



## 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Single-year dropouts are students who left ninth through twelfth grade with a reason of Unknown, Withdrawn, Dropout, Expelled, Transferred to Adult Education, Exited to take the GED<sup>1</sup>, 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.

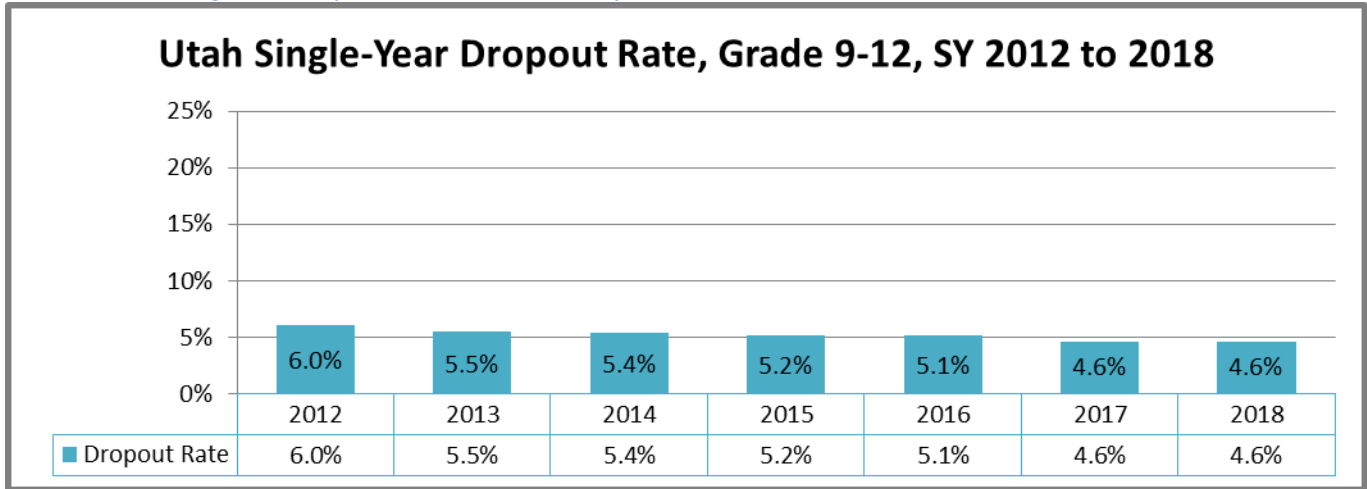
**Exhibit 1. Single-Year Dropout Rates, Overall and by Student Group, Grades 9 to 12, School Years 2012 to 2018.**

	All Students	African American/Black	American Indian	Asian	Hispanic/Latino	Pacific Islander	White	Economic Dis-advantage	English Learners	Students with Disabilities
<b>2018</b>	4.6%	9.1%	8.3%	4.2%	7.5%	6.6%	3.8%	7.3%	8.5%	5.8%
<b>2017</b>	4.6%	8.9%	9.7%	4.5%	7.9%	5.3%	3.7%	7.2%	9.3%	5.9%
<b>2016</b>	5.1%	9.1%	10.6%	5.3%	8.8%	5.8%	4.1%	7.6%	10.7%	6.3%
<b>2015</b>	5.2%	10.1%	10.6%	4.3%	9.2%	6.4%	4.1%	7.7%	10.6%	6.4%
<b>2014</b>	5.4%	10.1%	10.5%	5.3%	9.6%	6.6%	4.4%	6.7%	10.5%	6.9%
<b>2013</b>	5.5%	9.8%	10.8%	5.4%	9.3%	6.7%	4.5%	7.9%	10.2%	7.4%
<b>2012</b>	6.0%	10.8%	11.9%	6.0%	10.5%	8.4%	5.0%	8.3%	11.5%	8.2%

<sup>1</sup> 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.

