## Peel District School Board ARC (2012-01-24)

Park Royal (Clarkson) & Erin Mills (Erindale)

## **Issues:**

- 1. ARC Process and Number of School Closures
- 2. ARC Structure and Voting Process
- 3. Misrepresenting Community Preferences
- 4. Issue Financial Accountability
- 5. Trustees Prohibit Identifying/Analyzing Viable Alternative?

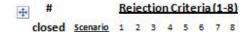
## **Attachments:**

- 1. Rejection Criteria in Final ARC Report (Oct 14 2011)
- 2. Valuation checklist.
- 3. Erin Mills closure scenarios

dan.anderson@sympatico.ca

#### ARC Report Oct 14, 2011 (pages 15-16)

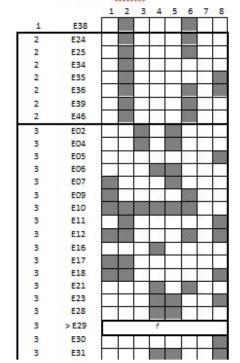
#### Rejection Criteria (sorted by # schools closed in each area)



#### Park Royal / Clarkson

		1	2	3	4	5	6	7	8
1_	CD1								
1	C05	8	8	-8	- 8		8	200	
1	C06		U.					35	
1	C07								74 . 15
1	C08	8	- 33	- (3)	- (3)				
2	C02	9 - 2	-2	- 33	- 33		3	8	3.0
2	> CO3								
2	C04								

#### Erin Mills / Erindale



#### Rejection Criteria (see pages 15-16 of report):

(Rejections actually occurred by bulk non-representative voting rather than rejections specifically criteria-based.)

- 1. Enrolment in some schools exceeds max of 600.
- 2. Enrolment in some schools lower than preferred (non-specific).
- 3. Some school sites had "limitations".
- 4. Geographic location of some schools is non-optimal re bussing, etc.
- 5. Some schools have higher renovation costs.
- 6. (enrolment general effect is repeat of rejection criteria #2)
- 7. (proximity to community resources poorly applied in report)
- 8. Boundaries not "ideal" or would alter existing school families.

Erin Mills (cont'd)

Rejection Criteria (1-8)

1 2 3 4 5 6 7 8

7 7
1 1
10 10 10
1 8
10 14 10
16 10 3
10 10 0
10 10 10

- 1

# Rejection Criteria (see pages 15-16 of report):

(Rejections actually occurred by bulk non-representative voting rather than rejections specifically criteria-based.)

- Enrolment in some schools exceeds max of 600.
- 2. Enrolment in some schools lower than preferred (non-specific).
- 3. Some school sites had "limitations".
- 4. Geographic location of some schools is non-optimal re bussing, etc.
- Some schools have higher renovation costs.
- 6. (enrolment general effect is repeat of rejection criteria #2)
- (proximity to community resources poorly applied in report)
- 8. Boundaries not "ideal" or would alter existing school families.

# Community Input / Understanding

item # in	Towards Understanding Key Elements From	YES/NO
ARC	ARC VALUATION CHECKLIST	sample
checklist	Equal weighting for each item listed below (Yes-5%, No-0%)	scenario
	source: http://www.peelschools.org/facts/documents/ClarksonErindaleARC_valuation_che	cklist.pdf
(13)	Maximizes use of facilities? (this seems to be only criteria dealing directly with miminizing capacity relative to student count) (Yes 5% / No 0%)	NO
(9)	Enhances parental involvement ? (Yes 5% / No 0%)	YES
(6)	Close to public library and community centre? (Yes 5% / No 0%)	YES
(2)	"Enhances the teaching and learning experience" ? (Yes 5% / No 0%)	YES
(5)	Increases resources ? (Yes 5% / No 0%)	YES
(17)	Good geographic location of schools within community? (Yes 5% / No 0%)	YES
(11)	Can "most" (over 50%?) students walk to school? (Yes 5% / No 0%)	YES
(3)	Quality staffing for co-curricular programs? (Yes 5% / No 0%)	YES
(1)	Quality spaces for: a) outdoor rec, b) full day KG, c) specialized classes?	YES
(10)	Diverse student population ? (Yes 5% / No 0%)	YES
(4)	Diverse student social groupings ? (Yes 5% / No 0%)	YES
(12)	Diverse student population? (Yes 5% / No 0%)	YES
(14)	Land/layout appropriate for necessary renovations? (Yes 5% / No 0%)	YES
(8)	Quality location for special education spaces ? (Yes 5% / No 0%)	YES
(16)	Adequate space for vehicle traffic, parking, etc at school? (Yes 5% / No 0%)	YES
(15)	Reasonable cost to upgrade? (Yes 5% / No 0%)	YES
(7)	Ramps, elevators etc for disabled students ? (Yes 5% / No 0%)	YES
(20)	Retains lunch programs, day care, etc to support working parents, etc.	YES
(19)	Attracts/retains families in communities ? (Yes 5% / No 0%)	YES
(18)	Adequate space for vehicle etc. traffic through community? (Yes 5% / No 0%)	YES

