



Enrollment Report

Draft:

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Prepared by:

BERK12 (in partnership with Berkshire Regional Planning Commission)

Note: This report will be updated as additional information is requested, edits are required, and data is added. The date stamp (under the title) will signal the most current version.

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WHY IS ENROLLMENT IMPORTANT AND HOW IS IT COUNTED?

Purpose.

The purpose of this report is to provide a summary of historical enrollment patterns and use this information to project future enrollment trends. This will equip the research team, 2D8T Committee and community with data necessary for future planning.

Summary.

Enrollment has and is declining (as a trend) in both Mohawk Trail Regional School District (MTRSD) and Hawlemont Regional School District (HRSD). While the rate of decline will slow, it will continue into the future. Enrollment patterns are further complicated by a significant amount of student movement in/out of the district through school choice, tuition agreements, attendance at charter and private schools, and homeschooling. The net effect directly impacts school finance (how aid is received from the state and how much is required to be raised by the towns) and the capacity to offer a broad range of educational programs, services, and supports as cohort sizes (grade levels) shrink. Enrollment, thus, is a foundational variable in this sustainability effort.

By the numbers, historical snapshot.

	K-12 Enrollment (no PreK)		
	2000	2024	Decline (%), 2000-2024
Mohawk Trail RSD	1,641	727	55.7%
Hawlemont RSD	133	53	60.1%
	PreK-12 Enrollment		
	2000	2024	Decline (%), 2000-2024
Mohawk Trail RSD	1,719	806	53.1%
Hawlemont RSD	155	56	63.9%

Why enrollment matters.

The significance of enrollment patterns and trends to any school district planning effort cannot be overstated. Enrollment directly influences finances, staffing, operations, and facilities/space. Indirectly, it impacts a district/school’s capacity to offer educational programming, services, and enrichment to students, and professional instructional, curriculum, and assessment resources to faculty. An understanding of enrollment, and general agreement regarding enrollment trends, is foundational to all other analyses and modeling.

The challenges of counting.

Enrollment is a challenge to (precisely) measure and represent/communicate consistently given that:

1. In many schools, enrollment is regularly shifting (measured by levels of transience or churn).
2. Enrollment counts may use slightly different methods when calculating fiscal impact, and may or may not include Pre-Kindergarten (PreK) and/or special populations, such as post-graduate special education - often creating some confusion when various representations do not perfectly line up.
3. Both choice and tuition create unique conditions where non-resident students enroll in the local district. Similarly, students who reside in the eight towns may select out-of-district public options (choice, tuition, charter, vocational) and non-public options (home school, private school). In total, the “flow” of students in and out of the district is important to consider.
4. Enrollment projections (looking into the future) are limited by factors such as birth rates, housing, and economic development - all variables that can be accounted for, but not perfectly predicted.
5. Small cohort sizes (n) can influence the variability of enrollment in small schools and districts leading to larger swings (percentage changes) based on a change in just a few students, leading to lower confidence levels when making projections.
6. Regional agreements may vary in how enrollment is linked to funding/assessments (as is evidenced by a current proposed amendment to the Mohawk Trail regional agreement).

Combined, these complexities present challenges when sharing enrollment representations with the general public. We assert that it’s important to view enrollment from the lens of patterns and trends over time, rather than using a single point-in-time/student count that will likely fluctuate based on the complexities noted. The research team emphasizes:

Throughout all the data presented in this report, the reader should focus on the **magnitude and trends rather than specific (points in time) numbers**. The numbers presented here are primarily from the Massachusetts Department of Elementary and Secondary Education (DESE). The data is based on reports from the two districts, but minor differences can occur between the DESE reports and the district reports. However, the magnitude of these errors is relatively small and inconsequential to the overall picture of what is happening within the two districts (although we do not discount the importance of counting when calculating assessments to member towns). For context, we will illustrate how counting is nuanced within the state fiscal system.

Student enrollment, flow.

A town is financially responsible for providing a public-school education option for all its resident public school students (students who live in the town). Towns can elect to operate their own schools (within town lines), form a region with other towns and share the cost of operating schools (as is the case in both HRSD and MTRSD), or tuition students into a neighboring school district (as is the case with children who live in Rowe and tuition into MTRSD for grades 7-12).

It’s important to emphasize that families who live in a town may also elect other public school options for their children, such as another public school through the school choice process, or a charter or

vocational school through application and tuition process. Additional options they may choose are a private school, a parochial school, or home school. All students, ages 6 - 16, must be accounted for (educated) via one of these options.

While students who reside in a town may choose to attend school outside of the local public school system, it is also important to note that students who reside outside of the town may elect to choose into the local school district. Thus, we use the term “flow” to describe the movement of students into and out of a school district. This analysis will disaggregate “flow” for the purposes of understanding how student movement impacts overall enrollment and finance at the district and town level.

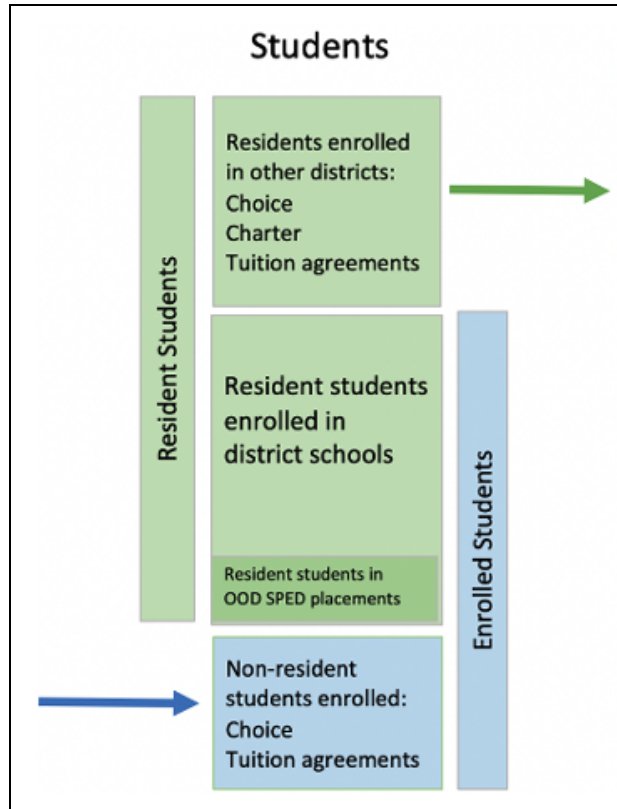
Student enrollment, categories.

When counting students in any district, the following (generally) represents how various student counts are captured. In effect, RESIDENT students (students who live in the town) can choose to ATTEND or NOT ATTEND the local schools. As mentioned, students who are NON-RESIDENT (students who do not live in the town) can choose to ATTEND the local school district. The various categories include:

1. Resident students, Attending: Students who live in a town that is part of the school district catchment and attend the local schools.
2. Resident students, Out-Of-District, Tuition: Resident students from member towns who attend a specialized school or program outside the district at a cost to the districts/member town (ie. special education, alternative education, career vocational technical).
3. Resident students, Non-Attending, Public. Resident students who choose to attend another public school through school choice or attend a public charter school at a cost to the home district/town.

These three groups (1, 2, 3) of students (those who live in the town and attend ANY public school) comprise what is referred to as the FOUNDATION ENROLLMENT.

4. Resident students, Non-Attending, Non-Public. Resident students from member towns who attend a private, parochial, or are homeschooled at no cost to the district/member towns (with the exception of required special education services).
5. Non-resident students, Attending. Students who live in a town that is not part of the school district catchment area and attend MTRSD or HRSD. These include students who arrive through school choice, tuition agreements, or (in very small numbers) international exchange students.



Student enrollment, important terms.

As we dig into the enrollment data, it’s important to clarify key terms so that we compare figures that are apples-to-apples when communicating enrollment patterns/trends.

Total enrollment: Refers to students who are enrolled in the district (actually kids in seats), also referred to as “head count.” This does not differentiate resident and non-resident students, rather it’s just a total count. If one visits the [DESE school profiles](#), this count is used on their dashboard. This count can be broken down by school, grade, and/or grade span for analysis purposes. We will also emphasize that we will use both K-12 and PreK-12 as measures, qualifying that PreK is not compulsory, may include both 3 and 4 year old students, and offers programming that may differ between district, school, and year-to-year (for example, partial day programs, partial week programs, etc.). As such the reliability of PreK enrollment over time is less consistent. Still, many districts feel it important to reflect the youngest students as part of the system.

Foundation enrollment: Refers to, as mentioned above, those students who reside in the town and attend a public school (either in the district **or** outside of the district). This number is used by DESE to calculate required local contributions (minimum spending) and, in some cases, by regions to determine assessments to the towns. *NOTE: It’s important to note that a town/district will be credited for students attending a public school other than their home school and will receive state aid accordingly, however, the town/district is also on the hook for any*

additional costs (choice, tuition, charter) that have to be paid/transferred to those receiving public schools. A brief from DESE on Foundation enrollment can be found [HERE](#).

Resident enrollment: Refers to students who live in the town AND attend the local public school. This number is important as often fiscal assessments are based on this count (as is the case currently in HRSD/MTRSD).

Total town child count (school attending): This includes all kids of compulsory school going ages who reside in a town, including those who elect private, parochial, and homeschool options. An annual “school attending” report captures all students and how/where they are educated.

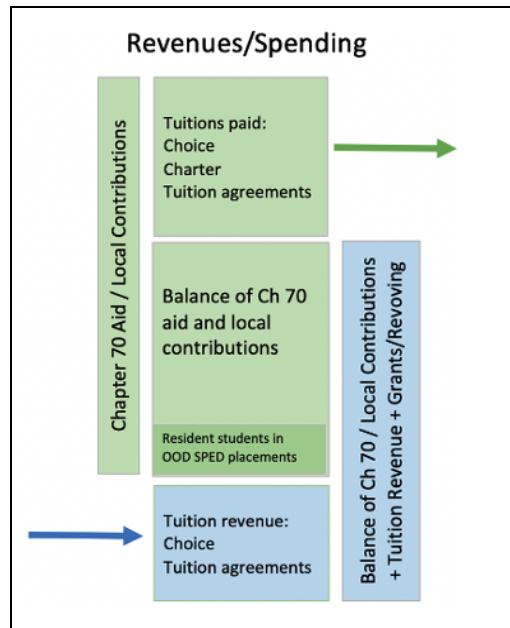
Student enrollment, the flow of money.

As stated, a town is financially responsible for providing a public-school education for all its resident public school students. The town receives state aid (Chapter 70) based on foundation enrollment (resident students who attend a public school option). Generally, it looks something like this:

- **Resident student attends HRSD or MTRSD:** The town contributes towards the school district for each student enrolled in the public school (in a proportional manner).
- **Resident student attends another school district through tuition:** The town/district pays tuition (typically special education and/or vocational education¹) or a choice/charter assessment for the student to attend this school option. Tuition costs often include both tuition charges and transportation. Some special education schools can run well over \$100,000 per student plus transportation, while vocational tuition is around \$20,000 per student plus transportation. Charter school assessments and school choice are set by the state (see next bullet).
- **Non-resident student attends HRSD or MTRSD:** If through a tuition agreement (for example, Rowe students in grades 7-12) tuition is paid to the district from the town, currently about \$22,855. Through school choice, the district receives \$5,000 per student plus, in some cases, a special education increment (funds applied for specialized services).

An illustration of how funds flow is below:

¹ Towns that are a member of a regional vocational district would pay an assessment (operating, transportation, and capital) per agreement as a member of that district.



An often cited critique of accepting students from outside towns is that the cost of educating a child is much higher (\$24-25,000 per student) than the tuition or choice revenues received by the district. However, many districts choose to accept students from outside towns given they have available space in schools/classrooms without the need to add more resources (supplies/staff). By adding students, the school/grade cohort can be maintained at a relatively robust level, offering a range of courses, programs, and co-curricular experiences. In FY24, for example, MTRSD received just under \$73,000 in choice and tuition net revenue, after receiving choice and tuition payments for 101 students and sending choice and tuition payments for 109 students (source, [DESE](#)).

It should be noted that towns (local appropriations) also cover construction bond payments. Non-resident students enrolled in the district do not contribute to debt payments, except in rare and specific cases.

While fiscal analysis will be covered in a separate brief, we will note that as we dig into DESE data throughout this project, we will often refer to two sets of finance data. They each serve an important purpose, but **count students and dollars** in different ways. They are hard to reconcile completely, though it is theoretically possible to do so. Because our analyses switch between them, we will identify the data we're using in tables and charts and explain it as necessary. The following describes the two data sets in some detail:

End-of-Year Financial Reports (EOYR) are submitted annually to DESE by districts. They have a complete record of expenditures and revenues. DESE uses this data for a variety of compliance purposes and also publishes an aggregated version of it in per-pupil spending reports available on its website.

The State Aid to Education (Chapter 70) program establishes minimum spending requirements, called foundation budgets, for districts and the shares of that spending from state aid versus local contributions, using a complicated set of formulas. DOR (Department of Revenue) data on town property and income levels, DESE data on where students reside, and EOYR data on spending all are used in the formulas.

The EOYR system counts students by **where they are enrolled**, including those that choice in or enroll by tuition agreement. It is similar to DESE enrollment figures but is an end-of-year measure based on days in membership. In the Chapter 70 program students are counted by **where they live**, unlike any other student counts from DESE. The differences between the two methods are summarized below:

How Students Are Counted in Two Financial Data Sets

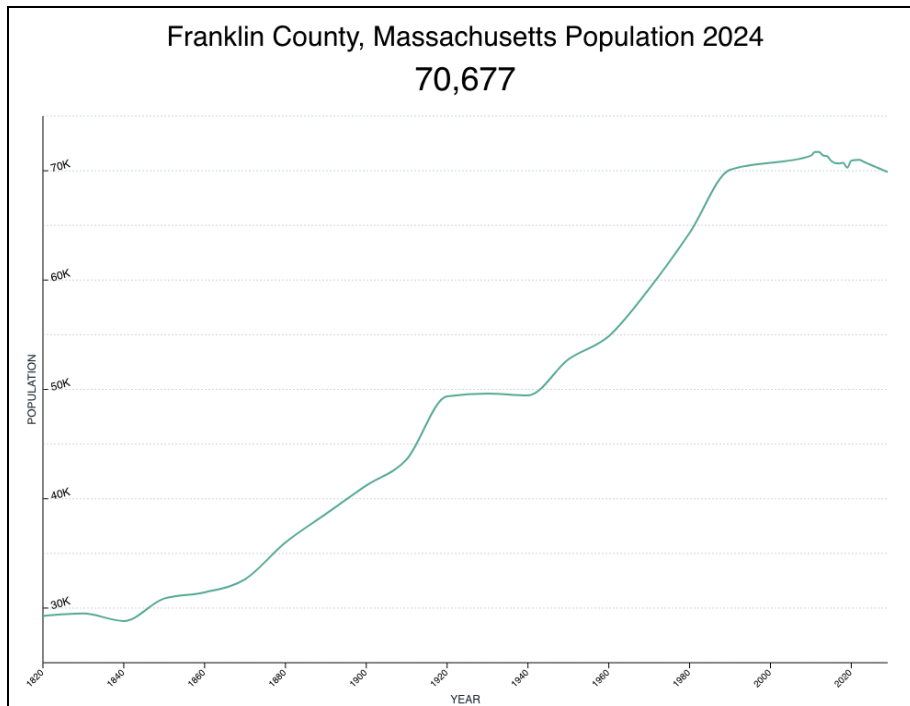
<u>End of Year Financial Reports (EOYR)</u>	<u>Chapter 70 State Aid to Education</u>
Full-time equivalent (FTE) pupils, regardless of where they live	Foundation enrollment (resident students who attend a public school option)
Calculated from end-of-year enrollment data	Calculated from Oct. 1 st enrollment data previous year
Counts students based on enrollment (in-district) or tuitioned out (out-of-district)	Counts students by town/district of residence, regardless of what public school option they are enrolled in
Students for whom the district makes expenditures	Students for whom the town is financially responsible

Chapter 70 dollars, although referred to in part as net school spending, are really about district revenues based on resident students enrolled in public schools, which are spent on enrolled students and out-of-district tuitions for resident students. These revenues only include local contributions and Chapter 70 aid. EOYRs have detailed data about spending and include all functions and all sources of funds.

WHAT ARE THE POPULATION TRENDS IN THE REGION?

General population trends, Franklin County, overall.

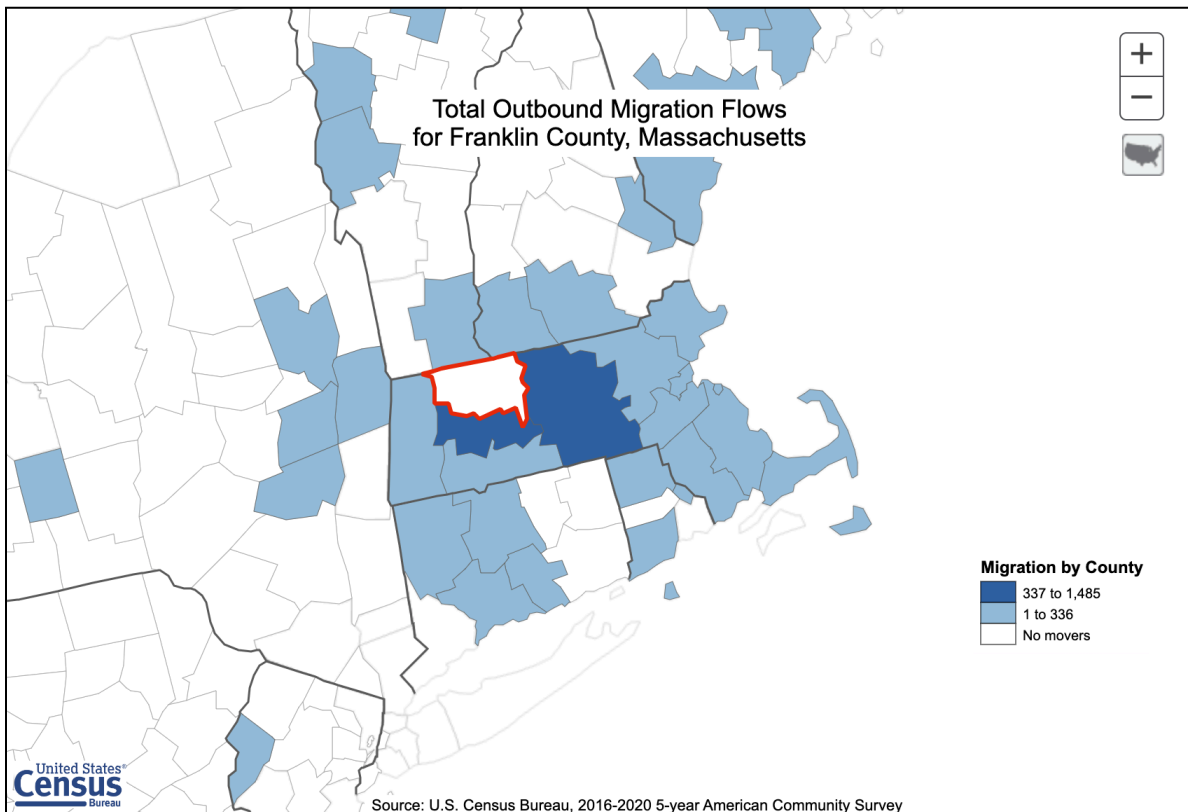
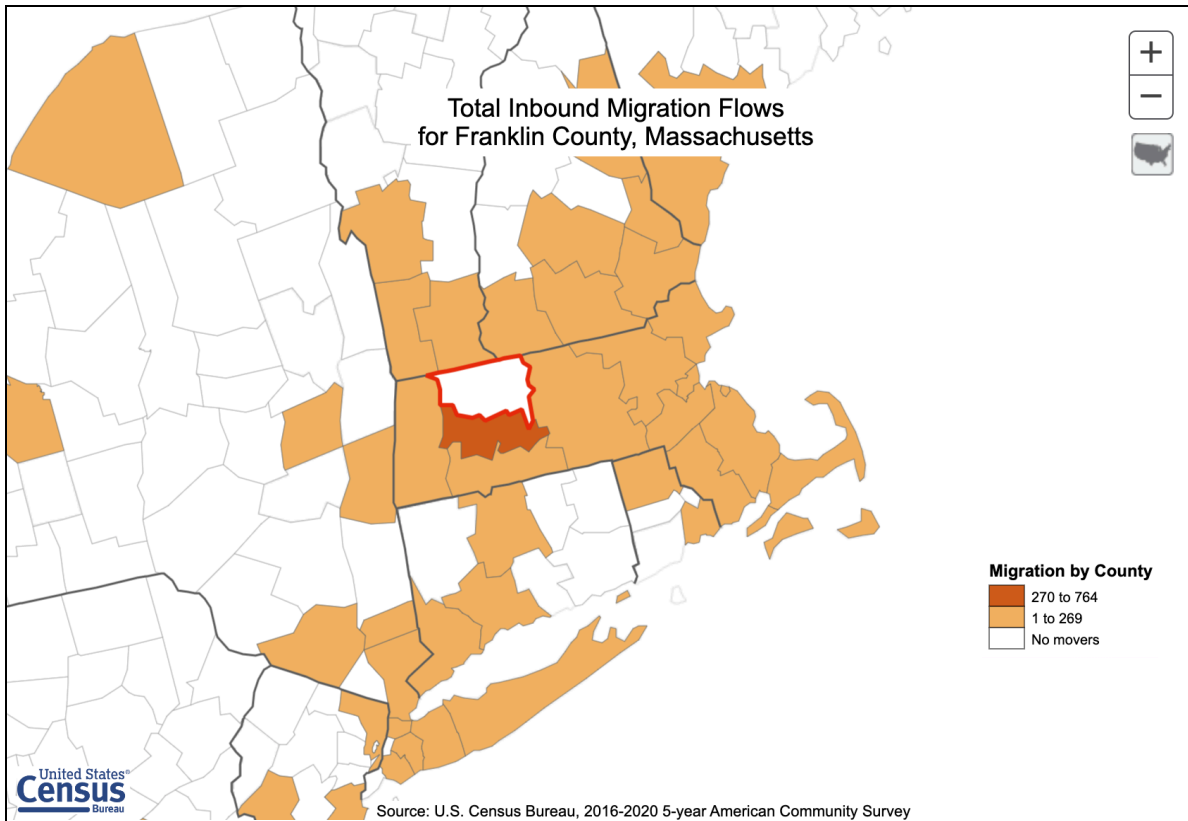
The eight HRSD and MTRSD towns (with the exception of Plainfield) are part of Franklin County. The population of Franklin County, Massachusetts in 2022 was 70,894, 0.7% down from the 71,372 who lived there in 2010. (Note, population for 2024 is projected at 70,677). For comparison, the US population grew 7.7% and Massachusetts's population grew 6.3% during that period.



The county growth rate has been trending down at about 0.22% per year and is projected to continue to decline at that rate through 2030. [Source](#)

General population trends, Franklin County, migration.

Migration patterns in/out of a region also signal (and influence) shifts in population and demography. The two snapshots below show (over a five year period) the relative movement of residents into and out of Franklin County (2016-2020).



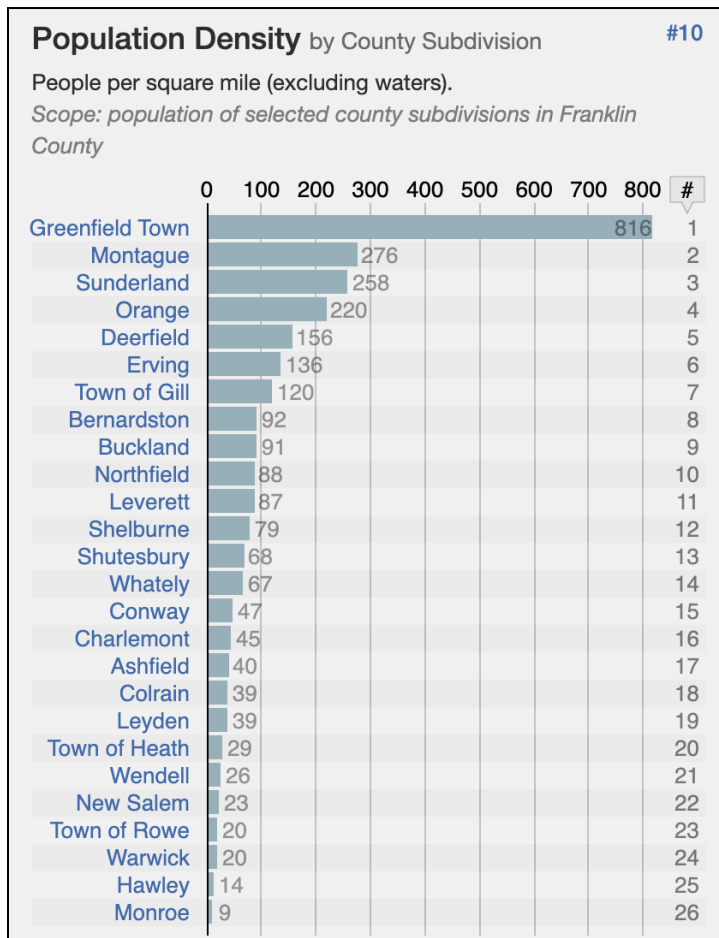
Over this five year period, 2,607 individuals left Franklin County with Hampshire County (721) and Worcester County (580) being the top two destinations. In contrast, 1,186 individuals moved into Franklin County with Essex County (228) and Barnstable County (84) as the top two sending regions. Overall, migration out is greater than migration in, likely impacting the overall population decline.

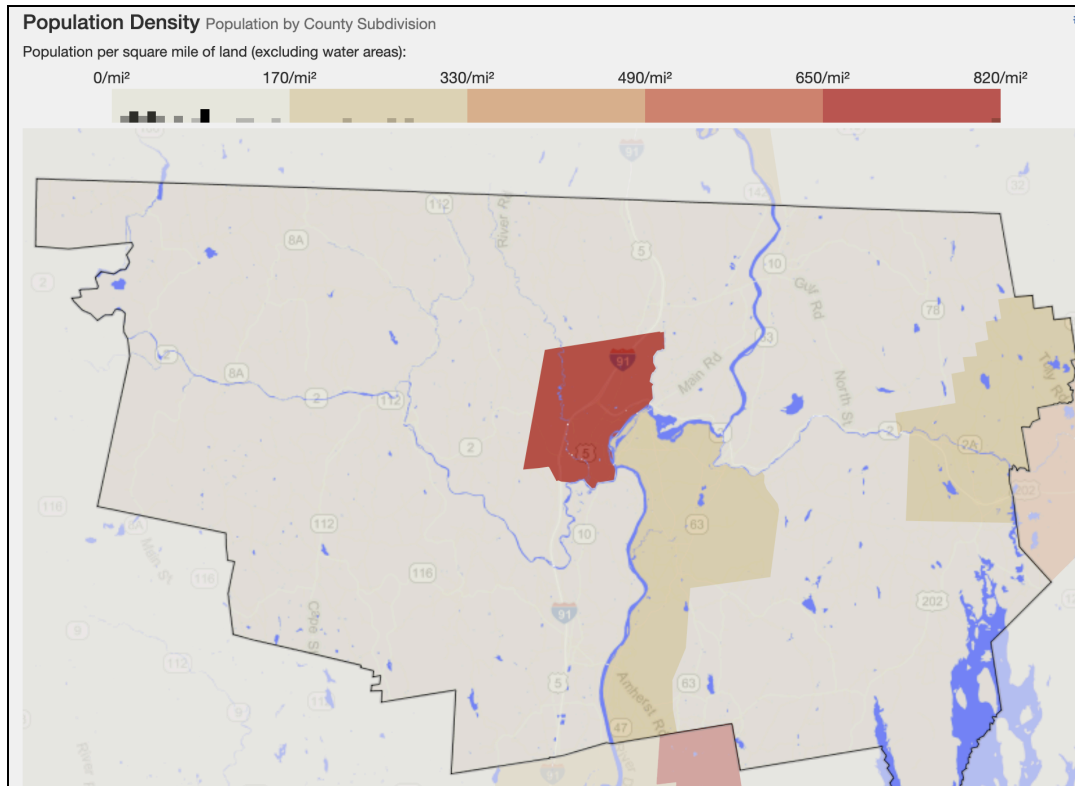
It is unclear whether the pandemic along with the addition and advancement of high speed internet will increase the in-migration trend long-term. This was briefly studied by BERK12 in Berkshire County and it was determined there was a very limited, if not negligible, effect.

General population trends, Franklin County, density.

Population density in a region also informs challenges associated with access to services and, in some cases, geographical barriers such as travel distances (which are important to consider when evaluating time on bus/transport to school). Below, two snapshots from [Statistical Atlas](#) illustrate the relative lack of density of people in Franklin County and, in particular, the 8 towns that compose MTRSD and HRSD.

Density is represented on the next table and graphic.





Franklin County, among 14 counties in Massachusetts, has the lowest density of regions in the Commonwealth.

Student Density, 8 Towns.

In past studies we have been asked to provide a visual of where students attend school as a function of geography. Our team generated density maps to illustrate this for each of the schools in both HRSD and MTRSD. This provides some sense of how far students/families travel to attend a particular school. Combined with transportation data, this could be a factor in considering future configuration of schools and/or grade levels across the districts' facilities.

Note: These maps focus only on those students residing in the 8 towns, and not those who may choose into the district. There may be additional maps of interest to the Steering Committee that the BERK12 team can generate as/if they are requested.

The maps, by school, are included in [Appendix I](#).

General population trends, MTRSD & HRSD towns.

Looking closer at the town view, we can confirm that the trends evident in the broader county are also occurring at the 8-town level. Keeping in mind that small population numbers lead to greater fluctuation in percentage changes, the table below illustrates trends, including:

1. Population (overall) is on the decline. With the exception of Plainfield, all communities saw a decline in population between 2000 and 2020.

2. The resident population is older (median age is mostly over the county and well over state averages, percentages of residents over 65 are greater than state averages, and percentages of residents under 18 is well below state averages).
3. The population remains predominantly White (88-94%).
4. The region is highly credentialed with most towns at/above the county educational levels (Bachelors or higher) and around or above state levels.
5. Income varies across towns, with all under state averages but several above county levels. Poverty is around the county level, which is higher than the state level.

The following tables provide additional details by town. This data can be linked to school-related indicators such as school aged enrollment (historical and into the future), the ability to raise taxes to support schools, and the economic-related needs of students in schools. It is encouraging that a value placed on education is signaled by relatively high degree attainment across the towns. Key indicators are listed on the two tables below:

Population and Age Demographics, by Town (selected years)

Town	Census 2020	Census 2010	Census 2000	Population under 18 years	Population over 65 years	Median Age
Ashfield	1,695	1,737	1,800	10%	30%	58.5
Buckland	1,816	1,902	1,991	18%	23%	45.3
Charlemont	1,185	1,266	1,358	11%	36%	56.7
Colrain	1,606	1,671	1,813	14%	29%	49.3
Hawley	353	337	336	12%	34%	57.5
Heath	723	706	805	14%	36%	58.0
Plainfield	633	648	589	17%	33%	55.5
Shelburne	1,884	1,893	2,058	11%	37%	60.5
Franklin County				16.9%	23%	47.1
Massachusetts				19.6%	17%	39.8

Population and Various Demographics, by Town (Five Year ACS Estimate)

Town	White	BIPOC	Bachelors or Higher	Population below poverty level	In Labor Force	Median Household Income
Ashfield	93.0%	7.0%	52.6%	10.4%	62.9%	\$79,648
Buckland	87.6%	12.4%	47.5%	13.8%	60.0%	\$77,188
Charlemont	92.2%	7.8%	33.7%	13.1%	52.0%	\$55,603
Colrain	93.9%	6.1%	37.2%	6.2%	66.6%	\$81,316
Hawley	94.4%	5.6%	42.5%	13.1%	53.0%	\$98,542
Heath	91.5%	8.5%	43.7%	9.0%	68.2%	\$95,125
Plainfield	89.3%	10.7%	46.1%	14.1%	57.1%	\$59,861
Shelburne	87.8%	12.2%	56.9%	11.7%	61.1%	\$76,800
Franklin County	88.9%	11.1%	39.8%	12.0%	63.1%	\$70,383
Massachusetts	68.9%	31.1%	45.9%	9.9%	67.1%	\$96,505

Source: ACS-Five Year Estimate Data Profiles, 2022

WHAT IS HAPPENING, OVERALL, WITH ENROLLMENT IN SCHOOLS IN THE NORTHEAST AND MASSACHUSETTS?

In their March 2022 study, NESDEC cited statistics from the US Department of Education, National Center for Education Statistics. In this March 2022 data set, enrollment across the northeast is predicted to decline by -6.2% by 2030, while the nation, as a whole, is projected to decline by -4.3%. Massachusetts is, overall, projected to decline by -4.5% with most other New England states seeing similar or higher declines.

In a [2024 paper](#), the Brookings Institute found that while school enrollment is still below pre-pandemic levels, some gains (in enrollment) have been made. However, rural schools and high schools are represented, disproportionately, as those schools with (ongoing) substantial enrollment losses. Thus, while there are enrollment losses across the northeast, some districts are growing while others (including those in rural regions) continue to decline. This is reinforced by a [2023 Pioneer Institute study](#)² that found, while overall MA enrollment saw modest declines, these were masked by 68 cities that lost more than 1/5th of their students while 33 cities had enrollments rise by more than 10%. The report reinforces that Western Mass, based on birthrates, may have the most likely declines in the future.

The chart shared by NESDEC in their Phase I study illustrates projected population loss below.

State	Fall 2020 PK - 12	Fall 2030 Projected	PK-12 Decline	% Change 2020-2030
CT	509,058	475,600	-33,458	-6.6%
ME	172,455	161,800	-10,655	-6.2%
MA	921,712	879,900	-41,812	-4.5%
NH	169,027	144,600	-24,427	-14.5%
RI	139,184	130,200	-8,984	-6.5%
VT	82,401	74,600	-7,801	-9.5%

Source: U.S. Department of Education, National Center for Education Statistics, *Enrollment In Public Schools fall 1990 to fall 2030*, Table 203.20, March 2022.

² This study examines enrollment trends 2010-2019, through the pandemic, and projected through 2030.

WHAT IS HAPPENING, OVERALL, WITH ENROLLMENT IN HRSD/MTRSD?

Enrollment, student

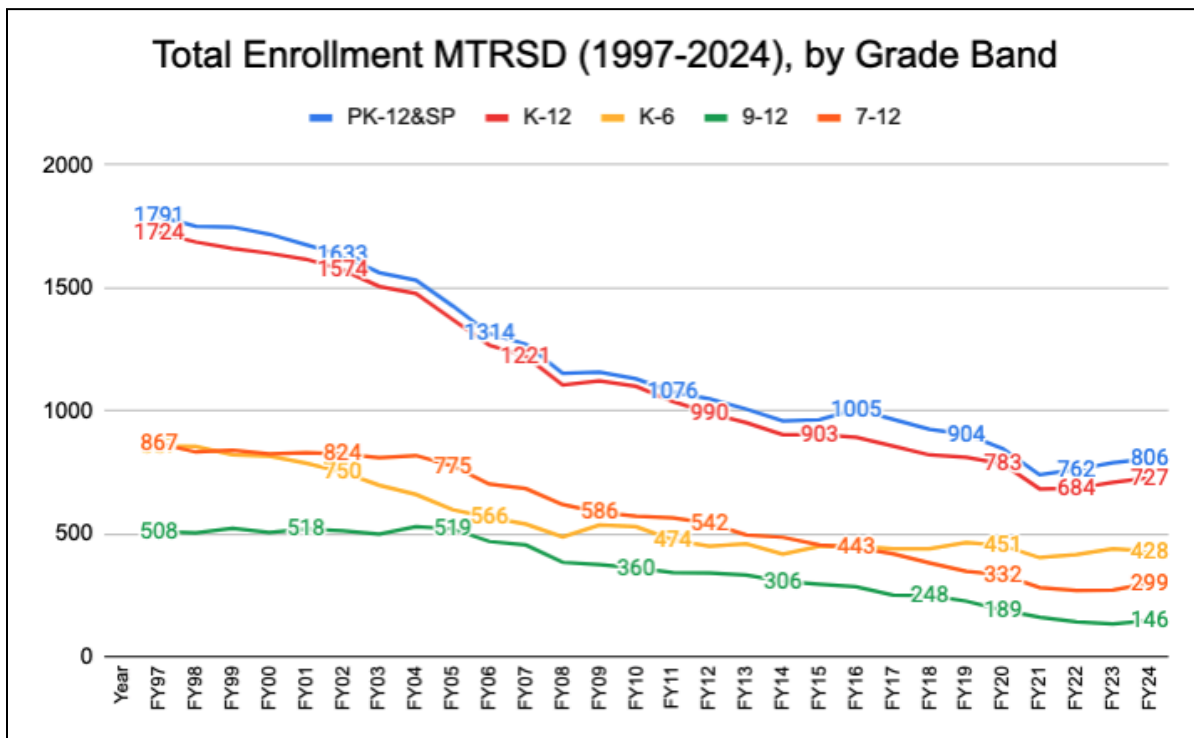
As described earlier, we will examine several sets of enrollment data that are represented in different ways. They are interrelated, yet help to understand trends and patterns in the school districts, the schools, the towns, and the broader region. We will examine total enrollment, school attending data, and foundation enrollment - examined as combined districts, by single district, and by town.

