

MEMORANDUM

February 20, 2012

TO: Board Members

FROM: Terry B. Grier, Ed.D.
Superintendent of Schools

SUBJECT: **PRELIMINARY SAT/NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST (PSAT/NMSQT) REPORT: FALL 2011–2012**

CONTACT: Carla Stevens, Research and Accountability, (713) 556-6700

The results from the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) have been released by the College Board. The PSAT/NMSQT serves as preparation for the Scholastic Aptitude Test (SAT) and as a qualifying examination for numerous scholarship programs, including the National Merit Scholarship Program. In addition, the PSAT/NMSQT can be utilized to identify students who may be successful in Advanced Placement (AP) courses. The PSAT/NMSQT is comprised of three sections: critical reading, mathematics, and writing.

The October 2011 test administration marks the ninth year of the Houston Independent School District (HISD) PSAT Initiative, which provided funding for the testing of all sophomores. On August 12, 2010, the HISD Board of Education expanded the PSAT for All program to include incoming ninth-graders for the 2010–2011 school year. HISD provided the funding for free PSAT/NMSQT tests for incoming freshmen.

- A total of 12,312 freshmen, 10,632 sophomores, and 9,162 juniors took the PSAT in October of 2011.
- For ninth graders, the participation rate was 84.2 percent, up from 83.8 percent in 2010. The sophomore participation rate went from 90.5 percent in 2010 to 89.6 percent in 2011. For juniors, participation increased from 2010 to 2011, with 82.7 percent of enrolled juniors taking the PSAT, compared to 81.4 percent in 2010.
- Total district participation increased slightly from 85.3 percent in 2010 to 85.5 percent in 2011.

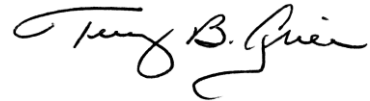
The second administration in HISD of the ReadStep, a low-stakes middle school assessment which prepares students for the PSAT/NMSQT and for the SAT, took place during October and November of 2011. The accompanying report includes an analysis of district-wide and campus PSAT/NMSQT results for ninth, tenth, and eleventh graders and results by student groups for the fall of 2010 and fall 2011. In addition, ReadStep results are provided for the district and by campus for 2010 and 2011.

Administrative Response

Research shows that raising college awareness at an early age is a key factor in increasing the likelihood that students will pursue postsecondary education. By introducing college entrance exams, districts increase college readiness and put students on the path to academic success. Analysis of the Summary of Answers and Skills, provided by the College Board, allows teachers to establish a baseline for student performance as well as to identify student strengths and weaknesses. This enables teachers to focus on the critical areas or individual student

instruction. Students participating in *PSAT for All* receive feedback on strengths and weaknesses on skills necessary for college study, an illustration of student performance in comparison with that of others applying to college, and receive information from colleges through Student Search Service.

Attached is the complete report including an analysis of district-wide results as well as for all HISD schools that had participating students. Should you have further questions, please contact my office or Carla Stevens in the Department of Research and Accountability at 713-556-6700.



TBG

cc: Superintendent's Direct Reports
Chief School Officers
Martha Salazar-Zamora
Alan Summers
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RESEARCH

Educational Program Report

PSAT/NMSQT Report 2011–2012



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PSAT/NMSQT 2011–2012

Introduction

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), which is a national examination administered in October of each year by the College Board, measures critical reading, mathematics problem solving, and writing skills. The PSAT/NMSQT serves as preparation for the Scholastic Aptitude Test (SAT). An important benefit is that the PSAT/NMSQT serves as a qualifying examination for numerous scholarship programs that are sponsored by corporations, colleges and universities, and other organizations, including the National Merit scholarships. In addition to the National Merit Scholarship finalists, other specific recognition is bestowed to high-scoring Hispanic students through the National Hispanic Recognition Program (NHRP) and to high scoring African American students through the National Scholarship Service (NSSFNS) which assists students in gaining access to postsecondary educational institutions.

The Student Search Service represents another important benefit for students of the PSAT/NMSQT program. For the fall 2011 administration, 69.3 percent of freshmen, 71.1 percent of sophomores, and 80.9 percent of juniors taking the PSAT/NMSQT registered to participate in this search service by which colleges and universities obtain names and addresses of tested students, and the colleges then directly contact the students with recruitment information and materials. As a result, the PSAT/NMSQT has come to serve as a vehicle to bring prospective students to the attention of colleges and universities.

In the fall of 2003, the Houston Independent School District (HISD) implemented the PSAT Initiative, known as PSAT for All, funded through the HISD Foundation, to enable the district to offer the PSAT to all tenth grade students attending HISD schools in the fall of 2003. This initiative provides schools with information about sophomores' academic strengths, assists the district in preparing students for college entrance exams, and aids the district in identifying students with the aptitude for Advanced Placement (AP) courses. This program was initially funded by \$46,000 from the HISD Foundation and \$22,614 from Title I funds. In the fall of 2010, HISD introduced an initiative to provide free PSAT testing for all freshmen.

HISD launched the PSAT for All initiative in 2003 as way to enroll more students in Advanced Placement courses and prepare them to be successful on the SAT which is required by most colleges. The district-wide initiative enables all HISD tenth-graders to take the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) for free. Today, HISD is more focused than ever on getting students to take more-rigorous courses and preparing them for college and careers. On August 12, 2010, the HISD Board of Education expanded the PSAT for All program to include incoming ninth-graders for the 2010–2011 school year. HISD provided the funding for free PSAT/NMSQT tests for incoming freshmen and uses the College Board Early Preparation Program to prepare them for the SAT and SAT Subject Tests. Students also received personalized feedback on their command of the skills needed to graduate from high school and succeed in college courses.

The College Board (2006) reports that the PSAT/NMSQT can be utilized to identify students who may be successful in AP courses. Currently, HISD uses a standard near the relative middle of the distribution of PSAT scores, which is a 45 or above in reading, mathematics, and writing, for the purposes of monitoring and assessing district progress in preparing students for Advanced Placement courses. However, the College Board provides expectancy tables and AP Potential as resources for schools and the district to aid in identifying students who may be successful in AP courses. AP Potential uses a different combination of PSAT scores to predict success on each of the different AP subjects.

The purpose of this report was to provide an examination of the participation and performance of HISD students under the ninth year of the HISD PSAT for All. The report was also designed to compare the current year's results with the previous year's results, including the participation rates of freshmen, sophomores, and juniors as well as their mean scores and the percentages of these students that met or exceeded the PSAT standard of 45 on each subject test. The fall of 2010 represents the first year for a new indicator from the College Board, the College Readiness Benchmark for sophomores and juniors, designed to help educators determine what students are considered on track to be ready for college. Also, new as of 2010 was the ReadStep, an eighth-grade assessment to indicate readiness for the PSAT and SAT, which was administered to district students. Results from 2010 and 2011 for the College Readiness Benchmark and ReadStep are presented in this report.

Administration and Scoring

The PSAT/NMSQT is a two-hour and ten-minute test. The reading questions are presented in two 25-minute sections. The mathematics questions are also presented in two 25-minute sections for a total of 100 minutes. For the writing section, a total of 30 minutes is allotted for completion. High schools administered the PSAT/NMSQT on their campuses on Wednesday, October 12, 2011. Three scaled scores are generated for each student: a reading score, a mathematics score, and a writing score. Each score ranges from 20 to 80; these numbers are analogous to the scaled scores of 200 to 800 generated by the SAT. Nationally, the average reading, mathematics, and writing scores are nearing the midpoint (50) of the 20 to 80 scale.

Methods

Participants

A total of 32,106 HISD students in grades 9–11 participated in the fall 2011 PSAT/NMSQT. The percent of sophomores and juniors who participated increased slightly from 86.2 percent in 2010 to 86.3 percent in 2011. The percent of students in grades 9 through 11 who participated in the fall of 2011 was 85.5 percent. With the initiative to test ninth graders, a total of 12,312 freshmen took the PSAT in the fall of 2011. The number of HISD campuses participating in the PSAT/NMSQT in the fall of 2011 was 42.

Data Collection and Analysis

The College Board reported test performance along with demographic information supplied by the students to HISD. These data included results for all HISD schools that had participating students. These data, together with enrollment data from the Public Education Information Management System (PEIMS) database, were analyzed. Data collected from the October submission and updated with the January resubmission were used to determine the total enrollment for district freshmen, sophomores, and juniors. Participation rates were calculated by dividing the number of students tested by the PEIMS snapshot of fall enrollment for the same group. Participation rates for freshmen, sophomores, and juniors were calculated across the district and by school.

Mean reading, mathematics, and writing scores for freshman, sophomores, and juniors were calculated by school, gender, and race/ethnicity. Similarly, the number and percentage of students that scored at or above 45 were summed and calculated for reading, mathematics, and writing results. Analyses were conducted using the aggregated data by grade, race/ethnicity, and gender at the district level. Demographic data used in the present report are based on students' self-reported data on the PSAT.