# Yes item above >

19

Sample Result = 19 x 5% = > 95%

The presentation of above items illustrates various issues regarding the content/use of the checklist.

## Community Input & Summary of ARC Scenarios @2011-05-19 (revised 2011-05-24)

Capacity (without portables)   0   522   187   414   400   299   150   371   2,343	Sorted by Number of Closures				Er	inda		2012			2020			
Separate   Capacity   (without portables)   0   522   187   414   400   299   150   371   2,343		# schools	Erin Mills	Ashgrove	Brookmede		King's Masting	Pheasant Run	Sawmill Valley	Total Capacity	Students	ratio: students to capacity	Students	ratio: students to capacity
Students 2012	Current Status	-												
Students 2012	Capacity (without portables)	0	522	187	414	400	299	150	371	2,343				
Students 2012 0 347 216 268 316 165 210 276 1,798 77% 1,603 68% Students 2020 0 0 273 181 279 280 161 193 236 1,798 77% 1,603 68% Scenarios between the public include junior kindergarten & special needs students, as applicable for the public through wall displays at the May 19 public meeting. In general its eeems that the public is religing on the deliberations by the committee, rather than any meaningful expectation at this stage that the public is religing on the deliberations by the committee, rather than any meaningful expectation at this stage that the public is religing on the deliberations by the committee, rather than any meaningful expectation at this stage that the public is religing on the deliberations by the committee, rather than any meaningful expectation at this stage that the public is religing on the deliberations by the committee, rather than any meaningful expectation at this stage that the public is religing on the deliberations by the committee, rather than any meaningful expectation at this stage that the public is religing on the deliberations by the committee, rather than any meaningful expectation at this stage that the public is religing on the deliberations by the committee of the more fundamental closure scenarios are unclear, but as noted below, the scenario set does not seem representative of the more fundamental closure scenarios are unclear, but as noted below, the scenarios developed the public in the public is religious or the scenarios are unclear, but as noted below, the scenarios developed the scenarios are unclear, but as noted below, the scenarios developed the public is religious or the scenarios are unclear, but as noted below, the scenarios developed the scenarios below the scenarios than the scenarios that consider the more fundamental closure scenarios that consider the more fundamental closure scenarios that consider the more fundamental closure scenarios that consideration by the consideration of the scenarios below the scenarios below the scenarios below the scena	THE STATE OF THE S		6-8	K-5	K-5	K-5	K-5	K-5	K-6					
Scenario   Scenarios below assume Ashgrove & Garthwood Park 6-8 no longer bussed to Hillside   I   Student counts should include junior kindergarten & special needs students, as applicable   I   Student counts should include junior kindergarten & special needs students, as applicable   I   Student counts should include junior kindergarten & special needs students, as applicable   I   Student counts should include junior kindergarten & special needs students, as applicable   I   Student counts should include junior kindergarten & special needs students, as applicable   I   Student counts should include junior kindergarten & special needs students, as applicable   I   Student counts should include junior kindergarten & special needs students, as applicable   I   Student counts should include junior kindergarten & special needs students, as applicable   I   Student counts   Stud		0	75.75		15,000	77X.1.4	0.00	1000	10000	l	1 708	779/		
