

# BALTIMORE CITY

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# PUBLIC SCHOOLS

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## SY 2011-12 State of Our Schools: Transforming the Classroom

CEO Leadership Institute  
August 16, 2011

Andrés A. Alonso, Ed.D.  
CEO, Baltimore City Public Schools

# It's About the Kids

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# City Schools' Theory of Action: Students need strong school communities

3

- If resources are in the schools:
  - school communities have autonomy over resources;
  - resources are allocated transparently according to a formula based on student population and characteristics; and
  - there is appropriate guidance, support and accountability from the district office;

then school communities will make improved decisions based on school needs, and student achievement will increase.

**Engaged parents and community partners are critical to a strong school community**

# In last three years City Schools has laid the foundation for strong school communities by ...

4

- Implementing fair student funding across district
  - Schools have budget autonomy over budgets and decision-making; flexible dollars up from 3 percent to 80 percent
- Creating school options, expanding school choice
  - School portfolio spans many school types; all middle and high school students choose their schools
- Entering into landmark contracts with teachers, administrators, paraprofessionals
- Meaningfully engaging families and communities
- Focusing on school leadership

# Now the work is transforming the classroom ...

5

The focus now is on making sure there is excellent teaching and learning in every classroom—and that all students are achieving at their potential.

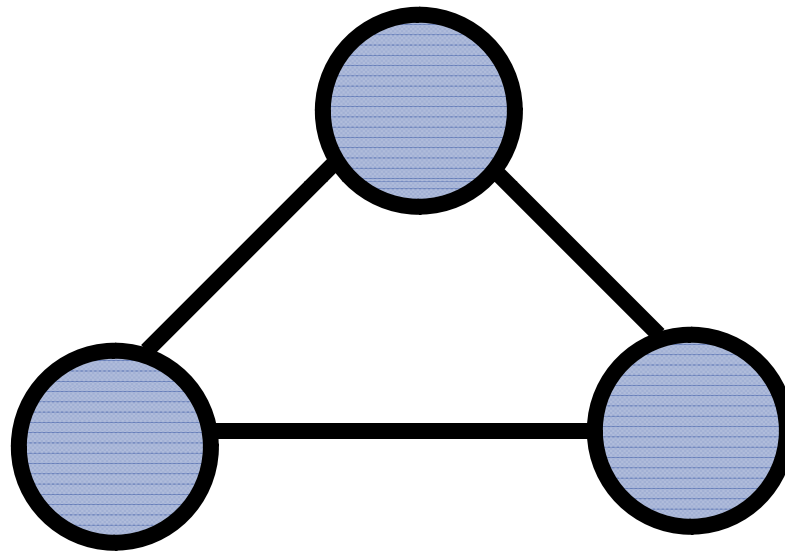
Going into 2011-12, the district will support this work with three key areas of focus:

- **Strengthening the instructional core**
- **Engaging families and communities to transform the classroom**
- **Improving facilities to transform the classroom**

# The Instructional Core

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**CONTENT**



**TEACHER**

**STUDENT**

**TASK PREDICTS PERFORMANCE**

# Now the work is transforming the classroom ...

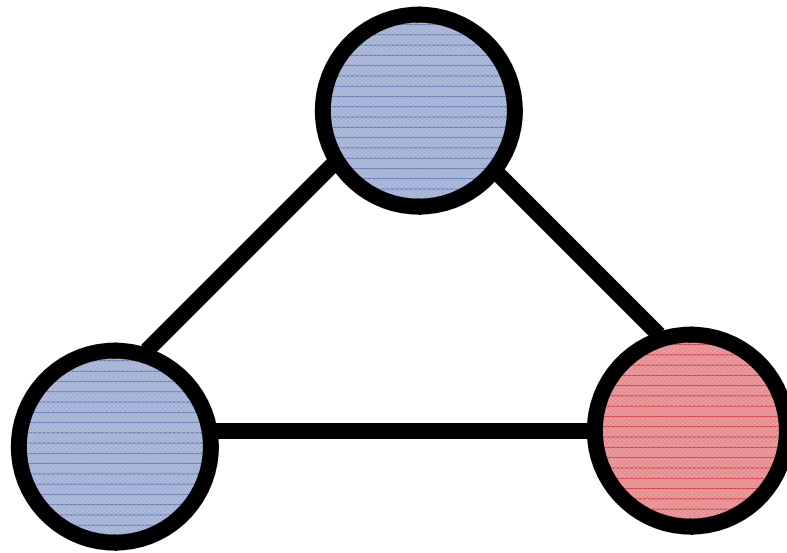
7

- **Strengthening the instructional core**
- **Engaging families and communities to transform the classroom**
- **Improving facilities to transform the classroom**

# Student

8

**CONTENT**

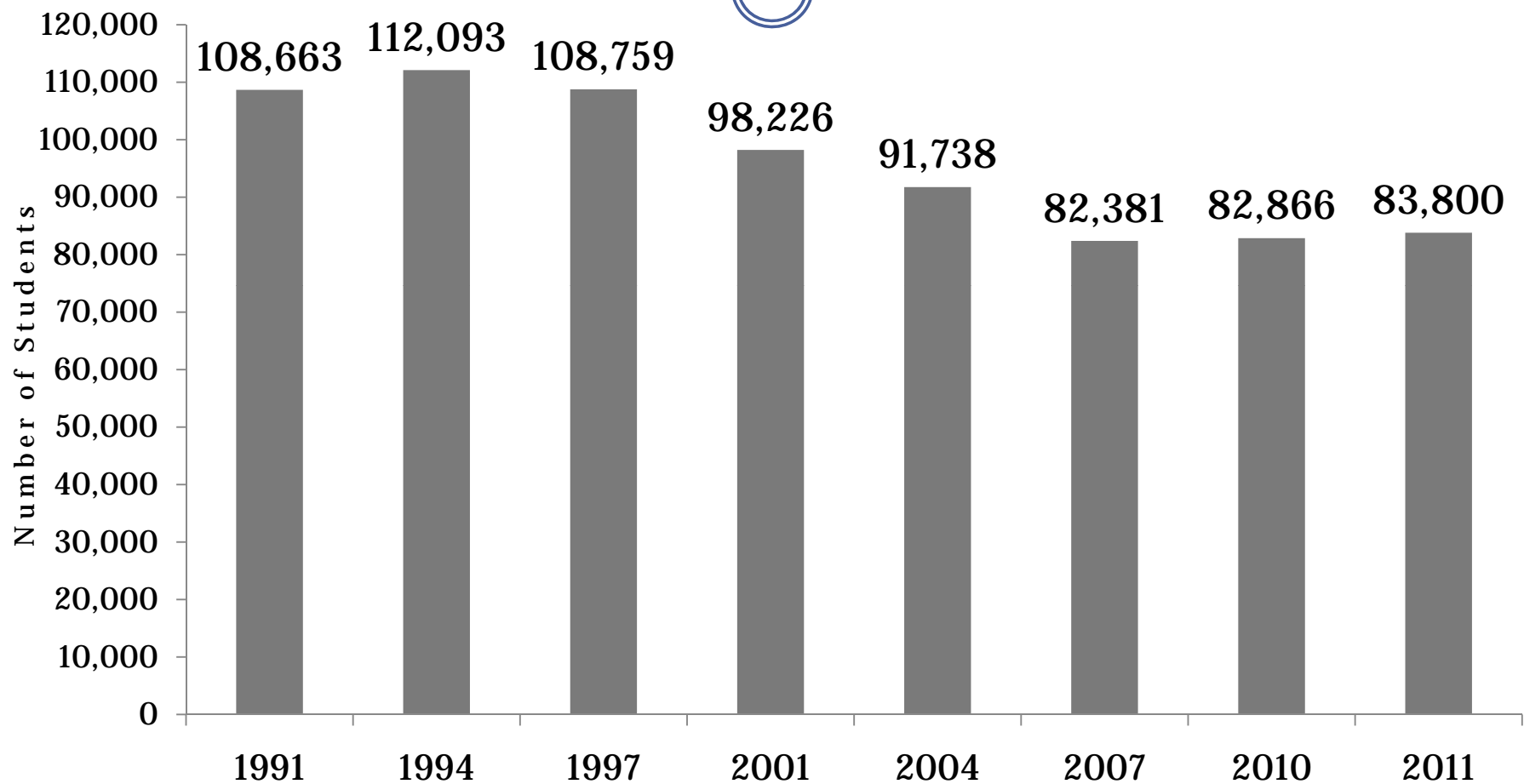


**TEACHER**

**STUDENT**

# Enrollment Trends

9

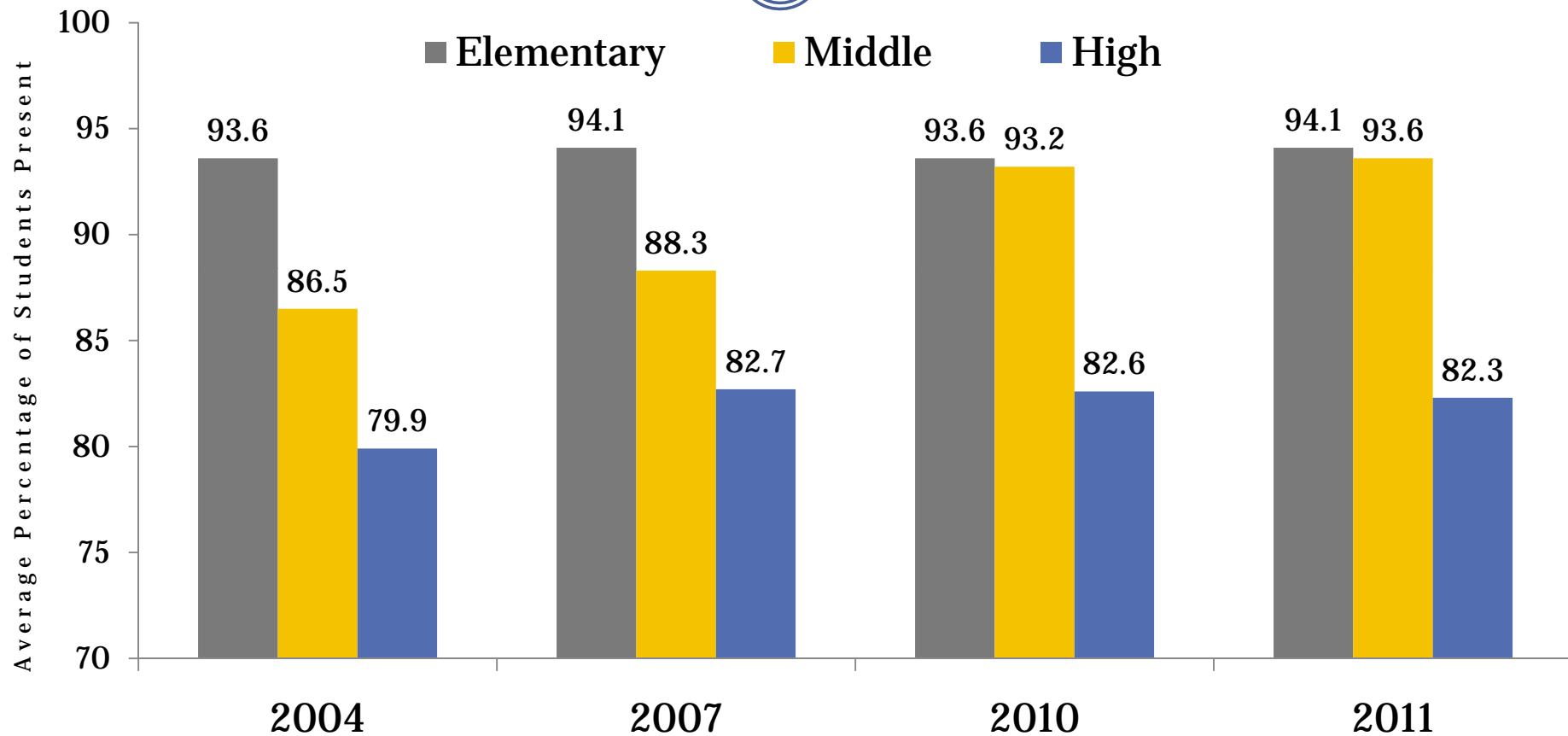


**NOTE: Official enrollment counts as of September 30 of each year**

**Source: Maryland State Report Card; [www.mdreportcard.org](http://www.mdreportcard.org)**

# Attendance Rates

10

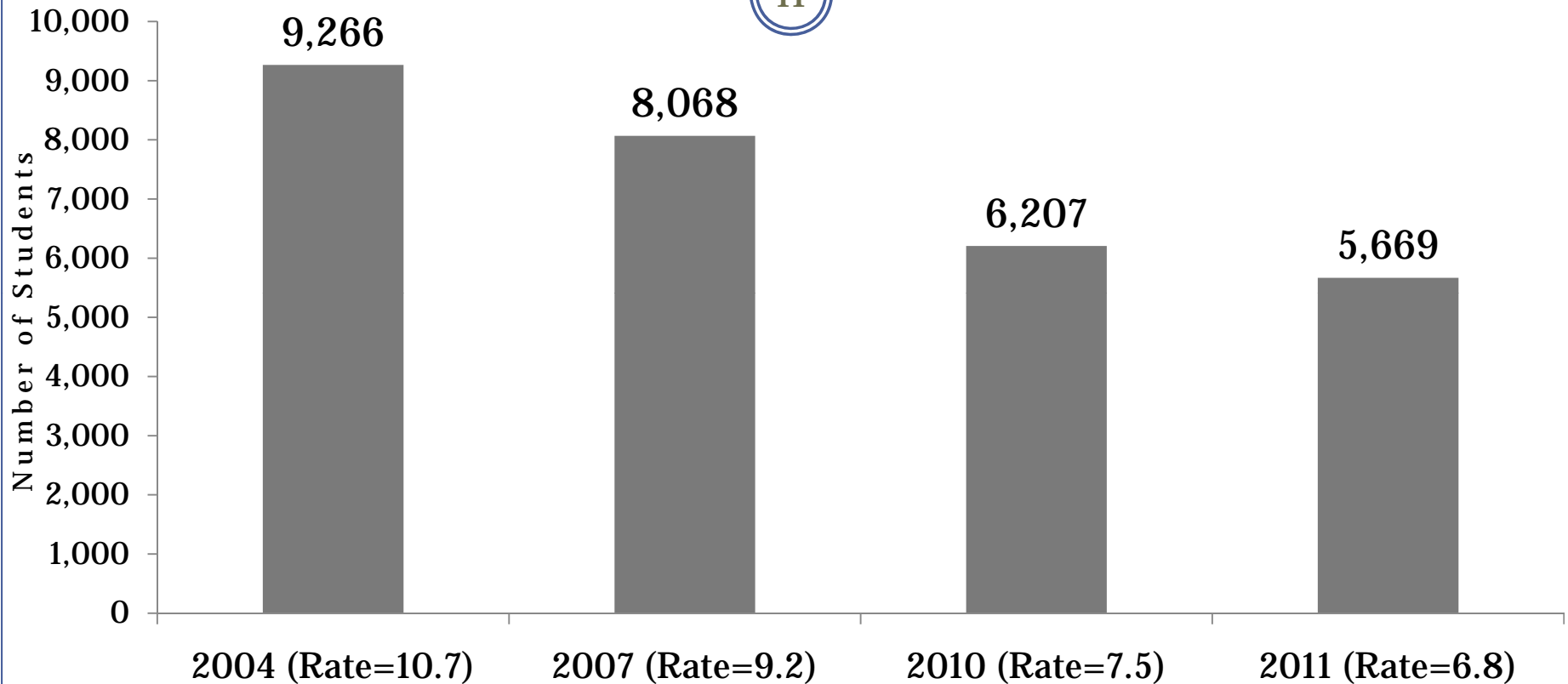


**NOTE:** These reflect end-of-third quarter reported attendance rates.

**Source:** Maryland State Report Card; [www.mdreportcard.org](http://www.mdreportcard.org)

# Number of Habitually Truant Students

11



**NOTE: Habitually truant students are students enrolled in a school for at least 91 days in a school year who are unlawfully absent for 20 percent or more school days in any marking period, semester or school year.**

**Source: SMS Attendance Files as of July 22, 2011**

# High Schools with the Greatest Reduction in Truant Students

12

- The total number of habitual truants decreased by 538 in SY 2010-11, as compared to SY 2009-10
- Below are high schools that are still open with the greatest decreases in habitual truants

School Number	School Name	SY 2009-10	SY 2010-11	Difference
419	REGINALD F. LEWIS HIGH SCHOOL	183	90	-93
406	FOREST PARK HIGH	281	202	-79
400	EDMONDSON-WESTSIDE HIGH	203	139	-64

# Number of Suspensions

13

<b>SY 2003–04</b>	26,295 incidents
<b>SY 2006–07</b>	16,752 incidents
<b>SY 2009–10</b>	9,712 incidents
<b>SY 2010–11</b>	11,068 incidents

Source: SMS Attendance Files as of August 2011

# Number of Suspensions

14

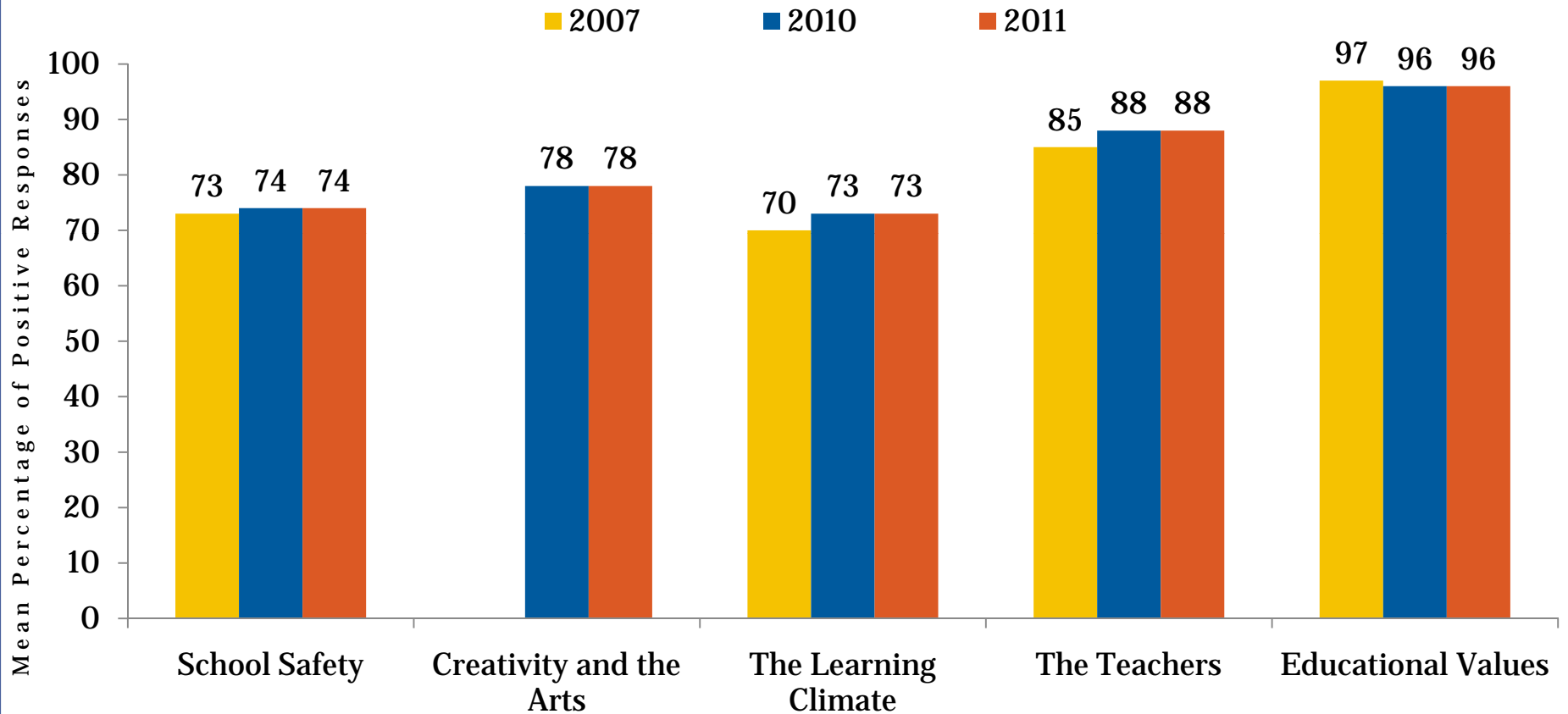
- Three of the six offense codes with the highest increase are “soft” offenses. In some cases, these offenses are handled better with alternatives to suspensions.
- Incidents of disrespect, participating in a disturbance and insubordination increased by 512 in SY 2010-11, compared to SY 2009-10.

