming self-advocates. Each student is assigned a “House” teacher when they enter BCEC who advises them during their five years of school at BCEC. House teachers visit all of their students at their homes the summer before they enter ninth grade, building relationships with students and families. Finally, every student who is enrolled in a college course is also enrolled in a “College Support” class. In College Support, teachers and students conference weekly and create a plan to improve grades, change work habits, communicate with instructors, etc. These support classes allow us to keep our relationships strong while monitoring progress. Support teachers also empower students by helping them to keep their teachers and parents informed of their progress. Because of this system of supports, we continue to meet our mission to serve students to earn their diploma and their degree!”

Buncombe Middle College High School, Buncombe County Schools

“Our primary mission at Buncombe County Middle College is to serve students who might not earn their high school diploma without our support. Increasingly, we are finding that we can also connect these students to opportunities beyond high school. Recently, a student came to us after dropping out of his base high school. He really disliked his "regular" high school because he never fit the traditional mold, but he knew that he needed a diploma. When this student first enrolled, we spoke about this diploma and about cars. He became interested in the HET (Heavy Equipment Transport) course work at A-B Tech, and we got him started in those classes. In his first few HET classes he never missed a day. He had blended his high school and college classes beautifully. This student went from dropping out to maintaining a B average with us and A-B Tech. He is a bright young man who graduated while completing 47 hours or 13 courses at A-B Tech. We know he is currently employed full time working on diesel engines. This student is what Buncombe County Middle College is about: a second chance!”

Camden Early College High School, Camden County Schools

“In the 2015-2016 school year, we had a student who was classified as exceptional, who was not doing well. He had repeated numerous classes and was one year behind his age peers. We had held multiple conferences with him, his parents and his teachers to “get him on track” and to find a way that we could reach him and nothing seemed to work; the last meeting we had concluded with his parents deciding he would be withdrawn at the end of the 2015-2016 school year and attempt to get his GED at the local community college. Once we received preliminary approval regarding our application to become a CIHS, we spoke to the student about the welding certification program at the College of the Albemarle, which he had shown interest in early on in his high school career. He expressed interest in the program so we scheduled a parent conference; we told all parties that in order for us to send him to the college campus and help him receive his certification, we had to see a significant improvement in his effort and behavior at school during the spring semester. At the end of the semester, the student had no referrals (he had several first semester) and had passed all his classes. We are four weeks away from the end of our first semester as an early college and this student has continued to pass all his high school classes, maintain a high level of good behavior and is doing very well in the College of the Albemarle’s welding program. At our last meeting with him and his parents, it was decided that he will stay for a fifth year (2017-2018) so that he may complete the welding certification program. I know, without a doubt, had we not been able to work with this student’s

schedule and get him involved in a vocational, hands-on program at the community college, he would have been a high school dropout. Instead, he is a senior well on his way to his high school diploma as well as his credential certification in welding.”

Cato Middle College High School, Charlotte Mecklenburg Schools

“We have a set of siblings at our middle college high school. The set of siblings have worked diligently and will complete their Associate Degrees in two years, having taken full advantage of the dual credit options. One of these students has been offered a full scholarship to Winthrop University. The other two students were recognized at the CPCC Scholar Reception on November 11, 2016. They were recognized for academics. These students are among the top 2% of 3700 minorities attending CPCC. Only 68 minority students were invited to attend and these students were among the 68. The triplets have taken full advantage of the middle college high school and it has served them well.”

Challenger Early College High School, Catawba County Schools

“One of our senior girls is a true overcomer! She came to us from a broken home, divorced parents. She lived with her dad; mom is an alcoholic and is in-and-out of jail. She quickly made friends and succeeded in classes. She achieved a high enough GPA for an invitation into the National Beta Club. On the day that the \$30 was due for membership, her dad refused to come to school and pay the fee. Her friends collected the money among themselves to pay the fee for her, overwhelming the student and the staff with their generosity. By her junior year, she was class president and a member of the community college's student leadership team. She worked part-time and excelled in her classes, which then resulted in National Honor Society membership. The student sought me out, the principal, for mentoring; she asked me if she could meet with me regularly for coaching, advice, and leadership development. Over the summer before senior year, her dad would no longer let her live with him so, she became homeless and began living with friends. She spent a night in jail due to the domestic violence laws in North Carolina and her involvement in a home-situation. She stopped working because of stress and lack of transportation. Now, in the middle of her senior year, she continues to make good grades and to keep her commitment to Beta Club and National Honor Society. This school, I believe, creates options for her she wouldn't have at any other place. She is given the opportunity to master content, rather than having a traditional grade that might be based on behavior or

attendance. She has a mentor teacher that she contacts for support, encouragement, and strategies when needed. Above all, she will finish her associate degree by the time she completes a Future-Ready diploma in May 2016. When she walks across the stage, she will be credentialed to get a job that fully supports her living needs. In addition, she will most likely be accepted to UNC – Charlotte; we are currently waiting on this news. This student will further herself with education and skills for a future that she designs, rather than a future that statistics would have predicted.”

Collaborative College for Technology and Leadership, Iredell-Statesville Schools

“CCTL has many success stories! CCTL is unique in our Digital Media technology focus which complements our efforts in making students career and college ready! In addition, CCTL teaches students academic study-skills and other soft skills such as time management, responsibility, organization, conferencing, and accountability. As such, our graduates consistently tell us they were prepared for life after CCTL -- whether that included employment, the military, or higher education.

Our graduates frequently provide us with anecdotal success stories!

One student: Secured a position after high school using her digital media skills as an assistant TV producer.

Another student: Explained how three students in her university dorm had dropped out in her first semester, and how she had to and knew how to use her time and study skills to study 25 hours per week in one hard subject.

