

Programs

SCHOOL DISTRICT INFORMATION

2013 - 2014 Enrollment: 39

Number of Schools: 1

Types of Schools:

1 Combined School: Pre-K through 12th grade

Currently there are no Charter or Private schools operating in Roy Municipal Schools District.

Average Teacher to Pupil District Ratio: 1:3.5

SCHOOL CAMPUS AND PROPERTY:

RMS currently owns, maintains and operates one combined school site which incorporates a total of 51,319 gross square feet of permanent facilities and 0 gross square feet of portable facilities. The re-purposed house at 1,029 gross square feet is used by a School Based Health Clinic and is not for educational purposes. The total property owned by the District is approximately 20 acres.

NEW MEXICO A- F SCHOOL GRADING SYSTEM

The Public Education Department (PED) uses a school grading system that includes a component of percent proficient and above and growth.

The following are the 2013-14 grades for RMS school:

Roy Municipal Schools PED 2013-14 School Grades	
RMS Elementary School	B
RMS High School	A

FEDERAL PROGRAMS:

Roy Municipal School District participates in and receives federal monies from the following programs:

Title I

SCHOOL PROGRAMS:

Roy Municipal Schools provides its students with a diverse and comprehensive package of Federal, State and Local programs. The District prides itself on the fact that it is small and intimate enough to know and nurture each student.

Programs

Roy Municipal Schools provides the following programs and services to its students throughout the District:

- Special Education
- Speech and Language Pathology
- Occupational/Physical Therapy

Roy High School provides the following programs:

- Vo-Ag classes are available to students 6th - 12th grade
- Welding
- Woods
- Shop
- Agriculture
- ITV Classes

Dual Credit Classes are available for students from New Mexico Highlands University and Luna County Community College.

Clubs and Organizations

RMS offers the following clubs and organizations to its students:

- Future Educators Association
- Future Farmers of America
- National Honor Society
- Student Council

Athletic programs include:

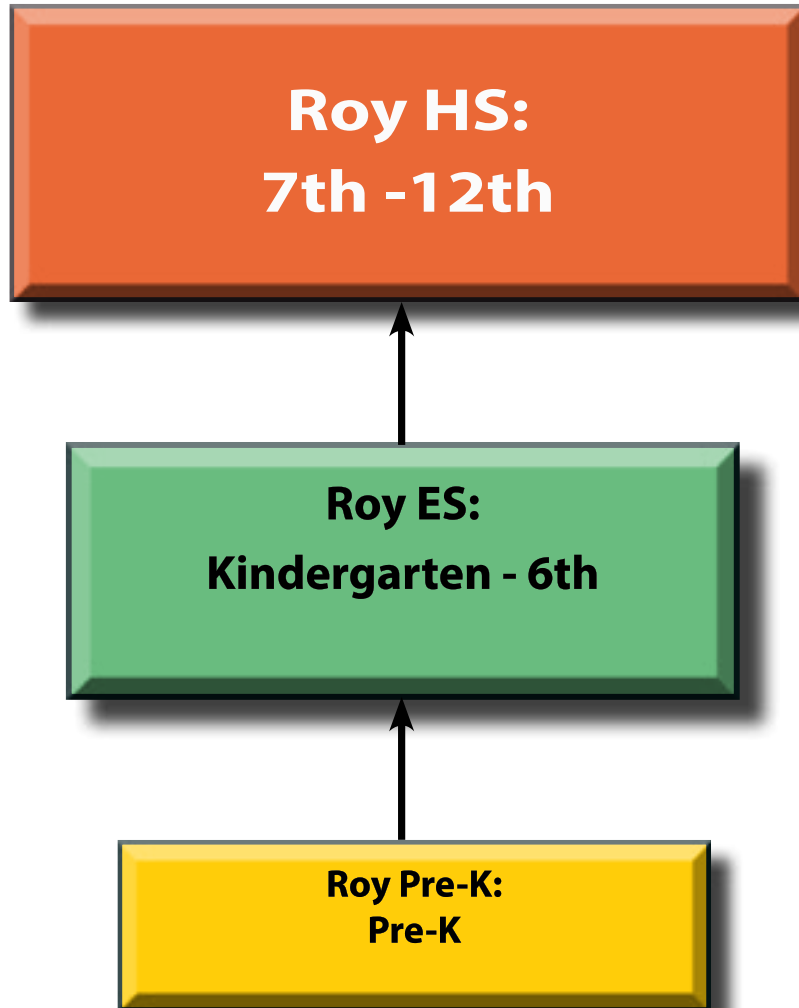
- Boys Football
- Boys and Girls Basketball
- Boys and Girls Volleyball
- Boys and Girls Track

CURRENT SCHOOL FEEDER FLOW PROFILE CHART:

The chart on the following page represents the flow of each component of the combined school.

Roy Municipal Schools

Current School Feeder Flow Profile



Programs

ANTICIPATED CHANGES IN EDUCATIONAL PROGRAMS:

The District continues to respond to the changing Career Path needs of their students and responds with as many appropriate classes and opportunities as possible. The District plans to continue using the facility to support the educational program which may impact the current need/use of facilities.

COMMUNITY USE OF FACILITIES:

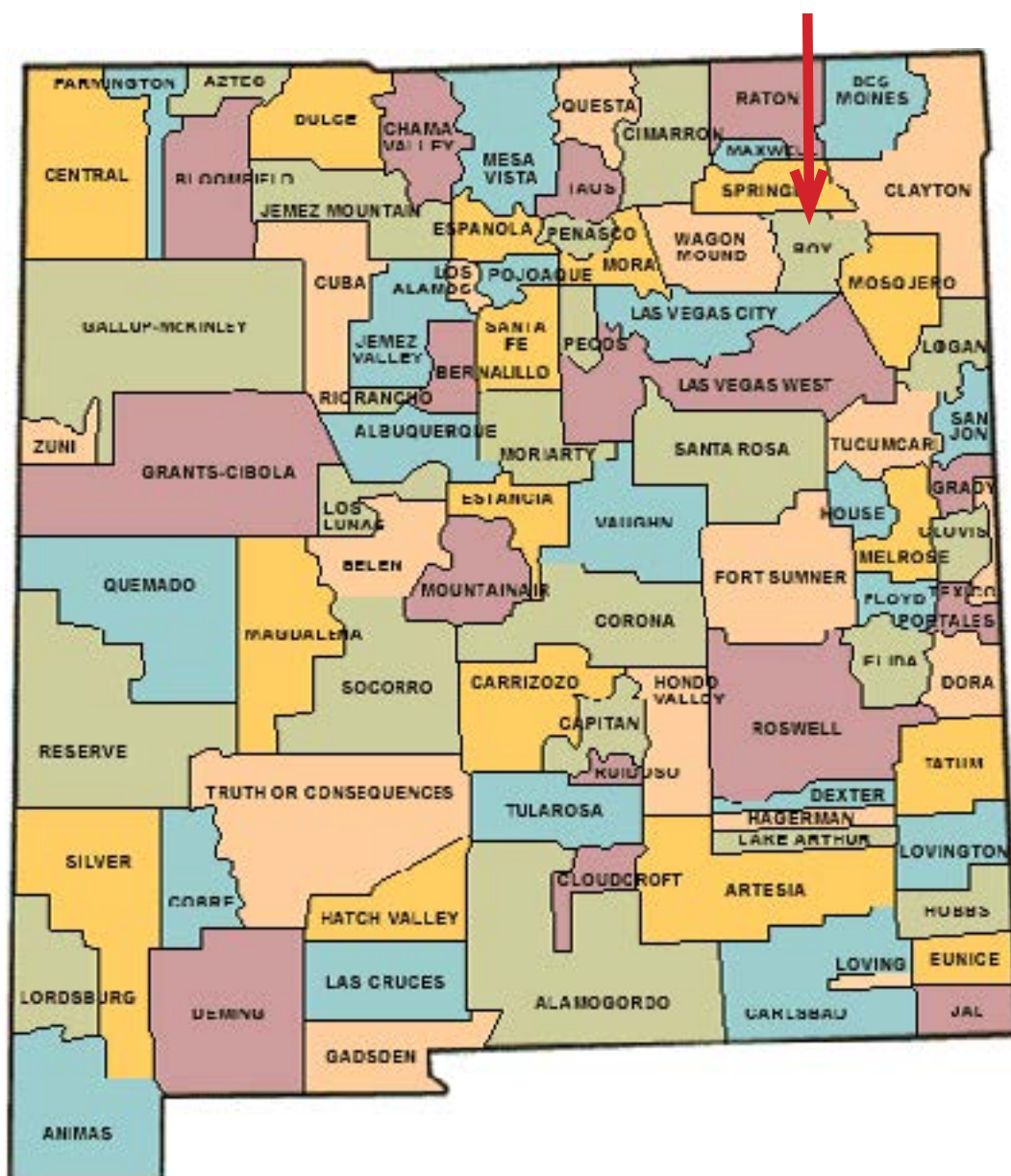
During school hours, the facility is open to the public with proper authorization. After hours, the RMS facility and plays a vital role as a community gathering space for the residents of Roy Village. Community members can reserve space in the cafeteria, gym and game lobby. Play fields, track and outdoor recreation areas are available for community use.

The RMS site is designated as an emergency staging area should a crisis arise in the village. The site contains ample space for crowds and a back-up generator should there be power loss.

Site/Facilities

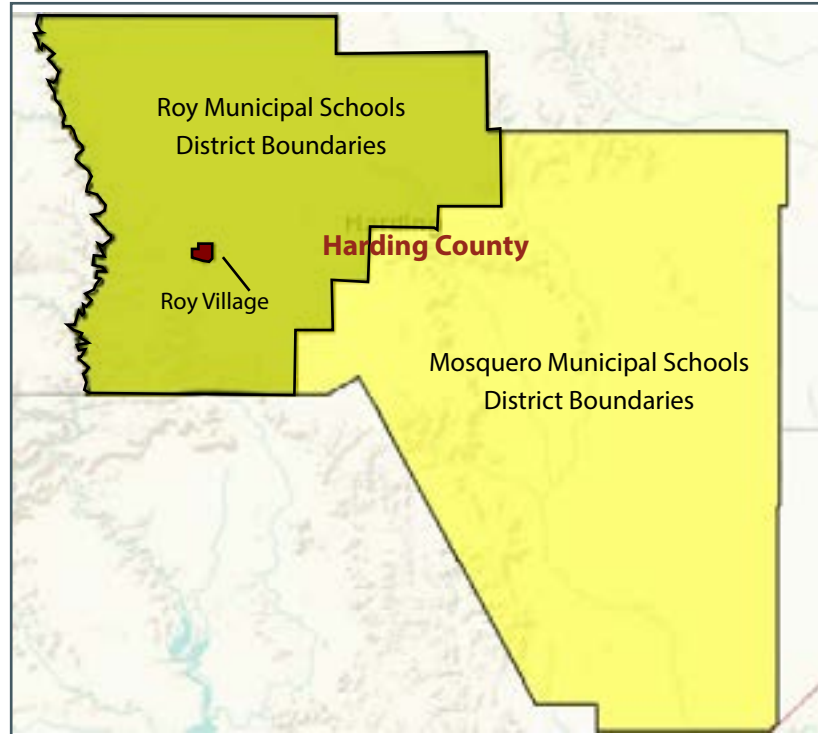
ROY MUNICIPAL SCHOOLS DISTRICT BOUNDARIES

Roy Municipal Schools District (RMS) is located in north eastern New Mexico. It shares borders with the Wagon Mound, Las Vegas City, Mosquero, Clayton and Springer School Districts. Geographically, Roy is approximately 35 miles east of Wagon Mound Public Schools, Mosquero Municipal schools is approximately 19 miles east of RMS on NM State Highway 39. The map below identifies all of the School Districts in the State of New Mexico. The red arrow points to Roy Municipal School District.



