

Candidate Performance Data Program Years 2017-2018, 2016-2017

Indiana CORE Assessments for Educator Licensure Annual Data Reports Interpretive Notes, Cautions and Glossary of Terms Used Annual Candidate Performance Data, PY 2017-2018, 2016-2017

	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.
Cautions for Review of	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.
Cautions for Review of Candidate Performance Data	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.
	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.
Interpretive Notes	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 included 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.
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GLOSSARY OF TERMS	
Term	Definition
# 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
% 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)
Р	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
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

Data included in this table is for candidates whose **Best Attempt** (occasion on which they achieved their highest test score) fell within the Program Year, 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

Program Year = September 1 through August 31				Mean Total
Test	PY	# Takers	%	Scaled
1631		# Takers	Pass	Score
	2016-2017	31	74%	225.1
Business	2017-2018	40	58%	221.1
	2016-2017	13	85%	231.7
Computer Education	2017-2018	25	76%	231.6
	2016-2017	19	89%	230.1
CTEAgriculture	2017-2018	31	87%	245.5
	2016-2017	10	80%	228.0
CTEBusiness & Information Technology	2017-2018	21	81%	237.6
	2016-2017	30	83%	228.3
CTEFamily & Consumer Sciences	2010-2017	33	76%	232.4
		4	75%	-
CTEMarketing	2016-2017	2		220.0
	2017-2018	_	50%	216.5
Early Childhood Education	2016-2017	118	85%	232.9
	2017-2018	128	80%	233.6
Early Childhood Gen-Sub 1: Read/ELA	2016-2017	139	91%	236.8
	2017-2018	137	82%	232.3
Early Childhood Gen-Sub 2: Math	2016-2017	124	91%	245.2
-	2017-2018	129	88%	242.4
Early Childhood Gen-Sub 3: Sci/Hlth/PE	2016-2017	144	90%	237.5
	2017-2018	139	85%	235.4
Early Childhood Gen-Sub 4:SS/Fine Arts	2016-2017	154	80%	229.7
	2017-2018	158	68%	227.8
Elementary Ed Gen-Sub 1: Read/ELA	2016-2017	1,607	93%	237.5
	2017-2018	1,759	81%	231.1
Elementary Ed Gen-Sub 2: Math	2016-2017	1,562	92%	240.4
Elementary La Con Cab L. Math	2017-2018	1,734	80%	234.6
Elementary Ed Gen-Sub 3: Sci/Hlth/PE	2016-2017	1,606	95%	242.0
Liomoniary La Con Cab C. Commun L	2017-2018	1,644	88%	239.0
Elementary Ed Gen-Sub 4: SS/Fine Arts	2016-2017	1,540	90%	233.7
Elementary Lu Gen-Gub 4. 55/1 me Arts	2017-2018	1,756	78%	227.8
Elementary Education	2016-2017	1,393	96%	244.7
Liementary Education	2017-2018	1,528	92%	243.4
Eventional Needs Plind/Lew Vision	2016-2017	10	100%	240.6
Exceptional Needs-Blind/Low Vision	2017-2018	7	100%	248.3
Eventional Needs Dest/Level of Hearing	2016-2017	8	88%	227.0
Exceptional Needs-Deaf/Hard of Hearing	2017-2018	7	57%	217.7
Eventional Needs Internal Internal Com-	2016-2017	61	95%	238.7
Exceptional Needs-Intense Intervention	2017-2018	54	94%	243.0
Eventional Mondo Mild Inter Deadles	2016-2017	126	77%	223.2
Exceptional Needs-Mild Inter. Reading	2017-2018	142	57%	215.6
Francisco de la constancia de la constan	2016-2017	590	96%	246.7
Exceptional Needs-Mild Intervention	2017-2018	673	91%	244.4
Fundamenta of Fact 1 - Fig. 12	2016-2017	33	91%	238.4
Engineering & Technology Education	2017-2018	32	84%	237.8
	2016-2017	255	79%	228.1
English Language Arts	2017-2018	243	77%	227.7
	2016-2017	119	87%	235.8
English Learners	2017-2018	145	79%	233.9
	2016-2017	103	96%	240.4
Fine Arts-General Music	2017-2018	115	77%	232.1
	2017-2010	110	11/0	202.1

