

*Neighbour
to
Neighbour*

KIDS CAN SUCCEED

Reading Tutor Program

2014-2015
ANNUAL REPORT

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Director of Educational Programs

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Message From:

The Director of Educational Programs

Learning to read is a difficult task that requires a very complex series of events to take place in three sections of the brain. First a child must learn the connections between approximately 44 sounds of the spoken language (phonemes) and the 26 letters. Then they must learn how to connect or translate printed symbols (letters & patterns) into sounds. In addition, they need to learn that segmented units of speech contain phonics. Third, a section of the brain then builds a registry of words. Three different sections of the brain are involved in this process - the one that recognizes phonetic sounds, the one that sees them as words, and the one that remembers the words. Or, as simply put by one of the children in the program:

“I learned how to read, I didn’t know how to read and then something just hit me.”

I hope you will feel inspired by the stories presented in this report. Remember that every reading level represents a child and that every child has a story. We endeavor to show you the process as children acquire the skills to learn to read, become better readers and eventually read to learn.

Our volunteer tutors get to experience amazing moments working with the children and I envy them. They don't always get to see the “aha” moment; when all three sections of the brain are engaged, but that's not the entire point of this program. Our tutors build relationships while they build vocabulary and that makes all the difference.

Success is what happens when schools are open to community partnerships, parents are willing to engage in their children's education and folks who love reading and learning share their time and talent.

I can only hope that as you read through this report something just hits you and that you believe, as we all do, Kids Can Succeed.

Deban Brunette

Director of Educational Programs

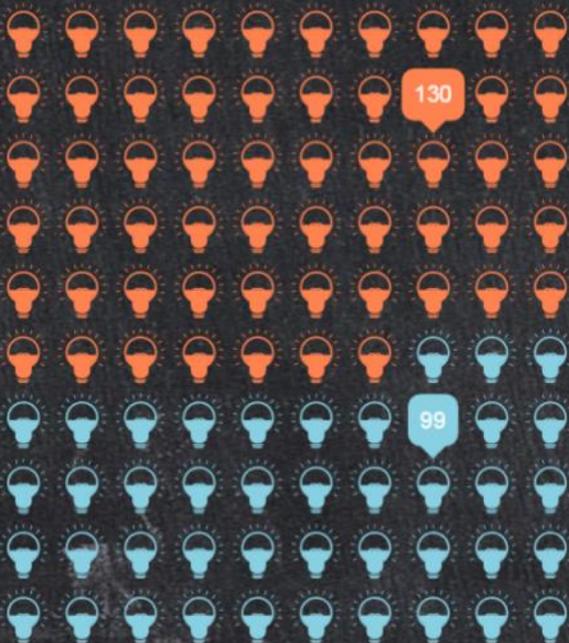


At a Glance

"I continue to believe that if children are given the necessary tools to succeed, they will succeed beyond their wildest dreams!"

- David Vitter

Quick Look 2014-2015



■ Males in Program (57%) ■ Females in Program (43%)

32%

STUDENTS MET OR EXCEEDED GRADE LEVEL

95%

IMPROVED READING SCORES

114

DEDICATED VOLUNTEERS

6138

DONATED VOLUNTEER HOURS

Committing to Community

Our Mission

To alleviate and prevent poverty by helping our neighbours at risk

Our Vision

Leading poverty prevention in our neighbourhood

Our Values

Respect & Dignity
Innovation & Leadership
Partnership & Collaboration
Integrity & Accountability

Our Commitment

Over the last 12 years the *Neighbour to Neighbour (N2N) Kids Can Succeed Reading Tutor Program* has endeavored to improve the reading skills of children who are reading below grade level and are under-resourced. Our ultimate intention is to create a relationship between the students and their tutors that enable both to grow and learn from one another. For the children, an adult who believes in them and their potential is paramount to increasing self confidence. For our tutors, working one-on-one with the children allows them to address individual needs. To date, 466 volunteers have provided over 2000 students with one-on-one support to increase their reading skills, build their self confidence and foster an appreciation of literature and provide positive role models.



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Goals & Outcomes



#1

To improve the reading skills of under-resourced children in Grades 1-3 who are reading below grade level

✓ 95% of the students who reported data showed improvement in their reading skills since admission into the program

#2

To increase a child's self confidence through one-on-one support in comprehension and decoding skills

✓ 86% of students reported feeling improvement in reading & 85% of parents and teachers reported noticing an increase in their child's self-confidence

#3

To foster a love of reading, an appreciation of literature and provide positive role models

✓ 85% of the students surveyed reported that they enjoyed reading "a lot"

Program History

Since 1986 Neighbour to Neighbour Centre has been working to break the cycle of poverty on the Hamilton Mountain.

How We Started

Resource Counselors at Neighbour to Neighbour Centre reported that many clients discussed the need for literacy assistance for their children. In response to this need, Neighbour to Neighbour developed a tutoring program with the help of a small group of educators and community members in addition to a generous grant from the Halo Foundation. In 2003, the program was piloted with three retired teachers and 15 students at R. A. Riddell. The outcomes from the pilot were positive, resulting in higher reading levels for the children with an increase in their self-confidence.

Today, the *Kids Can Succeed Reading Tutor Program* is partnered with 14 schools within the Hamilton-Wentworth District School Board (HWDSB) and the Hamilton-Wentworth Catholic District School Board (HWCDSB). It serves to aid 229 children in furthering their academic success.

Yearly Growth

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Students	15	70	123	174	188	217	218	201	208	216	223	229
Volunteers	3	23	61	87	90	96	118	105	104	110	121	114
Volunteer Hours	229	1518	4375	4409	4573	4807	5920	5847	6087	5313	5503	6138
Partnered Schools	1	2	5	7	8	10	10	10	12	12	14	14

Celebrating Success

Gifts, Gratitude and Great Fun!

We recognize the dedication put forth by schools, staff, tutors and especially students. This is why we feel the need to celebrate success! Our success celebrations take place at all partnered schools in June. Each celebration is indicative of the culture of the school. However, all serve to honour the success of the students, the commitment of the tutors and the support of the entire community. Each year, we invite all partners including members of the school community, board staff, trustees, funders/donors and media to the presentations to honour and encourage students. At our celebrations, we gift bags of books and school supplies to students to encourage reading and offset costs of school supplies for parents.

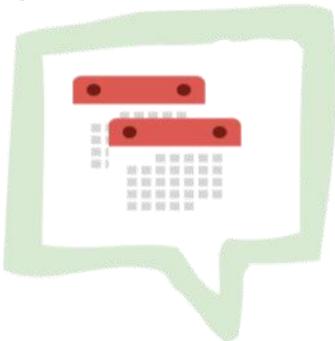
6.1 The Summer Slide

Celebrating success is not only a form of recognition of communal efforts, it is an endeavor to encourage students to continue reading over the summer. Research shows that many students' literacy levels regress throughout the summer months, this is known as the Summer Slide.

Concerned about the declining literacy levels among students returning to school after the summer, John Hopkins University sociologists developed a longitudinal study which followed children

from grade 1 through to age 22 to track their results in educational development. Especially at risk for decline were the under-resourced students who had little opportunity for summer education.

To combat the Summer Slide, the *Kids Can Succeed Reading Tutor Program* gives book bags, specifically prepared for each student, to encourage summer reading. This year, each book bag consisted of 3 books; a fiction, non-fiction and special interest.



On average, under-resourced children fall behind on **2** months of progress during the summer



2/3 of the 9th grade achievement gap in reading can be explained by unequal access to educational programs in elementary school years



Students who do not read proficiently by grade three are **4** times less likely to graduate with a high-school diploma

6.2 Flourish in the Summer Months

Provide Reading Material

Encourage reading by providing books that are both educational and fun. Kids are more likely to read what interests them. This way they will have fun and progress in their literacy skills at the same time. Check out your local library for great books, summer reading programs and educational activities.

Start Small

Reading just 4 to 6 books over the summer has the potential to stop the Summer Slide and keep children on track with the progress they have made throughout the year. Take small steps until reading eventually becomes part of the daily routine.

Make it Fun

In this technological age we find it difficult to pull children away from electronic devices. Install free reading apps and interactive literacy games to merge learning with play and implement a small rewards system when new levels are achieved.

Get Involved!

Children learn by example. The simple sight of seeing an individual read the paper can be encouraging. Take some time to ask them about what they have been reading and what they found interesting about their books. Engaging makes a huge difference!



7

Program Details

7.1 Model & Program Costs

All our Educational Consultants are certified/retired teachers and they ensure we align with curriculum. Our volunteers bring their prior knowledge to the tutoring program, but are trained, mentored and supported throughout their experience. The Educational Consultants are responsible for all volunteer training: initial and on-going, either individually or in small or large groups. Typically, there are 16-20 students and 8-10 tutors per school. Our tutors work one-on-one with students for 20-30 minutes per session, twice a week. They help the students develop their decoding, comprehension and fluency skills through use of prescribed reading strategies and effective praise.

The approximate cost to provide this program is \$7000 per school. This is a very structured program that requires human and financial resources. There is a cost to managing volunteers, but the return on investment (ROI) is incredibly high as evidenced by the comments made by the students, parents and teachers contained in this report. Each tutor team is provided with all the materials necessary to engage the students in reading: leveled reading materials, (books & booklets), tutoring bins filled with manipulatives: foam letters, wipe-boards, workbooks, pencil crayons, markers, word cards, literacy games, phonics cards, logbooks, bookmarks, and the eagerly anticipated and highly prized stickers.

7.2 Admission Requirements

Students are selected by teachers at their allotted schools, in accordance with the following criteria:

- Are in grades 1 through 3
- Must be reading below grade level, but have shown the ability to progress and would benefit from one-on-one help
- Have not been identified as needing professional intervention
- Must have parental consent to participate in program



7.3 Student Demographics 2015

This past year, there was a total of 250 students enrolled in the *Kids Can Succeed Reading Tutor Program*. However, due to a number of students moving out of their school community and being withdrawn for various reasons, only 229 students were able to report data. In total, 11 students moved and 10 students were withdrawn from the program. The numbers listed throughout the report reflect only the data from the 229 students who remained in program for the full year.

Demographics by Grade

School	Grade 1	Grade 2	Grade 3	Grade 4	Total
G.L. Armstrong	4	6	4	0	14
C.B. Stirling	5	5	6	0	16
Chedoke	6	3	6	1	16
Eastmount Park	6	5	4	0	15
Franklin Road	3	5	7	0	15
Helen Detwiler	0	6	11	0	17
Huntington Park	0	9	6	0	15
Our Lady of Lourdes	4	6	6	0	16
Richard Beasley	5	6	5	0	16
R.A. Riddell	7	6	12	0	25
St. Margaret Mary	4	6	6	0	16
St. Marguerite d'Youville	4	4	8	0	16
St. Michael	0	0	16	0	16
Westwood	4	5	5	2	16
TOTAL:	52	72	102	3	229

Demographics by Gender/ESL

School	Male	Female	Total	ESL
G.L. Armstrong	7	7	14	0
C.B. Stirling	9	7	16	2
Chedoke	5	11	16	1
Eastmount Park	8	7	15	0
Franklin Road	10	5	15	0
Helen Detwiler	10	7	17	5
Huntington Park	11	4	15	0
Our Lady Of Lourdes	10	6	16	0
Richard Beasley	8	8	16	0
R.A. Riddell	15	10	25	9
St. Margaret Mary	13	3	16	1
St. Marguerite d'Youville	9	7	16	0
St. Michael	9	7	16	4
Westwood	6	10	16	6
TOTAL:	130	99	229	28

Demographics by School Board

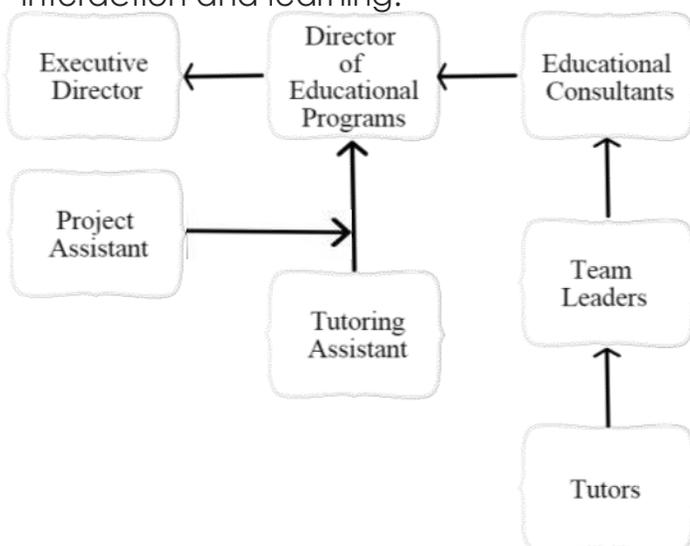
Hamilton-Wentworth District School Board [HWDSB]	Hamilton-Wentworth Catholic District School Board [HWCDSB]
10 Schools	4 Schools
165 Students	64 Students
Grade 1 40	Grade 1 12
Grade 2 56	Grade 2 16
Grade 3 66	Grade 3 36
Grade 4 3	Grade 4 0

Meet Our Leaders



8.1 Staff & Volunteers

This year, *Kids Can Succeed Reading Tutor Program* had a high retention rate for volunteers; a calculated 81%, with only 22 new and valued volunteers. Upon year-end evaluation, it was also discovered that many of our volunteers were doing far more than expected during their time with us. Our goal for next year is to extend volunteer relationships and encourage team building in order for volunteers to fill in for one another. In addition, we seek to hold individual tutoring team meetings to further interaction and learning.



"The volunteers from the program are AMAZING! My son reads everything now. Before this he was really struggling."

- Parent

8.2 Professional Development

New volunteer tutors must participate in the following learning before working with children independently: Neighbour to Neighbour Policies and Procedures - 0.5 hrs | The basics of tutoring, Tutoring Techniques 1- 2.0 hrs | School Tour and Policies – 0.5 hrs | Mentoring session by an experienced tutor who models the session and discusses best practices with the new tutor for the first sessions in the school - 2.0 hrs as required.

Ongoing Training

An in-service is provided in September for all returning tutors to review key concepts and best practices. In addition, we endeavor to enhance the tutoring experience by providing professional development on many levels. These learning opportunities address not only techniques and strategies that support the students, but also personal awareness of how we all learn. These meetings provide an opportunity to interact with other volunteer tutors and share experiences and best practices.

Additional Workshops

Comprehension Strategies, | Word games | Making Connections | Asking Questions | Inference, Synthesizing, Engaging Prior Knowledge/ Experience | What Makes a Successful Reader | Fluency | “A Good Reader is a Good Thinker” | Learning to Read and Reading to Learn | Brain Gym | VAK Learning Styles (Visual, Auditory, Kinesthetic)

Tutor Responsibilities:

- Attend one school, once a week for approximately 2 hours to work with 4 to 5 students.
- Volunteer tutors must be 18 years of age, preferably with a post-secondary education and be able to provide one cleared Vulnerable Sector Police Check with a yearly declaration to follow
- Attend training, orientation sessions, meetings and workshops
- Follow program policies, procedures and instruction provided by the Kids Can Succeed Tutoring Team
- Complete program evaluations, maintain confidentiality and participate in Success Celebrations.

8.3 How to Get Involved

There are many ways to volunteer, including becoming a tutor! If you wish to donate your time and talent to the *Kids Can Succeed Reading Tutor Program*, please visit Neighbour to Neighbour at 28 Athens Street, Hamilton ON, call Deban Brunette at 905-574-1334 ext. 204, or email tutor@n2ncentre.com

Partnerships

Bridging Community

The *Kids Can Succeed Reading Tutor Program* seeks to develop strong partnerships both within and outside the program. The Steering Committee is responsible for decisions that facilitate the planning, implementation and evaluation of the program in each specific school. This committee includes representation from Neighbour to Neighbour Centre, such as the Director of Educational Programs, Educational Consultants and the designated Team Leader for the school. School Contacts may include the school principal, vice-principal, Learning Resource Teacher, Special Education Resource Teacher, Literacy Improvement Project Teacher or classroom teachers. Internal partnership extends to include our front-line trained tutors, as well as behind the scenes volunteers.

We are also excited to be partnered with a number of valued funders who donate directly to the *Kids Can Succeed Reading Tutor Program*.