Enrollment, total enrollment (K-12)

Historical data can be gathered through DESE 30+ years back. We provide this longer look-back for reference purposes only and will focus on more recent 10-year trends forward (2015-2023) or, in some cases, six year look-back as data is available.

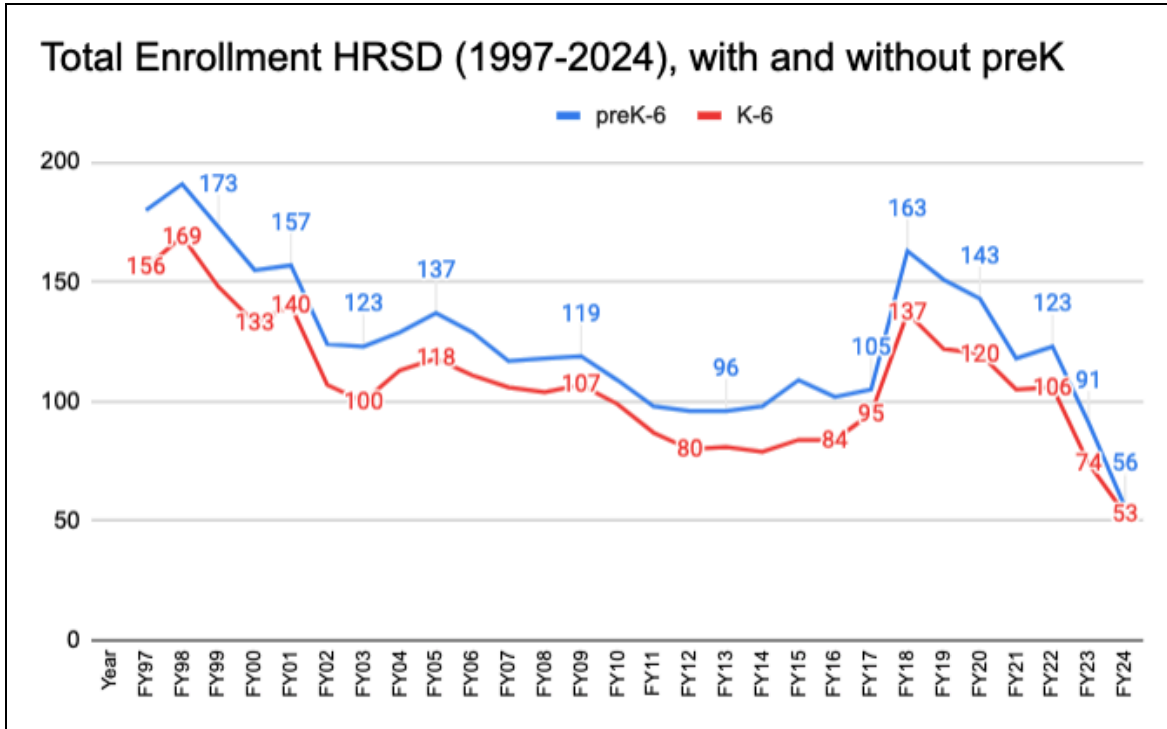
Enrollment, total enrollment by grade band, Historical MTRSD

The total enrollment (K-12) in MTRSD has decreased from 1,724 students in 1997 to 727 students in 2024, a 58% decline. Each grade band (enrollment with PreK added in, grades K-6, grades 7-12, and grades 9-12) is disaggregated and represented by the various lines below. High school (9-12) represents a 71% decline, middle and high school (7-12) a 66% decline, and elementary school (K-6) a 50% decline.



Enrollment, Total enrollment by grade band, Historical HRSD

The total enrollment (K-6) in HRSD has decreased from 156 students in 1997 to 53 students in 2024, a 66% decline. With PreK added in, enrollment was 180 in 1997 and 56 in 2024, a 69% decline.



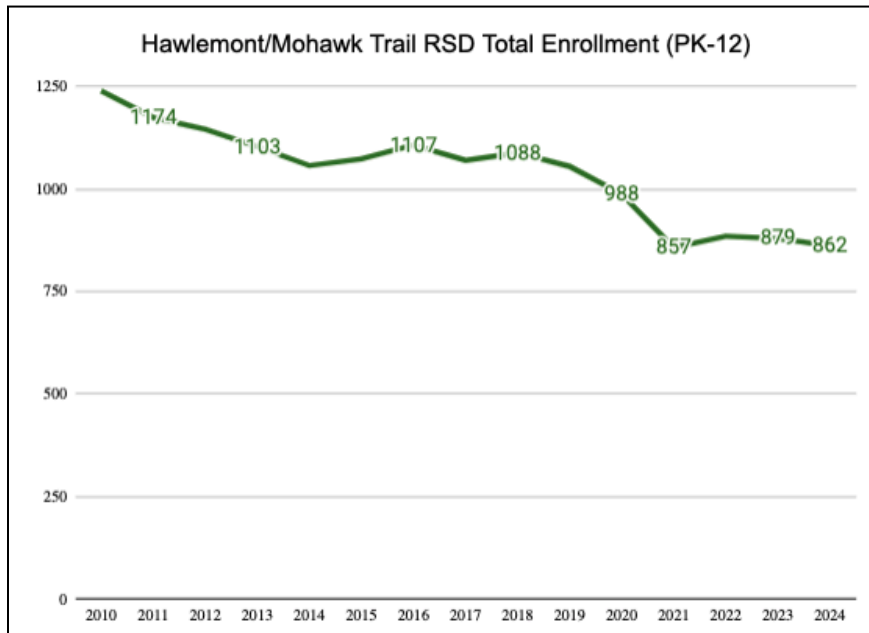
Enrollment, Total enrollment, Ten Year Summary, Combined Districts

Using DESE reported (October 1) data, the 2023-2024 enrollment at the combined Mohawk Trail/Hawlemont district is 862 students for PreK through grade 12, with special education tuition students included. Enrollment has declined by 211 students since 2015 (blue shading), an average of 21.1 students per year. This data is illustrated on the table and graph below.

Student Enrollment – Hawlemont / Mohawk Trail Regional School Districts (preK-12), Combined

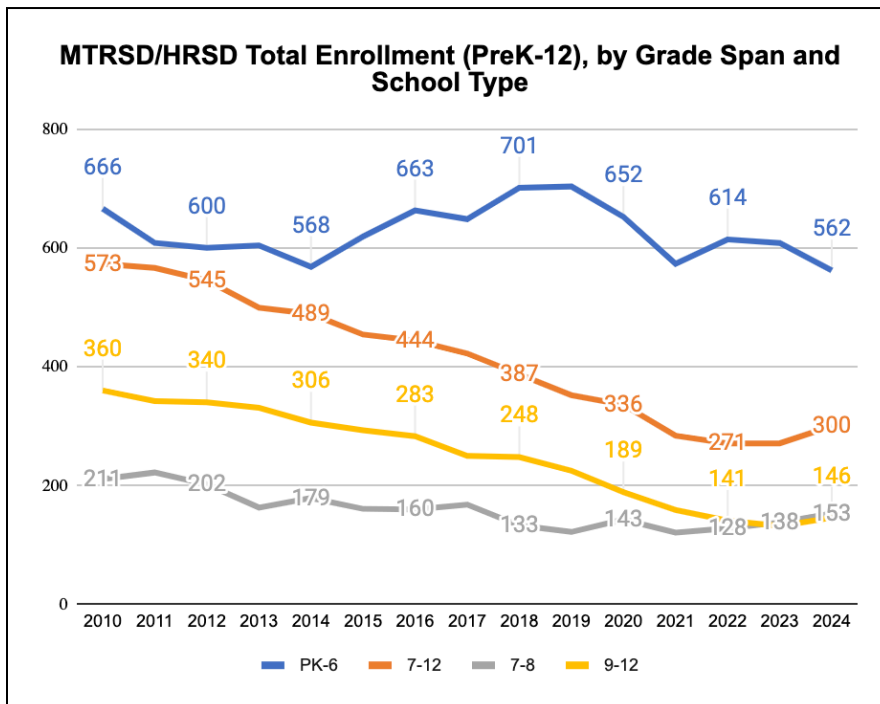
	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
2010	39	77	95	68	101	92	81	113	108	103	97	94	84	85	2	1,239
2011	47	55	74	95	70	94	89	84	115	107	87	92	87	76	2	1,174
2012	72	58	60	73	87	67	96	87	85	117	93	77	90	80	3	1,145
2013	65	79	60	62	76	91	70	101	81	82	85	93	68	85	5	1,103
2014	72	63	79	56	61	78	87	72	89	90	61	80	89	76	4	1,057
2015	86	91	68	80	68	57	78	91	66	95	73	57	77	86	0	1,073
2016	130	90	91	66	79	66	58	83	92	68	75	69	58	81	1	1,107
2017	115	91	84	94	65	79	65	55	76	92	58	67	67	58	4	1,070
2018	125	102	91	88	84	65	80	66	54	79	61	53	70	64	6	1,088
2019	118	79	96	90	84	90	62	84	68	54	62	51	47	65	5	1,055
2020	81	69	82	89	97	83	87	64	74	69	36	52	51	50	4	988
2021	66	54	65	74	74	85	76	79	55	66	35	28	46	50	4	857
2022	93	57	64	72	82	84	84	78	71	57	43	37	24	37	2	885
2023	96	64	60	71	64	84	85	84	72	66	38	33	35	26	1	879
2024	81	60	63	61	71	67	77	82	82	71	44	33	34	35	1	862
Change 2015-24	-5	-31	-5	-19	3	10	-1	-9	16	-24	-29	-24	-43	-51	1	-211
% Change	6%	34%	7%	34%	4%	18%	1%	10%	24%	25%	40%	42%	56%	59%		20%

Student Enrollment – Hawlemont / Mohawk Trail Regional School Districts (preK-12), Combined



This decline is not equal throughout the grades, as the high school has lost more than the elementary schools. The middle/high school (grades 7-12) went from 454 students in 2015 to 300 students in 2024, a decline of 154 (34%). Meanwhile, the elementary schools (preK-6) have declined from 619 students in 2015 to 562 students in 2024, a decline of 57 (just over 9%). Below, enrollment is displayed by grade band.

Student Enrollment – Hawlemont / Mohawk Trail Regional School Districts (preK-12), by Grade Spans



Over the same time period (2015 to 2024), most grade levels saw overall decline. There are some exceptions such as grade 3 (+3 students), grade 4 (+10 students), and grade 7 (+16 students). Other grades have experienced a decline over the last decade, ranging from -1 in grade 5 to -51 in 12th grade.

Enrollment, Total enrollment, Ten Year Summary, by School summarized

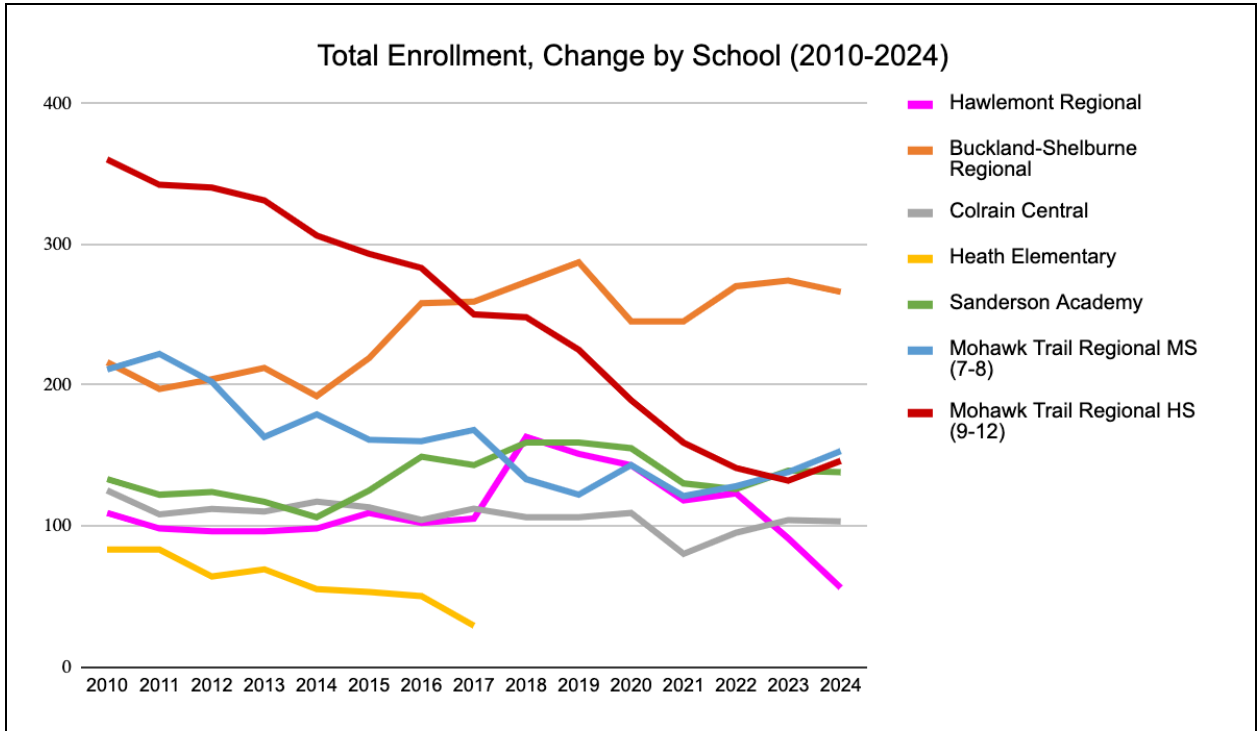
The table below displays enrollment trends by school. For the sake of disaggregating the MTRSD middle school grades (7-8) and the high school grades (9-12) these are treated as two separate schools, although all are contained in the same school/facility.

Overall, the entire district has declined by 211 students from 2015 to 2024 (blue shading). The high school (9-12) has lost the most students (-147), while Hawlemont ES lost the highest number among the elementary schools (-53). Colrain ES and Mohawk Trail MS both lost about 10 kids, while Sanderson (+13) and Buckland-Shelburne (+47) both gained students over the 10 year period. Heath is included in this table to illustrate how the closing of the school likely impacted enrollment in other elementary schools. The year that Heath ES closed, there was a sharp increase in students at Hawlemont ES and also increases at Buckland-Shelburne and Sanderson. By 2023, Hawlemont’s enrollment was lower than before Heath closed while Buckland-Shelburne and Sanderson remained relatively steady. Because Rowe sends students (via tuition) to MTRSD in grades 7-12, we will include their data at places throughout this report.

Student Enrollment – Hawlemont / Mohawk Trail Regional School Districts (PreK-12), by School (2010 - 2024)

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	CHG
Hawlemont ES	109	98	96	96	98	109	102	105	163	151	143	118	123	91	56	-53
Buckland-Shelburne ES	216	197	204	212	192	219	258	259	273	287	245	245	270	274	266	47
Colrain Central ES	125	108	112	110	117	113	104	112	106	106	109	80	95	104	103	-10
Sanderson Academy ES	133	122	124	117	106	125	149	143	159	159	155	130	126	139	138	13
Health ES	83	83	64	69	55	53	50	29								
Mohawk Trail MS (7-8)	211	222	202	163	179	161	160	168	133	122	143	121	128	138	153	-8
Mohawk Trail HS (9-12)	362	344	343	336	310	293	284	254	254	230	193	163	143	133	146	-147
Total	1,239	1,174	1,145	1,103	1,057	1,073	1,107	1,070	1,088	1,055	988	857	885	879	862	-158
Rowe	65	66	69	58	56	64	54	59	71	66	73	63	65	66	61	-3

These trends are illustrated on the graph below:



HOW, IF AT ALL, ARE BIRTH RATES IMPACTING ENROLLMENT?

As stated, all those students who reside in a town and are of the compulsory ages of attendance (6-16) must attend a school whether as a member of the assigned district school, a public school outside of the district, homeschool, or a private/parochial school. Foundation enrollment is comprised of those students who attend a public school³, whether within or outside of the school district. Foundation enrollment is linked to state aid and, in some cases, proportional assessments to towns. Understanding historical birth rates helps us to understand historical and consider future school foundation enrollments.

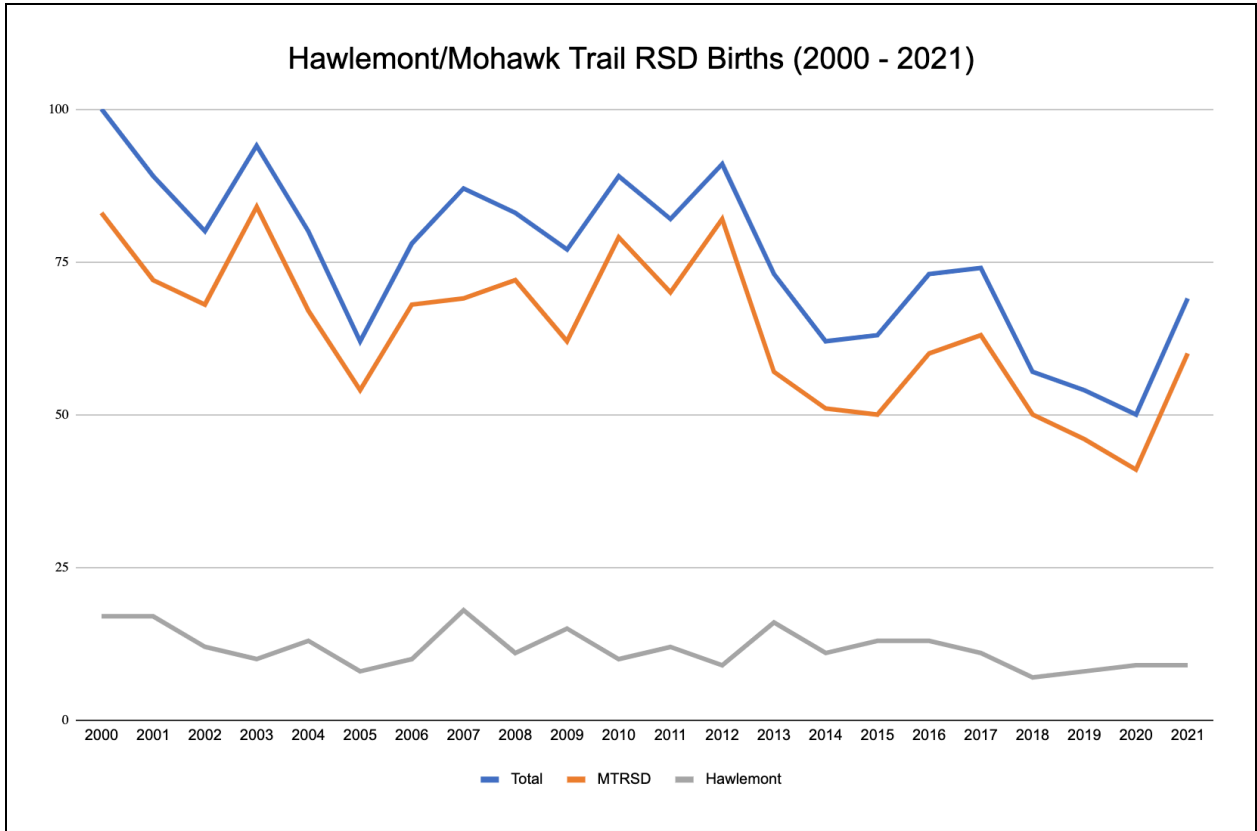
As illustrated earlier, enrollment has declined in MTRSD and HRSD. Amongst all the grades within the two districts, the most significant contributor to declining enrollment is the decline in births. The number of births in the two districts has dropped from 89 in 2010 to 69 in 2021. The births during this time ranged from a high of 91 in 2012 to a low of 50 in 2020.

Births by Town, 2000-2021

	Ashfield	Buckland	Charlemont	Colrain	Hawley	Heath	Plainfield	Shelburne	Total
2000	21	14	15	12	2	10	5	21	100
2001	12	13	17	14	0	10	4	19	89
2002	11	9	12	15	0	11	5	17	80
2003	15	21	10	18	0	5	2	23	94
2004	15	17	11	12	2	5	5	13	80
2005	10	8	6	15	2	3	3	15	62
2006	14	14	8	13	2	7	6	14	78
2007	18	13	17	15	1	5	5	13	87
2008	9	17	10	15	1	8	5	18	83
2009	10	12	12	11	3	7	4	18	77
2010	9	21	9	20	1	7	4	18	89
2011	7	23	10	14	2	10	3	13	82
2012	19	19	6	12	3	5	9	18	91
2013	10	14	14	13	2	4	3	13	73
2014	9	14	9	17	2	4	2	5	62
2015	9	10	11	11	2	3	3	14	63
2016	12	11	12	19	1	3	2	13	73
2017	14	11	8	14	3	6	4	14	74
2018	10	15	7	10	0	6	3	6	57
2019	11	13	7	7	1	2	5	8	54
2020	5	8	7	13	2	2	3	10	50
2021	10	7	6	20	3	6	6	11	69

These patterns are illustrated on the graph below, disaggregated by district.

³ If the town is a member of another district, such as a vocational regional district, that foundation enrollment number is listed separately from the foundation enrollment for the regional public school district the town belongs to.



Birth rates, combined with movement of students in and out of the district, help to inform a deeper understanding of enrollment trends and generate projections into the future.

HOW DO STUDENTS MOVE IN/OUT OF SCHOOLS (FLOW) IN THE REGION?

Enrollment, Student Flow, introduction.

As defined earlier, student flow refers to students who reside in the district and attend HRSD/MTRSD, students who reside in HRSD/MTRSD and do not attend the local public schools, and students who do not reside in the 8 towns but choose to attend HRSD/MTRSD. The next section will provide a review and analysis of student flow, analyzed over a six year period (from 2018 to 2023). Additional data that extends further into the past could be included as would be relevant and useful.

Several reports informed this section including:

- **School Receiving Report** - identifies where students enrolled in the district arrive from (by town).
- **Where Residents Go Report** - identifies those resident students in each town who attend a public school option (resident public school, choice, charter, or tuition).
- **School Attending Report** - identifies ALL students in each town, and where they attend ANY schooling option including both public and non-public options.

Each of these reports is important and helps to inform student flow patterns and trends.

Enrollment, Student Flow, general trends.

Students who reside in one of the eight towns can be categorized into three groups, those who attend HRSD/MTRSD, those who attend any school option other than the HRSD/MTRSD, and those who attend a public school option other than HRSD/MTRSD. As displayed in the table below, the percentage of overall resident enrollment attending HRSD/MTRSD is on the decline, from 75% in 2018 to 68% in 2023. This is reinforced by the percentage of resident students who choose not to attend HRSD/MTRSD from 26% in 2018 to 32% in 2023. Finally, the percentage of students electing to attend a public school option other than HRSD/MTRSD could be described as nudging slightly upward.

STUDENTS RESIDE IN 8 TOWNS	2018	2019	2020	2021	2022	2023
% of Students who Reside in the 8 Towns and Attend HRSD/MTRSD	74%	73%	74%	65%	68%	68%
% of Students who Reside in the 8 Towns and do not Attend HRSD/MTRSD	26%	27%	26%	35%	32%	32%
% of Students who Reside in the 8 Towns and attend a public school option other than HRSD/MTRSD	17%	18%	18%	19%	20%	19%

This data is described further below, with corresponding enrollment numbers. As displayed in the table below, the number of students who reside in the eight towns and enroll in the two districts has declined from 962 in 2018 to 788 in 2023, a decrease of 174 students. The number of students who leave the district for other public schooling options has remained relatively stable (nudging upward) since 2018, at 227 in 2023.

Just as students elect to leave, some elect to enter HRSD/MTRSD from towns outside the region. The districts have experienced a decline in the number of students who enter the districts from outside towns, from 125 in 2018 to 91 in 2023, a drop of 34. As a percentage of the total aged school population,

students choosing to enter the district were 11.5% of the total district enrollment in 2018, 8.7% in 2022 and 10.4% in 2023.

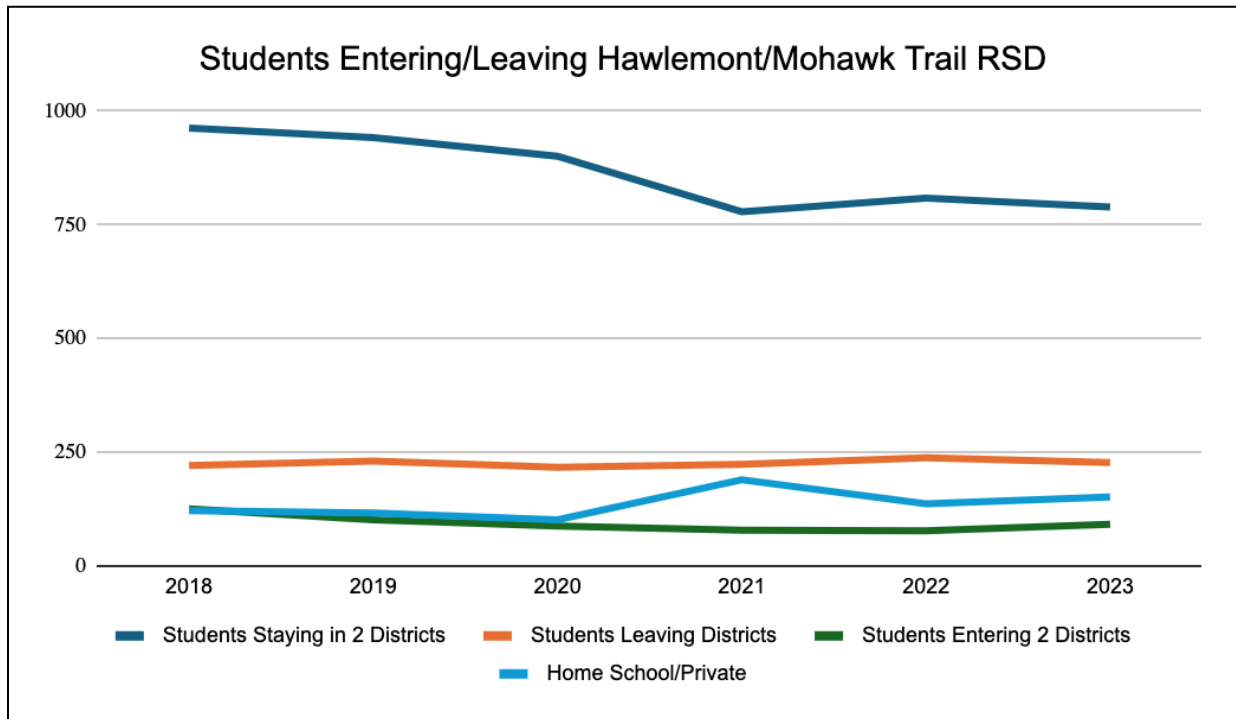
The towns have seen a decline of 167 school-age children going to public schools since 2018, but the districts have seen a decline of 208 students in that same period. As a result, the overall decline can be attributed to **both** decreased births and a decline in students entering the district.

Student Flow - Hawlemont/Mohawk Trail RSD's (PreK-12)

	2018	2019	2020	2021	2022	2023
Resident Students Staying in MTRSD/HRSD	962	941	900	778	808	788
Resident Students Leaving HRSD/MTRSD for public school options	220	230	216	223	237	227
Non- Resident Students Entering HRSD/MTRSD	125	101	87	78	77	91
Resident Students attending Home School/Private schools	121	116	101	189	136	151
Total Students In 8 Towns	1,303	1,287	1,217	1,190	1,181	1,166
Total Students in 2 Districts	1,087	1,042	987	856	885	879
% of Resident Students Staying in HRSD/MTRSD	73.8%	73.1%	74.0%	65.4%	68.4%	67.6%
Non-Resident Students as % of District Enrollment	11.5%	9.7%	8.8%	9.1%	8.7%	10.4%

Using School Attending Report data, there has been an increase of 30 students being homeschooled and attending private or parochial schools. The Academy at Charlemont has seen a recent uptick in enrollment (100 students enrolled in 2023) in the last three years, but has been experiencing a decline in enrollment for at least the previous 10 years and remains below the early 2010s enrollment.

These trends are represented graphically below.



Enrollment, Student Flow, Sending Students, where do they go?

Most of the schools (districts) that receive students from the Hawlemont/Mohawk Trail RSDs (towns) are on the order of 1 or 2 students. A full list of receiving public schools/districts (2018-2023) is below, alphabetically:

- Amherst-Pelham
- Berkshire Hills
- Central Berkshire
- Chesterfield-Goshen
- Clarksburg
- Conway
- Deerfield
- Agricultural
- Easthampton
- Erving
- Florida
- Four Rivers Charter Public
- Franklin County Regional Vocational Technical
- Frontier
- Gill-Montague
- Greater Commonwealth Virtual District
- Greenfield
- Hampshire
- TEC Connections Academy Commonwealth Virtual School District
- Hatfield
- Hawlemont
- Hoosac Valley Regional
- Mohawk Trail
- New Salem-Wendell
- Northampton
- Northampton - Smith Vocational
- Pioneer Valley
- Pioneer Valley Chinese Immersion Charter
- Pioneer Valley Performing Arts Charter
- Rowe
- Savoy
- Springfield
- Sunderland
- Westhampton
- Whatley
- Williamsburg

Several schools/districts receive more than a couple students, including Franklin County Regional Vocational Technical, Rowe, Frontier, and Four Rivers Charter Public School. Below are snapshots (2018 and 2023) with change between these two time years, are noted (sorted ascending from highest in 2023 to lowest in 2023).

Districts Receiving Students from Hawlemont/Mohawk Trail RSD's

Receiving District	2018	2023	Change
Franklin County Regional Vocational Technical	52	66	+14
Rowe	35	36	+1
Frontier	6	31	+25
Four Rivers Charter Public	47	28	-19
Northampton - Smith Vocational Agricultural	12	19	+7
Conway	10	14	+4
Greenfield	13	7	-6

Enrollment, Student Flow, Receiving Students, where do they come from?

Most of the districts that send students to the Hawlemont/Mohawk Trail RSDs tend to also be on the order of only a few students. A full list of sending public schools/districts (2018-2023) is below, alphabetically:

Belchertown	Leyden
Bernardston	Montague
Cheshire	North Adams
Conway	Northfield
Cummington	Northampton
Deerfield	Rowe
Easthampton	Shutesbury
Gill	Sunderland
Goshen	West Springfield
Granby	Westfield
Greenfield	Williamsburg
Huntington	Williamstown
Worthington	Out of State

Several schools/districts send more than a couple students, see below, including Cummington and Greenfield. Cummington’s numbers are likely decreasing due to elapsed time since more families opted out of Central Berkshire when their elementary school closed in 2015. Most of the students the districts receive from Rowe are for high school (one is elementary). These are sorted ascending from highest in 2023 to lowest in 2023.

School Districts Sending Students to Hawlemont / Mohawk Trail RSD’s

Sending District	2018	2023	Change
Greenfield	51	43	-8
Rowe	24	11	-13
Cummington	10	3	-7

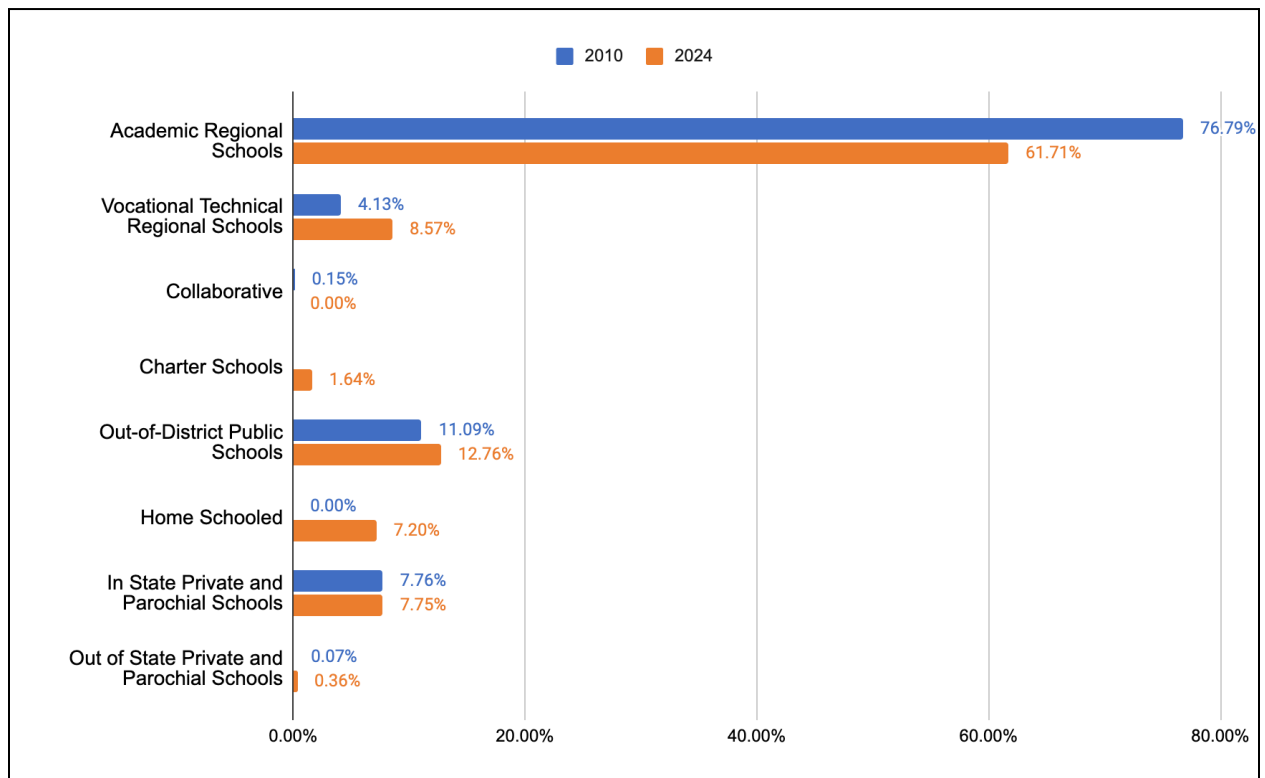
The school attending (DESE) report provides a snapshot in identifying where each school-aged child in each town receives their education, whether public or non-public. As has been the theme thus far, overall school-aged population decreased 10% between 2015 and 2023 (from 1,212 to 1,097), while students attending HRSD/MTRSD declined at a more significant rate, 23%, from 2015 to 2023 (from 868 to 677). The towns are also sending fewer students to charter schools than previously, 42 in 2015 as compared to 30 in 2023. In contrast, vocational school enrollment has increased substantially over the last decade (93% from 2015 to 2023), as has homeschooled (41%), likely due to the impact of the pandemic. Finally, families/students selecting private school options appears to bounce around a bit, and is about the same in 2023 (79 students) as in 2015 (76 students).

