

Annual Report to the Faculty Senate  
*from the*  
University Council on Teacher Education

Academic Year  
September 1, 2020 - August 31, 2021

Prepared by Sylvia Read, Associate Dean, Accreditation and Undergraduate Affairs  
Assisted by Lisa Christensen, Jairo Hernandez Velasquez, and Christine Jeppesen



Emma Eccles Jones  
**College of Education & Human Services**  
**UtahStateUniversity**

## INTRODUCTION

From September 2020 to August 2021, the University Council on Teacher Education (CTE) continued to exercise its responsibility for the coordination and regulation of teacher education programs at Utah State University. Operating within the framework of the Utah State University Code of Policies and Procedures, the Council has concerned itself with the:

- development of teacher education curricula
- approval of all teacher education curricula
- admission and advising for students desiring to enter teacher education programs
- graduation requirements and the recommendation of graduates for professional licensure with the Utah State Board of Education

## MEMBERSHIP

The CTE is composed of the Dean of the Emma Eccles Jones College of Education and Human Services, who serves as Chairperson, the CEHS Associate Dean for Accreditation and Undergraduate Affairs, the Vice Provost, representatives from the departments within the Emma Eccles Jones College of Education and Human Services involved in the preparation of teachers, and representatives of the colleges offering teaching majors and minors. These members are nominated by the respective deans, in consultation with their faculty, and appointed by the Senate. The term of office is three years with staggered appointments. The faculty member from the Emma Eccles Jones College of Education and Human Services selected to serve on the University Educational Policies Committee (EPC) is appointed by the Dean of the Emma Eccles Jones College of Education and Human Services to serve on the Council. Inasmuch as all curriculum matters relating to any teacher licensure program should receive consideration by the CTE prior to submission to the EPC, this appointment provides the necessary correlation and communication between the two bodies. In addition, the Utah State Board of Education, the Utah Education Association, and school district stakeholders are represented on the CTE. Students at the University are represented by the Senator from the Emma Eccles Jones College of Education and Human Services who has the privilege of one vote. An alternate student is designated to attend in the absence of the College's Senator. The membership of the CTE for the 2020-2021 academic year is identified on pages 5 of the report.

The CTE meets regularly on the third Monday of each month. Attendance at the meetings is indicative of the involvement of CTE members in the affairs of the CTE. During the past year, approximately 77% of the members were in attendance at the monthly meetings.

## ACTIVITIES OF THE COUNCIL ON TEACHER EDUCATION

### Action Items—Program Changes

The CTE approved the following program changes:

- The School of Teacher Education and Leadership developed a Paraprofessional Certificate of Completion for paraprofessionals in education. Five new courses (TEAL 1001-1005) were created that paraprofessional will complete as they move towards a paraprofessional certificate.

### Information Items

- Teacher Education (inclusive of early childhood, elementary, secondary, and deaf education majors and composites), Instructional Leadership, and School Counseling programs continue to be fully accredited by the Association for the Advancement of Quality Educator Preparation (AAQEP). Annual reports are due to AAQEP during December of each calendar year. The programs will be formally reviewed again in Spring 2026.

- All student teachers began taking the Praxis Performance Assessment for Teachers (PPAT), which is required for licensure by the Utah State Board of Education beginning Fall 2021 semester. The cost of the PPAT is \$300. The Emma Eccles Jones College of Education and Human Services pays for a \$150 voucher and the students pay \$150; however, students who take their student teaching seminar and student teaching course credits with a non-SCED prefix pay the full cost of the assessment. The cut score of 36 (out of 60) for passing this teacher performance assessment will be imposed beginning Fall 2022.
- Elementary, early childhood, and special education students will soon be required to take the Foundations of Reading test by Pearson. A pilot of this assessment will begin Spring 2022. There will be no cost to the students.
- Despite Covid-19, in Fall 2020 and Spring 2021, students were able to complete traditional practicum experiences and student teaching in the K-12 schools.

## STUDENT PROFILE

### Students in Teacher Education Programs

Admission into all teacher education programs at Utah State University requires formal application to the Office of the Associate Dean for Graduation, Educator Licensing, and Accreditation in the Emma Eccles Jones College of Education and Human Services as well as the department where the major work is being offered. Students are not permitted to enroll in clinical courses in education until they have been admitted to the teacher education program for their major. The current admission guidelines require that applicants pass an FBI/BCI background check, have a cumulative 3.0 GPA, and minimum grades in general education courses that provide evidence of academic success in reading, writing, and mathematics.