9.1 Partnered Schools

During the 2014-2015 school year, the *Kids Can Succeed Reading Tutor Program* was partnered with the following fourteen schools:



R.A. Riddell
 G.L. Armstrong
 Eastmount Park
 Westwood
 Chedoke
 Helen Detwiler
 C.B. Stirling
 Richard Beasley
 Huntington Park
 Franklin Road



St. Michael
 Our Lady of Lourdes
 St. Margaret Mary
 St. Marguerite d'Youville

9.2 Evaluation Summary

Response Rates

HWDSB			HWCDSB		
Group	Number	Percentage	Group	Number	Percentage
Students	159/165	96%	Students	64/64	100%
Teachers	49/51	96%	Teachers	20/21	95%
Parents	93/165	56%	Parents	35/64	55%
Tutors	62/69	90%	Tutors	29/31	94%

Overall Response Rates

Group	Number	Percentage
Students	223/229	97%
Teachers	69/72	96%
Parents	128/229	56%
Tutors	91/100	91%

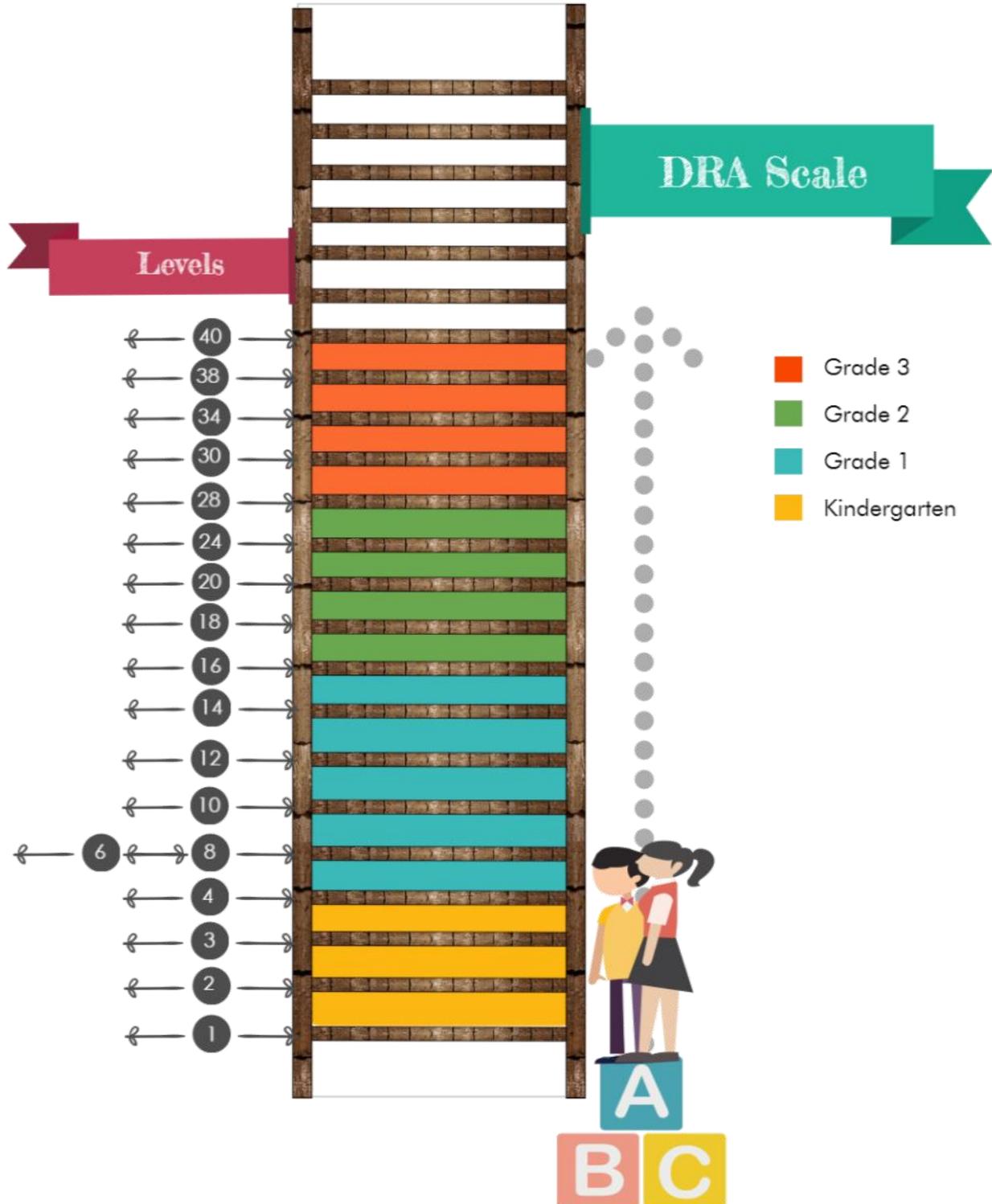
Reading Level Comparison

Grade 1 Reading Levels	Level of Reading Ability					
	KG	Grade 1	Grade 2	Grade 3	Grade 4	Total
Start	49	3	0	0	0	52
Final	12	19	21	0	0	52

Grade 2 Reading Levels	Level of Reading Ability					
	KG	Grade 1	Grade 2	Grade 3	Grade 4	Total
Start	13	51	8	0	0	72
Final	5	16	34	16	1	72

Grade 3 Reading Levels	Level of Reading Ability					
	KG	Grade 1	Grade 2	Grade 3	Grade 4	Total
Start	5	38	55	4	0	102
Final	1	13	35	42	11	102

Grade 4 Reading Levels	Level of Reading Ability					
	KG	Grade 1	Grade 2	Grade 3	Grade 4	Total
Start	0	1	1	1	0	3
Final	0	1	0	1	1	3



10.1

R.A. Riddell

Our school is very fortunate in having such committed volunteers. Your support is invaluable and my students are always thrilled when their N2N tutor arrives.

- Teacher

Quick Look

22/25

Students responded to surveys

32%

of participating students met or exceeded their grade level

100%

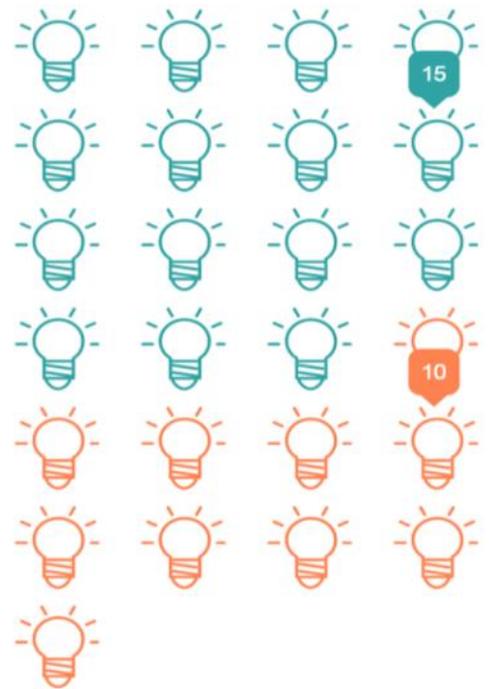
of participating students improved their reading levels

86%

of parents reported a significant increase in their child's self confidence

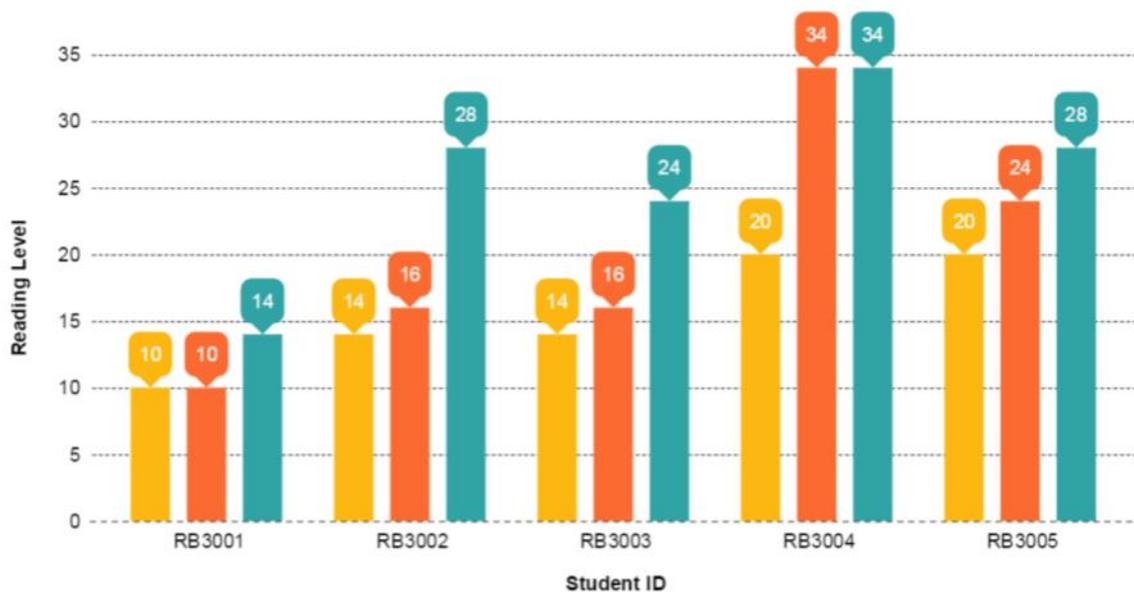
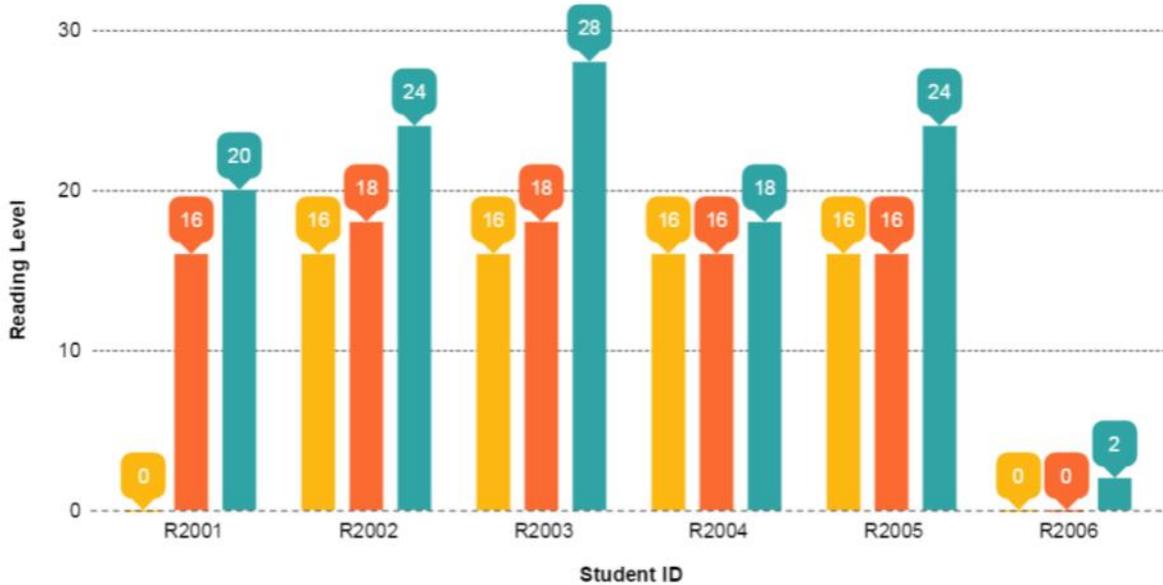
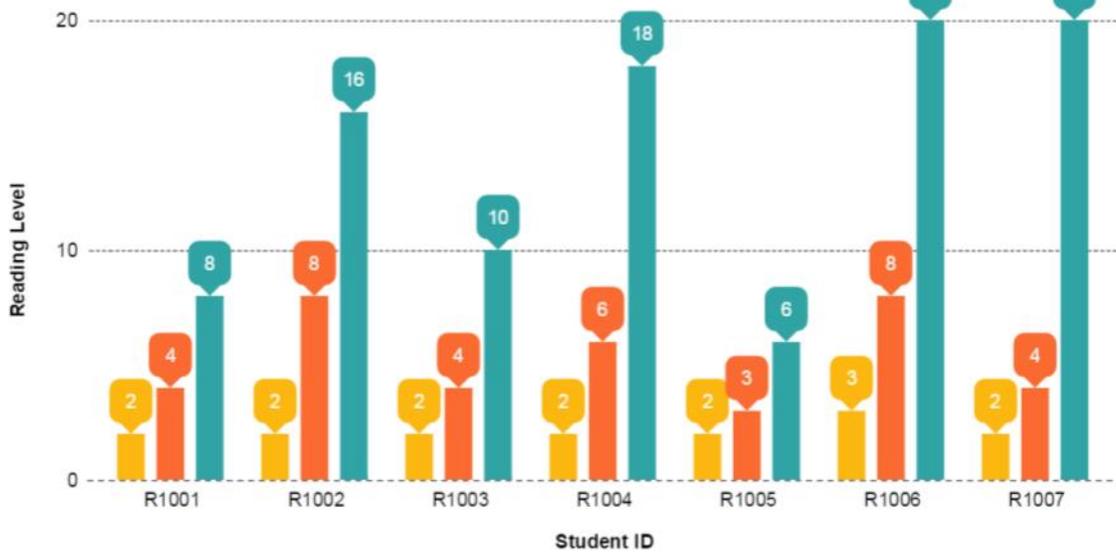
90%

of participating children reported an increased interest in reading



■ Males (60%) ■ Females (40%)

Charting Progress



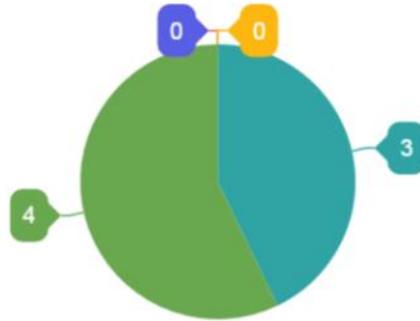
Before & After Comparisons

Grade 1 (Before)



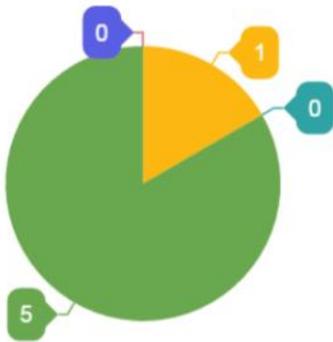
■ K (100%)
 ■ Grade1 (0%)
 ■ Grade 2 (0%)
■ Grade 3 (0%)
 ■ Grade 4 (0%)

Grade 1 (After)



■ K (0%)
 ■ Grade1 (43%)
 ■ Grade 2 (57%)
■ Grade 3 (0%)
 ■ Grade 4 (0%)

Grade 2 (Before)



■ K (17%)
 ■ Grade1 (0%)
 ■ Grade 2 (83%)
■ Grade 3 (0%)
 ■ Grade 4 (0%)

Grade 2 (After)



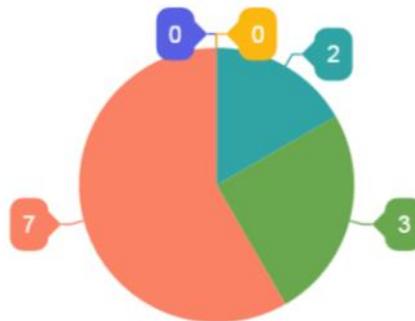
■ K (0%)
 ■ Grade1 (17%)
 ■ Grade 2 (67%)
■ Grade 3 (17%)
 ■ Grade 4 (0%)

Grade 3 (Before)



■ K (17%)
 ■ Grade1 (33%)
 ■ Grade 2 (50%)
■ Grade 3 (0%)
 ■ Grade 4 (0%)

Grade 3 (After)



■ K (0%)
 ■ Grade1 (17%)
 ■ Grade 2 (25%)
■ Grade 3 (58%)
 ■ Grade 4 (0%)

R.A. Riddell

Experience



I learned that now I'm a level 28. I also found it a lot of fun when reading with my tutor because we talk about the book.

- *Student*

We saw a wonderful improvement in my daughter's reading and her excitement to read more. This program works!

Thank you.

- *Parent*



I learned to be an awesome reader! I love to read.

- *Student*



I learned all about firefighters!

- *Student*



The students proudly announce when they move up a level and I'm always hearing positive comments such as: "Can I go first?" or "Just one more book before I go?" There are so many big smiles and easy conversation.

- *Tutor*

The students really enjoyed reading with their N2N volunteers. I have seen an improvement in all of the students attending the program. The volunteers are dedicated and make a huge difference.