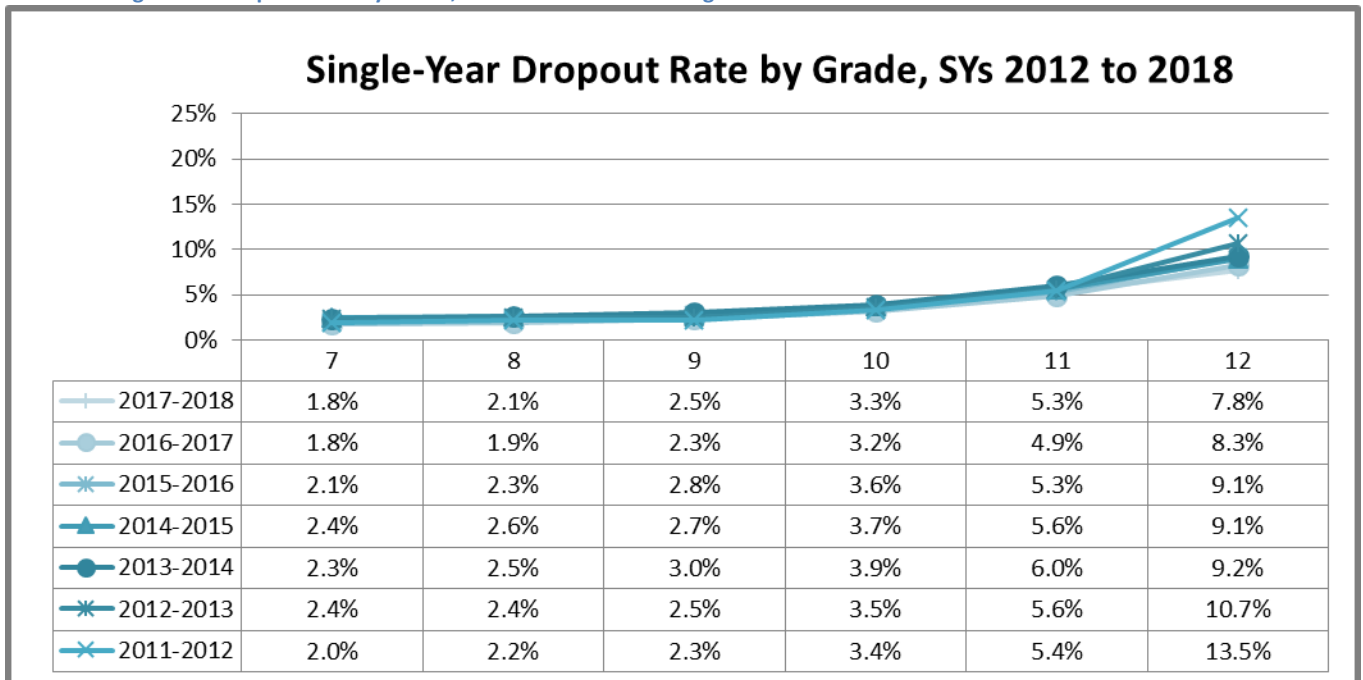
The overall statewide single-year dropout rate for ninth to twelfth grade students was 4.6% in SY 2018. The rate has improved (i.e., declined) slightly each school year from 2012 to 2017, and held steady from 2017 to 2018.