### Enrollment and Completers in 2020-2021

A total of 927 undergraduate students were enrolled in teacher education programs during the period September 1, 2020 through August 31, 2021. During the same period, 295 students graduated. Table 1 presents a breakdown by program of the number of students enrolled and number of graduates in 2020-2021.

### Surveys of Alumni and Employers

Each May, we send a standardized survey to our alumni who are at the end of their first year of teaching and to their employers. The results are shown in Tables 3 and 4.

According to our annual survey of alumni (graduates who have completed one year of employment), the results (Table 3) show that the major area for improvement is ability to “provide instruction that uses language acquisition strategies to meet the needs of English learners” (2.47, which is an increase from last year’s rating of 2.28) and “support students’ growth in international and global perspectives” (2.5, which is an increase from last year’s rating of 2.42). The scale is 0 = not at all, 1 = poorly, 2 = adequately 3 = well, 4 = very well. Given that a score of 2 equals adequately, we are satisfied that our graduates are performing at or above the expected level (adequately or better). In fact, the means are above 3.0 for most criteria, which indicates that, in the aggregate, our alumni rate themselves as able to do “well” or “very well” on nearly every criterion.

According to our annual survey of employers of our graduates, the results (Table 4) show that the lowest rated criteria were “provide instruction that uses language acquisition strategies to meet the needs of English learners” (3.07, which is an increase from last year’s rating of 2.9) and “support students’ growth in international and global perspectives” (2.97, which is an increase from last year’s rating of 2.78). The scale is 0 = not at all, 1 = poorly, 2 = adequately 3 = well, 4 = very well. Given that a score of 2 equals adequately, we are satisfied that our graduates are performing at or above the expected level

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### **Candidate and Completer Performance**

Table 4 summarizes students’ performance on their student teaching evaluations, Praxis content tests, the Praxis Performance Assessment for Teachers (PPAT). Student teaching evaluations are strong; data shown is disaggregated by Elementary/Early Childhood, Special Education, and Secondary Education. Further disaggregation of secondary teacher candidate performance is made available to the departments in which secondary teaching majors reside. Passing rates on the Praxis content tests for elementary, early childhood, and special education majors have decreased somewhat because programs now require passing scores on all four subtests to student teach rather than upon admission. The PPAT scores show that students, on average, are performing at a level that is acceptable. However, there are students who are not yet earning a passing score, possibly because the passing score is not yet consequential. That is, they need not earn a passing score to be recommended for professional licensure. This will change in Fall 2022 when the passing score will be required to be recommended for professional licensure.

### **Placement of Program Graduates**

The job placement rate of program graduates continues to be of interest to the Council. Survey results (see Table 5) show that of those who responded to the survey, the placement rate is 99%. Some of the graduates reported employment in a non-education field.

## **SUMMARY**

This report provides the Faculty Senate with an account of the activities of the CTE and the status of the Teacher Education Program for the 2020-2021 academic year. The CTE's primary activities during this period have been directed at maintaining a quality program and responding to mandates from the Utah State Board of Education.

The membership of the CTE is cognizant of the need to provide well-prepared teachers for our public, private, and charter schools. In response to this challenge, the CTE will continue its efforts to provide leadership, service, and accountability for the teacher education programs at Utah State University. The intent is to use data and stakeholder input to continuously improve our high-quality pre-service teacher education programs to attract potential teachers from diverse populations.

