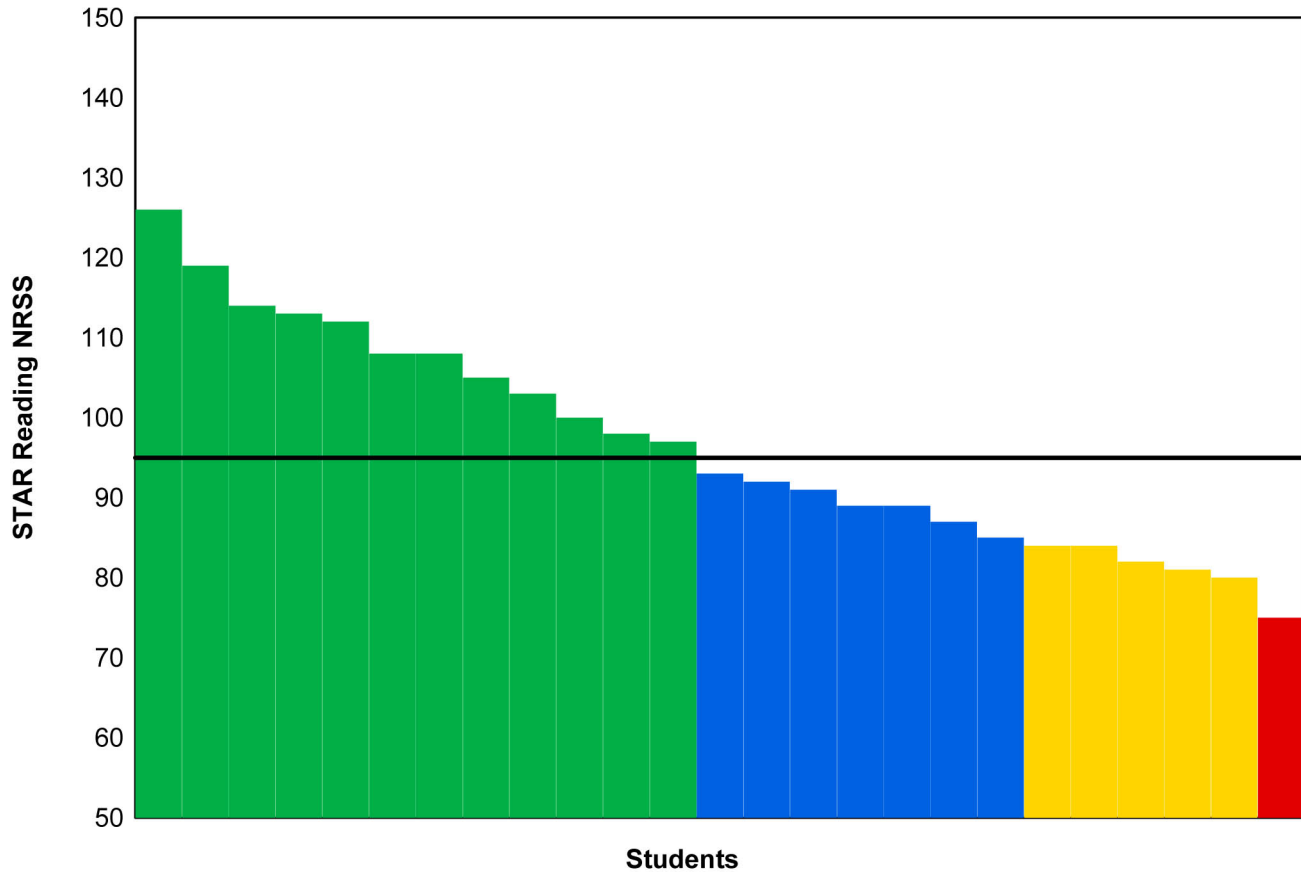


School: Renaissance Academy

Reporting Period: 1/9/2012 - 30/9/2012

Class: Y5AR

Teacher: Simmons, L



Categories / Levels	Benchmarks	Students	
		Number	Percentage
At/Above Benchmark			
■ At/Above Benchmark	At/Above 95 NRSS 40 PR	12	48 %
Category Total		12	48 %
Below Benchmark			
■ On Watch	Below 95 NRSS 40 PR	7	28 %
■ Intervention	Below 85 NRSS 16 PR	5	20 %
■ Urgent Intervention	Below 77 NRSS 6 PR	1	4 %
Category Total		13	52 %
Students Tested		25	

