



2015-16 Single-Year Dropout Rate Report

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Background

- This report presents Utah's single-year dropout rate for school year (SY) 2016.
- 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. (A student's cohort year is his/her expected graduation year, calculated as four years from the start of his/her ninth grade year.) Students who drop out multiple times in a school year are reported only once for a single school year at the state level. However, students who drop out in more than one year are reported as single-year dropouts for every year in which they drop out.
- For SY 2016, the single-year dropout rate is calculated consistent with federal reporting guidelines. Some requirements for tracking students to determine dropout status were strengthened beginning in SY 2011; thus, the SY 2012 and later rates are not directly comparable to previous years' rates.
- 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 was 5.1%, and ranged from 2.8% among ninth graders to 9.1% among twelfth graders. The rate was 0.1 percentage point lower overall in SY 2016 than in SY 2015; however, the rate did not improve for all subgroups.
- 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 almost two percentage points since 2012, bringing it closer to the overall average.
- Students who identify as African American/Black, American Indian, Hispanic/Latino, and Pacific Islander 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, Subgroup, and School Year

The K-3 Reading Improvement Program focuses on the early development of literacy skills in all students, with additional emphasis placed on early intervention for “at-risk” students. Resources available to aid these students include early intervention kindergarten support, optional extended-day kindergarten, standards and assessments for testing and monitoring reading competency three times per year in grades 1-3, ongoing professional development, and the use of data to inform instruction.

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 GED¹, 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, Subgroup, and School Year

The overall single-year dropout rate has improved each year, from 6.0% in SY 2012 to 5.1% in SY 2016. The single-year dropout rate has also improved among all subgroups from SY 2012 to SY 2016, though not all subgroups had an improvement from SY 2015 to SY 2016. The largest improvements from SY 2015 to SY 2016 were seen among the African American/Black race/ethnicity subgroup (one percentage point decline), followed by the Pacific Islander race/ethnicity subgroup (0.6 percentage point decline), and the Hispanic/Latino race/ethnicity subgroup (0.4 percentage point decline). Single-year dropout rates increased from SY 2015 to SY 2016 among the Asian race/ethnicity subgroup (one percentage point), and English Learner (0.1 percentage point), though the rates among these subgroups remained lower than they were in SY 2012.

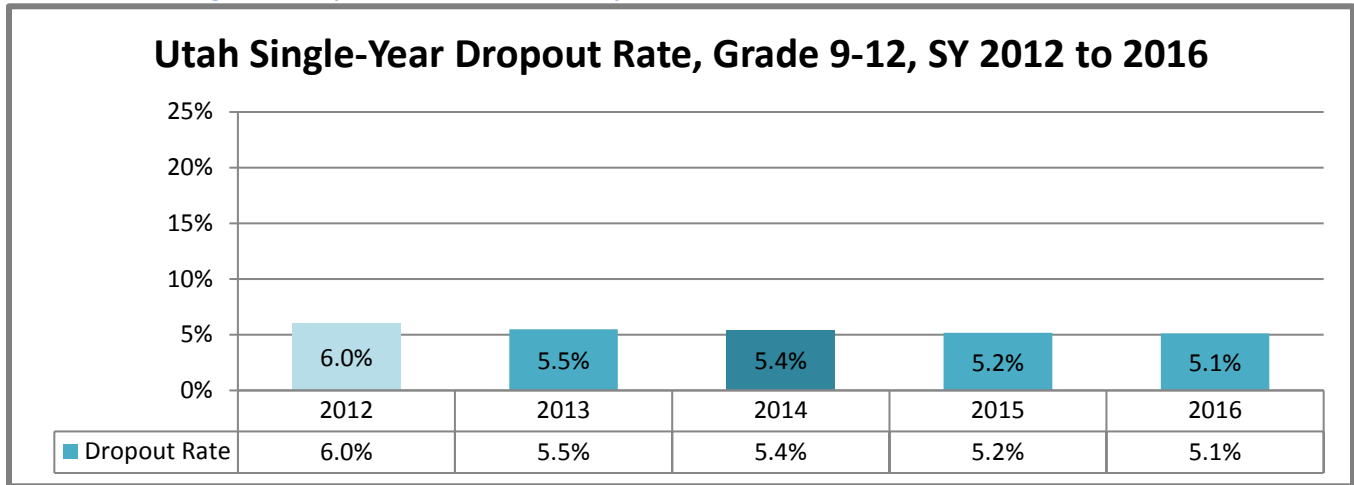
Exhibit 1. Single-Year Dropout Rates, Overall and by Subgroup, Grades 9 to 12, School Years 2012 to 2016.