**UTAH STATE UNIVERSITY COUNCIL ON TEACHER EDUCATION (CTE)  
MEMBERSHIP 2020-2021**

\*Terms expire May 30

College and Number	Department or Area	2020-21
CEHS	Chair, Dean	Beth Foley/Jamison Fargo
CEHS	Co-Chair, Associate Dean	Sylvia Read
CEHS	Educator Licensing	Francine Johnson
Administration (1)	Vice Provost	Paul Barr
Agriculture (3)	Agricultural Education	Tyson Sorenson*
	Family and Consumer Science Education	Julie Wheeler
	Business Education	Dennis Garner
Education (7)	Teacher Education and Leadership	Cindy Jones
	Secondary Education	Marilyn Cuch Eric Mohr
	Instructional Technology	Sheri Haderlie*
	Communicative Disorders and Deaf Education	Michelle Wilson
	Special Education & Rehabilitation	Tom Higbee
	Kinesiology and Health Science	Peter Mathesius
	Psychology	Camille Odell
Humanities and Social Sciences (3)	English	Jessica Rivera-Mueller
	History	Seth Archer*
	Languages and Philosophy	Maria Spicer-Escalante
Caine College of Arts (3)	Music	Leslie Timmons
	Fine Arts	Dennise Gackstetter
	Theater Arts	Matt Omasta
Science (2)	Mathematics	Kady Schneiter
	Biology	Greg Podgorski
State Department of Public Instruction (1)	Teacher Personnel	Malia Hite
University (1)	Chair of CEHS Curriculum Committee (subcommittee of EPC)	Scott Hunsaker
Northern Utah UniServ	Director	Curtis Benjamin
Public Schools District Representatives (2)	Principal – Cache	Alden Jack
	Teacher – Logan	April Denton
Superintendents (1)	Superintendent – Box Elder	Steven Carlsen
USUSA (1)	ASUSU	Elizabeth Drake
Statewide (1)	Statewide Campuses	Amy Piotrowski

**Table 1. Enrollment and Completers for Academic Year 2020-2021**

<b>Degree or Certificate</b> granted by the institution/organization	<b>State Certificate, License, Endorsement, or Other Credential</b>	<b>Number of Candidates</b> currently enrolled	<b>Number of Graduates</b> in 2020-2021
Deaf Education, M.Ed.	Birth-22	14	12
Elementary Education, BS, BA	Elementary (K-6 or 8)	243	116
Early Childhood Education, BS, BA	Early Childhood (K-3)	91	21
Elementary Education & Early Childhood Education Dual, BS, BA	Early Childhood & Elementary (K-6 or 8)	10	15
Early Childhood Education & Deaf Education (Composite), BS, BA	Deaf Education (Birth-22) & Early Childhood (K-3)	1	0
Early Childhood Education & Special Education, BS, BA	Early Childhood (K-3) & Special Education (K-12)	5	0
Elementary Education & Special Education (Composite), BA, BS	Elementary (K-6 or 8) & Special Education (K-12)	5	2
Special Education, BA, BS	Special Education (K-12)	264	47
Agricultural Education, BS	Agricultural Science (6-12)	35	20
Business Education, BS	Business & Marketing (6-12)	13	7
Family and Consumer Science, BS	Family and Consumer Sciences (6-12)	48	15
Technology and Engineering Ed, BS	Technology Engineering (6-12)	13	0
Art Ed, BFA	Visual Arts (6-12 or K-12)	12	6
Theater Ed, BFA	Theater Arts (6-12 or K-12)	17	5
Music Ed Band/Choral/Orch/Guitar Emphasis, BM	Music (6-12 or K-12)	28	5
English Teaching, BA, BS, and Composite majors	English Language Arts (6-12)	86	24
History Teaching, BA, BS	History (6-12)	46	8
Chinese Teaching Minor	World Language-Chinese (6-12)	1	0

Spanish Teaching, BA	World Language-Spanish (6-12)	22	1
French Teaching, BA	World Language-French (6-12)	5	0
German Teaching, BA	World Language-German (6-12)	0	1
Biological Sciences Composite, BS	Biology (6-12)	23	5
Chemistry Teaching, BS	Chemistry (6-12)	18	1
Physical Sciences Composite, BS	Physical Sciences Composite (6-12)	6	2
Physics, BS	Physics (6-12)	6	2
Earth Sciences Composite, BS	Earth Science (6-12)	4	0
Geography Teaching Minor	Geography (7-12)	1	0
Math Ed or Math/Stats Composite, BS	Math Level 4 (6-12)	72	14
Social Studies Composite, BS	Social Studies Composite (6-12)	24	12
Political Science Teaching Minor	Political Science (6-12)	9	4
Psychology Teaching Minor	Psychology (6-12)	11	4
Sociology Teaching Minor	Sociology (6-12)	4	1
Kinesiology, Physical Education teaching, BS	Physical Education (K-12)	20	18
	TOTALS:	1157	368
	Unduplicated Headcounts:	927	295

