

D. A. Y. Foundation of New Mexico

P.O. Box 1071, Placitas, NM 87043

Jaramillo Elementary
School
Belen Consolidated Schools

Funded by

Adelante Now
Foundation

Final Report Academic Year 2001–2002

18 teachers from the Jaramillo Elementary School tutored a total of 85 students in small groups averaging 5 students per tutor. Students were selected from Grades K through 3 for tutoring in reading skills.

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



Teachers select their own 5 students.

Direct Action for Youth (D.A.Y.)
Foundation of New Mexico

Established 1996

Our mission is to improve
the basic skills proficiency
of public school students

Testing Instruments

- Basic Sight Word Test
- Slosson Oral Reading Test (SORT)
- STAR Reading Test
- Early Prevention of School Failure (EPSF) in kindergarten

“More Time for the Basics”

Benefits

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

Results at Jaramillo

- 80 students (94%) made gains in reading ability
- 12 kindergarteners (100%) improved in number and alphabet recognition
- 35 grade 1 and 2 students (97%) made gains in reading (Basic Sight Word)
- 33 grade 2 and 3 students (89%) made gains in reading (SORT and STAR)

Attendance

Student attendance was well documented. The majority (80%) maintained consistent attendance.

Jaramillo Educators Speak:

- ♦ “I believe that through this program my five struggling second grade students became more confident learners. The parents ... were very grateful for this program as well.”

Ms. Sena-Bussell, 2nd Grade Teacher

- ♦ “These children’s confidence improved a thousand fold. Non-readers became readers. Readers improved by 1 or 2 grade levels.”

Ms. Wallace, Bilingual Teacher

- ♦ “I feel the DAY Scholars program was a success. During the regular school day it’s impossible to reach out to every child the way we should.”

Ms. Romero, 3rd Grade Teacher

- ♦ “I would highly recommend this program. I saw my students shine because I gave them two extra hours a week in a small environment... My students are where they need to be for the 2nd grade.”

Ms. Sanchez, 2nd Grade Teacher

D.A.Y. Tutorial Program™

Jaramillo Elementary School

Belen Consolidated Schools

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**Adelante Now
Foundation**

Final Report Academic Year 2002 – 2003

10 teachers from Jaramillo Elementary School tutored a total of 45 students in small groups averaging 4 students per tutor. Students were selected from Grades K through 3 for tutoring in reading and writing.

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



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elementary school students

Testing Instruments

- Early Prevention of School Failure (EPSF)
- Slosson Oral Reading
- STAR Reading Test

*“More Time to
Teach”*

Benefits

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

Results

- 43 students (96%) made gains in reading/writing skills
- 24 students (53%) gained 0.8 or more years in reading/writing ability (18 gained one full grade level or more)
- 25 students (56%) ended the program at or above grade level

Attendance

Students averaged 26 hours of after-school tutorial instruction. 20 students maintained perfect or near-perfect attendance.

Jaramillo Educators Speak:

- ♦ “I found this program to be a great resource. It gave me a wonderful opportunity to work one on one with my students. This is not always available in a whole-class setting.”

Ms. Gonzales, 2nd Grade Teacher

- ♦ “The DAY Scholars helped my first graders to be more confident learners and ... gave the children the little extra boost they needed to be successful.”

Ms. Chapel, 1st Grade Teacher

- ♦ “The parents were excited to see these children get the extra help they needed. Every single child I worked with improved in number and alphabet recognition.”

Ms. Sanchez, Kindergarten Teacher

- ♦ “Without this program most of my DAY Scholars would never have been able to reach and maintain their academic goals that they had set at the beginning of the year.”

Ms. Meathenia, 3rd Grade Teacher

D.A.Y. Tutorial Program™

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Final Report Academic Year 2004 – 2005

6 teachers from Jaramillo Elementary School tutored a total of 31 students in small groups averaging 5 students per tutor. Students were selected from Grades K through 3 for tutoring in reading.

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.



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Testing Instruments

- ♦ Dynamic Indicators of Basic Elementary Skills (DIBELS)
- ♦ STAR Reading Test

"More Time to Teach"

Benefits

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

Results

- ♦ 31 students (100%) made gains in reading skills
- ♦ 16 students (52%) gained one or more years in reading ability
- ♦ 25 students (80%) ended the program at or above grade level

Attendance

Students averaged 28 hours of after-school tutorial instruction. 20 students maintained perfect or near-perfect attendance.

Jaramillo Speaks:

- ♦ "I was able to build a wonderful relationship with these students. I really believe that this program helped to build my students' self-esteem while pushing them to work harder."

Bethany Gonzales, 2nd Grade Teacher

- ♦ "I am always so surprised to see how excited the students are who take part in the program. They ask me now, 'When can we stay after school with you again?'"

