

**GADSDEN INDEPENDENT  
SCHOOL DISTRICT  
CHAPARRAL MS  
BUILDING SYSTEMS ANALYSIS  
CAMPUS MASTER PLAN &  
EDUCATIONAL SPECIFICATIONS  
FEBRUARY 2022**

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# PHASE I: BUILDING SYSTEMS ANALYSIS REPORT

## SECTION 1. CONDITIONS & ANALYSIS



Chaparral Middle School was originally constructed in 1992 and was 61,678 SF in size. A 26,576 SF addition was added to the north side of the site in 1997. The site also houses four portables that total 8,265 SF. The buildings sit on a ~20-acre site. The school is in a rural residential area, adjacent to Chaparral Elementary School on the east side of the site. There is undeveloped land to the north and west of the site and across the main road to the south. Chaparral MS sits on the north side of the 20-acre site and has multiple fields to the south that are used for soccer, football, baseball, and other various outdoor activities. There are also two full size basketball courts to the south of the of the outdoor seating area on the southside of the middle school. Chaparral MS serves ~624 students, grades 7-8.

**Adequacy Assessment**

**1. Parking Assessment / Pick-up & Drop-off**

Based on the State of New Mexico’s educational adequacy requirements, the school should have an additional 39 parking spots. The school has 80 or the required 119 parking spaces. Additional parking spaces could be added by the bus loop, which could accommodate ~45 parking spaces.



CMS also has seven handicap parking spaces, which exceeds the State’s four that are required. The handicap spaces need to be repainted and restriped. School staff noted there are issues with parent drop-off & pick up. The staff parking lot (north lot) is used by parents and becomes very congested before and after school. Parents must drive to the north side of the site and there is only one access point for the entire site.

Buses also must access this same entry point, but have their own dedicated bus loop, south of the staff parking lot. Currently eleven buses are used to transport children to and from school each day and the dedicated bus loop is at its capacity for how many buses can fit.

**2. Chemical Storage for Science**

No chemical storage units were provided for the science classrooms. State of New Mexico adequacy standards require a minimum of three chemical storage units for this size middle school.

**3. Playgrounds**

The school does not have a playground. The State of New Mexico adequacy standards require at least one multi-use playground. There are two basketball courts, two baseball fields and another field which can be used for soccer or football. While the fields are irrigated; roughly half of the grass is dead.

**Site Analysis**

**1. Drainage;** Overall, the site drainage is adequate throughout the entire site. While no observations were observed, staff noted a few minor issues:

- Between blacktop and field, water ponds and covers the basketball courts.
- Staff parking lot puddles on the north end.
- There is a drain and detention pond on the northeast side of the site that appears to be fairly new.





**2. Ingress/Egress**

All areas of ingress and egress appeared to be fine. The building has an adequate number of entrances and exits.

**3. Utilities**

No issues were observed, and nothing was noted with staff interviews. All utilities are original and are working as intended.

**4. Additional Site Analysis**

In addition to the items noted above, it should be noted that the main parking lot has multiple linear asphalt cracks. The main parking lot and bus loop both need to be re-stripped and repainted.



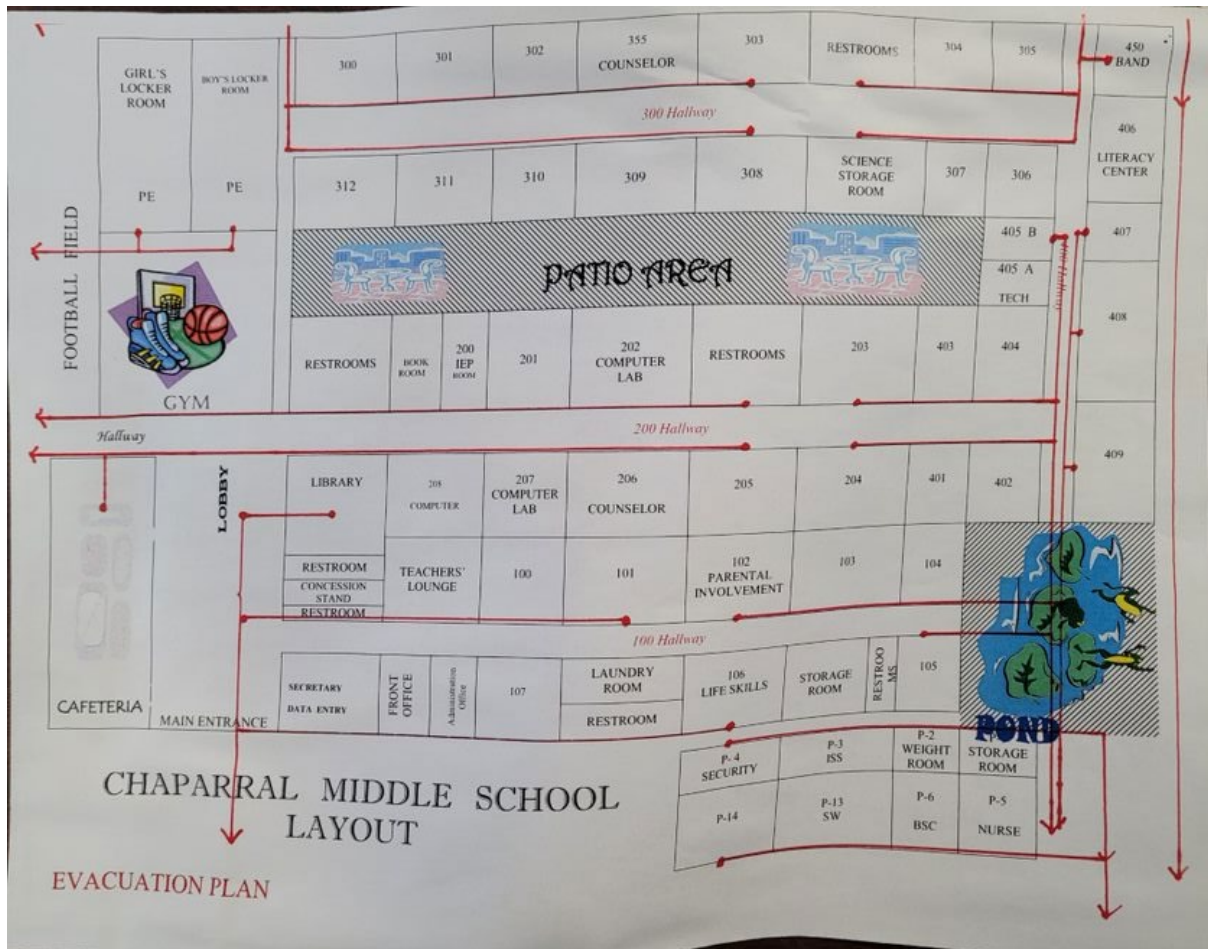


**Verify Construction Dates**

1. Original Construction date and GSF – 1992 – 61,678 SF
2. Dates of additions and GSF – 1997 Addition – 26,576 SF

**Code Analysis** – Provide complete facility survey by identifying all the life-safety requirements including the following:

1. **Construction** type: The original 1992 building and 1997 addition consist of type II construction: unprotected non-combustible materials primarily consisting of concrete block and steel.
2. **Egress routes:** All egress routes were continuous and unobstructed throughout the entire building. All egress routes provided adequate access to an exit. Some of the exterior windows on the 1997 addition have security bars that do not operate as intended. Clear paths of egress are still available, but it is recommended that the security bars be repaired, removed, or replaced.





3. **Corridors:** All corridors were adequately sized and had widths greater than 36 inches. All corridors were observed to be clean and unobstructed to provide clear paths of egress throughout the school.





4. **Doors:** Overall, the doors and hardware were functioning as intended. Classroom doors do not lock on both sides and many of them are reaching the end of their useful life and should be replaced in the near future. Some do not latch properly or are damaged. It is recommended they all be replaced. All exterior doors and push bars on them.



5. **Fire protection;** - The facility is equipped with a fire sprinkler system and fire alarm. The system is functioning as intended and passed its annual inspection.

6. **Identify any ADA issues.** The entire building is handicap accessible from multiple points around the building. Chaparral Middle School has some minor ADA code violations. The restrooms are missing vertical grab bars and lack insulated pips below the lavatories. The dispensers are not at the appropriate height and should be mounted between 34" – 48" above the floor or ground surface. Drinking fountains protrude more than 4" into the circulation paths and should have sidewall protection. The kitchen lever door currently has a lever door handle, which should be replaced with panic hardware. Portables have adequately sloped ramps, but they are starting to deteriorate. There are aluminum bleachers by the football field that do not have accessible seating, but there is space for ADA access if needed. The ADA accessible door actuator was not functioning as intended during the assessment; located at the northwest exit adjacent to the band room.



7. Provide documentation of alteration level required as part of the analysis report. No **alteration** is required at this time, but it is recommended that the interior door hardware be repaired or replaced in the near future.

**Life-Safety** –Our building survey identified the following:

1. **Type, age, and condition of facility construction:** The original 1992 building and 1997 addition consist of type II construction: unprotected non-combustible materials primarily consisting of concrete block and steel.
2. **Fire protection:** The building was designed in compliance with all local building and fire codes. The building is equipped with a fire sprinkler and alarm system.
3. **Fire rated corridors:** (original drawings should show this) Corridors throughout the building are fire rated.
4. **Fire rated doors:** Structural composite lumber solid core doors are used throughout the building. These doors have a twenty-minute fire rating.
5. **Sprinkler system:** The entire school is sprinkled; no issues were reported.





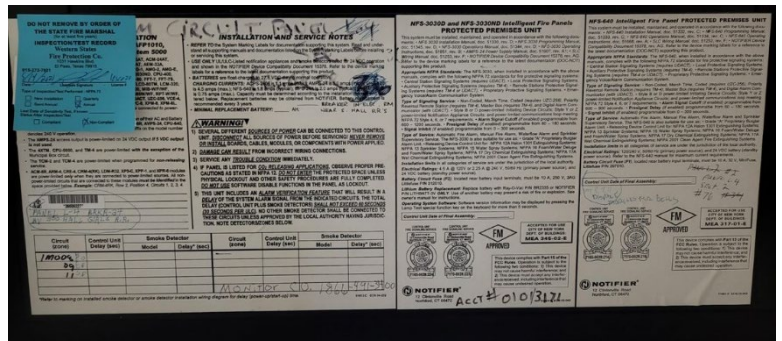
6. Other Life-Safety Issues:

- Intrusion security alarm system does not always work
- The school staff likes how the building is laid out but does not like how the portables are laid out and thinks they pose a safety issue.
- Children must walk outside from the 100 wing to the 400 wing. School staff stated they would like them to be connected.

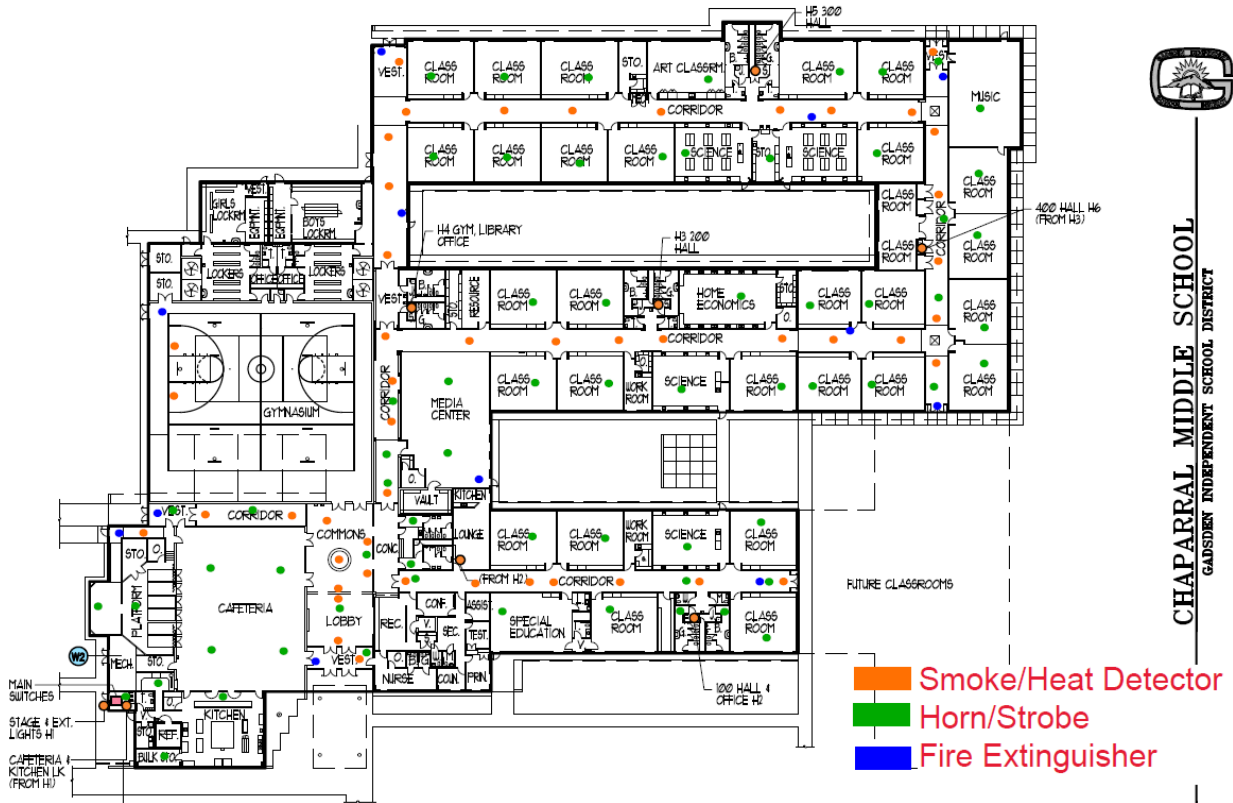


Identify the location, type, age, and condition of the following:

1. **Fire alarm panel:** School staff noted no major issues, just occasional faults for the main building. It was noted that the alarm does not always sound in the portables and district maintenance staff must constantly repair.
  - a. Location – Front Office
  - b. Type – Notifier NFS-3030D and NFS-3030ND DR-A4
  - c. Age – 1992
  - d. Condition – Good



2. **All smoke detectors:** fire extinguishers; and strobes. All smoke detectors, fire extinguishers and strobes are original and in good working order. The map below shows the location of each smoke/heat detector, horn/strobe, and fire extinguisher.
  - a. Location – See Map
  - b. Age – either 1992 or 1997
  - c. Condition – Good



**Identify all American with Disabilities (ADA) code violations;**



Chaparral Middle School has some minor ADA code violations. The restrooms are missing vertical grab bars and lack insulated pips below the lavatories. The dispensers are not at the appropriate height and should be mounted between 34" – 48" above the floor or ground surface. Drinking fountains protrude more than 4" into the circulation paths and should have sidewall protection. The kitchen lever door currently has a lever door handle, which should be replaced with panic hardware. The ADA accessible door actuator was not functioning as intended during the assessment; located at the northwest exit adjacent to the band room.



**Structural – structural evaluation included the following:**

**1. Footings:** No observed issues.

**2. Foundation:**

- Cracks are in the 100 hallway on the walls.
- Cracks in the 400 hallway in the walls.
- Cracks in Foundation in the cafeteria as well.
- Slab on grade.

**3. Stem walls:** No observed issues.

**4. Slab:**

- Cracks were observed in the 100 hallway on the floor.
- Cracks were observed in the 400 hallway and classrooms 401-404 on the floor.
- Cracks were observed in classroom 203 and by the restrooms located in the 200 wing and 200 wing hallway.



**5. Curtain wall** No observed issues.

**6. Interior walls:**

- Cracks were observed on the 100 hallway on the walls.
- Cracks were observed on the 400 hallway on the walls.



**7. Bar joists:** No observed issues.

**8. Roof decking:** No observed issues.

**9. Any site drainage that could impact any of the above:** No observed issues.

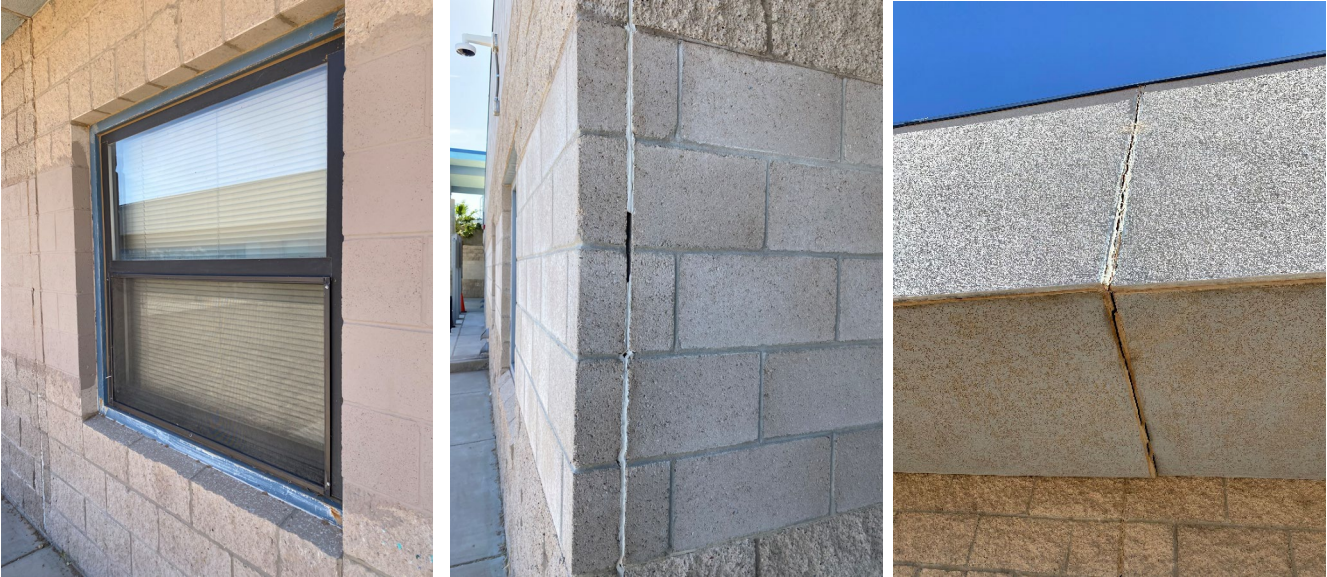




**Evaluation shall include seismic and uplift (wind) considerations.** No comments from the district’s maintenance staff regarding seismic and uplift (wind) considerations. No issues to note.

**Overall Shell** – Base on interviews with the maintenance department concluded that most windows do not function properly and should be replaced. Our assessment agreed with this. It was also noted there are multiple roof leaks throughout the entire facility. Our assessment agreed with this as well.

- Exterior walls have patterned, smooth-face, and split-face concrete masonry units (CMU) and steel framing with stucco. and in good condition. Some general maintenance is needed (minor caulking needed around windows, doors, stucco soffit & one exterior wall).



All exterior windows are beyond their useful life. There are many that are unbalanced that do not function as intended. The glass block in restrooms and kitchen are damaged in multiple areas. Almost all windows have damaged seals, numerous screens are damaged or missing. It is recommended that all windows and glass block throughout be replaced.





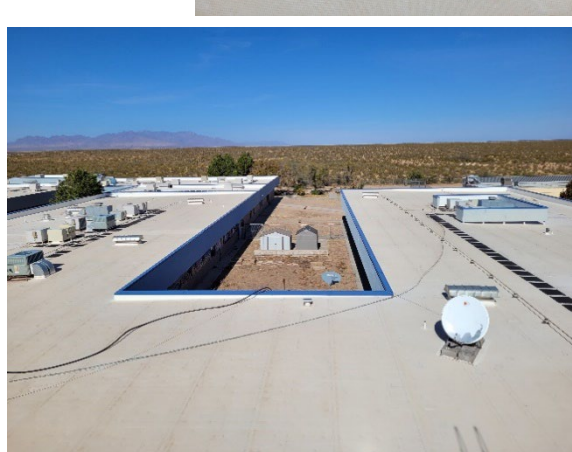
**Roofing Assessment**

The current roof at Chaparral Middle School was installed in 2009 and is in fairly good shape. The roof consists of an insulated thermoplastic polyolefin (TPO) single-ply roofing membrane and metal-cap parapets. Internal drains collect stormwater and discharge it at sidewalks below. There is staining of the roof membrane and some areas with ponding water. It was also noted that the vent pipes need to be extended.

Interior roof leaks were found in ~25 different areas throughout the building were identified by stained ceiling tiles, primarily in these areas:

- Main hallway. Ceiling tiers actually fell down.
- Classrooms
- Corridors
- Around concession stand.
- Cafeteria
- Stage

Many of these leaks are assumed to be caused by the large number of roof penetrations from the evaporative coolers, exhaust fans and roof top units. There are also signs of poor drainage and roof patches on the 2009 roof. The large dome skylight in the main commons area is cracked and needs to be replaced. Overall, the roof system is not failing, but general maintenance and patching is needed to extend its useful life.





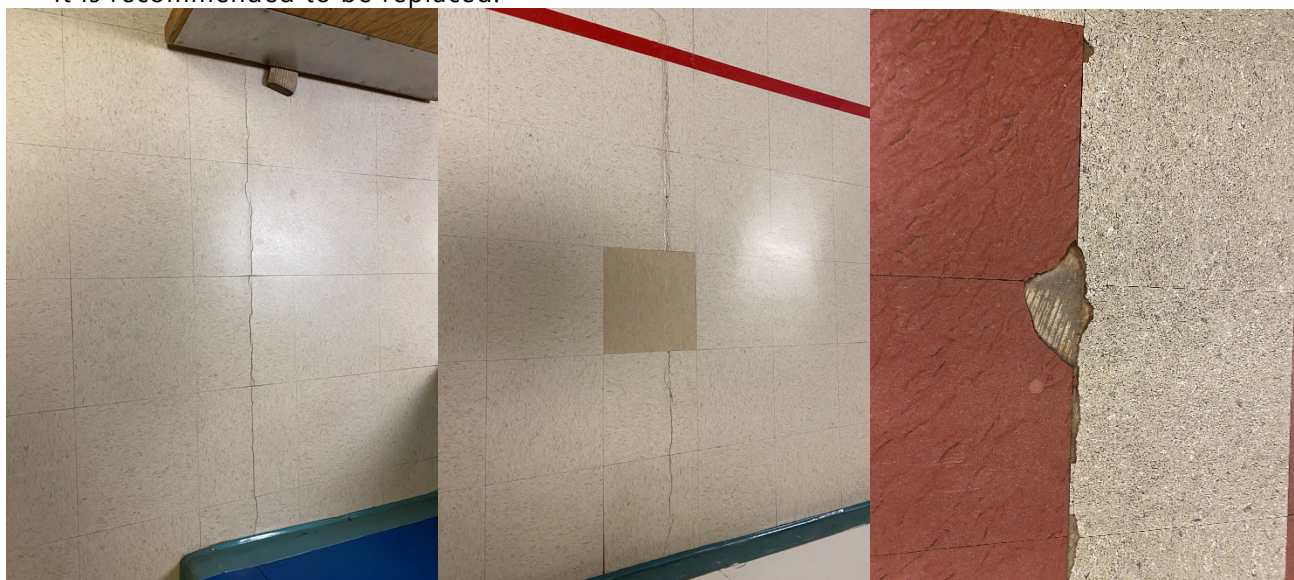
**Facility's Interior Surfaces**

The building's interior surfaces consist of:

Ceilings – lay-in ceiling tiles throughout. The ACT system is in good condition. Stained ceiling tiles need to be replaced.

Floors – VCT is typical throughout the hallway, classrooms, administration, kitchen, and cafeteria; restrooms and locker room showers have ceramic tile flooring, the library/media center and band room has carpet, and the gym as hardwood floors.

- The VCT is cracked in multiple places throughout the building. This includes the 200-wing hallway, five of the 400 wing classrooms, cafeteria, and kitchen areas. In the hallways and classrooms, it appears the slab underneath has shifted and needs to be repaired. District maintenance staff noted this had happened at other facilities and they were able to repair this issue by adding a large expansion joint. It is recommended the concrete slab be repaired prior to installing new VCT flooring
- Carpet in the band room and media center / library is worn and fraying in multiple areas. It is recommended to be replaced.







Interior doors sometimes get hung up on the floors. Staff noted they have trouble with the classroom door hardware. Door hardware is beyond its useful life and failing in some areas. Classroom doors are unable to be locked from the inside. These are recommended to be replaced.





The restroom stalls are original and are beyond their useful life. These are recommended to be replaced.



Lighting primarily consists of 2' x 4' recessed troffer light fixtures that use fluorescent tubes.





**Plumbing Assessment**

**1. Water lines;**

- Hot water in the teacher’s lounge, takes a long time to get hot water in areas. The CTE Room takes a long time to get hot water as well.
- Plumbing chase in the 300 hallway restrooms have had leaks and flood the bathrooms and into the hallway. This issue has been resolved. No further issues observed / noted.

**2. Sanitary sewer lines;**

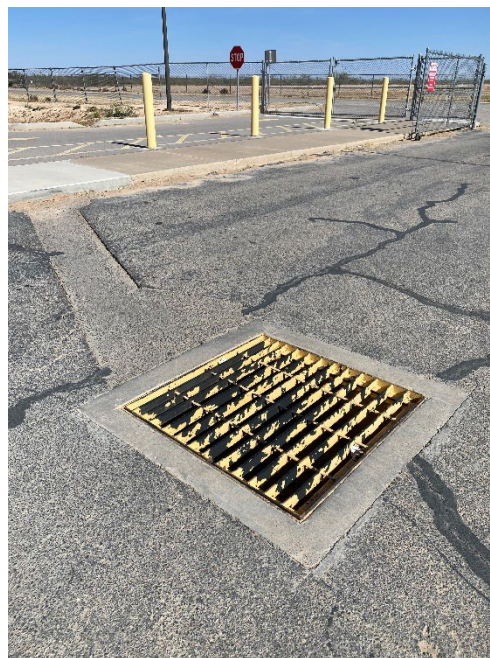
- Staff complained about sewage smells in the locker rooms. Comes up from the drain lines from the shower rooms. This is likely from the p-trap drying out. Maintenance staff routinely must put water down the drains to prevent the smells from coming through the p-trap. No further issues observed / noted.
- Vent pipes on the roof need to be extended to ensure proper ventilation; and to mitigate any potential odors that may be pulled into the building.

**3. Storm sewer lines;**

- All storm sewer lines are working as intended. No issues observed or noted.

**4. Identify type, age, and condition of all sanitary sewer lines from the manhole to the fixtures.**

- No issues observed or noted with the sanitary sewer system. The system(s) are original; 1992 & 1997 and in good condition.



## **Mechanical Assessment**

### **1. Vents**

- Vent pipes on the roof need to be extended to ensure proper ventilation; and to mitigate any potential odors that may be pulled into the building.
- All vents were in good working order and other issues were observed or noted.



### **2. Hoods**

- All hoods were in good working order and other issues were observed or noted.





**3. Heating, ventilation, and air conditioning (HVAC) equipment**

- Cooling is accomplished through swamp coolers on the roof for the most part.
- The ages of each unit vary. The district tries to replace them every 10 years. Some are 15+ years old. Some condensing units were built in 2004. Most of the swamp coolers were built in 2016. Outside air has been plated off with sheet metal on most of the HVAC units on the roof, allowing for zero ventilation (besides through windows or infiltration) and hindering the Indoor Air Quality (IAQ) significantly.
- These do not provide very good cooling, staff complained it gets hot in the summer.
- Thermostats are sharing rooms and control is challenging.
- Heating is provided by a gas fired boiler with baseboard radiant heaters. The boiler installed in 2007 with standard efficiency (82%) made by Raypak.



- RTU's for computer labs provide direct expansion cooling.
- Exhaust fans were installed in 2004 and are in fair condition.



**4. Hydronic piping:** No issues observed or noted with the hydronic piping.

**5. Air handling units and controls:** Roof top units were built in 1998, 2004, & 2013. Outside air has been plated off with sheet metal on most of the HVAC units on the roof, allowing for zero ventilation (besides through windows or infiltration) and hindering the Indoor Air Quality (IAQ) significantly. Controls appear to be outdated and do not work properly.





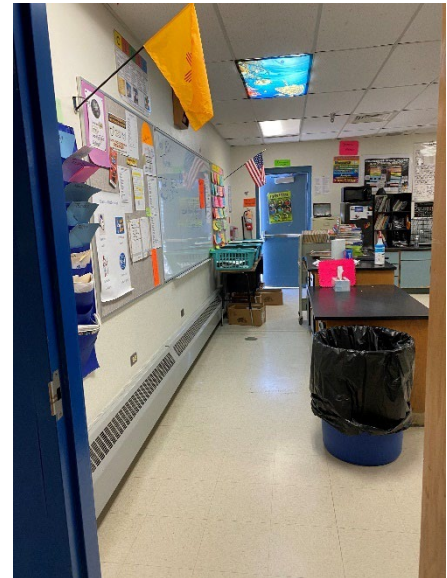


*From Previous FMP - The school has evaporative coolers that work ineffectively. The district has requested that refrigerated-air systems replace evaporative coolers. The gym is to remain on an evaporative-cooling system. The server rooms and library storage rooms have no cooling systems. The combined teachers' lounge and work room is challenging to cool. All single-user restrooms, multi-stall restrooms, and custodial and stage storage rooms have poor ventilation. The electrical service will need upgrades to support refrigerated air conditioning. Replace the evaporative coolers with a refrigerated-air system. Install a refrigerated cooling system at server rooms and library storage rooms. Install exhaust fans in restrooms and custodial and stage storage rooms. Upgrade the primary and secondary electrical services.*

## **Electrical Assessment**

### **1. Main and sub panels;**

- Per the interviews with district & school staff: Does not seem like there are enough outlets in the classrooms; must use extension cords. Complaints about breakers tripping. Additional outlets are needed in the computer lab. Staff also requested they need more outlets for the exterior of the building, as well as the main lobby.
- Per our assessment, all electrical components appeared to be in good working order. There were not many classrooms using extension cords and no issues were observed.



### **2. Age of panels and wiring**

- All panels and wiring are original; 1992 or 1997. No issues observed or noted.

### **3. Condition of panels and wiring**

- All panels and wiring appeared to be in good condition. No issues observed or noted.

### **4. Identify code violations related to panels and wiring**

- No code violations were observed regarding the panels and wiring.

### **5. Estimate broadband pathways**

- The building is equipped with 10GB fiber broadband. District staff complained that their broadband pathways were not sufficient and that they lose connection at times. The Wi-Fi was noted as being weak and unreliable.



**Energy and Utilities Efficiency**

- Lighting – to be more energy efficient, it is recommended that all lighting throughout the building be upgraded to LED – a majority of the fixtures standard T8 4' bulbs.
- Insulated pipes – a majority of the pipes running throughout the building appeared to be insulated.
- Energy efficiency on H2O units – on-demand water heaters could be strategically placed to heat water quickly; or hot water circulating pumps could be installed, so that areas that are opposite of the current heating source do not have to waste large amounts of water when trying to get hot water.
- Boiler efficiency 80% or 95%? Baseboard heating is provided by a 2007 standard efficiency (82%) boiler. It is recommended that once this boiler reaches the end of its useful life, that it be replaced with a high efficiency (95%) boiler.
- Insulation for roof – the current insulation is polyiso which has a good R rating. When and if the roof is replaced, the school could opt for a higher quality insulation (EPS or XPS).
- Fixtures – low flow plumbing fixtures (faucets, toilets, and showerheads) can be installed to ensure lower gallons per minute are being used throughout the facility.
- Windows - windows are double pane, but many seals were damaged. New energy efficient windows should be installed to increase energy saving.
- For additional information pertaining to sustainability, please refer to the following pages.



## SUSTAINABILITY

***Although the facility may approach or meet LEED standards, receiving the certification is not necessary to be a sustainable facility.***

Sustainable schools are healthy for students, teachers, and the environment. Built right, green schools are productive learning environments with ample natural light, high-quality acoustics and air that is safe to breathe. Schools everywhere are incorporating more conservation measures, nurturing students while saving money.

The U.S. Green Building Council (USGBC) is a nonprofit organization working to move the building industry toward sustainability (i.e., the design and construction of buildings that are environmentally responsible).

Sustainable design is a term referring to design and construction practices that significantly reduce or eliminate the negative impact of buildings on the environment and occupants in five areas as follows.

1. Sustainable site planning
2. Safeguarding water and water efficiency
3. Energy efficiency and renewable energy
4. Conservation of materials and resources
5. Indoor environmental quality

The USGBC developed and maintains the LEED Green Building Rating System. LEED is the national benchmark for green buildings promoting sustainable design and construction. The objective is to:

- Reduce impacts of natural resource consumption
- Protect air and water quality, biodiversity, and ecosystem health
- Improve economics of building operations, asset value, worker productivity, and the local economy
- Enhance building occupant health and safety, relating to risk management
- Minimize strain on local infrastructure such as landfills, water supply, storm water sewers, and related development and costs



## PLANNING PRINCIPLES

Sustainable schools can be healthy places to learn, teach, save money, and provide hands-on learning. Following are planning principles employed by school districts when renovating or constructing new schools.

