

MEMORANDUM

February 22, 2010

TO: Board Members

FROM: Terry B. Grier, Ed.D.
Superintendent of SchoolsSUBJECT: **PRELIMINARY SAT/NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST
(PSAT/NMSQT) REPORT: FALL 2009–2010**

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

The results from the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) have been released by the College Board. The PSAT/NMSQT serves as preparation for the Scholastic Aptitude Test (SAT) and as a qualifying examination for numerous scholarship programs, including the National Merit Scholarship Program. In addition, the PSAT/NMSQT can be utilized to identify students who may be successful in Advanced Placement (AP) courses. The PSAT/NMSQT is comprised of three sections: critical reading, mathematics, and writing.

The October 2009 test administration marks the seventh year of the Houston Independent School District (HISD) PSAT Initiative, which provided funding for the testing of all sophomores. The results of the PSAT/NMSQT are provided below for the fall 2009 administration.

A total of 10,814 sophomores and 8,567 juniors took the PSAT in October of 2009. **Table 1** provides participation rates for HISD tenth and eleventh graders for 2008 and 2009.

Table 1: PSAT Participation Rates of HISD Sophomores, Juniors, and Combined:
Fall 2008 and 2009

Grade	Fall 2008			Fall 2009		
	N Enrolled	N Tested	% Tested	N Enrolled	N Tested	% Tested
10th	12,242	10,245	83.7	12,320	10,814	87.8
11th	9,737	7,641	78.5	11,143	8,567	76.9
10th & 11th Combined	21,979	17,886	81.4	23,463	19,381	82.6

* Enrollment data come from PEIMS January resubmission.

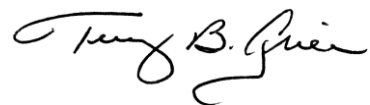
- For sophomores, the level of participation increased from 83.7 percent in 2008 to 87.8 percent in 2009, with the total number of sophomores taking the PSAT increasing by 569 students.
- In 2009, the level of participation for juniors decreased with 76.9 percent taking the PSAT compared with 78.5 percent participating in 2008. The total number of juniors taking the PSAT increased from 2008 to 2009 by 926.
- A total of 19,381 HISD students took the 2009 PSAT, representing 82.6 percent of enrolled sophomores and juniors, which was an increase over the 81.4 percent participating in 2008.

Table 2 provides the district-level scores for the PSAT from 2008 and 2009.

Table 2: Mean PSAT Scores for Sophomores, Juniors, and Combined: Fall 2008 and 2009						
Grade	Fall 2008			Fall 2009		
	Critical Reading	Math	Writing	Critical Reading	Math	Writing
10th	36.3	39.5	37.4	37.2	39.8	37.2
11th	39.8	42.6	41.0	40.0	43.1	40.1
10 th & 11 th Combined	37.8	40.8	38.9	38.4	41.2	38.4

- In 2009, the mean scores for critical reading and mathematics increased for HISD sophomores compared to their 2008 scores. In critical reading, the mean score for students in grade 10 increased from 36.3 to 37.2, and the mean mathematics score increased from 39.5 to 39.8. Writing scores decreased for HISD sophomores from 37.4 to 37.2.
- In 2009, HISD mean scores for critical reading and mathematics increased for HISD juniors compared to their 2008 scores. In critical reading, the mean score for students in grade 11 increased from 39.8 to 40.0, and the mean mathematics score increased from 42.6 to 43.1. Writing scores decreased for HISD juniors from 41.0 to 40.1.
- Mean scores for HISD tenth and eleventh graders combined increased in 2009 from 2008 in critical reading and mathematics. In critical reading, the combined mean score increased from 37.8 in 2008 to 38.4 in 2009. The mean mathematics score for HISD sophomores and juniors, combined, increased from 40.8 in 2008 to 41.2 in 2009, and the mean writing score decreased slightly from 38.9 in 2008 to 38.4 in 2009.

Attached is the complete report including an analysis of districtwide and campus PSAT/NMSQT results for tenth and eleventh graders and results by student groups for the fall of 2008 and fall 2009.



TBG

cc: Superintendent's Direct Reports
Noelia Garza
Martha Salazar-Zamora
June Giddings
Graciela Montemayor-Cantu
Tracye Wear

RESEARCH

Educational Program Report



PSAT /NMSQT Report 2009–2010



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Susan L. Walden, Ph.D.

Chih-Hsun Huang, Ed.D.

RESEARCH SPECIALISTS

Houston Independent School District

Hattie Mae White Educational Support Center

4400 West 18th Street

Houston, Texas 77092-8501

Website: www.houstonisd.org

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PSAT/NMSQT 2009–2010

Introduction

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT), which is a national examination administered in October of each year by the College Board, measures critical reading, mathematics problem solving, and writing skills. The PSAT/NMSQT serves as preparation for the SAT Reasoning Test (SAT). An 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. 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.

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 2009 administration, 73.4 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, and 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 to bring prospective students to the attention of colleges and universities.

