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St. Cloud State University
Traditional Program

2014 | Title II Reports

Complete Report Card

AY 2012-13

Institution Information

Name of Institution: St. Cloud State University
Institution/Program Type: Traditional
Academic Year: 2012-13
State: Minnesota

Address: School of Education
720 Fourth Avenue South
St. Cloud, MN, 56301

Contact Name: Dr. Osman Alawiye Dean
Phone: 320-308-3023
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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

Award year:

Grantee name:

Project name:

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Chemistry (9-12)	No
Communication Arts/Literature (5-12)	No
Early Childhood Education (B-Grade 3)	No
Earth and Space Science (9-12)	No
Elementary Education (K-6)	No
English as a Second Language (K-12)	No
General Science (5-8)	No
Health Education (5-12)	No
Instrumental Classroom Music (K-12)	No

Library Media Specialist (K-12)	No
Life Science (9-12)	No
Mathematics (5-12)	No
Physical Education (K-12)	No
Physics (9-12)	No
Social Studies (5-12)	No
Special Education - Academic and Behavioral Strategist	No
Special Education - Autism Spectrum Disorders (B-Grade 12)	No
Special Education - Developmental Adapted Physical Education (PK-12)	No
Special Education - Developmental Disabilities (K-12)	No
Special Education - Early Childhood (B-Grade 3)	No
Special Education - Emotional or Behavioral Disorders	No
Special Education - Learning Disabilities (K-12)	No
Technology Education (5-12)	No
Visual Arts (K-12)	No
Vocal Classroom Music (K-12)	No
World Language and Culture: Chinese (Mandarin) (K-12)	No
World Language and Culture: French (K-12)	No
World Language and Culture: German (K-12)	No
World Language and Culture: Spanish (K-12)	No
Total number of teacher preparation programs: 29	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:

Junior year

Does your initial teacher certification program conditionally admit students?

No

Provide a link to your website where additional information about admissions requirements can be found:

<http://www.stcloudstate.edu/soe/apply/default.asp#AdmissionCriteria>

Please provide any additional comments about or exceptions to the admissions information provided above:

Candidates are allowed to appeal decisions made regarding admission to Teacher Education. During the appeal process they must present evidence to the appeal committee related to their efforts to pass state mandated basic skills examinations. With compelling evidence and a detailed success plan, candidates might be allowed to proceed in the program. Admission criteria continue to be reviewed with an eye toward other changes that might also predict candidate success.

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	Yes
Background check	No	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	No
Minimum ACT score	No	No
Minimum SAT score	No	No

Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	No
Essay or personal statement	Yes	No
Interview	Yes	No
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

2.75

What was the median GPA of individuals accepted into the program in academic year 2012-13

3.33

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2012-13

3.44

Please provide any additional comments about the information provided above:

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	Yes
Background check	No	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	Yes	No
Other	Data not reported	Data not reported

What is the minimum GPA required for admission into the program?

2.75

What was the median GPA of individuals accepted into the program in academic year 2012-13

3.39

What is the minimum GPA required for completing the program?

2.75

What was the median GPA of individuals completing the program in academic year 2012-13

3.53

Please provide any additional comments about the information provided above:

Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and not an enrolled student.

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2012-13:	538
Unduplicated number of males enrolled in 2012-13:	185
Unduplicated number of females enrolled in 2012-13:	351

2012-13	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	12
Race	
American Indian or Alaska Native:	2
Asian:	16
Black or African American:	6
Native Hawaiian or Other Pacific Islander:	0
White:	482
Two or more races:	8

Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2012-13.

