

UTILIZATION STUDY

Community Advisory
Committee Meeting

October 21, 2025



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Education Consultants

Committee Meeting Schedule

Date	Topic	Location
Monday, June 30	Overview & Enrollment	CNS High School
Monday, July 28	Instructional Program	NSEEP (Main St. School)
Monday, August 25	Instructional Program (part 2), Facilities/Brainstorming	NS Junior High School
Monday, September 15	<ul style="list-style-type: none"> - Completion of activity from 8/25/25 - Financial status of the district - Continued exploration of future facility scenarios including Haber study outcomes 	Gillette Road Middle School
Tuesday, October 21	<ul style="list-style-type: none"> - Revisiting the “why” - Staffing patterns - Continued exploration of future facility scenarios 	KWS Bear Road Elementary School
Monday, November 10	<ul style="list-style-type: none"> - Overview of district transportation operation - Continued exploration of future facility scenarios 	Cicero Elementary School
Monday, December 8*	Review Draft Report	District Office

Building Tour: 5:30 p.m.
 Meeting: 6:00 - 8:00 p.m.
 Location: Building Library
 *No tour



Meeting Takeaways

- District is currently in solid fiscal condition.
- Current reserve funding is adequate but continued exploration of strategies to be intentional about increasing reserve funding is warranted. Reserve funding levels from 5 years ago were inadequate.
- Use of assigned fund balance should be carefully monitored. Continued increases could jeopardize the district's future fiscal stability
- Unassigned fund balance level is appropriate
- North Syracuse current building aid ratio = 84.9%
- 2038-39 first year for drop in capital debt
- Increasing property values
- Decreasing true value tax rate
- Significant amount of capital project work has been authorized in past several years
- 2024 Ross Haber & Associates study presented 4 options for possible building utilization along with reconfiguration change of middle school attendance zones

Revisiting our “why”?

Critical Question for our Committee

How can the North Syracuse Central School District strategically restructure its staffing, facilities, and grade-level configurations to optimize educational outcomes and emotional well-being for all students, while addressing declining enrollment, reduced state aid, and future growth opportunities like the Micron project?



What the district hopes to get from the committee

- Conduct an initial review and interpretation of key district data to help frame the discussion around the critical question.
- Bring a range of perspectives (educators, families, students, and community members) to ensure decisions reflect diverse needs and experiences.
- Provide meaningful feedback on emerging ideas and share community insight about priorities and potential impacts.
- Collaboratively identify and refine a small set of feasible options for addressing the district's critical question, grounded in data and shared discussion.

What the district hopes to do with the committee's recommendations

- Use the committee's recommendations to jumpstart the district's next steps and decision-making process.
- Take a closer look at the committee's preferred options to better understand what they would mean for students, staff, and the community.
- Gather deeper insight and analysis to clarify the implications of each option and ensure decisions are well-informed.
- Make decisions that address the critical question and are in the best interest of students.

NYU Metropolitan Center & North Syracuse CSD

- North Syracuse CSD partnered with New York University's Metropolitan Center to complete a *root cause analysis* of student outcomes.
- The district's Target District status under New York State accountability required a deeper look at why some students have different academic and behavioral outcomes.
- Purpose: understand who the current system serves well — and who it does not — so that future changes improve learning and school experiences for all students.

Process

- 25-member team of educators, staff, parents, and community members
- Reviewed academic, behavior, attendance, and graduation data
- Examined district policies and instructional practices
- Collected input from staff, students, and families through surveys and focus groups
- Analyzed patterns of access, opportunity, and outcomes to identify underlying causes

Timeline

- Fall 2024: Project launch and review of existing district data
- Winter 2024–25: Staff, family, and student surveys and focus groups
- Spring 2025: Data analysis and development of key findings and recommendations
- June 2025: Report finalized and shared with district leadership

Key Findings

- Discipline patterns are uneven. Some student groups, especially Black students and students with disabilities, receive discipline referrals and suspensions at higher rates than peers.
- Academic supports vary by school. Tiered intervention systems (MTSS) are not applied consistently; students of color and students with disabilities are more likely to be in the lowest achievement levels.
- Access to advanced coursework is uneven. Placement can depend on informal advocacy rather than clear, shared criteria.
- Graduation rates are strong overall but not equal. Ninety percent of students graduate in four years, but students with disabilities and economically disadvantaged students graduate at lower rates.
- Data exist but are not fully used. Schools have information to spot gaps early, but it is not reviewed systematically to adjust supports.

Disproportionality: A very simple explanation

Definition: When one group of students experiences an outcome (such as discipline, special education identification, or placement in advanced classes) **at a rate higher or lower than their share of the overall student population.**

Example:

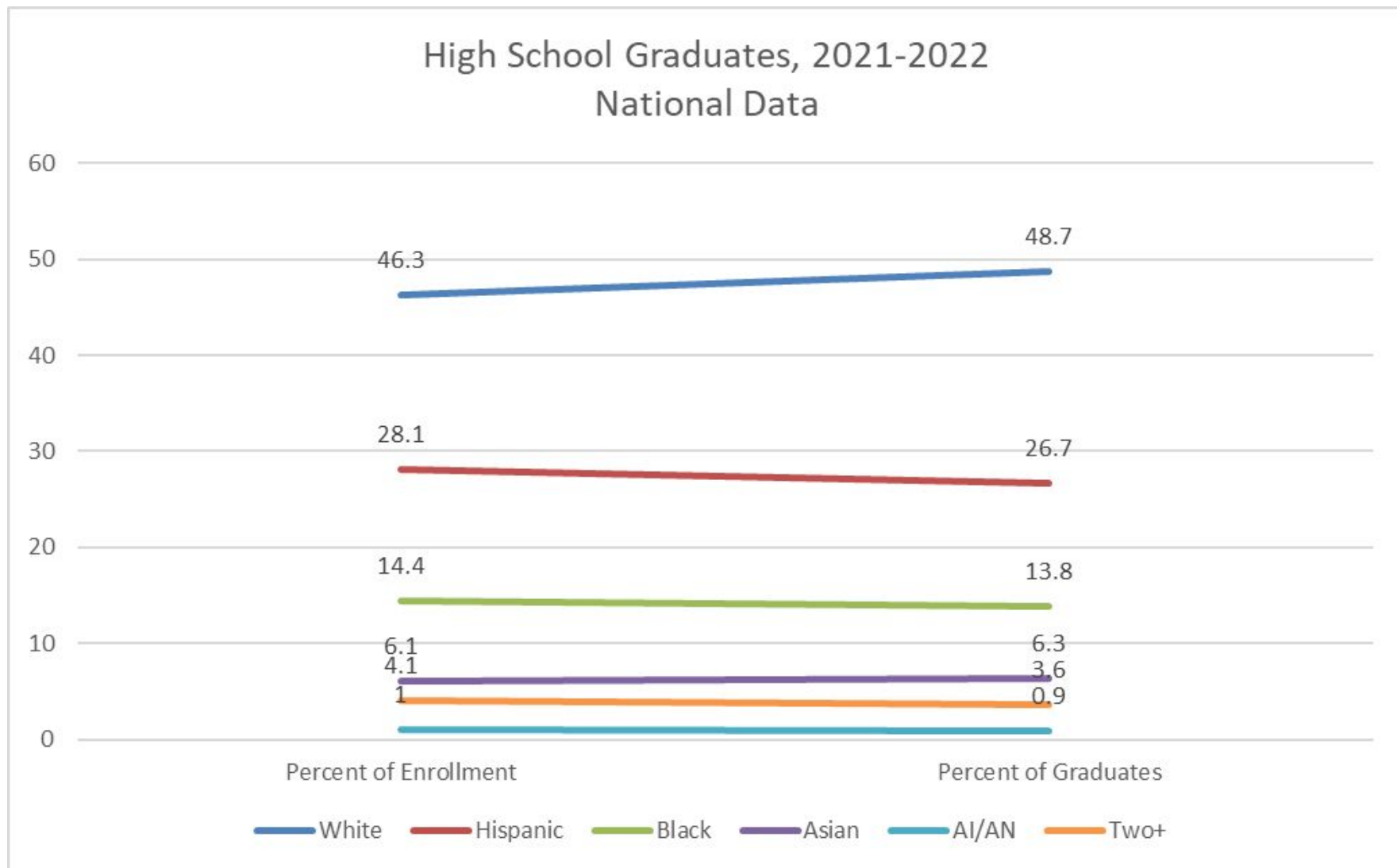
- Suppose **50% of students are females.**
- If everything were proportional, you would expect about **50% of suspensions** to involve females.
- But if **75% of suspensions** involve females, that group is being affected **more than expected based on its size.**

Why it matters:

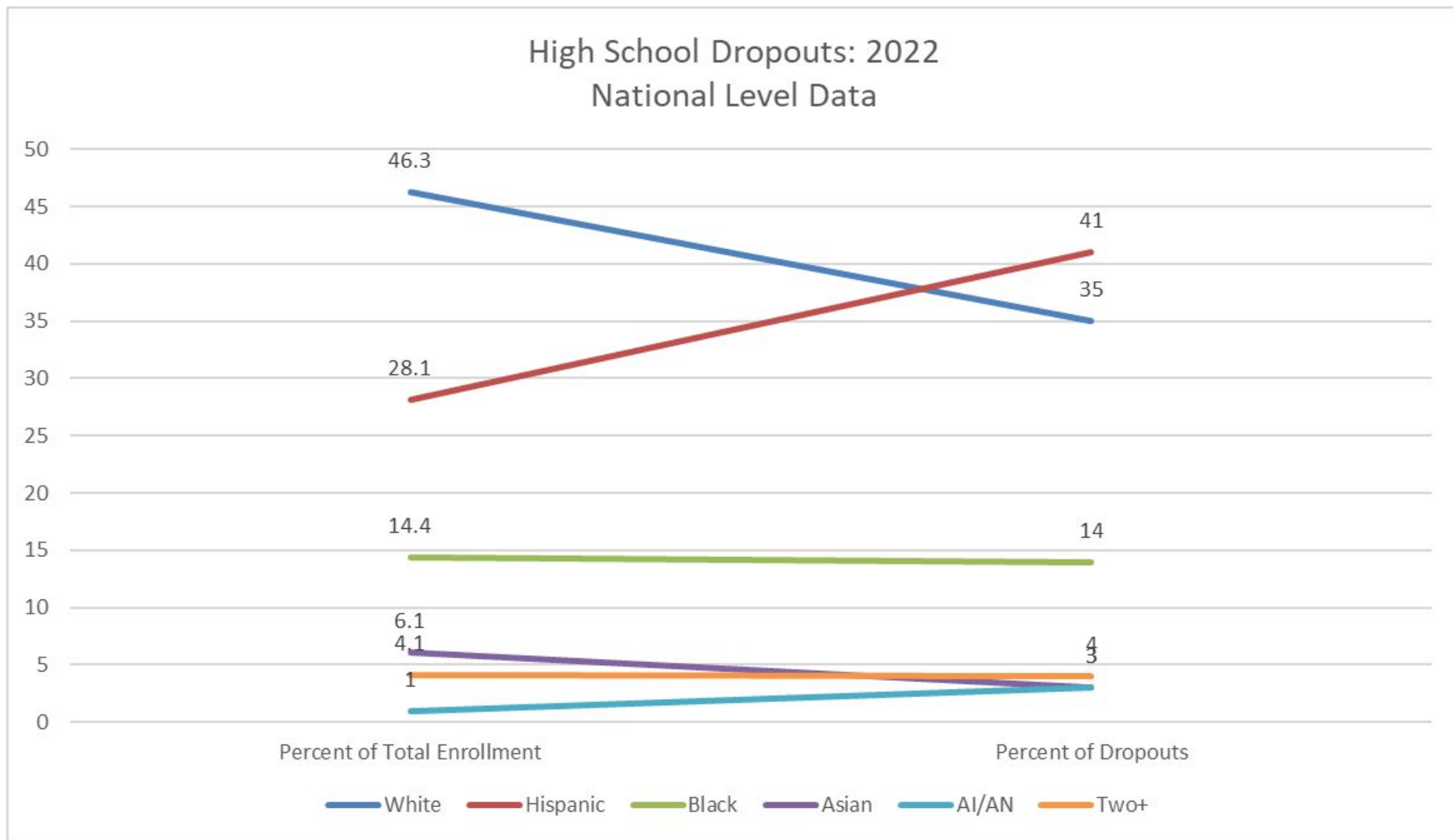
- Disproportionality can signal barriers, bias, or unequal access to resources and opportunities.
- Identifying it helps schools examine policies, practices, and supports to create a more equitable learning environment.

Disproportionality is a nationwide education problem that is also impacting NS.

