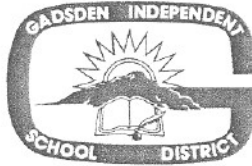


Agenda Item 3. A. 1.

- 35 Minutes Superintendent's Report
- a. Take Ten for Your School—Desert View and Berino
 - b. Gifted Focus Monitoring—Selma Nevarez
 - c. Pertinent Information:
 - Dr. Wolfe's Thank You Letter
 - Dropout Rate
 - Memo From Tom Lewis
 - Boone Transportation Letter
 - Quality of Ed Survey Results
 - State G.O. Bonds Letter
 - Region VII Meeting
 - NSF Supplemental Grant
 - FYR Grant Press Release

SUPERINTENDENT
RONALD HAUGEN



Physical Address
4950 McNUTT
SUNLAND PARK, NM 88063
Mailing Address
P. O. DRAWER 70
ANTHONY, NM 88021
PHONE (505) 882-6200
FAX (505) 882-6229

To: Principals
From: Ron Haugen
Date: September 13, 2004
Subject: Take Ten for Your School

Due to the fact that we do not take the show on the road anymore and in an effort to keep the Board apprised of the *fantastic things that are going on in the schools*, I would like each school to put on a **maximum of 10 minute** presentation during the Superintendents Report according to the schedule below. The presentation should focus on positive activities in the academic arena and anything else you can stuff into **10 minutes**. You can do all of it, or you can involve your staff in the **10 minutes**. This is not a competition and you don't have to worry about a grade. It is intended to give the Board a snapshot of what is really going on out there. If you have any questions about your **10 minutes**, give me a call.

Board Meeting Date

October 21

November 11

December 9

January 27

February 10

February 23

March 10

April 7

April 21

May 5

May 19

Schools

Desert View & Berino

La Mesa & San Miguel

Gadsden Middle & Chaparral Middle

Anthony & Loma Linda

La Union & Santa Teresa Elem.

Santa Teresa Middle & Chaparral Elem.

Desert Trail & Gadsden High

Sunland Park & Santa Teresa High

Sunrise & Desert Pride

Riverside & Mesquite

Liberty & Chaparral High

Cc: CMT

GADSDEN INDEPENDENT SCHOOL DISTRICT
P.O. Drawer 70
Anthony, New Mexico 88021

SCHOOL BOARD AGENDA ITEMS

Title of Agenda Item: Gifted Focus Monitoring Consent Agenda _____
Discover Program Action _____
Discussion _____

Board Meeting Date: September 23, 2004

Submitted By: Selma R. Nevarez SPED 9.14.04
Originator Department Date

To Be Presented By: Selma Nevarez/Debbie Zamora

Approved By: _____
Assistant Superintendent/Superintendent Date

Background and Summary:

? Superintendents Report

Recommendation:

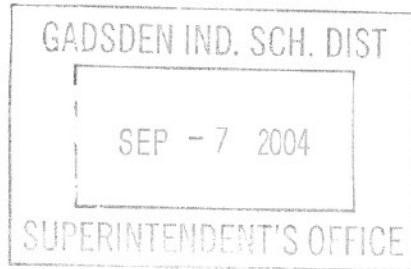
Assigned to Board Agenda for Meeting of _____
Date

Superintendent Date

COLLEGE OF EDUCATION

Special Education/Communication Disorders
New Mexico State University
MSC 3SPE / P.O. Box 30001
Las Cruces, NM 88003-8001

Telephone: (505) 646-2402
Fax: (505) 646-7712
TDD: (505) 646-3140



August 9, 2004

Selma Nevarez, Director
Special Education
Gadsden Independent Schools
P. O. Drawer 70
Anthony, NM 88021

Dear Selma,

Thank you for contributing to the success of our Special Education summer pilot program, which was funded by the New Mexico State Department of Special Education. Mentoring in the field is most important in preparing teacher candidates and helping to retain them in our schools. Because of you and your talented staff (Sam Avalos, Tom Martin, Julie Hinojos) we were able to prepare for degree and licensure in special education seven teacher candidates. An additional two candidates will be able to complete their degrees and licensure requirements a semester earlier than originally anticipated.

