

# **Report to the Legislature**

**June 2011**

*Teacher Licensure Tests:  
Basic Skills*

*As required by  
Minnesota Statutes, Section 122A.18, Subdivision 2(b)*

*Minnesota Board of Teaching*

## **ESTIMATED COST OF PREPARING THIS REPORT**

This report provides information which is maintained and published as Minnesota Rules by the Office of Revisor of Statutes as a part of its normal business functions. Therefore, the cost information reported below does not include the cost of gathering the data but rather is limited to the estimated cost of actually analyzing the data, determining recommendations and preparing this report document.

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**EXECUTIVE DIRECTOR  
Minnesota Board of Teaching**

**Karen Balmer**

**Report to the Legislature**

**REPORT ON THE  
2001-2010 ADMINISTRATION AND PERFORMANCE  
ON THE BASIC SKILLS EXAMINATION FOR TEACHER LICENSURE  
Pre-Professional Skills Tests: Reading, Writing and Mathematics**

**As required by Minnesota Statutes, Section 122A.18, Subdivision 2(b)**

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## **Minnesota Board of Teaching**

### **AUTHORIZING LEGISLATION**

#### **Minnesota Statutes, Section 122A.18, Subdivision 2(b):**

*The Board of Teaching shall report annually to the education committees of the legislature on the total number of teacher candidates during the most recent school year taking the skills examination, the number who achieve a qualifying score on the examination, the number who do not achieve a qualifying score on the examination, the distribution of all candidates' scores, the number of candidates who have taken the examination at least once before, and the number of candidates who have taken the examination at least once before and achieved a qualifying score.*

#### **Minnesota Statutes, Section 122A.09, Subdivision 4(b):**

*The board must adopt rules requiring a person to successfully complete a skills examination in reading, writing, and mathematics as a requirement for initial teacher licensure. Such rules must require college and universities offering a board-approved teacher preparation program to provide remedial assistance to persons who did not achieve a qualifying score on the skills examination, including those for whom English is a second language.*

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## I. BACKGROUND

The Minnesota Board of Teaching is committed to establishing and maintaining quality standards for the licensing of teachers who teach in Minnesota public schools. As part of these standards, specific and selected examinations serve as important instruments in the licensing process. The principal purpose of the examinations of basic skills is to determine objectively if prospective teachers have adequate skills in reading, writing and mathematics to meet the needs of the learners whom they serve, regardless of grade or subject taught.

The passage of a basic skills test was adopted as a licensure requirement in 1988 as a result of legislation in 1985. Current statutory language regarding basic skills testing is found in Minnesota Statutes, Section 122A.18, Subdivision 2(b) and Minnesota Statutes, Section 122A.09, Subdivision 4(b):

**Minnesota Statute 122A.18, Subdivision 2(b):** *The board must require a person to successfully complete an examination of skills in reading, writing and mathematics before being granted an initial teaching license to provide direct instruction to pupils in pre-kindergarten, elementary, secondary, or special education programs. The board must require colleges and universities offering a board approved teacher preparation program to provide remedial assistance that includes a formal diagnostic component to persons enrolled in their institution who did not achieve a qualifying score on the skills examination, including those for whom English is a second language. The colleges and universities must provide assistance in the specific academic areas of deficiency in which the person did not achieve a qualifying score.*

**Minnesota Statute 122A.09, Subdivision 4(b):** *The board must adopt rules requiring a person to successfully complete a skills examination in reading, writing and mathematics as a requirement for initial teacher licensure. Such rules must require college and universities offering a board-approved teacher preparation program to provide remedial assistance to persons who did not achieve a qualifying score on the skills examination, including those for whom English is a second language.*

In addition, the Board of Teaching has the following language in rule:

**Minnesota Rule 8710.0500, Subpart 8. Admission to upper division or graduate coursework.** *Candidates for an initial license shall provide official evidence to the institutions they attend of having taken the examinations adopted under subpart 1, item A, before enrolling in upper division coursework in the professional education sequence. Candidates for an initial license who have a baccalaureate degree shall provide official evidence to the institutions they attend of having taken the examinations adopted under subpart 1, item A, before enrolling in coursework in the professional education sequence; however, candidates must achieve the passing scores established under subpart 3 before recommendation for a first professional teaching license. Colleges and universities must provide candidates who fail the examinations access to opportunities to enhance their skills.*

In 2009, the Board of Teaching sought legal counsel and confirmed that the state does **not** have authority to require passing the basic skills tests for entry into a preparation program, but rather that institutions can determine their own entry requirements, which may or may not include these tests. As a result of the discussions, the Board of Teaching has provided the following guidance to Minnesota colleges and universities:

*The Board of Teaching does not have jurisdiction over admission criteria into teacher preparation programs at Minnesota colleges and universities. Institutions may set rigorous entry requirements into their teacher preparation programs, which may include requiring successful completion of the Basic Skills examinations*

### **ADOPTING TEACHER LICENSURE EXAMINATIONS**

The 1985 Minnesota Legislature directed the Minnesota Board of Teaching to require persons applying for initial teaching licensure on April 4, 1988, and thereafter, to successfully complete an examination of skills in reading, mathematics and writing.

In 1986, the Minnesota Board of Teaching released a request for proposals (RFP) seeking bidders for the development, validation, field-testing and administration of a statewide testing program for the issuance of teaching licenses. The goal of the request for proposals was to produce a statewide examination system to:

1. Ensure that candidates for licensure demonstrate proficiency in each described skill area of reading, writing and mathematics.
2. Identify specific areas of performance for individual diagnosis and remediation.
3. Provide test performance data to assist Minnesota institutions of higher education in modifying and strengthening their programs for preparing teachers for licensure in Minnesota.

Following the national requests for proposals to provide Minnesota with a testing program that would align licensing standards to tests specifications, and offer a testing program to meet all validation, reliability and administration requirements, the Board of Teaching selected Educational Testing Service as the administrator. Minnesota Rule 8710.0500, Examinations for Teachers, provided additional guidance for this process.

In 1987, the Minnesota Board of Teaching adopted the Pre-Professional Skills Tests (PPST) developed by Educational Testing Service (ETS) as the examinations of reading, mathematics and writing required for initial teacher licensure. Minimum qualifying scores were set at 173 for reading, 169 for mathematics, and 172 for writing.