	All Students	African American/Black	American Indian	Asian	Hispanic/Latino	Pacific Islander	White	Economic Dis-advantage	English Learners	Students with Disabilities
2016	5.1%	9.1%	10.6%	5.3%	8.8%	5.8%	4.1%	7.6%	10.7%	6.3%
2015	5.2%	10.1%	10.6%	4.3%	9.2%	6.4%	4.1%	7.7%	10.6%	6.4%
2014	5.4%	10.1%	10.5%	5.3%	9.6%	6.6%	4.4%	6.7%	10.5%	6.9%
2013	5.5%	9.8%	10.8%	5.4%	9.3%	6.7%	4.5%	7.9%	10.2%	7.4%
2012	6.0%	10.8%	11.9%	6.0%	10.5%	8.4%	5.0%	8.3%	11.5%	8.2%

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.

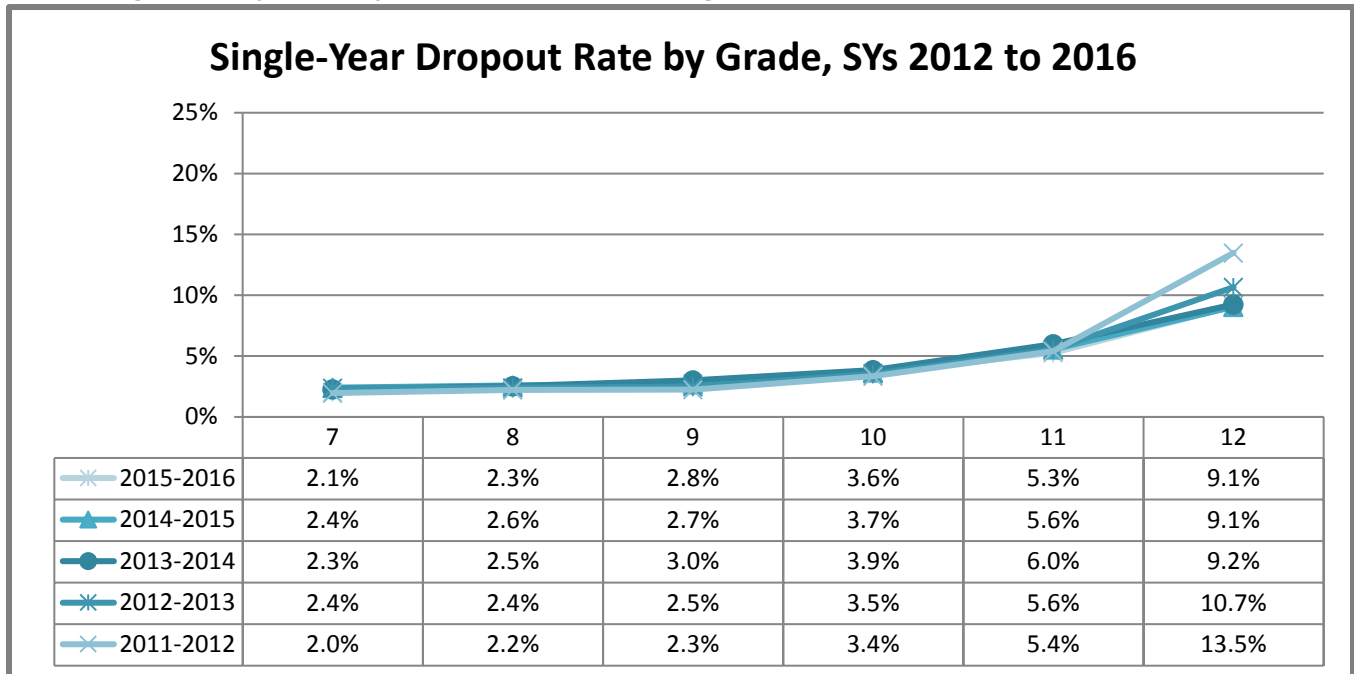
The overall statewide single-year dropout rate for ninth to twelfth grade students was 5.1% in SY 2016. The rate has improved (i.e., declined) slightly each school year since 2012.

