

U.S. Department of Defense Schools and NAEP

At the August Board meeting we are pleased to welcome Joel Hansen from the Department of Defense, who will speak about the role of NAEP as part of the accountability program in schools operated by the Department of Defense Education Activity (DoDEA). These schools serve children of military and civilian personnel of the Department of Defense who are stationed at various bases in the U.S. and overseas.

The following briefing materials are included in this section:

- Mr. Hansen's biography
- DoDEA overview – presents the history, mission, and related information
- DoDEA fact list – describes the schools, students, staff, and assessment program
- DoDEA press release on 2011 NAEP reading and mathematics results
- DoDEA NAEP Snapshot pages for 2011 reading and math at grades 4 and 8

Additional information on DoDEA is available at: <http://www.dodea.edu/home>

BIOGRAPHY

Joel K. Hansen

Mr. Joel K. Hansen, Acting Assistant Associate Director for Education in the Department of Defense Education Activity (DoDEA), is originally from Clinton, Iowa and received his Bachelor of Science degree in Elementary Education in 1977 and his Master of Science degree in Elementary Administration in 1988. Both degrees were received from Iowa State University, Ames, Iowa. As the Acting Assistant Associate Director for Education, Mr. Hansen will primarily provide assistance to the Associate Director, DoDEA and will oversee the branches of Research and Evaluation, Assessment and Accountability, Program Evaluation and the DoDEA Virtual School.

From 1977-1984 Mr. Hansen taught grades 2-6 for the Central Community Schools, DeWitt, Iowa. In 1984, he began teaching in the Department of Defense Dependents' Schools (DoDDS). He taught grade five for the 1984-1985 school year at Sigonella Elementary/High School at the Sigonella Naval Air Station, Sigonella, Sicily (Italy) and then became a high school science teacher the following year at the same school until 1994. From 1994-1999 he served in several school administrative positions at Aviano Air Force Base in Aviano, Italy. He was the Assistant Principal at Aviano Elementary from November 1994 to July 1997, from August 1997 to July 1998 he was Principal at Vajont Elementary School, and from August 1998 to June 1999 he was the Elementary School Principal at Aviano Elementary School. In July 1999, Mr. Hansen became Principal of the elementary school at the United States Military Academy, West Point, NY. Mr. Hansen continued his career in educational administration as the Community Superintendent of the Fort Bragg Schools, Fort Bragg, North Carolina from 2003-2005. Following the position at Fort Bragg, from 2005-2008, Mr. Hansen became the Chief of the Education Division of the Department of Defense Domestic Dependents Elementary and Secondary Schools in Peachtree City, Georgia. In 2008, since his arrival at DoDEA Headquarters in Arlington, Virginia, Mr. Hansen has been the Chief of Special Projects and the Executive Director of the Department of Defense Education Review.

During the 1993-1994 school year, Mr. Hansen was awarded the Teacher of the Year Award for the Mediterranean Region, DoDDS, and the Presidential Award for Excellence in Science and Math Teaching, DoDDS, Italy District. In May 2002, he was awarded the National Distinguished Principal of the Year Award for 2002 from the Department of Defense Education Activity (DoDEA). Mr. Hansen has also participated in several mission trips to Romania and Honduras in relation to activities sponsored by his church. Mr. Hansen and his wife Vicki have three children, all graduates of the Department of Defense Dependents Schools in Italy.

The Department of Defense Education Activity (DODEA)

"Teaching the children of Department of Defense military and civilian families worldwide."

History

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. First administered by the military branches they served, the growing number of schools was soon transferred to civilian managers, then organized into two separate but parallel 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 were brought together under an umbrella agency, the Department of Defense Education Activity (DoDEA).

Organization

DoDEA is a field activity of the Office of the Secretary of Defense. It is headed by a director who oversees all agency functions from DoDEA headquarters in Arlington, Virginia. DoDEA's schools are divided into three areas; Department of Defense Schools - Europe (DoDDS-E), Department of Defense Schools - Pacific (DoDDS-P) / Domestic Dependent Elementary and Secondary Schools - Guam (DDESS-G), and the Domestic Dependent Elementary and Secondary Schools (DDESS). Each area is managed by an area director. Within each of these three areas, schools are organized into districts headed by superintendents.

