

RESEARCH BRIEF

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High School Profile – Falls Church City Public Schools: 2015-16

This Research Brief is part of a series of high school profile reports that present key demographic and college readiness statistics for each of the high schools in NOVA's service area. NOVA's service area includes the following jurisdictions: Alexandria City, Arlington County, Fairfax County, Falls Church City, Loudoun County, Manassas City, Manassas Park City, and Prince William County. This Research Brief pertains to the Falls Church City Public Schools (FCCPS) division. The definitions below provide an overview of the statistics that are presented in this Brief.

Number of Graduates and Completers: Public high school and graduate completer data are collected on an annual basis during the fall. Graduates include those who received a diploma (standard, advanced studies, special, modified standard, or general achievement). Completers may receive a certificate, such as the General Educational Development (GED) Certificate. The data was retrieved from the Virginia Department of Education High School Graduates and Completers Report: <http://www.doe.virginia.gov>.

The following definitions were retrieved from the Virginia Department of Education (VA DOE) <http://schoolquality.virginia.gov>:

Enrollment and Demographics: Includes the number of students enrolled at each high school and key demographic information such as gender and race composition of the student body.

SAT Scores: Presents average SAT scores in each SAT section (critical reading, math, and writing) at the high school (College Board), public school division (College Board), and state levels ([VA DOE](#)).

Standards of Learning (SOL): The SOLs describe the Commonwealth's expectations for student learning. Virginia high school students are assessed in reading, writing, math, science, and history. The proportion of students who successfully passed standards of learning assessments are presented at the high school, public school division, and state levels.

Absenteeism: A student is considered chronically absent if he or she misses two or more instructional days per month (18 days, or 10 percent of a 180-day school year) regardless of whether the absences are excused or unexcused. According to the U.S. DOE, a student who is chronically absent in any year between eighth and twelfth grade is seven times more likely to drop out of school. This report presents the proportion of students who were chronically late. Data is presented at the high school, public school division, and state levels.

Free and Reduced Meal Eligibility: Students from families with incomes at or below 130 percent of the poverty level are eligible for free meals. Those between 130 percent and 180 percent of poverty level are eligible for reduced-price meals, for which students can be charged no more than 40 cents for lunch and 30 cents for breakfast. The proportion of free and reduced meal-eligible students is presented at the high school, public school division, and state levels.

Advanced Placement Course Enrollment and Test Taking: Advanced Placement (AP) courses are created by the College Board and offer college-level curricula and examinations to high school students. American colleges and universities may grant placement and course credit to students who obtain high scores on the examinations. The more challenging a student's high school curriculum, the more likely they are to persist at a post-secondary institution.¹ AP course enrollment is presented at the high school, public school division, and state levels.

Dual Enrollment: Dual Enrollment is an enrichment opportunity that allows high school students to earn college credits while still being enrolled in high school. Studies show that students who acquire college credits while in high school are more likely to graduate and continue their education beyond high school. The rate of dual enrollment is presented at the high school, public school division, and state levels.

On-time Graduation Rate within Four Years: On-time graduates are students who earn high school diplomas within four years of entering the ninth grade. The on-time graduation rate is presented at the high school, public school division, and state levels.

Postsecondary Enrollment: Postsecondary enrollment shows the number and percent of Virginia high school graduates who enrolled in an institution of higher education within sixteen months of graduating from high school in 2013-14. The postsecondary enrollment rate is presented at the high school, public school division, and state levels.

