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CAPITAN MUNICIPAL SCHOOLS BOARD OF EDUCATION

AGENDA ITEM EXECUTIVE SUMMARY

1. Board Meeting Date: March 10, 2025
2. Item Title: V.B.2 2025-29 CMS Facility Master Plan Review
3. Name of Presenter: J. Vance Lee, Superintendent
4. This item is for: ___ Action ___ Consent Agenda XX Discussion ___ Report/Information
5. Proposed Motion (Action Items Only): N/A, as presented.
6. Executive Summary: This is a discussion item only of the 2025-29 CMS Facility Master Plan. Approval will come in a later meeting.



Facilities Master Plan 2025 – 2030



CAPITAN MUNICIPAL SCHOOL DISTRICT

To Lead, Educate and Prepare All Students

Volume One

Official Five-Year Capital Plan for the Capitan Municipal School District as required by Section 22-24, NMSA 1978 and the Public School Facilities Authority for planning the use of capital resources. These resources include both state and local dollars. With volatility in the construction and energy industries and uncertainty in the economy, the district may need to modify this plan to take advantage of changing circumstances.

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Abbreviations and Definitions

BBER – University of New Mexico Bureau of Business and Economic Research

Building Efficiency – the ratio of net assignable square feet to gross square feet (NASF/GSF)

CMSD – Capitan Municipal School District

CIP – Capital Improvement Project

CSSS – Consolidated School Support Services

CTE – Career Technical Education

EPSS – Educational Program for Student Success

ES – Elementary school

FACS – Family and Consumer Science

FCI – Facility Condition Index (see NMCI), a ratio of facility value to cost of improvements.

FMP – Facilities master plan

GOB – General obligation bond

GSF – Gross square feet, or the sum of net assignable square feet plus all other building areas that are not assignable. This “left over” area is called “TARE.”

GPS – Geospatial and Populations Study

HS – High school

HVAC – Heating/ventilating/air conditioning

IGPS - Institute for Geospatial and Population Studies - UNM

I.T. – Information technology

MACC – Maximum Allowable Construction Cost, or a project construction budget. This cost is comparable to the contractor’s work bid.

MOU – Memorandum of understanding

MS – Middle school

NASF – Net assignable square feet, or the total of all assignable areas in square feet

NMCI – New Mexico Condition Index (see FCI)

NMPED – New Mexico Public Education Department

Pre-K – Pre-kindergarten

PSCOC – Public School Capital Outlay Council

PSFA – Public School Facilities Authority

PTR – Pupil/teacher ratio

SPED – Special education

TARE – Additional SF is called “tare” and includes circulation area, mechanical area, toilets, and wall thickness. The Tare is added as a percentage of overall GSF.

TPC – Total Project Cost, or the total cost of the project including fees, moveable equipment, land acquisition (if any), administration, and contingencies.







TPO – Thermoplastic polyolefin roofing membrane.

Section I: INTRODUCTION

The Public School Capital Outlay Council (PSCOC) requires that all New Mexico public school districts complete a quinquennial Facilities Master Plan. The master plan is a prerequisite to be eligible to receive capital outlay assistance from the PSCOC. This Facilities Master Plan has been prepared in accordance with the requirements issued by the PSCOC/PSFA.

Looking to the future, the Capitan Municipal School District (CMSD) undertook a year-long process to assess each building in the district, evaluate physical conditions and determine how these facilities meet the needs of providing an essential and valuable education to each student. Using this information, the district developed this five-year facilities master plan as a roadmap to prioritize capital expenditures with the expectation that all district facilities will work together to support a robust educational program. This document serves to modernize the Capitan Municipal Schools Facilities Master Plan 2025-2030.

This five-year facilities master plan follows a systematic process that works to identify district needs and allocate capital funding effectively. The FMP focuses on ensuring district facilities follow the statewide adequacy standards and district adopted policies as they pertain to:

-  Life/Health/Safety.
-  Educational programmatic and curriculum needs.
-  Renewal needs (replacement schools, remodeling, deferred maintenance, major system replacement).
-  Addressing growth or decline in enrollment.
-  Efficient utilization of facilities.
-  Educational technology.



The FMP is comprised of five sections that will work together to answer four major questions:

1. Where do we want to be?

Identifies district facility goals and objectives.

Section I

Vision/Goals/Processes:
Information about Capitan Municipal School District goals and the master planning process.

2. Where are we now?

Identifies the current state and adequacy of district facilities and capacity to meet future needs.

Section II

Existing and Projected Condition:
Information regarding programs and program delivery, facilities, demographics, and enrollment.

3. Where are we going?

Analyzes information about future enrollment, program changes, facility needs and financial resources.

Section III

Capacity and Utilization:
Information regarding capacity analysis, utilization analysis and space.

4. How do we get there?

Identifies the gaps between existing conditions and the ideal future state, develops a strategy to meet needs, and presents a prioritized list of capital projects.

Section IV

Capital Improvement Program:
Detailed information about capital needs, priorities, and strategies.

5. Master plan support material

Detailed information regarding the district's facilities

Section V

Master Plan Support Material:
Information about the school's facilities, including site plans, floor plans, condition evaluations, project lists and FAD worksheets.

Acknowledgements

The district wishes to express its appreciation to the Board of Education, Administration, Staff, Parents and Community Members for their thoughtful input in the development of this Five-Year Facilities Master Plan.

Capitan Municipal School District Board of Education

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1A: District Facility Vision and Goals

Information regarding the Capitan Municipal Schools goals and the master planning process

Capitan Schools: A community where everyone is valued, safe, and nurtured, and where learners are empowered.

The purpose of the Capitan Municipal Schools is to educate all students. All other purposes are in support of this and are secondary.

1A.1: Vision

The Public School Capital Outlay Council (PSCOC) through its staff at the Public School Facilities Authority (PSFA), requires that all New Mexico public school districts and state chartered charter schools complete a five-year facilities master plan as a prerequisite for eligibility to receive state capital outlay assistance. This Five-Year Facilities Master Plan meets this requirement.

When properly executed, this facility master plan will support the goals and objectives of the Capitan Municipal School Board and the community by providing an opportunity to look ahead, establish a new vision and direction, organize financial resources, set goals, and map out future plans.

This is accomplished by addressing current needs as well as anticipating and preparing for the future, extending the useful life of buildings, and minimizing disruption from unforeseen changes.

The district finds its facilities to be a mix of old buildings and some newer facilities which generally are insufficient to meet most of its current educational needs. While the district works to maintain its facilities well, many of the buildings are old and in need of renovation and in some cases demolition and replacement.

In 2012, the district identified issues with a portion of its high school building and after the involvement of PSFA staff it was determined that the district should construct a new classroom facility. The size and design of the facility was determined by the PSFA and not the district, using value engineering. This is a systematic approach to providing necessary functions in a project at the lowest cost. The result was a building that on paper meets the needs of the district but in practice has placed

considerable constraints on the district's ability to implement an effective and efficient instructional program.

At the time of construction, the district did not have sufficient bond funding in place to cover the cost of the building and had not anticipated the need for a new facility. Funding for the project was a mix of local bond funding, SB-9 funds and a loan from the PSCOC. A condition of the PSCOC loan was that most of the old high school facilities be demolished. This requirement, the idea that the new building was forced on the district and the loan has and continues to be an issue for the voters of the district. As a result, the district had not been able to pass a bond election since.

The district would like to work with the PSCOC to have the remainder of the loan converted into a grant, thereby clearing the books and allowing the district to appeal to its voters to once again pass bonds to support the growing capital needs of the schools and its students.

Description of the District

The Capitan Municipal School District is located in south central New Mexico 70 miles due east of Roswell, New Mexico and 70 miles north and east of Alamogordo, New Mexico along U.S 380 in the town of Capitan. The school district resides entirely within the territorial boundaries of Lincoln County. The district extends about 26 miles north of Capitan, about 20 miles to the east and about 21 miles to the west. The district borders the Mescalero Apache Reservation and abuts the Ruidoso, Hondo, Tularosa and Carrizozo school districts. The district includes the communities of Fort Stanton, Lincoln, Angus, Sierra Vista and Ski Apache. The district contains a large swath of rural ranchland, substantial forest acreage and the entirety of Smokey Bear Historical Park, the Fort Stanton historical site, the Lincoln Historical Site and Bonito Lake. Attendance at both historical sites and the historical park brings more than 150,000 thousand visitors annually and is a key source of revenue for the area. The district is located on a single site in Capitan. As with most districts in rural New Mexico, many students travel to school daily from very small rural communities and ranches.

The Capitan Municipal School District covers an area of 663 square miles and is the 66th largest district in land area of the 89 school districts in New Mexico.

The Town of Capitan is located north of the Lincoln National Forest between the Capitan and Sacramento Mountains at an elevation of 6,350 feet. Capitan has an annual rainfall of 17.85 inches and is known for being the birthplace of Smokey Bear and the home of Smokey Bear Historical Park. Located in the heart of the Lincoln National Forest, the area is renowned for its big game hunting, fishing, skiing at Ski Apache and horse racing at nearby Ruidoso Downs.

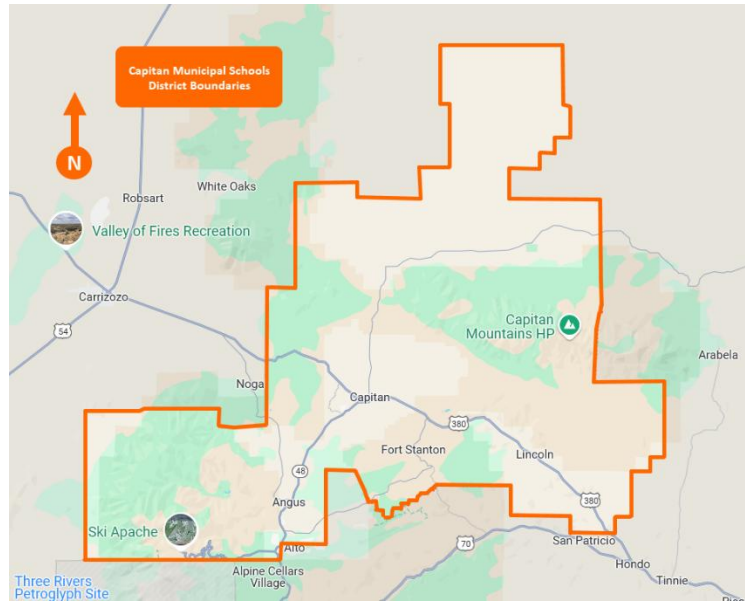


Figure 1: Capitan Municipal School District Boundaries



1A.2 Facility Goals for CMSD

Goal 1 – Maintain the Taxpayer’s property. Despite the need to replace some of the district’s buildings and to renovate others, the district’s facilities continue to be a source of pride as the district works to improve its preventative maintenance program and continues to emphasize staff training in and the use of maintenance programs provided by the PSFA.

Goal 2 – Provide spaces and programs that support improved academic achievement. Alternatives to traditional education space will be considered to provide flexibility for teaching and learning in response to extraordinary conditions that may arise beyond the control of the district. Primary among these will be a substantial emphasis on technology both on campus and throughout the district, external to facilities, to support remote learning if the need arises.

Additional emphasis will be placed on providing environmental conditions that support morale, student learning and match each school’s objectives in terms of human interaction and instructional approach.

Goal 3 – Provide well-thought-out student programs. The district will focus on implementing student programs that are Culturally and Linguistically Responsive, that implement Multi-level Systems of Support to intervene early when issues are identified, that work to overcome the impacts on student learning from poverty and transform the district’s Career Technical Education and Vocational-Agricultural program model to focus on technical literacy.

Goal 4 – Cross utilization and community use of facilities. Small, rural communities in New Mexico depend heavily on school districts to provide facilities for a variety of community uses. These range from gyms and playing fields for youth and adult sports leagues, walking tracks, potlucks, and often, memorial services or church use. The communities served by the CMSD are no different. The district has always supported these uses and will take these into account as facility construction, renovation and upgrades are undertaken. The district recognizes that many of these uses are not within the statewide adequacy standards and will look for ways to use local resources to cover these costs.

Goal 5 – Rigorous and Relevant Instruction. As with all students, a one-size-fits-all approach to education does not work. The district will focus on developing programs and facilities that align with the needs and expectations of the community. These will include expanded career pathways focused on career-technical education, and internships with local businesses including ranches, the US Forest Service, local businesses and the state parks division of the New Mexico Energy, Minerals and Natural Resources Department. Facility construction, additions or renovations will be considered and prioritized to effectively implement these programs.

Goal 6 – VoAg, CTE. These offerings are vital to developing a well-rounded student. CMSD has limited facilities dedicated to some of these programs at the high school but requires modern facilities to effectively implement these programs. Building

feeder programs to create interest and excitement in these programs is essential to ensure success throughout grades K-12. The district will work to prioritize these facilities as funding becomes available.

1B: Issues and Findings

An assessment of educational space within the district when compared to the PSFA Statewide Adequacy Standards indicates that facilities within the district are insufficient for current enrollment in terms of total square footage. This is evident primarily in the middle/high school where additional teachers and classrooms are required because learning spaces are not of sufficient size to accommodate traditional class loads. With a major focus of future instructional planning being a robust Vocational-Agriculture (VoAg) program and career readiness programs, this is a significant issue. Welding shops and farming and ranching facilities take up considerable space to implement properly and the district will be considering these facilities in the five years covered by this plan. The current VoAg space does not have sufficient space to allocate individual classrooms to teachers and lacks sufficient lab and storage space to support the district's programs. Additionally, the school's meat science facilities are not operational and interest from students and the community is high to reestablish this program.

Consideration will also need to be given to renovating or reconstructing a new high school gymnasium. The current facility, Cummins Gym, is well below adequacy in its bathroom facilities, locker room facilities and is exhibiting some structural issues.

Given the current #144 ranking of the elementary school and the #162 ranking of the middle/high school, consideration will be given to include these spaces in any new facilities and renovations projects to ensure the district's buildings are right sized for projected enrollment. Capitan is one of the few districts in the state who effectively uses all its available space and has no excess space if additional program square footage is required. In addition to the VoAg facility issues noted, adequacy deficiencies include insufficient space for a dedicated computer lab, insufficient space for a media center, and insufficient space for student health.

The district is highly dissatisfied with the building layout that PSFA pushed on them for the new construction. The design was created during the time PSFA was forcing smaller allowable GSF per student numbers. This has proven to be unworkable, and the school has had to expand back into the older administration complex now using over 60% of that building to accommodate its educational program.

The district has spent considerable time focused on determining the best approach to educate its students and what an appropriate educational facility to support these efforts should look like. While there have been some declines in enrollment in recent years, the district demonstrates stability in terms of population and economic conditions. As with most rural schools, the district struggles with some outmigration to more urban areas. The result of this is a small decline in enrollment over the past few years but appears to have leveled off and short-term projections indicate that stability in enrollment will continue. The district will plan accordingly to meet these projections and will work to ensure future facilities are right sized to support educational programs.








The district's long-term strategy is focused on creating job opportunities for their students and ensuring they are "work ready" when they complete their education. The community has identified the lack of workers in several industries and the district is working to establish programs that meet these needs thereby ensuring community members remain in Capitan and continue to support the community.

It is important to keep in mind that district enrollment is tied in a large part to employment opportunities in the region. The primary employment drivers in Capitan are Educational Services, Health Care and Social Assistance, Arts, Recreation, Construction and Retail Trade. Many of these opportunities are available within the Capitan itself and the greater Lincoln County area providing other opportunities in recreation and hospitality, horse racing, management and waste management, real estate, agriculture, forestry, fishing and hunting. The area has lived through the ups and downs of many of these industries, and in recent years struggled with the effects of the McBride Fire, the South Fork Fire and the Salt Fire. These fires, primarily in and around Ruidoso New Mexico burned more than 20,000 acres and damaged more than 2,000 structures. The effects of these fires have touched every citizen of Capitan and Lincoln County either directly with the destruction of homes, property, and continuing flooding from the burn scar or indirectly as families struggle to support those members who were left homeless or unemployed and with little opportunity to make a living and left many of the county's population looking to just make ends meet.

