

## MEMORANDUM

April 23, 2008

TO: Board Members

FROM: Abelardo Saavedra  
Superintendent of Schools

SUBJECT: **PRELIMINARY SAT/NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST (PSAT/NMSQT): 2007–2008**

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

The Department of Research and Accountability has completed the 2007–2008 Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) Report. The PSAT/NMSQT was taken by students in October 2007 and serves as preparation for the Scholastic Aptitude Test (SAT), as a qualifying examination for numerous scholarship programs, including the National Merit Scholarship Program, and as a tool schools can use to identify students with the potential for success in Advanced Placement (AP) classes. The PSAT/NMSQT is comprised of three sections: critical reading, mathematics, and writing.

The attached report presents the PSAT results by school and for the district as a whole. This was the fifth 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.

- Of the 21,068 HISD juniors and sophomores eligible to take the PSAT, a total of 16,852 students participated in the fall 2007 PSAT/NMSQT. These included 9,363 sophomores and 7,489 juniors. The participation rate for all juniors and sophomores combined increased from 77.6 percent in 2006 to 80.0 percent in 2007, in the fifth year of the district initiative.
- During the fall of 2007, 83 percent of the schools had a participation rate of 75 percent or higher. This is an increase from the 76 percent of schools with a participation rate of 75 percent or higher in the fall of 2006.
- The average performance of HISD sophomores in the fall of 2007 was 36.9 reading, down .6 from 2006; 38.7 mathematics, down .5 from 2006; and 37.1 in writing, up .5 from 2006. Though HISD sophomores' mean PSAT scores for critical reading decreased from 2006 to 2007, the decline was less severe than those experienced by the state of Texas and the nation over the same time period, and the decline in mean scores for HISD sophomores in mathematics was less than for sophomores statewide from 2006 to 2007.
- The average performance of HISD juniors in the fall of 2007 was 40.7 reading, down .8 from 2006; 42.5 in mathematics, down .3 from 2006; and 40.7 in writing, the same as 2006. Though HISD juniors' mean PSAT scores for critical reading decreased from 2006 to 2007, the decline was less severe than that experienced by the state of Texas and the nation over the same time period, and the decline in mean scores for HISD juniors in mathematics was less than for their Texas counterparts from 2006 to 2007.
- For the fall 2007 PSAT administration, the highest mean reading and writing scores of sophomores were achieved by students at Carnegie Vanguard High School at 53.5 and 52.5, respectively. The highest mean mathematics score was achieved by students at DeBakey High School for Health Professions at 56.4.

- For the fall 2007 test administration, the highest mean reading and writing scores of juniors were achieved by students at Carnegie Vanguard High School at 58.0 and at 56.7, respectively. The highest mean mathematics score was achieved by juniors at DeBakey High School for Health Professions at 62.5.
- For combined sophomores and juniors tested in the fall of 2007, 26.0 percent met the district's performance standard of 45 or higher in reading, 30.4 percent met the same standard in mathematics, and 26.4 met the writing standard.



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Attachment

cc: Superintendent's Direct Reports  
Debra Rimmer-Mayorga  
Graciela Montemayor-Cantu  
Erica Lopez  
Cyndi Boyd

# RESEARCH

Educational Program Report



## PSAT/NMSQT Report 2007-2008



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# **PSAT/NMSQT 2007–2008**

## **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 fifth year of the HISD PSAT Initiative. The investigation was also designed to compare the current year's results with the previous two year's results, including the participation rates of sophomores and juniors as well as their mean scores and the percents of these students that met or exceeded the PSAT standard of 45 on each subject test.

### **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 17, 2007.

### **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 writing subtest was realigned in 2006 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 16,852 HISD sophomores and juniors participated in the fall 2007 PSAT/NMSQT. The percent of sophomores and juniors who participated increased from 77.6 percent in 2006 to 80.0 percent in 2007. The number of sophomores taking the PSAT/NMSQT decreased by 567 students from the previous year, and the number of juniors tested increased by 67 students. For the 2005–06 school year, 37 HISD schools participated in the PSAT/NMSQT, and data were received for all schools. In 2006–

2007, Kay On-Going Education Center and Middle College for Technology Careers were closed, and Community Services did not participate in the PSAT testing; thus, the number of HISD campuses participating in the PSAT/NMSQT decreased to 34. For the 2007–2008 school year, two new campuses, East Early College High School and Empowerment High School participated in the PSAT/NMSQT, and one campus, H.P Carter High School, did not test students, resulting in the participation of 35 HISD schools. Data were received for all campuses. East Early College High School and Empowerment High School 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 21,068 HISD juniors and sophomores eligible to take the PSAT, a total of 16,852 students participated in the fall 2007 PSAT/NMSQT. These included 9,363 sophomores and 7,489 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. The junior year is the year when participation qualifies a student for National Merit scholarships and recognition; many students take the exam in the sophomore year to prepare for the junior year testing. **Table 1** shows the number and rate of participation for HISD sophomores and juniors from the fall of 2005 to the fall of 2007.

Table 1: PSAT Participation Rates of HISD Sophomores and Juniors and Combined, Fall 2005 to Fall 2007

Grade	Fall 2005			Fall 2006			Fall 2007		
	N	N Tested	% Tested	N	N Tested	% Tested	N	N Tested	% Tested
10th	12,269	10,084	82.2	12,159	9,930	81.7	11,244	9,363	83.3
11th	10,691	7,613	71.2	10,192	7,422	72.8	9,824	7,489	76.2
10th & 11th Combined	22,960	17,697	77.1	22,351	17,352	77.6	21,068	16,852	80.0

- The level of participation of sophomores increased from 81.7 percent in 2006 to 83.3 percent in 2007. For juniors, the level of participation of all students increased from 72.8 percent in the fall of 2006 to

76.2 percent in 2007. The participation rate for all juniors and sophomores combined increased from 77.6 percent in 2006 to 80.0 percent in 2007, in the fifth 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 2005 to Fall 2007, by Gender

Grade	Fall 2005				Fall 2006				Fall 2007			
	Female		Male		Female		Male		Female		Male	
	N Enrolled	% Tested										
10th	6,146	84.4	6,110	79.3	6,136	83.6	6,023	79.1	5,580	84.2	5,664	81.6
11th	5,454	74.4	5,261	67.2	5,257	75.3	4,935	69.8	5,113	77.6	4,711	74.2
Combined	11,600	79.7	11,371	73.7	11,393	79.8	10,958	74.9	10,693	81.1	10,375	78.3

- Of the 10,693 female sophomores and juniors eligible to take the PSAT in 2007, 81.1 percent took the examination, compared with the 79.8 percent that took the PSAT in the fall of 2006. Of the 10,375 male sophomores and juniors eligible to take the PSAT in 2007, 78.3 percent took the examination, up from 74.9 percent in 2006.

