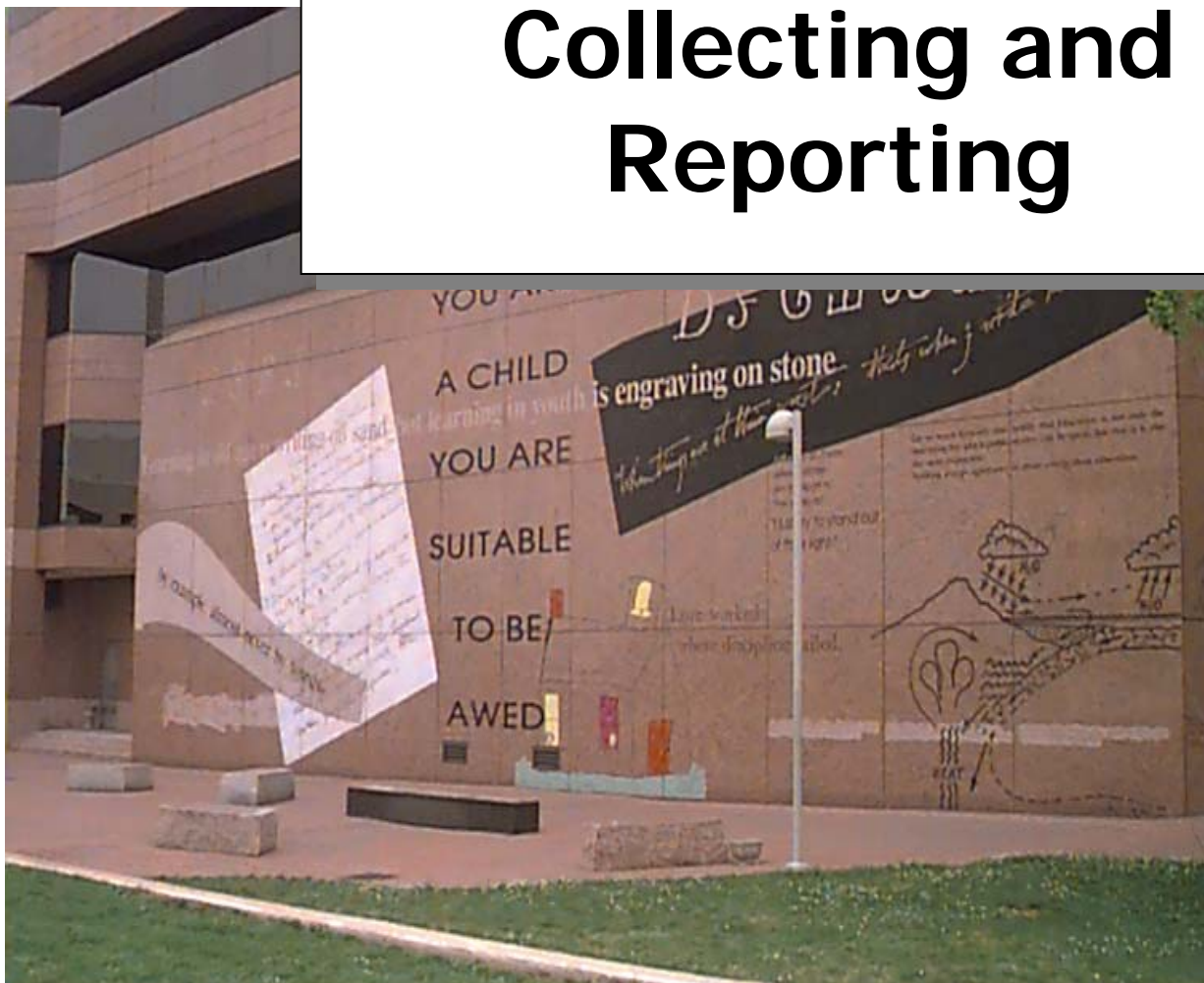


Dropout Data Collecting and Reporting



Procedures - 2011

Department of Public Instruction
Federal Program Monitoring and Support Division
Support Services Section

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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 2010-11 dropout data that is to be reported to the state of North Carolina in fall, 2011.

