



# DUNBAR SENIOR HIGH SCHOOL

Washington, D.C.





## EXECUTIVE SUMMARY

**THIS PROJECT IS ABOUT TRANSFORMATION AND RENEWAL.** Dunbar, as the first African-American High School in the country, has a tremendous legacy and hundreds of remarkably accomplished alumni – eight are featured on US Postage stamps, more than any other school. But decades of accomplishment have been followed by years of under-performance. As the City sought to replace the obsolete Brutalist 1977 building the school occupied, the Dunbar Alumni Federation joined with the school, the Department of General Services (DGS) and the DC Public Schools (DCPS), to establish a vision that would:

- Restructure the school academically
- Create a high-performance building to support the restructured program
- Re-engage the school into the Truxton Circle community

### DATA SHEET / KEY STATS

**Project Name:**

Dunbar Senior High School

**Project City/State:**

Washington, DC

**School Category:**

Senior High School

**Grades Served:** 9-12**Capacity:** 1,100**Size of Site:** 8.5 acres**Gross Area of Building:**

280,000 gsf

**Volume of Building:**

4,475,000 cu. ft.

**Space per Student:** 236 sf/student**Cost per Student:**

\$110,909/student

**Square Foot Cost:** \$363**Cost of Construction:**

\$101,750,000

**Total Project Cost:**

\$127,906,735

**Contract Date:**

January 2011

**Date Construction Started:**

November 2011

**Date Construction**

**Completed:** August 2013

**Sustainability Rating System**

**Applied:** LEED

**Status of Sustainability**

**Certification:**

Certification Pending

**Sustainability Certification**

**Level:** Pending LEED Platinum

# COMMUNITY ENGAGEMENT PROCESS

**“ WE CAN CERTAINLY MOVE  
FORWARD AND HAVE OUR  
CHILDREN COME OUT WITH  
A SENSE OF PRIDE. ”**

*– Bettie Brooks Cole, '61*

## COMMUNITY ENGAGEMENT PROCESS



### **STAKEHOLDERS.**

Representing generations of successful graduates, the Alumni Federation, the school and DGS/DCPS created a process that began with a design competition and established a School Improvement Team (SIT) with broad representation by faculty, students, administrators, alumni, Advisory Neighborhood Commissioners and neighbors to work closely with the design team throughout the fast-paced, 34-month design and construction process.

Representing recent graduates to octogenarians the Alumni Federation actively engaged the design team from the very beginning when several sat for interviews discussing the history and heritage of the school and their personal vision for the future. Inspired by the shared vision of the alumni, the design team established an initial concept for the school. At a mid-point in the competition, the design team presented the work and based upon the feedback, dramatically revised the concept reducing its footprint, stacking the building vertically and strengthening the idea of that the historic heart of the school's 1917 building, the armory, would inspire the heart of the new building. The shared vision was that the new building honor the school's tremendous history and tradition but that it should also catalyze the recreation of the school for the future.

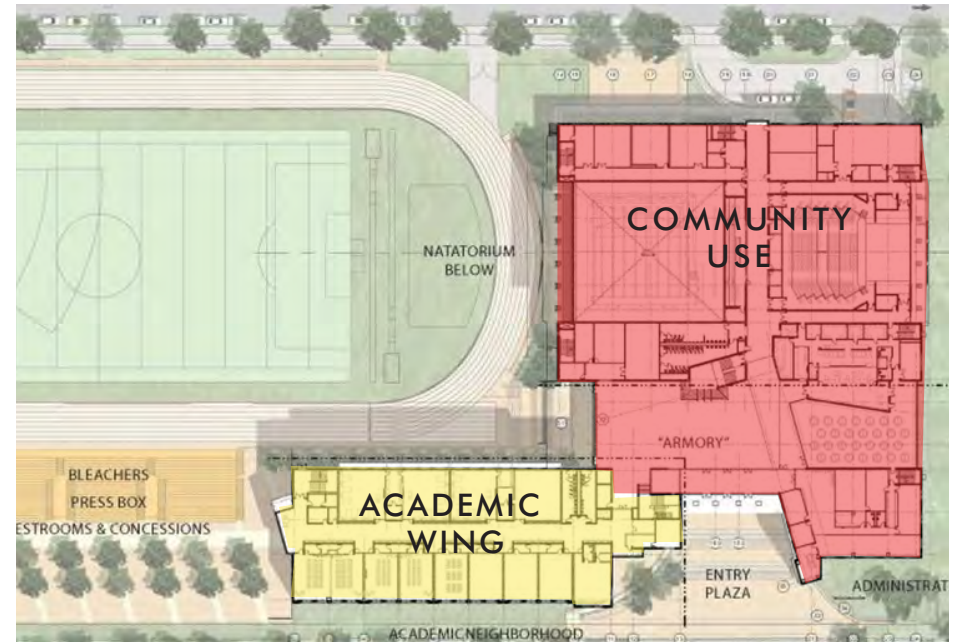
**Many yearbook photos took advantage of the grand entrance to the 1917 building.**



# COMMUNITY ENGAGEMENT PROCESS

Workshops following the selection of the design team and the concept, drilled down into every aspect of the design with the SIT, and through surveys with the larger Dunbar community, including:

- Relocation of the building to the east side of campus where the historic 1917 building had been located
- Programming and organization of the four new academies
- Zoning of the building to accommodate active community use
- Creation of the Armory as the “Heart of the School”
- Relationship of major program elements to activate the Heart: food, media center, academies
- The creation of a food court within the Armory rather than an institutional cafeteria
- Security measures that respected the idea that openness and transparency helps to build a stronger learning community
- Reopening of O Street NW, reengaging Dunbar with the community



The new school will also function as a community center, available for use when school is not in session. The design allows for the classroom and office components to be secured during off hours allowing active community use of the gym, pool, theater, media center and Armory.

# COMMUNITY ENGAGEMENT PROCESS



The Design Team engaged members of the community to discuss the sustainable aspects of the LEED Platinum building.

*(See the signs later in this submittal.)*

## COMMUNITY ENGAGEMENT PROCESS – SCHOOL IMPROVEMENT TEAM

Abigail Cronin	Architect
Annetta Nicholas	Bates Civic Association
Anthony Deguzman	Chancellor Henderson's Representative
Craig English	DCPS - Department of Career And Technical Education
Chrystal Stowe	Smoot/Gilbane Joint Venture
Cynthia Jones	Dunbar Teacher
David Shirey	Architect
Darrell Pressley	Department of General Services
Don Denman	Department of General Services
Kathleen Davis	Resident on P St.
Esmond Jardine	Dunbar JROTC
Gregory Benson	Department of General Service
Geovani A. Bonilla	Hospice management
Ibrahim Mumin	Muslim Mosque #4
Jackie Stanley	Department of General Services
Joyce Robinson Paul	Advisory Neighborhood Commission, 5E04
Josh Christensen,	Smoot/Gilbane Joint Venture
Johnnie Walker	Dunbar HS Athletic Director
Joe Smith	Smoot/Gilbane Joint Venture
Kenneth Diggs	Department of General Services
Linda Graves	Smoot/Gilbane Joint Venture
Matt Bell	Architect
Marc Bleyer	Office of Citizen Complaint Review
Margaret Stevens	Bates Area Resident
Michelle Chin	Department of General Services
Merle Thorpe	Advisory Neighborhood Commission
Morrall Thompson	Dunbar HS Assistant Principal
Carrie L. Thornhill	Dunbar Alumni Federation Rep
Jennifer Ragins	Bates Area Resident
Chelsea Rock	Office of the Chief Operating Officer - DCPS
Deanna Newman	Department of General Services
Rachelle Nigro	ANC - C6E
Patrice Billingsley	Dunbar HS Athletic Trainer
Sean O' Donnell	Architect
Ruth Jenkins,	Department of General Service
Sylvia Pinkney	Advisory Neighborhood Commission, 5E05
Stephen Jackson	Dunbar Principal & SIT Chair
Tomeka McKenzie	Dunbar HS - Assistant Principal
Wesley Harvey	CAPCS - Director, Operations & Finance
Willa Renee B. Wallace	Dunbar HS Staff



