

New York State School Report Card Comprehensive Information Report

BEDS Code: 42-10-01-06-0002

Grade Range : 9-12

Name: Fayetteville-Manlius Senior High School

Principal: James Chupaila

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	0	0	0
Eighth	0	0	0
Ninth	342	382	372
Tenth	382	343	389
Eleventh	332	378	329
Twelfth	317	324	381
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1373	1427	1471

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	39	2.8%	58	4.1%	59	4.0%
Black (Not Hispanic)	20	1.5%	22	1.5%	27	1.8%
Hispanic	13	0.9%	13	0.9%	15	1.0%
White (Not Hispanic)	1301	94.8%	1334	93.5%	1370	93.1%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
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	24	23	22
Mathematics Grade 10	23	23	24
Science Grade 10	25	21	21
Social Studies Grade 10	25	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

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	7	0.5%	10	0.7%	10	0.7%
Eligible for Free Lunch	33	2.4%	30	2.1%	40	2.7%

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		95.0%		95.0%		95.0%
Student Suspensions	73	5.1%	48	3.5%	58	4.1%

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

	2000–2001	2001–2002	2002–2003
Reduced Lunch	0.7%	0.7%	0.5%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	96%	100%	97%

Staff Counts

Staff	2002–2003
Total Teachers	98
Total Other Professional Staff	12
Total Paraprofessionals	NA
Teaching Out of Certification*	0
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	270	221	82%	278	220	79%	335	278	83%
Students with Disabilities	26	10	38%	33	10	30%	31	8	26%
All Students	296	231	78%	311	230	74%	366	286	78%

*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	278	41	4	5	8	30
Percent	76%	11%	1%	1%	2%	8%

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)
31	8	5	36

*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			11		8	
	Entered GED Program*			2		2	
	Total Noncompleters			13		10	
Students with Disabilities	Dropped Out			2		3	
	Entered GED Program*			0		1	
	Total Noncompleters			2		4	
All Students	Dropped Out	0	0.0%	13	0.9%	11	0.7%
	Entered GED Program*	2	0.1%	2	0.1%	3	0.2%
	Total Noncompleters	2	0.1%	15	1.1%	14	1.0%

*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		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
9–12	Number of General-Education Students		0	28
	Number of Students with Disabilities		0	7
	Number of All Students		0	35
	Percent of Enrollment		0%	2%

Second Language Proficiency Examinations

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	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	2000–2001		2001–2002		2002–2003	
	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%