In the fall of 2003, the Houston Independent School District (HISD) implemented the PSAT Initiative, known as PSAT for All, funded through the HISD Foundation, to enable the district to offer the PSAT to all tenth grade students attending HISD schools in the fall of 2003. This initiative provides schools with information about sophomores' academic strengths, assists the district in preparing students for college entrance exams, and aids the district in identifying students with the aptitude for Advanced Placement (AP) courses. This program was initially 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. 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 purpose of this report was to provide an examination of the participation and performance of HISD students under the seventh year of the HISD PSAT for All. The report was also designed to compare the current year's results with the previous year's results, including the participation rates of sophomores and juniors as well as their mean scores and the percentages of these students that met or exceeded the PSAT standard of 45 on each subject test.

Administration and Scoring

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 14, 2009. 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.

Methods

Participants

A total of 19,381 HISD sophomores and juniors participated in the fall 2009 PSAT/NMSQT. The percent of sophomores and juniors who participated increased from 81.4 percent in 2008 to 82.6 percent in 2009. The number of sophomores taking the PSAT/NMSQT increased by 569 students from the previous year, and the number of juniors tested increased by 926 students. The number of HISD campuses participating in the PSAT/NMSQT in the fall of 2008 was 36, and participation increased to include 39 campuses in 2009.

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. Data collected for the October submission and January resubmission were used to determine the total enrollment for district 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 percentage 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 at the district level. Demographic data used in the present report are based on students' self-reported data on the PSAT.

During analysis of the fall 2009 PSAT data, it was discovered that approximately 300 ninth graders from Westbury and Yates high schools were erroneously coded as tenth graders. Upon further examination, it was determined that the error at Westbury was that second-year freshmen were coded as sophomores on the PSAT, and the error at Yates involved the incorrect coding of all freshmen as sophomores. Results presented in this report reflect demographic data as reported on the PSAT; no alterations were made. Campus results reported for sophomores at Westbury and Yates high schools include results for freshmen who were incorrectly coded as sophomores; thus, interpretations should be made with caution.

Additionally, due to an error in the reporting of campus results with the College Board, the data for several new campuses were not provided to the district at the time of this report. The data for those campuses will be provided in an addendum to this report once they become available. The report that will be completed next year will be updated to reflect all available HISD data. The following new campuses were left from this report: Advanced Virtual Academy at Scarborough Charter, Energized for STEM Academy, High School for Business and Economic Success, Hope Academy Charter, and International High School at Sharpstown.

Results

Districtwide Participation

Of the 23,463 HISD juniors and sophomores eligible to take the PSAT, a total of 19,381 students participated in the fall 2009 PSAT/NMSQT. These included 10,814 students coded as sophomores and 8,567 juniors. Although Special Education and limited English proficient students were 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 2008 to the fall of 2009.

Table 1: PSAT Participation Rates of HISD Sophomores and Juniors and Combined, Fall 2008 and 2009

Grade	<u>2008</u>			<u>2009</u>		
	N Enrolled	N Tested	% Tested	N Enrolled	N Tested	% Tested
10th	12,242	10,245	83.7	12,320	10,814	87.8
11th	9,737	7,641	78.5	11,143	8,567	76.9
10th & 11th Combined	21,979*	17,886	81.4	23,463	19,381	82.6

*Enrollment data reflect PEIMS resubmission.

- The level of participation of sophomores increased from 83.7 percent in 2008 to 87.8 percent in 2009. For juniors, the level of participation of all students decreased from 78.5 percent in 2008 to 76.9 percent in 2009, although the actual number of juniors tested increased by 926. The participation rate for all juniors and sophomores combined increased from 81.4 percent in 2008 to 82.6 percent in 2009, in the seventh year of the district initiative.

Participation by student groups including gender and race/ethnicity was examined for the past two administrations of the PSAT. The results of this analysis including the number of students enrolled and the percent of students that participated as sophomores or juniors are provided in **Tables 2 and 3**.

Table 2: PSAT Participation Rates of HISD Sophomores and Juniors and Combined, Fall 2008 and 2009, by Gender

Grade	<u>2008</u>				<u>2009</u>			
	Female		Male		Female		Male	
	N Enrolled	% Tested	N Enrolled	% Tested	N Enrolled	% Tested	N Enrolled	% Tested
10th	6,060	85.5	6,182	80.7	6,026	89.1	6,294	85.1
11th	4,899	79.6	4,838	76.4	5,630	78.7	5,513	74.5
Combined	10,959	82.9	11,020	78.8	11,656	84.1	11,807	80.1

- Of the 11,656 female sophomores and juniors eligible to take the PSAT in 2009, 84.1 percent took the examination, compared with the 82.9 percent that took the PSAT in the fall of 2008. Of the 11,807 male sophomores and juniors eligible to take the PSAT in 2009, 80.1 percent took the examination, up from 78.8 percent in 2008.

