



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

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TABLE OF CONTENTS

SECTION	PAGE
ACKNOWLEDGMENTS	4
PHASE I: BUILDING SYSTEMS ANALYSIS REPORT	
1. CONDITIONS & ANALYSIS	6
A. Adequacy Assessment.....	7
B. Site Analysis	8
C. Verify Construction Dates	12
D. Code Analysis	12
E. Life Safety.....	18
F. Fire Safety	19
G. ADA Code Violations.....	21
H. Structural	21
I. Seismic Considerations	24
J. Overall Shell	24
K. Roofing	31
L. Interior Surfaces.....	33
M. Plumbing.....	43
N. Mechanical.....	45
O. Electrical	51
P. Energy & Utilities Efficiency.....	53
2. OPTIONS & RECOMMENDATIONS	58
3. COST ESTIMATES	60
4. CONCLUSION	61
5. APPENDIX AND SUPPORTING INFORMATION	61

PHASE 2: CAMPUS MASTER PLAN & EDUCATIONAL SPECIFICATIONS

1. REVIEW PHASE 1 RECOMMENDATIONS..... 62

2. ADEQUACY ANALYSIS..... 63

3. DEMOGRAPHICS & ENROLLMENT 64

4. UTILIZATION & CAPACITY 65

 A. Maximum / Functional Capacity Analysis.....66

 B. Utilization Analysis for Existing Facilities67

 C. Special Factors Affecting Utilization & Capacity69

 D. Space Needs69

5. CAMPUS MASTER PLAN RECOMMENDATIONS 70

 A. Options for efficient campus utilization & organization.....70

 B. Revised conceptual floor plan71

 C. Conceptual site plan72

6. EDUCATIONAL PROGRAM & DELIVERY SYSTEM 73

7. SPACE REQUIREMENTS 74

 A. Student Capacity, Utilization & Efficiency74

 B. Quantity & Sizes of Required Spaces75

8. PHASING PLAN 78

9. PROJECT BUDGET..... 80

 A. Estimated Project Cost.....80

 B. Cost Assumptions81

DEMOGRAPHICS & ENROLLMENT 82

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PHASE I: BUILDING SYSTEMS ANALYSIS REPORT

SECTION 1. CONDITIONS & ANALYSIS

Gadsden Middle School was originally constructed in 1964. This included the main building, gymnasium, the east & west boiler buildings and mechanical pump building. In 1973 the Annex North Wing was constructed, followed by the vocational building in 1981. In 2009, the multipurpose rooms & corridor addition to the gym was completed. This site also houses four portables and one modular building. The buildings sit on a ~21.2 acre site and includes an athletic field, a playground, and a hard surface play area. The school is in a rural residential area with agricultural farms surrounding the site to the west, east and south. District administration buildings also reside on the south and west side of the school site. There is a small residential development to the north of the site. Gadsden Middle School currently serves ~707 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 18 parking spots. The school currently has 134 or the 152 required parking spaces. There are 8 handicap spots and one student drop-off area and one bus drop-off area.

Staff noted parking was limited and needs expanded to accommodate teachers. Some teachers have to park in the visitor/student drop off area.

The student drop-off area was modified a few years ago to prevent three wide student drop off lanes where students had to run in between cars to access the building. The site does not offer any reasonable area to add additional parking. Some parking spaces could be added into the northeast bus drop-off loop, but this could create additional traffic issues.



2. Chemical Storage for Science

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

3. Playgrounds

The school has a playground area that provides hard surface play areas for basketball. The State of New Mexico adequacy standards require at least one multi-use playground. The playground areas appear to be in good condition. The running track consists of gravel and is not conducive for athletics. The football field is grass and appeared to be struggling due to water shortage and heavy use. An artificial turf field would be beneficial.

Site Analysis

1. Drainage;

- a. Based on our analysis and staff interviews, site drainage is adequate for the most part, but there are a few areas of concern. Staff reported three sink holes in the exterior by the main building walls that are constantly sinking. The district has tried to refill these area, but they continue to sink.
- b. Some drainage issues were noted going under the building into the crawl space.
- c. The multipurpose addition had a few areas where the concrete walkway had pulled away from the building. Water could infiltrate the foundation if this is not resealed.
- d. The courtyard area between the Annex Building and the Annex Addition does not have any internal drainage. There is a clogged trench drain under the sidewalk that is intended to drain water from the courtyard.





2. Ingress/Egress

All areas of ingress and egress appeared to be fine. The building has an adequate number of entrances and exits. Staff noted that during events and busy days, cars will line up in the suicide lane on Washington Street as they can't pile in quickly enough.

3. Utilities

No major issues were observed, but interviews with school staff noted that a few of the buildings on site had issues with sewer smells and breakers continually tripping.

The sanitary sewer line may be damaged or not providing adequate drainage throughout the entire site. Many repairs have had to be made over the years and issues with the sanitary sewer continue to exist.

Most buildings do not have adequate electrical supply. The majority of the system is past its useful life and breaker boxes do not have capacity to handle the current load. Breakers trip fairly often and cause issues for staff and students.

All other utilities appear to be working as intended.

4. Additional site information

The asphalt parking areas and bus loop are showing signs of deterioration. Alligatoring and cracked asphalt was noted in multiple areas. This will likely require a full replacement of damaged areas if they cannot be repaired.



Concrete walkways by the main building have numerous cracks and need to be replaced or repaired.



Verify Construction Dates

1. Original Construction date and GSF:

- Main Building – built in 1964 – 91,924 square feet (includes east & west boiler buildings and mechanical pump buildings)
- Gymnasium – built in 1964 – 18,212 square feet
- Classroom Annex – built in 1973 – 8,419 square feet
- Vocational Building – built in 1981 – 10,988 square feet

2. Dates of additions and GSF:

- Multipurpose Room / Corridor Addition to 1964 Gym – built in 2009 – 8,481 square feet
- Science Lab / Classroom Addition to 1973 Annex – built in 2009 – 15,066 square feet

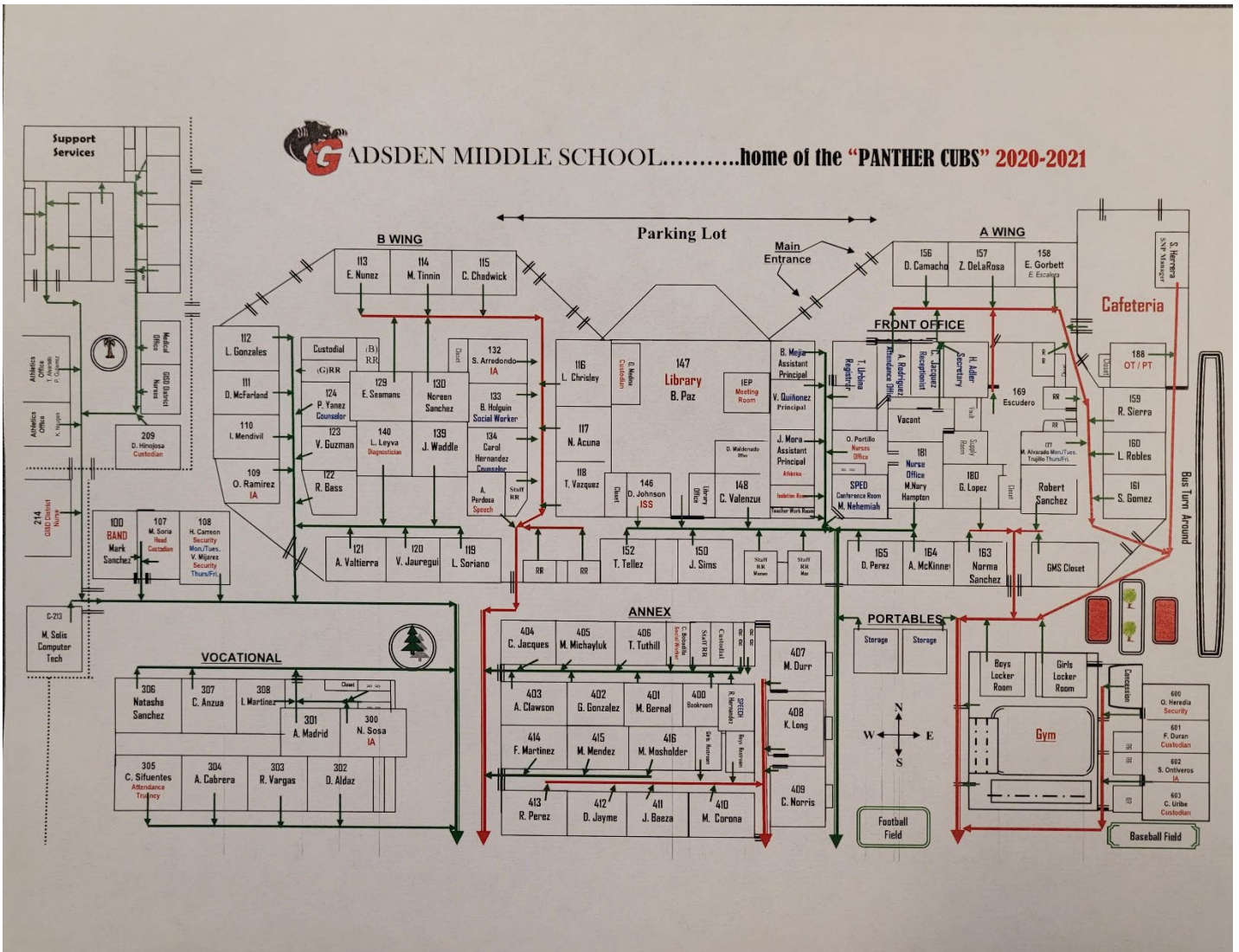
Code Analysis

1. Construction type

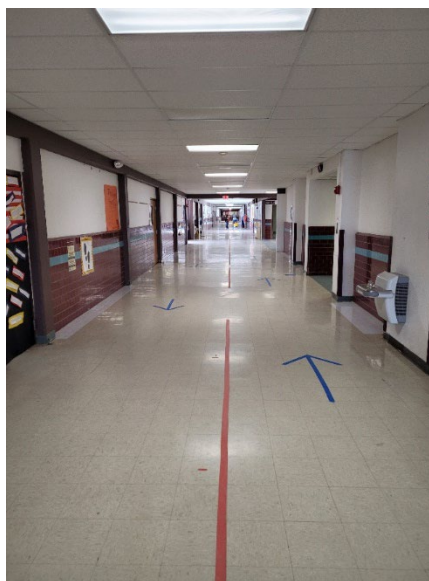
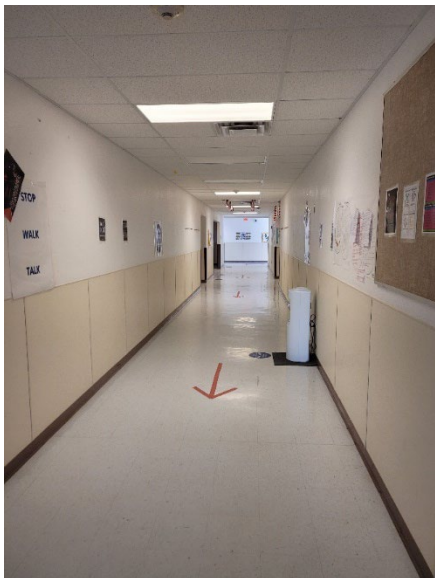
- Main Building = Concrete double-tee roof structure. Cast-in place columns. Concrete piers and concrete girders with red-iron floor joists that span horizontally on top of the concrete girder/stem walls.
- Gym- Multi-Purpose = Concrete columns. Slab on grade. Structural Steel roof deck.
- Science Lab-CR (add) = Steel frame. Slab on grade. Structural Steel roof deck.
- Classroom Annex = Concrete columns. Slab on grade. Structural Steel roof deck.
- Vocational = CMU Block Masonry. Slab on grade. Structural Steel roof deck.

2. Egress routes

All egress routes were continuous and unobstructed throughout the entire building. All egress routes provided adequate access to an exit.



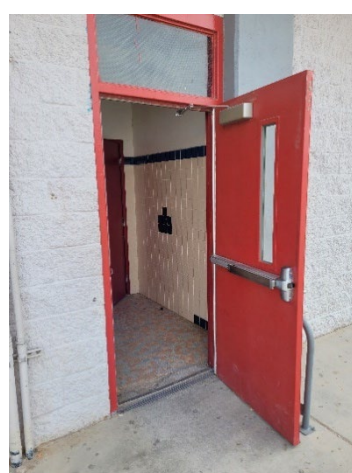
3. Corridors; All corridors were adequately sized per fire code and had widths greater than 36 inches to accommodate ADA access. All corridors were observed to be clean and unobstructed to provide clear paths of egress throughout the school.



4. Doors: Overall, the interior 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.

Most of the exterior doors were equipped with push bars. Most of the exterior doors are in poor condition. The paint is peeling on the doors and frames. Weather stripping on multiple exterior doors is in poor condition and allows water and dirt to infiltrate the buildings. The double doors leading into the Boiler Buildings are difficult to open and close.

It is recommended that the exterior doors and frames be painted and that the weather stripping be replaced. The double doors at the boiler buildings were not functioning correctly and should be replaced.



5. Fire protection;

The facility is equipped with a fire alarm system only. The system is functioning as intended and passed its annual inspection. The main building was constructed under a Building Code that did not require the installation of a fire sprinkler system. Renovations that occurred later were of a nature as to not require the installation of a fire sprinkler system. Under the current building code, a fire sprinkler system would be required as part of any renovation that reconfigures any of the interior walls and/or the installation or deletion of any exterior door or window. In the Annex building, the building exits do not have code required exit lights at the exterior.

6. Identify any ADA issues:

- Some doorknobs on doors, but most are ADA Compliance.
- Several ADA-accessible parking signs are in poor condition. One of the accessible parking spaces does not have an accessible-parking sign. Accessible-parking access aisles lack NO PARKING pavement markings. The ADA curb ramps are incorrectly painted. The crosswalk leading from the ADA parking to the sidewalk is faded.



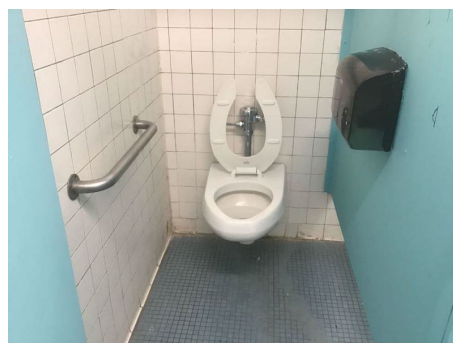
- The drinking fountains in the Main Building corridor do not comply with current ADA standards for standing and sitting heights. Multiple drinking fountains in the Main Building protrude into the corridors.



- The single-occupant restroom for kitchen staff is not compliant with ADA standards. It lacks horizontal and vertical grab bars. The lavatory encroaches on the clear floor space for the water closet. The size of the restroom does not allow for the required wheelchair turning radius.



- The student multi-stall restrooms and the staff single-occupant restroom in the Annex Building's north wing are not ADA compliant. The student multi-stall restrooms do not have a wheelchair-accessible stall. The boys' multi-stall restroom lacks privacy screens between the urinals. The staff single-occupant restroom lacks horizontal and vertical grab bars at the water closet. Restroom accessories in the student multi-stall restrooms and the staff single-occupant restroom hang at incorrect heights. The number of provided water closets and urinals in the boys' multi-stall restroom does not meet current building code requirements.



- Locker rooms lack ADA-compliant benches. None of the lockers have ADA signage.



- Room identification signs throughout the campus are not dual language and hang above the maximum height allowed by current ADA standards. The main egress doors lack dual-language ADA-compliant identification.

7. Provide documentation of alteration level required as part of the analysis report.

- Replace various doorknobs with ADA Compliant / lever style handles.
- Replace the accessible parking signs. Install an accessible parking sign. Install NO PARKING pavement markings at each of the accessible-parking access aisles. Paint the curb ramps as required by current ADA standards. Install crosswalk striping leading from the accessible parking to the sidewalk.
- Remove and relocate the drinking fountains in the Main Building corridors to comply with current ADA sitting and standing height requirements. Install sidewall protection at drinking fountains in the Main Building that protrude into the corridors.
- Renovate the single-occupant restroom and adjacent locker room to bring the restroom into compliance with current ADA standards.
- Renovate the student multi-stall restrooms and staff single-occupant restroom to bring them into compliance with current ADA standards.
- Install ADA-compliant benches in locker rooms and ADA signage.
- Replace all room identification signs with ADA-compliant, dual-language signs. Install ADA-compliant, dual-language exit signs at all main egress doors.
- The Annex building exits do not have code required exit lights at the exterior and need to have them installed.