- In December 2002, the Board of Teaching adjusted the mathematics qualifying score to 171. This score became effective September 1, 2003, for first-time applicants.

The current Pre-Professional Skills Tests (PPST) of Reading, Mathematics, and Writing, developed and administered by Educational Testing Service, are designed to assess basic proficiency in reading, mathematics, and writing.

- **The Reading test assesses literal comprehension, the ability to understand written messages and how they are organized, and the ability to make reasoned judgments about the nature and merit of written messages.**
- **The Mathematics test measures competencies acquired in the course of studying mathematics at least through high school. The test covers such skills as comparing and ordering numbers, interpreting graphic material, using ratios and percents, reasoning quantitatively, using measurement concepts and other fundamental mathematical skills.**
- **The Writing test assesses the ability to use grammar and language appropriately and to communicate effectively in writing with a specific aim or purpose in mind. (No essay topic requires any specialized knowledge other than an understanding of how to write effectively.)**

In January of 2009, in compliance with Minnesota Statutes Section 16C.08, the Board of Teaching issued a request for proposal and received proposals from assessment companies interested in providing testing services for Minnesota's teacher candidates.

A panel consisting of representatives from the field of teaching, teacher education programs, and the Department of Education evaluated the proposals and made a recommendation to the Board of Teaching. As a result of this work, the Board officially adopted a proposal from Evaluation Systems group of Pearson to construct teacher candidate licensure examinations including assessments of basic skills in the areas of Reading, Mathematics and Writing. Panels consisting of current teachers and college faculty are in the process of reviewing and validating items for cultural sensitivity, bias and content. For the Basic Skills tests, items were reviewed and validated for their importance in assessing the fundamental knowledge and skills needed to perform effectively in an educator preparation program and to perform the job of an entry-level educator in Minnesota schools.

The examinations were field-tested to evaluate their psychometric qualities last spring at higher education institutes throughout the state. New assessments were available for candidate use in September, 2010, and the Board of Teaching set passing scores at its October meeting, after the first test administration.



## SETTING MINNESOTA QUALIFYING SCORES

In the procedures to establish qualifying scores, Educational Testing Service conducted a field study in Minnesota. The field study population, along with national data, provided comparable data for two primary reference groups. Both populations represented first-time examinees that were tested under standard conditions and fell into one of two populations: those whose scores were compared to national data for the same tests, and those whose scores were used to inform a minimum required passing score on the PPST. During that year, although students were required to take the examinations, a passing score was not in effect. The following year, the Board looked at the Minnesota performance data for the preceding year, and made a decision as to where to set the final score.

The establishment of statewide minimum passing scores on the PPST required for Minnesota licensure was completed and reported in the Minnesota Validity/Standard Setting Study: Pre-Professional Skills Tests (PPST) conducted in 1987 by Educational Testing Service (ETS). An important phase in establishing and conducting the Minnesota PPST validity/standard setting study included selecting and convening a 30-member study panel comprised of representative Minnesota educators. Their assignment was to review the PPST questions and estimate the performance of minimally qualified applicants for initial teacher licensure.

The validity study panel was composed of 15 teachers/administrators who served on the school-based subpanel to review and evaluate the job-relatedness of the PPST questions, and 15 teacher educators who served on the college-based subpanel to review and evaluate the content appropriateness of the PPST questions. Criteria for selection of the teacher/administrator panelists included: geographic region, size of district enrollment, instructional level and subject area specialty, ethnicity, and gender. Criteria for selection of the college-based panelists included: type of institution, size of teacher education program, ethnicity of student body, geographic region, panelist ethnicity, and gender. To assure that panelists represented the desired diversity and characteristics of Minnesota, 13 percent of the panelists were persons of color.

After the systematic review of summarized standard-setting study data, which represented the professional judgments of Minnesota educators from representative educational institutions at elementary through college/university levels, a decision was made by the Minnesota Board of Teaching to set the qualifying scores at: Reading 173, Mathematics 169, Writing 172. In December 2002, the Board of Teaching adjusted the mathematics qualifying score to 171. The adjusted score became effective September 1, 2003, for first-time applicants.

***NOTE:*** *ETS does not assign grade equivalency to the Praxis I examinations (reading, writing, mathematics). However, a minimum of a high school education is presumed.*

The Minnesota scores were set by the Board of Teaching and were derived from Minnesota's validity study panels' judgments. Their recommended qualifying score was called a "study value." The performance of various reference groups were considered when setting the qualifying scores, including Minnesota graduates, gender, and race/ethnicity. The following issues were considered by the study panel participants as they worked toward recommended qualifying scores.

**What advantages and disadvantages should be considered in setting higher qualifying scores?**

Setting a higher passing score has certain potential advantages as well as disadvantages that should be considered. By setting a higher score, one would hope to improve professional standards. Higher professional standards may also have strong public appeal in terms of addressing current nationwide concerns about the need for excellence in education. However, in setting a higher score, student enrollment in teacher preparation programs as well as the supply of future teachers might be diminished. Also, research suggests that some minority groups are adversely affected by the setting of high passing scores.

**What advantages and disadvantages should be considered in setting lower qualifying scores?**

In general, the lower the qualifying score is set, the less the risk of rejecting qualified candidates who happen to score below the study values. At the same time, however, the greater risk is that unqualified candidates will exceed the adjusted qualifying score. Advantages in setting a lower passing score would be to increase the number of students entering teacher preparation programs. Thus, the supply of applicants for teaching positions would not be drastically affected and efforts at affirmative action might be more successfully pursued.

**NON-STANDARD TEST ADMINISTRATION FOR EXAMINEES WITH DISABILITIES**

When special accommodations are requested and documented, Educational Testing Service coordinates and arranges appropriate accommodations through individual testing sites in Minnesota (32 locations include colleges/universities, community colleges, and computer-based sites). Educational Testing Service publishes a test registration bulletin which describes procedures for examinees to follow when requesting special accommodations for taking its examinations. The most commonly requested non-standard test accommodations include assistance of a reader, a person to record answers, additional testing time, a sign language or oral interpreter, an individual testing room, enlarged print and Braille test books, and large-block answer sheets. The applicant requests special accommodations directly through Educational Testing Service.

The tests are administered in Minnesota on seven national testing dates spread throughout the year. Candidates may also make appointments to take the tests at anytime on computer. Test-takers arrange individual test times and dates, based on availability.