Another student: While involved in Teen Court and a step team at the university, she worked hard to keep her grades up, and graduate on time in only 2 years. Additionally, she used her student court experience plus her technology experience to improve the court website and teen court website as part of her internship. As a part-time job, she created and maintained websites for other entities.

Many students present themselves and their knowledge within digital portfolios. Many students are highly capable of presenting to people and demonstrating their technology skills plus knowledge to future employers, scholarship committees, internship supervisors, etc.

In summary, when our graduates return to visit us, we can take them into a Focus classroom of current students and they can explain how to make the most of their experience at CCTL and

how the thorough preparation within our program allowed them to be more successful after attending CCTL.”

Columbus Career and College Academy, Columbus County Schools

“I am very proud of the work we have done at Columbus Career and College Academy (CCCA). CCCA is truly an example of a school that prepares students to be both College and Career ready! With the design of our school, we offer students a program where, upon graduation, they can earn a high school diploma, industry certifications, and college coursework/degrees. This design has allowed us to blend career and college skills to create a strong foundation for students. This has resulted in students earning nationally recognized certifications. Additionally, we have had students win national competitions in Culinary Arts and Broadcasting. With these strong foundations, our students are empowered to reach for the next level. We often have students decide to go on to the college level to further their skillset, when they had no intention of doing so as a freshman. This is important because CCCA is located in a very rural and low-economic county where students are not always exposed to the idea of continuing education beyond high school. With the help of the Early College program, we have students who have excelled and achieved scholarships to go to four-year universities.

One of our favorite stories is about a student who came to us in ninth grade who would not talk at all to anyone, student or teacher. Because our school is smaller, we are able truly to ‘learn’ our students and what their challenges are. We all worked to develop a relationship with this student and to push him outside of his comfort zone while making sure he felt supported and safe. By the time this student graduated, he did so with an Associate's Degree and was giving presentations in front of classes. The personality of the school is what makes us different. We work as a family and team to address the individual needs of our students.”

Craven Early College High School, Craven County Schools

One successful student “graduated from Craven Early College High School with her high school diploma and from Craven Community College with her Associate of Arts degree in May 2016. This student entered CECHS as a relatively quiet, timid freshman. Over the years, she worked hard to earn good grades, and she began to get involved in many of the service learning projects available through our high school. She joined Junior Civitan and eventually became

President of the CEC chapter. She emerged as a student leader in our school, heading up service projects and consistently contributing to our local community.

She is a first-generation college student. She currently attends Brevard College and was awarded numerous scholarships to make her attendance at this college possible. Scholarships were awarded based both on her academic success and her participation/leadership in extra-curricular activities.

Clearly, this student is a CEC success story. She makes us (her CEC family), her friends and family, our school district, and community extremely proud. She continues to serve in her new college community and is already participating in service projects at Brevard. We look forward to seeing her legacy continued through her younger brother, who is currently a freshman at Craven Early College.”

Crossroads Arts & Science Early College, Iredell-Statesville Schools

“Our school experienced some major changes last year from August to June 2016. We did some self-reflection, surveying, and data research to determine what program improvements were necessary. After the review process, our staff decided to expand our program to include more options for our students. Initially, we were known as being a Fine Arts focused early college (VPAC). During our data review, we determined that our high school graduation rate was very high (97%), however we had a small percentage of our students graduating with a Fine Arts Associate degree. A majority of our students were seeking degrees in Arts and Science, while only about 15% were seeking a Fine Arts major. With this information, we worked collectively with our district central office, our IHE partner, our community, and our students to expand our elective options at the high school level, and degree options at the college level. As we made plans to offer more course options and degree pathways, we decided a school name change was necessary. We surveyed our students, parents, community, and staff for input on names. We ended with renaming our school Crossroads Arts & Science Early College, and this name change became official on July 1, 2016. We also added a CTE position that offers 3 CTE course options for students. Students can choose between Fine Arts electives such as Dance, Band, Chorus, Visual Art, Piano, Guitar, and orchestra or they can pick a CTE track that includes Principles of Business and Finance, Entrepreneurship, and Project Management. In addition, students have more options in their completion pathways from our

IHE. Students now have access to the certificate programs, and along with all the degree options that Mitchell Community College provides.

Last winter, we recruited new students based on these new program changes for 2016-17. We were happy to see almost 100 more applicants than normal during our application window. We filled all our new CTE sections, so that helped validate our expansion plan. Our students are meeting with high school and college advisors to discuss their various degree options. We also have our first student accepted into the Nursing program at IHE. Overall, these program changes have helped us meet the needs of more students. We look forward to seeing more students complete or meet their career goals.”

Davie Early College High School, Davie County Schools

“We want to share the story of two students who best represent the mission of Davie Early College High School. These students come from backgrounds full of hardships and tragedy. Both are from single parent homes and have lived in poverty their entire lives. These two unforgettable students are first generation college, in financial need and represent those underserved in the university setting.

One student is an African American female whose father was murdered when she was in elementary school. Her mother worked two jobs ever since to make ends meet for her and her younger brother. When she decided to attend our school, she was quiet, insecure, and scared. She didn't know who she was or where she was going; she only knew she wanted to break the cycle of poverty and the only way to do that was through education. It may have seemed like an impossibility at first, but with the support of the Davie Early College High School, this student became the Valedictorian of her class and received a full scholarship to Chapel Hill where she will pursue a bachelor's degree in public policy, with a minor in social and economic justice. She finished high school with a 4.8 GPA while working and leading extracurricular activities. She was awarded the 2016 Academic Excellence Award for the Davidson County Community College system. She was the first Early College student to win this award for Davidson County Community College. She was also awarded the Davie Early College Phoenix Award, which represents the very best at Early College. This award considers academics, citizenship, leadership and character. We have a tradition of reading words of affirmation for each graduate. Our affirmation for this student was, “With a soft voice and a fierce heart, you are on your way to conquer the world. We have been blessed by your presence with us.”

