



WINCHESTER PUBLIC SCHOOLS
BETTER TOGETHER - EVERYONE, EVERY DAY.

Future Study

Dr. Thomas McMorran and Dr. Jack Zamarly

Board of Education Action - March 10, 2026

The study shall include feasibility analyses, financial reviews, and potential phased implementation timelines for:

- (1) expansion of the district's contracted services with The Gilbert School;**
- (2) the feasibility and implications of Winchester Public Schools assuming operation of the district's secondary education program; and**
- (3) the feasibility, cost, and timeline associated with constructing and operating a district-run high school.**

The amendment further requires that the study include potential changes to federal and state grant revenue, and any challenges from state and federal law or town statutes.

The consultant is authorized to engage with the Superintendent, representatives from the Gilbert School, the Winchester Town Manager, and legal counsel.

The amendment also adds that if additional feasible scenarios emerge during the course of the study, the Superintendent shall include them in the analysis and present them to the Board for consideration.

Scope and Study Limitations of the Study

As two career educators with more than 80 years of combined leadership experience in high-performing Connecticut school districts, our objective is to provide the Winchester Board of Education with strategic insights regarding the inquiries posed in their March 10, 2026 action.

While this study references relevant legal frameworks and facilities design concepts, it is presented strictly from an educational leadership perspective. We do not claim, nor do we imply, professional licensure or qualifications in fields outside of public education, including but not limited to law, architecture, or engineering. Accordingly, as the Board reviews the recommendations contained herein, we strongly advise engaging appropriately credentialed professionals to guide further analysis, compliance, and successful implementation.

Dr. Zmary serves as a part-time superintendent in Bozrah, Connecticut. His contributions to this study reflect his independent views as a private consultant; they do not represent his professional responsibilities as an active superintendent, nor do they reflect the views or official positions of the Bozrah Board of Education.

Baseline Data: Demographics



2027 Enrollment Projection

1/29/2026



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Push Up Model

			*													***								
Birth Year	Births	School Year	PreK	K	1	2	PK-2	3	4	5	6	3-6	PK-6	7	8	9	10	11	12	7-12	K-12			
2014	93	2019-20	49	61	74	69	253	74	70	66	92	302	555	85	66	82	50	78	76	437	992			
2015	85	2020-21	50	66	63	75	254	72	69	69	77	287	541	89	91	65	65	46	71	427	968			
2016	88	2021-22	43	104	68	65	280	68	75	74	63	280	560	75	92	86	54	65	43	415	975			
2017	98	2022-23	48	82	98	72	300	66	68	77	83	294	594	62	75	60	84	54	65	400	994			
2018	78	2023-24	47	77	77	105	306	70	71	71	84	296	602	89	72	64	61	83	55	424	1,026			
2019	81	2024-25	44	60	77	82	263	105	71	72	74	322	585	86	89	67	50	61	85	438	1,023			
2020	102	2025-26	51	71	59	77	258	81	102	72	77	332	590	74	88	73	59	50	59	403	993			
PROJECTION																								
2021	75	2026-27	64	72	71	59	266	77	81	102	72	332	598	76	78	76	64	58	48	400	998			
2022	77	2027-28	64	66	72	71	273	59	77	81	102	319	592	71	79	66	67	62	55	400	992			
2023	79	2028-29	64	68	66	72	270	71	59	77	81	288	558	100	74	66	58	64	60	422	980			
2024	83	2029-30	64	71	68	66	270	72	71	59	77	279	549	80	105	67	58	56	62	428	977			
2025	84	30-31	64	72	71	68	276	66	72	71	59	268	544	76	84	90	58	56	54	418	962			

Projection Assumptions

- * PK enrollment for FY2026 assumes capacity 2 full & 2 half Day Classes
- ** 86% of children born in Winchester go to Hinsdale Kindergarten
- *** Ratio of 6 years prior to current year enrollment to current year plus 5 previous years
 - 99% of 6th graders go to Gilbert
 - 105% stay for grade 8
 - 86% stay for grade 9
 - 88% stay for grade 10
 - 98% stay for grade 11
 - 97% stay for grade 12

Notes

Historical Enrollments Source 10/1 SY PSIS
FY26 Enrollment reflects Year to Date as of 12/31/2025
Birth Data Source: Town Clerk

Class Size Projections

	Actual 2025 - 2026			Projected 2026 - 2027		
	Students	Teachers	Average Class Size	Students	Teachers	Average Class Size
Hinsdale School						
PreK	52	3*	13	48	2*	16
Kindergarten	72	4	18	72	4	18**
First Grade	57	4	15	71	4	18
Second Grade	80	4	20	59	3	20**
TOTAL	261	15		266	13	
Pearson School						
Third Grade	84	4	21	77	4	21
Fourth Grade	105	5	21	81	4	21
Fifth Grade	71	4	18	102	5	21
Sixth Grade	79	4	20	72	4	18
TOTAL	339	17		332	17	

Number of Students Assigned to Teachers First Semester of 2025-2026

Number of Teachers by Department	Number of Students Assigned First Semester 2025-2026	Average for the Department
English Teachers: 10	88, 84, 77, 76, 73, 64, 64, 62, 59, 18	66.5
Math Teachers: 7	95, 81, 79, 72, 72, 39, 19	65.3
Science: 5	114, 89, 84, 79, 77	88.6
History/Social Studies: 6	88, 77, 77, 76, 74, 52	74
Music: 2	88, 67	77.5
Art: 1	72	72
Digital Graphics and Photo: 1	76	76
Foreign Language: 3	79, 69, 67	70.3
Physical Education: 3	90, 72, 51	71
Library & CTE: 4	88, 72, 62, 19	60.25
Academic Support (Hive Time): 1	10, 76	86
Special Education:	Paid for in WPS Budget	Numbers not included

Students to Teacher by
Department Range:
60 to 89

Total Class Size Average:
14.4

Sending Towns - Connecticut's Endowed Academies

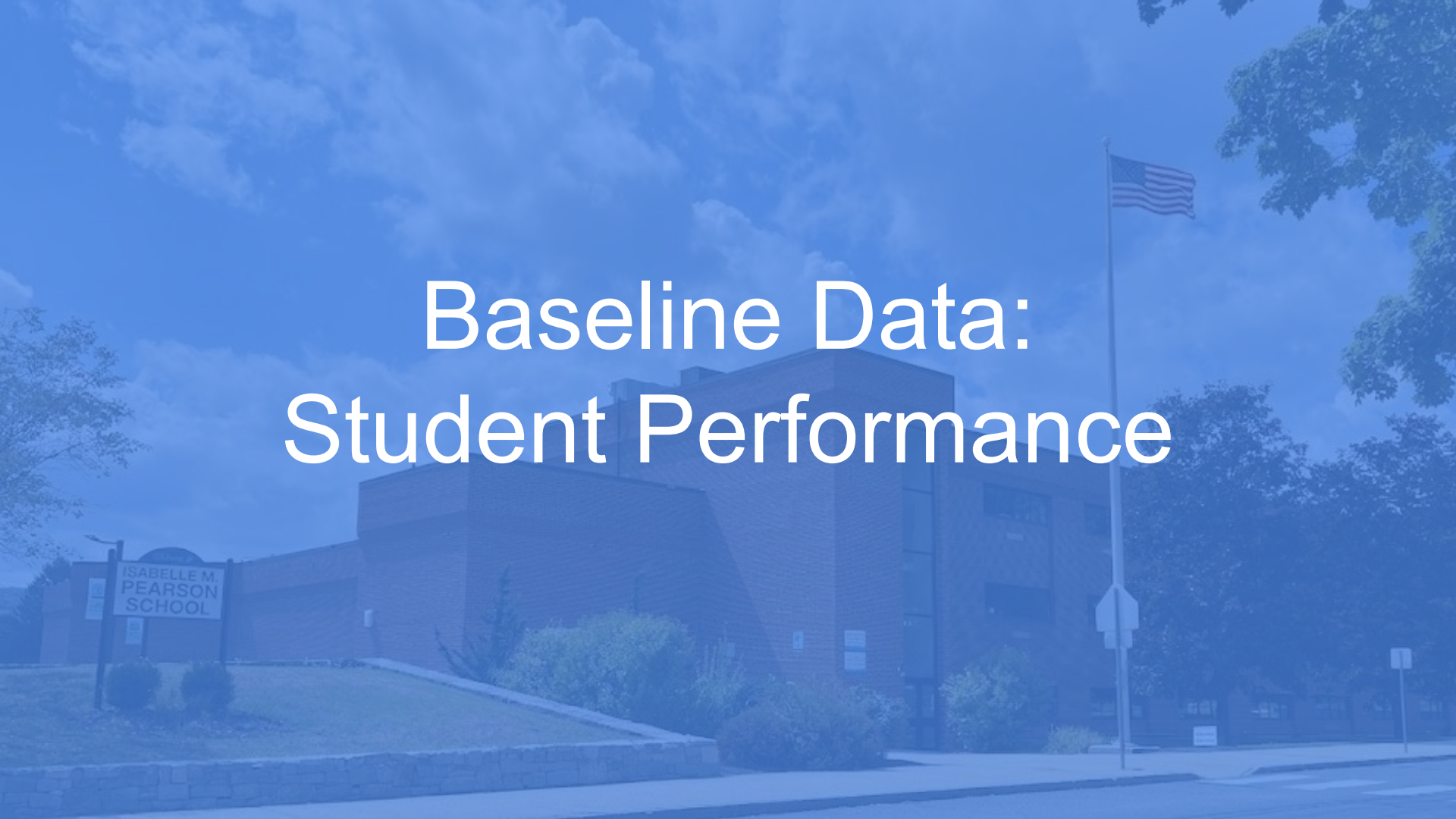
The Gilbert School Source: https://www.gilbertschool.org/about-us/history and 5/29/26 Interview at TGS	Woodstock Academy Source: https://www.woodstockacademy.org/admissions/apply	Norwich Free Academy Source: https://www.nfaschool.org/about-us/governance
Winchester	Brooklyn	Bozrah
International	Canterbury	Brooklyn
	Eastford	Canterbury
	Pomfret	Franklin
	Union	Lisbon
	Woodstock	Preston
	International	Sprague
		Voluntown
		International

Number of Designated High Schools by Sending Towns:

Source: EdSight
[https://edsight.ct.gov/relatedreports/
Designated%20HS%20and%20Reg
%20Dist.xlsx](https://edsight.ct.gov/relatedreports/Designated%20HS%20and%20Reg%20Dist.xlsx)

District	# Designated HSs
Norwich	14
Franklin	13
Canterbury	12
Sprague	12
Lisbon	11
Preston	11
Bozrah	10
Voluntown	10
Brooklyn	6
Columbia	6
Hartland	6
Sherman	6
Union	6
Eastford	4
Pomfret	4
Woodstock	3
Winchester	1

Baseline Data: Student Performance

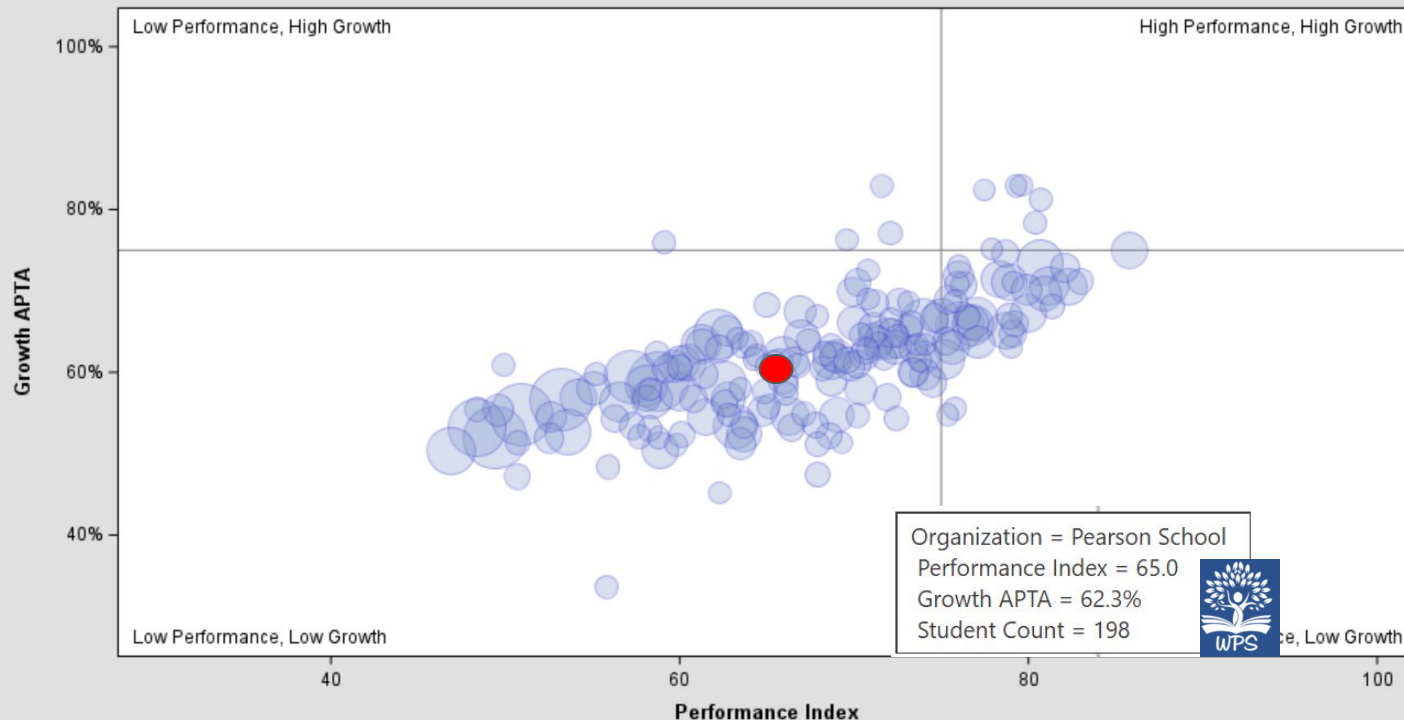


Student Performance - Grades 3-6 ELA



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All Districts, 2024-25 (All Students)
ELA, All Grades Combined

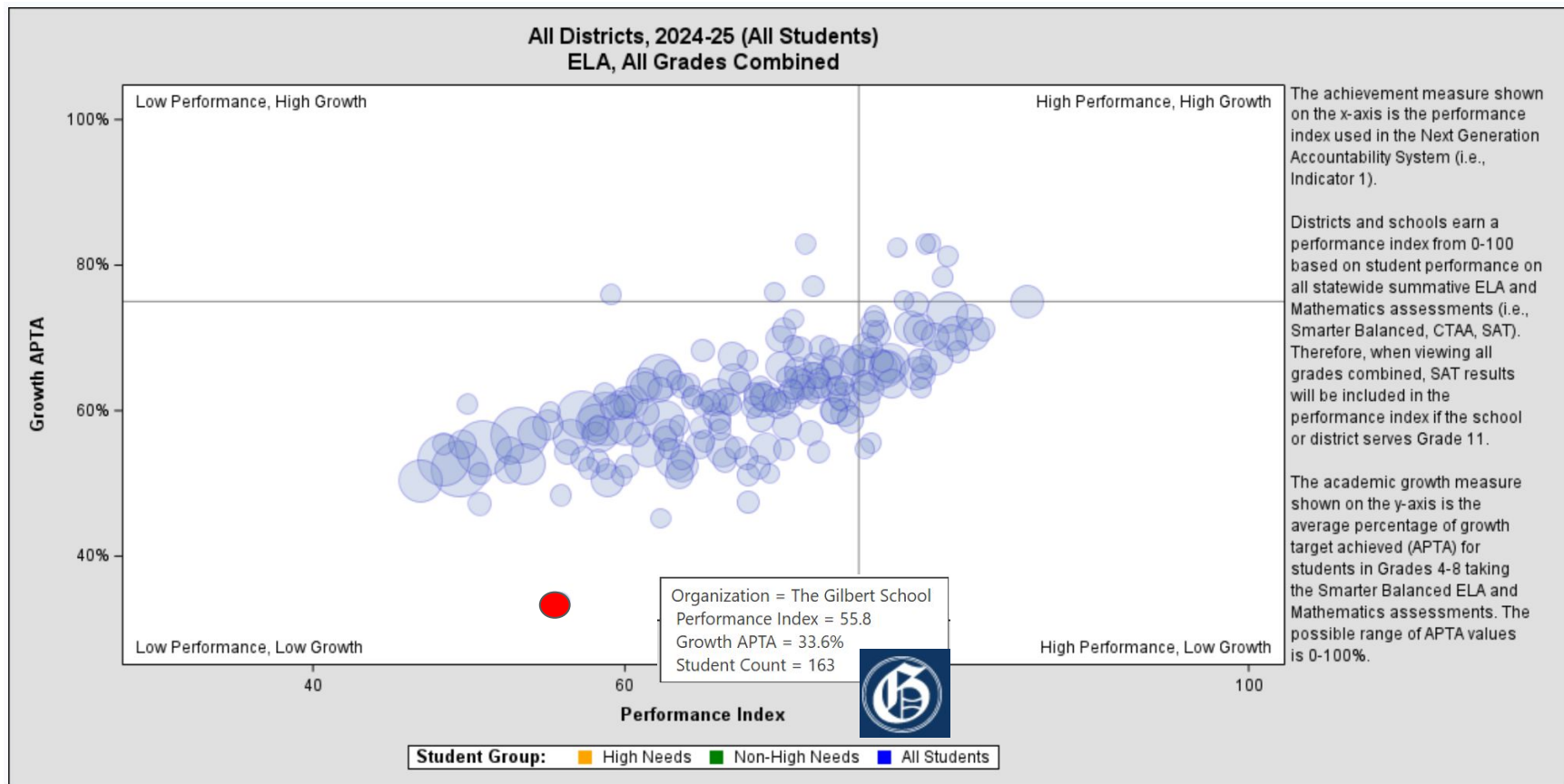


The achievement measure shown on the x-axis is the performance index used in the Next Generation Accountability System (i.e., Indicator 1).

