Indiana CORE Assessments
for educator licensure

Candidate Performance Data

2019-2020, 2018-2019

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 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.

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	ProgramYear	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
Business (12/13-Present)	2019-2020	21	13	8	62%	38%	225.8
	2018-2019	23	19	4	83%	17%	230.6
Computer Education (12/13-09/20)	2019-2020	6	5	1	83%	17%	236.3
	2018-2019	8	8	0	100%	0%	244.5
CTE--Agriculture (12/13-Present)	2019-2020	24	22	2	92%	8%	244.0
	2018-2019	24	23	1	96%	4%	242.0
CTE--Business & Info Tech (12/13-Present)	2019-2020	2	2	0	100%	0%	249.0
	2018-2019	6	6	0	100%	0%	253.2
CTE--Family & Cons. Sci. (12/13-Present)	2019-2020	18	11	7	61%	39%	216.7
	2018-2019	13	11	2	85%	15%	223.4
CTE--Marketing (12/13-Present)	2019-2020	0	0	0	n/a	n/a	n/a
	2018-2019	1	1	0	100%	0%	230.0
Early Childhood Education (12/13-Present)	2019-2020	68	53	15	78%	22%	232.3
	2018-2019	89	73	16	82%	18%	237.7
EC Gen-Sub 1: Read/ELA (12/15-Present)	2019-2020	87	73	14	84%	16%	235.9
	2018-2019	87	74	13	85%	15%	237.4
EC Gen-Sub 2: Math (11/18-Present)	2019-2020	56	51	5	91%	9%	246.9
	2018-2019	73	68	5	93%	7%	249.0
EC Gen-Sub 2: Math (12/15-11/18)	2019-2020	0	0	0	n/a	n/a	n/a
	2018-2019	12	11	1	92%	8%	242.7
EC Gen-Sub 3: Sci/Hlth/PE (12/15-Present)	2019-2020	51	41	10	80%	20%	235.7
	2018-2019	94	80	14	85%	15%	239.1
EC Gen-Sub 4:SS/Fine Arts (12/15-Present)	2019-2020	73	58	15	79%	21%	234.0
	2018-2019	101	73	28	72%	28%	229.1
EE Gen-Sub 1: Read/ELA (06/15-Present)	2019-2020	1102	830	272	75%	25%	229.6
	2018-2019	1541	1160	381	75%	25%	229.2
EE Gen-Sub 2: Math (06/15-11/18)	2018-2019	200	177	23	89%	12%	237.6
EE Gen-Sub 2: Math (11/18-Present)	2019-2020	1077	893	184	83%	17%	240.2
	2018-2019	1354	1164	190	86%	14%	242.1
EE Gen-Sub 3: Sci/Hlth/PE (06/15-Present)	2019-2020	1046	912	134	87%	13%	239.5
	2018-2019	1462	1302	160	89%	11%	240.0
EE Gen-Sub 4: SS/Fine Arts (06/15-Present)	2019-2020	1070	788	282	74%	26%	227.3
	2018-2019	1437	1108	329	77%	23%	228.3
Elementary Education (12/13-Present)	2019-2020	901	816	85	91%	9%	247.4
	2018-2019	1244	1151	93	93%	7%	246.1
EN-Blind/Low Vision (12/13-Present)	2019-2020	0	0	0	n/a	n/a	n/a
	2018-2019	1	1	0	100%	0%	246.0
EN-Deaf/Hard of Hearing (12/13-Present)	2019-2020	0	0	0	n/a	n/a	n/a
	2018-2019	3	3	0	100%	0%	228.0
EN-Intense Intervention (12/13-Present)	2019-2020	21	18	3	86%	14%	245.0
	2018-2019	24	23	1	96%	4%	245.9
EN-Mild Inter. Reading (12/13-Present)	2019-2020	88	57	31	65%	35%	220.6
	2018-2019	107	70	37	65%	35%	217.7
EN-Mild Intervention (12/13-Present)	2019-2020	309	282	27	91%	9%	247.8
	2018-2019	495	449	46	91%	9%	244.9
Engineering & Tech Ed (12/13-Present)	2019-2020	7	6	1	86%	14%	236.9
	2018-2019	6	5	1	83%	17%	234.0
English Language Arts (12/13-Present)	2019-2020	134	100	34	75%	25%	227.9
	2018-2019	185	148	37	80%	20%	231.8
English Learners (06/15-Present)	2019-2020	29	25	4	86%	14%	236.3
	2018-2019	48	37	11	77%	23%	235.0
Fine Arts-General Music (12/13-Present)	2019-2020	73	61	12	84%	16%	234.7
	2018-2019	88	77	11	88%	13%	231.3
Fine Arts-Instru. Music (12/13-Present)	2019-2020	54	41	13	76%	24%	224.4
	2018-2019	65	52	13	80%	20%	227.8
Fine Arts-Theatre Arts (12/13-Present)	2019-2020	3	3	0	100%	0%	250.0
	2018-2019	8	8	0	100%	0%	253.8
