

RESEARCH

Report on of Student Achievement
Department of Research and Accountability

**PSAT/NMSQT
2005–2006:
Reported March 2006**

Houston Independent School District



HOUSTON INDEPENDENT SCHOOL DISTRICT

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PSAT/NMSQT 2005–2006

Introduction

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a national examination administered in October of each year by the College Board. 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 SAT Reasoning Test (SAT) and the SAT Subject Tests in writing. The SAT, 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 get from participating on the PSAT/NMSQT is a report they receive which assesses their performance and provides 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 2005 administration, 77% 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 at 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 uses 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 are considered for AP courses.

The PSAT consists of 48 reading, 38 mathematics, and 39 writing items. The reading section of the examination includes two types of questions: sentence completion and critical reading. The sentence completion questions measure the ability to recognize logical relationships between parts of a sentence. The critical reading questions include reading selections from social sciences, natural sciences, and the humanities. The mathematics questions are presented in two formats: multiple-choice and student-produced responses. The mathematics section requires a basic knowledge of four categories: numbers and operations, algebra and functions, geometry and measurement, and data analysis, statistics, and probability. 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 third year of the innovative HISD PSAT Initiative. The investigation was also designed to compare the current year's results with the previous two year's results. Expressly, it examined the participation rates of sophomores and juniors as well as their mean scores and the percent 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 Wednesday, October 12, 2005.

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. 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 17,697 HISD sophomores and juniors participated in the Fall 2005 PSAT/NMSQT. The percent of sophomores and juniors who participated decreased from 80.3% in 2004 to 77.1% in 2005. The number of sophomores taking the PSAT/NMSQT decreased by 305 students from the previous year, and the number of juniors tested decreased by 354 students. For the 2003–04 school year, 37 schools participated in the PSAT/NMSQT; data were available from the College Board for only 33 of the schools. For the 2004–05 and the 2005–06 school years, 37 HISD schools participated in the PSAT/NMSQT, and data were received for all schools.

Data Collection and Analysis

The College Board reported test performance, along with demographic information supplied by the students to HISD. These data included results for all HISD schools that had participating students. These data, together with enrollment data from the Public Education Information Management System (PEIMS) database, were analyzed. The analysis was completed on the results from sophomores and juniors. 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.

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

Districtwide Participation

Of the 22,960 HISD juniors and sophomores eligible to take the PSAT, a total of 17,697 students participated in the Fall 2005 PSAT/NMSQT. These included 10,084 sophomores and 7,613 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 sophomores and juniors in the Fall of 2005 compared to 2003 and 2004.

Table 1: Participation Rates of HISD Sophomores and Juniors for Fall 2003 to 2005 on PSAT

Grade	<u>Fall 2005</u>			<u>Fall 2004</u>			<u>Fall 2003</u>		
	N	N Tested	% Tested	N	N Tested	% Tested	N	N Tested	% Tested
10th	12,269	10,084	82.2	12,392	10,389	83.8	12,547	9,779	77.9
11th	10,691	7,613	71.2	10,465	7,967	76.1	9,825	7,172	73.0
10th & 11th Combined	22,960	17,697	77.1	22,857	18,356	80.3	22,372	16,951	75.8

- For juniors, the level of participation of all students decreased from 76.1% in the Fall of 2004 to 71.2% in the Fall of 2005. The level of participation of sophomores decreased from 83.8% in 2004 to 82.2% in 2005. The participation rate for all juniors and sophomores decreased from 80.3% in 2004 to 77.1% in the third year of the initiative.

Participation by student groups including gender and race/ethnicity was examined for the past three 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**.

Table 2: Participation Rates of HISD Sophomores and Juniors for Fall 2003 to 2005 on PSAT: By Gender

Grade	<u>Fall 2005</u>				<u>Fall 2004</u>				<u>Fall 2003</u>			
	Female		Male		Female		Male		Female		Male	
	N	%	N	%	N	%	N	%	N	%	N	%
10th	6,146	84.4	6,110	79.3	6,174	86.3	6,218	81.1	6,276	81.4	6,271	74.0
11th	5,454	74.4	5,261	67.2	5,380	79.3	5,085	72.6	5,044	76.1	4,781	69.5
10 th & 11 th	11,600	79.7	11,371	73.7	11,554	83.0	11,303	77.3	11,320	79.0	11,052	72.1

- Of the 11,600 female sophomores and juniors eligible to take the PSAT, 79.7% took the examination. This was a decrease from the 83.0% that took the PSAT in the Fall of 2004. Of the 11,371 male sophomores and juniors eligible to take the PSAT, 73.7% took the examination, down from 77.3% in 2004.

Table 3: Participation Rates of HISD Sophomores and Juniors for Fall 2003 to 2005 on PSAT: By Ethnicity

Grade	Fall 2005							
	African American		Asian American		Hispanic		White	
	N Enrolled	%Tested	N Enrolled	%Tested	N Enrolled	%Tested	N Enrolled	%Tested
10th	4,060	68.3	461	88.7	6,257	78.2	1,470	77.3
11th	3,601	58.8	469	84.0	5,280	68.6	1,359	69.5
10th & 11th	7,661	63.8	930	86.3	11,537	73.8	2,829	73.5
Grade	Fall 2004							
	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	Fall 2003							
	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 the Fall of 2005 participation rates by race/ethnicity indicated that Asian American sophomore students had the highest percentage of sophomores participate with a rate of 88.7%. African American sophomores had the lowest participation rate, 68.3%. Asian American juniors had the highest 11th grade participation rate, 84.0%, while African American juniors had the lowest rate at 58.8%.
- When compared to Fall 2004 participation rates, the percentage of sophomores participating during the current school year improved for Hispanic students, while participation for African American students, Asian American students, and White students declined.
- The percentage of juniors participating during the Fall of 2005 improved for White students, while participation for African American students, Asian American students, and Hispanic students declined from the Fall of 2004.

