

DENSITY/SPARSITY OF SMALL SCHOOLS/DISTRICTS

Alabama

Does not apply.

Alaska

The formula is weighted in favor of the small, isolated sites.

For each school in the district subtract from the ADM **all** correspondence counts. Adjust the remaining ADM of each school using the school size factor table.

1. A community with an ADM under 10:
Added to the smallest school with an ADM greater than 10.
2. A community with an ADM from 10 - 100:
Grades K-12 ADM combined and adjusted once, adjusted as one school.
3. A community with an ADM from 101 – 425:
ADM for grades K-6 and 7-12 are adjusted separately; adjusted as two schools.
4. A community with an ADM greater than 425:
Each facility administered as one school, counted as one school, ADM is adjusted as one school.

Reference:	School Size:	Formula:
1.	10-19.99	39.60
2.	20-29.99	$39.60 + (1.62 * (ADM - 20))$
3.	30-74.99	$55.80 + (1.49 * (ADM - 30))$
4.	75-149.99	$122.85 + (1.27 * (ADM - 75))$
5.	150-249.99	$218.10 + (1.08 * (ADM - 150))$
6.	250-399.99	$326.10 + (.97 * (ADM - 250))$
7.	400-749.99	$471.60 + (.92 * (ADM - 400))$
8.	Over 750	$793.60 + (.84 * (ADM - 750))$

Arizona

Districts with less than 600 average daily memberships (ADM) are considered small and receive special weightings. If they are also isolated, they receive additional weightings. In addition, if they have less than a 100 student count, they are eligible to budget for a small schools adjustment. This small schools adjustment is paid directly from the local tax payer through the primary property tax.

Density Weights K-8

Student Count	Isolation Weight	Small School Weight
1-99	1.559	1.399
100-499	$1.358 + [0.0005 * (500 - \text{Student Count})]$	$1.278 + [0.0003 * (500 - \text{Student Count})]$

	student count)]	student count)]
500-599	$1.158 + [0.0005 \times (500\text{-student count})]$	$1.158 + [0.0003 \times (500\text{-student count})]$

Weights for District/School Size

Small isolated and small school districts with less than 600 ADM receive special weighting for K-8 and 9-12 enrollments.

Density Weights 9-12

Student Count	Isolation Weight	Small School Weight
1-99	1.669	1.559
100-499	$1.468 + [0.0005 \times (500\text{-student count})]$	$1.398 + [0.0003 \times (500\text{-student count})]$
500-599	$1.268 + [0.0005 \times (500\text{-student count})]$	$1.268 + [0.0003 \times (500\text{-student count})]$

Arkansas

6-20-601 Qualifications for receiving isolated funding: (a) As used in this section, "isolated school district" means a school district that meets any 4 of the following 5 criteria: (1) There is a distance of 12 miles or more by hard-surfaced highway from the high school of the district to the nearest adjacent high school in an adjoining district; (2) The density ratio of transported students is less than 3 students per square mile of area; (3) The total area of the district is 95 sq. mi. or greater; (4) Less than 50% of bus route miles is on hard-surfaced roads; and (5) There are geographic barriers such as lakes, rivers, and mountain ranges which would impede travel to schools that otherwise would be appropriate for consolidation, cooperative programs, and shared services. (b) An isolated school district shall be eligible to receive isolated funding under this section if: (1) The district's budget is prepared by the school district with Department of Education approval; (2) The school district has a prior-year three-quarter ADM of less than 350; and (3) The school district and each school within the school district meets the minimum standards for accreditation of public schools prescribed by law and regulation. (c) Any school district designated as an isolated school district for the 1996-1997 fiscal year that used geographic barriers as one (1) of the 4 criteria necessary to receive isolated funding shall be allowed to continue to use geographic barriers as a criterion for future allocations of isolated funding. (2) There are 2 categories of isolated funding: (A) Category I isolated funding shall be provided to all school districts that qualify under this section and shall be calculated as 350 minus the prior-year three-quarter ADM divided by 850 multiplied by the prior-year three-quarter ADM and multiplied by the per-student foundation funding amount under § 6-20-2305(a)(2); and (B) Category II isolated funding shall be additionally provided to those school districts that qualify under this section and have a prior-year three-quarter ADM density ratio of less than 1.2 students per square mile and shall be calculated at 50% of Category I funding.

