



Candidate Performance Data

2018-2019, 2017-2018

**Indiana CORE Assessments for Educator Licensure Annual Data Reports Interpretive Notes, Cautions and Glossary of Terms Used
Annual Candidate Performance Data**

Cautions for Review of Candidate Performance Data	Data included in this file are complete as of the date and time of release. Additions or changes to this information may occur after this date. Therefore, results produced in ResultsAnalyzer may differ from results provided following a test administration or at the end of a program year.
	Examinees whose data are presented in analyses may not reflect the same performance as that of examinees who will take these tests in the future.
	Extreme caution should be used when interpreting data for small numbers of examinees. Results reported for only a small number of examinees may not provide a valid indication of how such examinees typically perform.
	Reporting group designations for institution, gender, ethnicity, or other categories are based on examinee responses to background questions during the registration process. Some background questions are optional and examinees may not have responded to all of these questions. For examinees who have taken the test more than once, the data are based on the examinee's most recent responses to the background questions.
	Some objectives/competencies for some tests may be represented by only a few items on any one test form; caution should be used when making inferences from aggregate competency/objective level data.
	The information provided is confidential and must not be disclosed to unauthorized persons. Appropriate safeguards must be implemented by all personnel to protect against improper disclosure of information.
Interpretive Notes	Data may include multiple versions of a test/subtest. For example, if the content or passing score of a test changed, the title of the test name will be followed by a date range that indicates the availability of that version of the test.
	Examinee-level counts may vary from test-level counts because examinee-level reports include or exclude data for examinees based on the institutional affiliations they indicated and whether or not an institution was authorized to receive scores. Data for all examinees are included in state-level reports and in an institution's test-level reports, which provide aggregate data, but not in examinee-level reports which provide individual scores.
	For each test/subtest, the latest test date for which results are available is provided on the tab labeled "Data Release Information". If you select "Program YTD" or a test/subtest without selecting a reporting period, the report created will include data for all examinees who tested through the test date listed in the table.
	In the analyses "All Selections" refers to aggregate results for selected administration dates, groups of examinees, or other variables.
	% Correct for domains and objectives in the Domain Summary Analysis and Objective Summary Analysis indicates the average percent of multiple-choice questions answered correctly within the Domain or Objective by all examinees. This average percent is based only on questions that contribute to examinee scores.
	For each test/subtest, the latest test date for which results are available is provided on the tab labeled "Data Release Information". If you select "Program YTD" or a test/subtest without selecting a reporting period, the report created will include data for all examinees who tested through the test date listed in the table.
	Information regarding examinee institutional affiliation was obtained from examinees as self-reported information during the test registration process.
Mean scaled scores for the total test are reported as scaled scores in a range of 100 to 300 with the passing score equal to a scaled score of 220.	
GLOSSARY OF TERMS	
Term	Definition
# Not Pass	number of examinees with Not Pass status
# Pass	number of examinees with Pass status
# Takers	number of examinees taking a test/subtest
#First Time Takers	number of examinees who first attempted a test/subtest on the selected test date or within the selected date range
% Not Pass	percent of examinees with Not Pass status
% Pass	percent of examinees with Pass status
Attempt	occasion on which an examinee took a test, where "Attempt 1" is the first attempt, "Attempt 2" is the second attempt, "Attempt 3" is the third attempt, "Attempt 4" is the fourth attempt, and "Attempt 5+" reflects five or more attempts
Background Questions/Responses	questions, and related response options, asked of examinees during the test registration process to collect background information
Best Attempt	occasion on which an examinee achieved his/her highest test score; for multiple attempts with the same test score, the first of those attempts is reported; for multiple passing attempts, the first passing attempt is reported
Educator Preparation (EP) [see also Professional Preparation (PP)]	institution (e.g., college, university, district) designated by the examinee during test registration as the provider of professional or educator preparation
Examinee	individual test taker
Examinee Name/SSN	test taker identified by last name, first name, and last 4 or 5 digits of social security number
F	Not Pass (Fail) status on a test/subtest/section
First Attempt	first occasion of an examinee taking a test
Institution	institution of higher education or other agency providing professional or educator preparation
Interpretive Notes	important information regarding the proper use and interpretation of the data and analyses provided by ResultsAnalyzer
Low N	results not reported because there are fewer than 10 examinees -- see Interpretive Notes on the meaning, interpretation, and impact of "Low N" for further information
Mean Total Scaled Score	mean (average) total scaled score on a test/subtest for all examinees in the analysis (see Total Scaled Score)
P	Pass status on a test/subtest
P/F Status	Pass or Fail (Not Pass) status based on total test/subtest performance
Passing Score	minimum score needed to pass the test; also known as cut score, standard, or qualifying score
Professional Preparation (PP) [see also Educator Preparation (EP)]	institution (e.g., college, university, district) designated by the examinee during test registration as the provider of professional or educator preparation
Program Year	annual or semi-annual period of test dates included in results, based on the schedule of test administrations for the program
Status	an examinee's Pass ("P") or Not Pass ("F") status on a test
Test	test name (with test version indicated in parentheses, if appropriate)
Test Date	date of test administration (or test window for computer-based testing)
Total Scaled Score	total test/subtest score achieved, expressed as a number on the scale used to report examinee test results

Indiana CORE Assessments for Educator Licensure

Data in the table on the following pages is for candidates whose **BEST ATTEMPT** (occasion on which they achieved their highest test score) fell within the Program Year referenced in the table, and who indicated when they registered that they had completed 3 years of college, and their route to licensure is a traditional route via an IDOE-approved educator preparation program.

