



## OVERVIEW

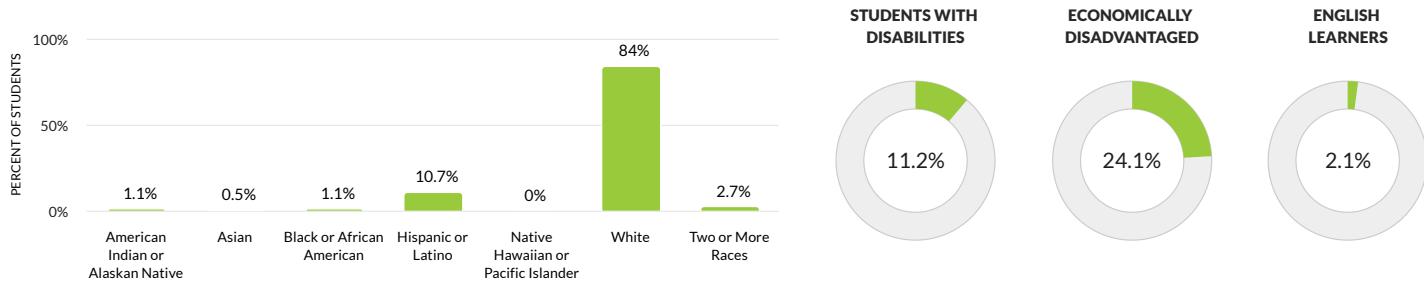
### School Details

Grades : 9-12  
Enrollment : 187  
Percent open enrollment : 23%

Sebastopol School District's guiding principle of "students first" ensures all students grow and develop into lifelong learners and responsible citizens. Sebastopol's school climate is the result of common core values that result in creating a culture of excellence. The school's staff, community, and parent support, fuel a common mission for "Pioneering the Next Generation."

*The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.*

### Student Groups



### Score Summary



Please use caution when interpreting scores and ratings. Multiple years of data are used throughout the report card, including updated 2023-24 assessments. For more information, see <https://dpi.wi.gov/accountability/resources>.

#### Overall Score

**63.1**

#### Meets Expectations



#### PRIORITY AREA WEIGHTS



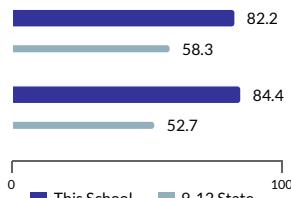
### Priority Area Scores

#### ACHIEVEMENT

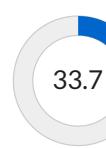


English Language Arts  
Mathematics

#### Subject Area Scores

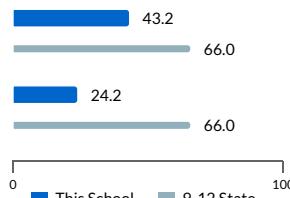


#### GROWTH



English Language Arts  
Mathematics

#### Subject Area Scores

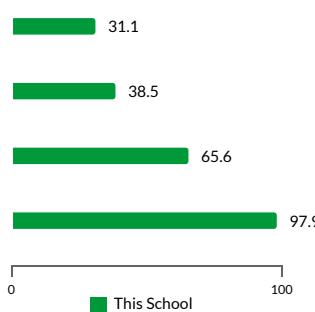


#### TARGET GROUP OUTCOMES



Achievement  
Growth  
Chronic Absenteeism  
Graduation

#### Group Scores

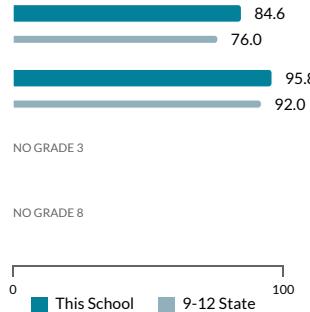


#### ON-TRACK TO GRADUATION



Chronic Absenteeism  
Graduation  
3rd Grade English Language Arts  
8th Grade Mathematics

#### Area Scores

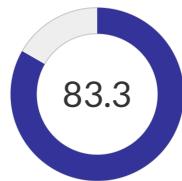




## ACHIEVEMENT

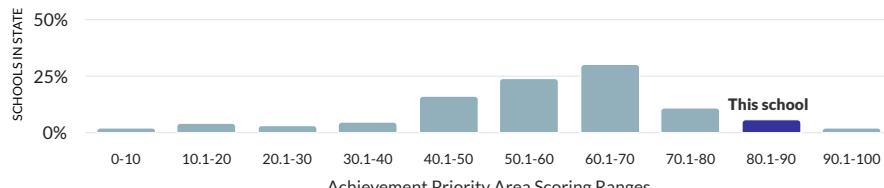
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component scores.

