

DUNBAR HS



Official School Name
Paul Laurence Dunbar Career Academy High School

Address
3000 S King Dr
Chicago, Illinois 60616

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
1211	2,016	60%		

School Type	Grades Served	Performance Rating	Space Use Status	Adjusted Space Use Status
Career academy	9-12	Level 3	Underutilized	

Mission Statement as of May 2013

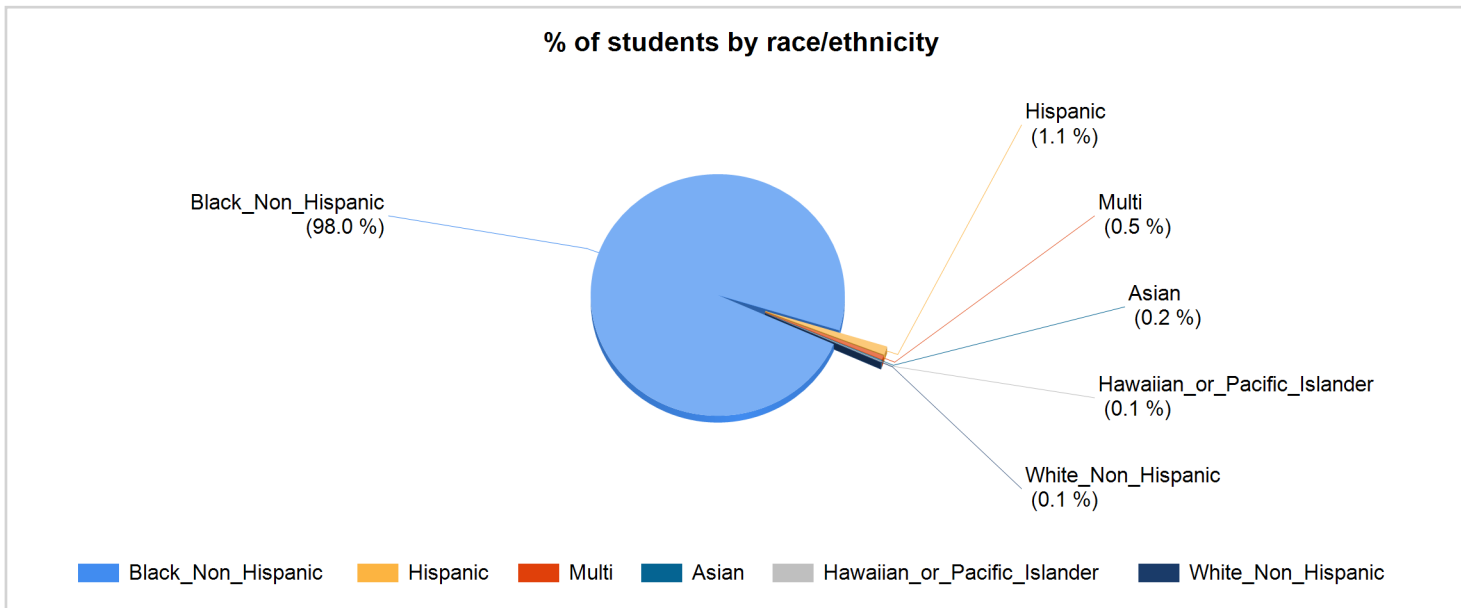
The mission of Dunbar Vocational Career Academy High School is to provide exemplary academic and vocational programs designed to prepare well-rounded students for rigorous post-secondary educational experiences and the world of work. Our graduates will become leaders committed to improving the quality of life for all within their communities, societies, and the world!

School Priorities as of May 2013

Description	Rationale
The Instructional Leadership Team will create stronger methods for providing direct support to classroom teachers through coaching and targeting content specific strategies. In addition, the ILT will serve as the primary conduit for mapping the curriculum with the CCSS and supporting teachers with designing lessons plans that will align with the common core.	The ILT is very influential at our school and the teachers on this team are the greatest levers of change; therefore, the ILT will be developed in the areas of planning and preparing teachers, classroom environment, professional responsibilities and instruction in order to have a larger impact on instruction.
We will implement a literacy and numeracy strategy that will allow for the ongoing assessment of students reading levels and allow for differentiated learning environments for students based on their current ability.	Dunbar's EPAS data overtime indicates that students need additional assistance with reading and math. Only 33.3% of the students are identified within the proficiency range in Reading and Math, and there are over 41.4% identified as within range of proficiency. In order to reach proficiency, they must master the necessary skills preparing them to meet the challenges embedded within the PSAE.
Positive Classroom/School Environments will be created to provide clear expectations supports, especially for students with multiple offenses, as well as through teacher and staff recommendations.	To strengthen adult/student relationships in the building, we need to address the consistency of classroom and school building practices. If we create common routines and processes, we create common expectations, establish responsibility, and this allows us to have a positive learning environment.
A redesign and implementation of the "Tardy Intervention Program" (TIP) aimed at reducing tardies to school and class, reducing cuts and increasing overall attendance will be incorporated to improved by tardy intervention and recovery programs.	Attendance has grown overtime from 69% in the last four years trending upward to 77% the past year and currently 79%. Our attendance is increasing, but we need to improve this area to make our work truly effective. Continuous monitoring will be done by attendance coordinators and also SLC lead teachers. Interventions will be put in place and implemented.