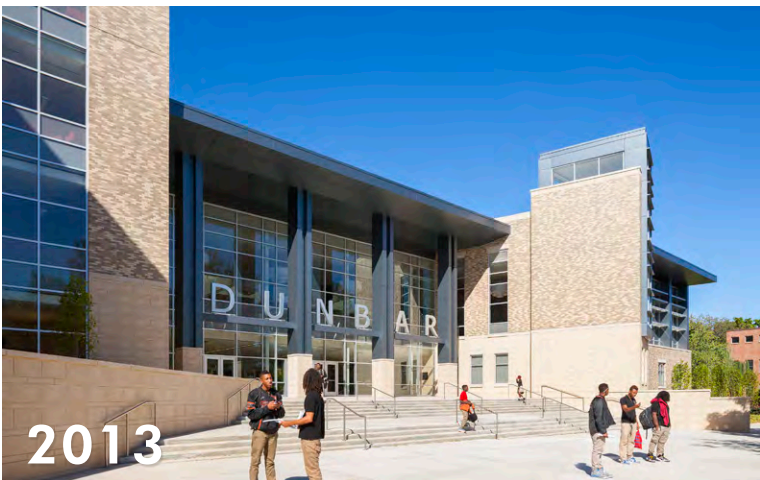
## THREE GENERATIONS OF BUILDINGS ON THE SITE



The original 1917 Dunbar High School building asserted a civic presence in the local neighborhood and demonstrated a scale of elements that related well to the adjacent row house fabric. The building was characterized by a unique skyline, bay windows, and a clear sense of base-middle and top.



The building constructed to replace the 1917 building was placed in the right-of-way of a historic street and was inwardly focused with few windows and minimal natural light. The entry to this building faced north and the building was commonly referred to as a “prison” because of its lack of natural light.

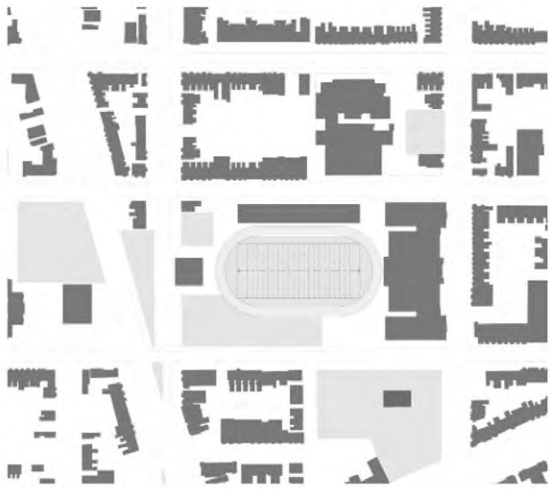


The new entry opens to the community, faces south, and allows for generous amounts of natural light to enter the facility. Broad steps suggest a civic scale and welcome students, staff, and visitors into the school.