Results

Districtwide Participation

Of the 37,569 HISD 9th through 11th graders eligible to take the PSAT, a total of 32,106 students participated in the fall 2011 PSAT/NMSQT. These included 12,312 freshmen, 10,632 sophomores, and

9,162 juniors. Although Special Education and limited English proficient students were included in the enrollment count, they could have been exempted from taking the PSAT based on ARD and LPAC committee decisions. The junior year is the year when participation qualifies a student for National Merit scholarships and recognition; many students take the exam in the sophomore year to prepare for the junior year testing. In the fall of 2010, HISD introduced an initiative to provide free PSAT testing for all freshmen. **Table 1** shows the number and rate of participation for HISD freshmen, sophomores, and juniors from the fall of 2010 and the fall of 2011.

Table 1: PSAT Participation Rates: HISD Freshman, Sophomores, Juniors, & Combined for Fall 2010 and 2011

Grade	<u>2010</u>			<u>2011</u>		
	N Enrolled	N Tested	% Tested	N Enrolled	N Tested	% Tested
9th	14,746	12,357	83.8	14,623	12,312	84.2
10th	12,412	11,230	90.5	11,870	10,632	89.6
11th	11,217	9,135	81.4	11,076	9,162	82.7
Combined	38,375	32,722	85.3	37,569	32,106	85.5

*Enrollment data reflect PEIMS resubmission.

- The level of participation of freshmen increased from 83.8 percent in 2010 to 84.2 percent in 2011, and the level of participation for juniors increased from 81.4 percent in 2010 to 82.7 percent in 2011. For sophomores, the level of participation decreased from 90.5 percent in 2010 to 89.6 percent in 2011. The participation rate for all tested students combined increased slightly from 85.3 percent in 2010 to 85.5 percent in 2011, in the ninth year of the district initiative.

Participation by student groups including gender and race/ethnicity was examined for the past two administrations of the PSAT. The results of this analysis, including the number of students enrolled and the percent of students who participated, are provided in **Tables 2 and 3**.

Table 2: PSAT Participation Rates of HISD Freshman, Sophomores, Juniors & Combined, Fall 2010 & 2011, by Gender

Grade	<u>2010</u>				<u>2011</u>			
	Female		Male		Female		Male	
	N Enrolled	% Tested	N Enrolled	% Tested	N Enrolled	% Tested	N Enrolled	% Tested
9th	6,936	86.1	7,810	80.5	7,017	85.9	7,606	81.0
10th	6,228	91.4	6,184	88.4	5,805	90.0	6,065	88.2
11th	5,573	82.1	5,644	79.9	5,613	84.4	5,463	80.2
Combined	18,737	86.7	19,638	82.8	18,435	86.7	19,134	83.0

- Of the 18,435 females eligible to take the PSAT in 2011, 86.7 percent took the examination, equal to the percent who took the PSAT in the fall of 2010. Of the 19,134 males eligible to take the PSAT in 2011, 83.0 percent took the examination, slightly up from 82.8 percent in 2010.

Table 3: PSAT Participation Rates of HISD Freshman, Sophomores, Juniors, and Combined, Fall 2010 & 2011, by Ethnicity

Grade	2011							
	African American		Asian American		Hispanic		White	
	N Enrolled	% Tested	N Enrolled	% Tested	N Enrolled	% Tested	N Enrolled	% Tested
9th	4,033	70.0	498	90.8	8,770	78.3	1,165	74.8
10th	3,219	78.6	447	92.6	6,974	84.1	1,091	79.9
11th	3,163	73.8	410	98.0	6,349	79.1	1,012	75.9
Combined	10,415	73.8	1,355	93.6	22,093	80.4	3,268	76.8
Grade	2010							
	African American		Asian American		Hispanic		White	
	N Enrolled	% Tested	N Enrolled	% Tested	N Enrolled	% Tested	N Enrolled	% Tested
9th	4,174	71.2	465	86.0	8,799	76.3	1,155	79.8
10th	3,652	79.7	419	101.9	7,133	81.7	1,054	81.7
11th	3,401	73.5	397	98.5	6,187	77.9	1,077	72.9
Combined	11,227	74.7	1,281	95.1	22,119	78.5	3,286	78.1

Note: Students who did not provide ethnicity information are not included. Enrollments based on PEIMS resubmission. Rates may exceed 100% due to student self-reporting on PSAT demographic information.

- The 2011 participation rates for freshmen by race/ethnicity indicated that Asian American students had the highest participation rate with 90.8 percent testing, while African American freshman had the lowest participation rate at 70.0 percent. The same trend held for sophomores and juniors, with Asian Americans showing the highest participation rate at 92.6 and 98.0 percent, respectively, while African Americans had the lowest rate at 78.6 and 73.8 percent, respectively.
- When compared to 2010 participation rates, the percentage of freshman participating in 2011 improved for the Asian American and Hispanic student groups, while participation decreased for the African American and White student groups. The percentage of sophomores who participated in the 2011 PSAT increased only for Hispanic students when compared to 2010 rates. The percentage of juniors participating during the fall of 2011 improved for all student groups from the fall of 2010, except for Asian Americans.

The gender composition of students that took the PSAT in the fall of 2010 and 2011 is presented in **Table 4**.

Table 4: Composition of 2010 and 2011 PSAT Takers by Gender

Grade	<u>N Tested</u>		<u>% Female</u>		<u>% Male</u>	
	2010	2011	2010	2011	2010	2011
9th	12,357	12,312	48.3	49.0	50.9	50.0
10th	11,230	10,632	50.7	49.1	48.7	50.3
11th	9,135	9,162	50.1	51.7	49.4	47.8
Combined	32,722	32,106	49.6	49.8	49.7	49.5

Note: Percents may not total 100 due to "no responses."

- Of the 12,312 freshmen who took the PSAT in the fall of 2011, 49.0 percent were female and 50.0 percent were male. For sophomores, of the 10,632 taking the PSAT in the fall of 2011, 49.1 percent were female and 50.3 percent were male. For juniors participating in the 2011 PSAT, 51.7 percent were female and 47.8 percent were male.

The racial/ethnic composition of students that took the PSAT in the fall of 2010 and 2011 is presented in **Table 5**.

Table 5: Composition of PSAT Test Takers by Race/Ethnicity, Fall 2010 and 2011

	<u>Freshmen</u>		<u>Sophomores</u>		<u>Juniors</u>		<u>Combined</u>	
	2010	2011	2010	2011	2010	2011	2010	2011
Number Tested	12,357	12,312	11,230	10,632	9,135	9,162	32,722	32,106
% African Amer.	24.1	22.9	25.9	23.8	27.4	25.5	25.6	23.9
% Asian American	3.2	3.7	3.8	3.9	4.3	4.4	3.7	3.9
% Hispanic	54.3	55.8	51.9	55.2	52.8	54.8	53.1	55.3
% White	7.5	7.1	7.7	8.2	8.6	8.4	7.8	7.8

Note: Percents may not total 100 due to “no responses” or selection of ethnicities not included for the present analysis.

- Of the freshmen, sophomores, juniors, and combined taking the PSAT in 2011, over 50 percent of those tested were Hispanic. The African American student group made up the next largest percentage taking the PSAT, and the smallest percentages taking the 2011 PSAT were White and Asian American students. The relative composition of PSAT takers by race/ethnicity has remained fairly consistent over the past two years.

Participation by Schools

A total of 42 HISD high schools had students taking the fall 2011 PSAT/NMSQT. **Table 6** presents the percentages of test takers from each of these high schools that took part in the PSAT/NMSQT for the past two years.

- During the fall of 2011, 88 percent of the schools who tested freshmen had participation rates of 75 percent or higher. When comparing the participation rates from fall 2010 to the fall of 2011, it was found that of the 39 schools that tested freshman in both years, 19 schools showed improved participation rates.
- Of the schools that tested sophomores in 2011, 93 percent had a sophomore participation rate of 75 percent or higher. When comparing the participation rates from fall 2010 to the fall of 2011, it was found that of the 40 schools that tested sophomores in both years, 16 schools showed improved participation rates.
- In the fall of 2011, 85 percent of schools that tested juniors had a participation rate of 75 percent or higher. When comparing the participation rates from fall 2010 to the fall of 2011, it was found that out of the 39 schools who participated in both years, 20 schools showed improved participation rates for juniors.

