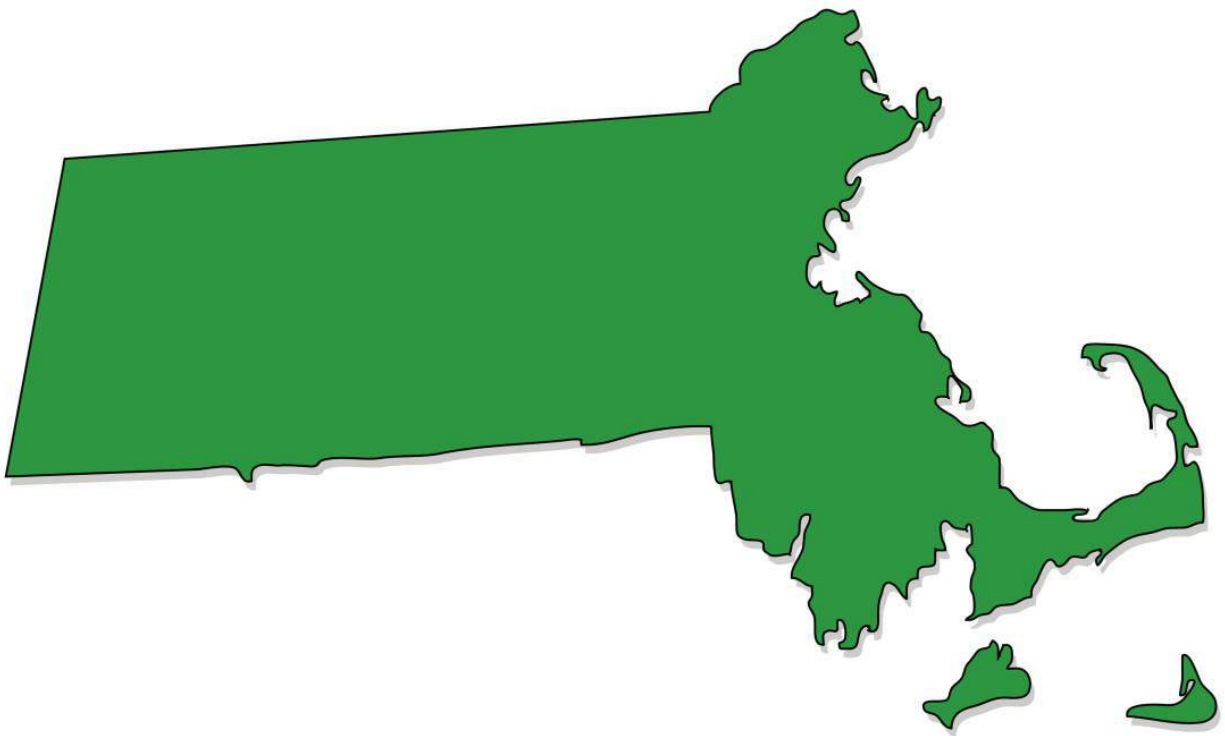


# **CRISIS IN RURAL MASSACHUSETTS**

## **A PROPOSAL TO ESTABLISH RURAL SCHOOL AID**



**Submitted by:**

**Massachusetts Rural Schools Coalition**

**Michael A. Buoniconti, Chairman**

**October 26, 2016**

# **Crisis in Rural Massachusetts: A Proposal to Establish Rural School Aid**

## **Executive Summary**

Since the turn of the millennium, the combination of declining student enrollment, flat Chapter 70 state education aid, and rising operating costs have resulted in chronic financial and educational crisis in rural Massachusetts. As the largest component of rural town budgets, public school districts are on the front line of this struggle within the less populous communities of the Commonwealth. In an attempt to address this problem proactively, a group of rural superintendents of schools formed the Massachusetts Rural Schools Coalition in the spring of 2016. These educational leaders are proposing the creation of Rural School Aid within the Massachusetts Chapter 70 Education Aid Program as part of a comprehensive reform strategy essential to the long term survival of rural public schools and towns.

The Massachusetts Rural Schools Coalition acknowledges that Rural School Aid alone will not enable financial sustainability in the rural communities of the Commonwealth. The rural superintendents recognize that the cost side of the public school financial equation merits equal attention but is a topic for another proposal forthcoming. This proposal focuses on the revenue side of the rural public school equation and is intended to bring much needed public attention and legislative action to address the financial and educational crisis underway in the rural communities of the Commonwealth. Rural School Aid would relieve the immediate fiscal pressure on the most severely afflicted rural communities in Massachusetts and buy desperately needed time for the development and implementation of long-term comprehensive solutions that would include enabling more cost-effective rural public schools.

# **Crisis in Rural Massachusetts: A Proposal to Establish Rural School Aid**

## **Introduction**

The purpose of this document is to (1) call attention to the structural financial inequities plaguing Massachusetts rural public schools, (2) create a call to action to remedy these inequities before educational and financial disaster befall these rural communities and (3) initiate a parallel effort to address the cost side of the rural public schools financial equation.

Within the peaceful, bucolic setting of rural Massachusetts, there is an existential struggle well-underway that is reaching crisis levels. At the center of this struggle is the cost of traditional (non-charter school) public education. The struggle is being fought on annual town meeting floors, pitting public schools against local towns. Rural school superintendents and school committee members are advocating for taxpayer support of increasing town assessments needed to provide quality education for their children. These educational leaders are facing reluctant but growing opposition from local town officials, whose budgets can no longer accommodate both the rising costs of education and the funding of essential town services, and from voters who cannot afford the tax increases necessary to do both. Since the turn of the 21<sup>st</sup> century, these rural Massachusetts town budget struggles have increased in both number and gravity. If the underlying causes of this strife are not addressed urgently, approximately 50 public school districts and 100 small, rural towns will soon face the equivalent of bankruptcy.

As evidenced by the 2015 Massachusetts Foundation Budget Review, which did not address the impact of population loss on public education in the Commonwealth, it is essential that rural communities become one voice in order to be heard in the Massachusetts State House. Without this unified rural voice, between 50,000 and 100,000 rural public school students will soon be deprived of quality education and approximately 100 rural towns will suffer catastrophic financial loss. Rural Massachusetts will steadily lose its school-age children as parents

## **Crisis in Rural Massachusetts: A Proposal to Establish Rural School Aid**

understandably seek quality public education for their children elsewhere. Eventually, rural Massachusetts will become the equivalent of childless ghost towns. This proposal by the Massachusetts Coalition of Rural Schools is intended to avert both educational and financial disaster in rural Massachusetts by providing equitable and essential resources within the Commonwealth's Chapter 70 education aid program. It is time that the concept of equity be fairly applied to the rural communities of Massachusetts.

### **Financial Unsustainability**

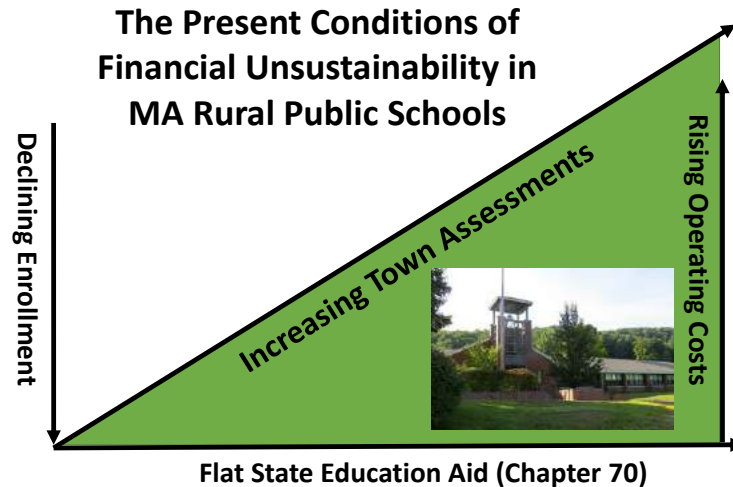
The present crisis in rural Massachusetts began in the late 1990s and is reaching epidemic levels today, particularly in the rural towns of Western Massachusetts within Berkshire and Franklin counties. The deadly combination of declining enrollment, flat state education aid, and rising operating costs is driving spiking assessment increases to towns that cannot be sustained over time. Between 1998 and 2013, in nearly half of the traditional rural public school districts in the Commonwealth, Chapter 70 state education aid increased an average of 2.2 percent per year while annual operating expenses increased an average of 3.6 percent per year. During this period the cost of funding traditional public education shifted substantially from the State to the local taxpayers as local town assessments increased an average of 5.9 percent annually, nearly three times the rate of state education aid. As a result of this persistent trend, many rural communities in Massachusetts have been on the verge of financial ruin for several years.

