

## MEMORANDUM

April 2, 2007

TO: School Board Members

FROM: Abelardo Saavedra  
Superintendent of Schools

SUBJECT: **PRELIMINARY SAT/NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST  
(PSAT/NMSQT): 2006–2007**

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

The Department of Research and Accountability has completed the 2006–2007 Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) Report. The PSAT/NMSQT was taken by students in October 2006, and serves as preparation for the Scholastic Aptitude Test (SAT), as a qualifying examination for scholarships, and as a tool schools can use to identify students with the potential for success in Advanced Placement (AP) classes. Students are tested in critical reading, mathematics, and writing. The College Board reports that for the fall 2006 PSAT, writing scores nationally averaged approximately five percent lower than the previous year, due, possibly, to the realignment of the PSAT to the more rigorous SAT writing test.

The attached report presents the PSAT results by school and for the district as a whole. This was the fourth year of the district's PSAT Initiative which provided funding for all high school sophomores in the district to take the PSAT. Some key findings are as follows.

- A total of 9,930 sophomores and 7,422 juniors took the examination, representing 77.6 percent of enrolled students. This represents an increase over the 77.1 percent participation rate from 2005.
- The 2006–2007 mean scores for sophomores were: reading, 37.5, up from 37.3; mathematics, 39.2, up from 38.5; and writing, 36.6, down from 41.6.
- The mean scores for juniors were: reading, 41.5, mathematics, 42.8; and writing, 40.7, reflecting an increase in reading and mathematics scores and a decrease in writing scores from 2005–2006.
- All sophomore and junior student groups experienced an increase in mean scores on the mathematics section of the PSAT in the fall of 2006. Hispanic and White sophomores reported higher mean scores in reading than did their fall 2005 counterparts, and all junior student groups experienced a higher mean score in reading than did their fall 2005 peers.
- For sophomores, the highest reading and writing mean scores were found at Carnegie Vanguard at 55.0 and 52.2, respectively; the highest mathematics mean scores were recorded by students at DeBakey High School for Health Professions, at 56.6.
- For the junior class, the highest mean scores for reading were reported at Carnegie Vanguard with 58.7; the highest mean mathematics and writing scores were found at DeBakey High School for Health Professions, with 62.3 and 57.3, respectively.

- In the fall of 2006, sophomores and juniors both experienced an increase in the percent of students scoring at the district's performance standard of 45 or higher on both the reading and mathematics tests as compared with the fall of 2005. All students experienced a decline in the percent reaching the district standard in writing over the same time period.



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Attachment

cc: Superintendent's Direct Reports  
Regional Superintendents  
Executive Principals  
Debra Rimmer-Mayorga  
Gracy Montemayor Cantu  
Cyndi Boyd  
Secondary Principals

# RESEARCH

***Report on of Student Achievement***  
Department of Research and Accountability

**PSAT/NMSQT  
2006–2007:  
Reported March 2007**

Houston Independent School District



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## PSAT/NMSQT 2006–2007

### 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 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). The SAT, a college admission examination, may be taken by juniors typically in the spring or by seniors in the early fall. 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 2006 administration, 76.5 percent 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 Advanced 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 (2006) 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, students with PSAT scores in the middle of the distribution have an excellent chance of succeeding in

many AP courses, and many more students are likely to be successful on AP examinations if they are identified early and are given the opportunity to experience advanced coursework.

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

The 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 fourth 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 or exceeded 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 18, 2006.

### **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 reentered to make the two scores comparable, and the 2006 writing subtest was realigned to better reflect the SAT writing test.

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 17,352 HISD sophomores and juniors participated in the fall 2006 PSAT/NMSQT. The percent of sophomores and juniors who participated increased from 77.1 percent in 2005 to 77.6 percent in 2006. The number of sophomores taking the PSAT/NMSQT decreased by 154 students from the previous year, and the number of juniors tested decreased by 191 students. 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. Due to the closing of two campuses, Kay On-Going Education Center and Middle College for Technology Careers, and the non-participation of Community Services, the number of HISD campuses participating in the PSAT/NMSQT for the 2006–2007 school year decreased to 34, and data were received for all schools. Community Education Partners (CEP) only tested sophomores; therefore, junior data were received for 33 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 45 were summed and calculated for reading, mathematics, and writing results. Analyses were conducted using the aggregated data by grade, race/ethnicity, and gender. Results were analyzed districtwide and by campus level.

## Results

### Districtwide Participation

Of the 22,351 HISD juniors and sophomores eligible to take the PSAT, a total of 17,352 students participated in the fall 2006 PSAT/NMSQT. These included 9,930 sophomores and 7,422 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 from the fall of 2004 to the fall of 2006.

Table 1: PSAT Participation Rates of HISD Sophomores and Juniors and Combined, Fall 2004 to 2006

Grade	Fall 2006			Fall 2005			Fall 2004		
	N	N Tested	% Tested	N	N Tested	% Tested	N	N Tested	% Tested
10th	12,159	9,930	81.7	12,269	10,084	82.2	12,392	10,389	83.8
11th	10,192	7,422	72.8	10,691	7,613	71.2	10,465	7,967	76.1
10th & 11th Combined	22,351	17,352	77.6	22,960	17,697	77.1	22,857	18,356	80.3

- The level of participation of sophomores decreased from 82.2 percent in 2005 to 81.7 percent in 2006. For juniors, the level of participation of all students increased from 71.2 percent in the fall of 2005 to 72.8 percent in the fall of 2006. The participation rate for all juniors and sophomores increased from 77.1 percent in 2005 to 77.6 percent in 2006, in the fourth year of the district 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: PSAT Participation Rates of HISD Sophomores and Juniors and Combined, Fall 2004 to Fall 2006, by Gender

Grade	Fall 2006				Fall 2005				Fall 2004			
	Female		Male		Female		Male		Female		Male	
	N	%	N	%	N	%	N	%	N	%	N	%
	Enrolled	Tested	Enrolled	Tested	Enrolled	Tested	Enrolled	Tested	Enrolled	Tested	Enrolled	Tested
10th	6,136	83.6	6,023	79.1	6,146	84.4	6,110	79.3	6,174	86.3	6,218	81.1
11th	5,257	75.3	4,935	69.8	5,454	74.4	5,261	67.2	5,380	79.3	5,085	72.6
Combined	11,393	79.8	10,958	74.9	11,600	79.7	11,371	73.7	11,554	83.0	11,303	77.3

- Of the 11,393 female sophomores and juniors eligible to take the PSAT in 2006, 79.8 percent took the examination, just above the 79.7 percent that took the PSAT in the fall of 2005. Of the 10,958 male sophomores and juniors eligible to take the PSAT in 2006, 74.9 percent took the examination, up from 73.7 percent in 2005.

