

# New York State School Report Card Comprehensive Information Report

BEDS Code: 11-09-01-04-0001  
 Name: Marathon High School  
 Principal: David R. Rosetti

Grade Range : 7-12

## Fall Enrollment

Grade	2002-03	2003-04	2004-05
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	92	88	93
Eighth	95	90	82
Ninth	95	97	83
Tenth	83	68	87
Eleventh	72	80	67
Twelfth	66	71	72
Ungraded Secondary	2	4	4
Total K-12 Enrollment	505	498	488

## Student Racial/Ethnic Origin

Race/Ethnicity	2002-03		2003-04		2004-05	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	5	1.0%	5	1.0%	5	1.0%
Black (Not Hispanic)	2	0.4%	3	0.6%	5	1.0%
Hispanic	2	0.4%	1	0.2%	2	0.4%
White (Not Hispanic)	496	98.2%	489	98.2%	476	97.5%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	23	22	15
Mathematics Grade 8	20	18	17
Science Grade 8	23	22	20
Social Studies Grade 8	24	22	20
English Grade 10	20	17	21
Mathematics Grade 10	18	16	20
Science Grade 10	17	16	18
Social Studies Grade 10	21	20	21

(Form - A)

### District Need to Resource Capacity Category

N/RC Category	Description
4	This is a rural school district with high student needs in relation to district resource capacity.

### Similar School Group and Description

Similar School Group	Description
46	All schools in this group are secondary level schools in rural school districts with high student needs in relation to district resources. The schools in this group are in the lower range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

### Student Demographics Used To Determine Similar Schools Group

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	99	19.6%	100	20.1%	100	20.5%

### Attendance and Suspension

	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.8%		96.3%		96.0%
Student Suspensions	33	6.6%	22	4.4%	19	3.8%

### Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2002-03	2003-04	2004-05
Reduced Lunch	13.3%	11.9%	10.5%
Public Assistance	41-50%	31-40%	31-40%
Student Stability	98%	90%	99%

### Staff Counts

Staff	2004-05
Total Teachers	41
Total Other Professional Staff	6
Total Paraprofessionals	NA
Teaching Out of Certification*	1

\*Teaching out of certification more than on an incidental basis.

(Form – B)

# High School Graduates and Noncompleters

High School Graduates and Completers		2002-03	2003-04	2004-05
<b>General-Education Students</b>	Total Graduates*	62	57	59
	Regents Diplomas	39	36	54
	% Regents Diplomas	63%	63%	92%
	Regents Diplomas with Advanced Designation**			32
	% Regents Diplomas with Advanced Designation			54%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	4	2	4
	Regents Diplomas	0	0	3
	% Regents Diplomas	0%	0%	75%
	Regents Diplomas with Advanced Designation**			1
	% Regents Diplomas with Advanced Designation			25%
	IEP Diplomas or Local Certificates	6	8	9
<b>All Students</b>	Total Graduates*	66	59	63
	Regents Diplomas	39	36	57
	% Regents Diplomas	59%	61%	90%
	Regents Diplomas with Advanced Designation**			33
	% Regents Diplomas with Advanced Designation			52%
	IEP Diplomas or Local Certificates	6	8	9

\* Only students awarded local diplomas or Regents endorsed diplomas are included in the count of high school graduates in this table. Data include graduates in August, January and June of the school year being reported.

\*\*Beginning with students who first entered grade 9 in 2001-02, students may earn a Regents diploma by passing (scoring 65-100) Regents exams in five areas and meeting course requirements. To earn a Regents diploma with advanced designation, the student must pass eight Regents exams. For more information, see <http://www.emsc.nysed.gov/parents/gradreqtsfs.shtml>.