Table 3: PSAT Participation Rates of HISD Sophomores, Juniors, and Combined: Fall 2005 to Fall 2007, By Ethnicity

Grade	Fall 2007							
	African American		Asian American		Hispanic		White	
	N Enrolled	% Tested	N Enrolled	% Tested	N Enrolled	% Tested	N Enrolled	% Tested
10th	3,529	73.1	472	90.5	6,024	80.2	1,207	74.8
11th	3,090	64.4	459	85.6	4,994	75.5	1,269	75.2
10th & 11th	6,619	69.0	931	88.1	11,018	78.1	2,476	75.0
Grade	Fall 2006							
	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
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

- The fall of 2007 participation rates for sophomores by race/ethnicity indicated that Asian American sophomore students had the highest participation rate with 90.5 percent testing. African American

sophomores had the lowest participation rate at 73.1 percent. Asian American juniors had the highest participation rate at 85.6 percent, while African American juniors had the lowest rate at 64.4 percent.

- When compared to fall 2006 participation rates, the percentage of sophomores participating during the current school year improved for African American, Asian American, and Hispanic students, while participation for White students declined.
- The percentage of juniors participating during the fall of 2007 improved for Asian American, Hispanic, and White students, while participation for African American students declined from the fall of 2006.

The gender composition of the sophomores and juniors that took the PSAT in the fall of 2007 is presented in **Table 4**.

Table 4: Composition of Fall 2005 to Fall 2007 PSAT Takers by Gender

Grade	N Tested			% Female			% Male		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Sophomores	10,084	9,930	9,363	51.4	51.8	50.2	48.1	48.2	49.4
Juniors	7,613	7,422	7,489	53.3	53.5	53.0	46.4	46.5	46.7
Combined	17,697	17,352	16,852	52.2	52.4	51.4	47.4	47.3	48.2

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

- Of the 9,363 sophomores that took the PSAT in the fall of 2007, 50.2 percent were female and 49.4 percent were male, as compared to the fall 2006 test-takers who were 51.8 percent females and 48.2 percent males. The percentages of female and male juniors who have participated in the PSAT have remained relatively consistent from the fall of 2005 to the fall of 2007.

The racial/ethnic composition of the sophomores and juniors that took the PSAT in the fall of 2007 is presented in **Table 5**.

Table 5: Composition of Fall 2005 to Fall 2007 PSAT Test Takers by Race/Ethnicity

	Sophomores			Juniors			Combined		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
<b>Number Tested</b>	10,084	9,930	9,363	7,613	7,422	7,489	17,697	17,352	16,852
<b>% African American</b>	29.4	28.8	27.5	29.2	31.5	26.6	29.3	27.9	27.1
<b>% Asian American</b>	4.3	4.5	4.6	5.4	5.0	5.2	4.8	4.4	4.9
<b>% Hispanic</b>	51.9	49.1	51.6	50.0	44.6	50.3	51.1	47.2	51.0
<b>% White</b>	12.1	11.4	9.6	13.0	13.5	12.7	12.5	11.5	11.0

Note: Percents may not total 100 due to “no responses” or selection of ethnicities not included for the present analysis.

- Of the sophomores that took the PSAT in the fall of 2007, 51.6 percent were Hispanic, 27.5 percent were African American, 9.6 percent were White, and 4.6 percent were Asian American. When comparing the demographic composition of the sophomore participants in the fall of 2007 to the participation rates from the fall of 2006, the percentages of African American and White students decreased, while the percents of participation composed by Asian American and Hispanic students increased.

- Of the 7,489 juniors that took the PSAT in the fall of 2007, 50.3 percent were Hispanic, 26.6 percent were African American, 12.7 percent were White, and 5.2 percent were Asian American. The percent of participation composed by the Asian American and Hispanic subgroups increased from the fall of 2006 to the fall of 2007, and the percent of participation composed by the African American and White subgroups decreased over the same time period.

### **Participation by Schools**

A total of 35 HISD high schools had students taking the fall of 2007 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 2007, the highest participation rates were found at Eastwood Academy, where 100 percent of sophomores participated, and at both Debakey High School and East Early College High School, with 99.0 percent. The lowest participation rates for sophomores were found at Kashmere High School where 54.1 percent of the sophomores participated and at ALTA with a 54.7 percent participation rate.
- During the fall of 2007, 83 percent of the schools had a participation rate of 75 percent or higher. This is an increase from the 76 percent of schools with a participation rate of 75 percent or higher in the fall of 2006.
- When comparing the participation rates from fall 2006 to the fall of 2007, it was found that of the 35 schools participating, 20 schools showed improved participation rates for sophomores, not including the two new campuses.
- Jesse H. Jones High School exhibited the greatest gains in participation rates of 29 percentage points. The largest decrease in the participation of sophomores was found at Kashmere High School where participation decreased 13.5 percentage points.

Table 6: PSAT Participation Rates of Sophomores by School, Fall 2005 to Fall 2007

School	2005		2006		2007	
	Enrolled	% Tested	Enrolled	% Tested	Enrolled	% Tested
ALTA	226	70.4	113	62.8	137	54.7
Austin	395	93.4	511	91.0	465	93.1
Bellaire	915	82.6	867	91.1	826	87.9
Carnegie Vanguard	85	100.0	92	100.0	92	95.7
Challenge	89	95.5	119	97.5	81	98.8
Chavez	640	82.8	693	80.5	600	91.7
CEP	119	69.7	102	75.5	72	98.6
CLC HS	138	81.2	127	79.5	137	84.7
Davis	398	78.6	421	81.2	371	85.4
DeBakey HS	186	98.4	158	98.7	205	99.0
East Early College HS	**	**	**	**	104	99.0
Eastwood	71	98.6	72	100.0	62	100.0
Empowerment	**	**	**	**	36	94.4
Furr	258	79.5	231	81.8	192	84.4
HSLECJ	173	96.0	196	98.0	158	91.8
HSPVA	181	99.4	156	97.4	157	98.1
Houston	645	87.3	619	61.4	604	80.8
Jones	248	77.4	252	54.8	173	83.8
Jordan, Barbara	295	87.5	325	91.1	295	92.9
Kashmere	154	53.9	136	67.6	122	54.1
Lamar	943	92.4	972	89.8	703	89.5
Lee	461	73.5	462	66.2	450	59.8
Madison	557	79.4	610	84.9	581	88.8
Milby	560	88.8	574	85.7	469	85.9
Reagan	423	96.2	413	90.8	330	92.4
Scarborough	229	79.5	200	76.5	211	81.0
Sharpstown	398	82.9	427	85.7	386	82.6
Sterling	290	72.8	262	72.9	258	72.1
Waltrip	433	84.1	452	90.0	424	90.1
Washington	262	69.8	243	78.6	266	73.7
Westbury	646	76.5	543	78.1	471	80.9
Westside HS	769	81.3	722	87.1	742	91.2
Wheatley	253	75.9	310	85.2	269	83.6
Worthing	244	84.4	246	72.4	248	81.9
Yates	355	72.1	326	81.9	291	71.8

\*\* 2007 represents the first year of PSAT data for East Early College and Empowerment.