<b>Offense</b>	<b>Change from SY 2009-10 to SY 2010-11</b>
Physical Attack (Student)	+ 385 incidents
Disrespect	+ 238 incidents
Physical Attack (Adult)	+ 205 incidents
Inciting/Participating in Disturbance	+ 192 incidents
Fighting	+ 114 incidents
Insubordination	+ 82 incidents

# Climate Survey: Students, Staff and Parents Combined

## Overall Mean Percentage of Positive Responses

15

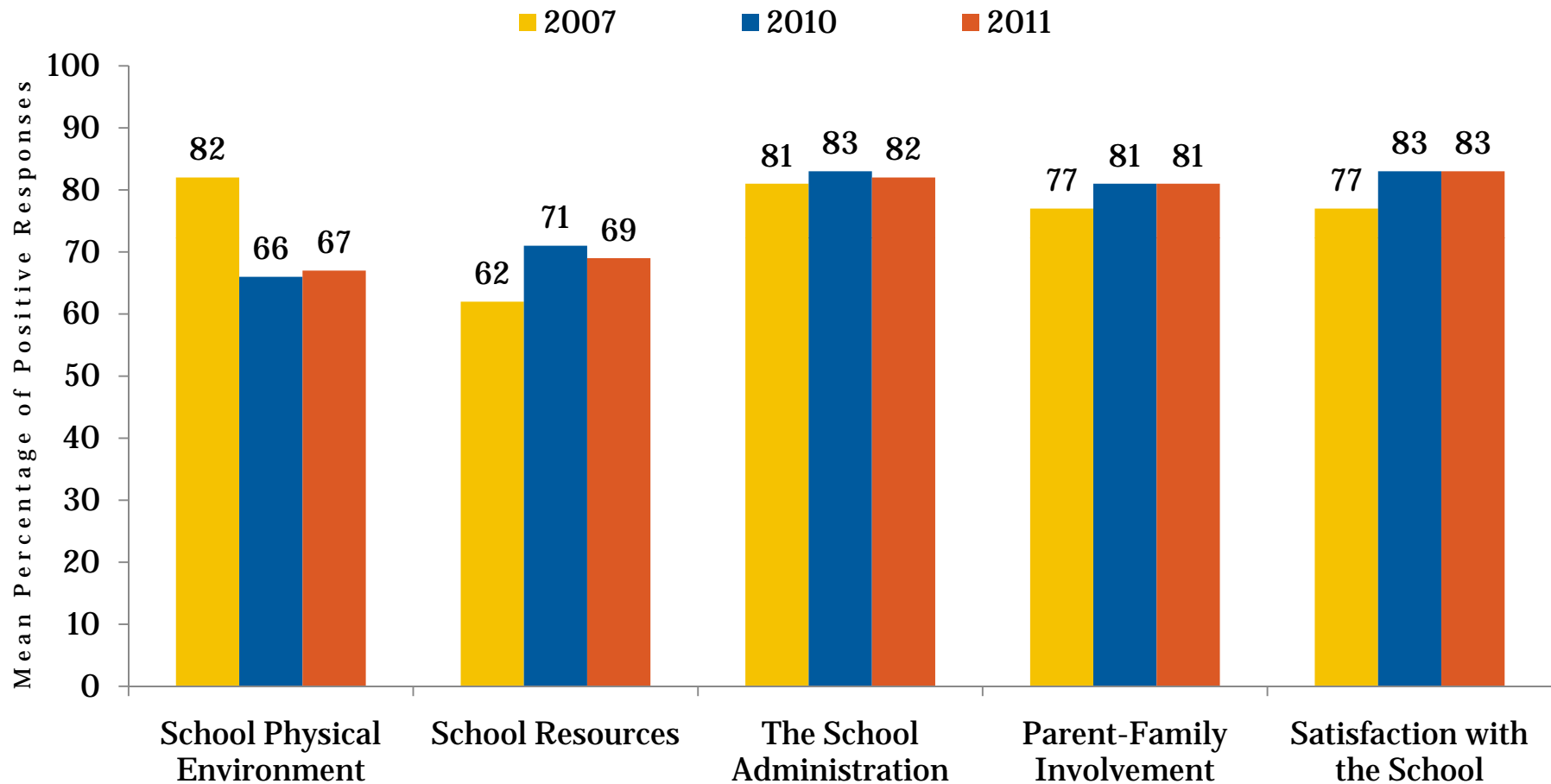


**NOTE: The climate survey was not administered until SY 2006-07**

# Climate Survey: Students, Staff and Parents Combined

## Overall Mean Percentage of Positive Responses

16

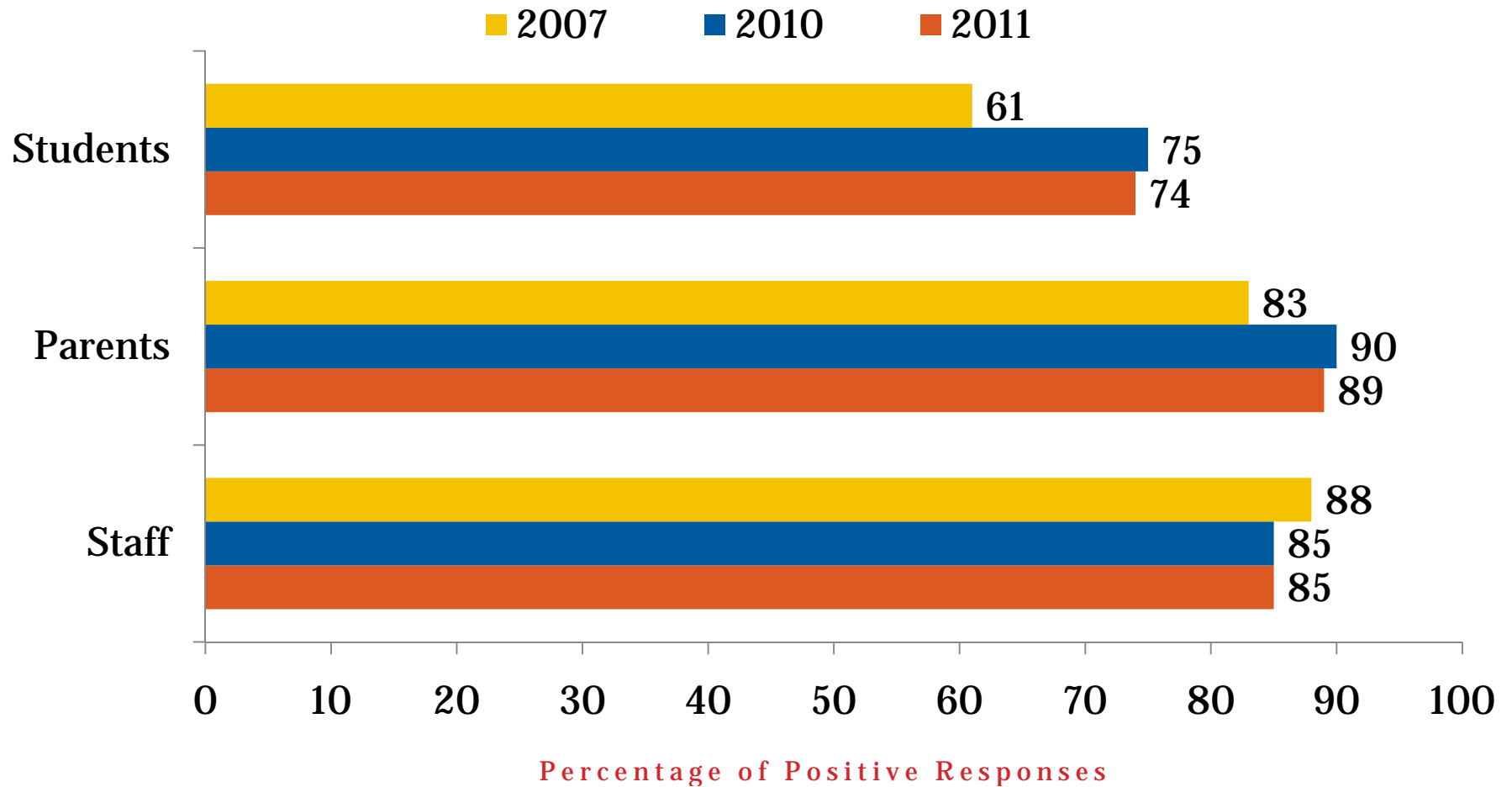


**NOTE: The climate survey was not administered until SY 2006-07**

# Climate Survey

## Satisfaction With the School Dimension

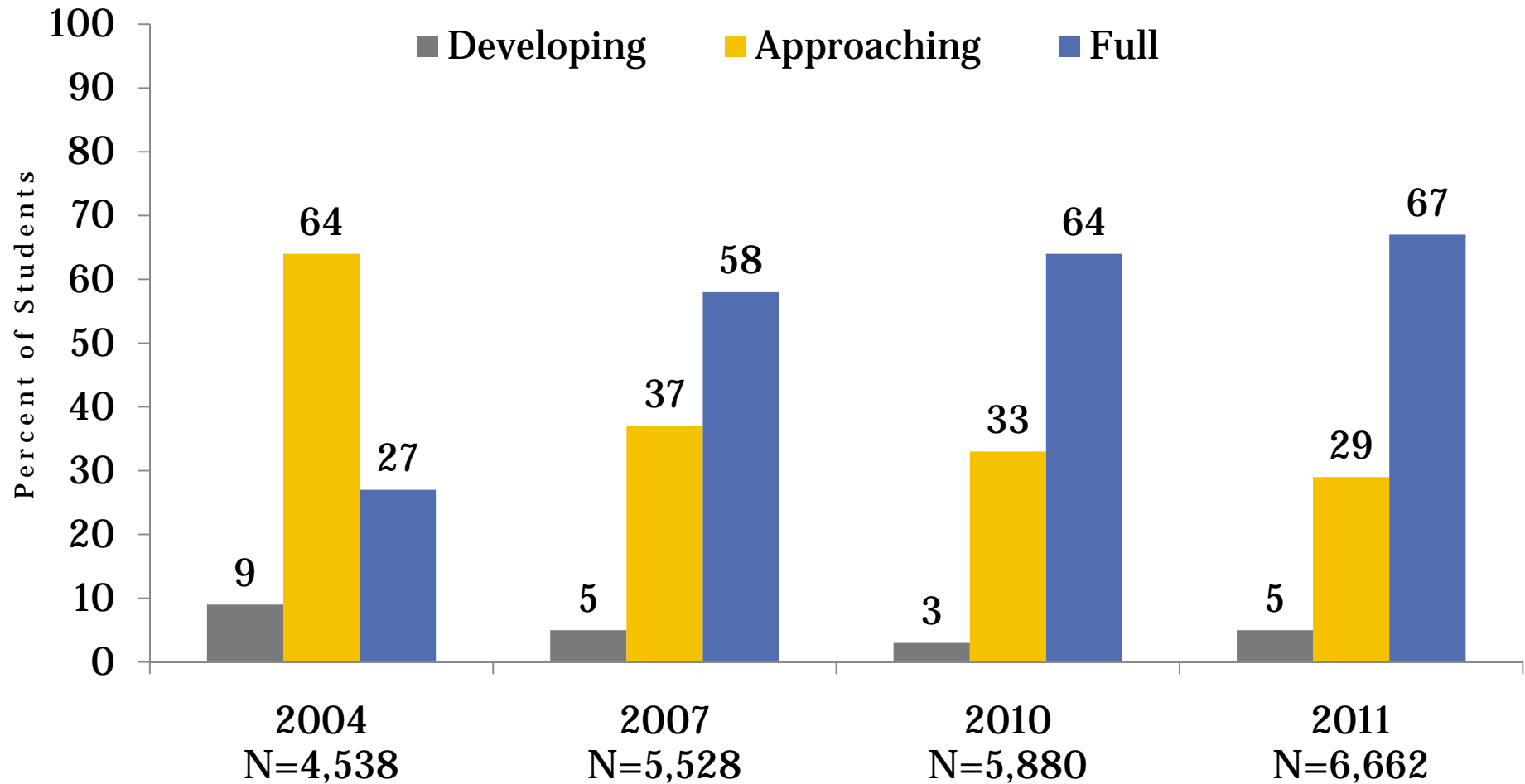
17



NOTE: The climate survey was not administered until SY 2006-07

# Maryland Model for School Readiness (MMSR)

18



Source: Maryland State Department of Education; [www.marylandpublicschools.org](http://www.marylandpublicschools.org)

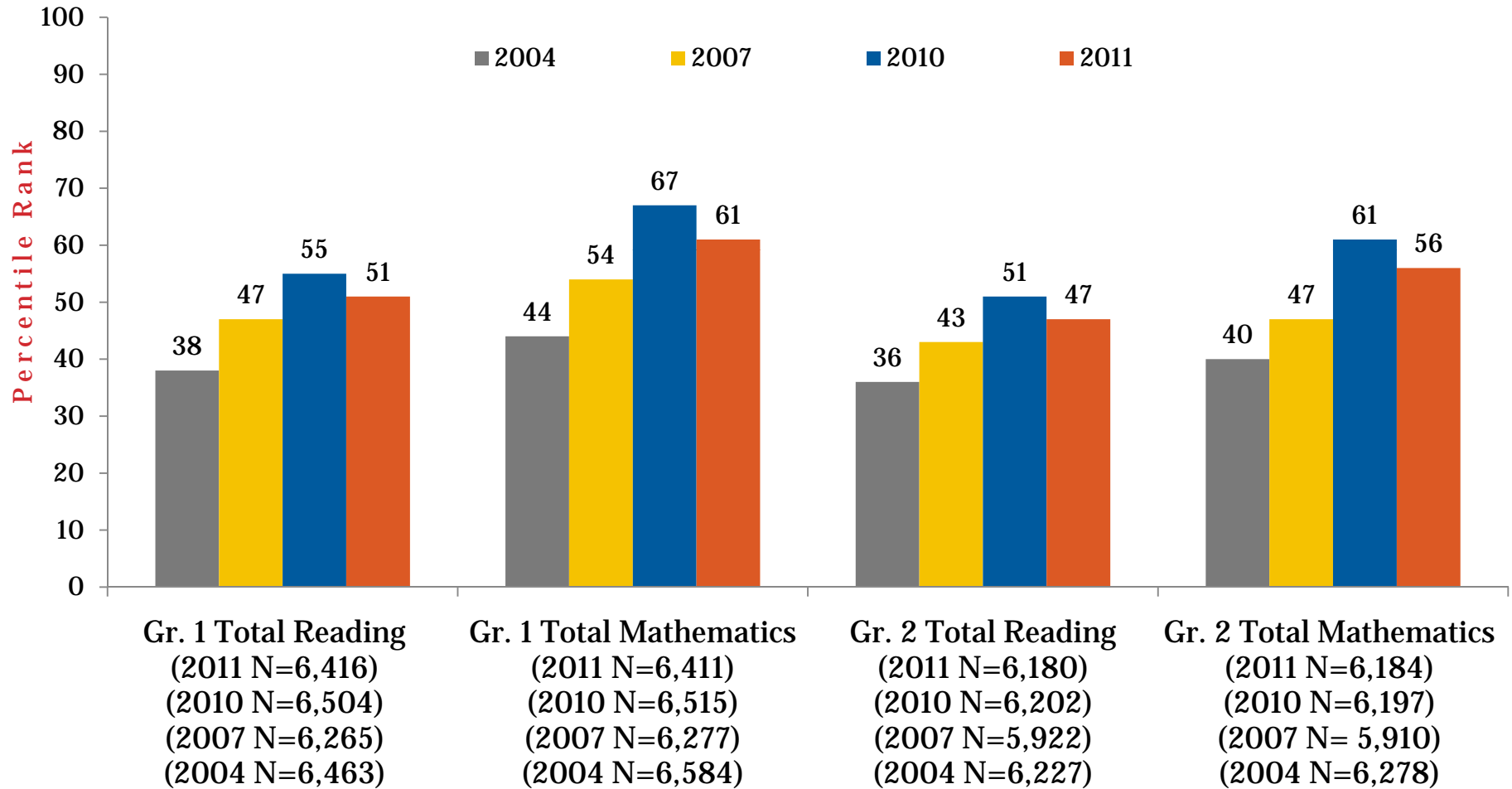
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# Stanford 10 National Percentile Ranks

19



Source: NCS Pearson, Inc.

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## Interpreting the Results: What Percentile Ranks Tell Us

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- On the Stanford 10, small changes in performance spur large changes in percentile rankings.
- City Schools' 2011 results show declines of four to six percentile points from 2010 to 2011.
- Because of how percentile ranks are calculated, these dips reflect minor shifts in performance from one year to the next.
- For example:

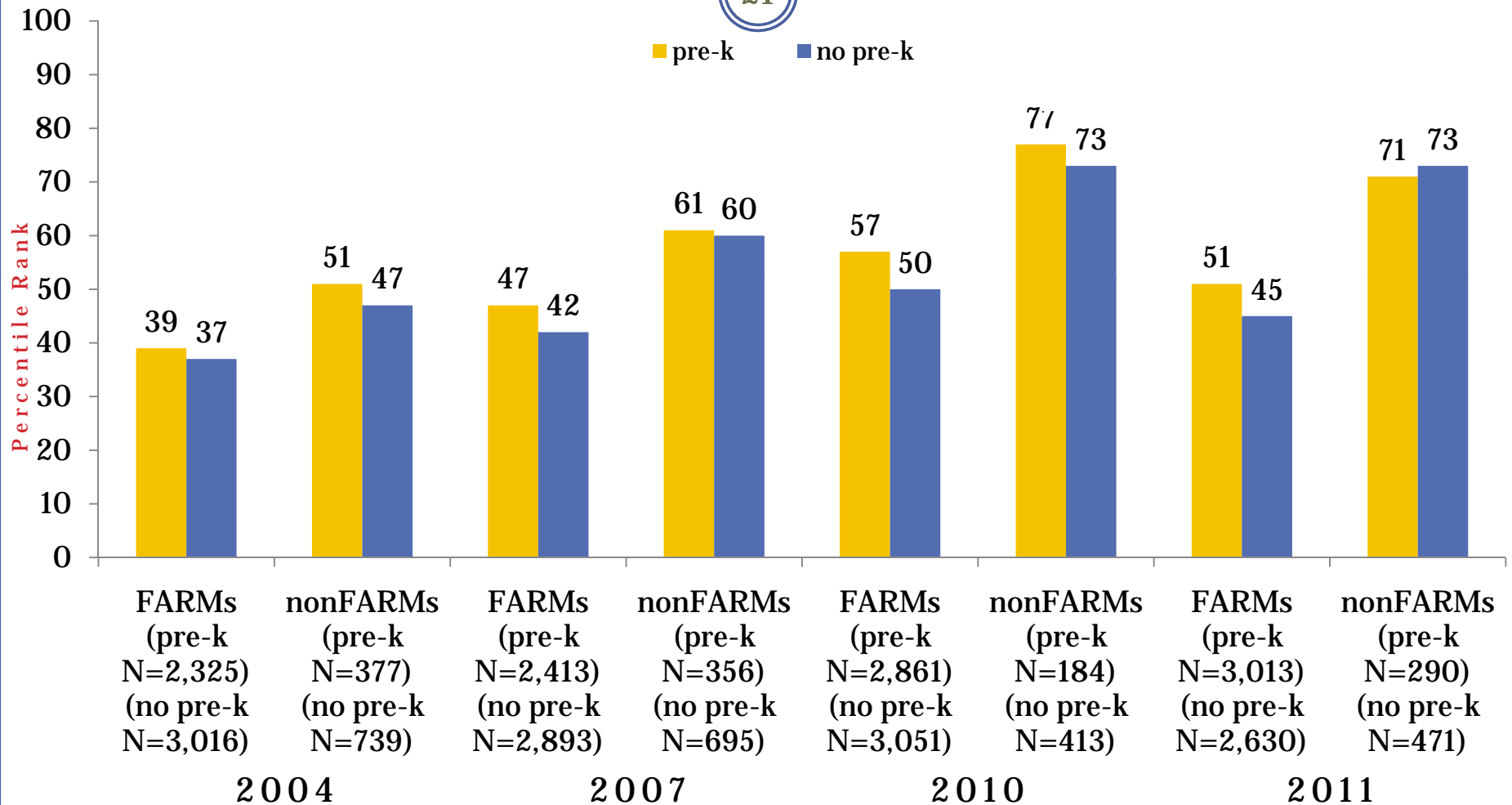
*City Schools' 2<sup>nd</sup>-grade students answered, on average, 1.9 fewer questions correctly on the reading test in 2011 than in 2010—70 out of 100 compared to 71.9 out of 100. This resulted in a four-point drop in national percentile ranking, from 51 last year to 47 this year.*

# Stanford 10 Reading: Grade 1

## Students with Exposure to City Schools Pre-K Program

### FARMs and nonFARMs

21



Source: NCS Pearson, Inc.

