














# SPOTlight: School Year 2022-2023

Paul L. Dunbar School			
School Code	5250	Principal Name	Yancy Bright
Sector	District	Address	1750 N 12th St
Network	Network 5	Phone	215 400 7410
Report Type	K 8 School	Admission Category	Catchment
Receives HS Report	No	October 1 Enrollment	239
Grades in Report	K 8		
Website	dunbar.philasd.org		

## School Performance Outcomes Table

CONDITIONS FOR SUCCESS				
Metric Name	2021-22 Results	2022-23 Results	2022-23 Progress	Metric Description
Student Attendance	41.1%	50.9%	+9.8 %-pts 	Percentage of students attending 90% or more of instructional days
Teacher Attendance	62.5%	81.5%	+19.0 %-pts 	Percentage of teachers attending 90% or more of work days
Student Dropouts (Grades 7-8)	0	2	+2 	Number of students no longer enrolled, and who did not transfer or graduate

ACADEMIC GOALS						
Metric Name	2021-22 Results	2022-23 Results	2022-23 Progress	2021-22 Results	2022-23 Results	2022-23 Progress
<b>Goals 1-3: Grades 3-8</b>	<b>PSSA/PASA Proficient or Advanced</b>			<b>PSSA/PASA Below Basic</b>		
Grade 3 Reading	7.7%	16.7%	+9.0 %-pts 	53.9%	43.3%	-10.6 %-pts 
Grade 3 - 8 Reading	16.7%	17.4%	+0.7 %-pts 	36.0%	35.4%	-0.6 %-pts 
Grade 3 Math	7.7%	6.9%	-0.8 %-pts 	73.1%	62.1%	-11.0 %-pts 
Grade 3 - 8 Math	5.4%	5.0%	-0.4 %-pts 	77.2%	75.6%	-1.6 %-pts 
Grade 4 and 8 Science	16.1%	17.0%	+0.9 %-pts 	42.9%	36.2%	-6.7 %-pts 

All SPOTlight indicator colors are based on unrounded changes in results. Percentage point changes are rounded to the nearest tenth for display.

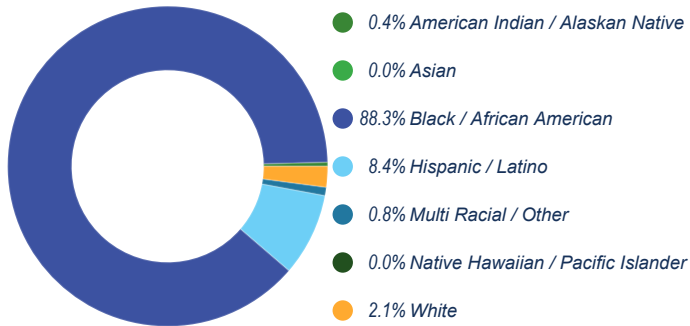
SPOTlight Legend:	Improving 	Maintaining 	Not Improving 
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# Paul L. Dunbar School

## 2022-2023 SCHOOL PROGRESS REPORT ON EDUCATION AND EQUITY

School Code | 5250 Sector | District Network | Network 5  
 Principal Name | Yancy Bright Address | 1750 N 12th St  
 Phone | 215-400-7410 Website | dunbar.philasd.org  
 Report Type | K-8 School Grades in Report | K-8  
 Admissions Category | Catchment Receives HS Report | No  
 Oct 1 Enrollment | 239