6-20-603 Continued support of isolated school districts: (a) Upon the effective date of consolidation, annexation, or reorganization, the districts listed in statute... shall become isolated school areas for the sole purpose of receiving isolated funding and shall have a per student isolated funding amount as provided in legislation. (b) Each school year, state financial aid in the form of isolated funding shall be provided to school districts containing an isolated school area

in an amount equal to the prior-year three-quarter ADM of the isolated school area multiplied by the per student isolated funding amount for the isolated school areas as set forth under column "C" of subsection (a) of this section. (c) A school district may not receive isolated funding under this section for an isolated school area if the prior year three-quarter ADM of the isolated school area exceeds 350. (d) A school district receiving isolated funding for an isolated school area shall expend the funds solely for the operation, maintenance, and support of the isolated school area. (e) Except as provided under subdivision (e)(2) of this section, a school district that qualifies under § 6-20-601 to receive additional state aid because its prior-year three-quarter ADM is less than 350 is not eligible to receive funding under this section. A school district may elect to receive funding under this section in lieu of funding under § 6-20-601 if the school district qualifies for funding under § 6-20-601 and for funding under this section. (i)(1)(A) If all of an isolated school area in a school district is closed, the school district shall receive funding based on the prior year three-quarter ADM of the isolated school area. (B) If part of an isolated school area in a school district is closed, the school district funding is based on the prior-year three-quarter ADM of the part of the isolated school area that remains open. (C) Funding received by a school district under this subsection is restricted for use at the closed isolated school area or for transporting students of the closed isolated school area to another school in the district. (2) If a closed isolated school area is subsequently used by the school district for an alternative learning environment program or other regular classroom teaching, the school district using the now closed isolated school area may submit prior-year three-quarter average daily membership to the state to request funding under this section.

6-20-604 Additional funding: (b) A school district shall receive special needs funding if the school district meets the requirements of subsections (c), (d) or (e) of this section, and if: (1) The school district was consolidated or annexed or received an annexed school under § 6-13-1601 et seq.; (2) The local board of directors by majority vote determines that the isolated school is so isolated that to combine its operation to 1 district campus would be impractical or unwise; and (3) The isolated school or district: (A) Filed an affidavit of isolated school status with the state board during the consolidation or annexation process and the facts of the affidavit are verified by the state board or its designee, to meet the requirements of § 6-20-601; (B) Filed an affidavit of isolated school status with the state board after the consolidation or annexation process or August 12, 2005, and the facts of the affidavit are verified by the state board or its designee to meet the requirements of § 6-20-601; or (C) Filed an affidavit of isolated school status with the state board after the consolidation or annexation process or August 12, 2005, and the facts of the affidavit are verified by the state board or its designee to meet the requirements of § 6-20-601 but for the ADM requirements 350 students or fewer. (f) A school district shall receive an amount equal to 5% of the foundation funding received by the school district under § 6-20-2305(a)(2) based on the three-quarter ADM of the school district if the school district has a: (1) Three-quarter ADM of less than 500 students; and (2) Density ratio of 2 students or less per square mile. (g) A school district eligible for special needs funding under this section shall continue to be eligible to receive isolated school funding provided under § 6-20-603 but shall only receive funding under one (1) of the categories established under subsections (c)-(f) of this section. (h) (1) This section is contingent on the appropriation and availability of funding for its purposes. (2) (A) Undistributed funds under this section and § 6-20-603 allocated to a school district that is no longer eligible to receive the funding shall be distributed on an equal basis per school district to each remaining school district that is eligible to receive funds under subsections

(c)-(e) of this section. (B) Funds distributed under subdivision (h)(2)(A) of this section shall be used by the school district only for transportation costs of the isolated schools in the school district.

California

For small school districts, California provides an optional alternative funding entitlement for necessary small schools. For each qualifying necessary small elementary school with less than 97 ADA in a school district with less than 2,501 ADA, necessary small school amounts are computed on the basis of either the school's ADA or the number of full-time teachers, whichever provides the lesser amount. For each qualifying high school with less than 287 ADA, necessary small school amounts are computed on the basis of either the school's ADA or the number of full-time-equivalent (FTE) certificated employees providing services in grades 9–12, whichever provides the lesser amount. If the ADA is under 20 and the number of FTE certificated employees is less than four, however, the amount is computed on the number of FTE certificated employees.

Colorado

Does not apply.

Connecticut

There are no adjustments for population density or sparsity.

Delaware

Does not apply.

