



*Logan Municipal Schools  
2018-2022  
Facility Master Plan*

*February 19, 2018*



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## ACKNOWLEDGMENTS



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Tom Bruhn ..... Board Secretary  
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## **INTRODUCTION**

The intent of the Facilities Master Plan is to identify existing facility conditions, past and future enrollment, review of the district's educational program, the identification of new or replacement facilities to meet the needs of the district.

This Facilities Master Plan is designed to be a flexible planning tool to identify facility issues and programmatic needs to the community, parents, staff and the Logan Municipal Schools Board of Education and offer periodic input and revision as conditions change and new needs are identified within the district. The plan identifies capital needs and allocates resources to address the following facility issues:

- Life/health/safety
- Educational and programmatic needs and curriculum needs
- Enrollment Trends (decline/ growth)
- Promotes efficient use of educational space
- Facility Renewal Needs (renovations/ refurbishment)
- Educational Technology
- Energy Management



### **The Facilities Master Plan is comprised of four main sections:**

- Section 1 - Goals / Process provides information about the charter school's goals and the planning process.
- Section 2 - Existing and Projected Conditions provides information about facilities used by the school, enrollment, technology, and capital resources.
- Section 3 - Capital Improvement Plan provides information about capital needs, project priorities, and implementation strategies.
- Section 4 - Master Plan Supporting Material contains detailed information about school facilities, evaluations, plans, and other pertinent information as required.

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1.0 GOALS/ PROCESS

1.1 Goals

The Village of Logan was established in 1901, after the first railroad bridge was constructed over the Canadian River by the Chicago, Rock Island and Pacific Railroad, and was named after Eugene Logan a well known former Texas Ranger who came to the area to work on the new bridge. Logan’s economy was built around ranching and agriculture and with the arrival of the railroad the ability to get goods to market. In the early 1960’s construction began on the Ute Dam and Ute Lake State Park which was completed in late 1963, which since has brought tourism to the Logan area as well as more recently retiree’s seeking to relocate.



Over the past 100+ years the community has survived times of drought which has impacted both the agriculture and ranching businesses, declines in tourism as water levels decreased and is one the only communities in Quay County that has gained population over the past several years instead of declined. Located about 24 miles just northeast of Tucumcari along NM Highway 54, Logan is home to several small businesses, restaurants, gas stations and motels, as well as Ute Lake State Park.



Logan Municipal Schools (LMS) has been serving the educational needs of the Logan area for well over 116 years. With the first school house opening in 1901, it was then replaced in 1910 with a bigger building as the community began to grow. Since the beginning, LMS is committed to providing quality 21st century education opportunities for all students attending its schools by providing healthy, safe and academically superior learning environments in all district facilities.



The new 2018-2022 District-wide Facility Master Plan identifies current and future Capital Improvement Needs to be addressed over the next five to seven years to be able to continue to provide adequate educational the district’s students, teachers and staff.



## 1.0 GOALS/ PROCESS

### District Mission Statement

*“The Logan Municipal Schools exist to provide our students with the opportunity to obtain the knowledge, the understanding, and the skills become successful adult citizens in our community and society. The vocational experiences provided our students will be rich and varied, and be designed to challenge each individual to reach his or her full potential, to become intellectually competent and socially literate, to think critically, and to wisely use resources” .*



Logan Municipal School recognizes its shared responsibility with the surrounding community for the effective and efficient use of its resources to educate students. Logan Municipal School District believes that all students are unique individuals with special needs and abilities.

### Facility Master Plan Goals

The District’s Five Year Facility Master Plan was developed from information gathered during site visits as well as information from the District’s Superintendent, Facility Manager, administrators and teachers. The intent of the Facility Master Plan is to create a forward thinking documented approach for the district’s facilities, so that when fully implemented, provides the school district with facilities over the next five to ten years that meet the needs of both teachers/staff and students as well as:

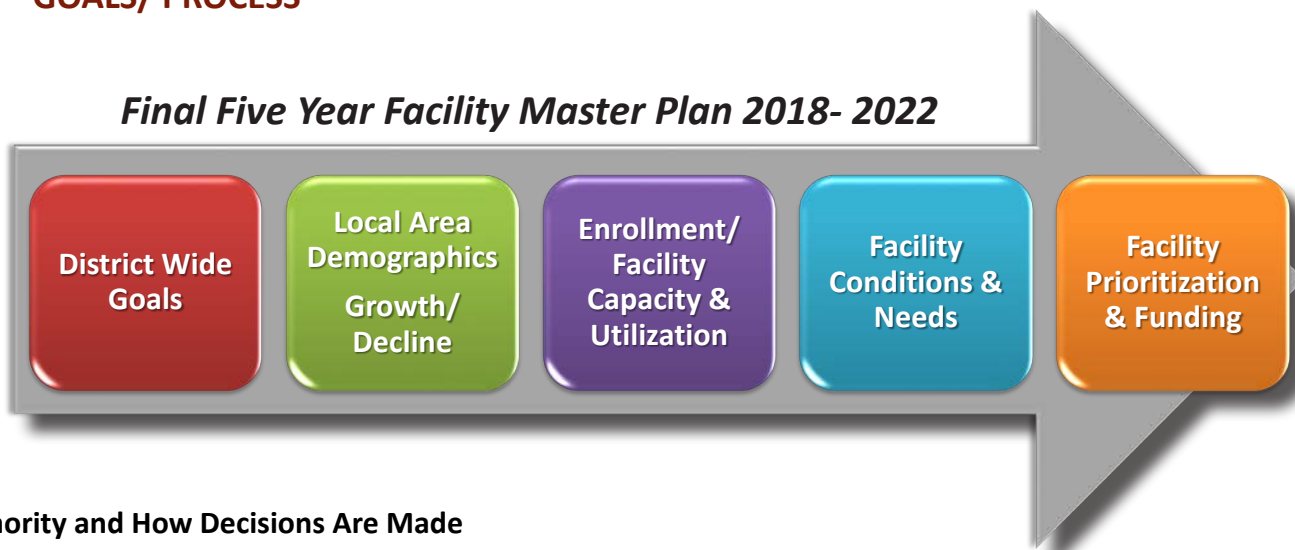
- Extends the life of existing facilities and building systems
- Increases opportunities to implement future educational programs with flexible spaces
- Improves the Learning Environment through building modernization
- Improves safety and security of all of the district’s facilities
- Provides for both current and future technology needs
- Leverages opportunities for PSCOC funding for priority projects when available and prioritizes expenditure of local GO Bond/ SB-9 funds for both capital and maintenance projects.
- Identifies other funding options to meet facility capital improvement needs
- Instills pride in the community

## 1.2 PROCESS

To generate input into the Five Year Facilities Master Plan, numerous meetings were held by the Facilities Master Plan Committee, whose membership was composed of community representatives, parents, staff and administration. The Facilities Master Plan Committee was presented information concerning: enrollment projections which included birth, migrations, housing, program requirements, historical enrollments; educational facility assessments which included quantitative / qualitative analysis, capacity studies, profiles, priorities; and community and school profiles which included demographics, educational program, academic achievements, financial information.

The Facilities Master Plan Committee reviewed the information, developed goals for the school district, established facility priorities and reviewed their findings and recommendations with the Board of Education for final approval.

1.0 GOALS/ PROCESS



**Authority and How Decisions Are Made**

The Superintendent and Board of Education appointed members of an advisory committee to consider and recommend capital needs. The Facilities Master Plan Committee provided guidance to the administration and Board of Education on capital improvement priorities. The Logan Municipal Schools Board of Education makes all final decisions in regards to the Facilities Master Plan.

*Decision Making Process*



**Facility Assessments - May 11, 2017**

Facility Assessments were conducted by Visions In Planning, Inc. for each facility owned and operated by the Logan Municipal Schools. The assessments included:

- Site visits
- Meeting with Superintendent
- Facility walk-through to document existing conditions
- Meetings with Facility Manager for District
- Review of State’s Facilities Assessment Database
- Capacity and Utilization Study for each facility

**Facilities Master Plan Committee Meetings:**

Once the facility assessments were completed and the data gathered, meetings with the Facility Master Plan Committee were begun. The first committee meeting was used to explain the purpose of a facilities master plan and identify the tasks and responsibilities of the Facility Master Plan Committee. Several subsequent meetings were held where the facility data was then presented



1.0 GOALS/ PROCESS

to the Facility Master Plan Committee for review. The FMP Committee worked to align the needs of each school facility with the Districts goals and objectives and developed a priority list for capital improvement projects. Once the committee determined the priorities for the capital plan, possible funding sources were identified and a time line was developed to assist LMS in addressing their priorities over the next five to seven years.



**April 11, 2017 - Facility Master Plan Committee Meeting  
4:00pm-5:30pm**

The first step of the FMP process was to have a kick-off meeting with the Facilities Master Plan Committee. During this meeting the following topics were discussed:

- Intent of FMP
- What is used for?
- Role of FMP Committee
- Where we are now..
- Four Components of the FMP (Educational Programs, Enrollment/ Demographics, and Facility Needs, Funding)
- Group breakout goal session

The Facilities Committee was broken into groups to conduct a Modified SWOT Analysis based on the following question: Over the next 10 to 20 years the way we educate students, and the things students need to learn is going to rapidly evolve/ change. Keeping this in mind, how adaptable are the district’s facilities and classroom environments to meet these future changes? What are the Opportunities & Challenges Logan Municipal Schools Will Face? (Take into consideration the local community, economy, enrollment and social needs of students)

Opportunities

- Playground 4th/5th Grade
- Area to grow food
- Music Programs
- Move towards Project Based Learning
- Security Plan
- House Renovation & Other Projects
- Room to Grow
- Vocational Facilities-Mesa Lands
- Renewable Energy
- Land to build
- Community Support
- Possible jobs with projects
- Wifi/ Plateau Service

Challenges

- Need more labs, computers? (Carts)
- Trade School Opportunities
- Music Programs - staffing
- Sanitary Issues
- More Classrooms / Rooms/ Space
- More Technology/Lack of Service
- Training for teachers/staff
- SPED Enrollment
- Funding (State & Federal)
- Future Projects in Area (Pipeline & Borehole)
- Area Economics (Low Income)
- Location
- Housing/ Cost of Living

## 1.0 GOALS/ PROCESS

### September 25, 2017 - Facility Master Plan Committee Meeting

4:00pm-5:30pm

During the second meeting discussion centered on local demographics, historic enrollment and enrollment projections, area housing available, growth in the community and local employment opportunities.

Breakout group work by the committee centered on what learning environments will look like in the future and how can the district's facilities compare to other surrounding school districts?" The three topics the Facilities Committee focused on were:



- *It's now 2037, what kinds of changes have occurred in your district over the past 20 years? As a group describe it - as if you were able to see it, realistically around you. What kinds of changes do you see in your community and school? What kinds of programs would need to be offered to prepare your students for success in the global community?*
- *If the district only had enough money to correct Four (4) facility issues at the school campus. What would they be?*
- *Logan Municipal Schools so far has not seen a "dramatic" decrease in enrollment even with a continued again population, low birth rates, and slow recovering economy, all of which when combined and not planned for can be challenge for a school district to overcome. What would be the impact to LMS if enrollment continues to remain the same or decline over the next 5-10 years??*

The end result of the discussions of these questions identified the need for facilities to be agile and flexible, as technology will be a main driver in delivering education in the future, and could possibly reduce the amount of teaching staff required in the future. Educational programs at the middle and high school level need to prepare students to not only for college through dual credit opportunities and enhanced curriculum's but also through providing higher skilled vocational programs that prepare students for local employment opportunities. While the district's facilities are in good shape over all there is limited funding available for capital improvements so priorities will need to be strategic to improve the district's facilities over time, as well as to continue to provide safe, comfortable and flexible learning environments to meet the educational needs of current and future students.

### October 11, 2017 - Facility Master Plan Committee Meeting

4:00pm-5:30pm

Discussion at this meeting centered on the capital improvement costs and the use of other potential funding sources to help supplement the district's GO Bond and included staff members from NMPSFA:

- Facility Deficiencies/ Capital Improvement Needs
- Maintenance Needs
- Current Facility Maintenance Assessment Report
- Capital Improvement Costs
- NMPSFA/ PSCOC Rankings of District
- Funding Sources

After extensive discussion of regarding all of the district's facility needs, several strategies were developed to

**1.0 GOALS/ PROCESS**

provide LMS various options that it can use to address capital improvement and maintenance needs as identified in Sections 3 and 4 of this document

**February 19, 2018 - BOE Presentation & Approval 6:00pm-8:00pm**

Presentation of the recommended priority projects that will be funded in part from the 2017 GO Bond and future GO Bond elections. Based on the District’s GO Bond disbursement of bond funds the recommended priority projects will be funded over the next five years. The Logan Municipal Schools Board of Education approved the 2018 - 2022 Logan Municipal Schools District Wide Facility Master Plan on February 19, 2018.

## 2.0 EXISTING & PROJECTED CONDITIONS

### 2.1 Programs

#### 2.1.1 – Current District Programs

Located in eastern Quay County approximately 24 miles northeast of the Tucumcari area along NM Hwy54, Logan Municipal Schools serves a student population of approximately 304 (2017/2018 40-Day) ranging from Pre-Kindergarten through twelfth grade. The district is comprised of one main campus that houses three schools under one roof with a single administration: Elementary School with Early Childhood, Middle, and High School. The community supports the existing grade configuration which provides a sound, comprehensive instructional curriculum that inspires learning to a wide variety of young people. All of the district’s schools are located on a single campus. The current grade configurations for Logan Municipal Schools are as follows:

##### Elementary School (Grades PK-5th)

- Logan Early Childhood Pre-K 3/4 year old
- Logan Elementary K-5

##### High Schools (Grades 9th-12th)

- Logan High School

##### Middle School (Grades 6th-8th)

- Logan Middle School

##### Additional Facilities:

- LMS Field House & Athletic Fields

#### Early Childhood

A Pre-K program for 3-4 year old students is available for developmentally disabled and traditional early childhood peer students. Currently, there are 16 Pre-K DD and Peer students participating in the program as of 2017/18, only 2 of these students are counted in the “official NMPED” enrollment.

#### Elementary School (Grades Kindergarten thru 5th)

Logan Elementary consists of grades Kindergarten through fifth, with one class per grade level. Each class is instructed in the core subject areas including computer skills, library, and weekly art/music classes. Special education services are delivered both in the general education classrooms and in individual speech therapy and occupational therapy rooms. Special education services are delivered both in the general education classroom and a separate resource room which is also used to provide PT/OT and speech therapy services. There are currently 109 K-5th grade students enrolled as of the 2017/18 school year.

#### Middle School (Grades 6th thru 8th)

Logan Middle School has an enrollment of 66 students and includes grades 6th through 8th with classes on a modified block schedule meeting at seven intervals or periods throughout the day. Courses required at the seventh grade include: English, Literature, Math, Life Science, New Mexico Culture, Keyboarding/Computer Literacy, and Physical Education. Eighth grade has a similar structure except for Pre-Algebra, Earth Science, U.S. History, and Computer Applications.

#### High School (Grades 9th thru 12th)

Logan High School has a student enrollment of 318 students as of the 2017/18 school year. LHS offers a solid academic curriculum that is designed to prepare students for entry into college and other post-secondary educational training programs including vocational schools and military service, along with various extra-curricular/co-curricular programs. Logan High School continues to keep pace with technology through offering various online computer based instruction, distance learning, and dual credit options.

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## 2.0 EXISTING &amp; PROJECTED CONDITIONS

**Special Education**

Students who are referred to the Special Education Program must be evaluated to determine qualification and the need for special services. Special Education courses are developed to address student needs according to an Individual Education Plan (IEP). Students in the program generally have a combination of Special Education and Inclusion Classes. Over the past several years, the district has seen an increase in the number of students requiring various levels of special education services.

**Logan Middle/ High School Organizations**

Logan Municipal School District supports activity programs that are open to all students. The school attempts to provide a diversified and balanced program of extra classroom activities including special interest clubs, physical activities, student government, class organizations, class activities, social activities, etc. Efforts shall be made to encourage participation by students in as many activities as they can afford without jeopardizing the academic aspect of their school program. Class organizations include:

- Future Farmers of America (FFA)
- 4-H
- National Honor Society
- Student Council
- Yearbook

Participation in the FFA AND 4-H Programs is strong and participation by students is high due to key industries in the local area.

**District Athletic Programs**

The Athletics/Activities Department oversees a variety of athletic programs offered to eligible students in the Middle and High School grade levels. The athletic program consists of junior varsity and varsity, with the exception of track where one female team and one male team are organized. Fall Sports include: Football, Volleyball, Soccer, and Basketball. Sports played during the spring season are: Baseball, Track & Field, and various other activities are also offered throughout the year. Logan High School operates a year round athletic program for both males and females in grades nine through twelve consisting of freshman, junior varsity and varsity leagues, The following sports are offered:

Logan District Athletics, 2017/18								
League: A/2A		Mascot: Longhorns				Colors: Red & White		
Sport Program	Mid School		Freshman		Jr. Varsity		Varsity	
	Boys:	Girls:	Boys:	Girls:	Boys:	Girls:	Boys:	Girls:
Baseball					✓		✓	
Basketball	✓	✓	✓		✓	✓	✓	✓
Football	✓				✓		✓	
Soccer							✓	✓
Softball						✓		✓
Track & Field	✓	✓					✓	✓
Volleyball		✓						✓



## 2.0 EXISTING & PROJECTED CONDITIONS

These extra-curricular/co-curricular programs are offered in conjunction with the core curriculum and make up the educational programs at Logan Middle and High School. Campus-wide the facilities overall are well maintained, and are in fair to excellent condition overall with adequate size to support both middle and high school programs.

### Other District Programs

Due to small high school enrollment, program offerings at Logan High School are often limited. The district has partnered with other districts and institutions of higher learning to provide distance education opportunities for its students. The district has a poly-com on site to provide distance education from Mesalands Community College, Clovis Community College, and Eastern New Mexico University. Online AP classes are also made available to all Logan High School students through the distance education program if desired. All of the distance education classes offered to students comply with NMPED requirements for dual credit programs and remain a high priority for the district's Board of Education.

### 2.1.2 Anticipated Program Changes

The district has incorporated the adopted NMPED Core Curriculum Standards in all grade levels. At this time, the districts facilities currently accommodate the existing enrollment and programs offered and does not anticipate any further changes in programs that would dramatically impact its facilities.

### 2.1.3 Shared / Joint Use Facilities

While the Logan Municipal Schools campus is centrally located and considered a "gathering place" by the community; requests for off hours use by the local community or outside organizations average one to two times per year and must be approved by the School Board. The district does not charge for use of their facilities, but does require the user to clean the facilities to the state in which they were found and to dispose of all trash.

Due to the size of the local community and lack other available facilities that can be used by the community, the opportunities for joint use agreements with outside organizations is not available. The policy and request forms are available on the district's WEB site at:

<http://www.loganschool.net/>

2.0 EXISTING & PROJECTED CONDITIONS

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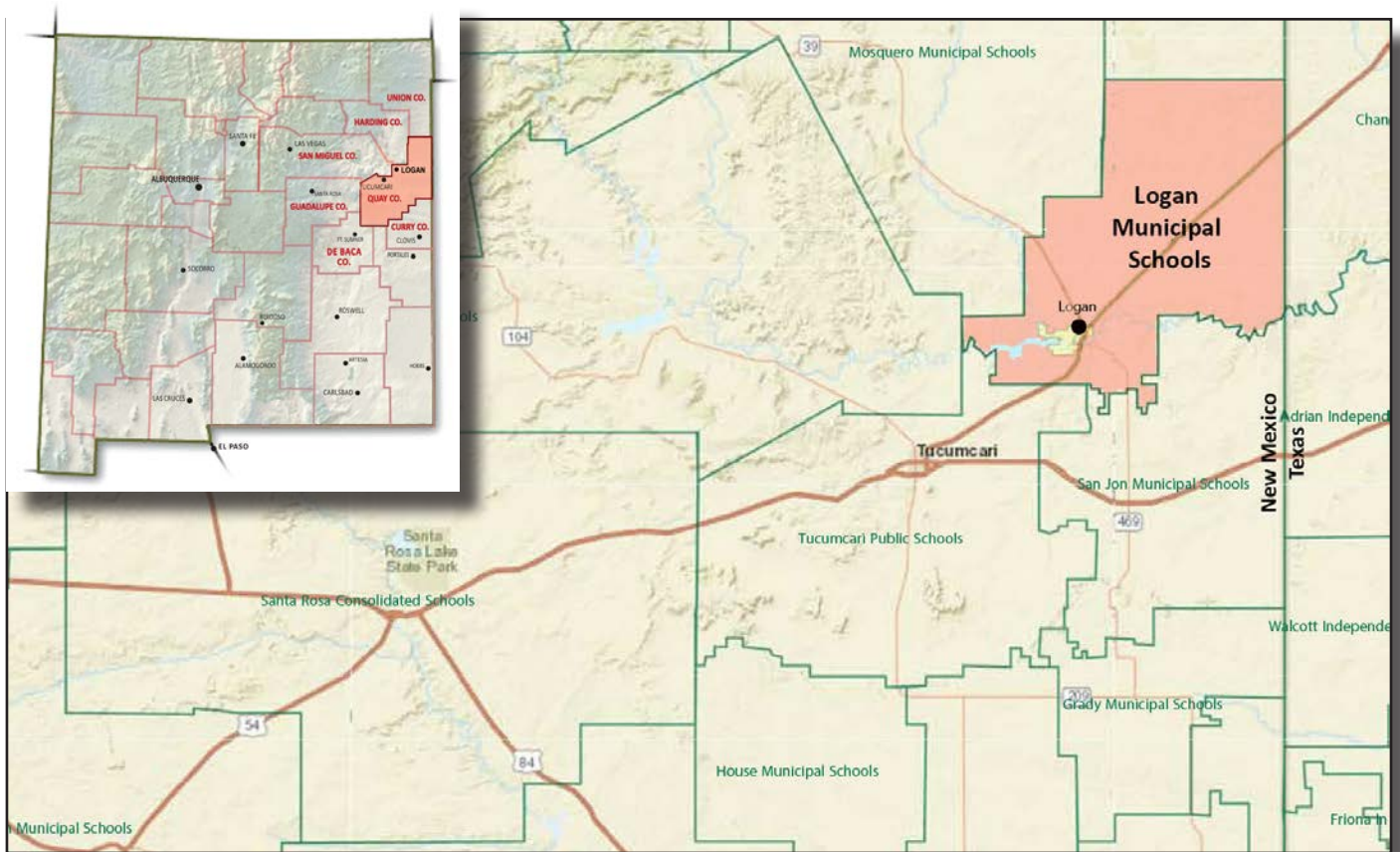
2.0 EXISTING & PROJECTED CONDITIONS

2.2 Sites/Facilities

2.2.1 – District Boundary Map

Located within Quay County, the Village of Logan is situated approximately 21 miles northeast of the Tatum area near the intersection of NM State Hwy 469 and just south of I-40. At nearly 694 square miles, a majority of the LMS District attendance boundary resides within Quay County, with the remainder residing in Harding County. Other adjacent school districts include: San Jon Municipal Schools to the south, Tatum Public Schools to the Southwest, along with both Mosquero and Clayton Municipal Schools to the north, the LMS eastern boundary comprises of the New Mexico/ Texas State Line.

While the population that resides within the Village of Logan is relatively small, a majority of the districts families reside outside the immediate village but reside district boundaries. This results in the proportion of the Logan population to the number of students that attend LMS being skewed. This disproportion is a typical result found within many rural communities, as many families own large tracts of agricultural/ ranching acreage outside the village limits and attend the local municipal school district. As of the 2017/18 school year’s 40-day count, 304 students attend Logan Municipal Schools while the Village of Logan only has 924 residents.



Logan Municipal Schools



## 2018 - 2022 FACILITY MASTER PLAN • LOGAN MUNICIPAL SCHOOLS

### 2.0 EXISTING & PROJECTED CONDITIONS

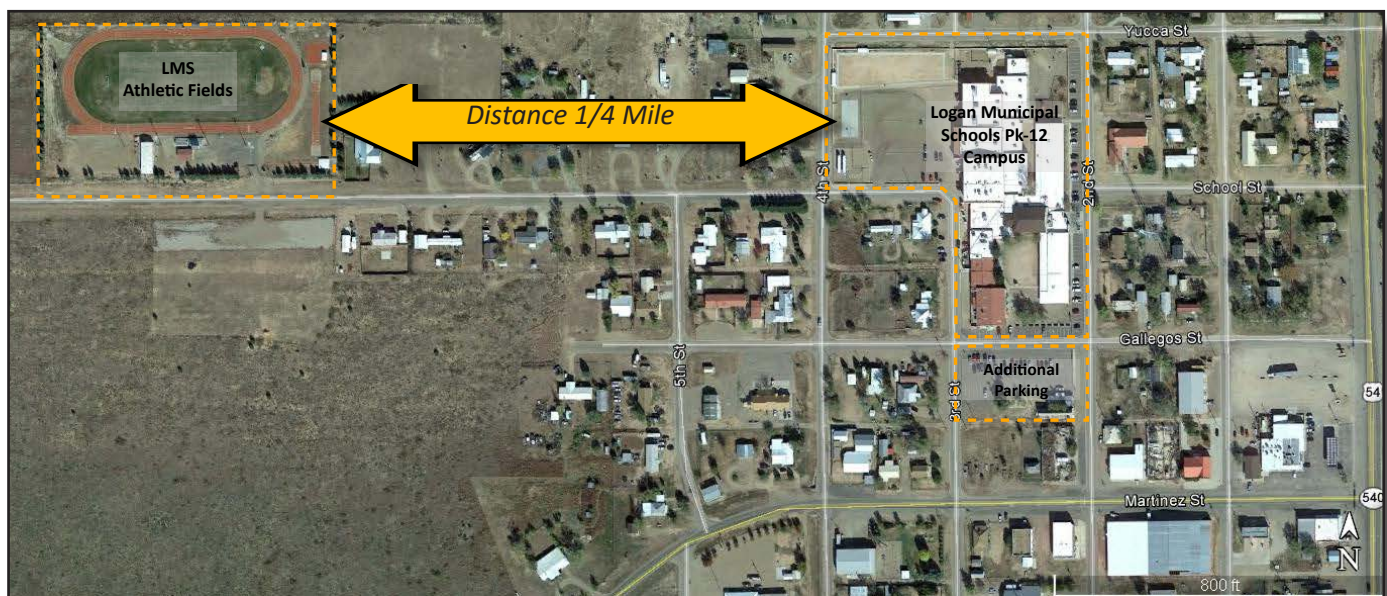
#### 2.2.2 – Facility Inventory

Logan Municipal School District currently owns, maintains and operates one (1) combined school campus which is located on approximately 7.25 acres and has an additional 6.79 acres where the district's football field and track, and support facilities are located. The combined campus serves grades PK-12th grades is comprised of 89,980 Gross Square Feet (GSF) of permanent facilities which includes 4,296 GSF of Non-Educational use space (District Use). The total Gross Square Footage of the campus that is used for educational purposes is 85,684.

The school was originally constructed in 1932, however over the past 85 years most of the original building has been demolished, and only the schools library, adjacent west computer lab, ITV lab and corridor remain, all of which were previously part of the schools original gym until it was renovated and reconfigured in 2007. Over time as portions of the old school were demolished, new classroom wings were constructed. In 1957, the Home Ec classroom and Wood Shop area were constructed, followed by the middle school classroom wing in 1966, and the high school classroom wing in 1972. In 1979-80 the Cafeteria, Kitchen, and New Gym were constructed which connected the two classroom wings and the old gym to the newly constructed areas. By the early 1990's as enrollment grew small classroom additions were made to the middle and high school classroom wings and the area in front of the Old Gym was in-filled to create a new central administration area. In 2003, the new elementary classroom wing was constructed along with the new Metal Shop and in 2004, the Locker Room and Weight Room addition was constructed adjacent to the New Gym. In preparation for the renovation and reconfiguration of the kitchen, cafeteria, and old gym; a new Auxiliary Gym with full stage area was constructed in 2006 with the renovations of the other areas being completed in 2007 and the Pre-Kindergarten classroom addition was constructed in 2009. In 2017, the district completed a much needed restroom addition on the west side of the Auxiliary Gym.

To the west of the combined campus along School Street, is the district's football field (irrigated) and paved track, metal bleacher seating for home and visitors, along with a small field house (2,100 SF) that was constructed in 2010 to provide on-site changing facilities for teams and equipment storage, and an old portable (896 SF) that is used for maintenance equipment and supplies. The main campus is boarded on all sides by low density residential streets, and is just two blocks west of NM Hwy 54. The Village of Logan in the process of donating to LMS approximately 38 acres to the south and west of the school, near Ute Lake on Lake Road near the airport to be used as an Ag Farm and potential future school site.

See Table 2.2.2 for an overview of the district facilities, additional details about each site and facility can be found in Section 4.1.



