

BALTIMORE CITY PUBLIC SCHOOLS: WHAT DRIVES US

We have great kids in Baltimore City with great potential. And they all deserve great schools. We are working to transform Baltimore City Public Schools into an entire system of great schools.

Our school communities must be responsible to our kids, and great schools happen when everyone in the school, the system and beyond takes that responsibility to heart. To be great, schools must have: great principals; great teachers in every classroom; instruction that reaches all kids, with their many different needs; the freedom to create a unique learning community; and involved parents and communities.

The challenge is simple—and huge. But together, City Schools and its families, communities and partners will create great school options for all children in Baltimore City.

CITY SCHOOLS—AT A GLANCE

2009-10 Student Enrollment: 82,866

For the second consecutive year, City Schools' enrollment increased by more than 800 students, reversing a several-decades long trend of decline. City Schools currently has:

- 42,170 students in grades Pre-K-5 (includes 4,712 Pre-K students)
- 16,544 students in grades 6-8
- 24,152 students in grades 9-12

Student Demographics

- 87.8 percent African American; 7.8 percent White; 3.1 percent Latino; 0.9 percent Asian or Pacific Islander; 0.3 percent American Indian or Alaska Native
- 83.6 percent low-income (based on Free or Reduced Price Meal eligibility)
- 3.2 percent English Language Learner

Schools and Programs in 2010-11: 198

- 56 elementary schools
- 70 elementary/middle schools
- 14 middle schools
- 14 middle/high schools
- 31 high schools
- 6 special education schools
- 7 programs (not schools)
- Of these, 28 are charter schools and 14 are Transformation Schools

Employees: 11,716

- 10,485 school-based, 1,231 non school-based

FY 2011 Budget: \$1.23 Billion

GOVERNANCE

City Schools is governed by a city-state partnership. The Baltimore City Board of School Commissioners has 10 members (including a student member with partial voting rights); is jointly appointed by the mayor of Baltimore and Maryland's governor; and sets and oversees policy and implementation of regulations for the school system, and approves all major appointments. City Schools CEO Andrés A. Alonso reports to the Board.

CITY SCHOOLS HISTORIC FIRSTS AND NEAR-FIRSTS

- First all-girl public high school in the United States: Western High School, 1844
- Third-oldest public high school in the United States: Baltimore City College, 1839
- Second-oldest historically African American public high school in the United States: Frederick Douglass High School, 1883
- Racial integration came to City Schools (Baltimore Polytechnic Institute, 1952) two years before [*Brown v. Board of Education*](#)

STUDENT ACHIEVEMENT

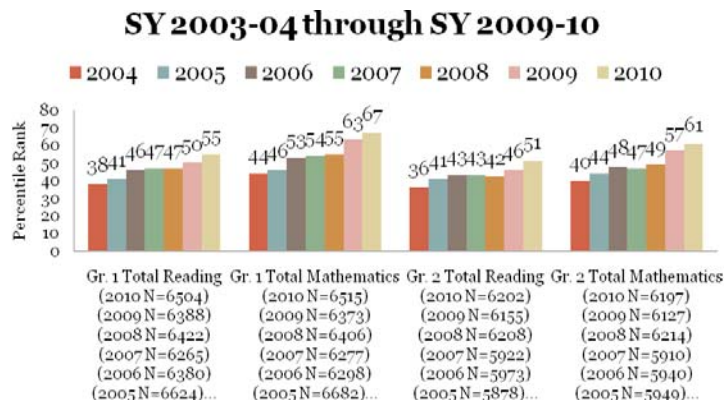
Pre-K/Kindergarten Students Readier Than Ever to Learn. More City Schools students arrived at kindergarten last fall after completing Pre-K, and more of these students arrived at school “fully” ready to learn, according to the Maryland State Department of Education’s 2010 Maryland Model for School Readiness report.