Fine Arts-Visual Arts (12/13-Present)	2019-2020	50	40	10	80%	20%	238.0
	2018-2019	59	52	7	88%	12%	234.6
Fine Arts-Vocal Music (12/13-Present)	2019-2020	33	25	8	76%	24%	236.6
	2018-2019	38	32	6	84%	16%	231.9
Health (06/15-Present)	2019-2020	25	22	3	88%	12%	242.5
	2018-2019	27	25	2	93%	7%	241.2
High Ability (12/13-Present)	2019-2020	9	7	2	78%	22%	236.8
	2018-2019	14	11	3	79%	21%	228.9
Journalism (12/13-Present)	2019-2020	3	3	0	100%	0%	232.7
	2018-2019	3	2	1	67%	33%	222.3
Mathematics (06/15-11/18)	2018-2019	12	6	6	50%	50%	207.4
Mathematics (11/18-Present)	2019-2020	87	52	35	60%	40%	217.9
	2018-2019	118	83	35	70%	30%	226.1
MS English Language Arts (06/15-09/20)	2019-2020	17	8	9	47%	53%	211.3
	2018-2019	21	15	6	71%	29%	222.3
MS Mathematics (06/15-11/18)	2018-2019	8	3	5	38%	63%	209.0
MS Mathematics (11/18-09/20)	2019-2020	68	42	26	62%	38%	224.7
	2018-2019	75	38	37	51%	49%	218.3

Test	ProgramYear	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
MS Science (06/15-09/20)	2019-2020	26	12	14	46%	54%	200.0
	2018-2019	31	14	17	45%	55%	199.2
MS Social Studies (12/13-Present)	2019-2020	19	11	8	58%	42%	223.8
	2018-2019	29	16	13	55%	45%	219.8
P-12 Education (12/13-Present)	2019-2020	212	201	11	95%	5%	252.1
	2018-2019	304	289	15	95%	5%	249.1
Physical Education (06/15-Present)	2019-2020	44	38	6	86%	14%	244.0
	2018-2019	58	57	1	98%	2%	243.5
Reading (12/13-Present)	2019-2020	23	6	17	26%	74%	208.3
	2018-2019	24	9	15	38%	63%	208.4
School Admin.-Building (12/13-Present)	2019-2020	43	36	7	84%	16%	238.9
	2018-2019	48	41	7	85%	15%	240.2
School Admin.-District (12/13-Present)	2019-2020	0	0	0	n/a	n/a	n/a
	2018-2019	4	4	0	100%	0%	246.5
School Counselor (06/15-Present)	2019-2020	44	41	3	93%	7%	247.4
	2018-2019	61	60	1	98%	2%	252.8
School Librarian (12/13-Present)	2019-2020	1	1	0	100%	0%	220.0
	2018-2019	0	0	0	n/a	n/a	n/a
Science- Physics (11/18-Present)	2019-2020	6	6	0	100%	0%	245.8
	2018-2019	6	6	0	100%	0%	257.3
Science-Chemistry (12/13-Present)	2019-2020	23	17	6	74%	26%	235.4
	2018-2019	27	24	3	89%	11%	237.0
Science-Earth/Space Sci (12/13-Present)	2019-2020	10	5	5	50%	50%	199.4
	2018-2019	11	3	8	27%	73%	198.8
Science-Life Science (12/15-Present)	2019-2020	61	40	21	66%	34%	222.7
	2018-2019	73	43	30	59%	41%	218.1
Science-Physical Science (06/15-Present)	2019-2020	0	0	0	n/a	n/a	n/a
	2018-2019	2	2	0	100%	0%	255.5
Science-Physics (12/14-11/18)	2019-2020	0	0	0	n/a	n/a	n/a
	2018-2019	2	2	0	100%	0%	258.5
Secondary Education (12/13-Present)	2019-2020	412	396	16	96%	4%	255.0
	2018-2019	608	592	16	97%	3%	255.8
SS- Sociology (12/13-Present)	2019-2020	3	2	1	67%	33%	236.7
	2018-2019	11	8	3	73%	27%	226.4
SS-Economics (12/13-Present)	2019-2020	21	7	14	33%	67%	213.5
	2018-2019	33	26	7	79%	21%	227.2
SS-Geographical Perspec. (12/13-Present)	2019-2020	8	4	4	50%	50%	212.0
	2018-2019	21	5	16	24%	76%	190.2
SS-Government/Citizenship (12/13-Present)	2019-2020	62	53	9	85%	15%	239.3
	2018-2019	83	73	10	88%	12%	241.6
SS-Historical Perspec. (12/13-Present)	2019-2020	127	66	61	52%	48%	213.3
	2018-2019	174	105	69	60%	40%	217.6
SS-Psychology (12/13-Present)	2019-2020	15	10	5	67%	33%	222.9
	2018-2019	13	9	4	69%	31%	229.2
World Languages-French (12/13-Present)	2019-2020	4	3	1	75%	25%	224.0
	2018-2019	7	2	5	29%	71%	207.4
World Languages-German (12/13-Present)	2019-2020	2	2	0	100%	0%	269.0
