



Evaluation of Project Discovery Post-Secondary Education Access Program

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Executive Summary

Project Discovery has been providing its post-secondary-education access programming for nearly three decades. Currently the program is administered through 19 partner agencies throughout the Commonwealth of Virginia. This evaluation assesses multiple aspects of Project Discovery's programming to determine the effect of program activities on its central emphases:

- Participants' (students and parents) attitudes toward and understanding of the avenues that lead to post-secondary education.
- Students' readiness to apply to a post-secondary institution.
- Students' likelihood to enroll in a post-secondary institution.
- Students' likelihood to earn credit in a post-secondary institution within 16 months of high school graduation.

In addition, this evaluation considers Project Discovery's influence on students' likelihood of graduating with a college degree.

Analysis of the program unfolded in two phases in accord with the program's logic model. Phase one examined the impact of Project Discovery curriculum and program activities on the attitudes of participants. Phase two examined the educational outcomes of Project Discovery participants in comparison to peer groups in the Commonwealth of Virginia and nationally.

Findings from attitudinal analysis:

Drawing from pre- and post-survey data of Project Discovery students and their parents, analysis indicates that the program has a positive impact on knowledge of and attitudes related to the following:

- Understanding the benefit of post-secondary education.
- Process of applying to a post-secondary institution.
- Availability of resources to help pay for post-secondary education.

Findings from State & National Comparisons:

Project Discovery (PD) participants enrolled in college at a higher rate than their at-risk peers – both in Virginia and nationally – for the high-school graduating classes of 2010, 2011, and 2012.

- 66% of the 2010 PD cohort enrolled in college within 16 months while 59% of at-risk students did so across Virginia as a whole.
- 66% of the 2011 PD cohort enrolled in college within 16 months while 59% of at-risk students did so across Virginia as a whole.
- 64% of the 2012 PD cohort enrolled in college within 16 months while 56% of at-risk students did so across Virginia as a whole.
- Nationally, under half of potential first-generation college students enroll in college within 16 months – but 63% of the first-generation students served by Project Discovery did so.

Project Discovery (PD) participants also graduated from college at a higher rate than their at-risk peers across the United States.

- Nationwide, 37% of enrolled first-generation students with low incomes earn a degree within six years.
- In the 2010 PD cohort of first-generation, low-income participants that just completed its sixth year beyond high school, 45% of these students attained a degree.
- Furthermore, although only five years have passed for the 2011 PD cohort, 42% of those at-risk students have already attained a degree.

This report concludes by proposing a new monitoring and evaluation plan. It is recommended that Project Discovery implement an even more detailed evaluation plan to examine more directly the causal linkages between activities at the local level and desired program outcomes. An additional annual survey can be conducted to gather data on a few dynamics that are not currently measured systematically – such as the level of collaboration and communication between program staff and local school-based personnel. This evaluation effort can be bolstered by the creation and maintenance of an expanded database that brings together information from multiple sources.

Overview of Project Discovery

Project Discovery is a post-secondary access program currently offered through 19 Partner Agencies throughout Virginia in grades 6 to 12. Project Discovery encourages students to stay in and graduate high school and provides resources and tools for students to successfully make the transition to post-secondary education.

For nearly three decades Project Discovery has worked with thousands of students in the Commonwealth of Virginia. Currently offered through 21 local programs, Project Discovery assists students from predominantly low to moderate-income households and/or, potential first generation post-secondary education attendees. Stressing the importance of education to these students, Project Discovery, through its partner agencies, provide workshops to improve basic skills (e.g., study skills, time management, financial planning, etc.) and assist students with the process of completing applications (admission and financial aid) to post secondary institutions.

Project Discovery believes that hardworking, meritorious students should not be deprived of an opportunity to attend college simply because of a lack of funding. The programs vision is to see that every student graduate from high school and every student who has the desire and demonstrates the ability, be able to attend post-secondary education.

Purpose of Report

This evaluation of Project Discovery's post secondary access program uses data collected by the program itself as well as available state and federal level data and data from the National Student Clearinghouse. Data has been compiled and analyzed to determine the effect of programming activities on:

- Participant's (students and parents) attitudes and understanding of the avenues that lead to post secondary education.
- Students readiness to apply to a post secondary institution
- Students likelihood to enroll in a post secondary institution
- Students likelihood to earn credit in a post secondary institution within 16 months of high school graduation
- Students likelihood to graduate from a post secondary institution within six years of high school graduation

To examine these questions the evaluation encompassed two elements of analysis. One phase involved entering survey responses from program participants and their caregivers into a database allowing for investigation of changes in their understanding of the college application process, resources available, and attitudes and behaviors concerning the possibility of pursuing post secondary education opportunities. The second phase involved benchmarking the results of Project Discovery participants to state and national level data in relation to enrollment in post secondary education, credit attainment, and graduation. Additionally the report includes a proposed evaluation and monitoring plan that builds on the logic of Project Discovery's programming and current data collection efforts of Project Discovery.

Participant Survey

The survey data was input into an Excel spreadsheet with each combination of pre and post program survey's serving as a uniquely identified observation. The data was then coded into SPSS analytics software, and tests were run in order to best measure changes in attitude. Data analysis is presented below based on questions or composites of questions analyzed.

Student and Parent Attitudes

Question 2 on both the parent and student survey read

Q2 –student: “When you think about going to college, would you say that you are: *Undecided, A little serious, Serious, Very serious*”

Q2- parent: “When you think about your son or daughter going to college, would you say that you are: *Undecided, A little serious, Serious, Very serious*”

Both questions were coded as follows: 1=Undecided 2=A little serious 3=Serious 4=Very serious.

Results

Statistical test: paired T-test

- P-value for students (.000) is statistically significant at the .1 level
- P-value for parents (.061) is statistically significant at the .1 level

Students and parents attitudes towards the possibility of attaining a post-secondary education.

