

RESEARCH

Report on of Student Achievement
Department of Research and Accountability

**PSAT/NMSQT
2004–2005:
Reported April 2005**

Houston Independent School District



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PSAT/NMSQT 2004–2005

Introduction

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 reading reasoning, critical reading, mathematics problem solving, and writing skills. The examination is comprised of five sections: two reading, two mathematics, and one writing.

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 National Merit Scholarship Program began in 1955. Of the top 50,000 scorers nationwide, approximately 16,000 students qualify yearly, as semifinalists for the National Merit Scholarship.

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 Scholarship Service and Fund for Negro Students which provides a National Achievement Scholarship to qualified students. Information on those students that qualified for these awards is reported in May and will not be included in this report.

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 2002 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.

In the Fall of 2003, the Houston Independent School District (HISD) implemented the PSAT Initiative. Through the HISD Foundation, funds were secured to enable the district to fund this proactive initiative by offering the PSAT to all tenth grade students attending HISD schools in the Fall of 2003. This initiative is designed to provide schools with information about sophomores' academic strengths and interests and to aid the district in identifying students with the aptitude for Advance Placement (AP) courses. This initiative also assists the district in preparing students for college entrance exams and enables students to realize the possibilities of continuing their academic careers after high school. This initiative was funded by \$46,000 from the HISD Foundation and \$22,614 from Title I funds.

The College Board (1997) reports that the PSAT/NMSQT can be utilized to identify students who may be successful in AP courses. Previously, teacher recommendations, self-nomination, previous courses completed, grades in course work, and scores on achievement tests have been successfully used to identify those students that can complete and excel in AP courses. However, this system does not identify all students who could benefit from taking AP courses. The PSAT/NMSQT provides another method of identifying students that can profit academically from enrollment in AP courses. Specifically, recent analyses have shown that a majority of students who score a 46 or above on the reading sections of the PSAT received grades of 3 or above on a majority of the 29 AP examinations. Similarly, students with PSAT mathematics scores of 56 or above achieved success in

mathematics and science AP courses. Research on the predictive value of the PSAT writing examination is forthcoming.

Currently, under the PSAT Initiative, HISD plans on using the 46 or above as the reading criterion and the 56 or above as the mathematics criterion to aid in identifying students that will benefit in enrolling in AP courses. Students meeting these criteria will be considered for AP courses.

The PSAT consists of 52 reading, 40 mathematics, and 39 writing items. The reading section of the examination includes 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 is 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 purpose of this report was to provide an examination of the participation and performance of HISD students under the second year of the innovative HISD PSAT Initiative. The investigation was also designed to compare the current year's results with the baseline data collected and reported on in last year's report. Expressly, it examined the participation rates of sophomores and juniors as well as their mean scores and the percentages of these students that met the AP criteria.

Administration

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 Tuesday, October 21, 2003.

Scoring

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 I. Nationally, the average reading, mathematics, and writing scores are nearing the midpoint (50) of the 20 to 80 scale. Beginning with the 1994 test administration, the reading and mathematics scales were recentered to make the two scores comparable.

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

Methods

Participants

A total of 18,356 HISD sophomores and juniors participated in the Fall 2004 PSAT/NMSQT. This represents an increase of 8% over the previous year participation of 16,951 students. The number of sophomores taking the PSAT/NMSQT increased by 610 students from the previous year, while the number juniors tested increased by 795. For the 2003–04 school year, 38 schools participated in the PSAT/NMSQT; data were available from the CEEB for only 33 of the schools. For the 2004–05 school year, 39 HISD schools participated in the PSAT/NMSQT. For the current school year, data were available for all schools.

Data Collection and Analysis

The CEEB 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. The analysis

was completed on the results from sophomores and juniors, which represent 98% of the students assessed. 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 racial/ethnic composition of the junior and sophomore classes in the Fall 2004 PSAT/NMSQT participation group were calculated, and compared with the composition of the 2004–05 HISD enrollment of these classes as a whole. The Hispanic group from the CEEB file consists of Mexican American, Puerto Rican, and Latin American participants. In order to provide a more valid picture of the performance of HISD juniors and sophomores, data from the CEEB files were matched to PEIMS and HISD student master files in order to correct missing demographic data. The demographic data for over 1,000 sophomores and juniors from the CEEB were incomplete and required completion through the utilization of PEIMS data.

Mean reading, mathematics, and writing scores for sophomores and juniors were calculated by school, gender, and race/ethnicity. Similarly, the number and percentages of students that scored at or above 46 were summed and calculated for reading results, while the number and percentages of students that scored at or above 56 on the mathematics section were calculated and summed. Analyses were conducted using the aggregated data by grade, race/ethnicity, and gender. Results were analyzed by districtwide and school levels.

Results

Participation

Districtwide Participation

Of the 22,857 HISD juniors and sophomores eligible to take the PSAT, a total of 18,356 students participated in the Fall 2004 PSAT/NMSQT. These included 10,389 sophomores and 7,967 juniors. Although Special Education and limited English proficient students are included in the enrollment count, they could have been exempted from taking the PSAT based on ARD and LPAC committee decisions. 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 the Fall of 2004 and 2003.

Table 1: Participation Rates of HISD Sophomores and Juniors for Fall 2004 and Fall 2003 on PSAT

Grade	Fall 2004			Fall 2003		
	N	N Tested	% Tested	N	N Tested	% Tested
10th	12,392	10,389	83.8	12,547	9,779	77.9
11th	10,465	7,967	76.1	9,825	7,172	73.0
10th & 11th Combined	22,857	18,356	80.3	22,372	16,951	75.8

- For juniors, the level of participation of all students increased from 73.0% in the Fall of 2003 to 76.1% in the Fall of 2004. The level of participation of sophomores increased from 77.9% in 2003 to 83.8% in 2004. The participation rate for all juniors and sophomores increased from 75.8% to 80.3% in the second year of the initiative.

Participation by student groups including race/ethnicity and gender 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 as sophomores or juniors are provided in **Tables 2 and 3**.

