



## 2019-20 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 their expected graduation year, calculated as four years from the start of their ninth-grade year. See Appendix A for more of an explanation of the differences.)
- For SY 2012 through 2020, 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 3.5% and ranged from 1.6% among ninth graders to 6.8% among twelfth graders.
- 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 gap between these students and the overall average is closing.
- 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 School Year, Grade, Student Group, and Dropout Type

### Definition of Single-Year Dropout

Single-year dropouts are students who left school in ninth through twelfth grade with an exit reason of Dropout, Expelled, Unknown, Withdrawn, Exited to take the GED<sup>1</sup>, Transferred to Adult Education<sup>2</sup>, or Graduation Pending<sup>3</sup>. 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 they will be treated as a summer dropout. Finally, if the student was a retained senior but did not reappear by September 30 of the following school year, then they count as a summer dropout. Students who transferred to home school, private school, or a school outside of the state or country, or withdrew for medical reasons, are also excluded from the dropout calculation. This definition is consistent with the federal definition of a single-year dropout.

### Tables and Charts: Single-Year Dropout Rates by School Year, Grade, Student Group, and Type

The overall ninth through twelfth grade single-year dropout rate has improved almost every year, from 6.0% in SY 2012 to 3.5% in SY 2020. Most student groups hit their lowest single-year dropout rate in SY 2020. Only Pacific Islanders had a lower dropout rate in a previous year – 5.3% in SY 2017. The largest improvement from SY 2019 to SY 2020 was among the American Indian student group, whose rate decreased by 1.7 percentage points from a 7.5% dropout rate in SY 2019 to an 5.8% dropout rate in SY 2020. The largest overall improvement, from SY 2012 to SY 2020, was also among the American Indian student group, whose rate decreased by 6.1 percentage points from a 11.9% dropout rate in SY 2012 to an 5.8% dropout rate in SY 2020.

**Exhibit 1. Ninth Through Twelfth Grade Single-Year Dropout Rates, Overall and by Student Group, School Years 2012 to 2020.**

	All Students	African American/ Black	American Indian	Asian	Hispanic/ Latino	Pacific Islander	White	Economic Dis-advantage	English Learners	Students with Disabilities
<b>2020</b>	3.5%	7.0%	5.8%	3.1%	5.8%	5.9%	2.8%	5.4%	7.1%	4.8%
<b>2019</b>	4.0%	7.1%	7.5%	3.7%	6.4%	5.8%	3.3%	6.0%	7.5%	5.1%
<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%

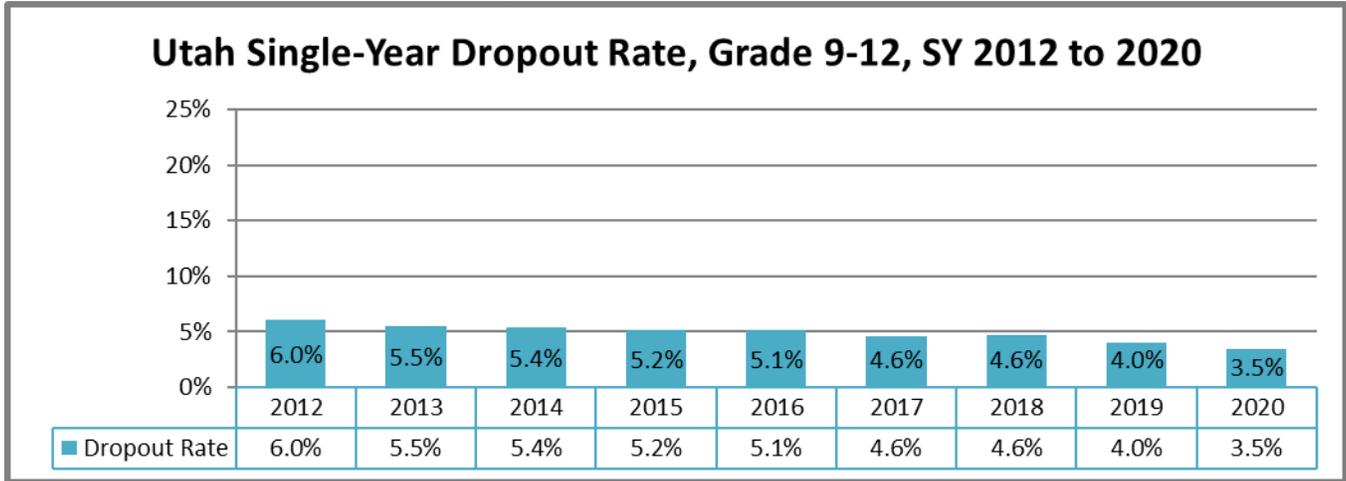
<sup>1</sup> Students are differentiated between those who exited to pursue a GED but have not yet completed it, and students who exited school and completed the GED by the following September 30. If a student exited to take the GED and did not complete it on time, then they are treated as a dropout. If the student completed their GED before September 30 the student is treated as an “other completer”, which is neither a graduate nor a dropout.