Table 3: PSAT Participation Rates of HISD Sophomores, Juniors, and Combined: Fall 2008 and 2009,
By Ethnicity

Grade	<u>2009</u>							
	African American		Asian American		Hispanic		White	
	N Enrolled	% Tested	N Enrolled	% Tested	N Enrolled	% Tested	N Enrolled	% Tested
10th	3,694	81.2	464	91.2	7,037	81.2	1,112	80.8
11th	3,605	68.7	491	80.2	5,918	74.7	1,118	72.4
10th & 11th	7,299	75.0	955	85.5	12,955	78.3	2,230	76.6
Grade	<u>2008</u>							
	African American		Asian American		Hispanic		White	
	N Enrolled	% Tested	N Enrolled	% Tested	N Enrolled	% Tested	N Enrolled	% Tested
10th	3,934	74.0	486	86.0	6,672	79.2	1,141	79.4
11th	3,039	68.9	455	84.2	5,084	77.1	1,151	69.0
10th & 11th	6,973	71.8	941	85.1	11,756	78.3	2,292	74.2

Note: Students who did not provide ethnicity information are not included.

- The 2009 participation rates for sophomores by race/ethnicity indicated that Asian American students had the highest participation rate with 91.2 percent testing, while White sophomores had the lowest participation rate at 80.8 percent. Asian American juniors had the highest participation rate at 80.2 percent, while African American juniors had the lowest rate at 68.7 percent.
- When compared to 2008 participation rates, the percentage of sophomores participating in 2009 improved for all student groups. The percentage of juniors participating during the fall of 2009 improved for the White student group, but participation for all other student groups declined from the fall of 2008.

The gender composition of the sophomores and juniors that took the PSAT in the fall of 2008 and 2009 is presented in **Table 4**.

Table 4: Composition of 2008 and 2009 PSAT Takers by Gender

Grade	<u>N Tested</u>		<u>% Female</u>		<u>% Male</u>	
	2008	2009	2008	2009	2008	2009
Sophomores	10,245	10,814	50.6	49.7	48.7	49.5
Juniors	7,641	8,567	51.1	51.7	48.4	47.9
Combined	17,886	19,381	50.8	50.6	48.6	48.8

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

- Of the 10,814 sophomores that took the PSAT in the fall of 2009, 49.7 percent were female and 49.5 percent were male, as compared to the fall 2008 test takers who were 50.6 percent females and 48.7 percent males. For juniors participating in the 2009 PSAT, 51.7 percent were female and 47.9 percent were male.

The racial/ethnic composition of the sophomores and juniors that took the PSAT in the fall of 2008 and 2009 is presented in **Table 5**.

Table 5: Composition of PSAT Test Takers by Race/Ethnicity, Fall 2008 and 2009

	<u>Sophomores</u>		<u>Juniors</u>		<u>Combined</u>	
	2008	2009	2008	2009	2008	2009
Number Tested	10,245	10,814	7,641	8,567	17,886	19,381
% African American	28.4	27.7	27.4	28.9	28.0	28.2
% Asian American	4.1	3.9	5.0	4.6	4.5	4.2
% Hispanic	51.6	52.9	51.3	51.6	51.5	52.3
% White	8.8	8.3	10.4	9.4	9.5	8.8

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

- Of the sophomores, juniors, and both classes combined taking the PSAT in 2009, over 50 percent of those tested were Hispanic. The African American student group made up the next largest percentage taking the PSAT, and the smallest percentages taking the 2009 PSAT were White and Asian American students. The relative percentages of PSAT takers by race/ethnicity have remained fairly consistent over the past two years.

Participation by Schools

A total of 39 HISD high schools had students taking the fall of 2009 PSAT/NMSQT. **Table 6** presents the number of enrolled students and the percentages of sophomores and juniors from each of these high schools that took part in the PSAT/NMSQT for the past two years.

- During the fall of 2009, 92 percent of the schools who tested sophomores had a sophomore participation rate of 75 percent or higher. This is an increase from the 86 percent of schools with a participation rate of 75 percent or higher in the fall of 2008. When comparing the participation rates from fall 2008 to the fall of 2009, it was found that of the 35 schools that tested sophomores in both years, 24 schools showed improved participation rates.
- In the fall of 2009, 82 percent of schools that tested juniors had a participation rate of 75 percent or higher, which is an increase from the 69 percent of schools in the fall of 2008 that had participation rates of 75 percent or higher. When comparing the participation rates from fall 2008 to the fall of 2009, it was found that out of the 35 schools who participated in both years, 15 schools showed improved participation rates for juniors.

