



Randolph Early College High School

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Asheboro, North Carolina 27205
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<http://www.randolph.k12.nc.us/schools/RECHS>
CEEB Code – 340007

GENERAL INFORMATION

Principal:	Mrs. Cathy Waddell cwaddell@randolph.k12.nc.us
College Liaison:	Ms. Nancy Cross ncross@randolph.k12.nc.us
Counselor:	Ms. Tina Trotter ttrotter@randolph.k12.nc.us
Career Development Coordinator	Mrs. Tiffany Edwards tedwards@randolph.k12.nc.us
Accreditation	Southern Association of Colleges and Schools

SCHOOL PROFILE

Founded in 2005, Randolph Early College High School (RECHS) is an autonomous, nontraditional public high school involved in the North Carolina Innovative High Schools Program. Our school is located on the campus of Randolph Community College (RCC). Students are selected to attend RECHS based on an application process and typically enter at the beginning of their high school career. RECHS seeks to target economically disadvantaged, minority and first-generation college-bound students. We have a diverse student body from all over Randolph County. RECHS students take Honors level high school coursework, while also enrolled in integrated community college courses taught by community college instructors beginning their first year. Our students average taking 2-3 community college classes each semester throughout their high school career, with the opportunity to earn an Associate Degree in 4 or 5 years. All RECHS students follow the College/University Prep Course of Study. Our students must complete all the requirements of a traditional high school in North Carolina and receive dual credit for community college courses, which contribute credits toward their high school diploma. In addition, student involvement in community service is required. Due to the small size of our school, extracurricular activities are limited and vary year to year based on student interests and needs. To enhance the educational experience at RECHS, students engage in a variety of activities beyond the classroom, such as field trips to colleges, cultural events and educational presentations provided by guest speakers from the community. Presently our 9th and 10th grade students take traditional semester-long courses; however, high school courses for our year 11, 12 & 13 students are offered on both a traditional semester-long schedule, as well as a year-long alternating schedule which more closely resembles a college course schedule.

Enrollment

Year 9:	73
Year 10:	75
Year 11:	70
Year 12:	68
Year 13:	10
Total Enrollment:	296

Racial make-up of School Population

88.5% White	2.4% Asian
2.0% Multi-Racial	2.4% American Indian
4.7% African American	

SAT Information

76% of the 2010-11 senior class took the SAT.

Certified Staff

13 Teachers
1 Administrator
1 College Liaison
1 Counselor
1 Career Development Coordinator

Extracurricular Activities (vary from year to year)

School Newspaper Trail Makers Club
Student Government Association AIM Club
Superintendent's Student Advisory Council
Yearbook

Graduation Requirements (Class of 2012)

- English I, II, III*, IV
- Algebra I, Geometry, Algebra II & a higher math to include Advanced Functions & Modeling or college math courses as listed below
- Earth Environmental science, Biology, & Chemistry
- World History, Civics & Economics & US History
- *Health/PE (PED 110 meets this requirement)
- Electives earned through Seminar courses and community college courses
- *Two semesters of the same foreign language or show proficiency in a second language
- Must demonstrate proficiency on English I, Algebra I and Biology North Carolina End-Of-Course testing
- Complete graduation project in senior year

*Some students in the Class of 2012 were allowed to supplant high school English III by taking three Community College English courses (ENG 111, ENG 112 & ENG 131)

*Students can meet the foreign language requirement by taking SPA 111 & SPA 112, NC Virtual Public School level 1 & 2 foreign language or by showing proficiency on the SAT II Subject Test in a foreign language.

**Please also note that, at present, NC WISE does not recognize the course codes for PED 110 or some of the Spanish courses our students take. However, our students who have taken these courses have met the requirements.

All courses with the exception of Algebra I, Seminar*, ACA 122, PED 110 or any PE class, and the first level of a foreign language are taught at the Honors level.

*Seminar is a required course that meets regularly throughout the school year for year 9, 10 & 11 students. The purpose of this course is to teach students the skills necessary to be successful inside and outside the classroom, for both now and in the future. To achieve this goal, students engage in a variety of learning approaches which encourage teamwork, critical thinking, thoughtful dialogue and life application. Through Seminar, students are taught teen leadership skills which enhance their academic performance and positively impact their personal lives.

Community College Component:

Students taking full advantage of the community college course offerings would complete an Associate Degree in 4 or 5 years. Their pathway would be in compliance with the Comprehensive Articulation Agreement and would include ENG 111, Eng 112 or 113, four social/behavioral sciences (including one HIS course), four humanities/fine arts (including one LIT), two mathematics courses, two science courses, and additional electives to total 64 hours.

Fourth level mathematics options for our students include MAT 171/172 w/ labs, MAT 175 w/ lab and MAT 271.

Grading System

A = 93-100 (4.0)

B = 85-92 (3.0)

C = 77-84 (2.0)

D = 70-76 (1.0)

F = Below 70 (0)

FF=No credit due to attendance

Weighted/Honors = + 1 GPA point

Class Rank Information & College Attendance History

Randolph Early College High School is a nontraditional high school. Due to honors requirements and the fact that students take community college courses each year, *class rank should not be emphasized* as it might be in more traditional settings. **24% of our year 12 students have a weighted GPA of 4.0 or higher, while 35% have an unweighted GPA of 3.0 or higher.**

79% of the 2010-11 graduates are continuing their education beyond high school.