Administrative Reports provide a summarized view of how children are progressing in meeting development and learning objective goals. These reports may be used to help plan, to monitor progress, to meet reporting requirements, and to set program objectives.
Alignment Reporting:

Alignment reports enable administrators to review how groups of children meet important early learning standards such as the Head Start Child Development and Early Learning Framework or the School Readiness Report. Alignment reports may be generated at the child, classroom, site, and/or program levels. Reports show the actual or average score along with any change between checkpoint periods when the report includes multiple checkpoints.

Scores reflect the actual or average score for a group of children. Group scores also include the high and low scores as well as the average score for the group.

When multiple checkpoints are included reports calculate the change between checkpoint periods.

Graphs reflect the number of milestones achieved for a particular domain as a percentage of the total milestones correlated to that domain.
Analytic Reporting:
The Evaluation and Planning Report enables the user to decide how much information is included in the report and what format to use when displaying the data. The report can be generated at the Classroom, Site or Program levels and assessment results can be aggregated based on selected LAP-D 3rd edition Domains or Subscales or on selected domains from Head Start’s Child Development and Early Learning Framework. Users decide which sites, classrooms and domains are included in the report. After selecting the reporting format administrators can decide which children are included in the report.

Report variables include:
- Gender
- Language
- Ethnicity
- Disability
- Child date of birth
- Children with selected checkpoints only
- Family demographics
- Child User Defined Fields
- Family User Defined Fields
- Classroom User Defined Fields
- Teacher User Defined Fields

When generated the report is expressed in terms of numbers and graphical representation. Graphs are segmented by domains with separate entries for each entity (classroom or site) included in the report or as a single entry by domain when the program level is selected. Numerical information includes the number of entities included (children in classroom, classrooms in site, sites in program) the percentage and number breakdown of male and female children, and finally the high, low and average percentages for each checkpoint period.