



REPORTS SHOWCASE

Orchard Gold Star Sample Reports



Orchard

Targeted Educational Software


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The reports depicted in this booklet are samples selected to show Orchard Gold Star’s ability to manage and present data in formats that help assess and meet student needs. Please refer to page 23 for a full list of reports available in Orchard Gold Star.

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The most valuable data that an integrated learning system can provide are reports that explain a student's progress and instructional needs to a teacher, administrator, or parent. Orchard's Growth & Targeted Instruction Report helps track student achievement by showing changes in benchmark test performance from test to test. By displaying the state standards last assigned and the time spent on prescribed instruction, the Growth & Targeted Instruction Report can be used to identify areas needing further intervention.

★ Student: Chang, Alicia
 ★ Class: Mrs. Zacharda
 ★ School: Washington Street Elementary
 ★ Date: July 5, 2007



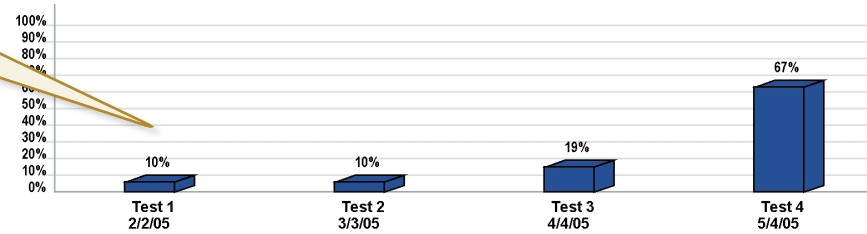
Student Growth & Targeted Instructional Report

Texas: Language Arts 3

Testing date range: All

Alicia has achieved¹ 35 out of 52 OFYS Objectives tested for OFYS: Language Arts 3.

TEXAS STUDENT EXPECTATIONS ACHIEVED



	Standards Achieved		Change		Instructional Time On Task ²
	Number	Percent of Total	Number	Percent of Total	
Test 1 2/2/05	5/52	10%	N/A	N/A	00:00
Test 2 3/3/05	5/52	10%	0 Standards	0%	00:15
Test 3 4/4/05	10/52	19%	+5 Standards	9%	00:06
Test 4 5/4/05	35/52	67%	+25 Standards	48%	00:00
Overall			+30 Standards	57%	00:21

TEXAS STUDENT EXPECTATIONS LAST ASSIGNED FOR TARGETED INSTRUCTION

Objective	Skill	Question #(s)	Skill Tree Assignment
2.02F	Inference	36	Guided Comprehension 3, Reading and Writing Strategies 1-3, Reading for Comprehension: Beginning, Reading Links 5
3.01E	Inference	36	Reading for Comprehension: Beginning, Guided Comprehension 3

¹Answered all test items associated with a Objective correctly
²Time (h:m) spent following the test on activities targeted at leveled Objectives.

Report 1.1.01
1 of 2

Results of periodic standards-based testing with the change from test to test are listed and graphed.

The standards last assigned for targeted instruction are identified.

Time spent on prescribed instruction following each test is displayed.

Click on a standard to view its description.


Skill Trees in which these standards are addressed are listed.

Corresponding skills are identified.

Click on the question number to see the question and the student's response.

The Skills Achievement Report offers a snapshot of a student's performance on the selected Orchard assessment(s). Test item number, corresponding skill, and score (correct or incorrect) for each item are displayed. Teachers can use this report to zero in quickly on skills that need additional intervention to meet state academic requirements.

★ Student: Ayres, Juanita
 ★ Class: Mrs. Zacharda
 ★ School: Washington Street Elementary
 Date: July 3, 2007



Student Skills Achievement Report

North Carolina: Language Arts 3

Testing date range: All

Question #	Skill	Test 1 2/2/05	Test 2 3/3/05	Test 3 4/4/05	Test 4 5/4/05
1	Editing	✓	✗	✓	✓
2	English Usage	✗	✓	✓	✓
3	Sentence Structure	✓	✓	✗	✓
4	Spelling Problems	✗	✓	✓	✓
5	Spelling Strategies	✓	✓	✓	✓
6	Story Settings	✗	✗	✓	✓
7	Main Idea	✓	✗	✓	✓
8	Writing Process	✗	✓	✓	✓
9	Sentence Structure	✓	✓	✓	✓
10	Singulars & Plurals	✗	✓	✓	✓
11	Types of Sentences	✓	✓	✓	✓
12	Prefixes & Suffixes	✗	✓	✓	✓
13	Vocabulary & Context Clues I	✗	✗	✓	✓
14	Vocabulary & Context Clues II	✓	✓	✓	✓
15	Facts & Details	✓	✓	✓	✓
16	Sequencing	✗	✓	✓	✓
17	Story Setting	✓	✓	✗	✓
18	Main Idea	✗	✗	✗	✓
19	Summarizing	✗	✓	✗	✗
20	Cause & Effect	✓	✗	✓	✓
21	Predicting	✗	✗	✗	✓
22	Recognizing Emotional Reactions	✓	✓	✓	✓
23	Factual Recall	✗	✓	✓	✓
24	Using Resource Materials	✓	✗	✓	✓
25	Dictionary Skills	✓	✗	✗	✓
26	Phonics and Phonemic Awareness	✓	✓	✗	✓
27	Reading and Responding to Varied Texts and Genre	✓	✓	✗	✓
28	Appreciating Various Genres	✗	✗	✓	✓
29	Audience & Purpose	✓	✗	✗	✓
30	Figurative Language	✓	✗	✗	✓
31	Graphics	✗	✓	✗	✓
32	Main Character	✗	✓	✗	✓

Note: Questions that were incorrect (shown with an X) on the most recent test are highlighted with a bar across.

Report 1.8.01
1 of 2

The question numbers and corresponding skills are displayed with a correct or incorrect indicator.

Up to four sets of test results are displayed for each test.

Click on a check mark or X to view the test question, correct answer, and the student's response.


Click the question number to see the question and the student's response.

Questions answered incorrectly on the most recent test are shaded.

Total raw and percentage scores for each test are given on the final page.

Orchard provides instruction that has been automatically customized to address the weak areas in a student's performance on standards-aligned assessments. The Targeted Instruction Report displays the student's most recent test score, standards achieved on the most recent assessment, standards assigned for targeted instruction as a result of assessment, individual items and student responses, and time spent on task. A teacher can use this report to pinpoint the extent to which Orchard is meeting student needs or to determine the need for supplementary instructional modules.

Student: Lewis, Tom
Class: Mr. Misner Math Class
School: CENTRAL ELEMENTARY
Date: July 18, 2007



Student Targeted Instruction Report

Missouri: Math 3

Testing date range: All

Tom has achieved 21 out of 29 Missouri Concepts tested for Missouri: Math 3.*

Most Recent Test Taken	Date	Standards Achieved	Percent of Total	Instructional Time on Task
	9/2/06	21/29	72%	00:11

MISSOURI CONCEPTS LAST ASSIGNED FOR TARGETED INSTRUCTION

Concept	Question #(s)	Skill Tree Assignment
Strand Number and Operations 1. Understand numbers, ways of representing numbers, relationships among numbers and number systems Concept B. Represent and use rational numbers Standard represents commonly used fractions: halves, thirds and fourths	3	Math Strategies 1-3
Strand Number and Operations 2. Understand meanings of operations and how they relate to one another Concept A. Represent operations Standard represent a given situation involving multiplication	30	Number Facts: Advanced, Math Word Problems: Beginning, Number Facts: Mixed Practice, Numeration K-3, Math Strategies 1-3, Number Facts: Beginning, Whole Numbers: Beginning
Strand Number and Operations 2. Understand meanings of operations and how they relate to one another Concept B. Describe effects of operations Standard describe the effects of adding and subtracting whole numbers as well as the relationship between the two operations	14	Whole Numbers: Beginning, Math Word Problems: Beginning, Numeration K-3, Math Strategies 1-3
Strand Number and Operations 2. Understand meanings of operations and how they relate to one another Concept C. Apply properties of operations Standard apply commutative and identity properties of addition to whole numbers	14	Whole Numbers: Beginning, Math Word Problems: Beginning, Numeration K-3, Math Strategies 1-3, Number Facts: Beginning

*Answered all test items associated with a Concept correctly.
**Time spent on activities targeted at unachieved Concepts.

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For the most recent test attempt, the standards achieved are provided as well as the instructional time-on-task.


Details on each standard assigned for targeted instruction are provided.

The Skill Tree assignment that corresponds to the standard is identified.

Click on the question number to see the question and the student's response. (If the student answered incorrectly, you may also see the correct answer.)

