

# Pre-built Reports

DataDirector offers various types of reporting features, including **pre-built** and **custom** reports. These reports offer a snapshot of an entire school, a particular classroom, or an individual student, and can be shared with other educators.

1. To access **pre-built reports**, click on the “Reports” tab at the top of the page.



2. From there, simply scroll down. You will see a list of reports to choose from. Many of these are high-level reports, best for administrators.

**Pre-Built Reports**

Why do the numbers in my DataDirector reports not match the numbers provided by the state?

Title	Summary
<a href="#">Multi Year Comparison Report</a>	A longitudinal comparison of performance level data from multiple years. This report replaces the Multi Year CST Performance Summary and Band Percentages Report
<a href="#">CST Percent Proficient Trend Analysis <b>BETA</b></a>	Reports number and percentage of students proficient versus not proficient on a CST.
<a href="#">Exam Reports</a>	District, school, classroom, and student level item analysis and standard-based reports.
<a href="#">Multiple Assessment Listing</a>	Reporting tool enabling multiple assessment and demographic data to be viewed side by side.
<a href="#">CST Cluster Scores</a>	Comparative analysis of CST clusters.
<a href="#">CAHSEE Report</a>	CAHSEE summary report with the ability to display results by grade, program, gender, ethnicity, or language fluency.
<a href="#">CST Percent Proficient Report</a>	A statewide accountability system mandated by the No Child Left Behind Act of 2001 which requires each state to ensure that all schools and districts make Adequate Yearly Progress.
<a href="#">AMAO Report</a>	Set of reports that show AMAO 1 and AMAO 2 summary data and individual student CELDT results.
<a href="#">Band Percentages Report</a>	Multiple year comparison by percentage of students in each performance band.
<a href="#">Pivot Table Report</a>	Compare matched proficiency level results from any two CST, CELDT or locally administered tests (using a Test Series) by direct comparison (linear view) or by degrees of change (differential view).
<a href="#">API Estimation</a>	Reporting feature that estimates API at the district, school, or classroom level.
<a href="#">R30-LC</a>	Tabulates the number of English Learner (EL) and Fluent-English Proficient (FEP) students by primary language.
<a href="#">CST Scaled Scores</a>	Color-coded graph report of CST scaled scores, including performance level cut points and average scaled score.
<a href="#">Student Profile Report</a>	In-depth, academic and demographic profile of an individual student. It includes a robust, graphic PDF of state and local data, schedule information, transcript records and more.

3. Simply click on the report name to start the report generation process.

4. Follow the steps and input the parameters that DataDirector prompts you to, until DataDirector generates the final report.

*If you need further assistance with any of these reports, please contact the Knowledge Management department.*

# Pre-built Reports: Exam Reports

These exam reports are some of the most useful reports for teachers and come in four levels: district, school, class, and individual levels. To build these reports, do the following:

1. Pick an exam that has scores in it from the “Exams” tab. You should be on the exam’s home page. In this user guide, we’ll use the example of ALS Benchmark 2 at a Green Dot school from 2007-2008. This is what it should look like when you have selected it.

**B2 Algebra 1**  
Exam Given: Jan 12th, 2009  
Showing results for AY: 2008-2009 Term(s): S1 S2 Update

**Reports**

- District Exam Report
- School Exam Report
- Classroom Exam Report
- Classroom Exam Report (Response Matrix)
- Classroom Performance Summary Report
- Classroom Standards Performance Report **BETA**
- Student Exam Report (Complete)\*
- Student Exam Report (Abbreviated)\*
- Student Exam Responses\*
- Parent Letter\*
- Spanish Parent Letter\*
- Exam Student Feedback\*

\*These reports are not intended for exams with large result sets.

**Total Number of Students Tested : 132**

	Max	Min	Median	Mean
Scores:	24.00	2.00	11.00	11.28

**# of Students**

Score Range	# of Students
Less than 20% Correct	15
20-40% Correct	84
40-60% Correct	29
60-80% Correct	4

**Exam Summary**

Status	Edit	Description
✓		ID: 190 Title: B2 Algebra 1 Description:
✓		Exam Date: Jan 12th, 2009 Subject Area: Mathematics Grade Levels: 9, 10, 11, 12 Scope: ALS Benchmark
✓		Defined performance bands: Less than 20% Correct: 0 - 20% 20-40% Correct: 20.01 - 40% 40-60% Correct: 40.01 - 60%

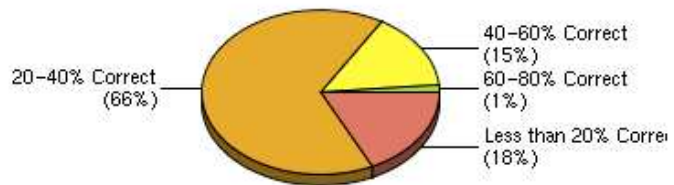
2. As seen above, this screen offers a look into district-, school-, classroom-, and individual-level performance on the selected exam. To access these, simply click the name of the report you’d like (e.g., “District Exam Report”); if you’d prefer the data as a PDF, click the PDF icon next to the report.