Capitan is a historically resilient community and has recovered well from these challenges. It is important to note that CMSD is required to serve its students with a comprehensive educational program that prepares them for college or the workforce with fewer resources available annually, all the while, facilities continue to require maintenance, utilities, and resupply at a rate independent of annual

revenue. The district will work with design professionals to ensure its facilities are right sized as additional work is planned to ensure that instructional programs have the space needed to effectively implement programs. While this appears to be possible, is the number one priority for the district and will be the focus of its capital program for the next five years, the challenge will be how to pay for additional needed space. As long as the district is constrained by the PSFA loan, its ability to pass a bond and raise any significant amount of money will be difficult.

Generally, surveys of various stakeholders within a school district result in a multiplicity of priorities that are school-centric. In the case of the Capitan Municipal Schools, results suggest uniform thinking across the district facilities. District-wide issues include:

-  Construction of a new competition gym
-  Replacing or renovating the district cafeteria and kitchen
-  Upgrading and expanding the VoAg facility
-  Security upgrades to the school buildings and to the site.
-  Renovation of multiple building systems. These include:
 - HVAC upgrades and replacement
 - Security vestibules
 - Bathrooms in Cummins Gym
 - Roof replacement
 - Flooring replacement
-  Construct a new Fieldhouse
-  Renovate Band Room

1C: Planning Process

The process of gathering information for this FMP, particularly the public input process, was guided by lessons learned during the SARS/CoV-2 pandemic. Recognizing the importance of ensuring the voices of the community were heard, the district undertook a two-step process to gather community input. Surveys were developed individually that focused on gathering information from Board members, faculty and staff and the wider community. The district provided substantial support to ensure staff, students, parents, and the community received notifications, surveys, and FMP information. The district supported the contractors by providing information and surveys through the district's website and e-mail system. Secondly, a community meeting was held to gather additional information in person and to answer any questions that were raised regarding the district's facilities and instructional direction.

The School Board authorized the development of the District’s Five-Year Facilities Master Plan to serve as a reference document for capital planning, facility development and renovation and facility use. This plan serves as a summary of local actions and acts as a continuing reminder of what the community has agreed to accomplish within a specified time frame. This FMP should not be engraved in stone and will be reviewed and updated as conditions change within the community.

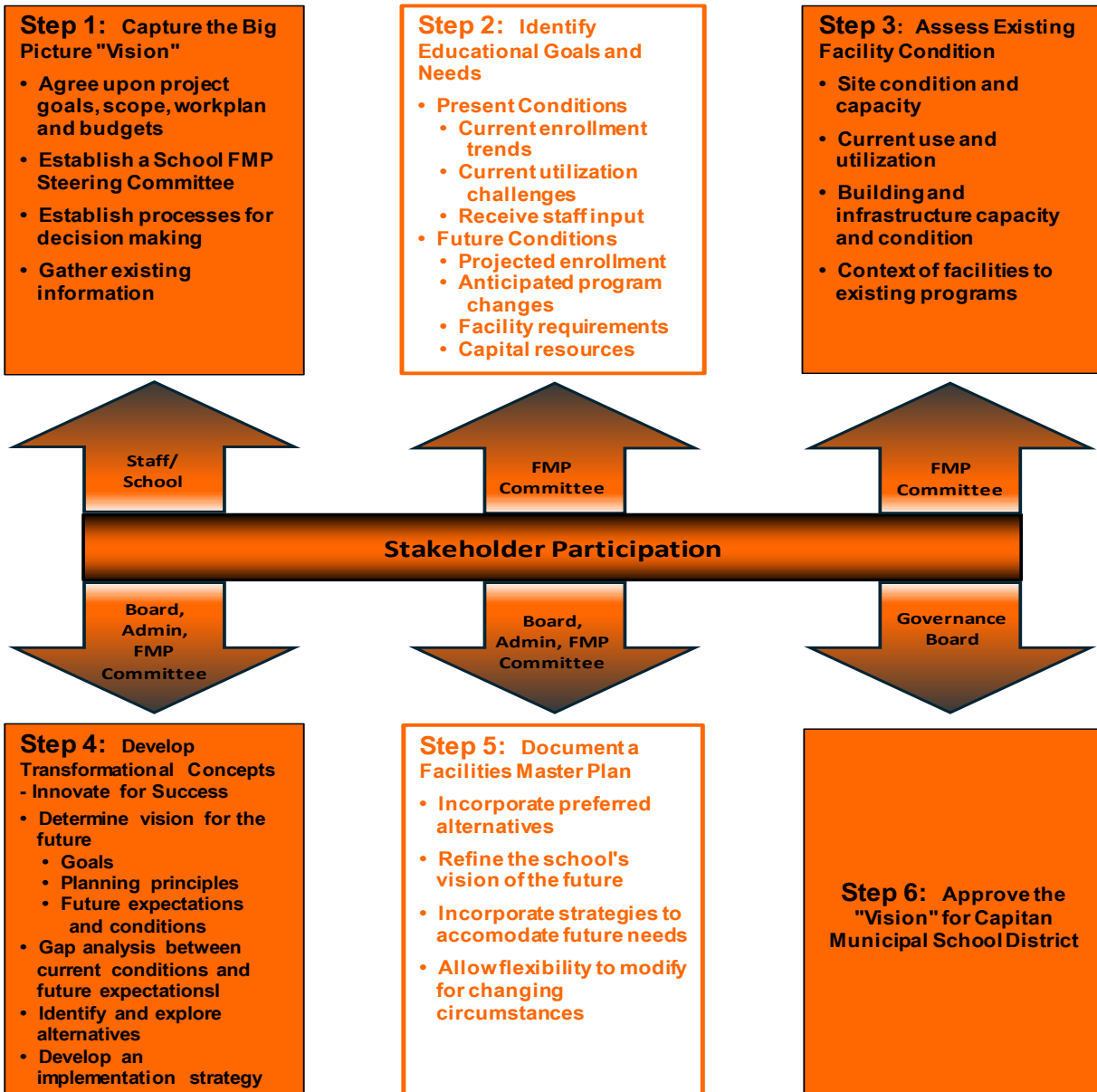



















Figure 2: How Facilities Master Plans are Developed

The Capitan Municipal School District Facilities Master Plan was created via a series of steps taken over the course of several months. These include:

-  6/7/2024 Received final contract documents from CMSD and PSFA.
-  7/23/2024 Initial Briefing – Introduced the FMP process to the Superintendent, Chief Financial Officer and the Maintenance Director.
-  7/23/2024 Discussed priorities with Superintendent, and the Maintenance Supervisor. These discussions resulted in a set of concerns and visions for each facility in the district.
-  7/23/2023 Conducted building assessment of Capitan MS/HS and district facilities.
-  7/30/2024 Distributed surveys to the Board and all district staff via email.
-  8/15/2024 Interviewed the maintenance director, athletic director, and food service staff. Conducted site assessment of Capitan ES, Traylor Gymnasium and the Cafeteria.
-  8/15/2024 Discussed priorities with the HS/MS Principal and the ES Principal. These discussions resulted in additional concerns and visions for each facility in the district.
-  8/26/2024 Began capital project identification and long-term needs assessment.
-  8/29/2024 Review FAD and FMAR reports. Discuss the maintenance process with the Maintenance Director and staff.
-  9/26/2024 Received a briefing on the financial and bonding status of the district from bond advisors.
-  10/29/2024 Provided a status update and received the district’s five-year revenue report from the Chief Financial Officer
-  11/1/2024 Provided the district with the Capital Improvement Plan for consideration.
-  11/15/2024 Community Outreach – Parents and other community members were given an opportunity to provide input about what they would like to see in their schools.
-  11/21/2024 Briefed the superintendent on the status of the FMP and the need for additional information form the district.
-  1/24/2025 Drawing on community feedback, the prioritization process, and the direction of the Board, a final guiding document was created.
-  2/17/2025 Draft of the plan submitted to the district.
-  3/10/2025 Presentation to the Board; Review District Priorities, Capital Plan and Recommendations.

1D Summary of the Capital/Systems/Security/Broadband and Technology Program

The previous Facility Master Plan for the Capitan Municipal School district focused primarily on system repair, renovation and limited new construction to keep the district's school building in good shape for supporting student education. Many of district's buildings date to the early 1970's with several additions and renovations since. Some buildings, particularly the main middle/high school building are in good shape but much of the campus needs renovation or replacement. The previous FMP focused on recurring facility needs focusing on life, health, safety and security needs, preventative maintenance and technology needs as well as renovation to a limited number of facilities. Many of these priorities were not accomplished due to the pressure placed on the budget from the ongoing PSFA loan. Most of these priorities are included in this FMP and will roll over until such time as the district is able to pass a general obligation bond and is once again eligible for assistance from the PSCOC.

For the 2025-2030 FMP, the district will be focusing primarily on building replacement and renovation. To be accomplished, these projects will rely on PSCOC standards-based funding supplemented with local general obligation bond (GOB) revenue. A limited number of projects will be included in requests for PSCOC systems and demolition funding. Additional lower cost capital related projects will be paid for from the district's Public School Capital School Capital Improvements (SB-9) levy receipts. Security, broadband and technology needs are included in the estimates for new construction and renovation.



SECTION I: INTRODUCTION

District Priority Rank	Project Name	Description	Cost	Funding Source
7	Gymnasium Repurpose	Convert Cummings gym into a new Cafeteria-Kitchen facility to include a culinary science classroom, lab space, replacement of the sewage river and secure storage	\$3,750,000	GOB/USDA Equipment Grant
8	Repurpose cafeteria	Renovate existing cafeteria/kitchen into a life skills classroom w/ shower and laundry	\$174,500	SB-9
4	Fire Alarm Upgrade	Install new fire alarms in all buildings campuswide	\$586,000	PSFA Systems
1	HVAC Replacement	Replace HVAC system throughout Traylor Gym	\$574,182	PSFA Systems
13	Admin Building	Construct a new administration building to free up classroom space in the middle school and return the facility to education space.	\$2,000,000	GOB/USDA Equipment Grant
			\$7,084,682	

District Priority Rank	Project Name	Description	Cost	Funding Source
3	Plumbing river Renovation/Replacement	Repair and replace the waste plumbing river throughout the building	\$361,400	GOB
3A	Plumbing fixture replacement and renewal	Remodel all restrooms, janitorial closets, and classroom sinks to include replacing fixtures and relocate the water distribution system from the ceiling	\$90,398	GOB/PSFA Systems
2	TPO Roof Replacement	Replace older portions of the roof with TPO and replace metal components	\$408,960	GO/PSFA Systems
12	Flooring Replacement	Replace flooring in all classroom to include 1/3 of flooring in VCT and 2/3 in carpet squares	\$150,000	GO/PSFA Systems
1	HVAC Replacement	Replace HVAC at the Elementary School	\$976,293	GO/PSFA Systems
11	Early Childhood Playground	Install an early childhood playground separate from the playground used by the elementary students	\$35,000	SB-9
14	Sound Attenuation	Install sound attenuation panels in the band room	\$10,000	SB_9
3A	Casework replacement	Replace or restore casework in all classrooms	\$220,570	GOB/SB-9
			\$2,252,620	

District Priority Rank	Project Name	Description	Cost	Funding Source
6	New Competition Gym	Construct a new competition gymnasium including a weightlifting facility	\$8,625,000	GOB/PSFA
10	Track replacement	Replace the existing track surface and relocate the pole vault pit from the track to the filed events area	\$585,000	GOB
9	Replace bleachers	Replace existing bleachers to include ADA upgrades	\$84,000	SB-9
11	Foundation Repair	Repair foundation issues, including major cracking at the corners of the building	\$10,000	SB-9
5	Vo-Ag Renovation	Renovation of the Vo-Ag facility to include upgrades to the electrical system, ventilation system, addition of one classroom, covered material storage, meat processing classroom, and restroom upgrades	\$1,393,100	GOB/PSFA Systems
1	HVAC Replacement	Replace HVAC in the Middle School	\$411,237	GOB/PSFA Systems
15	Athletic Fieldhouse	Construct an athletic fieldhouse with locker facilities, storage and restrooms	\$600,000	GOB
			\$11,708,337	

TOTAL			\$21,045,639	
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Table 1: CMSD Priority Projects, Costs and Funding Sources

Section II: Existing and Projected Conditions

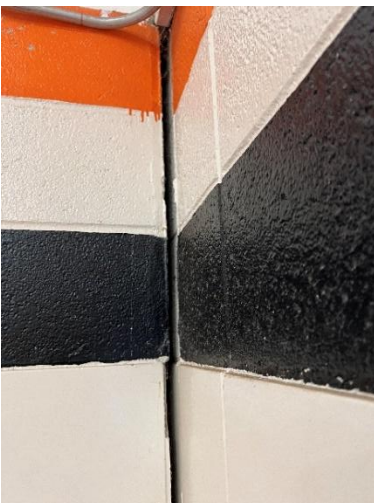
Information regarding Capitan Municipal Schools current educational programs and alignment of facilities.

2A: District Overview




2A.1 School District Overview

The Capitan Municipal School District covers an area of 663 square miles and is the 66th largest district in terms of land area of the 89 school districts in New Mexico. The district serves a mostly rural population primarily focused on education, healthcare, social assistance, agriculture, forestry and government services of various types.

The district currently educates students in grades PreK through twelve on one large campus situated in the Village of Capitan. The district maintains administration/support facilities at the same location. The district plans to maintain its educational program on the current campus while strategically repurposing and renovating some of its facilities to accommodate existing programs and adding a limited amount of space to make up for the repurposed spaces. As noted earlier, Capitan is one the few districts in the state who effectively uses all its available space and has no excess space to meet its instructional needs. The main competition gym for the district is Cummins Gym. The gym has structural issues with separation of structural walls, insufficient public bathrooms and locker rooms that do not meet the needs of athletes. The gym is located across the campus from the parking lot and visitors have access to all parts of the campus when attending events causing security issues for the district.



Grade levels are configured as follows:

-  Capitan Elementary: grades PK through 5.
-  Capitan Middle School: grades 6 through 8.
-  Capitan High School: grades 9 through 12.

For the 2024-2025 school year, the district is ranked 50th of 89 traditional school districts in the state with student membership of 443, down by 61 students from the 2018-2019 school year when the previous FMP was developed. The district’s schools do not include any online schools and do not currently support any charter schools.

In addition to curricular programs offered at each school site, the Capitan Municipal schools provide the following activities and athletic programs:

Capitan Municipal Schools - Extra Curricular Activities				
	Girls	Boys	Middle	High School
Vo-Ag Ed, FFA	✓	✓	✓	✓
National Honor Society	✓	✓	✓	✓
Student Council	✓	✓	✓	✓
Quiz Bowl	✓	✓	✓	
Band/Choir	✓	✓	✓	✓
Baseball		✓	✓	✓
Basketball	✓	✓	✓	✓
Cheer	✓	✓	✓	✓
Cross Country	✓	✓	✓	✓
Football		✓	✓	✓
Powerlifting	✓	✓		✓
Softball	✓		✓	✓
Track	✓	✓	✓	✓
Volleyball	✓		✓	✓

Table 2: CMSD Extra-Curricular Activities

2A.2: Anticipated Changes in Programs

Although the Capitan Municipal Schools does not have excess educational space in its current buildings as per the New Mexico adequacy standards, the district has found an appropriate way of distributing students among its facilities that considers grouping of grade levels as well as equitable distribution of space. This distribution

of students requires the district to hire additional staff to accommodate class sizes that are smaller than needed, negatively impacting the operational budget. As a result of this grouping, the district is anticipating the need to repurpose existing space to accommodate instructional programs and adding space to accommodate the need for proper facilities that meet the New Mexico adequacy standards. The district will work to ensure that only the space necessary to meet the needs of its instructional programs and to support identified needs within the community are considered.