Scenario   Scenario   Scenario   Student counts should include junior kindergarten & special needs students, as applicable   Student counts should include junior kindergarten & special needs students, as applicable   There seems to potentially be a notable degree of confusion and chaos in the committee's 40+ closure scenarios presented to the public through wall displays at the May 19 public meeting. In general it seems that the public is relying on the deliberations by the committee, rather than any meaningful expectation at this stage that the public is the architect for the cenario set under consideration. The criteria used and the sources for the various scenarios are undersubt at a school community would expect to be considered, while there appears to be a blas towards maximizing the number of school closures in 2011.    E-25			(C) (C) (A)	10000		-		3.55	1000	l	1,750	11/0	1 603	699
Student counts should include junior kindergarten & special needs students, as applicable to the public through wall displays at the May 19 public meeting. In general is seems that the public is relying on the feliberations by the committee, rather than any meaningful expectation at this stage that the public is relying on the feliberations by the committee, rather than any meaningful expectation at this stage that the public is relying on the feliberations by the committee, rather than any meaningful expectation at this stage that the public is relying on the feliberations by the committee, rather than any meaningful expectation at this stage that the public is relying on the feliberations by the committee of the more fundamental closure scenarios that a school community would expect to be considered, while there appears to be a bias towards maximizing the number of school closures in 2011.    E-25				- 10				100						
There seems to potentially be a notable degree of confusion and chaos in the committee's 40+ closure scenarios presented or the public through wall displays at the May 19 public meeting. In general it seems that the public is relying on the feliberations by the committee, rather than any meaningful expectation at this stage that the public is the architect for the cenario set under consideration. The criteria used and the sources for the various scenarios are unclear, but as noted below, the scenario set does not seem representative of the more fundamental closure scenarios are unclear, but as noted below, the scenarios set does not seem representative of the more fundamental closure scenarios are unclear, but as noted below, the scenarios set does not seem representative of the more fundamental closure scenarios are unclear, but as noted below, the scenarios set does not seem representative of the more fundamental closure scenarios are unclear, but as noted below, the scenarios set does not seem representative of the more fundamental closure scenarios are unclear, but as noted below, the scenarios with considered and the sources of the more fundamental closure scenarios that consider the alternative of regional programs that add additional students.  E-38  1												-		
othe public through wall displays at the May 19 public meeting. In general it seems that the public is relying on the deliberations by the committee, rather than any meaningful expectation at this stage that the public is the architect for the cenario set under consideration. The criteria used and the sources for the various scenarios are unclear, but as noted below, the scenario set does not seem representative of the more fundamental closures scenarios that a school community would expect to be considered, while there appears to be a bias towards maximizing the number of school closures in 2011.  E-25									_					