Table 3: PSAT Participation Rates of HISD Sophomores, Juniors and Combined: Fall 2004 to Fall 2006, By Ethnicity

Fall 2006								
Grade	African American		Asian American		Hispanic		White	
	N Enrolled	%Tested	N Enrolled	%Tested	N Enrolled	%Tested	N Enrolled	%Tested
10th	3,785	70.0	514	79.8	6,521	74.8	1,329	78.9
11th	3,291	66.8	428	80.8	5,117	64.6	1,349	69.8
10th & 11th	7,076	68.5	942	80.2	11,638	70.4	2,678	74.3
Fall 2005								
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
Fall 2004								
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

- The fall of 2006 participation rates for sophomores by race/ethnicity indicated that Asian American sophomore students had the highest participation rate with 79.8 percent testing. African American sophomores had the lowest participation rate at 70 percent. Asian American juniors had the highest 11th grade participation rate at 80.8 percent, while Hispanic juniors had the lowest rate at 64.6 percent.



- When compared to fall 2005 participation rates, the percentage of sophomores participating during the current school year improved for African American and White students, while participation for Asian American and Hispanic students declined.
- The percentage of juniors participating during the fall of 2006 improved for African American and White students, while participation for Asian American students and Hispanic students declined from the fall of 2005.

The gender composition of the sophomores and juniors that took the PSAT in the fall of 2006 is presented in **Table 4**.

Table 4: Composition of Fall 2004 to Fall 2006 PSAT Takers by Gender

Grade	<u>N Tested</u>			<u>% Female</u>			<u>% Male</u>		
	2006	2005	2004	2006	2005	2004	2006	2005	2004
Sophomores	9,930	10,084	10,389	51.8	51.4	51.3	48.2	48.1	48.5
Juniors	7,422	7,613	7,967	53.5	53.3	53.5	46.5	46.4	46.3
Combined	17,352	17,697	18,356	52.4	52.2	52.3	47.3	47.4	47.6

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

- Of the 9,930 sophomores that took the PSAT in the fall of 2006, 51.8 percent were female and 48.2 percent were male, as compared to the fall 2005 test-takers who were 51.4 percent females and 48.1 percent males. The percentage of female and male juniors who have participated in the PSAT has remained relatively consistent from the fall of 2004 to the fall of 2006.

The racial/ethnic composition of the sophomores and juniors that took the PSAT in the fall of 2006 is presented in **Table 5**.

Table 5: Composition of Fall 2004 to Fall 2006 PSAT Test Takers by Race/Ethnicity

	<u>Sophomores</u>			<u>Juniors</u>			<u>Combined</u>		
	2006	2005	2004	2006	2005	2004	2006	2005	2004
<b>Number Tested</b>	9,930	10,084	10,389	7,422	7,613	7,967	17,352	17,697	18,356
<b>% African American</b>	28.8	29.4	33.3	31.5	29.2	31.8	27.9	29.3	32.7
<b>% Asian American</b>	4.5	4.3	4.2	5.0	5.4	4.9	4.4	4.8	4.5
<b>% Hispanic</b>	49.1	51.9	45.9	44.6	50.0	47.2	47.2	51.1	46.5
<b>% White</b>	11.4	12.1	11.4	13.5	13.0	11.9	11.5	12.5	11.6

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

- Of the sophomores that took the PSAT in the fall of 2006, 49.1 percent were Hispanic, 28.8 percent were African American, 11.4 percent were White, and 4.5 percent were Asian American. When comparing the demographic composition of the sophomore participants in the fall of 2006 to the participation rates from the fall of 2005, the percentage of African American, Hispanic, and White students decreased, while the percent of participation composed by Asian American students increased.

- Of the 7,422 juniors that took the PSAT in the fall of 2006, 44.6 percent were Hispanic, 31.5 percent were African American, 13.5 percent were White, and 5 percent were Asian American. The percent of participation composed by the African American and White subgroups increased from the fall of 2005 to the fall of 2006, and the percent of participation composed by the Asian American and Hispanic subgroups decreased over the same time period.

### **Participation by Schools**

A total of 34 HISD high schools had students taking the fall of 2006 PSAT/NMSQT. **Table 6** presents the number of enrolled students and the percentages of sophomores from each of these high schools that took part in the PSAT/NMSQT for the past three years.

- For the sophomore class in the fall of 2006, the highest participation rates were found at Carnegie Vanguard and Eastwood Academy, where 100 percent of sophomores participated. The lowest participation rates for sophomores were found at Carter Career Center where 53.1 percent of the sophomores participated and at Jesse H. Jones High School with a 54.8 percent participation rate.
- During the fall of 2006, 76 percent of the schools had a participation rate of 75 percent or higher. This is an increase from the 73 percent of schools with a participation rate of 75 percent or higher in the fall of 2005.
- When comparing the participation rates from fall 2005 to the fall of 2006, it was found that of the 34 schools participating, 20 schools showed improved participation rates for sophomores.
- Kashmere High School exhibited the greatest gains in participation rates of 13.7 percentage points. The largest decrease in the participation of sophomores was found at Sam Houston High School and at Jesse H. Jones High School where participation decreased 25.9 and 22.6 percentage points, respectively.

Table 6: PSAT Participation Rates of Sophomores by School, Fall 2004 to Fall 2006