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



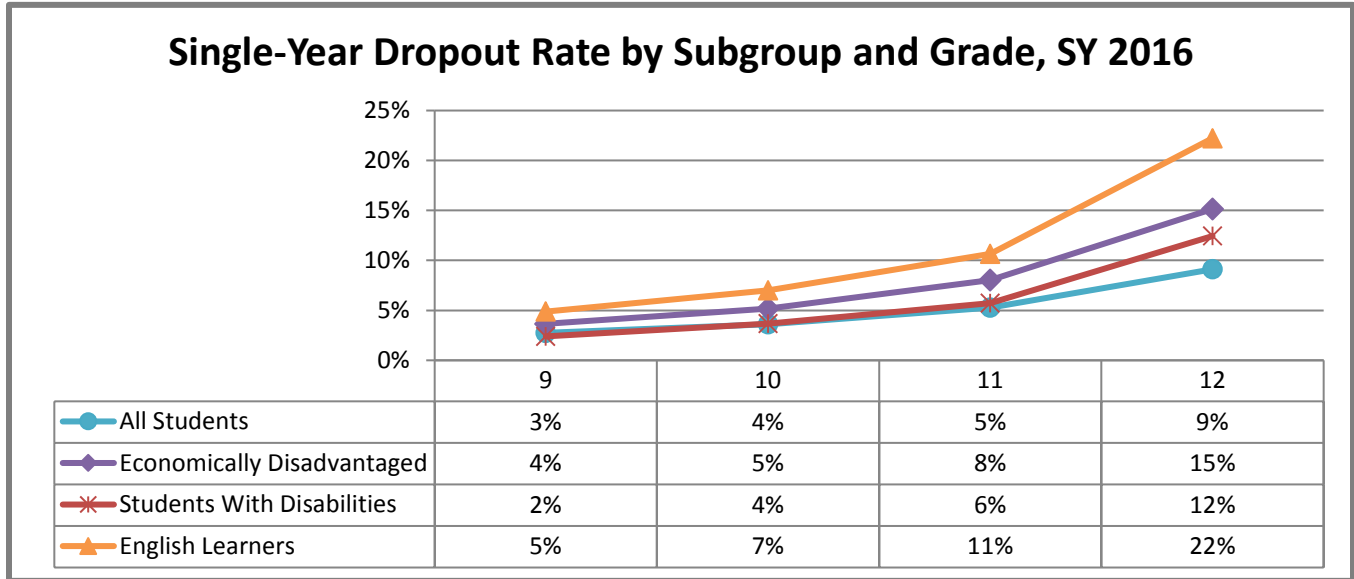
The single-year dropout rate is approximately 50% higher with each subsequent grade from ninth to twelfth grades. Compared with SY 2015, all but the ninth and twelfth grade rates improved. Compared with SY 2012, though, only the twelfth grade rate has maintained a net decrease (13.5% to 9.1%). Ninth grade, on the other hand, has experienced a half-percentage point increase in its rate since SY 2012 (2.3% to 2.8%).