Another student is a first-generation English speaker whose mother immigrated here from Latin America. This student rarely spoke when she first came to our school. She was unsure of herself and felt her opinions and ideas had no worth. Our school requires students to perform 20 hours of community service each year, so she chose to volunteer at a local preschool. When she saw their need for age appropriate books, she found her voice through a passion for service. She organized and led a county wide book drive that benefited several preschools in our town. In finding her voice, she found strength and self-worth. She also received a full scholarship to UNC Chapel Hill and plans to become a pediatric speech therapist. This student graduated high school with a 4.5 GPA while working and leading extracurricular activities. She was also awarded the Davie Early College Phoenix Award. Her graduation affirmation was, "We are grateful for your gentle spirit, your generous heart, and your unassuming nature. You have blessed us greatly with your time and gifts."

These are just two of countless success stories. Our school is a real family. We strive to identify and bring out the best in each other, students and teachers. We support one another. We push one another. We celebrate one another. We are grateful for our school community, Davie County Early College High School and for the opportunity to support and teach students in a collaborative and innovative environment that encourages ALL STUDENTS to reach their full potential regardless of background and socio-economic status."

Edgecombe Early College High School, Edgecombe County Schools

"Edgecombe Early College has a literacy partnership with our IHE's library that has been central to our self-directed reading program called Early College Reads. Due to this collaboration, our 160 students have read over 2,000 books in the past year outside of their regular academic classes! This just goes to show the great things that can happen when a CIHS and IHE work together to improve student outcomes!"

Franklin Early College High School, Franklin County Schools

"We are fortunate to have many students that work extremely hard during their time at Franklin County Early College. One student is a particular success story. She will be the first in her family to graduate from college. She has been persistent and pushed herself to reach her goals throughout her experience at the Early College. In November of 2015, her Dad was in a terrible car crash and became paralyzed. As a result, she has taken on the responsibility of supporting her Dad and nursing him back to health while balancing a full course load. She is a resilient,

humble, and helpful young lady that never complains. She came during the summer to decorate the school! She is graduating a year early, ranking in the top 3% of her class with hopes of attending the University of North Carolina at Chapel Hill with a major in Biological Science to become an Anesthesiologist.”

Granville Early College High School, Granville County Schools

“One student, adopted at the age of 10, survived more personal challenges in her 19 years than some people experience in a lifetime. While at Granville Early College High School, she lived on her own with a family friend and worked at McDonald’s as a means of supporting herself. On several occasions, this student served me at the McDonald’s drive-through window. She was efficient and professional, had a pleasant speaking voice, and always had a smile on her face. One evening last fall, one of the workers at McDonald’s was assaulted and wounded by another person who fired a gun. This happened while this student was working. Although she was shaken initially by the incident, she didn’t let it stop her. She continued to work there while managing college courses at Vance-Granville Community College with perseverance and maturity. She pressed through in five years and graduated in May 2016 with her high school diploma and her Associate of Arts degree.

She now attends the University of North Carolina at Greensboro. I received a text from her in September (9/25/16). She wanted us to know that signing up as an independent student, the college’s financial aid department was able to give her all the financial assistance she needed, including student insurance. She even received \$170 back in refunds. This student still works part-time jobs outside of school, but she is making it in college and on her way.”

Greensboro College Middle College, Guilford County Schools

One student’s “dad was concerned about his daughter’s current educational situation, so he sought help from her traditional high school principal. He knew his daughter was bright and talented, but she had become disengaged and unmotivated with school. Suffering from anxiety and stress, this student spent most of her 11th grade year in a home-schooling environment taking online classes. However, that wasn’t working for her either. She had lost her passion for learning; she even considered dropping out and giving up. With a referral from the principal, her dad contacted Greensboro College Middle College in hopes that she would be able to make a

new start. He wanted her to have the chance to re-engage with school, graduate and attend college. Both she and her dad knew it would take a lot of effort and hard work to make up for the time she lost and the poor grades she earned in some of her courses. She was also seeking a place she could make new friends and feel accepted by her peers.

During meetings with the Greensboro College Middle College administration and counseling department, this student was enrolled. Working together, a schedule was crafted which enabled her to complete all the courses she needed to graduate high school on time with her cohort, and to enroll in some Greensboro College courses. She also found, with support from the school staff and students, that she was happy and excited about school once again. Now she has been accepted by every college that she applied to, including University of Alabama, Mississippi State University, Coastal Carolina University, Wingate University, University of Kentucky, Florida Gulf Coast University, College of Charleston, and Savannah College of Art and Design.

This student's story exemplifies the essence of what the Middle College program was designed to do, which is to enable students to reach their full potential, graduate high and prepare for college. Each year many students just like her attend Greensboro College Middle College, looking for a unique school environment where they can get the most out of their last years of high school. Our goal is to keep providing that opportunity."

Haywood Early College High School, Haywood County Schools

Haywood Early College was established ten years ago, we are located on the campus of Haywood Community College. We have a strong support system of collaboration with our community college. This support allows us to meet the needs of our students at every level, academically, emotionally, and financially. An example of this support system is happening with a 4th year student that was diagnosed with an aggressive and very rare type of cancer during her 3rd year of enrollment. Over the past 2 years this student has been in treatment in many different locations, and sometimes in different states. Our community college partner has helped us bridge the gaps that have occurred during this duration of the student's illness. We have worked together to ensure that this student can and will complete the rigorous requirements of obtaining a high school diploma and Associate's in Arts degree. This is the fourth high school in which I have worked, I can truly say that this is the way students should be treated and taught. The CIHS experience is special and I enjoy watching the many ways in which everyone works together to support each and every student's learning experience.

