Dropout Data Collecting and Reporting Procedures – 2014-15

Department of Public Instruction
Safe and Healthy School Support Division
School Planning Section

i
Table of Contents

1 Introduction

2 Dropout Definition

6 Application of Dropout Definition

11 Data Collection Process

12 Withdrawal and Reason Codes

15 Calculating the Dropout Rate

16 Frequently Used Terms

17 Hints for Reporting Accurate Data

18 Appendices
   □ North Carolina Special Schools
   □ Dropout Referral Law, G. S. 115C-47(32)
   □ Researching and Reporting 2013-14 Dropouts in PowerSchool
Introduction

The *Dropout Data Collecting and Reporting Procedures Manual* is a reference document designed to guide school system personnel through the steps for dropout data collection and reporting. It includes definitions, procedures, and other information needed to enable school personnel to understand how to collect and report dropout data. The definitions and procedures in this manual apply to the 2013-14 dropout data that is to be reported to the state of North Carolina in the 2014-15 school year.

School systems are required to report dropout data on all dropouts in grades one and higher to the Department of Public Instruction (DPI). Schools systems are encouraged to begin researching potential dropouts during the 2013-14 school year. Every effort should be made to encourage students to return to school. Students who return to school by the 20th school day of the 2014-15 school year are not counted as dropouts.

Dropout data checks and verifications are due by **Thursday, November 20, 2014.**

**New Process in PowerSchool**
The general reporting process will be similar to the process used with NC WISE. One improvement over NC WISE is a report that will check statewide to see if any of your potential dropouts are enrolled elsewhere in the state of North Carolina.

See the Appendix for an overview of the new process for reporting dropouts in PowerSchool. **Note: A change to the reporting process was made on August 28, 2014. See pages 12 and 25 of this manual for details.**

**Initial Enrollee Status**
The new submission rule created in 2011 will continue to be used. Students who meet the exemption for Initial Enrollee status will no longer be included in the dropout collection. Initial Enrollees, like students serving a long-term suspension and students leaving the country, are coded W2 but are not counted as dropouts.
Dropout Definition

The method used in North Carolina to count dropouts is called an event count. It counts the number of dropouts during a school year, beginning on the first day of the academic year and ending on the last day of the subsequent summer vacation.

All school systems and schools in North Carolina are to use the following definition for a dropout. To ensure accuracy and consistency in reporting dropouts, dropout prevention coordinators should become thoroughly familiar with the definition and its interpretations based on state laws and policies.

Note: Throughout this manual, “current year” refers to the 2014-15 school year, and “reporting year” refers to the 2013-14 school year.

Definition
A "dropout" is an individual who
- was enrolled in school at some time during the reporting year;
- was not enrolled on day 20 of the current year;
- has not graduated from high school or completed a state or district approved educational program; and does not meet any of the following reporting exclusions:
  1. transferred to another public school district, private school, home school or state/district approved educational program (not including programs at community colleges),
  2. temporarily absent due to suspension or school approved illness, or
  3. death.

For purposes of applying the state's dropout definition, the following additional definitions also apply:
- A school year is defined as the period of time beginning with the first day of school to the last day of summer vacation.
- Students who attend school until the end of the reporting year do not count as dropouts in the reporting year if they enroll in school anytime during the first 20 days of the current year; students who drop out before the end of the reporting year must be enrolled on the 20th day of the
current year in order not to be counted as dropouts.

- All students receiving dropout status are counted as dropouts from the last grade and school in which they were actually enrolled.
- A school completer has graduated from high school or completed an approved education program upon receipt of formal recognition from school authorities.

A state- or district-approved program may include special education programs, home-based instruction, and **school-sponsored** elementary or secondary programs leading to some other certification differing from the regular diploma.

**At a minimum, a district-approved program must meet state standards. Therefore, a student who withdraws from high school and enrolls in a district-sponsored GED prep program must be reported as a dropout (just as those who withdraw to attend community college GED and Adult High School Diploma programs are reported as dropouts).**

- Transfer may be demonstrated through a transcript request or other documentation giving evidence of continuing elementary or secondary education. Such evidence may include correspondence with or notes taken during a conversation with an official at the student’s new school or school district. Also, refer to the appendices for a list of special schools in North Carolina that have state approved educational programs. These include state schools for the handicapped, several schools or programs under the Division of Mental Health, Developmental Disabilities, and Substance Abuse Services, and programs under the Division of Youth Services. **Students participating in these programs are not dropouts.**

**Home School Programs**

Since home school instruction qualifies as an exemption, it is important for school officials to be knowledgeable about basic program requirements. General Statute 115C-563 establishes the framework for operating home school programs in North Carolina. The program is regulated by the Division of Non-Public Education (DNPE), 116 West Jones Street, Raleigh, NC (1309 Mail Service Center 27699-1309).