- *Teacher*



G.L. Armstrong

10.2



I appreciate the one on one help. Very beneficial!
- Parent

Quick Look

14\14

Students responded to surveys

57%

of participating students met or exceeded their grade level

93%

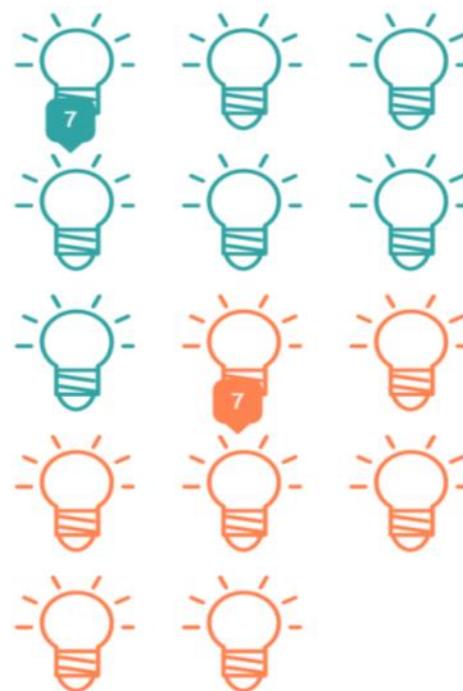
of participating students improved their reading levels

80%

of parents reported a significant increase in their child's self confidence

86%

of participating children reported an increased interest in reading

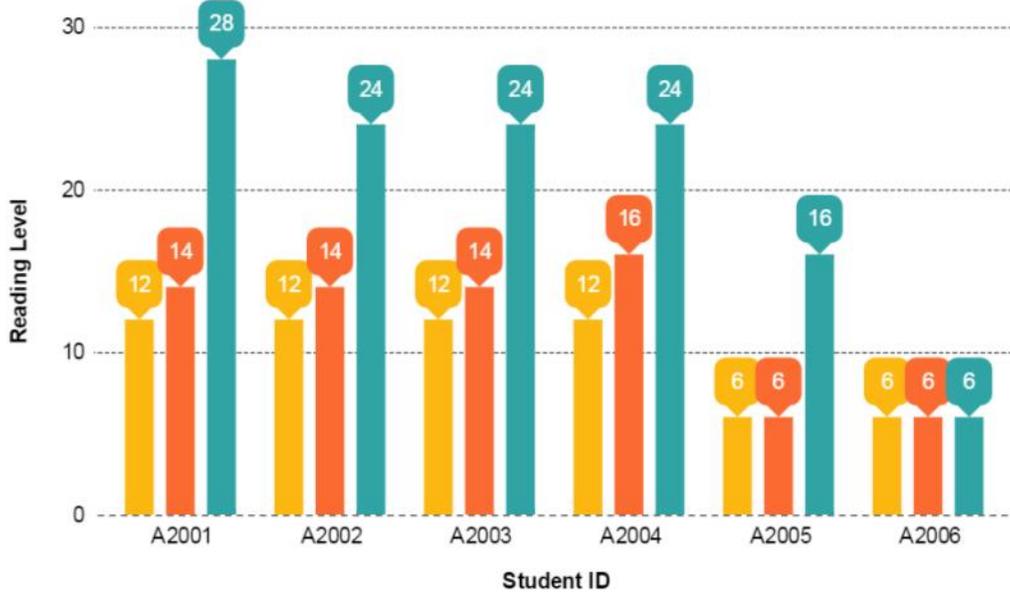


■ Males (50%) ■ Females (50%)

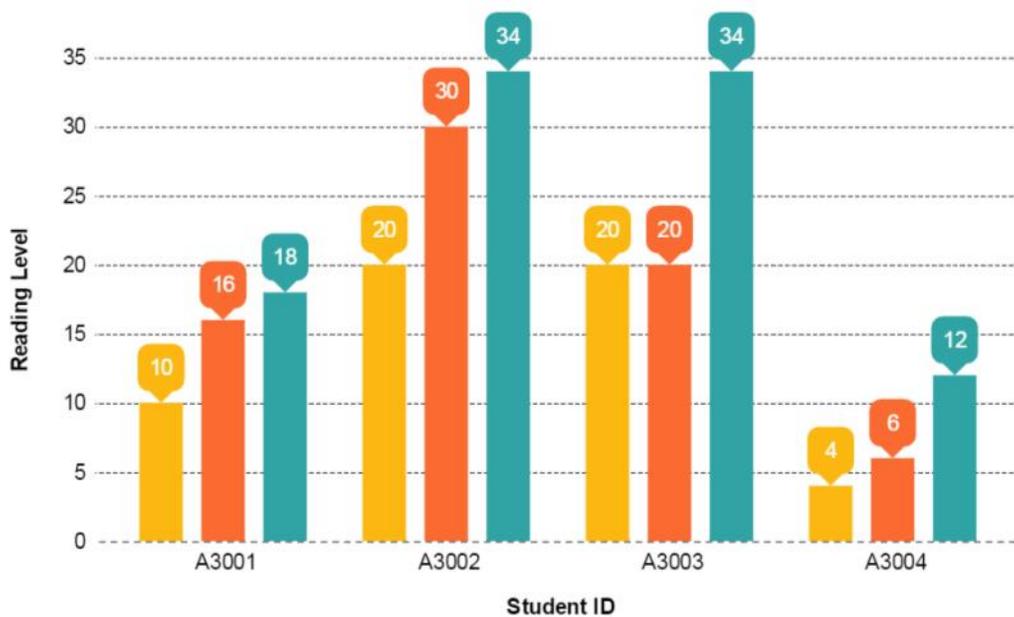
Charting Progress



Grade 1 Scores



Grade 2 Scores



Grade 3 Scores

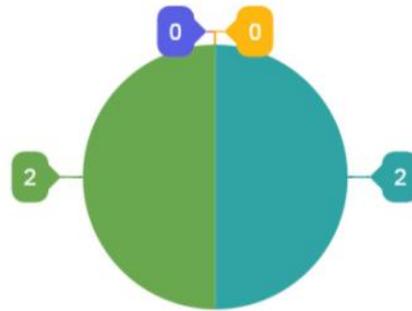
Before & After Comparisons

Grade 1 (Before)



■ K (100%)
 ■ Grade1 (0%)
 ■ Grade 2 (0%)
■ Grade 3 (0%)
 ■ Grade 4 (0%)

Grade 1 (After)



■ K (0%)
 ■ Grade1 (50%)
 ■ Grade 2 (50%)
■ Grade 3 (0%)
 ■ Grade 4 (0%)

Grade 2 (Before)



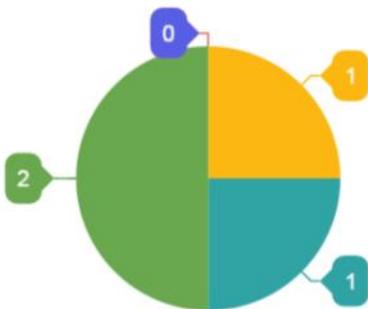
■ K (0%)
 ■ Grade1 (100%)
 ■ Grade 2 (0%)
■ Grade 3 (0%)
 ■ Grade 4 (0%)

Grade 2 (After)



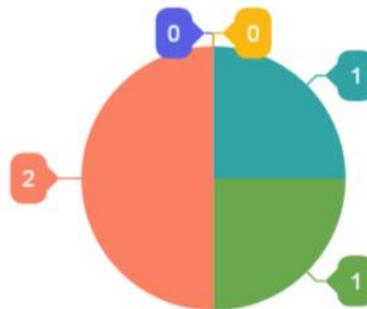
■ K (0%)
 ■ Grade1 (17%)
 ■ Grade 2 (67%)
■ Grade 3 (17%)
 ■ Grade 4 (0%)

Grade 3 (Before)



■ K (25%)
 ■ Grade1 (25%)
 ■ Grade 2 (50%)
■ Grade 3 (0%)
 ■ Grade 4 (0%)

Grade 3 (After)



■ K (0%)
 ■ Grade1 (25%)
 ■ Grade 2 (25%)
■ Grade 3 (50%)
 ■ Grade 4 (0%)

G.L. Armstrong

Experience



They love that someone cares enough about them to give that undivided attention. The encouragement they receive at the end of each session is also valuable. We do everything we can to make it a positive experience and something the student can look forward to.

- Tutor

There were a number of improved reading levels as well as a positive impact across all subject areas.

- Teacher



I have really seen the growth in my student's reading ability this year!

- Teacher





One on one attention given to the student is always helpful. They seem to appreciate it and are generally quite happy to see the tutor which indicates an interest. For most of them the reading improved with each passing month.

- Tutor



We learned about Legos Skyscrapers and buildings. It was lots of fun.

- Student

10.3 Eastmount Park

One student moved up from DRA Level 16 to 34+, which is a huge improvement! As well, the tutors are kind and caring people and I love how they check in with us before and after each session.

- Teacher

Quick Look

15/15

Students responded to surveys

40%

of participating students met or exceeded their grade level

100%

of participating students improved their reading levels

88%

of parents reported a significant increase in their child's self confidence

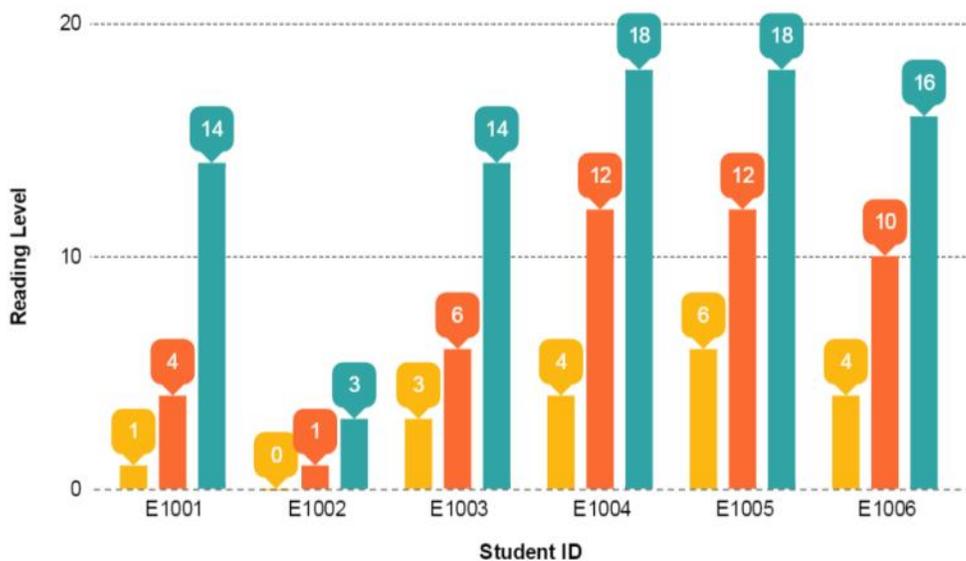
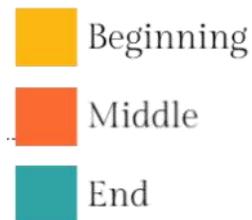
83%

of participating children reported an increased interest in reading

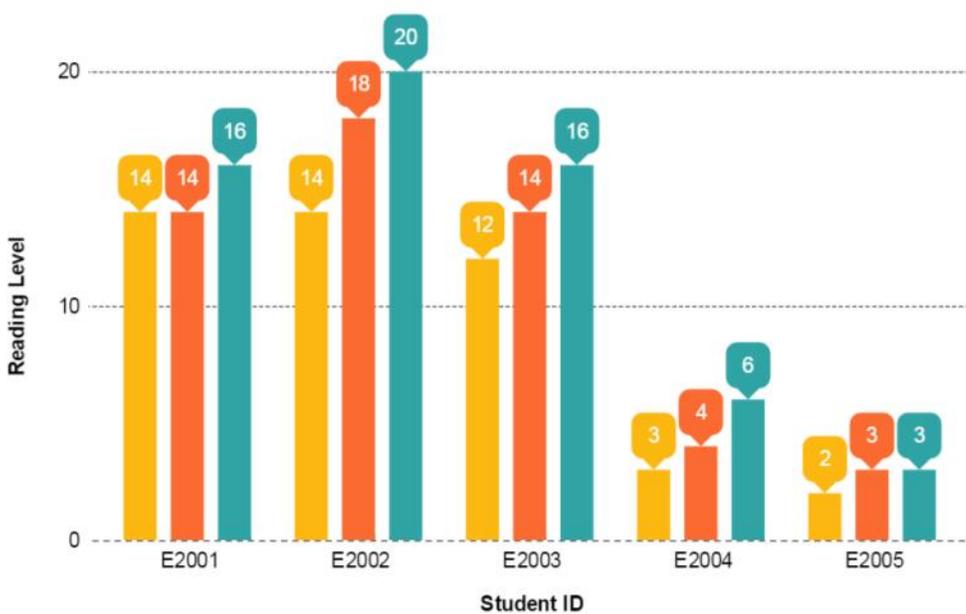


■ Males (53%) ■ Females (47%)

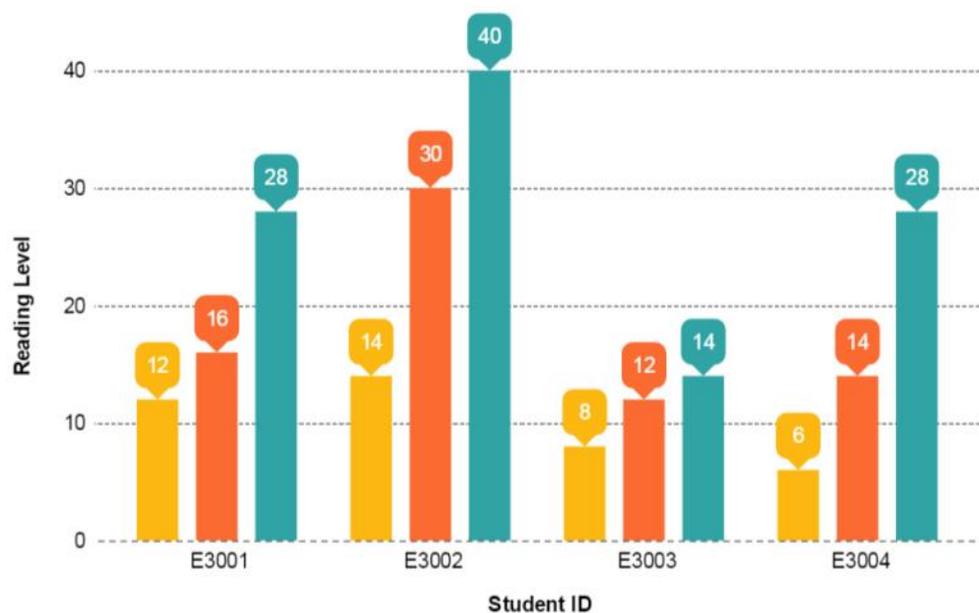
Charting Progress



Grade 1 Scores



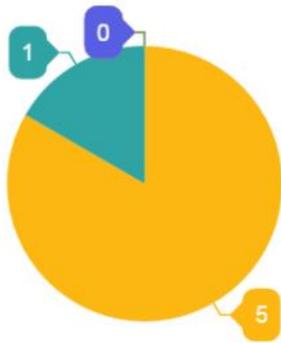
Grade 2 Scores



Grade 3 Scores

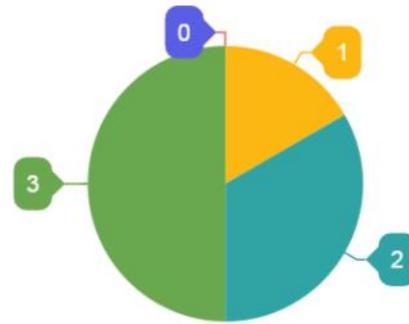
Before & After Comparisons

Grade 1 (Before)



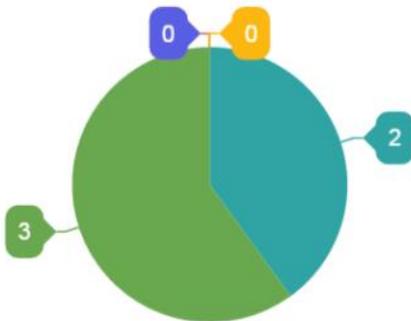
■ K (83%)
 ■ Grade 1 (17%)
 ■ Grade 2 (0%)
■ Grade 3 (0%)
 ■ Grade 4 (0%)

Grade 1 (After)



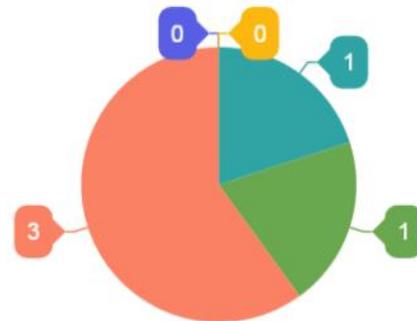
■ K (17%)
 ■ Grade 1 (33%)
 ■ Grade 2 (50%)
■ Grade 3 (0%)
 ■ Grade 4 (0%)

Grade 2 (Before)



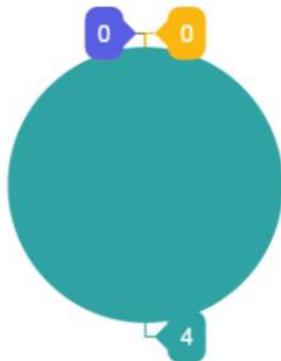
■ K (0%)
 ■ Grade 1 (40%)
 ■ Grade 2 (60%)
■ Grade 3 (0%)
 ■ Grade 4 (0%)

Grade 2 (After)



■ K (0%)
 ■ Grade 1 (20%)
 ■ Grade 2 (20%)
■ Grade 3 (60%)
 ■ Grade 4 (0%)

Grade 3 (Before)



■ K (0%)
 ■ Grade 1 (100%)
 ■ Grade 2 (0%)
■ Grade 3 (0%)
 ■ Grade 4 (0%)

Grade 3 (After)



■ K (0%)
 ■ Grade 1 (25%)
 ■ Grade 2 (0%)
■ Grade 3 (50%)
 ■ Grade 4 (25%)

Eastmount Park

Experience



You get to learn about reading and my tutor helped me with the words when I didn't know them.

