

SCHOOL REPORT CARD

for the 2006-2007 school year



Paul Laurence Dunbar High School

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School Enrollment: 2051

Our School Council

Anthony Orr	Eddie Oakley
Vicki Ritchie	Kara Barnett
Barrie Hart	Kevin Faris
Karen Higdon	Bryne Jacobs
Phil Lee	Tonya Merritt
Damian Minarik	Bev Smith
Deborah Ball	David Ewen
Rhonda Hall	Linda Noffsinger
Ron Tudor	Cathy Wade

Dear Parents/Guardians: This report card for the 2006-2007 school year contains important information about our school, including the details about our academic performance, teacher qualifications, learning environment, and more. For a more detailed look at our school please contact us to see our Expanded Report Card.

About Our School: Paul Laurence Dunbar is committed to nurturing all students in an atmosphere that is educationally, socially, culturally, and developmentally inclusive. Our purpose is to provide guidance to all our students so they may demonstrate the knowledge and skills they need to thrive in an increasingly challenging society. Dunbar is fully accredited and includes a selective Math, Science, and Technology Gifted Program. Students have a wealth of extracurricular opportunities to promote comprehensive, balanced growth in all areas. Communication with parents and students is a top priority; the staff acknowledges the importance of providing information on academic expectations and input on the overall well-being of each student. Students, teachers and parents who experience Dunbar have the privilege of knowing an institution of excellence. Through values of fairness, personalized learning, high expectations, respect and self-improvement, optimal learning happens in an exciting and energizing way.

How Our School Ensures Educational Equity: To insure equity for all students at Dunbar in accordance with No Child Left Behind and PLDs School Improvement Plan, support systems have been created and an intense focus on reading and math have been instituted to increase achievement in our identified gap areas. Freshman Academy, mentorship by upperclassmen, academic interventions such as tutorials and Saturday School, and night school for students who are not succeeding in the traditional high school setting are primary examples of the support systems that are in place. Cross-curricular emphasis on reading, writing, and best practice is a significant part of our professional development activities for staff. Early identification of students who may need additional support and on-going communication with all families are keys to increasing the social well-being and academic performance of all students. Administration, teachers, counselors, the school psychologist and social worker all collaborate to achieve that goal.

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Kentucky Department of Education
Office of Assessment and Accountability
1819 Capital Plaza Tower
500 Mero Street
Frankfort, KY 40601



CBP000018
TO THE PARENTS OF:

Other Important Information About Our School

State Contest Results: Dunbars Academic Team has received either the State Championship or Runner-Up since 1996 and continues to be nationally ranked. Our Speech team placed in the top 10 in tournaments while individual students qualified for state competitions. Dunbars Marching Band was State Champion in 2003-2005, 2007 and State Runner-Up in 2006. Our Chorus and Orchestra have achieved Superior ratings every year and send students as All-State Chorus and All-State Orchestra members.

Extracurricular Activities: Dunbar has over 100 extracurricular activities in which students can participate. We offer varsity and junior varsity level of every male and female KHSAA approved sport. Our clubs range from academic to competitive recreational activities, from service-oriented to simple lets have fun clubs. To remove barriers and have more student participation in clubs, we have incorporated an activity period into our weekly schedule.

Awards & Recognitions: PLD receives national recognition in academics and athletics: 6 Presidential Scholars, 14 National Merit Finalists and Semi-Finalists, 12 Commended National Merit students, Athletic State Championships and Runners-Up, National Cheerleading Championship, National Academic All-Star Team, National and International Science Fair Finalists, Inviting School Award, Governors Scholars, Governors School for the Arts, KY Boys and Girls State Representative, AIME, Youth Salute.

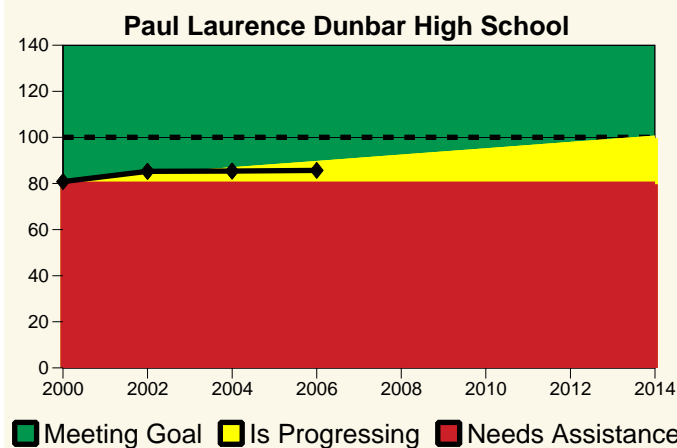
What We are Doing to Improve: Through Smaller Learning Communities, we provide a more personalized instructional program, especially through Freshman Academy, by building relationships, with concentrated attention on our achievement gap students. To provide further support in reading, writing, and math, we have instituted an upperclass mentoring program for freshman and a teacher-led sophomore coaching initiative. A new SLC grant will enable us to focus on successful transition beyond high school.