College Knowledge

Question 3 on the Student and Parent survey read:

Q3-student. When you think about getting into college, would say that you: (Check one.) 1=*Do not know how to get into college*, 2=*Know a little about how to get into college*, 3= *Know fully how to get into college*

Q3-parent. When you think about helping your son or daughter to get into college, would you say that you: (Check one.) 1=*Do not know how to help him/her get into college*, 2=*Know a little about how to help him/her get into college*, 3=*Know fully how to help him/her get into college*

Both questions were coded as indicated above. Although the answer scale is a Likert scale, since it only has three choices, normality cannot be assumed, and the data was considered non-parametric.

Results

Statistical test: Wilcoxon Rank-Sum

- P-value for students (.000) is statistically significant at the .1 level
- P-value for parents (.000) is statistically significant at the .1 level

Students and Parents had a statistically significant increase in college knowledge after completion of Project Discovery

College Funding

A test was run to measure the indicated ability of Students and Parents to pay for college, before and after Project Discovery. Question 4 read:

Q4-student: When you think about the cost of college, would you say that you have a way to get the money? *Yes, No*

Q4-parent. When you think about the cost of college for your son or daughter, would you say that you have a way to get the money? *Yes, No*

Both questions were originally coded 1=Yes, 2=No. The answers were then recoded into 1=Yes, 0=No. Time was again the single, dependent IV with 2 levels, and the DV of college funding was categorical and binary. Either a Wilcoxon Rank-Sum test or McNemar test could be used since the data is nonparametric; in this case, both were used for utmost accuracy.

Results

Statistical test: Wilcoxon Rank-Sum

- P-value for students (.000) is statistically significant at the .1 level
- P-value for parents (.032) is statistically significant at the .1 level

This indicates a statistically significant increase in both Student and Parent indicated ability to pay for college after Project Discovery.

Financial Aid Knowledge

A test was run to measure knowledge of financial aid options for both Students and Parents, before and after Project Discovery. Question 5 on the survey read:

Q5-student. Do you know about financial aid that's available in order to go to college? *Yes, No*

Q5-parent. Do you know about financial aid that's available in order for your son or daughter to go to college? *Yes, No*

Both questions were originally coded 1=Yes, 2=No. The answers were then recoded into 1=Yes, 0=No. Time was again the single, dependent IV with 2 levels, and the DV of financial aid knowledge was categorical and binary. Either a Wilcoxon Rank-Sum test or McNemar test could be used since the data is nonparametric; in this case, both were used for utmost accuracy.

Results

Statistical test: Wilcoxon Rank-Sum

- P-value for students (.000) is statistically significant at the .1 level
- P-value for parents (.006) is statistically significant at the .1 level

This indicates a statistically significant increase in both Student and Parent knowledge of financial aid options.

College Attitude

A test was run to measure attitude towards college, corresponding to Question 7 on the Parent and Student survey. This question was not included in the original college attitude tests, because it asks the respondent their perception of the opposite parties feelings about college (how the Student thinks their Parents feel about them going to college, and how the Parents think their sons/daughters [the Students] feel about going to college). For Students, the question asked:

Q7-students: How do you think your parents feel about your going to college? (Check one.) *Not interested in your going to college, Undecided as to whether you should go to college, A little interested in your going to college, Very interested in your going to college*

Q7-parents: How do you think your son or daughter feels about going to college? *Not interested in going to college, Undecided as to whether he/she should go to college, A little interested in going to college, Very interested in going to college*

Both questions were coded 1 through 4 from “not interested” to “very interested.” Since the data uses a four point Likert scale, the data is parametric and normality must be tested. Normality tests resulted in skewness and kurtosis values outside of -2 and +2, therefore the data is not normally distributed and non-parametric tests have to be used.

Results

Statistical test: Wilcoxon Rank-Sum

- P-value for students (.269) is not statistically significant at the .1 level
- P-value for parents (.083) is statistically significant at the .1 level

This indicates that parents perceive a change in how their child feels towards college, but the students do not perceive a change in parents attitudes.

College Chance

A test was run to measure perceived chance of going to college, from both the Student and Parent perspective. Question 8 on the survey read:

Q.8-students: At this time, what do you think your chances are of going to college? (Check one.) *None, Slim, Good, Very good, Excellent*

Q.8-parents At this time, what do you think your son or daughter's chances are of going to college? *None, Slim, Good, Very good, Excellent*

Both questions were coded 1-5, in ascending order from None (1) to Excellent (5). Since these questions used a 5 point Likert scale, the data is parametric, and normality tests were run. Skewness and Kurtosis values were within +/- 2, indicating that the data is normally distributed. Time was the single, dependent IV with 2 levels, and the DV of college chance was categorical. Data are normally distributed.

Results

Statistical test: Paired T-test

- P-value for students (.000) is not statistically significant at the .1 level
- P-value for parents (.000) is statistically significant at the .1 level

This indicates that there was a statistically significant improvement in perceived chance of attending college after completing Project Discovery.

Longitudinal Evaluation of Educational Outcomes

In accord with Project Discovery's logic model, this program's activities aim to transform the attitudes and the knowledge base of the participating students (and, in addition, of their parents) with regard to post-secondary education. In turn, those program outputs are intended to produce improved short-term and long-term outcomes with regard to the participating students' educational achievement. In the short term, Project Discovery can be said to meet its objectives when its participants enroll in college at a higher rate than similar students elsewhere who do not receive Project Discovery's support. In the long run, the gains in confidence and aspiration nurtured by this program can also help to produce better outcomes in graduation rates. Using attitudinal data gathered internally by Project Discovery and using external data gathered from Virginia schools (and also benchmarked against nationwide trends), Project Discovery has positioned itself to track its outcomes over time – beginning with the high-school graduating class of 2010. Using data from the National Student Clearinghouse, Project Discovery positioned itself to track outcomes over time for all of its participants. This report examines the outcomes for classes of 2010, 2011, and 2012. Particular emphasis is given to the status of the 2010 graduating cohort because a six-year window after high-school is the standard benchmark window for assessing students' post-secondary achievements. The primary objective of Project Discovery is an increase in students' willingness and ability to go to college after high school. This report examines this by tracking the percentage of students who enroll in college within one academic year of their high-school graduation (that is, within 16 calendar months of graduation). It is essential to observe that the majority of Project Discovery participants are considered at-risk students with regard to college access. The risks stem from economic disadvantage, from a lack of parents with college degrees, or both.