- *Student*

Our son now asks to read at night. I see great improvement in his reading, sounding words out and improved self confidence. Thank you!

- *Parent*



Everyone at Eastmount is welcoming and co-operative. It is obvious they value the N2N tutoring program and me as a volunteer. I love dedicating my time there!

- *Tutor*



My child has enjoyed the program immensely. He is more confident and less shy and it is easier for him to express what he knows because of the program.

- Parent

I like to get the stickers at the end. I think I am doing better at my reading.

- Student



Westwood

10.4

I can't tell you how much I appreciate all of the time and effort which has been put into our students. It is their confidence level as a reader that is the most positive thing to see.

- Teacher

Quick Look

15\16

Students responded to surveys

13%

of participating students met or exceeded their grade level

100%

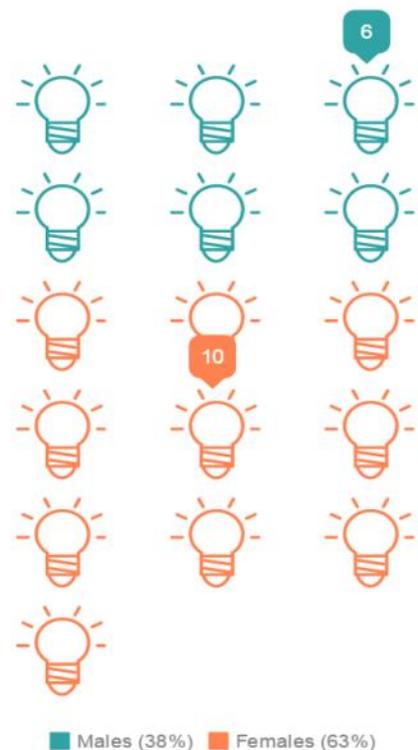
of participating students improved their reading levels

78%

of parents reported a significant increase in their child's self confidence

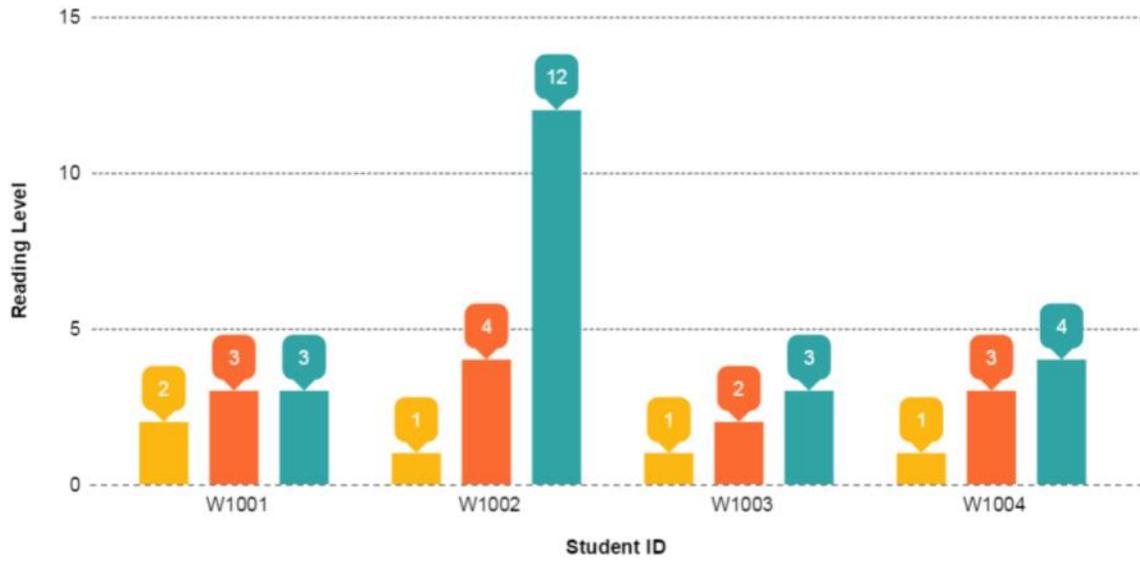
97%

of participating children reported an increased interest in reading

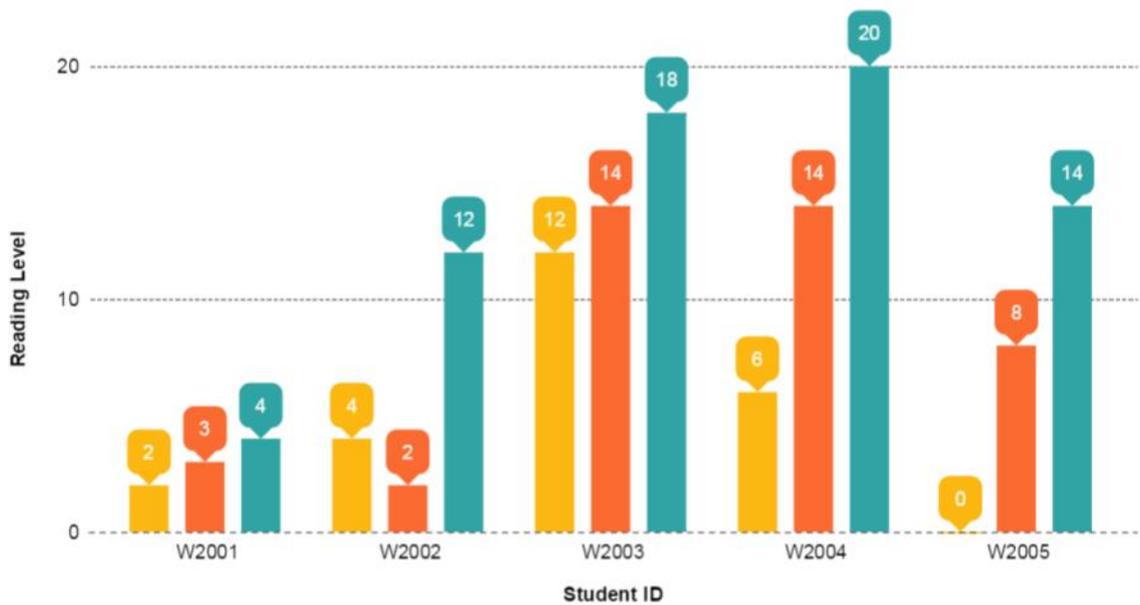


Charting Progress

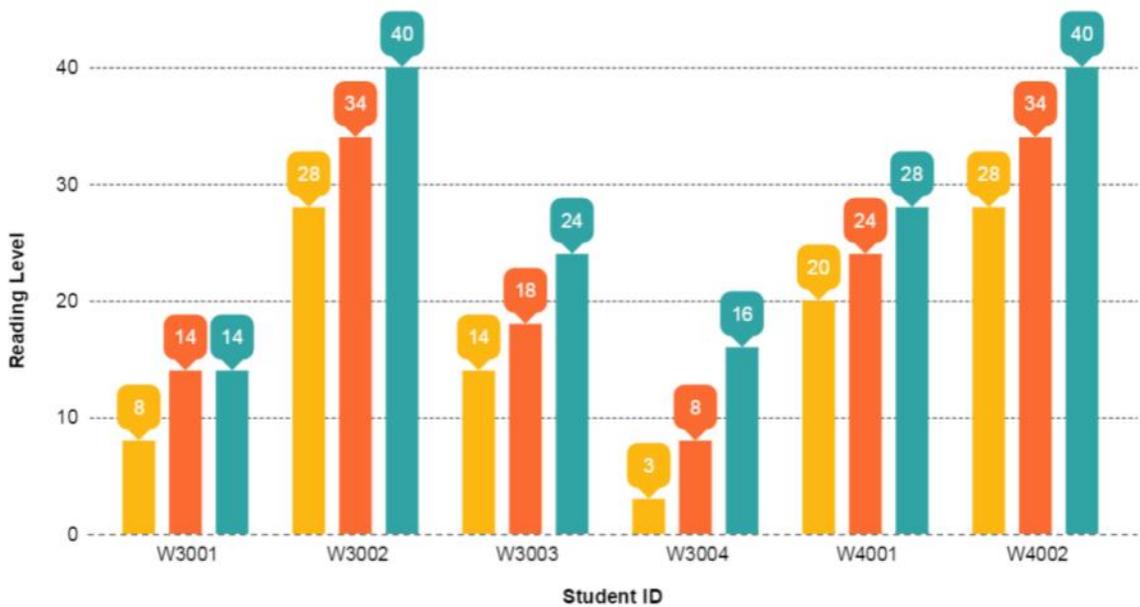
- Beginning
- Middle
- End



Grade 1 Scores



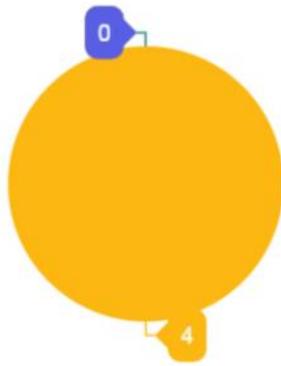
Grade 2 Scores



Grade 3 Scores

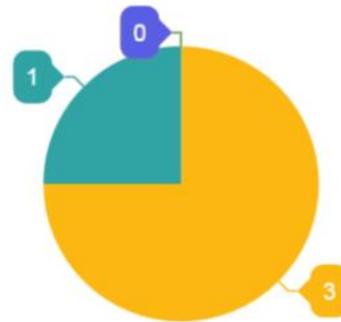
Before & After Comparisons

Grade 1 (Before)



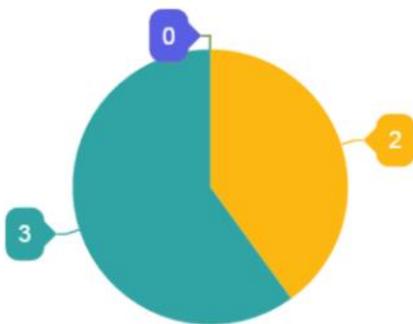
■ K (100%)
 ■ Grade1 (0%)
 ■ Grade 2 (0%)
■ Grade 3 (0%)
 ■ Grade 4 (0%)

Grade 1 (After)



■ K (75%)
 ■ Grade1 (25%)
 ■ Grade 2 (0%)
■ Grade 3 (0%)
 ■ Grade 4 (0%)

Grade 2 (Before)



■ K (40%)
 ■ Grade1 (60%)
 ■ Grade 2 (0%)
■ Grade 3 (0%)
 ■ Grade 4 (0%)

Grade 2 (After)



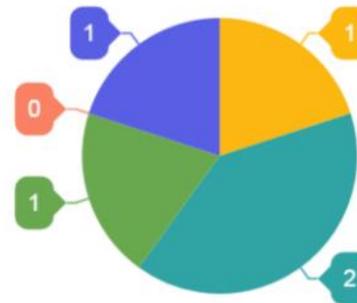
■ K (20%)
 ■ Grade1 (40%)
 ■ Grade 2 (40%)
■ Grade 3 (0%)
 ■ Grade 4 (0%)

Grade 3 (Before)



■ K (40%)
 ■ Grade1 (40%)
 ■ Grade 2 (0%)
■ Grade 3 (20%)
 ■ Grade 4 (0%)

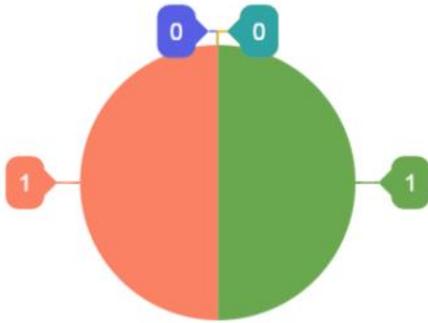
Grade 3 (After)



■ K (20%)
 ■ Grade1 (40%)
 ■ Grade 2 (20%)
■ Grade 3 (0%)
 ■ Grade 4 (20%)

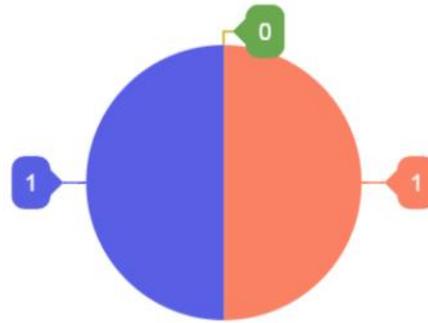
Before & After Comparisons

Grade 4 (Before)



■ K (0%) ■ Grade1 (0%) ■ Grade 2 (50%)
■ Grade 3 (50%) ■ Grade 4 (0%)

Grade 4 (After)



■ K (0%) ■ Grade1 (0%) ■ Grade 2 (0%) ■ Grade 3 (50%)
■ Grade 4 (50%)

Westwood

Experience



I feel happy when reading!

- *Student*

I have definitely seen significant progress in my students. They worked their way through all the tough words and moved up seven reading levels throughout the course of the year.

- *Teacher*



Our son expressed that he enjoys the program and says he finds it helpful in teaching him how to sound out the more difficult words.

- *Parent*





Great program, my son has really enjoyed spending time with his tutor!

- Parent

Thank you so much. These students need the one on one time and you provide that for them. They would not have improved this much without your support.

- Teacher



Chedoke

10.5



This reading program has made a huge difference to my students. I'm so thankful to all the volunteers and the staff who organize it.