The mentoring and guidance that your team provided helped each teacher candidate to expand their knowledge base, implement theory into practice, and successfully complete their university program. I appreciate your willingness to participate in and support the Special Education Student Teaching Program at New Mexico State University. I look forward to working with you again, soon.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Elissa Wolfe Poel'.

Elissa Wolfe Poel, Ph.D.
Director, Special Education Student Teaching Program

Enclosure

cc: Robert Rhodes, Ph.D., Department Head
Robert Moulton, Ph.D., Dean College of Education
✓ Ron Haugen, Superintendent Gadsden Independent Schools
Sam Howarth, State Director Special Education

New Mexico Dropout Rates

New Mexico dropout rate measures the proportion of students who drop out in a single year without completing high school. This rate is important because it measures how many students drop out of school each year and how each year's rates compare with previous ones.

Example: In October of this school year, 100 students were enrolled in a certain school; during the year, ten students dropped out. The dropout rate is calculated as the number of dropouts divided by the membership. Thus, the dropout rate for this example is computed as follows:

$$\frac{\text{Dropouts}}{\text{Membership}} = \frac{10}{100} = 10.0\%$$

2002-2003 Dropout Rates per District

DISTRICT	DCODE	Grade 7&8 MEMBERSHIP	Grade 7 DROPOUTS	Grade 8 DROPOUTS	Grade 7&8 COMBINED DROPOUTS	Grade 7&8 DROPOUT RATE	Grade 9-12 MEMBERSHIP	Grade 9 DROPOUTS	Grade 10 DROPOUTS	Grade 11 DROPOUTS	Grade 12 DROPOUTS	Grade 9-12 COMBINED DROPOUTS	Grade 9-12 DROPOUT RATE
ALAMOGORDO	46	1,130	1	0	1	0.1%	2,095	4	11	9	8	32	1.5%
ALBUQUERQUE	1	13,764	80	143	223	1.6%	25,817	569	348	290	192	1,399	5.4%
ANIMAS	30	52	0	0	0	0.0%	108	0	0	0	0	0	0.0%
ARTESIA	22	590	0	0	0	0.0%	1,053	2	5	3	2	12	1.1%
AZTEC	64	485	0	2	2	0.4%	1,052	23	22	13	16	74	7.0%
BELEN	87	843	8	29	37	4.4%	1,441	62	61	33	24	180	12.5%
BERNALILLO	61	525	0	6	6	1.1%	900	9	6	6	3	26	2.9%
BLOOMFIELD	66	536	7	18	25	4.7%	893	31	10	19	5	65	7.3%
CAPITAN	40	114	0	0	0	0.0%	175	0	2	2	1	5	2.9%
CARLSBAD	20	929	0	0	0	0.0%	1,893	1	1	4	6	12	0.6%
CARRIZOZO	37	40	0	1	1	2.5%	61	0	0	2	1	3	4.9%
CENTRAL	67	1,236	6	3	9	0.7%	2,407	13	20	16	10	59	2.5%
CHAMA VALLEY	53	92	0	0	0	0.0%	159	0	1	0	0	1	0.6%
CIMARRON	8	92	1	1	2	2.2%	207	0	1	0	0	1	0.5%
CLAYTON	84	81	0	0	0	0.0%	216	3	3	2	5	13	6.0%
CLOUDCROFT	48	80	0	0	0	0.0%	181	0	0	1	0	1	0.6%
CLOVIS	12	1,310	0	0	0	0.0%	2,181	1	48	69	26	144	6.6%
COBRE	24	267	2	3	5	1.9%	552	0	6	5	9	20	3.6%
CORONA	38	15	0	0	0	0.0%	23	0	0	1	0	1	4.3%
CUBA	62	88	0	0	0	0.0%	513	24	19	24	20	87	17.0%
DEMING	42	835	0	0	0	0.0%	1,517	0	2	0	3	5	0.3%
DES MOINES	85	30	0	0	0	0.0%	49	0	0	0	0	0	0.0%
DEXTER	6	186	0	0	0	0.0%	331	0	1	1	1	3	0.9%
DORA	60	43	0	0	0	0.0%	72	0	0	1	0	1	1.4%
DULCE	54	100	0	0	0	0.0%	216	1	5	0	2	8	3.7%
ELIDA	58	18	0	0	0	0.0%	42	0	0	0	0	0	0.0%