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Program Year = September 1 through August 31				Mean Total
Test	PY	# Takers	%	Scaled
iest	l Fi	# Takers	Pass	
	2016-2017	67	90%	Score 230.9
Fine Arts-Instrumental Music		91	78%	223.5
	2017-2018	4		250.0
Fine Arts-Theatre Arts	2016-2017	·	100%	
	2017-2018	8	100%	257.4
Fine Arts-Visual Arts	2016-2017	69	96%	238.2
	2017-2018	57	95%	238.3
Fine Arts-Vocal Music	2016-2017	58	98%	240.1
	2017-2018	49	86%	229.9
Health	2016-2017	87	94%	240.9
	2017-2018	74	91%	242.4
High Ability	2016-2017	71	92%	234.1
	2017-2018	62	95%	238.6
Journalism	2016-2017	12	92%	234.0
	2017-2018	10	80%	227.5
Mathematics	2016-2017	118	83%	229.2
aonatio	2017-2018	152	63%	221.3
Middle School English Language Arts	2016-2017	70	51%	212.8
Middle School English Language Arts	2017-2018	59	59%	215.9
Middle School Mathematics	2016-2017	147	57%	217.1
widdle School Mathematics	2017-2018	149	48%	213.4
Middle Cabaal Caianaa	2016-2017	46	39%	199.6
Middle School Science	2017-2018	66	27%	201.4
	2016-2017	48	50%	219.0
Middle School Social Studies	2017-2018	56	61%	221.0
	2016-2017	370	96%	245.9
P-12 Education	2017-2018	353	95%	245.1
	2016-2017	137	88%	236.6
Physical Education	2017-2018	139	89%	240.1
	2016-2017	65	43%	210.3
Reading	2017-2018	71	51%	211.9
	2016-2017	470	91%	240.7
School Administrator-Building Level	2017-2018	546	87%	241.4
	2016-2017	32	94%	238.1
School Administrator-District Level	2017-2018	28	96%	239.1
	2017-2018	116	98%	252.9
School Counselor	2010-2017	119	99%	254.3
		19	68%	222.1
School Librarian	2016-2017			
	2017-2018	30	53%	213.1
Science-Chemistry	2016-2017	27	89%	243.9
	2017-2018	37	81%	232.6
Science-Earth/Space Science	2016-2017	26	46%	206.4
	2017-2018	26	38%	208.8
Science-Life Science	2016-2017	60	77%	227.5
	2017-2018	69	58%	218.8
Science-Physical Science	2016-2017	9	78%	230.3
	2017-2018	11	82%	239.7
Science-Physics	2016-2017	28	71%	233.9
	2017-2018	18	83%	238.1
Secondary Education	2016-2017	638	99%	251.3
	2017-2018	686	96%	250.2

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Test	PY	# Takers	% Pass	Mean Total Scaled Score
Social Studies-Sociology	2016-2017	23	100%	251.2
obciai otdaics obciology	2017-2018	12	92%	239.8
Social Studies-Economics	2016-2017	47	79%	231.5
Octal Stadies Economies	2017-2018	57	74%	226.3
Social Studies-Geographical Perspectives	2016-2017	35	49%	207.5
oodai otudies-deographicai i erspectives	2017-2018	55	38%	199.1
Social Studies-Government/Citizenship	2016-2017	96	98%	245.1
Social Studies-Government/Citizensmp	2017-2018	129	88%	237.9
Social Studies-Historical Perspectives	2016-2017	201	69%	223.9
Social Studies-Historical Perspectives	2017-2018	282	60%	217.3
Social Studies-Psychology	2016-2017	30	77%	230.2
oodiai otdules-i sychology	2017-2018	28	54%	220.4
World Languages-Chinese	2016-2017	1	100%	291.0
World Languages-Onniese	2017-2018	1	0%	123.0
World Languages-French	2016-2017	7	57%	210.3
World Languages-French	2017-2018	14	71%	222.3
World Languages-German	2016-2017	4	75%	226.3
World Languages-German	2017-2018	3	100%	251.0
World Languages-Japanese	2016-2017	1	100%	278.0
TTO IU Languages-vapanese	2017-2018	1	100%	234.0
World Languages-Latin	2016-2017	1	100%	266.0
World Languages-Latin	2017-2018	2	100%	256.5
World Languages-Spanish	2016-2017	67	91%	244.1
World Languages-Spanish	2017-2018	45	64%	229.3

Data included in this table is for candidates whose **Best Attempt** (occasion on which they achieved their highest test score) fell within the Program Year, 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*

