

# ASSESSMENT BRIEF

DEPARTMENT OF PLANNING, INNOVATION, AND ACCOUNTABILITY  
OFFICE OF STUDENT ASSESSMENT – May 2017



## Preliminary SAT 8/9 Results

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### ABSTRACT

This report summarizes the results of the PSAT 8/9 assessment that was administered in October 2015 and 2016 to eighth-grade students in Virginia Beach City Public Schools (VBCPS). This report includes comparisons of PSAT 8/9 data at the school, division, and national levels.

In 2016, nearly 5,000 PSAT 8/9 results were received for test takers at all VBCPS middle schools to include Renaissance Academy. As a group, Virginia Beach eighth-grade students performed better than or the same as their peers at the state and national levels when comparing the Total Mean Score, both Mean Section Scores (evidence-based reading and writing and math), and the three Mean Test Scores (reading, writing and language, and math).

Overall, in 2016 VBCPS students achieved higher results in Total Mean Scores ranging from 6 to 27 points. Scores on the Evidence-Based Reading and Writing (ERW) and Math sections increased by 4 and 6 points, respectively. The ERW College Readiness Benchmark was 8 points higher and the Math College Readiness Benchmark was 3 points higher from 2015.

### KEY TOPICS:

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### BACKGROUND

The PSAT 8/9 is one part of an integrated assessment system created by the College Board. The PSAT 8/9 measures the same skills and knowledge as the SAT, PSAT/NMSQT, and PSAT 10. The PSAT 8/9 establishes a baseline measurement of college and career readiness as students enter high school. The PSAT 8/9 measures a range of skills based on what students learn in school and what research shows are most important for college and career readiness and success. The PSAT 8/9 includes a reading test, writing and language test, and a math test that contribute to two section scores: ERW and Math. The two sections combined result in a Total Score.

The reading test focuses on how students take in, think about, and use information. It is made up of multiple-choice questions based on reading passages, some of which include informational graphics, such as tables, graphs, and charts. Students are required to interpret information and use that information to answer questions. The reading test is part of the ERW section. Students are asked questions on the following skills: command of evidence, words in context, and analysis in history/social studies and science. The reading test includes one passage from a classic or contemporary work of U.S. or world literature; one passage or a pair of passages from either a U.S. founding document or a text in the great global conversation they inspired (a selection about economics, psychology, sociology, or some other social science) and two science passages (or one passage and one passage pair) that examine foundational concepts and developments in earth science, biology, chemistry, or physics.

The writing and language test requires students to read, find mistakes and weaknesses, and fix them. All questions are multiple-choice and just like reading, some passages are accompanied by informational graphics. The writing and language test is also a part of the ERW section. Students are asked questions on the following skills: command of evidence, words in context, analysis in history/social studies and science, expression of ideas and standard English conventions.

The math test emphasizes problem solving, modeling, using tools strategically, and using algebraic structure. Questions on the math test are designed to mirror the problem solving and modeling students will

encounter in college math, science and social science courses, jobs they may hold in the future, and in their personal lives. Most math questions are multiple-choice but some require students to provide an answer instead of selecting an answer. The math test is divided into a calculator portion and a noncalculator portion. The math test focuses on algebra, problem solving, and data analysis. Students are asked questions on the following skills: fluency, conceptual understanding, and applications. In addition, the test includes some passport to advanced math questions.

The majority of data presented in this report are based on mean scores. The PSAT 8/9 score ranges are detailed in Table 1. This brief will focus on total scores, section scores, and test scores. Cross-test scores and sub-scores have been provided to schools for a deeper analysis.

**Table 1: PSAT 8/9 Score Ranges**

| PSAT 8/9 Score Reported | Details  | Score Range |
|-------------------------|--|-------------|
| Total Score             | Sum of the two section scores.   | 240-1440    |
| Section Scores          | Evidence-Based Reading and Writing and Math  | 120-720     |
| Test Scores             | Reading, Writing and Language, and Math  | 6-36        |
| Cross-Test Scores       | Analysis in History/Social Studies and Analysis in Science. These scores are based on selected questions in Reading, Writing and Language, and Math tests.   | 6-36        |
| Sub-Scores              | Reading and Writing and Language: Command of Evidence and Words in Context. Writing and Language: Expression of Ideas and Standard English Conventions. Math: Heart of Algebra, and Problem Solving and Data Analysis. | 1-15        |

Each section of the PSAT 8/9 has a College and Career Readiness Benchmark. Students who score at or above the established benchmarks (390 for ERW and 430 for math) are considered to be on track to be ready for college and career training programs when they graduate high school. Meeting the college readiness benchmark(s) means that a student is on track to a 75 percent likelihood of achieving a C or better in a set of first-year, credit-bearing college courses. College literature, writing, or social studies are the courses associated with the ERW benchmark and freshmen math courses are associated with the math benchmark. All students, whether the benchmarks are met or not, can use the detailed feedback from their score reports to determine which skills require the most improvement. The College Board and Khan Academy have partnered to create personalized practice based on test performance and practice within Khan Academy. Students who choose to link their accounts will be provided with free practice for the PSAT/NMSQT and SAT based on their PSAT 8/9 results.

