

Date: September 16, 2015

For ACTION \_\_\_\_\_

For INFORMATION  X

Board Agenda: Yes \_\_\_\_\_  
No  X

**FROM:** Jennifer Whitson, Ed.D., Evaluation & Assessment Analyst  
Clinton Page, Chief Accountability Officer

**THROUGH:** Alvin L. Crawley, Ed.D., Superintendent of Schools

**TO:** The Honorable Karen Graf, Chair, and Members of the Alexandria City School Board

**TOPIC:** Postsecondary Student Outcomes Analysis and Benchmark Comparison

**BACKGROUND:**

The National Student Clearinghouse (NSC) tracks data on postsecondary enrollment, progression, and graduation outcome data for T.C. Williams High School graduates and in the last two years has estimated benchmark outcomes school districts can use for comparison purposes. The enclosed report highlights ACPS outcomes compared to similar schools for the relevant measures and also tracks ACPS performance on indicators over time.

**RECOMMENDATION:**

Review the Postsecondary Student Outcomes Analysis and Benchmark Comparison for possible planning, procedural, programmatic, and/or budgetary changes. More specific recommendations are provided within the report.

**IMPACT:**

On average, ACPS postsecondary outcomes exceeded those of similar schools from across the nation; however, they trailed behind higher income, low minority, suburban schools for most benchmarked indicators. Trend data suggest that postsecondary outcomes are generally stable or improving over time. Differences in outcomes are observed for subgroups with some evidence that gaps have narrowed between racial/ethnic groups. The NSC expects to publish benchmarking reports annually and with more data, national trends and ACPS performance relative to those trends will become more evident.

**CONTACT PERSON:** Clinton Page

# **Postsecondary Student Outcomes Analysis and Benchmark Comparison**

**September 2015**

**Department of Accountability**



**ALEXANDRIA CITY PUBLIC SCHOOLS**

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# **Postsecondary Student Outcomes Analysis and Benchmark Comparison**

**September 2015**

**Department of Accountability  
ALEXANDRIA CITY PUBLIC SCHOOLS**

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## Executive Summary

This report reviews National Student Clearinghouse (NSC) data on postsecondary enrollment, progression, and graduation outcome data for T.C. Williams High School graduates from 2007 to 2014. The NSC states that about 98 percent of students enrolled in postsecondary institutions are reflected in their reports but it is important to be mindful that not all institutions provide data to the NSC. The report presents multiyear trend data disaggregated by student demographic and program participation. When available, benchmarking data from similar schools across the nation are provided. ACPS postsecondary outcomes, on average, exceeded those of similar schools across the nation; however, they trailed behind higher income, low minority, suburban schools for most benchmarked indicators.

### Key questions and findings:

1. How many ACPS students continue their education by enrolling in postsecondary, degree-granting institutions?
  - In 2014, 60 percent of ACPS high school graduates enrolled in postsecondary degree-granting institutions by fall 2014, an increase of eight percentage points from 2013.
2. What types of institutions do they attend?
  - From 2007 to 2014 between 30 and 43 percent of ACPS graduates enrolled in four-year institutions. Between 18 and 23 percent of ACPS graduates enrolled in two-year institutions.
  - Most students enrolled in institutions within the state of Virginia with between 38 and 46 percent of graduates enrolling in in-state institutions.
  - Nineteen percent of ACPS graduates between 2007 and 2014 enrolled in Northern Virginia Community College (NOVA) in the fall immediately following graduation. The remaining top 10 institutions were all four-year public Virginia institutions and accounted for 17 percent of ACPS graduates over the same time period.
3. Are there any differences in enrollment or persistence by subgroup?
  - Gaps in postsecondary enrollment align with achievement gaps seen in K-12 education with Hispanic (45%) and Black/African American (57%) students enrolling at a lesser rate compared to White (75%) students in 2014. With that being said these gaps have narrowed by 18 percentage points (Hispanic/White) and 9 percentage points (Black/White) over the past four graduating classes within ACPS.
  - Postsecondary enrollment rates were between 8 and 12 percentage points lower for students enrolled in the Free and Reduced-price Meal program (FARM); between 19 and 31 percentage points lower for special education students; and between 8 and 36 percentage points lower for English Language Learners (ELL).
  - In 2014, 69 percent of females enrolled in postsecondary institutions compared to 52 percent of males. In 2012, the gap between males and females was only two percentage points.
4. How do ACPS' postsecondary enrollment outcomes compare to the nation?
  - ACPS postsecondary enrollment rates exceeded the rates of benchmark schools for all years.
5. What are the progression rates for postsecondary students?

- Ninety-five percent of ACPS graduates who enrolled at four-year institutions returned for a second year of college compared to 73 percent of students at two-year institutions.
6. What are the graduation rates for postsecondary students?
- Between 24 and 28 percent of ACPS graduates earn a postsecondary degree within four years.
  - Within five years, the percentage of ACPS graduates earning a postsecondary degree (two-year or four-year) increased to between 36 and 40 percent.

## **Recommendations**

The enclosed report makes the following recommendations:

- 1) Establish ACPS goals for future year postsecondary outcomes and report out annually on goal attainment.
- 2) In an effort to provide key benchmarks within the K-12 grades, explore additional ACPS and other sourced data that might suggest best or consistent predictors of postsecondary enrollment, progression, and graduation.
- 3) Consider expanded partnerships with NOVA to gain insights on the preparation of ACPS graduates and any data they may have on their post-completion plans.
- 4) Attempt to survey ACPS graduates who appear to have never enrolled in NSC participating institutions to learn about their outcomes and educational plans after high school.

## **Introduction**

Through the National Student Clearinghouse (NSC), ACPS has access to postsecondary enrollment, progression, and graduation outcome data for high school graduates between 2007 and 2014. Based on benchmarking data for other low income, high minority, urban high schools, ACPS postsecondary outcomes, on average, exceeded those of similar schools across the nation; however they trailed behind higher income, low minority, suburban schools for most benchmarked indicators.

## **Background**

The NSC tracks postsecondary outcomes of high school graduates through its StudentTracker<sup>SM</sup> service. ACPS has subscribed to this service for several years and receives reports twice a year on the postsecondary outcomes of T.C. Williams' graduates. The most recent report from December 2014 provides fall enrollment data for the class of 2014 and updated outcomes for the classes of 2007 through 2013.

In addition to these regular reports, starting in 2013 the National Student Clearinghouse Research Center published its first annual High School Benchmarks Report allowing schools and divisions to compare their postsecondary outcomes to similar schools participating in StudentTracker<sup>SM</sup>. Based on demographic and community criteria set within the report ACPS was most familiar to the low income, high minority, and urban group of high schools for benchmarks

Postsecondary outcomes are an additional indicator of secondary school performance beyond student achievement data that impacts the future earnings potential of district graduates. Annual earnings data from 2011 suggest that young adults earning a bachelor's degree earn 50 percent more than those earning only a high school completion credential and 21 percent more than those earning an associate's degree (Aud et al., 2013). Whereas the median annual earnings of full-time, full-year workers ages 25 to 34 were \$44,970 for young adults earning a bachelor's degree, high school completers earned a median income of \$29,950 and young adults earning an associate's degree earned \$37,030. Further, the unemployment rates of young adults who pursue postsecondary education are lower than the rates of those who stop their education with a high school credential. For young adults aged 20 – 24, the unemployment rate in 2012 was three times higher (18 percent) for those who had only completed high school relative to those young adults who had earned a bachelor's degree or higher percent (Aud et al., 2013).

In addition to private economic benefits, higher levels of education are associated with public economic and social benefits. Public economic benefits of higher levels of education include greater levels of productivity, higher rates of consumer spending, increased tax revenues, enhanced workforce preparation, and decreased public expenditures for social services. Public social benefits of higher levels of education include greater civic engagement, higher rates of voting, increased charitable giving and community involvement, and lower public health care costs (National Research Council, 2002).

In this report, enrollment, demographic, persistence, and progression data as well as the most common institutions in which ACPS graduates enroll. Data presented are highlighted information that is current as of December 4, 2014.

Key questions addressed by this report include:

- 1) How many ACPS students continue their education by enrolling in postsecondary, degree-granting institutions?
- 2) What types of institutions do they attend?
- 3) Are there any differences in enrollment or persistence by subgroup?
- 4) How do ACPS' postsecondary enrollment outcomes compare to the nation?
- 5) What are the progression rates for postsecondary students?
- 6) What are the graduation rates for postsecondary students?