A home school is defined as a place where one or more children of not more than two families or households receive academic instruction from parents/legal guardians or a
member of either household. The law requires home school administrators to do the following:

- File a Notice of Intent to Operate a School with DNPE.
- Present documentation to DNPE that those providing instruction hold at least a high school diploma or its equivalent.
- Operate the school on a regular schedule, excluding reasonable holidays and vacations, during at least nine calendar months of the year.
- Assess students each year in reading, spelling, grammar, and mathematics.
- Maintain student attendance and immunization records.
- Notify DNPE when the school is no longer in operation.

Any student who receives instruction in a certified home school program is not a dropout according to the uniform definition. Dropout Prevention coordinators should use W1 (transfer) as the leaver status code.

Schools Not Physically Located in North Carolina
Students who maintain a North Carolina residence and transfer to legitimate online or correspondence schools outside the state are not to be counted as dropouts. For students to be excluded from dropout status, such schools must be accredited by one of the following agencies:
- New England Association of Schools and Colleges (NEASC)
- Middle States Association of Colleges and Schools (MSA)
- North Central Association of Colleges and Schools (NCA)
- Southern Association of Colleges and Schools (SACS)
- Western Association of Schools and Colleges (WASC)
- Northwest Association of Accredited Schools (NAAS)

If students are under 16 years of age, the parent or guardian also must register with DNPE as a home school program in order for the school to use this dropout exemption.

This exemption also applies to students of any age residing in North Carolina and physically attending a private school in another state. Out-of-state private schools are not registered with the Division of Non-Public Education.

Dropout Referral
The Dropout Referral Law, G.S. 115C-47(32), requires each LEA to establish procedures for referring dropouts to alternative education programs. When public school programs are not available, the law requires school officials to refer dropouts to local community colleges. (Refer to the appendices
for a copy of the original dropout referral legislation, Senate Bill 184, ratified by the 1987 Session of the General Assembly of North Carolina.) However, students who enroll in a community college prior to graduating must be counted as dropouts.

**Initial Enrollee Status**

A reporting exemption unique to school leavers (W2s) in North Carolina applies to students with initial enrollee status. An initial enrollee is a student who has never been enrolled in a particular school system and, after enrolling for the FIRST TIME EVER, he/she drops out within twenty days of enrollment. The following four factors are critical when classifying a student as an initial enrollee and excluding the student from the dropout count:

- It is only the initial enrollment in an LEA, not an individual school within the LEA.
- This policy should in no way affect the state pupil accounting procedures. It applies only to the dropout data report.
- If an initial enrollment in the LEA cannot be proved and documented, the student should be included in the dropout count.
- The initial twenty-day enrollment period can occur at any point during the school year. In other words, an initial enrollee can enroll and leave during ANY 20-day period of the school year. This ruling does not apply exclusively to the first 20 days of school.

This exemption is allowed to avoid holding school systems unfairly accountable for highly transient students.
Application of Dropout Definition

The following examples will be useful in interpreting and applying the state's uniform definition of a dropout. The YES or NO response in the right column answers whether or not the student would be reported as a dropout in a real situation.