Hertford County Early College High School, Hertford County Schools

“Our school has had too many successes to try to name just one; I will mention a few. In the last four years, our school has shown growth across the board in all EOC tested areas and on several North Carolina Final Exams. We have managed to raise our school’s performance grade by four points in 2015-2016. None of our teachers left our school last year. We increased our enrollment by intaking the largest class in school history for 2016-2017 with a total of 51 accepted students. 49 of the 50 students attended. Two relocated out of the state.

We have started a Peer Tutoring Program with our local primary school, established a PTSO complete with officers for each role, secured a grant to host our first Summer Transition Program in 2015, created an Advisory Period, Community Service Program, Fit Fridays, monthly campus-wide clean-up opportunities, monthly Club Days, Study Hall & Remediation Period, revamped the Master Schedule so that all teachers have a common planning time, increased parental involvement, and have improved our relationship with our community college partners by establishing monthly meetings and revising our MOA. Our school has been recognized by Newsweek Magazine and the U. S. News and World Report for graduating students who are career and college ready at extremely high rates. We have also managed to leverage district resources to provide additional compensation for teachers who teach during their planning time.

Our school has also paved the way for establishing a schedule of Peer School Visits for other early colleges across the state to meet monthly to share best practices, in addition to starting a school-based community garden. Our school staff and students lead and serve at various conferences across the state and was in the process of applying for and receiving an innovative excellence award with NCNS prior to its closing. We have also established CTE concentrator pathways for students to become CTE concentrators and earn work readiness certifications. We’ve also been featured in our local newspaper on several occasions because of the success of our students and staff.”

Macon Early College High School, Macon County Schools

“I had always feared that I wasn’t capable of handling the challenges that would come with going to college, such as the difficult coursework and new lifestyle. But that all changed when I got to Macon Early College. MEC helped me attain the skills necessary to succeed in my continued education. The wonderfully supportive staff, well-developed curriculum, and many

opportunities for student leadership helped me transition in to life at a university. The successes I've achieved thus far are due largely to the experiences at MEC that have helped me grow as a person." - Student, MEC Class of 2016

This student "is currently attending UNC at Chapel Hill where he is majoring in Biology and Political Science."

Mayland Early College High School, Mitchell, Avery and Yancey County Schools

"MECHS has a young lady who has been in foster care for several years. She has chosen to pursue an Associate Degree in Human Services so that she can give back what she has received. Her personal story is filled with tragedy and loss but she has overcome these hardships with the help of the caring faculty at Mayland Early College High School."

Middle College at UNCG, Guilford County Schools

"The first success story involves an African American male student that graduated in my first graduating class, 2015. This student came from a single parent home and does not have a consistent relationship with his father. He transferred to the MC at UNCG in the spring of his sophomore year as an "average" student, as he described himself, making Cs. After one semester at the MC at UNCG, he was able to realize his true potential and started making straight A's in both his honors level and college classes. He graduated with over 30 college credits and ranked in the top ten in his class. He applied to and was accepted into over ten colleges and universities, including Harvard. He decided to go to UNCG and dually enroll in Harvard in preparation of becoming a nurse.

Another success story involves a student that tried to dropout multiple times during her junior year. She came from a divorced home where the parents do not get along and are constantly fighting. She went back and forth between two homes with completely different expectations and structures. She was screaming for attention from her mother and felt that her mother did not love her or care about her. She felt that her father was too strict and had too high of expectations. She did not feel wanted in either home. She started missing a lot of school and ran away multiple times. She indicated that she was not returning to school and had checked on what it was going to take to get her GED. After several meetings with a team of people; both parents, school social worker, counselor, the student and the principal, we devised a plan of

action to try to keep her in school and allow her to graduate a year early. Those plans fell through because she did not successfully complete the course work to meet graduation requirements. We then went to plan B; getting her enrolled into the summer classes she needed to have her meet those requirements. This time she was successful and met all graduation requirements this past August. The student is doing better and is considering going to GTCC in the near future.”

Nash-Rocky Mount Early College High School, Nash Rocky Mount Schools

“Early Colleges are intentionally designed for the student who would benefit from advanced instruction, or who is first generation college, or who is otherwise at risk of dropping out. The two success stories below from the Nash-Rocky Mount Early College, highlight on an individual student basis, the fulfillment of this purpose as set forth by the NC General Assembly in the legislation that created Early Colleges. Another attribute of our Early College that made this success possible is our scale. Although we exist on a large sprawling campus, we are a small community of learners where every teacher knows every student by name. We are an AVID school and integrate AVID strategies and advisory in our AVID electives that students take at each grade level. It is in the building of relationships as this community of learners that we are able to achieve such successes as these stories...and also other successes, such as being an "A" school and having a graduation rate above 96%.

One of our students who graduated this past May (2016) came to ECHS as a freshman with determination and dreams. Despite her health conditions she persevered. Although she had to wear a machine that kept her heart pumping because of a condition with her aorta, she never allowed her health to be an excuse. She learned the skills necessary to be successful in a rigorous curriculum. She never missed a day of school and could always be found in the college's library or a teacher's classroom studying if she was not in class. When her health declined, she did not waiver. She would advocate for herself, as she had learned from her teachers, because her education was very important to her. During her senior year of high school, she received the news that she needed a heart transplant. Her experiences being part of the Early College family, helped her see this news as just another challenge to overcome, and she had no problem stepping up to the plate. The result? Despite having a heart transplant her senior year, she fulfilled the Early College's mission by graduating with her Associate's Degree from Nash Community College and receiving her high school diploma. Today, she is a student at NC Wesleyan College.

Another one of our students who will graduate this coming May (2017) came to Early College to earn his associate degree. It was not long before the academics of a liberal arts education left him longing for more hands-on courses. By 12th grade, he struggled to keep up with classroom academics and his attendance was sub-par. The college liaison and counselor helped him explore the certificates offered at Nash Community College. The machining program sparked an interest because his father has a workshop of machining tools at their house. Once he started to take machining courses, he became a completely different student. He was excited again about attending school and often brought his finished work from class back to show his high school teachers. His parents are so excited about the new enthusiasm that he shows for his work. He will graduate this spring with his high school diploma as well as his Community College Certificate in Industrial Systems Technology—Machining Maintenance. He will also be attending a National Conference with the Community College Machining Club this summer.”