Districts and schools earn a performance index from 0-100 based on student performance on all statewide summative ELA and Mathematics assessments (i.e., Smarter Balanced, CTAA, SAT). Therefore, when viewing all grades combined, SAT results will be included in the performance index if the school or district serves Grade 11.

The academic growth measure shown on the y-axis is the average percentage of growth target achieved (APTA) for students in Grades 4-8 taking the Smarter Balanced ELA and Mathematics assessments. The possible range of APTA values is 0-100%.

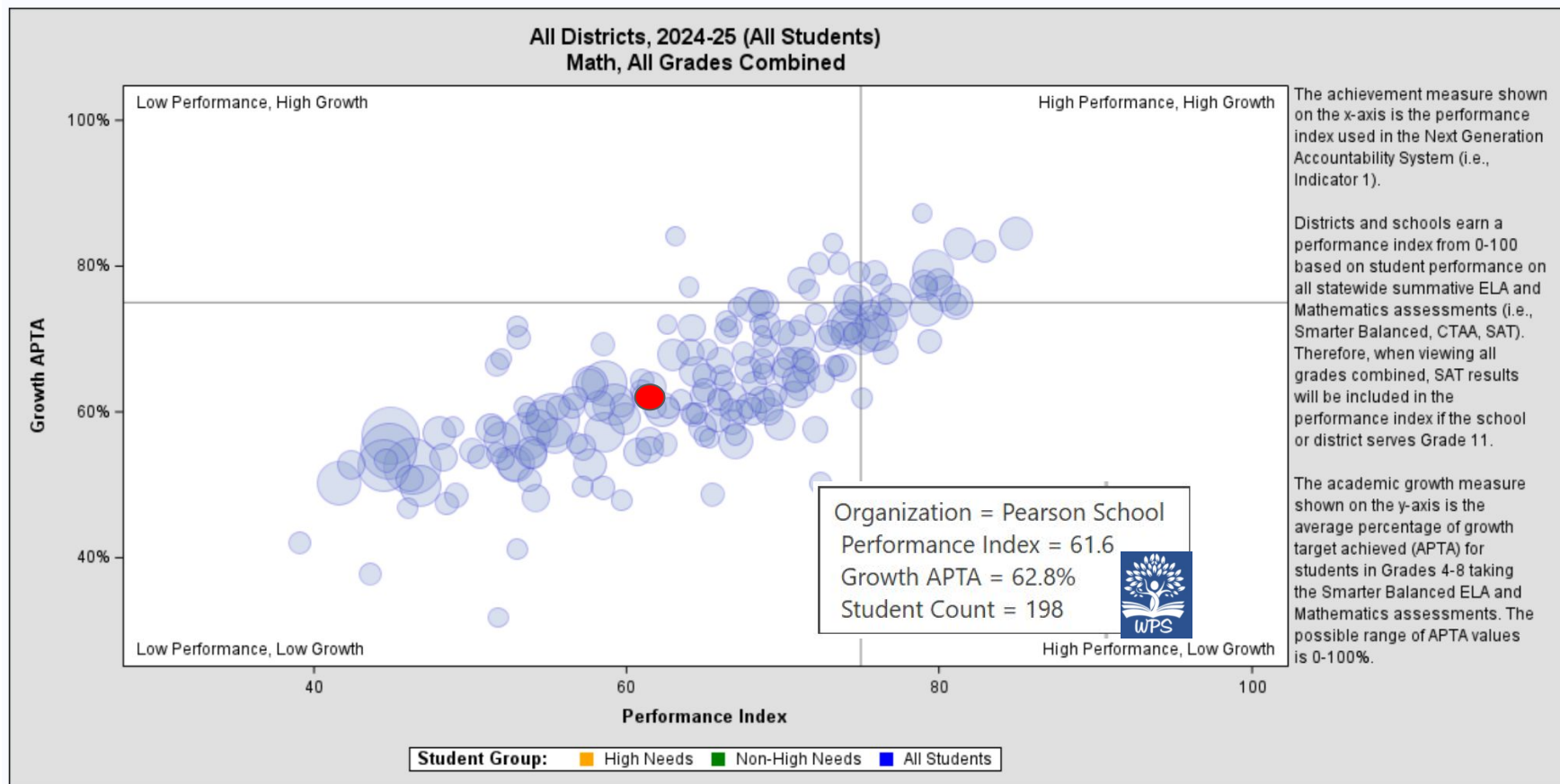
Student Performance - Grades 7&8 ELA



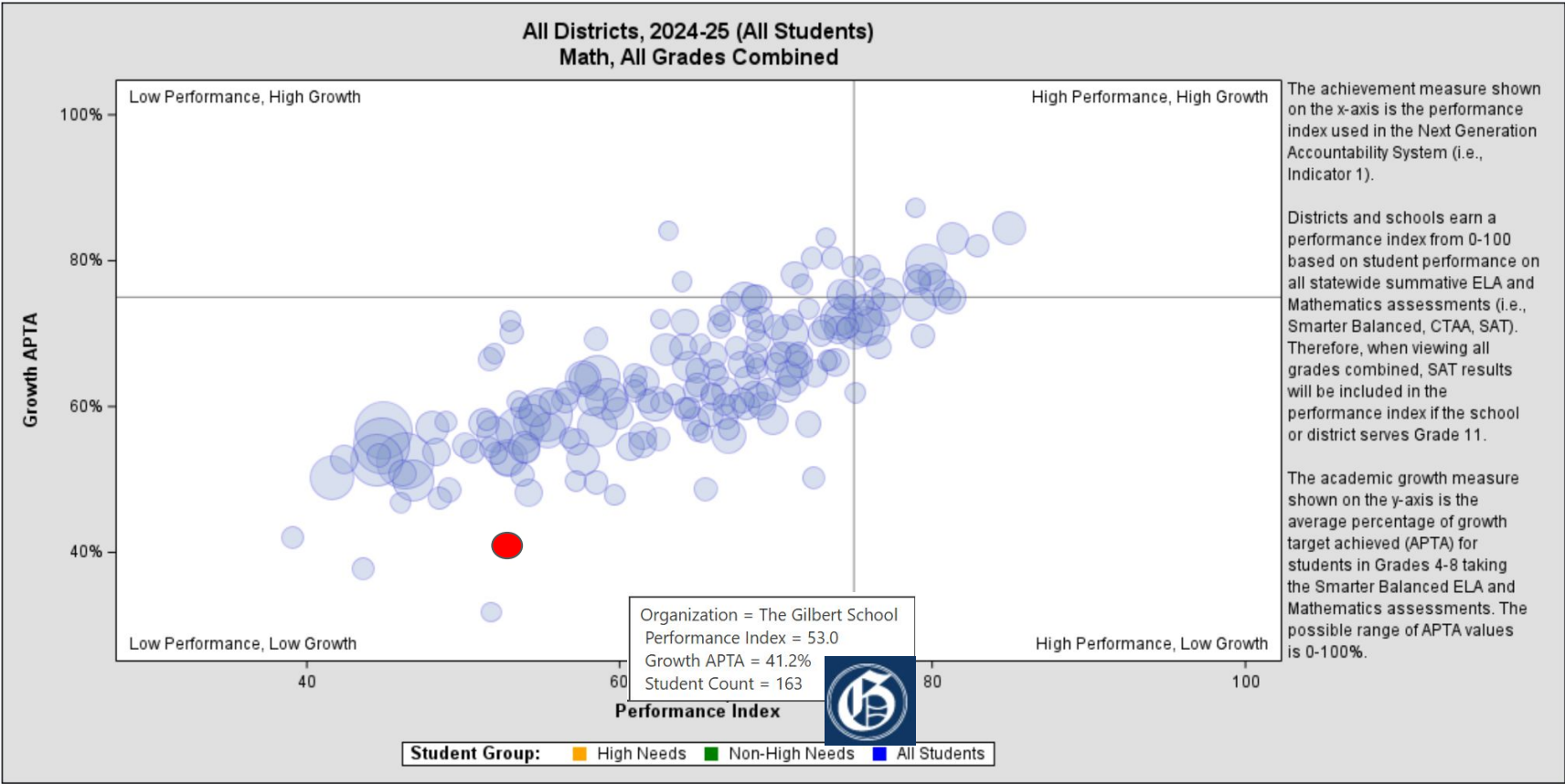
Student Performance - Grades 3-6 Math



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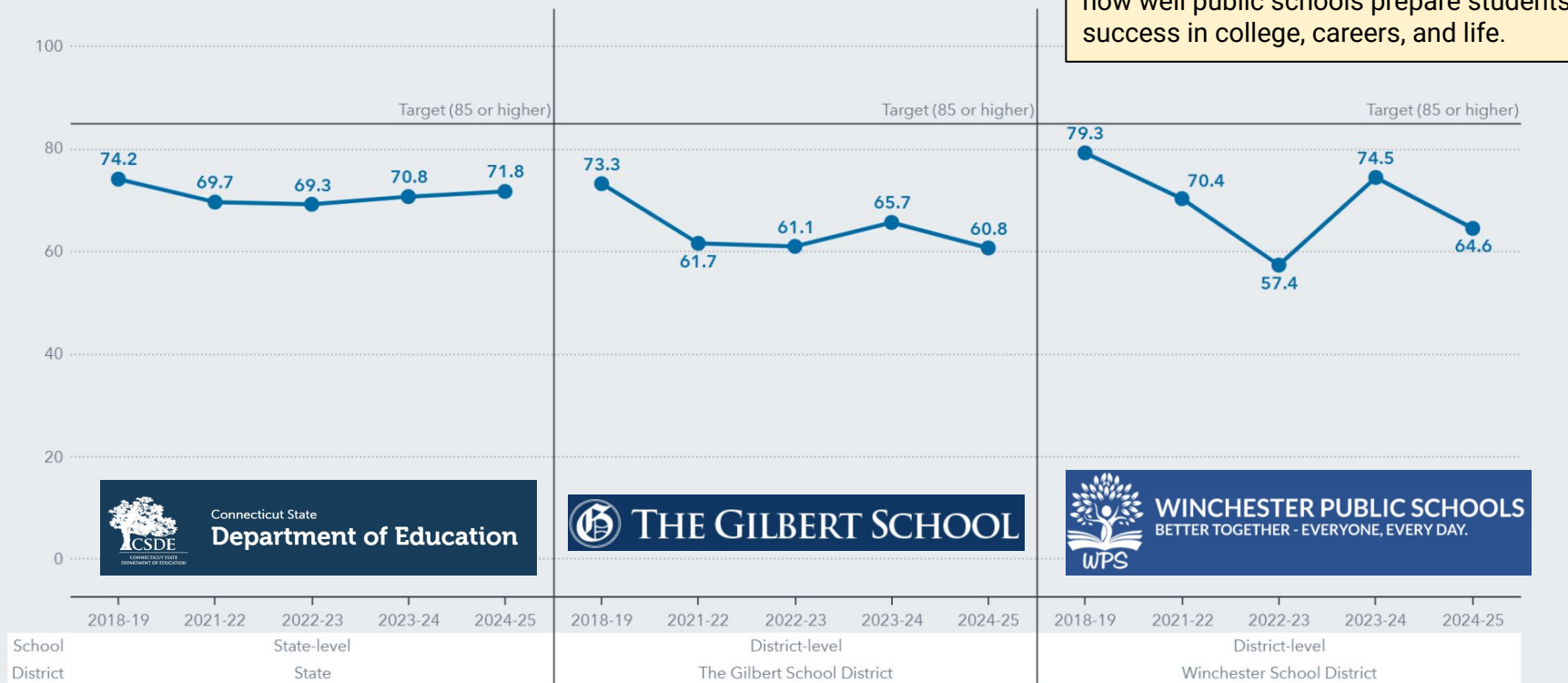


Student Performance - Grades 7&8 Math



CSDE Next Generation Accountability

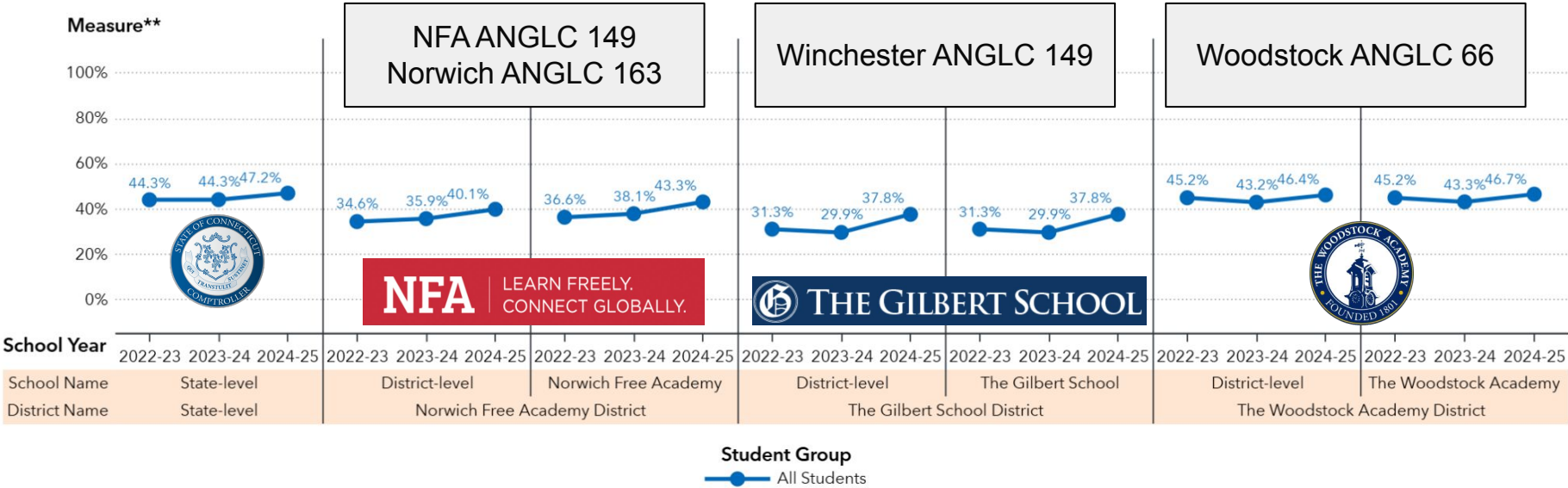
Connecticut's Next Generation Accountability System is a comprehensive, 12-indicator framework used by the [Connecticut State Department of Education \(CSDE\)](#) to evaluate how well public schools prepare students for success in college, careers, and life.