**Table 2: Alumni Survey Results, May 2021**

Based on the courses and experiences in your teacher preparation program (including courses in your major, minor, and education), how well can you do the following:	Mean	SD	N
Actively reflect on the effectiveness of my instruction to identify areas of strength and challenges.	3.00	.70	66
Advocate for all students.	3.41	.74	66
Collaborate with colleagues to plan and evaluate instruction.	3.32	.77	66
Collaborate with families, colleagues, and other professionals to support student growth.	3.03	.88	66
Collaborate with your students to establish a respectful learning environment.	3.27	.78	66
Convey accurate information and concepts based on the content knowledge of your discipline(s).	3.17	.76	66
Create learning experiences based on your students' individual developmental levels.	2.97	.74	66
Design assessments (e.g., pre, formative, summative) that match learning objectives.	3.08	.81	66
Differentiate instruction to meet the needs of your students.	2.86	.82	66
Engage in professional learning to strengthen your instructional practice.	3.15	.79	66
Engage your students in applying methods of inquiry.	2.64	.83	66
Engage your students in critical thinking.	2.83	.65	66
Facilitate your students' use of technology for learning.	2.97	.84	66
Implement activities and tasks that support your students' ability to communicate.	3.00	.72	66
Implement new ideas to improve your instruction.	3.21	.64	66
Incorporate a variety of digital media and technology tools to extend the learning environment.	2.92	.92	66
Integrate literacy and/or other content areas into instruction.	2.92	.81	66
Modify instructional strategies based on an analysis of student work.	3.02	.77	66
Participate in a collaborative decision-making culture.	3.06	.82	66
Plan instruction based on the Utah Core Standards.	3.42	.77	66
Provide instruction that addresses students' cultural differences.	2.82	.89	66
Provide instruction that addresses students' learning differences.	3.00	.74	66
Provide instruction that uses language acquisition strategies to meet the needs of English learners.	2.47	1.0	66
Provide opportunities for your students to connect classroom learning to the real world.	2.92	.86	66
Provide opportunities for your students to demonstrate learning in different ways.	3.02	.92	66
Reflect on personal and professional biases.	3.03	.74	66
Select assessments (e.g., pre, formative, summative) that match learning objectives.	3.08	.81	66
Set appropriately challenging learning goals for all students.	2.83	.80	66
Stay informed regarding current education policy and research.	2.64	.97	66
Support students' growth in international and global perspectives.	2.5	1.00	66
Use a variety of classroom management strategies to create and maintain a positive learning environment.	2.98	.97	66
Use a variety of questioning strategies to promote engagement.	2.88	.75	66
Use classroom routines, expectations, and procedures to create a learning environment that allows all students to be self-directed learners.	3.00	.82	66
Use data from assessments to provide feedback to your students.	3.02	.85	66
Use technology effectively to support and enhance your instruction.	3.06	.84	66
Use your students' assessment/performance results to guide your instruction.	3.05	.73	66

