## Utah State Board of Education

## 2017-18 Single-Year Dropout Rate Report

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## Background

- The single-year dropout rate is the percentage of ninth through twelfth grade students who dropped out of school in a single year. Students who drop out multiple times in a school year are reported as a dropout only once for that school year. Students who drop out in more than one year are reported as single-year dropouts for every year in which they drop out. (This is different than the Cohort Dropout Rate. A student's cohort year is his/her expected graduation year, calculated as four years from the start of his/her ninth grade year. See Appendix A for more explanation of the differences.)
- For SY 2012 through 2018, the single-year dropout rate is calculated consistent with federal reporting guidelines, including the identification of summer dropouts.
- The Utah State Board of Education (USBE) uses a Statewide Student Identifier (SSID) to accurately track each student.


## Key Findings

- The overall single-year dropout rate for ninth through twelfth graders was $4.6 \%$, and ranged from $2.5 \%$ among ninth graders to 7.8\% among twelfth graders. The rate was the same in SY 2018 as in 2017.
- The single-year dropout rate is about $50 \%$ higher with each successive grade from nine to twelve.
- Students who are economically disadvantaged, are English learners (EL), or have a disability (SWD) have consistently higher single-year dropout rates than the overall average, though the rate among SWD has improved by more than two percentage points since 2012, bringing it closer to the overall average.
- Students who identify as African American/Black, American Indian, and Hispanic/Latino, have consistently higher single-year dropout rates than students who identify as White or Asian. This difference becomes more pronounced in the higher grades.


## Single-Year Dropout Rates by Grade, Student Group, and School Year

## Definition of Single-Year Dropout

Single-year dropouts are students who left ninth through twelfth grade with a reason of Unknown, Withdrawn, Dropout, Expelled, Transferred to Adult Education, Exited to take the GED ${ }^{1}$, or Graduation Pending. Additionally, if the student finished the school year and was expected to return to school the next year, or transferred to another public school within the state (including district and charter schools) and did not reappear by September 30 of the following school year, then he/she counts as a dropout. Finally, if the student was a retained senior but did not reappear by September 30 of the following school year, then he/she counts as a dropout. This count does not include students who transferred to home school, private school, or a school outside of the state or country. Students who withdrew for medical reasons are also excluded from the dropout count. This definition is consistent with the federal definition of a single-year dropout.

Tables and Charts: Single-Year Dropout Rates by Grade, Student Group, and School Year The overall single-year dropout rate has improved each year, from 6.0\% in SY 2012 to $4.6 \%$ in SY 2018. Most student groups hit their lowest single-year dropout rate in SY 2017. Among groups whose rate increased from SY 2017 to SY 2018, the largest increase was among Pacific Islanders, whose rate increased by 1.3 percentage points from a $5.3 \%$ dropout rate in 2017 to a $6.6 \%$ dropout rate in 2018. The largest improvement from SY 2017 to SY 2018 was among the American Indian student group, whose rate decreased by 1.4 percentage points from a 9.7\% dropout rate in 2017 to an $8.3 \%$ dropout rate in 2018.

Exhibit 1. Single-Year Dropout Rates, Overall and by Student Group, Grades 9 to 12, School Years 2012 to 2018.

|  | All <br> Students | African <br> American/ <br> Black | American <br> Indian | Asian | Hispanic/ <br> Latino | Pacific <br> Islander | White | Economic <br> Dis- <br> advantage | English <br> Learners | Students <br> with <br> Disabilities |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\mathbf{2 0 1 8}$ | $4.6 \%$ | $9.1 \%$ | $8.3 \%$ | $4.2 \%$ | $7.5 \%$ | $6.6 \%$ | $3.8 \%$ | $7.3 \%$ | $8.5 \%$ | $5.8 \%$ |
| $\mathbf{2 0 1 7}$ | $4.6 \%$ | $8.9 \%$ | $9.7 \%$ | $4.5 \%$ | $7.9 \%$ | $5.3 \%$ | $3.7 \%$ | $7.2 \%$ | $9.3 \%$ | $5.9 \%$ |
| $\mathbf{2 0 1 6}$ | $5.1 \%$ | $9.1 \%$ | $10.6 \%$ | $5.3 \%$ | $8.8 \%$ | $5.8 \%$ | $4.1 \%$ | $7.6 \%$ | $10.7 \%$ | $6.3 \%$ |
| $\mathbf{2 0 1 5}$ | $5.2 \%$ | $10.1 \%$ | $10.6 \%$ | $4.3 \%$ | $9.2 \%$ | $6.4 \%$ | $4.1 \%$ | $7.7 \%$ | $10.6 \%$ | $6.4 \%$ |
| $\mathbf{2 0 1 4}$ | $5.4 \%$ | $10.1 \%$ | $10.5 \%$ | $5.3 \%$ | $9.6 \%$ | $6.6 \%$ | $4.4 \%$ | $6.7 \%$ | $10.5 \%$ | $6.9 \%$ |
| $\mathbf{2 0 1 3}$ | $5.5 \%$ | $9.8 \%$ | $10.8 \%$ | $5.4 \%$ | $9.3 \%$ | $6.7 \%$ | $4.5 \%$ | $7.9 \%$ | $10.2 \%$ | $7.4 \%$ |
| $\mathbf{2 0 1 2}$ | $6.0 \%$ | $10.8 \%$ | $11.9 \%$ | $6.0 \%$ | $10.5 \%$ | $8.4 \%$ | $5.0 \%$ | $8.3 \%$ | $11.5 \%$ | $8.2 \%$ |

