

# School Committee: Enrollment, Pre-K, and Redistricting

September 22, 2026



For more information, visit  
**[www.robinsonschoolproject.com](http://www.robinsonschoolproject.com)**

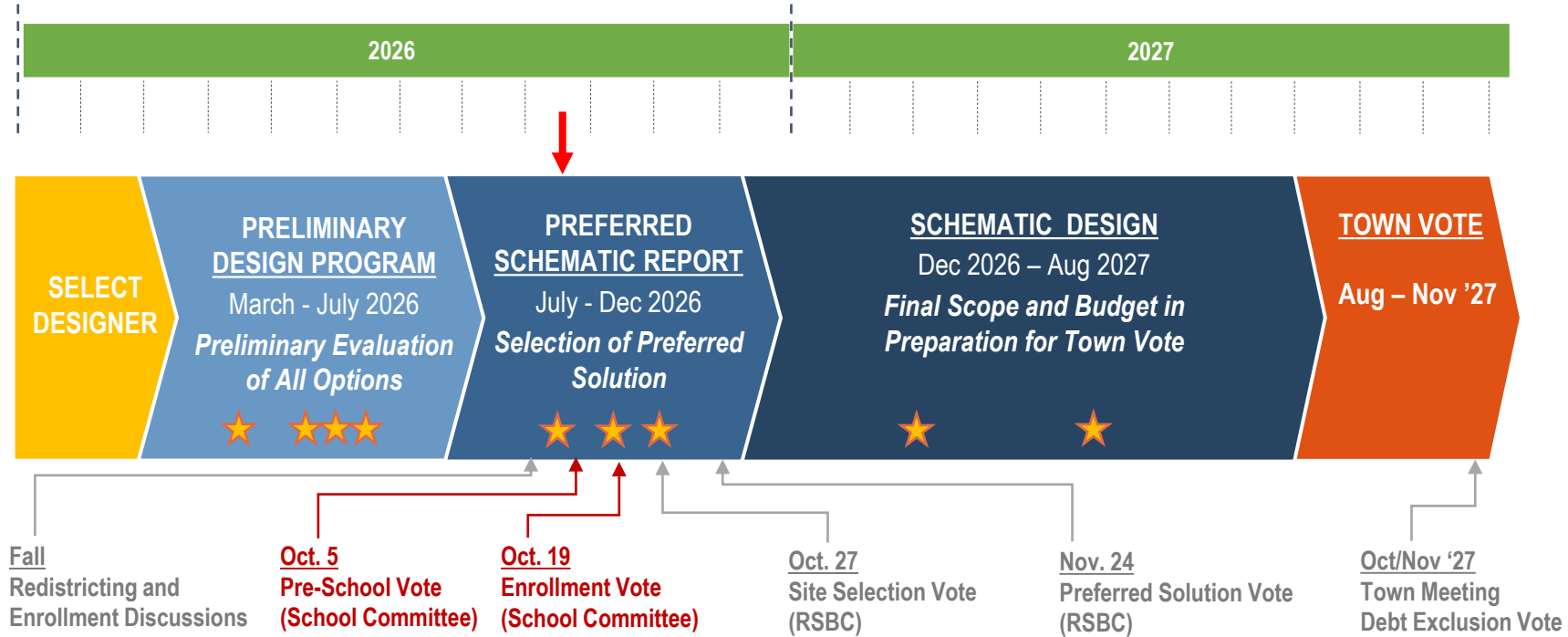


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**[info@robinsonschoolproject.com](mailto:info@robinsonschoolproject.com)**



## Colonel John Robinson Elementary School

# FEASIBILITY & SCHEMATIC DESIGN SCHEDULE



★ - Community Meetings

# UPCOMING PUBLIC MEETINGS

September – December 2026

 **Community Forum**  
Stony Brook School & Remote

 **RSBC**  
Remote

 **School Committee**  
Millennium Bldg & Remote

 **Tri-Board**  
Millennium Bldg & Remote

**Sep 22** 7:00 PM **Redistricting Impact Study & Pre-K**

**Sep 29** 12:00 PM **Update on Options**

**Oct 5** 7:00 PM **Redistricting follow-up; Vote on Pre-K** 

**Oct 13** 12:00 PM **Select HVAC System**

**Oct 14** 6:30 PM **Update on Options**

**Oct 19** 7:00 PM **Vote on Enrollment** 

**Oct 27** 12:00 PM **Vote on Site Selection** 

**Nov 17** 6:30 PM **Enrollment & Site Selection Update**

**Nov 24** 12:00 PM **Preferred Solution Vote** 

**Dec 8** 7:00 PM **Vote to Recommend PSR** 

# PROJECT UPDATE: 7 SELECTED OPTIONS



## ROBINSON 2

470 • Addition/Renovation



## ROBINSON 3

470 • New Construction



## ABBOT 2

705 • Addition/Renovation



## ABBOT 3

705 • New Construction



## ABBOT 4

1,065 • Addition/Renovation



## ABBOT 5

1,065 • New Construction



## FARMER WAY 2

705 • New Construction

# FEASIBILITY STUDY PROCESS

Narrowing 18 options down to one by building consensus with community input.