<sup>2</sup> If the student who exited to Adult Ed completes an Adult Ed diploma by the following September 30 their exit status should be updated and the student will be treated as an “other completer”, which is neither a graduate nor a dropout.

<sup>3</sup> If the student who exited Graduation Pending completes graduation requirements by the following September 30 their exit status should be updated to Graduate.

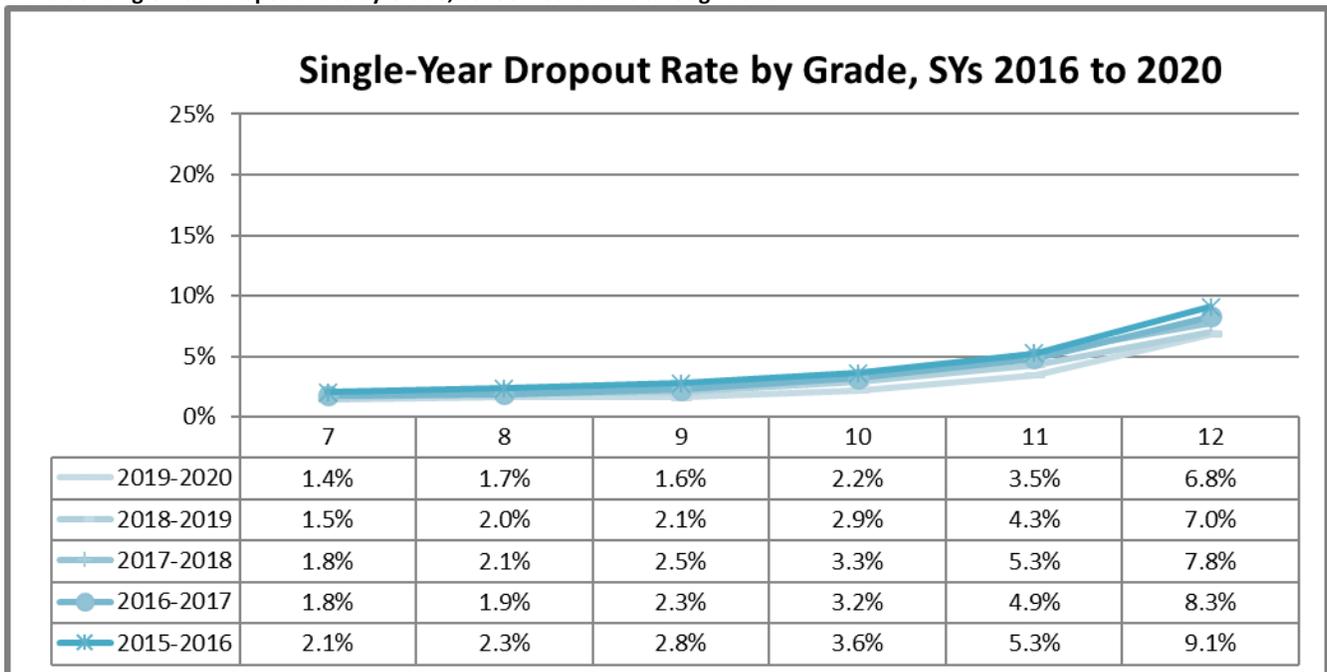
The overall statewide single-year dropout rate for ninth to twelfth grade students was 3.5% in SY 2020. The rate has improved (i.e., declined) slightly nearly every school year from 2012 to 2020.