Table 6: PSAT Participation Rates of Sophomores and Juniors by School,
Fall 2008 and 2009

School	<u>Sophomores</u>		<u>Juniors</u>	
	<u>2008</u> % Tested	<u>2009</u> % Tested	<u>2008</u> % Tested	<u>2009</u> % Tested
Austin	92.7	94.4	90.3	91.2
Bellaire	85.3	85.8	64.8	58.2
Carnegie Vanguard	98.1	98.1	100.0	100.0
Carter Career	81.8	100.0	71.4	66.7
Challenge	97.1	97.4	63.2	82.1
Chavez	90.5	85.4	88.9	94.9
CEP	100.0	100.0	4.8	7.7
CLC HS	79.4	80.0	88.5	89.3
Davis	82.3	75.8	90.6	87.1
DeBakey HS	100.0	98.6	99.5	99.1
East Early College HS	94.3	98.1	*	99.0
Eastwood	95.3	98.0	98.5	100.0
Empowerment	100.0	*	100.0	100.0
Furr	82.5	82.7	77.3	88.2
HSLECJ	91.5	98.6	100.0	83.6
HSPVA	98.2	99.4	95.6	95.1
Houston Aca. Int'l.	**	98.0	**	97.1
Houston Math/Sci/Tec	86.9	87.9	86.4	93.9
Jones	85.3	80.8	77.9	87.9
Jordan, Barbara	88.8	98.2	96.8	92.9
Kashmere	49.1	57.1	63.6	50.0
Lamar	93.8	93.6	89.6	88.1
Leader's Academy	64.6	61.1	7.5	23.5
Lee	38.9	52.5	63.9	77.1
Madison	81.9	78.2	90.1	82.4
Milby	90.7	91.1	92.3	88.6
Mt. Carmel Aca.	**	97.5	**	91.7
North Houston EC	**	96.0	**	*
Reagan	91.3	90.9	91.3	87.1
Scarborough	82.0	84.1	26.8	23.0
Sharpstown	92.0	87.0	89.3	89.8
Sterling	87.3	88.8	54.7	82.0
Waltrip	91.4	91.5	91.4	89.3
Washington	70.7	86.3	37.6	88.5
Westbury	80.6	109.6 [‡]	54.7	16.6
Westside HS	93.3	94.7	85.5	85.4
Wheatley	72.5	78.2	80.8	83.6
Worthing	81.3	85.8	88.5	81.8
Yates	84.2	211.4 [‡]	86.4	79.8

*Campus only tested one grade level.

** No test data for new campus. 2009 new campuses identified on page 2.

[‡] Data include freshmen erroneously coded as sophomores.

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 2008 and 2009. Also, the performance of both juniors and sophomores and these grades combined was analyzed for the same time period. 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 for 2008 and 2009 administrations are presented in **Table 7**.

Table 7: Mean PSAT Scores of HISD 10th and 11th Grade Students with Texas and the Nation, Fall 2008 and 2009

<u>Sophomores</u>						
	2008			2009		
	Reading	Math	Writing	Reading	Math	Writing
HISD	36.3	39.5	37.4	37.2	39.8	37.2
Texas	40.3	43.5	40.4	40.8	43.1	40.2
National	41.6	44.0	41.0	42.0	43.3	41.0

<u>Juniors</u>						
HISD	39.8	42.6	41.0	40.0	43.1	40.1
Texas	44.0	47.0	44.4	44.0	46.7	43.5
Nation	46.7	48.8	45.8	46.9	48.2	45.8

- When comparing the performance of HISD sophomores from 2008 to 2009, the mean reading score was up 0.9 point, the mean mathematics score was up 0.3, and the mean writing score went down 0.2 point. Scores for sophomores in the state of Texas and the nation declined or remained constant in math and writing over the same time period, while their reading scores were slightly higher. Since the fall of 2008, HISD sophomores have closed the gap between their performance and that of their national counterparts in reading and mathematics by 0.5 and 1.0 points, respectively, and they have narrowed the gap with the state by 0.4 in reading and 0.7 in mathematics.
- The average performance of HISD juniors in the fall of 2009 was up 0.2 point in reading from 2008, up 0.5 point in mathematics, and down 0.9 in writing. Scores for juniors in the state of Texas and the nation declined or remained constant in all three subjects, except for a 0.2-point gain in reading for the nation's juniors. Since the fall of 2008, performance gaps between HISD juniors and that of their state counterparts have decreased for critical reading and mathematics, while the gap between HISD juniors and their national counterparts decreased by 1.1 points in mathematics.

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 2008 and 2009 PSAT/NMSQT are presented in **Table 8**. The averages of student reading, mathematics, and writing scores were calculated and analyzed to describe the performance of specific student groups.

Table 8: PSAT Mean Reading, Math, and Writing Scores by Student Group: Sophomores, Juniors, and Combined; Fall 2008 and 2009

