

# New York State School Report Card

## Comprehensive Information Report

BEDS Code: 42-10-01-06-0002  
 Name: Fayetteville-Manlius Senior High School  
 Principal: James Chupaila

Grade Range : 9-12

### Fall Enrollment

Grade	2001-02	2002-03	2003-04
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	0	0	0
Eighth	0	0	0
Ninth	382	372	393
Tenth	343	389	374
Eleventh	378	329	388
Twelfth	324	381	326
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1427	1471	1481

### Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	58	4.1%	59	4.0%	64	4.3%
Black (Not Hispanic)	22	1.5%	27	1.8%	28	1.9%
Hispanic	13	0.9%	15	1.0%	19	1.3%
White (Not Hispanic)	1334	93.5%	1370	93.1%	1370	92.5%

### Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	23	22	23
Mathematics Grade 10	23	24	22
Science Grade 10	21	21	21
Social Studies Grade 10	23	24	23

(Form – A)

**District Need to Resource Capacity Category**

<b>N/RC Category</b>	<b>Description</b>
6	This is a school district with low student needs in relation to district resource capacity.

**Similar School Group and Description**

<b>Similar School Group</b>	<b>Description</b>
53	All schools in this group are secondary level schools in school districts with low student needs in relation to district resource capacity. 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**

	<b>2001-02</b>		<b>2002-03</b>		<b>2003-04</b>	
	Count	Percent	Count	Percent	Count	Percent
<b>Limited English Proficient</b>	10	0.7%	10	0.7%	12	0.8%
<b>Eligible for Free Lunch</b>	30	2.1%	40	2.7%	37	2.5%

**Attendance and Suspension**

	<b>2000-01</b>		<b>2001-02</b>		<b>2002-03</b>	
	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>	<b>No. of Students</b>	<b>% of Enroll.</b>
<b>Annual Attendance Rate</b>		95.0%		95.0%		95.7%
<b>Student Suspensions</b>	48	3.5%	58	4.1%	63	4.3%

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

	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Reduced Lunch</b>	0.7%	0.5%	1.1%
<b>Public Assistance</b>	1-10%	1-10%	1-10%
<b>Student Stability</b>	100%	97%	99%

**Staff Counts**

<b>Staff</b>	<b>2003-04</b>
Total Teachers	99
Total Other Professional Staff	12
Total Paraprofessionals	NA
Teaching Out of Certification*	0

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

(Form – B)

# High School Graduates and Noncompleters

## High School Graduates Earning Regents Diplomas\*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	278	220	79%	335	278	83%	267	220	82%
Students with Disabilities	33	10	30%	31	8	26%	31	9	29%
All Students	311	230	74%	366	286	78%	298	229	77%

\*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 for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

## Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	235	41	3	4	10	5
Percent	79%	14%	1%	1%	3%	2%

## Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
31	9	7	38

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

## High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	11		8		6	0.5%
	Entered GED Program*	2		2		2	0.2%
	Total Noncompleters	13		10		8	0.6%
Students with Disabilities	Dropped Out	2		3		3	1.8%
	Entered GED Program*	0		1		2	1.2%
	Total Noncompleters	2		4		5	3.0%
All Students	Dropped Out	13	0.9%	11	0.7%	9	0.6%
	Entered GED Program*	2	0.1%	3	0.2%	4	0.3%
	Total Noncompleters	15	1.1%	14	1.0%	13	0.9%

\*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	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

## Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
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	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	0	28	0
	Number of Students with Disabilities	0	7	0
	Number of All Students	0	35	0
	Percent of Enrollment	0%	2%	0%

## Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

# Second Language Proficiency Examinations

## General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	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	0	0%	0	0%	0	0%

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	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	0	0%	0	0%	0	0%

# Regents Competency Tests

## General-Education Students

Test	2001-02		2002-03		2003-04	
	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%	1	#
Writing	0	0%	0	0%	1	#
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	0	0%	0	0%	1	#

## Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	3	#	4	#
Science	2	#	0	0%	0	0%
Reading	1	#	7	100%	2	#
Writing	1	#	1	#	1	#
Global Studies	3	#	1	#	5	100%
U.S. Hist & Gov't	3	#	5	40%	0	0%

(Form – E)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Comprehensive English</b>						
Number Tested	376	315	376	31	41	31
Number Scoring 55–100	374	311	376	29	39	31
Number Scoring 65–100	368	302	372	28	33	29
Number Scoring 85–100	289	224	302	11	11	10
Percentage of Tested Scoring 55–100	99%	99%	100%	94%	95%	100%
Percentage of Tested Scoring 65–100	98%	96%	99%	90%	80%	94%
Percentage of Tested Scoring 85–100	77%	71%	80%	35%	27%	32%
<b>Mathematics A</b>						
Number Tested	357	423	368	44	46	29
Number Scoring 55–100	338	395	367	37	37	28
Number Scoring 65–100	313	371	362	24	27	27
Number Scoring 85–100	222	171	231	9	5	7
Percentage of Tested Scoring 55–100	95%	93%	100%	84%	80%	97%
Percentage of Tested Scoring 65–100	88%	88%	98%	55%	59%	93%
Percentage of Tested Scoring 85–100	62%	40%	63%	20%	11%	24%
<b>Mathematics B</b>						
Number Tested	0	258	348	0	7	14
Number Scoring 55–100	0	225	322	0	7	13
Number Scoring 65–100	0	187	288	0	3	11
Number Scoring 85–100	0	88	128	0	0	3
Percentage of Tested Scoring 55–100	0%	87%	93%	0%	100%	93%
Percentage of Tested Scoring 65–100	0%	72%	83%	0%	43%	79%
Percentage of Tested Scoring 85–100	0%	34%	37%	0%	0%	21%
<b>Global History and Geography</b>						
Number Tested	335	396	366	43	33	38
Number Scoring 55–100	330	391	357	41	31	33
Number Scoring 65–100	313	383	343	35	30	28
Number Scoring 85–100	178	290	245	5	13	14
Percentage of Tested Scoring 55–100	99%	99%	98%	95%	94%	87%
Percentage of Tested Scoring 65–100	93%	97%	94%	81%	91%	74%
Percentage of Tested Scoring 85–100	53%	73%	67%	12%	39%	37%
<b>U.S. History and Government</b>						
Number Tested	389	324	374	31	41	31
Number Scoring 55–100	380	319	369	26	39	28
Number Scoring 65–100	359	311	362	18	37	24
Number Scoring 85–100	217	230	287	7	18	13
Percentage of Tested Scoring 55–100	98%	98%	99%	84%	95%	90%
Percentage of Tested Scoring 65–100	92%	96%	97%	58%	90%	77%
Percentage of Tested Scoring 85–100	56%	71%	77%	23%	44%	42%

(Form – F)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Living Environment</b>						
Number Tested	355	381	344	42	32	32
Number Scoring 55–100	353	381	343	42	32	32
Number Scoring 65–100	350	378	341	41	31	32
Number Scoring 85–100	227	255	222	10	14	9
Percentage of Tested Scoring 55–100	99%	100%	100%	100%	100%	100%
Percentage of Tested Scoring 65–100	99%	99%	99%	98%	97%	100%
Percentage of Tested Scoring 85–100	64%	67%	65%	24%	44%	28%
<b>Physical Setting/Earth Science</b>						
Number Tested	224	189	282	14	17	31
Number Scoring 55–100	224	188	269	14	17	27
Number Scoring 65–100	223	184	250	14	17	20
Number Scoring 85–100	149	115	127	7	6	2
Percentage of Tested Scoring 55–100	100%	99%	95%	100%	100%	87%
Percentage of Tested Scoring 65–100	100%	97%	89%	100%	100%	65%
Percentage of Tested Scoring 85–100	67%	61%	45%	50%	35%	6%
<b>Physical Setting/Chemistry</b>						
Number Tested	315	298	336	16	16	14
Number Scoring 55–100	311	295	333	15	15	14
Number Scoring 65–100	281	280	317	7	13	13
Number Scoring 85–100	117	121	144	2	3	5
Percentage of Tested Scoring 55–100	99%	99%	99%	94%	94%	100%
Percentage of Tested Scoring 65–100	89%	94%	94%	44%	81%	93%
Percentage of Tested Scoring 85–100	37%	41%	43%	12%	19%	36%
<b>Physical Setting/Physics</b>						
Number Tested			151			1
Number Scoring 55–100			150			#
Number Scoring 65–100			141			#
Number Scoring 85–100			60			#
Percentage of Tested Scoring 55–100			99%			#
Percentage of Tested Scoring 65–100			93%			#
Percentage of Tested Scoring 85–100			40%			#