**Exhibit 2. Overall Ninth Through Twelfth Grade Single-Year Dropout Rate, by School Year.**



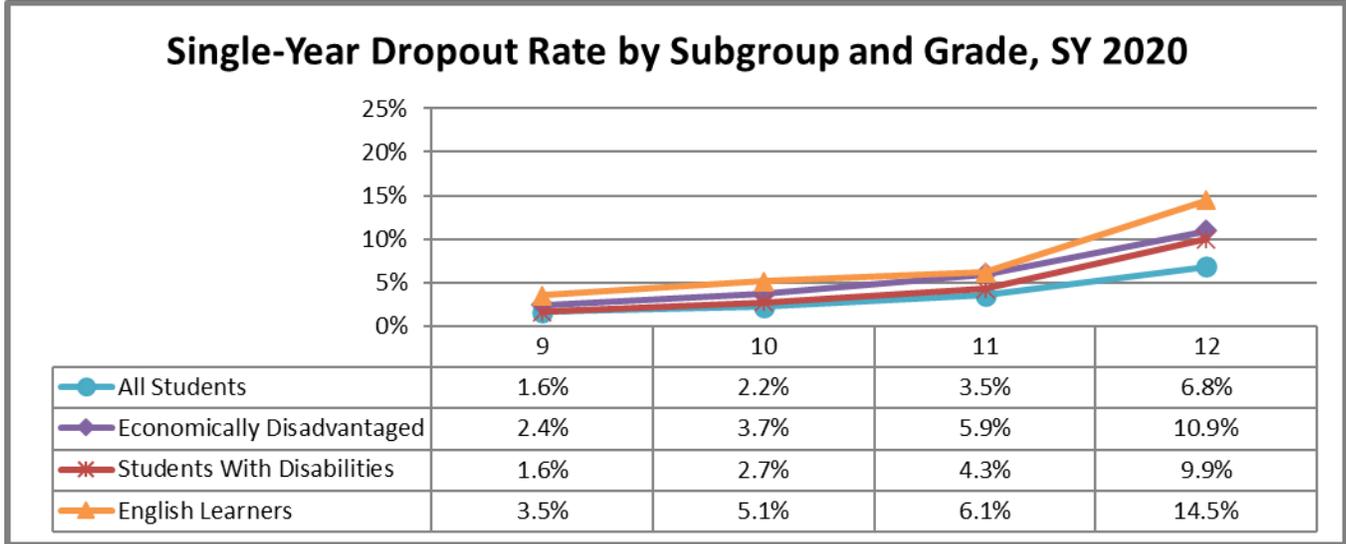
Though the single-year dropout rate is calculated for grades nine through twelve, it helps to look at the rates in grades seven and eight since these can alert us to changes in dropout trends. The single-year dropout rate usually gets higher with each subsequent grade from seventh to twelfth grade. Contrary to that trend this year the eight-grade dropout rate is higher than the ninth-grade dropout rate. The dropout rate decreased for all grade levels from SY 2019 to SY 2020. Despite, steady decreases the twelfth-grade single-year dropout rate remains almost 50% higher than the rate for eleventh grade, and more than double the rate for any other grade level.

