

MEMORANDUM

April 6, 2011

TO: Board Members

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

SUBJECT: **PRELIMINARY SAT/NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST (PSAT/NMSQT) REPORT: FALL 2010–2011**

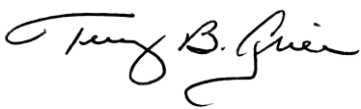
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The results from the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) have been released by the College Board. The PSAT/NMSQT serves as preparation for the Scholastic Aptitude Test (SAT) and as a qualifying examination for numerous 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 2010 test administration marks the eighth year of the Houston Independent School District (HISD) PSAT Initiative, which provided funding for the testing of all sophomores. On March 1, 2011, the HISD Board of Education expanded the PSAT for All program to include incoming ninth-graders for the 2010–2011 school year. HISD will provide the funding for free PSAT/NMSQT tests for incoming freshmen.

- A total of 12,357 freshmen, 11,230 sophomores, and 9,135 juniors took the PSAT in October of 2010.
- For ninth graders, the participation rate was 83.8 percent. In 2010, the sophomore participation rate rose from 89.3 percent in 2009 to 90.5 percent. For juniors, participation also increased from 2009 to 2010, with 81.4 percent of enrolled juniors taking the PSAT, compared to 77.4 percent in 2009.
- Total district participation increased from 83.7 percent in 2009 to 85.3 percent in 2010.

The initial administration in HISD of the Readiness Step, a low-stakes middle school assessment which prepares students for the PSAT/NMSQT and for the SAT, took place during the testing window of October 4–November 12, 2010. Funding for the testing of all HISD eighth-graders was provided by the Texas Education Agency. Attached is the complete report including an analysis of districtwide and campus PSAT/NMSQT results for ninth, tenth, and eleventh graders and results by student groups for the fall of 2009 and fall 2010. In addition, 2010 Readiness Step results are provided for the district and by campus.



TBG

cc: Superintendent's Direct Reports
Chief School Officer
Martha Salazar-Zamora
June Giddings



RESEARCH

Educational Program Report

PSAT/NMSQT Report 2010–2011



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PSAT/NMSQT 2010–2011

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 2010 administration, 69.9 percent of freshmen, 74.1 percent of sophomores, and 81.2 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 districtwide 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 March 1, 2011, the HISD Board of Education expanded the PSAT for All program to include incoming ninth-graders for the 2010–2011 school year. HISD will provide the funding for free PSAT/NMSQT tests for incoming freshmen and use the College Board Early Preparation Program to prepare them for the SAT and SAT Subject Tests. Students will also receive 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 seventh 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 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 is the RediStep, an eighth-grade assessment to indicate readiness for the PSAT and SAT, which was administered to district students. 2010 Results for the College Readiness Benchmark and RediStep will be 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 13, 2010. 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 32,722 HISD students in grades 9–11 participated in the fall 2010 PSAT/NMSQT. The percent of sophomores and juniors who participated increased from 83.7 percent in 2009 to 86.2 percent in 2010. The percent of students in grades 9 through 11 who participated in the fall of 2010 was 85.3 percent. With the new initiative to test ninth graders, a total of 12,357 freshmen took the PSAT in the fall of 2010. The number of sophomores taking the PSAT/NMSQT increased by 228 students from the previous year, and the number of juniors tested increased by 507 students. The number of HISD campuses participating in the PSAT/NMSQT in the fall of 2009 was 42, and participation increased to include 46 campuses in 2010.

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.

During analysis of the fall 2009 PSAT data, it was discovered that approximately 300 ninth graders from Westbury and Yates high schools were erroneously coded as tenth graders. Upon further

examination, it was determined that the error at Westbury was that second-year freshmen were coded as sophomores on the PSAT, and the error at Yates involved the incorrect coding of all freshmen as sophomores. Results presented in this report reflect demographic data as reported on the PSAT; no alterations were made. Campus results reported for sophomores at Westbury and Yates high schools include results for freshmen who were incorrectly coded as sophomores; thus, interpretations should be made with caution.

Due to an error in the reporting of campus results with the College Board, the data for Energized for STEM Academy, Hope Academy Charter, and International High School at Sharpstown were not provided to the district when the 2009–2010 PSAT Report was produced. The 2009 data for those campuses have been added to the present report; thus, 2009 data from the previous PSAT report and those reported here will differ slightly.

Results

Districtwide Participation

Of the 38,375 HISD 9th through 11th graders eligible to take the PSAT, a total of 32,722 students participated in the fall 2010 PSAT/NMSQT. These included 12,357 freshmen, 11,230 sophomores, and 9,135 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 sophomores and juniors from the fall of 2009 and 9th through 11th graders for the fall of 2010.

Table 1: PSAT Participation Rates: HISD Sophomores, Juniors, & Combined for Fall 2009, and Freshmen, Sophomores, and Juniors, & Combined for Fall 2010

Grade	<u>2009</u>			<u>2010</u>		
	N Enrolled	N Tested	% Tested	N Enrolled	N Tested	% Tested
9th				14,746	12,357	83.8
10th	12,320	11,002	89.3	12,412	11,230	90.5
11th	11,143	8,628	77.4	11,217	9,135	81.4
Combined	23,463	19,630	83.7	38,375	32,722	85.3

*Enrollment data reflect PEIMS resubmission.

- The level of participation of sophomores increased from 89.3 percent in 2009 to 90.5 percent in 2010. For juniors, the level of participation increased from 77.4 percent in 2009 to 81.4 percent in 2010. The participation rate for all tested students combined increased from 83.7 percent in 2009 to 85.3 percent in 2010, in the eighth 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 that participated are provided in **Tables 2 and 3**.