### Student Enrollment and Demographics



269

# of Students Served Over the Full Year

32.2%

% of Students with IEPs

2.9%

% of Students Identified as English Learners

92.9%

% of Students Identified as Economically Disadvantaged

### Student Attendance

21.6%

% of Students Attending at Least 95% of Instructional Days

50.9%

% of Students Attending at Least 90% of Instructional Days

Score Level	Performance	Improvement	Level
Not Applicable for 2022-2023	Black / African American		
Performance Insufficient Data for Score	Insufficient Data for Score	70.0%	NA
	Hispanic / Latino		
Improvement Improving in 7 out of 14 Eligible Metrics 50.0%	Insufficient Data for Score	Insufficient Data for Score	NA
	Multi Racial / Other		
Goal Performance (All Students)	Insufficient Data for Score	Insufficient Data for Score	NA
	White		
GOAL 1   PSSA ELA: % of Students Proficient or Advanced, Grades 3-8 Score: 17.4%	Insufficient Data for Score	Insufficient Data for Score	NA
	American Indian / Alaskan Native		
GOAL 2   PSSA ELA: % of Students Proficient or Advanced, Grade 3 Score: 16.7%	Insufficient Data for Score	Insufficient Data for Score	NA
	Asian		
GOAL 3   PSSA Math: % of Students Proficient or Advanced, Grades 3-8 Score: 5.0%	Insufficient Data for Score	Insufficient Data for Score	NA
	Native Hawaiian / Pacific Islander		
MAINTAINING +0.7 From Prior Year	English Learners		
	Insufficient Data for Score	Insufficient Data for Score	NA
IMPROVING +9.0 From Prior Year	Students with IEPs		
	Insufficient Data for Score	Insufficient Data for Score	NA
MAINTAINING -0.4 From Prior Year	Economically Disadvantaged		
	Insufficient Data for Score	60.0%	NA

● Improving ● Maintaining ● Not Improving ● Not Applicable

# Climate, Culture & Opportunity

## Conditions for Success

School Code | 5250 School Name | Paul L. Dunbar School

### % of Students Attending 90%+ of Days

#### All Students

269 Students

Score: 50.9%



IMPROVING

+9.8 From Prior Year



### % of Students Attending

Greater Than 95% of Instructional Days

21.6%

90-95% of Instructional Days

29.4%

85-90% of Instructional Days

21.2%

80-85% of Instructional Days

6.3%

Less than 80% of Instructional Days

21.6%

### Number of Dropouts

#### All Students

Grades 7-8

Students: 2

NOT IMPROVING

+2.0 From Prior Year



### % of Students Receiving Zero Out-of-School Suspensions

#### All Students

269 Students

Score: 90.7%



NOT IMPROVING

-2.1 From Prior Year



\* Schools that are performing at the most positive value for a metric automatically receive a label of "Improving", even if no change in performance occurred.

# Climate, Culture & Opportunity

## Conditions for Success

School Code | 5250 School Name | Paul L. Dunbar School

### % of Teachers Attending 90%+ of Days

#### All Teachers

27 Teachers

Score: 81.5%



IMPROVING

+19.0 From Prior Year



### Additional Teacher Metrics

8.7%

% of Teachers Rated as Distinguished

91.3%

% of Teachers Rated as Proficient

88.9%

Year-to-Year Teacher Retention

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# Reading: Every Student Reads On or Above Grade Level