Sharon Sena-Bussell, 2nd Grade Teacher

- ♦ "I enjoy tutoring because I see that this extra boost is very beneficial to my students."

Betty Carpenter, 1st Grade Teacher

- ♦ "My students have come a long way! I am very thankful to be a part of their success!"

Lea Vera, Kindergarten Teacher

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Final Report Academic Year 2005 – 2006

7 teachers from Jaramillo Elementary School tutored a total of 31 students in small groups averaging 4 to 6 students per tutor. Students were selected from Grades K through 3 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.



Betty Carpenter's D.A.Y. Foundation Scholars

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1996 - 2006
10 Years of Service

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

Testing Instruments

- ♦ STAR Reading
- ♦ Reading Mastery
- ♦ Saxon Math Assessment
- ♦ Letter / Word Recognition

*"More Time to
Teach"*

Benefits

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

Results

- ♦ 31 students (100%) made gains in reading or math skills
- ♦ 28 students (90%) gained one or more years in reading or math ability
- ♦ 20 students (65%) ended the program at or above grade level

Attendance

Students averaged 34 hours of tutorial instruction. 23 students maintained perfect or near-perfect attendance.

Jaramillo Speaks:

- ♦ "I was amazed at the progress that the children showed from the D.A.Y. Scholar's Program. It really made a difference in their academic performance and it was the factor that pushed some to academic excellence."

Avery Chesser, 2nd Grade Teacher

- ♦ "The student achievement in this group was amazing! The parents of my students loved the program and were disappointed when it ended."

Roxanne Romero, Kindergarten Teacher

- ♦ "This has been a very productive year in my classroom with our tutorial program. I have been able to accomplish better reading scores, improved math scores and better relationships with parents."

Danna Avila, 2nd Grade Teacher

- ♦ "It has been a privilege and an honor to work with your program. I can see what makes it so popular with other educators. I was glad to see the positive outcome it has had on my students."

Stephanie James, 2nd/3rd Grade Teacher

ADELANTE NOW FOUNDATION

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

Jaramillo Elementary School

Belen Consolidated Schools

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D.A.Y. Tutorial Program

Final Report Academic Year 2006 – 2007

6 teachers from Jaramillo Elementary School tutored a total of 34 students in small groups averaging 6 students per tutor. Students were selected from Grades K through 3 for tutoring in reading.

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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Testing Instruments

- ♦ STAR Reading Test
- ♦ Reading Mastery

"More Time to Teach"

Benefits

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

Results

- ♦ 33 students (97%) made gains in reading skills
- ♦ 13 students (38%) gained one or more years in reading ability
- ♦ 22 students (65%) ended the program at or above grade level

Attendance

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

Jaramillo Speaks:

- ♦ "I am so glad I was able to give my chosen six students the opportunity to be in this tutoring program. I chose to work on reading during tutoring time. If students can become good readers all other subjects will come easier."

Geneva Romero-Sanchez, 3rd Grade Teacher

- ♦ "My eaglet scholars are the students that need a little extra time to figure things out. This program is a great way to be able to get more of the one on one time that we teachers crave with our struggling students. I am very proud of the accomplishments they have made."

Salena Tafoya, Kindergarten Teacher

- ♦ "It has been a great pleasure to participate in the DAY Scholar's Program. I have seen great improvements in my students' progress. It has been a growing journey."

Cleo Mow, 1st Grade Teacher

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Final Report Academic Year 2007– 2008

3 teachers from Jaramillo Elementary School tutored a total of 15 students in small groups averaging 5 students per tutor. Students were selected from Grades K through 3 for tutoring in reading.

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Testing Instrument

- ♦ Dynamic Indicators of Basic Literacy Skills (DIBELS)

“More Time to Teach”

Benefits

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

Results

- ♦ 15 students (100%) made gains in reading skills
- ♦ 14 students (93%) gained one or more years in reading ability
- ♦ 9 students (60%) met standard at grade level

Attendance

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

Jaramillo Speaks:

- ♦ “Thank you for such a wonderful program! It made the children who needed extra help feel proud.”

Michelle Sanchez, Kindergarten Teacher

- ♦ “The entire experience helped all of the children excel at reading this school year. I feel it encouraged them to excel in their behavior as well.”

Stephanie Saiz, Kindergarten Teacher

- ♦ “All of my students advanced in their reading skills. My ELL students now have more confidence reading in English.”

Betty Carpenter, 2nd/3rd Grade Teacher

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Final Report Academic Year 2008 – 2009

4 teachers from Jaramillo Elementary School tutored a total of 21 students in small groups averaging 5 students per tutor. Students were selected from Grades K through 3 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.



