

# New York State School Report Card Comprehensive Information Report

BEDS Code: 11-09-01-04-0001

Grade Range : 7-12

Name: Marathon High School

Principal: David R. Rosetti

## Fall Enrollment

Grade	2000-2001	2001-2002	2002-2003
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	76	93	92
Eighth	93	84	95
Ninth	101	95	95
Tenth	74	99	83
Eleventh	73	69	72
Twelfth	58	55	66
Ungraded Secondary	8	4	2
Total K-12 Enrollment	483	499	505

## Student Racial/Ethnic Origin

Race/Ethnicity	2000-2001		2001-2002		2002-2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	2	0.4%	4	0.8%	5	1.0%
Black (Not Hispanic)	3	0.6%	3	0.6%	2	0.4%
Hispanic	2	0.4%	4	0.8%	2	0.4%
White (Not Hispanic)	476	98.6%	488	97.8%	496	98.2%

## Average Class Size

Grade Level	2000-2001	2001-2002	2002-2003
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	23	18	23
Mathematics Grade 8	17	17	20
Science Grade 8	22	21	23
Social Studies Grade 8	22	20	24
English Grade 10	21	18	20
Mathematics Grade 10	23	17	18
Science Grade 10	17	20	17
Social Studies Grade 10	21	18	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
47	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 middle 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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	0	0.0%	0	0.0%
Eligible for Free Lunch	75	15.5%	97	19.4%	99	19.6%

### Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.5%		95.2%		95.8%
Student Suspensions	22	4.5%	31	6.4%	33	6.6%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	9.9%	12.8%	13.3%
Public Assistance	31-40%	11-20%	41-50%
Student Stability	88%	91%	98%

### Staff Counts

Staff	2002–2003
Total Teachers	41
Total Other Professional Staff	7
Total Paraprofessionals	NA
Teaching Out of Certification*	4
Teachers with Temporary Licenses	0

\*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	49	27	55%	51	33	65%	62	39	63%
Students with Disabilities	2	0	0%	2	0	0%	4	0	0%
All Students	51	27	53%	53	33	62%	66	39	59%

\*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

## Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	21	22	2	7	13	1
Percent	32%	33%	3%	11%	20%	2%

## Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
4	0	6	10

\*Local Diplomas (including local diplomas with Regents endorsements)

## High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			5		1	
	Entered GED Program*			2		3	
	Total Noncompleters			7		4	
Students with Disabilities	Dropped Out			1		1	
	Entered GED Program*			0		0	
	Total Noncompleters			1		1	
All Students	Dropped Out	7	2.2%	6	1.9%	2	0.6%
	Entered GED Program*	7	2.2%	2	0.6%	3	0.9%
	Total Noncompleters	14	4.5%	8	2.5%	5	1.6%

\*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative 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	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

## Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		93	72
	Number of Students with Disabilities		1	13
	Number of All Students		94	85
	Percent of Enrollment		53%	45%
9-12	Number of General-Education Students		45	60
	Number of Students with Disabilities		5	3
	Number of All Students		50	63
	Percent of Enrollment		16%	20%

## Second Language Proficiency Examinations

### General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	17	82%	0	0%	38	74%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	83	42%	87	43%	53	79%

### Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	2	#	1	#	1	#

(Form-D)

# Regents Competency Tests

## General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	1	#	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	4	#	0	0%	0	0%
U.S. Hist & Gov't	3	#	0	0%	0	0%

## Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	5	20%	0	0%	8	100%
Science	6	33%	0	0%	9	11%
Reading	0	0%	0	0%	1	#
Writing	1	#	0	0%	0	0%
Global Studies	2	#	1	#	4	#
U.S. Hist & Gov't	1	#	1	#	1	#

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive English</b>						
Number Tested	64	69	64	4	4	1
Number Scoring 55–100	63	61	61	#	#	#
Number Scoring 65–100	57	54	59	#	#	#
Number Scoring 85–100	21	24	24	#	#	#
Percentage of Tested Scoring 55–100	98%	88%	95%	#	#	#
Percentage of Tested Scoring 65–100	89%	78%	92%	#	#	#
Percentage of Tested Scoring 85–100	33%	35%	38%	#	#	#
<b>Mathematics A</b>						
Number Tested	0	1	80	0	0	6
Number Scoring 55–100	0	#	69	0	0	4
Number Scoring 65–100	0	#	56	0	0	3
Number Scoring 85–100	0	#	4	0	0	0
Percentage of Tested Scoring 55–100	0%	#	86%	0%	0%	67%
Percentage of Tested Scoring 65–100	0%	#	70%	0%	0%	50%
Percentage of Tested Scoring 85–100	0%	#	5%	0%	0%	0%
<b>Mathematics B (first administered June 2001)</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>Global History and Geography</b>						
Number Tested	81	70	81	10	2	8
Number Scoring 55–100	76	61	65	8	#	6
Number Scoring 65–100	70	59	60	7	#	4
Number Scoring 85–100	29	21	31	2	#	1
Percentage of Tested Scoring 55–100	94%	87%	80%	80%	#	75%
Percentage of Tested Scoring 65–100	86%	84%	74%	70%	#	50%
Percentage of Tested Scoring 85–100	36%	30%	38%	20%	#	12%
<b>U.S. History and Government (first administered June 2001)</b>						
Number Tested	60	71	65	3	5	3
Number Scoring 55–100	58	69	63	#	4	#
Number Scoring 65–100	54	63	57	#	4	#
Number Scoring 85–100	32	33	38	#	1	#
Percentage of Tested Scoring 55–100	97%	97%	97%	#	80%	#
Percentage of Tested Scoring 65–100	90%	89%	88%	#	80%	#
Percentage of Tested Scoring 85–100	53%	46%	58%	#	20%	#

