RESEARCH

Report on an Educational Program

Department of Research and Accountability

PSAT/NMSQT
2001–2002

Houston Independent School District

HOUSTON INDEPENDENT SCHOOL DISTRICT

Board of Education

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EXECUTIVE SUMMARY

PSAT/NMSQT 2001–2002

Program Description

The Preliminary Scholastic Assessment Test/ National Merit Scholarship Qualifying Test (PSAT/ NMSQT) is a national examination administered in October by the College Entrance Examination Board. In addition to serving as practice for the Scholastic Assessment Test (SAT I), and serving as a qualifying examination for a number of scholarship programs, the PSAT/NMSQT gives students entry into the College Search Service for direct recruitment by colleges. In 2001, 31 HISD campuses administered the PSAT/ NMSQT (The College Board, 2002a).

The PSAT/NMSQT consists of 52 verbal, 40 mathematics, and 39 writing items measuring developed abilities important for academic success in college. The verbal sections of the PSAT/NMSQT include three types of questions: sentence completion, analogies, and critical reading. The mathematics questions are presented in three formats: multiple choice, quantitative comparison, and student-produced responses. The mathematics section requires a basic knowledge of arithmetic, algebra, and some geometry. The writing section consists of multiple choice questions that are designed to measure the ability to express ideas effectively in standard written English, to recognize faults in usage and structure, and to use language with sensitivity to meaning (The College Board, 2002b).

The purpose of this report was to provide information on participation in and performance on the 2001–02 PSAT/NMSQT by HISD students, both districtwide and by school. The following research questions were addressed:

1. What were the participation rates of HISD students in the 2001–02 PSAT/NMSQT?

2. What were the mean scores of HISD students on the verbal, mathematics, and writing subtests of the 2001–02 PSAT/NMSQT?

3. How many HISD students qualified as National Merit Scholarship finalists?

4. How has performance in the PSAT/NMSQT progressed from 1992–93 to 2001–02?

5. What skill sets districtwide were identified for improvement based on the PSAT/NMSQT assessment for 2001–02?

Findings

Participation

- A total of 8,196 college-bound HISD students participated in the 2001–02 PSAT/NMSQT testing program. This represents an increase of 24% over the previous year.

- The participation rate for HISD juniors increased from 43% in 2000–01 to 52% in 2001–02. Participation rates for HISD sophomores increased from 23% to 26%.

- Among the ethnic groups, participation rates for the PSAT/NMSQT were lowest for Hispanics (42.7%).

- The overall participation for juniors by campus was highest for DeBakey (100%), Middle College (96.4%), Westside (95.4%) and HSPVA (94.1%). Westside had the highest participation rate for sophomores (91.4%).

PSAT Scores

- The overall mean scores for 2001–02 were 43.6 in verbal, 44.2 in mathematics, and 44.8 in writing.

- When comparing mean verbal and mathematics scores from 1992–93 to 2001–02, males have

consistently scored higher than females. However, the gender differential when comparing mean mathematics and verbal scores for 1992–93 and 2001–02 has decreased from 4.3 to 2.2 and 0.8 to 0.4 points, respectively.

- When examining ethnicity for all test takers, verbal scores improved from 2000–01 to 2001–02 for Asians, Hispanics, and African Americans. However, the overall mean for mathematics scores declined for Asian, Hispanic, African American, and White participants.

- The mean verbal score ranged from 56.7 for DeBakey to 32.9 for Wheatley High School. Mean mathematics scores ranged from 58.4 for Bellaire to 32.9 for Kay On-Going Education Center. Writing scores ranged from 57.2 for DeBakey to 36.7 for Wheatley High School.

- Five schools, DeBakey, Bellaire, HSPVA, Lamar, and Washington, had mean scores above 50 on all three subtests.

- When comparing the differential for the three subtests, Furr High School showed the largest increases in mean scores when compared to all participating schools in verbal, mathematics, and writing, with 4.3, 4.8, and 3.8 points respectively.

National Merit Finalists

- The schools with students qualifying as National Merit Finalists were Bellaire (58), Lamar (9), HSPVA (7), DeBakey (2), and Washington (1).

- The overall number of National Merit Scholarship Finalists increased from 70 to 77. The number of students receiving a National Achievement Scholarship increased from 12 to 13. The number of students receiving National Hispanic Recognition decreased from 42 to 25.

PSAT Improvement

- For 2001, the verbal skills identified for improvement centered on *being thorough*, *understanding difficult vocabulary*, r*ecognizing a definition when it is presented in a sentence*, and *understanding main ideas in a reading passage*.

- For 2001, the mathematics skills identified for improvement centered on *considering different cases to solve problems*, *using logical reasoning, recognizing patterns and equivalent forms*, and *deciding when a problem doesn't provide enough information to determine a single solution*.

- For 2001, the writing skills identified for improvement centered on *understanding the structure of sentences with abstract ideas*, *recognizing improper pronoun use*, *being precise and clear*, and *understanding the structure of long sentences*.

- Districtwide students received high scores for which skill deficiencies were not identified regarding verbal (n=195), mathematics (n=198), and writing (n=200) subtests.

Recommendations

1. Continue to identify successful efforts to promote participation and performance among students, especially minorities, by providing information to students and parents about the benefits of the PSAT, including eligibility for scholarships, practice for the SAT I, and entry into the college search service.

2. Incorporate college preparation materials and activities in the high school curriculum to help students prepare for the PSAT and other college qualifying examinations. Utilize the data provided in this report identifying areas for improvement, and develop strategies to infuse into the curriculum starting with freshmen.

3. Promote awareness and encourage participation in Advanced Academic school based programs such as pre-AP/AP and pre-IB/IB courses to prepare students. Provide information to students and parents about the financial and educational benefits of taking advanced courses.

4. Encourage students to approach counselors and teachers for additional strategies to assist them in addressing their individual areas requiring improvement, based upon their PSAT Score Report *Plus*.

