



Interim Performance Report

In March 2009, the Kentucky General Assembly passed Senate Bill 1 (SB1) that was subsequently signed into law by the Governor. SB1 calls for a significant overhaul of the state's assessment and accountability system. The new assessment system begins in the spring of 2012. The school years of 2008-2009, 2009-2010 and 2010-2011 are described in SB1 as an interim period. This three-year period allows Kentucky to develop the new assessment system and to carry on state and federal testing requirements.

The Interim Performance Report includes the Kentucky Core Content Test (KCCT) in Reading (grades 3-8 and 10), Mathematics (grades 3-8 and 11), Science (grades 4, 7 and 11), Social Studies (grades 5, 8 and 11) and Writing On-Demand (grades 5, 8 and 12). The KCCT is based on the Kentucky Core Content for Assessment (Version 4.1) and contains multiple choice and open response questions. The Writing On-Demand test uses writing prompts that require students to craft a piece of writing in a 60 minute period.

The KCCT is developed under the direction of content advisory committees of Kentucky educators who draft, review and select test questions. All test items are reviewed by a bias review committee to enhance the fairness of items for all Kentucky students.

The KCCT continues to fulfill the requirements of the federal statute known as the No Child Left Behind Act of 2001. A separate accountability report for No Child Left Behind (NCLB) is published by the Kentucky Department of Education.

The Interim Performance Report focuses entirely on the five state-required content areas and provides data for schools or districts. The data in this report is not used directly for state accountability; although, these results can fulfill the requirements of Senate Bill 168 from 2002 and may be used by schools or districts for their own local accountability needs.

Performance standards are based on descriptions of Novice, Apprentice, Proficient and Distinguished (NAPD) student performance levels specific to the content area and grade being assessed. The performance standards, in conjunction with Kentucky's Core Content for Assessment, should allow instruction to better focus on the content area to be taught and on how well students must demonstrate achievement in each content area.

Reporting Changes for 2009

Based on SB1, Kentucky will not be reporting state accountability and academic indices as in the past. The report does have several familiar pages with performance level (NAPD) trend, core content and disaggregation data per content area. Districts and schools will still see distributions of how students scored in the Novice (with sublevels), Apprentice (with sublevels), Proficient and Distinguished performance levels.

Confidentiality Changes

Due to federal regulations around the Family Education Rights and Privacy Act (FERPA), the numbers of students have been removed. Though there is a need to report as much data as possible, there is also a paramount need to maintain the confidential aspects of individual scores. When scores are reported in what is commonly called "small cells" where very few students may be categorized, there is the possibility of revealing individual scores when numbers are reported. Numbers are reported to each district in a confidential report that accompanies the public Interim Performance Report.

2008-2009

INTERIM PERFORMANCE REPORT

School: Paul Laurence Dunbar High School

District: Fayette County

Code: 165200

Grade: 09-12

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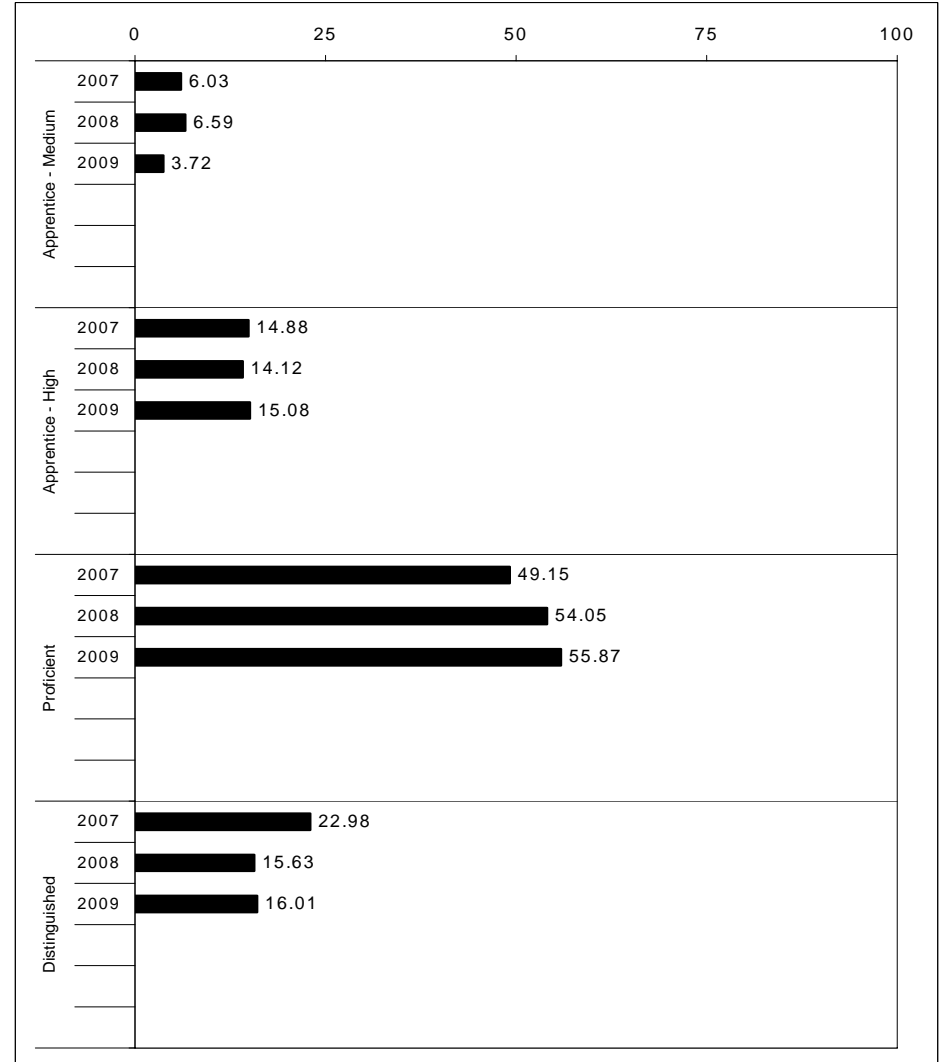
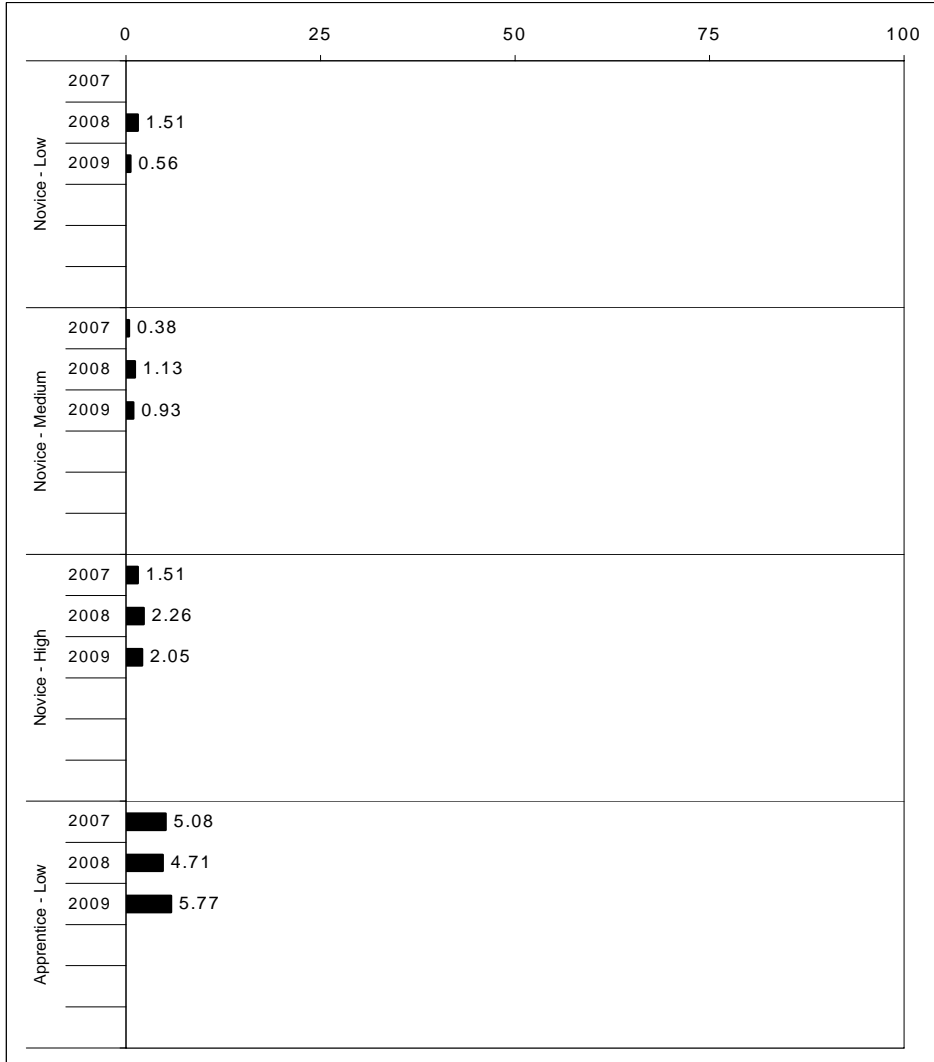
For more information, refer to the 2009 Interim Assessment Interpretative Guide on the Kentucky Department of Education Web site (www.education.ky.gov).