Preparation for Postsecondary and Career Readiness

This report presents the percentage of students in grades 11 & 12 meeting the college-and-career-readiness (CCR) benchmark on at least one of the following: SAT or ACT or AP or IB; or earning three or more dual enrollment credits cumulatively during their high school career.

Percent of Students² Demonstrating Postsecondary and Career Readiness - Trend Chart
 Measure: **Indicator 6: Meeting Any Benchmark or Earning DE Credits¹** || Student Group: **All Students**



Sources: Public EdSight https://public-edsight.ct.gov/?language=en_US May 19, 2026, and, 2026-2027 Adjusted Equalized Net Grand List per Capita (AENGLC) and AENGLC Rank for the 169 Towns

Dept. of Education: District Profile and Performance Report for the School Year 2024-2025

District Profile and Performance Report for School Year 2024-25 The Gilbert School District

Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

District Profile and Performance Report for School Year 2024-25 The Gilbert School District

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Indicator	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	55.8	75	37.2	50	74.3	64.7
ELA Performance Index	High Needs Students	51.6	75	34.4	50	68.8	54.9
Math Performance Index	All Students	53.0	75	35.3	50	70.6	61.1
Math Performance Index	High Needs Students	47.3	75	31.5	50	63.1	50.6
Science Performance Index	All Students	54.4	75	36.3	50	72.5	62.6
Science Performance Index	High Needs Students	50.2	75	33.5	50	67.0	52.1
ELA Academic Growth	All Students	33.6%	100%	33.6	100	33.6	60.6%
ELA Academic Growth	High Needs Students	31.0%	100%	31.0	100	31.0	55.7%
Math Academic Growth	All Students	41.2%	100%	41.2	100	41.2	62.3%
Math Academic Growth	High Needs Students	35.9%	100%	35.9	100	35.9	59.9%
Progress Toward English Proficiency	Literacy	-	100%	-	-	-	58.7%
Progress Toward English Proficiency	Oral	-	100%	-	-	-	55.7%
Chronic Absenteeism	All Students	23.0%	<=5%	14.1	50	28.1	17.2%
Chronic Absenteeism	High Needs Students	30.2%	<=5%	0.0	50	0.0	24.8%
% Taking CCR Courses	All Students	78.4%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	78.4%	75%	25.2	50	50.5	47.2%
On-track to High School Graduation	All Students	95.6%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	84.1%	94%	89.5	100	89.5	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	82.1%	94%	87.4	100	87.3	87.3%
Postsecondary Entrance (Class of 2024)	All Students	62.5%	75%	83.3	100	83.4	67.0%
Physical Fitness & Meeting Health Standard	All Students	31.3%	75%	20.8	50	41.7	49.0%
Arts Access	All Students	75.1%	60%	50.0	50	100.0	55.1%
Accountability Index		820.3	1350	60.8			

Physical Fitness Estimated Participation Rate - District: 93.7% | State: 95.6%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	62.4	51.6	10.8	16.9	N
Math Performance Index Gap	62.1	47.3	14.8	18.4	N
Science Performance Index Gap	61.0	50.2	10.8	18.2	N
Graduation Rate Gap	93.5%	82.1%	11.4%	8.6%	Y

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	98.8
ELA	High Needs Students	98.6
Math	All Students	98.8
Math	High Needs Students	98.6
Science	All Students	97.3
Science	High Needs Students	96.7

Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: N/A State: 50.2

District Profile and Performance Report for School Year 2024-25 Norwich Free Academy District

Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	52.0	75	30.9	150	69.3	54.2
ELA Performance Index	High Needs Students	45.4	75	30.9	150	60.6	54.9
Math Performance Index	All Students	44.6	75	29.1	150	59.4	61.1
Math Performance Index	High Needs Students	38.0	75	26.0	150	50.7	50.6
Science Performance Index	All Students	54.8	75	73.0	100	73.0	62.6
Science Performance Index	High Needs Students	47.1	75	62.8	100	62.8	52.1
ELA Academic Growth	All Students	-	100%	-	-	-	60.6%
ELA Academic Growth	High Needs Students	-	100%	-	-	-	55.7%
Math Academic Growth	All Students	-	100%	-	-	-	62.3%
Math Academic Growth	High Needs Students	-	100%	-	-	-	59.9%
Progress Toward English Proficiency	Literacy	-	100%	-	-	-	58.7%
Progress Toward English Proficiency	Oral	-	100%	-	-	-	55.7%
Chronic Absenteeism	All Students	39.0%	100%	19.8	50	39.6	58.7%
Chronic Absenteeism	High Needs Students	49.8%	100%	24.9	50	49.8	55.7%
% Taking CCR Courses	All Students	29.8%	<=5%	0.0	50	0.0	17.2%
% Meeting CCR Benchmark	All Students	38.2%	<=5%	0.0	50	0.0	24.8%
On-track to High School Graduation	All Students	96.0%	75%	50.0	100	100.0	92.4%
4-year Graduation Rate (2024 Cohort)	All Students	40.1%	75%	26.7	50	53.4	47.2%
6-year Graduation Rate (2022 Cohort)	High Needs Students	87.2%	94%	46.4	50	92.7	87.9%
Postsecondary Entrance (Class of 2024)	All Students	89.2%	94%	95.0	100	95.0	88.9%
Physical Fitness & Meeting Health Standard	All Students	88.2%	94%	91.7	100	91.7	85.9%
Arts Access	All Students	57.6%	75%	76.8	100	76.8	67.0%
Arts Access	High Needs Students	31.4%	75%	14.3	50	28.6	49.0%
Accountability Index		990.0	1500	63.9			

Physical Fitness Estimated Participation Rate - District: 100.0% | State: 95.6%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Indicator	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	50.2	75	31.7	150	79.2	64.7
ELA Performance Index	High Needs Students	43.8	75	27.7	150	58.4	54.9
Math Performance Index	All Students	52.9	75	105.9	150	70.6	61.1
Math Performance Index	High Needs Students	37.2	75	74.4	150	49.6	50.6
Science Performance Index	All Students	62.2	75	82.9	100	82.9	62.6
Science Performance Index	High Needs Students	55.9	75	69.3	100	69.3	52.1
ELA Academic Growth	All Students	-	100%	-	-	-	60.6%
ELA Academic Growth	High Needs Students	-	100%	-	-	-	55.7%
Math Academic Growth	All Students	-	100%	-	-	-	62.3%
Math Academic Growth	High Needs Students	-	100%	-	-	-	59.9%
Progress Toward English Proficiency	Literacy	-	100%	-	-	-	58.7%
Progress Toward English Proficiency	Oral	-	100%	-	-	-	55.7%
Chronic Absenteeism	All Students	17.2%	<=5%	25.7	50	51.4	17.2%
Chronic Absenteeism	High Needs Students	35.4%	<=5%	0.0	50	0.0	24.8%
% Taking CCR Courses	All Students	89.2%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	46.4%	75%	30.9	50	61.8	47.2%
On-track to High School Graduation	All Students	93.0%	94%	48.5	50	98.9	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	95.4%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	86.2%	94%	94.2	100	94.2	87.9%
Postsecondary Entrance (Class of 2024)	All Students	68.6%	75%	91.5	100	91.5	67.0%
Physical Fitness & Meeting Health Standard	All Students	57.6%	75%	38.6	50	77.2	49.0%
Arts Access	All Students	54.3%	60%	45.4	50	90.9	55.1%
Accountability Index		1083.2	1400	73.3			

Physical Fitness Estimated Participation Rate - District: 100.0% | State: 95.6%

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If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

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Subject	Student Group	Participation Rate (%)
ELA	All Students	97.8
ELA	High Needs Students	86.7
Math	All Students	97.8
Math	High Needs Students	86.7
Science	All Students	97.4
Science	High Needs Students	86.2

Minimum participation standard is 90%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: N/A State: 50.2

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District Profile and Performance Report for School Year 2024-25 The Woodstock Academy District

Next Generation Accountability Results

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ELA Performance Index	All Students	58.7	75	117.3	150	78.2	64.7
ELA Performance Index	High Needs Students	43.8	75	87.7	150	58.4	54.9
Math Performance Index	All Students	52.9	75	105.9	150	70.6	61.1
Math Performance Index	High Needs Students	37.2	75	74.4	150	49.6	50.6
Science Performance Index	All Students	62.2	75	82.9	100	82.9	62.6
Science Performance Index	High Needs Students	55.9	75	69.3	100	69.3	52.1
ELA Academic Growth	All Students	-	100%	-	-	-	60.6%
ELA Academic Growth	High Needs Students	-	100%	-	-	-	55.7%
Math Academic Growth	All Students	-	100%	-	-	-	62.3%
Math Academic Growth	High Needs Students	-	100%	-	-	-	59.9%
Progress Toward English Proficiency	Literacy	-	100%	-	-	-	58.7%
Progress Toward English Proficiency	Oral	-	100%	-	-	-	55.7%
Chronic Absenteeism	All Students	17.2%	<=5%	25.7	50	51.4	17.2%
Chronic Absenteeism	High Needs Students	35.4%	<=5%	0.0	50	0.0	24.8%
% Taking CCR Courses	All Students	89.2%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	46.4%	75%	30.9	50	61.8	47.2%
On-track to High School Graduation	All Students	93.0%	94%	48.5	50	98.9	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	95.4%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	86.2%	94%	94.2	100	94.2	87.9%
Postsecondary Entrance (Class of 2024)	All Students	68.6%	75%	91.5	100	91.5	67.0%
Physical Fitness & Meeting Health Standard	All Students	57.6%	75%	38.6	50	77.2	49.0%
Arts Access	All Students	54.3%	60%	45.4	50	90.9	55.1%
Accountability Index		1083.2	1400	73.3			

Physical Fitness Estimated Participation Rate - District: 100.0% | State: 95.6%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Indicator	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	58.7	75	117.3	150	78.2	64.7
ELA Performance Index	High Needs Students	43.8	75	87.7	150	58.4	54.9
Math Performance Index	All Students	52.9	75	105.9	150	70.6	61.1
Math Performance Index	High Needs Students	37.2	75	74.4	150	49.6	50.6
Science Performance Index	All Students	62.2	75	82.9	100	82.9	62.6
Science Performance Index	High Needs Students	55.9	75	69.3	100	69.3	52.1
ELA Academic Growth	All Students	-	100%	-	-	-	60.6%
ELA Academic Growth	High Needs Students	-	100%	-	-	-	55.7%
Math Academic Growth	All Students	-	100%	-	-	-	62.3%
Math Academic Growth	High Needs Students	-	100%	-	-	-	59.9%
Progress Toward English Proficiency	Literacy	-	100%	-	-	-	58.7%
Progress Toward English Proficiency	Oral	-	100%	-	-	-	55.7%
Chronic Absenteeism	All Students	17.2%	<=5%	25.7	50	51.4	17.2%

Baseline Data: Cost Per Pupil



PER PUPIL EXPENDITURES

	Districtwide Hinsdale & Pearson	Gilbert	OOD SPED	OOD Choice	Totals
2026-2027					
Wages	7,189,777	719,533			7,909,310
Benefits	2,359,862	295,592			2,655,454
Transportation	400,659	394,659	1,341,382		2,136,700
Tuition		9,404,686	2,309,008	167,904	11,881,598
Other	467,500				467,500
Total	10,417,798	10,814,470	3,650,390	167,904	25,050,562
Projected Enrollment	598	400	26	54	1,078
Per Student Spending	17,421	27,036	140,400	3,109	23,238
Town Support	697,272				
Capital Planning	-				
Total	11,115,070				
Per Student Spending	18,587				



WINCHESTER PUBLIC SCHOOLS
BETTER TOGETHER - EVERYONE, EVERY DAY.

Source: WPS Updated
Budget Book 2026-27

The Gilbert School Per Pupil Cost **Without SPED**

Winchester Board of Education
Budget Section Summary

Number 563 Series
Description Tuition - The Gilbert School

Tuition for grades 7 to 12

Account Number	Line Item	FY2024	FY2025	FY2026	FY 2027		
		Actual	Actual	Budget	Budget	Change	% Change
563	Tuition - The Gilbert School	8,098,472	8,607,559	8,876,048	9,404,686	528,638	6%
TOTAL		8,098,472	8,607,559	8,876,048	9,404,686	528,638	6%

	TGS Total Tuition	Students	Per Pupil 26-27	 THE GILBERT SCHOOL
Without Special Ed	\$9,404,686	400	\$23,512	

Source: WPS Updated
Budget Book 2026-27

The Gilbert School Per Pupil Cost **With SPED**

	TGS Total Tuition	Students	Per Pupil 26-27
Without Special Ed	\$9,404,686	400	\$23,512
Special Education	\$1,409,600		
Total	\$10,814,286	400	\$27,036
Winchester Per Pupil			\$17,421



Source: WPS Updated
Budget Book 2026-27

Comparisons from 2024-25

The Most Current Year with Comprehensive Public Data

2024-25

**Districtwide
Pearson &
Hinsdale**

Gilbert

OOD SPED

OOD Choice

Total

FY2025

Wages	6,983,473	837,764			7,821,237
Benefits	1,950,340	238,112			2,188,452
Transportation	286,269	280,269	926,203		1,492,741
Tuition		8,607,559	1,736,236	243,700	10,587,495
Other	359,540				359,540
TOTAL 24-25	9,579,622	9,963,704	2,662,439	243,700	22,449,465

Enrollment*	585	438			
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Per Student Spending	16,375	22,748			
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Town Support	697,272				
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Total	10,276,894				
-------	------------	--	--	--	--

Per Student Spending	17,567				
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WINCHESTER PUBLIC SCHOOLS
BETTER TOGETHER - EVERYONE, EVERY DAY.

Source: WPS Finance
Office

*26-27 Updated Budget Book

2024-25 The Gilbert School Per Pupil Cost **Without SPED**

	Districtwide Pearson & Hinsdale	Gilbert	OOD SPED	OOD Choice	Total
FY2025					
Wages	6,983,473	837,764			7,821,237
Benefits	1,950,340	238,112			2,188,452
Transportation	286,269	280,269	926,203		1,492,741
Tuition		8,607,559	1,736,236	243,700	10,587,495
Other	359,540				359,540
TOTAL 24-25	9,579,622	9,963,704	2,662,439	243,700	22,449,465
Enrollment*	585	438			
Per Student Spending	16,375	22,748			

	TGS Total Tuition	Students	Per Pupil 26-27
Without Special Ed	\$8,607,559	438	\$19,652

Cost Increases for WPS and TGS (charts follow)