## **Data and Methods**

ACPS provides the NSC with a data file containing information on each eligible student from each graduating class. The StudentTracker<sup>SM</sup> service matches these records against the postsecondary enrollment records it receives from participating degree-granting institutions and then summarizes the data into reports provided back to ACPS. At this time, only information on degree-granting programs is available but the NSC is working on adding information on certificate programs for possible future reporting.

Not all postsecondary institutions provide enrollment data to the NSC. According to their website, about 98 percent of students enrolled in postsecondary institutions are represented in the StudentTracker<sup>SM</sup> reports. The list of participating postsecondary institutions was 7,669. Some students enrolled in institutions that do not participate with the NSC may appear as “not enrolled” although it is expected that this limitation would not change the overall findings or patterns identified in this report.

In the High School Benchmarks Report, results were reported for twelve different categories of public non-charter high schools. Based on set criteria, the low income, high minority, urban high school category is the appropriate benchmark group for ACPS. Low income schools were defined as schools where at least 50 percent of the students were eligible for a free or reduced-price lunch (FRL). T.C. William's FRL population was 61 percent during 2013-14<sup>1</sup>. High minority schools were defined as schools where at least 40 percent of the students were black or Hispanic. In 2013-14, 70 percent of high school students in ACPS were black or Hispanic<sup>2</sup>. Urbanicity was defined by the National Center for Education Statistics (NCES) urban-centric locale code. ACPS is coded as a midsize city and fits in the urban category. Where benchmark data are available, the enclosed data figures and narrative present this information to help contextualize ACPS' outcomes.

The High School Benchmarks Report included schools from all 50 states and from the majority of the 100 largest districts in the U.S. More than a quarter of high school graduates are represented in the High School Benchmarks Report sample. The schools represented are not from a nationally representative sample of schools or high school graduates. Participating schools are more likely to have higher proportions of low income and minority students and

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<sup>1</sup> 2013 fall membership report, VDOE <http://bi.vita.virginia.gov>

<sup>2</sup> 2013 fall membership report, VDOE <http://bi.vita.virginia.gov>

more often are from urban locales. This means that there were more schools in the sample that were similar to ACPS which improves the validity of the benchmark sample.

## Results

### ACPS Postsecondary Enrollment Rates

Postsecondary enrollment rate data for the first fall following graduation are provided for the graduating classes of 2007 through 2014 in **Figure 1**. In the first fall after high school graduation, between 52 and 62 percent of ACPS graduating students enrolled in postsecondary degree-granting institutions participating in StudentTracker<sup>SM</sup>. The ACPS enrollment rate exceeded the NSC benchmark by seven percentage points for the class of 2012 and by one percentage point for the class of 2013. If assuming the average of these two benchmark enrollment rates is representative of earlier cohort enrollment rates, in all years ACPS exceeded the benchmark for similar high schools. To provide a range within the NSC report, higher income, low minority, suburban high schools saw the highest enrollment rates at 73 percent for the class of 2013. By way of comparison, the national immediate college enrollment rate for 2011 based on NCES data was 68 percent for all students (15 percentage points above the enrollment rate for ACPS); 52 percent for low-income families (1 percentage point below the enrollment rate for ACPS); and 82 percent for high-income families (Aud et al., 2013).

**Figure 2** distinguishes student postsecondary enrollment between two-year and four-year institutions. Across the eight years of data, between 18 and 23 percent of graduating students enrolled in two-year institutions and between 30 and 43 percent of graduating students enrolled in four-year institutions. As was displayed in the benchmark data in Figure 1, ACPS had a larger percentage of its graduates enrolled in postsecondary institutions compared to similar institutions. For the most recent year of comparative data (2012), 36 percent of ACPS graduates enrolled in four-year institutions compared to 30 percent for the benchmark and 23 percent of graduates enrolled in two-year institutions compared to 22 percent for the benchmark. Assuming the benchmark of 30 percent of graduates attended four-year institutions held for all years, ACPS had a higher percentage of graduates attending four-year institutions. Thirty-nine percent of high school graduates attended four-year institutions in the most recent data for the class of 2014, an increase of nine percentage points from the previous year. Nationally (based on NCES 2011 data), 26 percent of high school completers enrolled in two-year institutions and 42 percent enrolled in four-year institutions (Aud et al., 2013).

Enrollment demographic information is provided in Figures 3 through 5. **Figure 3** displays the postsecondary enrollment rates separately for males and females. A higher percentage of female graduates enrolled in postsecondary institutions during the first fall immediately following graduation compared to male graduates. As can be seen in the figure, the gap appears to be widening for the graduating classes of 2013 and 2014. Whereas the gap in 2012 was only two percentage points, in 2014 the gap widened to seventeen percentage points. Postsecondary enrollment by race and ethnicity is presented in **Figure 4**. Consistent with other student outcomes in the division, enrollment rates are highest for white students followed by Asian students. Hispanic/Latino students have the lowest postsecondary enrollment rates during the first fall immediately after graduation. In terms of the special populations highlighted in **Figure**

5, postsecondary enrollment rates are lower for low income students (41 to 52 percent), special education students (21 to 40 percent), and English language learners (ELL; 24 to 45 percent) compared to the group total of 52 to 60 percent. No specific trend line is apparent in these data across years. It is possible that postsecondary enrollment rates for ELL students may be on a decline although data are currently missing for the class of 2012 so this possible downward trend pattern may not hold with complete data. The Department of Accountability will work to address this data omission for the class of 2012 in future reporting efforts.

Additional information is provided in Tables 1 and 2 which presents enrollment by institution type and location (in- versus out-of-state). Between 43 and 50 percent of ACPS graduates attended public institutions across the eight cohorts (**Table 1**). Most students enrolling in postsecondary institutions stayed within Virginia (between 38 and 46 percent of graduates) compared to less than 20 percent enrolling out-of-state (**Table 2**). **Figure 6** summarizes these data in a bar chart using the percentage of postsecondary enrollment as opposed to percentage of high school graduates as presented in Tables 1 and 2.

The NSC tracks postsecondary enrollment at the first fall, first year, and first two years following graduation. **Figure 7** shows how enrollment rates increased for each of these corresponding time periods post-graduation. Between the first fall and first year, the increase in enrollment rates has been between five and seven percentage points. The increase in enrollment between the first year and second year following graduation has been between five and eight percentage points. In five of the six years presented, 70 percent or more of ACPS graduates have enrolled in postsecondary institutions within two years of graduating. From the NSC benchmark data, ACPS enrollment rates within two years of graduation met or exceeded rates of similar schools across all years. In 2010 and 2011, the benchmark was 65 percent<sup>3</sup>.

### **ACPS Persistence and Progression Rates**

In addition to initial enrollment rates, persistence is an important intermediate outcome to the ultimate completion goal. NSC tracks first to second year (freshman to sophomore) persistence. **Figure 8** displays ACPS' rate along with the benchmark data. The persistence rates of ACPS graduates are higher than the benchmark with between 84 and 90 percent of enrolled students continuing their postsecondary education into the second year. With the assumption that the benchmark has been relatively stable at 79 percent for the years where no benchmark data are available, ACPS graduates exceeded the benchmark by no less than four percentage points.

Persistence is higher at four-year institutions relative to two-year institutions as is displayed in **Figure 9**. Ninety-five percent of ACPS graduates who enrolled at four-year institutions returned for a second year of college compared to 73 percent of students at two-year institutions. For both types of institutions, ACPS high school graduates exceeded the most recent benchmarks for graduates of other high minority, low income, urban high school graduates. ACPS' persistence rates are in the top quartile of schools included in the NSC benchmark report among similar

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<sup>3</sup> Based on student-weighted totals. NSC weighted the totals by the size of each school's graduating class to help place the results into context.

schools<sup>4</sup>. Among higher income, low minority, suburban schools, the persistence rate is 89 percent overall; 94 percent at four-year institutions; and 78 percent at two-year institutions.

Disaggregated persistence rates are presented in **Figure 10** for various subpopulations within ACPS for the class of 2011. Persistence among the various subpopulations varies between 68 percent for special education students and 98 percent for Asian students. Unlike the enrollment patterns, persistence rates are similar for black/African American, Hispanic, and low income students varying only between 80 and 82 percent. Persistence is strong for ELL students at 91 percent which is very close to the persistence pattern for white students at 92 percent.

