



Baltimore in Depth

A Closer Look at the 2012 Baltimore Citizen Survey Results



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

The 2012 Citizen Survey asked 1,761 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**.

Baltimore City Public School District (BCPS) operates 194 schools from pre-kindergarten through grade 12 in the City of Baltimore, serving 84,212 students. 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 9.17, coming in 4th out of the 19 city services respondents were asked to rate. In 2011, K-12 education received a mean importance score of 8.6 and in 2010 it was at 9.0.

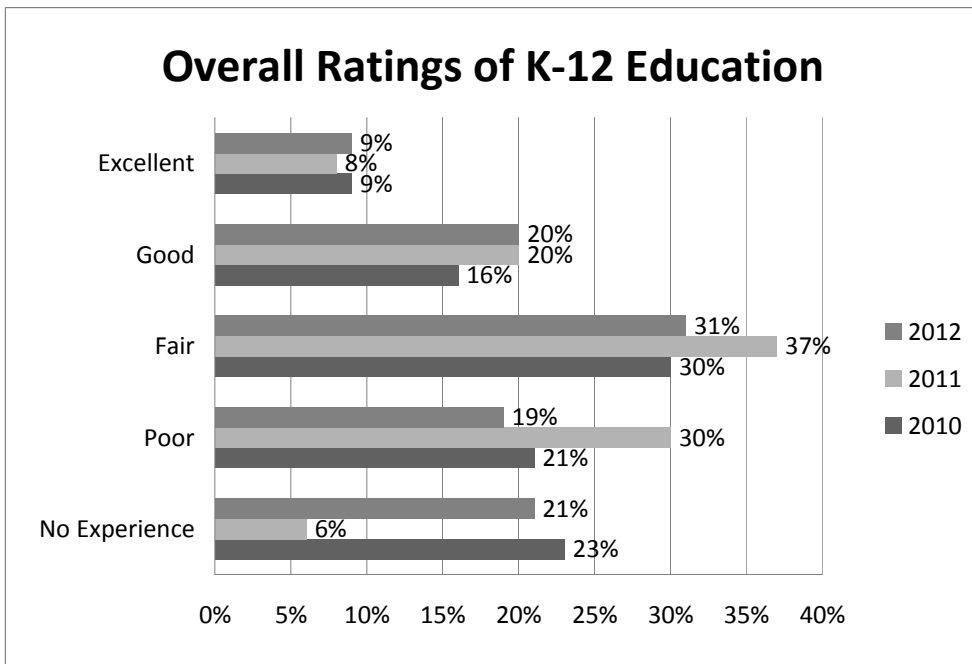


Chart 1: Rating of Public K-12 Education Services (2010-2012)

The percentage of respondents who rated K-12 education as either poor or fair in 2012 decreased from its 2011 percentage and fell in line with 2009 and 2010 levels. Last year, there was an anomalous decrease in the percentage of those who reported having no experience with K-12 education, and this could account for the swing in percentages in these categories for 2011.

Key Findings:

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

- Northern district residents
- Income over \$100,000
- Residents who work in the public sector
- Black residents
- Residents with children
- Residents with some college or a technical degree

Demographics characteristics of those who were more likely to rate K-12 education as the most important city service were:

- Central district residents
- Income under \$25,000
- Residents with children
- Residents with a high school degree or GED

When asked to rank 7 priority areas, education was ranked:

- Top priority by 49% of residents
- Second priority by 22% of residents
- Third priority by 8% of residents

The satisfaction rating of K-12 education differed between income, race, and neighborhood. Respondents making less than 25,000 were more likely to rate K-12 education positively.