Key questions to ask based on this and other information: Are you satisfied with the number of students at the highest level of performance? Next, consider the level or score that indicates proficiency. Which students just above proficiency are you "worried about" and what support within or beyond core instruction is warranted? What support is needed for students just below? Do all students represented by your lowest level need urgent intervention?

School: Renaissance Academy

Reporting Period: 1/9/2012 - 30/9/2012

Class: Y5AR

Teacher: Simmons, L

Score Definitions - For more information see "Definitions" in STAR Reading Resources

NRSS: Normed Referenced Standardised Score

NCL- R: National Curriculum Level - Reading

RA: Reading Age

PR: Percentile Rank

PR Range: Percentile Rank Range

SS: Scaled Score

ZPD: Zone of Proximal Development

Est. ORF: Estimated Oral Reading Fluency for years 2-5 only

Urgent Intervention

Student	Test Date	NRSS	PR	PR Range	NCL-R	RA	SS	ZPD	Est. ORF
Bailes, Joshua	19/09/2012	75	5	1-7	-	-	150	1.7-2.7	52

Intervention

Student	Test Date	NRSS	PR	PR Range	NCL-R	RA	SS	ZPD	Est. ORF
Borg, Sapphire	19/09/2012	80	9	7-12	-	6:08	215	2.1-3.1	54
O'Neill, Gabriel	18/09/2012	81	10	9-12	2c	7:02	252	2.2-3.2	58
N'Cho, Orlane	18/09/2012	82	12	9-14	2c	7:05	270	2.2-3.2	65
Gough, Catherine	19/09/2012	84	14	12-19	2c	7:07	285	2.3-3.3	68
Drake, Connor	19/09/2012	84	14	12-16	2c	7:08	294	2.3-3.3	81

On Watch

Student	Test Date	NRSS	PR	PR Range	NCL-R	RA	SS	ZPD	Est. ORF
Lall, Rochelle	19/09/2012	85	16	13-19	2b	7:10	311	2.4-3.4	84
Rose, Saffron	20/09/2012	87	19	16-22	2b	8:00	324	2.4-3.4	76
Wardle, Shane	20/09/2012	89	24	19-30	2b	8:07	372	2.6-3.7	98
Samuels, Bethany	20/09/2012	89	24	19-32	2b	8:08	379	2.7-3.8	102
Brush, Fern	18/09/2012	91	30	24-35	2b	8:10	394	2.7-3.8	104
Shabir, Abby	18/09/2012	92	32	24-41	2b	8:09	385	2.7-3.8	102
Gibbs, Louise	18/09/2012	93	35	32-41	2b	8:10	399	2.8-3.9	106

At/Above Benchmark

Student	Test Date	NRSS	PR	PR Range	NCL-R	RA	SS	ZPD	Est. ORF
Shanahan, Declan	19/09/2012	97	47	41-50	3c	9:04	440	2.9-4.2	106
Whitmore, Jermaine	19/09/2012	98	50	47-53	3b	10:00	503	3.2-5.1	121
Dales, Henry	18/09/2012	100	56	53-58	3b	9:09	478	3.1-4.8	110
Nugent, Diana	19/09/2012	103	64	56-70	3b	10:01	512	3.3-5.2	137
Amin, Samina	18/09/2012	105	68	61-74	3b	10:10	573	3.6-5.6	142
Karakas, Anthony	19/09/2012	108	74	70-76	4c	11:04	600	3.8-5.8	175
White, Courtney	20/09/2012	108	76	74-78	4c	11:10	632	3.9-6.0	142
Mohame, Ali	19/09/2012	112	80	81-84	4c	12:10	697	4.2-6.4	153
Weldon, Alexandra	18/09/2012	113	83	81-86	4c	12:04	666	4.1-6.3	148
Ardington, Ethan	18/09/2012	114	84	80-87	5c	13:09	735	4.2-6.6	170
Jones, Terry	20/09/2012	119	90	88-92	5b	16:02	778	4.3-6.9	170
Esberk, Reece	20/09/2012	126	95	93-96	5a	17:00	866	4.5-7.9	170