**Figures 11 through 14** show how ACPS graduates progress from enrollment to completion outcomes. Data are presented for the cohorts with four or more years of progression data. Within four years, between about 24 and 28 percent of ACPS graduates graduate with some postsecondary degree (two-year or four-year). From these data, we are not able to determine whether or not students graduate from a two-year institution, then enroll in a four-year institution, and graduate with a four-year degree. Within five years, the percentage of graduates increased to between about 36 and 40 percent. Between about 17 and 20 percent of ACPS graduates once enrolled in postsecondary institutions are no longer enrolled and did not graduate within four years. Another 21 to 26 percent of ACPS graduates never appear to have enrolled, at least to the extent that the NSC has a record of them enrolling in a participating degree-granting institution. Some of these students may have enrolled in trade schools or certificate programs not currently captured by the NSC and some may enter directly into the labor market or military, for example.

### **Most Common Institutions of Enrollment**

The NSC provides a rank ordering of the most common institutions of enrollment. **Table 3** displays the NSC data and also adds to it an indicator of the percentage of graduating students attending these institutions to further add context. The largest proportion of graduating ACPS students first enrolled in Northern Virginia Community College (NOVA) with 19 percent of the graduating classes of 2007 through 2014 enrolling. The rest of the top 10 institutions were Virginia public four-year institutions. Combined, the enrollment at these institutions was 17 percent of the graduating classes from the same time period.

## **Recommendations**

The following recommendations are made:

- 1) Establish ACPS goals for future year postsecondary outcomes and report out annually on goal attainment. Review data with high school counselors and administrators to discuss data and develop an action plan. Relative to similar high schools, ACPS postsecondary enrollment, persistence, and completion rates are slightly above national averages but work remains. Gaps in postsecondary outcomes for subgroups suggest that these should be areas of focus. Data included in this report along with the NSC benchmark reports

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<sup>4</sup> Page 16, Table 4a.



may suggest future target goals for postsecondary enrollment, persistence and completion.

- 2) In an effort to provide key benchmarks within the K-12 grades, explore additional ACPS and other sourced data that might suggest best or consistent predictors of postsecondary enrollment, progression, and graduation. Academic performance, social adjustment in elementary grades, parental involvement, parental and student expectations, and truancy are some factors recently found to be important for college attendance and/or degree completion among Chicago students above and beyond sociodemographic factors (Ou and Reynolds, 2014). Additional data on key predictors could then be used to provide key benchmarks that can be used formatively while students are in ACPS.
- 3) Consider expanded partnerships with NOVA to gain insights on the preparation of ACPS graduates and any data they may have on their post-completion plans. Arlington Public Schools (APS) already has a formal partnership with NOVA along with businesses, local organizations, and parents to better prepare students (APS, n.d.). With such a large percentage of ACPS students attending NOVA, certain patterns may emerge that would provide insight into the trajectory and preparation of an important proportion of ACPS students for postsecondary education. For example, data from the Office of Institutional Research, Planning, and Assessment (2012) include indicators of college readiness from various placement tests. Data on enrollment and college readiness might inform partnership activities that could improve outcomes for ACPS graduates enrolling in NOVA. Some additional questions that might be addressed include: what percentage of ACPS students graduate from NOVA within three years and what percentage of ACPS graduates transfer to four-year institutions before or after earning a NOVA degree?
- 4) Consider tracking students who never enrolled to gain more insight into postsecondary outcomes for these graduates. (i.e. Did they attend non-participating institutions, certificate programs, or trade schools? Did they enter directly into the job market or other?) On average, about a quarter of ACPS graduates do not appear in the StudentTracker<sup>SM</sup> postsecondary enrollment reports. Knowing more about the outcomes of these graduates could help inform school personnel as to the needs of this group and how better to prepare them for postsecondary transitions. President Obama has called on all Americans, “to commit to at least one year of higher education or post-secondary training” and he has also set a goal for America to, “again have the highest proportion of college graduates in the world” (The White House, 2012). Tracking this segment of graduates would provide a clearer picture of the outcomes of all ACPS graduates, not just those who attend two-year or four-year institutions.