Program Year = September 1 through August 31

Test	Program Year	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
Business (12/13-Present)	2017-2018	37	23	14	62%	38%	224.5
	2018-2019	32	22	10	69%	31%	224
Computer Education (12/13-Present)	2017-2018	24	19	5	79%	21%	232.4
	2018-2019	34	24	10	71%	29%	231.6
CTE--Agriculture (12/13-Present)	2017-2018	29	27	2	93%	7%	248.6
	2018-2019	33	30	3	91%	9%	237.5
CTE--Business & Info Tech (12/13-Present)	2017-2018	19	17	2	89%	11%	240.6
	2018-2019	15	14	1	93%	7%	238.9
CTE--Family & Cons. Sci. (12/13-Present)	2017-2018	28	25	3	89%	11%	236.5
	2018-2019	39	26	13	67%	33%	226.8
CTE--Marketing (12/13-Present)	2017-2018	2	1	1	50%	50%	216.5
	2018-2019	3	2	1	67%	33%	224.7
Early Childhood Education (12/13-Present)	2017-2018	119	102	17	86%	14%	235.8
	2018-2019	135	102	33	76%	24%	231.9
EC Gen-Sub 1: Read/ELA (12/15-Present)	2017-2018	132	113	19	86%	14%	233.2
	2018-2019	129	105	24	81%	19%	232.7
EC Gen-Sub 2: Math (12/15-11/18)	2017-2018	127	113	14	89%	11%	243.1
	2018-2019	11	10	1	91%	9%	236.5
EC Gen-Sub 2: Math (11/18-Present)	2018-2019	104	93	11	89%	11%	245.1
EC Gen-Sub 3: Sci/Hlth/PE (12/15-Present)	2017-2018	136	118	18	87%	13%	236
	2018-2019	134	110	24	82%	18%	234.2
EC Gen-Sub 4:SS/Fine Arts (12/15-Present)	2017-2018	152	108	44	71%	29%	228.7
	2018-2019	146	107	39	73%	27%	229.9
EE Gen-Sub 1: Read/ELA (06/15-Present)	2017-2018	1,549	1,417	132	91%	9%	235.5
	2018-2019	1,877	1,457	420	78%	22%	230.2
EE Gen-Sub 2: Math (06/15-11/18)	2017-2018	1,544	1,392	152	90%	10%	238.7
	2018-2019	215	192	23	89%	11%	236.9
EE Gen-Sub 2: Math (11/18-Present)	2018-2019	1,675	1,400	275	84%	16%	239.1
EE Gen-Sub 3: Sci/Hlth/PE (06/15-Present)	2017-2018	1,541	1,450	91	94%	6%	241.7
	2018-2019	1,726	1,520	206	88%	12%	238.9
EE Gen-Sub 4: SS/Fine Arts (06/15-Present)	2017-2018	1,544	1,377	167	89%	11%	232
	2018-2019	1,849	1,434	415	78%	22%	228.1
Elementary Education (12/13-Present)	2017-2018	1,468	1,413	55	96%	4%	244.9
	2018-2019	1,548	1,413	135	91%	9%	243.4
EN-Blind/Low Vision (12/13-Present)	2017-2018	7	7	0	100%	0%	248.3
	2018-2019	2	2	0	100%	0%	264.5
EN-Deaf/Hard of Hearing (12/13-Present)	2017-2018	7	4	3	57%	43%	217.7
	2018-2019	6	5	1	83%	17%	212.7
EN-Intense Intervention (12/13-Present)	2017-2018	51	51	0	100%	0%	246.1
	2018-2019	47	46	1	98%	2%	243.6
EN-Mild Inter. Reading (12/13-Present)	2017-2018	113	81	32	72%	28%	221.5
	2018-2019	177	105	72	59%	41%	217.8
EN-Mild Intervention (12/13-Present)	2017-2018	652	615	37	94%	6%	245.7
	2018-2019	669	613	56	92%	8%	245.5
Engineering & Tech Ed (12/13-Present)	2017-2018	30	27	3	90%	10%	239.9
	2018-2019	27	23	4	85%	15%	241.5
English Language Arts (12/13-Present)	2017-2018	221	186	35	84%	16%	230.3
	2018-2019	252	190	62	75%	25%	229.1
English Learners (06/15-Present)	2017-2018	135	114	21	84%	16%	236
	2018-2019	159	129	30	81%	19%	233.7
Fine Arts-General Music (12/13-Present)	2017-2018	102	89	13	87%	13%	236.2
	2018-2019	137	115	22	84%	16%	232.5
Fine Arts-Instru. Music (12/13-Present)	2017-2018	78	71	7	91%	9%	227.7
	2018-2019	111	82	29	74%	26%	225.5
Fine Arts-Theatre Arts (12/13-Present)	2017-2018	8	8	0	100%	0%	257.4
	2018-2019	12	12	0	100%	0%	257.3
Fine Arts-Visual Arts (12/13-Present)	2017-2018	56	54	2	96%	4%	239
	2018-2019	60	55	5	92%	8%	232.9
Fine Arts-Vocal Music (12/13-Present)	2017-2018	47	42	5	89%	11%	231
	2018-2019	51	45	6	88%	12%	237.1
Health (06/15-Present)	2017-2018	71	67	4	94%	6%	243.9
	2018-2019	74	70	4	95%	5%	240
High Ability (12/13-Present)	2017-2018	62	59	3	95%	5%	238.6
	2018-2019	58	50	8	86%	14%	233.9
Journalism (12/13-Present)	2017-2018	10	8	2	80%	20%	227.5
	2018-2019	6	4	2	67%	33%	216.7