Table 6: PSAT Participation Rates of Freshmen, Sophomores, and Juniors, Fall 2010 & 2011

School	<u>Freshmen</u>		<u>Sophomores</u>		<u>Juniors</u>	
	<u>2010</u>	<u>2011</u>	<u>2010</u>	<u>2011</u>	<u>2010</u>	<u>2011</u>
	% Tested	% Tested	% Tested	% Tested	% Tested	% Tested
Austin	92.0	93.6	95.0	90.4	92.3	97.7
Bellaire	91.7	93.1	90.6	88.4	62.1	59.2
Carnegie Vanguard	98.7	99.0	99.2	100.0	101.1	99.2
Carter Career	100.0	**	100.0	**	60.0	**
CEP/Beechnut Acad.	**	*	**	71.6	**	*
Challenge	99.1	97.6	100.0	97.5	87.8	99.0
Chavez	83.8	89.8	91.2	90.4	87.9	91.0
CLC HS	86.3	87.1	84.7	162.5	95.5	90.0
Davis	82.5	89.0	87.9	87.8	86.3	90.5
DeBakey	100.0	101.1	99.5	99.0	99.5	99.5
East Early College HS	100.0	100.0	98.1	100.0	98.1	91.7
Eastwood	101.9	98.1	99.0	100.0	100.0	99.0
Empowerment	**	97.7	**	100.0	**	97.7
Energ. for STEM Aca.	97.6	92.3	97.5	100.0	97.0	103.1
E-STEM West HS	98.3	100.0	104.4	90.0	*	96.4
Furr	78.3	74.5	87.6	87.6	83.1	71.5
HSBES	49.4	**	71.4	**	59.6	**
HSLECJ	96.5	97.4	99.3	100.0	95.4	96.7
HSPVA	97.3	98.0	99.3	98.9	94.0	98.7
Hope Academy	58.0	76.9	58.6	86.8	13.2	5.9
Houston Acad. Int'l.	100.0	97.6	100.0	99.1	97.9	98.8
Houston Math/Sci/Tec	*	88.7	90.5	88.4	86.8	89.9
Jones	73.5	71.4	88.1	109.8	86.8	79.6
Jordan, Barbara	92.4	94.0	100.4	97.0	98.4	98.1
Kashmere	75.4	74.4	88.7	86.6	81.1	82.1
Lamar	93.6	93.6	91.6	92.3	86.8	89.4
Leader's Academy	8.2	**	47.1	**	32.0	**
Lee	74.5	75.2	87.3	91.2	85.2	92.5
Madison	83.0	80.0	91.2	83.5	83.3	85.1
Milby	93.4	87.7	97.6	106.7	88.7	84.4
Mt. Carmel Acad.	97.9	93.8	94.4	101.1	97.5	97.4
New Aspirations	28.1	36.0	50.0	38.2	1.1	37.9
Ninth Grade Prep	74.3	**	*	**	*	**
North Houston EC	100.0	98.3	98.0	97.3	96.7	95.7
Reach Charter	*	*	*	*	6.6	**
Reagan	92.4	92.2	96.5	95.9	89.7	92.3
Scarborough	88.3	89.6	88.5	78.7	36.3	88.1
Sharpstown HS	75.1	92.3	91.7	92.6	90.6	88.5
Sharpstown Internatl.	99.2	98.0	98.3	97.0	98.7	97.1
South Early College	100.0	**	96.1	**	*	**
Sterling	81.1	75.6	85.7	72.8	79.0	67.9
Waltrip	90.2	88.6	89.8	95.2	91.5	87.7
Washington	78.1	81.5	85.6	75.2	85.8	85.2
Westbury	83.8	87.0	96.7	92.9	81.9	87.5
Westside	93.7	90.9	93.1	93.8	86.0	86.7
Wheatley	69.7	64.0	93.0	81.3	88.3	69.6
Worthing	70.0	87.5	84.6	80.8	78.8	79.2
Yates	81.3	77.2	85.8	86.7	81.2	82.2

*Campus did not test at indicated grade level. ** No test data for campus.

Note: Participation rates greater than 100 are a result of using two different data files.

Student Mean Performance

In the following sections, the performance of both HISD sophomores and juniors was compared to those for the state of Texas and for the nation for 2010 and 2011. Also, the performance of the individual grade levels tested as well as the grades combined was analyzed for the same time period. Data were presented in terms of district-wide and school-level performance and by mean score for each section: reading, mathematics, and writing. Results were disaggregated by student groups for the district-wide results.

HISD, Texas, and the Nation

Results from the PSAT/NMSQT for HISD sophomores and juniors compared with their statewide and nationwide counterparts for 2010 and 2011 administrations are presented in **Table 7**. The College Board does not provide state or national data for freshmen.

Table 7: Mean PSAT Scores of HISD 10th and 11th Grade Students with Texas and the Nation, Fall 2010 and 2011

<u>Sophomores</u>						
	2010			2011		
	Reading	Math	Writing	Reading	Math	Writing
HISD	37.1	40.2	35.5	37.0	39.1	36.7
Texas	40.8	43.4	38.7	41.4	42.1	39.5
National	42.5	44.0	40.4	43.1	42.3	40.9

<u>Juniors</u>						
	Reading	Math	Writing	Reading	Math	Writing
HISD	40.4	43.4	38.8	40.1	42.3	39.8
Texas	44.2	47.2	42.4	44.2	46.0	43.6
Nation	47.3	48.9	45.4	47.6	48.3	45.6

- When comparing the performance of HISD sophomores from 2010 to 2011, the mean reading score decreased by only 0.1 points, the mean mathematics score fell 1.1 points, and the mean writing score went up 1.2 points. Scores for sophomores in the state of Texas increased in reading and writing over the same time period, while their mathematics scores declined. The national average scores for sophomores decreased in reading and math but increased for writing from 2010 to 2011. Since the fall of 2010, HISD sophomores have narrowed the gap between their performance and that of their state and national counterparts in math and writing. The reading gap for sophomores between HISD and the state and HISD and the nation has increased from 2010 to 2011.
- The average performance of HISD juniors in the fall of 2011 was down 0.3 points in reading from 2010, down 1.1 points in mathematics, and up 1.0 in writing. Scores for juniors in the state of Texas declined in math, increased in writing, and remained the same in reading, while the national average scores for juniors increased in reading and writing and decreased in math over the same time period. Since the fall of 2010, the performance gaps in reading have increased between HISD juniors and that of their state and national counterparts. The mathematics gap has decreased between HISD juniors and the state juniors but has increased between HISD juniors and their national counterparts since 2010. The writing gap for juniors between HISD and the state has increased from 2010 to 2011, whereas the writing gap between HISD juniors and their national counterparts has decreased.

District-wide Performance by PSAT Mean Score

Analysis of district-wide performance focused on the performance of freshmen, sophomores, juniors, and the combined performance of these three groups for 2010 and 2011. Results from the 2010 and 2011 PSAT/NMSQT are presented in **Table 8**. The averages of student reading, mathematics, and writing scores were calculated and analyzed to describe the performance of specific student groups.

Table 8: PSAT Mean Reading, Math, and Writing Scores by Student Group: Freshmen, Sophomores, Juniors, & Combined, Fall 2010 & 2011

Student Group	2011											
	<u>Freshmen</u>			<u>Sophomores</u>			<u>Juniors</u>			<u>Combined</u>		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
All	34.7	36.1	35.0	37.0	39.1	36.7	40.1	42.3	39.8	37.0	38.9	36.9
Afr. Amer.	34.2	34.2	34.2	35.6	36.3	35.3	38.5	39.3	38.2	35.9	36.4	35.8
As. Amer.	44.7	48.2	43.0	47.2	52.2	46.3	49.0	55.4	48.5	46.9	51.8	45.8
Hispanic	33.4	35.4	34.1	35.3	38.2	35.3	38.3	41.1	38.3	35.4	38.0	35.7
White	45.3	44.6	43.3	49.1	48.8	46.6	52.4	53.6	50.2	48.8	48.8	46.6
Female	35.6	36.1	35.9	37.9	39.0	37.8	40.8	42.1	40.8	37.9	38.8	38.0
Male	34.0	36.2	34.1	36.2	39.2	35.7	39.3	42.6	38.8	36.2	39.0	35.9
Student Group	2010											
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
All	34.7	37.8	33.6	37.1	40.2	35.5	40.4	43.4	38.8	37.1	40.2	35.7
Afr. Amer.	33.1	35.8	32.7	35.1	37.5	34.6	38.0	40.3	37.3	35.3	37.7	34.8
As. Amer.	44.3	49.2	42.7	45.3	51.7	43.1	50.9	58.4	50.0	46.8	53.0	45.2
Hispanic	33.6	37.3	32.5	36.3	39.7	34.2	38.9	42.3	36.9	36.0	39.5	34.3
White	45.3	45.8	42.9	48.9	50.4	46.2	52.8	54.5	50.6	48.8	50.0	46.4
Female	35.5	37.8	34.7	37.8	40.1	36.5	41.0	42.9	39.6	37.9	40.0	36.7
Male	33.9	37.9	32.7	36.4	40.4	34.6	39.9	44.0	38.0	36.4	40.4	34.8

- In the fall of 2011, White freshmen, sophomores, and juniors reported the highest average mean scores on the reading test at 45.3, 49.1, and 52.4, respectively, as well as the writing test at 43.3, 46.6, and 50.2, respectively. Asian American freshmen, sophomores, and juniors had the highest mean averages in mathematics at 48.2, 52.2, and 55.4, respectively.
- When compared to 2010, PSAT results for the all student group for freshmen, sophomores, juniors, and the combined grade levels remained constant or showed decreases in reading and mathematics and increases in writing in 2011.
- In the fall of 2011, all student ethnic groups except for Hispanic students for freshmen and sophomores experienced an increase or remained constant in mean scores on the reading section of the PSAT when compared to the performance of their 2010 peers. All the student ethnic groups for freshmen, sophomores, as well as all the grade levels combined in 2011 also showed an increase in PSAT writing scores from 2010.