As a result of the at-risk nature of the bulk of Project Discovery's students, there are two different approaches to benchmarking the impact of the program. First, if Project Discovery students outperform the trends observed in studies of at-risk students, then this indicates a positive influence stemming from Project Discovery's activities. Second, if Project Discovery students perform similar to the prevailing schoolwide, statewide, or nationwide averages for college enrollment, then the program can also be seen as having a positive impact because at-risk student enroll at lower rates than the overall average for all students.

Table 1 below summarizes the college enrollment outcomes for the high-school graduating classes of 2010, 2011, 2012. In each year, program participants enroll at rates very similar to the trends across Virginia. In turn, the impact of the program can be seen even more clearly by examining the college enrollment data for economically disadvantaged students. In this evaluation, both the Virginia-wide data and the Project Discovery data are identifying students as economically disadvantages when they qualify for free or reduced-price school lunches. In every year under examination, program participants outperform this at-risk benchmark by 7 or 8 percentage points (which is a statistically significant difference in performance). This indicates that Project Discovery is succeeding in its principal objective of increasing college access by increasing the percentage of students who take the step of enrolling in post-secondary education.

Table 1 -- College Enrollment within 16 months of Graduation

	<i>PD participants</i>	<i>Economically disadvantaged Virginia students</i>	<i>All Virginia students</i>
<i>Class of 2010</i>	66%	59%	67%
<i>Class of 2011</i>	66%	59%	67%
<i>Class of 2012</i>	64%	56%	63%

DATA SOURCES: The National Student Clearinghouse (for program participants) and the Virginia Department of Education (for statewide trends).

Beyond the Commonwealth, this program is also outperforming the national trends for at-risk students. Across the country, 59 percent of low-income students enroll quickly in some form of post-secondary education (NCES 2016). Nationally, 46 percent of first-generation students enroll within one school year of graduation. In stark contrast, two-thirds of Project Discovery students were enrolled within one year and fully 63 percent of the program’s first-generation students were enrolled.

Project Discovery’s most immediate and direct impact on educational achievement centers on an increased rate of college enrollment by its program participants. That said, the dispositions and knowledge gained by program participants can help to make them more resilient once they reach college. In addition, by encouraging its program participants to enroll in college after graduating from high school, Project Discovery works to

reduce the prevalence of a major risk factor for degree attainment – a delay between high school graduation and college enrollment (Pell Institute 2008). In line with how educational attainment is discussed nationwide, the standard question will be raised here: what percentage of students earn a post-secondary degree within six years? Nationally, a little more than half of all U.S. post-secondary students attain a degree within six years. In a detailed examination of the longitudinal data gathered by National Center for Education Statistics regarding students who became first-time college students in 2004, the Pell Institute examined the impact of the two risks most frequently faced by Project Discovery participants: low family incomes and first-generation status as the children of parents who have not earned college degrees. While 63 percent of students with neither risk factor graduated within six years, only two-fifths of students nationwide with one or both of these risk factors graduated within six years.

Table 2 below compares the most recent Project Discovery six-year cohort with the national trends identified by the Pell Institute using the most recent NCES longitudinal data available (the Beginning Postsecondary Students data for the years 2004 through 2009). All subgroups of Project Discovery students performed slightly better or observably better than the national trends – with the statistically significant improvement observed among the program participants who faced both risk factors simultaneously – low-income circumstances and no parents with a college degree. Examining the logic model of Project Discovery, this outcome is what the program’s design would predict: the impact is greatest on secondary students struggling initially both to finance a college degree and to envision a pathway toward a degree. The activities of Project Discovery are specifically designed to address both of these risk factors.

Table 2 -- College Graduation within Six Years of High School

	<i>PD participants</i>	<i>National Trends</i>
<i>Low-Income Students</i>	44%	43%
<i>First-Generation College Students</i>	50%	47%
<i>Both Low-Income and First-Generation</i>	45%	37%

DATA SOURCES: The National Student Clearinghouse (for program participants) and the National Center for Education Statistics (for national trends).

As indicated elsewhere in this report, moving forward Project Discovery has positioned itself to track student outcomes for all student cohorts from the 2010 class of high-school graduates forward. In a preliminary examination, one can observe that 40 percent of the 2011 cohort's participants have already earned a college degree while another 18 percent of that cohort's students are still enrolled and making progress toward a degree in fall 2016. Accordingly, the next six-year scan is on track to produce results similar to or better than the results observed in the table above.

Monitoring and Evaluation Plan

A monitoring and evaluation plan serves as a guide to what should be evaluated and what information will be needed to appropriately evaluate a program or programs. Project Discovery is, and has been, collecting data in an effort to determine the efficacy of their programming. This section of the report does not seek to reinvent the wheel; instead it builds off of current Project Discovery logic models¹ (see appendix I & II) to suggest a comprehensive monitoring and evaluation plan that will assist Project Discovery decision makers in better assessing the effectiveness of programming and to make informed decisions.

Project Discovery's goal is to eliminate poverty through education.² Project Discovery operates in a devolved manner with the central office providing funding, training, and monitoring for the partner agencies that in turn work within their communities to implement the Project Discovery curriculum. Consequently each component of the overall program (partner agencies and central office) has unique activities and expected outcomes and a monitoring and evaluation plan should take this into account. Based on logic models provided for the Project Discovery central office and partner agencies the key evaluation questions have been suggested along with indicators and data sources for measurement. Goals that have been identified through Project Discovery documents or information on their website are listed in the tables.

