

goal 3

By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency over challenging matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our



Several benchmarks are in place for assessing our progress towards achieving Goal 3. These benchmarks include:

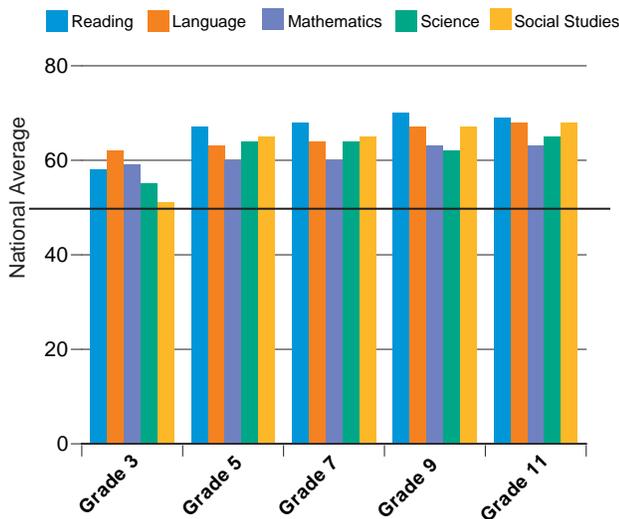
- Reducing the achievement gaps between racial/ethnic groups and the total group. See graph on page 17.
- Increasing the percentage of students scoring above the 50th percentiles in reading, language arts, and social studies. See graphs on page 18.
- Decreasing the percentage of students scoring below the 50th percentiles in reading, language arts, and social studies. See graphs on page 18.
- Establishing the standard that at least 75% of students will be proficient in writing. See graphs on page 19.
- Modifying graduation requirements so that all students will demonstrate proficiency in a second language.

Student ACHIEVEMENT & CITIZENSHIP

In order to meet the demands of our global and technological society, we must impart more complex knowledge, cover additional content (second languages, school to work skills, and technology skills) and foster the application of information to solve present and future problems.

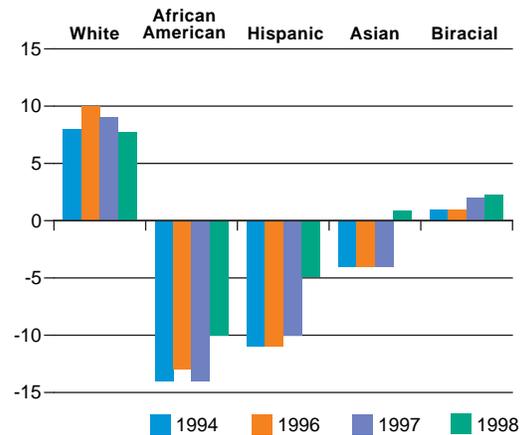
DoDEA administered the CTBS TerraNova Multiple Assessments in spring 1998 to students in grades 3-11. School year 1997-1998 was the first year for DoDDS and DDESS students to participate in the same standardized achievement tests. DoDEA students performed above the national average (50th percentile) in all subject areas at all grade levels.

DoDEA CTBS TerraNova Multiple Assessments



DoDEA CTBS TerraNova Multiple Assessments. Median percentile scores for grades 3, 5, 7, 9, and 11.

DoDDS Closing Achievement Gaps in Reading



In reading, the achievement gaps, (as measured by the TerraNova), for DoDDS African American and Hispanic students in grades 3, 5, 7, 9, and 11 have narrowed 29% and 55% respectively since 1994. The benchmark of a 50% reduction has been met for Hispanic students in reading.

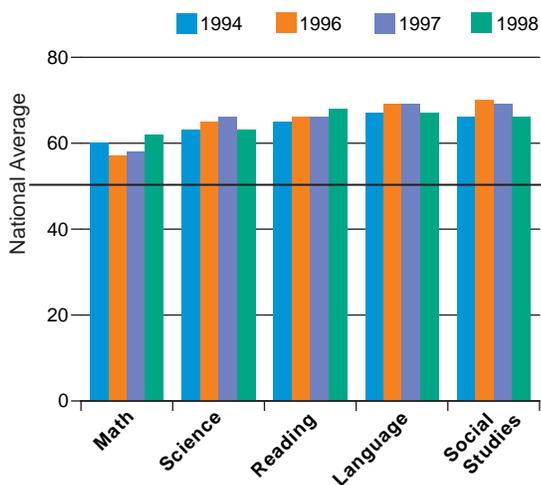
In language, the achievement gaps, (as measured by the TerraNova), for DoDDS African American and Hispanic students in grades 3, 5, 7, 9, and 11 have increased 1% and 28% respectively since 1994. In social studies, the achievement gaps, (as measured by the TerraNova), for DoDDS African American and Hispanic students in grades 3, 5, 7, 9, and 11 have increased 11% and 13% respectively since 1994.