The demographic composition of the sophomores and juniors that took the PSAT in the Fall of 2005 is presented in **Tables 4 and 5**. Rates are presented by race/ethnicity and gender.

- Of the 10,084 sophomores that took the PSAT in the Fall of 2005, 51.4% were female and 48.1% were male as compared to the Fall 2004 results: 51.3% females and 48.5% males. The percentage of female and male juniors who have participated in the PSAT has been consistent from the Fall of 2003 to the Fall of 2005.
- Of the 10,084 sophomores that took the PSAT in the Fall of 2005, 51.9% were Hispanic, 29.4% were African American, 12.1% were White, and 4.3% were Asian American. When comparing the demographic composition of the sophomore participants in the Fall of 2005 to the participation rates from the Fall of 2004, it is notable that the percentage of African American students decreased from 33.3% to 29.4%, while the percent of participation composed by Hispanic students increased from 45.9% to 51.9%.
- Of the 7,613 juniors that took the PSAT in the Fall of 2005, 50.0% were Hispanic, 29.2% were African American, 13.0% were White, and 5.4% were Asian American. The percent of students participating on the PSAT increased for all of the subgroups from the fall of 2004 to the fall of 2005 with the exception of African American students whose participation rate decreased from 31.8% to 29.2%.

Table 4: Composition of Fall 2003 to 2005 PSAT Test Takers by Gender

	<u>Sophomores</u>			<u>Juniors</u>			<u>Combined</u>		
	2005	2004	2003	2005	2004	2003	2005	2004	2003
Number Tested	10,084	10,389	9,779	7,613	7,967	7,172	17,697	18,356	16,951
% Female	51.4	51.3	52.2	53.3	53.5	53.5	52.2	52.3	52.8
% Male	48.1	48.5	47.5	46.4	46.3	46.3	47.4	47.6	47.0

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

Table 5: Composition of Fall 2003 to 2005 PSAT Test Takers by Ethnicity

	<u>Sophomores</u>			<u>Juniors</u>			<u>Combined</u>		
	2005	2004	2003	2005	2004	2003	2005	2004	2003
Number Tested	10,084	10,389	9,779	7,613	7,967	7,172	17,697	18,356	16,951
% African American	29.4	33.3	28.7	29.2	31.8	30.3	29.3	32.7	29.4
% Asian American	4.3	4.2	4.5	5.4	4.9	4.8	4.8	4.5	4.6
% Hispanic	51.9	45.9	52.7	50.0	47.2	49.4	51.1	46.5	51.3
% White	12.1	11.4	11.7	13.0	11.9	13.6	12.5	11.6	12.5

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

Participation by Schools

A total of 37 HISD high schools had students taking the Fall of 2005 PSAT/NMSQT. **Table 6** presents the number of eligible students and the percentages of sophomores from each of these high schools which took part in the PSAT/NMSQT for the past three years.

- For the sophomore class in the Fall of 2005, the highest participation rates were found at Carnegie Vanguard and the High School for the Performing and Visual Arts, where 100% and 99.4% of the eligible sophomores participated. The lowest participation rate for sophomores was found at Community Services where 42.9% of the eligible sophomores participated.
- During the Fall of 2005, 73% of the schools had a participation rate of 75% or higher; however, this is a decrease from the 78% of schools with a participation rate of 75% or higher in the Fall of 2004.
- When comparing the participation rates from Fall 2003 to the Fall of 2005, it was found that out of the 33 schools with data, 20 schools showed improved participation rates for sophomores.
- In a comparison of the sophomore classes from the Fall of 2003 to the Fall of 2005, Kay On-Going and Contemporary Learning Center High School exhibited the greatest gains in participation rates of 23.2 and 19.9 percentage points, respectively. The largest decrease in the participation of sophomores was found at Kashmere High School where participation decreased 20.5 percentage points.

Table 7 presents the number of eligible students and the percentages of juniors from each of these high schools which took part in the PSAT/NMSQT for the past three years.

- For the junior class in the Fall of 2005, the highest participation rates were found at the High School for Law Enforcement and Criminal Justice and DeBaKey High School for Health Professions where 100% and 99.4% of the juniors participated. The lowest participation rates for the junior class in the Fall of 2005 were found at Community Services and Kay On-Going where none of the eligible juniors participated in taking the PSAT.

Table 6: Participation Rates of Sophomores on the Fall 2003 to 2005 PSAT/NMSQT by School