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



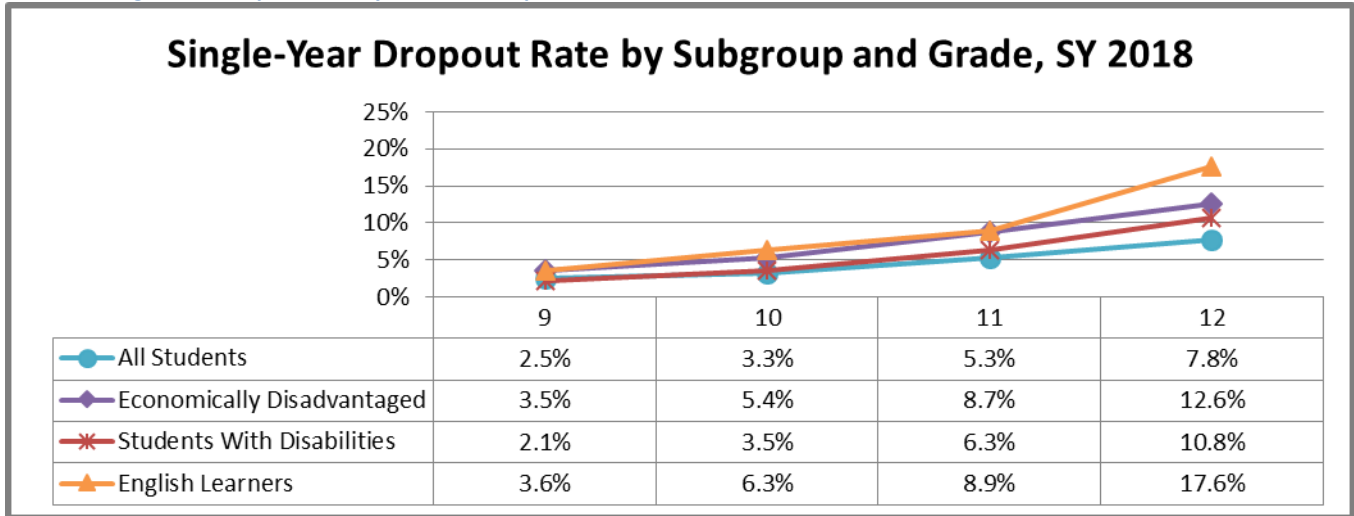
The single-year dropout rate gets higher with each subsequent grade from seventh to twelfth grades. In most grade levels the single-year dropout rate dropped to a low in SY 2017, and climbed slightly in SY 2018. Grade 12 was the exception, dropping a half a percentage point from SY 2017 to SY 2018. The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



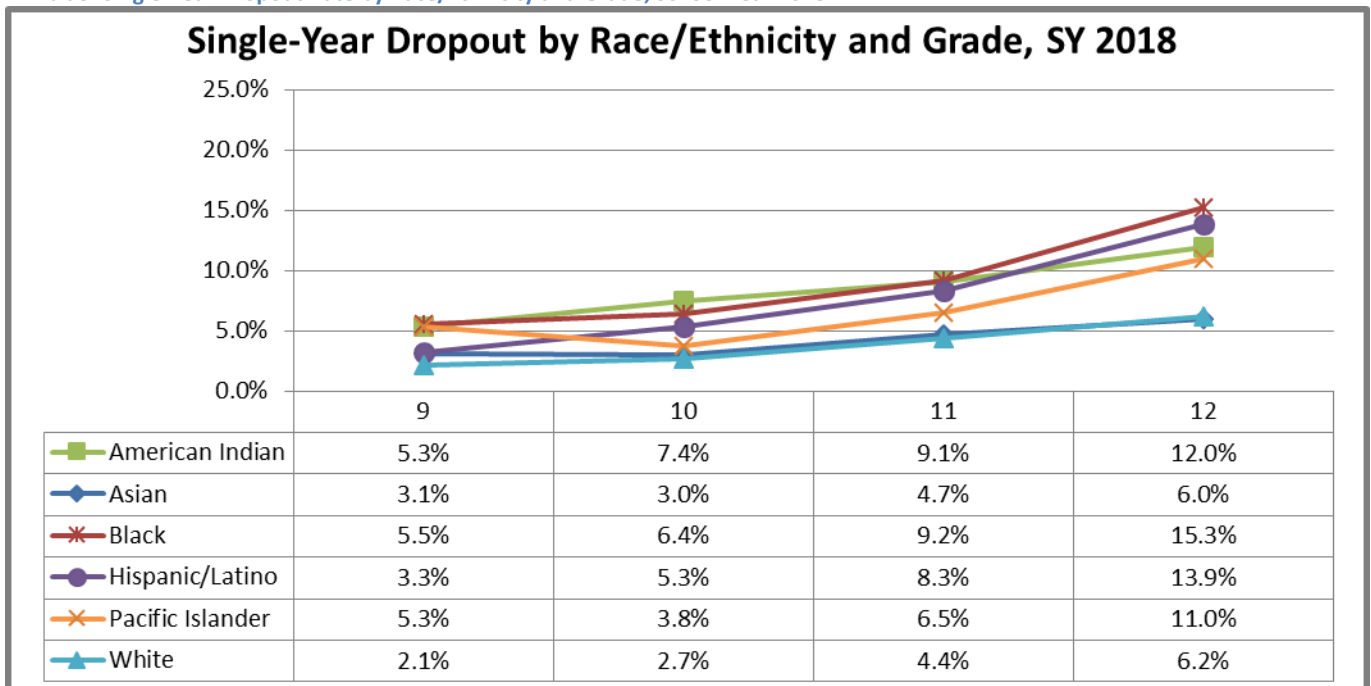
Single-year dropout rates are higher for students who are economically disadvantaged, English learners (EL), or have a disability (SWD). This difference becomes more pronounced in the eleventh and twelfth grades. The single-year dropout rate among the twelfth grade EL student group (17.6%) is more than 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.