### Sustainable sites have:

- Natural light
- Insulation
- Pitched roofs
- LED lighting
- Plants

### Water Efficiency:

- Minimize landscaping that requires irrigation
- Low-flow flush valves for toilets and faucets
- Irrigation
- Artificial turf on sports fields
- Water bottle refill stations in building

### HVAC:

- Optimize energy performance
- Consider alternative energy source (wind, solar)
- High efficiency mechanical systems
- Roof extensions over window
- High-quality windows

### Materials & Resources:

- Good insulation / building envelope
- High-quality windows
- Metal vs. shingle roofs
- Consideration of green or white roof
- Storage and collection of recyclables
- Metal roofing material
- Construction waste management
- Use of regional materials

### Indoor Environmental Quality:

- Increased ventilation
- Outdoor air-delivery monitoring
- Low-emitting materials
- Lighting system design and controllability
- LED lighting
- Thermal comfort design and controllability
- Natural lighting
- Enhanced acoustical performance
- Mold prevention

**Innovation & Design Process:**

- School as a teaching tool (i.e., students learn about alternative energy from the solar panels on their roof)

*The school building pictured below uses native plants and natural wildflower grasses in the landscape as well as provides water quality treatment on site with outlet to an existing creek. Source: Multnomah Education Service District, Dull Olson Weekes Architects, Portland, Oregon.*

**“Green” Products / construction materials to consider:**

- Insulation
- Windows / blinds
- Living green roof
- Water-permeable asphalt
- Cabinets – V.O.C.

**“Green” Technologies to explore during construction:**

- Geothermal
- Wind
- Solar

**“Green” Actions to consider:**

- Ventilation
- Recycling
  - Lunchroom
    - Dishwashing
    - Cans
    - Containers
    - Compost food
    - Liquids
- Parking lot exhaust
- Noise & light pollution
- All green components of the building should be visible & teachable

**Sustainable Practices Input from Lab Participants**

The Sustainable Practices considerations discussed above are best practices that might be considered. The items listed below here are additional considerations offered by participants in the planning labs.

- All sustainable efforts should include a connection to the curriculum where possible
- Capture rainwater
- Recycle gray water for landscaping use



- Site should contain climate appropriate landscaping & garden and use native trees, plants, and shrubs
- Consider xeriscaping
- School should be situated to simultaneously take advantage of the wind and solar energy but also be shielded from the excess heat
- If solar and / or wind power sources are in use, ensure that there is appropriate maintenance & support available for the systems
- Although there are harsh elements in this region such as extreme heat, sun, wind, and cold, a roof top garden might help mitigate some of these elements
- The cafeteria should use reusable trays and silverware and have dishwashing capabilities instead of using disposable items
- Composting as part of curriculum and in use by the food service department
- Using natural methods for heating and cooling (building placement, trees & shade, window placement)

# PHASE I: BUILDING SYSTEMS ANALYSIS REPORT

## SECTION 2. OPTIONS & RECOMMENDATIONS

Based on data and analysis gathered in Section I, please provide opinions, recommendations and/or options for Chaparral Middle School’s continued use in its entirety with systems improvements, partial use, demolition of portions of the building, or full replacement of the building. This section shall identify cost/benefits of each option/recommendation.

- Typical buildings of this construction type are meant to last for 60+ years. The current main portion of the building is 29 years old, and the building addition is 25 years old. It is recommended that in the 20-25 year mark major building systems be updated as needed. This includes: roofing, HVAC and controls, exterior windows, interior floors, doors, hardware, plumbing fixtures, and lighting.
- Based on our analyses, it is our opinion that this facility can still serve the district for the next 30-50 years with proper maintenance and upgrades. The current facility needs a major renovation, along with some minor structural repairs for the interior slab. As part of the educational specification process and planned square footage needed for the projected enrollment; a 5,850 SF music room addition has also been recommended.
- It is our opinion that a full replacement of the building is not necessary at this time and would not be a cost-effective decision. Below is breakdown of costs to renovate vs. replace.

Option 1: Major Renovation & Music Building Addition		Option 2: New 89,088 SF Building	
<b>Total Construction Hard Cost:</b>	<b>\$ 27,051,007</b>	<b>Total Construction Hard Cost:</b>	<b>\$ 37,372,416</b>
<b>Fees, Contingency, Escalation</b>	<b>\$ 6,438,140</b>	<b>Fees, Contingency, Escalation</b>	<b>\$ 8,894,635</b>
<b>Subtotal</b>	<b>\$ 33,489,147</b>	<b>Subtotal</b>	<b>\$ 46,267,051</b>
<b>Soft Costs (est. 25%)</b>	<b>\$ 8,372,287</b>	<b>Soft Costs (est. 25%)</b>	<b>\$ 11,566,763</b>
<b>Total Project Costs</b>	<b>\$ 41,861,434</b>	<b>Total Project Costs</b>	<b>\$ 57,833,814</b>
<b>GRT (6.75%)</b>	<b>\$ 2,825,647</b>	<b>Demo of Existing Building</b>	<b>\$ 1,044,045</b>
<b>Total Project Cost w/NM-GRT</b>	<b>\$ 44,687,081</b>	<b>Subtotal</b>	<b>\$ 58,877,859</b>
		<b>GRT (6.75%)</b>	<b>\$ 3,974,255</b>
		<b>Total Project Cost w/NM-GRT</b>	<b>\$ 62,852,114</b>

**As you can see from these estimates, the district would save over \$18 million by completing a renovation of the existing facility vs. building completely new.**

*(Assumptions: \$295.50/SF for major renovation / \$419.50/SF for new construction / 15% added to hard cost for contractor’s contingency, mark-ups and fees / 5% for owner contingency / 3.8% escalation per year (estimated 1-year out; Feb. 2023) / 25% of hard cost subtotal used for soft costs i.e. architect & engineering fees, project oversight, materials testing, survey, geotechnical investigation, abatement and demolition, permitting etc. as required.) \$11.83/SF for demolition and 6.75% for GRT.*



# PHASE I: BUILDING SYSTEMS ANALYSIS REPORT

## SECTION 3. COST ESTIMATES

Supporting Cost Information for the recommendations or options – Cost Estimates are provided below, as well as in Section 2.

<b>Option 1: Major Renovation &amp; Music Building Addition</b>	
<b>Total Construction Hard Cost:</b>	<b>\$ 27,051,007</b>
<b>Fees, Contingency, Escalation</b>	<b>\$ 6,438,140</b>
<b>Subtotal</b>	<b>\$ 33,489,147</b>
<b>Soft Costs (est. 25%)</b>	<b>\$ 8,372,287</b>
<b>Total Project Costs</b>	<b>\$ 41,861,434</b>
<b>GRT (6.75%)</b>	<b>\$ 2,825,647</b>
<b>Total Project Cost w/NM-GRT</b>	<b>\$ 44,687,081</b>

<b>Option 2: New 89,088 SF Building</b>	
<b>Total Construction Hard Cost:</b>	<b>\$ 37,372,416</b>
<b>Fees, Contingency, Escalation</b>	<b>\$ 8,894,635</b>
<b>Subtotal</b>	<b>\$ 46,267,051</b>
<b>Soft Costs (est. 25%)</b>	<b>\$ 11,566,763</b>
<b>Total Project Costs</b>	<b>\$ 57,833,814</b>
<b>Demo of Existing Building</b>	<b>\$ 1,044,045</b>
<b>Subtotal</b>	<b>\$ 58,877,859</b>
<b>GRT (6.75%)</b>	<b>\$ 3,974,255</b>
<b>Total Project Cost w/NM-GRT</b>	<b>\$ 62,852,114</b>

# PHASE I: BUILDING SYSTEMS ANALYSIS REPORT

## SECTION 4. CONCLUSION

Cooperative Strategies' building system analysis has concluded that a major renovation and small building addition is the most cost-effective solution for Chaparral Middle School at this time. While the building is in need of some major interior and mechanical updates, the physical building is not past its useful life and can continue to serve the District for many more years to come.

## SECTION 5. APPENDIX AND SUPPORTING INFORMATION

All supporting information has been included in this report. Please see the Phase II: Campus Master Plan / Educational Specification section for additional supporting information.



# PHASE 2: CAMPUS MASTER PLAN & EDUCATIONAL SPECIFICATIONS

## SECTION 1. REVIEW PHASE 1 RECOMMENDATIONS

Cooperative Strategies' building system analysis has concluded that a major renovation and small building addition is the most cost-effective solution for Chaparral Middle School at this time. While the building is in need of some major interior and mechanical updates, the physical building is not past its useful life and can continue to serve the District for many more years to come.

# PHASE 2: CAMPUS MASTER PLAN & EDUCATIONAL SPECIFICATIONS

## SECTION 2. ADEQUACY ANALYSIS

The table below illustrates adequacy in three areas: parking, square footage, and a miscellaneous category. The total number of parking spaces is deficient by 33 spaces. The number of chemical storage units is 100% deficient, three are required however zero were observed. Most spaces are to adequacy or above adequacy. There are five spaces that are under adequacy and include: career education, computer lab, parent workspace, special education classrooms, and student health.

	Observed	Required	Deficient
<b>Parking</b>			
Total	86	119	<b>33</b>
Number of Handicap Parking	6	4	
Number of Student Drop-Off	1	1	
Number of Bus Drop-Off	1	1	
<b>Square Footage</b>			
Arts and Music NSF	2,446	2,400	
Administrative NSF	2,313	1,065	
Career Ed. NSF	1,352	1,830	<b>478</b>
Computer Lab NSF	1,560	1,830	<b>270</b>
Faculty Work Area NSF	888	610	
Food Service NSF	6,416	4,650	
General Classroom NSF	18,534	17,080	
General Storage NSF	2,114	610	
Maintenance or Janitorial Space NSF	973	305	
Media Center NSF	2,400	1,830	
Parent Work Space NSF	312	610	<b>298</b>
Physical Ed NSF	10,792	9,160	
Science Classroom NSF	4,550	2,440	
Science Lab Storage NSF	458	240	
Spec. Ed. Classroom NSF	2,470	2,790	<b>320</b>
Student Health NSF	475	610	<b>135</b>
<b>Miscellaneous</b>			
Number of Chemical Storage Units	0	3	<b>3</b>
Number of Multi-Use Playgrounds	2	1	



# PHASE 2: CAMPUS MASTER PLAN & EDUCATIONAL SPECIFICATIONS

## SECTION 3. DEMOGRAPHICS & ENROLLMENT

*The full demographics & enrollment report can be found after*

*“Section 9: Project Budget” at the end of this report.*

# PHASE 2: CAMPUS MASTER PLAN & EDUCATIONAL SPECIFICATIONS

## SECTION 4. UTILIZATION & CAPACITY

### A. Maximum/Functional Capacity Analysis – For Chaparral Middle School

- 1. Maximum capacity with and without portables
- 2. Functional capacity with and without portables

The tables on the next page illustrate the maximum and functional capacity of Chaparral Middle School. There are four values: Maximum & Functional Capacity, with and without portables.

The maximum capacity of a facility indicates the number of students a facility could potentially serve if each classroom were utilized 100% of the school day and the maximum number of students were in each classroom.

There are multiple variables which make up school building capacity. The primary variables include: desired class size, number of classrooms, and program offerings. Elementary schools typically have "regular" classrooms which consist of 20-25 students depending on class size. The regular classrooms are most often the ones that are used in determining capacity.

Classrooms are also used for "specials" such as art, music, computer education, physical education, media support and other programs. "Specials" are not counted in the capacity count because most often the students that participate in these classes come from the "regular" classrooms.

Special Education classrooms are classrooms which are designed for services for students with special needs. Increasingly, the inclusion model is being used for the delivery of special education services. Several classrooms are used for providing services to students meeting eligibility criteria under Title 1, At Risk, English Language Learners [ELL], and other types of tutorial or support programs. These rooms are typically not included in the capacity calculation.

The number of rooms which are used for capacity purposes can fluctuate based on the program. Sometimes there are more classrooms used as "regular" classrooms and fewer as "specials," special education, and "pull-out" programs. In this case, the capacity would be higher. In other cases, there may be fewer used as "regular" classrooms and more for other purposes and in this case the capacity of the same school would be lower.

At the middle and high school grade levels, functional capacity is calculated by not only a classroom count but also a utilization factor. While 100% utilization of every space is optimal, it is not realistic. Therefore, a percentage less than 100 is used to determine capacity. This percentage can be in a range between 60% to 90%. For Gadsden and Chaparral middle schools, a 75% utilization factor was used. The results of those calculations are shown the tables below.



<b>Chaparral MS Maximum Capacity Calculation</b>	
Total Number of General Classrooms	31
Total Number of Special Ed Classrooms	7
Number of Students per Typical Classroom	27
Number of Students per SpEd Classroom	15
Number of Portables	8
Maximum Capacity (without portables)	942
Maximum Capacity (with portables)	1158

<b>Chaparral MS Functional Capacity Calculation</b>				
Type of Classroom	# of Classrooms	Students Per Classroom	# of Portables	Total Students
General Classrooms	29	27	2	837
A,B, & C Level SPED	7	15	0	105
D Level SPED	0	8	1	8
Total Functional Capacity (without portables) Utilization Factor 75%				666
Total Functional Capacity (with portables) Utilization Factor 75%				713

### B. UTILIZATION ANALYSIS FOR CHAPARRAL MIDDLE SCHOOL

GRADE LEVEL	CURRENT STUDENT 40TH DAY COUNT	NUMBER OF / SPECIAL NEEDS STUDENTS PER GRADE	CURRENT NUMBER OF TEACHERS	NUMBER OF TEACHING SPACES
7th Grade	312	13	20	19
8th Grade	301	33	20	19
<b>TOTALS</b>	613	46	40	38

Number of Lunch Turns Per Day	2
-------------------------------	---

Room No.	Classroom NSF	Max # of Students per room Sq Ft	Max # of Students Per PED Standards	Teacher Name (s)	Period 1 8:35 - 9:27 AM			Period 2 9:30 - 10:22 AM			Period 3 10:25 - 11:17 AM			Period 4 11:20 AM - 12:42 PM & LUNCH			Period 5 12:45 - 1:37 PM			Period 6 1:40 - 2:32 PM			Period 7 2:35 - 3:30 PM			Total Students	PED Max PTR/Day	Percent Room is Occupied per Day	Number of Periods Room is Occupied per Day	% of Pds Used/Day
					Subject	No. of Students	% of Room Occupied	Subject	No. of Students	% of Room Occupied	Subject	No. of Students	% of Room Occupied	Subject	No. of Students	% of Room Occupied	Subject	No. of Students	% of Room Occupied	Subject	No. of Students	% of Room Occupied	Subject	No. of Students	% of Room Occupied					
100	777	28	27	Viramontes, Rina	Algebra 1	17	63%	Algebra	17	63%	Prep	0	0%	Algebra 1	22	81%	Algebra 1	22	81%	MESA	25	93%	MESA	25	93%	128	150	95%	6	86%
101	775	28	27	Benitez, Ramon	Pre-Algebra	18	67%	Ramp-Up	9	33%	Prep	0	0%	Pre-Algebra	15	56%	Pre-Algebra	21	78%	Pre-Algebra	17	63%	Pre-Algebra	18	67%	98	150	73%	6	86%
103	909	32	27	Alcantara, Raul	Science	22	81%	Science	22	81%	Science	19	70%	Science	22	81%	Science	25	93%	Prep	0	0%	Science	24	89%	134	150	99%	6	86%
104	777	28	27	Portillo, Samantha	Pre-Algebra	19	70%	Pre-Algebra	18	67%	Math	10	37%	Pre-Algebra	18	67%	Accelerated Math	21	78%	Accelerated Mat	21	78%	Pre-Algebra	18	67%	125	150	66%	7	100%
105	777	28	27	Figueroa, Alejandro	Pre-Algebra	18	67%	Ramp-Up	11	41%	Prep	0	0%	Pre-Algebra	15	56%	Pre-Algebra	22	81%	Pre-Algebra	17	63%	Pre-Algebra	20	74%	103	160	76%	6	86%
106	775	28	27	Leyva, Laurence	NM History	20	74%	NM History	17	63%	NM History	22	81%	NM History	21	78%	NM History	21	78%	NM History	16	59%	NM History	16	59%	133	160	70%	7	100%
107	961	34	15	Garcia, Patricia	LSC Math	5	33%	SpecResc/LSCMath	6	40%	LSC/Lang. Arts	5	33%	LSC Lang. Arts	5	33%	LSC Science	5	33%	LSC History	5	33%	Adaptive PE/Special Res.	5	33%	36	160	34%	7	100%
201	777	28	15	Anatska, Tamara	ESL 2	10	67%	Writing Interv.	11	73%	Writing Interv.	10	67%	Writing Interv.	4	27%	Prep	0	0%	ESL 1	12	80%	ESL 1	12	80%	59	160	79%	6	86%
202	777	28	27	Galindo, David	Math Interv. 8	14	52%	Math Interv. 7	13	48%	Prep	0	0%	Math Interv. 7	18	67%	Math Interv.7	19	70%	Math Interv.7	19	70%	Math Interv. 8	17	63%	99	160	73%	6	86%
203	1,146	41	27	Lozano, Indhira	Basic Foods	24	89%	FACS	23	85%	Basic Foods	27	100%	FACS	30	111%	Basic Foods	27	100%	FACS	29	107%	Prep	0	0%	163	150	121%	6	86%
204	777	28	27	Madrigal, Erika	NM History	18	67%	NM History	15	56%	NM History	21	78%	NM History	19	70%	NM History	22	81%	NM History	18	67%	Prep	0	0%	113	150	84%	6	86%
205	907	32	27	Kraften, Kathryn A	Science	22	81%	Science	19	70%	Science	21	78%	Science	20	74%	Science	24	89%	Prep	0	0%	Science	22	81%	128	150	95%	6	86%
207	777	28	27	Stuart, Rachelle Ann	Prep	0	0%	Computers	26	96%	Computers	27	100%	Computers	25	93%	Computers	27	100%	Computers	27	100%	Computers	28	104%	162	150	120%	6	86%
300	772	28	27	Pacheco, Vanessa	ELA	14	52%	Creative Wrting	17	63%	ELA	21	78%	Creative Wrting.	22	81%	ELA	18	67%	Prep	0	0%	ELA	18	67%	110	150	81%	6	86%
301	769	27	27	Garcia, Belinda	English 1	21	78%	English 1	21	78%	US History	19	70%	US History	11	41%	US History	19	70%	US History	19	70%	Prep	0	0%	110	150	81%	6	86%
302	901	32	27	Moreida, Katherine	US History	15	56%	US History	20	74%	Creative Wrting	20	74%	US History	20	74%	US History	22	81%	US History	22	81%	Prep	0	0%	119	150	88%	6	86%
303	903	32	27	Bowsher, Allyna	Creat. Art	26	96%	Prep	0	0%	Creat. Art	29	107%	Creat. Art	28	104%	Creat. Art	30	111%	Creat. Art	30	111%	Creat. Art	25	93%	168	150	124%	6	86%
304	903	32	15	Ochoa, Elvia	ELD	14	93%	ELD	14	93%	ELD	14	93%	Wrt. Interv.	4	27%	Prep	0	0%	ELD	12	80%	Wrt Interv	17	113%	75	150	100%	6	86%
305	772	28	27	Lastra, Veronica	ELD	15	56%	ELD	15	56%	ELA	21	78%	ELA	18	67%	Prep	0	0%	ELA	18	67%	ELA	17	63%	105	150	78%	6	86%
306	771	28	27	Madrigal, Shawn	Ramp-Up	15	56%	Science	19	70%	Science	21	78%	Science	19	70%	Science	21	78%	Prep	0	0%	Ramp-Up	18	67%	113	150	84%	6	86%
307	903	32	27	Castaneda, Ruth	Science	16	59%	Science	12	44%	Science	24	89%	Science	19	70%	Science	11	41%	Prep	0	0%	Science	22	81%	104	150	77%	6	86%
308	903	32	27	Guerra, Babie	Science	14	52%	Science	14	52%	Science	23	85%	Science	20	74%	Science	25	93%	Prep	0	0%	Science	26	96%	131	150	97%	6	86%
309	772	28	27	Acosta, Jaime C.	Pre-Algebra	19	70%	Pre-Algebra	18	67%	Prep	0	0%	Pre-Algebra	13	48%	Pre-Algebra	16	59%	Pre-Algebra	19	70%	Tutorial	24	89%	109	150	81%	6	86%
310	769	27	27	Garcia, Amy	US History	13	48%	US History	22	81%	US History	25	93%	US History	19	70%	US History	21	78%	US History	19	70%	Prep	0	0%	119	150	88%	6	86%
311	769	27	27	Vacant, ELA	ELD	21	78%	ELD	21	78%	ELD	21	78%	ELD	19	70%	ELD	19	70%	ELA	19	70%	ELA	19	70%	116	150	86%	6	86%
312	772	28	27	Ojeda, Eunice	Pre-Algebra	18	67%	Pre-Algebra	20	74%	Prep	0	0%	Pre-Algebra	15	56%	Pre-Algebra	19	70%	Pre-Algebra	19	70%	Pre-Algebra	24	89%	120	150	89%	6	86%
401	728	26	15	Urbina, Cristal E.	Lang Arts	15	100%	ASC LA	13	87%	Lang. Arts	11	73%	ASC LA	9	60%	Prep	0	0%	Lang Arts	16	107%	Lang Arts	12	80%	76	150	101%	6	86%
402	728	26	27	Ramirez, Maria	NM History	21	81%	Pre-Algebra	11	42%	Prep	0	0%	NM History	11	42%	Pre-Algebra	20	77%	NM History	11	42%	NM History	20	77%	94	150	72%	6	86%
403	728	26	15	Valtiera, Rebecca A.	ASC NM Hist	9	60%	Prep	0	0%	ASC Science	5	33%	ASC US Hist	13	87%	ASC Science	4	27%	ASC Science	7	47%	ASC Science	6	40%	44	150	59%	6	86%
404	728	26	15	Acosta, Gilbert	ASC Math	13	87%	Prep	0	0%	Prep	0	0%	Pre-Algebra	8	53%	Pre-Algebra	14	93%	Pre-Algebra	7	47%	Pre-Algebra	14	93%	65	150	87%	6	86%
407	753	27	27	Smith Banuelos, Ana	Writing Interv	14	52%	ELA	18	67%	ELA	20	74%	ELA	18	67%	Prep	0	0%	ELA	14	52%	ELA	21	78%	108	150	80%	6	86%
408	744	27	15	Markham, Maria	Reading Inter	13	87%	Reading Inter	14	93%	Reading Inter	11	73%	Reading Inter	12	80%	Prep	0	0%	Reading Inter	11	73%	Reading Inter	14	93%	75	150	100%	6	86%
409	774	28	27	Dehlavi, Alexander	Prep	0	0%	Film-Videotape	13	48%	Film-Videotape	28	104%	Film-Videotape	25	93%	Film-Videotape	21	78%	Prep	0	0%	Reading Inter	14	93%	75	150	100%	6	86%
450	1,524	54	27	Al-Masoud, Marissa	Prep	0	0%	Band	27	100%	Band	26	96%	Band	18	67%	Band	24	89%	Concert Band	13	48%	Concert Band	14	52%	122	150	90%	6	86%
Gym	9,060	324	27	Cash, Jeremy	PE	18	67%	PE	14	52%	PE	23	85%	PE	17	63%	PE	17	63%	PE	9	33%	PE	20	74%	101	150	75%	6	86%
Gym	9,060	324	27	Castillo, Guadalupe	PE	25	93%	PE	28	104%	PE	27	100%	PE	28	104%	PE	28	104%	PE	25	93%	PE	20	74%	153	150	113%	6	86%
Gym	9,060	324	27	Gomez, Oscar	PE	18	67%	PE	11	41%	PE	22	81%	PE	17	63%	PE	11	41%	PE	11	41%	PE	15	56%	94	150	70%	6	86%
P13	738	26	27	Avila, Adriana F	Prep	0	0%	Spanish 1	23	87%	Spanish LA	11	42%	Spanish LA	11	42%	Sapnish 1	25	95%	Spanish 1	28	106%	Spanish 1	26	99%	124	150	94%	6	86%
P3	846	30	27	Borschow, Phillip	Creative Wrting	19	70%	Creative Wrting	19	70%	ELA	22	81%	Creative Wrting.	13	48%	Prep	0	0%	ELA	18	67%	ELA	21	78%	112	150	83%	6	86%
P-6	738	26	27	Rodriguez Nunez, Norma A	BSC	6	23%	BSC	6	23%	BSC	6	23%	BSC	6	23%	BSC	6	23%	BSC	6	23%	BSC	6	23%	42	150	23%	7	100%
<b>TOTAL</b>					599	61%		636	64%		614	61%		605	60%		637	61%		587	60%		650	66%	618		85%		87%	

### **C. SPECIAL FACTORS AFFECTING CHAPARRAL MIDDLE SCHOOL**

Although most instructional spaces at Chaparral are being used over 85% of the time, they are being underutilized due to the number of students enrolled in each course in each period. Each period throughout the school day, classrooms are being utilized at an average rate of 62%. Additionally, Chaparral is using full sized classrooms for special education resource or pull-out spaces.

### **D. SPACE NEEDS AT CHAPARRAL MIDDLE SCHOOL**

The renovation of Chaparral will need to accommodate the core academic curriculum as well as special education self-contained and resource classrooms. The current facility is undersized for the projected enrollment of 680 students, therefore an addition of approximately 5,800 square feet is recommended. By repurposing some of the existing square footage such as the current band room and the front lobby/commons, the utilization of the current facility and square footage can increase. The new addition is recommended next to the existing gymnasium and could consist of music instructional and support spaces.



# PHASE 2: CAMPUS MASTER PLAN & EDUCATIONAL SPECIFICATIONS

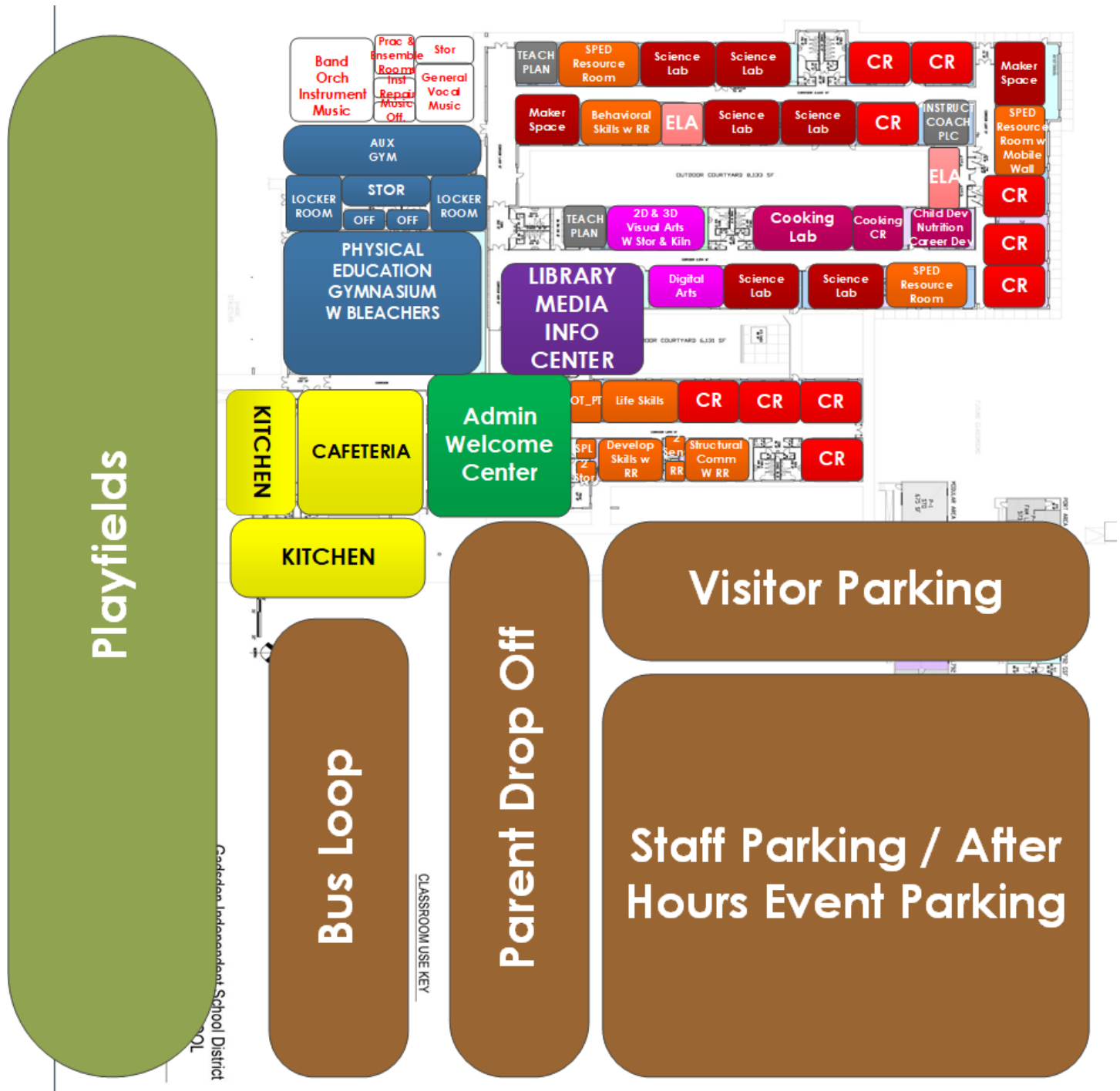
## SECTION 5. CAMPUS MASTER PLAN RECOMMENDATIONS CHAPARRAL MIDDLE SCHOOL

Chaparral Middle School is currently 83,645 square feet. For the projected enrollment of 680 7<sup>th</sup> & 8<sup>th</sup> grade students, 89,088 is necessary. Therefore, it is 5,444 square feet less than is necessary. Additionally, the existing facility is in fair condition, and it is recommended that the facility undergo renovation with a small addition to account for the delta between what is necessary for 680 students and the square footage currently. It is recommended that an addition be constructed to reconfigure some existing spaces and account for the delta in necessary square footage.

The administration areas, media center, and kitchen are all examples of spaces that are less than the recommended square footage. Therefore, it is suggested that reconfiguration of some existing spaces occur to accommodate these program areas. The current commons area could be repurposed to also serve the administrative areas. The media center could be renovated to include a nearby classroom. The kitchen could be expanded into the cafeteria and/or the platform area to account for the necessary additional square feet.

The support spaces near the existing gymnasium are more than is necessary and could be reconfigured for more efficient locker rooms and an auxiliary gymnasium could be constructed.

Based on input from participants in the planning labs, most of the special education classrooms should be placed near the administrative area in renovated spaces. The illustration on the next page is an example of how the facility might be renovated and reconfigured to accommodate existing program areas while also demonstrating how an addition could account for the remaining square footage. The addition is in the upper left-hand corner and includes the music classrooms and music support spaces.



# PHASE 2: CAMPUS MASTER PLAN & EDUCATIONAL SPECIFICATIONS

## SECTION 6. EDUCATIONAL PROGRAM & DELIVERY SYSTEM

Chaparral Middle School provides a comprehensive and traditional curriculum through teacher to student and small group instructional delivery. Electives include band, visual arts, family & consumer science. Chapparral Middle School is a traditional middle school that includes 7th and 8th grades. Chapparral Middle School utilizes a traditional seven periods a day schedule. In addition to the traditional curriculum, Gadsden Independent School District offers a bilingual-multicultural education program called Program for the Acquisition of Language (PAL) that addresses the language and academic needs, as well as the cultural heritage of each student. GISD also offers a comprehensive special education program, with a variety of instructional approaches including resource pull-out and full-inclusion models to meet the individual needs of the students they serve daily. Gadsden Independent School District offers the following athletic opportunities for middle school students.

- a. Baseball
- b. Basketball (Boys & Girls)
- c. Cross Country
- d. Football
- e. Soccer (Boys & Girls)
- f. Softball
- g. Spirit
- h. Track
- i. Volleyball

There was a discussion about possibly changing the grade configuration in the future at the middle school level to include a 6<sup>th</sup> grade STEM academy. This would make both middle schools a 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade campus. Sixth grade students should remain separated from the 7<sup>th</sup> and 8<sup>th</sup> grade students for their coursework throughout the day and share the common spaces, like the gym, cafeteria, etc., throughout the rest of the building. The 6<sup>th</sup> graders could participate in a STEM focused instructional program.