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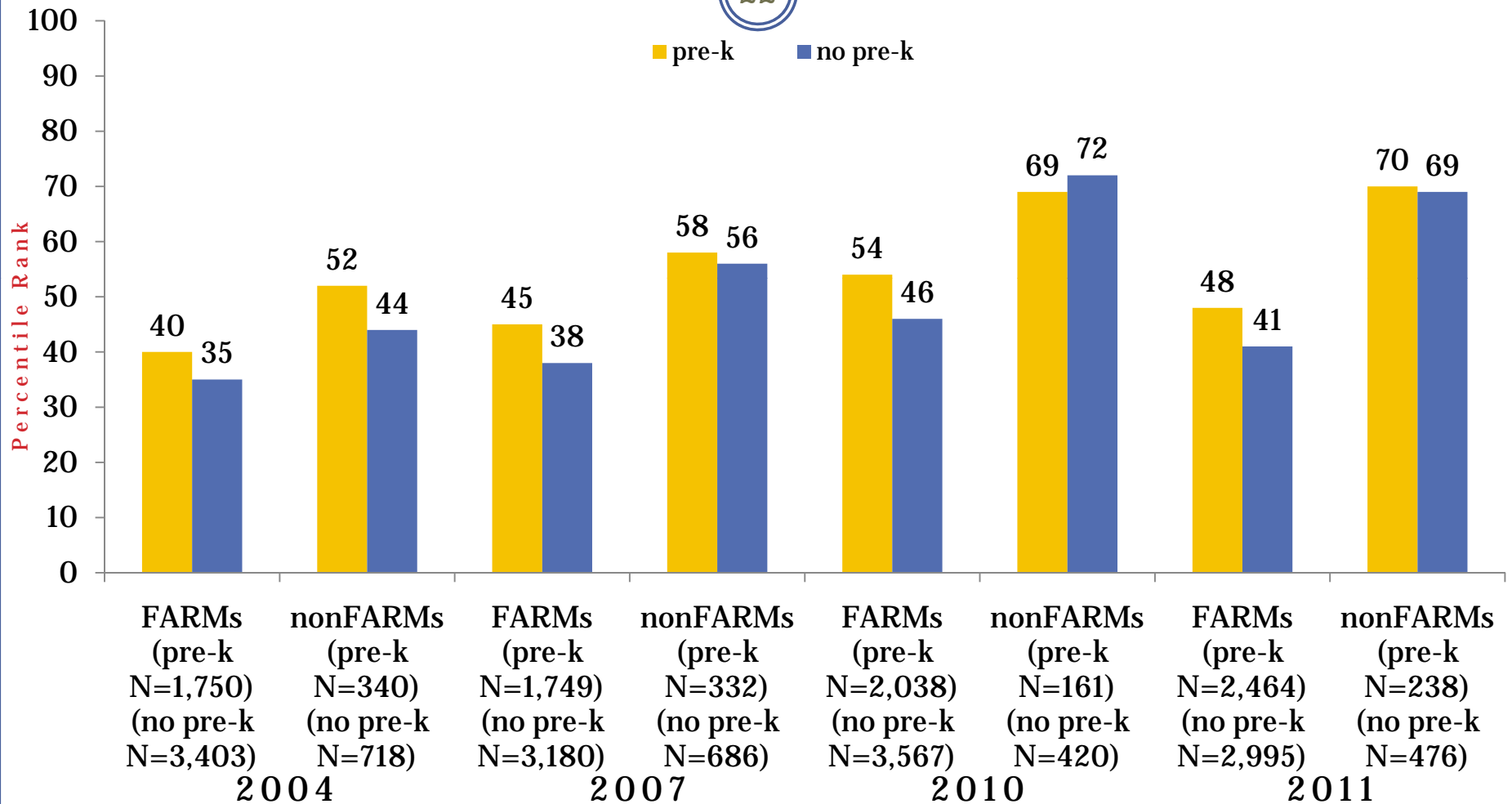
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# Stanford 10 Reading: Grade 2

## Students with Exposure to City Schools Pre-K Program FARMs and nonFARMs

22



Source: NCS Pearson, Inc.

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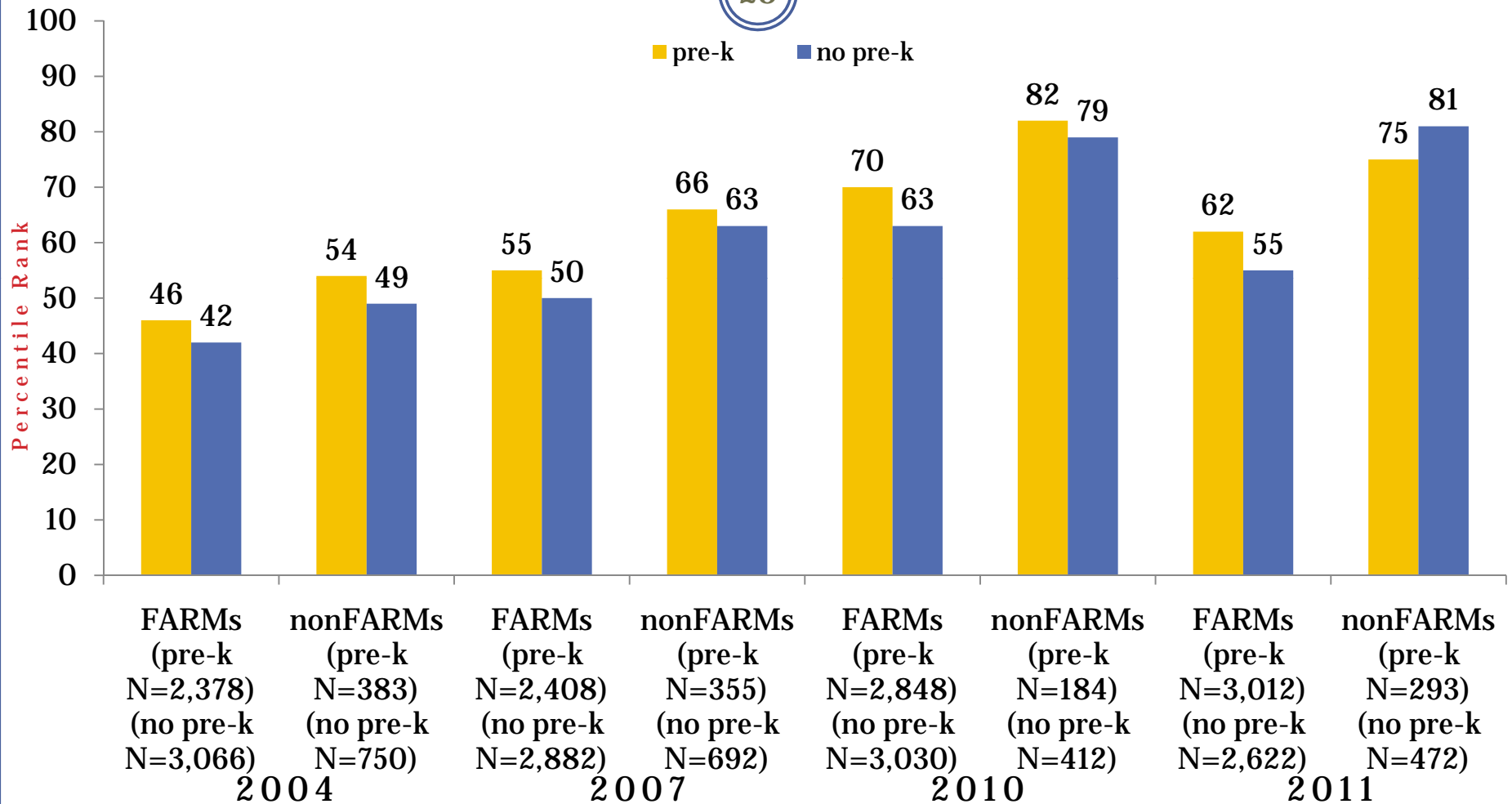


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# Stanford 10 Mathematics: Grade 1

## Students with Exposure to City Schools Pre-K Program FARMs and nonFARMs

23



Source: NCS Pearson, Inc.

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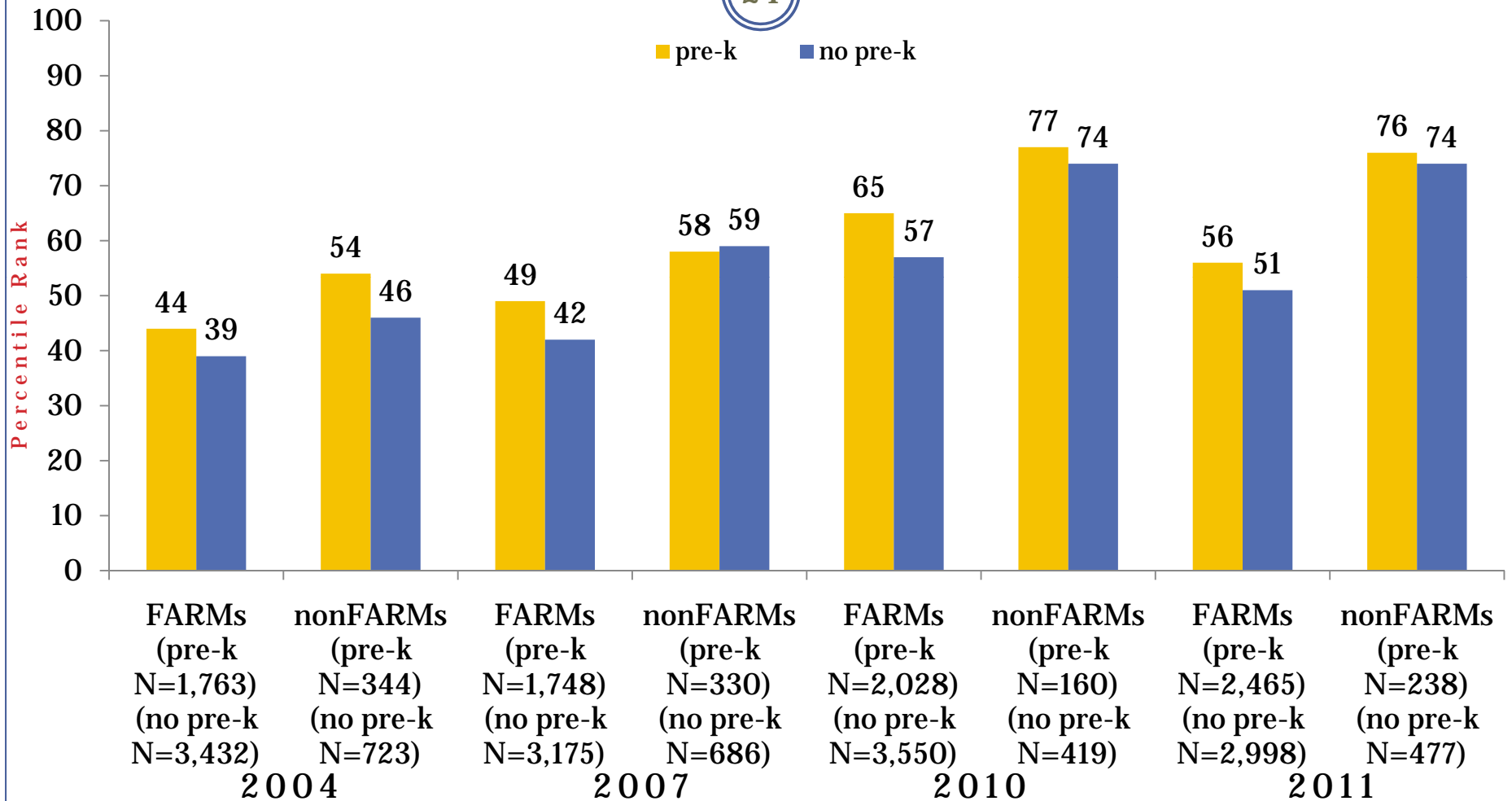


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# Stanford 10 Mathematics: Grade 2

## Students with Exposure to City Schools Pre-K Program FARMs and nonFARMs

24



Source: NCS Pearson, Inc.

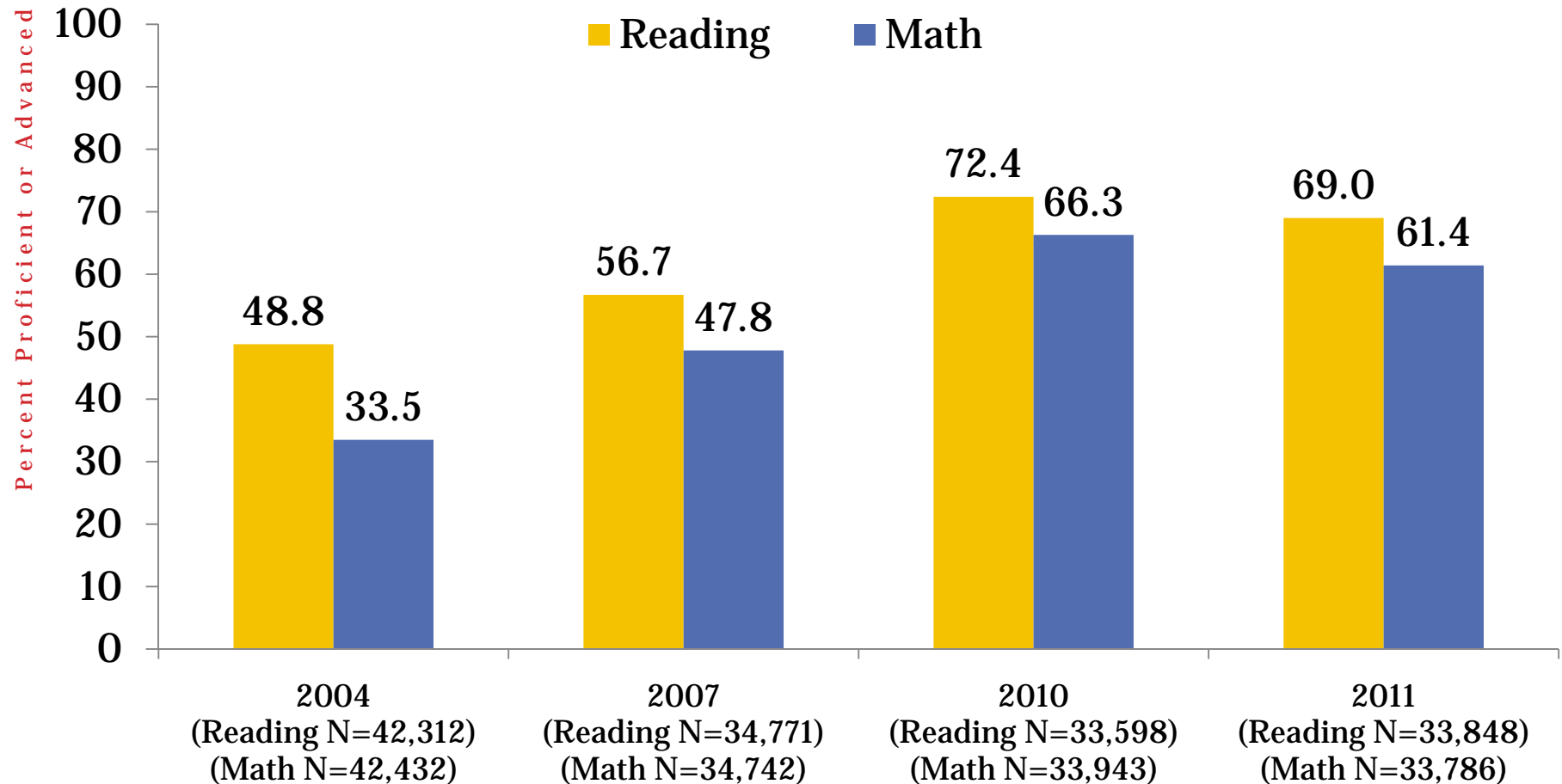
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# MSA: Grades 3-8 Combined Percent Proficient or Advanced

25



Source: Maryland State Department of Education

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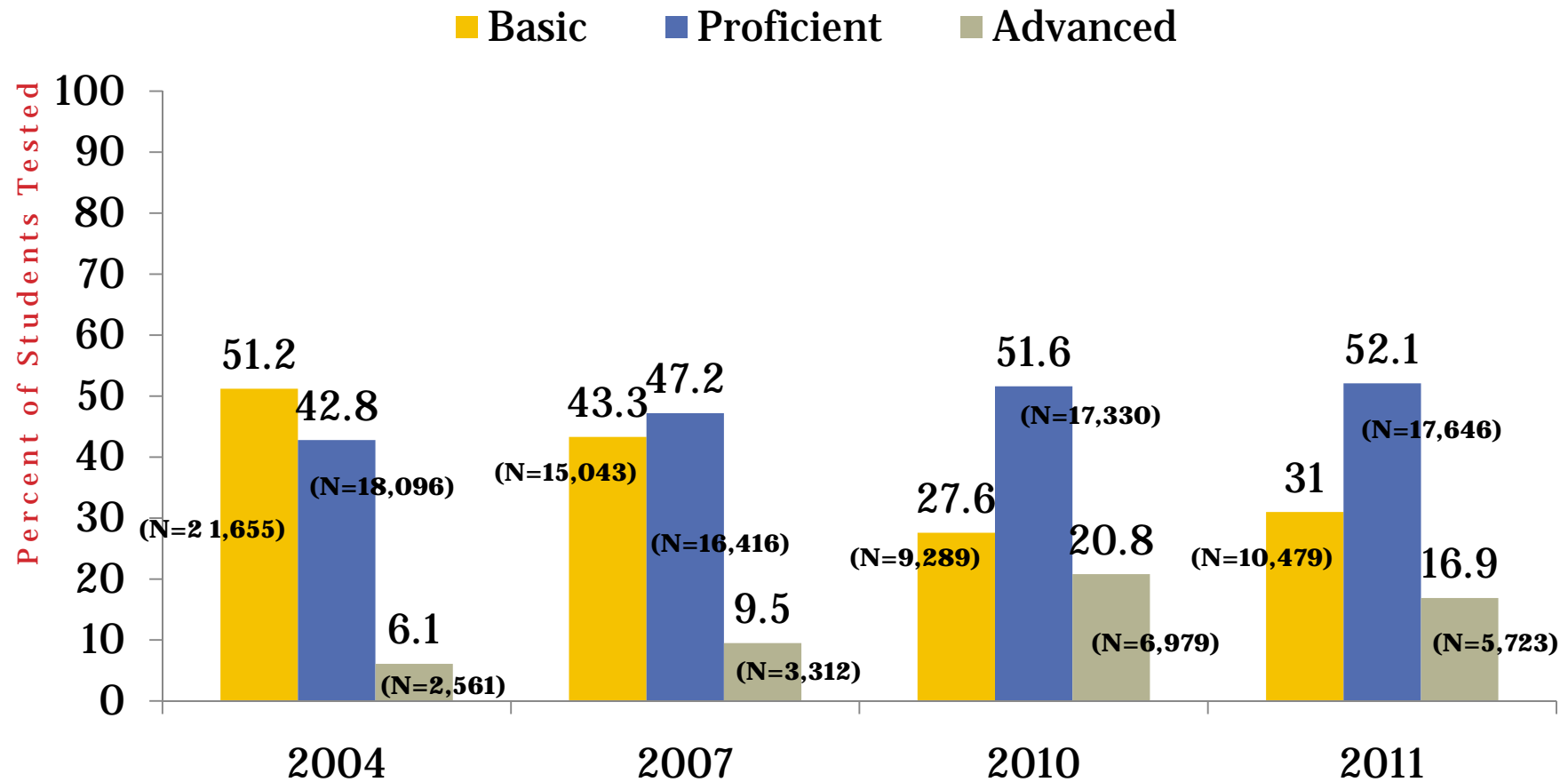
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# MSA Reading: Grades 3-8 Combined

## Percent/Numbers Basic, Proficient and Advanced

26



Source: Maryland State Department of Education

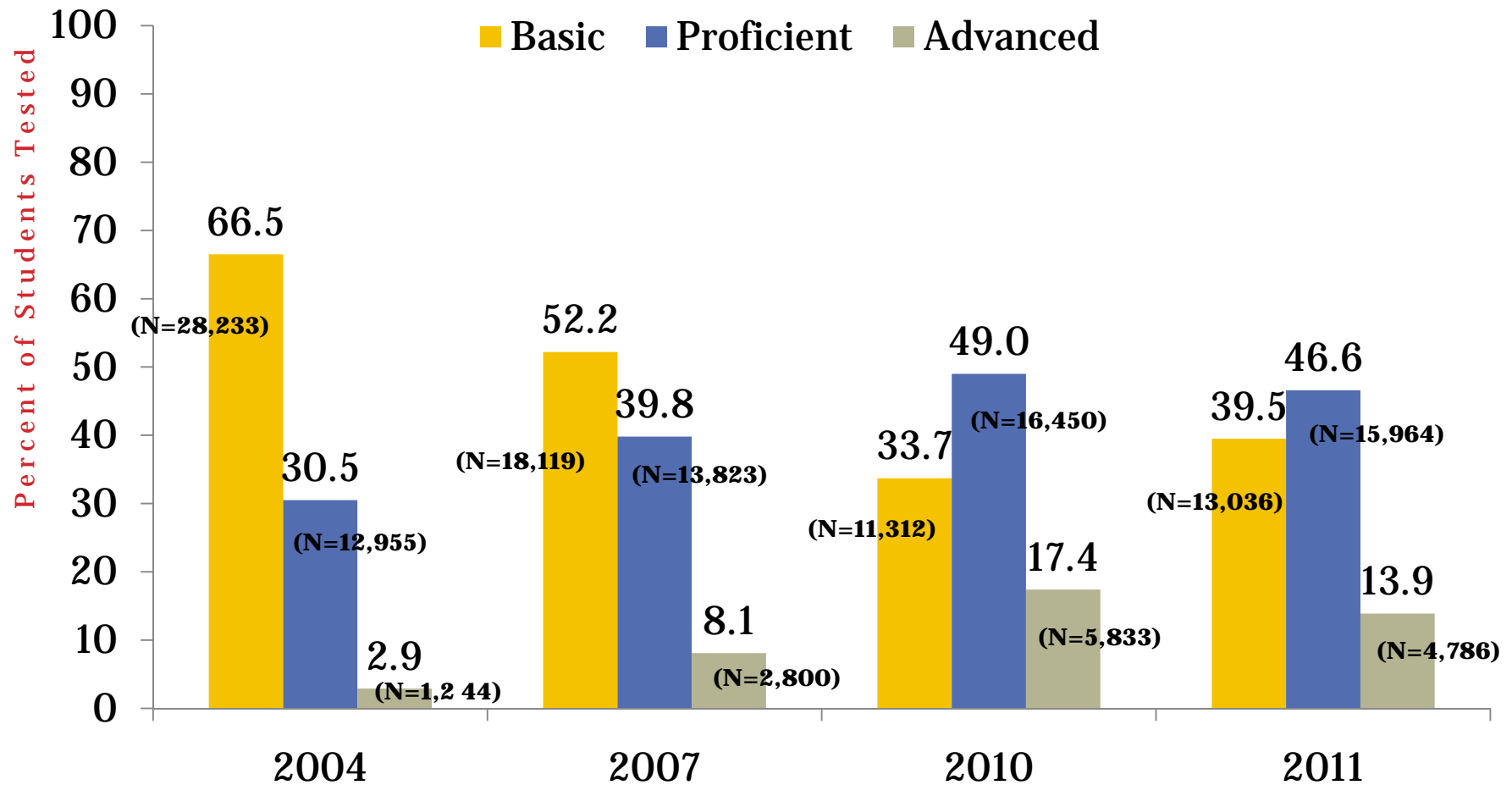
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# MSA Mathematics: Grades 3-8 Combined