#### SITE AERIAL PLAN

Logan Municipal Schools

Not to Scale



2.0 EXISTING & PROJECTED CONDITIONS

Table 2.2.2 District Facility Inventory

District	Logan Municipal Schools	
2/10/2018	<--Update	Year of Report
Original Entry	8/17/2017	2017

Facility Inventory Data

INFORMATION							PROFILE						ENROLLMENT		CLASSROOMS											
Facility Name	District ID	School ID	Address	ZIP	Phone	Principal / Site Manager	Open Date	Age (Years)	Construction Dates	NMCI	Site Acreage	Owned or Leased?	Total Perm Bldg Area	Total Port Bldg Area	Total Bldg Area (GSF)	Grades	2017/18 Current Enrollment*	Full-Size Classrooms	Half-Size Classrooms	Gym/Multi-Purpose	No. of Perm. Classrooms	No. Double Portables	No. of Single Portables	Total Classrooms	Port CR % of Total	GSF Per Student

<b>Elementary Schools</b>																											
Logan Elementary	051	082	301 N. Second St.	88426	575-487-2252	Tommy Thompson	2003	14	2009		14.60%	7.25	Owned	15,121	0	15,121	PK-5th	125	10.0	0.0	0.0	10.0	0.0	0.0	10.0	0%	121.0
<b>Sub-Totals</b>												7.25		15,121	0	15,121		125	10.0	0.0	0.0	10.0	0.0	0.0	10.0	0.0%	121.0

<b>Middle/ High School Levels</b>																											
Logan Middle/High School	051	080/081	301 N. Second St.	88426	575-487-2252	Tommy Thompson	1932	85	1966, '92 (MS) 1957, '72, '79, '80, '91, '92, '03, '04, '06, '07, '17 (HS)		14.60%	7.25	Owned	68,463	0	68,463	6th-12th	193	19.0	0.0	2.0	22.0	0.0	0.0	22.0	0%	354.7
Logan High School Field House	051		301 N. Second St.	88426	575-487-2252	Tommy Thompson	2010	7			14.60%	6.79	Owned	2,100	0	2,100	6-12										
<b>Sub-Totals</b>												14.04		70,563	0	70,563		193	19.0	0.0	2.0	22.0	0.0	0.0	22.0	0.0%	354.7

TOTAL SF FOR EDUCATIONAL USE 85,684 0 85,684

<b>Administration and Support</b>																											
Administration Office	051		301 N. Second St.	88426	575-487-2252	Dennis Roch	1970	47			14.60%	7.3	Owned	3,400	0	3,400											
Athletic Field Maint. Equip & Storage	051		301 N. Second St.	88426	575-487-2252	Dennis Roch	1993	24			14.60%	6.8	Owned	0	896	896											
<b>Sub-Totals</b>												14.04		3,400	896	4,296											

Logan Municipal Schools	<b>District Totals</b>												14.04		89,084	896	89,980		318	29.0	0.0	2.0	32.0	0.0	0.0	32.0	0.0%	475.7
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2.0 EXISTING & PROJECTED CONDITIONS

2.3 District Growth

2.3.1 Population Trends

The Logan Municipals Schools attendance boundary is located in Quay County, and extends to the north and south of Interstate 40 from about 10 miles west of Logan east to the Texas State Line. Quay County has a total area of 2,882 square miles and the largest city in the area, Tucumcari is the county seat and business hub for Quay County as well as the main retail trade area . The next largest cities to Logan are: Santa Rosa- 84 miles to the west and the City of Clovis which is 81 miles to the south and Amarillo, TX 106 miles to the east. The other communities located in Quay County are: House, Forrest, Glenrio, McAllister, Nara Visa, San Jon and Wheatland.



According to the 2010 Census, there were 9,041 residents in Quay County which was a decrease of 11.0% County-wide since 2000, and based on updated information from the US Census’ American Community Survey in 2016, the population has decreased another 5.4%. While there continues to be a population decrease county-wide, Logan has experienced a greater population decrease than most of the communities in Quay County. Between 2000 - 2010, population in Logan decreased nearly -4.8%, and since 2016 has decreased another -11.3%.

The decrease in population can be attributed to an aging population in the area and the lack of economic development opportunities along the eastern I-40 corridor. Since 2000, Quay County has lost approximately 27.8% of its under 18 residents, while Logan has lost nearly -42.2% of its under 18 residents. This population loss has had a direct impact on LMS enrollment, as well has impacted enrollment in other communities in Quay County, such as Tucumcari.

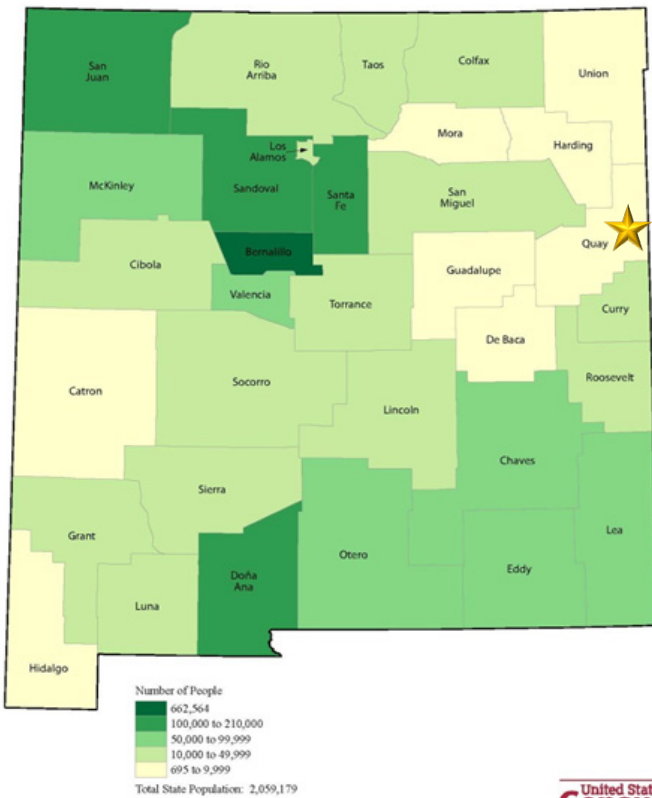
Population	2000	2010	% of Change (10 Year)	ACS* 2016	% of Change (6 Year)
<b>Quay County</b>	<b>10,155</b>	<b>9,041</b>	<b>-11.0%</b>	<b>8,555</b>	<b>-5.4%</b>
Over 18 yrs	7,614	7,073	-7.1%	6,721	-5.0%
Under 18 yrs	2,541	1,968	-22.6%	1,834	-6.8%
<b>Village of Logan</b>	<b>1,094</b>	<b>1,042</b>	<b>-4.8%</b>	<b>924</b>	<b>-11.3%</b>
Over 18 yrs	862	883	+2.4%	833	-5.7%
Under 18 yrs	232	159	-31.5%	134	-15.7%
<b>Remainder of Quay County</b>	<b>9,061</b>	<b>7,999</b>	<b>-11.7%</b>	<b>7,631</b>	<b>-4.6%</b>
Over 18 yrs	6,752	6,190	-8.3%	5,888	-3.8%
Under 18 yrs	2,309	1,809	-21.7%	1,700	-6.0%

Source: US Census 2000 & 2010 DP-01, 2016\* American Community Survey DP-05 5Yr

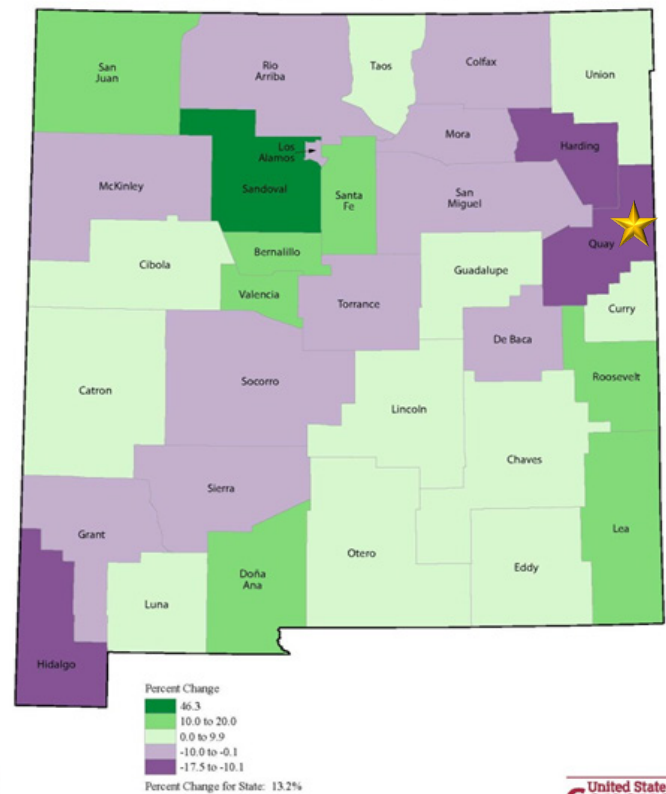
2.0 EXISTING & PROJECTED CONDITIONS

The maps below identify population distribution throughout the State of New Mexico, since the 2010 Census, Quay County has continued to decline in its population at a rate of 1-1.2% per year. Without significant economic development in the area to retain existing and to attract new residents, the population in Quay County and in the Logan Areas are not expected to return to pre- 2000 levels over the next ten years.

**NEW MEXICO - 2010 Census Results**  
Total Population by County



**NEW MEXICO - 2010 Census Results**  
Percent Change in Population by County: 2000 to 2010



Source: U.S. Census Bureau, 2010 Census Redistricting Data Summary File  
For more information visit www.census.gov



Source: U.S. Census Bureau, Census 2000 and 2010 Census Redistricting Data Summary File  
For more information visit www.census.gov

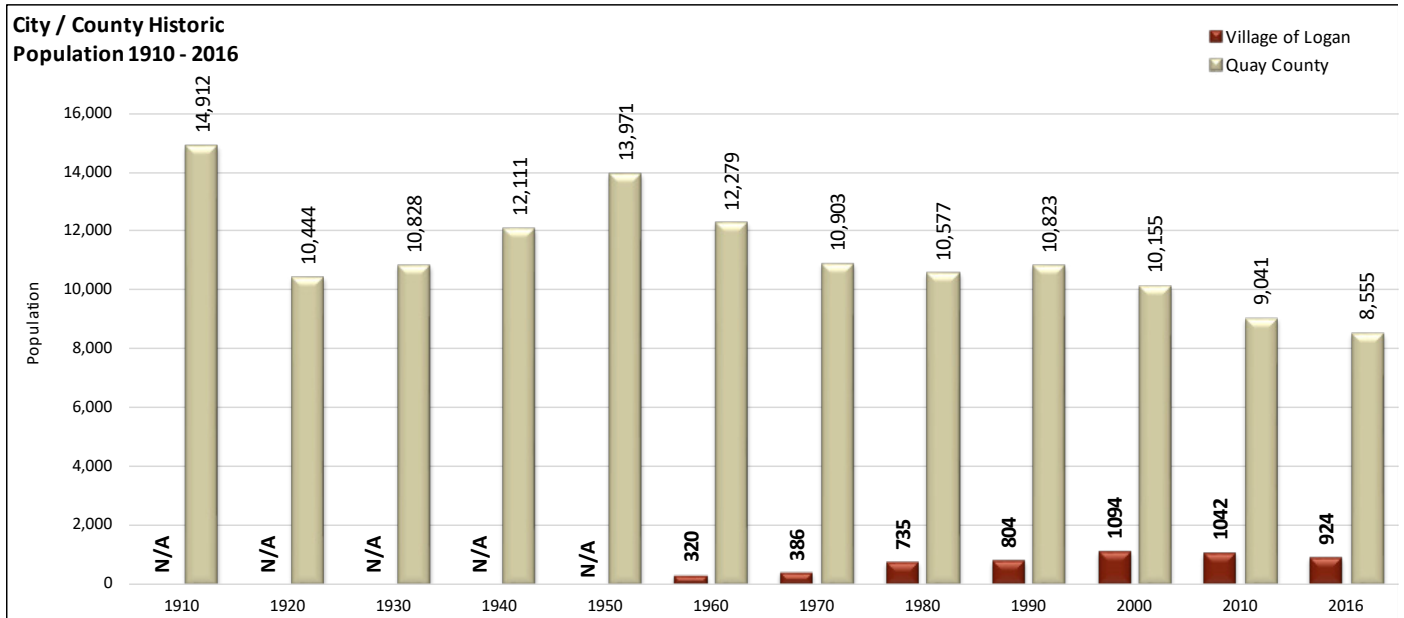


SECTION 2: EXISTING & PROJECTED CONDITIONS



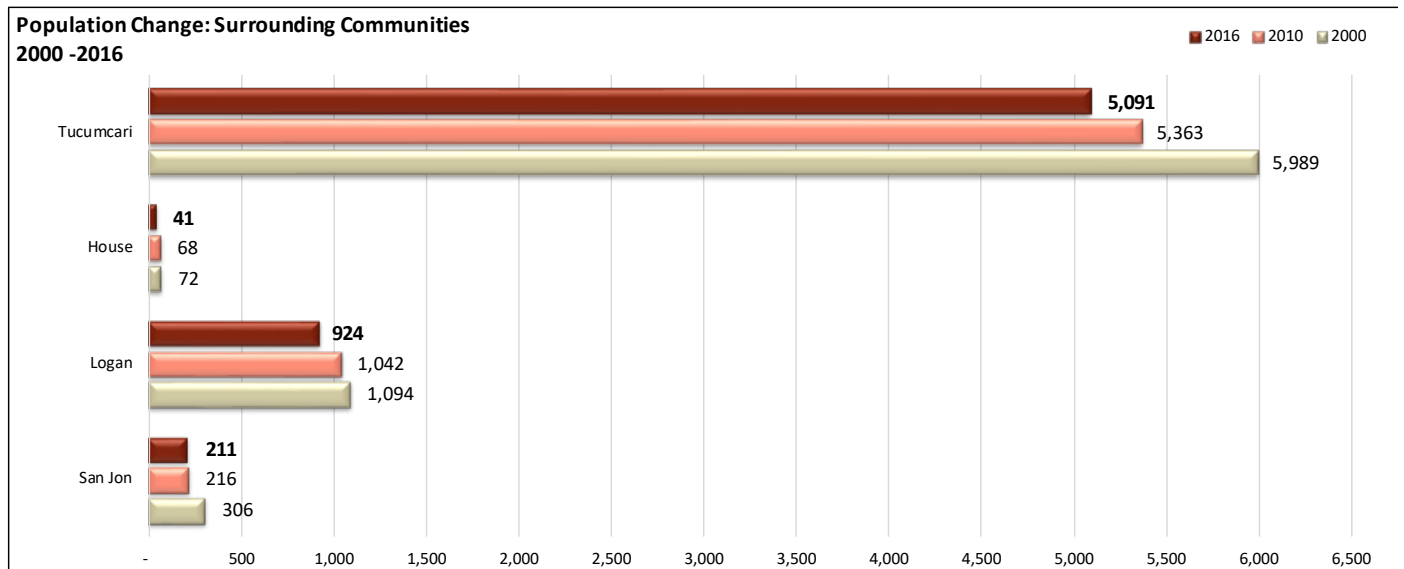
2.0 EXISTING & PROJECTED CONDITIONS

Total population in Quay County declined 15.8% from 2000-2016, while the state population overall grew 14.7%. Population in Quay County has been on the decline since the 1950's (36.8%) and in Logan only since the recession in 2008, a portion of this can be attributed to the slow recovering economy in the Quay County/ Tucumcari area, which has also impacted many rural communities in eastern New Mexico. The chart below documents the population levels that have occurred in the area over the past 100 years at both the county and village level.



Source: Bureau of Business and Economic Research, University of New Mexico: Historic population 1910-2016

Since 2016, the population of the Village of Logan has lost approximately 15.5% of its population since 2000. While the Village of Logan does have other industries to support its local economy such as agriculture, it is also heavily dependent on tourism due to its proximity to Ute Lake State Park which has begun to see a resurgence in tourism and retiree's relocating to the area over the past few years. All of the surrounding communities listed in the chart below however, have also declined with the area's largest community Tucumcari experiencing a 15.0% decline in population since 2000.

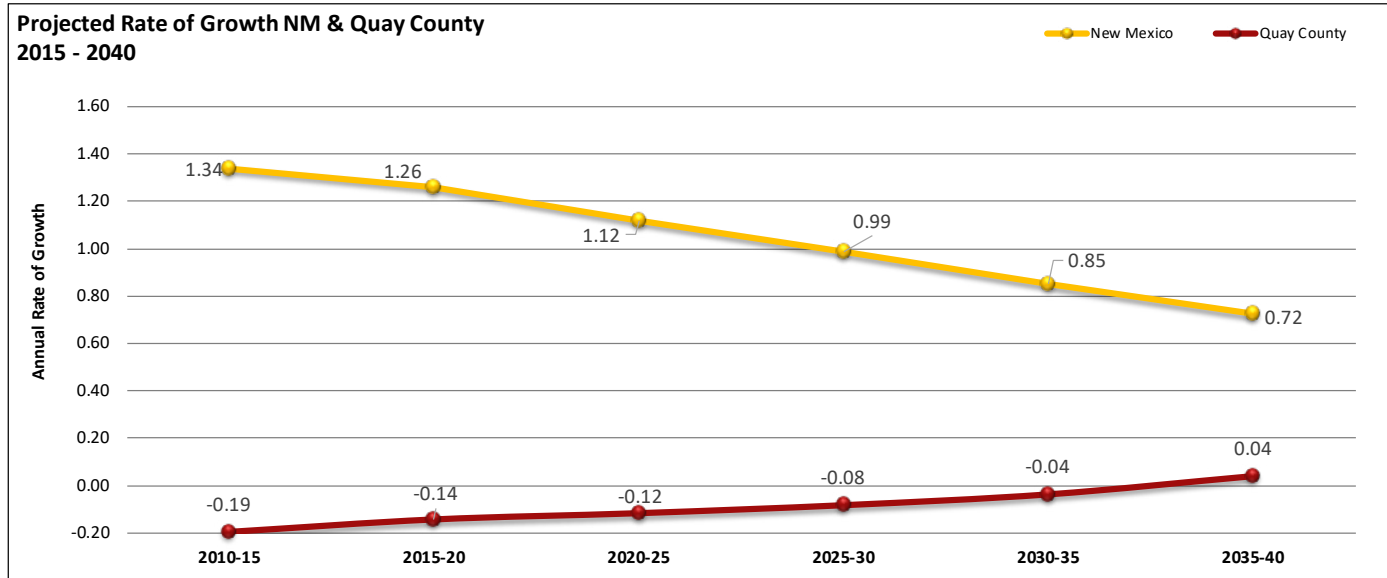


Source: U.S. Census Bureau, DP01 - 2000 & 2010; U.S. Census Bureau, Population Division - 2010-2014 Population Estimates, May 2015

2.0 EXISTING & PROJECTED CONDITIONS

Projected Population

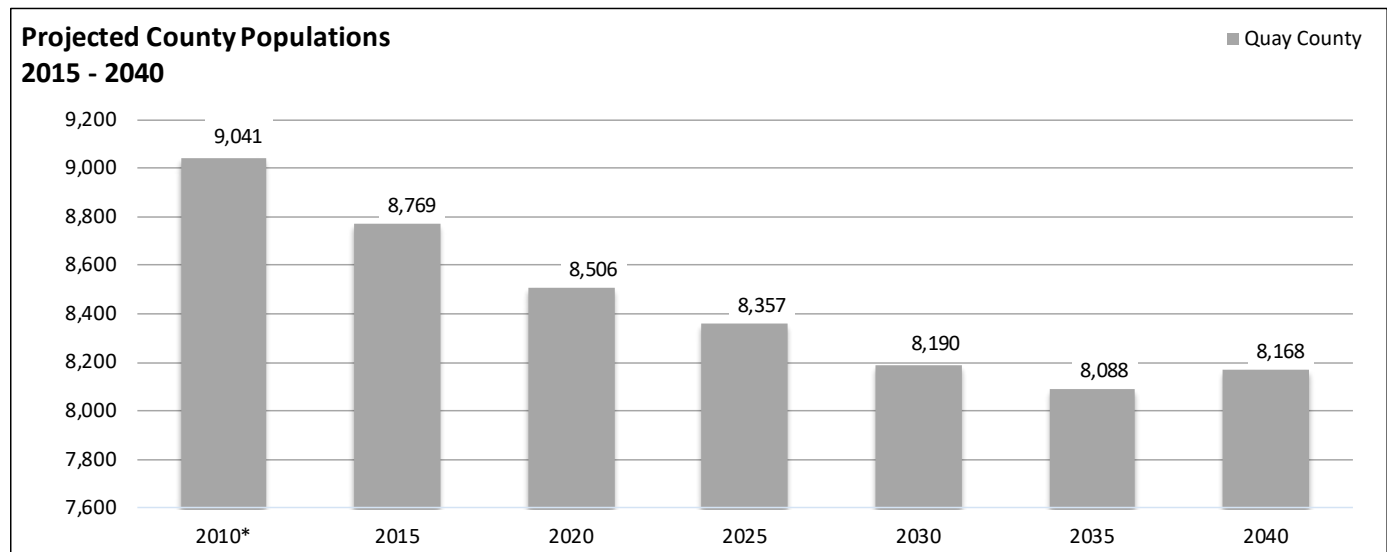
From 2015 through 2040, the Bureau of Business and Research (BBER) at UNM, projects annual population growth rates to stay just below .05% for Quay County with a possibility of a very slow and small rebound over the next twenty-five years, while the remainder of the state slows to less than 1% by 2040.



Source: New Mexico County Population Projections July 1, 2015 to July 1, 2040, Geo-spatial and Population Studies Group, University of New Mexico.

Released November 2012.

The projection results in a total decline of an additional 9.7% for Quay County between 2015 and 2040, which will result in an overall population of nearly another 1,000 residents. The greatest challenge that Quay County will face in regards to reversing the projected population decline will be finding ways in which improve and increase economic development in the area so as to retain and attract new residents. It is anticipated that with the aging population in Quay County an expansion in the service, construction and health care industries will be needed to support this population over the next twenty-five years.



\* Note: 2010 County Population is Actual Count Per 2010 US Census.

Source: New Mexico County Population Projections July 1, 2015 to July 1, 2040, Geo-spatial and Population Studies Group, University of New Mexico Released November 2012, updated 2015.

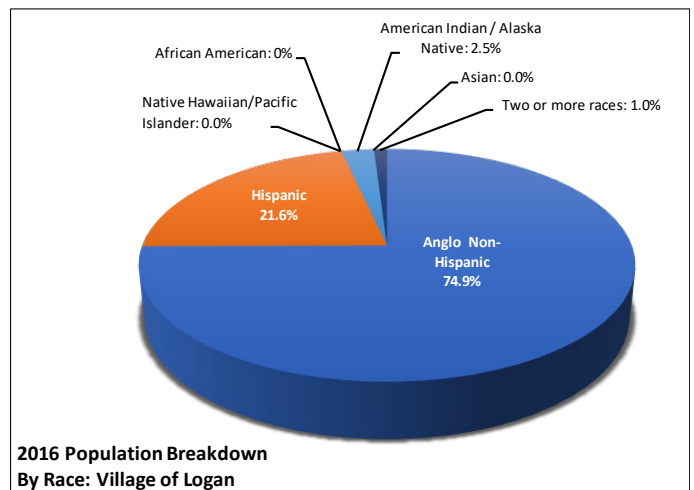
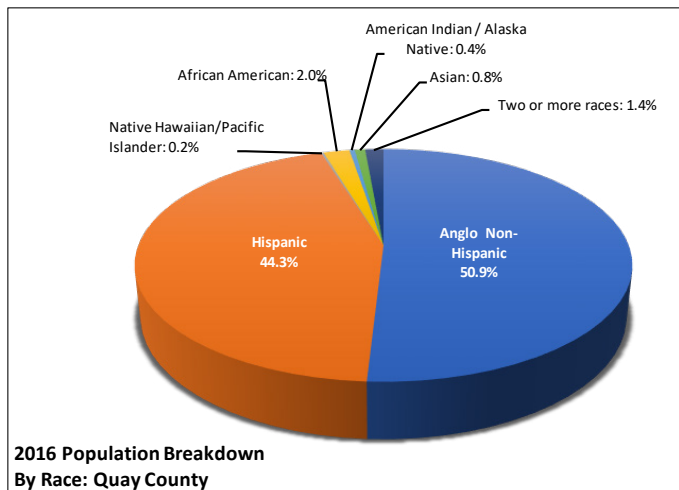
2.0 EXISTING & PROJECTED CONDITIONS

2.3.2 Local Area Demographics

The 2016 US Census identified Quay County’s (which is where Logan is located and in which the District’s boundary is located) racial composition as comprised of 50.9% Anglo (non-Hispanic), 44.3% Hispanic, 2.0% African American, 0.4% American Indian, 0.8% Asian, 0.2% Native Hawaiian/ Pacific Islander, and persons identifying with two or more races at 1.4% as indicated in the chart below.

According to the 2016 US Census American Community Survey responses, the racial breakdown of residents within the Village of Logan is much different in nature with majority of the population being predominately White/Anglo (74.9%), with the next largest population being Hispanic (21.6%).

While the local population within the Village of Logan decreased to 924 residents in 2016, there is a significant portion of the district’s population that have school aged students that live outside the village limits but attend school in Logan, and utilize bus transportation.

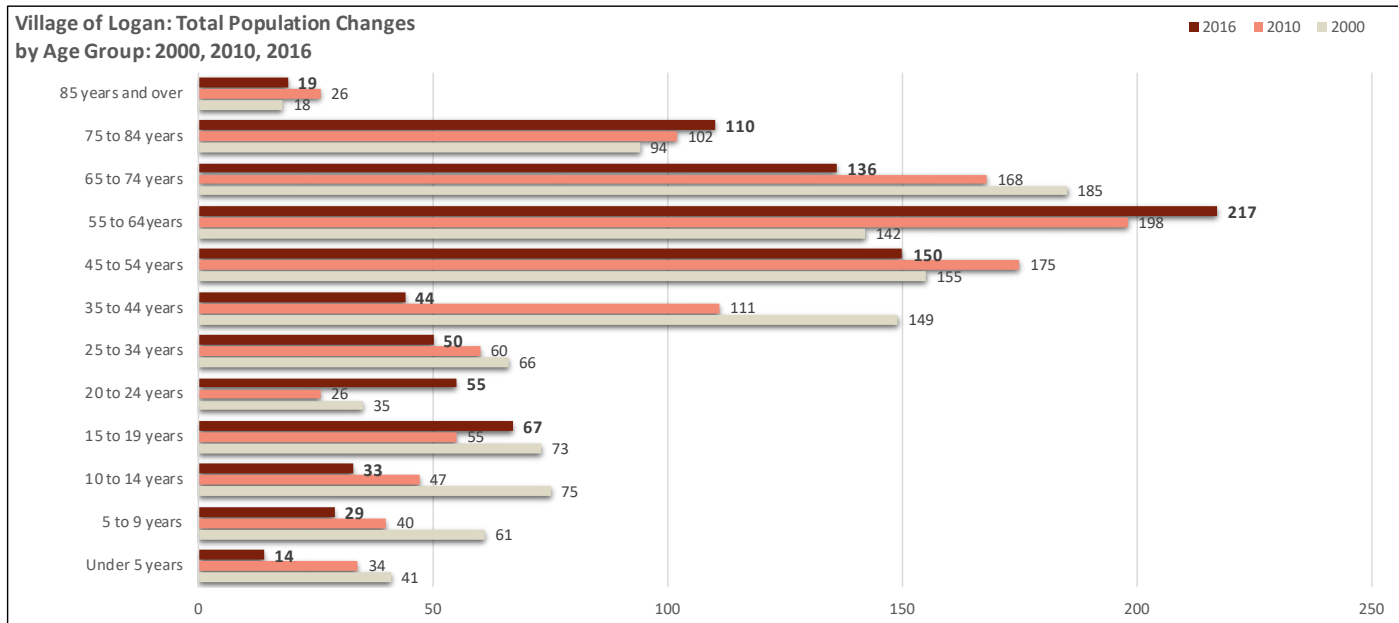


Source: U.S. Census Bureau, 2016 5-Year American Community Survey DP05

2.0 EXISTING & PROJECTED CONDITIONS

Village of Logan Population by Age

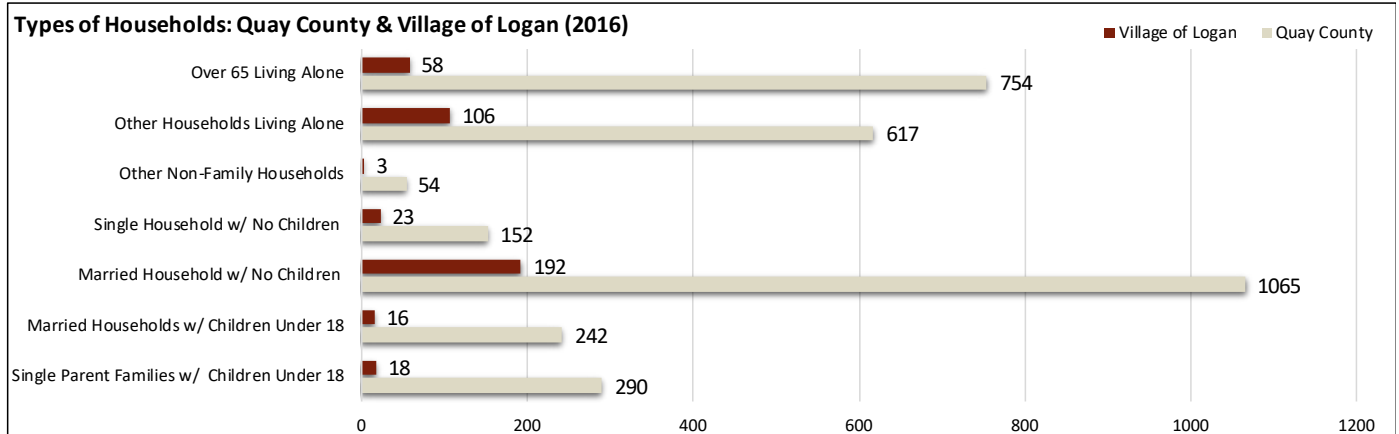
In 2016, based upon the most recent US Census estimates combined with information from the State of New Mexico, population within the Village of Logan has declined since 2000, to 924. As of 2016, the median age of all residents in Logan was 56.3 years as compared to 53.9 in 2010 and 48.0 in 2000, with the median age of males in 2016 being 54.7 and females 53.1. This compares to the 2016 median age within Quay County of 46.5 years, which is above the overall State of NM median age of 37.2 years. The chart below breaks down the population of the Village of Logan by age group over the past sixteen years.