School	2006		2005		2004	
	Enrolled	% Tested	Enrolled	% Tested	Enrolled	% Tested
ALTA	113	62.8	226	70.4	213	45.1
Austin	511	91.0	395	93.4	463	90.7
Bellaire	867	91.1	915	82.6	853	83.8
Carnegie Vanguard	92	100.0	85	100.0	94	98.9
Carter Career Ctr	32	53.1	22	45.5	30	63.3
Challenge	119	97.5	89	95.5	62	91.9
Chavez	693	80.5	640	82.8	548	86.9
CEP	102	75.5	119	69.7	110	89.0
CLC HS	127	79.5	138	81.2	145	84.1
Davis	421	81.2	398	78.6	407	76.4
DeBakey HS	158	98.7	186	98.4	196	100.0
Eastwood	72	100.0	71	98.6	55	83.6
Furr	231	81.8	258	79.5	256	77.0
HSLECJ	196	98.0	173	96.0	175	98.3
HSPVA	156	97.4	181	99.4	171	88.3
Houston	619	61.4	645	87.3	741	92.0
Jones	252	54.8	248	77.4	281	77.2
Jordan, Barbara	325	91.1	295	87.5	322	89.1
Kashmere	136	67.6	154	53.9	216	69.0
Lamar	972	89.8	943	92.4	890	96.2
Lee	462	66.2	461	73.5	553	81.9
Madison	610	84.9	557	79.4	595	83.9
Milby	574	85.7	560	88.8	510	91.2
Reagan	413	90.8	423	96.2	441	92.3
Scarborough	200	76.5	229	79.5	225	86.2
Sharpstown	427	85.7	398	82.9	439	82.2
Sterling	262	72.9	290	72.8	310	77.4
Waltrip	452	90.0	433	84.1	473	85.2
Washington	243	78.6	262	69.8	322	72.0
Westbury	543	78.1	646	76.5	488	74.8
Westside HS	722	87.1	769	81.3	703	91.0
Wheatley	310	85.2	253	75.9	185	89.7
Worthing	246	72.4	244	84.4	275	79.3
Yates	326	81.9	355	72.1	369	71.5

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

- For the junior class in the fall of 2006, the highest participation rates were found at Carnegie Vanguard and DeBakey High School for Health Professions where 100% of the juniors participated. The lowest participation rates for the junior class in the fall of 2006 were found at Community Education Partners (CEP) where none of the enrolled juniors participated in taking the PSAT and at ALTA where 4.6 percent of enrolled juniors participated.
- In the fall of 2006, 62 percent of schools had a participation rate of 75 percent or higher from their junior class. This is a decrease from the 65 percent of schools in the fall of 2005 that had a participation rate of 75 percent or higher.

- When comparing the participation rates from fall 2005 to the fall of 2006, it was found that out of the 33 schools who participated, 16 schools showed improved participation rates for juniors.
- In a comparison of the junior classes from the fall of 2005 to the fall of 2006, Evan E. Worthing High School and Stephen P. Waltrip High School exhibited the greatest gains in participation rates of 67.8 and 63.1 percentage points, respectively. The largest decrease in the participation of juniors was found at Sam Houston High School and Robert E. Lee High School where participation decreased 71.9 and 24 percentage points, respectively.

Table 7: PSAT Participation Rates of Juniors by School, Fall 2004 to Fall 2006

School	<u>2006</u>		<u>2005</u>		<u>2004</u>	
	Enrolled	% Tested	Enrolled	% Tested	Enrolled	% Tested
ALTA	174	4.6	251	5.2	198	5.6
Austin	362	78.7	321	96.3	373	87.1
Bellaire	790	77.6	781	60.7	770	59.5
Carnegie Vanguard	76	100.0	79	98.7	38	100.0
Carter Career Ctr	37	56.8	20	55.0	21	57.1
Challenge	81	88.9	57	91.2	48	95.8
Chavez	532	83.8	472	91.9	499	92.0
CEP	36	0.0	51	7.8	38	7.9
CLC HS	110	60.9	104	80.8	112	76.8
Davis	333	82.9	348	87.6	366	81.7
DeBakey HS	160	100.0	172	99.4	170	99.4
Eastwood	59	98.3	62	90.3	59	94.9
Furr	191	71.7	196	79.6	258	72.1
HSLECJ	170	96.5	164	100.0	149	89.3
HSPVA	177	95.5	178	97.2	163	97.5
Houston	489	17.8	497	89.7	576	90.8
Jones	193	87.6	189	82.5	251	81.3
Jordan, Barbara	276	88.8	285	88.1	231	95.7
Kashmere	121	59.5	150	40.7	166	27.7
Lamar	833	94.1	765	96.1	814	93.7
Lee	333	60.7	438	84.7	369	98.1
Madison	485	86.8	522	86.2	517	90.1
Milby	485	89.7	429	85.3	488	90.0
Reagan	358	89.9	367	94.0	328	97.3
Scarborough	201	31.3	226	35.4	217	27.2
Sharpstown	303	88.1	402	79.4	352	88.6
Sterling	241	52.3	264	54.2	248	63.7
Waltrip	368	89.1	411	26.0	420	48.1
Washington	223	39.0	268	37.3	266	39.8
Westbury	434	30.6	445	31.7	426	38.3
Westside HS	659	84.2	673	80.5	611	86.1
Wheatley	254	58.7	192	81.8	185	86.5
Worthing	205	89.3	247	21.5	234	88.5
Yates	300	80.7	318	80.5	309	77.3

### 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, 2005, and 2006. 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 2004 to 2006 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: PSAT Mean Reading, Math, and Writing Scores by Student Group: Sophomores, Juniors, and Combined; Fall 2004 to Fall 2006

Student Group	Fall 2006								
	Sophomores			Juniors			Combined		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
All Students	37.5	39.2	36.6	41.5	42.8	40.7	39.2	40.8	38.3
African American	35.6	36.7	34.7	38.9	39.2	38.2	37.1	37.8	36.3
Asian American	45.7	52.5	44.5	52.0	58.8	51.8	48.6	55.3	47.8
Hispanic	35.9	37.8	35.0	39.2	40.9	38.4	37.2	39.0	36.4
White	48.8	49.2	47.5	53.7	53.8	52.4	51.1	51.4	49.8
Female	38.2	39.1	37.4	42.0	42.4	41.3	39.8	40.5	39.1
Male	36.9	39.4	35.7	41.0	43.4	40.0	38.6	41.1	37.5
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
Student Group	Fall 2004								
	Sophomores			Juniors			Combined		
	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

- The average performance of sophomores in the fall of 2006 was 37.5 reading, 39.2 mathematics, and 36.6 writing. The average performance of HISD juniors in the fall of 2006 was 41.5 reading, 42.8

mathematics, and 40.7 writing. The average performance of HISD sophomores and juniors combined in the fall of 2006 was 39.2 reading, 40.8 mathematics, and 38.3 writing.

- When compared to fall 2005 results, the performance of all sophomores, juniors, and combined sophomores and juniors tested in 2006 improved on the reading and math sections of the PSAT.
- In the sophomore and junior class tested in the fall of 2006, all of the racial/ethnic groups experienced an increase in mean score on the mathematics section of the PSAT when compared to the performance of cohorts tested in the fall of 2005. Hispanic and White sophomores experienced an increase in mean score on the reading section of the PSAT from the fall of 2005, and all student groups in the junior class experienced an increase in mean score on the reading section of the PSAT from the fall of 2005. 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 2005 performance.
- For both the sophomore and junior classes, females outperformed males on the reading and writing sections of the fall 2006 PSAT, while males outperformed females on the mathematics section.