Pender Early College High School, Pender County Schools

“The success of Pender Early College can be observed through the achievements of the students and teachers. This diverse school pulls students from every part of the county and mirrors the demographics of the county. Teachers consistently go above what is expected by building lasting relationships with students, challenging and engaging students, and working with students outside of class time. They have literally changed the course of some of their students’ lives. One such student was the first student in her family to graduate from high school. She struggled with her classes at Pender Early College, particularly English classes. She lacked academic support from her house and English was her second language. However, for five years the teachers and staff supported and encouraged her. At the end of her time at Pender Early College she graduated from high school and obtained more than 30 credits at Cape Fear Community. This student is one of the many success stories at Pender Early College.”

Rutherford Early College High School, Rutherford County Schools

“Approximately 88% of the student population at Rutherford Early College High School is economically disadvantaged and/or first generation college going. This year we are celebrating our 6th consecutive year of a 100% graduation rate. Last year students at REaCH completed 918 college classes with a 84% passing rate of a C or better. We base our success on the great

relationships that we develop with our students and families, our focus on continuous improvement through data driven professional development, and the incredible support network we have developed to meet the needs of our student population. In 2013 REaCH was recognized as a National Blue Ribbon School and in 2015 Ms. Ledbetter, history teacher at REaCH, was awarded Region 8 teacher of the year.

Rutherford Early College continues to grow and adapt to the needs of our community. We currently plan to expand the opportunities for our students in Applied Science and Business to prepare students who are interested in advanced manufacturing or business. We are committed to ensuring that every student graduates college or career ready.”

Sandhoke Early College High School, Hoke County Schools

“In learning to understand what it means to develop college readiness in students, Sandhoke leadership team embraced a whole-team approach to implementing systemic practices in every classroom that support expected academic behaviors essential to academic success in both high school and college. For many students, the high expectations for academic behaviors and skills has been challenging; we saw a high percentage of our students flailing, trying to survive and stay in school. Many students wanted to quit the program before finishing the associate degree while others gave no other choice but to focus on their high school diploma. So we have set the pace to implement a comprehensive approach to dealing with students’ social emotional learning.

First, we are developing a comprehensive counseling program for all students. We have improved our parent conferencing to ensure students' voices are heard and it is students identifying strategies to improve academic performance. The intervention team meets once a month and continues to identify students struggling socially and academically in classrooms. We create Personal Education Plans for those students falling below a 70 in any class. We added additional time to weekly advisory to provide students and advisors more time to review grades through Power School and other activities created by counselors. We placed freshman seminar in 4th block and created a syllabus for the course that includes rotation to receive academic support in English, Math and Spanish and 30-45 minutes of study time. Freshman Seminar also has guest speakers and other activities focused on helping students develop emotionally.

We host 3 P.A.S.S. nights (Providing Academic support for Student Success), which have three facets to the event: informational sessions for parents, show and tell of students learning by students and teacher conferencing.

We realigned curriculum: Biology became a 3rd year course, Chemistry became the second year and MATH 2 is a prerequisite for chemistry. We saw an increase in NCFE scores in chemistry in 2015-16. We are experiencing more mature, more responsible students in biology; this also will support students as they enroll in college biology in an effort to increase performance in the science courses and more science associates. We implemented a Special Interest English to focus on the NCGP and SAT/ACT prep; this enabled ENG 4 be instructed to its fullest capacity to increase ENG 4 NCFE scores; it was also implemented to improve students' performance on ACT/SAT assessments. We restricted Accuplacer testing to reinforce the need to learn in class the content for placement success. We are gaining improved results on Pre ACT, PSAT and ACT scores for college placement in to English and Math courses. Our fall 2016 PRACT scores resulted in 19.1 composite for 91 students. In fall 2015 we implemented Applied Math for students entering high school with low math scores but also for high performers because we recognized our promotional rate was impacted by students not maturing within the first semester of high school and thus we identified GPAs were suffering; so we paired Advance Inquiry with Applied Math and Freshman Seminar to help students transition more successfully into high school and the rigor SH integrates in all of its classrooms. Our 2015-16 Math 1 scores improved tremendously, earning an overall 84.5 proficiency. Our efforts to provide all students equal and equitable access to an excellent education resulted in earning an "A" grade for 2015-16 School Year. We are seeing about 69% of students graduating with both a high school diploma and an associate degree. We also are experiencing our students entering the military and workforce ready. We have created an academic environment designed to give students ownership over their journey.”

Stanly Early College High School, Stanly County Schools

“The article below was written by our school's student reporter for our local newspaper. It originally appeared in the paper in October. It features a school-wide event that involved all students and staff.”

The Early College is Going Global

By [Student Name]

“On Friday, October 14th, 2015 Teacher of the Year Serenity Smith gave a phenomenal presentation on global awareness.

Mrs. Smith toured many South African schools and cities over the summer. She was incredibly changed after bearing witness to the stark divide between the wealth and poverty of the country, and learning about Apartheid and its effect on South Africans. She saw how eager the children are to learn and how education is a privilege to them. Most remarkable of all, despite the children’s own struggles, many of their school assignments deal with helping other people and the community.

Mrs. Smith decided that her own place of education could make a difference as well. Stanly Early College will have a Global Awareness Week from October 17th-21st. To enhance students’ cultural perspectives, they will be asked to participate in activities that will illustrate the struggles of students in less fortunate situations.

The first day will include a Water Walk, in which students will walk to the “community spring” to take water to the village. The only source of water for many impoverished villages is a relatively close creek or stream.