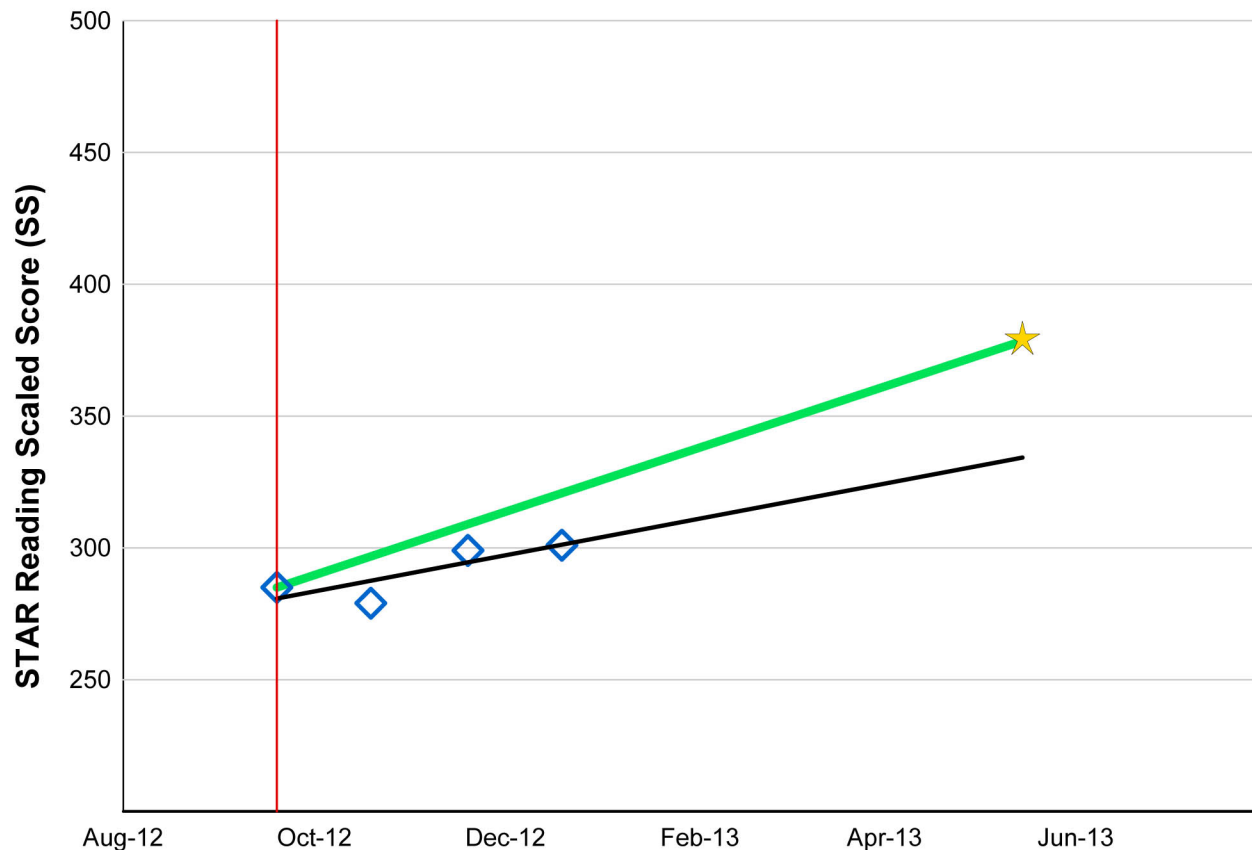
Gough, Catherine

Year: 5

Class: Y5AR

ID:.....

