## Annual Census Report <br> For

The Glen Redevelopment Project
(TIF District)
Glenview, Illinois
Year Ending June 30, 2018

September 25, 2018
FINAL

The Glen (TIF District) Census

(As of June 30, 2018)

## OVERVIEW

Below is an overview of The Glen (TIF District) Census project for 2018. This information includes a brief history of the project, an explanation of how data was collected and a summary of the received responses.

## Historical Background

In 1995, the Village of Glenview Board of Trustees approved a Consensus Reuse Plan (CRP) for the Glenview Naval Air Station (GNAS) that was announced for closure in 1993. As a key goal of the redevelopment of this land, the CRP stated that "Units of local government should not be negatively impacted by GNAS redevelopment and should have the financial resources to maintain the community's current high level of service." To facilitate this goal the Village established the Tax Increment Finance District (TIF) in 1998. The TIF revenue is used to pay for TIF District expenditures, including annual Make-Whole Payments to six core jurisdictions that are within The Glen TIF District (Glenbrook High School District 225, Glenview School District 34, Northbrook/Glenview School District 30, Glenview Park District, Glenview Public Library and the Village of Glenview). The Make-Whole Payments are based on student enrollment for the school districts and The Glen resident population for the other three jurisdictions. Therefore, the Village of Glenview conducts The Glen TIF Census annually.

## 2018 Census Process

The Village performs the census taking in-house and has contracted with Lauterbach \& Amen, LLP (L\&A) to perform the reporting function. In 2016, the Village of Glenview signed a contract with L\&A for the continuation of reporting services through 2020. The process the Village followed for the census taking is outlined in the steps listed below.

## Initial Mailing

In early June 2018, the Village of Glenview sent out a letter to all residences within eleven subdivisions/complexes located in The Glen: Cambridge, Concord, Chapel Crossing, Southgate, Tower Crossing, Aloft Apartments, Glenshore Condos, Patriot Commons, Regency, Westgate, and Navy Townhomes. The purpose of the letter was to explain the Census taking process, and provide residents the opportunity to complete a census survey form. This form allowed for residents to report the number of adults and children within their homes, designate their children's ages and if applicable, indicate what school they will be attending in Fall 2018. Responses could be sent to the Village the following ways:

- Mailed through a pre-stamped envelope
- Emailed to TIFCensus@ glenview.il.us
- Submitted through an online survey (Constant Contact)
- Called in - results were recorded by Village staff


## Second Mailing

The Village sent a second mailing in early July to the homes that had not yet responded. While the second mailing did result in a higher response rate, it was determined that additional responses would need to be gathered via door-to-door canvassing.

## Census Canvassing

Prior to canvassing homes, the Village of Glenview had received 1,135 total responses (excludes the non-accessible residential communities listed below). On August 4th and August 18th, Village staff visited residences that had not yet provided a response.

Following canvassing, the Village of Glenview had a total of 2,117 replies, resulting in a $90.4 \%$ response rate.

## Non-Accessible Residential Communities

The Glen is home to three senior living communities and one apartment complex. As these residential units are not accessible by the public, the Village of Glenview worked with the management company for each community for their statistics.

The three senior living communities, Vi at the Glen, Chestnut Square and Thomas Place, were contacted individually and asked to complete a census survey form in order to outline the total number of adults living in these areas. Additionally, these communities were asked to provide information about occupancies and vacancies. These numbers were recorded and entered into the overall received response rate.

The Aloft Apartments management company was directly contacted and provided only the occupancy and vacancy information, but not specific demographic data. Village staff believes that since there are a low number of school-aged children living in the Aloft Apartments, data obtained from the survey replies and school district enrollment information could be used to estimate the number of residents and children.

## Vacancies

The vacancies are results from actual vacancy responses and a review of popular home-listing websites Zillow and Realtor.

## Data Collected

All data collected was sent to L\&A in its original form in order to ensure data was recorded in an accurate manner. Once all data was provided to L\&A, a report was drafted as per the scope of work agreement and was provided to Village staff in a draft form for review.

L\&A identified 2,446 homes, of which 2,342 were occupied residences that were included in the census. Of the 2,342 occupied residences, 2,117 replied and 225 did not reply after the numerous attempts to obtain data. This calculates to $90.4 \%$ of the residences responding and $9.6 \%$ that did not reply.

L\&A used a census "average" for each subdivision to factor in the 225 residences that did not respond. The "average" estimates were then added to the totals received for the 2,117 residences that did respond to the census to establish the final figures for an "Adjusted" total census.