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 2010-11 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 2011-12 school year are not counted as dropouts. Dropout data submissions are requested by **Friday, September 30, 2011**.

All dropout data should be completed by Friday, September 30, 2011.

New Process

For the first time, dropout data will be entered in NC WISE without transmitting files to the NC Department of Public Instruction (NCDPI). The new process will also eliminate the posting, revising, and approving of submitted data. Authoritative reports of dropouts and dropout rates based on locally entered data will be available for LEAs to review.

For more information, please refer to the NC WISE document "Identifying Dropouts in eSIS." This document may be found online at:

http://www.ncwise.org/documents/training_group/docs/gen_stu_info/WISE_Dropout.pdf

New Submission Rule

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

Event rates measure the proportion of students who drop out in a single reporting year.

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 2011-12 school year, and “reporting year” refers to the 2010-11 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.

The private school and home school exclusions apply to students transferring to schools registered with the NC Department of Non-Public Education. See page 4 for details on the home school exclusion.

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 opening 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. 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.

For a directory and other program information on home schools, contact the Division of Non-Public Education at (919) 733-4276. The web address for accessing a current list of home schools is <http://www.ncdnpe.org/>.

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)

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

G.S. 115C-47(32) requires local school systems to refer dropouts to alternative education programs.

dropouts.

Initial Enrollee Status

A reporting exemption unique to school leavers 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:

An initial enrollee is an exemption from the dropout rule; this is a student who spends 20 days or less in a school system for the first time ever.

- 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.

Is a student who:	a dropout?
A. Dropped out of school last spring at age 16 and had not returned to school on Day 20 of the following school year.	Yes
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.	Yes The student is a dropout for the reporting year at the middle school.
C. Completed the previous school year, returned in the fall, but dropped out before Day 20 of the current year.	No / Yes Since the student completed the school year and returned to school in the fall prior to Day 20, he/she <u>was not a dropout for the reporting year</u> . 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 .
D. Dropped out during the reporting year but returned the next school year and in school on Day 20.	No
E. Did not complete the school year, returned for a few days in the current fall, but dropped out again before Day 20.	Yes 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.

<p>F. Started school late due to major surgery; parent notified school officials of the situation.</p>	<p>No A student who receives approval for the late enrollment may be provided homebound instruction if such services are available. This provision prevents a student from regressing academically and allows the assigned school to earn average daily membership credit.</p>
<p>G. Left school to enter a Teacher-in-Treatment Program.</p>	<p>No This reporting exemption is based on the student's need for recovery independent of direct classroom instruction. However, in accordance with the <i>School Attendance & Student Accounting Manual</i> the student who attends any of the state's five Teacher-in-Treatment Programs should remain in membership in their home (sending) school. Their days of participation should be posted as absences and coded 1H. Therefore, if the student does not return to their home school after treatment, it is the home school's responsibility to report the student as a dropout, using the W2 code.</p>
<p>H. Requested late enrollment until she delivers her child in late September. Acting on her own behalf as the "responsible adult," age 18, she has requested approval from school officials to enroll late. After conferring with her doctor, the school system approved the request.</p>	<p>No</p>
<p>I. Dropped out of school and enrolled in a community college GED program.</p>	<p>Yes According to State Board of Education policy, students who leave school prior to graduating and enroll in community college programs must be counted as dropouts.</p>
<p>J. Enrolled in an Adult High School Diploma Program.</p>	<p>Yes</p>
<p>K. Is placed in a youth correction center, where student is receiving daily instruction from the <i>NC Standard Course of Study</i> and will also participate in the state testing program.</p>	<p>No Students in youth facilities are considered transfers from public schools and are coded W1 since these facilities follow the <i>NC Standard Course of Study</i>. However, minors who are sentenced to adult correction facilities are counted as dropouts with reason code INCR.</p>

