



WEST HARTFORD

**West Hartford Town Council Public Hearing Meeting Minutes
50 South Main Street Legislative Chambers, Room 314
Monday, April 3, 2023 at 2:00 PM**

1. Meeting Opening

Deputy Mayor Sweeney called the meeting to order at 2:00 PM

Roll Call: Councilors Cortes, McGinnis, Polun, Deputy Mayor Sweeney and Wenograd;
Absent: Councilors Blanks, Mayor Cantor, Fay and Zydanowicz

2. Public Hearing

The Public Hearing on the 2023-2024 Fiscal Year Budget as Proposed by the Town Manager and Superintendent of Schools was Opened at 2:00 PM. Any resident of taxpayer interested in addressing the Council on the proposed budget was invited to speak. The following residents addressed the Council on the proposed budget. Each speaker expressed concerns related to the programmatic changes proposed for Florence E. Smith STEM school.

Maggie Roberts, 532 Fern Street
Jessica Labrencis, 65 Warwick Street
Heather Sansone, 28 Royal Oak Drive
Lindsay Cook, 7 Middlefield Drive
Steve Chamberlin, 25 Clearview Avenue
Sarah Barczak, 309 Westmont

3. Adjournment

The Public Hearing was Closed and the meeting was adjourned at 2:23 PM.

Essie Labrot

From: Heather Kemp
Sent: Friday, March 31, 2023 9:18 AM
To: Essie Labrot
Subject: Smith STEM Budget Cuts

Dear Ms. Labrot,

I am writing out of concern for the proposed cuts to Smith STEM School's Curriculum Specialist Role being combined with the Science Lab Role. Effectively asking one person to do the job of two.

My son is a 1st Grade student at Smith and it is a wonderful program of which we are thrilled to be a part. I am disheartened to hear of the proposed budget cuts and while I understand the complexity of maintaining a town's school budget, I feel that not enough is being done. A STEM School should be the frontline in the future of our world. The place where new ideas are developed and spearhead change across the board. The world of technology is fast paced and ever-changing. I would implore you all to consider whether you can guarantee that this standard will be maintained when eliminating a position that has demonstrated as vital to the mission of a STEM program and it's present success.

I fear that it will not be maintained and as usual for the lower income and minority families in this town, which are the majority makeup of Smith's student body, those that are more affluent will stay at their neighborhood schools. This disrupts the educational equity of which this town administration claims to be concerned about. In a town that levies taxes at the rate that it does, that is simply not acceptable.

Respectfully, I ask you to reject the proposed cuts to Smith STEM because it may look good on the paper you write it, but you will then be forced to answer to all of the taxpayers of this town how you are guaranteeing that this will have no negative effects on the quality of the education being provided at this school that has the designation of STEM.

Kind Regards,
Heather Sansone

Heather Sansone

Essie Labrot

From: Jessica Labrencis
Sent: Monday, April 3, 2023 11:28 AM
To: Public Comment
Cc: budget@whps.org; boardmembers (WHPS)
Subject: WHPS budget cut at Smith STEM School

Dear Members of the West Hartford Town Council:

My name is Jessica Labrencis and I reside at 65 Warwick Street in West Hartford.

I am the parent of a magnet student at Smith STEM School. I am writing to oppose the proposed budget cuts in the school budget for the 2023-24 school year. The superintendent's proposed budget would eliminate the STEM specialist position by consolidating it with the science lab teaching position. I believe this proposed cut will be detrimental both to Smith's STEM program and the success of Smith as a magnet school and that it does not meet the goals of West Hartford Public School's Educational Equity policy.

STEM Magnet Program

In presenting the budget, the superintendent said that the budget cuts will promote "efficiency" and will not reduce programming or services.^[1] Unfortunately, this is unlikely to be the case. The proposed consolidation of the STEM specialist position with the science lab teacher position will in effect require one person to do the job of two.

Smith's STEM program is robust and includes more projects, lessons, field trips, and events than could possibly be coordinated by a single individual. The proposed "consolidation" will weaken the STEM curriculum as it will attempt to combine a classroom teacher position for six grades with the dedicated STEM specialist position. The STEM fields are rapidly changing, and Smith needs to be able to innovate its programming as technology changes. This will not be possible if the positions are combined.