The next page provides detail about the changes in the proportion of students performing above and below the 50th percentile since 1994.



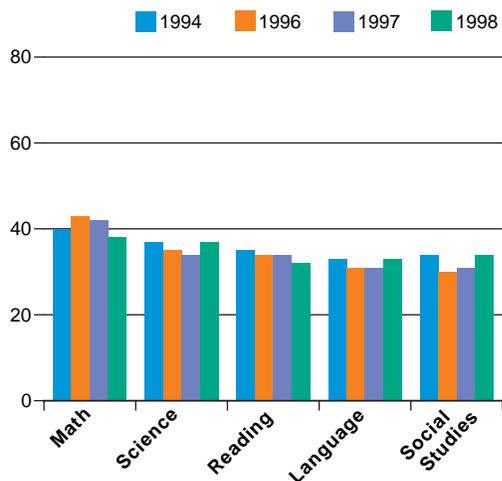
DoDDS Top Quarters

From 1994 to 1998, the percentage of DoDDS students scoring in the top 2 quarters (above the 50th percentile) increased in mathematics and reading while maintaining the same high level in science, language, and social studies.



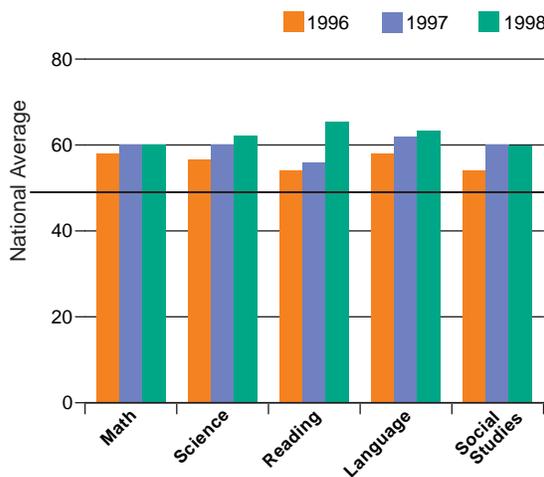
DoDDS Bottom Quarters

From 1994 to 1998, the percentage of DoDDS students in the bottom quarters decreased in mathematics and reading while staying the same in science, language, and social studies.



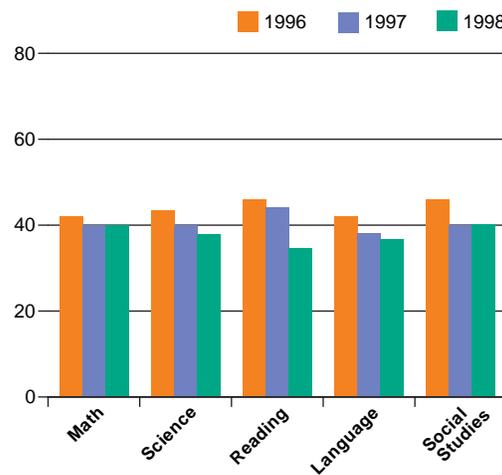
DDESS Top Quarters

From 1996 to 1998, the percentage of DDESS students in the top 2 quarters (above the 50th percentile) increased in all subject areas. All DDESS students took the CTBS TerraNova for the first time in 1997-98.