Table 2: PSAT Participation Rates of HISD Sophomores, Juniors & Combined, Fall 2009, and Freshmen, Sophomores, Juniors, & Combined, Fall 2010, by Gender

Grade	<u>2009</u>				<u>2010</u>			
	Female		Male		Female		Male	
	N Enrolled	% Tested	N Enrolled	% Tested	N Enrolled	% Tested	N Enrolled	% Tested
9 th					6,936	86.1	7,810	80.5
10th	6,026	90.3	6,294	86.9	6,228	91.4	6,184	88.4
11th	5,630	79.4	5,513	74.8	5,573	82.1	5,644	79.9
Combined	11,656	85.1	11,807	81.3	18,737	86.7	19,638	82.8

- Of the 18,737 females eligible to take the PSAT in 2010, 86.7 percent took the examination, compared with the 85.1 percent that took the PSAT in the fall of 2009. Of the 19,638 males eligible to take the PSAT in 2010, 82.8 percent took the examination, up from 81.3 percent in 2009.

Table 3: PSAT Participation Rates of HISD Sophomores, Juniors, and Combined, Fall 2009, and Freshmen, Sophomores, Juniors, & Combined, Fall 2010 by Ethnicity

Grade	<u>2010</u>							
	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

Grade	<u>2009</u>							
	African American		Asian American		Hispanic		White	
	N Enrolled	% Tested	N Enrolled	% Tested	N Enrolled	% Tested	N Enrolled	% Tested
10th	3,694	83.5	464	92.9	7,037	82.5	1,112	81.0
11th	3,605	69.0	491	81.3	5,918	75.4	1,118	72.4
Combined	7,299	76.3	955	86.9	12,955	79.3	2,230	76.7

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 2010 participation rates for freshmen by race/ethnicity indicated that Asian American students had the highest participation rate with 86.0 percent testing, while African American freshman had the lowest participation rate at 71.2 percent. The same trend held for sophomores, with Asian Americans showing the highest participation rate at 101.9 percent, while African Americans had the lowest rate at 79.7 percent. For juniors, Asian American students had the highest participation rate at 98.5 percent, while White students had the lowest rate at 72.9 percent.
- When compared to 2009 participation rates, the percentage of sophomores participating in 2010 improved for the Asian American and White student groups, while participation decreased for the African American and Hispanic student groups. The percentage of juniors participating during the fall of 2010 improved for all student groups from the fall of 2009.

The gender composition of students that took the PSAT in the fall of 2009 and 2010 is presented in **Table 4**.

Grade	<u>N Tested</u>		<u>% Female</u>		<u>% Male</u>	
	2009	2010	2009	2010	2009	2010
9th		12,357		48.3		50.9
10th	11,002	11,230	49.5	50.7	49.7	48.7
11th	8,628	9,135	51.8	50.1	47.8	49.4
Combined	19,630	32,722	50.5	49.6	48.9	49.7

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

- Of the 12,357 freshmen that took the PSAT in the fall of 2010, 48.3 percent were female, and 50.9 percent were male. For sophomores, of the 11,230 taking the PSAT in the fall of 2010, 50.7 percent were female and 48.7 percent were male. For juniors participating in the 2010 PSAT, 50.1 percent were female and 49.4 percent were male.

The racial/ethnic composition of students that took the PSAT in the fall of 2009 and 2010 is presented in **Table 5**.

	<u>Freshmen</u>	<u>Sophomores</u>		<u>Juniors</u>		<u>Combined</u>	
	2010	2009	2010	2009	2010	2009	2010
Number Tested	12,357	11,002	11,230	8,628	9,135	19,630	32,722
% African American	24.1	28.0	25.9	28.8	27.4	28.4	25.6
% Asian American	3.2	3.9	3.8	4.6	4.3	4.2	3.7
% Hispanic	54.3	52.8	51.9	51.7	52.8	52.3	53.1
% White	7.5	8.2	7.7	9.4	8.6	8.7	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 2010, 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 2010 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 46 HISD high schools had students taking the fall 2010 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 2010, over 80 percent of the schools who tested freshmen had participation rates of 75 percent or higher.
- Of the schools that tested sophomores, 91 percent had a sophomore participation rate of 75 percent or higher. When comparing the participation rates from fall 2009 to the fall of 2010, it was found that of the 40 schools that tested sophomores in both years, 26 schools showed improved participation rates.

- In the fall of 2010, 81 percent of schools that tested juniors had a participation rate of 75 percent or higher. When comparing the participation rates from fall 2009 to the fall of 2010, it was found that out of the 36 schools who participated in both years, 22 schools showed improved participation rates for juniors.

Table 6: PSAT Participation Rates of Sophomores and Juniors, Fall 2009 and Freshmen, Sophomores, and Juniors, Fall 2010

