

DoDEA

School Year 2000 • 2001



AN OVERVIEW

Secretary of Defense
Honorable Donald H. Rumsfeld

Under Secretary of Defense, Personnel and Readiness
Honorable David S. C. Chu

Assistant Secretary of Defense, Force Management Policy
Honorable Charles S. Abell

Deputy Assistant Secretary of Defense, Military Community and Family Policy
Mr. John M. Molino

Director, Department of Defense Education Activity
Dr. Joseph D. Tafoya

Department of Defense Education Activity
4040 North Fairfax Drive
Arlington, VA
22203-1635

www.odedodea.edu

MESSAGE FROM THE DIRECTOR

Department of Defense Education Activity (DoDEA) schools are exciting places to learn and teach. We are committed to providing our students—the children of United States military service members—with the best environment in which to grow and be challenged academically, and to pursue activities which make their school years a special time in their lives. It is our goal to provide learning opportunities which will prepare all of our students to be responsible and productive citizens in the 21st century.

We educate a student population that some would consider challenging—40 percent are members of a minority group, 50 percent receive free or reduced lunch, 80 percent have parents who did not go to college, and 35 percent switch schools every year. How can our schools take such diverse, highly mobile groups of students and do so well? The answer: we set high standards, we demand accountability, and we encourage parental involvement.

The academic performance of our students is high. Students in both our domestic and overseas schools scored above the national average on the 2000 National Assessment of Educational Progress (“the Nation’s Report Card”) for math and science; our Black and Hispanic students scored at or near the top compared to their minority peers across the nation. In addition, the gap between the performance between our minority and non-minority students was narrower than this gap in other states. This past year, we had students selected as finalists in the Scripps Howard National Spelling Bee and the National Geographic Bee, two selected to be “Student Argonauts” in the JASON Project science program, and two selected as semi-finalists in the Presidential Scholars Program.

Our world-class school system has been recognized as a model for quality education. A report published in September 2001 by the National Education Goals Panel in conjunction with research performed by Vanderbilt University concluded that Department of Defense schools combine in-school instruction with an out-of-school environment that reinforces academic learning, thus creating a very positive and beneficial set of educational opportunities for students. In other words, we “do the right things,” and we “do things right.”

We value and thank our parents and the military communities for the role they play in helping us to provide effective, challenging, and engaging learning experiences for DoDEA students. I hope that each of you reading this report shares with us—our teachers, our support staff, and our leadership team—the pride we feel in our students and their accomplishments.


Joseph D. Tafoya
February 2002

DEPARTMENT OF DEFENSE EDUCATION ACTIVITY



Shortly after the end of World War II, the United States military established schools for the children of its service men and women stationed in Europe and the Pacific. Schools for children of military members stationed at various bases in the United States were already well-established. These overseas and domestic schools were originally administered by the individual services, but as the number of schools grew, their administration was transferred to civilian managers. The schools were organized in two distinct but similar systems: the Department of Defense Dependents Schools (DoDDS) overseas, and the Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS) in the United States. In 1994 the two systems united under the Department of Defense Education Activity (DoDEA).

DoDEA operates 224 public schools in 21 districts located in seven states, Puerto Rico, Guam, and 13 foreign countries to serve the children of military service members and Department of Defense civilian employees. Approximately 106,000 students are enrolled in DoDEA schools, with approximately 73,500 students in the DoDDS system, and approximately 32,500 students in the DDESS system. DoDDS employs approximately 6,200 instructional personnel, DDESS approximately 2,600.

Demographics

Children of enlisted military personnel represent 80 percent of the total enrollment in DoDEA schools; minority students account for 40 percent of the total enrollment. Approximately 80 percent of DoDEA students have parents that do not have a college degree, and approximately 50 percent qualify for free or reduced-price lunches (due to the generally low military pay scales for personnel in the junior enlisted ranks). Because military assignments often result in frequent moves, the transient rate for DoDEA schools is 35 percent.

In the DDESS system, the parents/guardians of the majority of the students (60 percent) are affiliated with the Army. In the DoDDS system, approximately 35 percent of students have parents/guardians in the Army, and 32 percent have parents/guardians in the Air Force.

Assessment Systems

DoDEA students take the Terra Nova Achievement Test, a norm-referenced test for students in grades 3 through 11, which rates their performance on a bell curve and tests whether students are learning what they are being taught. DoDEA students also take the National Assessment of Educational Progress (NAEP), the “Nation’s Report Card,” which is the only continuing assessment of the nation’s students in various subject areas. NAEP provides state/jurisdiction comparisons of student achievement in reading, writing, math, and science. In addition to the Terra Nova and NAEP, DoDEA students take the DoDEA Writing Assessment, a hand-scored essay patterned from the National Writing Project.

