

**Central
Elementary School**

Belen Consolidated Schools

Sponsor of

**D.A.Y. Tutorial
Program**

Final Report Academic Year 2006 – 2007

6 teachers from Central Elementary School tutored a total of 38 students in small groups averaging 6 students per tutor. Students were selected from Grades 4 through 6 for tutoring in reading or math.

Sessions were held before or after school for one hour twice a week. Students were assessed at the beginning and end of the tutorial program.



Teachers select their own 6 students.

**Direct Action for Youth
(D.A.Y.) Foundation®**
P.O. Box 1071
Placitas, NM 87043

Established 1996

Our mission is to improve the reading and math skills of elementary school students

Testing Instruments

- STAR Reading Test
- STAR Math Test

**“More Time to
Teach”**

Benefits

- Small group setting
- Quiet environment
- Individualized instruction
- Fosters closer teacher-student relationship

Results

- 38 students (100%) made gains in reading or math skills
- 23 students (61%) gained one or more years in reading or math ability
- 16 students (42%) ended the program at or above grade level

Attendance

Students averaged 29 hours of tutorial instruction.
24 students maintained perfect or near-perfect attendance.

Central Speaks:

- “The students that I worked with were able to carry reading over into all the other content areas. I saw students run to be the first to pick up their books and help their classmates in ways they never have before.”

Latayah Roybal, 5th Grade Teacher

- “Students actually looked forward to the end of the day so that they could catch up on skills in a more relaxed environment. This program is great. They love it!”

Lorena Torrez, 6th Grade Teacher

- “The DAY Scholar’s Program really helped my reading students. Their comprehension and their grasp of the concepts were really evident.”

Cathy Goodman, 5th Grade Teacher

ADELANTE NOW FOUNDATION

P.O. Box 0 Albuquerque, NM 87103 Phone: (505)242-2050

Central Elementary School

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D.A.Y. Tutorial Program

Final Report Academic Year 2007– 2008

7 teachers from Central Elementary School tutored a total of 49 students in small groups averaging 7 students per tutor. Students were selected from Grades 4 through 6 for tutoring in reading or math.

Sessions were held before or after school for one hour twice a week. Students were assessed at the beginning and end of the tutorial program.



Teachers select their own 7 students

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Testing Instruments

- STAR Reading Test
- MAPS Leveled Testing

“More Time to Teach”

Results

- 46 students (94%) made gains in reading or math skills
- 31 students (63%) gained one or more years in reading or math ability
- 10 students (20%) met standard at grade level

Benefits

- Small group setting
- Quiet environment
- Individualized instruction
- Fosters closer teacher-student relationship

Attendance

Students averaged 34 hours of tutorial instruction.
26 students maintained perfect or near-perfect attendance.

Central Speaks:

- “The effect of this program on student confidence is tremendous. I have students who were quite shy when they entered at the beginning of the year who are so confident now.”
Lorena Torrez, 6th Grade Teacher
- “Each of my students went up in their math grade but more importantly grew in confidence and knowledge that math was not as difficult as they once believed.”
Bethany Gonzales, 6th Grade Teacher
- “Because the tutoring students were from my own classroom I was able to put my understanding and knowledge into a plan that addressed their personal weaknesses and strengths.”
Antonia Baldwin, 4th Grade Teacher

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Central Elementary School

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Final Report Academic Year 2008 - 2009

6 teachers from Central Elementary School tutored a total of 37 students in small groups averaging 6 students per tutor. Students were selected from Grades 4 through 6 for tutoring in reading or math.

Sessions were held before or after school for one hour twice a week. Students were assessed at the beginning and end of the tutorial program.



Teachers select their own 6 students.

Testing Instruments

- STAR Math Test
- MAPS Leveled Testing

“More Time to Teach”

Benefits

- Small group setting
- Quiet environment
- Individualized instruction
- Fosters closer teacher-student relationship

Results

- 35 students (95%) made gains in reading or math skills
- 26 students (70%) gained one or more years in reading or math ability
- 20 students (54%) met standards at grade level

Attendance

Students averaged 31 hours of tutorial instruction.
23 students maintained perfect or near-perfect attendance.

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Established 1996

Our mission is to improve the reading and math skills of elementary school students

Central Speaks:

- “The students have opened up, worked hard and learned to ask questions. After previewing a lesson with my DAY scholars they were able to help other students in class to finish the assignment.”

Clairissa Nicholas, 5th Grade Teacher

- “The connections I make with my students in DAY Scholars Club carry over into our regular classroom enabling these students to be in step with their peers.”

Antonia Baldwin, 4th Grade Teacher

- “I was able to review and explain the math process over and over using different examples. In time I noticed their grades improving, their confidence increased and they would encourage each other to take challenges and think positive.”