Source: U.S. Census Bureau, 2010 Census, Demographic Profile Summary File and 2016 DP05\*: ACS Demographic and Housing Estimates

Households & Families

In 2016, there was an average of 47 households that reside in the Village of Logan. The average family size was 2.84 people, up from 2.5 in 2010 and just above that of 2.7 in 2000. Families made up 59.9% of the households in Logan, which is 4.8% more than that of Quay County as a whole. This figure includes both married-couple families (50%) and single parent families (9.9%). Non-family households make-up 40.1% of all households in Logan. While most of the non-family households pertain to people living alone, there are some which are composed of people living in households in which no one is related to the householder but may include school aged children, as well as those that are aged 65 and are older living alone. It should be noted that there are many households with children that reside outside of the Village limits of Logan that attend LMS.

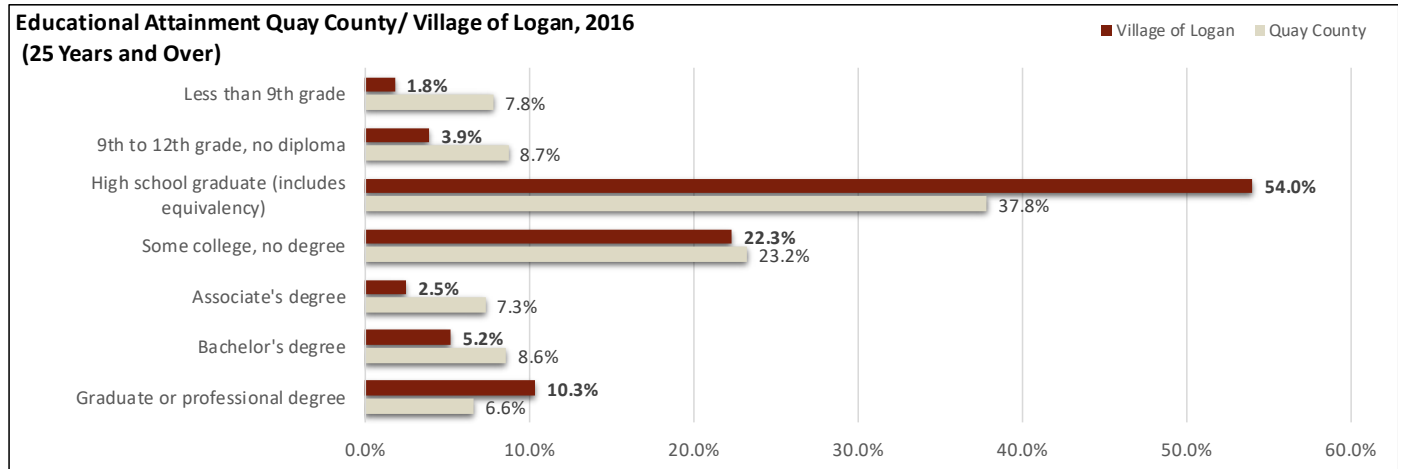


Source: U.S. Census Bureau, 2016 DP02: ACS Selected Social Information

2.0 EXISTING & PROJECTED CONDITIONS

Education

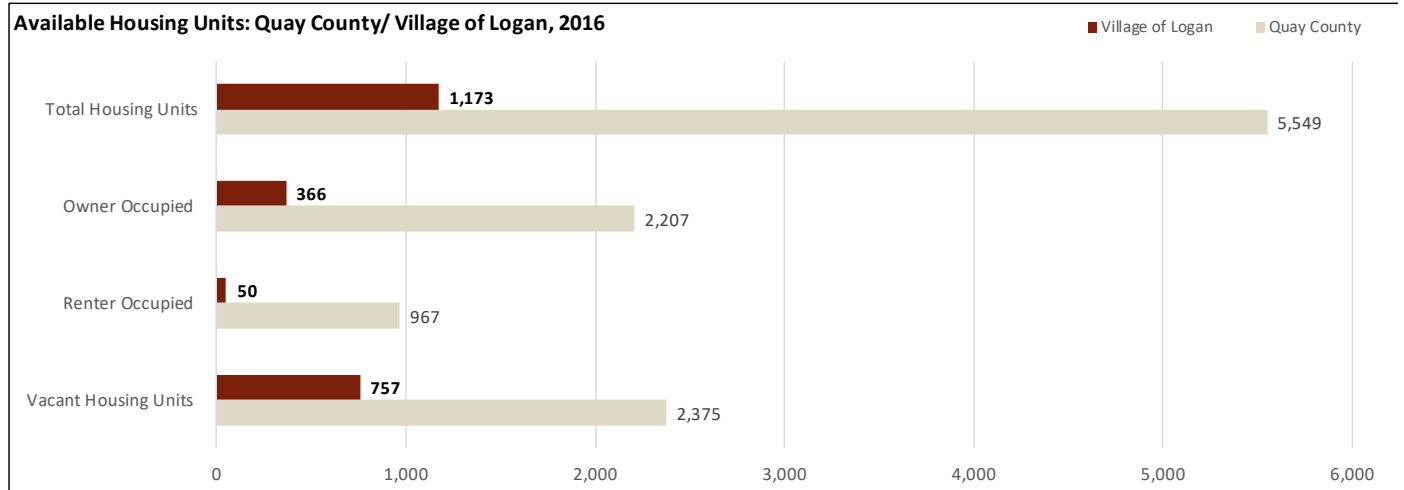
During 2016, 94.3% of people twenty-five years and over in Logan had at least graduated from high school and 18.0% had achieved an Associates Degree or higher. Approximately 5.7% of the population were dropouts; they completed less than 9th grade or did not graduate from high school. Total school enrollment in Logan Municipal Schools is 304 (Official 40-Day count) as of the 2017/18 school year and high school enrollment is 127 students. Based upon the new 4-year cohort graduation rate calculations provided by the NM Public Education Department, the most recent available data shows that Logan High School had a graduation rate of 65% for the graduating Class of 2015/16 which was slightly less than the overall NM rate of 71%.



Source: U.S. Census Bureau, 2016 DP02: ACS Selected Social Information

Housing

As in any small rural community, access to good quality and affordable housing is critical in helping to attract economic development. When population declines, so does the investment in the local community which creates fewer and fewer opportunities to attract new residents. While new housing has been built on an individual basis throughout the rural county areas within the Logan attendance boundary, 54 houses have been constructed since the early 2000's, and 17 since 2010. Many of the homes that have recently been constructed are vacation homes and are not considered primary residences. Currently, there are (18) single family homes listed for sale in the Logan area, with listed sales prices between \$55,000- \$350,000 for a single family home (as of January 2018). The average rent in the area is \$618 per month for a three bedroom home and the average mortgage is \$974.



Source: U.S. Census Bureau, 2010-2016 American Community Survey DP04 Select Housing Characteristics

2.0 EXISTING & PROJECTED CONDITIONS

2.3.3 – Local Economy

Founded around an economy of farming, ranching, and the railroad, the Village of Logan became a central shipping center with the arrival of the railroad in 1901. Logan’s economy was built around ranching and agriculture and with the arrival of the railroad the ability to get goods to market. In the early 1960’s construction began on the Ute Dam and Ute Lake State Park which was completed in late 1963, which since has brought tourism to the Logan area, as well as more recently retiree’s from both in and out of state are seeking to relocate to the community.

Today, the local economy is primarily centered around the tourism and the service sector in its various forms from retail, food service, to hospitality; as well as includes healthcare, agriculture/ ranching, professional and educational services that also contribute significantly to the well being of the economy. While many local residents both live and work in the Logan area, with it’s proximity to Tucumcari, there are numerous residents commute to work in job sectors that are not present in Logan, such as higher education, government, and renewable energy.

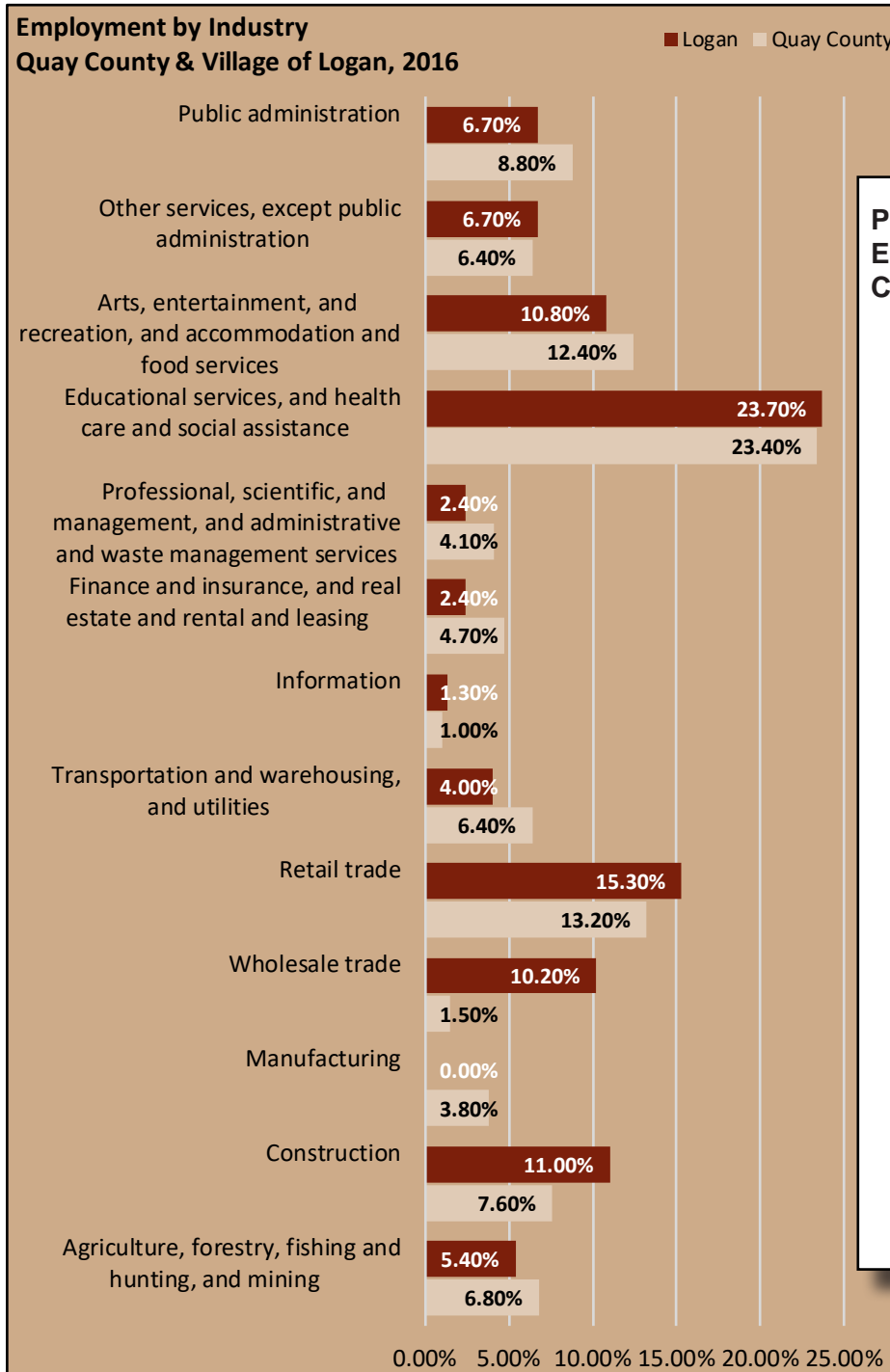
With its proximity to the Village of Logan, Ute Lake water levels are carefully monitored as the area has experienced cycles of both years of drought and years of abundant water flow from high levels of snow pack up-country that directly impact the number of visitors the area receives annually. According to the NM State Parks Department, on years of average to high water levels, Ute Lake can bring upwards of 250,000+ visitors to the Logan area which is a significant contribution to all sectors of the local economy annually. The area has four motels, several RV parks and numerous vacation homes, as well as restaurants, gas stations, and a local grocery store to accommodate both visitors and residents during the summer time.



2.0 EXISTING & PROJECTED CONDITIONS

INDUSTRY EMPLOYMENT DISTRIBUTION

According to the NM Department of Workforce Solutions the total number of civilian employees located in Quay County, New Mexico in October 2017 was 3,185. The top four major industry sectors in the Logan Area are Educational Services at 23.7%, Retail Trade at 15.3%, Construction at 11.0%, and Arts, Entertainment, and Recreation, and Accommodation and Food Services at 10.8%. Quay County overall has similar employment patterns. The chart below identifies areas of employment within Quay County and the Village of Logan.



- Partial Listing of Major Employers in Quay County/ Logan**
- Logan Municipal School District
  - Village of Logan
  - US Post Office
  - NMDOT
  - USDA
  - Annex Bar-B-Q & Grill
  - Subway
  - Rock n Taco
  - MaMa T's
  - Logan Super Stop
  - Steele Heating & Cooling
  - Eastern Plains Concrete
  - DC Wrecker Service
  - Logan Home & Auto
  - Terry's Service Center
  - Budget Inn Express
  - Logan Lodge
  - Yucca Motel
  - Logan Food Market
  - Ute Motor Inn
  - The Tackle Box
  - Terry's Market Place
  - Family Dollar Store
  - FNB Logan
  - Pinnacle Propane
  - Phillips 66
  - Allsup's
  - Bryan Roach Custom Builders
  - Quay County – Government
  - Farming/ Ranching – Agriculture
  - Farmers Electric Coop– Energy
  - Ute Lake State Park – Government Plateau

U.S. Census Bureau, 2010-2016 American Community Survey DP03 Employment by Industry

2.0 EXISTING & PROJECTED CONDITIONS

The table below identifies areas of employment within Quay County from 2006 - 2016. In 2016, 69.1 % of all workers in Quay County were employed in the Private sector, while Government and government enterprises accounted for 30.9%, which was a decrease of 6.3% from 2015. Within the Private sector, the industries with the highest percentage of employment included: Accommodation and food services (26%), and Retail trade (20.4%). For the public sector, Local and State governments were the largest employers with 19.8% and 9.8% percent of total employment, respectively. Federal/civilian employment accounted for 1.2% of employment in Quay County.

QUAY COUNTY AVERAGE ANNUAL COVERED WAGE AND SALARY EMPLOYMENT* BY MAJOR INDUSTRIAL SECTOR											
Sector	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
<b>Grand Total</b>	<b>2,890</b>	<b>2,766</b>	<b>2,878</b>	<b>2,813</b>	<b>2,740</b>	<b>2,607</b>	<b>2,652</b>	<b>2,617</b>	<b>2,658</b>	<b>2,577</b>	<b>2,512</b>
Total Private	1,985	1,870	1,963	1,899	1,846	1,762	1,815	1,783	1,814	1,750	1,737
Ag. For. Fish. & Hunting	D	D	D	28	29	22	26	39	40	41	40
Mining	0	0	D	D	D	D	D	D	D	D	D
Utilities	D	25	29	28	27	27	26	26	25	28	45
Construction	188	167	184	179	172	173	168	156	144	130	129
Manufacturing	D	D	D	D	D	D	D	D	31	D	D
Wholesale Trade	D	3	9	8	16	17	24	33	45	32	21
Retail Trade	430	440	497	482	454	459	449	428	397	376	355
Transportation & Warehousing	144	137	131	123	78	80	84	80	84	78	68
Information	18	18	18	17	13	9	11	13	10	6	8
Finance & Insurance	115	113	107	105	106	102	100	93	92	93	100
Real Estate & Rental & Leasing	17	15	16	14	12	9	8	8	10	11	11
Professional & Technical Services	44	43	42	39	D	37	34	39	44	39	44
Management of Companies & Enterprises	D	D	D	D	D	D	D	D	D	D	D
Administrative & Waste Services	D	D	D	D	40	22	19	21	24	27	28
Educational Services	D	D	D	D	D	D	D	D	1	D	0
Health Care & Social Assistance	340	315	356	333	313	312	317	309	312	306	310
Arts, Entertainment & Recreation	D	D	8	6	6	6	10	12	D	7	6
Accommodation & Food Services	D	D	412	397	421	374	425	409	460	459	452
Other Services, ex. Public Administration	96	84	81	82	86	80	80	82	84	78	80
Unclassified	2	1	1	0	0	0	-	-	-	D	D
Total Government	905	896	915	915	894	846	836	834	845	827	775
Federal	59	55	53	52	59	44	45	44	46	31	31
State	282	281	281	281	275	256	259	281	284	286	246
Local	564	561	581	582	560	546	533	509	514	510	498

Note: All years have been revised in accordance with U.S. Dept. of Labor, Bureau of Labor Statistics, databases.

\* Data are by location of the employer's establishment and represent counts of workers covered by New Mexico unemployment insurance (UI) law and related statutes.

D Withheld to avoid disclosing confidential data. Data that are not disclosed for individual industries are always included in the totals. Therefore, the individual industries may not sum to the totals.

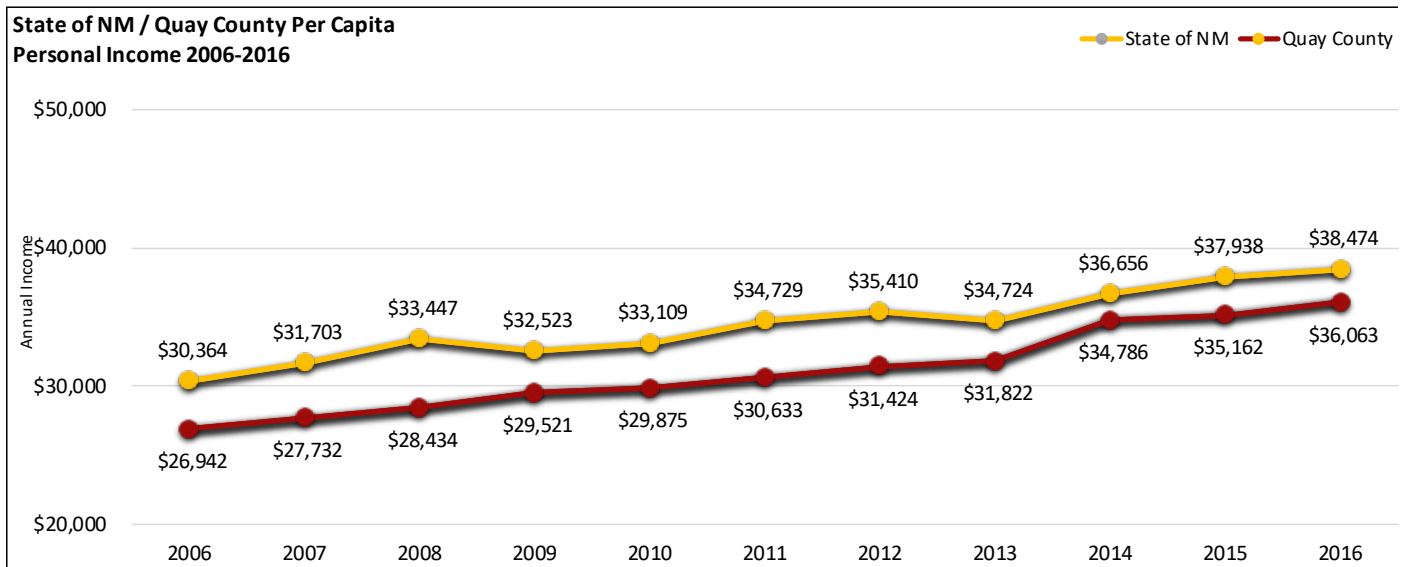
Source: U.S. Dept. of Labor, Bureau of Labor Statistics, Quarterly Census of Employment and Wages. Table prepared by: Bureau of Business and Economic Research, University of New Mexico.



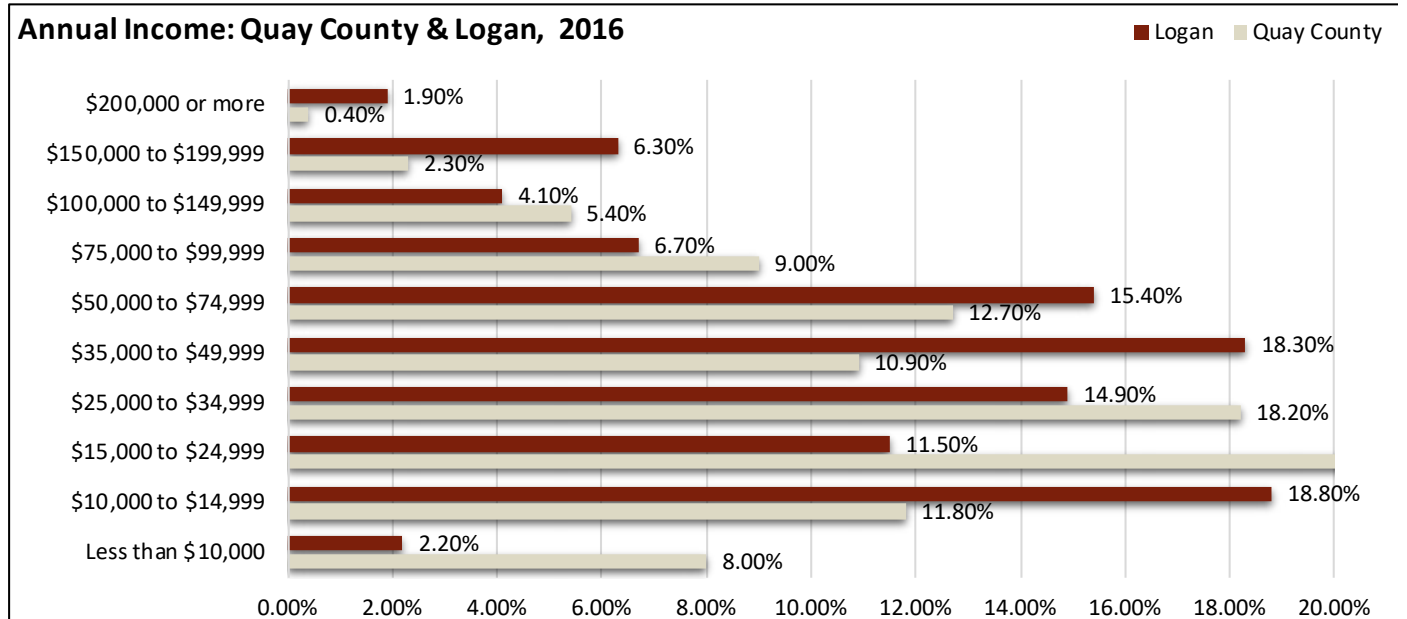
2.0 EXISTING & PROJECTED CONDITIONS

Personal income, an indicator produced by the U.S. Department of Commerce, is a major index of economic well-being and is broadly defined as the current income received by residents of an area from ALL sources. The components of personal income are net earnings (adjusted for residence), transfer payments, dividends, interest, and rent. Per capita income is average income per person and is calculated by dividing total personal income by the resident population.

In 2016, Quay County had a per capita personal income (PCPI) of \$36,063. This PCPI ranked 17th in the state and was 6.3% below the state average of \$38,474. The 2006 - 2016 PCPI in Quay County reflected an average increase of 3.0% per year as compared to the State of NM change of 2.5% over the same 10 year period.



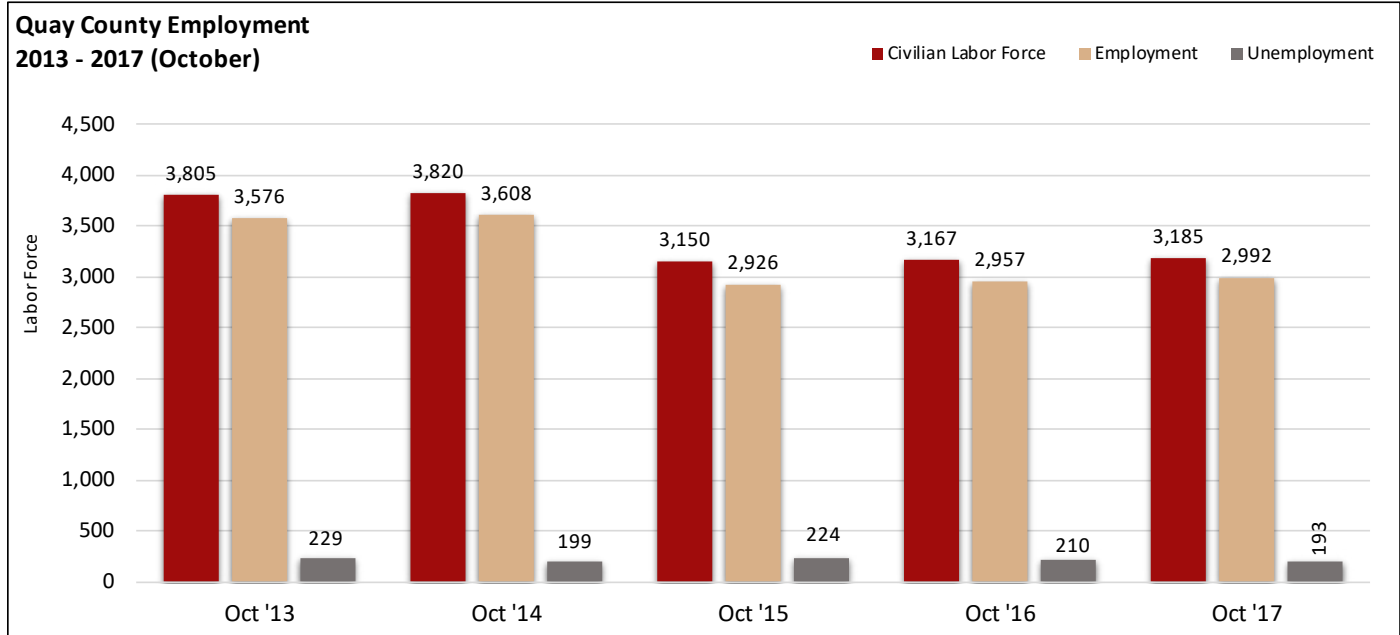
In 2016, the median income for the Village of Logan was \$36,100 which is 28.2% higher than the median income of \$28,159 for Quay County. According to the NM Department of Workforce Solutions most recent published data (2nd Qtr 2017), the average weekly wage for Quay County as of June 2017 was \$615 or \$31,980 annually, 25.3% below that of the State of NM as a whole which averaged \$823 weekly or \$42,796 annually.