Therefore, figures presented in the remainder of this document reflect the "Adjusted" total.
The 20 short-term lease apartments, plus ten actual vacancies as reported by Aloft's management company, were counted as vacant and not included in the "adjusted totals" calculations.

The results were tabulated based on the three classifications of subdivisions: (1) privately owned or rented single and multi-family units: Chapel Crossing at The Glen, Concord at The Glen, Cambridge at The Glen, Southgate on The Glen, Patriot Commons at The Glen, Regency at the Glen, Aloft at The Glen Tower Center, Tower Crossing at The Glen, Glenshore Condos, and Westgate at The Glen; (2) Navy town homes and (3) Senior housing: Vi at The Glen, Chestnut Square at The Glen and Thomas Place.

## 2018 Observations Regarding Children Living in The Glen

This year the Census counted 2,446 homes of which 2,342 were occupied. In the occupied homes there are 5,545 residents, of which 1,304 were children.

This year 1,036 children from The Glen are enrolled in schools, which is down from last year's 1,131 . Of the 1,036 , there are 151 that are enrolled in non-public schools, or about $14.6 \%$ of the total. This percentage is generally between $4 \%$ and $8 \%$ for most suburban communities. If this non-public school attendance trend continues, about $15 \%-20 \%$ of the Pre-K children, ages 0-5 (not in school yet), will attend non-public schools.

The following tables reflect the final data tabulations for residents that resided in The Glen as of June 30, 2018.
TABLE 1
Summary of Residents

| DESCRIPTION | Private | Senior | Navy | 2018 <br> Total | 2017 <br> Total |
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| \# of Adults | 3,311 | 762 | 168 | 4,241 | 4,135 |
| \# of Children <br> (Birth-12th grade) | 1,237 | 0 | 67 | 1,304 | 1,413 |
| Total Number of <br> Residents | 4,548 | 762 | 235 | 5,545 | 5,548 |

TABLE 3
Itemized Details about Total Number of Homes

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| Total Homes | 169 | 143 | 300 | 231 | 154 | 125 | 150 | 181 | 33 | 112 | 172 | 167 | 365 | 144 | 2，446 | 2，453 |
| Occupied Homes | 167 | 140 | 289 | 226 | 147 | 123 | 142 | 151 | 33 | 90 | 171 | 154 | 365 | 144 | 2，342 | 2，301 |
| Vacant | 2 | 3 | 11 | 5 | 7 | 2 | 8 | 30 | 0 | 22 | 1 | 13 | 0 | 0 | 104 | 152 |
| No Reply／Refusals | 17 | 14 | 33 | 28 | 32 | 28 | 26 | 0 | 4 | 23 | 20 | 0 | 0 | 0 | 225 | 269 |
| \＃of Replies | 150 | 126 | 256 | 198 | 115 | 95 | 116 | 151 | 29 | 67 | 151 | 154 | 365 | 144 | 2，117 | 2，032 |
| \％of Replies＊ | 89．8\％ | 90．0\％ | 88．6\％ | 87．6\％ | 78．2\％ | 77．2\％ | 81．7\％ | 100．0\％ | 87．9\％ | 74．4\％ | 88．3\％ | 100．0\％ | 100．0\％ | 100．0\％ | 90．39\％ | 88．31\％ |

＊Percent of replies is computed by dividing replies by the number of occupied homes．
＊＊Aloft Apartments have 20 ＂short－term lease＂apartments that are included in the vacant count，as the vacancies may occur several times during one year．
＊＊＊The Senior housing replies came from information from management of Chestnut Square，Vi and Thomas Place． removed addresses during the canvassing process to ensure there were not multiple units at each address．

## TABLE 4

Itemized Details about Children in The Glen

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| Not enrolled in school | 16 | 20 | 46 | 33 | 15 | 10 | 53 | 1 | 1 | 28 | 45 | 0 | 0 | 0 | 268 | 282 |
| Enrolled in Public School | 173 | 164 | 244 | 115 | 41 | 14 | 41 | 4 | 0 | 38 | 51 | 0 | 0 | 0 | 885 | 949 |
| Enrolled in Non－Public School | 34 | 12 | 49 | 21 | 17 | 3 | 6 | 0 | 1 | 1 | 7 | 0 | 0 | 0 | 151 | 182 |
| Total Number of Children | 223 | 196 | 339 | 169 | 73 | 27 | 100 | 5 | 2 | 67 | 103 | 0 | 0 | 0 | 1，304 | 1，413 |


