CHICAGO BOARD OF EDUCATION
FISCAL YEAR 2017 CAPITAL BUDGET
PUBLIC HEARING
held on
WEDNESDAY, AUGUST 17, 2016
AT
6:00 O'CLOCK P.M.

STENOGRAPHIC REPORT OF PROCEEDINGS had in
the above-entitled matter at Kennedy High
School, 6235 West 56th Street, Chicago,
Illinois.

Appearances:
  Bogdana Chkoumbova
  Mike Sitkowski
  Jose Alfonso de Hoyos-Acosta

Reported by: Cheryl Dineen, RPR, CSR
License No.: 084-004405
MS. CHKOUmBOVA: Can you hear me? I know it's bit noisy, but I will suggest that we keep the fan on.

All right. My name is Bogdana Chkoumbova, and I am the newly-appointed Chief of Schools for Network 10.

(Appause.)

MS. CHKOUmBOVA: Thank you.

I'm very excited to be here tonight, because this is my very first community event. And I'm so happy to see three principals here, some parents, and community members.

So welcome to this budget hearing event. I will present you with the rules for tonight and some housekeeping items.

But before that, I want to make sure that we send a big thanks for the efforts of Principal Szkapiak from Kennedy High School for organizing this event, despite the fact that they have amazing student registration going on.

So thank you for -- thank you to the principal and his team for welcoming us here tonight.

(Appause.)
MS. CHKOUUMBOVA: So the budget hearing will begin at 6:00 and will end at 8:00 o'clock or when the last speaker has concluded, whichever is earlier.

All that sign up to speak will be given an opportunity to make a statement of up to two minutes until the meeting is adjourned.

All those wishing to speak are asked to please sign in for the speaker sign-in sheet at the entrance registration table. If you are planning to speak, please make sure that you are signed up.

Please note that no one will be able to sign up to speak after 6:30.

Speakers will be limited to addressing topics related to the budget including the capital plan.

Speakers are asked to limit their comments to two minutes so that everyone that would like to speak will have the opportunity to do so.

With multiple speakers from the same organization or school on this list, only one member per organization or school will be
allowed to speak regarding the same issue.

If the speaker has a follow-up question, we ask that you please speak to Chicago Public Schools staff members who will be on-site to help you to fill out a follow-up card.

The full budget is on the CPS website. You can provide feedback or leave questions on the website as well.

We will respond to all questions on the website including any that we're unable to respond to at all during this meeting.

Go to cps.edu/capitalplan or cps.edu/budget.

Are there any questions? All right.

Thank you.

So now you will hear the presentation from Mike Sitkowski from the Budget Office.

MR. SITKOWSKI: Hi, everyone. Can you hear me? My name is Mike Sitkowski. I am the budget manager for operations for CPS.

I am going to give you an overview of the FY17 Capital Budget.

CPS Capital Budget is a budget that
funds long-term investment for school
construction, school renovations, and other
major projects that have long-term benefit to
the District like wireless upgrades, IT
infrastructure, and those sorts of projects.
The Capital Budget is funded through
bonds issued by the District and funded from
outside sources like TIF funds or funds from
the Federal Government or State Government.
In the FY17 Federal budget, proceeds
from bonds backed by the new Federal
Improvements Act will be used to fund
$232 million's worth of projects.
And currently CPS is working to
determine an amount of proceeds of bond proceeds
issued against that act. And a supplemental
budget is -- we intend to release a supplement
budget in the fall with additional capital
projects.
So CPS's FY17 Capital Budget includes
$38 million's worth of investment in school
repairs and improvements, overcrowding relief,
and classroom modernization.
$266 million of the projects will be
funded by CPS bonds, and the other 72 million
will be funded by outside sources including
TIF funds and funds from the Federal Government.

The first category of projects we'll
discuss is overcrowding relief. So the
FY17 Capital Budget includes $173 million's
worth of investment to address classroom
overcrowding.

This is done through adding additions
to buildings and building new facilities. And
the seven overcrowding relief projects are
listed below.