- Male and female students for each grade level as well as the combined grade levels showed increases in average PSAT writing scores from 2010 to 2011. Male freshmen and female freshmen and sophomores displayed gains in mean reading PSAT scores in 2011 compared to 2010.

The fall 2011 PSAT mean scores for the reading, mathematics, and writing sections were also examined to determine the relationship between the performances of student ethnic groups and gender. Specifically, the interactions between student racial/ethnic groups, African American, Asian, Hispanic, and White with gender were examined. These results are presented in **Table 9**.

Table 9: PSAT Mean Reading, Math, and Writing Scores by Interaction of Student Ethnic Group and Gender: Freshmen, Sophomores, Juniors, & Combined, Fall 2010 & 2011

Student Group	2011											
	<u>Freshmen</u>			<u>Sophomores</u>			<u>Juniors</u>			<u>Combined</u>		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Afr. Amer. Female	35.2	34.4	35.3	36.7	36.5	36.5	39.8	39.6	39.7	37.2	36.7	37.0
Afr. Amer. Male	33.1	34.0	33.1	34.4	36.1	34.1	37.1	38.9	36.6	34.7	36.2	34.5
Asian Am. Female	46.4	48.3	44.4	47.7	51.5	47.0	48.9	55.0	49.4	47.6	51.4	46.8
Asian Am. Male	43.0	48.3	41.5	46.8	52.7	45.7	49.2	56.0	48.0	46.3	52.3	45.0
Hispanic Female	33.8	35.2	34.8	35.8	38.0	36.2	38.8	40.8	39.1	36.0	37.8	36.5
Hispanic Male	33.0	35.7	33.5	34.8	38.5	34.4	37.7	41.6	37.5	34.9	38.2	34.9
White Female	47.0	44.4	45.0	50.2	48.1	47.7	53.3	53.2	51.9	50.1	48.4	48.1
White Male	43.7	44.9	41.7	47.9	49.6	45.4	51.6	54.1	48.6	47.5	49.3	45.1
Student Group	2010											
	<u>Freshmen</u>			<u>Sophomores</u>			<u>Juniors</u>			<u>Combined</u>		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Afr. Amer. Female	33.9	36.1	33.8	36.0	37.9	35.8	38.5	40.0	38.2	36.0	37.9	35.8
Afr. Amer. Male	32.4	35.6	31.6	34.1	37.1	33.3	37.5	40.6	36.5	34.5	37.6	33.6
Asian Am. Female	44.9	48.6	43.3	45.9	50.8	44.2	51.9	58.2	51.5	47.5	52.4	46.2
Asian Am. Male	43.8	49.9	42.2	45.1	52.9	42.3	50.0	58.7	48.5	46.3	53.8	44.3
Hispanic Female	34.4	37.1	33.2	36.9	39.5	34.9	39.5	41.5	37.4	36.7	39.2	35.0
Hispanic Male	33.0	37.4	31.8	35.6	40.0	33.5	38.5	43.1	36.4	35.4	39.8	33.6
White Female	45.8	45.6	44.3	49.4	50.0	47.9	53.8	54.0	52.2	49.4	49.5	47.8
White Male	44.8	46.2	41.5	48.4	50.8	44.6	51.9	55.1	49.1	48.3	50.6	45.0

- On the 2011 PSAT, African American females outperformed African American males for all grade levels and on all sections. For all grade levels tested, Asian American, Hispanic, and White males outperformed or were equal to their female counterparts on the mathematics sections of the fall 2011 PSAT, while Asian American, Hispanic, and White females at all grade levels, with the exception of Asian juniors in reading, outperformed their male counterparts in reading and writing.

The fall 2011 PSAT mean scores for the reading, mathematics, and writing sections were also examined to determine the relationship between the performances of student groups. Specifically, the achievement gap between minority student groups, Hispanic and African American students, and their White cohorts was examined. The district-wide differences in mean scores were calculated for freshmen,

sophomores, juniors, and those grades combined for 2010 and 2011. These results are presented in **Table 10**.

Table 10: PSAT Mean Score Achievement Gap for Reading, Math, and Writing: Freshmen, Sophomores, Juniors, & Combined, Fall 2010 & 2011

	2011											
	Freshmen			Sophomores			Juniors			Combined		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Afr. Amer - White	-11.1	-10.4	-9.1	-13.5	-12.5	-11.3	-13.9	-14.3	-12.0	-12.9	-12.4	-10.8
Hispanic - White	-11.9	-9.2	-9.2	-13.8	-10.6	-11.3	-14.1	-12.5	-11.9	-13.4	-10.8	-10.9
	2010											
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Afr. Amer - White	-12.2	-10.0	-10.2	-13.8	-12.9	-11.6	-14.8	-14.2	-13.3	-13.5	-12.3	-11.6
Hispanic - White	-11.7	-8.5	-10.4	-12.6	-10.7	-12.0	-13.9	-12.2	-13.7	-12.8	-10.5	-12.1

- In fall 2011, the largest achievement gap for freshmen was between White and Hispanic students on the reading PSAT at -11.9 points. On the mathematics section, the largest achievement gap was -10.4 between White and African American students, and in writing the largest gap for freshmen was between White and Hispanic students at -9.2 points. From 2010 to 2011, the PSAT achievement gaps for freshmen decreased in writing for both groups and decreased in reading for White and African American students, while the gaps increased in mathematics.
- In fall 2011, the largest achievement gap between White sophomores and their minority cohorts on the reading PSAT was -13.8 between White and Hispanic students. On the mathematics section, the largest achievement gap was -12.5 between White and African American students. The White-African American and White-Hispanic achievement gap on the PSAT writing were the same at -11.3 points. From 2010 to 2011, the achievement gaps between White student performance and minority student performance for sophomores decreased on all sections of the PSAT except for the White-Hispanic gap in reading.
- The results of the analysis of the achievement gaps between juniors indicated that the largest mean differences in PSAT scores were between White and African American students for mathematics at -14.3 and between White and Hispanic students in reading at -14.1 points. From 2010 to 2011, the achievement gaps between White student performance and minority student performance decreased in writing and increased in mathematics. The PSAT achievement gap also narrowed between White and African American juniors in reading from 2010 to 2011.

School Performance by Mean Score

Analysis of school-level results focused on the performance of freshmen, sophomores, juniors, and the combined performance of these three groups for 2010 and 2011. Results from the 2010 and 2011 PSAT/NMSQT are presented in **Tables 11–14**. The averages of student reading, mathematics, and writing scores were calculated and analyzed to describe student performance.

Table 11: PSAT Mean Reading, Math, and Writing Scores by School: Freshmen, Fall 2010 & 2011