<table>
<thead>
<tr>
<th>Is a student who:</th>
<th>a dropout?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Dropped out of school last spring at age 16 and had not returned to school on Day 20 of the following school year.</td>
<td><strong>Yes</strong></td>
</tr>
<tr>
<td>B. Completed the previous school year at a middle school, but did not enroll at any high school in the LEA during the first twenty days of the following year.</td>
<td><strong>Yes</strong> The student is a dropout for the reporting year at the middle school.</td>
</tr>
<tr>
<td>C. Completed the previous school year, returned in the fall, but dropped out before Day 20 of the current year.</td>
<td><strong>No</strong> / <strong>Yes</strong> Since the student completed the school year and returned to school in the fall prior to Day 20, he/she was not a dropout for the reporting year. Even one day in membership at a school places the student in membership for the year. However, if the student does not return to school by Day 20 of the following year, the student would be reported as a dropout for the current year.</td>
</tr>
<tr>
<td>D. Dropped out during the reporting year but returned the next school year and in school on Day 20.</td>
<td><strong>No</strong></td>
</tr>
<tr>
<td>E. Did not complete the school year, returned for a few days in the current fall, but dropped out again before Day 20.</td>
<td><strong>Yes</strong> The student did not complete the previous school year and was not there on Day 20 of the current year; therefore, the student is a dropout for the reporting year. In addition, if the student does not return to school and is not in attendance on Day 20 of the next school year, he/she should be counted as a dropout again since the student actually dropped out twice in two years.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>F.</td>
<td>Started school late due to major surgery; parent notified school officials of the situation. <strong>No</strong></td>
</tr>
<tr>
<td>G.</td>
<td>Left school to enter a Teacher-in-Treatment Program. <strong>No</strong></td>
</tr>
<tr>
<td>H.</td>
<td>Requested late enrollment until she delivers her child in late September. Acting on her own behalf as the &quot;responsible adult,&quot; age 18, she has requested approval from school officials to enroll late. After conferring with her doctor, the school system approved the request. <strong>No</strong></td>
</tr>
<tr>
<td>I.</td>
<td>Dropped out of school and enrolled in a community college GED program. <strong>Yes</strong></td>
</tr>
<tr>
<td>L.</td>
<td>Was to be home schooled according to parents, but school officials learned that the student was not engaging in educational activities during normal school hours.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Yes</strong></td>
<td>A response should be sought from the Division of Non-Public Education. Administrators of home schools must file a Notice of Intent with the Division of Non-Public Education (DNPE). If public school officials have valid reason to suspect violation of any statutory requirements, DNPE should be informed. Upholding compulsory attendance laws in North Carolina continues to be viewed as the responsibility of public schools.</td>
</tr>
<tr>
<td><strong>No</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>M.</th>
<th>Completed all graduation requirements in the middle of junior year and finished the year with a private tutor; enrolled in college during the summer.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yes</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>N.</th>
<th>Was suspended from school last March with an option to return in the fall; was enrolled in a community college program on Day 20 of the current school year.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yes</strong></td>
<td>A student who enrolls in a community college program prior to graduating is a dropout.</td>
</tr>
<tr>
<td><strong>No</strong></td>
<td>If the student has an option to return at the end of the disciplinary period (which is still in effect), he/she is not a dropout. If the suspension period is over and the student has not returned, he/she is a dropout.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>O.</th>
<th>Was suspended from school for 365 days last January with an option to return at the end of this period; consequently, the student is not in school on Day 20 of the current school year.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yes</strong></td>
<td>Expelled students should be reported as dropouts to DPI using the EXPL (expulsion) dropout reason code. They will be included in the federal dropout data submission. For North Carolina reporting, however, expelled students will be excluded in compliance with G.S. 115C-12(27). The State Board of Education is required to maintain a separate record of these students.</td>
</tr>
<tr>
<td><strong>No</strong></td>
<td>Student is regarded as a transfer in this case.</td>
</tr>
</tbody>
</table>

| P. | Was permanently expelled with no option to return and not in school elsewhere on Day 20 of the next school year. |

<p>| Q. | Was permanently expelled from one school system but successfully enrolled in another. | <strong>Yes</strong> | A response should be sought from the Division of Non-Public Education. Administrators of home schools must file a Notice of Intent with the Division of Non-Public Education (DNPE). If public school officials have valid reason to suspect violation of any statutory requirements, DNPE should be informed. Upholding compulsory attendance laws in North Carolina continues to be viewed as the responsibility of public schools. | <strong>No</strong> | Student is regarded as a transfer in this case. |</p>
<table>
<thead>
<tr>
<th>Case</th>
<th>Description</th>
<th>Exemption</th>
</tr>
</thead>
<tbody>
<tr>
<td>R.</td>
<td>Was a new student never before enrolled in the school system; dropped out of school during the second week of the new year.</td>
<td>No</td>
</tr>
<tr>
<td>S.</td>
<td>Dropped out from School A last March but returned to School B in the same LEA the following fall; on the tenth day of the new year, withdrew from School B.</td>
<td>Yes</td>
</tr>
<tr>
<td>T.</td>
<td>Is a TMH student in a self-contained program whose parents have indicated their desire to withdraw their child from school since her developmental needs have surpassed the school's capacity to adequately serve her; after consulting with the School-Based Committee, her parents withdrew her from public school and placed her in a more appropriate program.</td>
<td>No</td>
</tr>
<tr>
<td>U.</td>
<td>Dropped out last spring and is taking the GED course through Job Corps.</td>
<td>No</td>
</tr>
<tr>
<td>V.</td>
<td>Dropped out of school but enrolled in the Tarheel Challenge Academy in Sampson County, a quasi-military style program in which high school dropouts 16-18 years old may earn their GED through a local community college approved program.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

The purpose of this exemption is to avoid penalizing school systems for students who are highly transient. If school officials know the whereabouts of the student, they should continue efforts to get the student back in school.