Average number of clock hours of supervised clinical experience required prior to student teaching	182
Average number of clock hours required for student teaching	560
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	17
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	29
Number of students in supervised clinical experience during this academic year	361

Please provide any additional information about or descriptions of the supervised clinical experiences:

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	42
Teacher Education - Early Childhood Education	36
Teacher Education - Elementary Education	102
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	8
Teacher Education - Business	
Teacher Education - English/Language Arts	18
Teacher Education - Foreign Language	5

Teacher Education - Health	13
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	7
Teacher Education - Mathematics	3
Teacher Education - Music	6
Teacher Education - Physical Education and Coaching	14
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	7
Teacher Education - Social Science	
Teacher Education - Social Studies	19
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	5
Teacher Education - Chemistry	2
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	1
Teacher Education- History	
Teacher Education - Physics	
Teacher Education - Spanish	4
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	7
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2012-13. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	29
Teacher Education - Early Childhood Education	35
Teacher Education - Elementary Education	105
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	8
Teacher Education - Business	
Teacher Education - English/Language Arts	19
Teacher Education - Foreign Language	5
Teacher Education - Health	14
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	7
Teacher Education - Mathematics	3
Teacher Education - Music	6
Teacher Education - Physical Education and Coaching	15

Teacher Education - Reading	
Teacher Education - Science	7
Teacher Education - Social Science	
Teacher Education - Social Studies	21
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	5
Teacher Education - Chemistry	2
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	1
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	4
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	7
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	2
Psychology	5
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	1
Other Specify:	

Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2012-13: 295

2011-12: 382

2010-11: 328

Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2012-13

Did your program prepare teachers in mathematics in 2012-13?

Yes

How many prospective teachers did your program plan to add in mathematics in 2012-13?

2

Did your program meet the goal for prospective teachers set in mathematics in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

There was no specific implementation plan in place for 2012-2013, but in fact, the number of Math education majors increased by 2.

Academic year 2013-14

Is your program preparing teachers in mathematics in 2013-14?

Yes

How many prospective teachers did your program plan to add in mathematics in 2013-14?

2

Provide any additional comments, exceptions and explanations below:

We plan to achieve the MN Board of Teaching assessment threshold of 10. The Teacher Education Advisory Council (TEAC) will be called upon to develop a clear and specific plan for increasing the number of math education students, with leadership from the math education faculty. Simultaneously, the Executive Teacher Education Council (ETEC) will be tasked with developing strategies to support the work plan developed by TEAC. ETEC includes area superintendents, who can work with the Math faculty in their districts to develop specific strategies for identifying and recruiting potential math educators.

Academic year 2014-15

Will your program prepare teachers in mathematics in 2014-15?

Yes

How many prospective teachers does your program plan to add in mathematics in 2014-15?

3

Provide any additional comments, exceptions and explanations below:

We do have the following plans for recruiting prospective math teachers.

- An NSF grant was recently submitted which, in part, focused on the recruitment of STEM teachers as part of an Undergraduate Learning Assistant (ULA) program.
- A recently-funded Provost action grant proposes the development of adding a STEM minor for prospective elementary and special education majors. We are finding that most of our 5-12 graduates are accepting high school teaching positions. This means that there is likely a need for middle grades teachers who have

content knowledge in math.

- Next fall, for the first time, our department plans to hold an informational session for anyone interested in a mathematics or statistics major or minor. Although many of our future mathematics teachers enter SCSU knowing that they want to be a math teacher, many don't consider this career until they have completed some of the required math courses in STEM fields (engineering, computer science, statistics, etc.). The intent of our informational session is to let students know the opportunities afforded to them (tutoring and ULA jobs, scholarships, future employment) should they choose to major or minor in mathematics or statistics. We hope that students who attend will consider a mathematics teaching major.
- Faculty who advise our prospective candidates work hard to make sure they get timely and accurate advising. We also recommend our program to anyone who may be interested in teaching mathematics, whether they are high school students or our colleagues who teach high school or community college mathematics.

Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2012-13

Did your program prepare teachers in science in 2012-13?

Yes

How many prospective teachers did your program plan to add in science in 2012-13?

1

Did your program meet the goal for prospective teachers set in science in 2012-13?