<u>Sophomore</u>						
<u>School</u>	<u>2005</u>		<u>2004</u>		<u>2003</u>	
	<u>N Enrolled</u>	<u>% Tested</u>	<u>N Enrolled</u>	<u>% Tested</u>	<u>N Enrolled</u>	<u>% Tested</u>
ALTA	226	70.4	213	45.1	Not Available	
Austin	395	93.4	463	90.7	469	88.5
Bellaire	915	82.6	853	83.8	812	86.0
Carnegie Vanguard	85	100.0	94	98.9	47	100.0
Carter Career Ctr	22	45.5	30	63.3	20	45.0
Challenge	89	95.5	62	91.9	Not Available	
Chavez	640	82.8	548	86.9	688	81.4
CEP	119	69.7	110	89.0	Not Available	
Community Srvs	49	42.9	55	41.8	Not Available	
CLC HS	138	81.2	145	84.1	137	61.3
Davis	398	78.6	407	76.4	423	73.8
DeBakey	186	98.4	196	100.0	190	98.9
Eastwood	71	98.6	55	83.6	63	95.2
Furr	258	79.5	256	77.0	328	68.9
HSLECJ	173	96.0	175	98.3	170	93.5
HSPVA	181	99.4	171	88.3	172	95.9
Houston	645	87.3	741	92.0	777	80.7
Jones	248	77.4	281	77.2	299	66.9
Jordan	295	87.5	322	89.1	294	82.7
Kashmere	154	53.9	216	69.0	199	74.4
Kay On-Going	24	66.7	33	57.6	23	43.5
Lamar	943	92.4	890	96.2	891	88.2
Lee	461	73.5	553	81.9	600	75.2
Madison	557	79.4	595	83.9	566	80.0
Middle College	49	93.9	79	89.9	87	92.0
Milby	560	88.8	510	91.2	552	88.0
Reagan	423	96.2	441	92.3	406	89.9
Scarborough	229	79.5	225	86.2	243	82.3
Sharpstown	398	82.9	439	82.2	385	74.0
Sterling	290	72.8	310	77.4	274	76.6
Waltrip	433	84.1	473	85.2	466	86.7
Washington	262	69.8	322	72.0	313	63.3
Westbury	646	76.5	488	74.8	479	77.5
Westside	769	81.3	703	91.0	707	88.7
Wheatley	253	75.9	185	89.7	225	82.7
Worthing	244	84.4	275	79.3	300	79.0
Yates	355	72.1	369	71.5	377	76.7

- In the Fall of 2005, 65% of schools had a participation rate of 75% or higher from their junior class. This is an increase from the 62% in the Fall of 2004 and the 55% in 2003 of schools that had a participation rate of 75% or higher.
- When comparing the participation rates from Fall 2003 to the Fall of 2005, it was found that out of the 33 schools with data, 18 schools showed improved participation rates for juniors.
- In a comparison of the junior classes from the Fall of 2003 to the Fall of 2005, Community Learning Center and Reagan High School exhibited the greatest gains in participation rates of 57.8 and 51.7 percentage points, respectively. The largest decrease in the participation of juniors was found at Worthing High School where participation decreased 58.3 percentage points.

Table 7: Participation Rates of Juniors on the Fall 2003 to 2005 PSAT/NMSQT by School

School	Junior					
	2005		2004		2003	
	N Enrolled	% Tested	N Enrolled	% Tested	N Enrolled	% Tested
ALTA	251	5.2	198	5.6	Not Available	
Austin	321	96.3	373	87.1	359	87.7
Bellaire	781	60.7	770	59.5	719	72.3
Carnegie Vanguard	79	98.7	38	100.0	31	100.0
Carter Career Ctr	20	55.0	21	57.1	28	50.0
Challenge	57	91.2	48	95.8	Not Available	
Chavez	472	91.9	499	92.0	484	100.0
CEP	51		38	7.9	Not Available	
Community Svcs	31	0.0	22	0.0	Not Available	
CLC HS	104	80.8	112	76.8	122	23.0
Davis	348	87.6	366	81.7	361	84.5
DeBakey	172	99.4	170	99.4	145	98.6
Eastwood	62	90.3	59	94.9	63	100.0
Furr	196	79.6	258	72.1	221	72.4
HSLECJ	164	100.0	149	89.3	168	67.3
HSPVA	178	97.2	163	97.5	165	97.0
Houston	497	89.7	576	90.8	433	91.0
Jones	189	82.5	251	81.3	234	78.6
Jordan	285	88.1	231	95.7	319	85.9
Kashmere	150	40.7	166	27.7	147	66.7
Kay On-Going	25	0.0	30	0.0	33	6.1
Lamar	765	96.1	814	93.7	785	92.4
Lee	438	84.7	369	98.1	320	73.8
Madison	522	86.2	517	90.1	307	91.5
Middle College	58	86.2	65	73.8	86	79.1
Milby	429	85.3	488	90.0	501	87.8
Reagan	367	94.0	328	97.3	395	42.3
Scarborough	226	35.4	217	27.2	167	22.2
Sharpstown	402	79.4	352	88.6	314	86.6
Sterling	264	54.2	248	63.7	240	72.5
Waltrip	411	26.0	420	48.1	396	39.1
Washington	268	37.3	266	39.8	229	36.7
Westbury	445	31.7	426	38.3	387	37.5
Westside	673	80.5	611	86.1	705	74.8
Wheatley	192	81.8	185	86.5	169	77.5
Worthing	247	21.5	234	88.5	262	79.8
Yates	318	80.5	309	77.3	281	82.9

Student Mean Performance

In the following section, the performance of both juniors and sophomores and these grades combined was analyzed for the Fall of 2003, 2004, and 2005. 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.

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 2003 to 2005 PSAT/NMSQT are presented in **Table 8**. The averages of student reading, mathematics, and writing scores were calculated and analyzed to describe student performance of specific student groups.

Table 8: Fall 2003 to 2005 PSAT Mean Reading, Mathematics, and Writing Scores by Student Group: Sophomores, Juniors, and Combined (Sophomores and Juniors)

Student Group	Fall 2005								
	Sophomores			Juniors			Combined		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
All Students	37.3	38.5	41.6	40.2	41.5	44.2	38.5	39.8	42.7
African American	35.6	36.2	40.5	37.9	38.1	42.3	36.6	37.0	41.3
Asian American	46.1	52.2	48.9	50.3	56.9	53.1	48.2	54.5	50.9
Hispanic	35.3	36.7	39.9	37.2	39.0	41.5	36.1	37.7	40.6
White	48.2	48.3	49.8	53.4	53.7	55.5	50.6	50.7	52.4
Female	37.9	38.3	42.3	40.7	41.1	44.9	39.1	39.6	43.5
Male	36.7	38.6	40.8	39.7	42.0	43.4	37.9	40.1	41.9