DISTRICT	DCODE	Grade 7&8 MEMBERSHIP	Grade 7 DROPOUTS	Grade 8 DROPOUTS	Grade 7&8 COMBINED DROPOUTS	Grade 7&8 DROPOUT RATE	Grade 9-12 MEMBERSHIP	Grade 9 DROPOUTS	Grade 10 DROPOUTS	Grade 11 DROPOUTS	Grade 12 DROPOUTS	Grade 9-12 COMBINED DROPOUTS	Grade 9-12 DROPOUT RATE
ESPANOLA	55	787	2	25	27	3.4%	1,131	40	26	11	6	83	7.3%
ESTANCIA	80	153	0	0	0	0.0%	243	0	1	0	1	2	0.8%
EUNICE	32	102	0	0	0	0.0%	201	2	2	3	1	8	4.0%
FARMINGTON	85	1,668	1	11	12	0.7%	3,043	38	47	41	40	166	5.5%
FLOYD	59	39	0	0	0	0.0%	71	0	0	0	0	0	0.0%
FORT SUMNER	16	57	1	0	1	1.8%	112	0	0	0	1	1	0.9%
GADSDEN	19	2,246	3	0	3	0.1%	3,578	53	47	40	19	159	4.4%
GALLUP	43	2,236	0	17	17	0.8%	4,607	14	43	42	38	137	3.0%
GRADY	15	19	0	0	0	0.0%	39	0	0	0	0	0	0.0%
GRANTS/CIBOLA	88	576	0	2	2	0.3%	1,248	11	13	16	4	44	3.5%
HAGERMAN	5	88	0	0	0	0.0%	137	0	0	0	0	0	0.0%
HATCH	18	249	0	3	3	1.2%	455	10	7	4	4	25	5.5%
HOBBS	33	1,197	3	1	4	0.3%	2,242	11	7	11	9	36	1.7%
HONDO VALLEY	39	22	0	0	0	0.0%	35	0	0	0	0	0	0.0%
HOUSE	50	10	0	0	0	0.0%	137	13	18	27	15	73	53.3%
JAL	34	77	0	0	0	0.0%	134	0	0	1	0	1	0.7%
JEMEZ MOUNTAIN	56	55	0	0	0	0.0%	96	0	1	0	0	1	1.0%
JEMEZ VALLEY	63	87	0	0	0	0.0%	183	0	0	0	0	0	0.0%
LAKE ARTHUR	7	32	0	0	0	0.0%	49	0	0	1	0	1	2.0%
LAS CRUCES	17	3,567	11	17	28	0.8%	6,936	186	128	112	65	491	7.1%
LAS VEGAS CITY	69	391	0	0	0	0.0%	736	1	0	2	1	4	0.5%
LAS VEGAS WEST	68	335	0	1	1	0.3%	566	6	1	3	0	10	1.8%
LOGAN	51	42	0	0	0	0.0%	104	0	0	0	0	0	0.0%
LORDSBURG	29	119	0	0	0	0.0%	207	1	1	3	3	8	3.9%
LOS ALAMOS	41	581	0	0	0	0.0%	1,212	5	7	12	11	35	2.9%
LOS LUNAS	86	1,423	0	1	1	0.1%	2,337	26	15	10	9	60	2.6%
LOVING	21	67	0	0	0	0.0%	178	0	1	0	1	2	1.1%
LOVINGTON	31	419	0	0	0	0.0%	834	8	10	17	12	47	5.6%
MAGDALENA	75	45	1	3	4	8.9%	114	1	0	0	0	1	0.9%
MAXWELL	11	27	0	0	0	0.0%	40	1	0	1	0	2	5.0%
MELROSE	14	35	0	0	0	0.0%	80	0	0	0	0	0	0.0%
MESA VISTA	78	95	0	0	0	0.0%	205	0	2	1	1	4	2.0%
MORA	44	128	0	0	0	0.0%	201	1	0	0	3	4	2.0%
MORIARTY	81	815	0	2	2	0.2%	1,297	0	16	12	19	47	3.6%
MOSQUERO	28	8	0	0	0	0.0%	17	0	0	0	0	0	0.0%
MOUNTAINAIR	82	56	0	0	0	0.0%	111	0	0	1	0	1	0.9%
PECOS	70	149	0	0	0	0.0%	236	0	2	4	0	6	2.5%
PENASCO	77	108	0	0	0	0.0%	191	0	1	0	0	1	0.5%
POJOAQUE	72	344	0	0	0	0.0%	664	8	12	12	17	49	7.4%
PORTALES	57	382	0	0	0	0.0%	806	3	5	5	7	20	2.5%
QUEMADO	3	28	0	0	0	0.0%	55	0	0	0	0	0	0.0%