5. Schedule time for students to take practice versions of the PSAT during school hours.

PSAT/NMSQT
2001–2002

Purpose: *To present the results of the October, 2001 administration of the PSAT/NMSQT for HISD students.*

Design: *Descriptive.*

Population: *8,196 students in HISD who took the PSAT/NMSQT during the October 2001 administration.*

Methods: *HISD PSAT/NMSQT test scores and skills assessment were provided by the College Entrance Examination Board (CEEB) and evaluated. Quantitative and descriptive analyses were used to assess the performance levels of students taking the PSAT/NMSQT by school. Longitudinal analysis of trends in HISD student mean verbal and mathematics scores was also provided.*

Findings: *Overall participation increased 24% compared to 2000–2001. The participation rate for juniors and sophomores was 52% and 26%, respectively. Juniors achieved scores averaging 43.8 on the verbal section, 44.8 on the mathematics section, and 45.2 on the writing section. Junior participation rates for individual schools ranged from 8.9% to 100%.*

Conclusions: *PSAT participation rates increased and mean scores declined slightly compared to the previous year.*

Educational Implications: *Schools should counsel students to review the "Improve Your Skills" section and provide additional strategies to address those designated areas.*

Introduction

Program Description

The Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a national examination administered in October of each year by the College Entrance Examination Board (CEEB). It measures verbal reasoning, critical reading, math problem solving, and writing skills. The examination is comprised of five sections: two verbal, two math, and one writing skills (The College Board, 2002a).

The PSAT/NMSQT serves as preparation for the Scholastic Aptitude Test (SAT I) and the SAT II subject test in writing. The SAT I, a college admission examination, may be taken by juniors typically in the spring or by seniors in the early fall, October or November. One of the benefits that students receive is a report assessing their performance on the PSAT/NMSQT with suggestions to improve their skills. Another 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 (The College Board, 2002a). The National Merit Scholarship Program began in 1955 (National Merit Scholarship Corporation, 2001). Of the top 50,000 scorers nationwide, approximately 16,000 students qualify as semi-finalists for the National Merit Scholarship (National Merit Scholarship Corporation, 2001).

In addition to the National Merit Scholarship finalists, other specific recognition is bestowed to high-scoring Hispanic students through the National Hispanic Scholar Program, and to high scoring African-American students through the National Achievement Program for Outstanding Negro Students.

The College Search Service, which is operated by the Educational Testing Service, represents another important benefit for students of the PSAT/NMSQT program. For the 2001 administration, 95% of the students taking the PSAT/NMSQT registered to participate in this search service, by which colleges and

universities obtain names and addresses of tested students who meet specific parameters set forth by the colleges, such as geographic location, areas of major interest, and test score range. 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 of bringing prospective students to the attention of colleges and universities.

The test consists of 52 verbal, 40 mathematics, and 39 writing items. The verbal sections of the PSAT/NMSQT include three types of questions: sentence completion, analogies, and critical reading. The sentence completion questions measure the ability to recognize logical relationships between parts of a sentence. Analogy questions test the ability to see a relationship between a pair of words, and to recognize a similar or parallel relationship in another pair of words. The critical reading questions include reading selections from social sciences, natural sciences, and the humanities. The mathematics questions are presented in three formats: multiple choice, quantitative comparison, and student-produced responses. The mathematics section requires a basic knowledge of arithmetic, algebra, and some geometry. The use of calculators are encouraged. The writing section consists of multiple choice questions that are designed to measure the ability to express ideas effectively in standard written English, to recognize faults in usage and structure, and to use language with sensitivity to meaning (The College Board, 2002b).

Administration

The PSAT/NMSQT is a two hour and ten minute test. The verbal 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 administer the PSAT/NMSQT on their campuses. Each school selects one of two alternative test dates, a weekday or a Saturday, on which to test their students. A student who is unable to be tested on the day his or her school selects may be tested on the alternative date at another test site (The College Board, 2002b).

Although the two testing dates utilize different versions of the examination, the tests have been equated by the College Entrance Examination Board (CEEB) so that the two versions of the test are equivalent. The two test administrations discussed in this report took place on Tuesday, October 16, 2001, and Saturday, October 20, 2001 (The College Board, 2002c).

Scoring

Three scaled scores are generated for each student: a verbal 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 I. Nationally, the average verbal, mathematics and writing scores are nearing the midpoint (50) of the 20 to 80 scale. Beginning with the 1994 test administration, the verbal and mathematics scales were recentered to make the two scores comparable (The College Board, 2002d).

An additional score is calculated for determining eligibility for National Merit recognition: the Selection Index (SI), computed by adding the verbal, mathematics, and writing scores. The selection index scores are not provided in this report.

Purpose of the Report

The purpose of this report was to describe the performance and participation of HISD students on the 2001–02 PSAT/NMSQT compared to previous years. The present evaluation addressed the following research questions:

1. What were the participation rates of HISD students in the 2001–02 PSAT/NMSQT?
2. What were the mean scores of HISD students on the verbal, mathematics, and writing subtests of the 2001–02 PSAT/NMSQT?
3. How many HISD students qualified as National Merit Scholarship finalists?
4. How has performance in the PSAT/NMSQT progressed from 1992–93 to 2001–02?
5. What skill sets districtwide were identified for improvement based on the PSAT/NMSQT assessment for 2001–02?

Methods

Participants by Schools

A total of 8,196 HISD students participated in the 2001–02 PSAT/NMSQT. This represents an increase of 24% over the previous year. Participation by grade level included 336 freshmen, 2,811 sophomores, 5,018 juniors, and 31 seniors. For the 2001-02 school year, thirty-one schools participated in the PSAT/NMSQT.

Data Analysis

Test performance, along with demographic infor-

mation supplied by the students, were reported to HISD by the CEEB via diskettes. These data, together with enrollment data from the Public Education Information Management System (PEIMS) data base, were analyzed. Participation rates for sophomores and juniors were calculated by dividing the number of students tested by the PEIMS snapshot of fall enrollment for the same group. Participation rates for sophomores and juniors were calculated across the district and by school. The gender and ethnic composition of the junior class 2001–02 PSAT/NMSQT participation group were calculated, and compared with the composition of the 2001–02 HISD junior class as a whole. Longitudinal participation rates for juniors and sophomores were extracted from the 2000-01 PSAT/NMSQT report (Department of Research and Accountability, 2000).

Mean verbal, mathematics, and writing scores for juniors were calculated by school, gender, and ethnicity. The Hispanic ethnic group consists Mexican American, Puerto Rican, and Latin American participants. Analyses were conducted using the aggregated data. Longitudinal analysis of mean scores, ranging from 1992–03 to 2000–01, were extracted from the previous PSAT/NMSQT report (Department of Research and Accountability, 2000). The percentage of students participating in the student search service was calculated by dividing the number of students participating in the student search by the total number of students responding to the question. Data from CEEB were not provided for students at Eastwood. Their performance was provided by the campus and included in this analysis.