The fall 2006 PSAT mean scores for the reading, mathematics, and writing sections were also examined to determine the relationship between the performances 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: PSAT Mean Score Achievement Gap for Reading, Math, and Writing: Sophomores, Juniors, and Combined; Fall 2004 to Fall 2006

	<b>2006</b>								
	<b>Sophomores</b>			<b>Juniors</b>			<b>Combined</b>		
	<b>Reading</b>	<b>Math</b>	<b>Writing</b>	<b>Reading</b>	<b>Math</b>	<b>Writing</b>	<b>Reading</b>	<b>Math</b>	<b>Writing</b>
African American-White	-13.2	-12.5	-12.8	-14.8	-14.6	-14.2	-14.0	-13.6	-13.5
Hispanic-White	-12.9	-11.4	-12.5	-14.5	-12.9	-14.0	-13.9	-12.4	-13.4
	<b>2005</b>								
	<b>Reading</b>	<b>Math</b>	<b>Writing</b>	<b>Reading</b>	<b>Math</b>	<b>Writing</b>	<b>Reading</b>	<b>Math</b>	<b>Writing</b>
	<b>Reading</b>	<b>Math</b>	<b>Writing</b>	<b>Reading</b>	<b>Math</b>	<b>Writing</b>	<b>Reading</b>	<b>Math</b>	<b>Writing</b>
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
	<b>2004</b>								
	<b>Reading</b>	<b>Math</b>	<b>Writing</b>	<b>Reading</b>	<b>Math</b>	<b>Writing</b>	<b>Reading</b>	<b>Math</b>	<b>Writing</b>
	<b>Reading</b>	<b>Math</b>	<b>Writing</b>	<b>Reading</b>	<b>Math</b>	<b>Writing</b>	<b>Reading</b>	<b>Math</b>	<b>Writing</b>
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

- In fall 2006, the largest achievement gap between White sophomores and their minority cohorts on the reading section of the PSAT was -13.2 between White and African American students. On the mathematics section, the largest achievement gap was -12.5 between White and African American students. On the writing section, the largest achievement gap was -12.8 between White sophomores and their African American cohorts.
- When comparing the results of sophomores from the fall of 2006 to the fall of 2005, the achievement gap between White student performance and minority student performance increased for African Americans in each PSAT subject. Hispanic students closed the gap in the area of mathematics and retained the same gap as 2005 in reading.
- The results of the analysis of the achievement gap between juniors indicated that the largest mean differences were between Whites and African Americans for the reading section of the fall 2006 PSAT at -14.8. On the mathematics and writing sections, the largest achievement gaps were between White and African American students, with -14.6 and -14.2, respectively.
- When comparing the results of juniors from the fall of 2006 to the fall of 2005, the achievement gap between White student performance and minority student performance decreased for both Hispanics and African Americans in reading and mathematics.

**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 2004 to 2006 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: PSAT Mean Reading, Math, and Writing Scores by School: Sophomores, Fall 2004 to Fall 2006

School	2006			2005			2004		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
ALTA	32.1	33.7	31.3	31.9	31.5	35.9	32.0	32.8	37.6
Austin	32.4	36.1	31.6	33.7	36.1	38.5	31.6	36.2	39.4
Bellaire	47.1	49.0	46.0	47.9	49.7	51.0	47.9	50.3	53.0
Carnegie Vanguard	55.0	53.1	52.2	53.5	52.6	55.8	51.6	52.8	54.0
Carter Career Ctr	33.6	32.2	31.6	28.8	29.8	35.9	29.5	29.7	37.8
Challenge	45.0	45.9	43.3	47.7	46.2	48.6	43.8	44.0	48.6
Chavez	36.1	37.0	35.0	34.6	36.0	39.0	32.9	35.4	39.8
CEP	30.6	31.9	29.9	31.1	31.6	37.1	35.8	35.8	39.9
CLC HS	30.7	32.5	29.7	30.9	31.5	36.8	30.7	31.7	38.9
Davis	33.6	36.0	33.8	32.6	34.9	38.3	32.6	35.9	38.9
DeBakey HS	50.0	56.6	49.0	51.6	55.5	54.2	49.4	53.5	55.0
Eastwood	39.2	41.6	39.3	38.0	40.8	43.8	34.6	39.8	41.7
Furr	33.9	34.6	32.4	32.3	33.7	38.7	32.7	34.8	39.4
HSLECJ	39.5	40.0	38.4	39.7	39.5	43.5	40.1	40.6	43.9
HSPVA	50.2	49.1	49.8	49.0	47.3	51.9	51.0	50.1	54.5
Houston	33.2	35.6	33.1	33.2	34.7	37.8	31.1	33.7	38.1
Jones	32.8	33.3	31.3	31.7	32.2	38.0	31.4	33.1	39.2
Jordan, Barbara	34.8	36.1	35.1	34.9	35.8	40.1	36.0	37.0	41.7
Kashmere	33.3	34.3	33.1	33.5	34.5	37.6	33.6	34.4	40.3
Lamar	43.8	44.8	42.2	43.2	43.6	45.4	42.7	43.6	46.9
Lee	32.8	36.0	31.7	32.9	35.7	38.1	31.1	34.7	38.8
Madison	34.2	36.9	32.8	33.9	35.1	39.0	32.8	34.9	39.5
Milby	35.5	38.0	34.6	34.8	37.6	39.8	33.9	36.9	40.3
Reagan	35.4	36.8	33.9	35.5	35.1	39.7	33.0	35.1	39.4
Scarborough	33.3	35.1	32.8	33.7	35.1	38.0	33.6	33.7	39.8
Sharpstown	33.4	35.0	31.9	34.6	35.4	39.0	32.2	34.3	38.9
Sterling	33.9	33.7	32.4	33.1	34.1	39.3	32.4	33.7	39.3
Waltrip	37.7	38.9	36.6	37.9	39.3	41.5	37.4	38.7	43.3
Washington	38.5	40.7	38.1	36.6	38.3	41.6	36.8	38.7	42.5
Westbury	34.9	36.6	34.0	34.3	35.3	39.3	34.0	36.3	40.0
Westside HS	42.5	43.4	40.5	41.9	42.9	44.7	41.6	43.7	46.6
Wheatley	32.4	33.5	32.4	29.6	30.8	36.2	30.6	32.5	37.1
Worthing	32.4	33.4	32.3	33.0	34.7	38.1	33.5	33.4	37.8
Yates	32.2	34.4	32.0	33.6	33.3	38.4	31.7	33.6	38.4

