ADELPHI
UNIVERSITY

Ruth S. Ammon College of
Education and Health Sciences

EDUCATING ALL STUDENTS (EAS) LICENSURE SCORES
TAKEN BY INITIAL PROGRAMS
2022 – 2025 Academic Years

PURPOSE

This EAS exam is designed to assess if an individual possesses the professional and pedagogical knowledge and skills to teach **all** students (including students with disabilities, students in diverse populations, and English language learners) effectively in New York state public schools.

ADMINISTRATION

As a proprietary exam, EAS is administered by New York State Teacher Certification Examinations (NYSTCE) as a computer-based assessment. The exam is required for initial programs as part of their program of study.

INSTRUMENT

The Educating All Students (EAS) Exam is a computer-based test that assesses candidates' competencies in working with diverse student populations, including English language learners, students with disabilities and other special learning needs, as well as responsibilities related to teaching and school-home relationships. Currently, a safety-net is in place for the EAS, allowing candidates to achieve a passing score of 500-519 instead of the standard 520.
Note: Reported pass rates include the safety net. Test scores are retrieved from NYS Education Reports (Pearson) and TEACH.

Exam competencies are aligned with CAEP, InTASC, and Culturally Responsive-Sustaining Education Framework standards.

VALIDITY AND RELIABILITY

The New York State Teacher Certification Examinations (NYSTCE) were validated in accordance with professionally accepted procedures for the validation of certification tests and was monitored by the New York State Education Department. Reliability is determined through repeated administrations of each exam. Estimates for reliability for all NYSTCE tests are typically in the range of 0.95 to 0.98. (http://www.nystce.nesinc.com/content/docs/NYSTCE_Validation_Reliability.pdf)

ANALYSIS

EPP: The EAS pass rate for Adelphi candidates seeking initial certification during the 22-23, 23-24, and 24-25 academic years were 99%, 96%, and 98% respectively. The pass rate was higher than the minimum threshold of 80% across all programs. Trends suggest stable or improving performance in key programs over the years.

DATA TABLE: NOTE: Students who did not report their scores to Adelphi are not included in the mean calculation. These students were included in the # of Takers and percent passing (as evidenced by their TEACH state certification record).

INITIAL PROGRAM	2022-2023 AY							2023-2024 AY							2024-2025 AY						
	# of Takers	# Pass	% Pass	Mean Range	white	people of color	not reported	# of Takers	# Pass	% Pass	Mean Range	white	people of color	not reported	# of Takers	# Pass	% Pass	Mean Range	white	people of color	not reported
EPP	158	157	99%	533 500-582	79%	14%	7%	213	204	96%	534 474-578	73%	20%	8%	191	187	98%	529 443-566	71%	23%	6%
Early Childhood Special Education	2	2	100%	---	100%	0%	0%	5	5	100%	528 516-541	60%	40%	0%	1	1	100%	548	100%	0%	0%
Childhood Special Education	7	7	100%	---	57%	29%	14%	3	2	67%	536	33%	67%	0%	1	1	100%	533	100%	0%	0%
Adolescent Special Education	4	4	100%	510 502-518	100%	0%	0%	2	2	100%	522 509-535	0%	100%	0%	0	---	---	---	---	---	---
Childhood Education	5	5	100%	549 528-563	100%	0%	0%	9	9	100%	545 533-557	78%	22%	0%	5	5	100%	535 515-557	40%	60%	0%
STEP Childhood Education	39	39	100%	533 500-567	85%	10%	5%	38	37	97%	531 494-572	82%	13%	5%	30	30	100%	532 501-557	63%	37%	0%
Adolescent English	1	1	100%	511	100%	0%	0%	1	1	100%	548	100%	0%	0%	0	---	---	---	---	---	---
STEP English	5	5	100%	540 530-549	60%	20%	20%	2	2	100%	540 536-543	50%	50%	0%	6	6	100%	541 523-556	67%	33%	0%
Adolescent Math	1	1	100%	557	100%	0%	0%	0	---	---	---	---	---	---	1	1	100%	545 545-545	100%	0%	0%
STEP Math	9	9	100%	530 512-545	89%	11%	0%	8	8	100%	540 520-562	88%	13%	0%	5	5	100%	533 531-535	80%	20%	0%
STEAM Math	2	2	100%	538 535-541	50%	50%	0%	1	1	100%	---	0%	100%	0%	3	3	100%	548 538-557	33%	33%	33%