We're going to walk through each one of
them to describe what -- the nature of the
project.

So we're adding an 8-classroom modular
at Bridge Elementary School. This is
the diagram for that.

So at Byrne Elementary School,
the proposed work includes a new two-story
16-classroom annex with a link to the existing
building along with a green space at
the location of the demolished modular units
that are currently on location.
At Dawes, the work includes providing two 8-classroom modular units, demolishing the existing 2-classroom modular units along with a new play lot and fencing to be installed in the existing parking lot.

At Dore Elementary School, the work includes a new 1200-student elementary school along with a new parking lot and a play lot.

At Skinner West, the proposed work includes a new 15-classroom annex.

And at South Loop Elementary School, the proposed work includes a new 1200-student elementary school.

And finally, at Zapata, the proposed work includes a new 16-classroom annex.

the existing modular units at the school will be demolished, and additional parking and a new play lot green space will be provided.

The FY17 Capital Budget includes $51 million to add air conditioning to the classrooms at 61 schools and investments in new educational programming to the District.

The investments are outlined on the slide below that include a new STEM program
at Brown Elementary School, CTE investments at
Dunbar High School, and a major renovation and
programatic investment at Dyett.

What we have here is a rendering of
what the finished project at Dyett High School
will look like.

There is a new arts program that is
going to be beginning at the school this year.
And what you see here is a dance studio on
the left and the video arts studio on the right.

Also at Dyett High School is digital
medial school; that's digital media lab, a music
lab, a theater lab, and a community innovation
lab.

Also in the FY17 Capital Budget is
$32 million to the critical building repair and
maintenance.

At this point we're working through
additional prioritization of our facility needs;
and we expect additional projects will be
included in the supplemental.

And the final group of projects within
the FY 17 budget are IT and other projects.

The big investment here is a
$32-million investment by CPS along with $17.6-million investment from the Federal Government in wireless upgrades at over 500 campuses throughout the District.

And you will see the additional investments outlined below.

And now we'll begin with the speaker portion of the hearing.

So the first speaker can come up and take a microphone. You will have two minutes. And please keep your questions addressed to the FY17 Capital Budget. Thank you.

MS. HERNANDEZ: Hello. My first question comes out to how did you guys determine what schools are qualified for upgrades?

Did you have a panel of experts? Did you analyze every single school, considering we have over 100,000 CPS grant schools citywide? Some of them are definitely in worse need.

And second of all, at what interest rate is this new bond loan coming in for future payment?

AUDIENCE MEMBER: We can't hear you with the fan going.
MR. SITKOWSKI: With regards to the interest rate, most of these projects will be funded by a bond that we are going to issue at some point in the fall. So that will -- that will be determined at that point.

MR. de HOYOS-ACOSTA: Just to introduce myself, I am Jose Alfonso de Hoyos-Acosta. I am the Chief Administrative Officer.

So to answer your other question on did we do analysis on the prioritization of the various schools, a couple of things.

Absolutely. We had outside expert consultants and other staff members that have -- inside that help us to determine the facility needs on a school-by-school basis.

So we do have all of that data which is available on the website that determines where everyone is in terms of what they need and what -- where we feel the requirements are.

The other piece that you should know about is that remember, this is a multiphase, multiyear capital plan.

What we're showing you right now is Phase 1 of the capital plan that we have right
now that we have determined appropriate funding for.

As we move forward and as we go forward into the fall and next year and our position from a -- from a budget standing and just our, you know, the way we stand in terms of funding, we will make determinations of how much other of the phases we will do in the fall and then next year.

So we have a plan that is already online that existed, lays out a number of different projects, a number of different schools that just will be phased in. So this is just one part of a multiphase plan.

MS. HERNANDEZ: But Dore and Byrne are getting TIF funding from before, so that's not coming from CPS budget, nor will that be required.

That will be coming from our taxpayers in our ward which is our TIF funding; so, therefore, your budget, you're analyzing it from whatever the TIF funding is going to go over, and it will --

MR. De HOYOS ACOSTA: Yes --
MR. SITKOWSKI: Both Dore and Byrne are being funded by CPS, by CPS bonds.