- For the fall 2006 test administration, the highest mean reading scores of sophomores were achieved by students at Carnegie Vanguard High School at 55.0 and The High School for the Performing and Visual Arts (HSPVA) at 50.2. The lowest mean reading scores were found at Community Education Partners (CEP), 30.6, and the Contemporary Learning Center (CLC), 30.7.
- The highest mean mathematics scores were achieved by students at DeBakey High School for Health Professions, 56.6, and Carnegie Vanguard, 53.1. The lowest mean mathematics scores were found at CEP, 31.9, and Carter Career Center, 32.2.
- The highest mean writing scores for sophomores on the fall 2006 administration of the PSAT/NMSQT were achieved by students at Carnegie Vanguard, 52.2, and HSPVA, 49.8. The lowest mean writing scores were found at CLC, 29.7 and CEP, 29.9.



- When comparing sophomore performance at each school from the fall of 2006 to the fall 2005 results, it was found that 50 percent showed an improved mean reading performance, 74 percent of schools exhibited improvement in mathematics, and, possibly due to realignment of the writing test, no schools showed improved scores in writing.

Table 11: PSAT Mean Reading, Math, and Writing Scores by School: Juniors, Fall 2004 to Fall 2006

School	2006			2005			2004		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
ALTA	34.6	33.4	34.8	32.8	32.1	37.3	31.4	39.5	39.7
Austin	37.0	40.3	35.9	35.7	39.5	40.1	35.8	40.0	41.9
Bellaire	53.0	55.1	52.3	56.3	58.8	59.1	54.5	58.2	59.9
Carnegie Vanguard	58.7	56.8	56.6	54.6	56.5	56.3	54.3	55.7	57.8
Carter Career Center	33.8	35.0	33.0	29.5	30.9	36.6	33.0	37.6	41.0
Challenge	52.6	50.1	49.7	48.8	48.4	50.4	50.6	49.4	53.0
Chavez	37.7	39.1	36.8	35.9	37.6	40.5	35.7	38.7	42.6
CLC HS	33.0	33.5	33.7	34.4	32.8	37.9	32.8	35.1	39.3
Davis	36.0	38.4	35.0	33.9	36.2	39.3	33.5	37.9	40.3
DeBakey HS	56.6	62.3	57.3	53.6	59.1	57.3	53.0	58.0	58.8
Eastwood	42.0	45.8	44.6	39.1	41.2	44.4	39.3	41.6	44.6
Furr	35.1	36.3	33.6	34.9	35.4	40.4	34.9	37.0	41.4
HSLECJ	42.8	43.5	41.8	43.2	43.9	45.4	42.7	43.6	48.3
HSPVA	55.5	52.9	55.3	54.2	53.5	58.1	53.0	52.4	57.6
Houston	41.3	42.9	41.1	33.9	35.3	39.1	33.2	36.3	40.8
Jones	36.0	35.6	34.2	34.4	34.9	39.8	34.3	35.5	42.5
Jordan, Barbara	37.5	37.7	36.9	38.0	38.1	42.3	36.8	38.2	43.6
Kashmere	34.9	35.4	33.8	35.0	36.4	41.2	33.2	35.1	41.4
Lamar	47.2	47.6	46.0	47.5	47.9	49.3	46.4	47.4	50.5
Lee	35.8	39.9	35.1	34.5	36.3	39.0	33.0	36.3	40.3
Madison	36.7	37.6	35.6	36.2	35.6	40.3	35.2	35.9	41.6
Milby	37.6	40.3	37.6	36.6	39.4	41.0	34.8	39.3	41.4
Reagan	37.6	39.1	36.7	34.9	36.3	39.8	35.5	37.8	41.4
Scarborough	37.1	37.3	37.0	39.4	40.7	44.2	40.9	42.0	45.7
Sharpstown	36.1	38.1	35.3	35.3	36.4	39.8	35.7	38.2	41.3
Sterling	37.1	37.3	34.8	35.3	36.6	41.4	35.8	39.2	43.7
Waltrip	41.3	41.1	39.7	45.6	46.7	47.4	43.2	43.7	47.9
Washington	45.9	47.3	45.6	44.8	48.2	49.6	45.4	48.9	51.4
Westbury	40.4	40.6	40.1	38.7	39.4	42.3	37.2	39.8	43.7
Westside HS	46.3	47.3	44.6	46.4	47.5	48.6	45.6	48.0	51.0
Wheatley	31.8	34.8	32.5	32.0	32.0	37.1	31.0	34.5	38.3
Worthing	34.8	37.1	34.1	32.8	36.5	37.9	33.8	35.5	39.1
Yates	34.7	35.1	33.5	33.8	34.4	39.0	36.3	37.2	41.2

- For the fall 2006 test administration, the highest mean reading scores of juniors were achieved by students at Carnegie Vanguard High School, 58.7, and DeBakey High School, 56.6. The lowest mean reading scores were found at Wheatley High School, 31.8, and CLC, 33.0.
- The highest mean mathematics scores were achieved by juniors at DeBakey High School for Health Professions, 62.3, and Carnegie Vanguard, 56.8. The lowest mean mathematics scores were found at ALTA, 33.4, and CLC, 33.5.

- The highest mean writing scores for juniors on the fall 2006 administration of the PSAT/NMSQT were achieved by students at DeBakey High School, 57.3, and Carnegie Vanguard, 56.6. The lowest level of writing performance was found at Wheatley High School, 32.5, and Carter Career Center, 33.0.
- When comparing junior performance from the fall of 2006 to the fall of 2005 results, it was found that 70 percent showed an improved mean reading, and 70 percent showed an increase in mathematics performance. On the writing section, 3 campuses showed improved scores, despite the realignment of the writing test which resulted in a 5 percent decline in scores nationally.