# PHASE 2: CAMPUS MASTER PLAN & EDUCATIONAL SPECIFICATIONS

## SECTION 7. SPACE REQUIREMENTS CHAPARRAL MIDDLE SCHOOL

ACADEMIC BALANCE		
# students in school	Divided by Total SF	SF per student
680	89,088	131

Grade Level / Type	Students per TS (#)	TS	# Students
Core Academic & Science Classrooms	27	18	486
PE	30	2	60
Family & Consumer Science	27	2	54
MUSIC	30	2	60
VISUAL ARTS	30	2	60
Self-Contained Special Education	8	4	32
<b>Utilization: 90%</b>			
<b>Total:</b>		<b>30</b>	<b>680</b>

Academic Space	Teaching Stations	Total Square Feet
Core Academics	18	20,825
Family & Consumer Science	2	2,575
Special Education	4	7,675
Visual Arts	1	2,150
Music	2	4,500
Library / Media / Information Center	0	3,225
Physical Education	3	14,436
Food Service		6,589
Administration / Welcome Center		5,400
Building Support Services		1,155
<b>PROGRAM ONLY</b>	<b>30</b>	<b>68,530</b>
<b>TARE (sq. ft.)</b>		<b>20,559</b>
<b>GROSS (sq. ft.)</b>		<b>89,088</b>

<b>Core Academics</b>	<b>TS</b>	<b>Quantity</b>	<b>SF</b>	<b>Total</b>
Classroom	10	10	825	8,250
Makerspace	2	2	1,100	2,200
Science Lab / STEAM	6	6	1,100	6,600
Prep/Storage		4	150	600
Extended Learning Area with Presentation Space		2	400	800
Small Group Tutor Room		2	100	200
Conference Room		2	100	200
Teacher Plan/Work/Dine with kithenette		2	450	900
Instructional Coach/PLC (Space for 4-15 people)		1	425	425
Storage		2	325	650
<b>Core Academics Subtotal:</b>	<b>18</b>			<b>20,825</b>

<b>Special Education</b>	<b>TS</b>	<b>Quantity</b>	<b>SF</b>	<b>Total</b>
Self Contained for Dev Skills; BSC Skills; Struct Comm with Restroom	3	3	875	2,625
Life Skills: with Kitchen & Bathroom; washer/dryer	1	1	1,100	1,100
Storage (See PE for adaptive SPED Storage)		2	50	100
Restroom / Changing/Shower		1	300	300
Therapy: Occupational / Physical		1	425	425
Therapy: Speech / Language		1	225	225
Cool Down / Sensory Room		2	100	200
SPED Resource Room with mobile walls to create 6 spaces		3	900	2,700
<b>Special Education Subtotal:</b>	<b>4</b>			<b>7,675</b>

<b>Family &amp; Consumer Science</b>	<b>TS</b>	<b>Quantity</b>	<b>SF</b>	<b>Total</b>
Cooking classroom	1	1	650	650
Cooking lab with 6 residential and 2 commercial stations w 3-4 students per station		1	1,100	1,100
Child Development/Nutrition/Career Dev	1	1	825	825
<b>Family &amp; Consumer Science Subtotal:</b>	<b>2</b>			<b>2,575</b>

<b>Visual Arts</b>	<b>TS</b>	<b>Quantity</b>	<b>SF</b>	<b>Total</b>
Visual Arts 2 dimensional / 3 dimensional Studio w gallery/display space	1	1	1,100	1,100
Digital Arts Studio w gallery & display space - Multimedia / Graphic Arts	1	1	825	825
Visual Arts Storage		1	150	150
Kiln Room		1	75	75
<b>Visual Arts Subtotal:</b>	<b>2</b>			<b>2,150</b>

<b>Music</b>	<b>TS</b>	<b>Quantity</b>	<b>SF</b>	<b>Total</b>
General / Vocal Music w sink	1	1	1,100	1,100
Instrumental Classroom w sink (including guitars & keyboards)	1	1	2,200	2,200
<b>Music Storage</b>				
Sheet Music Storage / Music Library		2	100	200
Music Instrument Storage		1	300	300
Practice rooms		4	50	200
Ensemble rooms		2	100	200
Instrument Repair with sink		1	100	100
Teacher Offices		2	100	200
<b>Music Subtotal:</b>	<b>2</b>			<b>4,500</b>

<b>Library / Media / Information Center</b>	<b>TS</b>	<b>Quantity</b>	<b>SF</b>	<b>Total</b>
Media Center		1	2,000	2,000
Office / Workroom		1	100	100
Storage		1	200	200
Video Production Room		1	300	300
Small Group Work Rooms		2	100	200
IT with room for repair & computer storage		1	425	425
<b>Library / Media / Information Center Subtotal:</b>				<b>3,225</b>

<b>Physical Education</b>	<b>TS</b>	<b>Quantity</b>	<b>SF</b>	<b>Total</b>
Gymnasium	2	1	5,200	5,200
Bleachers		1	4,086	4,086
Locker Rooms with minimum of one shower		2	750	1,500
Office with shower room		2	200	400
Storage Physical Education & Adaptive SpEd PE		1	375	375
Storage Athletics		1	375	375
Multipurpose Room / Aux Gym		1	2,500	2,500
<b>Physical Education Subtotal:</b>	<b>2</b>			<b>14,436</b>

<b>Food Service</b>	<b>TS</b>	<b>Quantity</b>	<b>SF</b>	<b>Total</b>
Cafeteria		1	3,405	3,405
<b>Kitchen:</b>				
Preparation / Cooking		1	858	858
Serving Area		1	810	810
Dry Food Storage		1	262	262
Freezer / Cooler		1	238	238
Ware Washing Area		1	215	215
Toilets / Locker / Break Area / Changing		2	150	300
Office		1	100	100
Cafeteria Table & Chair Storage		1	400	400
<b>Food Service Subtotal:</b>				<b>6,589</b>



<b>Administration / Welcome Center</b>	<b>TS</b>	<b>Quantity</b>	<b>SF</b>	<b>Total</b>
Principal – ability to exit to exterior through doors and/or windows		1	150	150
Assistant Principal		2	150	300
Reception / Parent Waiting Area		1	300	300
Data Manager / Registrar (adjacent to storage)		1	100	100
Secretary: Bookkeeper / Treasurer		1	100	100
Curriculum coordinator / facilitator		1	100	100
Attendance Clerk		1	100	100
Other student services / itinerant staff offices (social wrkr, psych, etc.)		2	100	200
Workroom / Mail Cubbies		1	300	300
Kitchenette		1	200	200
Conference / meeting space; IEP Conference		2	200	400
PTA / Community in Schools Office		1	200	200
Wrap Around Services: Clothing Closet / Food Pantry		1	200	200
School's Resource Officer / Security		1	100	100
Storage				
Administrative Storage		1	150	150
Book storage		1	200	200
General storage		1	200	200
Records (Lockable Vault / Testing)		1	100	100
Supply room		1	200	200
Health with restroom		1	425	425
Restroom				
Isolation Area				
Nurse's Workspace / Area				
Treatment Area(s) with Contagion/Sick vs Non Contagion/Well Access to Laundry Facilities, Bathroom with Shower, Sink & Toilet, and Refrigerator/Icemaker				
Screening / Lockable Storage Room				
Guidance				
Counselor Workspace		2	100	200
Waiting Area		1	100	100
Conference / Testing / Meeting		1	250	250
In School Suspension		1	825	825
<b>Administration / Welcome Center Subtotal:</b>				<b>5,400</b>

<b>Building Support Services</b>	<b>TS</b>	<b>Quantity</b>	<b>SF</b>	<b>Total</b>
Custodial /Maintenance / Janitorial rooms with sink		6	55	330
Office - Head Custodian		1	100	100
Supply room		1	725	725
<b>Building Support Services Subtotal:</b>				<b>1,155</b>

# PHASE 2: CAMPUS MASTER PLAN & EDUCATIONAL SPECIFICATIONS

## SECTION 8. PHASING PLAN CHAPARRAL MIDDLE SCHOOL

There are five phases recommended for the renovation and construction of a new addition to Chaparral Middle School as depicted in the illustrations below. Students will need to be housed in the facility during construction, so classrooms that are scheduled for “prep” period will need to be occupied and teachers will need to plan in alternative spaces such as the library or other open available spaces. Projected renovations and construction could commence the summer of 2023 and will likely continue through 2025.

### 1. Housing of Chaparral Middle School students during construction

- During Phase 1 of construction, food will have to be brought in from neighboring schools. Students can use the gymnasium, classrooms, or outdoor areas to eat.
- Phase 2 construction would likely start after Phase 1. Students and staff would need to utilize the newly constructed band and music rooms, as well as the existing portables. Class schedules would need to be adjusted to utilize rooms that may be in an “off hour.”
- Phase 3 construction could begin prior to Phase 2 being completed. Students and staff would need to utilize the newly constructed band and music rooms, as well as the existing portables. Class schedules would need to be adjusted to utilize rooms that may be in an “off hour”
- Phase 4 construction would likely start after Phase 3. Students and staff would need to utilize the newly constructed band and music rooms, as well as the existing portables. Class schedules would need to be adjusted to utilize rooms that may be in an “off hour”
- Phase 5 construction could start after phase 4 and be complete at the same time. The main entrance would need to be temporarily moved and gym classes may need to be held outside (March – May) weather permitting.

### 2. Potential project timeline:

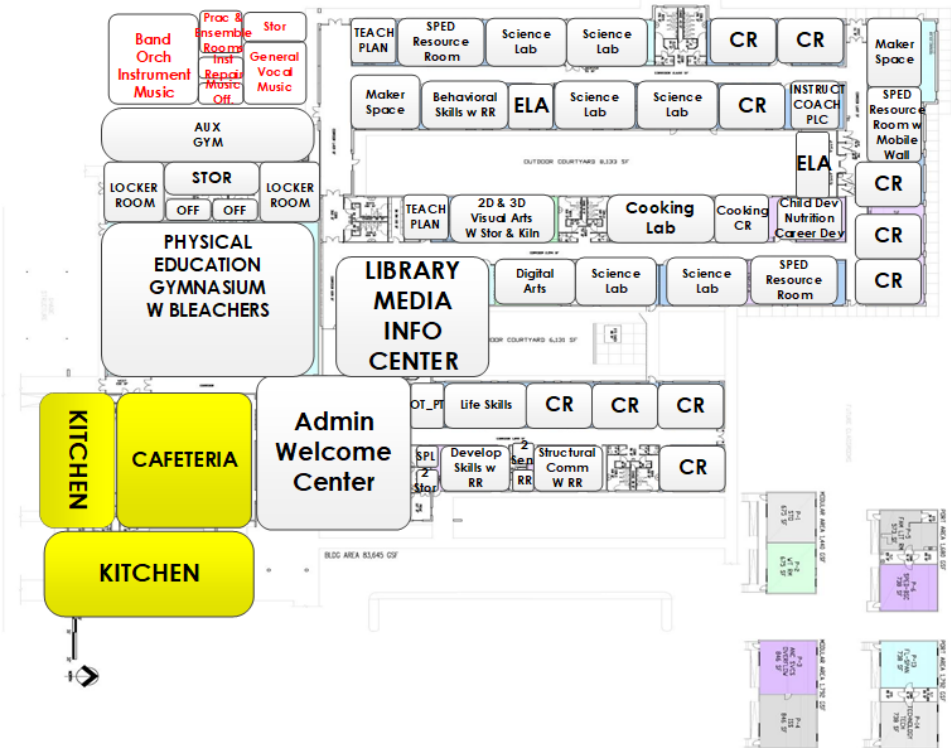
- Timeline for Phase 1
  - Design: May 2022 – March 2023
  - Bidding & Permitting: March 2023 – May 2023
  - Construction: May 2023 – December 2023
- Timeline for Phase 2
  - Design: May 2022 – March 2023
  - Bidding & Permitting: March 2023 – May 2023

- Construction: January 2024 – August 2024
- Timeline for Phase 3
  - Design: May 2022 – March 2023
  - Bidding & Permitting: March 2023 – May 2023
  - Construction: May 2024 – December 2024
- Timeline for Phase 4
  - Design: May 2022 – March 2023
  - Bidding & Permitting: March 2023 – May 2023
  - Construction: January 2025 – August 2025
- Timeline for Phase 5
  - Design: May 2022 – March 2023
  - Bidding & Permitting: March 2023 – May 2023
  - Construction: May 2025 – August 2025 – *there is a potential to begin construction in the gym locker room areas prior to May 2025.*

**3. Anticipated project delivery:**

- Phase 1: January 2024
- Phase 2: August 2024
- Phase 3: January 2025
- Phase 4: August 2025
- Phase 5: August 2025

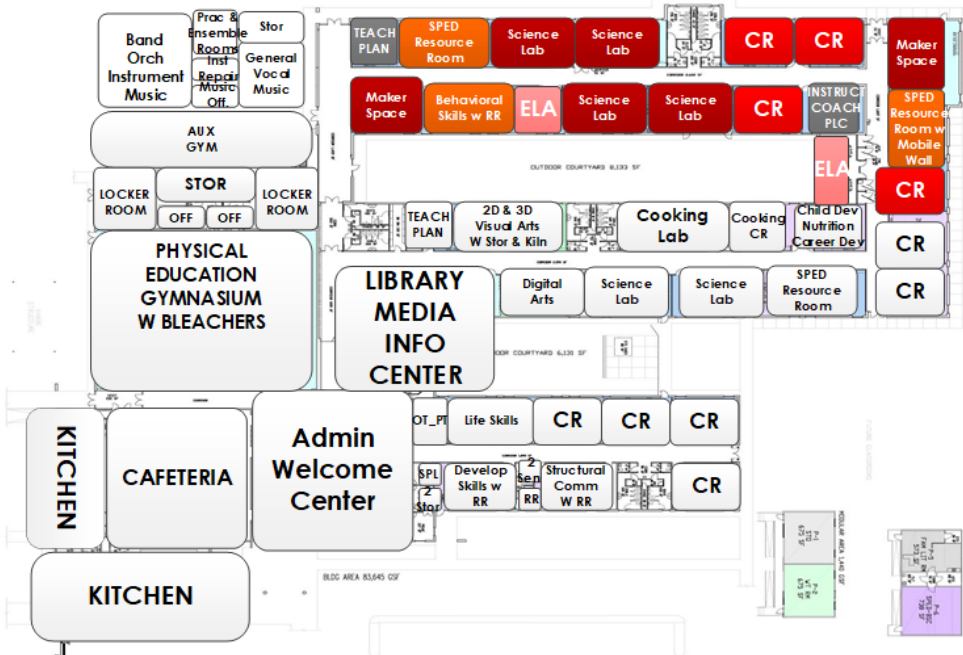
**PHASE ONE:** Renovate & Reconfigure the Cafeteria & Kitchen. Construct new music classrooms and music support spaces.



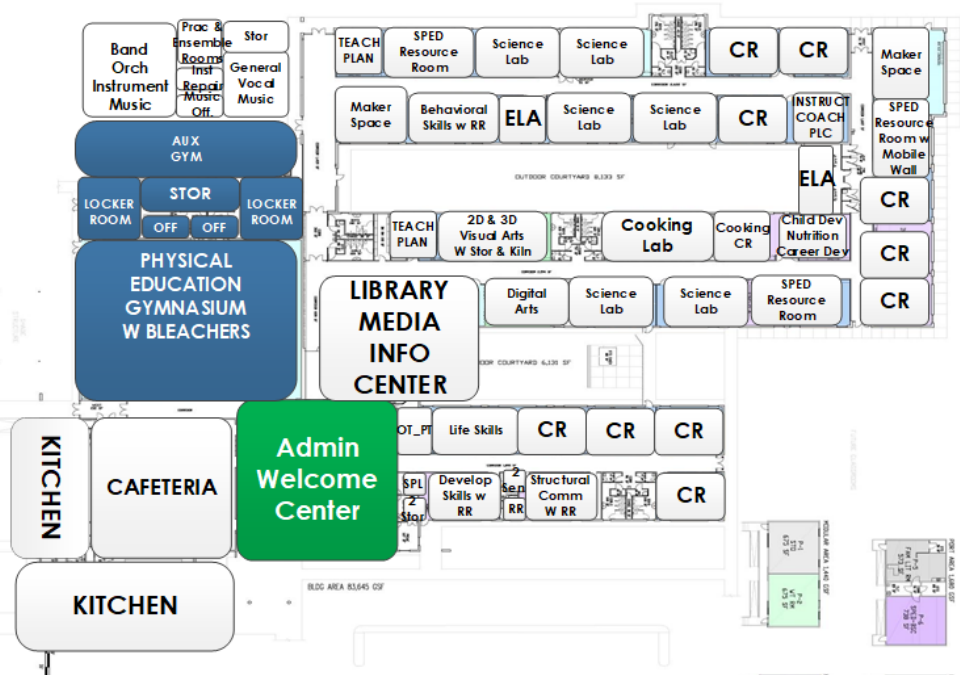




**PHASE 4:** Renovate & Reconfigure the final wing to include typical classrooms, special education resource classrooms, science labs, maker spaces, extended learning areas, teacher planning areas, and the instructional coach / professional learning community room.



**PHASE 5, the final phase:** Renovate & Reconfigure the administration area to incorporate the current commons/lobby. Also, renovate the gymnasium and reconfigure the remaining physical education support spaces and locker rooms to create an auxiliary gymnasium and more efficient locker rooms and support spaces.



# PHASE 2: CAMPUS MASTER PLAN & EDUCATIONAL SPECIFICATIONS

## SECTION 9. PROJECT BUDGET CHAPARRAL MIDDLE SCHOOL

Academic Space	Teaching Stations	w Tare	\$ 295.50	New Construction	\$ 419.50
Core Academics	18	27,073	\$ 7,999,924	0	\$ -
Family & Consumer Science	2	3,348	\$ 989,186	0	\$ -
Special Education	4	9,978	\$ 2,948,351	0	\$ -
Visual Arts	1	2,795	\$ 825,923	0	\$ -
Music	2	0	\$ -	5,850	\$ 2,454,075
Library / Media / Information Center	0	4,193	\$ 1,238,884	0	\$ -
Physical Education	3	18,767	\$ 5,545,589	0	\$ -
Food Service		8,565	\$ 2,530,972	0	\$ -
Administration / Welcome Center		7,020	\$ 2,074,410	0	\$ -
Building Support Services		1,502	\$ 443,693	0	\$ -
<b>Totals</b>	<b>30</b>	<b>83,238</b>	<b>\$ 24,596,932</b>	<b>5,850</b>	<b>\$ 2,454,075</b>
<b>Option 1: Major Renovation &amp; Music Building Addition</b>					
<b>Total Construction Hard Cost:</b>					<b>\$ 27,051,007</b>
<b>MU's, Fees &amp; Taxes (15%)</b>					<b>\$ 4,057,651</b>
<b>Contingency (5%)</b>					<b>\$ 1,352,550</b>
<b>Escalation (3.8%/year)</b>					<b>\$ 1,027,938</b>
<b>Subtotal</b>					<b>\$ 33,489,147</b>
<b>Soft Costs (est. 25%)</b>					<b>\$ 8,372,287</b>
<b>Total Project Costs</b>					<b>\$ 41,861,434</b>
<b>GRT (6.75%)</b>					<b>\$ 2,825,647</b>
<b>Total Project Cost w/NM-GRT</b>					<b>\$ 44,687,081</b>

- Site development costs will likely only be needed for the new addition. These are figured into the new construction costs above. These are estimated to be ~\$105,300.
- Facility construction costs are outlined above. Major Renovation costs are estimated at \$295.50 / square foot. New construction costs are estimated at \$419.50 / square foot.
- All demolition costs are factored into the major renovation costs.
- Other project costs
  - Contractor’s Mark-ups, Fees & Taxes (15%): \$4,057,651
  - Contingency (5%): \$1,352,550
  - Escalation (3.8%/year): \$1,027,938 (*one-year factored in*)
  - GRT (6.75%): \$2,825,647
  - Soft Costs (estimated at 25% of hard costs): \$8,372,287
- Unit costs – using cost per square foot for major renovation and new construction
- Inflation - 3.8% a year; estimated one-year out



# PHASE 2: CAMPUS MASTER PLAN & EDUCATIONAL SPECIFICATIONS

## SECTION 3: DEMOGRAPHICS & ENROLLMENT

*Full report on following pages*



# ENROLLMENT PROJECTIONS REPORT

GADSDEN INDEPENDENT SCHOOL DISTRICT



**COOPERATIVE**  
**STRATEGIES**  
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## **ACKNOWLEDGMENTS**

On behalf of Cooperative Strategies, we would like to extend our appreciation to the Gadsden Independent School District for the opportunity to assist them in developing this Enrollment Projections Report which includes projections for Chaparral Middle School and Gadsden Middle School and the elementary schools that feed into them. As a planning team, we hope that this document will serve the Gadsden Independent School District for years to come.

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# EXECUTIVE SUMMARY

The enrollment projections for the Gadsden Independent School District included in this report were developed using the cohort survival methodology and Cooperative Strategies' custom enrollment projection software, S.T.E.P. [Student Trends & Enrollment Projections]. This custom software was developed in collaboration with The Ohio State University and is based on industry best practices as well as the national experience Cooperative Strategies has with schools, school districts, and state agencies.



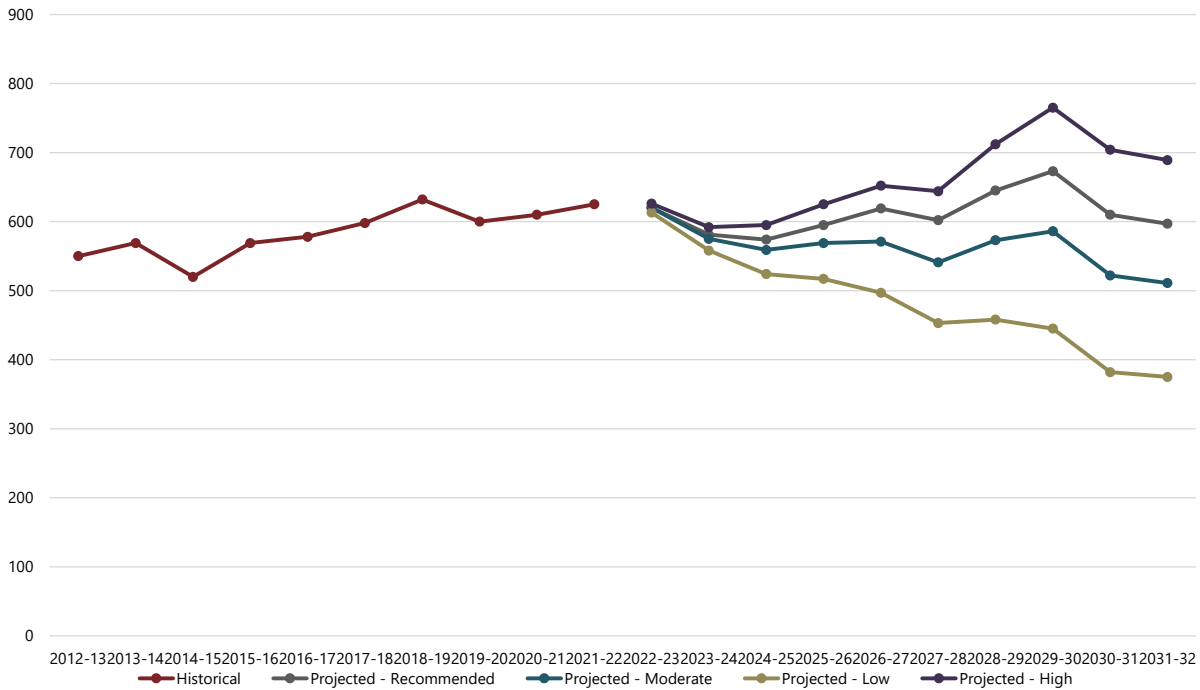
The Gadsden Independent School District is a school district in Doña Ana and Otero counties serving 625 students in Chaparral Middle and 712 students in Gadsden Middle in the 2021-22 school year.

The projections presented in this report are meant to serve as a planning tool for the future, and represent the most likely direction of the District. Enrollment projections were developed using the cohort survival methodology and by analyzing the following data outlined in this report:

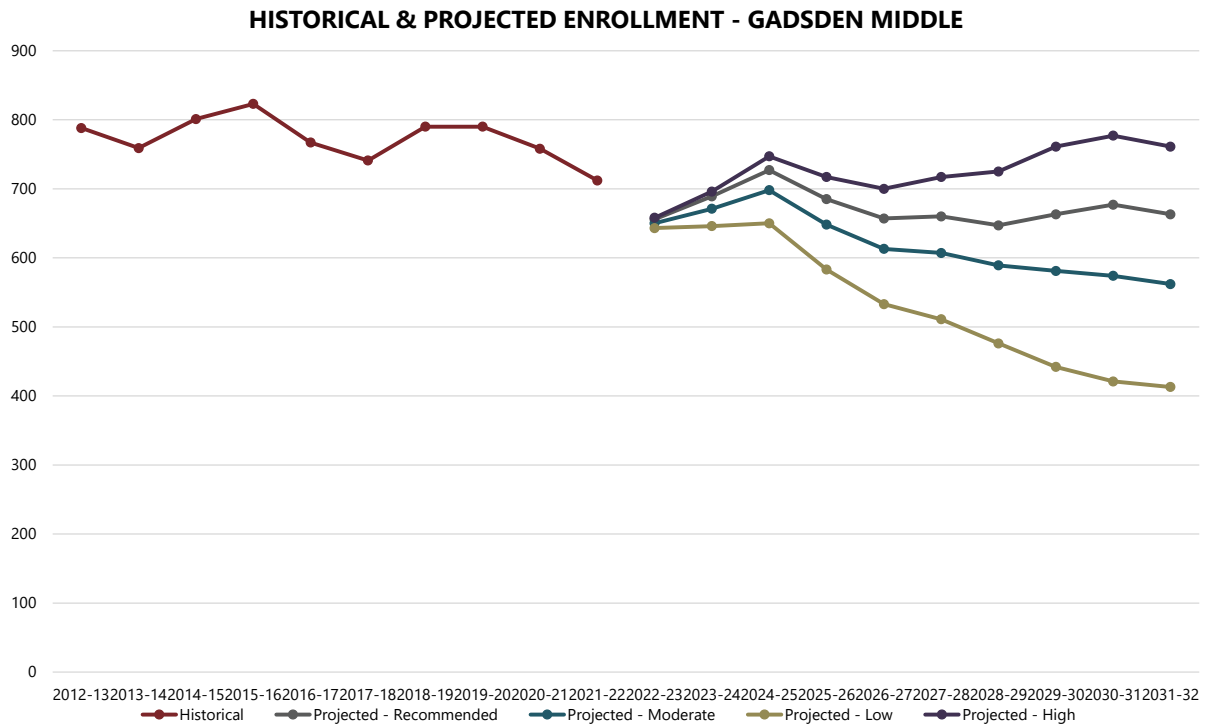
- Historical enrollment by school, by grade, by year
- Resident live birth data
- Census data
- Building permits

From the 2012-13 to the 2021-22 school year, enrollment in Chaparral Middle has increased by 75 students. Based on the cohort survival methodology, enrollment is projected to fluctuate over the next ten years.

**HISTORICAL & PROJECTED ENROLLMENT - CHAPARRAL MIDDLE**



From the 2012-13 to the 2021-22 school year, enrollment in Gadsden Middle has decreased by 76 students. Based on the cohort survival methodology, enrollment is projected to fluctuate over the next ten years.



As with any projection, the District should pay close attention to the variables associated with determining enrollment projections discussed in this document. Any one or more of these factors can increase or decrease enrollment within the Gadsden Independent School District. It is recommended that the data contained in this report be reviewed on an annual basis to determine how more recent trends and any new housing development will impact the enrollment.

When projecting future enrollments, it is vital to track the number of live births, the amount of new housing activity, and the change in household composition. In addition, any of the following factors could cause a significant change in projected student enrollment:

- Boundary adjustments
- New school openings
- School closures
- Changes / additions in program offerings
- Preschool programs
- Changes in grade configuration
- Interest rates / unemployment shifts
- Intra- and inter-District transfers
- Magnet / charter / private school openings or closures
- Zoning changes
- Annexations
- Unplanned new housing activity
- Planned, but not built, housing
- School voucher programs
- Pandemics

Obviously, certain factors can be gauged and planned for far better than others. For instance, it may be relatively straightforward to gather housing data from local builders regarding the total number of lots in a planned subdivision and calculate the potential student yield. However, planning for changes in the unemployment rate, and how these may either boost or reduce public school enrollment, proves more difficult. In any case, it is essential to gather a wide variety of information in preparation for producing enrollment projections.

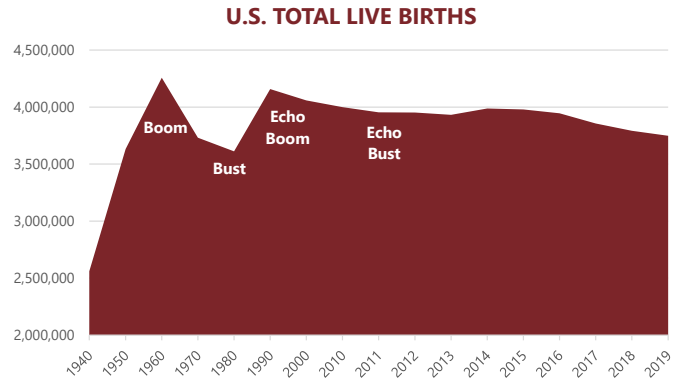
When looking ahead at a school district's enrollment over the next two, five, or ten years, it is helpful to approach the process from a global perspective. For example: How many new homes have been constructed each year? How many births have occurred each year in relation to the resident population? Is housing experiencing a turnover—if so, what is the composition of families moving in/out? Are more or less students attending private school or being home-schooled? What has the unemployment rate trend been over the past ten years? What new educational policies are in place that could affect student enrollment figures?

The cohort survival methodology is a standard methodology used throughout the educational planning industry to project enrollment. The enrollment projections developed for the Gadsden Independent School District were developed using the cohort survival method.

# ENROLLMENT PROJECTION METHODOLOGY

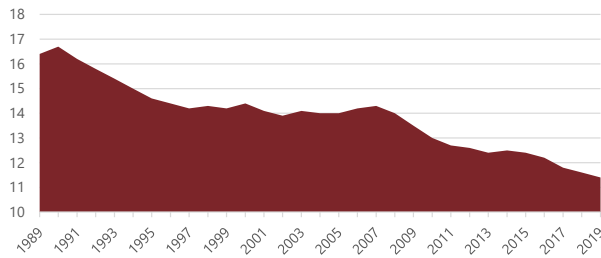
## Introduction

Tracing the landscape of the country's public school enrollment back over the past fifty years reveals demographic, economic, and social changes. The United States as a whole continues to undergo major shifts in public student enrollment, due in large part to past events including the baby boom, the availability and use of birth control, and the development of suburbs. The baby boom of the late 1940s and 50s was followed by the baby bust of the 1960s and 70s. This gave rise to the echo baby boom of the 1980s.



Source: CDC, National Vital Statistics Report

### U.S. POPULATION - LIVE BIRTH RATE PER 1,000 POPULATION



Source: CDC, National Vital Statistics Report

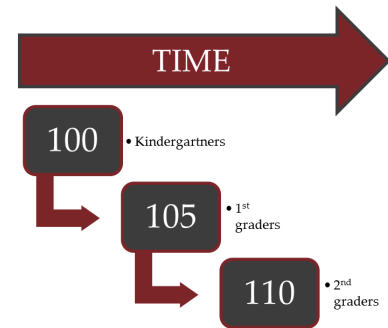
Nationwide, districts have experienced the effects of the echo baby bust of the 1990s. From the 1950s to the 1970s, a dramatic downsizing of the family unit occurred. A direct result was the declining school enrollment of the 1970s and 1980s. As of the 2010 Census, the size of a family was at an all-time low of 3.14 persons. The live birth rate increased for the first time in several years in 1998 and increased again in 2000 and 2006. However, the birth rate resumed a descending pattern in 2008 and reached an all-time low of 11.4 (per 1,000) in 2019.



## Cohort Survival Method

The cohort survival methodology (sometimes referred to as the grade progression ratio method) is a widely used enrollment projection model that is used by many school districts and state and federal agencies to project K-12 enrollment.

A cohort is a group of persons [in this case, students]. The cohort survival enrollment projection methodology uses historic live birth data and historic student enrollment to “age” a known population or cohort throughout the school grades. For instance, a cohort begins when a group of kindergarteners enrolls in grade K and moves to first grade the following year, second grade the next year, and so on.



A “survival ratio” is developed to track how this group of students increased or decreased in number as they moved through the grade levels. By developing survival ratios for each grade transition [i.e. 2nd to 3rd grade] over a ten year period of time, patterns emerge. A projection ratio for each grade transition is developed based on analysis of the survival ratios. The projection ratios are used as a multiplier in determining future enrollment.