### Priority Area Score



**English Language Arts Score:** 82.2  
**Mathematics Score:** 84.4

■ This school's score was the same or higher than 95.7% of 9-12 schools in the state.



### Student Group Achievement, 2023-24 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed. Student group rates for 2023-24 cannot be compared to prior years.

#### ENGLISH LANGUAGE ARTS

American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(125)	85.6
Two or More Races	(<20)	
Economically Disadvantaged	(45)	64.4
English Learners	(<20)	
Students with Disabilities	(<20)	

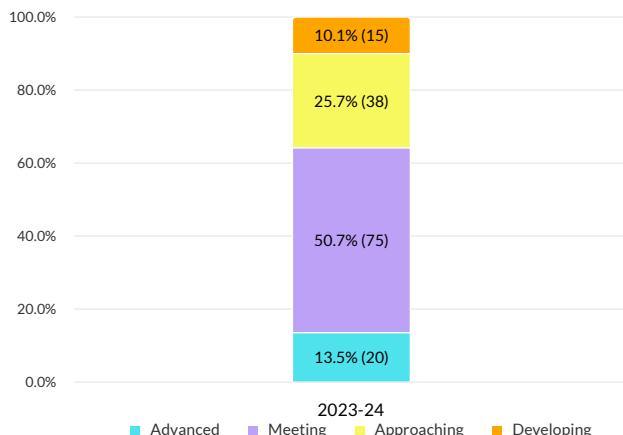
#### MATHEMATICS

American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(125)	90.4
Two or More Races	(<20)	
Economically Disadvantaged	(45)	64.4
English Learners	(<20)	
Students with Disabilities	(<20)	

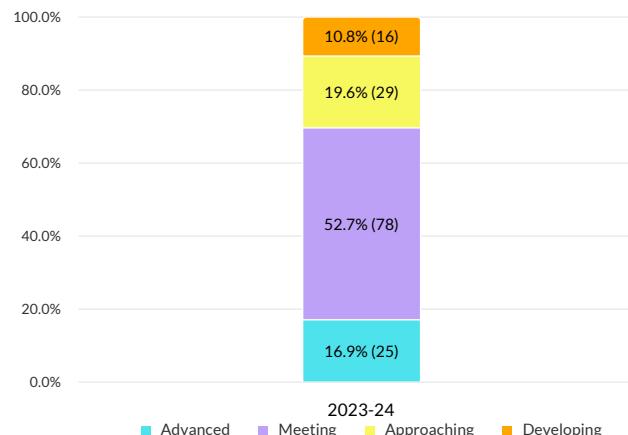
### Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level. Only one year of data is displayed, as assessments were updated for 2023-24. Performance level percentages for 2023-24 cannot be compared to prior years.

#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS





## ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

### Test Participation Rates, 2023-24

#### ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Economically Disadvantaged
98.7%	97.8%

#### MATHEMATICS

All students	Lowest-participating group: Economically Disadvantaged
98.7%	97.8%

### Student Group Performance Levels by Year

Student group data is shown for full academic year students in tested grades. Note that assessments, including performance level names, were updated for 2023-24. Performance level percentages for 2023-24 cannot be compared to prior years.

#### ENGLISH LANGUAGE ARTS

	2021-22				2022-23				2023-24				Developing		
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 9-12 State	183,644	7.6%	31.2%	32.5%	28.8%	186,633	9.4%	32.9%	34.6%	23.2%	187,662	10.6%	36.3%	33.2%	19.9%
All Students	123	20.3%	40.7%	26.8%	12.2%	123	16.3%	42.3%	30.9%	10.6%	148	13.5%	50.7%	25.7%	10.1%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	107	22.4%	43.9%	23.4%	10.3%	101	16.8%	44.6%	30.7%	7.9%	125	15.2%	49.6%	26.4%	8.8%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	33	3.0%	27.3%	39.4%	30.3%	29	6.9%	24.1%	48.3%	20.7%	45	0.0%	51.1%	26.7%	22.2%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

#### MATHEMATICS

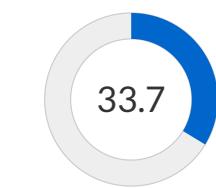
	2021-22				2022-23				2023-24				Developing		
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 9-12 State	183,966	10.9%	23.1%	26.4%	39.6%	187,104	9.4%	24.4%	30.8%	35.4%	188,160	10.8%	36.1%	29.3%	23.8%
All Students	123	34.1%	29.3%	17.1%	19.5%	123	28.5%	30.1%	23.6%	17.9%	148	16.9%	52.7%	19.6%	10.8%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	107	37.4%	29.9%	15.9%	16.8%	101	29.7%	30.7%	21.8%	17.8%	125	17.6%	54.4%	19.2%	8.8%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	33	18.2%	15.2%	21.2%	45.5%	29	10.3%	17.2%	41.4%	31.0%	45	2.2%	46.7%	28.9%	22.2%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*