School Attending (2010 through 2024), K-12 (no PreK), All Residents, All Towns

Year	Academic Regional Schools (HRSD/MTRSD)	Vocational Technical Regional Schools	Collaborative	Charter Schools	Out-of-District Public Schools	Home Schooled	In State Private and Parochial Schools	Out of State Private and Parochial Schools	Total
2010	1,059	57	2		153		107	1	1,379
2011	996	60	2	50	128	51	4		1,291
2012	947	55	3	46	121	47	88		1,307
2013	901	50	3	45	120	45	93	1	1,258
2014	855	47	1	46	125	43	89		1,206
2015	868	44		42	131	51	76		1,212
2016	839	52		49	130	37	74	3	1,184
2017	860	38		52	211	36	67		1,264
2018	782	44		50	158	43	75	3	1,155
2019	772	50		48	173	44	69	3	1,159
2020	819	50		47	139	46	55		1,156
2021	691	79		42	123	128	61		1,124
2022	690	90		32	166	77	59		1,114
2023	670	85		30	150	72	79		1,086
2024	677	94		18	140	79	85	4	1,097

Selected data is represented in graphic form below as a % of Total:

School Attending (2010 - 2024) by Selected Categories, represented as a % of Total



School Attending, by Town

Further below, we will look at each town’s enrollment data including where students who reside in the town attend school (whether the local public schools or other options). For reference, a quick snapshot of 2024 (January) aggregated by town is provided below. Several quick observations that will be explored further in the town analysis are listed below:

- Charlemont sends a high number (34) of students to out-of-district public schools
- Ashfield and Colrain have the highest numbers (16) of homeschooled students
- Shelburne sends the highest numbers of students (31) to private school
- Colrain (22) and Charlemont (17) send the highest numbers of students to vocational schools

School Attending Data, By Town, 2024

Town	Local Schools	Voc/Tech Regional	Charter	Out-of-District Public	Home Schooled	In State Private or Parochial	Out-of-State Private or Parochial	TOTAL
Ashfield	102	11	2	21	16	9	0	161
Buckland	161	13	5	13	14	13	0	219
Charlemont	78	17	3	34	8	6	0	146
Colrain	117	22	3	21	16	13	0	192
Hawley	14	4	0	5	1	5	0	29
Heath	48	11	0	27	12	5	0	103
Plainfield	44	7	2	5	3	3	4	68
Shelburne	113	9	3	14	9	31	0	179
TOTALS	677	94	18	140	79	85	4	1,097

Source: District file

Enrollment, Total enrollment, Ten Year Summary, by Cohort

Another method to confirm whether students are coming into or leaving a school or district is to examine whether cohorts remain intact. If it is assumed that a group of students start in Kindergarten and that this “cohort” travels through their K-12 careers together, with expected and normal migration occurring in/out of towns/districts, we can determine if there are unusual changes to the cohort size. Cohort analysis can prove useful in determining, in combination with sending and receiving data, whether there are unique entry and/or exit grade levels in the district.

The table below is set up to illustrate how cohorts “track” across school years. Recognizing natural movement, it offers some insights regarding migration in and out of the district. In the case of HRSD/MTRSD combined, it appears there are several general trends:

1. There is an inconsistent drop off in the cohort from grade 6 to grade 7. In some years (for example 2010 to 2011) the cohort remains about the same. In other years, such as 2013 to 2014,

the cohort dropped by 12 students. Of interest, the last data set, 2023 to 2024, has the cohort from grade 6 to grade 7 relatively stable at 82-84. This is certainly a grade cohort worth paying attention to given this is the point at which students transition from their elementary school to MTRS.

2. There is a consistent drop in enrollment from grade 8 to grade 9. In some years (for example 2012 to 2013) the cohort declined by 27%. Most recently (2023-2024) the cohort decreased by a third, from 66 to 44. This is a concerning trend that the district is aware of and has developed strategies to address.
3. **Note:** The PreK to K cohort enrollment is a challenge to tackle as PreK often includes two cohorts (age 3 and age 4). It also varies in percentage participation as some families choose private PreK programs or home care. Still, this is a trend worth studying if the data is available - specifically, how many students (what percentage) who participate in PreK programs matriculate to the district's K programs? With that context, PreK to K rates can be a measure some districts study to assess cohort stability.

Student Enrollment – Hawlemont / Mohawk Trail Regional School Districts (preK-12), Combined

	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
2010	39	77	95	68	101	92	81	113	108	103	97	94	84	85
2011	47	55	74	95	70	94	89	84	115	107	87	92	87	76
2012	72	58	60	73	87	67	96	87	85	117	93	77	90	80
2013	65	79	60	62	76	91	70	101	81	82	85	93	68	85
2014	72	63	79	56	61	78	87	72	89	90	61	80	89	76
2015	86	91	68	80	68	57	78	91	66	95	73	57	77	86
2016	130	90	91	66	79	66	58	83	92	68	75	69	58	81
2017	115	91	84	94	65	79	65	55	76	92	58	67	67	58
2018	125	102	91	88	84	65	80	66	54	79	61	53	70	64
2019	118	79	96	90	84	90	62	84	68	54	62	51	47	65
2020	81	69	82	89	97	83	87	64	74	69	36	52	51	50
2021	66	54	65	74	74	85	76	79	55	66	35	28	46	50
2022	93	57	64	72	82	84	84	78	71	57	43	37	24	37
2023	96	64	60	71	64	84	85	84	72	66	38	33	35	26
2024	81	60	63	61	71	67	77	82	82	71	44	33	34	35

Enrollment, Mobility.

Other variables that tell a bit more about enrollment patterns are those related to mobility. Mobility is defined as those students transferring into or out of public schools, districts or the state. There are three different measures that capture mobility:

- Intake (Transfer-in) Rate: measures the number of students that enroll in the state, a district, or school after the beginning of the school year.
- Churn Rate: measures the number students transferring into or out of a public school or district throughout the course of a school year.
- Stability Rate: measures how many students remain in a district or school throughout the school year. Source: <http://www.doe.mass.edu/infoservices/reports/mobility/>.

To determine the degree of mobility, we'll focus on **churn rate** as a proxy. Additional data can be accessed via DESE. While the data below is an aggregate of all students, specific subgroup data is

available. Overall, there is a high degree of fluctuation in churn rate. Churn varies by school and by year ranging from as low as 2.8% in Colrain ES in 2023 to as high as 23.4% in Colrain in 2021. This is likely the result of a small population size (*n*) where any (even small) movement will impact churn percentages. The high rates of churn at Colrain in 2021 and 2022 could perhaps have been due to more students being homeschooled during the pandemic. Still, when 10-20% of the population is moving in any single school year, this will influence enrollment totals in the school, as well as present teaching and learning challenges associated with interrupted schooling.

The full data set, 2018 through 2023, is displayed in the table below.

Churn Rate (2018-2023), By District and School

	2018	2019	2020	2021	2022	2023
Hawlemont	10.0%	5.7%	3.4%	16.7%	14.6%	13.3%
Mohawk Trail RSD, Overall	7.8%	9.6%	5.5%	11.6%	9.3%	5.3%
BSE	8.0%	8.0%	3.2%	10.5%	5.0%	2.9%
Colrain ES	10.5%	9.7%	7.2%	23.4%	18.9%	2.8%
Sanderson ES	6.1%	19.1%	10.8%	18.2%	10.9%	8.2%
Mohawk MS/HS	8.0%	7.2%	5.3%	6.2%	9.2%	12.9%

Why resident students/families choose to attend schools outside of HRSD/MTRSD.

We will close this section by offering that the BERK12 Research Team will be conducting a survey of resident families/students who are choosing educational options outside of HRSD/MTRSD. In April/May 2024, a comprehensive survey, developed in partnership with the 2D8T Steering Committee/Community Engagement Advisory Team, was distributed to families. A copy of that survey can be accessed [HERE](#). When that data is collected and analyzed, the results will be added to this report or linked as an addendum.

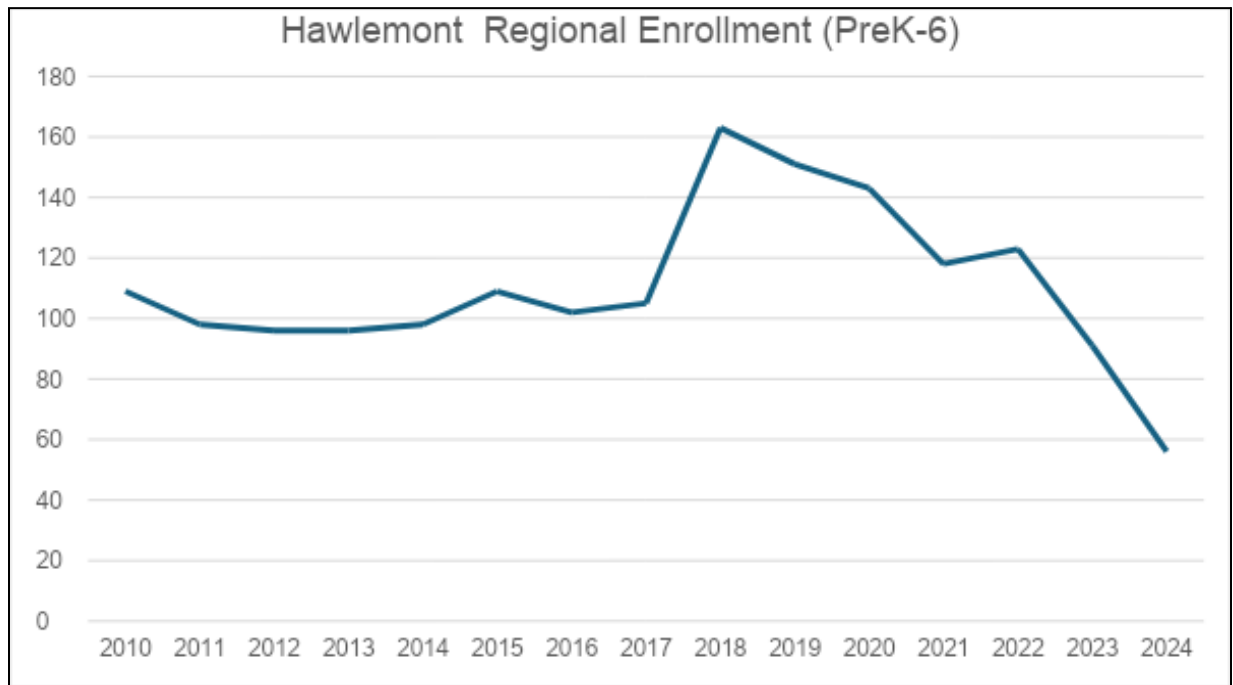
WHAT ARE THE ENROLLMENT TRENDS BY SCHOOL?

Enrollment, Total enrollment, Ten Year Summary, by School detailed

At the school level, two schools have gained students over a ten year time period (Buckland-Shelburne and Sanderson Academy), while the rest have experienced declines. Below, each school's data is described to better understand enrollment patterns/trends across the two districts.

Hawlemont Regional, Enrollment Trends

Between 2015 and 2024, Hawlemont Regional saw an initial increase of students followed by a more dramatic decline since 2018. Following Heath Elementary School's closing in 2017, many of those students started 2018 at Hawlemont through a tuition agreement, increasing enrollment to 163 students (from 109 in 2015). However, not all students from Heath remained/continued at Hawlemont, as a significant number chose to attend Colrain in-district or choice out to Rowe. Since the peak in 2018, enrollment steadily declined through 2022. In the two years since then, enrollment has plummeted from 123 students to 56 students, according to DESE. While this is primarily due to declining births, an increase in choice to other districts is also a contributing factor.



School Enrollment – Hawlemont Regional (PreK-6)

	PreK	K	1	2	3	4	5	6	Total
2010	10	9	15	12	19	13	14	17	109
2011	11	5	10	15	11	18	14	14	98
2012	16	8	5	10	15	11	17	14	96
2013	15	10	8	7	10	15	12	19	96
2014	19	10	12	9	8	12	15	13	98
2015	25	15	10	10	13	6	11	19	109
2016	18	17	13	8	8	13	10	15	102
2017	10	17	15	17	7	17	14	8	105
2018	26	25	26	20	17	10	22	17	163
2019	29	15	22	24	17	19	6	19	151
2020	23	16	15	17	28	18	18	8	143
2021	13	13	11	13	12	23	16	17	118
2022	17	11	15	13	16	14	21	16	123
2023	17	9	6	12	9	13	9	16	91
2024	3	8	6	5	10	9	9	6	56

Hawlemont Regional, Where kids come from

We looked back at the last six years, see table below, in considering where students come from when they arrive at the Hawlemont Regional School from outside towns. Overall, over this six year period, students attended from 13 surrounding communities. All sending towns and corresponding enrollment numbers are listed below. Most of these towns sent only a student or two, with Charlemont and Heath as the highest (proportionally) sending towns. In 2023, Heath’s enrollment dropped by half and, overall, general enrollment trends are declining.

Over the six year time period, Hawlemont has been relatively consistent with total enrollment consisting of about 60% from the two resident towns (Charlemont and Hawley) and 40% from outside the two towns. A full list for the 2023-2024 school year can be found [HERE](#).

Town	2018	2019	2020	2021	2022	2023
Charlemont	80	69	66	61	60	50
Hawley	17	16	17	10	10	8
North Adams						1
Greenfield	6	4	3	3	6	8
Sunderland					1	
Easthampton	1					
Rowe	3					
Ashfield			2	1	1	1

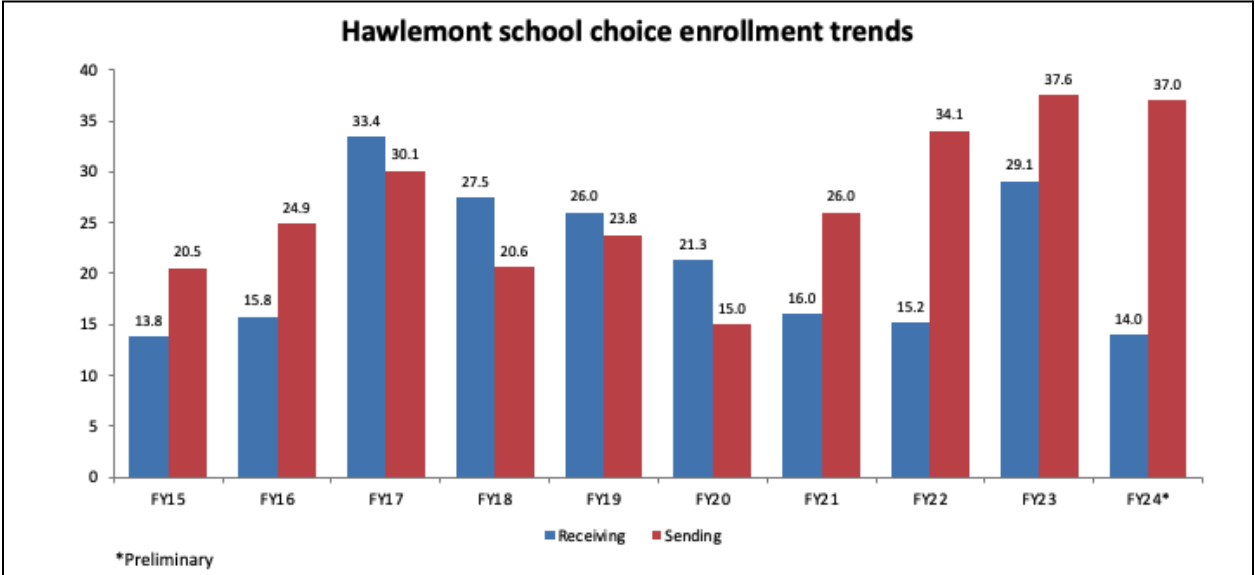
Plainfield	1	1	1	1	1	
Heath	36	34	34	31	35	15
Buckland	6	11	11	8	6	0
Colrain	5	0	6	1	3	6
Shelburne	8	6	3	2	0	2
% from resident towns	59.5%	60.3%	58%	60.2%	56.9%	63.7%

Hawlemont, Choice in and out

While we will detail later in this report where students in each town attend school, this brief summary will examine the general trends related to students who choose to attend HRSD from communities outside of Hawley and Charlemont, as well as those students who live in Hawley and Charlemont and choose to attend school outside of the district at a public option (non-public options will be detailed later by town).

The statewide school choice assessment and tuition amounts are provided through DESE, [HERE](#). In 2023, there were 17,688 full-time equivalent pupils participating, including 13,541 school choice students and 4,147 students enrolled in one of the two Commonwealth virtual schools. The regular day school choice tuition rate is \$5,000 per student for school districts and \$9,184 per student for Commonwealth virtual schools, and an additional \$75 per student administrative fee. An incremental cost is also added to the tuition for each special education student reflecting the additional cost of the services that they are receiving. This amount is determined using the same methodology for specific services that is used for the special education circuit breaker program.

The first table illustrates the numbers of students coming and going from Hawlemont with years (such as FY17) where the values were about equal, and other years (such as FY18 and FY20) where more students were received than sent. However, over the last several years, more students have left (been sent) than have choiced in (been received). Wide gaps in FY21 (-18.9) and FY24 (-23.0) illustrate this point.



Source: <https://www.doe.mass.edu/finance/schoolchoice/>

The movement of these students translates into dollars as students are taking/bringing with them choice and tuition dollars from their home district/towns. Below, these figures are shared for HRSD. There have been revenue/expense swings over the years during which more funds arrived with receiving students than were sent with those leaving the district. The last three years (particularly 2022 and 2024) suggest a widening gap in that more funds are being paid to send students out of district, \$126,818 in FY24).

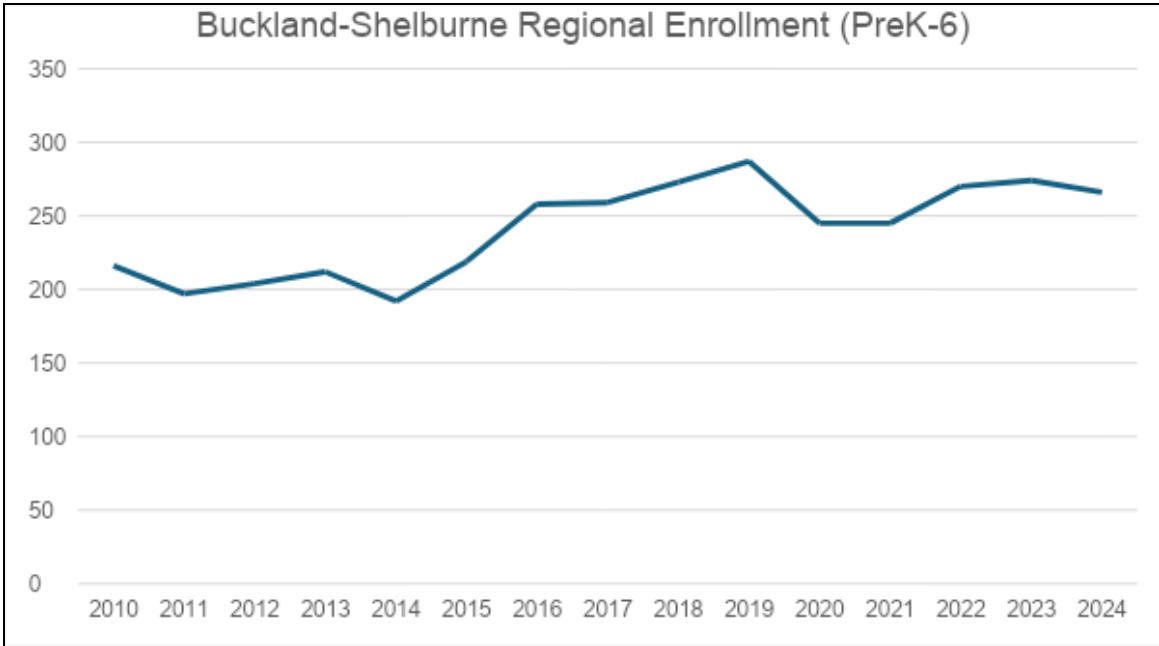
Hawlemont School Choice (FTE and Funding), 2018 - 2024

						Adjusted	Adjusted	
		Receiving	Receiving	Sending	Sending	Receiving	Sending	
	Year	FTE	Tuition	FTE	Tuition	Tuition	Tuition	Revenue/Expense
Hawlemont	FY2024	14.0	\$120,965	37.0	\$247,783	\$120,965	\$247,783	-\$126,818
	FY2023	29.1	264,987	37.6	254,717	258,407	254,717	\$3,690
	FY2022	15.2	132,657	34.1	225,416	132,657	225,416	-\$92,759
	FY2021	16.0	116,978	26.0	145,475	116,978	190,475	-\$73,497
	FY2020	21.3	125,822	15.0	82,270	125,822	82,270	\$43,552
	FY2019	26.0	211,482	23.8	130,764	211,482	130,764	\$80,718
	FY2018	27.5	302,973	20.6	128,676	312,973	126,446	\$186,527

Mohawk Trail Regional, Enrollment Trends

Buckland-Shelburne ES

Buckland-Shelburne has seen a steady increase in enrollment over the last ten years, increasing from 219 students in 2015 to 266 students in 2024. The school has stayed relatively stable in the PreK – 3 grades, while grades 4-6 have grown. Looking at historical data, it appears this is due to a larger cohort that entered the school in 2016-2019 and is now in the older grades.



School Enrollment – Buckland-Shelburne Regional (PreK-6)

	Pre-K	K	1	2	3	4	5	6	SP	Total
2010	12	26	18	28	37	24	27	44	0	216
2011	15	19	23	18	29	35	25	33	0	197
2012	34	19	21	27	16	27	36	24	0	204
2013	27	34	17	23	27	19	28	37	0	212
2014	23	27	33	16	23	27	14	29	0	192
2015	31	37	29	35	20	24	29	14	0	219
2016	49	34	37	33	33	19	24	29	0	258
2017	45	37	32	38	33	30	19	25	0	259
2018	49	40	33	36	34	32	29	20	0	273
2019	46	30	40	33	37	35	33	33	0	287
2020	15	27	30	40	34	35	31	33	0	245
2021	20	20	34	31	38	35	35	32	0	245
2022	28	28	26	35	37	41	36	39	0	270
2023	30	27	32	32	35	42	40	36	0	274
2024	28	24	29	34	36	34	39	41	1	266

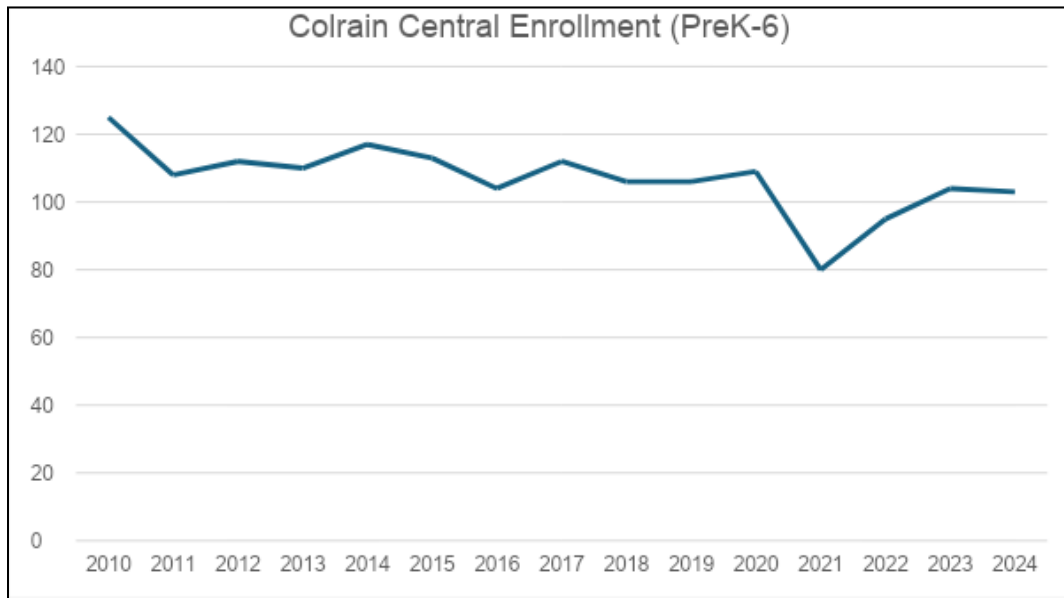
In 2024, in data provided by the district available [HERE](#), the district reports:

- 268 Total Students
- 93 Choice Students (35% of Total)
- Sending towns include: Greenfield, Charlemont, Gill, Shutesbury, Conway, Bernardston, Belchertown

(we selected September as the target month, given enrollment is calculated at the end of the month and would best correspond to the DESE October 1 report)

Colrain Central ES

Colrain Central has seen a relatively stable enrollment over the last ten years, declining only by ten students. This decline is seen throughout the grades with varying sized cohorts from year-to-year. There are a few interesting data points such as the increase from 8 in grade 4 in 2022 to 14 in grade 5 in 2023. The reason for this increase could likely be explained by administration and could simply be a one-year anomaly.



School Enrollment – Colrain Central (PreK-6)

	Pre-K	K	1	2	3	4	5	6	Total
2010	12	11	23	12	8	18	15	26	125
2011	12	14	12	22	11	7	18	12	108
2012	15	14	12	11	21	12	9	18	112
2013	14	12	17	11	12	21	11	12	110
2014	18	11	13	15	11	16	21	12	117
2015	16	11	11	12	17	9	16	21	113
2016	12	21	14	8	12	16	9	12	104
2017	12	13	19	19	9	13	17	10	112
2018	13	6	13	20	15	9	11	19	106
2019	14	12	6	13	18	18	10	15	106
2020	18	11	16	5	14	17	18	10	109
2021	13	11	7	11	4	7	15	12	80
2022	18	9	13	10	12	8	11	14	95
2023	18	12	9	15	7	14	14	15	104
2024	17	13	11	10	13	9	15	15	103

In 2024, in data provided by the district available [HERE](#), the district reports:

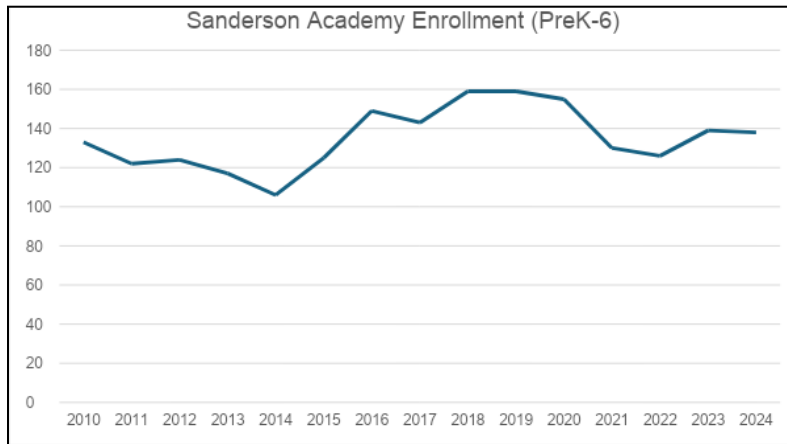
- 102 Total Students
- 18 Choice Students (18% of Total)
- Sending towns include: Greenfield, Charlemont, Lake Pleasant, Deerfield, Montague

(we selected September as the target month, given that enrollment is calculated at the end of the month and would best correspond to the DESE October 1 report).

Sanderson Academy ES

Sanderson Academy has seen an increased enrollment since 2015, gaining 13 students. However, the school introduced PreK in 2016, which has added over 30 students to the school. Without the addition of PreK, enrollment would have declined. Including PreK, the enrollment has still declined since 2019.

While cohorts appear to remain relatively intact, the average grade size has decreased by about two students over the last decade.



School Enrollment – Sanderson Academy (PreK-6)

	Pre-K	K	1	2	3	4	5	6	Total
2010	0	26	19	12	22	25	13	16	133
2011	0	15	23	18	12	20	21	13	122
2012	0	12	18	20	20	12	21	21	124
2013	0	17	12	16	21	20	12	19	117
2014	0	13	15	12	16	18	21	11	106
2015	0	18	16	18	12	17	20	24	125
2016	38	11	17	15	19	12	13	24	149
2017	41	19	12	18	14	17	11	11	143
2018	37	31	19	12	18	14	18	10	159
2019	29	22	28	20	12	18	13	17	159
2020	25	15	21	27	21	13	20	13	155
2021	20	10	13	19	20	20	10	18	130
2022	30	9	10	14	17	21	16	9	126
2023	31	16	13	12	13	15	22	17	139
2024	33	15	17	12	12	15	14	20	138

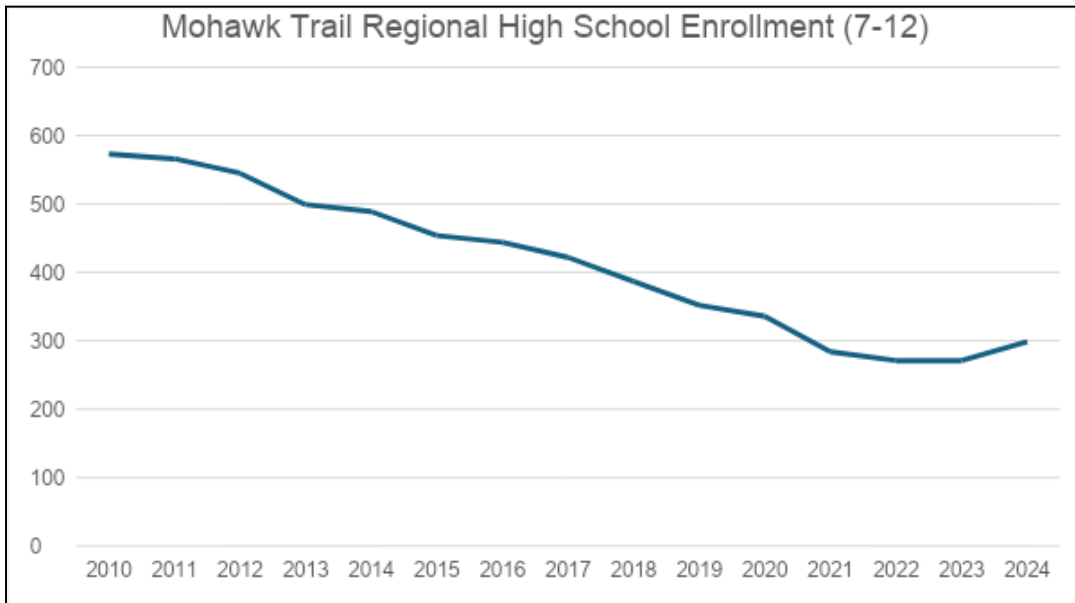
In 2024, in data provided by the district available [HERE](#), the district reports:

- 135 Total Students
- 22 Choice Students (16% of Total)
- Sending towns include: Conway, Hawley, Chesterfield, Leyden, Goshen, Cheshire

(we selected September as the target month, given that enrollment is calculated at the end of the month and would best correspond to the DESE October 1 report)

Mohawk Trail Regional Middle/High School

Mohawk Trail Regional High School has seen significant declines in enrollment over the last ten years. The current enrollment of 299 students is 155 fewer than the 454 in 2015. A significant contributing factor to this decline is the decrease in the number of births over the last few decades. Additionally, the district has seen a steady number of students who go to other middle/high schools, such as charter, vocational, and other public systems (via choice). The school has seen a 113% increase in the number of students going to vocational schools in the last decade, with the majority of that increase occurring since 2021; however, the number of students going to charter schools has decreased.



School Enrollment – Mohawk Trail Regional (7-12)

	7	8	9	10	11	12	SP	Total
2010	108	103	97	94	84	85	2	573
2011	115	107	87	92	87	76	2	566
2012	85	117	93	77	90	80	3	545
2013	81	82	85	93	68	85	5	499
2014	89	90	61	80	89	76	4	489
2015	66	95	73	57	77	86	0	454

2016	92	68	75	69	58	81	1	444
2017	76	92	58	67	67	58	4	422
2018	54	79	61	53	70	64	6	387
2019	68	54	62	51	47	65	5	352
2020	74	69	36	52	51	50	4	336
2021	55	66	35	28	46	50	4	284
2022	71	57	43	37	24	37	2	271
2023	72	66	38	33	35	26	1	271
2024	82	71	44	33	34	35	0	299

In 2024, in data provided by the district available [HERE](#), the district reports:

- 312 Total Students
- 21 Choice Students (7% of Total)
- Rowe sends 17 students on tuition
- Sending towns include: Greenfield, Cummington, Montague, Leyden, North Adams, Turners Falls, Florida, Cheshire

(We selected September as the target month, given that enrollment is calculated at the end of the month and would best correspond to the DESE October 1 report).

Mohawk Trail RSD (ALL SCHOOLS), Where kids come from

We looked back at the last six years, see table below, in considering where students come from when they enroll in MTRSD. Over this six year period (all grades), students arrived from the 8 MTRSD resident towns and an additional 23 surrounding communities (plus several out-of-state students). Most of these sending towns were low incidence (1-2), however, the largest sending towns are listed below, with the 8 MTRSD towns identified at the top of the list (yellow shading). Greenfield and Rowe top the list as sending communities, with a few additional students arriving from the closer neighboring rural towns. These may be influenced by a variety of factors from convenience (the school is geographically closer to the child’s home), to the parent working in or near the school, to perceptions about the school district’s ability to offer quality programming. Note: A full list of how students are attending MTRS for the 2023-2024 school year can be found [HERE](#).

Student Enrollment in MTRSD by Town of Residence (2018 - 2023)

Town	2018	2019	2020	2021	2022	2023
Ashfield	164	148	129	108	104	112
Buckland	194	200	180	156	167	171
Charlemont	59	59	55	48	59	62
Colrain	147	134	148	128	136	128
Hawley	13	16	14	11	9	9

Heath	40	48	46	36	34	48
Plainfield	51	54	51	48	47	51
Shelburn	141	145	137	128	136	125
Conway	6	6	10	8	5	4
Cumington	10	9	5	4	3	3
Deerfield	5	2	2	2	3	0
Greenfield	45	37	29	28	17	35
Montague	8	1	2	3	5	4
Rowe	21	23	22	17	15	11
Williamsburg	4	2	0	1	2	2
Worthington	3	3	3	1	1	2

Recognizing that we provided an overview of the combined student flow across the districts in an earlier section, we also examined the flow patterns by grade span (elementary and middle/high). Below, this data is disaggregated by grade span (elementary and middle/high) to offer more insights.

Overall resident attendance in the elementary schools has remained at about 90% (between 2018 and 2023), with 10-11% of resident students choosing schools outside the HRSD/MTRSD elementary schools. The percentage of students entering the HRSD/MTRSD has bounced around year-to-year and sits at about 9-10% of total elementary school enrollment.

In contrast, the percentage of resident students that choose MTRS has declined from about 67% to 60% from 2018 to 2023. The percentage of residents choosing outside schooling options has risen from 33% to just over 40%. Compounding this MS/HS enrollment decline are fewer students entering the school from outside communities. In 2018, 14.7% (57 students) of MTRSD MS/HS students were from outside the district towns, while in 2023 that number was down to 11.4% (31 students).

Where Resident Students (Aggregated) Attend School by Grade Span, 2018 - 2023

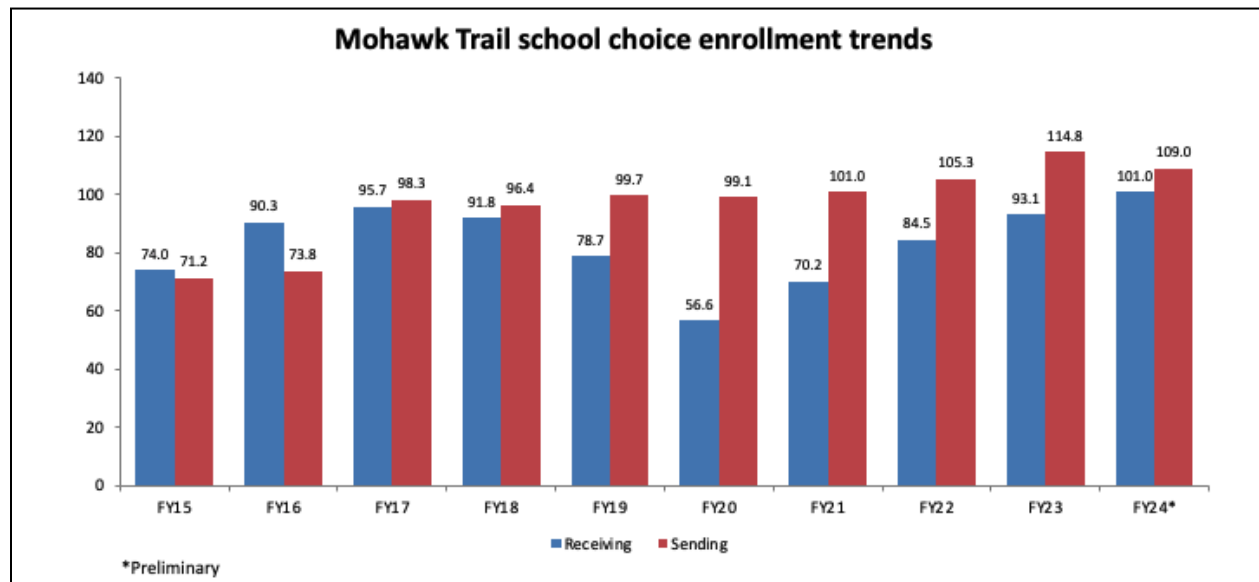
	2018	2019	2020	2021	2022	2023
Elementary Grades (PreK-6)						
% of Students who Reside in the 8 Towns and Attend a HRSD/MTRSD elementary school	90.2%	90.4%	87.6%	89.0%	88.6%	89.0%
% of Students who Reside in the 8 Towns and do not Attend HRSD/MTRSD elementary school	9.8%	9.6%	12.4%	11.0%	11.2%	11.0%
% of Non-Resident Students as a percentage of total	9.4%	8.0%	6.8%	8.7%	6.8%	9.9%

enrollment of elementary schools						
Middle/High Grades (7-12)						
% of Students who Reside in the 8 Towns and Attend MTRSD MS/HS	67.1%	65.4%	64.8%	61.7%	58.7%	59.9%
% of Students who Reside in the 8 Towns and do not Attend MTRSD MS/HS	33.0%	34.6%	35.2%	38.4%	41.3%	40.2%
% of Non-Resident Students as a percentage of total enrollment of MTRSD MS/HS	14.7%	13.6%	13.1%	10.3%	12.9%	11.4%

Mohawk Trail, Choice/Tuition patterns

As stated earlier, the school choice assessment and tuition amounts are provided through DESE, [HERE](#).