[^0]The overall statewide single-year dropout rate for ninth to twelfth grade students was $4.6 \%$ in SY 2018. The rate has improved (i.e., declined) slightly each school year from 2012 to 2017, and held steady from 2017 to 2018.

Exhibit 2. Overall Single-Year Dropout Rate, Grades 9 to 12, by School Year.


The single-year dropout rate gets higher with each subsequent grade from seventh to twelfth grades. In most grade levels the single-year dropout rate dropped to a low in SY 2017, and climbed slightly in SY 2018. Grade 12 was the exception, dropping a half a percentage point from SY 2017 to SY 2018. The twelfth grade rate has dropped steadily since SY 2012, from 13.5\% in 2012 to 7.8\% in SY 2018.

Exhibit 3. Single-Year Dropout Rate by Grade, School Years 2012 through 2018.

| Single-Year Dropout Rate by Grade, SYs 2012 to 2018 |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 25\% |  |  |  |  |  |  |
| 20\% |  |  |  |  |  |  |
| 15\% |  |  |  |  |  |  |
| $\begin{aligned} & 15 \% \\ & 10 \% \end{aligned}$ |  |  |  |  | $5 \%$ |  |
| 0\% | 5 |  |  |  |  |  |
|  | 7 | 8 | 9 | 10 | 11 | 12 |
| --2017-2018 | 1.8\% | 2.1\% | 2.5\% | 3.3\% | 5.3\% | 7.8\% |
| --2016-2017 | 1.8\% | 1.9\% | 2.3\% | 3.2\% | 4.9\% | 8.3\% |
| *-2015-2016 | 2.1\% | 2.3\% | 2.8\% | 3.6\% | 5.3\% | 9.1\% |
| - 2014-2015 | 2.4\% | 2.6\% | 2.7\% | 3.7\% | 5.6\% | 9.1\% |
| --2013-2014 | 2.3\% | 2.5\% | 3.0\% | 3.9\% | 6.0\% | 9.2\% |
| *-2012-2013 | 2.4\% | 2.4\% | 2.5\% | 3.5\% | 5.6\% | 10.7\% |
| $\times 2011-2012$ | 2.0\% | 2.2\% | 2.3\% | 3.4\% | 5.4\% | 13.5\% |

Single-year dropout rates are higher for students who are economically disadvantaged, English learners (EL), or have a disability (SWD). This difference becomes more pronounced in the eleventh and twelfth grades. The single-year dropout rate among the twelfth grade EL student group (17.6\%) is more than double the rate for twelfth grade students overall (7.8\%). The twelfth grade single-year dropout rate has decreased each year since SY 2012, with the biggest decrease among the EL student group (from 32\% in 2012 to 17.6\% in SY 2018).

Exhibit 4. Single-Year Dropout Rate by Student Group and Grade, School Year 2018.

## Single-Year Dropout Rate by Subgroup and Grade, SY 2018



White and Asian students consistently have a lower single-year dropout rate than students who identify as part of a racial/ethnic minority student group. The difference becomes more pronounced after tenth grade. The Black/African American, Hispanic/Latino, and American Indian student groups have the highest single-year dropout rates in twelfth grade (15.3\%, 13.9\%, and 12\%).

Exhibit 5. Single-Year Dropout Rate by Race/Ethnicity and Grade, School Year 2018.

| Single-Year Dropout by Race/Ethnicity and Grade, SY 2018 |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| $\begin{aligned} & 25.0 \% \\ & 20.0 \% \end{aligned}$ |  |  |  |  |
|  |  |  |  |  |
| 15.0\% |  |  |  |  |
| 10.0\% |  |  |  |  |
| 5.0\% |  |  |  |  |
| 0.0\% |  |  |  |  |
|  | 9 | 10 | 11 | 12 |
| --American Indian | 5.3\% | 7.4\% | 9.1\% | 12.0\% |
| $\longrightarrow$ Asian | 3.1\% | 3.0\% | 4.7\% | 6.0\% |
| * Black | 5.5\% | 6.4\% | 9.2\% | 15.3\% |
| --Hispanic/Latino | 3.3\% | 5.3\% | 8.3\% | 13.9\% |
| $\chi$ Pacific Islander | 5.3\% | 3.8\% | 6.5\% | 11.0\% |
| - White | 2.1\% | 2.7\% | 4.4\% | 6.2\% |

## Dropout Risk Ratio

Risk Ratios (RR) can be used to explore whether there might be disproportionality in the dropout rate of a particular student group (a target group) as compared to students not in that group (the comparison group). Dropout RRs are calculated by determining the percentage of student in the target group who drop out and dividing it by the percentage of students in the comparison group who drop out. A RR of 1 suggests that the target group has the same risk of dropping out as the comparison group. A RR of less than 1 suggests that the target group has lower risk, and a RR greater than 1 suggests that the target group has higher risk of dropping out than the comparison group.