Student data identifying areas for improvement on the verbal, mathematics, and writing skill sets were provided by the CEEB via diskette. For each subtest, the student data identifying specific areas were aggregated and reported based on the highest frequency of occurrence for the top four skill sets. The CEEB provided the strategies for implementation for each of the problem areas identified (**Appendix A**). The National Merit Scholarship list was provided by the Secondary School Manager for Counseling and Guidance.

Results

What were the participation rates of HISD students in the 2001–02 PSAT/NMSQT?

Districtwide Participation

A total of 8,196 students participated in the 2001–02 PSAT/NMSQT. These included 336 freshmen, 2,811 sophomores, 5,018 juniors, and 31 seniors. 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.

Table 1 shows the number and rate of participation for HISD juniors and sophomores in 1998–99 through 2001–02. For juniors, the level of participation increased from 37% in 1998–99 to 52% in 2001–02. The level of participation for HISD sophomores increased from 16% to 26% for the same time interval.

Table 1: PSAT Participation by Juniors and Sophomores

		01–02	00–01	99–00	98–99
Juniors	n	5,018	3,945	3,492	3,534
	%	52	43	37	37
Sophomores	n	2,811	2,387	2,051	2,147
	%	26	23	20	16

Participation and Gender/Ethnicity

Table 2 compares the gender and ethnic composition of HISD juniors from 2000–01 to 2001–02. The number of juniors taking the test increased from 3,945

Table 2: Gender and Ethnic Composition of 2000 and 2001 HISD Junior PSAT/NMSQT Participants

Junior Class	Total	Female	Male	Native American	Asian	African American	Hispanic*	White
2001 Test-Takers	5,018							
Percent of Test-Takers	—	55.8	44.2	<1.0	7.2	29.7	38.0	18.7
Percent of Eligibles	52.1	57.2	46.9	>100.0	84.7	45.6	42.7	64.1
2000 Test-Takers	3,945							
Percent of Test-Takers	—	59.3	40.7	<1.0	7.4	30.0	37.9	21.7

* Hispanic origin consists of Mexican American, Puerto Rican, and Latin American

to 5,018, representing a 27% increase from the previous year. Although the percentage of female participants was greater than that of males (55.8% and 44.2%, respectively), when comparing 2000 to 2001, the percentage of male test-takers increased from 40.7% to 44.2%. Although decreases occurred for Asian, African American and White students (0.2%, 0.3% and 3.0%, respectively), Hispanic students experienced a 0.1 percentage point increase from 37.9% in 2000 to 38.0% in 2001.

For the 2001–02 administration, the PSAT/NMSQT was taken by 57.2% of the eligible females and 46.9% of the eligible males. The percentage over 100% for Native American students resulted because a discrepancy existed between the self-reported information provided by the PSAT and data on PEIMS regarding Native American classification. More specifically, fewer students were classified as Native American when compared to the self-reported information on the PSAT. Moreover, all of the students that reported they were Native Americans on the PSAT, received different ethnic classifications on PEIMS. Participation among the other ethnic groups ranged from 42.7% to 84.7%.

Participation by Schools

A total of 31 HISD high schools had students taking the 2001–02 PSAT/NMSQT. **Table 3** presents the percentages of the junior and sophomore classes from each participating high school who took part in the PSAT/NMSQT.

There was considerable variation among the HISD schools in the percentage of college-bound juniors who took the PSAT, ranging from 8.9% to 100.0%. The percentage was highest for two schools having total school magnet programs, DeBakey High School for Health Professions (100%) and Middle College for Technology Careers (96.4%). In addition, Westside High School and the High School for Performing and Visual Arts (HSPVA) had junior participation rates of 95.4% and 94.1%, respectively.

With regard to sophomores, participation ranged from 0.3% to 91.4%. Westside had the highest participation rates with 91.4%. The lowest participation rate, 0.3%, was found at Lee High School.

Table 3: Participation of Juniors and Sophomores in the PSAT/NMSQT, 2001–2002

School	% of Juniors	% of Sophomores
Austin	57.2	15.2
Bellaire	66.2	45.2
CLC	8.9	5.2
Chavez	34.7	2.5
Davis	22.5	10.5
DeBakey	100.0	42.3
Eastwood	83.8	12.8
Furr	24.0	2.2
Sam Houston	81.3	24.2
HSPVA	94.1	50.3
Jones	75.7	72.1
Jordan	29.3	24.2
Kashmere	68.2	2.9
Kay On-Going	72.0	45.8
Lamar	75.5	31.4
HSLECJ	72.0	56.6
Lee	69.3	0.3
Madison	41.4	7.6
Middle College	96.4	74.1
Milby	28.4	11.2
Reagan	27.9	12.3
Scarborough	41.7	13.3
Sharpstown	47.6	13.9
Sterling	32.2	23.6
Waltrip	30.5	30.8
Washington	42.8	42.4
Westbury	45.4	13.6
Westside	95.4	91.4
Wheatley	40.0	6.5
Worthing	64.9	11.2
Yates	21.6	17.5

What were the mean scores of HISD students on the verbal, mathematics, and writing subjects of the PSAT/NMSQT?

Table 4 presents the junior 2001–02 PSAT/NMSQT mean verbal, mathematics, and writing scores by school. For the 2001–02 test administration, the mean verbal score ranged from 56.7 for DeBakey High School for Health Professions to 32.9 for Wheatley High School. Mathematics mean scores ranged from 58.4 for Bellaire High School to 32.9 for Kay On-Going Education Center. Writing scores ranged from 57.2 for DeBakey High School for Health Professions to 36.7 for Wheatley High School.