No Technology Day is next, when students’ cellphones will be turned in to the teachers and no electronics will be used in the classroom. Many schools in South Africa cannot afford the abundance of cell phones, projectors, and computers found in American schools.

The third day, students will be asked to bring a modest lunch consisting of a sandwich and a light side or two. Countless children around the globe have to ration their food to make it through the day.

The fourth day students will be asked give up comfortable chairs and desks for sitting on the floor. Cozy furniture is a luxury that third-world schools can’t always provide.

The finale of the week is a guest speaker who will discuss the struggles he or she has had to face growing up. Hopefully students will be inspired by a personal perspective of global struggles.

The Early College is also planning to sponsor a child in a less fortunate country so that she can go to school. The cost is only \$39 a month, or roughly \$1.25 a day. Certain days will be set, during which the school will raise money. For example, students will be able to pay a dollar to wear a hat to school. Mrs. Smith also plans on broadening the global reach in the future, so that possibly each grade level can sponsor a different child.

It is all too easy to live in a bubble and only be aware of happenings in one's own community. Mrs. Smith and the Early College plan to combat this apathy with education about global issues, as well as fundraising to make a small difference in the world, and a huge difference to a child."

STEM Early College at NC A&T, Guilford County Schools

The STEM Early College at N.C. A&T was designated as a 2014-2015 STEM School of Distinction (Prepared Level) and received the NC STEM recognition in 2014.

During the 2015-2016 school year, a team of students earned third place recognition in the National Real World Design challenge. The students worked collaboratively on designing a solution to a real-world engineering challenge. A team of students from The STEM Early College at N.C. A&T were also RWDC State Champions during the 2013-2014 and the 2014-2015 school years.

Students in the Environmental Club presented five demonstrations at The Center for Energy Research and Technology 2016 Energy Day. The students showed elementary and middle school students how a wind turbine works, how to cook with solar energy, how to use light bulbs efficiently, how to create art with recyclable materials, and how to use a bicycle to produce energy.

Through the financial support of Syngenta, The STEM Early College at N.C. A&T hosts a two-week agricultural summer camp. Since its inception, the camp has increased its enrollment from approximately 15 participants to approximately 26 participants. Additionally, the camp has grown to not only include local high school students, but also students from different states who are visiting relatives in Guilford County while on summer break. The purpose of the camp is to expose students to all phases of the food supply chain. The students visit various agricultural related businesses, such as Syngenta and John Deere, and small farms and markets, like Braeburn Farms and the Farmer's Curb Market. They have participated in soil testing and planting and gardening designs.

Stokes Early College High School, Stokes County Schools

"We have many success stories. Below are just a few:

One student “graduated in May 2016. She was offered just over \$975,000 in scholarship awards. Her story graced our local newspaper as well as several news segments on WXII and FOX8. This student is from a single parent home, and her motivation to excel came from being the first person in her family to attend college. She is now a junior at Elon University.

Another student, a current junior at Appalachian State University, graduated in May 2016. She was the recipient of the ACCESS Scholarship, which completely covers her tuition and room and board. She is the first person in her family to attend college. This student succeeded in the face of many challenges including cerebral palsy, a mother and brother in prison, and extreme poverty.

Another student, a current junior at Winston-Salem State University, received a full academic scholarship. She and her sister, another Stokes Early College graduate, are the first individuals in their family to attend college. This student overcame physical disabilities with her legs and hearing, which delayed her walking and speech in her adolescent years, to excel in our program. She was our valedictorian in May 2016.”

Tri-County Early College High School, Cherokee County Schools

“Tri-County Early College’s graduating class of 2016 was truly a challenge from the beginning. One student had been diagnosed with Muscular Dystrophy a year before and we watched as he deteriorated from walking with crutches to using a walker to pushing himself in a wheelchair to being completely wheelchair bound with almost no muscle strength or ability to move at all. His schedule had to be strategically done so he could leave when he got too tired in the afternoons. Absences and missed classes had to be offset with extra support and help, but the extra time and effort were always well worth it for TCEC’s faculty and staff. He was determined and never complained, although we all knew he was struggling beyond what we could understand. This student graduated this past May with 40+ hours of college credits. He currently attends Young Harris University where he is studying pre-engineering. He is totally independent of his family, living with a caregiver in a specially designed dormitory. His goals are to earn a Bachelor’s degree in Computer Engineering. If anyone had a right to give up and just focus on living, this student did. He credits TCEC for giving him the care and encouragement he needed to finish high school and for giving him the courage and confidence to enter college just like all his peers.

That student may have been physically disabled, but many of his classmates had behavioral, emotional, and learning disabilities, both diagnosed and suspected. One student had a reading disability. Passing any English, literature, or reading-based class was truly a chore for him. He graduated with 36 college credit hours and although he did not immediately go to college after graduation, the fact that he persevered through high school and received his diploma is a testament to both his and his teachers' determination. Another student had an acute deficit in his math skills and in his confidence to do math correctly, no matter how basic. He needed many hours of one-on-one help and reassurance in his abilities. He is currently a history major at Western Carolina University.

The list is long for this group. Another student wrestled with gender identity while two others grappled with sexual identity. Another had extreme depression coupled with anxiety along with an Asperger's diagnosis. Another student was the son of divorced parents who lived with his mother. His father never paid child support. Another student never even knew who his father was. Another student's family was one of extreme poverty which manifested itself in the typical behaviors seen of those in such circumstances. One of her brothers was in prison and one had two children with two different mothers by the time he turned 19. Both had dropped out of high school and neither of her parents had graduated from high school. Another student was also raised in extreme poverty but was the oldest child and spent a great deal of time watching her two younger siblings while her mom and dad worked away and overnight much of the time. Another student's parents had gone through a nasty divorce which contributed to her mother getting hooked on methamphetamines. Another student lost her father when she 10 and had never recovered from the sense of abandonment she felt, which led her to harm herself through cutting. Another student's father was physically abusing his mother and threatened to harm him and his brother if they told anyone. Another student's mother was a drug addict and alcoholic. Another student was autistic. Another student had been granted a protective order against her mother who kept threatening to harm her and remove her from school. Several of these students had fallen behind in earning enough credits for their high school diploma but were able to opt for a fifth year and become super seniors instead of dropouts. Of this group, only a few had happy, stable home lives and pasts.