Life-Safety – Provide complete building survey by identifying the following:

1. Type, age and condition of facility construction

- Main Building (1964) = Concrete double-tee roof structure. Cast-in place columns. Concrete piers and concrete girders with red-iron floor joists that span horizontally on top of the concrete girder/stem walls.
- Gym (1964) - Multi-Purpose (2009) = Concrete columns. Slab on grade. Structural Steel roof deck.
- Science Lab-CR (2009)= Steel frame. Slab on grade. Structural Steel roof deck.
- Classroom Annex (1973)= Concrete columns. Slab on grade. Structural Steel roof deck.
- Vocational (1981)= CMU Block Masonry. Slab on grade. Structural Steel roof deck.

2. Fire protection

- The building is equipped with a Fire Alarm System

3. Fire rated corridors;

- Main Building = Yes
- Gym & Multi-Purpose = Yes
- Classroom Annex = Yes
- Science Lab-CR (add) = Yes
- Vocational = Yes

4. Fire rated doors

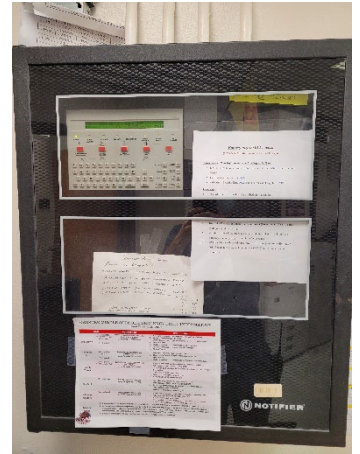
- Main Building = Wood – ½ Hour or 1/3 hour rated
- Gym & Multi-Purpose = ½ Hour or 1/3 hour rated
- Science Lab-CR = ½ Hour or 1/3 hour rated
- Classroom Annex = ½ Hour or 1/3 hour rated
- Vocational = ½ Hour or 1/3 hour rated

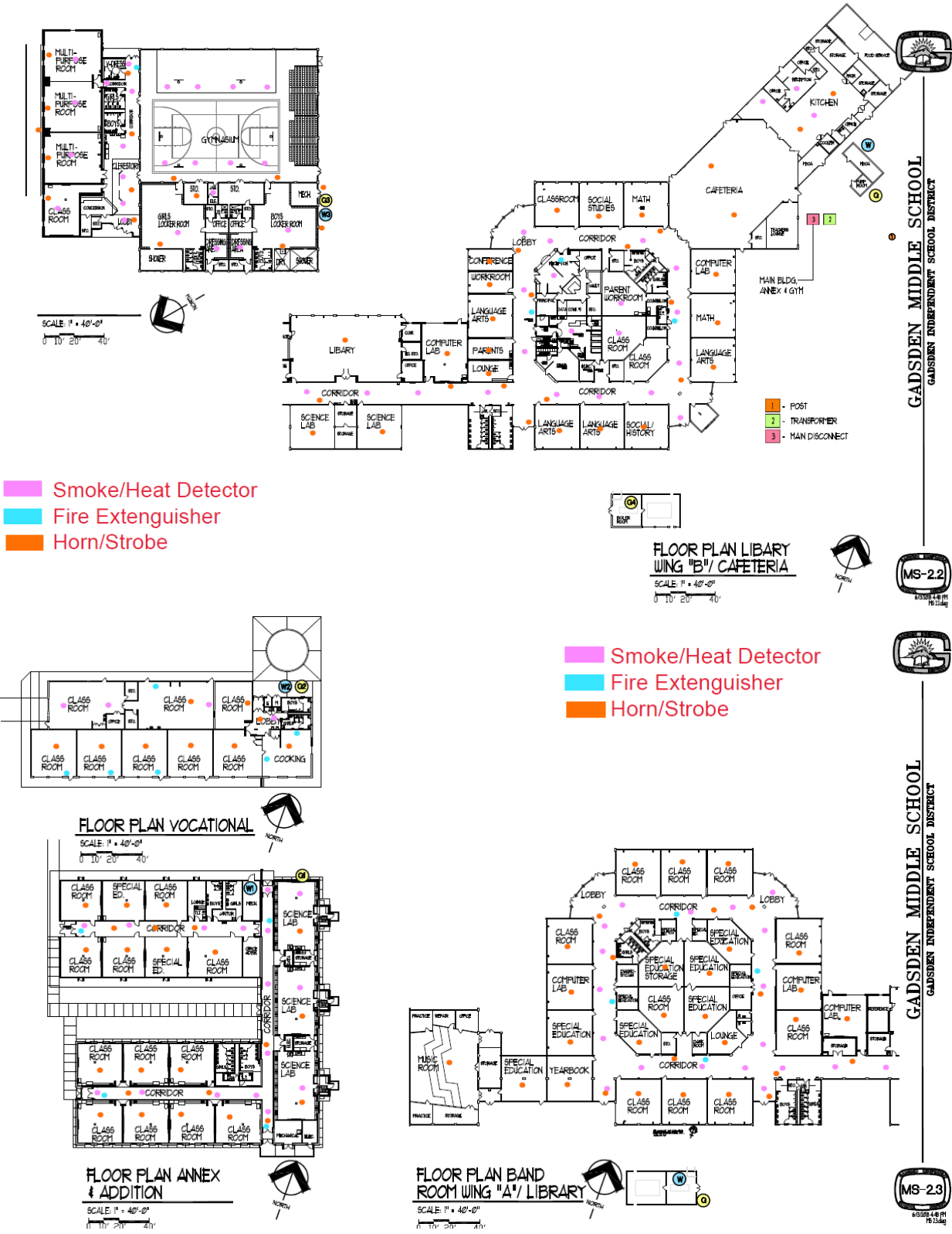
5. Sprinkler system. Not present.



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

1. Fire alarm panel;
 - a. Location – Receptionist
 - b. Type – Notifier NFS-3030D and NFS-3030ND DR-B4
 - c. Age – 8/2/2018 (~3 Years Old)
 - d. Condition – Good
2. All smoke detectors;
 - a. Location – See Map
 - b. Age – 8/2/2018 (~3 Years Old)
 - c. Condition - Good
3. Fire extinguishers; and
 - a. Location – See Map
 - b. Type – ABC: Make Badger, Model 10MB-8H
 - c. Age – June 2015 (6 years)
 - d. Condition - Good
4. Strobes.
 - a. Location – See Map
 - b. Type – Strobes
 - c. Age – 8/2/2018 (~3 years)
 - d. Condition - Good





Identify all American with Disabilities (ADA) code violations; provide a statement of probable cost to repair versus replace to bring this system to code and to meet State adequacy standards.

- Replace various doorknobs with ADA Compliant / lever style handles. Cannot repair, replace only.
- Replace the accessible parking signs. Install an accessible parking sign. Install NO PARKING pavement markings at each of the accessible-parking access aisles. Paint the curb ramps as required by current ADA standards. Install crosswalk striping leading from the accessible parking to the sidewalk. Cannot repair.
- Remove and relocate the drinking fountains in the Main Building corridors to comply with current ADA sitting and standing height requirements. Install sidewall protection at drinking fountains in the Main Building that protrude into the corridors. Cost: \$13,446.40
- Renovate the single-occupant restroom and adjacent locker room to bring the restroom into compliance with current ADA standards. Cost: \$58,370.40
- Renovate the student multi-stall restrooms and staff single-occupant restroom to bring them into compliance with current ADA standards. Cost: \$405,365.40
- Install ADA-compliant benches in locker rooms and ADA signage. Cannot repair, replace only.
- Replace all room identification signs with ADA-compliant, dual-language signs. Install ADA-compliant, dual-language exit signs at all main egress doors. Cannot repair, replace only.

Structural Assessment

1. Footings & Foundation

- Main Building: The floor structure is constructed for concrete girders that sit on caissons every ~20'. Then, there are red iron floor joists that span horizontally. In between the concrete girders are 4x4 wooden T-Posts to act as intermediate support posts. These were originally constructed with all-thread style jacks (presumably to be adjusted as the soils settled and shifted). The all-thread and nuts have rusted over time and were not adjusted properly, thus the T-posted have fallen down and/or are not supporting the floor joists. As a result, the floor has a slight bounce to it in between the concrete girders. The staff mentioned this as "scary" at times. It is recommended to have a structural engineer do an assessment to determine how critical these intermediate 4x4 wooden t-posts are to the integrity of the floor structure.



- Classroom Annex - The original structure consists of load-bearing masonry walls and open-web steel joists with a non-structural metal roof deck over purlins. The addition is constructed of load bearing steel stud walls with wood sheathing and bar-joist roof structure with steel roof deck. The floor is a slab-on-grade concrete floor. The structure of both parts of the building is in good condition with limited evidence of damage, settling or other issues. Due to the interdependence of the foundations of each portion any code required seismic upgrades would be difficult and expensive if the building was to be renovated.

- Vocational Building - The building structure consists of load bearing masonry walls with steel roof purlins. No structural damage was observed, and the structure is in generally good condition. Any renovation would trigger required seismic upgrades which could be cost prohibitive.
- Gym & Multi-purpose - Limited damage to the cast-in-place structure was observed, however, limited locations of spalled concrete and corroded reinforcing were identified at the exterior of the building as the structure was not protected by roof overhangs. Limited distressed areas of concrete slab were observed throughout the building. A steel strap at the top of one wall appears to be supporting the CMU infill. There is evidence that the infill is not completely secure thus the steel strapping.

2. Foundation

- See comment above for main building. All other buildings appear to be in adequate condition.

3. Stem walls: No observed issues. None on the main building.

4. Slab

- One potential issue was noted in the multipurpose building. The floor tiles appear to be lifting and cracking which be caused by issues with the slab. Destructive investigation would need to occur to determine the root cause.



5. Curtain wall; No observed issues.

6. Interior walls; Minor cracks were observed in the main building (cafeteria & hallway),

7. Bar joists; No observed issues.



9. Any site drainage that could impact any of the above. Please refer to the site analysis section above:

- Staff reported three sink holes in the exterior by the main building walls that are constantly sinking. The district has tried to refill these area, but they continue to sink.
- Some drainage issues were noted going under the building into the crawl space.
- The multipurpose addition had a few areas where the concrete walkway had pulled away from the building. Water could infiltrate the foundation if this is not resealed.

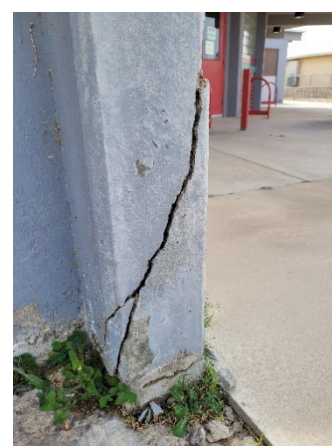
Evaluation shall include seismic and uplift (wind) considerations.

- No concerns from the district’s maintenance staff regarding seismic and uplift (wind) considerations. No issues to note, except that do have high winds at times (70-80 mph).

Overall Shell – Provide overall inspection. Interview the maintenance department and include their comments in the BSAR. Comments from staff:

Main Building:

- Overall, the exterior shell has been maintained well over the years but is almost 60 years old. There are damaged concrete columns in multiple areas around the exterior of the building. The cement plaster is in poor condition throughout the facility, with prevalent locations of cracking and chipping. The current cement plaster condition creates opportunities for water infiltration into wall and further deterioration of the wall finishes and possibly the wall structure. This condition also creates potential for air infiltration and reduction of thermal performance of the exterior wall. The exterior windows are beyond their useful life and need to be replaced. Window seals are damaged and many of the windows do not function as intended. The exterior walls need to be repaired/cleaned and painted. The roof appears to be in good shape; there are two trees that need to be trimmed back that are beginning to damage the roof.







Gym & Multi-purpose:

- Overall, in fair/poor condition. Exterior lighting was damaged in a few areas and should be replaced. Minor cracks were observed that need to be resealed. Gymnasium leaks above the bleachers and where the air handlers are; only during heavy rains. There are some leaks in the classrooms as well that are addressed with work orders. The soffits under the roof overhangs are primarily cement plaster that is heavily cracked and in poor condition. The cement plaster is in poor condition throughout the facility, with prevalent locations of cracking and chipping. Some doors have with vision panels of single pane glazing in metal frames. Exterior doors and hardware at the Gymnasium are in poor condition with impact damage and poor painted finish. Most of the high windows were framed in as part of a renovation/addition in 1981. Those that remain are made up of steel frames with single pane glazing. The windows are in very poor condition with broken glazing, deteriorating frames due to weather exposure and poor finishing of the frames. These windows are extremely inefficient and leaky. The exterior cracks need to be repaired and the building and exterior doors need to be repainted. Exterior windows are beyond their useful life and should be replaced.



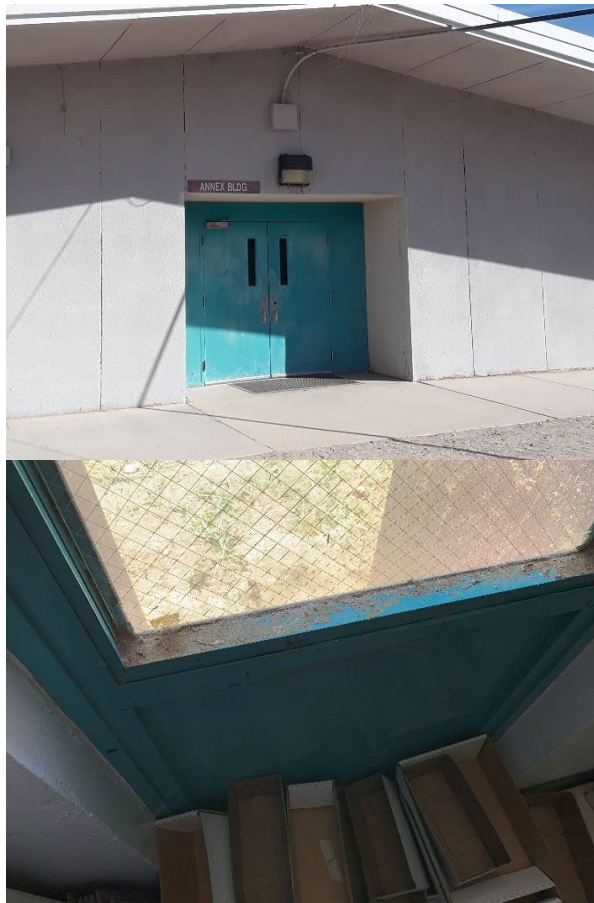




Annex Building:

- Exterior finishes on the 1973 portion consists of cement plaster (stucco) over single-wythe 8" CMU structural block walls. The cement plaster is in poor condition with significant cracking, chipping, and spalling. Cracking joints in the CMU walls are showing through the stucco permitting water to enter the wall structure. The cracks and chips should be repaired along with the expansion joints to prevent water infiltration. Exterior doors: the 1973 portion has a single exterior door that is a hollow metal double door unit set in a hollow metal frame. This door does not latch or lock properly. The accessible door operator does not function. This door and its hardware are in very poor condition. All other doors are working as intended but need to be painted and resealed. Exterior windows in the older portion of the building are operable single pane glazed units set in full height metal frames. These units are leaky and drafty. There is evidence of this in some locations where dirt has accumulated inside of the building at the bottom of the window units. Many of the units do not operate. These windows are generally in very poor condition and should be replaced.





Vocational Building: The exterior walls are single wythe CMU blocks that are painted. The CMU is in mostly good condition with a couple locations of cracking at door and window jambs. On the north side there is some damage to the CMU from a hose bibb water leak outside the mechanical room. Exterior doors and windows: The doors are hollow metal units with vision panels of single pane glazing units. Doors are set in hollow metal frames. The doors are in fair condition with little damage. The hardware is not accessible. Door hardware is missing from exterior door to Art Room.





Science & Classroom Addition

- The exterior walls show signs of cracking. These need to be patched and painted to extend their useful life.



Roofing Assessment

- 1. Main Building = TPO (80 mil) 2009/2010. The roof consists of a low-slope thermoplastic polyolefin membrane system (TPO). The roof was installed in 2009 and is in generally good condition and appears to drain properly. The roof primarily sheet drains to a continuous drip edge at the building perimeter. Roof walk pads are located at mechanical units. The maintenance staff have noted that there have been recent leaks that were repaired and there are additional leaks at the kitchen that persist.



- 1. Gym- Multi-Purpose was installed in 2009. The 80 mil TPO is in fair condition and appears to drain properly. Inside of the gymnasium there is evidence of leaking around the evaporative cooling units. The evaporative coolers leak water onto the roof and likely contributing to the problem. The roof has walk pads though many are coming up where the adhesive has failed and are generally in very poor condition.



- 2. Classroom Annex = TPO (80 mil) installed in 2009 for the 1973 building. Standing seam metal roof on wood sheathing installed in 2009 (addition). The addition connector portion is a low slope roof with TPO membrane and parapets. The pitched roof portions do not have rain gutters or downspouts to direct the water to a drainage system/area. Because of this the fascia has significant water damage. The TPO membrane roofs are in fair condition while the metal roof section is in good condition.



- 3. Vocational Building= TPO (80 mil) 2009 & Metal (2004). Both roofs are still in good condition there is evidence on interior tiles at the drama classroom of leaks at the standing seam metal roof. There is damaged metal fascia on southeast corner roof edge. Downspouts from gutters on the north and south sides of the building discharge directly on to the sidewalk.



