

**STRATEGIC SCHOOL PROFILE 2005-06**

Elementary School K-6 Edition

**Pumpkin Delight School  
Milford School District**

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 This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).
 

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**STUDENT ENROLLMENT**

Total Enrollment: 284

5-Year Enrollment Change: -16.2%

**TYPE OF SCHOOL**

School Type: Traditional/Regular

School Grade Range: PK- 5

**SCHOOL NEED**

<b>Current and Past School Need</b>	<b>Year</b>	<b>School</b>	<b>District K-6 Schools</b>	<b>State K-6 Schools</b>
% of Students Eligible for Free/Reduced-Price Meals	2005-06	20.4	14.9	27.6
	2002-03	14.4	14.0	28.8
% of K-12 Students with Non-English Home Language	2005-06	7.9	7.1	13.3
	2000-01	8.6	4.6	13.8
% of Students above Entry Grade who Attended this School the Previous Year	2005-06	87.9	92.4	86.8
	2000-01	90.5	90.0	86.3
	<b>Year</b>	<b>School</b>	<b>District</b>	<b>State</b>
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2005-06	80.5	83.0	79.2
	2000-01	78.1	85.1	74.7

<b>Enrollment in Special Programs</b>	<b>Students in School</b>	<b>Percent in School</b>	<b>% in District K-6 Schools</b>	<b>% in State K-6 Schools</b>
Bilingual Education and English as a Second Language Services (K-12)	11	5.1	3.9	6.7
Compensatory Education	64	22.5	14.5	24.1
Full or Extended Day Kindergarten	41	N/A	N/A	N/A
Gifted and Talented Program	3	1.1	1.4	1.9
Special Education	55	19.4	11.4	11.2
Prekindergarten	70	N/A	N/A	N/A

## STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	17	6.0
Black	21	7.4
Hispanic	28	9.9
White	218	76.8

**Total Minority 2005-06** 23.2%

**Total Minority 2000-01** 9.4%



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

Connecticut law requires that school districts provide educational opportunities for their students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through programs with other schools, distance learning, or other experiences. Below is the description submitted by this school of how it provides such experiences.

At Pumpkin Delight School a strong emphasis has and will continue to be placed on developing a school culture in which everyone is treated with respect and dignity. Throughout the school year, our students participated in activities or were given experiences to increase their awareness of the diversity of individuals and cultures. Units of study within individual classrooms emphasized multicultural awareness, and students were given opportunities to celebrate many cultural holidays. To further expose students to many different cultures, the PTA put on a Multi-Cultural night where students visited many countries while having their passports stamped while traveling to far lands. In addition, this year we received a grant which funds were to educate children on multicultural awareness. This grant provided students with an awareness and appreciation of cultures and customs different from their own. This was achieved through music, dance, and other assemblies. We had a number of service projects which included collections of food, 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 to be distributed by area organizations, and a]the children also had a coin drive to help the victims of Hurricane Katrina. We once again participated in the Project Choice Program and had students from New Haven attending our school. We continued with our anti-bullying program with a no tolerance approach for bullying and harassment. We also had "buddy" programs in our school that allowed students from different grade levels to work together on projects, to help one another, and to get to know each other better.

## SCHOOL RESOURCES

<b>Instructional Time*</b>	<b>School</b>	<b>District K-6</b>	<b>State K-6</b>
Total Hours of Instruction Per Year	1,014	1,014	988

\*State law requires at least 900 hours for grades 1 through 12 and full-day kindergarten, and 450 hours for half-day kindergarten.

### TECHNOLOGY



<b>% of Classrooms, Libraries, and Laboratories Wired for:</b>	<b>School</b>	<b>District K-6</b>	<b>State K-6</b>
Video	4.5	0.7	63.0
Voice	0.0	0.0	72.3
Internet Access	100.0	100.0	96.5
Multi-Room Network (LAN)	100.0	100.0	77.3

<b>Computers</b>	<b>School</b>	<b>Dist K-6</b>	<b>State K-6</b>
# of Students Per Academic Computer	2.9	3.4	3.9
% of Computers that are High or Moderate Power	54.6	50.4	80.8
% of Computers with Internet Access, All Speeds	100.0	99.4	96.5
% of Computers with High Speed Internet Access	100.0	99.4	95.4
% of Internet Computers with Filtering Software	100.0	100.0	97.6

This school does not have a functional satellite link.

### LIBRARY MATERIALS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library.

<b>Print and Non-Print Materials</b>	<b>School</b>	<b>Dist K-6</b>	<b>State K-6</b>
# of Print Volumes Per Student*	36.5	33.9	27.2
% of Print Volumes Purchased in the Last Three Years	18.2	14.5	13.6
# of Print Periodical Subscriptions	24	24.3	15.1
# of Non-Print Materials	113	212.4	408.8

\*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.