No

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

The Science Education faculty have been meeting with P-12 and community partners to develop goals. They have also been developing National Science Foundation grant applications that would extend the use of teaching assistants in their programs, which has been successful as a recruitment strategy in the past. In addition, they will be utilizing P-12 partners to help interview potential candidates for their programs, and then place students in the classrooms of those teachers for at least one field experience, so there is consistency in the mentoring these young science educators receive.

Provide any additional comments, exceptions and explanations below:

There was no specific goal in place in terms of number of candidates, as we were engaged in the planning phase of our Teacher Preparation Initiative.

Academic year 2013-14

Is your program preparing teachers in science in 2013-14?

Yes

How many prospective teachers did your program plan to add in science in 2013-14?

2

Provide any additional comments, exceptions and explanations below:

We will monitor the recruitment plans that have been advanced institutionally for approval, and will work through the Teacher Education Council and Executive Teacher Education Council to develop a plan specific to the recruitment and retention of candidates in Chemistry and Physics education.

Academic year 2014-15

Will your program prepare teachers in science in 2014-15?

Yes

How many prospective teachers does your program plan to add in science in 2014-15?

3

Provide any additional comments, exceptions and explanations below:

Following the planning that has been done by the Science Education faculty, we will be utilizing a more comprehensive teaching assistant program to further recruit candidates into these fields. We will also be working collaboratively with our P-12 partners to identify potential students and mentor candidates in these

fields.

Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2012-13

Did your program prepare teachers in special education in 2012-13?

Yes

How many prospective teachers did your program plan to add in special education in 2012-13?

1

Did your program meet the goal for prospective teachers set in special education in 2012-13?

No

Description of strategies used to achieve goal, if applicable:

Our Special Education programs have been at capacity in recent years. Due to a change in licensing requirements and a focus on recruiting highly qualified candidates, our Special Education Department has implemented new admission criteria. As a result, their candidate pool has dropped dramatically. As support mechanisms are implemented, the enrollment in these programs has begun to rise again.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Special Education has been concerned about the fact that many of their candidates struggled to pass the new Minnesota writing examination required for licensure. To remedy this situation, they now require candidates to pass this examination before being admitted to upper level courses. An academic writing course is offered to help students overcome deficits in this area. The use of data by the department has led to these programmatic changes.

Provide any additional comments, exceptions and explanations below:

Our emphasis will be on the delivery of support systems and resources for candidates struggling to pass the state-mandated Basic Skills examinations, to allow them to facilitate admission to the major.

Academic year 2013-14

Is your program preparing teachers in special education in 2013-14?

Yes

How many prospective teachers did your program plan to add in special education in 2013-14?

2

Provide any additional comments, exceptions and explanations below:

See comments above.

Academic year 2014-15

Will your program prepare teachers in special education in 2014-15?

Yes

How many prospective teachers does your program plan to add in special education in 2014-15?

10

Provide any additional comments, exceptions and explanations below:

The Special Education Department will continue to monitor and assess the effectiveness of the Academic Writing course to facilitate candidate success on the required writing examination.

Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of

limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2012-13

Did your program prepare teachers in instruction of limited English proficient students in 2012-13?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

1

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2012-13?

Yes

Description of strategies used to achieve goal, if applicable:

Our Teaching English as a Second Language has a regional reputation as a high quality program. This program is largely offered at the graduate level, and as such, the majority of recruiting is done through the School of Graduate Studies.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Our Teaching English as a Second Language program is primarily delivered at an advanced preparation level, to candidates seeking additional licensure.

Academic year 2013-14

Is your program preparing teachers in instruction of limited English proficient students in 2013-14?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2013-14?

3

Provide any additional comments, exceptions and explanations below:

Our goal is to meet the state threshold for program evaluation, of 10 candidates.

Academic year 2014-15

Will your program prepare teachers in instruction of limited English proficient students in 2014-15?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2014-15?