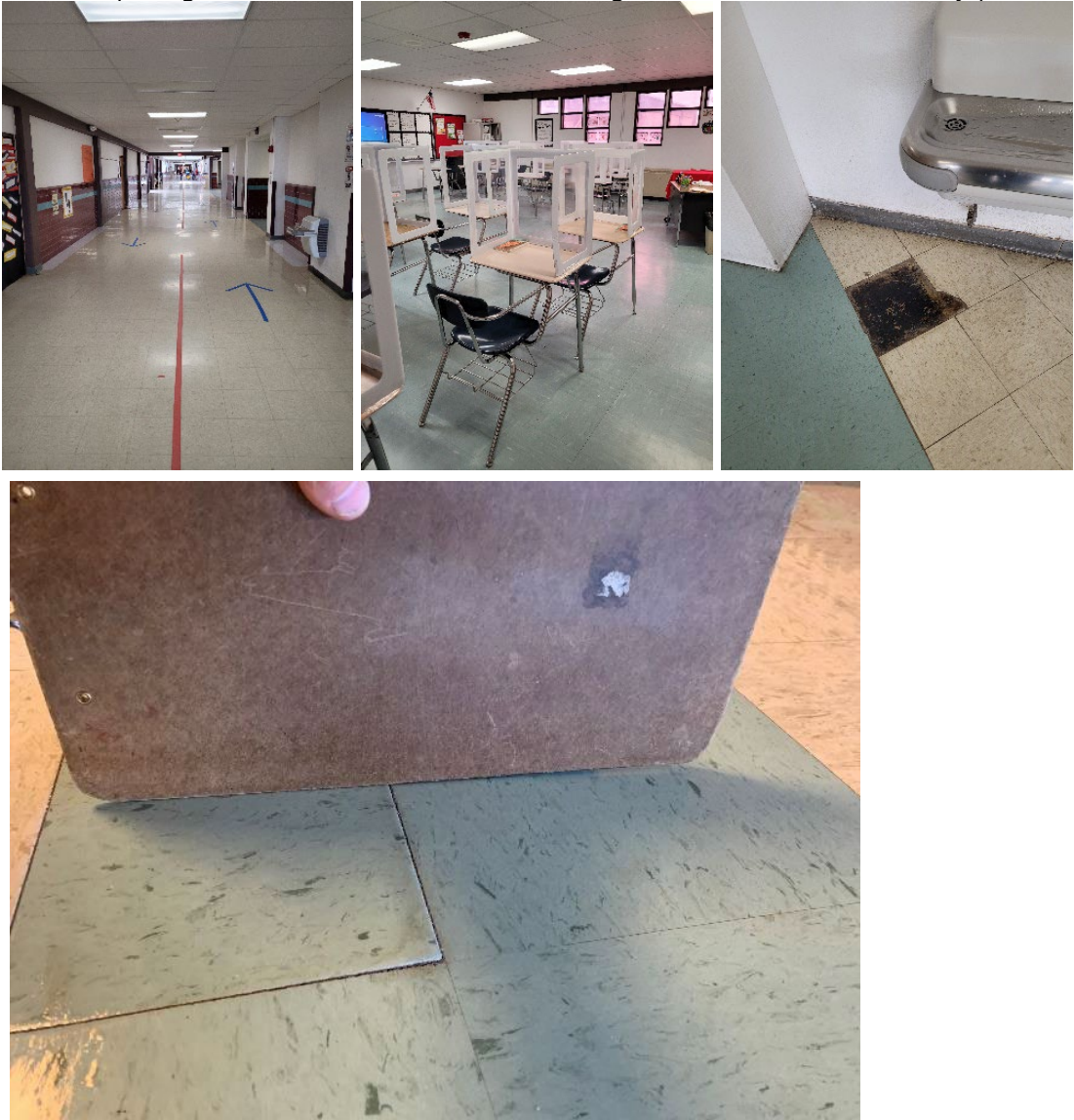
Facility's Interior Surfaces

Main Building

- Stained Ceiling Tiles noted in multiple areas



-
- Flooring is old and beyond its useful life. Throughout the building the floor issues are evident. There are many places along the corridors where the floor sagging between joists is clearly visible. This sagging is more pronounced at floor intersections and inside rooms located at the wing cores. If the flooring is replaced, the VCT flooring tile and mastic in the Main Building's corridors will need to be abated. The band room has sheet carpeting that is in poor condition with tears and snags. There are areas of heavy staining, especially where a fan coil unit in the corner has had numerous leaks. The library flooring is also sheet carpeting that is in fair condition with snags, tears, and stains in many places.



- Some interior restroom partitions need to be painted or updated.



- Lighting in the main building is predominantly T8 fluorescent technology. This type of lighting fixture is antiquated technology that is not energy efficient and is prone to frequent failure. The lighting throughout the building is usually too bright and does not provide even lighting throughout the spaces creating dark spots or exceptionally bright spots. Though the light fixtures themselves are in fair condition the quality of light is very poor. Interior lighting is beyond its useful life and should be replaced.



- Interior doors are solid core wood units set in hollow metal frames. Some of the doors were replaced as part of a 2007 renovation. Most classroom door units have vision panels of wired glass set in metal frames. The newer doors are in good condition with very little damage. Others are solid core wood units and hollow metal units, both set in hollow metal frames. These doors are in very poor condition with the wood units delaminating, evidence of impact damage, and damaged hardware mounting locations. The remaining metal door units are also heavily damaged including impact damage as well as severe paint deterioration.



Annex Building

- Doors are beyond their useful life and should be replaced.



Interior walls throughout are painted gypsum board with medium texture on metal stud framing. In the original portion the gypsum board on the exterior walls is cracked in many places with evidence that there have been attempts to patch the cracking.

The walls have moderate damage around the windows that has been painted over rather than repaired. There is evidence of repeated repairs at the doors. This could be from larger problems with the walls in these locations. The remainder of the interior walls are in fair condition.

The interior walls throughout the addition portion are similar in their construction and have typical damage though are in good condition.

Walls in the custodial rooms are in very poor condition with excessive damage from water and impact. Many holes have been cut and not patched, Wall protection at the janitor sink is not installed in a manner that would keep water off the walls.

Flooring throughout the building is VCT with vinyl base. The flooring in the original portion appears to have been updated though the age is unknown. The VCT in these areas is in good condition with minimal wearing and damage. The vinyl cove base in this part of the building is also newer with an unknown age. The base is in fair condition having been painted and with many places where the adhesive is failing and painted base.



Ceilings in the restrooms in the original portion are mostly gypsum board on steel framing. Some have acoustic tiles adhered to the gypsum board. These acoustic tiles are in very poor condition with broken or missing units. Where the tiles have been removed or fallen the adhesive was left behind and painted over. There is other cracking and heavy damage throughout the gypsum ceilings. Some ceilings in restrooms have paneling of some kind installed where gypsum board is presumed to be heavily damaged. These panels do not have joints, are not adequately attached and have sagging in spots and are stained or otherwise damaged.



Lighting in the annex building is predominantly T8 fluorescent technology. This type of lighting fixture is antiquated technology that is not energy efficient and is prone to frequent failure. The lighting throughout the building is usually too bright and does not provide even lighting throughout the spaces creating dark spots or exceptionally bright spots. Though the light fixtures themselves are in fair condition the quality of light is very poor.

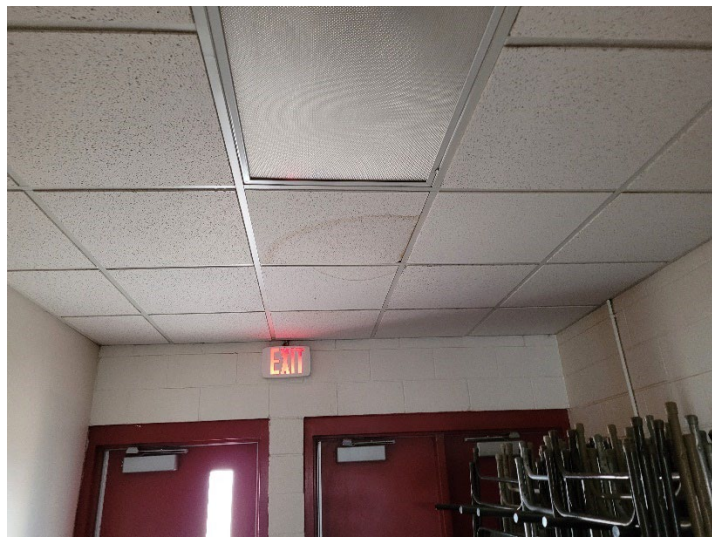
Gym & Multi-purpose - Interior doors are a combination of hollow metal units and solid core wood units set in hollow metal frames. Most of the doors are in poor condition from moisture and impact damage. The hardware is also very poor with missing covers on door closers that are also very heavy to operate, difficult to operate locking mechanisms and faulty levers. Wainscot is in poor condition with cracked/broken tiles, cracked and missing grout. Wall tile is aged and in poor condition. There are broken and missing tiles, and the grout is stained and cracked. Minor floor tile damage in foyer and storage room. The gym floor was refinished in 2009 remodel. The wood floor that is in poor condition. The finish is deteriorated and peeling, there are gaps between the boards and warping of some boards. The transition from wood to another surface is very poor and could potentially pose a tripping hazard to students. Floors throughout the locker rooms are 1- and 2-inch mosaic tile. They are in very poor condition with heavy staining and broken or missing tiles.

The gymnasium portion of the building has an exposed structure ceiling that is painted. Paint is mostly in good condition with few areas of damage where the evaporative coolers leak. Ceilings in the concourse area and the classrooms is ACT set in grids. A 2007 renovation replaced some of the ceiling panels but not the grid. The tiles are mismatched and discolored. The grid is stained and discolored with age.





- Multi-purpose area has some flooring needs to be replaced, and stained ceiling tiles.



Science & Classroom Addition Area

- There were no major issues observed. Some minor settling has occurred; patching and paint needed on some of the walls.



Vocational Building

- Most interior finishes are original and beyond their useful life. Many interior ceiling tiles are stained, and need replaced from chronic roof leaks under the metal roof deck. Interior doors to classrooms are hollow metal units with vision panels and are set in hollow metal frames. The metal doors are in poor condition with impact damage and poor painted finish. Some doors at storage rooms/closets are solid core wood units. These wood units are in poor condition and the hardware is not accessible. Interior walls are painted CMU and though the CMU is in good condition the paint in many places is very poor. Few walls between classrooms are gypsum board on steel stud framing. These few walls are in poor condition with cracks and peeling paint as well as impact damage. In the restrooms, the wall tiles are in fair condition with little damage though the grout is stained and missing in spots. In the choir/drama room the floor is VCT and carpet. The VCT in this room is in poor condition with cracked tiles, wide joints, stains, and discoloration. The sheet carpeting is also in very poor condition with snags, tears, and stains. In the home economics lab has several demonstration type kitchens made up of residential style cabinets with laminate counter tops. The cabinets are in poor condition with heavy damage. The counter tops have chipped and delaminating laminate finish. The joints in the corner units are warped and separating allowing moisture to further damage the substrate. The appliances are all residential style units comprised of a range with a range hood and refrigerators. The ranges are older and have varying degrees of failure. Some burners are non-functioning. Ovens in the ranges do not heat evenly or are too hot or too cold. The range hoods are recirculation type and do not vent to the exterior. These appliances are in poor condition.





Plumbing Assessment

1. Water lines;

- Main Building: Leaks were noted by maintenance staff that must be repaired from the crawl space. Water is yellow colored at times. Connected to city water in 2018 and abandoned the wells. It is believed that these plumbing breaks are the result of the movement in the floor structure. The domestic water system is made up of mostly copper piping that nearing the end of its service life.

2. Sanitary sewer lines;

- Sanitary Sewer lines are all original with exception to minor sectional replacements.
 - The lines in the gym are in poor condition and need to be replaced. The locker room shower drains have bad odors. The drains were capped in 2019 in the shower rooms. The gym does not have a crawl space.
 - Main building: Boy and Girls restroom and adjacent hallway had a very strong odor of sewer in the A-Wing. The entire sanitary sewer system needs replaced.

3. Storm sewer lines; No issues noted or observed.

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

Main Building (original)- The drain, waste, vent system is made up of original piping that is a mix of cast iron or PVC and is in very poor condition. Maintenance staff reports that most buried portions of the system are in or approaching a state of failure. Sanitary sewer pipe suspended from the floor joists are regularly damaged due to the movement of the floor joists. The drain, waste, vent (DWV) system is generally in very poor condition. Grease interceptors are also in poor condition.

Annex (original) & Vocational- The waste and water systems within the facility are reported to be in fair condition with few isolated deficiencies. The fixtures and trim similarly are in functional condition. The maintenance staff report that adequate cleanouts and isolation valves are present to minimally address their needs. The water heating/circulation system is in good condition.

Gymnasium & Multi-purpose

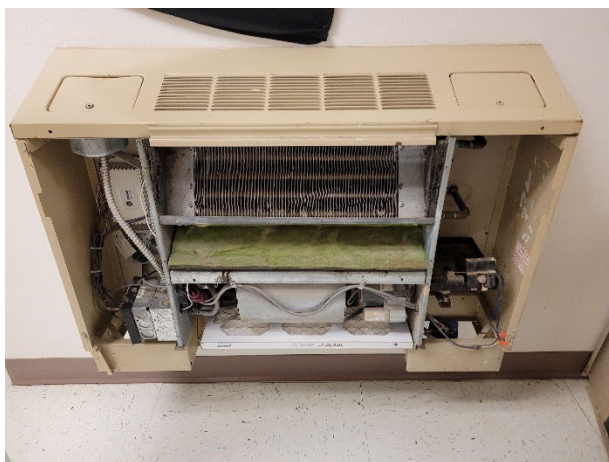
The waste and water systems within the facility are reported to be in serviceable condition with a few isolated deficiencies. The maintenance staff report that adequate cleanouts and isolation valves are present to minimally address their needs. In the restrooms and locker rooms, The showers were not being used and this led to the floor drain P-Traps becoming dry and allowing sewer smells to permeate the locker rooms. All the shower heads and valves have been removed and capped and the drains have been filled with concrete and concreted over, but the odors still exist.

Individual plumbing fixtures (throughout) are in poor condition with staining and mineral deposits from poor water quality. Most plumbing fixtures are beyond their useful life and should be replaced.



Mechanical Assessment

1. Vents; No issues observed
2. Hoods; No issues observed
3. Heating, ventilation and air conditioning (HVAC) equipment;
 - Main Building – boilers installed in 2006/2007
 - 2 pipe chiller/boiler system. Circulation pumps need new seals or to be replaced completely as they are past their useful life and leaking.
 - Staff comments:
 - Shoulder seasons are a challenge as you only get heating or cooling based on the current design and functionality of the HVAC infrastructure.
 - When they make the switch (from cooling to heating), it's a commitment (November to March).
 - Main building has antiquated heating units that need to be replaced.
 - Both Chillers were replaced in 2018. Good condition.
 - Unit ventilators were replaced in 2003. Fair condition.
 - Exhaust Fans were replaced in 2003. Fair condition.
 - VRF System in Cafeteria was installed in 2018. Good condition.



4. Hydronic piping; No issues noted.

5. Air handling units and controls;

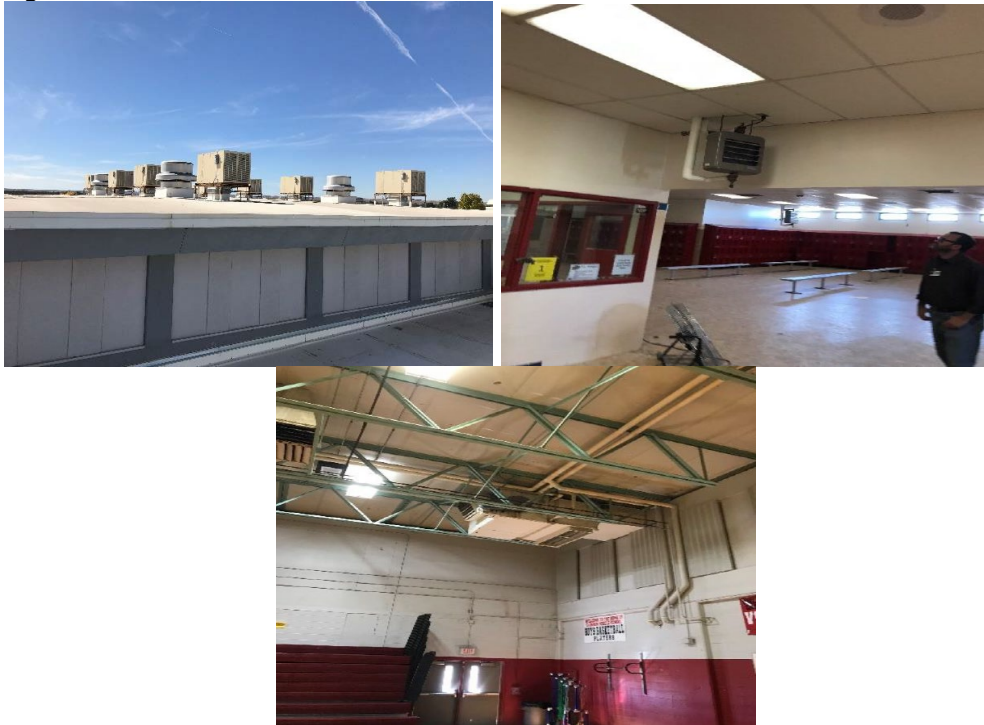
- Controls: Currently have Trane Ensemble. It is currently working as intended.