\* Physical Setting/Physics results for 2001–02 and 2002–03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

# Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Comprehensive French</b>						
Number Tested	67	60	59	1	0	2
Number Scoring 55–100	67	60	59	#	0	#
Number Scoring 65–100	67	60	59	#	0	#
Number Scoring 85–100	40	45	40	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65–100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 85–100	60%	75%	68%	#	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	18	19	25	1	0	0
Number Scoring 55–100	18	19	25	#	0	0
Number Scoring 65–100	18	19	25	#	0	0
Number Scoring 85–100	12	18	22	#	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	#	0%	0%
Percentage of Tested Scoring 85–100	67%	95%	88%	#	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	138	125	168	4	5	6
Number Scoring 55–100	138	125	168	#	5	6
Number Scoring 65–100	138	124	168	#	5	6
Number Scoring 85–100	94	101	136	#	3	4
Percentage of Tested Scoring 55–100	100%	100%	100%	#	100%	100%
Percentage of Tested Scoring 65–100	100%	99%	100%	#	100%	100%
Percentage of Tested Scoring 85–100	68%	81%	81%	#	60%	67%
<b>Comprehensive Latin</b>						
Number Tested	57	74	42	0	4	1
Number Scoring 55–100	57	74	42	0	#	#
Number Scoring 65–100	57	74	42	0	#	#
Number Scoring 85–100	54	72	41	0	#	#
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	#	#
Percentage of Tested Scoring 85–100	95%	97%	98%	0%	#	#

(Form – H)



## Regents Examinations

	All Students			Students with Disabilities		
	2001–02	2002–03	2003–04	2001–02	2002–03	2003–04
<b>Sequential Mathematics, Course III (last administered January 2004)</b>						
Number Tested	287	22	0	10	3	0
Number Scoring 55–100	272	15	0	8	#	0
Number Scoring 65–100	254	13	0	5	#	0
Number Scoring 85–100	153	3	0	4	#	0
Percentage of Tested Scoring 55–100	95%	68%	0%	80%	#	0%
Percentage of Tested Scoring 65–100	89%	59%	0%	50%	#	0%
Percentage of Tested Scoring 85–100	53%	14%	0%	40%	#	0%

## Introduction to Occupations Examination

	2001–02		2002–03		2003–04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	36	100%	28	100%	25	100%
Students with Disabilities	14	100%	8	100%	11	100%

District reports contain data for all students with disabilities enrolled in the district for the 2001–02 school year.

## Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
<b>Nov 2003</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 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%

(Form – I)

# New York State Alternate Assessments (NYSAA) 2003–04

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	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	0	#	#	#	#

## 2000 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	273	273	273	47	47	47	320	320	320
Number Scoring 55–64	3	2	1	3	2	0	6	4	1
Number Scoring 65–84	102	54	76	28	14	23	130	68	99
Number Scoring 85–100	161	209	191	5	18	12	166	227	203
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

**New York State English as a Second Language Achievement Tests (NYSESLAT)\***

	<b>All Students</b>			<b>Students with Disabilities</b>		
	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested			8			0
Beginning (0-18)			0			0
Intermediate (19-31)			2			0
Advanced (32-36)			3			0
Proficient (37-39)			3			0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested			8			0
Beginning (0-14)			0			0
Intermediate (15-24)			3			0
Advanced (25-32)			5			0
Proficient (33-35)			0			0

\*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)