Fall 2004									
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 2005 was 37.3 reading, 38.5 math, and 41.6 writing. The average performance of HISD juniors in the Fall of 2005 was 40.2 reading, 41.5 mathematics, and 44.2 writing. The average performance of HISD sophomores and juniors combined in the Fall of 2005 was 38.5 reading, 39.8 mathematics, and 42.7 writing.
- When compared to Fall 2004 results, the performance of all sophomores tested in 2005 improved on the reading and math sections of the PSAT. For juniors, performance improved in reading in the Fall of 2005 when compared to the performance of their cohorts tested in the Fall of 2004.
- In the sophomore and junior class tested in the Fall of 2005, all of the racial/ethnic groups experienced an increase in mean score on the reading section of the PSAT when compared to the performance of cohorts tested in the Fall of 2004. African American, Asian American, and Hispanic sophomores experienced an increase in mean score on the math section of the PSAT from the Fall of 2004, while Asian American and White juniors experienced an increase in mean score on the math section of the PSAT from the Fall of 2004. Sophomores and juniors from all of the racial/ethnic groups experienced a decrease in mean score on the writing section of the PSAT compared to the performance of cohorts tested in the Fall of 2004.
- For both the sophomore and junior classes, females outperformed males on the reading and writing sections of the Fall 2005 PSAT, while males outperformed females on the mathematics section.

The Fall 2005 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 9**.

Table 9: Fall 2003 to 2005 PSAT Mean Score Achievement Gap for Reading, Mathematics, and Writing Scores: Sophomores, Juniors, and Combined (Sophomores and Juniors)

	Fall 2005								
	<u>Sophomores</u>			<u>Juniors</u>			<u>Combined</u>		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
African American-White	-12.6	-12.1	-9.3	-15.5	-15.6	-13.2	-14.0	-13.7	-11.1
Hispanic-White	-12.9	-11.6	-9.9	-16.2	-14.7	-14.0	-14.5	-13.0	-11.8
	Fall 2004								
	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
	Fall 2003								
	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 2005, the largest achievement gap between White sophomores and their minority cohorts on the reading section of the PSAT was -12.9 between White and Hispanic students. On the mathematics section, the largest achievement gap was -12.1 between White and African American students. On the writing section, the largest achievement gap was -9.9 between White sophomores and their Hispanic cohorts.
- When comparing the results of sophomores from the Fall of 2005 to the Fall of 2004, the achievement gap between White student performance and minority student performance decreased for both Hispanics and African Americans in each PSAT subject. The largest “closing of the gap” was evidenced in writing.
- 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 2005 PSAT: reading, -16.2; and writing, -14.0. On the mathematics section, the largest achievement gap was -15.6 between White and African American students.
- When comparing the results of juniors from the Fall of 2005 to the Fall of 2004, the achievement gap between White student performance and minority student performance increased for both Hispanics and African Americans in each PSAT subject.

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 2003 to 2005 PSAT/NMSQT are presented in **Tables 10–12**. The averages of student reading, mathematics, and writing scores were calculated and analyzed to describe student performance.

Table 10: Fall 2003 to 2005 PSAT Mean Reading, Math, and Writing Scores by School: Sophomores

School	2005			2004			2003		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
ALTA	31.9	31.5	35.9	32.0	32.8	37.6	Not Available		
Austin	33.7	36.1	38.5	31.6	36.2	39.4	33.1	34.7	38.1
Bellaire	47.9	49.7	51.0	47.9	50.3	53.0	46.4	48.3	49.6
Carnegie Vanguard	53.5	52.6	55.8	51.6	52.8	54.0	46.8	48.5	50.4
Carter Career Ctr	28.8	29.8	35.9	29.5	29.7	37.8	28.6	32.9	36.8
Challenge	47.7	46.2	48.6	43.8	44.0	48.6	Not Available		
Chavez	34.6	36.0	39.0	32.9	35.4	39.8	33.1	34.2	39.2
CEP	31.1	31.6	37.1	35.8	35.8	39.9	Not Available		
Community Svcs	35.5	38.9	39.4	34.8	34.7	41.5	Not Available		
CLC	30.9	31.5	36.8	30.7	31.7	38.9	31.2	31.5	36.8
Davis	32.6	34.9	38.3	32.6	35.9	38.9	32.0	34.5	39.4
DeBakey	51.6	55.5	54.2	49.4	53.5	55.0	47.7	52.6	52.4
Eastwood	38.0	40.8	43.8	34.6	39.8	41.7	35.9	37.5	43.0
Furr	32.3	33.7	38.7	32.7	34.8	39.4	34.3	35.1	39.3
HSLECJ	39.7	39.5	43.5	40.1	40.6	43.9	41.0	40.2	44.8
HSPVA	49.0	47.3	51.9	51.0	50.1	54.5	48.6	47.0	51.0
Houston	33.2	34.7	37.8	31.1	33.7	38.1	31.8	33.2	37.4
Jones	31.7	32.2	38.0	31.4	33.1	39.2	32.4	31.8	38.8
Jordan	34.9	35.8	40.1	36.0	37.0	41.7	35.1	36.0	40.3
Kashmere	33.5	34.5	37.6	33.6	34.4	40.3	30.8	31.9	36.9
Kay On-Going	34.0	34.5	37.7	30.8	34.3	41.1	31.4	31.2	40.2
Lamar	43.2	43.6	45.4	42.7	43.6	46.9	42.7	42.5	46.3
Lee	32.9	35.7	38.1	31.1	34.7	38.8	31.7	34.0	37.7
Madison	33.9	35.1	39.0	32.8	34.9	39.5	33.5	34.2	39.6
Middle College	40.0	39.3	42.4	37.9	38.6	43.6	39.9	39.3	42.8
Milby	34.8	37.6	39.8	33.9	36.9	40.3	33.1	35.3	39.4
Reagan	35.5	35.1	39.7	33.0	35.1	39.4	33.3	34.2	39.3
Scarborough	33.7	35.1	38.0	33.6	33.7	39.8	33.9	34.9	40.1
Sharpstown	34.6	35.4	39.0	32.2	34.3	38.9	33.7	34.4	38.8
Sterling	33.1	34.1	39.3	32.4	33.7	39.3	33.6	34.6	39.3
Waltrip	37.9	39.3	41.5	37.4	38.7	43.3	36.3	36.6	40.9
Washington	36.6	38.3	41.6	36.8	38.7	42.5	38.2	39.7	43.0
Westbury	34.3	35.3	39.3	34.0	36.3	40.0	33.0	33.7	38.8
Westside	41.9	42.9	44.7	41.6	43.7	46.6	40.8	41.0	45.1
Wheatley	29.6	30.8	36.2	30.6	32.5	37.1	29.1	31.5	36.0
Worthing	33.0	34.7	38.1	33.5	33.4	37.8	32.3	33.2	38.2
Yates	33.6	33.3	38.4	31.7	33.6	38.4	32.7	33.4	38.7