Business	Total	Mean T				Program Year = September 1 through August 31
Business			%	# Takore	DV	Tost
Business			Pass	# lakeis		1651
Computer Education			100%	10	2016-2017	
Computer Education						Business
Computer Education 2017-2018 33 79% 234.1						
CTE-Agriculture						Computer Education
CTE-Agriculture 2017-2018 6 67% 221.5						
CTE-Business & Information Technology 2016-2017 8 88% 235.1				=		CTEAgriculture
CTE-Business & Information Technology 2017-2018 32 91% 240.18 2016-2017 16 88% 231.18 2017-2018 32 72% 231.18 2017-2018 32 72% 231.18 2017-2018 9 2017-2018 7 100% 239.4 2017-2018 7 100% 239.4 2017-2018 15 73% 227.4 2017-2018 15 73% 227.4 2017-2018 14 79% 231.4 2017-2018 14 79% 231.4 2017-2018 14 86% 241.4 2017-2018 14 86% 241.4 2017-2018 14 86% 241.4 2017-2018 17 71% 232.4 2017-2018						
CTEFamily & Consumer Science 2016-2017 16 88% 231.1						CTEBusiness & Information Technology
CTEHamily & Consumer Science 2017-2018 32 72% 231.				-		
CTEMarketing				_		CTEFamily & Consumer Science
C1EMarketing 2017-2018 9 56% 218.1		_		_		
Early Childhood Education				=		CTEMarketing
Early Childhood Education 2017-2018 9 89% 239.3						
Early Childhood Gen-Sub 1: Read/ELA 2016-2017 6 100% 249.1 2017-2018 6 83% 236.1 2016-2017 5 100% 258.4 2017-2018 5 100% 258.4 2017-2018 5 100% 249.1 2017-2018 5 100% 258.4 2017-2018 5 100% 246.6 2017-2018 5 80% 244.6 2017-2018 5 80% 244.6 2017-2018 5 80% 237.3 2017-2018 7 100% 239.4 2017-2018 7 100% 239.4 2017-2018 7 100% 239.4 2017-2018 15 73% 227.3 2017-2018 15 73% 227.3 2017-2018 15 73% 227.3 2017-2018 14 79% 231.4 2016-2017 9 100% 256.4 2017-2018 14 86% 241.3 2016-2017 9 100% 256.4 2017-2018 14 86% 241.3 2016-2017 10 80% 235.3 2017-2018 17 71% 232.4 2016-2017 10 80% 235.3 2017-2018 17 71% 232.4 2016-2017 10 80% 240.6 2017-2018 10 100% 240.6 2017-2018 10 100% 240.6 2017-2018 10 100% 240.6 2017-2018 2017						Early Childhood Education
Early Childhood Gen-Sub 1: Read/ELA Early Childhood Gen-Sub 2: Math Early Childhood Gen-Sub 3: Sci/Hlth/PE Early Childhood Gen-Sub 3: Sci/Hlth/PE Early Childhood Gen-Sub 3: Sci/Hlth/PE Early Childhood Gen-Sub 4:SS/Fine Arts Elementary Ed Gen-Sub 1: Read/ELA Elementary Ed Gen-Sub 2: Math Elementary Ed Gen-Sub 3: Sci/Hlth/PE Elementary Ed Gen-Sub 3: Sci/Hlth/PE Elementary Ed Gen-Sub 3: Sci/Hlth/PE Elementary Ed Gen-Sub 4: SS/Fine Arts Elementary Ed Gen-Sub 3: Sci/Hlth/PE Elementary Ed Gen-Sub 4: SS/Fine Arts Elementary Education Exceptional Needs-Blind/Low Vision Exceptional Needs-Deaf/Hard of Hearing Exceptional Needs-Intense Intervention Exceptional Needs-Mild Inter. Reading Exceptional Needs-Mild Intervention						
Early Childhood Gen-Sub 2: Math 2016-2017 5 100% 258.4 2017-2018 5 100% 254.5 2017-2018 5 100% 246.6 2017-2018 5 80% 244.6 2017-2018 5 80% 244.6 2017-2018 5 80% 237.3 2017-2018 7 100% 239.4 2017-2018 15 73% 227.3 2017-2018 15 73% 227.3 2017-2018 15 73% 227.3 2017-2018 14 79% 231.4 2016-2017 9 56% 227.5 2017-2018 14 79% 231.4 2017-2018 14 86% 241.3 2017-2018 14 86% 241.3 2017-2018 14 86% 241.3 2017-2018 14 86% 241.3 2017-2018 17 71% 232.4 2017-2018 17 71% 232.4 2017-2018 17 71% 232.4 2017-2018 18 100% 240.6 2017-2018 19 100% 240.6 2017-2018 10 100% 240.6 2017-2018 20						Early Childhood Gen-Sub 1: Read/ELA
Early Childhood Gen-Sub 2: Math 2017-2018 5 100% 254.5 2016-2017 5 100% 246.6 2017-2018 5 80% 244.6 2017-2018 5 80% 244.6 2017-2018 5 80% 237.5 2017-2018 7 100% 239.4 2016-2017 7 86% 247.5 2017-2018 15 73% 227.5 2017-2018 15 73% 227.5 2017-2018 15 73% 227.5 2017-2018 14 79% 231.4 2016-2017 9 56% 227.5 2017-2018 14 79% 231.4 2016-2017 9 100% 256.6 2017-2018 14 86% 241.5 2017-2018 14 86% 241.5 2017-2018 17 71% 232.5 2017-2018 17 71% 232.5 2017-2018 17 71% 232.5 2017-2018 18 100% 240.6 2017-2018 19 100% 240.6 2017-2018 10 100% 240.6 2017-2018 2016-2017 2016-2017						-