Equity

I believe that the proposal to cut a STEM position at Smith does not meet the goals of West Hartford Public School's Educational Equity policy.

The Educational Equity policy calls on "educators and leaders to **understand unique challenges** and **actively look for, identify and remove barriers** that individuals or groups of students face."^[2] According to WHPS's policy, equity in education includes "**fair and optimized resource allocation and distribution.**" The proposed cut at Smith does not represent fair or equitable resource allocation.

West Hartford has made strides towards equity by developing—and funding—high-quality magnet schools that offer top-notch programming. Smith is a Title I school and one of two magnet schools in West Hartford whose purpose is to combat racial imbalance in West Hartford's schools. Smith and Charter Oak each have unique programming intended to draw families from every corner of West Hartford in order to promote integration. At Smith, 66.36 percent of students are considered "minority", compared to the district total of 44.35 percent.^[3] Students who are considered "high needs" are disproportionately represented at Smith, which has higher percentages of students who qualify for free and reduced lunch, who are English Language Learners, and who have disabilities.

Equity calls for allocating resources—including people, time, and money—in way that ensures students who face greater learning challenges are able to learn and achieve despite their income level and zip code.^[4] According to data from the U.S. Department of Education’s civil rights division, **“students of color and students with disabilities are disproportionately excluded from learning opportunities in STEM.”**^[5]

The STEM program at Smith has provided inclusive and equitable STEM opportunities to students who face learning challenges. I fear that the proposed cut of staff in Smith’s STEM program will be detrimental to all students at Smith, especially those who already face great learning challenges.

I urge the Town Council to make any necessary changes to the Town’s budget to enable Smith to retain its STEM Specialist and Science lab teacher positions.

Sincerely,
Jessica Labrencis

^[1] Dozens Ask West Hartford Board of Education to Preserve Positions in 2023-2024 Budget, We-Ha.com, April 2, 2023, <https://we-ha.com/dozens-ask-west-hartford-board-of-education-to-preserve-positions-in-2023-2024-budget/>.

^[2] WHPS Educational Equity Policy, <https://www.smores.com/rwhp9> (emphasis added).

^[3] Connecticut State Department of Education, 2021 Public School Enrollment by Racial Imbalance, <https://portal.ct.gov/-/media/SDE/Legal/Racial-Imbalance-2021-by-Categories.pdf>, at 2.

^[4] What Is Resource Equity?, Jonathan Travers, 2018, <https://files.eric.ed.gov/fulltext/ED593369.pdf>.

^[5] U.S. Department of Education Launches New Initiative to Enhance STEM Education for All Students, Dec. 7, 2022, <https://www.ed.gov/news/press-releases/us-department-education-launches-new-initiative-enhance-stem-education-all-students>.

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Jessica Labrencis
(shc/hcr/hers)

From: Rusa Maja Pedigo
Sent: Sunday, April 2, 2023 11:16 AM
To: Public Comment
Subject: Town Budget

From: Cory and Maja Pedigo, residing at 131 Richard St, West Hartford, CT 06119

Dear Dr. Thomas-Farquharson and Members of the West Hartford Board of Education,

I'm writing in opposition to the proposed budget cuts for the 2023-24 school year, specifically the reduction of one (1) magnet teacher as reflected in the consolidation of the STEM and Science positions (D-7).

Changes for 2023-2024: Based upon projected enrollment, the number of General Fund supported elementary classrooms is expected to decline by three (3). We will continue to utilize ESSER funds to support several additional classrooms. A reduction of one (1) magnet teacher reflects the consolidation of the STEM and Science positions at Smith. The Math Support position is maintained and additional ESSER funded literacy support will be provided at Smith. Included in the budget is an increased appropriation for software based upon school needs.

I support Smith STEM school's current staffing of one (1) STEM specialist position and one (1) Science lab teaching position.

I am a parent of Leon Pedigo, who attends 2nd Grade at Smith.

Smith STEM school is a unique part of our public school community. As a magnet school, it offers families the opportunity to gather together from all corners of the district. At Smith STEM, West Hartford families build community around the common thread of authentic inquiry-based instruction and learning through high-quality STEM supplemental curriculum and instruction.