Exhibit 3. Single-Year Dropout Rate by Grade, School Years 2012 through 2016.



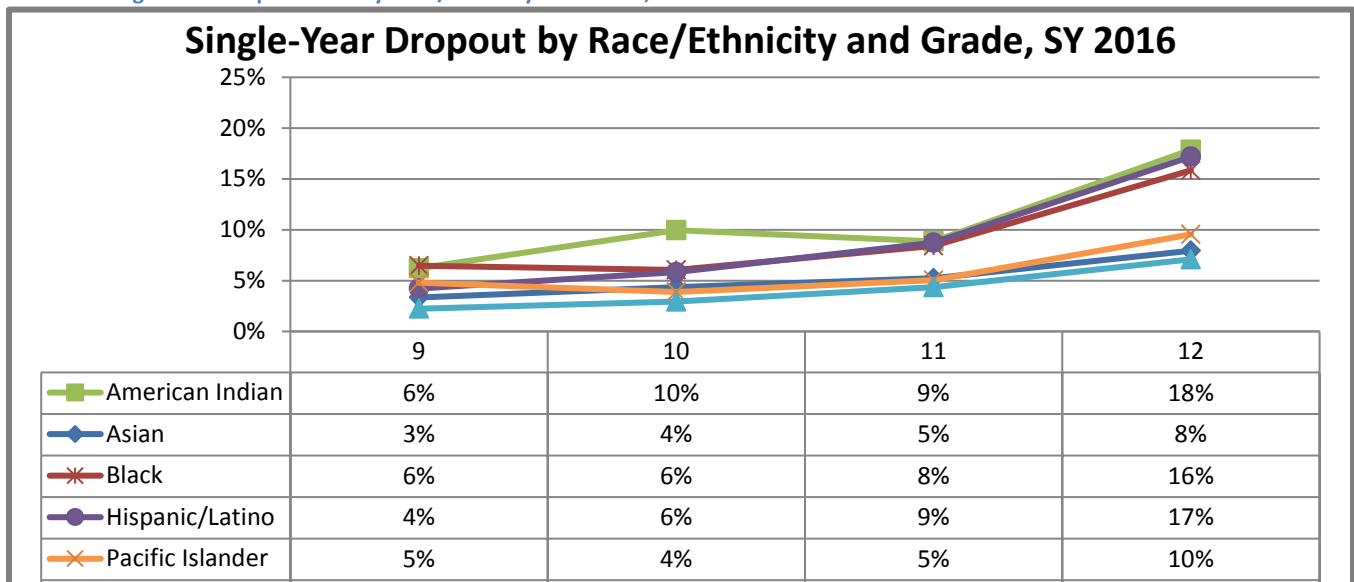
Single-year dropout rates are higher for students who are economically disadvantaged, English learners (EL), or have a disability (SWD). This difference becomes more pronounced in the eleventh and twelfth grades. The single-year dropout rate among twelfth grade EL students (22%) is more than double the rate for twelfth grade students overall (9%). The twelfth grade single-year dropout rate has decreased each year since SY 2012, with the biggest decrease among EL students (from 32% in 2012 to 22% in 2016).

Exhibit 4. Single-Year Dropout Rate by Subgroup and Grade, School Year 2016.



White students consistently have a lower single-year dropout rate than students who identify as part of a racial/ethnic minority group. The difference becomes more pronounced after tenth grade. The American Indian, Black/African American, and Hispanic/Latino subgroups have the highest single-year dropout rates in twelfth grade (16% to 18%). This is more than double the rate for the White and Asian subgroups (7% and 8%).

Exhibit 5. Single-Year Dropout Rate by Race/Ethnicity and Grade, School Year 2016.



Single-Year Dropout Rate Detail by District and Charter, School Year 2016

Exhibits 6 and 7 shows 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 2016. The single-year dropout rates are also included by subgroup. 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 6. Single-Year Dropout Rate Detail by Charter, School Year 2016.