E-09	pelow, the scenario set does not	seem re	presen	tative	of the n	nore fu	ındame	ental cl	osure	scenario	s that a s	chool cor	mmunity	
E-41	E-25	2	3 3	K-5	K-5	6-8	198	K-5	K-8	1,522	2,268	149%	2,014	132%
E-15	E-09 ~	3	6-8		K-5	K-8			K-5	1,707	2,269	133%	2,014	118%
E-38	E-41	3	6-8	- 13	K-5	K-5	100		K-8	1,707	2,494	146%	2,014	118%
E-38   1				100			10	100	No.					151%
Not considered 1 6-8 K-5 K-5 K-5 K-5 K-5 K-5 K-5 L 2,044 2,269 111% 2,014 99% Not considered 1 6-8 K-5 K-5 K-5 K-5 K-5 K-5 L 2,193 2,269 103% 2,014 92% Not considered 1 6-8 K-5 K-5 K-5 K-5 K-5 K-5 L 2,156 2,269 105% 2,014 93% Not considered 1 6-8 K-5 K-5 K-5 K-5 K-5 K-5 L 1,972 2,269 115% 2,014 102% Not considered 1 6-8 K-5 K-5 K-5 K-5 K-5 K-5 L 1,972 2,269 115% 2,014 102% Not considered 1 6-8 K-5 K-5 K-5 K-5 K-5 K-5 K-5 L 1,929 2,269 118% 2,014 104% Not considered 1 6-8 K-5 K-5 K-5 K-5 K-5 K-5 K-5 L 1,929 2,269 117% 2,014 104% Not considered 1 6-8 K-5 K-5 K-5 K-5 K-5 K-5 K-5 L 1,943 2,269 117% 2,014 104% Not considered 1 6-8 K-5 K-5 K-5 K-5 K-5 K-5 K-5 L 1,943 2,269 117% 2,014 104% Not considered 1 6-8 K-5 K-5 K-5 K-5 K-5 K-5 K-5 L 1,943 2,269 117% 2,014 104% Not considered 1 6-8 K-5 K-5 K-5 K-5 K-5 K-5 K-5 L 1,943 2,269 117% 2,014 104% Not considered 1 6-8 K-5 K-5 K-5 K-5 K-5 K-5 K-5 L 1,943 2,269 117% 2,014 104% Not considered 2 Closure, with or without adding a regional program to EM while selectively hanging other schools from K-5 to K-6 and adjusting school boundaries. There seems to be a bias towards closing 2 or more chools here. The ARC's "scenario builder" did not allow for changing K-5 to K-6, although that approach is used in some cenarios below.  E-24	he above are the only four scen	arios tha	t consi	der the	altern	ative o	f regio	nal pro	grams	that add	addition	nal stude	nts.	
Not considered  1 6-8 K-5 K-5 K-5 K-5 K-5 K-5 K-5 Z,044 Z,269 111% Z,014 99% Not considered  1 6-8 K-5 K-5 K-5 K-5 K-5 K-5 Z,193 Z,269 103% Z,014 92% Not considered  1 6-8 K-5 K-5 K-5 K-5 K-5 K-5 Z,156 Z,269 105% Z,014 93% Not considered  1 6-8 K-5 K-5 K-5 K-5 K-5 K-5 Z,156 Z,269 105% Z,014 93% Not considered  1 6-8 K-5 K-5 K-5 K-5 K-5 K-5 Z,156 Z,269 115% Z,014 102% Not considered  1 6-8 K-5 K-5 K-5 K-5 K-5 K-5 L,929 Z,269 115% Z,014 102% Not considered  1 6-8 K-5 K-5 K-5 K-5 K-5 K-5 L,929 Z,269 117% Z,014 104% Not considered  1 6-8 K-5 K-5 K-5 K-5 K-5 K-5 L,929 Z,269 117% Z,014 104% Not considered  1 6-8 K-5 K-5 K-5 K-5 K-5 K-5 L,929 Z,269 117% Z,014 104% Not considered  1 6-8 K-5 K-5 K-5 K-5 K-5 K-5 L,929 Z,269 117% Z,014 104% Not considered  1 6-8 K-5 K-5 K-5 K-5 K-5 K-5 L,929 Z,269 117% Z,014 104% Not considered  1 6-8 K-5 K-5 K-5 K-5 K-5 K-5 L,929 Z,269 117% Z,014 104% Not considered  1 6-8 K-5 K-5 K-5 K-5 K-5 K-5 L,929 Z,269 117% Z,014 104% Not considered  1 6-8 K-5 K-5 K-5 K-5 K-5 K-5 L,929 Z,269 117% Z,014 104% Not considered Single school closure scenario is under consideration by the committee, with no consideration of their scenarios with only a single school closure, with or without adding a regional program to EM while selectively hanging other schools from K-5 to K-6 and adjusting school boundaries. There seems to be a bias towards closing 2 or more chools here. The ARC's "scenario builder" did not allow for changing K-5 to K-6, although that approach is used in some cenarios below.  E-24	E 30		_	V 0	W 0	V O	vo	V 0	V 0	1 021	2.044	1170/	1 700	000/