**Exhibit 3. Single-Year Dropout Rate by Grade, School Years 2016 through 2020.**



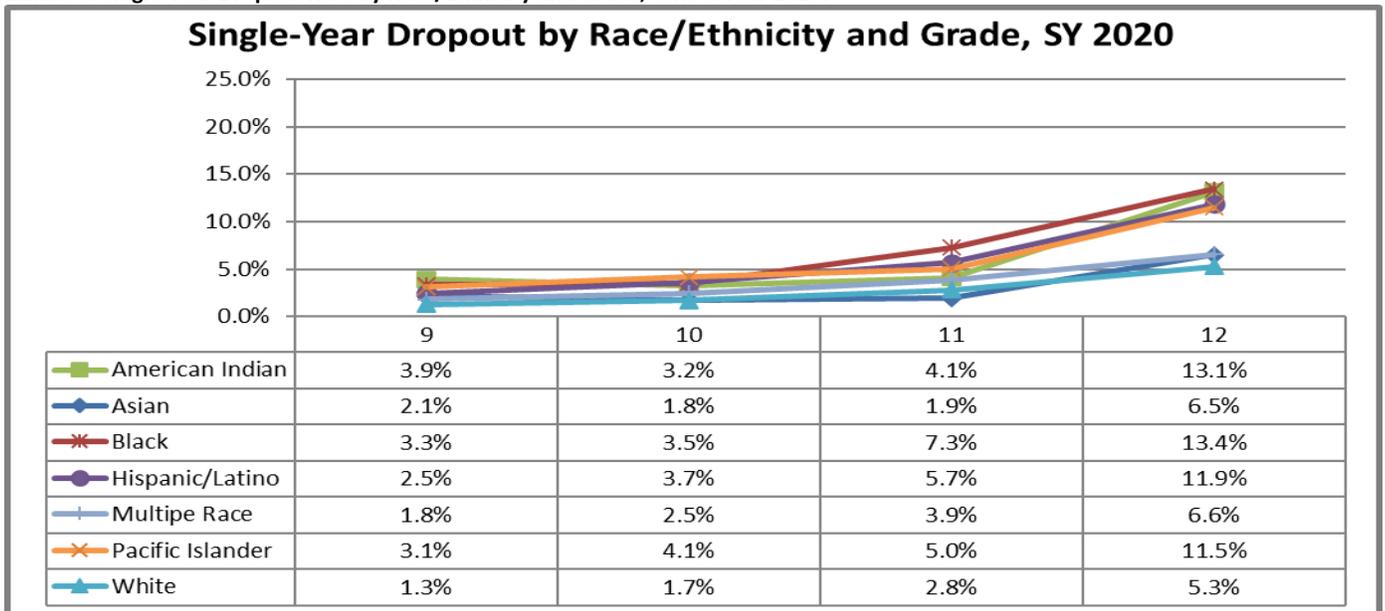
Single-year dropout rates are higher for students who are economically disadvantaged, English learners (EL), or have a disability (SWD). This difference becomes more pronounced in the eleventh and twelfth grades. The single-year dropout rate among the twelfth grade EL student group (14.5%) is more than double the rate for twelfth grade students overall (6.8%). 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 SY 2012 to 14.5% in SY 2020).

**Exhibit 4. Single-Year Dropout Rate by Student Group and Grade, School Year 2020.**



White and Asian students consistently have a lower single-year dropout rates than students who identify as a racial/ethnic minority. The difference becomes more pronounced after tenth grade. The Black/African American, American Indian, Hispanic/Latino, and Pacific Islander racial/ethnic student groups had the highest single-year dropout rates in twelfth grade (13.4%, 13.1%, and 11.9%, and 11.5%) in SY 2020. All of these student groups had increases in the twelfth grade single-year dropout rate from SY 2019 to SY 2020.

**Exhibit 5. Single-Year Dropout Rate by Race/Ethnicity and Grade, School Year 2020.**



Single-year dropouts are either identified as a dropout because they exited their enrollment as a dropout (as indicated by their dropout exit status code), or they were expected to return to school the next year but did not return by Sep 30 so they were identified as a summer dropout. A plurality of single-year dropouts were summer dropouts (42.2%), followed by students with the dropout exit code (26.8%).