Kentucky Core Content Testing by Sub-groups: This chart shows the average test scores for student sub-populations in our school. In cases where there are not at least 10 students in each grade "NA" appears for not applicable.

Students Sub-Population	Reading		Mathematics	
	2007		2007	
	Students	Index	Students	Index
ALL Students	532	99.28	535	84.46
White	388	102.67	390	89.15
African American	87	78.13	76	48.39
Asian	32	120.63	36	125.55
Hispanic	18	85.57	18	62.1
Free/Red. Lunch	121	79.86	102	51.79
Non-Free/Red. Lunch	411	104.99	433	92.16
Limited English	2	NA	NA	NA
Non-Limited English	528	99.57	535	84.46
Disability	42	67.22	29	24.17
No Disability	490	102.02	506	87.92
Male	283	94.09	279	86.3
Female	249	105.15	254	82.78
Students Excluded	4	NA	0	NA

Our school does not discriminate on the basis of race, color, national origin, religion, sex, age, or disability in employment or provision of services.

Our School Growth Chart: This chart starts with our school's baseline CATS score from 2000. It shows a goal line from that starting point to our goal of 100 in 2014. Every two years a new point will be marked on the chart to show whether we are on track meet our goal.



Year	Goal Line	Assistance Line	School Index Score
2000	80.4		80.8
2002	83.1	79.6	85.3
2004	85.9	79.6	85.4
2006	88.6	79.6	85.7
2008	91.4	79.6	
2010	94.1	79.6	
2012	96.9	79.6	
2014	99.6	79.6	

Standard Error: 0.4

How to Get More Information: Contact our principal or School Council Members using the school phone numbers, or visit our school office to see the Expanded School Report Card. More testing information and No Child Left Behind data are available at <http://www.education.ky.gov>

How We Are Doing

Kentucky uses the Commonwealth Accountability Testing System (CATS) to hold schools accountable for student progress. CATS has three parts: the Kentucky Core Content Tests, readiness tests by grade level, and other measures of the school's performance,

including attendance, retention and dropout rates. Together these three elements make up a school's CATS Performance Score for every two-year period. The goal is that by 2014 nearly all students will score proficient or distinguished.

Kentucky Core Content Tests:

Kentucky's tests rate student performance as either Novice, Apprentice, Proficient, or Distinguished. These categories translate into a scale of 0-140, with 100 being considered proficient. This chart compares our school's performance with all the schools in our district and all the schools in Kentucky.

KCCT Test		2007 Reading	2007 Mathematics	2007 Science	2007 Writing	2007 Social Studies	2007 Arts & Humanities	2007 PLVS
		10th	11th	11th	12th	11th	11th	10th
Novice	School	2%	19%	15%	15%	12%	8%	10%
	District	5%	24%	18%	16%	16%	10%	16%
	State	5%	27%	18%	16%	17%	11%	20%
Apprentice	School	26%	25%	32%	53%	31%	12%	25%
	District	28%	28%	32%	54%	32%	14%	24%
	State	35%	34%	41%	58%	39%	20%	30%
Proficient/Distinguished	School	72%	56%	53%	32%	57%	80%	65%
	District	67%	48%	50%	30%	52%	76%	59%
	State	60%	39%	42%	27%	44%	69%	50%
Academic Index	School	99.3	84.5	81.9	67.3	87.7	106.4	98.3
	District	94.1	76.2	77.4	66.3	82.6	101.1	91.9
	State	89.1	68.2	72.8	65.7	77.8	92.4	82.2

NRT/Readiness Assessment: 10th grade students in Kentucky are being given the PLAN assessment from ACT Inc. This assessment predicts attainment on the ACT assessment and suggests performance in college. These scores are reported as scale scores from 1 to 32.

NRT/Readiness	PLAN		
	School	District	State
Reading	18.2	17.4	16
Mathematics	19.5	17.9	16.3
English	18	16.8	15.6
Science	19.2	18.4	17.4
Composite	18.9	17.7	16.4
Name of NRT			

Other Measures: The third component of CATS is our school's performance in attendance, retention rate and dropouts. Data in these tables reflect our performance during the 2005-2006 school year.