<p>L. 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.</p>	<p>Yes 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.</p>
<p>M. Completed all graduation requirements in the middle of junior year and finished the year with a private tutor; enrolled in college during the summer.</p>	<p>No</p>
<p>N. 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.</p>	<p>Yes A student who enrolls in a community college program prior to graduating is a dropout.</p>
<p>O. 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.</p>	<p>No 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.</p>
<p>P. Was permanently expelled with no option to return and not in school elsewhere on Day 20 of the next school year.</p>	<p>Yes Expelled students should be reported as dropouts to DPI using the EXPL (expulsion) dropout reason code. <u>They will be included in the federal dropout data submission.</u> 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.</p>
<p>Q. Was permanently expelled from one school system but successfully enrolled in another.</p>	<p>No Student is regarded as a transfer in this case.</p>

<p>R. Was a new student never before enrolled in the school system; dropped out of school during the second week of the new year.</p>	<p>No 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.</p>
<p>S. 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.</p>	<p>Yes 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.</p>
<p>T. 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.</p>	<p>No</p>
<p>U. Dropped out last spring and is taking the GED course through Job Corps.</p>	<p>Yes</p>
<p>V. 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.</p>	<p>Yes</p>

<p>(Community college faculty teach the courses and administer GED tests and assessments.)</p> <p>W. 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).</p> <p>X. 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.</p> <p>Y. Dropped out during the year and died during the summer.</p>	<p>No 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.</p> <p>No In 2003, the State Board of Education included the following in its statewide plan to improve tracking of dropout data: Do not 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.</p> <p>No Because the student died before Day 20 of the current school year, the exemption for death applies.</p>
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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 should share information on the status of school leavers during the first twenty-day period and for the remainder of the school year.**

Reporting with NC WISE

This manual is limited to policies and general reporting procedures. For information about specific reporting processes for NC WISE, please refer to the NC WISE document "Identifying Dropouts in eSIS." This document may be found online at:

http://www.ncwise.org/documents/training_group/docs/gen_stu_info/WISE_Dropout.pdf

New Reporting Process

The new reporting process allows early completion of dropout reporting, but requires more oversight of the dropout reporting task throughout the year. DPI recommends a four-stage process:

- 1) June through the first day of school. Use the Admit/Withdraw report and the Admit screen to find any 2010-11 W2s that were enrolled in another North Carolina school during the 2010-11 school year.
- 2) Early September. Use the Admit screen to search for students not returning to your LEA for the 2011-12 school year as expected. Finding students enrolled elsewhere in the state will eliminate a number of students who have moved from your LEA from the list of potential dropouts. Also, follow up on information pointing to a student's relocation out of state. You can use a phone conversation with an out-of-state school official to confirm a student's registration in that school district.
- 3) 20th day of school. Use the Admit screen to check to see if any additional students have registered for school elsewhere in the state. Prepare final list of dropouts (including reason codes) and determine time requirements for entering data in the Program Assignment screen.
- 4) Enter data in Program Assignment screen in time to meet data collection deadline.

Withdrawal and Reason Codes

Appropriate withdrawal and reason codes must be assigned for each student who drops out. **All dropouts should be assigned a W2 withdrawal code.** A reason code should be selected that reflects the underlying reason the student dropped out of school.

Selecting Reason Codes

Select the 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.

Per State Board of Education Policy HSP-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.

Situation	Reason Code
Student was retained one or more times due to failing grades.	ACAD
Student was retained primarily due to too many unexcused absences.	ATTD
Student's retention(s) stemmed from discipline problems, which resulted in poor concentration in class or days lost to suspension.	DISC
Student's retention(s) stemmed from unstable home environment or homelessness.	HOME

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.

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.

UNKN Unknown or other. There is no evidence for any of the listed reasons.

WORK Choice of work over school.