Student Group	2009								
	<u>Sophomores</u>			<u>Juniors</u>			<u>Combined</u>		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
All Students	37.2	39.8	37.2	40.0	43.1	40.1	38.4	41.2	38.4
African American	35.1	37.5	35.8	37.8	40.0	38.6	36.3	38.6	37.1
Asian American	47.3	52.0	46.4	53.3	58.5	51.4	50.2	55.2	48.8
Hispanic	35.9	38.9	35.8	38.0	41.6	38.0	36.8	40.1	36.8
White	48.5	49.1	47.1	52.7	53.7	51.2	50.5	51.3	49.0
Female	37.5	39.7	38.1	40.2	42.8	41.0	38.8	41.1	39.4
Male	36.8	40.0	36.2	39.8	43.4	39.1	38.1	41.5	37.5
Student Group	2008								
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
All Students	36.3	39.5	37.4	39.8	42.6	41.0	37.8	40.8	38.9
African American	34.5	37.0	35.7	37.1	39.4	38.5	35.6	38.0	36.9
Asian American	47.0	53.2	46.7	51.8	58.4	51.9	49.3	55.6	49.2
Hispanic	34.7	38.2	36.1	37.5	40.7	39.1	35.9	39.3	37.4
White	48.0	49.9	47.4	52.5	54.2	52.1	50.1	51.9	49.6
Female	36.7	39.0	38.2	40.2	42.0	41.9	38.2	40.3	39.8
Male	36.0	40.1	36.6	39.3	43.3	40.1	37.4	41.5	38.1

- When compared to 2008 PSAT results, the performance of all sophomores, juniors, and combined sophomores and juniors tested in 2009 increased on the critical reading and mathematics sections and decreased on the writing section.
- In the fall of 2009, all student ethnic groups for sophomores, juniors, and combined sophomores and juniors experienced an increase in mean scores on the reading section of the PSAT when compared to the performance of their 2008 peers. Scores on the writing section of the 2009 PSAT were down for all grade levels and for all student ethnic groups, except for African Americans, who experienced slight increases over 2008. For Hispanic students in all grade levels tested, mean scores increased on both the reading and mathematics tests.
- For both the sophomore and junior classes, females outperformed males on the reading and writing sections of the fall 2009 PSAT, while males outperformed females on the mathematics section.

The fall 2009 PSAT mean scores for the reading, mathematics, and writing sections were also examined to determine the relationship between the performances of student ethnic groups and gender. Specifically, the interactions between student racial/ethnic groups, African American, Asian, Hispanic, and White and gender were examined. These results are presented in **Table 9**.

Table 9: PSAT Mean Reading, Math, and Writing Scores by Interaction of Student Ethnic Group and Gender: Sophomores, Juniors, and Combined; Fall 2009

Student Group	2009								
	<u>Sophomores</u>			<u>Juniors</u>			<u>Combined</u>		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Afr. Amer. Female	35.6	37.5	37.0	38.0	40.1	39.4	36.7	38.7	38.1
Afr. Amer. Male	34.6	37.4	34.6	37.5	40.0	37.7	35.9	38.5	36.0
Asian Am. Female	47.9	51.2	47.6	53.4	57.6	52.3	50.6	54.4	49.9
Asian Am. Male	46.9	52.9	45.4	53.3	59.6	50.5	49.9	56.1	47.9
Hispanic Female	36.3	38.7	36.6	38.2	41.4	39.0	37.1	39.9	37.6
Hispanic Male	35.7	39.2	35.0	37.7	41.8	37.0	36.5	40.3	35.9
White Female	48.6	48.8	48.2	52.9	52.7	52.6	50.6	50.6	50.3
White Male	48.3	49.5	46.0	52.6	54.7	49.8	50.3	51.9	47.8

- On the 2009 PSAT, African American Females outperformed African American males for all grade levels and on all sections. For all grade levels tested, Asian American, Hispanic and White females outperformed their male counterparts on the reading and writing sections of the fall 2009 PSAT, while Asian American, Hispanic, and White males outperformed their female counterparts on the mathematics section.

The fall 2009 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 2008 and 2009

	2009								
	<u>Sophomores</u>			<u>Juniors</u>			<u>Combined</u>		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
African American-White	-13.4	-11.6	-11.3	-14.9	-13.7	-12.6	-14.2	-12.7	-11.9
Hispanic-White	-12.6	-10.2	-11.3	-14.7	-12.1	-13.2	-13.7	-11.2	-12.2
	2008								
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
African American-White	-13.5	-12.9	-11.7	-15.4	-14.8	-13.6	-14.5	-13.9	-12.7
Hispanic-White	-13.3	-11.7	-11.3	-15.0	-13.5	-13.0	-14.2	-12.6	-12.2

- In fall 2009, the largest achievement gap between White sophomores and their minority cohorts on the reading PSAT was -13.4 between White and African American students. On the mathematics section, the largest achievement gap was -11.6 between White and African American students. From 2009 to 2008, the achievement gaps between White student performance and minority student performance decreased on all sections of the PSAT, except for the gap between White and Hispanic students in writing, which remained the same.
- The results of the analysis of the achievement gap between juniors indicated that the largest mean differences were between White and African American students for reading and mathematics and between White and Hispanic students in writing on the 2009 PSAT. From 2009 to 2008, the achievement gaps between White student performance and minority student performance decreased on all sections of the PSAT, except for the gap between White and Hispanic students in writing, which increased slightly in 2009.