- The number of City Schools students who came to kindergarten from Pre-K versus other care settings—and who were administered the state’s annual school readiness assessment—was up 9 percent this year, from 3,046 in 2008-09 to 3,324 in 2009-10. And the percentage of these students who demonstrated the necessary skills and behaviors to successfully meet kindergarten expectations held steady, increasing slightly from 70.6 percent to 70.7 percent—an increase of approximately 200 students.
- The increase in the school readiness of City Schools students this year continues five years of steady—and dramatic—growth. The number of students coming to kindergarten from Pre-K has increased 98 percent in five years (from 1,678 in 2005-06 to 3,324 in 2009-10), and the percentage of them arriving ready to learn is up 26 percentage points, from 45 percent in 2005-06 to 71 percent this year.
- With City Schools’ aggressive expansion of Pre-K seats this year (from 4,200 seats in 2008-09 to 4,800 in 2009-10) and rising Pre-K enrollment (from 3,999 in 2008-09 to 4,712 students in 2009-10), school system officials expect the growth in school readiness among City Schools’ kindergartners to continue.

1st-2nd Grade Students Exceed National Average on 2010 Stanford 10 Test. City Schools students again made solid gains in 2010 on the Stanford Achievement Test 10, the standardized test City Schools uses to measure reading and mathematics performance in the 1st and 2nd grades. Students achieved their highest scores yet in both grades and subjects, and scored above the 50th national percentile across the board—with percentile rankings reaching into the 60s into both grades for math.

The 2010 results mark six straight years of Stanford gains, and point up two additional measures of the transformation of City Schools that offer promise for sustained growth in years to come.

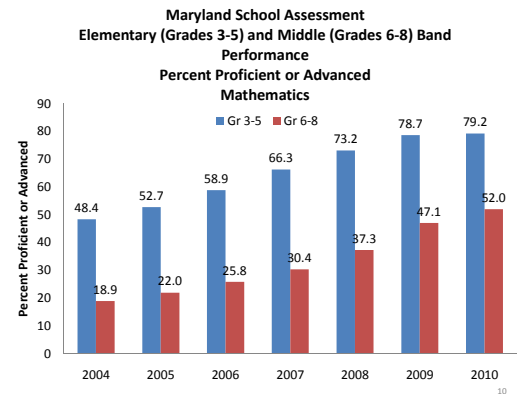
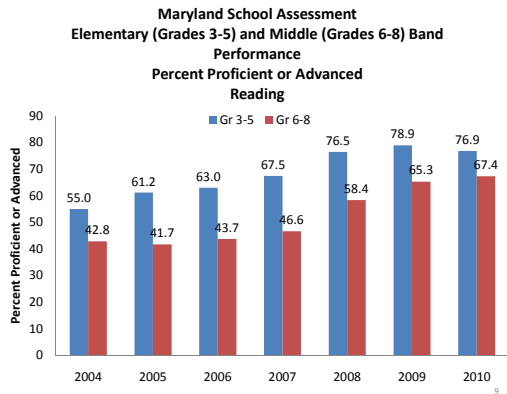
- City Schools’ students with disabilities kept pace with general education students’ progress on Stanford in 2010 and have significantly narrowed the historic achievement gap with general education students in the last two years. The gap in 1st-grade reading has narrowed from 4 points in 2008 to 3.4 points in 2010, and in 1st-grade math it has narrowed from 11.1 points in 2008 to 9.7 points in 2010. In 2nd grade, the gap has also narrowed: in reading it has narrowed from 9.7 points in 2008 to 6.6 points in 2010, and in math it has narrowed from 14.3 points in 2008 to 11 points in 2010.
- Every year from 2004 to 2010, 1st-grade students who went through Pre-K prior to enrolling in elementary school scored higher on both the Stanford reading and math tests than students without Pre-K experience—and year after year, these Pre-K students have maintained that edge into 2nd grade.



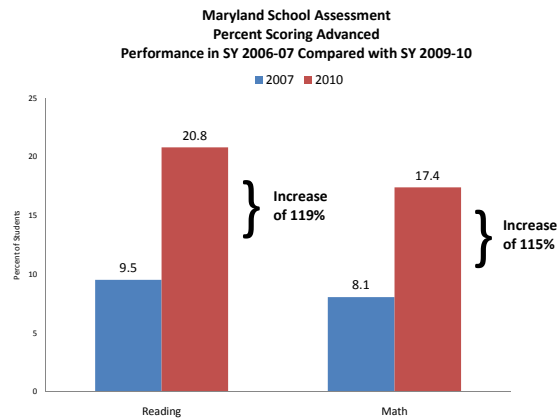
3rd-8th Grade Students Continue Progress. Three years into a major transformation, Baltimore City Public Schools’ 2009-10 Maryland School Assessment (MSA) results show continued progress in student achievement and, while more measured than the record gains of the last two years, reflect a deepening foundation for academic growth over the long term. This year’s results show a doubling in the number of students not just meeting, but exceeding state standards over the last three years; sustained, three-year growth in the middle

grades that exceeds elementary gains; persistent growth across student groups; and a stark achievement gap between students with strong and poor attendance.