A returning dropout must be enrolled on the twentieth day of the new year in order to be exempted from the dropout count. The student withdrew from only one school, School A, during the reporting year and was not in school on Day 20 of the new year; hence, School A should report the student as a dropout for the reporting year. If the student does not return to school before Day 20 of the next school year, School B should report the student as a repeat dropout for the current school year.
(Community college faculty teach the courses and administer GED tests and assessments.)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>W.</td>
<td>Completed all of the school year but transferred to another school that had not opened before the original school’s twentieth day (current school year).</td>
</tr>
<tr>
<td>X.</td>
<td>Returned to Mexico after attending a North Carolina school for four months, as documented by the school social worker and based on information provided by the student’s father.</td>
</tr>
<tr>
<td>Y.</td>
<td>Dropped out during the year and died during the summer.</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>The student can be omitted from the dropout report if the reporting school has verified both the later starting date and the student’s actual enrollment in the other school prior to the date for the initial transmission of dropout data to NCDPI.</td>
</tr>
<tr>
<td>No</td>
<td>In 2003, the State Board of Education included the following in its statewide plan to improve tracking of dropout data: <strong>Do not</strong> count as dropouts students who leave the U.S., as documented by a responsible adult, e.g., dropout prevention coordinator, social worker, or migrant recruiter.</td>
</tr>
<tr>
<td>No</td>
<td>Because the student died before Day 20 of the current school year, the exemption for death applies.</td>
</tr>
</tbody>
</table>
Data Collection Process

**Dropout Prevention Coordinator/Designee**
The ultimate responsibility for data collection, defining, and reporting dropouts belongs to the LEA dropout prevention coordinator or another individual designated by the superintendent.

**School-Building Level**
Each school should maintain a School Leaver Roster (SLR). A copy of the official roster should be located in the school and in the central office. The purpose of the SLR is to
1. establish the total enrollment pool from the previous year and
2. document the status of leavers who are not in membership on the twentieth school day of the current year.
Maintaining, updating, and checking this record should be a primary ongoing responsibility. Keeping an updated roster of school leavers can reduce substantially the number of transfers who are erroneously classified as dropouts.

School leavers whose whereabouts are unknown must be included in the total count of dropouts for the reporting year.

To meet North Carolina's guidelines, dropouts are reported by the grade level of their last membership in the reporting year. For example, an eighth grader who fails to return to school in the fall as a ninth grader is reported at the eighth grade level, not the ninth grade. **For this reason, all sending and receiving schools in an LEA should share information on the status of school leavers.**

Two reports in PowerSchool can be used to inform the School Leaver Roster. The Potential Dropout Match Report lists all students withdrawing from the school as a W2 during the reporting year. It also lists any North Carolina public school that the student has subsequently enrolled in, either in the reporting year or the current year.

The other report, Completers that Failed to Return, lists all students that completed the reporting year but have not enrolled in any North Carolina public school during the current year.
Withdrawal and Reason Codes

Appropriate withdrawal and dropout reason codes must be assigned for each student who drops out. **Due to changes in the enrollment record structures in PowerSchool, dropouts no longer are required to have a W2 withdrawal code.** Only students dropping out during the reporting year will have W2 codes. Students completing the reporting year and not returning in the current year will have other withdrawal codes.

**Selecting Reason Codes**
Select the dropout reason that is considered the underlying reason for the student’s dropping out. Accurate reason codes are critical for tracking dropout trends and planning interventions to prevent students from dropping out. Coding accuracy is supported by vigorous prevention, intervention, and recovery efforts in schools and LEAs.