Each subtest has a midpoint score of 50.0. Five

Table 4: PSAT Mean Verbal, Mathematics, and Writing Scores by School for HISD Juniors

	2001–2002				2000–2001				Difference			
School	n	Verbal	Math	Writing	n	Verbal	Math	Writing	n	Verbal	Math	Writing
Austin	273	36.6	39.7	38.5	209	36.0	38.7	39.3	64	0.6	1.0	-0.8
Bellaire	502	55.6	58.4	56.6	476	56.9	58.5	57.9	26	-1.3	-0.1	-1.3
H.P. Carter	N/A	N/A	N/A	N/A	21	30.0	31.6	35.4	N/A	N/A	N/A	N/A
CLC	13	34.7	35.0	39.0	11	34.0	36.4	40.4	2	0.7	-1.4	-1.4
Chavez	138	37.6	40.7	39.5	59	37.9	40.6	41.3	79	-0.3	0.1	-1.8
Davis	82	40.0	41.5	38.9	44	40.0	43.3	41.7	38	0.0	-1.8	-2.8
DeBakey	144	56.7	56.9	57.2	159	55.1	58.0	55.7	-15	1.6	-1.1	1.5
Eastwood	31	36.2	37.4	37.5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Furr	58	40.6	42.5	44.3	65	36.3	37.7	40.5	-7	4.3	4.8	3.8
Sam Houston	295	35.6	37.0	38.2	220	35.9	39.0	39.1	75	-0.3	-2.0	-0.9
HSPVA	160	55.0	54.0	57.0	140	56.5	54.8	57.6	20	-1.5	-0.8	-0.6
Jones	202	41.0	41.0	43.1	134	42.6	43.7	43.1	68	-1.6	-2.7	0.0
Jordan	77	41.8	42.3	42.7	121	38.6	41.2	41.3	-44	3.2	1.1	1.4
Kashmere	103	35.0	37.5	39.2	63	37.9	39.6	40.6	40	-2.9	-2.1	-1.4
Kay On-Going	18	33.7	32.9	37.3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Lamar	596	51.8	50.1	50.6	499	51.3	50.9	51.0	97	0.5	-0.8	-0.4
HSLECJ	131	44.6	43.9	44.8	87	44.0	45.0	47.1	44	0.6	-1.1	-2.3
Lee	273	34.2	36.3	38.0	302	34.2	36.8	39.6	-29	0.0	-0.5	-1.6
Madison	150	39.0	39.0	41.2	109	39.7	39.5	40.9	41	-0.7	-0.5	0.3
Milby	139	43.3	45.1	43.5	162	40.6	45.5	43.3	-23	2.7	-0.4	0.2
Middle College	54	43.1	42.0	44.4	20	42.4	41.9	43.1	34	0.7	0.1	1.3
Reagan	96	42.6	42.1	43.4	89	39.9	41.1	42.5	7	2.7	1.0	0.9
Scarborough	85	43.1	42.6	43.5	43	45.8	45.0	46.6	42	-2.7	-2.4	-3.1
Sharpstown	119	41.3	43.7	43.3	102	41.6	43.7	44.8	17	-0.3	0.0	-1.5
Sterling	91	40.9	42.4	41.6	111	39.3	39.9	40.8	-20	1.6	2.5	0.8
Waltrip	106	46.4	44.3	46.4	94	45.9	44.7	47.6	12	0.5	-0.4	-1.2
Washington	115	50.6	52.5	50.6	113	49.5	53.4	50.1	2	1.1	-0.9	0.5
Westbury	169	40.3	40.1	43.1	103	41.5	42.2	43.8	66	-1.2	-2.1	-0.7
Westside	435	44.8	45.7	45.5	114	46.4	47.8	46.2	321	-1.6	-2.1	-0.7
Wheatley	52	32.9	37.4	36.7	20	34.0	38.1	36.7	32	-1.1	-0.7	0.0
Worthing	250	35.1	38.0	38.2	128	38.3	42.8	43.1	122	-3.2	-4.8	-4.9
Yates	61	38.1	37.4	39.0	127	36.1	38.8	38.5	-66	2.0	-1.4	0.5

high schools, DeBakey, Bellaire, HSPVA, Lamar, and Washington had mean scores above 50 on all three subtests.

When compared to the previous year, 14 schools experienced growth in their mean verbal scores, 7 schools increased their mean mathematics scores, and 10 schools increased their mean writing scores. Middle College, Reagan, Jordan, Sterling, and Furr experienced an improvement in all three sections. Most notably, Furr High School showed the largest increases in mean scores when compared to all participating schools in verbal, mathematics, and writing, with 4.3, 4.8, and 3.8 points respectively. Finally, 22 schools improved their number of students who participated on the PSAT.

Performance and Gender/Ethnicity

PSAT scores by gender and for each ethnic group

Table 5: 2000–01 and 2001–02 PSAT Mean Verbal, Mathematics, and Writing Scores by Ethnicity and Gender of HISD Juniors

	2001–2002				2000–2001			
Ethnicity	**n**	**Verbal**	**Math**	**Writing**	**n**	**Verbal**	**Math**	**Writing**
African-American	1,488	40.9	41.1	42.5	1,182	41.1	42.2	43.3
Asian	359	50.7	56.3	51.8	291	50.7	57.5	52.7
Hispanic	1,908	40.3	41.5	41.8	1,495	39.2	41.4	42.1
Native American	6	48.8	47.2	48.0	3	43.7	44.7	47.7
White	939	54.1	53.8	54.7	858	55.1	55.2	55.4
Other	85	46.2	47.7	47.1	60	48.7	48.8	40.2
No Response	233	39.3	41.3	42.0	56	42.3	42.3	44.2
Gender								
Female	2799	43.5	43.8	45.3	2,339	44.0	44.9	46.7
Male	2219	44.3	46.1	45.1	1,606	44.6	47.5	45.7
No Response	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

*Hispanic origin consists of Mexican American, Puerto Rican, and Latin American.

comprising the HISD junior student population are shown in **Table 5**.

The average verbal, mathematics, and writing scores for females and males on the PSAT decreased when comparing 2000–01 to 2001–02. However, the number of females and males participating increased. Over the past two years, males outperformed females on the verbal and mathematics subtests; however, females outperformed males on the writing skills subtest. For the 2001–02 school year, the number of females participating exceeded that of males (2,799 and 2,219, respectively).

When comparing 2000–01 to 2001–02, PSAT scores for each ethnic group showed increases in all three subtests for Native Americans. Mean verbal scores increased for Hispanics. African Americans and Whites showed decreases in all three subtests. However, the number of participants increased for African Americans and Whites by 26% and 9.4%, respectively. Overall participation in the PSAT shows an increase for all ethnic groups.

How many HISD students qualified as National Merit Scholarship Finalists?

