



2014-15 Single-Year Dropout Rate Report

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Background

- This report presents Utah's single-year dropout rate for school year (SY) 2015.
- 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 2015, 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 5.2%, and ranged from 3% among ninth graders to 9% among twelfth graders. The rate was 0.2 percentage points lower overall in SY 2015 than in SY 2014; 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 5.2% in SY 2015. The single-year dropout rate has also improved among all subgroups from SY 2012 to SY 2015, though not all subgroups had an improvement from SY 2014 to SY 2015. The largest improvements from SY 2014 to SY 2015 were seen among the Asian race/ethnicity subgroup (1% decline in the single-year dropout rate), followed by students with a disability (0.5% decline). Single-year dropout rates increased from SY 2014 to SY 2015 among Economically Disadvantaged (1%), English Learner (0.1%), and American Indian (0.1%) subgroups, though the rates among these subgroups remained lower than they had been in SY 2012.

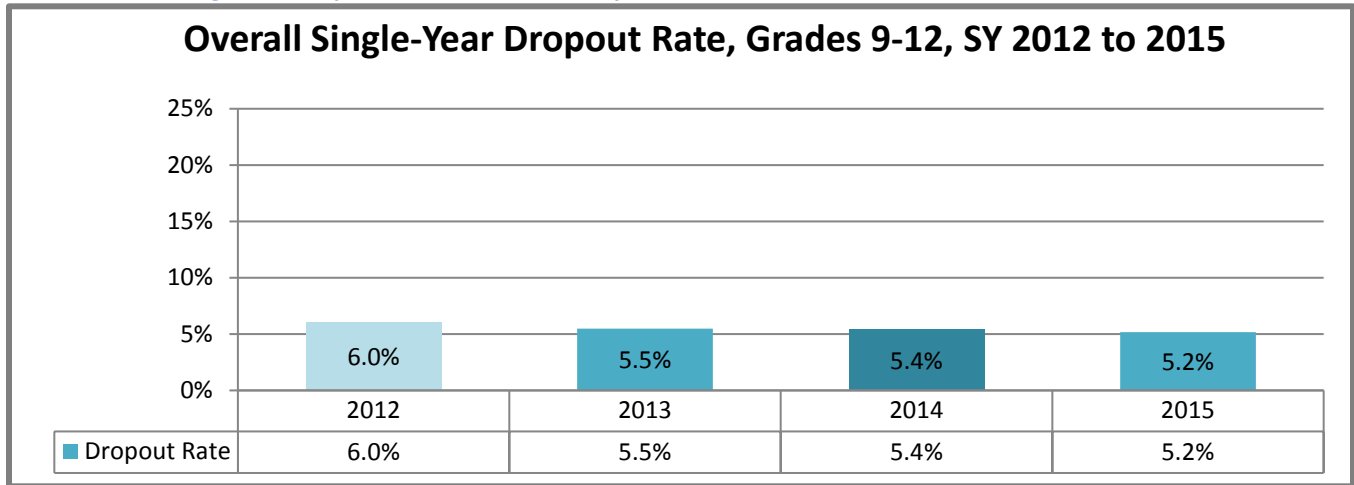
Exhibit 1. Single-Year Dropout Rates, Overall and by Subgroup, Grades 9 to 12, School Years 2012 to 2015.

	All Students	African American/Black	American Indian	Asian	Hispanic/Latino	Pacific Islander	White	Economic Disadvantage	English Learners	Students with Disabilities
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.