Early Childhood Gen-Sub 3: Sci/Hlth/PE						Early Childhood Gen-Sub 2: Math
Early Childhood Gen-Sub 3: Sci/Hlth/PE 2017-2018 5 80% 244.0	54.2	254.2	100%		2017-2018	,
2017-2018 5 80% 244.6	6.6	246.6	100%	5	2016-2017	Early Childhood Gen-Sub 3: Sci/Hlth/PE
Elementary Ed Gen-Sub 1: Read/ELA 2016-2017 7 86% 247.5 2017-2018 15 73% 227.5 2016-2017 9 56% 227.5 2017-2018 14 79% 231.4 2017-2018 14 79% 231.4 2017-2018 14 86% 241.3 2017-2018 14 86% 241.3 2017-2018 14 86% 241.3 2017-2018 14 86% 241.3 2017-2018 14 86% 241.3 2017-2018 17 71% 232.4 2017-2018 17 71% 232.4 2017-2018 17 71% 232.4 2017-2018 17 71% 232.4 2017-2018 17 71% 232.4 2017-2018 18 100% 240.6 2017-2018 100% 240.6 2017-2018 100% 240.6 2017-2018 2017-20	14.0	244.0	80%	5	2017-2018	
Elementary Ed Gen-Sub 1: Read/ELA 2016-2017 7 86% 247.9 2017-2018 15 73% 227.9 2017-2018 15 73% 227.9 2017-2018 14 79% 231.4 2017-2018 14 79% 231.4 2017-2018 14 86% 241.2 2017-2018 14 86% 241.2 2017-2018 14 86% 241.2 2017-2018 17 71% 232.4 2017-2018 17 71% 232.4 2017-2018 17 71% 232.4 2017-2018 17 71% 232.4 2017-2018 18 10 100% 240.6 2017-2018 19 2017-2018 10 100% 241.4 2017-2018 201	37.2	237.2	80%	5	2016-2017	Early Childhood Gen-Sub 4:SS/Fine Arts
Elementary Ed Gen-Sub 1: Read/ELA 2017-2018 15 73% 227.5	39.4	239.4	100%	7	2017-2018	
Elementary Ed Gen-Sub 2: Math 2016-2017 9 56% 227.	7.9	247.9	86%	7	2016-2017	Flementary Ed Gen-Sub 1: Read/FLA
Elementary Ed Gen-Sub 2: Math 2017-2018 14 79% 231.4	27.5	227.	73%	15	2017-2018	Elementary La Con Cas II Roda/LEX
Elementary Ed Gen-Sub 3: Sci/Hlth/PE	27.1	227.	56%	9	2016-2017	Flementary Ed Gen-Sub 2: Math
Elementary Ed Gen-Sub 3: Sci/Hlth/PE 2017-2018	31.4	231.4	79%	14	2017-2018	Elementary Ed Gen Gub 2. Matri
Elementary Ed Gen-Sub 4: SS/Fine Arts	6.4	256.4	100%	9	2016-2017	Flementary Ed Gen-Sub 3: Sci/Hlth/PE
Elementary Ed Gen-Sub 4: SS/Fine Arts 2017-2018 17 71% 232.4	11.2	241.2	86%	14	2017-2018	Elementary Lu Gen-Gub 3. Gel/Titti// L
Elementary Education 2016-2017 5 100% 265.6	35.1	235.	80%	10	2016-2017	Flomentary Ed Gen-Sub 4: SS/Fine Arts
Exceptional Needs-Blind/Low Vision 2017-2018 5 100% 240.6	32.4	232.4	71%	17	2017-2018	Liellielitary Lu Gell-Sub 4. 33/Fille Arts
Exceptional Needs-Blind/Low Vision 2016-2017 3 100% 240.6	55.6	265.6	100%	5	2016-2017	Flomentary Education
Exceptional Needs-Blind/Low Vision 2017-2018 10 100% 241.4	10.6	240.6	100%	5	2017-2018	Elementary Education
Exceptional Needs-Deaf/Hard of Hearing 2016-2017 0	10.3	240.3	100%	3	2016-2017	Eventional Needs Blind/Law Visian
Exceptional Needs-Deaf/Hard of Hearing 2017-2018 2 50% 220.0	11.4	241.4	100%	10	2017-2018	Exceptional Needs-Billiu/Low Vision
2017-2018 2 50% 220.0	-	-	-	0	2016-2017	Eventional Needs Dest/Level of Hearing
Exceptional Needs-Intense Intervention 2017-2018 28 100% 249.0	20.0	220.0	50%	2	2017-2018	Exceptional Needs-Deat/Hard of Hearing
2017-2018 28 100% 249.0 2016-2017 16 81% 218.0 2017-2018 41 56% 214.0 2016-2017 55 98% 250.0 2016-2017	10.0	240.0	100%	9	2016-2017	Eventional Needs Internal Internal Co.
2017-2018 41 56% 214.0 2016-2017 55 98% 250.5	19.0	249.0	100%	28	2017-2018	Exceptional Needs-Intense Intervention
2017-2018 41 56% 214.0 2016-2017 55 98% 250.5	8.9	218.9	81%	16	2016-2017	Freentianal Needs 8501 letter Dec 9
Exceptional Needs-Mild Intervention 2016-2017 55 98% 250.5	4.0	214.0		41		Exceptional Needs-Mild Inter. Reading
Exceptional Needs-Mild Intervention		250.9		55		E
2011 2010 1 102 1 0070 1 2011		251.9	95%	102	2017-2018	Exceptional Needs-Mild Intervention
2016-2017 27 96% 2476		247.6				
Engineering & rechnology Education		236.3				Engineering & Technology Education
2016-2017 63 76% 2283		228.8				
English Language Arts		225.0				English Language Arts
2016-2017 35 80% 235		235.7				
English Learners		235.6				English Learners
2016-2017 1 100% 257 (257.0				
Fine Arts-General Music		183.0				Fine Arts-General Music