- Teacher

Quick Look

16\16

Students responded to surveys

19%

of participating students met or exceeded their grade level

88%

of participating students improved their reading levels

86%

of parents reported a significant increase in their child's self confidence

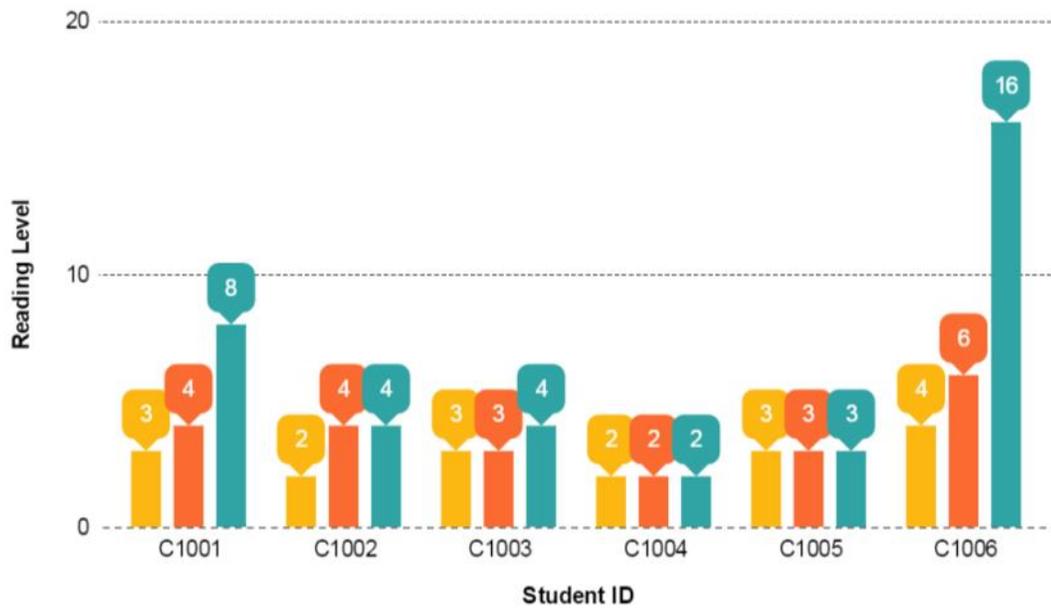
93%

of participating children reported an increased interest in reading



■ Males (31%) ■ Females (69%)

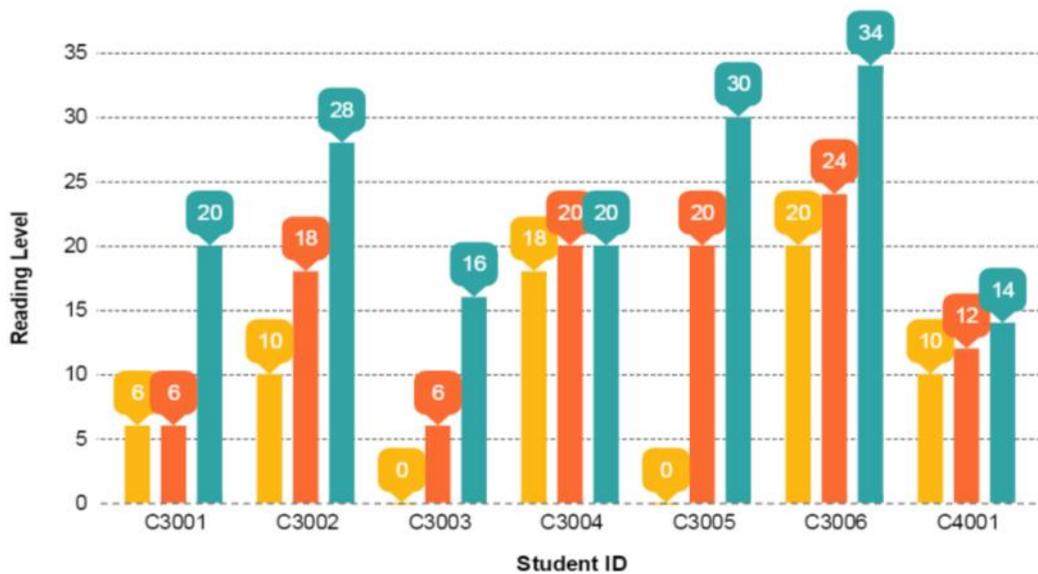
Charting Progress



Grade 1 Scores



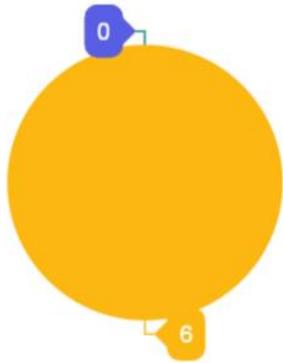
Grade 2 Scores



Grade 3 Scores

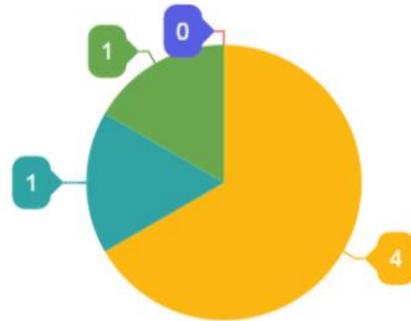
Before & After Comparisons

Grade 1 (Before)



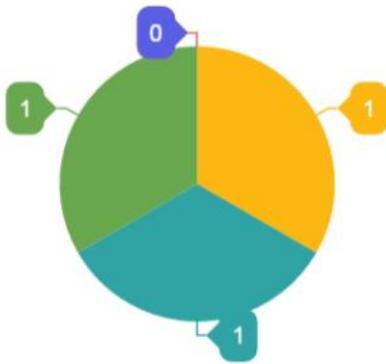
■ K (100%)
 ■ Grade1 (0%)
 ■ Grade 2 (0%)
■ Grade 3 (0%)
 ■ Grade 4 (0%)

Grade 1 (After)



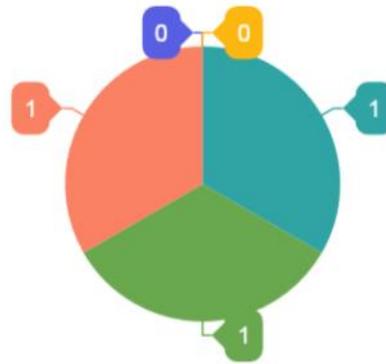
■ K (67%)
 ■ Grade1 (17%)
 ■ Grade 2 (17%)
■ Grade 3 (0%)
 ■ Grade 4 (0%)

Grade 2 (Before)



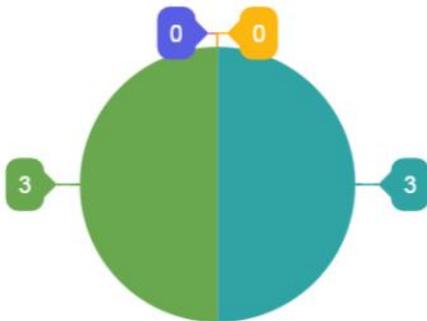
■ K (33%)
 ■ Grade1 (33%)
 ■ Grade 2 (33%)
■ Grade 3 (0%)
 ■ Grade 4 (0%)

Grade 2 (After)



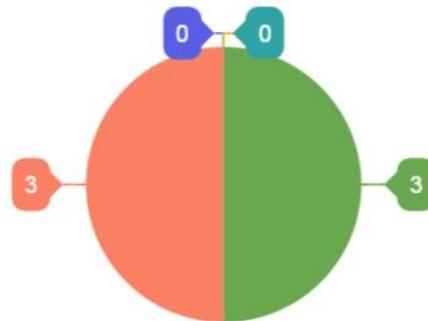
■ K (0%)
 ■ Grade1 (33%)
 ■ Grade 2 (33%)
■ Grade 3 (33%)
 ■ Grade 4 (0%)

Grade 3 (Before)



■ K (0%)
 ■ Grade1 (50%)
 ■ Grade 2 (50%)
■ Grade 3 (0%)
 ■ Grade 4 (0%)

Grade 3 (After)



■ K (0%)
 ■ Grade1 (0%)
 ■ Grade 2 (50%)
■ Grade 3 (50%)
 ■ Grade 4 (0%)

Before & After Comparisons

Grade 4 (Before)



Grade 4 (After)



Chedoke

Experience



This program is very effective and has been contributing considerably to my child's reading skills development.

Thank you.

- *Parent*

Thank you for all of your help and dedication to our students.

We appreciate you!

- *Teacher*



I don't like reading by myself at home. It makes me upset. I really, really like going to the library and it makes me feel so happy.

- *Student*



I feel that the students that I worked with had challenges but as the year came to an end I was heartened by the fact that they were still excited to come to sessions and were still actively participating in the program. There has been more consistency in their attention levels and lots of improvement.

- Tutor



I appreciate the extra support for my lower level reader. He enjoyed the program and improved in all areas of study!

- Teacher

We go into the library, we play with the blocks and we play with the letters and we read books and there are stickers and when I am good I get a sticker.

- Student

Helen Detwiler

10.6

Students who are just below grade level work with the N2N volunteers. In a school of this size there is such a large need. Without the volunteers these students would never get extra support.

- School Contact



Quick Look

17/17

Students responded to surveys

59%

of participating students met or exceeded their grade level

100%

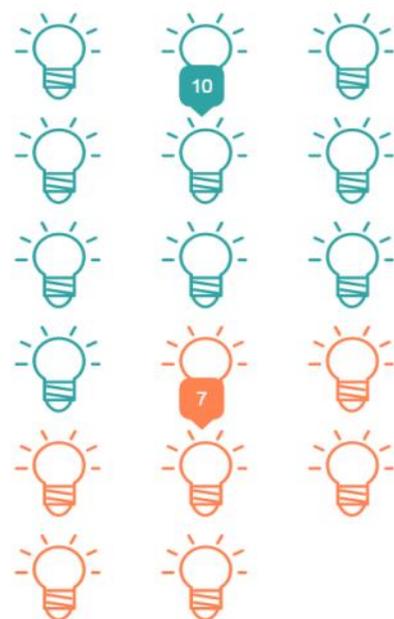
of participating students improved their reading levels

82%

of parents reported a significant increase in their child's self confidence

86%

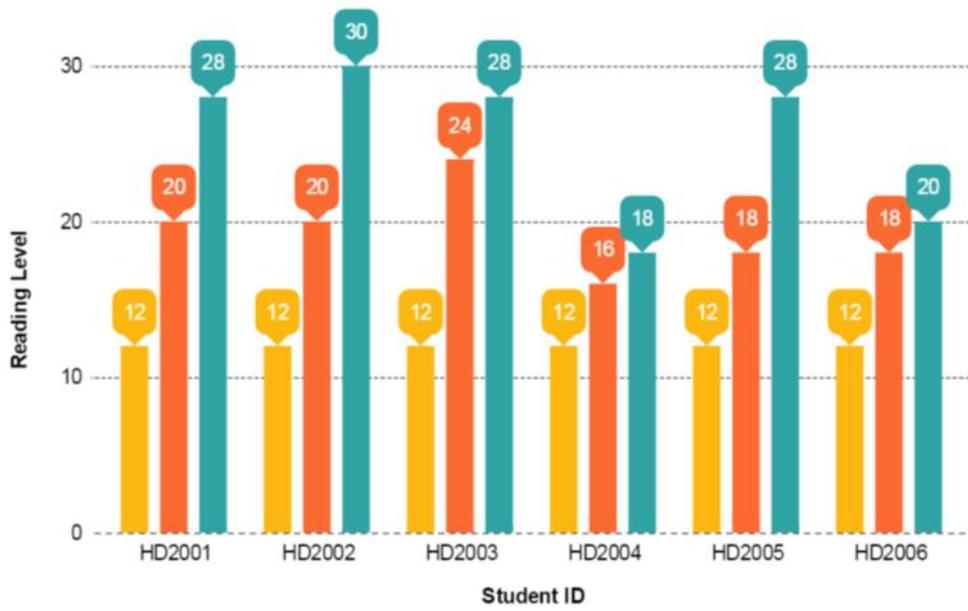
of participating children reported an increased interest in reading



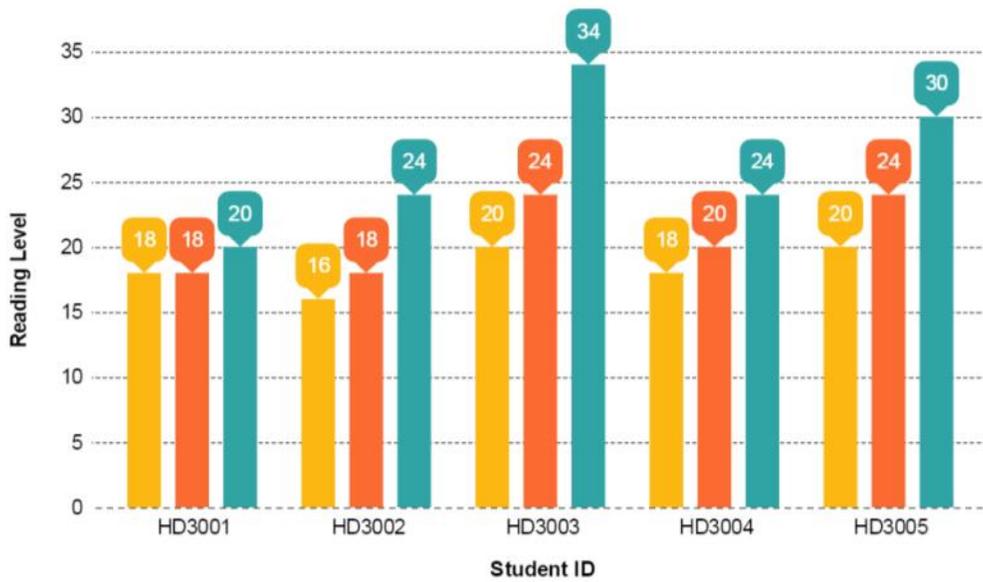
■ Males (59%) ■ Females (41%)

Charting Progress

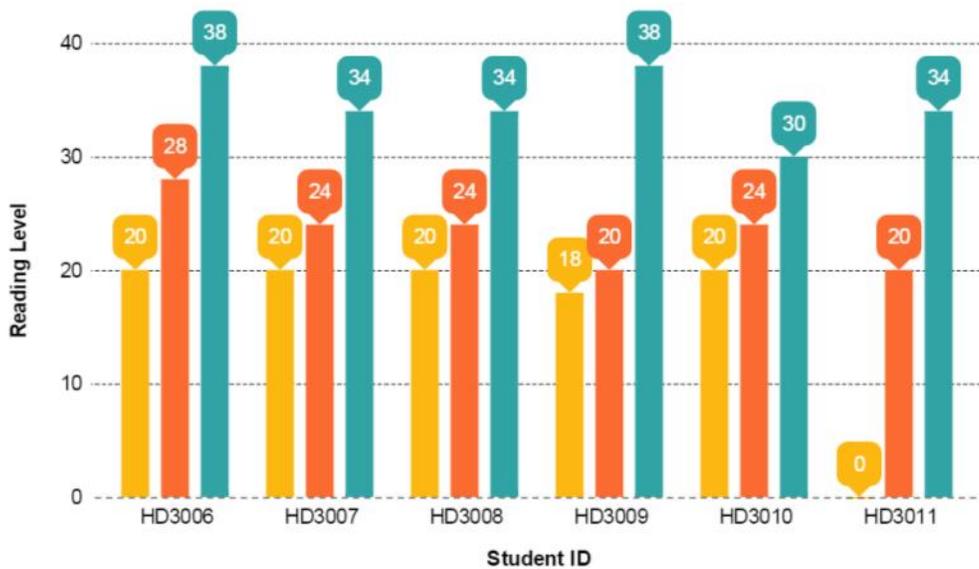
- Beginning
- Middle
- End



Grade 1 Scores



Grade 2 Scores



Grade 3 Scores

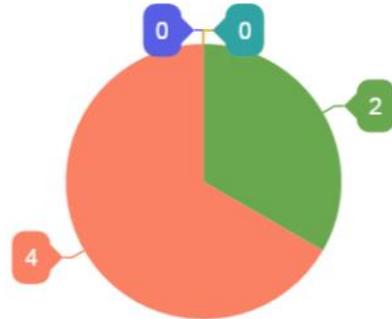
Before & After Comparisons

Grade 2 (Before)



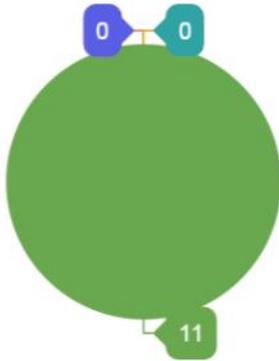
■ K (0%)
 ■ Grade1 (100%)
 ■ Grade 2 (0%)
■ Grade 3 (0%)
 ■ Grade 4 (0%)

Grade 2 (After)



■ K (0%)
 ■ Grade1 (0%)
 ■ Grade 2 (33%)
■ Grade 3 (67%)
 ■ Grade 4 (0%)

Grade 3 (Before)



■ K (0%)
 ■ Grade1 (0%)
 ■ Grade 2 (100%)
■ Grade 3 (0%)
 ■ Grade 4 (0%)

Grade 3 (After)



■ K (0%)
 ■ Grade1 (0%)
 ■ Grade 2 (27%)
■ Grade 3 (55%)
 ■ Grade 4 (18%)

Helen Detwiler

Experience



My daughter is much more enthusiastic about reading! She can now easily read chapter books on her own. We are so proud of her!

- *Parent*

It is challenging to get to read individually with students in a classroom, having this extra one-on-one support is valuable. I appreciate when tutors come and share their concerns, observations and successes.

- *Teacher*





Sometimes, before we had these cards and there were words and I had to read them – after that my tutor told me how good I was doing in the book and reading the cards.

- *Student*

My reading tutor and I had a lot of fun reading.

- *Student*



At first my daughter was apprehensive about being in the reading program but soon became happy to be involved with the extra reading. Thank you!