The Instructional Progress Report – Detail combines assessment results (date, raw score, percentage correct, and test time) with Skill Tree instruction data (date, time-on-task, and practice performance) to present a comprehensive picture of student achievement. Teachers can use this report for in-depth instructional planning, measuring individual student progress, and during parent-teacher conferences.

Student: Cho, Kaylee
 Class: Mrs. Zacharda's 3rd grade Class
 School: Washington Street Elementary
 Date: April 6, 2007



Student Instructional Progress Report - Detail

California: Language Arts 3

Testing date range: All

Test	Date	Raw Score	Percentage Correct	Test Time (h:m)
Test 1	2/2/07	5/37	14%	00:08
Test 2	3/3/07	14/37	38%	00:17
Test 3	4/4/07	25/37	68%	00:06

Resulting Targeted Skill Tree Assignments

Skill Tree	Skill / Activity	Status	Date	Time On Task	Corresponding Test Questions					Corresponding Objective
					3	24	29	30	31	
Reading and Writing Strategies 1-3	Sentence Construction and Writing Strategies Level C	1/1 100%	4/4/07		35	37	38			1.05
	Produce a variety of sentences structures including basic sentence patterns and variations	2/2 100	4/4/07	00:01						2.02B
	Recognize complete sentences and avoid fragments and run-ons	2/2 100	4/4/07	00:01						2.02E
	Design and implement a writing plan that includes a central idea and related ideas	2/2 100	4/4/07	00:01						2.02F
										2.03A
										2.03B
										2.03C
										2.03D
										2.04A
										2.04B
Reading Strategies and Resource Skills Level C	Use knowledge of the meanings of prefixes and suffixes to determine word meanings	2/2 100	4/4/07	00:01						2.04E
	Use context clues to determine the meanings of unfamiliar and specialized words	1/1 100%	4/4/07							2.04G
	Recognize the author's point of view and purpose in literary selections	2/2 100	4/4/07	00:01						2.04H
										2.04I
										2.04J
										3.01C
										3.05
										4.02D
										4.02E
										4.02F
										4.02G
										4.06
Item Correct/Total		10/10 100%								
Total Instructional Time on Task				00:04						

*The most recent status is "In Progress".

Report 1.7.02
1 of 2

A summary of the date, performance data, and time-on-task for the selected assessment is displayed.

If the student has worked on them, the targeted assignments prescribed after each test taken are displayed.

The Skill Tree activities associated with the selected test are displayed.

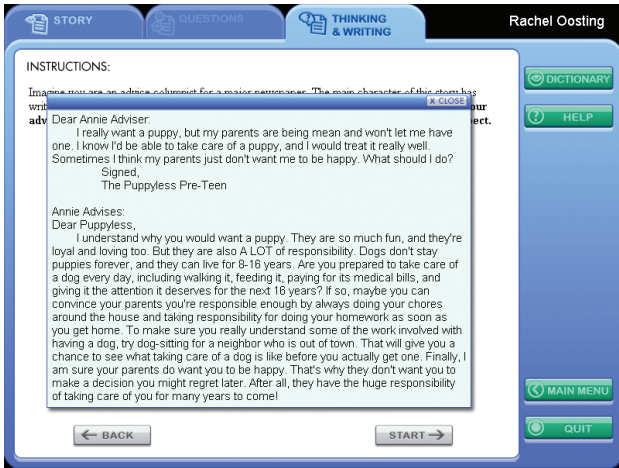
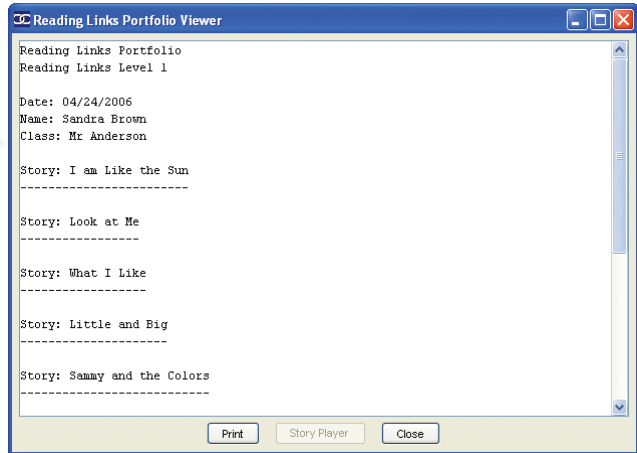
The student's performance and time-on-task for each activity is calculated.

Click on a question number to view the test question and the student's response as well as the correct answer.

Click on a standard to display its description.

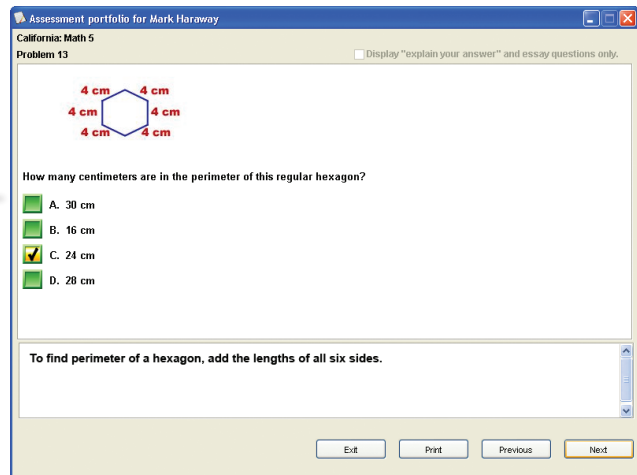
Orchard's digital Portfolio data report will provide examples of authentic assessment: journal entries (a feature unique to Orchard Skill Trees); playback of students' voiced recordings; student entries for the Explain Your Answer feature on selected tests, and actual assessment questions along with both student responses and correct answers. Combined with the Parent Report, the Portfolio Report can be a powerful tool for monitoring progress and assessing year-to-year improvement.

In this Portfolio for the Reading Links Skill Tree, a teacher can select complete story titles and listen to playback of the student practicing reading the story aloud.

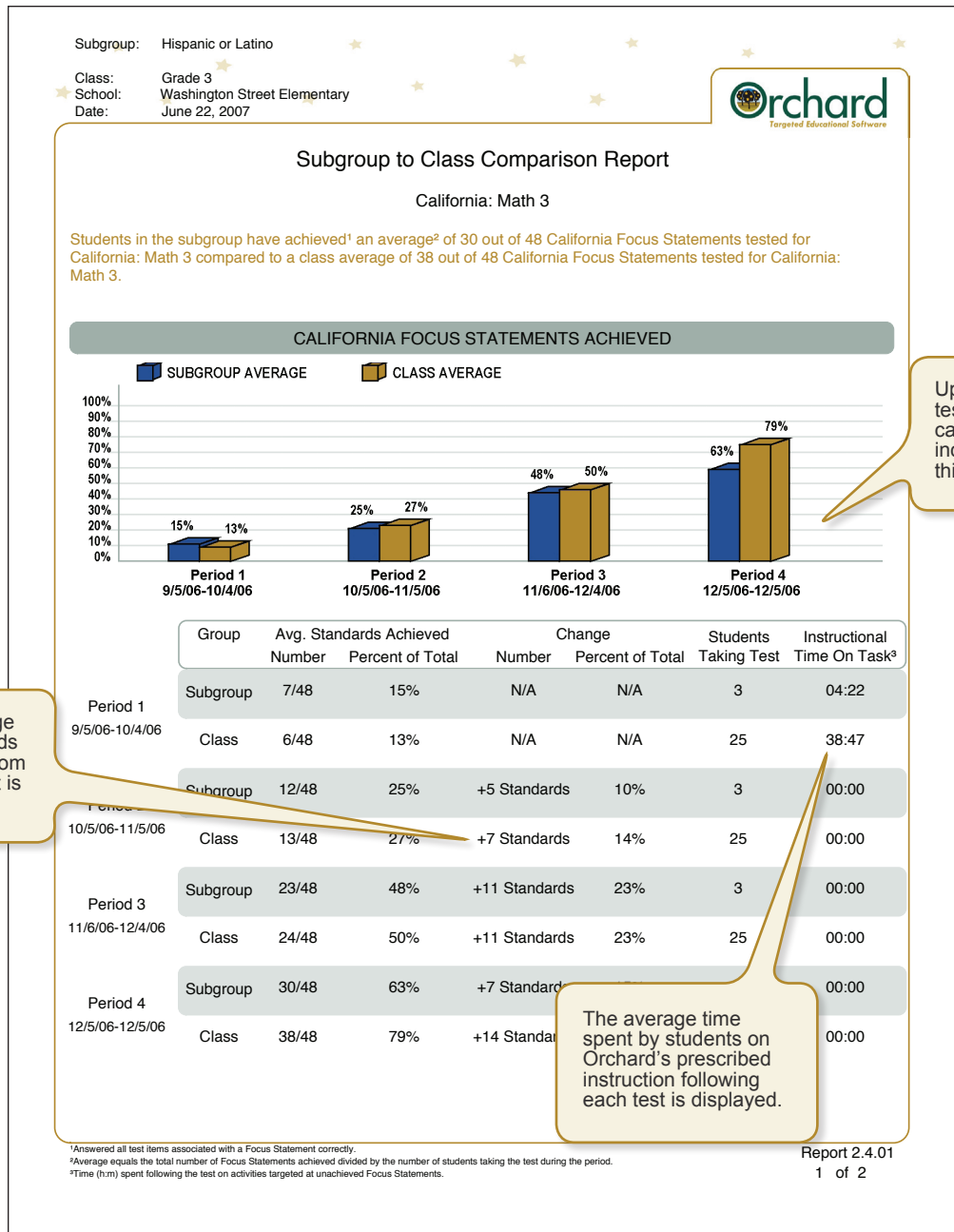


In this Portfolio section of the Reading Comprehension & Critical Thinking Skill Tree, a teacher can view student responses to open-ended discussion questions.