MS. HERNANDEZ: By CPS bonds, not by TIF funding?

MR. SITKOWSKI: Not by TIF funding.

MS. HERNANDEZ: Okay. Thank you.

MR. de HOYOS-ACOSTA: Can we have the next speaker?

MS. DIXON: Good evening. My name is Mary Dixon. And I'm the proud principal of Dawes Elementary School.

I'm here tonight to thank your committee for including Dawes School in the new plan for the upcoming year.

I was looking at some of my notes earlier, and I pulled out some letters that my parents had written back in 2007 and again in 2008 and 2009 and 2010. You are getting the picture.

So I thank you for listening to us. And we are definitely appreciative of the additional space.

I also want to make sure that we do have our cafeteria addressed. I see just
because we are getting an annex, we still have some needs.

I know that it will be included in the upgrade for the internet. Mayor Emanuel actually rolled that out from Dawes School. And that's when I grabbed him by the hand and dragged him around my building. And I have a feeling he had a hand in why we were quickly added to the capital plan.

Now, in addition to our annex, we do need some help with our cafeteria. And we do have some good ideas on the layout.

We have already formed a committee, so we look very much forward to working with you.

MR. de HOYOS-ACOSTA: As do I.

As you know, I'm -- the nutrition group is also reporting in to me. So I am making -- I'm having some of my team members here making notes.

And I'll make sure to circle back with your principal to get your information and to get your data to help us help you.

MS. DIXON: Great. I'd like to speak to the ADA person today.
MR. de HOYOS-ACOSTA: I don't believe they're here today. But if you could maybe speak with me a little bit later, I'll be sure to link you up with them, absolutely.

MS. DIXON: Okay. Great. Thank you.

MR. de HOYOS-ACOSTA: Thank you for coming. Next speaker, please.

MS. ANGELETTI: Hi. Good evening. I'm Chantel Angeletti, the current principal of Byrne Elementary School.

But I want to first say thank you for the annex. But I want to speak to you as the previous student teacher of Byrne, a teacher of Byrne for 10 years, a teacher at Byrne that had 41 students in a classroom at one time.

I have been there now as a leader for a year, and I have seen it at a different level and from a leadership; and I can't tell how much it meant to us to get that annex.

It's kind of funny you said about the letters from the parents. I remember back in 2000, we were begging for help. Then it came where we were having 38 to 41 kids. It's not that we couldn't hire other teachers, because we
had no where to put the teachers. We didn't have the classroom.

we already have three classrooms in the hallway. We have lunch in the hallway. We have reading groups literally in my office.

It is so nice to finally have that relief.

Speaking of full circle, the funny thing is, I was going through some old things like you go through the leadership programs early on in your master's degree, and it says if there's anything that you can change, what would that be. This was actually at Byrne when I was a teacher, and it was like if we could just get space so we could serve our diverse learners and our EL students properly, and here it is, a full circle that you have made that actually come true.

As a leader, it's very difficult when you are looking at a child that needs to have an assessment and needs a quiet space for assessment, but you have nowhere to have that assessment. And I have to offer my office.

You are now giving us those needs to
meet our new vision. We are committed to success of every child everyday. And with a new space, we are able to do that. And I thank you so much for it as a community member also and as well as the principal. Thank you.

MR. de HOYOS-ACOSTA: Thank you as well.

(Applause.)

MR. de HOYOS-ACOSTA: Next speaker, please.

MS. SACHEN: Hi. My name is Sarah Sachen. I'm a parent rep on the LSC of Byrne School, and I would just like to introduce my son, because I want to thank you for the annex, because he's one of the children who will directly benefit.

He is a diverse learner. And as Miss Angeletti says, there are assessments that he needs to have quiet and peaceful environment and low distractibility.

And she does offer her office for reading groups and assessments for tests and reading, everything. And we really appreciate it.