Not considered 1 6-8 K-5 K-5 K-5 K-5 K-5 K-5 K-5 L 2,193 2,269 103% 2,014 92% Not considered 1 6-8 K-5 K-5 K-5 K-5 K-5 K-5 K-5 K-5 L 2,156 2,269 105% 2,014 93% Not considered 1 6-8 K-5 K-5 K-5 K-5 K-5 K-5 K-5 L 1,972 2,269 115% 2,014 102% Not considered 1 6-8 K-5 K-5 K-5 K-5 K-5 K-5 K-5 K-5 L 1,929 2,269 118% 2,014 104% Not considered 1 6-8 K-5 K-5 K-5 K-5 K-5 K-5 K-5 L 1,929 2,269 118% 2,014 104% Not considered 1 6-8 K-5 K-5 K-5 K-5 K-5 K-5 K-5 L 1,943 2,269 117% 2,014 104% Not considered 1 6-8 K-5 K-5 K-5 K-5 K-5 K-5 L 1,943 2,269 117% 2,014 104% Apparently only a single one-school-closure scenario is under consideration by the committee, with no consideration of other schools from K-5 to K-6 and adjusting school boundaries. There seems to be a bias towards closing 2 or more chools here. The ARC's "scenario builder" did not allow for changing K-5 to K-6, although that approach is used in some cenarios below.  E-24			6-8				N-0					and the second second	and the second second	
Not considered  Not considered			NOISBEAGISM				K-5	W-3			The second second		1 A T T T T T T T T T T T T T T T T T T	10.00
Not considered Not considered 1 1 6-8 K-5 K-5 K-5 K-5 K-5 K-5 K-5 1,929 2,269 118% 2,014 104% (Apparently only a single one-school-closure scenario is under consideration by the committee, with no consideration of their scenarios with only a single school closure, with or without adding a regional program to EM while selectively hanging other schools from K-5 to K-6 and adjusting school boundaries. There seems to be a bias towards closing 2 or more chools here. The ARC's "scenario builder" did not allow for changing K-5 to K-6, although that approach is used in some cenarios below.  E-24 2 K-5 K-8 K-5 K-5 K-5 K-5 K-5 K-5 L-5 L-5 L-5 L-5 L-5 L-5 L-5 L-5 L-5 L			Commence of the Commence of th	BINNESS.				K-5			A SAME A SAME AS			
Not considered  1 6-8 K-5 K-5 M-5 K-5 K-5 K-5 K-5 L,943 2,269 117% 2,014 104% Exparently only a single one-school-closure scenario is under consideration by the committee, with no consideration of other scenarios with only a single school closure, with or without adding a regional program to EM while selectively hanging other schools from K-5 to K-6 and adjusting school boundaries. There seems to be a bias towards closing 2 or more chools here. The ARC's "scenario builder" did not allow for changing K-5 to K-6, although that approach is used in some cenarios below.  E-24	Not considered	1	6-8	K-5	K-5	K-5	K-5	K-5		1,972	2,269	115%	2,014	102%
pparently only a single one-school-closure scenario is under consideration by the committee, with no consideration of other scenarios with only a single school closure, with or without adding a regional program to EM while selectively hanging other schools from K-5 to K-6 and adjusting school boundaries. There seems to be a bias towards closing 2 or more chools here. The ARC's "scenario builder" did not allow for changing K-5 to K-6, although that approach is used in some cenarios below.  E-24			Committee Commit		2	K-5							Company of the Compan	104%
ther scenarios with only a single school closure, with or without adding a regional program to EM while selectively hanging other schools from K-5 to K-6 and adjusting school boundaries. There seems to be a bias towards closing 2 or more chools here. The ARC's "scenario builder" did not allow for changing K-5 to K-6, although that approach is used in some cenarios below.  E-24	Not considered	1	6-8	K-5	K-5		K-5	K-5	K-5	1,943	2,269	117%	2,014	104%
E-34	other scenarios with only a single changing other schools from K-5 schools here. The ARC's "scenari	e school to K-6 ar	closure nd adju	with	or with	out add	ding a r	egiona nere se	ems to	ram to El	M while	selective ds closing	ly 2 or mor	e
E-34	E-24	2	V	K-5	K-8	K-5		K-B	K-B	1,522	2.044	134%	1,790	118%
E-36			6-8					-	DESCRIPTION OF THE PARTY NAMED IN					