	2018-2019	6	4	2	67%	33%	231.2
World Languages-Japanese (12/13-Present)	2019-2020	1	1	0	100%	0%	266.0
	2018-2019	0	0	0	n/a	n/a	n/a
World Languages-Latin (12/13-Present)	2019-2020	3	3	0	100%	0%	248.3
	2018-2019	0	0	0	n/a	n/a	n/a
World Languages-Spanish (12/13-Present)	2019-2020	25	17	8	68%	32%	237.0
	2018-2019	42	38	4	90%	10%	244.4

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	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
Business (12/13-Present)	2019-2020	21	10	11	48%	52%	222.2
	2018-2019	21	15	6	71%	29%	229.7
Computer Education (12/13-09/20)	2019-2020	6	5	1	83%	17%	236.3
	2018-2019	7	7	0	100%	0%	246.3
CTE--Agriculture (12/13-Present)	2019-2020	24	22	2	92%	8%	244.0
	2018-2019	23	20	3	87%	13%	240.0
CTE--Business & Info Tech (12/13-Present)	2019-2020	2	2	0	100%	0%	249.0
	2018-2019	6	6	0	100%	0%	253.2
CTE--Family & Cons. Sci. (12/13-Present)	2019-2020	16	8	8	50%	50%	215.2
	2018-2019	13	8	5	62%	38%	217.0
CTE--Marketing (12/13-Present)	2019-2020	0	0	0	n/a	n/a	n/a
	2018-2019	1	1	0	100%	0%	230.0
Early Childhood Education (12/13-Present)	2018-2019	83	60	23	72%	28%	235.3
	2019-2020	70	48	22	69%	31%	229.3
EC Gen-Sub 1: Read/ELA (12/15-Present)	2019-2020	84	69	15	82%	18%	235.1
	2018-2019	85	68	17	80%	20%	236.4
EC Gen-Sub 2: Math (11/18-Present)	2019-2020	54	46	8	85%	15%	245.2
	2018-2019	70	63	7	90%	10%	249.7
EC Gen-Sub 2: Math (12/15-11/18)	2018-2019	14	10	4	71%	29%	236.7
EC Gen-Sub 3: Sci/Hlth/PE (12/15-Present)	2019-2020	51	40	11	78%	22%	235.3
	2018-2019	93	77	16	83%	17%	238.4
EC Gen-Sub 4:SS/Fine Arts (12/15-Present)	2019-2020	74	58	16	78%	22%	233.7
	2018-2019	98	63	35	64%	36%	227.1
EE Gen-Sub 1: Read/ELA (06/15-Present)	2019-2020	1010	633	377	63%	37%	226.1
	2018-2019	1504	886	618	59%	41%	223.9
EE Gen-Sub 2: Math (11/18-Present)	2019-2020	1013	782	231	77%	23%	239.6
	2018-2019	1264	967	297	77%	23%	240.1
EE Gen-Sub 2: Math (06/15-11/18)	2018-2019	222	149	73	67%	33%	230.1
EE Gen-Sub 3: Sci/Hlth/PE (06/15-Present)	2019-2020	1013	811	202	80%	20%	237.6
	2018-2019	1452	1145	307	79%	21%	236.9
EE Gen-Sub 4: SS/Fine Arts (06/15-Present)	2019-2020	998	609	389	61%	39%	223.4
	2018-2019	1424	847	577	59%	41%	222.6
Elementary Education (12/13-Present)	2019-2020	884	775	109	88%	12%	247.2
	2018-2019	1232	1085	147	88%	12%	245.1
EN-Blind/Low Vision (12/13-Present)	2019-2020	0	0	0	n/a	n/a	n/a
	2018-2019	1	1	0	100%	0%	246.0
EN-Deaf/Hard of Hearing (12/13-Present)	2019-2020	0	0	0	n/a	n/a	n/a
	2018-2019	5	3	2	60%	40%	221.6
EN-Intense Intervention (12/13-Present)	2019-2020	20	17	3	85%	15%	245.4
	2018-2019	25	22	3	88%	12%	243.6
EN-Mild Inter. Reading (12/13-Present)	2019-2020	90	45	45	50%	50%	216.2
	2018-2019	108	46	62	43%	57%	210.0
EN-Mild Intervention (12/13-Present)	2019-2020	304	266	38	88%	13%	247.2
	2018-2019	482	422	60	88%	12%	244.3
Engineering & Tech Ed (12/13-Present)	2019-2020	7	6	1	86%	14%	236.9
	2018-2019	6	5	1	83%	17%	234.0
English Language Arts (12/13-Present)	2019-2020	127	85	42	67%	33%	227.1
	2018-2019	176	119	57	68%	32%	229.2
English Learners (06/15-Present)	2019-2020	30	25	5	83%	17%	237.5
	2018-2019	46	35	11	76%	24%	235.4
Fine Arts-General Music (12/13-Present)	2019-2020	71	52	19	73%	27%	232.1
	2018-2019	86	63	23	73%	27%	227.7
Fine Arts-Instru. Music (12/13-Present)	2019-2020	51	33	18	65%	35%	220.1
	2018-2019	66	34	32	52%	48%	218.6