Because of the close relationships developed between staff and students at TCEC and the tremendous amount of support we are able to offer, students who most said would never make it, did. Not only did they finish high school or stay a fifth year to complete it, 78% of them also earned an Associate's Degree in College Transfer. 86% of them went on to a university, one of them stayed at TCCC to finished his Associate's Degree in Machining, one is running his own

livestock business, and one joined the Air Force two ranks above his peers of the same age. Of the five who chose to stay a fifth year, all of them are on track to receive their AA in College Transfer in May. ALL these students will tell you that the Early College is the reason they are where they are today. They feel as if they were truly cared for and purposefully prepared for their futures. They have been given a chance to change their lives and the lives of their families. This is how Tri-County Early College measures its success. This is the difference an Early College can make.”

Yadkin Valley Regional Career Academy, Davidson County Schools

We are building our internship program this year to give our students workforce exposure in their pathway of study. We have partnered with Novant Health for our Health Science programs, and HAECO for our Advanced Manufacturing program. We have doubled our internship this year and several of our students have received job offers because of this.

NC Cooperative Innovative High Schools and School Districts Currently Open in 2016-17

	District	School	IHE Name
1	Alamance-Burlington Schools	Alamance-Burlington Middle College High School	Alamance Community College
2	Alexander County Schools	Alexander Early College	Catawba Valley Comm College
3	Anson County Schools	Anson Early College High School	South Piedmont Comm College
4	Asheville City Schools	School of Inquiry and Life Sciences at Asheville	A-B Technical Community College
5	Avery County Schools	Avery County High School	Mayland Community College
6	Avery County Schools	Avery County High School STEM Academy	Mayland Community College
7	Avery County Schools	Avery County High School Viking Academy	Mayland Community College
8	Beaufort County Schools	Beaufort County Early College High School	Beaufort Community College
9	Bertie County Schools	Bertie County Early College High School	Martin Community College
10	Brunswick County Schools	Brunswick County Early College High School	Brunswick Community College
11	Buncombe County Schools	Buncombe County Early College High School	A-B Technical Community College
12	Buncombe County Schools	Buncombe County Middle College High School	A-B Technical Community College
13	Buncombe County Schools	Martin L. Nesbitt Jr. Discovery Academy	A-B Technical Community College
14	Burke County Schools	Burke Middle College High School	Western Piedmont Comm College

15	Cabarrus Kannapolis Schools	Cabarrus Early College of Technology	Rowan -Cabarrus Comm College
16	Cabarrus Kannapolis Schools	Cabarrus-Kannapolis Early College High School	Rowan -Cabarrus Comm College
17	Caldwell County Schools	Caldwell Career Center Middle College	Caldwell Comm College and Tech Institute
18	Caldwell County Schools	Caldwell Early College High School	Caldwell Comm College and Tech Institute
19	Camden County Schools	Camden Early College	College of the Albemarle
20	Catawba County Schools	Challenger Early College High School	Catawba Valley Comm College
21	Charlotte-Mecklenburg Schools	Cato Middle College High School	Central Piedmont Comm College
22	Charlotte-Mecklenburg Schools	Charlotte Engineering Early College	UNC Charlotte
23	Charlotte-Mecklenburg Schools	Harper Middle College High	Central Piedmont Comm College
24	Charlotte-Mecklenburg Schools	Levine Middle College High	Central Piedmont Comm College
25	Charlotte-Mecklenburg Schools	Performance Learning Center	Central Piedmont Comm College
26	Chatham County Schools	Chatham School of Science and Engineering	Central Piedmont Comm College
27	Cherokee County Schools	Tri County Early College High School	Tri-County Comm. College
28	Cleveland County Schools	Cleveland Early College High School	Cleveland Comm. College
29	Columbus County Schools	Columbus Career and College Academy	Southeastern Comm College
30	Craven County Schools	Craven Early College High School	Craven Community College
31	Craven County Schools	Early College EAST (Eastern Applied Sciences and Technology)	Craven Community College
32	Cumberland County Schools	Cross Creek Early College High School	Fayetteville State University
33	Cumberland County Schools	Cumberland International Early College High School	Fayetteville State University
34	Cumberland County Schools	Howard Health & Life Sciences High School	Fayetteville Tech Comm College
35	Currituck County Schools	J.P. Knapp Early College High School	College of the Albemarle
36	Davidson County Schools	Davidson Early College High School	Davidson County Comm College
37	Davidson County Schools	Yadkin Valley Regional Career Academy	Davidson County Comm College
38	Davie County Schools	Davie County Early College High School	Davidson County Comm College
39	Duplin County Schools	Duplin Early College High School	James Sprunt Comm College
40	Durham Public Schools	City of Medicine Academy	Durham Tech Comm College
41	Durham Public Schools	Hillside New Tech High School	Durham Tech Comm College
42	Durham Public Schools	Josephine Dobbs Clement Early College High School	North Carolina Central University
43	Durham Public Schools	Middle College High School At DTCC	Durham Tech Comm College
44	Edgecombe County Schools	Edgecombe Early College High School	Edgecombe Comm College
45	Franklin County Schools	Franklin County Early College High School	Vance-Granville Comm College
46	Gaston County Schools	Gaston Early College High School	Gaston College
47	Granville County Schools	Granville Early College High School	Vance-Granville Comm College
48	Greene County Schools	Greene Early College High School	Lenoir Community College