The SY2018 RRs suggest that economically disadvantaged students and students who identify as Black/African American have double the risk as their comparison groups of dropping out, and students who identify as White have half the risk as their comparison group of dropping out.

| Target Group | Target Group Dropout Rate | Comparison Group Dropout Rate | Dropout Risk Ratio |
| :---: | :---: | :---: | :---: |
| Economically Disadvantaged | 7.3\% | 3.4\% | 2.1 |
| Black | 9.1\% | 4.6\% | 2.0 |
| English Learners | 8.5\% | 4.4\% | 1.9 |
| American Indian | 8.3\% | 4.6\% | 1.8 |
| Hispanic/Latino | 7.5\% | 4.1\% | 1.8 |
| Pacific Islander | 6.6\% | 4.6\% | 1.4 |
| Students With Disabilities | 5.8\% | 4.5\% | 1.3 |
| Asian | 4.2\% | 4.7\% | 0.9 |
| White | 3.8\% | 7.0\% | 0.5 |

## Single-Year Dropout Rate Detail by District and Charter, School Year 2018

Exhibits 7 and 8 show single-year dropout rates for each district and charter in the state. Students are included if they were enrolled in ninth through twelfth grade during SY 2018. The single-year dropout rates are also included by student group. Suppression is applied according to the USBE statistical reporting method for protecting personally identifiable information (PII); find out more about this policy on the USBE Data Gateway.

Exhibit 7. Single-Year Dropout Rate Detail by District, School Year 2018.

|  |  |  |  | $\frac{\sqrt{0}}{4}$ |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Alpine District | 2\% | 5\% | $\leq 5 \%$ | <2\% | 4\% | 3\% | 2\% | 3\% | 5\% | 3\% |
| Beaver District | 3\% | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | 7\% | $\mathrm{N} \leq 10$ | 2\% | 4\% | $\leq 20 \%$ | $\leq 5 \%$ |
| Box Elder District | 5\% | $\leq 10 \%$ | $\begin{aligned} & 11- \\ & 19 \% \end{aligned}$ | $\leq 10 \%$ | 9\% | $\leq 20 \%$ | 5\% | 8\% | 9\% | 11\% |
| Cache District | 2\% | 9\% | $\leq 20 \%$ | $\leq 10 \%$ | 5\% | $\leq 10 \%$ | $\leq 1 \%$ | 3\% | 10\% | 3\% |
| Canyons District | 10\% | 15\% | 24\% | 13\% | 11\% | 7\% | 9\% | 9\% | 13\% | 6\% |
| Carbon District | 2\% | $\mathrm{N} \leq 10$ | $\leq 20 \%$ | $\mathrm{N} \leq 10$ | $\leq 2 \%$ |  | 2\% | 3\% | $\leq 10 \%$ | 3\% |
| Daggett District | $\leq 5 \%$ | $\mathrm{N} \leq 10$ |  |  | $\mathrm{N} \leq 10$ |  | 6\% | $\leq 20 \%$ |  | $\mathrm{N} \leq 10$ |
| Davis District | $\leq 1 \%$ | 5\% | $\leq 5 \%$ | $\leq 1 \%$ | 2\% | 3\% | $\leq 1 \%$ | 3\% | 2\% | 3\% |
| Duchesne District | 5\% | $\mathrm{N} \leq 10$ | 14\% | $\mathrm{N} \leq 10$ | 5\% | $\mathrm{N} \leq 10$ | 5\% | 11\% | $\leq 10 \%$ | 11\% |
| Emery District | 4\% | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | $\leq 5 \%$ | $\mathrm{N} \leq 10$ | 4\% | 7\% | $\leq 20 \%$ | 7\% |
| Garfield District | $\leq 2 \%$ | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | $\leq 10 \%$ |  | $\leq 2 \%$ | 处 | $\leq 20 \%$ | $\leq 10 \%$ |
| Grand District | 4\% | $\mathrm{N} \leq 10$ | $\leq 10 \%$ | $\mathrm{N} \leq 10$ | 9\% |  | 3\% | 6\% | $\begin{aligned} & 11- \\ & 19 \% \end{aligned}$ | 8\% |
| Granite District | 9\% | 15\% | 13\% | 5\% | 11\% | 10\% | 7\% | 11\% | 11\% | 10\% |
| Iron District | 4\% | $\leq 10 \%$ | 13\% | $\leq 20 \%$ | 6\% | $\leq 20 \%$ | 3\% | 6\% | $\leq 5 \%$ | 7\% |
| Jordan District | 4\% | 8\% | 10\% | <2\% | 7\% | 3\% | 3\% | 8\% | 9\% | 7\% |
| Juab District | $\leq 1 \%$ | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ |  | $\leq 10 \%$ | $\mathrm{N} \leq 10$ | $\leq 1 \%$ | $\leq 2 \%$ |  | $\leq 5 \%$ |
| Kane District | 3\% | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | $\leq 20 \%$ | $\mathrm{N} \leq 10$ | 3\% | 3\% | $\mathrm{N} \leq 10$ | 10\% |
| Logan City District | 7\% | 7\% | $\leq 10 \%$ | 12\% | 11\% | $\leq 20 \%$ | 4\% | 10\% | 21\% | 9\% |
| Millard District | 2\% | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | 5\% |  | $\leq 1 \%$ | 3\% | 7\% | 4\% |
| Morgan District | 2\% | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | $\leq 10 \%$ | $\mathrm{N} \leq 10$ | 2\% | 3\% | $\mathrm{N} \leq 10$ | $\leq 5 \%$ |
| Murray District | 6\% | <5\% | $\mathrm{N} \leq 10$ | 7\% | 7\% | $\begin{aligned} & 11- \\ & 19 \% \end{aligned}$ | 5\% | 9\% | 7\% | 6\% |
| Nebo District | 3\% | $\leq 5 \%$ | 10\% | $\leq 5 \%$ | 5\% | $\leq 5 \%$ | 3\% | 6\% | 6\% | 6\% |
| North Sanpete District | 7\% | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | 15\% | $\mathrm{N} \leq 10$ | 6\% | 11\% | $\begin{aligned} & 11- \\ & 19 \% \end{aligned}$ | 11\% |
| North Summit District | 2\% | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ |  | $\leq 5 \%$ | $\mathrm{N} \leq 10$ | $\leq 2 \%$ | 4\% | $\mathrm{N} \leq 10$ | $\leq 5 \%$ |
| Ogden City District | 7\% | 9\% | $\begin{aligned} & 11- \\ & 19 \% \end{aligned}$ | <10\% | 7\% | $\leq 20 \%$ | 7\% | 8\% | 6\% | 6\% |
| Park City District | 2\% | $\leq 20 \%$ | $\mathrm{N} \leq 10$ | s5\% | 4\% | $\mathrm{N} \leq 10$ | 2\% | 4\% | 7\% | $\leq 2 \%$ |
| Piute District | 4\% |  |  |  | $\leq 20 \%$ |  | <5\% | 6\% |  | $\leq 20 \%$ |
| Provo District | 3\% | <5\% | 8\% | $\leq 2 \%$ | 4\% | $\leq 2 \%$ | 3\% | 3\% | 3\% | 5\% |
| Rich District | $\leq 2 \%$ |  |  |  | $\mathrm{N} \leq 10$ |  | $\leq 2 \%$ | <5\% | $\mathrm{N} \leq 10$ | $\leq 10 \%$ |
| Salt Lake District | 9\% | 9\% | 21\% | 4\% | 12\% | 10\% | 8\% | 12\% | 13\% | 11\% |


