



2012-13 Single-Year Dropout Rate Report

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Background

- This report presents Utah's single-year dropout rate for school year (SY) 2013.
- The single-year dropout rate is the percentage of 9th through 12th 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 the 2013 school year, 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 2012, thus leading to identification of more students as dropouts than in previous calculations. Therefore, the rate is expected to be higher in 2012 and 2013 than previous years due to differences in the calculation, and the 2012 and 2013 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 Facts

- The overall single-year dropout rate was 5.5% and ranged from 2% among 9th graders to 11% among 12th graders. The rate dropped in SY 2013 for all subgroups and is 0.5% lower overall in SY 2013 than SY 2012.
- The single-year dropout rate is approximately 50% higher or more with each subsequent grade from 9th to 12th.
- Students who are economically disadvantaged, are English learners (EL), or have a disability have consistently higher single-year dropout rates than the overall average. This difference becomes more pronounced in higher grades.
- 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. This difference becomes more pronounced in higher grades.

Single-Year Dropout Rates by Grade, Subgroup, and School Year

Definition of Single-Year Dropout

Single-year dropouts are students who left 9th through 12th grade with a reason of Unknown, Withdrawn, Dropout, Expelled, Transferred to Adult Education, Exited to take the GED¹, or Graduation Pending.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 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

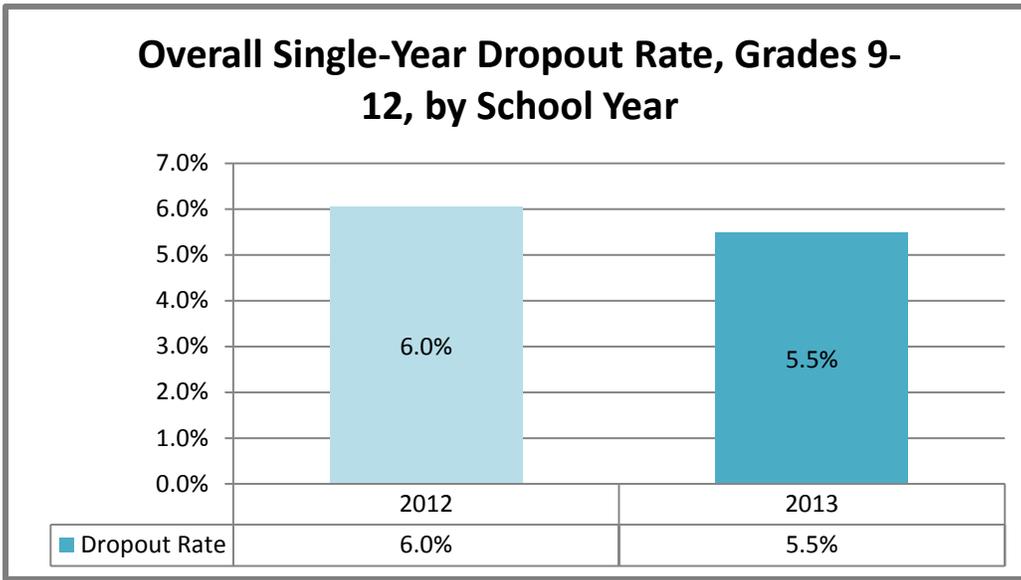
Exhibit 1. Single-Year Dropout Rates by Subgroup and School Year, Grades 9 to 12

	All Students	African American/ Black	American Indian	Asian	Hispanic/ Latino	Pacific Islander	White	Economic Dis-advantage	English Learners	Students with Disabilities
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%

The overall single-year dropout rate declined from 6.0% in SY 2012 to 5.5% in SY 2013. In part this is due to the decline in the dropout rate among white students, who comprise the majority of Utah’s students by racial/ethnic breakdown (from 5.0% to 4.5%); however, the dropout rate also declined among all subgroups. The largest declines from SY 2012 to SY 2013 were seen with Pacific Islander students (1.7%), and English learner students (1.3%).