Site/Facilities

This map shows the two school districts within Harding County. Roy encompasses the western section of the county and Mosquero the east. In 2014 RMS boundaries totaled 784 square miles. Roy village is located in the southern section of RMS District boundaries.



Site/Facilities

Roy Municipal Schools Site Maps

The following maps contain aerial depictions of the RMS site location within Roy Village. The RMS site is approximately 20.2 acres.



Site/Facilities

A closer view of the site area show the combined school along with the Vocational & Agricultural (VoAg) buildings, the Virtual Classroom addition, School Based Health Clinic and the track and field area.



Site/Facilities

Facility Inventory

Roy Combined School opened in 1980, is located at 525 Roosevelt Street, Roy, NM 87743. The state identification number is 027135. The Facility Condition Index is 11.67%. There are no portable classrooms. A re-purposed house owned by the District is used for School Based Health Clinic, it is 1,029 sf. Of the sixteen total classrooms, seven are general use, eight special use and one special education. There are 1,289 permanent square feet per student. Total enrollment at 2013-14 PED 40 day count is 39 students. The following table includes all permanent and portable facilities that Roy Municipal Schools operates.

The following table indicates construction summary information. The Facility Inventory table is located on the following page.

CONSTRUCTION SUMMARY:

Instructional Facilities:

ID #	School	Acres	Year	Perm. S.F.	Port. S.F.
1	Roy Combined School			51,319	0
0	Site	20.2			
1	Original	Shared	1980	42,045	
2	Virtual Classroom Addition	Shared	2004	3,137	
4	VoAg Building	Shared	1960	5,108	
5	School Based Health Clinic	Shared	1960	1029	
Instructional Total		20.20		51,319	0
District Total		20.2		51,319	0

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Facility Inventory

FACILITY INVENTORY

Facility Name	State ID	Address	Open Date	Age (years)	Construction Dates	NMFCI	FAD Ranking	Site Acreage	Owned or Leased	Total Perm Bldg Area	Total Port Bldg Area	Total Bldg Area (GSF)	Grades	Current Year Enrollment (40 day)	No. of Permanent Classrooms	No. Single Portables	Total Clrms	Port CR % of Total	GSF Per Student	
Elementary School																				
Roy Combined School	027135	525 Roosevelt Street Roy, NM 87743	1980	33	19,801,960,200,419,900,000	11.67%	481	20.2	Owned	50,290	0	51,319	PK -12	39	16	0	16	0%	1,289	
DISTRICT TOTALS:	02136							20	Owned	51,319	0	51,319	Pre K-12	39	16	0	16	0%	1,316	

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District Growth

Demographics

This analysis takes a look at the region that impacts Roy Municipal Schools (RMS). In this section relevant demographic information regarding the populations living in Harding County and the area within the Roy Municipal Schools boundaries will be documented. Demographic data will serve as the basis for developing future district growth plans.

Harding County Profile

Demographics

The region encompassing Harding County, is located in the northeast section of New Mexico. The region is well known for its scenic mountainous areas and its vibrant Hispanic cultural community. Land tenure in the area can be traced to Spanish settlements of the 1600's. The county is mostly rural and sparsely populated. Villages in the county include; Roy and the county seat of Mosquero. The nearest larger towns and cities outside the county include Mora, Raton and Las Vegas, New Mexico. Population of Harding County in 2012 was approximately 612.

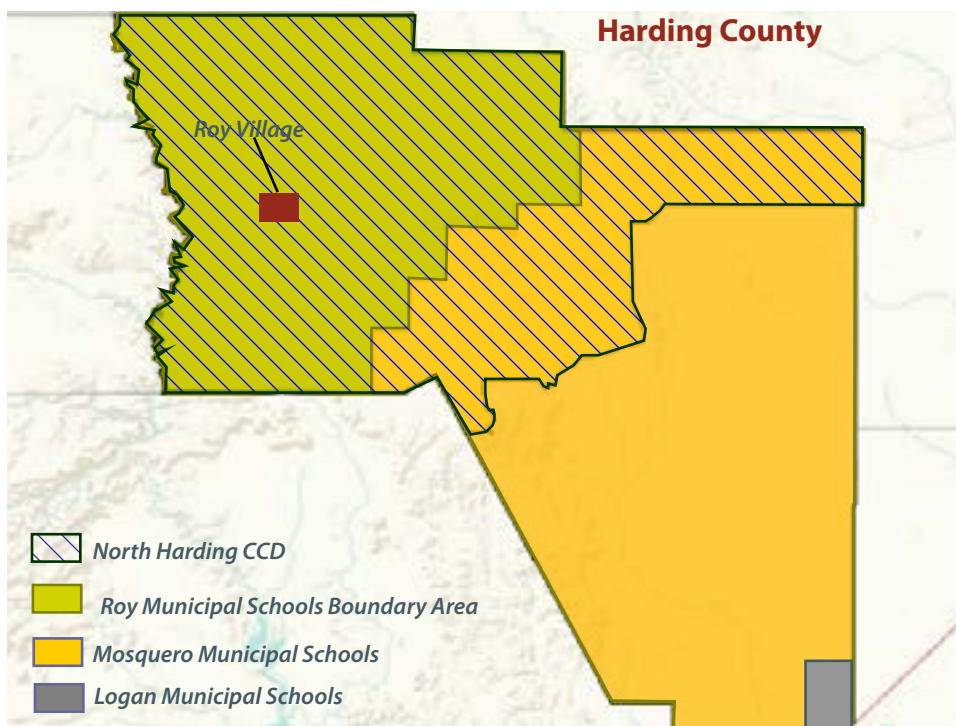
Harding County Boundary



Map: UNM HSC

Harding County contains two County Census Divisions (CCD) designated as the North Harding CCD and the South Harding County CCD by the U.S. Census Bureau. There are three school districts within the county, Roy Municipal Schools, Mosquero Municipal Schools and a small portion of Logan Municipal Schools. The following graphic indicates the Harding County boundaries, CCD boundaries, school district boundaries and location of Roy Village.

District Growth



Data Resources

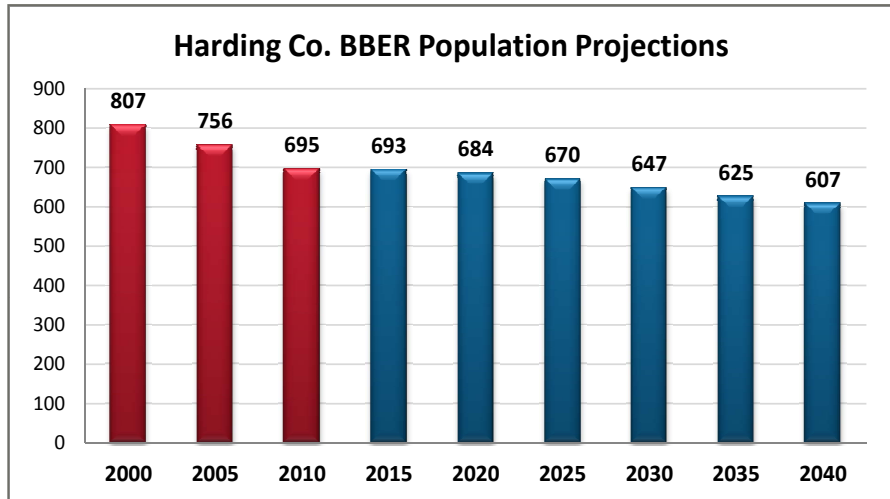
Data obtained from the Bureau of Business and Economic Research (BBER), both American Community Survey (ACS) data and 2010 Census data will be used interchangeably in this analysis to yield a thorough interpretation of the demographic factors affecting Harding County and the Mosquero Municipal Schools boundary area.

The 2008-2012 ACS provides estimates regarding demographic profiles including population and economic characteristics of geographic areas in the United States. ACS data is collected in 1 year and 5 year periods and provides a more detailed analysis of a given population than 10 year census data. The population estimates of the ACS do not match the official counts of the 2010 US Census, but provide a reliable outlook regarding the demographic conditions of a particular geographic area. State and county resources are also used throughout this section, please see source citations at the end of each subheading for details.

Harding County Historic and Projected Population Estimates

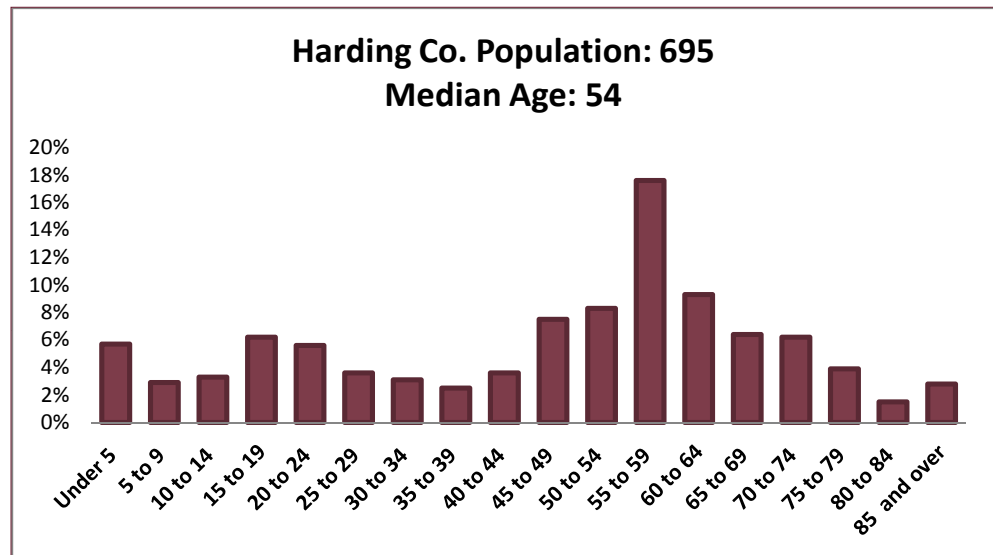
The Bureau of Business and Economic Research (BBER) provides census projections for New Mexico Counties from the present to 2040. BBER projects that Harding County's population will decrease from its population of 695 in 2010 to 607 in 2040, a 12% decline. (Source: UNM Geospatial and Population Studies, New Mexico County Projections July 1, 2010 to July 1, 2040, Bureau Business and Economic Research, UNM. Released Oct. 2012)