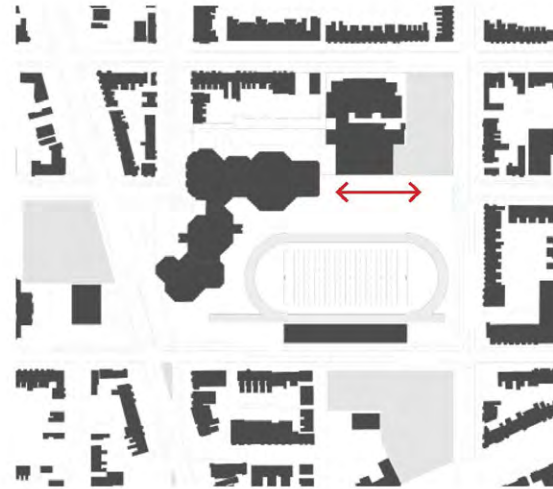




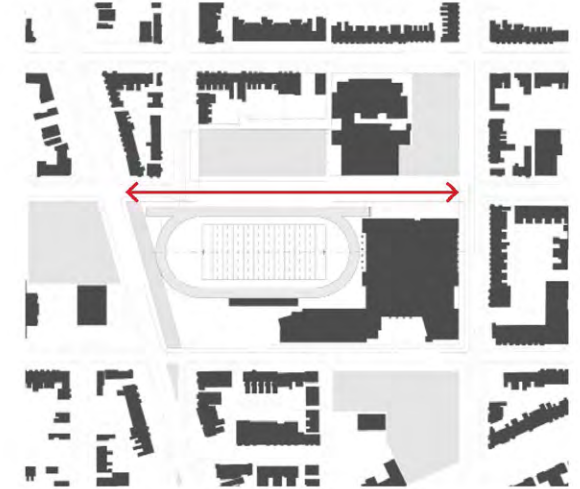
1917



1977



2013



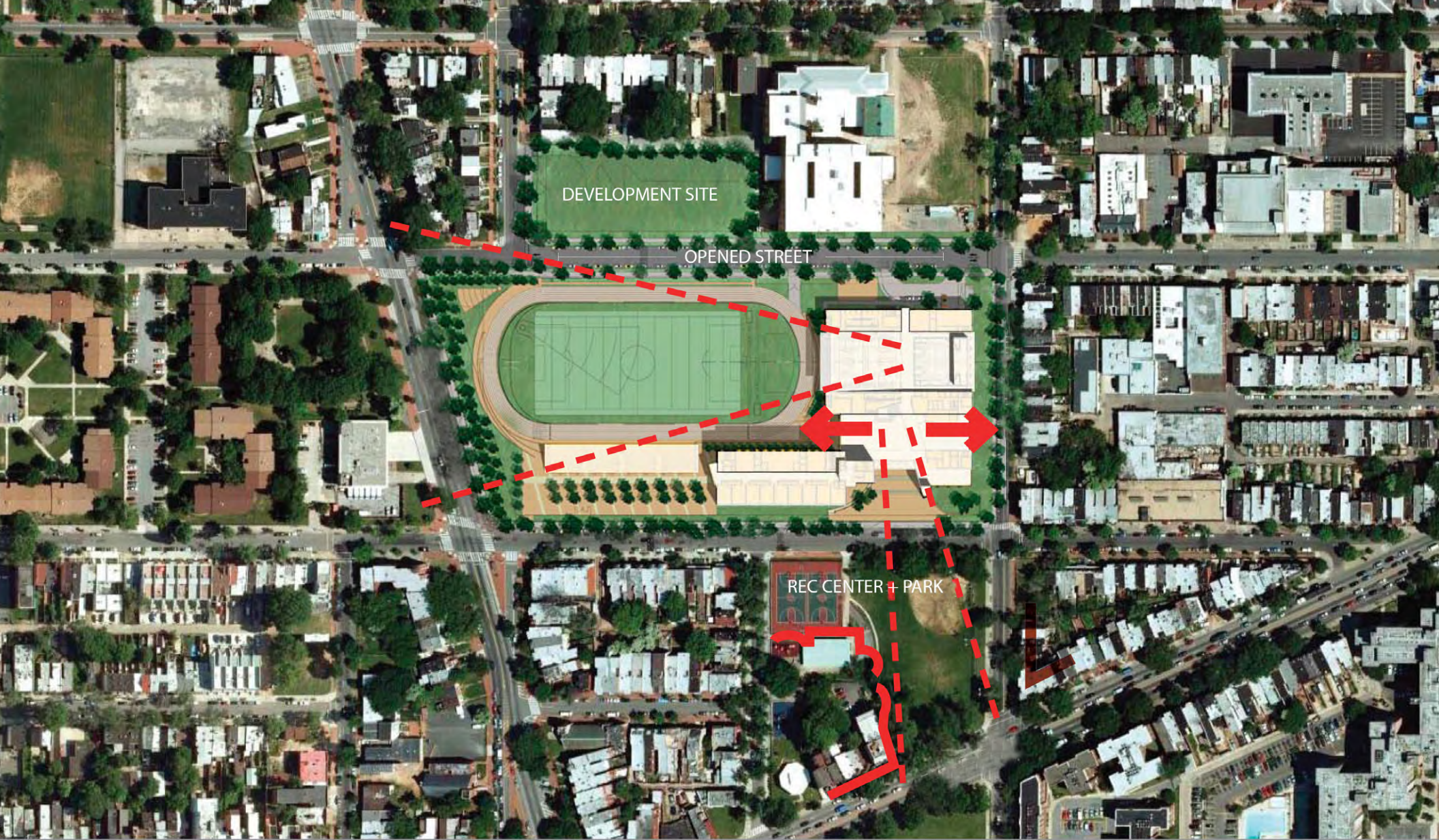
THE HISTORIC URBAN FABRIC

Note the way in which the school in 1917 was located to define the city grid and how the axial alignment of the school, with the sports field and track, binds the two together in a larger ensemble.

The 1977 building cut off an existing historic street and was comprised of inward looking "pods" with little connection to the neighborhood.

The new design seeks to define the streets and blocks of the city fabric on all sides and relates the complex to the scale of the row house fabric.





CAMPUS VIEWS

**A SITE STRATEGY THAT  
ENHANCES THE NEIGHBORHOOD**

The parti diagram for the project shows the connection to the existing park to the south, the alignment/connection to the field to the west, and the opening up of the historic street to the north. In addition, a new development site is created north of the historic street that will offer home ownership opportunities to new neighborhood residents.



# COMMUNITY ENGAGEMENT PROCESS

The reopening of O Street, NW, a street mapped in the District's historic L'Enfant Plan, was another element of the design entirely inspired by the stakeholders to the process. O Street was closed by the school's 1977 building and that action cut off two sides of the Truxton Circle neighborhood. Relocating the new building to the footprint of the school's 1917 building enabled the street to be reopened as a model sustainable street, literally reconnecting the community. O Street and the new openness of the building to the neighborhood, in contrast to the foreboding presence of the 1977 building, have catalyzed the revitalization of the surrounding neighborhood.



## O STREET

The Green'Ovation project will demonstrate the multiple benefits of Low Impact Development (LID), including flood reduction and water quality improvements.

**INKBERRY**

- Botanical name: *Ilex glabra* "holmock"
- evergreen shrub in holly family
- medium to wet soils in full to part shade

**RIVER BIRCH MULTI-TRUNK**

- Botanical name: *Betula nigra*
- native habitat is wet ground, but also heat-tolerant
- distinctive bark - curly, papery sheets



BIORETENTION CELL

**MUHLY**

- botanical name: *Andropogon scoparius*
- "red mist"
- grass with feathery pink flowers
- drought or shade

**ST. JOHN'S WORT**

- botanical name: *Hypericum floridanum*
- "sunburst"
- deciduous shrub with large golden flowers
- low maintenance; sun to part shade, drought

### DID YOU KNOW THAT . . .

- 🌿 6,152 square feet of bioretention cells, or "rain gardens," will be provided along O Street.
- 🌿 39 new street trees and 900 shrubs will be planted in these rain gardens.
- 🌿 Stormwater runoff from the sidewalks and roadway will be collected in the cells and filtered through the plant media before being reintroduced back into the storm system.
- 🌿 By holding the water on site in a storm event and reintroducing it back into the system slowly, localized flooding will be prevented.
- 🌿 O Street will be used as a teaching tool for both environmental science and sustainability.



O Street was closed between 1st and 3rd Streets when the existing Dunbar High School was built in the 1970s. As part of the new Dunbar High School Modernization, this section of O Street will be reestablished as a "green street."

# EDUCATIONAL / PHYSICAL ENVIRONMENT

**“ IT JUST DOES MY HEART SO  
MUCH GOOD TO SEE SUCH A  
BEAUTIFUL BUILDING. ”**

*– Therrell C. Smith, '35*



## EDUCATIONAL / PHYSICAL ENVIRONMENT

### **MAKING SURE THE ENVIRONMENT SUPPORTS THE CURRICULUM**

The school has reorganized into four academies: an innovative 9th grade academy designed to ensure student retention, and mixed-grade STEM, Education & Information Technology and Business academies. Each academy resides on its own floor in the academic wing and features offices for the Assistant Principal leading the academy, counselors, classrooms and labs tailored to the program, a teacher workroom and “extended learning” spaces. Openness and transparency throughout encourage active engagement of students, faculty and staff.



ACADEMY ENTRANCE & AP OFFICE



ENGINEERING LAB



EXTENDED LEARNING



**“ THIS NEW DUNBAR ALSO  
REMINDS STUDENTS OF  
WHAT THEY CAN BE. ”**

– Erica Hill, Today Show Co-anchor





## EDUCATIONAL / PHYSICAL ENVIRONMENT



CURRENT ARMORY

Inspired by the cherished 1917 building that served the school before its demolition in the 1970s, the design re-imagines that building's centrally located armory, as the heart of the school.

Situated at the crossroads of all of the programs in the building, the Armory, brings the entire school together and serves both formal and informal functions ranging from entrance and food court to celebration site and pre-function space.

**200 stainless steel plaques are embedded in the floor and walls. One hundred celebrate an accomplished Dunbar graduate or educator. One hundred are blank, inspiring the current generation to aspire to continue the legacy.**



HISTORIC ARMORY

CARTER G. WOODSON, PhD  
— FACULTY —  
FATHER OF BLACK HISTORY







**THE EIGHT ALUMNI AND FACULTY FEATURED ON THE U.S. POSTAGE STAMPS ARE CELEBRATED ON THE MEDIA CENTER WALLS.**

Providing places for individual reflective work, large group meetings, instruction, and small group, collaborative work, the space has accommodated individuals, classes as well as meetings of the Alumni Federation and NGO and governmental committees.

An expanse of glazing permits users to overlook the adjacent recreation center and park, and for passersby to see an artist's interpretation of the eight US Postage stamps featuring distinguished graduates and educators of Dunbar (left).



With gracious views over the entrance, the Armory and the neighboring park and recreation center, the Senior Lounge provides the older students with their own place to casually meet in a collegiate-style setting.





A 600-seat theater was designed to encourage young performers, by providing an acoustically tuned, intimate setting that can accommodate a variety of performance and media.





## EDUCATIONAL / PHYSICAL SUSTAINABLE ENVIRONMENT

The sustainable goals of the project were to create a truly high performance learning environment that would support the transformation of the school's academic program, enhance the energy performance of the school within the larger DCPS inventory, help mitigate chronic local flooding during storm events, and educate the next generation of environmental stewards.