DISTRICT	DCODE	Grade 7&8 MEMBERSHIP	Grade 7 DROPOUTS	Grade 8 DROPOUTS	Grade 7&8 COMBINED DROPOUTS	Grade 7&8 DROPOUT RATE	Grade 9-12 MEMBERSHIP	Grade 9 DROPOUTS	Grade 10 DROPOUTS	Grade 11 DROPOUTS	Grade 12 DROPOUTS	Grade 9-12 COMBINED DROPOUTS	Grade 9-12 DROPOUT RATE
QUESTA	79	109	0	0	0	0.0%	187	0	0	0	0	0	0.0%
RATON	9	220	0	0	0	0.0%	450	7	2	5	1	15	3.3%
RESERVE	2	35	0	0	0	0.0%	89	0	0	0	0	0	0.0%
RIO RANCHO	83	1,782	1	16	17	1.0%	3,594	22	26	19	18	85	2.4%
ROSWELL	4	1,557	0	0	0	0.0%	2,814	44	51	42	28	165	5.9%
ROY	27	21	0	0	0	0.0%	50	0	1	1	0	2	4.0%
RUIDOSO	36	410	0	0	0	0.0%	720	11	15	3	9	38	5.3%
SAN JON	52	29	0	0	0	0.0%	55	1	0	0	0	1	1.8%
SANTA FE	71	1,957	28	39	67	3.4%	3,725	55	47	28	10	140	3.8%
SANTA ROSA	25	121	0	0	0	0.0%	246	0	0	1	0	1	0.4%
SILVER CITY	23	468	2	1	3	0.6%	1,092	2	7	24	15	48	4.4%
SOCORRO	74	333	1	0	1	0.3%	632	4	3	7	7	21	3.3%
SPRINGER	10	43	0	0	0	0.0%	79	0	1	1	1	3	3.8%
TAOS	76	544	1	2	3	0.6%	1,040	7	20	11	8	46	4.4%
TATUM	35	43	0	0	0	0.0%	111	2	0	1	1	4	3.6%
TEXICO	13	76	0	0	0	0.0%	175	0	1	0	0	1	0.6%
TRUTH OR CONSEQ.	73	263	0	2	2	0.7%	480	0	1	1	21	23	4.8%
TUCUMCARI	49	180	0	0	0	0.0%	319	0	1	3	1	5	1.6%
TULAROSA	47	187	0	0	0	0.0%	298	3	4	2	0	9	3.0%
VAUGHN	26	5	0	0	0	0.0%	25	0	0	0	0	0	0.0%
WAGON MOUND	45	30	0	0	0	0.0%	84	0	0	0	1	1	1.2%
ZUNI	89	269	0	0	0	0.0%	466	0	2	3	0	5	1.1%
STATEWIDE TOTALS:		51,055	160	349	509	1.0%	95,767	1,340	1,169	1,048	742	4,296	4.5%

*Revised 9/16/04

RONALD HAUGEN

From: Lewis, Thomas [tlewis@ped.state.nm.us]
Sent: Thursday, October 07, 2004 2:38 PM
To: KEN KORN; CAROLYN LINDAU; RONALD HAUGEN; ELODIA SALINAS; CALIXTO ARZAGA; NORMA ALVARADO; JAMES AMACHER; 'van8tive@yahoo.com'; TRACEY SWINFORD; SELMA NEVAREZ; IRMA LAZARIN; SELMA S SEPULVEDA; Jorge Ortega; MARY BONET - HERNANDEZ; YVONNE LOZANO; ENEDINA MARTINEZ; BLANCA RIVERA
Subject: 40 Day Reports