Data included in this table is for candidates whose **Best Attempt** (occasion on which they achieved their highest test score) fell within the Program Year, 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*

Program Year = September 1 through August 3 Test	PY	# Takers	% Pass	Mean Total Scaled
			газэ	Score
Fine Arts-Instrumental Music	2016-2017	0	-	-
	2017-2018	3	33%	202.3
Fine Arts-Theater Arts	2016-2017	0	-	-
	2017-2018	4	100%	260.3
Fine Arts-Visual Arts	2016-2017	4	100%	239.3
	2017-2018	2	100%	231.5
Fine Arts-Vocal Music	2016-2017	3	67%	227.0
	2017-2018	2	50%	220.0
Health	2016-2017	43	98%	246.6
	2017-2018	57	91%	246.9
High Ability	2016-2017	25	88%	235.3
	2017-2018	63	97%	240.0
Journalism	2016-2017	10	90%	233.2
	2017-2018	10	80%	230.5
Mathematics	2016-2017	19	58%	219.0
mathematics	2017-2018	40	38%	210.6
Middle School English Language Arts	2016-2017	56	54%	213.6
middle School English Language Arts	2017-2018	51	59%	213.1
Middle School Mathematics	2016-2017	67	54%	215.3
Middle School Mathematics	2017-2018	103	43%	209.2
Middle School Science	2016-2017	31	39%	203.1
Middle School Science	2017-2018	53	19%	196.7
Middle Cabaal Casial Chudiae	2016-2017	21	76%	223.6
Middle School Social Studies	2017-2018	27	70%	222.1
D 40 Education	2016-2017	5	100%	250.0
P-12 Education	2017-2018	15	93%	261.0
Dhysical Education	2016-2017	48	85%	238.5
Physical Education	2017-2018	84	96%	243.8
Deading	2016-2017	18	56%	215.0
Reading	2017-2018	20	75%	224.0
Calcal Administrator Duilding Lavel	2016-2017	32	84%	236.3
School Administrator-Building Level	2017-2018	22	91%	240.0
Oak and Administration Biotological and	2016-2017	2	100%	230.0
School Administrator-District Level	2017-2018	2	100%	257.5
Cab and Carrier I	2016-2017	1	100%	252.0
School Counselor	2017-2018	1	100%	273.0
Cohool I iburuiru	2016-2017	12	92%	223.3
School Librarian	2017-2018	40	55%	216.1
Colomos Chamiston	2016-2017	5	80%	245.6
Science-Chemistry	2017-2018	20	55%	213.9
Saionas Esath/Suran Saionas	2016-2017	13	46%	205.8
Science-Earth/Space Science	2017-2018	27	37%	204.4
Saionas Lifa Saionas	2016-2017	17	47%	212.2
Science-Life Science	2017-2018	36	44%	212.3
Saignes Physical Saignes	2016-2017	12	83%	234.3
Science-Physical Science	2017-2018	16	75%	235.1
Calanas Dhora's	2016-2017	16	63%	229.1
Science-Physics	2017-2018	10	80%	226.5
Occasional St. 1	2016-2017	2	100%	269.5
Secondary Education	2017-2018	13	85%	251.7

Data included in this table is for candidates whose **Best Attempt** (occasion on which they achieved their highest test score) fell within the Program Year, 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	PY	# Takers	% Pass	Mean Total Scaled Score
Social Studies-Sociology	2016-2017	12	100%	253.5
coolar studies obciology	2017-2018	5	100%	250.8
Social Studies-Economics	2016-2017	15	73%	234.9
Occidi Otadies Economies	2017-2018	41	66%	224.2
Social Studies-Geographical Perspectives	2016-2017	11	45%	203.1
oociai otudies-deographicai i erspectives	2017-2018	23	43%	211.3
Social Studies-Government/Citizenship	2016-2017	21	95%	252.0
Social Studies-Government/Citizensinp	2017-2018	31	100%	247.2
Social Studies-Historical Perspectives	2016-2017	32	56%	221.3
Social Studies-Historical Ferspectives	2017-2018	55	42%	212.2
Social Studies-Psychology	2016-2017	11	91%	232.1
oocial otdules-i sychology	2017-2018	13	46%	218.3
World Languages-Chinese	2016-2017	2	100%	279.0
World Languages-Officese	2017-2018	2	0%	126.0
World Languages-French	2016-2017	4	50%	216.0
World Languages-French	2017-2018	2	0%	174.0
World Languages-German	2016-2017	1	100%	245.0
World Languages-German	2017-2018	1	0%	215.0
World Languages-Japanese	2016-2017	2	50%	247.5
TTOTIU Languages-vapanese	2017-2018	1	0%	211.0
World Languages-Latin	2016-2017	1	100%	258.0
World Languages-Latin	2017-2018	1	0%	209.0
World Languages-Spanish	2016-2017	16	81%	233.2
World Languages-Spanish	2017-2018	22	50%	212.5