For example, if student enrollment has consistently increased from the 8th to the 9th grade over the past ten years, the survival ratio would be greater than 100% and could be multiplied by the current 8th grade enrollment to develop a projection for next year’s 9th grade. This methodology can be carried through to develop ten years of projection figures. Because there is not a grade cohort to follow for students coming into kindergarten, resident live birth counts are used to develop a birth-to-kindergarten survival ratio. Babies born five years previous to the kindergarten class are compared in number, and a ratio can be developed to project future kindergarten enrollments.

The cohort survival method is useful in areas where population is stable [relatively flat, growing steadily, or declining steadily], and where there have been no significant fluctuations in enrollment, births, and housing patterns from year to year. The cohort survival methodology inherently considers the net effects of factors such as migration, housing, dropouts, transfers to and from charter schools, open enrollment, and deaths. This methodology does not assume changes in policies, program offerings, or future changes in housing and migration patterns.

## U.S. CENSUS

This section presents data from the United States Census Bureau and estimates from the American Community Survey (ACS) to demonstrate the demographic characteristics and historic trends of the population within the District boundary. While the Census is conducted every 10 years, the American Community Survey collects social, housing, educational, occupational, financial, and other demographic data from over 3.5 million households throughout the nation monthly and is compiled yearly, as mandated by the U.S. Constitution. This data helps public officials, federal/state/local agencies, school districts, etc. assess historic trends and plan for the future.

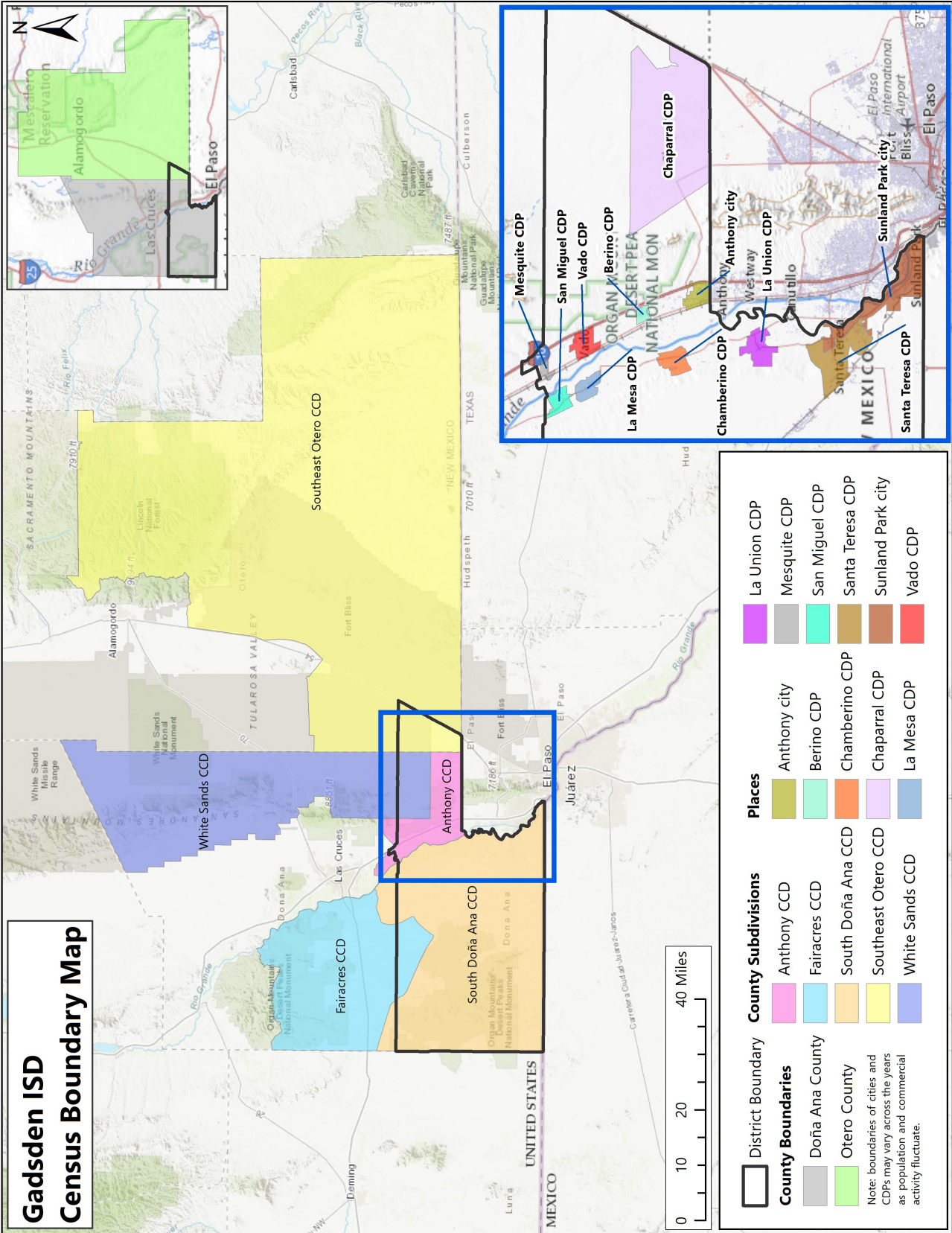
The Gadsden Independent School District is located in Doña Ana and Otero counties, New Mexico. It serves parts or all of the Anthony, Fairacres, South Dona Ana, White Sands, Southeast Otero CCDs; Anthony, Sunland Park, and Vado cities; Berino, Chamberino, Chaparral, La Mesa, La Union, Mesquite, San Miguel, and Santa Teresa CDPs\*. The data on the following pages is aggregated and color-coordinated by the boundaries show in the map on the following page.

According to the U.S. Census Bureau, New Mexico is a state where minor civil divisions (such as townships, commissioner districts, towns, etc.) are not legally established, so Census County Divisions (CCDs) are formed and used by the Census Bureau to aggregate Census data. While CCDs are not used in legal or governmental functions, they dissolve counties into smaller sections for statistical purposes by following geographical or man-made features (such as mountain ranges, rivers, roads, etc.) and are named after local places or settlements that help identify their location.

It should be noted that the District does not necessarily serve whole municipalities but data presented by municipality is for the whole municipality.

The release of the 2020 Census data and 2020 ACS estimates was postponed and was not readily accessible to the public at the time this report was developed. As such, the latest data available is shown in the tables on the following pages.

\*Census Designated Place



## Population

According to the 2019 ACS estimates, since the 2010 Census, the total population and median age increased in the District boundary.

Based on the 2019 estimates, since the 2010 Census, the number of children under the age of 5 has decreased by 7%, the number of children ages 5 - 19 has decreased by 6%, and the number of adults ages 65 and over has increased by 40% in the District boundary.

The 2000 and 2010 population counts and 2019 population estimates are shown in the table to the right (continued on the following page).

Population		Under 5 years	5 to 19 years	20 to 64 years	65 years and over	Total Population	Median Age
Gadsden Independent School District Boundary	2000**	-	-	-	-	-	-
	2010	5,480	17,394	34,067	5,734	62,675	29.6
	2019*	5,123	16,377	37,569	8,039	67,108	31.8
	Trend						
Doña Ana County	2000	13,501	45,322	97,124	18,735	174,682	-
	2010	15,541	48,738	119,073	25,881	209,233	32.4
	2019*	14,013	47,787	121,229	33,040	216,069	33.1
	Trend						
Otero County	2000	4,441	15,534	35,162	7,161	62,298	-
	2010	4,778	12,902	36,565	9,552	63,797	36.5
	2019*	4,476	12,572	37,841	11,248	66,137	35.8
	Trend						
Anthony CCD	2000	2,570	8,672	13,434	1,903	26,579	-
	2010	2,820	8,463	15,955	2,584	29,822	28.4
	2019*	2,339	7,460	15,844	3,302	28,945	30.6
	Trend						
Fairacres CCD	2000	254	1,019	3,326	752	5,351	-
	2010	190	936	3,663	1,330	6,119	47.9
	2019*	232	655	4,034	1,680	6,601	50.3
	Trend						
South Dona Ana CCD	2000	2,033	6,562	12,318	2,376	23,289	-
	2010	1,993	6,928	14,326	2,915	26,162	33.0
	2019*	2,232	7,078	16,418	4,464	30,192	33.2
	Trend						
White Sands CCD	2000	202	397	851	5	1,455	-
	2010	221	437	1,020	24	1,702	22.8
	2019*	171	280	771	24	1,246	23.9
	Trend						
Southeast Otero CCD	2000	603	2,366	4,726	1,010	8,705	-
	2010	938	3,042	7,473	1,655	13,108	35.3
	2019*	745	2,923	8,029	2,122	13,819	36.1
	Trend						
Anthony City	2000	839	2,620	3,764	566	7,789	-
	2010	925	2,831	4,794	810	9,360	26.1
	2019*	855	2,688	4,997	770	9,310	25.9
	Trend						
Berino CDP	2000**	-	-	-	-	-	-
	2010	144	459	730	108	1,441	24.3
	2019*	144	505	1,028	200	1,877	30.8
	Trend						

Source: U.S. Census

\*Source: American Community Survey 5-Year Estimates (2019)

\*\*data not available



Population (cont.)		Under 5 years	5 to 19 years	20 to 64 years	65 years and over	Total Population	Median Age
Chamberino CDP	2000**	-	-	-	-	-	-
	2010	61	229	512	117	919	36.6
	2019*	12	188	322	103	625	37.9
	Trend						
Chaparral CDP	2000	504	2,010	3,168	435	6,117	-
	2010	1,404	4,340	7,800	1,087	14,631	27.6
	2019*	877	3,942	8,124	1,494	14,437	31.6
	Trend						
La Mesa CDP	2000**	-	-	-	-	-	-
	2010	62	143	404	119	728	39.1
	2019*	41	81	222	294	638	63.6
	Trend						
La Union CDP	2000**	-	-	-	-	-	-
	2010	72	224	620	190	1,106	40.8
	2019*	0	130	717	147	994	50.7
	Trend						
Mesquite CDP	2000	83	329	487	69	968	-
	2010	126	303	562	121	1,112	27.8
	2019*	31	99	112	166	408	42.5
	Trend						
San Miguel CDP	2000**	-	-	-	-	-	-
	2010	71	251	621	210	1,153	40.0
	2019*	38	201	591	148	978	46.1
	Trend						
Santa Teresa CDP	2000	194	523	1,576	312	2,605	-
	2010	317	1,108	2,338	495	4,258	34.4
	2019*	373	1,230	3,187	725	5,515	33.5
	Trend						
Sunland Park city	2000	1,296	4,157	6,765	1,100	13,318	-
	2010	1,177	4,104	7,577	1,248	14,106	28.8
	2019*	1,498	4,350	9,055	2,178	17,081	30.9
	Trend						
Vado CDP	2000	377	1,035	1,477	176	3,065	-
	2010	297	936	1,717	244	3,194	27.3
	2019*	330	744	1,775	250	3,099	29.8
	Trend						

Source: U.S. Census

\*Source: American Community Survey 5-Year Estimates (2019)

\*\*data not available

## Race / Ethnicity & Language

The table below (continued on the following page) shows race and ethnic distribution throughout the Gadsden Independent School District boundary and the municipalities that are served by the District.

Race & Ethnicity		White alone	Black or African American alone	American Indian and Alaska Native alone	Asian alone	Native Hawaiian and Other Pacific Islander alone	Some other race alone	Two or more races	Total Population	Hispanic Population
Gadsden Independent School District Boundary	2000**	-	-	-	-	-	-	-	-	-
	2010	68.7%	0.8%	0.8%	0.2%	0.0%	27.3%	2.3%	62,675	88.1%
	2020^	32.6%	0.7%	1.3%	0.3%	0.0%	28.7%	36.4%	66,426	89.1%
Doña Ana County	2000	67.9%	1.4%	1.4%	0.8%	0.1%	24.8%	3.6%	174,682	63.4%
	2010	74.1%	1.7%	1.5%	1.1%	0.1%	18.5%	3.0%	209,233	65.7%
	2020^	47.5%	1.9%	1.9%	1.2%	0.1%	20.1%	27.4%	219,561	67.3%
Otero County	2000	73.6%	3.5%	5.8%	1.1%	0.0%	11.2%	4.7%	62,298	32.2%
	2010	72.7%	3.5%	6.7%	1.2%	0.2%	11.5%	4.2%	63,797	34.5%
	2020^	56.3%	3.9%	7.3%	1.6%	0.3%	12.3%	18.3%	67,839	38.6%
Anthony CCD	2000	61.0%	0.7%	1.2%	0.2%	0.0%	33.7%	3.2%	26,579	85.8%
	2010	64.1%	0.8%	0.7%	0.2%	0.0%	32.0%	2.2%	29,822	89.7%
	2020^	35.0%	0.5%	1.1%	0.2%	0.0%	29.6%	33.6%	27,889	89.8%
Fairacres CCD	2000	79.3%	1.1%	1.4%	0.4%	0.0%	15.2%	2.6%	5,351	41.8%
	2010	85.1%	1.6%	1.9%	0.8%	0.1%	7.6%	2.8%	6,119	38.5%
	2020^	71.3%	1.5%	1.3%	0.9%	0.1%	9.6%	15.3%	6,139	33.9%
South Dona Ana CCD	2000	71.6%	0.5%	0.6%	0.2%	0.0%	23.7%	3.4%	23,289	86.6%
	2010	77.1%	0.5%	0.7%	0.2%	0.0%	19.3%	2.1%	26,162	87.4%
	2020^	32.9%	0.7%	1.3%	0.4%	0.1%	25.6%	39.0%	28,752	87.7%
White Sands CCD	2000	72.6%	9.8%	0.0%	6.4%	0.0%	4.1%	7.1%	1,455	16.6%
	2010	71.6%	12.0%	1.2%	2.6%	1.2%	5.5%	5.9%	1,702	19.1%
	2020^	63.4%	10.4%	0.6%	3.5%	0.5%	6.7%	14.7%	930	20.8%
Southeast Otero CCD	2000	82.5%	0.4%	0.6%	0.2%	0.0%	12.7%	3.5%	8,705	45.1%
	2010	71.3%	0.8%	0.9%	0.3%	0.0%	23.7%	2.9%	13,108	58.0%
	2020^	44.5%	0.9%	1.6%	0.3%	0.0%	24.5%	28.1%	16,176	66.0%
Anthony City	2000	56.0%	0.3%	0.9%	0.4%	0.0%	39.7%	2.7%	7,789	97.9%
	2010	61.5%	0.8%	0.5%	0.1%	0.1%	34.5%	2.5%	9,360	97.4%
	2020^	33.5%	0.5%	1.1%	0.2%	0.0%	30.8%	33.9%	8,693	97.4%
Berino CDP	2000	-	-	-	-	-	-	-	-	-
	2010	60.7%	0.6%	0.5%	0.0%	0.0%	37.1%	1.2%	1,441	98.4%
	2020^	28.8%	0.1%	1.3%	0.0%	0.1%	35.3%	34.4%	1,651	98.3%
Chamberino CDP	2000	-	-	-	-	-	-	-	-	-
	2010	73.7%	0.1%	1.0%	0.3%	0.0%	22.5%	2.4%	919	93.0%
	2020^	31.5%	0.0%	1.4%	0.0%	0.0%	26.0%	41.2%	736	92.5%
Chaparral CDP	2000	71.8%	0.9%	1.3%	0.1%	0.2%	21.2%	4.4%	6,117	64.5%
	2010	58.5%	1.1%	0.7%	0.2%	0.0%	36.3%	3.1%	14,631	84.1%
	2020^	31.3%	0.9%	1.1%	0.3%	0.0%	32.4%	34.0%	16,551	87.5%

Source: U.S. Census

^Source: U.S. Census, 2020 Redistricting Data

\*\*data not available

Race & Ethnicity (cont.)		White alone	Black or African American alone	American Indian and Alaska Native alone	Asian alone	Native Hawaiian and Other Pacific Islander alone	Some other race alone	Two or more races	Total Population	Hispanic Population
La Mesa CDP	2000	-	-	-	-	-	-	-	-	-
	2010	76.2%	0.0%	1.4%	0.0%	0.0%	19.2%	3.2%	728	84.5%
	2020^	30.0%	0.6%	0.5%	0.2%	0.2%	27.0%	41.6%	649	88.6%
La Union CDP	2000	-	-	-	-	-	-	-	-	-
	2010	80.4%	0.1%	1.3%	0.0%	0.0%	16.5%	1.8%	1,106	89.9%
	2020^	30.8%	0.5%	2.5%	0.5%	0.1%	27.4%	38.2%	997	88.0%
Mesquite CDP	2000	69.0%	0.0%	0.0%	0.0%	0.0%	24.1%	6.9%	968	92.9%
	2010	72.0%	0.2%	1.3%	0.0%	0.0%	24.5%	2.0%	1,112	95.7%
	2020^	29.6%	0.0%	0.9%	0.0%	0.1%	24.6%	44.8%	984	92.4%
San Miguel CDP	2000	-	-	-	-	-	-	-	-	-
	2010	74.7%	0.2%	0.8%	0.3%	0.0%	22.8%	1.3%	1,153	89.9%
	2020^	39.0%	0.3%	1.1%	0.2%	0.0%	22.9%	35.5%	975	90.7%
Santa Teresa CDP	2000	86.4%	0.7%	0.0%	0.9%	0.0%	9.6%	2.3%	2,605	55.6%
	2010	82.6%	1.0%	1.0%	0.3%	0.0%	12.4%	2.6%	4,258	76.0%
	2020^	37.3%	1.1%	1.5%	0.5%	0.1%	20.5%	38.9%	5,044	81.2%
Sunland Park city	2000	68.2%	0.6%	0.9%	0.0%	0.0%	27.4%	2.9%	13,318	96.4%
	2010	74.3%	0.6%	0.5%	0.2%	0.1%	22.4%	1.9%	14,106	95.2%
	2020^	28.8%	0.7%	1.2%	0.3%	0.0%	28.6%	40.4%	16,702	93.1%
Vado CDP	2000	51.2%	1.3%	1.0%	0.0%	0.0%	41.6%	4.8%	3,065	93.1%
	2010	61.1%	0.9%	0.7%	0.2%	0.0%	33.8%	3.2%	3,194	95.5%
	2020^	29.8%	0.3%	1.2%	0.1%	0.0%	29.7%	38.9%	2,930	96.0%

Source: U.S. Census

^Source: U.S. Census, 2020 Redistricting Data

\*\*data not available

According to 2019 ACS estimates, approximately 81% of the population in the District speaks a language other than English; the most prominently-spoken language besides English is Spanish. The tables below show the languages spoken at home.

Languages Spoken at Home (2019 Estimates)	Gadsden Independent School District Boundary	Doña Ana County	Otero County	Anthony CCD	Fairacres CCD	South Dona Ana CCD	White Sands CCD	Southeast Otero CCD	Anthony City	Berino CDP
Population 5 years and over	61,985	202,056	61,661	26,606	6,369	27,960	1,075	13,074	8,455	1,733
Speak only English	18.7%	48.7%	73.1%	19.1%	70.0%	21.1%	77.8%	38.0%	14.4%	5.5%
Speak a language other than English	81.3%	51.3%	26.9%	81%	30.0%	78.9%	22.2%	62.0%	85.6%	94.5%
Spanish	49,913	99,205	13,863	21,182	1,848	21,918	183	7,971	7,224	1,638
Other Indo-European languages	198	1,353	1,140	78	14	56	2	75	10	0
Asian and Pacific Island languages	66	1,412	610	0	43	66	54	0	0	0
Other languages	187	1,635	965	263	8	14	0	56	0	0

Source: American Community Survey 5-Year Estimates (2019)

Languages Spoken at Home (2019 Estimates) (cont.)	Chamberino CDP	Chaparral CDP	La Mesa CDP	La Union CDP	Mesquite CDP	San Miguel CDP	Santa Teresa CDP	Sunland Park city	Vado CDP
Population 5 years and over	613	13,560	597	994	377	940	5,142	15,583	2,769
Speak only English	20.2%	21.6%	28.1%	11.0%	33.4%	29.5%	37.7%	11.6%	11.8%
Speak a language other than English	79.8%	78.4%	71.9%	89.0%	66.6%	70.5%	62.3%	88.4%	88.2%
Spanish	489	10,552	429	885	133	649	3,162	13,706	2,443
Other Indo-European languages	0	82	0	0	0	0	41	0	0
Asian and Pacific Island languages	0	0	0	0	0	14	0	52	0
Other languages	0	0	0	0	118	0	0	14	0

Source: American Community Survey 5-Year Estimates (2019)



## Housing & Families

According to the 2019 ACS estimates, the average family size and average household size are estimated to have decreased in the District boundary since the 2010 Census.

Family/Household Size		Average Family Size	Average Household Size
Gadsden Independent School District Boundary	2000**	-	-
	2010	3.77	3.39
	2019*	3.73	3.18
	Trend		
Doña Ana County	2000	3.36	2.85
	2010	3.25	2.71
	2019*	3.30	2.70
	Trend		
Otero County	2000	3.14	2.66
	2010	3.05	2.51
	2019*	3.43	2.64
	Trend		
Anthony CCD	2000	3.88	3.62
	2010	3.77	3.41
	2019*	3.62	3.18
	Trend		
Fairacres CCD	2000	2.96	2.57
	2010	2.73	2.33
	2019*	2.63	2.24
	Trend		
South Dona Ana CCD	2000	3.82	3.45
	2010	3.64	3.24
	2019*	3.58	3.00
	Trend		
White Sands CCD	2000	3.42	2.99
	2010	3.41	3.04
	2019*	3.65	3.59
	Trend		
Southeast Otero CCD	2000	3.26	2.80
	2010	3.40	2.92
	2019*	4.09	3.16
	Trend		
Anthony City	2000	4.02	3.81
	2010	3.84	3.55
	2019*	3.85	3.43
	Trend		
Berino CDP	2000	*	*
	2010	4.26	3.96
	2019*	3.73	3.49
	Trend		

Source: U.S. Census

\*Source: American Community Survey 5-Year Estimates (2019)

\*\*data not available

Family/Household Size (cont.)		Average Family Size	Average Household Size
Chamberino CDP	2000	*	*
	2010	3.44	3.08
	2019*	3.93	2.71
	Trend		
Chaparral CDP	2000	3.70	3.32
	2010	3.86	3.46
	2019*	4.12	3.33
	Trend		
La Mesa CDP	2000	*	*
	2010	3.23	2.67
	2019*	2.48	2.12
	Trend		
La Union CDP	2000	*	*
	2010	3.53	2.90
	2019*	3.37	2.85
	Trend		
Mesquite CDP	2000	3.86	3.62
	2010	3.66	3.32
	2019*	2.55	2.55
	Trend		
San Miguel CDP	2000	*	*
	2010	3.32	2.93
	2019*	3.14	2.68
	Trend		
Santa Teresa CDP	2000	3.11	2.74
	2010	3.26	2.88
	2019*	3.56	2.97
	Trend		
Sunland Park city	2000	4.24	3.95
	2010	3.97	3.63
	2019*	3.14	2.68
	Trend		
Vado CDP	2000	4.03	3.87
	2010	4.07	3.77
	2019*	3.56	2.97
	Trend		

Source: U.S. Census

\*Source: American Community Survey 5-Year Estimates (2019)

\*\*data not available

The number of occupied and vacant housing units in the District boundary has increased in tandem with the number of total housing units.

Housing Occupancy		Total housing units	Occupied housing units	Vacant housing units
Gadsden Independent School District Boundary	2000**	-	-	-
	2010	19,558	18,168	1,390
	2019*	22,947	20,327	2,620
	Trend			
Doña Ana County	2000	65,210	59,556	5,654
	2010	81,492	75,532	5,960
	2019*	87,897	77,842	10,055
	Trend			
Otero County	2000	29,272	22,984	6,288
	2010	30,992	24,464	6,528
	2019*	31,745	23,634	8,111
	Trend			
Anthony CCD	2000	8,028	7,347	681
	2010	9,487	8,739	748
	2019*	10,380	9,092	1,288
	Trend			
Fairacres CCD	2000	1,931	1,773	158
	2010	2,506	2,306	200
	2019*	2,681	2,354	327
	Trend			
South Dona Ana CCD	2000	7,272	6,730	542
	2010	8,644	8,086	558
	2019*	11,086	10,048	1,038
	Trend			
White Sands CCD	2000	715	474	241
	2010	584	474	110
	2019*	466	276	190
	Trend			
Southeast Otero CCD	2000	6,222	3,104	3,118
	2010	8,031	4,117	3,914
	2019*	7,649	3,594	4,055
	Trend			
Anthony City	2000	2,191	2,050	141
	2010	2,809	2,635	174
	2019*	2,956	2,715	241
	Trend			
Berino CDP	2000	*	*	*
	2010	389	364	25
	2019*	671	538	133
	Trend			

Source: U.S. Census

\*Source: American Community Survey 5-Year Estimates (2019)

\*\*data not available

Housing Occupancy (cont.)		Total housing units	Occupied housing units	Vacant housing units
Chamberino CDP	2000	*	*	*
	2010	327	298	29
	2019*	303	231	72
	Trend			
Chaparral CDP	2000	2,134	1,837	297
	2010	4,654	4,222	432
	2019*	5,122	4,331	791
	Trend			
La Mesa CDP	2000	*	*	*
	2010	298	273	25
	2019*	353	301	52
	Trend			
La Union CDP	2000	*	*	*
	2010	408	381	27
	2019*	397	349	48
	Trend			
Mesquite CDP	2000	270	259	11
	2010	353	335	18
	2019*	240	160	80
	Trend			
San Miguel CDP	2000	*	*	*
	2010	431	393	38
	2019*	407	365	42
	Trend			
Santa Teresa CDP	2000	985	942	43
	2010	1,552	1,479	73
	2019*	2,072	1,857	215
	Trend			
Sunland Park city	2000	3,579	3,335	244
	2010	4,060	3,884	176
	2019*	5,909	5,524	385
	Trend			
Vado CDP	2000	829	793	36
	2010	905	848	57
	2019*	927	846	81
	Trend			

Source: U.S. Census

\*Source: American Community Survey 5-Year Estimates (2019)

\*\*data not available

## Industry & Occupation

The table below (continued on the following page) illustrates the types of industry and occupation in the Gadsden Independent School District boundary and the areas it serves. 2019 estimates are calculated for the civilian employed population 16 years and over.

Industry & Occupation for the Civilian Employed Population 16 Years and Over, (2019 Estimates)	Gadsden Independent School District Boundary	Doña Ana County	Otero County	Anthony CCD	Fairacres CCD	South Dona Ana CCD	White Sands CCD	Southeast Otero CCD	Anthony City	Berino CDP
Total population	67,108	216,069	66,137	28,945	6,601	30,192	1,246	13,819	9,310	1,877
Civilian employed population, 16 years and over	23,996	88,305	23,336	10,675	2,277	12,054	374	3,579	3,528	656
<b>Industry</b>										
Agriculture, forestry, fishing and hunting, and mining	5.2%	2.9%	2.5%	6.2%	6.5%	4.6%	0.0%	4.9%	1.6%	13.0%
Construction	9.6%	6.7%	8.1%	8.3%	11.7%	9.9%	5.6%	14.5%	11.9%	5.5%
Manufacturing	8.0%	4.0%	1.9%	7.6%	2.8%	7.9%	1.9%	7.4%	8.6%	18.9%
Wholesale trade	2.2%	1.6%	1.2%	1.5%	1.9%	3.1%	2.4%	1.0%	1.3%	3.4%
Retail trade	11.1%	10.7%	12.7%	12.3%	17.1%	10.6%	4.8%	6.5%	13.6%	14.9%
Transportation and warehousing, and utilities	6.7%	4.9%	4.7%	5.4%	3.9%	7.6%	1.1%	10.6%	5.1%	4.0%
Information	0.9%	1.1%	1.8%	0.4%	0.6%	0.7%	0.0%	4.0%	0.4%	0.0%
Finance and insurance, and real estate and rental and leasing	3.1%	4.0%	5.2%	2.2%	4.6%	4.0%	2.1%	2.9%	0.6%	0.0%
Professional, scientific, and management, and administrative and waste management services	8.7%	10.5%	8.4%	9.6%	7.0%	6.9%	4.3%	10.6%	5.5%	11.9%
Educational services, and health care and social assistance	25.5%	29.5%	23.7%	25.2%	24.9%	25.9%	7.5%	22.9%	30.1%	11.3%
Arts, entertainment, and recreation, and accommodation and food services	10.7%	10.7%	12.9%	13.1%	3.6%	10.7%	5.9%	7.0%	14.0%	12.2%
Other services, except public administration	4.1%	5.4%	4.4%	3.8%	7.5%	3.4%	0.0%	5.6%	4.3%	2.4%
Public administration	4.1%	8.1%	12.5%	4.3%	8.1%	4.8%	64.4%	2.2%	3.0%	2.6%
<b>Occupation</b>										
Management, business, science, and arts occupations	22.7%	33.2%	27.9%	23.6%	43.5%	23.6%	39.0%	25.0%	21.5%	8.4%
Service occupations	24.7%	24.6%	25.2%	28.0%	14.2%	22.6%	9.1%	21.5%	28.4%	42.2%
Sales and office occupations	20.9%	22.4%	23.0%	17.2%	20.0%	24.3%	39.0%	16.4%	17.1%	16.6%
Natural resources, construction, and maintenance occupations	16.4%	10.2%	14.3%	15.6%	11.6%	15.2%	5.6%	21.8%	18.5%	20.9%
Production, transportation, and material moving occupations	15.4%	9.6%	9.6%	15.5%	10.8%	14.3%	7.2%	15.4%	14.4%	11.9%

Source: American Community Survey 5-Year Estimates (2019)

Industry & Occupation for the Civilian Employed Population 16 Years and Over, (2019 Estimates) (cont.)	Chamberino CDP	Chaparral CDP	La Mesa CDP	La Union CDP	Mesquite CDP	San Miguel CDP	Santa Teresa CDP	Sunland Park city	Vado CDP
Total population	625	14,437	638	994	408	978	5,515	978	5,515
Civilian employed population, 16 years and over	258	4,739	233	579	112	504	2,176	6,384	928
<b>Industry</b>									
Agriculture, forestry, fishing and hunting, and mining	11.2%	3.7%	0.0%	0.0%	0.0%	18.3%	2.0%	3.8%	16.4%
Construction	15.1%	10.1%	10.7%	17.4%	0.0%	3.4%	3.2%	13.1%	3.6%
Manufacturing	3.9%	7.3%	4.7%	9.7%	0.0%	0.0%	4.1%	9.7%	5.2%
Wholesale trade	3.5%	1.0%	0.0%	2.8%	17.0%	0.0%	6.7%	2.4%	0.0%
Retail trade	0.0%	9.4%	21.0%	0.0%	33.9%	3.2%	19.4%	9.7%	12.7%
Transportation and warehousing, and utilities	16.7%	5.7%	17.2%	14.0%	0.0%	11.1%	5.9%	7.7%	5.8%
Information	0.0%	2.4%	0.0%	0.0%	0.0%	0.0%	0.0%	1.2%	0.0%
Finance and insurance, and real estate and rental and leasing	3.9%	3.2%	0.0%	0.0%	0.0%	8.9%	6.2%	3.9%	0.0%
Professional, scientific, and management, and administrative and waste management services	8.1%	13.1%	9.4%	0.0%	0.0%	14.7%	8.2%	6.5%	19.8%
Educational services, and health care and social assistance	27.9%	26.8%	24.0%	42.0%	25.9%	25.6%	31.7%	22.2%	27.0%
Arts, entertainment, and recreation, and accommodation and food services	3.5%	8.4%	12.9%	4.7%	0.0%	8.9%	4.5%	12.4%	3.3%
Other services, except public administration	0.0%	5.8%	0.0%	6.0%	23.2%	1.8%	4.9%	2.2%	3.3%
Public administration	6.2%	3.0%	0.0%	3.5%	0.0%	4.2%	3.2%	5.2%	2.8%
<b>Occupation</b>									
Management, business, science, and arts occupations	27.5%	22.4%	13.7%	11.6%	25.9%	28.6%	34.6%	19.5%	16.5%
Service occupations	17.4%	27.3%	45.9%	21.9%	0.0%	28.8%	14.6%	22.6%	23.0%
Sales and office occupations	22.1%	16.6%	10.7%	30.7%	74.1%	13.9%	36.3%	21.4%	13.3%
Natural resources, construction, and maintenance occupations	24.4%	17.8%	13.7%	19.0%	0.0%	15.9%	6.8%	18.2%	25.0%
Production, transportation, and material moving occupations	8.5%	16.0%	15.9%	16.8%	0.0%	12.9%	7.7%	18.3%	22.3%

Source: American Community Survey 5-Year Estimates (2019)



## Financial Status

According to the U.S. Census Bureau, earnings come from a job (salary/wages) while income also includes payments such as "Social Security, pensions, child support, public assistance, annuities, money derived from rental properties, interest and dividends." The table below (continued on the following page) shows income, earnings, and poverty status in the ACS 2019 estimates.