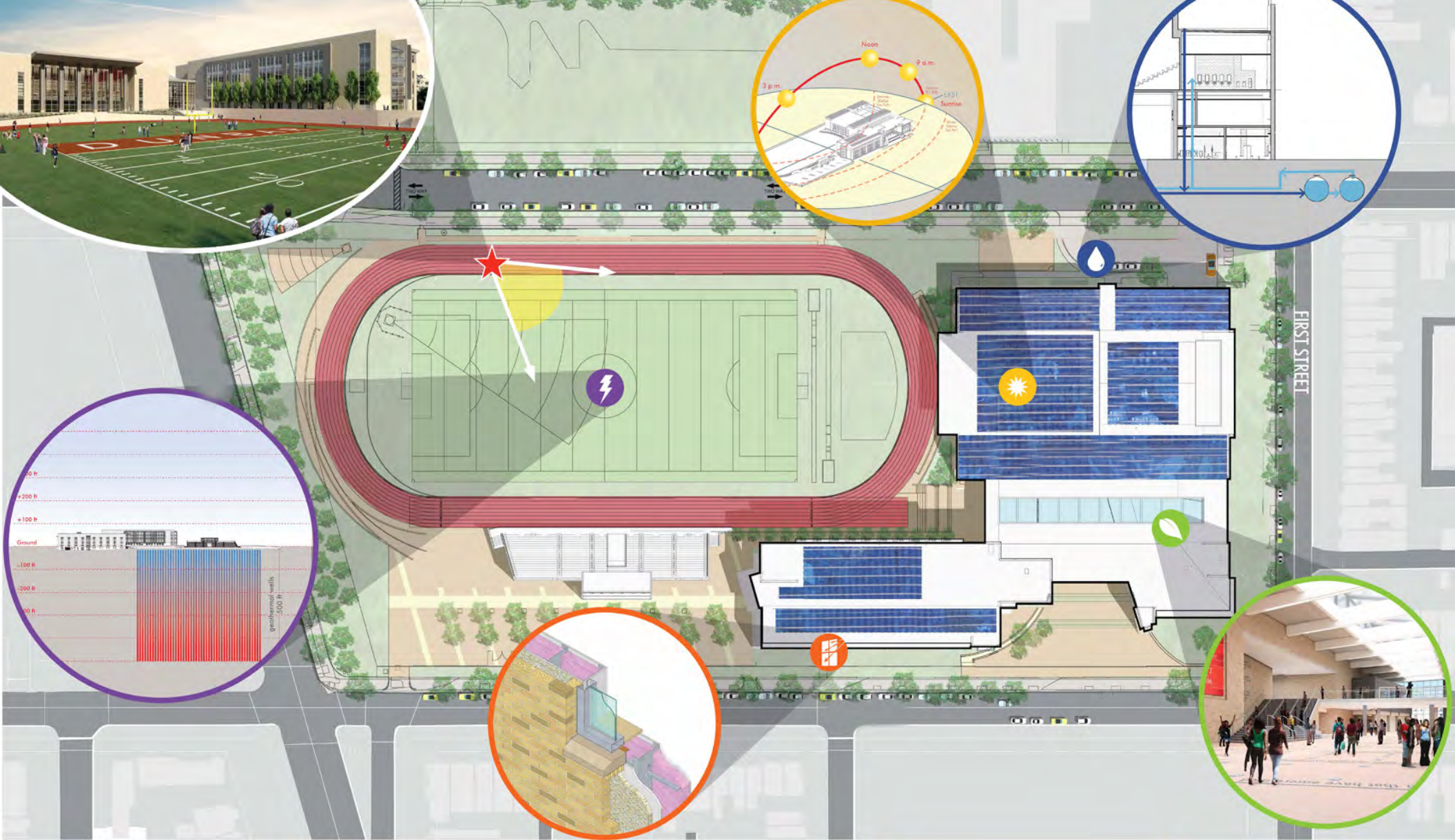
The first goal was achieved by coordinating the many systems that result in a supportive educational environment:

- Natural and electric light,
- Acoustics,
- Thermal comfort,
- Indoor air quality,
- Color,
- Furniture and space.

These priorities drove design from the initial organizational strategies on the site, where the academic wing housing most of the classrooms and labs was oriented east-west resulting in our ability to more easily control natural light and glare in the north and south facing instructional spaces. As design developed, a focus on enhanced acoustics – in contrast to the raucous, open plan environment in the 1977 building – influenced wall construction, window and door assemblies, floor and ceiling specifications and even the location of ground source heat pumps and other HVAC equipment relative to the instructional space.







## ENERGY

A ground-source heat pump system (also known as a geothermal system) under the athletic field and radiant flooring in the Armory support Dunbar's commitment to energy efficiency.

## EXTERIOR

The building exterior, or "envelope," is like your skin – it protects you from sun, wind, rain, and snow. The envelope is designed to allow natural light and fresh air into the building while keeping excess heat and cold out.

## INTERIOR

Low-emitting, recycled and regional materials, green housekeeping, and pervasive daylighting and views enhance the quality of the interior environment.

## SOLAR

Solar panels, also known as photovoltaic (PV) panels, convert natural energy from the sun into clean, reliable electricity.

## WATER

Rainwater collection and water efficient fixtures reduce demand for fresh water and help retain storm water runoff.



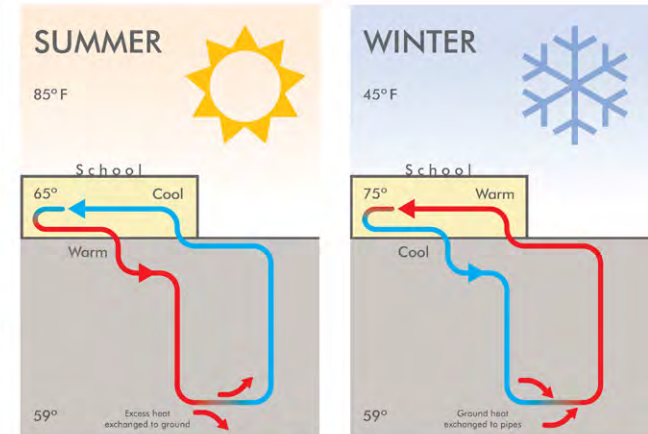
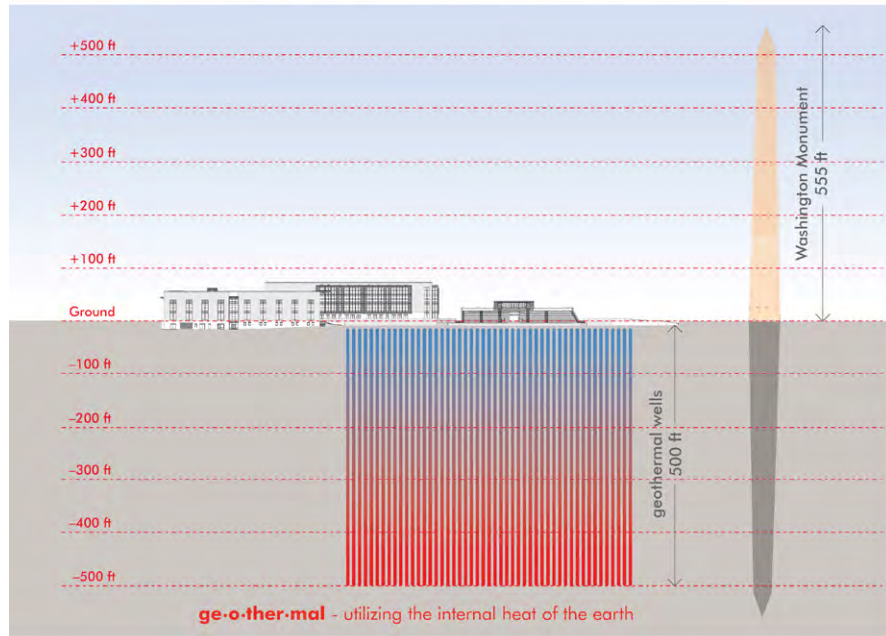
## ENERGY USE

In addition to the building's pervasive natural light, the building sought to maximize energy performance in innovative ways by integrating as many systems into the "geothermal" system – the largest to date constructed in DC – including the pool and kitchen equipment and the radiant floor system in the "Armory," the heart of the school.