School	2010			2011		
	Reading	Math	Writing	Reading	Math	Writing
Austin	30.3	35.7	30.4	30.6	33.0	31.3
Bellaire	40.0	42.2	38.0	39.7	40.1	38.9
Carnegie Vanguard	51.0	51.6	47.9	52.6	53.2	49.8
Carter Career	30.0	33.9	28.2	**	**	**
Challenge	43.5	45.0	41.2	42.9	44.0	43.4
Chavez	32.7	37.0	31.7	32.6	34.9	33.1
CLC HS	30.9	33.1	29.4	30.6	33.1	32.4
Davis	31.5	35.6	30.7	32.0	33.6	32.9
DeBakey	48.0	52.5	46.0	47.6	51.6	47.0
East Early College	41.0	43.8	38.4	40.2	43.4	40.7
Eastwood	38.7	41.7	36.7	36.8	39.1	37.7
Empowerment	**	**	**	35.3	34.3	34.5
Ener. for STEM Aca.	37.6	39.0	35.5	38.2	35.8	35.1
E-STEM West HS	33.2	39.9	32.9	32.0	35.8	35.0
Furr	31.8	35.9	30.2	31.7	33.9	32.7
Hope Academy	29.2	30.9	29.2	29.8	38.8	30.0
Houston Acad. Int'l	39.4	40.8	36.9	37.9	38.8	38.6
Houston M/S/T	**	**	**	30.9	33.4	32.0
HSBES	29.8	33.6	29.8	**	**	**
HSLECJ	38.6	39.9	36.9	37.8	38.1	37.9
HSPVA	47.4	46.1	45.6	46.6	44.9	45.2
Jones	29.6	34.6	28.9	31.9	33.0	31.7
Jordan, Barbara	32.4	36.6	31.8	34.8	36.1	35.3
Kashmere	29.2	32.1	28.5	30.2	30.9	30.4
Lamar	40.5	41.6	38.4	39.7	39.8	39.2
Lee	30.5	34.3	29.9	31.2	33.3	31.6
Madison	31.0	33.8	30.4	30.9	32.3	31.5
Milby	32.0	35.6	30.8	31.6	33.9	32.2
Mount Carmel Acad.	33.8	35.0	33.7	35.8	35.0	35.7
New Aspirations	31.5	30.5	27.7	31.8	35.2	33.1
Ninth Grade Prep	31.6	35.7	31.0	**	**	**
North Houston EC	37.7	43.2	35.5	36.2	39.4	38.1
Reagan	34.4	37.4	33.3	34.1	35.4	34.3
Scarborough	32.0	35.1	31.0	32.9	33.6	32.4
Sharpstown HS	31.1	35.2	30.9	30.2	32.7	31.3
Sharpstown Internatl.	33.8	36.7	32.6	32.6	33.7	33.6
South Early College	34.7	37.8	33.5	**	**	**
Sterling	29.9	34.0	30.5	31.0	32.4	31.0
Waltrip	34.2	37.8	33.1	33.9	35.4	34.2
Washington	31.6	35.7	31.8	33.2	33.8	32.9
Westbury	31.2	34.4	30.7	32.1	33.1	32.7
Westside	37.5	39.6	36.1	37.4	37.2	36.9
Wheatley	29.3	32.8	29.3	30.2	31.4	31.2
Worthing	30.4	32.4	29.8	30.2	31.3	31.0
Yates	30.5	34.1	30.1	31.7	32.0	32.3

* Fewer than 5 tested.

** No test data for campus.

Table 12: PSAT Mean Reading, Math, and Writing Scores by School: Sophomores, Fall 2010 & 2011

School	2010			2011		
	Reading	Math	Writing	Reading	Math	Writing
Austin	33.7	38.2	31.8	32.6	36.5	32.3
Bellaire	45.9	47.6	42.9	43.6	45.4	43.2
Carnegie Vanguard	55.6	56.7	52.8	56.7	57.1	53.4
Challenge	44.6	47.3	42.3	46.3	47.3	45.6
Chavez	34.3	38.6	33.1	34.6	37.9	34.8
CEP/Beechnut Acad.	*	*	*	30.4	34.2	32.4
CLC HS	30.7	33.0	29.7	34.0	34.7	32.6
Davis	33.6	38.5	32.5	32.7	35.6	33.4
DeBakey	52.3	59.2	49.7	52.7	58.3	51.8
East Early College	42.7	47.3	41.2	42.7	46.6	43.1
Eastwood	40.9	44.8	38.6	40.5	43.7	41.2
Empowerment	**	**	**	38.9	39.9	36.8
Ener. for STEM Aca.	39.8	41.6	38.4	37.8	39.6	36.5
E-STEM West HS	35.5	40.2	34.1	31.6	38.5	34.5
Furr	34.7	37.1	33.0	33.4	36.0	34.1
Houston Acad. Int'l	43.6	45.3	41.5	41.3	42.8	39.3
HSBES	29.9	30.8	31.7	**	**	**
HSLECJ	40.4	42.0	38.6	40.7	40.8	39.6
HSPVA	50.5	50.5	48.6	51.7	49.6	49.4
Hope Academy	28.1	32.1	30.8	30.8	30.7	29.8
Houston M/S/T	32.0	36.7	30.8	32.4	35.8	32.7
Jones	31.2	34.1	30.7	31.0	34.2	32.2
Jordan, Barbara	34.9	38.1	33.8	34.6	37.1	34.7
Kashmere	30.5	32.5	30.5	30.2	32.1	30.9
Lamar	43.2	44.6	40.6	43.5	43.7	41.5
Leader's Academy	30.8	32.8	29.1	**	**	**
Lee	33.0	36.7	31.5	32.7	35.6	32.2
Madison	33.7	36.2	32.1	32.8	34.9	32.5
Milby	33.9	37.5	32.5	33.6	36.1	33.1
Mount Carmel Acad.	39.6	39.7	37.6	37.3	37.6	36.8
New Aspirations	32.3	33.3	30.5	30.5	34.9	30.8
North Houston EC	42.7	47.1	40.4	40.9	44.2	41.1
Reagan	37.1	40.5	35.2	36.7	38.5	36.3
Scarborough	33.0	37.1	32.3	31.8	35.0	32.1
Sharpstown HS	34.1	37.0	32.8	31.5	35.8	32.8
Sharpstown Internatl.	36.2	38.2	33.6	33.4	36.9	33.7
South Early College	41.4	44.9	39.4	**	**	**
Sterling	33.6	36.5	31.8	33.9	35.6	33.3
Waltrip	37.6	40.5	35.7	35.3	37.4	35.9
Washington	33.7	37.3	32.5	33.2	35.5	33.3
Westbury	33.9	36.0	32.7	32.6	33.8	33.0
Westside	41.5	43.9	39.1	41.1	41.4	39.4
Wheatley	30.0	33.3	29.6	32.6	34.1	31.9
Worthing	30.9	34.2	31.2	32.7	33.2	32.3
Yates	32.1	35.7	32.1	32.4	33.7	33.4

* Fewer than 5 tested.

** No test data for campus.

Table 13: PSAT Mean Reading, Math, and Writing Scores by School: Juniors, Fall 2010 & 2011

School	2010			2011		
	Reading	Math	Writing	Reading	Math	Writing
Austin	34.2	38.9	32.4	35.4	38.6	35.4
Bellaire	52.5	55.5	51.3	52.4	55.0	52.1
Carnegie Vanguard	62.5	61.8	58.0	59.5	60.7	57.0
Challenge	48.9	50.1	46.3	49.4	49.7	48.7
Chavez	37.4	41.3	35.8	36.8	39.4	36.7
CLC HS	33.0	34.8	32.4	34.1	37.0	37.9
Davis	36.4	40.8	35.7	34.8	39.1	35.3
DeBakey	57.5	63.9	57.1	55.3	63.5	56.3
East Early College	45.6	49.1	43.3	45.9	50.4	47.5
Eastwood	44.6	48.0	41.9	44.0	46.4	42.9
Empowerment	**	**	**	45.2	46.4	45.2
Ener. for STEM Aca.	43.0	48.5	41.4	39.5	42.2	40.0
E-STEM West HS	**	**	**	35.5	40.0	35.3
Furr	36.9	40.1	35.3	34.6	36.9	35.2
HSBES	31.6	30.7	30.8	**	**	**
HSLECJ	43.3	43.4	41.2	42.1	43.5	42.1
HSPVA	54.0	54.2	52.4	54.2	53.0	52.3
Hope Academy	32.7	38.4	35.0	32.7	31.3	32.0
Houston Acad. Int'l	44.7	46.7	41.6	46.6	46.5	45.4
Houston, M/S/T	33.8	38.0	33.0	33.9	36.7	34.4
Jones	34.2	36.8	33.7	34.3	34.4	33.4
Jordan, Barbara	37.1	39.7	36.2	36.7	39.2	37.6
Kashmere	34.7	36.3	33.7	32.6	34.0	33.7
Lamar	49.1	50.8	46.3	46.6	47.2	44.5
Leader's Academy	33.4	31.2	29.3	**	**	**
Lee	34.8	38.0	33.1	34.5	37.9	33.9
Madison	35.4	38.4	34.2	36.0	38.2	35.6
Milby	37.7	40.5	35.5	37.6	39.2	37.5
Mt. Carmel Academy	40.4	42.4	38.4	42.2	42.0	41.3
New Aspirations	*	*	*	37.6	35.0	36.5
North Early College	43.3	49.8	42.1	44.8	50.4	45.5
Reach Charter	31.3	32.4	31.5	**	**	**
Reagan	38.7	42.1	36.4	39.4	42.6	39.6
Scarborough	42.3	46.7	38.9	35.4	38.1	35.4
Sharpstown HS	35.8	39.7	33.8	35.8	39.3	36.2
Sharpstown Internatl.	39.7	45.6	37.4	36.7	40.6	37.5
Sterling	35.7	38.5	34.4	35.7	37.1	35.6
Waltrip	41.8	42.9	39.5	39.4	41.2	39.9
Washington	37.0	40.4	37.0	36.2	37.4	35.4
Westbury	36.2	38.8	34.6	36.9	37.0	36.4
Westside	45.4	47.9	43.0	45.2	46.8	43.2
Wheatley	32.5	36.0	31.6	32.5	35.4	32.7
Worthing	35.0	37.3	34.5	34.8	35.4	34.1
Yates	35.5	38.1	34.9	34.9	35.7	34.7

* Fewer than 5 students tested.