**Table 7** presents the number of enrolled students and the percentage 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 2007, the highest participation rates were found at Carnegie Vanguard, Eastwood High School, and The High School for Law Enforcement and Criminal Justice where 100 percent of the juniors participated. The lowest participation rates for the junior class in the fall of 2007 were found at the Contemporary Learning Center (CLC) where 1 percent of the enrolled juniors participated in taking the PSAT and at Yates High School where 14.3 percent of enrolled juniors participated.

- In the fall of 2007, 67 percent of schools had a participation rate of 75 percent or higher from their junior class. This is an increase from the 62 percent of schools in the fall of 2006 that had a participation rate of 75 percent or higher.
- When comparing the participation rates from fall 2006 to the fall of 2007, it was found that out of the 33 schools who participated, 22 schools showed improved participation rates for juniors.
- In a comparison of the junior classes from the fall of 2006 to the fall of 2007, Phyllis Wheatley High School and Community Education Partners exhibited the greatest gains in participation rates of 31.1 and 19.4 percentage points, respectively. The largest decrease in the participation of juniors was found at Jack Yates High School and the Contemporary Learning Center where participation decreased 66.4 and 59.9 percentage points, respectively.

Table 7: PSAT Participation Rates of Juniors by School, Fall 2005 to Fall 2007

School	2005		2006		2007	
	Enrolled	% Tested	Enrolled	% Tested	Enrolled	% Tested
ALTA	251	5.2	174	4.6	131	22.1
Austin	321	96.3	362	78.7	431	91.2
Bellaire	781	60.7	790	77.6	790	78.5
Carnegie Vanguard	79	98.7	76	100.0	81	100.0
Challenge	57	91.2	81	88.9	131	66.4
Chavez	472	91.9	532	83.8	431	96.8
CEP	51	7.8	36	0.0	36	19.4
CLC HS	104	80.8	110	60.9	104	1.0
Davis	348	87.6	333	82.9	323	94.4
DeBakey HS	172	99.4	160	100.0	123	99.2
Eastwood	62	90.3	59	98.3	70	100.0
Furr	196	79.6	191	71.7	191	79.1
HSLECJ	164	100.0	170	96.5	149	100.0
HSPVA	178	97.2	177	95.5	157	96.8
Houston	497	89.7	489	17.8	480	32.3
Jones	189	82.5	193	87.6	217	85.7
Jordan, Barbara	285	88.1	276	88.8	245	98.8
Kashmere	150	40.7	121	59.5	115	70.4
Lamar	765	96.1	833	94.1	920	93.5
Lee	438	84.7	333	60.7	240	77.5
Madison	522	86.2	485	86.8	491	86.4
Milby	429	85.3	485	89.7	467	86.1
Reagan	367	94.0	358	89.9	350	95.7
Scarborough	226	35.4	201	31.3	170	30.6
Sharpstown	402	79.4	303	88.1	279	88.5
Sterling	264	54.2	241	52.3	208	54.3
Waltrip	411	26.0	368	89.1	401	93.0
Washington	268	37.3	223	39.0	197	48.2
Westbury	445	31.7	434	30.6	394	46.4
Westside HS	673	80.5	659	84.2	648	84.4
Wheatley	192	81.8	254	58.7	245	89.8
Worthing	247	21.5	205	89.3	189	79.4
Yates	318	80.5	300	80.7	265	14.3

**Student Mean Performance**

In the following sections, the performance of both HISD sophomores and juniors was compared to those for the state of Texas and for the nation for the fall of 2005 through the fall of 2007. Also, the performance of both juniors and sophomores and these grades combined was analyzed for the fall of 2005 through the fall of 2007. Data were presented by mean score for each section: reading, mathematics, and writing. Data were presented in terms of districtwide and school-level performance. Results were disaggregated by student groups for the districtwide results.

**HISD, Texas, and the Nation**

Results from the PSAT/NMSQT for HISD sophomores and juniors compared with their statewide and nationwide counterparts from the fall of 2005 to the fall of 2007 are presented in **Table 8**.

Table 8: Mean PSAT Scores of HISD 10<sup>th</sup> and 11<sup>th</sup> Grade Students with Texas and Nation, Fall 2005 to Fall 2007

	<u>Sophomores</u>								
	2005			2006			2007		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
HISD	37.3	38.5	41.6	37.5	39.2	36.6	36.9	38.7	37.1
Texas	41.5	43.5	44.6	41.8	43.2	40.8	40.7	42.6	40.5
National	42.5	44.0	44.9	42.6	43.5	40.8	41.8	43.1	41.2

  

	<u>Juniors</u>								
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
HISD	40.2	41.5	44.2	41.5	42.8	40.7	40.7	42.5	40.7
Texas	44.9	47.1	47.8	45.3	46.8	44.5	44.1	46.2	43.9
Nation	47.5	49.2	49.3	47.7	48.5	45.8	46.7	48.2	45.9

- The average performance of HISD sophomores in the fall of 2007 was 36.9 reading, down .6 from 2006; 38.7 mathematics, down .5 from 2006; and 37.1 in writing, up .5 from 2006. Though HISD sophomores’ mean PSAT scores for critical reading decreased from 2006 to 2007, the decline was less severe than those experienced by the state of Texas and the nation over the same time period, and the decline in mean scores for HISD sophomores in mathematics was less than for sophomores statewide from 2006 to 2007. Since the fall of 2005, HISD sophomores have closed the gap between their performance in critical reading that of their state counterparts by .4 and between their performance in mathematics and that of their national counterparts by 1.1.
- The average performance of HISD juniors in the fall of 2007 was 40.7 reading, down .8 from 2006; 42.5 in mathematics, down .3 from 2006; and 40.7 in writing, the same as 2006. Though HISD juniors’ mean PSAT scores for critical reading decreased from 2006 to 2007, the decline was less severe than that experienced by the state of Texas and the nation over the same time period, and the decline in mean scores for HISD juniors in mathematics was less than for their state counterparts from 2006 to 2007. Since the fall of 2005, HISD juniors have closed the gap between their performance in critical reading that of their state and national counterparts by 1.3 and between their performance in mathematics and that of their national counterparts by 2.0.

### 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 2005 to 2007 PSAT/NMSQT are presented in **Table 9**. The averages of student reading, mathematics, and writing scores were calculated and analyzed to describe student performance of specific student groups.