**Table 3: Employer Survey Results, May 2021**

Based on your interactions and observations of the USU first year teacher in your building, how well can he/she do the following?	M	SD	N
Actively reflect on the effectiveness of his/her instruction to identify areas for improvement.	3.32	.72	73
Advocate for all students.	3.53	.67	73
Collaborate with colleagues to plan and evaluate instruction.	3.42	.76	73
Collaborate with families, colleagues, and other professionals to support student success.	3.47	.75	73
Collaborate with students to establish a respectful learning environment.	3.51	.77	73
Convey accurate information and concepts based on the content knowledge of the discipline.	3.41	.64	73
Create learning experiences based on students' individual developmental levels.	3.45	.73	73
Design assessments (e.g., pre, formative, summative) that match learning objectives.	3.25	.85	73
Differentiate instruction to meet the needs of students.	3.21	.76	73
Engage in professional learning to strengthen his/her instructional practice.	3.38	.70	73
Engage students in applying methods of inquiry.	3.19	.72	73
Engage students in critical thinking.	3.22	.71	73
Facilitate students' use of technology for learning.	3.29	.70	73
Implement activities and tasks that support students' ability to communicate.	3.32	.68	73
Implement new ideas to improve their instruction.	3.34	.71	73
Incorporate a variety of digital media and technology tools to extend the learning environment.	3.30	.79	73
Integrate literacy and/or other content areas into instruction.	3.23	.74	73
Modify instructional strategies based on an analysis of student work.	3.19	.88	73
Participate in a collaborative decision-making culture.	3.42	.8	73
Plan instruction based on the Utah Core Standards.	3.44	.69	73
Provide instruction that addresses students' cultural differences.	3.23	.74	73
Provide instruction that addresses students' learning differences.	3.29	.75	73
Provide instruction that uses language acquisition strategies to meet the needs of English learners.	3.07	.75	73
Provide opportunities for students to connect classroom learning to the real world.	3.18	.71	73
Provide opportunities for students to demonstrate learning in different ways.	3.30	.83	73
Reflect on personal and professional biases.	3.19	.81	73
Select assessments (e.g., pre, formative, summative) that match learning objectives.	3.27	.75	73
Set appropriately challenging learning goals for all students.	3.38	.79	73
Stay informed regarding current education policy and research.	3.12	.73	73
Support students' growth in international and global perspectives.	2.97	.80	73
Use a variety of classroom management strategies to create and maintain a positive classroom environment.	3.38	.83	73
Use a variety of questioning strategies to promote engagement.	3.21	.82	73
Use classroom routines, expectations, and procedures to create a learning environment.	3.53	.75	73
Use data from assessments to provide feedback to students.	3.27	.80	73
Use students' assessment/performance results to guide instruction.	3.22	.84	73
Use technology effectively to support and enhance instruction.	3.38	.68	73