Therese Williams, 5th Grade Teacher

**Central
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Belen Consolidated Schools

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**DAY Tutorial
Program**

Final Report Academic Year 2009 - 2010

5 teachers from Central Elementary School tutored a total of 32 students in small groups averaging 6 students per tutor. Students were selected from Grades 4 through 6 for tutoring in reading or math.

Sessions were held before or after school for one hour twice a week. Students were assessed at the beginning and end of the tutorial program.



Teachers select their own 6 students.

**Direct Action for Youth
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 Placitas, NM 87043

Established 1996

Our mission is to improve the reading and math skills of elementary school students

Testing Instruments

- ◆ STAR Reading
- ◆ MAPS Leveled Testing

“More Time to Teach”

Results

- ◆ **29 students (91%) made gains in reading or math skills**
- ◆ **16 students (50%) gained one or more years in reading or math ability**
- ◆ **10 students (31%) met standards at grade level**

Benefits

- ◆ Small group setting
- ◆ Quiet environment
- ◆ Individualized instruction
- ◆ Fosters closer teacher-student relationship

Attendance

Students averaged 32 hours of tutorial instruction.
 21 students maintained perfect or near-perfect attendance.

Central Speaks:

- ◆ “As usual my fifth grade students did not want the DAY Scholars Club to end! They seem to blossom in math skills as the year goes along.”

Cathy Goodman, 5th Grade Teacher

- ◆ “It was great to have students who at the beginning of the year struggled and never raised their hands now mentoring and helping out their classmates. It was such an enriching experience for me and my students.”

Latayah York, 5th Grade Teacher

- ◆ “My tutoring students still ask to come in early and work even though the program ended sometime back. I thoroughly enjoyed this experience.”

Catherine Forde, 6th Grade Teacher

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Final Report Academic Year 2010- 2011

4 teachers from Central Elementary School tutored a total of 22 students in small groups averaging 6 students per tutor. Students were selected from Grades 4 through 5 for tutoring in math.

Sessions were held before or after school for one hour twice a week. Students were assessed at the beginning and end of the tutorial program.



Teachers select their own 6 students.

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**1996 - 2011
15 Years of Service**

Our mission is to improve the reading and math skills of elementary school students

Testing Instruments

- MAPS Leveled Testing

“More Time to Teach”

Results

- 22 students (96%) made gains in math skills
- 19 students (83%) gained one or more years in math ability
- 9 students (39%) met standards at or above grade level

Benefits

- Small group setting
- Quiet environment
- Individualized instruction
- Fosters closer teacher-student relationship

Attendance

Students averaged 30 hours of tutorial instruction.
 14 students maintained perfect or near-perfect attendance.

Central Speaks:

- I saw real gains with this group in both testing and in math confidence. They truly believed they were the math “stars” of my room.”

Cathy Goodman, 5th Grade Teacher

- “This is the best time I have ever had with math.” “I like talking to my teacher almost by myself and she helps me.” “Math is awesome!!!”

Mrs. Baldwin’s 4th Grade Students

- I see the light bulbs turning on in class. Students who never raised their hands are now always having their hands up and wanting to answer the questions or do the problem on the board.”

Therese Williams, 5th Grade Teacher

Day Scholar

This year I had a class which was very low in their math skills. They could not show me or explain to me how to subtract when borrowing, they did not know their multiplication facts, or how to divide.

The lack of math skills is the main reason I wanted to have two separate tutoring classes. (Mon., Wed.) (Tues., Thur.) I found it extremely helpful to the students. They needed extra time to practice, practice, and practice. These tutoring classes have helped students gain knowledge, understanding, and calculation math problems. Parents and students have made comments about how tutoring has given them more confidence in themselves and how much more enjoyable math is for them. I see light bulbs turning on in class. Student's who never raised their hands, now are always having their hands up and wanting to answer the questions or wanting to do the problem on the board and showing others how to do the problem.

Parents are noticing their child is happier and want to go to school. I had one student who continued to ask for help he was in the habit of getting his previous teachers to solve the problems for him. During tutoring we worked on having him think and try getting the answer, before getting help. This student was very easily confused. We worked on identifying which step he was getting confused on. It was hard for him to explain why he was confused. With lots of practice his confidence and grades started to climb.

Another student had difficulty with her multiplication facts. I give a 3-5 min, 100 problem, timed multiplication test. I had a young lady who

did horrible at this. She didn't know her facts, and she would get very nervous about the timed test. Through lots of practice she now gets 90's, and her smile is back with the confidence she needed.

This year has been hard having two classes of tutoring, but I see so much growth and confidence in each one of my students. If asked I would do it again. It was worth it. Thank you for giving me this opportunity.

Therese Williams

5th Grade Teacher

Central Elementary