Source: U.S. Census Bureau, 2010-2016 American Community Survey, Quay County, Village of Logan- DP-03 & NMDWFS 2nd Qtr 2017

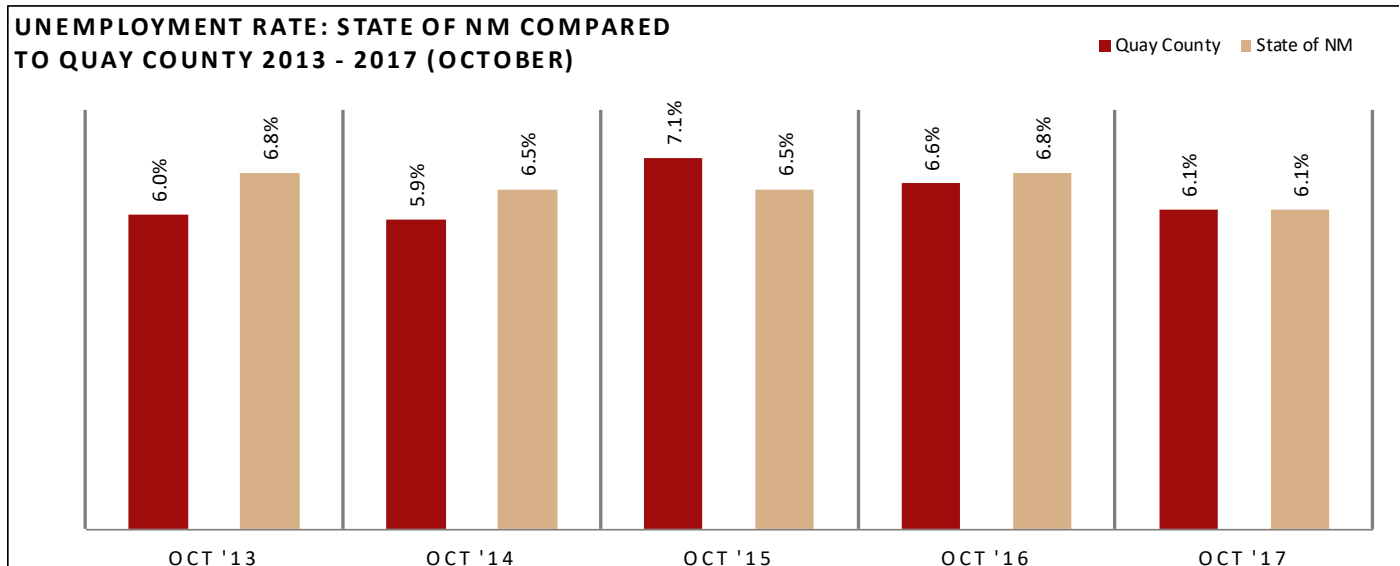
2.0 EXISTING & PROJECTED CONDITIONS

According to the NM Department of Workforce Solutions, employment losses in the Eastern NM along the I-40 corridor have been greater than those in many other areas of the state and have been very slow to rebound. Employment losses also appear to have varied somewhat for the region due to localized economic conditions and lack of investment. Quay County experienced job losses in 2013, again in 2015 and since has only recovered minimally, however this improvement may be in “numbers only” as population in the area has continued to decline over the past several years and there are fewer people to employ.



Source: New Mexico Department of Work Force Solutions - Table A Civilian Labor Force, Employment, Unemployment and Unemployment Rate (Oct 2013 -2017)

Quay County unemployment rates have typically been slightly below or even with those of the State of NM and have had a much slower than average rate recovery. The county continues to see some stagnation in job growth, unemployment and claims did begin to decline in the Fall of 2014 to 5.9% from a high of 6.0% in the Fall of 2013 but rose to higher than the State of NM average the following year in 2015 to 7.1%. As of October 2017, Quay County’s unemployment rate has declined some to 6.1%, which now is even with the State of NM’s average unemployment rate of 6.1%.

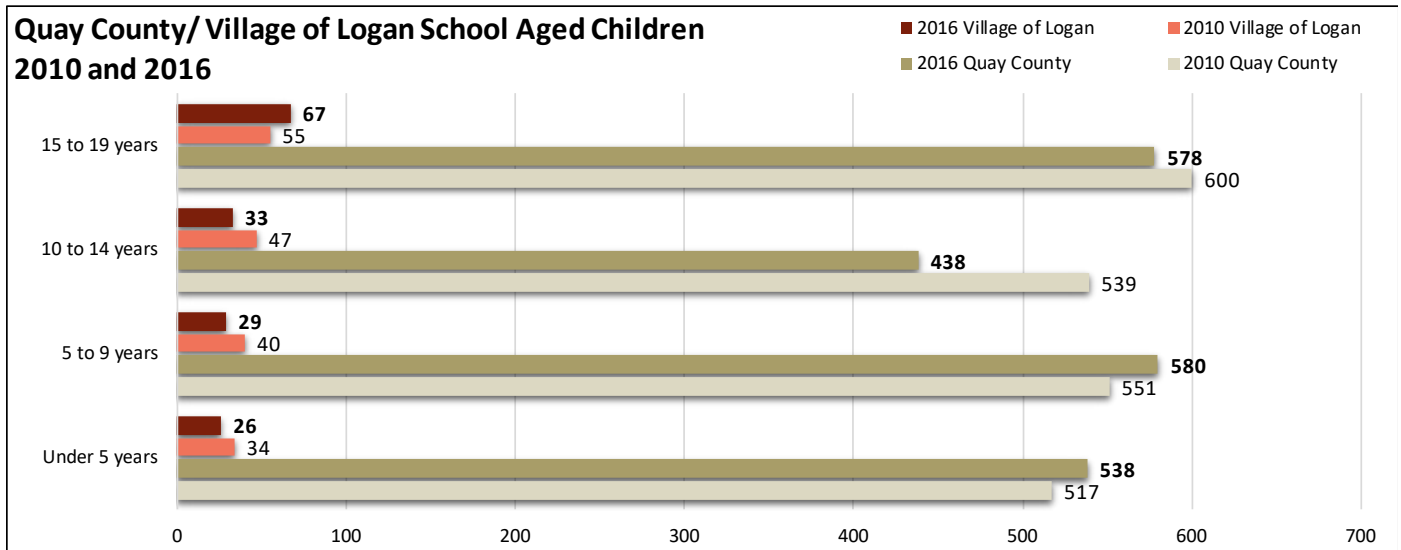


Source: New Mexico Department of Work Force Solutions - Table A Civilian Labor Force, Employment, Unemployment and Unemployment Rate (Oct 2013 -2017)

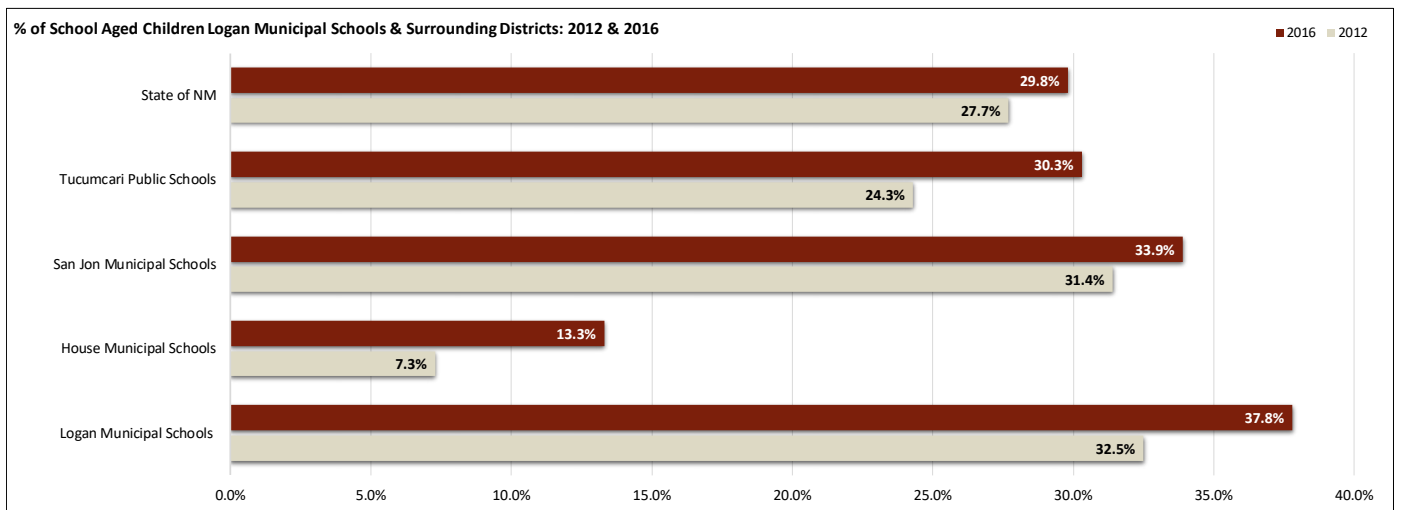
2.0 EXISTING & PROJECTED CONDITIONS

2.3.4 – School Aged Children

Since the 2010 US Census, the number of school aged children in Quay County has slightly increased 4.1% in the under 5 age group and 5.3% in the five to nine age group as compared to the Village of Logan that experienced a decrease in both of these age groups of approximately 25% and close to a 30% decrease in the ten to fourteen age group, in which the county also experienced a decrease. Birth rates have however, have decreased over the past five years which will may impact the district’s elementary enrollment pattern over the next 5 years as well as other district’s in Quay County. It should be noted that the many of the students that attend LMS do not reside within the Village of Logan limits but do reside within the district’s attendance boundary and are *not* calculated in the US Census information below.



Over the past five years, the child poverty rates for students that attend Logan Municipal Schools including the surrounding school districts in Quay County have increased between 5-6%, with the exception of San Jon which only increased 2.5%. This can be attributed in part to the lack of economic development in the area that have impacted the local economies, higher unemployment rates and lower wages that are paid in Quay County as compared to other parts of NM. Over the next five years, unless the local economies improve child poverty rates are expected to continue at similar rates. Another indicator of poverty rates is evident in the increase/ stability rate of students receiving free and reduced lunches.



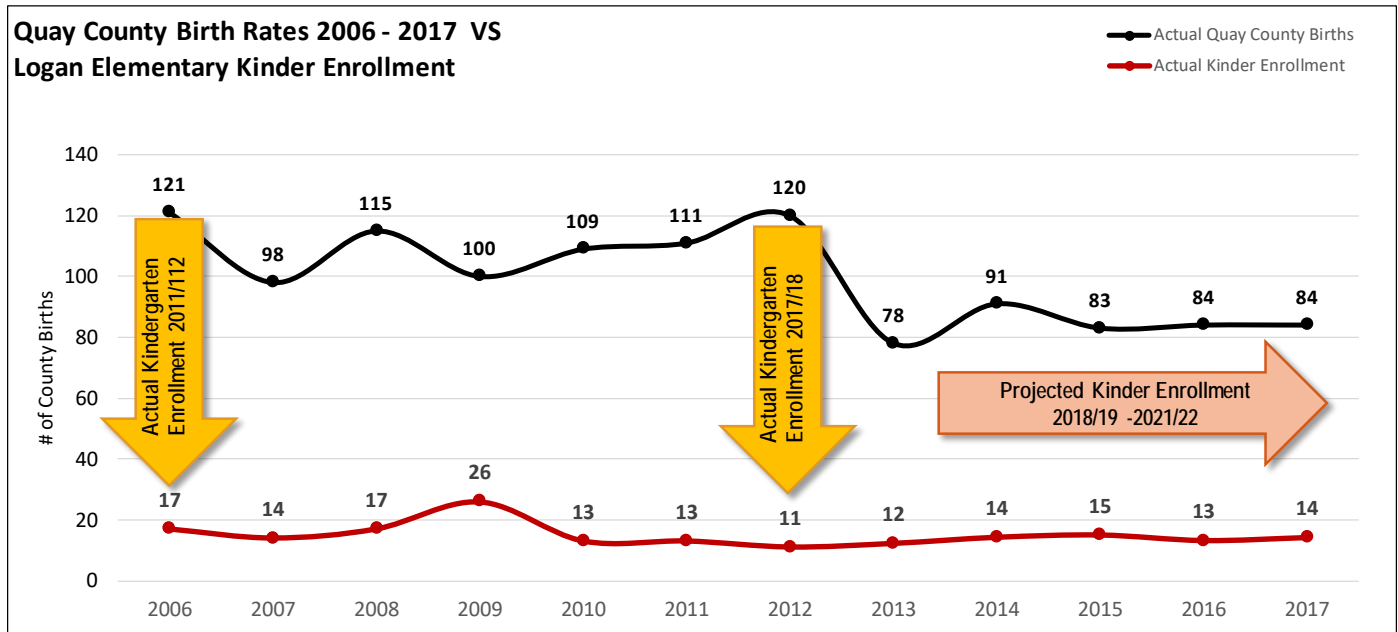
Source: US Census - 2010 and 2012-2016 American Community Survey, DP-3, New Mexico School Districts

2.0 EXISTING & PROJECTED CONDITIONS

Quay County Birth Rates

The Quay County trend in birth rates over the 10-year period is fairly inconsistent with highs and lows that can be tied to the health of the local economy as well as the increase in the average age of child bearing women of 36.2 years and are reflected in the enrollment trends for Logan Municipal Schools. Approximately 9.2-14.8% of Quay County’s birth rates impact the enrollment Logan Municipal Schools.

BBER projects Quay County to continue to slowly decline before beginning to rebound by 2040, however this decline does not take into account any future economic development in the area that could reverse this trend and does not take into account the US Census documented rapid population decrease of 5.4% since 2010. The low level in birth rates experienced between 2013 -2017 will impact LMS at the elementary level over the next five years and the higher birth rates experienced between 2006-2010 will help maintain the larger cohorts of students currently moving through the elementary grades on into middle and high school.



Source: New Mexico Department of Vital Statistics

2.0 EXISTING & PROJECTED CONDITIONS

2.4 Enrollment

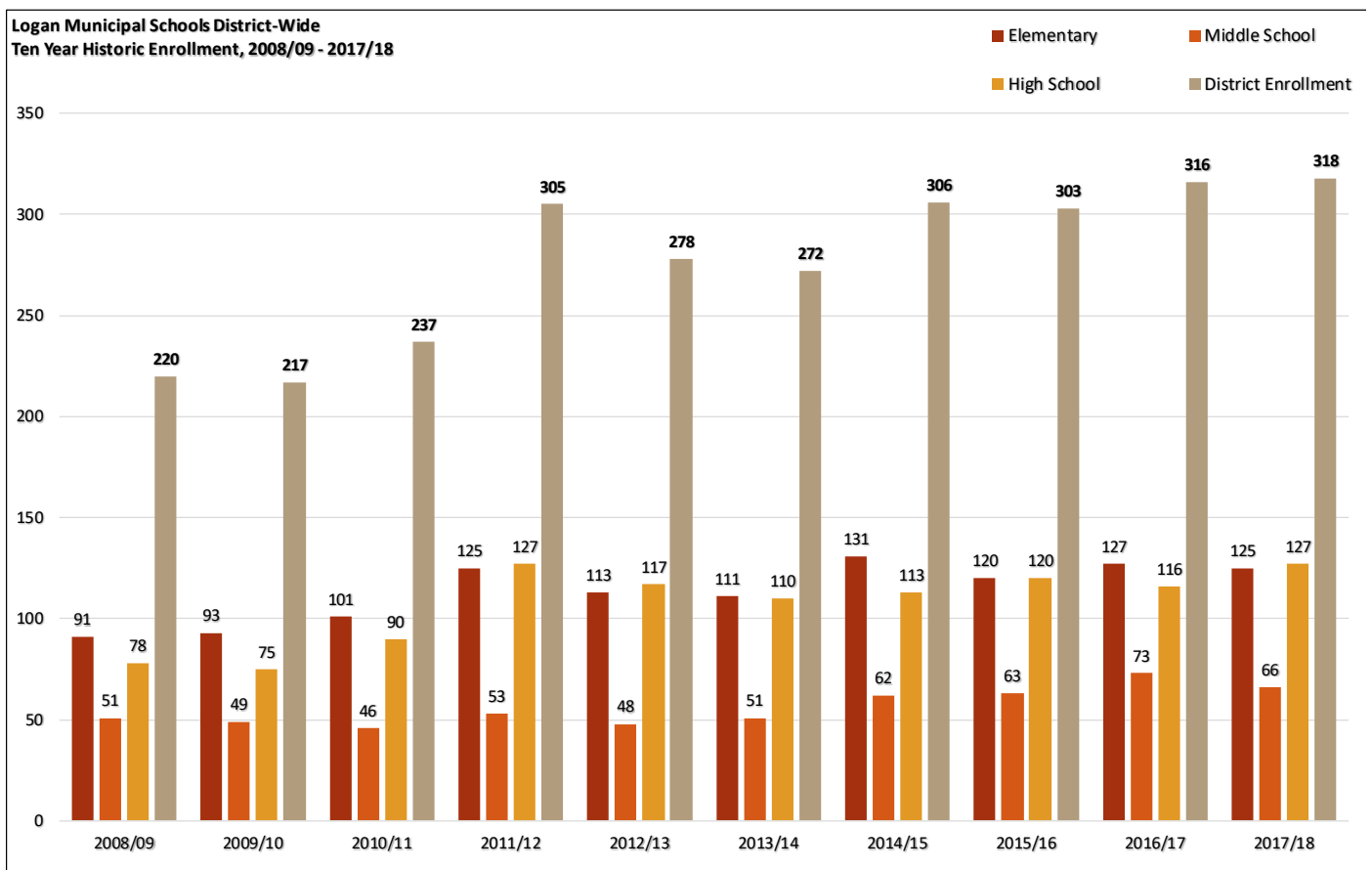
2.4.1 Past / Current Enrollment

According to past historic enrollment trends, overall district enrollment has increased from 148 students enrolled during the 2007/08 school year to its highest enrollment of 165 students (Official 40-day) as of the 2017/18 school year. That figure equates to a increase of 17 students over the course ten years or approximately 11.5%. The District has a relatively flat enrollment pattern with its enrollment tending to fluctuate on average between 130 and 17 students year by year.



Enrollment at the elementary level does reveal a fairly continuous increase in enrollment over the past five years with the exception of the 2015/16 school year the Pre-K through 3rd grade. Both the middle and high school enrollments on the other hand, have maintained their student enrollment annually over the past four years, but are expected to increase as the larger elementary cohorts begin to move through the upper grades.

The following chart shows district wide historic enrollment trends by elementary, middle and high school levels beginning from the 2008/09 school year to 2017/18.



Source: New Mexico Public Education Department 40th Day Enrollment.

2.0 EXISTING & PROJECTED CONDITIONS

The table below identifies the past ten years of enrollment for the Logan Municipal Schools District. The figures show the amount of students enrolled at each grade during each school year. Since the 2011, the total district enrollment has averaged between 270's -to low 300's for Pre-K through 12th grade. Grades are broken up according to school level based on the LMS current grade configurations.

**Logan Municipal Schools Historic Enrollment**

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
<b>Elementary</b>										
Pre- K 3/4 YO & DD	0	0	0	15	14	8	15	4	4	16
Kindergarten	18	12	17	17	14	17	26	13	13	11
Grade 1	15	19	13	18	16	17	15	21	16	16
Grade 2	17	17	20	15	19	16	19	17	25	11
Grade 3	12	18	17	22	14	20	18	21	23	23
Grade 4	12	14	21	17	22	14	22	18	25	23
Grade 5	17	13	13	21	14	19	21	26	21	25
<b>Total</b>	<b>91</b>	<b>93</b>	<b>101</b>	<b>125</b>	<b>113</b>	<b>111</b>	<b>136</b>	<b>120</b>	<b>127</b>	<b>125</b>

<b>Middle School</b>										
Grade 6	14	16	12	15	19	15	18	20	27	22
Grade 7	22	13	17	13	17	21	21	21	21	23
Grade 8	15	20	17	25	12	15	23	22	25	21
<b>Total</b>	<b>51</b>	<b>49</b>	<b>46</b>	<b>53</b>	<b>48</b>	<b>51</b>	<b>62</b>	<b>63</b>	<b>73</b>	<b>66</b>

<b>High School</b>										
Grade 9	24	17	20	25	32	23	20	26	28	27
Grade 10	22	23	16	25	27	32	27	19	24	33
Grade 11	14	19	28	22	27	27	38	37	19	23
Grade 12	18	16	26	55	31	28	28	38	45	44
<b>Total</b>	<b>78</b>	<b>75</b>	<b>90</b>	<b>127</b>	<b>117</b>	<b>110</b>	<b>113</b>	<b>120</b>	<b>116</b>	<b>127</b>

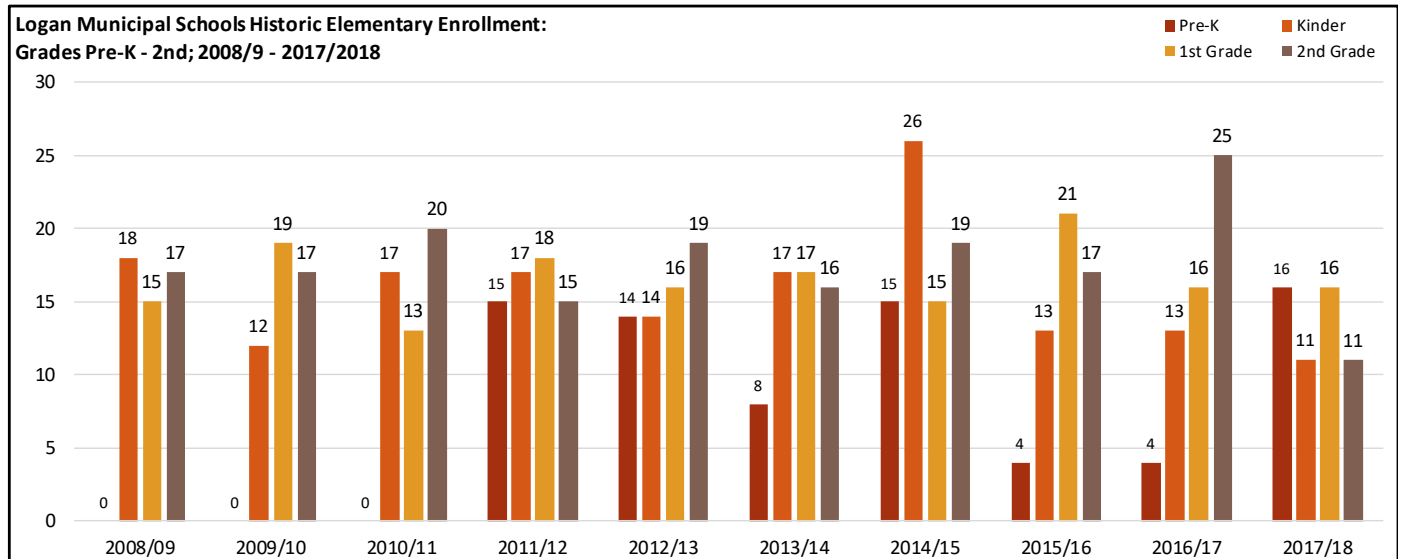
<b>District Enrollment</b>	<b>220</b>	<b>217</b>	<b>237</b>	<b>305</b>	<b>278</b>	<b>272</b>	<b>306</b>	<b>303</b>	<b>316</b>	<b>318</b>
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2.0 EXISTING & PROJECTED CONDITIONS

The following charts display the past ten years of enrollment at each grade level within the district. The graphs are grouped into either three or four grade levels to make it easier to track.

Grades PK 3/4 YO -2nd Grade

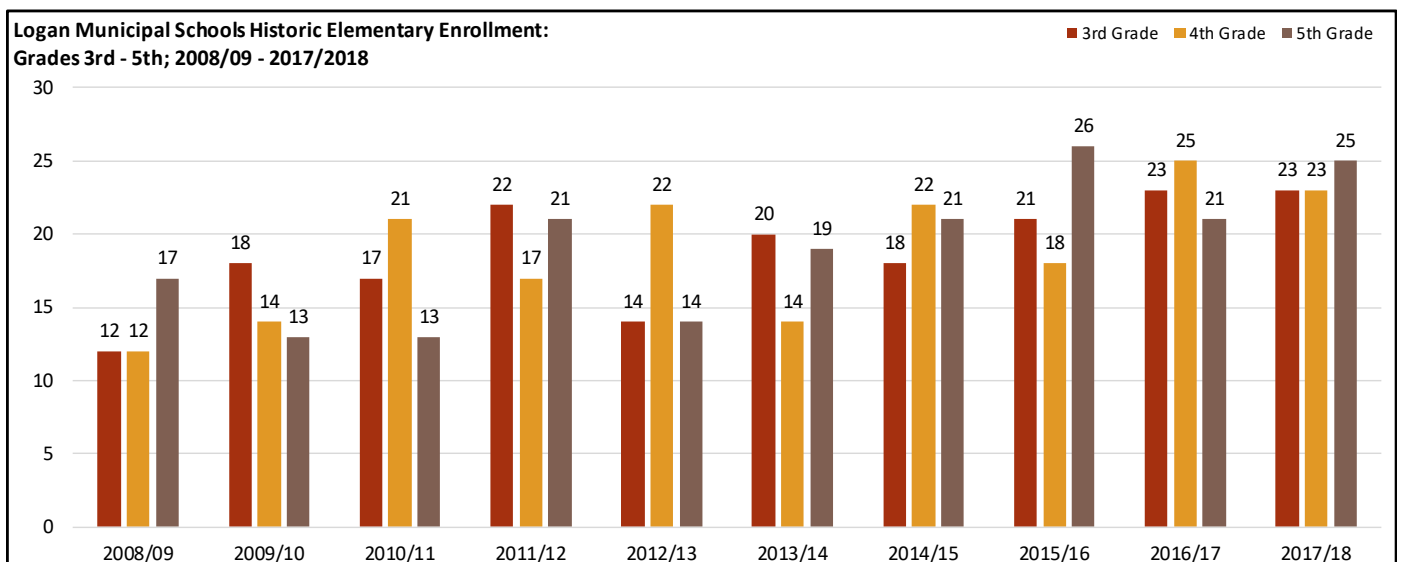
The Pre-Kindergarten program serves both 3 and 4 year old students, and depending on need children are oftentimes enrolled for two years in the program. The district has worked hard to acquire funding to support and expand this program for both peer and DD level students and as a result has seen enrollment increase in the 2017/18 school year (note: peer Pre-K students are often not counted in “official NMPED 40-day enrollment counts”). The chart below indicates a very slight decrease in Kindergarten students over the past three years as the district has typically average in the high teens; the 2014/15 enrollment year was an atypical year. Enrollment in first and second grades are fairly stable year over year with minor gains and losses.



Source: New Mexico Public Education Department 40th Day Enrollment.

Grades 3rd-5th

Enrollment in grades (3rd-5th) has been relatively stable over the past five years with more increases than decreases in each grade, however, with a school of this size even the gain or loss of a few students can have a significant impact on both programs and funding.

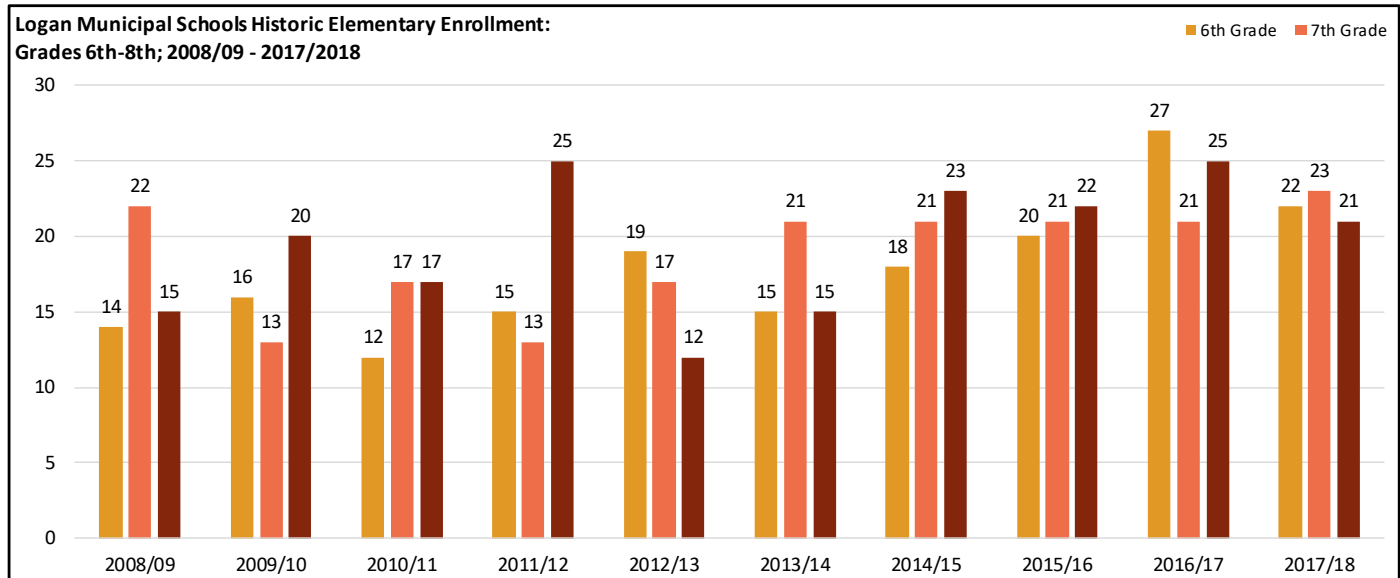


Source: New Mexico Public Education Department 40th Day Enrollment.