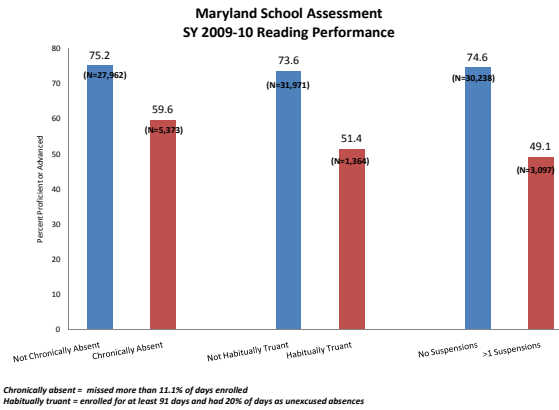
- Student performance in reading remained stable from last year and at the district’s highest level ever 72.4 percent of students scored proficient or advanced on the reading MSA in 2009-10 compared to 72.4 percent in 2008-09.
- Student performance in math continued its steady climb of recent years, also representing a district record: 66.3 percent scored proficient or advanced on the math MSA, compared to 63.5 percent in 2008-09.



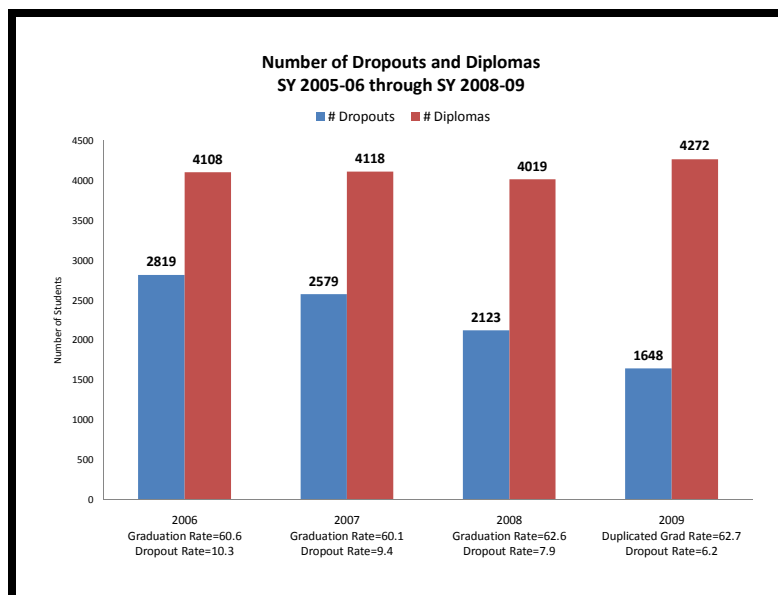
- More than twice as many students exceeding state standards than three years ago: In 2009-10, 119 percent more students scored advanced on the reading MSA than in 2006-07, and 115 percent more students scored advanced on the math MSA than three years ago.



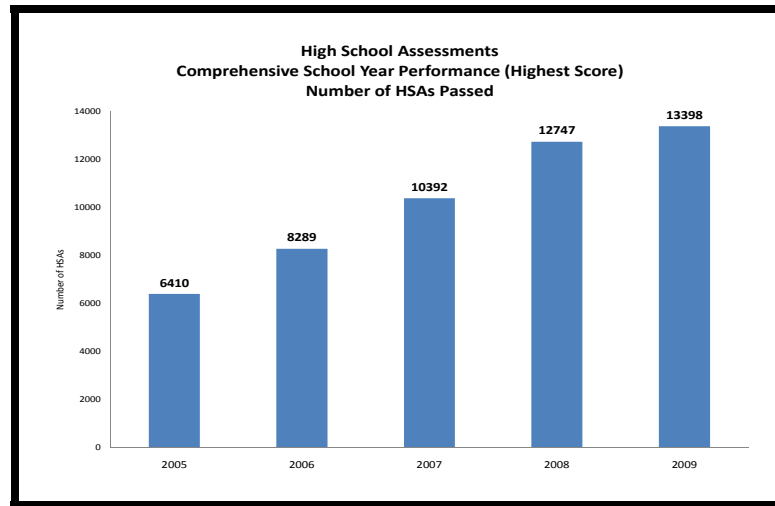
- Growth in the middle grades, traditionally City schools’ lowest-performing level, is sustained and strong—up 45 percent in reading and 71 percent in math in the last three years.
- There was growth across some of City Schools’ largest student subgroups: Students with disabilities, Hispanic students and Limited English Proficient students all made gains in both reading and math, while African American students held steady in reading and also made gains in math.
- This year’s MSA results underscore the critical role attendance plays in student achievement: 75.2 percent of students who attended school regularly last year scored proficient or advanced on the reading MSA, compared to just 59.6 percent of students who were chronically absent, meaning they missed at least 20 of the year’s 180 school days. A similar achievement gap was exhibited between students who attended school regularly and students who were truant, meaning they had 20 or more unexcused absences; and between students who were never suspended and those who had one or more suspensions.