**Exhibit 6. Ninth Through Twelfth Grade Dropouts by Type, SY 2020.**

Dropout Type	Dropout Code	Count	Percent of Total
Summer Dropout	NA - Expected to return to school	3057	42.2%
Exit Status	Dropout	1945	26.8%
Exit Status	Graduation Pending	779	10.7%
Exit Status	Transferred to Adult Education	545	7.5%
Exit Status	Unknown	543	7.5%
Exit Status	Exited to take the GED	239	3.3%
Exit Status	Withdrawn	132	1.8%
Exit Status	Expelled	8	0.1%

## 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). For example, if the target group is students who identify as Asian race/ethnicity, the comparison group is all students who identify as a race/ethnicity other than Asian. Dropout RRs are calculated by determining the percentage of students 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 SY 2020 ninth through twelfth grade single-year dropout RRs suggest that English learners, students who identify as Black/African American, economically disadvantaged students, and students who identify as Hispanic/Latino have nearly double the risk as their comparison groups of dropping out.

**Exhibit 7. Ninth Through Twelfth Grade Single-Year Dropout Risk Ratios, by Student Group, SY 2020.**

Target Group	Target Group Dropout Rate	Comparison Group Dropout Rate	Dropout Risk Ratio
English Learners	7.1%	3.2%	2.2
Black	7.0%	3.4%	2.1
Economically Disadvantaged	5.4%	2.7%	2.0
Hispanic/Latino	5.8%	3.0%	2.0
Pacific Islander	5.9%	3.4%	1.7
American Indian	5.8%	3.4%	1.7
Students With Disabilities	4.8%	3.3%	1.5
Multiple Race	3.6%	3.5%	1.0
Asian	3.1%	3.5%	0.9
White	2.8%	5.5%	0.5

## Single-Year Dropout Rate Detail by District and Charter, School Year 2020

Exhibits 8 and 9 show ninth through twelfth grade single-year dropout rates for each district and charter in the state, for all students and by student group. Data 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 under Data Privacy here: <https://datagateway.schools.utah.gov/>.

Exhibit 8. Ninth Through Twelfth Grade Single-Year Dropout Rate Detail by District, School Year 2020.