School	<u>Freshmen</u>	<u>Sophomores</u>		<u>Juniors</u>	
	<u>2010</u>	<u>2009</u>	<u>2010</u>	<u>2009</u>	<u>2010</u>
	% Tested	% Tested	% Tested	% Tested	% Tested
Austin	92.0	94.4	95.0	91.2	92.3
Bellaire	91.7	85.8	90.6	58.2	62.1
Carnegie Vanguard	98.7	98.1	99.2	100.0	101.1
Carter Career	100.0	100.0	100.0	66.7	60.0
Challenge	99.1	97.4	100.0	82.1	87.8
Chavez	83.8	85.4	91.2	94.9	87.9
CLC HS	86.3	80.0	84.7	89.3	95.5
Davis	82.5	75.8	87.9	87.1	86.3
DeBakey HS	100.0	98.6	99.5	99.1	99.5
East Early College HS	100.0	98.1	98.1	99.0	98.1
Eastwood	101.9	98.0	99.0	100.0	100.0
Energ. for STEM Aca.	97.6	96.9	97.5	**	97.0
E-STEM West HS	98.3	**	104.4	**	*
Furr	78.3	82.7	87.6	88.2	83.1
HSBES	49.4	**	71.4	**	59.6
HSLECJ	96.5	98.6	99.3	83.6	95.4
HSPVA	97.3	99.4	99.3	95.1	94.0
Hope Academy	58.0	77.1	58.6	**	13.2
Houston Aca. Int'l.	100.0	98.0	100.0	97.1	97.9
Houston Math/Sci/Tec	*	87.9	90.5	93.9	86.8
Int'l. @ Sharpstown	99.2	97.8	98.3	**	98.7
Jones	73.5	80.8	88.1	87.9	86.8
Jordan, Barbara	92.4	98.2	100.4	92.9	98.4
Kashmere	75.4	57.1	88.7	50.0	81.1
Lamar	93.6	93.6	91.6	88.1	86.8
Leader's Academy	8.2	61.1	47.1	23.5	32.0
Lee	74.5	52.5	87.3	77.1	85.2
Madison	83.0	78.2	91.2	82.4	83.3
Milby	93.4	91.1	97.6	88.6	88.7
Mt. Carmel Aca.	97.9	97.5	94.4	91.7	97.5
New Aspirations	28.1	**	50.0	**	1.1
Ninth Grade Prep	74.3	*	*	*	*
North Houston EC	100.0	96.0	98.0	*	96.7
Reach Charter	*	**	*	**	6.6
Reagan	92.4	90.9	96.5	87.1	89.7
Scarborough	88.3	84.1	88.5	23.0	36.3
Sharpstown	75.1	87.0	91.7	89.8	90.6
South Early College	100.0	**	96.1	**	*
Sterling	81.1	88.8	85.7	82.0	79.0
Waltrip	90.2	91.5	89.8	89.3	91.5
Washington	78.1	86.3	85.6	88.5	85.8
Westbury	83.8	109.6 [‡]	96.7	16.6	81.9
Westside HS	93.7	94.7	93.1	85.4	86.0
Wheatley	69.7	78.2	93.0	83.6	88.3
Worthing	70.0	85.8	84.6	81.8	78.8
Yates	81.3	211.4 [‡]	85.8	79.8	81.2

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

[‡] Data include freshmen erroneously coded as sophomores.

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 2009 and 2010. 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 by mean score for each section: reading, mathematics, and writing. Data were presented in terms of districtwide and school-level performance. Results were disaggregated by student groups for the districtwide results.

HISD, Texas, and the Nation

Results from the PSAT/NMSQT for HISD sophomores and juniors compared with their statewide and nationwide counterparts for 2009 and 2010 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 2009 and 2010

<u>Sophomores</u>						
	2009			2010		
	Reading	Math	Writing	Reading	Math	Writing
HISD	37.1	39.8	37.2	37.1	40.2	35.5
Texas	40.8	43.1	40.2	40.8	43.4	38.7
National	42.0	43.3	41.0	42.5	44.0	40.4

<u>Juniors</u>						
HISD	40.0	43.1	40.1	40.4	43.4	38.8
Texas	44.0	46.7	43.5	44.2	47.2	42.4
Nation	46.9	48.2	45.8	47.3	48.9	45.4

- When comparing the performance of HISD sophomores from 2009 to 2010, the mean reading score remained 37.1, the mean mathematics score was up 0.4, and the mean writing score went down 1.7 points. Scores for sophomores in the state of Texas and the nation increased or remained constant in reading and mathematics over the same time period, while their writing scores declined. Since the fall of 2009, HISD sophomores have increased the gap between their performance and that of their national counterparts in all three subtests, and they have narrowed the gap with the state by 0.1 in mathematics.
- The average performance of HISD juniors in the fall of 2010 was up 0.4 point in reading from 2009, up 0.3 point in mathematics, and down 1.3 in writing. Scores for juniors in the state of Texas and the nation increased in reading and math and declined in writing over the same time period. Since the fall of 2009, performance gaps between HISD juniors and that of their state counterparts have decreased for critical reading. The gaps between HISD juniors and their state and national counterparts increased for mathematics and writing.

Districtwide Performance by PSAT Mean Score

Analysis of districtwide performance focused on the performance of sophomores, juniors, and the combined performance of these two groups for 2009, and **2010 performance analyses also include freshmen**; thus, mean scores for **combined** grade levels are lower than in 2009. Results from the 2009

and 2010 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: Sophomores, Juniors, & Combined, Fall 2009 and Freshmen, Sophomores, Juniors, & Combined, Fall 2010

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
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
Student Group	2009											
	9 th Gr.			Not Tested								
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
All				37.1	39.8	37.2	40.0	43.1	40.1	38.4	41.2	38.4
Afr. Amer.				35.1	37.5	35.8	37.7	40.0	38.6	36.3	38.6	37.1
As. Amer.				47.1	52.0	46.2	53.2	48.4	51.2	50.0	55.1	48.6
Hispanic				36.0	39.0	35.8	38.0	41.6	38.0	36.8	40.1	36.8
White				48.5	49.1	47.1	52.7	53.7	51.2	50.5	51.3	49.0
Female				37.5	39.7	38.1	40.2	42.8	41.0	38.7	41.1	39.4
Male				36.8	40.0	36.3	39.8	43.4	39.1	38.1	41.5	37.5

- In the fall of 2010, White freshmen reported the highest average mean scores on the reading test and writing tests at 45.3 and 42.9, respectively, and Asian American students had the highest mean averages in mathematics at 49.2.
- When compared to 2009 PSAT results, the combined grade level results showed decreases for all subjects and students groups in 2010. It should be noted that the 2010 combined results included 9th graders who had only limited exposure to high school coursework at the time of PSAT testing.
- In the fall of 2010, all student ethnic groups except for Asian American students for sophomores and juniors experienced an increase or remained constant in mean scores on the reading section of the PSAT when compared to the performance of their 2009 peers. Scores on the writing section of the 2010 PSAT were down for all grade levels and for all student ethnic groups. All junior student groups and all sophomore groups except for Asian American students reported gains or remained constant on the mathematics test.
- For both the sophomore and junior classes, females outperformed males on the reading and writing sections of the fall 2010 PSAT, while males outperformed females on the mathematics section.