|  |  | 葡 |  | $\frac{\stackrel{\pi}{0}}{\frac{\pi}{4}}$ |  |  | $\begin{aligned} & \pm \\ & \stackrel{y}{1} \\ & \end{aligned}$ |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| San Juan District | 3\% | N $\leq 10$ | 3\% | $\mathrm{N} \leq 10$ | <10\% | $\mathrm{N} \leq 10$ | 2\% | 3\% | 3\% | $\leq 2 \%$ |
| Sevier District | 5\% | N $\leq 10$ | 5\% | $\mathrm{N} \leq 10$ | <5\% | $\mathrm{N} \leq 10$ | 5\% | 6\% | $\leq 10 \%$ | 3\% |
| South Sanpete District | 3\% | $\leq 20 \%$ | $\leq 20 \%$ | $\mathrm{N} \leq 10$ | 5\% | $\mathrm{N} \leq 10$ | 2\% | 4\% | $\leq 10 \%$ | 3\% |
| South Summit District | 5\% | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ |  | $\leq 5 \%$ |  | 5\% | 6\% | <20\% | $\leq 10 \%$ |
| Tintic District | $\leq 5 \%$ |  | $\mathrm{N} \leq 10$ |  | $\mathrm{N} \leq 10$ |  | $\leq 5 \%$ | <10\% |  | <20\% |
| Tooele District | 4\% | 6\% | $\leq 10 \%$ | $\leq 10 \%$ | 6\% | 6\% | 4\% | 6\% | 7\% | 4\% |
| Uintah District | 7\% | $\mathrm{N} \leq 10$ | 10\% | $\leq 20 \%$ | 9\% | $\mathrm{N} \leq 10$ | 6\% | 11\% | $\leq 10 \%$ | 9\% |
| Utah Schools for Deaf \& Blind | $\leq 5 \%$ | $\mathrm{N} \leq 10$ |  | $\mathrm{N} \leq 10$ | <20\% | $\mathrm{N} \leq 10$ | $\leq 10 \%$ |  |  | $\leq 5 \%$ |
| Wasatch District | 3\% | $\leq 20 \%$ | $\mathrm{N} \leq 10$ | $\leq 20 \%$ | 4\% | $\mathrm{N} \leq 10$ | 3\% | 5\% | 9\% | 5\% |
| Washington District | 4\% | 7\% | 7\% | 3\% | 5\% | 6\% | 4\% | 5\% | 7\% | 7\% |
| Wayne District | $\leq 2 \%$ |  |  | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | $\leq 2 \%$ | $\leq 5 \%$ |  | $\leq 20 \%$ |
| Weber District | 4\% | 9\% | 20\% | $\leq 5 \%$ | 7\% | $\leq 5 \%$ | 3\% | 6\% | 6\% | 7\% |
| Districts Overall | 4\% | 9\% | 8\% | 4\% | 8\% | 6\% | 4\% | 7\% | 9\% | 6\% |