Below, the Mohawk Trail school choice enrollment trends are presented. The first graph illustrates the numbers of students coming and going from Mohawk Trail, with three years (FY15, 17, and 18) where the values were close. Over the last several years more students have left (been sent) than have choiced in (been received). However, a wide gap in FY23 (-21.7) was narrowed in FY24 (-8).



Source: <https://www.doe.mass.edu/finance/schoolchoice/>

The movement of these students translates into dollars as students are taking/bringing with them choice and tuition dollars from their home district/towns. Below, these figures are shared for the MTRSD, and as you can see, a historical deficit (paying more out than receiving, has been closed in recent years). This may be, in part, due to tuition rates being higher than choice rates out. While in FY23 the district paid out around \$70,000, in FY24 they received slightly more than that.

						Adjusted	Adjusted	
		Receiving	Receiving	Sending	Sending	Receiving	Sending	
	Year	FTE	Tuition	FTE	Tuition	Tuition	Tuition	Revenue/Expense
Mohawk Trail	FY2024	101.0	\$828,092	109.0	\$755,837	\$828,092	\$755,837	\$72,255
	FY2023	93.1	810,907	114.8	848,066	737,184	807,286	-\$70,102
	FY2022	84.5	797,759	105.3	747,026	797,759	747,476	\$50,283
	FY2021	70.2	510,977	101.0	674,011	555,977	674,011	-\$118,034
	FY2020	56.6	494,687	99.1	610,265	494,687	610,265	-\$115,578
	FY2019	78.7	678,358	99.7	780,498	669,245	780,498	-\$111,253
	FY2018	91.8	822,689	96.4	810,661	820,459	819,959	\$500

District Finance Summary, [HERE](#)

WHAT ARE THE ENROLLMENT TRENDS BY TOWN?

Enrollment by town will be of interest to many given that overall enrollment trends will impact, broadly, fiscal and educational variables, from staffing to class size. However, of interest to each town is where their resident students attend school. This impacts their fiscal picture (as well as that of other towns) given that costs are assigned proportionally as a total of combined town enrollment.

Currently, the districts assess towns for operational costs based on the numbers of resident students who attend their assigned district school, in HRSD and/or MTRSD, as a ratio of the total enrollment from all member towns. As an example, from the fiscal year 2025 budget book (below), costs for the six MTRSD elementary school member towns are determined by dividing the number of students from a single town by the total number of all students attending from the six towns combined, all over a combined 5 year time period. It is, as expected, a bit more complicated than that - but the basic premise of proportional costs based on numbers of residents students holds.

SIX TOWN PK-6 ENROLLMENTS:								
		1	2	3	4	5	6	6 - TOWN
YEAR		ASHFIELD	BUCKLAND	COLRAIN	HEATH	PLAINFIELD	SHELBURNE	TOTAL
1	10/1/2019	94	139	104	52	36	106	531
2	10/1/2020	78	108	81	43	35	81	426
3	10/1/2021	80	121	95	47	33	96	472
4	10/1/2022	93	120	86	22	35	89	445
5	10/1/2023	90	106	90	22	37	85	430
5 YEAR FY23		435	594	456	186	176	457	2304

It follows, then, that examining enrollment by town will help to understand historical trends and set parameters for projections into the future. Below we will examine, by town, where resident students go to school.

EMPHASIS

As we examine town-by-town enrollment, it’s important to reinforce that different data sets are based on slightly different counting methodologies, as described in the introductory section of this report. Thus, we will focus on patterns rather than specific numbers. For example, the School Attending Report (based on January 1 counts) does not include PreK enrollment, while the Sending and Receiving reports (based on October 1 counts) do. Please note this difference as you travel through the next section.

Overall enrollment, by Town, October 1, 2023

The district business office provides a regular and comprehensive enrollment report to the Superintendent and School Committee. While much of our data was collected from DESE, in 2024, based on October 1, 2023 enrollment, the district reported town enrollments as follows:

Ashfield	
Total MS	19
Total HS	15
Total SAN - Resident School	81
Total BSE - Intradistrict	9
Total Hawlemont - Choice	1
Total Students	125

Buckland	
Total MS	30
Total HS	29
Total BSE - Resident School	93
Total CCS - Intradistrict	2
Total SAN - Intradistrict	11
Total Hawlemont- Choice	0
Total Students	165

Charlemont	
Total MS	20
Total HS	17
Total BSE - Choice	22
Total CCS - Choice	4
Total SAN - Choice	0
Total Hawlemont - Resident School	42
Total Students	105

Colrain	
Total MS	21
Total HS	22
Total Inter dist BSE	14
CCS - Resident School	75
Total SAN - Intradistrict	1
Total Hawlemont - Choice	5
Total Students	138

Hawley	
Total MS	4
Total HS	6
Total BSE - Choice	0
Total CCS - Choice	0
Total SAN - Choice	3
Total Hawlemont - Resident School	5
Total Students	18

Heath	
Total MS	21
Total HS	9
Total BSE - Intradistrict	13
CCS - Resident School	9
Total SAN - Intradistrict	0
Total Hawlemont - Choice	9
Total Students	61

Plainfield	
Total MS	8
Total HS	8
Total SAN - Resident School	35
Total BSE - Intradistrict	2
Total Hawlemont - Choice	0
Total Students	53

Shelburne	
Total MS	15
Total HS	30
Total BSE - Resident School	84
Total CCS - Intradistrict	1
Total SAN - Intradistrict	0
Total Hawlemont - Choice	0
Total Students	130

Enrollment, By Town, Historical and Details

Ashfield, Enrollment.

We will break this analysis into several parts. We will start with Ashfield resident students who attend public schools. When looking at Sending and Receiving data, several things are apparent. First, overall enrollment of the student aged population is declining. Second, enrollment in-district has declined by 51 students from 2015-2024), while students attending out-of-district public schools has remained about the same. As a result, the percentage of students who choose public schooling somewhere has declined from about 72% to 63% between 2015 to 2024. The percentage of students choosing public schooling was at its lowest in 2021 and has increased since then.

Town of Ashfield, Where Students Attend School (Public Options), 2015-2024

Ashfield Students	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	Change
Attend in-district public schools	153	132	134	134	133	114	98	93	98	102	-51
Attend public out-of-district	60	63	73	53	48	54	87	79	64	59	-1
Total attending public schools	213	195	207	187	181	168	185	172	162	161	-52
% attending in-district public schools	71.8%	67.7%	64.7%	71.7%	73.5%	67.9%	53.0%	54.1%	60.5%	63.4%	

Source: [M. Maloy summary](#)

When examining all students in the town of Ashfield, those who select both public school and non-public school options, there are several (somewhat recurring) themes:

- Overall resident school-aged population has declined.
- The number of students selecting vocational schools has increased.
- The number of students homeschooled has risen slightly (although dropped a bit since the pandemic).
- The number of students attending private schools has decreased.
- In considering ALL resident students, the overall % of students choosing public options (versus non-public) has remained about the same. However, the percentage of those choosing the local public schools has declined (71.8% in 2015 to 60.5% in 2023).

Town of Ashfield, Where Students Attend School (All Options), 2015-2023

	Local School	Vocational Technical Regional Schools	Collaboratives	Charter Schools	Out-of-District Public Schools	Home Schooled	In State Private and Parochial Schools	Total	Total Public	%Local	% Public
2023	98	13	0	7	21	17	6	162	139	60.5%	85.8%
2022	93	9	0	8	35	19	8	172	145	54.1%	84.3%

2021	98	9	0	13	26	27	12	185	146	53.0%	78.9%
2020	114	0	0	11	22	9	12	168	147	67.9%	87.5%
2019	133	0	0	8	20	7	13	181	161	73.5%	89.0%
2018	134	0	0	7	24	7	15	187	165	71.7%	88.2%
2017	134	0	0	7	40	9	17	207	181	64.7%	87.4%
2016	132	0	0	6	25	11	21	195	163	67.7%	83.6%
2015	153	0	0	5	27	11	17	213	185	71.8%	86.9%

Source: [School Attending Report](#), DESE

Finally, to get a snapshot of where students from the Town of Ashfield attend school when they select a public school option, we examined data 2018-2023. As is displayed on the table below, most students from Ashfield attend MTRSD schools. Students also attend the two vocational schools (Franklin and Smith). A handful of students attend the Four Rivers Charter and other regional public school districts.

Town of Ashfield, Receiving Schools & Districts (2018-2023)

TOWN OF ASHFIELD	2018	2019	2020	2021	2022	2023
Hawlemont			2	1	1	1
Mohawk Trail	164	148	129	108	104	112
Franklin County Regional Vocational Technical	8	4	2	1	3	4
Northampton - Smith Vocational Agricultural	7	3	6	8	6	9
Amherst-Pelham	3	2	2	2	1	1
Conway	1	3	3	5	7	6
Deerfield		1	1	2	2	2
Florida			4			
Frontier	1	3		5	8	7
Greater Commonwealth Virtual District				1	2	2
Hampshire	2	2				
Hatfield	4	3	2	2	2	1
Hoosac Valley Regional		1				
Westhampton	1	1				
Williamsburg	1	1	1			
Four Rivers Charter Public	5	7	9	12	10	7
Pioneer Valley Performing Arts Charter	2	2	1			
Total	199	181	162	147	146	152

Source: DESE, Office of Research

Buckland, Enrollment.

When looking at Sending and Receiving data, we see that Buckland student population has remained relatively steady between 2015 -2024, as has the numbers and percentages of students attending public school in or outside the district. About three-quarters attend the local public schools.

Town of Buckland, Where Students Attend School (Public Options), 2015-2024

Buckland Students	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	Change
Attend in-district public schools	161	159	163	168	176	172	145	153	160	161	0
Attend public out-of-district	57	61	47	44	50	41	53	68	64	58	1
Total attending public schools	218	220	210	212	226	213	198	221	224	219	1
% attending in-district public schools	73.9%	72.3%	77.6%	79.2%	77.9%	80.8%	73.2%	69.2%	71.4%	73.5%	

Source: BRPC Summary

When examining **all** students in the town of Buckland, those who select both public school and non-public school options, again, there are several themes:

- Overall resident school-aged population has remained steady (in fact, a slight increase).
- The number of students selecting vocational schools has increased.
- The number of students homeschooled has risen.
- The number of students attending private and charter schools has remained relatively steady.
- In considering ALL resident students, the overall % of students choosing public options (versus non-public) has remained about the same. The numbers attending the local public district has fluctuated from 70-80%.

Town of Buckland, Where Students Attend School (All Options), 2015-2023

	Local School	Vocational Technical Regional Schools	Charter Schools	Out-of-District Public Schools	Home Schooled	In State Private and Parochial Schools	Total	Total Public	% Local	% Public
2023	160	18	5	14	13	14	224	197	71.4%	88.0%
2022	153	19	7	23	12	7	221	202	69.2%	91.4%
2021	145	10	6	16	16	5	198	177	73.2%	89.4%
2020	172	8	7	18	6	2	213	205	80.8%	96.2%
2019	176	10	7	14	6	13	226	207	77.9%	91.6%
2018	168	9	8	10	5	12	212	195	79.2%	92.0%
2017	163	9	7	19	0	12	210	198	77.6%	94.3%

2016	159	14	9	20	4	14	220	202	72.3%	91.8%
2015	161	12	7	16	6	16	218	196	73.9%	89.9%

Source: [School Attending Report](#), DESE

Finally, to get a snapshot of where students from the Town of Buckland attend public school, we examined data from 2018-2023. As is displayed on the table below, most students from Buckland attend MTRSD schools. Some (5-11) attend Hawlemont and Four Rivers Charter. The most dramatic trend is those attending Franklin County Vocational, increasing from 7 in 2018 to 17 in 2023. It should be noted that a few students attend surrounding districts, including Rowe.

Town of Buckland, Receiving Schools & Districts (2018-2023)

TOWN OF BUCKLAND	2018	2019	2020	2021	2022	2023
Hawlemont	6	11	11	8	6	
Mohawk Trail	194	200	180	156	167	171
Franklin County Regional Vocational Technical	7	8	6	8	18	17
Northampton - Smith Vocational Agricultural	2	2	2	2	1	1
Conway	1	1	4	4	4	2
Frontier	2	2	2	2	3	3
Greater Commonwealth Virtual District					1	
Rowe	3	3	3	3	3	2
TEC Connections Academy Commonwealth Virtual School District				1		
Four Rivers Charter Public	8	7	8	8	7	5
Total	223	234	216	192	210	201

Source: DESE, Office of Research

Charlemont, Enrollment.

When looking at Sending and Receiving data, we see that Charlemont enrollment (students that attend public schools) has remained relatively steady between 2015 -2024. In contrast, the numbers of students attending the local schools has declined significantly and, correspondingly, the numbers of students attending out-of-district public options has increased. Overall, in 2015, 81% of students attended the local public schools, but in 2024 that has dropped to 53%.

Town of Charlemont, Where Students Attend School (Public Options), 2015-2024

Charlemont Students	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	Change
Attend in-district public schools	120	115	134	112	98	107	92	82	72	78	-42
Attend public out-of-district	28	43	53	34	57	47	48	59	62	68	40
Total attending public schools	148	158	187	146	155	154	140	141	134	146	-2
% attending in-district public schools	81.1%	72.8%	71.7%	76.7%	63.2%	69.5%	65.7%	58.2%	53.7%	53.4%	

Source: BRPC Summary

When examining **all** students in the town of Charlemont, those who select both public school and non-public school options, again, there are several themes:

- Overall resident school-aged population has declined slightly (145 in 2015, 123 in 2023).
- The number of students selecting vocational schools has increased in the last few years.
- The number of homeschooled students rose during the pandemic but has decreased since.
- The number of students attending private (3-8 per year) and charter schools (1-6) has fluctuated but remains relatively low.
- In considering ALL resident students, the overall % of students choosing public options (versus non-public) has declined from 98% in 2015 to 92% in 2023. This is likely attributable to enrollment declining but steady numbers of home and privately educated students. However, the overall number of resident students attending the local schools has declined, reinforcing the trend noted earlier.

Town of Charlemont, Where Students Attend School (All Options), 2015-2023

	Academic Regional Schools	Vocational Technical Regional Schools	Charter Schools	Out-of-District Public Schools	Home Schooled	In State Private and Parochial Schools	Total	Total Public	% Local	% Public
2023	72	8	4	39	5	6	134	123	53.7%	91.8
2022	82	7	3	42	6	1	141	134	58.2%	95
2021	92	7	6	22	11	2	140	127	65.7%	90.7

2020	107	0	3	33	4	7	154	143	69.5%	92.9
2019	98	0	3	42	4	8	155	143	63.2%	92.3
2018	112	0	2	20	4	8	146	134	76.7%	91.8
2017	134	0	2	46	0	5	187	182	71.7%	97.3
2016	115	0	1	35	0	7	158	151	72.8%	95.6
2015	120	0	1	24	0	3	148	145	81.1%	98

Source: [School Attending Report](#), DESE

Finally, to get a snapshot of where students from the Town of Charlemont attend public schools, we examined data from 2018-2023. As is displayed on the table below, most students from Charlemont attend HRSD and MTRSD schools. Students attend both Franklin and Smith vocational schools. Many students choose to attend Rowe Elementary school and, over the years, students have attended a range of districts across the region.

Town of Charlemont, Receiving Schools & Districts (2018-2023)

TOWN OF CHARLEMONT	2018	2019	2020	2021	2022	2023
Hawlemont	80	69	66	61	60	50
Mohawk Trail	59	59	55	48	59	62
Franklin County Regional Vocational Technical		12	7	7	5	5
Northampton - Smith Vocational Agricultural					2	3
Clarksburg	1	1	1			
Conway	4	3				
Florida	1	1				
Frontier		1	2	3	3	4
Greater Commonwealth Virtual District	1					
Greenfield			2	2		
Pioneer Valley	1					
Rowe	11	14	12	9	9	11
TEC Connections Academy Commonwealth Virtual School District		1		1		
Four Rivers Charter Public	1	2	3	3	2	2
Pioneer Valley Chinese Immersion Charter						2
Total	159	163	148	134	140	139

Source: DESE, Office of Research

Colrain, Enrollment.

When looking at Sending and Receiving data, we see that Colrain enrollment in public schools has declined 2015 -2024 (136 in 2015, 117 in 2024). Additionally, the numbers of students attending the local schools has declined and, correspondingly, the numbers of students attending out-of-district public options has increased. Overall, in 2015, 67% of students attended the local public schools, but in 2024 that has dropped to 61%.

Town of Colrain, Where Students Attend School (Public Options), 2015-2024

Colrain Students	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	Change
Attend in-district public schools	136	148	142	131	122	133	118	127	113	117	-19
Attend public out-of-district	66	70	80	68	74	69	77	67	70	75	9
Total attending public schools	202	218	222	199	196	202	195	194	183	192	-10
% attending in-district public schools	67.3%	67.9%	64.0%	65.8%	62.2%	65.8%	60.5%	65.5%	61.7%	60.9%	

Source: BRPC Summary

When examining **all** students in the town of Colrain, those who select both public school and non-public school options, again, there are several themes:

- Overall resident school-aged population has declined (222 in 2015, 183 in 2023).
- The numbers of students selecting vocational schools has risen since 2017, and tends to run in the low 20s’.
- The number of students homeschooled rose during the pandemic, and has declined since but is still higher than historical years.
- The number of students attending private schools has remained about the same (7-12 students), while charter school enrollment has declined.
- In considering ALL resident students, the overall % of students choosing public options (versus non-public) has fluctuated but remains about the same as it was in 2015, close to 90%. The % choosing local public schools, as reinforced earlier, is on the decline (67.3% in 2015 and 61.7% in 2023).

Town of Colrain, Where Students Attend School (All Options), 2015-2023

	Local Schools	Vocational Technical Regional Schools	Charter Schools	Out-of-District Public Schools	Home Schooled	In State Private and Parochial Schools	Out-of-state Private and Parochial Schools	Total	Total Public	% Local	% Public
2023	113	20	5	22	15	8	0	183	160	61.7%	87.4%
2022	127	26	3	15	13	10	0	194	171	65.5%	88.1%
2021	118	23	4	14	27	9	0	195	159	60.5%	81.5%
2020	133	22	7	19	11	7	3	202	181	65.8%	89.6%

2019	122	23	10	24	9	5	3	196	179	62.2%	91.3%
2018	131	16	12	24	6	7	3	199	183	65.8%	92.0%
2017	142	10	16	39	7	8	0	222	207	64.0%	93.2%
2016	148	24	15	16	3	9	3	218	203	67.9%	93.1%
2015	136	22	11	12	9	12	0	202	181	67.3%	89.6%

Source: [School Attending Report](#), DESE

Finally, to get a snapshot of where students from the Town of Colrain attend public schools, we examined data from 2018-2023. Over this time period, students enrolled in a wide range of schooling options. That said, most students from Colrain attend MTRSD schools. The next highest receiving district is Franklin County Vocational School. Frontier and Four Rivers pick up a few students, as does Conway. Beyond that, year-to-year students have attended schools from Hatfield to Northampton. Given the growing trend of students attending Franklin County Vocational Technical School, a brief enrollment analysis is provided in [Appendix IV](#).

Town of Colrain, Receiving Schools & Districts (2018-2023)

TOWN OF COLRAIN	2018	2019	2020	2021	2022	2023
Hawlemont	5	10	6	1	3	6
Mohawk Trail	147	134	142	128	136	128
Franklin County Regional Vocational Technical	17	23	25	24	27	21
Conway	3	2	2	2	4	4
Deerfield	1	1				
Frontier	3	2	3	2	3	6
Gill-Montague	1	1				1
Greater Commonwealth Virtual District				1	1	
Greenfield	7	6	3		1	2
Hatfield	1	1	1	1		
New Salem-Wendell	1	1	1			
Northampton	1	1				
Pioneer Valley						2
Rowe	4	3	5	6	6	2
Whatley		1	1	1	1	1
Four Rivers Charter Public	13	11	7	3	2	5
Pioneer Valley Performing Arts Charter					1	
Total	204	197	196	169	185	178

Source: DESE, Office of Research

Hawley, Enrollment.

When looking at Sending and Receiving data, we see that Hawley enrollment in public schools has declined from 2015 -2024 (44 in 2015, 29 in 2024). The numbers of students attending the local schools has declined (by 18 over this time period), but the numbers of students attending out-of-district public options has remained steady. Overall, in 2015, 73% of students attended the local public schools, but in 2024 that has dropped to 48%.

Town of Hawley, Where Students Attend School (Public Options), 2015-2024

Hawley Students	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	Change
Attend in-district public schools	32	25	29	25	26	28	18	16	17	14	-18
Attend public out-of-district	12	8	14	9	8	8	17	14	13	15	3
Total attending public schools	44	33	43	34	34	36	35	30	30	29	-15
% attending in-district public schools	72.7%	75.8%	67.4%	73.5%	76.5%	77.8%	51.4%	53.3%	56.7%	48.3%	

Source: BRPC Summary

When examining **all** students in the town of Hawley, those who select both public school and non-public school options, again, there are several themes:

- Overall resident school-aged population has declined (44 in 2015, 30 in 2023).
- The number of students selecting vocational schools has risen since 2021, and remained steady at 4 students per year.
- The number of homeschooled students rose in the pandemic, and has declined back to historical levels.
- The number of students attending private schools has been limited, but 5 did choose this option in 2023.
- Fewer students, in recent years, have selected out-of-district public schools.
- In considering ALL resident students, the overall % of students choosing public options (versus non-public) has declined from 98% in 2015 to 80% in 2023. Given the very small student population, it would be expected that percentages (with a few students choosing particular options) would impact this report. Few students, as indicated earlier, are attending the local public school.

Town of Hawley, Where Students Attend School (All Options), 2015-2023

	Academic Regional Schools	Vocational Technical Regional Schools	Out-of-Di strict Public Schools	Home Schooled	In State Private and Parochial Schools	Total	Total Public	% Local	% Public
2023	17	4	3	1	5	30	24	56.7%	80
2022	16	4	6	4	0	30	26	53.3%	86.7
2021	18	4	5	8	0	35	27	51.4%	77.1
2020	28	0	6	2	0	36	34	77.8%	94.4
2019	26	0	6	2	0	34	32	76.5%	94.1
2018	25	0	7	2	0	34	32	73.5%	94.1
2017	29	0	13	1	0	43	42	67.4%	97.7
2016	25	0	7	1	0	33	32	75.8%	97
2015	32	0	11	1	0	44	43	72.7%	97.7

Source: [School Attending Report](#), DESE

Finally, to get a snapshot of where students from the Town of Hawley attend public schools, we examined data from 2018-2023. Over this time period, students are split between Hawlemont and Mohawk Trail districts. A couple students each year attend Franklin and Smith vocational and a few attend Rowe and Chesterfield-Goshen.

Town of Hawley, Receiving Schools & Districts (2018-2023)

TOWN OF HAWLEY	2018	2019	2020	2021	2022	2023
Hawlemont	17	16	17	10	10	8
Mohawk Trail	13	16	15	11	9	9*
Franklin County Regional Vocational Technical	1			3	3	2
Northampton - Smith Vocational Agricultural			1	1	1	2
Chesterfield-Goshen			1	1	2	2
Rowe	3	2	4	2	1	3
Total	34	34	38	28	26	26

*1 elementary student in 2023, the balance were MS/HS

Source: DESE, Office of Research

Heath, Enrollment.

When looking at Sending and Receiving data, we see that Heath enrollment (students that attend public schools) has remained relatively steady between 2015 -2024 (103 in 2015, 103 in 2024). In contrast, the numbers of students attending the local schools has declined significantly (by 24 students) and, correspondingly, the numbers of students attending out-of-district public options has increased. Overall, in 2015, 70% of students attended the local public schools, but after fluctuations up and down over the past decade, it has dropped to 47% in 2024.

Town of Heath, Where Students Attend School (Public Options), 2015-2024

Heath Students	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	Change
Attend in-district public schools	72	72	67	41	43	76	61	62	47	48	-24
Attend public out-of-district	31	29	48	73	56	28	44	42	52	55	24
Total attending public schools	103	101	115	114	99	104	105	104	99	103	0
% attending in-district public schools	69.9%	71.3%	58.3%	36.0%	43.4%	73.1%	58.1%	59.6%	47.5%	46.6%	

Source: BRPC Summary

When examining **all** students in the town of Heath, those who select both public school and non-public school options, again, there are several themes:

- Overall resident school-aged population has fluctuated, but is about the same today as it was 9 years ago (103 in 2015, 99 in 2023).
- The number of students selecting vocational schools has fluctuated with a high of 13 and a low of 6.
- The number of homeschooled students rose during the pandemic, and has remained a bit higher than historical levels.
- The number of students attending private schools has run 4-7 students per year, very few choose charter as an option (1 in 2023).
- As a result of the closure of the Heath School, out-of-district enrollment remains high at 29 in 2023, and was 46 in 2018.
- In considering ALL resident students, the overall % of students choosing public options (versus non-public) has declined from 91% in 2015 to 84% in 2023. The % attending local schools (as assigned) has fluctuated, but is lower in 2023 (47.5%) than 2015 (69.9%).

Town of Heath, Where Students Attend School (All Options), 2015-2023

	Academic Regional Schools	Vocational Technical Regional Schools	Charter Schools	Out-of-District Public Schools	Home Schooled	In State Private and Parochial Schools	Total	Total Public	% Local	% Public
2023	47	6	1	29	10	6	99	83	47.5%	83.8
2022	62	9	2	16	9	6	104	89	59.6%	85.6
2021	61	6	2	16	13	7	105	85	58.1%	81
2020	76	6	2	9	6	5	104	93	73.1%	89.4
2019	43	9	3	36	8	0	99	91	43.4%	91.9
2018	41	12	5	46	6	4	114	104	36.0%	91.2
2017	67	13	3	21	7	4	115	104	58.3%	90.4
2016	72	12	3	7	4	3	101	94	71.3%	93.1
2015	72	7	3	12	7	2	103	94	69.9%	91.3

Source: [School Attending Report](#), DESE

Finally, to get a snapshot of where students from the Town of Heath attend public school, we examined data from 2018-2023. Over this time period, students have shifted from splitting enrollment between Hawlemont and Mohawk Trail, to students mostly attending Mohawk Trail. However, the number of students attending Rowe Elementary has risen from 13 in 2018 to 17 in 2023. Fewer students than in 2018 (13) are attending Franklin vocational school than in 2023 (8), while only 1 student attended Four Rivers Charter in 2023.

Town of Heath, Receiving Schools & Districts (2018-2023)

TOWN OF HEATH	2018	2019	2020	2021	2022	2023
Hawlemont	36	34	34	31	35	15
Mohawk Trail	40	48	46	36	34	48
Franklin County Regional Vocational Technical	13	9	5	6	9	8
Chesterfield-Goshen	1					
Conway	1			1		
Frontier		1				1
Greater Commonwealth Virtual District				1		
Greenfield	1	1				
Hatfield			1	1	1	1
Rowe	13	11	10	14	16	17
Four Rivers Charter Public	5	3	2	2	2	1
Total	110	107	98	92	97	91

Source: DESE, Office of Research

Plainfield, Enrollment.

When looking at Sending and Receiving data, we see that Plainfield enrollment (students that attend public schools) has remained steady 2015 -2024 (69 in 2015, 68 in 2024). The numbers of students attending the local schools has slightly increased (by 5 students over this time period), and correspondingly the numbers of students attending out-of-district public options have declined at the same rate (-6 students). In contrast with other towns, more students (65% in 2024) attend the local public schools than in 2015 (57%).

Town of Plainfield, Where Students Attend School (Public Options), 2015-2024

Plainfield Students	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	Change
Attend in-district public schools	39	41	44	44	48	48	40	37	45	44	5
Attend public out-of-district	30	23	26	23	20	24	25	27	19	24	-6
Total attending public schools	69	64	70	67	68	72	65	64	64	68	-1
% attending in-district public schools	56.5%	64.1%	62.9%	65.7%	70.6%	66.7%	61.5%	57.8%	70.3%	64.7%	

Source: BRPC Summary

When examining **all** students in the town of Plainfield, those who select both public school and non-public school options, again, there are several themes:

- Overall resident school-aged population has remained about the same with 69 in 2015 and 64 in 2023.
- The number of students selecting vocational schools has increased since 2021 with 4-6 students attending each year.
- The number of homeschooled students rose during the pandemic, and has since decreased (2 in 2023).
- The number of students attending private schools is relatively low with 1-4 students a year; charter school enrollment is also relatively low, with 2 for the past three years.
- In considering ALL resident students, the overall % of students choosing public options (versus non-public) has increased to 92% in 2023 from about 86% in 2015. Additionally, more are attending the local public schools (56.5% in 2015, 70.3% in 2023). This follows the trend identified above with more students choosing local public options.

Town of Plainfield, Where Students Attend School (All Options), 2015-2023

	Academic Regional Schools	Vocational Technical Regional Schools	Charter Schools	Out-of-District Public Schools	Home Schooled	In State Private and Parochial Schools	Total	Total Public	% Local	% Public
2023	45	6	2	6	2	3	64	59	70.3%	92.2%

2022	37	5	2	13	4	1	64	57	57.8%	89.1%
2021	40	4	2	5	10	4	65	51	61.5%	78.5%
2020	48	0	4	12	5	3	72	64	66.7%	88.9%
2019	48	0	4	8	5	3	68	60	70.6%	88.2%
2018	44	0	4	9	7	3	67	57	65.7%	85.1%
2017	44	0	4	14	6	2	70	62	62.9%	88.6%
2016	41	0	3	12	8	0	64	56	64.1%	87.5%
2015	39	0	5	15	8	2	69	59	56.5%	85.5%

Source: [School Attending Report](#), DESE

Finally, to get a snapshot of where students from the Town of Plainfield attend public schools, we examined data from 2018-2023. Over this time period, students predominantly attend Mohawk Trail schools. A few students attend Smith Vocational and 1-2 students attend regional school districts from Central Berkshire to Northampton.

Town of Plainfield, Receiving Schools & Districts (2018-2023)

TOWN OF PLAINFIELD	2018	2019	2020	2021	2022	2023
Hawlemont	1	1	1	1	1	
Mohawk Trail	51	54	51	48	47	51
Northampton - Smith Vocational Agricultural	2	2	3	4	5	4
Central Berkshire	2	2	2	2	2	2
Conway				1	1	1
Frontier			1	1		
Hoosac Valley Regional						1
Northampton	4	3	3	3	3	1
Savoy	3	3	2			
Springfield	1	1	1	1	1	1
TEC Connections Academy Commonwealth Virtual School District	1					
Four Rivers Charter Public	3	4	3	1	1	2
Pioneer Valley Performing Arts Charter					1	
Total	68	70	67	62	62	63

Source: DESE, Office of Research

Shelburne, Enrollment.

When looking at Sending and Receiving data, we see that Shelburne enrollment (students that attend public schools) has declined between 2015 and 2024 (215 in 2015, 179 in 2024). The numbers of students attending the local schools has also declined (by 42 over this time period), but the numbers of students attending out-of-district public options has slightly increased. Overall, in 2015, 72% of students attended the local public schools, but in 2024 that has dropped to 63%.

Town of Shelburne, Where Students Attend School (Public Options), 2015-2024

Shelburne Students	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	Change
Attend in-district public schools	155	147	147	127	126	141	119	120	118	113	-42
Attend public out-of-district	60	48	63	69	74	69	82	70	72	66	6
Total attending public schools	215	195	210	196	200	210	201	190	190	179	-36
% attending in-district public schools	72.1%	75.4%	70.0%	64.8%	63.0%	67.1%	59.2%	63.2%	62.1%	63.1%	

Source: BRPC Summary

When examining **all** students in the town of Shelburne, those who select both public school and non-public school options, again, there are several themes:

- Overall resident school-aged population has declined from 215 in 2015 to 190 in 2023.
- The numbers of students selecting vocational schools peaked in 2021 (16), and is higher in 2023 (10) than historical levels (3 in 2015).
- The number of homeschooled students rose during the pandemic, and has decreased in 2023 (9) to the same number of students in 2015 (9).
- The number of students attending private schools is significant with 19-31 attending each year. In 2023 there were 31 students, an all time high. At the same time, charter enrollment has dropped to 6 in 2023, from 13 in 2017.
- In considering ALL resident students, the overall % of students choosing public options (versus non-public) has decreased to 79% in 2023 from about 85% in 2015. Similarly, the % attending the local public schools has declined. This is likely influenced by the numbers of students choosing private options given out-of-district public school enrollment has remained relatively steady.

Town of Shelburne, Where Students Attend School (All Options), 2015-2023

	Academic Regional Schools	Vocational Technical Regional Schools	Charter Schools	Out-of-District Public Schools	Home Schooled	In State Private and Parochial Schools	Total	Total Public	% Local	% Public
2023	118	10	6	16	9	31	190	150	62.1%	79.0%
2022	120	11	7	16	10	26	190	154	63.2%	81.1%

2021	119	16	9	19	16	22	201	163	59.2%	81.1%
2020	141	14	13	20	3	19	210	188	67.1%	89.5%
2019	126	8	13	23	3	27	200	170	63.0%	85.0%
2018	127	7	12	18	6	26	196	164	64.8%	83.7%
2017	147	6	13	19	6	19	210	185	70.0%	88.1%
2016	147	2	12	8	6	20	195	169	75.4%	86.7%
2015	155	3	10	14	9	24	215	182	72.1%	84.7%

Source: [School Attending Report](#), DESE

Finally, to get a snapshot of where students from the Town of Shelburne attend public school , we examined data from 2018-2023. Over this time period, students (who attend public school options) predominantly attend Mohawk Trail schools. Some students (7-17 each year) attend vocational schools. Of note, in 2023, 10 students attended Frontier and 5 attended Greenfield. Four Rivers enrolled 6 in 2023, down from 13 in 2019. Single students attend a range of other districts across the region.

Town of Shelburne, Receiving Schools & Districts (2018-2023)

TOWN OF SHELBURNE	2018	2019	2020	2021	2022	2023
Hawlemont	8	6	3	2		2
Mohawk Trail	141	1445	137	128	136	125
Franklin County Regional Vocational Technical	6	7	14	17	11	9
Northampton - Smith Vocational Agricultural	1	1	1			
Amherst-Pelham	1	1	1	1		
Berkshire Hills						1
Conway		3	3	2	2	1
Deerfield					1	
Easthampton			1	2	1	1
Erving	2	2				
Florida	7					
Frontier		6	4	4	10	10
Gill-Montague					1	1
Greater Commonwealth Virtual District	1	3	2	2		1
Greenfield	5	6	4	5	5	5
Hampshire			1			

Northampton		1	2	2	2	1
Pioneer Valley					1	1
Rowe	1	1	1	3	2	1
Sunderland				1		
Four Rivers Charter Public	12	13	12	8	7	6
Total	185	1495	186	177	179	165

Source: BRPC Summary

Rowe, Enrollment.