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Children Enrolled in Public School－School District \＃34（Grades K－8）

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Children Enrolled in Public School－School District \＃225（Grades 9－12）

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| School District \＃34 K－8 | 78 | 91 | 112 | 70 | 26 | 10 | 36 | 3 | 0 | 31 | 25 | 0 | 0 | 0 | 482 | 536 |
| School District \＃225 9－12 | 95 | 73 | 132 | 45 | 15 | 4 | 5 | 1 | 0 | 7 | 26 | 0 | 0 | 0 | 403 | 413 |
| Total－Enrolled in Public Schools（Grades K－12） | 173 | 164 | 244 | 115 | 41 | 14 | 41 | 4 | 0 | 38 | 51 | 0 | 0 | 0 | 885 | 949 |


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| su！pso．19 <br> ןдечи | $\bigcirc$ | $\infty$ | － | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | N | 0 | － | － | $\bigcirc$ | 0 | $\bigcirc$ | $\bigcirc$ | － | － | － | － | 0 | $\bigcirc$ | $\bigcirc$ | － | － | 0 | － | 0 | 0 | － | $\bigcirc$ | － | 0 | － | 00 | － | － | $a$ | － |
|  |  |  | $\begin{aligned} & 2 \\ & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 0 \\ & 0 \end{aligned}$ |  |  |  |  | Vorth Shore Country Day School |  | Holycross |  |  |  |  | St. Norbert |  |  |  | 2 0 0 0 0 0 0 0 0 0 0 0 2 |  |  |  |  |  |  |  |  | $\begin{array}{\|c\|c} \hline \text { n } \\ \text { 合 } \\ \hline \end{array}$ | $\begin{gathered} 8 \\ 8 \\ 0 \\ 20 \\ 0 \\ 2 \\ 2 \end{gathered}$ | 2 0 0 0 0 0 0 2 0 0 0 0 2 2 0 0 0 2 | $\left.\begin{array}{\|c\|} \hline \text { a } \\ \text { a } \\ \text { z} \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \\ 0 \end{array} \right\rvert\,$ |  | St．Davids |  | Lake Forest |  |  |


| $\stackrel{N}{\stackrel{\pi}{0}}$ | $\stackrel{\text { V }}{\text { ¢ }}$ | $\stackrel{\circ}{\square}$ | ง | n | $\cdots$ | N | G | － | ～2 | 2 | $\stackrel{\sim}{0}$ | $\bigcirc$ | ～2 | ず |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\stackrel{\infty}{\tilde{\sim}} \stackrel{\pi}{0}$ | N | $\stackrel{+}{+}$ | in | F | $\cdots$ | in | N | \％ | さ | $\pm$ | $\pm$ | 三 | す | $\infty$ |
| ว）eld <br> SEயоч， | 0 | 0 | 0 | $\bigcirc$ | 0 | － | 0 | 0 | $\bigcirc$ | $\bigcirc$ | 0 | － | 0 | $\bigcirc$ |
| ！ $\boldsymbol{\Lambda}$ | 0 | 0 | $\bigcirc$ | $\bigcirc$ | 0 | － | $\bigcirc$ | $\bigcirc$ | － | $\bigcirc$ | $\bigcirc$ | － | $\bigcirc$ | $\bigcirc$ |
| a．ienbs ฉกuұรวчว | 0 | 0 | 0 | $\bigcirc$ | 0 | － | 0 | 0 | $\bigcirc$ | － | $\bigcirc$ | － | $\bigcirc$ | 0 |
|  | $\checkmark$ | in | － | $\sim$ | $\sim$ | － | $\bigcirc$ | $\bigcirc$ | － | $\cdots$ | $=$ | ナ | $\bigcirc$ | $\bar{n}$ |
| Shen | $m$ | － | in | － | $\infty$ | － | － | in | $m$ | － | $\bigcirc$ | － | 0 | $\cdots$ |
| ә．10чsuə！ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | 0 | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ |
| HoIV | $\bigcirc$ | $\bigcirc$ | － | － | － | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | － | $\bigcirc$ | ＋ |
| Кэиәภววу | $\sim$ | $\wedge$ | $\wedge$ | － | $\sim$ | $\wedge$ | $\bigcirc$ | $\sim$ | $\sim$ | $\sim$ | － | － | $\sim$ | $\ni$ |
|  | 0 | in | $\bigcirc$ | － | m | $\bigcirc$ | － | $\bigcirc$ | $\bigcirc$ | m | － | － | 0 | $\pm$ |
| $\begin{gathered} \text { ธu!sso.Iつ } \\ \text { ләмо.L } \end{gathered}$ | 0 | in | $n$ | － | － | $m$ | $\bigcirc$ | － | $m$ | $n$ | ＋ | n | $n$ | F |
| әธр！ıqueว | － | $\infty$ | $a$ | の | $\infty$ | $\infty$ | $\bigcirc$ | － | $\bigcirc$ | 응 | $\cdots$ | $\sim$ | $\wedge$ | $\cdots$ |
|  | $\bigcirc$ | の | $a$ | $\infty$ | 안 | $\cdots$ | $=$ | $\stackrel{\sim}{\sim}$ | $\stackrel{\sim}{\sim}$ | 入̀ | м | フ | － | $\stackrel{ \pm}{\text { N }}$ |
| prosuo3 | $\checkmark$ | $\bigcirc$ | $=$ | $\bigcirc$ | $=$ | 은 | $\cdots$ | 2 | $\cdots$ | $\cdots$ | $\propto$ | N | 앗 | t |
| 8u！sso．iว ןจбччว | N | N | in | $\checkmark$ | $\wedge$ | $\infty$ | $\stackrel{\infty}{\sim}$ | $\bigcirc$ | 앙 | $\cdots$ | ¢ | 入 | $\stackrel{\sim}{*}$ | 끈 |
| 彔 | $\checkmark$ | － | $\sim$ | $n$ | $\checkmark$ | in | 6 | へ | $\infty$ | $a$ | $\because$ | $こ$ |  |  |