3

Provide any additional comments, exceptions and explanations below:

The TESL program has undergone extensive review in collaboration with P-12 and community partners. As a result, they have put forth recommendations for enhanced field experiences, and additional use of co-teaching practices.

Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.

Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.

Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.

Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

St. Cloud State University requires all education candidates to complete coursework in special education as well as working with students with limited English proficiency. Our teacher candidates also take a series of courses in Human Relations that acquaint them with best practices in working with students from low-income families and/or diverse backgrounds. Field experiences are deliberately designed to cover a cross-section of rural and urban school sites.

Our close partnerships with area schools allow us to better collect and analyze data related to local and regional hiring needs. We have made a commitment to support our candidates for three years post-graduation, by providing professional development to address the needs of beginning teachers.

Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
0133 -ART: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
0133 -Art: Content Knowledge Educational Testing Service (ETS) All program completers, 2010-11	1			
003 -BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	67	257	60	90
003 -BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson Other enrolled students	389	254	311	80
003 -BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2012-13	125	259	119	95
003 -BASIC SKILLS: MATHEMATICS Evaluation Systems group of Pearson All program completers, 2011-12	54	248	41	76
003 -Basic Skills: Mathematics Evaluation Systems group of Pearson All program completers, 2010-11	42	240	27	64
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	71	251	62	87
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson Other enrolled students	393	247	293	75
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson All program completers, 2012-13	133	254	120	90
001 -BASIC SKILLS: READING Evaluation Systems group of Pearson All program completers, 2011-12	69	248	50	72
001 -Basic Skills: Reading Evaluation Systems group of Pearson All program completers, 2010-11	56	246	40	71
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson All enrolled students who have completed all noncl	71	251	64	90
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson Other enrolled students	396	244	275	69
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson All program completers, 2012-13	139	250	130	94
002 -BASIC SKILLS: WRITING Evaluation Systems group of Pearson	78	244	60	77

All program completers, 2011-12				
002 -Basic Skills: Writing Evaluation Systems group of Pearson All program completers, 2010-11	55	245	44	80
0235 -BIOLOGY: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	1			
0235 -Biology: Content Knowledge Educational Testing Service (ETS) All program completers, 2010-11	1			
058 -CHEMISTRY SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
058 -CHEMISTRY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	2			
058 -CHEMISTRY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	5			
059 -CHEMISTRY SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
059 -CHEMISTRY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	2			
059 -CHEMISTRY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	5			
0245 -Chemistry: Content Knowledge Educational Testing Service (ETS) All program completers, 2010-11	2			
158 -CHINESE (MANDARIN): WORLD LANG./CULTURE SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	1			
159 -CHINESE (MANDARIN): WORLD LANG./CULTURE SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	1			
050 -COMMUNICATION ARTS/LIT SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
050 -COMMUNICATION ARTS/LIT SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	18	260	18	100
050 -COMMUNICATION ARTS/LIT SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	32	267	31	97
050 -Communication Arts/Lit Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	7			
051 -COMMUNICATION ARTS/LIT SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
051 -COMMUNICATION ARTS/LIT SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	18	252	17	94
051 -COMMUNICATION ARTS/LIT SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	32	253	29	91
051 -Communication Arts/Lit Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	7			
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS)	21	180	21	100

All enrolled students who have completed all noncl				
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) Other enrolled students	38	179	36	95
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	101	180	101	100
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	242	180	240	99
5730 -Computerized PPST Mathematics Educational Testing Service (ETS) All program completers, 2010-11	162	180	161	99
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	19	180	19	100
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) Other enrolled students	33	177	28	85
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2012-13	97	179	97	100
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2011-12	234	178	227	97
5710 -Computerized PPST Reading Educational Testing Service (ETS) All program completers, 2010-11	157	179	156	99
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	21	175	21	100
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) Other enrolled students	31	174	27	87
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2012-13	85	175	85	100
5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2011-12	223	175	218	98
5720 -Computerized PPST Writing Educational Testing Service (ETS) All program completers, 2010-11	156	176	154	99
020 -EARLY CHILDHOOD EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
020 -EARLY CHILDHOOD EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	28	259	28	100
020 -EARLY CHILDHOOD EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	23	265	23	100
020 -Early Childhood Education Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	28	261	27	96
021 -EARLY CHILDHOOD EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
021 -EARLY CHILDHOOD EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	28	259	28	100
021 -EARLY CHILDHOOD EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	23	261	23	100