Data included in this table is for candidates whose **First Attempt** (occasion on which they first attempted the test) fell within the Program Year, 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	1	# First		Mean Total
Test	PY	Time	% Pass	Scaled
		Takers		Score
Business	2016-2017	33	39%	212.0
Busiliess	2017-2018	33	48%	219.5
Computer Education	2016-2017	13	69%	226.1
Computer Education	2017-2018	25	72%	229.9
CTEAgriculture	2016-2017	19	63%	224.7
OTE Agriculture	2017-2018	28	86%	243.2
CTEBusiness & Information Technology	2016-2017	11	45%	219.5
or =	2017-2018	19	79%	237.6
CTEFamily & Consumer Sciences	2016-2017	27	67%	226.0
OTE Talling a concumer colonics	2017-2018	32	53%	223.8
CTEMarketing	2016-2017	2	100%	223.5
OTE marketing	2017-2018	1	0%	210.0
Early Childhood Education	2016-2017	121	64%	227.3
Larry Cilifornious Education	2017-2018	113	68%	231.6
Early Childhood Gen-Sub 1: Read/ELA	2016-2017	135	81%	234.6
Early Childhood Gen-Sub 1. Read/EEA	2017-2018	132	78%	230.8
Early Childhood Gen-Sub 2: Math	2016-2017	120	88%	244.4
Early Childhood Gen-Sub 2. Math	2017-2018	126	83%	241.3
Forty Childhood Con Sub 3: Soi/Ulth/DE	2016-2017	143	81%	235.0
Early Childhood Gen-Sub 3: Sci/Hlth/PE	2017-2018	135	81%	234.8
Fault Childhaad Can Cub 4:00/Fina Arta	2016-2017	147	66%	226.1
Early Childhood Gen-Sub 4:SS/Fine Arts	2017-2018	149	60%	225.9
Flowertow Ed Con Cub 4. Bood/Fl A	2016-2017	1,619	68%	228.6
Elementary Ed Gen-Sub 1: Read/ELA	2017-2018	1,531	63%	225.1
Flowerstern Ed Con Cub 2: Moth	2016-2017	1,600	68%	231.7
Elementary Ed Gen-Sub 2: Math	2017-2018	1,522	66%	231.0
Flowerstow, Ed. Con. Sub. 2: Col/Hith/DE	2016-2017	1,594	78%	235.8
Elementary Ed Gen-Sub 3: Sci/Hlth/PE	2017-2018	1,503	78%	236.2
Elementary Ed Con Cub 4: CC/Fine Arts	2016-2017	1,565	58%	221.2
Elementary Ed Gen-Sub 4: SS/Fine Arts	2017-2018	1,486	59%	221.5
Elementon: Education	2016-2017	1,397	86%	242.1
Elementary Education	2017-2018	1,469	87%	242.5
Eventional bloods Dividit and Vistan	2016-2017	11	91%	237.8
Exceptional Needs-Blind/Low Vision	2017-2018	7	100%	248.3
Fusantianal Nasda Bastilland at the	2016-2017	9	67%	222.7
Exceptional Needs-Deaf/Hard of Hearing	2017-2018	7	14%	200.6
Eventional Needs Internal Internal Co.	2016-2017	62	87%	237.2
Exceptional Needs-Intense Intervention	2017-2018	52	87%	240.9
Fusantianal Manda Mild Inter Book	2016-2017	121	40%	205.7
Exceptional Needs-Mild Inter. Reading	2017-2018	117	34%	201.4
Funcantional Manda Mill Intercent	2016-2017	599	87%	244.1
Exceptional Needs-Mild Intervention	2017-2018	652	86%	243.2
Engineering & Technology Education	2016-2017	34	74%	233.8

Data included in this table is for candidates whose **First Attempt** (occasion on which they first attempted the test) fell within the Program Year, 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 3	1	# First		Mean Total
Test	PY	Time	% Pass	Scaled
		Takers		Score
English Language Arts	2016-2017	255	62%	223.7
English Earlydage Alts	2017-2018	212	67%	224.9
English Learners	2016-2017	122	80%	233.7
English Edullers	2017-2018	137	74%	233.1
Fine Arts-General Music	2016-2017	100	74%	233.1
Timo 7 a to Gonoral imagic	2017-2018	110	63%	226.2
Fine Arts-Instrumental Music	2016-2017	67	55%	219.6
	2017-2018	81	52%	214.5
Fine Arts-Theatre Arts	2016-2017	4	100%	250.0
Timo / uto Timodulo / uto	2017-2018	8	100%	257.4
Fine Arts-Visual Arts	2016-2017	71	82%	234.8
i ino Aito Visual Aits	2017-2018	55	87%	234.9
Fine Arts-Vocal Music	2016-2017	54	91%	240.3
I IIIC AI 13-VOCAI IVIUSIC	2017-2018	48	71%	224.5
Health	2016-2017	86	91%	239.7
nealui	2017-2018	71	86%	241.6
Liah Ahility	2016-2017	71	89%	233.6
High Ability	2017-2018	62	94%	238.5
Journalism	2016-2017	14	64%	227.5
Journalism	2017-2018	8	75%	228.3
Mathematica	2016-2017	123	50%	218.0
Mathematics	2017-2018	130	45%	215.8
Middle Cabaal English Language Auto	2016-2017	70	41%	209.2
Middle School English Language Arts	2017-2018	54	50%	212.6
Middle Cabaal Mathamatica	2016-2017	130	45%	211.3
Middle School Mathematics	2017-2018	130	37%	208.5
Middle Cabaal Caianaa	2016-2017	44	11%	188.8
Middle School Science	2017-2018	50	12%	193.8
Middle Cahael Casial Chadian	2016-2017	47	43%	214.9
Middle School Social Studies	2017-2018	52	52%	218.6
D 12 Education	2016-2017	373	88%	244.0
P-12 Education	2017-2018	339	88%	244.0
Physical Education	2016-2017	142	79%	233.4
Physical Education	2017-2018	128	84%	240.0
Ponding	2016-2017	66	33%	207.0
Reading	2017-2018	68	43%	209.1
Cohool Administrator Duilding Lavel	2016-2017	461	79%	236.7
School Administrator-Building Level	2017-2018	517	79%	239.5
Cahaal Administrator District Lavel	2016-2017	33	88%	236.8
School Administrator-District Level	2017-2018	25	92%	238.7
Cahaal Carranta	2016-2017	116	97%	252.4
School Counselor	2017-2018	119	97%	253.8
Oak and the	2016-2017	15	47%	217.3
School Librarian	2017-2018	28	43%	209.3
			•	

Data included in this table is for candidates whose **First Attempt** (occasion on which they first attempted the test) fell within the Program Year, 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.