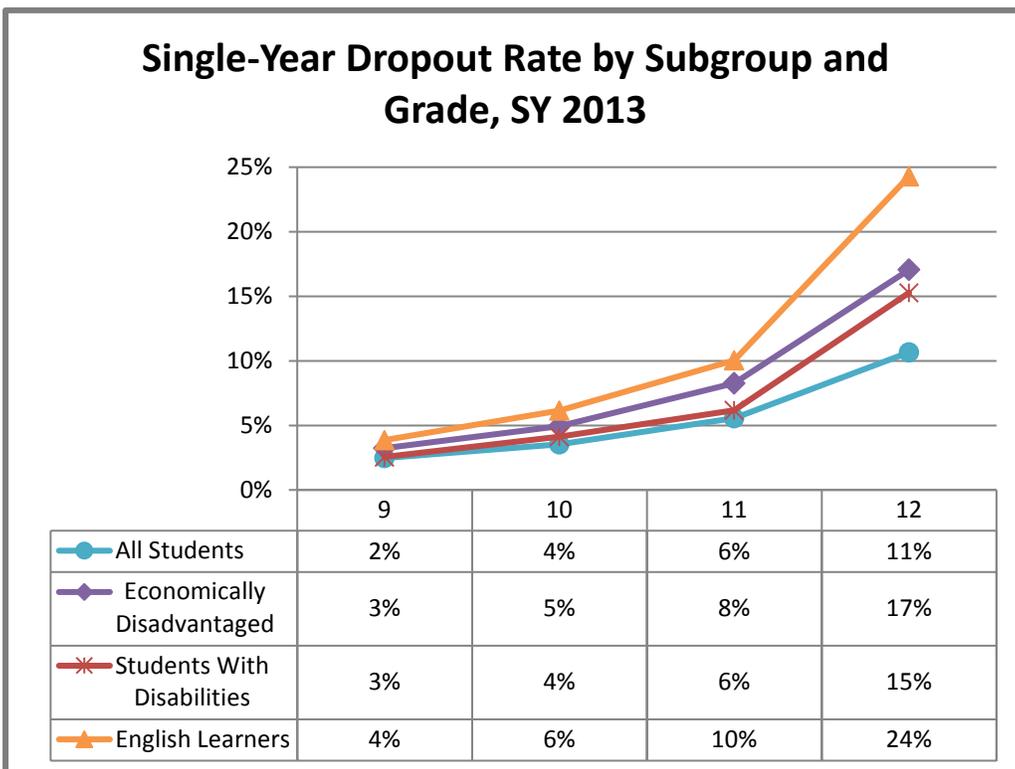
¹ Students are differentiated between those who exited to pursue a GED but have not yet completed it, and students who exited school and completed the GED by the following September 30. If a student exited to take the GED and did not complete it on time then he/she is treated as a dropout.

