

One in Ten DePaul Freshmen from Chicago Public Schools

In fall 2015, Chicago Public School (CPS) graduates accounted for 11 percent (287 students) of the freshman class.

A larger percentage of CPS students had 3.5 or higher incoming GPAs than non-CPS students (76 percent vs. 54 percent), while a lower proportion had ACT scores 24 or higher (45 percent vs. 69 percent).

Thirty-nine percent of DePaul's CPS freshmen came from selective CPS high schools, 36 percent from neighborhood schools, 10 percent from charter schools, 8 percent from magnet schools, and 7 percent from other school types.

Compared to other DePaul freshmen, a higher

proportion of CPS students came from families where neither parent has a bachelor's degree (71 percent vs. 30 percent), and from low income families based on Pell-Eligibility (64 percent vs. 25 percent). Nearly half (48 percent) of CPS freshmen at DePaul are Hispanic/Latino and 14 percent are African-American, compared to the non-CPS rates of 13 and 6 percent, respectively.

The proportion of students who return to DePaul in their second year* is similar for CPS and non-CPS students (83 percent vs. 84 percent). The proportion of CPS students who graduate within four years (46 percent) is 14 percentage points lower than other DePaul freshmen (60 percent). By the six-year mark, however, graduation rates are within 4 percentage points.

2015 Profile of DePaul Freshmen from CPS vs. Non-CPS Schools

Color highlighted if difference is greater than 5% (blue = higher, red = lower)

		CPS (n=287)	Non-CPS (n=2,232)
Race/Ethnicity	White	22%	64%
	Hispanic/Latino	48%	13%
	Asian/Pacific Islander	9%	8%
	African American	14%	6%
	Other	2%	5%
	Multiracial	4%	4%
Gender	Male	47%	43%
Parent Education	First Gen	71%	30%
Family Income	Pell-Eligible	64%	25%
HS GPA	3.5+	76%	54%
ACT	24+	45%	69%
1st Yr Retention	Retained	83%	84%
4 Yr Graduation	Graduated	46%	60%
6 Yr Graduation	Graduated	69%	73%

Source: IRMA Final Enrollment Reports

*Note: Retention and Graduation data includes only full-time, degree seeking freshmen from the 2009, 2011 and 2014 cohorts.

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