DoDEA students continue to perform at a high achievement level on all of these tests. DoDEA students as a whole performed above the national average in the 2000 NAEP in Math, and well above the national average for the 2000 NAEP in Science. DoDEA Black and Hispanic students in both domestic and overseas schools scored at or near the top of the scoring scale for the 2000 Math assessment compared to their minority peers in other participating states and jurisdictions; on the 2000 Science assessment, their scores were the highest compared to their minority peers in other participating states and jurisdictions.

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CLASS OF 2001

SCHOLASTIC ASSESSMENT TEST (SAT)

	Students Tested	Percent Participation*	Verbal Score	Math Score	SAT Total
Nation	1,276,320	45%	506	514	1020
DoDEA	2,145	64%	505	497	1002
DoDDS	1,915	70%	506	499	1005
DDESS	230	39%**	497	486	983

* According to the College Board, as participation rates increase, the average score for a group decreases.

** Many DDESS students participate in an alternate college entrance test, the ACT, resulting in a lower participation rate.

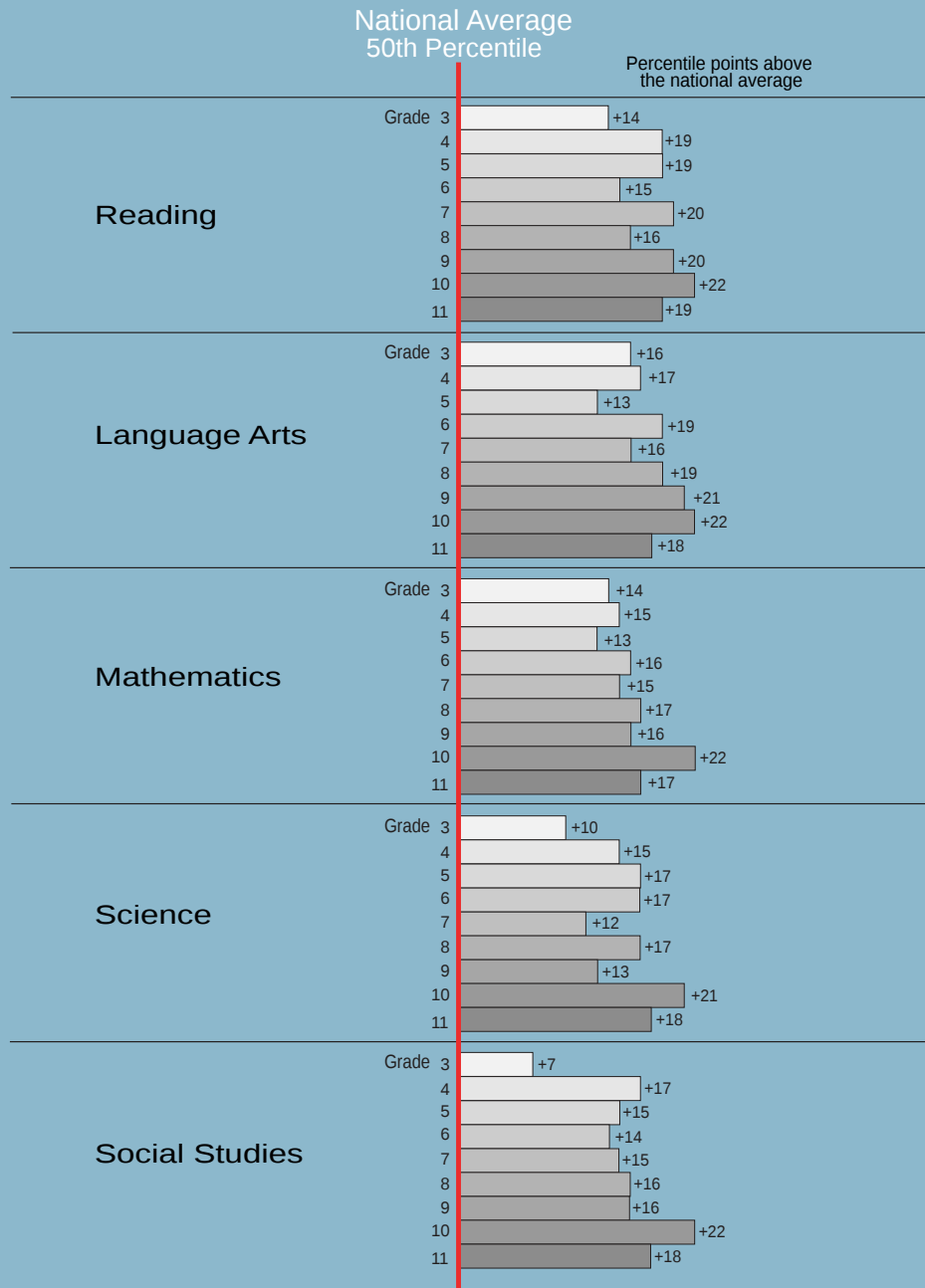
SCHOLARSHIPS AND GRANTS

	Local	State	Military	ROTC	Special	Vocational	Grants/Financial Aid	National Merit	Other	Total
DoDEA	\$1,665,780	\$5,992,706	\$8,120,000	\$8,534,000	\$836,497	\$71,929	\$2,546,196	\$166,500	\$26,000	\$27,959,608
DoDDS	\$1,585,330	\$4,965,624	\$5,870,000	\$6,958,000	\$488,197	\$63,929	\$2,241,506	\$144,000	\$26,000	\$22,342,586
DDESS	\$80,450	\$1,027,082	\$2,250,000	\$1,576,000	\$348,300	\$8,000	\$304,690	\$22,500	\$0	\$5,617,022

In 2001, 3,066 DoDEA graduating seniors earned a total of \$27,959,608 in scholarships and grants.

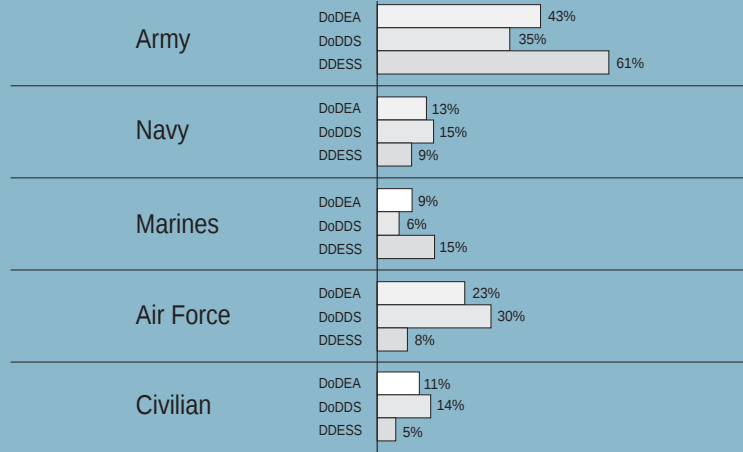
STANDARDIZED TEST SCORES

DoDEA's percentile points were above the national average in every subject and at every grade level on the Spring 2001 administration of the CTB TerraNova Test.

