

# 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	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	0	0	0
Eighth	0	0	0
Ninth	372	393	411
Tenth	389	374	389
Eleventh	329	388	366
Twelfth	381	326	385
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1471	1481	1551

## 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	59	4.0%	64	4.3%	66	4.3%
Black (Not Hispanic)	27	1.8%	28	1.9%	35	2.3%
Hispanic	15	1.0%	19	1.3%	15	1.0%
White (Not Hispanic)	1370	93.1%	1370	92.5%	1435	92.5%

## Average Class Size

Grade Level	2002-03	2003-04	2004-05
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	22	23	22
Mathematics Grade 10	24	22	21
Science Grade 10	21	21	21
Social Studies Grade 10	24	23	24

(Form - A)

### District Need to Resource Capacity Category

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

### Similar School Group and Description

Similar School Group	Description
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

	2002-03		2003-04		2004-05	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	10	0.7%	12	0.8%	13	0.8%
Eligible for Free Lunch	40	2.7%	37	2.5%	56	3.6%

### 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		95.0%		95.7%		96.0%
Student Suspensions	58	4.1%	63	4.3%	63	4.3%

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

	2002-03	2003-04	2004-05
Reduced Lunch	0.5%	1.1%	1.4%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	97%	99%	97%

### Staff Counts

Staff	2004-05
Total Teachers	101
Total Other Professional Staff	12
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*	335	267	331
	Regents Diplomas	278	220	313
	% Regents Diplomas	83%	82%	95%
	Regents Diplomas with Advanced Designation**			249
	% Regents Diplomas with Advanced Designation			75%
	IEP Diplomas or Local Certificates			
<b>Students with Disabilities</b>	Total Graduates*	31	31	25
	Regents Diplomas	8	9	19
	% Regents Diplomas	26%	29%	76%
	Regents Diplomas with Advanced Designation**			8
	% Regents Diplomas with Advanced Designation			32%
	IEP Diplomas or Local Certificates	5	7	8
<b>All Students</b>	Total Graduates*	366	298	356
	Regents Diplomas	286	229	332
	% Regents Diplomas	78%	77%	93%
	Regents Diplomas with Advanced Designation**			257
	% Regents Diplomas with Advanced Designation			72%
	IEP Diplomas or Local Certificates	5	7	8

\* 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>	290	27	0	3	5	0	5	1
	<b>Percent</b>	88%	8%	0%	1%	2%	0%	2%	0%
<b>Students with Disabilities</b>	<b>Number</b>	12	12	0	0	1	0	0	0
	<b>Percent</b>	48%	48%	0%	0%	4%	0%	0%	0%
<b>All Students</b>	<b>Number</b>	302	39	0	3	6	0	5	1
	<b>Percent</b>	85%	11%	0%	1%	2%	0%	1%	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	8		6	0.5%	4	0.3%
	Entered GED Program*	2		2	0.2%	5	0.4%
	Total Noncompleters	10		8	0.6%	9	0.6%
<b>Students with Disabilities</b>	Dropped Out	3		3	1.8%	2	1.3%
	Entered GED Program*	1		2	1.2%	2	1.3%
	Total Noncompleters	4		5	3.0%	4	2.5%
<b>All Students</b>	Dropped Out	11	0.7%	9	0.6%	6	0.4%
	Entered GED Program*	3	0.2%	4	0.3%	7	0.5%
	Total Noncompleters	14	1.0%	13	0.9%	13	0.8%

\*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
<b>4-5</b>	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%
<b>6-8</b>	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%
<b>9-12</b>	Number of General-Education Students	28	0	34
	Number of Students with Disabilities	7	0	5
	Number of All Students	35	0	39
	Percent of Enrollment	2%	0%	3%

(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	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%	3	#

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	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	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%	1	#	0	0%
Writing	0	0%	1	#	0	0%
Global Studies	0	0%	0	0%	0	0%
U.S. Hist & Gov't	0	0%	1	#	0	0%

## Students with Disabilities

Test	2002-03		2003-04		2004-05	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	3	#	4	#	1	#
Science	0	0%	0	0%	3	#
Reading	7	100%	2	#	0	0%
Writing	1	#	1	#	0	0%
Global Studies	1	#	5	100%	1	#
U.S. Hist & Gov't	5	40%	0	0%	0	0%

(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	315	376	360	41	31	35
Number Scoring 55-100	311	376	355	39	31	31
Number Scoring 65-100	302	372	349	33	29	28
Number Scoring 85-100	224	302	266	11	10	8
Percentage of Tested Scoring 55-100	99%	100%	99%	95%	100%	89%
Percentage of Tested Scoring 65-100	96%	99%	97%	80%	94%	80%
Percentage of Tested Scoring 85-100	71%	80%	74%	27%	32%	23%
<b>Mathematics A</b>						
Number Tested	423	368	388	46	29	30
Number Scoring 55-100	395	367	387	37	28	29
Number Scoring 65-100	371	362	384	27	27	26
Number Scoring 85-100	171	231	255	5	7	8
Percentage of Tested Scoring 55-100	93%	100%	100%	80%	97%	97%
Percentage of Tested Scoring 65-100	88%	98%	99%	59%	93%	87%
Percentage of Tested Scoring 85-100	40%	63%	66%	11%	24%	27%
<b>Mathematics B</b>						
Number Tested	258	348	293	7	14	5
Number Scoring 55-100	225	322	266	7	13	4
Number Scoring 65-100	187	288	232	3	11	4
Number Scoring 85-100	88	128	112	0	3	0
Percentage of Tested Scoring 55-100	87%	93%	91%	100%	93%	80%
Percentage of Tested Scoring 65-100	72%	83%	79%	43%	79%	80%
Percentage of Tested Scoring 85-100	34%	37%	38%	0%	21%	0%
<b>Global History and Geography</b>						
Number Tested	396	366	390	33	38	37
Number Scoring 55-100	391	357	374	31	33	31
Number Scoring 65-100	383	343	359	30	28	27
Number Scoring 85-100	290	245	238	13	14	5
Percentage of Tested Scoring 55-100	99%	98%	96%	94%	87%	84%
Percentage of Tested Scoring 65-100	97%	94%	92%	91%	74%	73%
Percentage of Tested Scoring 85-100	73%	67%	61%	39%	37%	14%
<b>U.S. History and Government</b>						
Number Tested	324	374	359	41	31	33
Number Scoring 55-100	319	369	355	39	28	29
Number Scoring 65-100	311	362	350	37	24	28
Number Scoring 85-100	230	287	274	18	13	14
Percentage of Tested Scoring 55-100	98%	99%	99%	95%	90%	88%
Percentage of Tested Scoring 65-100	96%	97%	97%	90%	77%	85%
Percentage of Tested Scoring 85-100	71%	77%	76%	44%	42%	42%