- For the Fall 2005 test administration, the highest mean reading scores of sophomores were achieved by students at Carnegie Vanguard High School, 53.5, and DeBakey High School for Health Professions, 51.6. The lowest mean reading scores were found at Carter Career Center, 28.8, and Wheatley High School, 29.6.
- The highest mean mathematics scores were achieved by students at DeBakey High School for Health Professions, 55.5, and Carnegie Vanguard, 52.6. The lowest mean mathematics scores were found at Carter Career Center, 29.8, and Wheatley High School, 30.8.
- The highest mean writing scores for sophomores on the Fall 2005 administration of the PSAT/NMSQT were achieved by students at Carnegie Vanguard, 55.8, and DeBakey High School for Health Professions, 54.2. The lowest level of writing performance was found at Alternative Learning and Transition Academy and Carter Career Center with 35.9 each.

Table 11: Fall 2003 to 2005 PSAT Mean Reading, Math, and Writing Scores by School: Juniors

School	2005			2004			2003		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
ALTA	32.8	32.1	37.3	31.4	39.5	39.7	Not Available		
Austin	35.7	39.5	40.1	35.8	40.0	41.9	34.9	37.4	40.2
Bellaire	56.3	58.8	59.1	54.5	58.2	59.9	52.9	55.0	56.0
Carnegie Vanguard	54.6	56.5	56.3	54.3	55.7	57.8	57.0	53.2	58.9
Carter Career Center	29.5	30.9	36.6	33.0	37.6	41.0	31.4	32.1	38.6
Challenge	48.8	48.4	50.4	50.6	49.4	53.0	Not Available		
Chavez	35.9	37.6	40.5	35.7	38.7	42.6	34.9	35.7	40.3
CEP	*	*	*	*	*	*	Not Available		
CLC	34.4	32.8	37.9	32.8	35.1	39.3	33.0	31.0	38.9
Davis	33.9	36.2	39.3	33.5	37.9	40.3	33.5	35.1	39.8
DeBakey	53.6	59.1	57.3	53.0	58.0	58.8	54.3	58.5	56.0
Eastwood	39.1	41.2	44.4	39.3	41.6	44.6	36.3	39.6	42.2
Furr	34.9	35.4	40.4	34.9	37.0	41.4	36.1	37.6	40.2
HSLECJ	43.2	43.9	45.4	42.7	43.6	48.3	42.2	41.4	46.0
HSPVA	54.2	53.5	58.1	53.0	52.4	57.6	55.0	51.3	58.0
Houston	33.9	35.3	39.1	33.2	36.3	40.8	33.6	35.1	39.9
Jones	34.4	34.9	39.8	34.3	35.5	42.5	36.4	35.5	41.3
Jordan	38.0	38.1	42.3	36.8	38.2	43.6	36.1	36.6	41.7
Kashmere	35.0	36.4	41.2	33.2	35.1	41.4	33.6	34.7	40.6
Lamar	47.5	47.9	49.3	46.4	47.4	50.5	46.6	46.4	49.5
Lee	34.5	36.3	39.0	33.0	36.3	40.3	33.2	35.1	38.8
Madison	36.2	35.6	40.3	35.2	35.9	41.6	35.3	35.6	41.0
Middle College	42.1	43.0	46.3	43.8	43.2	48.4	44.7	44.8	46.7
Milby	36.6	39.4	41.0	34.8	39.3	41.4	34.7	36.8	40.7
Reagan	34.9	36.3	39.8	35.5	37.8	41.4	37.1	37.6	42.2
Scarborough	39.4	40.7	44.2	40.9	42.0	45.7	43.2	43.8	46.5
Sharpstown	35.3	36.4	39.8	35.7	38.2	41.3	35.8	37.2	41.5
Sterling	35.3	36.6	41.4	35.8	39.2	43.7	34.8	35.7	40.9
Waltrip	45.6	46.7	47.4	43.2	43.7	47.9	41.0	41.4	45.2
Washington	44.8	48.2	49.6	45.4	48.9	51.4	48.5	51.0	51.6
Westbury	38.7	39.4	42.3	37.2	39.8	43.7	37.1	38.8	42.7
Westside	46.4	47.5	48.6	45.6	48.0	51.0	46.7	47.6	49.1
Wheatley	32.0	32.0	37.1	31.0	34.5	38.3	33.3	34.1	39.1
Worthing	32.8	36.5	37.9	33.8	35.5	39.1	34.6	36.1	40.7
Yates	33.8	34.4	39.0	36.3	37.2	41.2	34.3	34.5	40.0