Fine Arts-Theatre Arts (12/13-Present)	2019-2020	3	3	0	100%	0%	250.0
	2018-2019	8	8	0	100%	0%	253.8
Fine Arts-Visual Arts (12/13-Present)	2019-2020	47	36	11	77%	23%	238.5
	2018-2019	62	46	16	74%	26%	232.0
Fine Arts-Vocal Music (12/13-Present)	2019-2020	32	23	9	72%	28%	234.8
	2018-2019	38	27	11	71%	29%	228.6
Health (06/15-Present)	2019-2020	24	21	3	88%	13%	242.9
	2018-2019	25	20	5	80%	20%	237.9
High Ability (12/13-Present)	2019-2020	8	5	3	63%	38%	231.6
	2018-2019	14	8	6	57%	43%	225.0
Journalism (12/13-Present)	2019-2020	3	3	0	100%	0%	232.7
	2018-2019	3	2	1	67%	33%	222.3
Mathematics (11/18-Present)	2019-2020	88	40	48	45%	55%	214.3
	2018-2019	110	65	45	59%	41%	224.0
Mathematics (06/15-11/18)	2018-2019	12	4	8	33%	67%	198.9
MS English Language Arts (06/15-09/20)	2019-2020	17	6	11	35%	65%	207.1
	2018-2019	21	12	9	57%	43%	216.5
MS Mathematics (11/18-09/20)	2019-2020	60	32	28	53%	47%	221.7
	2018-2019	62	24	38	39%	61%	215.9
MS Mathematics (06/15-11/18)	2018-2019	9	2	7	22%	78%	208.0

Test	Program Year	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
MS Science (06/15-09/20)	2019-2020	22	9	13	41%	59%	198.3
	2018-2019	27	9	18	33%	67%	197.2
MS Social Studies (12/13-Present)	2019-2020	18	11	7	61%	39%	224.2
	2018-2019	28	12	16	43%	57%	218.8
P-12 Education (12/13-Present)	2019-2020	211	194	17	92%	8%	251.4
	2018-2019	312	280	32	90%	10%	247.1
Physical Education (06/15-Present)	2019-2020	44	35	9	80%	20%	242.6
	2018-2019	54	49	5	91%	9%	242.7
Reading (12/13-Present)	2019-2020	22	5	17	23%	77%	206.5
	2018-2019	25	6	19	24%	76%	205.8
School Admin.-Building (12/13-Present)	2019-2020	41	32	9	78%	22%	237.8
	2018-2019	47	38	9	81%	19%	239.7
School Admin.-District (12/13-Present)	2019-2020	0	0	0	n/a	n/a	n/a
	2018-2019	4	4	0	100%	0%	246.5
School Counselor (06/15-Present)	2019-2020	43	40	3	93%	7%	247.5
	2018-2019	61	60	1	98%	2%	252.8
School Librarian (12/13-Present)	2019-2020	1	1	0	100%	0%	220.0
	2018-2019	0	0	0	n/a	n/a	n/a
Science- Physics (11/18-Present)	2019-2020	6	6	0	100%	0%	245.8
	2018-2019	5	5	0	100%	0%	263.8
Science-Chemistry (12/13-Present)	2019-2020	23	16	7	70%	30%	234.8
	2018-2019	26	22	4	85%	15%	236.2
Science-Earth/Space Sci (12/13-Present)	2019-2020	9	3	6	33%	67%	191.6
	2018-2019	11	2	9	18%	82%	197.7
Science-Life Science (12/15-Present)	2019-2020	50	30	20	60%	40%	222.9
	2018-2019	60	33	27	55%	45%	219.1
Science-Physical Science (06/15-Present)	2019-2020	0	0	0	n/a	n/a	n/a
	2018-2019	2	1	1	50%	50%	243.0
Science-Physics (12/14-11/18)	2019-2020	0	0	0	n/a	n/a	n/a
	2018-2019	2	2	0	100%	0%	258.5
Secondary Education (12/13-Present)	2019-2020	409	387	22	95%	5%	254.9
	2018-2019	613	578	35	94%	6%	255.0
SS- Sociology (12/13-Present)	2019-2020	3	2	1	67%	33%	236.7
	2018-2019	11	8	3	73%	27%	226.4
SS-Economics (12/13-Present)	2019-2020	21	6	15	29%	71%	213.1
	2018-2019	33	23	10	70%	30%	225.7
SS-Geographical Perspec. (12/13-Present)	2019-2020	8	3	5	38%	63%	208.0
	2018-2019	22	5	17	23%	77%	190.8
SS-Government/Citizenship (12/13-Present)	2019-2020	62	50	12	81%	19%	238.6
	2018-2019	81	71	10	88%	12%	241.6
SS-Historical Perspec. (12/13-Present)	2019-2020	118	52	66	44%	56%	212.6
	2018-2019	155	78	77	50%	50%	215.7
SS-Psychology (12/13-Present)	2019-2020	15	9	6	60%	40%	222.4
	2018-2019	11	7	4	64%	36%	226.4
World Languages-French (12/13-Present)	2019-2020	2	2	0	100%	0%	222.5
	2018-2019	5	2	3	40%	60%	217.6