The fall 2010 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: Sophomores, Juniors, & Combine 2009 and Freshmen, Sophomores, Juniors, & Combined, Fall 2010

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

2009												
Afr. Amer. Female	9 th Gr. Not tested			35.5	37.5	36.9	38.0	40.1	39.4	36.7	38.7	38.0
Afr. Amer. Male				34.6	37.5	34.7	37.5	40.0	37.7	35.9	38.5	36.0
Asian Am. Female				47.8	51.2	47.5	53.2	57.5	52.0	50.4	54.3	49.7
Asian Am. Male				46.6	52.8	45.2	53.3	59.5	50.4	49.7	56.0	47.7
Hispanic Female				36.3	38.7	36.6	38.3	41.4	39.0	37.2	39.9	37.6
Hispanic Male				35.7	39.2	35.1	37.7	41.9	37.0	36.6	40.4	35.9
White Female				48.6	48.8	48.2	52.9	52.7	52.6	50.6	50.6	50.3
White Male				48.4	49.4	46.0	52.6	54.7	49.8	50.3	51.9	47.8

- On the 2010 PSAT, African American Females outperformed African American males for all grade levels and on all sections, except for juniors in mathematics. For all grade levels tested, Asian American, Hispanic, and White females outperformed their male counterparts on the reading and writing sections of the fall 2010 PSAT, while Asian American, Hispanic, and White males outperformed their female counterparts on the mathematics section.

The fall 2010 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 districtwide differences in mean scores were calculated for sophomores, juniors, and those grades combined for 2009, and 2010 differences in mean scores for combined grade levels also included ninth graders. These results are presented in **Table 10**.

Table 10: PSAT Mean Score Achievement Gap for Reading, Math, and Writing: Sophomores, Juniors, & Combined, Fall 2009 and Freshmen, Sophomores, Juniors, & Combined, Fall 2010

	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
African American-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
2009												
African American-White	9 th grade not tested			-13.4	-11.6	-11.3	-15.0	-13.7	-12.6	-14.2	-12.7	-11.9
Hispanic- White				-12.5	-10.1	-11.3	-14.7	-12.1	-13.2	-13.7	-11.2	-12.2

- In fall 2010, the largest achievement gap between White freshmen and their minority cohorts on the reading PSAT was -12.2 between White and African American students. On the mathematics section, the largest achievement gap was -10.0 between White and African American students, and in writing the largest gap was between White and Hispanic freshmen at 10.4.
- In fall 2010, the largest achievement gap between White sophomores and their minority cohorts on the reading PSAT was -13.8 between White and African American students. On the mathematics section, the largest achievement gap was -12.9 between White and African American students. For sophomores from 2009 to 2010, the achievement gaps between White student performance and minority student performance increased on all sections of the PSAT.
- The results of the analysis of the achievement gap between juniors indicated that the largest mean differences were between White and African American students for reading and mathematics and between White and Hispanic students in writing on the 2010 PSAT. From 2009 to 2010, the achievement gaps between White student performance and minority student performance decreased in reading and increased in mathematics and writing in 2010.

School Performance by Mean Score

Analysis of school-level results focused on the performance of sophomores, juniors, and the combined performance of these two groups for 2009, and freshmen results were added for 2010, so the combined results for that year reflect three grades. Results from the 2009 and 2010 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

School	2010		
	Reading	Math	Writing
Austin	30.3	35.7	30.4
Bellaire	40.0	42.2	38.0
Carnegie Vanguard	51.0	51.6	47.9
Carter Career	30.0	33.9	28.2
Challenge	43.5	45.0	41.2
Chavez	32.7	37.0	31.7
CLC HS	30.9	33.1	29.4
Davis	31.5	35.6	30.7
DeBakey HS	48.0	52.5	46.0
East Early College	41.0	43.8	38.4
Eastwood	38.7	41.7	36.7
Ener. for STEM Aca.	37.6	39.0	35.5
Ener. STEM West	33.2	39.9	32.9
Furr	31.8	35.9	30.2
Hope Academy	29.2	30.9	29.2
Houston Ac. Int'l HS	39.4	40.8	36.9
HSBES	29.8	33.6	29.8
HSLECJ	38.6	39.9	36.9
HSPVA	47.4	46.1	45.6
Int'l. @ Sharpstown	33.8	36.7	32.6
Jones	29.6	34.6	28.9
Jordan, Barbara	32.4	36.6	31.8
Kashmere	29.2	32.1	28.5
Lamar	40.5	41.6	38.4
Leader's Academy	*	*	*
Lee	30.5	34.3	29.9
Madison	31.0	33.8	30.4
Milby	32.0	35.6	30.8
Mount Carmel Ac.	33.8	35.0	33.7
New Aspirations	31.5	30.5	27.7
Ninth Grade Prep	31.6	35.7	31.0
North Houston EC	37.7	43.2	35.5
Reagan	34.4	37.4	33.3
Scarborough	32.0	35.1	31.0
Sharpstown	31.1	35.2	30.9
South Early College	34.7	37.8	33.5
Sterling	29.9	34.0	30.5
Waltrip	34.2	37.8	33.1
Washington	31.6	35.7	31.8
Westbury	31.2	34.4	30.7
Westside HS	37.5	39.6	36.1
Wheatley	29.3	32.8	29.3
Worthing	30.4	32.4	29.8
Yates	30.5	34.1	30.1

* Fewer than 5 tested.