- *Parent*

C.B. Stirling

I am so thankful for all the volunteers' time, care and dedication to assisting and encouraging our students with reading. These students enjoy and crave the one to one attention they receive with our wonderful and caring volunteers. Your help makes a difference.

- Teacher

Quick Look

15\16

Students responded to surveys

25%

of participating students met or exceeded their grade level

100%

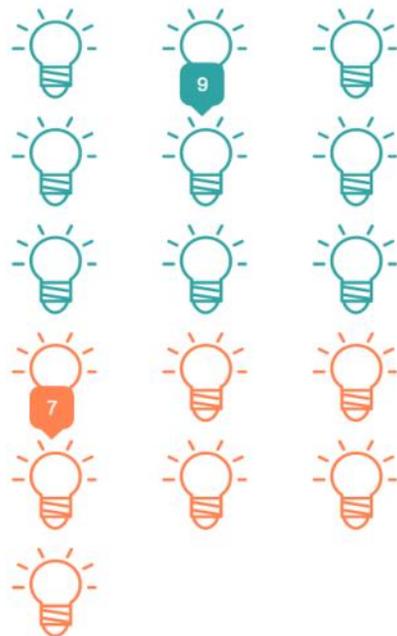
of participating students improved their reading levels

90%

of parents reported a significant increase in their child's self confidence

90%

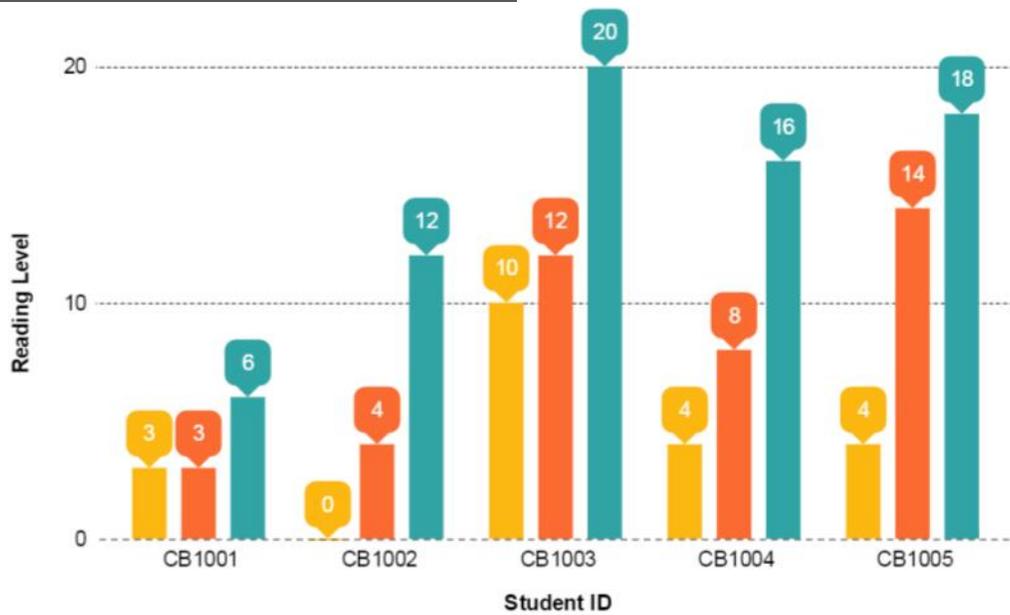
of participating children reported an increased interest in reading



■ Males (56%) ■ Females (44%)

Charting Progress

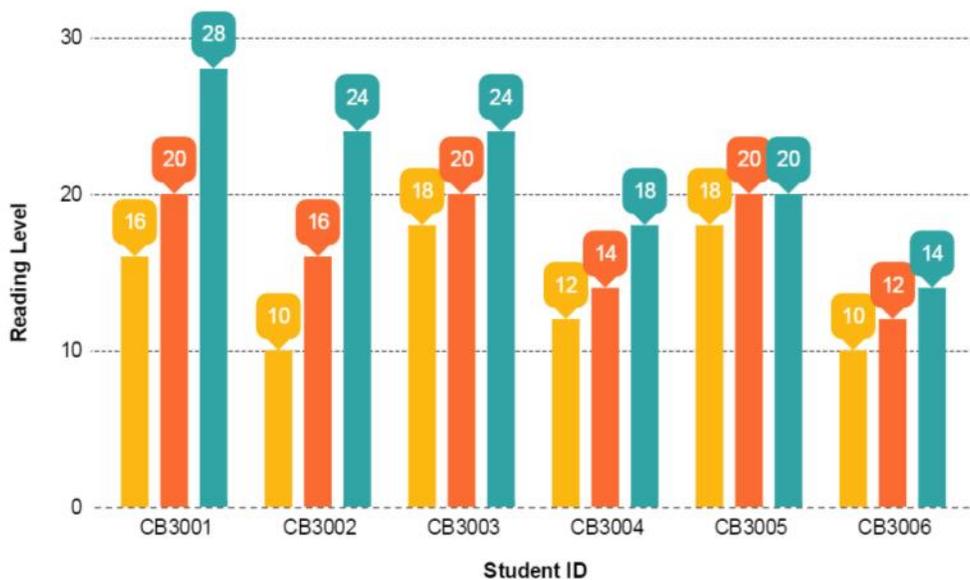
- Beginning
- Middle
- End



Grade 1 Scores



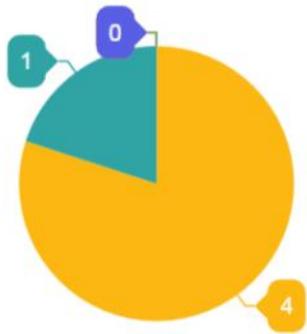
Grade 2 Scores



Grade 3 Scores

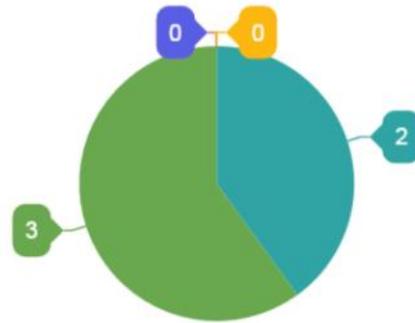
Before & After Comparisons

Grade 1 (Before)



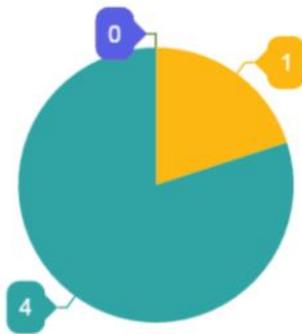
■ K (80%)
 ■ Grade 1 (20%)
 ■ Grade 2 (0%)
■ Grade 3 (0%)
 ■ Grade 4 (0%)

Grade 1 (After)



■ K (0%)
 ■ Grade 1 (40%)
 ■ Grade 2 (60%)
■ Grade 3 (0%)
 ■ Grade 4 (0%)

Grade 2 (Before)



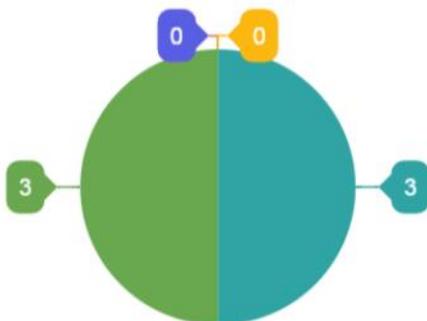
■ K (20%)
 ■ Grade 1 (80%)
 ■ Grade 2 (0%)
■ Grade 3 (0%)
 ■ Grade 4 (0%)

Grade 2 (After)



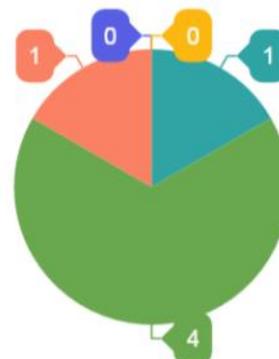
■ K (0%)
 ■ Grade 1 (20%)
 ■ Grade 2 (60%)
■ Grade 3 (20%)
 ■ Grade 4 (0%)

Grade 3 (Before)



■ K (0%)
 ■ Grade 1 (50%)
 ■ Grade 2 (50%)
■ Grade 3 (0%)
 ■ Grade 4 (0%)

Grade 3 (After)



■ K (0%)
 ■ Grade 1 (17%)
 ■ Grade 2 (67%)
■ Grade 3 (17%)
 ■ Grade 4 (0%)

C.B. Stirling

Experience



I like my tutors because they smile a lot and are nice and let me choose my own books I want and I really love reading a lot.

- *Student*

This is such a great program. The individualized program is so good for our students. I wish they could all be a part of it.

- *Teacher*



I have noticed a significant improvement in my child's reading.

She's also starting to sound out longer/harder words and loves when she gets them right. I am really glad that the Neighbour to Neighbour reading program is in my child's school.

- *Parent*





I have been impressed with my daughter's progress in reading. She is more interested in reading since the program started.

- *Parent*

I definitely saw improvements in their reading, they wanted to go to a higher level of books without being prompted, willing to challenge themselves even when the book was harder.

- *Tutor*



My students have really enjoyed working with their Neighbour to Neighbour volunteer!

Thank you!

- *Teacher*

Richard Beasley 10.8



My daughter has really enjoyed the reading program. She looks forward to learning with the volunteers and her confidence and comprehension in reading have grown significantly since starting the program.

- Parent

Quick Look

16\16

Students responded to surveys

44%

of participating students met or exceeded their grade level

100%

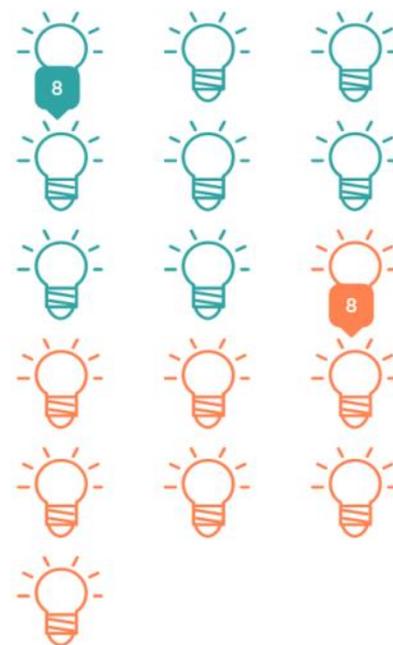
of participating students improved their reading levels

90%

of parents reported a significant increase in their child's self confidence

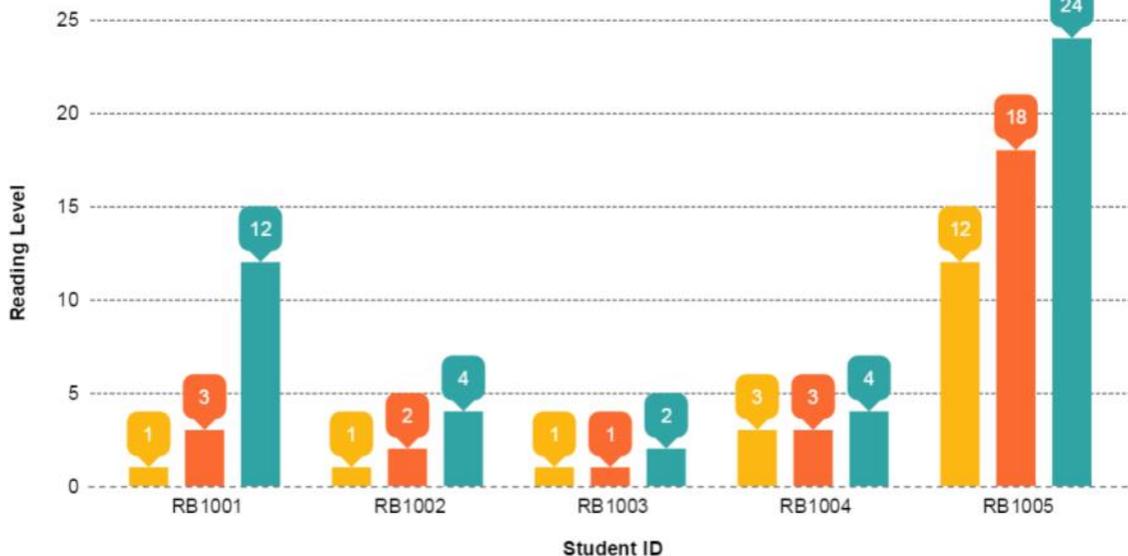
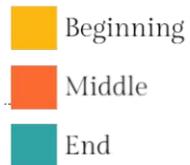
90%

of participating children reported an increased interest in reading

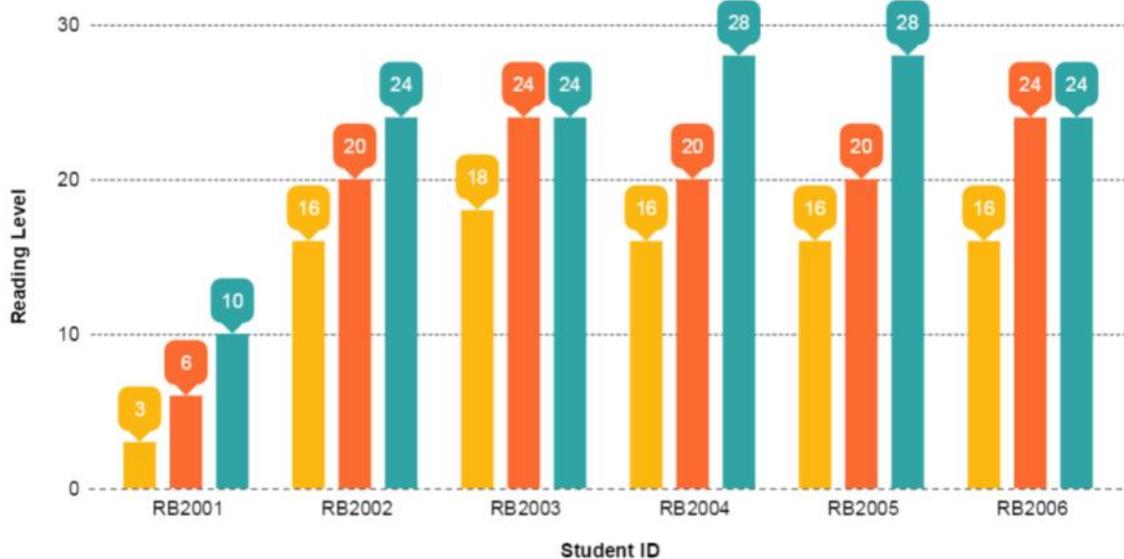


■ Males (50%) ■ Females (50%)

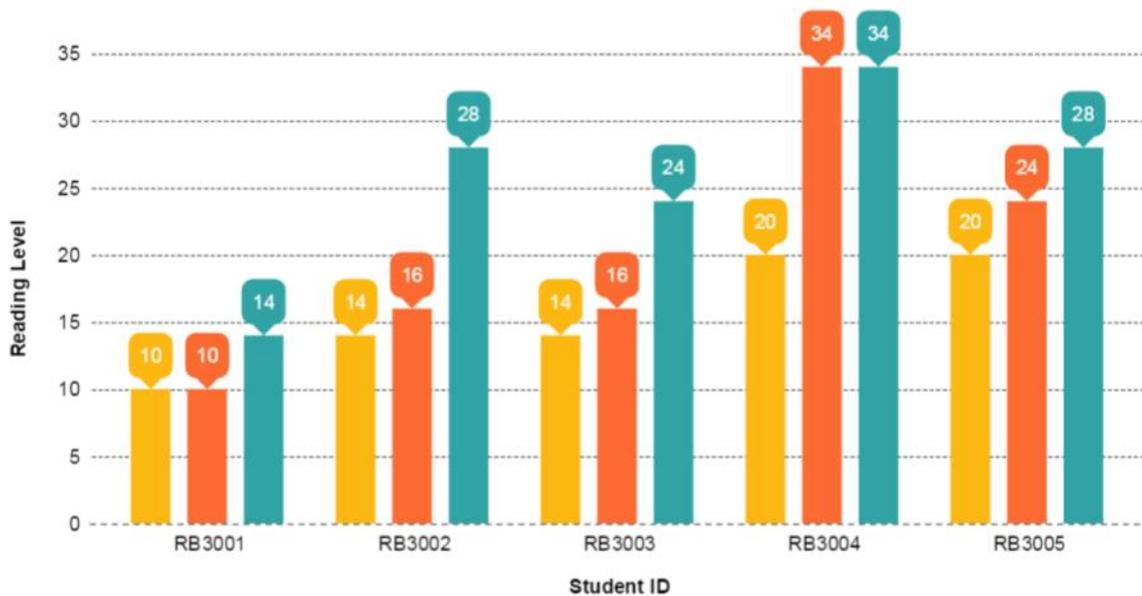
Charting Progress



Grade 1 Scores



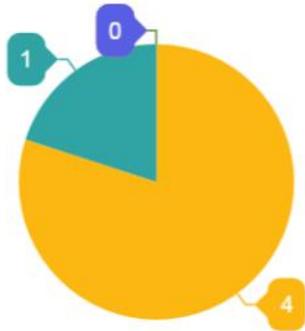
Grade 2 Scores



Grade 3 Scores

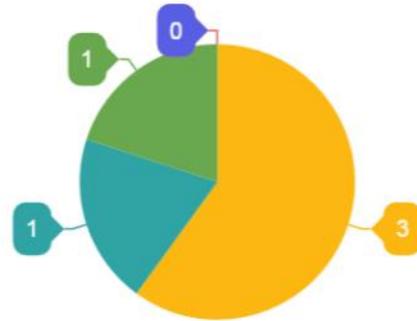
Before & After Comparisons

Grade 1 (Before)