## References

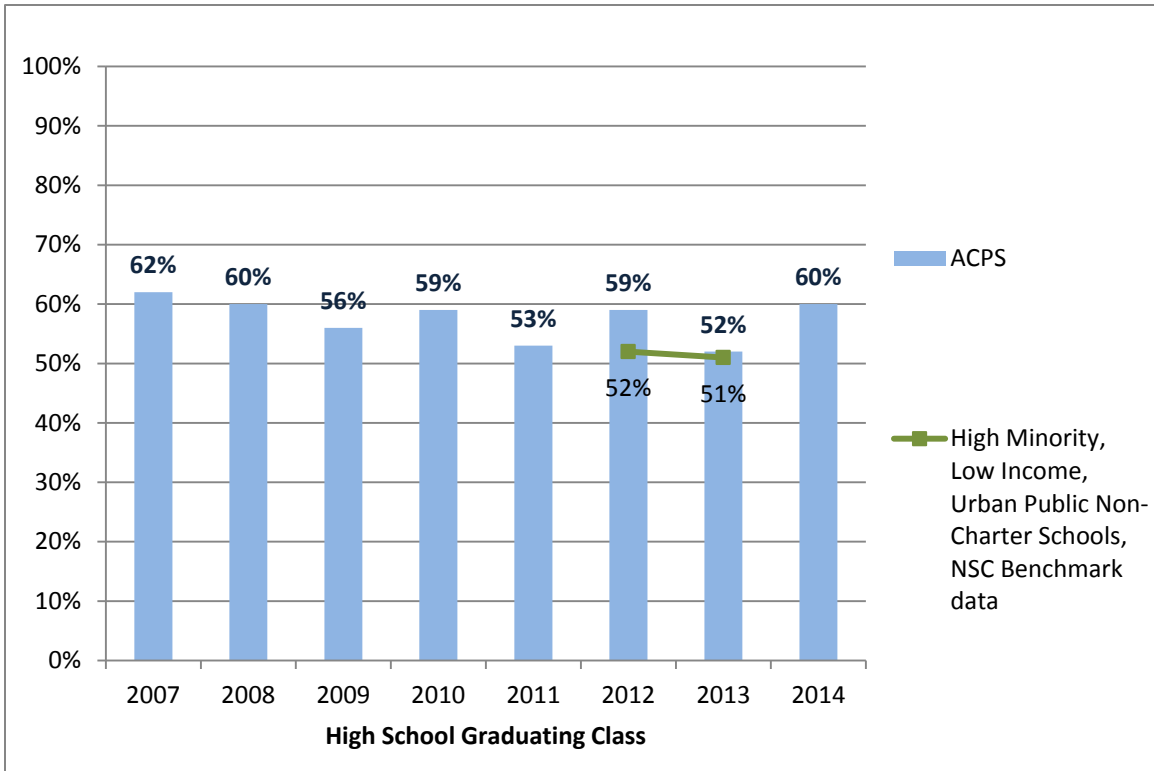
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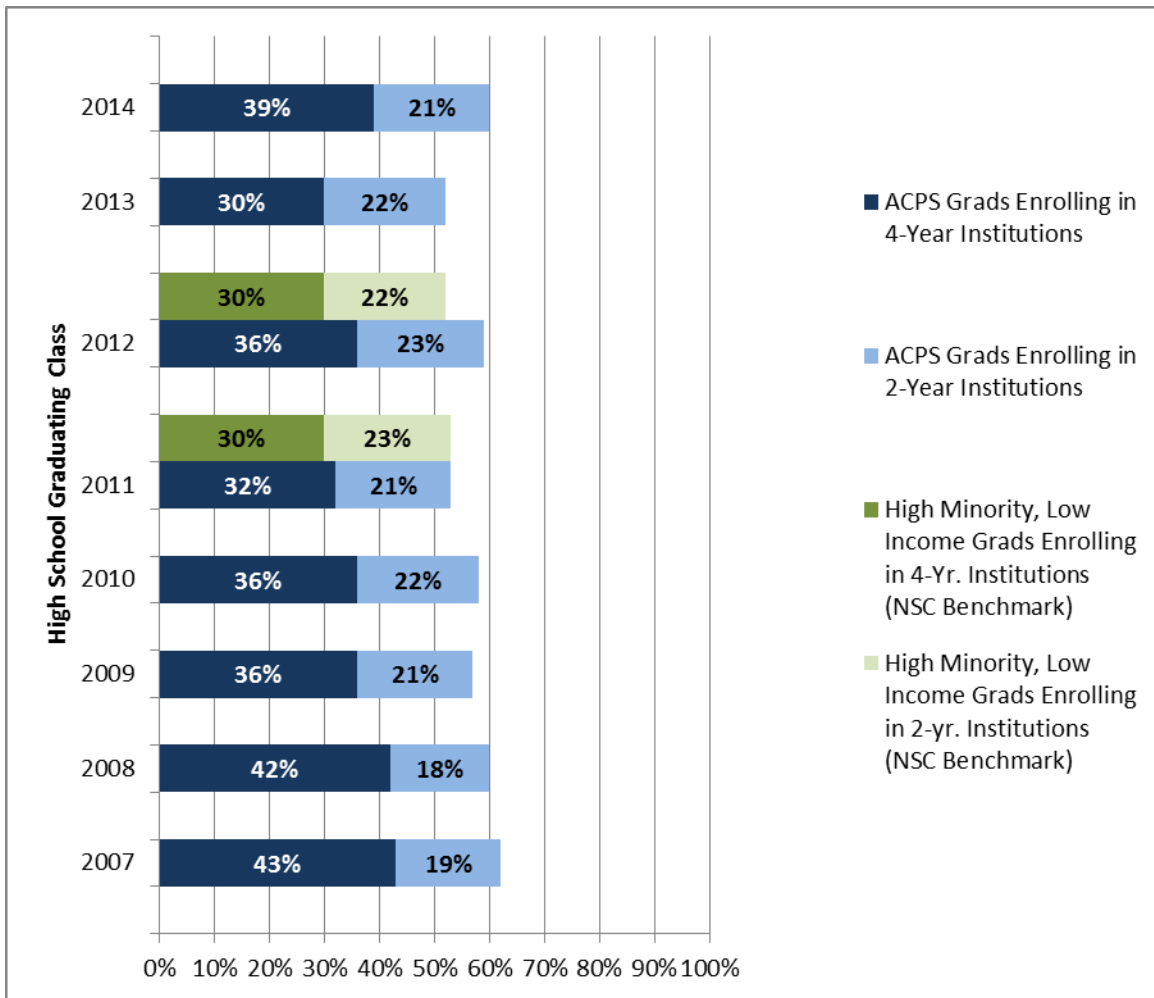
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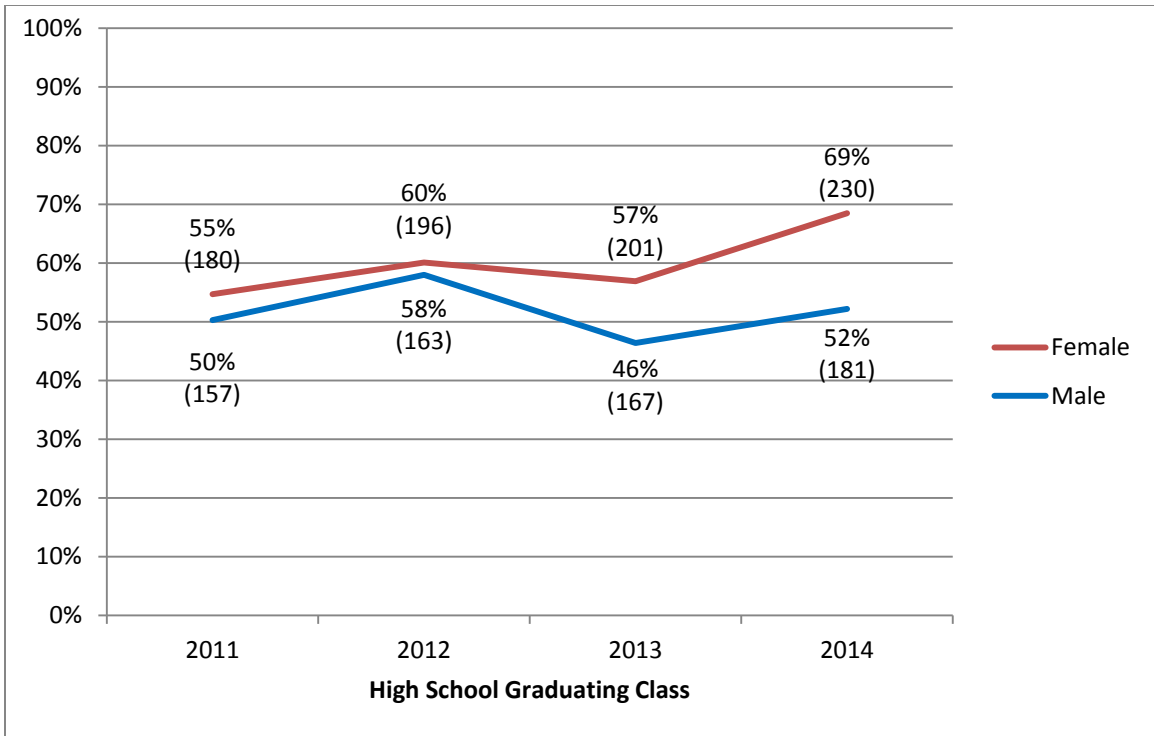
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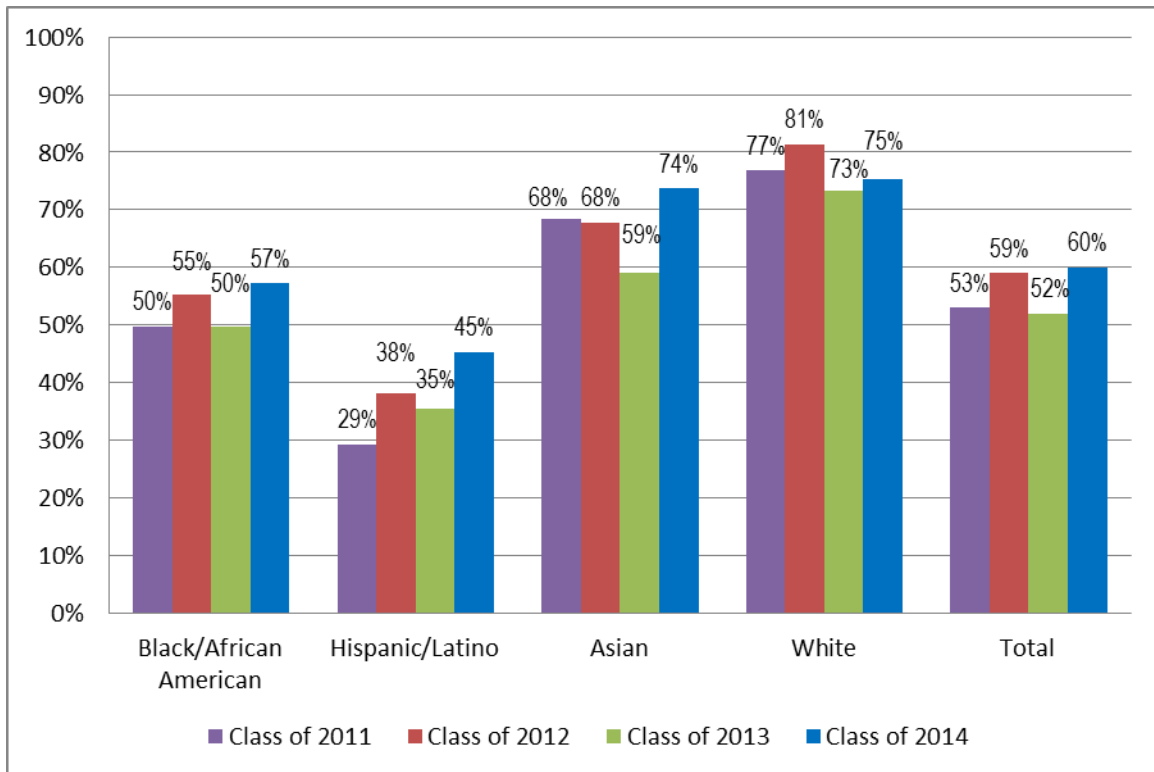
**Figure 1. ACPS College Enrollment Rates in the First Fall after High School Graduation**