Financial Status (2019 Estimates)	Gadsden Independent School District Boundary	Doña Ana County	Otero County	Anthony CCD	Fairacres CCD	South Dona Ana CCD	White Sands CCD	Southeast Otero CCD	Anthony City	Berino CDP
<b>Earnings</b>										
Population 16 years and over with earnings	27,145	99,844	30,527	11,592	2,947	13,181	702	5,014	3,774	688
Full-time, year-round workers with earnings	16,288	58,165	18,921	7,059	1,562	8,236	598	2,188	2,195	406
\$1 to \$9,999 or less	3.1%	2.3%	4.3%	3.6%	1.7%	2.8%	1.3%	3.4%	2.5%	0.0%
\$10,000 to \$14,999	9.3%	6.4%	6.6%	11.3%	7.7%	6.1%	2.5%	12.1%	13.0%	8.9%
\$15,000 to \$24,999	29.0%	22.9%	19.5%	31.4%	11.8%	26.3%	27.9%	27.1%	31.7%	49.8%
\$25,000 to \$34,999	20.5%	19.4%	20.1%	19.8%	15.6%	20.2%	35.5%	15.7%	18.8%	21.9%
\$35,000 to \$49,999	15.2%	16.9%	17.4%	13.6%	11.8%	16.3%	21.6%	15.2%	14.8%	4.2%
\$50,000 to \$64,999	10.6%	13.0%	15.0%	10.2%	12.8%	12.3%	4.7%	10.0%	15.4%	6.4%
\$65,000 to \$74,999	2.9%	3.8%	5.1%	3.1%	4.2%	2.6%	0.0%	3.8%	0.4%	0.0%
\$75,000 to \$99,999	5.2%	7.7%	6.7%	2.3%	16.6%	7.5%	4.2%	9.1%	3.5%	8.9%
\$100,000 or more	4.3%	7.7%	5.3%	4.6%	17.7%	5.8%	2.3%	3.8%	0.0%	0.0%
Median Earnings	\$19,791	\$22,025	\$23,755	\$18,388	\$27,792	\$22,094	\$27,324	\$15,869	\$16,664	\$19,050
<b>Household Income</b>										
Total Households	20,327	77,842	23,634	9,092	2,354	10,048	276	3,594	2,715	538
Less than \$10,000	12.9%	10.1%	9.8%	10.6%	3.2%	11.4%	5.1%	17.0%	15.5%	20.8%
\$10,000 to \$14,999	10.8%	7.4%	5.4%	13.3%	2.3%	8.8%	0.0%	7.2%	12.6%	8.9%
\$15,000 to \$24,999	19.4%	15.5%	13.1%	18.8%	10.5%	18.7%	8.3%	18.7%	23.8%	16.2%
\$25,000 to \$34,999	11.7%	11.3%	14.4%	11.5%	6.2%	11.9%	3.3%	13.6%	8.7%	8.0%
\$35,000 to \$49,999	13.2%	13.3%	15.1%	16.5%	13.7%	11.3%	15.2%	9.8%	14.2%	27.9%
\$50,000 to \$74,999	14.4%	16.3%	18.2%	13.1%	19.9%	15.4%	35.9%	13.6%	15.7%	11.0%
\$75,000 to \$99,999	7.6%	9.1%	9.8%	6.8%	8.9%	8.2%	21.4%	9.0%	3.8%	3.9%
\$100,000 to \$149,999	7.0%	10.6%	9.9%	7.5%	17.6%	10.0%	8.3%	7.8%	5.1%	3.3%
\$150,000 to \$199,999	2.0%	3.6%	2.9%	1.4%	7.8%	2.8%	0.0%	2.6%	0.3%	0.0%
\$200,000 or more	0.9%	2.7%	1.4%	0.4%	9.9%	1.5%	2.5%	0.8%	0.4%	0.0%
Median income (dollars)	\$30,794	\$40,973	\$41,988	\$30,700	\$67,286	\$34,269	\$56,250	\$29,927	\$23,948	\$28,750
<b>Poverty Status</b>										
% below poverty level	37.7%	26.4%	22.1%	40.5%	4.9%	32.1%	1.5%	34.2%	46.8%	28.6%
Under 18 years	51.0%	38.3%	31.0%	56.9%	8.7%	44.7%	0.0%	43.6%	59.5%	31.3%
18 to 64 years	32.1%	24.6%	20.9%	33.7%	4.6%	27.6%	2.4%	33.1%	39.5%	27.0%
65 years and over	31.4%	14.1%	13.5%	30.4%	4.0%	25.8%	0.0%	22.4%	44.2%	30.0%
<b>Unemployment Rate</b>										
Population 20 to 64 years	7.9%	7.1%	7.7%	7.4%	4.7%	7.1%	1.8%	10.8%	10.5%	2.3%

Source: American Community Survey 5-Year Estimates (2019)

Financial Status (2019 Estimates) (cont.)	Chamberino CDP	Chaparral CDP	La Mesa CDP	La Union CDP	Mesquite CDP	San Miguel CDP	Santa Teresa CDP	Sunland Park city	Vado CDP
<b>Earnings</b>									
Population 16 years and over with earnings	296	5,163	244	581	112	564	2,324	6,936	1,015
Full-time, year-round workers with earnings	195	3,100	134	429	86	365	1,456	4,442	692
\$1 to \$9,999 or loss	0.0%	3.7%	18.7%	6.5%	0.0%	3.8%	0.0%	3.4%	4.6%
\$10,000 to \$14,999	4.6%	9.3%	0.0%	11.9%	0.0%	3.0%	4.0%	6.0%	19.5%
\$15,000 to \$24,999	35.4%	35.8%	43.3%	39.4%	0.0%	11.8%	16.3%	30.3%	18.6%
\$25,000 to \$34,999	28.2%	22.9%	35.8%	21.9%	0.0%	12.3%	21.2%	21.0%	22.1%
\$35,000 to \$49,999	20.0%	12.1%	0.0%	6.3%	44.2%	35.6%	16.3%	16.2%	8.8%
\$50,000 to \$64,999	5.1%	5.4%	0.0%	7.9%	0.0%	19.5%	13.5%	10.1%	21.1%
\$65,000 to \$74,999	0.0%	3.6%	0.0%	0.0%	22.1%	0.0%	0.8%	3.7%	1.7%
\$75,000 to \$99,999	0.0%	3.1%	2.2%	4.4%	0.0%	3.6%	17.2%	5.1%	0.0%
\$100,000 or more	6.7%	4.1%	0.0%	1.6%	33.7%	10.4%	10.6%	4.2%	3.5%
Median Earnings	\$21,146	\$20,326	\$12,417	\$18,344	-	\$27,333	\$33,561	\$21,028	\$18,116
<b>Household Income</b>									
Total Households	231	4,331	301	349	160	365	1,857	5,524	846
Less than \$10,000	8.2%	16.0%	0.0%	7.2%	0.0%	3.8%	9.4%	15.7%	14.1%
\$10,000 to \$14,999	16.0%	14.7%	17.6%	1.1%	0.0%	16.2%	2.2%	10.0%	14.7%
\$15,000 to \$24,999	20.8%	19.7%	38.2%	27.2%	17.5%	12.9%	12.0%	21.5%	4.3%
\$25,000 to \$34,999	17.7%	13.4%	29.9%	2.6%	26.3%	2.2%	9.2%	13.5%	19.5%
\$35,000 to \$49,999	16.5%	6.9%	8.6%	29.2%	23.8%	4.9%	14.1%	9.0%	27.7%
\$50,000 to \$74,999	6.9%	15.7%	4.7%	20.1%	0.0%	20.3%	17.8%	12.3%	6.5%
\$75,000 to \$99,999	4.3%	8.6%	1.0%	2.6%	11.9%	17.5%	8.8%	8.1%	8.5%
\$100,000 to \$149,999	4.8%	2.9%	0.0%	9.7%	20.6%	13.7%	19.7%	7.1%	4.8%
\$150,000 to \$199,999	4.8%	1.8%	0.0%	0.0%	0.0%	5.5%	6.0%	1.4%	0.0%
\$200,000 or more	0.0%	0.3%	0.0%	0.3%	0.0%	3.0%	0.8%	1.4%	0.0%
Median income (dollars)	\$26,597	\$24,665	\$23,250	\$40,602	-	\$63,594	\$51,529	\$27,266	\$32,093
<b>Poverty Status</b>									
% below poverty level	30.6%	42.8%	16.8%	13.4%	0.0%	21.4%	25.3%	39.2%	47.9%
Under 18 years	51.9%	52.1%	0.0%	43.4%	0.0%	46.7%	33.6%	51.7%	80.1%
18 to 64 years	25.4%	37.2%	14.9%	9.9%	0.0%	13.8%	26.6%	32.9%	32.7%
65 years and over	16.5%	47.7%	25.2%	5.4%	0.0%	26.4%	2.2%	35.7%	25.6%
<b>Unemployment Rate</b>									
Population 20 to 64 years	4.3%	9.6%	0.0%	4.2%	0.0%	8.7%	5.7%	7.1%	10.0%

Source: American Community Survey 5-Year Estimates (2019)

## Computer / Internet Access

The tables below show the presence of a computer and/or internet subscription in households in the geographies served by the District, according to the 2019 ACS estimates. Percentages shown are based on total households.

% of Total Households with Internet/Computers (2019 Estimates)	Gadsden Independent School District Boundary	Doña Ana County	Otero County	Anthony CCD	Fairacres CCD	South Dona Ana CCD	White Sands CCD	Southeast Otero CCD	Anthony City	Berino CDP
Has a Computer	80.2%	86.8%	86.7%	76.9%	92.1%	83.4%	100.0%	82.5%	73.5%	73.2%
Has an Internet subscription	60.9%	72.6%	78.6%	54.6%	83.3%	66.1%	88.0%	72.3%	52.0%	49.8%
Has no Internet Subscription	19.3%	14.2%	8.1%	22.4%	8.7%	17.4%	12.0%	10.2%	21.5%	23.4%
Has no Computer	19.8%	13.2%	13.3%	23.1%	7.9%	16.6%	0.0%	17.5%	26.5%	26.8%

Source: American Community Survey 5-Year Estimates (2019)

% of Total Households with Internet/Computers (2019 Estimates) (cont.)	Chamberino CDP	Chaparral CDP	La Mesa CDP	La Union CDP	Mesquite CDP	San Miguel CDP	Santa Teresa CDP	Sunland Park city	Vado CDP
Has a Computer	54.1%	79.3%	60.8%	69.63%	56.25%	78.63%	94.51%	81.73%	74.47%
Has an Internet subscription	28.1%	61.3%	48.5%	51.86%	32.50%	66.30%	88.42%	60.35%	52.13%
Has no Internet Subscription	26.0%	18.0%	12.3%	17.77%	23.75%	12.33%	6.09%	21.38%	22.34%
Has no Computer	45.9%	20.7%	39.2%	30.37%	43.75%	21.37%	5.49%	18.27%	25.53%

Source: American Community Survey 5-Year Estimates (2019)

## School Enrollment

The tables below summarize the percentage of the population living within the Gadsden Independent School District boundary, by age group, enrolled in school; enrolled in public school; and enrolled in private school, based on U.S. Census American Community Survey (ACS) 5-Year Estimates. Home-schooled children are counted in the private school data. If anyone in these age groups had not attended any school in the 3 months before the survey was conducted, they were considered to not be enrolled in any school.

It should be noted that this data is not a survey of the students attending schools in the District; rather, it is based on monthly surveys sent out by the ACS to households in the District boundary. This survey data is then used to create the estimates shown in the table below.

**GADSDEN INDEPENDENT SCHOOL DISTRICT BOUNDARY**  
**% OF AGE GROUP ENROLLED IN SCHOOL**

Age Group	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	Trend
3-4	23.0%	27.4%	29.7%	30.7%	29.1%	36.9%	38.8%	43.5%	41.1%	46.3%	
5-9	93.8%	94.6%	96.3%	96.6%	95.6%	96.3%	96.5%	96.7%	96.4%	96.5%	
10-14	99.1%	99.4%	99.7%	99.5%	100.0%	99.7%	99.8%	99.8%	99.6%	99.2%	
15-17	94.1%	95.6%	96.7%	96.8%	96.7%	97.8%	96.0%	96.4%	95.4%	95.0%	
18-19	71.1%	68.8%	68.6%	64.8%	68.4%	78.1%	78.8%	75.7%	81.4%	75.7%	

Source: U.S. Census American Community Survey 5-Year Estimates 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019

**GADSDEN INDEPENDENT SCHOOL DISTRICT BOUNDARY**  
**% OF AGE GROUP ENROLLED IN PUBLIC SCHOOL**

Age Group	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	Trend
3-4	95.5%	98.2%	100.0%	100.0%	100.0%	100.0%	100.0%	97.2%	97.6%	95.6%	
5-9	96.4%	96.9%	97.1%	97.5%	97.7%	98.4%	98.4%	97.8%	97.8%	97.5%	
10-14	98.2%	98.3%	98.1%	98.8%	99.0%	98.7%	98.3%	97.3%	97.3%	97.4%	
15-17	98.6%	99.7%	99.5%	99.0%	98.1%	98.2%	98.0%	97.4%	97.3%	96.4%	
18-19	96.9%	97.5%	99.1%	98.6%	98.7%	99.3%	98.5%	97.2%	98.1%	98.1%	

Source: U.S. Census American Community Survey 5-Year Estimates 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019

**GADSDEN INDEPENDENT SCHOOL DISTRICT BOUNDARY**  
**% OF AGE GROUP ENROLLED IN PRIVATE SCHOOL**

Age Group	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	Trend
3-4	4.5%	1.8%	0.0%	0.0%	0.0%	0.0%	0.0%	2.8%	2.4%	4.4%	
5-9	3.6%	3.1%	2.9%	2.5%	2.3%	1.6%	1.6%	2.2%	2.2%	2.5%	
10-14	1.8%	1.7%	1.9%	1.2%	1.0%	1.3%	1.7%	2.7%	2.7%	2.6%	
15-17	1.4%	0.3%	0.5%	1.0%	1.9%	1.8%	2.0%	2.6%	2.7%	3.6%	
18-19	3.1%	2.5%	0.9%	1.4%	1.3%	0.7%	1.5%	2.8%	1.9%	1.9%	

Source: U.S. Census American Community Survey 5-Year Estimates 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019



## GENERAL DEMOGRAPHICS

The following information represents block group estimates created from market research and U.S. Census data obtained from the Environmental Systems Research Institute [ESRI]. ESRI provides a yearly update to their demographic data in increments of five years. To make updates to their demographic data set, they use American Community Survey [ACS] data that takes a series of monthly sample surveys but only from areas with populations of 65,000 or more. One year of ACS data is a period estimate as a twelve-month average, rather than a single point in time.

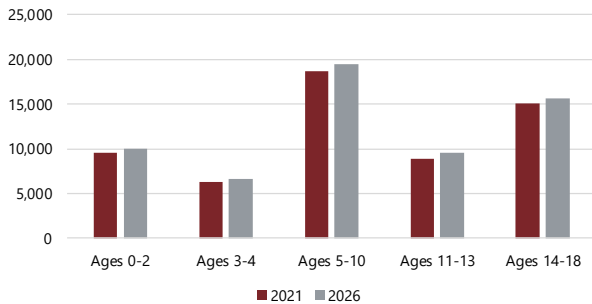
According to the ESRI estimates, the total population of Doña Ana and Otero counties is estimated to increase over the next five years. As illustrated in the table below, the number of children, ages 5-18, is estimated to increase by 2,125 children, or approximately 5 percent in Doña Ana County and by 554 children, or approximately 5 percent in Otero County.

**DOÑA ANA COUNTY  
POPULATION ESTIMATES**

Age	2021	2026	Change	% Change
Ages 0-2	9,583	10,055	472	5%
Ages 3-4	6,306	6,581	275	4%
Ages 5-10	18,624	19,443	819	4%
Ages 11-13	8,896	9,583	687	8%
Ages 14-18	15,016	15,635	619	4%
<b>Ages 5-18</b>	<b>42,536</b>	<b>44,661</b>	<b>2,125</b>	<b>5%</b>
<b>Total Population</b>	<b>230,328</b>	<b>240,285</b>	<b>9,957</b>	<b>4%</b>

Source: ESRI BIS

**DOÑA ANA COUNTY  
POPULATION ESTIMATES**

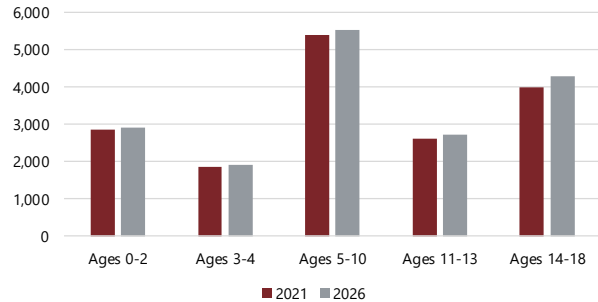


**OTERO COUNTY  
POPULATION ESTIMATES**

Age	2021	2026	Change	% Change
Ages 0-2	2,857	2,916	59	2%
Ages 3-4	1,864	1,917	53	3%
Ages 5-10	5,391	5,538	147	3%
Ages 11-13	2,612	2,728	116	4%
Ages 14-18	3,995	4,286	291	7%
<b>Ages 5-18</b>	<b>11,998</b>	<b>12,552</b>	<b>554</b>	<b>5%</b>
<b>Total Population</b>	<b>69,124</b>	<b>70,793</b>	<b>1,669</b>	<b>2%</b>

Source: ESRI BIS

**OTERO COUNTY  
POPULATION ESTIMATES**

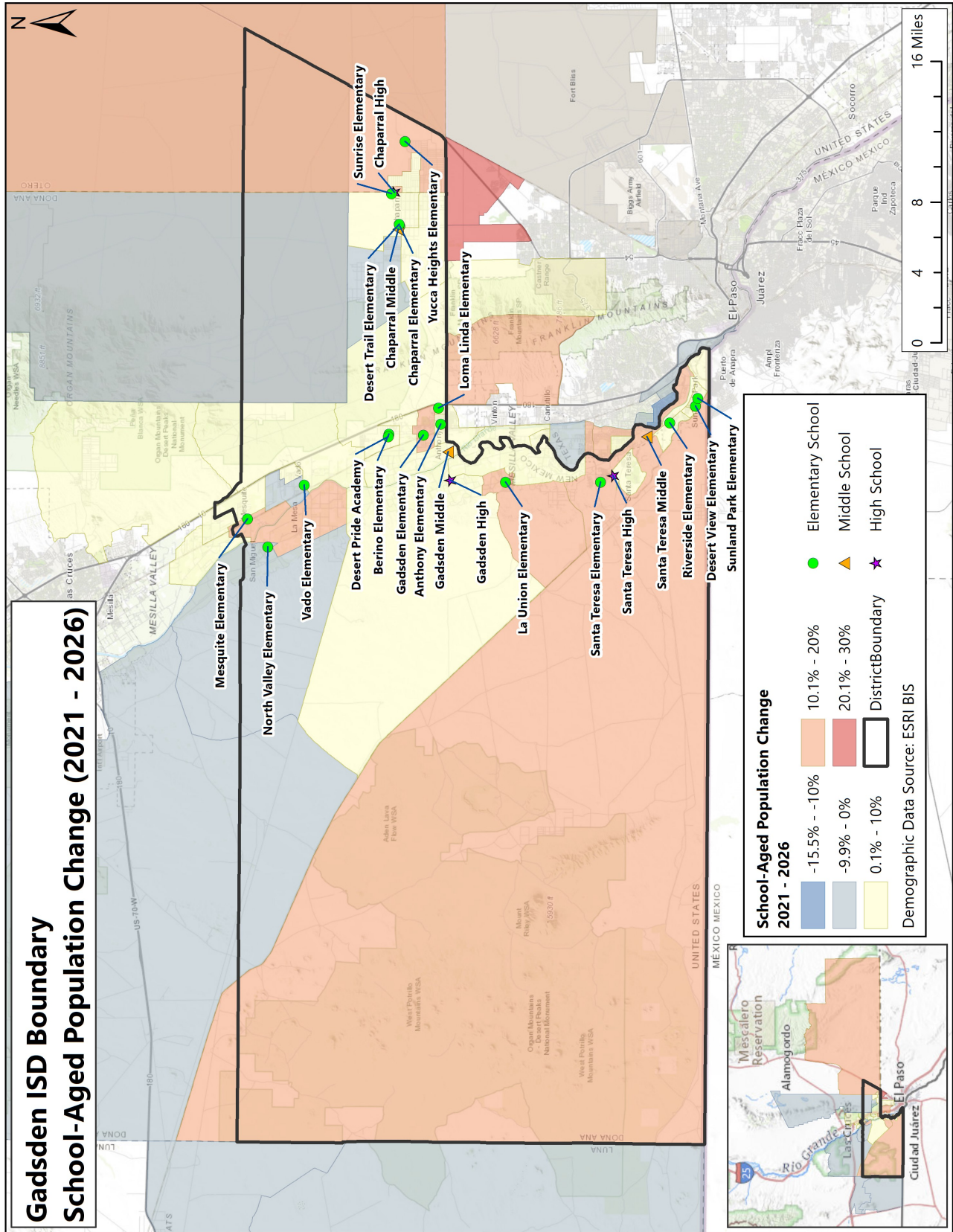


## **GADSDEN INDEPENDENT SCHOOL DISTRICT BOUNDARY ESTIMATED SCHOOL-AGED POPULATION CHANGE 2021-2026**

The map on the following page shows school-aged population change in the U.S. Census block groups within / around the Gadsden Independent School District boundary. Population changes are based on 2021 and 2026 estimates.

A block group is defined by the U.S. Census Bureau as, "a statistical district of a census tract, generally defined to contain between 600 and 3,000 people and 240 and 1,200 housing units, and the smallest geographic unit for which the Census Bureau tabulates sample data."

# Gadsden ISD Boundary School-Aged Population Change (2021 - 2026)

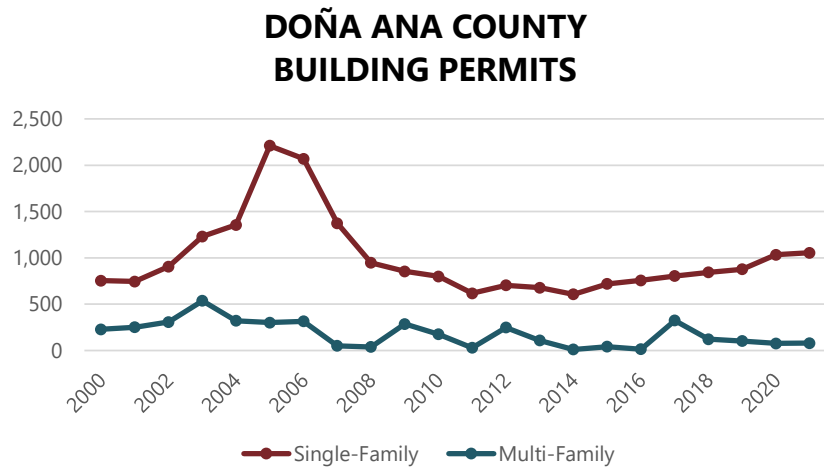


## HOUSING DATA

Housing development and building permits are tracked to determine their effect on student enrollment. The table and graph below illustrate the number of single- and multi-family building permits issued in Doña Ana County since 2000.

### BUILDING PERMITS DOÑA ANA COUNTY

Year	Single-Family	Multi-Family
2000	754	228
2001	744	250
2002	906	307
2003	1,231	536
2004	1,355	320
2005	2,211	300
2006	2,070	315
2007	1,374	50
2008	947	38
2009	854	285
2010	799	175
2011	616	28
2012	703	248
2013	677	107
2014	606	11
2015	719	41
2016	757	13
2017	803	323
2018	843	122
2019	876	102
2020	1,033	76
2021*	1,055	79



Source: SOCDs Building Permits Database

\*preliminary through October 2021



## RESIDENT LIVE BIRTH DATA

Utilization of resident live birth data is recommended when projecting future kindergarten enrollments. This data provides a helpful overall trend. Large bubbles in birth counts, either up or down, can also be planned for or anticipated by the District.

In addition, the live birth counts are used in determining a birth-to-kindergarten and birth-to-first grade survival ratio. This ratio identifies the percentage of children born in a representative area who attend kindergarten and first grade in the District five and six years later. The survival ratios for birth-to-kindergarten, birth-to-first grade, as well as grades 1-8 can be found on pages 29 and 46 of this report.

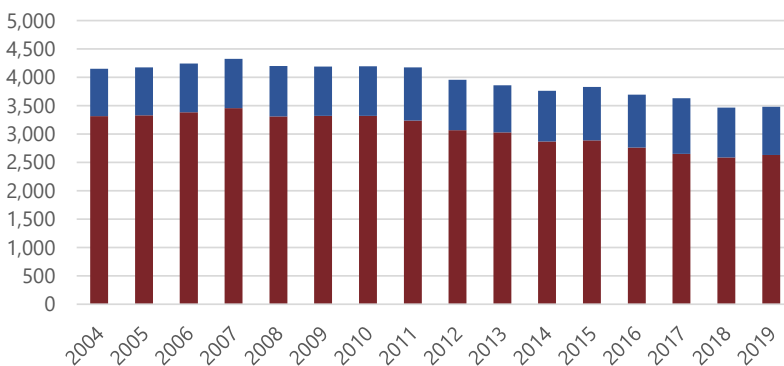
Data is arranged by the residence of the mother. For example, if a mother lives in Doña Ana County but delivers her baby in Luna County, the birth is counted in Doña Ana County. Live birth counts are different from live birth rates. The live birth count is simply the actual number of live births. A birth rate is the number of births per 1,000 women in a specified population group.

The table and graph include the resident live birth counts for Doña Ana County and Otero County.

### RESIDENT LIVE BIRTH COUNTS

Year	Doña Ana County	Otero County
2004	3315	839
2005	3331	846
2006	3385	857
2007	3460	866
2008	3310	889
2009	3323	869
2010	3323	874
2011	3240	934
2012	3071	888
2013	3029	830
2014	2870	893
2015	2892	940
2016	2765	932
2017	2650	982
2018	2587	882
2019	2631	852

### RESIDENT LIVE BIRTH COUNTS DOÑA ANA COUNTY



Source: New Mexico Department of Health

# TRANSFERS IN/OUT

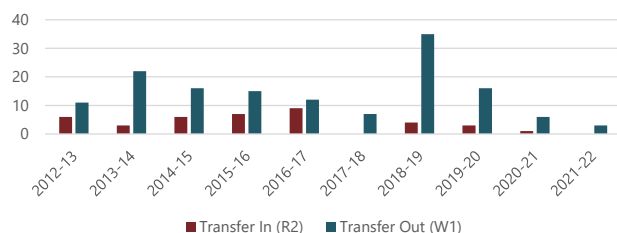
The table and graphs below show transfers into and out of Chaparral Middle and Gadsden Middle.

**Transfers In/Out - Chaparral Middle**

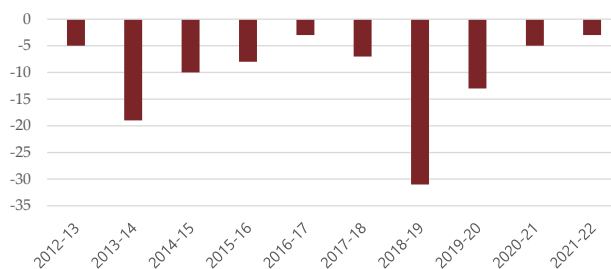
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Transfer In (R2)	6	3	6	7	9	0	4	3	1	0
Transfer Out (W1)	11	22	16	15	12	7	35	16	6	3
<b>+/- Students</b>	<b>-5</b>	<b>-19</b>	<b>-10</b>	<b>-8</b>	<b>-3</b>	<b>-7</b>	<b>-31</b>	<b>-13</b>	<b>-5</b>	<b>-3</b>

Source: Gadsden Independent School District

**GADSDEN INDEPENDENT SCHOOL DISTRICT TRANSFERS IN/OUT - CHAPARRAL MIDDLE**



**GADSDEN INDEPENDENT SCHOOL DISTRICT +/- STUDENTS**

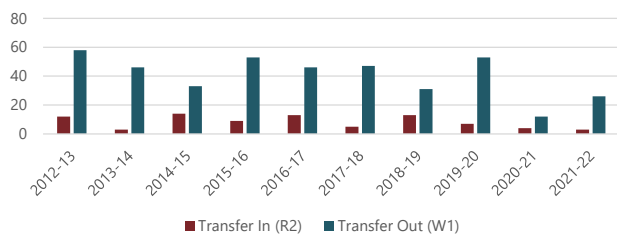


**Transfers In/Out - Gadsden Middle**

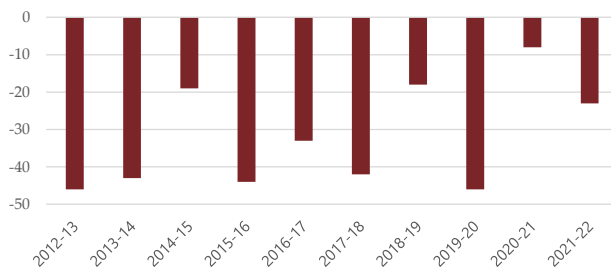
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Transfer In (R2)	12	3	14	9	13	5	13	7	4	3
Transfer Out (W1)	58	46	33	53	46	47	31	53	12	26
<b>+/- Students</b>	<b>-46</b>	<b>-43</b>	<b>-19</b>	<b>-44</b>	<b>-33</b>	<b>-42</b>	<b>-18</b>	<b>-46</b>	<b>-8</b>	<b>-23</b>

Source: Gadsden Independent School District

**GADSDEN INDEPENDENT SCHOOL DISTRICT TRANSFERS IN/OUT - GADSDEN MIDDLE**



**GADSDEN INDEPENDENT SCHOOL DISTRICT +/- STUDENTS**



## SURVIVAL RATIOS—CHAPARRAL MIDDLE

The chart below demonstrates the ten-year changes in enrollment as students move through the system. Percentages greater than 100 indicate that there are more students than there were in the previous grade the previous year. In other words, there was an increase in student population where new students were added to the system. Percentages less than 100 indicate that there was decline or students left the system. If the exact number of students in 1st grade during the 2014-15 school year were present in 2nd grade for the 2015-16 school year, the survival ratio would be 100 percent.

Birth-to-Kindergarten and Birth-to-First Grade: This ratio indicates the number of children born in the area who attend kindergarten and first grade in the district five and six years later. What is important to note is the trend in survival ratios, not necessarily the actual number.

The following table illustrates the historical survival ratios in Chaparral Middle and the elementary schools that feed into it over the past ten years by grade level.