Florida

The FEFP recognizes the relatively higher operating cost of smaller districts due to sparse student population through a statutory formula in which the variable factor is a sparsity index. This index is computed by dividing the FTE of the district by the number of permanent senior high school centers (not exceeding three). By Appropriations Act proviso, participation is limited to districts of 20,000 or fewer FTE. Each eligible district's allocation is subject to an adjustment for relative wealth of the district. This adjustment is based on the per FTE value of the maximum discretionary levy in the district relative to the state average. If the district value per FTE exceeds the state average, then the sparsity entitlement is negatively adjusted by an amount equal to the district's FTE multiplied by the per FTE amount by which the district's maximum discretionary value per FTE exceeds the state average. However, no district shall have a sparsity wealth adjustment that would cause the district's total potential funds per FTE to be less than the state average. This supplement is limited to \$35,754,378 statewide for the 2010-11 fiscal year.

Georgia

Additional funds are provided to small schools on a case by case basis subject to the conditions of O.C.G.A. 20-2-292. Requirements for receiving a Sparsity grant include:

- The inability of the local school system to offer its students or a portion of its students the educational programs and services that are typically offered with state and local funding;

- the reason for the inability to offer these services is because the number of full time equivalent students participating in the school is less than the base size identified under the QBE law;
- there has been a study completed in the last five years that indicates that merging of smaller schools is unfeasible due to the extensive travel time required for students to arrive to attend school; or
- that there arises local objections to the possibility of merging two or more separate systems into one new system; or
- the adjoining local school system or systems refuse to participate in a study to determine the feasibility of a merger; or
- any proposed local school system would still be unable to offer comparable educational programs and services to its students or a portion of its students even if the local school systems were merged or if schools were consolidated, since the resulting schools would still be smaller than the base sizes.
- Funds are subject to appropriation.

Grade Level Differences

Grade	Weight
K	1.6519
K Early Intervention	2.0363
1-3	1.2853
1-3 Early Intervention	1.7941
4-5	1.0356
4-5 Early Intervention	1.7877
6-8	1.0279
6-8 Middle School	1.1313
Base Grades 9-12	1.000

Hawaii

Not applicable

Idaho

Support Unit allotments vary according to educational level and school district size. Generally, smaller school districts and charter schools will receive more funding per ADA than larger school districts and charter schools. School districts with less than 40 support units receive an additional 0.5 FTE of instructional staff and an additional 0.5 FTE of administrative staff. School districts with less than 20 support units receive an additional 0.5 FTE of instructional staff. Remote and necessary schools may petition state board of education for special consideration.

Illinois

Does not apply

Indiana

Locally funded

Iowa

The state does not have a factor for density/sparsity within the formula, but does have additional funding for districts that share teachers and programs. Additional pupil FTE is provided for .48 of the time that pupils attend classes in another school district, attend classes taught by a teacher jointly employed by two or more school districts, or attend classes taught by a teacher who is employed by another school district. The weighting for sharing whole grades is .1. There is also supplementary weighting of .1 provided for a school district that establishes a regional academy to which two or more other districts send high school students. The total amount of supplementary weighting provided for a regional academy cannot exceed the equivalent of 30 additional pupils and is guaranteed a minimum of 15 additional pupils. There is also supplementary weighting of .05 for providing or utilizing courses over the Iowa Communications Network (ICN); and there is supplementary weighting for resident students who attend classes in a community college-- .46 for arts and science courses and .70 for career and technical courses. There is an additional supplementary weighting for the sharing of operational functions between districts – to a maximum of 21 additional students across all sharing arrangements per district.

Kansas

It is a linear transition formula ranging from 100 students up to 1,622 students. The low enrollment weight of districts having enrollments of 100 or fewer is 1.014331 times the BSAPA per pupil. Each change of one pupil changes the low enrollment weight down or up inversely to the enrollment change. High enrollments, above 1,622 and over, are weighted an additional 0.03504 times the BSAPP.

Kentucky

No response

Louisiana

Add-on weights - based on student characteristics recognizing the extra cost of instruction for certain categories of students or classes.

Economy of Scale up to 20% (for districts with less than 7,500 students)

Maine

Additional State subsidies are provided to geographically isolated schools, , and island schools.

Maryland

Although the State does not specifically provide funding for Density/Sparsity of Small Schools, see the State program noted below under the section “Declining Enrollment or Growth” that is limited to relatively small school systems.

Massachusetts

Does not apply.