District Growth



Harding Co. Median Age/Age Distribution

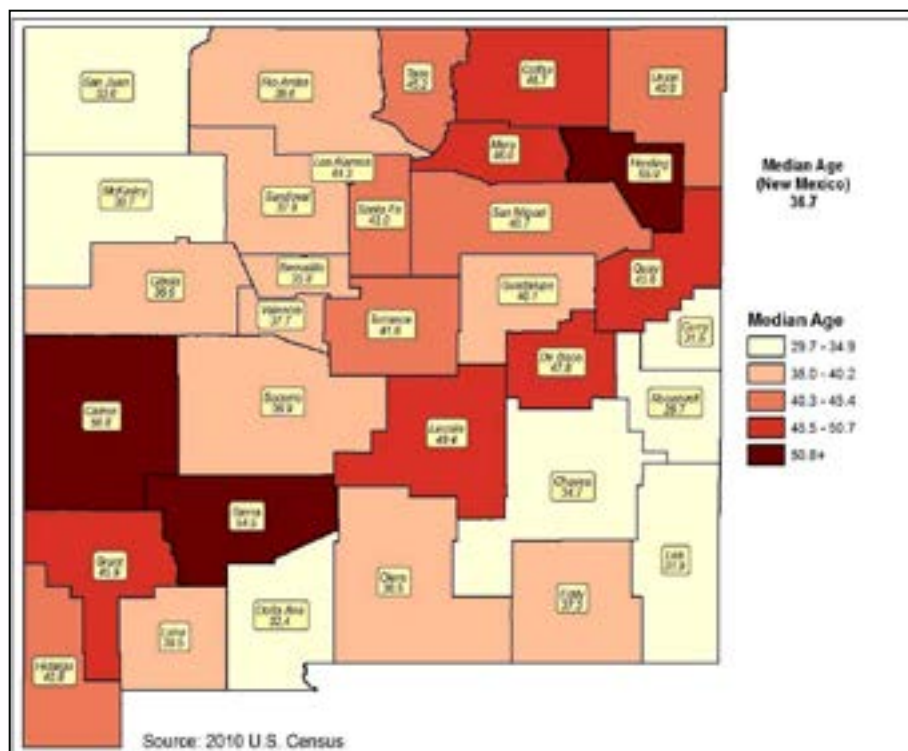
The 2010 median age in Harding County was 54 years, rising from 49 years in 2000. The 2010 median age is significantly higher than the New Mexico 2010 average median age of 34.6 years. The population in the 55 to 59 age cohort is the by far the predominant age group in the county as shown in the graph below (Source: U.S. Census 2010 & 2000). The younger age ranges are small percentages of the overall population. The older population in the county is likely due to lack of in migration of younger people and the stability of the older population within the county.



New Mexico County Median Age Comparison Map

District Growth

The following map compares median age across New Mexico. In this map Harding County's median age is shown in the highest age range when compared to other counties in New Mexico.



Harding County Population Compared to District Population

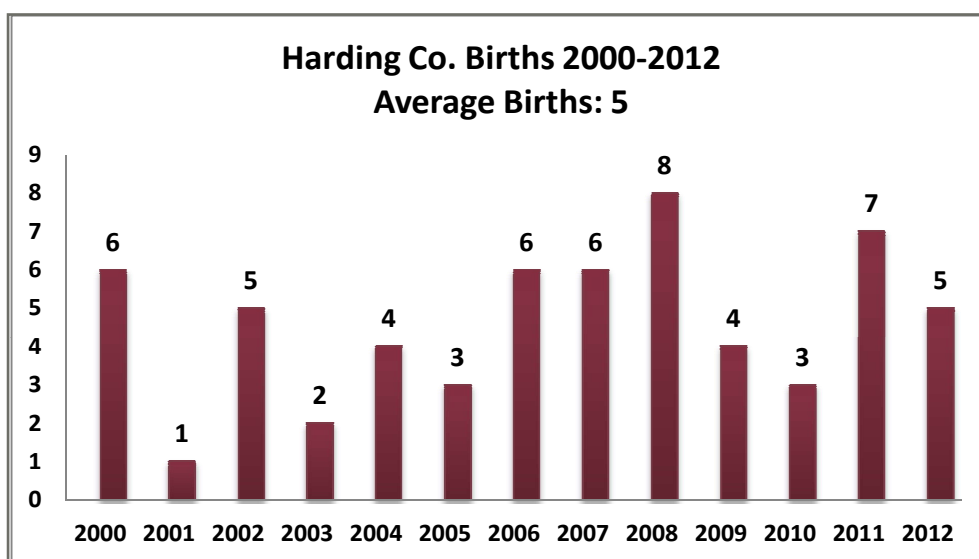
Harding County population was 810 in 2000. The corresponding RMS student enrollment in that same year was 43 students. Student enrollment constituted 5% of the county population in 2000. From 2000 - 2010, the county population decreased slower than district enrollment. RMS student enrollment constituted 4% of county population in 2010. The table below compares populations from 2000 - 2010 across the RMS region (Source: U.S. Census Bureau, 2010; PSFA Enrollment Trends, 2013).

Total Population	2000	2010	% Change
New Mexico	1,821,204	2,065,932	13%
Harding County	810	695	-14%
RMS Boundary Area	- Unavailable	315	-
Roy Village	304	226	-26%
RMS Enrollment	115	40	-65%

District Growth

Harding County Births

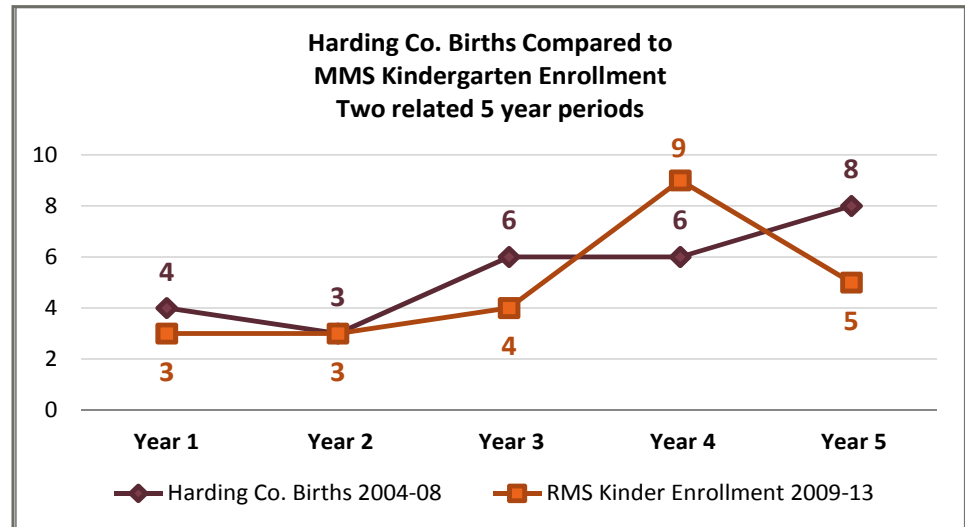
The following graph depicts the county births in Harding County for the last 12 years. These births provide a point of reference to the number of entering kindergarten students to RMS. The graph shows that an average of 5 children were born from 2000 to 2012, per year. In 2008 there were 8 births; this number provides us with an estimate of the number of entering kindergarten students in the 2013 school year. These figures are reflected in our enrollment projections (Source: NM Department of Health). (Note: NM Department of Health considers birth data in Harding County to be statistically unstable due to the small number of births within a small population sample. This is however, the most reliable data available.)



Harding County Births to RMS Kindergarten Enrollment

In the next chart, births to kindergarten enrollment are compared in two separate 5 year periods (The X coordinate represents the periods and the Y coordinate represents the number of children). The relationship between the two sets are analyzed so that the number of births in a given year are an indicator for the number of kindergarten enrollment 5 years later. For example, Year 1 of birth (2004) corresponds to Year 1 of kindergarten enrollment (2009) because the child who was born in 2004 will attend kindergarten in 2009.

District Growth



The average number of Harding County births from years 2004-2008 is 5. Kindergarten enrollment constituted about 75% of the share of county births in the Year 1 Period shown above (e.g. kindergarten enrollment in 2009 at RMS, 3; County births, 4). This ratio decreased to 63%, share by Year 5 related period (Source: PSFA Enrollment Trends, 2013 & NM Department of Health). Over the 5 year period RMS enrolled fewer Harding Co. births each year, with the exception of the year 4 period.

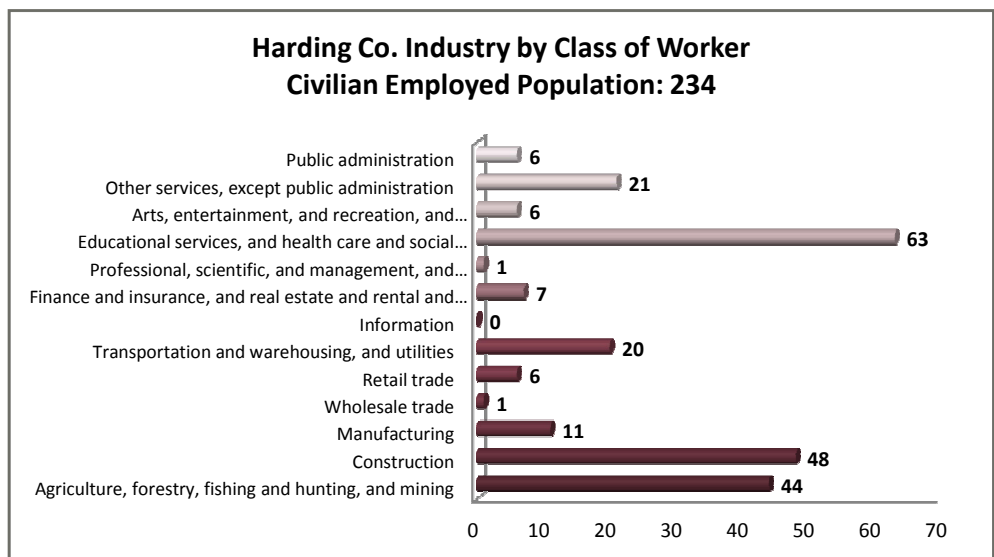
Harding County Educational Attainment

Of the adult age population in Harding County, 88% of the population is a high school graduate or higher. A total of 19% have a bachelor's degree or higher (Source: ACS, 2008-2012).

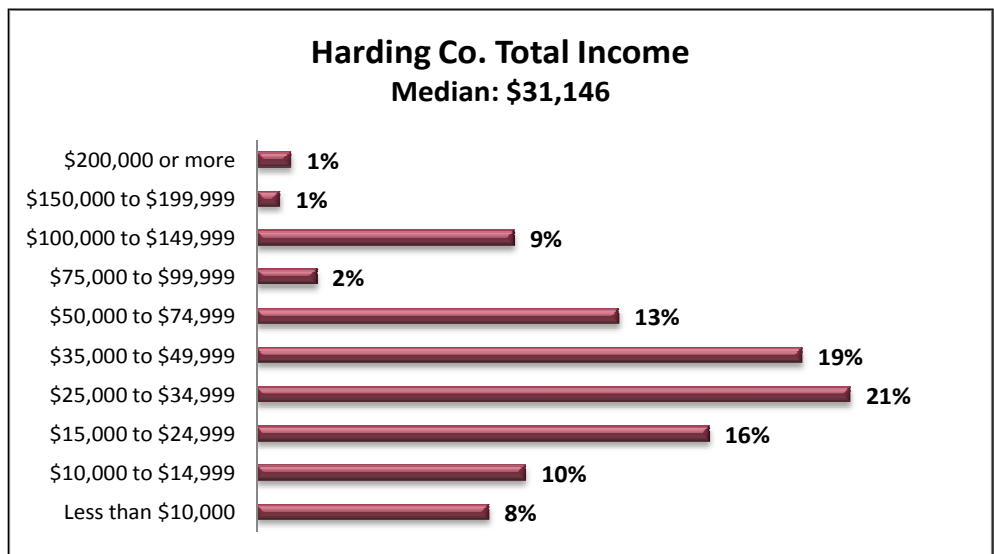
Harding County Industry and Income

The primary industries in Harding County are Education, health care and social services fields. The Construction industry has the second highest employment and third is Agriculture, forestry, fishing and mining reflecting the economic importance of ranches and the outdoor recreational activities industry in the area. These industries are expected to remain into the future but may be affected by the aging population needing additional social and health services as well as loss of employees as they approach retirement age.