2008-2009
INTERIM PERFORMANCE REPORT
READING TREND DATA
Performance Level Percents

School: Paul Laurence Dunbar High School
 District: Fayette County
 Code: 165200
 Grade: HIGH



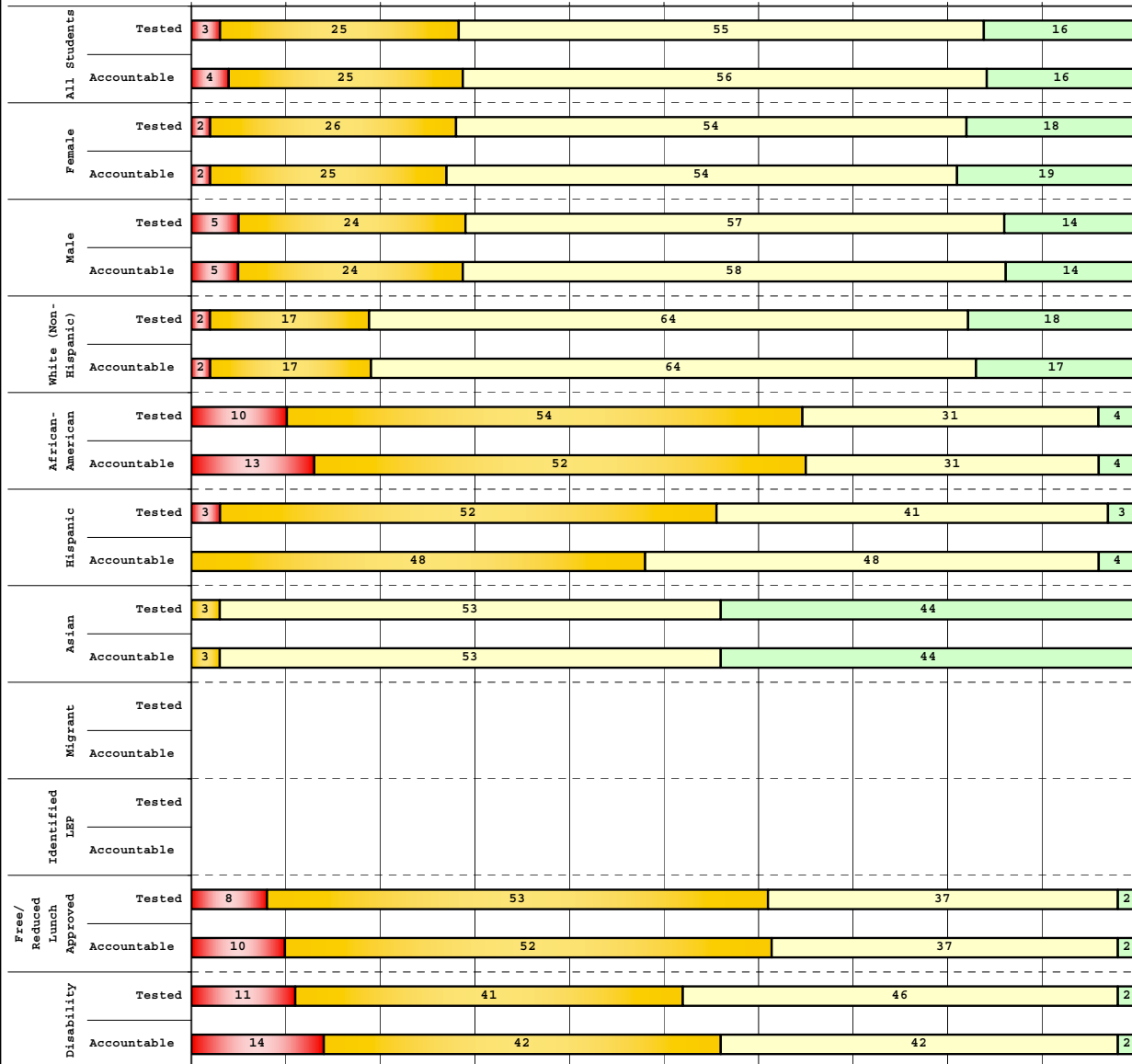
The horizontal bar represents the percent of students scoring at a performance level within a particular year. Percentages may not sum to 100% due to rounding.



**2008-2009
INTERIM PERFORMANCE REPORT
READING DISAGGREGATION
Performance Level Percents**

School: Paul Laurence Dunbar High School
District: Fayette County
Code: 165200
Grade: 10

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

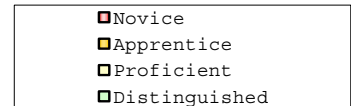


Tested Students

	N%	A%	P%	D%	P+D%
Total	3	25	55	16	71.64
Female	2	26	54	18	72.31
Male	5	24	57	14	71.02
White (Non-Hispanic)	2	17	64	18	81.34
African-American	10	54	31	4	35.24
Hispanic	3	52	41	3	44.83
Asian	0	3	53	44	97.06
Other	0	13	63	25	87.50
Title I					
Migrant					Unreportable*
Identified LEP					Unreportable*
Extended Sch Services					
Gifted/Talented	0	5	60	35	94.93
F/R Lunch Approved	8	53	37	2	39.09
Vocational/2 Credits	3	39	50	8	57.97
Disability	11	41	46	2	47.83
Alternate Assessment					

NCLB Accountable Students

	N%	A%	P%	D%	P+D%
Total	4	25	56	16	71.88
Female	2	25	54	19	72.66
Male	5	24	58	14	71.17
White (Non-Hispanic)	2	17	64	17	80.95
African-American	13	52	31	4	34.95
Hispanic	0	48	48	4	51.85
Asian	0	3	53	44	97.06
Other	0	13	63	25	87.50
Title I					
Migrant					Unreportable*
Identified LEP					Unreportable*
Extended Sch Services					
Gifted/Talented	0	5	60	35	94.93
F/R Lunch Approved	10	52	37	2	38.60
Vocational/2 Credits	3	39	50	8	57.97
Disability	14	42	42	2	44.00
Alternate Assessment					



Percentage may not sum to 100% due to rounding. 'Unreportable*' indicates subpopulations with fewer than 10 students or subpopulations where all students score at the same performance level.