Vision

"Communities committed to success for ALL students."

Mission

The DoDEA mission statement is: Providing an Exemplary Education that Inspires and Prepares All Students for Success in a Dynamic, Global Environment.

DoDEA's mission is to plan, direct, coordinate, and manage the education programs for eligible dependents of U.S. military personnel and civilian personnel of the DoD.

DoDEA provides an exemplary education that inspires and prepares all students for success in a dynamic, global environment. Dependents of military personnel face unique challenges to their educational attainment. They move more frequently than

typical students and are also subject to the stress that accompanies the potential deployment of parents to combat. DoDEA schools provide students with a uniform curriculum and standards that mitigate the stress of frequent moves. DoD also provides resources to non-DoDEA schools to help them deal with the challenges faced by military dependents.

What We Do

The DoDEA instructional program provides a comprehensive prekindergarten through 12th grade curriculum that is dedicated to attaining highest student achievement for all students. Currently 100% of DoDEA schools are accredited and in good standing with their regional accrediting agency. Students consistently achieve high scores in the National Assessment of Educational Progress and above the national average on standardized assessments. Minority students have been especially successful, scoring at or near the highest in the nation in mathematics.

DoDEA measures student progress with multiple performance-based assessments. The TerraNova standardized test provides DoDEA with results that it can compare to a nation-wide sample. DoDEA students also take the National Assessment of Educational Progress (NAEP), which provides comparisons of student achievement in reading, writing, math, and science. All DoDEA schools are accredited by one of the six regional accrediting agencies, which provide each school with an independent evaluation.

Schools submit annual reports of data, and every five years they host an on-site validation visit led by education experts from the United States. Following the on-site visits, the experts send a report that includes recommendations for improvements to each of the schools visited. DoDEA also conducts internal monitoring of educational programs to ensure high-quality implementation of new programs and overall effectiveness of existing programs. Monitoring activities may include, but are not limited to the following activities: surveys, interviews, focus groups, classroom observations and the analysis of achievement and training data.

Currently 100% of DoDEA schools are accredited and in good standing with their regional accrediting agency.

The Department of Defense Education Activity (DODEA): Fact List

DoDEA operates 194 schools in 14 districts located in 12 foreign countries, seven states, Guam, and Puerto Rico.

All schools within DoDEA are fully accredited by U.S. accreditation agencies. Approximately 8,700 educators serve more than 86,000 DoDEA students.

	The Department of Defense Education Activity (Total)	Department of Defense Dependents Schools - Europe	Department of Defense Dependents Schools - Pacific	Domestic Dependent Elementary and Secondary Schools
Districts	14	5	3	6
Schools	194	79	45	70
Employees	12,583	4,741	3,131	3,987
Students	87,186	35,692	23,770	27,724
As of September 19, 2011				

Locations of DoDEA Schools

Domestic Dependent Elementary and Secondary Schools	Department of Defense Dependents Schools - Europe	Department of Defense Dependents Schools - Pacific
Alabama	Bahrain	
Georgia	Belgium	Japan
Kentucky	England	Korea
New York	Germany	
North Carolina	Italy	
South Carolina	The Netherlands	
Virginia	Portugal	
Guam	Spain	
Puerto Rico	Turkey	
Cuba		

Children-the focus of our mission

- Today there are approximately 1.2 million military student-age children being educated in public, private and home-based schools in the USA and around the world.
- Military students have a mobility rate of about 31%.

Assessment: Individual Students

DoDEA monitors student progress through the use of standardized tests. Students take the Terra Nova Achievement Test, a norm-referenced test for students in grades 3 through 11. Every year, at every grade level tested, and in every subject area, DoDEA students score above the national average.

NAEP Assessment

DoDEA 4th and 8th grade students also take the National Assessment of Educational Progress (NAEP), "the Nation's Report Card." Department of Defense Dependents Schools and Domestic Dependent Elementary and Secondary Schools student scores consistently rank at or near the top of the scale when compared with the scores of other participating states and jurisdictions.