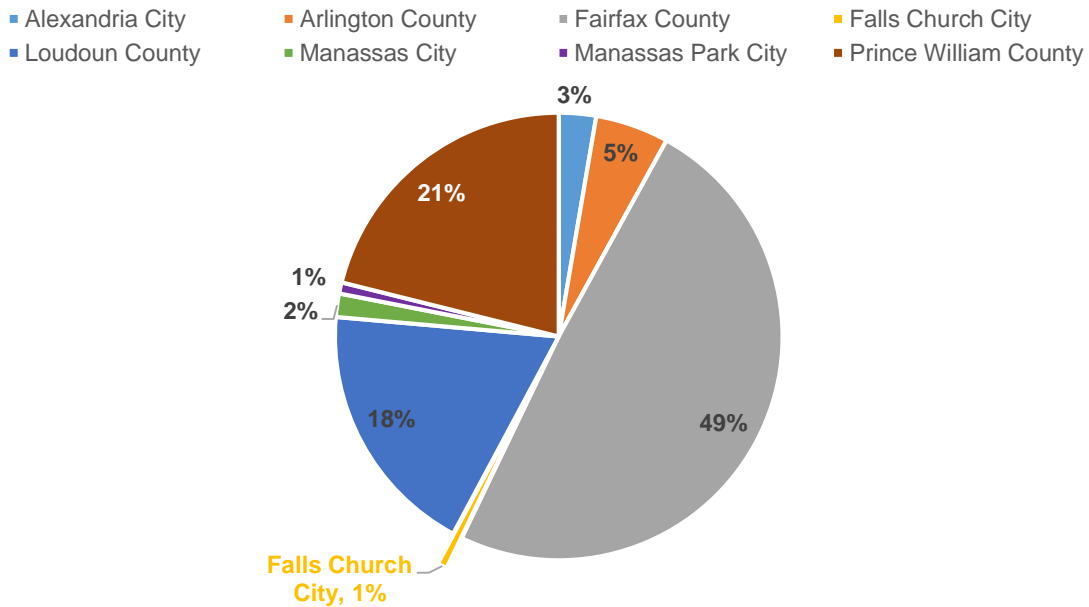
¹ Warburton, E. C., Bugarin, R., & Nunez, A. M. (2001). Bridging the Gap: Academic Preparation and Postsecondary Success of First-Generation Students. Statistical Analysis Report. Postsecondary Education Descriptive Analysis Reports.

Inter-Division Snapshot

Graduates and Completers

In 2015-16, there were 27,243 graduates and completers in NOVA's service area. Falls Church City Public Schools (FCCPS) generated about 1 percent of these graduates.

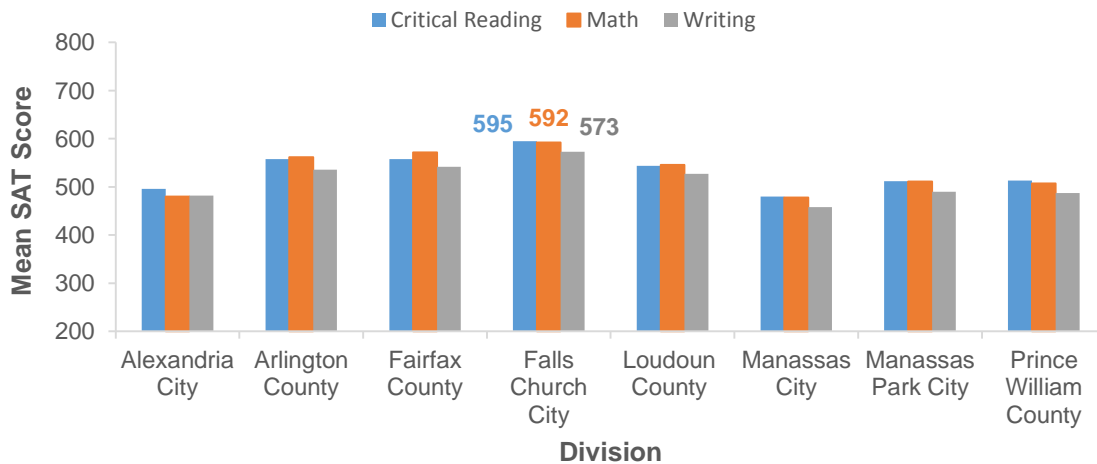
Figure 1. Graduates and Completers in NOVA's Service Area by Division: 2015-16



Mean SAT Scores

In NOVA's service area, FCCPS students had the highest average SAT scores in 2016. Average SAT scores across all sections were higher than the state averages (see Figure 7: Critical Reading – 516, Math – 513, Writing – 493).