**Survival Ratios - Chaparral Middle & Feeder Elementaries**

from	to	Birth to K	K to 1	Birth to 1	1 to 2	2 to 3	3 to 4	4 to 5	5 to 6	6 to 7	7 to 8
2012	2013	7.38%	95.08%	7.14%	107.91%	98.06%	106.83%	102.36%	100.00%	104.18%	97.12%
2013	2014	7.28%	99.35%	7.34%	96.76%	96.33%	98.68%	92.26%	94.72%	91.76%	88.29%
2014	2015	6.27%	103.93%	7.56%	100.00%	104.01%	103.11%	103.33%	104.01%	104.88%	104.69%
2015	2016	6.80%	106.84%	6.70%	94.64%	99.03%	96.78%	98.32%	99.68%	99.30%	98.01%
2016	2017	6.69%	101.76%	6.92%	98.58%	105.33%	101.64%	96.35%	99.32%	103.56%	98.23%
2017	2018	6.89%	99.25%	6.64%	89.97%	102.17%	97.47%	100.32%	98.62%	106.53%	100.63%
2018	2019	6.40%	94.36%	6.50%	98.86%	96.54%	100.71%	99.35%	97.43%	100.35%	100.97%
2019	2020	5.43%	105.81%	6.78%	101.59%	101.54%	104.38%	98.95%	101.31%	102.31%	104.53%
2020	2021	7.65%	112.50%	6.11%	104.71%	103.53%	103.79%	100.38%	103.55%	101.94%	99.68%
<b>mean simple all years</b>		<b>6.76%</b>	<b>102.10%</b>	<b>6.85%</b>	<b>99.22%</b>	<b>100.73%</b>	<b>101.49%</b>	<b>99.07%</b>	<b>99.85%</b>	<b>101.64%</b>	<b>99.13%</b>
<b>std. dev. simple all years</b>		<b>0.67%</b>	<b>5.84%</b>	<b>0.44%</b>	<b>5.30%</b>	<b>3.34%</b>	<b>3.39%</b>	<b>3.29%</b>	<b>2.90%</b>	<b>4.33%</b>	<b>4.87%</b>
<b>mean simple 5 years</b>		<b>6.61%</b>	<b>102.74%</b>	<b>6.59%</b>	<b>98.74%</b>	<b>101.82%</b>	<b>101.60%</b>	<b>99.07%</b>	<b>100.04%</b>	<b>102.94%</b>	<b>100.81%</b>
<b>std. dev. simple 5 years</b>		<b>0.81%</b>	<b>6.86%</b>	<b>0.31%</b>	<b>5.49%</b>	<b>3.29%</b>	<b>2.76%</b>	<b>1.64%</b>	<b>2.41%</b>	<b>2.31%</b>	<b>2.34%</b>
<b>mean simple 3 years</b>		<b>6.50%</b>	<b>104.22%</b>	<b>6.46%</b>	<b>101.72%</b>	<b>100.54%</b>	<b>102.96%</b>	<b>99.56%</b>	<b>100.76%</b>	<b>101.53%</b>	<b>101.72%</b>
<b>std. dev. simple 3 years</b>		<b>1.12%</b>	<b>9.17%</b>	<b>0.34%</b>	<b>2.93%</b>	<b>3.60%</b>	<b>1.97%</b>	<b>0.74%</b>	<b>3.10%</b>	<b>1.04%</b>	<b>2.51%</b>
<b>mean simple 2 years</b>		<b>6.54%</b>	<b>109.15%</b>	<b>6.44%</b>	<b>103.15%</b>	<b>102.53%</b>	<b>104.09%</b>	<b>99.66%</b>	<b>102.43%</b>	<b>102.12%</b>	<b>102.10%</b>
<b>std. dev. simple 2 years</b>		<b>1.57%</b>	<b>4.73%</b>	<b>0.47%</b>	<b>2.20%</b>	<b>1.41%</b>	<b>0.42%</b>	<b>1.01%</b>	<b>1.58%</b>	<b>0.26%</b>	<b>3.43%</b>
<b>mean weighted all years</b>		<b>6.72%</b>	<b>104.90%</b>	<b>6.56%</b>	<b>100.33%</b>	<b>101.54%</b>	<b>102.19%</b>	<b>99.45%</b>	<b>100.85%</b>	<b>102.14%</b>	<b>100.73%</b>
<b>std. dev. weighted all years</b>		<b>0.88%</b>	<b>6.91%</b>	<b>0.40%</b>	<b>4.89%</b>	<b>2.91%</b>	<b>2.75%</b>	<b>1.85%</b>	<b>2.64%</b>	<b>2.59%</b>	<b>3.14%</b>
<b>mean weighted 5 years</b>		<b>6.87%</b>	<b>107.56%</b>	<b>6.38%</b>	<b>102.20%</b>	<b>102.15%</b>	<b>103.15%</b>	<b>99.78%</b>	<b>101.84%</b>	<b>102.15%</b>	<b>101.09%</b>
<b>std. dev. weighted 5 years</b>		<b>1.06%</b>	<b>7.06%</b>	<b>0.34%</b>	<b>4.14%</b>	<b>2.55%</b>	<b>2.01%</b>	<b>0.96%</b>	<b>2.44%</b>	<b>1.40%</b>	<b>2.33%</b>
<b>mean weighted 3 years</b>		<b>7.21%</b>	<b>110.61%</b>	<b>6.24%</b>	<b>103.93%</b>	<b>102.91%</b>	<b>103.77%</b>	<b>100.09%</b>	<b>102.91%</b>	<b>101.94%</b>	<b>100.58%</b>
<b>std. dev. weighted 3 years</b>		<b>1.05%</b>	<b>5.08%</b>	<b>0.32%</b>	<b>1.91%</b>	<b>1.83%</b>	<b>0.81%</b>	<b>0.69%</b>	<b>1.71%</b>	<b>0.43%</b>	<b>2.25%</b>
<b>mean weighted 2 years</b>		<b>7.55%</b>	<b>112.18%</b>	<b>6.14%</b>	<b>104.56%</b>	<b>103.43%</b>	<b>103.82%</b>	<b>100.31%</b>	<b>103.44%</b>	<b>101.95%</b>	<b>99.91%</b>
<b>std. dev. weighted 2 years</b>		<b>0.67%</b>	<b>2.02%</b>	<b>0.20%</b>	<b>0.94%</b>	<b>0.60%</b>	<b>0.18%</b>	<b>0.43%</b>	<b>0.67%</b>	<b>0.11%</b>	<b>1.46%</b>

# CHAPARRAL MIDDLE & FEEDER ELEMENTARIES HISTORICAL ENROLLMENT

As indicated in the tables below, over the past ten years, student enrollment in Chaparral Middle and the elementary schools that feed into it has decreased by 184 students.

**Historical Enrollment - Chaparral Middle & Feeder Elementaries**

Grade	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
PK	83	63	59	64	56	39	38	42	0	0
K	325	310	305	263	284	265	266	241	208	283
1	278	309	308	317	281	289	263	251	255	234
2	310	300	299	308	300	277	260	260	255	267
3	278	304	289	311	305	316	283	251	264	264
4	296	297	300	298	301	310	308	285	262	274
5	279	303	274	310	293	290	311	306	282	263
6	287	279	287	285	309	291	286	303	310	292
7	278	299	256	301	283	320	310	287	310	316
8	272	270	264	268	295	278	322	313	300	309
<b>Grand Total</b>	<b>2,686</b>	<b>2,734</b>	<b>2,641</b>	<b>2,725</b>	<b>2,707</b>	<b>2,675</b>	<b>2,647</b>	<b>2,539</b>	<b>2,446</b>	<b>2,502</b>

Source: New Mexico Department of Education

**Historical Enrollment - Chaparral Middle & Feeder Elementaries**

Grade	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
PK	83	63	59	64	56	39	38	42	0	0
K - 6	2,053	2,102	2,062	2,092	2,073	2,038	1,977	1,897	1,836	1,877
7 - 8	550	569	520	569	578	598	632	600	610	625
<b>Grand Total</b>	<b>2,686</b>	<b>2,734</b>	<b>2,641</b>	<b>2,725</b>	<b>2,707</b>	<b>2,675</b>	<b>2,647</b>	<b>2,539</b>	<b>2,446</b>	<b>2,502</b>

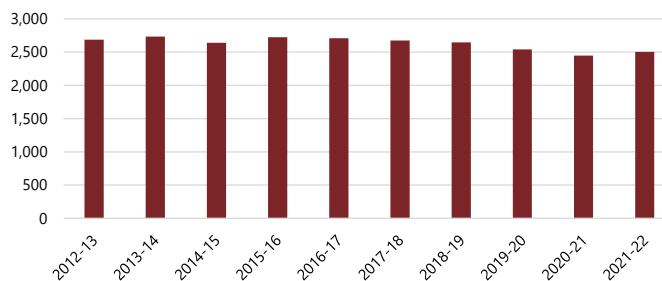
Source: New Mexico Department of Education

**Historical Enrollment - by School**

School	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Trend
Chaparral Elementary	755	742	720	734	546	513	498	481	427	432	
Desert Trail Elementary	867	920	928	944	548	515	503	469	451	413	
Sunrise Elementary	514	503	473	478	467	427	423	405	392	387	
Yucca Heights Elementary	0	0	0	0	568	622	591	584	566	645	
Chaparral Middle	550	569	520	569	578	598	632	600	610	625	
<b>Total</b>	<b>2,686</b>	<b>2,734</b>	<b>2,641</b>	<b>2,725</b>	<b>2,707</b>	<b>2,675</b>	<b>2,647</b>	<b>2,539</b>	<b>2,446</b>	<b>2,502</b>	

Source: New Mexico Department of Education

**HISTORICAL ENROLLMENT -  
CHAPARRAL MIDDLE & FEEDER ELEMENTARIES**



The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

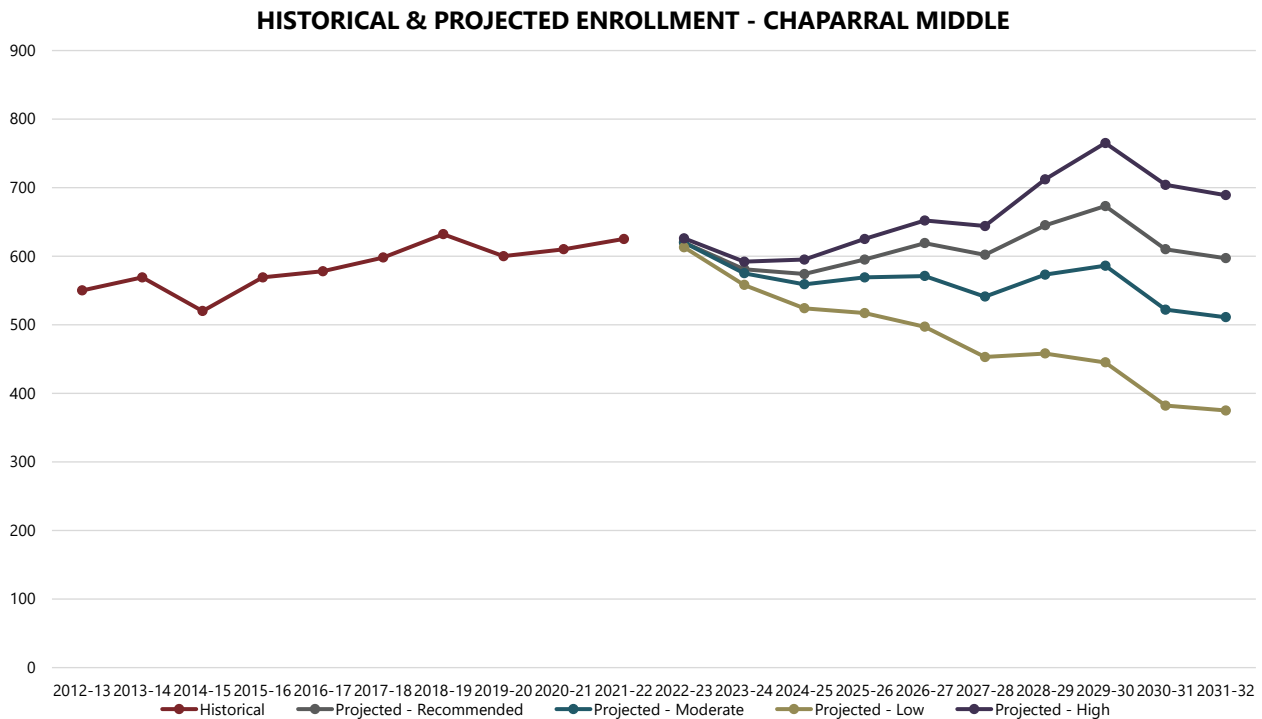


## PROJECTED ENROLLMENT—CHAPARRAL MIDDLE

Cooperative Strategies developed low, moderate, high, and recommended enrollment projections for Chaparral Middle. The moderate enrollment projections are based on a selected average or weighted average of survival ratios (in this case, a 5-year simple average, by school). The low and high enrollment projections are developed using statistical distributional theory, providing the District with a more conservative (low) and more liberal (high) enrollment projection. The recommended enrollment projection is based on a detailed analysis of historical enrollment and resulting survival ratios over the past 10 years, by school. Significant shifts in survival ratio patterns are realized and accounted for in determining projection ratios independently for each grade level. The recommended illustrates the most likely direction of the District based on more recent trends.

The range of enrollment projections from low (conservative) to high (liberal) are offered due to the limitations of the cohort survival method in factoring changes to policies, program offerings, and future changes in housing and migration patterns. For example, the low enrollment projection might be used if housing declines significantly more than anticipated; the high enrollment projection might be used if housing growth increases at a more rapid rate than seen in recent years.

It should be noted that the actual live birth counts are available through 2019 and project kindergarten enrollment through 2024-25. To project kindergarten through 2031-32, a simple average of the last 3 years of live birth counts was used.



# CHAPARRAL MIDDLE & FEEDER ELEMENTARIES PROJECTED ENROLLMENT—RECOMMENDED

Based on the recommended projected enrollment, student enrollment in Chaparral Middle and the elementary schools that feed into it is projected to decrease from 2,502 in the 2021-22 school year to 2,474 students in the 2031-32 school year.

**Projected Enrollment - Recommended - Chaparral Middle & Feeder Elementaries**

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	249	238	239	242	242	242	242	242	242	242
1	296	260	249	249	253	253	253	253	253	253
2	235	297	260	249	249	253	253	253	253	253
3	279	248	315	275	262	263	267	267	267	267
4	281	294	264	336	290	278	279	283	283	283
5	277	284	299	267	340	294	280	282	285	285
6	271	285	290	308	275	350	302	289	289	294
7	301	278	294	299	317	283	360	310	297	298
8	319	303	280	296	302	319	285	363	313	299
<b>Grand Total</b>	<b>2,508</b>	<b>2,487</b>	<b>2,490</b>	<b>2,521</b>	<b>2,530</b>	<b>2,535</b>	<b>2,521</b>	<b>2,542</b>	<b>2,482</b>	<b>2,474</b>

Source: Cooperative Strategies

**Projected Enrollment - Recommended - Chaparral Middle & Feeder Elementaries**

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K - 6	1,888	1,906	1,916	1,926	1,911	1,933	1,876	1,869	1,872	1,877
7 - 8	620	581	574	595	619	602	645	673	610	597
<b>Grand Total</b>	<b>2,508</b>	<b>2,487</b>	<b>2,490</b>	<b>2,521</b>	<b>2,530</b>	<b>2,535</b>	<b>2,521</b>	<b>2,542</b>	<b>2,482</b>	<b>2,474</b>

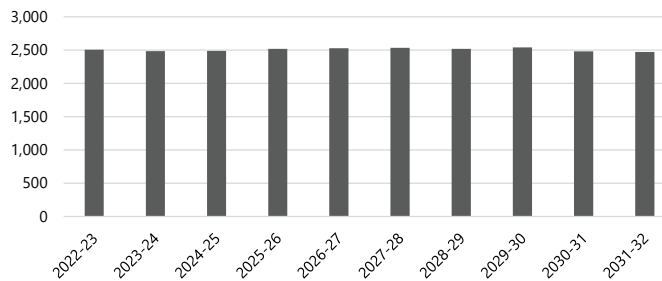
Source: Cooperative Strategies

**Projected Enrollment - Recommended - by School**

School	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	Trend
Chaparral Elementary	428	423	427	418	418	424	418	417	417	418	
Desert Trail Elementary	405	397	404	411	411	423	418	416	417	418	
Sunrise Elementary	380	380	373	383	365	371	366	365	366	367	
Yucca Heights Elementary	675	706	712	714	717	715	674	671	672	674	
Chaparral Middle	620	581	574	595	619	602	645	673	610	597	
<b>Total</b>	<b>2,508</b>	<b>2,487</b>	<b>2,490</b>	<b>2,521</b>	<b>2,530</b>	<b>2,535</b>	<b>2,521</b>	<b>2,542</b>	<b>2,482</b>	<b>2,474</b>	

Source: Cooperative Strategies

**PROJECTED ENROLLMENT - RECOMMENDED -  
CHAPARRAL MIDDLE & FEEDER ELEMENTARIES**



The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

# CHAPARRAL MIDDLE & FEEDER ELEMENTARIES PROJECTED ENROLLMENT—MODERATE

Based on the moderate projected enrollment, student enrollment in the Chaparral Middle and the elementary schools that feed into it is projected to decrease from 2,502 in the 2021-22 school year to 2,215 students in the 2031-32 school year.

**Projected Enrollment - Moderate - Chaparral Middle & Feeder Elementaries**

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	240	230	231	233	233	233	233	233	233	233
1	292	247	237	238	240	240	240	240	240	240
2	233	290	246	234	236	239	239	239	239	239
3	271	237	298	250	238	238	243	243	243	243
4	271	276	243	305	256	245	247	249	249	249
5	274	271	276	243	305	255	245	245	249	249
6	264	277	274	277	247	309	258	246	248	251
7	301	272	285	282	286	253	318	266	254	255
8	319	303	274	287	285	288	255	320	268	256
<b>Grand Total</b>	<b>2,465</b>	<b>2,403</b>	<b>2,364</b>	<b>2,349</b>	<b>2,326</b>	<b>2,300</b>	<b>2,278</b>	<b>2,281</b>	<b>2,223</b>	<b>2,215</b>

Source: Cooperative Strategies

**Projected Enrollment - Moderate - Chaparral Middle & Feeder Elementaries**

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K - 6	1,845	1,828	1,805	1,780	1,755	1,759	1,705	1,695	1,701	1,704
7 - 8	620	575	559	569	571	541	573	586	522	511
<b>Grand Total</b>	<b>2,465</b>	<b>2,403</b>	<b>2,364</b>	<b>2,349</b>	<b>2,326</b>	<b>2,300</b>	<b>2,278</b>	<b>2,281</b>	<b>2,223</b>	<b>2,215</b>

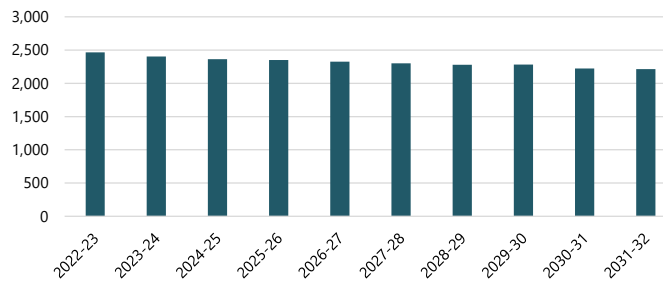
Source: Cooperative Strategies

**Projected Enrollment - Moderate - by School**

School	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	Trend
Chaparral Elementary	419	408	406	391	384	385	378	376	378	378	
Desert Trail Elementary	393	376	377	376	372	377	369	367	368	369	
Sunrise Elementary	371	364	353	355	338	339	333	331	332	333	
Yucca Heights Elementary	662	680	669	658	661	658	625	621	623	624	
Chaparral Middle	620	575	559	569	571	541	573	586	522	511	
<b>Total</b>	<b>2,465</b>	<b>2,403</b>	<b>2,364</b>	<b>2,349</b>	<b>2,326</b>	<b>2,300</b>	<b>2,278</b>	<b>2,281</b>	<b>2,223</b>	<b>2,215</b>	

Source: Cooperative Strategies

**PROJECTED ENROLLMENT - MODERATE -  
CHAPARRAL MIDDLE & FEEDER ELEMENTARIES**



The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

# CHAPARRAL MIDDLE & FEEDER ELEMENTARIES PROJECTED ENROLLMENT—LOW

Based on the low projected enrollment, student enrollment in the Chaparral Middle and the elementary schools that feed into it is projected to decrease from 2,502 in the 2021-22 school year to 1,791 students in the 2031-32 school year.

**Projected Enrollment - Low- Chaparral Middle & Feeder Elementaries**

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	225	215	215	219	219	219	219	219	219	219
1	280	223	211	213	215	215	215	215	215	215
2	225	269	212	203	203	206	206	206	206	206
3	259	217	262	206	197	198	200	200	200	200
4	263	255	216	260	203	194	195	198	198	198
5	266	255	246	210	252	197	188	190	192	192
6	256	259	249	240	204	246	191	184	185	186
7	298	261	264	254	244	209	250	196	187	188
8	315	297	260	263	253	244	208	249	195	187
<b>Grand Total</b>	<b>2,387</b>	<b>2,251</b>	<b>2,135</b>	<b>2,068</b>	<b>1,990</b>	<b>1,928</b>	<b>1,872</b>	<b>1,857</b>	<b>1,797</b>	<b>1,791</b>

Source: Cooperative Strategies

**Projected Enrollment - Low- Chaparral Middle & Feeder Elementaries**

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K - 6	1,774	1,693	1,611	1,551	1,493	1,475	1,414	1,412	1,415	1,416
7 - 8	613	558	524	517	497	453	458	445	382	375
<b>Grand Total</b>	<b>2,387</b>	<b>2,251</b>	<b>2,135</b>	<b>2,068</b>	<b>1,990</b>	<b>1,928</b>	<b>1,872</b>	<b>1,857</b>	<b>1,797</b>	<b>1,791</b>

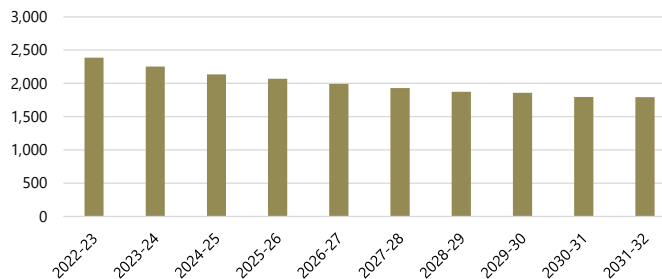
Source: Cooperative Strategies

**Projected Enrollment - Low - by School**

School	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	Trend
Chaparral Elementary	409	387	375	355	345	342	332	331	333	333	
Desert Trail Elementary	377	349	336	328	316	315	307	307	307	307	
Sunrise Elementary	360	340	319	320	299	298	291	291	291	291	
Yucca Heights Elementary	628	617	581	548	533	520	484	483	484	485	
Chaparral Middle	613	558	524	517	497	453	458	445	382	375	
<b>Total</b>	<b>2,387</b>	<b>2,251</b>	<b>2,135</b>	<b>2,068</b>	<b>1,990</b>	<b>1,928</b>	<b>1,872</b>	<b>1,857</b>	<b>1,797</b>	<b>1,791</b>	

Source: Cooperative Strategies

**PROJECTED ENROLLMENT - LOW- CHAPARRAL  
MIDDLE & FEEDER ELEMENTARIES**



The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.



# CHAPARRAL MIDDLE & FEEDER ELEMENTARIES PROJECTED ENROLLMENT—HIGH

Based on the high projected enrollment, student enrollment in the Chaparral Middle and the elementary schools that feed into it is projected to increase from 2,502 in the 2021-22 school year to 2,729 students in the 2031-32 school year.

**Projected Enrollment - High - Chaparral Middle & Feeder Elementaries**

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	255	245	245	248	248	248	248	248	248	248
1	304	274	261	262	266	266	266	266	266	266
2	241	313	281	269	270	273	273	273	273	273
3	283	257	335	300	286	288	291	291	291	291
4	282	298	272	357	319	305	306	310	310	310
5	282	290	307	281	369	329	314	315	319	319
6	273	294	302	320	294	387	344	328	328	333
7	304	283	307	313	333	305	401	357	341	342
8	322	309	288	312	319	339	311	408	363	347
<b>Grand Total</b>	<b>2,546</b>	<b>2,563</b>	<b>2,598</b>	<b>2,662</b>	<b>2,704</b>	<b>2,740</b>	<b>2,754</b>	<b>2,796</b>	<b>2,739</b>	<b>2,729</b>

Source: Cooperative Strategies

**Projected Enrollment - High - Chaparral Middle & Feeder Elementaries**

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K - 6	1,920	1,971	2,003	2,037	2,052	2,096	2,042	2,031	2,035	2,040
7 - 8	626	592	595	625	652	644	712	765	704	689
<b>Grand Total</b>	<b>2,546</b>	<b>2,563</b>	<b>2,598</b>	<b>2,662</b>	<b>2,704</b>	<b>2,740</b>	<b>2,754</b>	<b>2,796</b>	<b>2,739</b>	<b>2,729</b>

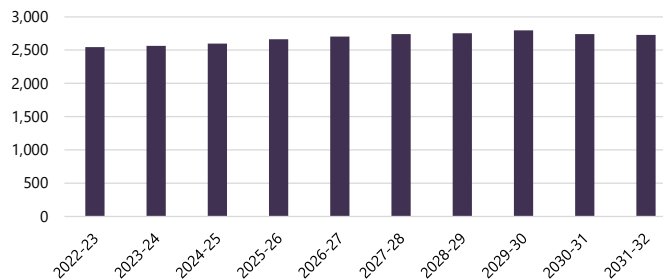
Source: Cooperative Strategies

**Projected Enrollment - High - by School**

School	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	Trend
Chaparral Elementary	431	431	437	429	430	435	428	427	427	428	
Desert Trail Elementary	409	408	418	431	435	447	441	439	440	441	
Sunrise Elementary	384	387	386	399	384	392	385	383	384	385	
Yucca Heights Elementary	696	745	762	778	803	822	788	782	784	786	
Chaparral Middle	626	592	595	625	652	644	712	765	704	689	
<b>Total</b>	<b>2,546</b>	<b>2,563</b>	<b>2,598</b>	<b>2,662</b>	<b>2,704</b>	<b>2,740</b>	<b>2,754</b>	<b>2,796</b>	<b>2,739</b>	<b>2,729</b>	

Source: Cooperative Strategies

**PROJECTED ENROLLMENT - HIGH -  
CHAPARRAL MIDDLE & FEEDER ELEMENTARIES**



The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

## ENROLLMENT BY SCHOOL—CHAPARRAL MIDDLE

The following pages illustrate historical and projected enrollment by school of attendance for Chaparral Middle and the elementary schools that feed into it.

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# CHAPARRAL ELEMENTARY

## Historical Enrollment - Chaparral Elementary

Grade	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
PK	34	21	18	21	14	7	8	18	0	0
K	126	106	103	81	81	60	70	60	53	65
1	88	115	104	103	71	74	63	68	63	57
2	101	100	108	103	66	63	63	57	65	58
3	99	89	90	114	74	72	65	63	50	66
4	102	108	93	101	84	79	71	67	61	55
5	101	105	106	100	82	78	83	67	69	64
6	104	98	98	111	74	80	75	81	66	67
<b>Grand Total</b>	<b>755</b>	<b>742</b>	<b>720</b>	<b>734</b>	<b>546</b>	<b>513</b>	<b>498</b>	<b>481</b>	<b>427</b>	<b>432</b>

Source: New Mexico Department of Education

## Projected Enrollment - Recommended - Chaparral Elementary

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	61	58	59	59	59	59	59	59	59	59
1	68	64	61	61	62	62	62	62	62	62
2	53	63	59	57	57	58	58	58	58	58
3	58	53	63	60	57	57	58	58	58	58
4	68	60	55	65	61	59	59	60	60	60
5	57	70	62	56	67	63	60	61	61	61
6	63	55	68	60	55	66	62	59	59	60
<b>Grand Total</b>	<b>428</b>	<b>423</b>	<b>427</b>	<b>418</b>	<b>418</b>	<b>424</b>	<b>418</b>	<b>417</b>	<b>417</b>	<b>418</b>

Source: Cooperative Strategies

## Projected Enrollment - Moderate - Chaparral Elementary

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	58	56	56	57	57	57	57	57	57	57
1	66	59	57	57	57	57	57	57	57	57
2	52	59	54	51	51	52	52	52	52	52
3	58	52	60	54	51	51	52	52	52	52
4	68	60	53	61	55	53	53	54	54	54
5	55	68	60	53	61	55	53	53	54	54
6	62	54	66	58	52	60	54	51	52	52
<b>Grand Total</b>	<b>419</b>	<b>408</b>	<b>406</b>	<b>391</b>	<b>384</b>	<b>385</b>	<b>378</b>	<b>376</b>	<b>378</b>	<b>378</b>

Source: Cooperative Strategies

## Projected Enrollment - Low - Chaparral Elementary

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	56	53	53	54	54	54	54	54	54	54
1	64	55	52	52	53	53	53	53	53	53
2	51	57	48	46	46	47	47	47	47	47
3	56	49	55	47	45	45	45	45	45	45
4	66	56	49	55	47	45	45	46	46	46
5	54	65	55	48	54	46	44	44	45	45
6	62	52	63	53	46	52	44	42	43	43
<b>Grand Total</b>	<b>409</b>	<b>387</b>	<b>375</b>	<b>355</b>	<b>345</b>	<b>342</b>	<b>332</b>	<b>331</b>	<b>333</b>	<b>333</b>

Source: Cooperative Strategies

**Projected Enrollment - High - Chaparral Elementary**

<b>Grade</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>	<b>2027-28</b>	<b>2028-29</b>	<b>2029-30</b>	<b>2030-31</b>	<b>2031-32</b>
K	61	59	59	60	60	60	60	60	60	60
1	68	64	61	61	62	62	62	62	62	62
2	53	62	59	56	57	57	57	57	57	57
3	60	55	65	61	58	59	59	59	59	59
4	70	64	58	68	65	62	62	63	63	63
5	56	72	65	59	70	66	63	64	64	64
6	63	55	70	64	58	69	65	62	62	63
<b>Grand Total</b>	<b>431</b>	<b>431</b>	<b>437</b>	<b>429</b>	<b>430</b>	<b>435</b>	<b>428</b>	<b>427</b>	<b>427</b>	<b>428</b>

Source: Cooperative Strategies

# DESERT TRAIL ELEMENTARY

## Historical Enrollment - Desert Trail Elementary

Grade	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
PK	29	26	23	27	19	8	9	5	0	0
K	126	137	132	121	71	71	57	57	47	63
1	124	120	144	135	70	76	68	49	58	48
2	131	135	123	140	77	71	69	64	56	58
3	119	140	141	124	84	72	85	69	66	55
4	114	125	136	144	65	83	74	77	75	55
5	110	122	111	133	81	58	79	70	77	64
6	114	115	118	120	81	76	62	78	72	70
<b>Grand Total</b>	<b>867</b>	<b>920</b>	<b>928</b>	<b>944</b>	<b>548</b>	<b>515</b>	<b>503</b>	<b>469</b>	<b>451</b>	<b>413</b>

Source: New Mexico Department of Education

## Projected Enrollment - Recommended - Desert Trail Elementary

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	60	57	57	58	58	58	58	58	58	58
1	64	61	58	58	59	59	59	59	59	59
2	48	64	61	58	58	59	59	59	59	59
3	60	49	66	63	60	60	61	61	61	61
4	56	60	50	67	63	61	61	62	62	62
5	52	53	58	48	64	61	58	58	59	59
6	65	53	54	59	49	65	62	59	59	60
<b>Grand Total</b>	<b>405</b>	<b>397</b>	<b>404</b>	<b>411</b>	<b>411</b>	<b>423</b>	<b>418</b>	<b>416</b>	<b>417</b>	<b>418</b>

Source: Cooperative Strategies

## Projected Enrollment - Moderate - Desert Trail Elementary

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	56	53	54	54	54	54	54	54	54	54
1	62	55	53	53	54	54	54	54	54	54
2	48	62	55	53	53	54	54	54	54	54
3	60	49	64	57	54	54	55	55	55	55
4	53	58	48	62	55	53	53	53	53	53
5	51	49	54	44	58	51	49	49	50	50
6	63	50	49	53	44	57	50	48	48	49
<b>Grand Total</b>	<b>393</b>	<b>376</b>	<b>377</b>	<b>376</b>	<b>372</b>	<b>377</b>	<b>369</b>	<b>367</b>	<b>368</b>	<b>369</b>

Source: Cooperative Strategies

## Projected Enrollment - Low - Desert Trail Elementary

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	52	50	50	51	51	51	51	51	51	51
1	60	50	47	48	48	48	48	48	48	48
2	46	57	48	46	46	46	46	46	46	46
3	57	45	57	47	45	45	46	46	46	46
4	51	53	42	52	43	41	42	42	42	42
5	50	46	48	38	47	39	37	38	38	38
6	61	48	44	46	36	45	37	36	36	36
<b>Grand Total</b>	<b>377</b>	<b>349</b>	<b>336</b>	<b>328</b>	<b>316</b>	<b>315</b>	<b>307</b>	<b>307</b>	<b>307</b>	<b>307</b>

Source: Cooperative Strategies



**Projected Enrollment - High - Desert Trail Elementary**

<b>Grade</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>	<b>2027-28</b>	<b>2028-29</b>	<b>2029-30</b>	<b>2030-31</b>	<b>2031-32</b>
K	60	57	57	58	58	58	58	58	58	58
1	64	61	58	58	59	59	59	59	59	59
2	50	67	63	61	61	62	62	62	62	62
3	62	54	72	68	65	65	66	66	66	66
4	56	63	54	73	69	66	66	67	67	67
5	52	53	60	52	70	66	63	63	64	64
6	65	53	54	61	53	71	67	64	64	65
<b>Grand Total</b>	<b>409</b>	<b>408</b>	<b>418</b>	<b>431</b>	<b>435</b>	<b>447</b>	<b>441</b>	<b>439</b>	<b>440</b>	<b>441</b>