**Reason Codes**
- **ABUS** Suspected substance abuse.
- **ACAD** Academic problems.
- **ATTD** Attendance. Dropped out due to excessive absences that caused the student to become ineligible to receive course credits or placed the student in jeopardy of same.
- **CHLD** Need to care for children.
- **COMM** Enrollment in a community college.
- **DISC** Discipline problem.
- **PSEM** Psychological or emotional problem.
- **EMPL** Employment necessary.
- **ENGA** Lack of student engagement with teachers, students, and school activities.
- **EXPC** Expectations of others. Cultural, family, or peer expectations or beliefs that education beyond a certain age or grade is not necessary.
- **EXPL** Expulsion (permanent).
- **HEAL** Health problems.
- **HOME** Unstable home environment or homeless.
- **INCR** Incarcerated in adult facility.
- **LANG** Frustrations arising from difficulties adapting to English language or culture of English speakers.
- **LTSU** Failure to return after a long-term suspension.
- **MARR** Marriage.
- **MOVE** Moved, school status unknown.
- **PREG** Pregnancy.
- **RNAW** Runaway.
- **PSEM** Psychological or emotional problems.
UNKN  Unknown or other. There is no evidence for any of the listed reasons.
WORK  Choice of work over school.

To comply with the State Board of Education policy, the COMM dropout reason code should be used to designate students who left school prior to graduation and enrolled in a community college program.

The LTSU (long-term suspension) reason code should be used for dropouts who failed to return at the end of a long-term suspension (eleven to 365 days). According to the dropout definition, students who are temporarily absent due to a suspension should not be reported as dropouts.

The EXPL reason code should be used only for dropouts who have been permanently expelled and are not in other approved educational programs. Note that the local board of education is the only entity authorized to expel a student per General Statute 115C-391(d). Expelled students count as dropouts for federal reporting, but not for state reporting.

Per State Board of Education Policy GCS-Q-000, schools are to hold exit interviews with students, aged 16 and older, who are planning to drop out of school. During this interview, school personnel should provide guidance on alternative education options and attempt to determine the underlying reason for the student dropping out.

DPI recognizes that exit interviews will not be possible for all dropouts. In these cases, school officials must use the available evidence to determine a dropout reason. Evidence might consist of a discussion with a school official who is familiar with the dropout’s life circumstances. If there is some evidence pointing to a particular reason, that reason should be selected, even if the evidence is less than conclusive.

Every effort should be extended to identify the underlying reason for a dropout. For example, if a student states he is dropping out because he is 17 and most of his classmates are one or two years younger, the school official should determine why the student is so much older than his classmates. After investigating the particulars of the situation, one of the reason codes shown in the table below might be assigned.
<table>
<thead>
<tr>
<th>Situation</th>
<th>Reason Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student was retained one or more times due to failing grades.</td>
<td>ACAD</td>
</tr>
<tr>
<td>Student was retained primarily due to too many unexcused absences.</td>
<td>ATTD</td>
</tr>
<tr>
<td>Student’s retention(s) stemmed from discipline problems, which resulted in poor concentration in class or days lost to suspension.</td>
<td>DISC</td>
</tr>
<tr>
<td>Student’s retention(s) stemmed from unstable home environment or homelessness.</td>
<td>HOME</td>
</tr>
</tbody>
</table>
Calculating the Dropout Rate

For its annual report the DPI calculates dropout rates for grades 1-13, 7-13, and 9-13. The calculation for North Carolina’s dropout rate has been greatly simplified. The 9-13 rate is calculated as follows.

**STEP 1:** Include all cases of reported dropouts (grades 9-13) in the numerator.

**STEP 2:** To determine the denominator,
- include the twentieth day membership for the reporting (previous) year;
- add the number of reported dropouts (same as used in the numerator).

**STEP 3:** Calculate a rate by dividing the numerator by the denominator; round off to the nearest one hundredth for a grade 9-13 dropout rate.

\[
\text{Total Number of Dropouts} \quad \frac{\text{20th Day Membership (reporting yr.)} + \text{Total Number of Dropouts}}{\text{Total Number of Dropouts}}
\]

**Example**
School System A documented 200 grade 9-13 dropouts for the reporting year 2013-14. The first month membership for the reporting year was 5,000 students in grades 9-13.

To compute the rate, state the fraction:

\[
\text{Numerator} = 200 \\
\text{Denominator} = 5,000 + 200 = 5,200
\]

Solve: Divide the Numerator by the Denominator:

\[
\frac{200}{5,200} = 3.846\%, \text{ or rounded to nearest one hundredth, 3.85\%.}
\]
Frequently Used Terms

**Dropout Referral Law.** A state law that requires school systems to refer dropouts to appropriate education alternatives including community colleges. (Refer to G.S. 115C-47)

**Initial Enrollee.** A special status for students who enroll in a school system for the first time and remain in membership for twenty days or less. Students with this status are not included in the dropout count.

