

New York State School Report Card Comprehensive Information Report

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

Grade Range : 9-12

Fall Enrollment

Grade	1999–2000	2000–2001	2001–2002
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	394	342	382
Tenth	345	382	343
Eleventh	318	332	378
Twelfth	364	317	324
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1421	1373	1427

Student Racial/Ethnic Origin

Race/Ethnicity	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	30	2.1%	39	2.8%	58	4.1%
Black (Not Hispanic)	22	1.5%	20	1.5%	22	1.5%
Hispanic	8	0.6%	13	0.9%	13	0.9%
White (Not Hispanic)	1361	95.8%	1301	94.8%	1334	93.5%

Limited English Proficient Students (also known as English language learners)

1999–2000		2000–2001		2001–2002	
No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
19	1.3%	7	0.5%	10	0.7%

Average Class Size

Grade Level	1999–2000	2000–2001	2001–2002
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	24	23
Mathematics Grade 10	23	23	23
Science Grade 10	24	25	21
Social Studies Grade 10	23	25	23

(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).

Attendance and Suspension

	1998–1999		1999–2000		2000–2001	
	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	35	2.7%	73	5.1%	48	3.5%

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

	1999–2000	2000–2001	2001–2002
Free Lunch	3.4%	2.4%	2.1%
Reduced Lunch	1.3%	0.7%	0.7%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	99%	96%	100%

Staff Counts

Staff	2001–2002
Total Teachers	99
Total Other Professional Staff	12
Total Paraprofessionals	NA
Teaching out of Certification*	2
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*

	1999–2000			2000–2001			2001–2002		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	314	267	85%	270	221	82%	278	220	79%
Students with Disabilities	31	11	35%	26	10	38%	33	10	30%
All Students	345	278	81%	296	231	78%	311	230	74%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Data reported for the 1999–2000 and 2000–2001 school years include August, January, and June graduates. Data reported for the 2001–2002 school year include only January and June graduates.

Distribution of 2001–2002 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	251	39	6	0	4	11
Percent	81%	13%	2%	0%	1%	4%

Number of High School Completers with Disabilities in 2001–2002

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2001–2002 Completers (a+c)
33	10	0	33

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		1999–2000		2000–2001		2001–2002	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out					11	0.8%
	Entered GED Program*					2	0.1%
	Total Noncompleters					13	0.9%
Students with Disabilities	Dropped Out					2	0.1%
	Entered GED Program*					0	0.0%
	Total Noncompleters					2	0.1%
All Students	Dropped Out	6	0.4%	0	0.0%	13	0.9%
	Entered GED Program*	9	0.6%	2	0.1%	2	0.1%
	Total Noncompleters	15	1.1%	2	0.1%	15	1.1%

*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)

Regents Competency Tests

General-Education Students

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	0	0%	0	0%	0	0%
Science	15	93%	1	#	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	11	55%	2	#	1	#
U.S. Hist & Gov't	5	80%	2	#	0	0%

