**Education Law §3614 School Funding Allocation Report**

**Part F - Narrative Description**

**Describe the local methodology/approach used to allocate funds to each school in the district during the process of budget development and implementation. If schools are allocated funds—either in part or in full—through a formula, outline the nature/mechanics of the formula and the elements impacting each school’s allocation. In addition, explain any non-formulaic elements impacting each school’s allocation. (Please note that this question asks about the district’s budget process, not about how the district completed the New York State School Funding Transparency Form.)**

Our local methodology/approach is based, quite simply, upon enrollment, class size, and student/programmatic need. All things being equal, building allocations are equal across the grade levels. Variations are dealt with on a case by case basis, but, practically speaking, always with an eye for equity.

**If applicable, is there anything unique about certain schools which explain why per pupil spending at these locations may be significantly higher/lower than the district average?**

The Bay Shore Union Free School District maintains three K-2 buildings and two 3-5 buildings, each of which are somewhat unique. There is only one Middle School and one High School. At the K-2 level we are currently in the process of redistributing/relocating portions of both our ENL and special education populations. The Mary G. Clarkson School was housing roughly 50% of our ENL and 90% of our special education students. By 2019-20, both the K and 1st grade Dual Language students had been moved to the Fifth Avenue School. Brook Avenue School holds the other 50%. Clarkson still maintains a 2nd grade DL, but that will also move to Fifth Avenue in 2020-21. Mary G. Clarkson will continue to support a large number of ENL students, but will no longer house the Dual Language program. We're also transitioning an additional 10% of our special education students from Mary G. Clarkson to Fifth Avenue, which has the lowest enrollment based upon current district boundaries. Students with more "traditional" disabilities, i.e. mental retardation, and therefore similar needs will be housed together in Fifth Avenue while our more "challenging" students, i.e. autistic, will be housed together in Mary G. Clarkson to allow for economies of scale in a multitude of support services. The 3-5 grade levels are going through a similar transition. By 2021-22, Gardiner Manor will have absorbed the new Dual Language classes which began at the K level several years ago and are now moving up into Elementary. As Gardiner Manor absorbs those new classes, they will relinquish to South Country their special education classrooms. By 2021-22, all 3-5 self-contained will be located in South Country and 100% of the Dual Language students will attend Gardiner Manor.

**If applicable, describe any items which the district feels are anomalous in nature and require additional description beyond the Excel entry.**

There are two enrollment realities that have been notably different for the Bay Shore Union Free School District, in comparison to other Long Island school districts. I'm not sure how or if they apply to any particular Excel entries, but they are statistically significant and worth noting. The first is that Bay Shore has not experienced the enrollment declines that have been seen across the rest of Long Island. Our enrollment has remained constant, fluctuating between 5,850 and 6,000 students over the last five years. What has changed dramatically is our demographics. Our ENL population has risen from approximately 250 to over 1,000 students during that same time frame. Both of these things, we believe, are anomalous in nature and worthy of note.