Table 6 presents the number of seniors for the past

Table 6: National Merit Scholarship Qualifying Test Finalists for HISD Seniors by Graduating Class

	National Merit Finalist		National Achievement		National Hispanic Recognition	
School	**2002**	**2001**	**2002**	**2001**	**2002**	**2001**
Austin	0	0	0	0	0	1
Bellaire	58	47	1	3	6	10
DeBakey	2	5	5	5	7	8
HSPVA	7	5	0	1	0	5
Jones	0	0	0	2	0	1
Lamar	9	11	4	0	4	11
Law Enforcement	0	0	0	0	0	2
Lee	0	0	0	0	0	0
Madison	0	0	0	0	1	0
Milby	0	0	0	0	2	1
Waltrip	0	1	0	0	0	0
Washington	1	1	3	1	4	3
Westbury	0	0	0	0	1	0
Total	77	70	13	12	25	42

two years who were National Merit Scholarship Finalists based upon meeting the criteria established coupled with the PSAT results from their junior year. The number of National Merit Scholarship Finalists increased from 70 in 2001 to 77 in 2002. In addition, the number of National Achievement Finalists increased by 1 when comparing 2001 to 2002. However, the number of National Hispanic Recognition Finalists decreased from 42 in 2001 to 25 in 2002.

Bellaire had the highest number of National Merit Scholarship Finalists for the past two years. Additionally, Bellaire and HSPVA increased the number of National Merit Scholarship Finalists, by 23% and 40%, respectively from last year. The number of National Merit Scholarship Finalists increased at HSPVA. Lamar and Washington showed an increase in the number of National Achievement Scholarships. Finally, for the National Hispanic Recognition Scholarship, Washington and Milby increased in the number of students awarded this honor.

How has performance in the PSAT/NMSQT progressed from 1992–93 to 2001–2002?

Table 7 summarizes the mean mathematics and verbal scores from 1992–93 to 2001–02 and disaggregates the data by gender and ethnicity for all participants. Writing scores were not included in the analysis since this section was not implemented until 1997–98. The overall mean mathematics scores have not changed significantly, while the verbal scores on the PSAT/NMSQT have increased. More specifically, the mean mathematics score in 1992–93 was 44.3 and it was 44.2 in 2001–02. The mean verbal scores increased from 38.5 to 43.6, when comparing 1992–93 to 2001–02. Overall mean verbal and mathematics scores increased until 1994–95. At this time, the test was recentered. During the 1995–96 administration, mean mathematics and verbal scores declined from the previous year to 45.8 and 45.3 from 46.1 and 46.4, respectively.

When examining gender, the mean mathematics and verbal scores for females have increased when comparing 1992–93 to 2001–02. More specifically, the mean mathematics scores increased from 42.4 to 43.3, and the mean verbal scores increased from 38.2 to 43.4. For males, mean mathematics scores decreased from 46.7 to 45.5 when comparing 1992–93 to 2001–02. However, mean verbal scores increased from 39.0 to 43.8.

Table 7: PSAT Mathematics and Verbal Mean Scores for all Participants, 1992–93 to 2001–02

Mathematics Mean Scores: 1992–1993 to 2001–2002

Year	Overall	Female	Male	Asian	Hispanic	African-American	White
92–93	44.3	42.4	46.7	51.9	40.1	39.0	48.8
93–94	44.0	42.3	46.6	52.5	39.9	38.7	49.7
94–95	46.1	44.4	48.6	54.3	41.8	41.1	52.1
95–96	45.8	44.0	48.4	54.4	41.3	41.3	52.3
96–97	45.3	44.1	46.9	53.7	41.1	41.7	52.1
97–98	44.8	43.7	46.3	53.4	41.2	40.6	52.5
98–99	44.9	43.6	46.8	52.4	41.5	41.1	52.0
99–00	45.8	44.5	47.7	55.1	41.2	42.0	53.0
00–01	45.7	44.6	47.4	56.4	41.6	41.5	53.6
01–02	44.2	43.3	45.5	55.2	40.7	40.5	52.0

Verbal Mean Scores: 1992–1993 to 2001–2002

Year	Overall	Female	Male	Asian	Hispanic	African-American	White
92–93	38.5	38.2	39.0	40.4	33.9	34.8	44.0
93–94	38.5	38.3	39.0	41.7	34.4	34.5	44.7
94–95	46.4	46.0	47.1	49.6	42.0	42.4	53.1
95–96	45.3	44.6	46.3	49.3	40.8	42.0	52.1
96–97	44.4	44.2	44.8	48.5	39.8	41.4	52.6
97–98	44.8	44.5	45.2	48.7	41.4	41.2	53.1
98–99	43.9	43.5	44.5	46.9	40.2	41.4	51.5
99–00	44.6	44.0	45.6	50.4	40.2	41.1	53.5
00–01	44.1	43.7	44.6	49.5	39.5	40.4	53.6
01–02	43.6	43.4	43.8	50.1	39.8	40.6	52.4

Comparison of the different ethnic groups indicates that Asian students consistently outperformed African American students, Hispanic students, and White students in mathematics. When comparing the mean verbal scores for the different ethnic groups, White students are consistently higher than Asian, Hispanic, or African American students. Asian students consistently outperformed Hispanic and African American students when comparing mean mathematics and verbal scores from 1992–93 through 2001–02.

Table 8 examines the differential in PSAT mathematics and verbal scores by gender and ethnicity between White and African American students, White and Hispanic students as well as males and females. Although males consistently outperformed females on both the mathematics and verbal subtests, the differential has been closing. More specifically, when comparing mean mathematics scores, the gender differential decreases from 4.3 points in 1992–93 to 2.2 points in 2001–02. When examining mean verbal scores, the gender differential declines from 0.8 points in 1992–93 to 0.4 points in 2001–02.

The ethnic differential between White students and minority students, however, has been increasing through time. For example, in 1992–93, the differences between the mean mathematics scores for Whites and African Americans was 9.8 points. This difference increased to 11.5 points by 2001–02. However, when comparing 2000–01 to 2001–02, the ethnic differential decreased from 12.1 to 11.5 points in mathematics and 13.2 to 11.8 points in verbal mean scores. The differential between White students and Hispanic students has increased from 8.7 to 11.3 points when comparing mean mathematics scores and 10.1 to 12.6 points when comparing mean verbal scores. However, when comparing 2000–01 to 2001–02, the ethnic differential between these same groups decreased from 12.0 to 11.3 points in mathematics and 14.1 to 12.6 points in verbal mean scores.