Exhibit 8. Single-Year Dropout Rate Detail by Charter, School Year 2018.

|  |  |  |  | $\frac{\stackrel{\pi}{0}}{4}$ |  |  | $\begin{aligned} & \pm \\ & \stackrel{y}{1} \\ & \end{aligned}$ |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Academy for Math Engineering \& Science | 2\% | <10\% | $\leq 20 \%$ | <5\% | <2\% | $\leq 10 \%$ | $\leq 2 \%$ | 3\% | $\leq 10 \%$ | $\leq 10 \%$ |
| American Academy of Innovation | 3\% |  |  |  | <10\% | $\mathrm{N} \leq 10$ | 3\% | <20\% |  | <10\% |
| American International School of Utah | 12\% | <20\% | $\mathrm{N} \leq 10$ | $\begin{aligned} & 21- \\ & 29 \% \end{aligned}$ | 8\% |  | 13\% | 15\% | <10\% | 8\% |
| American Leadership Academy | $\leq 1 \%$ | <20\% | $\mathrm{N} \leq 10$ | $\leq 20 \%$ | <2\% | $\mathrm{N} \leq 10$ | $\leq 1 \%$ | <2\% | <5\% | $\leq 2 \%$ |
| American Preparatory Academy | 4\% | $\leq 10 \%$ | $\mathrm{N} \leq 10$ | <5\% | 4\% | <20\% | 3\% | 5\% | <5\% | 7\% |
| Ascent Academies of Utah | $\leq 2 \%$ |  |  | $\mathrm{N} \leq 10$ | $\leq 10 \%$ |  | $\leq 5 \%$ | $\leq 10 \%$ | $\mathrm{N} \leq 10$ | $\leq 10 \%$ |
| Athenian eAcademy | 12\% |  | $\mathrm{N} \leq 10$ |  | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | 8\% | $\begin{aligned} & \text { 21- } \\ & \text { 29\% } \end{aligned}$ | $\mathrm{N} \leq 10$ | $\begin{aligned} & 11- \\ & 19 \% \end{aligned}$ |
| Beehive Science \& Technology Academy | 5\% | $\mathrm{N} \leq 10$ |  | $\begin{aligned} & 11- \\ & 19 \% \end{aligned}$ | $\leq 20 \%$ | $\mathrm{N} \leq 10$ | $\leq 5 \%$ | <10\% | $\mathrm{N} \leq 10$ | $\leq 20 \%$ |
| City Academy | 6\% | $\mathrm{N} \leq 10$ |  | $\mathrm{N} \leq 10$ | $\leq 10 \%$ |  | $\leq 5 \%$ | 7\% | $\mathrm{N} \leq 10$ | $\leq 20 \%$ |
| Davinci Academy | 5\% | $\mathrm{N} \leq 10$ |  | $\mathrm{N} \leq 10$ | 7\% | $\mathrm{N} \leq 10$ | 4\% | 5\% | $\leq 20 \%$ | $\leq 5 \%$ |
| Early Light Academy at Daybreak | $\leq 2 \%$ | $\mathrm{N} \leq 10$ |  | $\mathrm{N} \leq 10$ | $\leq 20 \%$ |  | $\leq 5 \%$ | <20\% |  | <20\% |
| East Hollywood High | 15\% | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | 12\% | <20\% | 15\% | 15\% | $\begin{aligned} & 11- \\ & 19 \% \end{aligned}$ | 17\% |