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 12.0%).

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



## 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.

**Exhibit 6. Risk Ratios for Dropping out by Student Group, SY 2018.**

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

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

	All Students	African American/ Black	American Indian/ Alaska Native	Asian	Hispanic/ Latino	Native Hawaiian/ Pacific Islander	White	Economic Disadvantage	English Learners	Students with Disabilities
<b>San Juan District</b>	3%	N≤10	3%	N≤10	≤10%	N≤10	2%	3%	3%	≤2%
<b>Sevier District</b>	5%	N≤10	5%	N≤10	≤5%	N≤10	5%	6%	≤10%	3%
<b>South Sanpete District</b>	3%	≤20%	≤20%	N≤10	5%	N≤10	2%	4%	≤10%	3%
<b>South Summit District</b>	5%	N≤10	N≤10		≤5%		5%	6%	≤20%	≤10%
<b>Tintic District</b>	≤5%		N≤10		N≤10		≤5%	≤10%		≤20%
<b>Tooele District</b>	4%	6%	≤10%	≤10%	6%	6%	4%	6%	7%	4%
<b>Uintah District</b>	7%	N≤10	10%	≤20%	9%	N≤10	6%	11%	≤10%	9%
<b>Utah Schools for Deaf &amp; Blind</b>	≤5%	N≤10		N≤10	≤20%	N≤10	≤10%			≤5%
<b>Wasatch District</b>	3%	≤20%	N≤10	≤20%	4%	N≤10	3%	5%	9%	5%
<b>Washington District</b>	4%	7%	7%	3%	5%	6%	4%	5%	7%	7%
<b>Wayne District</b>	≤2%			N≤10	N≤10	N≤10	≤2%	≤5%		≤20%
<b>Weber District</b>	4%	9%	20%	≤5%	7%	≤5%	3%	6%	6%	7%
<b>Districts Overall</b>	<b>4%</b>	<b>9%</b>	<b>8%</b>	<b>4%</b>	<b>8%</b>	<b>6%</b>	<b>4%</b>	<b>7%</b>	<b>9%</b>	<b>6%</b>

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

	All Students	African American/ Black	American Indian/ Alaska Native	Asian	Hispanic/ Latino	Native Hawaiian/ Pacific Islander	White	Economic Disadvantage	English Learners	Students with Disabilities
<b>Academy for Math Engineering &amp; Science</b>	2%	≤10%	≤20%	≤5%	≤2%	≤10%	≤2%	3%	≤10%	≤10%
<b>American Academy of Innovation</b>	3%				≤10%	N≤10	3%	≤20%		≤10%
<b>American International School of Utah</b>	12%	≤20%	N≤10	21-29%	8%		13%	15%	≤10%	8%
<b>American Leadership Academy</b>	≤1%	≤20%	N≤10	≤20%	≤2%	N≤10	≤1%	≤2%	≤5%	≤2%
<b>American Preparatory Academy</b>	4%	≤10%	N≤10	≤5%	4%	≤20%	3%	5%	≤5%	7%
<b>Ascent Academies of Utah</b>	≤2%			N≤10	≤10%		≤5%	≤10%	N≤10	≤10%
<b>Athenian eAcademy</b>	12%		N≤10		N≤10	N≤10	8%	21-29%	N≤10	11-19%
<b>Beehive Science &amp; Technology Academy</b>	5%	N≤10		11-19%	≤20%	N≤10	≤5%	≤10%	N≤10	≤20%
<b>City Academy</b>	6%	N≤10		N≤10	≤10%		≤5%	7%	N≤10	≤20%
<b>Davinci Academy</b>	5%	N≤10		N≤10	7%	N≤10	4%	5%	≤20%	≤5%
<b>Early Light Academy at Daybreak</b>	≤2%	N≤10		N≤10	≤20%		≤5%	≤20%		≤20%
<b>East Hollywood High</b>	15%	N≤10	N≤10	N≤10	12%	≤20%	15%	15%	11-19%	17%