## Post-Secondary Plans of 2004-05 Graduates

		4-year College	2-year College	Other Post-Secondary	Military	Employment	Adult Services	Plan Unknown	Other Known Plan
<b>General-Education Students</b>	<b>Number</b>	23	27	0	3	6	0	0	0
	<b>Percent</b>	39%	46%	0%	5%	10%	0%	0%	0%
<b>Students with Disabilities</b>	<b>Number</b>	2	2	0	0	0	0	0	0
	<b>Percent</b>	50%	50%	0%	0%	0%	0%	0%	0%
<b>All Students</b>	<b>Number</b>	25	29	0	3	6	0	0	0
	<b>Percent</b>	40%	46%	0%	5%	10%	0%	0%	0%

## High School Noncompletion Rates

		2002-03		2003-04		2004-05	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
<b>General-Education Students</b>	Dropped Out	1		6	2.1%	2	0.8%
	Entered GED Program*	3		4	1.4%	7	2.7%
	Total Noncompleters	4		10	3.5%	9	3.5%
<b>Students with Disabilities</b>	Dropped Out	1		3	5.3%	0	0.0%
	Entered GED Program*	0		0	0.0%	3	5.7%
	Total Noncompleters	1		3	5.3%	3	5.7%
<b>All Students</b>	Dropped Out	2	0.6%	9	2.6%	2	0.6%
	Entered GED Program*	3	0.9%	4	1.2%	10	3.2%
	Total Noncompleters	5	1.6%	13	3.8%	12	3.8%

\*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

# Career Development and Occupational Studies (CDOS)

## Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2002-03	2003-04	2004-05
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2002-03	2003-04	2004-05
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	72	155	71
	Number of Students with Disabilities	13	32	13
	Number of All Students	85	187	84
	Percent of Enrollment	45%	104%	48%
9-12	Number of General-Education Students	60	89	200
	Number of Students with Disabilities	3	10	27
	Number of All Students	63	99	227
	Percent of Enrollment	20%	31%	73%

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	38	74%	0	0%	21	90%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	53	79%	57	40%	56	66%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	1	#	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	1	#	1	#

# Regents Competency Tests

## General-Education Students

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	8	100%	7	71%	6	50%
Science	9	11%	2	#	1	#
Reading	1	#	7	57%	6	17%
Writing	0	0%	8	25%	6	17%
Global Studies	4	#	5	0%	1	#
U.S. Hist & Gov't	1	#	1	#	2	#

