



Baltimore in Depth

A Closer Look at the 2011 Baltimore Citizen Survey Results

City of Baltimore/Department of Finance/Bureau of the Budget and Management Research

The 2011 Citizen Survey asked 1,786 respondents a series of questions to gauge their satisfaction with the services offered by the City of Baltimore and the quality of life in the City. This report focuses on citizens' perception of **Baltimore City Public Schools**.

K-12 Education

Respondents were asked to rate the importance of K-12 education on a scale of 1 to 10, with 1 being not at all important and 10 being most important, and then to rate their satisfaction with the service on a 4-point scale, namely excellent, good, fair, and poor. In terms of importance, K-12 education had a mean importance rating of 8.6. In 2010, K-12 education received a mean importance score of 9.0 and in 2009 it was at 9.1.

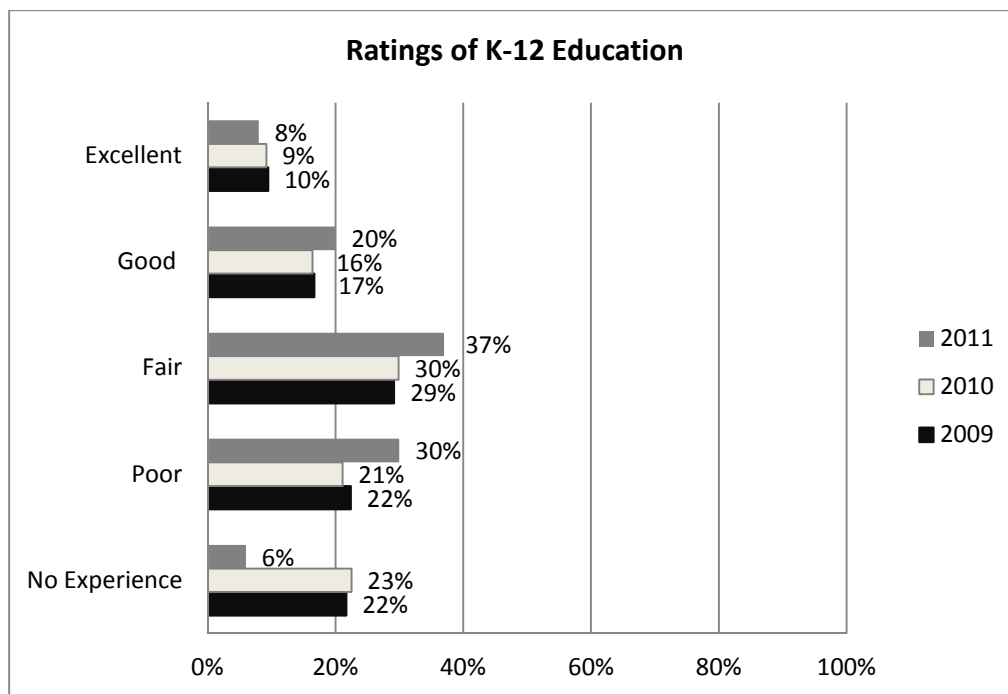


Chart 1: Rating of Public K-12 Education Services (2010-2011)

The 55 to 64 age cohort were most likely to have had experience with K-12 education in Baltimore, while the 65+ age cohort were most likely to believe that it was either good or excellent (40%). White (9%) and Asian (15%) residents, on the other hand, were significantly more likely to report not having had experience with the Baltimore City Public Schools.

Residents in the Central planning district were most likely to rate Baltimore's K-12 education excellent (17%), and Southern district residents were most likely to rate K-12

Key Findings:

Demographics characteristics of those who were more likely to rate K-12 education services as poor:

- Southern district residents
- 45 to 54 years old
- Income between \$25,000 and \$50,000 and over \$100,000
- Residents with children

Demographics characteristics of those who thought BCPS somewhat or greatly improved were:

- Northwestern district residents
- Income under \$25,000
- 65+ years old
- Residents with children
- More likely to be satisfied with City services
- Less likely to plan on leaving Baltimore in the next 1 to 3 years

Top 3 reasons for having a role in improving schools:

- Children in Public School
- Duty as a citizen
- Parental involvement

education as poor (36%). In addition, those who were between the age of 45 and 54 and Hispanics were more likely to rate K-12 education services as poor.