6. Review Facility Information Management System (FIMS) work orders on plumbing issues. Interview maintenance department and include their comments in the BSAR. All issues and comments have been previously noted.



- Gym – RTU’s (2009) w/ swamp coolers (evaporative coolers)
The original portion of the building is conditioned with roof mounted evaporative coolers and relief fan units for cooling purposes. The same spaces are heated with large blower coil heating units and smaller unit heaters within the locker spaces. The lockers do not appear have to have adequate cooling or ventilation. The school staff noted that locker rooms and court areas experience uncomfortable temperature and odor conditions. Supply diffusers were not found within the locker spaces. Heating within the lockers is provided with small hot water unit heaters. Adequate outside/makeup air ventilation does not appear to be provided within the locker areas. The exhaust airflows at the locker areas are not adequate to remove the odors generated within these spaces.
The original portion of the building includes evaporative coolers, relief fans, and hot water heating units. The evaporative coolers appear to be in operating condition, however maintenance staff indicated they do not provide adequate cooling capacity. The maintenance staff noted that the relief fans do not operate correctly, and the playing court area experiences high humidity, odors, and lack of cooling capacity at times. The relief fans have motorized dampers that do not open correctly. The heating equipment for the original facility includes a copper fin boiler, pumps and a heating water piping loop. The boiler, pumps and piping loop are in good condition. The large heating blower coil units within the gym space are located up high above basketball court area. The blower coils are connected to outside air intake hoods for ventilation and include a return and outside air connections for air mixing at the inlet of the heating coil. The supply duct distribution from the units is located high within the space with minimal means of delivery down to the occupied floor level.
The newer addition area of the gym building is conditioned with packaged roof top units, the units are functioning, and adequate temperature control and ventilation is provided. These roof top units have exceeded their normal life span and contain R22 refrigerant which is no longer manufactured.



- Annex Building – RTU's replaced in 2009. The 1975 portion of the Annex is conditioned with two constant volume roof top units located on the roof. One roof top unit serves four south facing classrooms and one office. The remaining unit serves three north facing classrooms and one restroom group. A renovation to the mechanical system was done to improve heating and cooling as well as efficiency though the system is not ideal for the type of building and orientation of the building. The roof top units appear to be in fair condition; however they are approaching the end of their service life.



- Vocational: The HVAC systems serving this building includes two makeup air units with gas heating type units located on the roof at the east end of the building and evaporative coolers located on the roof. It was noted by occupants that poor airflow and temperature control was occurring at the west end of the building. The evaporative coolers had been shut down for the fall season. The mechanical system for this building is both in poor condition and inadequate for the type of activities taking place in the building.



Electrical Assessment

1. Main and sub panels; The primary power is delivered by El Paso Electric to a 750 KVA 12.47KV to 480V 3 phase transformer. The transformer feeds an adjacent exterior 1200A MCB distribution panel. The distribution panel sub feeds the main Building, the Gym, and the Science Building.



2. Age of panels and wiring; All panels and wiring are original and beyond their useful life. The multiple feeds from the exterior panel to the building are not allowed under the current electrical code. All circuits/branch/feeder conductors were replaced in 2004 mech/electrical upgrade. Renovation will likely require replacement of existing switchgear and panels. The multiple feeds from the exterior panel to the building are not allowed under the current electrical code.



3. Condition of panels and wiring; Throughout all buildings: during discussions with maintenance staff, it was indicated that nuisance tripping of branch circuit breakers and panel main breakers is a common occurrence with no clear cause. Branch circuit panels have little to no space or spare load capacity. Scarcity of receptacles is a common user complaint and overloading of receptacle circuit may be another cause of breaker nuisance tripping.

4. Identify code violations related to panels and wiring; Renovation will likely require replacement of existing switchgear and panels. The multiple feeds from the exterior panel to the building are not allowed under the current electrical code. While this condition was permissible at the time

of installation, replacement of gear or panel boards will require new feeds installed in compliance with current code. Any renovation to the building will also require an electrical service upgrade.

5. Estimate broadband pathways including wireless to be fully replaced and refer to PSFA guidelines as needed; 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. Horizontal cabling is mostly current spec Category 6 with some Category 5 or 5e found throughout the building. There is not sufficient room in the telecom racks to add additional data outlets in classrooms and therefore Wi-Fi must be utilized for in classroom computers and other connected devices.

6. Review Facility Information Management System (FIMS) work orders on plumbing issues. Interview maintenance department and include their comments in the BSAR.

- Some of the exterior lighting is reaching the end of its useful life; some of the bases are rusting out.



Energy and Utilities Efficiency –Identify energy and utility costs of existing building and provide assessment on whether building can become more efficient.

- 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 – if renovations occur, new pipe insulation would provide higher energy efficiency than what the school currently has.
- Energy efficiency on H2O units – on-demand water heaters could be strategically placed to heat water quickly.
- BAS has lighting included for exterior only; add interior lights.
- Walk-In Freezers – Add monitoring to freezer temp and defrost cycle.
- Boiler efficiency currently at 80% efficient. It is recommended that once this boiler reaches the end of its useful life, that they 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. Some of the current sinks have push down style faucets that shut off quickly.
- Windows – most of the older buildings (prior to 2009) have single pane windows; while the additions have double pane, but many seals were damaged. New energy efficient double pane windows throughout should be installed to increase energy savings.
- 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:**

- Windows / blinds
- Pitched roof – collect heat
- 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 Gadsden 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.

- The Main School Building, Gymnasium, Classroom Annex and Vocational Buildings (not including the 2009 additions) all have an average age of almost 52 years old. Most buildings; depending on their construction type, are built to last anywhere from 50 to 70 years.
- The current weighted FCI of all buildings on site is almost 60%. This means to repair all of the current issues on site, you would have to spend 60% of their total replacement value. Most buildings that above a 50% FCI should be looked to be replaced. This is based on a number of factors:
 - Age
 - Site & Classroom Layout
 - An example of this is the music and visual arts are separated in different facilities diminished ability to collaborate with the core academics.
 - Educational Suitability, Classroom Size and Capacity
 - Many older schools have been pieced together over the years or accommodated different teaching styles or different types of programs that we do no use today. Classrooms were typically undersized, did not have access to natural daylight (as is the case for the special education center), or required power to serve the technology needs we have in the 21st century.
 - Safety & Security
 - Safety and security was not always incorporated into design; and students at this particular site have travel outdoors in multiple areas to reach adjacent classrooms. This creates blind spots where administration is not able to monitor where students are at all times. For a middle school environment, this is very important.
 - Potential renovations that could impact adjacent areas if they need replaced.
 - An example of this would be the sanitary sewer lines. The sanitary sewer lines need replacement throughout a majority of the school and site. The FCI condition score only accounts for the cost to replace the sanitary sewer line. What it does not account for is that inside the buildings, fixtures would have to be removed, floors would have to be ripped up, and walls may have to be partially demolished just to access the lines. Those areas would all need to be repaired. Outside, walkways, parking lots and landscaping would likely be torn up as well to access these lines to be replaced. The costs for repairing these areas start to add up.
 - Other issues identified that are not accounted for in the FCI:
 - Costs for asbestos abatement (ACM in the mastic & VCT in the main building's floor).
 - "Soft costs" needed when completing a project. These could include: architect and engineering design fees; project management fees; materials testing, inspections and

oversight, permitting, tap fees, bonds, surveys, geotechnical testing, utility and development costs, moving costs, commissioning and other unforeseen conditions.

- These soft costs typically range from 25%-30% of the construction hard costs.
- When you compile all of these factors noted above, the cost to remodel can sometimes exceed the cost to repair.

Two Options were arrived at based on the analysis.

Option 1 – Build a new Gadsden Middle School that will meet all of the needs of the district to provide a state of the art, 21st century facility. A new facility would meet all of the district’s needs and would provide them with one building that would be easier to maintain over time. Building systems would likely be more energy efficient and uniform, rather than miscellany systems that have their own controls and are not on the same monitoring and control system.

Renovating all of the existing buildings would exceed the cost to build new and other issues related to educational suitability and safety and security would still exist.

Option 2 - Would require a major renovation of the gymnasium and the support spaces. The additional square footage in that existing facility can be repurposed for a reconfigured kitchen and cafeteria. A minor renovation would be required for the classroom annex for the core academic areas. New construction would then be completed between the two existing facilities and includes: library/media center, music & support spaces, visual arts classrooms, family & consumer science spaces, special education self-contained classrooms, and the administrative offices & support spaces. This option would provide proper adjacencies for classrooms and programs, provide educationally suitable spaces, and help with safety and security.

The problem with this option is that it may not be feasible from a design standpoint and may require additional costs to house students during the various phases of construction.

PHASE I: BUILDING SYSTEMS ANALYSIS REPORT

SECTION 3. COST ESTIMATES

New Gadsden Middle School		SF	Cost / SF	Totals
Option 1			\$ 419.50	\$ 38,877,183
			MU's, Fees & Taxes (15%)	\$ 5,831,578
			Contingency (5%)	\$ 1,943,859
			Escalation (3.8%/year)	\$ 1,477,333
		Total SF 92,675	Subtotal	\$ 48,129,953
			Soft Costs (25%)	\$ 12,032,488
			Total Project Costs	\$ 60,162,441
			Abatement	\$ 197,850
			Demolition	\$ 1,811,145
			Subtotal	\$ 62,171,437
		GRT (7%)	\$ 4,352,001	
		Total Cost Option 1	\$ 66,523,437	
Option 2	New & Renovated MS	SF	Cost / SF	Totals
	Major Renovation - Gym	26,914	\$ 295.50	\$ 7,953,087
	Minor Renovation - Classroom Annex	23,537	\$ 185.00	\$ 4,354,345
	New	42,224	\$ 419.50	\$ 17,712,989
	Totals	92,675	\$ 323.93	\$30,020,421
			MU's, Fees & Taxes (15%)	\$ 4,503,063
			Contingency (5%)	\$ 1,501,021
			Escalation (3.8%/year)	\$ 1,140,776
			Subtotal	\$ 37,165,281
			Soft Costs (25%)	\$ 9,291,320
			Total Project Costs	\$ 46,456,601
			Abatement	\$ 197,850
			Demolition	\$ 1,217,510
		Subtotal	\$ 47,871,961	
		GRT (7%)	\$ 3,351,037	
		Total Cost Option 2	\$ 51,222,998	

PHASE I: BUILDING SYSTEMS ANALYSIS REPORT

SECTION 4. CONCLUSION

Cooperative Strategies’ building system analysis has concluded that a completely new building would be the best option for the Gadsden Middle School Campus. While the building additions are fairly new, there is not a very feasible way to save these portions and configure them under one roof. The ideal adjacencies of the program areas could be approached through some creative design of new construction and renovation of existing facilities. However, it is more easily achieved through all new construction.

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 completely new building would be the best option for the Gadsden Middle School Campus. While the building additions are fairly new, there is not a very feasible way to save these portions and configure them under one roof

A majority of the buildings and their major systems are beyond their useful life. The cost to renovate and repair would likely exceed the cost to build new.

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 18 spaces. The number of chemical storage units is deficient by two. The square footage of all spaces is to adequacy or above adequacy.

	Observed	Required	Deficient
Parking			
Total	134	152	18
Number of Handicap Parking	11	8	
Number of Student Drop-Off	1	1	
Number of Bus Drop-Off	1	1	
Square Footage			
Arts and Music NSF	4,936	3,032	
Administrative NSF	3,794	1,287	
Career Ed. NSF	9,335	2,274	
Computer Lab NSF	7,029	2,274	
Faculty Work Area NSF	1,758	758	
Food Service NSF	11,650	5,390	
General Classroom NSF	23,007	21,224	
General Storage NSF	1,520	758	
Maintenance or Janitorial Space NSF	479	379	
Media Center NSF	4,218	2,274	
Parent Work Space NSF	1,388	758	
Physical Ed NSF	16,928	10,048	
Science Classroom NSF	10,146	3,032	
Science Lab Storage NSF	1,039	240	
Spec. Ed. Classroom NSF	9,775	6,045	
Student Health NSF	1,611	758	
Miscellaneous			
Number of Chemical Storage Units	1	3	2
Number of Multi-Use Playgrounds	1	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 Gadsden 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 Gadsden Middle School. There are 4 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.

Gadsden MS Maximum Capacity Calculation	
Total Number of General Classrooms	67
Total Number of Special Ed Classrooms	3
Number of Students per Typical Classroom	27
Number of Students per SpEd Classroom	15
Number of Portables	0
Maximum Capacity (without portables)	1854
Maximum Capacity (with portables)	1854

Gadsden MS Functional Capacity Calculation				
Type of Classroom	# of Classrooms	Students Per Classroom	# of Portables	Total Students
General Classrooms	50	27	0	1350
A,B, & C Level SPED	4	15	0	60
D Level SPED				0
Total Functional Capacity (without portables) Utilization Factor 75%				1058
Total Functional Capacity (with portables) Utilization Factor 75%				1058

C. SPECIAL FACTORS AFFECTING GADSDEN MIDDLE SCHOOL

The total permanent square footage of the current Gadsden Middle School is 149,206 square feet, 56,531 more than is necessary for the projected enrollment of 723 7th & 8th grade students. Therefore, a facility of 92,675 square feet is proposed. The utilization of Gadsden Middle School averages 65% across the week, between “A” days and “B” days.

D. SPACE NEEDS AT GADSDEN MIDDLE SCHOOL

Gadsden Middle School should include core academic classrooms, science labs, hands-on makerspaces, special education resource rooms and self-contained classrooms, family & consumer science classrooms, visual arts & music classrooms, a library/media center, gymnasium and auxiliary gymnasium, a kitchen and cafeteria as well as administrative spaces.

PHASE 2: CAMPUS MASTER PLAN & EDUCATIONAL SPECIFICATIONS

SECTION 5. CAMPUS MASTER PLAN RECOMMENDATIONS GADSDEN MIDDLE SCHOOL

There are two options to gain efficiency at the Gadsden Middle School site.

Option One would be to demolish all existing facilities and replace them with all new construction of 92,675 square feet for 732 7th & 8th grade students at an approximate cost of \$66,523,437. The details of this cost are broken down on Page 60 of this report. The following page includes an illustration of the ideal adjacencies of a new facility. Modifications may be needed in the design process to accommodate the need to house students on site during construction.

Option Two has three parts.