## Percent/Numbers Basic, Proficient and Advanced

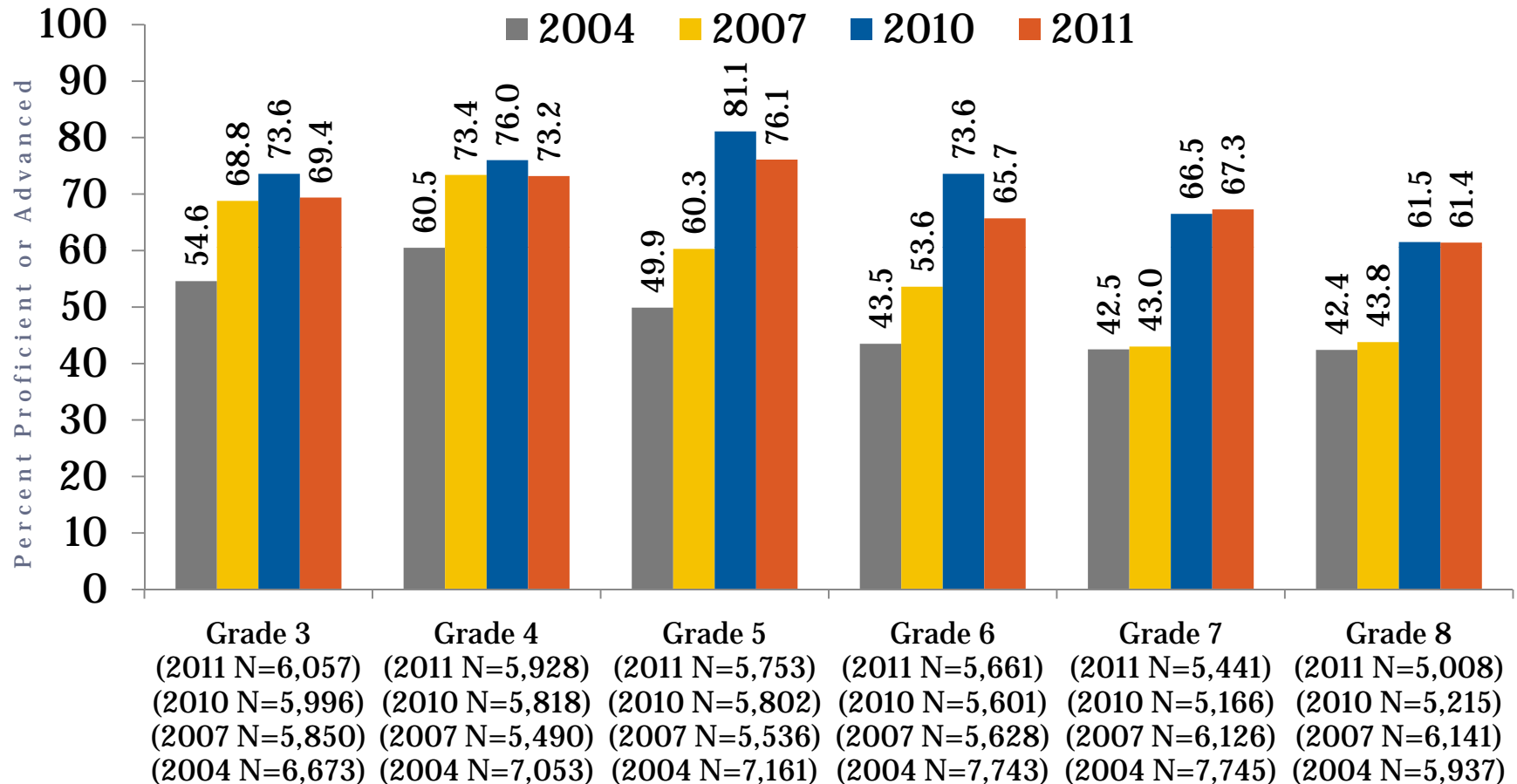


Source: Maryland State Department of Education

# MSA Reading

## Percent Proficient or Advanced by Grade

28



Source: Maryland State Department of Education

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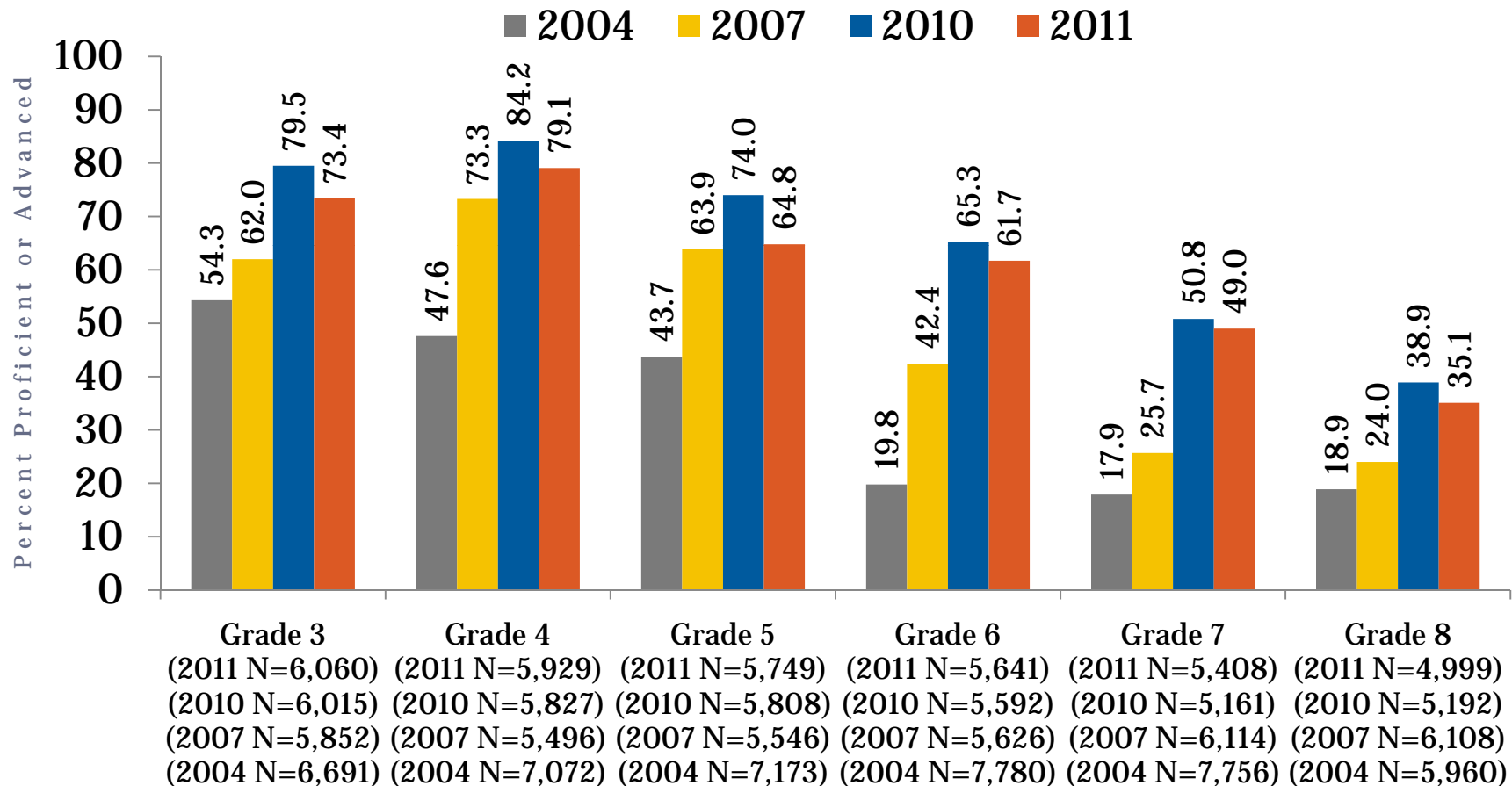
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# MSA Mathematics

## Percent Proficient or Advanced by Grade

29



Source: Maryland State Department of Education

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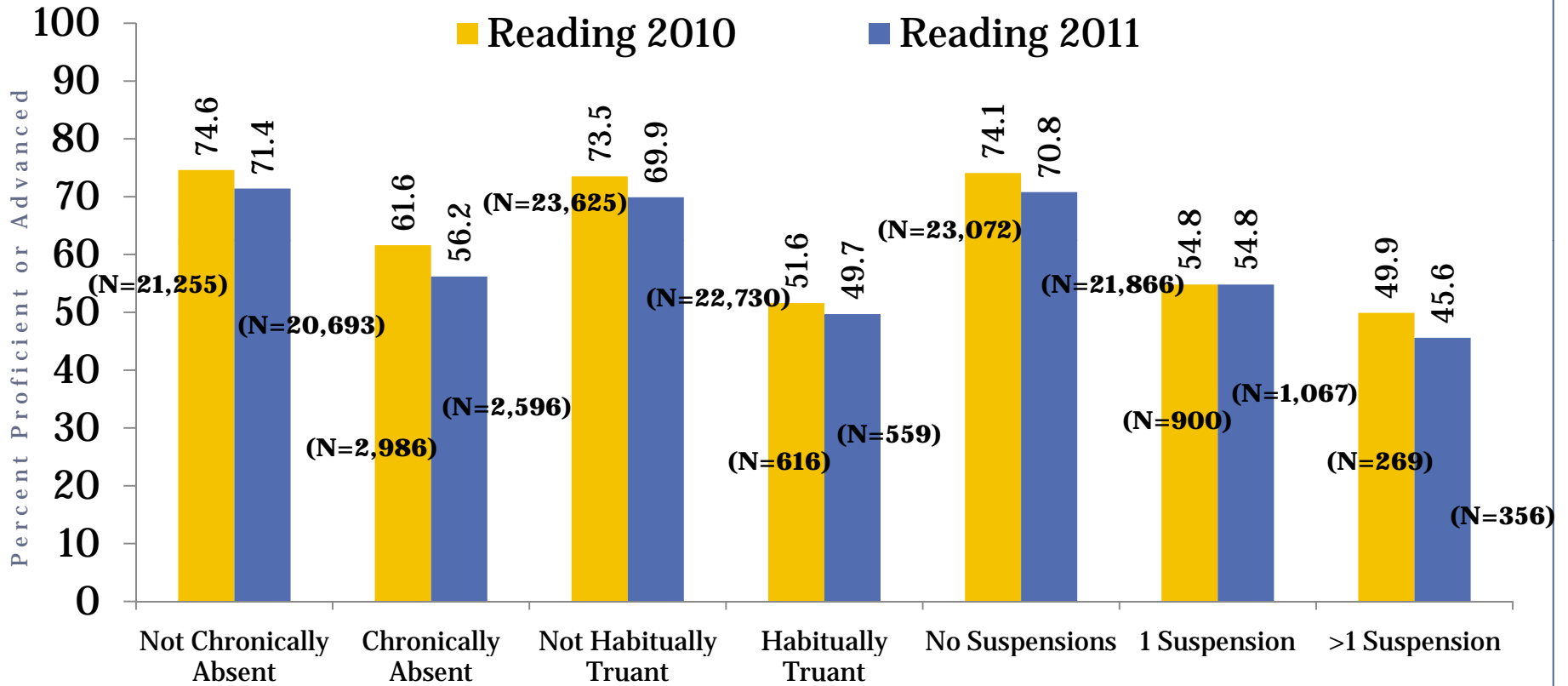
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# MSA Reading: Grades 3-8 Combined

## Percent/Numbers Proficient or Advanced by Attendance

30

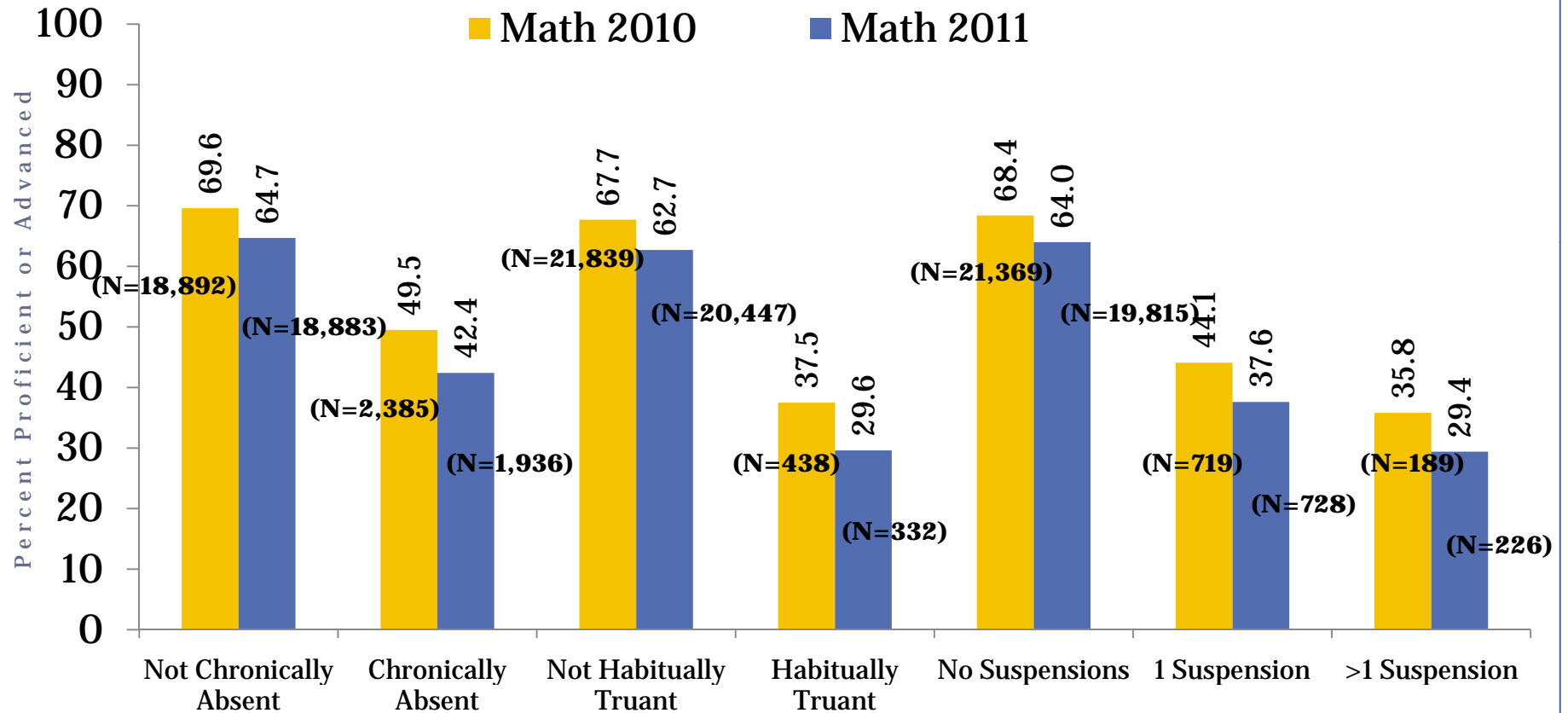


**NOTE: All measures are based on attendance data as of March 31 in respective years**  
**Chronically absent = missed more than 11.1 percent of days enrolled**  
**Habitually truant = enrolled for at least 91 days and had 20 percent of days as unexcused absences**  
**Source: Maryland State Department of Education**

# MSA Mathematics: Grades 3-8 Combined

## Percent/Numbers Proficient or Advanced by Attendance

31



**NOTE: All measures are based on attendance data as March 31 in respective years**

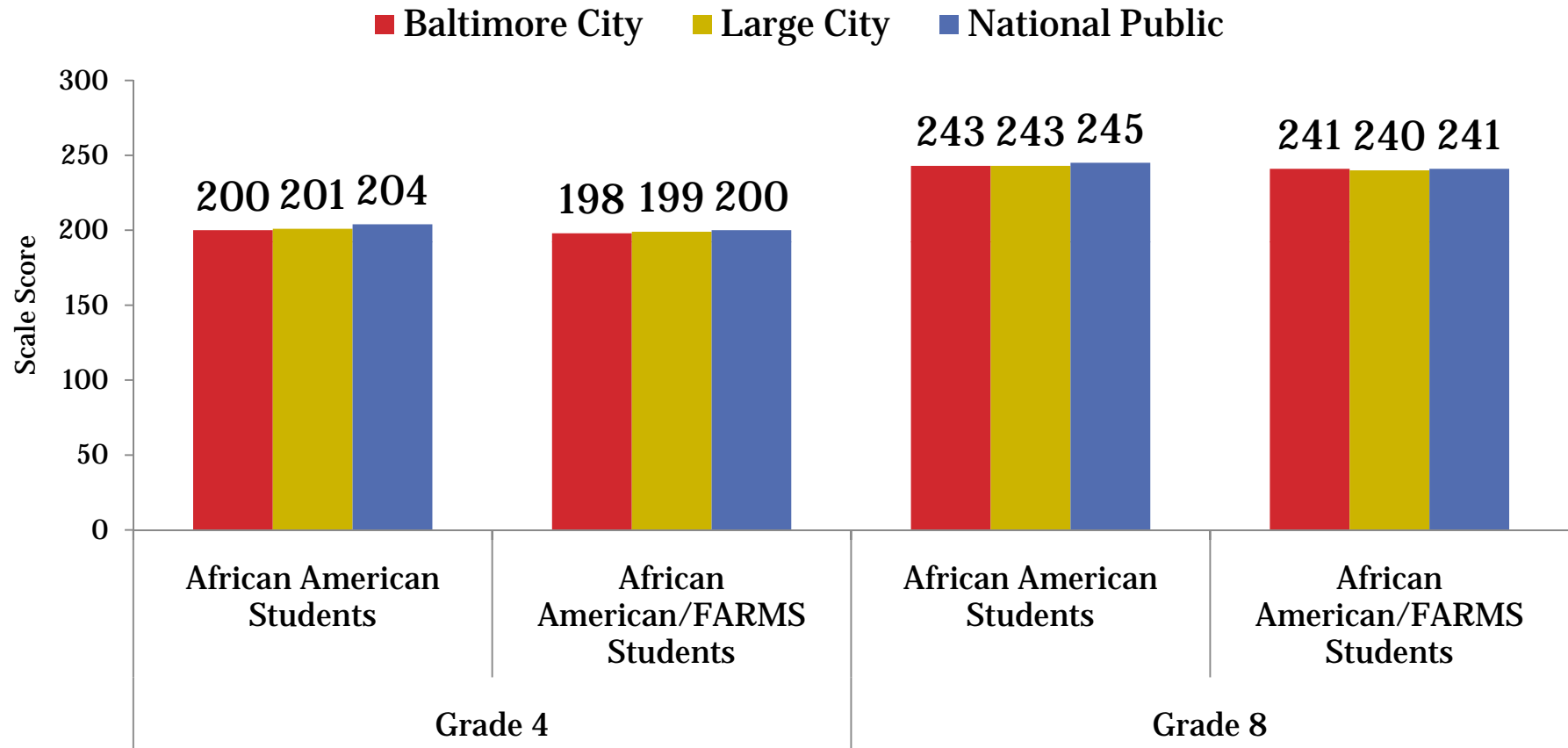
**Chronically absent = missed more than 11.1 percent of days enrolled**

**Habitually truant = enrolled for at least 91 days and had 20 percent of days as unexcused absences**

**Source: Maryland State Department of Education**

# NAEP 2009 TUDA Reading Average Scale Score

32



**NOTE: NAEP Reading and Math are administered every other year. These are results from the 2009 administration. The 2011 results will be released fall 2011.**