**METHODOLOGY**

The Virginia Beach data summarized herein were extracted from the data reports provided by the College Board with the exception of demographic subgroup data which were extracted from the division’s data warehouse after PSAT 8/9 scores were linked with student demographic records. Renaissance Academy and Southeastern Cooperative Educational Program (SECEP) results are included in the division summary, but excluded from the individual school summary results shared in this report. In addition, Native Hawaiian/Other Pacific Islander students are excluded from the race/ethnicity subgroup summary reporting because they comprise less than 1 percent of the student population.

PSAT 8/9 MEAN SCORES FOR VBCPS AND THE NATION

October 2016 was the second annual administration of the PSAT 8/9. The PSAT 8/9 was administered divisionwide to 4,857 VBCPS eighth-grade students as indicated in Table 2. Nationally 431,555 eighth-grade students participated in PSAT 8/9 in 2016. This is an increase of 42% from 2015. In Virginia 9,028 eighth-grade students participated, 54% of which were from VBCPS.

**Table 2: Grade 8 PSAT 8/9 Participation Scores**

| Group    | Test Year | Total Number Tested | Total Mean Score | Mean Section Score |      | Mean Test Score |                      |      |
|----------|-----------|---------------------|------------------|--------------------|------|-----------------|----------------------|------|
|          |           |                     |                  | ERW                | Math | Reading         | Writing and Language | Math |
| VBCPS    | 2015      | 4,901               | 821              | 415                | 407  | 21              | 20                   | 20   |
| VBCPS    | 2016      | 4,857               | 833              | 419                | 413  | 22              | 20                   | 21   |
| Virginia | 2015      | 7,884               | 822              | 415                | 407  | 21              | 20                   | 20   |
| Virginia | 2016      | 9,028               | 831              | 418                | 413  | 22              | 20                   | 21   |
| Nation   | 2015      | 304,282             | 801              | 403                | 398  | 21              | 20                   | 20   |
| Nation   | 2016      | 431,555             | 813              | 407                | 406  | 21              | 20                   | 20   |

As a group, eighth-grade students who participated in the PSAT 8/9 in VBCPS performed as well as or better than their counterparts across the nation. The Total Mean Score for VBCPS was 20 points higher than the National Total Mean Score in 2016 and increased by 12 points from 2015.

Figure 1 shows each school's, the VBCPS, the state's, and the nation's Total Mean Scores for 2015 and 2016. The Total Mean Scores are derived by adding the two section scores (ERW and Math). In some cases, due to rounding, the Total Mean Score will not be the exact sum of the two section scores. In 2016, the Total Mean Score at the schools ranged from 744 to 1,114. The VBCPS and National Total Mean Scores increased 12 points from 2015. Old Donation School showed the highest Total Mean Score with 1,114 in 2016, which is a 13-point increase from the previous year. The next two highest Total Mean Scores were achieved at Great Neck with an 880 and Plaza with an 874. The Total Mean Score at 9 of the 14 schools and VBCPS was higher than the National Total Mean Score in 2015 and again in 2016. For all but one school (Independence), scores increased from last year ranging from 6 to 27 points. The largest Total Mean Score increase was at Plaza Middle School (27 points). The total mean score at the division, state, and national levels also increased from last year.

**Figure 1: Total Mean Scores**

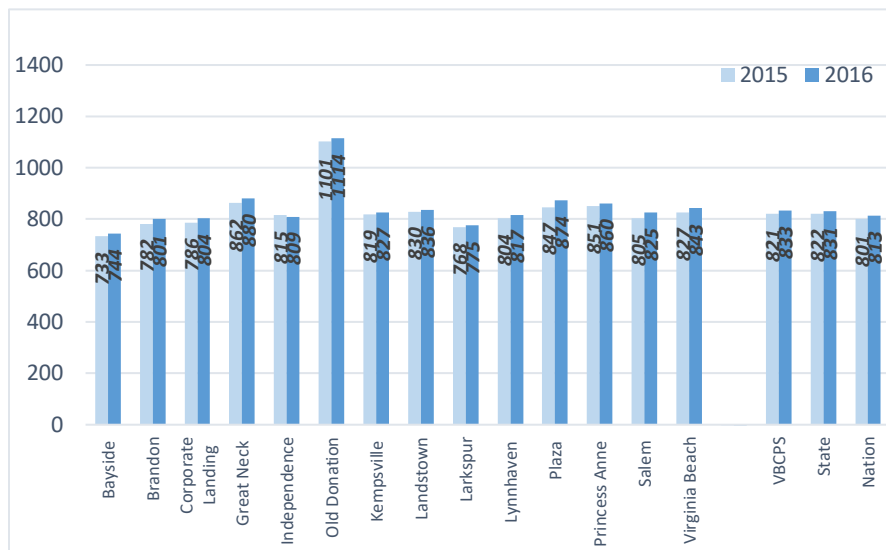


Figure 2 shows each school's, the VBCPS, the states, and the nation's ERW Mean Section Scores for 2015 and 2016. The 2016 ERW Mean Section Scores at the schools ranged from 366 to 564. The VBCPS and National ERW Mean Section Scores increased 4 points from 2015. Old Donation School showed the highest ERW Mean Section Score with 564 in 2016, which is a 5-point increase from the previous year. The next two highest ERW Mean Section Scores were achieved at Great Neck with a 448 and Plaza with a 444. The ERW Mean Section Scores at 10 of the 14 schools and VBCPS were higher than the National ERW Mean Section Score in 2015 and again in 2016. For 12 out of the 14 schools, the scores increased from last year ranging from 1 to 15 points. The largest ERW Mean Section Score increase was at Plaza Middle School (15 points).