E-39	10 To		NOTICE DESCRIPTION	Ours amount		Christage Actor	- 9	9						
E-46 2 Not considered 2 Numerous other two-school scenarios, with or without addition of regional program.  Not considered 2 Numerous other two-school scenarios, with or without addition of regional program.  Notably, all of the two-school closures that do not include closing Erin Mills, have considered closing only the above two chools and no consideration of two-school closure scenarios that include adding students at Erin Mills through regional rograms (and using K-6s). This approach seems to bias the deliberations against specific schools as well as biasing the eliberations towards closing 3 schools in the community.  E-02 3 6-8 K-5 K-5 K-5 K-5 K-5 K-5 L,707 2,044 120% 1,790 105% E-04 3 6-8 K-5 K-5 K-5 K-5 K-5 K-5 L,707 2,044 120% 1,790 105% E-05 3 6-8 K-5 K-5 K-5 K-5 K-5 L,707 2,044 120% 1,790 105% E-06 3 6-8 K-5 K-5 K-5 K-5 L,707 2,044 138% 1,790 120%			CONTRACTOR OF TAXABLE PARTY.	Name and Address		Section 2010		Si .						
Not considered  2 Numerous other two-school scenarios, with or without addition of regional program.  Notably, all of the two-school closures that do not include closing Erin Mills, have considered closing only the above two chools and no consideration of two-school closure scenarios that include adding students at Erin Mills through regional regrams (and using K-6s). This approach seems to bias the deliberations against specific schools as well as biasing the leliberations towards closing 3 schools in the community.  E-02			PERMIT	Depletons	DESCRIPTION	CHESTONICS		30	<b>HEDDONIONIO</b>			1 - 1 - 1		70.7
totably, all of the two-school closures that do not include closing Erin Mills, have considered closing only the above two chools and no consideration of two-school closure scenarios that include adding students at Erin Mills through regional regrams (and using K-6s). This approach seems to bias the deliberations against specific schools as well as biasing the leliberations towards closing 3 schools in the community.  E-02	3.77.4 T.		Company of the last of the las				ol scen	arios.						
Chools and no consideration of two-school closure scenarios that include adding students at Erin Mills through regional programs (and using K-6s). This approach seems to bias the deliberations against specific schools as well as biasing the leliberations towards closing 3 schools in the community.    E-02		_											,	3
E-04 ~ 3 6-8 K-5 K-5 K-5 K-5 1,592 2,044 128% 1,790 112% E-05 ~ 3 6-8 K-5 K-5 K-5 K-5 K-5 1,707 2,044 120% 1,790 105% E-06 ~ 3 6-8 K-5 K-5 K-5 K-5 K-5 L 1,486 2,044 138% 1,790 120%		series as				that in	clude a	dding :	studen	ts at Erin	Mills th	rough re	gional	
E-05 ~ 3 6-8 K-5 K-5 K-5 K-5 K-5 1,707 2,044 120% 1,790 105% E-06 ~ 3 6-8 K-5	chools and no consideration of programs (and using K-6s). This deliberations towards closing 3 s	two-scho approach schools in	seems	s to bia	ity.		tions a	Bannar		1 707	2.044	120%	1 790	105%
E-06 - 3 6-8 K-5	chools and no consideration of programs (and using K-6s). This deliberations towards closing 3 s E-02	two-scho approach schools in 3	the co	s to bia	ity.	K-5		No.	K-5	100000				105%
E-07 3 6-8 K-5 K-5 K-5 K-5 1,443 2,044 142% 1,790 124%	chools and no consideration of programs (and using K-6s). This deliberations towards closing 3 s E-02 ~ E-04 ~	two-scho approach schools in 3	6-8 6-8	s to bia	K-5	K-5			K-5	1,592	2,044	128%	1,790	105% 112% 105%
	chools and no consideration of programs (and using K-6s). This deliberations towards closing 3 s E-02 ~ E-04 ~ E-05 ~	two-scho approach schools in 3 3	6-8 6-8 6-8	s to bia	K-5	K-5 K-5			K-5 K-5 K-5	1,592 1,707	2,044 2,044	128% 120%	1,790 1,790	112%