Source: Cooperative Strategies

# SUNRISE ELEMENTARY

## Historical Enrollment - Sunrise Elementary

Grade	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
PK	20	16	18	16	12	14	14	9	0	0
K	73	67	70	61	57	55	51	54	46	56
1	66	74	60	79	70	58	59	49	59	48
2	78	65	68	65	71	64	50	59	48	68
3	60	75	58	73	60	71	63	52	56	43
4	80	64	71	53	68	50	63	61	53	56
5	68	76	57	77	54	66	58	65	58	52
6	69	66	71	54	75	49	65	56	72	64
<b>Grand Total</b>	<b>514</b>	<b>503</b>	<b>473</b>	<b>478</b>	<b>467</b>	<b>427</b>	<b>423</b>	<b>405</b>	<b>392</b>	<b>387</b>

Source: New Mexico Department of Education

## Projected Enrollment - Recommended - Sunrise Elementary

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	52	50	50	51	51	51	51	51	51	51
1	58	54	52	52	53	53	53	53	53	53
2	47	57	53	51	51	52	52	52	52	52
3	66	46	56	52	50	50	51	51	51	51
4	43	66	46	56	52	50	50	51	51	51
5	57	44	68	47	57	53	51	51	52	52
6	57	63	48	74	51	62	58	56	56	57
<b>Grand Total</b>	<b>380</b>	<b>380</b>	<b>373</b>	<b>383</b>	<b>365</b>	<b>371</b>	<b>366</b>	<b>365</b>	<b>366</b>	<b>367</b>

Source: Cooperative Strategies

## Projected Enrollment - Moderate - Sunrise Elementary

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	50	48	48	48	48	48	48	48	48	48
1	58	52	49	50	50	50	50	50	50	50
2	47	57	51	48	49	49	49	49	49	49
3	66	46	56	49	47	47	48	48	48	48
4	40	62	43	52	46	44	45	45	45	45
5	57	41	64	44	53	47	45	45	46	46
6	53	58	42	64	45	54	48	46	46	47
<b>Grand Total</b>	<b>371</b>	<b>364</b>	<b>353</b>	<b>355</b>	<b>338</b>	<b>339</b>	<b>333</b>	<b>331</b>	<b>332</b>	<b>333</b>

Source: Cooperative Strategies

## Projected Enrollment - Low - Sunrise Elementary

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	48	46	46	47	47	47	47	47	47	47
1	57	49	46	47	47	47	47	47	47	47
2	45	53	45	43	43	44	44	44	44	44
3	65	42	50	43	41	41	42	42	42	42
4	39	59	38	46	39	37	37	38	38	38
5	55	38	57	38	45	38	37	37	37	37
6	51	53	37	56	37	44	37	36	36	36
<b>Grand Total</b>	<b>360</b>	<b>340</b>	<b>319</b>	<b>320</b>	<b>299</b>	<b>298</b>	<b>291</b>	<b>291</b>	<b>291</b>	<b>291</b>

Source: Cooperative Strategies

**Projected Enrollment - High - Sunrise Elementary**

<b>Grade</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>	<b>2027-28</b>	<b>2028-29</b>	<b>2029-30</b>	<b>2030-31</b>	<b>2031-32</b>
K	52	50	50	50	50	50	50	50	50	50
1	59	55	53	53	54	54	54	54	54	54
2	49	61	57	54	54	55	55	55	55	55
3	68	49	61	57	54	54	55	55	55	55
4	42	66	48	60	55	53	53	54	54	54
5	59	44	70	51	63	59	56	56	57	57
6	55	62	47	74	54	67	62	59	59	60
<b>Grand Total</b>	<b>384</b>	<b>387</b>	<b>386</b>	<b>399</b>	<b>384</b>	<b>392</b>	<b>385</b>	<b>383</b>	<b>384</b>	<b>385</b>

Source: Cooperative Strategies

# YUCCA HEIGHTS ELEMENTARY

## Historical Enrollment - Yucca Heights Elementary

Grade	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
PK	11	10	7	10	0	0
K	75	79	88	70	62	99
1	70	81	73	85	75	81
2	86	79	78	80	86	83
3	87	101	70	67	92	100
4	84	98	100	80	73	108
5	76	88	91	104	78	83
6	79	86	84	88	100	91
<b>Grand Total</b>	<b>568</b>	<b>622</b>	<b>591</b>	<b>584</b>	<b>566</b>	<b>645</b>

Source: New Mexico Department of Education

## Projected Enrollment - Recommended - Yucca Heights Elementary

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	76	73	73	74	74	74	74	74	74	74
1	106	81	78	78	79	79	79	79	79	79
2	87	113	87	83	83	84	84	84	84	84
3	95	100	130	100	95	96	97	97	97	97
4	114	108	113	148	114	108	109	110	110	110
5	111	117	111	116	152	117	111	112	113	113
6	86	114	120	115	120	157	120	115	115	117
<b>Grand Total</b>	<b>675</b>	<b>706</b>	<b>712</b>	<b>714</b>	<b>717</b>	<b>715</b>	<b>674</b>	<b>671</b>	<b>672</b>	<b>674</b>

Source: Cooperative Strategies

## Projected Enrollment - Moderate - Yucca Heights Elementary

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	76	73	73	74	74	74	74	74	74	74
1	106	81	78	78	79	79	79	79	79	79
2	86	112	86	82	83	84	84	84	84	84
3	87	90	118	90	86	86	88	88	88	88
4	110	96	99	130	100	95	96	97	97	97
5	111	113	98	102	133	102	98	98	99	99
6	86	115	117	102	106	138	106	101	102	103
<b>Grand Total</b>	<b>662</b>	<b>680</b>	<b>669</b>	<b>658</b>	<b>661</b>	<b>658</b>	<b>625</b>	<b>621</b>	<b>623</b>	<b>624</b>

Source: Cooperative Strategies

## Projected Enrollment - Low - Yucca Heights Elementary

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	69	66	66	67	67	67	67	67	67	67
1	99	69	66	66	67	67	67	67	67	67
2	83	102	71	68	68	69	69	69	69	69
3	81	81	100	69	66	67	67	67	67	67
4	107	87	87	107	74	71	71	72	72	72
5	107	106	86	86	106	74	70	71	72	72
6	82	106	105	85	85	105	73	70	70	71
<b>Grand Total</b>	<b>628</b>	<b>617</b>	<b>581</b>	<b>548</b>	<b>533</b>	<b>520</b>	<b>484</b>	<b>483</b>	<b>484</b>	<b>485</b>

Source: Cooperative Strategies

**Projected Enrollment - High - Yucca Heights Elementary**

<b>Grade</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>	<b>2027-28</b>	<b>2028-29</b>	<b>2029-30</b>	<b>2030-31</b>	<b>2031-32</b>
K	82	79	79	80	80	80	80	80	80	80
1	113	94	89	90	91	91	91	91	91	91
2	89	123	102	98	98	99	99	99	99	99
3	93	99	137	114	109	110	111	111	111	111
4	114	105	112	156	130	124	125	126	126	126
5	115	121	112	119	166	138	132	132	134	134
6	90	124	131	121	129	180	150	143	143	145
<b>Grand Total</b>	<b>696</b>	<b>745</b>	<b>762</b>	<b>778</b>	<b>803</b>	<b>822</b>	<b>788</b>	<b>782</b>	<b>784</b>	<b>786</b>

Source: Cooperative Strategies



# CHAPARRAL MIDDLE

## Historical Enrollment - Chaparral Middle

Grade	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
7	278	299	256	301	283	320	310	287	310	316
8	272	270	264	268	295	278	322	313	300	309
<b>Grand Total</b>	<b>550</b>	<b>569</b>	<b>520</b>	<b>569</b>	<b>578</b>	<b>598</b>	<b>632</b>	<b>600</b>	<b>610</b>	<b>625</b>

Source: New Mexico Department of Education

## Projected Enrollment - Recommended - Chaparral Middle

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
7	301	278	294	299	317	283	360	310	297	298
8	319	303	280	296	302	319	285	363	313	299
<b>Grand Total</b>	<b>620</b>	<b>581</b>	<b>574</b>	<b>595</b>	<b>619</b>	<b>602</b>	<b>645</b>	<b>673</b>	<b>610</b>	<b>597</b>

Source: Cooperative Strategies

## Projected Enrollment - Moderate - Chaparral Middle

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
7	301	272	285	282	286	253	318	266	254	255
8	319	303	274	287	285	288	255	320	268	256
<b>Grand Total</b>	<b>620</b>	<b>575</b>	<b>559</b>	<b>569</b>	<b>571</b>	<b>541</b>	<b>573</b>	<b>586</b>	<b>522</b>	<b>511</b>

Source: Cooperative Strategies

## Projected Enrollment - Low - Chaparral Middle

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
7	298	261	264	254	244	209	250	196	187	188
8	315	297	260	263	253	244	208	249	195	187
<b>Grand Total</b>	<b>613</b>	<b>558</b>	<b>524</b>	<b>517</b>	<b>497</b>	<b>453</b>	<b>458</b>	<b>445</b>	<b>382</b>	<b>375</b>

Source: Cooperative Strategies

## Projected Enrollment - High - Chaparral Middle

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
7	304	283	307	313	333	305	401	357	341	342
8	322	309	288	312	319	339	311	408	363	347
<b>Grand Total</b>	<b>626</b>	<b>592</b>	<b>595</b>	<b>625</b>	<b>652</b>	<b>644</b>	<b>712</b>	<b>765</b>	<b>704</b>	<b>689</b>

Source: Cooperative Strategies

## SURVIVAL RATIOS—GADSDEN MIDDLE

The chart below demonstrates the ten-year changes in enrollment as students move through the system. Percentages greater than 100 indicate that there are more students than there were in the previous grade the previous year. In other words, there was an increase in student population where new students were added to the system. Percentages less than 100 indicate that there was decline or students left the system. If the exact number of students in 1st grade during the 2014-15 school year were present in 2nd grade for the 2015-16 school year, the survival ratio would be 100 percent.

Birth-to-Kindergarten and Birth-to-First Grade: This ratio indicates the number of children born in the area who attend kindergarten and first grade in the district five and six years later. What is important to note is the trend in survival ratios, not necessarily the actual number.

The following table illustrates the historical survival ratios in Gadsden Middle and the elementary schools that feed into it over the past ten years by grade level.

**Survival Ratios - Gadsden Middle & Feeder Elementaries**

from	to	Birth to K	K to 1	Birth to 1	1 to 2	2 to 3	3 to 4	4 to 5	5 to 6	6 to 7	7 to 8
2012	2013	9.67%	95.53%	9.87%	99.77%	96.33%	97.00%	96.34%	100.96%	100.00%	98.82%
2013	2014	9.54%	101.23%	9.79%	95.55%	95.35%	97.86%	99.74%	95.19%	100.00%	97.95%
2014	2015	8.53%	98.25%	9.38%	99.51%	97.55%	98.05%	94.16%	97.42%	106.38%	100.95%
2015	2016	9.63%	96.09%	8.20%	99.75%	99.02%	98.49%	97.26%	103.88%	97.08%	100.25%
2016	2017	8.99%	93.53%	9.01%	101.74%	94.90%	94.81%	97.45%	102.81%	93.78%	99.45%
2017	2018	8.99%	103.65%	9.32%	97.61%	96.86%	100.00%	99.74%	96.60%	104.73%	97.88%
2018	2019	9.35%	96.25%	8.66%	100.54%	98.64%	102.06%	98.39%	97.65%	102.71%	97.62%
2019	2020	7.85%	95.74%	8.96%	97.31%	96.77%	99.72%	96.24%	94.54%	102.14%	99.21%
2020	2021	8.25%	105.98%	8.32%	97.03%	98.46%	98.05%	101.66%	94.89%	97.98%	97.64%
<b>mean simple all years</b>		<b>8.98%</b>	<b>98.47%</b>	<b>9.05%</b>	<b>98.76%</b>	<b>97.10%</b>	<b>98.45%</b>	<b>97.89%</b>	<b>98.22%</b>	<b>100.53%</b>	<b>98.86%</b>
<b>std. dev. simple all years</b>		<b>0.65%</b>	<b>4.21%</b>	<b>0.59%</b>	<b>1.98%</b>	<b>1.45%</b>	<b>2.03%</b>	<b>2.26%</b>	<b>3.50%</b>	<b>3.93%</b>	<b>1.20%</b>
<b>mean simple 5 years</b>		<b>8.69%</b>	<b>99.03%</b>	<b>8.85%</b>	<b>98.85%</b>	<b>97.12%</b>	<b>98.93%</b>	<b>98.70%</b>	<b>97.30%</b>	<b>100.27%</b>	<b>98.36%</b>
<b>std. dev. simple 5 years</b>		<b>0.62%</b>	<b>5.44%</b>	<b>0.38%</b>	<b>2.15%</b>	<b>1.52%</b>	<b>2.71%</b>	<b>2.09%</b>	<b>3.33%</b>	<b>4.38%</b>	<b>0.89%</b>
<b>mean simple 3 years</b>		<b>8.49%</b>	<b>99.32%</b>	<b>8.65%</b>	<b>98.29%</b>	<b>97.95%</b>	<b>99.95%</b>	<b>98.76%</b>	<b>95.69%</b>	<b>100.94%</b>	<b>98.16%</b>
<b>std. dev. simple 3 years</b>		<b>0.78%</b>	<b>5.77%</b>	<b>0.32%</b>	<b>1.95%</b>	<b>1.03%</b>	<b>2.02%</b>	<b>2.73%</b>	<b>1.70%</b>	<b>2.58%</b>	<b>0.91%</b>
<b>mean simple 2 years</b>		<b>8.05%</b>	<b>100.86%</b>	<b>8.64%</b>	<b>97.17%</b>	<b>97.61%</b>	<b>98.89%</b>	<b>98.95%</b>	<b>94.72%</b>	<b>100.06%</b>	<b>98.43%</b>
<b>std. dev. simple 2 years</b>		<b>0.28%</b>	<b>7.24%</b>	<b>0.45%</b>	<b>0.19%</b>	<b>1.20%</b>	<b>1.18%</b>	<b>3.83%</b>	<b>0.25%</b>	<b>2.94%</b>	<b>1.11%</b>
<b>mean weighted all years</b>		<b>8.59%</b>	<b>100.03%</b>	<b>8.76%</b>	<b>98.26%</b>	<b>97.57%</b>	<b>99.01%</b>	<b>98.84%</b>	<b>96.63%</b>	<b>100.36%</b>	<b>98.41%</b>
<b>std. dev. weighted all years</b>		<b>0.64%</b>	<b>5.13%</b>	<b>0.45%</b>	<b>1.77%</b>	<b>1.25%</b>	<b>1.94%</b>	<b>2.45%</b>	<b>2.97%</b>	<b>3.40%</b>	<b>1.02%</b>
<b>mean weighted 5 years</b>		<b>8.34%</b>	<b>101.72%</b>	<b>8.60%</b>	<b>97.69%</b>	<b>97.86%</b>	<b>98.99%</b>	<b>99.66%</b>	<b>95.45%</b>	<b>99.88%</b>	<b>98.10%</b>
<b>std. dev. weighted 5 years</b>		<b>0.53%</b>	<b>5.54%</b>	<b>0.37%</b>	<b>1.46%</b>	<b>1.04%</b>	<b>1.69%</b>	<b>2.62%</b>	<b>1.77%</b>	<b>2.87%</b>	<b>0.79%</b>
<b>mean weighted 3 years</b>		<b>8.22%</b>	<b>103.80%</b>	<b>8.45%</b>	<b>97.22%</b>	<b>98.17%</b>	<b>98.50%</b>	<b>100.58%</b>	<b>94.94%</b>	<b>98.89%</b>	<b>97.92%</b>
<b>std. dev. weighted 3 years</b>		<b>0.33%</b>	<b>5.11%</b>	<b>0.30%</b>	<b>0.83%</b>	<b>0.80%</b>	<b>1.18%</b>	<b>2.57%</b>	<b>0.69%</b>	<b>2.15%</b>	<b>0.73%</b>
<b>mean weighted 2 years</b>		<b>8.23%</b>	<b>105.49%</b>	<b>8.35%</b>	<b>97.05%</b>	<b>98.38%</b>	<b>98.13%</b>	<b>101.40%</b>	<b>94.88%</b>	<b>98.18%</b>	<b>97.72%</b>
<b>std. dev. weighted 2 years</b>		<b>0.12%</b>	<b>3.08%</b>	<b>0.19%</b>	<b>0.08%</b>	<b>0.51%</b>	<b>0.50%</b>	<b>1.63%</b>	<b>0.11%</b>	<b>1.25%</b>	<b>0.47%</b>

# GADSDEN MIDDLE & FEEDER ELEMENTARIES HISTORICAL ENROLLMENT

As indicated in the table below, over the past ten years, student enrollment in Gadsden Middle and the elementary schools that feed into it has decreased by 855 students.

**Historical Enrollment - Gadsden Middle & Feeder Elementaries**

Grade	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
PK	91	72	85	79	83	48	24	7	3	0
K	447	406	400	358	402	356	347	352	301	305
1	431	427	411	393	344	376	369	334	337	319
2	436	430	408	409	392	350	367	371	325	327
3	400	420	410	398	405	372	339	362	359	320
4	410	388	411	402	392	384	372	346	361	352
5	415	395	387	387	391	382	383	366	333	367
6	390	419	376	377	402	402	369	374	346	316
7	424	390	419	400	366	377	421	379	382	339
8	429	419	382	423	401	364	369	411	376	373
<b>Grand Total</b>	<b>3,873</b>	<b>3,766</b>	<b>3,689</b>	<b>3,626</b>	<b>3,578</b>	<b>3,411</b>	<b>3,360</b>	<b>3,302</b>	<b>3,123</b>	<b>3,018</b>

Source: New Mexico Department of Education

**Historical Enrollment - Gadsden Middle & Feeder Elementaries**

Grade	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
PK	91	72	85	79	83	48	24	7	3	0
K - 6	2,929	2,885	2,803	2,724	2,728	2,622	2,546	2,505	2,362	2,306
7 - 8	853	809	801	823	767	741	790	790	758	712
<b>Grand Total</b>	<b>3,873</b>	<b>3,766</b>	<b>3,689</b>	<b>3,626</b>	<b>3,578</b>	<b>3,411</b>	<b>3,360</b>	<b>3,302</b>	<b>3,123</b>	<b>3,018</b>

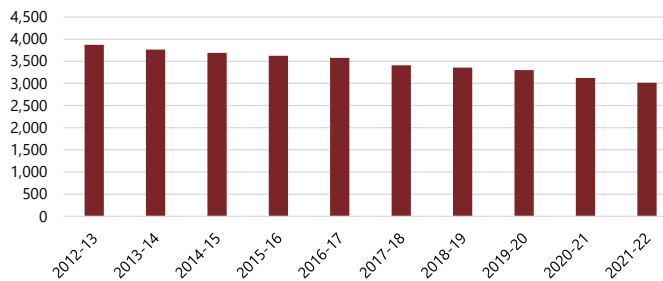
Source: New Mexico Department of Education

**Historical Enrollment - by School**

School	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Trend
Anthony Elementary	437	436	438	429	401	409	379	386	361	348	
Berino Elementary	550	523	519	479	498	456	427	416	373	355	
Gadsden Elementary	529	524	508	499	511	510	488	449	442	423	
La Union Elementary	271	279	282	297	319	303	299	314	325	347	
Loma Linda Elementary	487	461	386	358	363	345	347	327	318	309	
Mesquite Elementary	395	367	372	364	336	288	307	312	279	255	
North Valley Elementary	416	417	383	377	383	359	323	308	267	269	
Gadsden Middle	788	759	801	823	767	741	790	790	758	712	
<b>Total</b>	<b>3,873</b>	<b>3,766</b>	<b>3,689</b>	<b>3,626</b>	<b>3,578</b>	<b>3,411</b>	<b>3,360</b>	<b>3,302</b>	<b>3,123</b>	<b>3,018</b>	

Source: New Mexico Department of Education

**HISTORICAL ENROLLMENT -  
GADSDEN MIDDLE & FEEDER ELEMENTARIES**



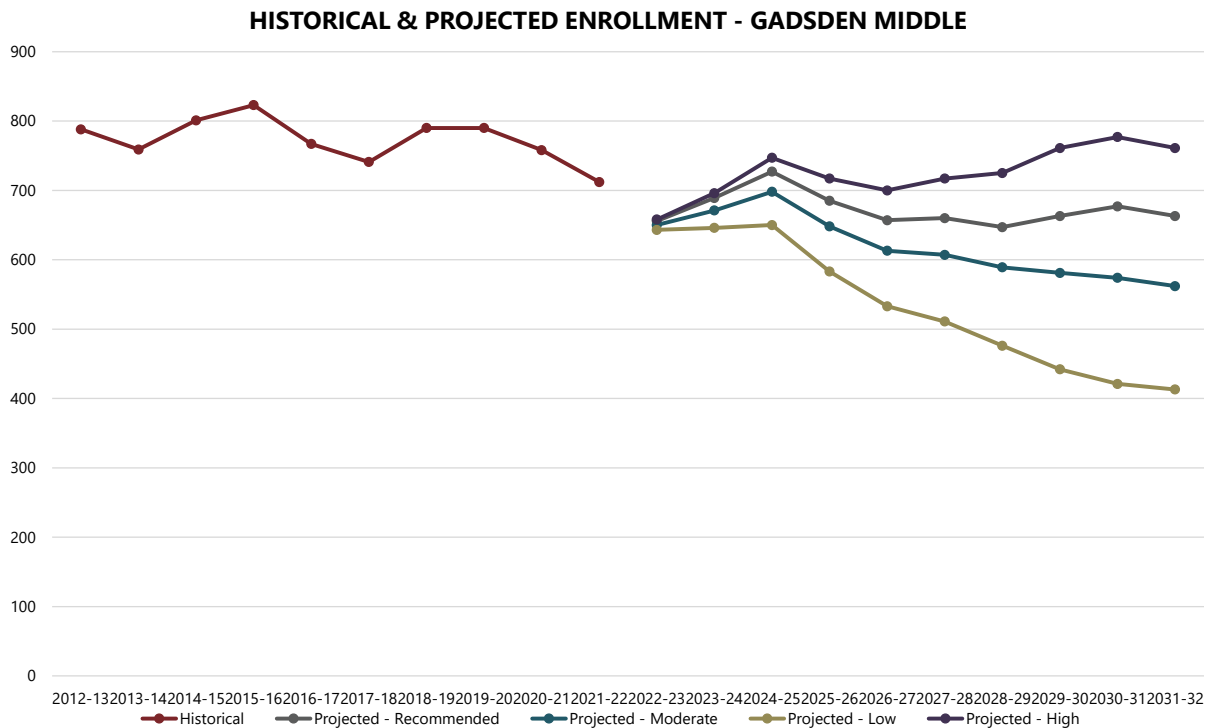
The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

## PROJECTED ENROLLMENT—GADSDEN MIDDLE

Cooperative Strategies developed low, moderate, high, and recommended enrollment projections for Gadsden Middle. The moderate enrollment projections are based on a selected average or weighted average of survival ratios (in this case, a 5-year simple average, by school). The low and high enrollment projections are developed using statistical distributional theory, providing the District with a more conservative (low) and more liberal (high) enrollment projection. The recommended enrollment projection is based on a detailed analysis of historical enrollment and resulting survival ratios over the past 10 years, by school. Significant shifts in survival ratio patterns are realized and accounted for in determining projection ratios independently for each grade level. The recommended illustrates the most likely direction of the District based on more recent trends.

The range of enrollment projections from low (conservative) to high (liberal) are offered due to the limitations of the cohort survival method in factoring changes to policies, program offerings, and future changes in housing and migration patters. For example, the low enrollment projection might be used if housing declines significantly more than anticipated; the high enrollment projection might be used if housing growth increases at a more rapid rate than seen in recent years.

It should be noted that the actual live birth counts are available through 2019 and project kindergarten enrollment through 2024-25. To project kindergarten through 2031-32, a simple average of the last 3 years of live birth counts was used.



# GADSDEN MIDDLE & FEEDER ELEMENTARIES PROJECTED ENROLLMENT—RECOMMENDED

Based on the recommended projected enrollment, student enrollment in the Gadsden Middle and the elementary schools that feed into it is projected to decrease from 3,018 in the 2021-22 school year to 2,971 students in the 2031-32 school year.

**Projected Enrollment - Recommended - Gadsden Middle & Feeder Elementaries**

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	337	321	322	327	327	327	327	327	327	327
1	307	338	322	323	328	328	328	328	328	328
2	324	312	342	325	327	332	332	332	332	332
3	321	321	306	339	322	324	328	328	328	328
4	321	324	323	309	339	323	327	328	328	328
5	357	326	330	327	313	345	329	330	334	334
6	362	354	322	326	325	311	341	328	328	331
7	323	371	362	329	333	333	319	349	334	335
8	333	318	365	356	324	327	328	314	343	328
<b>Grand Total</b>	<b>2,985</b>	<b>2,985</b>	<b>2,994</b>	<b>2,961</b>	<b>2,938</b>	<b>2,950</b>	<b>2,959</b>	<b>2,964</b>	<b>2,982</b>	<b>2,971</b>

Source: Cooperative Strategies

**Projected Enrollment - Recommended - Gadsden Middle & Feeder Elementaries**

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K - 6	2,329	2,296	2,267	2,276	2,281	2,290	2,312	2,301	2,305	2,308
7 - 8	656	689	727	685	657	660	647	663	677	663
<b>Grand Total</b>	<b>2,985</b>	<b>2,985</b>	<b>2,994</b>	<b>2,961</b>	<b>2,938</b>	<b>2,950</b>	<b>2,959</b>	<b>2,964</b>	<b>2,982</b>	<b>2,971</b>

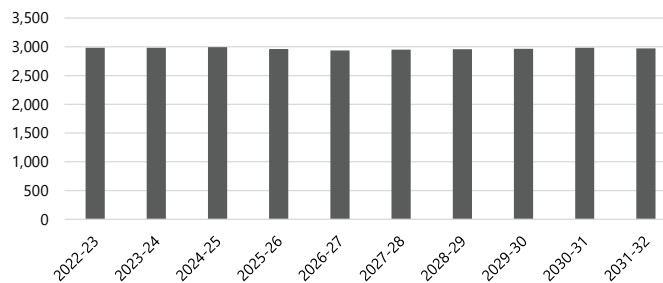
Source: Cooperative Strategies

**Projected Enrollment - Recommended - by School**

School	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	Trend
Anthony Elementary	360	365	355	350	350	341	347	346	346	346	
Berino Elementary	356	354	349	352	350	360	358	356	357	358	
Gadsden Elementary	424	411	403	401	400	404	409	407	408	409	
La Union Elementary	355	361	362	374	375	367	364	361	362	363	
Loma Linda Elementary	308	300	295	291	297	296	300	299	300	300	
Mesquite Elementary	253	251	251	251	256	266	266	265	265	265	
North Valley Elementary	273	254	252	257	253	256	268	267	267	267	
Gadsden Middle	656	689	727	685	657	660	647	663	677	663	
<b>Total</b>	<b>2,985</b>	<b>2,985</b>	<b>2,994</b>	<b>2,961</b>	<b>2,938</b>	<b>2,950</b>	<b>2,959</b>	<b>2,964</b>	<b>2,982</b>	<b>2,971</b>	

Source: Cooperative Strategies

**PROJECTED ENROLLMENT - RECOMMENDED -  
GADSDEN MIDDLE & FEEDER ELEMENTARIES**



The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.



# GADSDEN MIDDLE & FEEDER ELEMENTARIES PROJECTED ENROLLMENT—MODERATE

Based on the moderate projected enrollment, student enrollment in the Gadsden Middle and the elementary schools that feed into it is projected to decrease from 3,018 in the 2021-22 school year to 2,647 students in the 2031-32 school year.

**Projected Enrollment - Moderate - Gadsden Middle & Feeder Elementaries**

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	315	301	305	306	306	306	306	306	306	306
1	306	316	301	302	304	304	304	304	304	304
2	319	305	313	299	300	305	305	305	305	305
3	316	310	296	305	292	292	296	296	296	296
4	317	315	308	296	303	289	291	294	294	294
5	349	315	313	308	294	300	288	289	292	292
6	357	343	309	307	304	289	295	282	282	288
7	317	359	344	310	308	304	290	296	283	284
8	333	312	354	338	305	303	299	285	291	278
<b>Grand Total</b>	<b>2,929</b>	<b>2,876</b>	<b>2,843</b>	<b>2,771</b>	<b>2,716</b>	<b>2,692</b>	<b>2,674</b>	<b>2,657</b>	<b>2,653</b>	<b>2,647</b>

Source: Cooperative Strategies

**Projected Enrollment - Moderate - Gadsden Middle & Feeder Elementaries**

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K - 6	2,279	2,205	2,145	2,123	2,103	2,085	2,085	2,076	2,079	2,085
7 - 8	650	671	698	648	613	607	589	581	574	562
<b>Grand Total</b>	<b>2,929</b>	<b>2,876</b>	<b>2,843</b>	<b>2,771</b>	<b>2,716</b>	<b>2,692</b>	<b>2,674</b>	<b>2,657</b>	<b>2,653</b>	<b>2,647</b>

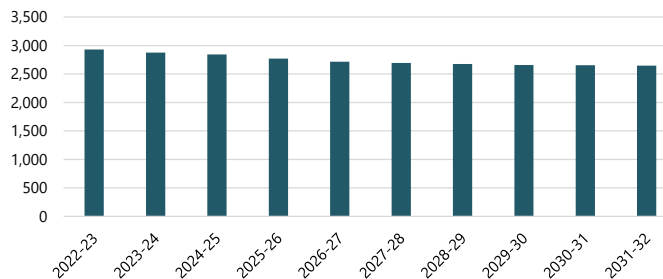
Source: Cooperative Strategies

**Projected Enrollment - Moderate - by School**

School	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	Trend
Anthony Elementary	359	363	352	347	347	338	343	342	342	343	
Berino Elementary	347	339	327	323	315	319	314	313	313	314	
Gadsden Elementary	415	395	383	379	376	376	380	378	379	380	
La Union Elementary	347	346	338	342	337	327	319	318	319	320	
Loma Linda Elementary	302	288	280	273	274	269	268	266	266	267	
Mesquite Elementary	247	240	236	231	233	238	234	233	234	235	
North Valley Elementary	262	234	229	228	221	218	227	226	226	226	
Gadsden Middle	650	671	698	648	613	607	589	581	574	562	
<b>Total</b>	<b>2,929</b>	<b>2,876</b>	<b>2,843</b>	<b>2,771</b>	<b>2,716</b>	<b>2,692</b>	<b>2,674</b>	<b>2,657</b>	<b>2,653</b>	<b>2,647</b>	

Source: Cooperative Strategies

**PROJECTED ENROLLMENT - MODERATE -  
GADSDEN MIDDLE & FEEDER ELEMENTARIES**



The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

# GADSDEN MIDDLE & FEEDER ELEMENTARIES PROJECTED ENROLLMENT—LOW

Based on the low projected enrollment, student enrollment in the Gadsden Middle and the elementary schools that feed into it is projected to decrease from 3,018 in the 2021-22 school year to 2,153 students in the 2031-32 school year.

**Projected Enrollment - Low- Gadsden Middle & Feeder Elementaries**

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	294	281	282	285	285	285	285	285	285	285
1	289	279	267	267	272	272	272	272	272	272
2	308	279	269	255	256	261	261	261	261	261
3	307	290	264	253	241	242	245	245	245	245
4	307	294	279	254	244	233	233	237	237	237
5	335	293	283	268	244	231	221	224	225	225
6	347	320	280	270	256	232	221	211	212	215
7	311	342	315	275	264	252	229	218	208	209
8	332	304	335	308	269	259	247	224	213	204
<b>Grand Total</b>	<b>2,830</b>	<b>2,682</b>	<b>2,574</b>	<b>2,435</b>	<b>2,331</b>	<b>2,267</b>	<b>2,214</b>	<b>2,177</b>	<b>2,158</b>	<b>2,153</b>

Source: Cooperative Strategies

**Projected Enrollment - Low- Gadsden Middle & Feeder Elementaries**

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K - 6	2,187	2,036	1,924	1,852	1,798	1,756	1,738	1,735	1,737	1,740
7 - 8	643	646	650	583	533	511	476	442	421	413
<b>Grand Total</b>	<b>2,830</b>	<b>2,682</b>	<b>2,574</b>	<b>2,435</b>	<b>2,331</b>	<b>2,267</b>	<b>2,214</b>	<b>2,177</b>	<b>2,158</b>	<b>2,153</b>

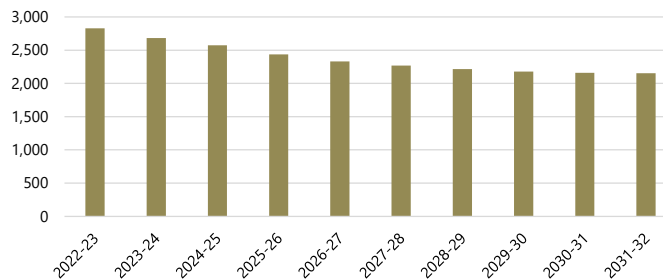
Source: Cooperative Strategies

**Projected Enrollment - Low - by School**

School	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	Trend
Anthony Elementary	346	339	320	309	303	291	294	294	294	294	
Berino Elementary	333	313	293	282	271	270	263	263	263	264	
Gadsden Elementary	403	374	357	345	339	339	339	338	339	340	
La Union Elementary	332	319	301	297	285	270	262	262	262	263	
Loma Linda Elementary	295	268	256	242	239	230	227	226	226	226	
Mesquite Elementary	231	211	198	187	181	180	174	173	174	174	
North Valley Elementary	247	212	199	190	180	176	179	179	179	179	
Gadsden Middle	643	646	650	583	533	511	476	442	421	413	
<b>Total</b>	<b>2,830</b>	<b>2,682</b>	<b>2,574</b>	<b>2,435</b>	<b>2,331</b>	<b>2,267</b>	<b>2,214</b>	<b>2,177</b>	<b>2,158</b>	<b>2,153</b>	

Source: Cooperative Strategies

**PROJECTED ENROLLMENT - LOW- GADSDEN  
MIDDLE & FEEDER ELEMENTARIES**



The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

# GADSDEN MIDDLE & FEEDER ELEMENTARIES PROJECTED ENROLLMENT—HIGH

Based on the high projected enrollment, student enrollment in the Gadsden Middle and the elementary schools that feed into it is projected to increase from 3,018 in the 2021-22 school year to 3,266 students in the 2031-32 school year.