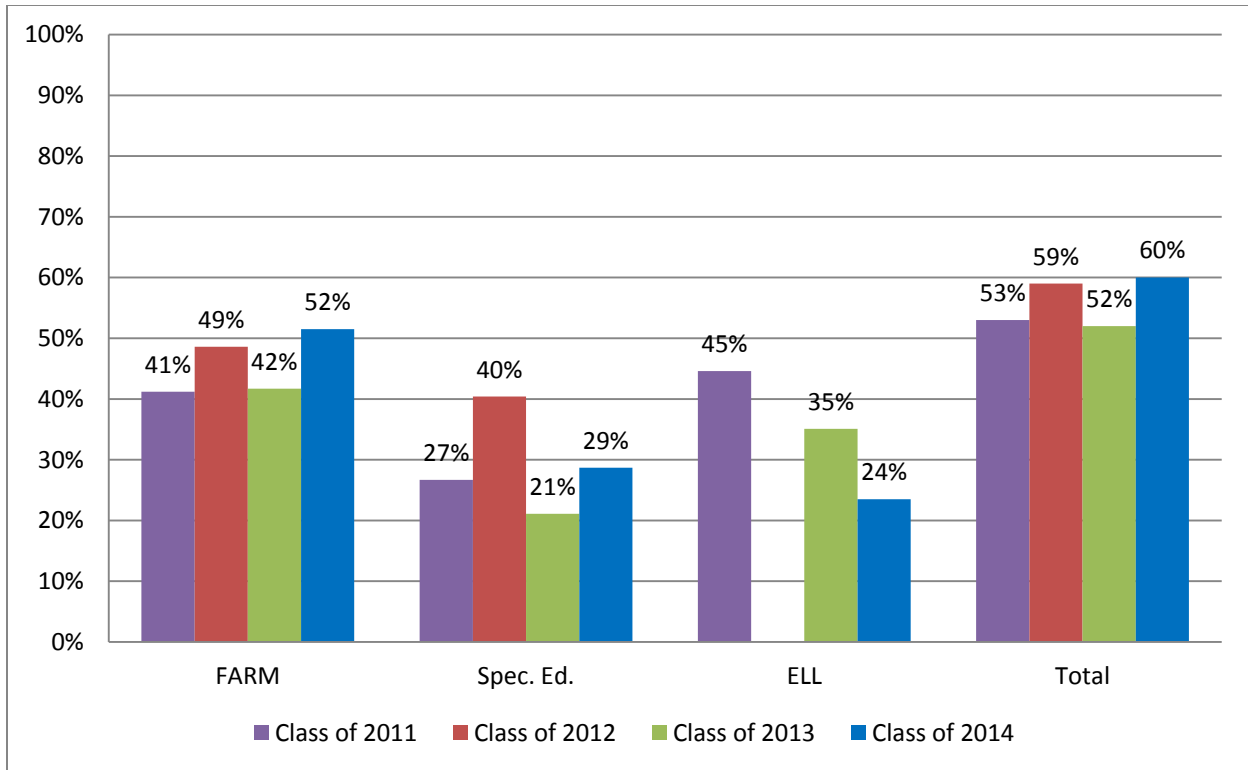
**Figure 2. Distribution of Student Enrollment in College the Fall Immediately after High School by Institutional Level: ACPS Relative to National Benchmark Data**



**Figure 3. Postsecondary Enrollment during the First Fall Immediately After High School Graduation by Gender: ACPS**



**Figure 4. Postsecondary Enrollment during First Fall Immediately After High School Graduation by Race/Ethnicity: ACPS**



Note: No disaggregated ELL data were provided in 2012

**Figure 5. Postsecondary Enrollment during First Fall Immediately After High School by Special Populations: ACPS**

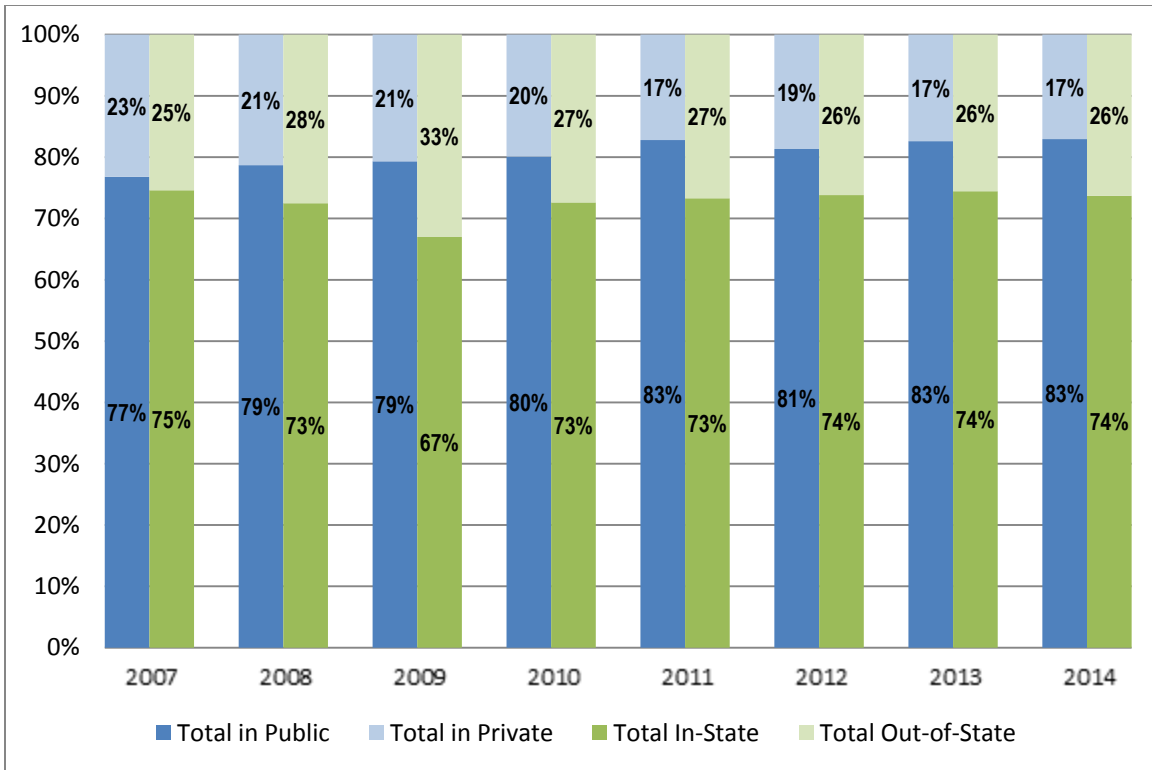
**TABLE 1**  
**Alexandria City Public Schools**  
**Postsecondary Enrollment by Institution Type (First Fall Following Graduation)**

	High School Graduating Class Year															
	2007		2008		2009		2010		2011		2012		2013		2014	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Total in Public	245	47%	266	47%	257	45%	278	47%	279	44%	292	48%	304	43%	341	50%
Total in Private	74	14%	72	13%	67	12%	69	12%	58	9%	67	11%	64	9%	70	10%
Total Enrolled	319	62%	338	60%	324	56%	347	59%	337	53%	359	59%	368	52%	411	60%
<b>Total in Class</b>	<b>516</b>	<b>100%</b>	<b>561</b>	<b>100%</b>	<b>575</b>	<b>100%</b>	<b>591</b>	<b>100%</b>	<b>641</b>	<b>100%</b>	<b>607</b>	<b>100%</b>	<b>713</b>	<b>100%</b>	<b>683</b>	<b>100%</b>

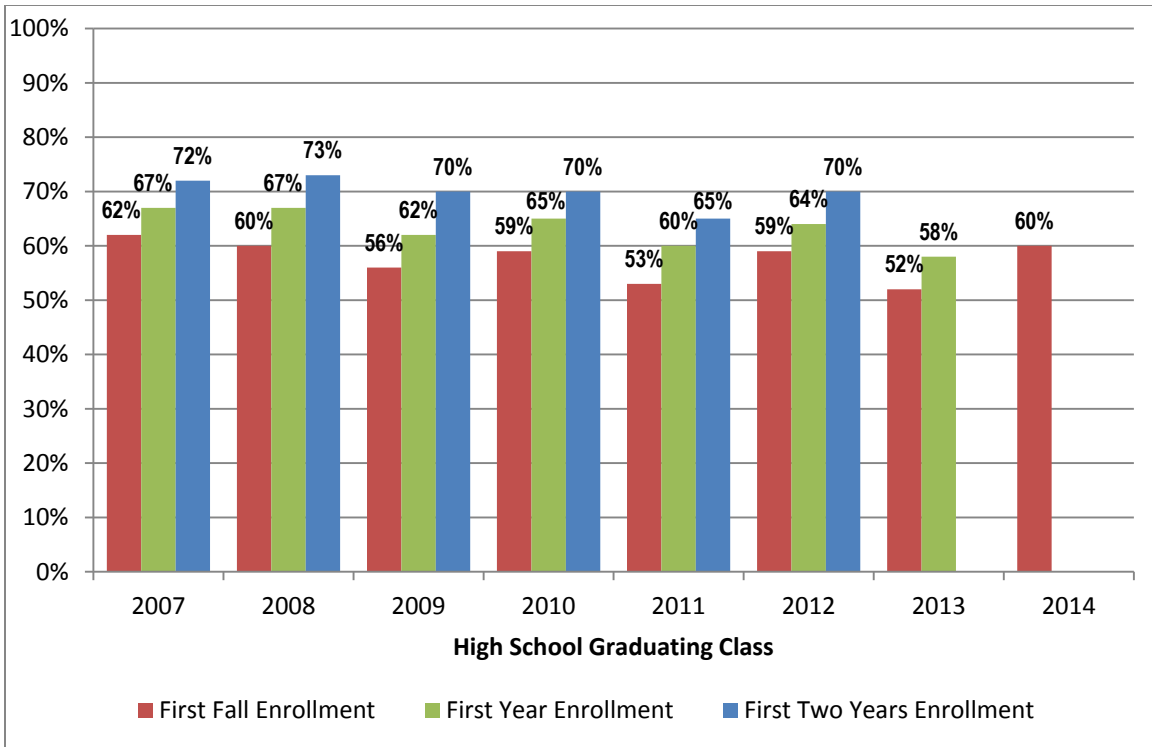
**TABLE 2**  
**Alexandria City Public Schools**  
**Postsecondary Enrollment by Institutional Location (First Fall Following Graduation)**