■ K (80%)
 ■ Grade 1 (20%)
 ■ Grade 2 (0%)
■ Grade 3 (0%)
 ■ Grade 4 (0%)

Grade 1 (After)



■ K (60%)
 ■ Grade 1 (20%)
 ■ Grade 2 (20%)
■ Grade 3 (0%)
 ■ Grade 4 (0%)

Grade 2 (Before)



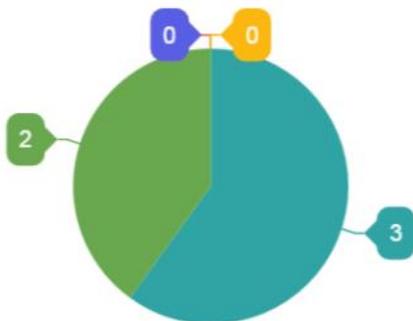
■ K (17%)
 ■ Grade 1 (83%)
 ■ Grade 2 (0%)
■ Grade 3 (0%)
 ■ Grade 4 (0%)

Grade 2 (After)



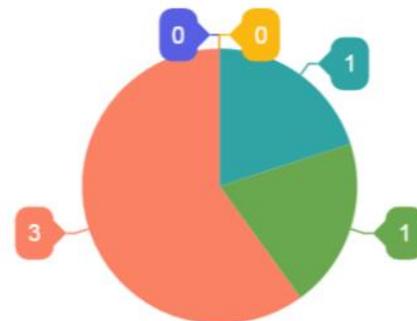
■ K (0%)
 ■ Grade 1 (17%)
 ■ Grade 2 (50%)
■ Grade 3 (33%)
 ■ Grade 4 (0%)

Grade 3 (Before)



■ K (0%)
 ■ Grade 1 (60%)
 ■ Grade 2 (40%)
■ Grade 3 (0%)
 ■ Grade 4 (0%)

Grade 3 (After)



■ K (0%)
 ■ Grade 1 (20%)
 ■ Grade 2 (20%)
■ Grade 3 (60%)
 ■ Grade 4 (0%)

Richard Beasley

Experience



We appreciate our reading volunteers. They are friendly and enthusiastic and the children really enjoy their time together. I appreciate that they provide the books for the children to read which I think adds engagement.

- *Teacher*

Thank you Neighbour to Neighbour, you have made reading so much fun for my son. I hope you continue teaching young children how much fun learning can be. Thank you again.

- *Parent*



All students have increased confidence in reading and speaking out loud. The "one to one" format allows them to try new skills and talk about their difficulties. The program provides a positive learning environment with skills they can use at home and school.

- *Tutor*





I like reading about birds and I like looking at the pictures.

- *Student*

My son has expressed that he enjoys reading with his tutor. I have noticed a dramatic improvement in his reading abilities this year. I really appreciate that this program exists for him.

- *Parent*

I love to read books with my friends now because I know how to read. I like the stickers that my tutor gives me.

- *Student*



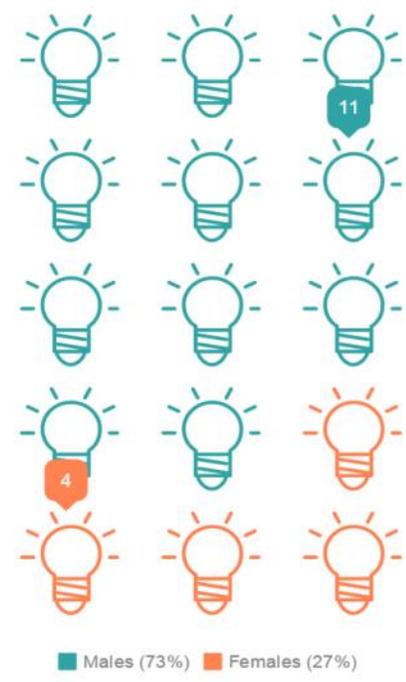
10.9 Huntington Park



N2N is the best community partner at Huntington Park!
- Teacher

Quick Look

- 15\15** Students responded to surveys
- 6%** of participating students met or exceeded their grade level
- 73%** of participating students improved their reading levels
- 82%** of parents reported a significant increase in their child's self confidence
- 87%** of participating children reported an increased interest in reading



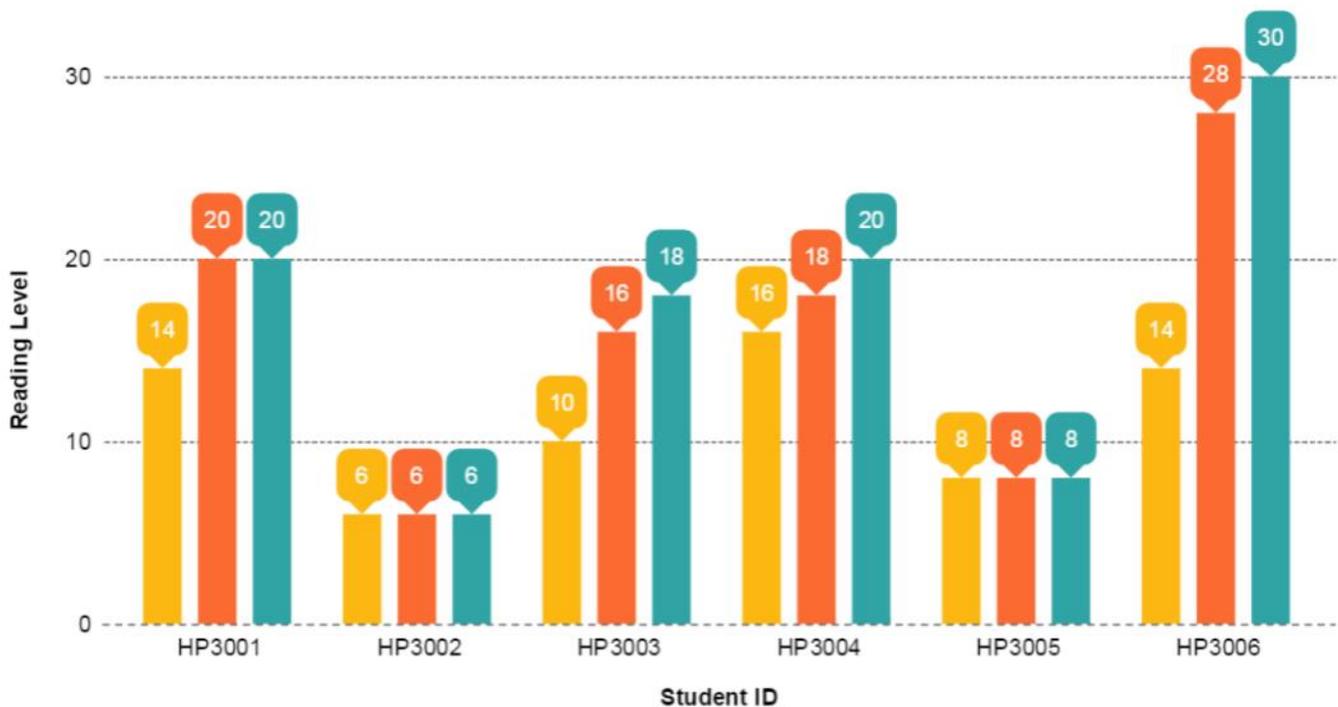
Charting Progress



Grade 2 Scores

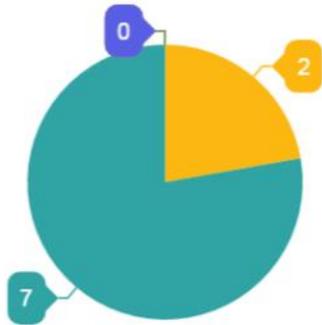


Grade 3 Scores



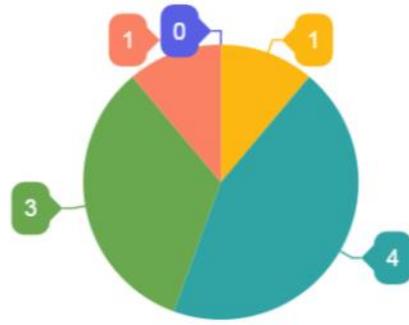
Before & After Comparisons

Grade 2 (Before)



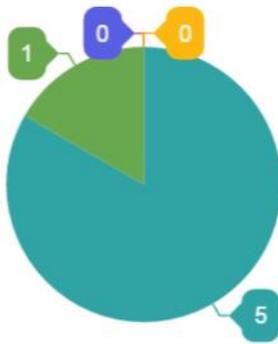
■ K (22%)
 ■ Grade 1 (78%)
 ■ Grade 2 (0%)
■ Grade 3 (0%)
 ■ Grade 4 (0%)

Grade 2 (After)



■ K (11%)
 ■ Grade 1 (44%)
 ■ Grade 2 (33%)
■ Grade 3 (11%)
 ■ Grade 4 (0%)

Grade 3 (Before)



■ K (0%)
 ■ Grade 1 (83%)
 ■ Grade 2 (17%)
■ Grade 3 (0%)
 ■ Grade 4 (0%)

Grade 3 (After)



■ K (0%)
 ■ Grade 1 (33%)
 ■ Grade 2 (50%)
■ Grade 3 (17%)
 ■ Grade 4 (0%)

Huntington Park

Experience



My son loves the tutors! He never seems to feel pressure to read better. He says if the book is too hard, he will read a line, the tutor will read a line, he will read a paragraph and she will read a paragraph. He feels like they read "together". He was so proud he got a note in his agenda saying how improved his reading was from his teacher. It really has helped him.

- Parent

Excellent program! All the students look forward to reading with their volunteer. It is a pleasure to have the N2N program at our school.

- School Contact



I learned about fiction and non-fiction. I learned some new reading tools like reading on and re-reading, finding little words that I know in bigger words. I liked the short vowel game.

- Student





A very valuable program for our children. The children enjoy going and getting the one-on-one time. More reading will always benefit the children. Thank you so much!
- Teacher

Thank you for your support and effort with my child. You've really made a difference.
- Parent



I like playing the short vowel game because it's fun.
- Student

Franklin Road 10.10

This is a great program for building the self-esteem of those that squeeze through the cracks, miss other program opportunities and can benefit from another positive role model's genuine interest.

- Teacher

Quick Look

14\15

Students responded to surveys

6%

of participating students met or exceeded their grade level

84%

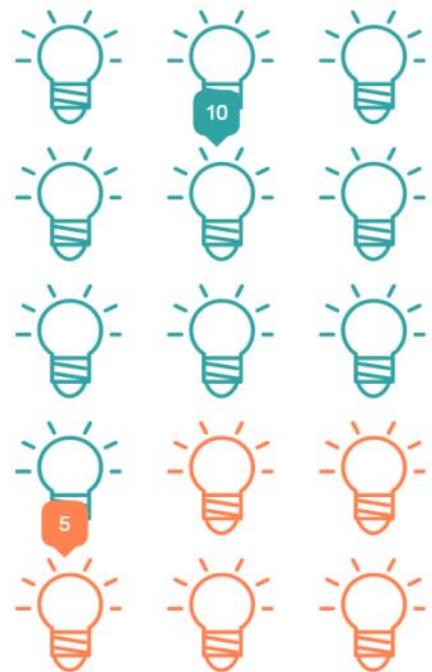
of participating students improved their reading levels

80%

of parents reported a significant increase in their child's self confidence

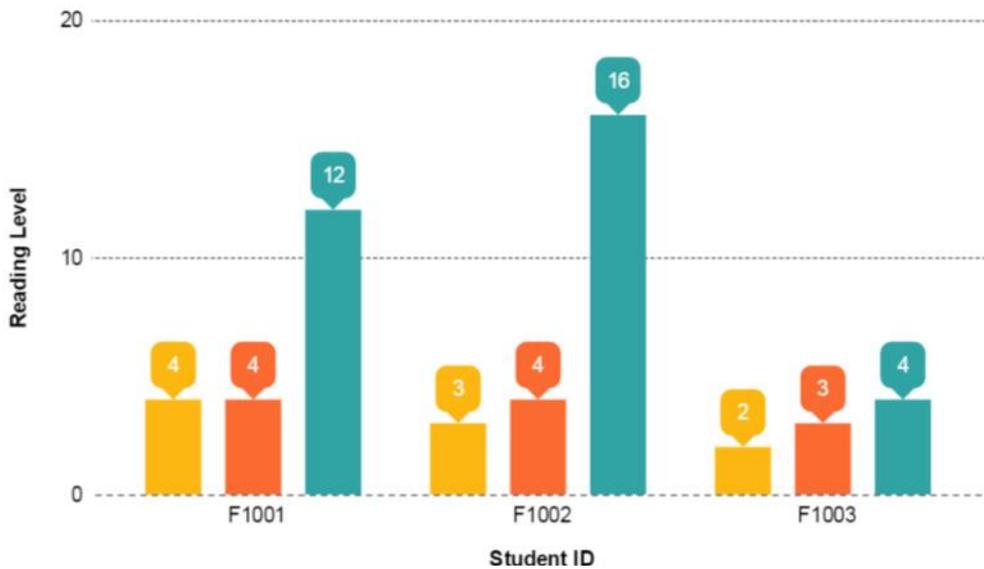
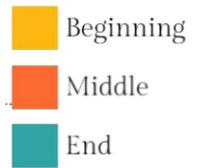
90%

of participating children reported an increased interest in reading



■ Males (67%) ■ Females (33%)

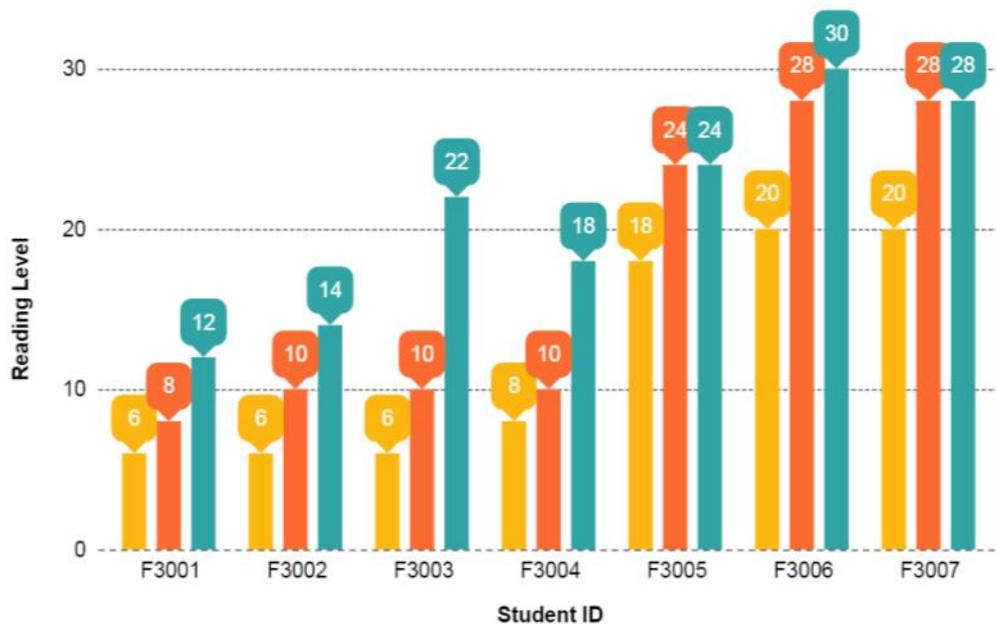
Charting Progress



Grade 1 Scores



Grade 2 Scores



Grade 3 Scores

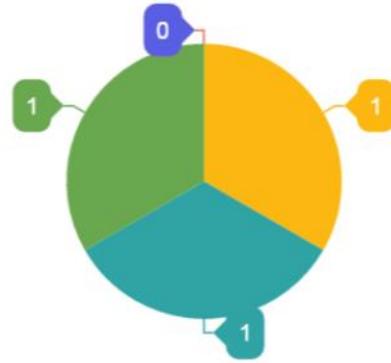
Before & After Comparisons

Grade 1 (Before)