	All Students	African American/ Black	American Indian/ Alaska Native	Asian	Hispanic/ Latino	Native Hawaiian/ Pacific Islander	White	Economic Disadvantage	English Learners	Students with Disabilities
<b>Entheos Academy</b>	≤10%				≤20%	N≤10	≤10%	≤20%	N≤10	N≤10
<b>Fast Forward High</b>	14%		N≤10		8%		15%	14%	N≤10	6%
<b>Freedom Preparatory Academy</b>	7%			N≤10	≤5%	N≤10	9%	≤5%	≤10%	≤10%
<b>Hawthorn Academy</b>	≤5%			N≤10	≤20%	N≤10	≤5%	≤20%	N≤10	≤20%
<b>Highmark Charter School</b>	≤5%	N≤10			N≤10		≤5%	N≤10		≤20%
<b>Intech Collegiate High School</b>	≤2%	N≤10	N≤10	≤20%	≤10%		≤2%	≤10%	N≤10	≤10%
<b>Itineris Early College High</b>	3%	N≤10	N≤10	≤5%	≤5%	N≤10	3%	≤5%	N≤10	≤20%
<b>Karl G. Maeser Preparatory Academy</b>	≤1%	N≤10	N≤10	≤10%	≤5%		≤1%	≤10%	N≤10	≤10%
<b>Lakeview Academy</b>	≤5%			N≤10	N≤10	N≤10	≤5%	≤20%	N≤10	≤20%
<b>Leadership Academy of Utah</b>	38%	N≤10	N≤10	N≤10			39%	40-49%		N≤10
<b>Legacy Preparatory Academy</b>	≤5%			N≤10	≤20%	N≤10	≤5%	N≤10	N≤10	N≤10
<b>Lincoln Academy</b>	3%				≤20%		≤5%	≤10%	N≤10	≤20%
<b>Lumen Scholar Institute</b>	13%	N≤10	N≤10	N≤10	30-39%	N≤10	11%	≤10%		≤20%
<b>Mana Academy Charter School</b>	≤10%				N≤10	≤10%		≤20%	N≤10	N≤10
<b>Maria Montessori Academy</b>	≤10%	N≤10			N≤10		≤10%	N≤10	N≤10	N≤10
<b>Merit College Preparatory Academy</b>	5%		N≤10	≤10%	≤5%		6%	6%		≤5%
<b>Monticello Academy</b>	9%	N≤10	N≤10	N≤10	10%	N≤10	N≤10	≤10%	N≤10	N≤10
<b>Mountain Heights Academy</b>	12%	N≤10	N≤10	N≤10	8%	N≤10	12%	18%	N≤10	≤5%
<b>Mountain West Montessori Academy</b>	≤10%						≤10%	N≤10		N≤10
<b>Mountainville Academy</b>	≤10%	N≤10			N≤10		≤10%	N≤10		N≤10
<b>Navigator Pointe Academy</b>	≤10%			N≤10	N≤10		≤10%	N≤10		N≤10
<b>No. UT. Acad. for Math Engineering &amp; Science</b>	≤1%	≤20%	N≤10	≤10%	≤5%	N≤10	≤1%	≤2%	N≤10	≤10%
<b>North Davis Preparatory Academy</b>	≤5%	N≤10		N≤10	≤10%		≤5%	≤10%	≤20%	N≤10
<b>North Star Academy</b>	≤5%			N≤10	N≤10		≤10%	N≤10		N≤10
<b>Ogden Preparatory Academy</b>	≤2%	N≤10		N≤10	≤5%		≤10%	≤5%	≤20%	N≤10
<b>Paradigm High School</b>	7%	N≤10		N≤10	11-19%		7%	12%		≤5%
<b>Pinnacle Canyon Academy</b>	3%	N≤10	N≤10	N≤10	≤10%		4%	≤5%		≤10%
<b>Pioneer High School for the Performing Arts</b>	11%	N≤10		N≤10	≤20%	N≤10	10%	N≤10		≤20%
<b>Providence Hall</b>	3%	N≤10		≤10%	9%	N≤10	2%	6%	≤20%	≤5%