- Of the 11,554 female sophomores and juniors eligible to take the PSAT, 83.0% took the examination. This was an improvement over the 79.0% that took the PSAT in the Fall of 2003. Of the 11,303 male sophomores and juniors eligible to take the PSAT, 77.3% took the examination. For both sophomores and juniors, the greatest

Table 2: Participation Rates of HISD Sophomores and Juniors for Fall 2004 and Fall 2003 on PSAT: By Gender

Grade	<u>Fall 2004</u>				<u>Fall 2003</u>			
	Female		Male		Female		Male	
	N Enrolled	%Tested	N Enrolled	%Tested	N Enrolled	%Tested	N Enrolled	%Tested
10th	6,174	86.3	6,218	81.1	6,276	81.4	6,271	74.0
11th	5,380	79.3	5,085	72.6	5,044	76.1	4,781	69.5
10th & 11th	11,554	83.0	11,303	77.3	11,320	79.0	11,052	72.1

increase in participation was exhibited by male students when the participation rates over the past two years are compared.

Table 3: Participation Rates of HISD Sophomores and Juniors for Fall 2004 and Fall 2003 on PSAT: By Ethnicity

Grade	<u>Fall 2004</u>							
	African American		Asian American		Hispanic		White	
	N Enrolled	%Tested	N Enrolled	%Tested	N Enrolled	%Tested	N Enrolled	%Tested
10th	3,876	89.3	481	89.8	6,516	73.2	1,511	78.2
11th	3,324	76.3	439	88.4	5,280	71.2	1,416	66.9
10th & 11th	7,200	83.3	920	89.1	11,796	72.3	2,927	72.7
Grade	<u>Fall 2003</u>							
	African American		Asian American		Hispanic		White	
	N Enrolled	%Tested	N Enrolled	%Tested	N Enrolled	%Tested	N Enrolled	%Tested
10th	3,943	71.1	474	93.2	6,622	77.9	1,499	76.5
11th	3,163	68.8	399	86.0	4,884	72.5	1,376	71.1
10th & 11th	7,106	70.0	873	89.9	11,506	75.6	2,875	73.9

- The results of the analysis of Fall 2004 participation by race/ethnicity indicated that Asian American sophomore students had the highest percentage of sophomores eligible to take the PSAT actually participate with a rate of 89.8%. Hispanic sophomores had the lowest participation rate, 73.2%. Asian American juniors had the highest 11th grade participation rate, 88.4%, while White juniors had the lowest rate at 66.9%.
- When compared to Fall 2003 participation rates, the percentage of sophomores participating during the current school year improved for African American and White students, while participation for Asian American students and Hispanic students declined. The improvement for African American students was significant, increasing from 71.1% in the Fall of 2003 to 89.3% in the Fall of 2004.
- When compared to Fall 2003 participation rates, the percentage of juniors participating during Fall 2004 improved for African American and Asian American students, while participation for White students and Hispanic students declined.

The demographic composition of the sophomores and juniors that took the PSAT in the Fall of 2004 is presented in **Table 4** and **5**. Rates are presented by race/ethnicity and gender.

- As a result of changes in sophomore demographics, equity in the percentage of females and males taking the PSAT improved on the Fall 2004 administration. Of the 10,389 total number of sophomores that took the PSAT in the Fall of 2004, 51.3% were female and 48.5% were male as compared to the Fall 2003 results: 52.2% females and 47.5% males.

Table 4: Composition of Fall 2004 and 2003 PSAT Test Takers by Gender

Grade	<u>N Tested</u>		<u>% Female</u>		<u>% Male</u>	
	2003	2004	2003	2004	2003	2004
Sophomores	9,779	10,389	52.2	51.3	47.5	48.5
Juniors	7,172	7,967	53.5	53.5	46.3	46.3
Combined	16,951	18,356	52.8	52.3	47.0	47.6

Table 5: Composition of Fall 2004 and 2003 PSAT Test Takers by Ethnicity

Grade	<u>N Tested</u>		<u>% African American</u>		<u>% Asian American</u>		<u>% Hispanic</u>		<u>% White</u>	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
Sophomores	9,779	10,389	28.7	33.3	4.5	4.2	52.7	45.9	11.7	11.4
Juniors	7,172	7,967	30.3	31.8	4.8	4.9	49.4	47.2	13.6	11.9
Combined	16,951	18,356	29.4	32.7	4.6	4.5	51.3	46.5	12.5	11.6

- Of the 10,389 sophomores that took the PSAT in the Fall of 2004, 45.9% were Hispanic, 33.3% were African American, 11.4% were White, and 4.2% were Asian American. When comparing the demographic composition of the sophomore participants in the Fall of 2004 to the participation rates from the Fall of 2003, it is notable that the percentage of African American students increased from 28.7% to 33.3%, while the percent of participation composed by Hispanic students decreased from 52.7% in 2003 to 45.9% in 2004.
- Of the 7,967 juniors that took the PSAT in the Fall of 2004, 47.2% were Hispanic, 31.8% were African American, 11.9% were White, and 4.9% were Asian American.

Participation by Schools

A total of 39 HISD high schools had students taking the Fall 2004 PSAT/NMSQT. For the Fall of 2003, the CEEB supplied HISD with student-level data for 33 schools. **Table 6** presents the number of eligible students and the percentages of the junior and sophomore classes from each of these high schools which took part in the PSAT/NMSQT for the past two years.