- For the fall 2010 test administration, the highest mean reading and writing scores were recorded by freshmen at Carnegie Vanguard High School at 51.0 and 47.9, respectively. The highest mean mathematics scores were found at DeBakey High School for Health Professions at 52.5.

Table 12: PSAT Mean Reading, Math, and Writing Scores by School: Sophomores, Fall 2009 and 2010

School	2009			2010		
	Reading	Math	Writing	Reading	Math	Writing
Austin	31.8	36.2	32.1	33.7	38.2	31.8
Bellaire	46.3	47.3	45.8	45.9	47.6	42.9
Carnegie Vanguard	55.8	56.0	53.6	55.6	56.7	52.8
Carter Career	31.4	33.9	31.4	*	*	*
Challenge	44.5	45.2	43.8	44.6	47.3	42.3
Chavez	35.6	39.5	35.2	34.3	38.6	33.1
CEP	32.4	33.3	31.7	*	*	*
CLC HS	31.2	33.1	32.1	30.7	33.0	29.7
Davis	34.0	38.7	34.5	33.6	38.5	32.5
DeBakey HS	52.0	57.7	51.6	52.3	59.2	49.7
East Early College	43.8	46.4	42.6	42.7	47.3	41.2
Eastwood	40.3	44.6	40.5	40.9	44.8	38.6
Ener. for STEM Aca.	39.3	41.3	38.2	39.8	41.6	38.4
E-STEM West HS	**	**	**	35.5	40.2	34.1
Furr	35.3	37.8	34.8	34.7	37.1	33.0
Houston Ac. Int'l HS	42.1	44.6	40.8	43.6	45.3	41.5
HSBES	**	**	**	29.9	30.8	31.7
HSLECJ	39.2	40.4	39.6	40.4	42.0	38.6
HSPVA	49.5	48.6	48.2	50.5	50.5	48.6
Hope Academy	31.1	31.4	30.2	28.1	32.1	30.8
Houston M/S/T	31.7	36.1	32.5	32.0	36.7	30.8
Int'l. @ Sharpstown	37.7	42.5	38.1	36.2	38.2	33.6
Jones	32.5	35.2	31.8	31.2	34.1	30.7
Jordan, Barbara	34.4	37.2	35.6	34.9	38.1	33.8
Kashmere	34.8	38.3	35.1	30.5	32.5	30.5
Lamar	44.0	45.4	42.9	43.2	44.6	40.6
Leader's Academy	30.3	32.3	32.8	30.8	32.8	29.1
Lee	35.0	37.3	34.2	33.0	36.7	31.5
Madison	33.4	35.9	34.2	33.7	36.2	32.1
Milby	34.5	37.4	35.3	33.9	37.5	32.5
Mount Carmel Ac.	37.1	37.1	37.8	39.6	39.7	37.6
New Aspirations	**	**	**	32.3	33.3	30.5
North Houston EC	40.1	44.5	40.2	42.7	47.1	40.4
Reagan	36.0	38.5	35.9	37.1	40.5	35.2
Scarborough	36.1	38.4	34.5	33.0	37.1	32.3
Sharpstown	32.9	36.9	32.8	34.1	37.0	32.8
South Early College	**	**	**	41.4	44.9	39.4
Sterling	33.1	36.4	33.8	33.6	36.5	31.8
Waltrip	38.8	40.0	38.4	37.6	40.5	35.7
Washington	34.9	37.1	35.0	33.7	37.3	32.5
Westbury	33.0	36.1	33.5	33.9	36.0	32.7
Westside HS	41.8	43.4	40.9	41.5	43.9	39.1
Wheatley	30.2	34.3	30.2	30.0	33.3	29.6
Worthing	31.1	34.7	32.7	30.9	34.2	31.2
Yates	31.8	34.2	33.0	32.1	35.7	32.1

* Fewer than 5 tested.

** No test data for campus.

- For the fall 2010 test administration, the highest mean reading and writing scores were recorded by sophomores at Carnegie Vanguard High School at 55.6 and 52.8, respectively. The highest mean mathematics scores were found at DeBakey High School for Health Professions at 59.2.
- When comparing performance at each school from 2009 to 2010, it was found that of the 39 campuses that tested sophomores in both years, 19 campuses (49 percent) showed improved mean reading performance, 26 schools (67 percent) exhibited improved performance in mathematics, and 6 campuses (15 percent) showed improved mean scores in writing.

Table 13: PSAT Mean Reading, Math, and Writing Scores by School: Juniors, Fall 2009 and 2010