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 2008 and 2009 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 2008 and 2009

School	2008			2009		
	Reading	Math	Writing	Reading	Math	Writing
Austin	31.9	35.8	33.8	31.8	36.2	32.1
Bellaire	45.7	48.7	46.0	46.3	47.3	45.8
Carnegie Vanguard	54.8	56.6	54.1	55.8	56.0	53.6
Carter Career	29.2	31.6	33.0	31.4	33.9	31.4
Challenge	42.9	45.0	44.1	44.5	45.2	43.8
Chavez	33.1	38.0	35.4	35.6	39.5	35.2
CEP	30.8	34.4	30.7	32.4	33.3	31.7
CLC HS	29.3	32.6	31.3	31.2	33.1	32.1
Davis	33.0	37.2	34.3	34.0	38.7	34.5
DeBakey HS	50.0	57.1	49.6	52.0	57.7	51.6
East Early College	42.1	46.0	43.0	43.8	46.4	42.6
Eastwood	42.1	46.3	43.7	40.3	44.6	40.5
Empowerment	35.4	34.8	35.5	**	**	**
Furr	30.7	35.3	34.1	35.3	37.8	34.8
Houston Ac. Int'l HS	*	*	*	42.1	44.6	40.8
HSLECJ	40.4	41.1	40.7	39.2	40.4	39.6
HSPVA	47.4	50.2	48.4	49.5	48.6	48.2
Houston M/S/T	32.3	35.7	34.1	31.7	36.1	32.5
Jones	30.8	33.4	32.7	32.5	35.2	31.8
Jordan, Barbara	33.3	37.7	35.7	34.4	37.2	35.6
Kashmere	32.5	36.2	34.4	34.8	38.3	35.1
Lamar	43.6	45.2	43.2	44.0	45.4	42.9
Leader's Academy	32.5	35.7	34.5	30.3	32.3	32.8
Lee	35.4	40.2	36.6	35.0	37.3	34.2
Madison	32.7	35.4	33.6	33.4	35.9	34.2
Milby	32.3	36.8	34.1	34.5	37.4	35.3
Mount Carmel Ac.	*	*	*	37.1	37.1	37.8
North Houston EC	*	*	*	40.1	44.5	40.2
Reagan	35.0	38.3	36.4	36.0	38.5	35.9
Scarborough	31.5	35.0	33.1	36.1	38.4	34.5
Sharpstown	33.4	37.2	34.6	32.9	36.9	32.8
Sterling	32.6	35.5	33.6	33.1	36.4	33.8
Waltrip	36.4	38.0	37.1	38.8	40.0	38.4
Washington	35.7	38.4	37.0	34.9	37.1	35.0
Westbury	32.9	35.9	34.5	33.0	36.1	33.5
Westside HS	41.3	42.8	40.2	41.8	43.4	40.9
Wheatley	29.6	32.8	31.2	30.2	34.3	30.2
Worthing	33.4	36.4	34.9	31.1	34.7	32.7
Yates	31.7	33.4	32.5	31.8	34.2	33.0

* New campus.

** No test data for campus.

- For the fall 2009 test administration, the highest mean reading and writing scores were recorded by students at Carnegie Vanguard High School at 55.8 and 53.6, respectively. The highest mean mathematics scores were found at DeBakey High School for Health Professions at 57.7.
- When comparing sophomore performance at each school from 2009 to 2008, it was found that of the 35 campuses that tested in both years, 26 campuses (74 percent) showed an improved mean

reading performance, 23 schools (66 percent) exhibited improvement in mathematics, and 13 campuses (37 percent) showed improved scores in writing.

Table 12: PSAT Mean Reading, Math, and Writing Scores by School: Juniors, Fall 2008 and 2009

School	2008			2009		
	Reading	Math	Writing	Reading	Math	Writing
Austin	33.5	38.2	35.9	34.7	39.1	34.8
Bellaire	55.0	56.8	54.6	54.9	56.7	53.6
Carnegie Vanguard	57.5	58.8	57.3	60.0	61.1	57.4
Carter Career	30.5	30.1	31.4	32.7	33.6	35.0
Challenge	46.8	48.3	47.3	48.3	49.2	48.1
Chavez	36.2	40.5	39.1	36.6	41.0	36.7
CEP	***	***	***	***	***	***
CLC HS	30.8	33.2	32.9	31.5	33.7	32.4
Davis	34.3	39.0	36.1	35.5	40.5	36.2
DeBakey HS	54.9	60.5	55.9	55.8	62.0	55.2
East Early College	*	*	*	44.9	49.3	45.4
Eastwood	43.9	47.8	46.1	43.5	48.8	44.7
Empowerment	41.3	39.8	41.5	40.3	43.6	40.1
Furr	36.6	39.1	38.4	35.6	37.6	35.9
HSLECJ	42.3	42.6	43.3	42.4	44.9	43.9
HSPVA	54.0	53.4	53.9	53.0	54.1	52.3
Houston Int'l Aca. HS	**	**	**	42.0	45.3	40.5
Houston, M/S/T	34.6	37.1	36.2	34.4	38.8	35.0
Jones	32.9	35.6	34.7	33.8	34.8	33.7
Jordan, Barbara	35.5	38.0	37.0	36.9	40.1	37.8
Kashmere	34.2	37.7	36.1	35.8	39.2	37.7
Lamar	47.2	49.0	46.9	47.3	48.4	46.0
Leader's Academy	35.8	32.8	38.0	30.1	33.6	31.6
Lee	37.2	41.8	37.9	36.8	38.8	36.3
Madison	35.4	38.2	36.8	35.8	38.7	35.8
Milby	35.5	39.1	37.0	35.7	39.6	36.1
Mt. Carmel Academy	**	**	**	41.8	42.6	40.3
Reagan	37.1	40.5	38.6	36.9	41.4	37.4
Scarborough	41.2	45.1	42.7	43.1	46.3	42.4
Sharpstown	35.3	38.7	37.6	35.4	40.4	35.7
Sterling	35.3	36.1	35.9	36.8	39.2	37.0
Waltrip	39.5	42.0	41.1	40.6	41.3	40.2
Washington	46.4	50.9	46.5	37.0	40.7	38.3
Westbury	35.9	38.0	37.7	42.3	45.8	42.1
Westside HS	45.4	47.7	44.9	44.5	47.0	43.6
Wheatley	31.2	34.9	33.3	33.0	35.6	34.0
Worthing	33.4	36.5	35.8	33.3	38.1	35.9
Yates	33.2	34.8	34.9	34.7	36.9	36.2