49	Guilford County Schools	Greensboro College Middle College	Greensboro College
50	Guilford County Schools	Middle College at Bennett	Bennett College
51	Guilford County Schools	Middle College At GTCC - Greensboro	Guilford Tech Comm College
52	Guilford County Schools	Middle College at GTCC - High Point	Guilford Tech Comm College
53	Guilford County Schools	Middle College at N.C. A&T	North Carolina A&T State University
54	Guilford County Schools	Middle College at UNC Greensboro	UNC- Greensboro
55	Guilford County Schools	Middle College High School At GTCC - Jamestown	Guilford Tech Comm College
56	Guilford County Schools	STEM Early College at North Carolina A&T State University	North Carolina A&T State University
57	Guilford County Schools	The Academy at Ben L Smith High School	Guilford Tech Comm College
58	Guilford County Schools	The Academy at High Point Central	Guilford Tech Comm College
59	Guilford County Schools	The Early College at Guilford College	Guilford College
60	Haywood County Schools	Haywood Early College High School	Haywood Comm College
61	Henderson County Schools	Henderson Early College High School	Blue Ridge Comm College
62	Hertford County Schools	Hertford County Early College High School	Roanoke-Chowan Comm College
63	Hoke County Schools	Sandhoke Early College High School	Sandhills Comm College
64	Hyde County Schools	Mattamuskeet Early College High School	Beaufort Community College
65	Iredell-Statesville Schools	Collaborative College for Technology and Leadership	Mitchell Community College
66	Iredell-Statesville Schools	Crossroads Art and Science Early College	Mitchell Community College
67	Jackson County Schools	Blue Ridge Early College High School	Southwestern Comm College
68	Jackson County Schools	Jackson Early College High School	Southwestern Comm College
69	Johnston County Schools	Johnston County Career and Technical Leadership Academy	Johnston Comm College
70	Johnston County Schools	Johnston County Early College Academy	Johnston Comm College
71	Johnston County Schools	Johnston County Middle College	Johnston Comm College
72	Lee County Schools	Lee County Early College High School	Central Carolina Comm College
73	Lenoir County Schools	Lenoir County Early College High School	Lenoir Community College
74	Macon County Schools	Macon County Early College High School	Southwestern Comm College
75	Madison County Schools	Madison Early College High School	A-B Technical Community College
76	McDowell County Schools	McDowell Early College	McDowell Community College
77	Mitchell County Schools	Mayland Early College High School	Mayland Community College
78	Nash Rocky Mount Schools	Nash-Rocky Mount Early College High School	Nash Community College
79	New Hanover County Schools	Isaac Bear Early College High School	UNC Wilmington
80	New Hanover County Schools	Wilmington Early College High School	Cape Fear Comm College
81	Northampton County Schools	Northampton Early College	Halifax Community College
82	Northeast Regional School	Northeast Regional School of Biotechnology and Agriscience	Martin Community College
83	Pender County Schools	Pender Early College High School	Cape Fear Comm College
84	Person County Schools	Person Early College of Innovation and Leadership	Piedmont Community College

85	Pitt County Schools Schools	Pitt County Schools Early College High School	Pitt Community College
86	Polk County Schools	Polk County Early College High School	Isothermal Comm College
87	Public Schools of Robeson County	PSRC Early College at RCC	Robeson Community College
88	Randolph County Schools	Randolph Early College High School	Randolph Comm College
89	Richmond County Schools	Richmond County Early College High School	Richmond Community College
90	Rockingham County Schools	Rockingham Early College High School	Rockingham Community College
91	Rowan County Schools	Rowan Early College High School	Rowan -Cabarrus Comm College
92	Rutherford County Schools	Rutherford Early College High School	Isothermal Comm College
93	Sampson County Schools	Sampson Early College High School	Sampson Comm College
94	Scotland County Schools	Scotland Early College High School	Richmond Community College
95	Stanly County Schools	Stanly Early College High School	Stanly Community College
96	Stokes County Schools	Stokes County Early College High School	Forsyth Tech Comm College
97	Surry County Schools	Surry Early College High School of Design	Surry Community College
98	Tyrell County Schools	Columbia Early College High School	Beaufort Community College
99	Union County Schools	Union County Early College High School	South Piedmont Comm College
100	Vance County Schools	Vance County Early College High School	Vance-Granville Comm College
101	Wake County Public Schools	Vernon Malone College and Career Academy	Wake Tech Community College
102	Wake County Public Schools	Wake Early College of Health Sciences	Wake Tech Community College
103	Wake County Public Schools	Wake STEM Early College	North Carolina State University
104	Wake County Public Schools	Wake Young Men's Leadership Academy	St. Augustine's University
105	Wake County Public Schools	Wake Young Women's Leadership Academy	St. Augustine's University
106	Warren County Schools	Warren Early College High School	Vance-Granville Comm College
107	Watauga Public Schools	Watauga Innovation Academy	Caldwell Comm College and Tech Institute
108	Wayne County Schools	Wayne Early Middle College High School	Wayne Community College
109	Wayne County Schools	Wayne School of Engineering at Goldsboro High School	Wayne Community College
110	Weldon City Schools	Roanoke Valley Early College	Halifax Community College
111	Wilkes County Schools	Wilkes Early College High School	Wilkes Comm College
112	Wilson County Schools	Wilson Academy of Applied Technology	Wilson Community College
113	Wilson County Schools	Wilson Early College Academy	Wilson Community College
114	Winston-Salem/Forsyth County Schools	Early College of Forsyth County	Forsyth Tech Comm College
115	Winston-Salem/Forsyth County Schools	Middle College of Forsyth County	Forsyth Tech Comm College
116	Yadkin County Schools	Yadkin Early College High School	Surry Community College