Viewing assessment tests allows teachers to view individual questions and the student's correct or incorrect responses. If the Explain Your Answer setting is enabled, teachers also may view a student's explanation for his or her answer choice.



Subgroup comparison reports make it possible to compile student performance data by subgroups and compare it to overall performance of a class or a whole school. The Subgroup to Class Comparison Report offers a teacher a valuable resource to help identify subgroups that may be at risk and develop appropriate interventions according to No Child Left Behind (NCLB) mandates.

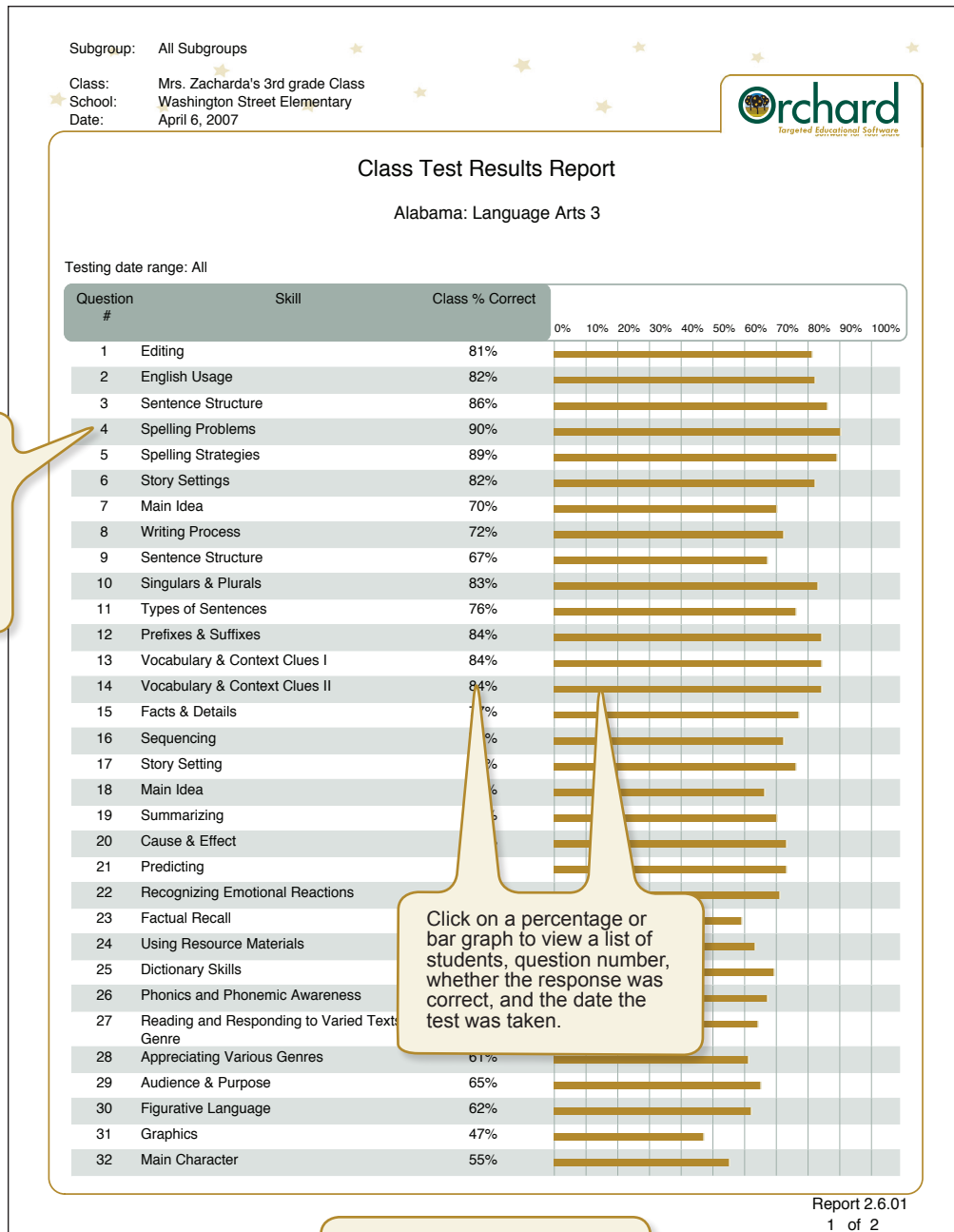


The change in standards mastery from test to test is listed.

Up to four testing periods can be included in this report.

The average time spent by students on Orchard's prescribed instruction following each test is displayed.

With the Class Test Results Report, a teacher can learn at a glance the extent to which his or her class has mastered skills assessed by individual test items. The report can serve as a resource in planning whole-class intervention and reinforcement, or it can indicate the need to examine more detailed reports to identify struggling students.



Click on a test question corresponding to a given skill to view a sample test question and correct answer.

Click on a percentage or bar graph to view a list of students, question number, whether the response was correct, and the date the test was taken.

The class average is given on the final page of the report.


The Class Targeted Instruction Report displays average standards achieved by a class on the most recent assessment, standards assigned for targeted instruction as a result of assessment, Skill Trees assigned, and time spent on task. A teacher can use this report to pinpoint the extent to which Orchard is meeting class needs or to plan additional Skill Tree assignments.

Subgroup: All Subgroups

Class: Mrs. Zacharda's 3rd grade Class

School: Washington Street Elementary

Date: July 28, 2006



Class Targeted Instruction Report

Missouri: Language Arts 3

Students have achieved¹ an average² of 33 out of 52 Missouri Objectives tested for Missouri: Language Arts 3.

Most Recent Test Taken	Date Range	Standards Achieved	Percent of Total	Instructional Time on Task ³
	5/4/06-5/4/06	33/52	63%	01:38

MISSOURI OBJECTIVES LAST ASSIGNED FOR TARGETED INSTRUCTION

Achieved by less than 50% of all students tested.

Objective	Question #(s)	Skill Tree Assignment
Strands Oral Language, Written Language, and Other Media/Technology Competency Goal 2 The learner will apply strategies and skills to comprehend text that is read, heard, and viewed. Objective 2.02E Interact with the text before, during, and after reading, listening, or viewing by: locating information for specific purposes.	16 17 18 19 20 22 23 24 25 32	Reading and Writing Strategies 1-3, Reading Links 5, Guided Comprehension 3, Reading for Main Idea: Beginning, Reading for Comprehension: Beginning
Strands Written Language, and Other Media/Technology Competency Goal 2 The learner will apply strategies and skills to create texts. Objective 2.02E Interact with the text before, during, and after reading, listening, or viewing by: locating information for specific purposes.	8 38	Reading and Writing Strategies 1-3, Reading Links 5, Writing Assessment, Book Maker

¹Answered all test items associated with a Objective correctly.

²Average equals the total number of Objectives achieved divided by the number of students taking the test during the period.

³Time (h:m) spent following the test on activities targeted at unachieved Objectives.