World Languages-German (12/13-Present)	2019-2020	3	2	1	67%	33%	248.3
	2018-2019	6	4	2	67%	33%	231.2
World Languages-Japanese (12/13-Present)	2019-2020	1	1	0	100%	0%	266.0
	2018-2019	0	0	0	n/a	n/a	n/a
World Languages-Latin (12/13-Present)	2019-2020	3	3	0	100%	0%	248.3
	2018-2019	0	0	0	n/a	n/a	n/a
World Languages-Spanish (12/13-Present)	2019-2020	23	15	8	65%	35%	235.9
	2018-2019	40	34	6	85%	15%	244.2

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	ProgramYear	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
Business (12/13-Present)	2019-2020	17	12	5	71%	29%	235.9
	2018-2019	25	19	6	76%	24%	229.2
Computer Education (12/13-09/20)	2019-2020	12	11	1	92%	8%	235.6
	2018-2019	34	22	12	65%	35%	227.7
CTE--Agriculture (12/13-Present)	2019-2020	3	3	0	100%	0%	234.0
	2018-2019	12	9	3	75%	25%	222.8
CTE--Business & Info Tech (12/13-Present)	2019-2020	3	2	1	67%	33%	230.7
	2018-2019	25	22	3	88%	12%	238.9
CTE--Family & Cons. Sci. (12/13-Present)	2019-2020	16	14	2	88%	13%	229.7
	2018-2019	32	25	7	78%	22%	233.8
CTE--Marketing (12/13-Present)	2019-2020	4	2	2	50%	50%	227.8
	2018-2019	7	5	2	71%	29%	219.4
Early Childhood Education (12/13-Present)	2019-2020	7	7	0	100%	0%	245.7
	2018-2019	10	10	0	100%	0%	250.6
EC Gen-Sub 1: Read/ELA (12/15-Present)	2019-2020	4	4	0	100%	0%	260.0
	2018-2019	4	4	0	100%	0%	244.8
EC Gen-Sub 2: Math (11/18-Present)	2019-2020	6	6	0	100%	0%	263.5
	2018-2019	3	3	0	100%	0%	262.3
EC Gen-Sub 3: Sci/Hlth/PE (12/15-Present)	2019-2020	4	4	0	100%	0%	263.3
	2018-2019	3	3	0	100%	0%	246.7
EC Gen-Sub 4:SS/Fine Arts (12/15-Present)	2019-2020	4	4	0	100%	0%	258.8
	2018-2019	3	3	0	100%	0%	242.0
EE Gen-Sub 1: Read/ELA (06/15-Present)	2019-2020	12	9	3	75%	25%	230.5
	2018-2019	23	17	6	74%	26%	229.1
EE Gen-Sub 2: Math (06/15-11/18)	2018-2019	1	0	1	0%	100%	185.0
EE Gen-Sub 2: Math (11/18-Present)	2019-2020	13	6	7	46%	54%	227.6
	2018-2019	23	17	6	74%	26%	233.5
EE Gen-Sub 3: Sci/Hlth/PE (06/15-Present)	2019-2020	10	7	3	70%	30%	233.3
	2018-2019	17	16	1	94%	6%	248.6
EE Gen-Sub 4: SS/Fine Arts (06/15-Present)	2019-2020	14	7	7	50%	50%	216.3
	2018-2019	23	16	7	70%	30%	227.4
Elementary Education (12/13-Present)	2019-2020	5	4	1	80%	20%	239.4
	2018-2019	6	5	1	83%	17%	243.3
EN-Blind/Low Vision (12/13-Present)	2019-2020	5	5	0	100%	0%	245.6
	2018-2019	3	3	0	100%	0%	256.0
EN-Deaf/Hard of Hearing (12/13-Present)	2019-2020	1	1	0	100%	0%	260.0
	2018-2019	1	1	0	100%	0%	240.0
EN-Intense Intervention (12/13-Present)	2019-2020	13	13	0	100%	0%	252.2
	2018-2019	21	19	2	90%	10%	236.0
EN-Mild Inter. Reading (12/13-Present)	2019-2020	38	22	16	58%	42%	218.6
	2018-2019	57	28	29	49%	51%	207.3
EN-Mild Intervention (12/13-Present)	2019-2020	68	66	2	97%	3%	253.7
	2018-2019	118	109	9	92%	8%	250.5
Engineering & Tech Ed (12/13-Present)	2019-2020	14	10	4	71%	29%	236.0
	2018-2019	30	24	6	80%	20%	239.7
English Language Arts (12/13-Present)	2019-2020	68	44	24	65%	35%	221.6
	2018-2019	78	46	32	59%	41%	220.8
English Learners (06/15-Present)	2019-2020	97	82	15	85%	15%	238.0
	2018-2019	152	119	33	78%	22%	232.2
Fine Arts-General Music (12/13-Present)	2019-2020	2	0	2	0%	100%	174.0
	2018-2019	3	2	1	67%	33%	216.0
Fine Arts-Instru. Music (12/13-Present)	2019-2020	6	5	1	83%	17%	221.0
	2018-2019	1	0	1	0%	100%	173.0
Fine Arts-Theatre Arts (12/13-Present)	2019-2020	2	2	0	100%	0%	249.5