Additionally, CMSD, based on the effectiveness of programs currently offered, the location of campuses within the community, and relatively stable enrollment, does not anticipate the need for adding year-round school or magnet programs. To meet the requirements of the federal Individuals with Disabilities Education Act, CMSD provides Special Education programming to special needs students up to and including age 22. The district has a limited number of such students that continue with the program until aging out.

2A.2.1: Shared/Joint Use Facilities

Capitan Municipal Schools enjoys considerable support from all the communities in the district. Along with this support comes a strong sense of ownership and as such a desire among the community to treat the schools as community resources. This leads to an expectation that school facilities will be made available for a variety of community activities. Formally, the district continues to partner with Eastern New Mexico University-Ruidoso and Clovis Community College to offer dual-credit courses. As part of this agreement, the district allows the use of its facilities by the university and community college for its course offerings.

Informally, the district has agreements with the county for the use of its facilities to serve as polling locations for elections, playgrounds for use by the local youth



organizations, gyms for youth and adult basketball leagues, and weight rooms for use by local first responders among others. Further, the district has provided important facility use in times of emergency, providing shelter and refuge during natural disasters and as a meeting location when it is necessary to bring the community together as a whole. The

district expects to continue this use of its facilities and views it as a privilege to support the community in this manner.

2B: Site/Facilities Overview

The Capitan Municipal School District is located in south central New Mexico 70 miles due east of Roswell, New Mexico and 70 miles north and east of Alamogordo, New Mexico along U.S 380 in the town of Capitan. The school district resides entirely within the territorial boundaries of Lincoln County. The district extends about 26 miles north of Capitan, about 20 miles to the east and about 21 miles to the west and includes the communities of Fort Stanton, Lincoln, Angus, Sierra Vista and Ski Apache. The district does not have attendance boundaries, and all students of the districts attend school in Capitan.

2B.1.A: Maps

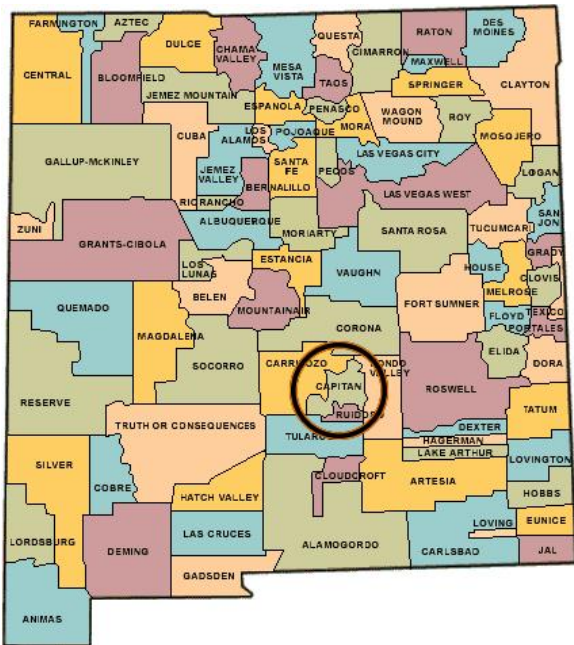


Figure 3: New Mexico School Districts

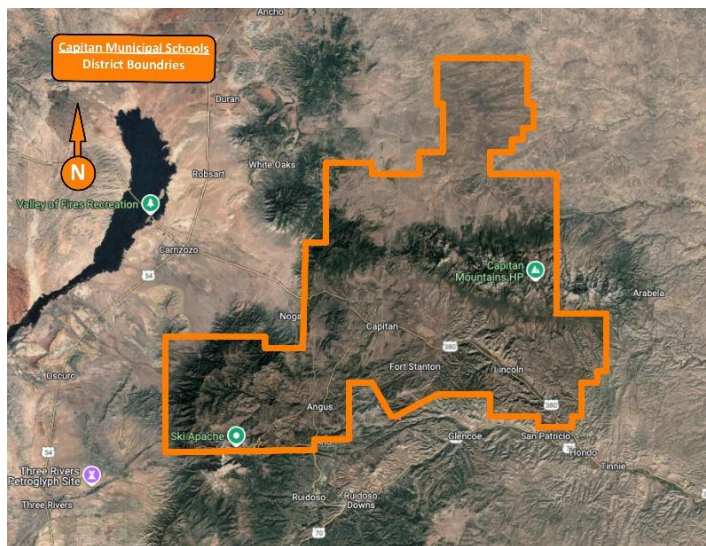


Figure 4: Capitan Municipal School District Boundaries

SECTION II: EXISTING AND PROJECTED CONDITIONS



Figure 5: CMSD Campus Boundaries



Figure 6: CMSD Facility Locations



Figure 7: CMSD Building Location

2B.2: Site and Facility Inventory

Location Name	Location ID	State ID	Physical Address	Date of Opening	Age of Facility	Construction Dates	FCI	wMCI	Owned or Leased?	Gross Square Footage	Site Acreage	Number of Permanent Gen CRs	Number of Permanent Specialty CRs	Number of Portable CRs	Total Number of CRs	Portable CR % of Total	Current Year 40-day Count	Gross Square Footage per Student	
Elementary Schools																			
Capitan ES	033	040	150 Forrest Avenue, Capitan, NM 88316	1970	54	1970, 1972, 1980, 1982, 2001	62.36%	33.22%		49,425	20.93	19	2	0	21	0%	207	239	
Capitan Combined Middle & High School																			
Capitan Combo MS/HS	034 & 036	040	519 Smokey Bear Blvd, Capitan, NM 88316	1938	86	1972, 1980, 1982, 1986, 1994, 2016	49.26%	31.86%		78,057	30.81	16	6	0	22	0%	260	300	
Administration / Support																			
District Admin (Partial Bldg)		040	519 Smokey Bear Blvd, Capitan, NM 88316	1994	30	1994	.	.	Owned		Incl	.	.	.	.	.	.	.
Cafeteria-Traylor (district wide)		040	519 Smokey Bear Blvd, Capitan, NM 88316	1982	42	1982	.	.	Owned		Incl	.	.	.	.	.	.	.
Transportation / Maintenance		040	563 NM-HWY 48, Capitan, NM 88316	1975	49	1985	.	.	Owned		1	.	.	.	.	.	.	.
Baseball / Softball Complex		040	519 Smokey Bear Blvd, Capitan, NM 88316	1958	66	1982	.	.	Owned		8.88	.	.	.	.	.	.	.
Teacherages			NONE				.	.				.	.	.	.	.	.	.

Table 3: CMSD Facility Summary

Capitan Municipal Schools State Ranking			
CMSD School Site	2024-2025 Ranking	Weighted NMCI	Gross Square Footage
Capitan ES	144	33.22%	49,425
Capitan MS/HS	162	31.36%	78,057

Source: PSFA

Table 4: CMSD PSCOC Ranking

2C: Demographics and Enrollment

2C.1: Demographics and Socioeconomics

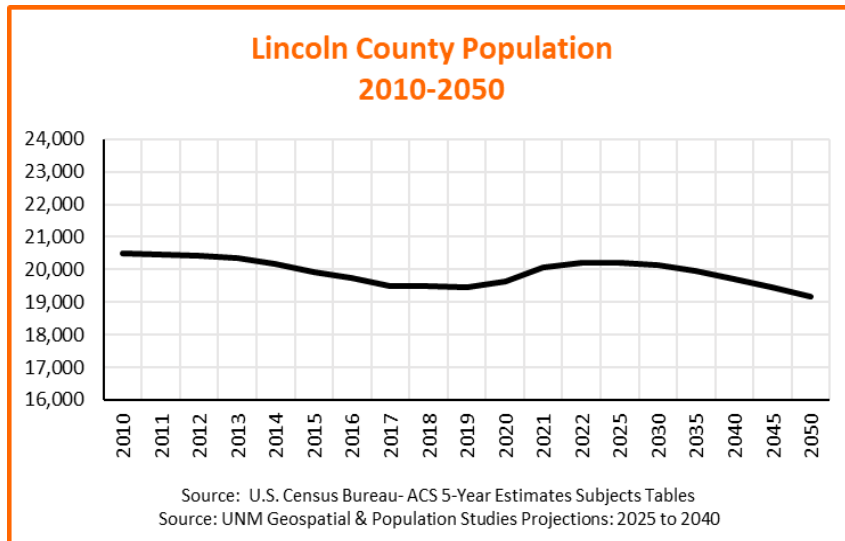


Figure 8: Lincoln County Population 2010 - 2050

The population of Lincoln County as reported by the U.S. Census Bureau-American Community Survey for 2020 is 19,640. This reflects a population reduction of 862 or a 4.2% decrease over 2010. This population positions Lincoln County as the 19th most populated county in the state of New Mexico out of 33 counties. More recent population counts

from the World Population Review report the 2024 population of Lincoln County to be about 19,715 or an increase of less than 1 percent. While small, this is a positive sign for the county. Education, Healthcare, Social Assistance, Hospitality, Recreation, Construction, Retail Trade and Management are the most important drivers of economic growth in Lincoln County and will continue to be in the future. The local schools in Capitan, Carrizozo, Ruidoso, Hondo and Corona as well as Ruidoso Downs, Otero County Electric Coop and County Government along with State and Local Government are the county’s largest employers. Most employment in the county is not local with residents commuting for long distances, many traveling to Tularosa, Alamogordo and as far as Roswell. As a result, the average commute time in the county is more than 39 minutes.

A study conducted by the Arrowhead Center at New Mexico State University evaluated employment sectors in Lincoln County. The study identified private sector employment, agriculture, and government as the primary employment sectors in the county. Within the private sector, the industries with the highest percentage of total employment included: Retail Trade, Accommodation and Food Services, Arts, Entertainment and Recreation, Healthcare and Social Assistance, and Real Estate and Rental and Leasing. In the public sector, Local government, including Educational Services, was the largest employer. Federal employment and State government also provide jobs in the county. Data provided by the Geospatial and Population Studies Group at UNM indicates that the population of Lincoln County will continue to fall gradually over the next 25 years at a rate consistent with historical rates. In New Mexico, growth in most counties has historically taken place in population areas. With only a few population centers in Lincoln County, most areas of the county are expected to lose population over the next 25 years at rates close to historical averages. Some of this can be mitigated through local economic development strategies focused on the creation of industrial parks, tourism promotion and the renewal of the horse racing industry and perhaps forestry jobs as the county recovers from fire damage. These efforts could help to keep current populations close to home providing some population stability.

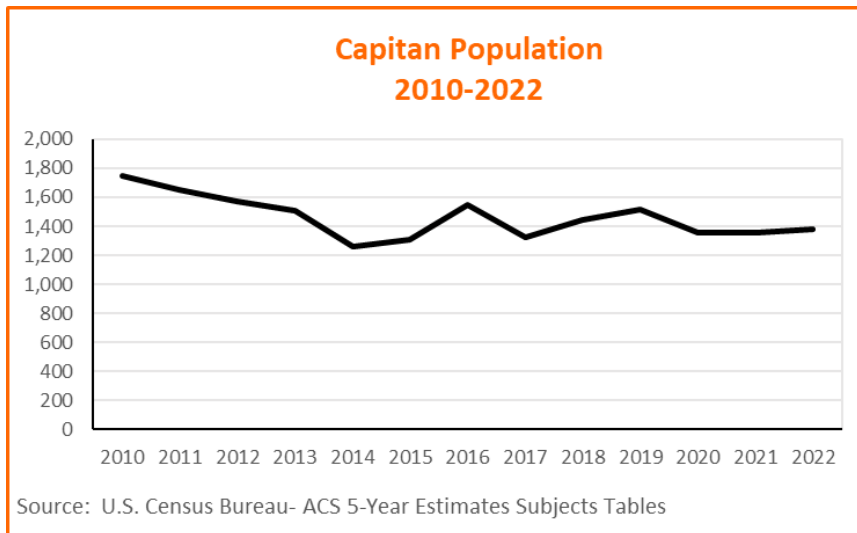


Figure 9: Capitan Population 2010 - 2021

In 2016 the population of Capitan reached its highest level in the last ten-year period at 1,548 residents. This period followed population decreases that started in 2010 as the result of the economic downturn of 2009. This appears to be in response to residents scrambling to find employment and moving to areas with

jobs. These declines lasted for about four years through 2014 when the population began to increase as some residents returned home to Capitan. This growth peaked in 2016 and with some fluctuations appears to have stabilized. While many other rural communities dealt with large swings in populations in recent years primarily

as a result of the SARS-CoV2 pandemic Capitan’s population remains steady. This is an indication of the solid foundation of the community where the historic families of the town gather in times of need. This is also an indication that the current population is primarily made up of historic families and those that have permanently relocated to the area. Projections for the next 25 years suggest that the population of Lincoln County is expected to drop slightly, with the population of Capitan remaining stable. As the area begins to heal from the South Fork and Salt fires, an expansion of natural resources opportunities and tourism opportunities in the area could bring additional families to the area.

In addition to Capitan, the CMSD serves a large Non-Census Designated Place (Non-CDP) area that includes the rural communities of Fort Stanton, Lincoln, Angus, Sierra Vista and Ski Apache. The combined population of these communities as well as other large unincorporated areas of Lincoln County served by the district is about 3,967, an increase of 449 from 2010. During this same timeframe, the Village of

Population Change Within Capitan Municipal School District					
Community	2010	2020	Change 2010-2020	Percent Change	Average Annual Rate
School District	3,906	3,967	61	1.54%	0.2%
Capitan	1,744	1,356	-388	-28.61%	-2.2%
Other (Non CDP)	2,162	2,611	449	17.20%	2.1%

Source S0101: 2010 & 2020 ACS 5-Year Estimate Subject Tables

Table 5: CMSD Ten-Year Population Change

Capitan saw a loss of about 388 residents. As noted above, the 2010 population as well as the 2020 population may have been somewhat impacted by economic conditions present at that time. The population noted in 2010, and the subsequent downturn noted in the year over year comparison for Capitan can reasonably be extrapolated across the district. Of interest is that while the population of Capitan decreased over the ten-year period, population grew in the Other Non-CDP areas. Generally, these populations appear to be a stabilizing factor in school district enrollment and should be watched carefully as they will be the largest factor in the direction the district’s population will take in the future.

While these non-CDP areas generally reflect the rural areas of the district populated by historic families with deep ties to the area that tend to remain through economic fluctuations, declines in Capitan need to be watched carefully as they could be an indicator of long-term population issues the district may need to address.

Since the population projections for Capitan and Lincoln County are relatively stable albeit with a modest reduction, it would be expected that the student population will track accordingly. The net effect should be a steady student population over time, however, as noted, the effect of the Other Non-CDP areas will be the largest factor in the direction district population takes in the future. Given this, combined with other factors, it appears that projected enrollment should remain flat with very small increases in the next five years.

Age Distribution as a Percentage of Total District Population (as of 2022)							
Community	Total Population	Under 18 years	18 - 24 Years	25 - 44 Years	45 - 64 Years	65 and older	Median Age
School District	4,321	552	87	607	1,757	1,318	58.1
Capitan (Village)	1,381	299	61	291	386	344	49.4
Other (Non CDP)	2,940	253	26	316	1,371	974	53.8

Source: S0101 - 2022 ACS 5-Year Estimates Subject Tables

Table 6 Age Distribution in the Population of CMSD:

Despite the population characteristics noted, an analysis of population distribution in the school district by age indicates that the population district-wide is aging with only about 16% of the district population falling between the ages of 18-45, prime childbearing years, effectively providing fewer school aged children, contributing to the possibility of enrollment declines over time.

The current birthrate reported by the Census Bureau for Lincoln County is 8.87% of women aged 15 – 50 who gave birth in the past year. When compared to the birthrate in New Mexico of 9.81% and nationally of 10.74% and combined with the small percentage of the population who fall into prime childbearing, this may be a precursor of enrollment issues for all school districts in the county. Without change, unless an increase in young families moving into the district takes place, enrollment in schools will remain flat with the possibility of declines in the future. This will be one of many data points the district will use in working to right-size schools going forward.