- For the sophomore class in the Fall of 2004, the highest participation rates were found at DeBakey High School and Carnegie Vanguard, where 100% and 98.9% of the eligible sophomores participated. The lowest participation rates for the sophomore class were found at Community Services and Accelerated Learning and Transition Academy where 41.8% and 45.1% of the eligible sophomores participated.
- Of the 39 schools included in this analysis, 30, or 77%, had a participation rate of 75% or higher from their sophomore class in the Fall of 2004. Of the 33 schools in 2003, 24, or 73%, had a participation rate of 75% or higher.
- For the junior class in the Fall of 2004, the highest participation rates were found at Carnegie Vanguard and DeBakey High School where 100% and 99.4% of the juniors participated. The lowest participation rates for the junior class in the Fall of 2004 were found at Kay On-Going, Community Services, and CEP SE where none of the eligible juniors participated in taking the PSAT.
- Of the 39 schools included in this analysis, 23, or 59%, had a participation rate of 75% or higher from their junior class in the Fall of 2004.
- When comparing the participation rates from Fall 2003 to the Fall of 2004, it was found that out of the 33 schools with data for two years, 24 school showed improved participation rates for sophomores, while 19 schools exhibited improved participation for juniors.
- In a comparison of the sophomore classes from the Fall of 2003 and the Fall of 2004, Contemporary Learning Center HS and Carter Center exhibited the greatest gains in participation rates of 22.8 and 18.3 percentage

Table 6: Participation Rates of Juniors and Sophomores on the Fall 2004 and 2003 PSAT/NMSQT by School

School	2004				2003			
	Sophomore		Junior		Sophomore		Junior	
	N	% Tested	N	% Tested	N	% Tested	N	% Tested
ALTA	213	45.1	198	5.6	Not Available			
Austin	463	90.7	373	87.1	469	88.5	359	87.7
Bellaire	853	83.8	770	59.5	812	86.0	719	72.3
Carnegie Vanguard	94	98.9	38	100.0	47	100.0	31	100.0
Carter Career Ctr	30	63.3	21	57.1	20	45.0	28	50.0
Challenge	62	91.9	48	95.8	Not Available			
Chavez	548	86.9	499	92.0	688	81.4	484	100.0
CEP SE	53	90.6	14	0.0	Not Available			
CEP SW	57	87.7	24	12.5	Not Available			
Community Srs	55	41.8	22	0.0	Not Available			
CLC HS	145	84.1	112	76.8	137	61.3	122	23.0
Davis	407	76.4	366	81.7	423	73.8	361	84.5
DeBakey HS	196	100.0	170	99.4	190	98.9	145	98.6
Eastwood	55	83.6	59	94.9	63	95.2	63	100
Energ for Excell	16	50.0	16	25.0	Not Available			
Furr	256	77.0	258	72.1	328	68.9	221	72.4
HSLECJ	175	98.3	149	89.3	170	93.5	168	67.3
HSPVA	171	88.3	163	97.5	172	95.9	165	97.0
Houston	741	92.0	576	90.8	777	80.7	433	91.0
Jones	281	77.2	251	81.3	299	66.9	234	78.6
Jordan, Barbara	322	89.1	231	95.7	294	82.7	319	85.9
Kashmere	216	69.0	166	27.7	199	74.4	147	66.7
Kay On-Going	33	57.6	30	0.0	23	43.5	33	6.1
Lamar	890	96.2	814	93.7	891	88.2	785	92.4
Lee	553	81.9	369	98.1	600	75.2	320	73.8
Madison	595	83.9	517	90.1	566	80.0	307	91.5
Middle College	79	89.9	65	73.8	87	92.0	86	79.1
Milby	510	91.2	488	90.0	552	88.0	501	87.8
Reagan	441	92.3	328	97.3	406	89.9	395	42.3
Scarborough	225	86.2	217	27.2	243	82.3	167	22.2
Sharpstown	439	82.2	352	88.6	385	74.0	314	86.6
Sterling	310	77.4	248	63.7	274	76.6	240	72.5
Waltrip	473	85.2	420	48.1	466	86.7	396	39.1
Washington	322	72.0	266	39.8	313	63.3	229	36.7
Westbury	488	74.8	426	38.3	479	77.5	387	37.5
Westside HS	703	91.0	611	86.1	707	88.7	705	74.8
Wheatley	185	89.7	185	86.5	225	82.7	169	77.5
Worthing	275	79.3	234	88.5	300	79.0	262	79.8
Yates	369	71.5	309	77.3	377	76.7	281	82.9

points respectively. The largest decrease in the participation of sophomores was found at Eastwood Academy and HSPVA where participation decreased 11.6 and 7.6 percentage points, respectively.

- In a comparison of the junior classes from the Fall of 2003 and the Fall of 2004, Reagan High School and Contemporary Learning Center HS exhibited the greatest gains in participation rates of 55.0 and 53.8 percentage points, respectively. The largest decrease in the participation of juniors was found at Kashmere and Bellaire high schools where participation decreased 39.0 and 12.8 percentage points, respectively.

Student Mean Performance

In the following section, the performance of both juniors and sophomores and these grades combined was analyzed for the Fall of 2004. The results from the Fall of 2003 were included as a comparison. 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. In cases where demographic data were missing on the PSAT file, the PEIMS file was used to identify student grade level and demographics.

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. Results from the Fall of 2004 and 2003 PSAT/NMSQT are presented in **Table 7**. The averages of student reading, mathematics, and writing scores were calculated and analyzed to describe student performance of specific student groups.

Table 7: Fall 2004 and 2003 PSAT Mean Reading, Mathematics, and Writing Scores by Student Group: Sophomores, Juniors, and Combined (Sophomores and Juniors)

Student Group	Fall 2004								
	<u>Sophomores</u>			<u>Juniors</u>			<u>Combined</u>		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
All Students	36.3	38.3	42.4	39.3	41.7	45.3	37.6	39.8	43.7
African American	34.9	35.8	40.9	37.5	38.4	43.3	36.0	36.9	41.9
Asian American	44.9	51.7	50.4	49.0	56.3	54.6	46.9	53.9	52.4
Hispanic	33.7	36.5	40.4	36.4	39.6	43.0	34.9	37.9	41.6
White	48.1	48.8	52.1	51.8	53.1	56.4	49.8	50.7	54.0
Female	36.7	38.2	43.3	39.6	41.3	46.0	38.0	39.6	44.5
Male	35.9	38.5	41.4	38.9	42.2	44.6	37.1	40.1	42.8
Fall 2003									
All Students	36.1	37.2	41.4	39.7	40.7	44.4	37.7	38.7	42.7
African American	34.9	35.1	40.0	37.7	38.0	42.7	36.1	36.4	41.2
Asian American	44.2	50.2	48.2	49.3	54.4	52.2	46.4	52.1	49.9
Hispanic	33.7	35.1	39.6	36.4	37.7	41.8	34.8	36.2	40.5
White	46.8	46.3	49.8	52.3	52.1	54.9	49.3	49.0	52.1
Female	36.5	37.0	42.1	39.8	40.0	44.9	37.9	38.3	43.3
Male	35.7	37.4	40.6	39.6	41.5	43.9	37.4	39.1	42.0