### **NON-STANDARD TEST ADMINISTRATION FOR EXAMINEES WHO'S PRIMARY LANGUAGE IS NOT ENGLISH (PLINE)**

Non-standard test accommodations (extended time) is available for test takers whose primary language is not English. Test-takers who meet ETS requirements are allowed 50 percent additional testing time.

### **ASSURANCE OF CULTURAL SENSITIVITY**

Educational Testing Service conducts procedures responsive to a goal of cultural sensitivity in tests and services. The ETS Standards for Quality and Fairness states: "All ETS products and services including individual test questions, tests as a whole, and publications in print and other media must not contain language, symbols, words, phrases, or examples that are generally regarded as sexist, racist, or otherwise potentially offensive, inappropriate, or negative toward any group."

### **Sensitivity Review**

Educational Testing Service conducts a sensitivity review procedure on the academic skills assessments. Each form of the PPST has undergone ETS sensitivity review procedures. The Sensitivity Review ensures:

- Tests do not contain language or symbols that may reinforce stereotypes.
- Tests will not contain inflammatory or highly controversial topics. If material must be used, it should be handled in a conscientious, balanced, sensitive, and objective manner.
- Tests do not contain language that is inappropriate in tone. A patronizing, insulting, elitist, or inflammatory tone is unacceptable.
- Tests will not contain inappropriate underlying assumptions, in particular, ethnocentric, elitist, and/or gender-based beliefs and language that are not germane to the domain being tested.
- Tests ensure gender balance and reflect an appropriate balance of males and females.
- Recognition of population diversity. No racial/ethnic group should be represented to the exclusion of others in tests.

### **Differential Item Functioning**

An additional procedure performed by Educational Testing Service to ensure fairness and cultural sensitivity in test development and scoring is the Differential Item Functioning (DIF). Differential Item Functioning is an empirical measure based on the actual test performance of examinees in different groups. Differential Item Functioning occurs when people of approximately equal knowledge and skill in different groups

perform in substantially different ways on a test question. Measures of DIF help to identify questions that may be biased because group differences in relevant knowledge and skill have been taken into account to the extent allowed by the matching process.

DIF is performed at the time of test assembly and at the time of scoring to determine whether or not any difference in difficulty or performance can be attributed to or related to group membership. If any given question is determined to have been missed by any group or selected population and a determination has been made that the item is unfair to group membership, the item is removed from the scored portion of the test before the question affects the reported scores of any examinee.

### **REPORT TO THE LEGISLATURE 1994 - CULTURAL SENSITIVITY**

The 1993 Legislature requested that the Board of Teaching, with the assistance of organizations representing diverse cultures, work to assure that questions contained in the skills examinations in reading, writing, and mathematics are culturally sensitive. The following organizations provided members from their respective groups to assist the Board:

**Council on Asian-Pacific Minnesotans**  
**Council on Black Minnesotans**  
**Minneapolis Public Schools**  
**Minnesota Association of Colleges for Teacher Education**  
**Minnesota Education Association**  
**Minnesota Federation of Teachers**  
**Minnesota Indian Scholarship Committee**  
**St. Paul Public Schools**  
**Spanish Speaking Affairs Council**

The committee developed the following principles which were adopted by the Board of Teaching:

1. Test items in the basic skills examination of reading, writing, and mathematics must be culturally sensitive. Tests must undergo scrutiny at multiple points which include content and item analysis for cultural sensitivity at the time of item development and at review of item performance on various populations.
2. Testing centers must provide environments and procedures which facilitate fairness in test-taking arrangements and test administration.
3. Legislation requiring that colleges, universities, and school districts provide appropriate assistance to individuals needing it should be maintained and enhanced to include requirements for a diagnostic component.
4. Persons who have successfully completed approved teacher preparation programs outside of the state of Minnesota, and have been granted a provisional license to teach, must be provided sufficient

time to demonstrate, and, when necessary, to develop the skills needed to successfully complete the basic skills examination for teacher licensure.

5. Students enrolled in Minnesota colleges and universities with Board of Teaching approved teacher preparation programs must be provided with sufficient time to demonstrate, and, when necessary, to develop the skills needed to successfully complete the basic skills examination for initial teacher licensure.

### **OPPORTUNITIES FOR REMEDIATION AND ASSISTANCE**

Colleges and universities with Board-approved teacher preparation programs must provide remedial assistance to persons enrolled in their institutions who do not pass any part of the skills examination. Districts employing teachers who have not passed the skills examination and who are employed on Temporary Limited licenses must also provide remediation and mentoring.

#### **Minnesota Statute §122A.18 subdivision(b)**

*The board must require colleges and universities offering a board approved teacher preparation program to provide remedial assistance that includes a formal diagnostic component to persons enrolled in their institution who did not achieve a qualifying score on the skills examination, including those for whom English is a second language. The colleges and universities must provide assistance in the specific academic areas of deficiency in which the person did not achieve a qualifying score. School districts must provide similar, appropriate, and timely remedial assistance that includes a formal diagnostic component and mentoring to those persons employed by the district who completed their teacher education program outside the state of Minnesota, received a one-year license to teach in Minnesota and did not achieve a qualifying score on the skills examination, including those persons for whom English is a second language.*

## II. FINDINGS 2001-2010

For each test the following data is provided:

- Frequency by Gender and Ethnicity
- Median and Mean Scores
- Pass Rates and Failure Rates
- Scores for All State Users
- Pass/Fail Rates by Teacher Preparation Institution

**NOTE: The reporting of information by variables of gender and race/ethnicity are voluntary; as such data is not available for all examinees.**

**TEST INFORMATION**

<b>Test Code</b> <b>SCORE RANGE</b>	<b>710</b>	<b>TEST NAME</b>	<b>PPST Reading</b>
	<b>150-190</b>		

**2001-2010 ALL MINNESOTA EXAMINEES**

<b>GENDER COUNT</b> (n=40,875)				<b>ETHNICITY COUNT</b> (n=40,875)						
	Females	Males	Not Coded	African American	Asian	Hispanic	Native American	Other	White	X-Missing
n	29,925	10,792	158	773	990	617	285	600	37,139	471
%	73.2	26.4	0.4	1.9	2.4	1.5	0.7	1.5	90.9	1.2