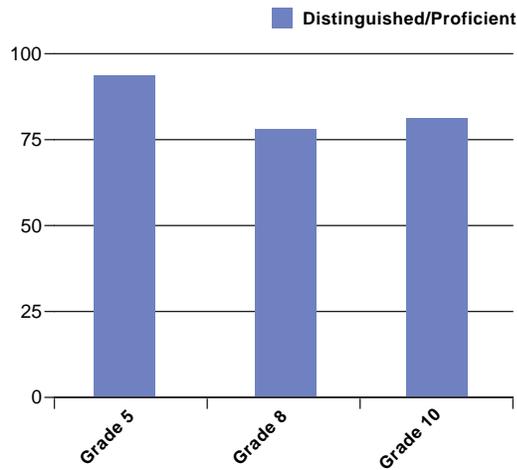
DDESS Bottom Quarters

From 1996 to 1998, the percentage of DDESS students scoring in the bottom quarters (below the 50th percentile) decreased in all subject areas.





DoDEA 1998 Writing Assessment Results

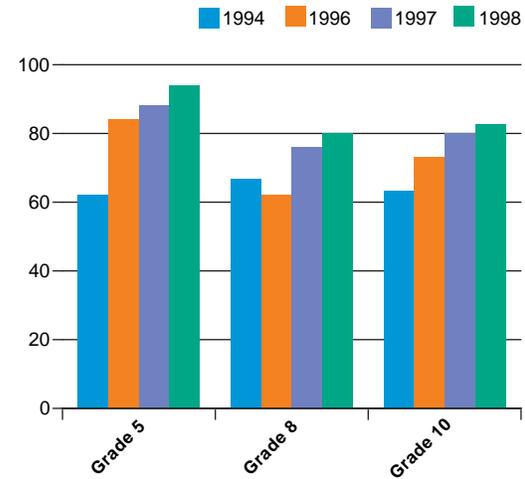


DoDEA administered its systemwide Writing Assessment in spring 1998 to students in grades 5, 8, and 10. This was the first year for DoDDS and DDESS students to participate in the same Writing Assessment.

- The goal of 75% of students reaching the proficient level or higher was met at all three grade levels by DoDDS students last year. This goal was surpassed this year by both the DoDDS and DDESS students. In 1998, the percentages of DoDEA students scoring at the proficient or distinguished levels for grades 5, 8, and 10 were 94%, 78%, and 81%, respectively.
- The percentages of DoDDS students scoring at the proficient or distinguished levels for grades

5, 8, and 10 were 94%, 79%, and 83%. Since 1994 the percentage of students scoring at the higher level has increased.

DoDDS 1994-1998 Writing: Distinguished/Proficient

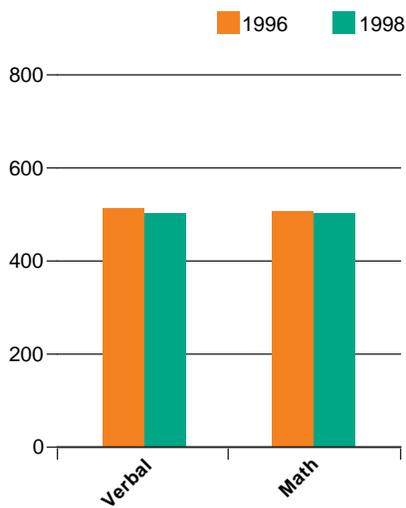


- For DDESS, 1998 was the first year for participation in The DoDEA Writing Assessment. The percentages of DDESS students scoring at the proficient or distinguished levels for grades 5, 8, and 10 were 97%, 73% and 79%.
- In accordance with a benchmark for goal three, DoDDS increased graduation requirements to meet new standards in second language study. The new graduation requirements for students beginning in 9th grade (the graduating class of 2002) require completion of two years study in the same second (foreign) language.

College PREPARATION

Goal three addresses preparing students for further learning. One benchmark specifically addresses the SAT and ACT test scores. On this page and the next data are presented to show evidence of progress towards increased preparation for further learning.