This annex is really going to affect positively our entire neighborhood. We're all excited about it.
Diverse learners, it's going to greatly impact them. One of the things about overcrowding is their privacy is an issue. You know with IEPs and testing at locations, they don't want to be on display. It could affect their performance on their test or their self-esteem.

So we really appreciate the annex for our diverse learners so that they can have that privacy in their IEPs, and they won't be on display for other kids and other parents.

I really appreciate that.

I did also witness the reading classes in Miss Angeletti's office. I appreciate her using her space. And the annex will create more space for those activities.

She shouldn't have to give up her office. And she has got important things to do that aren't, you know, giving up her office. And we really appreciate it.

Lunches in the hallways, we need to eat lunches in the hallway. And the annex will relieve that. And all the kids can eat together now.
So we really, really appreciate that.
I'm sure the lunch monitors do as well so that
we're not all over the place in the hallways and
disturbing the other classrooms.

And I just really wanted to say thank
you so much. We really appreciate it. We
appreciate the efforts of the CPS Board Members
coming out touring our school. The Mayor came.

They really saw the need that we have
to have that expanded space. Now we can all be
together. So I really appreciate that on behalf
of our other school parents and LSC members.

MR. de HOYOS-ACOSTA: Thank you very much.
Thank you for visiting with us. It is wonderful
to see someone who is going to benefit from
this. Thank you.

MS. SACHEN: Thank you so much. Thank you.

(Applause.)

AUDIENCE MEMBER: Thank you. It's been
a long time coming. Thank you very much.

MR. de HOYOS-ACOSTA: I'm glad we're able to
help. Thank you.

Next speaker, please.

MR. SORFLEET: Good evening. My name is Joe
Sorfleet. And I'm a parent at Dore School.

We'd like to thank you for approving the new building; however, and it's not really a however, but -- I don't want it to be a negative, but last year for the last school year, we got some modular units. And those relieved the pressure for a little while.

Last year, we had three grades with three classrooms each. Right now going into this year, we are at five grades now with three classrooms each. And it looks like we're going to be six based on the numbers that are in so far.

So what I'd like to ask is that you please keep us informed, you expedite if possible any plans, let us know how it's moving along. Because the space we gained by the modular units is being rapidly eaten up again by an influx of students.

Dore is an A-plus school, and we'd really like to keep it that way. We don't -- we really don't want overcrowding to start to again affect our students' performance.

We have already lost -- as was
mentioned before, some of the special ed classes
and teachers are now forced to do their work in
alternate locations rather than a classroom.

So we do ask that you keep us informed
and help us along.

MR. de HOYOS-ACOSTA: Absolutely.

And we have met before. I have gotten
the chance to be at Dore.

MR. SORFLEET: Me again.

MR. de HOYOS-ACOSTA: It's good to see you
again this evening. And I completely -- when we
met, we had Jason Kiernan who is one of
my chiefs. I'll make sure that you are -- I
will request to make sure that you are synced up
with as we move along with the LSC and the
parents updates on a regular basis.

MR. SORFLEET: Thank you so much.

MR. de HOYOS-ACOSTA: Thank you.

The next speaker, please.

MS. CORBIN: Good evening. My name is Mary
Beth Corbin. I'm a teacher at Byrne School. I
have been there 23 years.

And since the day I walked in there,
we've been overcrowded. And on behalf of
the teachers, I want to say thank you. This has been a long time coming.

We are so excited. You should have heard the cheers when we found out. Yeah, we're overcrowded. Classes in the hallways, lunchrooms in the hallway which is scary.

And currently the current conditions of our mobiles right now, you know, our roofs leak. We have flooding. This is -- this is very badly needed.

So thank you so much. And I look forward to moving forward with this project.

(Applause.)

MR. de HOYOS-ACOSTA: Thank you The next speaker, please.

MS. BATTUNG: Hi. I think I'm the next speaker. But my name is Caitlin Battung. I'm going to be is a senior here at Kennedy this fall.

I'm also an active member of the Chicago Student Union. I attend most of the Downtown rallies to protest the CPS budget cuts. And I have actually spoken at a few to represent local high schools. I will
just read it.