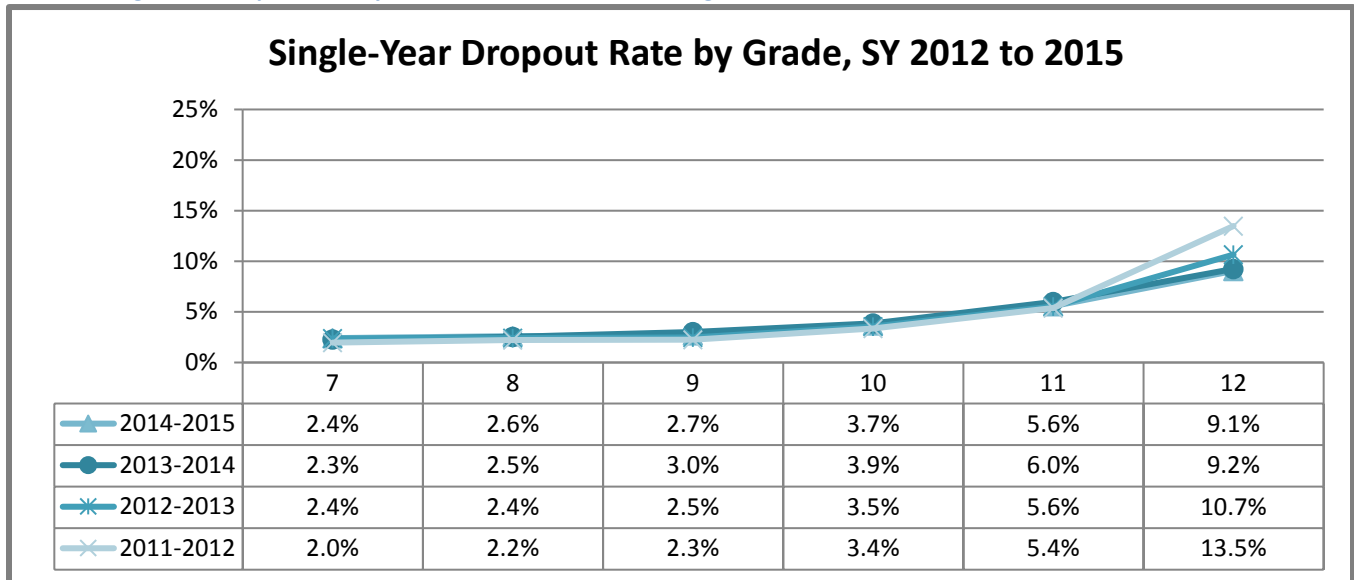
The overall statewide single-year dropout rate for ninth to twelfth grade students was 5.2% in SY 2015. The rate has improved (i.e., declined) slightly each school year since 2012.

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



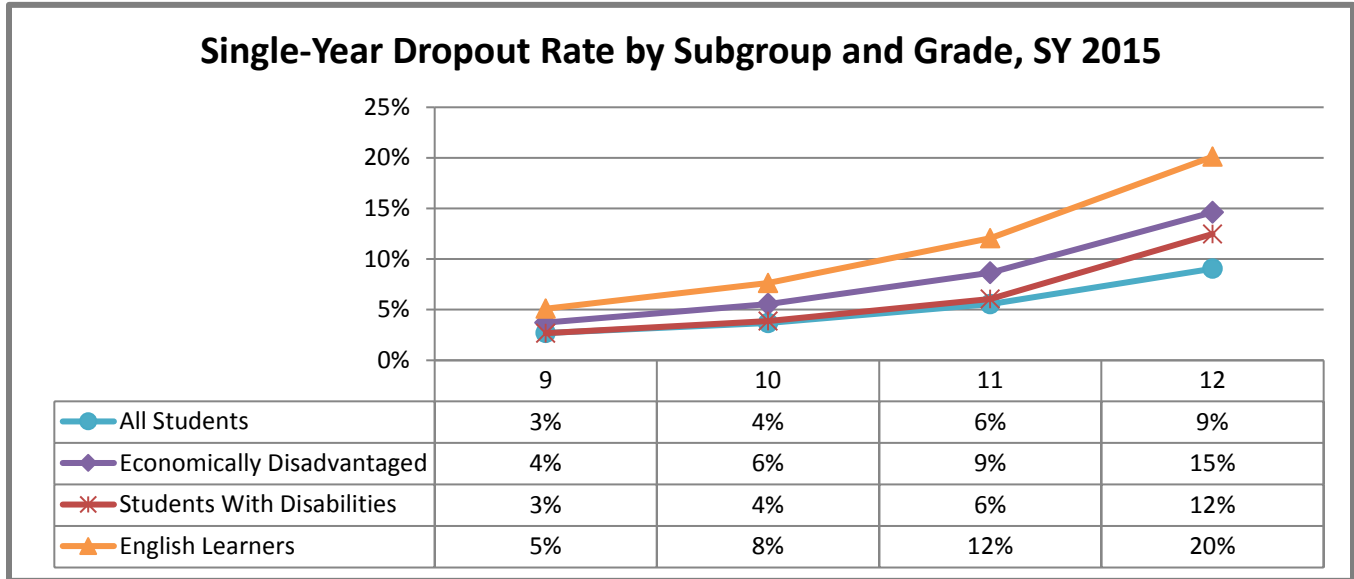
The single-year dropout rate is approximately 50% higher with each subsequent grade from ninth to twelfth grades. The single-year dropout rate was slightly higher among seventh and eighth graders in SY 2015 as compared with 2014, and slightly lower among ninth through twelfth graders in 2015 compared with 2014. Compared with SY 2012, though, only the twelfth grade rate had a net decrease (13.5% to 9.1%).