2.0 EXISTING & PROJECTED CONDITIONS

Grades 6th -8th

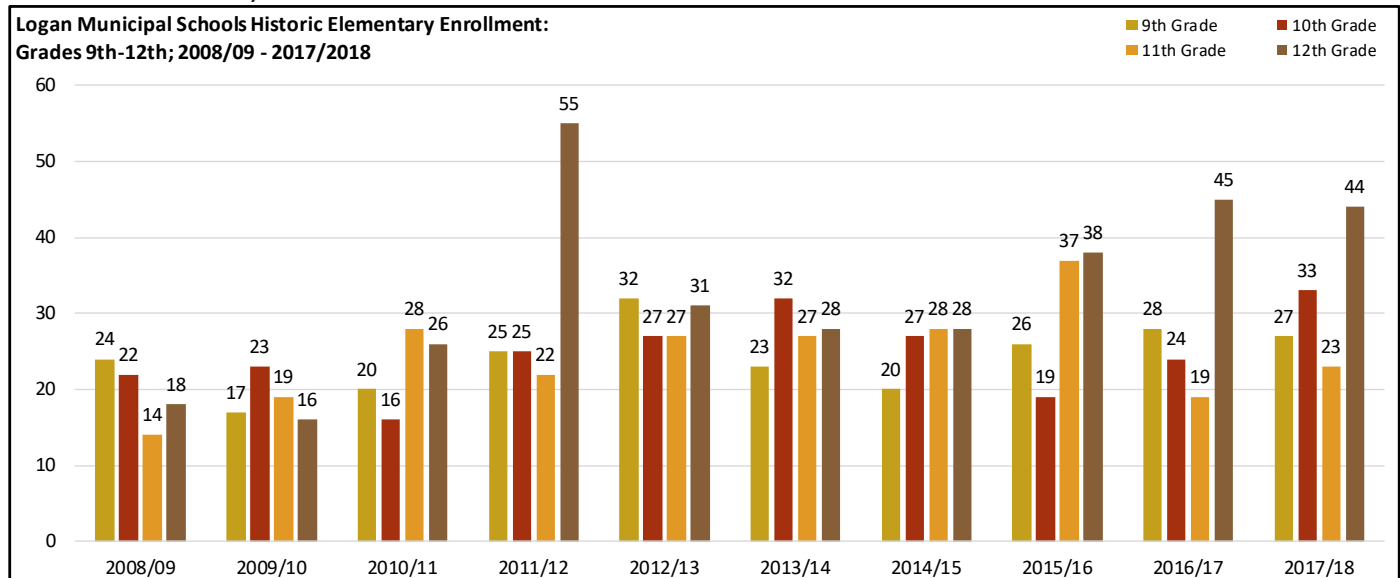
Logan Middle School serves grades 6th- 8th grade and over the past four years has begun to gradually increase in enrollment as larger cohorts have begun to upward from the elementary level. While the middle school historically has lost a few students as they transition grade levels, it has been able to maintain between 75-100% of each cohort as students advance and in the past four years has even gained a few students each year. Based on the enrollment trends at the elementary grade levels, enrollment in the middle school grades are expected to remain in the 60's to low 70's over the next 5-6 years.



Source: New Mexico Public Education Department 40th Day Enrollment.

Grades 9th -12th

Since 2015/16 enrollment at the high school level has increased from the low 100's and reached a high of 127 students in 2017/18 due in part to an increase in online enrollment. With enrollment in the middle school cohorts increasing and continued online enrollment of high schools students from both in and outside the district, the high school is expected to be able to maintain its current enrollment trend in the mid to upper 120's over the 5-6 years.



Source: New Mexico Public Education Department 40th Day Enrollment.



## 2.0 EXISTING & PROJECTED CONDITIONS

### 2.4.2 Projecting Enrollment: The Cohort-Survival Method

Various methods might be employed to forecast enrollment changes. If one thinks of future enrollment as a function of past trends, one could use historical trends as a place to start. Such trends can be extrapolated to predict future enrollment. Statistical analysis also can be employed to estimate future enrollment based on changes in certain critical variables. However, although these and other techniques have been used to predict demographic trends including future enrollment, the method most widely employed and accepted for predicting future school enrollment is the “cohort-survival” method. This method is considered the most reliable and is used to determine the school districts future enrollment. It captures the key determinants of enrollment, yet also allows for changes in historical trends, is relatively simple to apply and the data requirements are reasonable and usually easily fulfilled.

The major assumption underlying the cohort survival method is that the past to a large extent is a reasonable predictor of the future: that is, given the number of births, the net effects of all other factors (migration, policies, retention rates, new home construction, etc.) remain in relative balance.

The cohort-survival method requires the calculation of the ratio of the number of children in one grade in one year compared to the number of children who “survive” the year and enroll in the next grade the following year. Fluctuations in such data from year to year create a pattern over time from which an average rate may be calculated to project enrollment. For example, if over a period of years, an average of 95 percent of the enrollment in grade 2 goes on to grade 3, and if 100 children are now enrolled in grade 2, the method (without any modifications) will predict that there will be 95 children in grade 3 next year. Clearly an important aspect of this computation is deciding the appropriate time period over which to compute the average grade-to-grade ratio. In areas with rapidly changing demographic trends, shorter time frames are usually better, whereas in communities with more stagnant trends, longer time periods are preferred.

Forecasts for successive years must take as their starting points an estimate of the number of children entering kindergarten. These estimates are made by methods similar to those described above. An average birth to kindergarten survival rate is obtained by comparing known kindergarten enrollments to the number of births five years earlier. One computes this “birth to kindergarten” ratio over some relevant period of time and then applies this ratio to the number of births five years previously to derive a kindergarten enrollment projection for the current year. For example, if the average birth to kindergarten ratio was found to be 120 percent, a reasonable estimate for kindergarten enrollment would be the number of births (say 50) times 120 percent (60).

The cohort survival method is a function of two key variables, (1) the number of births, and (2) the calculated survival rates. As noted above, projections of elementary enrollment are limited to five years at most with actual birth data. Beyond five years, the number of births must be estimated, which leads to greater potential for error. Various techniques do exist for projecting birth rates and can be applied to generate elementary grade enrollment projections further into the future, but these must be viewed with a reduced level of confidence.

Once the model has been run for the district's zone, each school is adjusted to reflect changes in growth / decline which are not picked up in the projection model's histories. A few examples where corrections are required include areas where:

- New construction is anticipated to exceed the pace of historical construction. An area is reaching build-out and all new construction will cease or slow down.
- Number of out of district / boundary student

## 2.0 EXISTING & PROJECTED CONDITIONS

- An unprecedented slow-down or increase in the economic market, or an attendance zone change has artificially increased / decreased the area.
- Attrition at the middle and high school levels due to drop-outs, charter school attendance, home schooling and private schools.

### Reliability of the Cohort-Survival Method

The reliability of the cohort-survival method is related to both the number of years one is projecting as well as the relative volatility of the historical data. Projections covering five years or less, especially at the elementary level, tend to be more reliable than projections going out more than five years. In addition, in some communities the numbers of births, population, household size, and net migration rates have held relatively steady which increases the reliability of the results. In other communities, one or more such variables exhibit extreme variation leading to less reliable results and adjustments need to be made to accurately reflect the changes that are occurring within the community based upon the local demographic information.

### 2.4.3 Projected Enrollment

District enrollment projections are developed based on a cohort survival method which is the standard for projecting school enrollments. In this method:

- The number of students in a cohort (a group of students in a certain age group who move together through one grade level to the next) is tracked through past grades. Survival rates (ratios of the number of students who remain from one year to the next) are calculated from historical enrollments.
- Prevailing birth rates (for kindergarten) and average survival rates (for other grades) are used to calculate future enrollments.

As warranted, ratios were adjusted slightly to reflect factors such as continued economic development in the energy sector and the in-transfer of students from outside the district were identified during the analysis. Since the cohort survival method addresses students who are currently in the system, it tends to be fairly accurate from five to seven years.

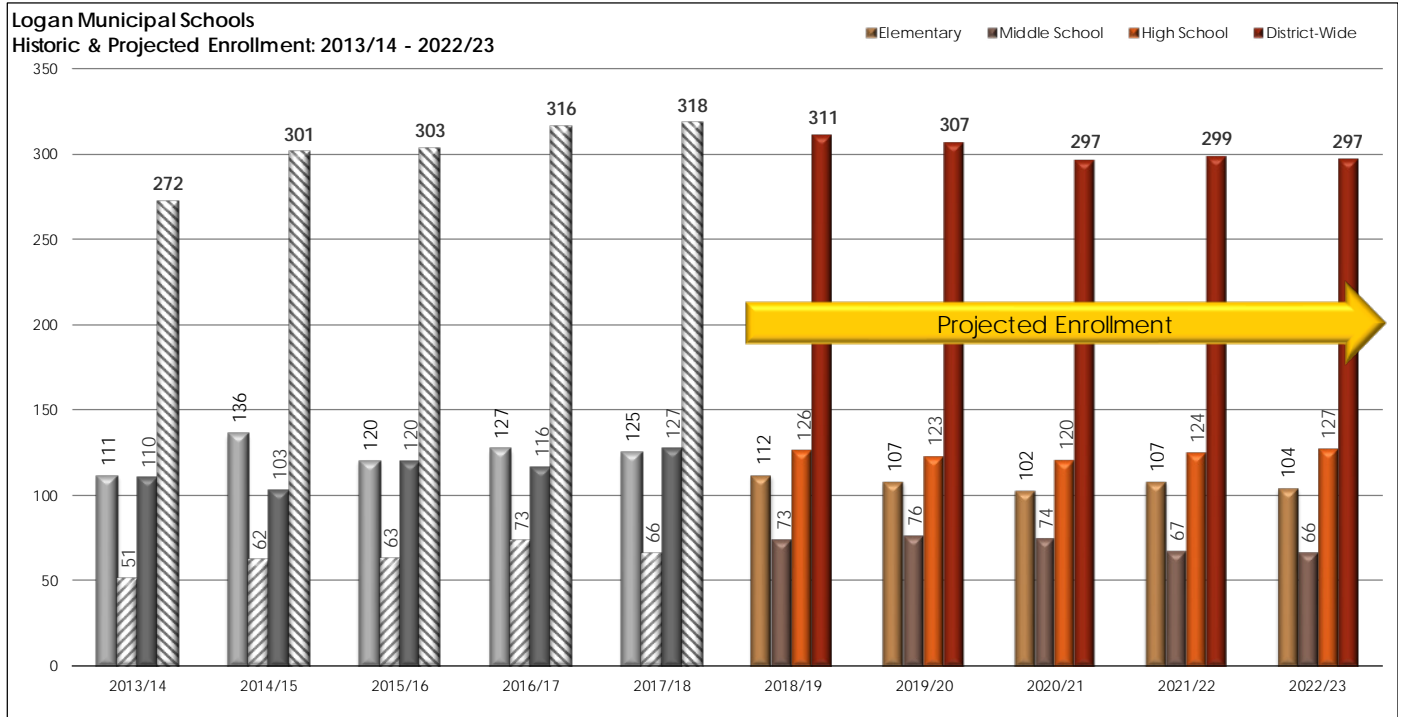
Three enrollment projection scenarios were developed, based on trends during the past seven years:

- **Low Range** - is based on the average 6-year historic enrollment trends if economic development continues to lag, assumes that the longer range trends will prevail combined with other environmental factors such as the bore-hole were to proceed or long-term drought significantly reduced water levels at Ute Lake were to impact the Logan area which caused residents to out-migrate the district would see a faster decline in enrollment which would result in average five year decline rate of -4.6%.
- **Mid Range (Average)** - is based on the average enrollment trends of the past six years, 2012/13 to 2017/18, with some adjustment to reflect the unique local demographic conditions that are consistent with current trends and programs in place by the district. This range is considered to be the most likely scenario since it assumes continuing a very modest and flat growth over the planning horizon and accounts for the decrease in birthrates in 2013-17. The expected average five year growth rate is projected to be -1.4%.
- **High Range** - based on the average 6-year historic enrollment trends, this range assumes that the significant progress can be made with economic development and housing in the area, and that the district can implement programs to retain and attract new students into all grade levels. Its average growth rate for the high range over five years is anticipated to be 2.3%.

2.0 EXISTING & PROJECTED CONDITIONS

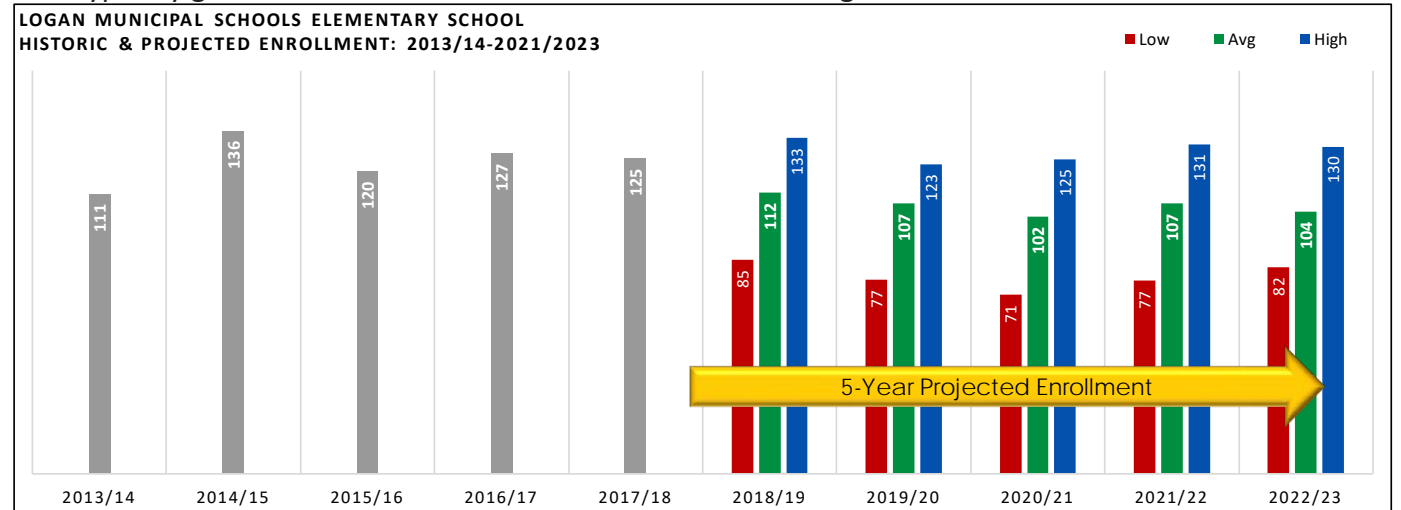
Mid-Range District Enrollment Projections

The school district is projected to continue to decline at a very modest rate (-1.4%) annually, due to lower birth rates over the past 5 years. The district's elementary school will be impacted the most over the next five years as the larger cohorts in the upper elementary grades will move on to middle school and the high school historically gains students which will help the district to maintain its historical enrollment trend over the next 5 years. The chart below provides the overall projected district enrollment to 2022/ 23.



Elementary Enrollment Projections - Pre-K/DD through 5th Grade

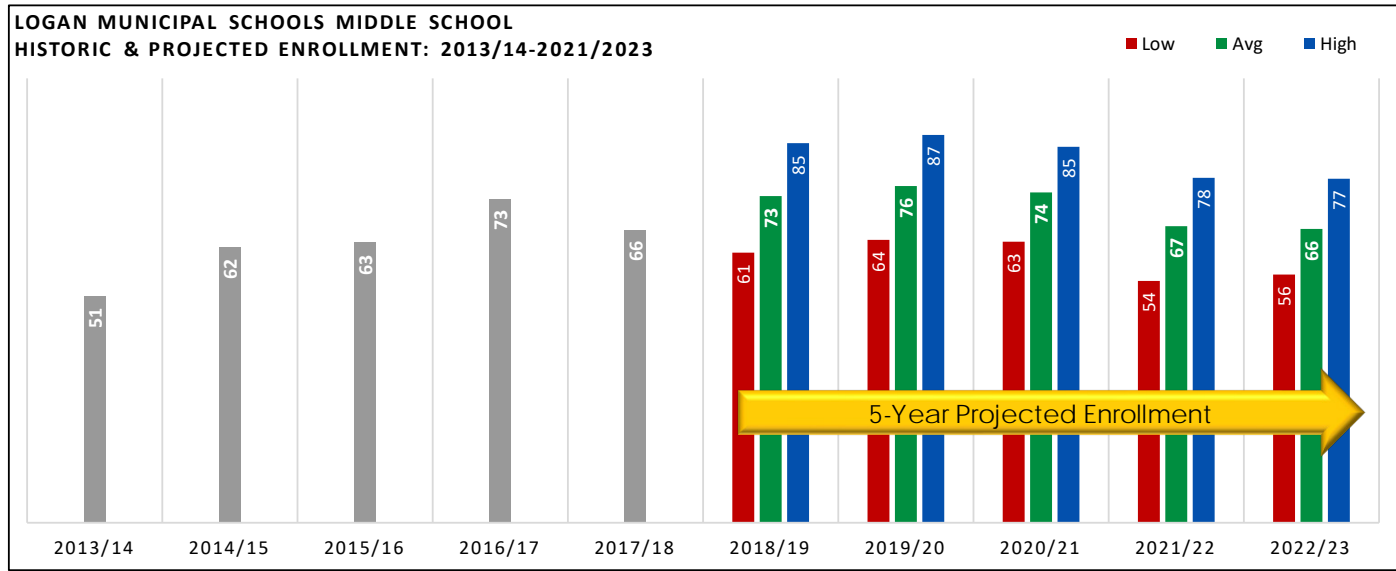
The district's elementary school is projected to decline at a modest rate (-3.5%) on average annually, due to the past 5 years of low birth rates in Quay County. The school will be just below its historical enrollment trend in the low 100's which also includes the Pre-K enrollment over the next five years there will still be a couple larger cohorts moving through the elementary grades until moving up into middle school and the district does typically gains more in-transfer students than it loses through out-transfers.



2.0 EXISTING & PROJECTED CONDITIONS

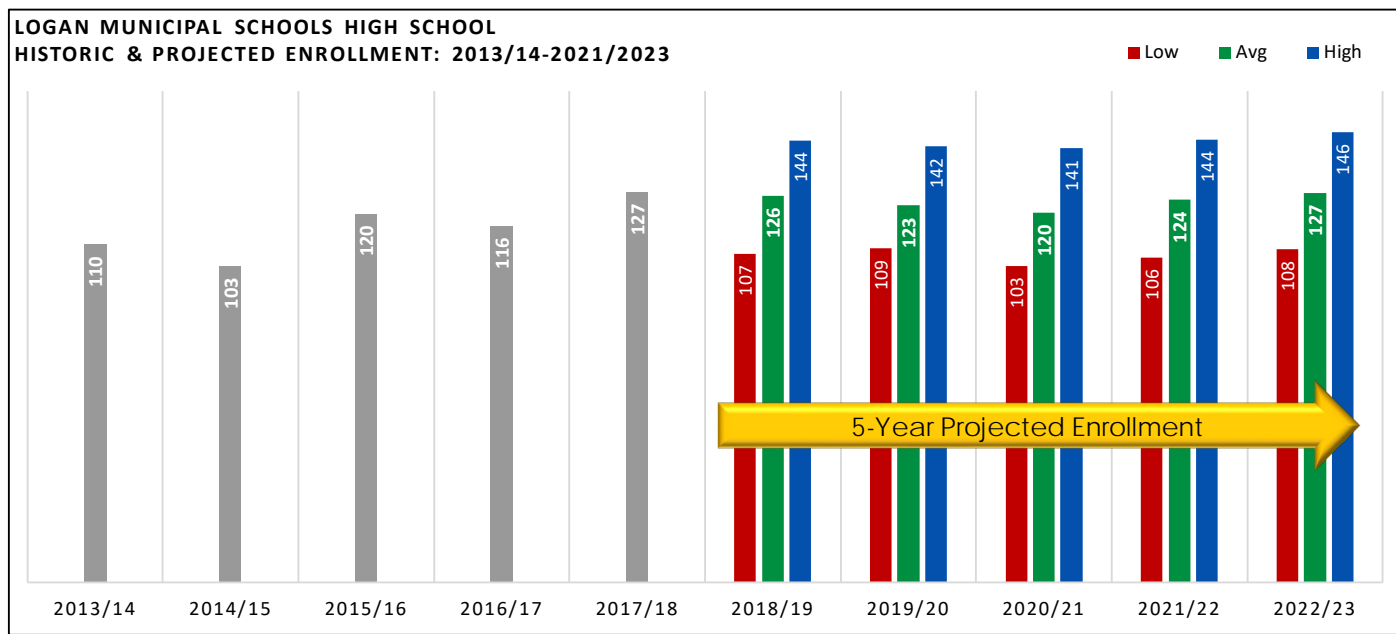
**Middle School Enrollment Projections - 6th - 8th Grade**

The district's middle school is projected to continue to grow at a total rate of 0.3% on average annually over the next five years as several of the larger elementary cohorts begin to move into the middle school grades as can be seen in the average enrollment trend in the chart below.



**High School Enrollment Projections- 9th - 12th Grade**

The average growth rate at the high school level is expected to be very flat (0.1%) on average annually, while there are currently several larger cohorts at both the middle school and upper elementary level, they are currently of the size that the high school has currently been experiencing over the past several years through the district's high school over the next five years keeping enrollment at or near the same levels it is currently at with the same programs in place.



2.0 EXISTING & PROJECTED CONDITIONS

2.4.3.1 Projected Enrollment

Logan Municipal Schools  
Historic and Projected Enrollment 2011/12 - 2022/23

School Year	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
<b>Elementary - Historic Enrollment</b>							
Pre Kindergarten	15	14	8	15	4	4	16
Kindergarten	17	14	17	26	13	13	11
Grade 1	18	16	17	15	21	16	16
Grade 2	15	19	16	19	17	25	11
Grade 3	22	14	20	18	21	23	23
Grade 4	17	22	14	22	18	25	23
Grade 5	21	14	19	21	26	21	25
<b>Total</b>	<b>125</b>	<b>113</b>	<b>111</b>	<b>136</b>	<b>120</b>	<b>127</b>	<b>125</b>

<b>Middle School - Historic Enrollment</b>							
Grade 6	15	19	15	18	20	27	22
Grade 7	13	17	21	21	21	21	23
Grade 8	25	12	15	23	22	25	21
<b>Total</b>	<b>53</b>	<b>48</b>	<b>51</b>	<b>62</b>	<b>63</b>	<b>73</b>	<b>66</b>

<b>High School - Historic Enrollment</b>							
Grade 9	25	32	23	20	26	28	27
Grade 10	25	27	32	27	19	24	33
Grade 11	22	27	27	28	37	19	23
Grade 12	55	31	28	28	38	45	44
<b>Total</b>	<b>127</b>	<b>117</b>	<b>110</b>	<b>103</b>	<b>120</b>	<b>116</b>	<b>127</b>

<b>District Enrollment</b>	<b>305</b>	<b>278</b>	<b>272</b>	<b>301</b>	<b>303</b>	<b>316</b>	<b>318</b>
Percent Change		-8.9%	-2.2%	10.7%	0.7%	4.3%	0.6%

	2018/19	2019/20	2020/21	2021/22	2022/23
<b>Logan Elementary Projected Enrollment</b>					
7	11	14	9	12	15
9	12	15	11	14	17
8	13	17	8	13	16
14	17	20	8	14	17
8	12	16	15	19	21
18	22	25	8	13	15
20	24	28	17	21	23
<b>85</b>	<b>112</b>	<b>133</b>	<b>77</b>	<b>107</b>	<b>123</b>
<b>71</b>	<b>102</b>	<b>125</b>	<b>77</b>	<b>107</b>	<b>131</b>
<b>82</b>	<b>104</b>	<b>130</b>			

<b>Logan Middle School Projected Enrollment</b>														
23	27	31	22	26	30	19	23	27	13	17	21	19	23	27
19	23	27	22	26	30	23	26	30	21	24	27	14	18	23
18	24	28	20	24	28	21	25	28	21	26	29	22	25	28
<b>61</b>	<b>73</b>	<b>85</b>	<b>64</b>	<b>76</b>	<b>87</b>	<b>63</b>	<b>74</b>	<b>85</b>	<b>54</b>	<b>67</b>	<b>78</b>	<b>56</b>	<b>66</b>	<b>77</b>

<b>Logan High School Projected Enrollment</b>														
20	24	28	23	27	32	24	28	33	24	29	33	24	29	34
23	28	31	20	23	27	23	28	34	25	30	34	25	30	35
31	37	42	27	32	36	23	25	32	25	30	36	28	32	36
33	38	43	38	42	47	33	39	43	31	35	41	32	35	41
<b>107</b>	<b>126</b>	<b>144</b>	<b>109</b>	<b>124</b>	<b>142</b>	<b>103</b>	<b>120</b>	<b>141</b>	<b>106</b>	<b>124</b>	<b>144</b>	<b>108</b>	<b>127</b>	<b>146</b>

<b>253</b>	<b>311</b>	<b>362</b>	<b>249</b>	<b>307</b>	<b>352</b>	<b>238</b>	<b>297</b>	<b>351</b>	<b>237</b>	<b>299</b>	<b>353</b>	<b>246</b>	<b>297</b>	<b>354</b>
<b>-20.5%</b>	<b>-2.2%</b>	<b>14.0%</b>	<b>-1.4%</b>	<b>-1.3%</b>	<b>-2.9%</b>	<b>-4.7%</b>	<b>-3.3%</b>	<b>-0.4%</b>	<b>-0.2%</b>	<b>0.7%</b>	<b>0.5%</b>	<b>3.9%</b>	<b>-0.6%</b>	<b>0.3%</b>

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2.0 EXISTING & PROJECTED CONDITIONS

2.5 Capacity & Utilization

2.5.1 – Capacity & Utilization

The capacity of a school reflects how many students the school’s physical facility can serve effectively. There are various methodologies that exist to calculate capacity. It is not uncommon to review an existing building only to find that the capacity which once had been assigned to a building is greater than what can be reasonably accommodated today. That is primarily due to a change in how programs are delivered today.

During the past fifty years, educational programs in public schools and the manner in which they are delivered have changed significantly.

Repeated arguments are heard that “This school was able to accommodate 600 students thirty years ago and now you are saying it can only accommodate 400 students today. How can this be the case?” Persons making these statements often do not realize that when the building was originally constructed, the average class size was 30 students, the music program was being held on the stage, the teacher provided art on a cart, there were no computer labs, the Kindergarten program went from half day to full day and severely handicapped special education students were in separate facilities and not attending mainstream public schools. Add to this the fact that many states have legislation for class sizes of 20 or under for the early elementary grades, schools are expanding Pre-K services, and there are many more at-risk student programs.

A critical component of analysis is how a space is actually used and managed. An analysis of how space is managed in Logan Municipal Schools was accomplished through analysis of the master schedule, floor plans, facility walk-through’s, and confirmation of any questions regarding use by building principals.

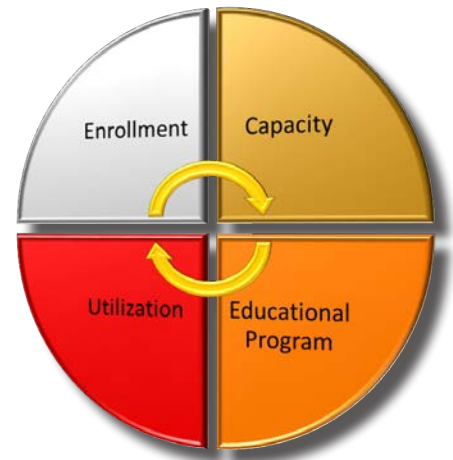
Capacity can generally be defined in two basic ways:

- *Design Capacity/ Maximum Capacity:* is the desired maximum capacity at the time of building design, and assumes the maximum number of students per classroom a school can hold utilizing every available space including specialized spaces such as art, music, SPED, shop classrooms, etc., for general education use regardless of educational program and only takes into account a limited number of specialty spaces such as a “Gym” – it usually results in a fixed number.
- *Functional Capacity:* is the amount of students a school can accommodate by taking into account the educational program, PTR, and specialized program spaces or “how each school is actually used”. For example, in a high growth area, a school may actually have a functional capacity above the design capacity, or if a school has a stagnant or declining population or a large population of students with special needs that it must accommodate, a school may have a functional capacity significantly below the design capacity.

**Calculating Capacity for Logan Municipal Schools**

NMPED Pupil to Teacher Ratio (PTR<sup>1</sup>): In calculating school capacities the NMPED Pupil to Teacher ratio is also used to help determine the max number of students (Pupils) that can be accommodated in each classroom based on grade level is calculated using the following:

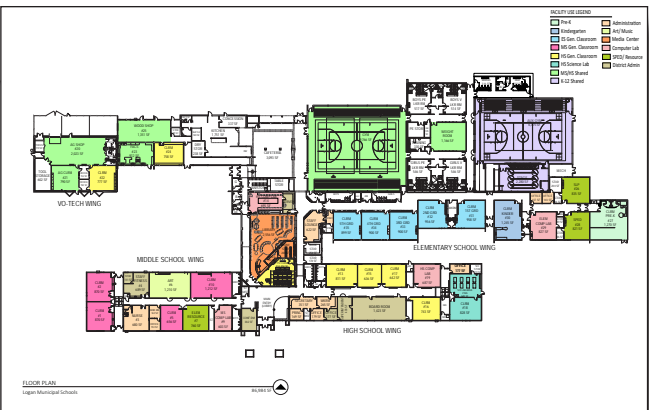
<sup>1</sup> It is recognized that many rural schools do not load classes to the NMPED PTR max due their smaller enrollments and class sizes, the NMPED PTR max is used to calculate capacity to determine “how many students each school can actually accommodate”.