Table 9: PSAT Mean Reading, Math, and Writing Scores by Student Group: Sophomores, Juniors, and Combined; Fall 2005 to Fall 2007

Student Group	Fall 2007								
	Sophomores			Juniors			Combined		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
All Students	36.9	38.7	37.1	40.7	42.5	40.7	38.6	40.4	38.7
African American	35.2	36.3	35.9	38.3	39.0	38.9	36.5	37.5	37.2
Asian American	47.5	53.3	45.9	50.6	56.5	48.8	49.0	54.8	47.3
Hispanic	34.9	37.1	35.1	38.2	40.4	38.1	36.3	38.5	36.4
White	48.2	48.9	47.9	51.9	53.0	51.5	50.1	51.0	49.8
Female	37.6	38.4	38.3	41.3	42.0	41.7	39.3	40.0	39.9
Male	36.1	39.2	35.9	40.0	43.0	39.6	37.8	40.8	37.5
Fall 2006									
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
Fall 2005									
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

- The average performance of sophomores in the fall of 2007 was 36.9 reading, 38.7 mathematics, and 37.1 writing. The average performance of HISD juniors in the fall of 2007 was 40.7 reading, 42.5 mathematics, and 40.7 writing. The average performance of HISD sophomores and juniors combined in the fall of 2007 was 38.6 reading, 40.4 mathematics, and 38.7 writing.
- When compared to fall 2006 results, the performance of all sophomores, juniors, and combined sophomores and juniors tested in 2007 declined on the critical reading and mathematics sections of the PSAT and increased or remained constant in the writing.

- In the sophomore class tested in the fall of 2007, all of the racial/ethnic groups experienced an increase in mean score on the writing section of the PSAT when compared to the performance of cohorts tested in the fall of 2006, and Asian American sophomores experienced an increase in mean scores on all sections of the PSAT from the fall of 2006. All student groups in the junior class experienced a decrease in mean score on all three sections of the PSAT from the fall of 2006, except for African American juniors, whose writing mean score increased compared to 2006 performance.
- For both the sophomore and junior classes, females outperformed males on the reading and writing sections of the fall 2007 PSAT, while males outperformed females on the mathematics section.

The fall 2007 PSAT mean scores for the reading, mathematics, and writing sections were also examined to determine the relationship between the performances of student groups. Specifically, the achievement gap between minority student groups, Hispanic and African American students, and their White cohorts was examined. The districtwide differences in mean scores were calculated for sophomores, juniors, and those grades combined. These results are presented in **Table 10**.

Table 10: PSAT Mean Score Achievement Gap for Reading, Math, and Writing: Sophomores, Juniors, and Combined;  
Fall 2005 to Fall 2007

	<u>2007</u>								
	<u>Sophomores</u>			<u>Juniors</u>			<u>Combined</u>		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
African American-White	-13.0	-12.6	-12.0	-13.6	-14.0	-12.6	-13.6	-13.5	-12.6
Hispanic-White	-13.3	-11.8	-12.8	-13.7	-12.6	-13.4	-13.8	-12.5	-13.4
<u>2006</u>									
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
<u>2005</u>									
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

- In fall 2007, the largest achievement gap between White sophomores and their minority cohorts on the reading PSAT was -13.3 between White and Hispanic students. On the mathematics section, the largest achievement gap was -12.6 between White and African American students. On the writing section, the largest achievement gap was -12.8 between White sophomores and their Hispanic cohorts.

- When comparing the results of sophomores from the fall of 2007 to the fall of 2006, the achievement gap between White student performance and minority student performance decreased for African Americans on the reading and writing sections of the PSAT and increased for Hispanic students on all three subject tests in 2007.
- The results of the analysis of the achievement gap between juniors indicated that the largest mean differences were between White and Hispanic students for the reading and writing sections of the fall 2007 PSAT at -13.7 and 13.4, respectively. On the mathematics section, the largest achievement gap was between White and African American students, at -14.0.
- When comparing the results of juniors from the fall of 2007 to the fall of 2006, the achievement gap between White student performance and minority student performance decreased for African Americans in all subjects on the PSAT and increased for Hispanic students in 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 2005 to 2007 PSAT/NMSQT are presented in **Tables 11–13**. The averages of student reading, mathematics, and writing scores were calculated and analyzed to describe student performance.

Table 11: PSAT Mean Reading, Math, and Writing Scores by School: Sophomores, Fall 2005 to Fall 2007

School	2005			2006			2007		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
ALTA	31.9	31.5	35.9	32.1	33.7	31.3	31.3	32.1	31.6
Austin	33.7	36.1	38.5	32.4	36.1	31.6	31.9	35.5	32.0
Bellaire	47.9	49.7	51.0	47.1	49.0	46.0	46.8	48.6	46.7
Carnegie Vanguard	53.5	52.6	55.8	55.0	53.1	52.2	53.5	54.4	52.5
Challenge	47.7	46.2	48.6	45.0	45.9	43.3	42.9	43.4	43.7
Chavez	34.6	36.0	39.0	36.1	37.0	35.0	34.8	37.8	35.0
CEP	31.1	31.6	37.1	30.6	31.9	29.9	32.7	31.5	31.9
CLC HS	30.9	31.5	36.8	30.7	32.5	29.7	29.5	30.5	29.2
Davis	32.6	34.9	38.3	33.6	36.0	33.8	32.9	36.4	33.8
DeBakey HS	51.6	55.5	54.2	50.0	56.6	49.0	52.6	56.4	51.2
East Early College	**	**	**	**	**	**	41.1	44.0	42.8
Eastwood	38.0	40.8	43.8	39.2	41.6	39.3	40.5	44.5	40.2
Empowerment	**	**	**	**	**	**	37.6	36.7	36.1
Furr	32.3	33.7	38.7	33.9	34.6	32.4	34.2	36.1	34.7
HSLECJ	39.7	39.5	43.5	39.5	40.0	38.4	39.4	39.4	39.4
HSPVA	49.0	47.3	51.9	50.2	49.1	49.8	50.2	49.6	50.6
Houston	33.2	34.7	37.8	33.2	35.6	33.1	31.0	33.7	31.9
Jones	31.7	32.2	38.0	32.8	33.3	31.3	31.9	33.0	31.9
Jordan, Barbara	34.9	35.8	40.1	34.8	36.1	35.1	34.8	35.4	36.0
Kashmere	33.5	34.5	37.6	33.3	34.3	33.1	32.8	34.1	30.8
Lamar	43.2	43.6	45.4	43.8	44.8	42.2	44.8	45.0	43.4
Lee	32.9	35.7	38.1	32.8	36.0	31.7	33.3	38.2	33.6
Madison	33.9	35.1	39.0	34.2	36.9	32.8	33.1	35.4	33.7
Milby	34.8	37.6	39.8	35.5	38.0	34.6	33.0	35.1	33.3
Reagan	35.5	35.1	39.7	35.4	36.8	33.9	34.9	35.7	35.5
Scarborough	33.7	35.1	38.0	33.3	35.1	32.8	33.5	35.7	33.4
Sharpstown	34.6	35.4	39.0	33.4	35.0	31.9	31.9	34.8	32.0
Sterling	33.1	34.1	39.3	33.9	33.7	32.4	33.8	34.6	33.8
Waltrip	37.9	39.3	41.5	37.7	38.9	36.6	36.8	38.3	37.9
Washington	36.6	38.3	41.6	38.5	40.7	38.1	34.8	37.9	35.8
Westbury	34.3	35.3	39.3	34.9	36.6	34.0	34.6	35.0	34.7
Westside HS	41.9	42.9	44.7	42.5	43.4	40.5	41.0	42.3	40.4
Wheatley	29.6	30.8	36.2	32.4	33.5	32.4	31.3	34.6	32.8
Worthing	33.0	34.7	38.1	32.4	33.4	32.3	32.5	34.2	33.5
Yates	33.6	33.3	38.4	32.2	34.4	32.0	31.7	32.8	33.5