**No Show.** Term used to designate a student who is expected to return in the fall, but on day 20 of the new year is not in membership at the assigned school or in any other approved program. (Students whose whereabouts cannot be determined must be reported as dropouts.)

**Receiving School.** Any school in the LEA to which a student is normally promoted or assigned during or at the end of a school year.

**Reporting Exemption.** Any documented reason which excludes a student from being reported as a dropout.

**Reporting Year.** A twelve-month period in which data are collected on dropouts. In North Carolina the reporting year begins on the first day of the school year and runs through the last day of summer vacation.

**Sending School.** The school from which students are transferred or promoted during or at the end of the school year.
Hints for Reporting Accurate Data

To help assure that dropout data submitted to DPI are accurate, dropout prevention coordinators should:

- become thoroughly familiar with the dropout definition, application of the definition, and the entire reporting process.
- explain the data collection and reporting process to all appropriate school-level personnel.
- clarify the responsibilities of school and LEA personnel in the dropout reporting process.
- account for all dropouts/no-shows in all schools in an LEA.
- review all data for accuracy and completeness.

Contact Information

For questions involving dropout prevention programs or dropout data collection and reporting procedures, contact:

Ken Gattis, Research & Evaluation Coordinator 919-807-3940
kenneth.gattis@dpi.nc.gov

For questions concerning PowerSchool Dropout Reporting, contact:

Application Software Support Help Desk 919-807-4357
homebase.incidents@its.nc.gov
Appendices

- North Carolina Special Schools
- Dropout Referral Law, G. S. 115C-47(32)
- Researching and Reporting 2013-14 Dropouts in PowerSchool
North Carolina Special Schools

Schools for the Deaf and Blind/Visually Impaired Children

Eastern NC School for the Deaf
P.O. Box 2768
Wilson, NC 27894-2768
(252) 237-2450

NC School for the Deaf at Morganton
517 West Fleming Drive
Morganton, NC 28655
(828) 432-5200

The Governor Morehead School
(for blind or visually impaired children)
301 Ashe Avenue
Raleigh, NC 27606
(919) 733-6382
Fax (919) 715-6034

Division of Mental Health, Developmental Disability, and Substance Abuse Services

Bowling Green School
(Central Regional Hospital)
300 Veasey Dr.
Butner, NC 27509
(919) 764-5806

Pine Valley School
(Central Regional Hospital)
300 Veasey Dr.
Butner, NC 27509
(919) 764-5300

Caswell Center
2415 W. Vernon Avenue
Kinston, NC 28504
(252) 208-4000

J. Iverson Riddle Development Center
300 Enola Road
Morganton, NC 28655
(828) 433-2711

Enola School (Broughton Hospital)
1000 S. Sterling Street
Morganton, NC 28655
(828) 433-2302

The Whitaker School
1003 12th Street
Butner, NC 27509-1626
(919) 575-7927

The Springer School at Murdoch Center
1600 C Street
Butner, NC 27509
(919) 575-1000

Wright School Re-Education Program
3132 Roxboro Road
Durham, NC 27704
(919) 560-5790

Riverbend School/Cherry Hospital
201 Stevens Mill Road
Goldsboro, NC 27530
(919) 731-3317
### Department of Juvenile Justice & Delinquency Prevention

#### Youth Development Centers

<table>
<thead>
<tr>
<th>Center Name</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. A. Dillon Youth Development Center</td>
<td>100 Dillon Drive</td>
<td>(919) 575-3166</td>
</tr>
<tr>
<td>Dobbs Youth Development Center</td>
<td>3060 Dobbs Farm Road</td>
<td>(252) 522-0511</td>
</tr>
<tr>
<td>Lenoir Youth Development Center</td>
<td>3055 Dobbs Farm Road</td>
<td>(252) 208-4920</td>
</tr>
<tr>
<td>Stonewall Jackson Youth Development Center</td>
<td>850 Holshouser Road</td>
<td>(704) 652-4300</td>
</tr>
<tr>
<td>Edgecombe Youth Development Center</td>
<td>78 Positive Way</td>
<td>(252) 450-7200</td>
</tr>
<tr>
<td>Chatham Youth Development Center</td>
<td>560 Progress Blvd.</td>
<td>(919) 742-6220</td>
</tr>
</tbody>
</table>