021 -Early Childhood Education Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	28	251	26	93
0022 -Early Childhood: Content Knowledge Educational Testing Service (ETS) All program completers, 2010-11	7			
060 -EARTH AND SPACE SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
060 -Earth and Space Science Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	4			
061 -EARTH AND SPACE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
061 -Earth and Space Science Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	4			
0353 -ED. OF EXCEPTIONAL STUDENTS: CORE CONTENT Educational Testing Service (ETS) Other enrolled students	2			
0353 -ED. OF EXCEPTIONAL STUDENTS: CORE CONTENT Educational Testing Service (ETS) All program completers, 2012-13	6			
0353 -Ed. of Exceptional Students: Core Content Educational Testing Service (ETS) All program completers, 2010-11	18	177	18	100
024 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	12	252	10	83
024 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	7			
024 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	95	249	78	82
024 -ELEMENTARY EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	128	254	123	96
024 -Elementary Education Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	49	256	48	98
025 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	12	262	11	92
025 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	7			
025 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	95	263	92	97
025 -ELEMENTARY EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	128	262	125	98
025 -Elementary Education Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	49	261	48	98
026 -ELEMENTARY EDUCATION SUBTEST 3 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	11	244	8	73
026 -ELEMENTARY EDUCATION SUBTEST 3 Evaluation Systems group of Pearson	6			

Other enrolled students				
026 -ELEMENTARY EDUCATION SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2012-13	93	247	73	78
026 -ELEMENTARY EDUCATION SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2011-12	127	250	108	85
026 -Elementary Education Subtest 3 Evaluation Systems group of Pearson All program completers, 2010-11	49	246	42	86
0014 -ELEMENTARY EDUCATION: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2011-12	3			
0014 -Elementary Education: Content Knowledge Educational Testing Service (ETS) All program completers, 2010-11	47	166	46	98
114 -ENGLISH AS A SECOND LANGUAGE SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
114 -ENGLISH AS A SECOND LANGUAGE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	7			
114 -ENGLISH AS A SECOND LANGUAGE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	5			
114 -English as a Second Language Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	5			
115 -ENGLISH AS A SECOND LANGUAGE SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
115 -ENGLISH AS A SECOND LANGUAGE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	7			
115 -ENGLISH AS A SECOND LANGUAGE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	5			
115 -English as a Second Language Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	5			
0041 -English Language: Literature and Composition Educational Testing Service (ETS) All program completers, 2010-11	4			
0360 -English to Speakers of Other Languages Educational Testing Service (ETS) All program completers, 2010-11	1			
160 -FRENCH: WORLD LANG./CULTURE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	1			
160 -French: World Lang./Culture Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	2			
161 -FRENCH: WORLD LANG./CULTURE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	1			
161 -French: World Lang./Culture Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	2			
162 -GERMAN: WORLD LANG./CULTURE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	1			
163 -GERMAN: WORLD LANG./CULTURE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	1			

