

**STRATEGIC SCHOOL PROFILE 2008-09**

Elementary School K-6 Edition

**Pumpkin Delight School  
Milford School District**DEBORAH J. HERBST, Principal  
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Milford,  
Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

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**TYPE OF SCHOOL**School Type: Traditional/Regular Education  
School Grade Range: K- 5**STUDENT ENROLLMENT**Enrollment on October 1, 2008: 310  
5-Year Enrollment Change: -13.4%**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	67	21.6	13.9	34.2
K-12 Students Who Are Not Fluent in English	15	4.8	3.5	7.0
Students with Disabilities	33	10.6	11.1	10.9
Students Identified as Gifted and/or Talented	5	1.6	1.5	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	107	77.5	82.5	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	152	88.4	91.3	84.8

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	1,041	988

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

**Type of Kindergarten:** This school offers full-day kindergarten.

Average Class Size	School	District	State
Kindergarten	17.1	17.4	18.3
Grade 2	16.0	17.3	19.3
Grade 5	19.5	20.6	21.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	29	30
Computer Education	40	17
English Language Arts	421	427
Family and Consumer Science	0	1
Health <sup>1</sup>	28	22
Library Media Skills	24	18
Mathematics	213	198
Music	27	32
Physical Education	54	40
Science <sup>1</sup>	90	98
Social Studies <sup>1</sup>	90	91
Technology Education	0	2
World Languages	0	12

<sup>1</sup>Interdisciplinary approach

### World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

### Lunch

An average of 30 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	4.8	3.5	7.0
% of Identified Gifted and/or Talented Students Who Received Services	100.0	100.0	78.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	72.7	77.0	80.3

### LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.9	3.1	3.3
% of Computers with Internet Access	100.0	97.9	99.0
% of Computers that are High or Moderate Power	100.0	100.0	94.6
# of Print Volumes Per Student*	31.9	32.7	28.2
# of Print Periodical Subscriptions	20	22	13

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>	
General Education: Teachers and Instructors	21.20
Paraprofessional Instructional Assistants	2.00
Special Education: Teachers and Instructors	2.50
Paraprofessional Instructional Assistants	7.00
Library/Media Specialists and/or Assistants	1.28
Administrators, Coordinators, and Department Chairs	1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	1.40
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	6.60

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.

<b>Teachers and Instructors</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	14.7	14.0	13.3
% with Master's Degree or Above	86.2	86.0	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	7.4	9.6	8.6
% Assigned to Same School the Previous Year	86.2	86.6	83.3

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**HOME AND SCHOOL COMMUNICATION AND SUPPORT**


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**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school's website is devoted to homework pages.

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The following narrative about how this school promotes and supports parental involvement was submitted by this school.

At Pumpkin Delight Elementary School we have several ways in which we communicate with parents regarding student progress. We also inform parents of school and community events through classroom newsletters. Every month the school produces a newsletter which informs the parents of any school activities, dates and information concerning upcoming events. The newsletter is sent home with students and is also posted on the school's website. All school events are posted on the district wide calendar on the Board of Education website. Most teachers have web sites where they post messages and homework assignments on a daily basis. An electronic grade book is also used for student progress reports. Parents are notified of their child's progress through their email addresses. The PTA at Pumpkin Delight is very involved and dedicated to parents, students, and staff. They hold monthly meetings and play an active role in the building when school is in session. The PTA provides several cultural events and hands on science programs throughout the school year for all grade levels. They also fund academic classroom field trips. PTA news can be accessed through the school's website.

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## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.3
Asian American	24	7.7
Black	17	5.5
Hispanic	27	8.7
White	241	77.7
Total Minority	69	22.3

**Percent of Minority Professional Staff:** 2.8%

**Open Choice:** 4 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

**Non-English Home Language:** 10.3% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 15.

### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

At Pumpkin Delight School a strong emphasis has been placed on developing a school culture in which everyone is treated with respect and dignity. Throughout the school year, our students participate in activities to increase their awareness of the diversity of individuals and cultures. The PTA at Pumpkin Delight supports the school's efforts to provide students with a diversified experience. Teachers provide instruction and programs which highlight different countries in our world. We participate in a number of service projects which include the collection of food for the needy, a Hat Day for the American Red Cross, a Math –a – Thon for St Jude's Research Hospital, a collection of winter coats, hats, and mittens for children which are distributed by area organizations. Pumpkin Delight continues to participate in the Project Choice Program and has had students from New Haven Connecticut attending our school. We have implemented an anti-bullying program with a no tolerance approach for both bullying and harassment. We also have a "buddy" program in our school that allows students from different grade levels to work together on projects, to help one another and to get to know each other better. Teachers from different grade levels implement pairing models for certain areas of instruction. We believe that the social and emotional growth of children should be part of a child's experience in school. Character building is practiced daily. and as a result our students learn to interact positively with peers and to respect differences.

### STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	19.4	28.8	33.6	25.5
Grade 6	N/A	N/A	N/A	N/A

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

**Connecticut Mastery Test, Fourth Generation, % Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	76.5	62.3	54.6	87.3
Writing	81.6	76.0	62.5	85.7
Mathematics	81.1	71.6	62.8	80.4
Grade 4 Reading	72.2	67.9	60.7	68.0
Writing	76.9	71.9	64.2	70.7
Mathematics	63.9	64.1	63.6	48.7
Grade 5 Reading	69.2	74.1	66.0	53.8
Writing	70.0	71.8	66.5	53.9
Mathematics	71.8	71.4	68.8	53.4
Science	57.5	61.0	58.1	47.5
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports](http://www.ctreports).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	97.1	96.4	96.2

### Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 1 student was responsible for these incidents. This student represents 0.4% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to [www.sde.ct.gov](http://www.sde.ct.gov), click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	2	0

\* Counts by category may be suppressed to protect student privacy.

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

Pumpkin Delight School continues to develop (AIP) Academic Improvement plans each year. Together as a faculty we analyze both state and district level assessment data. Additionally in response to SRBI, teachers have developed and implemented an R.T.I. model which addresses the individual needs of students in tiers 1, 2 and 3. Through this data analysis grade levels are able to identify areas of strength as well as areas in need of improvement. Teacher teams meet on a regular basis to share instructional strategies to address identified areas of need. In addition to our AIP, Pumpkin Delight staff meets once a month for (CST) Child Study Team. During CST teachers meet across grade levels to create improvement plans for individual students. We recognize that parents are important stakeholders in regard to student improvement and we continue to foster strong home school partnerships. We provide parents with the opportunity to observe lessons so that they are better able to help their children at home. Pumpkin Delight also provides a newsletter called Reading Connections which provides parents with helpful hints and strategies that can be used at home.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

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