**Note:** We are only reviewing the most important reports and features in this guide.

The most popular and useful reports are the **school report** and the **classroom report**. These reports offer a snapshot of your students by period, by standard, and by performance, as seen in the sample graphic below.

Standard/Cluster	Period 1 26 Students	Period 2 27 Students	Period 4 28 Students	Period 5 30 Students	Period 6 29 Students	Average
All.2.0 (8,9,10,11,12)	24.36%	40.74%	29.76%	52.22%	39.08%	37.62%
All.5.0 (8,9,10,11,12)	32.05%	41.98%	34.52%	42.22%	33.33%	36.9%
All.6.0 (8,9,10,11,12)	16.67%	22.22%	7.14%	17.78%	14.94%	15.71%
All.8.0 (8,9,10,11,12)	26.92%	29.63%	22.14%	30.67%	22.07%	26.29%
All.10.0 (8,9,10,11,12)	25.38%	23.7%	27.14%	31.33%	31.72%	28%
All.9.0 (8,9,10,11,12)	26.15%	29.63%	27.14%	36%	28.28%	29.57%
Questions	25.48%	30.4%	24.85%	34.44%	28.02%	28.75%
Class Average	25.48%	30.4%	24.85%	34.44%	28.02%	28.75%

Performance Level	# Students	% Students
Above 80% Correct	0	0
60-80% Correct	2	1
40-60% Correct	21	15
20-40% Correct	92	66
Less than 20% Correct	25	18
Total	140	100%



For example, on this **school report** benchmark exam, we note that students had the most difficulty with standard 6.0, scoring below 20% in four out of five periods. This report allows us to see the information from a wider perspective.

If we dig down further to the **classroom report**, we can learn even more. In the graphic below, for instance, we see the performance of all students in the period 1 class by standard, including the number of questions per standard on the exam.

Standards/Clusters Tested				
Standard/Cluster	Description	# Items	% Points	Points / Possible Total
All.2.0 (8,9,10,11,12)	Students solve systems of linear equations and inequalities (in two or three variables) by substitution, with graphs, or with matrices.	3	24.36%	19 / 78
All.5.0 (8,9,10,11,12)	Students demonstrate knowledge of how real and complex numbers are related both arithmetically and graphically. In particular, they can plot complex numbers as points in the plane.	3	32.05%	25 / 78
All.6.0 (8,9,10,11,12)	Students add, subtract, multiply, and divide complex numbers.	3	16.67%	13 / 78
All.8.0 (8,9,10,11,12)	Students solve and graph quadratic equations by factoring, completing the square, or using the quadratic formula. Students apply these techniques in solving word problems. They also solve quadratic equations in the complex number system.	5	26.92%	35 / 130
All.10.0 (8,9,10,11,12)	Students graph quadratic functions and determine the maxima, minima, and zeros of the function.	5	25.38%	33 / 130
All.9.0 (8,9,10,11,12)	Students demonstrate and explain the effect that changing a coefficient has on the graph of quadratic functions; that is, students can determine how the graph of a parabola changes as a, b, and c vary in the equation $y = a(x - b)^2 + c$ .	5	26.15%	34 / 130
Questions		24	25.48%	159 / 624

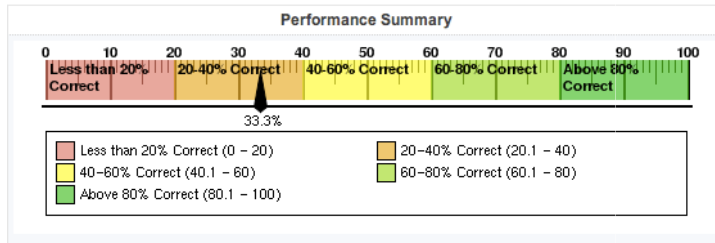
Or, if you'd like, you can view student responses by question.