Michigan

For districts with a pupil count of less than 1,550 and 4.5 or fewer pupils per square mile, Michigan uses a three-year-average pupil count in the calculation of their state school aid if it benefits the district. This softens the fiscal impact that declining enrollment has on these mostly rural districts. Also, Michigan has a small amount of categorical funding for small, geographically isolated districts. Several of these are island districts not accessible by a bridge.

Minnesota

Districts with secondary schools having fewer than 400 pupils in grades 7-12, or elementary schools having fewer than 140 pupils in kindergarten through grade 6, located in isolated areas receive sparsity revenue in the general education formula. The amount of revenue for secondary pupils varies as a function of the number of pupils, the distance to the nearest high school, and the attendance area. The amount of revenue for elementary pupils varies as a function of the number of pupils enrolled in schools located 19 or more miles from the nearest elementary school.

Mississippi

Does not apply.

Missouri

There is no specific adjustment for density/sparsity of small schools. However, districts are paid on the greater of the second preceding year's Weighted Average Daily Attendance, the first preceding year's Weighted Average Daily Attendance, or an estimate of the current year's Weighted Average Daily Attendance. This provision helps districts with declining student counts as well as those with increasing student counts.

There is a small school grant for districts with an average daily attendance, including summer school, no greater than 350. The \$15 million appropriation is distributed in two parts. One part of \$10 million is distributed equally per average daily attendance for the eligible districts. The second part of \$5 million is distributed on a tax-rate weighted average daily attendance basis to the eligible small districts with a tax rate for general school purposes equal to or greater than the state performance levy of \$3.43.

Montana

There is no specific mechanism for funding small schools or adjusting for sparseness. The basic entitlement is applied at the same rate to budgets for any size of district, so smaller schools receive proportionally more relevant to their size.

Nebraska

No response provided.

Nevada

Guarantee is based on number of school district attendance areas in which educational services must be provided due to distances involved. This constitutes adjustment for rural and urban area characteristics.

New Hampshire

Does not apply.

New Jersey

Does not apply.

New Mexico

Schools with less than 200 elementary and junior high school pupils, districts with less than 200 or 400 senior high school pupils, districts with 10,000 ADM, but less than 4,000 ADM per high school, and districts with less than 4,000 total ADM, all qualify for additional aid.

New York

There is no specific density or sparsity aid category. Sparsity is a factor in calculating the Pupil Need Index for Foundation Aid. For some districts, the sparsity factor can also potentially enhance the aid ratio for Transportation Aid. Sparsity is considered a factor in school districts operating grades K-12 with fewer than 25 pupils per square mile. This sparsity factor is not exclusive to "small schools," nor does it affect a district's eligibility for aid.

North Carolina

A special allotment is paid for small schools that are geographically isolated..

North Dakota

A weighting factor of .10 is applied for school districts greater than 275 square miles in size and less than 100 students in average daily membership (ADM). In addition, school districts greater than 600 square miles in size and less than 50 students in ADM are guaranteed funding at 50 ADM. Presently no school districts meet the second test.

Ohio

Does not apply

Oklahoma

Density factor is accounted for in transportation supplement. School district size of 529 or less is weighted in the State Aid formula with the Small School District Weight.

Oregon

Students in remote small elementary school receive additional weighting based on the number of grades, the average size of each grade and the distance from the next nearest elementary school. Small high schools receive the additional weighting based on the size of the high school. There is no distance factor. The weight is based on the size of each school, not the size of the district. A school qualifies as a small school if the school has been in the same location since 1995 and qualified as a small school in 1995 (elementary) or in 2009 (high school). Elementary schools also must be remote – more than 8 miles from the nearest school. If small high schools become larger than the allowable size as the result of a merger, the new, larger school receives the combined weight for four years following the merger.

Pennsylvania

There is no specific subsidy component for density/sparsity of small schools.

Rhode Island

Does not apply.

South Carolina

No state appropriation.

South Dakota

The small school adjustment, effective for the 2007-08 school year, is the successor to a “small school factor” that was in place previously. The “small school factor” used a formula to add additional “phantom” students to a district’s average daily membership, with the smallest districts receiving funds for up to 20 percent more students.

Starting in 2007-08, South Dakota uses a “small school adjustment” that provides an additional \$847 per student for districts with enrollments of less than 200. Districts with enrollments between 200 and 600 receive “small school adjustment funds” based on the number of students in the system, calculated using a straight-line formula.