Teacher: Simmons, L


Test score

Trend line is statistically calculated after four or more tests to show the direction the scores are moving.

Target line represents the student's expected growth path toward the target.

Star represents the student's current target.

Intervention line identifies the start date of an intervention programme.

Catherine's Current Target

Target : 379 SS / 22 PR (Moderate)

Expected Growth Rate: 2.8 SS/Week

Target End Date: 15/5/2013

Actual Growth Rate: 1.6 SS/Week

Fluctuation of scores is typical with any test administered multiple times within a short period. Focus on the general direction emerging after multiple administrations of the test rather than on the ups and downs between individual scores. The student's trend line and growth rate appear on the report after taking four tests.

School: Renaissance Academy

Reporting Period: 1/8/2012-31/7/2013
(School Year)

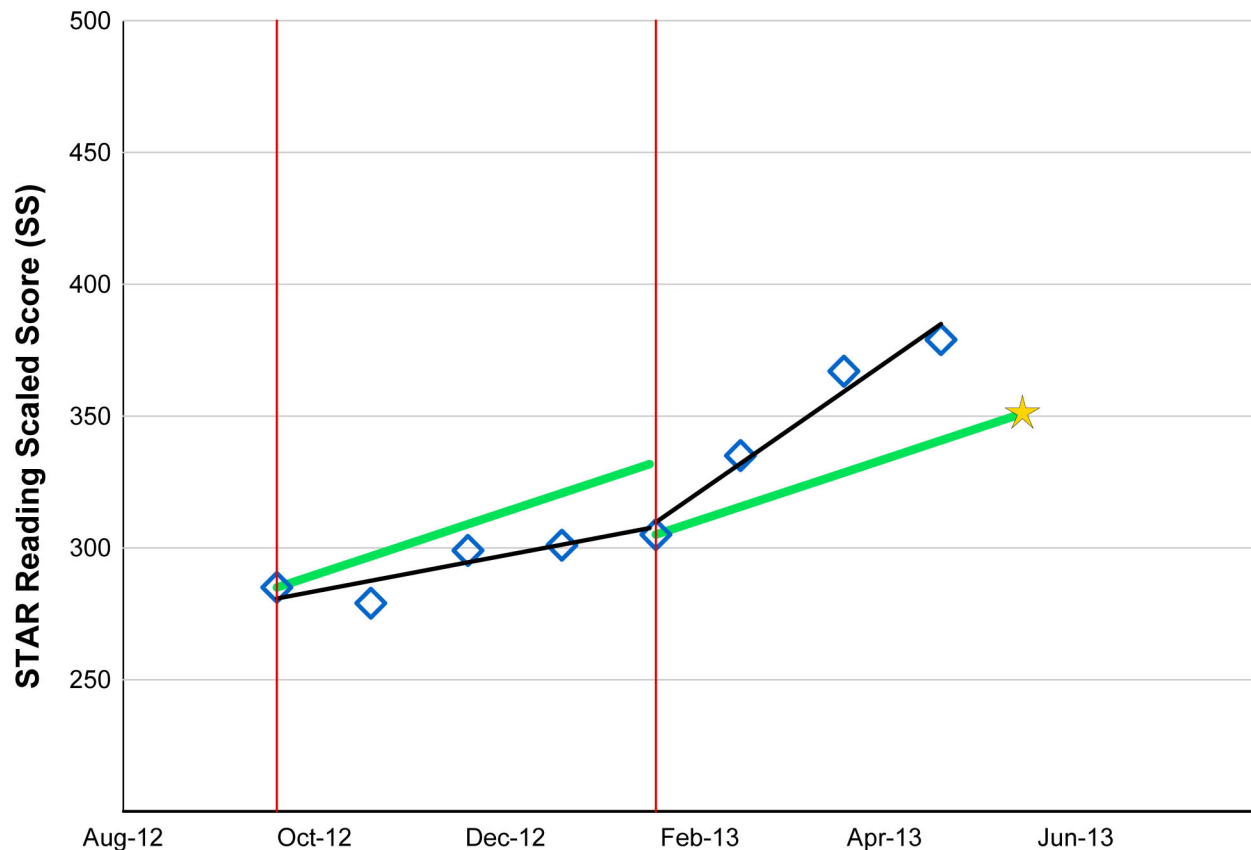
Gough, Catherine






Year: 5

Class: Y5AR

ID:.....