	All Students	African American/ Black	American Indian/ Alaska Native	Asian	Hispanic/ Latino	Native Hawaiian/ Pacific Islander	White	Economic Disadvantage	English Learners	Students with Disabilities
Alpine District	2%	4%	10%	≤2%	4%	3%	2%	4%	6%	5%
Beaver District	6%	N≤10	N≤10	N≤10	7%	N≤10	6%	7%	≤20%	13%
Box Elder District	3%	≤10%	11-19%	≤10%	6%	≤20%	3%	7%	9%	6%
Cache District	2%	7%	≤10%	≤10%	5%	≤10%	≤1%	3%	3%	3%
Canyons District	10%	17%	24%	15%	13%	13%	9%	13%	15%	5%
Carbon District	≤1%	N≤10	≤20%	N≤10	≤2%	N≤10	≤1%	2%	≤10%	3%
Daggett District	6%	N≤10	N≤10	N≤10	N≤10	N≤10	6%	N≤10	N≤10	N≤10
Davis District	2%	5%	3%	2%	3%	4%	≤1%	4%	4%	5%
Duchesne District	7%	N≤10	19%	N≤10	10%	N≤10	6%	10%	11-19%	4%
Emery District	3%	N≤10	N≤10	N≤10	6%	N≤10	2%	3%	≤20%	≤5%
Garfield District	4%	N≤10	N≤10	N≤10	≤10%	N≤10	4%	5%	N≤10	≤10%
Grand District	5%	N≤10	≤10%	N≤10	7%	N≤10	5%	10%	N≤10	7%
Granite District	9%	11%	11%	6%	11%	7%	7%	10%	11%	9%
Iron District	4%	≤10%	14%	≤20%	6%	N≤10	4%	6%	13%	8%
Jordan District	4%	7%	16%	≤2%	7%	5%	3%	7%	13%	5%
Juab District	≤1%	N≤10	N≤10	N≤10	≤10%	N≤10	≤1%	3%	N≤10	≤2%
Kane District	≤1%	N≤10	≤20%	N≤10	≤20%	N≤10	≤1%	≤2%	N≤10	≤5%
Logan City District	6%	≤10%	20-29%	10%	10%	≤10%	4%	7%	12%	10%
Millard District	4%	N≤10	N≤10	N≤10	9%	N≤10	3%	5%	≤10%	6%
Morgan District	≤1%	N≤10	N≤10	N≤10	≤10%	N≤10	≤1%	≤2%	N≤10	≤5%
Murray District	7%	11%	21-29%	≤5%	12%	21-29%	5%	11%	13%	12%
Nebo District	3%	6%	13%	≤5%	7%	≤5%	3%	5%	13%	5%
North Sanpete District	7%	N≤10	N≤10	N≤10	16%	N≤10	4%	11%	11-19%	≤5%
North Summit District	2%	N≤10	N≤10	N≤10	≤5%	N≤10	≤2%	4%	N≤10	≤10%
Ogden City District	10%	≤5%	11-19%	≤10%	11%	≤20%	8%	10%	12%	11%
Park City District	4%	≤20%	N≤10	≤10%	4%	N≤10	3%	5%	≤5%	3%
Piute District	≤5%	N≤10	N≤10	N≤10	≤20%	N≤10	≤5%	≤5%	N≤10	≤20%
Provo District	8%	13%	17%	≤2%	10%	≤2%	8%	8%	6%	7%
Rich District	≤2%	N≤10	N≤10	N≤10	N≤10	N≤10	≤2%	≤5%	N≤10	≤10%
Salt Lake District	10%	12%	17%	9%	12%	8%	7%	12%	16%	10%
San Juan District	6%	N≤10	8%	N≤10	≤10%	N≤10	3%	6%	8%	7%
Sevier District	5%	N≤10	4%	N≤10	8%	N≤10	4%	6%	≤20%	8%
South Sanpete District	6%	N≤10	N≤10	N≤10	11%	N≤10	5%	8%	20-29%	7%
South Summit District	4%	N≤10	N≤10	N≤10	6%	N≤10	4%	7%	N≤10	7%
Tintic District	5%	N≤10	N≤10	N≤10	N≤10	N≤10	≤5%	7%	N≤10	≤20%
Tooele District	3%	6%	≤10%	≤10%	5%	≤5%	3%	5%	≤2%	5%
Uintah District	4%	N≤10	16%	N≤10	5%	N≤10	4%	6%	≤10%	4%