\*\* 2007 represents the first year of PSAT data for East Early College and Empowerment.

- For the fall 2007 test administration, the highest mean reading scores of sophomores were achieved by students at Carnegie Vanguard High School at 53.5 and DeBakey High School at 52.6. The lowest mean reading scores were found at CLC, 29.5, and at Sam Houston High School, 31.0.
- The highest mean mathematics scores were achieved by students at DeBakey High School for Health Professions, 56.4, and Carnegie Vanguard, 54.4. The lowest mean mathematics scores were found at CLC, 30.5, and CEP, 31.5.
- The highest mean writing scores for sophomores on the fall 2007 administration of the PSAT/NMSQT were achieved by students at Carnegie Vanguard, 52.5, and DeBakey, 51.2. The lowest mean writing scores were found at CLC, 29.2, and at Kashmere High School, 30.8.

- When comparing sophomore performance at each school from the fall of 2007 to the fall 2006 results, it was found that of the 33 campuses who tested in 2006 and 2007, 24 percent of the campuses showed an improved mean reading performance, 36 percent of schools exhibited improvement in mathematics, and 76 percent of schools showed improved scores in writing.

Table 12: PSAT Mean Reading, Math, and Writing Scores by School: Juniors, Fall 2005 to Fall 2007

School	2005			2006			2007		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
ALTA	32.8	32.1	37.3	34.6	33.4	34.8	37.1	36.1	35.0
Austin	35.7	39.5	40.1	37.0	40.3	35.9	34.6	38.5	34.7
Bellaire	56.3	58.8	59.1	53.0	55.1	52.3	52.3	54.7	52.3
Carnegie Vanguard	54.6	56.5	56.3	58.7	56.8	56.6	58.0	57.4	56.7
CEP	**	**	**	**	**	**	31.1	30.7	31.9
Challenge	48.8	48.4	50.4	52.6	50.1	49.7	47.7	47.2	46.2
Chavez	35.9	37.6	40.5	37.7	39.1	36.8	36.7	39.4	37.0
CLC HS	34.4	32.8	37.9	33.0	33.5	33.7	29.0	28.0	20.0
Davis	33.9	36.2	39.3	36.0	38.4	35.0	34.6	38.0	35.9
DeBakey HS	53.6	59.1	57.3	56.6	62.3	57.3	55.4	62.5	55.1
Eastwood	39.1	41.2	44.4	42.0	45.8	44.6	41.4	44.3	41.4
Furr	34.9	35.4	40.4	35.1	36.3	33.6	35.4	37.5	36.6
HSLECJ	43.2	43.9	45.4	42.8	43.5	41.8	41.7	42.3	41.6
HSPVA	54.2	53.5	58.1	55.5	52.9	55.3	53.2	52.7	52.6
Houston	33.9	35.3	39.1	41.3	42.9	41.1	37.5	39.1	36.6
Jones	34.4	34.9	39.8	36.0	35.6	34.2	33.0	34.1	33.7
Jordan, Barbara	38.0	38.1	42.3	37.5	37.7	36.9	37.0	37.8	37.3
Kashmere	35.0	36.4	41.2	34.9	35.4	33.8	33.8	37.0	35.3
Lamar	47.5	47.9	49.3	47.2	47.6	46.0	46.3	46.9	45.6
Lee	34.5	36.3	39.0	35.8	39.9	35.1	34.2	37.6	34.9
Madison	36.2	35.6	40.3	36.7	37.6	35.6	35.0	37.3	35.7
Milby	36.6	39.4	41.0	37.6	40.3	37.6	36.9	39.8	36.4
Reagan	34.9	36.3	39.8	37.6	39.1	36.7	36.9	37.9	36.7
Scarborough	39.4	40.7	44.2	37.1	37.3	37.0	40.6	40.3	40.3
Sharpstown	35.3	36.4	39.8	36.1	38.1	35.3	36.1	38.9	36.1
Sterling	35.3	36.6	41.4	37.1	37.3	34.8	37.4	36.8	38.2
Waltrip	45.6	46.7	47.4	41.3	41.1	39.7	40.0	40.2	40.0
Washington	44.8	48.2	49.6	45.9	47.3	45.6	44.4	47.7	45.2
Westbury	38.7	39.4	42.3	40.4	40.6	40.1	40.2	41.0	40.2
Westside HS	46.4	47.5	48.6	46.3	47.3	44.6	45.9	47.1	44.7
Wheatley	32.0	32.0	37.1	31.8	34.8	32.5	34.3	36.0	33.9
Worthing	32.8	36.5	37.9	34.8	37.1	34.1	35.1	35.8	35.8
Yates	33.8	34.4	39.0	34.7	35.1	33.5	33.6	33.3	35.5

\*\* 2007 represents the first year of junior data for CEP.

- For the fall 2007 test administration, the highest mean reading scores of juniors were achieved by students at Carnegie Vanguard High School, 58.0, and DeBakey High School, 55.4. The lowest mean reading scores were found at CLC, 29.0 and Jones High School, 33.0.
- The highest mean mathematics scores were achieved by juniors at DeBakey High School for Health Professions, 62.5, and Carnegie Vanguard, 57.4. The lowest mean mathematics scores were found at CLC, 28.0, and Yates High School, 33.3.

- The highest mean writing scores for juniors on the fall 2007 administration of the PSAT/NMSQT were achieved by students at Carnegie Vanguard, 56.7, and DeBakey High School, 55.1. The lowest level of writing performance was found at CLC, 20.0, and Jones High School, 33.7.
- When comparing junior performance from the fall of 2007 to the fall of 2006 results, it was found that for the 33 campuses with results for 2006 and 2007, 18 percent showed an improved mean reading, and 36 percent showed an increase in mathematics performance, and 52 percent showed improvement on the writing section.