- The average performance of sophomores in the Fall of 2004 was 36.3 reading, 38.3 math, and 42.4 writing. The average performance of HISD juniors in the Fall of 2004 was 39.3 reading, 41.7 mathematics, and 45.3 writing. The average performance of HISD sophomores and juniors combined in the Fall of 2004 was 37.6 reading, 39.8 mathematics, and 43.7 writing.
- When compared to Fall 2003 results, the performance of all sophomores tested in 2004 improved on the reading, math, and writing sections of the PSAT. The greatest improvement was in math. For juniors, performance improved in math and writing in the Fall of 2004 when compared to the performance of their cohorts tested in the Fall of 2003.
- In the sophomore class tested in the Fall of 2004, White students had a greater improvement in mean score than other racial/ethnic groups on the reading, math, and writing sections of the PSAT when compared to the performance of cohorts tested in the Fall of 2003. African American and Hispanic students exhibited no improvement on the reading section of the PSAT when Fall 2004 and Fall 2003 results were compared.
- On the reading section of the PSAT, performance decreased for all students groups of juniors except Hispanic students, when the cohort tested in Fall 2004 was compared to the cohort assessed in Fall 2003. Expressly,

the mean reading score of Hispanics remained at 36.4 for each administration. In math and writing, each student group exhibited improvement. The greatest degree of improvement in math was achieved by Hispanic and Asian juniors. The greatest improvement in writing was achieved by Asian American students with an increase of 2.4 points from 52.2 to 54.6.

- For both the sophomore and junior classes, females out performed males on the reading and writing sections of the Fall 2004 PSAT, while males out performed females on the mathematics section.

The Fall 2004 PSAT mean scores for the reading, mathematics, and writing sections were also examined to determine the relationship between the performance of student groups. Expressly, 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. These results are presented in **Table 8**.

Table 8: Fall 2004 and 2003 PSAT Mean Score Achievement Gap for Reading, Mathematics, and Writing Scores: Sophomores, Juniors, and Combined (Sophomores and Juniors)

	<u>2004</u>								
	<u>Sophomores</u>			<u>Juniors</u>			<u>Combined</u>		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
African American-White	-13.2	-13.0	-11.2	-14.3	-14.7	-13.1	-13.8	-13.8	-12.1
Hispanic-White	-14.4	-12.3	-11.7	-15.4	-13.5	-13.4	-14.9	-12.8	-12.4
	<u>2003</u>								
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
African American-White	-11.9	-11.2	-9.8	-14.6	-14.1	-12.2	-13.2	-12.6	-10.9
Hispanic-White	-13.1	-11.2	-10.2	-15.9	-14.4	-13.1	-14.5	-12.8	-11.6

- In Fall 2004, the largest achievement gap between White sophomores and their minority cohorts on the reading section of the PSAT was -14.4 between White and Hispanic students. On the mathematics section, the largest achievement gap was -13.0 between White and African American students. On the writing section, the largest achievement gap was -11.7 between White sophomores and their Hispanic cohorts.
- When comparing the results of sophomores from the Fall of 2004 and the Fall of 2003, the achievement gap between White student performance and minority student performance increased for both Hispanics and African Americans in each PSAT subject.
- The results of the analysis of the achievement gap between juniors indicated that the largest mean differences were between Whites and Hispanics for the reading and writing section of the Fall 2004 PSAT: reading, -15.4; and writing, -13.4.
- When comparing the results of juniors from the Fall of 2004 and the Fall of 2003, the achievement gap between White student performance and minority student performance decreased for both Hispanics and African Americans on the reading section of the PSAT. The gap between White and Hispanic students also decreased on the math section of the PSAT.

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. Results from the Fall of 2004 and 2003 PSAT/NMSQT are presented in **Tables 9–11**. The averages of student reading, mathematics, and writing scores were calculated and analyzed to describe student performance.

Table 9: Fall 2004 and Fall 2003 PSAT Mean Reading, Math, and Writing Scores by School: Sophomores

School	2004			2003		
	Reading	Math	Writing	Reading	Math	Writing
ALTA	32.0	32.8	37.6	Not Available		
Austin	31.6	36.2	39.4	33.1	34.7	38.1
Bellaire	47.9	50.3	53.0	46.4	48.3	49.6
Carnegie Vanguard	51.6	52.8	54.0	46.8	48.5	50.4
Carter Career Ctr	29.5	29.7	37.8	28.6	32.9	36.8
Challenge	43.8	44.0	48.6	Not Available		
Chavez	32.9	35.4	39.8	33.1	34.2	39.2
CEP SE	29.4	33.8	36.2	Not Available		
CEP SW	35.8	35.8	39.9	Not Available		
Community Service	34.8	34.7	41.5	Not Available		
CLC HS	30.7	31.7	38.9	31.2	31.5	36.8
Davis	32.6	35.9	38.9	32.0	34.5	39.4
DeBakey HS	49.4	53.5	55.0	47.7	52.6	52.4
Eastwood	34.6	39.8	41.7	35.9	37.5	43.0
Energ for Excell	28.3	32.4	35.5	Not Available		
Furr	32.7	34.8	39.4	34.3	35.1	39.3
HSLECJ	40.1	40.6	43.9	41.0	40.2	44.8
HSPVA	51.0	50.1	54.5	48.6	47.0	51.0
Houston	31.1	33.7	38.1	31.8	33.2	37.4
Jones	31.4	33.1	39.2	32.4	31.8	38.8
Jordan, Barbara	36.0	37.0	41.7	35.1	36.0	40.3
Kashmere	33.6	34.4	40.3	30.8	31.9	36.9
Kay On-Going	30.8	34.3	41.1	31.4	31.2	40.2
Lamar	42.7	43.6	46.9	42.7	42.5	46.3
Lee	31.1	34.7	38.8	31.7	34.0	37.7
Madison	32.8	34.9	39.5	33.5	34.2	39.6
Middle College	37.9	38.6	43.6	39.9	39.3	42.8
Milby	33.9	36.9	40.3	33.1	35.3	39.4
Reagan	33.0	35.1	39.4	33.3	34.2	39.3
Scarborough	33.6	33.7	39.8	33.9	34.9	40.1
Sharpstown	32.2	34.3	38.9	33.7	34.4	38.8
Sterling	32.4	33.7	39.3	33.6	34.6	39.3
Waltrip	37.4	38.7	43.3	36.3	36.6	40.9
Washington	36.8	38.7	42.5	38.2	39.7	43.0
Westbury	34.0	36.3	40.0	33.0	33.7	38.8
Westside HS	41.6	43.7	46.6	40.8	41.0	45.1
Wheatley	30.6	32.5	37.1	29.1	31.5	36.0
Worthing	33.5	33.4	37.8	32.3	33.2	38.2
Yates	31.7	33.6	38.4	32.7	33.4	38.7