High School Dropout Rate Falls as Numbers of Graduates, HSA Tests Passed Rise. Nearly 1,000 fewer students dropped out of school in the last two years than in 2006-07, resulting in the school system’s lowest dropout rate on record. And last year, the first year that students in Maryland were required to meet the High School Assessment (HSA) requirement in order to graduate, 266 more students received diplomas.



- City Schools’ dropout rate for 2008-09, 6.2 percent, is down from 7.9 percent in 2007-08 and 9.4 percent in 2006-07, a two-year decline of 34 percent and the lowest dropout rate on record for City Schools since the state began tracking it in 1996. Last year, 475 fewer students dropped out and chose to stay in school; in the last two years, 931 students have made that choice.
- City Schools’ official graduation rate for 2008-09, 62.7 percent, represents a slight increase from 62.6 percent in 2007-08, and remains the school system’s highest graduation rate since the state began recording it in 1996. Because the rate does not account for students who may have dropped out and come back and graduated, the Maryland State Department of Education also recognized a second, “truer” graduation rate of 66.6 percent for City Schools, reflecting the increase in the number of students who received high school diplomas.



- The students who took HSA tests passed 5 percent more tests in 2008-09 than in 2007-08: they passed 7 percent more Algebra tests, nearly 12 percent more English tests and 23 percent more Biology tests. At the same time, students passed 15 percent fewer Government tests.
- Among students with disabilities the increase in the number of tests passed was greater: students passed 503 more tests in 2008-09 than in 2007-08, an increase of 120 percent. City Schools also saw large gains in the number of HSA tests passed among African American and low-income students, further narrowing historic achievement gaps.

College Prep Expanding. College Board 2008-09 Advanced Placement (AP) and Scholastic Aptitude Test (SAT) results reflect an expansion of, and greater student access to, college preparation opportunities in City Schools.

The number of AP courses offered in City Schools’ high schools grew by nearly 28 percent in 2008-09. Enrollment in AP courses was up 21 percent; the number of students who took AP placement exams was up 16 percent; and students scored at the college mastery level on 321 tests, up from 289 in 2007-08.

City Schools’ SAT participation also grew, exceeding growth at the state and national levels, and state and national participation rates overall. A total of 3,390 high school graduates took the SATs, an increase of 7 percent over 2007-08, and 22 of 34 high schools reported increases in test-takers. SAT participation was up nationally by less than 1 percent and down nearly 1 percent at the state level. At 79 percent, City Schools’ participation rate is significantly higher than both the state and national averages for SAT participation, which were 69 percent and 46 percent, respectively, in 2008-09.

Extraordinary Progress Leads to Vaughn G. Settlement Agreement. On March 8, the parties in the longstanding special education lawsuit entered into a Settlement Agreement that ends active court oversight of Baltimore City Public Schools as of July 1, 2010. The Settlement Agreement comes after 26 years of litigation in *Vaughn G. et al. vs. the Mayor and City Council of Baltimore et al.* (Vaughn G.) and would supersede all court orders in the case once approved by the Court.

U.S. District Judge Marvin Garbis signed an order finding “that the proposed settlement ... appears reasonable and in the public interest” and that it “will be beneficial to afford an opportunity for public comment.” The order sets a hearing for public comment on in April and provides details regarding how the public is to be made aware of the Settlement Agreement and to make comments on the Settlement Agreement.