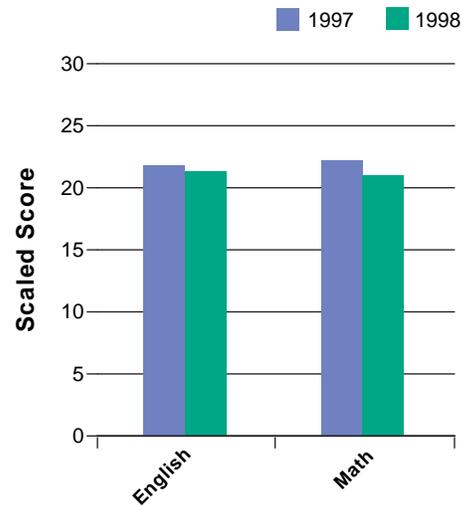
DoDEA SAT Results



- The Scholastic Assessment Test (SAT) is the test taken by most DoDEA college-bound students. A significant factor in interpreting SAT scores is the proportion of students taking the exam—the participating rate. Typically, as the proportion of students taking the SAT increases the score decreases. The 1998 participating rate (58%) for DoDEA is significantly higher than the national rate of 41%.

- The percentage of DoDEA students taking the SAT increased from 1996 to 1998. Overall, the 1998 SAT score total of 1010 is slightly lower than the score total of 1017 for 1996. DoDDS students scored (1017) at the national average and DDESS students scored (964) below the national average. The DoDEA verbal score of 508 was above the national mean of 505. The DoDEA Math score of 503 was below the national mean of 512.

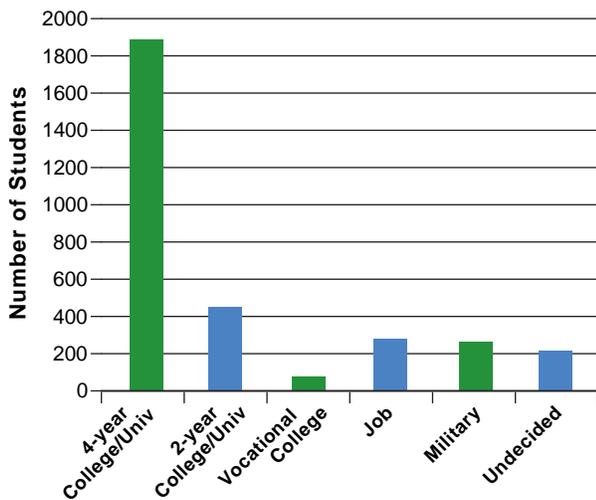
DoDDS ACT Results



- Approximately 20% of the DoDDS graduating seniors and 37% of graduating seniors nationally take the American College Testing Assessment (ACT). The DoDDS scores for each subject are all above the national average.

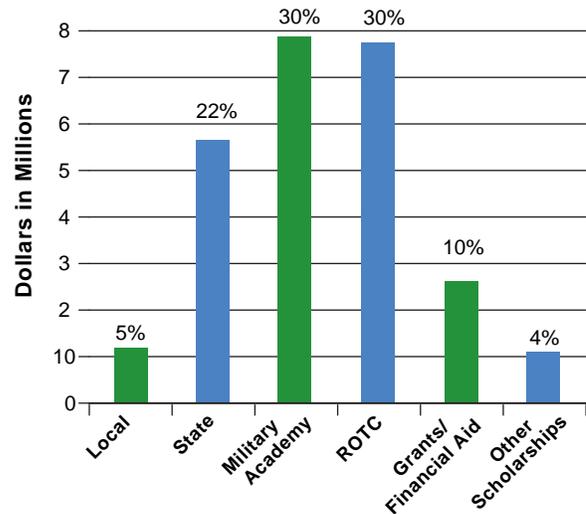
Postsecondary Plans & FINANCIAL AID

1998 DoDEA Graduating Seniors' POSTSECONDARY PLANS



In 1998, 97% of the 3,134 seniors graduated, which is the same percentage reported in 1997. As shown above, 2,412 of these graduates reported that they planned to attend a 2-year, 4-year, or vocational institution after graduation, which is an increase of 75 students from 1997. In addition, entering the job force or enlisting in the military were the reported plans of 549 of the 1998 graduating seniors. In 1997, this number was 597.

1998 DoDEA Scholarships and FINANCIAL AID



As in past years, students from the DoDEA class of 1998 have been accepted into such prestigious institutions as Yale University, the U.S. Military Academy (West Point), the U.S. Coast Guard Academy, Wake Forest, The Citadel, Duke University and The University of Notre Dame.

In 1998, over \$26 million was awarded to DoDEA graduates which remains steady with 1997 amounts. Over half of this money was in the form of military scholarships, with another fifth coming from state scholarships.