**Figure 2: Mean Section Scores Evidenced-Based Reading and Writing**

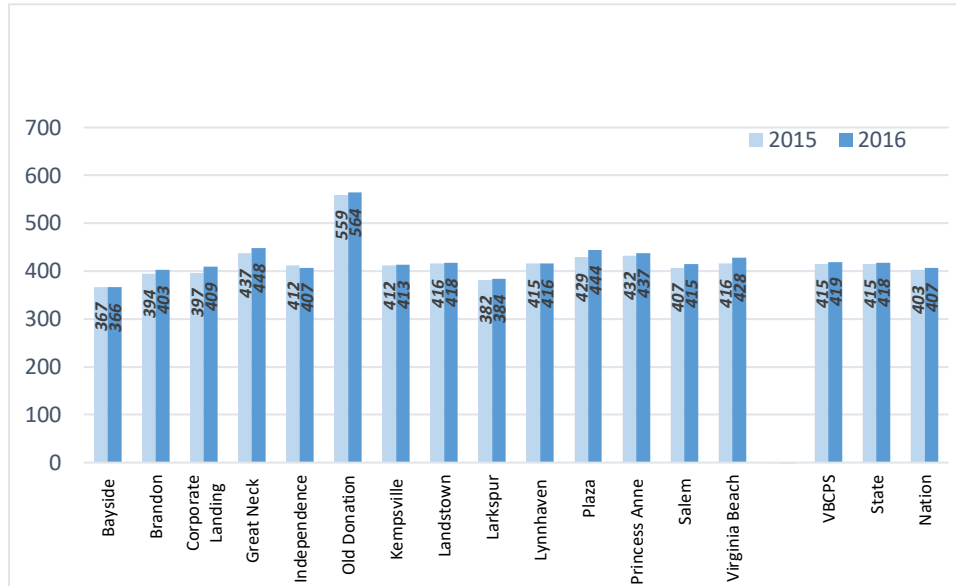


Figure 3 shows each school's, the VBCPS, the state's, and the nation's Math Mean Section Scores for 2015 and 2016. The Math Mean Section Scores at the schools ranged from 378 to 549. The VBCPS and National Math Mean Section Scores increased 6 and 8 points respectively from 2015. Old Donation School showed the highest Math Mean Section Score with 549 in 2016, which is a 6-point increase from the previous year. The next two highest Math Mean Section Scores were achieved at Great Neck with a 432 and Plaza with a 430. The Math Mean Section Scores at 8 of the 14 schools and VBCPS was higher than the National Math Mean Section Score in 2015 and at 8 of the 14 schools and VBCPS in 2016. For all but one school (Independence), VBCPS, the state, and the nation, scores increased from last year ranging from 4 to 12 points. The largest Math Mean Section Score increase was at Lynnhaven Middle School (12 points).