|  | $\begin{aligned} & \frac{n}{0} \\ & \stackrel{0}{0} \\ & \stackrel{\rightharpoonup}{2} \\ & \stackrel{\omega}{6} \end{aligned}$ | 毞 |  | $\frac{\stackrel{\pi}{0}}{4}$ |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Entheos Academy | $\leq 10 \%$ |  |  |  | $\leq 20 \%$ | $\mathrm{N} \leq 10$ | <10\% | 520\% | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ |
| Fast Forward High | 14\% |  | $\mathrm{N} \leq 10$ |  | 8\% |  | 15\% | 14\% | $\mathrm{N} \leq 10$ | 6\% |
| Freedom Preparatory Academy | 7\% |  |  | $\mathrm{N} \leq 10$ | <5\% | $\mathrm{N} \leq 10$ | 9\% | <5\% | $\leq 10 \%$ | $\leq 10 \%$ |
| Hawthorn Academy | $\leq 5 \%$ |  |  | $\mathrm{N} \leq 10$ | $\leq 20 \%$ | $\mathrm{N} \leq 10$ | $\leq 5 \%$ | $\leq 20 \%$ | $\mathrm{N} \leq 10$ | $\leq 20 \%$ |
| Highmark Charter School | $\leq 5 \%$ | $\mathrm{N} \leq 10$ |  |  | $\mathrm{N} \leq 10$ |  | <5\% | $\mathrm{N} \leq 10$ |  | $\leq 20 \%$ |
| Intech Collegiate High School | $\leq 2 \%$ | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | $\leq 20 \%$ | $\leq 10 \%$ |  | $\leq 2 \%$ | $\leq 10 \%$ | $\mathrm{N} \leq 10$ | $\leq 10 \%$ |
| Itineris Early College High | 3\% | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | $\leq 5 \%$ | $\leq 5 \%$ | $\mathrm{N} \leq 10$ | 3\% | $\leq 5 \%$ | $\mathrm{N} \leq 10$ | $\leq 20 \%$ |
| Karl G. Maeser Preparatory Academy | $\leq 1 \%$ | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | $\leq 10 \%$ | <5\% |  | $\leq 1 \%$ | $\leq 10 \%$ | $\mathrm{N} \leq 10$ | <10\% |
| Lakeview Academy | $\leq 5 \%$ |  |  | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | <5\% | $\leq 20 \%$ | $\mathrm{N} \leq 10$ | $\leq 20 \%$ |
| Leadership Academy of Utah | 38\% | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ |  |  | 39\% | $\begin{aligned} & 40- \\ & 49 \% \end{aligned}$ |  | $\mathrm{N} \leq 10$ |
| Legacy Preparatory Academy | $\leq 5 \%$ |  |  | $\mathrm{N} \leq 10$ | <20\% | $\mathrm{N} \leq 10$ | <5\% | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ |
| Lincoln Academy | 3\% |  |  |  | $\leq 20 \%$ |  | <5\% | $\leq 10 \%$ | $\mathrm{N} \leq 10$ | $\leq 20 \%$ |
| Lumen Scholar Institute | 13\% | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | $\begin{aligned} & 30- \\ & 39 \% \end{aligned}$ | $\mathrm{N} \leq 10$ | 11\% | <10\% |  | <20\% |
| Mana Academy Charter School | $\leq 10 \%$ |  |  |  | $\mathrm{N} \leq 10$ | $\leq 10 \%$ |  | <20\% | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ |
| Maria Montessori Academy | $\leq 10 \%$ | $\mathrm{N} \leq 10$ |  |  | $\mathrm{N} \leq 10$ |  | $\leq 10 \%$ | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ |
| Merit College Preparatory Academy | 5\% |  | $\mathrm{N} \leq 10$ | $\leq 10 \%$ | <5\% |  | 6\% | 6\% |  | <5\% |
| Monticello Academy | 9\% | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | 10\% | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | $\leq 10 \%$ | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ |
| Mountain Heights Academy | 12\% | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | 8\% | $\mathrm{N} \leq 10$ | 12\% | 18\% | $\mathrm{N} \leq 10$ | $\leq 5 \%$ |
| Mountain West Montessori Academy | $\leq 10 \%$ |  |  |  |  |  | <10\% | $\mathrm{N} \leq 10$ |  | $\mathrm{N} \leq 10$ |
| Mountainville Academy | $\leq 10 \%$ | $\mathrm{N} \leq 10$ |  |  | $\mathrm{N} \leq 10$ |  | $\leq 10 \%$ | $\mathrm{N} \leq 10$ |  | $\mathrm{N} \leq 10$ |
| Navigator Pointe Academy | $\leq 10 \%$ |  |  | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ |  | $\leq 10 \%$ | $\mathrm{N} \leq 10$ |  | $\mathrm{N} \leq 10$ |
| No. UT. Acad. for Math Engineering \& Science | $\leq 1 \%$ | $\leq 20 \%$ | $\mathrm{N} \leq 10$ | $\leq 10 \%$ | <5\% | $\mathrm{N} \leq 10$ | $\leq 1 \%$ | $\leq 2 \%$ | $\mathrm{N} \leq 10$ | $\leq 10 \%$ |
| North Davis Preparatory Academy | $\leq 5 \%$ | $\mathrm{N} \leq 10$ |  | $\mathrm{N} \leq 10$ | $\leq 10 \%$ |  | $\leq 5 \%$ | <10\% | <20\% | $\mathrm{N} \leq 10$ |
| North Star Academy | $\leq 5 \%$ |  |  | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ |  | $\leq 10 \%$ | $\mathrm{N} \leq 10$ |  | $\mathrm{N} \leq 10$ |
| Ogden Preparatory Academy | $\leq 2 \%$ | $\mathrm{N} \leq 10$ |  | $\mathrm{N} \leq 10$ | $\leq 5 \%$ |  | $\leq 10 \%$ | $\leq 5 \%$ | $\leq 20 \%$ | $\mathrm{N} \leq 10$ |
| Paradigm High School | 7\% | $\mathrm{N} \leq 10$ |  | $\mathrm{N} \leq 10$ | $\begin{aligned} & 11- \\ & 19 \% \end{aligned}$ |  | 7\% | 12\% |  | $\leq 5 \%$ |
| Pinnacle Canyon Academy | 3\% | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | $\leq 10 \%$ |  | 4\% | $\leq 5 \%$ |  | $\leq 10 \%$ |
| Pioneer High School for the Performing Arts | 11\% | $\mathrm{N} \leq 10$ |  | $\mathrm{N} \leq 10$ | $\leq 20 \%$ | $\mathrm{N} \leq 10$ | 10\% | $\mathrm{N} \leq 10$ |  | $\leq 20 \%$ |
| Providence Hall | 3\% | $\mathrm{N} \leq 10$ |  | $\leq 10 \%$ | 9\% | $\mathrm{N} \leq 10$ | 2\% | 6\% | <20\% | $\leq 5 \%$ |