056 -HEALTH SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
056 -HEALTH SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	5			
056 -HEALTH SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	12	267	12	100
056 -HEALTH SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	13	267	13	100
056 -Health Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	3			
057 -HEALTH SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
057 -HEALTH SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	4			
057 -HEALTH SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	12	268	12	100
057 -HEALTH SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	13	266	13	100
057 -Health Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	3			
106 -INSTRUMENTAL & VOCAL CLASSROOM MUSIC SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	5			
106 -INSTRUMENTAL & VOCAL CLASSROOM MUSIC SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	8			
106 -Instrumental & Vocal Classroom Music Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	4			
107 -Instrumental & Vocal Classroom Music Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	4			
184 -INSTRUMENTAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	3			
184 -INSTRUMENTAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	2			
0310 -LIBRARY MEDIA SPECIALIST Educational Testing Service (ETS) All program completers, 2011-12	1			
102 -LIBRARY MEDIA SPECIALIST SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
102 -LIBRARY MEDIA SPECIALIST SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	1			
103 -LIBRARY MEDIA SPECIALIST SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
103 -LIBRARY MEDIA SPECIALIST SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	1			

062 -LIFE SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
062 -LIFE SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	4			
062 -LIFE SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	9			
062 -Life Science Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	3			
063 -LIFE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
063 -LIFE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	4			
063 -LIFE SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	9			
063 -Life Science Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	3			
054 -MATHEMATICS SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
054 -MATHEMATICS SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	1			
054 -MATHEMATICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	3			
054 -MATHEMATICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	6			
054 -Mathematics Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	4			
055 -MATHEMATICS SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
055 -MATHEMATICS SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	1			
055 -MATHEMATICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	3			
055 -MATHEMATICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	6			
055 -Mathematics Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	4			
0061 -Mathematics: Content Knowledge Educational Testing Service (ETS) All program completers, 2010-11	1			
036 -MIDDLE LEVEL SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
036 -MIDDLE LEVEL SCIENCE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	6			
037 -MIDDLE LEVEL SCIENCE SUBTEST 2	4			

Evaluation Systems group of Pearson All enrolled students who have completed all noncl				
037 -MIDDLE LEVEL SCIENCE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	6			
0439 -Middle School Science Educational Testing Service (ETS) All program completers, 2010-11	11	153	6	55
0113 -Music: Content Knowledge Educational Testing Service (ETS) All program completers, 2010-11	1			
010 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
010 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	32	280	32	100
010 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	25	281	25	100
010 -Pedagogy: Early Childhood Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	32	275	32	100
011 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
011 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	32	278	32	100
011 -PEDAGOGY: EARLY CHILDHOOD SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	25	275	25	100
011 -Pedagogy: Early Childhood Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	32	272	32	100
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	16	258	15	94
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	6			
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	138	257	130	94
012 -PEDAGOGY: ELEMENTARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	200	253	187	94
012 -Pedagogy: Elementary Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	112	254	109	97
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	15	263	14	93
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	5			
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	136	259	128	94
013 -PEDAGOGY: ELEMENTARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	200	257	188	94
013 -Pedagogy: Elementary Subtest 2 Evaluation Systems group of Pearson	112	256	107	96

All program completers, 2010-11				
014 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	24	262	24	100
014 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	14	254	13	93
014 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	84	259	82	98
014 -PEDAGOGY: SECONDARY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	117	257	116	99
014 -Pedagogy: Secondary Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	70	259	69	99
015 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	24	271	24	100
015 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	12	265	12	100
015 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	84	267	84	100
015 -PEDAGOGY: SECONDARY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	116	266	115	99
015 -Pedagogy: Secondary Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	70	267	70	100
0091 -Physical Education Content Knowledge Educational Testing Service (ETS) All program completers, 2010-11	2			
112 -PHYSICAL EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
112 -PHYSICAL EDUCATION SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	6			
112 -PHYSICAL EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	13	259	13	100
112 -PHYSICAL EDUCATION SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	16	256	15	94
112 -Physical Education Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	8			
113 -PHYSICAL EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
113 -PHYSICAL EDUCATION SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	6			
113 -PHYSICAL EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	13	262	13	100
113 -PHYSICAL EDUCATION SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	16	261	15	94
113 -Physical Education Subtest 2 Evaluation Systems group of Pearson	8			