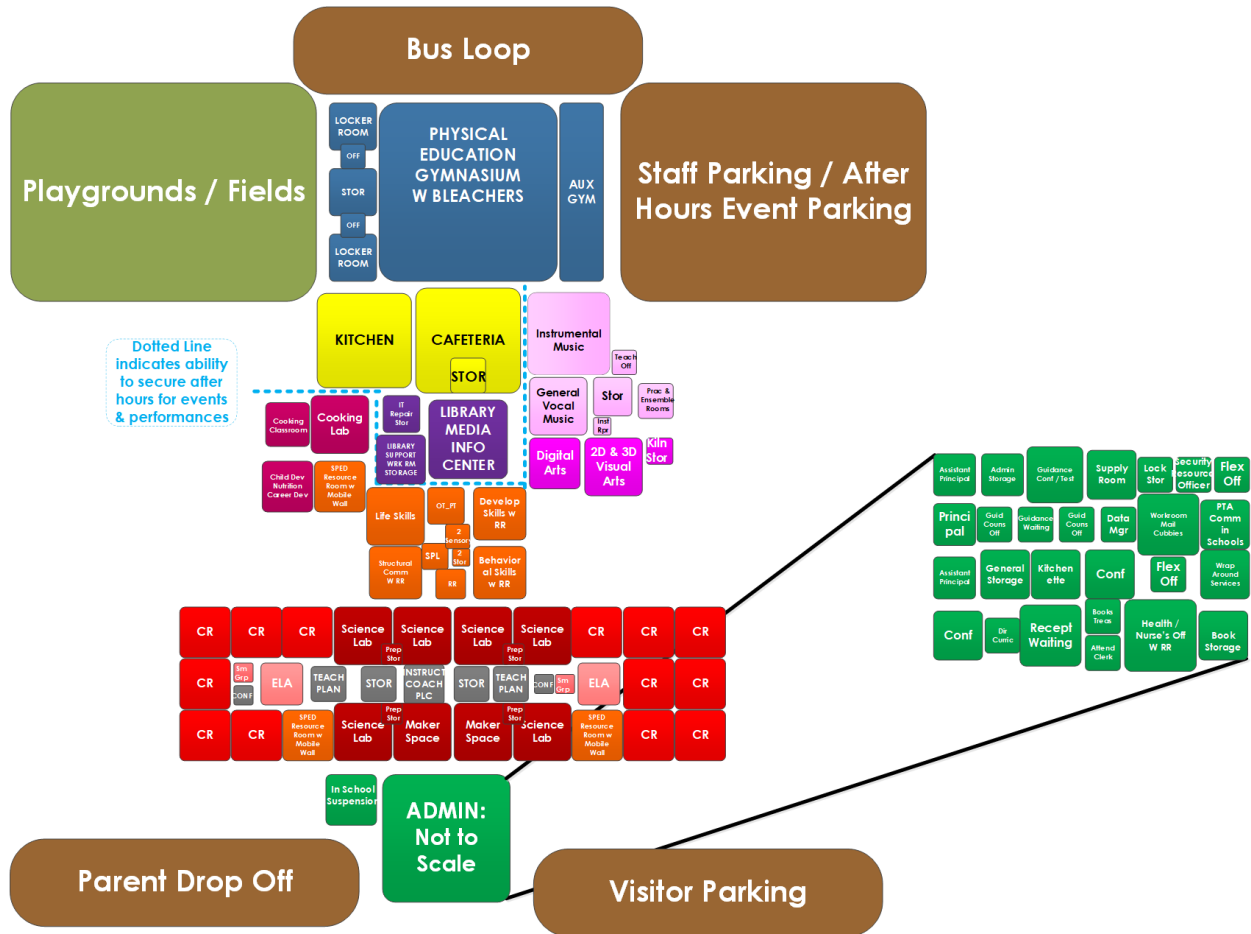
1. Part One would be to perform a major renovation and reconfiguration of the current gymnasium building, 26,914 sq. ft.
2. Part Two would be to perform a minor renovation on the 2009 classroom annex building, 23,537sq. ft.
3. Part Three would be to newly construct the remaining necessary square footage of 42,224.

The cost of Option Two is approximately \$51,222,998. The details of this cost are broken down on Page 60 of this report.

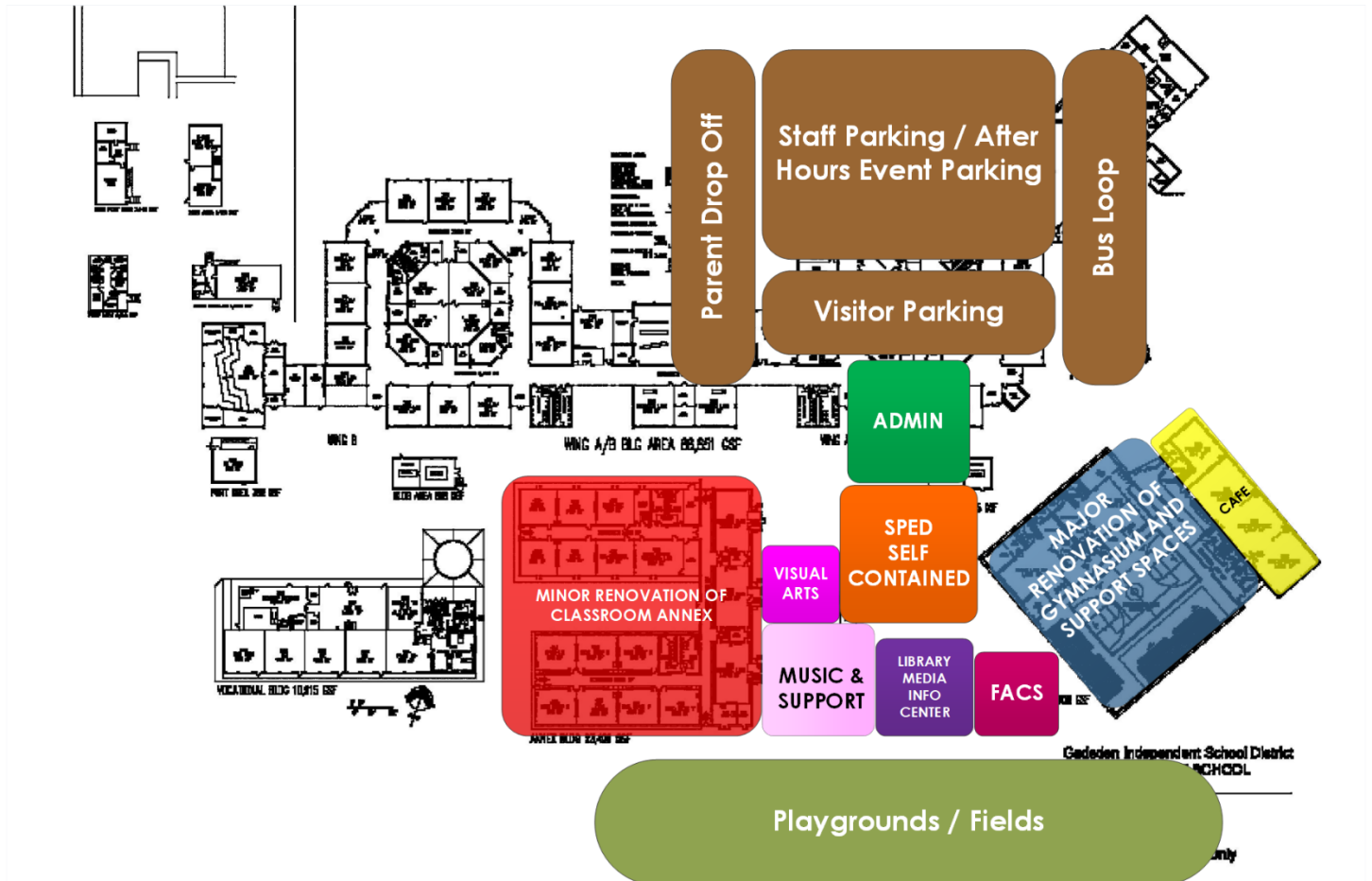
The renovation of the gymnasium building could include a gymnasium with bleachers, locker rooms, physical education offices with showers, storage, and a multipurpose/auxiliary gymnasium and there is enough square footage to accommodate a reconfigured space for the kitchen and cafeteria. The renovation of the 2009 classroom annex could be minor upgrades to the interior and exterior of the facility without the need for reconfiguration of space nor wall removal. The new construction could account for the necessary remaining program area spaces such as a library/media center, administrative spaces, art & music classrooms, family & consumer science classrooms, cafeteria, and kitchen.

Draft February 17, 2022

This illustrates “Option 1”, an all-new facility and shows ideal adjacencies for the Gadsden Middle School. This illustration also includes suggested locations for playfields, bus loop, parking, and drop off.



The conceptual floorplan below illustrates “Option 2”. The blue square indicates the major renovation of the gymnasium and the support spaces. The additional square footage in that existing facility can be repurposed for a reconfigured kitchen and cafeteria. The red square indicates a minor renovation of the classroom annex for the core academic areas. The new construction lies between the two existing facilities and includes: library/media center, music & support spaces, visual arts classrooms, family & consumer science spaces, special education self-contained classrooms, and the administrative offices & support spaces.



PHASE 2: CAMPUS MASTER PLAN & EDUCATIONAL SPECIFICATIONS

SECTION 6. EDUCATIONAL PROGRAM & DELIVERY SYSTEM

Gadsden 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. Gadsden Middle School is a traditional middle school that includes 7th and 8th grades. Gadsden Middle School utilizes an A-B block 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. Students at Gadsden Middle School can participate in band, chorus, and drama. 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 6th grade STEM academy. This would make both middle schools a 6th, 7th, and 8th grade campus. Sixth grade students should remain separated from the 7th and 8th 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 6th graders could participate in a STEM focused instructional program.

PHASE 2: CAMPUS MASTER PLAN & EDUCATIONAL SPECIFICATIONS

SECTION 7. SPACE REQUIREMENTS GADSDEN MIDDLE SCHOOL

ACADEMIC BALANCE		
# students in school	Divided by Total SF	SF per student
732	92,675	127

Grade Level / Type	Students per TS (#)	TS	# Students
Core Academic & Science Classrooms	26	21	546
PE	30	2	60
Family & Consumer Science	26	2	52
MUSIC	30	2	60
VISUAL ARTS	30	2	60
Self-Contained Special Education	8	4	32
Utilization: 90%			
Total:		33	732

Academic Space	Teaching Stations	Total Square Feet
Core Academics	21	24,025
Family & Consumer Science	2	2,475
Special Education	4	6,700
Visual Arts	2	2,150
Music	2	4,425
Library / Media / Information Center	0	3,325
Physical Education	2	14,688
Food Service		6,946
Administration / Welcome Center		5,400
Building Support Services		1,155
PROGRAM ONLY	33	71,289
TARE (sq. ft.)		21,387
GROSS (sq. ft.)		92,675

Core Academics	TS	Quantity	SF	Total
Classroom	13	13	825	10,725
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	625	1,250
Small Group Tutor Room		2	100	200
Conference Room		2	100	200
Teacher Plan/Work/Dine with kitchenette		2	500	1,000
Instructional Coach/PLC (Space for 4-15 people)		1	550	550
Storage		2	350	700
Core Academics Subtotal:	21			24,025

Family & Consumer Science	TS	Quantity	SF	Total
Cooking classroom	1	1	650	650
Cooking lab with 6 residential and 2 commercial stations w 3-4 students per station		1	1,000	1,000
Child Development/Nutrition/Career Dev	1	1	825	825
Family & Consumer Science Subtotal:	2			2,475

Special Education	TS	Quantity	SF	Total
Self Contained for Dev Skills; BSC Skills; Struct Comm with Restroom	3	3	900	2,700
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	200	200
Therapy: Occupational / Physical		1	450	450
Therapy: Speech / Language		1	200	200
Cool Down / Sensory Room		2	75	150
SPED Resource Room with mobile walls to create 4 spaces		2	900	1,800
Special Education Subtotal:	4			6,700

Visual Arts	TS	Quantity	SF	Total
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
Visual Arts Subtotal:	2			2,150

Music	TS	Quantity	SF	Total
General / Vocal Music w sink	1	1	1,100	1,100
Instrumental Classroom w sink (including guitars & keyboards)	1	1	2,200	2,200
Music Storage				
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	75	75
Teacher Offices		2	75	150
Music Subtotal:	2			4,425

Library / Media / Information Center	TS	Quantity	SF	Total
Media Center		1	2,100	2,100
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
Library / Media / Information Center Subtotal:				3,325

Physical Education	TS	Quantity	SF	Total
Gymnasium	2	1	5,200	5,200
Bleachers		1	4,338	4,338
Locker Rooms with minimum one shower each		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
Physical Education Subtotal:	2			14,688

Food Service	TS	Quantity	SF	Total
Cafeteria		1	3,615	3,615
Kitchen:				
Preparation / Cooking		1	911	911
Serving Area		1	860	860
Dry Food Storage		1	278	278
Freezer / Cooler		1	253	253
Ware Washing Area		1	228	228
Toilets / Locker / Break Area / Changing		2	150	300
Office		1	100	100
Cafeteria Table & Chair Storage		1	400	400
Food Service Subtotal:				6,946

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

Administration / Welcome Center	TS	Quantity	SF	Total
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 worker, 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
Administration / Welcome Center Subtotal:				5,400

PHASE 2: CAMPUS MASTER PLAN & EDUCATIONAL SPECIFICATIONS

SECTION 8. PHASING PLAN GADSDEN MIDDLE SCHOOL

The students would remain on site during construction. Students could be housed at the front of the facility while renovation and construction of the new facility occur behind. This phasing plan could be used for whichever option is selected. If option 1 is selected, demolition of the gymnasium and classroom annex could occur first, with new construction following. If option 2 is selected, renovation of the gymnasium and classroom annex could occur first with new construction following.

1. Housing of Gadsden Middle School students during construction (Option 1)

- Construction of a new facility would likely need to take place on the fields to the south of the existing building. If this is not a feasible option, portables would need to be brought on site for students to use while demolition and construction are completed.

2. Potential project timeline:

- Timeline for Option 1:
 - Phase 1 – Construct new Gadsden Middle School and move students into new building.
 - Phase 2 – Demo and abate existing Gadsden Middle School.
 - Phase 3 – Complete site work for new parking lots, drop-off loops and playgrounds / fields.
 - Design: May 2022 – March 2023
 - Bidding & Permitting: March 2023 – May 2023
 - Construction: June 2023 – December 2024
 - Abatement and Demolition: January 2025 – May 2025
 - Complete Site Work: June 2025 – October 2025

3. Anticipated project delivery:

- Phase 1: December 2024
- Phase 2: May 2025
- Phase 3: October 2025

1. Housing of Gadsden Middle School students during construction (Option 2)

- This option could make it possible to shift students around without having to house them anywhere during construction. It is likely possible to shift students around to different classrooms, while keeping the various phases of construction moving along.

2. Potential project timeline:

- Timeline for Option 2:
 - Phase 1 - Renovation of existing Gym/Multi-purpose & Annex Building. Begin construction of music & support, library / media center, visual arts, FACS, and SPED areas.
 - Phase 2 – Abate and demolish a portion of the existing original building; Wing A, Kitchen and Cafeteria.
 - Phase 3 – Construct new admin and complete construction of new parking lots and drop-off loops. Demolish remaining buildings on-site.
 - Design: May 2022 – March 2023
 - Bidding & Permitting: March 2023 – May 2023
 - P1 - Construction: June 2023 –August 2024
 - P2 – Abatement and Demolition: June 2024 – November 2024
 - P3 - Construction: December 2024 – August 2025

3. Anticipated project delivery:

- Phase 1: August 2024
- Phase 2: November 2024
- Phase 3: August 2025

PHASE 2: CAMPUS MASTER PLAN & EDUCATIONAL SPECIFICATIONS

SECTION 9. PROJECT BUDGET GADSDEN MIDDLE SCHOOL

New Gadsden Middle School		SF	Cost / SF	Totals
Option 1			\$ 419.50	\$ 38,877,183
			MU's, Fees & Taxes (15%)	\$ 5,831,578
			Contingency (5%)	\$ 1,943,859
			Escalation (3.8%/year)	\$ 1,477,333
		Total SF 92,675	Subtotal	\$ 48,129,953
			Soft Costs (25%)	\$ 12,032,488
			Total Project Costs	\$ 60,162,441
			Abatement	\$ 197,850
			Demolition	\$ 1,811,145
			Subtotal	\$ 62,171,437
		NM-GRT (7%)	\$ 4,352,001	
		Total Cost Option 1	\$ 66,523,437	
New & Renovated MS		SF	Cost / SF	Totals
	Major Renovation - Gym	26,914	\$ 295.50	\$ 7,953,087
	Minor Renovation - Classroom Annex	23,537	\$ 185.00	\$ 4,354,345
	New	42,224	\$ 419.50	\$ 17,712,989
	Totals	92,675	\$ 323.93	\$30,020,421
Option 2			MU's, Fees & Taxes (15%)	\$ 4,503,063
			Contingency (5%)	\$ 1,501,021
			Escalation (3.8%/year)	\$ 1,140,776
			Subtotal	\$ 37,165,281
			Soft Costs (25%)	\$ 9,291,320
			Total Project Costs	\$ 46,456,601
			Abatement	\$ 197,850
			Demolition	\$ 1,217,510
			Subtotal	\$ 47,871,961
			NM-GRT (7%)	\$ 3,351,037
		Total Cost Option 2	\$ 51,222,998	

- Site development costs are figured into the new construction costs above. These are estimated to be ~\$1,631,081 (Option 1) or \$17.60 / square foot.
- Facility construction costs are outlined above. Minor Renovation costs are estimated at \$185.00 / square foot. Major Renovation costs are estimated at \$295.50 / square foot. New construction costs are estimated at \$419.50 / square foot.
- Demolition for Option 1: \$1,811,145 / Option 2: \$1,217,510.
- Other project costs (Option 1):
 - Contractor’s Mark-ups, Fees & Taxes (15%): \$5,831,578
 - Contingency (5%): \$1,943,859
 - Escalation (3.8%/year): \$1,477,333 (*one-year factored in*)
 - NMGRT (7%): \$4,352,001
 - Soft Costs (estimated at 25% of hard costs): \$12,032,488
- Other project costs (Option 2):
 - Contractor’s Mark-ups, Fees & Taxes (15%): \$4,503,063
 - Contingency (5%): \$1,501,021
 - Escalation (3.8%/year): \$1,140,776 (*one-year factored in*)
 - NMGRT (7%): \$4,352,001
 - Soft Costs (estimated at 25% of hard costs): \$9,291,320
- Unit costs – using cost per square foot for minor/major renovation and new construction noted above. Abatement: \$9.47 / square foot. Demolition \$11.83 / square foot.
- Inflation - 3.8% a year; estimated one-year out

PHASE 2: CAMPUS MASTER PLAN & EDUCATIONAL SPECIFICATIONS

SECTION 3: DEMOGRAPHICS & ENROLLMENT

Full report begins on following page



ENROLLMENT PROJECTIONS REPORT

GADSDEN INDEPENDENT SCHOOL DISTRICT



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TABLE OF CONTENTS

SECTION	PAGE
ACKNOWLEDGEMENTS	2
EXECUTIVE SUMMARY.....	3
ENROLLMENT PROJECTION METHODOLOGY	6
U.S. CENSUS	8
GENERAL DEMOGRAPHICS	23
ESTIMATED SCHOOL-AGED POPULATION CHANGE	24
HOUSING DATA.....	26
RESIDENT LIVE BIRTH DATA.....	27
TRANSFER DATA	28
CHAPARRAL MIDDLE:	
SURVIVAL RATIOS	29
HISTORICAL ENROLLMENT	30
PROJECTED ENROLLMENT	31
ENROLLMENT BY SCHOOL	36
GADSDEN MIDDLE:	
SURVIVAL RATIOS	46
HISTORICAL ENROLLMENT	47
PROJECTED ENROLLMENT	48
ENROLLMENT BY SCHOOL	53
CONCLUSION	69

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.