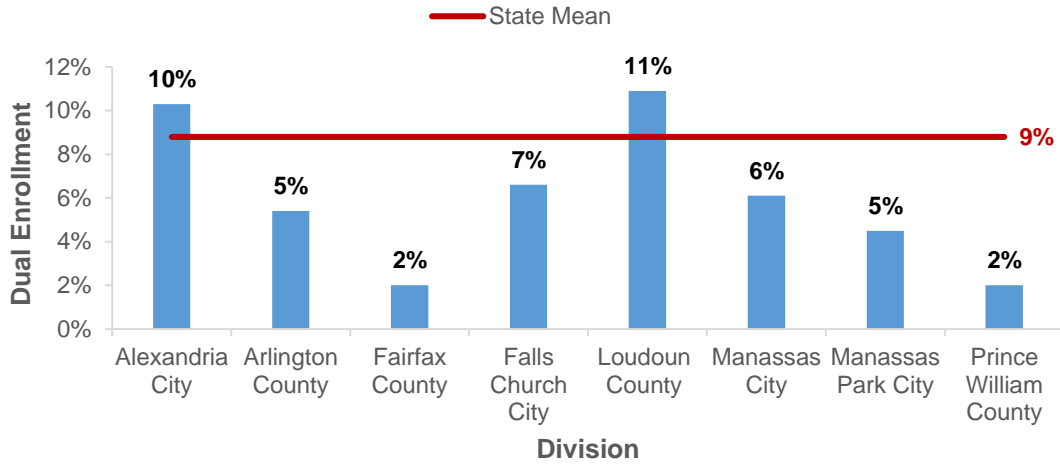
Figure 2. Mean SAT Scores by Division: 2016



Dual Enrollment

In Virginia, 9 percent of students were dual enrolled in 2015-16. The FCCPS division had a lower proportion of students dual enrolled in 2015-16 (7 percent).

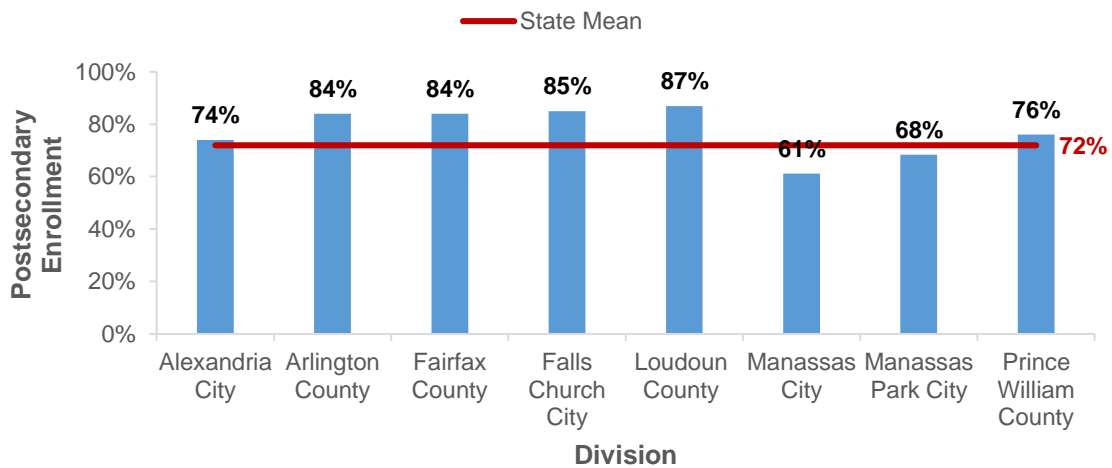
Figure 3. Proportion of Dual Enrollment Students by Division: 2015-16



Postsecondary Enrollment

Postsecondary enrollment pertains to the proportion of high school graduates who enrolled at a two- or four-year institution within sixteen months of graduating. Statewide, 72 percent of the 2013-14 graduate cohort enrolled at a postsecondary institution by 2016. In the FCCPS division, the postsecondary enrollment rate was 85 percent.