	All Students	African American/ Black	American Indian/ Alaska Native	Asian	Hispanic/ Latino	Native Hawaiian/ Pacific Islander	White	Economic Disadvantage	English Learners	Students with Disabilities
Utah Schools for Deaf & Blind	12%	N≤10	N≤10	N≤10	11-19%	N≤10	≤10%	11-19%	N≤10	12%
Wasatch District	2%	N≤10	N≤10	≤20%	3%	N≤10	2%	3%	7%	5%
Washington District	4%	6%	10%	≤5%	6%	≤2%	4%	6%	8%	7%
Wayne District	≤2%	N≤10	N≤10	N≤10	N≤10	N≤10	≤2%	≤5%	N≤10	≤10%
Weber District	5%	11%	11%	3%	10%	10%	4%	8%	11%	9%
Districts Overall	5%	9%	11%	5%	9%	6%	4%	7%	11%	6%

Exhibit 7. Single-Year Dropout Rate Detail by Charter, School Year 2016.

	All Students	African American/ Black	American Indian/ Alaska Native	Asian	Hispanic/ Latino	Native Hawaiian/ Pacific Islander	White	Economic Disadvantage	English Learners	Students with Disabilities
Academy for Math, Engineering & Science (AMES)	3%	≤10%	≤20%	≤5%	4%	≤10%	3%	≤2%	≤10%	≤10%
American International School of Utah	8%	N≤10	N≤10	N≤10	15%	N≤10	7%	9%	≤20%	≤5%
American Leadership Academy	3%	21-29%	N≤10	N≤10	3%	N≤10	3%	≤2%	≤10%	≤2%
American Preparatory Academy	6%	11-19%	N≤10	9%	5%	≤20%	6%	6%	9%	≤5%
American Preparatory Academy–Salem	≤20%	N≤10	N≤10	N≤10	N≤10	N≤10	≤20%	N≤10	N≤10	N≤10
Ascent Academies of Utah	≤5%	N≤10	N≤10	N≤10	N≤10	N≤10	≤5%	≤20%	N≤10	N≤10
Athenian eAcademy	71%	N≤10	N≤10	N≤10	N≤10	N≤10	70%	60-69%	N≤10	70-79%
Beehive Science & Technology	6%	N≤10	N≤10	≤20%	≤20%	N≤10	≤5%	≤10%	N≤10	≤10%
City Academy	14%	N≤10	N≤10	N≤10	20-29%	N≤10	12%	16%	N≤10	20-29%
DaVinci Academy	3%	N≤10	N≤10	N≤10	≤5%	N≤10	3%	≤2%	N≤10	≤5%
Early Light Academy at Daybreak	≤5%	N≤10	N≤10	N≤10	N≤10	N≤10	≤5%	N≤10	N≤10	≤20%
East Hollywood High	14%	N≤10	N≤10	N≤10	20%	N≤10	13%	17%	N≤10	16%
Entheos Academy	10%	N≤10	N≤10	N≤10	20-29%	N≤10	≤10%	11-19%	N≤10	≤20%
Fast Forward High	13%	N≤10	N≤10	N≤10	17%	N≤10	13%	14%	N≤10	11%
Freedom Preparatory Academy	4%	N≤10	N≤10	N≤10	6%	N≤10	3%	≤5%	≤20%	≤10%
Hawthorn Academy	≤5%	N≤10	N≤10	N≤10	N≤10	N≤10	≤5%	≤20%	N≤10	N≤10
Highmark Charter School	≤5%	N≤10	N≤10	N≤10	N≤10	N≤10	≤5%	≤20%	N≤10	≤20%
Intech Collegiate High School	≤2%	N≤10	N≤10	≤20%	≤10%	N≤10	≤2%	≤5%	N≤10	≤20%
Itineris Early College High	4%	N≤10	N≤10	≤5%	9%	≤20%	3%	5%	N≤10	N≤10
Kairos Academy	41%	N≤10	N≤10	N≤10	42%	N≤10	40-49%	41%	50-59%	N≤10
Karl G. Maeser Preparatory	2%	N≤10	N≤10	≤10%	≤5%	N≤10	≤1%	≤5%	N≤10	≤10%
Lakeview Academy	8%	N≤10	N≤10	N≤10	N≤10	N≤10	9%	≤20%	N≤10	N≤10
Legacy Preparatory Academy	8%	N≤10	N≤10	N≤10	N≤10	N≤10	6%	≤10%	N≤10	N≤10
Lincoln Academy	≤5%	N≤10	N≤10	N≤10	N≤10	N≤10	≤5%	≤20%	N≤10	≤20%
Lumen Scholar Institute	7%	N≤10	N≤10	N≤10	N≤10	N≤10	8%	N≤10	N≤10	N≤10
Mana Academy Charter School	12%	N≤10	N≤10	N≤10	N≤10	11-19%	N≤10	≤10%	N≤10	N≤10
Maria Montessori Academy	≤10%	N≤10	N≤10	N≤10	N≤10	N≤10	≤10%	N≤10	N≤10	N≤10