School	2009			2010		
	Reading	Math	Writing	Reading	Math	Writing
Austin	34.7	39.1	34.8	34.2	38.9	32.4
Bellaire	54.9	56.7	53.6	52.5	55.5	51.3
Carnegie Vanguard	60.0	61.1	57.4	62.5	61.8	58.0
Carter Career	32.7	33.6	35.0	*	*	*
Challenge	48.3	49.2	48.1	48.9	50.1	46.3
Chavez	36.6	41.0	36.7	37.4	41.3	35.8
CLC HS	31.5	33.7	32.4	33.0	34.8	32.4
Davis	35.5	40.5	36.2	36.4	40.8	35.7
DeBakey HS	55.8	62.0	55.2	57.5	63.9	57.1
East Early College	44.9	49.3	45.4	45.6	49.1	43.3
Eastwood	43.5	48.8	44.7	44.6	48.0	41.9
Energized for STEM Ac	***	***	***	43.0	48.5	41.4
Furr	35.6	37.6	35.9	36.9	40.1	35.3
HSBES	**	**	**	31.6	30.7	30.8
HSLECJ	42.4	44.9	43.9	43.3	43.4	41.2
HSPVA	53.0	54.1	52.3	54.0	54.2	52.4
Hope Academy	33.2	36.8	33.0	32.7	38.4	35.0
Houston Int'l Aca. HS	42.0	45.3	40.5	44.7	46.7	41.6
Houston, M/S/T	34.4	38.8	35.0	33.8	38.0	33.0
Int'l. @ Sharpstown	39.5	43.8	38.8	39.7	45.6	37.4
Jones	33.8	34.8	33.7	34.2	36.8	33.7
Jordan, Barbara	36.9	40.1	37.8	37.1	39.7	36.2
Kashmere	35.8	39.2	37.7	34.7	36.3	33.7
Lamar	47.3	48.4	46.0	49.1	50.8	46.3
Leader's Academy	30.1	33.6	31.6	33.4	31.2	29.3
Lee	36.8	38.8	36.3	34.8	38.0	33.1
Madison	35.8	38.7	35.8	35.4	38.4	34.2
Milby	35.7	39.6	36.1	37.7	40.5	35.5
Mt. Carmel Academy	41.8	42.6	40.3	40.4	42.4	38.4
New Aspirations	**	**	**	*	*	*
North Early College	**	**	**	43.3	49.8	42.1
Reach Charter	***	***	***	31.3	32.4	31.5
Reagan	36.9	41.4	37.4	38.7	42.1	36.4
Scarborough	43.1	46.3	42.4	42.3	46.7	38.9
Sharpstown	35.4	40.4	35.7	35.8	39.7	33.8
Sterling	36.8	39.2	37.0	35.7	38.5	34.4
Waltrip	40.6	41.3	40.2	41.8	42.9	39.5
Washington	37.0	40.7	38.3	37.0	40.4	37.0
Westbury	42.3	45.8	42.1	36.2	38.8	34.6
Westside HS	44.5	47.0	43.6	45.4	47.9	43.0
Wheatley	33.0	35.6	34.0	32.5	36.0	31.6
Worthing	33.3	38.1	35.9	35.0	37.3	34.5
Yates	34.7	36.9	36.2	35.5	38.1	34.9

* Fewer than 5 students tested.

** No test data for campus.

*** No juniors tested.

- For the fall 2010 test administration, the highest mean reading and writing scores of juniors were reported by students at Carnegie Vanguard High School, with 62.5 and 58.0, respectively. The highest mean mathematics score was achieved by juniors at DeBakey High School for Health Professions, at 63.9.
- When comparing junior performance from the fall of 2009 to the fall of 2010, it was found that for the 37 campuses with results for both years, 24 campuses (65 percent) showed an improvement in reading performance, 20 campuses (54 percent) showed an increase in mathematics performance, and 6 campuses (16 percent) showed improvement in writing.

Table 14: PSAT Mean Reading, Math, and Writing Scores by School: Combined Sophomores and Juniors, 2009, and Combined Freshmen, Sophomores and Juniors 2010

School	2009			2010		
	Reading	Math	Writing	Reading	Math	Writing
Austin	33.2	37.6	33.4	32.6	37.5	31.4
Bellaire	49.4	50.7	48.6	45.2	47.5	43.1
Carnegie Vanguard	57.7	58.3	55.3	55.3	55.8	52.0
Carter Career	31.9	33.8	32.8	31.2	33.7	29.6
Challenge	46.2	47.0	45.8	45.5	47.4	43.2
Chavez	36.0	40.2	35.9	34.4	38.7	33.2
CEP	32.4	33.2	31.5	***	***	***
CLC HS	31.4	33.4	32.3	31.5	33.6	30.5
Davis	34.9	39.7	35.4	33.6	38.1	32.7
DeBaKey HS	54.0	59.9	53.4	52.3	58.2	50.6
East Early College	44.3	47.8	43.9	43.0	46.6	40.8
Eastwood	41.5	46.3	42.2	41.3	44.7	39.0
Energ. for STEM Aca.	39.3	41.3	38.2	40.6	44.0	38.9
E-STEM West HS	**	**	**	34.3	40.1	33.5
Furr	35.5	37.7	35.4	34.1	37.4	32.4
HSBES	**	**	**	30.4	31.8	30.7
HSLECJ	40.5	42.2	41.4	40.5	41.6	38.7
HSPVA	51.2	51.2	50.1	50.5	50.1	48.7
Hope Academy	31.4	32.1	30.6	29.0	32.2	30.6
Houston Aca. Int'l HS	42.0	44.9	40.6	42.4	44.1	39.8
Houston M/S/T	32.9	37.3	33.6	32.8	37.3	31.8
Int'l. @ Sharpstown	38.4	43.0	38.4	36.0	39.3	34.1
Jones	33.1	35.0	32.7	31.6	35.2	31.0
Jordan, Barbara	35.7	38.7	36.7	34.7	38.1	33.9
Kashmere	35.2	38.7	36.3	31.2	33.3	30.6
Lamar	45.7	47.0	44.5	43.4	44.7	41.0
Leader's Academy	30.2	32.7	32.4	32.0	32.9	29.9
Lee	36.0	38.1	35.3	32.5	36.1	31.3
Madison	34.6	37.3	35.0	33.2	36.0	32.1
Milby	35.1	38.5	35.7	34.3	37.7	32.8
Mt. Carmel Academy	38.8	39.1	38.7	37.6	38.8	36.3
New Aspirations	**	**	**	32.0	32.2	29.4
Ninth Grade Prep	*	*	*	31.6	35.7	31.0
North Houston EC	40.1	44.5	40.2	41.0	46.5	39.1
Reach Charter	**	**	**	31.3	32.4	31.5
Reagan	36.4	39.8	36.6	36.4	39.6	34.7
Scarborough	37.5	39.9	36.1	33.8	37.4	32.6
Sharpstown	33.9	38.3	34.0	33.6	37.3	32.5
South Early College	**	**	**	40.0	43.4	38.2
Sterling	34.9	37.8	35.4	32.6	36.0	32.0
Waltrip	39.7	40.6	39.3	37.5	40.1	35.8
Washington	35.9	38.9	36.6	34.1	37.8	33.7
Westbury	34.1	37.1	34.4	33.7	36.3	32.6
Westside HS	43.0	45.0	42.1	41.1	43.4	39.1
Wheatley	31.5	34.9	32.0	30.4	33.9	30.0
Worthing	32.2	36.4	34.4	31.9	34.5	31.7
Yates	32.8	35.1	34.1	32.5	35.8	32.2

*Campus only tested one grade level.