### **Defining Rural**

All of the public school districts included within this Rural School Aid proposal have been classified as either "rural" or "town" by the U.S. National Center for Education Statistics (NCES). An overview of the methodology used by the NCES to classify public school districts

## Crisis in Rural Massachusetts: A Proposal to Establish Rural School Aid

is included in Appendix B and Appendix C. Additionally, the primary sources of data informing this proposal are the Massachusetts Department of Elementary and Secondary Education (MA DESE), the Massachusetts State Data Center, the U.S. Census Bureau, and the U.S. NCES.



### *Declining Enrollment - Flat State Education Aid*

Massachusetts rural traditional public school districts that have experienced significant decline in student enrollment are receiving essentially flat Chapter 70 state education aid. As an illustration, between school year 2000-2001 and school year 2015-2016, student enrollment within the Gill-Montague Regional School District dropped a precipitous 36 percent from 1,483 students to 947 students. For Gill-Montague and approximately 50 other rural public school districts in similar circumstances, the result of this enrollment decline has been flat state education aid for many years. For several school districts, including Gateway Regional, Gill-Montague, Hawlemont, Mohawk Trail, Mount Greylock and Provincetown, Chapter 70 state education aid was less in the 2015-2016 school year than fifteen years earlier.

## Crisis in Rural Massachusetts: A Proposal to Establish Rural School Aid

MASSACHUSETTS PUBLIC SCHOOL DISTRICTS WITH GREATEST ENROLLMENT DECLINE BETWEEN FY01 AND FY16								
	County	District	Total Students 2015-16	Total Students 2000-01	Percentage Change in Enrollment FY01-FY16	Chapter 70 State Education Aid 2015-20016	Chapter 70 State Education Aid 2000-2001	Average Annual Change Chapter 70 State Education Aid FY01-FY16
1	Barnstable	PROVINCETOWN	118	322	-63.4%	\$ 272,866	\$ 285,000	-0.3%
2	Berkshire	GATEWAY	874	1,512	-42.2%	\$ 5,531,374	\$ 6,862,000	-1.3%
3	Franklin	MOHAWK TRAIL	1,005	1,676	-40.0%	\$ 5,921,294	\$ 7,153,000	-1.1%
4	Franklin	GILL-MONTAGUE	947	1,483	-36.1%	\$ 6,092,669	\$ 6,335,000	-0.3%
5	Worcester	ATHOL-ROYALSTON	1,425	2,204	-35.3%	\$ 17,172,640	\$ 15,117,000	0.9%
6	Franklin	SHUTESBURY	132	204	-35.3%	\$ 613,366	\$ 525,000	1.1%
7	Franklin	HAWLEMONT	102	157	-35.0%	\$ 614,527	\$ 702,000	-0.8%
8	Berkshire	LANESBOROUGH	206	317	-35.0%	\$ 752,323	\$ 559,000	2.3%
9	Middlesex	NORTH MIDDLESEX	3,197	4,791	-33.3%	\$ 19,925,993	\$ 19,842,000	0.0%
10	Berkshire	MOUNT GREYLOCK	546	804	-32.1%	\$ 1,705,983	\$ 2,000,000	-1.0%

### *No Economies of Scale*

The concept of economies of scale, which may be relevant to the vast majority of Massachusetts urban and suburban public schools with larger numbers of students, does not apply in the rural public school districts of the Commonwealth. Whereas in larger public school districts declining enrollment can result in cost savings, such savings are scarce to non-existent in small, rural public school districts. For example, in typical urban or suburban elementary schools with 300-400 students, single-grade classrooms with multiple classrooms per grade is the norm. Given these numbers, should there be a drop in enrollment, operating savings can be captured readily by reducing teaching positions to accommodate lower enrollment. However, in smaller rural elementary schools, such savings are scarce to non-existent. Except in the smallest of schools with enrollments well under 100 students, single grade classrooms are also the norm in rural Massachusetts elementary schools. In these smaller schools, if enrollment within a single grade were to decline from 20 students to 15 students, the class must be staffed with one teacher, thus yielding no operating savings despite a 25 percent enrollment decline.

## **Crisis in Rural Massachusetts: A Proposal to Establish Rural School Aid**

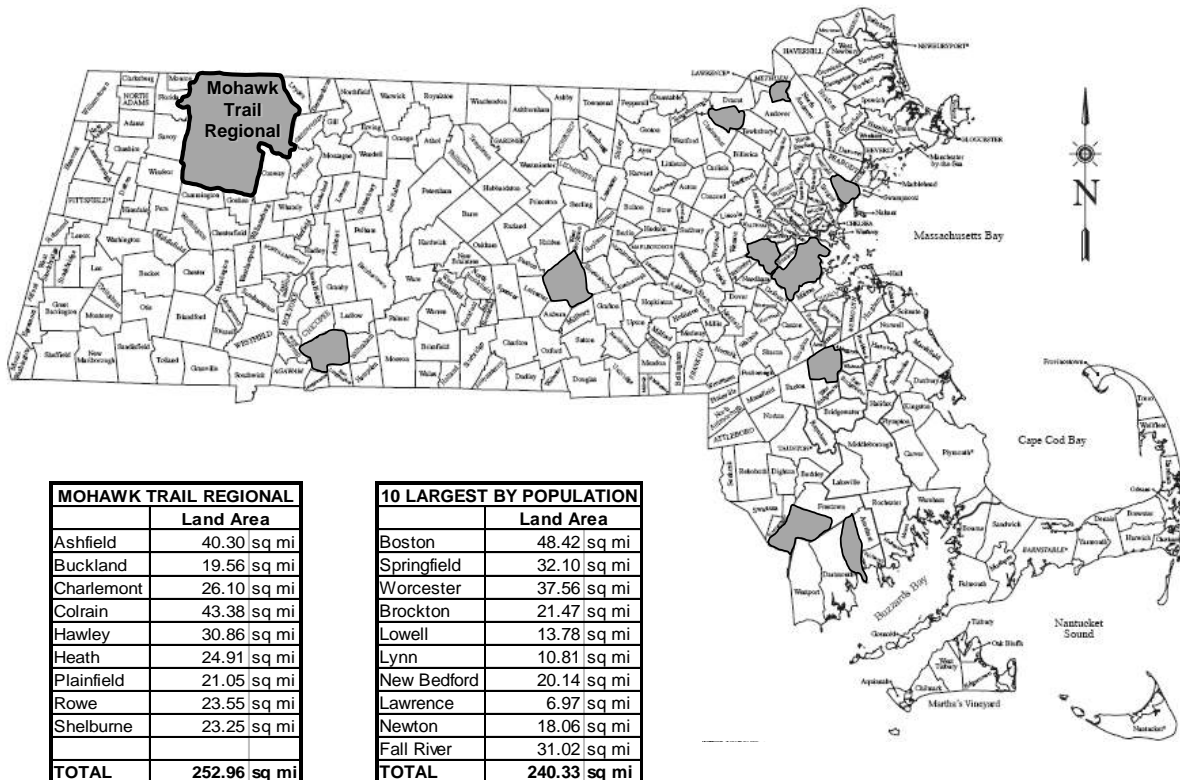
Beyond classroom teachers, lack of economies of scale is particularly problematic for small, rural elementary schools in terms of fixed overhead costs. Each school must be staffed with a principal, or at least a half-time principal. Each school must staff a nurse, which also could be something less than full-time; however, just one student with a pressing medical need can force the hiring of a full-time nurse regardless of the school population. Additionally, each school must staff a building secretary, a custodian, and a cafeteria manager. While these positions also can be staffed at less than full-time, the staffing levels are usually half-time or more, thus including the substantial expense of benefits such as health care that often exceed \$10,000 per employee.