** No test data for campus.

Table 14: PSAT Mean Reading, Math, and Writing Scores by School: Combined Freshmen, Sophomores and Juniors 2010 & 2011

School	2010			2011		
	Reading	Math	Writing	Reading	Math	Writing
Austin	32.6	37.5	31.4	32.7	35.8	32.9
Bellaire	45.2	47.5	43.1	44.1	45.5	43.5
Carnegie Vanguard	55.3	55.8	52.0	55.7	56.3	52.8
Carter Career	31.2	33.7	29.6	**	**	**
Challenge	45.5	47.4	43.2	46.0	46.8	45.8
Chavez	34.4	38.7	33.2	34.3	37.0	34.6
CEP/Beechnut Acad.	*	*	*	30.4	34.2	32.4
CLC HS	31.5	33.6	30.5	32.1	34.3	33.5
Davis	33.6	38.1	32.7	33.1	35.8	33.8
DeBakey	52.3	58.2	50.6	51.5	57.2	51.2
East Early College	43.0	46.6	40.8	42.7	46.5	43.4
Eastwood	41.3	44.7	39.0	40.4	43.1	40.6
Energ. for STEM Aca.	40.6	44.0	38.9	38.7	40.2	37.9
E-STEM West HS	34.3	40.1	33.5	32.4	37.3	34.9
Furr	34.1	37.4	32.4	32.9	35.3	33.7
HSBES	30.4	31.8	30.7	**	**	**
HSLECJ	40.5	41.6	38.7	40.0	40.6	39.7
HSPVA	50.5	50.1	48.7	50.5	48.8	48.6
Hope Academy	29.0	32.2	30.6	30.4	30.3	30.0
Houston Acad. Int'l	42.4	44.1	39.8	41.4	42.3	40.7
Houston M/S/T	32.8	37.3	31.8	32.3	35.2	33.0
Jones	31.6	35.2	31.0	32.2	33.7	32.3
Jordan, Barbara	34.7	38.1	33.9	35.5	37.6	36.0
Kashmere	31.2	33.3	30.6	30.9	32.2	31.5
Lamar	43.4	44.7	41.0	42.9	43.2	41.4
Leader's Academy	32.0	32.9	29.9	**	**	**
Lee	32.5	36.1	31.3	32.8	35.6	32.6
Madison	33.2	36.0	32.1	33.2	35.0	33.1
Milby	34.3	37.7	32.8	33.8	36.1	33.9
Mt. Carmel Academy	37.6	38.8	36.3	38.2	37.9	37.7
New Aspirations	32.0	32.2	29.4	33.2	35.0	33.3
Ninth Grade Prep	31.6	35.7	31.0	**	**	**
North Houston EC	41.0	46.5	39.1	40.3	44.2	41.2
Reach Charter	31.3	32.4	31.5	**	**	**
Reagan	36.4	39.6	34.7	36.5	38.5	36.5
Scarborough	33.8	37.4	32.6	33.3	35.4	33.3
Sharpstown HS	33.6	37.3	32.5	32.2	35.6	33.2
Sharpstown Internatl.	36.0	39.3	34.1	34.0	36.6	34.6
South Early College	40.0	43.4	38.2	**	**	**
Sterling	32.6	36.0	32.0	33.1	34.6	32.9
Waltrip	37.5	40.1	35.8	35.9	37.8	36.4
Washington	34.1	37.8	33.7	34.2	35.5	33.9
Westbury	33.7	36.3	32.6	33.6	34.4	33.8
Westside	41.1	43.4	39.1	40.9	41.4	39.6
Wheatley	30.4	33.9	30.0	31.7	33.4	31.9
Worthing	31.9	34.5	31.7	32.3	33.0	32.3
Yates	32.5	35.8	32.2	32.9	33.6	33.3

* Fewer than 5 students tested.

** No test data for campus.

- For the fall 2011 test administration, the highest mean reading, mathematics, and writing scores were recorded by freshmen at Carnegie Vanguard High School at 52.6, 53.2, and 49.8 points, respectively (**Table 11**).
- When comparing performance at each school from 2010 to 2011, it was found that of the 39 campuses that tested freshmen in both years, 17 campuses (44 percent) showed improved mean reading performance, 3 schools (8 percent) exhibited improved performance in mathematics, and 37 campuses (95 percent) displayed improved mean scores in writing (**Table 11**).
- For the fall 2011 test administration, the highest mean reading and writing scores were recorded by sophomores at Carnegie Vanguard High School at 56.7 and 53.4, respectively. The highest mean mathematics scores were found at DeBakey High School for Health Professions at 58.3 (**Table 12**).
- When comparing performance at each school from 2010 to 2011, it was found that of the 40 campuses that tested sophomores in both years, 14 campuses (35 percent) showed improved mean reading performance, 5 schools (13 percent) improved in mean mathematics performance, and 34 campuses (85 percent) showed improved mean scores in writing (**Table 12**).
- For the fall 2011 test administration, the highest mean reading and writing scores of juniors were reported by students at Carnegie Vanguard High School, with 59.5 and 57.0, respectively. The highest mean mathematics score was achieved by juniors at DeBakey High School for Health Professions, at 63.5 (**Table 13**).
- When comparing junior performance from the fall of 2010 to the fall of 2011, it was found that for the 37 campuses with results for both years, 13 campuses (34 percent) showed an improvement in reading scores, 5 campuses (13 percent) showed an increase in mathematics scores, and 24 campuses (63 percent) showed improvement in writing scores (**Table 13**).
- The highest mean scores for all three grade levels combined for the fall of 2011 in reading and writing were found at Carnegie Vanguard, at 55.7 and 52.8, respectively. DeBakey High School for Health Professions reported the highest mathematics score at 57.2 (**Table 14**).
- When comparing overall performance from the fall of 2010 to the fall of 2011, it was found that for the 40 campuses with results for both years, 16 campuses (40 percent) showed an improvement in reading scores, 3 campuses (8 percent) showed an increase in mathematics scores, and 37 campuses (93 percent) showed improvement in writing scores (**Table 14**).

District-wide Performance by PSAT Standard

The 2010 and 2011 PSAT performance of freshmen, sophomores, and juniors was evaluated in terms of the district performance standard of a score of 45 or higher for reading, mathematics, and writing performance. These standards are used to monitor district performance in the Board Monitoring System. The number of students taking the PSAT was compared to the number meeting this standard, and the percentages of students that scored at or above 45 for all three subjects were calculated and are presented in **Table 15**. Results by race/ethnicity and gender are based on these standards.

Table 15: PSAT Percent Meeting or Exceeding 45 or Higher by Student Group: Freshman, Sophomores, Juniors, & Combined, Fall 2010 & 2011

Student Group	2011											
	Freshmen			Sophomores			Juniors			Combined		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
All Students	13.7	14.0	10.4	20.8	24.1	16.4	30.8	35.4	25.4	20.9	23.4	16.7
African Amer.	10.5	8.0	7.0	14.7	14.3	10.3	25.7	24.7	19.5	16.5	15.1	11.9
Asian Amer.	52.0	61.1	42.5	58.0	68.8	51.9	60.9	73.6	55.5	56.8	67.8	49.7
Hispanic	8.2	10.2	6.4	13.9	19.6	10.6	23.9	31.7	19.4	14.5	19.4	11.5
White	55.2	48.3	42.5	67.2	64.3	55.5	76.2	76.6	65.6	65.8	62.5	54.1
Female	16.0	13.4	12.3	23.3	23.5	18.9	33.8	34.1	27.8	23.7	22.9	19.1
Male	11.5	14.8	8.5	18.5	24.8	13.7	27.6	36.9	22.5	18.3	24.2	14.1

Student Group	2010											
	Freshmen			Sophomores			Juniors			Combined		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
All Students	13.5	20.2	9.9	21.7	31.2	16.2	32.3	42.1	25.8	21.6	30.1	16.5
African Amer.	8.5	12.2	6.4	15.7	20.9	13.0	24.3	30.0	20.1	15.7	20.5	12.8
Asian Amer.	50.3	66.0	42.5	54.8	67.8	45.3	67.5	83.1	61.3	57.4	72.1	49.5
Hispanic	8.7	17.1	5.4	16.9	29.1	10.3	26.6	39.7	18.7	16.4	27.4	10.7
White	53.9	56.5	43.9	67.9	73.2	56.6	77.6	80.1	71.1	65.8	69.3	56.5
Female	15.3	19.5	12.0	23.9	30.3	18.9	33.6	39.6	27.8	23.5	29.0	18.9
Male	11.9	21.0	8.1	19.6	32.4	13.5	31.0	44.8	23.9	19.8	31.4	14.3

- For all freshmen tested in 2011, 13.7 percent met the reading standard of 45 or above, 14.0 percent met the same standard in mathematics, and 10.4 percent met the writing standard. Asian American students had the highest percentage of students meeting the mathematics standard at 61.1 percent, and White students had the highest percentage of students meeting the reading standard at 55.2 percent. White and Asian American freshman both displayed the highest rate of students meeting the writing standard at 42.5 percent. Female freshmen had a higher percentage of students meeting the reading and writing standards, while male freshmen outperformed their female counterparts on the mathematics standard.
- African American, female, and all freshman combined had a higher percentage of students meet or exceed a score of 45 on the PSAT reading and writing scores in 2011 compared to 2010. White and Asian American freshman showed increases in the percentage of meeting the reading standard from 2010 to 2011.
- For all sophomores tested in 2011, 20.8 percent met the reading standard, 24.1 percent met the standard in mathematics, and 16.4 percent met the writing standard. White students had the highest percentage of students meeting the reading and writing standards at 67.2 and 55.5 percent, respectively. Asian American sophomores showed the highest rate of students meeting the mathematics standard at 68.8 percent. A higher percentage of female sophomores met or exceeded the reading and writing standards than did their male counterparts, while the male students exceeded the female students in mathematics.