**Projected Enrollment - High - Gadsden Middle & Feeder Elementaries**

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	338	323	324	329	329	329	329	329	329	329
1	319	353	337	339	343	343	343	343	343	343
2	329	329	364	347	347	354	354	354	354	354
3	329	331	333	366	351	352	357	357	357	357
4	327	336	339	343	375	359	359	365	365	365
5	362	337	347	352	353	389	371	372	376	376
6	367	366	341	349	356	357	392	374	374	381
7	323	377	374	348	357	364	365	400	382	384
8	335	319	373	369	343	353	360	361	395	377
<b>Grand Total</b>	<b>3,029</b>	<b>3,071</b>	<b>3,132</b>	<b>3,142</b>	<b>3,154</b>	<b>3,200</b>	<b>3,230</b>	<b>3,255</b>	<b>3,275</b>	<b>3,266</b>

Source: Cooperative Strategies

**Projected Enrollment - High - Gadsden Middle & Feeder Elementaries**

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K - 6	2,371	2,375	2,385	2,425	2,454	2,483	2,505	2,494	2,498	2,505
7 - 8	658	696	747	717	700	717	725	761	777	761
<b>Grand Total</b>	<b>3,029</b>	<b>3,071</b>	<b>3,132</b>	<b>3,142</b>	<b>3,154</b>	<b>3,200</b>	<b>3,230</b>	<b>3,255</b>	<b>3,275</b>	<b>3,266</b>

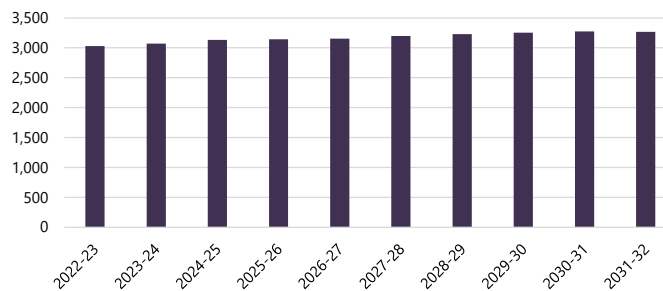
Source: Cooperative Strategies

**Projected Enrollment - High - by School**

School	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	Trend
Anthony Elementary	371	390	388	391	396	392	403	401	402	403	
Berino Elementary	360	361	360	364	363	374	372	369	370	371	
Gadsden Elementary	429	415	411	412	414	420	425	423	424	425	
La Union Elementary	361	374	379	396	400	395	390	388	389	390	
Loma Linda Elementary	313	308	308	309	318	318	319	319	319	320	
Mesquite Elementary	261	269	276	284	295	310	310	309	309	310	
North Valley Elementary	276	258	263	269	268	274	286	285	285	286	
Gadsden Middle	658	696	747	717	700	717	725	761	777	761	
<b>Total</b>	<b>3,029</b>	<b>3,071</b>	<b>3,132</b>	<b>3,142</b>	<b>3,154</b>	<b>3,200</b>	<b>3,230</b>	<b>3,255</b>	<b>3,275</b>	<b>3,266</b>	

Source: Cooperative Strategies

## PROJECTED ENROLLMENT - HIGH - GADSDEN MIDDLE & FEEDER ELEMENTARIES



The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

## ENROLLMENT BY SCHOOL—GADSDEN MIDDLE

The following pages illustrate historical and projected enrollment by school of attendance for Gadsden Middle and the elementary schools that feed into it.

ANTHONY ELEMENTARY.....	54
BERINO ELEMENTARY.....	56
GADSDEN ELEMENTARY.....	58
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# ANTHONY ELEMENTARY

## Historical Enrollment - Anthony Elementary

Grade	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
PK	27	26	37	29	29	25	0	4	0	0
K	53	54	59	51	51	66	61	56	50	45
1	68	58	54	56	48	46	65	55	52	59
2	63	66	58	62	56	47	46	62	55	51
3	65	70	66	56	60	59	45	45	65	54
4	57	56	60	58	43	55	55	50	43	58
5	56	51	56	59	56	51	57	57	42	43
6	48	55	48	58	58	60	50	57	54	38
<b>Grand Total</b>	<b>437</b>	<b>436</b>	<b>438</b>	<b>429</b>	<b>401</b>	<b>409</b>	<b>379</b>	<b>386</b>	<b>361</b>	<b>348</b>

Source: New Mexico Department of Education

## Projected Enrollment - Recommended - Anthony Elementary

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	53	50	51	51	51	51	51	51	51	51
1	44	52	49	49	50	50	50	50	50	50
2	59	44	52	49	50	50	50	50	50	50
3	51	59	44	52	49	50	50	50	50	50
4	52	49	57	42	50	47	48	48	48	48
5	59	53	50	58	43	51	48	49	49	49
6	42	58	52	49	57	42	50	48	48	48
<b>Grand Total</b>	<b>360</b>	<b>365</b>	<b>355</b>	<b>350</b>	<b>350</b>	<b>341</b>	<b>347</b>	<b>346</b>	<b>346</b>	<b>346</b>

Source: Cooperative Strategies

## Projected Enrollment - Moderate - Anthony Elementary

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	53	50	51	51	51	51	51	51	51	51
1	44	52	49	49	50	50	50	50	50	50
2	58	43	51	48	49	49	49	49	49	49
3	51	58	43	51	49	49	49	49	49	49
4	52	49	56	42	49	47	47	48	48	48
5	59	53	50	57	43	50	48	48	48	48
6	42	58	52	49	56	42	49	47	47	48
<b>Grand Total</b>	<b>359</b>	<b>363</b>	<b>352</b>	<b>347</b>	<b>347</b>	<b>338</b>	<b>343</b>	<b>342</b>	<b>342</b>	<b>343</b>

Source: Cooperative Strategies

## Projected Enrollment - Low - Anthony Elementary

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	50	48	48	48	48	48	48	48	48	48
1	42	46	44	44	45	45	45	45	45	45
2	57	41	45	43	43	44	44	44	44	44
3	50	57	40	44	42	42	43	43	43	43
4	50	46	52	37	41	39	39	40	40	40
5	56	48	45	50	36	39	38	38	38	38
6	41	53	46	43	48	34	37	36	36	36
<b>Grand Total</b>	<b>346</b>	<b>339</b>	<b>320</b>	<b>309</b>	<b>303</b>	<b>291</b>	<b>294</b>	<b>294</b>	<b>294</b>	<b>294</b>

Source: Cooperative Strategies



**Projected Enrollment - High - Anthony Elementary**

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	56	53	54	54	54	54	54	54	54	54
1	46	58	55	55	56	56	56	56	56	56
2	58	46	57	55	55	56	56	56	56	56
3	52	60	47	59	56	56	57	57	57	57
4	54	52	60	47	59	56	56	57	57	57
5	62	58	56	64	51	63	60	60	61	61
6	43	63	59	57	65	51	64	61	61	62
<b>Grand Total</b>	<b>371</b>	<b>390</b>	<b>388</b>	<b>391</b>	<b>396</b>	<b>392</b>	<b>403</b>	<b>401</b>	<b>402</b>	<b>403</b>

Source: Cooperative Strategies

# BERINO ELEMENTARY

## Historical Enrollment - Berino Elementary

Grade	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
PK	26	14	17	16	14	8	4	0	3	0
K	83	82	75	53	70	58	53	58	37	55
1	71	78	73	68	58	63	58	47	57	41
2	76	73	77	74	74	59	56	59	45	54
3	66	68	67	74	70	71	54	61	57	50
4	80	60	69	65	76	64	73	57	58	57
5	73	77	65	68	68	67	64	70	53	50
6	75	71	76	61	68	66	65	64	63	48
<b>Grand Total</b>	<b>550</b>	<b>523</b>	<b>519</b>	<b>479</b>	<b>498</b>	<b>456</b>	<b>427</b>	<b>416</b>	<b>373</b>	<b>355</b>

Source: New Mexico Department of Education

## Projected Enrollment - Recommended - Berino Elementary

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	54	52	52	53	53	53	53	53	53	53
1	55	54	52	52	53	53	53	53	53	53
2	40	53	52	50	50	51	51	51	51	51
3	54	40	53	53	51	51	51	51	51	51
4	51	55	41	54	54	51	52	52	52	52
5	54	48	53	39	52	51	49	49	50	50
6	48	52	46	51	37	50	49	47	47	48
<b>Grand Total</b>	<b>356</b>	<b>354</b>	<b>349</b>	<b>352</b>	<b>350</b>	<b>360</b>	<b>358</b>	<b>356</b>	<b>357</b>	<b>358</b>

Source: Cooperative Strategies

## Projected Enrollment - Moderate - Berino Elementary

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	50	48	48	48	48	48	48	48	48	48
1	54	49	46	47	47	47	47	47	47	47
2	40	52	47	45	45	46	46	46	46	46
3	54	40	52	47	45	45	46	46	46	46
4	49	54	40	52	47	45	45	45	45	45
5	53	46	50	37	48	43	41	42	42	42
6	47	50	44	47	35	45	41	39	39	40
<b>Grand Total</b>	<b>347</b>	<b>339</b>	<b>327</b>	<b>323</b>	<b>315</b>	<b>319</b>	<b>314</b>	<b>313</b>	<b>313</b>	<b>314</b>

Source: Cooperative Strategies

## Projected Enrollment - Low - Berino Elementary

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	46	44	44	44	44	44	44	44	44	44
1	51	43	41	41	42	42	42	42	42	42
2	39	48	40	38	39	39	39	39	39	39
3	52	37	47	39	37	37	38	38	38	38
4	48	50	36	45	38	36	36	37	37	37
5	51	43	45	33	41	34	32	33	33	33
6	46	48	40	42	30	38	32	30	30	31
<b>Grand Total</b>	<b>333</b>	<b>313</b>	<b>293</b>	<b>282</b>	<b>271</b>	<b>270</b>	<b>263</b>	<b>263</b>	<b>263</b>	<b>264</b>

Source: Cooperative Strategies

**Projected Enrollment - High - Berino Elementary**

<b>Grade</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>	<b>2027-28</b>	<b>2028-29</b>	<b>2029-30</b>	<b>2030-31</b>	<b>2031-32</b>
K	53	51	51	52	52	52	52	52	52	52
1	56	54	52	52	53	53	53	53	53	53
2	41	55	54	51	51	52	52	52	52	52
3	57	43	58	56	54	54	55	55	55	55
4	51	57	43	59	57	55	55	55	55	55
5	54	48	55	41	56	54	52	52	53	53
6	48	53	47	53	40	54	53	50	50	51
<b>Grand Total</b>	<b>360</b>	<b>361</b>	<b>360</b>	<b>364</b>	<b>363</b>	<b>374</b>	<b>372</b>	<b>369</b>	<b>370</b>	<b>371</b>

Source: Cooperative Strategies

# GADSDEN ELEMENTARY

## Historical Enrollment - Gadsden Elementary

Grade	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
PK	4	1	3	5	5	0	0	1	0	0
K	83	72	74	67	85	74	65	66	62	56
1	74	78	74	75	59	83	75	69	64	58
2	74	70	70	77	75	67	78	69	68	62
3	77	71	67	66	77	70	62	67	66	59
4	77	76	74	66	72	74	68	56	69	63
5	75	76	73	67	68	70	72	58	58	70
6	65	80	73	76	70	72	68	63	55	55
<b>Grand Total</b>	<b>529</b>	<b>524</b>	<b>508</b>	<b>499</b>	<b>511</b>	<b>510</b>	<b>488</b>	<b>449</b>	<b>442</b>	<b>423</b>

Source: New Mexico Department of Education

## Projected Enrollment - Recommended - Gadsden Elementary

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	63	60	60	61	61	61	61	61	61	61
1	57	64	61	61	62	62	62	62	62	62
2	57	56	63	60	60	61	61	61	61	61
3	58	54	52	59	56	56	57	57	57	57
4	58	57	53	52	58	55	56	56	56	56
5	64	59	58	53	52	59	56	56	57	57
6	67	61	56	55	51	50	56	54	54	55
<b>Grand Total</b>	<b>424</b>	<b>411</b>	<b>403</b>	<b>401</b>	<b>400</b>	<b>404</b>	<b>409</b>	<b>407</b>	<b>408</b>	<b>409</b>

Source: Cooperative Strategies

## Projected Enrollment - Moderate - Gadsden Elementary

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	61	59	59	60	60	60	60	60	60	60
1	56	61	58	58	59	59	59	59	59	59
2	57	55	60	58	58	59	59	59	59	59
3	56	52	50	55	52	52	53	53	53	53
4	57	54	50	48	53	50	51	51	51	51
5	61	55	53	49	47	51	49	49	50	50
6	67	59	53	51	47	45	49	47	47	48
<b>Grand Total</b>	<b>415</b>	<b>395</b>	<b>383</b>	<b>379</b>	<b>376</b>	<b>376</b>	<b>380</b>	<b>378</b>	<b>379</b>	<b>380</b>

Source: Cooperative Strategies

## Projected Enrollment - Low - Gadsden Elementary

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	59	57	57	58	58	58	58	58	58	58
1	54	57	55	55	56	56	56	56	56	56
2	55	52	55	52	52	53	53	53	53	53
3	55	49	46	49	46	47	47	47	47	47
4	56	52	46	43	46	44	44	45	45	45
5	59	52	49	43	41	43	41	41	42	42
6	65	55	49	45	40	38	40	38	38	39
<b>Grand Total</b>	<b>403</b>	<b>374</b>	<b>357</b>	<b>345</b>	<b>339</b>	<b>339</b>	<b>339</b>	<b>338</b>	<b>339</b>	<b>340</b>

Source: Cooperative Strategies

**Projected Enrollment - High - Gadsden Elementary**

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	64	61	61	62	62	62	62	62	62	62
1	57	64	61	62	63	63	63	63	63	63
2	60	58	66	63	63	64	64	64	64	64
3	58	55	54	61	59	59	60	60	60	60
4	58	57	54	53	60	58	58	59	59	59
5	63	58	57	55	53	61	58	58	59	59
6	69	62	58	56	54	53	60	57	57	58
<b>Grand Total</b>	<b>429</b>	<b>415</b>	<b>411</b>	<b>412</b>	<b>414</b>	<b>420</b>	<b>425</b>	<b>423</b>	<b>424</b>	<b>425</b>

Source: Cooperative Strategies



# LA UNION ELEMENTARY

## Historical Enrollment - La Union Elementary

Grade	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
PK	15	13	9	12	13	10	11	0	0	0
K	30	33	45	42	33	39	33	40	48	43
1	27	30	39	43	42	33	42	44	43	50
2	42	34	31	40	49	44	40	49	42	51
3	41	43	32	32	49	41	43	42	53	42
4	39	43	41	35	41	51	43	50	45	56
5	39	40	46	42	40	40	44	43	51	51
6	38	43	39	51	52	45	43	46	43	54
<b>Grand Total</b>	<b>271</b>	<b>279</b>	<b>282</b>	<b>297</b>	<b>319</b>	<b>303</b>	<b>299</b>	<b>314</b>	<b>325</b>	<b>347</b>

Source: New Mexico Department of Education

## Projected Enrollment - Recommended - La Union Elementary

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	42	40	40	41	41	41	41	41	41	41
1	46	45	43	43	44	44	44	44	44	44
2	58	54	53	50	50	51	51	51	51	51
3	52	59	55	54	51	52	52	52	52	52
4	45	56	64	59	58	55	56	56	56	56
5	58	46	58	66	61	60	57	57	58	58
6	54	61	49	61	70	64	63	60	60	61
<b>Grand Total</b>	<b>355</b>	<b>361</b>	<b>362</b>	<b>374</b>	<b>375</b>	<b>367</b>	<b>364</b>	<b>361</b>	<b>362</b>	<b>363</b>

Source: Cooperative Strategies

## Projected Enrollment - Moderate - La Union Elementary

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	38	37	37	37	37	37	37	37	37	37
1	48	43	41	41	41	41	41	41	41	41
2	56	53	47	45	45	46	46	46	46	46
3	50	55	52	47	45	45	46	46	46	46
4	45	54	59	56	50	48	48	49	49	49
5	56	45	54	59	56	50	48	48	49	49
6	54	59	48	57	63	60	53	51	51	52
<b>Grand Total</b>	<b>347</b>	<b>346</b>	<b>338</b>	<b>342</b>	<b>337</b>	<b>327</b>	<b>319</b>	<b>318</b>	<b>319</b>	<b>320</b>

Source: Cooperative Strategies

## Projected Enrollment - Low - La Union Elementary

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	36	34	34	35	35	35	35	35	35	35
1	45	38	36	36	37	37	37	37	37	37
2	53	48	40	38	38	39	39	39	39	39
3	48	50	45	38	36	36	37	37	37	37
4	44	51	53	48	40	38	38	39	39	39
5	53	42	49	51	46	38	36	37	37	37
6	53	56	44	51	53	47	40	38	38	39
<b>Grand Total</b>	<b>332</b>	<b>319</b>	<b>301</b>	<b>297</b>	<b>285</b>	<b>270</b>	<b>262</b>	<b>262</b>	<b>262</b>	<b>263</b>

Source: Cooperative Strategies

**Projected Enrollment - High - La Union Elementary**

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	41	39	39	40	40	40	40	40	40	40
1	50	48	46	46	46	46	46	46	46	46
2	58	58	56	53	53	54	54	54	54	54
3	53	60	60	57	55	55	56	56	56	56
4	46	58	66	66	63	60	60	61	61	61
5	58	48	60	69	69	66	63	63	64	64
6	55	63	52	65	74	74	71	68	68	69
<b>Grand Total</b>	<b>361</b>	<b>374</b>	<b>379</b>	<b>396</b>	<b>400</b>	<b>395</b>	<b>390</b>	<b>388</b>	<b>389</b>	<b>390</b>

Source: Cooperative Strategies

# LOMA LINDA ELEMENTARY

## Historical Enrollment - Loma Linda Elementary

Grade	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
PK	2	1	0	1	5	0	0	2	0	0
K	54	61	45	53	65	43	46	32	47	39
1	66	49	65	49	50	61	55	44	36	47
2	75	62	40	50	42	49	52	47	40	35
3	57	65	59	44	54	43	50	49	46	44
4	55	59	63	65	42	50	47	49	51	44
5	52	58	55	49	53	46	52	50	48	55
6	61	56	59	47	52	53	45	54	50	45
7	38	22	0	0	0	0	0	0	0	0
8	27	28	0	0	0	0	0	0	0	0
<b>Grand Total</b>	<b>487</b>	<b>461</b>	<b>386</b>	<b>358</b>	<b>363</b>	<b>345</b>	<b>347</b>	<b>327</b>	<b>318</b>	<b>309</b>

Source: New Mexico Department of Education

## Projected Enrollment - Recommended - Loma Linda Elementary

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	44	42	42	42	42	42	42	42	42	42
1	41	46	44	44	45	45	45	45	45	45
2	43	38	42	40	40	41	41	41	41	41
3	35	44	38	43	41	41	42	42	42	42
4	44	36	44	38	43	41	41	42	42	42
5	46	47	38	46	40	45	43	43	44	44
6	55	47	47	38	46	41	46	44	44	44
<b>Grand Total</b>	<b>308</b>	<b>300</b>	<b>295</b>	<b>291</b>	<b>297</b>	<b>296</b>	<b>300</b>	<b>299</b>	<b>300</b>	<b>300</b>

Source: Cooperative Strategies

## Projected Enrollment - Moderate - Loma Linda Elementary

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	39	37	38	38	38	38	38	38	38	38
1	41	42	40	40	40	40	40	40	40	40
2	43	38	38	36	36	37	37	37	37	37
3	35	44	38	38	37	37	37	37	37	37
4	44	35	43	38	38	37	37	37	37	37
5	46	46	37	46	40	40	39	39	39	39
6	54	46	46	37	45	40	40	38	38	39
<b>Grand Total</b>	<b>302</b>	<b>288</b>	<b>280</b>	<b>273</b>	<b>274</b>	<b>269</b>	<b>268</b>	<b>266</b>	<b>266</b>	<b>267</b>

Source: Cooperative Strategies

## Projected Enrollment - Low - Loma Linda Elementary

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	37	35	36	36	36	36	36	36	36	36
1	39	37	35	35	36	36	36	36	36	36
2	42	34	33	31	31	32	32	32	32	32
3	35	41	34	32	31	31	31	31	31	31
4	43	33	40	33	31	30	30	30	30	30
5	45	44	35	41	34	32	31	31	31	31
6	54	44	43	34	40	33	31	30	30	30
<b>Grand Total</b>	<b>295</b>	<b>268</b>	<b>256</b>	<b>242</b>	<b>239</b>	<b>230</b>	<b>227</b>	<b>226</b>	<b>226</b>	<b>226</b>

Source: Cooperative Strategies

**Projected Enrollment - High - Loma Linda Elementary**

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	42	40	40	41	41	41	41	41	41	41
1	44	47	45	45	46	46	46	46	46	46
2	44	41	44	42	42	43	43	43	43	43
3	36	46	43	46	44	44	45	45	45	45
4	45	37	47	44	47	45	45	46	46	46
5	47	49	40	51	47	51	48	49	49	49
6	55	48	49	40	51	48	51	49	49	50
<b>Grand Total</b>	<b>313</b>	<b>308</b>	<b>308</b>	<b>309</b>	<b>318</b>	<b>318</b>	<b>319</b>	<b>319</b>	<b>319</b>	<b>320</b>

Source: Cooperative Strategies

# MESQUITE ELEMENTARY

## Historical Enrollment - Mesquite Elementary

Grade	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
PK	3	12	19	10	15	5	9	0	0	0
K	75	55	61	47	40	34	45	50	25	40
1	64	66	54	61	46	33	34	38	41	28
2	56	60	59	53	52	42	36	39	40	31
3	44	51	54	54	42	49	46	41	37	37
4	43	39	52	51	46	38	45	53	40	37
5	56	35	38	51	46	43	47	46	49	40
6	54	49	35	37	49	44	45	45	47	42
<b>Grand Total</b>	<b>395</b>	<b>367</b>	<b>372</b>	<b>364</b>	<b>336</b>	<b>288</b>	<b>307</b>	<b>312</b>	<b>279</b>	<b>255</b>

Source: New Mexico Department of Education

## Projected Enrollment - Recommended - Mesquite Elementary

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	40	38	38	39	39	39	39	39	39	39
1	38	38	36	36	36	36	36	36	36	36
2	30	40	40	38	38	39	39	39	39	39
3	30	29	39	39	37	37	38	38	38	38
4	37	30	29	39	38	37	37	37	37	37
5	38	38	31	29	39	39	38	38	38	38
6	40	38	38	31	29	39	39	38	38	38
<b>Grand Total</b>	<b>253</b>	<b>251</b>	<b>251</b>	<b>251</b>	<b>256</b>	<b>266</b>	<b>266</b>	<b>265</b>	<b>265</b>	<b>265</b>

Source: Cooperative Strategies

## Projected Enrollment - Moderate - Mesquite Elementary

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	37	35	36	36	36	36	36	36	36	36
1	37	34	33	33	33	33	33	33	33	33
2	28	37	34	32	32	33	33	33	33	33
3	31	28	37	34	33	33	33	33	33	33
4	37	31	28	37	34	32	32	33	33	33
5	38	38	32	28	37	35	33	33	34	34
6	39	37	36	31	28	36	34	32	32	33
<b>Grand Total</b>	<b>247</b>	<b>240</b>	<b>236</b>	<b>231</b>	<b>233</b>	<b>238</b>	<b>234</b>	<b>233</b>	<b>234</b>	<b>235</b>

Source: Cooperative Strategies

## Projected Enrollment - Low - Mesquite Elementary

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	33	31	31	32	32	32	32	32	32	32
1	34	28	27	27	27	27	27	27	27	27
2	26	32	26	25	25	25	25	25	25	25
3	30	25	31	25	24	24	24	24	24	24
4	35	28	24	29	24	23	23	23	23	23
5	36	34	27	23	28	23	22	22	22	22
6	37	33	32	26	21	26	21	20	21	21
<b>Grand Total</b>	<b>231</b>	<b>211</b>	<b>198</b>	<b>187</b>	<b>181</b>	<b>180</b>	<b>174</b>	<b>173</b>	<b>174</b>	<b>174</b>

Source: Cooperative Strategies



**Projected Enrollment - High - Mesquite Elementary**

<b>Grade</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>	<b>2027-28</b>	<b>2028-29</b>	<b>2029-30</b>	<b>2030-31</b>	<b>2031-32</b>
K	41	40	40	40	40	40	40	40	40	40
1	39	41	39	39	39	39	39	39	39	39
2	30	42	43	41	41	42	42	42	42	42
3	33	31	44	46	44	44	44	44	44	44
4	38	34	32	46	47	45	45	46	46	46
5	40	41	37	35	49	51	49	49	49	49
6	40	40	41	37	35	49	51	49	49	50
<b>Grand Total</b>	<b>261</b>	<b>269</b>	<b>276</b>	<b>284</b>	<b>295</b>	<b>310</b>	<b>310</b>	<b>309</b>	<b>309</b>	<b>310</b>

Source: Cooperative Strategies

# NORTH VALLEY ELEMENTARY

## Historical Enrollment - North Valley Elementary

Grade	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
PK	14	5	0	6	2	0	0	0	0	0
K	69	49	41	45	58	42	44	50	32	27
1	61	68	52	41	41	57	40	37	44	36
2	50	65	73	53	44	42	59	46	35	43
3	50	52	65	72	53	39	39	57	35	34
4	59	55	52	62	72	52	41	31	55	37
5	64	58	54	51	60	65	47	42	32	58
6	49	65	46	47	53	62	53	45	34	34
<b>Grand Total</b>	<b>416</b>	<b>417</b>	<b>383</b>	<b>377</b>	<b>383</b>	<b>359</b>	<b>323</b>	<b>308</b>	<b>267</b>	<b>269</b>

Source: New Mexico Department of Education

## Projected Enrollment - Recommended - North Valley Elementary

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	41	39	39	40	40	40	40	40	40	40
1	26	39	37	38	38	38	38	38	38	38
2	37	27	40	38	39	39	39	39	39	39
3	41	36	25	39	37	37	38	38	38	38
4	34	41	35	25	38	37	37	37	37	37
5	38	35	42	36	26	40	38	38	38	38
6	56	37	34	41	35	25	38	37	37	37
<b>Grand Total</b>	<b>273</b>	<b>254</b>	<b>252</b>	<b>257</b>	<b>253</b>	<b>256</b>	<b>268</b>	<b>267</b>	<b>267</b>	<b>267</b>

Source: Cooperative Strategies

## Projected Enrollment - Moderate - North Valley Elementary

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	37	35	36	36	36	36	36	36	36	36
1	26	35	34	34	34	34	34	34	34	34
2	37	27	36	35	35	35	35	35	35	35
3	39	33	24	33	31	31	32	32	32	32
4	33	38	32	23	32	30	31	31	31	31
5	36	32	37	32	23	31	30	30	30	30
6	54	34	30	35	30	21	29	28	28	28
<b>Grand Total</b>	<b>262</b>	<b>234</b>	<b>229</b>	<b>228</b>	<b>221</b>	<b>218</b>	<b>227</b>	<b>226</b>	<b>226</b>	<b>226</b>

Source: Cooperative Strategies

## Projected Enrollment - Low - North Valley Elementary

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	33	32	32	32	32	32	32	32	32	32
1	24	30	29	29	29	29	29	29	29	29
2	36	24	30	28	28	29	29	29	29	29
3	37	31	21	26	25	25	25	25	25	25
4	31	34	28	19	24	23	23	23	23	23
5	35	30	33	27	18	22	21	22	22	22
6	51	31	26	29	24	16	20	19	19	19
<b>Grand Total</b>	<b>247</b>	<b>212</b>	<b>199</b>	<b>190</b>	<b>180</b>	<b>176</b>	<b>179</b>	<b>179</b>	<b>179</b>	<b>179</b>

Source: Cooperative Strategies

**Projected Enrollment - High - North Valley Elementary**

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
K	41	39	39	40	40	40	40	40	40	40
1	27	41	39	40	40	40	40	40	40	40
2	38	29	44	42	42	43	43	43	43	43
3	40	36	27	41	39	40	40	40	40	40
4	35	41	37	28	42	40	40	41	41	41
5	38	35	42	37	28	43	41	41	41	41
6	57	37	35	41	37	28	42	40	40	41
<b>Grand Total</b>	<b>276</b>	<b>258</b>	<b>263</b>	<b>269</b>	<b>268</b>	<b>274</b>	<b>286</b>	<b>285</b>	<b>285</b>	<b>286</b>

Source: Cooperative Strategies

# GADSDEN MIDDLE

## Historical Enrollment - Gadsden Middle

Grade	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
7	386	368	419	400	366	377	421	379	382	339
8	402	391	382	423	401	364	369	411	376	373
<b>Grand Total</b>	<b>788</b>	<b>759</b>	<b>801</b>	<b>823</b>	<b>767</b>	<b>741</b>	<b>790</b>	<b>790</b>	<b>758</b>	<b>712</b>

Source: New Mexico Department of Education

## Projected Enrollment - Recommended - Gadsden Middle

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
7	323	371	362	329	333	333	319	349	334	335
8	333	318	365	356	324	327	328	314	343	328
<b>Grand Total</b>	<b>656</b>	<b>689</b>	<b>727</b>	<b>685</b>	<b>657</b>	<b>660</b>	<b>647</b>	<b>663</b>	<b>677</b>	<b>663</b>

Source: Cooperative Strategies

## Projected Enrollment - Moderate - Gadsden Middle

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
7	317	359	344	310	308	304	290	296	283	284
8	333	312	354	338	305	303	299	285	291	278
<b>Grand Total</b>	<b>650</b>	<b>671</b>	<b>698</b>	<b>648</b>	<b>613</b>	<b>607</b>	<b>589</b>	<b>581</b>	<b>574</b>	<b>562</b>

Source: Cooperative Strategies

## Projected Enrollment - Low - Gadsden Middle

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
7	311	342	315	275	264	252	229	218	208	209
8	332	304	335	308	269	259	247	224	213	204
<b>Grand Total</b>	<b>643</b>	<b>646</b>	<b>650</b>	<b>583</b>	<b>533</b>	<b>511</b>	<b>476</b>	<b>442</b>	<b>421</b>	<b>413</b>

Source: Cooperative Strategies

## Projected Enrollment - High - Gadsden Middle

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
7	323	377	374	348	357	364	365	400	382	384
8	335	319	373	369	343	353	360	361	395	377
<b>Grand Total</b>	<b>658</b>	<b>696</b>	<b>747</b>	<b>717</b>	<b>700</b>	<b>717</b>	<b>725</b>	<b>761</b>	<b>777</b>	<b>761</b>

Source: Cooperative Strategies

## CONCLUSION

As with any projection, the District should pay close attention to live birth counts, enrollment in elementary schools, open enrollment, non-public enrollment, in / out migration patterns, and any housing growth. It is recommended that this document be reviewed on an annual basis to determine how more recent growth and enrollment trends will impact the enrollment projections.

Cooperative Strategies is pleased to have had the opportunity to provide the District with this demographic study. We hope this document will provide the necessary information to make informed decisions about the future of the Gadsden Independent School District.