¹ Project Discovery has two logic models, one for partner agencies and one for the central office

² Retrieved from Project Discovery website (<https://www.projectdiscovery.org/index.cfm?objectid=79EFC5CA-112F-9409-4F1E7E51637910DC>) September 12, 2016.

Goals identified as TBD should be created based on staff knowledge of best practices, benchmarks, and program history. Recognizing the short time frame allowed for the development of this report, Project Discovery will use this report from JMU to work with its partner agencies to identify and agree on new metric-based goals by the start of the 2017-2018 school year.

Central Office

Evaluation Question:

Is the central office providing sufficient support to partner agencies?

Table 3: Support measure

Indicators	Goal	Data Source
Number of grants awarded	TBD	Central office records
Number of grant writing training sessions or consultations	TBD	Central office records
Number of training sessions help or consultations provided	TBD	Central office records

Evaluation Question:

Is the central office fostering collaboration between program staff and local school-based personnel?

Table 4: Collaboration measure

Indicators	Goal	Data Source
School personnel understanding of Project Discovery's curriculum and programming	TBD	Survey of school personnel
School personnel satisfaction with Project Discovery programming	TBD	Survey of school personnel

Number of events/sessions held at school facilities	TBD	Self reported by partner agency
Number of community service events that Project Discovery students participate in	TBD	Self reported by partner agency

Partner Agencies

Evaluation Question:

Are partner agencies effectively implementing Project Discovery curriculum?

Table 5: Implementation measure

Indicators	Goal	Data Source
Number of students/families making campus visits	Three organized visits per year	Self reported by partner agency (participant/guardian survey)
Number of workshops held	Minimum of six	Self reported by partner agency

Evaluation Question:

Are Project Discovery’s participants and their families adequately prepared to explore post secondary educational opportunities?

Table 6: Student preparation measure

Indicators	Goal	Data Source
Percentage of students completing a portfolio and goal plan	90% of active participants	Self reported by partner agency
Percentage of students completing a FAFSA	90%	Self reported by partner agency (participant/guardian survey)
Percentage of Project Discovery participants applying to a post secondary institution	75% of active participants	Self reported by partner agency (participant/guardian survey)

Positive change in understanding the process of applying to a post secondary institution	Positive change between pre and post program surveys	Participant/guardian survey
Positive change in the desire to enroll in a post secondary institution	Positive change between pre and post program surveys	Participant/guardian survey

Evaluation Question:

Are Project Discovery participants enrolling in post secondary education institutions and earning their degrees?

Table 7: Outcome Measures

Outcome measures		
Percentage of Project Discovery participants enrolling in a post secondary institution within 16 months	Above state and national averages	National Clearinghouse and Virginia Department of Education
Percentage of economically disadvantaged Project Discovery participants enrolling in a post secondary institution within 16 months	Above state and national averages	National Clearinghouse, Virginia Department of Education, Pell Institute
Percentage of first generation Project Discovery participants enrolling in a post secondary institution within 16 months	Above state and national averages	National Clearinghouse, Virginia Department of Education, Pell Institute
Percentage of Project Discovery participants earning credit in a post secondary institution within 2 years	Above state and national averages	National Clearinghouse and Virginia Department of Education
Percentage of	Above state and	National Clearinghouse,

economically disadvantaged Project Discovery participants earning credit in a post secondary institution within 2 years	national averages	Virginia Department of Education, Pell Institute
Percentage of first generation Project Discovery participants earning a credit in a post secondary institution within 2 years	Above state and national averages	National Clearinghouse, Virginia Department of Education, Pell Institute

Summary & Recommendations

The evaluation of existing data indicates that Project Discovery is having a positive impact on participant’s attitudes regarding post-secondary education and the likelihood that they will apply, enroll, and complete a post-secondary education program. The program has been collecting and analyzing data in regards to participant outcomes and attitudinal changes for some time and the proposed recommendations and monitoring and evaluation plan can serve as a template for how Project Discovery can build on these efforts moving forward. Following the overall programs logic model the proposed monitoring and evaluation plan can serve to link support from the central office to activities at the partner level and ultimately to the outcomes observed in regards to student application to, enrollment in, and completion of post-secondary education programs.