Note: ATTD should not be used simply because the student was frequently absent prior to dropping out. Instead, the underlying reason for the student's absences should be cited as the dropout reason. Only use the ATTD code when it is believed that ineligibility to receive course credits due to attendance is the primary dropout reason.

A student who is serving a long-term suspension on Day 20 of the current year is not a dropout for the reporting year. Use LTSU as the reason code when a student does not return from a suspension that ends prior to Day 20 of the current year.

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.

Any adjustments to dropout data for inclusion in the High School Accountability Model should be made at DPI rather than at the local level.

Local school systems and individual schools should follow guidelines in this manual for dropout data collection and reporting. Any adjustments to the data (for EXPL and LTSU reason codes) for inclusion in the High School Accountability Model will be made at DPI.

Calculating the Dropout Rate

For its annual report the DPI calculates dropout rates for grades 1-12, 7-12, and 9-12. The calculation for North Carolina's dropout rates have been greatly simplified for 2010-11. The 9-12 rate is calculated as follows.

STEP 1: Include all cases of reported dropouts (grades 9-12) 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 9-12 dropout rate.

$$\frac{\text{Total Number of Dropouts}}{\text{20th Day Membership 2010-11} + \text{Total Number of Dropouts}}$$

Example

School System A documented 200 grade 9-12 dropouts for the reporting year 2010-11. The first month membership for the reporting year was 5,000 students in grades 9-12.

To compute the rate, state the fraction:

$$\text{Numerator} = 200$$

$$\text{Denominator} = 5,000 + 200 = 5,200$$

Solve: Divide the Numerator by the Denominator:

$$200 / 5,200 = 3.846\%, \text{ or rounded to nearest one hundredth, } \mathbf{3.85\%}.$$

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 reason, as stated in the Uniform Dropout Definition, 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.

Major Activities Timeline

June through the First Day of School	Use the Admit/Withdraw report and the Admit screen to find any 2010-11 W2s that were enrolled in another North Carolina school during the 2010-11 school year.
Early September	Use the Admit screen to search for students not returning to your LEA for the 2011-12 school year as expected. Finding students enrolled elsewhere in the state will eliminate a number of students who have moved from your LEA from the list of potential dropouts. Also, follow up on information pointing to a student's relocation out of state. Phone conversations with an out-of-state school official can be used to confirm a student's registration in that school district.
20 th Day of School	Use the Admit screen to check to see if any additional students have registered for school elsewhere in the state. Prepare final list of dropouts (including reason codes) and determine time requirements for entering data in the Program Assignment screen.
No later than Oct. 1	Enter data in Program Assignment screen in time to meet data collection deadline.

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.
- report all dropouts in grades 1-12.
- account for all dropouts/no-shows in all schools in an LEA.
- review all data for accuracy and completeness.

Need Help?

Contact Information

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

Ken Gattis, Support Services Coordinator, 919-807-3940

kgattis@dpi.state.nc.us

For questions concerning NC WISE Dropout Reporting, contact:

Application Software Support Help Desk

919-807-4357

ncwise.incidents@its.nc.gov

Mailing Address:

**North Carolina Department of Public Instruction
Support Services Section
6350 Mail Service Center
Raleigh, NC 27699-6350**

Appendices

- North Carolina Special Schools
- Dropout Referral Law, G. S. 115C-47(32)

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
Fax (252) 193-7858

NC School for the Deaf at Morganton
517 West Fleming Drive
Morganton, NC 28655
(828) 432-5200
Fax (828) 433-4044

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
(John Umstead Hospital)
Adolescent Patients, Short and Intermediate Term
1003 12th Street
Butner, NC 27509
(919) 575-7621
Fax (919) 575-2139

Springhill School/Dorothea Dix Hospital
820 S. Boylan Avenue
Raleigh, NC 27603-2176
(919) 733-5545
Fax (919) 733-3135