Geographic Area - Bronzeville

Programs & Services	
Advanced Placement Courses	English Language & Composition, English Literature & Composition, US History, Calculus AB, Spanish Language
CTE: Citywide	LPN Program
CTE: Other	College & Career Readiness
CTE: Traditional Academy	Construction and Architecture, Culinary & Hospitality, Health Science, Cosmetology, Automotive Technology
CTE: Traditional Program	Broadcast Technology, Architecture, Hospitality Management, Allied Health, Auto Body Repair, Carpentry, Plumber, Culinary Arts, Medical and Health Careers , Cosmetology, Automotive Technology
Health and Wellness	Crisis Intervention Services, School-based Health Center, Targeted Behavioral Health Intervention
IB Wall-to-Wall/Programme	No
Parent and Community	Safe Passage
Scholastic	Summer School, Supplemental Educational Services (SES) Tutoring
School-wide Programs and Models	Allied Health, Automotive Technology, Construction and Architecture, Cosmetology, Culinary and Hospitality, Medical and Health Careers, Small Learning Community, Decathlon, Supplemental Educational Services (SES) Tutoring, Student Based Health Center
Selective Enrollment/Gifted Program	No
Service Leadership	JROTC
Sports and Fitness	Boys' Baseball, Boys' Bowling, Boys' Cross Country, Boys' Track, Football, Girls' Baseball, Girls' Bowling, Girls' Cross Country, Girls' Track, Girls' Volleyball, Wrestling
Supports And Resources	Dunbar Vocational Career Academy is a community of learners comprised of stakeholders working together to empower students to take responsibility for their learning! Our standards-based curriculum constantly evolves meeting diverse needs and challenging one to grow to his or her fullest potential, thereby producing dynamic citizens in a global society.
Theme Based Magnet	No



% Special education & students with disabilities	% English language learners	% Receiving free or reduced lunch	% Students in temporary living situations	% attending students who reside in neighborhood if boundary	% attending students who reside in neighborhood if boundary	% applicants enrolled if selective
13.78	0.38	98.19	11.97			N/A

General Information	
School Level	HS
Geographic Network	South Side High School Network
Geographic Area	Bronzeville
School Type	District

Building(s) Inventory	
Total Campus Area (S.F.)	319,937
Year Constructed (MAIN)	1956
Breakdown by Building Type (S.F.)	
Building Type	Building Size
MAIN	319937

Schools Co-Located on Campus
<u>School Name</u>

Campus-wide Air Conditioning	
A/C Level	Partial
Partial A/C: Campuses have air conditioning in some classrooms, but not all. In some cases, new annexes have been built with air conditioning. In other cases, some classrooms can support window units while others cannot.	

Facility Assessment (for co-located schools and programs , the facility assessment represents total need of Campus)		
Latest Assessment	2012	
		Facility Systems Assessed (by Phase)
	\$2,750,529.21	<i>Exterior</i>
	\$9,662,717.35	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$1,116,993.02	<i>Interiors</i>
	\$278,479.63	<i>Site</i>
Total Campus Need	\$13,808,719.21	The total dollar amount of existing maintenance repairs and replacements, identified by a comprehensive facilities condition assessment of buildings, grounds, fixed equipment, and infrastructure needs. It does not include types of work such as program improvements or new construction; these items are viewed as separate capital needs

Campus Summary	
Recommended Campus Action	Maintain
Planned Capital Projects	
Fiscal Year	
Proposed Budget	
Project Type	

Current Academic Facilities Available on Campus	
ART	YES
MUSIC	0
BAND	0
CHORAL	0
COMPUTER	YES
LIBRARY	YES
SCIENCE	YES
PLAYGROUND	

Historical & Current Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	Other	Total
2006	0	0	0	0	0	0	0	0	0	0	424	649	314	240		1627
2007	0	0	0	0	0	0	0	0	0	0	673	414	395	270		1752
2008	0	0	0	0	0	0	0	0	0	0	417	502	324	332		1575
2009	0										530	348	404	263		1545
2010	0	0	0	0	0	0	0	0	0	0	471	492	302	347		1612
2011	0	0	0	0	0	0	0	0	0	0	346	467	448	246		1507
2012	0	0	0	0	0	0	0	0	0	0	363	407	358	334		1462
2013	0	0	0	0	0	0	0	0	0	0	330	361	248	200	70	1209

Projected 10 Year Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	0	0	0	0	0	0	0	0	0	0	330	369	236	230	0	1237
2015	0	0	0	0	0	0	0	0	0	0	328	362	241	219	0	1221
2016	0	0	0	0	0	0	0	0	0	0	329	364	242	219	0	1225
2017	0	0	0	0	0	0	0	0	0	0	329	363	240	223	0	1227
2018	0	0	0	0	0	0	0	0	0	0	329	363	241	220	0	1224
2019	0	0	0	0	0	0	0	0	0	0	329	364	241	221	0	1226
2020	0	0	0	0	0	0	0	0	0	0	329	364	241	221	0	1226
2021	0	0	0	0	0	0	0	0	0	0	329	364	241	221	0	1226
2022	0	0	0	0	0	0	0	0	0	0	329	364	241	221	0	1226
2023	0	0	0	0	0	0	0	0	0	0	329	364	241	221	0	1226