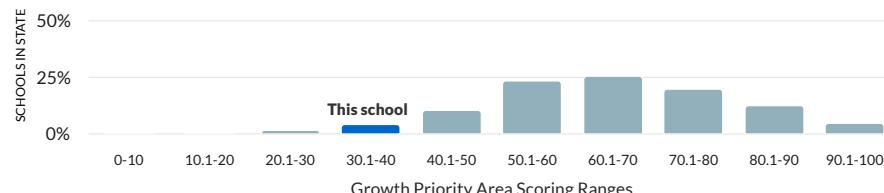
## GROWTH

This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. Growth is scored from 0 to 100 to match the other priority areas and is a conversion from the roughly 0 to 6 value-added score.

### Priority Area Score



■ This school's score was the same or higher than 2.6% of 9-12 schools in the state.



English Language Arts Score: 43.2

Mathematics Score: 24.2

### Student Group Value-Added (for information only)

Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. A score of 3.0 is average. Group size is shown in parentheses. Groups with fewer than 20 students do not have a score displayed. Shaded boxes indicate higher-than-average scores.

#### ENGLISH LANGUAGE ARTS

All Students	(141)	<span style="border: 1px solid blue; padding: 2px;">1.8</span>
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(121)	<span style="border: 1px solid blue; padding: 2px;">1.8</span>
Two or More Races	(<20)	
Economically Disadvantaged	(41)	<span style="border: 1px solid blue; padding: 2px;">1.8</span>
Not Economically Disadvantaged	(100)	<span style="border: 1px solid blue; padding: 2px;">1.9</span>
English Learners	(<20)	
English Proficient	(139)	<span style="border: 1px solid blue; padding: 2px;">1.8</span>
Students with Disabilities	(<20)	
Students without Disabilities	(125)	<span style="border: 1px solid blue; padding: 2px;">1.8</span>
Proficient Last Year	(79)	<span style="border: 1px solid blue; padding: 2px;">1.9</span>
Not Proficient Last Year	(62)	<span style="border: 1px solid blue; padding: 2px;">1.7</span>

#### MATHEMATICS

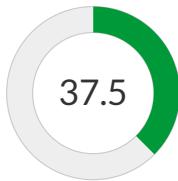
All Students	(143)	<span style="border: 1px solid blue; padding: 2px;">0.8</span>
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(122)	<span style="border: 1px solid blue; padding: 2px;">0.7</span>
Two or More Races	(<20)	
Economically Disadvantaged	(43)	<span style="border: 1px solid blue; padding: 2px;">0.9</span>
Not Economically Disadvantaged	(100)	<span style="border: 1px solid blue; padding: 2px;">0.8</span>
English Learners	(<20)	
English Proficient	(140)	<span style="border: 1px solid blue; padding: 2px;">0.8</span>
Students with Disabilities	(<20)	
Students without Disabilities	(127)	<span style="border: 1px solid blue; padding: 2px;">0.7</span>
Proficient Last Year	(92)	<span style="border: 1px solid blue; padding: 2px;">0.7</span>
Not Proficient Last Year	(51)	<span style="border: 1px solid blue; padding: 2px;">1.9</span>



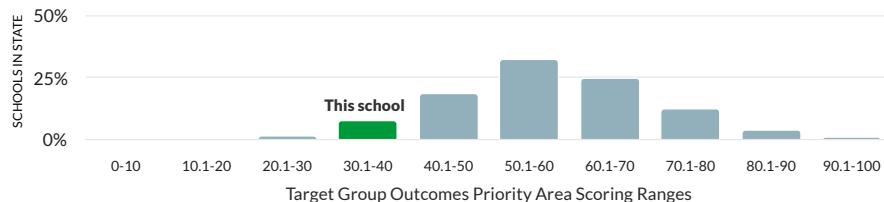
## TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the target group. It is designed to promote equity by helping schools focus on learners who need the most support while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

### Priority Area Score



■ This school's score was the same or higher than 6.9% of 9-12 schools in the state.