Test	Program Year	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
Mathematics (06/15-11/18)	2017-2018	141	95	46	67%	33%	223.2
	2018-2019	14	5	9	36%	64%	204.7
Mathematics (11/18-Present)	2018-2019	154	93	61	60%	40%	222.5
MS English Language Arts (06/15-Present)	2017-2018	56	35	21	63%	38%	216.4
	2018-2019	57	27	30	47%	53%	211.3
MS Mathematics (06/15-11/18)	2017-2018	134	72	62	54%	46%	215.3
	2018-2019	9	4	5	44%	56%	206.4
MS Mathematics (11/18-Present)	2018-2019	161	87	74	54%	46%	217.9
MS Science (06/15-Present)	2017-2018	56	18	38	32%	68%	203.1
	2018-2019	62	13	49	21%	79%	188.3
MS Social Studies (12/13-Present)	2017-2018	53	34	19	64%	36%	221.6
	2018-2019	54	25	29	46%	54%	217
P-12 Education (12/13-Present)	2017-2018	348	336	12	97%	3%	245.6
	2018-2019	395	368	27	93%	7%	244.8
Physical Education (06/15-Present)	2017-2018	131	124	7	95%	5%	242.3
	2018-2019	130	120	10	92%	8%	242.1
Reading (12/13-Present)	2017-2018	69	36	33	52%	48%	212.1
	2018-2019	59	31	28	53%	47%	216.9
School Admin.-Building (12/13-Present)	2017-2018	511	477	34	93%	7%	244
	2018-2019	506	456	50	90%	10%	242.6
School Admin.-District (12/13-Present)	2017-2018	28	27	1	96%	4%	239.1
	2018-2019	38	36	2	95%	5%	239.5
School Counselor (06/15-Present)	2017-2018	119	118	1	99%	1%	254.3
	2018-2019	129	123	6	95%	5%	250.5
School Librarian (12/13-Present)	2017-2018	26	16	10	62%	38%	213.8
	2018-2019	29	17	12	59%	41%	217.9
Science-Chemistry (12/13-Present)	2017-2018	36	30	6	83%	17%	233.3
	2018-2019	31	25	6	81%	19%	231.9
Science-Earth/Space Sci (12/13-Present)	2017-2018	23	10	13	43%	57%	210.3
	2018-2019	22	8	14	36%	64%	208.3
Science-Life Science (12/15-Present)	2017-2018	55	40	15	73%	27%	224.4
	2018-2019	70	39	31	56%	44%	219.7
Science-Physical Science (06/15-Present)	2017-2018	10	9	1	90%	10%	241.9
	2018-2019	7	2	5	29%	71%	208.9
Science-Physics (12/14-11/18)	2017-2018	15	15	0	100%	0%	246.7
	2018-2019	2	1	1	50%	50%	218.5
Science- Physics (11/18-Present)	2018-2019	14	7	7	50%	50%	219.3
Secondary Education (12/13-Present)	2017-2018	677	659	18	97%	3%	250.8
	2018-2019	611	590	21	97%	3%	250.8
SS- Sociology (12/13-Present)	2017-2018	12	11	1	92%	8%	239.8
	2018-2019	20	15	5	75%	25%	231.2
SS-Economics (12/13-Present)	2017-2018	52	42	10	81%	19%	227.8
	2018-2019	49	36	13	73%	27%	224.8
SS-Geographical Perspec. (12/13-Present)	2017-2018	51	21	30	41%	59%	199.7
	2018-2019	42	14	28	33%	67%	198.8
SS-Government/Citizenship (12/13-Present)	2017-2018	123	113	10	92%	8%	239.3
	2018-2019	104	92	12	88%	12%	237.7
SS-Historical Perspec. (12/13-Present)	2017-2018	243	168	75	69%	31%	220.5
	2018-2019	226	127	99	56%	44%	217.3
SS-Psychology (12/13-Present)	2017-2018	28	15	13	54%	46%	220.4
	2018-2019	27	21	6	78%	22%	229.1
World Languages-Chinese (12/13-Present)	2017-2018	1	0	1	0%	100%	123
	2018-2019	2	1	1	50%	50%	189.5
World Languages-French (12/13-Present)	2017-2018	13	10	3	77%	23%	224.9
	2018-2019	5	2	3	40%	60%	203.2
World Languages-German (12/13-Present)	2017-2018	3	3	0	100%	0%	251
	2018-2019	4	3	1	75%	25%	242.8
World Languages-Japanese (12/13-Present)	2017-2018	1	1	0	100%	0%	234
	2018-2019	2	1	1	50%	50%	183.5
World Languages-Latin (12/13-Present)	2017-2018	2	2	0	100%	0%	256.5
	2018-2019	0	n/a	n/a	n/a	n/a	n/a
World Languages-Spanish (12/13-Present)	2017-2018	36	29	7	81%	19%	241.1
	2018-2019	50	41	9	82%	18%	238.1

Indiana CORE Assessments for Educator Licensure

Data in the table in the following pages is for candidates whose **FIRST ATTEMPT** (occasion on which they achieved their highest test score) fell within the Program Year referenced in the table, and who indicated when they registered that they had completed 3 years of college, and their route to licensure is a traditional route via an IDOE-approved educator preparation program.