	High School Graduating Class Year															
	2007		2008		2009		2010		2011		2012		2013		2014	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Total In-State	238	46%	245	44%	217	38%	252	43%	247	39%	265	44%	274	38%	303	44%
Total Out-of-State	81	16%	93	17%	107	19%	95	16%	90	14%	94	15%	94	13%	108	16%
Total Enrolled	319	62%	338	60%	324	56%	347	59%	337	53%	359	59%	368	52%	411	60%
<b>Total in Class</b>	<b>516</b>	<b>100%</b>	<b>561</b>	<b>100%</b>	<b>575</b>	<b>100%</b>	<b>591</b>	<b>100%</b>	<b>641</b>	<b>100%</b>	<b>607</b>	<b>100%</b>	<b>713</b>	<b>100%</b>	<b>683</b>	<b>100%</b>

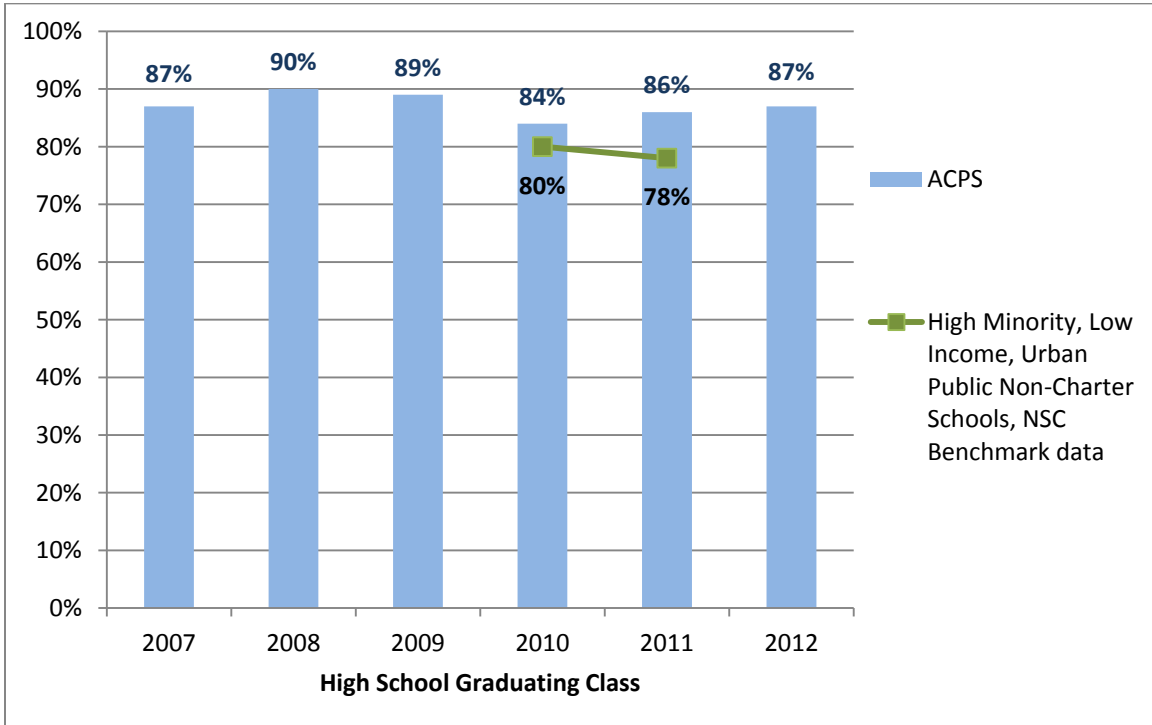




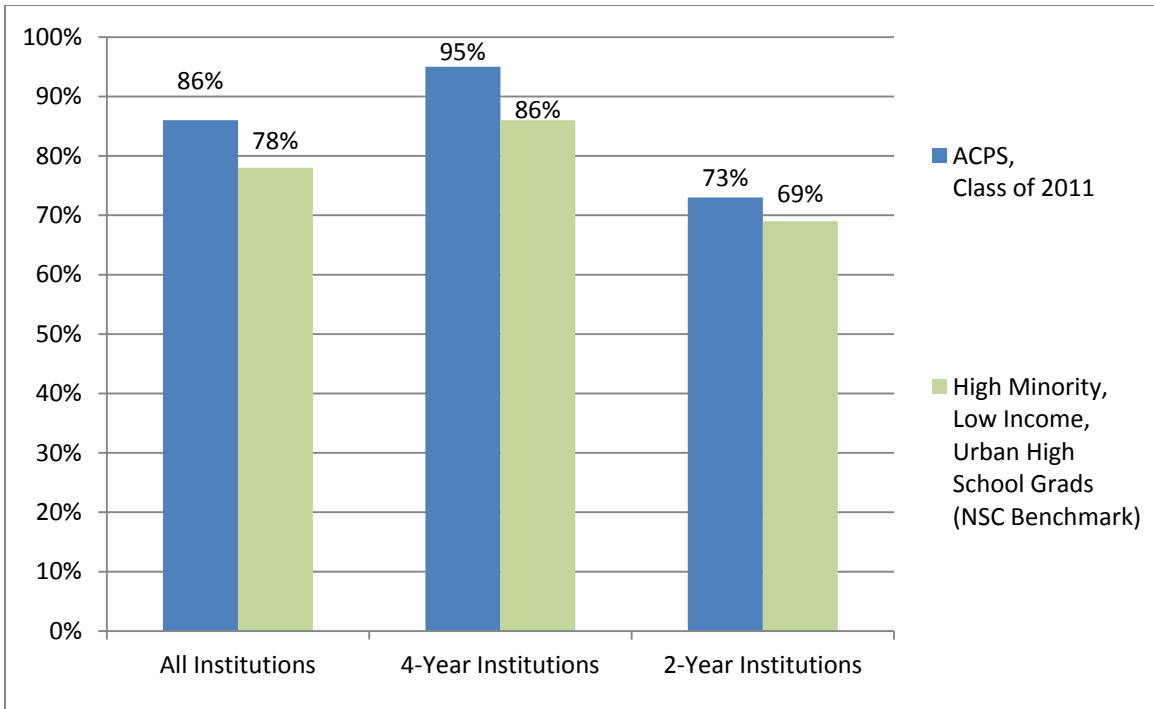
**Figure 6. Percent of ACPS Total Enrolled Postsecondary Students by Institution Type and Location.**



**Figure 7. Percent of ACPS Students Enrolled in College During the First Fall, First Year, and First Two Years following Graduation**