TABLE 11
Children Enrolled in Non－Public School（Grades K－12）

| N | $\pm$ | $\cdots$ | $\wedge$ | 응 | $\sim$ | 안 | 은 | $\bigcirc$ | a | － | $\pm$ | 안 | a | $\cdots$ | $\stackrel{\sim}{\infty}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\stackrel{\infty}{\stackrel{\infty}{N}} \stackrel{\text { 픙 }}{0}$ | $\cdots$ | $m$ | $\pm$ | － | $\wedge$ | 근 | $\beth$ | $\infty$ | こ | － | $\bigcirc$ | $\cdots$ | $\bigcirc$ | $\stackrel{\sim}{*}$ | $\stackrel{\square}{2}$ |
| วつヶId SBuOYL | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | 0 | 0 | $\bigcirc$ | $\bigcirc$ |
| ！$\Lambda$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | 0 | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | 0 | $\bigcirc$ | 0 |
| $\begin{gathered} \text { ә.ıenbs } \\ \text { pnuısəyว } \end{gathered}$ | $\bigcirc$ | 0 | $\bigcirc$ | 0 | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | 0 | 0 | 0 | $\bigcirc$ | 0 | 0 | $\bigcirc$ | $\bigcirc$ |
|  | $\bigcirc$ | $\bigcirc$ | － | $\bigcirc$ | $\bigcirc$ | － | － | － | － | $\bigcirc$ | $\bigcirc$ | － | 0 | － | $\checkmark$ |
| $\mathrm{SAR}_{\mathbf{N}}$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | － | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | － | $\bigcirc$ | － |
| ә．ıочSUə\ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | － | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | 0 | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | － | $\bigcirc$ | － |
| Holv | $\bigcirc$ | $\bigcirc$ | 0 | － | 0 | 0 | 0 | 0 | 0 | $\bigcirc$ | 0 | 0 | 0 | $\bigcirc$ | 0 |
| Кэиәธวу | $m$ | $\bigcirc$ | $\bigcirc$ | － | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | 0 | $\bigcirc$ | $\bigcirc$ | N | 0 | － | $\bigcirc$ |
| $\begin{gathered} \text { suошшод } \\ \text { 10!џе } \end{gathered}$ | － | － | $\bigcirc$ | 0 | $\bigcirc$ | 0 | － | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | 0 | － | 0 | － | m |
|  | － | － | － | － | － | $m$ | $\sim$ | N | $\bigcirc$ | $\bigcirc$ | 0 | － | 0 | ナ | ㄷ |
| әธр！ıqueว | ＊ | － | m | $\bigcirc$ | － | $\sim$ | $\sim$ | － | － | － | － | － | 0 | $m$ | $\bar{\sim}$ |
|  | ＋ | $\bigcirc$ | $\wedge$ | － | $\sim$ | in | $\sim$ | $m$ | $\checkmark$ | $m$ | $m$ | N | － | $\bigcirc$ | 9 |
| p．rosuo3 | $m$ | 0 | 0 | － | 0 | N | － | $\bigcirc$ | － | － | $\bigcirc$ | m | $\bigcirc$ | － | ～ |
| 8u！sso．19 әдечつ | N | 0 | N | － | $m$ | ナ | m | － | － | N | $\sim$ | m | － | の | m |
| 彔 | $\Downarrow$ | － | ～ | $n$ | $\checkmark$ | in | $\bigcirc$ | へ | $\infty$ | $a$ | $\bigcirc$ | こ | N |  |  |