|  |  |  |  | $\frac{\sqrt{\pi}}{\pi}$ |  |  | $\begin{aligned} & \pm \\ & \stackrel{ \pm}{3} \\ & \end{aligned}$ |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Quest Academy | <5\% | $\mathrm{N} \leq 10$ |  | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | $\leq 10 \%$ | <20\% | $\mathrm{N} \leq 10$ | $\leq 20 \%$ |
| Real Salt Lake Academy High School | 9\% | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | 10\% | $\mathrm{N} \leq 10$ | 8\% | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | $\leq 10 \%$ |
| Renaissance Academy | $\leq 20 \%$ |  |  |  | $\mathrm{N} \leq 10$ |  | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ |  | $\mathrm{N} \leq 10$ |
| Rockwell Charter High School | 3\% | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | <20\% | 8\% |  | 3\% | <2\% |  | <5\% |
| Roots Charter High School | 11\% | $\mathrm{N} \leq 10$ |  | $\mathrm{N} \leq 10$ | 14\% |  | 9\% | 16\% |  | 12\% |
| Salt Lake Center for Science Education | $\leq 2 \%$ | $\leq 20 \%$ |  | $\mathrm{N} \leq 10$ | <5\% | $\mathrm{N} \leq 10$ | <2\% | <5\% | $\leq 20 \%$ | $\leq 10 \%$ |
| Salt Lake School for the Performing Arts | 3\% | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | <10\% | $\mathrm{N} \leq 10$ | 3\% | <5\% | $\mathrm{N} \leq 10$ | <10\% |
| Spectrum Academy | 4\% | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | $\leq 10 \%$ | $\mathrm{N} \leq 10$ | 4\% | 7\% | $\mathrm{N} \leq 10$ | 3\% |
| St. George Academy | 5\% |  | $\mathrm{N} \leq 10$ |  | $\leq 10 \%$ |  | 6\% | $\leq 10 \%$ |  | $\leq 20 \%$ |
| Success Academy | $\leq 1 \%$ |  | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | $\leq 10 \%$ | $\mathrm{N} \leq 10$ | $\leq 1 \%$ | $\leq 2 \%$ |  | $\mathrm{N} \leq 10$ |
| Summit Academy High School | 4\% | $\leq 20 \%$ |  | $\mathrm{N} \leq 10$ | 8\% | $\mathrm{N} \leq 10$ | 3\% | 7\% | $\leq 20 \%$ | <5\% |
| Syracuse Arts Academy | $\leq 2 \%$ | $\mathrm{N} \leq 10$ |  |  | $\leq 20 \%$ |  | <2\% | $\leq 10 \%$ | $\mathrm{N} \leq 10$ | $\leq 10 \%$ |
| Terra Academy | $\leq 2 \%$ |  | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | $\leq 20 \%$ |  | <2\% | <5\% |  | $\leq 10 \%$ |
| Thomas Edison | $\leq 10 \%$ |  |  | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ |  | $\leq 10 \%$ | $\mathrm{N} \leq 10$ |  | $\mathrm{N} \leq 10$ |
| Tuacahn High School for the Performing Arts | 2\% | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | $\begin{aligned} & 11- \\ & 19 \% \end{aligned}$ | $\mathrm{N} \leq 10$ | $\leq 1 \%$ | <5\% |  | $\leq 10 \%$ |
| Uintah River High | 10\% | $\mathrm{N} \leq 10$ | 12\% |  |  |  | $\leq 20 \%$ | 11\% |  | $\mathrm{N} \leq 10$ |
| Utah Career Path High School | 3\% | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ |  | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | 4\% | <10\% |  | <5\% |
| Utah Connections Academy | 21\% | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | 21\% | $\begin{aligned} & \text { 21- } \\ & \text { 29\% } \end{aligned}$ | 21\% | 18\% | $\mathrm{N} \leq 10$ | 15\% |
| Utah County Academy of Science | $\leq 1 \%$ | $\mathrm{N} \leq 10$ |  | <20\% | <5\% | $\mathrm{N} \leq 10$ | $\leq 1 \%$ | <5\% | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ |
| Utah International Charter School | 10\% | 7\% |  | $\leq 10 \%$ | $\begin{aligned} & 20- \\ & 29 \% \end{aligned}$ | $\mathrm{N} \leq 10$ | $\begin{aligned} & 11- \\ & 19 \% \end{aligned}$ | 9\% | 8\% | $\mathrm{N} \leq 10$ |
| Utah Military Academy | 4\% | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | 7\% | $\mathrm{N} \leq 10$ | 3\% | 5\% | $\leq 20 \%$ | <5\% |
| Utah Virtual Academy | 12\% | $\leq 20 \%$ | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | 13\% | $\mathrm{N} \leq 10$ | 12\% | 14\% | $\mathrm{N} \leq 10$ | 5\% |
| Vanguard Academy | 9\% |  |  |  |  |  | 9\% | 9\% |  | $\leq 20 \%$ |
| Venture Academy | 4\% | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ | <10\% |  | 4\% | 6\% | $\mathrm{N} \leq 10$ | <5\% |
| Walden School of Liberal Arts | 3\% | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ |  | $\leq 20 \%$ |  | 3\% | 8\% |  | $\leq 10 \%$ |
| Winter Sports School | $\leq 2 \%$ |  |  | $\mathrm{N} \leq 10$ | $\mathrm{N} \leq 10$ |  | <2\% |  |  |  |
| Charters Overall | 6\% | 7\% | 9\% | 4\% | 6\% | 9\% | 6\% | 8\% | 6\% | 4\% |