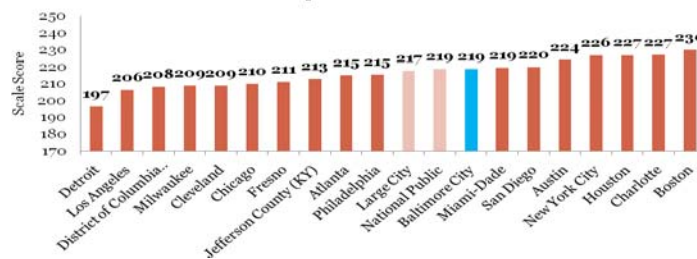
Since 1984, City Schools has been involved in federal litigation over its failure to meet the needs of, and deliver adequate services to, students with disabilities—approximately 15 percent of its student population. The case resulted in a consent decree in 2000 that laid out the obligations City Schools had to meet to end the case. Citing City Schools’ “substantial compliance” and “progress” in meeting these, the settlement ends the consent decree.

First-Ever Ranking of City Schools and Big-City Peers. In December 2009, the U.S. Department of Education’s National Center for Education Statistics released the math portion of its biennial report on select big-city school districts, and in May 2010 it released the reading portion of the report. In its first year of participation, City Schools emerges as a competitive district.

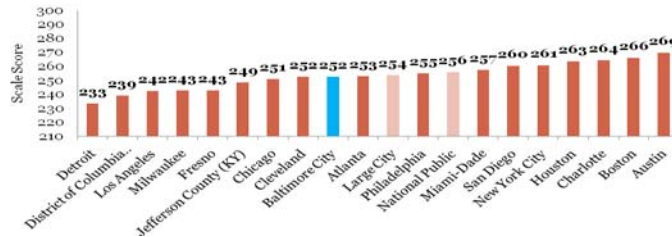
According to the *Nation’s Report Card Mathematics 2009 Trial Urban District Assessment (TUDA)*, City Schools has the highest concentration of low-income, African American students among the 18 districts, and their average scale scores exceeded, met or were within just a couple points of the national and “large city” averages for low-income African American students. City Schools’ low-income, African American students outperformed their peers in all but one of the six other new TUDA districts this year, and outperformed several veteran TUDA districts with similarly high concentrations of low-income and/or African American students.

Baltimore ranks within the lower half of the 18 districts overall. But when the focus shifts specifically to low-income, African American students, its 4th graders move up the ranks, surpassing the large city average (219 vs. 217), equaling the national average (219) and ranking 8th overall—ahead of Atlanta, Philadelphia, Chicago, Cleveland, Louisville, Los Angeles and Washington, D.C., among others. The pattern for 8th graders is the same. When the focus shifts specifically to low-income, African American students, Baltimore’s 8th graders come within two scale points of the large city average (252 vs. 254), within four points of the national average (256), and rank 10th overall—ahead of Chicago, Cleveland, Louisville, Los Angeles and Washington, among others.

**National Assessment of Educational Progress
SY 2008-09 Trial Urban District Assessment (TUDA) Results
African American FARMS Students
Grade 4 Mathematics**



**National Assessment of Educational Progress
SY 2008-09 Trial Urban District Assessment (TUDA) Results
African American FARMS Students
Grade 8 Mathematics**

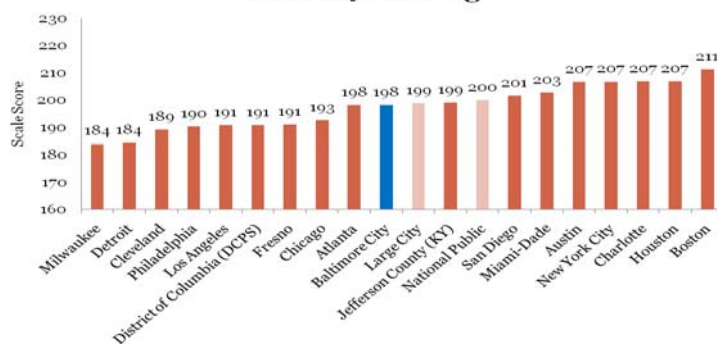


The *Nation’s Report Card Reading 2009 Trial Urban District Assessment* shows City Schools’ predominantly low-income, African American students ranking solidly in the middle of the national, big-city pack in both 4th grade and 8th grade, and within close range of the top performing districts in the 8th grade. This strong showing by 8th graders mirrors City Schools’ 2009 and 2010 MSA results—where the strongest gains overall were in middle grades (6-8)—and affirms the progress in what has long been City Schools’ lowest-performing area.