# DECISION FRAMEWORK | KEY CONSIDERATIONS

1. Background information
  - MSBA Enrollment Projections
  - Space Program
  - District-Wide Sections
2. Redistricting Impact
3. Educational Visioning Findings
4. Evaluation Criteria & Matrices
5. Superintendent's Recommendation

# ENROLLMENT SCENARIOS

## SCENARIO 1

**Robinson**

Grades K–2

**470**

Students + Pre-K

## SCENARIO 2

**Robinson + Abbot  
Consolidated**

Grades K–5

**705**

Students + Pre-K

## SCENARIO 3

**Robinson + Abbot +  
Day Consolidated**

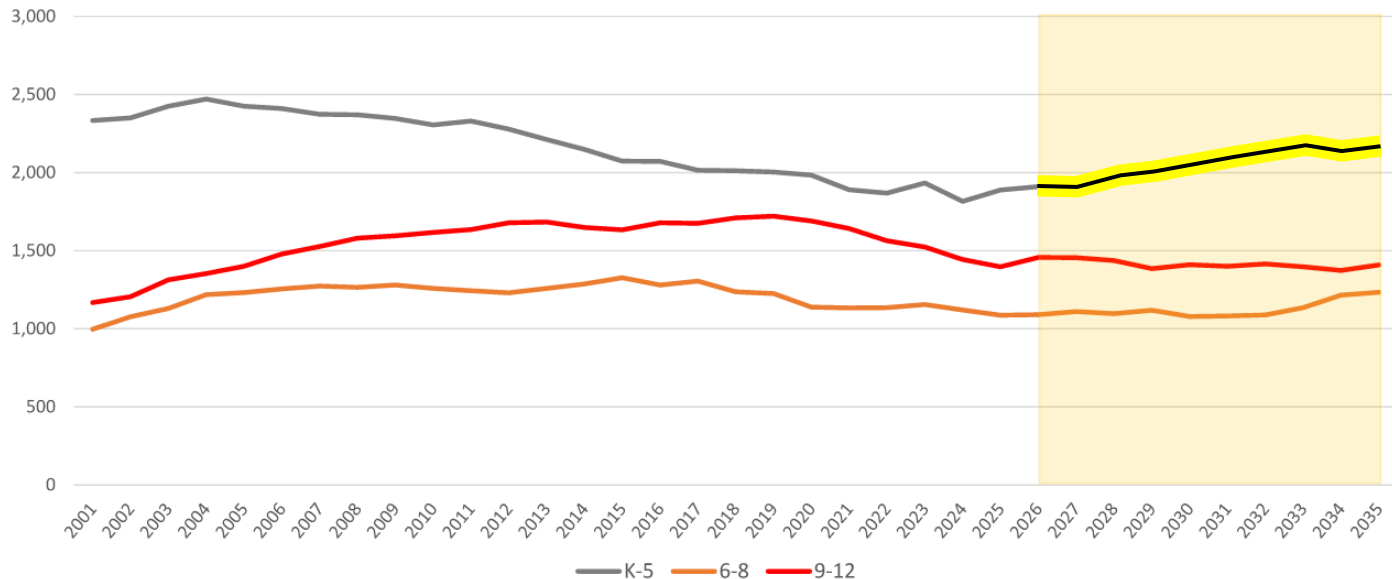
Grades K–5

**1,065**

Students + Pre-K

# Enrollment Projections - MSBA

Ten-year Average, by Grade Group



Housing  
Developments  
Included

|                               |                                                                                                                                                                                                             |      |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 35 & 39 Town Farm Road        | 35 Senior Housing - N/A                                                                                                                                                                                     | 2026 |
| 37 Powers Road Apartments     | 530 +/- rental apartments, no age restriction. 1, 2 and 3-bedroom units. Project is currently under preliminary review by the Planning Board.                                                               | 2028 |
| 219 Littleton Road Apartments | Approximately 275 +/- rental apartment units, potential for 21 +/- of said units to be age-restricted. Project recently benefitted from preliminary review by the Planning Board. 1, 2 and 3-bedroom units. | 2028 |

## PROJECTED ENROLLMENT

| FY   | K-5   |
|------|-------|
| 2026 | 1,911 |
| 2027 | 1,912 |
| 2028 | 1,980 |
| 2029 | 2,001 |
| 2030 | 2,064 |
| 2031 | 2,114 |
| 2032 | 2,135 |
| 2033 | 2,162 |
| 2034 | 2,145 |
| 2035 | 2,158 |

2,058

average of 10-  
year projection

# ENROLLMENT PROJECTIONS TO ENROLLMENT SCENARIOS

|                                                   | 470<br>K-2 | 705<br>K-5 | 1,065<br>K-5 |
|---------------------------------------------------|------------|------------|--------------|
| 10-year average projected enrollment (rounded up) | 980        | 2,060      | 2,060        |
| students in non-project schools                   | -530       | -1,410     | -1,055       |
| Out-of District Adjustment                        | +5         | +20        | +25          |
| Development Adjustment                            | +15        | +35        | +35          |
| <b>MSBA Certified Enrollments</b>                 | <b>470</b> | <b>705</b> | <b>1,065</b> |

# SPACE PROGRAM PER MSBA GUIDELINES

|                              | 470 | 705 | 1,065 |
|------------------------------|-----|-----|-------|
| # of lunch periods           | 3   | 3   | 3     |
| Art Classrooms               | 1   | 2   | 3     |
| Library Instructional Spaces | 2   | 2   | 2     |
| STEM Classrooms              | 0   | 1   | 1     |
| Music Classrooms             | 1   | 3   | 4     |
| # of PE/Health Spaces        | 3   | 3   | 4     |