<b>SCORE</b>	<b>Median</b>	<b>Mean</b>	<b>Range</b>
Females	179	177	152-188
Males	180	178	151-189
Not Coded	181	179	160-187
Total Gender	179	178	151-189
African American	171	171	151-187
Asian	174	173	153-187
Hispanic	175	174	154-187
Native American	177	175	156-186
Other	182	179	156-186
White	179	178	151-189
X-Missing Code	181	179	155-188
Total Ethnicity	179	178	151-189

<b>PASS RATE</b>	<b>Number Passing</b>	<b>Number Failing</b>	<b>Percent Passing</b>
Females	26,062	3,863	87
Males	9,713	1,079	90
Not Coded	137	21	87
Total Gender	35,912	4,963	88
African American	450	323	58
Asian	684	306	69
Hispanic	440	177	71
Native American	218	67	77
Other	533	67	89
White	33,169	3,970	89
X-Missing Code	418	53	89
Total Ethnicity	35,912	4,963	88

<b>ALL STATE USERS</b> <b>(Current Scores)</b>	<b>PASSING SCORE</b>
MS, NE	170
AR, CT, DC, HI, PA	172
MN, ND, OK, VI	173
LA, NH, NV, OR, TN, WV	174
AK, DE, NJ, SC, WI	175
IN, NC	176
MD, VT	177
VA	178

**PASS/FAIL COUNTS AND PERCENTS BY  
INSTITUTION BY GENDER BY RACE & ETHNICITY**

**PPST Reading - TEST CODE 710**

Institution	Female		Male		African American		Asian		Hispanic		Native American		Other		White		Ethnicity TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%

Augsburg College																		
• Pass	628	89	295	91	26	54	16	62	8	73	9	82	13	93	857	92	929	89
• Not Pass	80	11	31	10	22	46	10	39	3	27	2	18	1	7	73	8	111	11

Bemidji State University																		
• Pass	1,073	77	552	85	11	58	13	59	11	79	32	48	19	95	1,541	81	1,627	80
• Not Pass	316	23	96	15	8	42	9	41	3	21	35	52	1	5	356	19	412	20

Bethany College																		
• Pass	54	86	15	88	-	-	-	-	-	-	-	-	1	100	68	86	69	86
• Not Pass	9	14	2	12	-	-	-	-	-	-	-	-	-	-	11	14	11	14

Bethel University																		
• Pass	921	95	333	95	7	64	26	96	17	85	2	100	20	87	1,190	96	1,262	95
• Not Pass	45	5	17	5	4	36	1	4	3	15	-	-	3	13	51	4	62	5

Carleton College																		
• Pass	63	100	34	100	6	100	5	100	5	100	-	-	2	100	79	100	97	100
• Not Pass	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

College of St Benedicts-St Johns																		
• Pass	623	94	230	96	4	57	16	73	5	100	1	50	9	100	822	95	857	95
• Not Pass	39	6	10	4	3	43	6	27	-	-	1	50	-	-	40	5	50	6

College of St Scholastica																		
• Pass	360	90	167	92	6	86	6	67	2	67	21	91	7	100	488	91	530	91
• Not Pass	39	10	15	8	1	14	3	33	1	33	2	9	-	-	47	9	54	9

Concordia College-Moorhead																		
• Pass	615	94	256	93	3	60	11	85	1	50	2	100	2	50	853	95	872	94
• Not Pass	39	6	18	7	2	40	2	15	1	50	-	-	2	50	50	6	57	6

Concordia University-St Paul																		
• Pass	314	76	112	78	16	38	27	44	8	47	3	75	14	88	363	86	431	76
• Not Pass	101	24	32	22	26	62	34	56	9	53	1	25	2	13	61	14	133	24



**PASS/FAIL COUNTS AND PERCENTS BY  
INSTITUTION BY GENDER BY RACE & ETHNICITY**

**PPST Reading - TEST CODE 710**

Institution	Female		Male		African American		Asian		Hispanic		Native American		Other		White		Ethnicity TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%

**Crown College**

• Pass	277	83	52	80	2	67	8	31	9	90	-	-	4	100	306	86	329	83
• Not Pass	56	17	13	20	1	33	18	69	1	10	-	-	-	-	49	14	69	17

**Gustavus Adolphus College**

• Pass	438	93	139	95	6	100	14	88	5	50	3	100	12	92	537	94	577	93
• Not Pass	33	7	8	5	-	-	2	13	5	50	-	-	1	8	33	6	41	7

**Hamline University**

• Pass	683	95	269	89	19	56	35	73	31	74	5	100	28	90	835	96	953	93
• Not Pass	39	5	34	11	15	44	13	27	11	26	-	-	3	10	31	4	73	7

**Macalester College**

• Pass	54	96	35	100	3	100	3	100	1	33	-	-	8	100	74	100	89	98
• Not Pass	2	4	-	-	-	-	-	-	2	67	-	-	-	-	-	-	2	2

**Martin Luther College**

• Pass	836	95	378	95	7	88	5	100	8	80	4	100	13	100	1,184	95	1,221	95
• Not Pass	49	6	20	5	1	13	-	-	2	20	-	-	-	-	67	5	70	5

**Metropolitan State University**

• Pass	160	80	70	86	20	53	11	42	12	86	1	100	11	92	177	93	232	82
• Not Pass	39	20	11	14	18	47	15	58	2	14	-	-	1	8	14	7	50	18

**Minnesota State University Mankato**

• Pass	1,882	83	742	87	17	45	35	60	31	66	9	100	29	88	2,516	85	2,637	84
• Not Pass	380	17	111	13	21	55	23	40	16	34	-	-	4	12	430	15	494	16

**Minnesota State University Moorhead**

• Pass	1,540	80	510	85	4	50	15	79	11	46	17	90	12	75	1,991	81	2,050	81
• Not Pass	390	20	91	15	4	50	4	21	13	54	2	11	4	25	454	19	481	19

**North Central University**

• Pass	122	88	16	84	2	40	-	-	2	67	-	-	4	100	130	90	138	88
• Not Pass	16	12	3	16	3	60	-	-	1	33	-	-	-	-	15	10	19	12

**PASS/FAIL COUNTS AND PERCENTS BY  
INSTITUTION BY GENDER BY RACE & ETHNICITY**

PPST Reading - TEST CODE 710

Institution	Female		Male		African American		Asian		Hispanic		Native American		Other		White		Ethnicity TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%