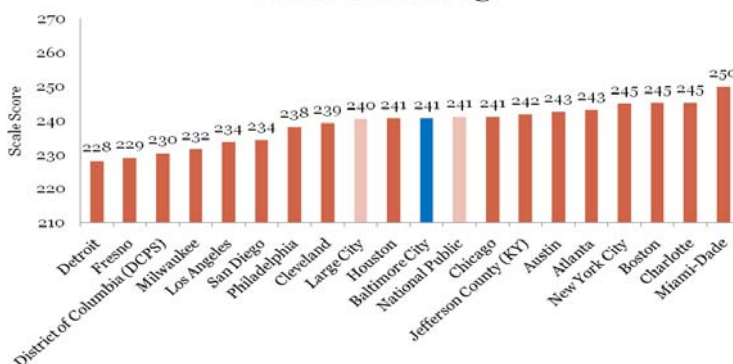
Overall, City Schools’ 4th-graders tie with Chicago and rank 11th from the top, with an average scale score that trails the large city average by eight points (202 vs. 210) and the national average by 18 points (202 vs. 220).

But when the focus shifts specifically to low-income, African American students, which represent the majority of City Schools' enrollment, Baltimore's 4th graders move up the ranks, coming within one point of the large city average (198 vs. 199) and two points of the national average (200), and ranking 9th overall—tying Atlanta and ahead of Chicago, Fresno, Washington, D.C., Los Angeles, Philadelphia, Cleveland, Detroit and Milwaukee. The pattern for City Schools' 8th graders is the same. When the focus shifts specifically to low-income, African American students, Baltimore's 8th graders surpass the large city average by one point (241 vs. 240) and tie the national average (241) as well as Houston and Chicago, and rank 8th overall—ahead of Cleveland, Philadelphia, San Diego, Los Angeles, Milwaukee, Washington, D.C., Fresno and Detroit.

**NAEP: SY 2008-09 TUDA Results
African American FARMS Students
Grade 4 Reading**



**NAEP: SY 2008-09 TUDA Results
African American FARMS Students
Grade 8 Reading**



TUDA offers the truest picture yet of student achievement in Baltimore City. The report card is based on results of the National Assessment of Educational Progress (NAEP), the gold standard for assessment in the country. City Schools' participation in TUDA affords it first-time access to a broad set of data about its students and schools, and thrusts it into a community of districts leading the nation in reform and accountability.

City Schools Compete on the State, Regional, National Stage.

- Baltimore Polytechnic Institute took home the national championship in chess, edging out 141 players from 21 states in the 2010 National K-12 Chess Championships. Three of their players finished in the top 10 of their individual division. Cross Country Elementary/Middle School tied for fourth in its division, and one player went undefeated and finished ninth out of 388 players.
- Baltimore Polytechnic Institute placed first in the 2010 Maryland Math League. Poly students scored higher than any other student body across the state, earning 160 of 180 points on a series of seven tests.
- Western High School was named a 2009 National Blue Ribbon School, bringing to six the number of city schools that hold the honor: Western, Baltimore School for the Arts, Patapsco Elementary School, Baltimore City College, George Washington Elementary School and Cecil Elementary School.

- This spring, the Boys and Girls Clubs of America named Edmondson Westside High School junior Najee Banks 2010 Maryland Youth of the Year, for his outstanding grades and ongoing involvement in music, the performing arts and mentoring and tutoring local youth.
- Baltimore City College's senior policy debate team finished third at the prestigious Wake Forest University National Earlybird tournament in fall 2009, the highest finish of a Maryland debate team in national competition in more than 10 years.
- City Schools holds several 2009 state basketball titles: Heritage High School's and Doris M. Johnson High School's Lake Clifton Lakers (Class 3A boys); Baltimore City College (Class 2A boys and Class 2A girls); and the Digital Harbor High School/National Academy Foundation High School Rams (Class 1A boys and Class 1A girls).

EXPANDING OPTIONS

City Schools is continually creating new and better school options for students, so that no matter where students live, they can attend a school that meets their interests and needs. Many elementary and middle schools are zoned geographically, though increasingly, they are becoming schools of choice. Charter schools and Transformation Schools (combined middle-high schools with a theme and college and/or career prep focus), for example, have lottery admissions. All high schools are citywide schools.