The students of Smith STEM finish 5th grade and disperse to one of our town's middle schools and eventually, high schools. These students carry with them a deep understanding of STEM concepts, skills and practices, infusing their educational experiences with the ones of their new middle and high school classmates.

We must keep this strength of our town's student body and school community by continuing to fund the two current positions at Smith STEM school - the STEM specialist position and the Science lab teaching position. I see the positive effects on literacy with the combination of an ELA classroom position and Literacy Specialist position. I see the positive effects on math with the combination of a Math classroom position and Math Specialist position. I see the positive effects on Science, Technology, Engineering and Math with the combination of a Science lab position and STEM Specialist position.

I hope you see the positive effects, too, and reconsider consolidating these two critical positions of STEM specialist and Science lab teaching.

Thank you,

Rusa Maja Pedigo

Essie Labrot

From: Fisch, Jonathan
Sent: Monday, April 3, 2023 11:41 AM
To: Public Comment
Subject: Town Budget

To the Town Council of West Hartford,

I'm writing this letter in response to the Superintendent's Budget for 2023-2024, urging you to ask the Interim Superintendent to resubmit the Budget without the elimination of one (1) Elementary Music and one (1) Smith STEM magnet teacher position. These cuts that are being described as "consolidations" will be extremely detrimental to the elementary students throughout the district and the magnet program as noted by the numerous individuals who spoke at last week's BOE meeting.

There is a concept in economics of "opportunity cost": the cost of the next best alternative to a proposed plan. I recommend the Interim Superintendent perform this analysis. To help, here are a number of suggestions for consolidations of positions that would be guaranteed to have NO impact to students but will eliminate glut in the District. Only implementing one of these suggestions will save more money than is being proposed to be cut by eliminating the two (2) positions.

1. Instead of not hiring a new elementary music teacher after the previous teacher's retirement, let's do the same for the open Superintendent position. The Assistant Superintendents could easily fill the role (as they have done for most of this year). This would be a savings of \$222K.
2. Consolidate the "Director of Gifted and Talented" program with the Elementary and Secondary Education Directors, having those two individuals split the responsibilities of that role. That should be a much easier task than asking the Science Teacher to do the job of 2 people for the pay of 1. This would be a savings of \$180K.
3. Consolidate the Principals of Morley and Whiting Lane, and add an Assistant Principal to cover both schools as well. Morley and Whiting Lane each have more than 200 less students enrolled than Duffy which has only one (1) Principal. Again, it would be significantly easier for a Principal and an Assistant Principal to split the duties over these 2 schools vs. asking music and science teachers to do more work than is possible for them to do. Assuming a Principal makes on average \$275K and an Assistant Principal makes \$150K, the savings would be \$125K.
4. Charge the private schools for health and transportation services. You wouldn't have to require them to fully pay, just enough to make up for these 2 positions, which is probably no more than \$200K.

Here is a summary of the proposed other options for the Budget (\$ in thousands):

Proposal	Savings (Cost)	Notes
Superintendent Consolidation	\$ 222	
Director Consolidation	180	
Principal Consolidation	125	
Private School Service Reimbursement	200	This can be any amount of our choosing to cover the services in excess of the State Grant.
Reinstatement of Music and STEM Positions	(200)	
Total Potential Savings	\$ 527	

As can be shown from the summary above, the Interim Superintendent could have made reasonable consolidations of unnecessary administrative positions that would have NO impact on the students of the district but instead, due to a lack of vision, chose to eliminate student-facing positions that is likely to hurt this district and its students.

I would be happy to volunteer my services as a CT CPA to help the Interim Superintendent in revamping the Budget. Please feel free to have him reach out to me anytime.