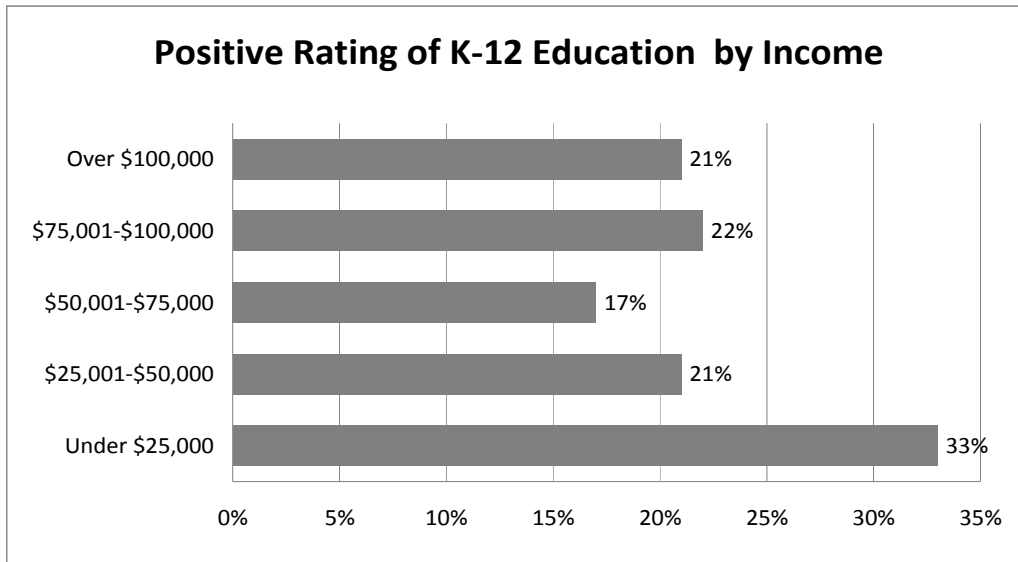


Chart 2: Excellent or Good Ratings by Income

There were differences in the experience and satisfaction with Baltimore’s public schools along racial and geographic demographics. White respondents were more likely to have no experience with Baltimore City Schools (40%) than Black respondents (12%). At the same time, Black respondents were more likely to rate public schools as either poor (21%) or fair (37%). Respondents living in the Northern District were most likely to rate K-12 Education as poor (25%) while respondents living in the Central District were most likely to rate the service as excellent (21%).

Among seven different priorities for the city, 49% of respondents chose Public Schools as their first priority. Twenty-two percent (22%) and 8% of respondents listed Public Schools as their second and third priority respectively. Thirty-seven percent (37%) of respondents indicated they were willing to pay more taxes for better Public Schools, the highest among all seven priorities.

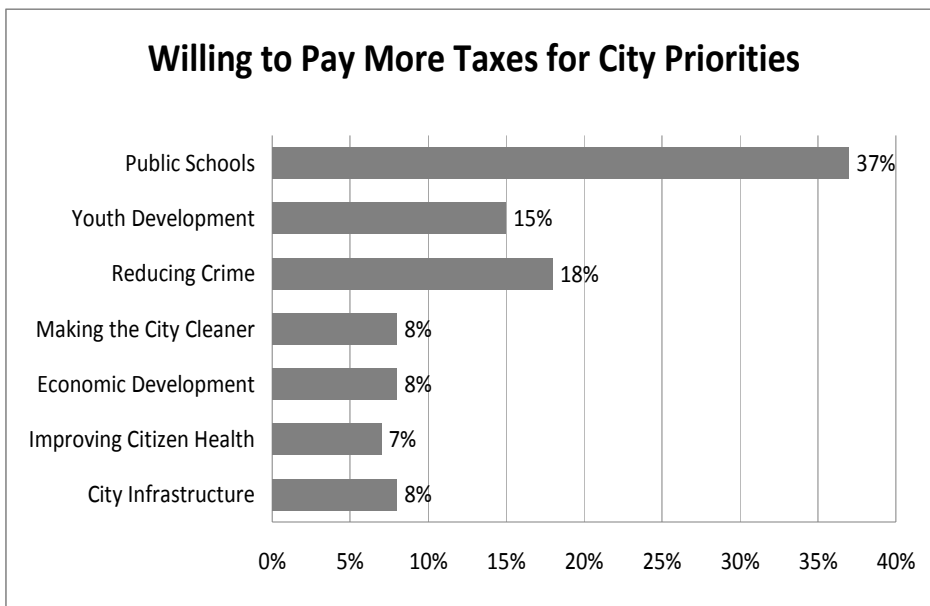


Chart 3: Percentage of Respondents Willing to Pay More Taxes for City Priorities

K-12 Education’s Importance-Satisfaction Rating

This year, Baltimore City used an index, the Importance Satisfaction Rating (ISR), to compare the relative scores of importance and satisfaction for the services that were discussed in the Citizen Survey. This ISR measures the relative satisfaction with and perceived importance of each city service. The matrix below shows 19 city services spread across four categories: Exceeds Expectations (low importance, high satisfaction), Continued Emphasis (high importance, high satisfaction), Less Important (low importance, low satisfaction) and Opportunities for Improvement (high importance, low satisfaction). K-12 Education’s ISR placed it in the Opportunities for Improvement, indicating citizen’s high ratings of importance and lower ratings of satisfaction for the service. This indicates residents’ desire for increased emphasis on the improvement of Baltimore’s public schools.