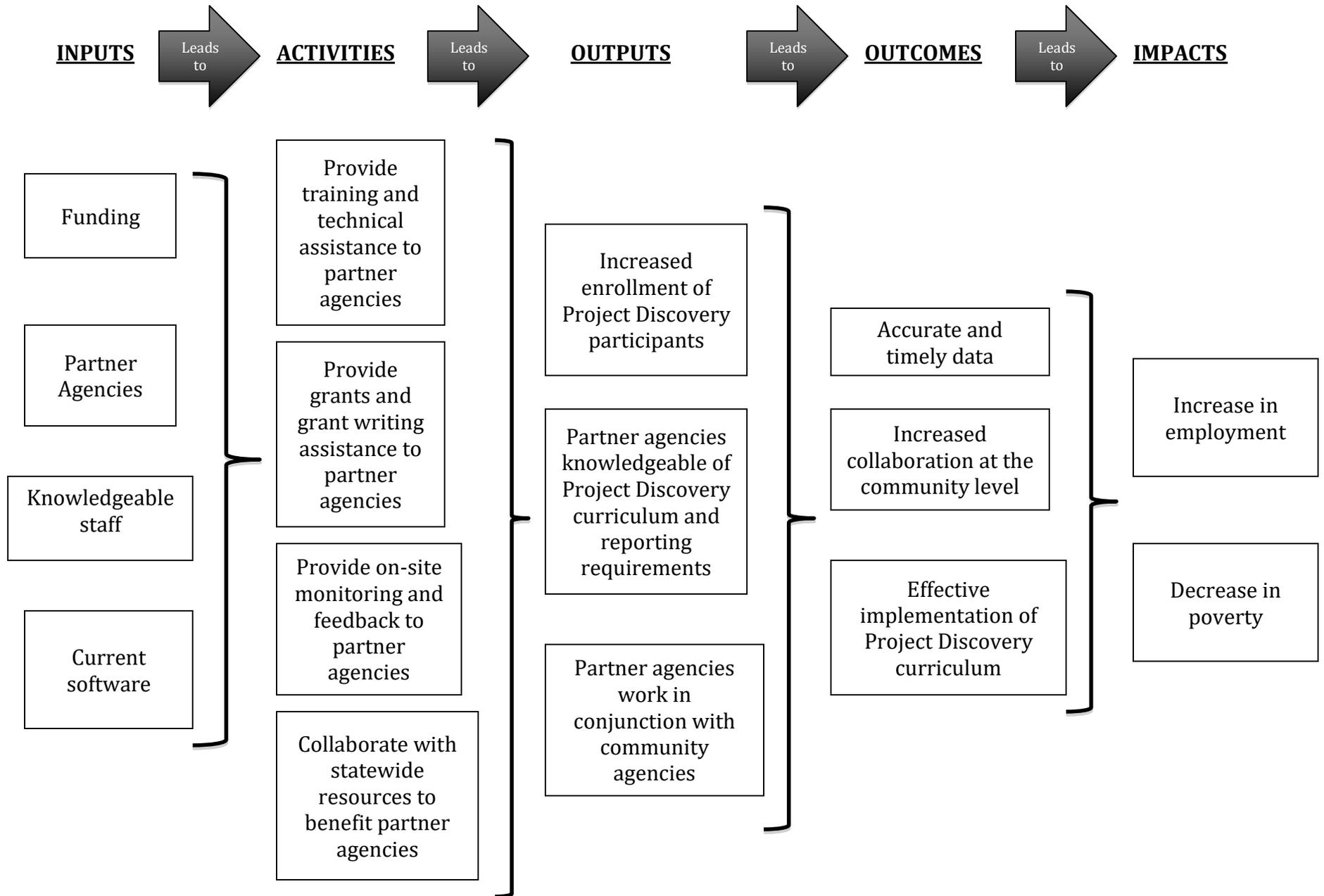
Recommendations

- Formalize data collection and create a single database
 - Project Discovery pulls from a multitude of data sources to examine and evaluate its program activities and outcomes. This process can be routinized and simplified with the creation of a database that will house all relevant information. Such a data source would include information from the National Student Clearinghouse, Virginia Department of Education, local level data, and

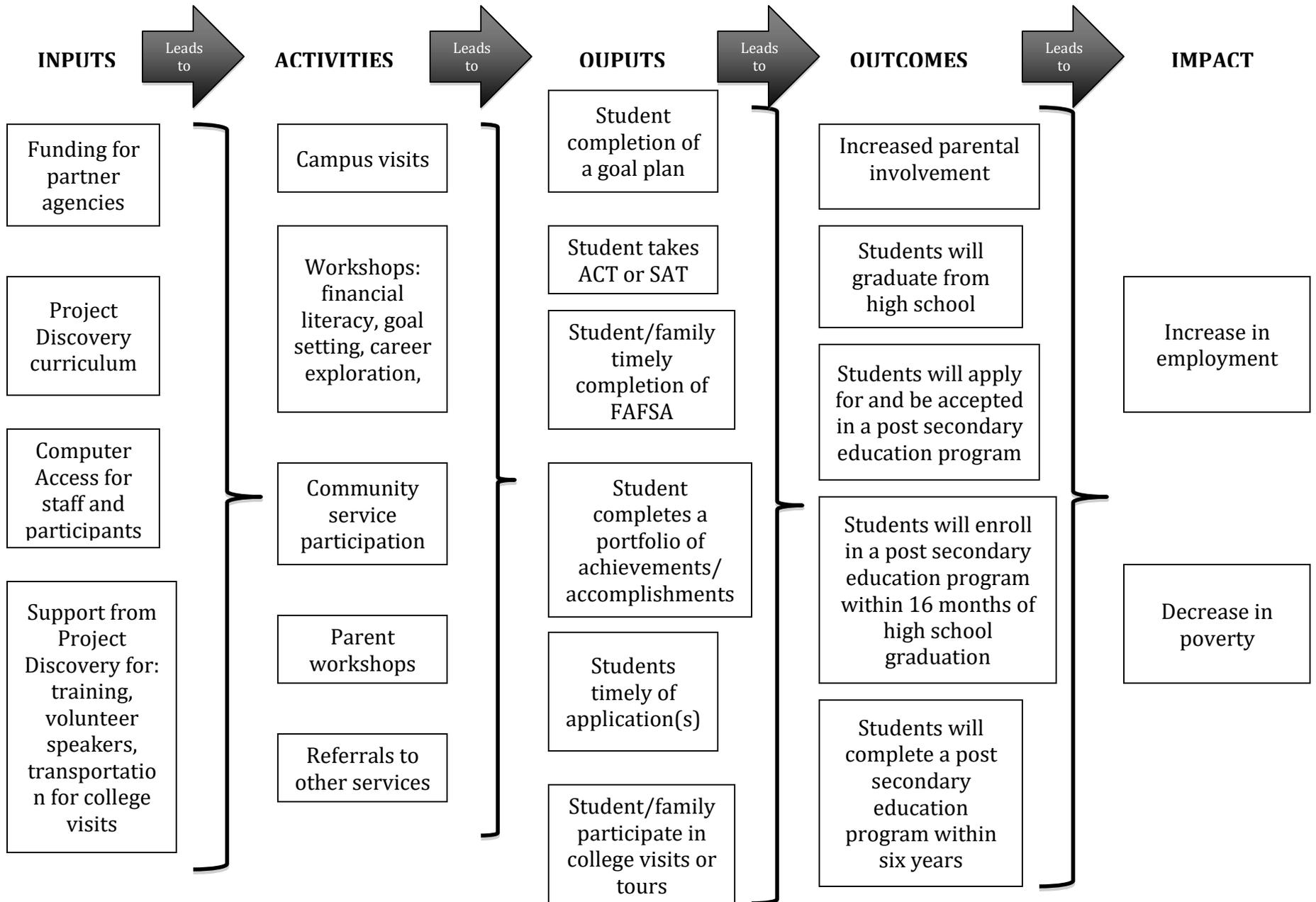
participant and school personnel survey data. While up front costs (resources, time) may be sizeable to bring this to fruition, once in place it would make regular and consistent evaluation of the program much easier.