**Figure 3: Mean Section Scores Math**

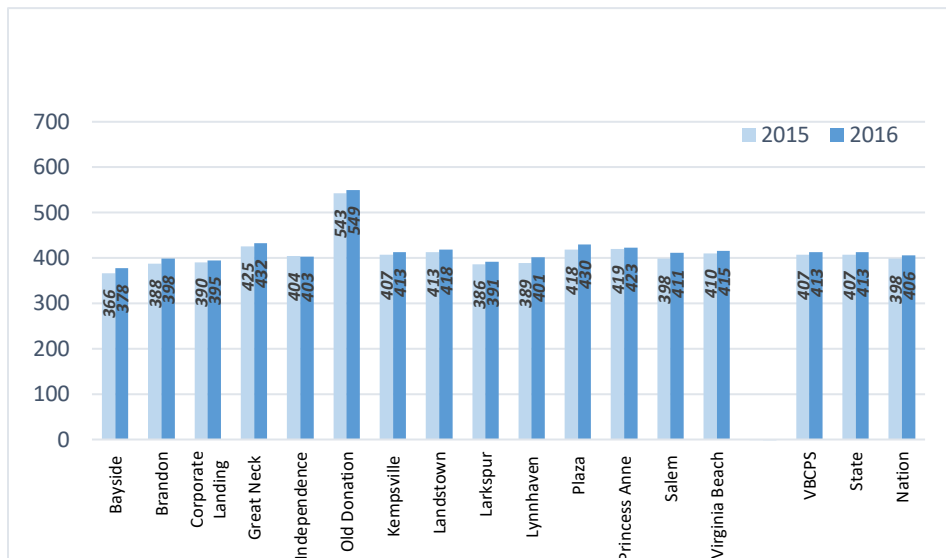


Table 3 shows each school’s Mean Test Scores for the three PSAT 8/9 tests (reading, writing and language, and math) administered in 2015 and 2016. These test scores contribute to PSAT 8/9 section scores. The Reading and Writing and Language Test Scores are scaled and combined for the ERW Section Score, and the Math test score is scaled and reported as the Math Section Score. In both assessment years, the highest test scores were on the reading test for all schools and at the national level. In 2015 and 2016, 10 of the 14 schools showed a higher Reading Mean Test Score and Writing and Language Mean Test Score than the national level score. Eight schools revealed an increase in the Reading and Writing and Language Mean Test Score from 2015 to 2016. Plaza had the largest gains in the Reading Test Mean Score with a 1.1 while Plaza and Virginia Beach middle schools had the largest gains in the Writing and Language Mean Score with a 0.4 increase.

**Table 3: Grade 8 PSAT 8/9 Test Scores**

| Group                      | Tests   |       |        |                      |       |        |       |       |        |
|----------------------------|---------|-------|--------|----------------------|-------|--------|-------|-------|--------|
|                            | Reading |       |        | Writing and Language |       |        | Math  |       |        |
|                            | 15-16   | 16-17 | Change | 15-16                | 16-17 | Change | 15-16 | 16-17 | Change |
| <b>Bayside</b>             | 18.9    | 19.3  | 0.4    | 17.8                 | 17.3  | -0.5   | 18.3  | 18.9  | 0.6    |
| <b>Brandon</b>             | 20.2    | 20.9  | 0.7    | 19.2                 | 19.4  | 0.2    | 19.4  | 19.9  | 0.5    |
| <b>Corporate Landing</b>   | 20.4    | 21.3  | 0.9    | 19.3                 | 19.6  | 0.3    | 19.5  | 19.7  | 0.2    |
| <b>Great Neck</b>          | 22.6    | 23.4  | 0.8    | 21.1                 | 21.4  | 0.3    | 21.3  | 21.6  | 0.3    |
| <b>Independence</b>        | 21.2    | 21.0  | -0.2   | 20.0                 | 19.7  | -0.3   | 20.2  | 20.1  | -0.1   |
| <b>Kempsville</b>          | 21.3    | 21.5  | 0.2    | 20.0                 | 19.8  | -0.2   | 20.3  | 20.7  | 0.4    |
| <b>Landstown</b>           | 21.4    | 21.8  | 0.4    | 20.2                 | 20.0  | -0.2   | 20.7  | 20.9  | 0.2    |
| <b>Larkspur</b>            | 19.7    | 19.9  | 0.2    | 18.5                 | 18.5  | 0.0    | 19.3  | 19.5  | 0.2    |
| <b>Lynnhaven</b>           | 21.3    | 21.3  | 0.0    | 20.2                 | 20.3  | 0.1    | 19.4  | 20.1  | 0.7    |
| <b>Old Donation School</b> | 28.1    | 28.4  | 0.3    | 27.8                 | 28.0  | 0.2    | 27.1  | 27.5  | 0.4    |
| <b>Plaza</b>               | 21.8    | 22.9  | 1.1    | 21.1                 | 21.5  | 0.4    | 20.9  | 21.5  | 0.6    |
| <b>Princess Anne</b>       | 22.2    | 22.6  | 0.4    | 21.0                 | 21.1  | 0.1    | 21.0  | 21.1  | 0.1    |
| <b>Salem</b>               | 20.7    | 21.4  | 0.7    | 19.9                 | 20.1  | 0.2    | 19.9  | 20.5  | 0.6    |
| <b>Virginia Beach</b>      | 21.5    | 22.3  | 0.8    | 20.1                 | 20.5  | 0.4    | 20.5  | 20.7  | 0.2    |
| <b>VBCPS</b>               | 21.3    | 21.7  | 0.4    | 20.2                 | 20.2  | 0.0    | 20.3  | 20.7  | 0.4    |
| <b>State</b>               | 21.3    | 21.7  | 0.4    | 20.2                 | 20.1  | -0.1   | 20.3  | 20.7  | 0.4    |
| <b>Nation</b>              | 20.6    | 21.1  | 0.5    | 19.7                 | 19.6  | -0.1   | 19.9  | 20.3  | 0.4    |

In 2015 and 2016, 8 of the 14 schools showed a higher Math Mean Test Score than the national level score. Thirteen schools showed an increase in the Math Mean Test Score in 2016 with improvements ranging from 0.1 to 0.7. Four schools had the largest gains in the Math Test Mean Score with a 0.6 and 0.7 increase (Bayside, Plaza, Salem, and Lynnhaven).

**PSAT 8/9 MEAN SCORES BY SUBGROUP**

Table 4 shows the number of VBCPS eighth-grade students who participated in PSAT 8/9 and the mean scores by ethnic group and gender. Percentages were calculated by dividing the number of students in each group by the total number of students who were administered the PSAT 8/9 assessment. It should be noted that for groups with an extremely small number of test takers (i.e., fewer than 50 students), an individual student’s test performance will greatly affect the group’s mean scores.