Table 13: PSAT Mean Reading, Math, and Writing Scores by School: Combined Sophomores and Juniors, Fall 2005 to Fall 2007

School	2005			2006			2007		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
ALTA	32.0	31.5	36.0	32.4	33.7	31.7	32.9	33.2	32.6
Austin	34.6	37.6	39.2	34.2	37.7	33.2	33.2	36.9	33.3
Bellaire	51.2	53.2	54.1	49.6	51.7	48.8	49.3	51.4	49.3
Carnegie Vanguard	54.0	54.5	56.1	56.7	54.8	54.2	55.6	55.8	54.5
Challenge	48.1	47.0	49.3	47.9	47.5	45.7	45.4	45.4	45.0
Chavez	35.2	36.7	39.7	36.8	37.9	35.8	35.6	38.5	35.9
CEP*	31.2	31.8	36.9	30.6	31.9	29.9	32.6	31.5	31.9
CLC HS	32.4	32.1	37.3	31.6	32.9	31.3	29.5	30.5	29.1
Davis	33.2	35.6	38.8	34.7	37.1	34.3	33.8	37.2	34.9
DeBakey HS	52.6	57.3	55.7	53.3	59.5	53.2	53.7	58.7	52.7
East Early College	**	**	**	**	**	**	41.1	44.0	42.8
Eastwood	38.5	41.0	44.1	40.4	43.5	41.6	41.0	44.4	40.9
Empowerment	**	**	**	**	**	**	37.6	36.7	36.1
Furr	33.4	34.4	39.5	34.4	35.3	32.9	34.8	36.8	35.6
HSLECJ	41.5	41.7	44.4	41.0	41.6	39.9	40.6	40.9	40.6
HSPVA	51.5	50.3	54.9	53.0	51.1	52.7	51.7	51.2	51.6
Houston	33.5	34.9	38.4	34.7	36.9	34.6	32.5	35.0	33.0
Jones	32.9	33.4	38.8	34.5	34.6	32.9	32.5	33.6	32.9
Jordan, Barbara	36.4	36.9	41.2	36.0	36.8	35.9	35.8	36.6	36.7
Kashmere	34.2	35.3	39.1	34.0	34.8	33.4	33.4	35.7	33.3
Lamar	45.2	45.6	47.2	45.4	46.1	44.0	45.7	46.1	44.7
Lee	33.7	36.0	38.6	34.0	37.6	33.0	33.7	38.0	34.1
Madison	35.1	35.3	39.7	35.3	37.2	34.0	33.9	36.3	34.6
Milby	35.5	38.4	40.3	36.5	39.1	36.0	34.9	37.4	34.9
Reagan	35.3	35.6	39.7	36.4	37.9	35.2	35.9	36.8	36.1
Scarborough	35.4	36.8	39.9	34.4	35.7	34.0	35.2	36.8	35.0
Sharpstown	34.9	35.9	39.4	34.6	36.3	33.3	33.8	36.6	33.8
Sterling	34.0	35.1	40.1	35.2	35.1	33.4	35.2	35.4	35.4
Waltrip	39.7	41.0	42.8	39.3	39.9	38.0	38.4	39.2	39.0
Washington	39.5	41.8	44.4	40.8	42.8	40.5	37.9	41.1	38.9
Westbury	35.3	36.2	39.9	36.2	37.6	35.4	36.4	36.9	36.5
Westside HS	44.0	45.0	46.5	44.3	45.2	42.4	43.2	44.4	42.4
Wheatley	30.7	31.3	36.6	32.2	33.9	32.4	32.8	35.3	33.3
Worthing	33.0	35.1	38.0	33.6	35.3	33.2	33.6	34.9	34.5
Yates	33.7	33.9	38.7	33.4	34.7	32.7	32.0	32.9	33.8

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

\*\* 2007 represents the first year of PSAT data for East Early College and Empowerment.

- When comparing the combined performance of sophomores and juniors combined from the fall of 2007 to the fall of 2006 results for the 33 campuses who tested in both years, it was found that 27 percent showed improved mean reading scores, 36 percent showed improved mean mathematics scores, and 67 percent showed improved mean writing scores.

**Districtwide Performance by PSAT Standard**

The fall 2005 to 2007 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 14**. Results by race/ethnicity and gender are based on these standards.

Table 14: 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 to Fall 2007

<b>Fall 2007</b>									
<b>Student Group</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>
All Students	20.6	24.6	21.5	32.8	37.7	32.6	26.0	30.4	26.4
African American	14.7	15.1	15.5	24.5	24.7	25.9	19.0	19.3	20.0
Asian American	56.0	71.9	53.6	69.0	81.2	62.8	62.2	76.3	58.0
Hispanic	12.7	18.2	13.9	22.6	30.5	22.6	17.0	23.6	17.7
White	62.5	64.9	64.9	75.5	77.3	73.8	69.1	71.2	69.5
Female	22.6	23.1	24.4	35.3	36.4	35.5	28.4	29.2	29.5
Male	18.6	26.2	18.6	30.2	39.4	29.3	23.6	31.9	23.2
<b>Fall 2006</b>									
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
<b>Fall 2005</b>									
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 2007, 20.6 percent met the district’s standard of a score of 45 or better in reading, 24.6 percent of the same students met the mathematics standard, and 21.5 percent met the standard for writing. The percent meeting the standard in 2007 decreased by .3 percentage points in reading and 2.1 percentage points in mathematics from 2006. The percent of sophomores meeting the standard in writing increased from 2006 by 2.0 percentage points.
- In 2007, White students achieved the highest performance of sophomores on the reading and writing PSAT standard with 62.5 and 64.9 percent meeting this standard, respectively. On the mathematics section, 71.9 percent of the Asian American sophomores met the standard. African American and White sophomores experienced an improvement in the percent meeting the district standard on the reading section from the fall of 2006, and Asian American sophomores improved in the percent meeting the mathematics standard. All student groups experienced an improvement in the percent meeting the standard on the writing section from the fall of 2006.
- Both female and male sophomores experienced an improvement in the percent achieving a score of 45 or higher in writing from the fall of 2006. 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.
- For all juniors tested in the fall of 2007, 32.8 percent met the reading standard of 45 or above, 37.7 percent met the same standard in mathematics, and 32.6 percent met the writing standard. This represents a decrease from the fall of 2006 junior results in all three PSAT subjects.
- White juniors had the highest percentage of students, 75.5 percent, meeting the reading standard and the writing standard, at 73.8 percent. Asian American juniors had the highest percentage of students, 81.2 percent, meeting the mathematics standard. The percentage of African American juniors who met the writing standard increased from 2006, while the percentages for all student groups decreased for reading and mathematics.
- Female juniors experienced an improvement in the percent achieving a score of 45 or higher in both reading and writing from the fall of 2006. 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.
- For combined sophomores and juniors tested in the fall of 2007, 26.0 percent met the reading standard of 45 or above, 30.4 percent met the same standard in mathematics, and 26.4 met the writing standard. White students had the highest percentage of students, 69.1 percent, meeting the reading standard, Asian American students had the highest percentage of students, 76.3 percent, meeting the mathematics standard, and White students had the highest percentage meeting the writing standard, with 69.5 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 15–17**.