	All Students	African American/ Black	American Indian/ Alaska Native	Asian	Hispanic/ Latino	Native Hawaiian/ Pacific Islander	White	Economic Disadvantage	English Learners	Students with Disabilities
<b>Quest Academy</b>	≤5%	N≤10		N≤10	N≤10	N≤10	≤10%	≤20%	N≤10	≤20%
<b>Real Salt Lake Academy High School</b>	9%	N≤10	N≤10	N≤10	10%	N≤10	8%	N≤10	N≤10	≤10%
<b>Renaissance Academy</b>	≤20%				N≤10		N≤10	N≤10		N≤10
<b>Rockwell Charter High School</b>	3%	N≤10	N≤10	≤20%	8%		3%	≤2%		≤5%
<b>Roots Charter High School</b>	11%	N≤10		N≤10	14%		9%	16%		12%
<b>Salt Lake Center for Science Education</b>	≤2%	≤20%		N≤10	≤5%	N≤10	≤2%	≤5%	≤20%	≤10%
<b>Salt Lake School for the Performing Arts</b>	3%	N≤10	N≤10	N≤10	≤10%	N≤10	3%	≤5%	N≤10	≤10%
<b>Spectrum Academy</b>	4%	N≤10	N≤10	N≤10	≤10%	N≤10	4%	7%	N≤10	3%
<b>St. George Academy</b>	5%		N≤10		≤10%		6%	≤10%		≤20%
<b>Success Academy</b>	≤1%		N≤10	N≤10	≤10%	N≤10	≤1%	≤2%		N≤10
<b>Summit Academy High School</b>	4%	≤20%		N≤10	8%	N≤10	3%	7%	≤20%	≤5%
<b>Syracuse Arts Academy</b>	≤2%	N≤10			≤20%		≤2%	≤10%	N≤10	≤10%
<b>Terra Academy</b>	≤2%		N≤10	N≤10	≤20%		≤2%	≤5%		≤10%
<b>Thomas Edison</b>	≤10%			N≤10	N≤10		≤10%	N≤10		N≤10
<b>Tuacahn High School for the Performing Arts</b>	2%	N≤10	N≤10	N≤10	11-19%	N≤10	≤1%	≤5%		≤10%
<b>Uintah River High</b>	10%	N≤10	12%				≤20%	11%		N≤10
<b>Utah Career Path High School</b>	3%	N≤10	N≤10		N≤10	N≤10	4%	≤10%		≤5%
<b>Utah Connections Academy</b>	21%	N≤10	N≤10	N≤10	21%	21-29%	21%	18%	N≤10	15%
<b>Utah County Academy of Science</b>	≤1%	N≤10		≤20%	≤5%	N≤10	≤1%	≤5%	N≤10	N≤10
<b>Utah International Charter School</b>	10%	7%		≤10%	20-29%	N≤10	11-19%	9%	8%	N≤10
<b>Utah Military Academy</b>	4%	N≤10	N≤10	N≤10	7%	N≤10	3%	5%	≤20%	≤5%
<b>Utah Virtual Academy</b>	12%	≤20%	N≤10	N≤10	13%	N≤10	12%	14%	N≤10	5%
<b>Vanguard Academy</b>	9%						9%	9%		≤20%
<b>Venture Academy</b>	4%	N≤10	N≤10	N≤10	≤10%		4%	6%	N≤10	≤5%
<b>Walden School of Liberal Arts</b>	3%	N≤10	N≤10		≤20%		3%	8%		≤10%
<b>Winter Sports School</b>	≤2%			N≤10	N≤10		≤2%			
<b>Charters Overall</b>	<b>6%</b>	<b>7%</b>	<b>9%</b>	<b>4%</b>	<b>6%</b>	<b>9%</b>	<b>6%</b>	<b>8%</b>	<b>6%</b>	<b>4%</b>

## 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.