Exhibit 3. Single-Year Dropout Rate by Grade, School Years 2012 through 2015.



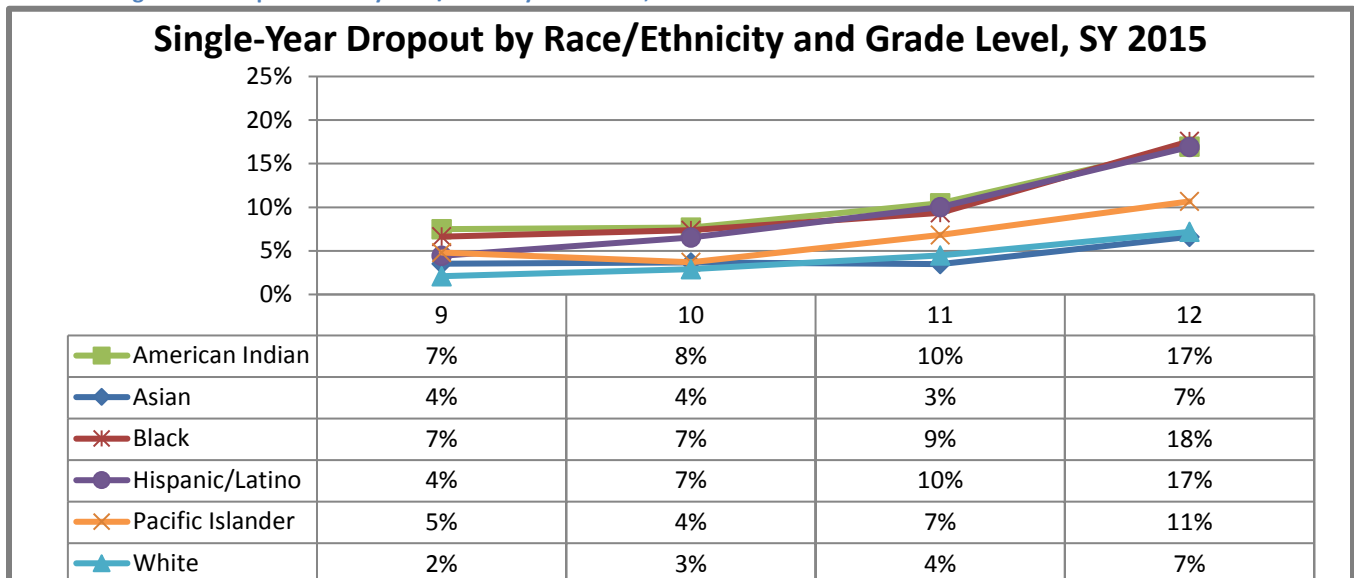
Single-year dropout rates are higher for students who are economically disadvantaged, English learners (EL), or have a disability (SWD) as compared with all students. This difference becomes more pronounced in eleventh and twelfth grades. The single-year dropout rate among twelfth grade EL students (20.1%) is more than double the rate for twelfth grade students overall (9.1%). The twelfth grade single-year dropout rate has decreased each year since SY 2012, with the biggest decrease among EL students (from 31.7% in 2012 to 20.1% in 2015).

Exhibit 4. Single-Year Dropout Rate by Subgroup and Grade, School Year 2015.



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. American Indian, Black/African American, and Hispanic/Latino subgroups have the highest single-year dropout rates in twelfth grade (17% to 18%). The single-year dropout rate among these groups is more than double the rate for White and Asian subgroups (7%).

Exhibit 5. Single-Year Dropout Rate by Race/Ethnicity and Grade, School Year 2015.



Single-Year Dropout Rate Detail by District and Charter, School Year 2015

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 2015. 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 2015.