Utah State Board of Education

## Appendix

## Comparison of Cohort and Single-Year Dropout Rates

Dropout rates are calculated by the USBE using two different sets of rules. The rate included in this report is the single-year, or "event," dropout rate. The single-year dropout rate looks at the number of students who enter ninth through twelfth grade in a given year and calculates the percentage that drop out during that year. A student might drop out just once, or multiple times between ninth and twelfth grade. Thus, a student could be counted as a dropout in more than one year. A student can also drop out (and return) more than once within a school year; however, the single-year dropout rate will only count each student once per school year. Being a single-year dropout does not preclude a student from returning to or even completing high school.

The cohort rate includes each student only once, at the time of his/her expected high school completion. Students are expected to graduate four years after they first enroll in ninth grade. Cohort graduation and dropout rates do not add up to $100 \%$ because some students complete their education in other ways ("other completers") or remain in school ("continuing students"). Cohort dropouts are students who withdraw, drop out, are expelled and do not return to the public education system; exit to take the GED or enroll in adult education; have a status of Graduation Pending; or are otherwise expected to be enrolled in school, but whose whereabouts are unknown at the end of their cohort period.

- Single-Year Dropout Rate: The single-year dropout rate is the percentage of ninth through twelfth grade students who dropped out of school in a single year, regardless of their cohort year.
- Cohort Year: A student's cohort year (four-year cohort) is his/her expected graduation year, calculated as four years from the start of his/her ninth grade year.
- Cohort Dropout Rate: The cohort dropout rate is the percentage of students in a cohort whose status is Dropout at the end of their cohort period.

A major point of difference between the two rates is that the cohort dropout rate is a cumulative count of students who drop out between ninth and twelfth grade and do not return to school, while the single-year dropout rate is calculated out of only the students who entered school that year. For this reason, the cohort dropout rate is expected to be higher than the single-year dropout rate. For example, a student who enters ninth grade in SY 2015, then drops out and never returns, will count as a dropout in the single-year dropout rate for SY 2015 and in the cohort dropout rate in SY 2018; however, he/she will not be counted as a single-year dropout for his/her tenth, eleventh, and twelfth grade years, since he/she was never part of the student count for those years. The SY 2018 cohort dropout rate includes students who dropped out and did not return after ninth grade in SY 2015, plus those who dropped out and did not return after tenth grade in SY 2016, eleventh grade in SY 2017, and twelfth grade in SY 2018.

Both the cohort and the single-year dropout rates are important, though for different reasons. The cohort rate of graduation (and dropouts) is used more widely than the single-year dropout rate. This is because high school completion has significant implications for a person's career and livelihood later in life. Single-year dropouts, on the other hand, may return and complete high school; thus, there may not be as strong a direct link between single-year dropouts and workforce outcomes as with cohort dropouts. However, all cohort dropouts were single-year dropouts at some point; thus, an increase in the single-year dropout rate among ninth through eleventh graders has negative implications for the cohort dropout rate. Therefore, the single-year dropout rate is an indicator of what to expect of future cohort dropout rates.


[^0]:    ${ }^{1}$ Students are differentiated between those who exited to pursue a GED but have not yet completed it, and students who exited school and completed the GED by the following September 30. If a student exited to take the GED and did not complete it on time, then he/she is treated as a dropout.