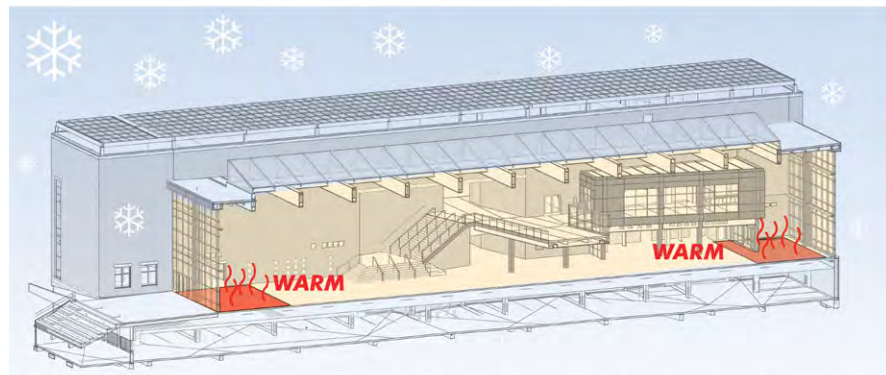
# ENERGY

A ground-source heat pump system (also known as a geothermal system) under the athletic field and radiant flooring in the Armory support Dunbar's commitment to energy efficiency.

Graphic Design by Perkins Eastman



**Geothermal wells** take advantage of the earth's constant year-round temperature of 59° F. Water is pumped through pipes that are buried underground. In the summer, the water absorbs excess heat from the building's mechanical system, then transfers that heat into the ground. In the winter, the opposite happens: the water draws heat from the ground to provide pre-warmed air and water to the heating system of the building. This system reduces the building's demand for energy from fossil fuels.



**Radiant flooring** in the Armory improves thermal comfort of occupied areas near the glass in the winter by warming the space from below. Because fans and air ducts are not needed for radiant flooring, the system is silent and efficient. Independent east and west loops allow the occupants to control the amount of heat throughout the day.



Plastic tubing is laid down before the floor's concrete surface is poured. Warm water circulates through the tubes to heat the floor and space above.



Radiant tubing at DHS

## DID YOU KNOW THAT...

- ⚡ 362 wells are buried under the track and field to a depth of 500 feet.
- ⚡ \$250,000 - \$300,000 Estimated annual energy cost savings when compared to average DC schools.
- ⚡ In all, the system has more than 68 miles of tubing, longer than the Capital Beltway!





# EXTERIOR

Enhancing energy performance began with proper siting and orientation of the building. Passive strategies including shading devices and walls and roofs with high R-values contribute to reducing energy consumption.

# EXTERIOR

The building exterior, or "envelope," is like your skin – it protects you from sun, wind, rain, and snow. The envelope is designed to allow ample natural light into the building while keeping excess heat and cold out.

**Morning**




The rising sun brings daylight into the building and helps to warm the interior. The lower altitude of the sun in the winter months allows more sunlight and solar gain to reach classrooms; the higher summer sun is blocked by roof overhangs and sun shades.

**Noon**

The bright, high sun heats the walls and roof. Roof overhangs block the sun, shading the interior. Horizontal louvers or sun shades prevent glare (direct sunlight on reflective floors and work surfaces), while admitting ample daylight to the interior.

**Afternoon**

The low afternoon sun shines directly on the western exposures (sides) of the building. Vertical fins help to reduce heat gain. Exterior sun shades are supplemented by interior shades that occupants can use to control brightness and room comfort.

## DID YOU KNOW THAT...

- ❶
East-west building orientation (5%) + passive solar design (10%) can produce up to 15% energy savings.
- ❷
The building's facade is not only decorative, but also performs vital functions throughout the day.


The climate zone has important implications for the design of the exterior. In a temperate and humid climate, creating waterproof and thermal barriers between the inside and outside of the building helps keep the interior air comfortable and prevents water damage from humidity and condensation.

**U.S. Climate Zone**

## R-Value

A measure of a material's resistance to the passage of heat, R-value is used to describe the different types of insulation used in buildings. The higher the number, the better the building insulation's effectiveness.

	Existing Dunbar HS	New Dunbar HS
Walls	Up to <b>6</b>	Up to <b>27</b>
Roof	Up to <b>15</b>	Average <b>43</b>



Insulation and wall detail at Dunbar

**WALL DETAIL AREA**

**DUNBAR**

**OUTSIDE**

- BRICK VENEER**
  - finished "face" of building
  - traditional Mid-Atlantic building material
- WALL CAVITY**
  - air space inside the wall reduces thermal transfer between inside and outside (thermal break)
  - provides sound insulation
  - any rain that penetrates brick is collected and drained
- 2-1/2" SPRAY FOAM INSULATION**
  - helps the interior temperature remain comfortable in hot or cold weather
  - blocks water vapor from entering interior walls
- DOUBLE-GLAZED WINDOW**
  - two panes of glass separated by an air space filled with inert gas to reduce heat transfer
  - allows 75% of visible light to enter
  - blocks 62% of solar radiation (causes overheating) and 86% of ultraviolet (UV) light (can damage skin and eyes)
- 1/2" SHEATHING**
  - strengthens structure
  - base for insulation and weatherproofing
- STEEL STUDS + 4" BATT INSULATION**
  - structural support for wall
  - insulation helps keeps inside air warm or cool, depending on season
  - space for wiring and cables
- 1/2" GYPSUM WALLBOARD**
  - finished wall of room
  - base for paint and other finishes

**INSIDE**



# INTERIOR

Critical to the creation of a high performance learning environment, the design emphasized daylight, views, enhanced acoustics, indoor air quality, and thermal comfort.

# INTERIOR

Low-emitting, recycled and regional materials, green housekeeping, and pervasive daylighting and views enhance the quality of the interior environment.

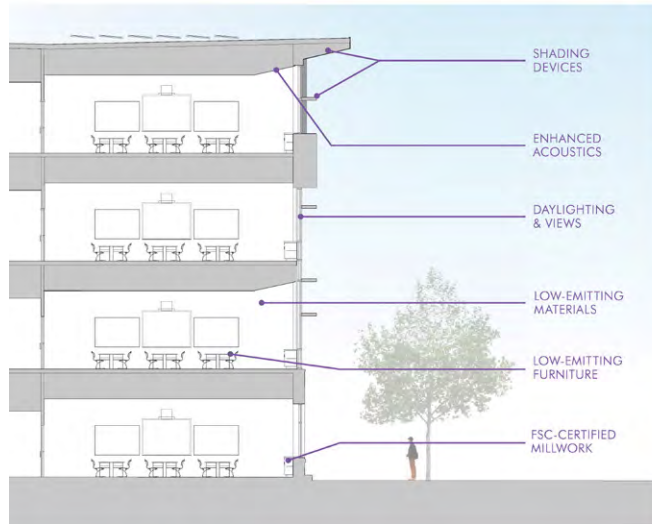
Graphic Design by Perkins Eastman



Abundant natural light fills the Armory, enhancing the interior environment and conserving energy.



Furniture is low-emitting and GREENGUARD-certified.



Full-height walls, absorbent ceiling assemblies, and strategic placement of HVAC equipment improve the acoustics of the classroom.

Sensors automatically turn off lights when there is adequate daylight and the room is unoccupied.



Paints and materials are low-emitting to support indoor air quality and an improved learning environment.

## DID YOU KNOW THAT...

- Natural light is provided to over 90% of the classrooms.
- Natural daylighting has been directly linked to enhanced achievement in the classroom.



Daylighting and views promote a strong connection between the gym and the field.



Wood used in the building meets the Forest Stewardship Council's (FSC) criteria for sustainable forestry.