	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%	≤5%	≤2%	3%	3%	≤1%	3%	4%	3%
Beaver District	2%		N≤10	N≤10	≤5%	N≤10	2%	4%	≤20%	8%
Box Elder District	4%	≤20%	11-19%	≤20%	8%	11-19%	3%	6%	13%	5%
Cache District	≤1%	≤5%	≤10%	≤5%	3%	≤10%	≤1%	3%	4%	3%
Canyons District	4%	9%	≤5%	3%	7%	6%	4%	7%	8%	5%
Carbon District	2%	N≤10	N≤10	N≤10	3%	N≤10	2%	3%	≤10%	≤2%
Daggett District	≤5%				N≤10		≤5%	≤20%		≤20%
Davis District	2%	3%	6%	≤1%	4%	3%	≤1%	5%	5%	4%
Duchesne District	5%	N≤10	9%	N≤10	6%	N≤10	4%	9%	≤10%	5%
Emery District	2%	N≤10	N≤10	N≤10	≤5%		≤1%	3%	≤20%	3%
Garfield District	≤2%	N≤10	N≤10	N≤10	11-19%		≤2%	3%	≤20%	≤10%
Grand District	5%	N≤10	11-19%	N≤10	≤5%		4%	7%	≤20%	≤5%
Granite District	7%	11%	11%	4%	9%	8%	5%	8%	10%	9%
Iron District	2%	≤10%	15%	≤20%	3%	≤20%	2%	4%	≤5%	4%
Jordan District	3%	6%	≤5%	2%	5%	4%	2%	6%	7%	4%
Juab District	9%	7%	N≤10	31%	18%	≤20%	6%	≤2%		≤2%
Kane District	≤1%	N≤10	N≤10	N≤10	≤20%	N≤10	≤1%	≤2%	N≤10	≤10%
Logan City District	5%	≤10%	≤10%	≤5%	6%	≤20%	4%	5%	13%	9%
Millard District	≤1%		N≤10	≤20%	≤2%	N≤10	≤1%	≤1%	≤5%	≤2%
Morgan District	≤1%	N≤10	N≤10	N≤10	≤10%	N≤10	≤1%	≤5%		≤5%
Murray District	6%	15%	≤20%	≤5%	12%	11-19%	4%	9%	12%	12%
Nebo District	≤1%	≤5%	≤10%	≤5%	3%	≤5%	≤1%	2%	3%	4%
North Sanpete District	5%	N≤10	N≤10	N≤10	13%	N≤10	4%	9%	≤10%	≤5%
North Summit District	2%		N≤10		≤10%	N≤10	≤2%	6%	N≤10	≤10%
Ogden City District	6%	9%	≤10%	≤10%	5%	21-29%	6%	7%	7%	9%
Park City District	2%	≤20%	N≤10	≤5%	5%	N≤10	≤1%	5%	12%	≤2%
Piute District	≤2%	N≤10	N≤10		≤20%		≤5%	≤5%	N≤10	≤20%
Provo District	2%	≤5%	≤5%	≤2%	3%	4%	2%	3%	3%	3%
Rich District	≤2%				N≤10		≤2%	≤5%	N≤10	≤20%
Salt Lake District	7%	10%	14%	4%	8%	7%	5%	9%	10%	9%
San Juan District	2%	N≤10	2%	N≤10	≤5%	N≤10	≤1%	2%	2%	≤2%
Sevier District	3%	N≤10	≤2%	N≤10	11%	N≤10	3%	5%	≤20%	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
<b>South Sanpete District</b>	2%	≤20%	N≤10	N≤10	≤2%	≤20%	2%	2%	≤5%	4%
<b>South Summit District</b>	2%	N≤10	N≤10		≤5%	N≤10	2%	≤5%	≤20%	≤5%
<b>Tintic District</b>	≤5%		N≤10		N≤10		≤5%	≤10%		N≤10
<b>Tooele District</b>	6%	14%	7%	≤10%	6%	12%	5%	8%	5%	6%
<b>Uintah District</b>	4%	N≤10	≤5%	≤20%	6%	N≤10	3%	5%	≤10%	7%
<b>Utah Schools for Deaf &amp; Blind</b>	≤5%	N≤10		N≤10	≤20%	N≤10	≤10%	≤20%		≤5%
<b>Wasatch District</b>	3%	≤20%	N≤10	≤20%	8%	N≤10	2%	6%	3%	5%
<b>Washington District</b>	4%	5%	4%	≤2%	3%	6%	4%	3%	4%	4%
<b>Wayne District</b>	≤2%	N≤10		N≤10	≤20%	N≤10	≤2%	≤10%	N≤10	≤20%
<b>Weber District</b>	3%	3%	7%	≤5%	5%	≤5%	2%	5%	6%	6%
<b>Districts Overall</b>	<b>3%</b>	<b>7%</b>	<b>6%</b>	<b>3%</b>	<b>6%</b>	<b>6%</b>	<b>3%</b>	<b>5%</b>	<b>7%</b>	<b>5%</b>