 Transportation Report.pdf (7 K...	 Avg Staff Salary by Positions...	 Avg Staff Yrs Exp by Positions...	 Bilingual FTE Report.pdf (7 KB...	 Bilingual Hours Misreported Ds...	 Class Shortfall.pdf (4 KB)	 Dist ELL by Schl, Grd.pdf (14 ...
 Dist ELL Gender by Schl, Grd.p...	 Dist Ethnic ELL by Schl, Grd.p...	 Dist Nat Am Bilingual FTE Repor...	 Grade & Class Inconsistency.pd...	 Itinerant Classload, Dist.pdf ...	 Membership District Detail.pdf...	 Positions by School in Distric...
 Special Ed Waiver Requests.pdf...	 Student Bilingual Hours, Dist...	 Student Bilingual Hrs Sum, Dis...	 Student Cnt by Grade by Lang.p...	 Student Counts by Grade - Dist...	 Student Demographics - Dist.p...	 Students in Fed Pgms by Grd.pd...
 Students in Title IA, District...	 Students Under 5, Dist.pdf (6 ...	 Students with LEP.pdf (6 KB)	 Students without Classes.pdf (...	 Teacher Counts of Masters, Dis...	 Teacher K-12 Overload, Dist.pd...	 Teachers Classes - Dist.pdf (2...
 Teachers Exceeding Class Limit...	 Teachers without Classes.pdf (...	 Attendance Report.pdf (7 KB)				

Jim and Staff,

This is probably the best first set of ADS reports your district has put together in six years! I'm not saying there are not errors, but you are getting GOOD! Below are my notations which are not meant to be bad. They just need to be addressed on a constant basis.

Keep up the good work!!

Tom

Misreported Bilingual Hours looks the best for 40D in years!

I'm concerned about the lack of testing on these ELL kids. Law says they are supposed to be tested within 20 days of being in school and these kids are well over a year. For as long as we have been doing this your district should have a handle on this by now.

The Grade and Class Inconsistency Report looks great to. That is the least errors for the first send for the 40D ever! Your staff is really improving!

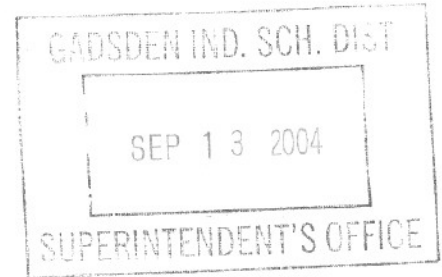
Your Attendance Report looks realistic. I appreciate your district putting an effort into remedying this area!

The Overload by Teacher Report look much better for a 40D.

I didn't check your entire Student file, but I did note that all of your students do not



BOONE
Transportation Inc.
School Bus Contractor



TO: Ron Haugen, Superintendent
Richard Chavez, Asst Superintendent
Gadsden Independent School District

FROM: Boone Transportation, Inc.

DATE: September 2, 2004

Stuart

Enclosed please find a check in the amount of \$15,914.00. We are forwarding this to the Gadsden Independent School District to be used in areas that will best benefit the students of the district.

Also enclosed is a break-down of the "In-Kind Contributions" that were made by Boone Transportation, Inc. during the 2003/2004 school year. This check represents an amount which will bring the total "In-Kind Contribution" for 2003/04 to \$60,000.00.

We are very proud to serve the Gadsden Independent School District. Our first priority is the safety of the students. Our family and staff continually strive to provide the best transportation service possible. We hope the relationship we have with the District, the School Board members and the staff will continue for years to come.

QUALITY OF EDUCATION SURVEY RESULTS

Gadsden Independent School District

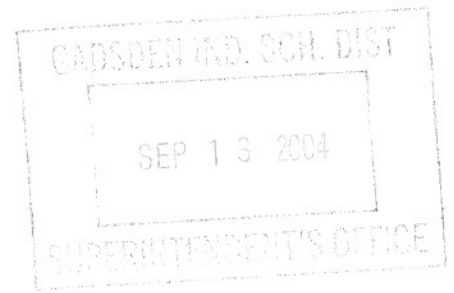
Percent "Agree" or "Strongly Agree"