- Asian American sophomores showed improvement from 2010 to 2011 in the percentage of students meeting the standard in all three subjects. The rate of both male and female sophomores who met or exceeded the standard remained constant or improved from 2010 to 2011 in the PSAT writing section.
- For all juniors tested in 2011, 30.8 percent met the reading standard of 45 or above, 35.4 percent met the same standard in mathematics, and 25.4 percent met the writing standard. White students had the highest percentages of students meeting the reading, mathematics, and writing standards at 76.2, 76.6, and 65.6 percent, respectively. Female juniors outperformed their male counterparts in the percentage meeting the reading and writing standards in 2011, while male students exceeded female students on the mathematics standard.
- African American juniors showed improvement from 2010 to 2011 in the percentage of students meeting the reading standard, and Hispanic juniors displayed an increase from 2010 to 2011 in percentage of students who met the standard in writing. Over the same time period, female juniors improved in mean reading scores and remained constant in mean writing scores.
- For combined freshmen, sophomores, and juniors tested in the fall of 2011, 20.9 percent met the reading standard of 45 or above, 23.4 percent met the same standard in mathematics, and 16.7 percent met the writing standard. White students had the highest percentage of students meeting both the reading and writing standards at 65.8 and 54.1 percent, respectively, and Asian American students had the highest percentage of students, 67.8 percent, meeting the mathematics standard.

College Readiness Benchmark Performance

The College Readiness Benchmark has been added to PSAT/NMSQT reporting to help educators have a better understanding of which students are on track to have the skills necessary for success in college. The PSAT/NMSQT College Readiness Benchmark was developed based on the SAT College Readiness Index, which was computed as part of an SAT validity study. For juniors, the PSAT/NMSQT benchmarks the score associated with a 65-percent likelihood of meeting the SAT benchmark. The score needed for juniors has been identified as a combined score (reading, mathematics, and writing) of 152. For sophomores, it is the score associated with a 65-percent likelihood of meeting the junior PSAT/NMSQT benchmark, and the combined score for sophomores is 145. Currently, there is no benchmark score for freshmen, but the College Board has announced that benchmark scores will be available for freshmen in the spring of 2012. The 2011 PSAT performance of sophomores and juniors was evaluated in terms of the College Board College Readiness Benchmark, and results are presented in **Table 16**.

Table 16: Percent of Sophomores and Juniors Meeting College Readiness Benchmark, Fall 2010 & 2011

School	<u>2010</u>		<u>2011</u>	
	Sophomores	Juniors	Sophomores	Juniors
Austin	2.0	1.1	0.9	2.6
Bellaire	38.1	59.5	33.6	56.2
Carnegie Vanguard	79.5	94.3	79.8	89.9
Challenge	27.4	30.7	34.8	38.8
Chavez	2.1	4.2	2.5	3.2
CEP/Beechnut Acad.	***	***	0.0	**
CLC HS	0.0	0.0	0.0	22.2
Davis	2.5	5.1	3.1	3.6
DeBakey	80.1	91.9	77.1	85.4
East Early College	19.8	25.2	26.0	32.3
Eastwood	13.1	18.5	18.8	17.3
Empowerment	***	***	4.8	20.9
Ener. for STEM Aca.	7.7	20.0	7.7	9.1
Ener. STEM West	2.1	**	0.0	0.0
Furr	2.4	3.1	2.9	0.8
Hope Academy	0.0	0.0	0.0	*
Houston Acad. Int'l	21.6	17.4	15.5	22.6
Houston M/S/T	0.6	0.8	1.0	1.4
HSBES	0.0	0.0	***	***
HSLECJ	9.7	8.0	15.4	12.7
HSPVA	52.0	60.9	55.6	60.3
Jones	0.0	1.7	0.9	3.7
Jordan, Barbara	1.8	2.8	2.2	3.5
Kashmere	0.7	1.0	0.0	1.0
Lamar	26.1	43.9	26.0	28.8
Leader's Academy	0.0	0.0	***	***
Lee	1.0	2.8	2.3	1.1
Madison	1.9	2.4	2.6	2.3
Milby	1.5	5.5	1.0	2.9
Mount Carmel Ac.	7.4	6.3	5.3	9.5
New Aspirations	4.3	*	0.0	4.5
North Houston EC	18.4	18.4	16.4	22.7
Reach Charter	**	0.0	***	***
Reagan	6.5	6.7	5.8	8.8
Scarborough	2.3	10.5	0.0	3.5
Sharpstown HS	2.3	3.0	1.8	3.7
Sharpstown Internatl.	5.1	10.7	1.5	4.0
South Early College	12.2	**	***	***
Sterling	1.9	2.9	1.9	2.0
Waltrip	8.4	12.0	5.7	9.0
Washington	3.4	9.9	5.1	5.2
Westbury	2.9	3.0	1.3	3.3
Westside	22.3	26.2	18.8	27.3
Wheatley	0.0	1.0	1.5	0.0
Worthing	1.4	3.8	2.2	2.6
Yates	1.3	0.5	0.5	1.1
HISD	11.9	16.2	12.2	15.2
Texas	20.5	26.5	20.6	25.9
Nation	27.6	37.3	27.7	37.0

* Fewer than 5 tested. ** Tested only one grade.

*** No test data for campus.

- In 2011, the percentage of sophomores in Texas meeting the College Board College Readiness Benchmark was 20.6, compared to the nation at 27.7 percent. Seven HISD campuses exceeded the state’s percentage meeting this standard, and five campuses exceeded the nation’s performance.
- The percentage of juniors meeting the College Board Readiness Benchmark in 2011 was 25.9 for Texas and 37.0 for the nation. Eight campuses exceeded the state, and six campuses outperformed the nation on the benchmark.

Eighth-Grade RediStep Assessment

Administration and Scoring

The RediStep assessment from the College Board is a low-stakes middle school assessment which serves as the first step on the “College Readiness Pathway” preparing students for the PSAT/NMSQT and for the Scholastic Aptitude Test (SAT). In addition, the RediStep can be used to provide information on achievement gaps to educators so that they may help students graduate from high school college-ready. Like the PSAT/NMSQT and SAT, the RediStep has three sections: critical reading, mathematics, and writing skills.

District-wide Results

The second administration of the RediStep in HISD took place in October and November of 2011. The results of the RediStep are provided below for the fall 2011 administration. A total of 10,342 eighth graders took the RediStep in the fall of 2011. **Table 17** provides results for HISD eighth graders for the 2010 and 2011 administration.

Table 17: RediStep Performance of HISD Eighth Graders, Fall 2010 & 2011		
2011		
Subject	Mean Score	National Percentile
Critical Reading	4.3	18
Mathematics	4.9	38
Writing Skills	4.8	38
2010		
Critical Reading	4.3	18
Mathematics	4.8	38
Writing Skills	4.8	38

- For the RediStep assessment, scores are reported on a scale of 2–8. On the 2011 administration of the RediStep, HISD students scored an average of 4.3 in critical reading, 4.8 in writing skills, and 4.9 in mathematics. These scores are the same as the 2010 scores, except the average math score improved from 4.8 in 2010 to 4.9 in 2011.

- HISD eighth graders scored at the 18th percentile nationally in critical reading and at the 38th percentile in writing skills and mathematics.

Student Group Performance

The averages of student reading, mathematics, and writing scores were calculated and analyzed to describe the performance of specific student groups on the fall 2010 and fall 2011 ReadStep assessment. Those results are presented in **Table 18**.