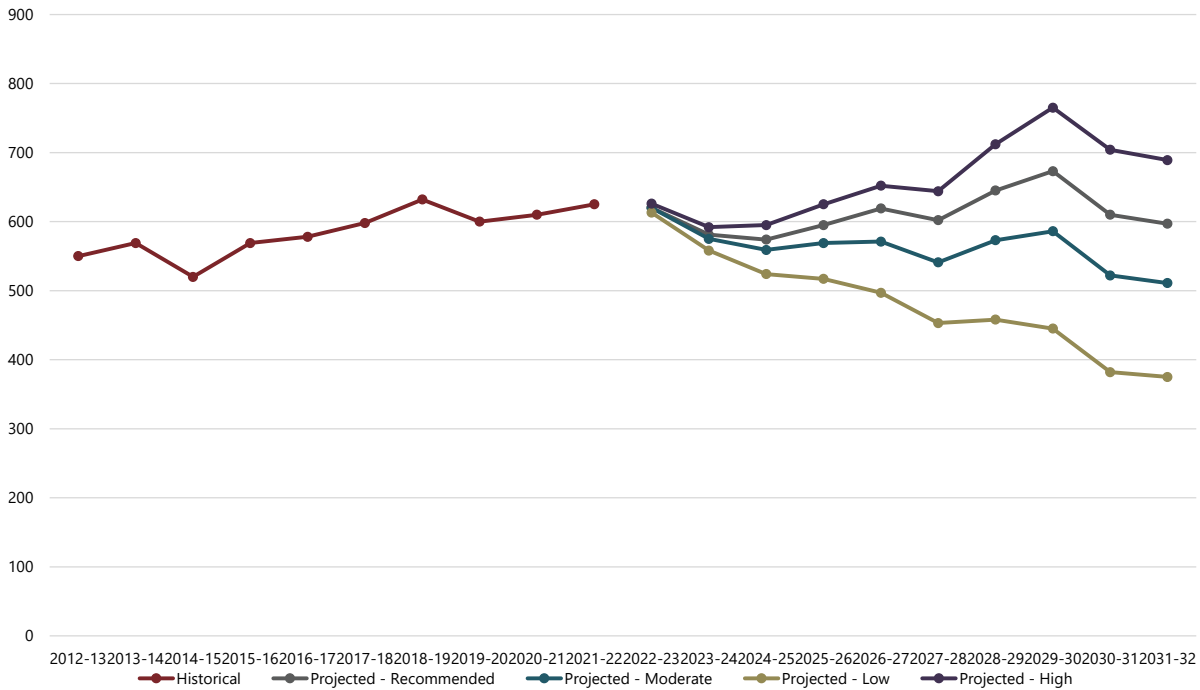
The Gadsden Independent School District is a school district in Doña Ana and Otero counties serving 625 students in Chaparral Middle and 712 students in Gadsden Middle in the 2021-22 school year.

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:

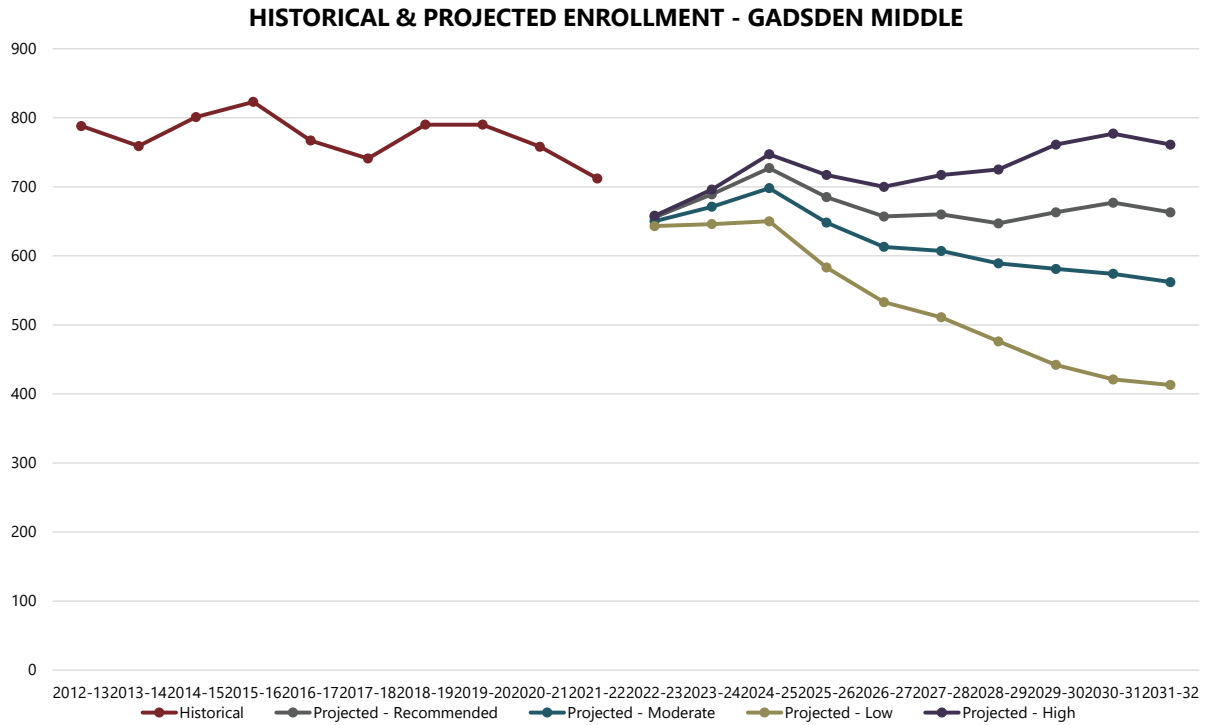
- Historical enrollment by school, by grade, by year
- Resident live birth data
- Census data
- Building permits

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.

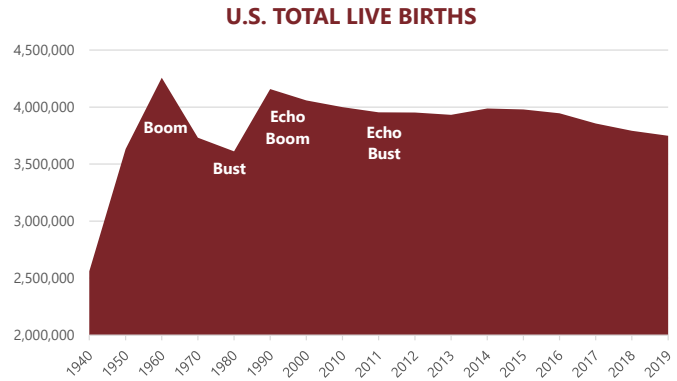
When looking ahead at a school district's enrollment over the next two, five, or ten years, it is helpful to approach the process from a global perspective. For example: How many new homes have been constructed each year? How many births have occurred each year in relation to the resident population? 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

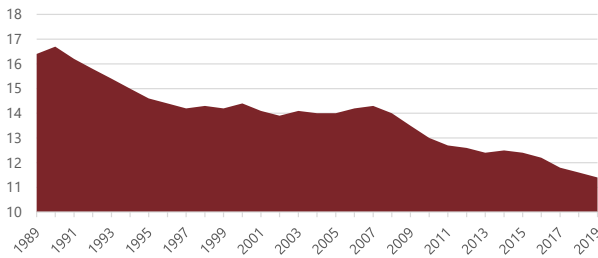
Introduction

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



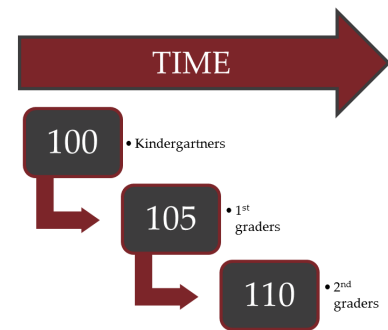
Source: CDC, National Vital Statistics Report

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.

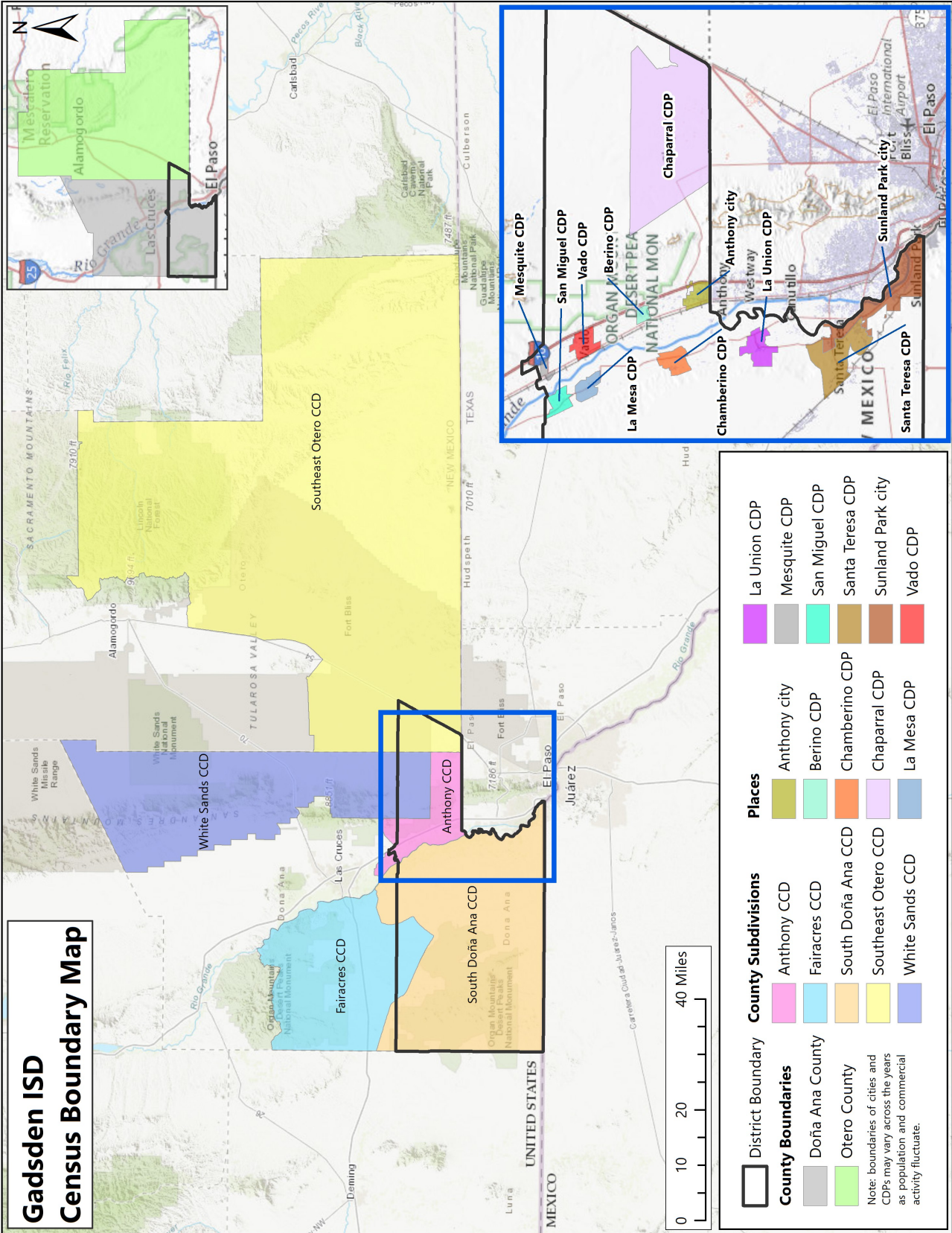
The Gadsden Independent School District is located in Doña Ana and Otero counties, New Mexico. It serves parts or all of the Anthony, Fairacres, South Dona Ana, White Sands, Southeast Otero CCDs; Anthony, Sunland Park, and Vado cities; Berino, Chamberino, Chaparral, La Mesa, La Union, Mesquite, San Miguel, 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
Industry										
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%
Occupation										
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
Industry									
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%
Occupation									
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
Earnings										
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
Household Income										
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
Poverty Status										
% 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%
Unemployment Rate										
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
Earnings									
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
Household Income									
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
Poverty Status									
% 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%
Unemployment Rate									
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.

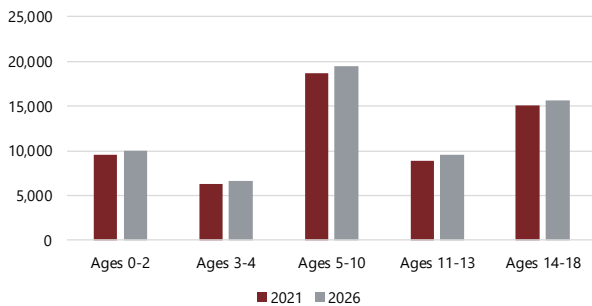
According to the ESRI estimates, the total population of Doña Ana and Otero counties is estimated to increase over the next five years. As illustrated in the table below, the number of children, ages 5-18, is estimated to increase by 2,125 children, or approximately 5 percent in Doña Ana County and by 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%
Ages 5-18	42,536	44,661	2,125	5%
Total Population	230,328	240,285	9,957	4%

Source: ESRI BIS

**DOÑA ANA COUNTY
POPULATION ESTIMATES**

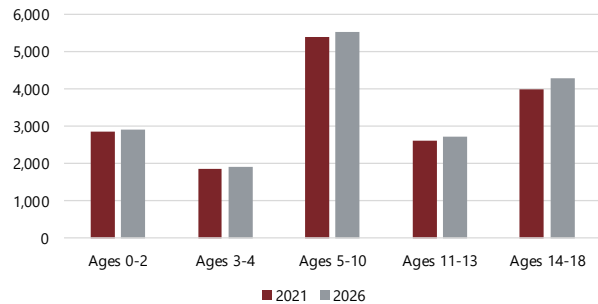


**OTERO COUNTY
POPULATION ESTIMATES**

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%
Ages 5-18	11,998	12,552	554	5%
Total Population	69,124	70,793	1,669	2%

Source: ESRI BIS

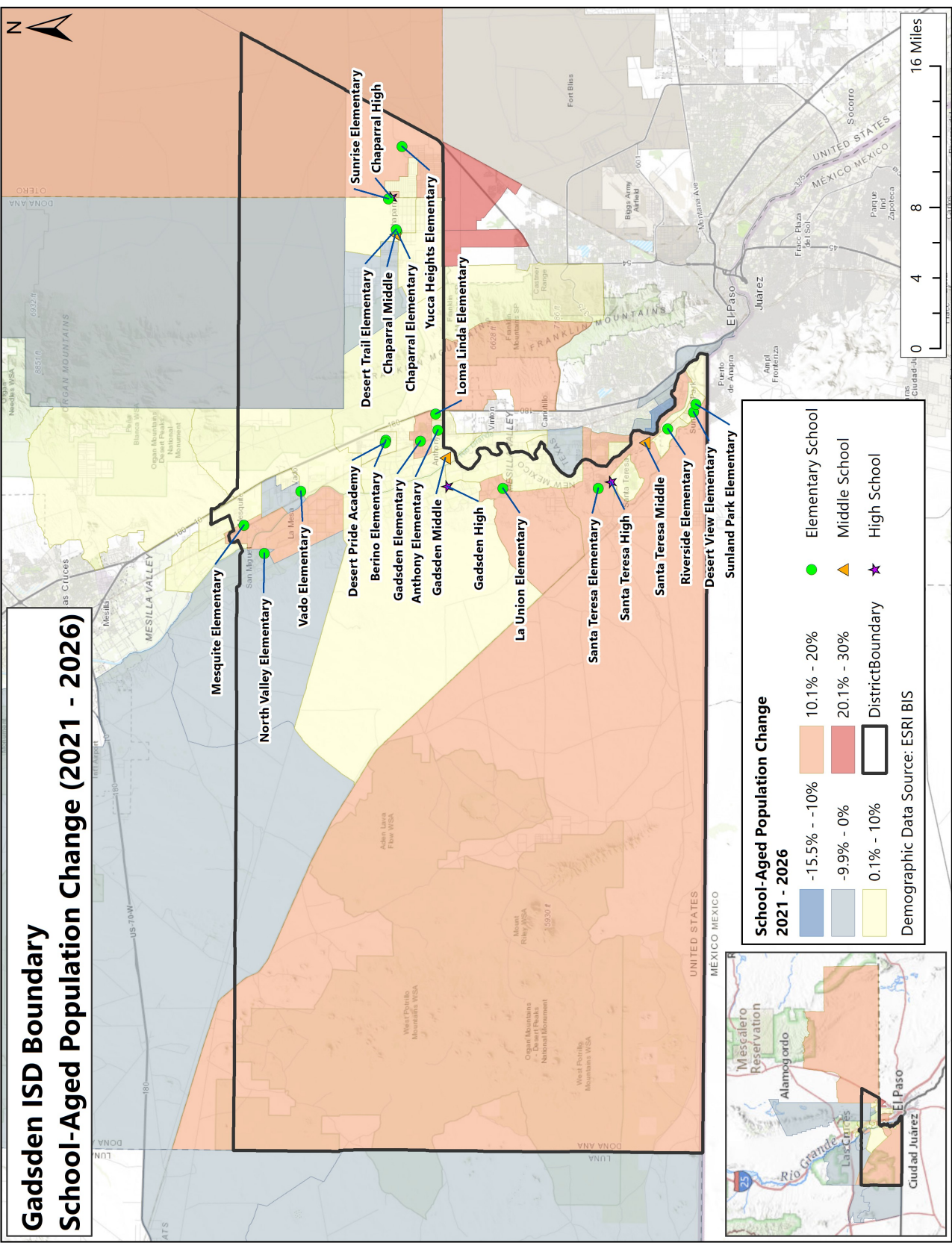
**OTERO COUNTY
POPULATION ESTIMATES**



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."