Table 12: PSAT Mean Reading, Math, and Writing Scores by School: Combined Sophomores and Juniors, Fall 2004 to Fall 2006

School	2006			2005			2004		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
ALTA	32.4	33.7	31.7	32.0	31.5	36.0	31.9	33.5	37.8
Austin	34.2	37.7	33.2	34.6	37.6	39.2	33.4	37.9	40.5
Bellaire	49.6	51.7	48.8	51.2	53.2	54.1	50.5	53.4	55.7
Carnegie Vanguard	56.7	54.8	54.2	54.0	54.5	56.1	52.4	53.7	55.1
Carter Career Ctr	33.7	33.8	32.4	29.2	30.4	36.3	30.8	32.6	39.0
Challenge	47.9	47.5	45.7	48.1	47.0	49.3	46.8	46.4	50.6
Chavez	36.8	37.9	35.8	35.2	36.7	39.7	34.2	37.0	41.2
CEP*	30.6	31.9	29.9	31.2	31.8	36.9	36.4	36.4	40.7
CLC HS	31.6	32.9	31.3	32.4	32.1	37.3	31.6	33.1	39.1
Davis	34.7	37.1	34.3	33.2	35.6	38.8	33.1	36.9	39.6
DeBakey HS	53.3	59.5	53.2	52.6	57.3	55.7	51.1	55.5	56.7
Eastwood	40.4	43.5	41.6	38.5	41.0	44.1	37.1	40.8	43.3
Furr	34.4	35.3	32.9	33.4	34.4	39.5	33.8	35.9	40.4
HSLECJ	41.0	41.6	39.9	41.5	41.7	44.4	41.2	41.9	45.8
HSPVA	53.0	51.1	52.7	51.5	50.3	54.9	52.0	51.3	56.1
Houston	34.7	36.9	34.6	33.5	34.9	38.4	32.0	34.8	39.3
Jones	34.5	34.6	32.9	32.9	33.4	38.8	32.8	34.3	40.8
Jordan, Barbara	36.0	36.8	35.9	36.4	36.9	41.2	36.4	37.5	42.5
Kashmere	34.0	34.8	33.4	34.2	35.3	39.1	33.5	34.5	40.5
Lamar	45.4	46.1	44.0	45.2	45.6	47.2	44.5	45.4	48.6
Lee	34.0	37.6	33.0	33.7	36.0	38.6	31.9	35.4	39.4
Madison	35.3	37.2	34.0	35.1	35.3	39.7	33.9	35.4	40.5
Milby	36.5	39.1	36.0	35.5	38.4	40.3	34.3	38.1	40.8
Reagan	36.4	37.9	35.2	35.3	35.6	39.7	34.1	36.3	40.2
Scarborough	34.4	35.7	34.0	35.4	36.8	39.9	35.3	35.6	41.1
Sharpstown	34.6	36.3	33.3	34.9	35.9	39.4	33.8	36.1	40.0
Sterling	35.2	35.1	33.4	34.0	35.1	40.1	33.8	35.9	41.1
Waltrip	39.3	39.9	38.0	39.7	41.0	42.8	39.3	40.4	44.8
Washington	40.8	42.8	40.5	39.5	41.8	44.4	39.5	41.9	45.3
Westbury	36.2	37.6	35.4	35.3	36.2	39.9	35.0	37.4	41.1
Westside HS	44.3	45.2	42.4	44.0	45.0	46.5	43.4	45.7	48.6
Wheatley	32.2	33.9	32.4	30.7	31.3	36.6	30.8	33.4	37.7
Worthing	33.6	35.3	33.2	33.0	35.1	38.0	33.6	34.4	38.5
Yates	33.4	34.7	32.7	33.7	33.9	38.7	33.9	35.3	39.7

Community Education Partners (CEP) only tested sophomores in 2006.

- When comparing the combined performance of sophomores and juniors combined from the fall of 2006 to the fall of 2005 results, it was found that 65 percent showed improved mean reading scores and 79 percent showed improved mathematics performance.

### Districtwide Performance by PSAT Standard

The fall 2005 to 2006 PSAT performance of sophomores and juniors was evaluated in terms of the district performance standard of a score of 45 for reading, mathematics, and writing performance. These standards are used to monitor district performance in the Board Monitoring System. The number of students taking the PSAT was compared to the number meeting this standard, and the percentages of students that scored at or above 45 for all three subjects were calculated and are presented in **Table 13**. Results by race/ethnicity and gender are based on these standards.

Table 13: Percent of Sophomores, Juniors, and Combined that Met or Exceeded the Standard of 45 in Reading, Math, and Writing Scores by Student Group; Fall 2005 and Fall 2006

Student Group	Fall 2006								
	<u>Sophomores</u>			<u>Juniors</u>			<u>Combined</u>		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
All Students	20.9	26.7	19.5	33.7	39.1	33.0	26.4	32.0	25.3
African American	14.2	17.7	11.7	25.0	26.9	22.8	19.0	21.8	16.7
Asian American	52.8	71.8	49.9	70.2	82.9	70.1	60.8	76.9	59.1
Hispanic	13.9	20.1	13.6	24.0	32.4	24.6	18.0	25.1	18.0
White	62.3	68.1	60.2	78.7	80.7	76.5	70.1	74.0	67.9
Female	22.4	25.8	21.6	34.4	37.6	34.7	27.6	30.9	27.3
Male	19.3	27.7	17.3	33.0	40.8	31.0	25.1	33.2	23.0
Student Group	Fall 2005								
	<u>Sophomores</u>			<u>Juniors</u>			<u>Combined</u>		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
All Students	19.6	22.9	29.5	29.0	34.0	39.8	23.7	27.7	33.9
African American	13.4	15.3	24.1	21.1	21.8	33.6	16.7	18.1	28.2
Asian American	54.8	68.7	59.4	65.9	81.2	70.0	60.2	74.8	64.6
Hispanic	10.9	15.5	22.0	17.8	25.5	30.4	13.8	19.7	25.6
White	62.7	62.2	68.8	76.8	77.9	81.3	69.1	69.4	74.5
Female	20.5	22.2	32.8	30.3	32.6	42.9	24.8	26.8	37.2
Male	18.9	23.9	26.2	27.6	35.7	36.5	22.6	28.9	30.5

- For all sophomores tested in the fall of 2006, 20.9 percent met the district's standard of a score of 45 or better in reading, 26.7 percent of the same students met the mathematics standard, and 19.5 percent met the standard for writing. The percent meeting the standard in 2006 increased by 1.3 percentage points in reading and 3.8 percentage points in mathematics in 2005. The percent of sophomores meeting the standard in writing decreased from 2005 by 10 percentage points.
- White students achieved the highest performance of sophomores on the reading PSAT standard with 62.3 percent meeting this standard. On the mathematics section, 71.8 percent of the Asian American sophomores met the standard. African American and Hispanic sophomores experienced an improvement in the percent meeting the district standard on the reading section from the fall of 2006. All student groups experienced an improvement in the percent meeting the standard on the mathematics section from the fall of 2005.