### Community Input & Summary of ARC Scenarios @2011-05-19 (revised 2011-05-24)

Sorted by Number of Closures					Er	2012		2020						
1112		# schools	Erin Mills	Ashgrove	Brookmede	Garthwood Pk	King's Masting	Pheasant Run	Sawmill Valley	Total Capacity	Students	ratio: students to capadity	Students	ratio: students to capacity
Current Status		ē.	3 1 3			. 3		9	\$ 1	110				ie.
Capacity (without por	tables)	0	522	187	414	400	299	150	371	2,343	l			
Grades	014(010000)	582 - 5	6-8	K-5	K-5	K-5	K-5	K-5	K-6		•			
Students 2012		0	347	216	268	316	165	210	276		1,798	77%		
Students 2020		0	273	181	279	280	161	193	236		2,, 20		1,603	68%
cont'd														
		-		_	_			_				*****	. 700	
E-10 E-11		3	6-8 7-8	_	N.C.	K-8	K-5		K-5	1,592	2,044	128%	1,790	112%
E-11			7-8		K-6	K-6			K-6	1,707	2,044	120%	1,790	105%
E-12 E-16		3	6-8		K-6	K-8		K-5	K-6	1,707	2,044	138%	1,790	1209
		3	NAME AND ADDRESS.	_	CHARGOSTA			V-2	V.C	1,486	2,044	120%	1,790	1059
E-17 E-18		3	6-8	_	K-5	K-5			K-6 K-5	1,707	2,044	120%	1,790	1059
E-21		3	0-8	K-8	K-8	K-8			K-8	1,372	2,044	149%	1,790	1309
E-23		3	6-8	K-5	V-0	K-5	_		K-5	1,480	2,044	138%	1,790	1219
E-28		3	6-8	K-5		W-2		K-5	K-5	1,230	2,044	166%	1,790	146%
E-29 > selecte	d 21 -	3	6-8	K-3	K-5	K-5		W-2	K-5	1,707	2,044	120%	1,790	105%
E-30	uriz	3	6-8		K-5	K-5			K-5	1,707	2,044	120%	1,790	105%
E-31		3	6-8	K-5	N-3	K-5			K-5	1,480	2,044	138%	1,790	121%
E-32		3	6-8	K-5		K-5			K-5	1,480	2.044	138%	1,790	1219
	•	3	6-8	K-5		K-5			K-5	1,480	2,044	138%	1,790	1219
E-37		3		K-8	K-8	K-8			K-8	1,372	2,044	149%	1,790	1309
E-42		3	6-8	THE OWNER OF THE OWNER OWNER OF THE OWNER OWN	K-5	K-5			K-5	1,707	2,044	120%	1,790	1059
E-43	***	3	6-8	K-5		K-5			K-5	1,480	2,044	138%	1,790	1219
E-44		3	6-8		K-5	K-5	K-5	Name of Street, or other Designation of the least of the		1,635	2,044	125%	1,790	1099
E-45		3	6-8		K-5	K-5	COLUM	K-5		1,486	2,044	138%	1,790	120%
E-01		4	6-8				K-5	K-5		971	2,044	211%	1,790	1849
E-03		4	6-8		K-5	K-5				1,336	2,044	153%	1,790	1349
E-08		4	6-8		K-5	K-5				1,336	2,044	153%	1,790	134%
E-19		4	6-8		K-5				K-5	1,307	2,044	156%	1,790	1379
E-20		4	Samuel St.		K-8	K-8			K-8	1,185	2,044	172%	1,790	1519
E-22		4	K-8		K-8	K-8			Pinner	1,336	2,044	153%	1,790	1349
E-26		4			K-8	K-8		K-8		964	2,044	212%	1,790	186%
E-27		4	6-8		S. Contract	K-5			K-5	1,293	2,044	158%	1,790	1389
E-40		4			K-8	K-8		<u> </u>	K-8	1,185	2,044	172%	1,790	151%
E-13		5			K-8	K-8		8		814	2,044	251%	1,790	2209
E-14		5	K-8	K-8		1		2	3	709	2,044	288%	1,790	252%