2008-2009
INTERIM PERFORMANCE REPORT
READING CORE CONTENT

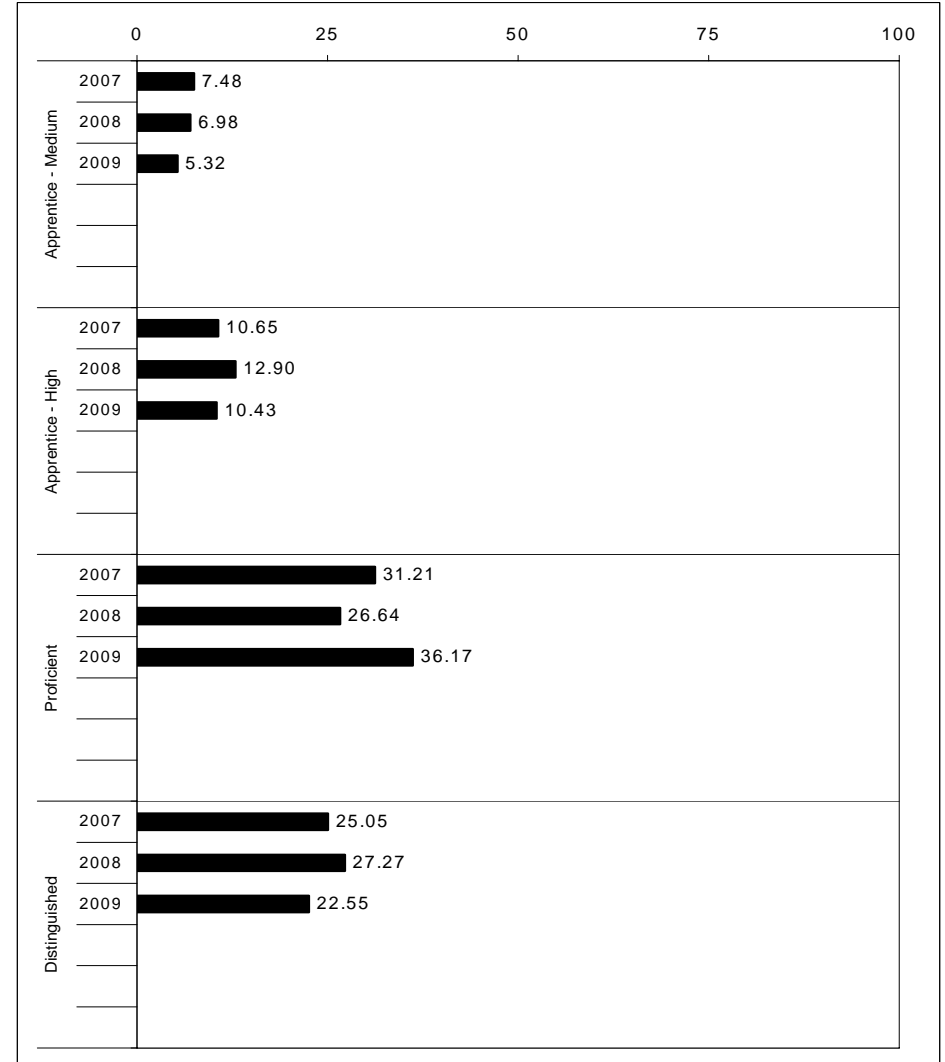
School: Paul Laurence Dunbar High School
 District: Fayette County
 Code: 165200
 Grade: 10

	No. Items	No. Observations	SCHOOL								Std. Err.	No. Observations	STATE								School -State Mean
			B	0	1	2	3	4	Mean	B			0	1	2	3	4	Mean			
OPEN RESPONSE																					
2.0.x - Developing Understanding	2	622	0	2	9	47	29	12	2.4	0.0	56,492	0	1	13	48	28	10	2.3	0.1		
3.0.x - Interpreting Text	4	806	1	2	9	44	31	13	2.4	0.0	72,472	1	3	13	44	29	11	2.3	0.1		
5.0.x - Critical Stance	2	177	2	2	12	42	32	10	2.3	0.1	16,533	1	6	17	43	25	9	2.1	0.2		
MULTIPLE CHOICE																					
1.0.x - Forming a Foundation	21	2,764	86	14	1				0.86	0.01	249,926	79	21	0				0.79	0.07		
2.0.x - Developing Understanding	78	9,655	81	19	0				0.81	0.00	875,285	75	25	0				0.75	0.06		
3.0.x - Interpreting Text	18	2,038	81	19	0				0.81	0.01	184,813	74	26	0				0.74	0.07		
5.0.x - Critical Stance	28	4,265	78	22	0				0.78	0.01	387,431	71	29	0				0.71	0.07		



2008-2009
INTERIM PERFORMANCE REPORT
MATHEMATICS TREND DATA
Performance Level Percents

School: Paul Laurence Dunbar High School
 District: Fayette County
 Code: 165200
 Grade: HIGH



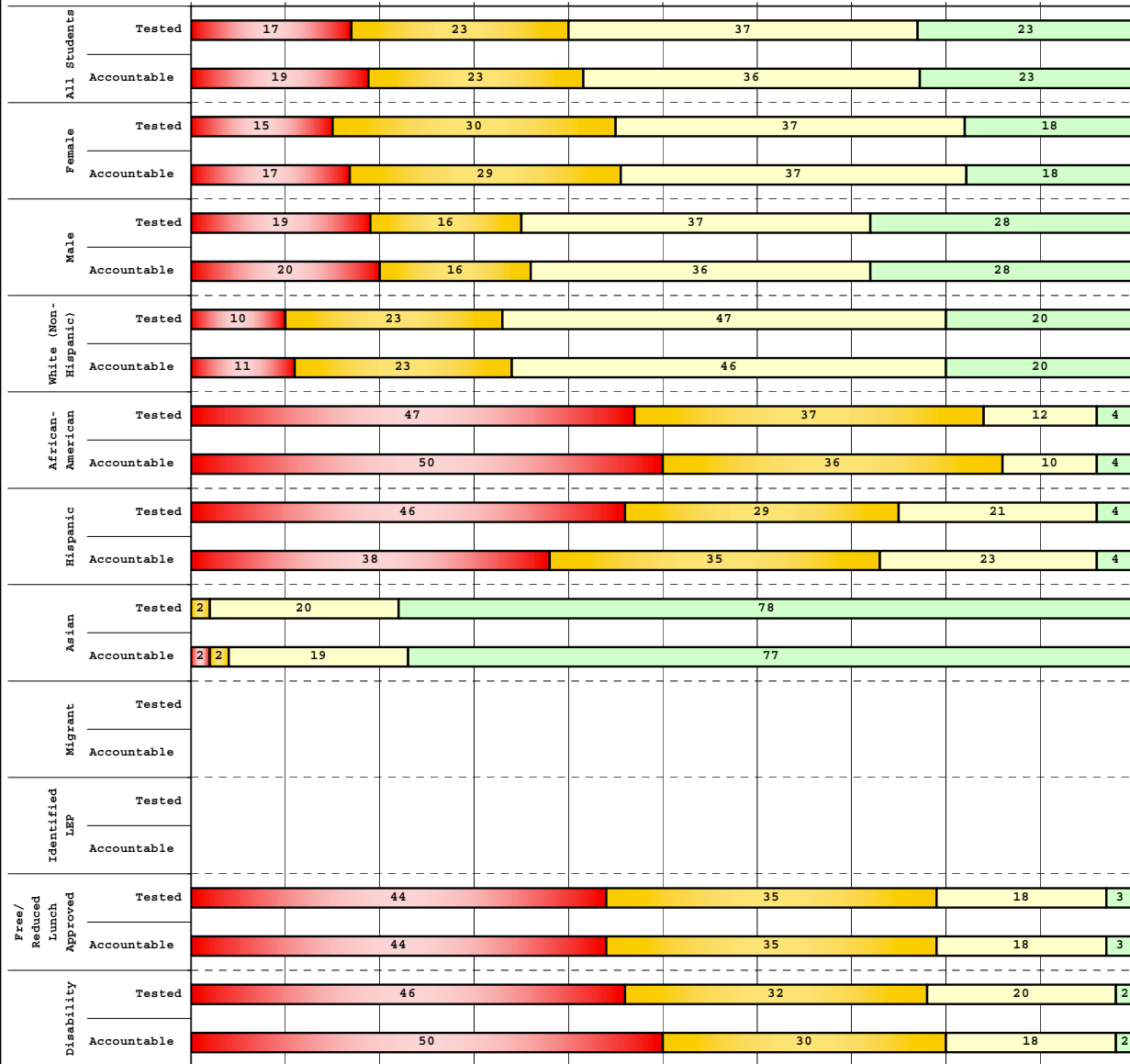
The horizontal bar represents the percent of students scoring at a performance level within a particular year. Percentages may not sum to 100% due to rounding.