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

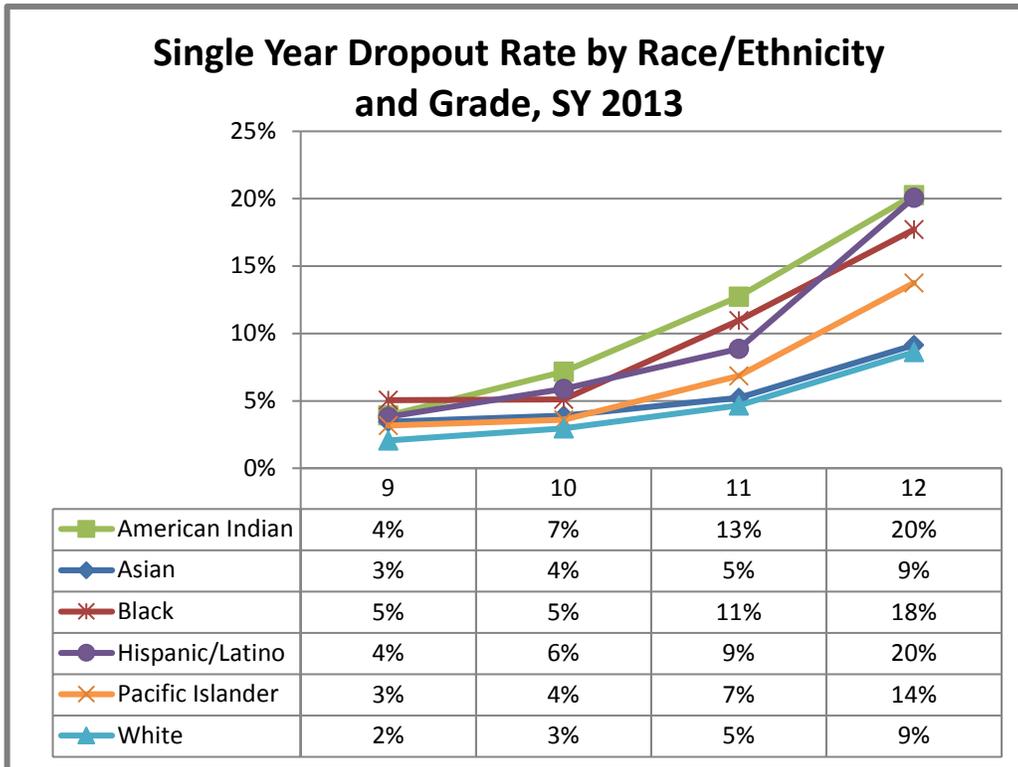


The overall statewide single-year dropout rate for 9th to 12th grade students was 5.5% in school year 2013. This is lower than the rate of 6.0% in school year 2012.

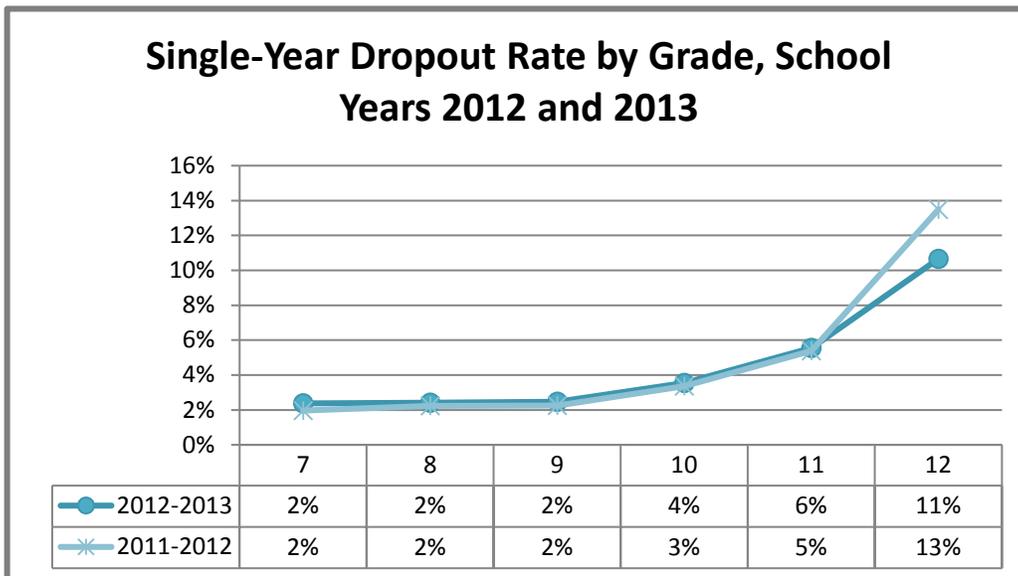
Exhibit 3. Single-Year Dropout Rate by Subgroup and Grade, School Year 2013



Single-year dropout rates are higher for students who are economically disadvantaged, are English learners (EL), or have a disability, as compared with the overall average. The difference in the rate by subgroup becomes more pronounced after 11th grade. The single-year dropout rate among 12th grade EL students (24%) is more than double the rate for 12th grade students overall (11%); however, this gap is lower than it was in SY 2012 (13% difference in 2013 compared with 19% difference in 2012).

Exhibit 4. Single-Year Dropout Rate by Race/Ethnicity and Grade, School Year 2013


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 10th grade. American Indian, Black, and Hispanic/Latino students have the highest single-year dropout rates in 12th grade. The single-year dropout rate among American Indian and Hispanic/Latino 12th graders (20%) is more than double the rate for White 12th graders (9%).

Exhibit 5. Single-Year Dropout Rate by Grade, School Years 2012 and 2013


The single-year dropout rate is approximately 50% higher or more with each subsequent grade from 9th to 12th grades. The single-year dropout rate by grade was similar in 2012 and 2013 for 7th to 9th graders, was lower in SY 2012 than SY 2013 for 10th and 11th graders, and was lower in SY 2013 than in SY 2012 for 12th graders (11% in 2013 compared with 13% in 2012).