Sincerely,

Jonathan Fisch, CPA
65 Warwick Street
West Hartford, CT 06119
860-256-5199

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Essie Labrot

From: Rubi Diaz
Sent: Friday, March 31, 2023 2:02 PM Public
To: Comment
Subject: Town Budget

Anthony Diaz and Rubi Ruiz-Bruzos
21 Royal Oak Dr, West Hartford, CT 06107

Dear West Hartford Board of Education and Town Council Members,

As parents of a first grader at Smith STEM School, we are writing to bring attention to a proposed budget cut that would consolidate the STEM Specialist position and Science Lab teacher at Smith STEM School, a high achieving magnet school in West Hartford. The work these two teachers do is too important not to fund and an impossible ask for one person. A merge of these two positions would diminish the quality of the STEM experiences our Smith students receive and have detrimental long-term consequences for our most vulnerable students. In a school such as Smith with 55% of students categorized as "high needs," it is our most disadvantaged students that are at risk of losing critical exposure to STEM experiences during their most formative years.

The Department of Education's Civil Rights Data Collections continues to demonstrate that students of color and students with disabilities are disproportionately excluded from learning opportunities in STEM. The U.S. Deputy Secretary of Education Cindy Marten stated in a press release that "Today, we are saying unequivocally to all students and educators that they belong in STEM and that they deserve to have rigorous and relevant educational experiences that inspire and empower them to reach their full potential as productive, contributing members of our nation's workforce." Calls for investments in STEM Education have come from the former Trump-Pence administration, the current Biden-Harris administration, and most recently from our own House Representative Jahana Hayes of Connecticut's District 5 who sponsored a bipartisan bill to provide hands-on learning opportunities in STEM education by advocating for "effective, compelling, and engaging means for teaching and reinforcing fundamental STEM concepts," as well as expanding and broadening the STEM workforce.

We come from immigrant families who came to this country from Cuba and Venezuela to offer us opportunities they did not have in their respective countries. When you grow up in an immigrant family, there is often a mentality of survival that tends to dim the child's exposure to what is possible outside of their immediate reality. It is teachers, like Ms. Sharon Zajack, our STEM Specialist at Smith STEM School, that exposed us to what was possible outside of our narrow worldview. We owe our success, in large part, to the teachers who showed us a way forward to what would ultimately lead to us becoming the first in our families to graduate college, earn graduate degrees, and give back to society through our careers in medicine as a neurosurgeon and neonatal nurse practitioner.

Fifty-five percent of children at Smith STEM School are categorized as "high needs" meaning they are either eligible for free/reduced meals, are multilingual learners or are students with disabilities. Smith STEM boasts incredible diversity both culturally and socioeconomically. From an equity lens, it is unacceptable to diminish the exposure these children receive to STEM education, perhaps the only glimpse of what's possible outside of their immediate reality. It is not enough to have a Diversity, Equity, and Inclusion mission and neglect to fund the very thing that has the potential to pull these

children out of poverty and into world-changing careers. We need to put our money where our mouth is and fund STEM education to fulfill our equity mission.

Our world is facing seemingly insurmountable challenges in the next few decades-the rising cost of health care, climate change, gun violence, mental health, just to name a few. Challenges that our generation has not been bold enough to confront. Challenges that we are leaving our children as an inheritance. Let's do the right thing and continue to fund STEM education. Our tax dollars are well spent in the hands of teachers expanding the worldview of our most vulnerable students. I urge you to make a different choice.

Thank you for your time and consideration,

Anthony Diaz, MD and Rubi Ruiz-Bruzos, APRN
West Hartford Residents

Essie Labrot

From: Yeraida Reinheimer on behalf of Town Manager
Sent: Monday, April 3, 2023 10:18 AM
To: Public Comment; Essie Labrot; Leon Davidoff; Nadia Khan
Subject: FW: Please help fund STEM Education at Smith STEM School

From: Rubi Diaz

Sent: Friday, March 31, 2023 2:32 PM
To: Town Manager <Townmanager@WestHartfordCT.gov>
Subject: Please help fund STEM Education at Smith STEM School

Dear Mr. Ledwith,

I'm writing in opposition to the proposed budget cuts for the 2023-24 school year, specifically the reduction of one (1) magnet teacher as reflected in the consolidation of the STEM and Science positions (D-7).

I support Smith STEM school's current staffing of one (1) STEM specialist position and one (1) Science lab teaching position. Both positions are too important not to fund and an impossible ask of one individual.