	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%	5%	11%	3%	3%	4%	2%	4%	4%	4%
Beaver District	5%	N≤10	N≤10	N≤10	14%	N≤10	4%	6%	20-29%	7%
Box Elder District	4%	≤10%	≤10%	≤10%	8%	N≤10	3%	7%	9%	7%
Cache District	2%	≤10%	≤20%	≤10%	5%	≤10%	≤1%	2%	≤5%	4%
Canyons District	6%	10%	16%	3%	12%	9%	5%	13%	14%	7%
Carbon District	≤1%	N≤10	N≤10	N≤10	≤2%	N≤10	≤1%	2%	≤10%	3%
Daggett District	≤5%	N≤10	N≤10	N≤10	N≤10	N≤10	≤5%	≤20%	N≤10	N≤10
Davis District	2%	3%	≤2%	≤1%	5%	≤2%	2%	5%	7%	5%
Duchesne District	6%	N≤10	11%	N≤10	8%	N≤10	6%	10%	≤10%	9%
Emery District	3%	N≤10	N≤10	N≤10	≤5%	N≤10	3%	3%	N≤10	≤5%
Garfield District	≤2%	N≤10	N≤10	N≤10	≤10%	N≤10	≤2%	≤2%	N≤10	≤10%
Grand District	6%	N≤10	≤10%	N≤10	10%	N≤10	6%	7%	N≤10	8%
Granite District	10%	15%	14%	5%	13%	8%	8%	11%	12%	10%
Iron District	4%	≤10%	11%	N≤10	7%	≤20%	4%	7%	11-19%	7%
Jordan District	4%	7%	14%	≤2%	9%	10%	3%	8%	13%	5%
Juab District	≤1%	N≤10	N≤10	N≤10	≤10%	N≤10	≤1%	≤2%	N≤10	≤5%
Kane District	3%	N≤10	N≤10	N≤10	≤20%	N≤10	3%	4%	N≤10	≤5%
Logan City District	4%	≤10%	≤10%	7%	6%	≤10%	3%	5%	12%	8%
Millard District	4%	N≤10	N≤10	N≤10	8%	N≤10	4%	8%	11-19%	8%
Morgan District	3%	N≤10	N≤10	N≤10	≤10%	N≤10	3%	5%	N≤10	8%
Murray District	6%	14%	N≤10	6%	8%	≤20%	6%	10%	7%	9%
Nebo District	3%	7%	11%	≤10%	6%	≤5%	2%	4%	8%	4%
North Sanpete District	6%	N≤10	N≤10	N≤10	10%	N≤10	5%	8%	≤10%	≤5%
North Summit District	2%	N≤10	N≤10	N≤10	≤10%	N≤10	≤2%	≤2%	N≤10	≤10%
Ogden City District	11%	22%	11-19%	11-19%	12%	≤20%	10%	12%	11%	13%
Park City District	3%	N≤10	N≤10	≤10%	6%	N≤10	3%	5%	≤5%	≤2%
Piute District	5%	N≤10	N≤10	N≤10	≤20%	N≤10	≤5%	6%	N≤10	≤20%
Provo District	9%	16%	16%	≤2%	11%	7%	9%	8%	9%	11%
Rich District	≤2%	N≤10	N≤10	N≤10	N≤10	N≤10	≤2%	≤5%	N≤10	≤10%
Salt Lake District	11%	12%	21%	9%	13%	7%	9%	13%	14%	10%
San Juan District	6%	N≤10	8%	N≤10	≤10%	N≤10	3%	6%	9%	3%
Sevier District	5%	N≤10	≤2%	N≤10	14%	N≤10	5%	6%	≤10%	4%
South Sanpete District	5%	N≤10	N≤10	N≤10	13%	N≤10	4%	6%	11-19%	≤5%
South Summit District	5%	N≤10	N≤10	N≤10	9%	N≤10	5%	9%	N≤10	9%
Tintic District	4%	N≤10	N≤10	N≤10	N≤10	N≤10	≤5%	10%	N≤10	≤20%
Tooele District	3%	≤10%	≤10%	≤10%	4%	≤10%	2%	4%	6%	5%
Uintah District	7%	N≤10	24%	≤20%	9%	N≤10	5%	10%	≤10%	13%

	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	≤10%	N≤10	20-29%	11-19%	N≤10	12%
Wasatch District	3%	N≤10	N≤10	≤20%	5%	N≤10	2%	4%	6%	4%
Washington District	3%	≤5%	6%	≤5%	3%	5%	3%	4%	5%	5%
Wayne District	≤2%	N≤10	N≤10	N≤10	N≤10	N≤10	3%	6%	N≤10	≤10%
Weber District	5%	13%	8%	4%	8%	6%	4%	7%	6%	6%

Exhibit 7. Single-Year Dropout Rate Detail by Charter, School Year 2015.