While Rowe is not a member of the HRSD/MTRSD districts, they do have a tuition agreement for grades 7-12. Given that their population could have an impact on future HRSD/MTRSD enrollment, they are included for informational and future planning purposes.

When examining **all** students in the town of Rowe, those who select both public school and non-public school options, again, there are several themes:

- Overall resident school-aged population has declined from 62 in 2015 to 44 in 2023.
- The number of students selecting vocational schools (Franklin Tech.) has increased, at its highest level in 2023 (8).
- The number of homeschooled students has been relatively insignificant, with 2 in 2023. Additionally, private and charter school student enrollments are insignificant.
- In considering ALL resident students, the overall % of students choosing public options (versus non-public) has remained close to 100% (see below as to where they go).

Town of Rowe, Where Students Attend School (All Options), 2015-2023

	Local Public Schools	Vocational Technical Regional Schools	Charter Schools	Out-of-District Public Schools	Home Schooled	Total	Total Public	% Public
2023	20	8	1	13	2	44	42	95.5
2022	18	7	0	15	0	40	40	100
2021	20	5	0	22	0	47	47	100
2020	23	0	0	25	0	48	48	100
2019	18	0	0	25	0	43	43	100
2018	22	0	0	27	0	49	49	100
2017	25	0	2	32	0	59	59	100
2016	20	0	0	41	0	61	61	100
2015	31	0	0	31	0	62	62	100

Source: [School Attending Report](#), DESE

Finally, to get a snapshot of where students from the Town of Shelburne attend public school , we examined data from 2015 through 2023 (this time period was expanded given that Rowe was not included in other sections of this report). This data is drawn from the DESE Where Residents Go data (those resident students who attend public school options). Again, overall the Rowe population has declined. The number of students who attend Franklin Tech has increased to 8, while the number tuitioning to MTRSD has declined from 27 in 2013, to 9 in 2023.

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Resident - Rowe	36	32	39	27	27	25	22	25	20	21	23
Tuition In - CH74 (Franklin)	5	4	4	3	4	5	2	3	5	7	8
Tuition to MTRSD	27	26	26	32	26	18	21	20	15	13	9
Tuition to North Adams		1	1	1							
School Choice (MTRSD)					3	3	2	2	2	2	2
School Choice (Pioneer)	1		1	2		1					
School Choice (Hawlemont)			2	2	2	3					
School Choice (Gill-Mont.)										1	1
Charter (Four Rivers)		1	1	2	3	2	3	1	1	1	1
TOTAL	69	64	74	69	65	57	50	51	43	45	44

Rowe, Where Students Attend (2013- 2023) Finally, while we did not request DESE data on historical patterns of students attendance at Rowe Elementary School, we do have access through the DESE publicly facing dashboard to share 2024 data. The research team is able to expand this dataset as proves useful.

Rowe Elementary has 61 students, with 23 (38%) residing in Rowe. Forty-eight percent reside in five of the eight HRSD/MTRSD towns, with 15 (25% of the school population) residing in Heath.

Rowe Elementary School Enrollment (2024) by Town Residence

Town of Residence	Enrollment Pathway	Number of Students
Rowe	Resident/Member	23 (38%)
Buckland	School Choice	2
Charlemont	School Choice	7
Hawley	School Choice	3
Heath	School Choice	15
Shelburne	School Choice	2

All HRSD/MTRSD Combined School Choice to Rowe		29 (48%)
Adams	School Choice	1
Greenfield	School Choice	1
Monroe	School Choice	6
North Adams	School Choice	1
TOTAL		61

Source: DESE, [HERE](#)

WHAT ARE THE ENROLLMENT PROJECTIONS FOR THE NEAR FUTURE?

The projections below are **existing trend** projections, as calculated by the Berkshire Regional Planning Commission. These projections use data from the last five to ten years and project what will happen if the trends were to continue for the next ten years. These projections are not forecasts, where the analyst makes assumptions about what will happen and adjusts the numbers accordingly. These projections will not hold if there are significant regional changes, such as major influx of new residents, significant economic development, or new housing.

These projections use two main inputs, births and grade level changes within the contributing communities.

1. The average of the last five years is compared to the previous five years to get the change in births. This change is then applied to the average for the last five years to forecast the births for the next ten years.
2. The contributing data point considers historical school enrollment. The average year-to-year grade level change is calculated for the last five years and then applied to the newest year to project forward for the next ten years. For example, if there are 100 first graders in year 1 and 105 second graders in year 2, there is a “cohort” change of 5 students between the grade levels. This change is averaged over five years to account for yearly fluctuations.

Projections are most accurate for the first few years of a projection, based on students already born and in the district. In future years, there will be a more significant chance of error due to the uncertainty of births in the district.

In 2022, NESDEC developed projections for the Mohawk Trail Regional School District. These projections are actually forecasts, and as such, they make assumptions about future growth rates and present different results from these projections. Specific comparisons to the NESDEC forecast are below in order to use more than one data set to peer into the future.

Model Accuracy

Berkshire Regional Planning Commission, see below, has generated four K12 enrollment studies for Berkshire County since 2015, with reports published in 2015, 2018, 2020, and 2024. The accuracy of these studies can be evaluated based on predicted versus actual outcomes. From the 2015 study, the predicted 2018 versus actual only varied by .07% (about 10 students), the predicted 2020 enrollment was 2.1% off, and the 2024 enrollment was 2.4% lower than predicted. In 2018, the prediction for 2020 was only 0.37% higher than the predicted, while 1.3% lower than predicted for 2024. The 2020 student projected enrollment is 3.5% lower than it actually is (this year). These projections of less than +/- 5% across these time periods is impressive given the pandemic occurred during this time frame. Overall, this illustrates a reasonable level of confidence in these methodologies and approaches.

BRPC Projections, Predicted versus Actual

<i>Enrollment for Grades K - 12</i>									
	2018			2020			2024		
Study Year	Predicted	Actual	% Diff.	Predicted	Actual	% Diff.	Predicted	Actual	% Diff.
2015	15,214	15,224	.07%	15,066	14,748	2.1%	14,345	13,944	2.6%
2018				14,693	14,748	.37%	13,763	13,944	1.3%
2020							13,467	13,944	3.5%

Again, we will reinforce that the process of projecting into the future is always somewhat speculative and imprecise. As mentioned, influencing factors can include births, deaths, migration patterns, choice, construction (housing) projects, and both charter and vocational enrollments. Most models (such as BRPC’s and the NESDEC reports) use available birth data, and patterns of choice and migration are tracked and applied forward. For example, if a particular district has a pattern of students choosing out-of-district as they advance from 5th-6th grade (elementary to middle in many districts), this historical pattern is assumed and applied to future cohort projection. These models, while accounting for historical patterns of student migration, do not assume all future possibilities such as the construction of a new school that could draw additional out-of-district students in, or even particular perception issues such as violence/safety concerns or below-average academic outcomes that might increase out-migration from a particular school/district. As such, we will also examine the NESDEC data and conduct some simple statistical forecasting to critically reinforce the BRPC projections.

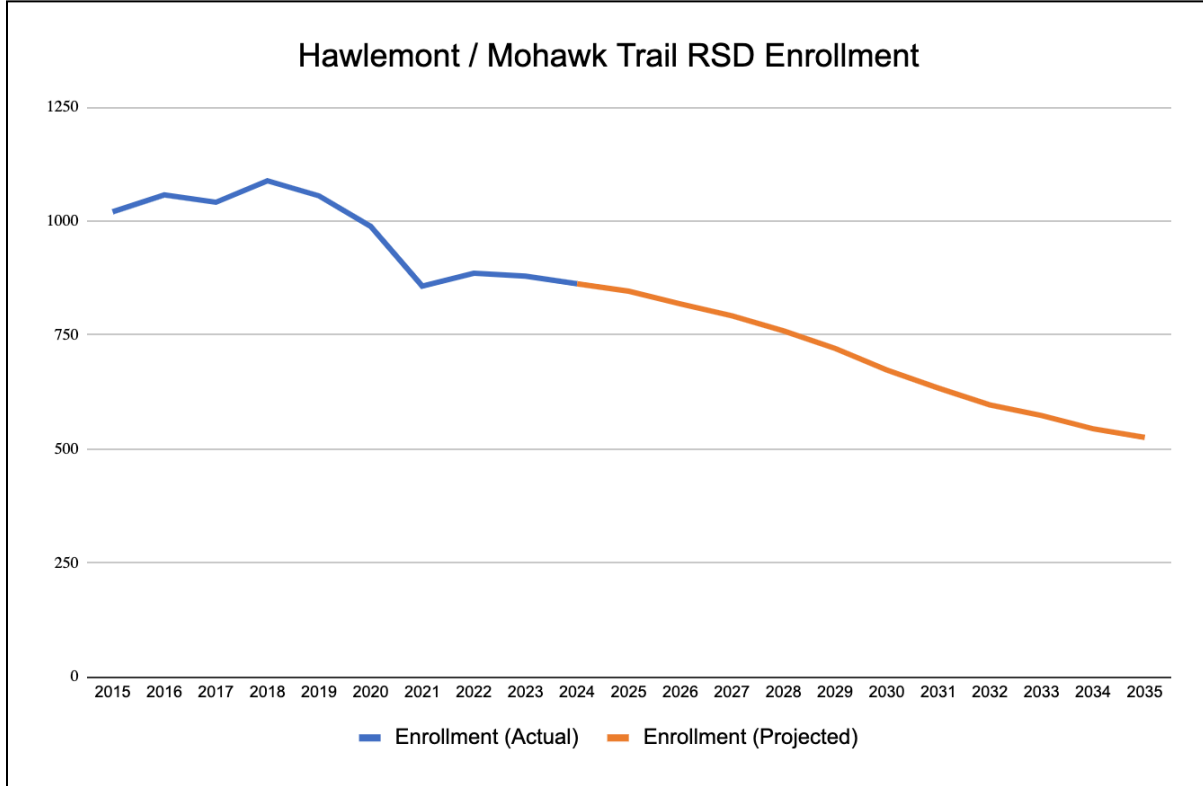
Overall Projection, 10 years into the future

The two school districts will continue to see a decline in overall enrollment over the next ten years. The BRPC projections predict a decline in overall enrollment from 862 students in 2024 to 525 students by 2035, a decrease of 337 students. The elementary schools will see a decline from 562 students in 2024 to 353 students in 2035, while the middle/high school will see a decline from 300 in 2024 to 172 in 2035. These projections are influenced by the declining number of births in the eight towns (so overall population drop) and a higher percentage of students selecting to attend school outside of the local public schools. As the total enrollment declines, the projection estimates the same number of students will leave due to choice, charter, and vocational schools; however, these numbers may be less than projected as the pool of students will also decrease and thus as a percentage of total, the percentage of students leaving increases.

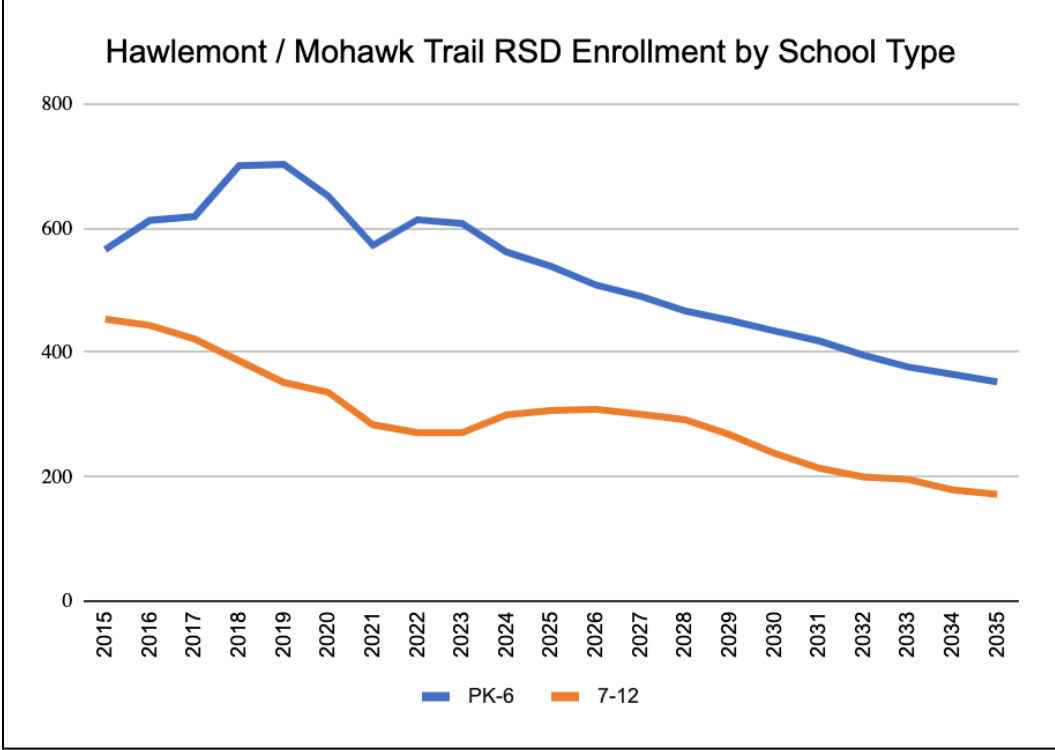
Below is data for the combined HRSD/MTRSD districts, all grade levels included, 2015 through 2035:

BRPC Enrollment Projections – Hawlemont/Mohawk Trail RSDs (PreK-12)

	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
2015	72	81	66	75	62	56	76	78	66	95	73	57	77	86	0	1,020
2016	117	83	81	64	72	60	56	80	92	68	75	69	58	81	1	1,057
2017	108	86	78	92	63	77	61	54	76	92	58	67	67	58	4	1,041
2018	125	102	91	88	84	65	80	66	54	79	61	53	70	64	6	1,088
2019	118	79	96	90	84	90	62	84	68	54	62	51	47	65	5	1,055
2020	81	69	82	89	97	83	87	64	74	69	36	52	51	50	4	988
2021	66	54	65	74	74	85	76	79	55	66	35	28	46	50	4	857
2022	93	57	64	72	82	84	84	78	71	57	43	37	24	37	2	885
2023	96	64	60	71	64	84	85	84	72	66	38	33	35	26	1	879
2024	81	60	63	61	71	67	77	82	82	71	44	33	34	35	1	862
2025	88	56	62	63	59	71	64	76	75	80	48	38	31	33	2	846
2026	78	58	60	62	61	59	68	63	69	73	57	42	36	30	2	818
2027	77	48	60	62	60	61	56	67	56	67	50	51	40	35	2	792
2028	74	47	50	60	61	60	59	56	60	54	44	44	49	39	2	759
2029	72	44	49	50	58	62	58	59	49	58	31	38	42	48	2	720
2030	70	42	46	49	49	59	62	58	52	47	35	25	36	41	2	673
2031	69	40	44	47	48	50	59	62	51	50	24	29	23	35	2	633
2032	66	39	42	45	46	49	50	59	55	49	27	18	27	22	2	596
2033	66	36	41	44	44	47	49	50	52	53	26	21	16	26	2	573
2034	63	36	39	43	43	45	47	49	43	50	30	20	19	15	2	544
2035	62	33	39	41	42	44	45	47	42	41	27	24	18	18	2	525



Below, this data is displayed with two trend lines representing each of the associated grade bands (how the district currently organizes the grade spans by school).



Overall Projection, comparisons

We are fortunate that, in 2022, the MTRSD contracted with the Massachusetts Association of Regional Schools (MARS) to launch Phase I of the Sustainability Study. As part of this effort, the New England School Development Council (NESDEC) completed demographic/enrollment projections, available [HERE](#). Thus, we have these forecasts to benchmark against. Additionally, statistical methods can be used to predict (applying historical data) trends into the future for added confirmation. While no methodology is perfect, together we believe examining several approaches help to consider future enrollment trends.

Below, we will look at the various methodologies side-by-side. Because NESDEC only conducted estimates for MTRSD, we will focus on those for the purposes of comparing the projections.

Looking at the projections on the table below, we start with the BRPC (light green) and the NESDEC (light blue) as our PRIMARY methodologies. These were conducted by two organizations that specialize in this work and consider variables beyond just statistical trends. The SECONDARY block applied statistical projections/forecasting using various models (including AI) to project ten years forward. The linear statistical method is included, but is not valid as it projects a trend towards 0 (at some point in time) based on a best fit line, an unrealistic possibility.

Comparing the NESDEC forecast to the Mohawk Trail Regional School District projections, NESDEC shows a much more stable enrollment moving forward. In 2033, the last year of the NESDEC forecast, the new projections show 189 fewer students enrolled than the NESDEC forecast.

When we add in the secondary statistical methods, we see that they also project a varied picture with the polynomial projections predicting decline similar to BRPC and the AI projections more like the NESDEC forecast. In between is the Power Series, which has a declining but flattening curve.

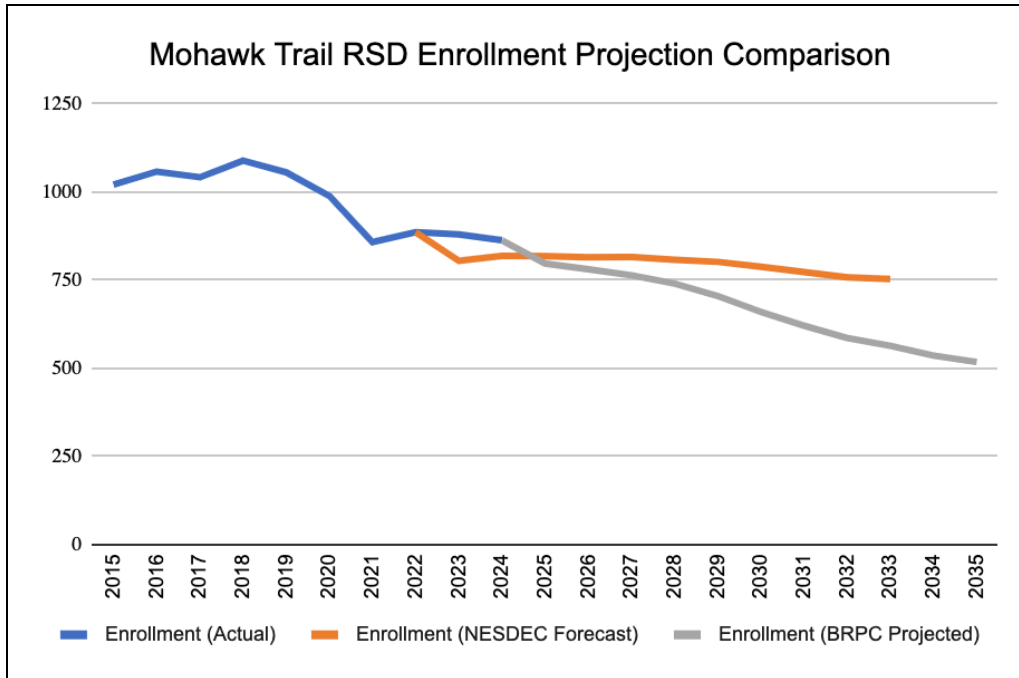
While Linear is included, for illustration purposes, an average was computed across the five primary and secondary methodologies (not including linear). The result is a prediction that falls somewhere between BRPC and NESDEC.

The table and graphs below display this data:

Future enrollment (MTRSD) by varying methodologies (2025 - 2033/35)

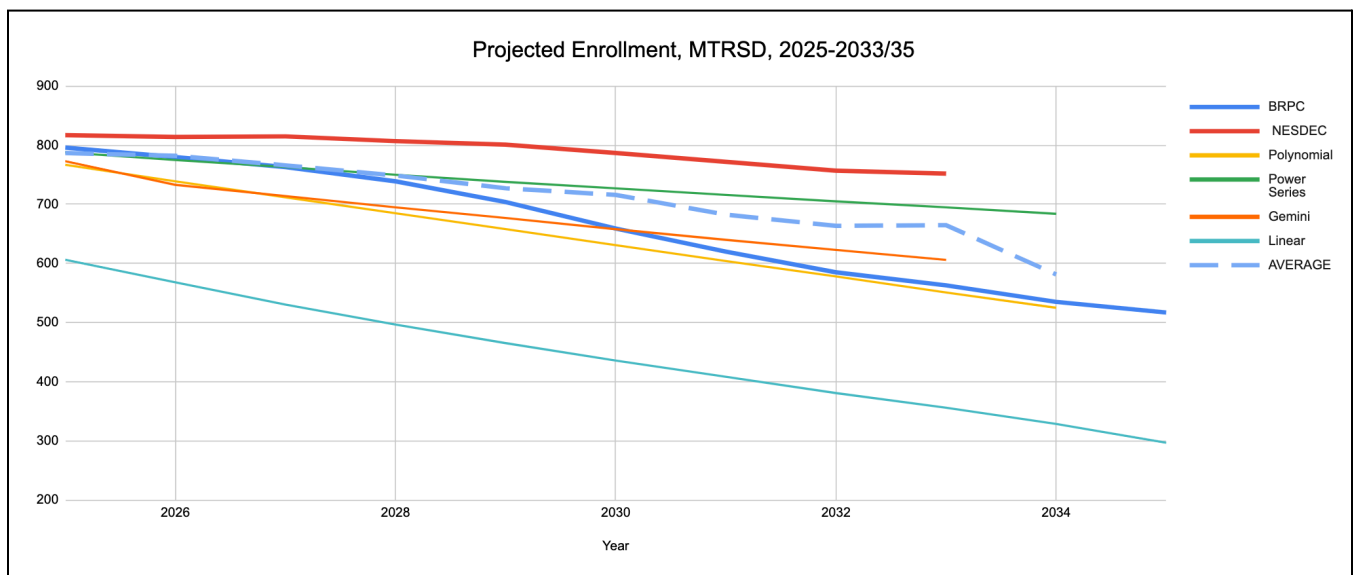
Combined enrollment in 2024 is 806, used as starting point							
	PRIMARY		SECONDARY				
Year	BRPC	NESDEC	Polynomial	Power Series	Gemini	Linear	AVERAGE
2025	796	817	767	788	773	606.4	786.8
2026	780	814	739	775	733	568	782.2
2027	763	815	712	763	714	530.4	766
2028	739	807	685	750	695	496.5	748.8
2029	704	801	658	738	677	465.2	727.2
2030	659	787	631	727	658	435.7	716
2031	620	772	604	716	640	408.2	682.6
2032	585	757	578	705	623	380.7	663.6
2033	563	752	551	695	606	355.9	664.8
2034	535		525	684		328.5	581.4
2035	517					296.6	
% Decline 2025 through 2033	29.3%	8%	28.2%	11.8%	21.6%		19.6%

While all methods predict a decline in enrollment, the predicted magnitude of change (decline) is largest by BRPC (29%) and lowest by NESDEC (8%), with the average settling at about 20%, 2025 through 2033.



Below, all methods are graphed (some through 2033, some through 2035) with the thicker red line (NESDEC), thicker blue line (BRPC) and thicker dashed blue line (AVERAGE) highlighted.

Future enrollment (MTRSD) by varying methodologies (2025 - 2033/35)



As we look towards the future, for planning purposes, there are a couple different ways to consider these varying projections. The first is to set “guardrails” that serve as a high mark (highest predicted enrollment) and low mark (lowest predicted enrollment). This provides a range within which a community can consider options and possibilities. We used this approach with the regional school district planning board (Southern Berkshire and Berkshire Hills) and it was found to be an effective way to model and communicate possible future states. The second option is to reach a consensus number, a

% change that falls somewhere between the high and low mark. In this case, it could be an average of the various methodologies (19.6% displayed on the table for the years 2025 through 2033, reflecting a projected annual decline of about 2.17% decline per year).

This is a question the Steering Committee, research team, and stakeholders can consider as we move into Stage 2 (option generation) and Stage 3 (modeling).

School Projections, 10 years into the future

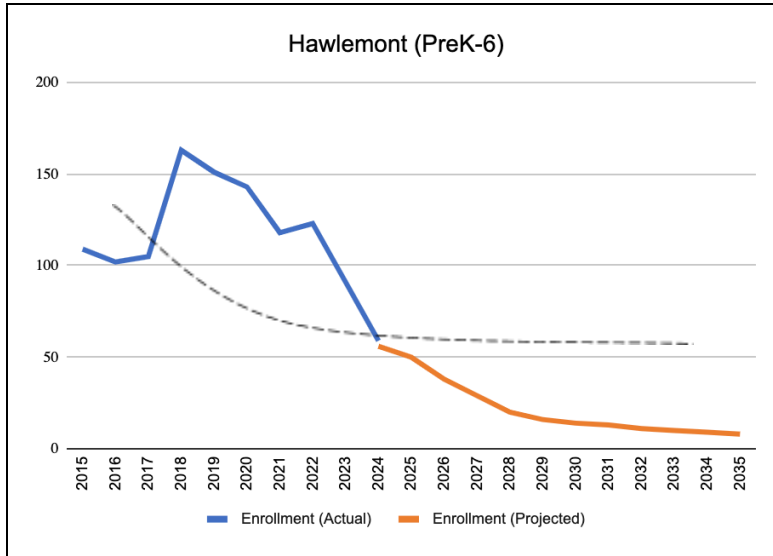
Hawlemont Regional

Hawlemont Regional’s projection, see table below, shows a continued enrollment decline, primarily due to the influence of the significant decline experienced in the last few years. If this were a one-time reduction, the enrollment decline would continue but at a slower pace. Because NESDEC did not perform a forecast for the Hawlemont school, there is no comparison data.

Hawlemont Regional Enrollment Projection (PreK-6)

	PreK	K	1	2	3	4	5	6	Total
2015	25	15	10	10	13	6	11	19	109
2016	18	17	13	8	8	13	10	15	102
2017	10	17	15	17	7	17	14	8	105
2018	26	25	26	20	17	10	22	17	163
2019	29	15	22	24	17	19	6	19	151
2020	23	16	15	17	28	18	18	8	143
2021	13	13	11	13	12	23	16	17	118
2022	17	11	15	13	16	14	21	16	123
2023	17	9	6	12	9	13	9	16	91
2024	3	8	6	5	10	9	9	6	56
2025	13	0	6	4	4	9	6	8	50
2026	12	5	0	4	3	3	6	5	38
2027	12	4	3	0	3	2	0	5	29
2028	11	4	2	1	0	2	0	0	20
2029	11	3	2	0	0	0	0	0	16
2030	10	3	1	0	0	0	0	0	14
2031	10	2	1	0	0	0	0	0	13
2032	9	2	0	0	0	0	0	0	11
2033	9	1	0	0	0	0	0	0	10
2034	8	1	0	0	0	0	0	0	9
2035	8	0	0	0	0	0	0	0	8

Most additional trend lines for HRSD project towards zero (as a result of small n size and historical variability), however, the power series trendline (displayed on the graph below) illustrates an enrollment that declines, but is not as sharp, with enrollment trending just under 50 students.



Hawlemont is, statistically, difficult to project given the relatively small school size, combined with a recent (and somewhat sharp) change in enrollment. Given that about 40% of students attend from outside the two resident towns, enrollment could increase with additional choice-in students. However, the general population in the region is shrinking, and the ability to finance schools with choice tuition (less than the actual cost to educate) are both factors that would likely limit choice potential.

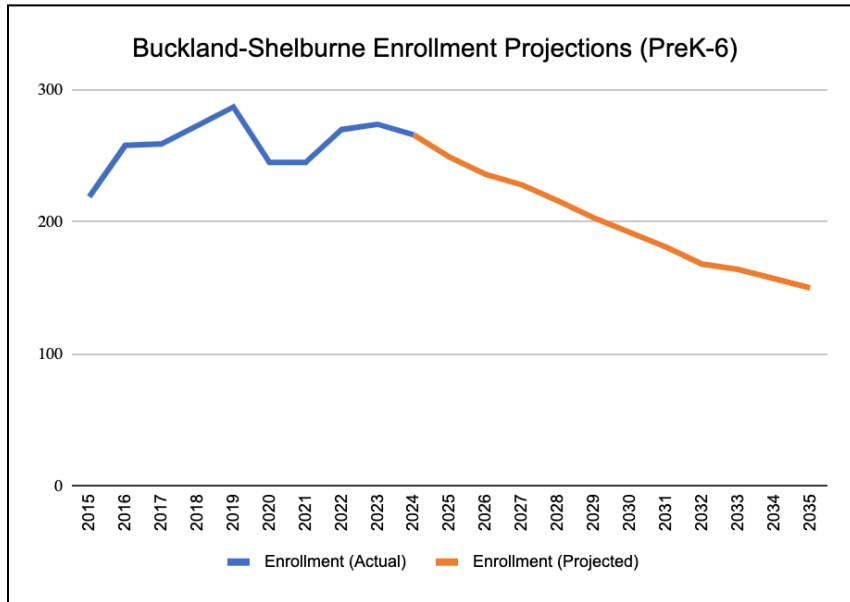
Buckland-Shelburne Regional

Buckland–Shelburne Regional is projected to steadily decline over the next ten years, dropping to 150 students in PreK – 6. The NESDEC forecast for Buckland-Shelburne shows a similar decline. The decline is slower, and at its low point in 2032, the NESDEC forecast is 51 students higher than this projection (219 NESDEC vs. 168). The projections made by NESDEC for the two years that have passed since their study are slightly higher than actual enrollment in those two years. A table and graph follow.

Buckland-Shelburne Regional Enrollment Projection (PreK-6)

	PreK	K	1	2	3	4	5	6	SP	Total	
2015	31	37	29	35	20	24	29	14	0	219	
2016	49	34	37	33	33	19	24	29	0	258	
2017	45	37	32	38	33	30	19	25	0	259	
2018	49	40	33	36	34	32	29	20	0	273	
2019	46	30	40	33	37	35	33	33	0	287	
2020	15	27	30	40	34	35	31	33	0	245	
2021	20	20	34	31	38	35	35	32	0	245	
2022	28	28	26	35	37	41	36	39	0	270	
2023	30	27	32	32	35	42	40	36	0	274	277
2024	28	24	29	34	36	34	39	41	1	266	274
BRPC Projections											NESDEC Projections
2025	19	25	28	31	36	37	33	40	0	249	264
2026	21	16	29	30	33	37	36	34	0	236	250

2027	20	18	20	31	32	34	36	37	0	228	241
2028	19	17	22	22	33	33	33	37	0	216	236
2029	18	16	21	24	24	34	32	34	0	203	228
2030	17	15	20	23	26	25	33	33	0	192	222
2031	16	14	19	22	25	27	24	34	0	181	221
2032	15	13	18	21	24	26	26	25	0	168	219
2033	15	12	17	20	23	25	25	27	0	164	224
2034	14	12	16	19	22	24	24	26	0	157	
2035	13	11	16	18	21	23	23	25	0	150	



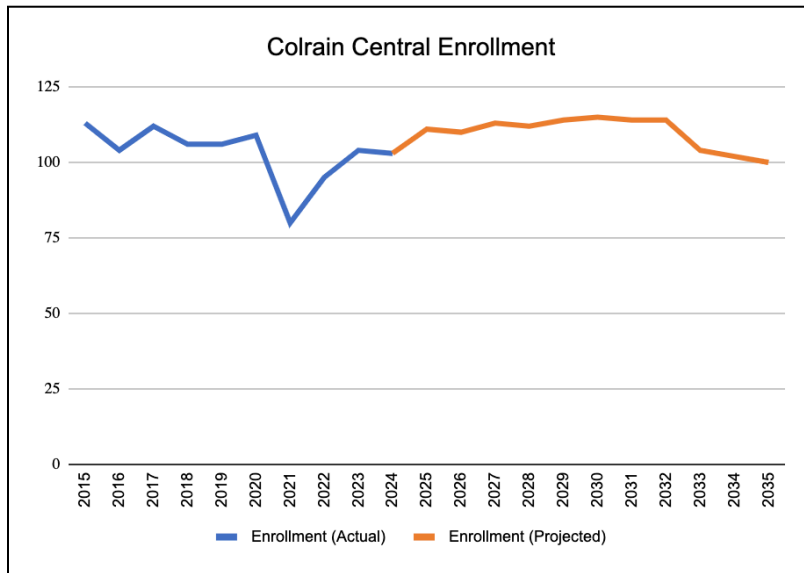
Colrain Central

The Colrain Central School shows a slight increase (+15 students) in enrollment through 2030, but then declines back to the current enrollment by 2035. The NESDEC report projects a slight decline through 2030 followed by a slight increase, which is almost the opposite of these projections. However, in 2033, both methodologies project a Colrain enrollment of about 105 students. A table and graph follow.

Colrain Central Enrollment Projection (PreK-6)

	PreK	K	1	2	3	4	5	6	Total	
2015	16	11	11	12	17	9	16	21	113	
2016	12	21	14	8	12	16	9	12	104	
2017	12	13	19	19	9	13	17	10	112	
2018	13	6	13	20	15	9	11	19	106	
2019	14	12	6	13	18	18	10	15	106	
2020	18	11	16	5	14	17	18	10	109	
2021	13	11	7	11	4	7	15	12	80	
2022	18	9	13	10	12	8	11	14	95	
2023	18	12	9	15	7	14	14	15	104	107

2024	17	13	11	10	13	9	15	15	103	105
BRPC Projections										NESDEC Projections
2025	27	12	13	11	9	13	11	15	111	98
2026	18	22	12	13	10	9	15	11	110	94
2027	18	13	22	12	12	10	11	15	113	100
2028	18	13	13	22	11	12	12	11	112	94
2029	17	13	13	13	21	11	14	12	114	96
2030	17	12	13	13	12	21	13	14	115	93
2031	17	12	12	13	12	12	23	13	114	96
2032	17	12	12	12	12	12	14	23	114	104
2033	17	12	12	12	11	12	14	14	104	106
2034	16	12	12	12	11	11	14	14	102	
2035	16	11	12	12	11	11	13	14	100	



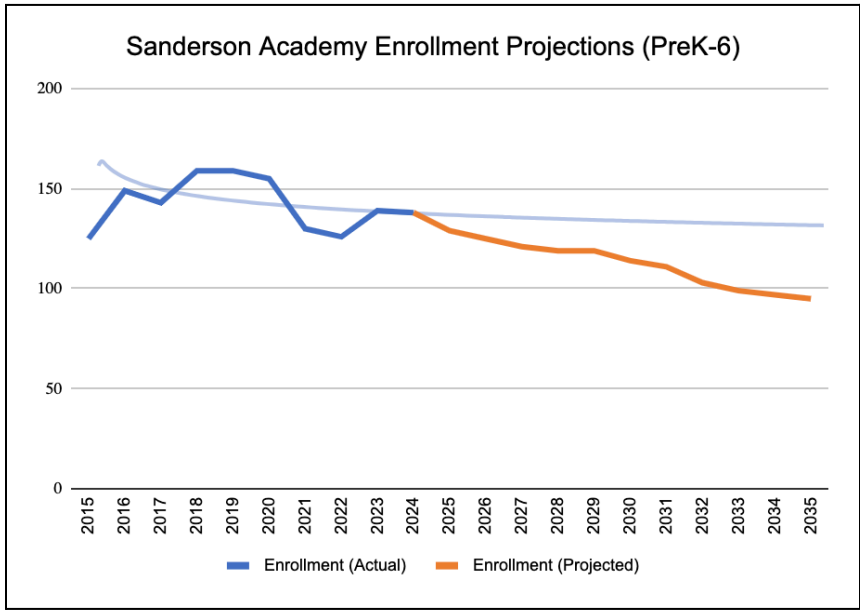
Sanderson Academy

The BRPC projection for Sanderson Academy shows a loss of 43 students by 2035, bringing it down to 95 total students. The NESDEC forecast shows steady enrollment, hovering between 129 and 136. Because of this discrepancy, we added a power series trendline to the data and, recognizing the small n size and the variability year-to-year, the line suggests a slightly flatter, yet ongoing downward, trend.