# SOLAR

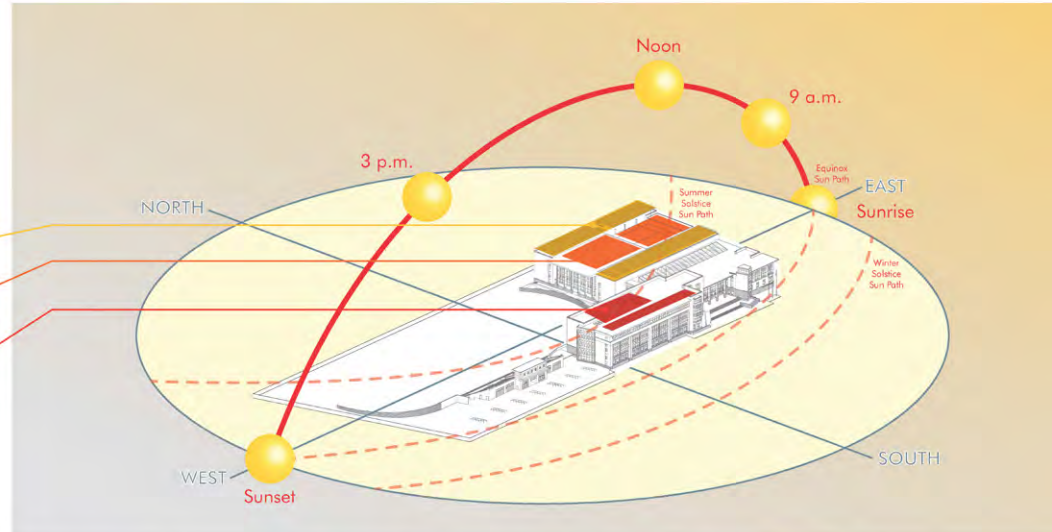
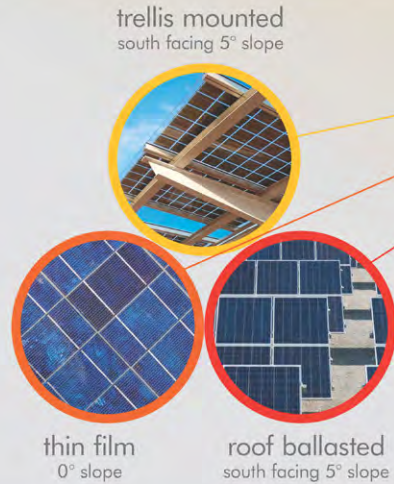
Requiring legislative action by the City Council, the school also features a 482 kW photovoltaic array provided through the District's first Power Purchase Agreement, clearing the path for subsequent DC projects to make use of this precedent.

Graphic Design by Perkins Eastman

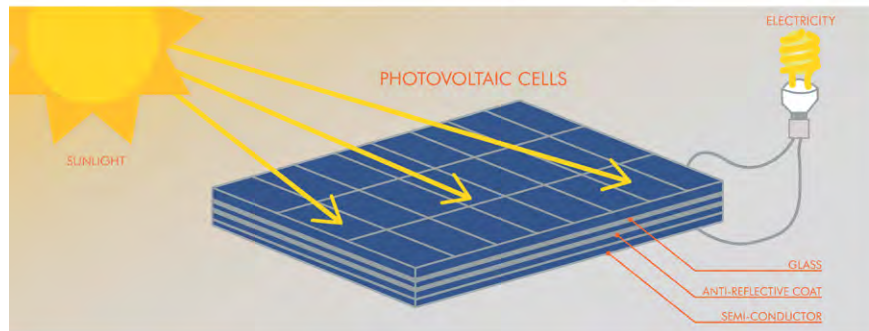
# SOLAR

Solar panels, also known as photovoltaic (PV) panels, convert natural energy from the sun into clean, reliable electricity.

The new Dunbar will have these three different types of solar panels on the roof. Solar panels must be oriented south to maximize efficiency.



The sun's path changes with the seasons. The building is oriented on the east-west axis, with the longer sides facing north and south, to capture natural light throughout the day. In winter, the low sun warms the building, reducing load on the heating system. In summer, the high sun is blocked by overhangs and other shading devices.



## DID YOU KNOW THAT...

- ☀ On-site power generation accounts for 14% electricity savings.
- ☀ On average, DC has 202 sunny days per year, 4.2 hours of sun per day.
- ☀ Solar power gathered on a sunny summer day is strong enough to light all 56 classrooms and a surplus of 4 classrooms for 8 hours!

1 kW = amount of electricity to light one classroom for one hour

480 kW = total PV generation



56 total classrooms at Dunbar





# WATER USE

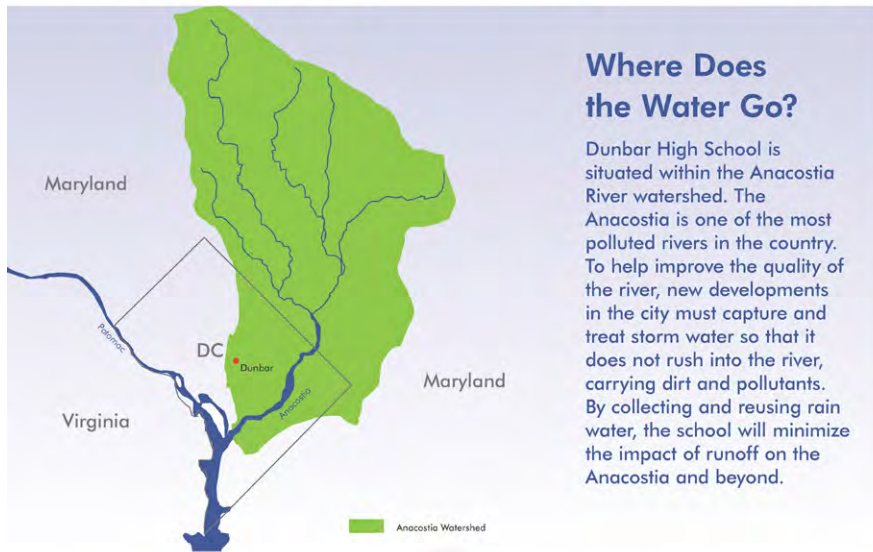
Graphic Design by Perkins Eastman

Each of these systems come together within the school's aspiration to engage the building as a teaching tool. Pre-Engineering classes participated in the design and construction process and are now poised to integrate the building and its systems into their curriculum. The students are also training to lead the tours of their LEED platinum building, sharing what they have learned with peers and visitors.

*These graphics were created as part of the education process and, at full- 4' by 4' size, they hung as banners on the construction fence to help inform the public about the features of their new LEED Platinum school.*