As an illustration, in the Hawlemont Regional School District, which experienced an enrollment decline of 30 percent between the 1999-2000 school year and the 2014-2015 school year, average annual operating expenses increased 4.4 percent. With an enrollment of approximately 100 students, Hawlemont attempted to downsize by introducing combined grades. This economic approach to staffing led to significant teacher turnover and a corresponding drop in quality of education, which in turn led to poor student performance on the Massachusetts Comprehensive Assessment System (MCAS). Within a short time, Hawlemont dropped to a Level 3 classification within the Massachusetts accountability system indicating that it was among the 20 percent lowest performing schools in the Commonwealth. The domino effect continued as this Level 3 classification resulted in an increase in parents' choosing-out their students from Hawlemont to other public schools. The net result of Hawlemont's attempt to scale down staffing in response to declining enrollment was a worsening of the school district's already precarious financial position.

## Crisis in Rural Massachusetts: A Proposal to Establish Rural School Aid

Geographic size is another impediment to economies of scale for some Massachusetts rural public school districts. For example, Mohawk Trail Regional operates within a geographic footprint of 253 square miles in Franklin County. As depicted below, Mohawk is geographically larger than the ten most populous school districts in Massachusetts combined. Time-on-bus is a significant issue for some Mohawk secondary students who have ride times reaching an hour and fifteen minutes. From an educational and safety standpoint, putting young children on a bus for over an hour to and from school is a major obstacle to the consolidation of schools. Additionally, one should never underestimate the emotional value placed on local public elementary schools in rural Massachusetts by the local residents, particularly the parents.

### 1 Rural School District Geographically Larger than 10 Most Populous Combined





## **Crisis in Rural Massachusetts: A Proposal to Establish Rural School Aid**

Some Massachusetts rural public school districts have closed schools in an attempt to align costs with revenues. In 2010, Gateway consolidated five elementary schools into two, closing three small elementary schools. This school building consolidation certainly helped Gateway in the short term saving approximately \$500,000 and buying time. However, within three years, rising costs have consumed all of these operational savings and Gateway is in the very same unsustainable financial position that it was in before closing three schools. Actually, Gateway's position is even more precarious today, because the district has fewer opportunities to capture economic efficiencies through building consolidation.

### ***Rising Operating Costs***

The fundamental inability of small schools to reduce their operating expenses in relative proportion to declining enrollment is confirmed in statistical data. Between the 1999-2000 school year and the 2014-2015 school year, operating costs increased in all Massachusetts public school districts, including those that experienced significant enrollment decline. It is important to note that this fifteen year period includes the most currently available operating expense data published by MA DESE, which lags one year behind enrollment data. As depicted below, among the same ten school districts that experienced severe enrollment decline, the average annual operating expense increased 2.2 percent while enrollment decreased a whopping 35.6 percent.

## Crisis in Rural Massachusetts: A Proposal to Establish Rural School Aid

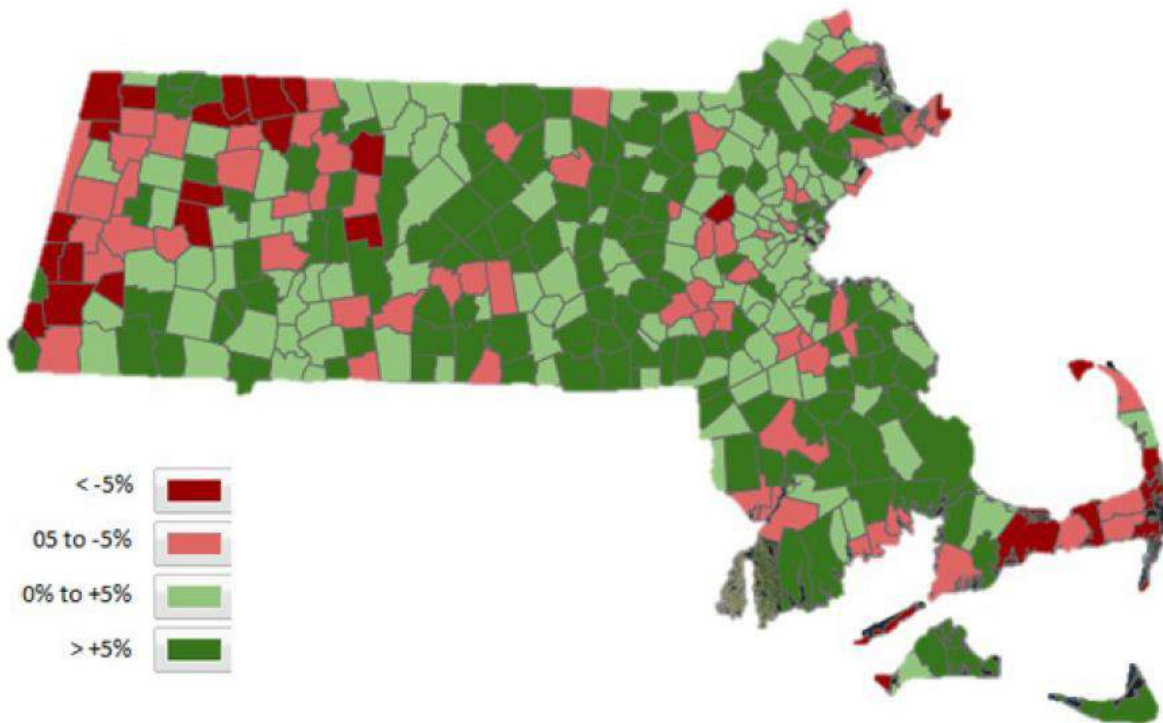
MASSACHUSETTS PUBLIC SCHOOL DISTRICTS EXPERIENCED RISING COSTS WITH DECLINING ENROLLMENT BETWEEN FY00 AND FY15								
	County	District	Total Students 2014-15	Total Students 1999-00	Percentage Change in Enrollment FY00- FY15	Operating Expenses 2014-15	Operating Expenses 1999-00	Average Annual Change in Operating Expenses FY00-FY15
1	Franklin	HAWLEMONT	109	155	-29.7%	\$ 2,040,849	\$ 1,225,000	4.4%
2	Berkshire	LANESBOROUGH	216	300	-28.0%	\$ 3,951,049	\$ 2,620,000	3.4%
3	Berkshire	MOUNT GREYLOCK	550	833	-34.0%	\$ 11,343,703	\$ 7,749,000	3.1%
4	Middlesex	NORTH MIDDLESEX	3,310	4,801	-31.1%	\$ 48,391,624	\$ 33,557,000	2.9%
5	Franklin	MOHAWK TRAIL	964	1,719	-43.9%	\$ 18,907,007	\$ 13,353,000	2.8%
6	Franklin	SHUTESBURY	155	208	-25.5%	\$ 2,616,302	\$ 1,872,000	2.7%
7	Franklin	GILL-MONTAGUE	1,000	1,540	-35.1%	\$ 20,028,201	\$ 14,502,000	2.5%
8	Berkshire	GATEWAY	956	1,559	-38.7%	\$ 16,643,615	\$ 13,902,000	1.3%
9	Worcester	ATHOL-ROYALSTON	1,412	2,192	-35.6%	\$ 24,263,197	\$ 20,914,000	1.1%
10	Barnstable	PROVINCETOWN	111	327	-66.1%	\$ 5,396,348	\$ 5,226,000	0.2%
<b>TOTALS</b>			<b>8,783</b>	<b>13,634</b>	<b>-35.6%</b>	<b>\$ 153,581,895</b>	<b>\$ 114,920,000</b>	<b>2.2%</b>

### *Charter Schools Disproportionately Harming Rural Schools*

In areas of the Commonwealth experiencing population decline, the introduction and expansion of charter schools has exacerbated the financial instability of the traditional local public schools and their communities. As depicted below in a map published by the Pioneer Institute for Public Policy Research in 2012, Massachusetts' population decline has been most severe in Western Massachusetts and Cape Cod. Located within these areas are the public school districts experiencing the greatest decline in student enrollment. An important consequence of introducing charter schools in these areas of declining population has been a heightened level of competition for a dwindling number of public school students. As a result, charter schools have increased the decline of student enrollment in traditional rural public schools. Additionally, charter schools have drained traditional public schools of already scarce financial resources. For example, in FY13, Up-Island Regional School District's net cost to charter schools was \$757,193, which represented a staggering 9.1 percent of the school district's \$8,305,000 operating budget that year.