As is often the case in small rural areas, populations react relatively quickly to economic circumstances particularly regarding employment and settlement. This is evident when we examine the effects of the economic downturn of 2009 and the effect in 2020 and 2021 of the Sars-CoV-2 pandemic. In both cases, the national economy came to a standstill and so did the economy of Lincoln County. As a result of the 2009 downturn, Lincoln County saw unemployment rise slowly at first but

increased dramatically in 2012 to 8.8%. While unemployment was delayed for almost two years, household income in Capitan began to drop almost immediately in 2010 to a point well below that of Lincoln County and continued a steady decline until 2017 losing almost \$12,000 per year in this timeframe. This was particularly interesting in Capitan as up to that point household income was relatively strong, and the poverty rate was holding steady. Once household income began to drop in 2010, the poverty rate increased at a similar rate peaking at almost 30% in 2016. This was well above the countywide rate of 18% at the same time, reflecting the reliance of the local economy on Retail Trade, Accommodation and Food Services, Arts, Entertainment and Recreation. In 2016, household income began a steady rise that continues, and the poverty rate dropped accordingly at rate inverse to income.

As was noted earlier, the population of Capitan and the surrounding communities are primarily made up of historic families and those that have permanently relocated to the area. This was an important factor in Capitan's ability to weather the pandemic in 2020 and 2021. It appears that during the pandemic, family members returned home to weather the storm which in some cases contributed to added household income and in other cases contributed to the increase in the unemployment rate. It is important to remember that with a population of less than 1,500, any changes to population, income and job status will show up as large swings in the data. Pandemic related closures had a significant impact with the loss of a considerable number of jobs and the associated domino effect on the community who depend on wages to support the economy. A bright spot in the county were the school districts, local and state government. These entities are among the largest employers in the county and the stability they provided kept the local economy up and running as the pandemic wore on.

According to the Southeastern NM Economic Development District, Lincoln County has several strengths that help support the local economy. These include a Main Street accredited program that works to advance economic development by providing stability and financial opportunities for new and existing businesses, an historic familial base that provides stability and governmental activity, all of which work to mitigate considerable challenges relating to economic development. Self-employment has long been a steady economic driver in Capitan with a sizable portion of the employed population working on ranches, farming and managing forest resources. Much of this was affected by the South Fork and Salt fires causing self-employment opportunities to have diminished considerably in the area. An

analysis of the most recent unemployment rates in Lincoln County indicates that after the pandemic, unemployment rates fell relatively quickly as more of the workforce began to return to work. Current data reflecting the impact of the South Fork and Salt fires is not yet available, but it will be interesting to see if the negative effects linger and how they will affect families in the Capitan school district.

With Capitan's main economic revenue being derived from agriculture, ranching, education, and government, it is not expected that economic growth will be substantial in the next five years. Given this, it is expected that more and more of the population will commute to Ruidoso, Ski Apache or beyond for work. The income derived from this will help the town slightly but not to any significant amount.

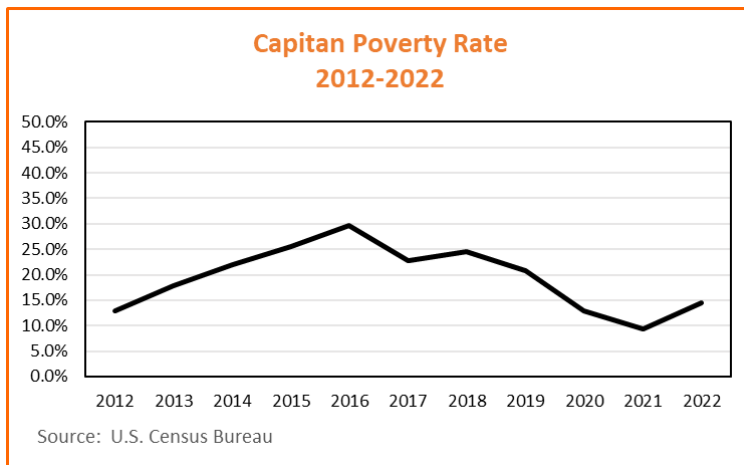


Figure 10: Poverty Rate, Capitan NM

As with many rural communities, Capitan struggles with poverty as a challenge to effective learning. For the ten-year period ending in 2022, poverty in Capitan was considerably higher than in Lincoln County as a whole. For the period beginning in 2012 and extending to 2019 the poverty rate in Capitan averaged about 22%, reaching a high of 29.7% and a low of 13.06%. What is most interesting is that while the poverty rate for Lincoln County roughly tracked the national poverty rate, the rate in Capitan was significantly higher. It appears that the employment sectors of Capitan other than education and government are quick to react to economic downturns and slow to recover. The poverty rate in Capitan began to rise in 2011 probably as the result of the 2009-2010 economic downturn and continued to rise for several years. In 2016, as the economy began to slow again, poverty rates were peaking and continued to be high until about 2020. Poverty rates in Capitan dropped in 2020 probably because of the pandemic with working family members moving back home and remained stable for two years before beginning to climb again. This level of poverty is considered chronic and creates an unsustainable environment that places considerable pressure on governmental entities as families cannot afford even the basic needs of food and shelter. During these times school

Poverty and Unemployment continue to be a persistent issue the Capitan Municipal School District faces daily.

Despite the research related to poverty and its effect on student achievement, the district continues to excel in student performance.

districts are called upon to provide extraordinary support to assist families all the while continuing to provide a quality instructional program. The Capitan Municipal Schools accomplish this well during times of need.

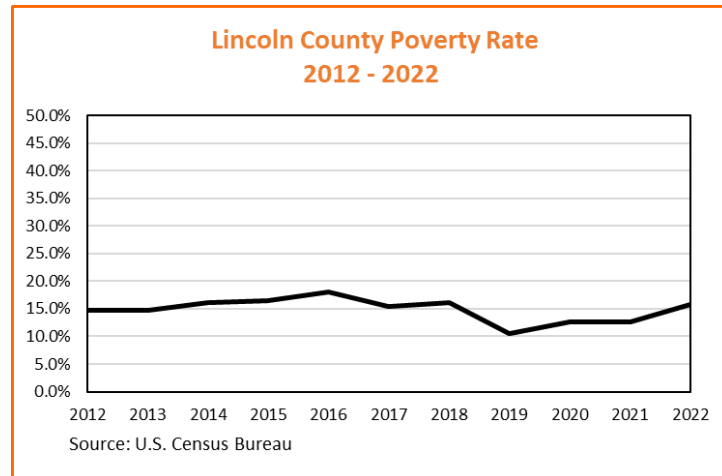


Figure 11: Lincoln County Poverty Rate 2012-2022

Beginning in the latter part of 2012 the poverty rate in Lincoln County began to grow and by 2016 rose to about 18%. At that point the poverty rate was a little below the statewide rate in New Mexico of 19.8%. Since then, the poverty rate in Lincoln County has remained relatively steady at an average of 13.6%. This remains about 22% lower than the poverty rate of New Mexico and 22% higher than the federal poverty rate. When compared to the poverty rate of Lincoln County the Village of Capitan has fared worse and will probably continue to do so given its location in a very rural county. It is important to note that high poverty rates have considerable implications for the education of students at several levels including facilities. The district is forced to focus on ways to mitigate these issues in addressing student's education. As part of these implications, the state and the district are currently struggling to meet court mandates related to the Martinez-Yazzie lawsuit relating to education sufficiency for students considered at-risk as well as

Native American and second language learners. While not serving a large Native American or second language learner population, CMSD serves several at-risk students, and these mandates will continue to place pressure on the district for the foreseeable future. As noted earlier, the district is fully utilized and does not have additional space if required when considering these issues and programs. These issues will need to be considered in allocating, renovating and constructing spaces to enable intervention programs to be implemented.

Free and Reduced Eligibility				
School	FRL	Free %	Reduced %	Paid %
Capitan HS	61.35%	38.35%	23.01%	38.65%
Capitan MS	69.70%	43.56%	26.14%	30.30%
Capitan ES	76.04%	47.52%	28.51%	23.96%

Source: NMPED - FRL 2024-2025

Table 7: CMSD Free and Reduced Eligibility

The level of poverty is highly visible in the schools with the most recent data provided by the PED indicating that more than 70% of students in the Capitan

Municipal Schools are eligible for free & reduced lunch. Through the USDA Community Eligibility Program, all students in the Capitan Schools receive a free lunch, indicating the prevalence of poverty in the district. Research suggests that students who are food insecure demonstrate smaller gains in both reading and math than their food-secure counterparts, are more likely to miss school more frequently and are more likely to repeat a grade and have a reduced likelihood of not graduating from high school. These consequences extend beyond K-12 education where these students are not well prepared to perform effectively in the contemporary workforce. Many children who attend CMSD schools depend on the district’s nutrition program for the only food they receive. This was evident in the effort the district put forward to deliver meals to children during the pandemic-related shutdown.

Additional expenditures related to children’s poverty were evident during the pandemic as the district expended considerable funds in providing technology support (e.g., laptops, hotspots) to students to enable virtual learning.

Despite the research regarding poverty, the district continues to excel in student performance as reflected by its graduation rate which outpaced the statewide rate. This effort should be recognized and celebrated.

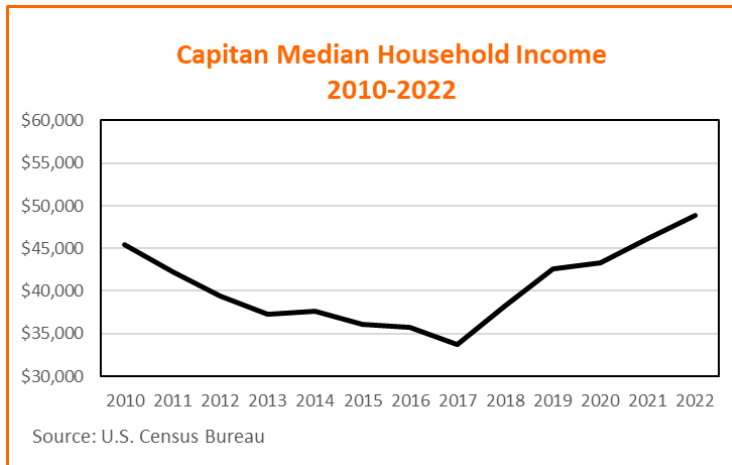


Figure 12: Median Household Income, Capitan, NM

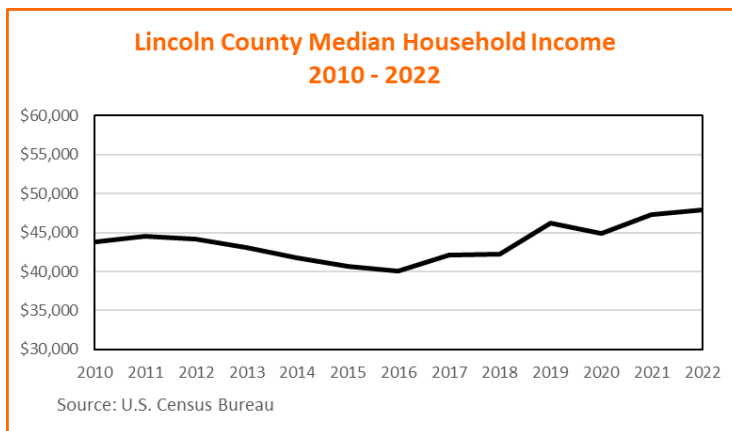


Figure 13: Median Household Income, Lincoln County

One area affecting economic growth in Capitan is the difference in median household income compared to Lincoln County in general. For much of the last decade the median household income in the Village of Capitan has been noticeably lower than that of Lincoln County, falling significantly from 2010 through 2017. Total household income in Capitan remained relatively low in this timeframe dropping from just over \$45,000 in the first part of the decade to less than \$33,000 in 2017. It appears that much of the volatility in economic conditions in Capitan comes from circumstances in other parts of the county. The sustained drop in household income and corresponding increase in unemployment from

2010 to 2017 appears to be related to sustained economic resistance to the 2009 and 2016 economic slowdowns as well as fallout from the White fire in 2011, the Little Bear fire in 2012, and the resulting impacts on the Village of Ruidoso.

Median household income in Capitan has risen considerably since 2017 reaching parity with the rest of Lincoln County by 2022. It appears that much of this growth is the result of significant increases in education pay. State mandated salaries for teachers have grown by as much as 66% since 2021 and are expected to continue to grow into the future. Additionally, salary increases for government employees have grown as well. Since these are the largest employers in the town, household income growth is expected. These salaries could be expected to draw professionals back home to Capitan in the future, enhancing the pool of teachers and other government employees available to the school district and perhaps bringing additional students to the district.

Data from the US Census Bureau - American Community Survey suggests that many families in the Capitan area are single earner households who may be considered underemployed. This is measured by the percentage of the population working less than 35 hours a week. In 2023, about 51% of the population of Capitan and surrounding areas worked 35 hours a week and 50 to 52 weeks a year with the remainder of the working population working less than 35 hours a week and less than 50 – 52 weeks per year. This would naturally drive down total household income even for higher pay positions. Data from the Census Bureau for 2022 notes a per capita income of \$47,919 annually, a 5.7% increase year over year and a 44.7% increase from 2017. This is a remarkable recovery after years of sustained losses. This is reflected in the increase in median household income which rose steadily from \$33,750 in 2017 to almost \$49,000 in 2022, probably reflecting increases in governmental salary rates, significant dollars being appropriated to education programs and an ongoing push to improve salaries for teachers and other educational staff. It appears that these higher salaries in the educational arena have been able to offset losses in other employment sectors. While improving slowly, at these income levels, it can still be expected that some portion of the population not engaged in education employment will leave the area to take advantage of higher income opportunities elsewhere. If this migration occurs, the district could sustain losses in income that will require difficult decisions to be made. It will be important for the district to monitor this closely to remain nimble in reacting to these potential effects.

Lincoln County Employment (16 Years and Over)		
Standard Industrial Classification	Number of Employees	Percent of Employed Population
Educational services, health care & social assistance	1,529	18.2%
Arts, entertainment, recreation, and hospitality	1,365	16.2%
Construction	1,228	14.6%
Retail Trade	1,098	13.1%
Professional, scientific, management, waste management	763	9.1%
Public Administration	534	6.4%
Other services, except public administration	475	5.7%
Finance, Insurance, Real Estate, Rental, Leasing	429	5.1%
Transportation, warehousing, and utilities	386	4.6%
Agriculture, forestry, fishing, hunting, and mining	353	4.2%
Wholesale Trade	87	1.0%
Manufacturing	85	1.0%
Information	74	0.9%

Source: S2405 - 2022 ACS 5-Year Estimates Subject Tables

Table 8: Lincoln County Employment Sectors, 2022

Additional employment with good paying jobs is expected to have a positive impact on the area in both terms of income and in drawing new residents to Capitan and Lincoln County. In addition to these opportunities, Lincoln County

Educational Services, Healthcare, Social Assistance, Arts, Entertainment, Recreation and Hospitality, Construction and Retail Trade remain the primary drivers of employment in Lincoln County. Historically, these industries have provided stability to the area and will continue to do so. As the area rebounds from the devastation of the fires, some employment opportunities are expected to

also provides considerable amenities to its citizens, including access to Ski Apache, Smokey Bear Historical Site, the Spencer Theater for Performing Arts, Fort Stanton Historical Site, as well as abundant hunting and fishing opportunities. These combined with a wide variety of other outdoor recreational activities, ranging from scenic hiking, biking, and camping support a positive climate for attracting new residents to the area. To support these opportunities, the district has expressed a desire for additional educational opportunities provided by the district through its dual credit and vocational programs. Facilities to support this are included in the district's priorities.

