

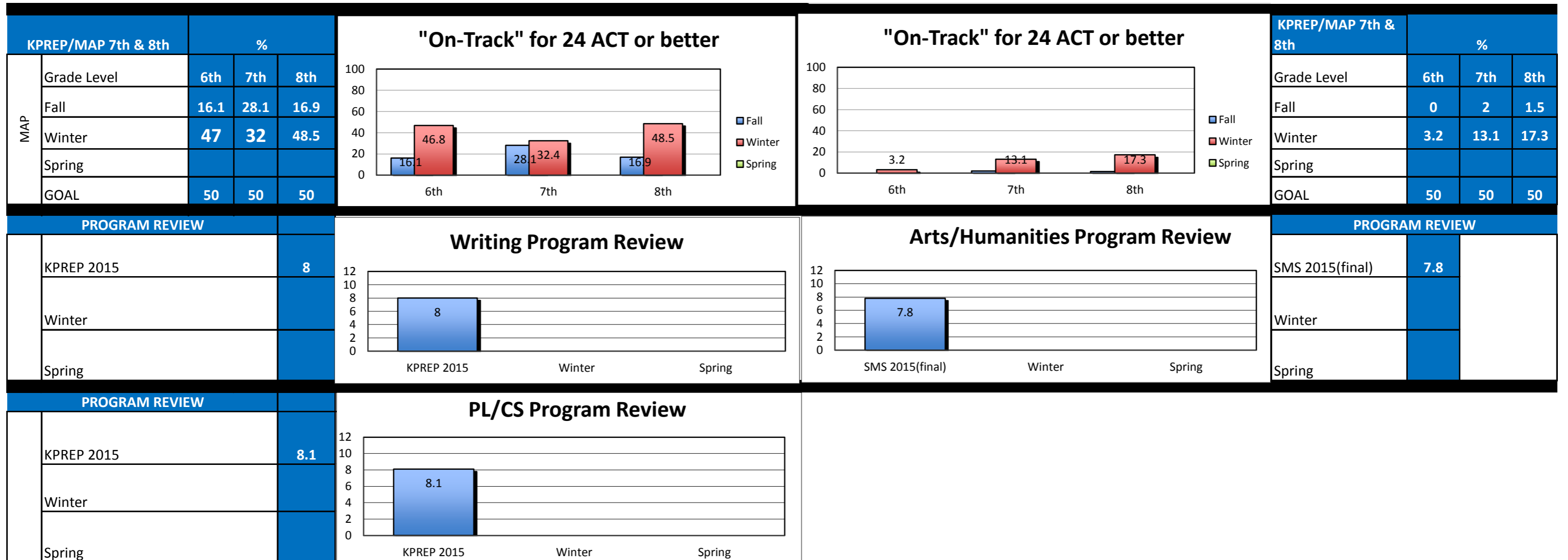
Sebastian Middle School Accountability Dashboard

Reading

Mathematics

KPREP/MAP 7th & 8th		INDEX	Achievement Index					Achievement Index					KPREP/MAP 7th & 8th	INDEX		
MAP	Spring 15												Spring 15		MAP	
	KPREP 2015	47.5											KPREP 2015	26	KPREP	
MAP	Fall												Fall		MAP	
	Winter												Winter			
	Spring												Spring			
GOAL		53.2											GOAL	31.46	GOAL	31.46
KPREP/MAP 7th & 8th		%	Gap - Proficient/Distinguished					Gap - Proficient/Distinguished					KPREP/MAP 7th & 8th	%		
MAP	KPREP 2015	39											KPREP 2015	16	KPREP	
	MAP	Fall												Fall		MAP
Winter													Winter			
Spring													Spring			
GOAL		47.19											GOAL	19.36	GOAL	19.36
KPREP/MAP 7th & 8th		%											% Novice			
MAP	KPREP 2015	26											KPREP 2015	27.5	KPREP	
	MAP	Fall												Fall		MAP
Winter													Winter			
Spring													Spring			
GOAL		18.2											GOAL	19.25	GOAL	19.25
KPREP/MAP 7th & 8th		%											At or Above Grade Level			
MAP	KPREP 2015	47.5											KPREP 2015	26	MAP	
	Fall												Fall			
	Winter												Winter			
	Spring												Spring			
	GOAL												100	GOAL		100

Sebastian Middle School Accountability Dashboard



Sebastian Middle School Accountability Dashboard

Sebastian Middle School Data Questions

1. The data tells us that 50% or more of our students are novice and apprentice in math and reading. Our greatest need is apprentice in math with 46%.

47.5% of students were proficient or distinguished in reading.
26% of students were novice in reading.

26% of students were proficient or distinguished in mathematics.
27.5% of students were novice in mathematics.

2. The data does not tell us why only 47.5% are scoring proficient/distinguished. It also doesn't tell us why only 26% were proficient/distinguished in mathematics. It also doesn't give us the breakdown of how close some of our students might be.

3. Causes for celebration: We have a greater percentage of students scoring proficient and distinguish than novice in reading.

4. Areas for improvement: We need to improve rigor in Tier 1 classrooms. We also need to increase the amount of targeted interventions in both reading and math.