Program Year = September 1 through August 31

Test	Program Year	# First Time Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
Business (12/13-Present)	2017-2018	33	16	17	48%	52%	219.5
	2018-2019	30	19	11	63%	37%	223.1
Computer Education (12/13-Present)	2017-2018	25	18	7	72%	28%	229.9
	2018-2019	31	21	10	68%	32%	231.6
CTE--Agriculture (12/13-Present)	2017-2018	28	24	4	86%	14%	243.2
	2018-2019	32	26	6	81%	19%	234.8
CTE--Business & Info Tech (12/13-Present)	2017-2018	19	15	4	79%	21%	237.6
	2018-2019	14	13	1	93%	7%	239.4
CTE--Family & Cons. Sci. (12/13-Present)	2017-2018	32	17	15	53%	47%	223.8
	2018-2019	33	19	14	58%	42%	222.1
CTE--Marketing (12/13-Present)	2017-2018	1	0	1	0%	100%	210
	2018-2019	3	2	1	67%	33%	224.7
Early Childhood Education (12/13-Present)	2017-2018	113	77	36	68%	32%	231.6
	2018-2019	126	82	44	65%	35%	229.7
EC Gen-Sub 1: Read/ELA (12/15-Present)	2017-2018	132	103	29	78%	22%	230.8
	2018-2019	122	93	29	76%	24%	231.6
EC Gen-Sub 2: Math (12/15-11/18)	2017-2018	126	105	21	83%	17%	241.3
	2018-2019	13	9	4	69%	31%	231
EC Gen-Sub 2: Math (11/18-Present)	2018-2019	96	86	10	90%	10%	247.2
EC Gen-Sub 3: Sci/Hlth/PE (12/15-Present)	2017-2018	135	110	25	81%	19%	234.8
	2018-2019	132	104	28	79%	21%	233.4
EC Gen-Sub 4:SS/Fine Arts (12/15-Present)	2017-2018	149	90	59	60%	40%	225.9
	2018-2019	137	88	49	64%	36%	227.7
EE Gen-Sub 1: Read/ELA (06/15-Present)	2017-2018	1,531	957	574	63%	37%	225.1
	2018-2019	1666	976	690	59%	41%	223.8
EE Gen-Sub 2: Math (06/15-11/18)	2017-2018	1,522	1,007	515	66%	34%	231
	2018-2019	227	155	72	68%	32%	230.3
EE Gen-Sub 2: Math (11/18-Present)	2018-2019	1400	1056	344	75%	25%	238.7
EE Gen-Sub 3: Sci/Hlth/PE (06/15-Present)	2017-2018	1,503	1,165	338	78%	22%	236.2
	2018-2019	1628	1252	376	77%	23%	235.4
EE Gen-Sub 4: SS/Fine Arts (06/15-Present)	2017-2018	1,485	876	609	59%	41%	221.5
	2018-2019	1621	913	708	56%	44%	220.9
Elementary Education (12/13-Present)	2017-2018	1,469	1,275	194	87%	13%	242.5
	2018-2019	1486	1275	211	86%	14%	242.5
EN-Blind/Low Vision (12/13-Present)	2017-2018	7	7	0	100%	0%	248.3
	2018-2019	2	2	0	100%	0%	264.5
EN-Deaf/Hard of Hearing (12/13-Present)	2017-2018	7	1	6	14%	86%	200.6
	2018-2019	6	4	2	67%	33%	211.3
EN-Intense Intervention (12/13-Present)	2017-2018	52	45	7	87%	13%	240.9
	2018-2019	46	42	4	91%	9%	242.8
EN-Mild Inter. Reading (12/13-Present)	2017-2018	117	40	77	34%	66%	201.4
	2018-2019	148	58	90	39%	61%	207.6
EN-Mild Intervention (12/13-Present)	2017-2018	652	561	91	86%	14%	243.2
	2018-2019	644	564	80	88%	12%	244.6
Engineering & Tech Ed (12/13-Present)	2017-2018	30	20	10	67%	33%	234.5
	2018-2019	25	21	4	84%	16%	242.7
English Language Arts (12/13-Present)	2017-2018	212	143	69	67%	33%	224.9
	2018-2019	233	148	85	64%	36%	224.6
English Learners (06/15-Present)	2017-2018	137	102	35	74%	26%	233.1
	2018-2019	148	113	35	76%	24%	233.1
Fine Arts-General Music (12/13-Present)	2017-2018	110	69	41	63%	37%	226.2
	2018-2019	124	89	35	72%	28%	229.3
Fine Arts-Instru. Music (12/13-Present)	2017-2018	81	42	39	52%	48%	214.5
	2018-2019	95	48	47	51%	49%	217.5
Fine Arts-Theatre Arts (12/13-Present)	2017-2018	8	8	0	100%	0%	257.4
	2018-2019	12	12	0	100%	0%	257.3
Fine Arts-Visual Arts (12/13-Present)	2017-2018	55	48	7	87%	13%	234.9
	2018-2019	58	44	14	76%	24%	230.2

Test	Program Year	# First Time Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
Fine Arts-Vocal Music (12/13-Present)	2017-2018	48	34	14	71%	29%	224.5
	2018-2019	48	37	11	77%	23%	233.2
Health (06/15-Present)	2017-2018	71	61	10	86%	14%	241.6
	2018-2019	71	59	12	83%	17%	237.4
High Ability (12/13-Present)	2017-2018	62	58	4	94%	6%	238.5
	2018-2019	58	44	14	76%	24%	231.8
Journalism (12/13-Present)	2017-2018	8	6	2	75%	25%	228.3
	2018-2019	6	2	4	33%	67%	213.7
Mathematics (06/15-11/18)	2017-2018	130	58	72	45%	55%	215.8
	2018-2019	14	4	10	29%	71%	200.7
Mathematics (11/18-Present)	2018-2019	122	61	61	50%	50%	219.2
MS English Language Arts (06/15-Present)	2017-2018	54	27	27	50%	50%	212.6
	2018-2019	52	20	32	38%	62%	206.3
MS Mathematics (06/15-11/18)	2017-2018	130	48	82	37%	63%	208.5
	2018-2019	11	2	9	18%	82%	202.7
MS Mathematics (11/18-Present)	2018-2019	126	56	70	44%	56%	216.9
MS Science (06/15-Present)	2017-2018	50	6	44	12%	88%	193.8
	2018-2019	48	5	43	10%	90%	179
MS Social Studies (12/13-Present)	2017-2018	52	27	25	52%	48%	218.6
	2018-2019	49	20	29	41%	59%	213.3
P-12 Education (12/13-Present)	2017-2018	339	300	39	88%	12%	244
	2018-2019	384	335	49	87%	13%	243.7
Physical Education (06/15-Present)	2017-2018	128	108	20	84%	16%	240
	2018-2019	121	104	17	86%	14%	240.8
Reading (12/13-Present)	2017-2018	68	29	39	43%	57%	209.1
	2018-2019	57	24	33	42%	58%	213.2
School Admin.-Building (12/13-Present)	2017-2018	517	411	106	79%	21%	239.5
	2018-2019	467	387	80	83%	17%	240.7
School Admin.-District (12/13-Present)	2017-2018	25	23	2	92%	8%	238.7
	2018-2019	38	33	5	87%	13%	237.5
School Counselor (06/15-Present)	2017-2018	119	116	3	97%	3%	253.8
	2018-2019	129	119	10	92%	8%	249.8
School Librarian (12/13-Present)	2017-2018	28	12	16	43%	57%	209.3
	2018-2019	24	13	11	54%	46%	215.2
Science-Chemistry (12/13-Present)	2017-2018	31	22	9	71%	29%	231.9
	2018-2019	29	21	8	72%	28%	229.8
Science-Earth/Space Sci (12/13-Present)	2017-2018	19	5	14	26%	74%	197.8
	2018-2019	19	4	15	21%	79%	199.6
Science-Life Science (12/15-Present)	2017-2018	58	25	33	43%	57%	214.3
	2018-2019	56	29	27	52%	48%	218.7
Science-Physical Science (06/15-Present)	2017-2018	9	8	1	89%	11%	240.8
	2018-2019	6	1	5	17%	83%	204.5
Science-Physics (12/14-11/18)	2017-2018	16	13	3	81%	19%	241
	2018-2019	1	1	0	100%	0%	225
Science- Physics (11/18-Present)	2018-2019	8	4	4	50%	50%	222.9
Secondary Education (12/13-Present)	2017-2018	672	625	47	93%	7%	249.8
	2018-2019	596	551	45	92%	8%	250.2
SS- Sociology (12/13-Present)	2017-2018	12	11	1	92%	8%	239.8
	2018-2019	20	14	6	70%	30%	230.5
SS-Economics (12/13-Present)	2017-2018	50	32	18	64%	36%	224.4
	2018-2019	44	25	19	57%	43%	220.5
SS-Geographical Perspec. (12/13-Present)	2017-2018	51	11	40	22%	78%	190.5
	2018-2019	35	9	26	26%	74%	195.4
SS-Government/Citizenship (12/13-Present)	2017-2018	126	104	22	83%	17%	236.9
	2018-2019	98	85	13	87%	13%	237.5
SS-Historical Perspec. (12/13-Present)	2017-2018	237	110	127	46%	54%	213.1
	2018-2019	180	84	96	47%	53%	213.1