As shown in Table 4, the two largest ethnic groups of test takers in both assessment years were Caucasian/White and African American/Black. All subgroups showed an increase from last year in Total Mean Score, both Mean Section Scores, and the Reading and Math Mean Test Scores. The African American/Black, Asian, and Two or More subgroups showed a decrease from last year in Writing and Language Tests Scores, while Caucasian/White and Hispanic showed an increase from last year. In both assessment years, the African American/Black student group showed the lowest Total Mean Score, Mean Section Scores, and Mean Test Scores when compared to other ethnic groups.

**Table 4: Grade 8 PSAT 8/9 Mean Scores by Ethnicity and Gender**

| Group                   | Test Year | Total Number Tested | Percent Of VBCPS Total | Total Mean Score | Mean Section Score |      | Mean Test Score |                      |      |
|-------------------------|-----------|---------------------|------------------------|------------------|--------------------|------|-----------------|----------------------|------|
|                         |           |                     |                        |                  | ERW                | Math | Reading         | Writing and Language | Math |
| African American/ Black | 2015      | 1,214               | 24.8%                  | 742              | 372                | 370  | 19.1            | 18.0                 | 18.5 |
|                         | 2016      | 1,121               | 23.1%                  | 750              | 373                | 377  | 19.5            | 17.9                 | 18.9 |
| Asian                   | 2015      | 321                 | 6.5%                   | 879              | 438                | 441  | 22.2            | 21.6                 | 22.0 |
|                         | 2016      | 316                 | 6.5%                   | 892              | 444                | 448  | 22.8            | 21.5                 | 22.4 |
| Caucasian/White         | 2015      | 2,495               | 50.9%                  | 856              | 435                | 421  | 22.3            | 21.1                 | 21.1 |
|                         | 2016      | 2,467               | 50.8%                  | 865              | 439                | 426  | 22.7            | 21.2                 | 21.3 |
| Hispanic                | 2015      | 443                 | 9.0%                   | 804              | 403                | 402  | 20.7            | 19.6                 | 20.1 |
|                         | 2016      | 464                 | 9.6%                   | 820              | 414                | 406  | 21.5            | 19.8                 | 20.3 |
| Two or More             | 2015      | 403                 | 8.2%                   | 819              | 413                | 406  | 21.1            | 20.2                 | 20.3 |
|                         | 2016      | 446                 | 9.2%                   | 826              | 415                | 411  | 21.5            | 20.0                 | 20.6 |
| VBCPS                   | 2015      | 4,901               | 100%                   | 821              | 415                | 407  | 21.3            | 20.2                 | 20.3 |
|                         | 2016      | 4,857               | 100%                   | 832              | 419                | 413  | 21.7            | 20.2                 | 20.7 |

Table 5 represents data from 2015 and 2016 and compares the number of VBCPS eighth-grade students who participated in the PSAT 8/9 and the mean scale scores for students with disabilities and students not identified with having disabilities, students identified as economically disadvantaged, and students not identified as economically disadvantaged, and students identified as limited English proficient and students not identified as limited English proficient. Each subgroup compares data to students belonging to the subgroup and students who are not identified for that particular subgroup. The difference between each group's mean scores identifies gaps. Percentages were calculated by dividing the number of students in each group by the total number of students who were administered the PSAT 8/9 assessment.

As shown in Table 5 (on the next page), the students with disabilities subgroup showed the lowest Total Mean Score, Mean Section Scores, and Mean Test Scores when compared to other identified subgroups. The students with disabilities subgroup showed increases from last year in Total Mean Score (16 points), Mean Section Scores (ERW, 11 points and Math, 6 points), and Mean Test Scores (Reading, Writing and Language, and Math, .4, .7, and .2 respectively). Although the difference in scores from 2015 and 2016 show gaps when comparing the students with disabilities subgroup with the students not identified with disabilities, the gaps have narrowed for the Total Mean Score, ERW Mean Section Score and Writing and Language Mean Test Score.