- For the Fall 2004 test administration, the highest mean reading scores of sophomores were achieved by students at Carnegie Vanguard High School, 51.6, and The High School for the Visual and Performing Arts, 51.0. The lowest mean reading scores were found at Energized for Excellence, 28.3, CEP SE, 29.4, and Carter Career Center, 29.5. The highest mean mathematics scores were achieved by students at DeBakey High School for Health Professions, 53.5, and Carnegie Vanguard, 52.8. The lowest mean mathematics scores were found at Carter Career Center, 29.7, and Contemporary Learning Center, 31.7. The highest mean writing scores for sophomores on the Fall 2004 administration of the PSAT/NMSQT were achieved by students at DeBakey High School for Health Professions, 55.0, and The High School for the Performing and Visual Arts, 54.5. The lowest level of writing performance was found at Energized for Excellence, 35.5, and Community Education Partners SE, 36.2.

Table 10: Fall 2004 and Fall 2003 PSAT Mean Reading, Math, and Writing Scores by School: Juniors

School	2004			2003		
	Reading	Math	Writing	Reading	Math	Writing
ALTA	31.4	39.5	39.7	Not Available		
Austin	35.8	40.0	41.9	34.9	37.4	40.2
Bellaire	54.5	58.2	59.9	52.9	55.0	56.0
Carnegie Vanguard	54.3	55.7	57.8	57.0	53.2	58.9
Carter Career Center	33.0	37.6	41.0	31.4	32.1	38.6
Challenge	50.6	49.4	53.0	Not Available		
Chavez	35.7	38.7	42.6	34.9	35.7	40.3
CEP SW	47.0	46.0	55.0	Not Available		
CLC HS	32.8	35.1	39.3	33.0	31.0	38.9
Davis	33.5	37.9	40.3	33.5	35.1	39.8
DeBakey HS	53.0	58.0	58.8	54.3	58.5	56.0
Eastwood	39.3	41.6	44.6	36.3	39.6	42.2
Energ for Excell	38.8	33.3	42.5	Not Available		
Furr	34.9	37.0	41.4	36.1	37.6	40.2
HSLECJ	42.7	43.6	48.3	42.2	41.4	46.0
HSPVA	53.0	52.4	57.6	55.0	51.3	58.0
Houston	33.2	36.3	40.8	33.6	35.1	39.9
Jones	34.3	35.5	42.5	36.4	35.5	41.3
Jordan, Barbara	36.8	38.2	43.6	36.1	36.6	41.7
Kashmere	33.2	35.1	41.4	33.6	34.7	40.6
Kay On-Going						
Lamar	46.4	47.4	50.5	46.6	46.4	49.5
Lee	33.0	36.3	40.3	33.2	35.1	38.8
Madison	35.2	35.9	41.6	35.3	35.6	41.0
Middle College	43.8	43.2	48.4	44.7	44.8	46.7
Milby	34.8	39.3	41.4	34.7	36.8	40.7
Reagan	35.5	37.8	41.4	37.1	37.6	42.2
Scarborough	40.9	42.0	45.7	43.2	43.8	46.5
Sharpstown	35.7	38.2	41.3	35.8	37.2	41.5
Sterling	35.8	39.2	43.7	34.8	35.7	40.9
Waltrip	43.2	43.7	47.9	41.0	41.4	45.2
Washington	45.4	48.9	51.4	48.5	51.0	51.6
Westbury	37.2	39.8	43.7	37.1	38.8	42.7
Westside HS	45.6	48.0	51.0	46.7	47.6	49.1
Wheatley	31.0	34.5	38.3	33.3	34.1	39.1
Worthing	33.8	35.5	39.1	34.6	36.1	40.7
Yates	36.3	37.2	41.2	34.3	34.5	40.0

Note: No Juniors were tested either year at CEPSE and Community Services. No Juniors were tested at Kay On-going in 2004, in 2003 less than five students were tested.

- When comparing sophomore performance at each school from the Fall of 2004 to the Fall 2003 results, it was found that 14 of the 33 schools with results for both years, or 42%, showed improved mean reading performance. In math, 26 of 33, 79%, exhibited improvement, while on the writing section, 24, or 73%, of the campuses showed improved scores.
- For the Fall 2004 test administration, the highest mean reading scores of juniors were achieved by students at Bellaire High School, 54.5, and Carnegie Vanguard High School, 54.3. The lowest mean reading scores were found at Wheatley High School, 31.0, and ALTA, 31.4. The highest mean mathematics scores were achieved by juniors at Bellaire High School, 58.2, and DeBakey High School for Health Professions, 58.0. The lowest mean mathematics scores were found at Energized for Excellence, 33.3, and Wheatley High School, 34.5. The highest mean writing scores for juniors on the Fall 2004 administration of the PSAT/NMSQT were achieved by students at Bellaire High School, 59.9, and DeBakey High School for Health Professions, 58.8. The lowest level of writing performance was found at Wheatley High School, 38.3, and Contemporary Learning Center, 39.3.