DoDEA Students Continue High Performance on the 2011 NAEP Reading and Mathematics Assessments

ARLINGTON, VIRGINIA — Department of Defense Education Activity (DoDEA) fourth and eighth grade students continued their strong performance on the National Assessment of Educational Progress (NAEP) 2011 Reading and Mathematics Assessments.

The NAEP was administered to DoDEA fourth and eighth grade students from January to early March. DoDEA's domestic and overseas school systems participated in NAEP as a single jurisdiction.

DoDEA Results: 2011 NAEP Reading Assessment

4th Grade

- In 2011, the average score on the NAEP Reading Assessment was 229 while the average score for 4th grade public school students was 220.
- The DoDEA average score of 229 on the 2011 NAEP Reading Assessment was not significantly different from their average score of 228 in 2009.

8th Grade

- In 2011, the average score on the NAEP Reading Assessment was 272 while the average score for 8th grade public school students was 264.
- The DoDEA average score of 272 on the 2011 NAEP Reading Assessment equaled their 2009 average score of 272.

DoDEA Results: 2011 NAEP Mathematics Assessment

4th Grade

- In 2011, the average score on the NAEP Mathematics Assessment was 241 while the average score for 4th grade public school students was 240.
- The DoDEA average score of 241 on the 2011 NAEP Mathematics Assessment was not statistically different from their average score of 240 in 2009.

8th Grade

- In 2011, the average score on the NAEP Mathematics Assessment was 288, 5 points higher than the 283 average score for 8th grade public school students.
- The DoDEA average score of 288 on the 2011 NAEP Mathematics Assessment was 5 points higher than their average score of 283 in 2009.

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. NAEP does not provide scores for individual students or schools; instead, it offers

results regarding subject-matter achievement, instructional experiences, and school environment for populations of students (e.g., fourth-graders) and groups within those populations (e.g., female students, Hispanic students). NAEP results are based on a sample of student populations of interest.

Additional Key Findings for the 2009 NAEP Reading Assessment (Source: National Center for Education Statistics (NCES))

Highlights for DoDEA students' performance on the 2011 NAEP Reading Assessment include:

4th Grade

- In 2011, the score gap between students in DoDEA at the 75th percentile and students at the 25th percentile was 36 points. This performance gap was narrower than the 47-point gap in 1998.
- In 2011, the average score of 229 in DoDEA was higher than the average scores in 45 states and not significantly different from those in 5 states. Only Massachusetts had a significantly higher average score in reading for 4th grade students.
- The percentage of students in DoDEA who performed at or above the NAEP Proficient level was 39 percent in 2011, not significantly different from 2009 (39 percent), and greater than that in 1998 (32 percent).
- The percentage of DoDEA students who performed at or above the NAEP Basic level was 79 percent in 2011. This percentage was not significantly different from 2009 (77 percent) and was greater than that in 1998 (66 percent).

8th Grade:

- In 2011, the score gap between students in DoDEA at the 75th percentile and students at the 25th percentile was 35 points. This performance gap is narrower than that in 1998 (44 points).
- In 2011, the average score of 272 in DoDEA was higher than the average scores in 42 states and not significantly different from those in 8 states. Only Massachusetts had a significantly higher average score in reading for 8th grade students.
- The percentage of students in DoDEA who performed at or above the NAEP Proficient level was 39 percent in 2011, equaling the 39 percent in 2009 and not significantly different from the 37 percent in 1998.
- The percentage of DoDEA students who performed at or above the NAEP Basic level was 87 percent in 2011 and was greater than that the 79 percent in 1998.

Highlights for DoDEA students' performance on the 2011 NAEP Mathematics Assessment include:

4th Grade:

- In 2011, the score gap between DoDEA students at the 75th percentile and students at the 25th percentile was 33 points. This performance gap was narrower than that of 1996 (40 points).
- In 2011, the average score of 241 for DoDEA students was higher than those in 19 states; lower than those in 19 states and not significantly different from those in 13 states.
- The percentage of students in DoDEA who performed at or above the NAEP Proficient level was 39 percent in 2011. This percentage was not significantly different from that in 2009 (38 percent) and was greater than that in 1996 (19 percent).
- The percentage of students in DoDEA who performed at or above the NAEP Basic level was 86 percent in 2011. This percentage equaled that in 1990 and was greater than that in 1996 (64 percent).