## Goal 1 - PSSA Reading Proficiency, Grades 3-8

School Code | 5250 School Name | Paul L. Dunbar School

PSSA ELA: % of Students Proficient or Advanced, Grades 3-8	PSSA ELA: % of Students Below Basic, Grades 3-8
<b>All Students</b> 28 out of 161 Students <b>Score: 17.4%</b> <div style="display: inline-block; border: 1px solid gray; padding: 2px;"> <span style="background-color: #FFC107; padding: 2px 5px;">MAINTAINING</span> +0.7 From Prior Year <span style="color: gray;">—</span> </div>	<b>All Students</b> 57 out of 161 Students <b>Score: 35.4%</b> <div style="display: inline-block; border: 1px solid gray; padding: 2px;"> <span style="background-color: #FFC107; padding: 2px 5px;">MAINTAINING</span> -0.6 From Prior Year <span style="color: gray;">—</span> </div>
<b>Black / African American</b> 27 out of 146 Students <b>Score: 18.5%</b> <div style="display: inline-block; border: 1px solid gray; padding: 2px;"> <span style="background-color: #28A745; padding: 2px 5px;">IMPROVING</span> +2.0 From Prior Year <span style="color: green;">✓</span> </div>	<b>Black / African American</b> 52 out of 146 Students <b>Score: 35.6%</b> <div style="display: inline-block; border: 1px solid gray; padding: 2px;"> <span style="background-color: #DC3545; padding: 2px 5px;">NOT IMPROVING</span> +1.8 From Prior Year <span style="color: red;">✗</span> </div>
<b>Hispanic / Latino</b> Insufficient Sample	<b>Hispanic / Latino</b> Insufficient Sample
<b>Multi Racial / Other</b> Insufficient Sample	<b>Multi Racial / Other</b> Insufficient Sample
<b>White</b> Insufficient Sample	<b>White</b> Insufficient Sample
<b>American Indian / Alaskan Native</b> Insufficient Sample	<b>American Indian / Alaskan Native</b> Insufficient Sample
<b>Asian</b> Insufficient Sample	<b>Asian</b> Insufficient Sample
<b>Native Hawaiian / Pacific Islander</b> Insufficient Sample	<b>Native Hawaiian / Pacific Islander</b> Insufficient Sample
<b>English Learners</b> Insufficient Sample	<b>English Learners</b> Insufficient Sample
<b>Students with IEPs</b> 6 out of 50 Students <b>Score: 12.0%</b> <div style="display: inline-block; border: 1px solid gray; padding: 2px;"> <span style="background-color: #28A745; padding: 2px 5px;">IMPROVING</span> +3.9 From Prior Year <span style="color: green;">✓</span> </div>	<b>Students with IEPs</b> 31 out of 50 Students <b>Score: 62.0%</b> <div style="display: inline-block; border: 1px solid gray; padding: 2px;"> <span style="background-color: #28A745; padding: 2px 5px;">IMPROVING</span> -13.7 From Prior Year <span style="color: green;">✓</span> </div>
<b>Economically Disadvantaged</b> 26 out of 151 Students <b>Score: 17.2%</b> <div style="display: inline-block; border: 1px solid gray; padding: 2px;"> <span style="background-color: #28A745; padding: 2px 5px;">IMPROVING</span> +1.4 From Prior Year <span style="color: green;">✓</span> </div>	<b>Economically Disadvantaged</b> 54 out of 151 Students <b>Score: 35.8%</b> <div style="display: inline-block; border: 1px solid gray; padding: 2px;"> <span style="background-color: #FFC107; padding: 2px 5px;">MAINTAINING</span> -0.9 From Prior Year <span style="color: gray;">—</span> </div>

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# Reading: Every Student Reads On or Above Grade Level

## Goal 2 - PSSA Reading Proficiency, Grade 3

School Code | 5250 School Name | Paul L. Dunbar School









PSSA ELA: % of Students Proficient or Advanced, Grade 3	PSSA ELA: % of Students Below Basic, Grade 3
<p><b>All Students</b> 5 out of 30 Students</p> <p><b>Score: 16.7%</b></p> <p>IMPROVING +9.0 From Prior Year </p>	<p><b>All Students</b> 13 out of 30 Students</p> <p><b>Score: 43.3%</b></p> <p>IMPROVING -10.6 From Prior Year </p>
<p><b>Black / African American</b> 5 out of 30 Students</p> <p><b>Score: 16.7%</b></p> <p>IMPROVING +7.2 From Prior Year </p>	<p><b>Black / African American</b> 13 out of 30 Students</p> <p><b>Score: 43.3%</b></p> <p>IMPROVING -13.8 From Prior Year </p>
<p><b>Hispanic / Latino</b></p> <p>Insufficient Sample</p>	<p><b>Hispanic / Latino</b></p> <p>Insufficient Sample</p>
<p><b>Multi Racial / Other</b></p> <p>Insufficient Sample</p>	<p><b>Multi Racial / Other</b></p> <p>Insufficient Sample</p>
<p><b>White</b></p> <p>Insufficient Sample</p>	<p><b>White</b></p> <p>Insufficient Sample</p>
<p><b>American Indian / Alaskan Native</b></p> <p>Insufficient Sample</p>	<p><b>American Indian / Alaskan Native</b></p> <p>Insufficient Sample</p>
<p><b>Asian</b></p> <p>Insufficient Sample</p>	<p><b>Asian</b></p> <p>Insufficient Sample</p>
<p><b>Native Hawaiian / Pacific Islander</b></p> <p>Insufficient Sample</p>	<p><b>Native Hawaiian / Pacific Islander</b></p> <p>Insufficient Sample</p>
<p><b>English Learners</b></p> <p>Insufficient Sample</p>	<p><b>English Learners</b></p> <p>Insufficient Sample</p>
<p><b>Students with IEPs</b></p> <p>Insufficient Sample</p>	<p><b>Students with IEPs</b></p> <p>Insufficient Sample</p>
<p><b>Economically Disadvantaged</b> 4 out of 28 Students</p> <p><b>Score: 14.3%</b></p> <p>IMPROVING +6.6 From Prior Year </p>	<p><b>Economically Disadvantaged</b> 13 out of 28 Students</p> <p><b>Score: 46.4%</b></p> <p>IMPROVING -7.5 From Prior Year </p>