## Crisis in Rural Massachusetts: A Proposal to Establish Rural School Aid

Population Change by Municipality from 2000 to 2010



### Chapter 70 Program - Massachusetts Foundation Budget

#### Designed for Urban and Suburban School Districts – Not Rural School Districts

According to the Massachusetts Department of Elementary and Secondary Education (MA DESE), the goal of the Chapter 70 formula is to ensure that every district has sufficient resources to meet its foundation budget spending level, through an equitable combination of local property taxes and state aid. MA DESE cites the foundation budget as perhaps the most important factor used in calculating a public school district's Chapter 70 state education aid. The department explains that a district's foundation budget is influenced by three major factors: (1) foundation enrollment, (2) inflation, and (3) wage adjustment factors. MA DESE defines the "wage adjustment factor" as giving a district credit for having higher school costs if it is located in a geographic area where average wages are higher than in other areas of the state.

## **Crisis in Rural Massachusetts: A Proposal to Establish Rural School Aid**

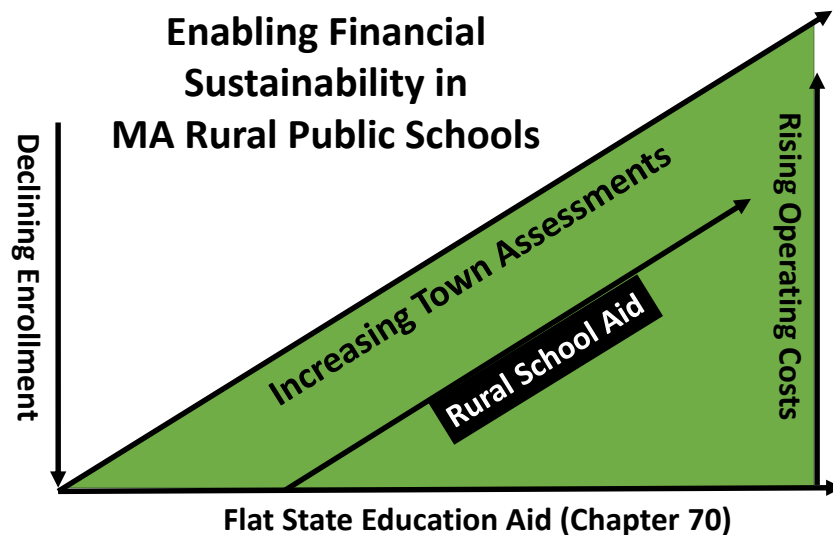
Upon examination, Massachusetts rural public school districts are rendered at a strategic disadvantage in two of these three major factors driving state education aid. One, approximately two-thirds of Massachusetts rural public school districts have experienced significant enrollment decline since the late 1990s – declines that cannot translate into directly proportionate decreases in structural operating expenses. Two, Massachusetts rural public school districts are concentrated in poor areas of the Commonwealth with lower per capita incomes (wages), particularly Berkshire and Franklin counties in the western part of the state. While the Massachusetts Legislature has mitigated the impact of declining enrollment with its long-standing practice of not reducing aid, often referred to as “hold-harmless,” the net result of the MA Chapter 70 formula has been persistently flat state education aid to approximately 50 rural school districts in the Commonwealth. Because structural operating costs have continued to rise in these districts as previously indicated, the legislature’s “hold-harmless” practice has only slowed what continues to be an evitable descent of rural communities into financial disaster.

Bottom line- if Chapter 70 state education aid remains largely driven by student enrollment, even if a struggling rural Massachusetts school district were somehow able to consolidate all of its schools into a one-room school house, the district will eventually become financially unsustainable and unaffordable to its town(s).

## **Crisis in Rural Massachusetts: A Proposal to Establish Rural School Aid**

### **Proposed Intervention: Massachusetts Rural School Aid**

Inspired by an existing program in the State of Wisconsin to support small rural public schools, the recently formed Massachusetts Rural Schools Coalition proposes the establishment of a Massachusetts Rural School Aid Program. Such a program would relieve the immediate fiscal pressure on the most severely afflicted rural communities in Massachusetts and buy desperately needed time for the development and implementation of long-term comprehensive solutions that would include enabling more cost-effective rural public schools. The Massachusetts Rural Schools Coalition emphasizes that both sides of the public education financial equation, i.e., costs and revenues, must be addressed in order for rural communities within the Commonwealth to provide quality public education at a financially sustainable level.



The purpose of the proposed Massachusetts Rural School Aid Program is specifically not intended to promote inefficiency. On the contrary, the program is purposely intended to promote efficiency by enabling rural communities to deliver quality education at an affordable rate to the local taxpayers. No public school district, or any organization for that matter, can achieve

## **Crisis in Rural Massachusetts: A Proposal to Establish Rural School Aid**

financial stability in an environment in which revenues are persistently stagnant while operating costs gradually rise. Imagine any industry in which participating organizations are not allowed to increase prices while costs are rising; none would survive. At best, Massachusetts rural public school efforts to reduce operating costs are buying time. Eventually, as financial reserves are depleted, time will run out resulting in both educational and financial disaster.

The Massachusetts Rural Schools Coalition proposes a Rural School Aid Program based on four criteria: (1) enrollment, (2) density factor, (3) Chapter 70, and (4) per capita income. These criteria would be measured according to data published by the National Center for Education Statistics. It is suggested that fifteen years of data be used to determine eligibility. Assuming fiscal year 2017-2018 as the program starting point, the data used to determine eligibility would be the period from fiscal year 1998 to fiscal year 2013. Going forward, eligibility would be based on the most recent fifteen year period.

Importantly, the Massachusetts Rural Schools Coalition is considering the addition of a fifth eligibility criterion that would focus on innovations generating cost efficiencies. The rural superintendents fully realize that long term financial sustainability of rural education in the Commonwealth requires continual effort to operate as efficiently as possible. As a result, the Massachusetts Rural Schools Coalition is developing a follow-up proposal that will focus on cost efficiencies, which may be linked to this eligibility criteria.

### **Eligibility Criteria**

1. Percentage change in enrollment:
  - $(2016 \text{ fiscal year enrollment} - 2001 \text{ fiscal year enrollment}) / 2001 \text{ fiscal year enrollment}$
2. Density factor:
  - $\text{Total square mileage of the district} / 2013 \text{ enrollment}$
3. Percentage change in Chapter 70 education aid:
  - $(2016 \text{ Chapter 70 allocation} - 2001 \text{ Chapter 70 allocation}) / 2001 \text{ Chapter 70 allocation}$

## **Crisis in Rural Massachusetts: A Proposal to Establish Rural School Aid**

### 4. Per Capita Income

- 2013 per capita income as measured by the United States Census Bureau

#### **Tiered Program**

##### **Tier 1: \$1,000 per student**

- $\geq 20$  percent decline in enrollment
- $\leq 25$  students per square mile
- $\leq 3.0$  percent average annual increase in Chapter 70
- $\leq \$37,500$  per capita income
- Evidence of shared services

##### **Tier 2: \$500 per student**

- $\geq 15$  percent decline in enrollment
- $\leq 30$  students per square mile
- $\leq 3.5$  percent average annual increase in Chapter 70
- $\leq \$40,000$  per capita income
- Evidence of shared services

##### **Tier 3: \$300 per student**

- $\geq 10$  percent decline in enrollment
- $\leq 35$  students per square mile
- $\leq 4.0$  percent average annual increase in Chapter 70
- $\leq \$42,500$  per capita income
- Evidence of shared services

##### **Tier 4: \$200 per student**

- $\geq 5$  percent decline in enrollment
- $\leq 40$  students per square mile
- $\leq 4.5$  percent average annual increase in Chapter 70
- $\leq \$45,000$  per capita income
- Evidence of shared services

##### **Tier 5: \$100 per student**

- $\geq 0$  percent decline in enrollment
- $\leq 45$  students per square mile
- $\leq 5.0$  percent average annual increase in Chapter 70
- $\leq \$47,500$  per capita income
- Evidence of shared services

## **Crisis in Rural Massachusetts: A Proposal to Establish Rural School Aid**

### **Tier 6: \$50 per student**

- $\leq 50$  students per square mile
- $\leq \$50,000$  per capita income
- Evidence of shared services

Based on these eligibility criteria, the estimated cost of this proposed Massachusetts Rural School Aid Program would be approximately \$23.2 million (Appendix G). Approximately 80 traditional rural public school districts in the Commonwealth would receive these funds, which would be targeted toward those districts in greatest financial need supporting nearly 90,000 rural public school students. Using the \$6.2 billion fiscal year 2016-2017 Massachusetts PK-12 education budget as a reference, this proposal would represent approximately 0.38 percent of the budget. As a reference point, in the current 2016-2017 fiscal year, the State of Wisconsin appropriated \$17.7 million to support its Sparsity Aid Program. With an FY17 education budget of \$6.5 billion, Wisconsin's Sparsity Aid Program constitutes 0.27 percent of its overall K-12 education budget.