Example 1

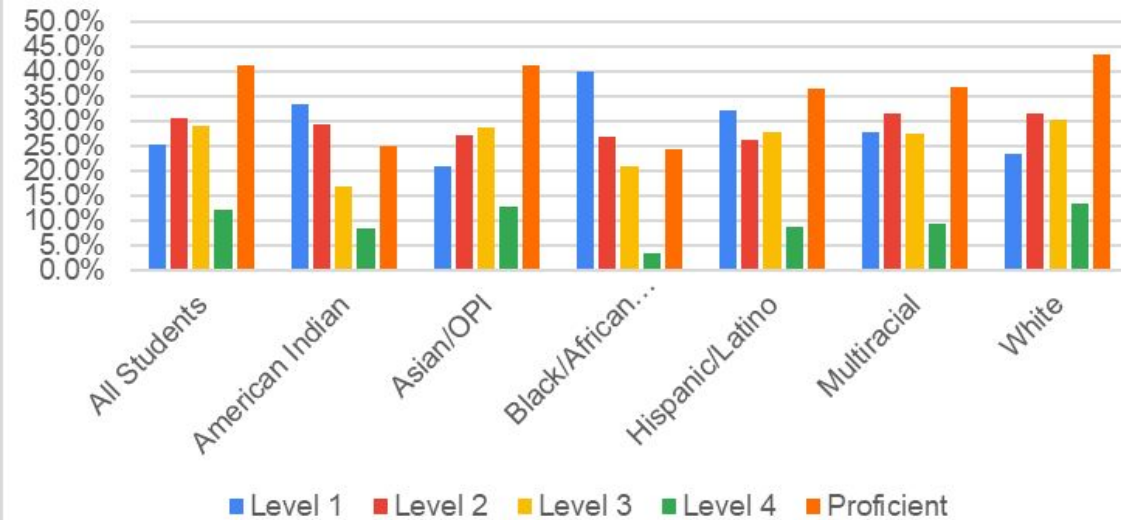


Example 2



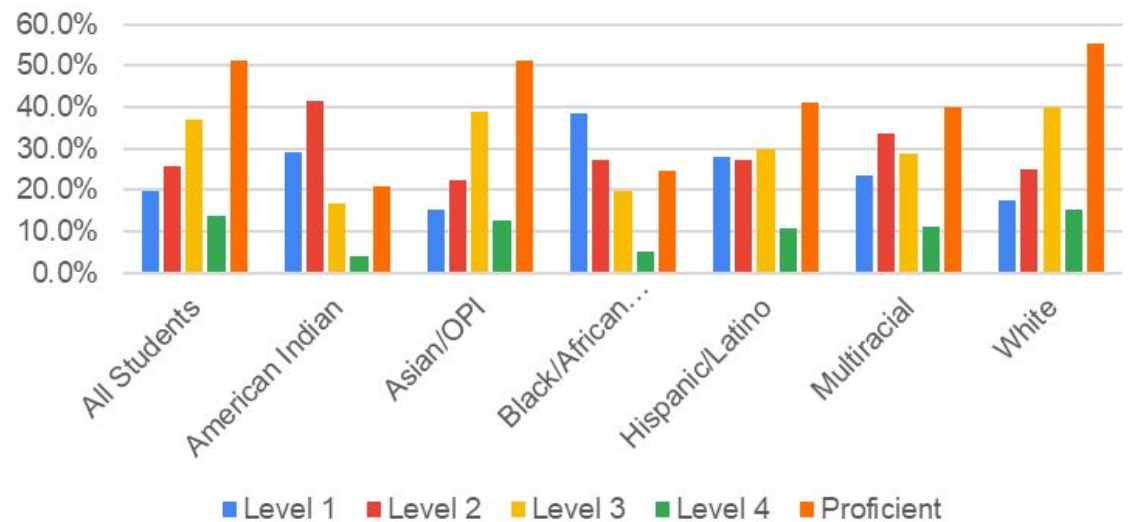
North Syracuse Data

NYS 3-8 ELA: Race
2024-2025



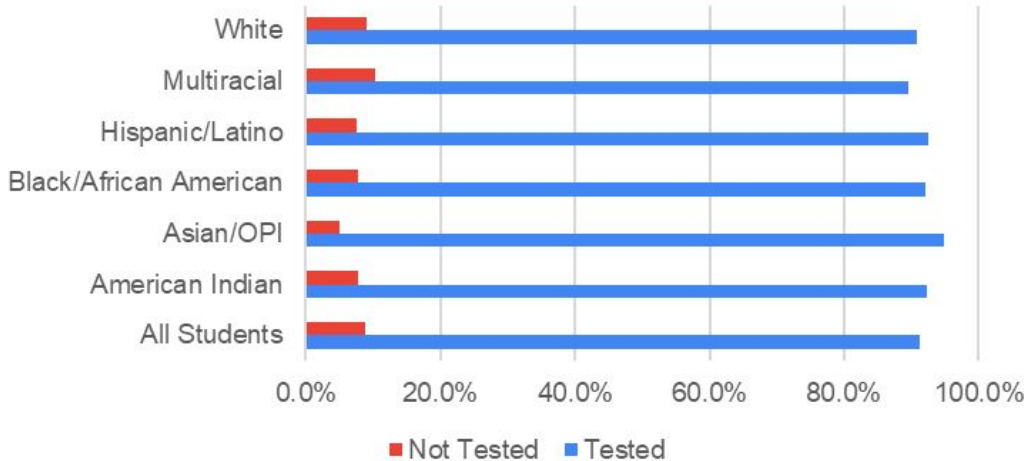
Race & Achievement

NYS 3-8 Math: Race
2024-2025

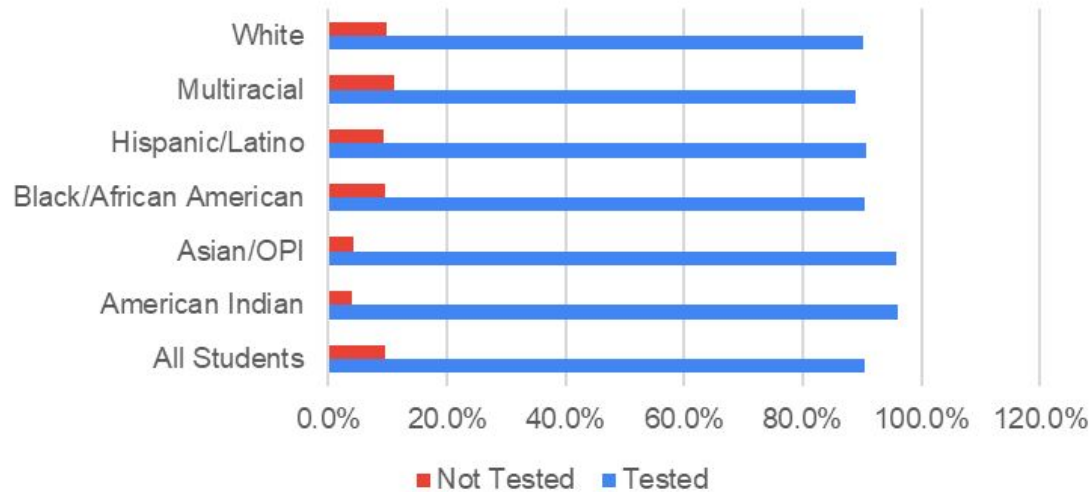


Race & Achievement

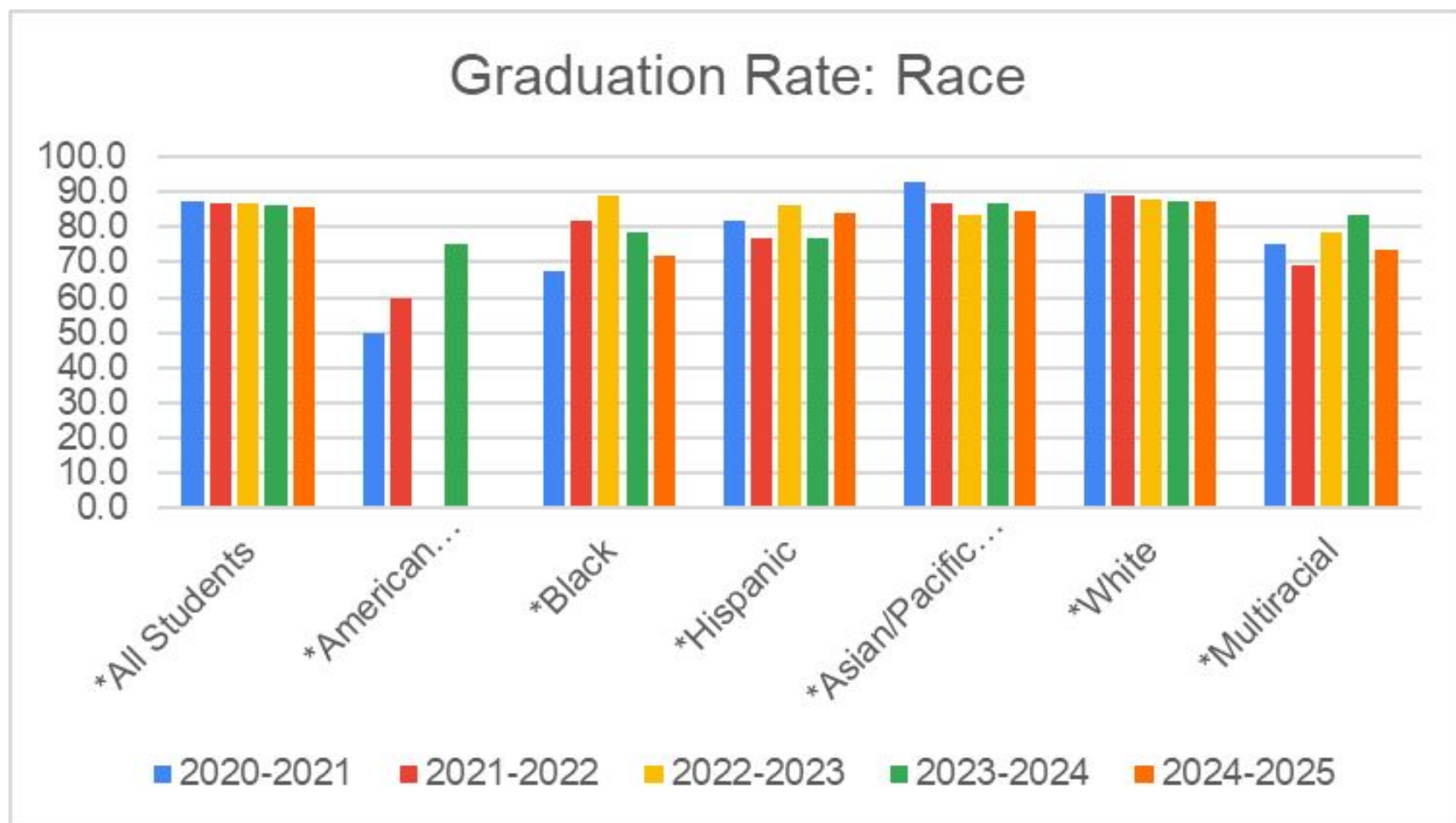
NYS 3-8 ELA: Tested/Not Tested
2024-2025