- Create a survey instrument to measure the level of collaboration between partner agencies and local school personnel.
 - While there is anecdotal evidence of collaboration between partner agencies and local school personnel a more systematic approach to gathering could be put in place.
- Explore ways to modernize the collection and storage of participant survey data.
 - Currently surveys are in paper form and pass through multiple program levels. Project Discovery should consider putting the survey into an online format to streamline the collection data as well as the ease of analysis.

APPENDIX I: LOGIC MODEL FOR PROJECT DISCOVERY CENTRAL OFFICE



APPENDIX II: LOGIC MODEL FOR PROJECT DISCOVERY PARTNER AGENCIES



APPENDIX III

This appendix presents data at the school level for schools that had two or more Project Discovery participants graduate in 2010, 2011, and 2012. Each year there are also a few schools with only one Project Discovery student enrolled. Typically this is because the student changed school districts but Project Discovery remained dedicated to tracking their post-secondary educational decisions and achievements. Those situations with a single graduating student are not included in this appendix.

It is important to remember that trends expressed by percentages are volatile when the raw number of observations taken is low. For example, if the data say that 40% of students achieved a certain level of performance in a cohort of five students, then an improvement in a single student's outcome would increase that percentage to 60%. Similarly, a negative outcome for one additional student would lower the initially observed percentage from 40% to 20%.

Accordingly, in terms of evaluating the overall performance of Project Discovery in the years under examination, the overall trends provide a more stable indicator of performance trends as over 400 program participants graduated from Virginia high schools each year between 2010 and 2012. For that reason, to contextualize these school-level outcomes this appendix begins each cohort year's table with a summary of the trends across all Project Discovery participants who graduated from high school that year. As in the main body of this report, further context is provided by official regarding the outcome for all of each cohort year's graduates. In turn, the right-most column of these tables provides information on the outcomes for all of the graduates who qualified for a free or reduced-price school lunch.

In addition, it is premature to assess the graduation rates on a four-year or five-year basis. Accordingly, the only definitive outcomes from a benchmark perspective are the six-year outcomes for the cohort class of 2010. The other results are reported here as status updates, not as assessment outcomes.

School-level data for the high-school graduating class of 2010

Class of 2010 -- Enrollment rates & 6-year graduation rates

OVERALL TOTALS

	<u>PD Data</u>	<u>All Students</u>	<u>Disadvantaged Students only</u>
Enrolled within 16 months	66%	67%	59%
Graduated within 6 years	52%		

AMELIA HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	74%	49%	44%
Graduated within 6 years	52%		

AMHERST COUNTY HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	67%	53%	43%
Graduated within 6 years	50%		

BRYANT HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	50%	30%	30%
Graduated within 6 years	50%		

BUCKINGHAM HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	63%	59%	52%
Graduated within 6 years	25%		

CUMBERLAND HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	64%	44%	43%
Graduated within 6 years	9%		

FALLS CHURCH HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	61%	70%	60%
Graduated within 6 years	46%		

FAIRFAX COUNTY HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	100%	77%	69%
Graduated within 6 years	67%		

**FRANKLIN MILITARY
ACADEMY**

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	50%	50%	53%
Graduated within 6 years	50%		

**FLUVANNA COUNTY
HS**

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	86%	68%	65%
Graduated within 6 years	43%		

GOOCHLAND HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	75%	72%	60%
Graduated within 6 years	25%		

HAMPTON HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	69%	64%	65%
Graduated within 6 years	44%		

HERITAGE HRCAP

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	67%	63%	63%
Graduated within 6 years	33%		

HIDDEN VALLEY HS

[NOTE: This program has been closed.]

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	0%	84%	50%
Graduated within 6 years	0%		

HONAKER HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	67%	73%	71%
Graduated within 6 years	0%		

INDIAN RIVER HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	100%	72%	70%
Graduated within 6 years	40%		

JEB STUART HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	67%	71%	66%
Graduated within 6 years	17%		

LEBANON HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	75%	71%	58%
Graduated within 6 years	63%		

MARION SENIOR HIGH

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	13%	65%	54%
Graduated within 6 years	0%		

MONTICELLO HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	50%	72%	44%
Graduated within 6 years	0%		

MOUNT VERNON HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	60%	73%	67%
Graduated within 6 years	45%		

NELSON COUNTY HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	50%	58%	54%
Graduated within 6 years	17%		

NORVIEW HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	67%	64%	70%
Graduated within 6 years	44%		

OSCAR SMITH HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	83%	63%	58%
Graduated within 6 years	67%		

PATRICK HENRY TAP

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	43%	65%	47%
Graduated within 6 years	0%		

POWHATAN HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	81%	72%	60%
Graduated within 6 years	42%		

PRINCE EDWARD HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
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Enrolled within 16 months	74%	65%	60%
Graduated within 6 years	32%		

RICHLANDS HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	100%	65%	53%
Graduated within 6 years	0%		

ROCKY GAP HS

	PD Data	<i>NOTE: No school data were available this cycle.</i>	
Enrolled within 16 months	80%		
Graduated within 6 years	80%		

RURAL RETREAT HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	100%	76%	58%
Graduated within 6 years	80%		

SOUTH LAKES HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	67%	74%	61%
Graduated within 6 years	50%		

T C WILLIAMS HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	70%	69%	64%
Graduated within 6 years	30%		