	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	≤1%	≤10%	≤20%	≤5%	≤2%	≤5%	≤2%	≤2%	≤20%	≤10%
American International School of Utah	14%	N≤10	N≤10	N≤10	11-19%	N≤10	13%	17%	N≤10	10%
American Leadership Academy	3%	N≤10	N≤10	N≤10	≤5%	N≤10	4%	3%	≤20%	3%
American Preparatory Academy	6%	≤20%	N≤10	≤5%	7%	≤20%	7%	6%	≤5%	≤5%
American Preparatory Academy - Salem	≤20%	N≤10	N≤10	N≤10	N≤10	N≤10	≤20%	N≤10	N≤10	N≤10
Beehive Science & Technology Academy	≤2%	N≤10	N≤10	N≤10	≤20%	N≤10	3%	≤10%	N≤10	≤10%
City Academy	19%	N≤10	N≤10	N≤10	20-29%	N≤10	17%	22%	N≤10	20-29%
Davinci Academy	2%	N≤10	N≤10	N≤10	≤5%	N≤10	≤2%	3%	N≤10	≤5%
Early Light Academy at Daybreak	≤5%	N≤10	N≤10	N≤10	N≤10	N≤10	≤5%	≤20%	N≤10	≤20%
East Hollywood High	16%	N≤10	N≤10	N≤10	16%	N≤10	16%	19%	N≤10	9%
Entheos Academy	6%	N≤10	N≤10	N≤10	≤10%	N≤10	≤5%	≤5%	≤20%	≤20%
Fast Forward High	10%	N≤10	N≤10	N≤10	7%	N≤10	11%	9%	N≤10	13%
Freedom Preparatory Academy	6%	N≤10	N≤10	N≤10	≤5%	N≤10	10%	6%	N≤10	≤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	N≤10
Intech Collegiate High School	≤2%	N≤10	N≤10	≤20%	≤10%	N≤10	≤2%	≤5%	N≤10	≤20%
Itineris Early College High	3%	N≤10	N≤10	≤10%	6%	≤20%	≤2%	≤5%	N≤10	N≤10
Kairos Academy	57%	N≤10	N≤10	N≤10	50-59%	N≤10	N≤10	40-49%	N≤10	N≤10
Karl G Maeser Preparatory Academy	3%	N≤10	N≤10	≤10%	≤5%	N≤10	4%	≤5%	N≤10	≤10%
Lakeview Academy	9%	N≤10	N≤10	N≤10	N≤10	N≤10	10%	≤20%	N≤10	N≤10
Legacy Preparatory Academy	7%	N≤10	N≤10	N≤10	N≤10	N≤10	≤5%	21-29%	N≤10	N≤10
Lincoln Academy	12%	N≤10	N≤10	N≤10	N≤10	N≤10	9%	≤20%	N≤10	≤20%
Mana Academy Charter School	N≤10	N≤10	N≤10	N≤10	N≤10	N≤10	N≤10	N≤10	N≤10	N≤10
Merit College Preparatory Academy	6%	N≤10	N≤10	≤10%	11-19%	N≤10	5%	8%	N≤10	12%
Monticello Academy	11%	N≤10	N≤10	N≤10	11-19%	N≤10	≤10%	≤10%	N≤10	N≤10
Mountain Heights Academy	16%	N≤10	N≤10	N≤10	21-29%	N≤10	15%	19%	N≤10	22%
Mountainville 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
Navigator Pointe Academy	≤20%	N≤10	N≤10	N≤10	N≤10	N≤10	≤20%	N≤10	N≤10	N≤10
No UT Acad for Math Engineering & Science	≤1%	N≤10	N≤10	≤20%	≤5%	N≤10	≤1%	≤5%	N≤10	≤20%
North Davis Preparatory Academy	≤5%	N≤10	N≤10	N≤10	≤20%	N≤10	≤5%	11-19%	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	15%	N≤10	N≤10	N≤10	23%	N≤10	8%	18%	21-29%	N≤10
Paradigm High School	5%	N≤10	N≤10	N≤10	≤10%	N≤10	6%	≤5%	N≤10	≤5%
Pinnacle Canyon Academy	≤2%	N≤10	N≤10	N≤10	≤10%	N≤10	≤2%	3%	N≤10	≤5%