## **Crisis in Rural Massachusetts: A Proposal to Establish Rural School Aid**

### **Call to Action**

As previously indicated, the purpose of this document is to (1) call attention to the structural financial inequities plaguing Massachusetts rural public schools, (2) create a call to action to remedy these inequities before educational and financial disaster befall these rural communities and (3) initiate a parallel effort to address the cost side of the rural public schools financial equation. Given the reality that Massachusetts politics are dominated by urban and suburban communities with larger populations, it is imperative that rural communities present a unified voice to affect this needed change. To this end, we, the undersigned members of the Massachusetts Rural Schools Coalition, hereby call upon all rural state legislators, rural public school district school committees, rural town officials, and rural citizens to support the creation of Rural School Aid within the Chapter 70 Program in the coming 2017-2018 fiscal year Massachusetts State Budget.

# **Crisis in Rural Massachusetts: A Proposal to Establish Rural School Aid**

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Wisconsin Department of Public Instruction

# Crisis in Rural Massachusetts: A Proposal to Establish Rural School Aid

## Appendix A – Massachusetts Rural School Aid Proposal

### Tier 1

	District	Total Students 2015-16	Total Students 2000-01	Percentage Change in Enrollment FY01-FY16	Square Miles	Student Density	State Education Aid (Chapter 70) 2015-16	State Education Aid (Chapter 70) 2000-01	Percentage Annual Change Chapter 70 State Education Aid FY01-FY16	Per Capita Income	Shared Services	Rural School Aid
<b>Tier 1</b>												
\$ 1,000	Per Student			≥ 20% Decline		≤ 25			≤ 3.0% Avg Ann Incr	≤ \$37,500		
1	ATHOL-ROYALSTON	1,425	2,204	-35%	75.9	18.8	\$ 17,172,640	\$ 15,117,000	0.9%	\$ 23,487	Regional District	\$ 1,425,000
2	CENTRAL BERKSHIRE	1,625	2,374	-32%	249.3	6.5	\$ 8,540,559	\$ 8,158,000	0.3%	\$ 30,207	Regional District	\$ 1,625,000
3	GATEWAY	874	1,512	-42%	174.9	5.0	\$ 5,531,374	\$ 6,862,000	-1.3%	\$ 29,977	Regional District	\$ 874,000
4	GILL-MONTAGUE	947	1,483	-36%	46.3	20.5	\$ 6,092,669	\$ 6,335,000	-0.3%	\$ 28,017	Regional District	\$ 947,000
5	HAWLEMONT	102	157	-35%	57.3	1.8	\$ 614,527	\$ 702,000	-0.8%	\$ 27,994	Regional District/ Central Office	\$ 102,000
6	LANESBOROUGH	206	317	-35%	29.6	7.0	\$ 752,323	\$ 559,000	2.3%	\$ 34,375	Central Office/ Regional District	\$ 206,000
7	MOHAWK TRAIL	1,005	1,676	-40%	254.5	3.9	\$ 5,921,294	\$ 7,153,000	-1.1%	\$ 30,570	Regional District/ Central Office/ Tuition Agreement	\$ 1,005,000
8	MOUNT GREYLOCK	546	804	-32%	125.8	4.3	\$ 1,705,983	\$ 2,000,000	-1.0%	\$ 33,896	Regional District/ Central Office	\$ 546,000
9	ORANGE	602	849	-29%	36.0	16.7	\$ 5,189,379	\$ 5,311,000	-0.2%	\$ 21,203	Central Office/ Regional District	\$ 602,000
10	SOUTHERN BERKSHIRE	764	1,041	-27%	154.4	4.9	\$ 1,888,246	\$ 2,043,000	-0.5%	\$ 37,440	Regional District	\$ 764,000
<b>TOTAL TIER 1</b>		<b>8,228</b>	<b>12,621</b>	<b>-35%</b>	<b>1,231.2</b>	<b>6.7</b>	<b>\$ 54,022,360</b>	<b>\$ 54,765,000</b>	<b>-0.1%</b>			<b>\$ 8,096,000</b>

# Crisis in Rural Massachusetts: A Proposal to Establish Rural School Aid

## Appendix B – Massachusetts Rural School Aid Proposal

### Tier 2

	District	Total Students 2015-16	Total Students 2000-01	Percentage Change in Enrollment FY01-FY16	Square Miles	Student Density	State Education Aid (Chapter 70) 2015-16	State Education Aid (Chapter 70) 2000-01	Percentage Annual Change Chapter 70 State Education Aid FY01-FY16	Per Capita Income	Shared Services	Rural School Aid
<b>Tier 2</b>												
\$	500 Per Student			≥ 15% Decline		≤ 30			≤ 3.5% Avg Ann Incr	≤ \$40,000		
1	BERKSHIRE HILLS	1,307	1,609	-19%	255.2	5.1	\$ 2,780,663	\$ 3,192,000	-0.9%	\$ 34,542	Regional District/ Central Office	\$ 653,500
2	BRIMFIELD	288	352	-18%	35.2	8.2	\$ 1,209,272	\$ 1,081,000	0.8%	\$ 36,406	Central Office/ Regional District	\$ 144,000
3	CLARKSBURG	163	217	-25%	12.8	12.7	\$ 1,773,600	\$ 1,266,000	2.7%	\$ 28,274	Central Office/ Tuition Agreement	\$ 81,500
4	ERVING	133	159	-16%	14.4	9.2	\$ 438,270	\$ 287,000	3.5%	\$ 25,165	Central Office/ Regional District	\$ 66,500
5	FARMINGTON RIVER REG	123	176	-30%	91.0	1.4	\$ 413,420	\$ 409,000	0.1%	\$ 32,686	Regional District	\$ 61,500
6	FLORIDA	87	107	-19%	24.6	3.5	\$ 539,192	\$ 512,000	0.4%	\$ 26,852	Central Office/ Tuition Agreement	\$ 43,500
7	GREENFIELD	1,641	2,332	-30%	21.9	74.9	\$ 12,035,012	\$ 9,349,000	1.9%	\$ 27,267		\$ 820,500
8	HOLLAND	223	297	-25%	13.1	17.0	\$ 911,123	\$ 712,000	1.9%	\$ 32,734	Central Office/ Regional District	\$ 111,500
9	LEE	680	902	-25%	27.0	25.2	\$ 1,995,699	\$ 1,628,000	1.5%	\$ 33,018		\$ 340,000
10	MARTHAS VINEYARD	655	795	-18%	415.6	1.6	\$ 2,775,225	\$ 2,175,000	1.8%	\$ 33,425	Regional District/ Central Office	\$ 327,500
11	MONSON	1,042	1,426	-27%	44.8	23.3	\$ 7,399,425	\$ 5,162,000	2.9%	\$ 31,805		\$ 521,000
12	NORTH BROOKFIELD	566	810	-30%	21.7	26.1	\$ 4,203,088	\$ 3,685,000	0.9%	\$ 27,452	Food Service Director position shared with Quaboag Regional	\$ 283,000
13	PIONEER VALLEY	889	1,097	-19%	114.4	7.8	\$ 4,067,561	\$ 3,919,000	0.3%	\$ 31,968	Regional District	\$ 444,500
14	PLYMPTON	219	276	-21%	15.1	14.5	\$ 708,270	\$ 527,000	2.3%	\$ 38,629	Central Office/ Regional District	\$ 109,500
15	QUABBIN	2,395	3,182	-25%	169.8	14.1	\$ 16,342,038	\$ 13,345,000	1.5%	\$ 32,603	Regional District	\$ 1,197,500
16	SHUTESBURY	132	204	-35%	27.2	4.9	\$ 613,366	\$ 525,000	1.1%	\$ 38,361	Central Office/ Regional District	\$ 66,000
17	SUNDERLAND	232	272	-15%	14.7	15.8	\$ 845,663	\$ 774,000	0.6%	\$ 28,057	Central Office/ Regional District	\$ 116,000
18	UP-ISLAND REGIONAL	377	441	-15%	247.8	1.5	\$ 821,922	\$ 928,000	-0.8%	\$ 37,215	Regional District	\$ 188,500
19	WALES	168	197	-15%	16.0	10.5	\$ 806,275	\$ 644,000	1.7%	\$ 30,582	Central Office/ Regional District	\$ 84,000
20	WILLIAMSBURG	165	237	-30%	25.7	6.4	\$ 519,245	\$ 421,000	1.6%	\$ 35,721	Central Office/ Regional District	\$ 82,500
21	WILLIAMSTOWN	452	555	-19%	46.9	9.6	\$ 938,701	\$ 995,000	-0.4%	\$ 33,706	Central Office/ Regional District	\$ 226,000
<b>TOTAL TIER 2</b>		<b>11,937</b>	<b>15,643</b>	<b>-24%</b>	<b>1,654.9</b>	<b>7.2</b>	<b>\$ 62,137,031</b>	<b>\$ 51,536,000</b>	<b>1.4%</b>			<b>\$ 5,968,500</b>