NYS 3-8 Math: Tested/Not Tested
2024-2025

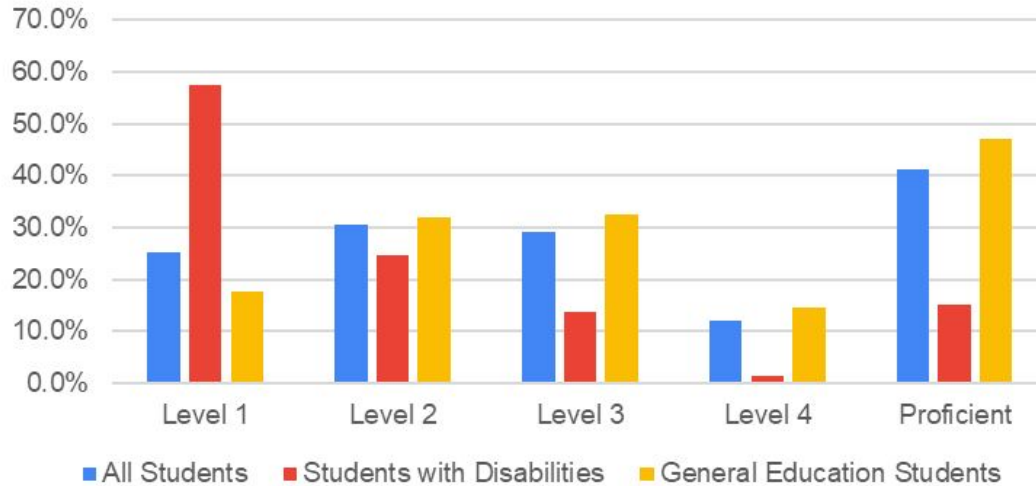


Race & Achievement

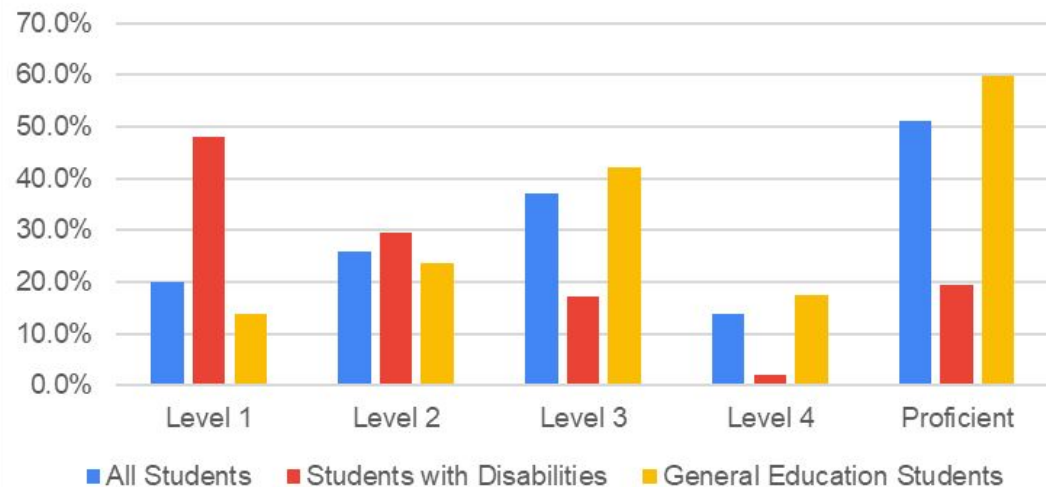


Disability & Achievement

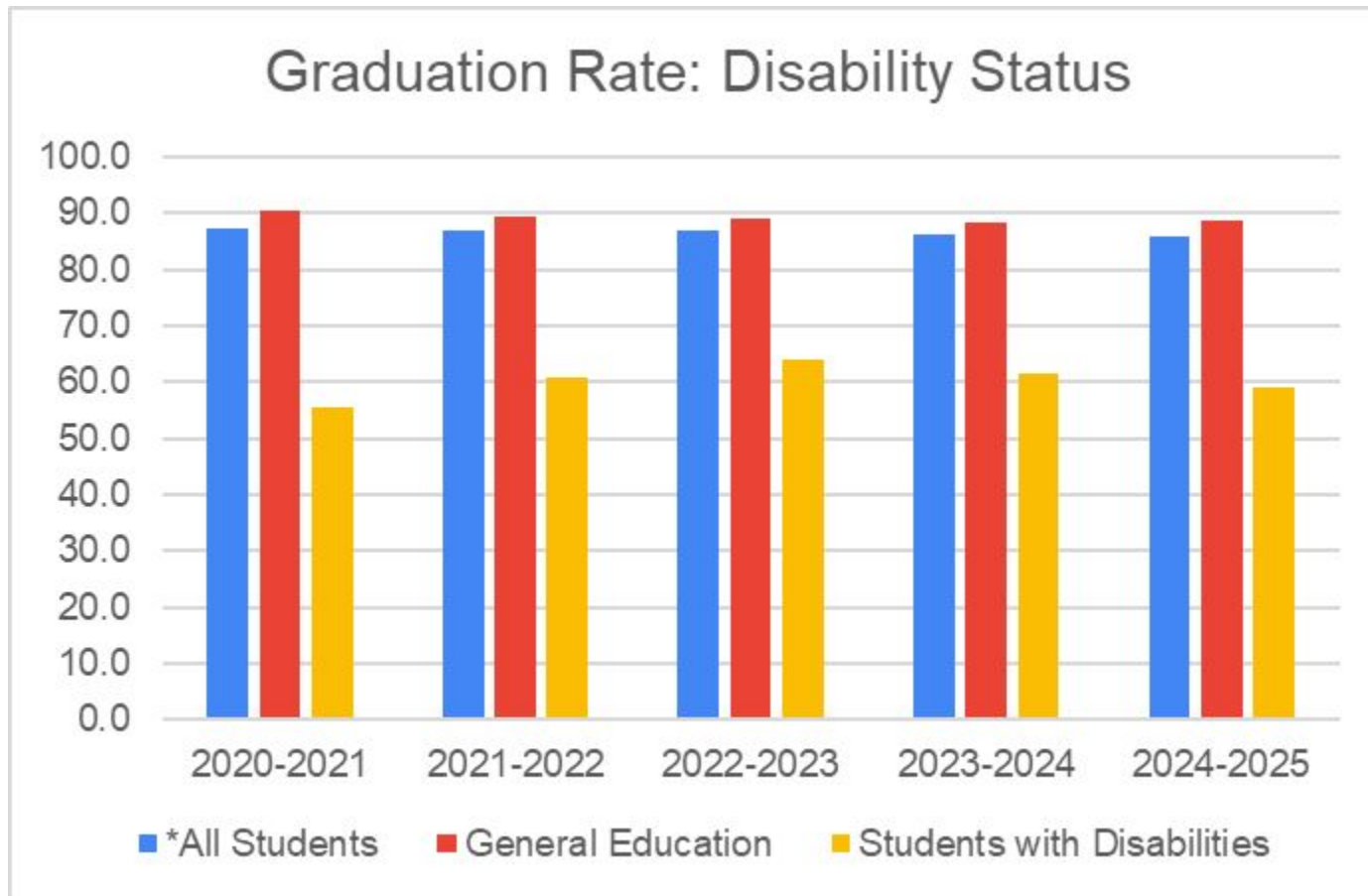
NYS 3-8 ELA: Disability Status
2024-2025



NYS 3-8 Math: Disability Status
2024-2025



Disability & Achievement

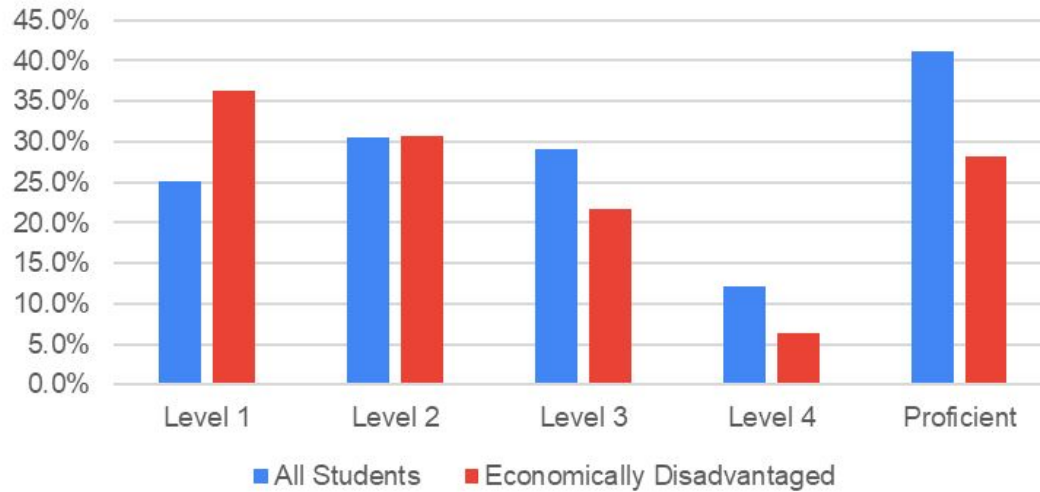


Disability, Language, & Race

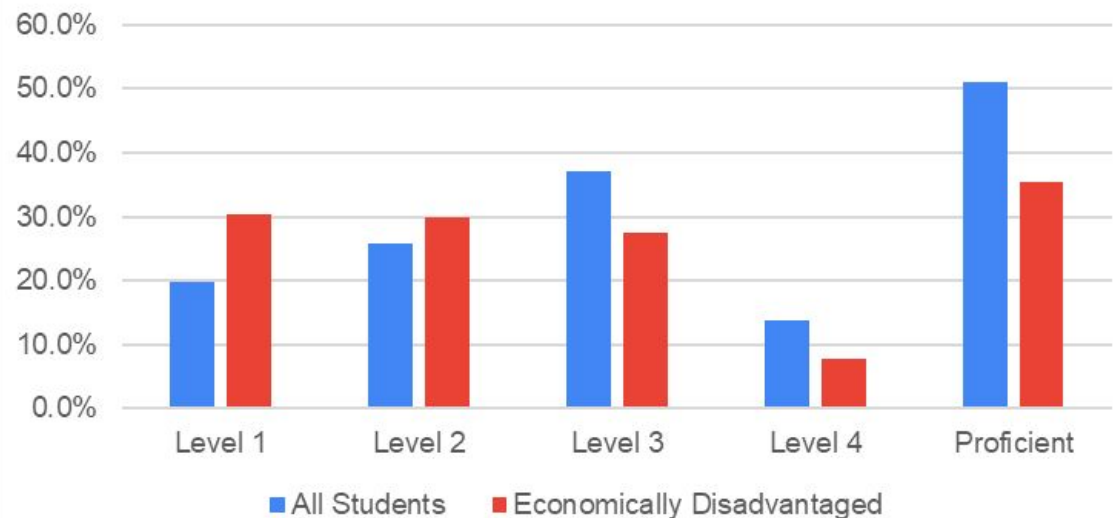
- ➔ The special education population grew from **1,508 students in 2020–21** to **1,733 in 2024–25**.
 - That's a 14.9% increase.
- ➔ **Black or African American students** increased from **11.7% to 15.0%** of total SWDs.
- ➔ **Native Language Other than English** grew from **1.86% to 4.27%** of total SWDs.

Economics & Achievement

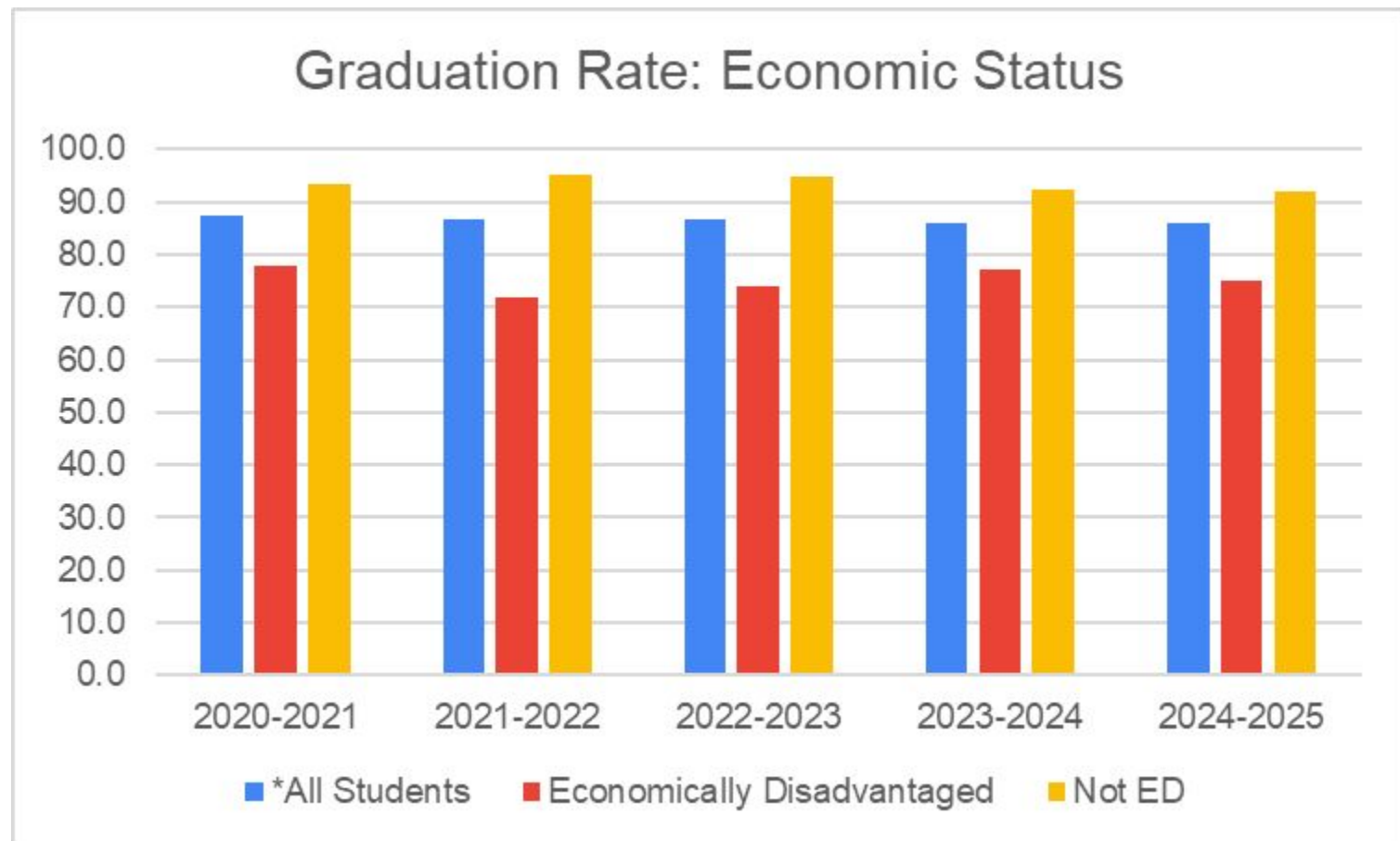
NYS 3-8 ELA: Economically Disadvantaged 2024-2025