Response Frequency											
Question	Point	Standard/Cluster	A	B	C	D	NR	Correct	Incorrect	Percent Correct	
Q1	1	All.2.0 (8,9,10,11,12), Questions	7	5	3	8*	3	8	18	30.77	
Q2	1	All.2.0 (8,9,10,11,12), Questions	3	5	9	6*	3	6	20	23.08	
Q3	1	All.2.0 (8,9,10,11,12), Questions	5*	7	4	7	3	5	21	19.23	
Q4	1	All.5.0 (8,9,10,11,12), Questions	12*	4	6	1	3	12	14	46.15	
Q5	1	All.5.0 (8,9,10,11,12), Questions	5	8	6	4*	3	4	22	15.38	
Q6	1	All.6.0 (8,9,10,11,12), Questions	5	4*	8	6	3	4	22	15.38	
Q7	1	All.5.0 (8,9,10,11,12), Questions	9*	5	5	4	3	9	17	34.62	
Q8	1	All.6.0 (8,9,10,11,12), Questions	4*	7	8	4	3	4	22	15.38	
Q9	1	All.6.0 (8,9,10,11,12), Questions	8	7	5*	3	3	5	21	19.23	
Q10	1	All.8.0 (8,9,10,11,12), Questions	6	6	4	7*	3	7	19	26.92	
Q11	1	All.8.0 (8,9,10,11,12), Questions	3	2	16*	2	3	16	10	61.54	
Q12	1	All.8.0 (8,9,10,11,12), Questions	9	8	3*	3	3	3	23		
Q13	1	All.8.0 (8,9,10,11,12), Questions	5*	10	4	4	3	5	21	19.23	
Q14	1	All.8.0 (8,9,10,11,12), Questions	8	4*	7	4	3	4	22	15.38	
Q15	1	All.10.0 (8,9,10,11,12), Questions	9	6	5	3*	3	3	23		

For example, students in period 1 performed well on question 11 (61%), but poorly on questions 10 and 12.

**Note:** Given that these questions assess the same standard, it might be worthwhile to re-visit the exam and hypothesize why there is such disparity.

For even more precise data, access a **student exam report**. This individual report offers a performance summary, a synopsis of the standards tested, and a record of the student's responses for each question.



Response Frequency						
Question	Point	Standard/Cluster	A	B	C	D
Q1	1	All.2.0 (8,9,10,11,12)				D*
Q2	1	All.2.0 (8,9,10,11,12)				D*
Q3	1	All.2.0 (8,9,10,11,12)	*	B		
Q4	1	All.5.0 (8,9,10,11,12)	*		C	
Q5	1	All.5.0 (8,9,10,11,12)	A			*
Q6	1	All.6.0 (8,9,10,11,12)		*	C	
Q7	1	All.5.0 (8,9,10,11,12)	*	B		
Q8	1	All.6.0 (8,9,10,11,12)	A*			
Q9	1	All.6.0 (8,9,10,11,12)			C*	
Q10	1	All.8.0 (8,9,10,11,12)		B		*
Q11	1	All.8.0 (8,9,10,11,12)		B	*	
Q12	1	All.8.0 (8,9,10,11,12)			C*	
Q13	1	All.8.0 (8,9,10,11,12)	A*			
Q14	1	All.8.0 (8,9,10,11,12)		*		D
Q15	1	All.10.0 (8,9,10,11,12)			C	*

Standards/Clusters Tested			
Standard/Cluster	Description	# Items	Points / Possible Total
All.2.0 (8,9,10,11,12)	Students solve systems of linear equations and inequalities (in two or three variables) by substitution, with graphs, or with matrices.	3	2 / 3
All.5.0 (8,9,10,11,12)	Students demonstrate knowledge of how real and complex numbers are related both arithmetically and graphically. In particular, they can plot complex numbers as points in the plane.	3	0 / 3
All.6.0 (8,9,10,11,12)	Students add, subtract, multiply, and divide complex numbers.	3	2 / 3
All.8.0 (8,9,10,11,12)	Students solve and graph quadratic equations by factoring, completing the square, or using the quadratic formula. Students apply these techniques in solving word problems. They also solve quadratic equations in the complex number system.	5	2 / 5
All.10.0 (8,9,10,11,12)	Students graph quadratic functions and determine the maxima, minima, and zeros of the function.	5	2 / 5
All.9.0 (8,9,10,11,12)	Students demonstrate and explain the effect that changing a coefficient has on the graph of quadratic functions; that is, students can determine how the graph of a parabola changes as a, b, and c vary in the equation $y = a(x - b)^2 + c$ .	5	0 / 5
Questions		24	8 / 24

These data and graphics are available as a PDF or as an Excel document. To download those, simply click the appropriate graphic, as noted below.