# Crisis in Rural Massachusetts: A Proposal to Establish Rural School Aid

## Appendix C – Massachusetts Rural School Aid Proposal

### Tier 3

	District	Total Students 2015-16	Total Students 2000-01	Percentage Change in Enrollment FY01-FY16	Square Miles	Student Density	State Education Aid (Chapter 70) 2015-16	State Education Aid (Chapter 70) 2000-01	Percentage Annual Change Chapter 70 State Education Aid FY01-FY16	Per Capita Income	Shared Services	Rural School Aid
<b>Tier 3</b>												
\$	300 Per Student			≥ 10% Decline		≤ 35			≤ 4.0% Avg Ann Incr	≤ \$42,500		
1	HALIFAX	545	705	-23%	17.3	31.5	\$ 2,714,617	\$ 2,275,000	1.3%	\$ 33,177	Central Office/ Regional District	\$ 272,500
2	HAMPSHIRE	751	846	-11%	131.1	5.7	\$ 3,170,333	\$ 2,181,000	3.0%	\$ 33,797	Regional District/ Central Office	\$ 375,500
3	LENOX	732	854	-14%	21.7	33.7	\$ 1,198,130	\$ 1,269,000	-0.4%	\$ 36,094		\$ 366,000
4	LEVERETT	130	168	-23%	23.0	5.7	\$ 279,816	\$ 236,000	1.2%	\$ 40,416	Central Office/ Regional District	\$ 65,000
5	NAUSET	1,506	1,790	-16%	135.5	11.1	\$ 3,353,354	\$ 3,612,000	-0.5%	\$ 37,692	Regional/ Central Office	\$ 753,000
6	SOUTHWICK-TOLLAND-GRANVILLE	1,625	1,891	-14%	107.5	15.1	\$ 9,628,898	\$ 6,809,000	2.8%	\$ 35,064	Regional District	\$ 812,500
7	WELLFLEET	113	131	-14%	35.4	3.2	\$ 179,724	\$ 137,000	2.1%	\$ 39,276	Central Office/ Regional District	\$ 56,500
<b>TOTAL TIER 3</b>		<b>5,402</b>	<b>6,385</b>	<b>-15%</b>	<b>471.5</b>	<b>11.5</b>	<b>\$ 20,524,872</b>	<b>\$ 16,519,000</b>	<b>1.6%</b>			<b>\$ 2,701,000</b>

# Crisis in Rural Massachusetts: A Proposal to Establish Rural School Aid

## Appendix D – Massachusetts Rural School Aid Proposal

### Tier 4

	District	Total Students 2015-16	Total Students 2000-01	Percentage Change in Enrollment FY01-FY16	Square Miles	Student Density	State Education Aid (Chapter 70) 2015-16	State Education Aid (Chapter 70) 2000-01	Percentage Annual Change Chapter 70 State Education Aid FY01-FY16	Per Capita Income	Shared Services	Rural School Aid
<b>Tier 4</b>												
\$	200 Per Student			≥ 5% Decline		≤ 40			≤ 4.5% Avg Ann Incr	≤ \$45,000		
1	BERLIN	185	233	-21%	13.1	14.1	\$ 440,980	\$ 607,000	-1.8%	\$ 44,297	Central Office/ Regional District	\$ 55,500
2	EDGARTOWN	345	380	-9%	122.7	2.8	\$ 601,368	\$ 574,000	0.3%	\$ 38,588	Central Office/ Regional District	\$ 103,500
3	FRONTIER	613	646	-5%	106.7	5.7	\$ 2,772,595	\$ 2,446,000	0.9%	\$ 33,775	Regional District/ Central Office	\$ 183,900
4	GRANBY	819	1,071	-24%	28.1	29.1	\$ 4,557,815	\$ 2,811,000	4.1%	\$ 31,002	Board Certified Behavior Analyst position shared with Hadley Public Schools	\$ 245,700
5	HATFIELD	447	472	-5%	16.8	26.6	\$ 793,841	\$ 647,000	1.5%	\$ 35,751	Facilities Manager position shared with Town of Hatfield	\$ 134,100
6	NEW SALEM-WENDELL	161	177	-9%	90.8	1.8	\$ 635,007	\$ 734,000	-0.9%	\$ 29,858	Regional/ Central Office	\$ 48,300
7	NORTH MIDDLESEX	3,197	4,791	-33%	80.5	39.7	\$ 19,925,993	\$ 19,842,000	0.0%	\$ 35,000	Regional District	\$ 959,100
8	QUABOAG REGIONAL	1,411	1,538	-8%	48.7	29.0	\$ 8,544,111	\$ 7,437,000	1.0%	\$ 28,496	Regional District	\$ 423,300
9	SAVOY	44	48	-8%	36.0	1.2	\$ 506,879	\$ 359,000	2.7%	\$ 28,533	Central Office/ Tuition Agreement	\$ 13,200
10	SOUTHAMPTON	527	580	-9%	29.1	18.1	\$ 2,480,926	\$ 1,903,000	2.0%	\$ 34,196	Central Office/ Regional District	\$ 158,100
11	TRURO	119	126	-6%	26.3	4.5	\$ 282,481	\$ 237,000	1.3%	\$ 39,472	Tuition Agreements	\$ 35,700
12	WARE	1,269	1,383	-8%	40.0	31.7	\$ 8,871,298	\$ 6,682,000	2.2%	\$ 39,276		\$ 380,700
13	WESTHAMPTON	140	154	-9%	27.3	5.1	\$ 457,770	\$ 303,000	3.4%	\$ 34,464	Central Office/ Regional District	\$ 42,000
<b>TOTAL TIER 4</b>		<b>9,092</b>	<b>11,366</b>	<b>-20%</b>	<b>653.0</b>	<b>13.9</b>	<b>\$ 50,430,084</b>	<b>\$ 43,975,000</b>	<b>1.0%</b>			<b>\$ 2,783,100</b>