NYS 3-8 Math: Economically Disadvantaged 2024-2025

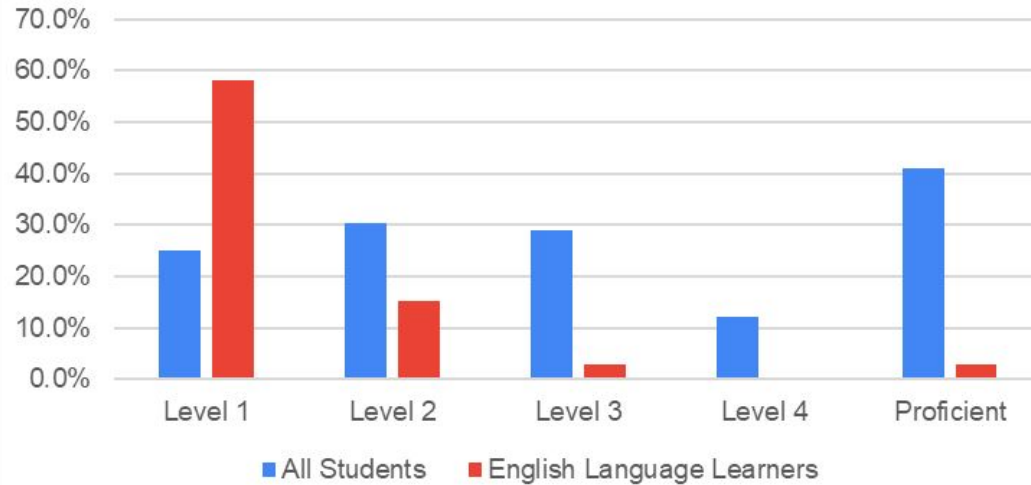


Economics & Achievement

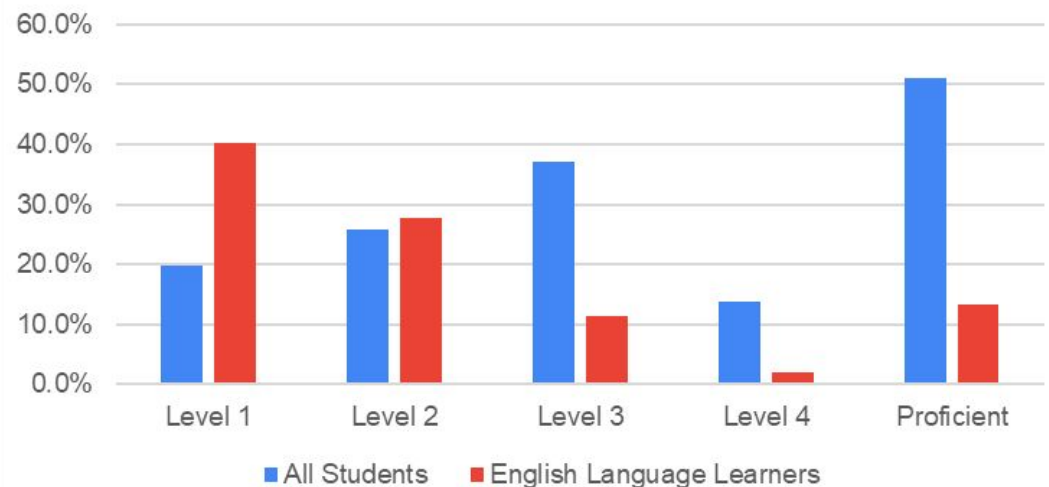


Language & Achievement

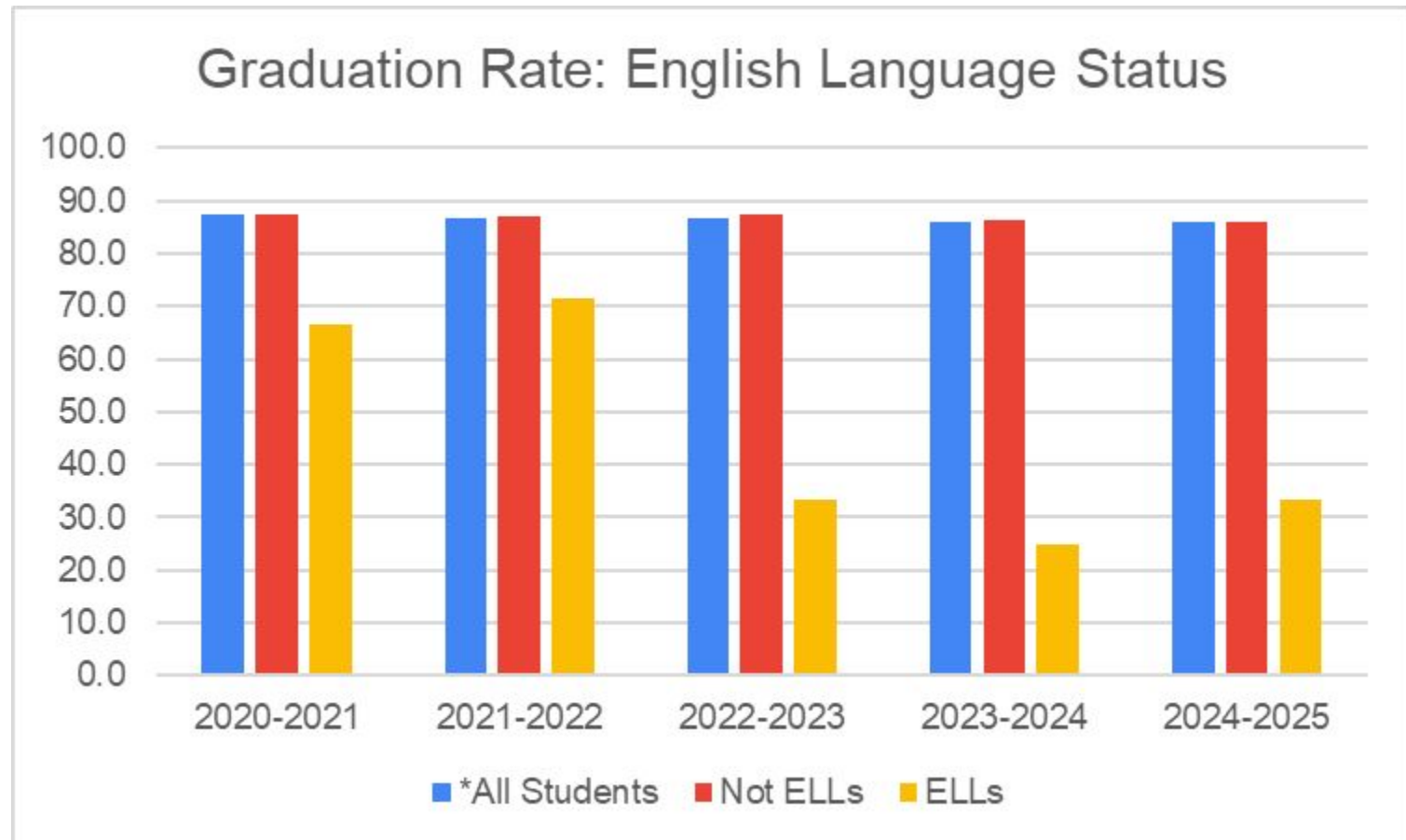
NYS 3-8 ELA: English Language Learners 2024-2025