Students with Disabilities

Test	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	50%	7	86%	4	#
Science	2	100%	0	0%	2	#
Reading	13	100%	21	95%	1	#
Writing	14	93%	23	91%	1	#
Global Studies	0	0%	7	43%	3	#
U.S. Hist & Gov't	5	100%	3	#	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Comprehensive English						
Number Tested	305	324	376	26	34	31
Number Scoring 55–100	302	324	374	26	34	29
Number Scoring 65–100	299	316	368	26	31	28
Number Scoring 85–100	152	213	289	1	9	11
Percentage of Tested Scoring 55–100	99%	100%	99%	100%	100%	94%
Percentage of Tested Scoring 65–100	98%	98%	98%	100%	91%	90%
Percentage of Tested Scoring 85–100	50%	66%	77%	4%	26%	35%
Sequential Mathematics, Course I (last administered January 2002)						
Number Tested	299	45	8	42	20	1
Number Scoring 55–100	277	35	7	31	13	#
Number Scoring 65–100	264	26	6	25	10	#
Number Scoring 85–100	180	8	2	8	0	#
Percentage of Tested Scoring 55–100	93%	78%	88%	74%	65%	#
Percentage of Tested Scoring 65–100	88%	58%	75%	60%	50%	#
Percentage of Tested Scoring 85–100	60%	18%	25%	19%	0%	#
Mathematics A						
Number Tested	0	57	357	0	18	44
Number Scoring 55–100	0	43	338	0	12	37
Number Scoring 65–100	0	20	313	0	7	24
Number Scoring 85–100	0	5	222	0	1	9
Percentage of Tested Scoring 55–100	0%	75%	95%	0%	67%	84%
Percentage of Tested Scoring 65–100	0%	35%	88%	0%	39%	55%
Percentage of Tested Scoring 85–100	0%	9%	62%	0%	6%	20%
Global Studies (last administered January 2000)						
Number Tested	0			0		
Number Scoring 55–100	0			0		
Number Scoring 65–100	0			0		
Number Scoring 85–100	0			0		
Percentage of Tested Scoring 55–100	0%			0%		
Percentage of Tested Scoring 65–100	0%			0%		
Percentage of Tested Scoring 85–100	0%			0%		
Global History and Geography (first administered June 2000)						
Number Tested	329	383	335	36	36	43
Number Scoring 55–100	318	376	330	32	31	41
Number Scoring 65–100	304	365	313	26	26	35
Number Scoring 85–100	178	222	178	5	6	5
Percentage of Tested Scoring 55–100	97%	98%	99%	89%	86%	95%
Percentage of Tested Scoring 65–100	92%	95%	93%	72%	72%	81%
Percentage of Tested Scoring 85–100	54%	58%	53%	14%	17%	12%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
U.S. History and Government (last administered January 2001)						
Number Tested	300	5		27	1	
Number Scoring 55–100	297	4		25	#	
Number Scoring 65–100	279	2		16	#	
Number Scoring 85–100	187	1		1	#	
Percentage of Tested Scoring 55–100	99%	80%		93%	#	
Percentage of Tested Scoring 65–100	93%	40%		59%	#	
Percentage of Tested Scoring 85–100	62%	20%		4%	#	
U.S. History and Government (first administered June 2001)						
Number Tested		316	389		36	31
Number Scoring 55–100		303	380		34	26
Number Scoring 65–100		290	359		28	18
Number Scoring 85–100		208	217		9	7
Percentage of Tested Scoring 55–100		96%	98%		94%	84%
Percentage of Tested Scoring 65–100		92%	92%		78%	58%
Percentage of Tested Scoring 85–100		66%	56%		25%	23%
Living Environment (first administered June 2001)						
Number Tested		349	355		36	42
Number Scoring 55–100		347	353		34	42
Number Scoring 65–100		341	350		32	41
Number Scoring 85–100		170	227		6	10
Percentage of Tested Scoring 55–100		99%	99%		94%	100%
Percentage of Tested Scoring 65–100		98%	99%		89%	98%
Percentage of Tested Scoring 85–100		49%	64%		17%	24%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested		188	224		18	14
Number Scoring 55–100		187	224		18	14
Number Scoring 65–100		181	223		16	14
Number Scoring 85–100		104	149		6	7
Percentage of Tested Scoring 55–100		99%	100%		100%	100%
Percentage of Tested Scoring 65–100		96%	100%		89%	100%
Percentage of Tested Scoring 85–100		55%	67%		33%	50%

(Form – G)

Average Grade Enrollment

All Students

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	393	338	311	350	348
2001	340	350	333	301	331
2002	380	344	381	320	356

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

Students with Disabilities

Year	Grade 9 Enrollment (June)	Grade 10 Enrollment (June)	Grade 11 Enrollment (June)	Grade 12 Enrollment (June)	AGE*
2000	46	40	33	33	38
2001	51	44	38	33	42
2002	40	51	39	37	42

*In schools with no grade 9–12 enrollment, AGE is the grade 8 enrollment as reported through LEAP.

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	348	331	356	38	42	42
Comprehensive French						
Number Tested	46	58	67	0	1	1
Number Scoring 55–100	45	58	67	0	#	#
Number Scoring 65–100	45	58	67	0	#	#
Number Scoring 85–100	31	38	40	0	#	#
Percentage of AGE Tested	13%	18%	19%	0%	#	#
Percentage of AGE Scoring 55–100	13%	18%	19%	0%	#	#
Percentage of AGE Scoring 65–100	13%	18%	19%	0%	#	#
Percentage of AGE Scoring 85–100	9%	11%	11%	0%	#	#
Percentage of Tested Scoring 65–100	98%	100%	100%	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	24	17	18	0	0	1
Number Scoring 55–100	24	17	18	0	0	#
Number Scoring 65–100	22	17	18	0	0	#
Number Scoring 85–100	21	16	12	0	0	#
Percentage of AGE Tested	7%	5%	5%	0%	0%	#
Percentage of AGE Scoring 55–100	7%	5%	5%	0%	0%	#
Percentage of AGE Scoring 65–100	6%	5%	5%	0%	0%	#
Percentage of AGE Scoring 85–100	6%	5%	3%	0%	0%	#
Percentage of Tested Scoring 65–100	92%	100%	100%	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 AGE Tested	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of AGE Scoring 85–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%