# PROJECTED K-5 SECTIONS DISTRICT-WIDE

|                       |          | 470 FUTURE (K-2/3-5 MODEL)<br><i>Minimum 5 sections/grade</i> |           |           |            | 705 FUTURE (K-5 MODEL)<br><i>Minimum 3 sections/grade</i> |           |           |            | 1065 FUTURE (K-5 MODEL)<br><i>Minimum 3 sections/grade</i> |           |           |            |
|-----------------------|----------|---------------------------------------------------------------|-----------|-----------|------------|-----------------------------------------------------------|-----------|-----------|------------|------------------------------------------------------------|-----------|-----------|------------|
|                       | capacity | PK                                                            | K         | 1-5       | K-5        | PK                                                        | K         | 1-5       | K-5        | PK                                                         | K         | 1-5       | K-5        |
| Crisafulli            | 21       |                                                               |           | 21        | 21         |                                                           | 3         | 15        | 18         |                                                            | 3         | 15        | 18         |
| Abbot                 | 16       |                                                               |           | 15        | 15         |                                                           |           |           |            |                                                            |           |           |            |
| Robinson/New          | 18       | 7                                                             | 9         | 14        | 23         | 7                                                         | 7         | 26        | 33         | 7                                                          | 10        | 39        | 49         |
| Day                   | 18       |                                                               |           | 15        | 15         |                                                           | 3         | 15        | 18         |                                                            |           |           |            |
| Nabnasset             | 18       |                                                               | 5         | 10        | 15         |                                                           | 3         | 15        | 18         |                                                            | 3         | 15        | 18         |
| Miller                | 18       |                                                               | 5         | 10        | 15         |                                                           | 3         | 15        | 18         |                                                            | 3         | 15        | 18         |
| <b>District Total</b> |          | <b>7</b>                                                      | <b>19</b> | <b>85</b> | <b>104</b> | <b>7</b>                                                  | <b>19</b> | <b>86</b> | <b>105</b> | <b>7</b>                                                   | <b>19</b> | <b>84</b> | <b>103</b> |
| capacity              |          | 112                                                           | 342       | 1955      | 2297       | 112                                                       | 342       | 1978      | 2320       | 112                                                        | 342       | 1932      | 2274       |

# 2025-26 Enrollment

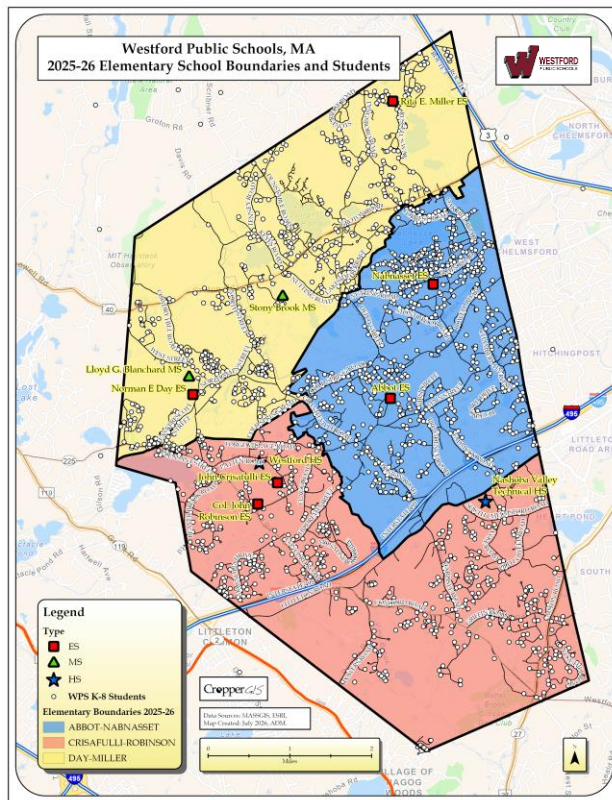
*A more detailed project introduction (study objectives, criteria, phases, and data foundation) is available on the WPS website.*

| School                     | 2025-26 Enrollment |            |            |            |            |            |            |            |            |                  |
|----------------------------|--------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------------|
|                            | K                  | 1          | 2          | 3          | 4          | 5          | 6          | 7          | 8          | Total Enrollment |
| Nabnasset                  | 89                 | 106        | 98         |            |            |            |            |            |            | 293              |
| Abbot Elementary           |                    |            |            | 112        | 107        | 141        |            |            |            | 360              |
| Colonel John Robinson      | 99                 | 92         | 111        |            |            |            |            |            |            | 302              |
| John A. Crisafulli         |                    |            |            | 130        | 111        | 121        |            |            |            | 362              |
| Rita E. Miller             | 69                 | 85         | 87         |            |            |            |            |            |            | 241              |
| Norman E. Day              |                    |            |            | 88         | 100        | 99         |            |            |            | 287              |
| <b>Elementary Total</b>    | <b>257</b>         | <b>283</b> | <b>296</b> | <b>330</b> | <b>318</b> | <b>361</b> |            |            |            | <b>1,845</b>     |
| Blanchard                  |                    |            |            |            |            |            | 183        | 189        | 178        | 550              |
| Stony Brook                |                    |            |            |            |            |            | 176        | 182        | 189        | 547              |
| <b>Middle School Total</b> |                    |            |            |            |            |            | <b>359</b> | <b>371</b> | <b>367</b> | <b>1,097</b>     |

\*K-5 Capacity includes special use rooms

*Revised: 09/08/2026.*

# Current Elementary Attendance Boundaries



## Three Paired Zones

Westford runs three paired zones, each served by one K-2 school and one 3-5 school.

### ABBOT-NABNASSET

Nabnasset (K-2) and Abbot (3-5)

*649 K-5 students live in zone*

### CRISAFULLI-ROBINSON

Robinson (K-2) and Crisafulli (3-5)

*659 K-5 students live in zone*

### DAY-MILLER

Miller (K-2) and Day (3-5)

*499 K-5 students live in zone*

# Overview of the Five Options

Five scenarios have been developed to identify the feasibility of making changes to how students are assigned to schools in Westford Public Schools.