NYS 3-8 Math: English Language Learners 2024-2025

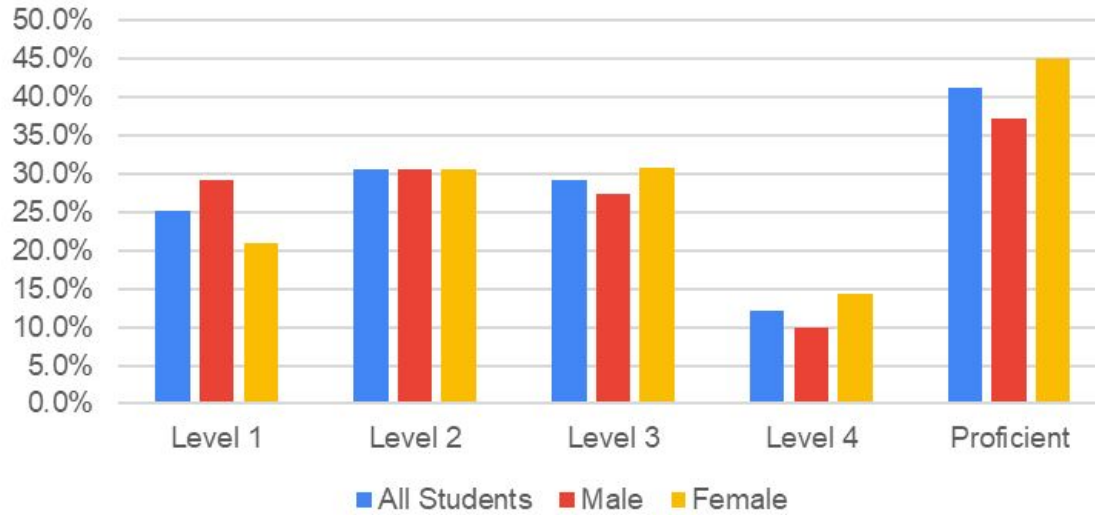


Language & Achievement

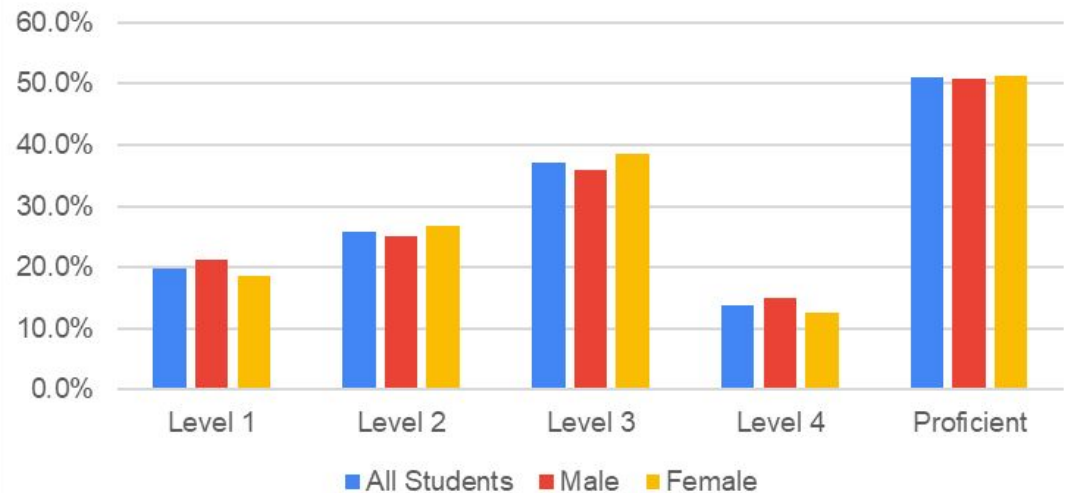


Gender & Achievement

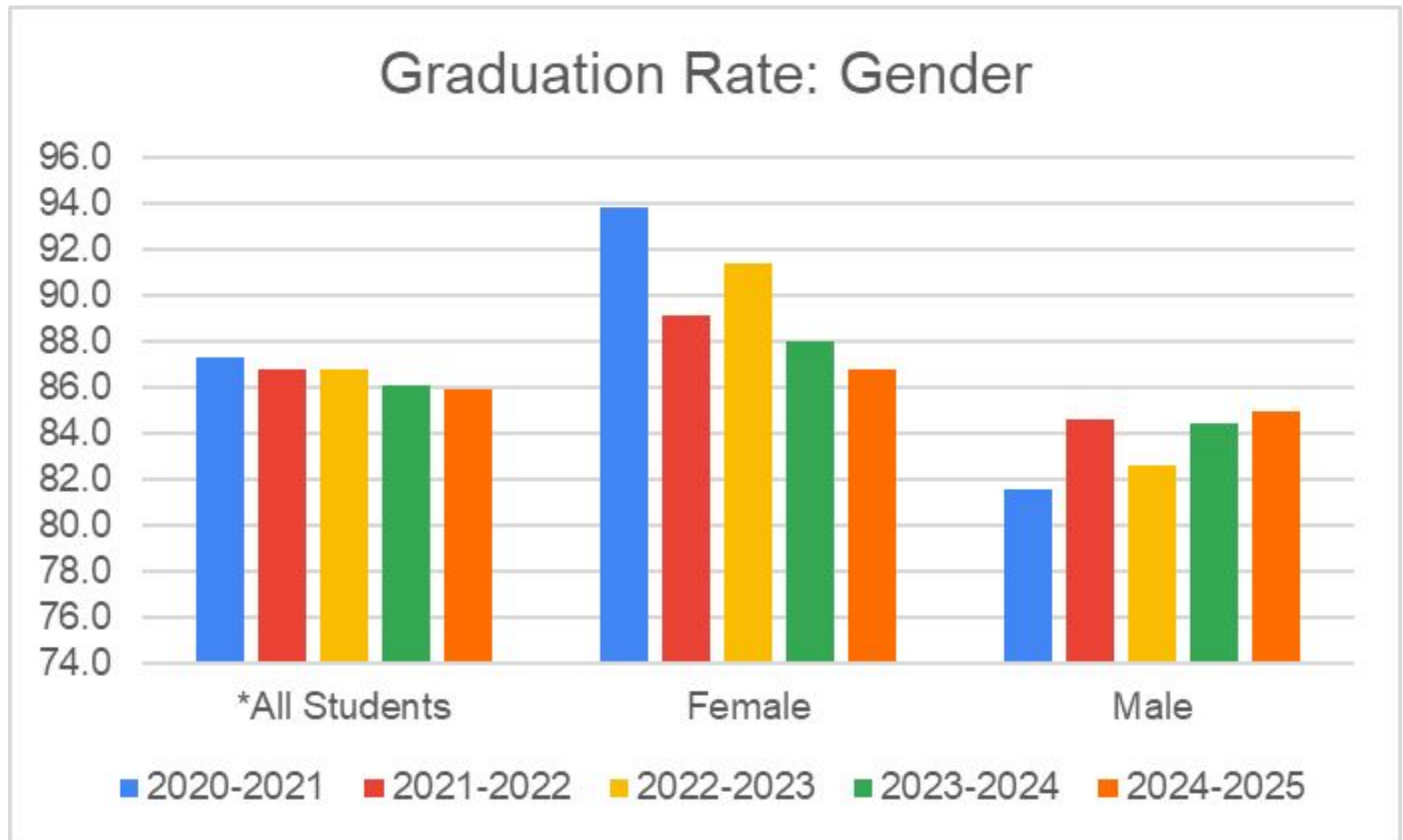
NYS 3-8 ELA: Gender
2024-2025



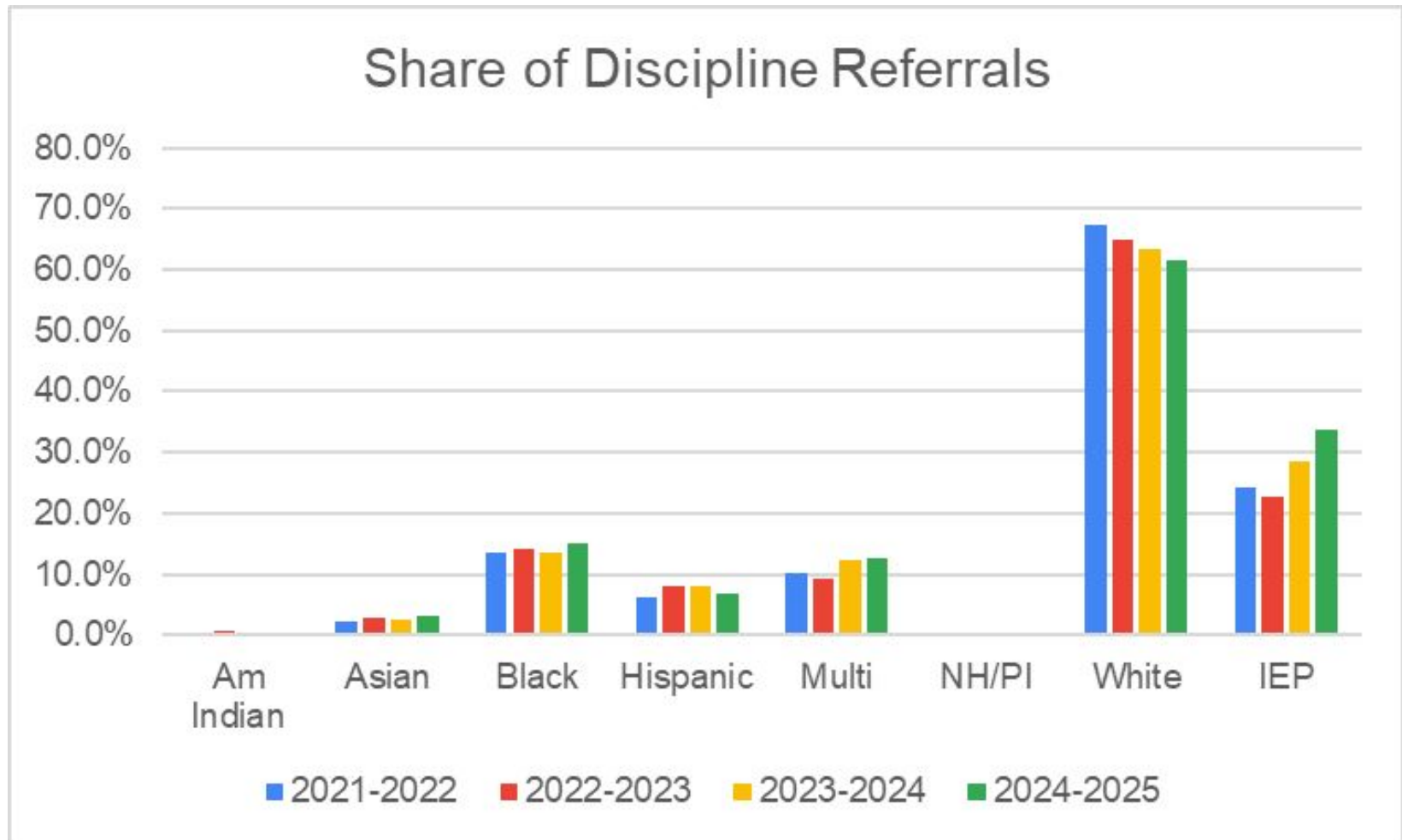
NYS 3-8 Math: Gender
2024-2025



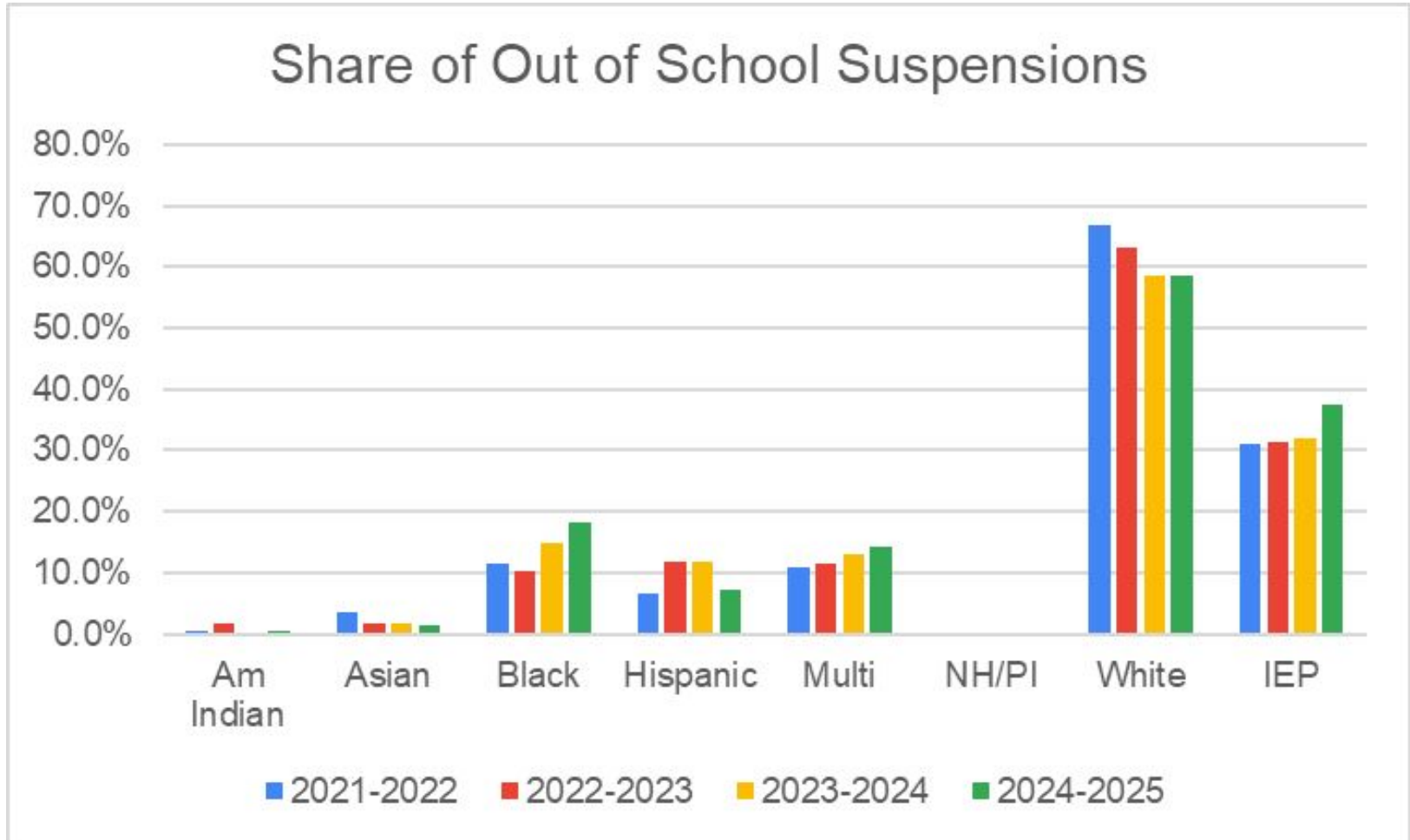
Gender & Achievement



Discipline, Race, and Disability



Discipline, Race, and Disability



Group Activity

Group Activity, Continued

- Now (~20 minutes):
 - Finish your brainstorming and note taking
- Then:
 - Listen to the Fiscal presentation
- Later (~15 minutes)
 - Edit your thinking to integrate what you've learned during the Fiscal presentation
 - Elect a speaker
- Finally (~35 minutes)
 - All groups to share out
 - Debrief/discussion

Activity Summary

- Highlights: what did you spend the most time talking about in your group? What are the most important things you want the group to know about your conversation?
- Hidden Gem: What is something you talked about in your group that you don't want to lose sight of?
- Advise: Where did your group land in its thinking? Did you have a consensus? If not, why?

Staffing Analysis

Goal of Staffing Analysis

- Show how staff are allocated and what it costs
- Identify areas where staffing levels and need **may** be mismatched
- Connect staffing decisions to future student needs, district sustainability, and the critical question

Positions

Table 9.1 District Positions by Location* 2024-2025	
Number of Positions	Location
7	Maintenance & Operations - Night
18	Maintenance & Operations - Day
49	District Office
53	Lakeshore Road Elementary School
71	Allen Road Elementary School
89	Cicero Elementary School
90	KWS Bear Road Elementary School
92	Roxboro Road Elementary School
129	Roxboro Road Middle School