(Form – I)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	348	331	356	38	42	42
Comprehensive Spanish						
Number Tested	121	146	138	0	1	4
Number Scoring 55–100	121	146	138	0	#	#
Number Scoring 65–100	118	146	138	0	#	#
Number Scoring 85–100	86	123	94	0	#	#
Percentage of AGE Tested	35%	44%	39%	0%	#	#
Percentage of AGE Scoring 55–100	35%	44%	39%	0%	#	#
Percentage of AGE Scoring 65–100	34%	44%	39%	0%	#	#
Percentage of AGE Scoring 85–100	25%	37%	26%	0%	#	#
Percentage of Tested Scoring 65–100	98%	100%	100%	0%	#	#
Comprehensive Latin						
Number Tested	44	41	57	1	0	0
Number Scoring 55–100	44	41	57	#	0	0
Number Scoring 65–100	44	41	57	#	0	0
Number Scoring 85–100	39	41	54	#	0	0
Percentage of AGE Tested	13%	12%	16%	#	0%	0%
Percentage of AGE Scoring 55–100	13%	12%	16%	#	0%	0%
Percentage of AGE Scoring 65–100	13%	12%	16%	#	0%	0%
Percentage of AGE Scoring 85–100	11%	12%	15%	#	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	#	0%	0%

(Form – J)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	348	331	356	38	42	42
Sequential Mathematics, Course II						
Number Tested	289	331	65	11	23	4
Number Scoring 55–100	275	302	58	10	20	#
Number Scoring 65–100	260	273	54	9	19	#
Number Scoring 85–100	172	164	19	1	7	#
Percentage of AGE Tested	83%	100%	18%	29%	55%	#
Percentage of AGE Scoring 55–100	79%	91%	16%	26%	48%	#
Percentage of AGE Scoring 65–100	75%	82%	15%	24%	45%	#
Percentage of AGE Scoring 85–100	49%	50%	5%	3%	17%	#
Percentage of Tested Scoring 65–100	90%	82%	83%	82%	83%	#
Sequential Mathematics, Course III						
Number Tested	252	285	287	19	11	10
Number Scoring 55–100	244	271	272	18	9	8
Number Scoring 65–100	227	259	254	16	9	5
Number Scoring 85–100	139	164	153	3	2	4
Percentage of AGE Tested	72%	86%	81%	50%	26%	24%
Percentage of AGE Scoring 55–100	70%	82%	76%	47%	21%	19%
Percentage of AGE Scoring 65–100	65%	78%	71%	42%	21%	12%
Percentage of AGE Scoring 85–100	40%	50%	43%	8%	5%	10%
Percentage of Tested Scoring 65–100	90%	91%	89%	84%	82%	50%
Mathematics B (first administered June 2001)						
Number Tested		0	0		0	0
Number Scoring 55–100		0	0		0	0
Number Scoring 65–100		0	0		0	0
Number Scoring 85–100		0	0		0	0
Percentage of AGE Tested		0%	0%		0%	0%
Percentage of AGE Scoring 55–100		0%	0%		0%	0%
Percentage of AGE Scoring 65–100		0%	0%		0%	0%
Percentage of AGE Scoring 85–100		0%	0%		0%	0%
Percentage of Tested Scoring 65–100		0%	0%		0%	0%