**Source: National Assessment of Education Progress; <http://nces.ed.gov/nationsreportcard/>**

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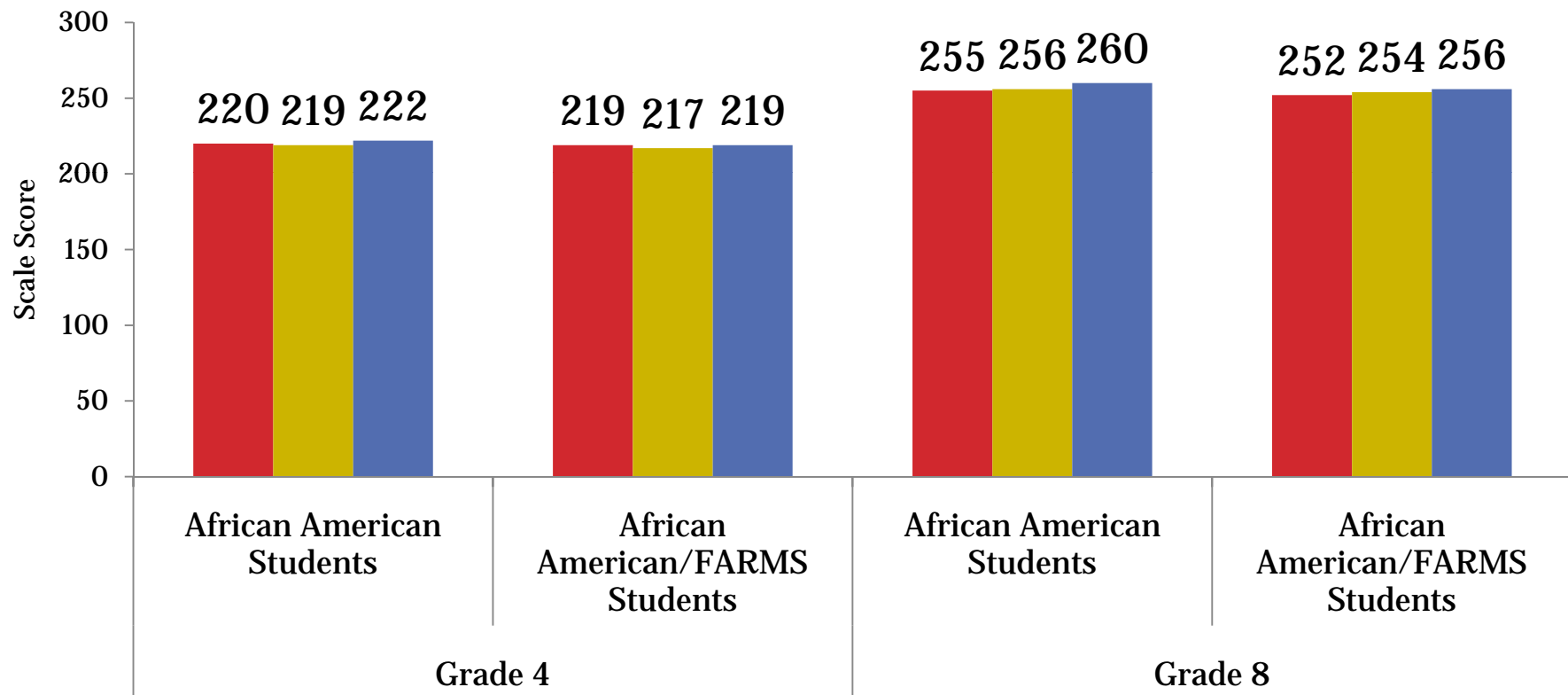


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# NAEP 2009 TUDA Mathematics Average Scale Score

33

■ Baltimore City ■ Large City ■ National Public



**NOTE: NAEP Reading and Math are administered every other year. These are results from the 2009 administration. The 2011 results will be released fall 2011.**

**Source: National Assessment of Education Progress; <http://nces.ed.gov/nationsreportcard/>**

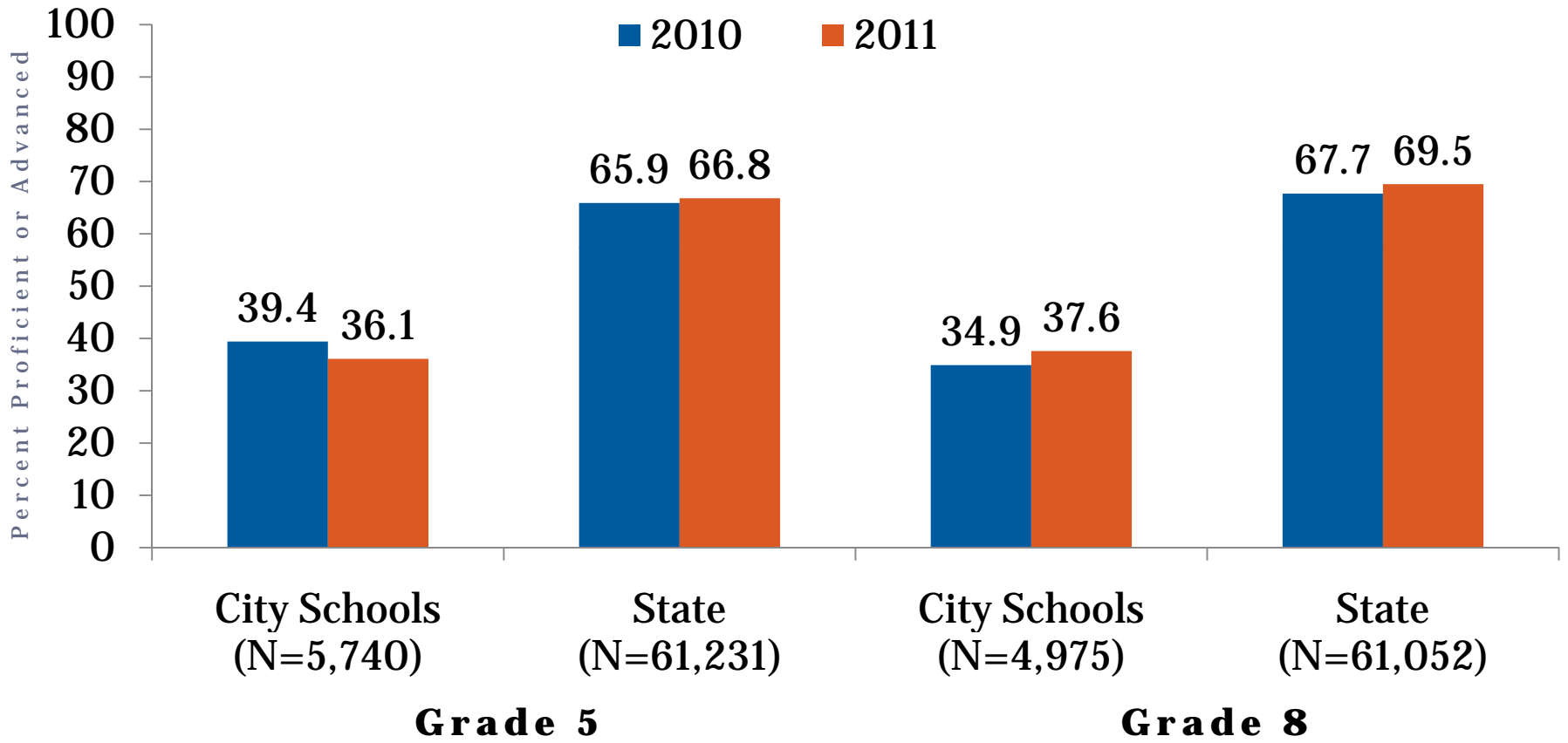
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# MSA Science City Schools and State Comparison Percent Proficient or Advanced

34



**NOTE: MSDE did not publically release MSA Science data until 2008.**

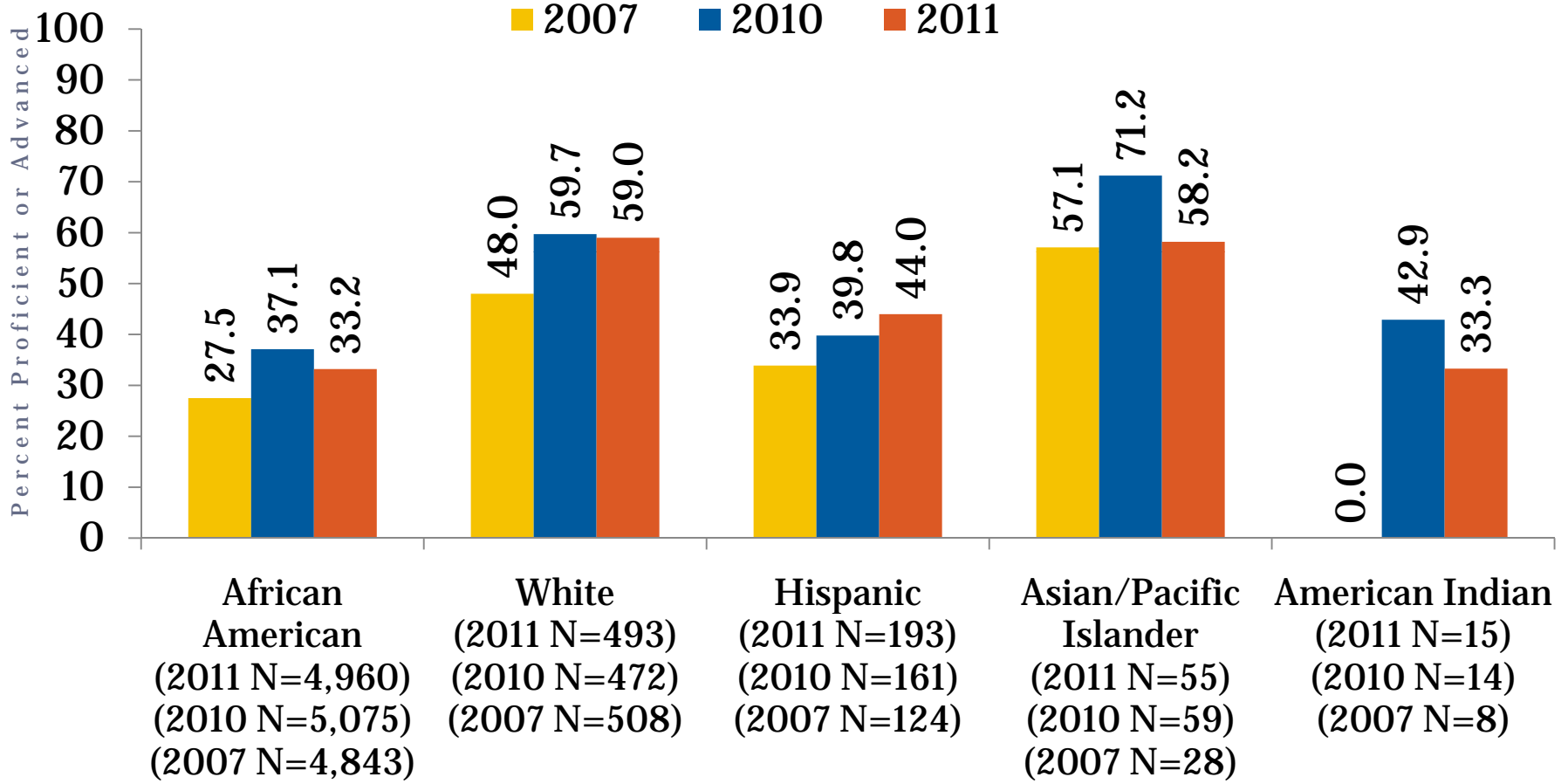
**(Grade 5 – City Schools 38.6, N=603; State 64.1, N=60,780)**

**(Grade 8 – City Schools 24.0, N=5,569; State 61.4, N=63,542)**

**Source: Maryland State Department of Education**

# MSA Science: Grade 5 Race and Ethnicity Percent Proficient or Advanced

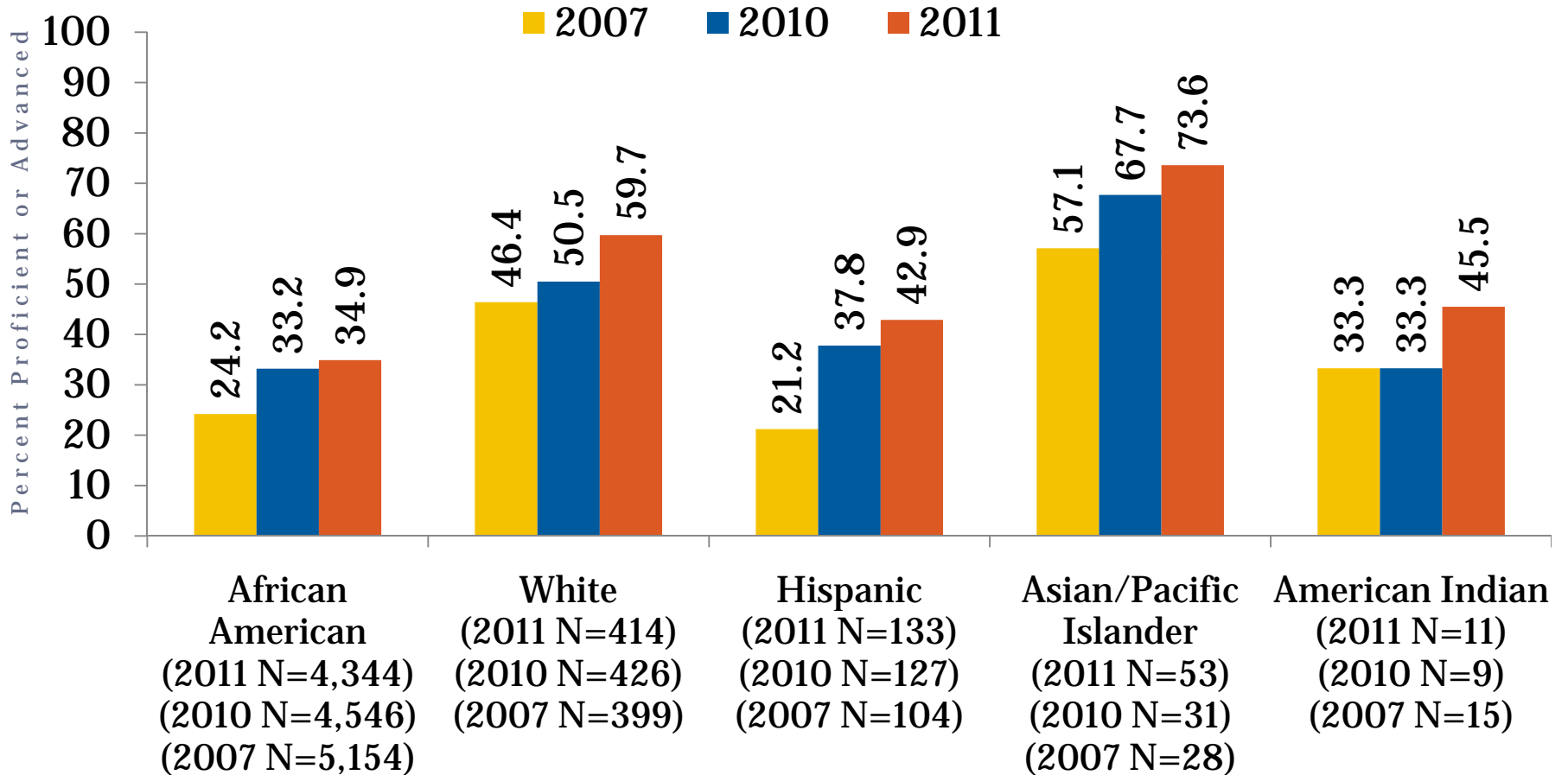
35



**NOTE: MSDE did not publically release MSA Science data until 2008.  
Source: Maryland State Department of Education**

# MSA Science: Grade 8 Race and Ethnicity Percent Proficient or Advanced

36

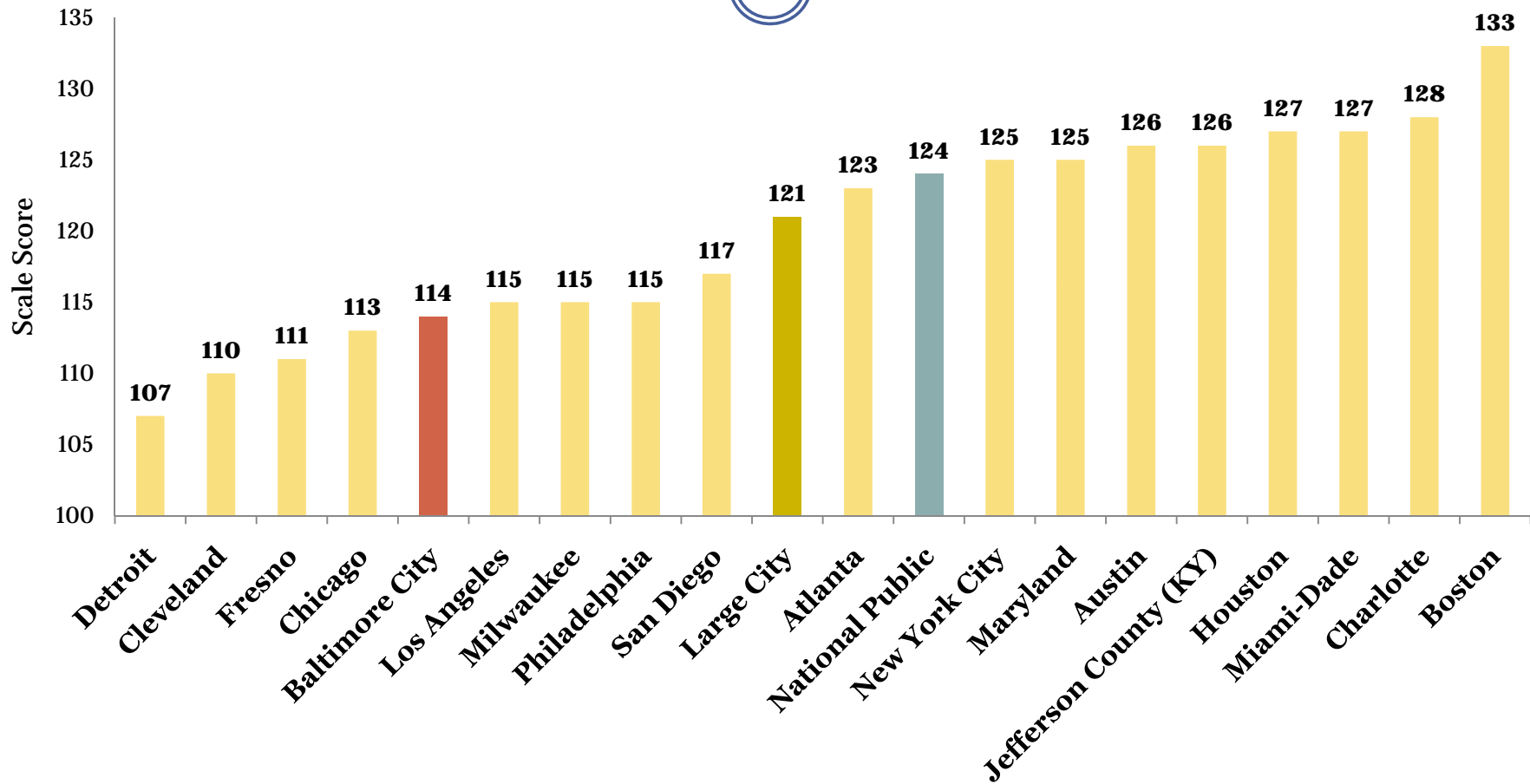


**NOTE: MSDE did not publically release MSA Science data until 2008.**

**Source: Maryland State Department of Education**

# NAEP 2009 TUDA Science: Grade 4 African American FARMs Students Average Scale Score

37

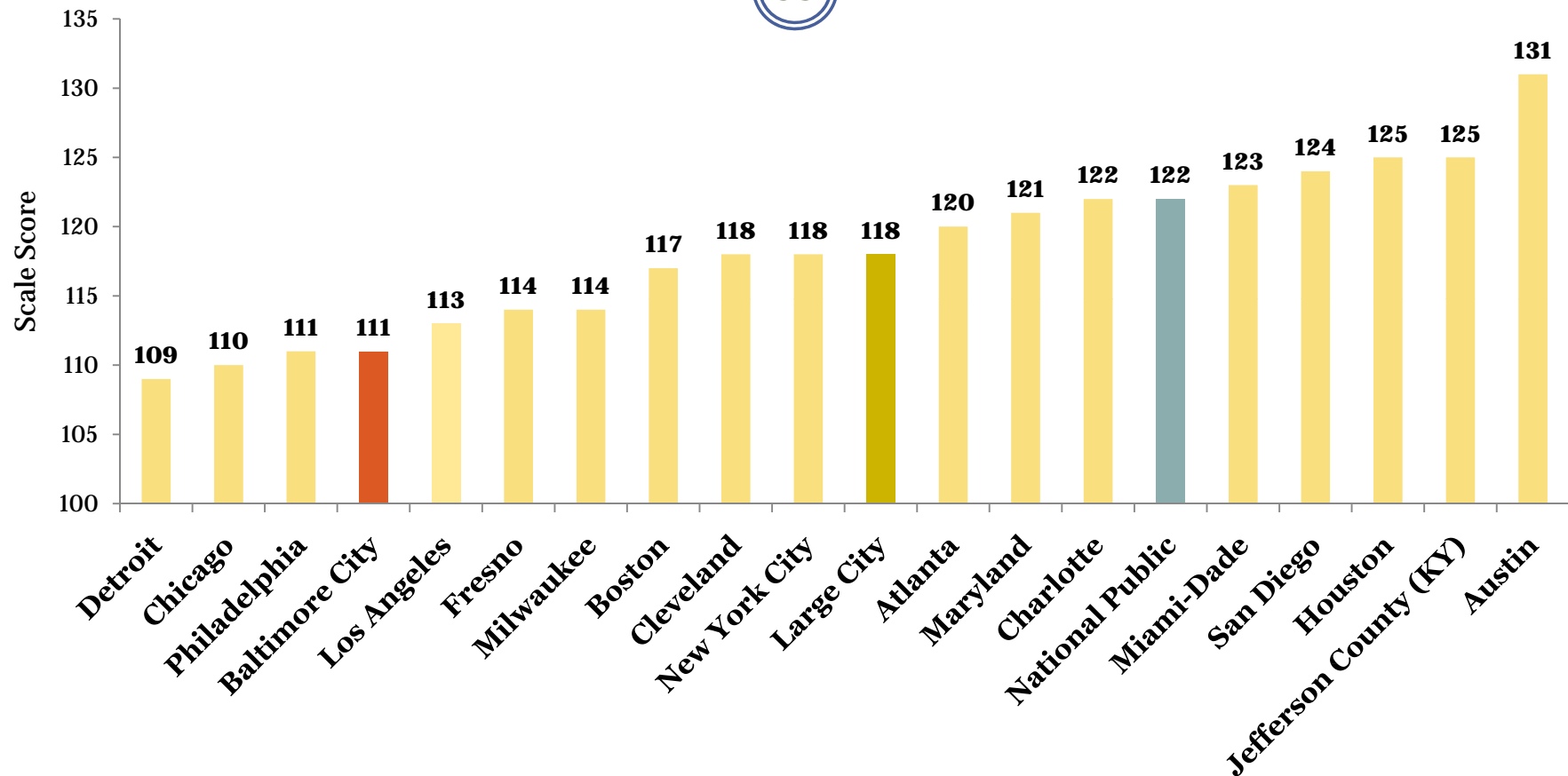


**NOTE: NAEP Science is administered every other year. These are results from the 2009 administration. The 2011 results will be released fall 2011.**