* Less than five students tested

- When comparing sophomore performance at each school from the Fall of 2005 to the Fall 2004 results, it was found that 65% showed an improved mean reading performance. In math, 49% of schools exhibited improvement, while on the writing section, 14% of the campuses showed improved scores.
- For the Fall 2005 test administration, the highest mean reading scores of juniors were achieved by students at Bellaire High School, 56.3, and Carnegie Vanguard High School, 54.6. The lowest mean reading scores were found at Carter Career Center, 29.5, and Wheatley High School, 32.0.
- The highest mean mathematics scores were achieved by juniors at Bellaire High School, 58.8, and DeBakey High School for Health Professions, 59.1. The lowest mean mathematics scores were found at Carter Career Center, 30.9, and Wheatley High School, 32.0.
- The highest mean writing scores for juniors on the Fall 2005 administration of the PSAT/NMSQT were achieved by students at Bellaire High School, 59.1, and High School for the Performing and Visual Arts, 58.1. The lowest level of writing performance was found at Carter Career Center, 36.6, and Wheatley High School, 37.1.

Table 12: Fall 2003 to 2005 PSAT Mean Reading, Math, and Writing Scores by School: Combined (Sophomores and Juniors)

School	2005			2004			2003		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
ALTA	32.0	31.5	36.0	31.9	33.5	37.8	Not Available		
Austin	34.6	37.6	39.2	33.4	37.9	40.5	33.9	35.9	39.0
Bellaire	51.2	53.2	54.1	50.5	53.4	55.7	49.2	51.1	52.4
Carnegie Vanguard	54.0	54.5	56.1	52.4	53.7	55.1	50.9	50.4	53.8
Carter Career Ctr	29.2	30.4	36.3	30.8	32.6	39.0	30.3	32.4	37.9
Challenge	48.1	47.0	49.3	46.8	46.4	50.6	Not Available		
Chavez	35.2	36.7	39.7	34.2	37.0	41.2	33.9	34.9	39.7
CEP	31.2	31.8	36.9	36.4	36.4	40.7	Not Available		
Community Svcs	35.5	38.9	39.4	34.8	34.7	41.5	Not Available		
CLC	32.4	32.1	37.3	31.6	33.1	39.1	31.6	31.4	37.4
Davis	33.2	35.6	38.8	33.1	36.9	39.6	32.7	34.8	39.6
DeBakey	52.6	57.3	55.7	51.1	55.5	56.7	50.5	55.2	54.0
Eastwood	38.5	41.0	44.1	37.1	40.8	43.3	36.1	38.6	42.6
Furr	33.4	34.4	39.5	33.8	35.9	40.4	35.1	36.1	39.7
HSLECJ	41.5	41.7	44.4	41.2	41.9	45.8	41.5	40.7	45.3
HSPVA	51.5	50.3	54.9	52.0	51.3	56.1	51.7	49.1	54.5
Houston	33.5	34.9	38.4	32.0	34.8	39.3	32.5	33.9	38.4
Jones	32.9	33.4	38.8	32.8	34.3	40.8	34.3	33.6	40.0
Jordan	36.4	36.9	41.2	36.4	37.5	42.5	35.6	36.3	41.0
Kashmere	34.2	35.3	39.1	33.5	34.5	40.5	31.9	33.0	38.3
Kay On-Going	34.0	34.5	37.7	30.8	34.3	41.1	32.8	32.5	40.6
Lamar	45.2	45.6	47.2	44.5	45.4	48.6	44.6	44.3	47.9
Lee	33.7	36.0	38.6	31.9	35.4	39.4	32.3	34.4	38.1
Madison	35.1	35.3	39.7	33.9	35.4	40.5	34.2	34.7	40.1
Middle College	41.1	41.3	44.4	40.3	40.4	45.5	42.1	41.8	44.6
Milby	35.5	38.4	40.3	34.3	38.1	40.8	33.8	36.0	40.0
Reagan	35.3	35.6	39.7	34.1	36.3	40.2	34.5	35.3	40.2
Scarborough	35.4	36.8	39.9	35.3	35.6	41.1	35.3	36.3	41.1
Sharpstown	34.9	35.9	39.4	33.8	36.1	40.0	34.7	35.8	40.1
Sterling	34.0	35.1	40.1	33.8	35.9	41.1	34.2	35.1	40.0
Waltrip	39.7	41.0	42.8	39.3	40.4	44.8	37.6	37.9	42.1
Washington	39.5	41.8	44.4	39.5	41.9	45.3	41.3	43.0	45.6
Westbury	35.3	36.2	39.9	35.0	37.4	41.1	34.1	35.1	39.9
Westside	44.0	45.0	46.5	43.4	45.7	48.6	43.5	44.0	46.9
Wheatley	30.7	31.3	36.6	30.8	33.4	37.7	30.8	32.5	37.3
Worthing	33.0	35.1	38.0	33.6	34.4	38.5	33.3	34.6	39.4
Yates	33.7	33.9	38.7	33.9	35.3	39.7	33.4	33.9	39.3

- When comparing junior performance from the Fall of 2005 to the Fall of 2004 results, it was found that 62% showed an improved mean reading performance. In math, 29% exhibited improvement, while on the writing section 3% of the campuses showed improved scores.

Districtwide Performance by PSAT Advance Placement Criteria

The Fall 2003 to 2005 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 13**. Results by race/ethnicity and gender are based on these standards.