Sanderson Academy Enrollment Projection (PreK-6)

	PreK	K	1	2	3	4	5	6	Total	
2015	0	18	16	18	12	17	20	24	125	
2016	38	11	17	15	19	12	13	24	149	
2017	41	19	12	18	14	17	11	11	143	
2018	37	31	19	12	18	14	18	10	159	
2019	29	22	28	20	12	18	13	17	159	

2020	25	15	21	27	21	13	20	13	155	
2021	20	10	13	19	20	20	10	18	130	
2022	30	9	10	14	17	21	16	9	126	
2023	31	16	13	12	13	15	22	17	139	143
2024	33	15	17	12	12	15	14	20	138	137
BRPC Projections										NESDEC PROJECTIONS
2025	29	19	15	17	10	12	14	13	129	132
2026	27	15	19	15	15	10	11	13	125	126
2027	27	13	15	19	13	15	9	10	121	130
2028	26	13	13	15	17	13	14	8	119	133
2029	26	12	13	13	13	17	12	13	119	136
2030	26	12	12	13	11	13	16	11	114	131
2031	26	12	12	12	11	11	12	15	111	132
2032	25	12	12	12	10	11	10	11	103	129
2033	25	11	12	12	10	10	10	9	99	136
2034	25	11	11	12	10	10	9	9	97	
2035	25	11	11	11	10	10	9	8	95	



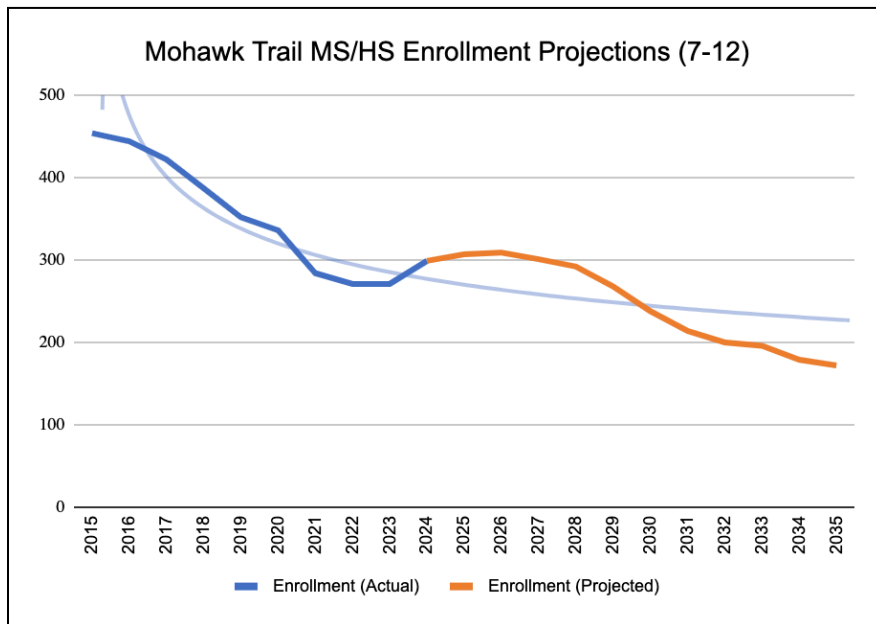
Mohawk Trail Regional

The Mohawk Trail Regional High School projection shows a loss of 127 students by 2035, lowering its enrollment from 299 in 2024 to 172 in 2035. The projection shows a slight increase for a few years before it begins a steady decline. The NESDEC forecast shows an increase in enrollment until 2026, a steady enrollment until 2030, and a declining enrollment through 2033. The 2033 enrollment forecast is 90 more students than projected below. Due to this discrepancy, we ran a trend line (curve) to illustrate a projection curve that reflects a decline in enrollment, but is less dramatic than the BRPC projections. It is included on the graph below.

The historical decline at the middle/high school has been sharp, greatly due to out-migration of students between grades 8 and 9.

Mohawk Trail Regional Enrollment Projection (7-12)

	7	8	9	10	11	12	SP	Total	
2015	66	95	73	57	77	86	0	454	
2016	92	68	75	69	58	81	1	444	
2017	76	92	58	67	67	58	4	422	
2018	54	79	61	53	70	64	6	387	
2019	68	54	62	51	47	65	5	352	
2020	74	69	36	52	51	50	4	336	
2021	55	66	35	28	46	50	4	284	
2022	71	57	43	37	24	37	2	271	
2023	72	66	38	33	35	26	1	271	277
2024	82	71	44	33	34	35	0	299	302
BRPC PROJECTIONS									NESDEC PROJECTIONS
2025	75	80	48	38	31	33	2	307	323
2026	69	73	57	42	36	30	2	309	344
2027	56	67	50	51	40	35	2	301	344
2028	60	54	44	44	49	39	2	292	344
2029	49	58	31	38	42	48	2	268	341
2030	52	47	35	25	36	41	2	238	341
2031	51	50	24	29	23	35	2	214	323
2032	55	49	27	18	27	22	2	200	305
2033	52	53	26	21	16	26	2	196	286
2034	43	50	30	20	19	15	2	179	
2035	42	41	27	24	18	18	2	172	



WHAT DO WE EXPECT WHEN PROJECTING FOUNDATION ENROLLMENT?

Foundation Enrollment, Historical and Projected, Total

Foundation enrollment is the number of students within each municipality for which the municipality is financially responsible. This number includes students enrolled within their district, those who attend other public districts through choice or tuition, and those who attend public charter and vocational schools. Foundation enrollment does not include students who attend private/parochial schools or are homeschooled. The foundation enrollment also does not include students entering local schools from outside districts, as the sending district pays for them. A link to a full foundation brief is [HERE](#).

In 2023, the latest year available from DESE, the eight towns had a foundation enrollment of 1,018 students. The towns have been experiencing a steady decline. The enrollment in 2021 was a significant drop due to the pandemic, but that rebounded slightly in 2022 before it started to decline again in 2023.

Foundation Enrollment (PreK-12), by Town

Municipality	2018	2019	2020	2021	2022	2023	% change 2018-2023
Ashfield	199	181	162	147	146	152	-23.6%
Buckland	220	234	216	192	210	201	-8.6%
Charlemont	170	163	148	134	140	139	-18.2%
Colrain	204	197	202	169	185	178	-12.7%
Hawley	34	34	37	28	26	26	-23.5%
Heath	107	107	98	92	97	91	-15.0%
Plainfield	68	70	67	62	62	65	-4.4%
Shelburne	185	195	186	177	180	166	-10.3%
Total	1,187	1,181	1,116	1,001	1,046	1,018	-14.2%

Projecting foundation enrollment uses a methodology similar to projecting school enrollment, except it is town-based instead of school-based. The projected foundation enrollment continues to decline steadily over the next decade. This decline is further evidence that school enrollment changes are primarily due to decreasing births in the eight towns.

Projected Foundation Enrollment (PreK-12), Total

Municipality	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Ashfield	152	148	142	139	138	134	133	129	118	111	106	99	95
Buckland	201	203	193	184	176	168	159	149	135	127	116	104	101
Charlemont	139	135	129	123	123	118	110	99	91	83	76	66	58
Colrain	178	169	168	171	170	163	155	152	150	138	140	136	133
Hawley	26	25	22	24	25	23	24	24	25	24	26	27	27
Heath	91	90	84	86	86	85	80	74	69	71	68	67	70
Plainfield	65	68	68	68	70	69	67	66	66	63	68	73	76
Shelburne	166	154	152	149	150	149	147	141	134	128	120	119	111
Total	1,018	992	958	944	938	909	875	834	788	745	720	691	671

When comparing the historical enrollment levels to the BRPC projections, while the towns will likely have varying rates of decline based solely on birth rates (for example, both Buckland and Charlemont have gone from 10-20 births per year, to 5-10), as a combined 8 towns, the rate of school-aged population

decline projected forward for the same time period (six years back, six years forward) is about the same with a -14.2% decline 2018-2023 and a projected decline of -13.0% between 2025 and 2030. These relatively close rates of change confirm a steady decline in foundation enrollment that has been the case in recent history and is expected to continue in the near-term.

Historical Foundation versus BRPC Projections, 2018-2030 (six year blocks)

	2018 (actual)	2023 (actual)	BRPC 2018-2023 % change in Foundation Enrollment	2025	2030	% Change for 6 year projection
Ashfield	199	152	23.6%	142	129	9%
Buckland	220	201	8.6%	193	149	23%
Charlemont	170	139	18.2%	129	99	23%
Colrain	204	178	12.7%	168	152	10%
Hawley	34	26	23.5%	22	24	-9%
Heath	107	91	15.0%	84	74	12%
Plainfield	68	65	4.4%	68	66	3%
Shelburne	185	166	10.3%	152	141	7%
	1187	1018	14.2%	958	834	13%

Projected Foundation Enrollment (PreK-12), By Town & Grade

Because foundation budget calculations depend on grade span, the following data breaks out the foundation enrollment projections by town and by grade. This is intended to provide additional detail for each town and the research team for future modeling. For efficiency, these tables are provided in [Appendix II](#). A total enrollment (all 8 towns) is provided below by grade level.

8 Town Enrollment	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Births	73	62	63	73	74	57	54	50	69	60	57	55	55	53	50	50	48	45
PreK	133	121	82	64	95	94	79	75	94	85	82	80	80	78	75	75	73	70
K	102	87	76	54	59	64	63	48	44	63	54	51	49	49	47	44	44	42
1	93	99	85	72	65	58	64	63	48	44	63	54	51	49	49	47	44	44
2	82	93	94	77	81	71	58	64	63	48	44	63	54	51	49	49	47	44
3	83	81	98	82	83	66	68	55	61	60	45	41	60	51	48	46	46	44
4	64	88	82	87	91	86	68	70	57	63	62	47	43	62	53	50	48	48
5	78	67	89	75	84	92	85	67	69	56	62	61	46	42	61	52	49	47
6	66	83	63	78	82	86	90	83	65	67	54	60	59	44	40	59	50	47
7	61	62	82	54	73	75	82	86	79	61	63	50	56	55	40	36	55	46
8	77	69	69	75	57	74	77	84	88	81	63	65	52	58	57	42	38	57

9	87	83	69	70	78	56	76	79	86	90	83	65	67	54	60	59	44	40
10	73	88	79	62	72	71	54	74	77	84	88	81	63	65	52	58	57	42
11	105	72	75	76	55	67	66	49	69	72	79	83	76	59	60	48	53	52
12	83	90	69	72	70	57	62	61	44	64	67	74	78	71	54	55	43	48
SP	0	5	4	3	2	1	0	0	0	0	0	0	0	0	0	0	0	0
Total	1187	1188	1116	1001	1047	1018	992	958	944	938	909	875	834	788	745	720	691	671

As we did with total district enrollment projections, we wanted to compare foundation enrollment methods, however NESDEC did not produce foundation enrollment projections in their Phase I work. As such, we will use headcount projections (total district enrollment, kids attending school in the district) as a proxy for comparison purposes.

As can be seen in the table below, we compared a six year time frame for consistency. As is evident, the total headcount by BRPC is projected to decline at a higher rate (20.8%) in the six years (2025 to 2030) than was evidenced in the decline (12.9%) in the historical six years (2018-2023). This was the result of the researcher maintaining consistent out-migration numbers (private, homeschool) going forward. As these numbers remain steady but overall enrollment decline continues, the percentage of out-migration increases and is reflected in the greater rate of decline projected forward. Thus, while foundation enrollment is anticipated to decline at a steady rate, if out-migration numbers remain steady, then the total headcount will decrease at a higher percentage.

The NESDEC headcount numbers reflect a relatively low rate of headcount change 2025 through 2030 (3.7%). This is significantly different from the BRPC projection. Again, the options for modeling will include establishing a low and high mark (“guardrails”) and modeling for the extremes. The second option is to establish a consensus percentage decline (for example, 12.9% over the six years) and model using this figure.

Total Enrollment (Headcount) BRPC v. NESDEC Projections, 2018-2023 (six year blocks)

	2018 (actual)	2023 (actual)	% change in total (headcount) enrollment. 2018-2023	2025	2030	% change in total (headcount) enrollment
BRPC	925	806	12.9%	796	659	20.8%
NESDEC	same	same	same	817	787	3.7%

Foundation Enrollment, additional factors.

Another factor in foundation enrollment are considerations related to the Foundation budget calculation. The snapshot below, available [HERE](#), illustrates the various categories that DESE uses to compute foundation enrollment for a district, including enrollment by grade span (PreK, K, Elementary, Junior/Middle, High School, Vocational) and increments based on specific student categories (special education, English Language Learners, and Low income). Thus, enrollment in these categories is critical

for projecting forward. Additionally, DESE, within the Student Opportunity Act (SOA) has set 12 low-income groups based on the total percentage of low income students (from 0% to 80+%). Aid is distributed based on the group a district falls into. Mohawk Trail is in group 9 (48-53.99%) for FY25, Hawlemont is in group 10 (54-69.99%). The Mohawk Trail screenshot is displayed below as an illustration.

FY25 Chapter 70 Foundation Budget															717 Mohawk Trail	
	Base Foundation Components							Incremental Costs Above the Base							TOTAL	
	1 Pre-school	2 Half-Day	3 Full-Day	4 Elementary	5 Junior/Middle	6 High School	7 Vocational	8 Special Ed In-District	9 Special Ed Tuitioned-Out	10 English learners PK-5	11 English learners 6-8	12 English learners High School/Voc	13 Low income			
Foundation Enrollment	48	0	50	297	235	174	0	30	8	3	1	0	397	780		
1 Administration	10,768	0	22,433	133,249	105,433	78,065	0	92,892	29,622	333	118	0	36,008	508,921		
2 Instructional Leadership	19,447	0	40,515	240,659	190,421	140,992	0	0	0	583	207	0	170,607	803,430		
3 Classroom & Specialist Teachers	89,171	0	185,773	1,103,474	768,349	836,620	0	306,521	0	4,082	1,448	0	1,665,455	4,960,893		
4 Other Teaching Services	22,870	0	47,647	283,023	161,205	99,366	0	286,195	452	583	207	0	0	901,548		
5 Professional Development	3,527	0	7,351	43,671	37,454	26,892	0	14,786	0	167	59	0	80,797	214,704		
6 Instructional Materials, Equipment & Technology	12,906	0	26,889	159,718	126,376	149,713	0	12,906	0	417	148	0	12,382	501,454		
7 Guidance & Psychological Services	9,085	0	18,928	112,429	95,972	78,495	0	0	0	250	89	0	67,438	382,685		
8 Pupil Services	2,580	0	5,378	47,912	61,927	105,733	0	0	0	83	30	0	350,436	574,079		
9 Operations & Maintenance	24,762	0	51,587	306,424	262,852	188,708	0	103,765	0	1,000	355	0	0	939,452		
10 Employee Benefits/Fixed Charges*	38,923	0	81,089	481,675	406,738	267,520	0	122,943	0	969	344	0	284,768	1,684,968		
11 Special Education Tuition*	0	0	0	0	0	0	0	0	281,246	0	0	0	0	281,246		
12 Total	234,038	0	487,588	2,912,234	2,216,727	1,972,104	0	940,009	311,320	8,467	3,004	0	2,667,892	11,753,381		
13 Wage Adjustment Factor	100.0%												Foundation Budget per Pupil	15,068		
*The wage adjustment factor is applied to underlying rates in all functions except instructional equipment, benefits and special education tuition.																
14 Low-income percentage	50.25%												English learner foundation budget as % total foundation budget	0.1%		
15 Low-income group	9												Low-income foundation budget as % total foundation budget	22.7%		

Foundation Enrollment, additional factors, low income

DESE has varied measures of low income over the last two decades. Low income has been a pretty consistent measure, although with different names and calculations. DESE reports low income as follows:

- **Low-income (prior to 2015):** Indicates the percent of enrollment who meet ANY ONE of the following definitions:
 - The student is eligible for free or reduced price lunch; or
 - The student receives Transitional Aid to Families benefits; or
 - The student is eligible for food stamps
- **Economically Disadvantaged (2015 to 2021):** Calculated based on a student's participation in one or more of the following state-administered programs: the Supplemental Nutrition Assistance Program (SNAP); the Transitional Assistance for Families with Dependent Children (TAFDC); the Department of Children and Families' (DCF) foster care program; and MassHealth (Medicaid). (Source: [Understanding the Economically Disadvantaged Indicator](#))
- **Low-income (2022 to present):** Calculated based on a student's participation in one or more of the following state-administered programs: the Supplemental Nutrition Assistance Program (SNAP); the Transitional Assistance for Families with Dependent Children (TAFDC); the Department of Children and Families' (DCF) foster care program; expanded MassHealth (Medicaid) up to 185% of the federal poverty level, as well as students identified by districts as homeless and students the district confirmed had met the low-income criteria through the supplemental process and collected the required supporting documentation. (Source: [Redefining Low-income Under the Student Opportunity Act \(SY 2021-22\)](#))

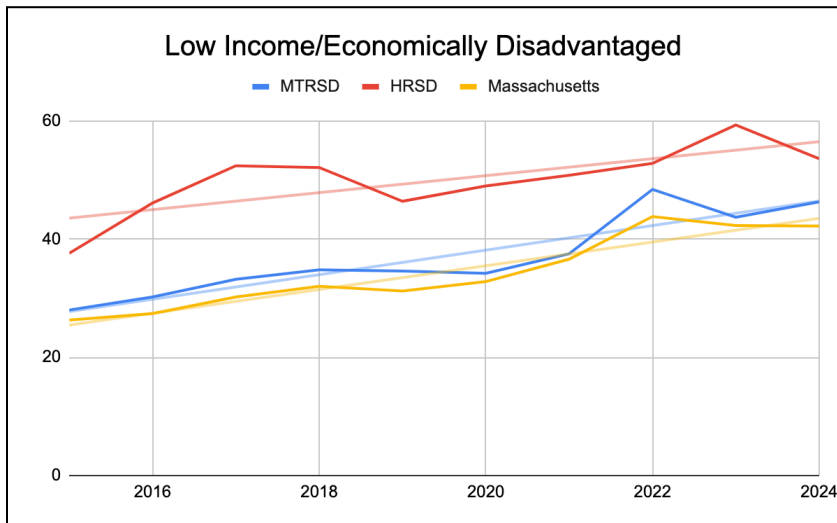
Below, the low income data from 2015-2024 is displayed. Keep in mind that 2021 was the last year that the label Economically Disadvantaged was used. It is, thus, not a perfect apples-to-apples comparison but still illustrates a trend of a rising low income population in the district and across the state. Both districts have, historically, reported a higher percentage population of low income students than state peers.

% of Low-Income or Economically Disadvantaged Students (2015-2024)

Low Income (%)	2015	2016	2017	2018	2019	2020	2021*	2022	2023	2024
MTRSD	28	30.2	33.2	34.8	34.6	34.2	37.5	48.4	43.7	46.3
HRSD	37.6	46.1	52.4	52.1	46.4	49	50.8	52.8	59.3	53.6
Massachusetts	26.3	27.4	30.2	32	31.2	32.8	36.6	43.8	42.3	42.2

*Last year of Economically Disadvantaged category

These upward trends are graphed below with a best fit trendline added to illustrate the increasing percentages of low-income students.



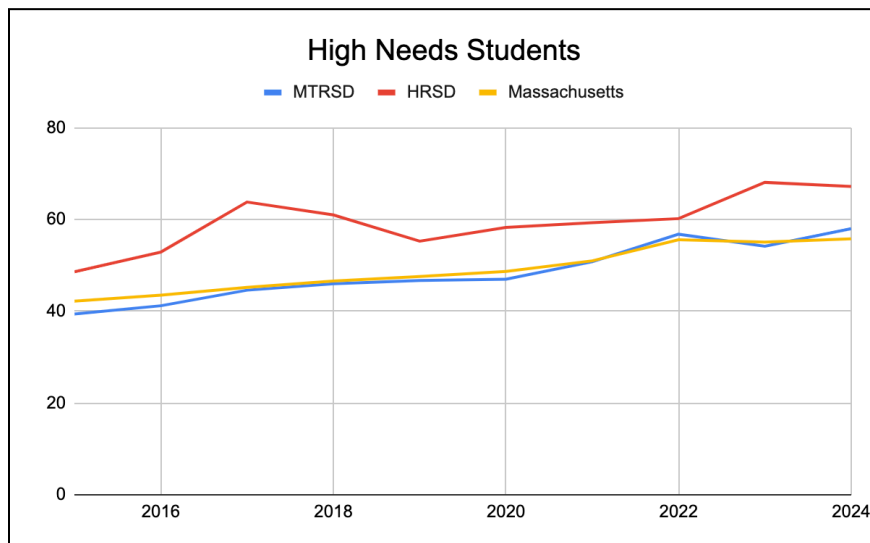
In order to calculate future Foundation budget projections, we must consider what the percentage of low income students will look like into the future. As mentioned, DESE sets low-income group ranges, illustrated in the table below. MTRSD is currently in Group 9 and HRSD in Group 10. As we look towards the future, it is likely that both districts will remain in their current groups. In order for MTRSD to jump to Group 10, it would have to exceed 54%. Similarly, HRSD would have to jump to 70% to move into Group 11. Our assumption, then, is that both districts remain in their current groups for near-term Foundation budget projections.

Low-income group	Low-income %
Group 1	0-5.99%
Group 2	6-11.99%
Group 3	12-17.99%
Group 4	18-23.99%
Group 5	24-29.99%
Group 6	30-35.99%
Group 7	36-41.99%
Group 8	42-47.99%
Group 9	48-53.99%
Group 10	54-69.99%
Group 11	70-79.99%
Group 12	80%+

While loosely connected to low income, another measure the state reports is the percentage of High Needs students. A student is categorized as High Needs if he or she is designated as either low income (prior to 2015, and from 2022 to present), economically disadvantaged (from 2015 to 2021), current/former English Language Learner (ELL), or a student with disabilities. A former ELL student is a student who is not currently an ELL, but had been at some point in the four previous academic years.

This data is illustrated below on the table and graph. HRSD has consistently exceeded state averages, while both districts exceeded the state averages in 2024. MTRSD, historically, has been about equal to the state average. In all cases, the percent of students identified as High Needs has risen and continues to be on the rise.

High Needs (%)	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
MTRSD	39.4	41.2	44.6	46.0	46.7	47.0	50.8	56.8	54.2	58.0
HRSD	48.6	52.9	63.8	61.0	55.3	58.3	59.3	60.2	68.1	67.2
Massachusetts	42.2	43.5	45.2	46.6	47.6	48.7	51.0	55.6	55.1	55.8



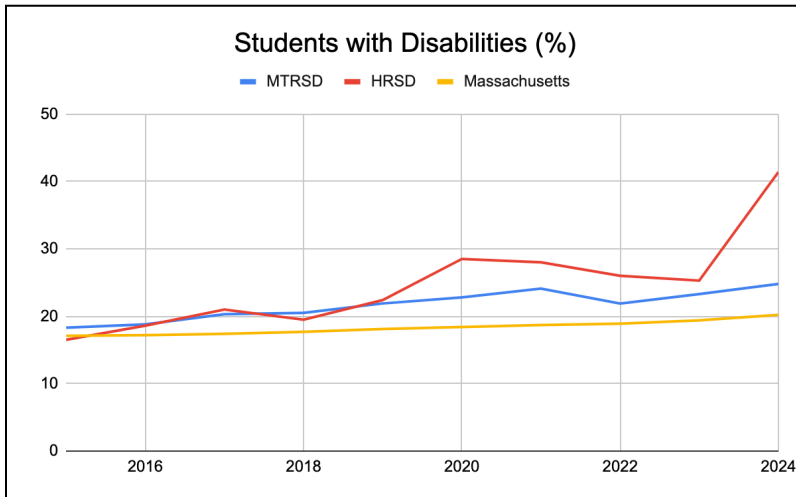
Foundation Enrollment, additional factors, special education

Special education increments are also part of the Foundation calculation. Both special education in-district and tuitioned-out are assumed percentages based on total enrollment (vocational and non-vocational). Trends for students with disabilities (2015-2024) are displayed below. The overall trend signals an increase in both districts and the Commonwealth for the percentage of identified students with disabilities. Both MTRSD and HRSD have exceeded the state average for identification of students with disabilities by 1 to 4%. The percentages of students 2015 through 2024 is illustrated on the table and graph below.

% of Students with Disabilities (2015-2024)

Students w/	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
-------------	------	------	------	------	------	------	------	------	------	------

Disabilities (%)										
MTRSD	18.3	18.8	20.3	20.5	21.9	22.8	24.1	21.9	23.3	24.8
HRSD	16.5	18.6	21.0	19.5	22.4	28.5	28.0	26.0	25.3	41.4
Massachusetts	17.1	17.2	17.4	17.7	18.1	18.4	18.7	18.9	19.4	20.2



Foundation Enrollment, additional factors, English Language Learners

The last category we will look at is the number of English Language Learners. Overall, the district has had very few ELL students. In recent years at MTRSD, ELL designated students have remained under 1% of the total population. At HRSD, there was a four year range (2019-2023) during which there were 3-6% ELL students (which is still relatively small given the total school population). In contrast, the entire state levels have been increasing and, in 2024, were 13.1% of the total population.

% of ELL Students (2015-2024)

ELL Students (%)	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
MTRSD	0.3	0.2	0.1	0.2	0.3	0.8	0.8	0.8	0.8	0.5
HRSD	0	0	0	0	0	3.5	4.2	4.9	5.5	0
Massachusetts	8.5	9	9.5	10.2	10.5	10.8	10.5	11	12.1	13.1

HOW, IF AT ALL, HAS ENROLLMENT IMPACTED CLASS SIZE?

Class size, Indicators.

Recognizing that an educational quality report will be generated and will include key indicators, such as teaching loads and class size, we thought it wise to ask the question, how does enrollment manifest at the classroom level?

Class size and student to teacher ratios can be somewhat difficult to standardize and evaluate in that districts/schools make site-based decisions on how to allocate staff in providing optimal academic and support services to students. Considerations that make it hard to report class size as aggregated or average figures include:

- **Multi-section classrooms.** Examples include combined honors and college prep courses and several levels of world language being delivered in a single class period.
- **Small remedial, special education, or independent study sections.** These can deflate class size when averaged against larger class sections but are needed for specialized instructional delivery.
- **Enrichment, electives, and high rigor courses.** These can include courses in arts, Advanced Placement, vocational/technical, or technology (such as programming) that are offered with smaller numbers of students in order to deliver a broad range of curricular offerings.
- **Flexible scheduling.** In some schools, grade-span teachers work in teams, thus class size may be fluid on any given day/week/month. Students are often grouped based on a tiered instructional model, with higher need students organized into smaller group instructional settings.
- **Multi-grade classrooms.** In some cases, more than one grade level will be contained in a single classroom.

There are a few ways to examine trends in class size and allocation of staff. This analysis, recognizing limitations, examines several data points:

- Class size
- Student/Teacher ratio
- Ratio of adults who work directly in the classroom (teachers, substitutes, paraprofessionals, tutors) per 100 students.
- Curated inventory of class size by common content areas, such as English Language Arts and mathematics, and grade level
- Course (or class) section analysis by grade and content level
- Selected electives, such as arts and Advanced Placement courses

Class size, average class size.

The easiest starting point is class size. These figures are collected from certified data from the districts including SIMS, SCS, and EPIMS. Average class size is calculated by dividing the total number of students in classes by the total number of classes. Students taking multiple classes will be included in multiple class size averages. The number of classes is based on classes that could be linked between SIMS, EPIMS, and SCS by School, Course, Section, and Term. The class must have a class count greater than one and have students in the class who have a SCS enrollment status of enrolled, completed, or incomplete.

Source, [DESE HERE](#).

Class size and Student-Teacher Ratio are averaged across all class sections, and can be skewed by both small and very large sections. In this brief, we do not seek to examine class size research in any significance, but refer readers to the [2017 DESE Policy Brief, Class Size and Resource Allocation](#). The brief summarizes, “Small classes are popular, but evidence of their positive impact on student outcomes is disappointing—and the choices districts make about class size have real, though often hidden, costs.” That said, class size is a significant indicator that many stakeholders (school committees, parents, teachers, administrators) pay close attention to and have strong feelings about.

Generally, class sizes in both HRSD and MTRSD are below state averages, which have run 16-18. MTRSD has ranged from 9.2 (2021) to 14.0 (2016). HRSD has been a bit more up and down with a range from 20 (2018) to 11.3 (2023). Given the drop in 2024 enrollment at HRSD, it’s anticipated that number will be lower when published.

Average Class Size	2015	2016	2017	2018	2019	2020	2021	2022	2023
MTRSD	13.1	14.0	12.5	12.8	11.2	11.9	9.2	11.0	11.5
HRSD		12.5	15.9	20.0	17.6	14.6	15.5	14.2	11.3
Massachusetts	18	18	18.1	18.1	17.9	17.9	15.5	17.2	17.1

Class size, Student-Teacher Ratio.

Student-to-teacher ratio refers to the total number of students to the total number of teachers, as reported to DESE (October 1). This number is about more than just class size — although the two statistics are often tied. It is often a measure used to measure high-quality education although there are varying viewpoints about how the measure affects quality.

Overall, the district has remained in line with state averages, although HRSD has fallen more consistently below the state averages and in 2024 is well below at 6.2:1. MTRSD, again, has had some years below the state average (2019-2023) but in 2024 is just slightly below.

STUDENT/TEACHER RATIO	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
MTRSD	13.6:1	14.6:1	13.5:1	11.9:1	10.4:1	10.7:1	10.7:1	9.8:1	10.6:1	11.5:1
HRSD	10.5:1	10.4:1	10.1:1	14.1:1	15.1:1	11.9:1	11.5:1	13.1:1	9.7:1	6.2:1
Massachusetts	13.3:1	13.2:1	13.2:1	13.0:1	12.9:1	12.6:1	12.1:1	11.9:1	11.9:1	11.8:1

Class size, Staff per 100 students.

Another way to measure class size (and staffing patterns) is to examine the number of adults who are directly assigned to classroom instruction to the number of students. It is possible to measure the number of teachers and long-term substitutes and paraprofessionals and tutors (as categories) and then determine the ratio per 100 students in the school. This data is available through the DESE DART tool, but has not been updated since 2021. We have requested updated data to bring this data current.

The table below is rounded to the nearest tenth and offers a snapshot of staffing levels across schools, 2019-2021. Overall, both HRSD and MTRSD have more teachers/subs, paraprofessionals, and admin/instructional leaders per 100 students. MTRSD has slightly more paraprofessionals per 100 students and in 2019/2020 had more teachers/subs per 100 students. In 2021, the teacher levels were the same across both districts. The biggest gap between the two districts and the state is in the category of paraprofessionals, which across the state are much lower per 100 students (2.6) than the local districts (8.3 to 10.0).

We recognize the limitations of this data as impacted by school size, the utilization of these roles differently across schools, and without consideration for school or grade span effect. Rather, this data is offered as a broad index of class size/support.

Staff by Category, per 100 students (2019-2021)

Staff/100 students	2019			2020			2021		
	MTRSD	HRSD	MA	MTRSD	HRSD	MA	MTRSD	HRSD	MA
Teachers & LT subs	10.0	7.1	7.7	9.1	8.3	7.7	9.1	9.1	8.3
Paraprofessionals	8.3	6.3	2.6	8.3	7.1	2.7	8.3	7.1	2.6
Admin/Leadership	1.4	1.4	0.9	1.5	1.5	1.0	2.0	1.5	1.0

Source: [DART Finance](#)

Class size, Introduction.

The DESE has deepened analysis of class size over the last decade. In that class size across various courses and programs may vary and skew aggregated class size data, the DESE now provides tools that allow deconstruction of class size by selected populations (gender, ELL, students with disabilities, economically disadvantaged, and race/ethnicity) and by content area. A comprehensive report of class size could be extrapolated by district, school, and a variety of selected categories. Below, we will examine class size as a function of grade level section and course/content area.

Class size, Elementary Section Analysis.

Data was collected from the DESE and cross referenced with the district enrollment data as provided in the monthly enrollment reports - in order to deliver an as-accurate-as-possible picture of what is happening in the schools. This does not take into account class sizes that could be influenced by the regrouping of students into specials, academic/resource and special education supports, or tiered intervention. This analysis offers a broad picture.

The table below displays the enrollment at each school in MTRSD and HRSD with numbers of students enrolled in each grade level and the number of sections. The last two columns total enrollments in MTRSD and the two districts combined, and provide an average class size per grade level.

NOTE: We want to note that we examined two sets of enrollment figures, one from DESE and one from the District. The data below reflects the district’s enrollment figures based on the last day of September 2023, which we believe will best correspond to the DESE October 1 data set. That said, enrollment changes and updated enrollment is published by the district monthly and can be accessed via the Business Office publicly available monthly report files, [HERE](#).

Overall, the two districts combined have an average of 13.3 students per elementary school class section. This varies from a low of around 6 in several Hawlemont classrooms, to a high of 21 in BSE 6th grade. The total number of sections offered (this does not include special education substantially separate) is 8 in HRSD and 35 in MTRSD, for a total of 43 across both districts.

Grade level section analysis, by school, district, & combined district

Grade	Sanderson		BSE		Colrain		Hawlemont		Total Mohawk Trail			Total Both Districts		
	Enroll	# Sect	Enroll	# Sect	Enroll	# Sect	Enroll	# Sect	Enroll	# Sect	Avg/Sect	Enroll	# Sect	Avg/Sect
PK3	13	1	11	1	8	1			32	3	10.7	32	3	10.7
PK4	20	1	19	2	10	1	6	1	49	4	12.3	55	5	11.0
K	15	1	25	2	13	1	11	1	53	4	13.3	64	5	12.8
1	16	1	29	2	11	1	6	1	56	4	14.0	62	5	12.4
2	12	1	34	2	9	1	6	1	55	4	13.8	61	5	12.2
3	12	1	35	2	13	1	10	1	60	4	15.0	70	5	14.0
4	13	1	34	2	9	1	10	1	56	4	14.0	66	5	13.2
5	14	1	40	2	16	1	10	1	70	4	17.5	80	5	16.0
6	20	1	41	2	14	1	6	1	75	4	18.8	81	5	16.2
Total	135	9	268	17	103	9	65	8	506	35	14.5	571	43	13.3

Enrollment, Middle School (grades 7-8) & High School Course Analysis

Our analysis beginning in the middle and high school grades includes information related to actual enrollment and course offerings for the 2023-24 school year. This data was provided by the district/school.

The MS/HS course catalog, available [HERE](#), provides a range of information from grading, to graduation requirements, to course options by content area. Typically, not all courses in the catalog (on the books) are offered in any given year. The range and diversity of class offerings is the widest at the high school level and is often used to evaluate the breadth of opportunities available to students. All high schools have graduation standards that are locally derived, but typically consist of an academic core (English, math, social studies, science) and a number of additional requirements that can include physical education, health/wellness, art, vocational education, and open electives, for example.

Graduation standards are set mostly at the local level, with several state requirements including passing required Massachusetts Comprehensive Assessment System (MCAS) tests in English Language Arts, Mathematics, and Science (typically Biology). For MTRS, the graduation requirements are listed below and will help us to understand the context of enrollment in classes at the high school level.

Content Area	Required number of courses
English	4
Math	4
Science	4
History/Social Studies	4 (US 1&2, Civic Action, and World History Option)
Science	4
World Languages	2
Health	1
Physical Education	1
Arts	1
Electives	3
Senior Capstone	1
Advisory	Based on graduation date (4-8 courses over course of grades 9-12)

As is the case in many high schools, courses are often offered at varying levels of intensity and/or academic rigor. In many high schools, courses are designated by levels in specific content/course areas. In schools we've been associated with, we've seen high school classes labeled as non-designated, standard, intensive, college preparatory, honors, and Advanced Placement. For levels, MTRS offers non-designated, honors, and Advanced Placement. In scheduling a high school (particularly a smaller high school), offering courses at a single level makes it much easier to make the schedule work. When multiple levels are offered in small high schools, teachers are often asked to deliver the course to two groups (levels) of students in the same room, during the same period - as you will see in the MTRS course data.

This context helps to situate the course analysis that includes combined two-level courses in the same class period. This is not unusual but must be called out in order to correctly evaluate both class size and course load (how many students a teacher has assigned to him/her). Our methodology examined all course sections including those combined into a single class period. We noted these combined sections in the reporting. We computed both class size averages and medians, but found the differences were minimal, thus we are only reporting class averages. To find these averages, in cases where multiple sections were offered in the same class period, the enrollments are combined.

The tables below describe the enrollment by course/section within content areas, with the middle grades (7-8) shaded in yellow and the high school (9-12) shaded in blue. Format refers to if the course meets for a full year, semester, or quarterly basis. Some elective courses meet every other day which is noted with an A/B. The percentage of combined classes refers to single class periods that have more than one level (for example, intensive and honors) or two levels (for example, two levels of world language).

English Language Arts (ELA): 7th and 8th grade ELA courses each have four sections to support the 67 - 82 students per grade level. This results in section averages (20.5 and 16.75) that are higher than the high school grades (which range from 7 to 14 students per section). Of 19 total high school ELA sections, 10 are below a class size average of 10 students.