I am a parent of a first grader who attends Smith STEM. My connection to Smith STEM school is brief as this is only our second year in the school system, but in this short time, Smith and the STEM department specifically has had a profound impact on my daughter's learning and engagement. As the parent of a young girl of Hispanic descent, Smith STEM was an attractive school choice as I strive to expose her to future careers in STEM. I was saddened to hear that such a critical part of the STEM education at Smith was in danger of losing funding.

Smith STEM school is a unique part of our public school community. As a magnet school, it offers families the opportunity to gather together from all corners of the district and boasts incredible diversity both culturally and socioeconomically. Fifty-five percent of our student is categorized as "high needs." From an equity standpoint, it is unacceptable to diminish the exposure vulnerable students receive to STEM education, as this could be the few glimpses they have of a world outside of their current set of circumstances.

We must keep this strength of our town's student body and school community by continuing to fund the two current positions at Smith STEM school - the STEM specialist position and the Science lab teaching position. I see the positive effects on literacy with the combination of an ELA classroom position and Literacy Specialist position. I see the positive effects on math with the combination of a Math classroom position and Math Specialist position. I see the positive effects on Science, Technology, Engineering and Math with the combination of a Science lab position and STEM Specialist position.

I hope you see the positive effects, too, and reconsider consolidating these two critical positions of STEM specialist and Science lab teaching.

Thank you,

Rubi Ruiz-Bruzos

Mother of Sophia Diaz, 1st Grader at Smith STEM

March 27, 2023

Re: Proposed 2023-24 Budget Cuts - Regular Instruction, Elementary School, Classroom



Dear Dr. Thomas-Farquharson and Members of the West Hartford Board of Education,

I'm writing in opposition to the proposed budget cuts for the 2023-24 school year, specifically the reduction of one (1) magnet teacher as reflected in the consolidation of the STEM and Science positions ([D-7](#)).

Smith STEM elementary school's current staffing of one (1) STEM specialist position and one (1) science lab teaching position is working and positively impacts the students' performance in Science, Technology, Engineering and Mathematics.

In the latest 2021-22 Next Generation Science Standards (NGSS) statewide assessment results, 5th graders at Smith STEM:

Outscored the collective group of 5th graders in Connecticut and the collective group of 5th graders in the West Hartford public schools. (Table 1)

- 5th graders at Smith STEM scored 13 points above the state of Connecticut's average scale score, and 9 points above West Hartford school district's average scale score.

Boosted Smith STEM school to the Top Three elementary schools in West Hartford for the NGSS average school-wide scale scores. (Table 4)

Met or exceeded the NGSS 5th grade benchmark achievement levels. (Table 2)

- Specifically, 71.2% of all 5th grades at Smith STEM school scored at level 3 or 4, meaning 7 out of 10 5th graders at Smith STEM met or exceeded the statewide 5th grade level science benchmarks.

Scored remarkably higher average scale scores for students categorized *high needs*¹, outperforming the state and district equivalencies. (Table 5 and Table 2)

- 55% of 5th graders at Smith STEM's are *high needs* - 33 students out of 59 students tested on the NGSS 2021-22 assessment
- 5th graders at Smith STEM qualifying *high needs* scored 14 points higher than the same category of 5th graders in Connecticut, and 10 points higher than the collective group of West Hartford public school 5th graders qualifying as *high needs* (33.5% of West Hartford 5th graders).

Outperformed 5th graders from companion schools in the district - schools with similar percentages of students qualifying as *high needs*. (Table 5)

- Smith STEM school led in average scale scores and meeting/exceeding NGSS achievement levels in both overall performance and the category of *high needs* students when compared to schools of similar student percentages.

¹ *High needs* is defined by students eligible for Free or Reduced-Price Meals, English Learners/ Multilingual Learners or Students w/ Disabilities

students of color and students with disabilities are disproportionately excluded from learning opportunities in STEM,” said U.S. Deputy Secretary of Education Cindy Marten. “Today, we are saying unequivocally to all students and educators that they belong in STEM and that they deserve to have rigorous and relevant educational experiences that inspire and empower them to reach their full potential as productive, contributing members of our nation’s workforce.