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Testing Instruments

- ♦ MAPS Leveled Testing
- ♦ Harcourt Assessment
- ♦ Kindergarten Standards Testing

“More Time to Teach”

Benefits

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

Results

- ♦ 19 students (90%) made gains in reading or math skills
- ♦ 9 students (43%) gained one or more years in reading or math ability
- ♦ 16 students (76%) met standards at grade level

Attendance

Students averaged 28 hours of tutorial instruction.
14 students maintained perfect or near-perfect attendance.

Jaramillo Speaks:

- ♦ “My experience with the DAY Tutorial Program has been academically enhancing. Within two weeks the students began growing. They understood clearly the expectations and were able to gain confidence in their ability to do math.”

Cleo Mow, 1st Grade Teacher

- ♦ “The program provided the extra time necessary so that my students could understand concepts that they otherwise would not have been able to grasp.”

Joyce Dominguez, 2nd Grade Teacher

- ♦ “I enjoyed working with the students in a small group setting with no interruptions or distractions. The program gave the students the extra activity time that they truly needed.”

Penny Zapien, Kindergarten Teacher

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Final Report Academic Year 2009 – 2010

3 teachers from Jaramillo Elementary School tutored a total of 18 students in small groups averaging 6 students per tutor. Students were selected from Grades K through 3 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

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Testing Instruments

- ♦ MAPS Leveled Testing
- ♦ Reading Mastery
- ♦ Standard Math Assessment

*“More Time to
Teach”*

Results

- ♦ 18 students (100%) made gains in reading or math skills
- ♦ 7 students (39%) gained one or more years in reading or math ability
- ♦ 14 students (78%) met standards at grade level

Benefits

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

Attendance

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

Jaramillo Speaks:

- ♦ “The small group setting made it possible for me to spend time with each student so they could understand the concept of the day’s lesson. This gave them the confidence to answer in class or ask questions.”

Betty Carpenter, 2nd/3rd Grade Teacher

- ♦ “I am proud of all six children in the group for all their gains but I believe they also gained a love for reading and learning about commitments to a group and to schoolwork.”

Stephanie Saiz, Kindergarten Teacher

- ♦ “I saw a huge improvement in my students. It’s an awesome when you see the lightbulb going off. I enjoyed tutoring this year – I cannot wait till next year.”

Mary Castillo, K/1st Grade Teacher

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4 teachers from Jaramillo Elementary School tutored a total of 23 students in small groups averaging 6 students per tutor. Students were selected from Grades K through 3 for tutoring in reading.

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.



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1996 - 2011
15 Years of Service

Our mission is to improve the
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Testing Instruments

- ♦ DIBELS
- ♦ Reading Mastery
- ♦ MAPS

“More Time to Teach”

Benefits

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

Results

- ♦ 23 students (100%) made gains in reading skills
- ♦ 13 students (57%) gained one or more years in reading ability
- ♦ 13 students (57%) met standards at or above grade level

Attendance

Students averaged 28 hours of tutorial instruction.
15 students maintained perfect or near-perfect attendance.

Jaramillo Speaks:

- ♦ “My students’ growth showed the intervention was successful. The joy on their faces and excitement in their voices when they knew answers the others did not know was priceless.”

Deborah Jackson, 1st Grade Teacher

- ♦ “The children were eager to learn every time we met and were all very well behaved. Each one of their personalities added something to the group and made every day fun and productive.”

Stephanie Saiz, Kindergarten Teacher

- ♦ “Thank you so much for making this program possible. I can hardly wait for next year.”

Betty Carpenter, 2nd/3rd Grade Teacher

This was my 11th year teaching Scholars in the morning.

I had six students, who were very faithful in attending in tutoring on Tuesdays and Thursday. I had two second graders and four third graders.

This year I tutored reading in Spanish. I used the Tesoro text. My students were reading Treasures in their reading classes. I decided to read the same story in Spanish that they were reading in English. This helped my students understand the story better because they learned the vocabulary in Spanish. Spanish is their first language, so when they read the story in English they comprehended the story better. We also worked on writing skills. Their spelling scores went up as well as their Maps scores in reading and language.

I took a survey and asked parents and their reading teachers if they saw a difference with their reading skills from Oct to March. They all answered Yes! One teacher said, " Cesar is doing amazing! He has grown so much this year! I am so proud of him" !.Another said, "Daniela is a wonderful student, not only has her class average in spelling, language and reading advanced, but Daniel's confidence has really grown a s well, She reads louder and with more confidence in whole group"

I asked parents if bringing their child by 7:15 am was difficult and they all answered no, they would like to do again next year.

Thank You so much for making this program possible, I can hardly wait until next year.

Mrs. Betty Carpenter

Jaramillo Elementary