1

## **Robinson 2/3 with 470 seats**

Expands Robinson Elementary to 470 seats. All elementary schools remain as shared K-2 / 3-5 zones. No school closes.

2

## **Abbot 2/3 with 705 seats (A)**

Abbot rebuilt at 705 seats and Robinson closes. Nabnasset, Abbot, Crisafulli, Miller, and Day all become K-5 schools.

3

## **Abbot 2/3 with 705 seats (B)**

Abbot with 705 seats. Robinson and Day Elementary schools close. Nabnasset, Abbot, Crisafulli, and Miller all become K-5th grade schools.

4

## **Abbot 4/5 with 1065 seats**

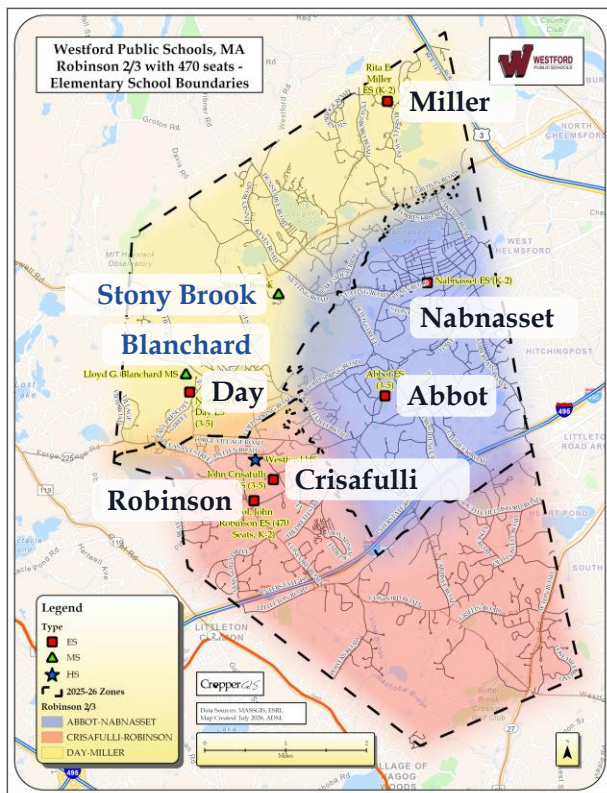
Adds a new 1,065-seat elementary school at Abbot. Robinson and Day close. Nabnasset, Abbot, Crisafulli, and Miller all become K-5 schools.

5

## **Farmer Way 2 with 705 seats**

Adds a new 705-seat elementary school, Farmer Way, on the Stony Brook Middle School site. Abbot and Robinson close. Nabnasset, Crisafulli, Miller, Day, and Farmer Way all become K-5 schools.

# Option 1: Robinson 2/3 with 470 seats (Elementary School Boundaries)



**Closes:** None

**Remaining schools:** Nabnasset, Robinson, Miller (K-2);  
Abbot, Crisafulli, Day (3-5)

**Utilization:** balanced

99

K-5 students moved (5.5%)

38

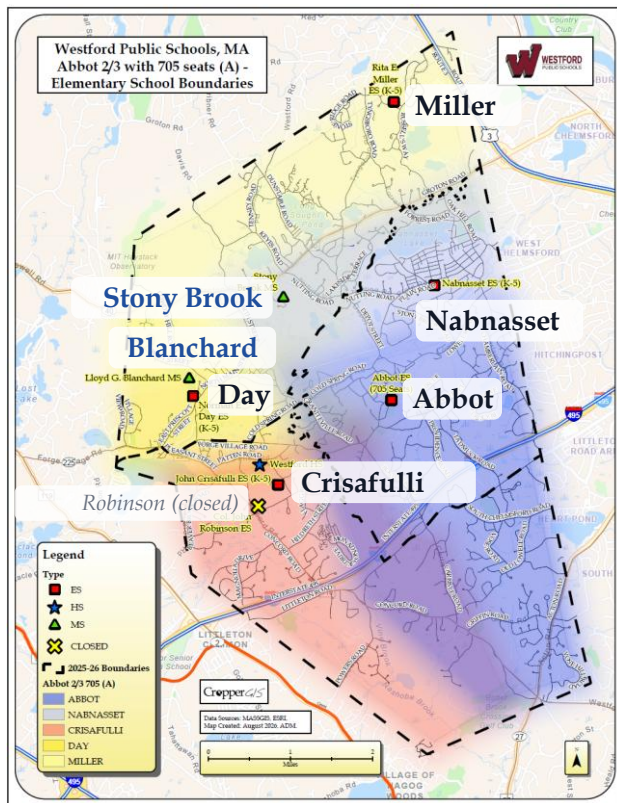
6-8 students moved (3.5%)

1

Elementary feeder splits

**Conclusion:** Minor changes to existing boundaries.

## Option 2: Abbot 2/3 with 705 seats (A) (Elementary School Boundaries)



**Closes:** Robinson

**Remaining schools:** Nabnasset, Abbot, Crisafulli, Miller, Day (all K-5)

**Utilization:** balanced

**424**

K-5 students moved (23.5%)