Table 11: Fall 2004 and Fall 2003 PSAT Mean Reading, Math, and Writing Scores by School: Combined (Sophomores and Juniors)

School	2004			2003		
	Reading	Math	Writing	Reading	Math	Writing
ALTA	31.9	33.5	37.8	Not Available		
Austin	33.4	37.9	40.5	33.9	35.9	39.0
Bellaire	50.5	53.4	55.7	49.2	51.1	52.4
Carnegie Vanguard	52.4	53.7	55.1	50.9	50.4	53.8
Carter Career Ctr	30.8	32.6	39.0	30.3	32.4	37.9
Challenge	46.8	46.4	50.6	Not Available		
Chavez	34.2	37.0	41.2	33.9	34.9	39.7
CEP SE	29.4	33.8	36.2	Not Available		
CEP SW	36.4	36.4	40.7	Not Available		
Community Service	34.8	34.7	41.5	Not Available		
CLC HS	31.6	33.1	39.1	31.6	31.4	37.4
Davis	33.1	36.9	39.6	32.7	34.8	39.6
DeBakey HS	51.1	55.5	56.7	50.5	55.2	54.0
Eastwood	37.1	40.8	43.3	36.1	38.6	42.6
Energ for Excell	31.8	32.7	37.8	Not Available		
Furr	33.8	35.9	40.4	35.1	36.1	39.7
HSLECJ	41.2	41.9	45.8	41.5	40.7	45.3
HSPVA	52.0	51.3	56.1	51.7	49.1	54.5
Houston	32.0	34.8	39.3	32.5	33.9	38.4
Jones	32.8	34.3	40.8	34.3	33.6	40.0
Jordan, Barbara	36.4	37.5	42.5	35.6	36.3	41.0
Kashmere	33.5	34.5	40.5	31.9	33.0	38.3
Kay On-Going	30.8	34.3	41.1	32.8	32.5	40.6
Lamar	44.5	45.4	48.6	44.6	44.3	47.9
Lee	31.9	35.4	39.4	32.3	34.4	38.1
Madison	33.9	35.4	40.5	34.2	34.7	40.1
Middle College	40.3	40.4	45.5	42.1	41.8	44.6
Milby	34.3	38.1	40.8	33.8	36.0	40.0
Reagan	34.1	36.3	40.2	34.5	35.3	40.2
Scarborough	35.3	35.6	41.1	35.3	36.3	41.1
Sharpstown	33.8	36.1	40.0	34.7	35.8	40.1
Sterling	33.8	35.9	41.1	34.2	35.1	40.0
Waltrip	39.3	40.4	44.8	37.6	37.9	42.1
Washington	39.5	41.9	45.3	41.3	43.0	45.6
Westbury	35.0	37.4	41.1	34.1	35.1	39.9
Westside HS	43.4	45.7	48.6	43.5	44.0	46.9
Wheatley	30.8	33.4	37.7	30.8	32.5	37.3
Worthing	33.6	34.4	38.5	33.3	34.6	39.4
Yates	33.9	35.3	39.7	33.4	33.9	39.3

- When comparing junior performance from the Fall of 2004 to the Fall 2003 results, it was found that 12 of the 32 schools with results for both years, or 38%, showed improved mean reading performance. In math, 25 of 32, 78%, exhibited improvement, while on the writing section 24, or 75%, of the campuses showed improved scores.

Districtwide Performance by PSAT Advance Placement Criteria

The Fall 2004 and Fall 2003 PSAT performance of sophomores and juniors was evaluated in terms of the district performance standard of a score of 46 for reading performance and a score of 56 for mathematics. These standards are used to identify students eligible to take advance placement courses. 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 46 on

reading and at or above 56 on mathematics were calculated and are presented in **Table 12**. Race/ethnicity and gender student performance results are based on these standards.

Table 12: Fall 2004 and 2003 PSAT Advance Placement Criteria Results: Percentages of Sophomores, Juniors, and Combined (Sophomores and Juniors) that Met or Exceeded the Reading Standard of 46 and the Mathematics Standard of 56

Student Group	2004					
	Sophomores		Juniors		Combined	
	Reading	Math	Reading	Math	Reading	Math
All Students	17.7	6.5	25.9	11.3	21.3	8.6
African American	11.2	1.8	19.3	3.8	14.6	2.7
Asian American	48.1	38.0	59.8	54.1	53.7	45.6
Hispanic	9.0	1.9	15.0	4.3	11.6	3.0
White	60.5	27.6	71.8	41.6	65.6	33.8
Female	19.0	5.7	27.2	9.7	22.6	7.5
Male	16.4	7.3	24.4	13.2	19.8	9.8
Student Group	2003					
	Sophomores		Juniors		Combined	
	Reading	Math	Reading	Math	Reading	Math
All Students	16.2	5.4	26.4	11.5	20.5	7.9
African American	10.3	1.4	18.4	4.2	13.8	2.7
Asian American	45.2	36.2	58.6	47.5	51.1	41.1
Hispanic	8.0	1.6	14.8	4.5	10.7	2.8
White	54.5	19.7	72.6	39.5	62.9	28.8
Female	17.1	4.3	26.3	9.8	21.1	6.6
Male	15.3	6.6	26.5	13.5	20.0	9.5

- For all sophomores tested in the Fall of 2004, 17.7% met the district's Advance Placement criteria of a score of 46 or better, while 6.5% of the same students met the mathematics standard of 56 or better. This is an increase from Fall 2003 results. White students achieved the highest performance of sophomores on the reading PSAT Advance Placement criteria with 60.5% meeting this standard. On the mathematics section, 38.0% of the Asian American sophomores met the 56 or better standard. This represents the highest performance of any student group. All student groups improved from the Fall 2003.
- For all juniors tested in the Fall of 2004, 25.9% met the reading standard of 46 or above, while 11.3% met the mathematics standard of 56 or above. This represents a decrease from the Fall 2003 junior results. White juniors had the highest percentage of students, 71.8%, meet the reading Advance Placement standard. Asian American juniors had the highest percentage of students, 54.1%, meet the mathematics Advance Placement standard. The percentages of African American, Asian American, and Hispanic juniors who met the reading standard increased from 2003.
- For all sophomores and juniors tested in the Fall of 2004, 21.3% met the reading standard of 46 or above, while 8.6% met the mathematics standard of 56 or above. White students had the highest percentage of students, 65.6%, meet the reading Advance Placement standard. Asian American students had the highest percentage of students, 45.6%, meet the mathematics Advance Placement standard. All student groups showed improvement in the percentage of students meeting the standard for both subjects except for male students on reading and African American students on math.