	2018-2019	5	5	0	100%	0%	263.0
Fine Arts-Visual Arts (12/13-Present)	2019-2020	4	3	1	75%	25%	236.5
	2018-2019	5	4	1	80%	20%	232.0
Fine Arts-Vocal Music (12/13-Present)	2019-2020	1	0	1	0%	100%	167.0
	2018-2019	5	4	1	80%	20%	221.2
Health (06/15-Present)	2019-2020	28	25	3	89%	11%	245.6
	2018-2019	62	58	4	94%	6%	242.9
High Ability (12/13-Present)	2019-2020	30	28	2	93%	7%	237.1
	2018-2019	53	45	8	85%	15%	234.8
Journalism (12/13-Present)	2019-2020	9	7	2	78%	22%	232.3
	2018-2019	5	3	2	60%	40%	215.2
Mathematics (11/18-Present)	2019-2020	24	8	16	33%	67%	207.1
	2018-2019	52	14	38	27%	73%	202.7
MS English Language Arts (06/15-09/20)	2019-2020	29	12	17	41%	59%	212.5
	2018-2019	59	29	30	49%	51%	209.0

Test	ProgramYear	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
MS Mathematics (06/15-11/18)	2018-2019	2	1	1	50%	50%	195.5
MS Mathematics (11/18-09/20)	2019-2020	65	28	37	43%	57%	207.6
	2018-2019	122	59	63	48%	52%	215.8
MS Science (06/15-09/20)	2019-2020	37	3	34	8%	92%	183.3
	2018-2019	76	12	64	16%	84%	182.2
MS Social Studies (12/13-Present)	2019-2020	18	5	13	28%	72%	208.7
	2018-2019	27	14	13	52%	48%	216.1
P-12 Education (12/13-Present)	2019-2020	8	7	1	88%	13%	261.9
	2018-2019	14	14	0	100%	0%	250.7
Physical Education (06/15-Present)	2019-2020	77	70	7	91%	9%	241.2
	2018-2019	93	84	9	90%	10%	241.7
Reading (12/13-Present)	2019-2020	15	8	7	53%	47%	216.5
	2018-2019	39	28	11	72%	28%	226.3
School Admin.-Building (12/13-Present)	2019-2020	11	8	3	73%	27%	231.5
	2018-2019	19	16	3	84%	16%	235.2
School Admin.-District (12/13-Present)	2019-2020	1	1	0	100%	0%	231.0
	2018-2019	1	1	0	100%	0%	280.0
School Librarian (12/13-Present)	2019-2020	34	18	16	53%	47%	219.5
	2018-2019	39	19	20	49%	51%	212.7
Science- Physics (11/18-Present)	2019-2020	4	1	3	25%	75%	219.0
	2018-2019	12	5	7	42%	58%	216.7
Science-Chemistry (12/13-Present)	2019-2020	9	6	3	67%	33%	225.1
	2018-2019	23	17	6	74%	26%	231.5
Science-Earth/Space Sci (12/13-Present)	2019-2020	12	4	8	33%	67%	211.3
	2018-2019	29	13	16	45%	55%	210.3
Science-Life Science (12/15-Present)	2019-2020	25	8	17	32%	68%	205.0
	2018-2019	31	16	15	52%	48%	208.1
Science-Physical Science (06/15-Present)	2019-2020	8	4	4	50%	50%	222.5
	2018-2019	14	11	3	79%	21%	238.9
Science-Physics (12/14-11/18)	2018-2019	1	0	1	0%	100%	212.0
Secondary Education (12/13-Present)	2019-2020	9	9	0	100%	0%	246.7
	2018-2019	12	11	1	92%	8%	259.3
SS- Sociology (12/13-Present)	2019-2020	9	8	1	89%	11%	240.3
	2018-2019	10	9	1	90%	10%	247.7
SS-Economics (12/13-Present)	2019-2020	11	9	2	82%	18%	230.2
	2018-2019	22	12	10	55%	45%	226.5
SS-Geographical Perspec. (12/13-Present)	2019-2020	11	5	6	45%	55%	202.4
	2018-2019	17	9	8	53%	47%	211.6
SS-Government/Citizenship (12/13-Present)	2019-2020	22	21	1	95%	5%	245.3
	2018-2019	33	31	2	94%	6%	245.9
SS-Historical Perspec. (12/13-Present)	2019-2020	42	23	19	55%	45%	211.3
	2018-2019	53	22	31	42%	58%	209.0
SS-Psychology (12/13-Present)	2019-2020	11	6	5	55%	45%	230.1
	2018-2019	23	18	5	78%	22%	236.2
World Languages-Chinese (12/13-Present)	2019-2020	1	0	1	0%	100%	152.0
	2018-2019	2	1	1	50%	50%	203.0
World Languages-French (12/13-Present)	2019-2020	2	0	2	0%	100%	192.5
	2018-2019	2	1	1	50%	50%	209.0
World Languages-German (12/13-Present)	2019-2020	1	0	1	0%	100%	160.0
	2018-2019	1	1	0	100%	0%	232.0
World Languages-Japanese (12/13-Present)	2019-2020	1	0	1	0%	100%	218.0
