

Education Law §3614 School Funding Allocation Report
Part F - Narrative Description

1. Describe the local methodology/approach used to allocate funds to each school in the district. 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.

We allocate funds such as classroom supplies, textbooks, library aid etc. on a pupil count ratio. I take the most recent enrollment report available by building and simply use a ratio of the number of students in each building compared to our total enrollment. Slight adjustments may be made in certain areas such as music, where supply money may be steered more heavily towards our high school as opposed to our Pre-K – 1 building, as the participation would be much greater in the high school because instrumental music is not offered until fourth grade. Overhead costs such as maintenance, custodial and buildings and grounds are not allocated as a pupil ratio but rather those employees are deployed to each building more on a square footage ratio. For example, a building with 100,000 square feet would likely be staffed with half as many cleaners as a building with 200,000 square feet.

I am at a loss as to how I could further explain this without simply re-stating what I wrote above. We used a pupil count ratio for contractual and supply money, as well as textbooks and library aid. This method is the fairest, most unbiased one I know. It insures equality across all economic spectrums, though in our case, we are poor across the board, all buildings. In addition, we currently have only three buildings in operation, a pre-k – 2, 3-6 and 7-12, thus each building’s needs are slightly different, based on nothing else but grade levels in those buildings. As I already stated, the only variables in our allocations are based purely on the AGE of the student population and nothing else.

2. 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?
See above response for this exact scenario, only NOT about certain schools but rather the grade levels contained within those schools. Obviously more money is needed for music at the middle school and high school levels than a Pre-K – 1 building as musical instrument lessons are not available until 4th grade. The same can be said for extra-curricular and inter-scholastic athletic requirements.

3. If applicable, describe any items which the district feels are anomalous in nature and require additional description beyond the Excel entry.
Our buildings are normally configured as Pre-k – 1, 2-4, 5-8 and 9-12. However, for the next two years, due to a massive amount of construction, our 5-8 middle school will be closed temporarily and those students and staff will be deployed throughout our remaining three buildings as space allows. Our configuration for 2018-19 and 2019-20 will be UPK – 2, 3-6 and 7-12.