All program completers, 2010-11				
064 -PHYSICS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	1			
065 -PHYSICS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	1			
0730 -PPST MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
0730 -PPST MATHEMATICS Educational Testing Service (ETS) Other enrolled students	7			
0730 -PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2012-13	15	178	15	100
0730 -PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	29	181	29	100
0730 -PPST Mathematics Educational Testing Service (ETS) All program completers, 2010-11	17	178	16	94
0710 -PPST READING Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
0710 -PPST READING Educational Testing Service (ETS) Other enrolled students	6			
0710 -PPST READING Educational Testing Service (ETS) All program completers, 2012-13	13	178	13	100
0710 -PPST READING Educational Testing Service (ETS) All program completers, 2011-12	27	180	27	100
0710 -PPST Reading Educational Testing Service (ETS) All program completers, 2010-11	21	178	21	100
0720 -PPST WRITING Educational Testing Service (ETS) All enrolled students who have completed all noncl	3			
0720 -PPST WRITING Educational Testing Service (ETS) Other enrolled students	5			
0720 -PPST WRITING Educational Testing Service (ETS) All program completers, 2012-13	17	176	17	100
0720 -PPST WRITING Educational Testing Service (ETS) All program completers, 2011-12	29	176	29	100
0720 -PPST Writing Educational Testing Service (ETS) All program completers, 2010-11	23	175	22	96
0521 -Principles Learning & Early Childhood Educational Testing Service (ETS) All program completers, 2010-11	7			
0523 -Principles Learning & Teaching 5-9 Educational Testing Service (ETS) All program completers, 2010-11	1			
0524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	1			
0524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2012-13	1			

0524 -PRINCIPLES LEARNING & TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2011-12	4			
0524 -Principles Learning & Teaching 7-12 Educational Testing Service (ETS) All program completers, 2010-11	17	180	17	100
0522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	1			
0522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2012-13	7			
0522 -PRINCIPLES LEARNING & TEACHING K-6 Educational Testing Service (ETS) All program completers, 2011-12	5			
0522 -Principles Learning & Teaching K-6 Educational Testing Service (ETS) All program completers, 2010-11	70	176	70	100
052 -SOCIAL STUDIES SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	8			
052 -SOCIAL STUDIES SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	2			
052 -SOCIAL STUDIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	19	252	18	95
052 -SOCIAL STUDIES SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	33	244	24	73
052 -Social Studies Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	19	254	18	95
053 -SOCIAL STUDIES SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	8			
053 -SOCIAL STUDIES SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	2			
053 -SOCIAL STUDIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	19	247	16	84
053 -SOCIAL STUDIES SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	33	241	23	70
053 -Social Studies Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	19	246	16	84
0081 -Social Studies: Content Knowledge Educational Testing Service (ETS) All program completers, 2010-11	1			
0192 -SPANISH PRODUCTIVE LANGUAGE SKILLS Educational Testing Service (ETS) All program completers, 2011-12	1			
0192 -Spanish Productive Language Skills Educational Testing Service (ETS) All program completers, 2010-11	1			
164 -SPANISH: WORLD LANG./CULTURE SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	4			
164 -SPANISH: WORLD LANG./CULTURE SUBTEST 1 Evaluation Systems group of Pearson	4			

All program completers, 2011-12				
164 -Spanish: World Lang./Culture Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	3			
165 -SPANISH: WORLD LANG./CULTURE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	4			
165 -SPANISH: WORLD LANG./CULTURE SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	4			
165 -Spanish: World Lang./Culture Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	3			
180 -SPECIAL EDUCATION CORE SKILLS SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
180 -SPECIAL EDUCATION CORE SKILLS SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	3			
180 -SPECIAL EDUCATION CORE SKILLS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	57	264	57	100
180 -SPECIAL EDUCATION CORE SKILLS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	68	259	66	97
180 -Special Education Core Skills Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	82	261	82	100
181 -SPECIAL EDUCATION CORE SKILLS SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
181 -SPECIAL EDUCATION CORE SKILLS SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	2			
181 -SPECIAL EDUCATION CORE SKILLS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	57	273	57	100
181 -SPECIAL EDUCATION CORE SKILLS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	68	268	67	99
181 -Special Education Core Skills Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	82	268	81	99
0050 -Technology Education Educational Testing Service (ETS) All program completers, 2010-11	1			
080 -TECHNOLOGY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	7			
080 -TECHNOLOGY SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	5			
080 -Technology Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	2			
081 -TECHNOLOGY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	7			
081 -TECHNOLOGY SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	5			
081 -Technology Subtest 2 Evaluation Systems group of Pearson	2			