Report 2.2.01

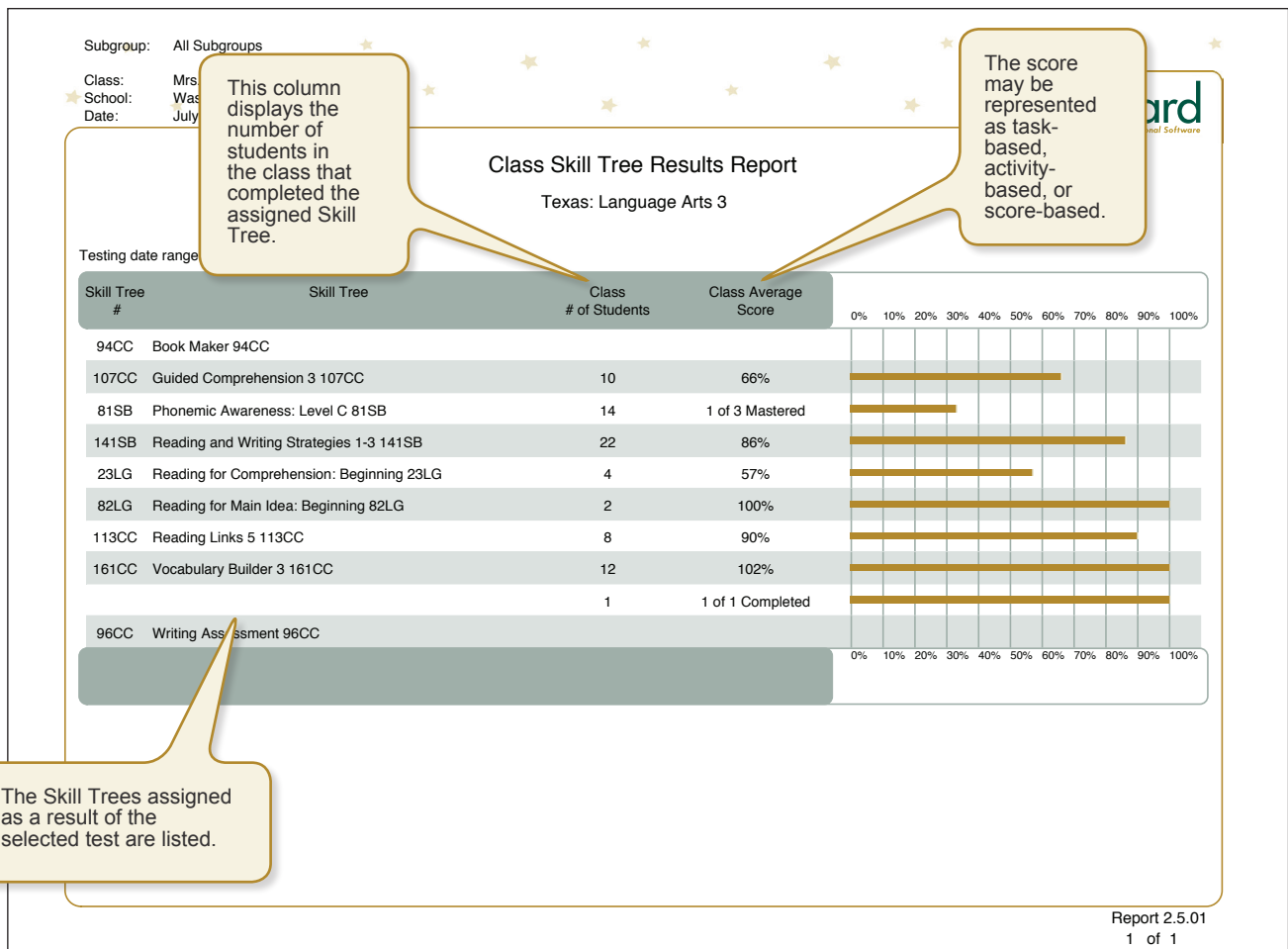
1 of 5

The hierarchy for each standard assessed by the selected test is listed.

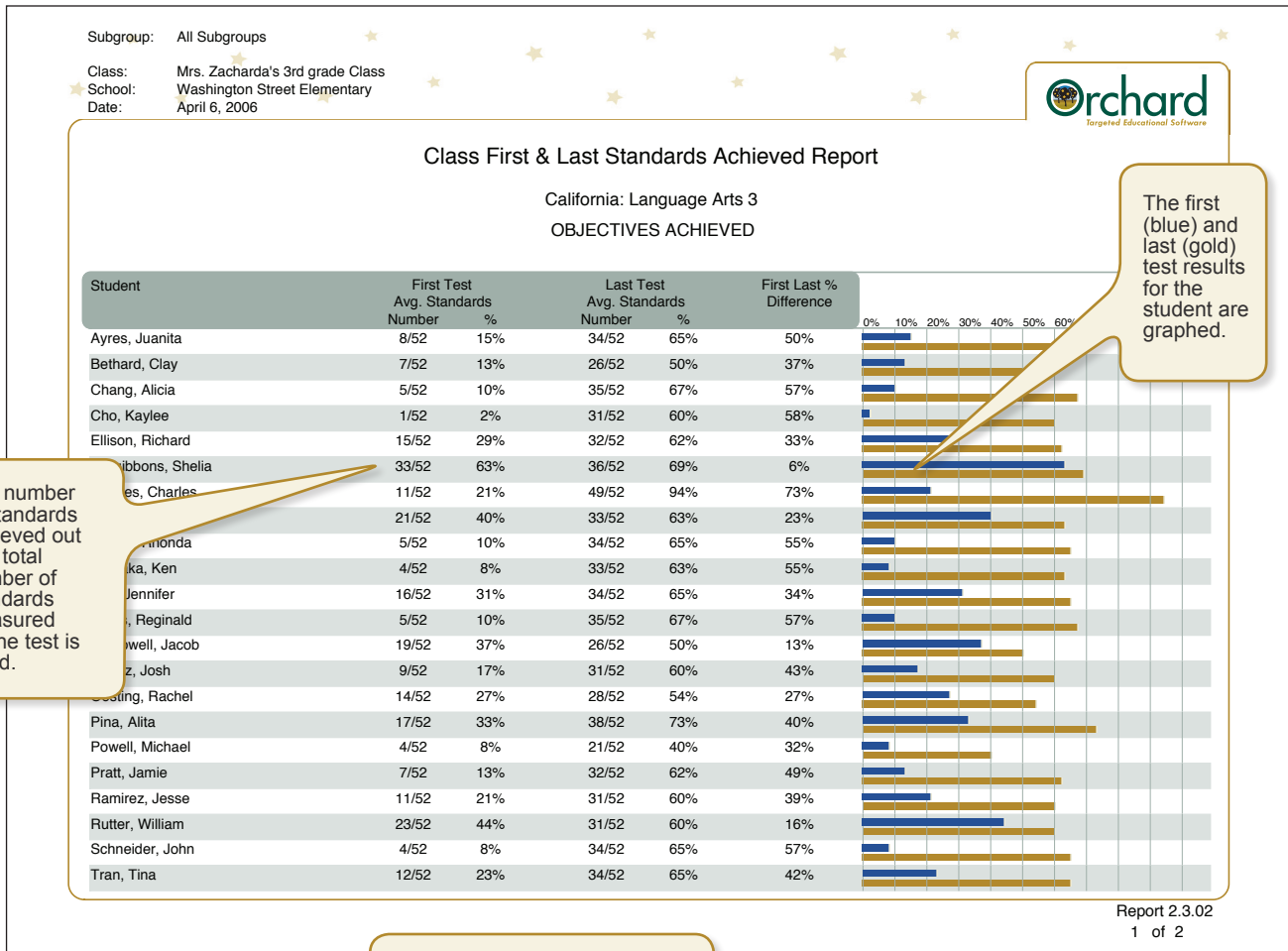
The Skill Trees corresponding to the targeted objective are listed.

Click on a question number to view a sample test question and correct answer.

Orchard’s Skill Tree Results Report provides a numeric and graphical indication of a class’s test performance after completing assigned Skill Trees. The report offers a teacher or administrator a snapshot of group progress at a point in the Orchard program—important data in determining pacing.