Single-Year Dropout Rate Detail by District and Charter, School Year 2013

The following table shows single-year dropout rates for each district and charter in the state. Students are included if they were enrolled in 9th through 12th grade during the 2013 school year. 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 2013.

	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	4%	4%	8%	4%	6%	8%	3%	6%	7%	7%
Beaver District	2%	N≤10	N≤10	N≤10	≤5%	N≤10	≤1%	4%	≤10%	7%
Box Elder District	5%	≤20%	11-19%	≤10%	8%	N≤10	4%	8%	7%	9%
Cache District	2%	≤5%	≤20%	≤10%	5%	≤10%	2%	≤1%	5%	4%
Canyons District	6%	11%	18%	3%	11%	15%	5%	13%	13%	10%
Carbon District	4%	N≤10	N≤10	N≤10	3%	N≤10	4%	5%	≤20%	6%
Daggett District	≤5%	N≤10	N≤10	N≤10	N≤10	N≤10	≤5%	≤20%	N≤10	N≤10
Davis District	4%	6%	10%	2%	7%	4%	3%	7%	6%	8%
Duchesne District	4%	N≤10	10%	N≤10	≤5%	N≤10	3%	6%	N≤10	9%
Emery District	3%	N≤10	N≤10	N≤10	≤5%	N≤10	3%	6%	≤20%	≤5%
Garfield District	6%	N≤10	N≤10	N≤10	≤10%	N≤10	6%	10%	≤20%	≤5%
Grand District	4%	N≤10	≤20%	N≤10	12%	N≤10	3%	4%	≤10%	10%
Granite District	9%	12%	16%	5%	12%	8%	7%	10%	12%	11%
Iron District	3%	≤20%	8%	N≤10	5%	≤20%	3%	5%	≤5%	7%
Jordan District	5%	12%	14%	5%	10%	8%	4%	8%	13%	6%
Juab District	2%	N≤10	N≤10	N≤10	≤10%	N≤10	≤1%	≤2%	N≤10	≤5%
Kane District	6%	N≤10	N≤10	N≤10	≤10%	N≤10	7%	8%	N≤10	≤5%
Logan City District	5%	≤10%	≤10%	≤5%	8%	≤20%	4%	7%	8%	8%
Millard District	2%	N≤10	N≤10	≤20%	7%	N≤10	≤1%	2%	≤10%	3%
Morgan District	≤1%	N≤10	N≤10	N≤10	≤10%	N≤10	≤1%	≤2%	N≤10	7%
Murray District	6%	11-19%	21-29%	≤5%	8%	6%	6%	11%	7%	15%
Nebo District	3%	6%	≤5%	≤5%	7%	≤5%	3%	4%	5%	3%
North Sanpete District	5%	N≤10	N≤10	N≤10	≤5%	N≤10	5%	4%	≤10%	3%
North Summit District	≤2%	N≤10	N≤10	N≤10	≤10%	N≤10	≤2%	≤5%	N≤10	≤10%
Ogden City District	12%	14%	10%	≤10%	11%	≤10%	13%	13%	12%	14%
Park City District	4%	N≤10	N≤10	≤20%	6%	N≤10	4%	7%	≤10%	≤2%
Piute District	6%	N≤10	N≤10	N≤10	≤20%	N≤10	7%	6%	N≤10	21-29%
Provo District	10%	20%	17%	13%	12%	9%	9%	10%	13%	11%
Rich District	≤2%	N≤10	N≤10	N≤10	N≤10	N≤10	≤2%	≤5%	N≤10	N≤10
Salt Lake District	9%	12%	17%	6%	10%	5%	8%	10%	12%	9%
San Juan District	5%	N≤10	7%	N≤10	≤10%	N≤10	2%	7%	7%	6%
Sevier District	6%	N≤10	10%	N≤10	14%	N≤10	6%	8%	≤20%	7%
South Sanpete District	5%	N≤10	N≤10	N≤10	11%	N≤10	3%	3%	≤5%	≤5%
South Summit District	3%	N≤10	N≤10	N≤10	10%	N≤10	2%	≤5%	N≤10	≤10%
Tintic District	6%	N≤10	N≤10	N≤10	N≤10	N≤10	6%	≤10%	N≤10	N≤10
Tooele District	2%	≤10%	≤10%	≤20%	3%	≤10%	2%	3%	4%	2%
Uintah District	7%	N≤10	14%	N≤10	14%	N≤10	6%	10%	≤10%	11%
Utah Schools for Deaf & Blind	16%	N≤10	N≤10	N≤10	≤20%	N≤10	11-19%	N≤10	N≤10	14%
Wasatch District	4%	N≤10	N≤10	≤20%	7%	N≤10	3%	4%	6%	6%