(Form - E)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive English</b>						
Number Tested	64	69	66	1	6	9
Number Scoring 55-100	61	66	61	#	5	6
Number Scoring 65-100	59	61	54	#	3	4
Number Scoring 85-100	24	33	17	#	0	0
Percentage of Tested Scoring 55-100	95%	96%	92%	#	83%	67%
Percentage of Tested Scoring 65-100	92%	88%	82%	#	50%	44%
Percentage of Tested Scoring 85-100	38%	48%	26%	#	0%	0%
<b>Mathematics A</b>						
Number Tested	80	83	78	6	9	7
Number Scoring 55-100	69	82	77	4	8	6
Number Scoring 65-100	56	73	74	3	4	6
Number Scoring 85-100	4	13	14	0	0	0
Percentage of Tested Scoring 55-100	86%	99%	99%	67%	89%	86%
Percentage of Tested Scoring 65-100	70%	88%	95%	50%	44%	86%
Percentage of Tested Scoring 85-100	5%	16%	18%	0%	0%	0%
<b>Mathematics B</b>						
Number Tested	0	0	56	0	0	1
Number Scoring 55-100	0	0	37	0	0	#
Number Scoring 65-100	0	0	24	0	0	#
Number Scoring 85-100	0	0	2	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	66%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	43%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	4%	0%	0%	#
<b>Global History and Geography</b>						
Number Tested	81	67	82	8	9	9
Number Scoring 55-100	65	62	76	6	6	7
Number Scoring 65-100	60	57	69	4	4	4
Number Scoring 85-100	31	23	24	1	1	0
Percentage of Tested Scoring 55-100	80%	93%	93%	75%	67%	78%
Percentage of Tested Scoring 65-100	74%	85%	84%	50%	44%	44%
Percentage of Tested Scoring 85-100	38%	34%	29%	12%	11%	0%
<b>U.S. History and Government</b>						
Number Tested	65	68	65	3	5	7
Number Scoring 55-100	63	64	59	#	4	5
Number Scoring 65-100	57	60	55	#	4	3
Number Scoring 85-100	38	41	32	#	2	1
Percentage of Tested Scoring 55-100	97%	94%	91%	#	80%	71%
Percentage of Tested Scoring 65-100	88%	88%	85%	#	80%	43%
Percentage of Tested Scoring 85-100	58%	60%	49%	#	40%	14%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Living Environment</b>						
Number Tested	79	75	68	6	9	4
Number Scoring 55-100	75	74	65	5	8	#
Number Scoring 65-100	72	69	58	4	3	#
Number Scoring 85-100	15	20	17	0	1	#
Percentage of Tested Scoring 55-100	95%	99%	96%	83%	89%	#
Percentage of Tested Scoring 65-100	91%	92%	85%	67%	33%	#
Percentage of Tested Scoring 85-100	19%	27%	25%	0%	11%	#
<b>Physical Setting/Earth Science</b>						
Number Tested	52	0	39	1	0	2
Number Scoring 55-100	45	0	38	#	0	#
Number Scoring 65-100	43	0	37	#	0	#
Number Scoring 85-100	20	0	12	#	0	#
Percentage of Tested Scoring 55-100	87%	0%	97%	#	0%	#
Percentage of Tested Scoring 65-100	83%	0%	95%	#	0%	#
Percentage of Tested Scoring 85-100	38%	0%	31%	#	0%	#
<b>Physical Setting/Chemistry</b>						
Number Tested	62	45	31	0	1	1
Number Scoring 55-100	51	39	29	0	#	#
Number Scoring 65-100	25	26	21	0	#	#
Number Scoring 85-100	2	5	4	0	#	#
Percentage of Tested Scoring 55-100	82%	87%	94%	0%	#	#
Percentage of Tested Scoring 65-100	40%	58%	68%	0%	#	#
Percentage of Tested Scoring 85-100	3%	11%	13%	0%	#	#
<b>Physical Setting/Physics</b>						
Number Tested		22	24		0	0
Number Scoring 55-100		22	21		0	0
Number Scoring 65-100		21	18		0	0
Number Scoring 85-100		7	3		0	0
Percentage of Tested Scoring 55-100		100%	88%		0%	0%
Percentage of Tested Scoring 65-100		95%	75%		0%	0%
Percentage of Tested Scoring 85-100		32%	12%		0%	0%

\* Physical Setting/Physics results for 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in that year.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Comprehensive French</b>						
Number Tested	0	1	20	0	0	0
Number Scoring 55-100	0	#	20	0	0	0
Number Scoring 65-100	0	#	20	0	0	0
Number Scoring 85-100	0	#	10	0	0	0
Percentage of Tested Scoring 55-100	0%	#	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	#	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	#	50%	0%	0%	0%
<b>Comprehensive Italian</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive German</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Hebrew</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
<b>Comprehensive Spanish</b>						
Number Tested	22	38	21	0	0	0
Number Scoring 55-100	22	38	21	0	0	0
Number Scoring 65-100	22	35	21	0	0	0
Number Scoring 85-100	12	14	6	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	92%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	55%	37%	29%	0%	0%	0%
<b>Comprehensive Latin</b>						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%

(Form – H)



## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2004</b>	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

## Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>June 2005</b>	General-Education Students	67	1%	27%	67%	4%
	Students with Disabilities	12	50%	42%	8%	0%
	All Students	79	9%	29%	58%	4%

(Form – I)

## New York State Alternate Assessments (NYSAA) 2004–05

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
<b>Elementary Level</b>						
Social Studies	0	0	0	0	0	0
<b>Middle Level</b>						
Social Studies	2	0	#	#	#	#
<b>Secondary Level</b>						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

### 2001 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	63	63	63	12	12	12	75	75	75
Number Scoring 55–64	3	3	1	0	0	1	3	3	2
Number Scoring 65–84	24	20	29	3	2	2	27	22	31
Number Scoring 85–100	29	38	30	1	2	1	30	40	31
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)