**2008-2009
INTERIM PERFORMANCE REPORT
MATHEMATICS DISAGGREGATION
Performance Level Percents**

School: Paul Laurence Dunbar High School
 District: Fayette County
 Code: 165200
 Grade: 11

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%



Tested Students

	N%	A%	P%	D%	P+D%
Total	17	23	37	23	59.87
Female	15	30	37	18	54.81
Male	19	16	37	28	65.32
White (Non-Hispanic)	10	23	47	20	67.11
African-American	47	37	12	4	16.18
Hispanic	46	29	21	4	25.00
Asian	0	2	20	78	97.83
Other	27	13	33	27	60.00
Title I					
Migrant					Unreportable*
Identified LEP					Unreportable*
Extended Sch Services					
Gifted/Talented	4	6	39	50	89.74
F/R Lunch Approved	44	35	18	3	21.35
Vocational/2 Credits	19	28	42	10	52.41
Disability	46	32	20	2	21.95
Alternate Assessment					Unreportable*
NCLB Accountable Students					
Total	19	23	36	23	58.72
Female	17	29	37	18	54.32
Male	20	16	36	28	63.44
White (Non-Hispanic)	11	23	46	20	66.24
African-American	50	36	10	4	14.29
Hispanic	38	35	23	4	26.92
Asian	2	2	19	77	95.74
Other	38	13	25	25	50.00
Title I					
Migrant					Unreportable*
Identified LEP					Unreportable*
Extended Sch Services					
Gifted/Talented	4	6	39	50	89.74
F/R Lunch Approved	44	35	18	3	21.28
Vocational/2 Credits	20	28	42	10	52.05
Disability	50	30	18	2	20.45
Alternate Assessment					Unreportable*

■	Novice
■	Apprentice
■	Proficient
■	Distinguished

Percentage may not sum to 100% due to rounding. 'Unreportable*' indicates subpopulations with fewer than 10 students or subpopulations where all students score at the same performance level.



2008-2009
INTERIM PERFORMANCE REPORT
MATHEMATICS CORE CONTENT

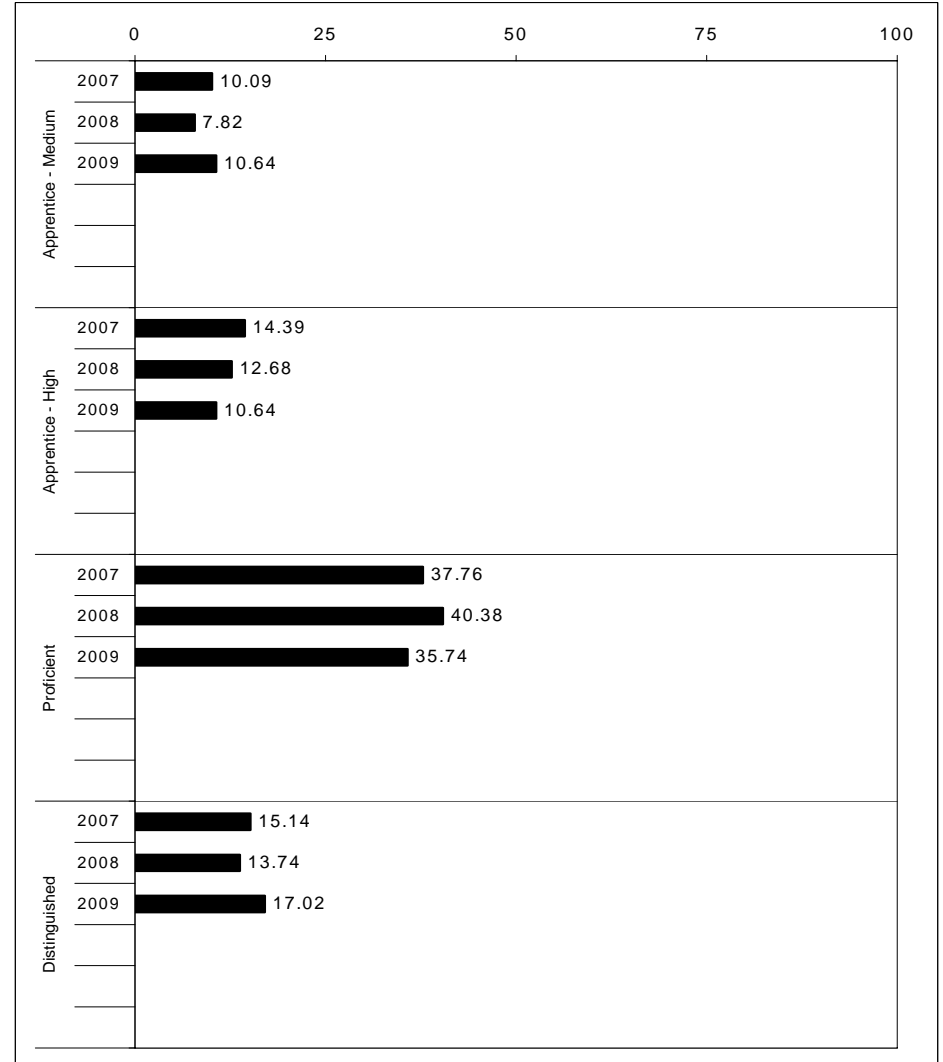
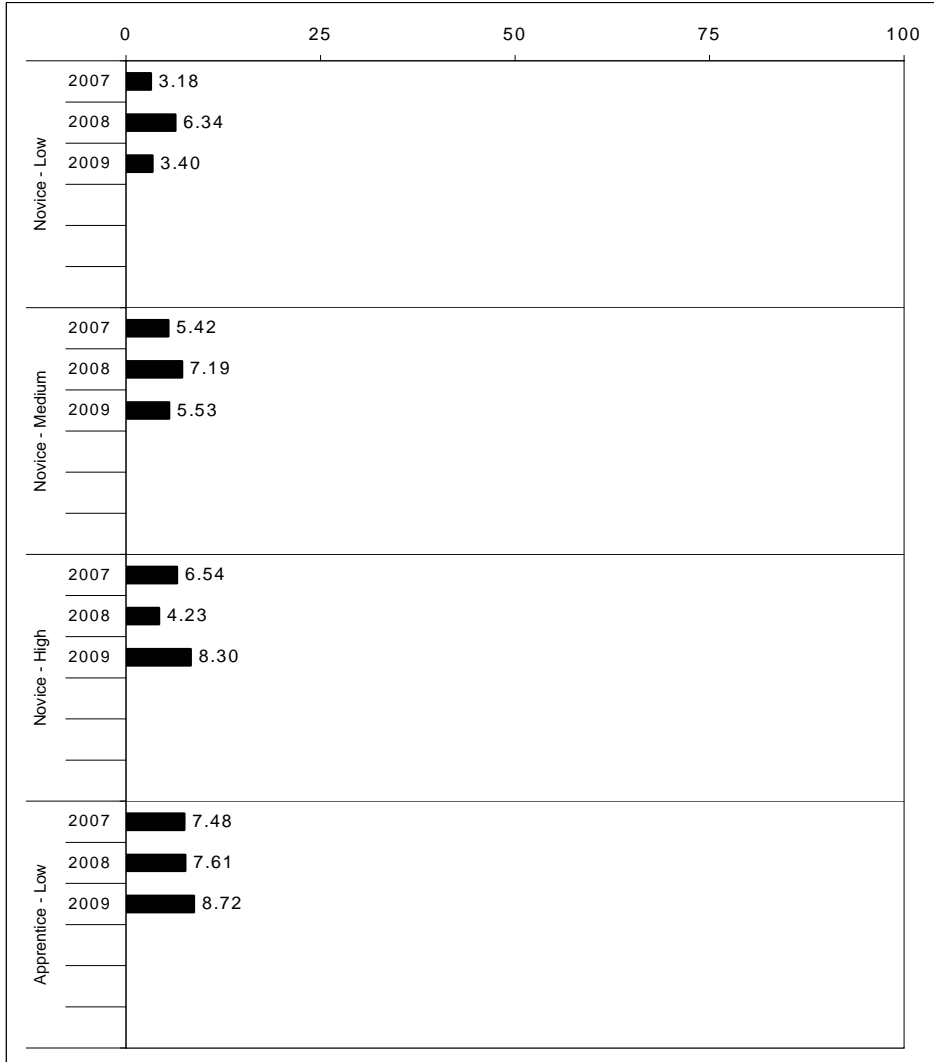
School: Paul Laurence Dunbar High School
 District: Fayette County
 Code: 165200
 Grade: 11