	2000-2001	2001-2002	2002-2003	2003-2004
1. My child is safe at school.	67.9%	70.5%	75.4%	76.8%
2. My child's school building is in good repair and has sufficient space to support quality education.	76.2%	76.7%	80.7%	81.9%
3. My child's school holds high expectations for academic achievement.	67.7%	68.6%	72.0%	75.2%
4. School personnel encourage me to participate in my child's education.	77.1%	75.4%	79.0%	80.1%
5. The school offers adequate access to up-to-date computers and technologies.	70.9%	70.4%	73.8%	74.1%
6. School staff maintains consistent discipline, which is conducive to learning.	76.4%	76.6%	81.0%	81.7%
7. My child has an adequate choice of school-sponsored extracurricular activities.	57.7%	59.2%	59.0%	60.9%
8. My child's teacher provides sufficient and appropriate information regarding my child's academic progress.	82.5%	82.4%	85.4%	86.4%
9. The school's staff employs various instructional methods and strategies to meet my child's needs.	70.5%	70.3%	73.8%	75.9%
10. My child takes responsibility for his or her own learning.	80.1%	78.9%	79.7%	80.8%
11. Our school district is ready to meet the diverse needs of its students.	59.2%	59.9%	64.8%	64.7%
12. I support the concept of a year round schedule.	49.7%	46.8%	55.2%	56.1%
13. I understand the academic expectations for my child.	82.3%	82.5%	86.2%	84.4%
14. The school district effectively communicates with the home on a regular basis.	63.4%	62.4%	72.4%	71.1%
15. I support the district/ school/ campuses coordinating with services involving health, social, governmental agencies, and the serving of appealing and nutritious food.	75.5%	74.2%	78.5%	76.4%

= the highest percentages in four years



STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 DON GASPAR
SANTA FE, NEW MEXICO 87501-2786
Telephone (505) 827-5800
www.ped.state.nm.us



DR. VERONICA C. GARCÍA
SECRETARY OF EDUCATION

BILL RICHARDSON
Governor

September 8, 2004

Memorandum

To: Mr. Ronald Haugen
Gadsden Independent Schools

From: Dr. Veronica C. García,
Secretary of Education *Veronica C. Garcia*

Subject: Statewide GO Bond Issue B for Higher Education

As you know, higher education opportunities in New Mexico are very important to students, parents, and public school faculty and staff. That is why it is crucial that we help educate the public about GO Bond Issue B, the General Obligation Bond for Higher Education that will be on the November 2 ballot.

The \$94.6 million statewide bond issue will fund capital projects in all of the universities and colleges in New Mexico as well as the School for the Visually Handicapped, the School for the Deaf, and the New Mexico Military Institute. The projects to be funded by GO Bond have been recommended as those of "significant need" by the Commission on Higher Education (CHE).

A large portion (\$41 million) of the funding will go to projects at the major universities in the state. Many of your public school personnel are alumni of New Mexico institutions and will be eager to support improvements in their facilities. And, of course, our public school graduates will be attending these institutions or community colleges in New Mexico. You will be interested in the proposed allocations for your region re: New Mexico State University will receive funding for digital equipment for public television station KRWG-TV, and \$9.5 million for renovation and expansion of the Education Building. And \$3.5 million will be appropriated for Phase III of the East Mesa Center of Dona Ana Branch Community College. About \$18 million will go for statewide infrastructure renovation and expansion, information technology, and compliance with

the Americans with Disabilities Act. The remainder will be allocated to specific institutions. Several other projects bring the total amount requested in the bond issue to \$94.6 million.

I hope that you will take every opportunity between now and the November 2nd election to speak to groups-athletic events, service clubs, and parent associations-about the GO Bond Issue B for Higher Education. Because more people are using the early-voting option, we must make a concerted effort for education early in the campaign. You will be receiving more information about the issue via email from Donnie Gonzalez, Campaign Coordinator for the 2004 GO Bonds for Education, including more facts, as well as a suggested script that can be customized for brief announcements at school events and in other venues.

Thank you for your interest in the future for our children in New Mexico.

VCG:ke

NMSBA Fall Region VII Meeting

October 26, 2004

5:30 PM-8:30 PM

Cloudcroft High School
Highway 82
Cloudcroft, NM

(The High School is located on the north side of Highway 82 in the middle of the village. Parking areas are in front of the new High School buildings.)

Barbeque Meal/\$10 per plate

Brisket, turkey, green bean salad, cream corn, hot bread, and dessert

(Please notify us if you have special dietary needs.)

Purchase Orders should be made payable to NMSBA. They will invoice districts following the meeting. Spouses of board members or superintendents should pay at the door and make checks to NMSBA.