Northwestern College																		
• Pass	547	95	129	94	7	70	14	93	7	88	-	-	10	100	643	95	681	95
• Not Pass	32	6	8	6	3	30	1	7	1	13	-	-	-	-	35	5	40	6

Saint Catherine College																		
• Pass	623	91	19	86	3	43	17	77	9	100	1	50	10	83	603	92	643	90
• Not Pass	65	9	3	14	4	57	5	23	-	-	1	50	2	17	56	9	68	10

Saint Marys University																		
• Pass	478	86	204	92	8	53	8	100	10	67	1	100	13	93	644	89	684	88
• Not Pass	76	14	18	8	7	47	-	-	5	33	-	-	1	7	81	11	94	12

Saint Olaf College																		
• Pass	414	100	190	98	6	86	15	88	6	86	2	100	10	100	568	100	607	99
• Not Pass	2	1	3	2	1	14	2	12	1	14	-	-	-	-	1	-	5	1

Southwest State University																		
• Pass	508	77	177	85	5	83	5	46	8	38	2	33	5	83	660	80	685	79
• Not Pass	155	23	31	15	1	17	6	55	13	62	4	67	1	17	163	20	188	22

St Cloud State University																		
• Pass	2,177	79	722	87	15	41	41	62	26	58	10	77	32	87	2,777	82	2,901	81
• Not Pass	576	21	111	13	22	60	25	38	19	42	3	23	5	14	613	18	687	19

University of Minnesota-Duluth																		
• Pass	1,332	88	543	94	5	83	30	83	22	69	23	82	17	81	1,781	91	1,878	90
• Not Pass	175	12	34	6	1	17	6	17	10	31	5	18	4	19	184	9	210	10

University of Minnesota-Minneapolis-St Paul																		
• Pass	2,179	95	863	94	56	72	127	71	52	88	13	100	87	97	2,715	97	3,050	95
• Not Pass	106	5	56	6	22	28	53	29	7	12	-	-	3	3	77	3	162	5

University of Minnesota-Morris																		
• Pass	369	96	147	98	2	50	8	73	4	100	13	100	7	100	484	98	518	97
• Not Pass	14	4	3	2	2	50	3	27	-	-	-	-	-	-	12	2	17	3

**PASS/FAIL COUNTS AND PERCENTS BY  
INSTITUTION BY GENDER BY RACE & ETHNICITY**

**PPST Reading - TEST CODE 710**

Institution	Female		Male		African American		Asian		Hispanic		Native American		Other		White		Ethnicity TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%

University of Saint Thomas																		
• Pass	818	93	319	90	31	65	37	66	20	71	4	40	33	89	1,013	96	1,138	92
• Not Pass	60	7	34	10	17	35	19	34	8	29	6	60	4	11	40	4	94	8

Winona State University																		
• Pass	1,593	84	526	88	12	86	19	86	12	71	5	100	7	78	2,070	85	2,125	85
• Not Pass	308	16	69	12	2	14	3	14	5	29	-	-	2	22	366	15	378	15

**RETAKES ON THE PPST Reading**

		1st Attempt		2nd Attempt		3 or more Attempts	
Racial/Ethnic Group	Total Attempts	Passed	Failed	Passed	Failed	Passed	Failed
African American	773	413	360	21	76	16	25
Asian	990	615	375	43	111	26	31
Hispanic	617	407	210	23	50	10	12
Native American	285	205	80	9	14	4	4
Other	600	528	72	3	10	2	2
White	37,138	31,762	5,376	1,059	1,085	348	275
Totals	40,874	34,345	6,529	1,161	1,347	406	349
X-Missing	471	415	56	3	1	-	-

**TEST INFORMATION**

<b>Test Code</b> <b>SCORE RANGE</b>	<b>720</b>	<b>TEST NAME</b>	<b>PPST Writing</b>
	<b>150-190</b>		

**2001-2010 ALL MINNESOTA EXAMINEES**

<b>GENDER COUNT</b> <b>(n=41,130)</b>				<b>ETHNICITY COUNT</b> <b>(n=41,130)</b>						
	Females	Males	Not Coded	African American	Asian	Hispanic	Native American	Other	White	X-Missing
n	29,641	11,329	160	783	989	649	295	620	37,319	475
%	72.1	27.5	0.4	1.9	2.4	1.6	0.7	1.5	90.7	1.2

<b>SCORE</b>	<b>Median</b>	<b>Mean</b>	<b>Range</b>
Females	176	175	151-190
Males	175	175	150-190
Not Coded	176	176	160-188
Total Gender	176	176	150-190
African American	172	171	157-188
Asian	173	172	158-187
Hispanic	172	172	157-186
Native American	173	172	157-186
Other	176	175	151-190
White	176	175	150-190
X-Missing Code	177	176	160-188
Total Ethnicity	176	176	150-190

<b>PASS RATE</b>	<b>Number Passing</b>	<b>Number Failing</b>	<b>Percent Passing</b>
Females	26,321	3,320	89
Males	9,589	1,740	85
Not Coded	139	21	87
Total Gender	36,049	5,081	88
African American	474	309	61
Asian	685	304	69
Hispanic	448	201	69
Native American	194	101	66
Other	530	90	86
White	33,307	4,012	89
X-Missing Code	411	64	87
Total Ethnicity	36,049	5,081	88

<b>ALL STATE USERS</b> <b>(Current Scores)</b>	<b>PASSING SCORE</b>
CT, DC, HI, OR	171
IN, MN, MS, NE, NH, NV, OK, VI, WV	172
AR, DE, LA, MD, NC, ND, NJ, PA, SC, TN	173
AK, VT, WI	174
VA	176

**PASS/FAIL COUNTS AND PERCENTS BY  
INSTITUTION BY GENDER BY RACE & ETHNICITY**

PPST Writing - TEST CODE 720

Institution	Female		Male		African American		Asian		Hispanic		Native American		Other		White		Ethnicity TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%

Augsburg College																		
• Pass	629	89	289	83	27	60	18	82	9	64	10	83	15	88	844	89	923	87
• Not Pass	77	11	60	17	18	40	4	18	5	36	2	17	2	12	107	11	138	13