** No test data for campus.

***Fewer than 5 students tested

- Due to the addition of freshmen PSAT results to combined grade level scores for 2010, comparisons cannot be made to 2009. The highest mean scores all three grade levels combined for the fall of 2010 in reading and writing were found at Carnegie Vanguard, at 55.3 and 52.0, respectively, and for mathematics were reported by DeBakey High School for Health Professions, at 58.2.

Districtwide Performance by PSAT Standard

The 2009 and 2010 PSAT performance of 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: Sophomores, Juniors, & Combined, Fall 2009 and Freshmen Sophomores, Juniors, & Combined, Fall 2010

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
Student Group	2009											
	9 th Grade			Not Tested								
All Students				21.7	28.3	17.1	31.1	40.5	26.4	25.8	33.6	21.2
African Amer.				14.9	19.2	11.9	23.2	29.1	19.6	18.6	23.6	15.4
Asian Amer.				57.8	73.1	51.4	71.4	86.5	66.3	64.3	79.5	58.6
Hispanic				15.9	24.6	11.3	23.6	35.8	18.6	19.2	29.5	14.5
White				68.8	65.7	56.1	79.5	80.1	72.4	73.9	72.5	63.8
Female				22.1	27.3	18.9	31.0	38.5	29.1	26.1	32.3	23.5
Male				21.4	29.4	15.4	31.4	42.9	23.7	25.7	35.2	18.9

- For combined freshmen tested in 2010, 13.5 percent met the reading standard of 45 or above, 20.2 percent met the same standard in mathematics, and 9.9 percent met the writing standard. Asian American students had the highest percentage of students meeting the mathematics standard at 66.0 percent, and White students had the highest percentage of students meeting the writing and reading standards at 43.9 and 53.9 percents, respectively. 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.

- For all sophomores tested in 2010, 21.7 percent met the reading standard, 31.2 percent met the standard in mathematics, and 16.2 met the writing standard. White students had the highest percentage of students meeting the reading, mathematics, and writing standards at 67.9, 73.2, and 56.6 percent, respectively. 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.
- African American sophomores showed improvement from 2009 to 2010 in the percentage of students meeting the standard in all three subjects; and all student groups except for Asian Americans showed an increase in the percentage of students meeting the mathematics standard in 2010.
- For juniors tested in 2010, 32.3 percent met the reading standard of 45 or above, 42.1 percent met the same standard in mathematics, and 25.8 met the writing standard. White students had the highest percentages of students meeting both the reading and writing standards at 77.6 and 71.1 percent, respectively, and Asian American students had the highest percentage of students, 83.1 percent, meeting the mathematics standard. Female juniors outperformed their male counterparts in the percentage meeting the reading and writing standards in 2010, while male students exceeded female students on the mathematics standard.
- African American and Hispanic juniors showed improvement from 2009 to 2010 in the percentage of students meeting the standard in all three subjects; and all student groups except for Asian Americans either showed an increase in the percentage of students meeting the mathematics standard or remained constant from 2009 to 2010. Over the same time period, White juniors showed a decrease in both mean reading and writing scores.
- For combined freshmen, sophomores, and juniors tested in the fall of 2010, 21.6 percent met the reading standard of 45 or above, 30.1 percent met the same standard in mathematics, and 16.5 met the writing standard. White students had the highest percentage of students meeting both the reading and writing standards at 65.8 and 56.5 percent, respectively, and Asian American students had the highest percentage of students, 72.1 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 2010 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

School	Sophomores	Juniors
Austin	2.0	1.1
Bellaire	38.1	59.5
Carnegie Vanguard	79.5	94.3
Carter Career	*	*
Challenge	27.4	30.7
Chavez	2.1	4.2
CLC HS	0.0	0.0
Davis	2.5	5.1
DeBakey HS	80.1	91.9
East Early College	19.8	25.2
Eastwood	13.1	18.5
Ener. for STEM Aca.	7.7	20.0
Ener. STEM West	2.1	**
Furr	2.4	3.1
Hope Academy	0.0	0.0
Houston Ac. Int'l HS	21.6	17.4
Houston M/S/T	0.6	0.8
HSBES	0.0	0.0
HSLECJ	9.7	8.0
HSPVA	52.0	60.9
Int'l. @ Sharpstown	5.1	10.7
Jones	0.0	1.7
Jordan, Barbara	1.8	2.8
Kashmere	0.7	1.0
Lamar	26.1	43.9
Leader's Academy	0.0	0.0
Lee	1.0	2.8
Madison	1.9	2.4
Milby	1.5	5.5
Mount Carmel Ac.	7.4	6.3
New Aspirations	4.3	*
North Houston EC	18.4	18.4
Reach Charter	**	0.0
Reagan	6.5	6.7
Scarborough	2.3	10.5
Sharpstown	2.3	3.0
South Early College	12.2	**
Sterling	1.9	2.9
Waltrip	8.4	12.0
Washington	3.4	9.9
Westbury	2.9	3.0
Westside HS	22.3	26.2
Wheatley	0.0	1.0
Worthing	1.4	3.8
Yates	1.3	0.5
HISD	11.9	16.2
Texas	20.5	26.5
Nation	27.6	37.3

* Fewer than 5 tested.