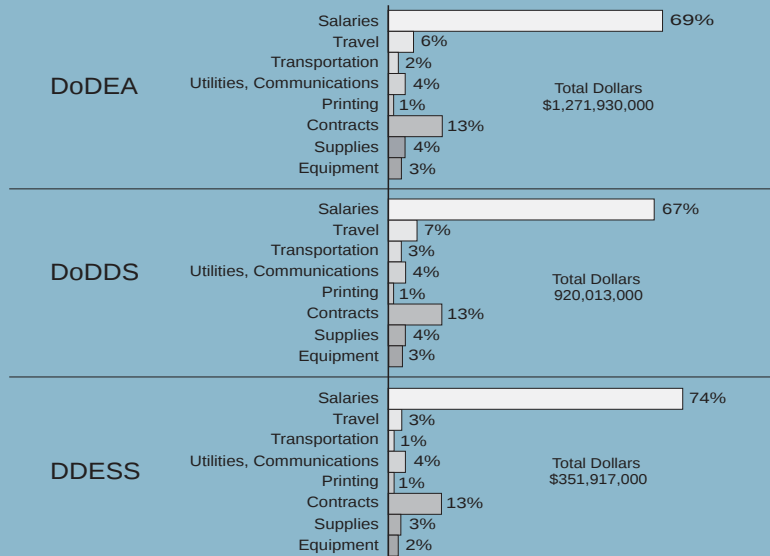


COMMUNITY SPONSORS / BUDGET

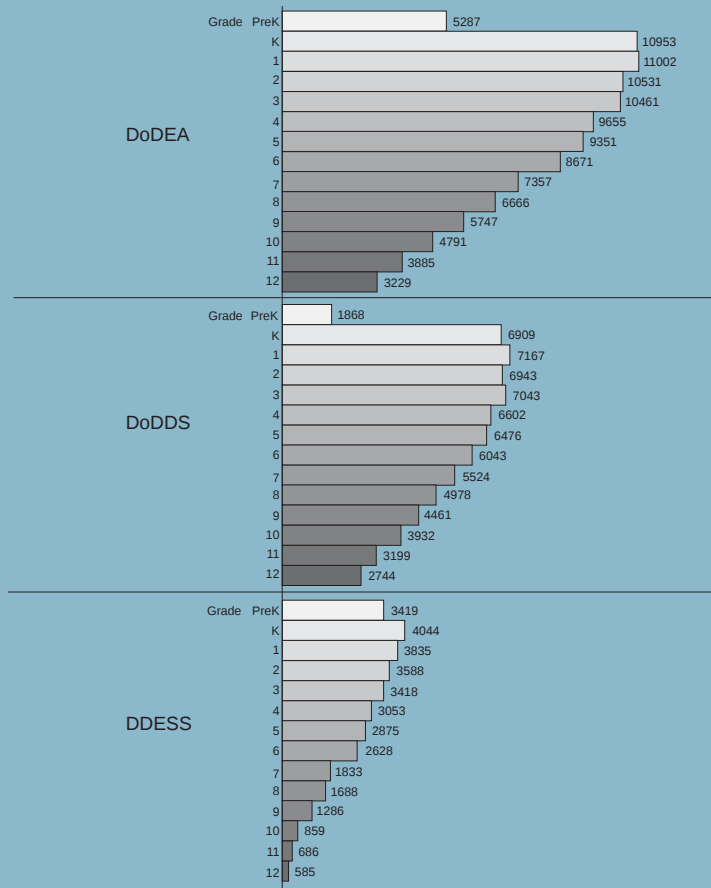
COMMUNITY SPONSORS



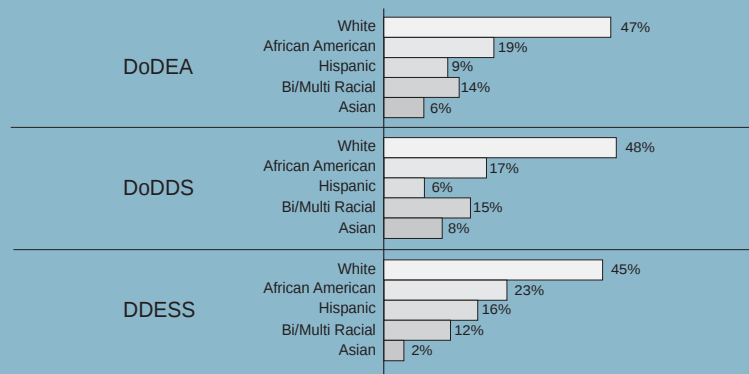
BUDGET



STUDENTS

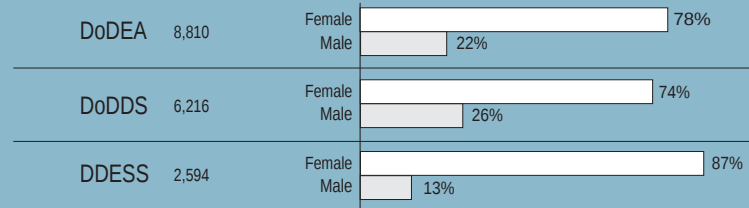


ETHNICITY

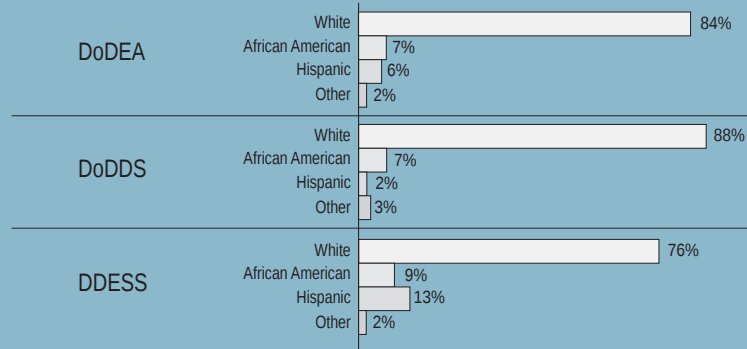


TEACHERS

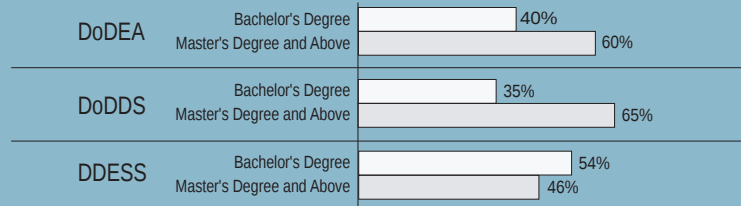
GENDER



ETHNICITY



EDUCATION



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DEPARTMENT OF DEFENSE EDUCATION ACTIVITY



OFFICE OF COMMUNICATIONS