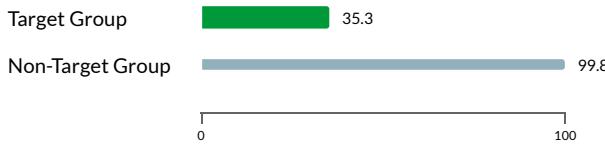


### Component Scores

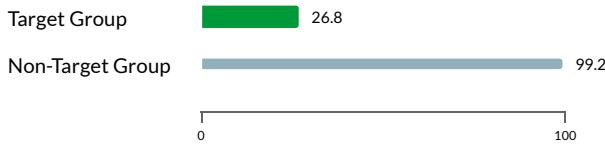
#### ACHIEVEMENT

Average points-based proficiency rates.

##### English Language Arts



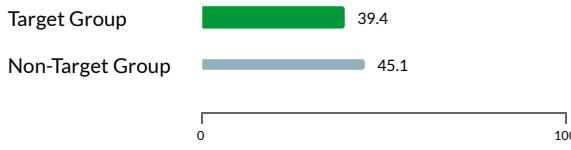
##### Mathematics



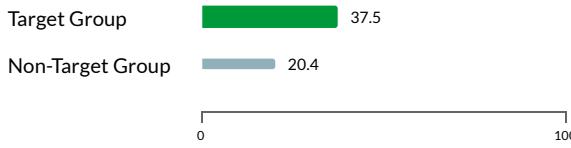
#### GROWTH

Value-added scores converted onto a 0-100 growth scale.

##### English Language Arts

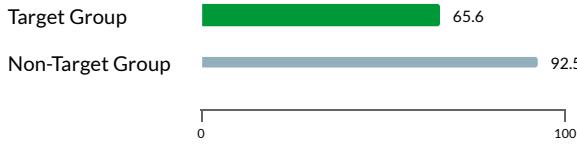


##### Mathematics



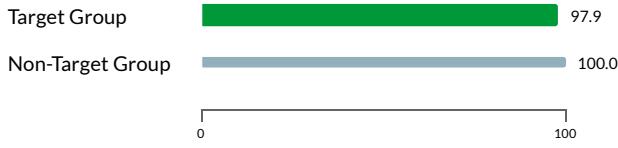
#### CHRONIC ABSENTEEISM

Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### GRADUATION

Average of 2022-23's 4- and 7-year cohort rates.

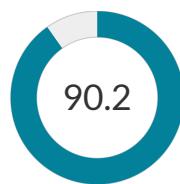




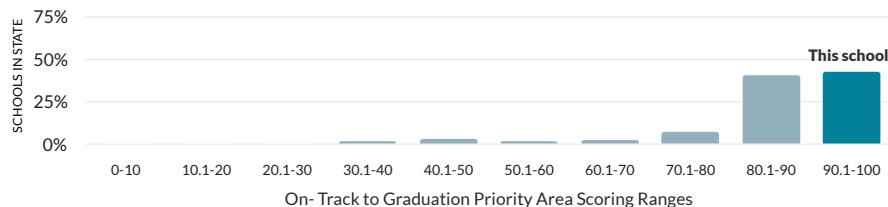
## ON-TRACK TO GRADUATION

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

### Priority Area Score



■ This school's score was the same or higher than 59.5% of 9-12 schools in the state.

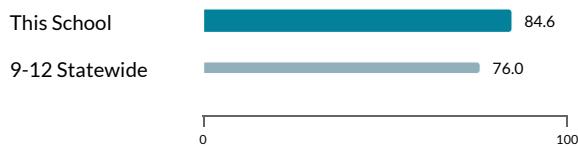


### Component Scores

#### CHRONIC ABSENTEEISM

Score: 84.6

Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### GRADUATION

Score: 95.8

Average of 2022-23's 4- and 7-year cohort rates.

This School

Score: 95.8

9-12 Statewide

Score: 92.0



#### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 3

#### 8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 8



## ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

This page provides additional detail about chronic absenteeism and graduation and is for information only.

### Student Group Chronic Absenteeism Rates, Single-Year

	2020-21		2021-22		2022-23	
	Students	Rate	Students	Rate	Students	Rate
All Students: 9-12 State	264,314	19.6%	266,745	26.7%	266,662	24.8%
All Students	174	16.1%	174	10.3%	171	19.3%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	20	20.0%	20	20.0%	23	30.4%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	148	14.9%	146	7.5%	140	17.1%
Two or More Races	<20	*	<20	*	<20	*
Economically Disadvantaged	46	37.0%	51	23.5%	46	41.3%
English Learners	<20	*	<20	*	<20	*
Students with Disabilities	<20	*	<20	*	<20	*

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2022-23. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

	Four-year cohort graduation rate			Seven-year cohort graduation rate		
	Students in cohort	Graduates	Rate	Students in cohort	Graduates	Rate
All Students: 9-12 State	68,110	61,585	90.4%	66,851	62,541	93.6%
All Students	47	45	95.7%	48	46	95.8%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	<20	*	*	<20	*	*
Hispanic or Latino	<20	*	*	<20	*	*
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	37	37	100.0%	45	44	97.8%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	<20	*	*	<20	*	*
English Learners	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	<20	*	*



## POSTSECONDARY PREPARATION, 2022-23

Section 115.385 (1)(d)1.-5., Wis. Stat., requires report cards to include data on pupil participation in various postsecondary preparation opportunities. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

### Participation by Type of Postsecondary Preparation

75 (43.9%) students met criteria for inclusion in at least one Postsecondary Prep Course total below.

