

## Paul Laurence Dunbar Career Academy High School

3000 S King Dr Chicago, IL 60616  
 (773)534-9000 • <http://dunbarhs.weebly.com/> • @ChiPubSchools



### School Quality Rating

This school received a Level 2 rating based on the CPS School Quality Rating Policy (SQRP). More information about what this rating means and how it is calculated is available at [cps.edu/sqrp](http://cps.edu/sqrp).

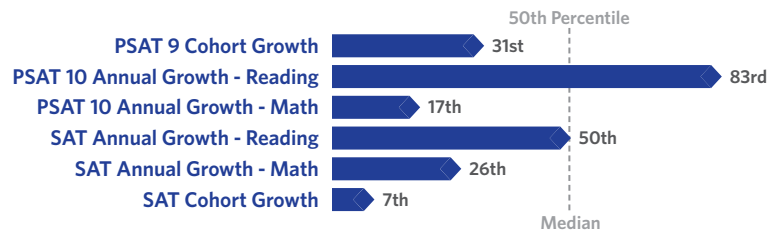
### Accountability Status: Intensive Support

This school is in Intensive Support, based on this and last year's SQRP ratings. This means that the district will continue to oversee this school's funding allocations and Continuous Improvement Work Plan (CIWP). More information is available at [cps.edu/LSC](http://cps.edu/LSC)

## Student Growth



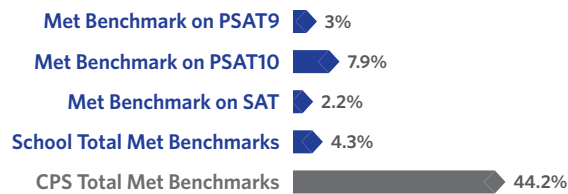
Student Growth at this school was below average, which means that students' actual 2018 PSAT and SAT composite scores were lower than their expected PSAT and SAT composite scores.



## Student Attainment



Student Attainment at this school was far below expectations, which means few students met college readiness benchmarks on their grade-appropriate PSAT or SAT assessment in Spring 2018.



## School Culture & Climate



This school is "Well-Organized for Improvement" which means that the school has a very strong culture and climate, suggesting the school is set up for success. Results are based on student and teacher responses to the My Voice, My School 5Essentials survey. For more information on this survey and additional measures of school culture and climate, visit <https://www.5-essentials.org/cps/5e/2018/>.



Teacher Participation Rate: 72.5%

Student Participation Rate: 96.4%

## Creative Schools



This school is Emerging in the arts. It rarely meets the goals and priorities outlined in the CPS Arts Education Plan including Staffing & Instruction, Partnerships, Community & Culture, and Budget & Planning. To learn more, visit <http://www.cpsarts.org/creative-schools-categories/>.

## Supportive Schools



This school has developed an action plan to support social and emotional learning (SEL). Leaders and staff have assessed their school climate, and they are beginning to adopt best practices to support SEL for all students.

## Early College and Career Programs

Early College and Career Programs allow students to earn college credit or career credentials while still in high school.



## Healthy Schools



Students learn better at healthy schools! This school is working towards achieving Healthy CPS. Schools must earn four badges to become Healthy CPS. Learn more by visiting [www.cps.edu/healthycps](http://www.cps.edu/healthycps).

## School Stats

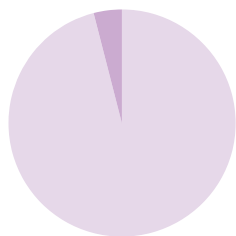
School Type: District - Traditional

Enrollment: 457

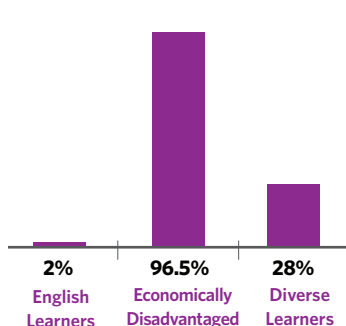
Grades Served: 9-12

ADA Accessibility Level: Usable

## Demographics



- Black 96.3%
- Hispanic 3.7%
- White 0%
- Asian 0%
- Multi/Other 0%



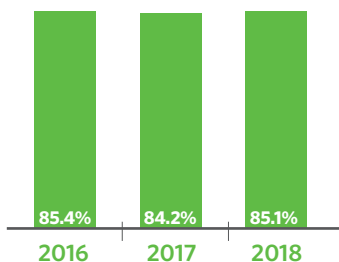
## Neighborhood Map



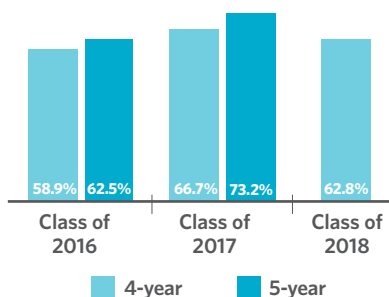
This map shows nearby schools and their SQRP ratings based on their performance in the 2017-18 school year. An interactive version of this map, the School Locator, is available at [cps.edu/schools](http://cps.edu/schools).

- LEVEL 1+
- LEVEL 1
- LEVEL 2+
- LEVEL 2
- LEVEL 3
- NOT ENOUGH DATA

## Attendance



## Graduation Rate



## Parent Survey

- School Community  
NOT ENOUGH DATA
  - Parent-Teacher Partnership  
NOT ENOUGH DATA
  - Quality of Facilities  
NOT ENOUGH DATA
- Response Rate: < 30%

## Freshmen On Track

The percent of freshmen who earned five or more credits without failing more than one semester core class



## College Enrollment of Graduates



## Teachers

- 12.2% Teachers that are National Board Certified
- 93.9% Teachers that are returning from last year
- 94.5% Teacher attendance

## School Connectedness

Students' reported sense of membership in the school community on the 5Essentials survey



## Early College and Career Credential Attainment



## Suspension Practices

The percent of students who received one or more out-of-school suspensions



## One-Year Dropout Rate