**350**

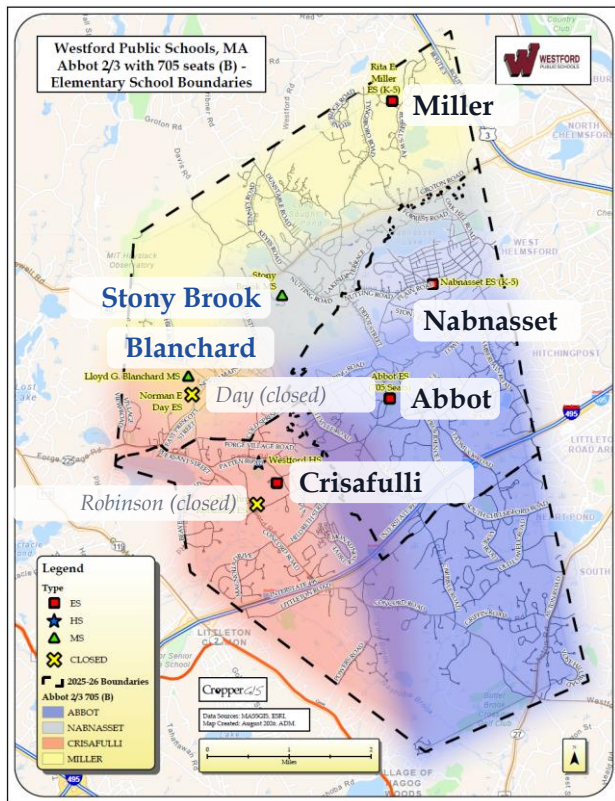
6-8 students moved (32.6%)

**0**

Elementary feeder splits

**Conclusion:** Workable solution with an adjusted middle school option.

## Option 3: Abbot 2/3 with 705 seats (B) (Elementary School Boundaries)



**Closes:** Robinson and Day\*

**Remaining schools:** Nabnasset, Abbot, Crisafulli, Miller  
(all K-5)

**Utilization:** balanced

*\*potential to close Day is dependent on future enrollment growth*

614

K-5 students moved (34.0%)

398

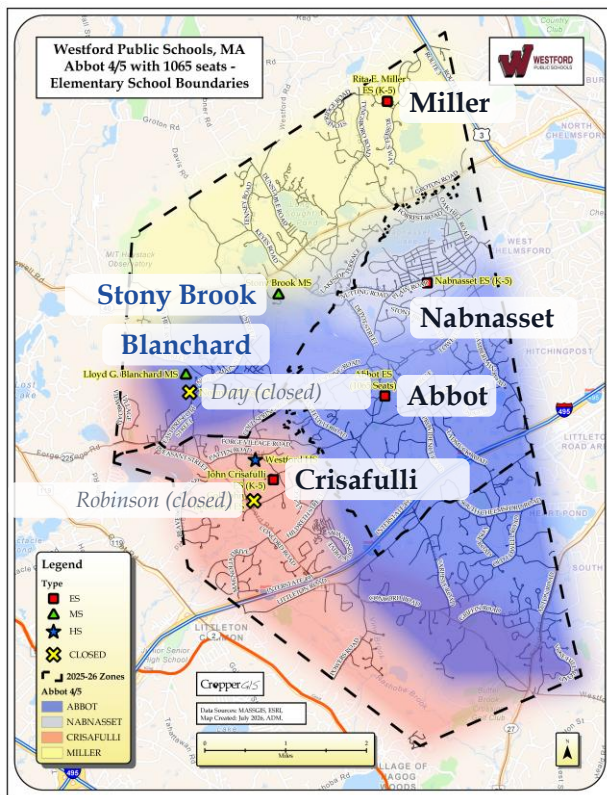
6-8 students moved (37.1%)

0

Elementary feeder splits

**Conclusion:** Workable solution with an adjusted middle school option.

## Option 4: Abbot 4/5 with 1065 seats (Elementary School Boundaries)



**Closes:** Robinson and Day

**Remaining schools:** Nabnasset, Abbot, Crisafulli, Miller  
(all K-5)

**Utilization:** balanced

617

K-5 students moved (34.1%)

13

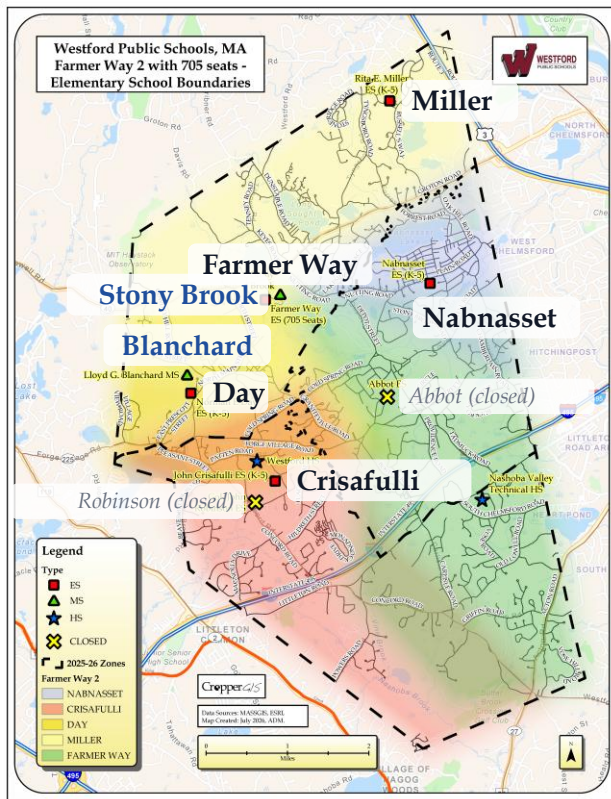
6-8 students moved (1.2%)

2

Elementary feeder splits

**Conclusion:** Difficult boundaries.

## Option 5: Farmer Way 2 with 705 seats (Elementary School Boundaries)



**Closes:** Abbot and Robinson

**Remaining schools:** Nabbasset, Crisafulli, Miller, Day, Farmer Way (all K-5)

**Utilization:** balanced

655

K-5 students moved (36.2%)

89

6-8 students moved (8.3%)