Children Enrolled in Non－Public School＊（Grades K－12）

| ［P10L LI0Z | $\pm$ | $\sim$ | in | 은 | N | 二 | $\bigcirc$ | $\sim$ | $\bigcirc$ | $\checkmark$ | $\pm$ | $\bigcirc$ | $\sim$ | $\stackrel{\text { N }}{ }$ | $\stackrel{\sim}{\infty}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ［P10L 8I0Z | $\stackrel{\infty}{\sim}$ | $m$ | $\pm$ | $\checkmark$ | N | $\stackrel{\infty}{-}$ | च | $\bigcirc$ | $\bar{\square}$ | $\infty$ | $\wedge$ | $\cdots$ | $\bigcirc$ | N | n |
|  | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | － | $\bigcirc$ | － | $\bigcirc$ | － | － | $\bigcirc$ | $\bigcirc$ | N | $\stackrel{\rightharpoonup}{\sim}$ |
|  | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | － | $\bigcirc$ | － |
| spирН дıи！ 7 | － | 0 | － | 0 | $\bigcirc$ | 0 | $\bigcirc$ | 0 | $\bigcirc$ | $\bigcirc$ | 0 | $\bigcirc$ | $\bigcirc$ | 0 | － |
| aлоך | $\bigcirc$ | 0 | － | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | － | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | － |
|  | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | － | $\bigcirc$ | $\bigcirc$ | － |
| $\operatorname{splap}^{\prime} \downarrow$ S | － | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | － | $\bigcirc$ | － |
| suıv иวdO | $\sim$ | 0 | $\bigcirc$ | 0 | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | 0 | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | N |
|  | $\bigcirc$ | 0 | 0 | 0 | $\bigcirc$ | 0 | 0 | 0 | 0 | $\bigcirc$ | － | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | － |
| ！．ıоssaıиоW хоиу диวqоу | － | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | － |
| $1.12 q u 0{ }^{\circ}+$ S | － | $\bigcirc$ | $\sim$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $m$ |
| smoll？${ }^{\text {M }}$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | － | － | $\bigcirc$ | N |
| дира дияо | $\bigcirc$ | － | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | － | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | － | $\bigcirc$ | $\bigcirc$ | $m$ |
|  | N | － | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | N |
|  | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | － | $\bigcirc$ | $\bigcirc$ | － | 0 | － |
| Киวррэง sıəqия | $\bigcirc$ | － | $\bigcirc$ | － | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | N |
|  | $\sim$ | $\bigcirc$ | $\bigcirc$ | － | － | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | － | $\bigcirc$ | $\sim$ |
| кра кıипоว дıочS чияо | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | － | － | $\bigcirc$ | － | $\bigcirc$ | $\bigcirc$ | $m$ |
|  | $\bigcirc$ | 0 | $m$ | － | $\bigcirc$ | $m$ | N | $\bigcirc$ | － | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ |
| киәррэн роокот | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $m$ | in | $\bigcirc$ | $\checkmark$ | $\bigcirc$ | 入 |
| ィวчววчงS иошогоS 128pS | － | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | － | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | N |
| วบฺวบฉทว ฉน！ทล | $\sim$ | － | N | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\sim$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\wedge$ |
|  | $\sim$ | $\bigcirc$ | $\bigcirc$ | － | － | － | N | $\bigcirc$ | － | － | 0 | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | の |
| Hd7O | $\sim$ | $\bigcirc$ | へ | － | $\bigcirc$ | च | $\cdots$ | $\infty$ | $\wedge$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | 守 |
|  | － | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | － | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ | － | $\bigcirc$ | $\bigcirc$ | N |
| әре．iワ | 4 | － | N | m | － | 15 | $\bigcirc$ | N | $\infty$ | 0 | $\stackrel{\rightharpoonup}{-}$ | F | $\cdots$ | \％ | \％ |

Some Non－Public Schools change from year to year．

The Glen Redevelopment Project