#### Detention Centers

<table>
<thead>
<tr>
<th>Center Name</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexander Regional Juvenile Detention Center</td>
<td>928 NC Highway 16 S.</td>
<td>(828) 632-1141</td>
</tr>
<tr>
<td>Buncombe Regional Juvenile Detention Center</td>
<td>741 Old US 70 Highway</td>
<td>(828) 251-6168</td>
</tr>
<tr>
<td>Cumberland Regional Juvenile Detention Center</td>
<td>1911 Coliseum Drive</td>
<td>(910) 486-1399</td>
</tr>
<tr>
<td>Gaston Regional Juvenile Detention Center</td>
<td>136 Camp Sertoma Road</td>
<td>(704) 922-7832</td>
</tr>
<tr>
<td>New Hanover Regional Juvenile Detention Center</td>
<td>3830 Juvenile Center Rd.</td>
<td>(910) 675-0594</td>
</tr>
<tr>
<td>Perquimans Juvenile Detention Center</td>
<td>125 Jessup St.</td>
<td>(252) 426-2541</td>
</tr>
<tr>
<td>Pitt Regional Juvenile Detention Center</td>
<td>461 Belvoir Rd.</td>
<td>(252) 830-6590</td>
</tr>
<tr>
<td>Richmond Juvenile Detention Center</td>
<td>269 Cartledge Creek Rd.</td>
<td>(910) 997-9196</td>
</tr>
<tr>
<td>Wake Regional Juvenile Detention Center</td>
<td>700 Beacon Lake Drive</td>
<td>(919) 212-3104</td>
</tr>
</tbody>
</table>
NC Eckerd Therapeutic Camps

4654 High Rock Rd. 500 E-Ku-Sumee
Boomer, NC 28606 Drive
336-921-3300 Candor, NC 27229

Teacher-in-Treatment Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>PORT Aberdeen</td>
<td>Aberdeen</td>
<td>(910) 944-2189</td>
</tr>
<tr>
<td>Youth Focus</td>
<td>Greensboro</td>
<td>(336) 317-2062</td>
</tr>
<tr>
<td>McLeod Western Regional Group Home</td>
<td>Charlotte</td>
<td>(704) 332-9001</td>
</tr>
<tr>
<td>Swain Recovery Center Adolescent Program</td>
<td>Black Mountain</td>
<td>(828) 669-4161</td>
</tr>
<tr>
<td>PORT DORM</td>
<td>Greenville</td>
<td>(252) 413-1950</td>
</tr>
</tbody>
</table>
Dropout Referral Law, G. S. 115C-47(32)

GENERAL ASSEMBLY OF NORTH CAROLINA
1987 SESSION
RATIFIED BILL

CHAPTER 340
SENATE BILL 184

AN ACT TO DIRECT THE PUBLIC SCHOOLS TO REFER STUDENTS WHO DROP OUT OF THE PUBLIC SCHOOLS TO APPROPRIATE SERVICES.

The General Assembly of North Carolina enacts:

Section 1. G.S. 115C-47 is amended by adding a new subdivision to read:

"(32) To refer all students who drop out of the public schools to appropriate services. Local boards of education shall refer all students who drop out of the public schools to appropriate services. When appropriate public school services such as extended day programs are available, the local boards shall refer the students to those services. When appropriate public school programs are not available or are not suitable for certain students, the local board shall refer the students to the community college system or to other appropriate services."

Sec. 2. This act is effective upon ratification and shall apply to all school years beginning with the 1987-88 school year.

In the General Assembly read three times and ratified this the 12th day of June, 1987.

ROBERT B. JORDAN III
Robert B. Jordan III
President of the Senate

LISTON B. RAMSEY
Liston B. Ramsey
Speaker of the House of Representatives
Researching and Reporting 2013-14 Dropouts in PowerSchool

Researching Potential Dropouts

I. Students who were marked W2 with a withdrawal date of June 30, 2014 or earlier.

   a) Print Potential Match Report
      - On the menu bar under Reports, select State Reports
        yields Dashboards tab
      - To the right of Dropout Data Collection, click on Run
      - Click on Refresh at top of page until report stops running
        yields Review button
      - Click Review button
      - Under Data Views, select Potential Dropout Match Report

   b) If the Potential Dropout Match Report lists a school for a dropout on the right side of the report, the W2 student has returned to school for the 2014-15 school year. Strike any students from dropout candidate status if they have entry/exit dates that indicate they were in school on the 20th school day. Call the schools listed in cases where it is unclear from the dates whether the students were in school on the 20th school day.

   c) Strike W2 students from dropout candidate status if they have a documented exception from dropout reporting, e.g., those leaving the US for another country, or those who are known to have enrolled in a home school, a private school, or a school out of state by the 20th school day.

   d) The remaining students should be verified as a dropout. See instructions below for Designating Verified Dropouts, section b.