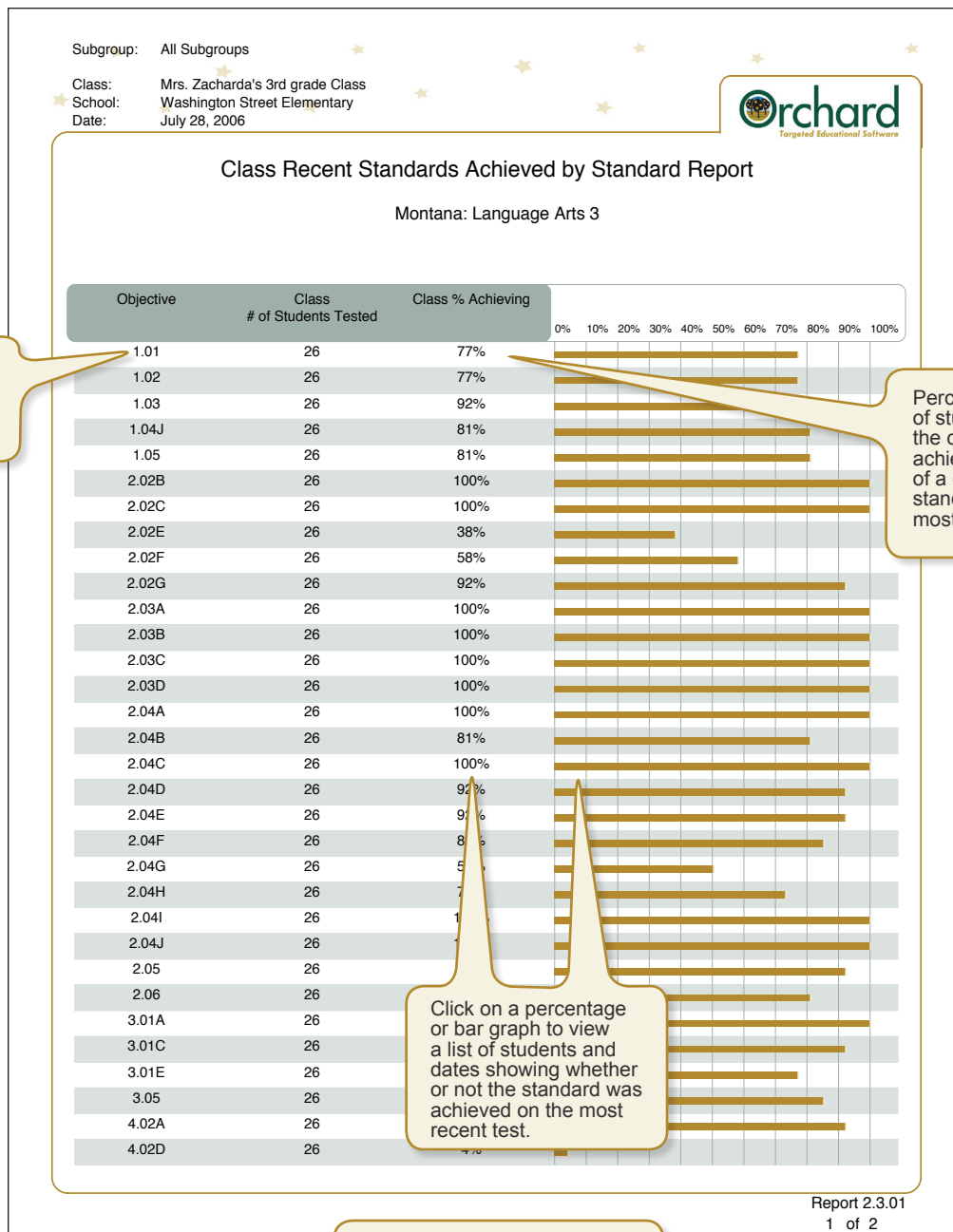


A teacher can use the First & Last Standards Achieved report to measure student growth by academic standard. The report provides numeric and graphical displays of the number and percentage of standards achieved on both the first and last tests. The teacher can also compare a student's score with the scores of other students to identify needs and evaluate instruction.



The class average is given on the final page of the report.

The Class Recent Standards Achieved by Standard Report lists the state standards assessed by a selected test and provides numeric and graphical displays of class performance on each standard. With a glance at the bar graph in the right-hand column, a teacher can instantly identify standards with which a group is struggling and plan timely interventions that help reach Adequate Yearly Progress (AYP) targets.



Click on a standard to view its description.

Percentage of students in the class that achieved mastery of a given standard on the most recent test.

Click on a percentage or bar graph to view a list of students and dates showing whether or not the standard was achieved on the most recent test.

The class average is given on the final page of the report.

Orchard's Subgroup to School Comparison Report compiles student performance data by subgroups and compares it to the overall performance of a whole school. This report offers administrators a valuable resource in efforts to identify subgroups that may be at risk and develop appropriate interventions according to NCLB mandates.

A graph displays the percent of standards achieved by the subgroup compared to the school.

Up to four testing periods can be included in this report.

The average time spent by students on Orchard's prescribed instruction following each test is calculated and displayed.

The change in standards mastery from test to test is listed.

Subgroup: (Hispanic or Latino) AND (Female)

School: Washington Street Elementary
Date: July 28, 2006

Subgroup to School Comparison Report

North Carolina: Language Arts 3

Students in the subgroup have achieved¹ an average² of 36 out of 52 North Carolina Objectives tested for North Carolina: Language Arts 3 compared to a school average of 33 out of 52 North Carolina Objectives tested for North Carolina: Language Arts 3.

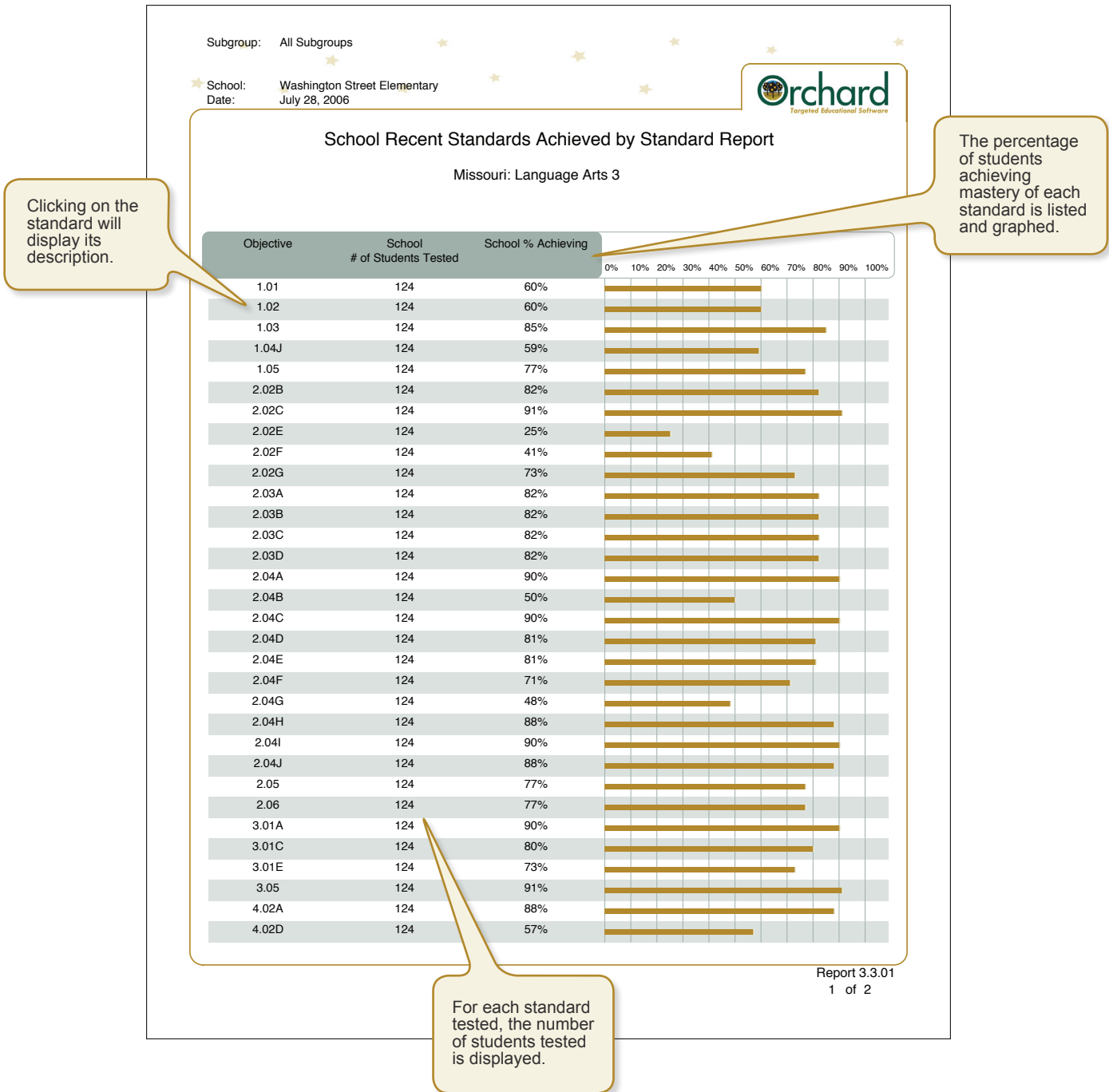
NORTH CAROLINA OBJECTIVES ACHIEVED

Group	Avg. Standards Achieved	Change	Students	Instructional
	Number	Percent of Total	Number	Time On Task ³
Period 1				
Subgroup	13/52	25%	N/A	00:07
School	10/52	19%	N/A	02:46
Period 2				
Subgroup	17/52	33%	+4 Standards	00:15
School	16/52	31%	+6 Standards	02:47
Period 3				
Subgroup	17/52	33%	0 Standards	00:00
School	21/52	40%	+5 Standards	03:23
Period 4				
Subgroup	36/52	69%	+19 Standards	00:05
School	33/52	63%	+12 Standards	01:38