To evaluate employment impacts on the district it is important to examine employment throughout the area and not focus solely on the Village of Capitan. Workers in the various industries travel outside of Capitan to work, shop and engage in recreational activities. As not all residents of the district work in Capitan it is important to examine all employment opportunities in the area. As can be seen in the table above, Lincoln County provides a good cross section of employment opportunities that can attract residents to the area and provides a better representation of employment throughout the district. While education, healthcare, social assistance, arts, entertainment, recreation and hospitality, construction and retail trade are the largest employers, they account for only 62.1% of all jobs in Lincoln County. Additional jobs are available in professional and scientific fields, public administration, agriculture, transportation, forestry, hunting and fishing account for an additional 44% of jobs and are expected to grow slowly in the future.

In addition to employment, unemployment needs to be considered simultaneously as the number of people unemployed could have a more dramatic impact on the enrollment of the district. While specific data for the Village of Capitan is not available, unemployment rates in Lincoln County for the last ten years have been higher than the national rate

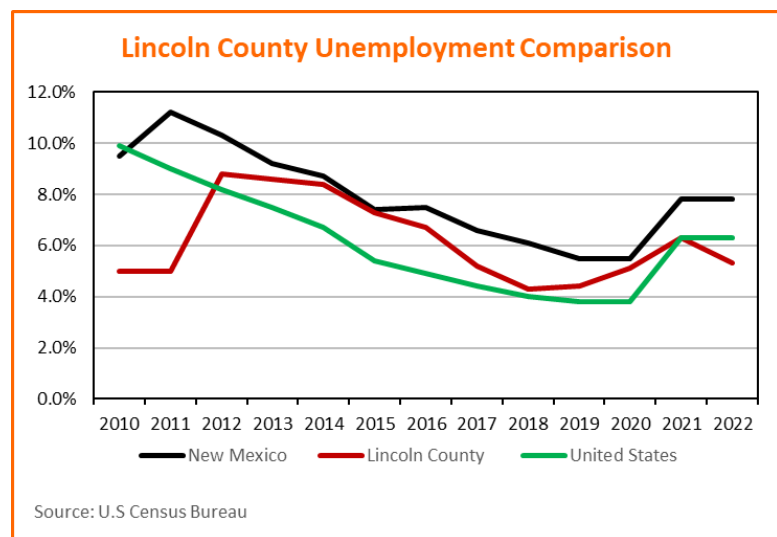
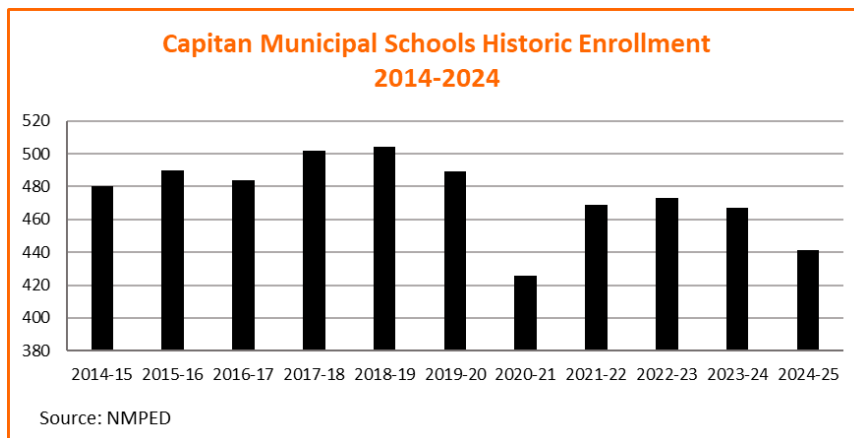


Figure 14: Lincoln County Unemployment Comparison

but lower than the state as a whole. Since 2017, the unemployment rate in Lincoln County has pretty much tracked with the national average and much lower than New Mexico. Beginning in 2018 the unemployment rate about matched the national rate and significantly below the rate in New Mexico accounting in a large way for the substantial growth in household income. Since much of the economic growth in the area is likely to be affected by neighboring communities, it is generally understood that most of the employment growth will take place there. This being the case, it is expected that working age residents may choose to seek employment in these areas, either temporarily or permanently, potentially impacting the district. Whether this impact is positive or negative will depend on where residents choose to settle given the expansive nature of the county and the proximity of Ruidoso, the county seat in Carrizozo and perhaps Roswell.

2C.2 Enrollment Trends and Projections

2C.2a: Ten Year Enrollment – 40 Day Count



Fortieth Day enrollment at the Capitan Municipal School District rose steadily in the first half of the last ten-year period, growing from 468 students in 2015 to 504 students in 2019 or a 5% increase. From that point, enrollment dropped quickly in the

Figure 15: Capitan MSD Historic Enrollment

2019-2020 and the 2020-2021 school years probably as the result of the SARS CoV2 pandemic. In 2021-2022 enrollment rebounded somewhat to 469 students and remains relatively flat until 2025 when a sudden decrease of 26 students occurred. An analysis of class size suggests that a small class bubble is working its way through the system in kindergarten and the fifth grade causing the decline. This bubble appears to be limited but for the five-year period covered by this FMP, enrollment is projected to remain steady at current levels. This trend is interesting as other rural districts deal with a constant decline in student numbers while Capitan should enjoy enrollment stability. Capitan did not fare as well compared with other districts during the pandemic in that enrollment decreased dramatically in a short period of time. The good news is that the declines were short lived, and enrollment

rebounded quickly. This appears to be reflective of the stability of historic families in the area and the ability to stay put and survive in times of need. The district also did a good job of providing families with remote learning opportunities during pandemic related closures ensuring that students remained enrolled in school.

Capitan is a close knit community that is particularly loyal to the district and its schools. Enrollment is expected to remain stable over the next five years, with historical families remaining in the area providing stability for enrollment. As mentioned, should agricultural, forestry and tourism opportunities come to fruition, the district may even grow a bit.

Capitan Municipal Schools - Historic District Enrollment by Grade Level											
	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Pre-K	0	0	0	2	4	3	3	12	13	28	27
Kinder	42	25	31	33	29	28	25	22	32	18	35
1st	39	47	24	32	33	30	24	30	27	30	18
2nd	27	33	39	27	36	31	27	31	34	30	30
3rd	38	32	34	43	31	34	26	34	31	33	25
4th	31	38	32	39	38	33	34	29	37	34	36
5th	48	38	39	34	43	43	27	37	30	34	34
Elementary	225	213	199	210	214	202	166	195	204	207	205
6th	30	51	40	43	32	46	37	35	38	31	32
7th	46	34	52	41	45	30	44	44	38	35	32
8th	46	42	37	48	42	45	30	47	51	36	38
Middle School	122	127	129	132	119	121	111	126	127	102	102
9th	45	47	50	35	53	41	43	36	47	52	32
10th	33	38	39	53	35	54	36	46	26	42	42
11th	35	31	40	37	45	31	41	31	36	29	33
12th	20	34	27	35	38	40	29	35	33	35	27
High School	133	150	156	160	171	166	149	148	142	158	134
Total	480	490	484	502	504	489	426	469	473	467	441
Annual Growth	-	10	-6	18	2	-15	-63	43	4	-6	-26
Growth Rate	-	2.08%	-1.22%	3.72%	0.40%	-2.98%	-12.88%	10.09%	0.85%	-1.27%	-5.57%

Table 9: Capitan MSD - Historic Enrollment by Grade Level

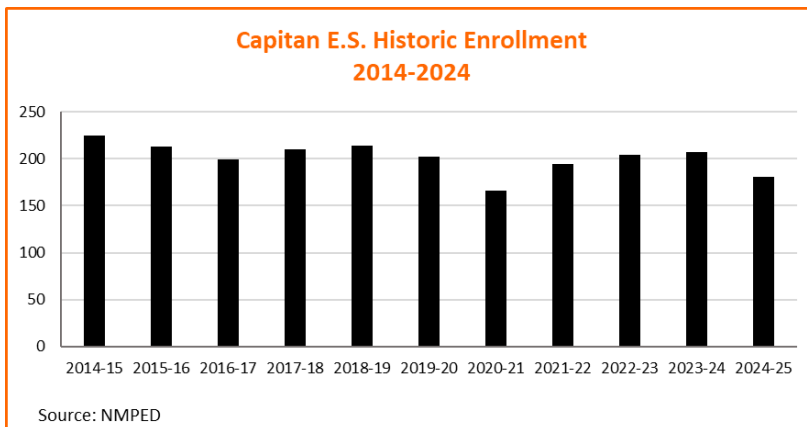
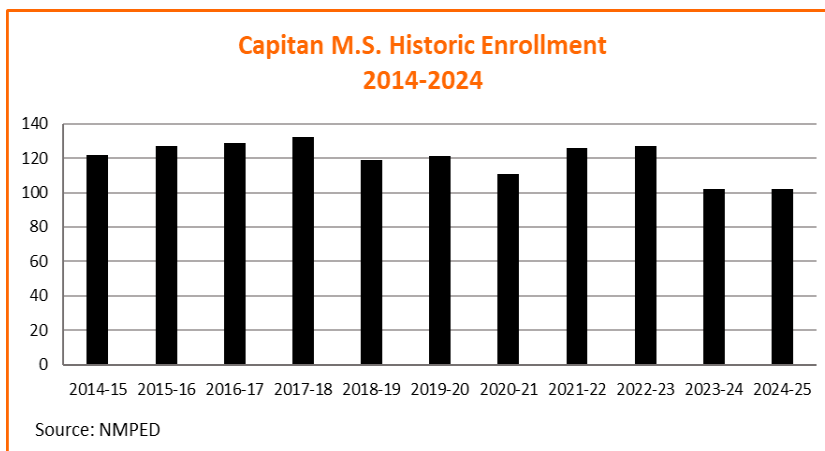


Figure 16: Capitan ES Historic Enrollment

School districts always look to the elementary grades to gauge enrollment in future years. Capitan elementary demonstrates relatively consistent enrollment year over year, predicting long-term stability for the district. Even through the

2020 pandemic when other districts were losing enrollment, the elementary population remained relatively steady. Not to belabor the point, but the stability of historic and long-term families will always be the most stabilizing factor in the district. An aging population moving beyond childbearing years could have an effect but for the foreseeable future elementary enrollment should be stable.

Capitan elementary houses grades Pre-K through 5 and is ranked 144 in the statewide ranking. Originally built in 1970 with additions in 1980 and 2001 the school generally meets the instructional needs of its students. At present, no additional space is available for additional programs or if enrollment were to grow. Building systems are nearing or have exceeded their useful life and substantial renovation and replacement should be considered. As noted earlier, the district will not have access to sufficient funds to bring this building to adequacy or sufficiency until the PSFA loan is paid off.



Enrollment at Capitan middle school follows a similar pattern to that of the elementary school demonstrating stability year over year. Some drop-off is noted in the 2023-2024 and the 2024-2025 school years. This appears to be attributable to the enrollment bubble moving through the

Figure 17: Capitan MS Historic Enrollment

system and should work its way out over time. What is interesting in these enrollment numbers is that middle school is a time when student movement is active as parents and students look for the “right fit”. It is a good sign that students are loyal to the school and remain with the district. The middle school grades are when Capitan begins to offer participation in the Vo-Ag and FFA programs, as well as the athletic programs. These are attractive to many students and appear to be a factor in students remaining in Capitan for their middle school years. The middle school and the high school share instructional facilities and as noted above no additional space is available for additional programs. The 2016 addition was built using value engineering and was not built to meet the needs of the school. The design was imposed on the district by the PSFA and has caused a substantial

shortage of space to the point that the district is forced to hire additional teaching staff because classrooms are not large enough to fit generally acceptable class loads. The middle school/high school is ranked 162 primarily based on lack of adequate space and the condition of older buildings. These shortcomings need to be addressed when funds become available.

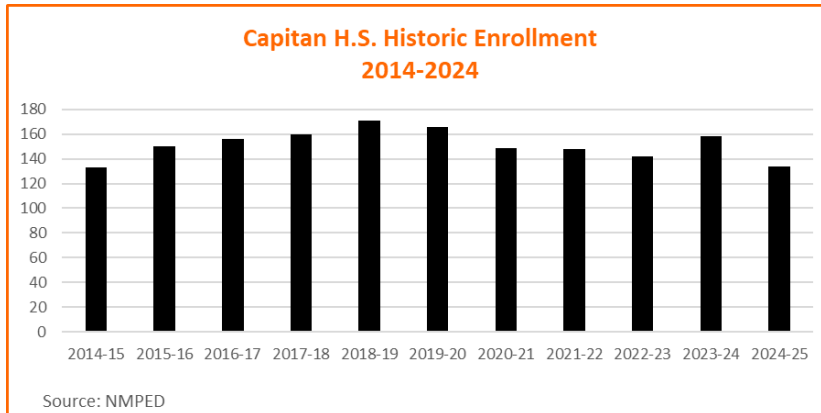


Figure 18: Capitan HS Historic Enrollment

Capitan High School's enrollment history follows a similar trajectory to that of the other schools with a major difference. For 2023-2024 enrollment increased and remained higher than anticipated in 2024-2025. The bubble noted earlier has not yet hit the high school. For

many students and their families, graduating from the high school where a student initially enrolled is important and when possible, families will find ways of making this happen. Despite economic conditions adversely affecting Capitan, students are remaining at the high school positively affecting enrollment. The school boasts a consistent four-year graduation rate above the state average at 87.2% and is considered high performing. The performance of the school is indicative of a school that meets the needs of the community and is appreciated for its efforts.

As noted, the high school shares its facilities with the middle school. The issues noted for the middle school also affect the high school, particularly in the science classrooms, cafeteria, the VoAg facility and in Cummins gym. The high school needs a competition gym that adequately supports its athletics programs including power lifting and provides sufficient facilities for spectators and visiting teams.

Capitan High School provides a robust instructional program aligned with community needs and this is attractive to students as they prepare for life beyond school. Educational opportunities aligned with the needs of the community are offered and are well attended and provide a good incentive for students to remain at the school.

2C.2b: District Enrollment Projections

The analysis and construction of district enrollment projections is based on the cohort survival method which calculates the ratio of the number of students enrolling in a grade this year to the number of students that were in the earlier grade the previous year. For

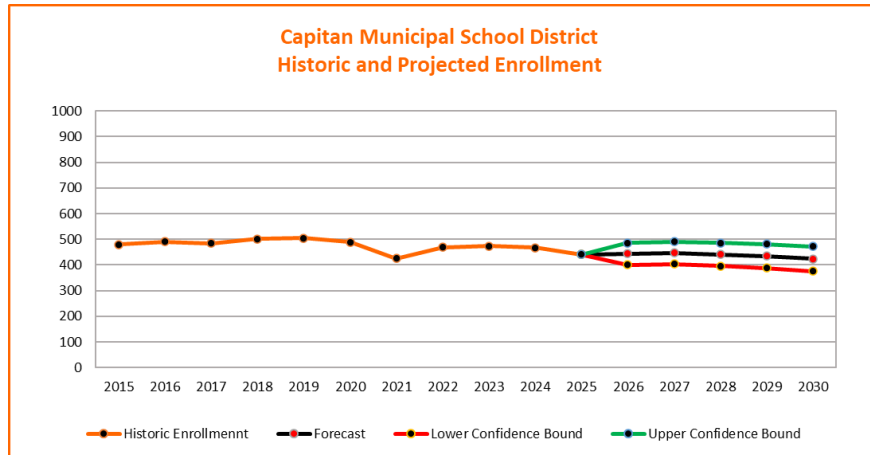


Figure 19: CMSD Historic & Projected Enrollment:

example, the 2025 cohort survival rate for kindergarten to first grade is the number of 2025 first grade students divided by the number of kindergarten students in 2024. In addition to this calculation, the analysis evaluates historic enrollment trends and current birthrate data. The lingering pandemic effect and the effect of the various fires was also considered as some families were forced to relocate and implement different methods of educating their children that may not have included the school district. After ratios were calculated, some adjustments were made to reflect the effects of significant factors identified in the growth analysis, particularly anticipated new programs, poverty rates, employment and unemployment issues and anticipated economic opportunities.