School Performance by PSAT Advance Placement Criteria

The performance of sophomores and juniors was evaluated in terms of the district performance standard of a score of 46 for reading and 56 for mathematics performance. 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 46 on the reading section and 56 on the mathematics section were calculated and are presented by school in **Tables 13–14**.

Table 13: Fall 2004 and Fall 2003 PSAT Advance Placement Criteria Results: Percentages of Sophomores, Juniors, and Combined (Sophomores and Juniors) that Met or Exceeded the Reading Standard of 46 by School

School	Sophomores		Juniors		Combined	
	2004	2003	2004	2003	2004	2003
ALTA	4.2		0.0		3.7	
Austin	5.5	7.2	10.2	6.3	7.5	6.8
Bellaire	59.7	51.7	78.6	71.2	67.1	60.0
Carnegie	77.4	59.6	86.8	87.1	80.2	70.5
Carter	0.0	0.0	16.7	0.0	6.5	0.0
Challenge	38.6		71.7		53.4	
Chavez	5.7	5.2	11.5	10.7	8.6	7.8
CEP SE	0.0				0.0	
CEP SW	20.0		33.3		20.8	
Community Srs	17.4				17.4	
CLC	3.3	2.4	4.7	10.7	3.8	4.5
Davis	5.1	4.2	7.7	5.3	6.4	4.7
DeBakey	72.1	59.6	83.4	88.8	77.3	72.2
Eastwood	6.5	8.3	16.1	12.7	11.8	10.6
Energized for Excell	0.0		0.0		0.0	
Furr	5.1	4.4	9.1	13.1	7.0	8.0
HSLECJ	24.4	25.8	36.8	33.6	29.8	29.0
HSPVA	68.9	60.0	74.8	84.4	71.9	72.0
Houston	3.2	2.6	5.5	4.3	4.2	3.2
Jones	3.2	5.5	7.8	16.3	5.5	10.7
Jordan	10.8	6.6	14.5	10.9	12.4	8.9
Kashmere	5.4	1.4	4.3	4.1	5.1	2.4
Kay On-Going	0.0	0.0		0.0	0.0	0.0
Lamar	37.5	38.2	51.5	50.3	44.1	44.0
Lee	4.4	6.0	7.2	6.4	5.6	6.1
Madison	6.4	5.1	8.8	7.5	7.6	6.0
Middle College	16.9	22.5	39.6	48.5	26.1	34.5
Milby	7.7	6.2	10.3	7.0	9.0	6.6
Reagan	5.2	5.8	12.5	15.0	8.4	8.6
Scarborough	10.8	7.0	27.1	40.5	14.6	12.2
Sharpstown	5.8	8.4	11.5	12.1	8.5	10.2
Sterling	3.8	7.1	12.0	10.3	7.0	8.6
Waltrip	16.1	14.6	43.1	31.0	25.1	19.1
Washington	13.4	20.7	46.2	59.5	23.7	32.3
Westbury	8.5	6.5	16.0	17.9	10.8	9.7
Westside	34.7	31.3	49.0	52.6	41.2	41.0
Wheatley	0.6	1.6	3.1	3.9	1.8	2.5
Worthing	6.0	3.0	5.8	7.7	5.9	5.2
Yates	2.7	2.4	13.8	6.9	8.0	4.4

- For the Fall 2004 administration of the PSAT, the highest percentage of sophomores that met the HISD standard score of 46 on reading performance was found at Carnegie Vanguard where 77.4% met the standard.
- For the Fall 2004 administration of the PSAT, the highest percentage of juniors that met the HISD standard score of 46 on reading performance was found at Carnegie Vanguard where 86.8% met the standard.
- When comparing the Fall 2004 reading results with the Fall 2003 results, 19 of 33, or 58%, of the campuses tested exhibited improvement in the percentage of sophomores meeting or surpassing the AP standard for the Reading PSAT. Similarly, 16 of 32, or 50%, of the campuses tested exhibited improvement in the percentage of juniors meeting or surpassing the reading standard.
- For the Fall 2004 administration of the PSAT, the highest percentage of sophomores that met the HISD standard score of 56 on mathematics performance was found at DeBakey High School where 35.5% met the standard.
- For the Fall 2004 administration of the PSAT, the highest percentage of juniors that met the HISD standard score of 56 on mathematics performance was found at Carnegie Vanguard where 60.0% met the standard.

Table 13: Fall 2004 and Fall 2003 PSAT Advance Placement Criteria Results: Percentages of Sophomores, Juniors, and Combined (Sophomores and Juniors) that Met or Exceeded the Mathematics Standard of 56 by School