THOMAS JEFFERSON HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	100%	64%	61%
Graduated within 6 years	22%		

WARWICK HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	62%	59%	53%
Graduated within 6 years	46%		

WEST POTOMAC HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	25%	72%	70%
Graduated within 6 years	25%		

WILLIAM BYRD HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	67%	73%	47%
Graduated within 6 years	53%		

WILLIAM FLEMING HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	78%	54%	55%
Graduated within 6 years	56%		

School-level data for the high-school graduating class of 2011*Class of 2011 -- Enrollment rates & 5-year graduation rates***OVERALL TOTALS**

	<u>PD Data</u>	<u>All Students</u>	<u>Disadvantaged Students only</u>
Enrolled within 16 months	66%	64%	59%
Graduated within 5 years	42%		

ALBEMARLE HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	75%	79%	51%
Graduated within 5 years	50%		

AMELIA HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	79%	56%	63%
Graduated within 5 years	36%		

ARCADIA HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	86%	68%	61%
Graduated within 5 years	50%		

BUCKINGHAM HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	86%	55%	38%
Graduated within 5 years	43%		

CASTLEWOOD HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	100%	58%	43%
Graduated within 5 years	50%		

CHARLOTTESVILLE HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	33%	69%	61%
Graduated within 5 years	0%		

CUMBERLAND HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	64%	58%	52%
Graduated within 5 years	11%		

FALLS CHURCH HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	67%	71%	64%
Graduated within 5 years	75%		

FLUVANNA COUNTY HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	71%	67%	53%
Graduated within 5 years	60%		

FRANKLIN COUNTY HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	67%	66%	62%
Graduated within 5 years	50%		

**FRANKLIN MILITARY
ACADEMY**

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	42%	57%	60%
Graduated within 5 years	43%		

GOOCHLAND HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	63%	73%	58%
Graduated within 5 years	60%		

GRAHAM HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	0%	65%	56%
Graduated within 5 years	0%		

HAMPTON HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	75%	66%	64%
Graduated within 5 years	58%		

HERITAGE LYNCAG

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	100%	57%	53%
Graduated within 5 years	50%		

HERITAGE HRCAP

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	62%	68%	69%
Graduated within 5 years	53%		

HIGHLAND SPRINGS HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	67%	60%	57%
Graduated within 5 years	50%		

HOPEWELL HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	50%	48%	46%
Graduated within 5 years	0%		

HUGUENOT HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	75%	58%	60%
Graduated within 5 years	25%		

JAMES MONROE HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	75%	69%	44%
Graduated within 5 years	33%		

JEB STUART HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	50%	69%	63%
Graduated within 5 years	75%		

LEBANON HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	100%	68%	40%
Graduated within 5 years	50%		

MADISON COUNTY HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	33%	63%	62%
Graduated within 5 years	50%		

MONTICELLO HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	100%	77%	60%
Graduated within 5 years	0%		

MOUNT VERNON HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	100%	66%	57%
Graduated within 5 years	43%		

NANDUA HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	100%	73%	70%
Graduated within 5 years	17%		

NELSON COUNTY HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	84%	64%	60%
Graduated within 5 years	59%		

NORTHHAMPTON HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	82%	72%	72%
Graduated within 5 years	20%		

PATRICK HENRY TAP

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	67%	62%	52%
Graduated within 5 years	50%		

POWHATAN HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	70%	69%	68%
Graduated within 5 years	45%		

PRINCE EDWARD HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	93%	68%	68%
Graduated within 5 years	14%		

ROCKY GAP HS

	<u>PD Data</u>	<i>NOTE: No school data were available this cycle.</i>	
Enrolled within 16 months	100%		
Graduated within 5 years	80%		

RURAL RETREAT HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	50%	83%	82%
Graduated within 5 years	100%		

SUSSEX CENTRAL HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	75%	57%	54%
Graduated within 5 years	25%		

TC WILLIAMS HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	89%	65%	57%
Graduated within 5 years	44%		

THOMAS JEFFERSON HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
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Enrolled within 16 months	86%	74%	73%
Graduated within 5 years	33%		

VARINA HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	100%	66%	58%
Graduated within 5 years	50%		

WAKEFIELD HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	67%	68%	69%
Graduated within 5 years	50%		

WARWICK HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	100%	64%	62%
Graduated within 5 years	0%		

WARHILL HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	100%	67%	42%
Graduated within 5 years	50%		

WASHINGTON-LEE HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	67%	74%	69%
Graduated within 5 years	0%		

WEST POTOMAC HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	44%	75%	63%
Graduated within 5 years	75%		

WESTERN ALBEMARLE HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	67%	80%	53%
Graduated within 5 years	50%		

WILLIAM BYRD HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	50%	69%	43%
Graduated within 5 years	67%		

WILLIAM FLEMING HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	79%	48%	53%
Graduated within 5 years	27%		

School-level data for the high-school graduating class of 2012

Class of 2012 -- Enrollment rates & 4-year graduation rates

OVERALL TOTALS

	<u>PD Data</u>	<u>All Students</u>	<u>Disadvantaged Students only</u>
Enrolled within 16 months	65.00%	63.00%	56.00%
Graduated within 4 years	48.00%		

ALBEMARLE HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	61.00%	82.00%	73.00%
Graduated within 4 years	5.00%		

AMELIA HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	98.00%	57.00%	44.00%
Graduated within 4 years	25.00%		

ARCADIA HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	75.00%	51.00%	43.00%
Graduated within 4 years	33.00%		

ARMSTRONG HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	60.00%	50.00%	50.00%
Graduated within 4 years	0.00%		

BUCKINGHAM HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	100.00%	60.00%	49.00%
Graduated within 4 years	29.00%		

CASTLEWOOD HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	100.00%	63.00%	55.00%
Graduated within 4 years	0.00%		

CHARLOTTESVILLE HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	67.00%	68.00%	58.00%
Graduated within 4 years	14.00%		