Trogram rear = deptember rameagn ragast e		# First		Mean Total
Test	PY	Time	% Pass	Scaled
		Takers		Score
Science-Chemistry	2016-2017	29	66%	236.3
Science-Chemistry	2017-2018	31	71%	231.9
Science-Earth/Space Science	2016-2017	25	20%	191.6
Science-Earth/Space Science	2017-2018	19	26%	197.8
Science-Life Science	2016-2017	64	55%	219.0
Science-Line Science	2017-2018	58	43%	214.3
Science-Physical Science	2016-2017	11	55%	225.9
Science-Physical Science	2017-2018	9	89%	240.8
Science-Physics	2016-2017	30	67%	230.7
Science-Filysics	2017-2018	16	81%	241.0
Secondary Education	2016-2017	634	93%	250.1
Secondary Education	2017-2018	672	93%	249.8
Social Studies- Sociology	2016-2017	23	100%	251.2
Social Studies- Sociology	2017-2018	12	92%	239.8
Social Studies-Economics	2016-2017	44	68%	228.8
Social Studies-Economics	2017-2018	50	64%	224.4
Social Studies-Geographical Perspectives	2016-2017	35	34%	201.3
Social Studies-Geographical Perspectives	2017-2018	51	22%	190.5
Social Studies-Government/Citizenship	2016-2017	94	90%	244.2
Social Studies-Government/Citizenship	2017-2018	126	83%	236.9
Social Studies-Historical Perspectives	2016-2017	198	41%	214.5
Social Studies-Historical Ferspectives	2017-2018	237	46%	213.1
Social Studies-Psychology	2016-2017	29	66%	226.6
Social Studies-1 Sychology	2017-2018	26	50%	218.7
World Languages-Chinese	2016-2017	1	100%	291.0
World Languages-Chinese	2017-2018	1	0%	123.0
World Languages-French	2016-2017	8	38%	198.0
World Languages-French	2017-2018	12	67%	220.0
World Languages-German	2016-2017	3	67%	222.3
World Languages-German	2017-2018	3	100%	251.0
World Languages-Japanese	2016-2017	1	100%	278.0
Tronu Languages-Japanese	2017-2018	0	-	-
World Languages-Latin	2016-2017	1	100%	266.0
World Languages-Laun	2017-2018	2	100%	256.5
World Languages-Spanish	2016-2017	61	77%	240.6
world Languages-Spanish	2017-2018	40	58%	226.3

Data included in this table is for candidates whose **First Attempt** (occasion on which they first attempted the test) fell within the Program Year, 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		# First		Mean Total
Test	PY	Time	% Pass	Scaled
1631		Takers	/0 Fass	Score
	2016-2017	11	73%	227.6
Business	2017-2018	35	63%	228.0
	2016-2017	9	56%	220.3
Computer Education		33		
	2017-2018	1	76% 100%	233.3 249.0
CTEAgriculture	2016-2017	·		
	2017-2018	6	67%	221.5
CTEBusiness & Information Technology	2016-2017	7	86%	237.0
	2017-2018	28	86%	241.4
CTEFamily & Consumer Sciences	2016-2017	16	75%	230.0
	2017-2018	30	67%	229.6
CTEMarketing	2016-2017	1	100%	220.0
	2017-2018	8	38%	212.1
Early Childhood Education	2016-2017	8	75%	237.9
,	2017-2018	8	75%	237.8
Early Childhood Gen-Sub 1: Read/ELA	2016-2017	6	100%	249.8
	2017-2018	6	67%	233.2
Early Childhood Gen-Sub 2: Math	2016-2017	5	80%	252.0
Larry Crindricou Gen-Gub 2. Matri	2017-2018	5	100%	254.2
Early Childhood Gen-Sub 3: Sci/Hlth/PE	2016-2017	5	80%	242.6
Early Cillidilood Gen-Sub 3. Sci/Hitti/FE	2017-2018	5	80%	244.0
Forly Childhood Con Sub ASS/Fine Arte	2016-2017	5	80%	237.2
Early Childhood Gen-Sub 4:SS/Fine Arts	2017-2018	5	100%	237.2
	2016-2017	9	56%	236.6
Elementary Ed Gen-Sub 1: Read/ELA	2017-2018	13	62%	223.2
	2016-2017	10	40%	217.5
Elementary Ed Gen-Sub 2: Math	2017-2018	12	58%	228.5
	2016-2017	8	88%	251.3
Elementary Ed Gen-Sub 3: Sci/Hlth/PE	2017-2018	12	83%	241.0
	2016-2017	9	56%	229.6
Elementary Ed Gen-Sub 4: SS/Fine Arts	2017-2018	12	67%	233.8
	2016-2017	5	80%	261.0
Elementary Education	2017-2018	5	100%	240.6
	2016-2017	3	100%	240.3
Exceptional Needs-Blind/Low Vision	2017-2018	10	90%	239.1
	2016-2017	0	-	200.1
Exceptional Needs-Deaf/Hard of Hearing	2017-2018	2	0%	204.0
	2016-2017	10	90%	237.7
Exceptional Needs-Intense Intervention	2017-2018	28	96%	248.4
Exceptional Needs-Mild Intervention				
Reading	2016-2017	15	53%	208.7
Rouding	2017-2018	35	43%	206.5
Exceptional Needs-Mild Intervention	2016-2017	53	94%	250.7
	2017-2018	100	92%	251.5
Engineering & Technology Education	2016-2017	28	82%	244.0
	2017-2018	35	71%	235.8
English Language Arts	2016-2017	67	66%	225.2
	2017-2018	73	70%	223.7
English Learners	2016-2017	34	76%	235.0
	2017-2018	100	80%	236.9
Fine Arts-General Music	2016-2017	1	100%	257.0
	2017-2018	1	0%	183.0