All program completers, 2010-11				
104 -VISUAL ARTS SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
104 -VISUAL ARTS SUBTEST 1 Evaluation Systems group of Pearson Other enrolled students	1			
104 -VISUAL ARTS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2012-13	7			
104 -VISUAL ARTS SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2011-12	5			
104 -Visual Arts Subtest 1 Evaluation Systems group of Pearson All program completers, 2010-11	3			
105 -VISUAL ARTS SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
105 -VISUAL ARTS SUBTEST 2 Evaluation Systems group of Pearson Other enrolled students	1			
105 -VISUAL ARTS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	7			
105 -VISUAL ARTS SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	5			
105 -Visual Arts Subtest 2 Evaluation Systems group of Pearson All program completers, 2010-11	3			
185 -VOCAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2012-13	2			
185 -VOCAL CLASSROOM MUSIC SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2011-12	6			

Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2012-13	295	244	83
All program completers, 2011-12	385	314	82
All program completers, 2010-11	330	283	86

Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State

NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

Section V Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- integrate technology effectively into curricula and instruction
Yes
- use technology effectively to collect data to improve teaching and learning
Yes
- use technology effectively to manage data to improve teaching and learning
Yes
- use technology effectively to analyze data to improve teaching and learning
Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

All candidates receive coursework in technology that includes hands-on projects featuring (A) universal design for learning and (B) application of 21st century skills. Our Information Media Department has been relocated into the Education Building, providing additional resources and expertise for our teacher candidates. The Information Media Department has expanded the availability of the Instructional Technology Discovery Lab (ITDL) to allow candidates and faculty members to explore emergent technology. We also track the quality of instructional technology preparation from the perspective of the teacher candidates as well as the cooperating teachers. Finally, through the Teacher Preparation Initiative, we have recommended the allocation of additional resources for the professional development of our faculty in this area.

Section VI Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- teach students with disabilities effectively
Yes
- participate as a member of individualized education program teams
Yes
- teach students who are limited English proficient effectively
Yes

Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

All candidates take courses dealing with characteristics of students with disabilities and inclusion methods. Lessons learned in these courses are integrated into lesson planning (especially classroom context analyses) during student teaching.

Does your program prepare special education teachers to:

- teach students with disabilities effectively
Yes
- participate as a member of individualized education program teams
Yes
- teach students who are limited English proficient effectively
Yes

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Special education candidates receive specialized preparation in disability-specific and generic special education skills and methods. Candidates prepare to serve on interdisciplinary (individualized) teams in nearly all methods courses, but particularly in courses dedicated to legal issues and the IEP process. Special education also has a required course dedicated to the nexus between LEP and disability that includes a field component in an urban setting.

Section VII Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

St. Cloud State's education unit is participating large tri-state (MN, ND, SD) initiative funded by the Bush Foundation dedicated to increasing the capacity of the unit to produce teachers better matching local and regional need, to recruit candidates in high need areas, and to use multiple assessment methods to assure that our candidates produce appropriate levels of gain in their future students. You can learn more about this exciting initiative at <http://www.nextprogram.org>.

Supporting Files

[Contested Title II Passing Data](#)

[Updated Summary Pass Rates - only adjusted for 2012-13 by Pearson](#)

[Response to CAEP regarding incorrect passing rates as reported by Pearson](#)

Complete Report Card

AY 2012-13



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