- Both female and male sophomores experienced an improvement in the percent achieving a score of 45 or higher in both reading and mathematics from the fall of 2005. A higher percentage of female sophomores met or exceeded the reading and writing standards than their male counterparts, while the reverse was true for math.
- All sophomore student groups experienced a decline in the percent who met the district standard for writing. For the 2006 test, the College Board realigned the PSAT writing test to more closely resemble the SAT writing test, and scores nationwide decreased by approximately five percent.
- For all juniors tested in the fall of 2006, 33.7 percent met the reading standard of 45 or above, 31.9 percent met the same standard in mathematics, and 33.0 percent met the writing standard. This represents an increase from the fall of 2005 junior results in reading and mathematics.
- White juniors had the highest percentage of students, 78.7 percent, meet the reading standard. Asian American juniors had the highest percentage of students, 82.9 percent, meet the mathematics standard. The percentages of all junior student groups who met the reading and mathematics standards increased from 2005.
- Female and male students experienced an improvement in the percent achieving a score of 45 or higher in both reading and mathematics from the fall of 2005. A higher percentage of female juniors met or exceeded the reading and writing standards than their male counterparts, while the male students exceeded the female students in math.
- All junior student groups except for Asian Americans experienced a decline in the percent who met the standard for writing. The percent of Asian American juniors meeting the standard in writing increased from 70.0 percent in 2005 to 70.1 percent in 2006.
- For combined sophomores and juniors tested in the fall of 2006, 26.4 percent met the reading standard of 45 or above, 32.0 percent met the same standard in mathematics, and 25.3 met the writing standard. White students had the highest percentage of students, 70.1 percent, meet the reading standard, Asian American students had the highest percentage of students, 76.9 percent, meet the mathematics standard, and White students had the highest percentage meet the writing standard, with 67.9 percent.

### **School Performance by PSAT Standard**

The performance of sophomores and juniors was evaluated in terms of the district performance standard of a score of 45 for reading, mathematics, and writing. The number of students taking the PSAT was compared to the number meeting this standard, and the percentages of students that scored at or above 45 on all three sections were calculated and are presented by school in **Tables 14–16**.

Table 14: Percentage of Sophomores, Juniors, and Combined that Met or Exceeded Standard of 45 on PSAT Reading, Fall 2005 and Fall 2006

School	<u>Sophomores</u>		<u>Juniors</u>		<u>Combined</u>	
	2006	2005	2006	2005	2006	2005
ALTA	4.2	1.3	0.0	0.0	3.8	1.2
Austin	4.3	4.3	14.0	12.6	8.0	8.1
Bellaire	54.3	59.8	73.1	80.6	62.5	67.8
Carnegie	81.5	80.0	92.1	92.3	86.3	85.9
Carter	5.9	10.0	14.3	9.1	10.5	9.5
Challenge	43.1	60.0	77.8	63.5	56.4	61.3
Chavez	14.2	6.8	17.0	13.8	15.4	10.0
CEP	2.6	3.6	*	*	2.6	3.4
CLC	3.0	0.0	9.0	7.1	5.4	3.1
Davis	5.8	3.2	10.1	6.9	7.8	5.0
DeBakey	74.4	84.7	93.8	87.1	84.2	85.9
Eastwood	26.4	15.7	31.0	23.2	28.5	19.0
Furr	7.9	5.9	10.9	9.7	9.2	7.5
HSLECJ	19.8	18.7	36.6	43.3	27.5	30.9
HSPVA	72.4	65.0	81.7	80.3	77.3	72.5
Houston	7.4	4.6	32.2	6.3	12.0	5.4
Jones	2.9	2.1	17.2	3.8	10.7	2.9
Jordan	10.5	9.3	21.6	18.7	15.5	13.9
Kashmere	8.7	8.4	12.7	9.8	10.4	9.0
Lamar	42.7	40.9	53.6	57.4	47.9	48.4
Lee	5.6	5.3	13.9	9.4	8.9	7.5
Madison	6.9	6.3	15.2	12.2	10.6	9.3
Milby	12.0	8.0	16.6	11.7	14.1	9.6
Reagan	10.1	10.6	16.5	8.1	13.1	9.5
Scarborough	9.8	6.6	28.6	23.8	15.3	11.8
Sharpstown	7.9	7.6	15.8	10.4	11.2	9.0
Sterling	7.9	5.7	14.3	10.5	10.4	7.6
Waltrip	18.7	19.5	34.1	52.3	25.6	27.0
Washington	26.2	15.8	48.3	49.0	33.1	27.6
Westbury	12.3	8.3	31.6	23.4	16.9	11.7
Westside	37.7	37.8	55.9	54.8	46.2	45.7
Wheatley	5.7	1.6	3.4	1.3	4.8	1.4
Worthing	5.1	5.3	11.5	9.4	8.4	6.2
Yates	5.3	5.5	11.6	4.3	8.3	4.9

\*Community Education Partners (CEP) only tested sophomores.

- For the fall of 2006 administration of the PSAT, the highest percentage of sophomores that met the HISD standard score of 45 on reading performance was found at Carnegie Vanguard where 81.5 percent met the standard.
- For the fall of 2006 administration of the PSAT, the highest percentage of juniors that met the HISD standard score of 45 on reading performance was found at DeBakey High School for Health Professions where 93.8 percent met the standard.
- When comparing the fall 2006 reading results with the fall 2005 results, 68 percent of the campuses tested exhibited improvement in the percentage of sophomores and 79 percent of the campuses showed improvement at the junior level on the district standard for the reading PSAT.

Table 15: Percentage of Sophomores, Juniors, and Combined that Met or Exceeded the Standard of 45 on PSAT Mathematics, Fall 2005 and Fall 2006