(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	2	#	1	#	0	0%
U.S. Hist & Gov't	2	#	0	0%	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	7	86%	4	#	3	#
Science	0	0%	2	#	0	0%
Reading	21	95%	1	#	7	100%
Writing	23	91%	1	#	1	#
Global Studies	7	43%	3	#	1	#
U.S. Hist & Gov't	3	#	3	#	5	40%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	324	376	315	34	31	41
Number Scoring 55–100	324	374	311	34	29	39
Number Scoring 65–100	316	368	302	31	28	33
Number Scoring 85–100	213	289	224	9	11	11
Percentage of Tested Scoring 55–100	100%	99%	99%	100%	94%	95%
Percentage of Tested Scoring 65–100	98%	98%	96%	91%	90%	80%
Percentage of Tested Scoring 85–100	66%	77%	71%	26%	35%	27%
Mathematics A						
Number Tested	57	357	423	18	44	46
Number Scoring 55–100	43	338	395	12	37	37
Number Scoring 65–100	20	313	371	7	24	27
Number Scoring 85–100	5	222	171	1	9	5
Percentage of Tested Scoring 55–100	75%	95%	93%	67%	84%	80%
Percentage of Tested Scoring 65–100	35%	88%	88%	39%	55%	59%
Percentage of Tested Scoring 85–100	9%	62%	40%	6%	20%	11%
Mathematics B (first administered June 2001)						
Number Tested	0	0	258	0	0	7
Number Scoring 55–100	0	0	225	0	0	7
Number Scoring 65–100	0	0	187	0	0	3
Number Scoring 85–100	0	0	88	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	87%	0%	0%	100%
Percentage of Tested Scoring 65–100	0%	0%	72%	0%	0%	43%
Percentage of Tested Scoring 85–100	0%	0%	34%	0%	0%	0%
Global History and Geography						
Number Tested	383	335	396	36	43	33
Number Scoring 55–100	376	330	391	31	41	31
Number Scoring 65–100	365	313	383	26	35	30
Number Scoring 85–100	222	178	290	6	5	13
Percentage of Tested Scoring 55–100	98%	99%	99%	86%	95%	94%
Percentage of Tested Scoring 65–100	95%	93%	97%	72%	81%	91%
Percentage of Tested Scoring 85–100	58%	53%	73%	17%	12%	39%
U.S. History and Government (first administered June 2001)						
Number Tested	316	389	324	36	31	41
Number Scoring 55–100	303	380	319	34	26	39
Number Scoring 65–100	290	359	311	28	18	37
Number Scoring 85–100	208	217	230	9	7	18
Percentage of Tested Scoring 55–100	96%	98%	98%	94%	84%	95%
Percentage of Tested Scoring 65–100	92%	92%	96%	78%	58%	90%
Percentage of Tested Scoring 85–100	66%	56%	71%	25%	23%	44%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	349	355	381	36	42	32
Number Scoring 55–100	347	353	381	34	42	32
Number Scoring 65–100	341	350	378	32	41	31
Number Scoring 85–100	170	227	255	6	10	14
Percentage of Tested Scoring 55–100	99%	99%	100%	94%	100%	100%
Percentage of Tested Scoring 65–100	98%	99%	99%	89%	98%	97%
Percentage of Tested Scoring 85–100	49%	64%	67%	17%	24%	44%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	188	224	189	18	14	17
Number Scoring 55–100	187	224	188	18	14	17
Number Scoring 65–100	181	223	184	16	14	17
Number Scoring 85–100	104	149	115	6	7	6
Percentage of Tested Scoring 55–100	99%	100%	99%	100%	100%	100%
Percentage of Tested Scoring 65–100	96%	100%	97%	89%	100%	100%
Percentage of Tested Scoring 85–100	55%	67%	61%	33%	50%	35%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		315	298		16	16
Number Scoring 55–100		311	295		15	15
Number Scoring 65–100		281	280		7	13
Number Scoring 85–100		117	121		2	3
Percentage of Tested Scoring 55–100		99%	99%		94%	94%
Percentage of Tested Scoring 65–100		89%	94%		44%	81%
Percentage of Tested Scoring 85–100		37%	41%		12%	19%
Physical Setting/Physics (first administered June 2002)*						
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
Comprehensive French						
Number Tested	58	67	60	1	1	0
Number Scoring 55–100	58	67	60	#	#	0
Number Scoring 65–100	58	67	60	#	#	0
Number Scoring 85–100	38	40	45	#	#	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	66%	60%	75%	#	#	0%
Comprehensive Italian						
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%
Comprehensive German						
Number Tested	17	18	19	0	1	0
Number Scoring 55–100	17	18	19	0	#	0
Number Scoring 65–100	17	18	19	0	#	0
Number Scoring 85–100	16	12	18	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	94%	67%	95%	0%	#	0%
Comprehensive Hebrew						
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%
Comprehensive Spanish						
Number Tested	146	138	125	1	4	5
Number Scoring 55–100	146	138	125	#	#	5
Number Scoring 65–100	146	138	124	#	#	5
Number Scoring 85–100	123	94	101	#	#	3
Percentage of Tested Scoring 55–100	100%	100%	100%	#	#	100%
Percentage of Tested Scoring 65–100	100%	100%	99%	#	#	100%
Percentage of Tested Scoring 85–100	84%	68%	81%	#	#	60%
Comprehensive Latin						
Number Tested	41	57	74	0	0	4
Number Scoring 55–100	41	57	74	0	0	#
Number Scoring 65–100	41	57	74	0	0	#
Number Scoring 85–100	41	54	72	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	100%	95%	97%	0%	0%	#

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	331	65	3	23	4	0
Number Scoring 55–100	302	58	#	20	#	0
Number Scoring 65–100	273	54	#	19	#	0
Number Scoring 85–100	164	19	#	7	#	0
Percentage of Tested Scoring 55–100	91%	89%	#	87%	#	0%
Percentage of Tested Scoring 65–100	82%	83%	#	83%	#	0%
Percentage of Tested Scoring 85–100	50%	29%	#	30%	#	0%
Sequential Mathematics, Course III						
Number Tested	285	287	22	11	10	3
Number Scoring 55–100	271	272	15	9	8	#
Number Scoring 65–100	259	254	13	9	5	#
Number Scoring 85–100	164	153	3	2	4	#
Percentage of Tested Scoring 55–100	95%	95%	68%	82%	80%	#
Percentage of Tested Scoring 65–100	91%	89%	59%	82%	50%	#
Percentage of Tested Scoring 85–100	58%	53%	14%	18%	40%	#

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	51	100%	36	100%	28	100%
Students with Disabilities	15	100%	14	100%	8	100%

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
Nov 2002	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
June 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(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
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
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	320	320	320	33	33	33	353	353	353
Number Scoring 55–64	1	9	6	5	6	5	6	15	11
Number Scoring 65–84	108	112	86	22	14	11	130	126	97
Number Scoring 85–100	199	195	220	4	6	3	203	201	223
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)