2.0 EXISTING & PROJECTED CONDITIONS

- Pre-K: 8-12 students with two aides
- Kindergarten: 15 students without an aide; 20 students with an aide
- 1st -3rd: 22 students
- 4th – 6th: 24 students
- 7th - 8th: maximum English class size: 27 students, or 160 students per teacher per day
- 9th – 12th: maximum English class size: 30 students, or 160 students per teacher per day

Before any analysis can be undertaken, quantities each type of instructional space in each school facility including portables, is calculated (*this information can be found on Table 2.5.1 on page 43*). Each grade level is evaluated throughout the school for General-use classrooms, ½ Size classrooms, Special education classrooms and Special-use classrooms. General-use classrooms are classrooms which have no special built-in features and can accommodate various educational classes such as English, Math and Social Studies. ½ Size classrooms are classrooms which are at least 450 square feet but less than 650, may be used for a variety of educational classes, but are usually intended for special needs instruction. Special-use classrooms have specific attributes that are necessary to accommodate a specific course of study such as science, art or vocational and career education programs. *It should be noted that in small rural school districts with a MEM of less 500 students that utilization of specialty spaces is often lower due to smaller middle and high school enrollment and some of the teachers have certification to teach more than one subject for example: Biology and Ag Mechanics.*



The number of required classrooms to adequately accommodate the existing student population was also evaluated in conjunction with how the existing classrooms are currently being used by each school, including special education, special programs, and federal programs. The chart 2.5.1 on page 43 identifies these number of classroom spaces which are then against the NM Adequacy Standards and Guidelines and enrollment to determine the capacity of each school. As part of the Facility Master Plan for Logan Municipal Schools, a combined capacity and utilization study was conducted for each school and can be found on pages 47 and 48.

*NMPSFA Guidelines for Capacity & Utilization*

As part of the capacity and utilization the following criteria was established by NMPSFA and was used to identify and categorize the instructional spaces available. A study for all educational facilities (including the Pre-K program) identifies all of the available instructional spaces at each school facility and whether or not the current spaces meet the existing and projected classroom needs. Existing floor plans and space usage charts for each school identifies how the facility is being utilized. From that information, utilization and capacity of each facility was analyzed as it relates to the State of NM Adequacy Standards (NMAC 6.27.30).



2.0 EXISTING & PROJECTED CONDITIONS

Elementary Level (Grades K thru 5th or 6th)		
Classroom Use	Notes	Space
Kindergarten Classroom	Graded, 650 sf min (13 students) - 1,000 sf (20 students max) or 50 nsf per student.	U&C
Regular (Standard) Classroom	Graded, 650 sf min, 32 nsf per student (Grades 1st-3rd 22 students max = 704 sf and grades 4th-5th 24 students max = 768 sf) 6th grade 24 students max x 28 nsf = 672 nsf)	U&C
Special Ed. Classroom (C & D)	If Std. Or 1/2 CR size - and if for C or D level pull-out	U&C
1/2 Classroom	450-650 sf - 12 students maximum	U&C
Special Ed Resource Room (A & B, Gifted)	If Std. or 1/2 CR size	U&C
Federal/Categorical	Includes ESL, SLP, OT/PT etc. - count if minimum 1/4 classroom size (175-375 sf)	U&C
Program Management Space	If Std. or 1/2 CR size - Parent Room, Hosts, etc.	U
Music Room	If Std. CR size - Includes Art, Science Lab - Program Space	NC
Computer Lab	Including Title I labs - Program Space; Not counted if in Media Center	NC
Lounge, etc. in Classroom Space*	Classified as Non-instruction / non-program Space see (*) to determine inclusion or exclusion	NC
Media Center	Not counted	NC
Gymnasium	Not counted	NC
Multipurpose Room	Not counted	NC

Middle / High School (6th or 7th thru 12th Grade)		
Classroom Use	Notes	Space
Standard Classroom	Graded, 650 sf min, 27-30 students maximum	U&C
Special Ed. Classroom	If Std. Or 1/2 CR size	U&C
1/2 Classroom	450-650 sf - 12 students maximum. Do not count seminar rooms	U&C
Labs	Science, Business Ed, Foreign Language	U&C
Music	Chorus, Band, Orchestra. Do not count rehearsal or ensemble rooms.	U&C
Computer Lab	Count all, including "open" lab. Not counted if part of Media Center	U&C
Shop/Home Ec. Lab	If separate labs with separate access count each	U&C
Shop/Home Ec. Classroom	Only if separate space <u>and</u> separate access	U&C
Gymnasium	Count full-size gym as 2. Count usable mezzanines	U&C
Wrestling Gym	Or Dance, Gymnastics	U&C
Weight Room	Count only if a scheduled class	U&C
Auditorium	Only if fixed seating	U&C
Lecture Hall	Always count	U&C
Program Management Space	If Std. or 1/2 CR size - Tutoring, School to Work, ISS, Detention, etc.	NC
Greenhouse	Not counted	NC
Media Center	Not counted	NC
Multipurpose Room	Not counted - Commons, Lunch Room, Cafeteria, etc.	NC
Lounge, etc. in Classroom Space*	Classified as Non-instruction/non-program Space see (*) to determine inclusion or exclusion	NC

**Key:**

U&C: Counted as part of utilization/capacity analysis.

NC: Not Counted for Utilization/Capacity.

U: Counted for utilization analysis, but not for capacity Analysis. **U&C:** Counted as part of utilization/capacity analysis if a class is scheduled.

\* Administrative and Non Instruction/Programs - Classrooms greater than or equal to 675 SF used by the school for administrative or non-teaching purposes will be counted as having capacity. They include but are not limited to: office, workroom, parent's room, lounge, storage, custodian, maintenance, tutoring, counseling, vending and production. If a school can demonstrate that the administrative or non-teaching function is required at the school, and that no other space is available that can adequately house the function, then the classroom is excluded from capacity.

2.0 EXISTING & PROJECTED CONDITIONS

SECTION 2: EXISTING & PROJECTED CONDITIONS

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2.0 EXISTING & PROJECTED CONDITIONS

Table 2.5.1 Classroom Data

Facility Name	Classroom Data																																		
	General Classrooms																Specialized Classrooms Designed for a Specific Use										Special Program Space (General classroom or specially designed space)		Classrooms used for purposes other than instruction						
	Regular Education				Special Ed		SHARED <sup>1</sup> CLASSROOM (ES)										Science Lab (MS/HS)		Sci Labs Sign up Only	Computer / Technology/ STEM-STEAM Lab		Music/ Choir/ Drama/ Dance	Fine Art*	FACS / Child Devel	Career Tech	Gymnasium, Phys Ed Facilities	ITV Distance Learning	Auditorium / Lecture	A & B Resource Rooms	Fed. / Cat. / Title I	PT / OT / SLP	Other Use Use Avail	Other Use Not Avail	Standard Spaces used for instruction <sup>2</sup>	
	Pre School 3 & 4 Y/O Inc DD	Kindergarten	Regular Education 1st - 12th		SPED C/ Resource	SPED D	Computer Lab in General Classroom	Music in General Classroom	Art in General Classroom	Science Lab in General Classroom	Phy Ed in Classroom	Gym/Multi-Purpose	Science Lab (MS/HS)	Sci Labs Sign up Only	Computer / Technology/ STEM-STEAM Lab	Music/ Choir/ Drama/ Dance	Fine Art*	FACS / Child Devel	Career Tech	Gymnasium, Phys Ed Facilities	ITV Distance Learning	Auditorium / Lecture	A & B Resource Rooms	Fed. / Cat. / Title I	PT / OT / SLP	Other Use Use Avail	Other Use Not Avail	Standard Spaces used for instruction <sup>2</sup>							
Perm	Port	Perm	Port	Perm	Port	Perm	Port	Perm	Port	Perm	Port	Perm	Port	Perm	Port	Perm	Port	Perm	Port	Perm	Port	Perm	Port	Perm	Port	Perm	Port	Perm	Port	Perm	Port	Perm	Port	Perm	Port
<b>Elementary Level</b>																																			
Logan Elementary	1.0	0.0	1.0	0.0	5.0	0.0	2.0	0.0	0.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	1.0	0.0	1.0	0.0	5.0	0.0	2.0	0.0	0.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>High School Level</b>																																			
Logan Middle/High School					10.0	0.0	0.0	0.0	0.0	0.0			1.0	0.0	FALSE	3.0	0.0	0.0	0.0	1.0	0.0	1.0	0.0	2.0	0.0	2.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
					10.0	0.0	0.0	0.0	0.0	0.0			1.0	0.0		3.0	0.0	0.0	0.0	1.0	0.0	1.0	0.0	2.0	0.0	2.0	0.0	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

<sup>1</sup>Shared is for subjects that the entire student body rotates through during the week. Usually stay together as a class.

<sup>2</sup>Not included CR count. Not used in any calculation.

\*Music and Art programs are shared in one room for grades K-12

Facility Name	Total Existing Classrooms											General & Specialized Classroom Need						Special Program Space Need			Total Need	Utilization						
	Total Existing Teaching Spaces (Classrooms/Program Spaces) On Site											Calculated Classroom Need Based on Enrollment						Calculated Special Program Space Need Based on Enrollment			Total Demand	Current 2017/18 Utilization Based Assigned Used						
	Total Perm	Total Port	Total Perm & Port	Percent Port	Head Start Program	3 & 4 Year Old	Kindergarten	Total General & Specialized Perm/Port	Total SPED C/D Perm/Port	Total Shared (ES only) Perm/Port	Total Special Program Perm/Port	Other Use excluded from Cap	Total Reg, C&D Classrooms	Head Start Program	Pre-K Classroom	Kindergarten	General & Specialized Classrooms	SPED C/D Classrooms	Total Reg and C&D Classrooms needed	Classrooms (Surplus)/ deficit	Total Fed/Cat, A&B, Gifted, etc. Classrooms	Calculated Fed/Cat, A&B, etc. Clrms & Resource Rms	Fed/Cat, A&B, etc. Classrooms (Surplus)/ deficit	Total Regular Ed + SPED + Federal/ Categorical	Current CR Reg Ed, SPED, & Spec Prgms Perm/Port	Needed CR Reg Ed, SPED & Spec. Prgm Perm/Port	Current 2017/18 Utilization Based Assigned Used	
<b>Elementary Level</b>																												
Logan Elementary	10.0	0.0	10.0	0%			1.0	1.0	5.0	2.0	1.0	1.0	0.0	10.0	1.0	1.0	1.0	7.0	0.9	9.0	(1.0)	1.0	1.0	1.0	0 Demand	11.0	10.0	91%
	10.0	0.0	10.0	0.0%			1.0	1.0	5.0	2.0	1.0	1.0	0.0	10.0	1.0	1.0	1.0	7.0	0.9	9.0	(1.0)	1.0	1.0	1.0		11.0	10.0	91%
<b>High School Level</b>																												
Logan Middle/High School	22.0	0.0	22.0	0%			21.0	0.0			0.0	2.0	19.0	19.0	0.0	19.0	(2.0)	0.0	0.0	0.0	-2 Surplus	21.0	19.0	90%				
	22.0	0.0	22.0	0%			21.0	0.0			0.0	2.0	19.0	19.0	0.0	19.0	(2.0)	0.0	0.0	0.0		21.0	19.0	90%				
Logan Municipal Schools																												

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## 2.0 EXISTING & PROJECTED CONDITIONS

### 2.5.2 – Special Factors that Influence Facility Use

As a small rural school district with one overall attendance boundary, Logan Municipal Schools has lower than average classroom loading per grade level due to its enrollment than most other districts. While the actual student/teacher ratio can often vary year to year based on the district's enrollment, the LMS target student/teacher ratios tend to be lower than the NMPED maximums and are as follows:

- 20:1 or less Kindergarten (varies by year)
- 20:1 Grades 1-5 (varies by year)
- 22:1 Grades 6-12 (class size varies depending upon subject)



This level of class loading (when possible) ensures that all of the district's classrooms are utilized, however, due to low enrollment there is capacity in each classroom for additional students if enrollment were to increase and *no additional* classrooms would be required as the overall Combined Campus' Functional Capacity is 397. It should be noted that the school campus has three classrooms that are below the minimum square footage of 650 square feet per the NMAS, and are now being used as resource classrooms and as a computer lab.

### 2.5.3 – Capacity / Existing & Projected Utilization by School Facility

As a small rural school district, the Logan Municipal Schools combined campus allows for cross-utilization of many spaces to minimize duplication of spaces such as the media center, science labs, cafeteria, gyms, etc. The combined school campus was analyzed according to the information provided by the district in regards to each school's programs and usage. The combined school's capacity and utilization of instructional spaces was then separated into "elementary and middle/high school" areas, and then calculated to identify existing and projected (surplus / deficit) of instructional spaces according to NMPSFA guidelines.

#### ***Elementary School Utilization / Classroom Needs***

The Logan Elementary portion of the facility has a functional capacity of 134 students Pre-K through 5th grade and a current utilization rate of 86% see page 47. Enrollment for the 2017/18 school year is 125 students with up to 9 seats available in the various grade levels. There is only one special use classroom (computer lab) that is used by all elementary grade levels and is in high demand daily. It should be noted that elementary students also utilize the Auxiliary Gym for PE that is also used by the middle/ high school students and one classroom for resource pull out in the middle school classroom wing, which helps maintain overall facility utilization.

Analysis indicates that over the next five years, the elementary school could slightly decline to 82% as elementary enrollment declines to 104 students due to a decline in birth rates in Quay County. Overall, the classroom need is projected to remain stable through 2022/23 and may have one surplus classroom depending on enrollment per grade level or if the district has to combine two classes for enrollment reasons.

Based on this information, Logan Elementary has the ability to accommodate both the current and future student population through increased class loading; additionally, *no new classrooms* will be required should the student enrollment increase to the high level enrollment projections by 2022/23 or if the elementary experiences rapid growth outside the norm up to 134 students.

## 2.0 EXISTING &amp; PROJECTED CONDITIONS

*Middle & High School Utilization / Classroom Needs*

The NMPSFA guidelines require that special use classrooms are be incorporated into the capacity and utilization calculations for middle and high school campuses. Incorporating special use classrooms into these calculations presents results which have to be re-examined by the district if programmatic changes occur. The educational curriculum and special education program greatly influences both the capacity and utilization of the instructional spaces. Due to low enrollment in both the district's middle and high school share many of the same classrooms



spaces and teachers are certified to teach all secondary grade levels. The Logan Middle/ High School is projected to have an adequate classroom supply over the next five years, and while all classrooms are utilized they are not fully loaded to capacity. This is a result of a rotating schedule in conjunction with smaller enrollment in grade levels 6th -12th, which results in smaller class sizes and requires separation of programs to meet the educational needs of the students and Public Education Department graduation requirements. Depending on the schedule type, typical utilization rates for middle and high schools should be in the range of 75-85%.

Logan Middle/ High School has a functional capacity of 327 students 6th through 12th grade and has a utilization rate of 69% based on current programmatic use which below the desired rate of 75-85% that the district would like to achieve, however, the district does share classrooms (gyms, media, and computer labs) with the elementary which helps average out the overall campus utilization rate between the two schools to 77.5% combined. Enrollment for the 2017/18 school year is 193 students and the Middle/ High portion of the school could accommodate up to an additional 134 students throughout the six grade levels.

Due to the overall Middle/ High enrollment and by grade level has resulted in all available classrooms being utilized with the exception of one classroom, however, even with multi-grade level classes, classroom loading is often lower than what is desired. This has resulted in some specialty instructional spaces (Physical Education, Computer Lab, and Ag Shop) that are not currently being used full-time but are used daily by all grade levels. As slightly larger elementary cohorts begin to move through the middle and high school grades over the next five years, class loading will remain almost the same as they currently area and the utilization rate for this facility is expected to remain the same at 69%. Overall, the classroom need is projected to remain stable through 2022/23 with one surplus classroom.

Based on this information, Logan Middle/ High School has the ability to accommodate both the current and future student population; additionally, *no additional classrooms* will be required should the student enrollment increase to the high level enrollment projections by 2022/23 or if the district experiences rapid growth outside the norm up to 327 students.



2.0 EXISTING & PROJECTED CONDITIONS

Logan Middle & High School Utilization

DISTRICT: Logan Municipal Schools  
 SCHOOL NAME: Logan Middle/High School

Date: October 16, 2017

Grade Level	2017/18 Enrollment	# SPED Enrollment	Current # of Teachers	# of General Teaching Spaces
6th	22		2	2
7th	23	1	2	1
8th	21		2	1
9th	27		3	2
10th	33	3	2	2
11th	23		2	2
12th	44		2	2
<b>Total</b>	<b>193</b>	<b>4</b>	<b>15</b>	<b>12</b>

**LEGEND**

- Utilized Classroom
- Unutilized Classroom
- Teacher Prep
- Shared Classroom
- Gen Classroom Used for Ancillary/ Other

Number of Lunch Periods 12:12-12:42 pm

Rm #	Cirm NSF	1		2		TEACHER(S) ASSIGNED	PERIOD 1			PERIOD 2			PERIOD 3			PERIOD 4			PERIOD 5			PERIOD 6			PERIOD 7			Tot. St.	PED Max. PTR / Day	Tot. % Rm Occ. / Day	Occ # of Pd's / Day	% Pd. / Day
		Max # of St. / Sq Ft	PED MAX PTR / CIm	Time: 8:00 - 9:00			Time: 9:04-10:04			Time: 10:08-11:08			Time: 11:12-12:12			Time: 12:42-13:42			Time: 13:46-14:46			Time: 14:50-16:00										
		Subject	# of St.	% Rm Occ.	Subject		# of St.	% Rm Occ.	Subject	# of St.	% Rm Occ.	Subject	# of St.	% Rm Occ.	Subject	# of St.	% Rm Occ.	Subject	# of St.	% Rm Occ.	Subject	# of St.	% Rm Occ.	Subject	# of St.	% Rm Occ.						
1	870	31	24	Audra Gudjell	None		0%	English	19	79%	History	14	58%	Math	14	58%	None		0%	Prep	0	0%	Art	18	75%	65	150	39%	5	71%		
2	870	31	24	Traci Judd	None		0%	Math	10	42%	Math	10	42%	None		0%	None		0%	Science	14	58%	Prep	0	0%	34	150	20%	4	57%		
5	656	23	24	Dallas Valentine	None		0%	Math	12	51%	Math	9	38%	Math	12	51%	Math	10	43%	Math	11	47%	Prep	0	0%	0	150	33%	6	86%		
6	1,210	43	27	Bunni Morris	None		0%	None		0%	None		0%	None		0%	None		0%	None		0%	None		0%	0	150	0%	0	0%		
9	603	22	24	MS Computer Lab	Varies (schedule by teacher)			Varies (schedule by teacher)			Varies (schedule by teacher)			Varies (schedule by teacher)			Varies (schedule by teacher)			Varies (schedule by teacher)			Varies (schedule by teacher)			Varies (schedule by teacher)			Varies (schedule by teacher)			
10	1,212	43	24	Crystal Terrell (combined)	English	21	88%	Prep	0	0%	English	9	38%	English	22	92%	English	12	50%	English	23	96%	Reading	7	29%	0	150	56%	7	100%		
12	852	30	27	ITV Room	None		0%	College Psych	3	11%	None		0%	College English	7	26%	None		0%	College Comm	13	48%	None		0%	23	150	12%	3	43%		
13	811	29	27	Glyna Strand	None		0%	English	9	33%	English	12	44%	Prep	0	0%	English	11	41%	English	10	37%	None		0%	42	150	22%	5	71%		
14	695	25	24	HS Computer Lab	Computers	21	88%	Varies (schedule by teacher)			Varies (schedule by teacher)			Varies (schedule by teacher)			Accounting			24	100%	Varies (schedule by teacher)			Varies (schedule by teacher)			Varies (schedule by teacher)				
15	636	23	27	Scott Dean	None		0%	History	21	92%	History	15	66%	History	11	48%	Prep	0	0%	History	21	92%	None		0%	68	150	43%	5	71%		
16	743	27	27	Colleen Kulback	College Success	15	57%	Counselor	8	30%	Counselor	9	34%	English	15	57%	Journalism	9	34%	Prep	0	0%	Art	16	60%	72	150	39%	7	100%		
17	642	23	27	Suzanne Byrd	Prep	0	0%	Math	14	61%	Math	16	70%	Math	9	39%	Math	8	35%	Math	8	35%	None		0%	55	150	34%	6	86%		
18/18A	1,676	60	27	Robert Young	None		0%	Science	21	78%	Science	12	44%	Science	23	85%	Science	9	33%	Prep	0	0%	None		0%	65	150	34%	5	71%		
19	687	25	24	New HS Computer Lab	Varies (schedule by teacher)			Varies (schedule by teacher)			Varies (schedule by teacher)			Varies (schedule by teacher)			Varies (schedule by teacher)			Varies (schedule by teacher)			Varies (schedule by teacher)			Varies (schedule by teacher)			Varies (schedule by teacher)			
20	2,023	72	24	Clay Lightfoot (Ag Shop)	None		0%	None		0%	None		0%	Ag Shop	16	67%	None		0%	None		0%	Ag Shop	17	71%	33	150	20%	2	29%		
21	790	28	24	Clay Lightfoot	Agriculture	15	63%	Agriculture	11	46%	Prep	0	0%	None		0%	21Agriculture	10	42%	Agriculture	24	100%	None		0%	60	150	36%	5	71%		
22	777	28	27	Billy Burns	Health	24	89%	History	21	78%	History	23	85%	Prep	0	0%	History	21	78%	Technology	2	7%	None		0%	91	150	48%	6	86%		
23	912	33	24	Mary Fortner	None		0%	None		0%	None		0%	Prep	0	0%	FACS	13	54%	FACS	9	38%	FACS	15	63%	37	150	22%	4	57%		
24	758	27	27	Kene Terry	None		0%	None		0%	Science	21	78%	None		0%	None		0%	Careers	18	67%	Prep	0	0%	60	150	32%	4	57%		
25	1,351	48	24	Kene Terry (Wood Shop)	Building Trades	10	42%	Building Trades	14	58%	None		0%	None		0%	None		0%	None		0%	None		0%	24	150	14%	2	29%		
Aux Gym	6,775	242	52	Kyle Griffiths, et al	Athletics	25	48%	Elementary PE	27	52%	Elementary PE	34	65%	PE	21	40%	Elementary PE	48	92%	Prep	0	0%	Athletics	34	65%	189	150	52%	7	100%		
Gym	9,766	349	52	Robert Young, et al	Athletics	18	35%	None		0%	None		0%	None		0%	None		0%	None		0%	Athletics	39	75%	57	150	16%	2	29%		
<b>Total</b>		<b>35,315</b>	<b>1,872</b>			<b>149</b>	<b>23%</b>		<b>190</b>	<b>32%</b>		<b>184</b>	<b>30%</b>		<b>171</b>	<b>29%</b>		<b>175</b>	<b>27%</b>		<b>153</b>	<b>28%</b>		<b>146</b>	<b>20%</b>	<b>1,020</b>		<b>36%</b>	<b>69%</b>			

1) Max # of St./Sq. Ft. = The maximum number of students allowed per the Statewide Adequacy Standards square feet.  
 2) PED Max PTR/CIm = PED's maximum pupil / teacher ratio per class period.  
 3) % Rm Occ. = The number of students column divided by either the PED Max./PTR/CIm column or the Max # of St./Sq Ft column, whichever column is the smaller maximum allowed by A.S. or PED.  
 4) Tot. St. = The total number of students in the specific instructional space throughout the day.  
 5) PED Max. PTR/Day = The maximum pupil teacher ratio allowed by PED for specific teacher per day allowed.  
 6) Tot. % Rm Occ. / Day = Total average percentage room is occupied throughout the day. (count all periods in average)  
 7) Occ. # of Pd's / Day = Occupied number of periods occupied per day. (Prep period may be counted as utilized if teacher does not have a separate office from classroom)  
 8) % Pd. / Day = The average percent of occupied periods (occupied number of periods divided by the number of periods available per day).

SECTION 2: EXISTING & PROJECTED CONDITIONS



2.0 EXISTING & PROJECTED CONDITIONS

Table 2.5.3 Capacity/ Utilization

Logan Municipal Schools														Capacity							
Facility Name	Classrooms										Maximum Capacity <sup>1</sup>	Functional Capacity <sup>2</sup>			Small District Capacity <sup>3</sup>			Capacity for Additional Students			
	Reg. Ed Classrooms	SPED C/D Level Classrooms	Pre-K 3 & 4 Year Old	Pre-K 4 yr. old prgm	Kindergarten	Shared ES Only	Special Program	Other Uses and/or Science Labs* excluded from Cap	Total CR	No. Pds Taught		Total Enrollment Capacity	Based on Existing Classrooms			Based on PED MEM Percentage			Current Enrollment	Capacity for additional Students	Future Enrollment 2022/23*
											Reg Ed Capacity		Sp Ed C/D Level Enrollment Capacity	Total Enrollment Capacity	MEM less than 5,000						
															Reg Ed Capacity	Sp Ed C/D Level Enrollment Capacity	Total Enrollment Capacity	Percentage			
<b>Elementary Level</b>																					
Logan Elementary	5.0	2.0			1.0	1.0	1.0	0.0	10.0		220	110	24	134	110	24	134	125	9	104	30
	5.0	2			1.0	1.0	1.0	0.0	10.0		220	110	24	134	110	24	134	125	9	104	30
<b>High School Level</b>																					
Logan Middle/High School	19.0	0.0					0.0	2.0	21.0	7	504	378	0.0	378	327	0.0	327	193	134	193	134
	19.0	0					0	2.0	21.0		504	378	0	378	327	0	327	193	134	193	134
<b>TOTAL LOGAN MUNICIPAL SCHOOLS</b>																					
							1	2.0	31.0		724	488	24	512	437	24	461	318	143	297	134

1. Max Capacity: Maximum state PTRs are applied to all classrooms in the facility with no adjustments

2. Working Capacity: State PTRs are applied by grade level and program to all classrooms designed for regular ed & C/D instruction (certain spaces excluded at each school level) with scheduling efficiency factors and potentially other factors applied.

- Varies PTRs
- Limits the classrooms
- Adds efficiency factors
- Potentially small district and full inclusion factor (working capacity + efficiency & other factors)
- Excludes 3/4DD, Preschool, Kindergarten and C/D level students. These can be fully loaded.

3. Small District: Applies to school with a MEM of less than 5,000. Is applied only to MS/HS. *Excluded elementaries because they can fully load due to the simplicity of not having periods and multiple subjects.*

4. Full Inclusion: Applies to schools whose C & D level students stay in the classroom and are taught by teachers certified in Special Education and General Education.

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2.0 EXISTING & PROJECTED CONDITIONS

2.5.4 Strategies Considered to Meet Required Needs at each School

Enrollment at Logan Municipal Schools has ranged in the 272-318 range over the past five years. As a small PK-12 district that is located on one campus, flexibility and opportunities for sharing of specific programmatic spaces as opportunities arise and needs change are critical to the success of the district’s mission.



**Elementary School**

As with many small rural school districts, Logan Municipal Schools has begun to see an increase in the number elementary students requiring expanded SPED services, some of which require outside contracted services to be performed on site. In order to meet these additional programmatic needs, the district has been able to accommodate these within the existing facility without additional cost.

*Elementary School Outlook - 2022/23*

- Enrollment is expected to decrease slightly over the next five years -3.5% due to lower birth rates
- Utilization of the elementary portion of the facility will be very similar to its current rate as the enrollment loss is expected to be up to 21 students total or 2-3 students per grade level.

*Elementary School Recommendations*

- The overall campus is currently utilized to 86% and while enrollment is projected to slightly decrease over the next five years, the existing facility can accommodate both the current and future enrollment within the existing facility. The elementary classroom wing was constructed in 2003 and has large classrooms that meet NMAS and are flexible to adapt to any changing programmatic needs that may occur over the next five years.

**Middle & High School**

Maintaining sufficient enrollment levels at the Middle and High School has been a challenge, and any drastic changes in enrollment can have a direct impact on the types of programs that can be offered to students:

*Less students = less program options*

*More students = more programs*

For various reasons, some LMS students transfer-out to other district’s once they begin middle or high school, at the same time the district *receives* several in-transfer students from other district’s. This in/out migration of students typically results in a small net increase of students in the middle and high school grades. While the LMS provides high quality Secondary Ed Programs and has been able to retain most of its students in grades 6th-12th, the in/out migration of students has direct impact on the programs the district can offer in the long term.