159	Gillette Road Middle School
169	Transportation Center
179	North Syracuse Junior High School
250	Cicero North Syracuse High School

*32 staff members did not have a central location

Positions

Table 9.2 Instructional Positions by Location 2024-2025			
Location	Teachers	Teacher Assistants	Teacher Aides
Allen Road Elementary School	34	14	3
Cicero Elementary School	49	16	4
Cicero North Syracuse High School	147	15	5
Gillette Road Middle School	94	19	6
KWS Bear Road Elementary School	46	13	4
Lakeshore Elementary School	24	5	4
NSEEP @ Main St.	23	44	0
North Syracuse Junior High School	107	8	6
Roxboro Road Elementary School	44	14	5
Roxboro Road Middle School	66	17	8
Smith Road Elementary School	57	21	4

Positions

Average Salary and Benefits for Instructional Positions 2024-2025		
Position	Average Salary	Average Salary <u>and</u> Benefits (1.6x salary)
Teacher	\$82,401	\$131,842
Teaching Assistant	\$36,788	\$58,861
Teacher's Aide	\$18,678	\$29,885

Positions

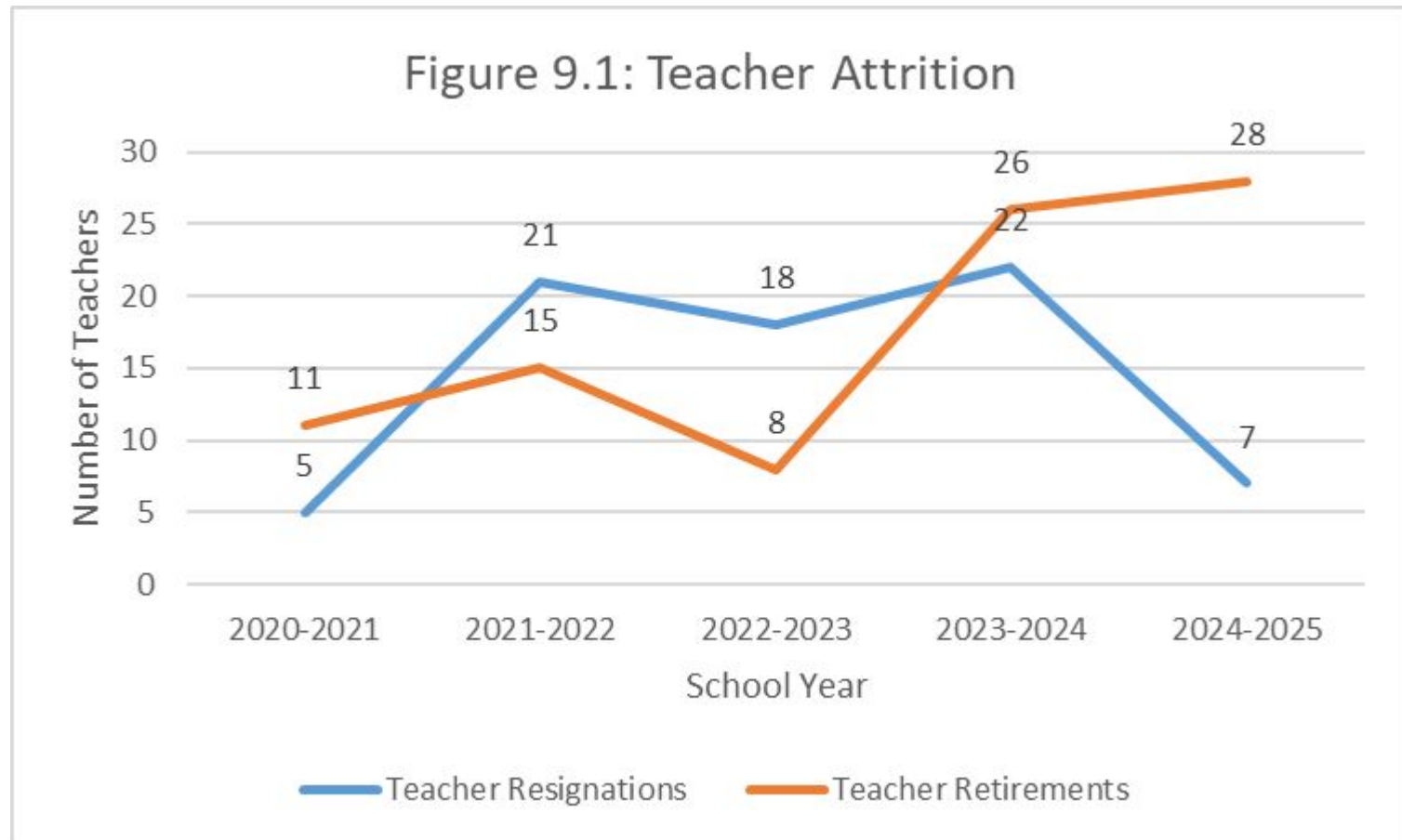
Table 9.3 New York State Certification Areas		
Certification Type	Content Areas	Grade Levels
Early Childhood Education	Common areas (math, science, English-Language Arts, social studies)	Birth - Grade 2
Childhood Education	Common areas (math, science, English-Language Arts, social studies)	Grades 1 -6
Secondary Education in the Content Areas	Separate certification required for: math, English-Language Arts, social studies, Earth Science, Chemistry, Biology, Physics, Languages other than English	Grades 7- 12
Special Areas	Separate certification required for: health, physical education, art, music, family and consumer sciences, technology, business, English as a New Language, Literacy	Grades K-12
Special Education	Separate certification is required for each grade band or all grades	Birth - Grade 2 Grades 1 -6 Grades 7 -12 All Grades