* Campus only tested sophomores.

** No test data for campus.

*** Fewer than 5 students tested.

- For the fall 2009 test administration, the highest mean reading and writing scores of juniors were reported by students at Carnegie Vanguard High School, with 60.0 and 57.4, respectively. The highest mean mathematics score was achieved by juniors at DeBakey High School for Health Professions, at 62.0.

- When comparing junior performance from the fall of 2009 to the fall of 2008, it was found that for the 34 campuses with results for 2008 and 2009, 22 campuses (65 percent) showed an improvement in reading performance, 26 campuses (76 percent) showed an increase in mathematics performance, and 12 campuses (35 percent) showed improvement in writing.

Table 13: PSAT Mean Reading, Math, and Writing Scores by School: Combined Sophomores and Juniors, Fall 2008 and 2009

School	2008			2009		
	Reading	Math	Writing	Reading	Math	Writing
Austin	32.6	36.9	34.7	33.2	37.6	33.4
Bellaire	49.4	51.9	49.5	49.4	50.7	48.6
Carnegie Vanguard	56.0	57.6	55.5	57.7	58.3	55.3
Carter Career	29.7	31.0	32.4	31.9	33.8	32.8
Challenge	44.6	46.4	45.4	46.2	47.0	45.8
Chavez	34.5	39.1	37.1	36.0	40.2	35.9
CEP	30.8	34.5	30.8	32.4	33.2	31.5
CLC HS	29.9	32.9	31.9	31.4	33.4	32.3
Davis	33.6	38.1	35.1	34.9	39.7	35.4
DeBaKey HS	52.2	58.6	52.5	54.0	59.9	53.4
East Early College	42.1	46.0	43.0	44.3	47.8	43.9
Eastwood	43.0	47.1	44.9	41.5	46.3	42.2
Empowerment	39.1	38.0	39.3	40.3	43.6	40.1
Furr	33.1	36.8	35.9	35.5	37.7	35.4
HSLECJ	41.3	41.8	41.9	40.5	42.2	41.4
HSPVA	50.6	51.8	51.0	51.2	51.2	50.1
Houston Aca. Int'l HS	**	**	**	42.0	44.9	40.6
Houston M/S/T	33.3	36.3	35.0	32.9	37.3	33.6
Jones	31.7	34.4	33.6	33.1	35.0	32.7
Jordan, Barbara	34.4	37.8	36.3	35.7	38.7	36.7
Kashmere	33.3	36.9	35.1	35.2	38.7	36.3
Lamar	45.2	46.9	44.9	45.7	47.0	44.5
Leader's Academy	32.8	35.4	34.8	30.2	32.7	32.4
Lee	36.3	41.0	37.3	36.0	38.1	35.3
Madison	33.9	36.7	35.1	34.6	37.3	35.0
Milby	33.7	37.8	35.4	35.1	38.5	35.7
Mt. Carmel Academy	**	**	**	38.8	39.1	38.7
North Houston EC	**	**	**	40.1	44.5	40.2
Reagan	35.9	39.2	37.3	36.4	39.8	36.6
Scarborough	34.0	37.6	35.6	37.5	39.9	36.1
Sharpstown	34.2	37.8	35.7	33.9	38.3	34.0
Sterling	33.4	35.7	34.4	34.9	37.8	35.4
Waltrip	37.8	39.8	38.9	39.7	40.6	39.3
Washington	39.8	43.1	40.6	35.9	38.9	36.6
Westbury	33.8	36.5	35.5	34.1	37.1	34.4
Westside HS	43.1	45.0	42.2	43.0	45.0	42.1
Wheatley	30.4	33.8	32.3	31.5	34.9	32.0
Worthing	33.4	36.4	35.3	32.2	36.4	34.4
Yates	32.2	33.9	33.4	32.8	35.1	34.1

*Campus only tested sophomores.