Data included in this table is for candidates whose **First Attempt** (occasion on which they first attempted the test) fell within the Program Year, 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 3	7	# First		Mean Total
Test	PY	# First	% Pass	Scaled
	FI	Takers	/0 Fass	Score
	2016-2017	1	0%	167.0
Fine Arts-Instrumental Music	2017-2018	2	0%	193.5
	2016-2017	0		-
Fine Arts-Theatre Arts	2017-2018	4	100%	260.3
	2016-2017	4	100%	239.3
Fine Arts-Visual Arts	2017-2018	2	50%	216.0
Fine Arts-Vocal Music	2016-2017	1	100%	267.0
	2017-2018	2	0%	210.0
Health	2016-2017	42	95%	246.5
	2017-2018	56	91%	247.2
		25	80%	233.2
High Ability	2016-2017	62	1	
	2017-2018	_	95%	240.2
Journalism	2016-2017	12	67%	227.0
	2017-2018	8	75%	232.0
Mathematics	2016-2017	19	42%	214.2
	2017-2018	30	27%	206.6
Middle School English Language Arts	2016-2017	52	50%	213.0
	2017-2018	46	48%	209.5
Middle School Mathematics	2016-2017	51	33%	208.7
	2017-2018	91	32%	203.7
Middle School Science	2016-2017	28	21%	195.6
	2017-2018	40	8%	187.8
Middle School Social Studies	2016-2017	22	55%	217.3
	2017-2018	24	67%	221.3
P-12 Education	2016-2017	5	80%	246.4
	2017-2018	14	93%	262.6
Physical Education	2016-2017	51	80%	236.8
	2017-2018	80	93%	243.1
Reading	2016-2017	19	37%	208.9
	2017-2018	17	71%	223.2
Sohool Administrator Building Lovel	2016-2017	27	70%	230.0
School Administrator-Building Level	2017-2018	20	85%	237.9
School Administrator-District Level	2016-2017	2	100%	230.0
	2017-2018	2	100%	257.5
School Counselor	2016-2017	1	100%	252.0
	2017-2018	1	100%	273.0
School Librarian	2016-2017	11	36%	208.6
	2017-2018	37	46%	212.9
Science-Chemistry	2016-2017	6	67%	234.2
	2017-2018	16	31%	209.4
	2016-2017	13	15%	194.8
Science-Earth/Space Science	2017-2018	19	42%	207.7
Science-Life Science	2016-2017	16	38%	209.8
	2017-2018	28	43%	211.3
Science-Physical Science	2016-2017	13	62%	230.0
	2017-2018	13	85%	237.2
Science-Physics	2016-2017	16	56%	227.4
	2017-2018	7	57%	228.9
Secondary Education	2016-2017	2	100%	269.5
	2010-2017	11	91%	257.9
	2011-2010	11	J 1 /0	201.3

Data included in this table is for candidates whose **First Attempt** (occasion on which they first attempted the test) fell within the Program Year, 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

riogram real – September i tillough August 3		# First		Mean Total
Test	PY	Time	% Pass	Scaled
		Takers		Score
Social Studies- Sociology	2016-2017	12	100%	253.5
	2017-2018	5	100%	250.8
Social Studies-Economics	2016-2017	14	71%	233.7
	2017-2018	33	61%	223.6
Social Studies-Geographical Perspectives	2016-2017	12	33%	200.0
	2017-2018	15	33%	208.8
Social Studies-Government/Citizenship	2016-2017	21	90%	251.6
	2017-2018	31	90%	244.4
Social Studies-Historical Perspectives	2016-2017	24	42%	217.0
	2017-2018	43	30%	207.3
Social Studies-Psychology	2016-2017	11	73%	228.9
	2017-2018	12	50%	216.7
World Languages-Chinese	2016-2017	2	100%	279.0
	2017-2018	2	0%	126.0
World Languages-French	2016-2017	4	50%	216.0
	2017-2018	2	0%	174.0
World Languages-German	2016-2017	1	100%	245.0
	2017-2018	1	0%	215.0
World Languages-Japanese	2016-2017	2	50%	247.5
	2017-2018	0	-	-
World Languages-Latin	2016-2017	1	100%	258.0
	2017-2018	0	-	-
World Languages-Spanish	2016-2017	15	67%	230.3
	2017-2018	19	47%	208.1