Bemidji State University																		
• Pass	1,110	78	556	75	10	42	13	50	15	60	25	32	20	77	1,585	80	1,668	77
• Not Pass	312	22	186	25	14	58	13	50	10	40	54	68	6	23	401	20	498	23

Bethany College																		
• Pass	52	85	12	71	-	-	-	-	-	-	-	-	1	100	63	82	64	82
• Not Pass	9	15	5	29	-	-	-	-	-	-	-	-	-	-	14	18	14	18

Bethel University																		
• Pass	919	96	334	94	6	60	27	100	21	91	2	100	20	87	1,186	96	1,262	95
• Not Pass	39	4	22	6	4	40	-	-	2	9	-	-	3	13	52	4	61	5

Carleton College																		
• Pass	64	100	35	100	6	100	5	100	5	100	-	-	2	100	81	100	99	100
• Not Pass	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

College of St Benedicts-St Johns																		
• Pass	625	97	228	93	4	100	14	70	5	100	2	100	9	100	823	96	857	96
• Not Pass	21	3	16	7	-	-	6	30	-	-	-	-	-	-	31	4	37	4

College of St Scholastica																		
• Pass	365	91	166	86	6	86	7	70	2	67	20	87	7	100	492	90	534	89
• Not Pass	38	9	27	14	1	14	3	30	1	33	3	13	-	-	57	10	65	11

Concordia College-Moorhead																		
• Pass	618	96	254	93	4	100	12	100	2	100	2	100	3	75	850	95	873	95
• Not Pass	27	4	19	7	-	-	-	-	-	-	-	-	1	25	45	5	46	5

Concordia University-St Paul																		
• Pass	323	80	115	78	17	42	25	43	10	67	4	100	15	94	372	88	443	80
• Not Pass	81	20	33	22	24	59	33	57	5	33	-	-	1	6	51	12	114	21

**PASS/FAIL COUNTS AND PERCENTS BY  
INSTITUTION BY GENDER BY RACE & ETHNICITY**

PPST Writing - TEST CODE 720

Institution	Female		Male		African American		Asian		Hispanic		Native American		Other		White		Ethnicity TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%

**Crown College**

• Pass	266	82	52	77	2	67	12	52	9	64	-	-	3	75	292	84	318	81
• Not Pass	57	18	16	24	1	33	11	48	5	36	-	-	1	25	55	16	73	19

**Gustavus Adolphus College**

• Pass	432	95	137	92	5	83	12	86	6	75	2	100	14	100	531	95	570	94
• Not Pass	22	5	12	8	1	17	2	14	2	25	-	-	-	-	29	5	34	6

**Hamline University**

• Pass	693	94	270	87	23	66	35	71	34	63	5	100	30	88	837	96	964	92
• Not Pass	44	6	42	14	12	34	14	29	20	37	-	-	4	12	36	4	86	8

**Macalester College**

• Pass	57	97	35	100	3	100	3	100	1	33	-	-	8	100	77	100	92	98
• Not Pass	2	3	-	-	-	-	-	-	2	67	-	-	-	-	-	-	2	2

**Martin Luther College**

• Pass	848	97	380	92	6	75	5	100	8	100	3	100	14	100	1,199	95	1,235	95
• Not Pass	30	3	33	8	2	25	-	-	-	-	-	-	-	-	61	5	63	5

**Metropolitan State University**

• Pass	157	76	61	73	22	51	12	46	11	79	1	50	10	77	163	84	219	75
• Not Pass	50	24	23	27	21	49	14	54	3	21	1	50	3	23	32	16	74	25

**Minnesota State University Mankato**

• Pass	1,926	87	727	80	16	44	37	67	32	60	8	100	26	79	2,547	86	2,666	85
• Not Pass	294	13	177	20	20	56	18	33	21	40	-	-	7	21	408	14	474	15

**Minnesota State University Moorhead**

• Pass	1,573	83	497	77	3	33	14	74	12	50	13	62	12	67	2,016	83	2,070	82
• Not Pass	319	17	147	23	6	67	5	26	12	50	8	38	6	33	429	18	466	18

**North Central University**

• Pass	131	94	16	84	3	60	-	-	2	67	-	-	4	80	138	95	147	93
• Not Pass	9	6	3	16	2	40	-	-	1	33	-	-	1	20	8	6	12	8

**PASS/FAIL COUNTS AND PERCENTS BY  
INSTITUTION BY GENDER BY RACE & ETHNICITY**

PPST Writing - TEST CODE 720

Institution	Female		Male		African American		Asian		Hispanic		Native American		Other		White		Ethnicity TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%

Northwestern College																		
• Pass	546	95	132	95	7	88	15	83	6	75	-	-	10	100	646	95	684	95
• Not Pass	30	5	7	5	1	13	3	17	2	25	-	-	-	-	31	5	37	5

Saint Catherine College																		
• Pass	634	91	18	78	5	56	18	78	9	82	2	100	11	92	608	92	653	91
• Not Pass	61	9	5	22	4	44	5	22	2	18	-	-	1	8	54	8	66	9

Saint Marys University																		
• Pass	491	90	200	91	8	53	7	78	8	57	1	100	10	77	659	92	693	91
• Not Pass	52	10	20	9	7	47	2	22	6	43	-	-	3	23	54	8	72	9

Saint Olaf College																		
• Pass	411	100	189	97	6	86	15	88	6	100	2	100	10	100	564	99	603	99
• Not Pass	2	1	5	3	1	14	2	12	-	-	-	-	-	-	4	1	7	1

Southwest State University																		
• Pass	522	81	178	76	3	43	5	56	7	33	2	33	4	57	679	82	700	80
• Not Pass	121	19	57	24	4	57	4	44	14	67	4	67	3	43	151	18	180	21

St Cloud State University																		
• Pass	2,244	81	731	77	22	55	37	58	26	67	9	75	32	84	2,851	81	2,977	80
• Not Pass	528	19	225	24	18	45	27	42	13	33	3	25	6	16	686	19	753	20

University of Minnesota-Duluth																		
• Pass	1,319	90	534	88	2	22	28	68	22	71	19	61	16	80	1,770	91	1,857	89
• Not Pass	154	11	72	12	7	78	13	32	9	29	12	39	4	20	181	9	226	11