ELA Course Analysis Mohawk Trail Middle and High School

Course	Sections	Average	# of Students	Format	% Combined Sections
7th Grade ELA	4	20.50	82	Full Year	0%
8th Grade ELA	4	16.75	67	Full Year	0%
English 9: Self and Society	5	7	35	Semester	60%
English 10	3	10.66	32	Semester	100%
English 11	3	7.33	22	Semester	66%
How to Think	1	11	11	Semester	100%
Humanities	2	9	18	Semester	100%
AP English Language and Composition	1	14	14	Semester	0%
AP English Literature and Composition	1	17	17	Semester	0%
Senior Capstone	3	10.66	32	Semester	0%

Math: Following a similar pattern, 7th and 8th grade math courses each have four sections to support the 66 - 82 students per grade level. This results in section averages (20.5 and 16.5) that are higher than the high school grades (which range from 7 to 14 students per section). Of 13 total high school math sections, only two are below a class size average of 10 students. Most are under 15.

Math Course Analysis Mohawk Trail Middle and High School

Course	Sections	Average	# of Students	Format	% Combined Sections
7th Grade Math	4	20.50	82	Full Year	0%
8th Grade Math	4	16.50	66	Full Year	0%
Inquiry Based Algebra I	3	14.66	44	Semester	100%
Inquiry Based Algebra II	2	9	18	Semester	100%
Inquiry Based Geometry	3	15.33	46	Semester	100%
Pre-Calculus and Trigonometry(H)	2	11.5	23	Semester	0%
Calculus (H)	1	14	14	Semester	0%
Data Science	1	11	11	Semester	100%
Personal Finance	1	13	13	Semester	100%

Social Studies: Again, 7th and 8th grade social studies courses each have four sections to support the 71-84 students per grade level. This results in section averages (21 and about 18) that are higher than

the high school grades (3 to 14 students per section). Of 19 total high school social studies sections, 9 have an enrollment of 10 or less students. All are under 15.

Social Studies Course Analysis Mohawk Trail Middle and High School

Course	Sections	Average	# of Students	Format	% Combined Sections
7th Grade Social Studies	4	21.00	84	Full Year	0%
8th Grade Social Studies	4	17.75	71	Full Year	0%
U.S. History I	4	6.75	27	Semester	75%
U.S. History II	3	9	27	Semester	66%
AP US History I	1	13	13	Semester	0%
AP US History II	1	10	10	Semester	0%
Civic Action Project	3	12	36	Semester	100%
World History I	3	10	30	Semester	100%
Money and Power: How the Economy Works	1	9	9	Semester	100%
Sociology	2	14.5	29	Semester	100%
Sociology II	1	3	3	Semester	100%

Science: Seventh and 8th grade science courses each have four sections to support the 71-84 students per grade level. This results in section averages (21 and about 18) that are higher than the high school grades (5 to 14 students per section). Of 14 total high school science sections, 11 have an enrollment of 11 or less students. All are under 15.

Science Course Analysis Mohawk Trail Middle and High School

Course	Sections	Average	# of Students	Format	% Combined Sections
7th Grade Science	4	21.00	84	Full Year	0%
8th Grade Science	4	17.75	71	Full Year	0%
Biology I	4	10.5	42	Semester	75%
Physics 1	1	12	12	Semester	100%
Chemistry	3	10.33	31	Semester	100%
AP Chemistry	1	5	5	Full Year	0%
Marine Science	2	14	28	Semester	100%
Bioethics	1	11	11	Semester	100%
Anatomy and Physiology	2	9.5	19	Semester	100%

World Language: Middle school languages are single level, with four sections of Spanish and French, both two levels (such as Spanish III and Spanish IV). A total of 98 students participate with an average section size from 10 - 18.5. High school is a bit more complicated in that many levels of the languages occur in the same classroom in the same class period, with a single teacher. Thus, that teacher would be differentiating for two groups of students.

High school world language sections range from 2 students to 15.5, with Spanish I holding the highest enrollment and section size (15.5). Upper level language sections have low enrollment with 2 students in Spanish IV/V and 2 students in French IV/V.

World Language Course Analysis Mohawk Trail Middle and High School

Course	Sections	Average	# of Students	Format	% Combined Sections
Spanish	2	18.50	37	Semester	0%
French	2	16.00	32	Semester	0%
High School Spanish 1	2	9.50	19	Semester	0%
High School French 1	2	10.00	10	Semester	0%
Spanish I	2	15.5	31	Semester	0%
Spanish II	2	6.5	13	Semester	100%
Spanish III	1	16	16	Semester	100%
Spanish IV/V	1	2	2	Semester	0%
French I	2	12.5	25	Semester	0%
French II	2	12.5	25	Semester	100%
French III	1	5	5	Semester	100%
French IV/V	1	2	2	Semester	100%

Computer Science and Technology: Seventh and eighth grade computer science courses have 20 total sections to support the 69-84 students per grade (3) course. This results in section averages from about 9 to about 21 per section. There are 4 high school courses with 26 students participating; each has 8 or fewer students per section.

Computer Science and Technology Course Analysis Mohawk Trail Middle and High School

Course	Sections	Average	# of Students	Format	% Combined Sections
Computer Science 7	8	10.67	83	Quarterly	0%
Computer Science 8	8	8.63	69	Quarterly	0%
Engineering Design	4	21.00	84	Semester (A/B)	0%
Exploring Computer Science	1	8	8	Semester	100%
Intro to Robotics and Electronics	2	6	12	Semester	100%
AP Computer Science Principles	1	6	6	Semester	0%

Physical Education and Health: Seventh and eighth graders participate in physical education classes, with an average enrollment in 8 sections of about 13 students. In comparison, the high school offers physical education and various elective options. Overall, 9 sessions are offered with average enrollments of 5 - 17 students per section. Middle school health is offered to 70 students in 8 sections for an average of about 9 students per section. High school health is offered in 5 sections with an average enrollment of 6 students per section.

Physical Education and Health Course Analysis Mohawk Trail Middle and High School

Course	Sections	Average	# of Students	Format	% Combined Sections
Physical Education (MS)	8	12.75	102	Quarterly (A/B)	0%
Health 8	8	8.75	70	Quarterly (A/B)	0%
Physical Education (HS)	3	17	51	Semester (A/B)	0%
Health (HS)	5	6	30	Semester (A/B)	0%
Trail Walking	1	8	10	Semester (A/B)	0%
Intro to Strength and Conditioning	2	7	14	Semester (A/B)	0%
Team Sports and Recreation	2	12	24	Semester (A/B)	0%
Personal Fitness and Goal Setting	1	5	5	Semester (A/B)	0%

Fine and Performing Arts Classes: MTRS maintains a broad range of arts classes. In middle school, students have access to art, band, and chorus. These courses maintain robust section enrollment ranging from 20 to 24 students per section, across a total of 8 sections. In the high school, 21 sections of arts courses are offered, with average enrollments from 3 to 18 students per section. Drama draws the most students into 4 sections with an average enrollment of 17.5 students per section. Very specialized courses that combine topics have lower enrollment, but continue to be made available to interested students.

Fine and Performing Arts Course Analysis Mohawk Trail Middle and High School

Course	Sections	Average	# of Students	Format	% Combined Sections
Art	4	20.50	82	Semester (A/B)	0%
Band 7/8	2	23.50	47	Semester (A/B)	0%
Chorus 7/8	2	19.50	39	Semester (A/B)	0%
Foundations of Art and Design I	2	11.5	23	Semester (A/B)	0%
Foundations of Art and Design II	2	10.5	21	Semester (A/B)	0%
Ceramics	1	10	10	Semester (A/B)	0%
Ceramics 2	1	3	3	Semester (A/B)	0%
Hiking and Nature Drawing	1	8	8	Semester (A/B)	0%
Drama	4	17.50	70	Semester (A/B)	0%
Concert Band	4	6.25	25	Semester (A/B)	0%
Concert Chorus	4	3	12	Semester (A/B)	0%
Music Theory / Intro to Piano / Guitar	1	5	5	Semester (A/B)	0%
Music Theory / Music Recording and Production	1	4	4	Semester (A/B)	0%

Advisory: Every student at MTRS is matched with an Advisory group that consists of grade-level peers and at least one faculty member. Advisories meet daily to hear school wide announcements, learn college and career skills, and receive individualized focus from their Advisor. Advisory is organized by grade level and signals, in effect, the number of students in each grade level. The middle school maintains 14 total sections with an average section size of about 9 to 11. The high school has 14 advisory sections with average section size ranging from 9 to just over 11.

Advisory and Crew Analysis Mohawk Trail Middle and High School

Course	Sections	Average	# of Students	Format	% Combined Sections
Advisory 7	7	12.00	84	Full Year	0%
Advisory 8	7	10.43	73	Full Year	0%
Advisory 9	4	8.75	35	Full Year	0%
Advisory 10	3	10	30	Full Year	0%
Advisory 11	4	9.5	38	Full Year	0%
Advisory 12	3	11.33	34	Full Year	0%

Additional courses & electives. This analysis is not intended to capture all academic experiences offered in middle and high school. For example, dual enrollment and work experiences are not covered here. These will be detailed further in the Educational Indicator report. However, we do want to capture the assignment of staff (represented in unique sections) in this enrollment report. Below, a number of courses are listed that were offered in the 2023-24 school year. While some of the titles might have been included under content headers such as ELA (for example, Journalism) we made the decision to separate them out.

Below, seven courses delivered within 12 sections are displayed. Culinary arts draws the most students (35) in three sections, with an average section size of about 12 students. Film making (5) and Digital photography (7) draw fewer students but remain an option for students.

Additional Courses, High School

Course	Sections	Average	# of Students	Format	% Combined Sections
Culinary Arts	3	11.66	35	Semester (A/B)	0%
Digital Photography I	1	13	13	Semester (A/B)	0%
Digital Photography II	1	7	7	Semester (A/B)	0%
Multimedia Journalism	2	7.5	15	Semester (A/B)	0%
Documentary Filmmaking	1	5	5	Semester (A/B)	0%
Yearbook Editorial Board	2	9.5	19	Semester (A/B)	0%
American Sign Language	2	5.5	11	Semester	0%

Class Size, Teacher Load.

An important, but often overlooked, aspect of class size analysis is course load. Course load refers to the number of students a teacher would be carrying (responsible for as a member of his/her class). If a teacher were teaching only one section of 30 students, her load would be 30. However, if she were teaching six sections of 20 students, her load would jump to 120 students. Load has a significant impact on a teacher’s management of time including preparation, grading, individual feedback to students and parents, and consultation with specialists and special educators - for example. If an English teacher is carrying 150 students on her load rather than 75, one asks, will the same level of student work be assigned and critiqued in a manner that is reasonable for the teacher, and impactful to the student?

Data was gathered from MTRS based on the current 2023-24 schedule. Courses were compiled by sorting and coding these schedules. Each course was coded by listing the teacher, number of students enrolled, section number, course title, subject, and semester. To obtain the total load for a teacher, all class size numbers were added together. It’s important to note that load can be impacted by the number of times a class meets in a week, thus some electives that don’t meet each day may result in adjusted loads (in some cases inflated) for those teachers. We recognize the limitations of such class load analysis. Thus, this analysis serves as a starting point.

For the purpose of this analysis, we aggregated teacher load by content area for the middle and high school. This offers a snapshot of average teacher loads for each of the grade spans and content areas.

Overall, it appears that teacher loads are larger at middle school than high school. While we will examine the range of loads in the educational indicators report, the loads for the middle school across the four major content areas are about 75 students total. In the high school, single semester loads range from 17 to 33, with a combined two semester load of about 50 to 60 students.

Average Teacher Load - Core Content Areas - Middle School (Grades 7-8)

Middle School Level - Average Teacher Load	
Content Area	Average Load (# of Students Per Teacher)
ELA	74.5
Science	77.5
Social Studies	74.5
Math	74

Average Teacher Load - Core Content Areas - High School (Grades 9-12)

High School Level - Average Teacher Load			
Content Area	Average Load S1 (# of Students Per Teacher)	Average Load S2 (# of Students Per Teacher)	Full Year Load (# of Students Per Teacher)
ELA	28.33	25.00	53.33
Science	33.00	16.67	49.67
Social Studies	29.67	32.33	62.00
Math	27.67	33.33	61.00

Loads in many urban high schools can run 100-140 students, with an expectation of 5 courses taught, 24-26 students in each section. This researcher, while at Taconic High School, had a regular load of 125-130 students. Thus, overall, the teacher loads calculated appear within reasonable limits and, in many cases, relatively low. This is both a positive and a negative. On the positive side, the teacher may be able to more carefully provide individualized attention to a smaller group of students that includes feedback, conferencing, communication with parents and specialists. On the negative side, loads are less than maximized and based on class size research, could be increased and still maintain efficacy of instructional delivery and student learning.

SUMMARIZED ENROLLMENT FINDINGS

The purpose of this report is to provide a summary of historical enrollment patterns and use this information to project enrollment forward. This will equip the research team, 2D8T Steering Committee, and community with data necessary for future planning. Key findings:

- **The regional population is on the decline.**
 - The broader region of Franklin County has experienced a decline in population between 2010 and 2022, in contrast with growth at the state (+6.3%) and national (+7.7%) levels.
 - This overall decline is a function of declining birth rates and higher numbers of net migration out of the region than net migration in.
 - Since 2000, six of the HRSD/MTRSD towns (with the exception of Hawley and Plainfield) have experienced overall population decline.
- **The eight town population is aging**, as evidenced by the population under 18 years (below the state average at 10-17% of the total population), and the percentage of residents over 65 years of age (23-37%) well above the state average (17%).
- **School enrollment is on the decline**, as overall population drops.
 - MTRSD declined (PK-12) by almost 56% between 2000 and 2024.
 - HRSD declined (PK-6) by almost 64% between 2000 and 2024.
 - School enrollment decline is driven by two main factors – fewer births and students choosing to participate in schooling outside of the HRSD/MTRSD districts (student flow out).
- **School enrollment decline is greatest at the high school grade level (9-12)**, between 2015 and 2024:
 - Grades 9-12 declined by 50.2% (293 to 146).
 - Grades PK-6 declined by 9.2% (619 to 562).
 - Grades 7-8 declined by 5.0% (161 to 153).
 - All MTRS (7-12) declined by 33.9% (454 to 300).
- **By school, enrollment decline is greatest at MTRS**, while some schools experienced increases between 2015 and 2024:
 - MTRSD declined by 33.9% (454 to 300).
 - Hawlemont declined by 48.6% (109 to 56).
 - BSE increased by 21.5% (219 to 266).
 - Colrain declined by 8.8% (113 to 103).
 - Sanderson increased by 10.4% (125 to 138).
- **Students are exiting the district at the highest levels between grades 8 and 9**
 - Between grades 8 and 9, the district has seen drops of 27%-33% leaving the district.

- Between grades 6 and 7, there is an inconsistent pattern of dropoff where out migration is significant in some years, negligible in others.
- The retention between PreK to K is one worth examining and studying further.
- **Birth rates are generally declining**, with some outliers:
 - There were 100 births in the 8 towns in 2000, while in 2021 there were 69.
 - Shelburne and Ashfield have dropped from 21 births in 2000 to 10-11 in 2021, Charlemont dropped from 15 to 6 births over that time period.
 - Hawley and Plainfield have remained relatively steady with minimal annual births.
 - Colrain has seen a bouncy birth rate, with a spike in 2021 of 20 births.
- **Fewer resident students are (overall) attending HRSD/MTRSD**
 - Between 2018 and 2023, the number of resident students attending HRSD/MTRSD dropped from 74% to 68%.
 - About the same % of resident students (90%) in grades PK-6 attend HRSD/MTRSD, while that number for MTRSD (7-12) has dropped from 67.1% (2018) to 59.5% (2023).
 - The total number of resident students leaving HRSD/MTRSD over the past five years for public school options has risen slightly, from 220 to 227.
 - The total number of resident students over the past five years leaving HRSD/MTRSD for private and homeschooling has risen more substantially, from 121 to 151.
 - As this has been happening, fewer non-resident students have chosen to attend school in HRSD/MTRSD (from 125 in 2018, to 91 in 2023).
 - Students attend a range of public schools outside of HRSD/MTRSD with Franklin County Vocational Tech, Frontier, and Rowe as the largest receiving districts in 2023.
- In both districts, **more students are choicing out than choicing in**, in 2024:
 - Hawlemont received 14 students and sent out 37 resident students at a total expense of about \$126,000 to the district. This contrasts with previous years where more students choiced in than out.
 - MTRSD received 101 students and sent out 109 resident students, but yielded about \$70,000 in revenue based on tuition levels. This is a slight reversal of choice trends over the last five years, during which there was a greater discrepancy (for example, 99 students choiced out in 2020 and 57 choiced in).
- By school, **choice students, as a percentage of total enrollment**, varies:
 - BSE - of 268 students, 35% choice in.
 - Hawlemont - of 66 students, 21% choice in.
 - Colrain - of 102 students, 18% choice in.
 - Sanderson - of 135 students, 16% choice in.
 - MTRSD - of 312 students, 7% choice in.

- **By town, enrollments have generally declined, with shifting patterns of residents opting for non-district public, private, and homeschooling options, between 2015 and 2024:**
 - **Ashfield** has declined in total student count (from 162 to 213), with a lower percentage of students choosing the local public schools (while those choosing any public schooling has remained about the same).
 - **Buckland** has remained steady with the resident population, with more choosing vocational schools, a few more choosing to homeschool, and about the same choosing private/charter. Overall, about the same are choosing public (whether local or any public school).
 - **Charlemont's** overall resident enrollment has declined, with fewer choosing to attend the local public schools (81% in 2015 versus 53% in 2024). A number of students attend Rowe elementary.
 - **Colrain** has experienced a decline in overall resident enrollment with a slight, steady drop in the percentage of those choosing to attend the local public schools. They have a robust cohort of students attending vocational, and have a steady number of students choosing other public school options.
 - **Hawley**, with small numbers has seen a decline in students, and as a percent of total; fewer are attending public schools (whether local or outside the district).
 - **Heath** has seen a relatively steady resident student base, with fewer choosing to attend the local public schools, and a number choosing to attend Rowe elementary or Franklin Tech. In 2023, the number of students from Heath attending Hawlemont dropped.
 - **Plainfield's** resident enrollment has remained steady; the number of students choosing to attend public school options (including the local districts) has risen from 86% to 92% overall, and 57% to 70% attending the local district.
 - **Shelburne's** overall resident student counts have dropped, as the numbers attending the local public schools has also dropped (72% to 62%). Shelburne has a large number of students attending private schooling options.

- **Across the two districts, there are no large class sizes, but many smaller sections (by grade, course, and school)**
 - Both districts have class sizes below the state average (when aggregated).
 - Both districts have more teachers/subs and paraprofessionals per 100 students when compared to the state.
 - Class sizes in the elementary schools vary from sections/classes of 20 (high) to 6 (low).
 - Hawlemont and Colrain have (overall) smaller grade level class sizes, while BSE has, generally, larger grade level class sizes.
 - Across the two districts, the largest average class size is 16.2 in grade 6 and the lowest (not including PreK) is 12.2 in grade 2.
 - Middle school class sections are running consistently close to 20, while high school classes are consistently smaller.
 - Overall load for middle school teachers is higher than for high school teachers.

- **Enrollment is projected to continue to decline in the near future.**
 - Different enrollment models anticipate a decline in total enrollment (students attending the two districts combined) through 2033/35 that ranges from 8%-29%, with a consensus decline of close to 13% decline by 2030.
 - Hawlemont was statistically difficult to project given the small school size and high variability (a sharp decline) in recent years.
 - Colrain is projected/forecasted to decline slightly through 2033 (about 9%).
 - Our two main methodologies for projections and forecast models do not align for BSE, Sanderson, and MTRS, with the Berkshire Regional Planning Commission (BRPC) projections anticipating ongoing decline and NESDEC signaling relatively flat enrollment.
 - Future enrollment trends will be greatly influenced by birth rates (which are declining) and out-migration (students seeking other educational options) remaining steady. If out-migration were slowed (or reversed), overall enrollment projections would be more favorable.
 - Foundation enrollment is projected to decline, overall, by 13% through 2030, a rate of change consistent with the last six years. Foundation enrollment decline over the next six years is expected to vary by town with some towns declining by about 25% (Ashfield, Hawley) and others by less than 5% (Plainfield).

- **The needs of HRSD/MTRSD students are increasing.**
 - Overall, the percentage of high need students in the district (low income, English Language Learners, and students with disabilities) has increased.
 - The percentage of low income students in both districts has risen by about 20%, exceeding state averages.
 - The identification of students with disabilities has risen in both districts since 2015.
 - While the English Language Learner population has remained small, this could rise with additional immigration to the region, as is occurring in neighboring school districts.

ENROLLMENT CONSIDERATIONS.

Population decline is one the most, if not the most, pressing issues the region faces. School enrollment stands as foundational to the 2D8T effort, recognizing that enrollment has been and will likely continue to decline. This will create significant implications for the two districts, including:

- **School funding.** Enrollment is linked to and significantly influences school finances. While Hold Harmless (state aid remains level even when enrollment declines) may temper reductions, these funds are not guaranteed into the future and do not fully close the gap of dollars lost due to declining enrollment. Additionally, students who choose other public options draw funds away from HRSD/MTRSD in the form of choice and tuition dollars.
- **Educational programs, supports, and experiences.** Declining enrollment has and will lead to a reduction in educational programming due to smaller numbers of students available to populate particular courses/programs (such as electives), increased pressure to reduce staff directly or through attrition, and elimination of programs and services that can't be funded. While students in small classes gain many benefits, there are also limiting experiential factors (limited social interaction) when students are part of a small cohort of grade level peers over many years.
- **Reduction in quality.** If quality is defined by both access to opportunities and student outcomes, any reduction in staff and or educational programs may lower educational quality, challenge a small school's ability to meet the unique needs of a varied student population (reduced student supports), and compromise the production of college-career ready students. This could be a concern given the rising needs of the student body.
- **Staffing.** As enrollment declines and school faculty follow, the challenges associated with supporting faculty/staff needs (professional development and growth, curriculum development, assessment, pedagogical practice) in small schools, where teachers may be working in isolation by grade or content area, will grow.
- **Choice.** Current choice and out-migration of students to other schooling options may lead to patterns (discussed in detail) that exacerbate inequities across the region as students with family support systems and means choice out-of-district. This will only widen the economic and educational opportunity disparities.
- **Inefficiencies:** Shrinking enrollment often results in inefficiencies such as courses and classrooms that are less than full. Therefore, staff may not be fully utilized within a single district (or school). The option to organize across districts/schools (both students and staff) could result in higher efficiencies that lead to expanded programming, opportunities, and outcomes.
- **Diversity:** The districts are growing (albeit slowly) more diverse. This will demand additional support for both students and staff to support English Language Learners, cultural competencies, and targeted supports. This is further complicated by post-pandemic learning and social-emotional gaps that persist.
- **Economics:** The percentages of students who are low income/economically disadvantaged has and is increasing in both districts. This will create demands for additional support, recognizing that the history and research indicates that students attainment is highly correlated with economic indicators. The need for staff training, tiered systems of intervention, targeted

supports and interventions, and high-quality curriculum will be critical to addressing barriers to success.

- **Collaboration/Consolidation:** There will be ongoing and likely increasing demand - across many rural and regions of declining enrollment - for consolidation and regionalization (services and incentives), new ways to configure school districts (including county-wide arrangements), and legislative reform pertaining to funding and school organization. The challenge may be that enrollment decline on a year-to-year basis (a slower trickle) may not be enough to move communities to action. Over time, however, this compounded decline should be of high interest and of great concern.
- **Opportunities:** While many enrollment declining districts often continue to (or attempt to) offer a full range of courses, programs, experiences, and supports, the ability to remain comprehensive becomes increasingly challenging as enrollment shrinks. Yet, smaller schools have the opportunity to rebrand and reset in a way that positions them for strong identities and long-term sustainability by choosing an education platform that focuses on a subset of highest quality educational programs, approaches, and experiences - rather than attempting to do everything at a level that is just okay. While many large districts and schools seek ways to organize into smaller units in order to personalize the student experience, smaller districts/schools have the advantage of that as a starting point.

CLOSING COMMENTS.

There are a number of ways to examine school enrollment. The purpose of this report was to explore recent enrollment trends, treating and examining the data in new ways, and to look into the future. We are hopeful that this will equip the research team, 2D8T Steering Committee, and community with data necessary for future planning. Still, there are certainly additional questions and points of view that can be analyzed and reported. We encourage feedback on this report as we work to use this data to inform the 2D8T effort.

This report was co-authored by Mark Maloy (Berkshire Regional Planning Commission) and H. Jake Eberwein (Project Manager), with the help of the BERK12 research team. Comments, edits, questions and additional feedback can be directed to jakeeberwein@gmail.com.

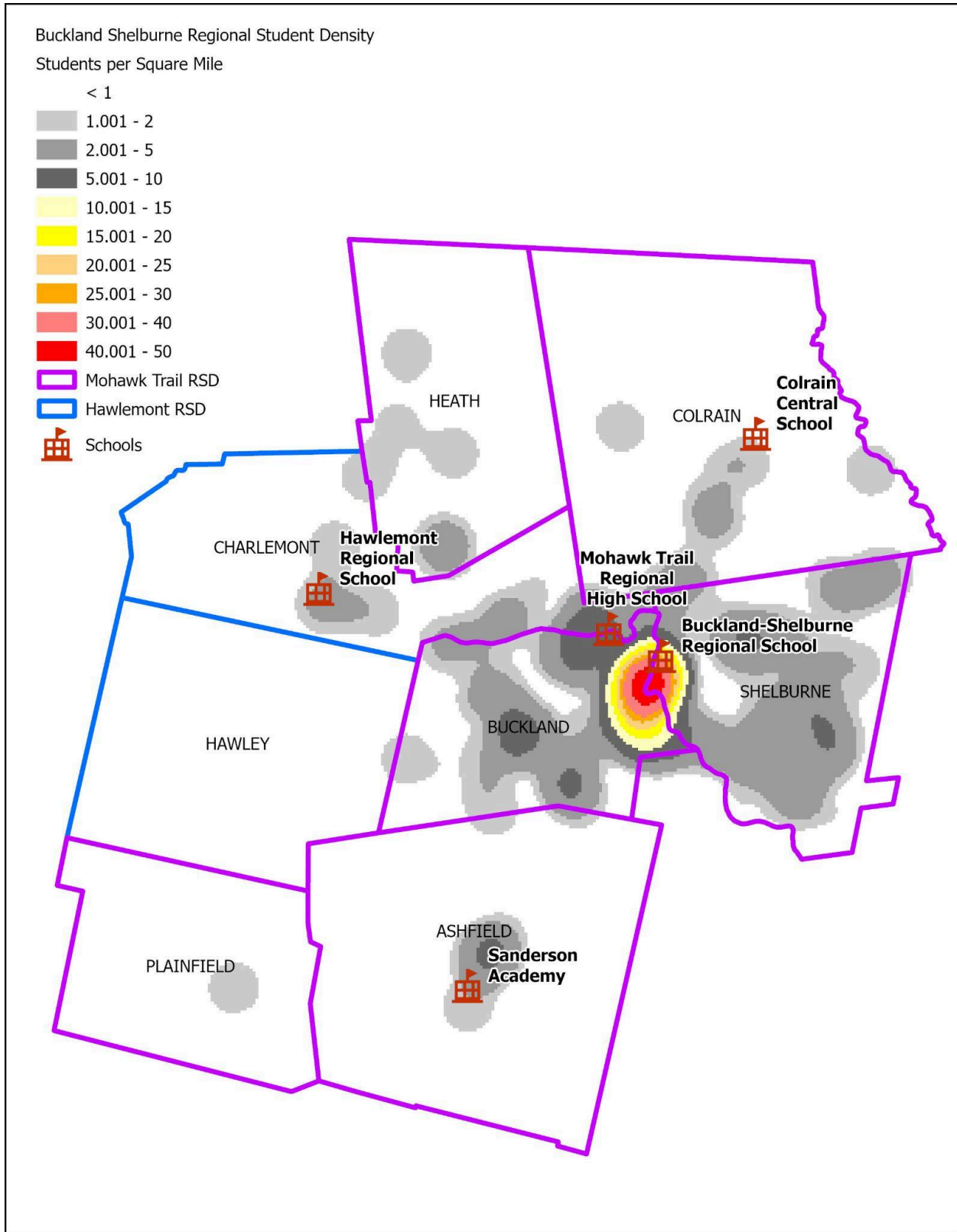
Post-Report, Data questions.

This report and process was not intended to audit data collection and perfectly reconcile various enrollment figures. As stated, the emphasis should be on overall trends for the purpose of projecting the impact of enrollment in the future. That said, we did run into several cases of data that did not match and while some effort was made to reconcile these inconsistencies, it would take reviewing student-by-student data to accomplish this.

There was one inconsistency that was discovered. We have not gone further than to identify this inconsistency as follows:

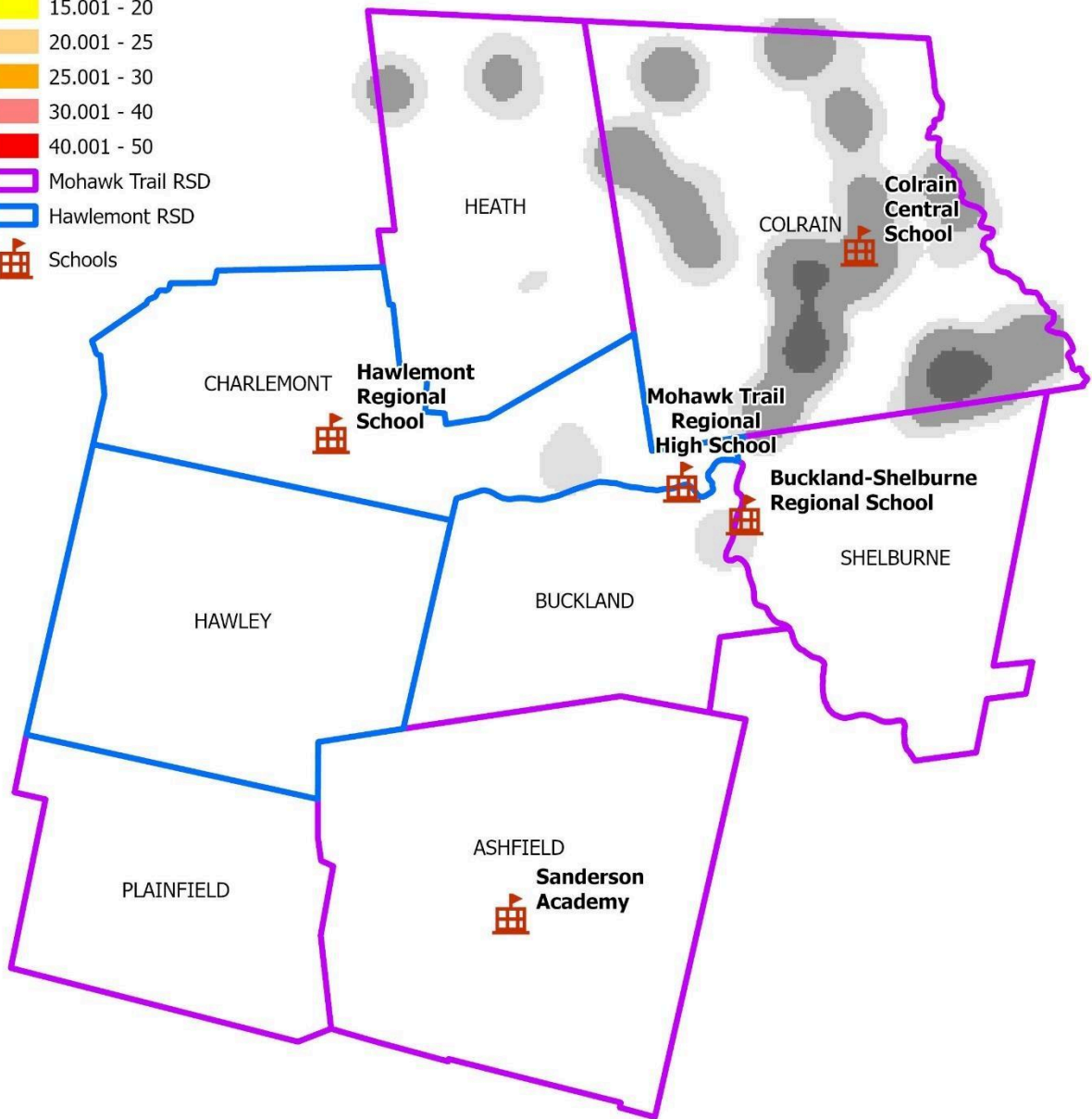
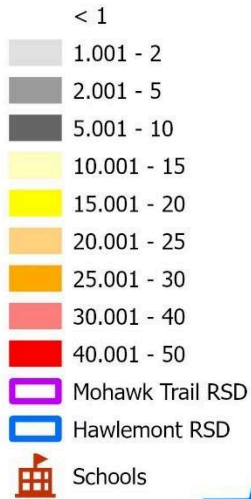
1. On the district budget sheet, there are 48 students attending MTRSD from Charlemont on the October 1, 2020 resident count.
2. On the enrollment data provided by the district for the year 2020, the same year totals to 36 students for grade 7-12. We also received data from DESE pertaining to both sending and receiving data, and this also confirms 36 students. There are, however, 12 students (grade PK-6) labeled as living in Charlemont and residents of MTRSD, which should not be the case because these students would be resident to HRSD not MTRSD.
3. This data inconsistency would be of importance in that the budget assessment process (to towns) is based on resident students from each town. Thus, if the district is counting 48 students from Charlemont as part of the budget process, but the actual number is 36, that would result in incorrect percentage calculations and corresponding assessments.