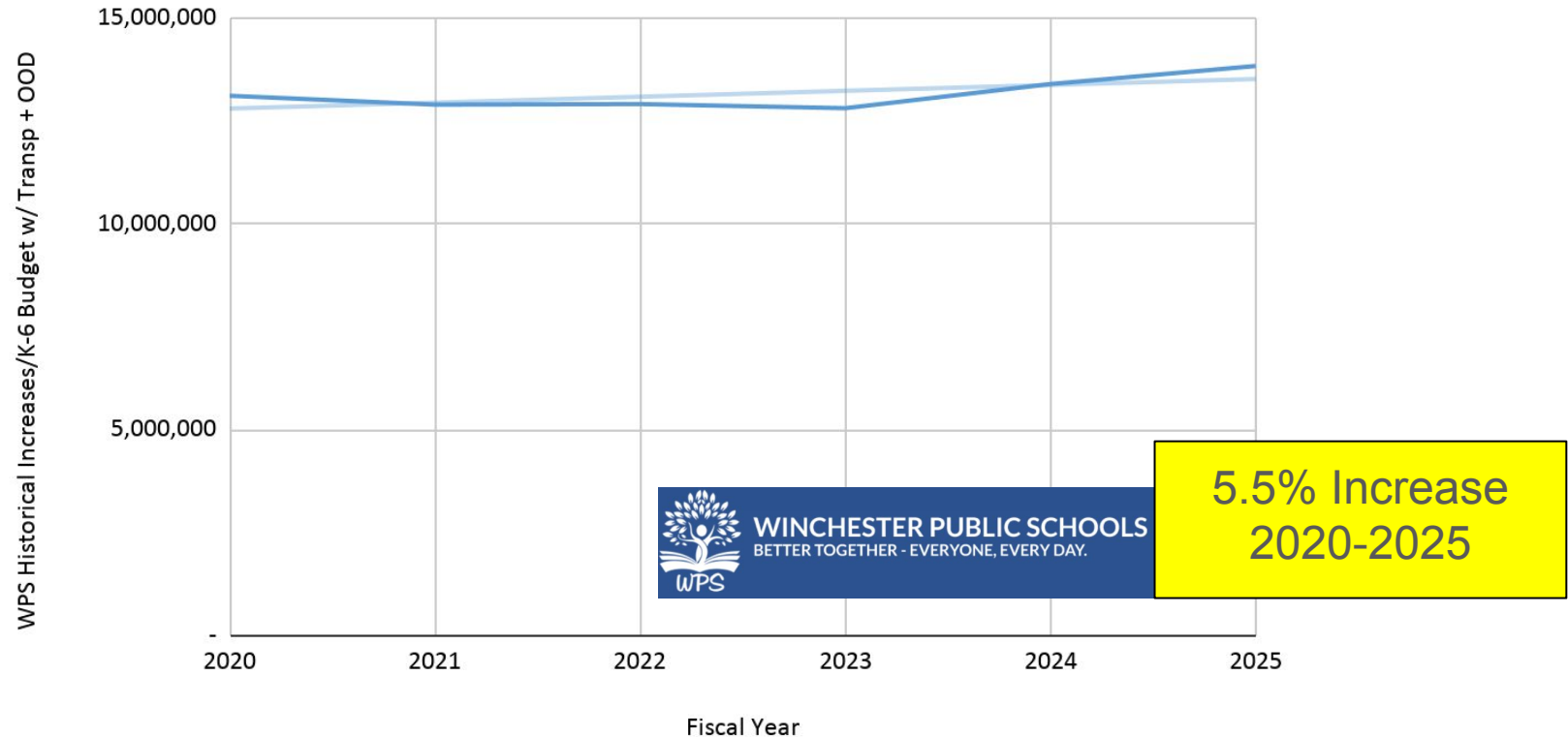
Fiscal Year				Winchester Public Schools			The Gilbert School		
	Town Appropriation	Total Increase	% Increase	Budget	Increase	% Increase	Tuition	Increase	% Increase
2010	19,492,397			13,859,071			5,633,326		
2011	19,792,397	300,000	1.5%	13,943,179	84,108		5,849,218	215,892	3.8%
2012	18,600,000	(1,192,397)	-6.0%	11,863,918	(2,079,261)	-14.9%	6,736,082	886,864	15.2%
2013	19,958,149	1,358,149	7.3%	13,195,186	1,331,268	11.2%	6,762,963	26,881	0.4%
2014	19,958,149	-	0.0%	13,093,257	(101,929)	-0.8%	6,864,892	101,929	1.5%
2015	19,958,149	-	0.0%	13,069,656	(23,601)	-0.2%	6,888,493	23,601	0.3%
2016	19,958,149	-	0.0%	13,069,656	-	0.0%	6,888,493	-	0.0%
2017	19,958,149	-	0.0%	13,214,588	144,932	1.1%	6,743,561	(144,932)	-2.1%
2018	19,958,149	-	0.0%	13,483,149	268,561	2.0%	6,475,000	(268,561)	-4.0%
2019	19,958,149	-	0.0%	13,483,149	-	0.0%	6,475,000	-	0.0%
2020	19,961,686	3,537	0.0%	13,118,493	(364,656)	-2.7%	6,843,193	368,193	5.7%
2021	19,961,686	-	0.0%	12,902,444	(216,049)	-1.6%	7,059,242	216,049	3.2%
2022	20,261,686	300,000	1.5%	12,916,389	13,945	0.1%	7,345,297	286,055	4.1%
2023	20,672,513	410,827	2.0%	12,816,389	(100,000)	-0.8%	7,856,124	510,827	7.0%
2024	21,504,910	832,397	4.0%	13,403,192	586,803	4.6%	8,101,718	245,594	3.1%
2025	22,449,465	944,555	4.4%	13,841,906	438,714	3.3%	8,607,559	505,841	6.2%
2026	23,993,865	1,544,400	6.9%	15,117,817	1,275,911	9.2%	8,876,048	268,489	3.1%
15 Year Increase		4,501,468	23%		1,258,746	9%		3,242,722	55%

The cumulative inflation rate from December 2009 to January 2026 was 51%

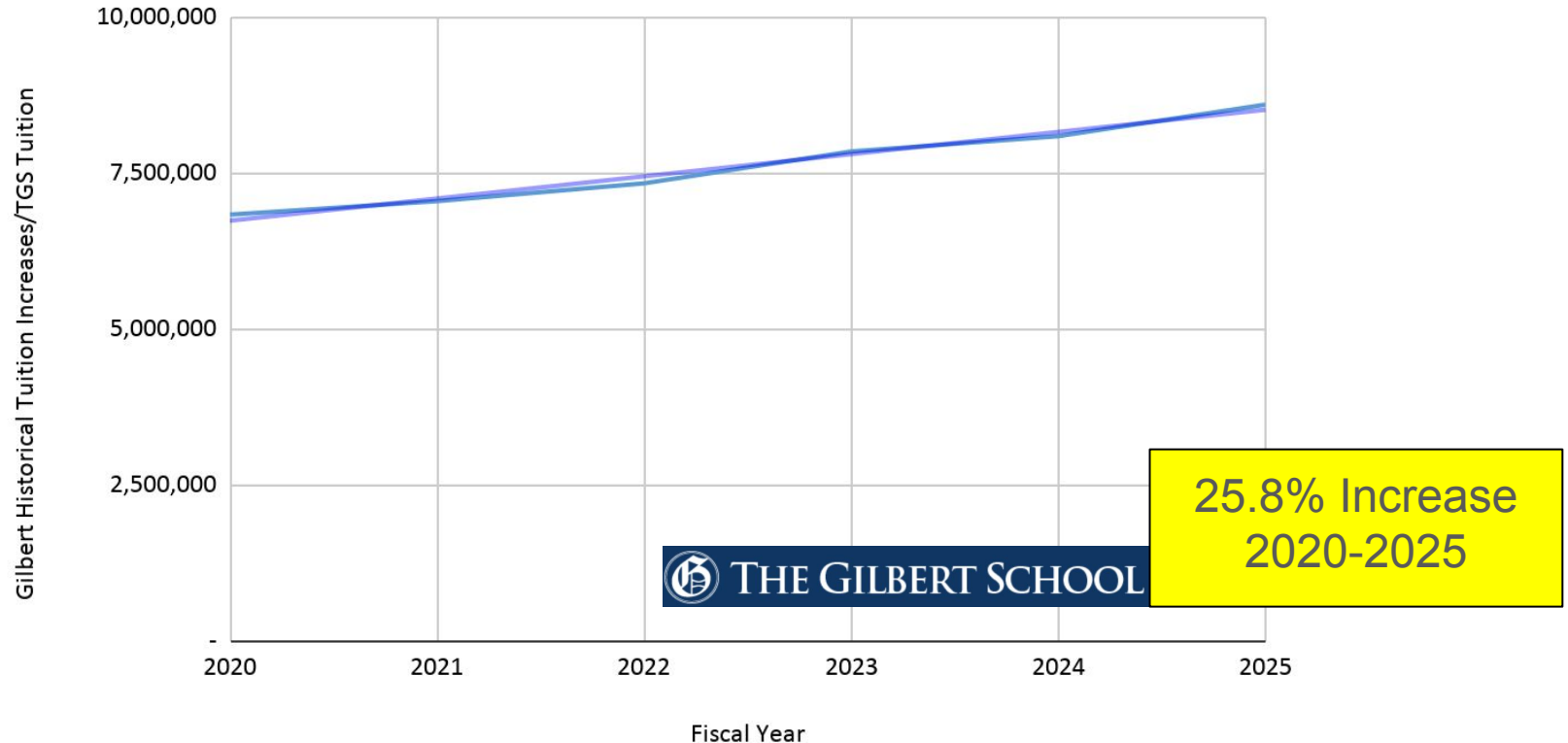
To keep place with inflation, the appropriated budget would need to be \$29,359,511

During that time period, the WPS budget increased 23% in total, 9% for WPS and 55% for TGS

Winchester Public Schools Funding Over Time



The Gilbert School Funding Over Time



Endowed Academy
Regular Ed Tuition
2024-25:
Woodstock: \$17,702
NFA: \$14,332
TGS: Not Public

**2024-25:
\$19,652**

Source: School State Finance Project
<https://files.schoolstatefinance.org/hubfs/Reports/Designated%20High%20Schools%20and%20Endowed%20Academies.pdf>

Each academy employs different practices when setting tuition rates. The Woodstock Academy has three tuition rates. Currently, towns sending their resident students to The Woodstock Academy pay an annual tuition rate of \$17,702 per student.²³ Annual tuition for day students (those who attend The Woodstock Academy but are not boarded at the school and are not sent by a sending district as part of a designated high school agreement) is currently \$20,900 per student and tuition for private-pay boarding students is \$60,000 per year.^{24,25}

NFA, which serves the largest collection of towns, has one 5-year agreement, billed as "the Master Agreement," which dictates its tuition rates. Under this plan, NFA has agreed

SCHOOL + STATE FINANCE PROJECT

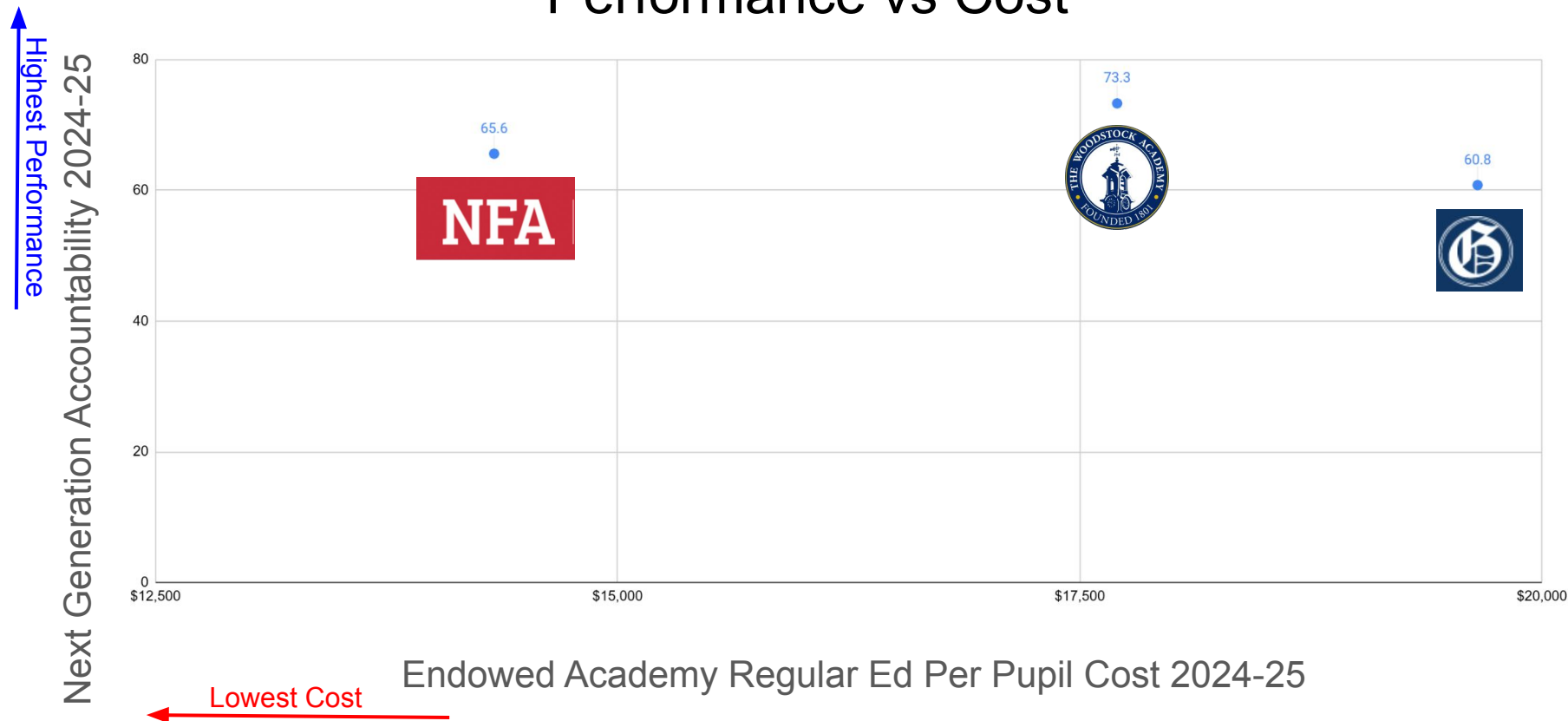
www.schoolstatefinance.org

4

to limit tuition increases to 3.7 percent in FY 2026.²⁶ Tuition at NFA for the 2024-25 school year ranges from \$14,332 per student for its general education program to \$74,512 per student for certain special education programs.^{27,28}

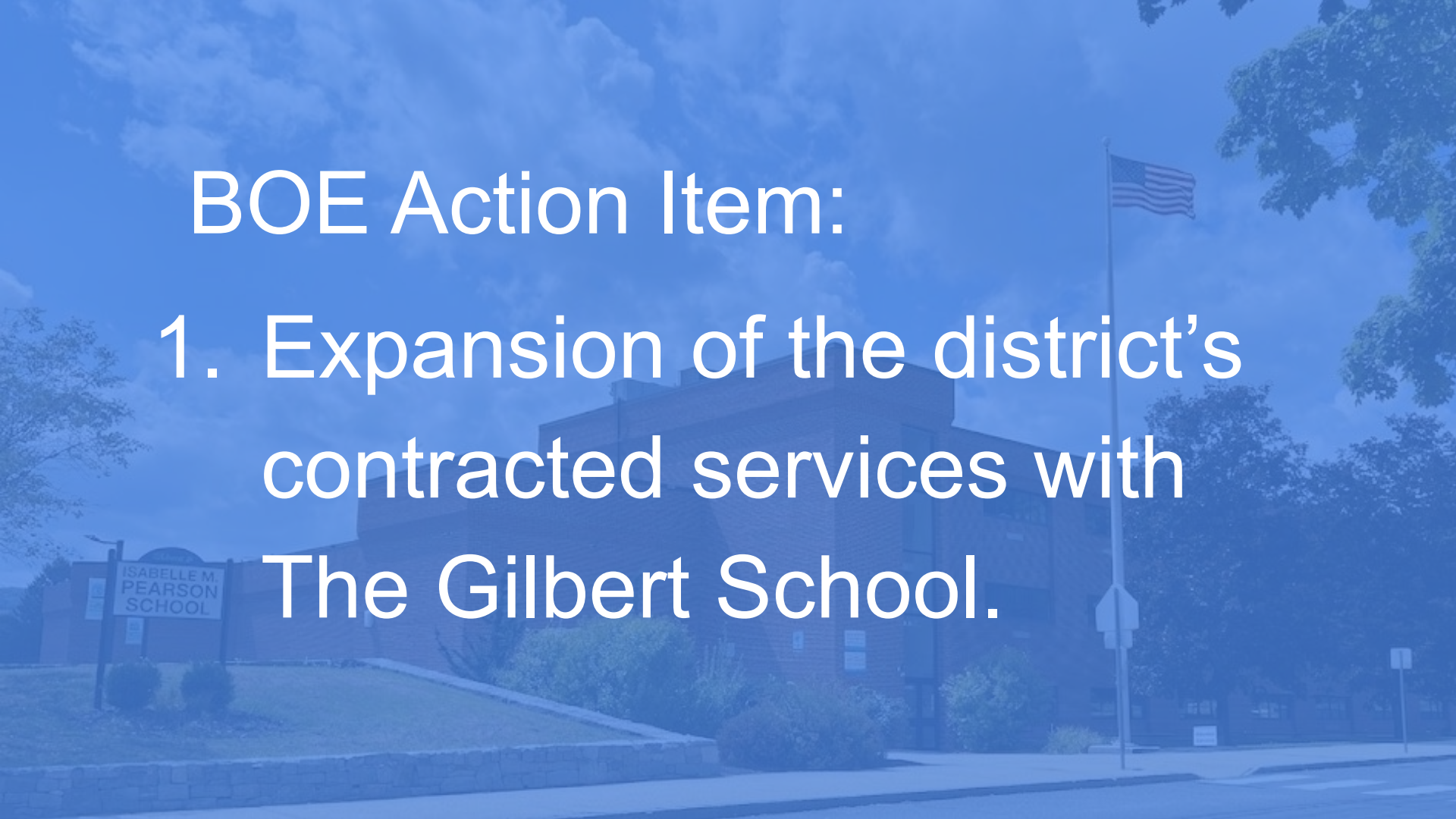
The cost to attend The Gilbert School per student is not publicly available. Currently, there are no statutory restrictions on the amount of tuition endowed academies can charge school districts.²⁹ According to the definition of "regular program expenditures" outlined in the statute related to the ECS formula, the towns of Winchester and Woodstock are permitted to include in their public schools' current expenses the amounts spent by The Gilbert School and The Woodstock Academy, respectively, from each school's endowment.³⁰

Endowed Academy Return on Education Investment (ROEI) Performance vs Cost



BOE Action Item:

1. Expansion of the district's contracted services with The Gilbert School.



Legal and Practical Considerations:

- Connecticut statutes allow endowed academies to serve as designated high schools and are silent regarding additional grade levels:
 - **Sec. 10-34. Approval by state board of incorporated or endowed high school or academy.** The State Board of Education may examine any incorporated or **endowed high school or academy** in this state and, if it appears that such school or academy meets the requirements of the State Board of Education **for the approval of public high schools**, said board may approve such school or academy under the provisions of this part, and any town in which a **high school** is not maintained shall pay the whole of the tuition fees of pupils attending such school or academy, except if it is a school under ecclesiastical control.
- The addition of grades 7 and 8 at The Gilbert School required permission by the Connecticut State Department of Education.
- On May 28, 2026 we spoke with Mike Susi, The Gilbert School Head of School, and Holly Cassaday, board chair, they indicated that their educational model is not designed to absorb pk-6.