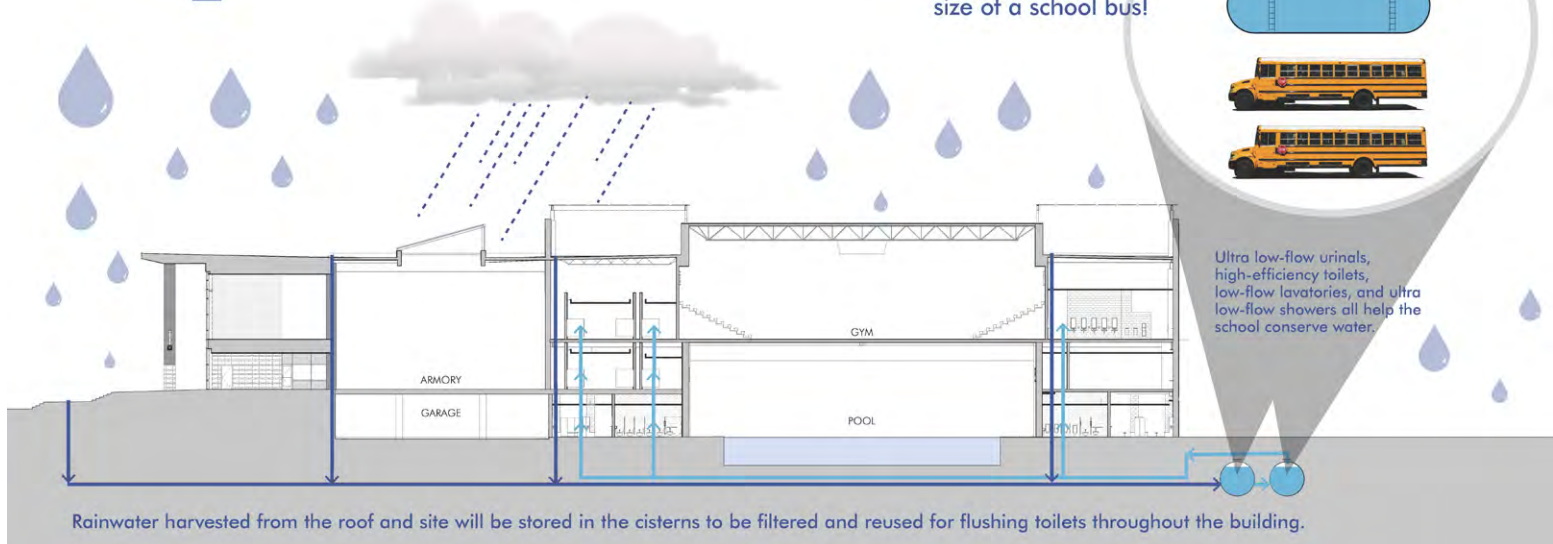
# WATER

Rainwater collection and water efficient fixtures reduce demand for fresh water and help retain storm water runoff.



## DID YOU KNOW THAT...

- Water reduction measures decrease water usage by 50%.
- Saving 1,400,000 gallons per year compared to a typical high school.
- Approximately 486 million gallons of water is used daily in the Washington DC area. Each person uses about 80-100 gallons per day.





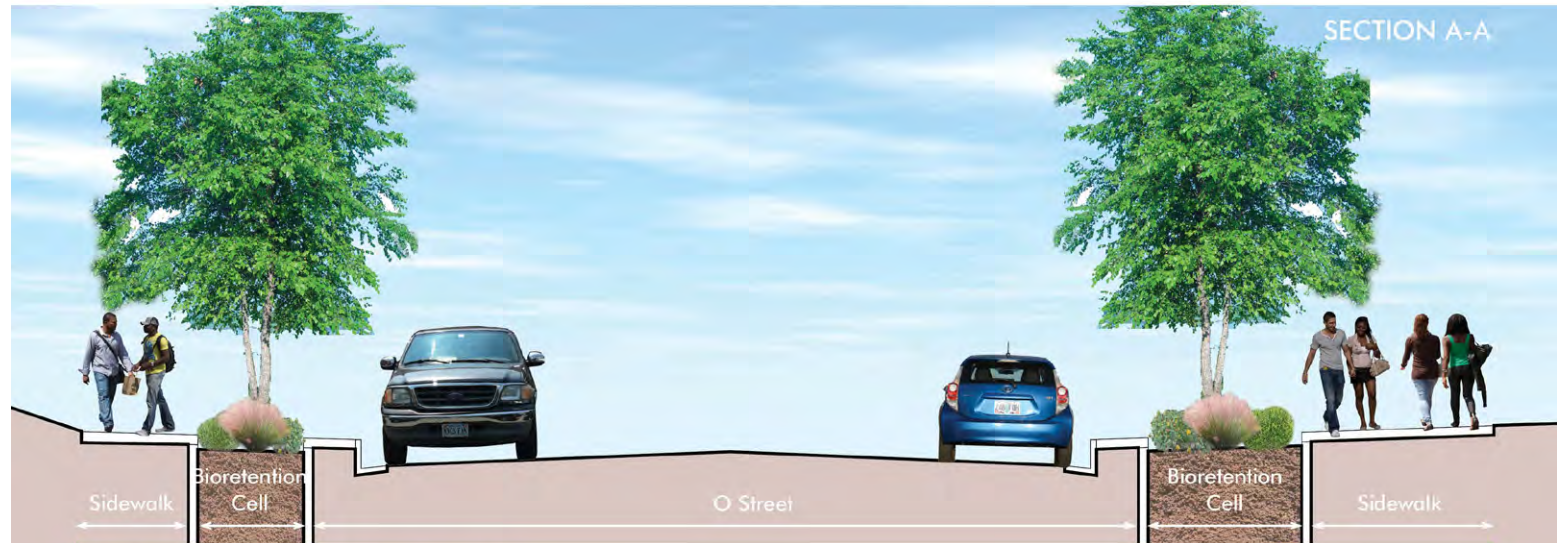
## O STREET

By reopening a public street right-of-way closed by the 1977 building, the project also helps to connect the neighborhood and mitigate chronic storm water issues in the community. Complementing the two 20,000 gallon cisterns receiving water from the building's roofs, the reopened O Street will feature 6,152 sf of rain gardens arrayed along both sides of its length able to handle a 1.2 inch storm event, creating a model of low impact development (LID) for the school, the Truxton Circle neighborhood, and the city.

Perkins Eastman

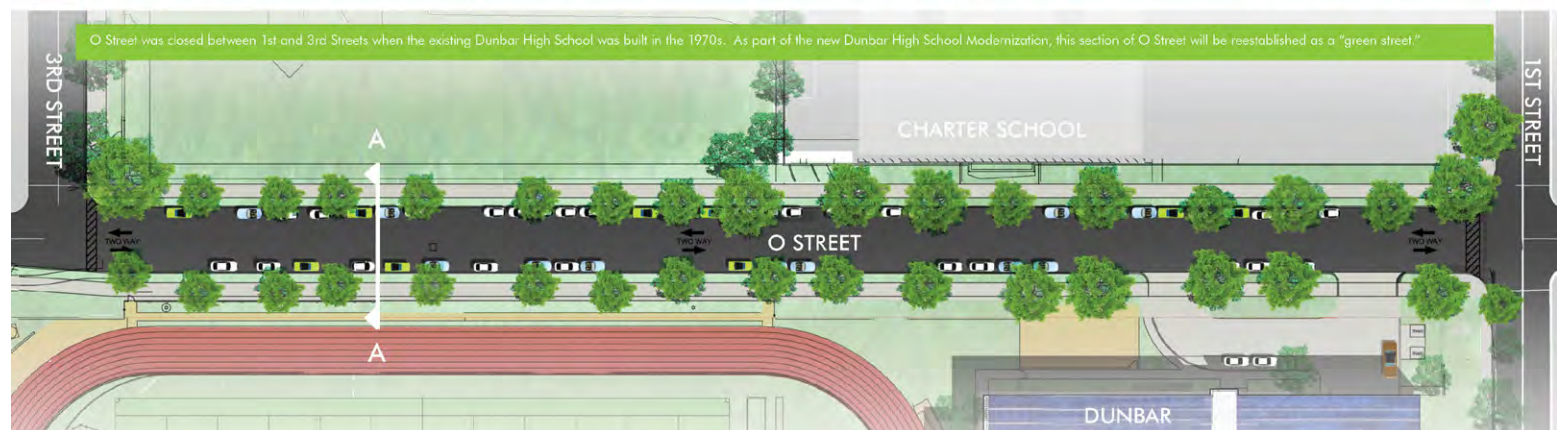
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The Green'O'vation project will demonstrate the multiple benefits of Low Impact Development (LID), including flood reduction and water quality improvements.