What skill sets districtwide were identified for improvement based on the PSAT/NMSQT assessment for 2001–2002?

Students taking the PSAT/NMSQT in 2001 received personalized feedback based upon a student's pattern of responses along with suggestions for improvement regarding their performance on the verbal reasoning, mathematics reasoning, and writing skills sections. For the verbal and mathematics sections, up to three skills are reported and for the writing section, up to two skills are reported in which the student needs to improve. The skill sets that are identified may not necessarily reflect the weakest areas. The skills identified represent those that are most attainable. This information was designed to help students improve their skill sets to succeed in college and to prepare for the SAT (The College Board, 2001a).

Table 9 summarizes the four most frequently identified skill sets for each PSAT/NMSQT subtest requiring improvement in decreasing order of importance based upon aggregating the data for individual student performance. Being thorough, understanding difficult vocabulary, recognizing a definition when it is presented in a sentence, and understanding main ideas in a reading passage represented areas requiring improvement for the verbal section. For mathematics, considering different cases to solve problems, using logical reasoning, recognizing patterns and equivalent forms, and deciding when a problem doesn't provide enough information to determine a single solution were identified as problem areas. The four areas addressed for writing included understanding the structure of sentences with abstract ideas, recognizing improper

Table 8: Ethnic and Gender Differential, 1992–03 to 2001–02

	Mathematics Mean Score Differential			Verbal Mean Score Differential		
Year	M/F Gender Diff.	White/ Af. Am. Diff.	White/ Hispanic Diff.	M/F Gender Diff.	White/ Af. Am. Diff.	White/ Hispanic Diff.
92–93	4.3	9.8	8.7	0.8	9.2	10.1
93–94	4.3	11.0	9.8	0.7	10.2	10.3
94–95	4.2	11.0	10.3	1.1	10.7	11.1
95–96	4.4	11.0	11.0	1.7	10.1	11.3
96–97	2.8	10.4	11.0	0.6	11.2	12.8
97–98	2.6	11.9	11.3	0.7	11.9	11.7
98–99	3.2	10.9	10.5	1.0	10.1	11.3
99–00	3.2	11.0	11.8	1.6	12.4	13.3
00–01	2.8	12.1	12.0	0.9	13.2	14.1
01–02	2.2	11.5	11.3	0.4	11.8	12.6

Table 9: Districtwide PSAT Skills Needing Improvement, 2001

PSAT/NMSQT SKILLS LIST	N
Verbal Skills	
Being Thorough	2,262
Understanding Difficult Vocabulary	2,029
Recognizing a definition when it is presented in a sentence	1,692
Understanding main ideas in a reading passage	1,313
Mathematics Skills	
Considering different cases to solve problems	1,870
Using logical reasoning	1,794
Recognizing patterns and equivalent forms	1,771
Deciding when a problem doesn't provide enough information to determine a single solution	1,722
Writing Skills	
Understanding the structure of sentences with abstract ideas	1,611
Recognizing improper pronoun use	1,557
Being precise and clear	1,519
Understanding the structure of long sentences	1,491

pronoun use, being precise and clear, and understanding the structure of long sentences.

Strategies to address these areas are provided by the College Board (2001a) in Appendix A. In addition, the College Board (2001b) provides a resource titled, *PSAT/NMSQT™ Score Report Plus Skills and Suggestions for How to Improve And Comparison to Texas State Curriculum Standards,* which compares the skill sets with the Texas state curriculum standards, and suggests how to improve.

Discussion

Although participation in the PSAT has improved for sophomores and juniors, there is a great deal of variability among campuses. Out of 31 campuses, the percentage of juniors who took the PSAT was less than 50% at 16 campuses. A large number of HISD students who aspire to a college education are missing out on the opportunities afforded by the PSAT/NMSQT program for scholarships and participation in the College Search Service.

Although Hispanic and male students did increase their level of participation in the PSAT when compared to last year, only 46.9% of eligible males and 42.7% of eligible Hispanic students took the test. These results indicate that there are still a significant number of students who are missing the benefits afforded by this testing program.

Students taking the PSAT/NMSQT in 2001 received personalized feedback based upon their responses with suggestions for improving their performance. The information was designed to help students improve their skill sets to succeed in college and to prepare for the SAT (The College Board, 2001a). Teachers and counselors should encourage students to use the strategies suggested on their PSAT/NMSQT Score Report *Plus*.

Recommendations

1. Continue to identify successful efforts to promote participation and performance among students, especially minorities, by providing information to students and parents about the benefits of the PSAT, including eligibility for scholarships, practice for the SAT I, and entry into the college search service

2. Incorporate college preparation materials and activities in the high school curriculum to help students prepare for the PSAT and other college qualifying examinations. Utilize the data provided in this report identifying areas for improvement, and develop strategies to infuse into the curriculum starting with freshmen.

3. Promote awareness and encourage participation in Advanced Academic school based programs such as pre-AP/AP and pre-IB/IB courses to prepare students. Provide information to students and parents about the financial and educational benefits of taking advanced courses.

4. Encourage students to approach counselors and teachers for additional strategies to assist them in addressing their individual areas requiring improvement, based upon their PSAT Score Report *Plus*.

5. Schedule time for students to take practice versions of the PSAT during school hours.

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APPENDIX A
Score Report *Plus* Skills

VERBAL SKILLS

Understanding main ideas in a reading passage
How to improve: Read the whole passage carefully and try to determine the author's overall message. Practice making distinctions between the main idea and supporting details.

Understanding tone
How to improve: When reading, consider how an author's choice of words helps define his or her attitudes. Pay attention to the way in which tone conveys meaning in conversation and in the media.

Comparing and contrasting ideas presented in two passages
How to improve: Read editorials that take opposing views on an issue. Look for differences and similarities in tone, point of view, and main idea.

Understanding the use of examples
How to improve: Authors often include examples in their writing to communicate and support their ideas. Read different kinds of argumentative writing (editorials, criticism, personal essays) and pay attention to the way examples are used. State the point of the examples in your own words. Use examples in your own writing.

Recognizing the purpose of various writing strategies
How to improve: Writers use a variety of tools to achieve their effects. While you read, look for such things as specific examples, quotations, striking images, and emotionally loaded words. Think about the connotations of specific words and why the author might have decided to use them.