	All Students	African American/ Black	American Indian/ Alaska Native	Asian	Hispanic/ Latino	Native Hawaiian/ Pacific Islander	White	Economic Disadvantage	English Learners	Students with Disabilities
Washington District	4%	≤5%	5%	6%	5%	6%	4%	5%	4%	4%
Wayne District	≤2%	N≤10	N≤10	N≤10	N≤10	N≤10	≤2%	≤5%	N≤10	≤10%
Weber District	5%	10%	15%	11%	10%	≤5%	4%	6%	9%	7%

Exhibit 7. Single-Year Dropout Rate Detail by Charter, School Year 2013.

	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	4%	≤10%	≤20%	≤5%	4%	11-19%	3%	3%	≤20%	≤10%
American Leadership Academy	5%	N≤10	N≤10	N≤10	8%	N≤10	3%	3%	N≤10	≤5%
American Preparatory Academy	7%	N≤10	N≤10	11-19%	8%	≤20%	4%	8%	10%	≤10%
Beehive Science & Technology Academy	10%	N≤10	N≤10	N≤10	N≤10	N≤10	11%	11-19%	N≤10	21-29%
Canyon Grove Academy	11-19%	N≤10	N≤10	N≤10	N≤10	N≤10	≤20%	N≤10	N≤10	N≤10
City Academy	8%	N≤10	N≤10	N≤10	11-19%	N≤10	7%	16%	N≤10	10%
Davinci Academy	8%	N≤10	N≤10	N≤10	11%	N≤10	7%	5%	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	10%	N≤10	N≤10	N≤10	7%	N≤10	10%	9%	N≤10	≤5%
Entheos Academy	8%	N≤10	N≤10	N≤10	≤20%	N≤10	10%	11-19%	N≤10	N≤10
Fast Forward High	13%	N≤10	N≤10	N≤10	15%	N≤10	12%	11%	≤10%	≤5%
Freedom Preparatory Academy	≤5%	N≤10	N≤10	N≤10	≤20%	N≤10	≤10%	≤10%	N≤10	N≤10
Hawthorn Academy	≤5%	N≤10	N≤10	N≤10	N≤10	N≤10	≤5%	≤20%	N≤10	≤20%
Intech Collegiate High School	4%	N≤10	N≤10	N≤10	≤10%	N≤10	3%	≤5%	N≤10	≤20%
Itineris Early College High	4%	N≤10	N≤10	≤20%	≤5%	N≤10	4%	8%	N≤10	N≤10
Jefferson Academy	≤20%	N≤10	N≤10	N≤10	N≤10	N≤10	≤20%	N≤10	N≤10	N≤10
Karl G Maeser Preparatory Academy	7%	N≤10	N≤10	≤20%	11-19%	N≤10	7%	12%	N≤10	≤10%
Lakeview Academy	11-19%	N≤10	N≤10	N≤10	N≤10	N≤10	≤10%	N≤10	N≤10	N≤10
Legacy Preparatory Academy	18%	N≤10	N≤10	N≤10	21-29%	N≤10	12%	14%	N≤10	≤10%
Liberty Academy	9%	N≤10	N≤10	N≤10	N≤10	N≤10	8%	≤20%	N≤10	≤20%
Lincoln Academy	≤5%	N≤10	N≤10	N≤10	N≤10	N≤10	≤5%	≤20%	N≤10	≤20%
Merit College Preparatory Academy	26%	N≤10	N≤10	≤10%	17%	N≤10	29%	15%	N≤10	18%
Monticello Academy	15%	N≤10	N≤10	N≤10	≤20%	N≤10	11-19%	≤10%	N≤10	N≤10
Mountain Heights Academy	22%	N≤10	N≤10	N≤10	≤20%	N≤10	23%	30-39%	N≤10	11-19%
Mountainville Academy	11-19%	N≤10	N≤10	N≤10	N≤10	N≤10	≤10%	N≤10	N≤10	N≤10
Navigator Pointe Academy	11-19%	N≤10	N≤10	N≤10	N≤10	N≤10	11-19%	≤20%	N≤10	N≤10
No UT Acad for Math Engineering & Science	3%	N≤10	N≤10	≤20%	≤5%	N≤10	3%	≤5%	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
North Davis Preparatory Academy	11%	N≤10	N≤10	N≤10	N≤10	N≤10	9%	≤20%	N≤10	N≤10
North Star Academy	7%	N≤10	N≤10	N≤10	N≤10	N≤10	≤5%	N≤10	N≤10	N≤10
Ogden Preparatory Academy	9%	N≤10	N≤10	N≤10	≤10%	N≤10	11%	6%	N≤10	N≤10
Paradigm High School	5%	N≤10	N≤10	N≤10	11%	N≤10	4%	5%	N≤10	≤5%
Pinnacle Canyon Academy	7%	N≤10	N≤10	N≤10	≤10%	N≤10	8%	6%	N≤10	10%