*Middle/ High School Outlook - 2022/ 23*

The combined enrollment is expected to remain stagnate over the next five years as the average sizes elementary cohorts progress through the middle and high school grades. The recent decline in birth rates in Quay County will not have an impact on grades 6th-12th grade until the 2023/24school year.

## 2.0 EXISTING & PROJECTED CONDITIONS

- The current utilization will remain about the same at approximately 69% based on a similar enrollment and shared usage with the elementary.

Logan Middle/ High School has the capacity to accommodate the projected increased enrollment without the need for additional classrooms.

### *Middle/ High School Recommendations*

- Continue facility renovation and remodeling to improve overall facility condition.

### 2.5.5 Under Utilized Spaces & Spaces to be Demolished

In evaluating enrollment versus available square footage at the LMS combined campus, it can be assumed that there is more square footage available per student than what is needed based on the current NMPSFA Maximum Gross Square Footage Calculator.

*Current LMS Combined School (PK-12th Grade) Enrollment: 318 Students*

*Existing Gross Square Footage for Educational Use: 85,684 SF*

*Max Gross Square Footage Allowed per NMPSFA Calculator: 60,753 SF (Combined School)*

*Total Gross Square Footage **Over**/ Under: 24,931 SF*

However, this is based on "numbers calculation" only and does not take into account the actual evolution of the facility over the past 85 years when large portions of the facility were replaced or added and no standards were in place. As part of the capacity/utilization process the facility was evaluated for opportunities to reduce square footage to try to "right size" the facility. Upon further examination it was determined that the majority of the excess square footage is tied up in large specialty spaces and based on the existing facility's design and construction cannot easily be removed. These spaces include the Elementary Classroom Wing, Locker/Weight Room Addition, Auxiliary Gym, and Pre-K classroom addition (which were funded by NMPSFA from 2003 - 2006, and 2009), all of which have a total combined gross square footage of 30,849. However, based on the way the facility is constructed and has been added to over the years, it would be difficult to demolish many of the additions to reduce square footage without damaging the integrity of the overall facility. If enrollment were to decrease substantially in the future, the district may need to re-evaluate other options to reduce facility size.

## 2.0 EXISTING & PROJECTED CONDITIONS

### 2.6 Technology

#### 2.6.1 – Strategies for improving academic achievement and teacher effectiveness

While a Technology Plan is no longer required by NMPED to receive E-Rate funding for district technology needs. It is critical that districts have "Goals, Plan and Budget" for Technology in place in order to ensure all of the district's technology needs are accounted for and can be incorporated into the Capital Improvement Plan if needed.

#### Technology Vision Statement

Technology is in a constant state of change. Logan Municipal Schools is committed to integrating the most reliable and proven technology available into our classrooms. All students will be given access to computer labs, Internet access, laptops and all other advancements of technology that become available within the scope of Logan Municipal Schools' resources.



The use of all technology and equipment at Logan Municipal Schools will be to boost academic achievement as measured against State Content Standards, Benchmarks, and Performance Standards, including technology literacy.

All teachers at Logan Municipal Schools will be trained in the latest technology in order to effectively integrate this knowledge and these resources effectively into the curriculum and instruction.

#### Goals

Logan Municipal Schools has identified the following goals towards technology:

- Learning will be significantly improved, using appropriate technologies, leading to high achievement in adopted content standards.
- Educators are sufficiently trained to create student-centered, technology-enhanced learning environments that result in increased student performance and economic viability.
- PK-12 students and educators at Logan Municipal Schools will have affordable, universal access to high-speed, robust telecommunications, and all Schools have been modernized for technology.
- Logan Municipal Schools will utilize funding available to support planning,
- Implementing, and assessing initiatives for integrating technology into all classrooms and schools.

#### Steps to Increased Accessibility

- Purchase hardware, software, and training that will continue to integrate technology into each classroom.
- Ensure all teachers are prepared to integrate technology effectively into curricula and instruction.
- Increase equity of access by students using Technology funding, specifically EETT to provide in-house professional development and support.

## 2.0 EXISTING & PROJECTED CONDITIONS

### Promotion of Technology Integration

All curricula and textbook adoptions made by Logan Municipal School will have technology integration plans (hardware and software) incorporated into them. Promotion of technology strategy integration include:

- Teachers will be encouraged to include a technology element in lesson plans at least bi-weekly.
- Teachers will be required to keep a calendar of technology use as a base line for inclusion in future grant opportunities.



### Professional Development

Logan Municipal Schools will provide annual technology training for each staff member to keep them current on the latest hardware and software available to the district.

- On-going district specific, in-house professional development on all acquired hardware and software.
- Additional training provided on an as-needed basis by a Technology Technician.
- Additional training for Technology Technician where available in order to assist teachers and students.

### Innovative Delivery Strategies

- Equip all classrooms with Inter-write boards and provide sufficient training for teachers in the use of Inter-write boards as an effective teaching tool.
- Implement the use of interactive classroom through installed ITV equipment.
- Programs with short-cycle assessments.
- Allow extra-curricular programs such as FFA (Future Farmers of America) to utilize technology as part of competitions.
- Continue the use of STARs software for grade reporting and attendance management.

### Parental Involvement

Utilize the Logan Municipal School web page and mobile app to inform students and parents on lunch menus, athletic events and important school news. Also use the school web site to enable communication between teachers, administration and parents.

### Accountability Measures

- While integrating technology into curricula and instruction, teachers will compare baseline scores to the Common Core Standards, Benchmarks and Performance Standards via the Public Education Department web site.
- Students and teachers will be provided with technology that works 95% of the time and continuously administered by an in-house technician.
- Teachers will continue to receive professional development that is district-specific and on-going. Student progress will also be monitored through the implementation of the Compass Short-cycle Assessment program which covers reading, math, social studies and science.
- Students will show at least a 3% increase in proficiency in math and science on the NM State Assessment Exam per the Logan DASH.
- Provide students with adequate technology to increase learning in individual subject areas and allow access to research via the Internet as part of class lessons.

2.0 EXISTING & PROJECTED CONDITIONS

**Supporting resources**

Logan Municipal School has identified the following services in support of improving student academic achievement through the use of technology.

- NM State Department of Education, Technology Bureau
- Region Education Center #6
- Mesalands Community College
- Clovis Community College
- Eastern New Mexico University
- NMPSFA Broadband Deficiencies Correction Program

**Technology Type and Costs**

New equipment needed for student and staff access in the 2017/18 school year will include the replacement of 15 teacher desktops and 24 student laptops. All devices should have the ability to be Common Core Assessment (PARCC) compliant. Access will be provided through wired 10/100Mbps or wireless 802.11g or better.

Wired and wireless networks will cover all areas of the campus at such a bandwidth to prevent bottlenecks. Back-end servers and equipment will provide for data redundancy and maximum throughput for data-intensive operations.

With this constant change and advancements, technology costs may vary. Technology expenditures will be funded through the district general operation funds, GO Bond, E-Rate, Title I, Title III, Title V, state grants, and other sources of revenue such as private foundation funds.

**Technology Budget 2018 - 2022**

Technology & Equipment Needs	Anticipated Funding Source	Budget 2018-2022
Upgrade all desktop computers in classrooms and computer labs, plus security hardware such as firewalls and internet filters.	State Technology, Operational, SB-9	\$50,000
Replace computer tables in Middle School computer labs and High School	Operational, SB-9	\$21,000
Electrical and fiber optic upgrades for additional capacity needed in the Middle School and High School computer labs, and in the ITV-Lab	SB-9, GO Bond	\$55,000
Provide standardized interactive technology for each PK-12 classroom in the district. This will begin the implementation of touch screen flat-screen television.	State Technology, GO Bond, Operational, SB-9	\$35,000
Replace or upgrade digital marquee for community engagement or notification.	SB-9	\$10,000

2.0 EXISTING & PROJECTED CONDITIONS

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## 2.0 EXISTING & PROJECTED CONDITIONS

### 2.7 Energy Management Program

#### 2.7.1 – District Wide Energy Management Program

The Logan Municipal Schools is committed to promote energy efficiency to our faculty, staff, students and community.

LMS shall strive to conserve energy and improve the energy efficiency of our buildings, vehicles, and equipment and the goods and services that we use. The district shall use environmentally safe and sustainable energy sources as often as practical while achieving savings.



LMS will implement these principles by demonstrating community leadership, collaborative planning and by adopting best energy management practices, goals, and objectives.

Logan Municipal School's objective is to be good stewards of the resources (energy, water, dollars, etc.) of the environment. The District will seek a reasonable working balance between personal comfort and resource consumption knowing that we must optimize student learning.

#### Shared Responsibility

Faculty, staff and students must use energy prudently. Everyone must turn off lights when rooms are not in use. Each person is responsible for turning off energy using devices such as office equipment when they are not being used. One should not assume that someone else will do it. Occupied space temperature set points shall be maintained at the temperatures set forth in this plan. Windows and exterior doors must be kept closed to prevent the loss of conditioned air. Faculty, staff and students should report inoperable equipment to Maintenance and wasteful practices to the Superintendent so corrective action can be taken.

#### Energy Management Guidelines

- A. *Temperature* — To maintain reasonable comfort and lower energy expenditures, the school district has established the following standards for comfort heating and cooling. Summer thermostat settings (cooling/air conditioning) during occupied periods are to be 72-74°F. During unoccupied periods thermostats are to be set back to 80 °F. Winter settings (heating) during occupied periods are to be 68-70°F. During unoccupied periods, thermostats are to be set back to 60 °F. Exceptions to these guidelines must be approved by Maintenance. To properly sense temperature in rooms, areas around thermostats must be clear of computers and other electric appliances that give off heat. Additionally, supply air vents must be clear of obstructions such as flags, banners, signs, etc., that may interfere with the design airflow which in turn affects occupant comfort. Given the above temperature settings, school occupants should dress appropriately for their individual comfort. Space Heaters — Space Heaters are NOT to be used.

Occupied temperature settings will be maintained until 5:00 pm during the school week to allow for after school club meetings, faculty meetings, etc. After this time and on weekends the HVAC system will be in the unoccupied mode. If an event is scheduled outside of the occupied time period, school personnel must put in a request to Maintenance.

## 2.0 EXISTING &amp; PROJECTED CONDITIONS

B. *Building Resource Management* — Windows and doors should be kept closed during the heating season and during the summer in those areas that have mechanical cooling. Gym exhaust fans are to be turned off when the air conditioning unit serving that area is operating. Every member of the school district should assume the responsibility of closing windows, turning off office equipment when not in use, and shutting off the lights when leaving a room. Computer monitors, smart boards and projectors should be turned off when not in use and printers should be turned off at the end of the day. All personal electronic devices should be turned off when school will be out for extended periods such as Fall Break, Winter Break, Spring Break and Summer Break. Energy management devices and strategies will continue to be evaluated and added as funding allows.



C. *Lighting* — Interior lighting shall be LED, whenever possible. New energy-saving LED fixtures, lamps and ballasts will be used to replace existing less efficient lighting whenever economically feasible and appropriate (interior & exterior). Lighting levels recommended by the most recent edition of the IES (Illuminating Engineering Society) Lighting Handbook shall be used as guidelines. Where it makes economic sense, occupancy/motion sensors (ultrasonic or infrared) wired to area lighting will be installed to reduce and/or turn off lights in unoccupied, vacated areas. Day-lighting controls will be installed, if economically feasible, to automatically adjust lighting levels as appropriate. Task lighting, such as desk lamps, is recommended to reduce overall ambient lighting levels. Teachers are encouraged to use task lighting at the end of the day after the students have left instead of the overhead fluorescent lighting. Compact fluorescent bulbs or LED should be used in desk lamps.

D. *Computers / Monitors/Projectors* – Because of the sheer number of computers and monitors, they contribute greatly to the electrical load of the district’s school facilities. Only Energy Star rated computers and monitors will be purchased. At the end of every day, all computers and monitors should be shut down unless an upgrade is planned during off hours. Over time, more elaborate computer controlling devices will be evaluated and installed as funds allow. When not in use, computers should be in sleep mode.

Projectors not only contribute to the electrical load, but create an additional cost for the district due to the cost of replacement bulbs. Projectors should be shut down when not in use to reduce energy costs and extend bulb life.

E. *Heating/ Cooling Switchover* — several of our mechanical systems installed in our buildings have automatic changeover capability. Where manual changeover is necessary, maintenance personnel perform required changeover from heating to cooling in the spring and cooling to heating in the fall. Maintenance performs the changeover on the basis of priorities established to (1) provide comfort to students, (2) maintain required temperatures to protect equipment, and (3) serve the greatest number of individuals and activities. Cooling may not begin until outside temperature has reached 75 °F for three consecutive days. Heating may not begin until the high outside air temperature has

2.0 EXISTING & PROJECTED CONDITIONS

dropped below at least 55 °F for three consecutive days. Temperature projections are also considered. The wide swings in temperature during the spring of the year and the difficulty in switching between heating and cooling make this policy necessary. Special problems or hardships with this policy should be addressed to the District’s Superintendent.



- F. *Holiday Periods* — a period of closure for the school district offers a great opportunity to save money on utilities that can be spent in other areas. Past history has shown that very few people occupy the buildings for any substantial time during the holidays. With this in mind, buildings shall be only minimally heated/cooled during holiday periods. The exception to the policy will be buildings or areas that contain special collections or sensitive equipment, or buildings that are officially open during the holidays. Requests for exceptions to this policy with justification should be addressed to the District’s Superintendent.
- G. *Renovation/ New Construction* — the school district shall seek to reduce future energy costs in new facility construction and renovation whenever feasible. Current standards outlined in ASHRAE Standard No. 90.1 Energy Efficient Design of New Buildings except Low Rise Residential Buildings shall be followed as closely as possible. Additionally, all state regulations shall be followed including the New Mexico Energy Code. All planning for major construction and equipment purchase/installation must include energy life cycle costing. New equipment purchased must carry the ENERGY STAR label as often as practical.
- H. *Water Conservation* — Logan Municipal Schools is committed to promoting the conservation of water in addition to energy. Faculty, staff, and students should report malfunctioning water faucets, toilets and urinals to Maintenance so corrective action can be taken. Additionally, only energy efficient water usage appliances shall be purchased.

2.0 EXISTING & PROJECTED CONDITIONS

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SECTION 2: EXISTING & PROJECTED CONDITIONS

2.0 EXISTING & PROJECTED CONDITIONS

2.8 Capital Funding

2.8.1 – Capital Funding History

Logan Municipal Schools has experienced a successful history of local support for past GO Bond and mill levy (SB-9) elections and expects to continue to do so in the future. The next general obligation bond (GOB) election will be held in the Fall of 2022 or Spring of 2023. The most recent GO Bond election was held in the Spring of 2017 and generated \$1M for capital improvement and district-wide technology projects.

Funds from the district's previous GO Bond elections have been used in the past to help fund the district's share of capital improvement projects that have been approved and provided with matching funding through the PSCOC to help bring up the district's facilities to adequacy, however, there are still significant facility needs remaining throughout the campus. With the district's facilities draft ranking for 2017/18 at 380, and the current state of the State of New Mexico's finances it is anticipated that the district would not be eligible to apply for PSCOC matching funding until 2022 or 2023, which coincides with the district's next GO Bond cycle. The district intends to utilize the funds from the 2017 GO Bond to address it's facility needs based on many of the priorities identified in this Facility Master Plan.

Currently, Logan Municipal Schools has a 2-mill levy in place under the SB-9 program that was also passed in May 2017, with the next SB-9 election set for February 2023. The SB-9 Mill Levy generates approximately \$137K annually per year; and the district utilizes the SB-9 monies for general systems maintenance, training, maintenance equipment, cyclical systems replacement and facility renewal.

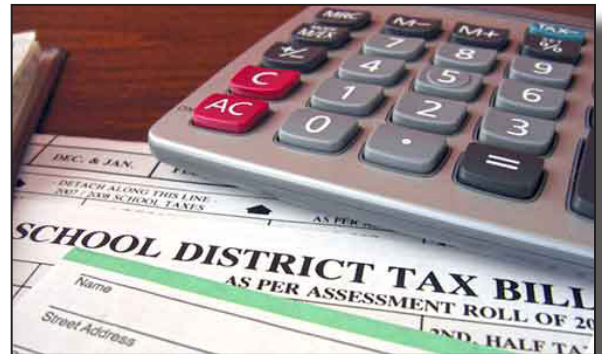
LMS received approximately \$6,685,741 between 2000 - 2009 from the State of New Mexico DCU/Standards Based funding programs to correct various facility deficiencies and classroom additions.

- New Elementary Classroom Wing
- New VoAg Shop Building
- New Auxiliary Performing Arts Gym
- Renovation of Kitchen & Cafeteria
- Construction of Locker Rooms/ Weight Room
- Renovate Old Gym into New Media Center and renovate Main Lobby
- Pre- K Classroom Addition

The Logan Municipal School District is currently not ranked high enough (#380- 2017/18 NMCI Rankings) to qualify for either Standards Based or Systems based funding over the next five years. However, if the district's ranking significantly changes, it will consider applying for funding assistance upon successful passage of the next GO Bond in 2023.

2.8.2 – District's Current and Future Financial Sources

Information provided by RBC Capital Markets, Inc., identified that LMS was able to generate the full \$1M from the recent Spring 2017 GO Bond through the sale of the Bonds in the summer of 2017. The 2017 GO Bond has resulted in a tax INCREASE on the local community and the district is now bonded to approximately 68.9% of capacity now that all bonds have been sold and will not be able to go out to the community for another GO



**2.0 EXISTING & PROJECTED CONDITIONS**

Bond until 2023, a bit longer than the standard four years in between GO Bond cycles. The current 2017/18 assessed property valuation for the district is \$66,069,793 based on current property valuations in the area, RBC is an projecting annual growth rate of nearly 0% for Quay County over the next several years unless economic conditions in the area improve. The district’s next GO Bond in 2023 could possibly generate up to \$1.5M.

The district currently has an SB9 2-mill levy in place that was passed in May 2017. The SB-9 program generates approximately \$137K annually per year over the six year period and includes State of NM matching SB-9 funds of about ~ \$10K. The program is on a six-year cycle with the next election in February 2023.

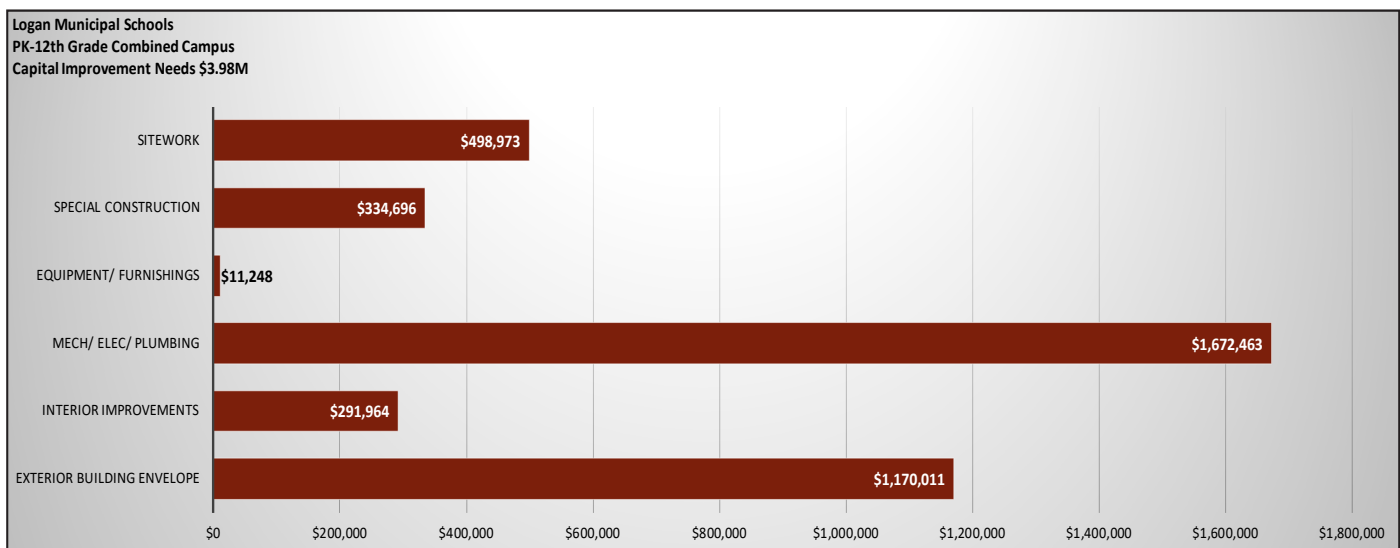
The district does not utilize the HB33 mill levy program at this time, however may consider the use in the future if warranted. The district does not receive funding under the Federal Impact Aid program (formerly known as PL 874/PL 815 funding).

The district is eligible for PSCOC/NMPSFA awards based on a 41% State of NM and 59% local contribution for approved projects (2017/18) and currently DOES NOT have any pending off-set balance that would be applied towards any future State of NM share if the district were to be awarded capital outlay funds from the PSCOC.

The district’s financial advisor is RBC Financial Services, Albuquerque, New Mexico. Contact Regina Gaysina, 505-872-5993 for additional information.

**2.8.3– Estimated Costs and Resources to Address Capital Improvement Needs**

The chart below identifies the district’s overall Capital Improvement Needs of approximately \$3.98 M that needs to be addressed over the next five to eight years. Based on the limited bonding capacity of \$1-1.5M available to the district at any given bonding cycle, the district will need to seek PSCOC funding assistance for eligible projects, as well as complete needed district-wide projects that range from technology and security upgrades, athletic fields, hazardous material abatement and other capital needs in the district which may require multiple GO Bond cycles if it is not eligible for funding assistance. Section 3.2 and 3.3 describes the district’s possible financial strategies to complete the needed facility improvements.



2.0 EXISTING & PROJECTED CONDITIONS

2.8.4- Maintenance Projects

The listing below identifies the needed maintenance repairs and was reviewed with the LMS Superintendent and Facility Manager on September 18, 2017, and many of the items have already been addressed. As a small rural district, LMS does not have the staff or financial resources available (\$137K in SB-9 annually plus other maintenance expenses) to address all of the maintenance needs at one time and will have to prioritize the most critical needs first over time, however the district has already made an effort to begin to correct these deficiencies. The District’s Preventative Maintenance Plan was last updated in June 2016 and is in the process of updating its current plan for 2018.

School Facility/ Building	Warranty Needs	2017/2018 Maintenance Work Order	Facility Deficiencies & Needs
	Items with (*) were also identified on 2014 FMAR Report		
Logan Combined School (PK-12)	X		Roof Warranty: Ponding is occurring in several areas along the west side of the cafeteria roof. The roof was recently installed within the past 3-4 years and should be covered under warranty for repairs/correction.
Logan Combined School (PK-12)		X	Replace two curb bumpers at the SE end of the Middle School Wing
Logan Combined School (PK-12)		X	Paint curb yellow along walkway to Elementary wing, north of the High School classroom wing.
Logan Combined School (PK-12)		X*	Playgrounds: Additional signage needed to identify age appropriate equipment, "S" hooks at the swings have been taped at the closure ends and need proper closure. A partial equipment replacement is needed
Logan Combined School (PK-12)		X*	Roof Maintenance: Tighten and seal all loose screws at all parapet copings. Cleanout all roof drain baskets at the roof area at the main entry, high school computer lab and the cafeteria. Re-attach conduit to roof jacks over Middle School classroom wing.
Logan Combined School (PK-12)		X	Replace all rotted wood roof jacks with metal roof jacks - multiple locations.
Logan Combined School (PK-12)		X*	Repair wind damage at the SW corner of the Wood Shop (parapet, roof and flashing)
Logan Combined School (PK-12)		X*	Along the west side of the gym there are utility conduit penetrations that need to be resealed.
Logan Combined School (PK-12)		X*	Remove bird nests at south end of Middle School Classroom Wing
Logan Combined School (PK-12)		X*	Replace missing or damaged screens along east side of the elementary classroom wing.
Logan Combined School (PK-12)		X	Replace carpet in Classroom # 33
Logan Combined School (PK-12)		X*	Replace damaged/ stained ceiling tiles in the corridor between the elementary classrooms and weight room, cafeteria, and classroom #'s 2, 13,14, 15, 16, 17, 18, and 21.
Logan Combined School (PK-12)		X	Replace threshold at Classroom #24
Logan Combined School (PK-12)		X	Provide floor markings around all equipment in the Wood and Ag shops to improve safety and meet OSHA requirements and reconnect all equipment to dust collection system
Logan Combined School (PK-12)		X	Replace broken water fountain in the Ag Shop
Logan Combined School (PK-12)		X	Install cover on open J-Box near the water fountain in the Ag Shop
Logan Combined School (PK-12)		X	Repair/ replace auto door opener at the overhead door in the Ag Shop
Logan Combined School (PK-12)		X	Install signage at auto shut-off location
Logan Combined School (PK-12)		X	Connect welders to exhaust system in the Ag Shop.
Logan Combined School (PK-12)		X	Replace inoperable emergency light pack at east entry to elementary classroom wing, next to kindergarten classroom.
Logan Combined School (PK-12)		X*	Repair leaking faucets in Middle School restrooms
Logan Combined School (PK-12)		X	Egress: Relocate lockers and water fountain that are blocking the path of egress in the Middle School south corridor.
Logan Combined School (PK-12)		X	Structural Monitoring/ Investigation: Settlement cracks were observed along the north wall in classroom #11 in the middle school wing and along the north wall in classroom #18. It is unknown how long they have been in place or if they are active. It is recommended that the district install crack monitors in these areas to see if settlement is active and actively monitor and document monthly over the course of 12-18 months. A structural investigation is recommended if settlement is determined to be active.

2.0 EXISTING & PROJECTED CONDITIONS

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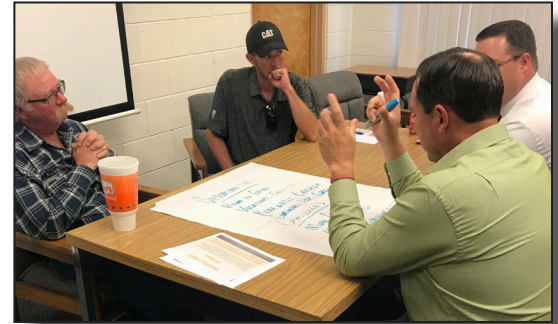


### 3.0 CAPITAL IMPROVEMENT PLAN

#### 3.1 Total Capital Improvement Needs

##### 3.1.1 – Capital Improvement Plan Goals

A successful long range capital improvement plan represents a balance between providing for enrollment growth or decline, additions and renovations of older buildings, constructing new or replacement schools, maintaining the existing infrastructure, and providing all of these through a fiscally prudent Capital Improvement Plan.



This plan focuses on the following goals and strategies:

- 1) Renovate and improve existing campus facilities on a systematic schedule to provide safe, up-to-date learning environments that meet the changing educational program needs of the District.
- 2) Provide funding for maintenance and system renovation or replacement on a schedule that ensures that buildings remain environmentally safe and function efficiently by utilizing SB-9 where possible.
- 3) Develop a long-range facilities plan that is fiscally responsible and builds upon the changing needs of the District and local community.
- 4) Provide for the ancillary facilities that are needed to support the educational programs and other non-education needs of the District.

These goals are the foundation of the Logan Municipal School District Wide Facilities Master Plan and the key to a systematic, consistent process for addressing the long-range facilities needs of the LMS PK-12 campus. They are comprised of a balanced plan to upgrade and renovate existing facilities and to efficiently care for the Districts overall facility infrastructure. Ultimately, the recommendations contained in the capital plan support a focus on continued support of instructional programs as the cornerstone of facility planning and design.

##### **Goal 1:**

*Renovate and improve existing campus facilities on a systematic schedule to provide safe, up-to-date learning environments that meet the changing educational program needs of the District.*

The Public Schools Facility Authority requires as part of the Facility Master Plan process that school districts identify schools that do not meet the NM Adequacy Standards and identify specific facility needs as part of the District’s Capital Improvement Plan. The identified projects are intended to ensure equitable educational environments across the district and state. Oversight by NMPSFA is unique to the State of New Mexico and is in place to assist districts if they so choose to obtain matching funding for capital needs based upon a formal Facility Condition Index (FCI) ranking system that is used to maintain equity and balance in the Capital Outlay program across the state. As of 2017/18, Logan Municipal Schools would receive 41% of matching funds from the PSCOC for eligible school projects and funds district specific facility projects at 100%.

Currently, Logan Municipal Schools is ranked at 380 with an NMCI of 14.60% (2017/18 NMCI Final Rankings Aug 2017) and at this time is too far out of the Top 100 ranked schools in NM to consider submitting an application for either Standards Based Funding or Systems Based Funding for design/ construction for the needed combined campus-wide facility improvements until either 2021 or 2022. Additionally, as much of the district’s current 2017 GO Bond has already been committed for current priority projects, the district will need to wait until it’s next GO Bond in 2023 to be passed in order to have matching funding available if it qualifies for PSCOC funding assistance for either Standards Based Funding or Systems Based Funding.