Pioneer High School for the Performing Arts	18%	N≤10	N≤10	N≤10	≤10%	N≤10	19%	≤20%	N≤10	≤20%
Providence Hall	4%	N≤10	N≤10	N≤10	≤10%	N≤10	4%	≤5%	N≤10	6%
Quest Academy	≤10%	N≤10	N≤10	N≤10	N≤10	N≤10	≤10%	N≤10	N≤10	N≤10
Renaissance Academy	≤20%	N≤10	N≤10	N≤10	N≤10	N≤10	≤20%	N≤10	N≤10	N≤10
Rockwell Charter High School	2%	N≤10	N≤10	N≤10	≤10%	N≤10	2%	3%	N≤10	≤5%
Salt Lake Center for Science Education	3%	N≤10	N≤10	N≤10	≤5%	N≤10	5%	≤5%	≤20%	≤20%
Salt Lake School for the Performing Arts	8%	≤20%	N≤10	N≤10	≤10%	N≤10	9%	6%	N≤10	≤10%
Spectrum Academy	5%	N≤10	N≤10	N≤10	N≤10	N≤10	5%	≤5%	N≤10	3%
Success Academy	≤1%	N≤10	N≤10	N≤10	≤10%	N≤10	≤1%	≤5%	N≤10	N≤10
Summit Academy High School	6%	N≤10	N≤10	N≤10	≤10%	N≤10	6%	10%	N≤10	6%
Syracuse Arts Academy	≤5%	N≤10	N≤10	N≤10	N≤10	N≤10	≤5%	≤20%	N≤10	N≤10
Thomas Edison	11-19%	N≤10	N≤10	N≤10	N≤10	N≤10	≤10%	N≤10	N≤10	N≤10
Tuacahn High School for the Performing Arts	3%	N≤10	N≤10	N≤10	≤10%	N≤10	3%	3%	N≤10	≤5%
Uintah River High	16%	N≤10	19%	N≤10	N≤10	N≤10	≤20%	11%	N≤10	≤20%
Utah Career Path High School	13%	N≤10	N≤10	N≤10	N≤10	N≤10	13%	20-29%	N≤10	≤10%
Utah Connections Academy	21%	N≤10	N≤10	N≤10	27%	N≤10	21%	22%	N≤10	10%
Utah County Academy of Science	≤1%	N≤10	N≤10	N≤10	≤10%	N≤10	≤1%	≤5%	N≤10	N≤10
Utah International Charter School	18%	≤10%	N≤10	20-29%	30-39%	N≤10	≤10%	18%	18%	≤20%
Utah Military Academy	8%	N≤10	N≤10	N≤10	≤10%	N≤10	9%	11-19%	N≤10	≤20%
Utah Virtual Academy	35%	50-59%	N≤10	N≤10	36%	N≤10	34%	19%	N≤10	21%
Venture Academy	3%	N≤10	N≤10	N≤10	≤10%	N≤10	3%	≤5%	N≤10	≤5%
Walden School of Liberal Arts	7%	N≤10	N≤10	N≤10	11-19%	N≤10	6%	8%	N≤10	≤10%
Wasatch Institute of Technology	≤5%	N≤10	N≤10	N≤10	N≤10	N≤10	≤5%	N≤10	N≤10	N≤10
Winter Sports School	20%	N≤10	N≤10	N≤10	N≤10	N≤10	20%	N≤10	N≤10	N≤10

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 2012, then drops out and never returns, will count as a dropout in the single-year dropout rate for SY 2012 and in the cohort dropout rate in SY 2015; 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 2015 cohort dropout rate includes students who dropped out and did not return after ninth grade in SY 2012, plus those who dropped and did not return after tenth grade in SY 2013, eleventh grade in SY 2014, and twelfth grade in SY 2015.

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.