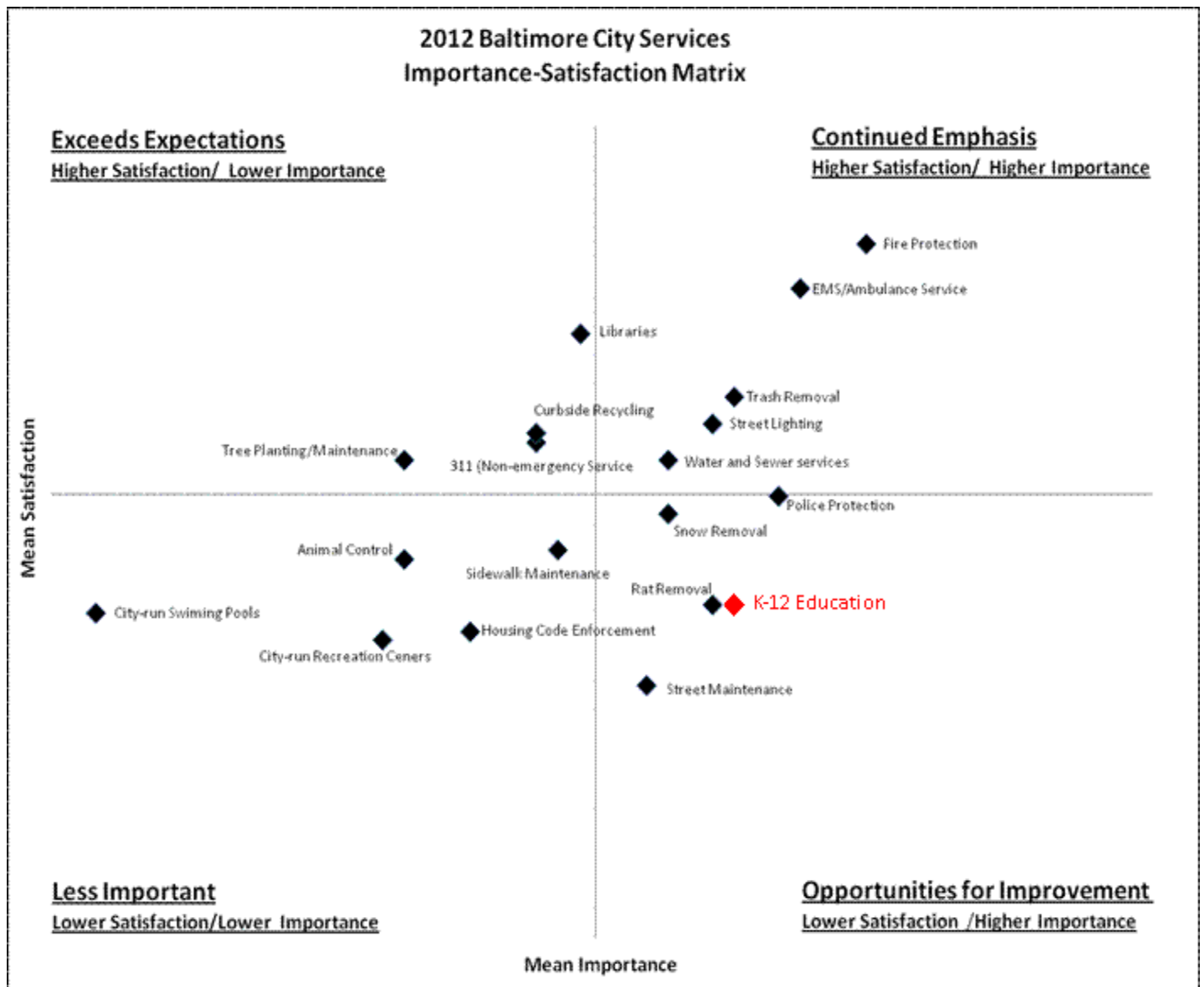


Figure 1: Baltimore City Service ISR Matrix