### 3.0 CAPITAL IMPROVEMENT PLAN

#### **Goal 2:**

*Provide funding for preventative maintenance and system renewal on a schedule that ensures that buildings remain environmentally safe and function efficiently by utilizing SB-9 funds where possible.*

A fully funded maintenance plan is part of a 'life-cycle' approach to maintaining a healthy, safe, and comfortable building infrastructure. A comprehensive master plan should include consistent, identifiable funding of the maintenance program so as not to underestimate the future fiscal needs of the district. Logan Municipal Schools has a Preventative Maintenance Plan (PMP) in place that was last updated in August 2016, and utilizes the "school dude" program tools to track facility maintenance needs (the district is in the process of updating it's PMP for 2018). The combined campus at LMS several needs that were identified as part of the facility assessment process that have had work orders issued and some of the repairs have been already completed as part of this program, with the remainder to be completed over the next couple years as funds are available through SB-9. The district may not have sufficient SB-9 funding to address all its deferred maintenance needs over the next 5 years as it only receives approximately \$137K per year.

#### **Goal 3:**

*Develop a long-range capital improvement plan that is fiscally responsible and builds upon the changing needs of the District and local community.*

This capital plan lists nearly \$3.98 Million in needed Capital Improvement Projects campus-wide. Many of these projects are needed to address facility renovation/ system replacement needs. The district's administration and facility staff have reviewed the Capital Improvement Needs Campus-wide and has identified them in order of priority for the District based upon available funding, severity of need and in a systems based manner. It should be noted that LMS's GO Bond is NOT sufficient to cover all of the district's facility needs and the identified projects will have to be addressed as funds allow over the course of the future bond cycles, available SB-9 funding, and future eligibility for Standards or Systems based PSCOC awards.

General Obligation Bonds - Represents an alternative financing mechanism for the District in addition to SB-9 and HB-33 monies. General obligation bonds require voter approval and often carry lower interest rates than other debt financing mechanisms. Issuance of a general obligation bond requires adequate debt capacity backed by a predictable revenue stream such as property taxes. LMS had its most recent GO Bond Election in February 2017 for \$1M and has already sold all of its bond in the Summer of 2017, so it has immediate cash on hand to begin to fund identified priority projects. The District's next GO Bond Election will not be able to be held until 2023 and may be able to generate up to \$1.5M depending on the future assessed property valuation and the amount of existing debt service remaining at that time.

SB-9 Monies - The District currently levies a 2.0 mill levy under the SB-9 Program and receives approximately \$137K annually including matching monies from the State of New Mexico. The district currently uses this funding for general systems maintenance, training, materials and equipment, code compliance and cyclical systems replacement and renewal. The District successfully passed a SB-9 Election in May 2017 and the next SB-9 Election will be in 2023.

HB-33 Monies - The District currently Does Not have a HB-33 mill levy in place as there is no community support for additional taxes, however this revenue source may need to be considered in the future to generate additional revenue for facility improvements. The HB-33 Program has a maximum 10 mill levy limit and the District has no future plans to pursue this funding source. The district currently uses this funding to for pay debt service on currently outstanding GO Bonds, for district remodeling and addition projects, purchasing or

### 3.0 CAPITAL IMPROVEMENT PLAN

improving school grounds and facility maintenance software, project management software, project oversight and district personnel specifically related to administration of projects funded by HB-33.

**Goal 4:**

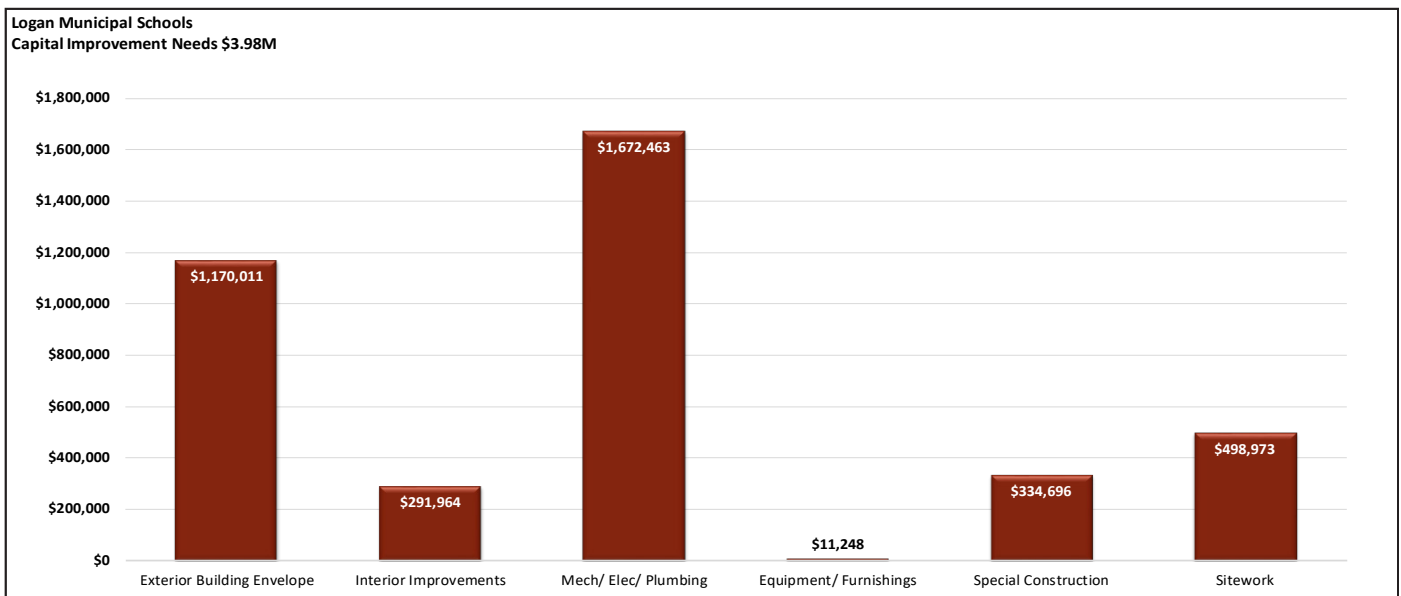
*Provide for the ancillary facilities that are needed to support the educational programs and other non-education needs of the District.*

General Strategies:

- Provide for maintenance and facility renewal at all district sports facilities not covered by PSCOC funding.
- Provide for both maintenance and facility renewal at all non-educational district facilities, such as the District’s Maintenance/ Bus Barn Facilities.

#### 3.1.2 – Total Capital Needs Identified by the District

As part of the prioritization process, a facilities master plan committee meeting was held that had members of the district’s Board of Education, Superintendent, administrative staff and facility manager, staff from NMPSFA and the facility master planning consultant to review the facility conditions, needs and capital improvement costs for all of the district’s facilities. The costs in the chart below include the Total Maximum Allowable Construction Cost (MACC), Soft Costs such as architect/ engineering fee’s, specialty consultants, testing and surveys, furnishings/ equipment, contingency and NMGR. Both of these costs (MACC+Soft Costs) combined, result in the Total Project Budget (TPB). The TPB Capital Improvement Needs for the Logan Municipal School District is approximately \$3.98 Million to bring all of the existing educational facilities campus-wide up to current physical and programmatic standards.



Based on the LMS campus-wide facility needs identified in each building system type, the following listing describes the general facility improvements needed in each category, a more detailed description can be found in Section 4:

*Sub-Structure (Foundation)*

Structural monitoring/ investigation needed at the north side of the high school Science Lab and on the north wall of the Middle School Computer Lab Classroom # 9.

### 3.0 CAPITAL IMPROVEMENT PLAN

#### *Exterior Building Envelope*

Exterior joint maintenance, stucco repairs and color coat, exterior trim/ flashing replacement, exterior painting, replace older exterior windows, and panic hardware. Improvements area also needed for the two dugouts that are in poor condition and require repairs including deteriorated stucco, replacement of wood fascia and trim, new paint, and benches.

#### *Roofing*

Partial replacement (metal and TPO) at the Auxiliary Gym, Locker & weight Room Addition and either replacement or coating of the roofing over the Home Ec/ Wood Shop Addition. Projects also include roof repairs, equipment support replacement, soffit replacement, gutters, downspouts and splash-blocks. Recommend district to consider roof maintenance contractor to maintain and prolong the life of the existing roof systems.

#### *Interior Renovations/ Refurbishment*

Interior renovations include areas of flooring replacement, interior door and casework replacement in the middle and high school classroom wings, and renovation of the Home Ec classroom and Nurses office.

#### *Building Services - HVAC*

Over several years the district has been upgrading HVAC equipment as funding has been available. Remaining areas include: replacement of units at the Main and Auxiliary Gyms, replacement of the remaining old units near the kitchen and the Elementary Classroom wing.

#### *Building Services - Other Plumbing/ Electrical/ Lighting*

Installation of additional smoke detectors, exit light and emergency back-up lighting and connection to fire alarm system. Replacement of select drinking fountains and future upgrade/ expansion existing fire sprinkler system. Upgrade aging exterior building lighting to LED.

#### *Restrooms*

Renovation of all restrooms in the middle school and high school classroom wings and the nurses office. Restrooms renovations include finishes, sewer and plumbing upgrades if required.

#### *Site Improvements*

Grading and drainage improvements are needed in between the high school and elementary classroom wings to reduce flooding in the area as well as around the perimeter of all of the remaining classroom wings to provide drainage away from the building. Once drainage improvements are completed it is recommended that consideration be given to constructing a 24" concrete apron around the building perimeter where possible and reset existing splash-blocks at downspouts to ensure positive drainage away from the building. Replace all areas of spalled and cracked sidewalks.

Drainage is also a significant issue on the west side of the campus, especially near the catchment area near the baseball dugouts that needs to be resolved. Construction of corridor extension is needed from the cafeteria to connect to the Home Ec classroom and Ag Shop Classrooms and a covered walkway is also needed to connect the Middle School classroom wing to these areas to protect students from inclement weather and to improve school security as well as the installation of additional fencing. Drainage improvements are also needed around the Field House.

## 3.0 CAPITAL IMPROVEMENT PLAN

### 3.2 Prioritization Process

#### 3.2.1 – Prioritization of Capital Needs

District Capital Improvement priorities were recommended to the Logan Municipal Schools Board of Education by the Facilities Master Plan Committee that consisted of representatives district administration and staff, in consultation with the District’s Facilities Master Plan consultant and NMPSTA. At this time the needed Capital Improvements at LMS does not include any provisions for additions or demolition to existing educational facilities as enrollment is expected to remain relatively flat and the district will continue to address its preventative maintenance needs as funds allow from its SB-9 funding.

The Capital Improvement Needs were reviewed to determine current status and then compared to the existing capital project implementation plan, as well as the district’s ability to qualify for Standards Based or Systems Based PSCOC matching funds both within the district’s current GO Bond Cycle and time frame of this Five Year Facilities Master Plan. Logan Municipal Schools was able to generate \$1M from the February 2017 GO Bond and was able to sell all of the bonds over the Summer of 2017, so that it currently has funds available to begin to address capital improvement needs within the district over the next several years. The District will not be able to hold another GO Bond election until either the Fall of 2022 or Spring of 2023 unless economic conditions improve within Quay County which in turn could help the district’s assessed property valuations improve.

With the current ranking of the Logan Combined Schools at #380, it is not likely to qualify for either Standards or Systems Based Funding from the PSCOC for the next four to five years or until it’s next GO Bond. With only approximately \$850K remaining available in current GO Bond monies over the next four years as the district has just recently completed it’s first priority project with GO Bond funds, funding the most critical projects is very important as well as targeting specific projects that can be completed through the use of SB-9 funds even if they take place over one to two years. The district does receive approximately \$137K in SB-9 funds annually a portion of which can be allocated towards capital improvements, however the remainder of the funds do need to be reserved for unexpected repairs and preventative maintenance needs within the district. By combining the district’s \$1M GO Bond and a portion of the SB-9 funds over the next four to five years, LMS would be able to address approximately \$1.5M of the \$3.98M in Capital Improvement Needs in the district.

With this limited budget, priorities were identified by the district based on the need to improve the existing aging HVAC systems and grading and drainage problems plaguing the school first, as well as improving safety and security of the facility where possible through use of the 2017 GO Bond Funds. The remaining priorities have been identified so that the work could be phased if need be through the use of SB-9 funds over the course of the next 3-5 years. Based on the district’s overall financial position, the Facilities Master Plan identified the following Capital Improvement Needs Priorities listed on the next page that allows for flexibility for the district if needs changes over the course of the next five years to be able to include items from the district’s unfunded project priorities listing.

3.0 CAPITAL IMPROVEMENT PLAN

SECTION 3: CAPITAL IMPROVEMENT PLAN

Logan Municipal Schools District Wide Capital Improvement Needs					
Funded Priority Projects 2018-2022	Priority*	Max Allowed Construction Cost (MACC)	Soft Costs**	Total Project Budget	
Construct New Restroom Addition at Auxiliary Gym & Referee Changing Room***	1	\$ 119,250	\$ 39,750	\$ 159,000	
HVAC - Auxiliary Gym	2	\$ 200,200	\$ 66,733	\$ 266,933	
Cooling Upgrades - Main Gym Inc. assoc - upgrade requirements	3	\$ 105,090	\$ 35,030	\$ 140,120	
Building Security: Door Hardware (Exterior)	4	\$ 29,163.60	\$ 9,721	\$ 38,885	
Building Security: Door Replacement/ Hardware (Interior)	5	\$ 47,349.75	\$ 15,783	\$ 63,133	
Roof Replacement: Aux. Gym	6	\$ 222,247.04	\$ 74,082	\$ 296,329	
Grading & Drainage Campus Wide: Inc perimeter concrete apron & partial sidewalk replacement****	7	\$ 224,236.00	\$ 74,745	\$ 298,981	
<b>Subtotal - Potential 2017 GO Bond Projects</b>		<b>\$ 947,536</b>	<b>\$ 315,845</b>	<b>\$ 1,263,382</b>	
Fire Alarm Devices/ Connections	8*	\$ 47,250.00	\$ 15,750	\$ 63,000	
Roof Repairs	9*	\$ 28,829.54	\$ 9,610	\$ 38,439	
Repair Baseball/ Softball Dugouts	10*	\$ 10,700.00	\$ 3,567	\$ 14,267	
Fencing, Dumpster Enclosure & Misc. Remaining Site Needs	11*	\$ 15,787.86	\$ 5,263	\$ 21,050	
Building Security: Exterior Lighting	12*	\$ 24,883.20	\$ 8,294	\$ 33,178	
Roof Coating: Home Eco/ Wood Shop	13*	\$ 31,062.00	\$ 10,354	\$ 41,416	
Replacement of Water Fountains:	14*	\$ 8,505.00	\$ 2,835	\$ 11,340	
Other Classroom Upgrades: Marker boards/ Science Lab Fume Hood	15*	\$ 8,435.96	\$ 2,812	\$ 11,248	
<b>Subtotal - Potential SB-9 Projects (2018- 2022)</b>		<b>\$ 175,454</b>	<b>\$ 58,485</b>	<b>\$ 233,938</b>	
		<b>\$ 1,122,990</b>	<b>\$ 374,330</b>	<b>\$ 1,497,320</b>	

\* Priorities for use of SB-9 Monies are subject to change based on availability of funds. The LMS Board of Education reserves the right to reorder any all priorities based on the changing needs within the district.

\*\* Soft costs have been calculated at 25%. For example, LMS may realize some cost savings in some areas if equipment is replaced with "in-kind" equipment such as HVAC units at the Auxiliary Gym which may not require a Design Professional to be contracted. However, there are some projects such as the roofing, and grading and drainage which will require a Design Professional to assist with the project.

\*\*\* This project has already been completed in the Fall of 2017. \*\*\*\* May Require Supplemental SB-9 Funding to Complete

3.0 CAPITAL IMPROVEMENT PLAN

While LMS has the funds available to address the priority projects on the previous page, there will still remain approximately \$2.65M in Capital Improvement Needs by the district to improve it’s facilities, of that total nearly \$1.4M is for Exterior Building Envelope Improvements and restroom renovations that the district could qualify for Systems Based Funding in 2023 to help improve it’s facilities. The project priorities in the “unfunded” Capital Improvement Need Listing have been grouped to take advantage of similar project type areas that when completed would be more cost efficient for the district than if completed individually. LMS Board of Education may move reorder a priority on this listing to the “funded” Projects Listing over the next five years if additional funds become available.

Logan Municipal Schools District Wide Capital Improvement Needs				
Unfunded Priority Projects 2023 & Beyond	Future Priority	Max Allowed Construction Cost (MACC)	Soft Costs*	Total Project Costs
Roof Replacement: Locker/ Weight Rm	1	\$ 128,254	\$ 42,751	\$ 171,005
Exterior Building Envelope: Stucco & Trim	1	\$ 364,977	\$ 121,659	\$ 486,636
Exterior Windows	1	\$ 85,185	\$ 28,395	\$ 113,580
HVAC - Elementary & 2 other Units	1	\$ 290,076.00	\$ 96,692	\$ 386,768
Restroom Renovations & ADA	2	\$ 242,397.36	\$ 80,799	\$ 323,196
Interior Renovations: Home Eco & Nurse	3	\$ 100,856.50	\$ 33,619	\$ 134,475
Flooring - VCT	3	\$ 38,118.75	\$ 12,706	\$ 50,825
Classroom Casework Replacement- MS/ HS	3	\$ 32,648.00	\$ 10,883	\$ 43,531
Hazardous Material Abatement/ Removal:	3	\$ 80,250.00	\$ 26,750	\$ 107,000
Sidewalk replacements -remaining areas that are spalled & cracking	4	\$ 55,672.65	\$ 18,558	\$ 74,230
Playground upgrades & improvements	5	\$ 78,533.00	\$ 26,178	\$ 104,711
Future Covered Walkway & Corridor Extension	6	\$ 134,606.00	\$ 44,869	\$ 179,475
Future Fire Sprinkler System Upgrade/ Expansion	7	\$ 335,946.00	\$ 111,982	\$ 447,928
Structural Investigation & Repairs if Required	8	\$ 22,256.00	\$ 7,419	\$ 29,675
		\$ 1,989,776	\$ 663,259	\$ 2,653,035

\* Soft costs have been calculated at 25%. LMS may realize some cost savings in some areas if a Design Professional does not need to be contracted. However, there are some projects such as the roofing, and renovations of specific areas, etc. which will require a Design Professional to assist with the project.

3.0 CAPITAL IMPROVEMENT PLAN

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### 3.0 CAPITAL IMPROVEMENT PLAN

#### 3.3 Capital Plan

##### 3.3.1 – Anticipated Funding Source for each Project

While direct legislative appropriations are another source of funding for New Mexico State Public Schools; there is however, no established method of dispersing funds. Funds are requested from the local legislator for specific projects and the legislator has to determine who receives funds and how much. If a district receives a direct appropriation, a portion of the appropriation may be deducted (offset against) from any future PSCOC award and should be taken into consideration prior to accepting any direct appropriations for capital projects. As of 2017/18, Logan Municipal Schools currently has an offset in the amount of \$111,740 from past direct legislative appropriations that would be applied towards the State of NM share if the district were to be eligible to be awarded capital outlay funds from the PSCOC.



Currently, the District’s 2017 GO Bond and SB-9 Funds will be the primary source of funding for the majority of projects Logan Municipal Schools undertakes as part of this Facility Master Plan. The District’s next GO Bond in 2023, combined with matching PSCOC funding where applicable will go a long ways in addressing the district’s remaining unfunded capital improvement priorities. The district is open to considering all other funding options available over the next five years to help it address facility needs such as NMDOT Grants, Quay County Road Funds, and Technology Grants to address site, facility and technology improvements as a way to supplement the district’s current GO Bond funding stream and to fund capital improvements based on the best strategy as determined by the Logan Municipal Schools Board of Education.

Overall Total Project Budgets pertain to the needed building systems renewal. The Total Project Budgets not only include the cost of construction but the soft costs associated with each project such architectural and engineering services, special testing, and equipment and furnishings as well as a contingency for unexpected conditions and NMGRT. The full amount of these “soft-costs” may or may not be incurred on each project depending on how the district approaches getting the work completed. Any amount of monies saved can then be reallocated to the next set of district priorities.

Based on the current ranking of the Logan Combined Schools at #380, it is not likely to qualify for either Standards or Systems Based Funding from the PSCOC over the next four to five years, and will be self-funding some of the needed Capital Improvement Projects from proceeds of the 2017 GO Bond and SB-9 monies as funds allow. The district’s Capital Improvement Plan has been developed to provide the Logan Municipal School’s Board of Education the most flexibility in being able to address capital improvement needs over the next five years and the ability to re-prioritize projects as facility and educational program needs change within the district.

3.0 CAPITAL IMPROVEMENT PLAN

Logan Municipal Schools District Wide Capital Improvement Needs				
Funded Priority Projects: 2018-2022	Priority*	Max Allowed Construction Cost (MACC)	Soft Costs**	Total Project Budget
Construct New Restroom Addition at Auxiliary Gym & Referee Changing Room***	1	\$ 119,250	\$ 39,750	\$ 159,000
HVAC - Auxiliary Gym	2	\$ 200,200	\$ 66,733	\$ 266,933
Cooling Upgrades - Main Gym Inc. assoc - upgrade requirements	3	\$ 105,090	\$ 35,030	\$ 140,120
Building Security: Door Hardware (Exterior)	4	\$ 29,164	\$ 9,721	\$ 38,885
Building Security: Door Replacement/ Hardware (Interior)	5	\$ 47,350	\$ 15,783	\$ 63,133
Roof Replacement: Aux. Gym	6	\$ 222,247	\$ 74,082	\$ 296,329
Grading & Drainage Campus Wide: Inc perimeter concrete apron & partial sidewalk replacement****	7	\$ 224,236	\$ 74,745	\$ 298,981
<b>Projects to be funded 100% from current 2017 GO Bond</b>		<b>\$ 947,536</b>	<b>\$ 315,845</b>	<b>\$ 1,263,382</b>

\* The LMS Board of Education reserves the right to reorder any all priorities based on the changing needs within the district.

\*\* Soft costs have been calculated at 25%. For example, LMS may realize some cost savings in some areas if equipment is replaced with "in-kind" equipment such as HVAC units at the Auxiliary Gym which may not require a Design Professional to be contracted. However, there are some projects such as the roofing, and grading and drainage which will require a Design Professional to assist with the project.

\*\*\* This project has already been completed in the Fall of 2017. \*\*\*\* May Require Supplemental SB-9 Funding to Complete

Logan Municipal Schools District Wide Capital Improvement Needs				
Funded Priority Projects: 2018-2022	Priority*	Construction Cost (MACC)	Soft Costs**	Total Project Budget
Fire Alarm Devices/ Connections	8*	\$ 47,250	\$ 15,750	\$ 63,000
Roof Repairs	9*	\$ 28,830	\$ 9,610	\$ 38,439
Repair Baseball/ Softball Dugouts	10*	\$ 10,700	\$ 3,567	\$ 14,267
Fencing, Dumpster Enclosure & Misc. Remaining Site Needs	11*	\$ 15,788	\$ 5,263	\$ 21,050
Building Security: Exterior Lighting	12*	\$ 24,883	\$ 8,294	\$ 33,178
Roof Coating: Home Eco/ Wood Shop	13*	\$ 31,062	\$ 10,354	\$ 41,416
Replacement of Water Fountains:	14*	\$ 8,505	\$ 2,835	\$ 11,340
Other Classroom Upgrades: Marker boards/ Science Lab Fume Hood	15*	\$ 8,436	\$ 2,812	\$ 11,248
<b>Potential SB-9 Projects (2018-2022)</b>		<b>\$ 175,454</b>	<b>\$ 58,485</b>	<b>\$ 233,938</b>

\* The LMS Board of Education reserves the right to reorder any all priorities based on the changing needs within the district.

\*\* Soft costs have been calculated at 25%. For example, LMS may realize some cost savings in some areas if equipment is replaced with "in-kind" equipment such as HVAC units at the Auxiliary Gym which may not require a Design Professional to be contracted. However, there are some projects such as the roofing, and grading and drainage which will require a Design Professional to assist with the project.

3.0 CAPITAL IMPROVEMENT PLAN

3.3.2 – Priorities for State Funding Assistance

The Logan Municipal School District has developed a Capital Improvement Plan to address the identified facility needs throughout the district over the next five. The district’s sole PK-12th grade campus is currently ranked at 380 and due to both the current ranking, as well as the district’s limited bonding capacity, would not be able to apply for funding until 2023, which also coincides with the district’s next GO Bond Cycle for \$1.5M. With the largest share of the district’s remaining “unfunded” Capital Improvement Needs including Roofing, HVAC, Restroom Renovations, and Exterior Building Envelope Improvements, it is recommended that the LMS consider applying for Systems Based Funding in 2023 if the school’s ranking is eligible, in order to receive matching funding. As of 2017/18 the district’s PSCOC State funding match is 41% and the District’s Share is 59%, which is subject to change. The participation match below is calculated on the current match split and takes into account the outstanding LMS’s offset amount off \$111,740 that would be applied against any future PSCOC award.

Logan Municipal Schools District Wide Capital Improvement Needs							
Unfunded Priority Projects for 2023	Future 2023 Priority	Max Allowed Construction Cost (MACC)			Total Project Costs	PSCOC Share	
		Soft Costs*				District Share 59%	41%
Roof Replacement: Locker/ Weight Rm	1	\$ 128,254	\$ 42,751	\$ 171,005	\$ 100,893.21	\$ 70,112.23	
Exterior Building Envelope: Stucco & Trim	1	\$ 364,977	\$ 121,659	\$ 486,636	\$ 287,115.24	\$ 199,520.76	
Exterior Windows	1	\$ 85,185	\$ 28,395	\$ 113,580	\$ 67,012.20	\$ 46,567.80	
HVAC - Elementary & 2 other Units	1	\$ 290,076	\$ 96,692	\$ 386,768	\$ 228,193.12	\$ 158,574.88	
Restroom Renovations & ADA	2	\$ 242,397	\$ 80,799	\$ 323,196	\$ 190,686	\$ 132,511	
<b>TOTAL - SYSTEMS BASED FUNDING 2023</b>		<b>\$ 1,110,889</b>	<b>\$ 370,296</b>	<b>\$ 1,481,186</b>	<b>\$ 873,899.69</b>	<b>\$ 607,286.23</b>	
<i>PSCOC Funding Reduction Based on Current 2017/18 Direct Legislative Offset Balance</i>					<b>\$ 111,740.00</b>	<b>\$ 111,740.00</b>	
<b>REVISED TOTAL SYSTEMS BASED FUNDING MATCH AFTER OFFSET IS APPLIED</b>					<b>\$ 985,639.69</b>	<b>\$ 495,546.23</b>	

If the district is successful in obtaining PSCOC funding in 2023 for the above projects, it will help offset some of the district’s costs in being able to tackle the other remaining Capital Improvement Needs that will remain once these are completed which will still amount to \$1,171,849. The chart on the following page identifies the remaining projects that the district would still need to fund from any remaining proceeds from the 2023 GO Bond with possible supplemental funding from SB-9. These remaining Capital Improvement Needs do not take into account any new capital needs that may develop over the next five years that may become a higher priority for the district and may take precedence over the remaining future priorities.

3.0 CAPITAL IMPROVEMENT PLAN

Logan Municipal Schools District Wide Capital Improvement Needs						
Unfunded Priority Projects for 2023	Future 2023	Max Allowed			Total Project Costs	
	Non- PSCOC	Construction Cost	Soft Costs*	District Share 100%		
	Funded Priority	(MACC)				
Interior Renovations: Home Eco & Nurse	1	\$	100,857	\$	33,619	\$ 134,475
Flooring - VCT	1	\$	38,119	\$	12,706	\$ 50,825
Classroom Casework Replacement- MS/ HS	1	\$	32,648	\$	10,883	\$ 43,531
Hazardous Material Abatement/ Removal:	1	\$	80,250	\$	26,750	\$ 107,000
Sidewalk replacements -remaining areas that are spalled & cracking	2	\$	55,673	\$	18,558	\$ 74,230
Playground upgrades & improvements	2	\$	78,533	\$	26,178	\$ 104,711
Future Covered Walkway & Corridor Extension	3	\$	134,606	\$	44,869	\$ 179,475
Future Fire Sprinkler System Upgrade/ Expansion	4	\$	335,946	\$	111,982	\$ 447,928
Structural Investigation & Repairs if Required	5	\$	22,256	\$	7,419	\$ 29,675
<b>TOTAL REMAINING CIP UNFUNDED FOR 2023</b>		\$	<b>878,887</b>	\$	<b>292,962</b>	\$ <b>1,171,849</b>

3.3.3 – Adoption of Facility Master Plan

The Logan Municipal Schools District-Wide Facility Master Plan 2018 -2022 was adopted by the Board of Education on February 19, 2018.