District Growth



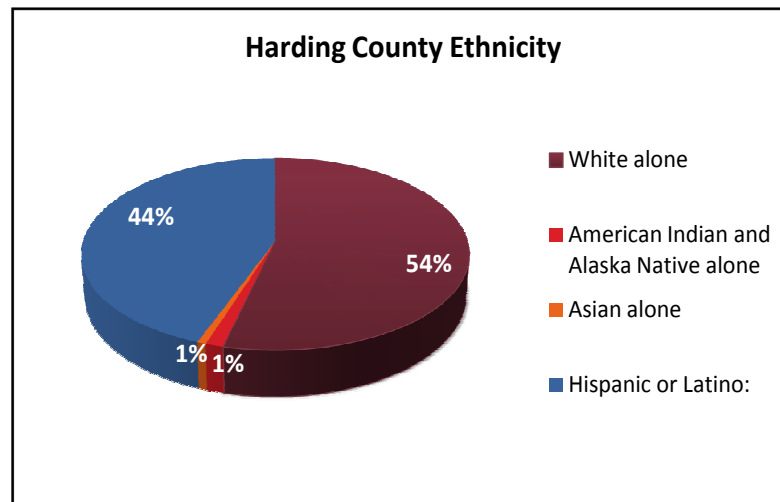
Median income per household in Harding County is \$31,146, considerably lower than New Mexico's median income of \$44,886. Income in Harding County is relatively evenly distributed in the lower and middle income categories. The standout is that 9% of the population has income in the \$100,000 to \$149,000 category (Source: ACS, 2008-2012).



District Growth

Harding County Ethnicity

The following chart represents the population that identifies as Hispanic and the population that does not identify as Hispanic. The blue portion indicates that 44% of the population identifies as Hispanic; of those that identify as non-Hispanic; 54% identify as White only; .1% identify as American Indian and Alaskan Native alone; and 1% as Asian alone (Source: ACS, 2008-2012).



Roy Municipal Schools Boundary Area Profile

RMS Regional Perspective

Located in the western section of Harding County, Roy Municipal Schools (RMS) district boundary area is neighbored to the east by the Mosquero Municipal Schools district boundaries and the west by the Mora Municipal Schools, Springer and Clayton Municipal Schools districts to the north.

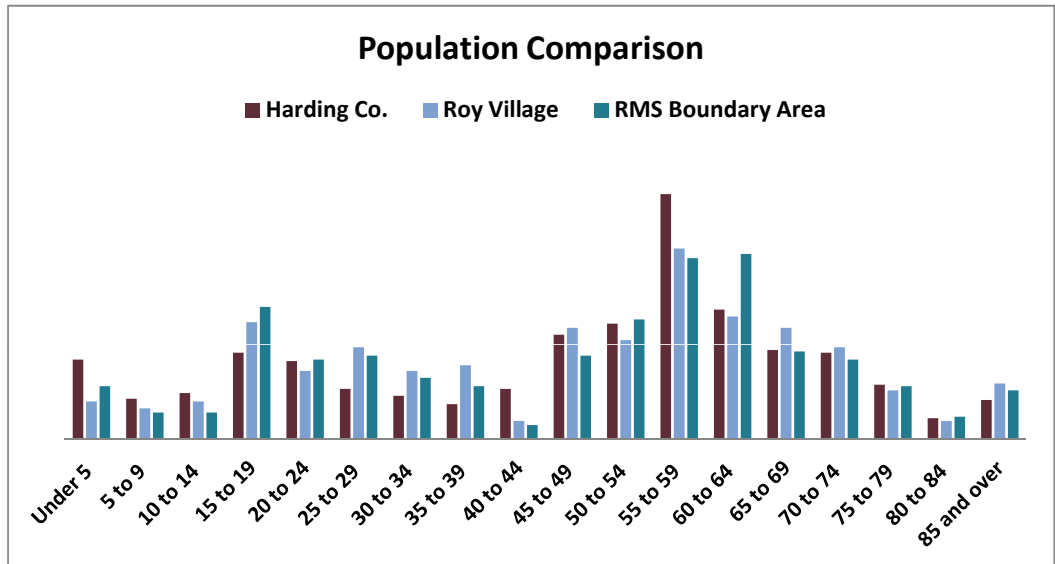
The RMS school facilities are located in the Village of Roy. Roy Village's population in 2010 was 226. Since RMS students live in and around Roy Village, a more accurate analysis of demographic situations affecting the district must encompass the population data from the entire RMS school district boundary area.

The RMS boundary area is primarily farmland with large cattle ranches and small farms. Economic development has relied on a large carbon dioxide gas field beneath Harding County which has been mined for decades (Source: Village of Roy).

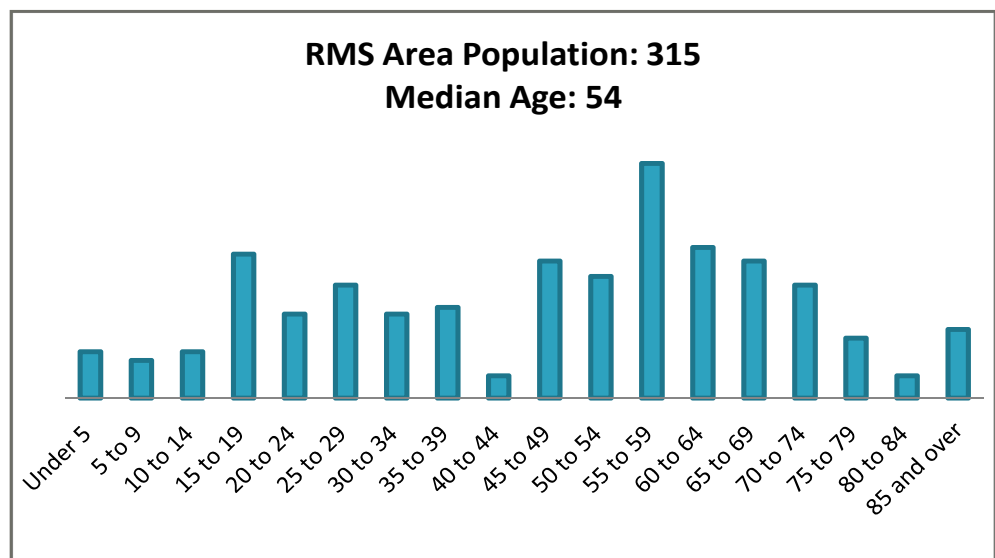
District Growth

RMS Area Age Distribution

The following graph displays population and age across the region. The graph illustrates that the largest growing age categories are in the higher ranges in each segment (Source: ACS, 2008-2012).



According to the ACS, the total population in the RMS boundary area is 246. The following chart is the age distribution for the area demonstrating that the largest two age categories are 55-59 and 45-49. The high numbers in the higher age ranges may indicate limited population growth and district enrollment into the future (Source: ACS 2008-2012).



District Growth

Roy Municipal Schools Boundary Area Household Types

Of the 131 family households 14% have one or more children under 18 compared to 51% which have one or more people over 60. This is an indicator of possible future enrollment decreases in RMS, since families with young children may contribute to school enrollment (Source: ACS, 2008-2012).

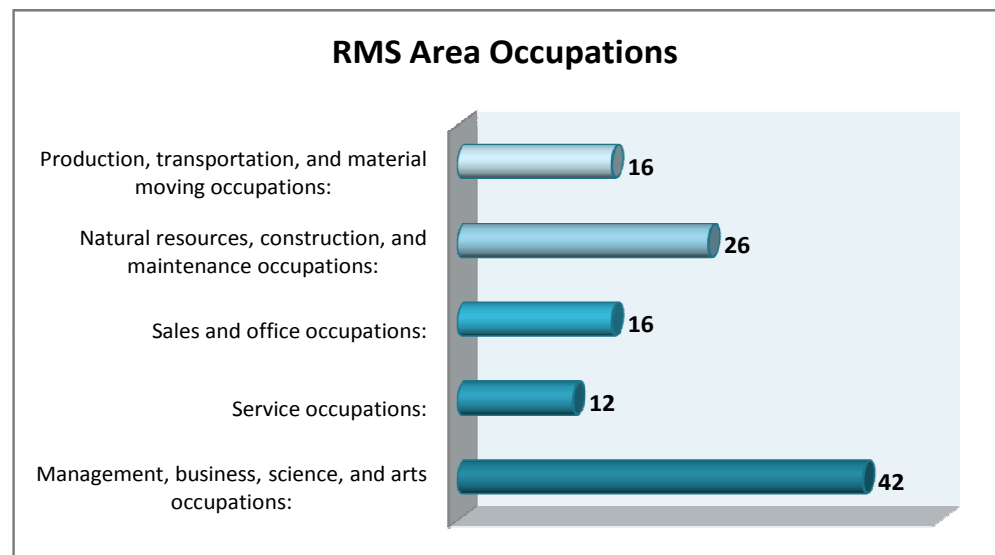
Total households	131
Households with one or more people under 18 years	14%
Households with one or more people 60 years and over	51%
Total families	71
Average family size	3.32

RMS Boundary Area Hispanic or Latino Origin

Those that identify as Hispanic or Latino within the RMS area is 177 those that do not is 138. These numbers are very close to the percentages in Harding County as a whole (Source: ACS, 2008-2010).

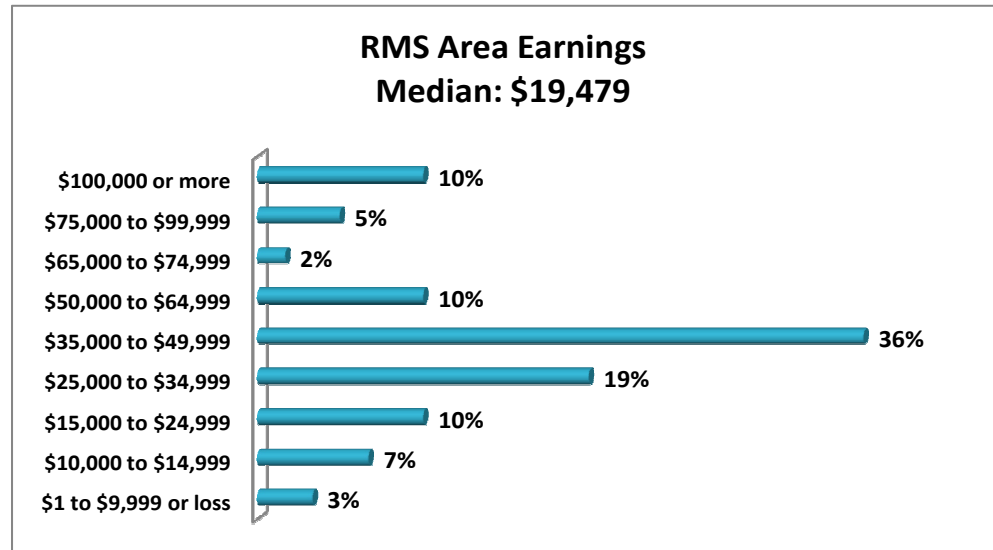
RMS Area Occupations and Earnings

According to the ACS, approximately 173 people in the RMS area are 16 years and over with earnings. The primary source of employment is in Management, business, science and arts occupations of which the most are employed in management occupations and education, training and library occupations (Source: ACS, 2008-2012).



District Growth

The greatest category of earnings is \$35,000 - \$49,999 at 36%. The remainder of the categories mostly fall under this category which accounts for the low median earnings (Source: ACS, 2008-2012).