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Living Environment (first administered June 2001)</b>						
Number Tested	81	72	79	3	3	6
Number Scoring 55–100	80	60	75	#	#	5
Number Scoring 65–100	60	58	72	#	#	4
Number Scoring 85–100	16	13	15	#	#	0
Percentage of Tested Scoring 55–100	99%	83%	95%	#	#	83%
Percentage of Tested Scoring 65–100	74%	81%	91%	#	#	67%
Percentage of Tested Scoring 85–100	20%	18%	19%	#	#	0%
<b>Physical Setting/Earth Science (first administered June 2001)</b>						
Number Tested	77	77	52	5	3	1
Number Scoring 55–100	69	65	45	3	#	#
Number Scoring 65–100	64	61	43	2	#	#
Number Scoring 85–100	23	30	20	0	#	#
Percentage of Tested Scoring 55–100	90%	84%	87%	60%	#	#
Percentage of Tested Scoring 65–100	83%	79%	83%	40%	#	#
Percentage of Tested Scoring 85–100	30%	39%	38%	0%	#	#
<b>Physical Setting/Chemistry (first administered June 2002)</b>						
Number Tested		49	62		1	0
Number Scoring 55–100		38	51		#	0
Number Scoring 65–100		23	25		#	0
Number Scoring 85–100		2	2		#	0
Percentage of Tested Scoring 55–100		78%	82%		#	0%
Percentage of Tested Scoring 65–100		47%	40%		#	0%
Percentage of Tested Scoring 85–100		4%	3%		#	0%
<b>Physical Setting/Physics (first administered June 2002)*</b>						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

\* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Comprehensive French</b>						
Number Tested	15	9	0	0	0	0
Number Scoring 55–100	15	9	0	0	0	0
Number Scoring 65–100	15	9	0	0	0	0
Number Scoring 85–100	8	1	0	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	53%	11%	0%	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	45	37	22	1	0	0
Number Scoring 55–100	42	37	22	#	0	0
Number Scoring 65–100	38	36	22	#	0	0
Number Scoring 85–100	10	6	12	#	0	0
Percentage of Tested Scoring 55–100	93%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	84%	97%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	22%	16%	55%	#	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)

# Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
<b>Sequential Mathematics, Course II (last administered January 2003)</b>						
Number Tested	69	79	21	2	1	0
Number Scoring 55–100	36	61	18	#	#	0
Number Scoring 65–100	28	47	11	#	#	0
Number Scoring 85–100	10	20	2	#	#	0
Percentage of Tested Scoring 55–100	52%	77%	86%	#	#	0%
Percentage of Tested Scoring 65–100	41%	59%	52%	#	#	0%
Percentage of Tested Scoring 85–100	14%	25%	10%	#	#	0%
<b>Sequential Mathematics, Course III</b>						
Number Tested	44	49	70	1	0	0
Number Scoring 55–100	37	41	63	#	0	0
Number Scoring 65–100	32	39	55	#	0	0
Number Scoring 85–100	18	19	22	#	0	0
Percentage of Tested Scoring 55–100	84%	84%	90%	#	0%	0%
Percentage of Tested Scoring 65–100	73%	80%	79%	#	0%	0%
Percentage of Tested Scoring 85–100	41%	39%	31%	#	0%	0%

(Form – I)

## Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	30	100%	0	0%	33	88%
Students with Disabilities	7	71%	0	0%	6	33%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

### Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2002</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 2003</b>	General-Education Students	76	0%	32%	62%	7%
	Students with Disabilities	14	14%	50%	36%	0%
	All Students	90	2%	34%	58%	6%

(Form – J)

# New York State Alternate Assessments (NYSAA) 2002–2003

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	0	0	0	0	0	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

## 1999 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	65	65	65	5	5	5	70	70	70
Number Scoring 55–64	3	5	3	2	1	1	5	6	4
Number Scoring 65–84	33	29	42	2	3	3	35	32	45
Number Scoring 85–100	29	29	20	0	0	0	29	29	20
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)