	No. Items	No. Observations	SCHOOL								Std. Err.	No. Observations	STATE								School -State Mean
			B	0	1	2	3	4	Mean	B			0	1	2	3	4	Mean			
OPEN RESPONSE																					
1.x.x - Number Prop Oper	3	616	2	25	38	18	8	10	1.4	0.0	58,157	1	35	40	14	5	4	1.0	0.4		
2.x.x - Measurement	1	79	9	35	8	19	8	22	1.5	0.2	7,732	2	41	8	27	11	10	1.4	0.1		
3.x.x - Geometry	2	156	1	28	33	12	12	14	1.5	0.1	14,423	1	32	41	12	8	6	1.1	0.4		
4.x.x - Data Analysis & Probabilit	1	461	1	5	52	19	14	9	1.7	0.0	43,744	1	11	58	16	11	4	1.4	0.3		
5.x.x - Algebraic Thinking	4	1,076	2	18	26	23	10	21	1.9	0.0	101,871	1	26	31	22	9	11	1.5	0.4		
MULTIPLE CHOICE																					
1.x.x - Number Prop Oper	15	3,070	Correct	Incorrect	Omit/Mult				0.76	0.01	291,257	Correct	Incorrect	Omit/Mult				0.65	0.11		
2.x.x - Measurement	8	1,763	76	24	0				0.55	0.01	168,327	65	35	0				0.47	0.08		
3.x.x - Geometry	13	2,924	55	45	0				0.61	0.01	276,322	47	52	0				0.54	0.07		
4.x.x - Data Analysis & Probabilit	11	1,996	61	39	0				0.69	0.01	189,924	54	46	0				0.58	0.11		
5.x.x - Algebraic Thinking	28	5,229	69	31	0				0.65	0.01	496,648	58	42	0				0.53	0.12		



2008-2009
INTERIM PERFORMANCE REPORT
SCIENCE TREND DATA
Performance Level Percents

School: Paul Laurence Dunbar High School
 District: Fayette County
 Code: 165200
 Grade: 11

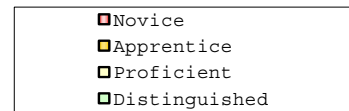
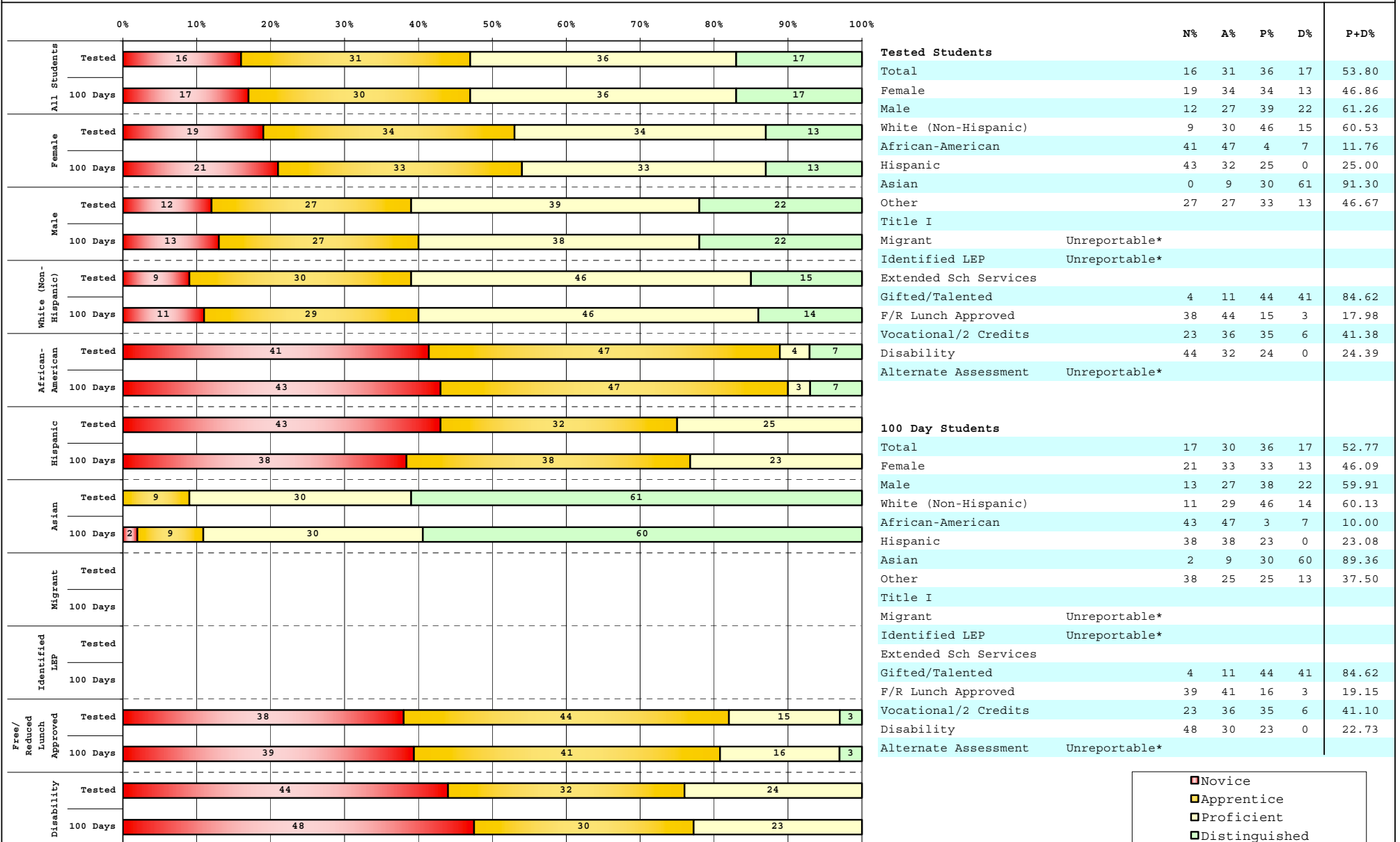


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**2008-2009
INTERIM PERFORMANCE REPORT
SCIENCE DISAGGREGATION
Performance Level Percents**

School: Paul Laurence Dunbar High School
 District: Fayette County
 Code: 165200
 Grade: 11



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2008-2009
INTERIM PERFORMANCE REPORT
SCIENCE CORE CONTENT

School: Paul Laurence Dunbar High School
 District: Fayette County
 Code: 165200
 Grade: 11