**Source: National Assessment of Education Progress; <http://nces.ed.gov/nationsreportcard/>**

# NAEP 2009 TUDA Science: Grade 8 African American FARMs Students Average Scale Score

38

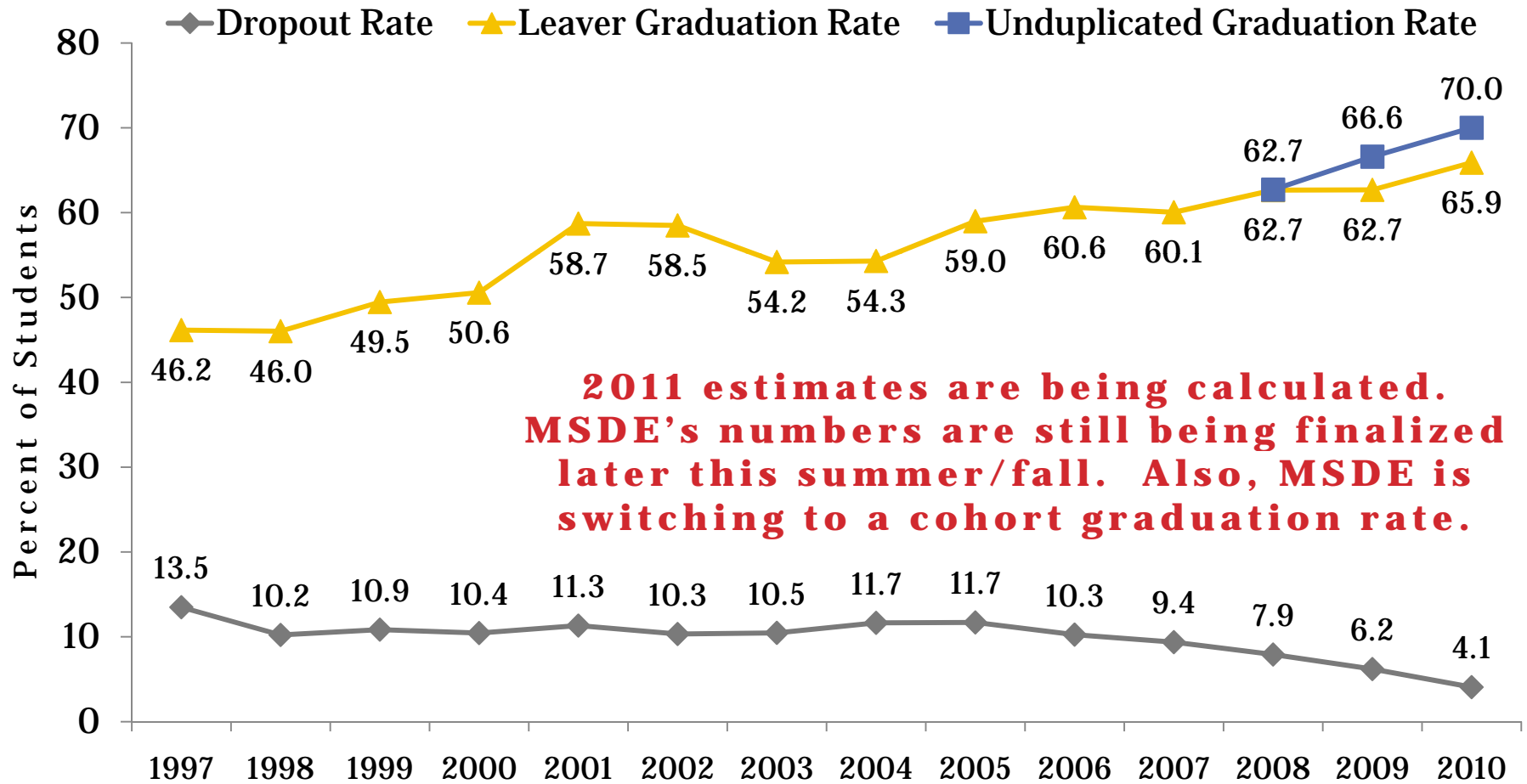


**NOTE: NAEP Science is administered every other year. These are results from the 2009 administration. The 2011 results will be released fall 2011.**

**Source: National Assessment of Education Progress; <http://nces.ed.gov/nationsreportcard/>**

# Graduation and Dropout Rates

39



Source: Maryland State Department of Education

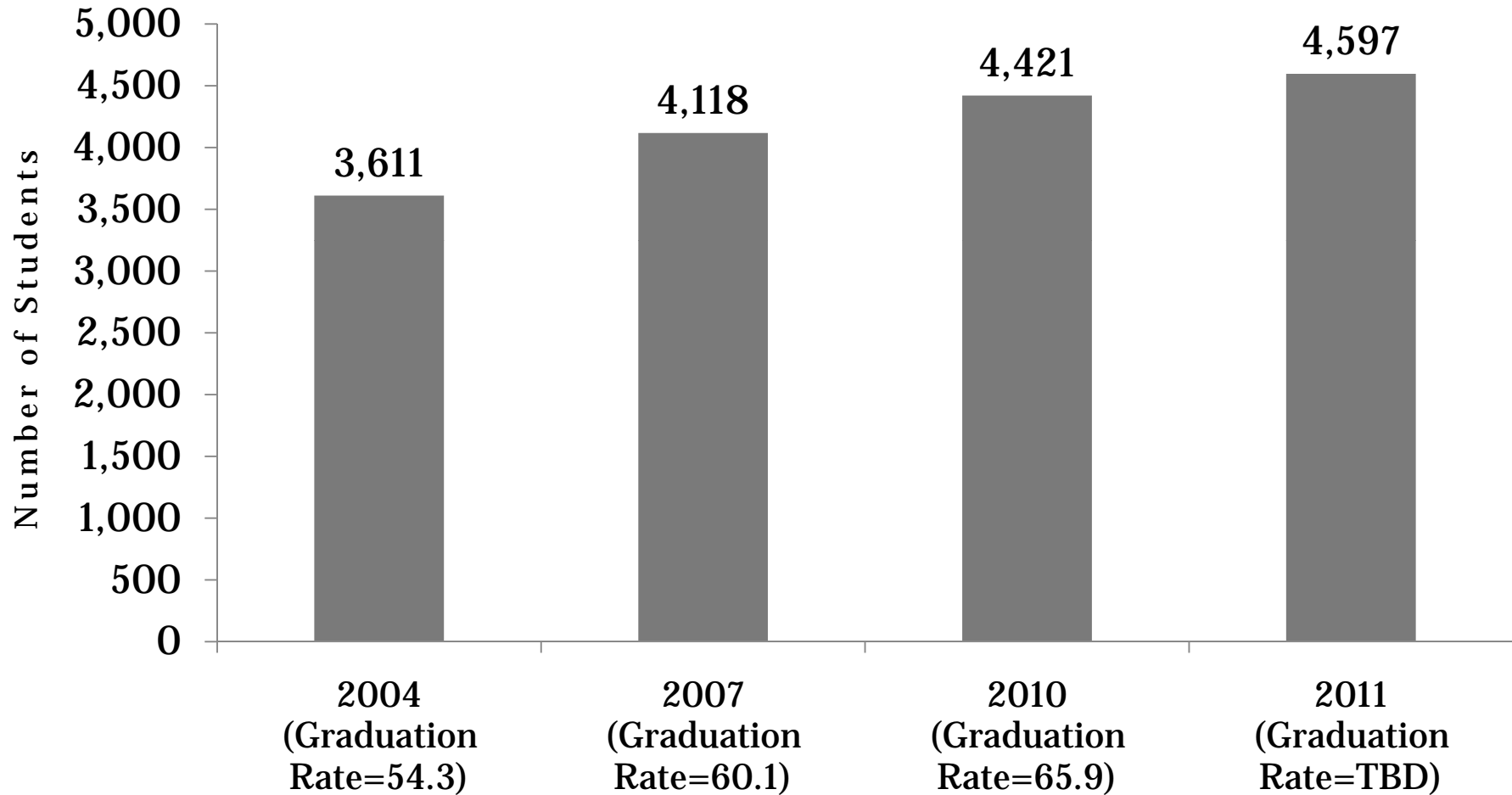
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# Number of Diplomas

40



**Source: SMS attendance files as of August 5, 2011**

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# Graduation Rate Calculations

## **MSDE used to use the “Leaver Rate” for the official graduation rate.\***

- This is based on all students who received a diploma during the reported school year.
- This rate counts all graduates in the reported school year, regardless of how long it took for them to graduate. It is calculated by dividing the number of high school graduates by the sum of the dropout incidents for grades 9 through 12, respectively, in consecutive years, plus the number of high school graduates.

## **Starting this fall, MSDE will use the “5 year Cohort Rate” for the official graduation rate.**

- This is based on first-time 9<sup>th</sup> graders in a given school year.
- In SY 2010-11, the official graduation rate, used for AYP, will be the five-year cohort graduation rate based on students who were first-time 9th graders in SY2006-07 and who graduated at any point.

## **MSDE’s official results will be released in the fall.**

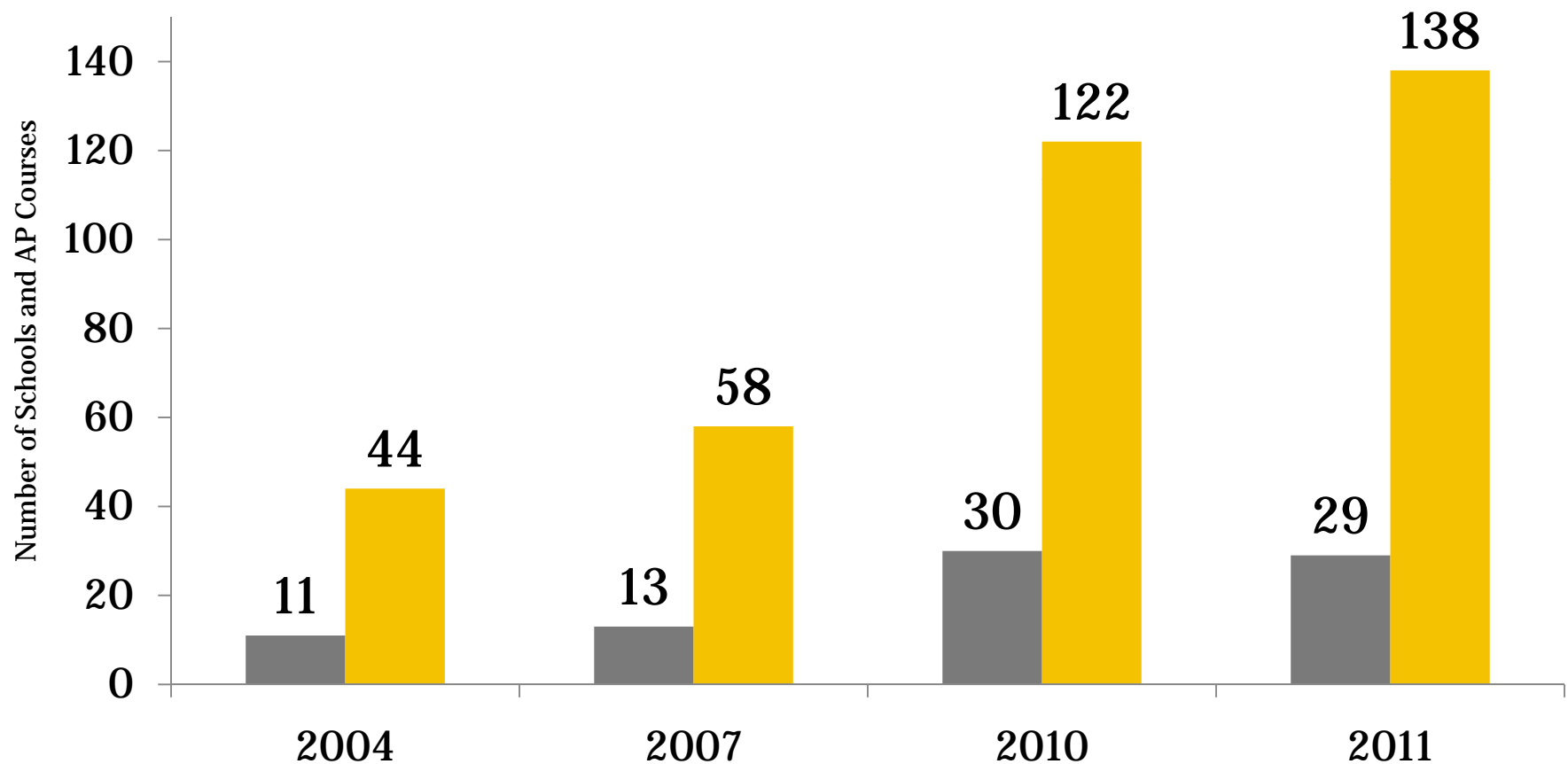
**\*City Schools also calculates the Unduplicated Leaver Rate.** This is the same as the leaver rate, except that students who drop out and return are not counted more than once in the denominator, thus reducing the size of the cohort.

# Advanced Placement (AP) Exams

## Number of AP Schools and Courses

42

■ Number of Schools with AP Courses    ■ Number of AP Courses



Source: SMS Attendance File as of May of each year

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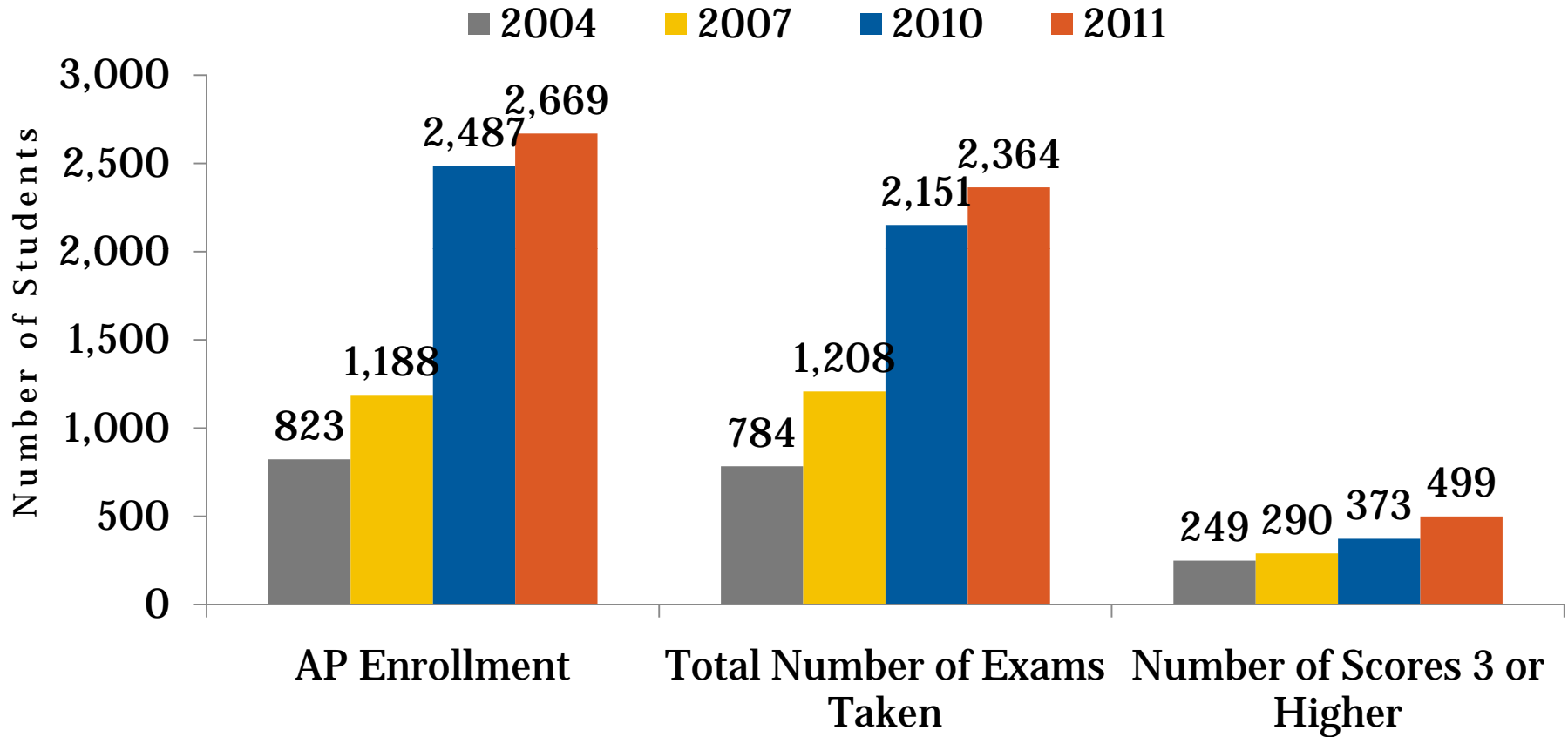
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# Advanced Placement Exams

## Number of Students Enrolled, Total Number of Exams Taken, Number of Exams with Scores 3 or Higher

43



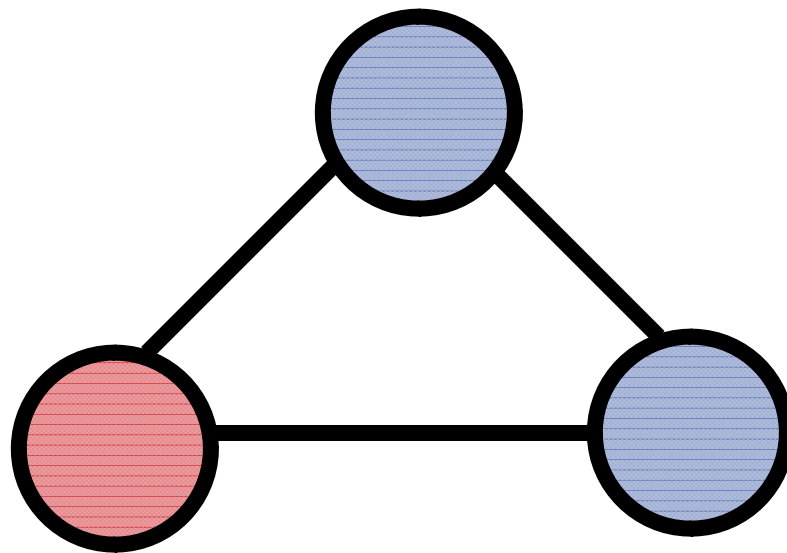
**NOTE:** Enrollment data are calculated in May of each year; exam data are as of July of each year.