COLONIAL HEIGHTS HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	89.00%	63.00%	34.00%
Graduated within 4 years	16.00%		

COSBY HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	100.00%	84.00%	75.00%
Graduated within 4 years	33.00%		

COUNCIL HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	100.00%	52.00%	55.00%
Graduated within 4 years	33.00%		

CUMBERLAND HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	68.00%	51.00%	48.00%
Graduated within 4 years	33.00%		

DINWIDDIE HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	100.00%	57.00%	45.00%
Graduated within 4 years	0.00%		

DOMINION HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	67.00%	80.00%	62.00%
Graduated within 4 years	0.00%		

FALLS CHURCH HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	64.00%	71.00%	66.00%
Graduated within 4 years	35.00%		

FLUVANNA COUNTY HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	57.00%	70.00%	56.00%
Graduated within 4 years	25.00%		

FRANKLIN COUNTY HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	80.00%	67.00%	61.00%
Graduated within 4 years	15.00%		

FRANKLIN MILITARY ACADEMY

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	44.00%	60.00%	55.00%
Graduated within 4 years	7.00%		

GOOCHLAND HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	89.00%	76.00%	69.00%
Graduated within 4 years	13.00%		

GRAHAM HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	44.00%	64.00%	45.00%
Graduated within 4 years	0.00%		

HAMPTON HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	94.00%	69.00%	70.00%
Graduated within 4 years	9.00%		

HERITAGE LYNCAG

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	100.00%	65.00%	50.00%
Graduated within 4 years	0.00%		

HERITAGE HRCAP

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	65.00%	61.00%	58.00%
Graduated within 4 years	28.00%		

HIGHLAND SPRINGS HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	89.00%	57.00%	53.00%
Graduated within 4 years	25.00%		

HOPEWELL HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	26.00%	51.00%	51.00%
Graduated within 4 years	0.00%		

HUGUENOT HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	73.00%	50.00%	59.00%
Graduated within 4 years	8.00%		

JAMES MONROE HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	86.00%	50.00%	54.00%
Graduated within 4 years	20.00%		

JOHN MARSHALL HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	80.00%	54.00%	51.00%
Graduated within 4 years	0.00%		

LEBANON HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	88.00%	70.00%	27.00%
Graduated within 4 years	86.00%		

MADISON COUNTY HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	67.00%	59.00%	27.00%
Graduated within 4 years	0.00%		

MARION SENIOR HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	33.00%	60.00%	47.00%
Graduated within 4 years	100.00%		

MATOACA HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	73.00%	71.00%	85.00%
Graduated within 4 years	23.00%		

MONTICELLO HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	50.00%	77.00%	60.00%
Graduated within 4 years	0.00%		

MOUNT VERNON HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	75.00%	66.00%	58.00%
Graduated within 4 years	42.00%		

NANDUA HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	100.00%	68.00%	63.00%
Graduated within 4 years	0.00%		

NELSON COUNTY HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	71.00%	64.00%	55.00%
Graduated within 4 years	27.00%		

NORTHHAMPTON HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	75.00%	61.00%	60.00%
Graduated within 4 years	0.00%		

NORTHSIDE HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	67.00%	72.00%	68.00%
Graduated within 4 years	0.00%		

NORTHWOOD HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	43.00%	81.00%	55.00%
Graduated within 4 years	13.00%		

OSCAR SMITH HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	0.00%	70.00%	63.00%
Graduated within 4 years	0.00%		

PATRICK COUNTY HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	25.00%	68.00%	63.00%
Graduated within 4 years	0.00%		

PATRICK HENRY HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	100.00%	47.00%	41.00%
Graduated within 4 years	100.00%		

PATRICK HENRY TAP

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	80.00%	63.00%	54.00%
Graduated within 4 years	20.00%		

PETERSBURG HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	50.00%	41.00%	39.00%
Graduated within 4 years	0.00%		

PHOEBUS HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	81.00%	59.00%	54.00%
Graduated within 4 years	25.00%		

POWHATAN HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	97.00%	74.00%	57.00%
Graduated within 4 years	29.00%		

PRINCE EDWARD HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	94.00%	66.00%	57.00%
Graduated within 4 years	26.00%		

RICHLANDS HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	65.00%	75.00%	67.00%
Graduated within 4 years	27.00%		

ROCKY GAP HS

	<u>PD Data</u>	<i>No Entire School are available for this year.</i>	
Enrolled within 16 months	100.00%		
Graduated within 4 years	25.00%		

RURAL RETREAT HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	60.00%	90.00%	86.00%
Graduated within 4 years	33.00%		

STAUNTON RIVER HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	50.00%	64.00%	38.00%
Graduated within 4 years	0.00%		

SUSSEX CENTRAL HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	78.00%	62.00%	56.00%
Graduated within 4 years	0.00%		

TAZEWELL HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	33.00%	73.00%	72.00%
Graduated within 4 years	20.00%		

TC WILLIAMS HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	85.00%	9.00%	28.00%
Graduated within 4 years	41.00%		

THOMAS JEFFERSON HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	75.00%	66.00%	69.00%
Graduated within 4 years	13.00%		

VARINA HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	88.00%	60.00%	49.00%
Graduated within 4 years	29.00%		

WARWICK HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	51.00%	55.00%	51.00%
Graduated within 4 years	15.00%		

WASHINGTON-LEE HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	100.00%	78.00%	66.00%
Graduated within 4 years	33.00%		

WESTERN ALBEMARLE HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	71.00%	82.00%	50.00%
Graduated within 4 years	0.00%		

WILLIAM BYRD HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	100.00%	66.00%	56.00%
Graduated within 4 years	0.00%		

WILLIAM FLEMING HS

	<u>PD Data</u>	<u>Entire School</u>	<u>School -- disadvantaged only</u>
Enrolled within 16 months	33.00%	54.00%	51.00%
Graduated within 4 years	10.00%		