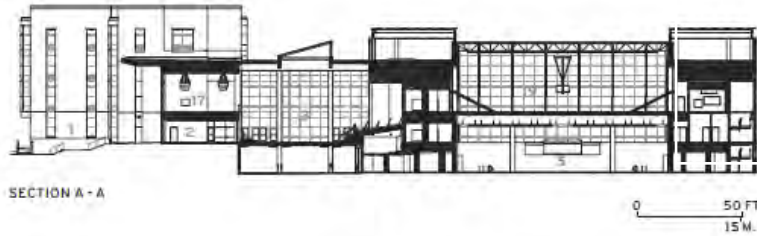
## DID YOU KNOW THAT...

- 🌿 O Street rain gardens will retain 1.2 inches of runoff from ~1.2 acres of drainage area
- 🌿 1.2-inch rain event is equivalent to the 90th percentile storm in the District
- 🌿 Each bioretention cell has been designed to accommodate up to 12 inches of ponding
- 🌿 Total volume of retained water via infiltration and evapotranspiration ~45,000 gallons





# FLOOR PLANS



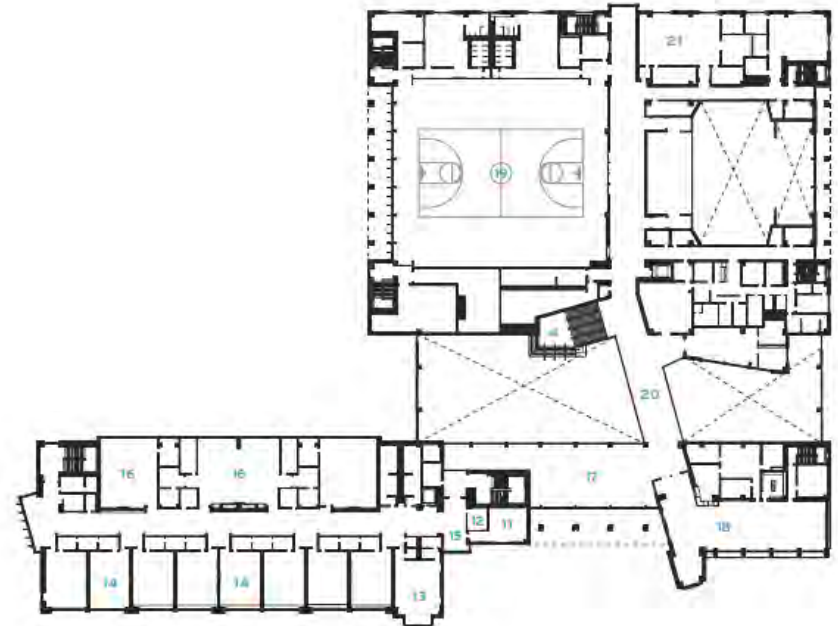
- 1 ENTRY
- 2 VESTIBULE
- 3 ARMORY
- 4 GRAND STAIR
- 5 POOL
- 6 CHORAL ROOM
- 7 AUDITORIUM
- 8 FOOD COURT
- 9 WELCOME CENTER
- 10 MUSEUM
- 11 TEACHERS' WORKROOM
- 12 OFFICE
- 13 SPECIAL NEEDS CLASSROOM
- 14 CLASSROOM
- 15 EXTENDED LEARNING
- 16 LABS
- 17 SENIOR LOUNGE
- 18 MEDIA ROOM/READING
- 19 GYM
- 20 BRIDGE
- 21 BAND ROOM
- 22 ART ROOM



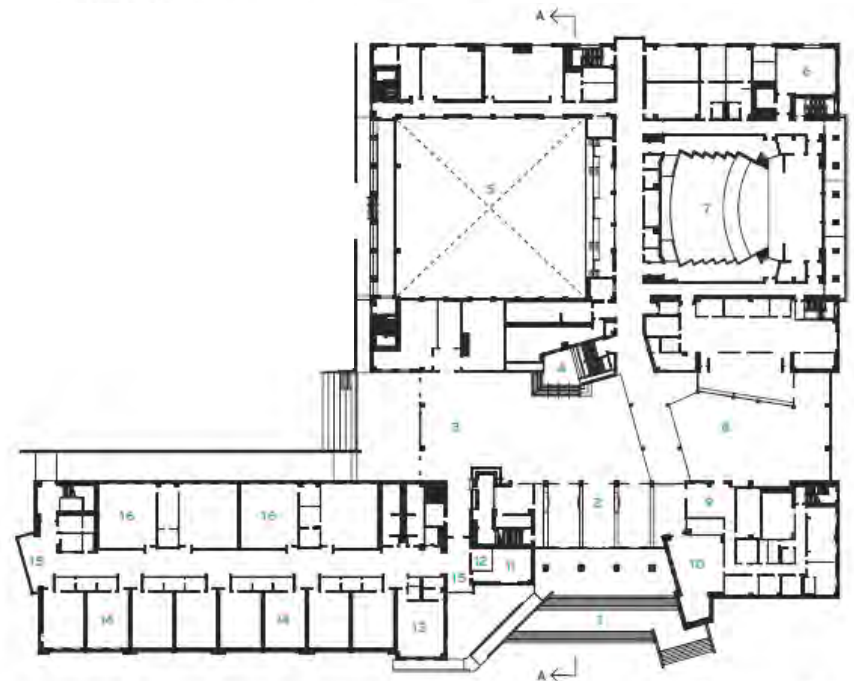
FOURTH FLOOR



THIRD FLOOR



SECOND FLOOR



FIRST FLOOR





# RESULTS

**“ IT MAKES PEOPLE FEEL  
LIKE THEY NEED A BRAND  
NEW ATTITUDE TO COME  
INTO THE BUILDING ”**

*– M. Patterson, Class of 2014*



## RESULTS

# IT IS A FUTURE THAT IS BUILT UPON THE SCHOOL'S HISTORY AND HERITAGE BUT IS DISTINCTLY OF THE 21ST CENTURY.

The project has focused the Dunbar community – the students, the administration and faculty, the alumni, the Truxton Circle neighborhood, and the District – on the future. The new building provides high performance, 21st Century learning environments, repairs the urban fabric and builds community.

While the post occupancy analyses have not yet been performed, anecdotally, the students, faculty, administrators and alumni report that the building is living up to their aspirations and vision. The new academy structure is projected to retain 90% of the 9th graders entering the school. This is contrast to the 60% retention rate previously experienced by the school and the district.





# RESULTS

## HOWARD GALA AT DUNBAR

The Armory, like its predecessor, is hosting school and community gatherings. In celebration of its 125th anniversary, the Howard University School of Education hosted an inaugural gala in the Armory of the new Paul Laurence Dunbar High School building in Washington, D.C., on Thursday, Oct. 24, 2013.

Hundreds of national and local luminaries who support the School of Education's mission to prepare students and eliminate education and social disparities attended.





## RESULTS

The Armory has played host to a variety of celebrations from the week-long ribbon cutting ceremonies to Howard University's homecoming gala and it truly has become the heart of the school. Alison Stewart, author of *First Class, the Legacy of Dunbar, America's First Black Public High School* (2013), wrote that the design conveys a sense of "real romance."

Mayor Grey, a 1959 graduate, calls the new building - in contrast to its predecessor - "aesthetically pleasing, with a dignified look." Teachers enthuse about the natural light and the acoustics. For his part, Principal Jackson predicts: "The students definitely will do better in this building!"

To see and hear the students, and alumni discuss the new building, please click on the image to see the recent Today Show feature:



**“ THE BUILDING  
HAS LIGHT,  
ENERGY  
AND LIFE!  
I LOVE IT, I LOVE  
IT, I LOVE IT! ”**

– Principal Jackson