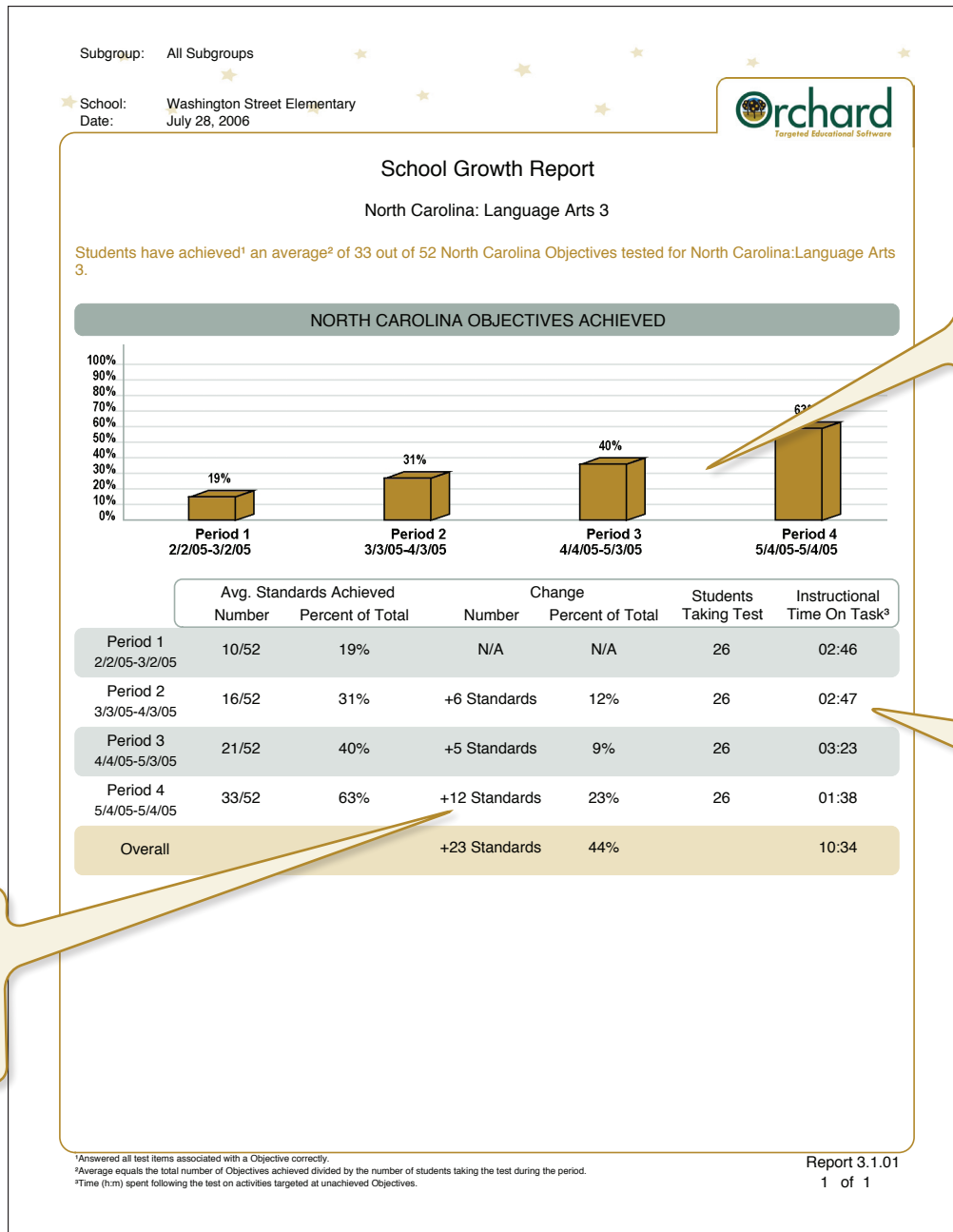
¹Answered all test items associated with a Objective correctly.
²Average equals the total number of Objectives achieved divided by the number of students taking the test during the period.
³Time (h:m) spent following the test on activities targeted at unachieved Objectives.

Report 3.4.01
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With Orchard's Recent Standards Achieved by Standard Report, administrators can learn the level of proficiency students have attained on individual standards assessed by a selected test. The graphical display will help identify at a glance any standards with which students may be struggling; an administrator can use this report to make decisions about assessment, curriculum, and instructional strategy.



Orchard's School Growth Report tracks school-wide progress on tested standards as well as the average time spent on instruction prescribed by Orchard following a test. Administrators can use this report to measure changes in the number and percentage of standards mastered by the students in his or her school and determine adjustments in curriculum or instruction.

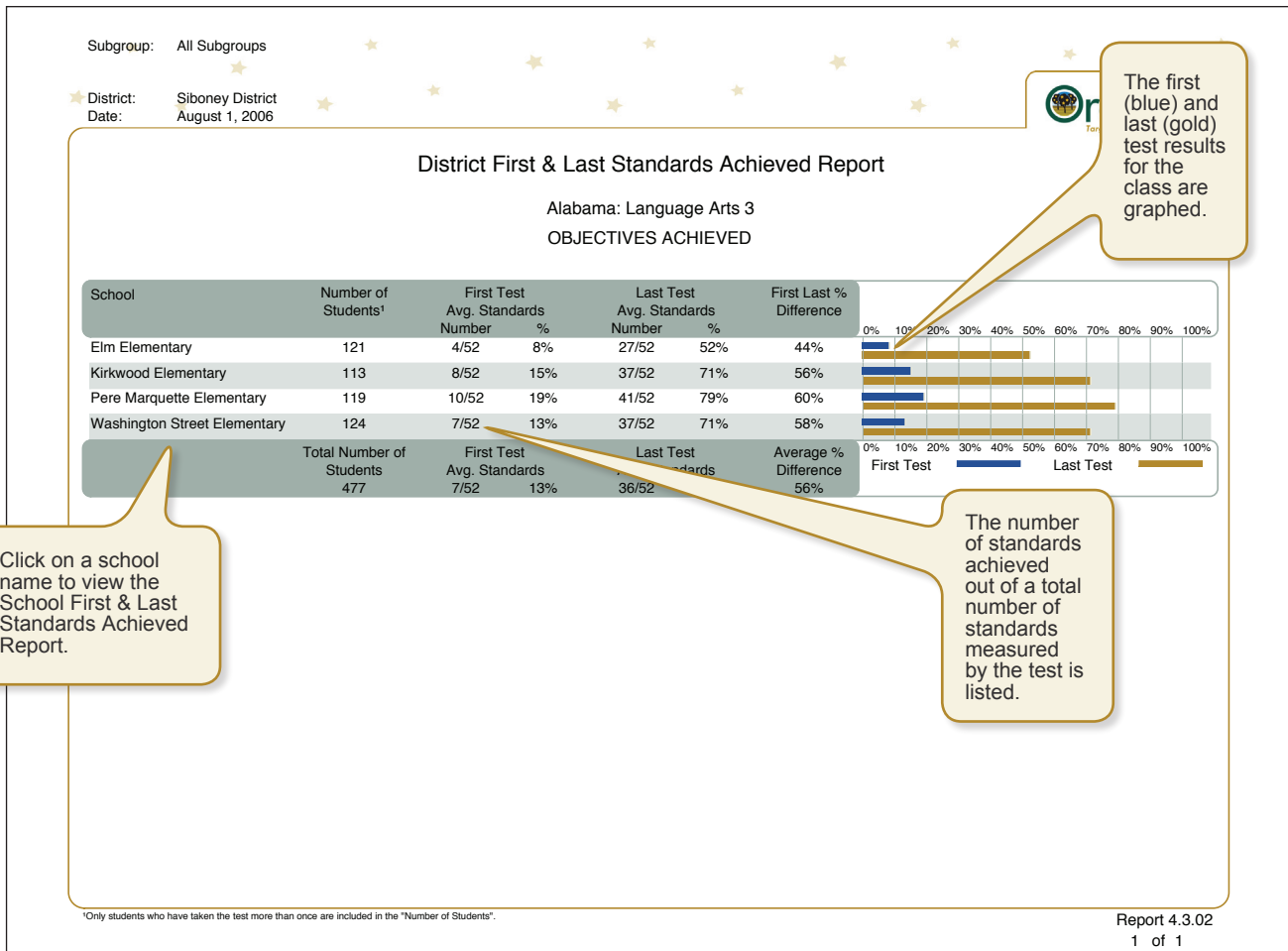


This report tracks results of periodic standards-based testing.