Summary

Population in Harding County has decreased from 2000-2010. BBER projects that county population will continue to decline through 2040. The population within the Roy Municipal Schools boundary area also decreased over the same period.

Both Harding County and the RMS area have median ages higher than the state average. This may indicate continued population declines and lower district enrollment into the future.

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Enrollment

RELEVANT FACTORS

Roy Municipal Schools (RMS) is located in Harding County, which had a population decrease of 14% from 2000-2010. BBER is anticipating continued decrease of population in Harding County through the next 30 years. The RMS area decreased from 2000-08, but has since leveled and this is not expected to change in the near future.

The 2008 recession affected rural Harding County's economy which resulted in large out migration of the younger demographic. Enrollment in RMS was affected by these changes with enrollment declining during this time period.

PROJECTION METHOD

There are several methods of projecting student enrollment for school districts. The most common of which is the cohort-survival method. In this method, the numbers of students in a cohort (a group of students of a certain age who move together through one grade level to the next) are tracked through past grades. Based on historical enrollments, survival rates (ratios of the number of students who remain from one year to the next) are calculated. Prevailing birth rates (for kindergarten) and average survival rates (for other grades) are used to calculate future enrollments. As warranted, ratios can be adjusted to reflect major factors identified during the growth analysis. Since the cohort-survival method addresses students who are currently in the system, it tends to be very accurate for 5 to 7 years.

The population method is another projection technique. This method uses information about a known population (usually derived from U.S. Census data) and actual attendance from the area. Projected enrollment is calculated based on the ratio of students attending to the general population, multiplied by the projected change for the population in the general area.

These two methods were combined to project the enrollment for Roy Municipal Schools. Overall student enrollment is calculated at the district level using the population method. This number is used as a control total for detailed cohort-survival projections at the school level. Smaller school districts can often rely on close monitoring of development activity to identify changes in student population.

The following tables provide the historic and projected enrollment numbers at each of the district schools. The first tables and graph provide the total historic and projected district enrollment numbers.

Enrollment

Roy Municipal Schools District Wide Enrollment

Population decreases in Harding County are concurrent with declines in RMS historic enrollment. From 2000-2010 the district enrollment declined by 75 students, a rate of 65%. The steepest declines occurred between the 2008-09 and 2009-10 school years when the district lost approximately 20 students. In 2011-12 enrollment leveled off to approximately 40 students and has remained stable since.

Projections for RMS anticipate enrollment to remain stable through the next few years. Changes to enrollment would be dependent on new in migration by young families with children or an increase in births in the RMS area. Otherwise, enrollment is expected to remain at present levels if current conditions persist.

The following page contains tables for historic and projected enrollment and a trend graph comparing RMS district wide enrollment over time.

Enrollment

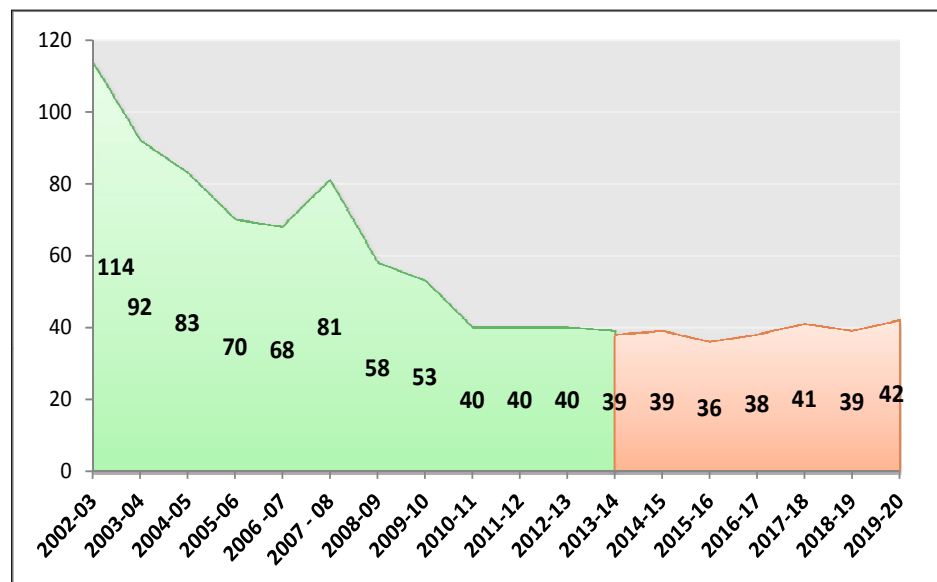
Roy Municipal Schools Historic Enrollment

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Pre-K	0	0	0	0	1	4	2	2	0	1	2	3
K	5	2	3	1	1	1	4	3	3	4	9	5
1st	2	5	0	3	1	1	1	4	4	3	4	7
2nd	4	2	6	1	2	1	0	0	2	3	2	4
3rd	9	4	3	7	0	1	1	1	1	2	3	2
4th	6	6	6	3	6	0	3	1	2	1	4	3
5th	12	5	7	6	3	6	0	3	1	2	1	2
6th	5	12	6	8	6	6	6	2	3	1	2	1
7th	10	5	12	5	8	5	4	6	3	3	1	2
8th	11	7	3	12	6	10	4	2	6	2	2	1
9th	10	10	10	3	14	9	10	5	1	4	2	3
10th	17	11	9	8	4	18	6	8	5	2	4	2
11th	8	14	7	6	10	6	14	3	6	6	1	3
12th	15	9	11	7	6	13	3	13	3	6	3	1
Total	114	92	83	70	68	81	58	53	40	40	40	39
W/o Pre-K	114	92	83	70	67	77	56	51	40	39	38	36

Roy Municipal Schools Enrollment Projection

Grade level	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Pre-K	3	2	3	3	2	3
K	4	3	6	5	4	4
1st	4	3	2	6	4	4
2nd	5	3	2	2	4	3
3rd	4	5	3	2	2	4
4th	2	4	5	3	2	2
5th	3	2	4	5	3	2
6th	2	3	2	4	5	3
7th	1	2	3	2	4	5
8th	2	1	2	3	2	4
9th	1	2	1	2	3	2
10th	3	1	2	1	2	3
11th	2	3	1	2	1	2
12th	3	2	2	1	1	1
Totals	39	36	38	41	39	42
W/o Pre-K	36	34	35	38	37	39

Roy Municipal Schools Enrollment Graph



Graphs include Pre-K enrollment

Enrollment

Roy Municipal Schools Elementary School Enrollment

Historic enrollment in Roy Elementary School (RES) has seen slow steady declines from 2000-2011 when the elementary school enrollment declined by approximately 60%. In the 2011-12 school year elementary enrollment increased by 10 and remained stable through the following year.

Projected RES elementary enrollment is in line with Harding County birth projections. Harding County's birth rate is very small and the kindergarten enrollment is shared by Mosquero Municipal Schools enrollment. Each elementary school grade level has historically been below 12. This is not projected to change into the near future. Projections do anticipate that the school's enrollment will remain stable at approximately 25-30 through 2020.

The following page contains tables for Roy Elementary School historic and projected enrollment and a trend graph comparing Roy Elementary School enrollment over time.

Enrollment

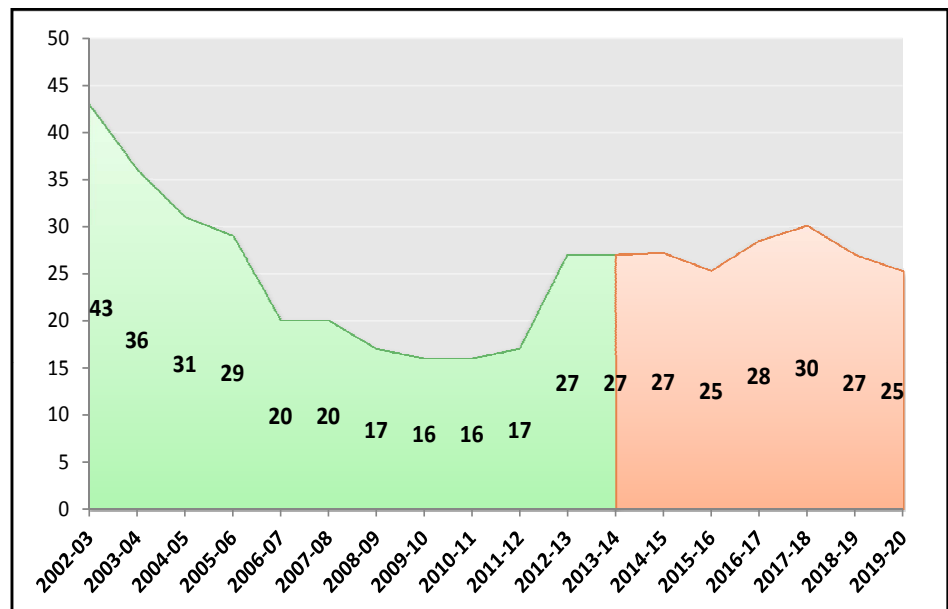
Roy Elementary School Historic Enrollment

Grade level	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Pre-K	0	0	0	0	1	4	2	2	0	1	2	3
KN	5	2	3	1	1	1	4	3	3	4	9	5
1st	2	5	0	3	1	1	1	4	4	3	4	7
2nd	4	2	6	1	2	1	0	0	2	3	2	4
3rd	9	4	3	7	0	1	1	1	1	2	3	2
4th	6	6	6	3	6	0	3	1	2	1	4	3
5th	12	5	7	6	3	6	0	3	1	2	1	2
6th	5	12	6	8	6	6	6	2	3	1	2	1
TOTAL	43	36	31	29	20	20	17	16	16	17	27	27
W/o Pre-K	43	36	31	29	19	16	15	14	16	16	25	24

Roy Elementary School Enrollment Projection

Grade level	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Pre-K	3	2	3	3	2	3
KN	4	3	6	5	4	4
1st	4	3	2	6	4	4
2nd	5	3	2	2	4	3
3rd	4	5	3	2	2	4
4th	2	4	5	3	2	2
5th	3	2	4	5	3	2
6th	2	3	2	4	5	3
TOTAL	27	25	28	30	27	25
W/o Pre-K	24	23	25	27	25	22

Roy Elementary School Enrollment Graph



Graphs include Pre-K enrollment

Enrollment

Roy Municipal Schools High School Enrollment

Roy High School (RHS) houses 7th - 12th grade students in a combined school that includes the elementary students.

Historically RHS has seen dramatic enrollment declines from 2000-2013. The high school's enrollment declined by approximately 82% over this time period. In the 2008-19 school year high school enrollment dropped by 20 and has continued to decline since.

Projections for high school anticipates enrollment to remain stable at between 10 -17. Should economic conditions change in Harding County projections could rise. There is no indication that this will occur, therefore these projections are most likely accurate.

The following page contains tables for Roy High School historic and projected enrollment and a trend graph comparing Roy High School enrollment over time.