	Attendance Rate	Retention Rate	Dropout Rate	Graduation Rate
School	93.2%	5.7%	1.5%	87.6%
District	94.4%	3.9%	2.5%	79.1%
State	94.6%	2.9%	2.2%	83.2%

Transition to Adult Life

	College	Military	Work	Voc/Tech Training	Work & PT School	Not Successful
School	81.4%	1.2%	10%	2%	0.8%	4.5%
District	74.1%	1.5%	13.7%	4.4%	2.9%	3.5%
State	55%	2.4%	27.3%	5.2%	6.2%	3.9%

Our Learning Environment

School Safety: Here is what we are doing to make our school safe for our students.

Visitors are Required to Sign In	All Parents received the District Discipline Code	% Classrooms with Outside Line Phone
Y	Y	100%

Procedures in Place in Our School for Drug and Weapons Detection:

For the safety and security of the entire Dunbar school community, our staff is committed to providing constant and direct supervision of all our students. Teachers, administrators, staff, and school law enforcement officers monitor hallways, cafeteria, and grounds throughout the day. Surveillance cameras have been installed to provide further security support. In the event of a suspicious drug or weapon violation, state law and district policy regarding interviewing and searches are followed. The Crime Stopper Program has been implemented to allow students and parents the ability to anonymously report crimes and/or suspicious behavior.

Violation	# of Reported Incidents	# of Students Suspended	# of Students Expelled
1st degree Assault	0	0	0
Drug Violations	9	11	0
Weapons Violations	2	2	0

Student Resources

	Spending per Student	Student/Teacher Ratio	Student per Internet Connected Computer	% of Computers 5 years old or less
Our School	\$4762	19:1	3.3:1	25%
District	\$10097	14:1	3.6:1	85.2%
State	\$9602	16:1	3.1:1	79.8%

How We Use Technology to Teach: We use technology in a variety of ways to engage students in the learning process. Web-based activities and instruction, course specific software, and lesson-determined hardware are all used to promote higher-level thinking skills as well as independent and collaborative learning. Emphasis is placed upon the use of technology by teachers for lesson preparation, communication with parents and students, and data collection. Many teachers have developed their own websites to display assignments, course syllabus and provide interactive work. The PLD website offers a wealth of information as well.

Parental Involvement

	# of Students Whose Parents/Guardian Had at Least One Teacher Conference	# of Parents/Guardians Voting in School Council (SBDM) Elections	# of Parents/Guardians Serving on the School Council (SBDM) or Its Committees	# of Volunteer Hours
Our School	1000	85	20	16000

ACT Five Year Trend: The ACT is America's most widely accepted college entrance exam. It assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice test covers four skill areas: English, Mathematics, Reading, and Science. All Kentucky juniors are required to take the ACT, beginning in the 2007-2008 school year, because of an action of the 2006 Kentucky Legislature. This chart shows our school's progress on the ACT over the past five years.

		English	Math	Reading	Science	Composite
2003	School	22.6	22.5	23.9	22.9	23.1
	District	21.1	21.4	22.7	21.9	21.9
	State	19.5	19.3	20.6	20.3	20.1
2004	School	22.1	22.9	23.1	22.5	22.8
	District	21.1	21.7	22.2	21.7	21.8
	State	19.6	19.6	20.7	20.3	20.2
2005	School	22.3	22.7	23.1	22.3	22.7
	District	21.2	21.6	22.2	21.6	21.8
	State	19.7	19.6	20.7	20.3	20.2
2006	School	22.3	22.5	23.5	22.2	22.8
	District	21.5	21.7	22.6	21.7	22
	State	20	19.8	20.9	20.4	20.4
2007	School	22.7	23	23.4	22.8	23.1
	District	21.6	21.9	22.3	21.9	22
	State	20	19.9	21	20.5	20.5

Teacher Qualifications

The preparation and experience of our teachers also is important to our success. These numbers do not include administrators, guidance counselors, or library media specialists. Upon request, our district will provide information about the qualifications of your child's teachers and teachers' aides.

	School	District	State
% of Teachers with Emergency or Provisional Certification	1%	2%	2%
% of Classes Taught by Teachers Who Participated in Content-Focused Professional Development	100%	100%	NA
% of Core academic Subject Classes NOT taught by Highly Qualified Teachers	4%	5%	2%
Average Years of Teaching Experience	13.3	11.4	11.6
% of Classes Taught by Teachers With a Major, Minor, or Equivalent in the Subject Being Taught	100%	95%	NA

	B.A./ B.S.	M.A./ M.S.	Rank 1	Specialist	Ph.D/Ed.D	Total % of Teachers
Professional Qualifications of all Teachers in the School	13.5%	68.3%	18.3%	0%	0%	100%