

Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2021–22



Broadview Middle School Danbury School District

203-797-4861 • <https://sites.google.com/a/danbury.k12.ct.us/broadview-middle-school/>

School Information

Grade Range	6-8
Enrollment	1,065
Per Pupil Expenditures ¹	\$10,931
Total Expenditures ¹	\$11,181,976

¹ Expenditure data reflect the 2020-21 school year.

Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2021-22 and include all grades offered by the school.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit <https://edsight.ct.gov>

For district totals, please see the district profile.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2021 Enrollment

	Count	School Percent of Total (%)	District Percent of Total (%)
Female	491	46.1	*
Male	574	53.9	51.5
Non-Binary	0	0.0	*
American Indian or Alaska Native	*	*	*
Asian	47	4.4	5.4
Black or African American	75	7.0	6.8
Hispanic or Latino of any race	652	61.2	59.8
Native Hawaiian or Other Pacific Islander	0	0.0	*
Two or More Races	*	*	3.2
White	255	23.9	24.7
English Learners/Multilingual Learners	261	24.5	31.6
Eligible for Free or Reduced-Price Meals	607	57.0	52.5
Students with Disabilities ²	169	15.9	13.9

² Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ³		Suspension/Expulsion ⁴	
	Count	Rate (%)	Count	Rate (%)
Female	78	15.9	38	7.3
Male	107	18.8	120	20.3
Non-Binary	0	*	0	*
Black or African American	10	13.3	19	24.1
Hispanic or Latino of any race	119	18.3	91	13.3
White	48	18.6	37	14.0
English Learners/Multilingual Learners	48	17.8	42	14.8
Eligible for Free or Reduced-Price Meals	123	20.0	105	15.8
Students with Disabilities	38	22.4	33	18.6
School	185	17.4	158	14.2
District		23.5		8.1

Number of students qualified as truant under state statute: 224

Number of school-based arrests: 0

³ A student is chronically absent if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

⁴ This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	68.4
Paraprofessional Instructional Assistants	4.0
Special Education	
Teachers and Instructors	15.0
Paraprofessional Instructional Assistants	18.0
Administrators, Coordinators and Department Chairs	
School Level	4.0
Library/Media	
Specialists (Certified)	2.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	2.4
Counselors, Social Workers and School Psychologists	7.2
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	21.0

¹ In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	5	4.8	2.2
Black or African American	3	2.9	3.8
Hispanic or Latino of any race	6	5.8	9.2
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	1	1.0	0.1
White	89	85.6	84.7

Classroom Teacher Attendance, 2020-21

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	8.1	8.1

Instruction and Resources

School-Level Expenditures²: 2020-21

	Total (\$)	Per Pupil (\$)
Instruction	\$9,161,808	\$8,956
Support Services - Students	\$407,922	\$399
Improvement of Instruction	.	.
Library and Media Services	\$318,988	\$312
Support Services - Instruction	\$5,188	\$5
Support Services - School-Based	\$554,254	\$542
Operation and Maintenance of Plant	\$733,817	\$717
Transportation Other Than to/From	.	.
Enterprise Operations	.	.
Total	\$11,181,976	\$10,931

Total per pupil expenditures (PPE) including share of district central expenditures is \$15,314.

² Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	0	0.0
Intellectual Disability	0	0.0
Learning Disability	66	85.7
Other Health Impairment	17	73.9
Other Disabilities	*	*
Speech/Language Impairment	16	53.3
School	110	64.7
District		62.6

³ This table includes students ages 6-21 with an IEP or services plan.

School Schedule

Days of Instruction	185
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	1056
Half/Extended Day Kindergarten	N/A

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Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

	English Language Arts (ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	42	58.9	42	49.8	11	*
Black or African American	70	55.0	70	39.3	32	49.1
Hispanic or Latino of any race	595	53.2	595	44.9	193	49.9
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	242	59.5	242	50.4	90	55.4
English Learners/Multilingual Learners	373	48.7	373	42.3	109	45.5
Non-English Learners/Non-Multilingual Learners	609	59.3	609	48.5	225	53.5
Eligible for Free or Reduced-Price Meals	568	52.8	568	44.0	198	48.3
Not Eligible for Free or Reduced-Price Meals	414	58.6	414	49.1	136	54.7
Students with Disabilities	158	37.9	158	30.1	65	40.3
Students without Disabilities	824	58.6	824	49.2	269	53.4
High Needs	716	51.8	716	43.2	236	47.3
Non-High Needs	266	64.6	266	54.0	98	59.4
School	982	55.3	982	46.1	334	50.9

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
Grade 4			
Connecticut	37	30	32
National Public	35	26	25

¹ NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	N/A	70.4	74.2	N/A	691	72.2
Curl Up	N/A	60.6	73.3	N/A	691	66.7
Push Up	N/A	62.3	66.4	N/A	691	64.3
Mile Run/PACER	N/A	74.0	52.0	N/A	691	63.4
All Tests - School	N/A	45.0	42.3	N/A	691	43.7
All Tests - District	47.5	42.3	37.4	35.4		40.8

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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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		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	55.3	75	36.9	50	73.7	64.2
	High Needs Students	51.8	75	34.5	50	69.1	54.2
Math Performance Index	All Students	46.1	75	30.8	50	61.5	58.6
	High Needs Students	43.2	75	28.8	50	57.7	47.7
Science Performance Index	All Students	50.9	75	33.9	50	67.8	61.4
	High Needs Students	47.3	75	31.6	50	63.1	51.3
ELA Academic Growth	All Students	53.2%	100%	53.2	100	53.2	60.4%
	High Needs Students	53.1%	100%	53.1	100	53.1	56.2%
Math Academic Growth	All Students	44.2%	100%	44.2	100	44.2	65.2%
	High Needs Students	45.0%	100%	45.0	100	45.0	59.1%
Progress Toward English Proficiency	Literacy	71.3%	100%	35.7	50	71.3	64.9%
	Oral	69.3%	100%	34.7	50	69.3	57.4%
Chronic Absenteeism	All Students	17.4%	<=5%	25.2	50	50.3	23.7%
	High Needs Students	19.0%	<=5%	22.0	50	43.9	34.0%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	84.8%
	% Meeting Benchmark	.	75%	.	.	.	43.5%
On-track to High School Graduation		80.5%	94%	42.8	50	85.6	82.7%
4-year Graduation All Students (2021 Cohort)		.	94%	.	.	.	89.6%
6-year Graduation - High Needs Students (2019 Cohort)		.	94%	.	.	.	85.2%
Postsecondary Entrance (Class of 2021)		.	75%	.	.	.	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		96.0% 43.7%	75%	29.1	50	58.3	94.0% 45.8%
Arts Access		.	60%	.	.	.	52.4%
Accountability Index				581.3	1000	58.1	

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 Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	64.6	51.8	12.8	16.6	
Math Performance Index Gap	54.0	43.2	10.7	18.5	
Science Performance Index Gap	59.4	47.3	12.0	17.9	
Graduation Rate Gap	

¹ 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.

² 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 (%) ³
ELA	All Students	98.8
	High Needs Students	99.1
Math	All Students	98.8
	High Needs Students	99.1
Science	All Students	98.3
	High Needs Students	98.4

³Minimum participation standard is 95%.

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>