	No. Items	No. Observations	SCHOOL								Std. Err.	No. Observations	STATE								School -State Mean
			B	0	1	2	3	4	Mean	B			0	1	2	3	4	Mean			
OPEN RESPONSE																					
1.x.x - Physical Science	2	145	2	9	32	32	13	12	1.8	0.1	14,423	1	16	32	31	12	8	1.6	0.2		
2.x.x - Earth Space Science	2	538	1	11	17	35	28	9	2.0	0.0	50,954	1	14	20	32	26	8	1.9	0.1		
3.x.x - Biological Science	3	621	2	26	30	22	13	8	1.4	0.0	58,124	2	38	31	18	7	3	1.0	0.4		
4.x.x - Unifying Concepts	3	617	2	6	52	24	12	3	1.5	0.0	58,685	1	11	52	23	10	3	1.4	0.1		
MULTIPLE CHOICE																					
1.x.x - Physical Science	14	3,002	66	33	0				0.66	0.01	284,043	57	42	0				0.57	0.09		
2.x.x - Earth Space Science	14	2,991	61	38	1				0.61	0.01	284,629	56	43	0				0.56	0.05		
3.x.x - Biological Science	18	3,688	55	44	1				0.55	0.01	349,952	46	53	0				0.46	0.09		
4.x.x - Unifying Concepts	26	5,071	61	39	1				0.60	0.01	481,184	53	47	0				0.53	0.07		



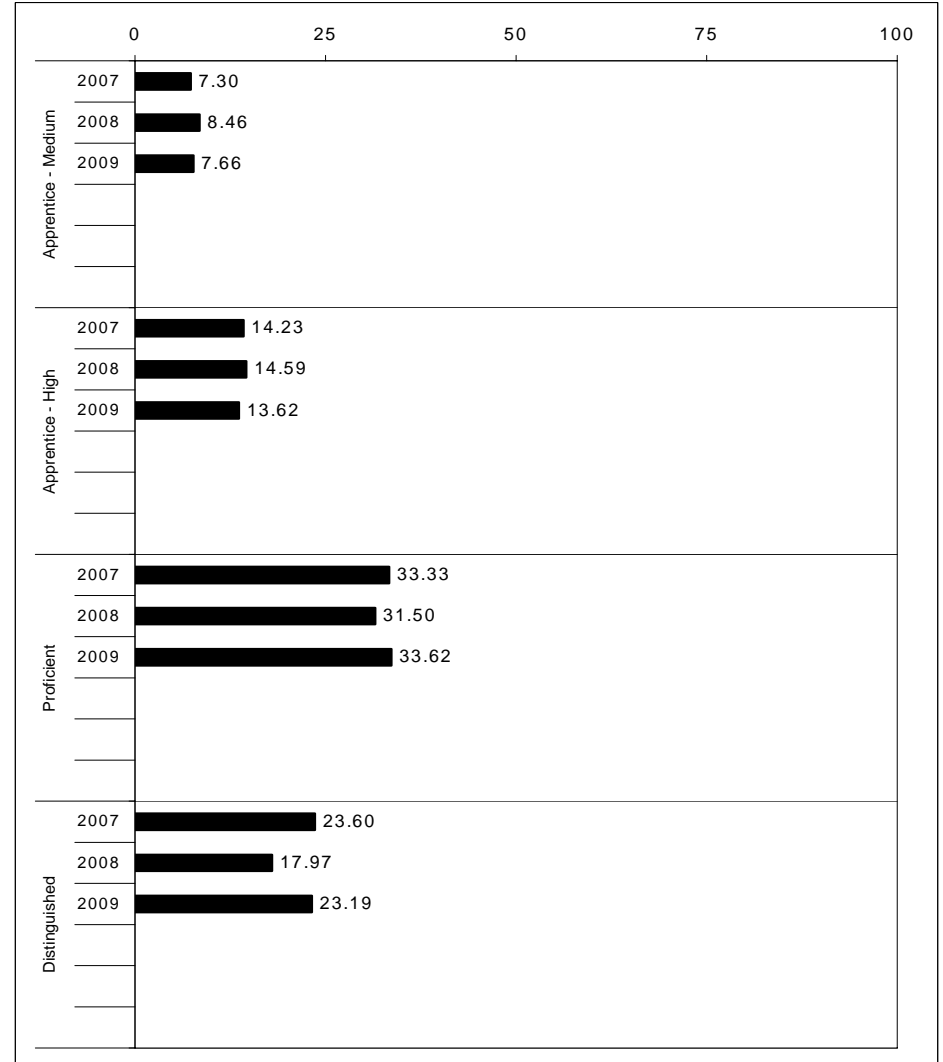
2008-2009
INTERIM PERFORMANCE REPORT
SOCIAL STUDIES TREND DATA
Performance Level Percents

School: Paul Laurence Dunbar High School

District: Fayette County

Code: 165200

Grade: 11

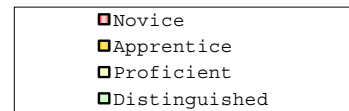
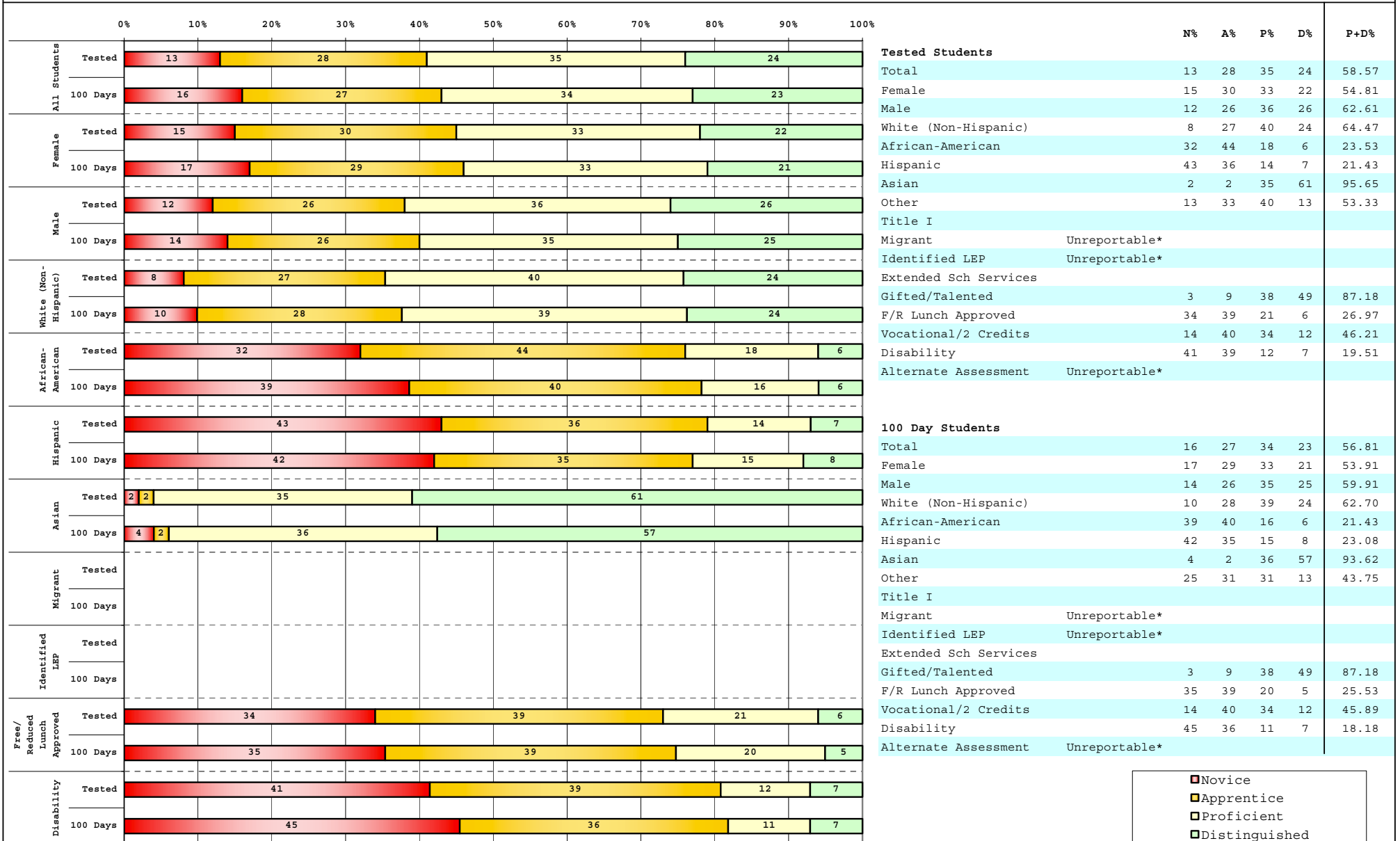