Pioneer High School for the Performing Arts	11%	N≤10	N≤10	N≤10	≤20%	N≤10	12%	≤20%	N≤10	N≤10
Providence Hall	4%	N≤10	N≤10	N≤10	N≤10	N≤10	4%	≤10%	N≤10	≤20%
Quest Academy	≤20%	N≤10	N≤10	N≤10	N≤10	N≤10	≤20%	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	13%	N≤10	N≤10	N≤10	≤10%	N≤10	13%	7%	N≤10	7%
Salt Lake Center for Science Education	≤2%	N≤10	N≤10	N≤10	≤5%	N≤10	≤5%	≤2%	≤20%	≤10%
Salt Lake School for the Performing Arts	7%	N≤10	N≤10	N≤10	≤10%	N≤10	7%	7%	N≤10	≤20%
Spectrum Academy	4%	N≤10	N≤10	N≤10	N≤10	N≤10	4%	≤10%	N≤10	≤2%
Success Academy	≤1%	N≤10	N≤10	N≤10	≤10%	N≤10	≤1%	≤2%	N≤10	N≤10
Summit Academy High School	5%	N≤10	N≤10	N≤10	≤10%	N≤10	5%	7%	N≤10	≤5%
Syracuse Arts Academy	≤5%	N≤10	N≤10	N≤10	N≤10	N≤10	≤5%	≤20%	N≤10	N≤10
Thomas Edison	≤10%	N≤10	N≤10	N≤10	N≤10	N≤10	≤10%	N≤10	N≤10	N≤10
Tuacahn High School for the Performing Arts	9%	N≤10	N≤10	N≤10	≤10%	N≤10	9%	≤5%	N≤10	≤10%
Uintah River High	26%	N≤10	28%	N≤10	N≤10	N≤10	N≤10	20-29%	N≤10	≤20%
Utah Connections Academy	23%	N≤10	N≤10	N≤10	≤20%	N≤10	23%	30%	N≤10	21-29%
Utah County Academy of Science	≤1%	N≤10	N≤10	N≤10	≤10%	N≤10	≤1%	≤5%	N≤10	N≤10
Utah Virtual Academy	29%	N≤10	N≤10	N≤10	30-39%	N≤10	29%	30%	N≤10	16%
Venture Academy	5%	N≤10	N≤10	N≤10	N≤10	N≤10	3%	≤5%	N≤10	≤20%
Walden School of Liberal Arts	13%	N≤10	N≤10	N≤10	21-29%	N≤10	13%	14%	N≤10	≤20%

Appendix

Comparison of Cohort and Single-Year Dropout Rates

Dropout rates are calculated by 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 9th through 12th 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 9th and 12th grade. Thus, with the single-year dropout rate a single 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 9th 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 9th through 12th 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 9th 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 9th and 12th 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 9th grade in SY 2010 then drops out and never returns will count as a dropout in the single-year dropout rate for SY 2010 and in the cohort dropout rate in SY 2013; however, he/she will not be counted as a single-year dropout for his/her 10th, 11th, and 12th grade years, since he/she was never part of the student count for those years. The SY 2013 cohort dropout rate includes students who dropped out and did not return after 9th grade in SY 2010 plus those who dropped and did not return after 10th grade in SY 2011, 11th grade in SY 2012, and 12th grade in SY 2013.

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 on 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 9th, through 11th 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.