Table 5: Grade 8 PSAT 8/9 Mean Scores by Other Subgroups

| Test Year | Group   | Total Number Tested | Percent Of VBCPS Total | Total Mean Score | Mean Section Score |            | Mean Test Score |                      |             |
|-----------|---|---------------------|------------------------|------------------|--------------------|------------|-----------------|----------------------|-------------|
|           |   |                     |                        |                  | ERW                | Math       | Reading         | Writing and Language | Math        |
| 2015      | Students With Disabilities                            | 449                 | 9.2%                   | 675              | 334                | 341        | 17.6            | 15.8                 | 17.1        |
|           | Students NOT Identified With Disabilities             | 4452                | 90.8%                  | 836              | 423                | 413        | 21.6            | 20.6                 | 20.7        |
|           | <i>2015 Difference</i>                                |                     |                        | <b>-161</b>      | <b>-89</b>         | <b>-72</b> | <b>-4.0</b>     | <b>-4.8</b>          | <b>-3.6</b> |
| 2016      | Students With Disabilities                            | 444                 | 9.1%                   | 691              | 345                | 347        | 18.0            | 16.5                 | 17.3        |
|           | Students NOT Identified With Disabilities             | 4413                | 90.9%                  | 847              | 427                | 420        | 22.1            | 20.6                 | 21.0        |
|           | <i>2016 Difference</i>                                |                     |                        | <b>-156</b>      | <b>-82</b>         | <b>-73</b> | <b>-4.1</b>     | <b>-4.1</b>          | <b>-3.7</b> |
|           | <i>2015 to 2016 Difference</i>                        |                     |                        | <b>-5</b>        | <b>-7</b>          | <b>+1</b>  | <b>+1</b>       | <b>-.7</b>           | <b>+1</b>   |
| 2015      | Students Identified as Economically Disadvantaged     | 1798                | 36.7%                  | 764              | 384                | 381        | 19.8            | 18.6                 | 19.0        |
|           | Students NOT Identified as Economically Disadvantaged | 3103                | 63.4%                  | 854              | 432                | 422        | 22.1            | 21.1                 | 21.1        |
|           | <i>2015 Difference</i>                                |                     |                        | <b>-90</b>       | <b>-48</b>         | <b>-41</b> | <b>-2.3</b>     | <b>-2.5</b>          | <b>-2.1</b> |
| 2016      | Students Identified as Economically Disadvantaged     | 1713                | 35.3%                  | 774              | 387                | 387        | 20.2            | 18.5                 | 19.4        |
|           | Students NOT Identified as Economically Disadvantaged | 3144                | 64.7%                  | 864              | 437                | 427        | 22.6            | 21.1                 | 21.4        |
|           | <i>2016 Difference</i>                                |                     |                        | <b>-90</b>       | <b>-50</b>         | <b>-40</b> | <b>-2.4</b>     | <b>-2.6</b>          | <b>-2.0</b> |
|           | <i>2015 to 2016 Difference</i>                        |                     |                        | <b>0</b>         | <b>+2</b>          | <b>-1</b>  | <b>+1</b>       | <b>+1</b>            | <b>-1</b>   |
| 2015      | Students Identified With Limited English              | 48                  | 1%                     | 750              | 366                | 385        | 18.3            | 18.3                 | 19.2        |
|           | Students NOT Identified With Limited English          | 4853                | 99%                    | 822              | 415                | 407        | 21.3            | 20.2                 | 20.4        |
|           | <i>2015 Difference</i>                                |                     |                        | <b>-72</b>       | <b>-49</b>         | <b>-22</b> | <b>-3.0</b>     | <b>-1.9</b>          | <b>-1.2</b> |
| 2016      | Students Identified With Limited English              | 47                  | 1.0%                   | 767              | 365                | 402        | 19.0            | 17.5                 | 20.1        |
|           | Students NOT Identified With Limited English          | 4810                | 99.0%                  | 833              | 420                | 413        | 21.7            | 20.2                 | 20.7        |
|           | <i>2016 Difference</i>                                |                     |                        | <b>-66</b>       | <b>-55</b>         | <b>-11</b> | <b>-2.7</b>     | <b>-2.7</b>          | <b>-0.6</b> |
|           | <i>2015 to 2016 Difference</i>                        |                     |                        | <b>-6</b>        | <b>+6</b>          | <b>-11</b> | <b>-.3</b>      | <b>+8</b>            | <b>-.6</b>  |