	2018-2019	3	2	1	67%	33%	217.0
World Languages-Latin (12/13-Present)	2019-2020	1	0	1	0%	100%	184.0
	2018-2019	1	0	1	0%	100%	195.0
World Languages-Spanish (12/13-Present)	2019-2020	10	6	4	60%	40%	224.9
	2018-2019	24	13	11	54%	46%	217.0

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	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
Business (12/13-Present)	2019-2020	14	12	2	86%	14%	241.2
	2018-2019	23	17	6	74%	26%	230.4
Computer Education (12/13-09/20)	2019-2020	10	8	2	80%	20%	237.7
	2018-2019	31	19	12	61%	39%	228.8
CTE--Agriculture (12/13-Present)	2019-2020	2	2	0	100%	0%	241.0
	2018-2019	11	8	3	73%	27%	223.1
CTE--Business & Info Tech (12/13-Present)	2019-2020	3	2	1	67%	33%	230.7
	2018-2019	23	20	3	87%	13%	239.9
CTE--Family & Cons. Sci. (12/13-Present)	2019-2020	13	11	2	85%	15%	232.5
	2018-2019	27	20	7	74%	26%	232.6
CTE--Marketing (12/13-Present)	2019-2020	4	2	2	50%	50%	227.8
	2018-2019	5	4	1	80%	20%	227.6
Early Childhood Education (12/13-Present)	2019-2020	7	6	1	86%	14%	241.6
	2018-2019	10	10	0	100%	0%	250.6
EC Gen-Sub 1: Read/ELA (12/15-Present)	2019-2020	4	4	0	100%	0%	260.0
	2018-2019	3	2	1	67%	33%	235.7
EC Gen-Sub 2: Math (11/18-Present)	2019-2020	6	6	0	100%	0%	263.5
	2018-2019	3	3	0	100%	0%	262.3
EC Gen-Sub 3: Sci/Hlth/PE (12/15-Present)	2019-2020	4	4	0	100%	0%	263.3
	2018-2019	3	3	0	100%	0%	246.7
EC Gen-Sub 4:SS/Fine Arts (12/15-Present)	2019-2020	4	4	0	100%	0%	258.8
	2018-2019	3	3	0	100%	0%	242.0
EE Gen-Sub 1: Read/ELA (06/15-Present)	2019-2020	10	8	2	80%	20%	230.3
	2018-2019	20	13	7	65%	35%	227.9
EE Gen-Sub 2: Math (06/15-11/18)	2018-2019	2	0	2	0%	100%	190.0
EE Gen-Sub 2: Math (11/18-Present)	2019-2020	9	6	3	67%	33%	238.2
	2018-2019	16	11	5	69%	31%	237.7
EE Gen-Sub 3: Sci/Hlth/PE (06/15-Present)	2019-2020	9	7	2	78%	22%	237.2
	2018-2019	17	16	1	94%	6%	248.6
EE Gen-Sub 4: SS/Fine Arts (06/15-Present)	2019-2020	10	5	5	50%	50%	219.9
	2018-2019	17	10	7	59%	41%	228.6
Elementary Education (12/13-Present)	2019-2020	4	4	0	100%	0%	251.5
	2018-2019	5	4	1	80%	20%	244.0
EN-Blind/Low Vision (12/13-Present)	2019-2020	5	5	0	100%	0%	245.6
	2018-2019	2	2	0	100%	0%	264.5
EN-Deaf/Hard of Hearing (12/13-Present)	2019-2020	1	1	0	100%	0%	260.0
	2018-2019	1	1	0	100%	0%	240.0
EN-Intense Intervention (12/13-Present)	2019-2020	12	12	0	100%	0%	254.6
	2018-2019	21	19	2	90%	10%	236.0
EN-Mild Inter. Reading (12/13-Present)	2019-2020	26	16	10	62%	38%	219.0
	2018-2019	45	18	27	40%	60%	206.4
EN-Mild Intervention (12/13-Present)	2019-2020	63	60	3	95%	5%	254.5
	2018-2019	112	102	10	91%	9%	251.0
Engineering & Tech Ed (12/13-Present)	2019-2020	13	7	6	54%	46%	232.1
	2018-2019	26	20	6	77%	23%	241.8
English Language Arts (12/13-Present)	2019-2020	64	39	25	61%	39%	220.8
	2018-2019	73	40	33	55%	45%	220.8
English Learners (06/15-Present)	2019-2020	86	73	13	85%	15%	239.7
	2018-2019	135	105	30	78%	22%	233.5
Fine Arts-General Music (12/13-Present)	2019-2020	1	0	1	0%	100%	183.0
	2018-2019	2	1	1	50%	50%	198.5
Fine Arts-Instru. Music (12/13-Present)	2019-2020	3	2	1	67%	33%	211.0
	2018-2019	1	0	1	0%	100%	173.0
Fine Arts-Theatre Arts (12/13-Present)	2019-2020	2	2	0	100%	0%	249.5
	2018-2019	5	5	0	100%	0%	263.0
Fine Arts-Visual Arts (12/13-Present)	2019-2020	4	3	1	75%	25%	236.5
	2018-2019	5	4	1	80%	20%	232.0
Fine Arts-Vocal Music (12/13-Present)	2018-2019	5	3	2	60%	40%	218.6