Test	Program Year	# First Time Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
SS-Psychology (12/13-Present)	2017-2018	26	13	13	50%	50%	218.7
	2018-2019	25	18	7	72%	28%	227.4
World Languages-Chinese (12/13-Present)	2017-2018	1	0	1	0%	100%	123
	2018-2019	2	1	1	50%	50%	189.5
World Languages-French (12/13-Present)	2017-2018	12	8	4	67%	33%	220
	2018-2019	4	1	3	25%	75%	188
World Languages-German (12/13-Present)	2017-2018	3	3	0	100%	0%	251
	2018-2019	4	3	1	75%	25%	242.8
World Languages-Latin (12/13-Present)	2017-2018	2	2	0	100%	0%	256.5
	2018-2019	0	n/a	n/a	n/a	n/a	n/a
World Languages-Japanese (12/13-Present)	2017-2018	0	n/a	n/a	n/a	n/a	n/a
	2018-2019	2	1	1	50%	50%	183.5
World Languages-Spanish (12/13-Present)	2017-2018	40	23	17	58%	43%	226.3
	2018-2019	41	35	6	85%	15%	242.5

Indiana CORE Assessments for Educator Licensure

Data in the table in the following pages is for candidates whose **BEST ATTEMPT** (occasion on which they achieved their highest test score) fell within the Program Year referenced in the table, and who indicated when they registered that their Reason for Testing is to add an additional instructional content area to an existing Indiana educator license.

Program Year = September 1 through August 31

Test	Program Year	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
Business (12/13-Present)	2017-2018	36	27	9	75%	25%	232.2
	2018-2019	25	19	6	76%	24%	229.2
Computer Education (12/13-Present)	2017-2018	33	26	7	79%	21%	234.6
	2018-2019	33	22	11	67%	33%	229.5
CTE--Agriculture (12/13-Present)	2017-2018	5	4	1	80%	20%	228.2
	2018-2019	11	9	2	82%	18%	225.1
CTE--Business & Info Tech (12/13-Present)	2017-2018	31	29	2	94%	6%	241.8
	2018-2019	25	22	3	88%	12%	239.4
CTE--Family & Cons. Sci. (12/13-Present)	2017-2018	28	23	5	82%	18%	233.7
	2018-2019	33	25	8	76%	24%	233.3
CTE--Marketing (12/13-Present)	2017-2018	8	5	3	63%	38%	219.0
	2018-2019	6	5	1	83%	17%	229.2
Early Childhood Education (12/13-Present)	2017-2018	9	8	1	89%	11%	239.8
	2018-2019	10	10	0	100%	0%	250.6
EC Gen-Sub 1: Read/ELA (12/15-Present)	2017-2018	5	5	0	100%	0%	240.6
	2018-2019	4	4	0	100%	0%	244.8
EC Gen-Sub 2: Math (12/15-11/18)	2017-2018	5	5	0	100%	0%	254.2
	2018-2019	0	n/a	n/a	n/a	n/a	n/a
EC Gen-Sub 2: Math (11/18-Present)	2018-2019	3	3	0	100%	0%	262.3
EC Gen-Sub 3: Sci/Hlth/PE (12/15-Present)	2017-2018	5	4	1	80%	20%	244.0
	2018-2019	3	3	0	100%	0%	246.7
EC Gen-Sub 4:SS/Fine Arts (12/15-Present)	2017-2018	7	7	0	100%	0%	239.4
	2018-2019	3	3	0	100%	0%	242.0
EE Gen-Sub 1: Read/ELA (06/15-Present)	2017-2018	14	11	3	79%	21%	228.9
	2018-2019	21	17	4	81%	19%	231.9
EE Gen-Sub 2: Math (06/15-11/18)	2017-2018	14	11	3	79%	21%	230.6
	2018-2019	1	0	1	0%	100%	185.0
EE Gen-Sub 2: Math (11/18-Present)	2018-2019	22	17	5	77%	23%	235.5
EE Gen-Sub 3: Sci/Hlth/PE (06/15-Present)	2017-2018	14	12	2	86%	14%	241.2
	2018-2019	17	16	1	94%	6%	248.6
EE Gen-Sub 4: SS/Fine Arts (06/15-Present)	2017-2018	15	12	3	80%	20%	235.9
	2018-2019	22	16	6	73%	27%	229.7
Elementary Education (12/13-Present)	2017-2018	5	5	0	100%	0%	240.6
	2018-2019	6	5	1	83%	17%	243.3
EN-Blind/Low Vision (12/13-Present)	2017-2018	10	10	0	100%	0%	241.4
	2018-2019	3	3	0	100%	0%	256.0
EN-Deaf/Hard of Hearing (12/13-Present)	2017-2018	2	1	1	50%	50%	220.0
	2018-2019	1	1	0	100%	0%	240.0
EN-Intense Intervention (12/13-Present)	2017-2018	28	28	0	100%	0%	249.0
	2018-2019	21	19	2	90%	10%	236.0
EN-Mild Inter. Reading (12/13-Present)	2017-2018	34	23	11	68%	32%	219.8
	2018-2019	51	28	23	55%	45%	214.6
EN-Mild Intervention (12/13-Present)	2017-2018	101	97	4	96%	4%	252.3
	2018-2019	118	109	9	92%	8%	251.2
Engineering & Tech Ed (12/13-Present)	2017-2018	34	30	4	88%	12%	239.7
	2018-2019	30	24	6	80%	20%	240.1
English Language Arts (12/13-Present)	2017-2018	77	59	18	77%	23%	225.6
	2018-2019	74	46	28	62%	38%	222.9
English Learners (06/15-Present)	2017-2018	106	90	16	85%	15%	237.1
	2018-2019	145	119	26	82%	18%	234.0
Fine Arts-General Music (12/13-Present)	2017-2018	0	n/a	n/a	n/a	n/a	n/a
	2018-2019	3	2	1	67%	33%	216.0
Fine Arts-Instru. Music (12/13-Present)	2017-2018	3	1	2	33%	67%	202.3
	2018-2019	2	0	2	0%	100%	193.0
Fine Arts-Theatre Arts (12/13-Present)	2017-2018	4	4	0	100%	0%	260.3
	2018-2019	5	5	0	100%	0%	263.0
Fine Arts-Visual Arts (12/13-Present)	2017-2018	3	3	0	100%	0%	238.0
	2018-2019	6	4	2	67%	33%	228.0
Fine Arts-Vocal Music (12/13-Present)	2017-2018	2	1	1	50%	50%	220.0
	2018-2019	5	4	1	80%	20%	221.2