Enrollment

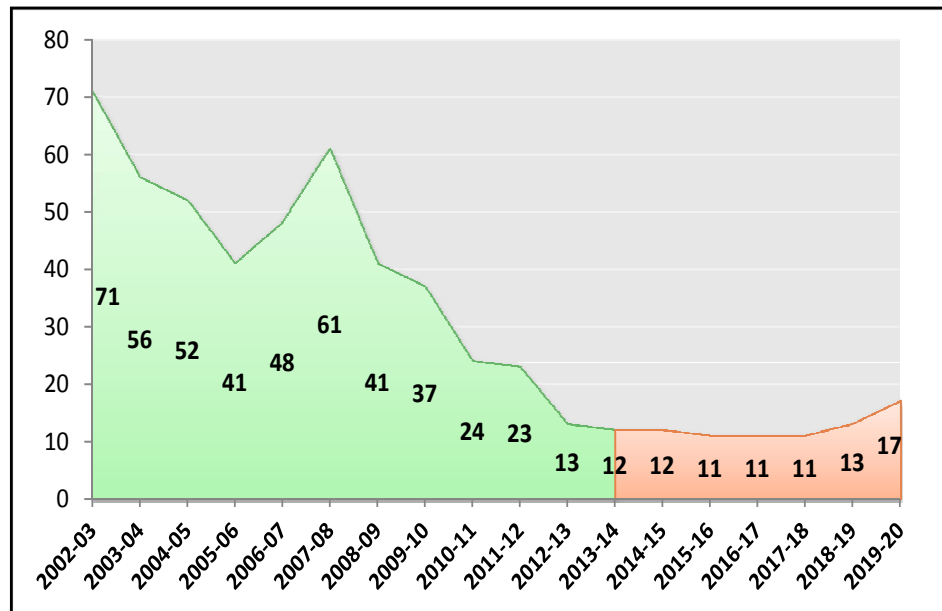
Roy High School Enrollment History

Grade level	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
7th	10	5	12	5	8	5	4	6	3	3	1	2
8th	11	7	3	12	6	10	4	2	6	2	2	1
9th	10	10	10	3	14	9	10	5	1	4	2	3
10th	17	11	9	8	4	18	6	8	5	2	4	2
11th	8	14	7	6	10	6	14	3	6	6	1	3
12th	15	9	11	7	6	13	3	13	3	6	3	1
TOTAL	71	56	52	41	48	61	41	37	24	23	13	12

Roy High School Enrollment Projection

Grade level	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
7th	1	2	3	2	4	5
8th	2	1	2	3	2	4
9th	1	2	1	2	3	2
10th	3	1	2	1	2	3
11th	2	3	1	2	1	2
12th	3	2	2	1	1	1
TOTAL	12	11	11	11	13	17

Roy High School Enrollment Projection



Enrollment

SUMMARY

From 2000-2008 Roy Municipal Schools (RMS) experienced steady enrollment decreases. In 2008-09 the District lost approximately 20 students and has not recovered since. The current district enrollment hovers near 40 students.

In part due to an aging population and low in migration into Harding County and the RMS boundary area, enrollment projections anticipate that enrollment will remain in the 40 student range district wide through 2019-20.

Utilization/Capacity

UTILIZATION AND CAPACITY ANALYSIS

School utilization and capacity are not stationary numbers; they can change from year to year depending on the educational programs available at the school, the pupil/teacher ratio (class size), scheduling, and special needs of the students. Special programs that the District provides to meet the needs of its students can have a dramatic impact on the capacity and utilization of educational facilities. For that reason, it is recommended that the utilization and capacity of the facilities be reviewed annually and updated as necessary to realize the most effective use of the buildings and to enable the district to effectively plan for the future.

The methodology used to determine facility capacity can be slightly different for each school type due to their educational programs and use of facilities. For this facilities master plan, capacities were analyzed using three different capacity calculation methods to provide a comprehensive look at school capacities. Capacities based on the permanent square footages, number of instructional spaces at each school, and educational programs are provided; capacities based on permanent and portable square footages are also included for comparison.

CAPACITY/ UTILIZATION ANALYZED BASED ON NM ADEQUACY STANDARDS

The first capacity calculation method is based on the comparison of the existing square feet of a school with and without portables to the NM Adequacy Standard recommended square feet for a new school. NM adequacy standards for overall square footage of a school are based on student population and derived from the Maximum Building Gross Square Foot Calculator located on the PSFA website. Recommended square footage per student in the adequacy standards are intended to functionally support all of a school's educational programs, yet encourage multi-use spaces and other strategies that will maximize utilization and create an efficient footprint for the school.

The NM Adequacy Standard recommended square feet per student provides insight to student capacity of existing District school facilities based on the existing square feet of each facility, including permanent and portable. This method of calculating capacity provides a look at how the existing school compares to the State's standards. The square footage per student is based on NM Adequacy Standard square footage, and does not take into consideration the number of existing instructional spaces or the educational program.

In determining the capacity that PSCOC/PSFA would anticipate for an existing school, the overall square footage of the school is compared to square footages in the Maximum Building Gross square Foot Calculator and the associated capacity of the school. For Roy School with an existing square footage of 51,319, the PSCOC/PSFA recommended capacity based on the calculator is 255 students.

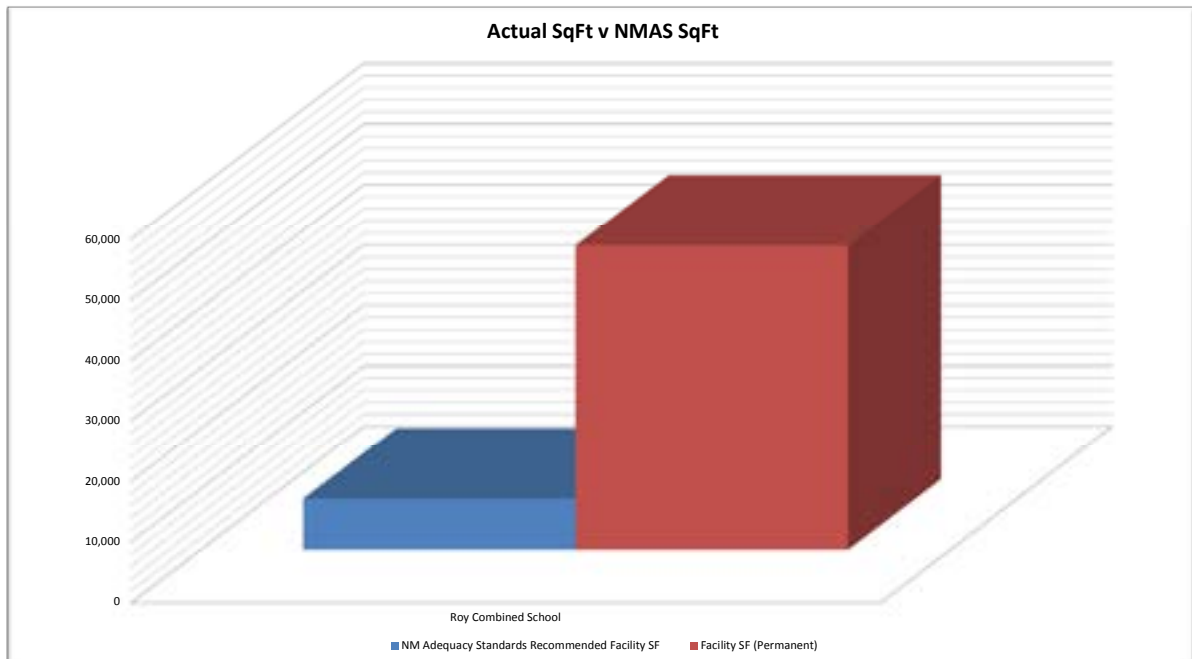
Utilization/Capacity

The table below shows the current Roy Schools enrollment along with the NM Adequacy Standard recommended square feet per student. Multiplying these columns gives the NM Adequacy Standard recommended square footage for the facility. The differences between existing square footages and NM Adequacy Standard recommended square footages is shown for comparison. The table also shows the recommended student capacity based on the existing size of each school facility in the District. The table is summarized in a graph for visual comparison.

Roy Combination School has an existing footprint of 51,319 sf which is greater than the 8,385 sf recommended by the NM Adequacy Standard. The District is over the recommended square footage by approximately 612%. NM Adequacy Standards calculates the capacity of the existing combined school at 255. Roy's current student enrollment is 39. This capacity method shows the school should be capable of accommodating 216 more students than RMS has enrolled. This data reflects an under utilized facility.

NM A.S. Recommended Square Footage:

School	Current Enrollment	NM Adequacy Standards CURRENT Recommended SF/Student	NM Adequacy Standards Recommended Facility SF	Existing Facility SF (Permanent)	Ratio of Existing SF to Recommended SF (Permanent Facilities Only)	Adequacy Standards Capacity based on Existing SF/Student
Roy Combined School	39	215	8,385	51,319	612%	255
DISTRICT TOTALS:	39	215	8,385	51,319	600%	255



Utilization/Capacity

To increase facility efficiency, the District should strive to be close to the NM Adequacy Standards recommended footage based on enrollment; however, the District has to determine if a smaller footprint will meet student needs. A reduced square footage will save the District money on maintenance and operation, but the needs of the students have to be met.

NM PUBLIC EDUCATION DEPARTMENT PUPIL TO TEACHER RATIO

The two following capacity calculation methods are based in part on the New Mexico Public Education Department (PED) Pupil to Teacher Ratio (PTR). A school's average PTR is determined based on PED's Pupil to teacher ratio by grade level.

The following is PED's allowable PTR by grade level, which is used in determining instructional capacity of a school:

- Pre-K: 8-18 with aides
- Kindergarten: 15 without an aide; 20 with an aide
- 1st – 3rd: 22
- 4th – 6th: 24
- 7th – 8th: maximum English class size: 27, or 189 students per teacher per day
- 9th – 12th: maximum English class size: 30, or 210 students per teacher per day

The following Average PTR was used for calculations of Roy Combined School:

Roy Combined School	26 students
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CAPACITY BASED ON MAXIMUM AND FUNCTIONAL FACILITY CAPACITY

The second capacity method is based on the number of existing classrooms and educational program with and without portables. This capacity method looks at the **Maximum Facility Capacity** and **Functional Facility Capacity** of a school. These two capacities are explained below:

Maximum Facility Capacity: Is the sum of the maximum number of students that can be assigned to each classroom/instructional space of a school facility. The maximum number of students that can be assigned to each classroom is based upon the PED standard for PTR or the New Mexico State Adequacy Standard for minimum square feet required per student, whichever is more restrictive. When calculating Maximum Facility Capacity, consideration is not given to the educational program delivered at the school and how the classrooms are used. It is understood that this is not a realistic capacity for a school, but serves to identify a facility **maximum**.

Utilization/Capacity

Functional Facility Capacity: Is the potential best use of classrooms/instructional spaces based on the school's educational program and facility design. It is the sum of the **maximum** number of students that can be assigned to each general use classroom of a school facility. Similar to Maximum Facility Capacity, the number of students that can be assigned to each classroom is based upon the PED standard for PTR or the NM State Adequacy Standard for square feet per student, whichever is more restrictive. Unlike Maximum Facility Capacity, this calculation excludes the instructional spaces that provide support to assigned classroom/instructional spaces.

For elementary schools this means that only the general use classrooms are counted for Functional Facility Capacity. The special use rooms such as art, music, computer and gym would not be counted for capacity. Except for Level D or DD, special education classrooms are also not counted. The functional capacity calculation accounts for the potential to fill classrooms that function as "homeroom instruction" for students.

For middle/high schools the only rooms deducted from the Functional Facility Capacity are rooms identified as special education or unassigned/support labs such as computer labs, science labs, etc. Excluding special use and support classrooms provides a more realistic capacity that reflects the educational program of the school.

The Functional Facility Capacity analysis below indicates that the District's functional facility capacity is 268 students, current enrollment is 39. The District is under capacity and could accommodate 229 additional students at the combined school as shown in the table below.