II. Students who finished the 2013-14 school year and failed to return in 2014-15.

   a) To print Completers That Failed to Return report, follow same directions above for printing Potential Dropout Match report, except select Completers That Failed to Return under Data Views.

   b) These students are not enrolled in an NC public school, but they may be legitimate transfers or may have some other valid exception. Strike any
students from dropout candidate status if they have a valid dropout exception.

c) The remaining students should be verified as a dropout. See instructions below for Designating Verified Dropouts, section c.

III. Students incorrectly coded as a W2 for the 2014-15 school year instead of the 2013-14 school year.

a) To display these students (if any), on start page at the LEA in the Student Search, enter: /entrydate >=07/01/2014; exitdate<=09/30/2014; exitcode=W2

b) To print the list, follow these steps:
   1. Click System.
   2. Click Direct Database Export (DDE).
   3. Select the Student table from the pop-up menu.
   4. In Current Records in Selection, the number of students should match the number from the query above.
   5. Click on Export Records.
   6. Select desired fields.
      Suggested fields:
      lastfirst
      schoolid
      student_number
      entrydate
      exitdate
      exitcode
   7. Click Submit.
   8. Open the document in Excel.

c) Check this list for any students that, according to the dropout rules, need to be reported as 2013-14 dropouts. If a student is determined to have been incorrectly coded as W2 for 2014-15 and needs to be reported as a 2013-14 dropout, see instructions below for Designating Verified Dropouts, section a. Note that it is possible for a student to be coded W2 for both years; see example E on page 6.
**Designating Verified Dropouts**

a) For incorrectly coded students (on list in Part III above) who need to be reported as 2013-14 dropouts:
   1. Search for former student with prefix “/” to include inactive students.
   2. Select student.
   3. On the menu bar under Enrollment, click on Transfer Info.
   4. Click on Entry Date for student’s Previous Enrollment.
   → yields page Edit Previous Enrollment.
   (Do Not Change Exit Code.)
   5. Check Verified Dropout box.
   6. Select appropriate Dropout Reason from Dropdown box.
   7. Make sure all required fields have data.
   8. Click Submit.

b) For students already coded as W2 (as in Part I above) who need to be reported as 2013-14 dropouts:
   1. Search for former student with prefix “/” to include inactive students.
   2. Select student.
   3. On the menu bar under Enrollment, click on Transfer Info.
   4. Click on Entry Date for student’s Current Enrollment
   → yields page Edit Current Enrollment
   Note: If student has returned to school this year after the 20th day and must be reported as a dropout, the 2013-14 enrollment record will be a Previous Enrollment instead.
   5. Check Verified Dropout box.
   6. Select appropriate Dropout Reason from Dropdown box.
   7. Make sure all required fields have data.
   8. Click Submit.

c) For No Shows that failed to return to school this year (as in Part II above):
   1. Search for former student with prefix “/” to include inactive students.
   2. Select student.
   3. On the menu bar under Enrollment, click on Transfer Info.
   4. Click on Entry Date for student’s Previous Enrollment.
   → yields page Edit Previous Enrollment.
   (Do Not Change Exit Code.)
   5. Check Verified Dropout box.
   6. Select appropriate Dropout Reason from Dropdown box.
   7. Make sure all required fields have data.
   8. Click Submit.
Submitting Verified Dropouts (School)
   - On the menu bar under Reports, select State Reports.
     → yields Dashboards tab
   - To the right of Dropout Data Collection, click on Run.
   - Click on Refresh at top of page until report stops running.
     → yields Review button
   - Click Review button.
2. In the Data Views under Dropout Data Collection, select Final Dropout Verification.
3. Check data, make sure there are no fatal errors.
4. On State Reports Current Collections page, next to Dropout at far right, click Approve.

Submitting Verified Dropouts (LEA)
   - On the menu bar under Reports, select State Reports.
     → yields Dashboards tab
   - To the right of Dropout Data Collection, click on Run.
   - Click on Refresh at top of page until report stops running.
     → yields Review button
   - Click Review button.
2. In the Data Views under Dropout Data Collection, select Final Dropout Verification.
3. Check data, make sure there are no fatal errors.
4. On State Reports Current Collections page, next to Dropout, at far right, click Approve.
   Note: Approval button will not be visible until all schools approve data.