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# Math & Science: Every Student Performs On or Above Grade Level

## Goal 3 - PSSA Math Proficiency, Grades 3-8

School Code | 5250 School Name | Paul L. Dunbar School







PSSA Math: % of Students Proficient or Advanced, Grades 3-8	PSSA Math: % of Students Below Basic, Grades 3-8
<p><b>All Students</b> 8 out of 160 Students</p> <p><b>Score: 5.0%</b></p> <p>MAINTAINING -0.4 From Prior Year </p>	<p><b>All Students</b> 121 out of 160 Students</p> <p><b>Score: 75.6%</b></p> <p>IMPROVING -1.6 From Prior Year </p>
<p><b>Black / African American</b> 8 out of 145 Students</p> <p><b>Score: 5.5%</b></p> <p>MAINTAINING +0.2 From Prior Year </p>	<p><b>Black / African American</b> 110 out of 145 Students</p> <p><b>Score: 75.9%</b></p> <p>IMPROVING -2.0 From Prior Year </p>
<p><b>Hispanic / Latino</b></p> <p>Insufficient Sample</p>	<p><b>Hispanic / Latino</b></p> <p>Insufficient Sample</p>
<p><b>Multi Racial / Other</b></p> <p>Insufficient Sample</p>	<p><b>Multi Racial / Other</b></p> <p>Insufficient Sample</p>
<p><b>White</b></p> <p>Insufficient Sample</p>	<p><b>White</b></p> <p>Insufficient Sample</p>
<p><b>American Indian / Alaskan Native</b></p> <p>Insufficient Sample</p>	<p><b>American Indian / Alaskan Native</b></p> <p>Insufficient Sample</p>
<p><b>Asian</b></p> <p>Insufficient Sample</p>	<p><b>Asian</b></p> <p>Insufficient Sample</p>
<p><b>Native Hawaiian / Pacific Islander</b></p> <p>Insufficient Sample</p>	<p><b>Native Hawaiian / Pacific Islander</b></p> <p>Insufficient Sample</p>
<p><b>English Learners</b></p> <p>Insufficient Sample</p>	<p><b>English Learners</b></p> <p>Insufficient Sample</p>
<p><b>Students with IEPs</b> 0 out of 50 Students</p> <p><b>Score: 0.0%</b></p> <p>NOT IMPROVING -2.8 From Prior Year </p>	<p><b>Students with IEPs</b> 43 out of 50 Students</p> <p><b>Score: 86.0%</b></p> <p>IMPROVING -2.9 From Prior Year </p>
<p><b>Economically Disadvantaged</b> 7 out of 151 Students</p> <p><b>Score: 4.6%</b></p> <p>MAINTAINING -0.5 From Prior Year </p>	<p><b>Economically Disadvantaged</b> 115 out of 151 Students</p> <p><b>Score: 76.2%</b></p> <p>MAINTAINING -0.4 From Prior Year </p>

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# Math & Science: Every Student Performs On or Above Grade Level