**Source:** SMS attendance files and College Board

# Teacher

44

**CONTENT**

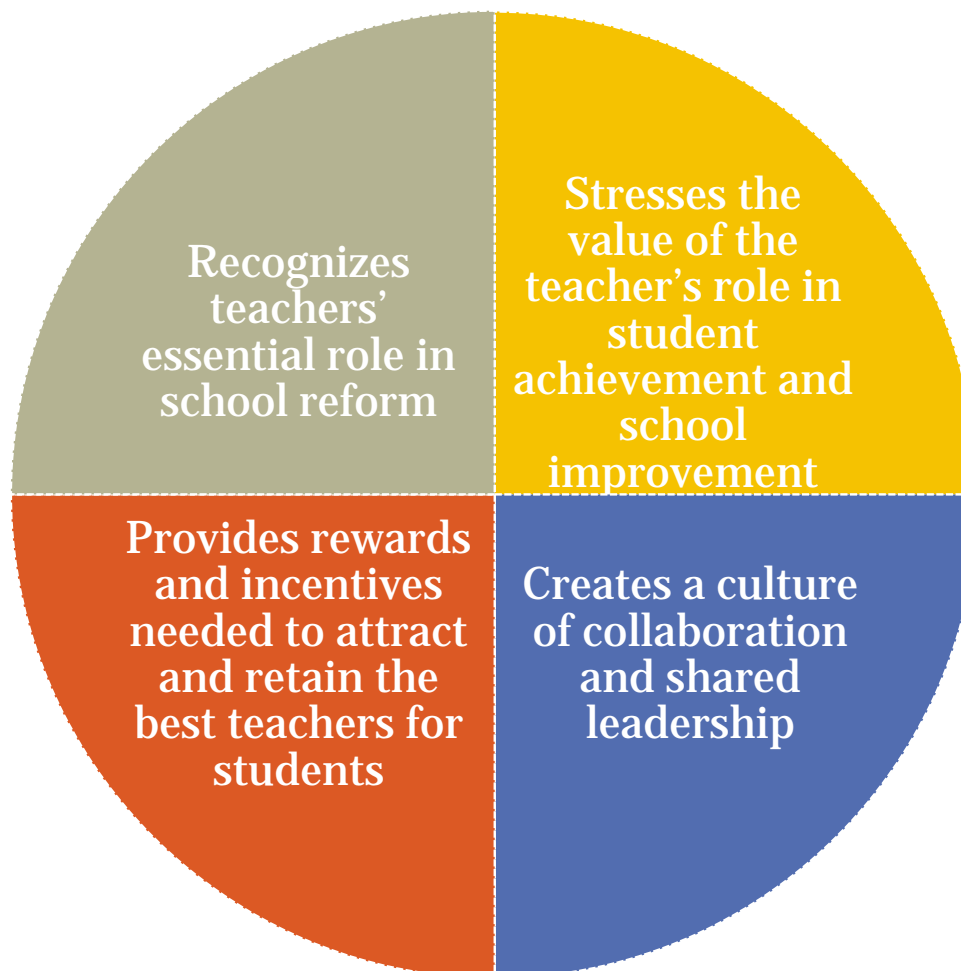


**TEACHER**

**STUDENT**

# Strong Partnership: A New Contract

45



# Recruitment and Retention

46

- **There has been an increase in the number of teachers who want to teach in City Schools**
- **Teacher retention remains strong in City Schools compared to urban national averages**

	<b>Completed 1<sup>st</sup> Year</b>	<b>Completed 2<sup>nd</sup> Year</b>	<b>Completed 3<sup>rd</sup> Year</b>
City Schools	89.14%	79.31%	69.18%
Urban National Average	82%	69%	57%

# Teacher Evaluation Data

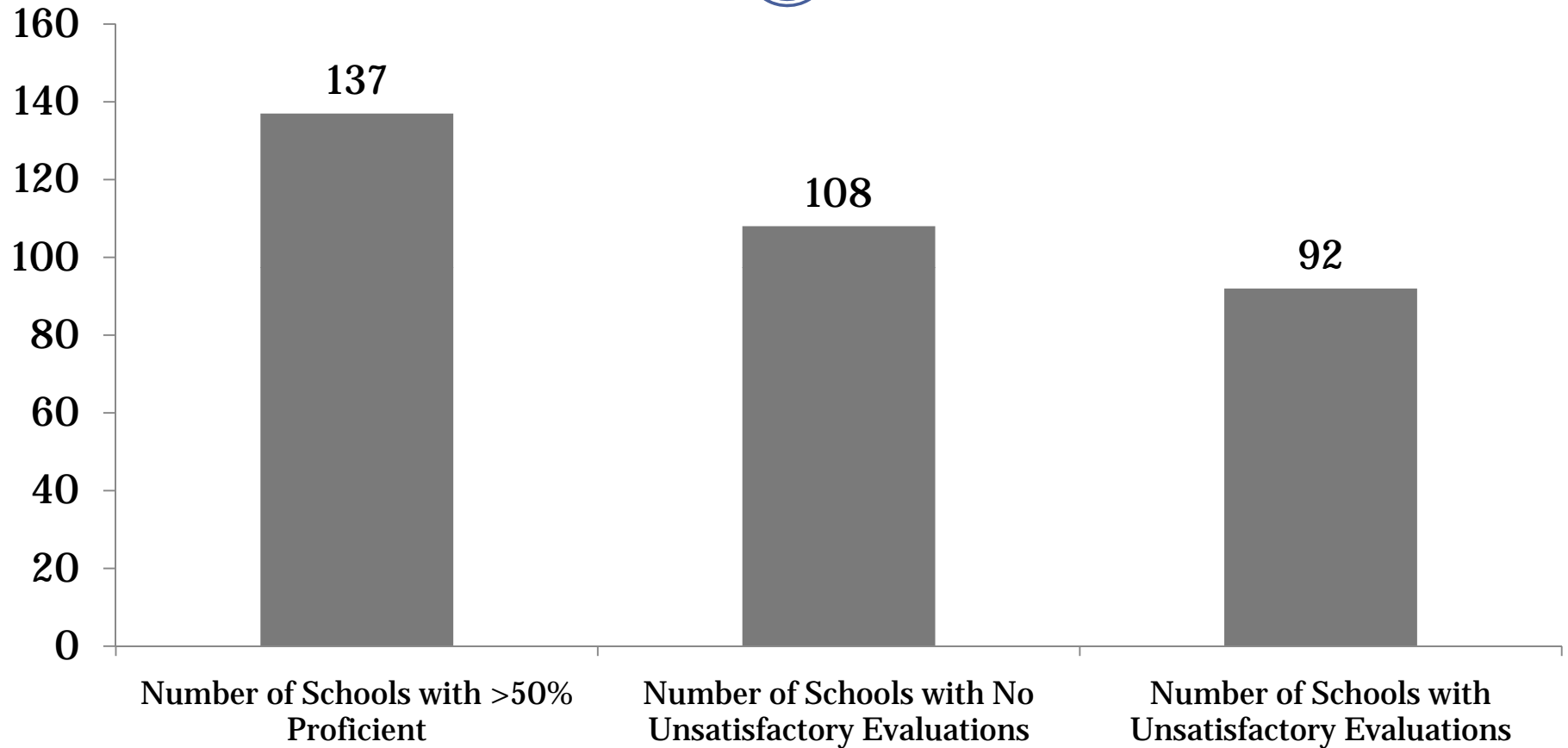
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## Comparison of mid-year SY 2010-11 and end-of-year SY 2010-11

	<b>SY 2010-11 Mid-Year Evaluation</b>	<b>SY 2010-11 Final Evaluation Count</b>
Proficient	3,746 (55.3%)	4,395 (63.4%)
Satisfactory	2,423 (35.8%)	2,150 (31.0%)
Unsatisfactory	457 (6.8%)	203 (2.9%)
Not Rated	143 (2.1%)	181 (2.6%)
Total	6,769	6,929

# Teacher Evaluation Data

48



**NOTE: 4,395 teachers were rated Proficient**  
**2,150 teachers were rated Satisfactory**  
**203 teachers were rated Unsatisfactory**

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# Teacher Attendance

## SY 2010-11

49

Of the 878 teachers who missed more than 11 days in SY 2010-11, 202 were on approved leave of absence, leaving 676 who should have been documented using the employee attendance policy. A total of 10 teachers were dismissed this past year for chronic absences.

	<b>Number of Teachers on Sick Leave Days</b>	<b>Number of Teachers on Unpaid Leave Days</b>	<b>Number of Teachers on Personal Leave Days</b>	<b>Number of Teachers on Other Leave Days</b>
2-5 Days	1,939	116	1,304	1,733
6-10 Days	1,197	89	46	2
11-15 Days	415	41	3	3
16-20 Days	149	24	0	1
21-60 Days	283	61	0	1
61+ Days	31	15	0	0
	878	141	3	5

**NOTE: Data as of August 9, 2011; Includes: teachers, department heads, educational associates, staff associates, facilitators, guidance counselors, librarians and IEP team associates**

# In 2011-12, City Schools will look at teacher evaluations and student growth

50

**RIGOROUS  
EVALUATION**

High student growth and percent of proficient teachers low

High student growth and percent of proficient teachers high

**BALANCED  
EVALUATION**

**BALANCED  
EVALUATION  
AND NEEDS  
SUPPORT**

Low student growth and percent of proficient teachers low

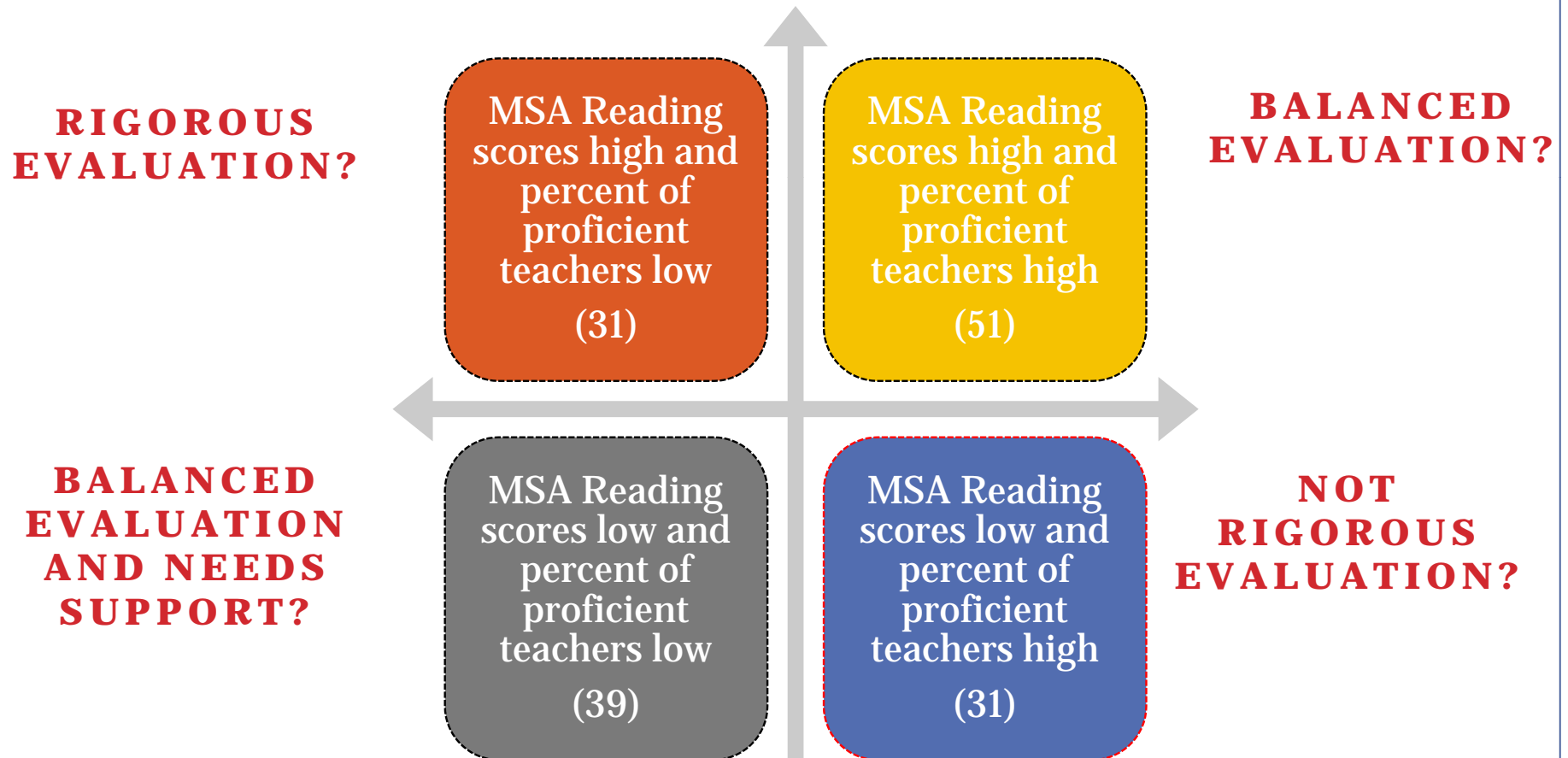
Low student growth and percent of proficient teachers high

**NOT  
RIGOROUS  
EVALUATION**

# Categories of Schools (MSA Reading/Teacher Evaluations)<sub>(N=152)</sub>

51

THE NUMBER OF SCHOOLS IN EACH CATEGORY AREAS FOLLOWS:



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# Categories of Schools (MSA Mathematics/Teacher Evaluations) (N=152)

52

THE NUMBER OF SCHOOLS IN EACH CATEGORY AREAS FOLLOWS:

**RIGOROUS  
EVALUATION?**

MSA Math  
scores high and  
percent of  
proficient  
teachers low  
(35)

MSA Math  
scores high and  
percent of  
proficient  
teachers high  
(47)

**BALANCED  
EVALUATION?**

**BALANCED  
EVALUATION  
AND NEEDS  
SUPPORT?**

MSA Math  
scores low and  
percent of  
proficient  
teachers low  
(35)

MSA Math  
scores low and  
percent of  
proficient  
teachers high  
(35)

**NOT  
RIGOROUS  
EVALUATION?**

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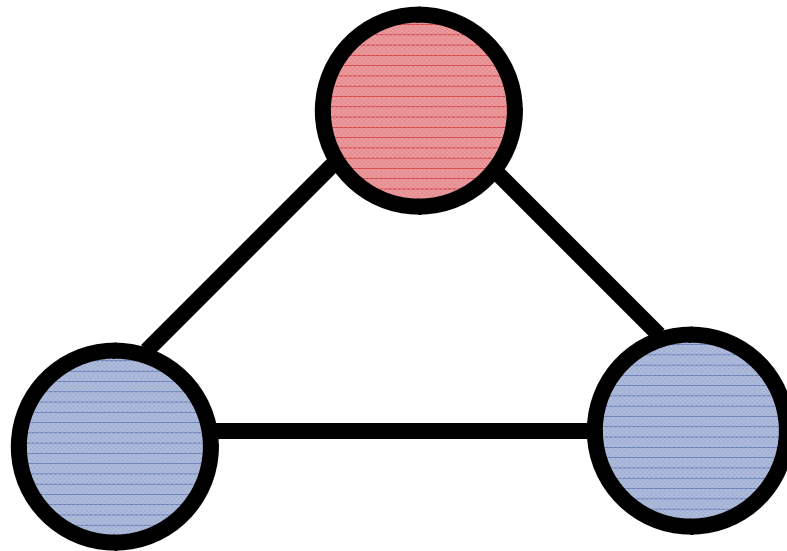
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# Content

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**CONTENT**



**TEACHER**

**STUDENT**

# Where We Are Now

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Increasing the  
**Rigor** of  
Teaching and  
Learning

Effectively  
**Engaging**  
Students in  
Schools

Designing  
**Interventions**  
Responsive to  
Student Needs

- Data driven decision making
- Professional learning communities for continuous development
  - Mutual accountability
  - Instructional leadership

# Academic Priorities Ground the Work

55

## Academic Priorities

### Common Core

#### **SY 2010-11**

- Literacy Progress Monitoring
- Study of the standards for school leaders
- Developed STEM elementary units
- Introduced Common Core to school leadership teams

#### **SY 2011-12**

- PD to support Common Core focus areas – literacy and math
- Curriculum revision begins; unit of study launched
- Adapted benchmark assessments
- Develop content literacy support materials

### Instructional Framework

#### **SY 2010-11**

- Developed Instructional Framework
- Received input from 600 teachers
- Held initial PD for school leaders and teachers

#### **SY 2011-12**

- Infuse Instructional Framework in PD for teachers
- Increase feedback on instructional practice for teachers
- Continue development of school leaders in observation and feedback using the Instructional Framework

# Now the work is transforming the classroom ...

56

- **Strengthening the instructional core**
- **Engaging families and communities to transform the classroom**
- **Improving facilities to transform the classroom**

# Engaging Families and Communities to Transform the Classroom

57

- 80 percent of students' time is spent outside of school
- Families and communities are essential to student attendance
  - School Everyday: volunteers and faith institutions to reach out to families identified by the school outside school hours
  - Walking School bus (10 schools this fall)—volunteer parents pick up group of kids along designated route
- The Family Institute is a resource to help parents support learning skills essential to Common Core State Standards

# Engaging Families and Communities to Transform the Classroom

58

Of City Schools' 200 schools and programs in 2010-11, 165 had organized parent groups; 23 were in the process of forming them.

Through Advisory Teams and School Family Councils, parents also participate in key decision-making at schools

- Advisory Teams and School Family Councils that provide feedback and input on their schools' budget-making and principal selection processes to their principals and the CEO.
- In 2010-11, Advisory Teams at 149 of 159 schools (94 percent) submitted budget feedback.\*
- In 2010-11 School Family Councils at 145 of 159 schools (96 percent) submitted budget feedback.\*

\*Number of schools does not include Alternative Options Programs, special program schools (not expected to fill out feedback forms) and charter schools (expected to submit only one form from the parent members of their board or governing body).

# Now the work is transforming the classroom ...

59

- **Strengthening the instructional core**
- **Engaging families and communities to transform the classroom**
- **Improving facilities to transform the classroom**

# Huge School Facilities Needs

60

## ACLU School Facilities Report Findings:

- Inadequate school facilities adversely affect educational opportunities in Baltimore City
- The community will benefit from new and rehabilitated schools
- Current state and city funds are insufficient to address the \$2.8 billion need
- State funding does not target the greatest needs
- The city's low wealth is a limiting factor
- Other states and districts have proven large-scale school modernization is possible

# Air Conditioning Needs

61

74 of 154 school buildings have no air conditioning

7 of the 80 school buildings with air conditioning are in need of resources to repair their systems

To install or repair air conditioning at all school buildings would cost nearly \$230 million

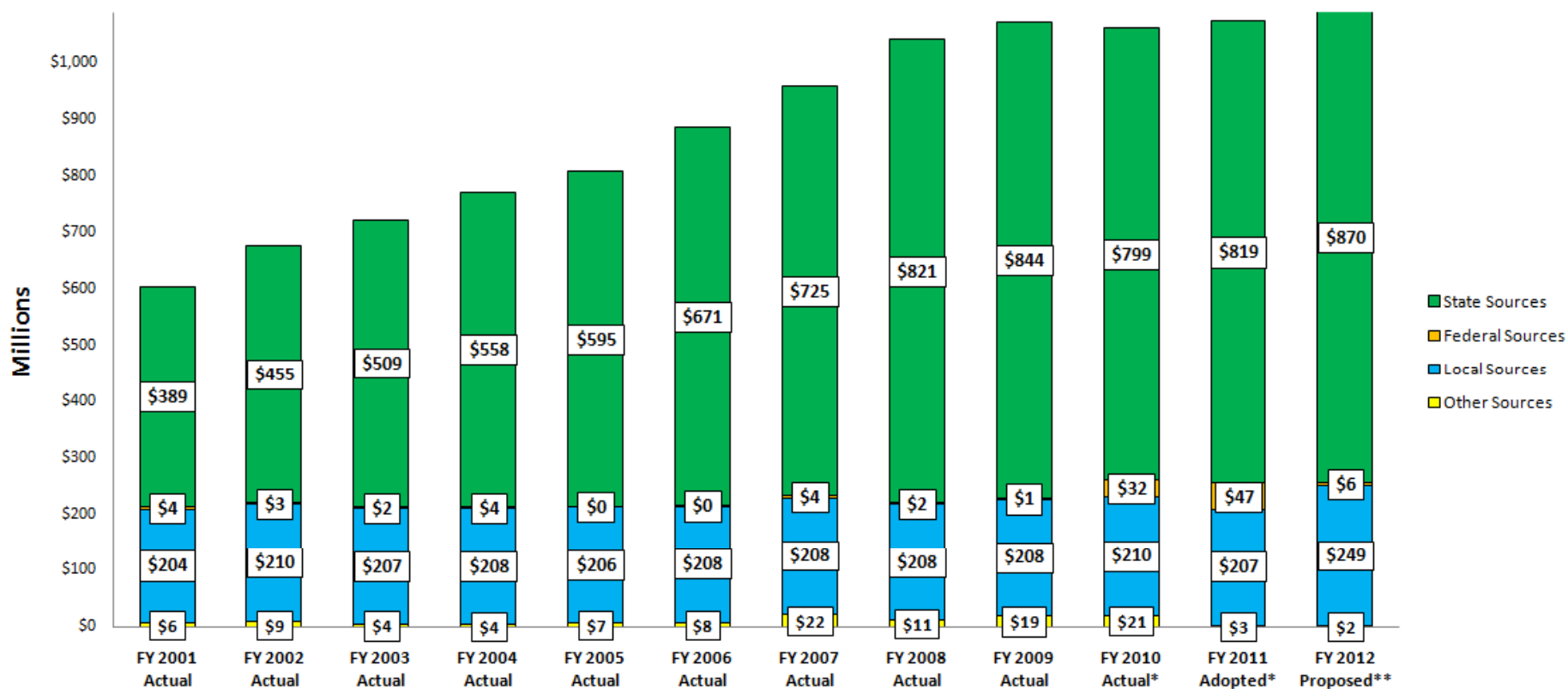
# The Operational Context of Leadership

62

# Overall Revenues Flat for Four Years

63

City Schools Historical Funding by Source (General Funds Only)

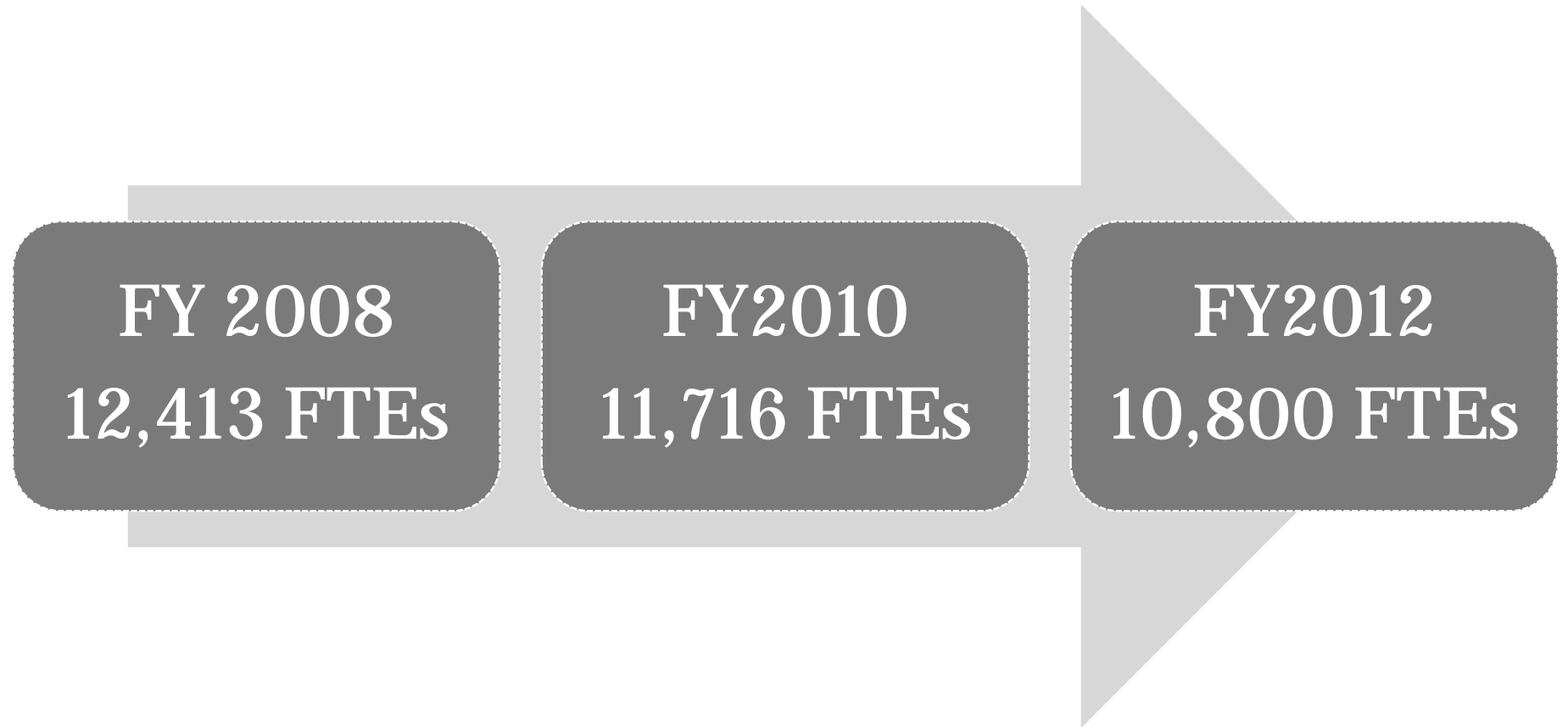


\* FY 2010 & FY 2011 federal revenue includes \$33.1M and \$44.5M, respectively, of State Fiscal Stabilization Funds.

