

Glen Burnie High

Anne Arundel County (02:1033)

Attendance Rate %	School		County		State	
	2017	2016	2017	2016	2017	2016
Elementary	*	*	≥ 95.0	≥ 95.0	95.0	95.6
Middle	*	*	94.7	≥ 95.0	94.6	95.1
High	90.0	91.0	92.5	93.0	91.3	92.4

Cohort Graduation Rate%	School		County		State	
	2017	2016	2017	2016	2017	2016
2017 (4-Year Rate)	90.30		88.53		87.67	
2016 (4-Year Rate)		88.79		89.08		87.61
2016 (5-Year Rate)	90.27		90.50		89.47	

“*” indicates no students or fewer than 10 students in category.

Attendance Rate

Attendance Rate is the percentage of students in school for at least half of the average school day during the school year. Yearly targets were set for attendance so that by the end of school year 2013-14, the state, schools, and school systems would achieve and maintain an attendance rate of at least 94%.

Cohort Graduation Rate

The U.S. Department of Education requires each state to use an adjusted cohort graduation rate for school accountability. The adjusted cohort graduation rate ensures that all students who entered 9th grade together are counted in the graduation rate at the end of 4 years and at the end of 5 years.

The cohort graduation rate data for 2017 is the 4-year rate for the student cohort entering grade nine for the first time in fall 2013 and graduating no later than 2017. The cohort graduation rate data for 2016 is the 4-year rate for the student cohort entering grade nine for the first time in fall 2012 and graduating no later than 2016. The 2016 5-year rate is the same cohort graduating no later than 2017.

PARCC Assessment Performance Results Summary - 2017

		Performance Level										
		Level 1			Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations			Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
TESTED		Count	%	Count	%	Count	%	Count	%	Count	%	
English/Language Arts 10	State	63712	12975	20.4	8150	12.8	11159	17.5	20576	32.3	10852	17.0
	County	5605	805	14.4	655	11.7	1005	17.9	2034	36.3	1106	19.7
	School	499	135	27.1	81	16.2	94	18.8	152	30.5	37	7.4
Algebra I	State	71025	10849	15.3	17198	24.2	17064	24.0	23564	33.2	2350	3.3
	County	6129	659	10.8	1260	20.6	1542	25.2	2416	39.4	*	≤5.0
	School	388	95	24.5	166	42.8	98	25.3	29	7.5	*	≤5.0
Algebra II	State	31746	11403	35.9	6199	19.5	5484	17.3	7906	24.9	754	2.4
	County	2192	195	8.9	340	15.5	612	27.9	989	45.1	*	≤5.0
	School	133	22	16.5	38	28.6	42	31.6	31	23.3	*	≤5.0
Geometry	State	11160	882	7.9	2216	19.9	2711	24.3	4297	38.5	1054	9.4
	County	2227	*	≤5.0	293	13.2	917	41.2	911	40.9	*	≤5.0
	School	164	9	5.5	49	29.9	81	49.4	24	14.6	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

Students in grades 3-8 and high school participated in the PARCC assessments in English/Language Arts and Mathematics. PARCC complements, but does not replace, the existing Maryland School Assessment Program. Performance on the Alternate Maryland School Assessment (for students with disabilities) and the Maryland High School Assessments in Biology and Government continue to be a part of the Maryland School Assessment Program.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English/Language Arts/Literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

PARCC Assessment Participation Results Summary - 2017

	2017		
Assessment	Student Count	Participation Count	Participation Rate

Visit Reportcard.msde.maryland.gov for up-to-date and disaggregated information.

This table displays the participation rate in English/Language Arts and Mathematics based on the PARCC assessments. Data show the number of students eligible to take the assessment (student count), the number of students who participated in the assessment (participation count), and the percentage of those students participating (participation rate) for 2017.