Functional Facility Capacity Compared to Maximum Facility Capacity

School	Grades	2013-14 Enrollment	Existing # of Classrooms w/o Portables	Functional Facility Capacity w/o Portables	Maximum Facility Capacity w/o Portables	NM A.S. Capacity based on Existing Permanent SF/Student
Roy Combined School	PK -12	39	16	268	397	255
DISTRICT TOTALS:		39	16	268	397	255

CAPACITY BASED ON THE NUMBER OF INSTRUCTIONAL SPACES

The third method is based on the number of classrooms/instruction spaces of the school. This analysis is a BENCHMARK based on **Instructional Space Capacity** calculations to provide insight to RMS. It is based on the premises that overall instructional space capacity at 67% is a minimum benchmark and overall instructional space capacity at 75% is an optimum benchmark for the overall capacity of school facilities.

Overall instructional capacity at 67% should be a very attainable efficiency rate for schools. The majority of elementary, middle and high schools in the State of New

Utilization/Capacity

Mexico are able to achieve this rate. If a school is below the overall 67% capacity, the District needs to review the educational program of the school and develop a plan to increase the utilization and efficiency of the school.

Depending upon the need for special programs offered at the elementary level, the 75% overall capacity benchmark may be difficult to obtain and this should be factored in when looking at capacities of individual schools. 75% overall capacity at the middle, and high school levels should be more easily obtained. The main variable at the middle, and high school levels is the amount of electives, advanced placement programs, special education, and support labs being offered. Some electives and advanced placement programs have inherently low student enrollment, but are necessary to meet the needs of the students.

Calculating Instructional Space Capacity

To determine the overall capacity of schools using this benchmark method, ALL instructional spaces in the existing facility are counted. Instructional spaces of a facility are identified through qualitative interviews of the district administration, master schedules, field observations, and a facilities assessment.

Once the number of instructional spaces has been determined and the average PTR for a school derived, both of these variables are multiplied by benchmark percentages of 67% and 75%.

Instructional Space Capacity at 67%

Overall instructional space capacity at 67% provides a minimum benchmark for the design capacity of the school. If a school is operating below 67% capacity, its utilization should be reviewed and possibly modified for efficiency. This calculation identifies approximately 67% of the instructional spaces for general instruction and 33% for special programs and special education for elementary schools. This calculation also accounts for slightly smaller class sizes due to the educational programs of middle and high schools.

$$\begin{aligned} &\text{Instructional Space Capacity at 67\%} = 260 \\ &(\text{Total \# of Instructional Spaces}) \times (\text{Schools Average PTR}) \times (67\%) \\ &(\text{ES capacity} + \text{HS capacity}) = 260 \end{aligned}$$

For Roy Combination School, the totals of the 67% capacity from Elementary and High Schools are added together to determine combination school capacities.

Instructional Space Capacity at 75%

To account for the educational special programs of a school and to derive an upper benchmark, the number of instructional spaces and average school PTR are multiplied by 75%. Instructional Space Capacity at 75% gives an optimum benchmark for the design capacity of the school. If a school is operating above

Utilization/Capacity

75% of maximum capacity, the students, teachers and staff could feel over crowded and performance could suffer. This calculation identifies approximately 75% of the instructional spaces for general instruction and 25% for special programs for elementary schools. This calculation also accounts for slightly smaller class sizes due to the educational programs of middle and high schools.

$$\begin{aligned} \text{Instructional Space Capacity at 75\%} &= 268 \\ (\text{Total \# of Instructional Spaces}) \times (\text{Schools Average PTR}) \times (75\%) \\ (\text{ES capacity} + \text{HS capacity}) &= 268 \end{aligned}$$

It is important to understand that Instructional Space Capacity analysis does not take into account the *specific* educational programs being offered at a school or the overall square footage. Instructional Space Capacity provides a look at the overall capacity of a school based on the number of instructional classrooms and then measures them against the previously discussed benchmarks. Special programs can have a dramatic effect on the capacity of a school.

The following table provides the Instructional Space Capacity at 67% and 75% for each school at Roy Municipal Schools.

Instructional Space Capacity - 67% to 75% Range:

School	Grades	2013-14 Enrollment	Existing # of Classrooms w/o Portables	Instructional Space Capacity w/o Portable @ 75%	Instructional Space Capacity w/o Portable @ 67%	Existing # of Classrooms w/Portables
Roy Combined School	PK -12	39	16.0	268	260	16.0
DISTRICT TOTALS:		39	16.0	268	260	16.0

The Instructional Space Capacity table above indicates that Roy combination school should be able to accommodate an additional 221 students under the overall 67% Instructional Space Capacity method. This school might be able to accommodate even more students under the higher threshold of 75% Instructional Capacity, but student achievement and teacher comfort might suffer. Similar to previous analyses, these analyses show this school is under capacity and currently has an excess of instructional space.

Capacity Analysis Summary Based on all Three Methods

Using all three methods of analyses, the District can accommodate approximately 216 - 229 additional students based on the current square footage of existing facilities, the current educational program, and number of instructional spaces. The first capacity calculation method, compares existing square footage to the NM Adequacy Standard and shows that the school can accommodate an additional 216 students. The second method based on the number of classrooms and the

Utilization/Capacity

educational program shows that the school could accommodate an additional 229 students. The third method based on number of instructional spaces shows that the school could accommodate an additional 221 students. The results indicate that the combined school is oversized for the current student population. RMS has career classes that require special classroom space. Due to declining student population, the school is providing education to a smaller number of students in each grade level than when the school was built.

Special Education Summary

The Special Education program must be reviewed whenever determining the capacity and utilization of facilities. It is important to understand the impact that Special Education has on each facility. The following table identifies the number of students at RMS that are eligible to receive some level of special education instruction including gifted and pre-school. The percentage of students receiving special education instruction in RMS is 31%. Reference the following chart for SPED enrollment.

SPED Enrollment:

School	2013-14 40 Day Student Enrollment	Special Ed Enrollment	Special Ed as % of Total
Roy Combined School	39	12	31%
Total	39	12	31%

Instructional Space Comparisons

To get an overall picture of the capacity and utilization of a school it is also important to look at how the instructional spaces are being utilized. It is important to know how many general instruction, special education and special use spaces are located within a school. This will help determine how it is being utilized. The following two tables identify the number of instructional spaces used for general instruction, special education and special use. Special use spaces are those spaces used for career, art, music, physical education, computer, science labs, etc. that require specialized space to accommodate the function occurring within that space and their percentage.

Instructional Space Comparisons:

School	# of General Use Classrooms	# Special Ed Classrooms	# Special Use Clrms	Total Instructional Spaces	Portable Clrms Total # of Instructional Spaces
Roy Combined School	7.0	1.0	8.0	16.0	0.0
Total	7.0	1.0	8.0	16.0	0.0

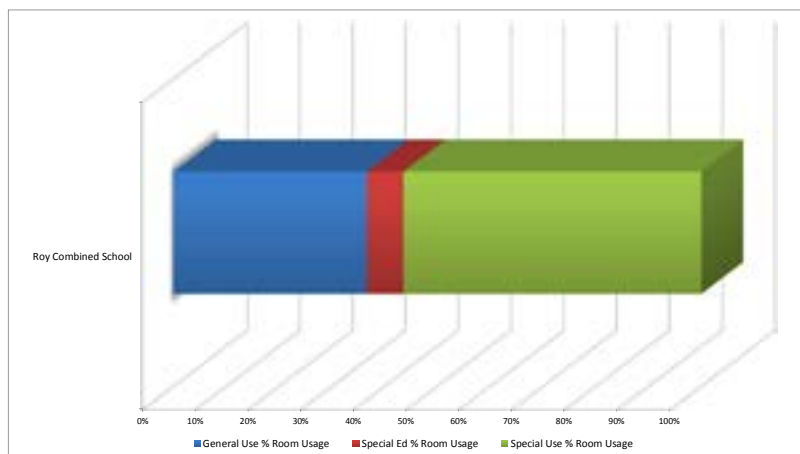
Utilization/Capacity

The previous table shows that the District has 16 permanent instructional spaces; 7 instructional spaces are for general instruction, 1 instructional spaces are for special education, and 8 instructional spaces are for special use. This corresponds to 37% general use spaces, 7% special education spaces, and 57% special use spaces as shown in the next table.

Instructional Space Usage as a Percent (See graph below):

School	General Use % Room Usage	Special Ed % Room Usage	Special Use % Room Usage
Roy Combined School	37%	7%	57%
Total	37%	7%	57%

The following is a graphic representation of the percentage of general use, special education and special use instructional spaces at each school.



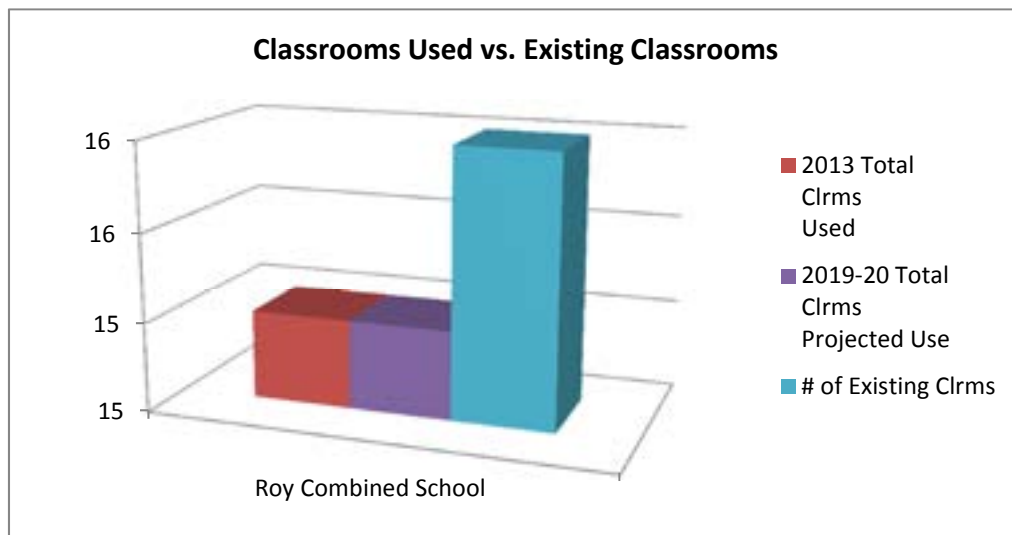
EXISTING CLASSROOM USAGE

The following table shows the approximate number of classrooms that are currently used and are projected to be used in the next five years. Roy Combination School is currently using all 16 of their classrooms. The Ag classroom was not scheduled during the 2013- 14 school year, the PED published 40 day count. The District intends to schedule use all the classrooms in the future.

Utilization/Capacity

Number of Classrooms

SCHOOL	2013-14		2019-20		# of Existing Clrms
	Total Enroll	2013 Total Clrms Used	Total Enroll	2019-20 Total Clrms Projected Use	
Roy Combined School	39	15	42	15	16
Total:	39	15	42	15	16



Roy Elementary school has 4 teachers and the High School has 6 teachers. Summarized tables of the information from the utilization tables in Section 4.1 of this document are shown below, they show grade configuration, student enrollment count at the elementary school and total student scheduled used of classrooms per day over seven class periods.