So I know it was more of a team effort
by Rahm, Rauner, and the CPS to mess with the
education of millions, but it's unfortunate that
CPS has failed to acknowledge the damage they
have done alone from forcing our teachers to
work without a fair-paying contract to generally
mismanaging money, to allowing Rahm and Rauner
to forget about the importance of education in
Chicago.

CPS should be on our side fighting for
our right to a good education and a fair pay for
our teachers, and it really doesn't seem like
they are.

And it's very sad for us students.
These budget cuts affect children citywide, but
neighborhood schools like Kennedy and Byrne and
everywhere else around here will feel it
the most.

Already this school in particular lost
resources from textbooks to desks to teacher
aides for our special needs students.

Up until last year, the only theater
program that was available was the drama club.
And with these budget cuts breathing down
our necks, the arts will be the first to go.

In fact, we can also lose our AP
classes, the few fine arts classes we have, and
our much-needed staff.

In a time where education is very
crucial to the access of my generation, students
need it more than ever, especially the student
trying to break away from their cycle of
poverty.

As a student, I hope we can find
a solution to CPS' problems.

It is unacceptable to think that
the only way to a good education is to be
selected into a selective enrollment school all
the way Downtown or somewhere else very far that
requires the student to get up very early to
make it to class on time.

Local high schools should have the same
high educational quality all over the city.

I'm very glad the annex is being built
to accommodate students with special needs and
to help these overcrowded; and I hope the other
Chicago schools around the city will receive
similar help and maintenance to continue
supporting us in our future as students.

MR. de HOYOS-ACOSTA: Thank you for being
involved. That's fantastic. I congratulate
you. It's very well-spoken, and we listen.
Thank you for your comments.

MS. BATTUNG: Thank you.

(Appause.)

MR. de HOYOS-ACOSTA: Next speaker, please.

MS. LEE: Hi. My name is Takia Lee. And
I'm a recent graduate of Curie High School.
I also attended the meetings Downtown
for the CPS budget and students, and I actually
organized a bunch.

I just wanted to say I didn't agree
with the CPS budget cuts in my senior year, and
I don't agree with the continuous CPS budget
cuts this year.

Now that my brother is also going to be
a senior, I just feel like it's a continuous
cycle that's not really taking education -- I
don't feel like -- I feel like they are not
taking accessible education -- I feel like I
shouldn't have to -- I shouldn't have to walk --
I shouldn't have had to walk into gym class with a leaky roof.

And I shouldn't have to worry about when I'm playing basketball or soccer or anything to do with my gym class about it's a crowded gym room. And it's small, two classes in one. And because the roof is leaking, and like I have to walk over puddles, or I have to put stuff into garbage cans.

And I didn't like the fact that my English classroom was filled with mold. And I had to relocate, and any day I had to relocate, I did.

I don't like how the art is being cut repeatedly. And I feel like, I don't know, like I feel like CPS isn't really taking the arts programs really serious.

I feel like you guys encourage us to be doctors and lawyers and teachers and stuff, but then again you take away the resources and stuff to help us get there.

So I'm kind of questioning the fact of how you guys open new schools when you -- it's not -- you're not really maintaining CPS budget
cuts -- the CPS schools now. So it kind of worries me a little bit.

MR. de HOYOS-ACOSTA: I appreciate what you are saying.

And a couple of things I just want to throw out, one is I've been to Curie. I know Professor -- I'm sorry, Principal Allison Tingwall very well.

We have been working very closely. I know you are very proud of her as we are. She's an amazing, amazing, principal. And she is very, very focused on working with me personally and my staff on how to best help you.

I've been to Curie multiple times. I think you're very well-spoken, and the things that you have mentioned, I absolutely appreciate.

So she is working with us in a number -- and remember, where I mentioned before, it's a multiphase, multiyear capital plan.

Curie is very high in my thoughts as we continue rolling out the next pieces of the phase.
I'm working with Allison and obviously my team to make sure that we maintain and control what's there now, but also very -- I'm very heavily thinking along with my team on how to help with -- Principal Tingwall and Curie as we roll out and phase out.