Program																					
Adolescent Science	1	1	100%	544	100%	0%	0%	0	---	---	---	---	---	---	1	1	100%	538	0%	100%	0%
STEP Science	5	5	100%	541 516-563	80%	0%	20%	9	8	89%	529 494-562	67%	22%	11%	2	2	100%	534	100%	0%	0%
STEAM Science	3	3	100%	532 516-548	67%	33%	0%	7	7	100%	543 528-567	71%	14%	14%	3	3	100%	546 528-565	67%	0%	33%
Adolescent Social Studies	6	6	100%	542 513-582	83%	17%	0%	2	2	100%	546	100%	0%	0%	2	2	100%	547 543-551	100%	0%	0%
STEP Social Studies	5	5	100%	543 540-546	80%	20%	0%	13	13	100%	537 518-557	69%	31%	0%	9	9	100%	528 500-566	78%	22%	0%
STEAM Computer Science	0	---	---	---	---	---	---	2	1	50%	---	0%	100%	0%	2	2	100%	---	0%	100%	0%
Art Education UG	3	3	100%	533 511-567	100%	0%	0%	6	5	83%	535 489-554	83%	17%	0%	4	4	100%	531 509-551	25%	75%	0%
Art Education Grad	20	20	100%	531 501-562	70%	20%	10%	33	32	97%	533 495-578	73%	12%	15%	36	36	100%	530 500-562	67%	11%	22%
Educational Theatre	7	7	100%	523 511-533	100%	0%	0%	3	3	100%	---	100%	0%	0%	6	6	100%	537 530-548	83%	0%	17%
Music Education	1	1	100%	528	0%	0%	100%	7	7	100%	540 532-550	71%	29%	0%	4	4	100%	522 509-544	50%	50%	0%
TESOL	2	2	100%	554	50%	0%	50%	3	3	100%	520	33%	67%	0%	2	2	100%	530 521-538	0%	100%	0%
Physical Education UG	13	13	100%	526 503-548	92%	8%	0%	31	31	100%	521 504-543	74%	16%	10%	42	38	90%	518 443-551	86%	14%	0%
Physical Education Grad	15	14	93%	527 513-545	60%	27%	13%	28	25	89%	526 474-551	75%	11%	14%	25	25	100%	524 501-554	88%	8%	4%
Health Education	2	2	100%	543 520-565	50%	50%	0%	0	---	---	---	---	---	---	1	1	100%	546	0%	100%	0%

EDUCATING ALL STUDENTS STANDARDS ALIGNMENT

Click here to view Culturally Responsive-Sustaining Education Framework standards

Standards	Competency	Performance Expectations
CAEP R1.1 InTASC 1,2,3 CR-S 1	0001 Diverse Student Populations	The New York State educator understands the characteristics, strengths, and needs of all student populations and effectively uses knowledge of diversity within the school and the community to address the needs of all students, to create a sense of community among students, and to promote students' appreciation of and respect for all students in their diversity.
CAEP R1.1, R1.2 InTASC 1,2,3,5 CR-S 1,2,3	0002 English Language Learners	The New York State educator understands the characteristics, strengths, and needs of English Language Learners and effectively uses this knowledge to assist in developing their language and literacy skills and promoting their achievement of learning standards in all content areas.
CAEP R1.2, R1.3 InTASC 4,6 CR-S 1,2	0003 Students With Disabilities And Other Special Learning Needs	The New York State educator understands the characteristics, strengths, and needs of students with disabilities and other special learning needs and effectively uses this knowledge to help students reach their highest levels of achievement and independence.
CAEP R1.4 InTASC 9,10 CR-S 4	0004 Teacher Responsibilities	The New York State educator understands rights and responsibilities in situations involving interactions between teachers and students, parents/guardians, community members, colleagues, school administrators, and other school personnel.
CAEP R1.4 InTASC 9,10 CR-S 4	0005 School-Home Relationships	The New York State educator understands effective strategies for promoting positive and productive relationships and interactions between the school and home to enhance student learning.