**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.)**

The district approach to budgeting funds for each school is based on student enrollment (class size) within the confines of school attendance zones, student need (special ed, esl, AIS, program availability, etc.), and master scheduling. The process for budgeting materials, supplies. equipment, software, textbooks, etc., is largely based on the same as the above (student enrollment, class size, student needs), as well as principal requests using a zero based, prioritized budgeting model.Please keep in mind because of the size of the district different elementary schools house different programs. Blue Point Elementary houses all co-teaching and Academy Street Elementary houses majority of our self contained programs. This will have an impact on allocations as well as students needing to be bused to different schools.

**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?**

We have very small elementary schools in terms of total enrollment. Blue Point Elementary is the smallest elementary school with enrollment that is nearly 100 students or 30% less than the other two elementary buildings. Years ago, Blue Point Elementary was designated as the building that would house the co-teaching model for all three elementary buildings. Because of the model, one class in every grade has two teachers (one general education teacher, one special education teacher) to meet the needs of the students. Within each grade at Blue Point Elementary there are only 2 sections of students, with one having two teachers. Therefore, with lower enrollment and more teachers due to the co-teaching model, Blue Point's spending per pupil is higher in comparison to the other two elementary schools.

Academy Street Elementary hosts the district's self-contained special education programs. Their special education spending is impacted accordingly due to the intensive nature of these students.

Because of the configuration and designation of programs, students need to be bused to different schools if there CSE approved program is in another school.

Sylvan Avenue Elementary has lower spending per pupil than the other two elementary schools due mostly to lower special education needs. However, this lower spending at Sylvan is offset by higher general education spending due to more ESL students that require more services under Part 154. Sylvan general education spending is also higher due to higher poverty rates and being designated as a Title I building.

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