University of Minnesota-Minneapolis-St Paul																		
• Pass	2,160	95	871	91	64	74	134	71	52	85	10	83	79	91	2,700	96	3,039	94
• Not Pass	118	5	87	9	22	26	54	29	9	15	2	17	8	9	111	4	206	6

University of Minnesota-Morris																		
• Pass	371	96	148	97	4	67	8	73	5	100	14	100	6	100	484	97	521	97
• Not Pass	14	4	4	3	2	33	3	27	-	-	-	-	-	-	13	3	18	3



**PASS/FAIL COUNTS AND PERCENTS BY  
INSTITUTION BY GENDER BY RACE & ETHNICITY**

PPST Writing - TEST CODE 720

Institution	Female		Male		African American		Asian		Hispanic		Native American		Other		White		Ethnicity TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%

University of Saint Thomas																		
• Pass	824	93	319	89	33	57	39	72	25	78	3	100	32	87	1,012	95	1,144	92
• Not Pass	61	7	41	11	25	43	15	28	7	22	-	-	5	14	50	5	102	8

Winona State University																		
• Pass	1,615	90	523	85	9	60	18	78	11	85	5	100	8	80	2,092	89	2,143	89
• Not Pass	176	10	93	15	6	40	5	22	2	15	-	-	2	20	254	11	269	11

**RETAKES ON THE PPST Writing**

		1st Attempt		2nd Attempt		3 or more Attempts	
Racial/Ethnic Group	Total Attempts	Passed	Failed	Passed	Failed	Passed	Failed
African American	783	424	359	36	70	14	11
Asian	989	630	359	42	81	13	23
Hispanic	649	401	248	35	54	12	10
Native American	295	179	116	13	12	2	1
Other	620	507	113	21	12	2	3
White	37,318	31,853	5,465	1,187	808	267	148
Totals	41,129	34,401	6,728	1,337	1,038	311	196
X-Missing	475	407	68	3	1	1	-

**TEST INFORMATION**

<b>Test Code</b> <b>SCORE RANGE</b>	<b>730</b>	<b>TEST NAME</b>	<b>PPST Mathematics</b>
	<b>150-190</b>		

**2001-2010 ALL MINNESOTA EXAMINEES**

<b>GENDER COUNT</b> <b>(n=39,830)</b>				<b>ETHNICITY COUNT</b> <b>(n=39,830)</b>						
	Females	Males	Not Coded	African American	Asian	Hispanic	Native American	Other	White	X-Missing
n	29,275	10,403	152	804	872	618	286	626	36,144	480
%	73.5	26.1	0.4	2.0	2.2	1.6	0.7	1.6	90.7	1.2

<b>SCORE</b>	<b>Median</b>	<b>Mean</b>	<b>Range</b>
Females	179	178	151-190
Males	183	181	154-190
Not Coded	183	180	156-190
Total Gender	180	179	151-190
African American	169	170	151-190
Asian	179	177	155-190
Hispanic	172	173	154-190
Native American	175	174	151-190
Other	180	178	151-190
White	181	179	152-190
X-Missing Code	182	180	154-190
Total Ethnicity	180	179	151-190

<b>PASS RATE</b>	<b>Number Passing</b>	<b>Number Failing</b>	<b>Percent Passing</b>
Females	26,581	2,694	91
Males	9,905	498	95
Not Coded	133	19	88
Total Gender	36,619	3,211	92
African American	461	343	57
Asian	758	114	87
Hispanic	436	182	71
Native American	207	79	72
Other	556	70	89
White	33,772	2,372	93
X-Missing Code	429	51	89
Total Ethnicity	36,619	3,211	92

<b>ALL STATE USERS</b> <b>(Current Scores)</b>	<b>PASSING SCORE</b>
MS	169
ND	170
AR, CT, MN, NE, OK, VI	171
LA, NH, NV, SC, WV	172
AK, HI, NC, PA, TN, WI	173
DC, DE, NJ	174
IN, OR, VT	175
MD	177
VA	178

**PASS/FAIL COUNTS AND PERCENTS BY  
INSTITUTION BY GENDER BY RACE & ETHNICITY**

**PPST Mathematics - TEST CODE 730**

Institution	Female		Male		African American		Asian		Hispanic		Native American		Other		White		Ethnicity TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%

Augsburg College																		
• Pass	624	88	287	91	31	63	16	76	8	80	8	67	13	93	840	91	916	89
• Not Pass	88	12	28	9	18	37	5	24	2	20	4	33	1	7	87	9	117	11

Bemidji State University																		
• Pass	1,118	85	574	93	9	56	15	79	11	73	34	51	18	78	1,606	89	1,693	87
• Not Pass	203	15	41	7	7	44	4	21	4	27	33	49	5	22	191	11	244	13

Bethany College																		
• Pass	56	93	16	100	-	-	-	-	-	-	-	-	1	100	71	95	72	95
• Not Pass	4	7	-	-	-	-	-	-	-	-	-	-	-	-	4	5	4	5

Bethel University																		
• Pass	914	96	335	96	5	42	26	100	14	70	2	100	22	100	1,188	97	1,257	96
• Not Pass	37	4	13	4	7	58	-	-	6	30	-	-	-	-	37	3	50	4

Carleton College																		
• Pass	63	100	34	100	6	100	5	100	5	100	-	-	2	100	79	100	97	100
• Not Pass	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

College of St Benedicts-St Johns																		
• Pass	628	97	233	99	5	50	16	89	5	100	2	100	8	73	828	99	864	98
• Not Pass	17	3	2	1	5	50	2	11	-	-	-	-	3	27	10	1	20	2

College of St Scholastica																		
• Pass	362	91	171	94	7	78	7	88	2	67	16	64	7	100	496	94	535	92
• Not Pass	35	9	11	6	2	22	1	13	1	33	9	36	-	-	34	6	47	8

Concordia College-Moorhead																		
• Pass	613	96	258	99	3	60	12	92	2	100	2	100	4	80	849	97	872	97
• Not Pass	29	5	3	1	2	40	1	8	-	-	-	-	1	20	28	3	32	4

Concordia University-St Paul																		
• Pass	329	78	109	88	16	31	29	56	10	56	2	100	15	75	369	90	441	80
• Not Pass	95	22	15	12	35	69	23	44	8	44	-	-	5	25	42	10	113	20