** No test data for campus.

***Fewer than 5 students tested

- When comparing the combined performance of sophomores and juniors from the fall of 2008 to the fall of 2009 for the 36 campuses who tested in both years, it was found that 72 percent showed improved mean reading scores, 75 percent showed improved mean mathematics scores, and 42 percent showed improved mean writing scores.

Districtwide Performance by PSAT Standard

The 2008 and 2009 PSAT performance of sophomores and juniors was evaluated in terms of the district performance standard of a score of 45 or higher 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 2008 and 2009

Fall 2009									
Student Group	Sophomores			Juniors			Combined		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
All Students	21.8	28.3	17.2	31.2	40.5	26.5	26.0	33.7	21.3
African American	15.1	19.2	12.1	23.2	29.1	19.6	18.8	23.6	15.5
Asian American	58.6	72.8	52.1	72.1	86.8	66.9	65.1	79.6	59.3
Hispanic	15.8	24.5	11.3	23.6	35.8	18.6	19.2	29.4	14.5
White	68.9	65.7	56.1	79.5	80.1	72.4	73.9	72.5	63.8
Female	22.3	27.4	19.1	31.1	38.5	29.2	26.3	32.4	23.7
Male	21.5	29.3	15.4	31.4	42.8	23.7	25.8	35.1	19.0
Fall 2008									
All Students	20.9	26.3	18.8	31.5	37.0	30.7	25.5	30.9	23.9
African American	14.0	17.4	12.9	23.2	25.5	21.9	17.8	20.8	16.7
Asian American	63.6	71.3	55.3	70.8	84.6	66.1	67.0	77.7	60.5
Hispanic	14.3	20.7	12.9	22.9	30.6	23.3	18.0	24.9	17.3
White	66.0	70.6	58.5	77.1	78.4	73.7	71.2	74.3	65.6
Female	21.7	23.9	20.8	32.5	34.8	33.4	26.4	28.6	26.2
Male	20.2	28.8	16.9	30.6	39.7	28.0	24.6	33.4	21.6

- For combined sophomores tested in 2009, 21.8 percent met the reading standard of 45 or above, 28.3 percent met the same standard in mathematics, and 17.2 met the writing standard. White students had the highest percentage of students, 68.9 percent, meeting the reading standard, Asian American students had the highest percentage of students, 72.8 percent, meeting the mathematics standard, and White students had the highest percentage meeting the writing standard, with 56.1 percent. African American, Hispanic, and White sophomores showed improvement from 2008 to 2009 in the percentage of students meeting the standard in reading; and African American, Asian American, and Hispanic students showed an increase in the percentage of students meeting the mathematics standard in 2009.

- In 2009, both female and male sophomores experienced an increase in the percent achieving a score of 45 or higher in both reading and mathematics and a decrease in the percent achieving the same standard in writing from the fall of 2008. 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 juniors tested in 2009, 31.2 percent met the reading standard of 45 or above, 40.5 percent met the same standard in mathematics, and 26.5 met the writing standard. White students had the highest percentage of students, 79.5 percent, meeting the reading standard, Asian American students had the highest percentage of students, 86.8 percent, meeting the mathematics standard, and White students had the highest percentage meeting the writing standard, with 72.4 percent. Asian American, Hispanic, and White juniors showed improvement from 2008 to 2009 in the percentage of students meeting the standard in reading; and all student groups showed an increase in the percentage of students meeting the mathematics standard in 2009. Only Asian American students improved in the percent meeting the writing standard in 2009.
- In 2009, female juniors experienced an increase in the percent achieving a score of 45 or higher in mathematics from the fall of 2008, and male student performance increased for both reading and mathematics over the same time period. A higher percentage of male juniors met or exceeded the reading and mathematics standards than did their female counterparts, while the female students exceeded the male students in writing.
- For combined sophomores and juniors tested in the fall of 2009, 26.0 percent met the reading standard of 45 or above, 33.7 percent met the same standard in mathematics, and 21.3 met the writing standard. White students had the highest percentage of students, 73.9 percent, meeting the reading standard, Asian American students had the highest percentage of students, 79.6 percent, meeting the mathematics standard, and White students had the highest percentage meeting the writing standard, with 63.8 percent. For all sophomores and juniors combined, the percentages reaching the standard of 45 or higher increased in both reading and mathematics from 2008 to 2009.

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, PSAT for All. The investigation was also designed to supply a comparison of current year PSAT results with the results from the previous year. 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 juniors and for sophomores and juniors combined, there was an increase in the percent of participation for both female and male students on the PSAT. Also, the 82.6 percent overall participation rate falls short of the 100 percent participation goal of the initiative. The mean scores of all sophomores, juniors, and combined sophomores and juniors tested in 2009 increased on the critical reading and mathematics sections and decreased on the writing section of the PSAT.