There were also significant differences in ratings between respondents with children and respondents without children. Respondents who had at least one child (767 respondents) were more likely to give lower ratings to K-12 education, with only 23% rating it as excellent or good. Respondents without children (1,068 respondents), however, gave higher ratings, with 30% rating it as excellent or good.

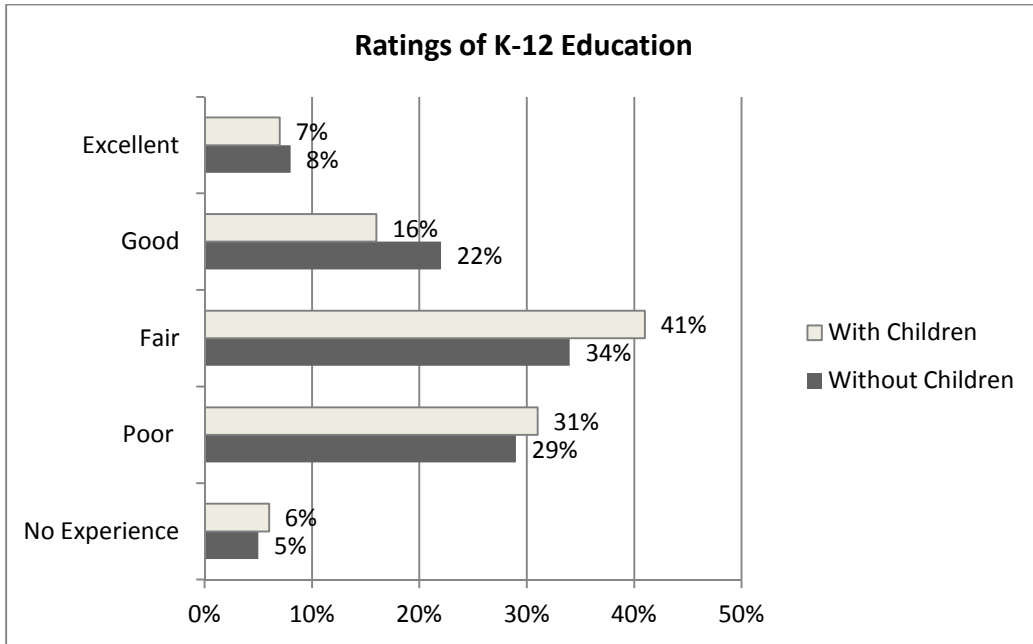


Chart 2: Rating of Public K-12 Education Services- With and Without Children

Baltimore City Public Schools

Baltimore City Public School District (BCPS) operates 193 schools from pre-kindergarten through grade 12 in the City of Baltimore, serving 82,128 students.

Respondents were asked whether they believed Baltimore City Public Schools have improved or declined in the past three years and whether they believed they had a role in ensuring the improvement of Baltimore City Public Schools.

Most respondents rated Baltimore City Public Schools as improved or staying the same in the past three years (56%). Nineteen percent (19%) responded that they did not know whether Baltimore City Public Schools had improved in the past three years. Those who thought City Public Schools have improved were more likely Northwestern district residents, with an income of below \$25,000, and with the age of 65 or above. They were also more likely to be satisfied with other City services and less likely to plan on leaving Baltimore in the next one to three years.