# Crisis in Rural Massachusetts: A Proposal to Establish Rural School Aid

## Appendix E – Massachusetts Rural School Aid Proposal

### Tier 5

	District	Total Students 2015-16	Total Students 2000-01	Percentage Change in Enrollment FY01-FY16	Square Miles	Student Density	State Education Aid (Chapter 70) 2015-16	State Education Aid (Chapter 70) 2000-01	Percentage Annual Change Chapter 70 State Education Aid FY01-FY16	Per Capita Income	Shared Services	Rural School Aid
<b>Tier 5</b>												
\$	100 Per Student			≥ 0% Decline		≤ 45			≤ 5.0% Avg Ann Incr	≤ \$47,500		
1	BROOKFIELD	327	338	-3%	16.6	19.7	\$ 1,405,965	\$ 1,616,000	-0.9%	\$ 29,391	Central Office/ Regional District	\$ 32,700
2	CONWAY	154	156	-1%	37.9	4.1	\$ 610,004	\$ 687,000	-0.7%	\$ 37,737	Central Office/ Regional District	\$ 15,400
3	DEERFIELD	413	424	-3%	33.4	12.4	\$ 1,067,968	\$ 740,000	3.0%	\$ 35,998	Central Office/ Regional District	\$ 41,300
4	DIGHTON-REHOBOTH	2,910	3,203	-9%	69.4	41.9	\$ 12,536,246	\$ 10,272,000	1.5%	\$ 36,151	Regional District	\$ 291,000
5	FRANKLIN COUNTY VOC-TECH	507	508	0%	566.1	0.9	\$ 3,449,561	\$ 2,185,000	3.9%	\$ 28,637	Regional District	\$ 50,700
6	NORTHERN BERKSHIRE VOC-TECH	481	484	-1%	231.8	2.1	\$ 4,641,116	\$ 2,813,000	4.3%	\$ 26,612	Regional District	\$ 48,100
7	PROVINCETOWN	118	322	-63%	17.5	6.7	\$ 272,866	\$ 285,000	-0.3%	\$ 45,204	Tuition Agreement	\$ 11,800
8	ROCHESTER	484	507	-5%	36.4	13.3	\$ 1,762,322	\$ 1,046,000	4.6%	\$ 37,340	Central Office/ Regional District	\$ 48,400
9	SUTTON	1,468	1,655	-11%	33.9	43.3	\$ 5,276,480	\$ 3,713,000	2.8%	\$ 42,293		\$ 146,800
10	TRITON	2,692	3,587	-25%	64.5	41.7	\$ 8,428,221	\$ 8,612,000	-0.1%	\$ 38,401	Regional District	\$ 269,200
<b>TOTAL TIER 5</b>		<b>9,554</b>	<b>11,184</b>	<b>-15%</b>	<b>1,107.5</b>	<b>8.6</b>	<b>\$ 39,450,749</b>	<b>\$ 31,969,000</b>	<b>1.6%</b>			<b>\$ 955,400</b>



# Crisis in Rural Massachusetts: A Proposal to Establish Rural School Aid

## Appendix F – Massachusetts Rural School Aid Proposal

### Tier 6

	District	Total Students 2015-16	Total Students 2000-01	Percentage Change in Enrollment FY01-FY16	Square Miles	Student Density	State Education Aid (Chapter 70) 2015-16	State Education Aid (Chapter 70) 2000-01	Percentage Annual Change Chapter 70 State Education Aid FY01-FY16	Per Capita Income	Shared Services	Rural School Aid
<b>Tier 6</b>												
\$ 50	Per Student					≤ 50				≤ \$50,000		
1	BERLIN-BOYLSTON	303	436	-31%	32.8	9.2	\$ 1,062,648	\$ 861,000	1.6%	\$ 49,764	Regional District	\$ 30,300
2	CHESTERFIELD-GOSHEN	155	147	5%	49.0	3.2	\$ 734,280	\$ 638,000	1.0%	\$ 31,079	Regional/ Central Office	\$ 15,500
3	FREETOWN-LAKEVILLE	2,835	1,762	61%	74.4	38.1	\$ 10,692,488	\$ 5,299,000	6.8%	\$ 34,075	Regional District	\$ 283,500
4	GROTON-DUNSTABLE	2,399	2,634	-9%	50.4	47.6	\$ 10,575,673	\$ 7,337,000	2.9%	\$ 48,221	Regional District	\$ 239,900
5	HANCOCK	44	58	-24%	35.8	1.2	\$ 200,990	\$ 103,000	6.3%	\$ 31,535	Central Office/ Tuition Agreement	\$ 4,400
6	NANTUCKET	1,567	1,201	30%	105.3	14.9	\$ 2,980,944	\$ 905,000	15.3%	\$ 47,331		\$ 156,700
7	NASHOBA	3,428	2,926	17%	187.6	18.3	\$ 6,574,230	\$ 6,189,000	0.4%	\$ 41,737	Regional District	\$ 342,800
8	OAK BLUFFS	431	463	-7%	26.0	16.6	\$ 885,807	\$ 375,000	9.1%	\$ 30,190	Central Office/ Regional District	\$ 43,100
9	OLD COLONY VOCH-TECH	550	538	2%	155.4	3.5	\$ 3,215,679	\$ 2,138,000	3.4%	\$ 33,694	Regional District	\$ 55,000
10	OLD ROCHESTER	1,230	1,150	7%	86.7	14.2	\$ 2,715,679	\$ 1,708,000	3.9%	\$ 39,212	Regional District/ Central Office	\$ 123,000
11	PETERSHAM	120	111	8%	68.3	1.8	\$ 425,758	\$ 171,000	9.9%	\$ 31,904	Central Office/ Regional District	\$ 12,000
12	RALPH C MAHAR	799	753	6%	195.1	4.1	\$ 5,339,690	\$ 3,530,000	3.4%	\$ 23,996	Regional District/ Central Office	\$ 79,900
13	ROWE	54	54	0%	24.0	2.3	\$ 131,165	\$ 47,000	11.9%	\$ 23,932	Central Office/ Tuition Agreement	\$ 5,400
14	SOUTHEASTERN REGIONAL VOC-TECH	1,375	1,154	19%	195.9	7.0	\$ 14,281,764	\$ 8,087,000	5.1%	\$ 32,396	Regional District	\$ 137,500
15	SOUTHERN WORCESTER COUNTY VOC-TECH	1,111	1,017	9%	252.9	4.4	\$ 10,084,562	\$ 4,817,000	7.3%	\$ 29,580	Regional District	\$ 111,100
16	TANTASQUA	1,798	1,648	9%	123.8	14.5	\$ 8,116,541	\$ 6,020,000	2.3%	\$ 34,437	Regional District/ Central Office	\$ 179,800
17	TISBURY	325	364	-11%	19.1	17.0	\$ 593,161	\$ 324,000	5.5%	\$ 30,955	Central Office/ Regional District	\$ 32,500
18	WACHUSETT	7,343	6,723	9%	155.5	47.2	\$ 25,438,325	\$ 16,780,000	3.4%	\$ 38,823	Regional District	\$ 734,300
19	WHATELY	131	145	-10%	20.7	6.3	\$ 252,340	\$ 108,000	8.9%	\$ 36,054	Central Office/ Regional District	\$ 13,100
20	WHITTIER REGIONAL VOC-TECH	1,338	1,325	1%	234.8	5.7	\$ 8,281,994	\$ 5,212,000	3.9%	\$ 36,969	Regional District	\$ 133,800
<b>TOTAL TIER 6</b>		<b>27,336</b>	<b>24,609</b>	<b>11%</b>	<b>2,060.7</b>	<b>13.3</b>	<b>\$112,583,718</b>	<b>\$ 70,649,000</b>	<b>4.0%</b>			<b>\$ 2,733,600</b>

# Crisis in Rural Massachusetts: A Proposal to Establish Rural School Aid

## Appendix G – Massachusetts Rural School Aid Proposal

### Totals

	Total Number of Districts to Receive Rural School Aid	Total Students 2015-16	Total Students 2000-01	Percentage Change in Enrollment FY98-FY13	Square Miles	Density Factor	Chapter 70 State Education Aid 2012-2013	Chapter 70 State Education Aid 1997-1998	Net Change Chapter 70 State Education Aid FY98-FY13	Per Capita Income	Shared Services	Rural School Aid
<b>TOTALS</b>												
<b>TOTALS</b>	81	88,355	101,103	-12.6%	7,464	11.8	415,178,841	\$ 326,554,000	1.8%			\$ 23,237,600
<b>FY16 MASSACHUSETTS ENROLLMENT IN PUBLIC SCHOOLS</b>				953,429	<b>FY17 MASSACHUSETTS PK-12 EDUCATION BUDGET</b>				\$ 6,159,803,882			
<b>PERCENTAGE OF FY16 STUDENTS WHO WOULD BENEFIT FROM RURAL SCHOOL AID</b>				9.3%	<b>RURAL SCHOOL AID PERCENTAGE OF FY17 MASSACHUSETTS PK-12 EDUCATION BUDGET</b>				0.38%			