Health (06/15-Present)	2019-2020	26	22	4	85%	15%	244.7
	2018-2019	61	53	8	87%	13%	242.0
High Ability (12/13-Present)	2019-2020	30	27	3	90%	10%	236.6
	2018-2019	51	43	8	84%	16%	235.0
Journalism (12/13-Present)	2019-2020	9	7	2	78%	22%	232.3
	2018-2019	5	3	2	60%	40%	215.2
Mathematics (06/15-11/18)	2018-2019	1	0	1	0%	100%	195.0
Mathematics (11/18-Present)	2019-2020	17	7	10	41%	59%	211.2
	2018-2019	39	8	31	21%	79%	200.5
MS English Language Arts (06/15-09/20)	2019-2020	25	11	14	44%	56%	214.3
	2018-2019	52	23	29	44%	56%	211.9

Test	Program Year	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
MS Mathematics (06/15-11/18)	2018-2019	2	0	2	0%	100%	188.5
MS Mathematics (11/18-09/20)	2019-2020	54	21	33	39%	61%	206.2
	2018-2019	93	39	54	42%	58%	216.7
MS Science (06/15-09/20)	2019-2020	21	1	20	5%	95%	176.3
	2018-2019	54	6	48	11%	89%	179.4
MS Social Studies (12/13-Present)	2019-2020	17	4	13	24%	76%	207.8
	2018-2019	23	12	11	52%	48%	216.7
P-12 Education (12/13-Present)	2019-2020	8	7	1	88%	13%	261.9
	2018-2019	12	12	0	100%	0%	254.3
Physical Education (06/15-Present)	2019-2020	74	65	9	88%	12%	241.3
	2018-2019	90	78	12	87%	13%	240.5
Reading (12/13-Present)	2019-2020	13	6	7	46%	54%	216.1
	2018-2019	32	23	9	72%	28%	226.7
School Admin.-Building (12/13-Present)	2019-2020	9	5	4	56%	44%	227.1
	2018-2019	14	11	3	79%	21%	238.9
School Admin.-District (12/13-Present)	2019-2020	1	1	0	100%	0%	231.0
	2018-2019	1	1	0	100%	0%	280.0
School Counselor (06/15-Present)	2018-2019	1	0	1	0%	100%	214.0
School Librarian (12/13-Present)	2019-2020	28	18	10	64%	36%	223.6
	2018-2019	33	15	18	45%	55%	213.1
Science- Physics (11/18-Present)	2019-2020	4	1	3	25%	75%	219.0
	2018-2019	10	4	6	40%	60%	216.7
Science-Chemistry (12/13-Present)	2019-2020	6	5	1	83%	17%	236.7
	2018-2019	17	13	4	76%	24%	234.6
Science-Earth/Space Sci (12/13-Present)	2019-2020	4	2	2	50%	50%	208.3
	2018-2019	22	7	15	32%	68%	207.1
Science-Life Science (12/15-Present)	2019-2020	18	4	14	22%	78%	203.4
	2018-2019	23	13	10	57%	43%	212.6
Science-Physical Science (06/15-Present)	2019-2020	7	3	4	43%	57%	225.7
	2018-2019	11	8	3	73%	27%	242.1
Secondary Education (12/13-Present)	2019-2020	9	9	0	100%	0%	246.7
	2018-2019	11	10	1	91%	9%	260.5
SS- Sociology (12/13-Present)	2019-2020	9	7	2	78%	22%	240.0
	2018-2019	10	9	1	90%	10%	247.7
SS-Economics (12/13-Present)	2019-2020	9	8	1	89%	11%	234.2
	2018-2019	16	6	10	38%	63%	223.8
SS-Geographical Perspec. (12/13-Present)	2019-2020	10	5	5	50%	50%	203.8
	2018-2019	8	5	3	63%	38%	212.0
SS-Government/Citizenship (12/13-Present)	2019-2020	21	20	1	95%	5%	246.5
	2018-2019	32	31	1	97%	3%	247.1
SS-Historical Perspec. (12/13-Present)	2019-2020	26	14	12	54%	46%	213.6
	2018-2019	34	16	18	47%	53%	212.7
SS-Psychology (12/13-Present)	2019-2020	9	5	4	56%	44%	228.3
	2018-2019	20	17	3	85%	15%	238.4
World Languages-Chinese (12/13-Present)	2019-2020	0	0	0	n/a	n/a	n/a
	2018-2019	2	1	1	50%	50%	203.0
World Languages-French (12/13-Present)	2019-2020	1	0	1	0%	100%	188.0
	2018-2019	1	1	0	100%	0%	234.0
World Languages-German (12/13-Present)	2019-2020	1	0	1	0%	100%	160.0
	2018-2019	0	0	0	n/a	n/a	n/a
World Languages-Japanese (12/13-Present)	2019-2020	0	0	0	n/a	n/a	n/a
	2018-2019	1	1	0	100%	0%	225.0
World Languages-Spanish (12/13-Present)	2019-2020	7	6	1	86%	14%	248.1
	2018-2019	15	10	5	67%	33%	225.9