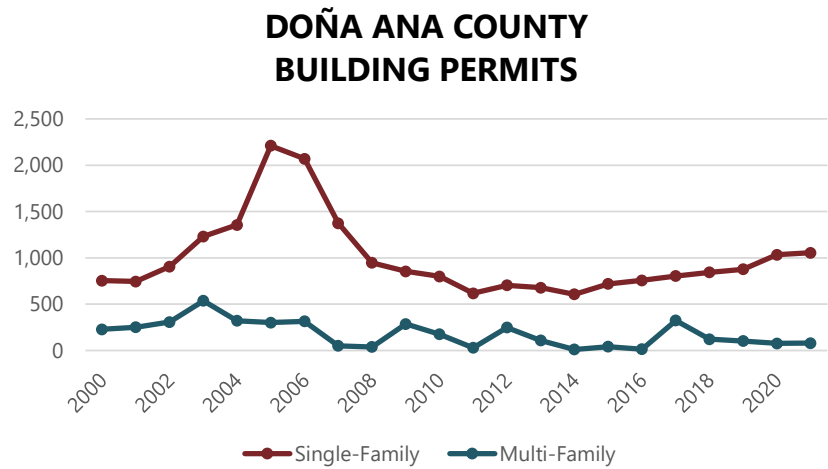


HOUSING DATA

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.

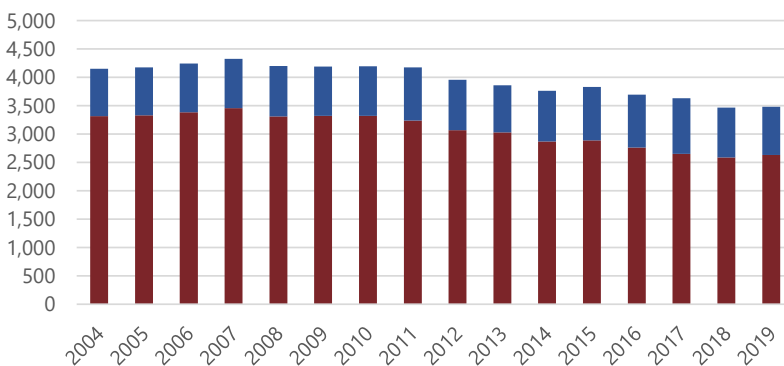
Data is arranged by the residence of the mother. For example, if a mother lives in Doña Ana County but delivers her baby in Luna County, the birth is counted in Doña Ana County. Live birth counts are different from live birth rates. The live birth count is simply the actual number of live births. A birth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

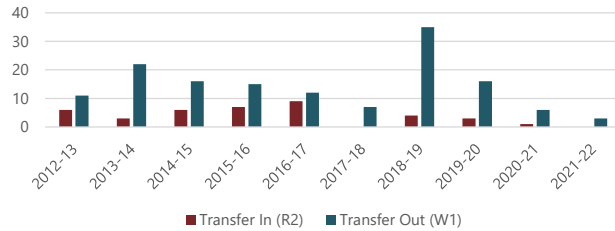
The table and graphs below show transfers into and out of Chaparral Middle and Gadsden Middle.

Transfers In/Out - Chaparral Middle

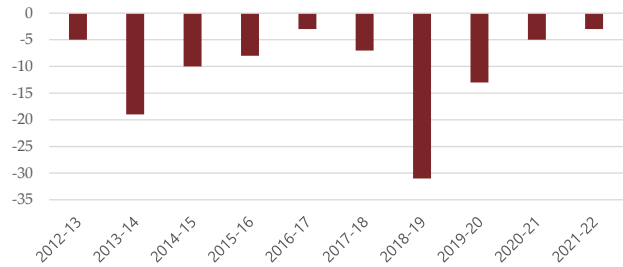
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Transfer In (R2)	6	3	6	7	9	0	4	3	1	0
Transfer Out (W1)	11	22	16	15	12	7	35	16	6	3
+/- Students	-5	-19	-10	-8	-3	-7	-31	-13	-5	-3

Source: Gadsden Independent School District

GADSDEN INDEPENDENT SCHOOL DISTRICT TRANSFERS IN/OUT - CHAPARRAL MIDDLE



GADSDEN INDEPENDENT SCHOOL DISTRICT +/- STUDENTS

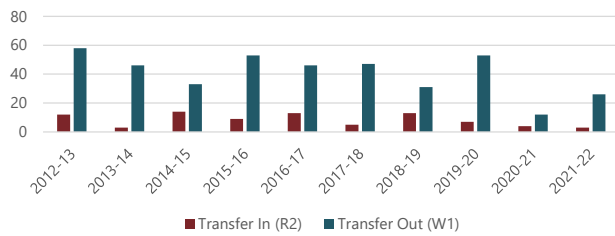


Transfers In/Out - Gadsden Middle

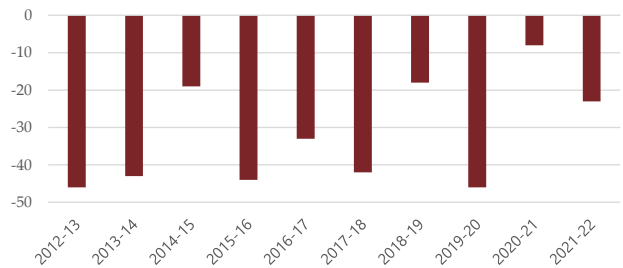
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Transfer In (R2)	12	3	14	9	13	5	13	7	4	3
Transfer Out (W1)	58	46	33	53	46	47	31	53	12	26
+/- Students	-46	-43	-19	-44	-33	-42	-18	-46	-8	-23

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%
mean simple all years		6.76%	102.10%	6.85%	99.22%	100.73%	101.49%	99.07%	99.85%	101.64%	99.13%
std. dev. simple all years		0.67%	5.84%	0.44%	5.30%	3.34%	3.39%	3.29%	2.90%	4.33%	4.87%
mean simple 5 years		6.61%	102.74%	6.59%	98.74%	101.82%	101.60%	99.07%	100.04%	102.94%	100.81%
std. dev. simple 5 years		0.81%	6.86%	0.31%	5.49%	3.29%	2.76%	1.64%	2.41%	2.31%	2.34%
mean simple 3 years		6.50%	104.22%	6.46%	101.72%	100.54%	102.96%	99.56%	100.76%	101.53%	101.72%
std. dev. simple 3 years		1.12%	9.17%	0.34%	2.93%	3.60%	1.97%	0.74%	3.10%	1.04%	2.51%
mean simple 2 years		6.54%	109.15%	6.44%	103.15%	102.53%	104.09%	99.66%	102.43%	102.12%	102.10%
std. dev. simple 2 years		1.57%	4.73%	0.47%	2.20%	1.41%	0.42%	1.01%	1.58%	0.26%	3.43%
mean weighted all years		6.72%	104.90%	6.56%	100.33%	101.54%	102.19%	99.45%	100.85%	102.14%	100.73%
std. dev. weighted all years		0.88%	6.91%	0.40%	4.89%	2.91%	2.75%	1.85%	2.64%	2.59%	3.14%
mean weighted 5 years		6.87%	107.56%	6.38%	102.20%	102.15%	103.15%	99.78%	101.84%	102.15%	101.09%
std. dev. weighted 5 years		1.06%	7.06%	0.34%	4.14%	2.55%	2.01%	0.96%	2.44%	1.40%	2.33%
mean weighted 3 years		7.21%	110.61%	6.24%	103.93%	102.91%	103.77%	100.09%	102.91%	101.94%	100.58%
std. dev. weighted 3 years		1.05%	5.08%	0.32%	1.91%	1.83%	0.81%	0.69%	1.71%	0.43%	2.25%
mean weighted 2 years		7.55%	112.18%	6.14%	104.56%	103.43%	103.82%	100.31%	103.44%	101.95%	99.91%
std. dev. weighted 2 years		0.67%	2.02%	0.20%	0.94%	0.60%	0.18%	0.43%	0.67%	0.11%	1.46%

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
Grand Total	2,686	2,734	2,641	2,725	2,707	2,675	2,647	2,539	2,446	2,502

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
Grand Total	2,686	2,734	2,641	2,725	2,707	2,675	2,647	2,539	2,446	2,502

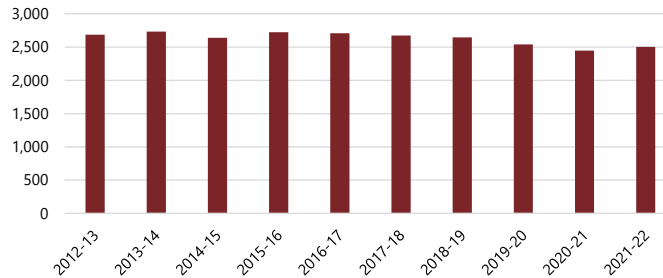
Source: New Mexico Department of Education

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	
Total	2,686	2,734	2,641	2,725	2,707	2,675	2,647	2,539	2,446	2,502	

Source: New Mexico Department of Education

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



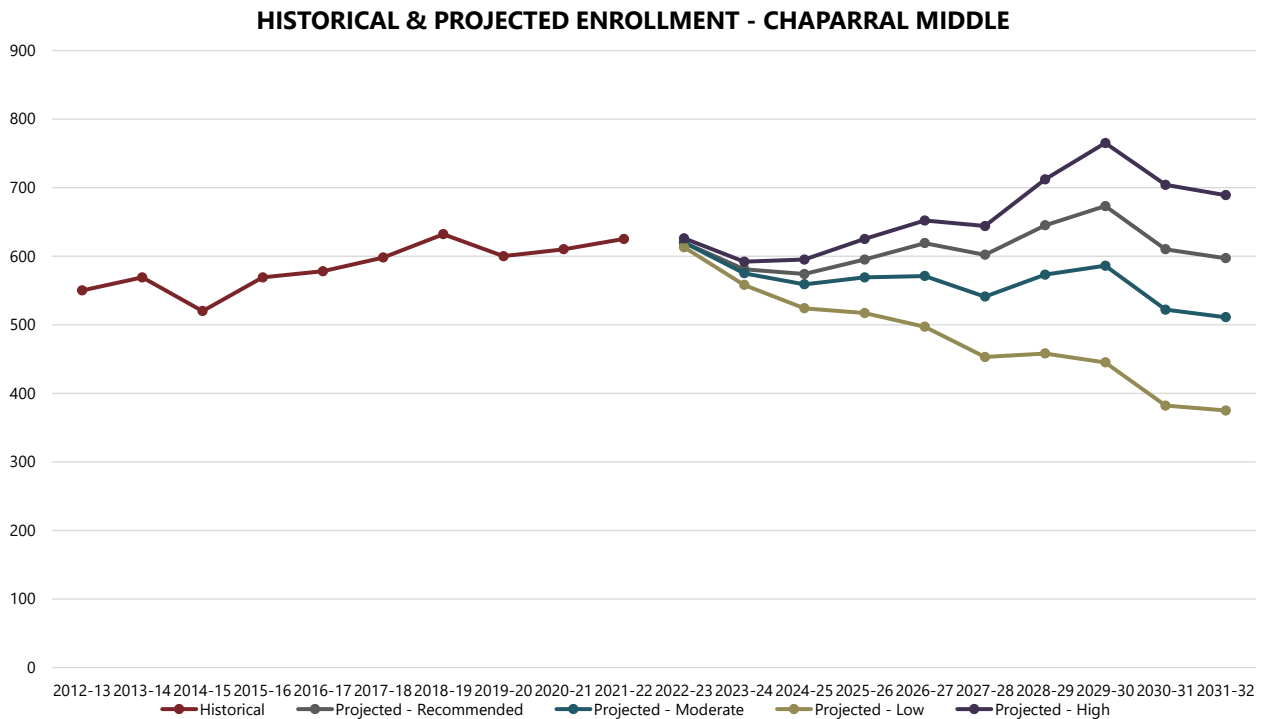
The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

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 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.



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
Grand Total	2,508	2,487	2,490	2,521	2,530	2,535	2,521	2,542	2,482	2,474

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
Grand Total	2,508	2,487	2,490	2,521	2,530	2,535	2,521	2,542	2,482	2,474

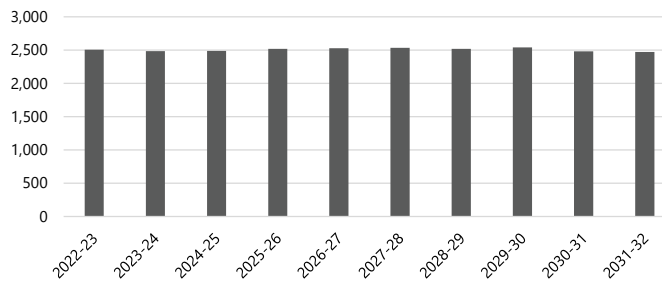
Source: Cooperative Strategies

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	
Total	2,508	2,487	2,490	2,521	2,530	2,535	2,521	2,542	2,482	2,474	

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
Grand Total	2,465	2,403	2,364	2,349	2,326	2,300	2,278	2,281	2,223	2,215

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
Grand Total	2,465	2,403	2,364	2,349	2,326	2,300	2,278	2,281	2,223	2,215

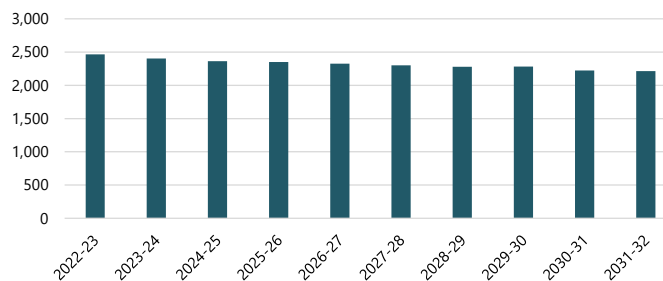
Source: Cooperative Strategies

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	
Total	2,465	2,403	2,364	2,349	2,326	2,300	2,278	2,281	2,223	2,215	

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
Grand Total	2,387	2,251	2,135	2,068	1,990	1,928	1,872	1,857	1,797	1,791

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
Grand Total	2,387	2,251	2,135	2,068	1,990	1,928	1,872	1,857	1,797	1,791

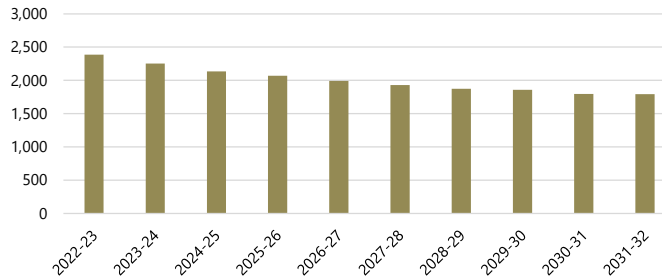
Source: Cooperative Strategies

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	
Total	2,387	2,251	2,135	2,068	1,990	1,928	1,872	1,857	1,797	1,791	

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
Grand Total	2,546	2,563	2,598	2,662	2,704	2,740	2,754	2,796	2,739	2,729

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
Grand Total	2,546	2,563	2,598	2,662	2,704	2,740	2,754	2,796	2,739	2,729

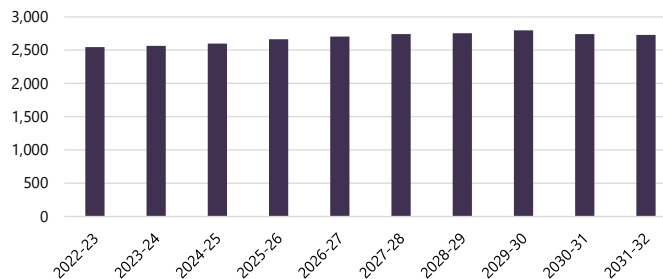
Source: Cooperative Strategies

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	
Total	2,546	2,563	2,598	2,662	2,704	2,740	2,754	2,796	2,739	2,729	

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.