- Department of Education. (2022 Dec 7). [*U.S. Department of Education Launches New Initiative to Enhance STEM Education for All Students*](#) [Press Release]

During the Trump Administration, the Committee on STEM Education of the National Science & Technology Council issued a key report, [*Charting a Course for Success: America’s Strategy for STEM education*](#), detailing a federal five-year strategic plan for STEM education. In addition to confirming that STEM concepts are best learned at an early age, the report’s plan echoes the interdisciplinary STEM education at Smith school.

The character of STEM education itself has been evolving from a set of overlapping disciplines into a more integrated and interdisciplinary approach to learning and skill development. This new approach includes the teaching of academic concepts through real-world applications and combines formal and informal learning in schools, the community, and the workplace. It seeks to impart skills such as critical thinking and problem solving along with soft skills such as cooperation and adaptability (pg. v)

Around the same time, the Connecticut Board of Education adopted their position statement on a [*Comprehensive STEM Education for All Students K–12*](#) (adopted October 3, 2018). Currently, House Representative Jahana Hayes of Connecticut’s District 5 116th-118th [D-CT-5] sponsored a bipartisan bill to provide hands-on learning opportunities in STEM education. [*H.R.6521 - Supporting STEM Learning Opportunities Act*](#) advocates for “effective, compelling, and engaging means for teaching and reinforcing fundamental STEM concepts,” as well as expanding and broadening the STEM workforce. Smith STEM school is a learning environment that implements the CT BoE’s position statement on a comprehensive STEM education through the STEM specialist position, as well as H.R.6521’s call for hands-on learning opportunities through the Science teaching position.

The West Hartford students attending Smith STEM are thriving. As an experienced national education and literacy consultant, I see it reflected through the assessment data. As a parent of a thriving first and third grader at Smith STEM, I see it in their eyes as they tell me about their STEM inquiries. I can attest firsthand to the excitement my oldest had returning to school this fall, realizing that the vegetables he and his classmates planted in 2nd grade were ready to be harvested and made into homemade pizzas.

I urge you to reconsider the proposal to reduce one (1) magnet teacher by consolidating the two integral positions to ensure high-quality STEM education to West Hartford’s youth. The STEM specialist position and the Science teaching lab position must stay intact. Please consider the attached current and available federal funds to fund STEM education issued by current Deputy Secretary of Education, Cindy Martin, on December 6, 2022. Perhaps it could open funding opportunities not only to secure the STEM and Science teaching positions at Smith STEM school, but also to replicate these positions in other district elementary schools as a strategy to improve outcomes in Science, Technology, Engineering and Math.

Respectfully submitted,

Maggie Beattie Roberts

Smith STEM Magnet Family (zoned for Braeburn School)
Parent of first grader and third grader

Founding Member of K & M Literacy, LLC
Educational Consulting, Professional Learning & Development,
Author, and Guest Teacher
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5th Grade Next Generation Science Standards (NGSS) Statewide Assessment

Scale Score Averages and Achievement-Level Performance

2021-22 School Year

Table 1: Grade 5 Scale Score Averages

2021-22 School Year

Ct.gov Edsight		Average Scale Score	Above State Average
Overall	CT State	498	
	West Hartford School District	507	+9
	Smith STEM School	511	+13
High Needs¹	CT State	482	
	West Hartford School District	486	+4
	Smith STEM School	496	+14
Not High Needs	CT State	516	
	West Hartford School District	517	+1
	Smith STEM School	527	+11

¹Eligible for Free or Reduced-Price Meals, English Learners/Multilingual Learners or Students with Disabilities (F/R, EL or SWD)

Table 2: Grade 5 Achievement-Level Performance

2021-22 School Year

Ct.gov Edsight	Percentage of Level 3 or 4 Proficiency (Met or Exceeded %)	
Overall	CT State	50% of 36,250 students tested
	West Hartford School District	63% of 671 students tested
	Smith STEM School	71.2% of 59 students tested
High Needs¹	CT State	30% of 19,337 students tested
	West Hartford School District	36.5% of 225 students tested
	Smith STEM School	48.1% of 33 students tested
Not High Needs	CT State	73% of 17,259 students tested
	West Hartford School District	76% of 446 students tested
	Smith STEM School	56% of 26 students tested