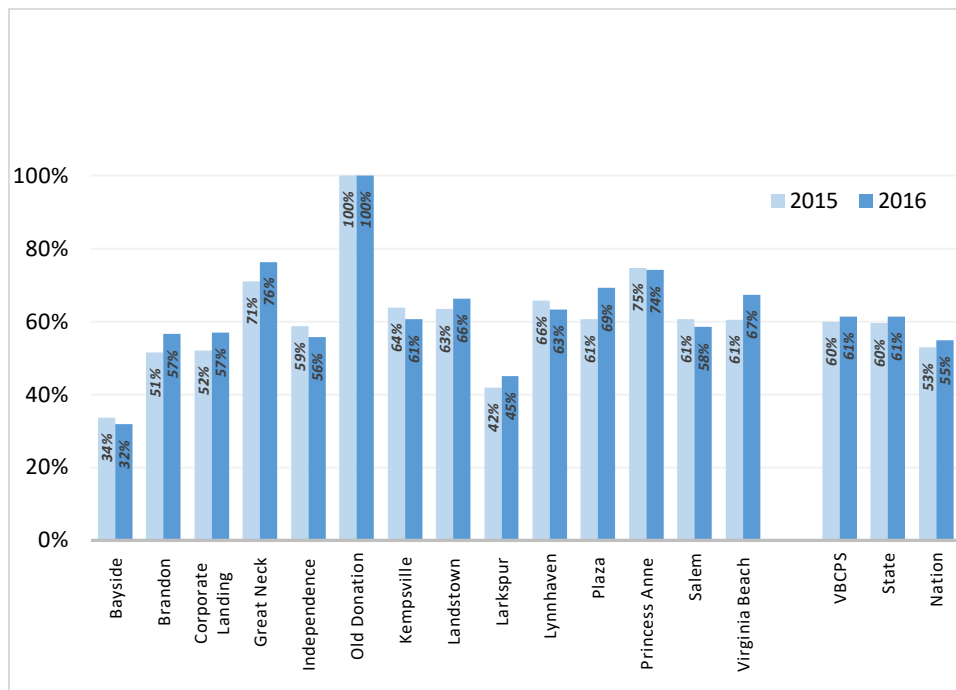


In both assessment years, students identified as economically disadvantaged showed a Total Mean Score, Mean Section Scores, and Mean Test Scores that were lower than students not identified as economically disadvantaged. The students identified as economically disadvantaged subgroup showed increases from last year in Total Mean Score (10 points) both Mean Sections Scores (ERW, 3 points and Math, 6 points) and in the Reading and Math Mean Test Scores (.4 points). When comparing the students identified as economically disadvantaged subgroup to the subgroup of students not identified as economically disadvantaged, all score areas show gaps that remained relatively stable from last year. In 2015 and 2016, students identified with limited English showed a Total Mean Score, Mean Section Scores, and Mean Test Scores that were lower than students not identified with limited English. The students identified with limited English subgroup showed increases from last year in Total Mean Score (17 points), Math Mean Sections Score (17 points) and Mean Test Scores (Reading and Math, .7 and .9 respectively). Although the difference in scores from 2015 and 2016 show gaps when comparing the Limited English subgroup with the students not identified as limited English, the gaps have narrowed for the Total Mean Score, Math Mean Section Score, and Reading and Math Mean test scores.

**PSAT 8/9 BENCHMARK RESULTS FOR VBCPS AND THE NATION**

The PSAT 8/9 College Readiness Benchmarks represent the scores that students should meet or exceed to be considered on track to be college ready. The number in each bar in Figure 4 indicates the percent of students who scored at or above the College Readiness Benchmark Score for ERW (390). As a division, 61 percent of students met this benchmark compared to the 55 percent at the national level. The percent of students meeting this benchmark in 2016 was 1 percentage-points higher than in 2015. Seven of the fourteen schools showed an increase from last year in the percentage of students who met or exceeded the College Readiness Benchmark in ERW.

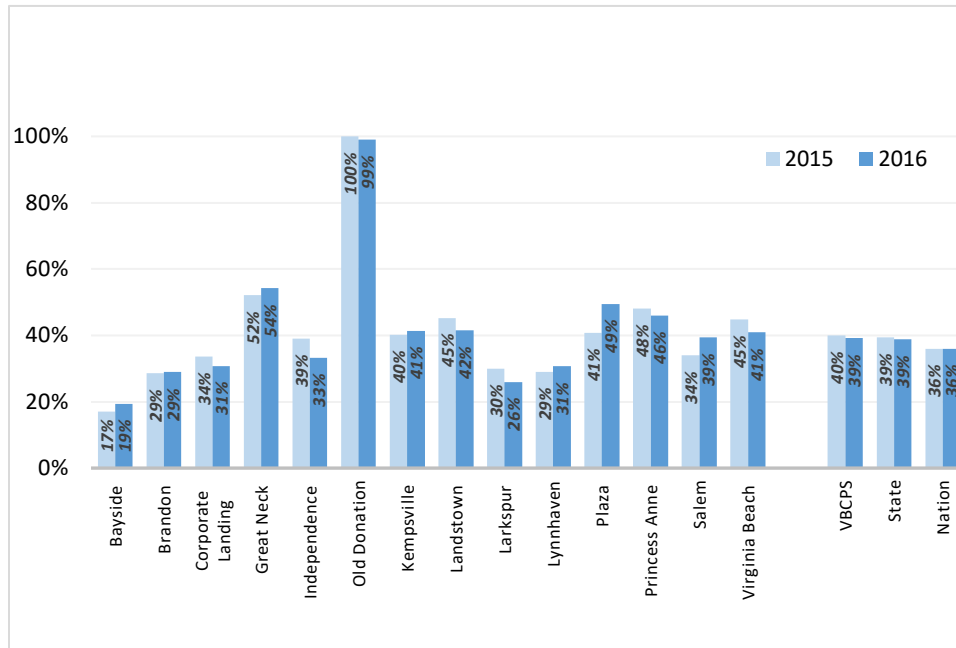
**Figure 4: Percent of Students Who Met the ERW Benchmark of 390**



The number in each bar in Figure 5 indicates the percent of students who scored at or above the College Readiness Benchmark Score for math (430). As a division, 39 percent of students met the College Readiness Benchmark compared to the 36 percent at the national level. The percent of students meeting this benchmark in 2016 was 1 percentage points lower than 2015. Six of the fourteen schools showed an increase from last year in the percentage of students who met or exceeded the College Readiness Benchmark in Math.