ADVANCED COURSES		DUAL ENROLLMENT		INDUSTRY-RECOGNIZED CREDENTIALS		WORK-BASED LEARNING	
School	State	School	State	School	State	School	State
<b>18.7%</b>	<b>21.1%</b>	<b>39.2%</b>	<b>25.7%</b>	<b>2.3%</b>	<b>4.7%</b>	<b>8.2%</b>	<b>8.5%</b>
32 students successfully completed at least one Advanced Placement or International Baccalaureate course.		67 students successfully completed at least one dual enrollment course.		4 students earned at least one industry-recognized credential.		14 students participated in a work-based learning program.	

### Student Group Participation

This table compares the percentages of students in the school participating in different types of postsecondary preparation opportunities with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Advanced Courses		Dual Enrollment		Industry-Recognized Credentials		Work-Based Learning	
	School	State	School	State	School	State	School	State	School	State
All Students	171	266,777	18.7%	21.1%	39.2%	25.7%	2.3%	4.7%	8.2%	8.5%
American Indian or Alaskan Native	<20	2,718	*	7.0%	*	18.0%	*	1.7%	*	5.0%
Asian	<20	10,367	*	33.4%	*	26.6%	*	3.7%	*	5.6%
Black or African American	<20	24,969	*	13.7%	*	8.7%	*	1.3%	*	2.7%
Hispanic or Latino	23	37,682	13.0%	17.6%	39.1%	18.9%	4.3%	3.4%	13.0%	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	140	179,306	19.3%	22.5%	39.3%	29.9%	2.1%	5.7%	7.1%	10.4%
Two or More Races	<20	11,456	*	18.9%	*	21.0%	*	3.4%	*	5.8%
Economically Disadvantaged	46	104,283	13.0%	12.3%	43.5%	18.5%	4.3%	3.0%	6.5%	6.1%
English Learners	<20	19,116	*	13.9%	*	17.0%	*	2.5%	*	3.6%
Students with Disabilities	<20	33,777	*	4.4%	*	15.0%	*	2.3%	*	6.5%



## ARTS COURSE INFORMATION, 2022-23

Section 115.385 (1)(d)6., Wis. Stat., requires report cards to include data on the percentage of high school pupils participating in various kinds of arts courses. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

### Participation by Type of Arts Course

60 (35.1%) students successfully completed any Arts Course.

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
<b>19.3%</b>	<b>29.1%</b>	<b>0.0%</b>	<b>0.5%</b>	<b>18.1%</b>	<b>19.2%</b>	<b>0.0%</b>	<b>2.2%</b>
33 students successfully completed at least one art & design course.		No students successfully completed a dance course.		31 students successfully completed at least one music course.		No students successfully completed a theater course.	

### Student Group Participation

This table compares the percentages of students in the school completing different types of arts courses with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	School	State	School	State	School	State	School	State	School	State
All Students	171	266,777	19.3%	29.1%	0.0%	0.5%	18.1%	19.2%	0.0%	2.2%
American Indian or Alaskan Native	<20	2,718	*	33.1%	*	0.2%	*	15.0%	*	1.1%
Asian	<20	10,367	*	30.3%	*	0.4%	*	19.9%	*	1.6%
Black or African American	<20	24,969	*	28.5%	*	0.7%	*	11.7%	*	2.8%
Hispanic or Latino	23	37,682	30.4%	29.1%	0.0%	0.3%	8.7%	13.3%	0.0%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	140	179,306	18.6%	29.1%	0.0%	0.5%	20.0%	21.7%	0.0%	2.2%
Two or More Races	<20	11,456	*	28.8%	*	0.5%	*	17.8%	*	2.6%
Economically Disadvantaged	46	104,283	26.1%	29.9%	0.0%	0.4%	8.7%	15.4%	0.0%	2.1%
English Learners	<20	19,116	*	30.9%	*	0.4%	*	11.8%	*	1.6%
Students with Disabilities	<20	33,777	*	30.9%	*	0.5%	*	14.4%	*	2.4%

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