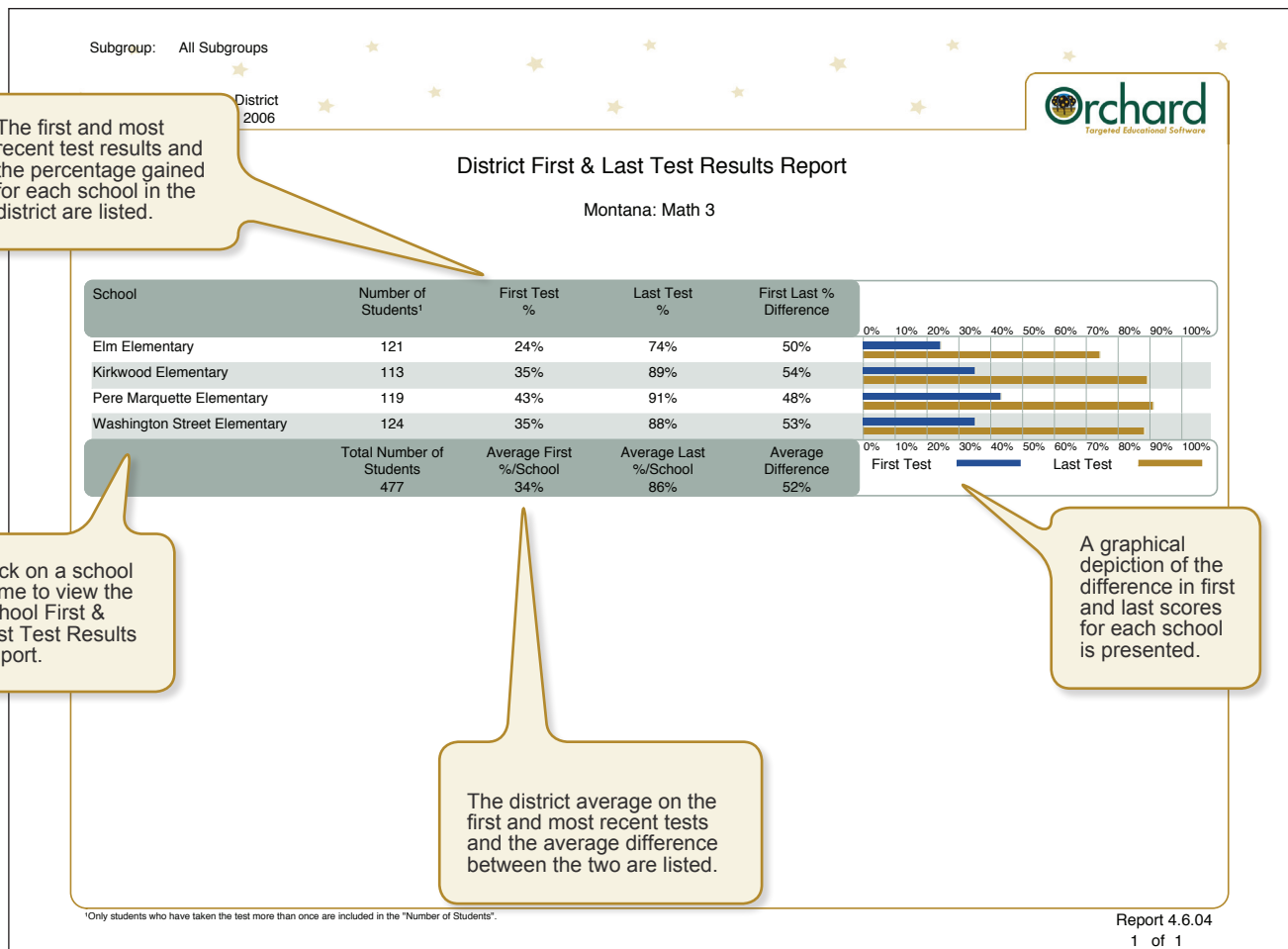
The average time spent on prescribed instruction following each test is shown.

The change in standards mastery from test to test and total gain from first to last test are listed.

Orchard's First & Last Standards Achieved Report provides a thumbnail sketch of schools' progress on tested standards. An administrator can learn from a glance at the graphic display the extent to which student performance on the most recent test demonstrates attainment of standards relative to the first assessment of the standards. Information from this report can indicate the need to adjust instruction or to consult more detailed reports of individual student performance. The First & Last Standards Achieved Report is also useful for quick comparisons of growth for schools across a district.



Orchard's First & Last Test Results Report provides an administrator a summary that enables him or her to compare a school's test scores to those of one or more schools in a district or to the district average. Administrators can determine how Orchard is being used effectively and advise schools to adjust instruction to meet persistent needs.



The first and most recent test results and the percentage gained for each school in the district are listed.

Click on a school name to view the School First & Last Test Results Report.


The district average on the first and most recent tests and the average difference between the two are listed.

A graphical depiction of the difference in first and last scores for each school is presented.

The Item Analysis Report provides a summary of student test item responses by question number for a selected Orchard assessment. The report will typically show that the majority of students have selected the correct answer choice; however, it will also show if an unexpected number of students have selected an incorrect answer choice—indicating a need to check district or school curriculum alignment with state standards.

Subgroup: All Subgroups

District: Siboney District
Date: August 1, 2006



District Item Analysis Report

Data shows the percentage of students selecting each response. Correct response is shaded.

List of Schools: Elm Elementary Kirkwood Elementary Pere Marquette Elementary
Washington Street Elementary

Test		All Dates		Total Students Taking Test During Period			
OFYS: Language Arts 3				1915			
Question #	Item #	Responses	A	B	C	D	
1		1915					
	3.A.1.1	183	159 (87%)	4 (2%)	11 (6%)	9 (5%)	
	3.A.1.2	204	169 (83%)	6 (3%)	16 (8%)	13 (6%)	
	3.A.1.3	172	139 (81%)	6 (3%)	20 (12%)	7 (4%)	
	3.A.1.4	216	14 (6%)	5 (2%)	9 (4%)	188 (87%)	
	3.A.1.5	184	163 (89%)	5 (3%)	8 (4%)		
	3.A.1.6	205	179 (87%)	13 (6%)	5 (2%)	8 (4%)	
	3.A.1.7	178	17 (10%)	6 (3%)	7 (4%)	148 (83%)	
	3.A.1.8	201	172 (86%)	5 (2%)	16 (8%)	8 (4%)	
	3.A.1.9	193	174 (90%)	5 (3%)	11 (6%)	3 (2%)	
	3.A.1.10	179	5 (3%)	169 (94%)	3 (2%)	2 (1%)	
		1915					
	3.A.1.1	4	4 (100%)				
	3.A.2.1	202	7 (3%)	9 (4%)	182 (90%)	4 (2%)	
	3.A.2.2	214	7 (3%)	140 (65%)	3 (1%)		
	3.A.2.3	189	8 (4%)	15 (8%)			
	3.A.2.4	176	8 (5%)	10 (6%)	147 (84%)		
	3.A.2.5	205	4 (2%)	10 (5%)	181 (88%)		
	3.A.2.6	189	2 (1%)	17 (9%)	164 (87%)		
	3.A.2.7	212	192 (91%)	7 (3%)	3 (1%)		
	3.A.2.8	146	2 (1%)	127 (87%)	7 (5%)	10 (7%)	
	3.A.2.9	191	12 (6%)	6 (3%)	6 (3%)	167 (87%)	
	3.A.2.10	187	14 (7%)	11 (6%)	9 (5%)	153 (82%)	

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For each question, the total number of students responding to one or more associated test items is displayed.

Click on an answer choice to view a list of schools and number of students who selected that choice, as indicated by the column heading (B).

Click on an item number to view the test question for that item.


Click on a response count to view a list of schools and the number of students that responded to each choice.

The correct answer choice is shaded.

Administrators can track time-on-task information for a class, school, or each school in their district and even compare a school's time-on-task data to a district average. Time-on-task data can be tremendously valuable in understanding how Orchard Skill Trees are being used and in determining strategic adjustments that will increase Orchard's effectiveness for targeted schools.

Subgroup: All Subgroups

★ District: Siboney District
Date: August 1, 2006



District Time-On-Task Report

Testing date range: All

School	Number of Students	School Time-On-Task ¹ Total	School Time-On-Task ¹ Average	
Elm Elementary	121	185:16	01:33	01:30
Kirkwood Elementary	113	162:20	01:29	01:30
Pere Marquette Elementary	119	171:55	01:28	01:30
Washington Street Elementary	124	184:27	01:31	01:30
Total Number of Students		477	Total Time-On-Task	703:58
			Average Time-On-Task/Class	01:30

| = District Average

Click on a school name to view the School Time-On-Task Report.