**Exhibit 9. Ninth Through Twelfth Grade Single-Year Dropout Rate Detail by Charter, School Year 2020.**

	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>American Academy of Innovation</b>	3%	N≤10		N≤10	≤10%		≤2%	≤5%	N≤10	≤5%
<b>American Leadership Academy</b>	≤1%	N≤10	N≤10	≤20%	3%	N≤10	≤1%	≤2%	≤10%	≤5%
<b>American Preparatory Academy</b>	3%	≤10%	N≤10	≤5%	3%	N≤10	4%	3%	4%	≤5%
<b>Ascent Academies of Utah</b>	≤2%	N≤10		N≤10	≤10%		≤5%	≤10%	N≤10	≤10%
<b>Athenian eAcademy</b>	8%				N≤10		9%	≤20%	N≤10	≤10%
<b>Beehive Science &amp; Technology Academy</b>	≤2%	N≤10		≤10%	≤10%	N≤10	≤5%	≤5%	N≤10	≤10%
<b>Capstone Classical Academy</b>	21%				21-29%		20%	≤20%		N≤10
<b>City Academy</b>	7%	N≤10	N≤10	N≤10	≤10%		≤5%	≤5%	≤20%	≤10%
<b>Davinci Academy</b>	2%	N≤10	N≤10	N≤10	≤5%	N≤10	≤2%	≤2%	≤20%	≤5%
<b>Early Light Academy at Daybreak</b>	≤5%	N≤10			N≤10		≤5%	N≤10		≤20%
<b>East Hollywood High</b>	14%	N≤10	N≤10	N≤10	17%	11-19%	12%	16%	11-19%	14%
<b>Fast Forward High</b>	8%	N≤10	N≤10		13%		5%	10%	N≤10	7%
<b>Freedom Preparatory Academy</b>	3%	N≤10	N≤10	N≤10	≤5%	N≤10	4%	≤5%	≤5%	≤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
<b>Hawthorn Academy</b>	≤5%			N≤10	≤20%	N≤10	≤5%	≤20%	N≤10	N≤10
<b>Highmark Charter School</b>	≤5%	N≤10	N≤10	N≤10	N≤10		≤5%	N≤10	N≤10	N≤10
<b>Intech Collegiate Academy</b>	≤2%	N≤10	N≤10	N≤10	≤20%		≤2%	≤5%	N≤10	≤10%
<b>Itineris Early College High</b>	2%	N≤10	N≤10	≤10%	≤2%	N≤10	≤2%	≤5%	≤20%	≤20%
<b>Karl G. Maeser Preparatory Academy</b>	≤1%	N≤10	N≤10	≤10%	≤5%	N≤10	≤1%	≤5%	N≤10	≤5%
<b>Lakeview Academy</b>	≤5%			N≤10	N≤10	N≤10	≤5%	N≤10		≤20%
<b>Leadership Academy of Utah</b>	8%	N≤10	N≤10		≤20%		7%	14%		≤20%
<b>Legacy Preparatory Academy</b>	≤5%	N≤10	N≤10	N≤10	≤20%	N≤10	≤5%	N≤10	N≤10	≤20%
<b>Lincoln Academy</b>	≤5%		N≤10	N≤10	N≤10	N≤10	≤5%	≤20%		N≤10
<b>Lumen Scholar Institute</b>	7%	N≤10	N≤10		≤10%	N≤10	7%	≤20%	N≤10	≤20%
<b>Mana Academy Charter School</b>	≤10%	N≤10			N≤10	≤10%		≤10%	N≤10	N≤10
<b>Maria Montessori Academy</b>	N≤10				N≤10		N≤10	N≤10		N≤10
<b>Merit College Preparatory Academy</b>	3%	N≤10	N≤10	≤20%	≤5%	N≤10	3%	5%	≤20%	≤5%
<b>Mountain Heights Academy</b>	9%	N≤10	N≤10	N≤10	9%	N≤10	9%	13%	N≤10	4%
<b>Mountain West Montessori Academy</b>	≤5%				N≤10		≤10%	N≤10		≤20%
<b>Mountainville Academy</b>	≤10%				N≤10		≤10%	N≤10		N≤10
<b>Navigator Pointe Academy</b>	≤10%			N≤10	N≤10		≤20%	N≤10		N≤10
<b>No. UT. Acad. for Math Engineering &amp; Science</b>	≤1%	≤20%	N≤10	≤5%	≤2%	N≤10	≤1%	≤2%	N≤10	≤10%
<b>North Davis Preparatory Academy</b>	≤5%	N≤10		N≤10	≤10%	N≤10	≤5%	≤10%	N≤10	N≤10
<b>North Star Academy</b>	≤5%			N≤10	N≤10		≤5%	N≤10		N≤10
<b>Ogden Preparatory Academy</b>	5%	N≤10		N≤10	7%		≤10%	≤5%	N≤10	≤20%
<b>Paradigm High School</b>	8%	N≤10		N≤10	15%		7%	11%	N≤10	≤5%
<b>Pinnacle Canyon Academy</b>	≤2%		N≤10		≤10%		3%	3%		≤10%
<b>Providence Hall</b>	3%	N≤10		≤10%	≤5%	N≤10	4%	≤2%	≤20%	≤2%
<b>Quest Academy</b>	≤5%				N≤10		≤5%	N≤10		≤20%