	All Students	African American/ Black	American Indian/ Alaska Native	Asian	Hispanic/ Latino	Native Hawaiian/ Pacific Islander	White	Economic Disadvantage	English Learners	Students with Disabilities
Merit College Preparatory	≤2%	N≤10	N≤10	≤10%	≤10%	N≤10	≤2%	≤5%	N≤10	≤10%
Monticello Academy	≤5%	N≤10	N≤10	N≤10	≤20%	N≤10	≤20%	≤20%	N≤10	N≤10
Mountain Heights Academy	14%	N≤10	N≤10	N≤10	11-19%	N≤10	15%	7%	N≤10	≤5%
Mountain West Montessori	N≤10	N≤10	N≤10	N≤10	N≤10	N≤10	N≤10	N≤10	N≤10	N≤10
Mountainville Academy	10%	N≤10	N≤10	N≤10	N≤10	N≤10	≤10%	N≤10	N≤10	N≤10
Navigator Pointe Academy	≤20%	N≤10	N≤10	N≤10	N≤10	N≤10	≤20%	N≤10	N≤10	N≤10
No. Utah Academy for Math Engineering & Science	2%	N≤10	N≤10	≤10%	≤5%	N≤10	2%	≤5%	N≤10	≤20%
North Davis Preparatory	≤5%	N≤10	N≤10	N≤10	≤20%	N≤10	6%	≤20%	N≤10	N≤10
North Star Academy	≤5%	N≤10	N≤10	N≤10	N≤10	N≤10	≤5%	N≤10	N≤10	N≤10
Ogden Preparatory Academy	10%	N≤10	N≤10	N≤10	11-19%	N≤10	6%	9%	N≤10	≤20%
Paradigm High School	6%	N≤10	N≤10	N≤10	≤10%	N≤10	7%	≤5%	N≤10	9%
Pinnacle Canyon Academy	5%	N≤10	N≤10	N≤10	≤10%	N≤10	5%	4%	N≤10	≤5%
Pioneer High School for the Performing Arts	10%	N≤10	N≤10	N≤10	≤10%	N≤10	10%	N≤10	N≤10	≤20%
Providence Hall	5%	N≤10	N≤10	11-19%	6%	N≤10	4%	5%	N≤10	8%
Quest Academy	≤5%	N≤10	N≤10	N≤10	N≤10	N≤10	≤5%	≤20%	N≤10	≤20%
Renaissance Academy	≤10%	N≤10	N≤10	N≤10	N≤10	N≤10	≤10%	N≤10	N≤10	N≤10
Rockwell Charter High School	≤1%	N≤10	N≤10	N≤10	≤10%	N≤10	≤1%	≤2%	N≤10	≤5%
Roots Charter High School	13%	N≤10	N≤10	N≤10	11-19%	N≤10	12%	20%	N≤10	10%
Salt Lake Center for Science Education	≤2%	≤20%	N≤10	N≤10	≤5%	N≤10	3%	≤5%	N≤10	≤10%
Salt Lake School for the Performing Arts	9%	N≤10	N≤10	N≤10	≤10%	N≤10	10%	7%	N≤10	≤10%
Spectrum Academy	≤2%	N≤10	N≤10	N≤10	≤20%	N≤10	≤2%	≤5%	N≤10	≤2%