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**2008-2009
INTERIM PERFORMANCE REPORT
SOCIAL STUDIES DISAGGREGATION
Performance Level Percents**

School: Paul Laurence Dunbar High School
 District: Fayette County
 Code: 165200
 Grade: 11



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2008-2009
INTERIM PERFORMANCE REPORT
SOCIAL STUDIES CORE CONTENT

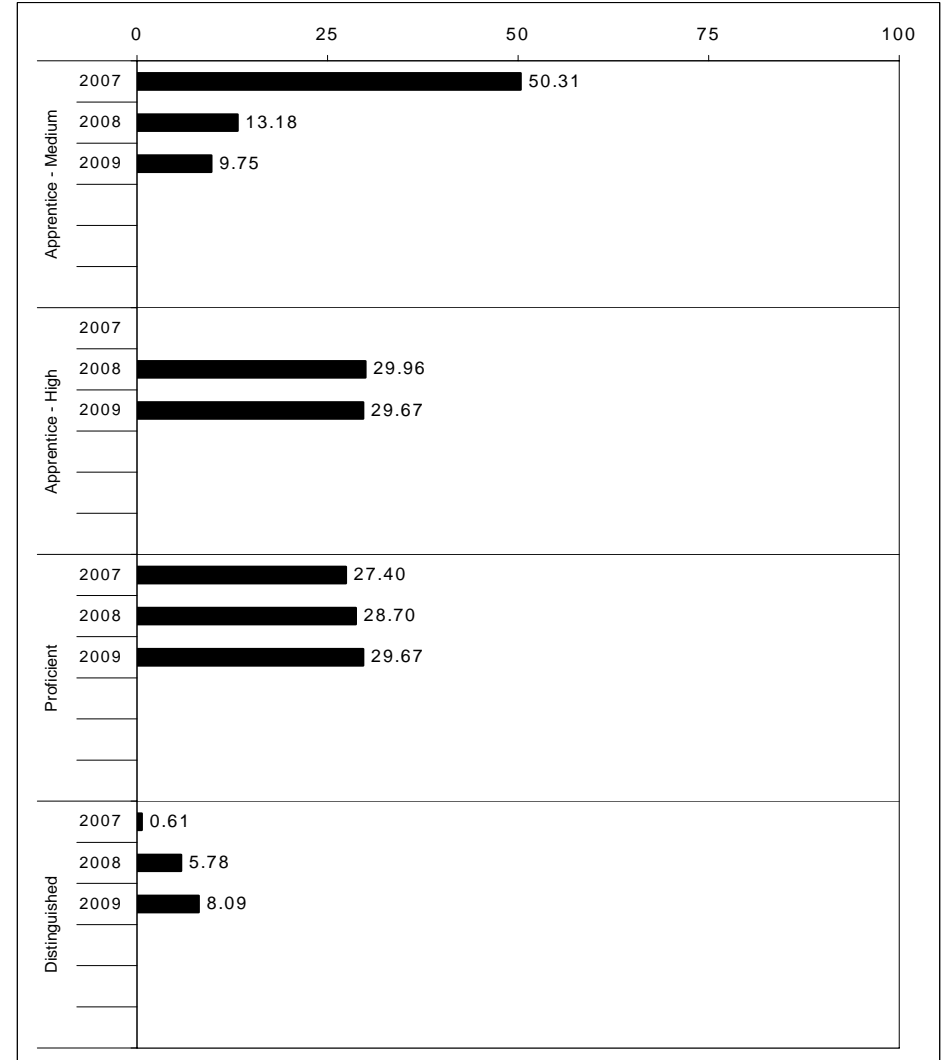
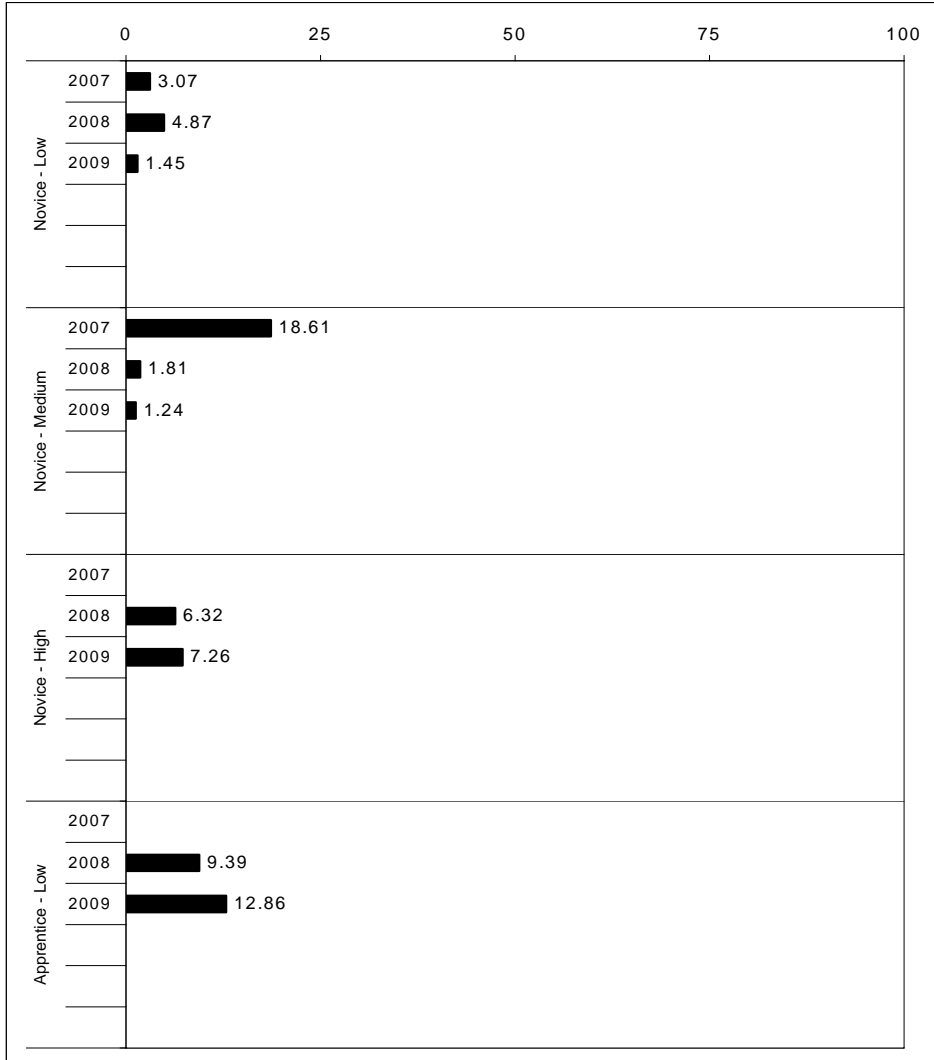
School: Paul Laurence Dunbar High School
 District: Fayette County
 Code: 165200
 Grade: 11