Positions

Table 9.4 Teacher Positions by Content Areas 2024-2025	
Number of Positions	Content Area
4	ADAPEP Counselor
4	AIS Elementary
6	Consultant Teacher
7	Health
9	Business
11	Technology
11	Librarian
13	Family and Consumer Sciences
17	ESL/ENL
22	Art
23	Foreign Language
28	Music
29	Reading
28	Speech/Language
33	English
34	Social Studies
37	Physical Education
37	Science
40	Math
124*	Special Education
191	Elementary (Grades K-6)

*Note: 14 of the special education teacher positions are prekindergarten teachers

Turnover



Positions

Table 9.5
Related Service Providers
2024-2025

Title	Number of Positions	Average Salary	Average Salary <u>and</u> Benefits (1.6x salary)
Physical Therapists	9	\$84,222	\$134,755
Social Workers	12	\$81,876	\$131,002
Occupational Therapists	18	\$82,775	\$132,440
School Psychologists	19	\$81,448	\$130,317
School Counselors/Guidance	23	\$87,856	\$140,570
Nurses (RNs and LPNs)	30	\$59,188	\$94,701

Administrative Positions

Table 9.6 Administrators 2024-2025			
Title	Number of Positions	Average Salary	Average Salary <u>and</u> Benefits (1.6x salary)
Deans	3	\$95,751	\$153,201
“Extracurriculars” Supervisors (including Directors and Assistants)	3	\$128,847	\$206,155
Superintendents (including Assistants and Associates)	4	\$187,570	\$300,112
“Operations” Supervisors (including Assistants)	8	\$112,507	\$180,011
“Academic” Supervisors (including Directors, Executive Directors, and Coordinators)	11	\$141,709	\$226,734
Principals	22	\$117,410	\$187,856

Non-instructional Positions

**Table 9.7
District Staff by Title
2024-2025**

Title	Number of Staff	Average Salary	Average Salary <u>and</u> Benefits (1.6x salary)
Accountant	2	excluded	excluded
Athletic Trainer	2	excluded	excluded
Bus Dispatcher	4	\$84,796	\$135,673
Cook	4	\$27.70/hr	n/a
Account Clerk	8	\$75,224	\$120,358
Guard	12	\$31,513	\$50,420
Auto Mechanics/Repair Workers	15	\$95,127	\$152,203
Maintenance	18	\$76,095	\$121,752
Typist	20	\$49,182	\$78,691
Bus Attendant	31	\$23.51/hr.	n/a
Secretary	34	\$69,134	\$110,614
Food Service Helper	54	\$19.60/hr	n/a
Custodial	77	\$64,152	\$102,643
Bus Driver	118	\$35.98/hr.	n/a

Staff Diversity

Table 9.8 District Staff by Self-Identified Race 2024-2025	
White	97.4%
Black/African-American	1.8%
Asian	0.5%
Hispanic/Latino	0.2%
American Indian/Alaskan Native	0.1%

Table 9.9 Instructional Staff by Self-Identified Race 2024-2025	
White	98.5%
Black/African-American	0.9%
Asian	0.6%
American Indian/Alaskan Native	0.1%

Staff Diversity

Figure 9.2: Student and Teacher Racial Distributions, NYS, Onondaga County, & North Syracuse CSD



Source: edtrust New York

Staff Diversity

Figure 9.3: Student and Teacher Racial Distributions, Central NY Schools

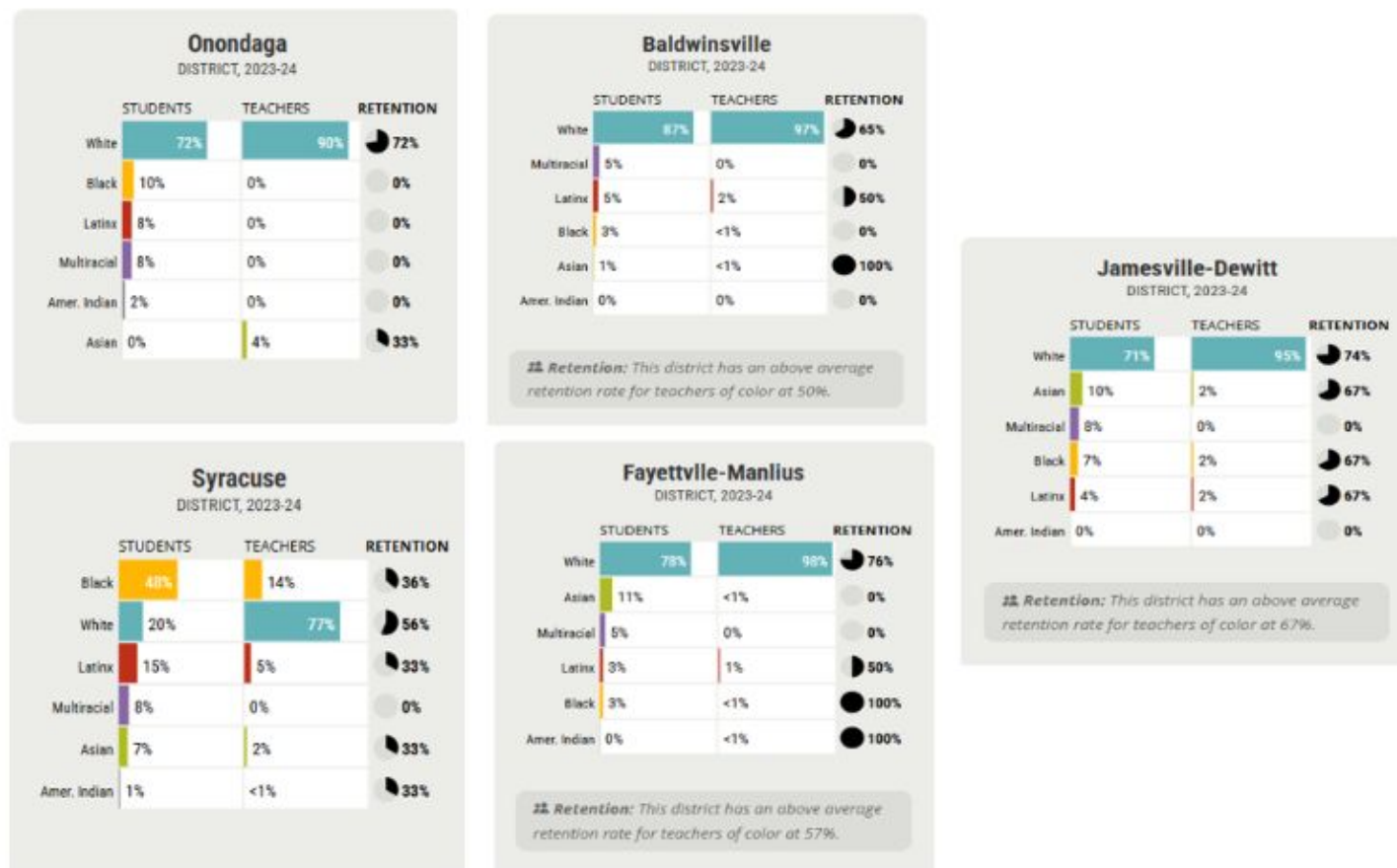


Table 9.8
Elementary School Partnerships
2024-2025

Service / Partner	Allen Road Elementary	Bear Road Elementary	Cicero Elementary	Lakeshore Road Elementary	Roxboro Road Elementary	Smith Road Elementary
Liberty Resources	✓	✓			✓	✓
Promise Zone Specialist	✓			✓	✓	✓
School Resource Officer	✓	✓	✓	✓	✓	✓
YMCA (Before & After School)	✓	✓	✓			
YMCA (UPK classrooms)					✓	
21st Century (Rising Rox Stars)					✓	
Contact Community Services					✓	

Partnerships

Meeting Takeaways

- Achievement patterns are not consistent across groups. Data show persistent gaps by race, disability status, language, and economic need, even when overall outcomes appear strong.
- Disproportionality in discipline and achievement indicates that some student groups experience less equitable opportunities and outcomes.
- Support and related service positions (e.g., psychologists, social workers, therapists) represent a significant investment in student well-being.
- Preliminary analysis suggests potential overstaffing in some instructional areas, indicating the need to align teacher allocation more closely with enrollment trends and student needs.
- Administrative and non-instructional staffing levels are consistent with district size but should be reviewed for operational efficiency.
- Staff diversity remains an area for growth and should align with the district's equity and inclusion goals identified through the NYU Metropolitan Center study.
- Partnerships with agencies such as Liberty Resources, YMCA, and Contact Community Services strengthen school-based supports but vary by building and require dedicated space.

Utilization Study