Making inferences
How to improve: When you read nonfiction prose, try to determine the author's beliefs and assumptions.

Determining an author's purpose or perspective
How to improve: Authors write for a variety of purposes, such as to inform, to explain, or to convince. When you read, try to determine why the author wrote what he or she wrote.

Making connections between information in different parts of a passage
How to improve: Work on figuring out the relationship between the material presented in one part of a reading passage and material presented in another part. Ask yourself, for example, how facts presented in the beginning of a magazine article relate to the conclusion.

Distinguishing conflicting viewpoints
How to improve: When reading, practice summarizing main ideas and noting sentences that mark transition points. Learn to understand methods of persuasion and argumentation. Expand your reading to include argumentative writing, such as political commentary, philosophy, and criticism.

Resisting superficial word repetition in a passage
How to improve: Don't select an answer choice just because it contains keywords or phrases from the passage. Practice restating in your own words the ideas presented in the passage.

Being thorough
How to improve: Don't just pick the first answer choice you see that looks tempting. Be sure to evaluate all the choices before you select your answer, just as you would read an entire paragraph rather than assume its meaning based only on the first sentence.

Understanding difficult vocabulary
How to improve: Broaden your reading to include newspapers and magazines, as well as fiction and nonfiction from before the 1900s. Include reading material that is a bit outside your comfort zone. Improve your knowledge of word roots to help determine the meaning of unfamiliar words.

Understanding how negative words, suffixes, and prefixes affect sentences
How to improve: When reading, pay attention to the ways in which negative words (like "not" and "never"), prefixes (like "un"and "im"), and suffixes (like "less") affect the meaning of words and sentences.

Understanding complex sentences
How to improve: Ask your English teacher to recommend books that are a bit more challenging than those you're used to reading. Practice breaking down the sentences into their component parts to improve your comprehension. Learn how dependent clauses and verb phrases function in sentences.

Recognizing connections between ideas in a sentence
How to improve: Learn how connecting words (such as relative pronouns and conjunctions) establish the relationship between different parts of a sentence.

Recognizing words that signal contrasting ideas in a sentence
How to improve: Learn how certain words (such as "although," "but," "however," and "while") are used to signal a contrast between one part of a sentence and another.

Recognizing a definition when it is presented in a sentence
How to improve: Learn how such elements as appositives, subordination, and punctuation are used to define words in a sentence.

Understanding sentences or analogies that deal with abstract ideas
How to improve: Broaden your reading to include newspaper editorials, political essays, and philosophical writings.

Understanding and using a word in an unusual context
How to improve: Work on using word definitions when choosing an answer. Try not to be confused by an unusual meaning of a term.

Comprehending long sentences
How to improve: Practice reducing long sentences into small, understandable parts.

Choosing a correct answer based on the meaning of the entire sentence
How to improve: Make sure your answer choice fits the logic of the sentence as a whole. Don't choose an answer just because it sounds good when inserted in the blank.

Understanding the exact relationship between words
How to improve: In an analogy question, state the relationship between the first two terms in a sentence and then evaluate all the answer choices. If more than one matches your relationship sentence, formulate the relationship more precisely.

Understanding negative relationships in analogies
How to improve: In an analogy, if you establish a negative relationship between the first pair of words (relationships using words like "not," "never," "lacks"), make sure your answer choice has an identical negative relationship. Pay attention to prefixes (like "il" and "im") and suffixes (like "less") that indicate negation.

Recognizing less common meanings of words
How to improve: In an analogy question, if you can't establish the relationship between the first pair of words, identifying the parts of speech of the terms might give you a useful clue.

Recognizing a similar relationship in positive and negative contexts
How to improve: In an analogy question, state the relationship between the first two terms in a sentence and then evaluate all the answer choices. Once you establish a clear relationship sentence, don't be distracted by a shift in the connotations of the words.

Recognizing similar relationships in different fields of knowledge
How to improve: In an analogy question, state the relationship between the first two terms in a sentence and then evaluate all the answer choices. Once you establish a clear relationship sentence, don't be distracted by a shift in subject areas.

Understanding words and relationships commonly associated with science
How to improve: Read magazine articles about scientific subjects to improve your comfort level in this area.

APPENDIX A (continued)

MATHEMATICS SKILLS

Using basic concepts and operations in arithmetic problem solving
***How to improve*:** Practice solving problems involving fractions, decimals, ratio, percent, exponents, square roots, place value.

Understanding geometry and coordinate geometry
How to improve: Review geometry units in your textbook involving perimeter, area, volume, circumference, angles, lines, slope. Familiarize yourself with the formulas given at the beginning of math sections of the test.

Understanding number properties and relationships
***How to improve*:** Practice solving problems involving odd and even integers, prime numbers, multiples, divisibility, remainders, positive and negative numbers.

Dealing with probability, basic statistics, charts, and graphs
How to improve: Practice solving problems that involve basic probability, basic counting, and finding the average (arithmetic mean), median, and mode. Look for charts and graphs in newspapers and magazines, and practice interpreting the data in them.

Creating figures or algebraic equations to help solve problems
***How to improve*:** Practice solving problems by drawing or visualizing figures to help you understand the problem. Practice developing equations from verbal descriptions, figures, or numerical data.

Applying rules in algebra and geometry
***How to improve*:** Review algebra rules (such as exponents, solving equations and inequalities) and geometry rules (such as measures of angles associated with parallel lines). Become familiar with geometric formulas at the beginning of math sections of the test, and practice problems that use them.

Making connections among mathematical topics
***How to improve*:** Practice problems that require combining skills acquired in different math courses, such as problems that use combinations of arithmetic, algebra, and geometry.

Considering different cases to salve problems
***How to improve*:** Practice solving problems in which you must consider all the possibilities. In algebra, this may mean trying different types of numbers, such as negative/zero/positive, odd/even, fractions/integers/decimals, numbers between -1 and 0 or between 0 and 1. Look for ways to use this reasoning in solving quantitative comparison questions.

Organizing and managing information to solve multistep problems
***How to improve*:** Write down your steps in solving the problem. Monitor the steps as you go along, keeping in mind what the question is asking.

Recognizing patterns and equivalent forms
How to improve: Try recognizing a pattern by considering a simpler case. Try rewriting or rearranging the given expressions in a different form.