Table 15: Percentage of Sophomores, Juniors, and Combined that Met or Exceeded Standard of 45 on PSAT Reading, Fall 2005 to Fall 2007

School	Sophomores			Juniors			Combined		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
ALTA	1.3	4.2	4.0	0.0	0.0	17.2	1.2	3.8	7.7
Austin	4.3	4.3	4.6	12.6	14.0	10.7	8.1	8.0	7.5
Bellaire	59.8	54.3	54.4	80.6	73.1	73.5	67.8	62.5	63.2
Carnegie	80.0	81.5	87.5	92.3	92.1	90.2	85.9	86.3	88.8
Challenge	60.0	43.1	40.0	63.5	77.8	65.5	61.3	56.4	53.3
Chavez	6.8	14.2	10.9	13.8	17.0	14.6	10.0	15.4	12.5
CEP	3.6	2.6	11.3	*	*	*	3.4	2.6	10.3
CLC	0.0	3.0	0.9	7.1	9.0	***	3.1	5.4	0.9
Davis	3.2	5.8	6.3	6.9	10.1	8.9	5.0	7.8	7.6
DeBakey	84.7	74.4	82.8	87.1	93.8	90.2	85.9	84.2	85.5
East Early College	**	**	28.2	**	**	*	**	**	28.2
Eastwood	15.7	26.4	24.2	23.2	31.0	30.0	19.0	28.5	27.3
Empowerment	**	**	23.5	**	**	*	**	**	23.5
Furr	5.9	7.9	8.7	9.7	10.9	9.9	7.5	9.2	9.3
HSLECJ	18.7	19.8	23.4	43.3	36.6	32.3	30.9	27.5	28.2
HSPVA	65.0	72.4	66.2	80.3	81.7	82.2	72.5	77.3	74.2
Houston	4.6	7.4	2.7	6.3	32.2	19.4	5.4	12.0	6.7
Jones	2.1	2.9	3.4	3.8	17.2	9.7	2.9	10.7	6.9
Jordan	9.3	10.5	12.0	18.7	21.6	16.5	13.9	15.5	14.1
Kashmere	8.4	8.7	4.5	9.8	12.7	9.9	9.0	10.4	7.5
Lamar	40.9	42.7	50.6	57.4	53.6	55.9	48.4	47.9	53.7
Lee	5.3	5.6	7.1	9.4	13.9	7.1	7.5	8.9	7.1
Madison	6.3	6.9	6.4	12.2	15.2	12.7	9.3	10.6	9.3
Milby	8.0	12.0	8.2	11.7	16.6	15.7	9.6	14.1	11.9
Reagan	10.6	10.1	12.1	8.1	16.5	18.8	9.5	13.1	15.6
Scarborough	6.6	9.8	8.2	23.8	28.6	23.1	11.8	15.3	11.7
Sharpstown	7.6	7.9	5.7	10.4	15.8	16.7	9.0	11.2	10.5
Sterling	5.7	7.9	9.7	10.5	14.3	19.5	7.6	10.4	13.4
Waltrip	19.5	18.7	14.1	52.3	34.1	31.1	27.0	25.6	22.5
Washington	15.8	26.2	12.8	49.0	48.3	48.4	27.6	33.1	24.4
Westbury	8.3	12.3	11.6	23.4	31.6	31.7	11.7	16.9	18.1
Westside	37.8	37.7	34.6	54.8	55.9	55.4	45.7	46.2	43.9
Wheatley	1.6	5.7	4.9	1.3	3.4	9.5	1.4	4.8	7.2
Worthing	5.3	5.1	5.4	9.4	11.5	14.7	6.2	8.4	9.3
Yates	5.5	5.3	7.2	4.3	11.6	0.0	4.9	8.3	6.1

\* Community Education Partners (2005-2006), East Early College, and Empowerment (2007) only tested sophomores.

\*\* 2007 represents the first year of PSAT data for East Early College and Empowerment.

\*\*\* Fewer than 5 tested.

- For the fall of 2007 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 87.5 percent met the standard.
- For the fall of 2007 administration of the PSAT, the highest percentage of juniors that met the HISD standard score of 45 on reading performance was found at both Carnegie Vanguard and DeBakey High School for Health Professions where 90.2 percent met the standard.

- When comparing the fall 2007 reading results with the fall 2006 results for the 33 campuses with both years of data, 48 percent of the campuses tested exhibited improvement in the percentage of sophomores and 33 percent of the campuses showed improvement at the junior level on the district standard for the reading PSAT.

Table 16: Percentage of Sophomores, Juniors, and Combined that Met or Exceeded Standard of 45 on PSAT Mathematics, Fall 2005 to Fall 2007

School	Sophomores			Juniors			Combined		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
ALTA	1.9	8.5	4.0	7.7	0.0	13.8	2.4	7.6	6.7
Austin	14.7	15.3	11.5	25.2	28.8	22.9	19.5	20.4	16.9
Bellaire	62.2	62.0	58.0	86.7	78.1	76.8	71.6	69.1	66.6
Carnegie	81.2	87.0	84.1	88.5	97.4	96.3	84.7	91.7	90.0
Challenge	50.6	58.6	41.3	71.2	69.4	64.4	58.4	62.8	53.3
Chavez	11.3	15.8	18.0	18.4	23.1	26.9	14.5	19.0	21.8
CEP	1.2	2.6	7.1	*	*	***	1.2	2.6	6.5
CLC	0.9	5.0	2.6	8.3	7.5	***	4.1	6.0	2.6
Davis	8.0	11.4	14.2	15.7	23.2	18.4	11.8	16.7	16.2
DeBakey	96.2	100.0	94.6	98.2	100.0	100.0	97.2	100.0	96.6
East Early College	**	**	46.6	**	**	*	**	**	46.6
Eastwood	24.3	30.6	45.2	28.6	56.9	50.0	26.2	42.3	47.7
Empowerment	**	**	14.7	**	**	*	**	**	14.7
Furr	6.3	12.2	11.7	13.6	15.3	17.9	9.5	13.5	14.7
HSLECJ	27.1	25.5	24.8	46.3	42.7	32.3	36.7	33.4	28.8
HSPVA	58.9	71.7	70.8	79.2	84.6	79.6	68.8	78.5	75.2
Houston	9.1	10.3	7.0	12.1	41.9	23.2	10.4	16.1	10.9
Jones	2.6	4.3	2.1	9.6	10.7	6.6	5.7	7.8	4.6
Jordan	10.1	12.8	8.4	20.7	18.8	20.7	15.4	15.5	14.1
Kashmere	8.4	8.7	9.1	6.6	12.7	19.8	7.6	10.4	15.0
Lamar	42.2	48.6	50.6	58.5	57.9	54.6	49.7	53.0	52.9
Lee	13.9	15.4	22.3	15.6	24.8	21.0	14.8	19.1	21.8
Madison	8.6	14.7	12.2	11.6	19.5	17.7	10.1	16.9	14.7
Milby	18.1	20.1	11.2	26.2	29.9	30.1	21.6	24.7	20.6
Reagan	9.8	15.8	11.5	15.4	23.6	23.7	12.4	19.4	17.8
Scarborough	9.3	10.5	11.7	33.8	22.2	25.0	16.8	13.9	14.8
Sharpstown	11.2	11.5	14.1	14.8	21.3	27.2	13.0	15.6	19.8
Sterling	3.8	5.8	5.9	13.3	20.6	17.7	7.6	11.7	10.4
Waltrip	24.7	23.6	21.5	57.9	33.3	31.6	32.3	27.9	26.5
Washington	26.8	32.5	20.0	59.0	65.5	63.2	38.2	42.8	34.1
Westbury	9.6	16.5	9.4	24.8	34.6	33.3	13.0	20.9	17.2
Westside	39.7	45.5	38.5	58.3	58.2	55.4	48.3	51.4	46.0
Wheatley	1.6	10.6	8.9	5.1	10.1	15.0	3.2	10.4	11.9
Worthing	7.3	9.0	8.9	13.5	18.7	12.8	8.5	13.9	10.5
Yates	8.4	9.5	6.2	8.3	12.1	2.6	8.3	10.8	5.7