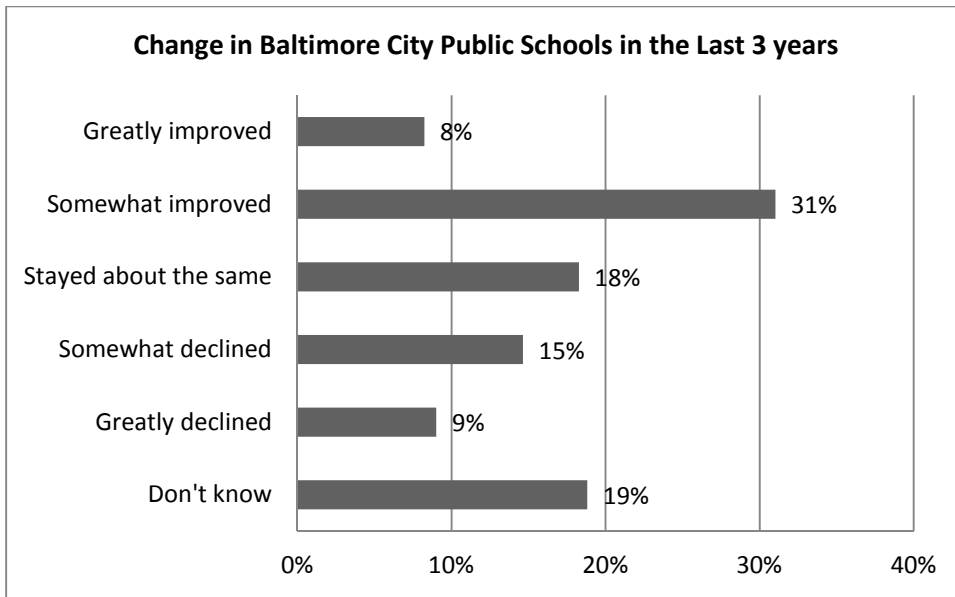


Chart 3: Change in Baltimore City Public Schools in the Last Three Years

There were significant differences in ratings between respondents with children and respondents without children. Respondents with children were more likely to say that K-12 education improved over the last three years (45%), while only 34% of respondents without children thought the same.

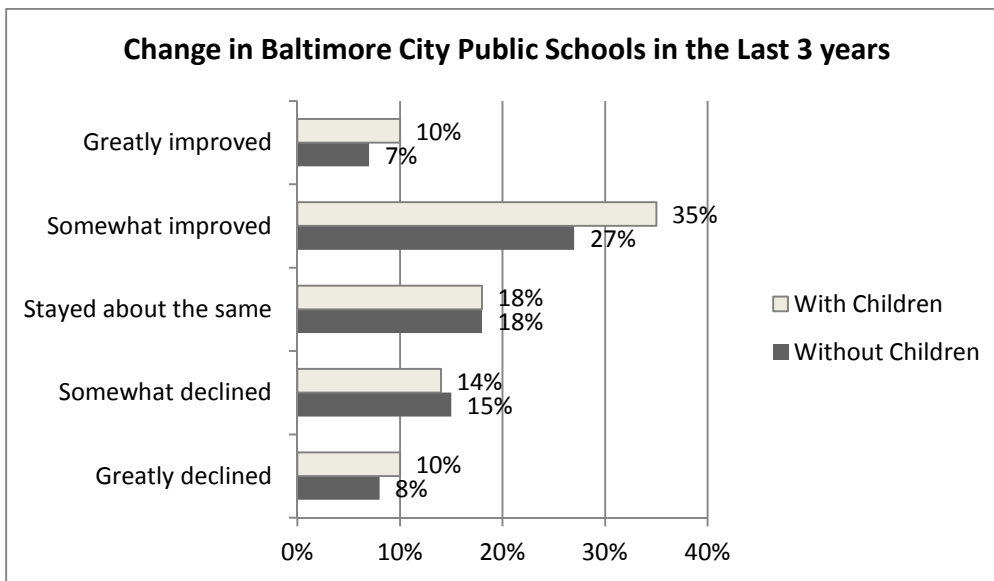


Chart 4: Change in Baltimore City Public Schools in the Last Three Years- With and Without Children

Respondents were then asked if they believed that they personally had a role in ensuring the improvements of Baltimore City Public Schools. Twenty-six percent (26%) thought they did not have a role, and these respondents were also more likely to believe that Baltimore City Public Schools somewhat or greatly declined in the last three years. Seventy-four percent (74%) indicated that they believed they had a role, and these respondents were asked a follow up question about why they felt this way.

Chart 5 shows that the most common reason was because the respondent had a child in the Baltimore City Public School system. This was followed by the sense of duty as a citizen (15%) and the notion that parents should be involved (12%).