Teacher: Simmons, L



-  **Test score**
-  **Trend line** is statistically calculated after four or more tests to show the direction the scores are moving.
-  **Target line** represents the student's expected growth path toward the target.
-  **Star** represents the student's current target.
-  **Intervention line** identifies the start date of an intervention programme.

Catherine's Current Target

Target : 351 SS / 88 PR (Moderate)

Expected Growth Rate: 2.8 SS/Week

Target End Date: 15/5/2013

Actual Growth Rate: 5.8 SS/Week

Fluctuation of scores is typical with any test administered multiple times within a short period. Focus on the general direction emerging after multiple administrations of the test rather than on the ups and downs between individual scores. The student's trend line and growth rate appear on the report after taking four tests.

Friday, 19 April 2013 14:29:18

School: Renaissance Academy

Reporting Period: 1/8/2012-31/7/2013
(School Year)

Gough, Catherine

Year: 5

Class: Y5AR

ID:.....

Teacher: Simmons, L

Catherine's Current Target

Target : 351 SS / 88 PR (Moderate)

Expected Growth Rate: 2.8 SS/Week

Target End Date: 15/5/2013

Actual Growth Rate: 5.8 SS/Week

Catherine's Progress

Intervention: Reading Intervention

Begin Date: 19/9/2012

Test Date	BMK	NRSS	PR	PR Range	NCL-R	RA	SS	Growth Rate	ZPD	Est. ORF
19/09/2012 ^a	IN	84	14	12-16	2b	7:07	285	-	2.3-3.3	68
19/10/2012 ^a	IN	84	14	12-16	2b	7:06	279	-	2.2-3.2	64
19/11/2012	OW	85	16	13-19	2b	7:09	299	-	2.3-3.3	69
19/12/2012	OW	85	16	14-18	2b	7:09	301	1.6	2.3-3.3	69
18/01/2013	OW	85	16	14-18	2b	7:10	305	1.4	2.4-3.4	70

Intervention: Extra Reading Hour

Begin Date: 18/1/2013

Test Date	BMK	NRSS	PR	PR Range	NCL-R	RA	SS	Growth Rate	ZPD	Est. ORF
18/01/2013	OW	85	16	14-20	2b	7:10	305	-	2.4-3.4	70
14/02/2013	OW	86	17	15-19	2a	8:02	335	-	2.5-3.5	77
19/03/2013	OW	88	22	20-24	2a	8:06	367	-	2.6-3.7	85
19/04/2013	OW	88	22	19-25	2a	8:08	379	5.8	2.7-3.8	88

Score Definitions - For more information see "Definitions" in STAR Reading Resources

BMK: Benchmark categories UI Urgent Intervention IN Intervention OW On Watch AA At/Above Benchmark

NRSS: Normed Referenced Standardised Score

SS: Scaled Score

PR: Percentile Rank

ZPD: Zone of Proximal Development

PR Range: Percentile Rank Range

Growth Rate: Change in Scaled Scores per week. Appears after student takes four tests.

NCL-R: National Curriculum Level - Reading

Est. ORF: Estimated Oral Reading Fluency for years 2-5 only

RA: Reading Age

This student is enrolled in multiple STAR Reading classes.

^aThis student was given additional time to complete their test.