1

Elementary feeder splits

**Conclusion:** Difficult - requires more seats on the northern half of town.

# HOW WE GOT HERE

## *Educational Visioning: Spring 2026*

1

March 26, 2026

**Shadowing and Priority Mapping**

2

March 30, 2026

**School Tours**

3

May 18, 2026

**Visioning Workshop**

4

May 2026

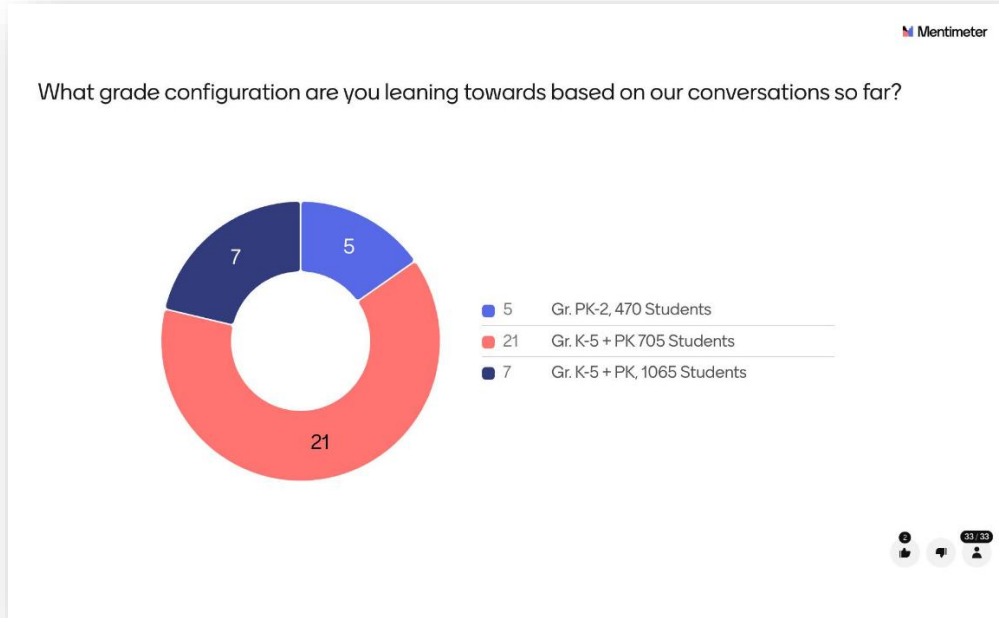
**Findings Compiled**



**40+ educators, families, and district leaders  
shaped this process.**

# EDUCATIONAL VISIONING OUTCOMES

*Enrollment Scenario: Clear preference for 705*



## Advantages of 705 Model

- Fewer, less disruptive transitions for students and families
- Stronger vertical alignment and curriculum continuity K–5
- Keeps siblings together in one building
- Avoids splitting cohorts at the middle school transition

## Trade-offs

- Requires redistricting and staff reallocation
- Playground/outdoor space must serve a wider age range
- Equity concerns for remaining schools

| Proposed Enrollment & Grade Configuration Evaluation Criteria |                                                                                                                                                                      |              |
|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Criterion                                                     | Definition                                                                                                                                                           | Survey Votes |
| Educational Equity                                            | Does the approach give students <b>comparable access to facilities, programs, and educational resources</b> regardless of which school in the district they attend?  | 21           |
| Supports Small Learning Communities                           | Does the approach <b>support small learning communities</b> and foster a <b>sense of belonging</b> ?                                                                 | 6            |
| Developmentally Appropriate Environment                       | Does the approach provide spaces, adjacencies, and building scale <b>suited to the developmental needs of each age group</b> it serves?                              | 6            |
| Redistricting Impact                                          | Does the approach support redistricting that <b>balances enrollment equitably across schools</b> while <b>minimizing disruption to existing school assignments</b> ? | 3            |
| Operating Cost                                                | Does the approach <b>minimize ongoing district operating costs</b> — maintenance, utilities, staffing, and transportation — relative to other options?               | 2            |
| Student & Family Transitions                                  | Does the approach <b>minimize the number of school transitions</b> a student experiences over their K-12 career?                                                     | 1            |
| Staffing & Program Efficiency                                 | Does the enrollment/grade configuration allow the district to <b>deploy teaching and specialist staff efficiently across schools</b> ?                               | 0            |

## Proposed Enrollment & Grade Configuration Evaluation Criteria

| Criterion                                                          | 470                                                                               | 705                                                                               | 1,065                                                                               | Rationale                                                                                                           |
|--------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| <b>Educational Equity</b>                                          |  |  |  | 470 retains equitable size of schools, <u>but</u> 705/1065 affects more students & offers more consistent services. |
| <b>Supports Small Learning Communities</b>                         |  |  |  | Creating the feeling of small learning communities is easier to achieve in a small or medium sized school.          |
| <b>Developmentally Appropriate Environment</b>                     |  |  |  | The largest school might be overwhelming for the youngest students.                                                 |
| <b>Redistricting Impact</b>                                        |  |  |  | 1,065 school draws half of students in the district to a location that is not central.                              |
| <b>Operating Cost</b>                                              |  |  |  | Consolidated schools are more efficient to operate compared to multiple small schools.                              |
| <b>Student &amp; Family Transitions</b>                            |  |  |  | K-2/3-5 model includes an additional transition for students.                                                       |
| <b>Staffing &amp; Program Efficiency</b>                           |  |  |  | Larger schools K-5 will be more efficient for staffing and special services.                                        |
| <b>Estimated Project Cost</b><br><i>Includes Centralized Pre-K</i> | \$128 –<br>\$142 M                                                                | \$152 –<br>\$201 M                                                                | \$207 –<br>\$250 M*                                                                 | *1,065 model does not maximize MSBA reimbursement.                                                                  |