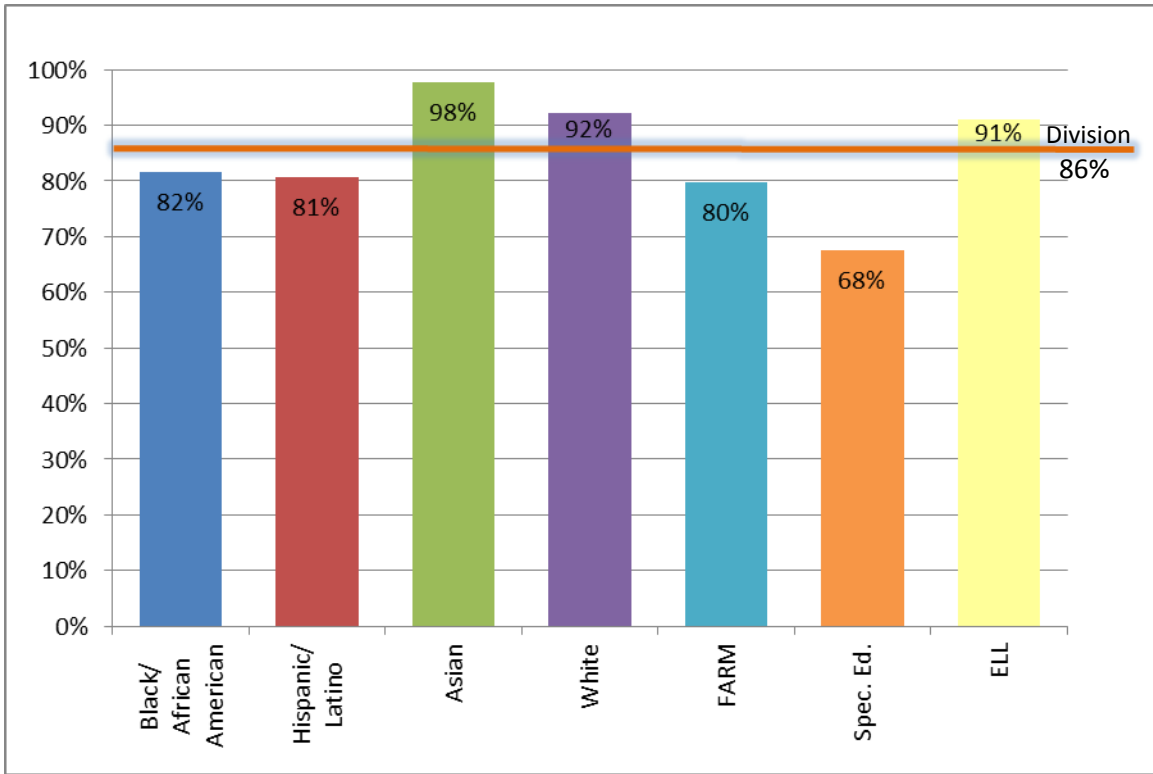


**Figure 8. ACPS Persistence Rates from First to Second Year of College (Freshman to Sophomore Persistence)**

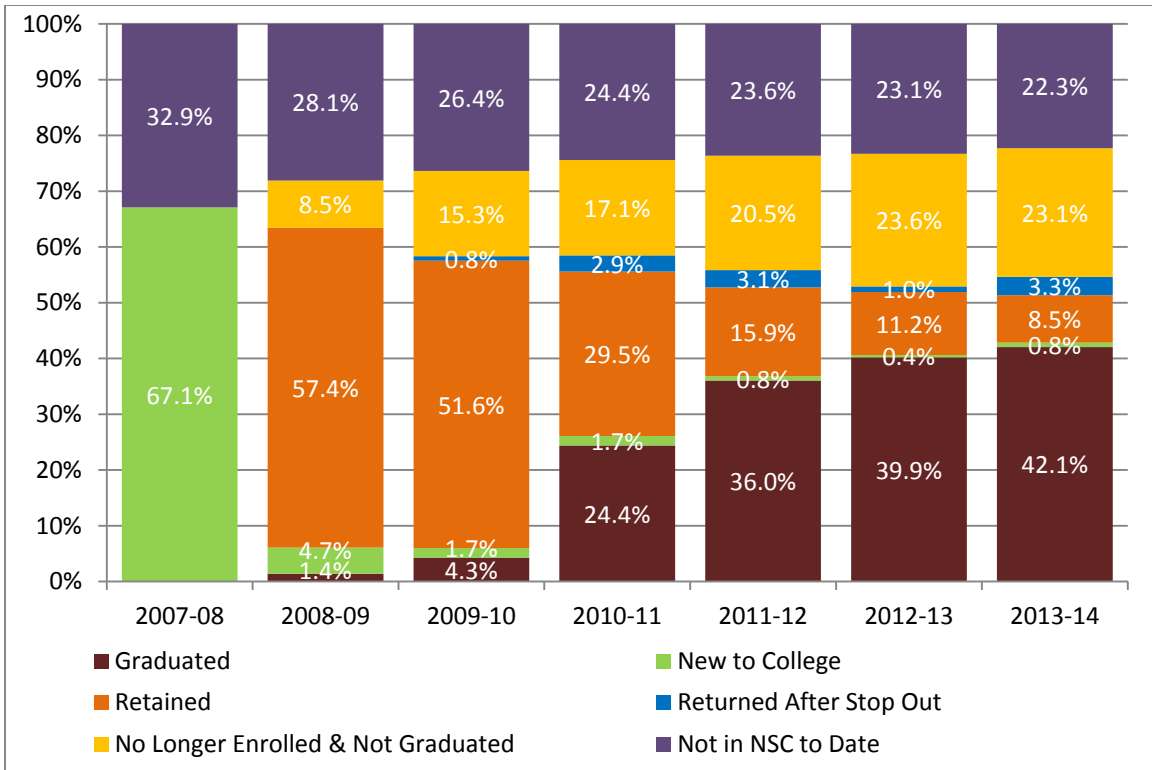


Note: Benchmark data based on student-weighted totals

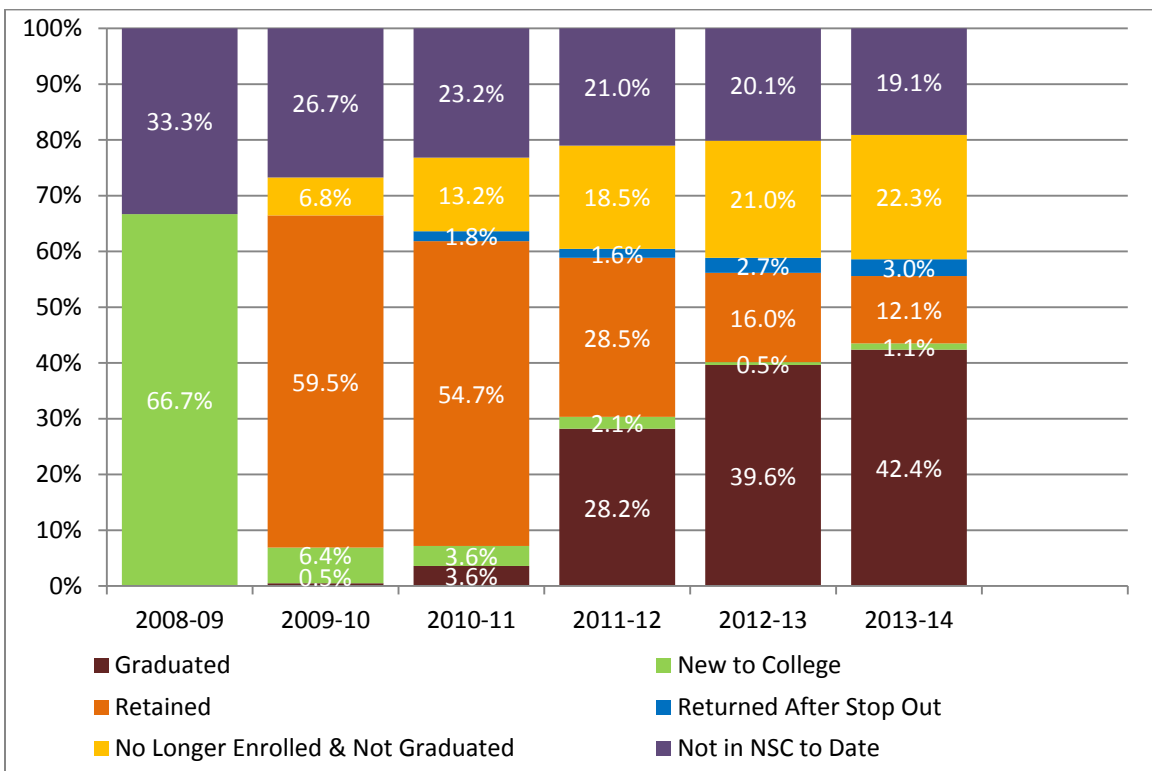
**Figure 9. Persistence Rates from First to Second Year of College for ACPS Class of 2011**



