DEPARTMENT OF DEFENSE EDUCATION ACTIVITY



School Year 2004 - 2005 Class of 2005

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Secretary of Defense

Honorable David S. C. Chu

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MESSAGE FROM THE

The Department of Defense Education Activity (DoDEA) is committed to full accountability for its resources, both human and fiscal, and the performance of its students. Therefore, on a regular basis, DoDEA publishes an overview of all data necessary to create a true profile of its schools, students and personnel.

These data are critical in determining areas that might need attention, identifying trends, and providing the public with a snapshot of DoDEA at a given time. However, and as complete as the data might be, it is the story behind the numbers that gives a truly valid picture of DoDEA, its curriculum and instructional programs, and the initiatives implemented to increase academic rigor and better tailor the schools to the needs of our students.

We at DoDEA are very proud of the efforts we make, and have made for more than fifty years, on behalf of the military families we serve, of the exceptional qualifications of our instructional staff, and of the excellent performance of our students. You are invited to use this booklet as a reference guide to the most current DoDEA data. Should you wish any additional information, or more details about anything noted in this publication, please visit our website at www.dodea.edu.

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Joseph D. Tafoya Director Department of Defense Education Activity



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 220 public schools in 16 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 95,517 students are enrolled in DoDEA schools, with approximately 69,279 students in the DoDDS system, and approximately 26,238 students in the DDESS system. DoDDS has approximately 12,236 employees and DDESS approximately 5,434 employees.

Demographics

Children of enlisted military personnel represent 87 percent of the total enrollment in DoDEA schools; minority students account for 52 percent of the total enrollment. Because military assignments often result in frequent moves, the transient rate for DoDEA schools is 31 percent.

In the DDESS system, the parents/guardians of the majority of the students (68 percent) are affiliated with the Army. In the DoDDS system, approximately 35 percent of students have parents/guardians in the Army, and 29 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 compared with the performance of a national sample group of students. Every other year DoDEA students 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 a variety of standards-based assessments.

DoDEA students continue to perform at a high achievement level on all of these tests. On the most recent NAEP in 2005, DoDEA students as a whole performed above the national average in Reading and Math. DoDEA Black and Hispanic students scored at or near the top of the scoring scale for both the 2005 Reading and Math assessments when compared to their minority peers in other participating states and jurisdictions.





CLASS OF 2005

SAT I (College Board Entrance Exam) CLASS OF 2005						
	2005 SAT I					
SYSTEM	Number of SAT I Takers	% SAT Participation of 12th Grade	SAT I VERBAL	SAT I MATH	SAT I TOTAL	
NATION	1,475,623	49%	508	520	1028	
DoDEA	2,200	67%	514	505	1019	
DDESS*	205	38%	493	474	967	
DoDDS	1,995	72%	516	508	1024	

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

SOURCE: College Board's Report on 2005 College-Bound Seniors

Scholarships and Grants								
CLASS OF 2005								
	Local	State	Military	ROTC	Special	Grants/ Financial Aid	Other	Total
DoDEA	1,502,607	8,651,561	8,540,450	7,322,210	361,700	5,699,043	1,344,736	33,422,307
DDESS	55,175	1,852,379	751,000	700,500	52,000	811,818	371,648	4,594,520
DoDDS	1,447,432	6,799,182	7,789,450	6,621,710	309,700	4,887,225	973,088	28,827,787

In 2005, 3,238 DoDEA graduating seniors earned a total of \$33,422,307 in scholarships and grants.

SOURCE: Win School 2005



SOURCE: 2005 TerraNova Median National Percentile Scores









DoDEA Overview



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School Year 2004 - 2005



National Assessment of Educational Progress (NAEP) 2005 DoDEA National Rankings for the NAEP Assessment

NAEP 2005 READING								
	Grade 4 Average Reading Scores			Grade 8 Average Reading Scores				
RANK	State/Jurisdiction	Score		RANK	State/Jurisdiction	Score		
1	Massachusetts	231		1	Massachusetts	274		
2	New Hampshire, Vermont	227		2	DoDEA	271		
3	DoDEA, Delaware, Virginia, Connecticut	226		3	North Dakota, Maine, New Hampshire	270		
4	Minnesota, North Dakota, Maine, Montana	225		4	New Jersey, Montana, Vermont, South Dakota	269		
5	Colorado	224		5	Minnesota, Wyoming, Virginia	268		
6	Washington, New Jersey, Wyoming, Pennsylvania, New York, Ohio	223		6	Nebraska, Iowa, Kansas, Pennsylvania, Ohio	267		
7	South Dakota, Idaho	222		7	Wisconsin, Delaware	266		
8	Nebraska, Utah, Missouri, Wisconsin, Iowa	221		8	New York, Colorado, Missouri, Washington	265		
	Nation	217			Nation	260		

	NAEP 2005 MATHEMATICS					
	Grade 4 Average Mathematics Scores					
RANK	State/Jurisdiction	Score		RANK		
1	Massachusetts	247		1		
2	Kansas, Minnesota, New Hampshire	246		2		
3	New Jersey, Vermont	244		3	Ve	
4	Wyoming, North Dakota	243		4		
5	Connecticut, Ohio, Texas, Washington, Idaho, South Dakota	242		5	Ne	
6	North Carolina, Maine, Montana, Pennsylvania, Wisconsin	241		6	Vir	
7	Virginia, Indiana, Iowa, Delaware	240		7		
8	Colorado, Florida, Utah, DoDEA	239		8	Oreo	
	Nation	237				

	Grade 8 Average Mathematics Scores					
RANK	State/Jurisdiction	Score				
1	Massachusetts	292				
2	Minnesota	290				
3	Vermont, South Dakota, North Dakota	287				
4	Montana	286				
5	New Hampshire, Washington, Wisconsin	285				
6	Virginia, Kansas, Nebraska, New Jersey, DoDEA , Iowa	284				
7	Ohio	283				
8	Oregon, Wyoming, North Carolina, Indiana	282				
	Nation	278				

SOURCE: National Center for Education Statistics (NCES) of the U.S. Department of Education and the Institute of Education Sciences (IES)





SOURCE: For SY04/05 October 1, 2004 DoDEA Human Resources System



Applicable for School Year 2004-2005



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