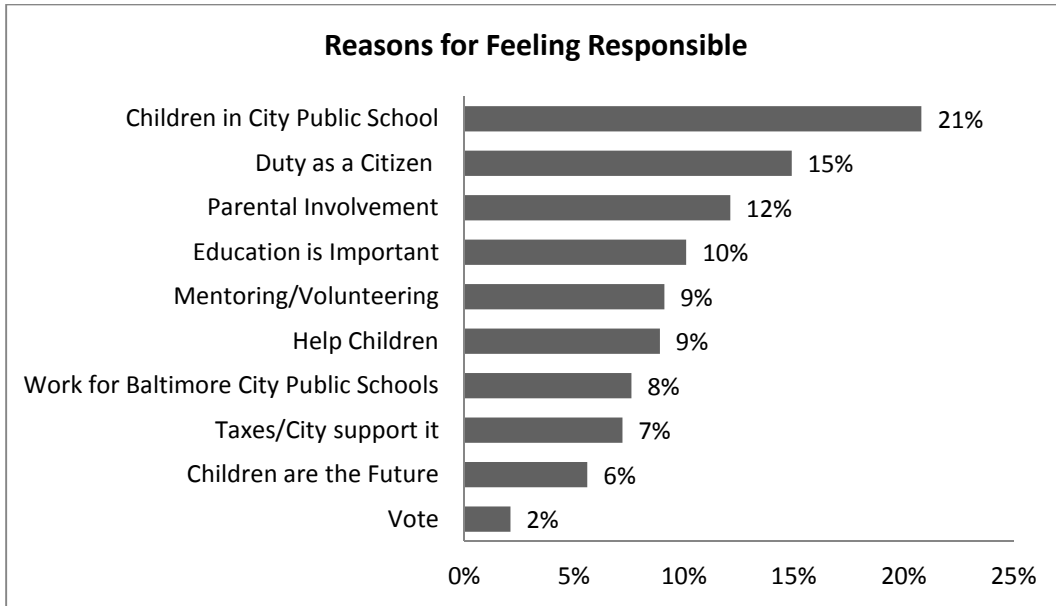


Chart 5: Why do You Have a Role in Improving Public Schools (Open-Ended Question)

Nearly half (49%) of those who felt that they did not personally have a role in the future of Baltimore City Public Schools said that they did not have a child in the schools. Fourteen percent (14%) simply had no interest in helping, while 12% indicated that they were unable.

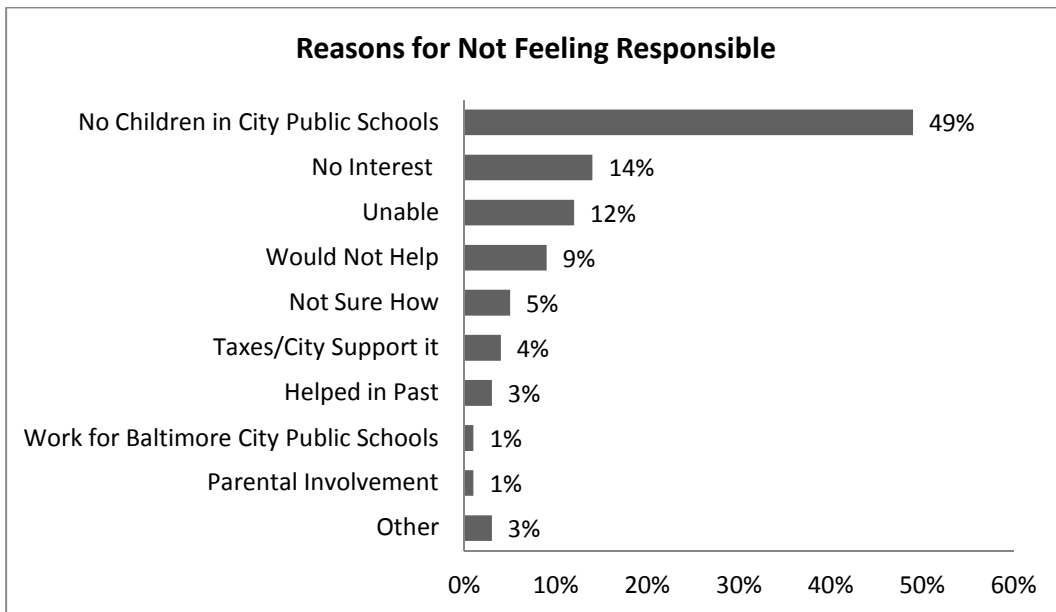


Chart 6: Why do You not Have a Role in Improving Public Schools (Open-Ended Question)