Success Academy	≤1%	N≤10	N≤10	N≤10	≤10%	N≤10	≤1%	≤5%	N≤10	N≤10
Summit Academy High School	6%	≤20%	N≤10	N≤10	≤5%	N≤10	7%	10%	N≤10	10%
Syracuse Arts Academy	≤5%	N≤10	N≤10	N≤10	N≤10	N≤10	≤5%	≤10%	N≤10	N≤10
Terra Academy	8%	N≤10	N≤10	N≤10	N≤10	N≤10	9%	≤5%	N≤10	≤20%
Thomas Edison	≤5%	N≤10	N≤10	N≤10	N≤10	N≤10	≤5%	N≤10	N≤10	N≤10
Tuacahn High School for the Performing Arts	4%	N≤10	N≤10	N≤10	≤10%	N≤10	4%	10%	N≤10	8%
Uintah River High	17%	N≤10	15%	N≤10	N≤10	N≤10	21-29%	18%	N≤10	N≤10
Utah Career Path High School	10%	N≤10	N≤10	N≤10	N≤10	N≤10	8%	20-29%	N≤10	≤10%
Utah Connections Academy	15%	N≤10	N≤10	N≤10	21%	N≤10	14%	12%	N≤10	12%
Utah County Academy of Science (UCAS)	≤1%	N≤10	N≤10	≤20%	≤5%	N≤10	≤1%	≤5%	N≤10	N≤10
Utah International Charter	16%	9%	N≤10	16%	11-19%	N≤10	30-39%	14%	12%	≤20%
Utah Military Academy	6%	N≤10	N≤10	N≤10	7%	N≤10	5%	8%	N≤10	≤10%
Utah Virtual Academy	26%	21-29%	N≤10	N≤10	40-49%	N≤10	25%	27%	N≤10	13%
Vanguard Academy	8%	N≤10	N≤10	N≤10	N≤10	N≤10	8%	7%	N≤10	N≤10
Venture Academy	3%	N≤10	N≤10	N≤10	≤20%	N≤10	≤2%	6%	N≤10	≤5%
Walden School of Liberal Arts	7%	N≤10	N≤10	N≤10	≤20%	N≤10	7%	6%	N≤10	≤20%
Winter Sports School	≤2%	N≤10	N≤10	N≤10	N≤10	N≤10	≤2%	N≤10	N≤10	N≤10
Charters Overall	8%	10%	12%	6%	9%	8%	7%	9%	10%	6%

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 2013, then drops out and never returns, will count as a dropout in the single-year dropout rate for SY 2013 and in the cohort dropout rate in SY 2016; 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 2016 cohort dropout rate includes students who dropped out and did not return after ninth grade in SY 2013, plus those who dropped and did not return after tenth grade in SY 2014, eleventh grade in SY 2015, and twelfth grade in SY 2016.

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.