Report Options

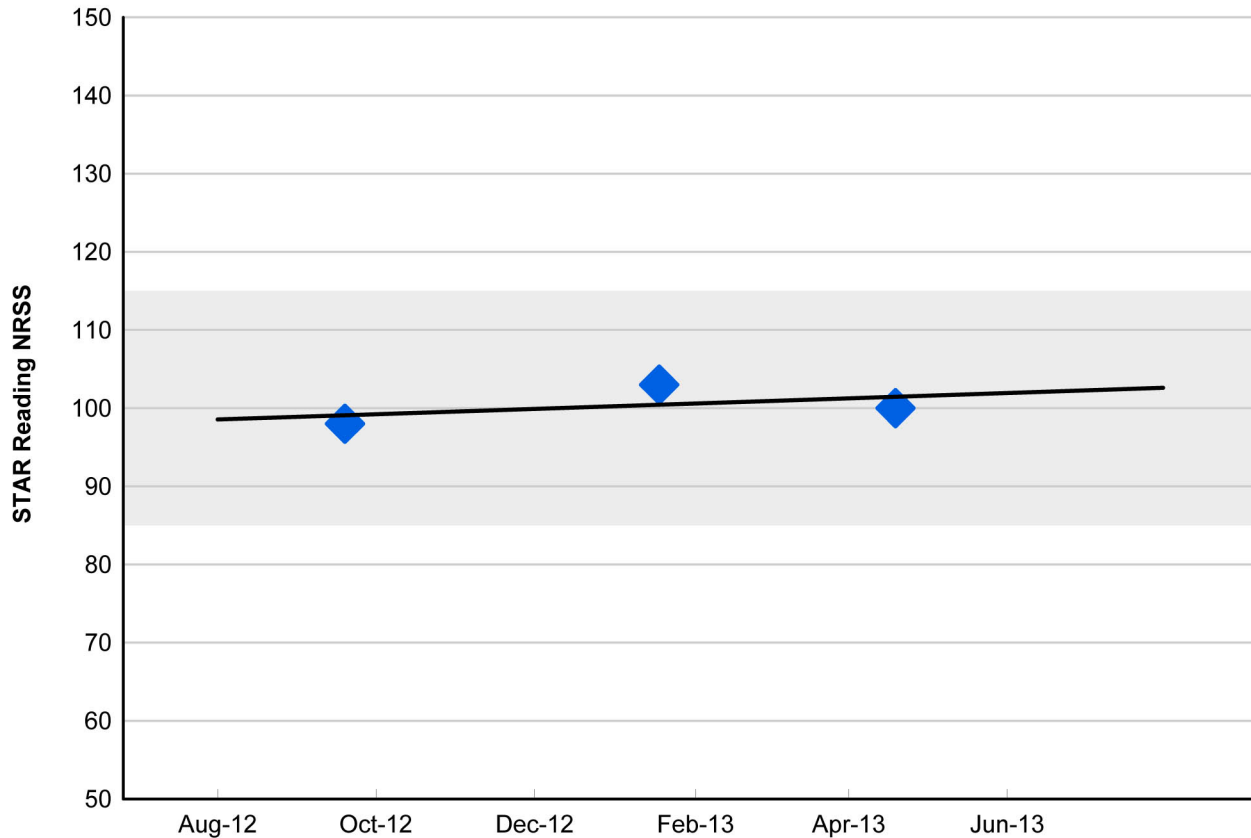
Reporting Parameter Group: Demographics [Default]




Group By: Class

Class: Y5AR

Year: 5

Teacher: Mrs Simmons, L



-  **NRSS**, an average score for this group of students at the median of their test dates
-  **Trend Line** is statistically calculated after three or more tests to show the direction the scores are moving.
-  **Typical scores**, 68% of students nationally will score within this grey band.

Score Definitions For more information, see "Definitions" in STAR Reading Resources

NRSS: Normed Referenced Standardised Score

RA: Reading Age

PR: Percentile Rank

SS: Scaled Score

PR Range: Percentile Rank Range

ZPD: Zone of Proximal Development

NCL- R: National Curriculum Level - Reading

Est. ORF: Estimated Oral Reading Fluency for years 2-5 only

Class Details

Median Test Date	NRSS	PR	PR Range	NCL-R	RA	SS	ZPD	Est. ORF
19/09/2012	98	50	41-50	3b	9:04	440	2.9-4.2	102
18/01/2013	103	65	56-65	3a	10:06	540	3.4-5.4	124
19/04/2013	100	56	53-56	3a	10:05	537	3.4-5.4	124