CHAPARRAL ELEMENTARY	37
DESERT TRAIL ELEMENTARY	39
SUNRISE ELEMENTARY.....	41
YUCCA HEIGHTS ELEMENTARY	43
CHAPARRAL MIDDLE	45

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
Grand Total	755	742	720	734	546	513	498	481	427	432

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
Grand Total	428	423	427	418	418	424	418	417	417	418

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
Grand Total	419	408	406	391	384	385	378	376	378	378

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
Grand Total	409	387	375	355	345	342	332	331	333	333

Source: Cooperative Strategies

Projected Enrollment - High - 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	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
Grand Total	431	431	437	429	430	435	428	427	427	428

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
Grand Total	867	920	928	944	548	515	503	469	451	413

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
Grand Total	405	397	404	411	411	423	418	416	417	418

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
Grand Total	393	376	377	376	372	377	369	367	368	369

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
Grand Total	377	349	336	328	316	315	307	307	307	307

Source: Cooperative Strategies

Projected Enrollment - High - 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	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
Grand Total	409	408	418	431	435	447	441	439	440	441

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
Grand Total	514	503	473	478	467	427	423	405	392	387

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
Grand Total	380	380	373	383	365	371	366	365	366	367

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
Grand Total	371	364	353	355	338	339	333	331	332	333

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
Grand Total	360	340	319	320	299	298	291	291	291	291

Source: Cooperative Strategies

Projected Enrollment - High - 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	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
Grand Total	384	387	386	399	384	392	385	383	384	385

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
Grand Total	568	622	591	584	566	645

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
Grand Total	675	706	712	714	717	715	674	671	672	674

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
Grand Total	662	680	669	658	661	658	625	621	623	624

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
Grand Total	628	617	581	548	533	520	484	483	484	485

Source: Cooperative Strategies

Projected Enrollment - High - 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	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
Grand Total	696	745	762	778	803	822	788	782	784	786

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
Grand Total	550	569	520	569	578	598	632	600	610	625

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
Grand Total	620	581	574	595	619	602	645	673	610	597

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
Grand Total	620	575	559	569	571	541	573	586	522	511

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
Grand Total	613	558	524	517	497	453	458	445	382	375

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
Grand Total	626	592	595	625	652	644	712	765	704	689

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%
mean simple all years		8.98%	98.47%	9.05%	98.76%	97.10%	98.45%	97.89%	98.22%	100.53%	98.86%
std. dev. simple all years		0.65%	4.21%	0.59%	1.98%	1.45%	2.03%	2.26%	3.50%	3.93%	1.20%
mean simple 5 years		8.69%	99.03%	8.85%	98.85%	97.12%	98.93%	98.70%	97.30%	100.27%	98.36%
std. dev. simple 5 years		0.62%	5.44%	0.38%	2.15%	1.52%	2.71%	2.09%	3.33%	4.38%	0.89%
mean simple 3 years		8.49%	99.32%	8.65%	98.29%	97.95%	99.95%	98.76%	95.69%	100.94%	98.16%
std. dev. simple 3 years		0.78%	5.77%	0.32%	1.95%	1.03%	2.02%	2.73%	1.70%	2.58%	0.91%
mean simple 2 years		8.05%	100.86%	8.64%	97.17%	97.61%	98.89%	98.95%	94.72%	100.06%	98.43%
std. dev. simple 2 years		0.28%	7.24%	0.45%	0.19%	1.20%	1.18%	3.83%	0.25%	2.94%	1.11%
mean weighted all years		8.59%	100.03%	8.76%	98.26%	97.57%	99.01%	98.84%	96.63%	100.36%	98.41%
std. dev. weighted all years		0.64%	5.13%	0.45%	1.77%	1.25%	1.94%	2.45%	2.97%	3.40%	1.02%
mean weighted 5 years		8.34%	101.72%	8.60%	97.69%	97.86%	98.99%	99.66%	95.45%	99.88%	98.10%
std. dev. weighted 5 years		0.53%	5.54%	0.37%	1.46%	1.04%	1.69%	2.62%	1.77%	2.87%	0.79%
mean weighted 3 years		8.22%	103.80%	8.45%	97.22%	98.17%	98.50%	100.58%	94.94%	98.89%	97.92%
std. dev. weighted 3 years		0.33%	5.11%	0.30%	0.83%	0.80%	1.18%	2.57%	0.69%	2.15%	0.73%
mean weighted 2 years		8.23%	105.49%	8.35%	97.05%	98.38%	98.13%	101.40%	94.88%	98.18%	97.72%
std. dev. weighted 2 years		0.12%	3.08%	0.19%	0.08%	0.51%	0.50%	1.63%	0.11%	1.25%	0.47%

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
Grand Total	3,873	3,766	3,689	3,626	3,578	3,411	3,360	3,302	3,123	3,018

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
Grand Total	3,873	3,766	3,689	3,626	3,578	3,411	3,360	3,302	3,123	3,018

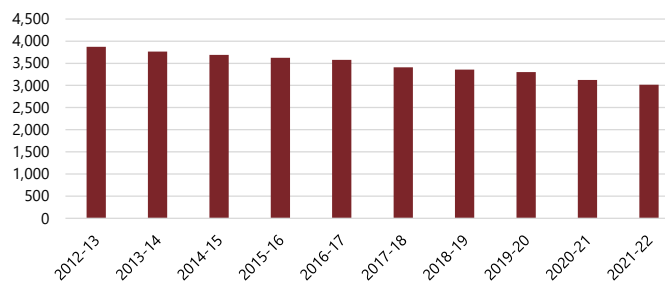
Source: New Mexico Department of Education

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	
Total	3,873	3,766	3,689	3,626	3,578	3,411	3,360	3,302	3,123	3,018	

Source: New Mexico Department of Education

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



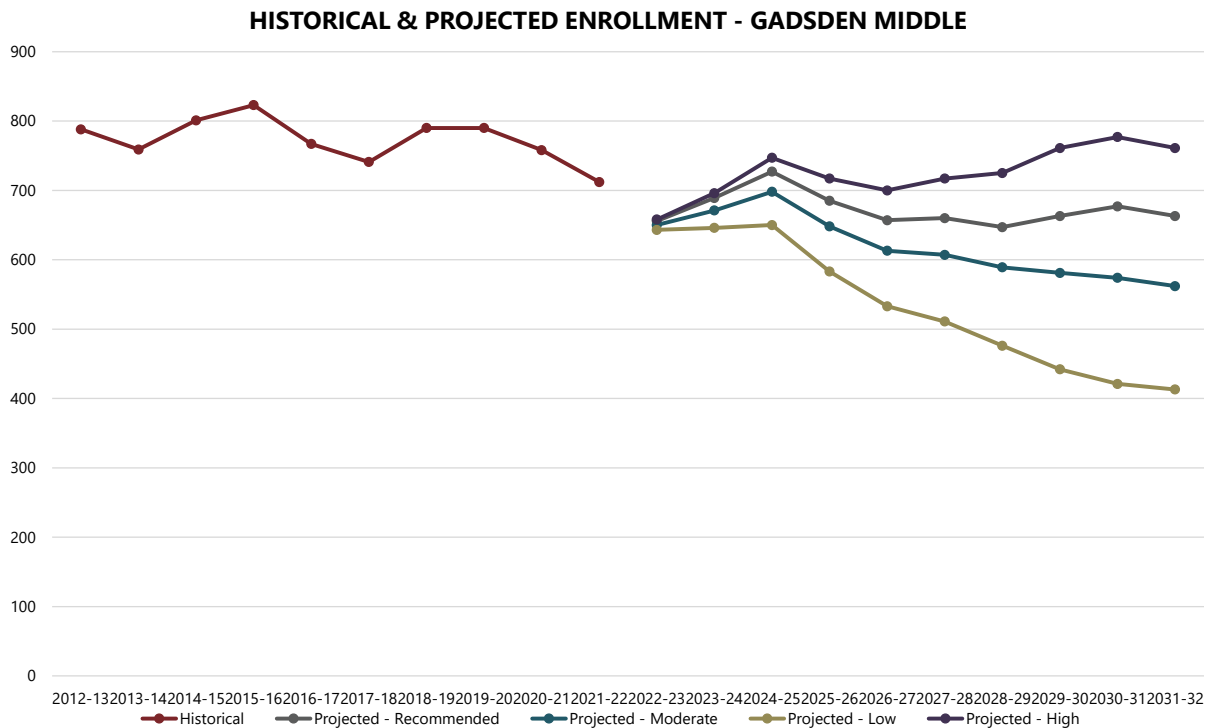
The varying shades of color in the table represent statistically significant cohort sizes. The darker blue represents smaller cohorts, while the darker red represents larger cohorts, comparatively.

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 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.



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
Grand Total	2,985	2,985	2,994	2,961	2,938	2,950	2,959	2,964	2,982	2,971

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
Grand Total	2,985	2,985	2,994	2,961	2,938	2,950	2,959	2,964	2,982	2,971

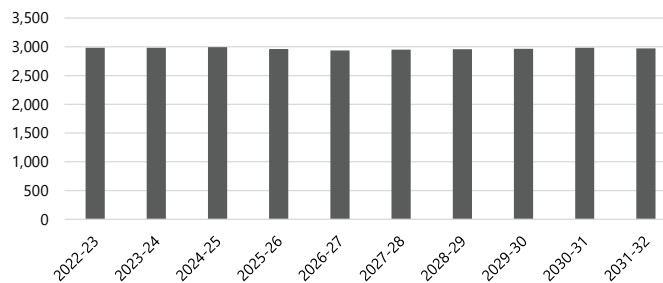
Source: Cooperative Strategies

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	
Total	2,985	2,985	2,994	2,961	2,938	2,950	2,959	2,964	2,982	2,971	

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
Grand Total	2,929	2,876	2,843	2,771	2,716	2,692	2,674	2,657	2,653	2,647

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
Grand Total	2,929	2,876	2,843	2,771	2,716	2,692	2,674	2,657	2,653	2,647

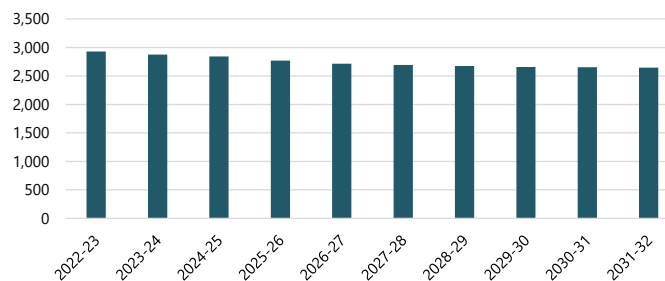
Source: Cooperative Strategies

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	
Total	2,929	2,876	2,843	2,771	2,716	2,692	2,674	2,657	2,653	2,647	

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
Grand Total	2,830	2,682	2,574	2,435	2,331	2,267	2,214	2,177	2,158	2,153

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
Grand Total	2,830	2,682	2,574	2,435	2,331	2,267	2,214	2,177	2,158	2,153

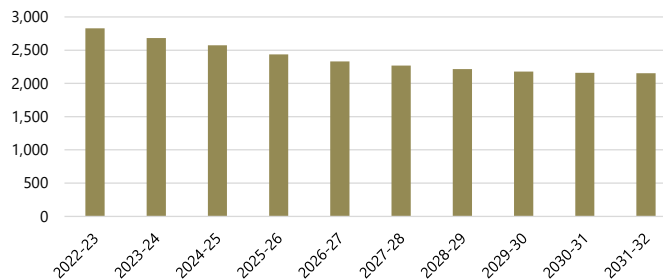
Source: Cooperative Strategies

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	
Total	2,830	2,682	2,574	2,435	2,331	2,267	2,214	2,177	2,158	2,153	

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
Grand Total	3,029	3,071	3,132	3,142	3,154	3,200	3,230	3,255	3,275	3,266

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
Grand Total	3,029	3,071	3,132	3,142	3,154	3,200	3,230	3,255	3,275	3,266

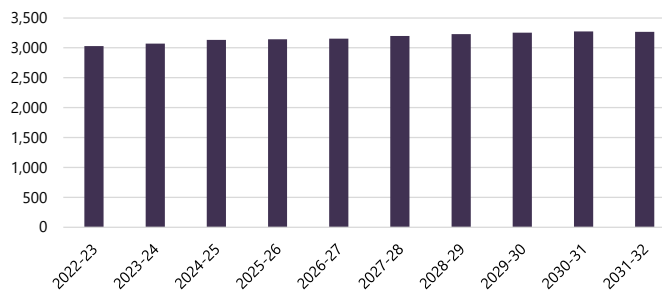
Source: Cooperative Strategies

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	
Total	3,029	3,071	3,132	3,142	3,154	3,200	3,230	3,255	3,275	3,266	

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

LA UNION ELEMENTARY 60

LOMA LINDA ELEMENTARY..... 62

MESQUITE ELEMENTARY 64

NORTH VALLEY ELEMENTARY 66

GADSDEN MIDDLE 68

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
Grand Total	437	436	438	429	401	409	379	386	361	348

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
Grand Total	360	365	355	350	350	341	347	346	346	346

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
Grand Total	359	363	352	347	347	338	343	342	342	343

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
Grand Total	346	339	320	309	303	291	294	294	294	294

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
Grand Total	371	390	388	391	396	392	403	401	402	403

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
Grand Total	550	523	519	479	498	456	427	416	373	355

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
Grand Total	356	354	349	352	350	360	358	356	357	358

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
Grand Total	347	339	327	323	315	319	314	313	313	314

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
Grand Total	333	313	293	282	271	270	263	263	263	264

Source: Cooperative Strategies

Projected Enrollment - High - Berino Elementary

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
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
Grand Total	360	361	360	364	363	374	372	369	370	371

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
Grand Total	529	524	508	499	511	510	488	449	442	423

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
Grand Total	424	411	403	401	400	404	409	407	408	409

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
Grand Total	415	395	383	379	376	376	380	378	379	380

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
Grand Total	403	374	357	345	339	339	339	338	339	340

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
Grand Total	429	415	411	412	414	420	425	423	424	425

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
Grand Total	271	279	282	297	319	303	299	314	325	347

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
Grand Total	355	361	362	374	375	367	364	361	362	363

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
Grand Total	347	346	338	342	337	327	319	318	319	320

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
Grand Total	332	319	301	297	285	270	262	262	262	263

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
Grand Total	361	374	379	396	400	395	390	388	389	390

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
Grand Total	487	461	386	358	363	345	347	327	318	309

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
Grand Total	308	300	295	291	297	296	300	299	300	300

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
Grand Total	302	288	280	273	274	269	268	266	266	267

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
Grand Total	295	268	256	242	239	230	227	226	226	226

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
Grand Total	313	308	308	309	318	318	319	319	319	320

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
Grand Total	395	367	372	364	336	288	307	312	279	255

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
Grand Total	253	251	251	251	256	266	266	265	265	265

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
Grand Total	247	240	236	231	233	238	234	233	234	235

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
Grand Total	231	211	198	187	181	180	174	173	174	174

Source: Cooperative Strategies

Projected Enrollment - High - Mesquite Elementary

Grade	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
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
Grand Total	261	269	276	284	295	310	310	309	309	310

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
Grand Total	416	417	383	377	383	359	323	308	267	269

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
Grand Total	273	254	252	257	253	256	268	267	267	267

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
Grand Total	262	234	229	228	221	218	227	226	226	226

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
Grand Total	247	212	199	190	180	176	179	179	179	179

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
Grand Total	276	258	263	269	268	274	286	285	285	286

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
Grand Total	788	759	801	823	767	741	790	790	758	712

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
Grand Total	656	689	727	685	657	660	647	663	677	663

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
Grand Total	650	671	698	648	613	607	589	581	574	562

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
Grand Total	643	646	650	583	533	511	476	442	421	413

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
Grand Total	658	696	747	717	700	717	725	761	777	761

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.