School	Sophomores		Juniors		Combined	
	2004	2003	2004	2003	2004	2003
ALTA	1.0		0.0		0.9	
Austin	1.4	0.5	1.2	2.9	1.3	1.5
Bellaire	34.7	29.2	60.0	48.1	44.6	37.3
Carnegie	32.3	23.4	44.7	41.9	35.9	30.8
Carter	0.0	0.0	0.0	0.0	0.0	0.0
Challenge	10.5		19.6		14.6	
Chavez	0.8	0.4	1.1	2.1	1.0	1.2
CEP SE	0.0				0.0	
CEP SW	2.0		0.0		1.9	
Community Srs	4.3				4.3	
CLC	0.0	1.2	0.0	0.0	0.0	0.9
Davis	0.6	0.3	1.0	2.0	0.8	1.1
DeBakey	35.5	31.4	55.6	61.5	44.8	44.4
Eastwood	0.0	1.7	7.1	7.9	3.9	0.8
Energized for Excell	0.0		0.0		0.0	
Furr	0.5	0.9	0.5	0.0	0.5	1.8
HSLECJ	4.7	3.1	6.8	2.7	5.6	2.9
HSPVA	27.8	13.3	35.2	30.0	31.6	21.5
Houston	0.4	0.3	0.8	1.8	0.6	0.9
Jones	0.5	0.5	2.0	1.6	1.2	1.0
Jordan	0.3	0.4	1.4	0.7	0.8	0.6
Kashmere	0.7	0.0	0.0	0.0	0.5	0.0
Kay On-Going	0.0	0.0		0.0	0.0	0.0
Lamar	13.1	11.6	22.9	22.9	17.7	17.0
Lee	0.7	1.8	2.2	2.5	1.3	2.0
Madison	0.2	0.4	0.4	1.4	0.3	0.8
Middle College	2.8	2.5	8.3	2.9	5.0	2.7
Milby	1.1	1.4	4.3	2.1	2.7	1.7
Reagan	0.2	0.8	1.6	3.0	0.8	1.5
Scarborough	0.5	1.0	6.8	13.5	2.0	3.0
Sharpstown	0.8	1.1	2.6	3.7	1.6	2.3
Sterling	0.4	0.5	6.3	1.1	2.8	0.8
Waltrip	4.0	2.0	10.9	6.5	6.3	3.2
Washington	4.7	9.1	19.8	27.4	9.5	14.5
Westbury	1.1	0.5	2.5	4.1	1.5	1.6
Westside	13.3	9.6	24.3	24.3	18.3	16.3
Wheatley	0.0	0.0	0.0	0.0	0.0	0.0
Worthing	0.5	0.0	1.4	0.0	0.9	0.0
Yates	0.4	0.7	0.4	1.3	0.4	1.0

- When comparing the Fall 2004 math results with the Fall 2003 results, 15 of 33, or 45%, exhibited improvement in the percentage of sophomores meeting or surpassing the AP standard for the math PSAT. In similar comparison, 12 of 32, or 38%, of the campuses showed improved junior-level performance when held to the math AP standard.

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. The investigation was also designed to supply a comparison of current year PSAT results with the results from the initial year of the PSAT Initiative (a comparison of Fall 2004 and Fall 2003 results).

The results from this report indicated that under the HISD PSAT Initiative, HISD schools have continued the process of meeting district mandates to increase student participation on the PSAT. Specifically, 8% more juniors and sophomores participated in the examination process than did in the Fall of 2003. Of the sophomores eligible to take the PSAT, the participation rate increased from 77.9% in the Fall of 2003 to 83.8% in the Fall of 2004. While this rate falls short of the 100% participation goal of the initiative, it does reflect progress toward that goal.

For specific student groups, when compared to Fall 2003 participation rates, the percentage of sophomores participating during the current school year improved for African American students, while participation for Asian American, White, and Hispanic students declined. This trend for Hispanic students, who comprise the largest ethnic group in HISD, is counterproductive to the HISD PSAT initiative. It is recommended that the practices used to increase the participation of African American students be examined and used to facilitate improvement in the participation of Hispanic students.

While only one school met the district mandate of testing all sophomores, the majority of the schools tested at least 75% of the sophomores enrolled at their campuses. It should be noted that Special Education students and recent immigrants who are limited in their English proficiency may be excluded from taking the PSAT. When comparing the participation rates from Fall 2003 to the Fall of 2004, it was found that 73% of the schools with data for two years showed improved participation rates for sophomores.

This report supplies a valid and reliable accounting of the current Fall 2004 PSAT results of HISD sophomores and juniors as well as a means of comparing those results with performance from the Fall of 2003. Specifically, results at the district and school levels were examined and analyzed for all students and specific student groups.

When compared to Fall 2003 results, the performance of all sophomores tested in 2004 improved on the reading, math, and writing sections of the PSAT. The greatest improvement was in math. For juniors, performance improved in math and writing in the Fall of 2004 when compared to the performance of their cohorts tested in the Fall of 2003. This indicates that while HISD has increased the number of students tested, the performance of these students represent a district-level improvement in PSAT scores.

Unfortunately, the achievement gap in academic performance between HISD student groups continues to be present in the Fall 2004 PSAT results. When comparing the results of sophomores from the Fall of 2004 and the Fall of 2003, the achievement gap between White student performance and minority student performance increased for both Hispanics and African Americans in each PSAT subject. Instead of reversing this unfortunate trend, the achievement gap appears to be getting more severe. The results of this analysis suggest that HISD should focus more attention to this issue and increase the effort to reduce these academic performance gaps.

School-level results indicate that a wide range of performance on the PSAT can be found across HISD campuses. When comparing sophomore performance at each school from the Fall of 2004 to the Fall 2003 results, it was found that 42% showed improved mean reading performance. In math, 79%, exhibited improvement, while on the writing section, 73% of the campuses showed improved scores. These results suggest that HISD should continue its efforts on increasing the equity of performance by providing support to those schools that did not show improved performance on the Fall 2004 PSAT.

The results from the analysis of student performance on the Fall 2004 PSAT in regards to the Advance Placement criteria foster the district's attempts to increase the number of students enrolled in Advance Placement courses. Specifically, these results can identify the schools where a preponderance of students performs at or above Advance Placement criteria on the PSAT. This will provide a quantitative commencement in this process. When comparing Fall 2004 results to Fall 2003 results, it was found that the percentage of sophomores meeting the PSAT reading and math AP standards improved for all student groups examined in the analysis.

Globally, HISD and its high school campuses have continued the process of meeting the mandates of the HISD PSAT Initiative. The process of achieving the goals of this initiative and preparing our high school students to achieve greater academic success has received a strong start by the efforts produced so far during the past two school years.