Test	Program Year	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
Health (06/15-Present)	2017-2018	56	52	4	93%	7%	247.6
	2018-2019	62	58	4	94%	6%	243.1
High Ability (12/13-Present)	2017-2018	63	61	2	97%	3%	240.0
	2018-2019	51	45	6	88%	12%	235.8
Journalism (12/13-Present)	2017-2018	10	8	2	80%	20%	230.5
	2018-2019	5	3	2	60%	40%	215.2
Mathematics (06/15-11/18)	2017-2018	40	15	25	38%	63%	210.6
	2018-2019	0	n/a	n/a	n/a	n/a	n/a
Mathematics (11/18-Present)	2018-2019	52	14	38	27%	73%	206.6
MS English Language Arts (06/15-Present)	2017-2018	50	30	20	60%	40%	213.2
	2018-2019	54	29	25	54%	46%	215.0
MS Mathematics (06/15-11/18)	2017-2018	96	44	52	46%	54%	209.4
	2018-2019	2	1	1	50%	50%	195.5
MS Mathematics (11/18-Present)	2018-2019	123	59	64	48%	52%	216.1
MS Science (06/15-Present)	2017-2018	46	10	36	22%	78%	197.4
	2018-2019	65	12	53	18%	82%	187.5
MS Social Studies (12/13-Present)	2017-2018	26	19	7	73%	27%	222.4
	2018-2019	25	14	11	56%	44%	218.6
P-12 Education (12/13-Present)	2017-2018	14	14	0	100%	0%	264.9
	2018-2019	14	14	0	100%	0%	250.7
Physical Education (06/15-Present)	2017-2018	82	81	1	99%	1%	244.6
	2018-2019	93	84	9	90%	10%	241.7
Reading (12/13-Present)	2017-2018	19	15	4	79%	21%	224.7
	2018-2019	37	28	9	76%	24%	227.5
School Admin.-Building (12/13-Present)	2017-2018	22	20	2	91%	9%	240.0
	2018-2019	19	16	3	84%	16%	237.8
School Admin.-District (12/13-Present)	2017-2018	2	2	0	100%	0%	257.5
	2018-2019	1	1	0	100%	0%	280.0
School Counselor (06/15-Present)	2017-2018	1	1	0	100%	0%	273.0
	2018-2019	0	n/a	n/a	n/a	n/a	n/a
School Librarian (12/13-Present)	2017-2018	36	22	14	61%	39%	217.0
	2018-2019	36	19	17	53%	47%	215.8
Science-Chemistry (12/13-Present)	2017-2018	15	11	4	73%	27%	224.8
	2018-2019	22	17	5	77%	23%	232.5
Science-Earth/Space Sci (12/13-Present)	2017-2018	23	10	13	43%	57%	207.7
	2018-2019	27	13	14	48%	52%	213.2
Science-Life Science (12/15-Present)	2017-2018	30	16	14	53%	47%	216.7
	2018-2019	27	16	11	59%	41%	213.0
Science-Physical Science (06/15-Present)	2017-2018	13	12	1	92%	8%	240.5
	2018-2019	14	11	3	79%	21%	238.9
Science-Physics (12/14-11/18)	2017-2018	9	8	1	89%	11%	230.1
	2018-2019	1	0	1	0%	100%	212.0
Science- Physics (11/18-Present)	2018-2019	13	5	8	38%	62%	215.3
Secondary Education (12/13-Present)	2017-2018	11	11	0	100%	0%	259.5
	2018-2019	12	11	1	92%	8%	259.3
SS- Sociology (12/13-Present)	2017-2018	5	5	0	100%	0%	250.8
	2018-2019	10	9	1	90%	10%	247.7
SS-Economics (12/13-Present)	2017-2018	37	27	10	73%	27%	225.7
	2018-2019	21	12	9	57%	43%	227.8
SS-Geographical Perspec. (12/13-Present)	2017-2018	22	10	12	45%	55%	211.1
	2018-2019	14	9	5	64%	36%	214.7
SS-Government/Citizenship (12/13-Present)	2017-2018	31	31	0	100%	0%	247.2
	2018-2019	32	31	1	97%	3%	247.1
SS-Historical Perspec. (12/13-Present)	2017-2018	52	23	29	44%	56%	213.3
	2018-2019	46	22	24	48%	52%	214.9