Contact Persons

Glena Muncrief, Superintendent

Teresa Housler, Administrative Assistant

505 682.2361 Phone

505 682.2921 FAX

An agenda and registration form are enclosed. Please FAX registration to Teresa Housler no later than October 19, 2004. Cancellations must be made in writing no later than October 21, 2004.

NMSBA
FALL 2004 REGION VII MEETING

Cloudcroft High School Commons
Highway 82
Cloudcroft, New Mexico

AGENDA

October 26, 2004
5:30 PM-8:30 PM

(Guests who arrive early are welcome to informally tour the new High School facilities.)

Call to Order, Welcome, and Introductions
Mary Moore, Region President

Pledge to USA Flag and Salute to NM Flag
Glena Muncrief, Superintendent

Welcome to Cloudcroft Municipal Schools
Tom McLaughlin, Cloudcroft Board President

ENTERTAINMENT

Cloudcroft HS Band
Bob Myers, Director

DINNER

NMSBA Business
Mack Mitchell, NMSBA Executive Director

Comments from Legislators

PROGRAM

"Legislative Strategies"
NMSBA Executive Board and Executive Director

ADJOURN

Request for Supplemental Funding: Gadsden Mathematics Initiative

The Gadsden Mathematics Initiative (GMI) is a district-wide effort to 1) enhance teacher content knowledge of mathematics, 2) improve teachers' pedagogical skills, and 3) gradually implement standards-based resources (*Investigations* and *Connected Mathematics*). The GMI is now in its fourth year of implementation. All of the five hundred K-8 teachers in the district have received professional development in the use of standards-based curriculum. By year five of the grant, the majority of K-8 teachers in the district will have received a minimum of 140 hours of GMI professional development. Continual "start up" professional development is also provided for new teachers.

While the GMI has seen significant improvements in student learning, the Gadsden Independent School District has faced challenges in implementation of the GMI as a result of the extraordinary, rapid growth of the district. Gadsden student enrollment has grown from 13,100 students in 2000-2001 when the grant began to 14,030 students today.

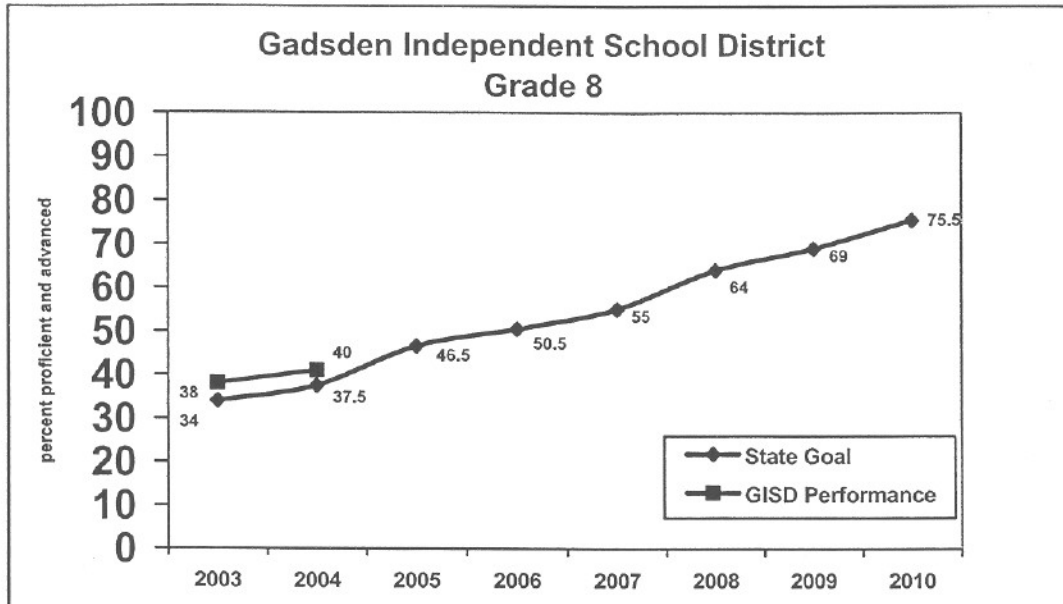
School Year	Enrollment	Increase
2000-2001	13,100	
2001-2002	13,258	+158
2002-2003	13,454	+196
2003-2004	13,717	+263
2004-2005	14,089	+372
Total increase since 2000-2001		+989