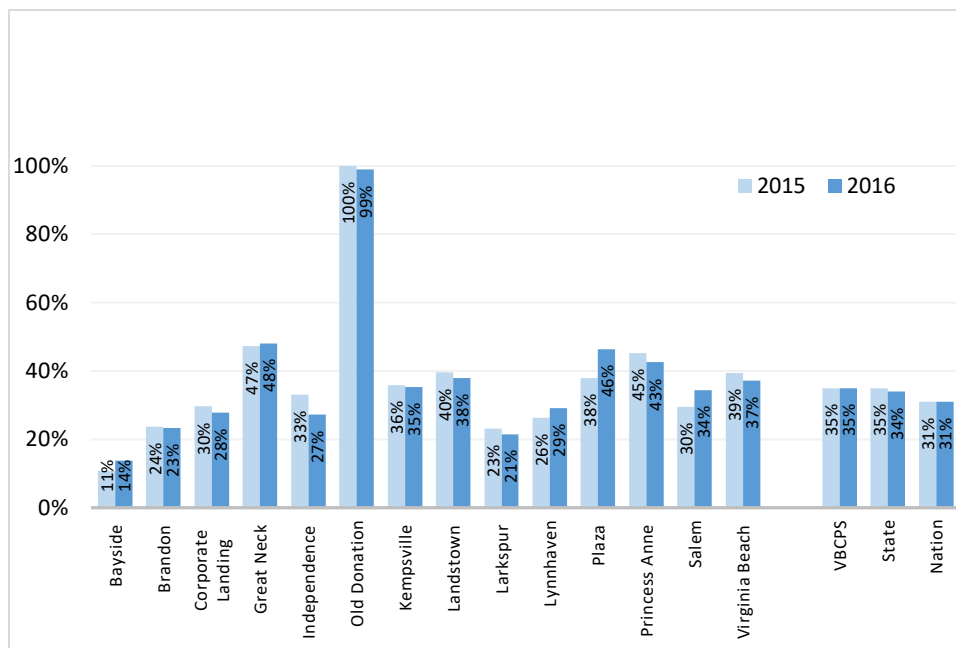


**Figure 5: Percent of Students Who Met the Math Benchmark of 430**



The percent of students meeting both the ERW and Math benchmarks, as noted in Figure 6, stayed the same from last year at the division level. Five of the fourteen schools showed an increase from last year ranging from one to nine percentage points. (Bayside, Great Neck, Lynnhaven, Plaza, and Salem).

**Figure 6: Percent of Students Who Met Both the ERW Benchmark of 390 and Math of 430**



**SUMMARY**

The October 2015 and 2016 administrations of the PSAT 8/9 to eighth-grade students in VBCPS provided information that allowed comparisons with other PSAT 8/9 test takers across the nation. The VBCPS Total Mean Scores increased 12 points from 2015. For all but one school (Independence), Total Mean Scores increased from last year ranging from 6 to 27 points. The Total Mean Score at 9 of the 14 schools and VBCPS was higher than the National Total Mean Score in 2015 and again in 2016.

The VBCPS ERW Mean Section Scores increased 4 points from 2015. For 11 out of the 14 schools, scores increased from last year ranging from 1 to 15 points. The ERW Mean Section Scores at 10 of the 14 schools and VBCPS were higher than the National ERW Mean Section Score in 2015 and again in 2016. The VBCPS Math Mean Section Scores increased 6 points from 2015. For all but one school, scores increased from last year ranging from 4 to 27 points. The Math Mean Section Scores at 8 of the 14 schools and VBCPS was higher than the National Math Mean Section Score in 2015 and at 9 of the 14 schools in 2016.

In both assessment years, the highest Mean Test Scores were on the reading test for all schools. In 2015 and 2016, 10 of the 14 schools showed a higher Reading Mean Test Score and Writing and Language Mean Test Score than the national level scores. Twelve schools revealed an increase in the Reading and Writing and Language Mean test scores from 2015 to 2016. In 2015 and 2016, 8 of the 14 schools showed a higher Math Mean Test Score than the national level score. Thirteen schools showed an increase in the Math Mean Test Score in 2016.

All ethnicity subgroups showed an increase from last year in Total Mean Score, both Mean Section Scores, and the Reading and Math Mean Test Scores. The African American/Black, Asian, and Two or More subgroups showed a decrease from last year in Writing and Language Tests Scores, while Caucasian/White and Hispanic showed an increase from last year. In both assessment years, the African American/Black student group showed the lowest Total Mean Score, Mean Section Scores, and Mean Test Scores when compared to other ethnic groups.

The students with disabilities subgroup attained the lowest scores when compared to other identified subgroups. The students with disabilities subgroup showed increases from last year in all areas. In both assessment years, students identified as economically disadvantaged showed scores that were lower than students not identified as economically disadvantaged. The students identified as economically disadvantaged subgroup showed increases from last year in most areas. In 2015 and 2016, students identified with limited English showed scores that were lower than students not identified with limited English. The students identified with limited English subgroup showed increases from last year in some areas. Although the difference in scores from 2015 and 2016 show gaps, when comparing several gaps, have narrowed.

As a division, 61 percent of students met the ERW College Readiness Benchmark compared to the 55 percent at the national level. The percent of students meeting this benchmark in 2016 was 1 percentage points higher than in 2015. As a division, 39 percent of students met the math College Readiness Benchmark compared to the 36 percent at the national level. The percent of students meeting this benchmark in 2016 was 1 percentage point lower than 2015. At the division level, the percent of students meeting both the ERW and Math benchmarks remained the same from last year.

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