Elementary Use of Spaces:

TEACHERS NAME	CLASSROOM USE/ GRADE LEVEL	2013-14 STUDENT 40 DAY COUNT
J. Garcia	Pre-K	3
T. Fudge	K-1	12
D. Clavel	2-3	6
A. Anderson	4,5,6	6
TOTAL		27

Utilization/Capacity

High School Use of Spaces:

Classroom/Teacher Use	Room Number	Total Student Scheduled Use /Day
English	111	12
Math	109	13
History	107	17
Metal Shop	S12	10
Wood Shop	S08	0
Vocational CLRM	S05	0
Gym	601	12
ITV	213	0
Ag CLRM	120	0
Computer Lab	212	2
Science Lab	108	12
SPED	112	6

UTILIZATION STUDIES

NM Instructional Space Utilization

The State of New Mexico strives for an Instructional Space Utilization of 80 - 95% of general use classrooms for middle and high school, and 95 - 100% utilization for elementary schools. These utilization percentages are not to be confused with the 67% and 75% overall school capacities discussed earlier in this section. The 80 - 95% utilization rate identified for middle and high schools and the 95 - 100% utilization rate identified for elementary schools refers to utilization of the scheduled classrooms/instructional spaces. For example if an elementary classroom/ instructional space has a capacity of 22 students, the State anticipates 21 to 22 students to utilize that space. The 67% to 75% benchmark is a method to calculate overall school capacity, not to measure utilization of individual classroom spaces.

The table on the next page shows two indicators of utilization of space. The first indicator, Utilization of Space based on % Classroom Occupancy and does not include support spaces. The District occupies instructional spaces at 19%, which is the average of the two schools utilization rate. The low percentage of classroom occupancy reflects a small student body. RMS utilization rates fall below the NM utilization guidelines of 80-95% and 95-100% for high school and elementary school, respectively. The primary reason for the low utilization is that there are not enough students available in the Roy area to attend Roy Municipal Schools.

The classroom occupancy utilization rate for Roy Elementary School is 20%. The Pre-K classroom has only 3 students at the PED published 40 day count. Additional students are in the class but are not D level categorized so the occupancy utilization does not reflect the total actual utilization of the room. The other has other three classrooms are combination classes but still have approximately 33% of the maximum number of students to meet PED PTR. The K-1 classroom has 12 students,

Utilization/Capacity

2nd-3rd classroom has 6 students and the 4th, 5th, 6th classroom has 6 students. The classroom occupancy utilization rate for Roy High School is 7%. The total number of students in each classroom period is much lower than the maximum number of students to meet PED PTR limit. The high school student body is very small at 12 students. RMS can accommodate additional students at the high school level.

Utilization of Spaces:

School	Grades	2013-14 Enrollment	Existing # of Classrooms w/o Portables	Utilization of Space based on % Rm. Occ/Day	Utilization of Space based on Periods Used / Day
Roy Combined School	PK -12	39	16.0	20%	64%
DISTRICT TOTALS:		39	16	20%	64%

The second indicator, Utilization of Space based on Periods Used/Day is the percentage of time that classrooms spaces are utilized during the various instructional periods in a day. The District occupies instructional spaces for 64% of periods in the school day. The low percentage indicates that the District has more classrooms than they need to meet NM Instructional Space Utilization. The elementary school uses four combination classrooms to educate the eight grade levels, Pre-K through sixth grade. The high school offers electives in career readiness to their students in accordance with their educational program. The District is using 15 of their 16 classrooms and plan to use 16 of their 16 classrooms in the future.

Section 2.5 Summary

Demographic analysis indicates that the overall population of the school District has remained fairly steady. The projection is for the District to maintain a steady number in student population. It is critical for the District to have a yearly review of student enrollment and to adjust the facilities master plan as necessary to reflect any changes. Due to the available number of students, the utilization of each space is low, however, most spaces are used and are part of the educational program. Roy Municipal Schools strives to offer as wide a variety of career path courses as possible for their students.

Due to the configuration and utilization of the main school building, there are not many opportunities to reduce the square footage of facilities. The Vo-Tech building, the Vo-Ag addition west of the gym, and the computer lab and ITV classrooms, at the south end of the school are used for career education. The District does not have plans to re-purpose any of the facilities at this time.

Utilization/Capacity

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Technology

Roy Municipal Schools (RMS) has an approved technology plan for 2012 to 2015. A copy of the Technology Plan can be found in the Appendix, in Section 4 of this document. The following is a summary of the technology plan.

RMS Technology Strategies for the District

Technology Plan Executive Summary

High Plains Regional Education Cooperative (HPREC) is located in Raton, New Mexico. HPREC is one of nine regional educational cooperatives in New Mexico and provides services to eight school districts in Colfax, Union, and Harding Counties.

HPREC provides a comprehensive array of support to school districts in rural northeastern New Mexico. With decreasing enrollment, limited budgets, and increasing demands for academic achievement, it is essential that rural schools collaborate, maximize funds, and share resources and knowledge to meet the needs of all learners. Technology offers a means for rural schools to overcome some of these challenges.

Using efficient delivery strategies, HPREC saves school districts dollars by using a cooperative system of sharing services and programs. HPREC provides two types of services. First, HPREC provides services that are best managed on a regional basis either because they are too costly for an individual district to support, or because resources within a single district are limited. Thus, HPREC provides quality professional development, technical assistance, support, and services to member districts that may otherwise be cost prohibitive. Secondly, HPREC engages in entrepreneurial activities to secure additional funding to support ongoing services to member districts.

High Plains Regional Education Cooperative has both expanded and refined its technology-based service offerings since the previous technology plan was last drafted and certified. We have shifted our focus from a site-by-site technology service provider to an infrastructure-based service provider for our consortium members. Due to the infrastructure approach, this technology plan focuses on the technology systems, methodologies, and initiatives that affect our member districts as a whole, rather than the individual school sites. This approach allows us to assist our member districts to achieve success in their individualized leveraging of internet, video, and access-based technologies across their respective districts.

This technology plan also serves as an overlay or higher level technology plan that can be used in conjunction/augmentation to our member districts' existing technology plans, as many of them are dependent upon the infrastructure and support that HPREC provides them on a day-to-day basis.

Technology

RMS Technology Goals for the District

Roy Municipal Schools aligns its goals with the goals of the New Mexico Public Education Department (PED) and the New Mexico Council on Technology in Education. New Mexico Council on Technology in Education (NMCTE), has recommended the following goals for the revised State Technology Plan:

1. Provide comprehensive professional development and technical assistance in the teacher evaluation process.
2. Provide access to and continued development and maintenance of TIENET, a secure web-based platform for documenting events and processes for students.
3. Related Service Providers deliver therapies utilizing tablets, appropriate applications, and other technology.
4. Provide adequate bandwidth between HPREC and districts for online learning, communications, and data connectivity.

RMS currently meets the New Mexico State Adequacy Standard for technology having one computer for every three students at each school. The following table provides information regarding the ratio of students per computer at each school.

School	Student : Computer Ratio
Roy ES	2 : 1
Roy HS	2 : 1
District-Wide Ratio	2 : 1

RMS will continue to add computers as needed and to adhere to a replacement schedule. RMS has provided each teacher with a computer.

Computer replacement cycle is 5-7 years. Computer replacement is established based on the service life of the unit or an evaluation is made by the District Technology Systems Technician recommending replacement. Internet access is in all rooms on all campuses.

Technology Funding Sources

RMS utilizes E-rate funding for technology when available.

Energy Management Plan

District Energy Plan:

Roy Municipal Schools has an energy management program in place as described in line item 3 in the paragraph below.

District Maintenance Plan:

The RMS Maintenance Plan was adopted by the Roy School Board on 11 May 2011. The following is a brief summary of the plan, the entire plan is located in the Section 4, Appendix.

The plan contains nine sections:

1. District Maintenance Mission Statement and Maintenance Goals
2. Maintenance Organization and Staffing Responsibilities
3. Maintenance Priorities and Procedures
4. Inspection and Maintenance Schedules
5. Scheduled Preventive Maintenance Tasks
6. Established Custodian Duties and Responsibilities
7. District Facilities and Equipment
8. Planned Major Maintenance and Repair Projects
9. Record of Updates to Roy Municipal Schools PM Plan and signatures

RMS Maintenance Mission Statement

To provide a safe, clean, and healthy learning environment for the students and staff, and to ensure that facility systems and equipment are well maintained so that classroom disruptions are minimized.

RMS 2011-12 Maintenance Goals

1. *District will provide on-going training for each of our custodial/maintenance staff on an annual basis in the areas of heating, technology and safety to run a more efficient and effective department with a target of at least 10 hours per maintenance staff member.*
2. *District will ensure that all exterior doors shut properly by August 2011.*
3. *District will monitor the energy efficient project that was completed by Electric Horseman by recording energy usage and send reports to the State. (Monthly)*
4. *Ensure that all emergency lighting is operational in the District. (Monthly)*
5. *Ensure that all walkways are clear of low, hanging trees and obstacles. (Monthly)*
6. *Ensure that all heater control valves in the district are operational. (Fall)*
7. *Roof top AC units are operational and maintained. (Summer and Spring)*
8. *Refurbish of lockers.*
9. *Repair cafeteria outside door.*

Energy Management Plan

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Capital Funding

CAPITAL IMPROVEMENT PROJECT HISTORY & PLAN:

Roy Municipal Schools (RMS) has primarily used SB-9 funds for Facility Maintenance and Technology improvements over the last five years. No major capital projects were constructed.

Roy Municipal Schools (RMS) has a capital improvements plan that addresses the highest priorities as SB-9 money is available for Facility Renewal projects. The District would like to use General Obligation Bond funds for a new roof on the school. They will need to communicate with the community regarding the need and any rise in property taxes.

The most urgent need is the playground that is outdated and deemed unsafe by the District insurance carrier. The District does not have the funds to do this project and plans to request a Legislative Award to cover the cost.

District facilities have needs due to the age of the facilities. State testing requirements and high demand for technological infrastructure are also contributors. Without the support of the local community, these needs would go unaddressed. The district has used these voter authorized funding sources to improve school facilities.

RMS continues to maintain their facility with available funding.

CAPITAL IMPROVEMENT PROJECT FUNDING SOURCES:

General Obligation Bonds (GOB):

RMS did not complete GOB capital projects during 2000-2015.

RMS CAPITAL PROJECT FUNDING BONDING CAPACITY

2013 Valuation:	\$7,617,581
Bonding Capacity @ 6%:	\$457,055
Outstanding Bonds 12/31/13:	\$165,000
Available Capacity:	\$292,055
Bonding Indebtedness Percentage:	36%
State Offset:	\$8,750

RMS does not have a bond election scheduled.

Capital Funding

Mill Levies:

SB-9 Funds are primarily used for maintenance/preventive maintenance and equipment. These limited funds are necessary to meet the maintenance/preventive maintenance needs of the District and are not sufficient to meet the District's capital projects needs. PED Budget/Finance has directed the District to use SB-9 funds to purchase consumable supplies, limiting funding options for maintenance.

Critical Capital Outlay Funds:

All New Mexico Public School Districts are eligible to receive New Mexico Public School Capital Outlay Act Section 22-23-5 funds. The Public School Capital Outlay Council oversees the disbursement of funds. RMS must compete with all other New Mexico school districts for this funding. RMS's match for this funding source is 61%. The State match for this funding source is 39%. RMS does not have a pending project that is expected to be funded by PSFA/DCU.

Legislative Appropriations:

RMS will apply for legislative appropriations for updating the playground.

Federal Impact Aid and Public School Capital Outlay Fund:

RMS does not receive PL874 Federal Impact Aid funds.

Grants/E-Rate

RMS is an E-Rate funded district and receives a variable amount of funding every year. The funding is less than the approximate \$25,000 needed each year for technology support.