As forecast scenarios were developed, care was taken to develop upper and lower confidence bounds to evaluate the efficacy of the forecast. Projecting enrollment as the result of issues noted is difficult. Enrollment is projected to remain static in the first year of the five years covered by this plan and then drop slightly for the five years covered by this FMP. The drop noted is expected to be small and not have a significant effect on the district in terms of funding over time. As noted earlier, these projections do take into consideration socio-economic factors as well looking at a ten-year enrollment history and a forecast model to determine future enrollment. The projected enrollment forecast aligns closely with the population, birthrate and poverty trends discussed earlier. Of note is the high confidence of the forecast model in the upper bound compared to the lower bound. This suggests that if an alternative projection were to be made, that it would tend to be positive over time.

From 2015 through 2019, district enrollment grew by about 24 students before experiencing a dramatic drop off in the 2019-2020 and 2020-2021 school years of almost 80 students. Most of this drop is attributable to the elementary school and is presumably a response to the pandemic and the

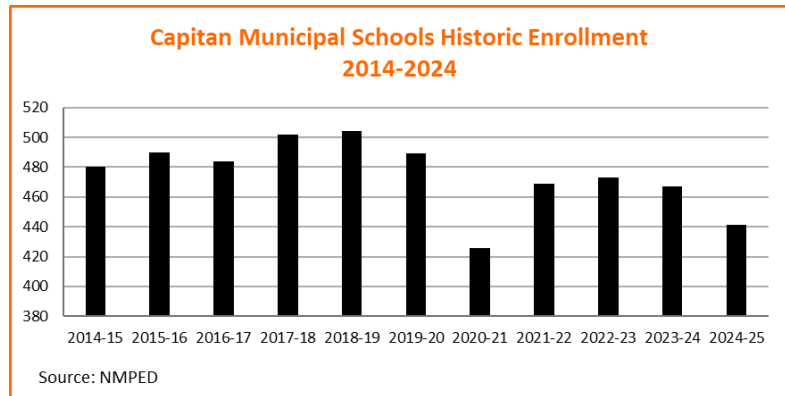


Figure 20: CMSD 40th Day Enrollment History

subsequent economic issues. The loss of these many students in just two years is bound to cause catastrophic financial issues for a school district and without hold harmless funding provided by the Legislature this could have been the case in Capitan. In the 2021-2022 school year enrollment picked up quickly with 43 students returning to the district. An additional 4 students returned the following year, peaking at 473 students. Since, enrollment has dropped to about 441 students and is expected to stabilize at this level. As noted, new jobs in the area will be required to bring in additional residents. An analysis of enrollment, population, birthrate, and poverty indicates the probability of stable enrollment for the next five years. As noted earlier, historic families will act as a buttress against future declines. These projections are sustainable but will require thoughtful budgeting over time and favorable appropriations from the Legislature. To support the projections of stable enrollment, prekindergarten and kindergarten enrollment will remain strong and grow slightly over time which improves optimism for enrollment growth beyond the five-year term of this plan.

As noted above, for the 2024-2025 school year, the district experienced a decrease in enrollment of about 20 students. This year over year volatility is concerning as it does not track with population data. It appears that students are moving between districts in the county while remaining residents of the district. Long-

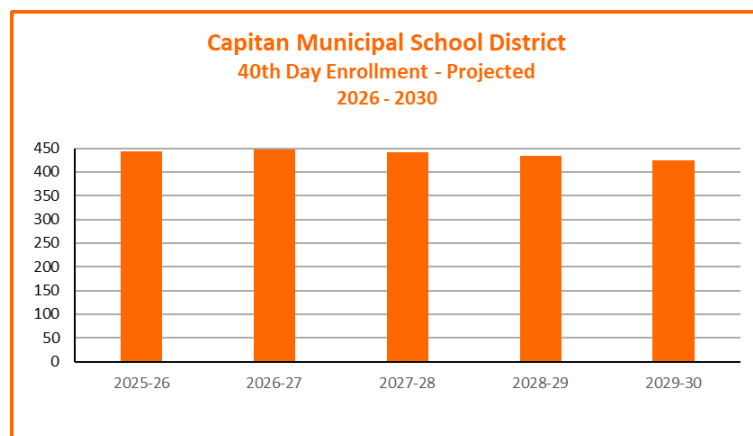







Figure 21: CMSD 40th Day Projected Enrollment

term projections suggest that enrollment will stabilize over the next five years if students stay in the district. These projections should give the district predictability for funding, construction planning, and operations.

Enrollment projections for the Capitan Municipal School District examined several data points to establish reasonable confidence in projections for the next five years. These include:

-  Population trends in Lincoln County and the Capitan Municipal School District.
-  Historic enrollment trends.
-  Birth rates in Lincoln County and the Capitan Municipal School District.
-  Employment and economic growth indicators in central Lincoln County.
-  Employment and economic growth indicators in the Capitan Municipal School District.

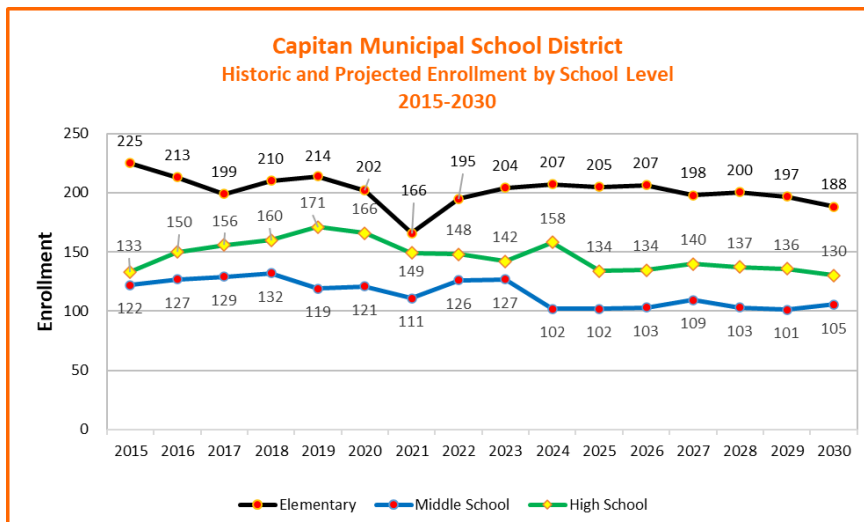


Figure 22: Capitan Historic and Projected Enrollment by School

It is important to note that forecast models also account for past enrollment trends and even with the drop in enrollment in 2020 and 2021, the model projects a relatively static trajectory for the next five years. Modest drops at the elementary will be offset by the growth at the middle school. As noted, some

of the drop off at the elementary school can be accounted for by the enrollment bubble working its way through the system. Enrollment in the middle school and high school grades tends to fall off a bit but this does not appear to be the case as enrollment in these grades should remain strong.

The forecast model also provides an upper confidence band that is more optimistic and projects enrollment to rise modestly in 2026 and remain flat at this increased level over the next five years. If the enrollment projections for prekindergarten and kindergarten are realized more optimistic projections may in fact appear. At this point, it is unclear if more optimistic projections are realistic but if expected

economic activities related to forest recovery and tourism recovery in the county come to fruition, modest enrollment increases are possible. Forecast models account for variables in different ways and it will be necessary to revisit the projections annually to adjust facility and staffing needs accordingly thereby improving accuracy

Capitan Elementary School

Projected Capitan Elementary School Enrollment					
	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Pre-K	27	26	29	31	34
Kinder	31	25	33	29	25
1st Grade	27	25	23	22	20
2nd Grade	29	28	27	26	25
3rd Grade	29	28	27	26	25
4th Grade	33	36	33	36	33
5th Grade	31	30	28	27	26
Total	149	147	138	137	129
Annual Growth	-32	-2	-9	-2	-8
Growth Rate	-17.91%	-1.09%	-5.86%	-1.17%	-5.57%

Table 10: Capitan E.S. Projected Enrollment

Capitan Elementary is the only elementary school in the district and serves grades Pre-K through 5th. The school is in its own building of the combined district site. Enrollment at the elementary school is historically stable with minor fluctuations. Enrollment at the elementary school was

strong for the early part of the last decade averaging 210 students annually. Enrollment dropped in the 2020-2021 school year by 36 students or 21.6% but rebounded quickly. Overall, it is anticipated elementary enrollment across the district will remain flat over the next five years. Prekindergarten enrollment is projected to be strong despite the low birth rates noted earlier in greater Lincoln County. The reason for this is unclear but should be watched carefully as it may positively impact middle and high school enrollment.

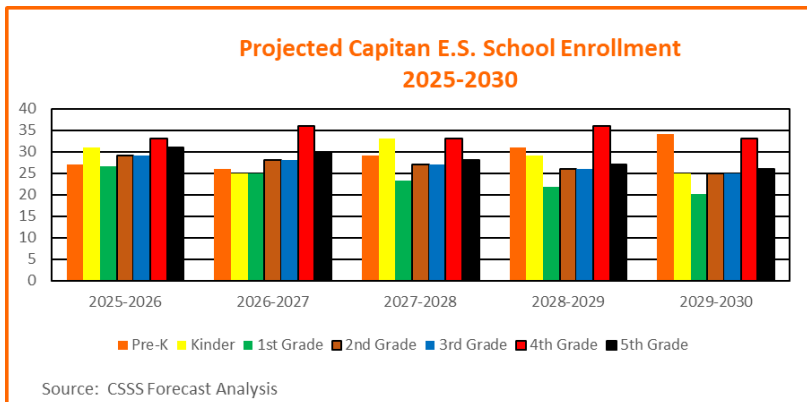


Figure 23: Capitan ES Projected Enrollment by Grade

Capitan Middle School

Middle school students are served entirely by Capitan Middle School. Enrollment averaged 124 students from 2014 through 2023 with some fluctuations reaching a low of 111 students in 2021. Enrollment

declined in 2024, to 102 students and remained there for 2025. This appears to be due to the enrollment bubble noted earlier. This decline will not affect the overall district projections as the bubble has been accounted for in projection calculations. Future enrollment is projected to be static with minor fluctuations year-over-year but will not reach numbers seen earlier in the preceding decade. This is consistent with enrollment projections for all schools in the district and should be seen as the “new” normal when planning for capital projects in the future.

Projected Capitan Middle School Enrollment					
	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
6th Grade	33	31	31	30	29
7th Grade	28	33	27	31	28
8th Grade	42	45	45	40	48
Total	103	109	103	101	105
Annual Growth	1	6	-6	-2	4
Growth Rate	0.98%	6.24%	-5.87%	-1.75%	4.24%

Table 11: Capitan Middle School Projected Enrollment 2026-2030

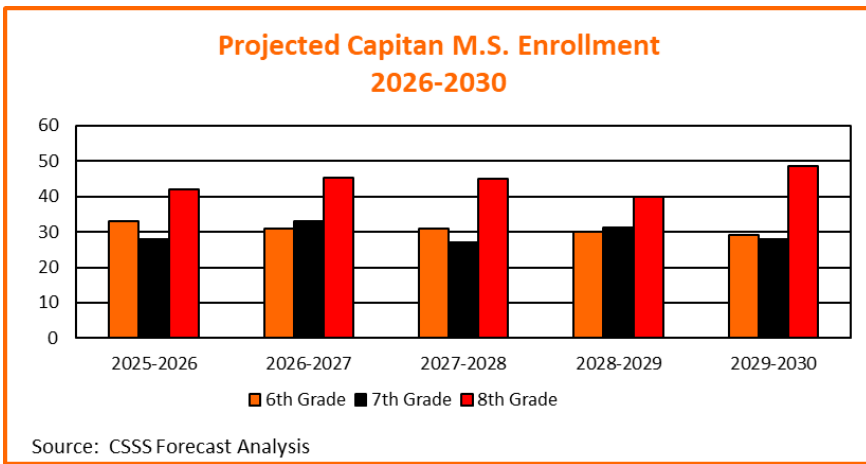


Figure 24: Capitan MS Projected Enrollment 2026-2030



Capitan High School

Capitan High School continues to serve the community well and is ranked as the 57th best public high school in New Mexico of 209 peer institutions. Students at the school report that while the school lacks some opportunities larger schools have, it is a great school that meets their needs preparing for the future.

Projected Capitan High School Enrollment					
	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
9th Grade	39	38	38	37	37
10th Grade	42	42	42	42	42
11th Grade	24	30	27	26	20
12th Grade	29	30	30	31	31
Total	134	140	137	136	130
Annual Growth	0	5	-3	-2	-6
Growth Rate	0.36%	4.05%	-1.83%	-1.13%	-4.09%

Table 12: Capitan HS Projected Enrollment 2026-2030

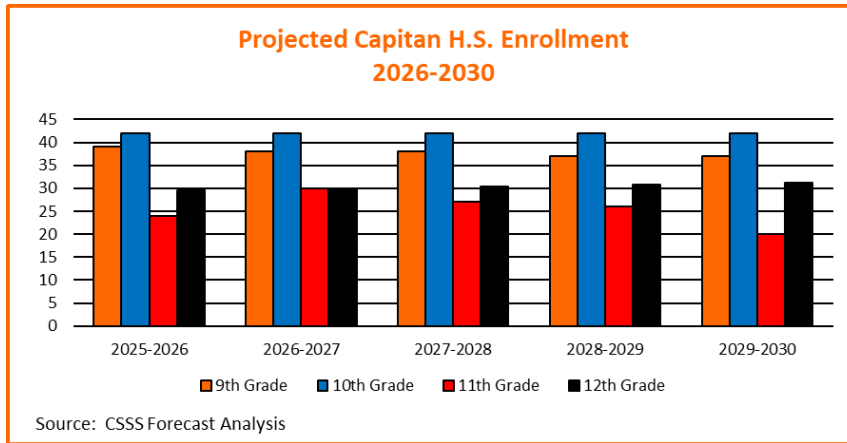


Figure 25: Capitan HS Projected Enrollment by Grade 2026-2030

Enrollment at the school increased gradually from 2015 to 2019 peaking at 171 students before dropping students over the next three years to 142. With some fluctuations enrollment has stabilized since then and is expected to remain relatively static for the next three years

before dropping again. As noted above, forecast models account for variables in different ways and with the small drop in enrollment identified, statistical variances may be the reason. It will be necessary to keep an eye on actual enrollment to see if these projected drops occur and revisit the projections annually.

Unlike most schools in New Mexico, enrollment only dropped slightly during the pandemic, suggesting that students were comfortable with the remote learning program offered by the school and the associated support. In interviews with staff and community members it is evident that the high school is respected in the community and a source of pride which is demonstrated in enrollment loyalty.

One factor that favors the district’s efforts to bolster enrollment are historic graduation rates. For all but one year since 2017, Capitan High School’s four-year

graduation rate exceeded the statewide average and is expected to continue to do so into the future. This is a remarkable achievement given the many socioeconomic challenges the district faces.

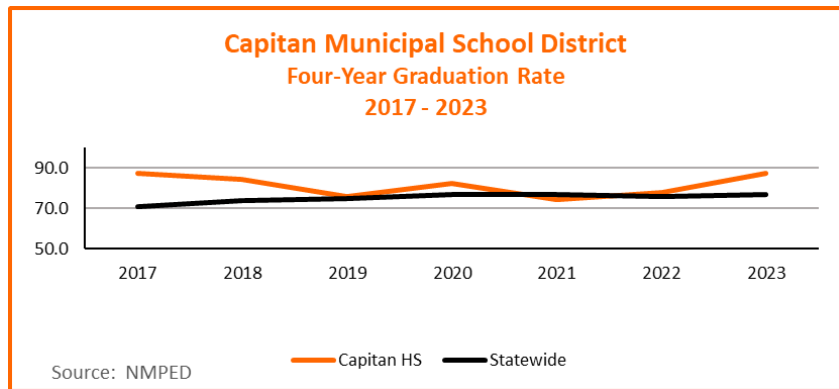


Figure 26: Capitan Four-Year Graduation Rate

In addition to a robust academic program, Capitan High School supports a highly successful athletic program, a strong College and Career Readiness curriculum, and a strong VoAg program that serves students well in preparing them for life after high school.