School	<u>Sophomores</u>		<u>Juniors</u>		<u>Combined</u>	
	2006	2005	2006	2005	2006	2005
ALTA	8.5	1.9	0.0	7.7	7.6	2.4
Austin	15.3	14.7	28.8	25.2	20.4	19.5
Bellaire	62.0	62.2	78.1	86.7	69.1	71.6
Carnegie	87.0	81.2	97.4	88.5	91.7	84.7
Carter	5.9	0.0	9.5	0.0	7.9	0.0
Challenge	58.6	50.6	69.4	71.2	62.8	58.4
Chavez	15.8	11.3	23.1	18.4	19.0	14.5
CEP	2.6	1.2	*	*	2.6	1.2
CLC	5.0	0.9	7.5	8.3	6.0	4.1
Davis	11.4	8.0	23.2	15.7	16.7	11.8
DeBakey	100.0	96.2	100.0	98.2	100.0	97.2
Eastwood	30.6	24.3	56.9	28.6	42.3	26.2
Furr	12.2	6.3	15.3	13.6	13.5	9.5
HSLECJ	25.5	27.1	42.7	46.3	33.4	36.7
HSPVA	71.7	58.9	84.6	79.2	78.5	68.8
Houston	10.3	9.1	41.9	12.1	16.1	10.4
Jones	4.3	2.6	10.7	9.6	7.8	5.7
Jordan	12.8	10.1	18.8	20.7	15.5	15.4
Kashmere	8.7	8.4	12.7	6.6	10.4	7.6
Lamar	48.6	42.2	57.9	58.5	53.0	49.7
Lee	15.4	13.9	24.8	15.6	19.1	14.8
Madison	14.7	8.6	19.5	11.6	16.9	10.1
Milby	20.1	18.1	29.9	26.2	24.7	21.6
Reagan	15.8	9.8	23.6	15.4	19.4	12.4
Scarborough	10.5	9.3	22.2	33.8	13.9	16.8
Sharpstown	11.5	11.2	21.3	14.8	15.6	13.0
Sterling	5.8	3.8	20.6	13.3	11.7	7.6
Waltrip	23.6	24.7	33.3	57.9	27.9	32.3
Washington	32.5	26.8	65.5	59.0	42.8	38.2
Westbury	16.5	9.6	34.6	24.8	20.9	13.0
Westside	45.5	39.7	58.2	58.3	51.4	48.3
Wheatley	10.6	1.6	10.1	5.1	10.4	3.2
Worthing	9.0	7.3	18.7	13.5	13.9	8.5
Yates	9.5	8.4	12.1	8.3	10.8	8.3

\* Community Education Partners (CEP) only tested sophomores.

- For the fall 2006 administration of the PSAT, the highest percentage of sophomores that met the HISD standard score of 45 on mathematics performance was found at DeBakey High School for Health Professions where 100 percent met the standard.
- For the fall of 2006 administration of the PSAT, the highest percentage of juniors that met the HISD standard score of 45 on mathematics performance was found at DeBakey High School where 100 percent met the standard.
- When comparing the fall of 2006 math results with the fall 2005 results, 91 percent exhibited improvement in the percentage of sophomores meeting or surpassing the district standard for the math PSAT. Approximately, 70 percent of the campuses showed improved junior-level performance when held to the math district standard.

Table 16: Percentage of Sophomores, Juniors, and Combined that Met or Exceeded the Standard of 45 on PSAT Writing, Fall 2005 and Fall 2006

School	<u>Sophomores</u>		<u>Juniors</u>		<u>Combined</u>	
	2006	2005	2006	2005	2006	2005
ALTA	4.3	2.6	0.0	0.0	3.8	2.4
Austin	4.6	15.3	13.3	22.3	8.0	18.5
Bellaire	53.9	70.5	72.9	87.6	62.2	77.1
Carnegie	80.4	91.8	93.4	91.0	86.3	91.4
Carter	0.0	0.0	9.5	18.2	5.3	9.5
Challenge	40.5	64.7	73.6	75.0	53.2	68.6
Chavez	9.9	16.4	15.1	26.5	12.2	21.0
CEP	2.6	9.9	*	*	2.6	9.4
CLC	3.0	8.3	7.6	12.2	4.8	10.0
Davis	5.6	11.9	10.6	17.2	7.8	14.5
DeBakey	72.4	92.3	94.4	94.7	83.5	93.5
Eastwood	26.4	47.1	58.6	42.9	40.8	45.2
Furr	7.9	16.3	13.9	26.6	10.5	20.8
HSLECJ	18.2	39.8	33.5	55.2	25.3	47.4
HSPVA	65.8	78.3	88.1	89.0	77.5	83.6
Houston	7.7	13.3	29.1	17.8	11.6	15.3
Jones	1.6	12.0	6.6	18.1	4.4	14.7
Jordan	7.1	19.1	20.7	35.5	13.2	27.2
Kashmere	4.5	9.6	8.5	27.9	6.3	17.4
Lamar	40.3	51.3	53.6	65.1	46.6	57.6
Lee	3.6	14.6	13.4	18.7	7.5	16.7
Madison	4.4	17.3	13.6	22.7	8.5	20.0
Milby	12.1	22.1	17.7	26.0	14.8	23.7
Reagan	11.3	22.0	18.0	19.9	14.4	21.0
Scarborough	5.3	9.9	23.0	42.5	10.4	19.8
Sharpstown	7.2	15.2	14.3	22.7	10.2	18.9
Sterling	8.4	17.5	15.9	27.3	11.4	21.5
Waltrip	18.9	30.5	31.7	62.6	24.6	37.8
Washington	22.5	23.6	50.6	70.0	31.3	40.1
Westbury	8.8	17.7	24.8	30.7	12.6	20.6
Westside	33.6	45.7	51.0	62.2	41.8	53.3
Wheatley	4.2	5.3	6.8	7.7	5.2	6.4
Worthing	5.2	13.1	10.6	13.5	7.9	13.1
Yates	5.3	12.0	7.1	17.1	6.2	14.6

\*Community Education Partners (CEP) only tested sophomores.

- For the fall of 2006 administration of the PSAT, the highest percentage of sophomores that met the HISD standard score of 45 on writing performance was found at Carnegie Vanguard where 80.4 percent met the standard.
- For the fall of 2006 administration of the PSAT, the highest percentage of juniors that met the HISD standard score of 45 on writing performance was found at DeBakey High School for Health Professions where 94.4 percent met the standard.
- When comparing the fall 2006 writing results with the fall 2005 results, only one campus, Accelerated Learning and Transition Academy (ALTA), exhibited improvement in the percentage of sophomores, and three campuses, Carnegie Vanguard, Eastwood Academy, and Sam Houston High School, showed improvement at the junior level on the district standard for the writing PSAT.

### **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, the percent of student participation on the PSAT in the district increased from the previous year. Specifically, there was an increase in the percent of participation for both female and male students and African American and White students on the PSAT. Also, the 77.6 percent overall participation rate falls short of the 100 percent participation goal of the initiative. Both sophomores and juniors improved their average scores in reading and mathematics in 2006; however, writing performance declined from 2005. Due to the increased rigor of the writing test in 2006, scores declined nationwide. Results from the PSAT/NMSQT writing test in 2007 will yield two years of scores on a comparable test and may be more indicative of student performance.