## PSSA Math Proficiency, Grade 3

School Code | 5250 School Name | Paul L. Dunbar School

PSSA Math: % of Students Proficient or Advanced, Grade 3	PSSA Math: % of Students Below Basic, Grade 3
<p><b>All Students</b> 2 out of 29 Students</p> <p><b>Score: 6.9%</b></p> <p>MAINTAINING -0.8 From Prior Year </p>	<p><b>All Students</b> 18 out of 29 Students</p> <p><b>Score: 62.1%</b></p> <p>IMPROVING -11.0 From Prior Year </p>
<p><b>Black / African American</b> 2 out of 29 Students</p> <p><b>Score: 6.9%</b></p> <p>IMPROVING +2.1 From Prior Year </p>	<p><b>Black / African American</b> 18 out of 29 Students</p> <p><b>Score: 62.1%</b></p> <p>IMPROVING -14.1 From Prior Year </p>
<p><b>Hispanic / Latino</b></p> <p>Insufficient Sample</p>	<p><b>Hispanic / Latino</b></p> <p>Insufficient Sample</p>
<p><b>Multi Racial / Other</b></p> <p>Insufficient Sample</p>	<p><b>Multi Racial / Other</b></p> <p>Insufficient Sample</p>
<p><b>White</b></p> <p>Insufficient Sample</p>	<p><b>White</b></p> <p>Insufficient Sample</p>
<p><b>American Indian / Alaskan Native</b></p> <p>Insufficient Sample</p>	<p><b>American Indian / Alaskan Native</b></p> <p>Insufficient Sample</p>
<p><b>Asian</b></p> <p>Insufficient Sample</p>	<p><b>Asian</b></p> <p>Insufficient Sample</p>
<p><b>Native Hawaiian / Pacific Islander</b></p> <p>Insufficient Sample</p>	<p><b>Native Hawaiian / Pacific Islander</b></p> <p>Insufficient Sample</p>
<p><b>English Learners</b></p> <p>Insufficient Sample</p>	<p><b>English Learners</b></p> <p>Insufficient Sample</p>
<p><b>Students with IEPs</b></p> <p>Insufficient Sample</p>	<p><b>Students with IEPs</b></p> <p>Insufficient Sample</p>
<p><b>Economically Disadvantaged</b> 2 out of 28 Students</p> <p><b>Score: 7.1%</b></p> <p>MAINTAINING -0.6 From Prior Year </p>	<p><b>Economically Disadvantaged</b> 18 out of 28 Students</p> <p><b>Score: 64.3%</b></p> <p>IMPROVING -8.8 From Prior Year </p>







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# Math & Science: Every Student Performs On or Above Grade Level

## PSSA Science Proficiency, Grades 4 and 8

School Code | 5250 School Name | Paul L. Dunbar School

PSSA Science: % of Students Proficient or Advanced, Grades 4 & 8	PSSA Science: % of Students Below Basic, Grades 4 & 8
<p><b>All Students</b> 8 out of 47 Students</p> <p><b>Score: 17.0%</b></p> <p><b>MAINTAINING</b> +0.9 From Prior Year </p>	<p><b>All Students</b> 17 out of 47 Students</p> <p><b>Score: 36.2%</b></p> <p><b>IMPROVING</b> -6.7 From Prior Year </p>
<p><b>Black / African American</b> 5 out of 39 Students</p> <p><b>Score: 12.8%</b></p> <p><b>NOT IMPROVING</b> -6.0 From Prior Year </p>	<p><b>Black / African American</b> 15 out of 39 Students</p> <p><b>Score: 38.5%</b></p> <p><b>IMPROVING</b> -3.2 From Prior Year </p>
<p><b>Hispanic / Latino</b></p> <p>Insufficient Sample</p>	<p><b>Hispanic / Latino</b></p> <p>Insufficient Sample</p>
<p><b>Multi Racial / Other</b></p> <p>Insufficient Sample</p>	<p><b>Multi Racial / Other</b></p> <p>Insufficient Sample</p>
<p><b>White</b></p> <p>Insufficient Sample</p>	<p><b>White</b></p> <p>Insufficient Sample</p>
<p><b>American Indian / Alaskan Native</b></p> <p>Insufficient Sample</p>	<p><b>American Indian / Alaskan Native</b></p> <p>Insufficient Sample</p>
<p><b>Asian</b></p> <p>Insufficient Sample</p>	<p><b>Asian</b></p> <p>Insufficient Sample</p>
<p><b>Native Hawaiian / Pacific Islander</b></p> <p>Insufficient Sample</p>	<p><b>Native Hawaiian / Pacific Islander</b></p> <p>Insufficient Sample</p>
<p><b>English Learners</b></p> <p>Insufficient Sample</p>	<p><b>English Learners</b></p> <p>Insufficient Sample</p>
<p><b>Students with IEPs</b></p> <p>Insufficient Sample</p>	<p><b>Students with IEPs</b></p> <p>Insufficient Sample</p>
<p><b>Economically Disadvantaged</b> 8 out of 45 Students</p> <p><b>Score: 17.8%</b></p> <p><b>IMPROVING</b> +2.4 From Prior Year </p>	<p><b>Economically Disadvantaged</b> 15 out of 45 Students</p> <p><b>Score: 33.3%</b></p> <p><b>IMPROVING</b> -10.9 From Prior Year </p>

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