(Form – K)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	348	331	356	38	42	42
Earth Science (last administered January 2001)						
Number Tested	198	8		10	1	
Number Scoring 55–100	194	8		8	#	
Number Scoring 65–100	187	6		8	#	
Number Scoring 85–100	103	0		5	#	
Percentage of AGE Tested	57%	2%		26%	#	
Percentage of AGE Scoring 55–100	56%	2%		21%	#	
Percentage of AGE Scoring 65–100	54%	2%		21%	#	
Percentage of AGE Scoring 85–100	30%	0%		13%	#	
Percentage of Tested Scoring 65–100	94%	75%		80%	#	
Biology (last administered January 2001)						
Number Tested	296	7		21	1	
Number Scoring 55–100	292	6		20	#	
Number Scoring 65–100	280	4		18	#	
Number Scoring 85–100	149	2		3	#	
Percentage of AGE Tested	85%	2%		55%	#	
Percentage of AGE Scoring 55–100	84%	2%		53%	#	
Percentage of AGE Scoring 65–100	80%	1%		47%	#	
Percentage of AGE Scoring 85–100	43%	1%		8%	#	
Percentage of Tested Scoring 65–100	95%	57%		86%	#	
Chemistry (last administered January 2002)						
Number Tested	276	262	4	14	11	1
Number Scoring 55–100	276	262	#	14	11	#
Number Scoring 65–100	274	259	#	14	10	#
Number Scoring 85–100	177	158	#	4	2	#
Percentage of AGE Tested	79%	79%	#	37%	26%	#
Percentage of AGE Scoring 55–100	79%	79%	#	37%	26%	#
Percentage of AGE Scoring 65–100	79%	78%	#	37%	24%	#
Percentage of AGE Scoring 85–100	51%	48%	#	11%	5%	#
Percentage of Tested Scoring 65–100	99%	99%	#	100%	91%	#

(Form – L)

Regents Examinations

	All Students			Students with Disabilities		
	2000	2001	2002	2000	2001	2002
Average Grade Enrollment (AGE)	348	331	356	38	42	42
Physics (last administered January 2002)						
Number Tested	165	135	2	7	2	0
Number Scoring 55–100	164	135	#	7	#	0
Number Scoring 65–100	161	130	#	6	#	0
Number Scoring 85–100	88	71	#	1	#	0
Percentage of AGE Tested	47%	41%	#	18%	#	0%
Percentage of AGE Scoring 55–100	47%	41%	#	18%	#	0%
Percentage of AGE Scoring 65–100	46%	39%	#	16%	#	0%
Percentage of AGE Scoring 85–100	25%	21%	#	3%	#	0%
Percentage of Tested Scoring 65–100	98%	96%	#	86%	#	0%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested			315			16
Number Scoring 55–100			311			15
Number Scoring 65–100			281			7
Number Scoring 85–100			117			2
Percentage of AGE Tested			88%			38%
Percentage of AGE Scoring 55–100			87%			36%
Percentage of AGE Scoring 65–100			79%			17%
Percentage of AGE Scoring 85–100			33%			5%
Percentage of Tested Scoring 65–100			89%			44%
Physical Setting/Physics (first administered June 2002)						
Number Tested			124			2
Number Scoring 55–100			121			#
Number Scoring 65–100			109			#
Number Scoring 85–100			25			#
Percentage of AGE Tested			35%			#
Percentage of AGE Scoring 55–100			34%			#
Percentage of AGE Scoring 65–100			31%			#
Percentage of AGE Scoring 85–100			7%			#
Percentage of Tested Scoring 65–100			88%			#

(Form – M)

Introduction to Occupations Examination

	1999–2000		2000–2001		2001–2002	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	46	98%	51	100%	36	100%
Students with Disabilities	14	93%	15	100%	14	100%

On school reports, 1999–2000 and 2000–2001 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 1999–2000, 2000–2001, and 2001–2002 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2001	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 2002	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form – N)

New York State Alternate Assessments (NYSAA) 2001–2002

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Middle Level						
English Language Arts	0	0	0	0	0	0
Mathematics, Science, & Technology	0	0	0	0	0	0
Health, Phys. Ed., & Fam. & Cons. Sci.	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Career Dev. & Occ. Studies (optional)	0	0	0	0	0	0
The Arts (optional)	0	0	0	0	0	0
Secondary Level						
English Language Arts	1	0	#	#	#	#
Mathematics, Science, & Technology	1	0	#	#	#	#
Health, Phys. Ed., & Fam. & Cons. Sci.	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Career Dev. & Occ. Studies (optional)	1	0	#	#	#	#
The Arts (optional)	0	0	0	0	0	0

1998 Cohort Performance on Regents Examinations after Four Years

	General-Education Students		Students with Disabilities		All Students	
	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't	Global History & Geography	U.S. History & Gov't
Cohort Enrollment	270	270	31	31	301	301
Number Scoring 55–64	6	5	5	5	11	10
Number Scoring 65–84	89	70	19	15	108	85
Number Scoring 85–100	163	190	5	8	168	198
Approved Alternatives	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations in Science after Three Years

	General-Education Students	Students with Disabilities	All Students
Cohort Enrollment	325	34	359
Number Scoring 55–64	6	5	11
Number Scoring 65–84	86	11	97
Number Scoring 85–100	221	4	225
Approved Alternatives	0	0	0

(Form – O)