8th Grade:

- In 2011, the score gap between students in DoDEA at the 75th percentile and students at the 25th percentile was 41 points. This performance gap was not significantly different from that of 1996 (45 points).
- In 2011, the average score of 288 for DoDEA students was higher than those in 29 states; not significantly different from those in 13 states; and lower than those in 9 states.
- The percentage of students in DoDEA who performed at or above the NAEP Proficient level was 37 percent in 2011. This percentage was not significantly different from that in 2009 (36 percent) and was greater than that in 1996 (22 percent).
- The percentage of students in DoDEA who performed at or above the NAEP Basic level was 80 percent in 2011. This percentage was not significantly different from that in 2009 (79 percent) and was greater than that in 1996 (64 percent).

DoDEA's Minority Achievement DoDEA's African American and Hispanic students continued to score higher when compared with their stateside counterparts at both grade levels tested in reading and mathematics.

DoDEA African-American Students:

- In 2011, DoDEA's African-American 4th grade students had an average score of 222 on the NAEP Reading Assessment. This score compares to an average of 205 for their counterparts in public schools nationally.

- In 2011, DoDEA's African-American 8th grade students scored an average of 263 on the NAEP Reading Assessment. This compares to an average score of 248 for their counterparts in public schools nationally.
- In 2011, DoDEA's African-American 4th grade students scored an average of 228 on the NAEP Mathematics Assessment. This score compares to an average of 224 for their counterparts in public schools nationally.
- In 2011, DoDEA's African-American 8th grade students scored an average of 274 on the NAEP Mathematics Assessment. This score compares to an average of 262 for their counterparts in public schools nationally.

DoDEA Hispanic Students

- In 2011, DoDEA's Hispanic 4th grade students scored an average of 226 on the NAEP Reading Assessment. This score compares to an average of 205 for their counterparts in public schools nationally.
- In 2011, DoDEA's Hispanic 8th grade students scored an average of 268 on the NAEP Reading Assessment. This score compares to an average of 251 for their counterparts in public schools nationally.
- In 2011, DoDEA's Hispanic 4th grade students scored an average of 236 on the NAEP Mathematics Assessment. This score compares to an average of 229 for their counterparts in public schools nationally.
- In 2011, DoDEA's Hispanic 8th grade students scored an average of 282 on the NAEP Mathematics Assessment. This score compares to an average of 269 for their counterparts in public schools nationally.

"This year's NAEP Reading and Mathematics Assessments results are continued evidence that DoDEA students perform above the national average," said Marilee Fitzgerald, DoDEA's Acting Director. "DoDEA minority students' performance also continues to outpace the national average and we exceed minority performance in nearly every state. DoDEA's minority gap continues to narrow, and we are very pleased about that. We are also one of a few states outperforming the overwhelming majority of states in both 4th at 8th grade reading," she added."

"We are proud of our students' performance and we remain focused on reaching even higher levels of achievement, particularly at the advanced levels," Ms. Fitzgerald continued. We've recently focused on the area of mathematics by restructuring our curriculum, and refining instructional practices. We're also focusing our resources toward science, technology, engineering, and math (STEM) initiatives. I'm looking forward to seeing the results of these new programs," she said.

Additional Information

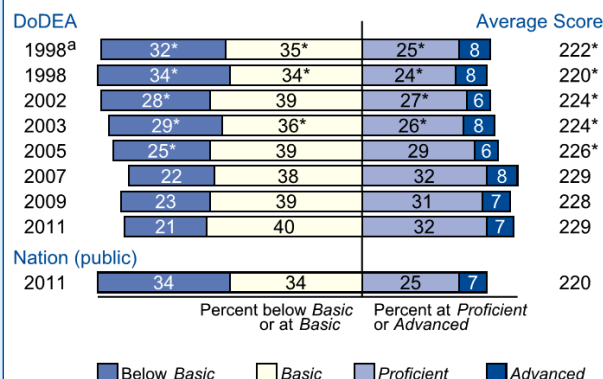
Detailed statistical information on the 2011 NAEP reading assessment and all other NAEP assessments can be found on the web at the following URL:

www.nationsreportcard.gov

Overall Results

- In 2011, the average score of fourth-grade students in DoDEA was 229. This was higher than the average score of 220 for public school students in the nation.
- The average score for students in DoDEA in 2011 (229) was not significantly different from their average score in 2009 (228) and was higher than their average score in 1998 (220).
- In 2011, the score gap between students in DoDEA at the 75th percentile and students at the 25th percentile was 36 points. This performance gap was narrower than that of 1998 (47 points).
- The percentage of students in DoDEA who performed at or above the NAEP *Proficient* level was 39 percent in 2011. This percentage was not significantly different from that in 2009 (39 percent) and was greater than that in 1998 (32 percent).
- The percentage of students in DoDEA who performed at or above the NAEP *Basic* level was 79 percent in 2011. This percentage was not significantly different from that in 2009 (77 percent) and was greater than that in 1998 (66 percent).

Achievement-Level Percentages and Average Score Results



* Significantly different ($p < .05$) from state's results in 2011. Significance tests were performed using unrounded numbers.

^a Accommodations not permitted. For information about NAEP accommodations, see <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>.

NOTE: Detail may not sum to totals because of rounding.

Compare the Average Score in 2011 to Other States/Jurisdictions

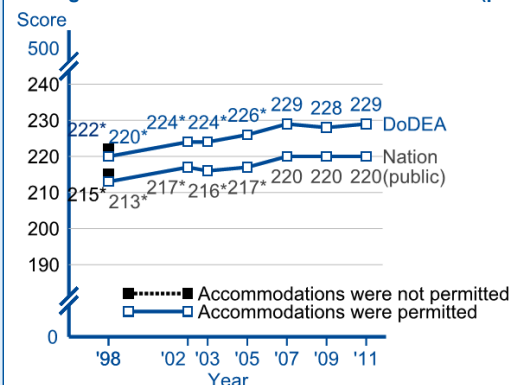


¹ Department of Defense Education Activity (overseas and domestic schools).

In 2011, the average score in **DoDEA** (229) was

- lower than that in 1 state/jurisdiction
- higher than those in 45 states/jurisdictions
- not significantly different from those in 5 states/jurisdictions

Average Scores for State/Jurisdiction and Nation (public)



* Significantly different ($p < .05$) from 2011. Significance tests were performed using unrounded numbers.

NOTE: For information about NAEP accommodations, see <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>.

Results for Student Groups in 2011

Reporting groups	Percent of students	Avg. score	Percentages at or above		Percent at Advanced
			Basic	Proficient	
Race/Ethnicity					
White	48	233	83	44	9
Black	16	222	73	29	3
Hispanic	17	226	76	33	5
Asian	6	233	83	43	10
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	1	‡	‡	‡	‡
Two or more races	11	230	79	41	8
Gender					
Male	49	226	75	34	5
Female	51	233	84	44	9
National School Lunch Program					
Eligible	#	‡	‡	‡	‡
Not eligible	#	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

Score Gaps for Student Groups

- In 2011, Black students had an average score that was 11 points lower than White students. This performance gap was narrower than that in 1998 (18 points).
- In 2011, Hispanic students had an average score that was 7 points lower than White students. This performance gap was narrower than that in 1998 (15 points).
- In 2011, female students in DoDEA had an average score that was higher than male students by 8 points.
- Data are not reported for students who were eligible for free/reduced-price school lunch in 2011, because reporting standards were not met.

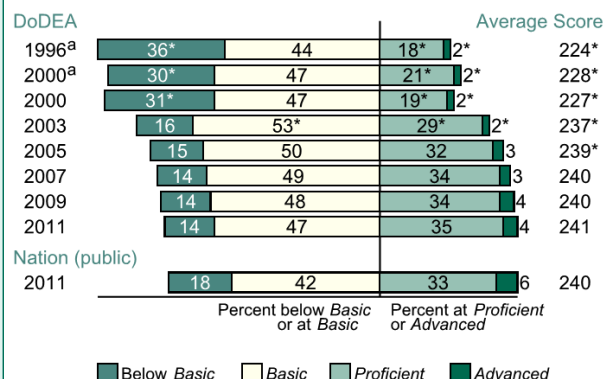
NOTE: Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2011 Reading Assessments.