Law does not allow K-6 education at TGS:

Dear Superintendent Luby:

I am responding to your question below on behalf of the Commissioner and the State Department of Education.

Under current law, Winchester would not be able to outsource all educational services to the Gilbert School. First, Connecticut General Statutes § 10-34 does not authorize endowed academies to serve students at the elementary level. Second, based on my review of the New England Association of Schools and Colleges (NEASC) website, the Gilbert School is accredited only for grades 7–12. Finally, with respect to funding, I understand that the Gilbert School, as an endowed academy, is not eligible for certain federal funding available to traditional public schools.

We hope this information is helpful to you and the Winchester Board of Education. Thank you.

Matt



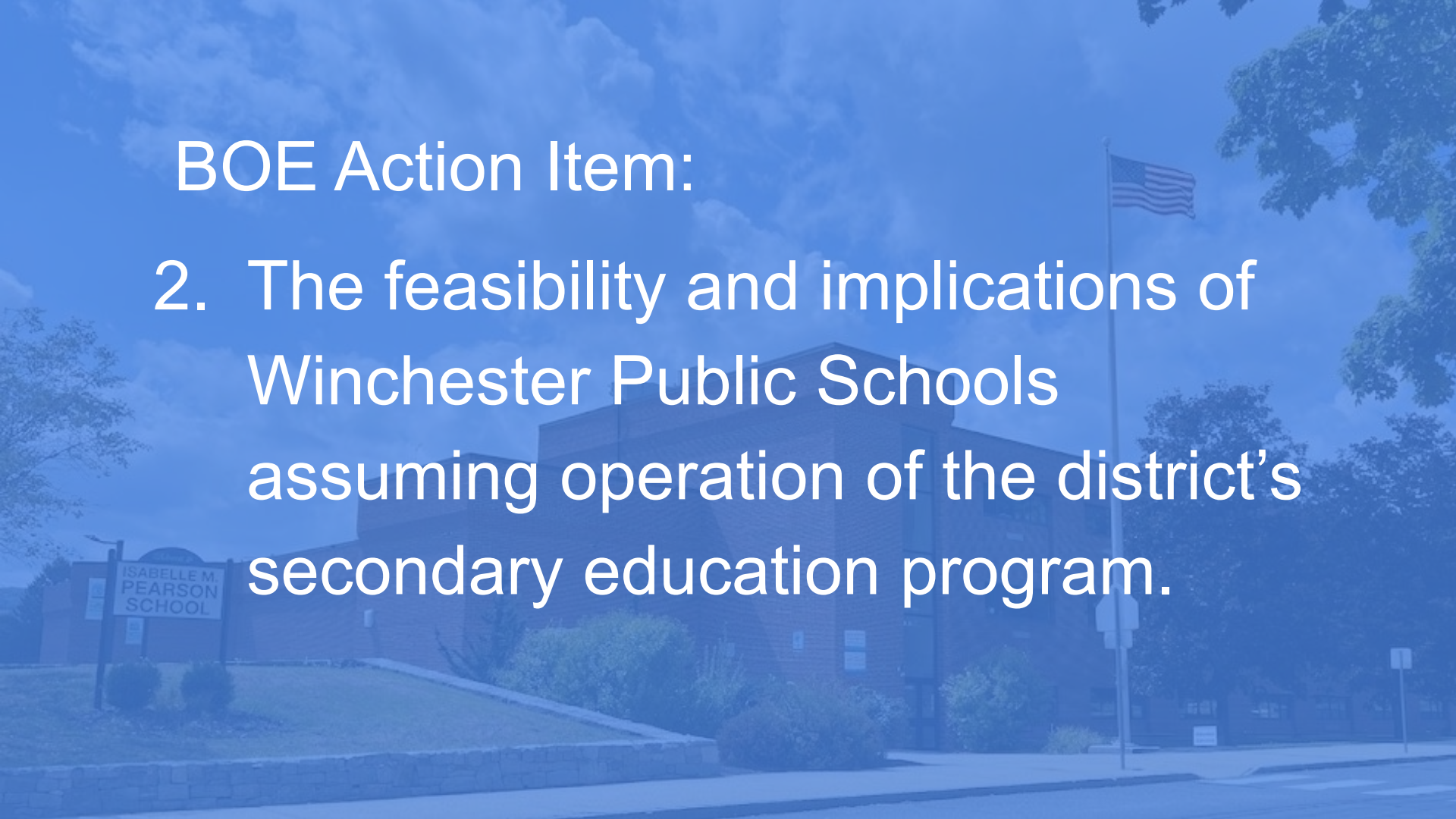
Matthew E. Venhorst

Staff Attorney

CONNECTICUT Education

Phone: (860) 713-6514

Email: matthew.venhorst@ct.gov

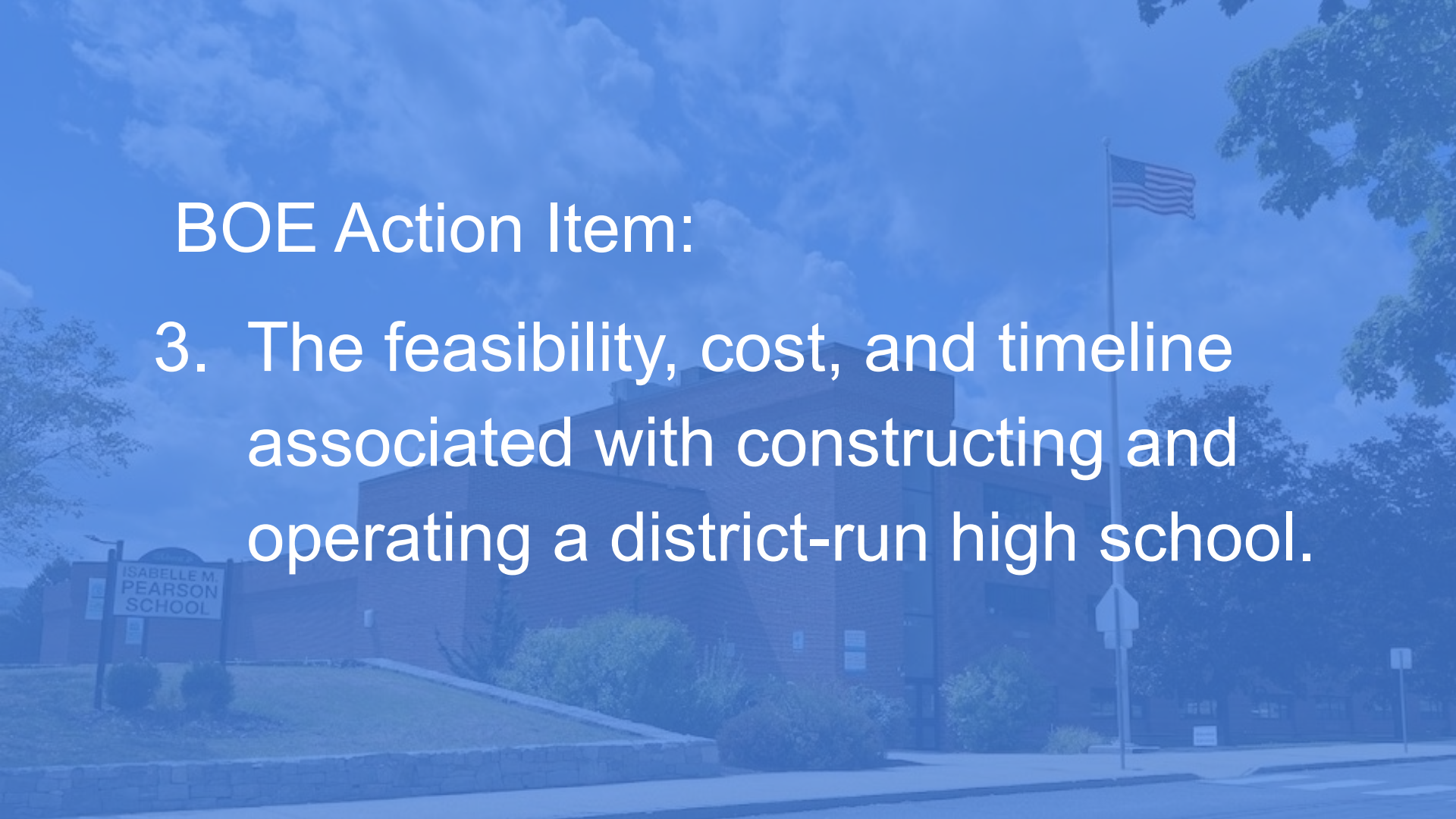
The background image shows the exterior of Isabelle M. Pearson School, a large brick building with a gabled roof. In the foreground, there is a sign that reads "ISABELLE M. PEARSON SCHOOL". To the right, an American flag flies on a tall pole. The entire image is covered with a semi-transparent blue filter.

BOE Action Item:

2. The feasibility and implications of Winchester Public Schools assuming operation of the district's secondary education program.

What is the current capacity of the WPS?

- Can you fit the PK-12 in your two buildings?
 - No, but grades 7&8 could be absorbed back into WPS.
- Can you fulfill high school programming and activities within the current campuses?
 - No
- While students in grades 7&8 could be brought back to WPS, high school students could not be accommodated.

The background image shows a brick school building, identified by a sign as Isabelle M. Pearson School. An American flag flies on a tall pole to the right of the building. The entire image is covered with a semi-transparent blue filter. The text is overlaid on the left side of the image.

BOE Action Item:

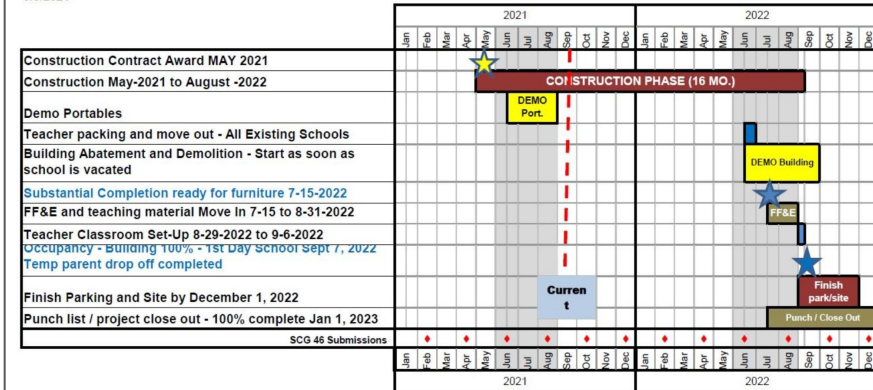
3. The feasibility, cost, and timeline associated with constructing and operating a district-run high school.

Construction Feasibility:

- Roughly 5 year process.
- Significant variability in timeline depending on factors like the acquisition and preparation of an appropriate site.
- At 70.83%, Winchester has a favorable construction reimbursement rate but there are other reimbursement factors (see next slide).



Mansfield Public Schools
 Conceptual Construction Schedule
 9/9/2021



Construction Reimbursement, Bonuses and Reductions:

High school
reimbursement is
impacted by
these reductions.

Source: School Construction
Grant Process
<https://cga.ct.gov/2022/rpt/pdf/2022-R-0007.pdf>, May 27, 2026

Table 3: Bonus Reimbursement Rates for Certain Projects

Project Type	Reimbursement Rate
K-12 regional school districts	Extra 10%, but not to exceed 85%
Interdistrict cooperatives	Extra 10%
School readiness (district must maintain enrollment for at least 10 years)	Extra 5%
Lighthouse schools	Extra 10%
To increase out-of-district seats for the interdistrict Open Choice program	Up to 10%
Reduction of kindergarten through grade 3 class size in priority school districts and priority schools (i.e., Early Reading Success Program)	Extra 10%
Full-day kindergarten or preschool in priority school districts or priority schools (preschool program must be maintained for 10 years)	Extra 10%

Source: [CGS §§ 10-285a\(b\),\(d\)-\(h\)](#), & [10-285d](#)

Potential
bonus.

Potential
bonus.

Reduced Reimbursement Projects

The state reimbursement rate for construction, extension, or major alteration of the following types of projects and space is 50% of the district's regular reimbursement rate: (1) outdoor athletic facilities, (2) tennis courts, (3) natatoriums, (4) spectator seating in a gymnasium, (5) auditorium seating (50% of the eligible percentage for the area that seats one-half of the enrollment projection for the project), and (6) public school administrative or service facilities. In the case of a RESC administrative or service facility, however, the project is eligible for the standard RESC reimbursement percentage ([CGS §§ 10-286\(a\)\(3\) & \(5\)](#)).

Recent High School Construction Costs:

"New construction costs have rapidly increased . . . the cost per square foot of new construction ranged between \$350 and \$750 in 2021. The projection for 2026 . . . is between \$700 and \$950 per square foot."

Source: Stamford Advocate

<https://www.stamfordadvocate.com/local/article/stamford-west-hill-high-school-sticker-shock-461m-19607090.php> May 27, 2026

Community Corner

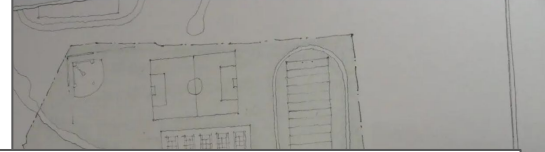
Price For A New Morgan School: \$68.5 Million

This is for new construction at a new location, 71 Killingworth Turnpike

Fay Abrahamson, Patch Staff

Posted Wed, Jan 18, 2012 at 7:56 pm ET | Updated Fri, Jan 20, 2012 at 1:10 am ET

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QA+M architecture

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North Branford High School



A facility study was performed to assess the viability of renovating the existing North Branford High School and constructing a new facility. The project developed into a 107,000-SF new high school on the existing site designed to accommodate 524 students. The high performance design provides 21st century learning to its students and includes amenities tailored to its growing technology education and career track population. The facility features multiple functional spaces for learning commons and areas for arts and music, as well as science, engineering, and technology labs.

CLIENT	Town of North Branford
LOCATION	North Branford, Connecticut
YEAR COMPLETED	Phase 1-2023 Phase 2-2024
SIZE	107,000 SF
COST	\$70,300,000

CBC Merit Award: Pre-K-12 School - Large

Downes Construction HS Cost Estimate (4/20/26)

Below is a breakdown of the cost to build a new high school with 400 students based on the new state space standards. The figures below include escalation and assume a construction start date of spring 2028. Please let me know if you have any questions, concerns or would like to review.