Key:



Good; performs best when compared to other options



Fair; neutral when compared to other options



Poor; performs poorly compared to other options

# PRE-SCHOOL MODELS

## OPTION A



### **Neighborhood**

*Pre-K programming  
distributed across  
multiple school sites  
(current model)*

## OPTION B



### **Centralized**

*All Pre-K programming  
consolidated in one  
dedicated location*

## OPTION C

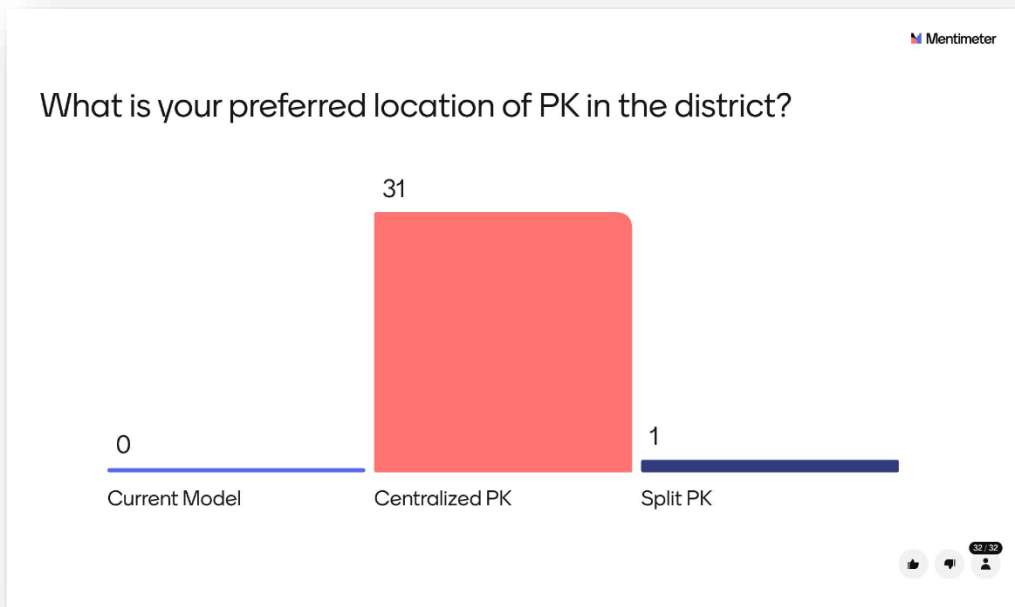


### **Split Model**

*Pre-K programming  
divided across two sites*

# EDUCATIONAL VISIONING OUTCOMES

## *Pre-School Model: Strong Preference for Centralized Pre-K*



## Advantages of Centralized Pre-K

- Consolidates specialists and support services
- More efficient staff scheduling and shared planning time
- Protects programming from year-to-year enrollment fluctuations
- Builds a stronger sense of community for our youngest learners

## Trade-offs

- Additional transition for half or more of district Pre-K students

# PRE-SCHOOL EVALUATION CRITERIA

| Pre-School Evaluation Criteria                |                                                                                                                                                                                                               |              |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Criterion                                     | Definition                                                                                                                                                                                                    | Survey Votes |
| <b>Staffing &amp; Program Efficiency</b>      | <i>Does the approach create staffing and programmatic efficiencies specifically across the district's Pre-K classrooms (e.g., consolidating specialists or administration currently spread across sites)?</i> | 19           |
| <b>Impact on Other District Programs</b>      | <i>Does the approach create beneficial ripple effects elsewhere in the district — for example, a larger new-construction Pre-K freeing up classroom capacity at existing elementary schools?</i>              | 6            |
| <b>Supports Collaboration among Educators</b> | <i>Does the approach support collaboration and shared practice among Pre-K educators across the district (e.g., by co-locating classrooms currently dispersed across multiple sites)?</i>                     | 6            |

## Pre-School Evaluation Criteria

| Criterion                              | Neighborhood<br><i>Current</i> | Centralized<br><i>1 Location</i> | Split<br><i>2 Locations</i> | Rationale                                                                                    |
|----------------------------------------|--------------------------------|----------------------------------|-----------------------------|----------------------------------------------------------------------------------------------|
| Staffing & Program Efficiency          | —                              | +                                | ○                           | <i>Centralized approach is the most efficient.</i>                                           |
| Impact on Other District Programs      | —                              | +                                | ○                           | <i>Centralized approach opens the most classrooms at other elementary schools.</i>           |
| Supports Collaboration among Educators | —                              | +                                | +                           | <i>Centralized and split options create a cohort of educators, supporting collaboration.</i> |
| Estimated Project Cost                 | \$3.2 M                        | \$16.5 M                         | \$8.0 M                     |                                                                                              |

Key:



Good; performs best when compared to other options



Fair; neutral when compared to other options



Poor; performs poorly compared to other options

# “THE COST OF DOING NOTHING”

## *Renovation And Repair Cost Estimates*

### ROBINSON



**\$67.1 M<sup>1</sup>**

*\$21.8 M – Priority  
Repairs Only<sup>2</sup>*

### ABBOT



**\$69.0 M<sup>1</sup>**

*\$24.8 M – Priority  
Repairs Only<sup>2</sup>*

### DAY



**\$70.1 M<sup>1</sup>**

*\$28.7 M – Priority  
Repairs Only<sup>2</sup>*

Estimated cost of upgrading Crisafulli and Day to support Kindergarten classrooms - \$100K per bathroom/classroom.

<sup>1</sup> Project cost for a comprehensive “gut” renovation, for construction in 2029-2031.