Section III: Capacity and Utilization

As part of the quinquennial Facilities Master Plan for the Capitan Municipal Schools, individual school facilities were evaluated along with current and proposed programs to determine the capacity of existing spaces, how they are utilized to support existing enrollment and how projected enrollment will affect future space needs for the district.

Process and Approach

In New Mexico, for K-12 public schools, the certified First Reporting Date (40th Day) count provides student enrollment membership that is used for the purpose of evaluating facility utilization.

The steps taken to develop a five-year facilities master plan follow a systematic process that works to determine if the district has facilities sufficient to support all components of its educational program. To achieve this, a comprehensive inspection of all schools in the Capitan Municipal Schools was carried out. In Capitan, as in many smaller communities, the various individual schools are housed on one combined campus. The inspection evaluated the space used by each school individually and as a composite of the district to determine space needs, allocation, and use. The evaluation included Capitan Elementary, Capitan Middle, and Capitan High. For the purposes of this space study, general and specialty classrooms were measured and evaluated paying particular attention to how spaces are used and how often they are occupied. Facility planners requested enrollment data, instructional schedules, and classroom assignments (subject matter) for each school. This data formed the basis for determining utilization and capacity. For each school, a maximum capacity was determined by identifying the total number of students that could be accommodated by the spaces if the facility were occupied at full capacity the entire time. Additional data specific to the educational program at each school that considered spatial layout, course arrangement, wayfinding, special education program needs, unique educational or instructional components, federal program requirements, social services and student wellbeing programs were identified. These figures were then compared to the New Mexico Educational Adequacy Standards and the Adequacy Planning Guide to establish if existing buildings, areas and spaces could accommodate current and future enrollments.

It is important to note that there are different educational programs involved in the different grade levels at Capitan Municipal Schools, so an approach that considered individual program space requirements was necessary to determine appropriate capacity. A functional school facility is not the amalgamation of the minimum spaces prescribed in the Adequacy Standards but one that considers how effectively a school can deliver its educational program and achieve its program goals.

The results of the comprehensive evaluation of all school buildings suggest that the district is not positioned to accommodate its student population or its educational program in the future. The elementary school is ranked #144 and the middle/high school is ranked #162 in the PSFA ranking for 2025. The sizes and condition of the buildings accurately represents the ranking primarily as it relates to space and end of life cycle for many of the buildings systems. Given that the 2016 addition to the middle/high school is relatively new it will be a challenge to address the size deficiencies. As noted earlier, the district was required to accept a design for the middle/high school building that was “valued engineered” and does not properly support the educational program of the district. As part of that project, the district was also required to demolish the historic high school building, causing pushback from district voters in the years since.

At present, beyond the condition issues, Capitan does not have sufficient space for its current and future enrollment. As noted earlier, Capitan is one of the few districts that uses 100 percent of its classroom space. Although the capacity utilization spreadsheet indicates sufficient space to accommodate some additional students, to do so at the middle/high school would require the school to remove existing programs to accommodate the additional students. These issues should be considered when determining a sufficient amount of square footage in the design and funding of any new facilities. A limited number of renovations and new construction will need to be considered to ensure that the district is able to support programs vital to supporting vocational-agricultural education, college and career readiness, and special education programs, ensuring students graduate with skills that can be used in the community.

The evaluation examined district capacity from the perspective of Maximum Capacity, Functional Capacity and Functional Capacity as a small school district. These comparisons are important as functional capacity attempts to capture how spaces are being used and not just a measure of how much space is available. This is an essential element of the facilities master plan being a dynamic document because functional capacity changes as the use of spaces changes.

CAPACITY																					
Facility Name	General Education	SPED C/D	3/4 Y DD	MM PRE-K	Kindergarten	Shared Space ES	Special Programs	Other Uses and Science Labs	Teaching All Classrooms	Maximum Capacity			Working Capacity			Small District Capacity		Capacity for Additional Students			
										Total Enrollment Capacity	Reg Ed Capacity	Sp Ed C/D Capacity	Total Enrollment Capacity	Reg Ed Capacity	Sp Ed C/D Capacity	MEM less than 5,000	Percentage				
																			Reg Ed Capacity	Sp Ed C/D Capacity	Total Enrollment Capacity
Elementary Level																					
Captain Elementary	9.0	2.0	0.0	3.0	3.0	0.0	2.0	2.0	462	462	462	300	300	24	24	324	262	24	286	207	117
Total	9	2	0	3	3	0	2	2	462	462	462	300	300	24	24	324	262	24	286	207	117
Combined School																					
Captain Combo Middle / High School	12.0	2.0	0.0	6.0	2.0	2.0	7.0	550	550	550	286	286	24	24	310	262	24	286	236	74	50
Total	12	2	0	6	2	2	7	550	550	550	286	286	24	24	310	262	24	286	236	74	50

Table 13: CMSD Capacity Analysis

Special Factors Influencing Classroom Use

As district administrators and building principals consider the adequateness of facilities to support programs it is important to remember the considerable influence special programs have on classroom use. These include special education programs, other federal programs, and categorical programs with specific program requirements. Classrooms allocated to these programs reduce the number of classrooms available for general education programs. In most cases this could lead to shortages in classroom space when excess space should be apparent. As noted, this is not the case in Capitan as many classrooms are too small to accommodate generally accepted class loads causing potentially available classrooms to be used in an overflow capacity.

At the Capitan Municipal School District, the percentage of classrooms allocated to special programs runs from a high of 36.36% at Capitan High to a low of 19.05% at Capitan Elementary. Districtwide, 27.91% of classrooms are allocated to special programs. These percentages are to be expected as the high school and middle school provide special programs such as Spanish, Music, Art, VoAg, Welding, Industrial Arts and dual credit offerings.

Capitan Municipal School District						
Utilization and Capacity 2024-2025						
Schools	Existing Classrooms	Available Instructional Classrooms	SpEd Classrooms	Special Programs	Total SpEd/Special Programs	% of Total Classrooms Available
Elementary Schools						
Capitan Elementary	21	0	2	2	4	19.05%
Total ES	21	0	2	2	4	19.05%
Combined Schools						
Capitan Middle / High School	22	0	2	6	8	36.36%
Total HS	22	0	2	6	8	36.36%
District Total	43	0	4	8	12	27.91%

Table 14: CMSD Classroom Utilization & Capacity





Classroom allocation was determined by examining floor plans, enrollment data, school schedules, and teacher room assignments for each school in the district. This data was then compared with the instructional program at each school and the different factors that influence classroom allocation including C/D level SpEd enrollment, 3y-4y SpEd enrollment, SpEd Ancillary space necessary to provide

therapies to students, as well as Capitan’s pupil-teacher ratios, and teacher class loads.

Although no additional space is available within existing buildings for additional programs the district has worked hard to maximize the usage of its buildings to accommodate the programs it offers to students. This includes reallocating space within the various building envelopes, and when practical, renovating classrooms focused on enhanced program opportunities for students.

Capitan Elementary School is the site with the most available space but even this is limited. The school is well allocated with no classrooms available for additional classes. Using the small district allowance in the PSFA methodology, the school could accommodate 117 additional students, however if many of that number materialized within a single grade, finding sufficient space may be difficult. Any significant growth in the future may result in the need to construct additional space. The school site is sufficient to accomplish this if the need arises.








Capitan Elementary School

	Total Capacity:	462
	Working Capacity:	324
	Current Enrollment:	207
	○ Prekindergarten	29
	○ Kindergarten	35
	○ First Grade:	18
	○ Second Grade:	30
	○ Third Grade:	25
	○ Fourth Grade:	36
	○ Fifth Grade:	34
	Capacity for Additional Students:	117



Capitan Middle/High School is at practical capacity with no classrooms available for future growth if needed. Using the small district allowance in the PSFA methodology, the school can only accommodate 50 additional students. Any significant growth, particularly in a single grade will result in the need to reallocate space or construct additional space. The school site is sufficient to accomplish this if the need arises.

Capitan Middle School/High School

	Total Capacity:	550
	Working Capacity:	324
	Small District Capacity:	286
	Current Enrollment:	236
	○ Sixth Grade	32
	○ Seventh Grade:	32
	○ Eighth Grade:	38
	○ Ninth Grade:	32
	○ Tenth Grade:	42
	○ Eleventh Grade:	33
	○ Twelfth Grade:	27
	Capacity for Additional Students:	74
	Capacity for Additional Students (Small District):	50
	Empty rooms per floor plan:	0

The Public School Facilities Authority provides additional flexibility in the calculation of functional capacity for districts with enrollment of 5,000 or less. This accounts for the unique circumstances small districts experience in providing an education to their middle and high school students. Many times, small districts provide specific classes (e.g., honors, foreign languages) that do not attract full class loads but require space at the same time other classes take place. This is the reason two capacities are shown for Capitan Middle/High. For this analysis, the small district additional capacity is used. Based on this capacity calculation the school has excess space to support 50 more students. This seems like a small number, but with the school providing considerable additional support for its students and their educational program, supporting this many additional students will be difficult.

Strategies to Meet Space Needs

Elementary School

Capitan Elementary is sized right for its enrollment. The district has an elementary facility that meets the needs of the district, faculty, staff, and students. No additional construction should be needed to meet projected enrollment. The district should monitor enrollment closely for the next five years and work to ensure room assignment and facility usage aligns with instructional needs.

Middle/High School

The middle/high school is projected to generally sustain its enrollment with small fluctuations over the next five years. Because of design issues with the 2016 construction, the school is filled to practical capacity and does not have any additional space for program expansion or enhancements. The district is focusing its limited SB-9 revenue to sustain its maintenance program, make limited upgrades to VoAg classrooms, and making repairs to the overall building envelope and grounds. The school is ranked 162 in 2025 and needs many upgrades, however the district's maintenance program is strong, and the building is in good shape. The district will focus on seeking conversion of its 2016 loan from the PSFA to a grant. If this is approved, the district will seek system-based awards to solve its most critical issues as well as focusing its maintenance funds on dealing with less costly but still critical needs.

The district should implement the recommendations of the Capital Improvement Plan particularly regarding the overall facility, site drainage, safety upgrades and ADA compliance.

Section IV: Capital Improvement Program

4.1: Total Capital Needs

4.1.1: Prior Capital Plan

The previous Facility Master Plan for the Capitan Municipal Schools focused primarily on addressing Life, Health, Safety and Security issues, major building system upgrades and preventative maintenance needs keeping the district's school buildings in good shape for supporting student education. Although parts of the district date to 1980 with several additions and renovations since, the buildings are in good shape. The previous FMP focused on maintenance and repair to the exterior building envelope, repair to many interior systems, including roof repair, window replacement, light fixture replacement, installation of mini-split HVAC units at the elementary schools and interior finishes as needed. For the most part these have been completed, freeing the district to focus on other priorities.

Capitan Municipal Schools State Ranking			
CMSD School Site	2024-2025 Ranking	Weighted NMCI	Gross Square Footage
Capitan ES	144	33.22%	48,390
Capitan MS/HS	162	31.36%	77,759

Source: PSFA

Table 15: CMSD Facility State Ranking

The Public School Capital Outlay Council (PSCOC) typically funds projects ranked in the top 100, with the lower the number the worse the condition of the school. With the district's current ranking of 144 for Capitan Elementary and 162 for Capitan Middle/High School it is likely that the district will be eligible for full standards-based funding in the five years covered by this plan. In the meantime, the district qualifies for systems awards as schools within the top 300 are eligible to apply. An impediment to this remains the large dollar amount the district owes to the state because of the loan made by the PSCOC to construct the new middle/high school building. As noted above, the district was pressured to accept a school design that was and is too small to meet the educational needs of the district's instructional program and an associated PSCOC loan to pay for the building. This loan has created a situation in the district where the voters have been unwilling to support

bonding, placing undue pressure on the district to meet its current capital needs. As a result, and examining possible revenue streams for the next five-years , the focus will be on site security, facility renewal, site improvement upgrades and updates to certain classrooms and the district’s two gyms. This FMP lays out the needs of the district although without significant dollars available from general obligation bonds, achieving the district’s needs may not be possible.

4.1.2: Community Support and Capital Accomplishments

The voters of the Capitan Municipal Schools have long championed the efforts of the district to provide high quality facilities well designed to support the learning of children. In working with the community to determine local priorities, it is evident the community desires to continue to support the school district in its efforts, however until the current PSFA loan is paid-off, additional bonding opportunities will be difficult. The district works hard to respond to the community by providing high quality facilities for its students. As is the case with all facilities, maintenance is the key to prolonging useful life, all which takes financial resources.

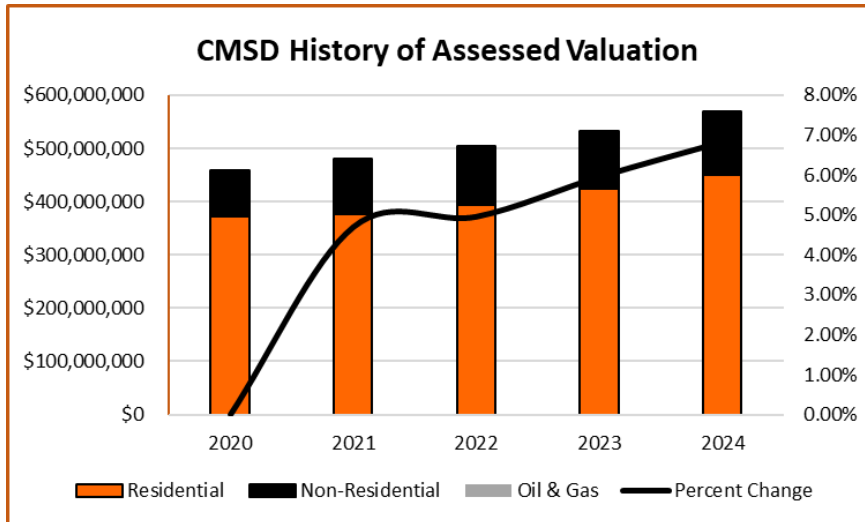
Since the last FMP several improvements have taken place throughout the district. New mini-split HVAC units have been installed at the elementary school, locker rooms at Traylor Gym were upgraded to support first responders in the area, some new metal fabrication equipment acquired, and ADA upgrades completed. Large scale projects have been difficult to undertake as the district continues to deal with the long-term repercussions of the Middle/High School loan. All these improvements were included as priorities in the previous facilities master plan and had considerable community support.

History of Assessed Valuation and Tax Rates

CMSD History of Assessed Valuation					
Tax Year	Residential	Non-Residential	Oil & Gas	Assessed Valuation	Percent Change
2020	\$372,075,674	\$85,817,251	\$0	\$457,892,925	
2021	\$376,915,338	\$102,534,708	\$0	\$479,450,046	4.71%
2022	\$394,439,513	\$108,819,105	\$0	\$503,258,618	4.97%
2023	\$424,059,275	\$109,216,445	\$0	\$533,275,720	5.96%
2024	\$450,966,860	\$118,777,604	\$0	\$569,744,464	6.84%
5 Year Average Annual Growth - 5.16%					
Source: NM Department of Finance & Administration					

Table 16: CMSD History of Assessed Valuation

From the 2020 tax year through the 2024 tax year, valuations in the district increased by about 25%. In absolute dollars, most of this is related to growth in residential valuations, however on a percentage basis non-residential valuation



grew at a faster rate. This is an interesting data point indicating strong economic opportunities in the central part of Lincoln County. Since the 2020 tax year, both residential and non-residential valuations have grown steadily. This is consistent with past trends as

Figure 27: CMSD Valuation History and Percent Change

residential valuation has grown by 21.2% in this time with non-residential valuation increasing 38.4% over the same period. This is a significant increase that could have a positive effect on the district’s ability to raise capital revenue while keeping tax rates flat.