Table 18: ReadStep Mean Scores by Student Group, Fall 2010 & 2011			
2011			
Student Group	Reading	Math	Writing
All	4.3	4.9	4.8
African American	4.2	4.7	4.7
Asian American	5.4	6.2	5.8
Hispanic	4.1	4.8	4.7
White	5.6	5.9	5.9
Female	4.3	4.9	4.9
Male	4.2	5.0	4.7
2010			
All	4.3	4.8	4.8
African American	4.2	4.4	4.6
Asian American	5.4	6.0	5.7
Hispanic	4.1	4.6	4.6
White	5.6	5.7	5.9
Female	4.3	4.7	4.9
Male	4.2	4.8	4.6

- For the 2011 ReadStep assessment, the highest mean scores in reading and writing were reported by students in the White student group, at 5.6 and 5.9, respectively. In math, Asian American students led all other student groups with a mean score of 6.2.
- Female eighth-graders outscored their male counterparts in reading and writing, with mean scores of 4.3 and 4.9, respectively, while males outscored females in math, with a mean score of 5.0.
- From 2010 to 2011, all student groups scored the same in reading, scored higher in mathematics, and scored either the same or higher in writing.

The fall 2011 ReadStep mean scores for the reading, mathematics, and writing sections were also examined to determine the relationship between the performances of student ethnic groups and gender. Specifically, the interactions between student racial/ethnic groups, African American, Asian, Hispanic, and White with gender were examined. These results are presented in **Table 19**.

Table 19: Fall 2010 & 2011 ReadStep Mean Reading, Math, and Writing Scores by Interaction of Student Ethnic Group and Gender

2011			
Student Group	Reading	Math	Writing
African Amer. Female	4.2	4.7	4.8
African Amer. Male	4.1	4.7	4.5
Asian American Female	5.7	6.2	6.1
Asian American Male	5.2	6.1	5.6
Hispanic Female	4.1	4.8	4.7
Hispanic Male	4.1	4.9	4.6
White Female	5.6	5.8	6.0
White Male	5.6	5.9	5.8
2010			
African Amer. Female	4.3	4.4	4.8
African Amer. Male	4.0	4.4	4.4
Asian American Female	5.4	6.0	5.8
Asian American Male	5.3	6.0	5.6
Hispanic Female	4.1	4.6	4.7
Hispanic Male	4.0	4.7	4.5
White Female	5.7	5.7	6.1
White Male	5.5	5.8	5.7

- On the 2011 ReadStep, African American and Asian American females outperformed their male counterparts in reading, and females in all ethnic groups outperformed males in writing. Hispanic males and females scored equal in reading, as did White males and females. In mathematics, Hispanic and White males outperformed their female counterparts, Asian American females outscored Asian American males, and African American males and females were equal. Asian American females had the highest mean score in reading, math, and writing.
- When comparing 2010 to 2011, Asian American females and African American, Hispanic, and White males improved their average scores in reading, math, and writing.

Campus Level Results

Table 20 provides the campus-level scores for the ReadStep for the fall of 2010 and 2011.

Table 20: 2010 & 2011 ReadStep Participation and Mean Scores by School

School	2010				2011			
	N Tested	Reading	Math	Writing	N Tested	Reading	Math	Writing
Black	0	*	*	*	135	4.4	4.8	4.7
Briar Meadow	0	*	*	*	46	5.3	5.6	5.6
Burbank	363	4.1	4.8	4.9	388	4.0	5.0	4.8
Carter Career Center	5	4.0	4.0	4.8	0	*	*	*
CLC MS	65	3.3	4.1	4.2	0	*	*	*
Clifton	0	*	*	*	304	4.3	5.1	4.8
Cullen	173	3.8	4.3	4.5	156	3.7	4.3	4.3
Deady	278	3.5	4.1	4.1	276	3.8	4.6	4.4
Dowling	413	3.9	4.3	4.4	306	4.1	4.7	4.7
Edison	273	3.7	4.6	4.3	259	3.8	4.7	4.4
Ener. for Excellence	100	4.7	5.4	5.2	0	*	*	*
Ener. for STEM West	0	*	*	*	96	3.4	4.8	4.3
Fleming	173	3.9	4.4	4.5	188	4.0	4.5	4.5
Fondren	211	3.9	4.3	4.3	178	3.9	4.4	4.3
Fonville	368	3.8	4.3	4.2	321	3.9	4.5	4.5
Grady	151	4.5	4.8	5.0	164	4.7	5.1	5.0
Gregory-Lincoln	106	4.1	4.2	4.3	96	4.2	4.6	4.7
Hamilton	437	4.6	4.9	5.1	391	4.8	5.2	5.4
Hartman	522	4.0	4.9	4.7	452	3.7	4.9	4.7
Henry	0	*	*	*	264	3.6	4.4	4.1
Hogg	0	*	*	*	217	3.8	4.8	4.6
Holland	218	4.1	4.6	4.5	218	3.9	4.4	4.4
Inspired for Ex. North	11	3.6	4.3	4.1	0	*	*	*
Inspired for Ex. West	36	3.2	3.7	4.0	0	*	*	*
Jackson	313	3.9	4.6	4.5	280	3.9	4.6	4.3
Johnston	426	4.7	5.0	5.2	442	4.9	5.3	5.4
Kaleidoscope	36	4.2	4.9	5.0	31	4.1	5.1	4.6
Key	126	4.3	4.5	4.4	82	4.2	3.9	4.1
Lanier	463	5.5	5.7	5.9	391	5.5	5.9	5.9
Las Americas	11	3.4	3.9	4.1	13	3.7	4.4	4.2
Long	225	4.1	4.5	4.5	212	3.7	4.4	4.2
Marshall	315	3.9	4.3	4.4	302	3.8	4.5	4.3
McReynolds	203	3.8	4.4	4.5	225	4.0	4.7	4.6
Ortiz	313	4.1	4.8	4.7	287	3.9	4.7	4.7
Pershing	597	5.0	5.2	5.4	539	4.8	5.2	5.2
Pilgrim	72	3.6	4.1	4.5	70	3.6	4.6	4.3
Pin Oak	364	5.4	5.7	5.7	385	5.5	5.8	5.8
Pro-Vision	41	4.2	4.1	4.3	0	*	*	*
Project Chrysalis	46	4.7	5.3	5.5	58	5.0	5.6	5.7
Revere	0	*	*	*	266	4.1	4.9	4.7
Rice	156	5.1	5.2	5.6	155	4.9	5.2	5.4
Rogers	117	6.4	7.0	6.8	120	6.6	7.1	6.8
Ryan	0	*	*	*	85	3.9	4.7	4.5
Sharpstown Internatl.	280	3.8	4.5	4.5	140	4.1	4.7	4.6
Stevenson	452	4.2	4.9	4.8	422	4.3	5.1	4.8
Sugar Grove	0	*	*	*	156	4.1	4.6	4.6
Thomas	177	3.6	3.5	4.0	187	3.2	4.3	4.0
WALIPP	15	3.9	4.1	4.3	0	*	*	*
Welch	354	3.9	4.4	4.4	334	4.1	4.5	4.6
Westbriar	387	4.8	5.1	5.3	429	4.8	5.3	5.2
Wharton	19	3.9	4.6	4.5	29	4.8	5.6	5.3
Williams	118	3.9	4.5	4.3	132	3.5	4.4	4.4
Wilson	5	4.6	4.9	5.1	0	*	*	*
Woodson	92	3.9	4.1	4.4	115	3.8	4.4	4.4

* Fewer than five students tested.

- For the ReadStep assessment in HISD in the fall of 2011, the highest mean scores in reading, mathematics, and writing were found at T.H. Rogers, with scores of 6.6, 7.1, and 6.8, respectively.
- When comparing eighth grade performance on the ReadStep from the fall of 2010 to the fall of 2011, it was found that for the 37 campuses with results for both years, 18 campuses (49 percent) showed an improvement in reading scores, 27 campuses (73 percent) showed an increase in mathematics scores, and 15 campuses (41 percent) showed improvement in writing scores.

Conclusion

The purpose of this report was to provide an examination of the participation and performance of HISD students under the innovative HISD PSAT Initiative, PSAT for All. The investigation was also designed to supply a comparison of current year PSAT results with the results from the previous year. The results from this report indicated that under the HISD PSAT Initiative, the percent of student participation on the PSAT in the district increased slightly from the previous year. Specifically, for freshmen, sophomores, and juniors combined, there was an increase in the overall participation rate from 85.3 in 2010 to 85.5 in 2011; however, the participation rate falls short of the 100 percent participation goal of the initiative. All grade levels improved their mean scores in writing but decreased in mathematics from 2010 to 2011. The mean scores in critical reading remained constant for all freshmen, decreased slightly for sophomores, juniors, and all grades combined in 2011 as compared to 2010. In addition, the College Board's College Readiness Benchmark indicator for sophomores and juniors, and ReadStep performance for district eighth graders are provided for 2011. ReadStep performance for eighth grade students in 2011 remained the same in reading and writing and improved in mathematics when compared to 2010. In the future, the College Board will also provide a College Readiness Benchmark score for ninth grade PSAT and for the ReadStep.