Caswell Center
2415 W. Vernon Avenue
Kinston, NC 28504
(252) 208-4106

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

Enola School (Broughton Hospital)
Emotionally Handicapped In-Patient
Adolescent (Western Region)
1000 S. Sterling Street
Morganton, NC 28655
(828) 433-2302
Fax (828) 433-2459

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

Murdoch Center
C Street
Butner, NC 27509
(919) 575-1000

O'Berry Center
400 Old Smithfield Road
Goldsboro, NC 27530-8464
(919) 581-4022
Fax (919) 581-4027

Pine Valley School
(John Umstead Hospital)
1003 12th Street
Butner, NC 27509
In-Patient, Grades K-7, Statewide
(919) 575-7621
Fax (919) 575-7329

The Whitaker School Re-Education Program
(Emotionally Handicapped Adolescents)
L Street
Butner, NC 27509-1626
(919) 575-7927

Riverbend School/Cherry Hospital
(Short-Term, Acute Program)
201 Stevens Mill Road
Goldsboro, NC 27530
(919) 731-3317
Fax (919) 731-3771

Wright School Re-Education Program
3132 Roxboro Road
Durham, NC 27704
Courier #17-27-04
(919) 560-5790
Fax (919) 560-5795

Department of Juvenile Justice & Delinquency Prevention

Youth Development Centers

C. A. Dillon Youth Development Center
Butner, NC 27509
(919) 575-3166

Dobbs Youth Development Center
Kinston, NC 28504
(252) 522-0511

Samarkand Youth Development Center
Eagle Springs, NC 27242
(919) 673-3756

Stonewall Jackson Youth Development
Center
Concord, NC 28027
(704) 786-9163

Detention Centers

Alexander Regional Juvenile Detention Center
Taylorsville, NC 28681
(828) 632-1141

Buncombe Regional Juvenile Detention Center
Asheville, NC 28806
(828) 251-6168

Cumberland Regional Juvenile Detention Center
Fayetteville, NC 28306
(910) 486-1399

Gaston Regional Juvenile Detention Center
Dallas, NC 28034
(704) 922-7832

New Hanover Regional Juvenile Detention Center
Castle Hayne, NC 28429
(910) 675-0594

Perquimans Juvenile Detention Center
Hertford, NC 27944
(252) 426-2541

Pitt Regional Juvenile Detention Center
Greenville, NC 27834
(252) 830-6590

Richmond Juvenile Detention Center
Rockingham, NC 28379
(910) 997-9196

Wake Regional Juvenile Detention Center
Raleigh, NC 27610
(919) 212-3104

NC Eckerd Therapeutic Camps

North Camp

Camp E-MUN-TALEE
235 Ramey Orchard
Road
Lowgap, NC 27024
336-352-3111
(fax) 336-352-3204

East Camp

Camp E-MA-HENWU
388 Nine Mile Road
Newport, NC 28570
252-726-9058
(fax) 252-240-3245

Southeast Camp

Camp E-TIK-ETU
1086 Susie Sand Hill Rd.
Elizabethtown, NC 28337
910-588-4407
(fax) 910-588-4385

South Camp

Camp E-KU-SUMEE
500 E-KU-SUMEE
Drive
Candor, NC 27229
910-974-4183
(fax) 910-974-7310

West Camp

Camp E-TOH-KALU
Route 4, Box 282
Hendersonville, NC
28739
828-693-0458
(fax) 828-693-0458

Northeast Camp

Camp E-TEN-ETU
633 Shepard's Way Lane
Manson, NC 27553
252-456-2900
(fax) 252-456-3800

Northwest Camp

Camp E-MA-ETU
4654 High Rock Rd.
Boomer, NC 28606
336-921-3300

Teacher-in-Treatment Programs

PORT Aberdeen	Aberdeen	(910) 944-2189
Youth Focus	Greensboro	(336) 317-2062
McLeod Western Regional Group Home	Charlotte	(704) 332-9001
Swain Recovery Center Adolescent Program	Black Mountain	(828) 669-4161
PORT DORM	Greenville	(252) 413-1950

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