<b>Real Salt Lake Academy High School</b>	5%	≤20%	N≤10	N≤10	7%	N≤10	5%	≤5%	N≤10	≤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
Rockwell Charter High School	≤2%	N≤10	N≤10	N≤10	≤10%		≤2%	≤5%		≤5%
Roots Charter High School	6%		N≤10	N≤10	9%	N≤10	4%	6%	≤20%	≤5%
Salt Lake Center for Science Education	≤2%	N≤10		N≤10	3%	N≤10	≤2%	3%	≤10%	≤10%
Salt Lake School for the Performing Arts	6%	N≤10	N≤10	N≤10	≤20%	N≤10	7%	≤5%	N≤10	11-19%
Spectrum Academy	≤1%	N≤10	N≤10	N≤10	≤10%	N≤10	≤1%	≤2%	N≤10	≤1%
St. George Academy	6%	N≤10	N≤10		≤10%	N≤10	6%	≤10%	N≤10	≤10%
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	≤20%	6%	N≤10	7%	7%	N≤10	≤5%
Syracuse Arts Academy	≤2%	N≤10	N≤10	N≤10	N≤10	N≤10	≤5%	≤10%		≤10%
Terra Academy	4%		N≤10	N≤10	≤10%	N≤10	3%	≤5%		≤10%
Tuacahn High School for the Performing Arts	2%	N≤10	N≤10	N≤10	≤5%	N≤10	2%	≤2%		≤10%
Uintah River High	≤5%		≤5%		N≤10		N≤10	6%		N≤10
Utah Career Path High School	5%	N≤10	N≤10		≤20%		5%	≤10%		8%
Utah Connections Academy	15%	N≤10	N≤10	N≤10	20%	N≤10	14%	21%	N≤10	15%
Utah County Academy of Science	≤1%	N≤10		≤10%	≤2%	N≤10	≤1%	≤2%	≤20%	≤20%
Utah International Charter School	10%	6%		11%	≤20%		30-39%	8%	10%	≤20%
Utah Military Academy	5%	≤20%	N≤10	N≤10	7%	N≤10	4%	5%	7%	6%
Utah Virtual Academy	11%	11-19%	11-19%	≤20%	7%	30-39%	11%	10%	≤20%	≤2%
Vanguard Academy	≤1%				N≤10		≤1%	≤2%		≤20%
Venture Academy	2%	N≤10		N≤10	≤5%	N≤10	≤2%	≤5%	N≤10	≤5%
Walden School of Liberal Arts	≤2%		N≤10	N≤10	≤20%		3%	≤10%	N≤10	≤10%
Winter Sports School	≤2%			N≤10	N≤10		≤2%			
<b>Charters Overall</b>	<b>5%</b>	<b>6%</b>	<b>6%</b>	<b>2%</b>	<b>5%</b>	<b>8%</b>	<b>4%</b>	<b>5%</b>	<b>6%</b>	<b>3%</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 single-year 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 their 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 their expected graduation year, calculated as four years from the start of their 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 2017, then drops out and never returns, will count as a dropout in the single-year dropout rate for SY 2017 and in the cohort dropout rate in SY 2020; however, they will not be counted as a single-year dropout for their tenth, eleventh, and twelfth grade years, since they were never part of the student count for those years. The SY 2020 cohort dropout rate includes students who dropped out and did not return after ninth grade in SY 2017, plus those who dropped out and did not return after tenth grade in SY 2018, eleventh grade in SY 2019, and twelfth grade in SY 2020.

Both the cohort and the single-year dropout rates are important, though for different reasons. The cohort graduation and dropout rates are 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. Students who are single-year dropouts, on the other hand, may return and complete high school; thus, there may not be as strong of 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.