\*\* FY 2012 City revenue includes \$40.8M in retiree health benefits.

# Continued Decrease in Number of District FTEs

64



Reduction of 1,613 FTEs since FY 2008

# FY 2012 Continues Lean District Office



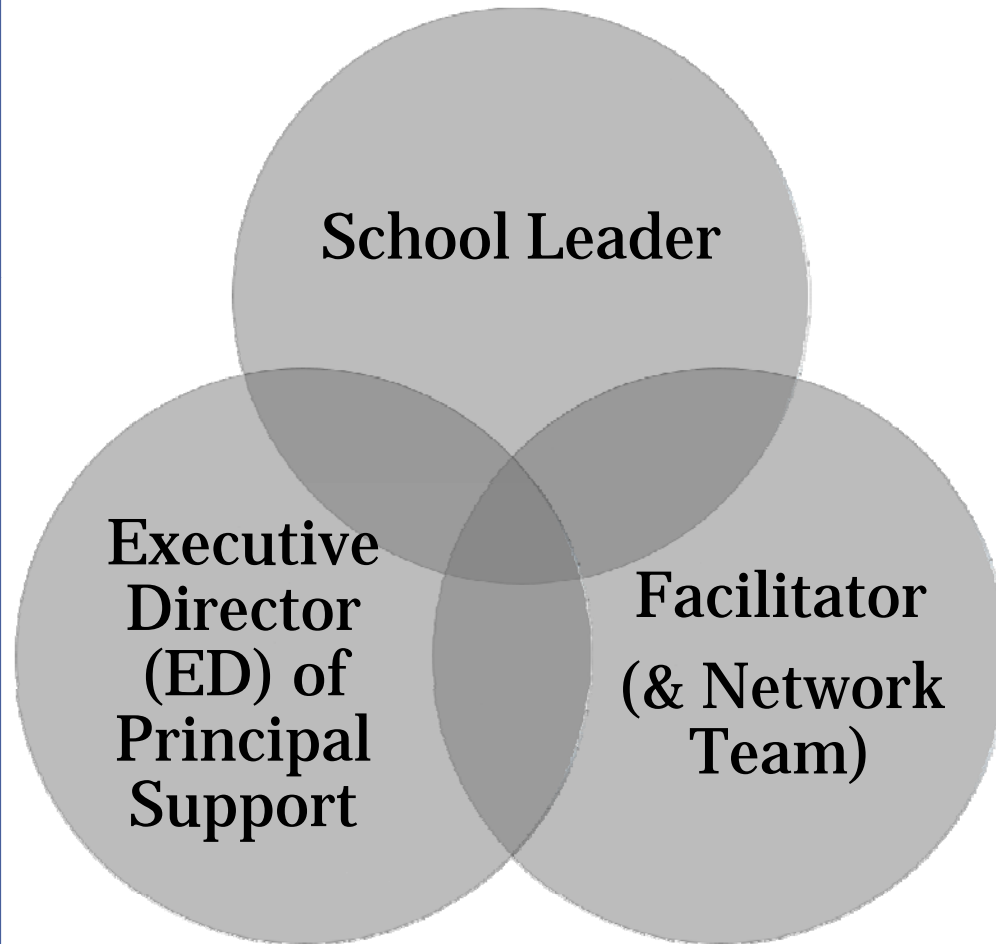
34 percent reduction in district office\*  
FTEs since FY 2008

**FY 2012 FTEs flat to FY 2011 Operating Budget – additional 9 positions approved by Board in FY 2011**

\*School-based police officers are backed out of the figures above.

# Executive Director and Facilitator work jointly to support school leader in meeting the needs of the school

66



## **Shared Knowledge**

- School strategy
- School data & needs
- Qualitative and contextual factors
- Support activities

## **Shared Accountability**

- School performance factors in all evaluations
- Principal to provide feedback on the development and supports received

## **Shared Purpose**

- Both the ED and the Facilitator should have **student achievement** as their goal
- The Facilitator focused on the school-level aspects of that work
- The ED focused on the professional growth of the school leader

# Roles of School Support Networks

67

- A single point of entry for integrated and cross-functional support that meets schools' unique needs
- A structure guided and supported by parallel functions in the district office, but with the ability to provide direct support services and get things done on behalf of schools
- A source of information between schools and the core district that shapes district policies and practices

School Support Network Officer

## Team Facilitator

Data Specialist
Family & Community Engagement Specialist
Special Education Liaison
Supervisor- EBS
Human Capital Specialist
DSS Family Preservation Specialist

Academic Content Liaison

Academic Content Liaison

Student Support Liaison

Principals Choose!

# The Stakes

68

**You have taken on the most important and difficult challenge in America.**

**The research is clear that environmental factors such as race and poverty have an impact on student achievement.**

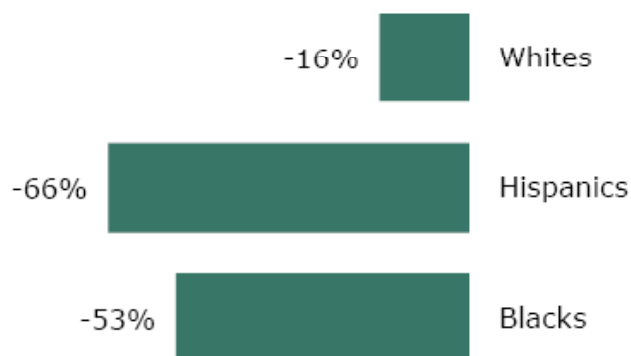
**It is just as clear that teachers and schools make a difference, against any odds.**

**Our job is to make that difference.**

# The Stakes Are Getting Higher

69

## Percentage Change in Median Net Worth of Households, 2005 to 2009

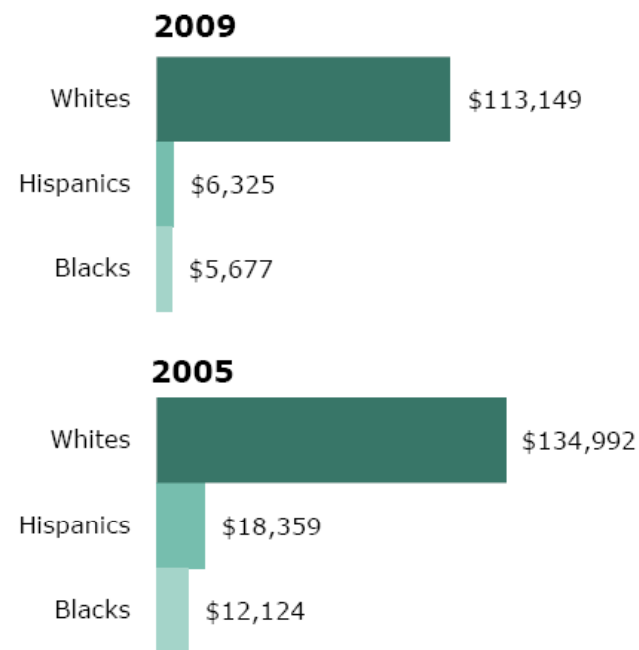


Source: Pew Research Center tabulations of Survey of Income and Program Participation data

PEW RESEARCH CENTER

## Median Net Worth of Households, 2005 and 2009

*in 2009 dollars*



Source: Pew Research Center tabulations of Survey of Income and Program Participation data

PEW RESEARCH CENTER

# The Stakes Are Getting Higher, continued

## Households with Zero or Negative Net Worth, 2005 and 2009

% of all households

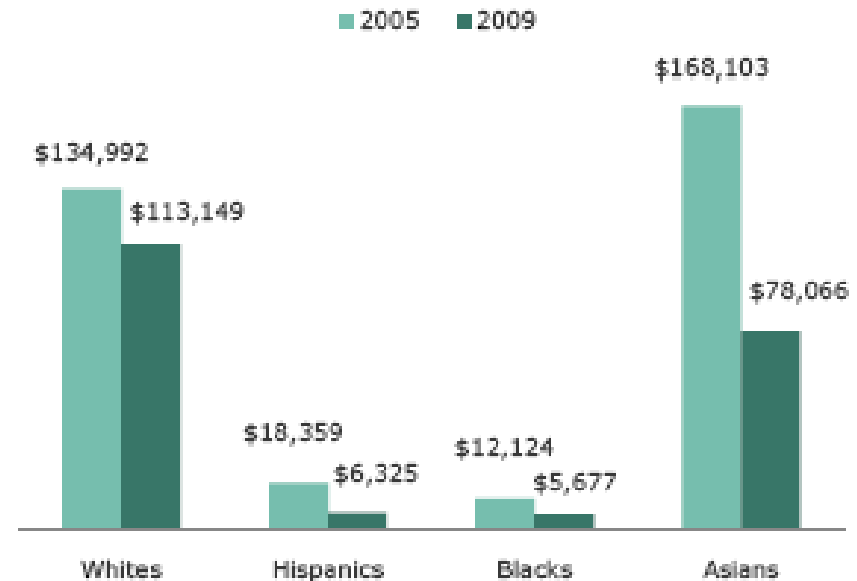
	2005	2009
<b>All</b>	<b>15</b>	<b>20</b>
Whites	11	15
Hispanics	23	31
Blacks	29	35
Asians	12	19

Source: Pew Research Center tabulations of Survey of Income and Program Participation data from the 2004 and 2008 panels

PEW RESEARCH CENTER

## Median Net Worth of Households, 2005 and 2009

in 2009 dollars



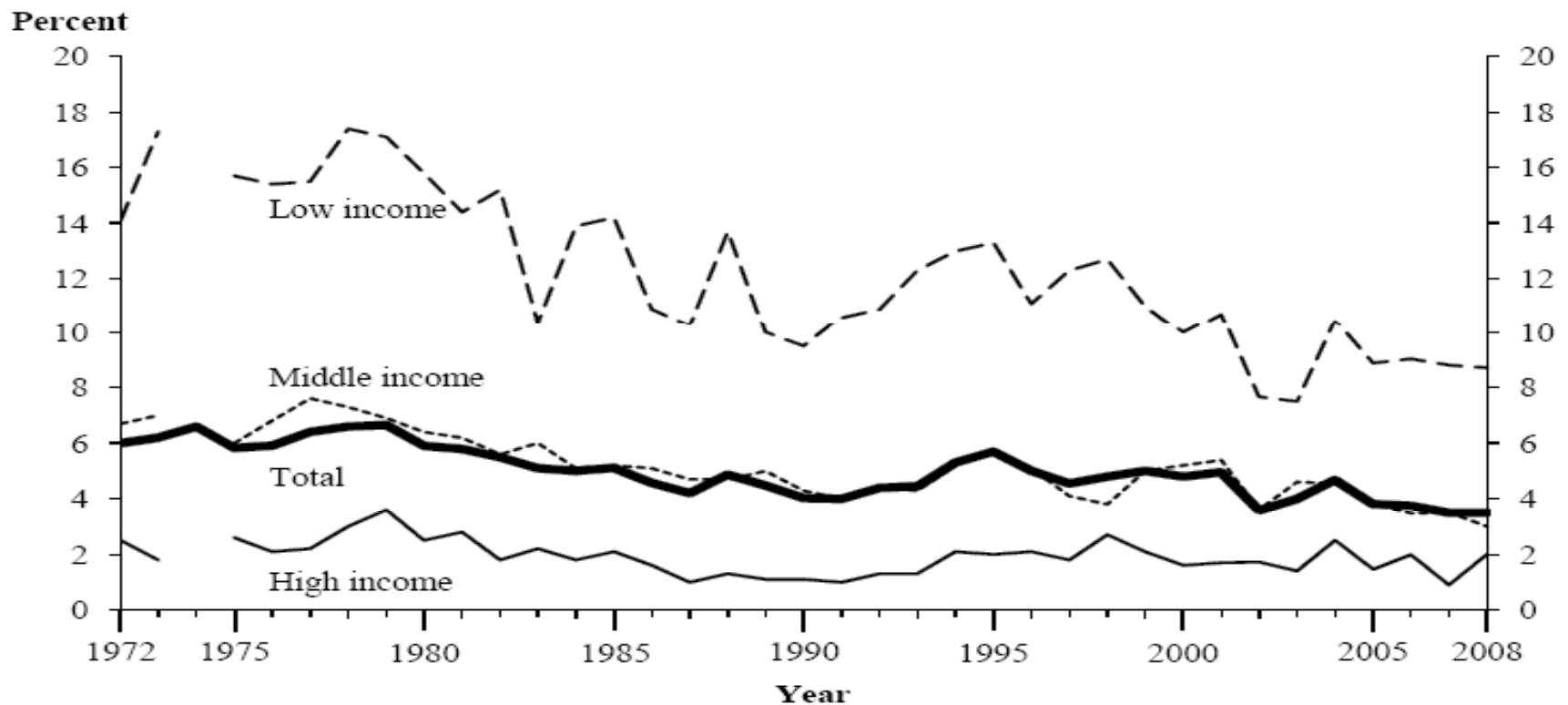
Source: Pew Research Center tabulations of Survey of Income and Program Participation data from the 2004 and 2008 panels

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# Nationally, low-income students have higher dropout rates

71

**Figure 1. Event dropout rates of 15- through 24-year-olds who dropped out of grades 10–12, by family income: October 1972 through October 2008**

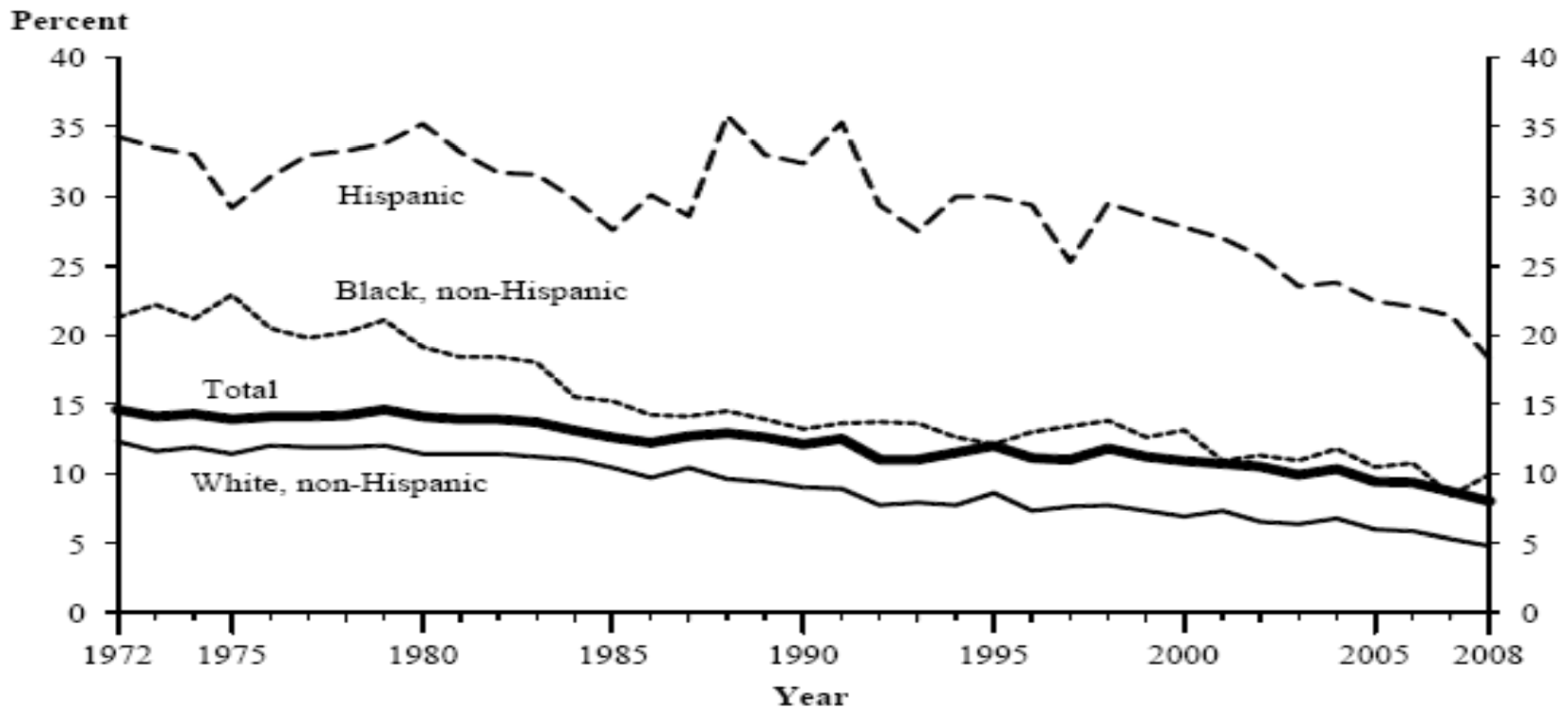


Source: Chapman, C., Laird, J., and Kewal Ramani, A. (2010). Trends in High School Dropout and Completion Rates in the United States: 1972–2008 (NCES 2011-012). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

# Nationally, minority students have higher dropout rates

72

Figure 2. Status dropout rates of 16- through 24-year-olds, by race/ethnicity: October 1972 through October 2008



Source: Chapman, C., Laird, J., and Kewal Ramani, A. (2010). Trends in High School Dropout and Completion Rates in the United States: 1972–2008 (NCES 2011-012). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education. Washington, DC.

# You and our students are proving it can be done

73

Schools with 80 percent FARMs-eligible students and 80 percent of students scoring Proficient or Advanced on the MSA (Reading & Math combined)

School Number	School Name	FARMs Qualification Rate %	MSA Avg Overall Prof/Adv %	Principal
150	Mary Ann Winterling Elementary	96.9	86.4	Nikia P. Carter
7	Cecil Elementary	93.9	89.0	Roxanne Forr
23	Wolfe Street Academy Elementary	93.6	80.2	Mark Gaither
21	Hilton Elementary	93.4	82.2	Sonya Goodwin
243	Armistead Gardens Elem/Middle	92.0	82.1	Mark Bongiovanni
64	Liberty Elementary	91.5	83.0	Joseph Manko
211	Gardenville Elementary	91.1	81.3	Tammie McIntire-Miller
213	Govans Elementary	90.0	82.8	Linda Taylor
60	Gwynns Falls Elementary	87.8	86.4	Anthony Felder
220	Morrell Park Elementary/Middle	86.6	81.6	Sean Conley
242	Northwood Elementary	85.7	81.0	Erita Adams
324	KIPP Ujima Village Academy Elem/ Middle	85.1	87.3	Shawn Toler
55	Hampden Elem/Middle	83.2	81.8	Judith Thomas
327	Patterson Park Public Charter Elem/Middle	82.2	82.1	Charles Kramer
256	Calvin M. Rodwell Elementary	82.1	83.0	Sandra Spratley Adams
47	Hampstead Hill Academy Elem/Middle	81.7	80.7	Matthew Hornbeck
330	Northwood Appold Community Academy Elementary	80.5	88.2	Mary McCrea

 = School made AYP

BALTIMORE CITY

GREAT KIDS  
GREAT SCHOOLS

PUBLIC SCHOOLS

# Happy New Year!

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BALTIMORE CITY

GREAT KIDS  
GREAT SCHOOLS

PUBLIC SCHOOLS