# **Crisis in Rural Massachusetts: A Proposal to Establish Rural School Aid**

## **Appendix B**

### **Defining Rural: “Not Urban”**

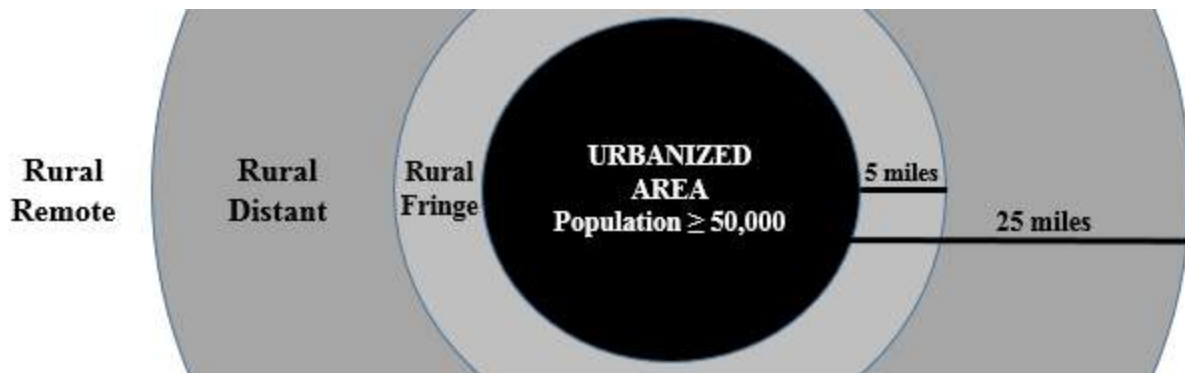
Since the 1980s, the U.S. National Center for Education Statistics (NCES) has classified the areas in which schools are located using a locale code typology. NCES assigns codes to schools identifying them as city, suburb, town or rural based on geographic location. NCES uses a total of twelve codes in their classification system, including three for each major grouping (city, suburb, town, rural). Locale codes are in the NCES Common Core of Data (CCD) and are used for a variety of governmental programmatic purposes, such as the Rural Education Achievement Program (REAP) and the Safe Schools-Healthy Students program. Common Core of Data (CCD), not to be confused with the Common Core state standards initiative, is a NCES program that annually collects fiscal and non-fiscal data about all public schools, public school districts and state education agencies in the U.S. Much of the data within this proposal is derived from the Elementary/Secondary Information System (ELSi) within the CCD.

In the year 2000, the U.S. Office of Management and Budget (OMB) introduced a classification system that relied less on population and more on the proximity of an address to an urbanized area (CITE). This conceptual shift, along with the Census Bureau’s definitions of Urban Area and Urban Cluster, influenced the NCES to redefine rural districts and schools. The result of this collaboration was the creation of the “urban-centric” classification system in 2006. NCES defined an urban area as having a population of 50,000 or more and an urban cluster as having a population of at least 2,500 but less than 50,000. The new urban-centric classification system provides more detailed descriptions of rural areas than the previous classification system (fringe, distant, and remote).

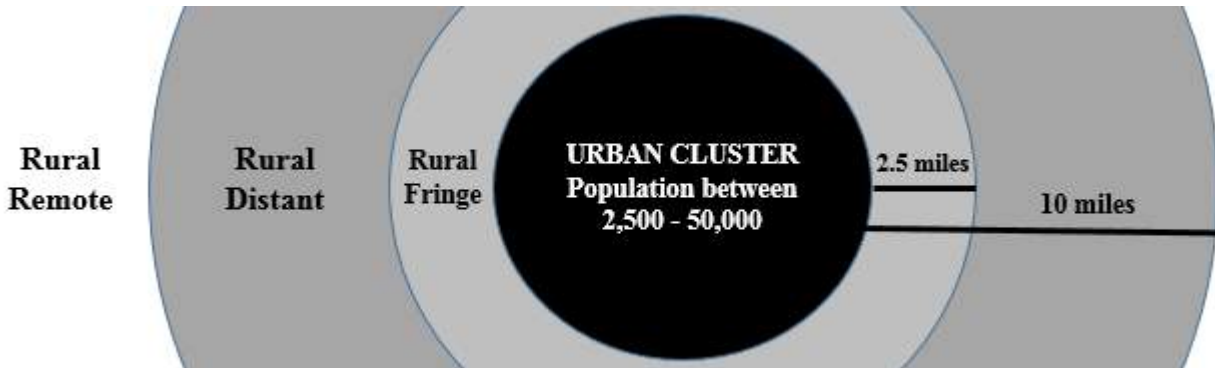
## **Crisis in Rural Massachusetts: A Proposal to Establish Rural School Aid**

The urban-centric classification system is comprised of four major locale categories including city, suburban, town, and rural. Each of these categories is further subdivided into three subcategories. As depicted below, the rural category is subdivided into fringe, distant, and remote subcategories. The NCES defines the Rural Fringe subcategory as census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster. The NCES defines the Rural Distant subcategory as census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster. The NCES defines the Rural Remote subcategory as census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

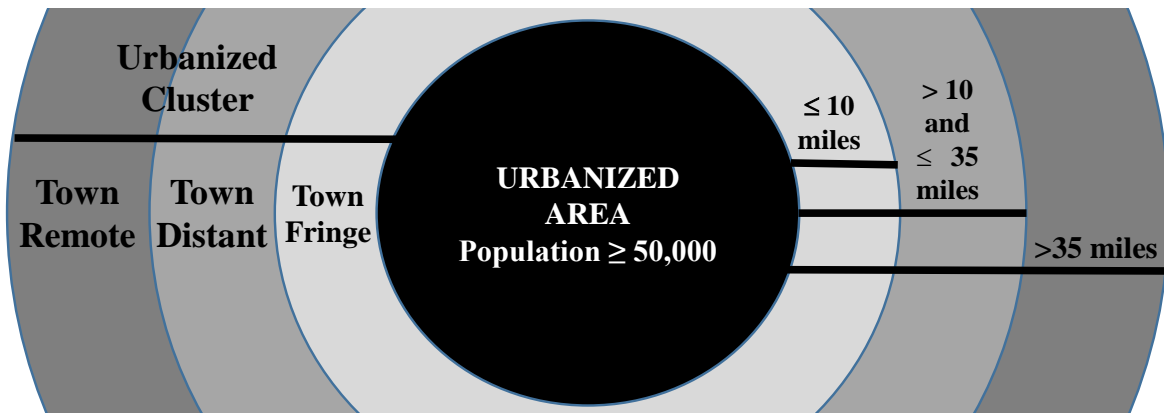
### **NCES Definition of Rural (Relative to Urbanized Area)**



### NCES Definition of Rural (Relative to Urban Cluster)



### NCES Definition of Town Relative to Urbanized Area and within an Urbanized Cluster



# Crisis in Rural Massachusetts: A Proposal to Establish Rural School Aid

## Appendix C

### National Center for Education Statistics: Urban Centric Locale Codes

<b>NCES Urban-Centric Locale Codes</b>	
<b>11 - City, Large</b>	Territory inside an urbanized area and inside a principal city with population of 250,000 or more.
<b>12 - City, Midsize</b>	Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000.
<b>13 - City, Small</b>	Territory inside an urbanized area and inside a principal city with population less than 100,000.
<b>21 - Suburb, Large</b>	Territory outside a principal city and inside an urbanized area with population of 250,000 or more.
<b>22 - Suburb, Midsize</b>	Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000.
<b>23 - Suburb, Small</b>	Territory outside a principal city and inside an urbanized area with population less than 100,000.
<b>31 - Town, Fringe</b>	Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.
<b>32 - Town, Distant</b>	Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.
<b>33 - Town, Remote</b>	Territory inside an urban cluster that is more than 35 miles from an urbanized area.
<b>41 - Rural, Fringe</b>	Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.
<b>42 - Rural, Distant</b>	Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.
<b>43 - Rural, Remote</b>	Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

**Crisis in Rural Massachusetts: A Proposal to Establish Rural School Aid**

**SIGNATURE PAGES**



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**Michael A. Buoniconti**

**Chairman, Massachusetts Rural Schools Coalition**

**Superintendent of Schools**

**Mohawk Trail Regional School District**

**Hawlemont Regional School District**