So I hear you, and I appreciate what you are saying, and I understand.

MS. LEE: So my question is do you agree with opening up more and more schools?

MR. de HOYOS-ACOSTA: The over -- let me explain. And what we have found or what we have discovered is that every single school, every single community really has to be treated individually.

In some communities, there's a lot of growth, and there's a lot of need for children to have space, to have privacy. And so in those communities, the answer is to help those communities which may end up being expanding a very crowded location.

Other communities require really investment in some of the programing such as Dyett and Dunbar where we are investing in the
arts at Dyett, investing in CTE programs at Dunbar.

So I absolutely agree that each community requires its own view or what it needs.

Some communities may need more space. Other communities will need more programs added. And we're dedicated to the solution.

MS. LEE: Is that solution to take away some of the resources from public neighborhood schools?

MR. de HOYOS-ACOSTA: We are -- that is not the intention or is it the solution.

Focusing on capital, what we're trying to do in capital is to help invest in all the schools as appropriate to the community in a phased approach that hopefully will also be financial prudent.

MS. LEE: Thank you.

MR. de HOYOS-ACOSTA: Thank you.

(Appause.)

MR. de HOYOS-ACOSTA: The next speaker, please.

MS. MARTINEZ: Hello. My name is Karina
Martinez. I'm at Curie School.

A major issue at our school is our leaky roof. I have had to have my classroom moved three times to two different locations because there's constantly water falling from our roof. And that does not help my education to have to be able to have to be relocated to different classrooms.

It's sometimes I spend weeks in another classroom because my roof is leaking. And that is my issue.

And CPS has constantly said that the budget will not affect the classrooms, but with the money that we were given, we are not given enough money to fix our roof.

We are having gym in places where water is falling which is an issue that could make us fall or injured.

We have to have class in the hallways. There are many other kids in a school of 3,000.

My question is how to you plan to address Curie's falling tiles and leaky roof as well as many other schools' issues in our community with the decreasing budget?
MR. de HOYOS-ACOSTA: As I mentioned before, and I apologize if I sound repetitive, but I have met and I have been working very closely with Principal Allison Tingwall who is a wonderful person.

And we are working very close with Jason Kierna, my chief facilities officer, all of my -- really, all of our schools that are in that situation.

I can tell you, again, that specifically to Curie, I have as we start in saying and roll out the multiphase capital plan, this is Phase 1. And it's definitely something that we are working on and working with Principal Tingwall.

The other issue I definitely understand what the frustration is you are feeling. I have gotten a chance to visit Curie.

I think your high school is fantastic. I mean your high school is really amazing with award-winning sports, award-winning educational programs.

It's a place that I'm incredibly proud of, and I want to help. And as I said before,
as we place other capital investments in place, it's something that we're speaking to President Tingwall about very heavily as well as other schools that we have mentioned, not just Curie.

Thank you.

THE WITNESS: Thank you.

MR. de HOYOS-ACOSTA: Thank you

(Applause.)

MR. de HOYOS-ACOSTA: The next speaker?

There are no more speakers I guess.

So I want to thank you very much for attending this evening. It's important for us to meet with the community and answer your questions, to hear from you.

We really do mean this when we say that we're listening.

We have a last slide that says we want to hear your feedback, because we're in the process of continuing our investments. We want to make sure that we consider what the public says in our plans.

And we'll be here for a little bit to answer some specific questions. But I just want
to thank you again for coming this evening.

(Appplause.)

(Which were all the proceedings had in the above-entitled cause this date and time, concluding at 6:40 p.m.)
STATE OF ILLINOIS  
)  
) SS:  
COUNTY OF WILL  
)  

I, Cheryl Dineen, being first duly sworn, on oath says that she is a court reporter doing business in the City of Chicago; and that she reported in shorthand the proceedings of said hearing, and that the foregoing is a true and correct transcript of her shorthand notes so taken as aforesaid, and contains the proceedings given at said hearing.

Cheryl Dineen, RPR, CSR  
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