2022 Standard NGSS Assessment Achievement Levels

Performance Level 1

400 - 467

Performance Level 2

468 - 497

Performance Level 3

498 - 534

Performance Level 4

535-599



West Hartford Elementary Schools Comparison Snapshot
Next Generation Science Standards (NGSS) Statewide Assessment
2021-22 School Year

Table 3: West Hartford School District

Grade 5 Scale Score Averages and Achievement-Level Performance

2021-22 School Year

Ct.gov Edsight	Percentage of Level 3 or 4 Proficiency (Met or Exceeded %)	Average Scale Score	Number of 5th Grade Students Tested	
			High Needs ¹	Not High Needs
West Hartford School District	63%	507	225 students 33.5% of all 5th graders	446 students 66.5% all 5th graders

¹Eligible for Free or Reduced-Price Meals, English Learners/Multilingual Learners or Students with Disabilities (F/R, EL or SWD)

Table 4: Top Performing Individual West Hartford Elementary Schools

Grade 5 Scale Score Averages and Achievement-Level Performances

2021-22 School Year

Ct.gov Edsight	Percentage of Level 3 or 4 Proficiency (Met or Exceeded %)	Average School-Wide Scale Score	Number of 5th Grade Students Tested	
			High Needs ¹	Not High Needs
Bugbee School	82.5%	524	11 students 19% of 5th grade	46 students 81% of 5th grade
Norfeldt School	76%	523	14 students 28% of 5th grade	36 students 72% of 5th grade
Braeburn School	73.8%	511	16 students 25% of 5th grade	49 students 75% of 5th grade
Smith STEM School	71.2%	511	33 students 55% of 5th grade	26 students 45% of 5th grade

¹Eligible for Free or Reduced-Price Meals, English Learners/Multilingual Learners or Students with Disabilities (F/R, EL or SWD)

Table 5: Individual West Hartford Elementary Schools with Similar High Needs Percentages

Grade 5 Scale Score Averages and Achievement-Level Performances

2021-22 School Year

Ct.gov Edsight	Percentage of Level 3 or 4 Proficiency (Met or Exceeded %)	Average School-Wide Scale Score	Number of 5th Grade Students Tested		Average Scale Score	
			High Needs ¹	Not High Needs	High Needs ¹	Not High Needs
Smith STEM School	71.2%	511	33 students 55% of 5th grade	26 students 45% of 5th grade	496	527
Whiting Lane School	63.6%	508	22 students 50% of 5th grade	22 students 50% of 5th grade	485	532
Charter Oak International Academy	46.3%	497	39 students 49% of 5th grade	41 students 51% of 5th grade	480	513

¹Eligible for Free or Reduced-Price Meals, English Learners/Multilingual Learners or Students with Disabilities (F/R, EL or SWD)

Compiled by Maggie Beattie Roberts, West Hartford Resident, Magnet Family at Smith STEM School, National Educational Consultant 2

5th Grade Smarter Balanced Statewide Math Assessment
West Hartford Elementary Schools Comparison Snapshot
 2021-22 School Year

Table 6: Grade 5 Vertical Scale Score Averages and Achievement-Level Performances
 2021-22 School Year

Ct.gov Edsight	Total # w/ Scored Tests	Level 1	Level 2	Level 3	Level 4	Average VSS*	Above State Average
State of CT	36,200	36.4%	24.8%	17.6%	21.1%	2493	
West Hartford School District	664	22.4%	19.4%	20.5%	37.7%	2533	+40
Bugbee School	57	<i>approx 17.6%</i>		29.8%	52.6%	2577	+84
Norfeldt School	50	14%	18%	20%	48%	2565	+72
Braeburn School	64	14.1%	15.6	21.9	48.4	2556	+63
Smith STEM School	53	17%	18.9%	28.3%	35.8%	2539	+46
Whiting Lane School	44	31.8%	<i>approx. 22.7%</i>		45.5%	2535	+42
Charter Oak International Academy	80	48.8%	16.3%	12.5%	22.5%	2480	-13

*Overall vertical scale score (VSS)

2022 Smarter Balanced Math Assessment Achievement Levels

Performance Level 1

< 2455

Performance Level 2

2455 - 2527

Performance Level 3

2578 - 2578

Performance Level 4

> 2578