** Tested only one grade.

- In 2010, the percentage of sophomores in Texas meeting the College Board College Readiness Benchmark was 20.5, compared to the nation at 27.6 percent. Eight HISD campuses exceeded the state’s percentage meeting this standard, and four campuses exceeded the nation’s performance. For juniors, six campuses exceeded the state, and five campuses outperformed the nation on the benchmark.

Eighth-Grade Readiness Assessment

Administration and Scoring

The Readiness 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 Readiness 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 Readiness has three sections: critical reading, mathematics, and writing skills.

Districtwide Results

The initial administration of the Readiness in HISD took place during the testing window of October 4–November 12, 2010. Funding for the testing of all HISD eighth-graders was provided by the Texas Education Agency. The results of the Readiness are provided below for the fall 2010 administration. A total of 9,626 eighth graders took the Readiness in the fall of 2010. **Table 17** provides results for HISD eighth graders for this initial administration.

Table 17: Readiness Performance of HISD Eighth Graders, Fall 2010

Subject	Mean Score	National Percentile
Critical Reading	4.3	18
Writing Skills	4.8	38
Mathematics	4.8	38

- For the Readiness assessment, scores are reported on a scale of 2–8. On the initial administration of the Readiness to HISD students, mean scores on the three subject tests ranged from a 4.3 in critical reading to 4.8 in both writing skills and mathematics.
- 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 Readiness assessment. Those results are presented in **Table 18**.

Table 18: Readiness Mean Scores by Student Group, Fall 2010

Student Group	Reading	Math	Writing
All	4.3	4.7	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 2010 Readiness 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 lead all other student groups with a mean score of 6.0.
- 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 4.8.

The fall 2010 Readiness 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 Readiness Mean Reading, Math, and Writing Scores by Interaction of Student Ethnic Group and Gender

Student Group	Reading	Math	Writing
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 2010 Readiness, African American, Asian American, and White females outperformed their male counterparts in reading and writing, and they equaled male performance in mathematics. Hispanic females outperformed their male counterparts on all sections of the fall 2010 Readiness. The highest mean scores in reading and writing were reported by White females, while the highest mean score in math was reported by both Asian American females and males, at 6.0.

Campus Level Results

Table 20 provides the campus-level scores for the Readiness for the fall of 2010.

Table 20: 2010 ReadStep Participation and Mean Scores by Campus

Campus	N Taking	Reading	Writing	Mathematics
Burbank	363	4.1	4.9	4.8
Carter Career Center	5	4.0	4.8	4.0
CLC MS	65	3.3	4.2	4.1
Cullen	173	3.8	4.5	4.3
Deady	278	3.5	4.1	4.1
Dowling	413	3.9	4.4	4.3
Edison	273	3.7	4.3	4.6
Energized for Excellence	100	4.7	5.2	5.4
Fleming	173	3.9	4.5	4.4
Fondren	211	3.9	4.3	4.3
Fonville	368	3.8	4.2	4.3
Grady	151	4.5	5.0	4.8
Gregory-Lincoln	106	4.1	4.3	4.2
Hamilton	437	4.6	5.1	4.9
Hartman	522	4.0	4.7	4.9
Holland	218	4.1	4.5	4.6
Inspired for Ex. North	11	3.6	4.1	4.3
Inspired for Ex. West	36	3.2	4.0	3.7
Jackson	313	3.9	4.5	4.6
Johnston	426	4.7	5.2	5.0
Kaleidoscope	36	4.2	5.0	4.9
Key	126	4.3	4.4	4.5
Lanier	463	5.5	5.9	5.7
Las Americas	11	3.4	4.1	3.9
Long	225	4.1	4.5	4.5
Marshall	315	3.9	4.4	4.3
McReynolds	203	3.8	4.5	4.4
Ortiz	313	4.1	4.7	4.8
Pershing	597	5.0	5.4	5.2
Pilgrim	72	3.6	4.5	4.1
Pin Oak	364	5.4	5.7	5.7
Pro-Vision	41	4.2	4.3	4.1
Project Chrysalis	46	4.7	5.5	5.3
Rice	156	5.1	5.6	5.2
Rogers	117	6.4	6.8	7.0
Sharpstown	280	3.8	4.5	4.5
Stevenson	452	4.2	4.8	4.9
Thomas	177	3.6	4.0	3.5
WALIPP	15	3.9	4.3	4.1
Welch	354	3.9	4.4	4.4
Westbriar	387	4.8	5.3	5.1
Wharton	19	3.9	4.5	4.6
Williams	118	3.9	4.3	4.5
Wilson	5	4.6	5.1	4.9
Woodson	92	3.9	4.4	4.1

- For the initial Readiness assessment in HISD in the fall of 2010, the highest mean scores in reading, mathematics, and writing were found at T.H. Rogers, with scores of 6.4, 6.8, and 7.0, respectively.

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 from the previous year. Specifically, for juniors and for sophomores and juniors combined, there was an increase in the overall participation rate from 83.7 in 2009 to 86.2 in 2010; however, the participation rate falls short of the 100 percent participation goal of the initiative. When freshmen participation is included, the district's overall rate for 2010 was 85.3 percent. The mean scores of all sophomores tested in 2010 as compared to 2009 performance remained constant in critical reading, while mathematics performance improved. For juniors, both reading and mathematics performance improved from 2009 to 2010. Writing scores decreased for both grade levels over the same time period. In addition, new data are provided for 2010, including the College Board's College Readiness Benchmark indicator for sophomores and juniors, and Readiness performance for district eighth graders. In the future, the College Board will also provide a College Readiness Benchmark score for ninth grade PSAT and for the Readiness.