Overall Results

- In 2011, the average score of fourth-grade students in DoDEA was 241. This was not significantly different from the average score of 240 for public school students in the nation.
- The average score for students in DoDEA in 2011 (241) was not significantly different from their average score in 2009 (240) and was higher than their average score in 1996 (224).
- In 2011, the score gap between students in DoDEA at the 75th percentile and students at the 25th percentile was 33 points. This performance gap was narrower than that of 1996 (40 points).
- The percentage of students in DoDEA who performed at or above the NAEP *Proficient* level was 39 percent in 2011. This percentage was not significantly different from that in 2009 (38 percent) and was greater than that in 1996 (19 percent).
- The percentage of students in DoDEA who performed at or above the NAEP *Basic* level was 86 percent in 2011. This percentage was not significantly different from that in 2009 (86 percent) and was greater than that in 1996 (64 percent).

Achievement-Level Percentages and Average Score Results

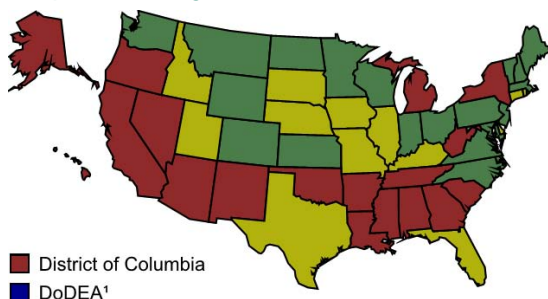


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Compare the Average Score in 2011 to Other States/Jurisdictions

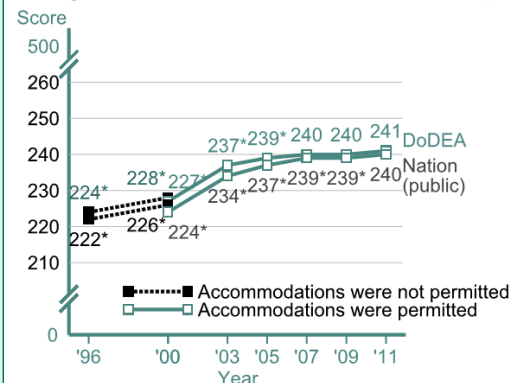


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In 2011, the average score in DoDEA (241) was

- lower than those in 19 states/jurisdictions
- higher than those in 19 states/jurisdictions
- not significantly different from those in 13 states/jurisdictions

Average Scores for State/Jurisdiction and Nation (public)



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Results for Student Groups in 2011

Reporting groups	Percent of students	Avg. score	Percentages at or above		Percent at Advanced
			Basic	Proficient	
Race/Ethnicity					
White	48	246	91	47	5
Black	16	228	73	19	#
Hispanic	18	236	82	30	2
Asian	5	247	89	49	8
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	2	‡	‡	‡	‡
Two or more races	11	243	88	42	6
Gender					
Male	50	242	86	40	4
Female	50	240	86	37	3
National School Lunch Program					
Eligible	#	‡	‡	‡	‡
Not eligible	#	‡	‡	‡	‡

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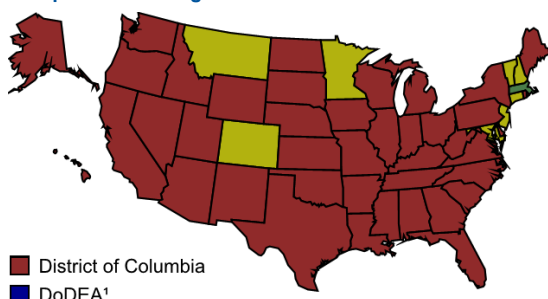
Score Gaps for Student Groups

- In 2011, Black students had an average score that was 18 points lower than White students. This performance gap was narrower than that in 1996 (22 points).
- In 2011, Hispanic students had an average score that was 11 points lower than White students. This performance gap was narrower than that in 1996 (17 points).
- In 2011, male students in DoDEA had an average score that was not significantly different from female students.
- Data are not reported for students who were eligible for free/reduced-price school lunch in 2011, because reporting standards were not met.