Figure 4. Rate of Postsecondary Enrollment by Division: 2013-14 Graduate Cohort



Falls Church City Public Schools

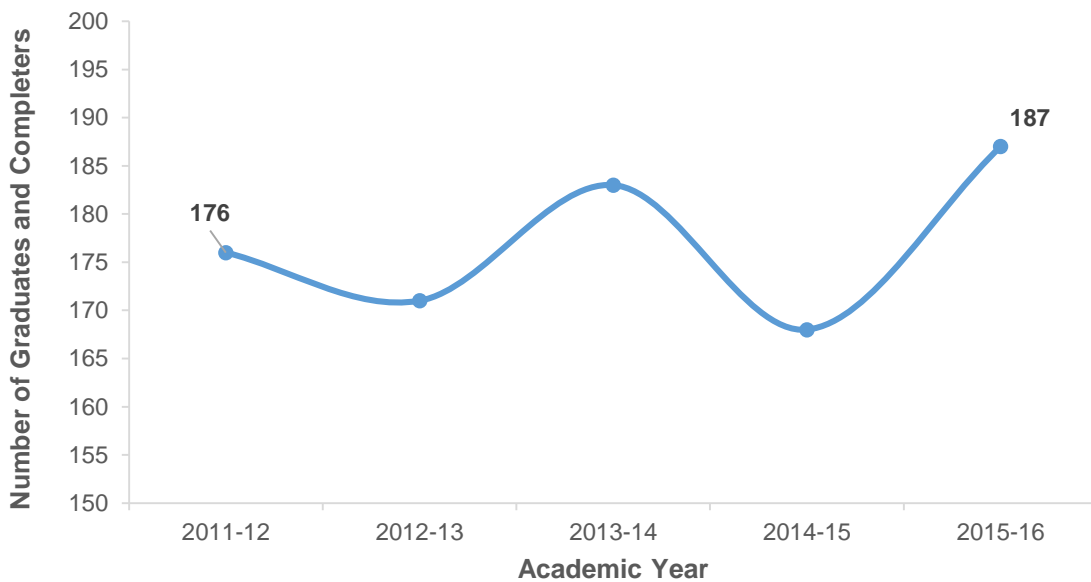
George Mason is the only high school in the Falls Church City Public Schools (FCCPS) system. The number of high school graduates and completers increased by 6 percent from 2011-12 to 2015-16.

George Mason High School is a majority White school (65 percent) at which students performed well above state average on Standards of Learning in 2015-16 (up to 16 percentage points higher). The school has a low absentee rate (8 percent compared to 11 percent for the state) and a relatively high rate of enrollment in advanced courses (28 percent compared to 21 percent for the state).

**Table 1. Falls Church City Public Schools Graduates and Completers by High School:
2011-12 through 2015-16**

| High School | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | Change from 2011-12 |
|--------------|---------|---------|---------|---------|---------|------------------------|
| George Mason | 176 | 171 | 183 | 168 | 187 | 6.3% |

**Figure 5. Falls Church City Public Schools Graduates and Completers:
2011-12 through 2015-16**



School: George Mason High School

**Table 2. George Mason High School Graduates and Completers:
2011-12 through 2015-16**

| High School | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | Change from 2011-12 |
|--------------|---------|---------|---------|---------|---------|---------------------|
| George Mason | 176 | 171 | 183 | 168 | 187 | 6.3% |

Table 3. George Mason High School Student Enrollment by Gender: 2015-16

| High School | HS Enrollment 2015-16 | Male | | Female | |
|--------------|-----------------------|------|-------|--------|-------|
| | | # | % | # | % |
| George Mason | 786 | 389 | 49.5% | 397 | 50.5% |