Table 13: Fall 2003 to 2005 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

2005						
Student Group	<u>Sophomores</u>		<u>Juniors</u>		<u>Combined</u>	
	Reading	Math	Reading	Math	Reading	Math
All Students	17.7	6.5	26.9	12.9	21.6	9.2
African American	11.9	2.3	19.2	4.6	15.1	3.3
Asian American	51.8	41.8	61.3	52.3	56.5	46.9
Hispanic	9.1	1.8	15.6	5.2	11.9	3.2
White	59.5	25.6	74.8	44.2	66.4	34.1
Female	18.5	5.4	28.2	11.7	22.8	8.2
Male	17.0	7.6	25.4	14.3	20.6	10.4
2004						
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
2003						
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 2005, 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. There was no change in the percent of students meeting the Advanced Placement criteria from the Fall of 2005 to the Fall of 2004.
- White students achieved the highest performance of sophomores on the reading PSAT Advance Placement criteria with 59.5% meeting this standard. On the mathematics section, 41.8% of the Asian American sophomores met the 56 or better standard. This represents the highest performance of any student group. African American, Asian American, and Hispanic sophomores experienced an improvement in the percent meeting the Advanced Placement criteria on the reading section from the Fall of 2004. African American and Asian American students experienced an improvement in the percent meeting the Advanced Placement criteria on the mathematics section from the Fall of 2004.
- Also, male students experienced an improvement in the percent meeting the Advanced Placement criteria in both subjects from the Fall of 2004, while female students experienced a decrease. A higher percentage of female sophomores met or exceeded the reading standards than their male counterparts, while the reverse was true for math.
- For all juniors tested in the Fall of 2005, 26.9% met the reading standard of 46 or above, while 12.9% met the mathematics standard of 56 or above. This represents an increase from the Fall of 2004 junior results.

- White juniors had the highest percentage of students, 74.8%, meet the reading Advance Placement standard. Asian American juniors had the highest percentage of students, 52.3%, meet the mathematics Advance Placement standard. The percentages of Asian American, Hispanic, and White juniors who met the reading standard increased from 2004. African American, Hispanic, and White students experienced an improvement in the percent meeting the Advanced Placement criteria on the mathematics section from the Fall of 2004.
- Female and male students experienced an improvement in the percent meeting the Advanced Placement criteria in both subjects from the Fall of 2004. A higher percentage of female juniors met or exceeded the reading standards than their male counterparts, while the male students exceeded the female students in math.
- For all sophomores and juniors tested in the Fall of 2005, 21.6% met the reading standard of 46 or above, while 9.2% met the mathematics standard of 56 or above. White students had the highest percentage of students, 66.4%, meet the reading Advance Placement standard. Asian American students had the highest percentage of students, 46.9%, meet the mathematics Advance Placement standard. All student groups showed improvement in the percentage of students meeting the standard for both subjects.

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 14–15**.

- For the Fall of 2005 administration of the PSAT, the highest percentage of sophomores that met the HISD standard score of 46 on reading performance was found at DeBakey High School for Health Professions where 79.8% met the standard.
- For the Fall of 2005 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 87.2% met the standard.
- When comparing the Fall 2005 reading results with the Fall 2004 results, 38% of the campuses tested exhibited improvement in the percentage of sophomores and 41% of the campuses showed improvement at the junior level on the AP standard for the reading PSAT.
- For the Fall 2005 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 for Health Professions where 43.2% met the standard.
- For the Fall of 2005 administration of the PSAT, the highest percentage of juniors that met the HISD standard score of 56 on mathematics performance was found at DeBakey High School where 64.3% met the standard.
- When comparing the Fall of 2005 math results with the Fall 2004 results, 30% exhibited improvement in the percentage of sophomores meeting or surpassing the AP standard for the math PSAT. Approximately, 56% of the campuses showed improved junior-level performance when held to the math AP standard.

Table 14: Fall 2003 to 2005 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		
	2005	2004	2003	2005	2004	2003	2005	2004	2003
ALTA	0.6	4.2	N/A	0.0	0.0	N/A	0.6	3.7	N/A
Austin	3.8	5.5	7.2	9.4	10.2	6.3	6.3	7.5	6.8
Bellaire	56.7	59.7	51.7	79.1	78.6	71.2	65.4	67.1	60.0
Carnegie	78.8	77.4	59.6	87.2	86.8	87.1	82.8	80.2	70.5
Carter	10.0	0.0	0.0	9.1	16.7	0.0	9.5	6.5	0.0
Challenge	55.3	38.6	N/A	63.5	71.7	N/A	58.4	53.4	N/A
Chavez	5.3	5.7	5.2	11.8	11.5	10.7	8.2	8.6	7.8
CEP	3.6	20.0	N/A	*	*	N/A	3.4	20.8	N/A
Community Svcs	9.5	17.4	N/A	—	—	N/A	9.5	17.4	N/A
CLC	0.0	3.3	2.4	7.1	4.7	10.7	3.1	3.8	4.5
Davis	1.9	5.1	4.2	5.9	7.7	5.3	3.9	6.4	4.7
DeBaKey	79.8	72.1	59.6	83.0	83.4	88.8	81.4	77.3	72.2
Eastwood	14.3	6.5	8.3	19.6	16.1	12.7	16.7	11.8	10.6
Furr	4.9	5.1	4.4	9.7	9.1	13.1	6.9	7.0	8.0
HSLECJ	14.5	24.4	25.8	36.0	36.8	33.6	25.2	29.8	29.0
HSPVA	60.0	68.9	60.0	77.5	74.8	84.4	68.6	71.9	72.0
Houston	3.9	3.2	2.6	4.9	5.5	4.3	4.4	4.2	3.2
Jones	1.6	3.2	5.5	3.8	7.8	16.3	2.6	5.5	10.7
Jordan	7.4	10.8	6.6	13.9	14.5	10.9	10.6	12.4	8.9
Kashmere	6.0	5.4	1.4	8.2	4.3	4.1	6.9	5.1	2.4
Kay On-Going	0.0	0.0	0.0	—	—	0.0	0.0	0.0	0.0
Lamar	37.9	37.5	38.2	55.4	51.5	50.3	45.9	44.1	44.0
Lee	4.4	4.4	6.0	8.4	7.2	6.4	6.5	5.6	6.1
Madison	4.8	6.4	5.1	10.7	8.8	7.5	7.7	7.6	6.0
Middle College	17.4	16.9	22.5	34.0	39.6	48.5	26.0	26.1	34.5
Milby	6.2	7.7	6.2	10.1	10.3	7.0	7.9	9.0	6.6
Reagan	9.3	5.2	5.8	7.3	12.5	15.0	8.4	8.4	8.6
Scarborough	6.6	10.8	7.0	18.8	27.1	40.5	10.3	14.6	12.2
Sharpstown	5.8	5.8	8.4	8.2	11.5	12.1	7.0	8.5	10.2
Sterling	4.7	3.8	7.1	9.1	12.0	10.3	6.5	7.0	8.6
Waltrip	17.9	16.1	14.6	48.6	43.1	31.0	24.8	25.1	19.1
Washington	14.8	13.4	20.7	45.0	46.2	59.5	25.4	23.7	32.3
Westbury	6.7	8.5	6.5	20.6	16.0	17.9	9.8	10.8	9.7
Westside	33.9	34.7	31.3	50.9	49.0	52.6	41.8	41.2	41.0
Wheatley	0.5	0.6	1.6	0.6	3.1	3.9	0.6	1.8	2.5
Worthing	3.9	6.0	3.0	5.7	5.8	7.7	4.2	5.9	5.2
Yates	3.9	2.7	2.4	3.5	13.8	6.9	3.7	8.0	4.4