**PASS/FAIL COUNTS AND PERCENTS BY  
INSTITUTION BY GENDER BY RACE & ETHNICITY**

**PPST Mathematics - TEST CODE 730**

Institution	Female		Male		African American		Asian		Hispanic		Native American		Other		White		Ethnicity TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%

**Crown College**

• Pass	264	81	53	88	2	67	10	56	8	53	1	100	4	100	292	84	317	82
• Not Pass	64	20	7	12	1	33	8	44	7	47	-	-	-	-	55	16	71	18

**Gustavus Adolphus College**

• Pass	440	96	143	99	5	83	14	88	6	86	2	100	12	100	544	97	583	97
• Not Pass	19	4	2	1	1	17	2	13	1	14	-	-	-	-	17	3	21	4

**Hamline University**

• Pass	680	92	272	95	18	69	36	88	28	62	5	100	30	83	836	96	953	93
• Not Pass	59	8	13	5	8	31	5	12	17	38	-	-	6	17	36	4	72	7

**Macalester College**

• Pass	57	92	35	100	4	100	3	100	2	29	-	-	9	100	74	100	92	95
• Not Pass	5	8	-	-	-	-	-	-	5	71	-	-	-	-	-	-	5	5

**Martin Luther College**

• Pass	837	97	382	99	6	67	4	100	8	100	3	75	14	100	1,191	98	1,226	98
• Not Pass	28	3	4	1	3	33	-	-	-	-	1	25	-	-	28	2	32	3

**Metropolitan State University**

• Pass	160	74	74	94	20	47	16	62	11	79	1	50	12	92	176	88	236	80
• Not Pass	56	26	5	6	23	54	10	39	3	21	1	50	1	8	23	12	61	21

**Minnesota State University Mankato**

• Pass	1,913	89	751	95	23	70	35	83	30	70	8	100	27	84	2,552	91	2,675	90
• Not Pass	245	11	43	5	10	30	7	17	13	30	-	-	5	16	256	9	291	10

**Minnesota State University Moorhead**

• Pass	1,627	90	529	93	4	44	18	100	13	57	14	78	13	87	2,094	91	2,156	91
• Not Pass	177	10	42	7	5	56	-	-	10	44	4	22	2	13	198	9	219	9

**North Central University**

• Pass	129	90	19	100	4	80	-	-	3	100	-	-	4	100	137	91	148	91
• Not Pass	14	10	-	-	1	20	-	-	-	-	-	-	-	-	13	9	14	9

**PASS/FAIL COUNTS AND PERCENTS BY  
INSTITUTION BY GENDER BY RACE & ETHNICITY**

**PPST Mathematics - TEST CODE 730**

Institution	Female		Male		African American		Asian		Hispanic		Native American		Other		White		Ethnicity TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%

Northwestern College																		
• Pass	553	95	133	99	6	75	13	77	7	78	-	-	11	100	653	96	690	95
• Not Pass	30	5	2	2	2	25	4	24	2	22	-	-	-	-	25	4	33	5

Saint Catherine College																		
• Pass	642	91	22	96	3	43	20	95	8	80	1	50	11	92	622	92	665	91
• Not Pass	64	9	1	4	4	57	1	5	2	20	1	50	1	8	56	8	65	9

Saint Marys University																		
• Pass	478	88	201	95	8	53	7	88	8	62	1	100	12	86	645	91	681	90
• Not Pass	68	13	11	5	7	47	1	13	5	39	-	-	2	14	64	9	79	10

Saint Olaf College																		
• Pass	408	99	188	98	5	71	16	100	5	83	2	100	10	100	561	99	599	98
• Not Pass	6	1	4	2	2	29	-	-	1	17	-	-	-	-	7	1	10	2

Southwest State University																		
• Pass	530	85	183	95	4	67	8	89	9	43	3	50	5	71	684	89	713	87
• Not Pass	93	15	10	5	2	33	1	11	12	57	3	50	2	29	85	11	105	13

St Cloud State University																		
• Pass	2,319	88	762	96	23	50	51	94	30	70	10	100	37	93	2,932	91	3,083	90
• Not Pass	311	12	34	4	23	50	3	6	13	30	-	-	3	8	303	9	345	10

University of Minnesota-Duluth																		
• Pass	1,342	91	547	97	1	14	32	82	16	52	24	67	19	91	1,801	94	1,893	93
• Not Pass	133	9	15	3	6	86	7	18	15	48	12	33	2	10	106	6	148	7

University of Minnesota-Minneapolis-St Paul																		
• Pass	2,193	96	878	97	57	63	140	94	55	92	11	100	87	97	2,728	98	3,078	96
• Not Pass	88	4	30	3	34	37	9	6	5	8	-	-	3	3	67	2	118	4

University of Minnesota-Morris																		
• Pass	371	96	149	99	2	67	10	91	4	80	13	100	6	100	487	97	522	97
• Not Pass	16	4	1	1	1	33	1	9	1	20	-	-	-	-	14	3	17	3

**PASS/FAIL COUNTS AND PERCENTS BY  
INSTITUTION BY GENDER BY RACE & ETHNICITY**

**PPST Mathematics - TEST CODE 730**

Institution	Female		Male		African American		Asian		Hispanic		Native American		Other		White		Ethnicity TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%

University of Saint Thomas																		
• Pass	831	92	322	95	32	63	43	92	19	76	3	100	35	83	1,022	95	1,154	93
• Not Pass	69	8	18	5	19	37	4	9	6	24	-	-	7	17	51	5	87	7

Winona State University																		
• Pass	1,646	93	529	96	11	85	21	96	11	85	5	100	10	100	2,122	94	2,180	94
• Not Pass	116	7	20	4	2	15	1	5	2	15	-	-	-	-	131	6	136	6

**RETAKES ON THE PPST Mathematics**

		1st Attempt		2nd Attempt		3 or more Attempts	
Racial/Ethnic Group	Total Attempts	Passed	Failed	Passed	Failed	Passed	Failed
African American	804	423	381	21	81	17	22
Asian	872	726	146	25	28	7	6
Hispanic	618	398	220	27	44	11	9
Native American	286	202	84	5	11	-	3
Other	626	539	87	13	13	4	2
White	36,144	32,860	3,284	699	599	213	107
Totals	39,830	35,571	4,259	796	776	252	149
X-Missing	480	423	57	6	-	-	-