Source: 40th Day New Mexico Accountability Data System Membership Report

As the enrollment increases in Gadsden ISD, so does the number of students who are English Language Learners (ELL). According to the *New Mexico Accountability Data System*, there are now over **8,100** ELL students in the district. Students with learning disabilities (special education students) are also on the rise. Special Education documentation from the *New Mexico Data Accountability Data System* lists over **2,000** district students receiving special education services. In response to the increase in student enrollment, two new elementary schools have been built in Gadsden ISD since the grant began. These new schools, coupled with district growth and an increase in the number of teachers in Gadsden ISD, have made it difficult to obtain adequate instructional materials and training time to accommodate the expansion of the *Investigations* and *Connected Mathematics* curriculum resource. The original GMI proposal and district cost share did not account for district growth or the specific needs of ELL and Special Education teachers.

Along with rapid district growth, the Public Education Department of New Mexico adopted new mathematics standards for the state in 2002. These new math standards place a strong emphasis on the learning of algebra concepts beginning in the elementary grades. In addition to the GMI professional development, the supplemental funds would provide additional professional development that addresses the algebra strand of the New Mexico Standards. The project staff anticipates the additional professional development would ease the transition of students from middle grade mathematics to high school Algebra I and improve student success in algebra at the high school level.

**New Mexico Standards-based Assessment (CRT in English)—Mathematics
Percent Proficient and Advanced**



While the SBA assessment has only been implemented for two years, the state also administered a criterion-referenced portion of the CTBS5/Terra Nova Survey Plus in spring 2000. The criterion-referenced portion of the test provided levels of proficiency in mathematics. If we compare the percent of students scoring at proficient and advanced levels in mathematics from 2000, when the initiative first began, to 2004, we see incredible gains.

**Percent of Gadsden Students Scoring Proficient or Advanced
In Mathematics on State Criterion Referenced Tests**

	<i>1999-2000</i>	<i>2002-2003</i>	<i>2003-2004</i>
4 th Grade	19%	40%	48%
8 th Grade	7%	38%	40%

While overall the district is very pleased with gains in mathematics achievement, an in-depth look at individual schools indicates that much greater gains are being made in some schools than in others. Through individual analysis and the Student Outcome Study, we know that the schools with the greatest gains provide time for team collaboration and planning in individual grade levels. Slow or decreasing achievement at a few schools is attributed to a lack of teacher collaboration and lack of on-site support for new teachers. The district also hopes to provide additional support for special education and bilingual teachers at all schools.

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NEWS RELEASE

For Immediate Release: October 12, 2004

New Mexico Public Education Department Awarded 1.7 Million Dollars for the Family and Youth Resource Program

(Santa Fe, NM)—The New Mexico Public Education Department has awarded school districts \$1,700,000 to develop programs as an intermediary for students and their families at public schools to access social and health care services. The Family and Youth Resource Program recognizes that non-academic needs of students and their families can have a direct impact on the results in the classrooms. The FYRP awards will help schools forge mutual long-term relationships with public and private agencies, community-based, including faith-based organizations, civic and corporate organizations to help students attain high academic achievement. The Family and Youth Resource Program employs a liaison who:

- Assesses student and family needs and matches those needs with appropriate public or private providers, including civic and corporate sponsors;
- Makes referrals to health care and social service providers;
- Collaborate and coordinate with health and social service agencies and organizations through school-based and off-site delivery systems;
- Recruit service providers and business, community and civic organizations to provide needed services and goods that are not otherwise available to a student or his family;
- Establish partnerships between the school and community organizations such as civic, business and professional groups and organizations, as well as establishing partnerships with recreational, social and after-school programs such as boys' and girls' clubs and the boy and girl scouts;
- Identify and coordinate age-appropriate resources for students in need of:
 - a. counseling, training and placement for employment;
 - b. drug and alcohol abuse counseling;
 - c. family crisis counseling;
 - d. mental health counseling;
- Promote family support and parent education programs.

The following districts received awards:

Alamogordo, Albuquerque, Belen, Bernalillo, Clovis, Espanola, Farmington, Gadsden, Gallup, Hobbs, Las Cruces, Lordsburg, Mora, Santa Fe and West Las Vegas.

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