Test	Program Year	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
SS-Psychology (12/13-Present)	2017-2018	12	6	6	50%	50%	218.9
	2018-2019	23	18	5	78%	22%	236.2
World Languages-Chinese (12/13-Present)	2017-2018	2	0	2	0%	100%	126.0
	2018-2019	2	1	1	50%	50%	203.0
World Languages-French (12/13-Present)	2017-2018	2	0	2	0%	100%	174.0
	2018-2019	1	1	0	100%	0%	234.0
World Languages-German (12/13-Present)	2017-2018	0	n/a	n/a	n/a	n/a	n/a
	2018-2019	1	1	0	100%	0%	232.0
World Languages-Japanese (12/13-Present)	2017-2018	1	0	1	0%	100%	211.0
	2018-2019	2	2	0	100%	0%	223.5
World Languages-Latin (12/13-Present)	2017-2018	1	0	1	0%	100%	209.0
	2018-2019	0	n/a	n/a	n/a	n/a	n/a
World Languages-Spanish (12/13-Present)	2017-2018	16	11	5	69%	31%	226.2
	2018-2019	23	13	10	57%	43%	218.3

Indiana CORE Assessments for Educator Licensure

Data in the table in the following pages is for candidates whose **FIRST ATTEMPT** (occasion on which they achieved their highest test score) fell within the Program Year referenced in the table, and who indicated when they registered that their Reason for Testing is to add an additional instructional content area to an existing Indiana educator license.

Program Year = September 1 through August 31

Test	Program Year	# First Time Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
Business (12/13-Present)	2017-2018	35	22	13	63%	37%	228.0
	2018-2019	23	17	6	74%	26%	230.4
Computer Education (12/13-Present)	2017-2018	33	25	8	76%	24%	233.3
	2018-2019	31	19	12	61%	39%	228.8
CTE--Agriculture (12/13-Present)	2017-2018	6	4	2	67%	33%	221.5
	2018-2019	11	8	3	73%	27%	223.1
CTE--Business & Info Tech (12/13-Present)	2017-2018	28	24	4	86%	14%	241.4
	2018-2019	23	20	3	87%	13%	239.9
CTE--Family & Cons. Sci. (12/13-Present)	2017-2018	30	20	10	67%	33%	229.6
	2018-2019	27	20	7	74%	26%	232.6
CTE--Marketing (12/13-Present)	2017-2018	8	3	5	38%	63%	212.1
	2018-2019	5	4	1	80%	20%	227.6
Early Childhood Education (12/13-Present)	2017-2018	8	6	2	75%	25%	237.8
	2018-2019	10	10	0	100%	0%	250.6
EC Gen-Sub 1: Read/ELA (12/15-Present)	2017-2018	6	4	2	67%	33%	233.2
	2018-2019	3	2	1	67%	33%	235.7
EC Gen-Sub 2: Math (12/15-11/18)	2017-2018	5	5	0	100%	0%	254.2
	2018-2019	0	n/a	n/a	n/a	n/a	n/a
EC Gen-Sub 2: Math (11/18-Present)	2018-2019	3	3	0	100%	0%	262.3
EC Gen-Sub 3: Sci/HLth/PE (12/15-Present)	2017-2018	5	4	1	80%	20%	244.0
	2018-2019	3	3	0	100%	0%	246.7
EC Gen-Sub 4:SS/Fine Arts (12/15-Present)	2017-2018	5	5	0	100%	0%	237.2
	2018-2019	3	3	0	100%	0%	242.0
EE Gen-Sub 1: Read/ELA (06/15-Present)	2017-2018	13	8	5	62%	38%	223.2
	2018-2019	20	13	7	65%	35%	227.9
EE Gen-Sub 2: Math (06/15-11/18)	2017-2018	12	7	5	58%	42%	228.5
	2018-2019	2	0	2	0%	100%	190.0
EE Gen-Sub 2: Math (11/18-Present)	2018-2019	16	11	5	69%	31%	237.7
EE Gen-Sub 3: Sci/HLth/PE (06/15-Present)	2017-2018	12	10	2	83%	17%	241.0
	2018-2019	17	16	1	94%	6%	248.6
EE Gen-Sub 4: SS/Fine Arts (06/15-Present)	2017-2018	12	8	4	67%	33%	233.8
	2018-2019	17	10	7	59%	41%	228.6
Elementary Education (12/13-Present)	2017-2018	5	5	0	100%	0%	240.6
	2018-2019	5	4	1	80%	20%	244.0
EN-Blind/Low Vision (12/13-Present)	2017-2018	10	9	1	90%	10%	239.1
	2018-2019	2	2	0	100%	0%	264.5
EN-Deaf/Hard of Hearing (12/13-Present)	2017-2018	2	0	2	0%	100%	204.0
	2018-2019	1	1	0	100%	0%	240.0
EN-Intense Intervention (12/13-Present)	2017-2018	28	27	1	96%	4%	248.4
	2018-2019	21	19	2	90%	10%	236.0
EN-Mild Inter. Reading (12/13-Present)	2017-2018	35	15	20	43%	57%	206.5
	2018-2019	45	18	27	40%	60%	206.4
EN-Mild Intervention (12/13-Present)	2017-2018	100	92	8	92%	8%	251.5
	2018-2019	112	102	10	91%	9%	251.0
Engineering & Tech Ed (12/13-Present)	2017-2018	35	25	10	71%	29%	235.8
	2018-2019	26	20	6	77%	23%	241.8
English Language Arts (12/13-Present)	2017-2018	73	51	22	70%	30%	223.7
	2018-2019	73	40	33	55%	45%	220.8
English Learners (06/15-Present)	2017-2018	100	80	20	80%	20%	236.9
	2018-2019	135	105	30	78%	22%	233.5
Fine Arts-General Music (12/13-Present)	2017-2018	1	0	1	0%	100%	183.0
	2018-2019	2	1	1	50%	50%	198.5
Fine Arts-Instru. Music (12/13-Present)	2017-2018	2	0	2	0%	100%	193.5
	2018-2019	1	0	1	0%	100%	173.0
Fine Arts-Theatre Arts (12/13-Present)	2017-2018	4	4	0	100%	0%	260.3
	2018-2019	5	5	0	100%	0%	263.0
Fine Arts-Visual Arts (12/13-Present)	2017-2018	3	2	1	67%	33%	227.7
	2018-2019	5	4	1	80%	20%	232.0
Fine Arts-Vocal Music (12/13-Present)	2017-2018	2	0	2	0%	100%	210.0
	2018-2019	5	3	2	60%	40%	218.6