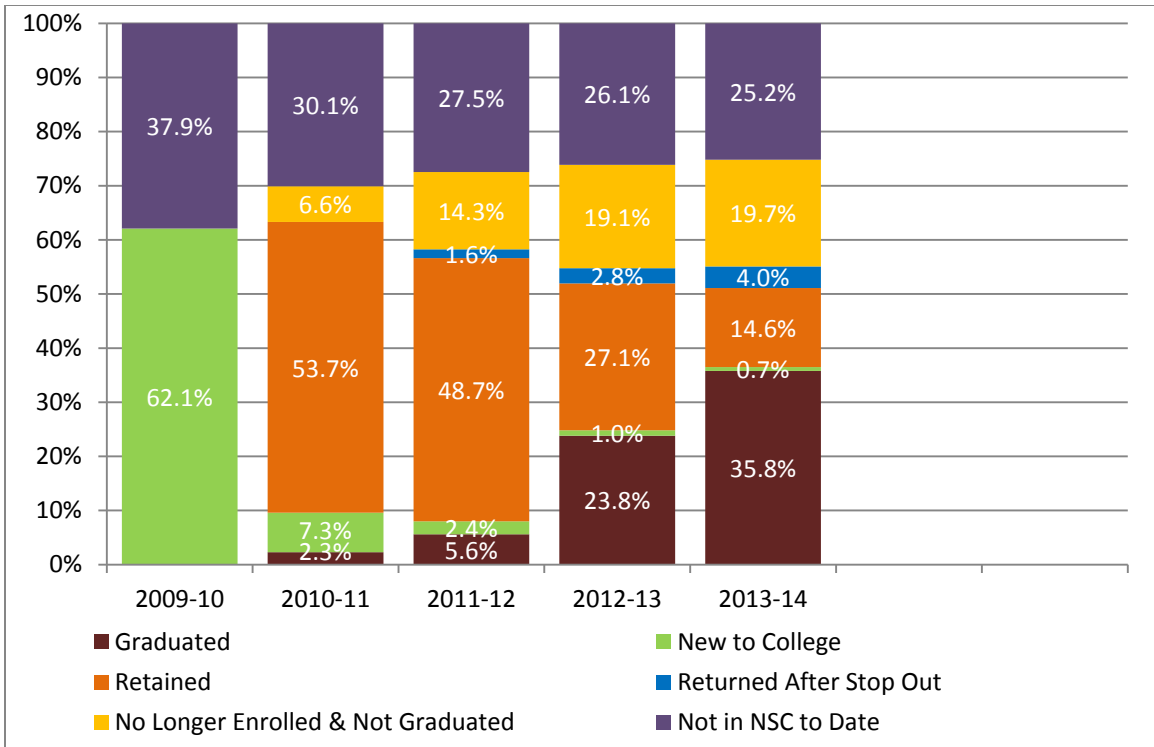
**Figure 10. Persistence Rates from First to Second Year of College for ACPS Class of 2011 by Population**



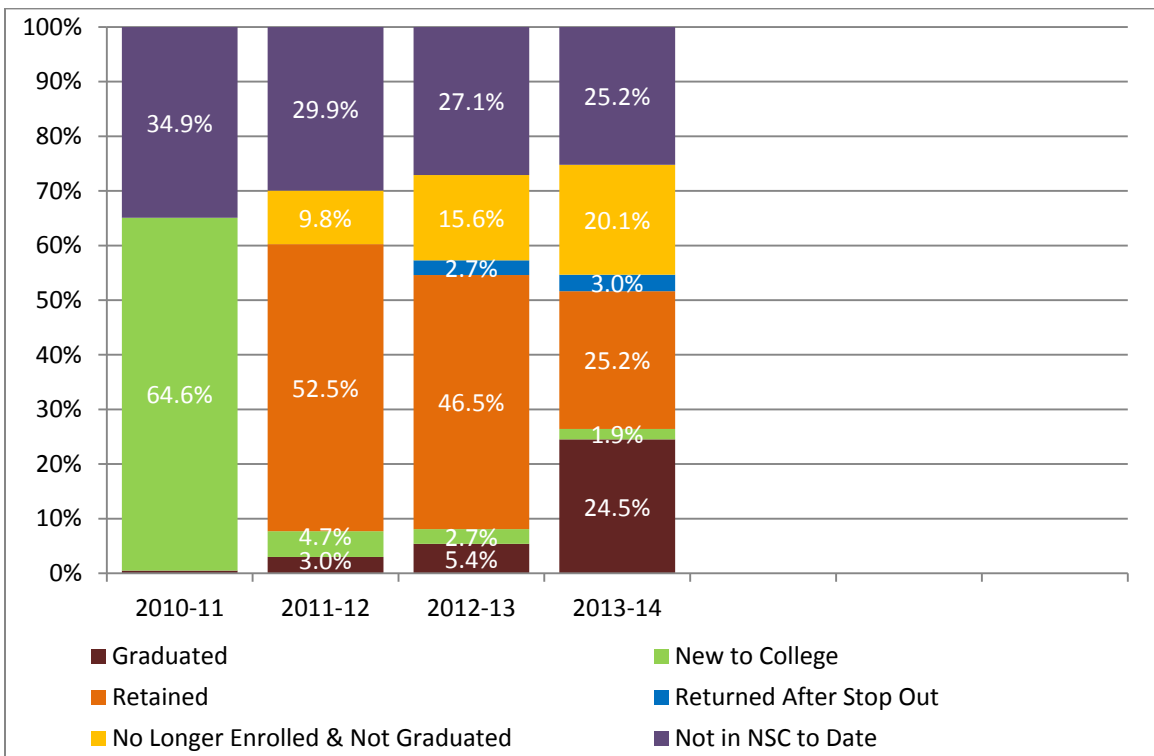
**Figure 11. ACPS Class of 2007 Postsecondary Enrollment and Progress**



**Figure 12. ACPS Class of 2008 Postsecondary Enrollment and Progress**



**Figure 13. ACPS Class of 2009 Postsecondary Enrollment and Progress**



**Figure 14. ACPS Class of 2010 Postsecondary Enrollment and Progress**

**TABLE 3.**  
**Alexandria City Public Schools**  
**Most Common Institutions of Enrollment in the Fall Immediately following High School**  
**Graduation for All Classes 2007-2014 by Number of Students**

Name	Rank	State	Level	Type	Total	Total %
NORTHERN VIRGINIA COMMUNITY COLLEGE	1	VA	2-year	Public	917	19%
VIRGINIA COMMONWEALTH UNIVERSITY	2	VA	4-year	Public	158	3%
UNIVERSITY OF VIRGINIA	3	VA	4-year	Public	139	3%
OLD DOMINION UNIVERSITY	4	VA	4-year	Public	97	2%
VIRGINIA POLYTECH AND STATE UNIV	5	VA	4-year	Public	97	2%
GEORGE MASON UNIVERSITY	6	VA	4-year	Public	87	2%
JAMES MADISON UNIVERSITY	7	VA	4-year	Public	73	1%
VIRGINIA STATE UNIVERSITY	8	VA	4-year	Public	71	1%
COLLEGE OF WILLIAM & MARY	9	VA	4-year	Public	45	1%
UNIVERSITY OF MARY WASHINGTON	10	VA	4-year	Public	42	1%
MARYMOUNT UNIVERSITY	11	VA	4-year	Private	33	1%
RADFORD UNIVERSITY	12	VA	4-year	Public	32	1%
NORFOLK STATE UNIVERSITY	13	VA	4-year	Public	26	1%
RICHARD BLAND COLLEGE	14	VA	2-year	Public	25	1%
WEST VIRGINIA UNIVERSITY	15	WV	4-year	Public	22	<1%
CHRISTOPHER NEWPORT UNIVERSITY	16	VA	4-year	Public	21	<1%
LONGWOOD UNIVERSITY	17	VA	4-year	Public	20	<1%
UNIVERSITY OF VA'S COLLEGE AT WISE	18	VA	4-year	Public	18	<1%
JOHNSON & WALES UNIVERSITY	19	RI	4-year	Private	17	<1%
PENNSYLVANIA STATE UNIVERSITY	20	PA	4-year	Public	17	<1%
FERRUM COLLEGE	21	VA	4-year	Private	16	<1%
VIRGINIA UNION UNIVERSITY	22	VA	4-year	Private	14	<1%
HOWARD UNIVERSITY	23	DC	4-year	Private	11	<1%
RANDOLPH-MACON COLLEGE	24	VA	4-year	Private	10	<1%
UNIVERSITY OF PITTSBURGH	25	PA	4-year	Public	10	<1%