(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	381	344	395	32	32	32
Number Scoring 55-100	381	343	386	32	32	28
Number Scoring 65-100	378	341	382	31	32	28
Number Scoring 85-100	255	222	261	14	9	7
Percentage of Tested Scoring 55-100	100%	100%	98%	100%	100%	88%
Percentage of Tested Scoring 65-100	99%	99%	97%	97%	100%	88%
Percentage of Tested Scoring 85-100	67%	65%	66%	44%	28%	22%
<b>Physical Setting/Earth Science</b>						
Number Tested	189	282	285	17	31	34
Number Scoring 55-100	188	269	270	17	27	29
Number Scoring 65-100	184	250	253	17	20	25
Number Scoring 85-100	115	127	149	6	2	11
Percentage of Tested Scoring 55-100	99%	95%	95%	100%	87%	85%
Percentage of Tested Scoring 65-100	97%	89%	89%	100%	65%	74%
Percentage of Tested Scoring 85-100	61%	45%	52%	35%	6%	32%
<b>Physical Setting/Chemistry</b>						
Number Tested	298	336	272	16	14	9
Number Scoring 55-100	295	333	272	15	14	9
Number Scoring 65-100	280	317	267	13	13	9
Number Scoring 85-100	121	144	134	3	5	4
Percentage of Tested Scoring 55-100	99%	99%	100%	94%	100%	100%
Percentage of Tested Scoring 65-100	94%	94%	98%	81%	93%	100%
Percentage of Tested Scoring 85-100	41%	43%	49%	19%	36%	44%
<b>Physical Setting/Physics</b>						
Number Tested		151	195		1	6
Number Scoring 55-100		150	190		#	6
Number Scoring 65-100		141	181		#	6
Number Scoring 85-100		60	101		#	2
Percentage of Tested Scoring 55-100		99%	97%		#	100%
Percentage of Tested Scoring 65-100		93%	93%		#	100%
Percentage of Tested Scoring 85-100		40%	52%		#	33%

\* 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	60	59	72	0	2	0
Number Scoring 55-100	60	59	71	0	#	0
Number Scoring 65-100	60	59	71	0	#	0
Number Scoring 85-100	45	40	46	0	#	0
Percentage of Tested Scoring 55-100	100%	100%	99%	0%	#	0%
Percentage of Tested Scoring 65-100	100%	100%	99%	0%	#	0%
Percentage of Tested Scoring 85-100	75%	68%	64%	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	19	25	12	0	0	0
Number Scoring 55-100	19	25	12	0	0	0
Number Scoring 65-100	19	25	12	0	0	0
Number Scoring 85-100	18	22	12	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	95%	88%	100%	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	125	168	149	5	6	1
Number Scoring 55-100	125	168	149	5	6	#
Number Scoring 65-100	124	168	149	5	6	#
Number Scoring 85-100	101	136	114	3	4	#
Percentage of Tested Scoring 55-100	100%	100%	100%	100%	100%	#
Percentage of Tested Scoring 65-100	99%	100%	100%	100%	100%	#
Percentage of Tested Scoring 85-100	81%	81%	77%	60%	67%	#
<b>Comprehensive Latin</b>						
Number Tested	74	42	55	4	1	1
Number Scoring 55-100	74	42	55	#	#	#
Number Scoring 65-100	74	42	55	#	#	#
Number Scoring 85-100	72	41	51	#	#	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	100%	100%	100%	#	#	#
Percentage of Tested Scoring 85-100	97%	98%	93%	#	#	#

(Form – H)

## 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	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	#	#	#	#

### 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	335	335	335	35	35	35	370	370	370
Number Scoring 55–64	5	4	2	0	3	1	5	7	3
Number Scoring 65–84	59	57	65	15	12	15	74	69	80
Number Scoring 85–100	264	271	264	13	13	13	277	284	277
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

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

	All Students			Students with Disabilities		
	2002-03	2003-04	2004-05	2002-03	2003-04	2004-05
<b>Listening and Speaking (Grade 7-8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Reading and Writing (Grade 7-8)</b>						
Number Tested		0	0		0	0
Beginning		0	0		0	0
Intermediate		0	0		0	0
Advanced		0	0		0	0
Proficient		0	0		0	0
<b>Listening and Speaking (Grade 9-12)</b>						
Number Tested		8	10		0	0
Beginning		0	0		0	0
Intermediate		2	0		0	0
Advanced		3	5		0	0
Proficient		3	5		0	0
<b>Reading and Writing (Grade 9-12)</b>						
Number Tested		8	10		0	0
Beginning		0	0		0	0
Intermediate		3	1		0	0
Advanced		5	6		0	0
Proficient		0	3		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)