Figure 6. George Mason High School Student Enrollment by Race/Ethnicity: 2015-16

■ White
 ■ Black
 ■ Hispanic
 ■ Asian
 ■ American Indian
 ■ Two or More Races

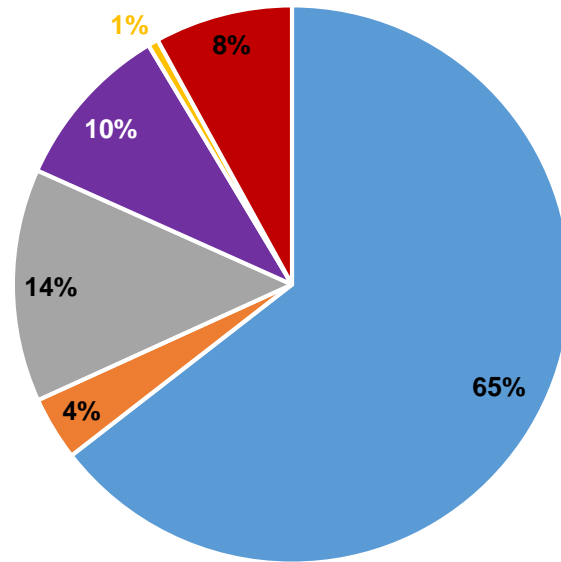


Figure 7. George Mason High School Students' Mean SAT Scores: 2016

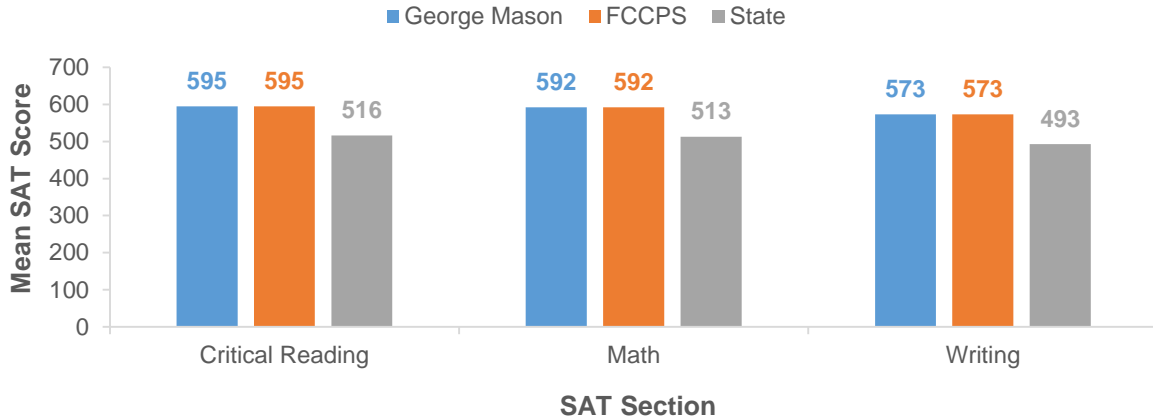


Table 4. George Mason High School Students' Virginia Standards of Learning (SOL) Assessments: 2015-16

| Subject | Passed (Proficient or Advanced Levels) | | |
|---------|--|----------------------------------|-------|
| | George Mason | Falls Church City Public Schools | State |
| Reading | 96% | 93% | 80% |
| Writing | 92% | 91% | 77% |
| Math | 88% | 89% | 80% |
| Science | 94% | 92% | 83% |
| History | 94% | 94% | 86% |

Table 5. George Mason High School Student Characteristics: 2015-16

| Characteristics | George Mason | Falls Church City Public Schools | State |
|---|--------------|----------------------------------|-------|
| Students Absent for >10% of School Year | 7.7% | 3.9% | 11.1% |
| Free and Reduced Meal Eligibility | - | 6.2% | 41.9% |
| Advance Placement Course Enrollment | 28.1% | 28.1% | 21.3% |
| Advance Placement Test Taken | 28.0% | 28.0% | 16.4% |
| Dual Enrollment | 6.6% | 6.6% | 8.8% |
| On-Time Graduation Rate within Four Years | 99.5% | 99.5% | 91.4% |
| Postsecondary Enrollment* | 85.0% | 85.0% | 71.9% |

*2013-14 Graduate Cohort's Postsecondary Enrollment