- In 2008-09, 97 percent of all 8th-graders chose their high school for 2009-10. In 2009-10, choice was extended to middle school students for the 2010-11 school year.
- In 2009-10, City Schools opened six new Transformation Schools (combined middle-high schools, three of which target over-age and under-credited students), two new charter schools and one contract school. In 2010-11, it will open three new Transformation Schools and two new charter schools.
- Two years ago City Schools launched *Expanding Great Options*, an initiative to expand and relocate those school programs that are working for students and to close those that aren't. With approval of the Baltimore City Board of School Commissioners, it closed and relocated nine schools in 2008-09. In 2009-10, the Board approved closing another five low-performing schools and turning around seven.

EDUCATIONAL PROGRAMS

Reaching More Students Early On. City Schools is expanding Pre-K. In 2008-09 it served 4,000 students; with federal stimulus money, it created 600 additional seats in 2009-10.

Collaborative Planning. City Schools implemented a collaborative planning period in every school in 2008-09, in collaboration with the Baltimore Teachers Union.

Bringing Great Kids Back. Through its *Great Kids Come Back* initiative, City Schools reached out to and re-enrolled 271 students in 2008-09 who had dropped out of school. The school system continues to make reducing dropouts a major priority and has a similar effort underway for the 2009-10 school year. As of Oct. 1, 2009, it had brought back 76 students.

Better, Healthier Meals for All. City Schools has expanded its breakfast program with better, more appealing breakfast options for all students, resulting in a 44 percent increase in student participation in school breakfast in 2008-09. As of March, City Schools had served breakfast to 2,093,682 students so far this year. Also this year, City Schools implemented Meatless Mondays, becoming one of the first major school systems in the country to offer students a weekly vegetarian lunch option.

Great Kids Farm. City Schools is developing a self-sustaining organic farm where students have the opportunity to learn and experience the entire field-to-fork process of growing, distributing and cooking healthy, nutritious food—and to do so in a sustainable way by using practices that are ecologically sound and protect the environment. The farm has agreements to sell produce under the Great Kids Farm label to local restaurants and at farmers markets.

BUILDING HUMAN CAPITAL

New School Leadership. City Schools hired 42 new principals for 2009-10. Of these, 10 came out of New Leaders for New Schools, a national nonprofit that recruits, trains and supports outstanding school leaders for urban public school districts.

Teach For America Corps. (TFA). City Schools currently has 243 first- and second-year TFA corps members in its schools, up from 163 corps members in 2008-09. The number is expected to increase to 318 in 2010-11. As part of this growth, the number of students TFA teachers teach will have increased by more than 50 percent in two years, from 28,290 in 2008-09 to 43,332 in 2010-11.

Baltimore City Teaching Residency (BCTR). City Schools currently has 784 highly qualified eligible BCTR residents in its schools, teaching more than 16,000 students daily. The BCTR program will recruit an additional 175-200 resident teachers for 2010-11, with more than 60 percent of them assigned to hardest to staff areas, including early childhood and special education.

Highly Qualified Teachers. As of May 2009, 68 percent of all 2008-09 classes were taught by highly qualified teachers, an increase of more than 17 percentage points over 2007-08, and 26.8 percentage points since 2003-04.

BUDGET & FINANCE

FY 2011 Budget.

City Schools projects \$1.23 billion in total revenue for FY2011. In City Schools' proposed FY2011 operating budget, \$819 million of that total revenue (67 percent) comes from the state. This marks an increase of \$29.8 million over FY2010 revenues, due entirely to the increase in the number of FARMS-qualified students. The city's contribution, \$210 million (17 percent), is the same as in FY2010. In FY2011, City Schools will receive \$147 million (12 percent) from the federal government (including food service funds). This is a \$50 million decrease from FY2010, because City Schools received two years' worth of federal stimulus grant funding all at once, in FY2010. An additional \$44 million (3 percent) from the federal government will be added to the FY2011 budget in the form of State Fiscal Stabilization Funds, under ARRA. Finally, \$8 million (3 percent) comes from a variety of revenue sources, including investment income from school system investments and tuition that people outside the city pay to attend the city's public schools.