### STAFFING RESOURCES



<b>Average Class Size</b>		<b>School</b>	<b>District</b>	<b>State</b>
Gr. K	2005-06	20.5	19.0	18.3
	2000-01	16.0	17.5	18.1
Gr. 2	2005-06	15.5	18.2	19.7
	2000-01	16.0	17.4	19.5
Gr. 5	2005-06	16.0	19.9	21.2
	2000-01	23.0	20.4	21.7

<b>School Staff Count Full-Time Equivalent</b>	<b>2005-06</b>	<b>2004-05</b>
# of Certified Staff		
Teachers	23.0	23.0
Administrators	1.0	1.0
Department Chairs	0.0	0.0
Library/Media Staff	0.6	0.6
Counselors, Social Workers, and School Psychologists	1.6	1.6
Other Professionals	3.0	3.0
# of Non-Certified Instructional	12.6	18.5

<b>Professional Staff Race/Ethnicity</b>	<b>2005-06</b>	<b>2004-05</b>	<b>2000-01</b>
% Minority	0.0	0.0	0.0
<b>Professional Staff Experience and Training</b>	<b>School</b>	<b>District K-6</b>	<b>State K-6</b>
Average Number of Years Experience in Connecticut	14.3	12.4	12.8
% with Master's Degree or Above	89.7	81.1	80.5
% Trained as Mentors, Assessors, or Cooperating Teachers	20.5	26.5	30.4

## SCHOOL PROCESSES

Selected Subject Areas, Grade 5	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art*	27	30	32	No
Computer Education*	20	20	17	Yes
English Language Arts*	421	421	425	Yes
Family and Consumer Science	0	0	1	N/A
Health*	38	31	23	No
Library Media Skills*	24	24	19	Yes
Mathematics	213	213	192	Yes
Music*	27	41	34	No
Physical Education	54	36	41	No
Science*	99	99	96	Yes
Social Studies*	99	99	96	Yes
Technology Education	0	0	1	N/A
World Languages	0	0	11	N/A

\*Interdisciplinary Approach

### World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school. In Connecticut, 18.6% of K-6 schools offer world language instruction.

Types of Remedial Instructional Services Provided to Students Lacking Basic Skills	Available in Mathematics	Available in Language Arts
Pull-Out Instruction	Yes	Yes
In-Class Tutorial	Yes	Yes
After School Program	No	No
Summer School (2005)	No	No
Other	No	Yes



### Interactive Distance Learning

This school does not utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interaction through two-way audio and video transmissions.

Student and Teacher Statistics	School	District K-6	State K-6
% of Students Retained in Grade after 2004-05 School Year	1.4	0.8	1.7
Teacher Attendance, 2004-05: Average # of Days Absent Due to Illness or Personal Time	7.8	8.8	8.4
% Certified Staff Assigned to Same School the Previous Year	74.4	84.9	84.5


## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % Meeting State Goal:** The state goal was established with the advice and assistance of a cross section of Connecticut educators. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Connecticut Mastery Test % Meeting State Goal in:	School	District	State	Of All Schools in State	
				Lowest %	Highest %
Grade 3 Reading	62.9	69.3	54.4	2.0	94.3
Writing	65.7	72.6	61.0	2.4	100.0
Mathematics	65.7	72.9	56.3	4.1	100.0
Grade 4 Reading	68.4	66.2	57.8	2.8	96.4
Writing	76.3	71.7	62.8	2.8	96.1
Mathematics	65.8	70.9	58.8	3.4	96.4
Grade 5 Reading	57.6	68.1	60.9	0.0	97.1
Writing	45.5	69.0	65.0	5.6	98.3
Mathematics	66.7	66.8	60.7	0.0	100.0
Grade 6 Reading	N/A	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, 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.

Physical Fitness % Passing All 4 Tests	School	District	State
 Grade 4	5.4	31.9	33.6
Grade 6	N/A	N/A	N/A

Student Attendance	School	District K-6	State K-6
% on October 1, 2005	96.1	96.0	96.5

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**EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS**

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Below is a summary, submitted by this school, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

In addition to its kindergarten through grade five classes, Pumpkin Delight School has preschool classes accredited by the National Academy of Early Childhood Programs, a Family Resource Center, and an after school child care program operated by the YMCA.

We have a PTA that has generously funded fine arts programs, field trips, a yearly reading incentive program, School Family Community Partnership activities, and other special events throughout the year for our students in addition to devoting hours of volunteering at our school. PDS' Action Team for Partnership has worked on several initiatives that included our annual reading incentive program, and other ways to create a bridge that connects school to home interaction focused on teaching and learning. Through the efforts of our partnership committee, we received a grant allowing us to provide special events related focused on ways in which parents could help their child to improve his/her reading skills. In addition, a workshop was presented to two groups of pre-k parents. During this workshop, parents were given strategies and helpful hints to help develop their child's early literacy skills. They were also given several books to read to their child.

At Pumpkin Delight School, emphasis was and will continue to be placed on everyone being treated with respect and dignity. Our social worker continued to work on our anti-bullying program. In addition, our social worker along with our school psychologist started peer mediation." We also have a Child Study Team that meets on a regular basis to address the academic and emotional needs of our students. The team recommended strategies and interventions that were then implemented to address the needs of individual students. Our fourth and first grade students participated once again in a "buddy" program that allowed students from the different age groups to spend time together to work on special projects and to help one another.

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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. For instance, character education or programs designed to improve school climate may be described.

Strategic School Profiles may be viewed on the internet at <a href="http://www.state.ct.us/sde">www.state.ct.us/sde</a> . A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.
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