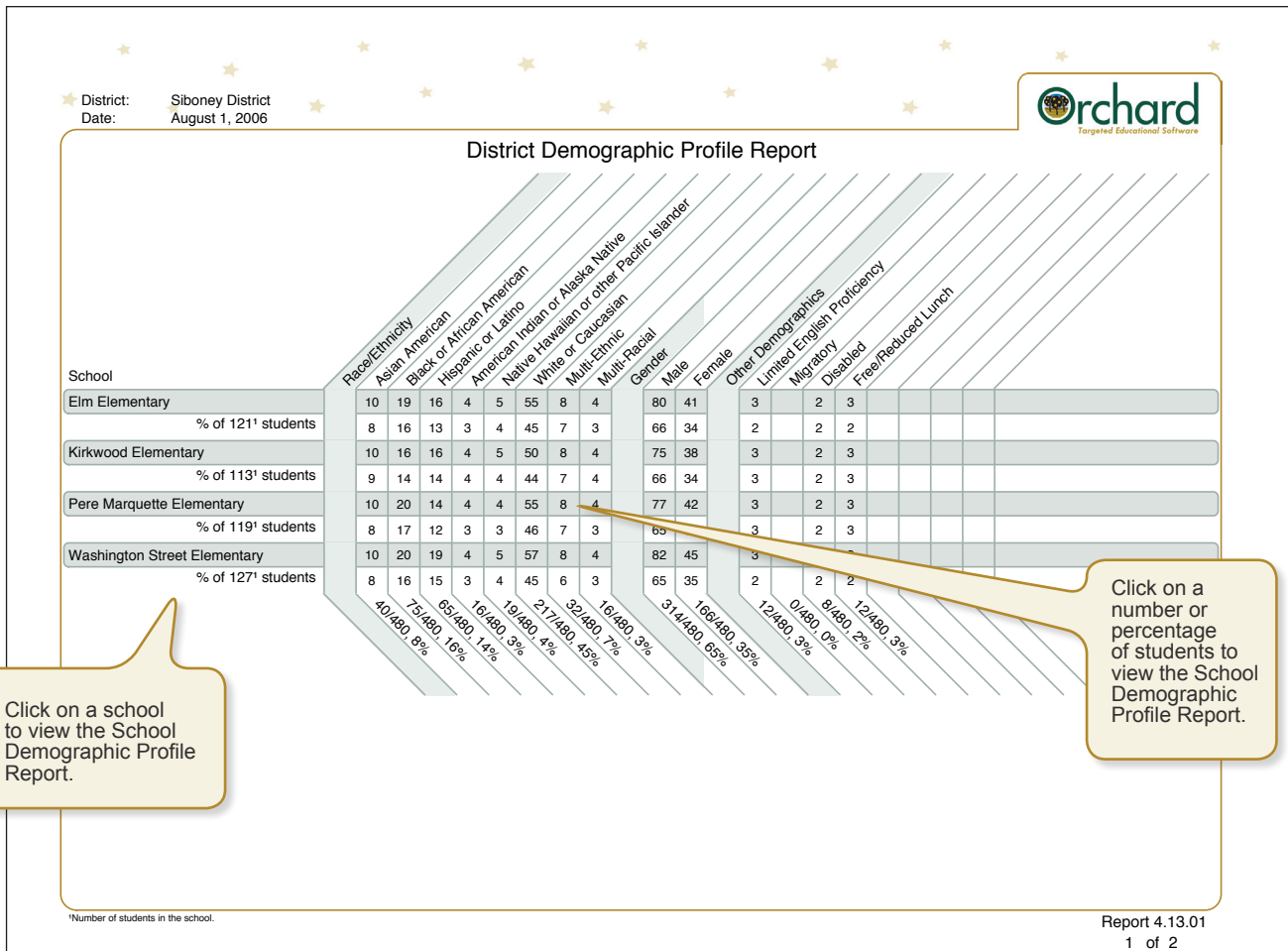
The cumulative time spent on Skill Trees, assessments, and/or third-party programs over a given time period is shown numerically and graphically.

The district average is indicated by the vertical line.

¹The Time-On-Task is in (h:m) format.


Report 4.16.01
1 of 1

The Demographic Profile Report displays a summary of the ethnic, socioeconomic, and ability / disability makeup for an individual student, class, or school; or for the student population of an entire district (broken down by school). Demographic data on the report can provide a foundation for understanding anomalies or trends in student performance and targeting interventions according to NCLB mandates for at-risk subgroups in one school or across a district. Orchard also provides a Demographic Profile Report for individual students.



Parental involvement is essential to student achievement. Orchard's Parent Report is specially designed to provide parents a sequential summary of their child's growth on Orchard assessments. A parent can review the dates on which a student took tests in math, language arts, or science and see how the student's scores demonstrate progressive improvement.

★ Student: Ellison, Richard
★ Class: Mrs. Zacharda
★ School: Washington Street Elementary
★ Date: July 3, 2007



Parent Report

To the Parent(s) or Guardian(s) of Richard Ellison:

Richard has been using Orchard to supplement and enhance classroom instruction. Before 7/3/07, Richard took 10 Orchard Assessment Tests:

Test	Date	Score
OFYS: Language Arts 3 - Test	2/2/05	22/38, 58%
OFYS: Math 3 - Test	2/2/05	23/31, 74%
OFYS: Language Arts 3 - Test	2/2/05	9/38, 24%
OFYS: Math 3 - Test	2/2/05	26/31, 84%
OFYS: Language Arts 3 - Test	3/3/05	21/38, 55%
OFYS: Math 3 - Test	3/3/05	22/31, 71%
OFYS: Language Arts 3 - Test	4/4/05	22/38, 58%
OFYS: Math 3 - Test	4/4/05	27/31, 87%
OFYS: Language Arts 3 - Test	5/4/05	33/38, 87%
OFYS: Math 3 - Test	5/4/05	28/31, 90%

During this time, Richard was assigned customized Orchard programs. Richard has recorded progress data through this period for a total of 1 hour and 14 minutes.

Regards,
Washington Street Elementary

Report 1.17.01
1 of 1

This report is formatted as a letter to the parent(s) of each student.

Lists the date on which each assessment was given.

The name of each assessment taken by the student is listed.

The process and the amount of time the student has spent working in Orchard Skill Trees is explained.

The student's raw score and percent correct for each assessment are displayed.

Reports Overview

The No Child Left Behind Act has made data-driven decision making a primary focus of policy and practice in education. Schools needing to demonstrate Adequate Yearly Progress (AYP) are under increasing pressure to monitor student performance on high-stakes tests and to provide instruction and interventions targeting improvement—all of which must rely on the careful collection and accurate analysis of student data.

Data management is also at the core of a continuous improvement model for any school. In a continuous improvement model, data from summative assessments (i.e., “high-stakes tests”) are combined with formative assessment, demographic, and perceptual data as well as information about school processes to create a picture both of what a school needs in order to improve and of how to respond to those needs.

Orchard Gold Star provides an array of reports designed specifically to assist teachers and administrators seeking to demonstrate AYP and assess their schools’ needs through the accurate measurement of student performance against state standards, curriculum, and objectives. The optional Orchard Gold Star District Application makes it possible to manage data and generate reports across an entire district. To examine samples of all the reporting options Orchard Gold Star has to offer, request the *Orchard Gold Star Reports Guide* from an authorized Orchard representative, or call 1-800-351-1404.

Student Reports

- Assignment Report
- Demographic Profile Report
- Growth & Targeted Instruction Report
- Instructional Progress Report
- Parent Report
- Portfolio Report
- Skill Tree Progress Report
- Skills Achievement Report
- Student’s Classes Report
- Targeted Instruction Report
- Test Results Report
- Time-On -Task Detail Report

Class Reports

- Assignment Report
- Demographic Profile Report
- Enrollment Report
- First & Last Standards Achieved Report
- First & Last Test Results Report
- Growth & Targeted Instruction Report
- Item Analysis Report
- Recent Standards Achieved by Standard Report
- Recent Standards Achieved by Student Report
- Recent Test Results Report
- Skill Tree Results Report
- Skill Tree Summary Report
- Subgroup to Class Comparison Report
- Targeted Instruction Report
- Test Results Report
- Test Results Summary Report
- Time-On-Task Report
- Time-On-Task Detail Report

School Reports

- Class List Report
- Demographic Profile Report
- Enrollment Report
- First & Last Standards Achieved Report
- First & Last Test Results Report
- Growth Report
- Item Analysis Report
- Recent Standards Achieved by Class Report
- Recent Standards Achieved by Standard Report
- Recent Test Results Report
- Subgroup to School Comparison Report
- Time-On-Task Report
- Time-On-Task Detail Report

District Reports

- Demographic Profile Report
- First & Last Standards Achieved Report
- First & Last Test Results Report
- Item Analysis Report
- Recent Standards Achieved by School Report
- Recent Test Results Report
- Time-On-Task Report

System Reports

- Assessment Skills Report

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