\*Community Education Partners (2005-2006), East Early College, and Empowerment (2007) only tested sophomores.

\*\* 2007 represents the first year of PSAT data for East Early College and Empowerment.

\*\*\* Fewer than 5 tested.

- For the fall 2007 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 94.6 percent met the standard.

- For the fall of 2007 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 2007 math results with the fall 2006 results for the campuses with both years of data, 30 percent exhibited improvement in the percentage of sophomores meeting or surpassing the district standard for the mathematics PSAT. Additionally, 30 percent of the campuses showed improved junior-level performance when held to the math district standard.

Table 17: Percentage of Sophomores, Juniors, and Combined that Met or Exceeded Standard of 45 on PSAT Writing, Fall 2005 to Fall 2007

School	Sophomores			Juniors			Combined		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
ALTA	2.6	4.3	5.4	0.0	0.0	6.9	2.4	3.8	5.8
Austin	15.3	4.6	4.9	22.3	13.3	10.0	18.5	8.0	7.3
Bellaire	70.5	53.9	56.8	87.6	72.9	73.8	77.1	62.2	64.6
Carnegie	91.8	80.4	86.4	91.0	93.4	89.0	91.4	86.3	87.6
Challenge	64.7	40.5	48.8	75.0	73.6	54.0	68.6	53.2	51.5
Chavez	16.4	9.9	13.6	26.5	15.1	16.8	21.0	12.2	15.0
CEP	9.9	2.6	7.2	*	*	14.3	9.4	2.6	7.9
CLC	8.3	3.0	1.8	12.2	7.6	***	10.0	4.8	1.7
Davis	11.9	5.6	7.0	17.2	10.6	10.5	14.5	7.8	8.7
DeBakey	92.3	72.4	79.3	94.7	94.4	91.8	93.5	83.5	84.0
East Early College	**	**	37.9	**	**	*	**	**	37.9
Eastwood	47.1	26.4	17.7	42.9	58.6	34.3	45.2	40.8	26.5
Empowerment	**	**	17.6	**	**	*	**	**	17.6
Furr	16.3	7.9	12.7	26.6	13.9	16.8	20.8	10.5	14.7
HSLECJ	39.8	18.2	21.4	55.2	33.5	36.0	47.4	25.3	29.1
HSPVA	78.3	65.8	71.4	89.0	88.1	81.6	83.6	77.5	76.5
Houston	13.3	7.7	5.2	17.8	29.1	16.1	15.3	11.6	7.8
Jones	12.0	1.6	4.4	18.1	6.6	9.8	14.7	4.4	7.4
Jordan	19.1	7.1	12.1	35.5	20.7	19.4	27.2	13.2	15.6
Kashmere	9.6	4.5	1.6	27.9	8.5	10.0	17.4	6.3	6.3
Lamar	51.3	40.3	47.9	65.1	53.6	52.9	57.6	46.6	50.8
Lee	14.6	3.6	6.8	18.7	13.4	8.1	16.7	7.5	7.3
Madison	17.3	4.4	8.8	22.7	13.6	12.9	20.0	8.5	10.7
Milby	22.1	12.1	8.5	26.0	17.7	14.7	23.7	14.8	11.6
Reagan	22.0	11.3	13.5	19.9	18.0	18.3	21.0	14.4	16.0
Scarborough	9.9	5.3	9.6	42.5	23.0	21.2	19.8	10.4	12.3
Sharpstown	15.2	7.2	4.4	22.7	14.3	17.4	18.9	10.2	10.1
Sterling	17.5	8.4	4.3	27.3	15.9	19.6	21.5	11.4	10.1
Waltrip	30.5	18.9	19.7	62.6	31.7	30.8	37.8	24.6	25.2
Washington	23.6	22.5	16.1	70.0	50.6	51.6	40.1	31.3	27.9
Westbury	17.7	8.8	11.1	30.7	24.8	31.1	20.6	12.6	17.6
Westside	45.7	33.6	33.2	62.2	51.0	49.5	53.3	41.8	40.5
Wheatley	5.3	4.2	6.3	7.7	6.8	13.4	6.4	5.2	9.8
Worthing	13.1	5.2	7.6	13.5	10.6	15.0	13.1	7.9	10.7
Yates	12.0	5.3	8.9	17.1	7.1	10.5	14.6	6.2	9.1

\*Community Education Partners (2005-2006), East Early College, and Empowerment (2007) only tested sophomores.

\*\* 2007 represents the first year of PSAT data for East Early College and Empowerment.

\*\*\* Fewer than 5 tested.

- For the fall of 2007 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 86.4 percent met the standard.

- For the fall of 2007 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 91.8 percent met the standard.
- When comparing the fall 2007 writing results with the fall 2006 results for campuses with test data for both years, 73 percent exhibited improvement in the percentage of sophomores meeting the district standard for the writing PSAT, and 45 percent 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, for sophomores and juniors combined, there was an increase in the percent of participation for both female and male students and for students in all racial/ethnic student groups on the PSAT. Also, the 80.0 percent overall participation rate falls short of the 100 percent participation goal of the initiative. Both sophomores and juniors combined experienced a decrease in their average scores in reading and mathematics in 2007; however, writing performance increased from 2006.