Overall Results

- In 2011, the average score of eighth-grade students in DoDEA was 272. This was higher than the average score of 264 for public school students in the nation.
- The average score for students in DoDEA in 2011 (272) was not significantly different from their average score in 2009 (272) and was higher than their average score in 1998 (269).
- In 2011, the score gap between students in DoDEA at the 75th percentile and students at the 25th percentile was 35 points. This performance gap was narrower than that of 1998 (44 points).
- The percentage of students in DoDEA who performed at or above the NAEP *Proficient* level was 39 percent in 2011. This percentage was not significantly different from that in 2009 (39 percent) and was not significantly different from that in 1998 (37 percent).
- The percentage of students in DoDEA who performed at or above the NAEP *Basic* level was 87 percent in 2011. This percentage was not significantly different from that in 2009 (87 percent) and was greater than that in 1998 (79 percent).

Compare the Average Score in 2011 to Other States/Jurisdictions

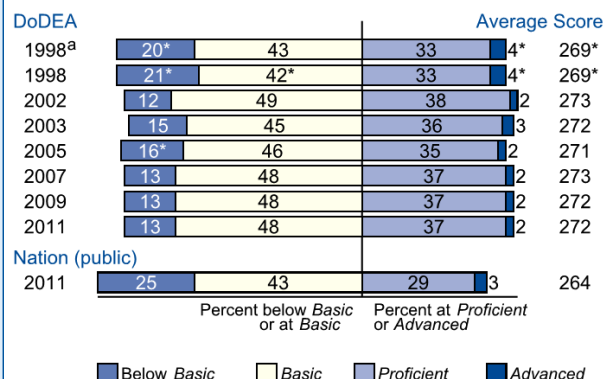


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In 2011, the average score in **DoDEA** (272) was

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- higher than those in 42 states/jurisdictions
- not significantly different from those in 8 states/jurisdictions

Achievement-Level Percentages and Average Score Results

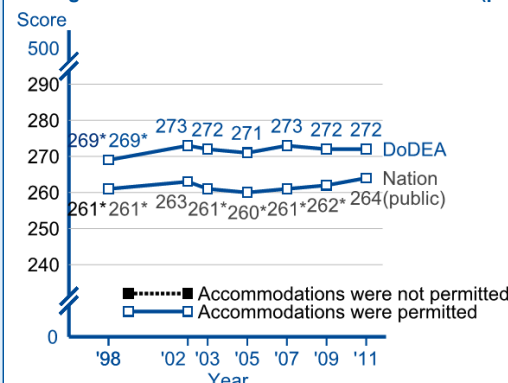


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Results for Student Groups in 2011

Reporting groups	Percent of students	Avg. score	Percentages at or above		Percent at Advanced
			Basic	Proficient	
Race/Ethnicity					
White	46	277	91	46	3
Black	16	263	81	25	1
Hispanic	17	268	84	32	1
Asian	7	272	84	40	2
American Indian/Alaska Native	#	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	2	‡	‡	‡	‡
Two or more races	11	273	88	39	2
Gender					
Male	51	268	84	34	1
Female	49	276	90	45	3
National School Lunch Program					
Eligible	#	‡	‡	‡	‡
Not eligible	#	‡	‡	‡	‡

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Score Gaps for Student Groups

- In 2011, Black students had an average score that was 14 points lower than White students. This performance gap was not significantly different from that in 1998 (22 points).
- In 2011, Hispanic students had an average score that was 9 points lower than White students. This performance gap was not significantly different from that in 1998 (7 points).
- In 2011, female students in DoDEA had an average score that was higher than male students by 8 points.
- Data are not reported for students who were eligible for free/reduced-price school lunch in 2011, because reporting standards were not met.