It will cost \$1.23 billion to operate City Schools in FY2011. Just as in prior years, the bulk of that will go toward the people who make City Schools work: \$667 million (54 percent) for salaries and wages, \$214 million (17 percent) for employee fringe benefits and \$160 million (13 percent) for contracted services, which include cleaning, transportation and teacher recruitment. Other operating expenses will go toward paying for utilities, equipment, materials, debt service and other expenses and charges.

Funding Students and Schools Fairly. In FY 2009, City Schools implemented Fair Student Funding to change how it funds schools. Schools now receive funding based on the number of students they have, with extra dollars depending on those students' needs—and they have the discretion to spend those funds. (Principals have gone from controlling 3 percent of their budgets in 2008 to more than 80 percent this year under Fair Student Funding.) In exchange for this increased flexibility, schools are now held responsible for student achievement. Under Fair Student Funding: 1) Schools have the authority to make decisions about how to spend money and whom to hire. 2) Families and communities are engaged in schools' budget processes. 3) City Schools' central office is leaner and designed to guide and support schools.

Average Per-Pupil Cost. Schools receive a base amount per student, plus additional dollars according to different weights for categories such as academic need. All school-based dollars divided by all eligible students results in an average per-pupil amount of \$9,463 for FY 2011. When all school based dollars, excluding food service and including grants, is divided by all eligible students, that average per-pupil amount increases to \$10,251.

A Leaner, More Responsive Central Office. City Schools has cut its central office by nearly 500 positions in the last three years, moved talent and resources to schools and shifted the central office's role to focus on guiding and supporting schools, and holding them accountable for student achievement. The FY2011 budget allows for a central office of 992 full-time employees, a 34 percent reduction since FY2008 when there were 1,496 full-time central office employees.

FAMILY AND COMMUNITY ENGAGEMENT

Strengthening Entire School Communities. City Schools is working with parents, volunteers and partner organizations to strengthen entire school communities—networks of support that can meet all of a child’s needs. Some highlights:

- From its launch in April 2009 to August, more than 400 parents and just as many children took part in City Schools’ Family Institute, a collection of workshops designed to strengthen families and linkages between the home, schools and communities. Workshops are ongoing.
- City Schools’ cable Education Channel 77 broadcasts 13 original hours of programming each week, including student-produced news, on-the-scene reporting and public affairs programs.
- More than 1,250 people formally expressed interest in volunteering during 2008-09.
- In June 2009, City Schools expanded the Parent Portal on its web site to include a *Learning at Home* section, designed to help families know what their children are learning in school, and how they can support and continue that learning at home.
- In 2008-09, parents and community members provided advisory input on the budget priorities of all 143 schools that receive funding through the traditional budget process (charter and contract schools have a different process), and on the selection of 32 new principals.
- Under the Community Support for Schools initiative, 22 community-based organizations are partnering with 85 schools to increase Free and Reduced Price Meals participation, organized parent group participation, parent climate survey returns and Parent Portal registration.

MAKING THE NATIONAL RADAR

On *Business Week*’s 2009 list of America’s Best High Schools, Digital Harbor High School ranked No. 1 among Maryland high schools serving large percentages of low-income students.

Five City Schools high schools made *U.S. News & World Report*’s annual America’s Best High Schools list in 2009: Baltimore City College and Baltimore Polytechnic Institute both won silver medals, and Paul Laurence Dunbar High School, Western High School and Mergenthaler Vocational-Technical High School won bronze.

City Schools was awarded the [Johns Hopkins University Center for a Livable Future](#)’s 2009 Organizational Award for “visionary leadership in local food procurement and food education” during a ceremony at Great Kids Farm, City Schools’ organic farm and education center in Catonsville.

The National School Boards Association’s Council of Urban Boards of Education awarded the Baltimore City Board of School Commissioners its 2009 Progressive Leadership Award. The Board was honored for its efforts to improve governance of City Schools, particularly in the area of policy as it relates to increased parent and community involvement.

Western High School Principal Eleanor Matthews received the Terrel H. Bell award for Outstanding School Leadership at the U. S. Department of Education’s 2009 Blue Ribbon Schools Awards Ceremony in November.

The artwork of 12 City Schools communities was on display at the Walters Art Museum in fall 2009, as part of the museum’s nationally renowned exhibit, *Heroes: Mortals and Myths in Ancient Greece*. In May 2010, the art work of some 400 students from 50 schools was displayed at the Baltimore Museum of Art as part of its FYI ... For Your Inspiration exhibit