<sup>2</sup> Project cost for priority repairs only which are critical for continued facility operation over the next 10 years.

*All values are 2026 dollars.*

# Superintendent's Recommendation: 705 Enrollment Option

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## **This option is the perfect fit for Westford and maximizes future potential:**

- **Neighborhood K-5** - If the building project is approved by the community then WPS would be in the best position to transition to more equitable neighborhood K-5 schools when the project is completed
- **Consolidating schools** - Addresses the aging infrastructure in multiple buildings
  - This enrollment option consolidates 2 schools (Rob & Abbot) and still allows the potential to close Day, as well.

## **Best for students and families:**

- **Fewer Transitions** – Students stay in one building from kindergarten through grade 5, reducing stress and adjustment periods
- **Siblings Together** – All elementary-aged children attend the same school, simplifying family logistics and strengthening sibling connections
- **No Middle School Splits** – Students transition to middle school with their entire elementary cohort intact, preserving peer relationships

## **Maximizes Educational Advantages:**

- **Stronger Curriculum Continuity** – Teachers collaborate across all K-5 grades, ensuring seamless academic progression and vertical alignment
- **Consistent Learning Communities** – Students build deeper relationships with staff and peers over six years still within small learning communities in one building

## **Highest Support from Stakeholders:**

- **Educator Preference** – 40+ educators, families, and district leaders participated in spring 2026 visioning workshops and identified 705 as the clear preferred model
- **Top Priority** – "Educational Equity" ranked highest among evaluation criteria (18 votes), ensuring comparable access to facilities and programs across all schools
  - SMMA Report in 2023 also indicated highest support for moving towards K-5 model districtwide

# Superintendent's Recommendation: Centralized Pre-K

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## Centralized Pre-K provides the following benefits:

- **Equitable Access** – The WPS PreK program is required to prioritize the needs of students receiving special education services. As these individual needs can vary from year to year, centralizing the program provides all families consistent access to high-quality PreK programming rather than relying on available openings in specific neighborhoods
- **Efficient Staffing** – Centralized resources allow for specialized PreK educators and coordinated curriculum delivery
- **Streamlined Operations** – Consolidated program reduces duplication and maximizes district resources
- **Supports K-5 Enrollment Model** - Centralizing the program opens up needed space in elementary schools to transition to K-5 model

# FEASIBILITY STUDY PROCESS

Narrowing 18 options down to one by building consensus with community input.



# Q&A



For more information, visit

**[www.robinsonschoolproject.com](http://www.robinsonschoolproject.com)**



Questions? Email us at:

**[info@robinsonschoolproject.com](mailto:info@robinsonschoolproject.com)**



# PROJECTED K-5 SECTIONS DISTRICT-WIDE – DISTRIBUTED PRE-K

|                       |          | 470 FUTURE (K-2/3-5 MODEL)<br><i>Minimum 5 sections/grade</i> |           |           |            | 705 FUTURE (K-5 MODEL)<br><i>Minimum 3 sections/grade</i> |           |           |           | 1065 FUTURE (K-5 MODEL)<br><i>Minimum 3 sections/grade</i> |           |           |           |
|-----------------------|----------|---------------------------------------------------------------|-----------|-----------|------------|-----------------------------------------------------------|-----------|-----------|-----------|------------------------------------------------------------|-----------|-----------|-----------|
|                       | capacity | PK                                                            | K         | 1-5       | K-5        | PK                                                        | K         | 1-5       | K-5       | PK                                                         | K         | 1-5       | K-5       |
| Crisafulli            | 21       |                                                               |           | 21        | 21         |                                                           | 3         | 15        | 18        |                                                            | 3         | 15        | 18        |
| Abbot                 | 16       |                                                               |           | 15        | 15         |                                                           |           |           |           |                                                            |           |           |           |
| Robinson/New          | 18       | 7                                                             | 9         | 14        | 23         | 3                                                         | 7         | 26        | 33        | 3                                                          | 10        | 39        | 49        |
| Day                   | 18       |                                                               |           | 15        | 15         |                                                           | 3         | 15        | 18        |                                                            |           |           |           |
| Nabnasset             | 18       |                                                               | 5         | 10        | 15         | 2                                                         | 2         | 10        | 12        | 2                                                          | 2         | 10        | 12        |
| Miller                | 18       |                                                               | 5         | 10        | 15         | 2                                                         | 2         | 10        | 12        | 2                                                          | 2         | 10        | 12        |
| <b>District Total</b> |          | <b>7</b>                                                      | <b>19</b> | <b>85</b> | <b>104</b> | <b>7</b>                                                  | <b>17</b> | <b>76</b> | <b>93</b> | <b>7</b>                                                   | <b>17</b> | <b>74</b> | <b>91</b> |
| capacity              |          | 112                                                           | 342       | 1955      | 2297       | 112                                                       | 306       | 1748      | 2054      | 112                                                        | 306       | 1702      | 2008      |

# CURRENT SECTIONS PER SCHOOL

|                        | EXISTING |           |           |           |
|------------------------|----------|-----------|-----------|-----------|
|                        | PK       | K         | 1-5       | K-5       |
| Crisafulli             |          |           | 16        | 16        |
| Abbot                  |          |           | 16        | 16        |
| Robinson               | 2        | 5         | 10        | 15        |
| Day                    |          |           | 12        | 12        |
| Nabnasset              | 2        | 5         | 10        | 15        |
| Miller                 | 2        | 4         | 8         | 12        |
| <b>District Totals</b> | <b>6</b> | <b>14</b> | <b>72</b> | <b>86</b> |
| capacity               | 96       | 252       | 1656      | 1908      |