* Less than five students tested

Table 15: Fall 2003 to 2005 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		
	2005	2004	2003	2005	2004	2003	2005	2004	2003
ALTA	0.0	1.0	N/A	0.0	0.0	N/A	0.0	0.9	N/A
Austin	0.5	1.4	0.5	3.2	1.2	2.9	1.8	1.3	1.5
Bellaire	34.3	34.7	29.2	59.5	60.0	48.1	44.0	44.6	37.3
Carnegie	37.6	32.3	23.4	51.3	44.7	41.9	44.2	35.9	30.8
Carter	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Challenge	12.9	10.5	N/A	13.5	19.6	N/A	13.1	14.6	N/A
Chavez	0.6	0.8	0.4	2.8	1.1	2.1	1.6	1.0	1.2
CEP	0.0	10.0	N/A	*	*	N/A	0.0	13.2	N/A
Community Svcs	0.0	4.3	N/A	—	—	N/A	0.0	4.3	N/A
CLC	0.0	0.0	1.2	0.0	0.0	0.0	0.0	0.0	0.9
Davis	0.3	0.6	0.3	2.0	1.0	2.0	1.1	0.8	1.1
DeBakey	43.2	35.5	31.4	64.3	55.6	61.5	53.4	44.8	44.4
Eastwood	2.9	0.0	1.7	3.6	7.1	7.9	3.2	3.9	0.8
Furr	0.5	0.5	0.9	1.3	0.5	0.0	0.8	0.5	1.8
HSLECJ	1.8	4.7	3.1	7.3	6.8	2.7	4.5	5.6	2.9
HSPVA	14.4	27.8	13.3	42.8	35.2	30.0	28.3	31.6	21.5
Houston	0.5	0.4	0.3	0.9	0.8	1.8	0.7	0.6	0.9
Jones	0.5	0.5	0.5	1.3	2.0	1.6	0.9	1.2	1.0
Jordan	0.4	0.3	0.4	1.6	1.4	0.7	1.0	0.8	0.6
Kashmere	0.0	0.7	0.0	1.6	0.0	0.0	0.7	0.5	0.0
Kay On-Going	0.0	0.0	0.0	—	—	0.0	0.0	0.0	0.0
Lamar	12.5	13.1	11.6	26.1	22.9	22.9	18.8	17.7	17.0
Lee	1.2	0.7	1.8	1.6	2.2	2.5	1.4	1.3	2.0
Madison	0.2	0.2	0.4	0.9	0.4	1.4	0.6	0.3	0.8
Middle College	0.0	2.8	2.5	10.0	8.3	2.9	5.2	5.0	2.7
Milby	1.2	1.1	1.4	4.6	4.3	2.1	2.7	2.7	1.7
Reagan	0.0	0.2	0.8	1.2	1.6	3.0	0.5	0.8	1.5
Scarborough	0.5	0.5	1.0	5.0	6.8	13.5	1.9	2.0	3.0
Sharpstown	0.9	0.8	1.1	0.9	2.6	3.7	0.9	1.6	2.3
Sterling	0.0	0.4	0.5	3.5	6.3	1.1	1.4	2.8	0.8
Waltrip	2.7	4.0	2.0	13.1	10.9	6.5	5.1	6.3	3.2
Washington	4.9	4.7	9.1	23.0	19.8	27.4	11.3	9.5	14.5
Westbury	1.0	1.1	0.5	5.7	2.5	4.1	2.1	1.5	1.6
Westside	12.0	13.3	9.6	23.1	24.3	24.3	17.1	18.3	16.3
Wheatley	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Worthing	0.0	0.5	0.0	1.9	1.4	0.0	0.4	0.9	0.0
Yates	0.8	0.4	0.7	0.8	0.4	1.3	0.8	0.4	1.0

* Less than five students tested

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 previous two years of the PSAT Initiative. The results from this report indicated that under the HISD PSAT Initiative, student participation on the PSAT in the district decreased from the previous year. Specifically, there was a significant decrease in the participation rate of African American students on the PSAT. Also, the 77.1% overall participation rate falls short of the 100% participation goal of the initiative. Since the initial year of the PSAT Initiative, sophomores have improved their performance on the reading and mathmatic sections of the PSAT. Consistent improvement has not been seen in the writing test for sophomores