$400 \text{ students} \times 175 \text{ sf/student} = 70,000 \text{ sf}$

Cost of Construction in 2028 = \$792/sf

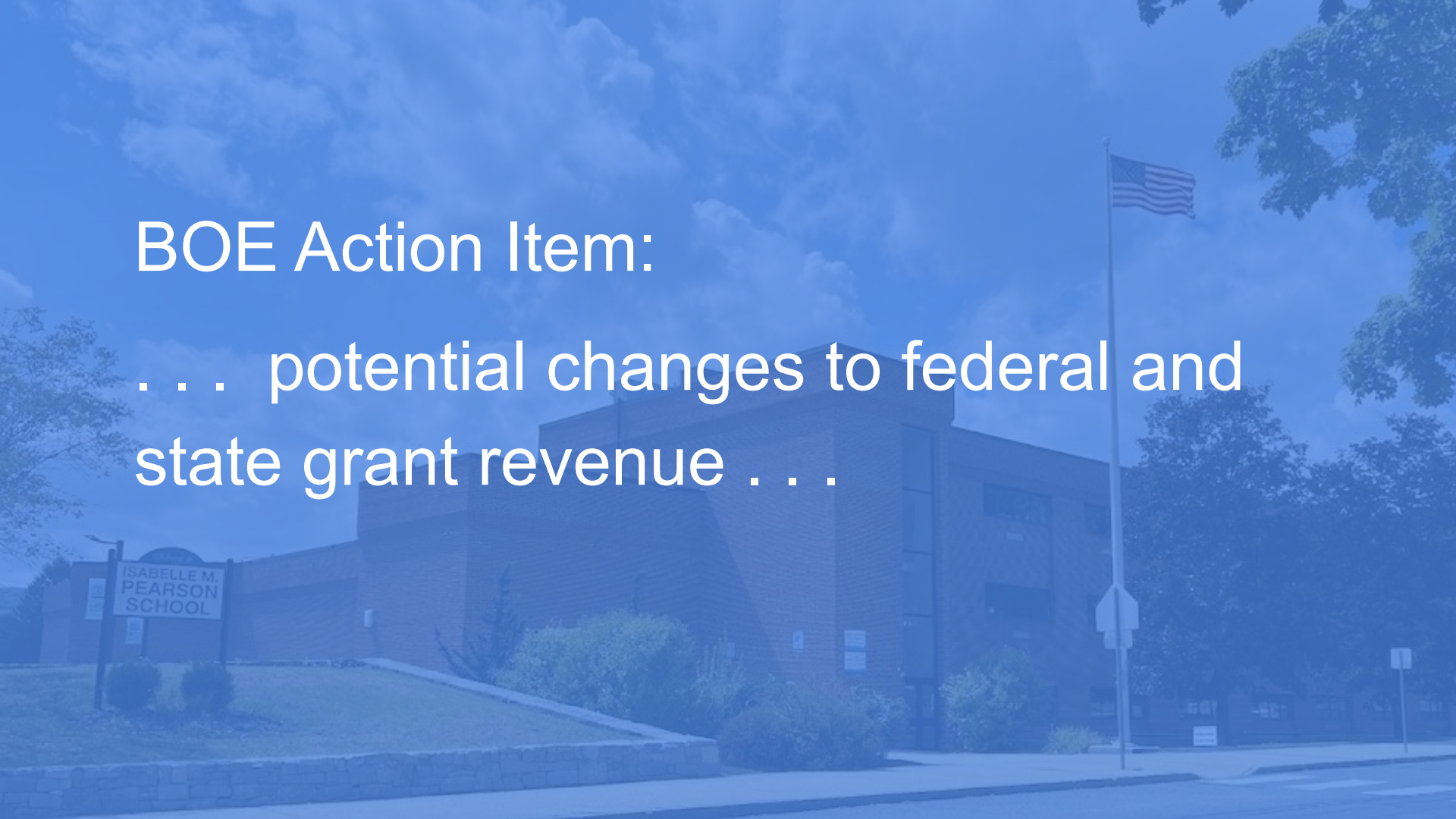
Owner Soft Costs in 2028 = \$158/sf

Total Project Cost in 2028 = $\$950/\text{sf} \times 70,000 \text{ sf} = \66.5M

Budgetary Range = \$65M - \$68.5M

Ryan Patrick
Estimating Manager

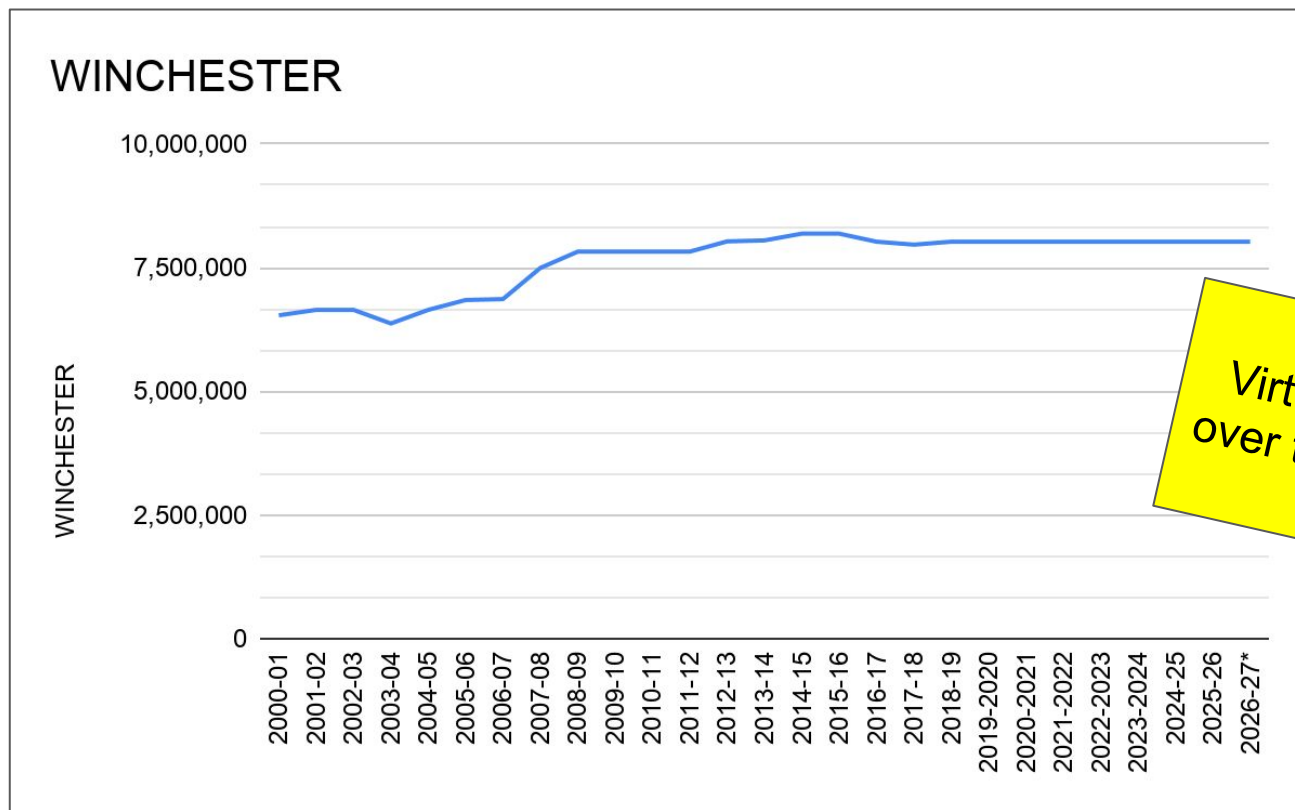
Does not include
staffing and
operational costs.

The background image shows a large, modern brick school building with multiple windows. In the foreground, there is a sign that reads "ISABELLE M. PEARSON SCHOOL". To the right of the building, an American flag flies on a tall pole. The entire image is covered with a semi-transparent blue filter.

BOE Action Item:

. . . potential changes to federal and
state grant revenue . . .

State Educational Cost Sharing Funding 2000-2026



*Preliminary

Federal and State Grant Funding for Special Education

Grant	Source	Funding Allocation	Actual Funding
Individuals with Disabilities Education Act (IDEA)	Federal 	40% of special education costs	12%-15% or roughly 25% underfunded
Educational Cost Sharing (ECS)	State 	to make up the difference between what a community can afford to pay and what it costs to run a public school system.	No increase in over two decades.
Excess Cost Grant	State 	4.5x per pupil and then 100% reimbursement	The state typically provides 75% and is roughly 25% underfunded

The state and federal governments have not fulfilled their funding promises and the fiscal impact to municipalities grows each year as costs increase.

Supplemental Education Funding



Connecticut's revised state budget for FY 2027 includes two supplemental grants intended to provide additional, one-time education funding to help school districts and municipalities manage rising costs and reduce burdens on local taxpayers. These grants are the **Supplemental Education Aid grant** and the **District Relief and Compensatory Use Learning Aid (DRACULA) grant**.

While these grants are based — in part — off the ECS formula, this supplemental funding is temporary and not part of existing education funding formulas in state statutes.

Town-by-Town Estimated ECS + Supplemental Funding, FY 2027

Search by Town

Estimated

Town	Last Year's ECS Grant (FY 2026)	Current Year's ECS Grant (FY 2027)	Supplemental Education Aid Grant (FY 2027)	DRACULA Grant (FY 2027)	Next Year's ECS Grant (FY 2028)	Total Change, FY 2026 to FY 2027
Winchester	\$8,024,957	\$8,024,957	\$160,499	\$160,499	\$8,024,957	\$320,998

Source: Public School Finance Project <https://schoolstatefinance.org/issues/current-year-funding> May 27, 2026



STATE OF CONNECTICUT
GOVERNOR NED LAMONT

Too early to know
impacts on local
districts.

Governor Lamont Establishes Commission To Reevaluate Connecticut's Education Funding Systems, Improve Student Outcomes

4/16/2026

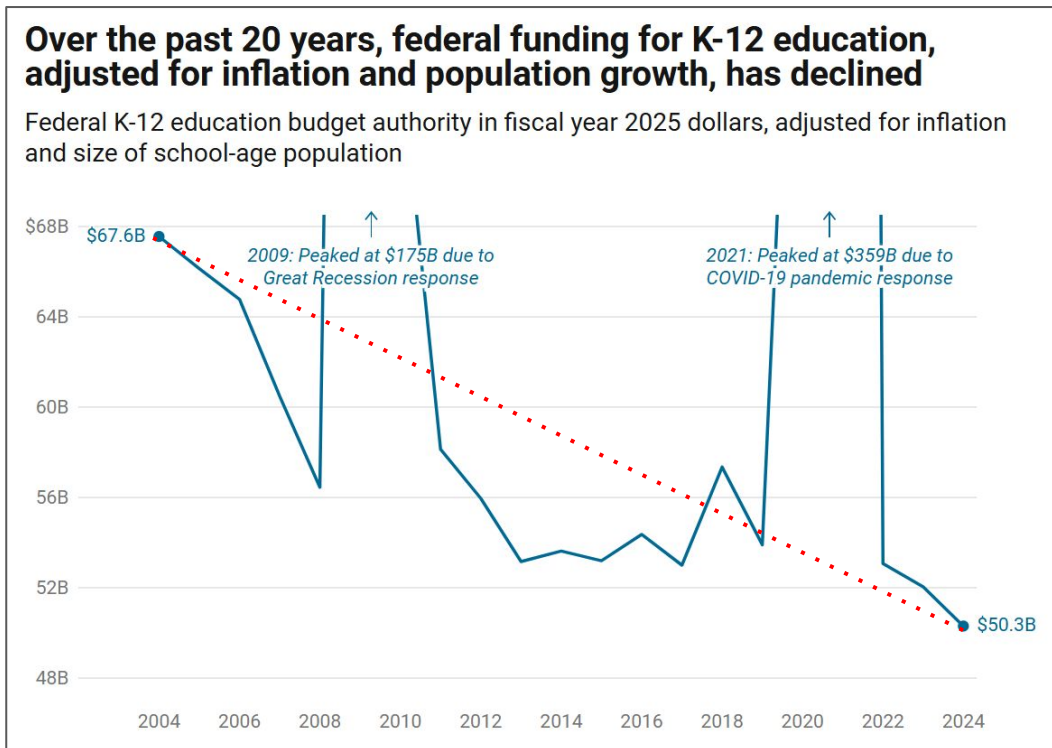
Governor Says Formulas for Funding Public Schools Need To Be Modernized To Reflect Current-Day Needs

Governor Announces Substantial Investment in Education From \$500M Affordability Fund

(HARTFORD, CT) – Governor Ned Lamont today announced that he has signed an executive order ([Executive Order No. 26-3](#)) calling for the development of a strategic plan to reform the funding streams used to support the operations of Connecticut's K-12 public schools, saying that the existing methodologies – including the state's main funding formula, known as the Education Cost Sharing (ECS) grant – were developed several generations ago, are outdated, and need updating to reflect school districts' current-day needs.

"Significant increases in investments made in our education system over the past seven years have made Connecticut's school system one of the best in the country, however there is room to grow to ensure we are maximizing outcomes and support for each student at each school," **Governor Lamont said**. "It is about time that we take a bottom-up look at how we fund our schools with a focus on ensuring funding is fair and driving the best results for our students. The efficiency and effectiveness of the largest streams of state education funding, such as ECS, have not been evaluated holistically for many years. The state must perform a thorough evaluation of the impact of these grants, the results they are having on improving student success, and what we can do to improve access to educational opportunities for all students — including special education services."

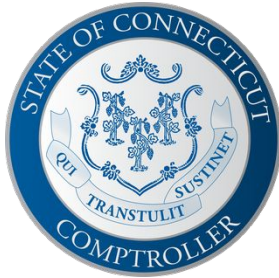
Trend in Federal Funding for Education:



Source: Center for American Progress

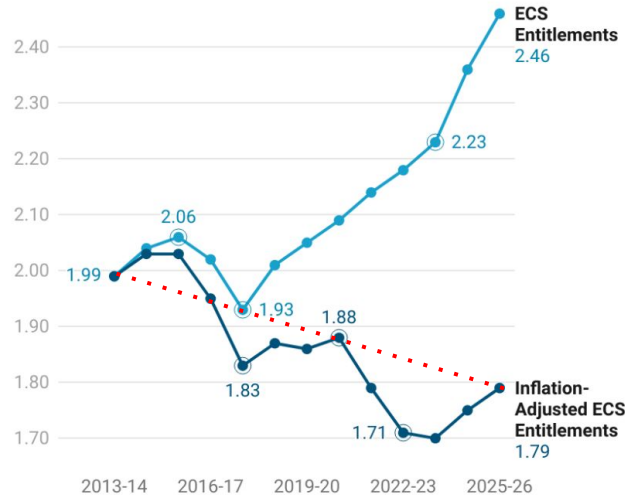
<https://www.americanprogress.org/article/lessons-from-k-12-education-relief-aid-to-improve-federally-funded-programs/>
May 27, 2026

Trend in State Funding for Education:



Education Cost Sharing (ECS) Entitlement Growth FY 2014 to FY 2026

The sum of town-level entitlements excluding prior year adjustments in billions of dollars



The inflation adjustment reflects 2013Q4 constant dollars based on the State and Local Government Implicit Price Deflator from the Bureau of Economic Analysis. Assumes a 2.4% inflation rate for 2025.