Test	Program Year	# First Time Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
Health (06/15-Present)	2017-2018	56	51	5	91%	9%	247.2
	2018-2019	61	53	8	87%	13%	242.0
High Ability (12/13-Present)	2017-2018	62	59	3	95%	5%	240.2
	2018-2019	51	43	8	84%	16%	235.0
Journalism (12/13-Present)	2017-2018	8	6	2	75%	25%	232.0
	2018-2019	5	3	2	60%	40%	215.2
Mathematics (06/15-11/18)	2017-2018	30	8	22	27%	73%	206.6
	2018-2019	1	0	1	0%	100%	195.0
Mathematics (11/18-Present)	2018-2019	39	8	31	21%	79%	200.5
MS English Language Arts (06/15-Present)	2017-2018	46	22	24	48%	52%	209.5
	2018-2019	52	23	29	44%	56%	211.9
MS Mathematics (06/15-11/18)	2017-2018	91	29	62	32%	68%	203.7
	2018-2019	2	0	2	0%	100%	188.5
MS Mathematics (11/18-Present)	2018-2019	93	39	54	42%	58%	216.7
MS Science (06/15-Present)	2017-2018	40	3	37	8%	93%	187.8
	2018-2019	54	6	48	11%	89%	179.4
MS Social Studies (12/13-Present)	2017-2018	24	16	8	67%	33%	221.3
	2018-2019	23	12	11	52%	48%	216.7
P-12 Education (12/13-Present)	2017-2018	14	13	1	93%	7%	262.6
	2018-2019	12	12	0	100%	0%	254.3
Physical Education (06/15-Present)	2017-2018	80	74	6	93%	8%	243.1
	2018-2019	90	78	12	87%	13%	240.5
Reading (12/13-Present)	2017-2018	17	12	5	71%	29%	223.2
	2018-2019	32	23	9	72%	28%	226.7
School Admin.-Building (12/13-Present)	2017-2018	20	17	3	85%	15%	238.0
	2018-2019	14	11	3	79%	21%	238.9
School Admin.-District (12/13-Present)	2017-2018	2	2	0	100%	0%	257.5
	2018-2019	1	1	0	100%	0%	280.0
School Counselor (06/15-Present)	2017-2018	1	1	0	100%	0%	273.0
	2018-2019	1	0	1	0%	100%	214.0
School Librarian (12/13-Present)	2017-2018	37	17	20	46%	54%	212.9
	2018-2019	33	15	18	45%	55%	213.1
Science-Chemistry (12/13-Present)	2017-2018	16	5	11	31%	69%	209.4
	2018-2019	17	13	4	76%	24%	234.6
Science-Earth/Space Sci (12/13-Present)	2017-2018	19	8	11	42%	58%	207.7
	2018-2019	22	7	15	32%	68%	207.1
Science-Life Science (12/15-Present)	2017-2018	28	12	16	43%	57%	211.3
	2018-2019	23	13	10	57%	43%	212.6
Science-Physical Science (06/15-Present)	2017-2018	13	11	2	85%	15%	237.2
	2018-2019	11	8	3	73%	27%	242.1
Science-Physics (12/14-11/18)	2017-2018	7	4	3	57%	43%	228.9
	2018-2019	0	n/a	n/a	n/a	n/a	n/a
Science- Physics (11/18-Present)	2018-2019	10	4	6	40%	60%	216.7
Secondary Education (12/13-Present)	2017-2018	11	10	1	91%	9%	257.9
	2018-2019	11	10	1	91%	9%	260.5
SS- Sociology (12/13-Present)	2017-2018	5	5	0	100%	0%	250.8
	2018-2019	10	9	1	90%	10%	247.7
SS-Economics (12/13-Present)	2017-2018	33	20	13	61%	39%	223.6
	2018-2019	16	6	10	38%	63%	223.8
SS-Geographical Perspec. (12/13-Present)	2017-2018	15	5	10	33%	67%	208.8
	2018-2019	8	5	3	63%	38%	212.0
SS-Government/Citizenship (12/13-Present)	2017-2018	31	28	3	90%	10%	244.4
	2018-2019	32	31	1	97%	3%	247.1
SS-Historical Perspec. (12/13-Present)	2017-2018	43	13	30	30%	70%	207.3
	2018-2019	34	16	18	47%	53%	212.7
SS-Psychology (12/13-Present)	2017-2018	12	6	6	50%	50%	216.7
	2018-2019	20	17	3	85%	15%	238.4

Test	Program Year	# First Time Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
World Languages-Chinese (12/13-Present)	2017-2018	2	0	2	0%	100%	126.0
	2018-2019	2	1	1	50%	50%	203.0
World Languages-French (12/13-Present)	2017-2018	2	0	2	0%	100%	174.0
	2018-2019	1	1	0	100%	0%	234.0
World Languages-German (12/13-Present)	2017-2018	1	0	1	0%	100%	215.0
	2018-2019	0	n/a	n/a	n/a	n/a	n/a
World Languages-Japanese (12/13-Present)	2017-2018	0	n/a	n/a	n/a	n/a	n/a
	2018-2019	1	1	0	100%	0%	225.0
World Languages-Spanish (12/13-Present)	2017-2018	19	9	10	47%	53%	208.1
	2018-2019	15	10	5	67%	33%	225.9