Appendix I. Density Maps by School Attending (8 Towns)



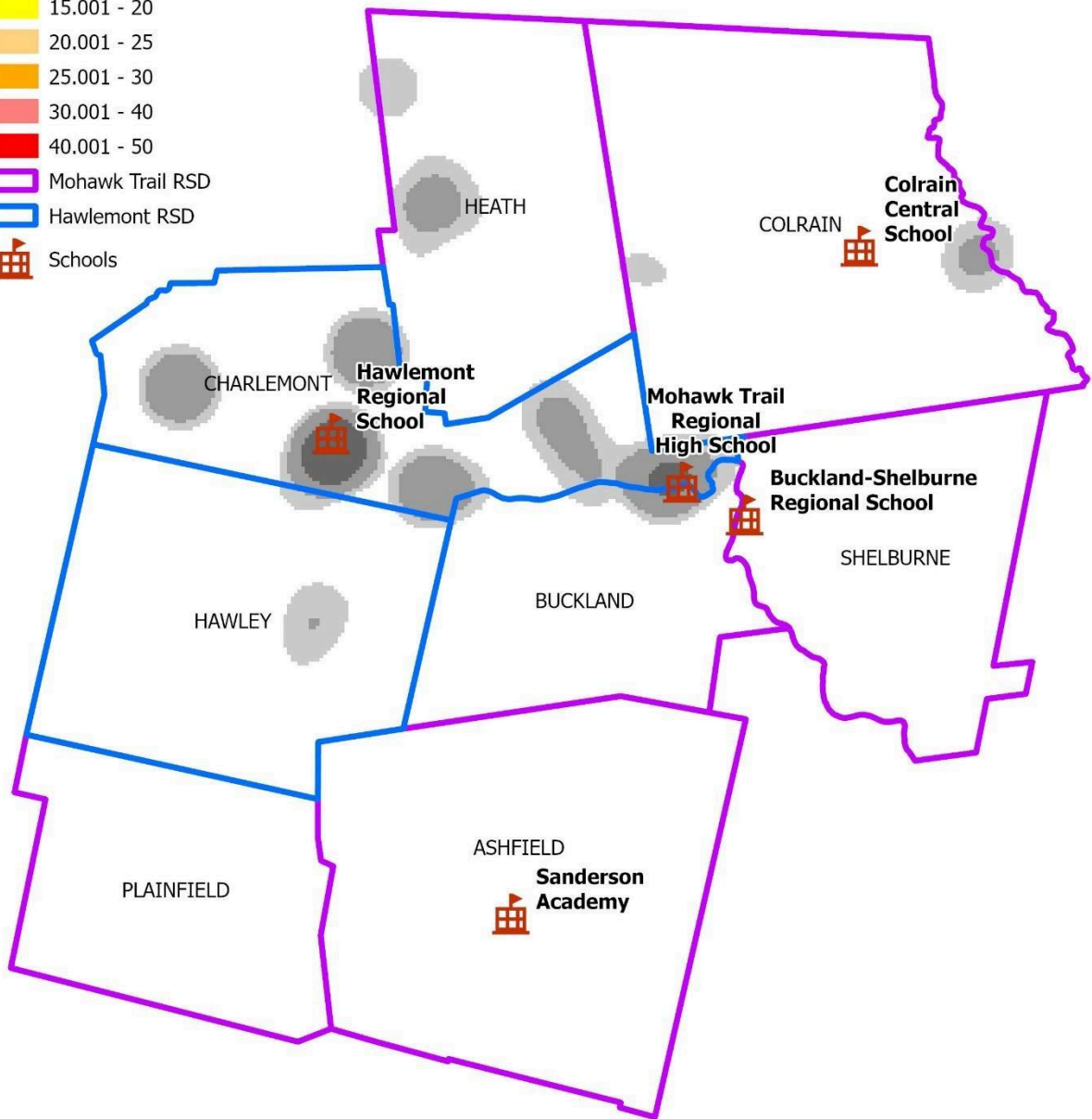
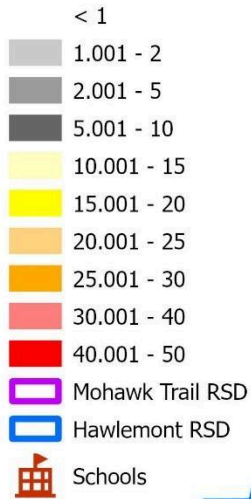
Colrain Central Student Density

Students per Square Mile



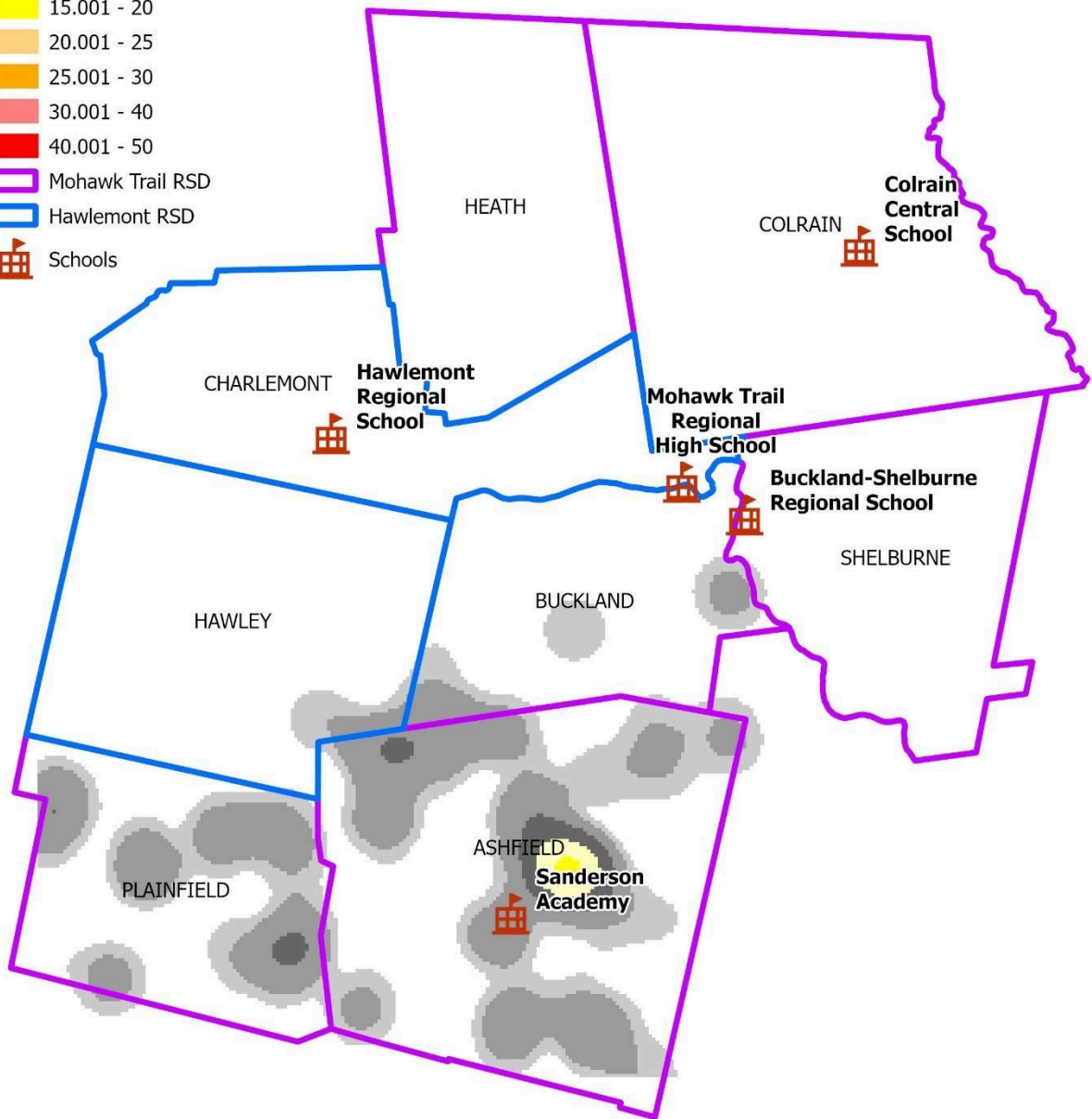
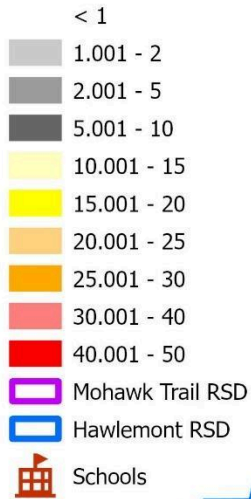
Hawlemont Student Density

Students per Square Mile



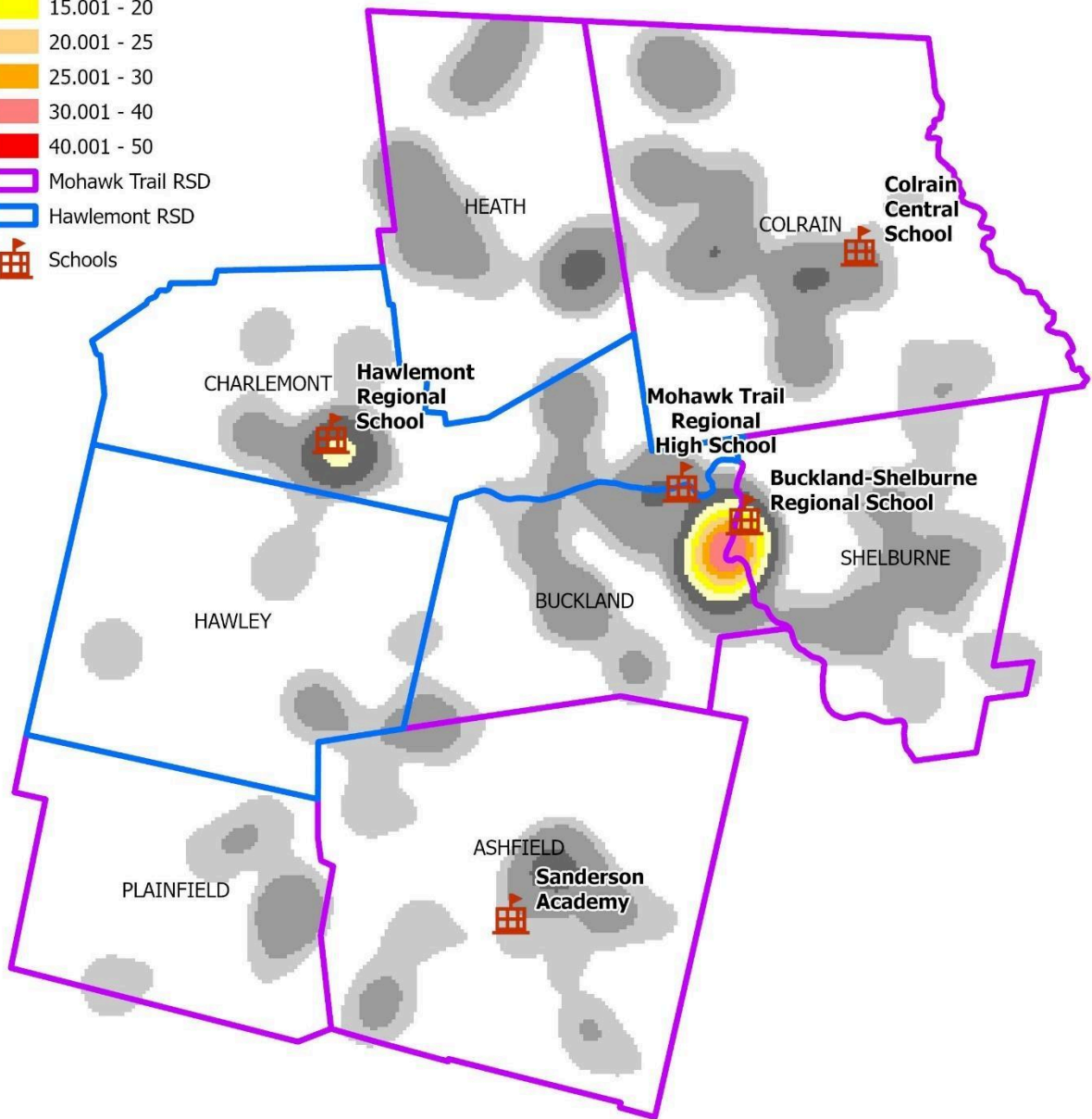
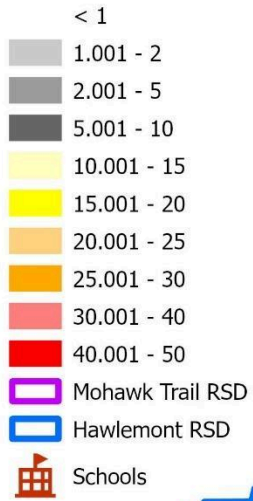
Sanderson Academy Student Density

Students per Square Mile



Mohawk Trail Density

Students per Square Mile



Appendix II. Foundation Enrollments (Historical and Projected), by Town

The following tables detail foundation enrollment, by town and grade level, projected through 2035, as prepared by BRPC.

ASHFIELD

Ashfield	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Births	10	9	9	12	14	10	11	5	10	10	9	9	9	8	8	8	8	7
PreK	24	22	20	14	14	20	18	12	17	17	16	16	16	15	15	15	15	14
K	21	12	11	9	9	7	11	9	3	8	8	7	7	7	6	6	6	6
1	12	20	11	10	10	9	7	11	9	3	8	8	7	7	7	6	6	6
2	11	12	17	13	13	14	10	8	12	10	4	9	9	8	8	8	7	7
3	11	11	13	12	12	11	13	9	7	11	9	3	8	8	7	7	7	6
4	9	12	8	11	11	12	10	12	8	6	10	8	2	7	7	6	6	6
5	12	8	11	5	5	15	11	9	11	7	5	9	7	1	6	6	5	5
6	7	11	8	11	11	11	17	13	11	13	9	7	11	9	3	8	8	7
7	11	7	11	8	8	7	10	16	12	10	12	8	6	10	8	2	7	7
8	17	11	7	10	10	11	8	11	17	13	11	13	9	7	11	9	3	8
9	22	14	12	6	6	7	9	6	9	15	11	9	11	7	5	9	7	1
10	7	20	12	11	11	10	8	10	7	10	16	12	10	12	8	6	10	8
11	14	7	16	12	12	7	9	7	9	6	9	15	11	9	11	7	5	9
12	21	14	5	15	15	11	7	9	7	9	6	9	15	11	9	11	7	5
SP																		
Total	199	181	162	147	147	152	148	142	139	138	134	133	129	118	111	106	99	95

BUCKLAND

Buckland	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Births	14	14	10	11	11	15	13	8	7	10	10	9	9	9	8	8	7	7
PreK	27	27	12	9	14	14	16	11	10	13	13	12	12	12	11	11	10	10
K	23	16	15	11	8	11	8	10	5	4	7	7	6	6	6	5	5	4
1	16	26	15	17	14	8	12	9	11	6	5	8	8	7	7	7	6	6
2	16	18	23	12	18	17	8	12	9	11	6	5	8	8	7	7	7	6
3	19	16	18	22	16	17	17	8	12	9	11	6	5	8	8	7	7	7
4	18	24	19	17	25	16	19	19	10	14	11	13	8	7	10	10	9	9
5	13	16	22	17	19	22	15	18	18	9	13	10	12	7	6	9	9	8
6	10	15	17	20	19	18	22	15	18	18	9	13	10	12	7	6	9	9
7	10	12	15	14	16	15	16	20	13	16	16	7	11	8	10	5	4	7
8	12	10	15	13	14	15	15	16	20	13	16	16	7	11	8	10	5	4
9	6	11	8	13	14	14	14	14	15	19	12	15	15	6	10	7	9	4
10	14	9	12	7	15	13	15	15	15	16	20	13	16	16	7	11	8	10
11	23	12	8	11	7	14	12	14	14	14	15	19	12	15	15	6	10	7
12	13	19	14	8	11	7	14	12	14	14	14	15	19	12	15	15	6	10
SP		3	3	1														
Total	220	234	216	192	210	201	203	193	184	176	168	159	149	135	127	116	104	101

CHARLEMONT

Charlemont	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Births	14	9	11	12	8	7	7	7	6	7	6	6	5	5	4	4	3	3
PreK	21	21	14	10	10	14	11	11	10	11	10	10	9	9	8	8	7	7
K	17	17	9	12	8	9	10	7	7	6	7	6	6	5	5	4	4	3
1	12	12	11	7	13	9	7	8	5	5	4	5	4	4	3	3	2	2
2	14	14	12	10	10	12	10	8	9	6	6	5	6	5	5	4	4	3
3	9	9	12	10	11	8	10	8	6	7	4	4	3	4	3	3	2	2
4	9	9	11	11	13	10	9	11	9	7	8	5	5	4	5	4	4	3
5	11	11	10	13	13	12	11	10	12	10	8	9	6	6	5	6	5	5
6	11	11	7	10	12	14	11	10	9	11	9	7	8	5	5	4	5	4
7	6	6	11	5	11	11	13	10	9	8	10	8	6	7	4	4	3	4
8	12	12	11	9	6	10	13	15	12	11	10	12	10	8	9	6	6	5
9	10	10	5	11	10	4	8	11	13	10	9	8	10	8	6	7	4	4
10	13	13	11	5	9	9	4	8	11	13	10	9	8	10	8	6	7	4
11	17	17	10	12	5	11	10	5	9	12	14	11	10	9	11	9	7	8
12	8	8	14	9	9	6	8	7	2	6	9	11	8	7	6	8	6	4
SP																		
Total	170	170	148	134	140	139	135	129	123	123	118	110	99	91	83	76	66	58

COLRAIN

Colrain	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Births	13	17	11	19	14	10	7	13	20	13	12	12	12	11	11	11	11	10
PreK	21	14	19	14	18	20	10	16	23	16	15	15	15	14	14	14	14	13
K	7	13	14	10	13	11	15	5	11	18	11	10	10	10	9	9	9	9
1	16	9	19	9	13	12	12	16	6	12	19	12	11	11	11	10	10	10
2	20	11	8	15	12	12	10	10	14	4	10	17	10	9	9	9	8	8
3	14	20	12	6	16	5	11	9	9	13	3	9	16	9	8	8	8	7
4	10	14	19	9	9	20	6	12	10	10	14	4	10	17	10	9	9	9
5	15	11	16	14	12	10	20	6	12	10	10	14	4	10	17	10	9	9
6	13	17	12	13	16	12	10	20	6	12	10	10	14	4	10	17	10	9
7	12	10	17	10	15	17	12	10	20	6	12	10	10	14	4	10	17	10
8	15	12	8	16	10	15	16	11	9	19	5	11	9	9	13	3	9	16
9	20	20	10	9	17	11	16	17	12	10	20	6	12	10	10	14	4	10
10	12	19	19	10	10	13	10	15	16	11	9	19	5	11	9	9	13	3
11	16	10	18	17	9	9	12	9	14	15	10	8	18	4	10	8	8	12
12	13	17	11	17	15	11	9	12	9	14	15	10	8	18	4	10	8	8
SP																		
Total	204	197	202	169	185	178	169	168	171	170	163	155	152	150	138	140	136	133

HAWLEY

Hawley	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Births	2	2	2	1	3	0	1	2	3	2	2	2	2	2	2	2	2	1
PreK	1	4	2	2	4	2	2	3	4	3	3	3	3	3	3	3	3	2
K	3	2	2			3	1	1	2	3	2	2	2	2	2	2	2	2
1	5	3	3	1	1	0	3	1	1	2	3	2	2	2	2	2	2	2
2	1	4	3	2	1	1	0	3	1	1	2	3	2	2	2	2	2	2
3	5	1	7	2	3	1	2	1	4	2	2	3	4	3	3	3	3	3
4	1	4	2	3	2	3	0	1	0	3	1	1	2	3	2	2	2	2
5	1	1	4	1	2	2	3	0	1	0	3	1	1	2	3	2	2	2
6	5	1	1	4	1	2	2	3	0	1	0	3	1	1	2	3	2	2
7	3	5	1	1	4	1	2	2	3	0	1	0	3	1	1	2	3	2
8		4	6	1	1	4	1	2	2	3	0	1	0	3	1	1	2	3
9	1		4	6	1	1	4	1	2	2	3	0	1	0	3	1	1	2
10	1	1		4	5	1	1	4	1	2	2	3	0	1	0	3	1	1
11	3	1	1		1	4	0	0	3	0	1	1	2	0	0	0	2	0
12	4	3	1	1		1	4	0	0	3	0	1	1	2	0	0	0	2
SP																		
Total	34	34	37	28	26	26	25	22	24	25	23	24	24	25	24	26	27	27

HEATH

Heath	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Births	4	4	3	3	6	6	2	2	6	5	5	5	5	5	5	5	6	6
PreK	11	12	4	3	9	2	4	4	8	7	7	7	7	7	7	7	8	8
K	7	3	9	3	3	8	-1	1	1	5	4	4	4	4	4	4	4	5
1	12	8	3	8	5	2	8	-1	1	1	5	4	4	4	4	4	4	4
2	7	13	8	4	9	7	3	9	0	2	2	6	5	5	5	5	5	5
3	8	7	14	9	4	8	7	3	9	0	2	2	6	5	5	5	5	5
4	3	10	8	14	10	4	9	8	4	10	1	3	3	7	6	6	6	6
5	6	5	9	9	13	11	4	9	8	4	10	1	3	3	7	6	6	6
6	9	5	5	8	9	11	10	3	8	7	3	9	0	2	2	6	5	5
7	2	8	4	5	7	10	11	10	3	8	7	3	9	0	2	2	6	5
8	6	2	9	4	5	6	10	11	10	3	8	7	3	9	0	2	2	6
9	11	8	2	8	5	6	7	11	12	11	4	9	8	4	10	1	3	3
10	7	11	7	2	9	5	6	7	11	12	11	4	9	8	4	10	1	3
11	7	6	9	6	3	8	4	5	6	10	11	10	3	8	7	3	9	0
12	11	7	6	9	6	3	8	4	5	6	10	11	10	3	8	7	3	9
SP		2	1															
Total	107	107	98	92	97	91	90	84	86	86	85	80	74	69	71	68	67	70

PLAINFIELD

Plainfield	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Births	3	2	3	2	4	3	5	3	6	4	4	4	5	5	5	5	5	5
PreK	10	2	3	4	11	8	8	6	9	7	7	7	8	8	8	8	8	8
K	7	10	2	1	2	6	6	6	4	7	5	5	5	6	6	6	6	6
1	6	5	9	2	1	3	6	6	6	4	7	5	5	5	6	6	6	6
2	5	7	6	10	1	1	3	6	6	6	4	7	5	5	5	6	6	6
3	7	7	7	6	8	1	1	3	6	6	6	4	7	5	5	5	6	6
4	2	6	6	7	5	8	0	0	2	5	5	5	3	6	4	4	4	5
5	3	3	6	6	5	5	8	0	0	2	5	5	5	3	6	4	4	4
6	3	5	3	4	5	6	5	8	0	0	2	5	5	5	3	6	4	4
7	4	4	4	3	5	6	6	5	8	0	0	2	5	5	5	3	6	4
8	5	4	4	5	3	5	6	6	5	8	0	0	2	5	5	5	3	6
9	3	6	5	4	6	3	6	7	7	6	9	1	1	3	6	6	6	4
10	5	2	5	4	4	7	3	6	7	7	6	9	1	1	3	6	6	6
11	6	5	2	4	3	4	7	3	6	7	7	6	9	1	1	3	6	6
12	2	4	5	2	3	2	3	6	2	5	6	6	5	8	0	0	2	5
SP																		
Total	68	70	67	62	62	65	68	68	68	70	69	67	66	66	63	68	73	76

SHELBURNE

Shelburne	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Births	13	5	14	13	14	6	8	10	11	9	9	8	8	8	7	7	6	6
PreK	18	19	8	8	15	14	10	12	13	11	11	10	10	10	9	9	8	8
K	17	14	14	8	16	9	13	9	11	12	10	10	9	9	9	8	8	7
1	14	16	14	18	8	15	9	13	9	11	12	10	10	9	9	9	8	8
2	8	14	17	11	17	7	14	8	12	8	10	11	9	9	8	8	8	7
3	10	10	15	15	13	15	7	14	8	12	8	10	11	9	9	8	8	8
4	12	9	9	15	16	13	15	7	14	8	12	8	10	11	9	9	8	8
5	17	12	11	10	15	15	13	15	7	14	8	12	8	10	11	9	9	8
6	8	18	10	8	9	12	13	11	13	5	12	6	10	6	8	9	7	7
7	13	10	19	8	7	8	12	13	11	13	5	12	6	10	6	8	9	7
8	10	14	9	17	8	8	8	12	13	11	13	5	12	6	10	6	8	9
9	14	14	23	13	19	10	12	12	16	17	15	17	9	16	10	14	10	12
10	14	13	13	19	9	13	7	9	9	13	14	12	14	6	13	7	11	7
11	19	14	11	14	15	10	12	6	8	8	12	13	11	13	5	12	6	10
12	11	18	13	11	11	16	9	11	5	7	7	11	12	10	12	4	11	5
SP				2	2	1												
Total	185	195	186	177	180	166	154	152	149	150	149	147	141	134	128	120	119	111

Appendix III. Listing of Private Schools

Below is a listing of private schools from which the district seeks annual (January 1) statistics. This does not suggest that in any given year there are resident students attending all these schools. Because at some point in history a resident student attended one of these schools, they are contacted to determine whether there are any current students who are residents of the 8 towns.

Academy at Charlemont : The Mohawk Trail, Charlemont, MA 01339

The Bement School: 94 Old Main Street, PO Box 8, Deerfield, MA 01342

Buxton School: P. O. 646, 291 South Street, Williamstown, MA 01267

The Common School: 521 South Pleasant, Box 2248, Amherst, MA 01004

Deerfield Academy: 7 Boyden Lane, PO Box 87, Deerfield, MA 01342

Eaglebrook: 271 Pine Nook Road, PO Box 7, Deerfield, MA 01342

Four Winds School: 54 French King Highway, Gill, MA 01354

Full Circle: 21 Parmenter Road, Bernardston, MA 01337

Greenfield Center School: 71 Montague City Road, Greenfield, MA 01301

Hartsbrook: 193 Bay Road, Hadley, MA 01035

Miss Hall's School: 492 Holmes Rd., Pittsfield, MA 01201

Montessori School of Northampton: 51 Bates Street, Northampton, MA 01060

Northfield Mt. Hermon: Registrar's Office, One Lamplighter Way, Mount Hermon, MA 01354

Phillips Academy: 180 Main Street, Andover, MA 01810-4161

Pioneer Valley Christian School: 965 Plumtree Road, Springfield, MA 01119

Saint Agnes Academy: 30 Carlson Avenue, Dalton, MA 01226

Smith College Campus School: Gill Hall, 33 Prospect Street, Northampton, MA 01063

St. Michaels (Vermont)

Stoneleigh-Burnham: 574 Bernardston Rd., Greenfield, MA 01301

Williston-Northampton: 8 Payson Avenue, Easthampton, MA 01027

Appendix IV. Franklin County Technical School (FCTS)

As provided in this report, FCTS continues to draw students from the HRSD/MTRSD 8 towns. The question is, will this trend continue if/as the school expands? This section is not intended to provide a comprehensive review of the school, but to share information that may be relevant for planning purposes.

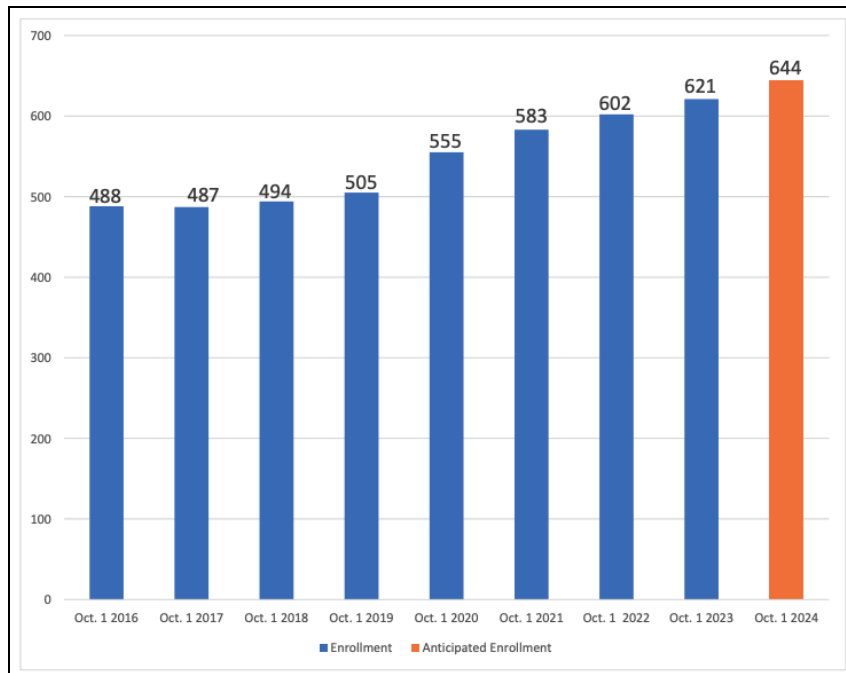
FCTS, as core to its mission, states that all students are capable of academic and technical skills. All students can grow intellectually, socially, ethically, and physically. Students learn best in a safe, tolerant and disciplined environment. A 4-year, public high school, students can apply for admission. Since 1976, Franklin County Technical School has provided a combination of technical training and academic education to students from the region. As stated on their website, they focus on support and individual instruction in those areas students will need for full, successful lives. Website link, [HERE](#).

The school offers Chapter 74-approved vocational technical education programs that meet the definition of vocational technical education contained in Massachusetts General Law Chapter 74 (DESE link, [HERE](#)). Their vocational majors include:

- Advance Precision Machining
- Aviation Mechanic Technician (Fall 24)
- Auto Collision & Repair
- Auto Technology
- Carpentry
- Cosmetology
- Culinary Arts
- Electrical
- Health Technology
- Landscaping/Horticulture
- Medical Assistant
- Plumbing/HVAC
- Program Web Design
- Veterinary Science
- Welding/Metal Fab.

The school in 2023-24 has 621 students in grades 9-12, see Budget Book [HERE](#). From the district FY25 budget book, enrollment has increased by 27% since 2016, with anticipated growth projected for 2024-2025 (see graph below):

FCTS Enrollment, 2016 - 2024



FCTS has the following 19 member towns, including four (highlighted in red) that also belong to HRSD/MTRSD:

- Bernardston
- Buckland
- Colrain
- Conway
- Deerfield
- Erving
- Gill
- Greenfield
- Heath
- Leyden
- Montague
- New Salem
- Northfield
- Orange
- Shelburne
- Sunderland
- Warwick
- Wendell
- Whately

Participation from the 8 HRSD/MTRSD in the 2023-24 school year at FCTS is as follows:

Member Towns

Buckland	18 (plus 1 attends Smith)
Colrain	23 (plus 1 attends Smith)
Heath	11
Shelburne	10

Non-Member Towns

Ashfield	7 (plus 4 attend Smith)
Plainfield	1 (plus 6 attend Smith)
Charlemont	9 (plus 2 attend Smith)
Hawley	3 (plus 2 attend Smith)
Rowe	7 (plus 1 attend McCann)

In FY25, the district projects a total enrollment of 644 with 593 (92%) students from member towns. The average assessment to the member towns was \$12,252.48 per pupil, with assessments to the HRSD/MTRSD towns as follows (total assessment/per pupil assessment):

Buckland: \$223,916/\$12,440
Colrain: \$310,042/\$13,480
Heath: \$95,578/\$8,689
Shelburne: \$174,392/\$17,439

For non-member towns, the district reports a tuition rate in FY25 of \$20,613 and special education differential of \$5,117 for a total of \$25,730. Non-member districts would also be responsible for transportation costs.

The district, through the Business Administrator, provided an analysis of FCTS costs as compared to attendance at the home district. Extrapolated from that data, the table below shows towns sending students to FCTS pay less than they would if they were to send students to HRSD/MTRSD. Our finance team has not confirmed this, but we have included it in this report for future consideration.

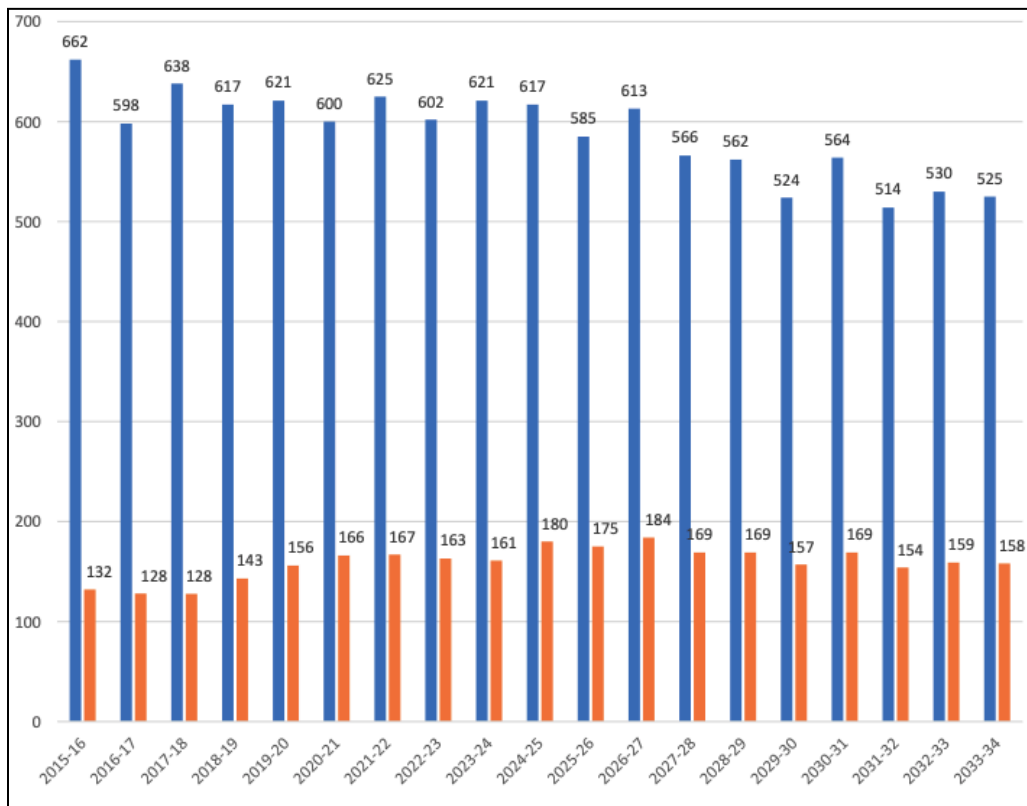
Cost Per Pupil, FCTS versus HRSD/MTRSD for Member Towns, FY2024

<u>Mohawk Trail Regional</u>	Town Assessment	Foundation Enroll.	Town Per Pupil	FCTS Per Pupil	per pupil
Buckland	2,793,688.00	177	\$ 15,783.55	\$12,431.00	\$ (3,352.55)
Colrain	2,283,353.00	139	\$ 16,427.00	\$13,775.00	\$ (2,652.00)
Heath	1,001,277.00	79	\$ 12,674.39	\$ 9,400.00	\$ (3,274.39)
Shelburne	2,732,313.00	151	\$ 18,094.79	\$16,893.00	\$ (1,201.79)

Looking ahead, the district is anticipating a regional decline in the number of eligible 9th graders among member towns (and more broadly the region). However, their intention is to capture a bit more of the total 9th grade population. In an interview with the Superintendent, he reported that the 9th grade “catchment” was about 19% in 2015. In 2024, that number is about 26% with the aim that the school caps its regional catchment of 9th graders at about 30% (beginning in 2026 forward). It is predicted then that while there could be additional capacity at FCTS to draw more students from member and non-member towns, this will be capped (limited) in the coming years and will likely follow the general enrollment declines anticipated in the greater Franklin region.

The district is currently involved in a feasibility study with the Massachusetts School Building Association (MSBA) and that could result in a highly remodeled and/or reconstructed facility. This would add to new facilities currently under construction in the vocational areas of animal science and aviation. As FCTS advances their feasibility study, it will be important to consider that a new building could support additional capacity, additional programs, and draw students to a contemporary facility.

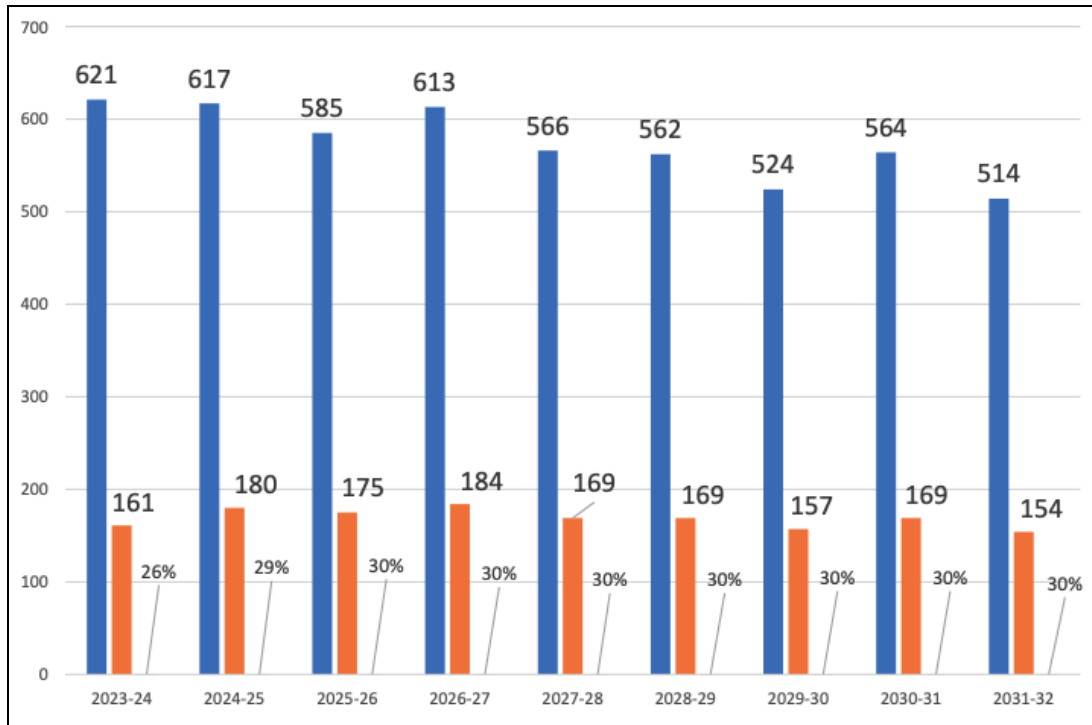
Franklin County Enrollment Projections for 9th Grade (2016-2034)



Blue bars - all 9th graders in the Franklin County catchment area

Orange bars - those 9th graders who attend FCTS

FCTS 9th Grade Projections (2024-2032)



Blue bars - all 9th graders in the Franklin County catchment area

Orange bars - those 9th graders who attend FCTS, as a % of total indicated on table