Source: State Department of Education, OSC calculations • Created with Datawrapper

Trends in School Funding by Revenue Source

Percentage of Revenue by Source (Excluding School Construction), Trend

Winchester School District

[Export .csv file](#)

		School Year									
		2020-21		2021-22		2022-23		2023-24		2024-25	
District	Revenue Type	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent
Winchester School District	Local	\$12,436,112	53.5	\$13,261,465	55.1	\$13,670,481	57.0	\$15,289,832	59.5	\$15,484,768	60.3
	State	\$10,095,903	43.4	\$9,234,554	38.4	\$9,108,958	38.0	\$8,998,953	35.0	\$9,179,577	35.7
	Federal	\$683,409	2.9	\$1,469,563	6.1	\$1,098,636	4.6	\$1,299,068	5.1	\$835,155	3.3
	Tuition & Other	\$44,328	0.2	\$86,461	0.4	\$87,194	0.4	\$122,911	0.5	\$184,392	0.7
	Total	\$23,259,752	100.0	\$24,052,043	100.0	\$23,965,269	100.0	\$25,710,764	100.0	\$25,683,893	100.0

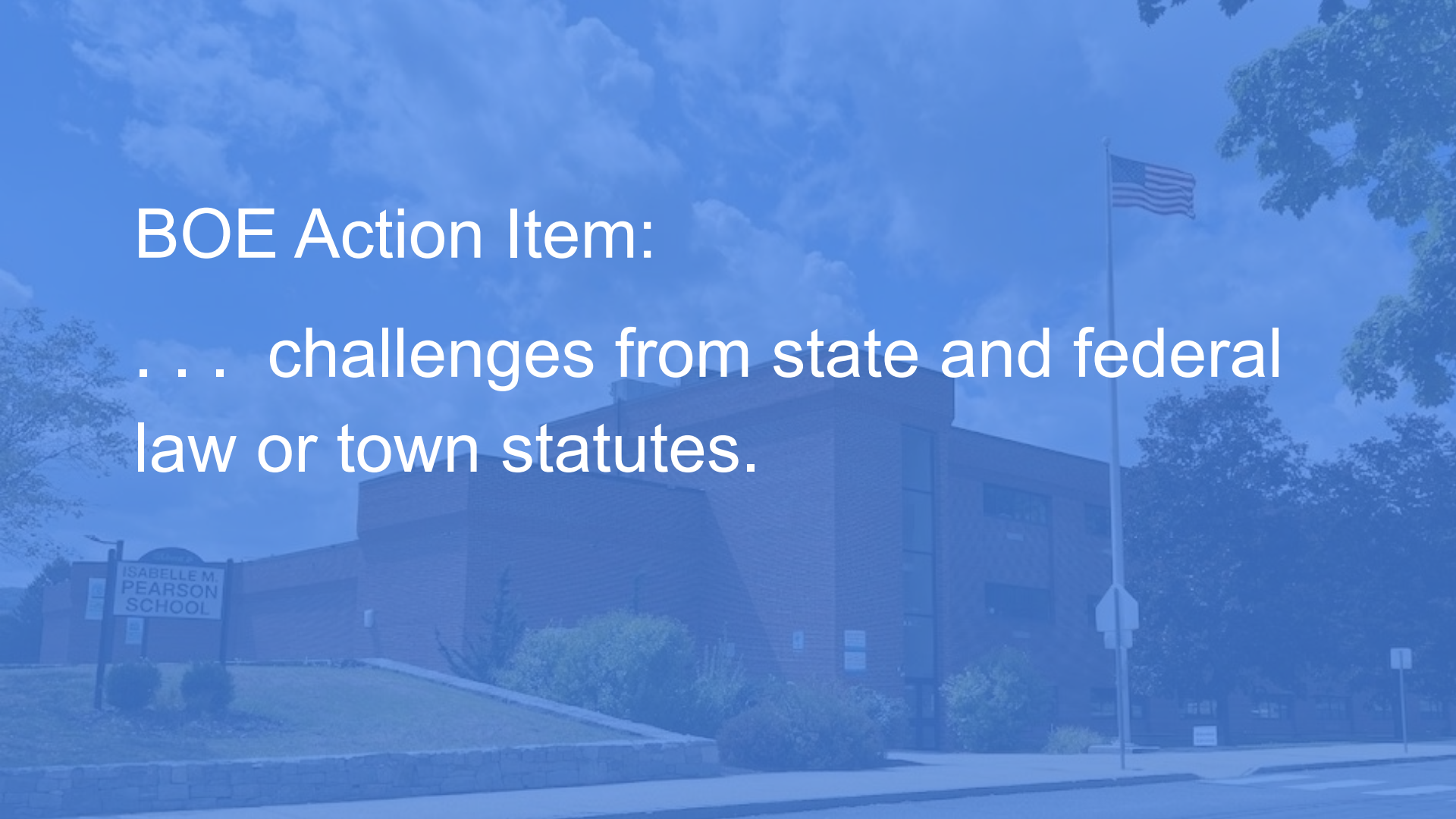
Costs for education continue to shift from the federal and state levels to the municipal level.

Source: Ct.gov https://public-edsight.ct.gov/overview/per-pupil-expenditures-by-function---district/revenue-sources?language=en_US,
May 27, 2026

While federal and state
education funding is
decreasing, mandates are not.

BOE Action Item:

. . . challenges from state and federal law or town statutes.



The Central Legal Implication - A Conflict of Missions:



Connecticut law allows for local boards of education to choose not to maintain a high school. If a local board of education chooses this option, it may form a regional school district or it **may designate, through interlocal cooperative arrangements, one or more high schools** maintained by other school districts as the public high school(s) of the town.¹

Statutes governing the authorization of free academies date to 1947²



One type of school that is commonly listed as a designated high school is an endowed private academy . . . Endowed academies in Connecticut are classified as local education agencies . . . **privately governed and managed**, in general, endowed academies must follow the same laws and regulations as public schools . . .²

¹ Connecticut General Assembly, Legislative Program Review and Investigations Committee. (2015). Retrieved from <https://www.cga.ct.gov/pri/docs/2015/Regional%20Cooperation%20Staff%20F&R%20Full%20Report.pdf>

²<https://files.schoolstatefinance.org/hubfs/Reports/Designated%20High%20Schools%20and%20Endowed%20Academies.pdf>

WPS & TGS - Unique Missions with Shared Resources

	 NFA LEARN FREELY. CONNECT GLOBALLY.	 THE GILBERT SCHOOL	
Board Membership	(0) out of 12 from sending BOEs*	(4) from WPS Board out of 9 members+	(1) per sending town (6 towns) out of 30 board members~
Special Education Provider	In House	Winchester BOE	In House
Grade Levels	9-12	7-12	9-12
Districts Served	9 (possibly 11 in 26-27)	1	6 “core” sending towns

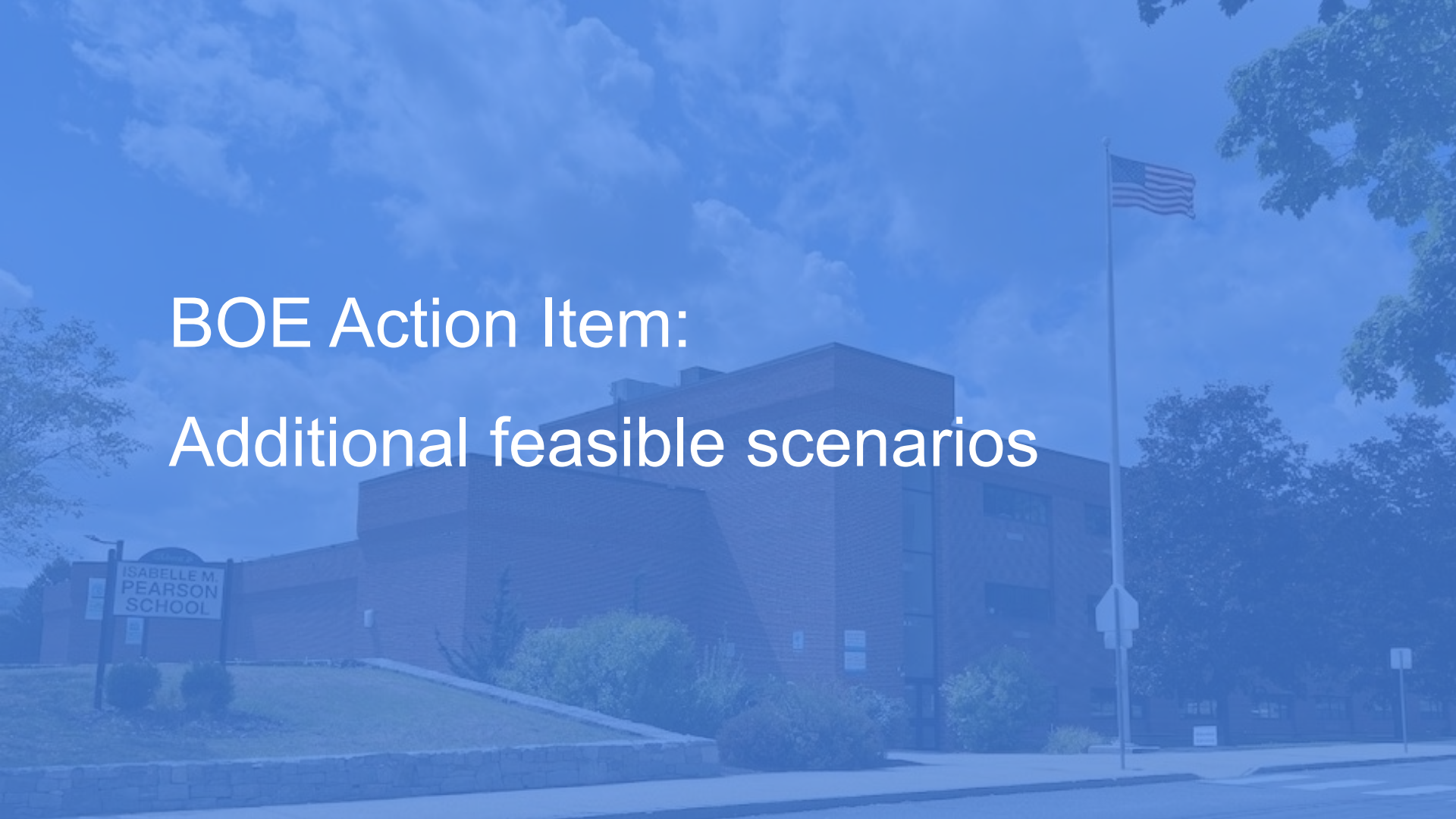
*<https://www.nfaschool.org/about-us/governance>

+<https://www.gilbertschool.org/about-us/corporation-members>

~<https://www.woodstockacademy.org/about/bot/board-members>

<https://files.schoolstatefinance.org/hubfs/Reports/Designated%20High%20Schools%20and%20Endowed%20Academies.pdf>

Also see Public Act 24-151 - “Eliminated the requirements that permitted endowed academies to be eligible for school construction grants only if at least half of their governing board....”

The background image shows a large, modern brick school building with multiple windows and a flat roof. In the foreground, there is a grassy area with some bushes and a sign that reads 'ISABELLE M. PEARSON SCHOOL'. To the right, there is a tall flagpole with an American flag flying. The sky is blue with some clouds. The entire image is covered with a semi-transparent blue overlay.

BOE Action Item: Additional feasible scenarios

Given that Winchester has one designated high school, it would be beneficial for the board to consider the addition of more designated high schools.

Source: EdSight

<https://edsight.ct.gov/relatedreports/Designated%20HS%20and%20Reg%20Dist.xlsx>

District	# Designated HSs
Norwich	14
Franklin	13
Canterbury	12
Sprague	12
Lisbon	11
Preston	11
Bozrah	10
Voluntown	10
Brooklyn	6
Columbia	6
Hartland	6
Sherman	6
Union	6
Eastford	4
Pomfret	4
Woodstock	3
Winchester	1

If TGS included more schools, it would enhance economy of scale and reduce costs.

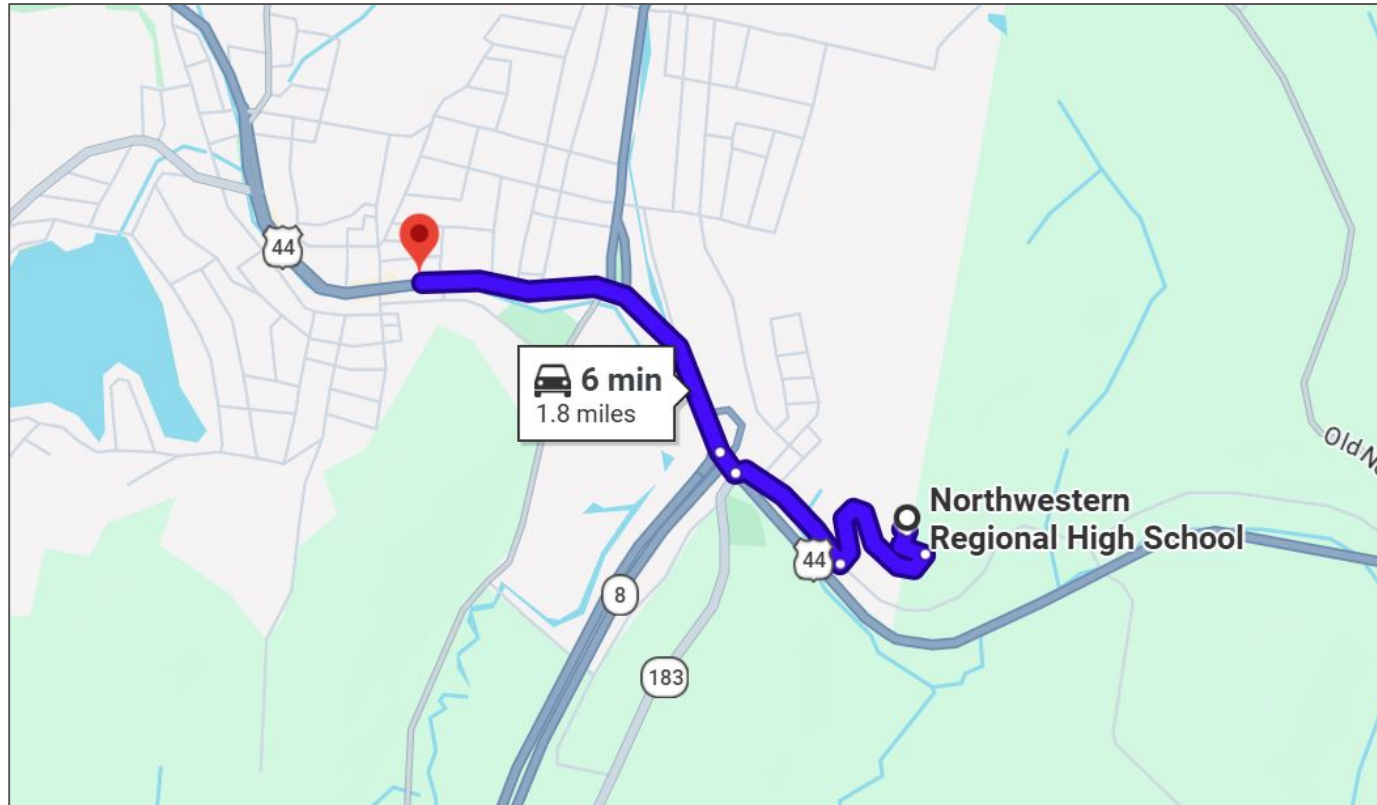
The Gilbert School Source: https://www.gilbertschool.org/about-us/history and 5/29/26 Interview at TGS	Woodstock Academy Source: https://www.woodstockacademy.org/admissions/apply	Norwich Free Academy Source: https://www.nfaschool.org/about-us/governance
Winchester	Brooklyn	Bozrah
International	Canterbury	Brooklyn
	Eastford	Canterbury
	Pomfret	Franklin
	Union	Lisbon
	Woodstock	Preston
	International	Sprague
		Voluntown
		International