	No. Items	No. Observations	SCHOOL								Std. Err.	No. Observations	STATE								School -State Mean
			B	0	1	2	3	4	Mean	B			0	1	2	3	4	Mean			
OPEN RESPONSE																					
1.x.x - Government & Civics	2	540	2	7	21	43	21	6	1.9	0.0	51,476	1	11	24	40	18	5	1.8	0.1		
2.x.x - Cultures & Societies	2	534	3	7	19	46	20	5	1.9	0.0	50,960	2	18	25	35	16	5	1.6	0.3		
3.x.x - Economics	1	77	3	23	21	23	19	10	1.7	0.1	7,210	1	23	26	28	16	6	1.5	0.2		
4.x.x - Geography	1	72	3	11	39	22	19	6	1.6	0.1	7,206	2	16	33	31	14	3	1.5	0.1		
5.x.x - Historical Perspective	5	1,161	3	7	29	43	15	4	1.7	0.0	109,600	2	14	30	37	13	4	1.6	0.1		
MULTIPLE CHOICE																					
1.x.x - Government & Civics	16	3,161	Correct	Incorrect	Omit/Mult				0.65	0.01	298,998	Correct	Incorrect	Omit/Mult				0.56	0.09		
2.x.x - Cultures & Societies	7	1,310	65	35	0				0.72	0.01	124,016	56	44	1				0.62	0.10		
3.x.x - Economics	12	2,838	72	27	0				0.75	0.01	269,670	62	37	0				0.65	0.10		
4.x.x - Geography	11	2,378	75	25	0				0.70	0.01	225,936	65	34	1				0.62	0.08		
5.x.x - Historical Perspective	39	8,000	70	29	0				0.70	0.01	757,994	62	38	0				0.62	0.08		
			70	30	0							61	38	0				0.61	0.09		



2008-2009
INTERIM PERFORMANCE REPORT
WRITING ON-DEMAND TREND DATA
Performance Level Percents

School: Paul Laurence Dunbar High School
 District: Fayette County
 Code: 165200
 Grade: 12

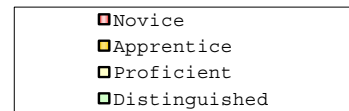
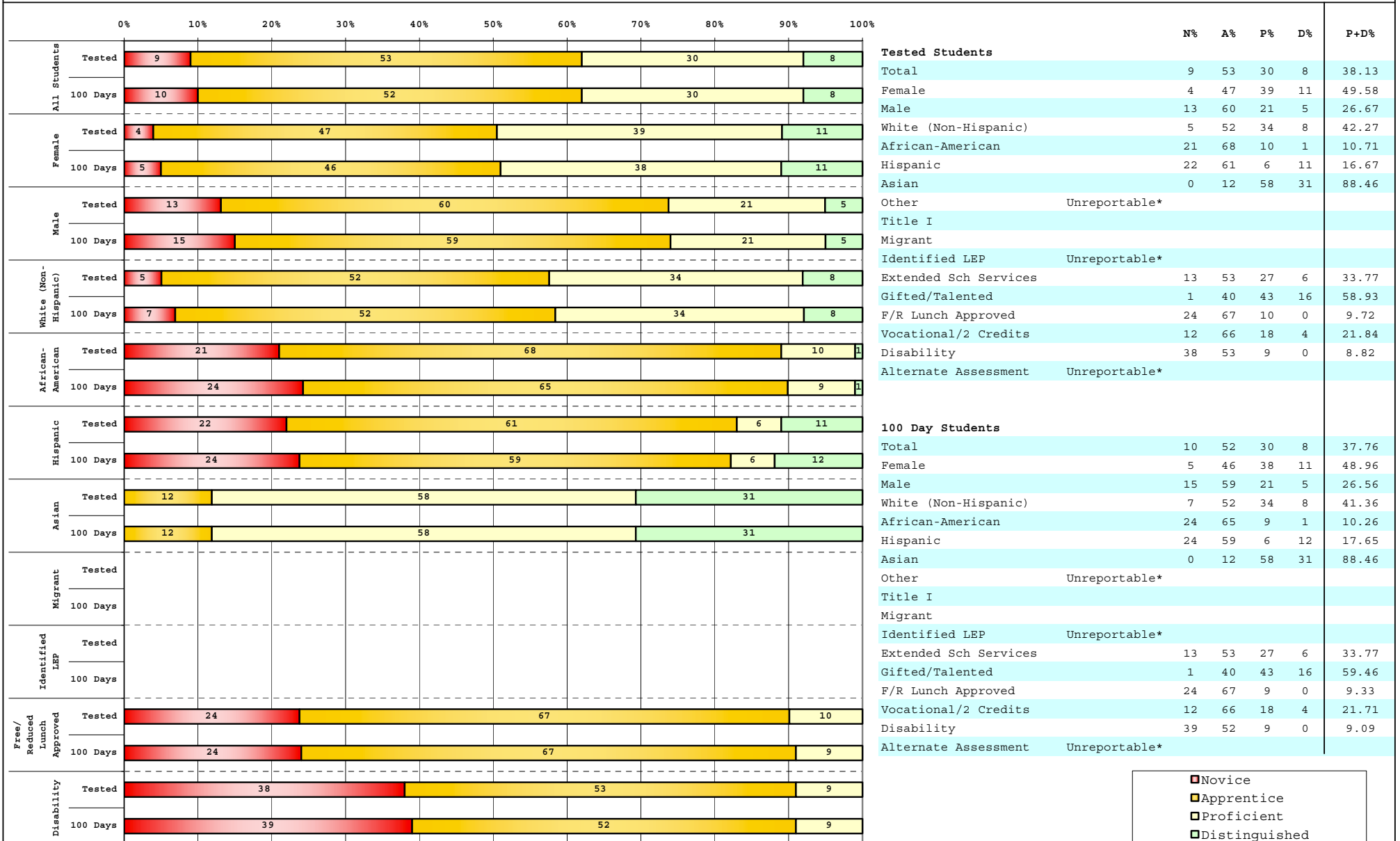


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2008-2009
INTERIM PERFORMANCE REPORT
WRITING ON-DEMAND DISAGGREGATION
Performance Level Percents

School: Paul Laurence Dunbar High School
 District: Fayette County
 Code: 165200
 Grade: 12



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2008-2009
INTERIM PERFORMANCE REPORT
WRITING ON-DEMAND CORE CONTENT

School: Paul Laurence Dunbar High School
 District: Fayette County
 Code: 165200
 Grade: 12

WRITING PROMPT	SCHOOL												STATE										School	
	No. Observations	Percents											Mean	Percents										Mean
	B	0	1	2	3	4	5	6	7	8	Mean	B	0	1	2	3	4	5	6	7	8	Mean		
Inform																								
1.X.X - Content	159	1	1	2	6	15	33	14	18	6	4	4.48	0	1	2	10	13	35	17	16	4	2	4.23	0.25
2.X.X - Structure	159	1	1	2	11	14	31	16	14	6	5	4.34	0	2	3	10	14	34	17	14	4	2	4.07	0.27
3.X.X - Convention	159	1	0	0	11	14	28	18	16	7	5	4.53	0	0	0	14	14	36	17	14	4	2	4.20	0.33
Narrate for a purpose																								
1.X.X - Content	80	0	3	1	8	11	29	16	26	5	1	4.49	0	1	2	9	12	35	17	18	5	2	4.34	0.15
2.X.X - Structure	80	0	1	1	13	11	29	15	25	4	1	4.36	0	2	3	10	13	34	17	16	4	2	4.17	0.19
3.X.X - Convention	80	0	1	0	10	14	30	18	21	5	1	4.41	0	0	0	12	13	35	17	16	4	2	4.30	0.11
Persuade																								
1.X.X - Content	721	2	1	2	12	12	32	15	15	4	4	4.22	0	1	2	10	12	36	17	16	4	2	4.27	-0.05
2.X.X - Structure	721	2	2	4	10	14	31	17	13	4	3	4.08	0	2	3	10	13	36	17	14	3	2	4.11	-0.03
3.X.X - Convention	721	2	0	0	12	13	33	18	14	5	3	4.31	0	0	0	12	13	38	18	14	4	2	4.25	0.06