Additionally, an analysis of historical tax rates suggests that the district has been successful in managing its debt to a point that tax rates have remained stable year-over-year with only minor changes related to the district’s 2 mil levy and well within the maximum millage provided for in statute. This provides the taxpayers of the district predictability and consistency in annual tax bills. This is important in building long-term support for district capital planning.

History of Tax Rates

CMSD Tax Rate History							
Tax Year	Operational		Two-Mill (SB-9)		Debt Service	Total	
	Residential	Non-Residential	Residential	Non-Residential		Residential	Non-Residential
2020	\$0.234	\$0.404	\$2.000	\$1.895	\$2.335	\$4.569	\$4.634
2021	\$0.238	\$0.351	\$0.000	\$0.000	\$2.227	\$2.465	\$2.578
2022	\$0.237	\$0.404	\$0.000	\$0.000	\$2.297	\$2.534	\$2.701
2023	\$0.232	\$0.391	\$0.000	\$0.000	\$2.296	\$2.528	\$2.687
2024	\$0.226	\$0.368	\$2.000	\$2.000	\$2.297	\$4.523	\$4.665

Source: New Mexico Department of Finance and Administration

Table 17: CMSD Tax Rate History

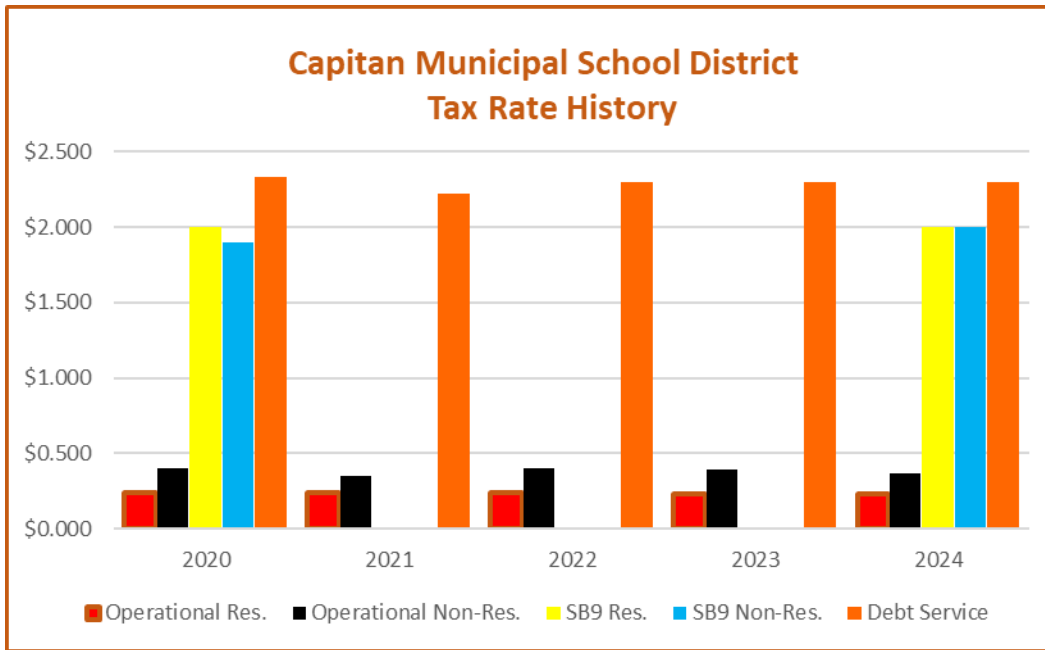


Figure 28: CMSD Historical Tax Rates

Through the stakeholder interview process several consistent recurring issues were raised regarding new construction, building renovation, building systems upgrades and site renovation. The construction matters relate to the need for an adequate competition gymnasium, a sufficient cafeteria and College and Career facilities, including a life skills facility for special education students. Renovation items relate to insufficient classroom space in the middle/high school. The value engineering that took place when this facility was constructed left the school with classrooms of insufficient size to accommodate full classes in many subject areas. The vocational-agricultural space does not have sufficient classrooms for the number of teachers assigned, electrical power is insufficient, and the meat processing facility is not operational. Systems upgrades are needed across the district to address HVAC issues, roofing issues, building security including vestibules, science lab renovation and upgrades, track surface renovation, building system upgrades, site drainage, and playground upgrades.

4.2: Capital Plan: Available Funding

As noted above, the combined middle/high school and the elementary school are both ranked in the first tercile of all schools in the state. The 2025 ranking of 144 for the elementary school and 162 for the middle/high school are indicative that issues are present that need to be addressed. The priority list approved by the district appears to address those issues as well as additional community priorities.

Historically the Public School Facilities Authority (PSFA) has entertained applications for standards-based awards from those schools ranked in the bottom 100. Given the weighted NM Condition Index of the Capitan Schools, it is likely that the district will be eligible for a standards-based award in the next few years. While the school facilities are in reasonably good shape, they struggle to adequately meet the needs of the district. The opportunity to take advantage of systems-based funding assistance will present itself and may allow the district to achieve many of its objectives using funds provided by the state. For fiscal year 2025, the PSFA will consider systems awards for school facilities in the top 300 of the current ranked list. This is positive for the district, however as noted the district is challenged in meeting the local share requirements because of the outstanding loan from the PSFA.

The total capital improvement need identified for the Capitan Municipal Schools over the next five years is **\$21,045,639**. This is a significant amount but realistic to meet the instructional and operations needs of the district. It is important to note that whether this is achievable in the next five years will be dependent on action by the PSCOC to convert the outstanding loan to a grant and a willingness of the community to support a new bond.

Based on information from the district's bond advisor, the district has sufficient bonding capacity to raise the amount necessary to cover the state share of all projects on the capital improvements priority list. To achieve this, the district would need to raise about \$12 million. If this were to occur the district would be bonded to about 45% of capacity, a conservative threshold that would be affordable to the community. To maximize the use of local funds, leveraging outside resources is desirable to achieve the priorities identified in this plan.

Revenue Sources

The district's bond advisor, RBC Capital Markets has identified the following amounts available through the district's bonding program:

General Obligations Bonds

The district historically maintains a conservative approach in its financial matters. This approach coupled with the strategic use of funds results in the district generally having good community support for its facility needs. This has been tempered in recent years as the district was, in 2017, required by the PSFA to accept a less than adequate design for a new high school and a subsequent loan that is proving to be

a strain on the district finances, slowing down needed upgrades and damping community support for additional bonds.

The district last held a successful bond election in 2013 for \$5,000,000 and has spent some of these funds for projects contained in the district's FMP but also was required to spend some on the middle/high school project. Currently the district has about \$485,000 outstanding and will retire the bond in 2025. When this is completed, the only debt the district has will be \$2,460,000 in Ed Tech notes, leaving the district at about 7% of bonding capacity. This should be attractive to the community if and when the district chooses to hold a bond election.

Based on the 2024 initial limitation (6% of the total valuation of \$34,184,668) minus outstanding debt from prior bond sales, the district, as of November 2024, has an available bonding capacity of \$31,239,668. This gives the district the opportunity to have sufficient bond dollars available for the foreseeable future if needed. When combined with a little over \$1.1 million in annual SB-9 revenue, it is possible that the district could fully fund its capital needs over the next five years and beyond. This of course is dependent on the district passing an additional bond election in the future. While the Capitan School District community has historically been supportive of bond elections, resolving the issue with the Middle/High School loan will be important to garner support for future bond elections.

As with most bond elections, the amounts and timing of elections will depend on the assessed value of the district and the goal of continuing to raise capital funds without raising taxes significantly.

Public School Capital Improvements – SB-9 Mill Levy

For 2021, 2022 and 2023 the district did not have an SB-9 2 mill levy in place. This appears to be related to fallout from the middle/high school project. This hampered the district efforts to keep up with its maintenance schedule and forced the use of operational funds to fund maintenance projects. In 2023, the district successfully passed the levy, and it is now in place for the tax years 2024 – 2029. This amounts to about \$1.1 million annually and will assist the district in catching up with its preventative maintenance program. The taxpayers of the district once again are supporting the efforts of the administration to maintain and improve the quality of their buildings through the SB-9 two-mill levy. These funds are made available for erecting, remodeling, making additions to, providing equipment for, or furnishing public school buildings, purchasing or improving public school

grounds, and maintaining public school buildings, including purchasing and maintaining equipment.

The district raises about \$1,139,488 annually directly through the two-mil levy and will receive an annual state match. These funds will be targeted primarily to maintenance projects, including small capital improvements.

PSCOC Funding

While the district is planning for and will be able to take advantage of the Public School Capital Outlay-Standards Based process in the future as the PSFA loan issue is resolved, it is anticipated that considerable additional support will be available through special set-aside programs approved by the Legislature. These set-asides are focused on making improvements to the various systems, including security upgrades, which make up a building rather than demolish and construct new facilities. These smaller grants from the state can go a long way in solving some of the capital needs of the district while stretching dollars further. It is anticipated that the district will seek these funds for smaller priority projects with the intent of using GOB dollars for larger projects.

4.3: Prioritization Process and Budgeting

The process used to identify potential projects involved interviews with the School Board, Superintendent, the Principal, and the distribution of surveys to all parents, and district staff. To ensure input from the community, surveys were distributed by direct email to all parents and students of record at the district as well as being posted on the district website.

A community meeting was held on December 16, 2024, to answer questions and solicit comments from the public. Attendance was limited although several ideas were proposed.

A facilities master plan advisory committee was formed to consider all input received and assist in making interim and final recommendations to the Superintendent and the Board. These efforts have identified several immediate needs at school facilities and several long-term projects, including but not limited to, construction of a new competition gym, repurpose and renovate Cummings Gym, HVAC improvements, improved site security, ADA upgrades, track and field renovation, sidewalk renovation and envelope repairs.

The needs identified were evaluated by the advisory committee and proposed projects were prioritized by need with those identified as Life, Health and Safety

receiving the highest priority followed by those focused on programmatic space, building renewal and property protection. As noted earlier, considerable focus is placed on building security, facility renovation, career technical education spaces and science labs. The list of proposed projects is comprehensive and includes projects that are not identified as high priority. For these projects it may be possible for the district to include them in its preventative maintenance plan and removing them from the district’s capital list.



SECTION IV: CAPITAL IMPROVEMENT PROGRAM

District Priority Rank	School Name	Location	Classification	District Priority Level	Project Name	Description	Cost	Funding Source	Funding Rank		
									Priority 1	Priority 2	Priority 3
	Campuswide	Cummings Gym	Adequacy	1	Gymnasium Repurpose	Convert Cummings gym into a new Cafeteria-Kitchen facility to include a culinary science classroom, lab space, replacement of the sewage river and secure storage	\$3,750,000	GOB/USDA Equipment Grant	\$3,750,000		
	Campuswide	Traylor Gym	Adequacy	1	Repurpose cafeteria	Renovate existing cafeteria/kitchen into a life skills classroom w/ shower and laundry	\$174,500	SB-9	\$174,500		
	Campuswide	All sites	Life, health, safety	1	Fire Alarm Upgrade	Install new fire alarms in all buildings campuswide	\$586,000	PSFA Systems	\$586,000		
	Campuswide	Traylor Gym	Facility Adequacy	2	HVAC replacement	Replace HVAC system throughout Traylor Gym	\$574,182	PSFA Systems		\$574,182	
	Administration	Admin Building	MS Adequacy	2	Admin Building	Construct a new administration building to free up classroom space in the middle school and return the facility to education space.	\$2,000,000	GOB/USDA Equipment Grant		\$2,000,000	
							\$7,084,682		\$4,510,500	\$2,574,182	\$0
District Priority Rank	School Name	Location	Classification	District Priority Level	Project Name	Description	Cost	Funding Source	Priority 1	Priority 2	Priority 3
	Captain Elementary		Life, Health, Safety	1	Plumbing river Renovation/Replacement	Repair and replace the waste plumbing river throughout the building	\$361,400	GOB	\$361,400		
	Captain Elementary		Life, Health, Safety	1	Plumbing fixture replacement and renewal	Remodel all restrooms, janitorial closets, and classroom sinks to include replacing fixtures and relocate the water distribution system from the ceiling	\$90,398	GOB/PSFA Systems	\$90,398		
	Captain Elementary		Property Protection	2	TPO Roof Replacement	Replace older portions of the roof with TPO and replace metal components	\$408,960	GO/PSFA Systems		\$408,960	
	Captain Elementary	All classrooms	Life, Health, Safety	2	Flooring Replacement	Replace flooring in all classroom to include 1/3 of flooring in VCT and 2/3 in carpet squares	\$150,000	GO/PSFA Systems	\$150,000		
	Captain Elementary		Adequacy	3	HVAC Replacement	Replace HVAC at the Elementary School	\$976,293	GO/PSFA Systems		\$150,000	\$976,293
	Captain Elementary		Adequacy	3	Early Childhood Playground	Install an early childhood playground separate from the playground used by the elementary students	\$35,000	SB-9			\$35,000
	Captain Elementary	Band Classroom	Adequacy	3	Sound Attenuation	Install sound attenuation panels in the band room	\$10,000	SB-9			\$10,000
	Captain Elementary	All classrooms	Finishes	3	Case work replacement	Replace or restore case work in all classrooms	\$220,570	GOB/PSFA Systems			\$220,570
							\$2,252,620		\$451,798	\$558,960	\$1,241,863
District Priority Rank	School Name	Location	Classification	District Priority Level	Project Name	Description	Cost	Funding Source	Priority 1	Priority 2	Priority 3
	Captain Combo MS/HS	Gym	Adequacy	1	New Competition Gym	Construct a new competition gymnasium including a weightlifting facility	\$8,625,000	GOB/PSFA	\$8,625,000		
	Captain Combo MS/HS	Football/Track field	Life, health, safety	1	Track replacement	Replace the existing track surface and relocate the pole vault pit from the track to the field events area	\$585,000	GOB	\$585,000		
	Captain Combo MS/HS	Football/Track field	Life, Health, safety	1	Replace bleachers	Replace existing bleachers to include ADA upgrades	\$84,000	SB-9	\$84,000		
	Captain Combo MS/HS	Classroom/Admin	Property Protection	1	Foundation Repair	Repair foundation issues, including major cracking at the corners of the building	\$10,000	SB-9	\$10,000		
	Captain Combo MS/HS	Vo-Ag Building	Adequacy	2	Vo-Ag Renovation	Renovation of the Vo-Ag facility to include upgrades to the electrical system, ventilation system, addition of one classroom, covered material storage, meat processing classroom, and restroom upgrades	\$1,393,100	GOB/PSFA Systems		\$1,393,100	
	Captain Combo MS/HS	Classroom/Admin	Adequacy	2	HVAC replacement	Replace HVAC in the Middle School	\$411,237	GOB/PSFA Systems		\$411,237	
	Captain Combo MS/HS	Athletic Fieldhouse	New Construction	3	Athletic Fieldhouse	Construct an athletic fieldhouse with locker facilities, storage and restrooms	\$600,000	GOB			\$600,000
							\$11,708,337		\$9,304,000	\$1,804,337	\$600,000
TOTAL								\$21,045,639	\$14,266,298	\$4,937,479	\$1,841,863

Table 18: CMSD Capital Projects List

Grants and Other Funding

The district will continue to seek and use E-Rate funding to install and maintain technology infrastructure in all district facilities. Some projects suggested through community input such as repairing and replacing the track, scoreboard and football bleachers present opportunities for community business partnerships to help offset costs.

Annual Updates



As with any long-term plan, this facility master plan is designed to be a living document and should be reviewed and revised often as conditions change. 2020 and 2021 showed us that we need to be nimble as circumstances beyond our control can rise at any minute. With volatility in the construction and energy industries and uncertainty in the economy, the district may

need to modify this plan to take advantage of changing circumstances.

Projects may be added or removed from the project list or priority ranking may change to take advantage of opportunities that may arise.