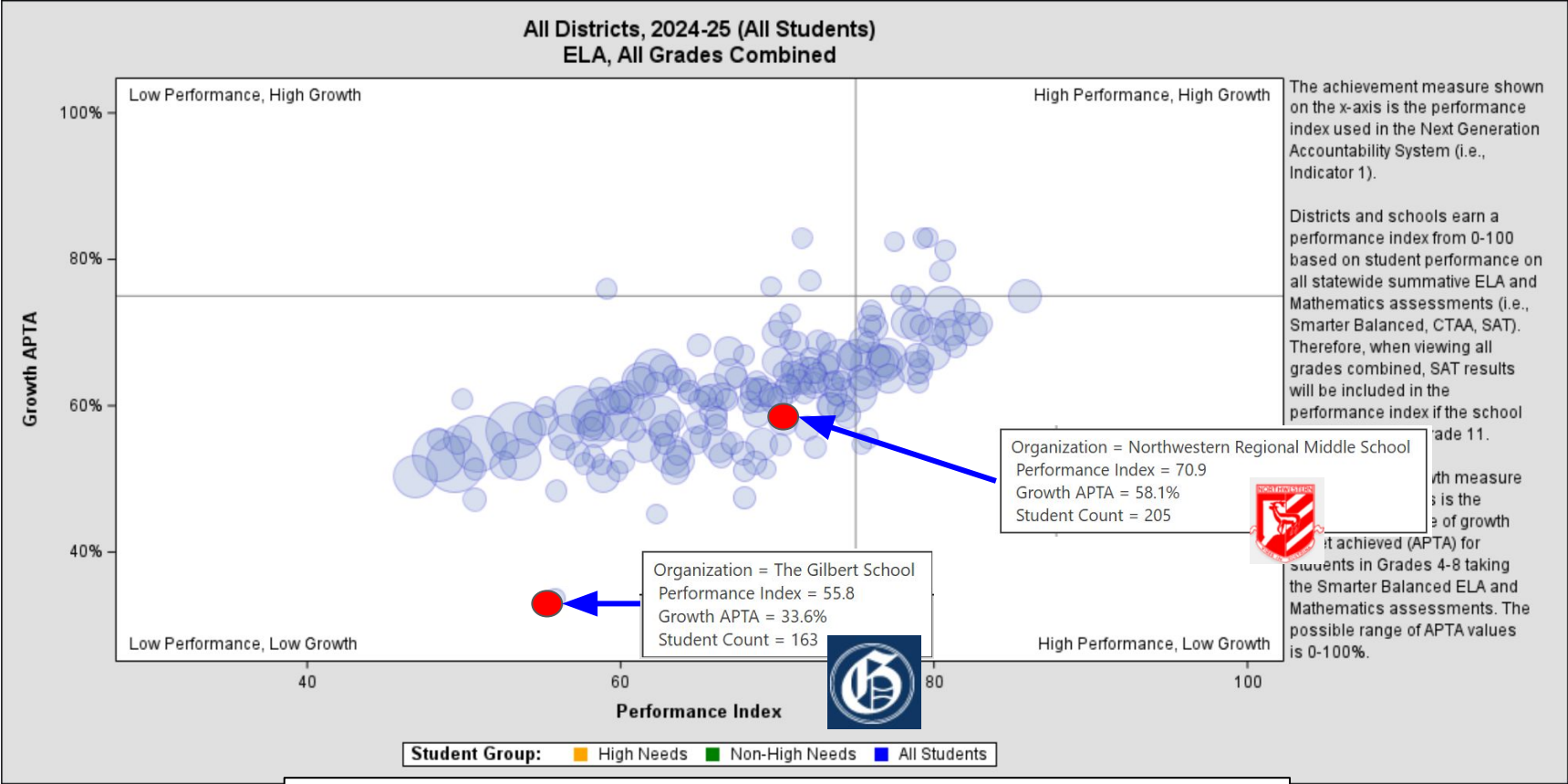
NORTHWESTERN
REGIONAL SCHOOL DISTRICT NO. 7

**Consider Adding NWR7 as a
Designated High School**

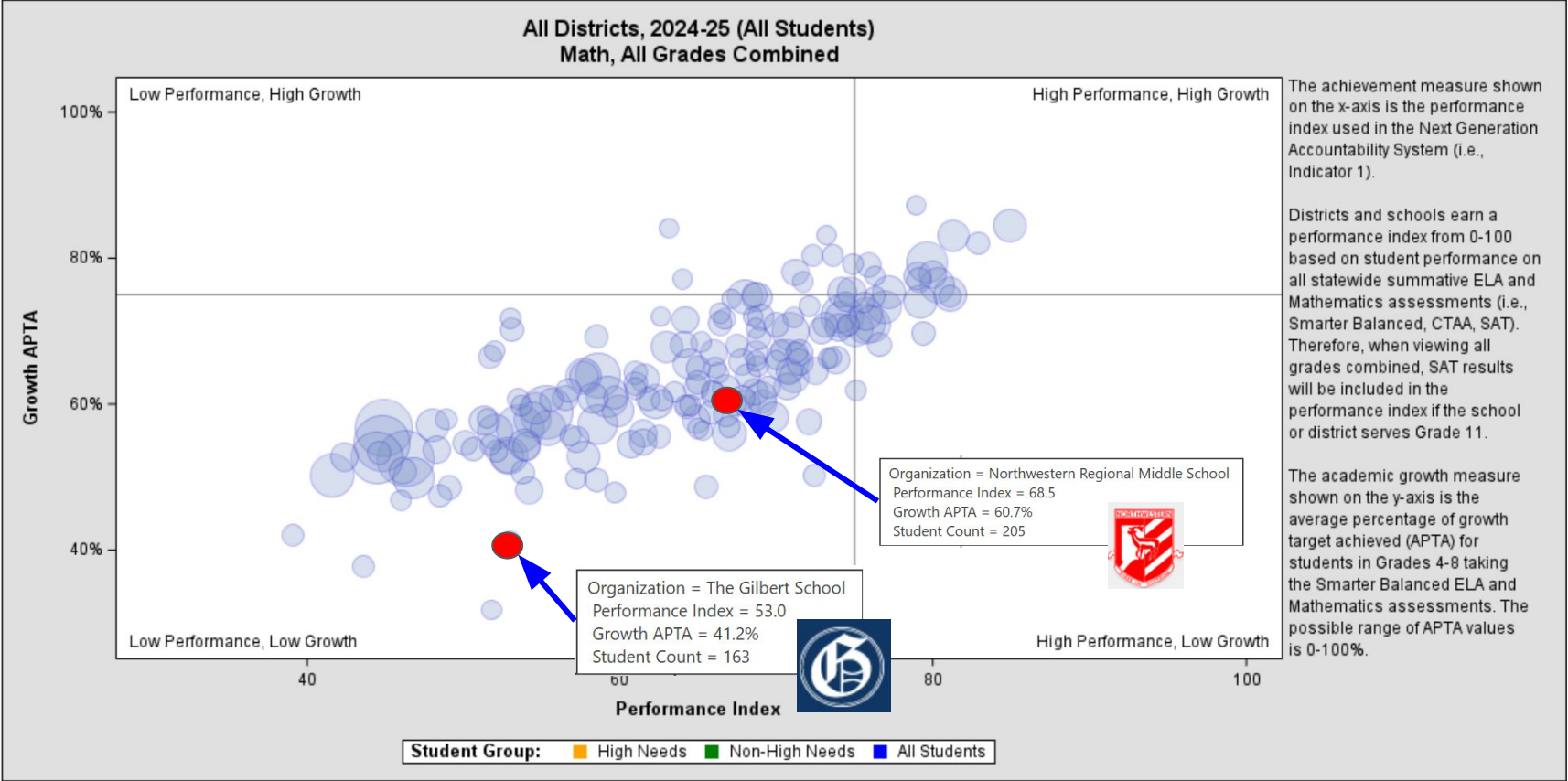
Very Close Proximity



Grades 7&8 ELA Performance: TGS vs NWR7



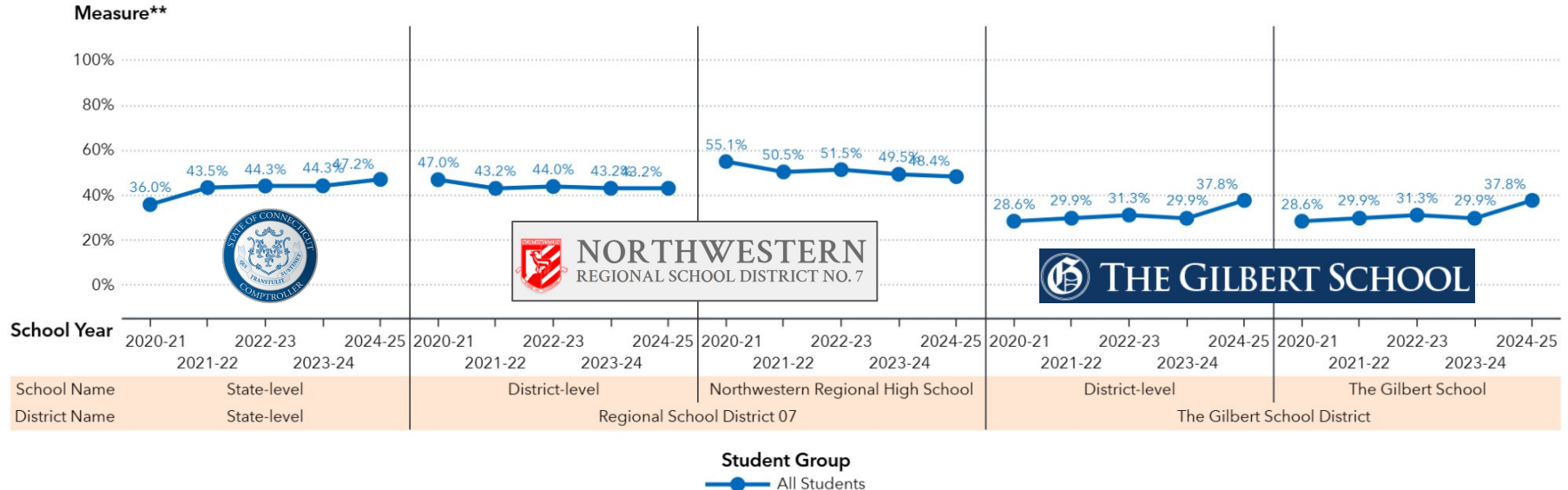
Grades 7&8 Math Performance: TGS vs NWR7



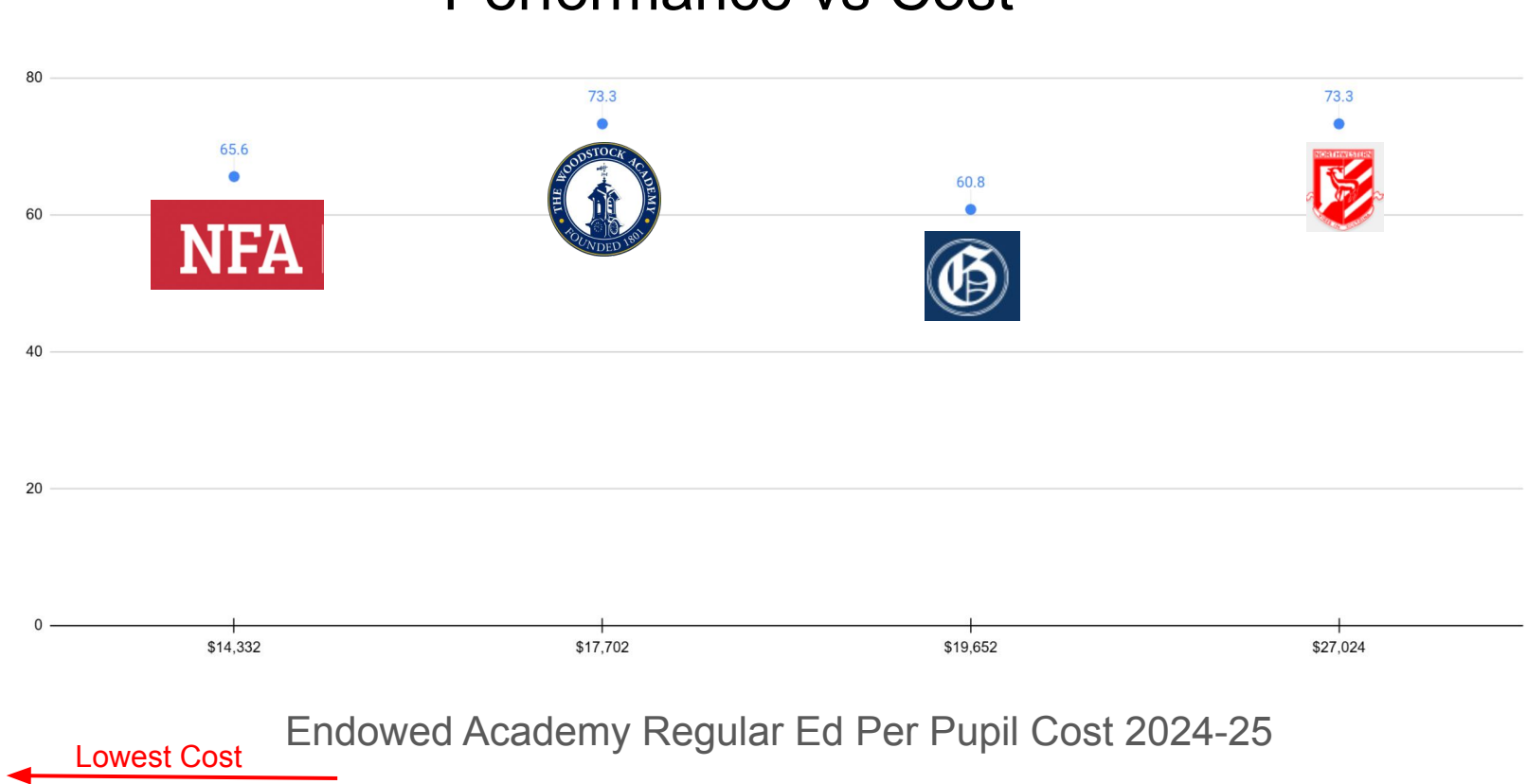
Preparation for Postsecondary and Career Readiness

This report presents the percentage of students in grades 11 & 12 meeting the college-and-career-readiness (CCR) benchmark on at least one of the following: SAT or ACT or AP or IB; or earning three or more dual enrollment credits cumulatively during their high school career.

Percent of Students² Demonstrating Postsecondary and Career Readiness - Trend Chart
Measure: **Indicator 6: Meeting Any Benchmark or Earning DE Credits¹** || Student Group: **All Students**



Return on Education Investment (ROEI) Performance vs Cost



We met with NWR7 Superintendent, Stephen LePage on July 7, 2026 and he met with his BOE that same evening. He and his board are open to receiving a designated high school proposal from WPS.

Benefits of Adding Designated High Schools for WPS and Districts for TGS

 WINCHESTER PUBLIC SCHOOLS BETTER TOGETHER - EVERYONE, EVERY DAY.	 THE GILBERT SCHOOL
✓ School Choice	✓ Economy of Scale
✓ Healthy Competition	✓ Diversification
✓ Differentiation	✓ Adaptability to Population Changes
✓ Fiscal Efficiency	

Viability of the board's options:

BOE Action Item #1	BOE Action Item #2	BOE Action Item #3	Additional Feasible Scenario	
			WPS adding designated 7-12 schools.	TGS adding more sending districts.
Expansion of services with TGS.	WPS assuming secondary education responsibilities.	WPS building a new high school (7-12).		
The CSDE has stated that law does not allow this option.	Possible for grades 7 & 8, not for 9-12.	Possible and the WPS state reimbursement rate is very favorable.	Possible.	Possible.

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Combining “BOE Action Item #2” (for grades 7&8) and the “Additional Feasible Scenario” could result in improved outcomes for students as well as fiscal controls.

This is not a new
challenge . . .

MEMO TO: Board of Education Members
FROM: David C. Bristol, Superintendent of Schools
DATE: September 25, 1992
RE: Discussion on Alternative Organizational Structure
for Winchester Schools

Attached is Ray Dethy's synopsis of the Board of Education's
workshop meeting held at Howmet Corporation on August 29.
He has drafted a...

Mayor Faults Gilbert School On Finances

April 06, 1994|By Rachel Gottlieb; Courant Staff Writer

WINSTED - — Mayor John F. Gauger III didn't challenge the Winchester school board on its proposed \$12,651,336 budget - a 7.9 percent increase over the current year's spending plan [↗](#) Tuesday night.

It was the Gilbert School's [↗](#) finances that ultimately drew the ire of the mayor, and he suggested that the school board go out to bid for an education contract.

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discussion

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"In any moment of decision, the best thing you can do is the right thing, the next best thing is the wrong thing, and the worst thing you can do is nothing."

Theodore Roosevelt



WINCHESTER PUBLIC SCHOOLS
BETTER TOGETHER - EVERYONE, EVERY DAY.

Questions

Dr. Thomas McMorran and Dr. Jack Zamarly