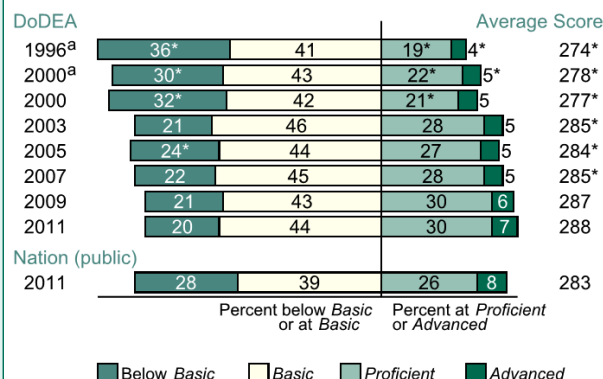
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- In 2011, the average score of eighth-grade students in DoDEA was 288. This was higher than the average score of 283 for public school students in the nation.
- The average score for students in DoDEA in 2011 (288) was not significantly different from their average score in 2009 (287) and was higher than their average score in 1996 (274).
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Achievement-Level Percentages and Average Score Results

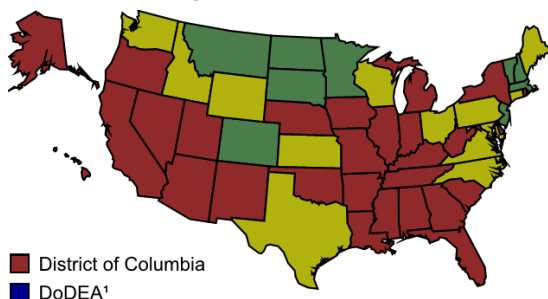


* Significantly different ($p < .05$) from state's results in 2011. Significance tests were performed using unrounded numbers.

^a Accommodations not permitted. For information about NAEP accommodations, see <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>.

NOTE: Detail may not sum to totals because of rounding.

Compare the Average Score in 2011 to Other States/Jurisdictions

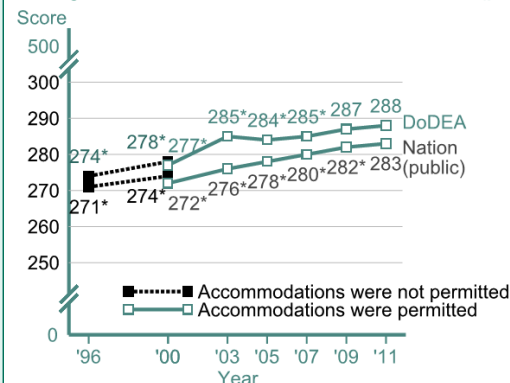


¹ Department of Defense Education Activity (overseas and domestic schools).

In 2011, the average score in DoDEA (288) was

- lower than those in 9 states/jurisdictions
- higher than those in 29 states/jurisdictions
- not significantly different from those in 13 states/jurisdictions

Average Scores for State/Jurisdiction and Nation (public)



* Significantly different ($p < .05$) from 2011. Significance tests were performed using unrounded numbers.

NOTE: For information about NAEP accommodations, see <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>.

Results for Student Groups in 2011

Reporting groups	Percent of students	Avg. score	Percentages at or above		Percent at Advanced
			Basic	Proficient	
Race/Ethnicity					
White	46	295	87	46	10
Black	16	274	68	17	2
Hispanic	17	282	74	29	4
Asian	7	292	86	42	8
American Indian/Alaska Native	1	‡	‡	‡	‡
Native Hawaiian/Pacific Islander	1	‡	‡	‡	‡
Two or more races	12	286	76	36	6
Gender					
Male	51	289	80	37	8
Female	49	287	80	36	6
National School Lunch Program					
Eligible	#	‡	‡	‡	‡
Not eligible	#	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, is not displayed. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin.

Score Gaps for Student Groups

- In 2011, Black students had an average score that was 21 points lower than White students. This performance gap was narrower than that in 1996 (28 points).
- In 2011, Hispanic students had an average score that was 13 points lower than White students. This performance gap was not significantly different from that in 1996 (16 points).
- In 2011, male students in DoDEA had an average score that was not significantly different from female students.
- Data are not reported for students who were eligible for free/reduced-price school lunch in 2011, because reporting standards were not met.