Using logical reasoning
How to improve: This can be a challenging skill that takes practice to master. Solving problems that require you to justify your answer may help you develop this skill. Problems in textbooks that ask you "Why?" often require this skill.

Searching for a solution by trying a variety of strategies
How to improve: If your first approach fails, don't give up-try a second or third approach. Rethink the problem, break it down, and look at it from different perspectives. Make adjustments in your solution strategy when things aren't going as well as they should.

Solving problems that appear unfamiliar
How to improve: These problems may not look like problems found in textbooks. Don't let the form of the question keep you from trying to answer it. Try not to panic if you are asked to do something that looks unusual-reading the problem carefully may show you that you have the skills to answer it.

Recognizing logical key words
How to improve: Pay attention to key words, such as "not," "at least," "at most," "must be," "could be," "possible," and "different." These words determine the meaning of the question and therefore must be understood to correctly solve the problem.

Using answer choices to help solve the problem
***How to improve*:** Looking at the answer choices may help you understand the problem. Sometimes the choices can help identify a strategy for solving the problem.

Deciding when a problem doesn't provide enough information to determine a single solution
How to improve: Review questions that have "It cannot be determined from the information given" as an answer choice. Considering different possibilities may indicate the answer cannot be determined. When you think there is enough information to solve the problem, double check by trying different values.

WRITING SKILLS

Being precise and clear
How to improve: Learn to recognize sentence elements that are ambiguous and confusing. In your writing, choose words carefully and connect them for clear meaning.

Following conventions in writing
How to improve: Review the chapters in a grammar book that cover grammatical conventions, such as word choice, use of noun and prepositional phrases, and sentence construction. Work with your teacher to become more familiar with the conventions of standard written English.

Recognizing logical connections within sentences and passages
How to improve: Use the writing process to help you revise your draft essays. Work with classmates and teachers to clarify meaning in your writing.

Using verbs correctly
How to improve: Make sure that you can identify the subject and verb of a sentence. Make sure you understand subject and verb agreement.

Recognizing improper pronoun use
How to improve: Learn to understand the distinction between informal, spoken pronoun usage and standard written pronoun usage. Review the way you use pronouns in your own writing. Ask your teacher to help you identify and correct pronoun errors in your own writing.

Understanding the structure of sentences with unfamiliar vocabulary
How to improve: Read material that contains unfamiliar vocabulary. Look for context clues to help you guess at the meaning of unfamiliar words as you read.

Understanding complicated sentence structures
How to improve: Refer to a grammar book to identify various sentence patterns and their effective use. Vary the sentence patterns in your own writing.

Understanding the structure of long sentences
How to improve: As you read, break long sentences into smaller units of meaning.

Understanding the structure of sentences with abstract ideas
How to improve: Read newspapers, magazines, and books that deal with subjects such as politics, economics, history, or philosophy

Understanding the structure of sentences that relate to science or math
How to improve: Focus on how something is said as well as on what is said. Write about the things you are learning in math and science classes. Read articles in the science section of newspapers and magazines so that you will feel more comfortable with scientific or math content.

Understanding the structure of sentences that relate to the arts
How to improve: Focus on how something is said as well as on what is said. Read articles in newspapers and magazines about the arts so that you will feel more comfortable with these subjects

APPENDIX A (continued)

What is reported in the "Improve Your Skills" section of the score report?

The new "Improve Your Skills" section of Score Report Plus gives students a personalized analysis of their areas of weakness as well as specific suggestions for how to improve. This information is derived from analyzing individual performance across test questions. Each test question contains a different combination of skills. Based on a student's individual performance across the questions, the score report notes up to three skills each in verbal and math and up to two writing skills in which the student needs to improve. Also referenced are test questions that contain the skills and that the student answered incorrectly. See the complete list of skills on pages 5 - 6.

Note: Group data on the skills reported in the "Improve Your Skills" section are currently not available. However, planning is under way to provide such aggregate data in the future.

Are the reported skills the student's weakest areas?

Not necessarily. Score Report Plus gives highest priority to those skills that appear most attainable. This approach gives students a better opportunity to improve, rather than overwhelming them with their shortcomings. For students who are weak in more than three verbal skills, for example, the three in which they are probably closest to being able to improve are reported. The educational importance of the skills, as determined with the advice of panels of expert educators, also plays a role in the selection.

What PSAT/NMSQT reports do schools receive?

The following basic reports are provided to all schools:

- *PSAT/NMSQT* Score Report Plus for each student tested (one for the student and one for the school)
  Score labels, summarizing the basic score information (one for each student)
- Roster of Student Scores and Plans, listing student reported information and scores for each student
- School Summary Report (provided if at least 50 of a school's juniors tested at the school), summarizing score statistics and student-reported information
- Summary Statistics Report with summary score data for each grade in which 25 or more students of the same sex tested

  PSAT/NMSQT Summary Report: National, Regional, and State Data, providing score statistics and student-reported information for juniors, including final mean scores. Reports for 2001 will be available in the spring of 2002 on www.collegeboard.com.

Several optional reports are available for a fee:

- Summary ofAnswers, aggregating student responses to each test question
- Special Summary Report, summarizing score data for schools that test fewer than 50 juniors, or for schools that have some juniors who tested elsewhere
- System Summary Report, combining score data from all schools in a system
- Electronic Data Reports, including all student-provided data as well as scores and skills (in disk format)

To order, contact the PSAT/NMSQT program.

How should schools use PSAT/NMSQT score

The PSAT/NMSQT is intended to help students evaluate skill levels in three critical academic areas; practice for SAT Program tests; compare their readiness for college level work with that of their peers; and enter scholarship programs. Score reports should be used for counseling students about educational plans.

PSAT/NMSQT scores are not for use by colleges as part of their admission criteria. Scores should not be included on student transcripts that will be reproduced and sent to colleges unless the student (age 18 or older) or parent/ guardian has granted permission. Inform students of their right to withhold these scores from admission or athletic offices, even when requested.

Questions?

Visit www.collegeboard.com for additional data on the technical characteristics of the test. Or contact the PSAT/NMSQT program at:

Mail: PO. Box 6720, Princeton, NJ 08541-6720
Phone: 888 477-PSAT (7728) (for educators only)
609 771-7070
8 a.m. to 4 p.m. eastern time

Fax: 609 530-0482

E-mail: PSAT@info.collegeboard.org