South Dakota also has a “sparsity” factor that provides additional funding to small, isolated school districts. Districts must meet several criteria to qualify, for example, the district must have less than 0.5 students per square mile, and have land area in excess of 400 square miles and the district’s high school must be further than 15 miles away from another public school district attendance center. The formula adds up to \$123,750 per year for the state’s most isolated schools.

Tennessee

Does not apply.

Texas

The basic allotment is increased by a percentage proportional to the difference between a district's average daily attendance (ADA) and an ADA of 1,600 students. The percentage of increase is greater for districts having over 300 square miles. Districts with an ADA below 130 students use a minimum ADA based on actual ADA, grades taught, and distance to the nearest school.

The state also provides a mid-sized school district adjustment that applies to school districts with an ADA between 1,600 students and 5,000 students. Since 2009–2010, this adjustment applies to districts that are subject to the recapture of local tax revenue as well as those that are not.

Utah

Additional WPU are provided for Necessarily Existent Small Schools—up to 9,357 Weighted Pupil Units (\$28,492,100 in FY 2014-15). The additional WPU are provided for necessary, existent, small schools below 160 ADM for elementary schools (including Kindergarten at a weighting of 0.55 per ADM); or below 300 ADM for one or two-year secondary schools; or below 450 ADM for three-year secondary schools; or below 550 ADM for four-year secondary schools; or below 600 ADM for six-year secondary schools. See Necessarily Existent Small Schools description and Administrative Rule R277-445 on the Utah State Office of Education website.

Vermont

Categorical grants are paid to schools in school districts with average grade sizes of 20 students or smaller. The smaller the average grade size the larger the grant. This helps to lower the remaining spending per pupil and thus the district's homestead tax rate

Virginia

The Appropriation Act specifies that a minimum number of instructional positions will be maintained on a division-wide basis, regardless of the enrollment size of the school division. This includes a minimum of 51 professional instructional and aide positions, one gifted professional instructional position, six occupational and special education professional instructional and aide positions, and other partial instructional and aide positions, resulting in a total of 59.1 professional instructional and aide positions per 1,000 students in ADM that are funded jointly by the state and localities. Statewide, the state contributes 55% and localities 45% for the above state-calculated costs. As a result of how the costs are calculated for school divisions of varying enrollment sizes, Virginia Beach with an enrollment of 68,912, qualifies for \$5,322 per student in ADM while Highland County with an enrollment of 187, qualifies for \$9,527 per ADM.

Washington

For remote and necessary elementary schools and small school districts with less than 100 pupils and high schools with less than 300 pupils, additional units are allocated depending on grade level and required pupil-staff ratio.

West Virginia

As discussed in the preceding section, districts are divided into four categories based on student population density per square mile. These groupings are utilized in calculating the allowances for salaries and transportation in order to provide more funding for the rural districts.

Wisconsin

The state's 2007-09 biennial budget enacted this categorical aid program. The statutory provision for this aid program is found in s. 115.436, Wis. Stats. Districts that have 725 or less members, whose membership is less than 10 members per square mile of district's geographic area and have at least 20 percent of its membership qualify for free or reduced-price lunch under the National School Lunch program will receive \$300 per pupil. The 2010-11 appropriation for Sparsity Aid is \$13.5 million.

Wyoming

School adjustments:

Schools with 49 or fewer average daily membership (ADM) are resourced 1 assistant principal position plus 1 FTE teacher position for every 7 students for all staff;

All schools within a district comprised of less than 243 total K-12 ADM and notwithstanding all other teacher resources, are resourced a minimum of 1.0 core teacher at every grade with reported ADM, plus 20% of core teachers for elementary specialist teachers and 33% of core teachers for middle and high school specialist teachers;

Minimum of 6.0 teachers for elementary schools greater than 49 ADM;

Minimum of 8.0 teachers for middle schools with greater than 49 ADM;

Minimum of 10.0 teachers for high schools with greater than 49 ADM.

For K-6 school, resource as elementary school;

For a 5-8 or 6/7-9 school, resource as a middle school;

For a K-7, K-8 or K-9 school, resource K-5 teachers as elementary school and remaining teachers as middle school, and resource all other staff resources at the highest-grade prototype;

For K-12 school, resource K-5 teachers as elementary, 6-8 teachers as middle school, 9-12 as high school, and resource all other staff resources at the highest-grade prototype;

For 6/7-12 school, resource 6-8 teachers as middle school and 9-12 teachers as high school, and resource all other staff resources at the highest-grade prototype.