**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.)**

Administration is per building, therefor smaller enrollment buildings will have higher administrative costs/student at the elementary level. Staffing is based on geography, we are a large district at 330.9 square miles. We can have anomalies with bigger or smaller class sizes due to transportation which will effect cost/student. We do hold self- contained only in one building which drives cost/student up in that building. Our distribution of supplies, textbooks, contractual expenses , library books is based on student enrollment in addition special education population are allocated 15% more for those items. Our per student allocations are based on historical allocations that have went up as an function of costs and State Aid. In the same perspective they have also went down during financially stressed aid years.

**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?**

Same as above:

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

Our student body is very much homogeneous except for the self-contained students which we do transport to one elementary which can skew the data. In addition in he rural setting one large school and one small school there is inherit economy of scale issues and opportunities which are not necessarily capture in the excel analysis. We do allocate more tho our Camden Elementary based on Special Education 12:1:1 classes. They receive double per student allocations, we feel this is needed for those students as compared to others.