**Table 4: Candidate and Completer Performance**

Measures	Explanation of Performance Expectation	Level or Extent of Success in Meeting the Expectation																																												
<p>Student teaching evaluation (Performance Assessment Evaluation System-PAES)</p>	<p>The student teaching evaluation instrument is scored on a 0-3 scale with 0 = not effective, 1 = beginning, 2 = developing, 3 = preservice proficient. 80% is the expected performance level, which translates to a total of 53/66 points.</p>	<table border="1"> <thead> <tr> <th>Average total score</th> <th>Mentor teacher</th> <th>University supervisor</th> </tr> </thead> <tbody> <tr> <td>SPED Fa 20</td> <td>59.90</td> <td>60.78</td> </tr> <tr> <td>SPED Sp 21</td> <td>58.94</td> <td>60.05</td> </tr> <tr> <td>ELED/EC Fa 20</td> <td>60.85</td> <td>61.90</td> </tr> <tr> <td>ELED/EC Sp 21</td> <td>59.09</td> <td>62.03</td> </tr> <tr> <td>SecEd Fa 20</td> <td>57.80</td> <td>61.51</td> </tr> <tr> <td>SecEd Sp 21</td> <td>57.01</td> <td>60.83</td> </tr> </tbody> </table>	Average total score	Mentor teacher	University supervisor	SPED Fa 20	59.90	60.78	SPED Sp 21	58.94	60.05	ELED/EC Fa 20	60.85	61.90	ELED/EC Sp 21	59.09	62.03	SecEd Fa 20	57.80	61.51	SecEd Sp 21	57.01	60.83																							
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<p>Praxis</p> <p>Cut scores for the ELED Praxis subtests are:</p> <ul style="list-style-type: none"> <li>• Reading and Language Arts-157</li> <li>• Math-157</li> <li>• Social Studies-155</li> <li>• Science-159</li> </ul>	<p>All early childhood, elementary, and special education teacher candidates must pass the multiple subjects Praxis to be recommended for licensure. The Utah State Board of Education is no longer requiring Praxis scores for those seeking licensure in the secondary teaching major.</p>	<p>The current pass rates for tests taken by completers between September 1, 2020 and August 31, 2021 indicate that for ELED and Special Education, the social studies and reading/language arts subtests of the multiple subjects Praxis present challenges. This data represents multiple attempts. All students must pass all four sections to be recommended for licensure.</p> <table border="1"> <thead> <tr> <th rowspan="2">Praxis Multiple Subjects 5001</th> <th colspan="3">SEP 2020-AUG 2021</th> </tr> <tr> <th>N</th> <th># Pass</th> <th>% Pass</th> </tr> </thead> <tbody> <tr> <td>Mathematics</td> <td>275</td> <td>220</td> <td>80%</td> </tr> <tr> <td>Reading/LA</td> <td>309</td> <td>222</td> <td>72%</td> </tr> <tr> <td>Science</td> <td>291</td> <td>206</td> <td>71%</td> </tr> <tr> <td>Social Studies</td> <td>349</td> <td>208</td> <td>60%</td> </tr> </tbody> </table>	Praxis Multiple Subjects 5001	SEP 2020-AUG 2021			N	# Pass	% Pass	Mathematics	275	220	80%	Reading/LA	309	222	72%	Science	291	206	71%	Social Studies	349	208	60%																					
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<p>Praxis Performance Assessment for Teachers</p>	<p>The state-mandated cut score of 36 will become consequential in Fall 2022.</p> <p>In Fall 2020, although the mean score was 38.47, 35 out of 120 (29%) students scored below 36.</p> <p>In Spring 2021, although the mean score was 38.15, 66 out of 233 (28.3%) students scored below 36.</p> <p>We continue our efforts to educate students and instructors about the expectations of this performance assessment.</p>	<table border="1"> <thead> <tr> <th colspan="4">Fall 2020</th> </tr> <tr> <th></th> <th>N</th> <th>Points possible</th> <th>Mean</th> </tr> </thead> <tbody> <tr> <td>Task 2</td> <td>120</td> <td>12</td> <td>6.5</td> </tr> <tr> <td>Task 3</td> <td>120</td> <td>16</td> <td>11.5</td> </tr> <tr> <td>Task 4</td> <td>120</td> <td>32</td> <td>20.25</td> </tr> <tr> <td>Total</td> <td>120</td> <td>60</td> <td>38.47</td> </tr> <tr> <th colspan="4">Spring 2021</th> </tr> <tr> <td>Task 2</td> <td>233</td> <td>12</td> <td>7.87</td> </tr> <tr> <td>Task 3</td> <td>233</td> <td>16</td> <td>10.39</td> </tr> <tr> <td>Task 4</td> <td>233</td> <td>32</td> <td>19.65</td> </tr> <tr> <td>Total</td> <td>233</td> <td>60</td> <td>38.15</td> </tr> </tbody> </table>	Fall 2020					N	Points possible	Mean	Task 2	120	12	6.5	Task 3	120	16	11.5	Task 4	120	32	20.25	Total	120	60	38.47	Spring 2021				Task 2	233	12	7.87	Task 3	233	16	10.39	Task 4	233	32	19.65	Total	233	60	38.15
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**Table 5: Survey Results** for Placement of Teacher Education Program Graduates, Recommended for Initial Licensing for the Period September 1, 2020 Through August 31, 2021.

	A	B	C	D	E	F	G	H*
License Area	Total # surveyed	Total # responded	Currently employed	Employed in non-education field	Seeking position in education	Not seeking education position for family reasons	Continuing formal education	% Placement in teaching of total responded
Admin/Supervisory	6	6	6					100%
Ag Ed	20	13	13					100%
Art Ed	7	2	2					100%
Biological Science	4	2	2					100%
Business	7	6	6					100%
Chemistry	3	1	1					100%
Speech Language Path	8	7	7					100%
Early Childhood	21	13	13					100%
Earth Science	1	1	1					100%
Elem Ed (1-8)	7	3	3					100%
Elem Ed	110	74	73					99%
English	26	17	17					100%
FCSE	16	12	12					100%
History	10	7	7					100%
Math	4	7	7					100%
Math 2	3	3	2					67%
Math 4	12	8	8					100%
Music Ed	5	3	3					100%
PE	16	10	10					100%
Physical Science Comp	1	0	--					--
Physics	4	3	3					100%
School Counselor	31	27	26	1				96%
Social Studies	12	5	4	1				80%
Special Education	69	62	62					100%
Tech Eng Ed	--	--	--					--
Theater	4	3	3					100
TOTALS	446	376	372	2				99%

\*Column H percent = Col C / Col B