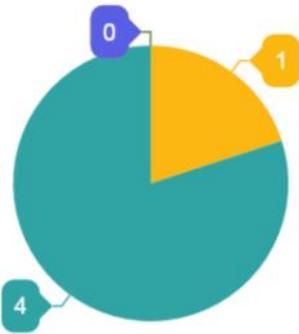
■ K (100%)
 ■ Grade1 (0%)
 ■ Grade 2 (0%)
■ Grade 3 (0%)
 ■ Grade 4 (0%)

Grade 1 (After)



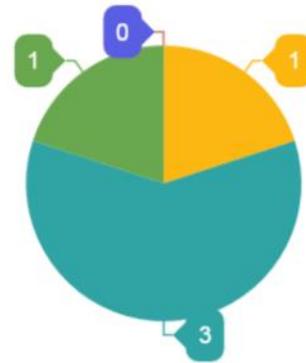
■ K (33%)
 ■ Grade 1 (33%)
 ■ Grade 2 (33%)
■ Grade 3 (0%)
 ■ Grade 4 (0%)

Grade 2 (Before)



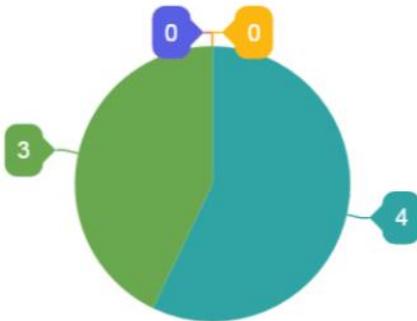
■ K (20%)
 ■ Grade1 (80%)
 ■ Grade 2 (0%)
■ Grade 3 (0%)
 ■ Grade 4 (0%)

Grade 2 (After)



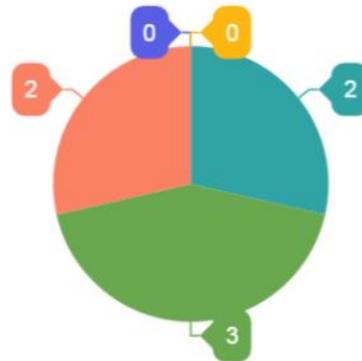
■ K (20%)
 ■ Grade1 (60%)
 ■ Grade 2 (20%)
■ Grade 3 (0%)
 ■ Grade 4 (0%)

Grade 3 (Before)



■ K (0%)
 ■ Grade1 (57%)
 ■ Grade 2 (43%)
■ Grade 3 (0%)
 ■ Grade 4 (0%)

Grade 3 (After)



■ K (0%)
 ■ Grade1 (29%)
 ■ Grade 2 (43%)
■ Grade 3 (29%)
 ■ Grade 4 (0%)

Franklin Road

Experience



My whole class wants to have N2N reading! They all ask when they will get a turn.

- *Teacher*

Such a huge difference! My son has a lot of difficulty with reading and little opportunity for extra help. I am very grateful, thank you.

- *Parent*



I learned how to sound out words because of all the practice.

- *Student*





I feel as though my students enjoyed their time spent in the program because not only did it create improvement but they definitely had fun as well!

- Tutor

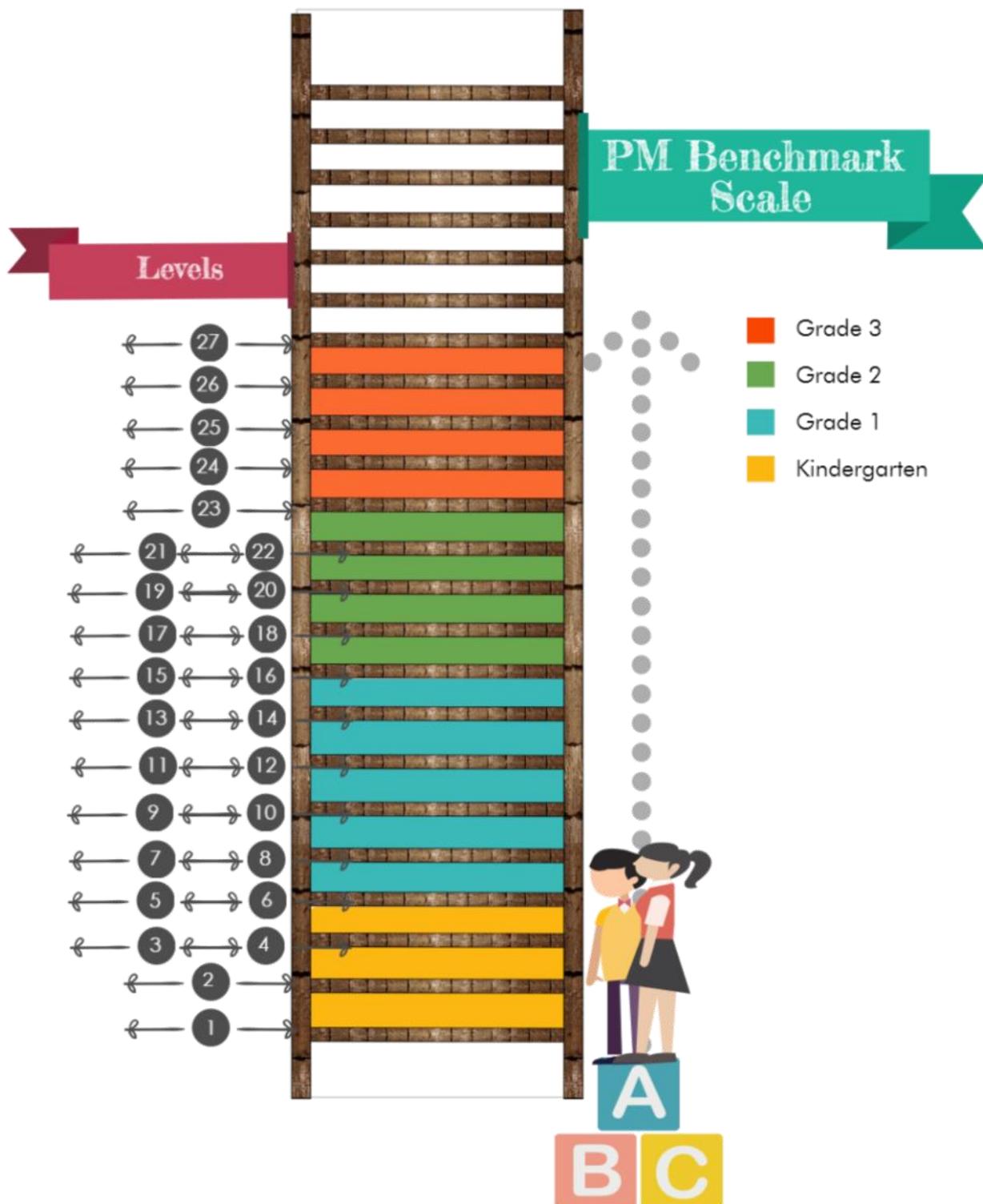
I learned that when you're reading you need to use picture clues and other strategies.

- Student



My son's reading has improved significantly, thank you!

- Parent



St. Michael

11.1



Quick Look

16/16

Students responded to surveys

38%

of participating students met or exceeded their grade level

100%

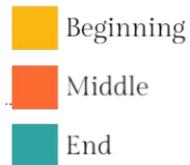
of participating students improved their reading levels

97%

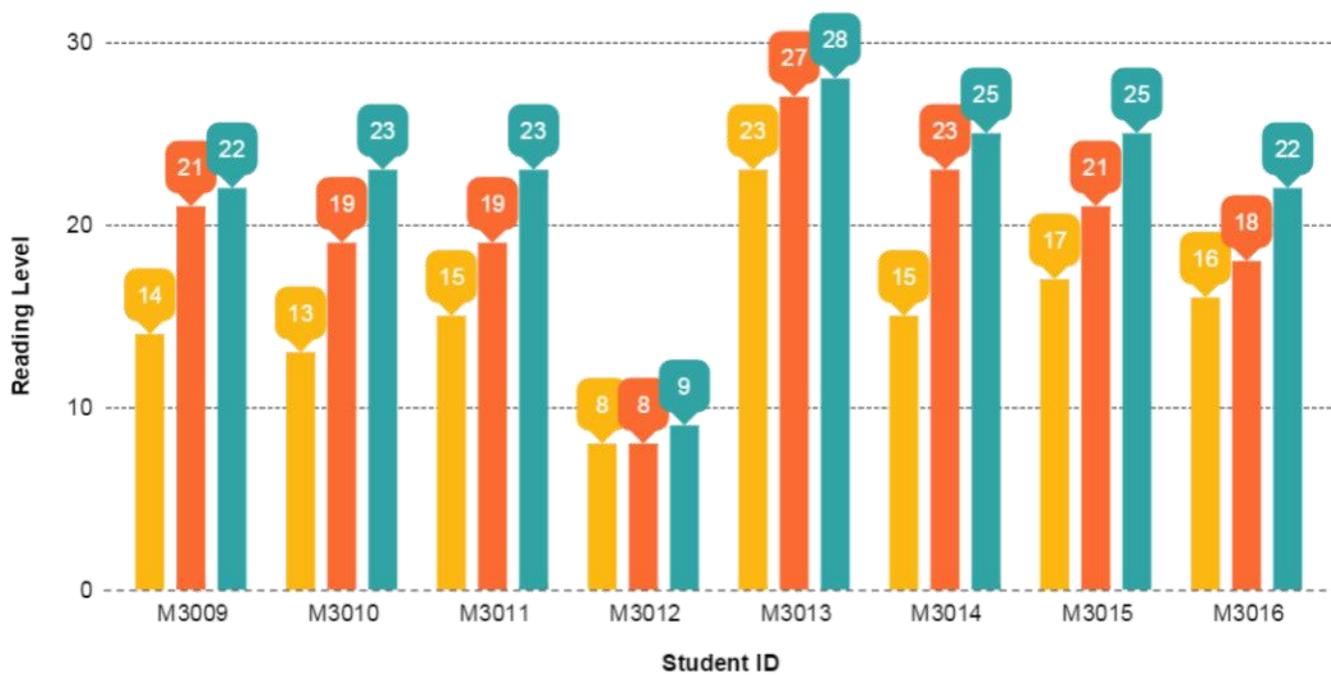
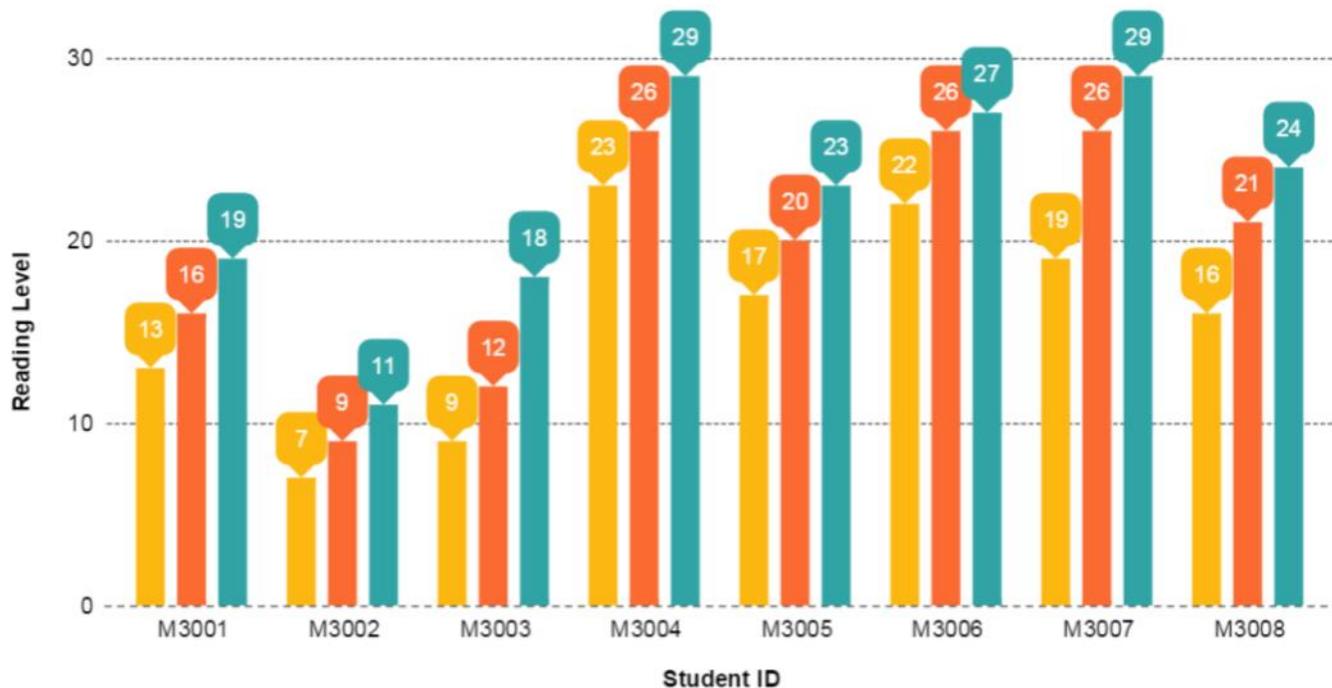
of participating children reported an increased interest in reading



■ Males (56%) ■ Females (44%)

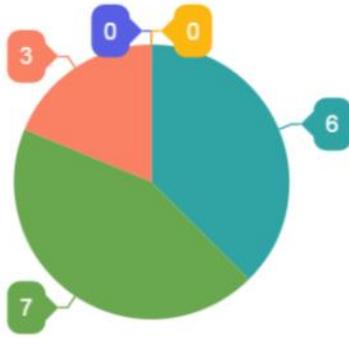


Grade 3 Scores



Before & After Comparisons

Grade 3 (Before)



■ K (0%) ■ Grade 1 (38%) ■ Grade 2 (44%)
■ Grade 3 (19%) ■ Grade 4 (0%)

Grade 3 (After)



■ K (0%) ■ Grade 1 (13%) ■ Grade 2 (13%)
■ Grade 3 (50%) ■ Grade 4 (25%)

St. Michael

Experience



If you keep reading you will do better at it.
- *Student*

This program has enhanced my students' ability and confidence when reading. God Bless.
- *Teacher*



It helps greatly with reaching our students in risk that need an extra boost for reading but not be able to get the help any other way.
- *School Contact*



I have fun reading with my family now.
- *Student*

I like the Program of N2N because it helps children read and makes them so much more interested in literacy.
- *Parent*



I think one of the successes I have had this year is when a student that I have seen for 3 years told me that she felt her reading had really improved and that she wasn't embarrassed or scared to read in front of people anymore. Personally, I have seen her self-esteem and confidence sky rocket.
- *Tutor*

11.2

Our Lady of Lourdes



Quick Look

16\16

Students responded to surveys

56%

of participating students met or exceeded their grade level

94%

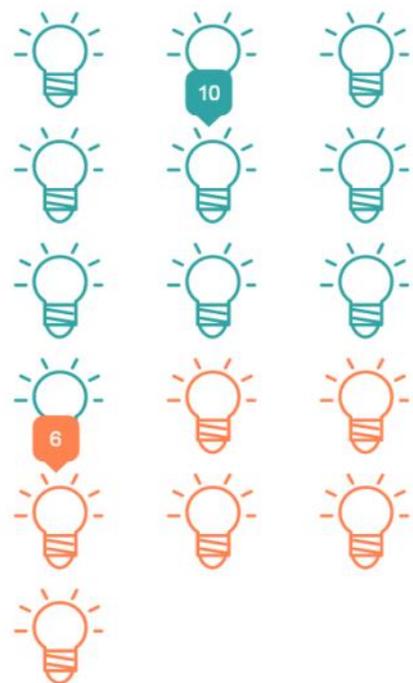
of participating students improved their reading levels

86%

of parents reported a significant increase in their child's self confidence

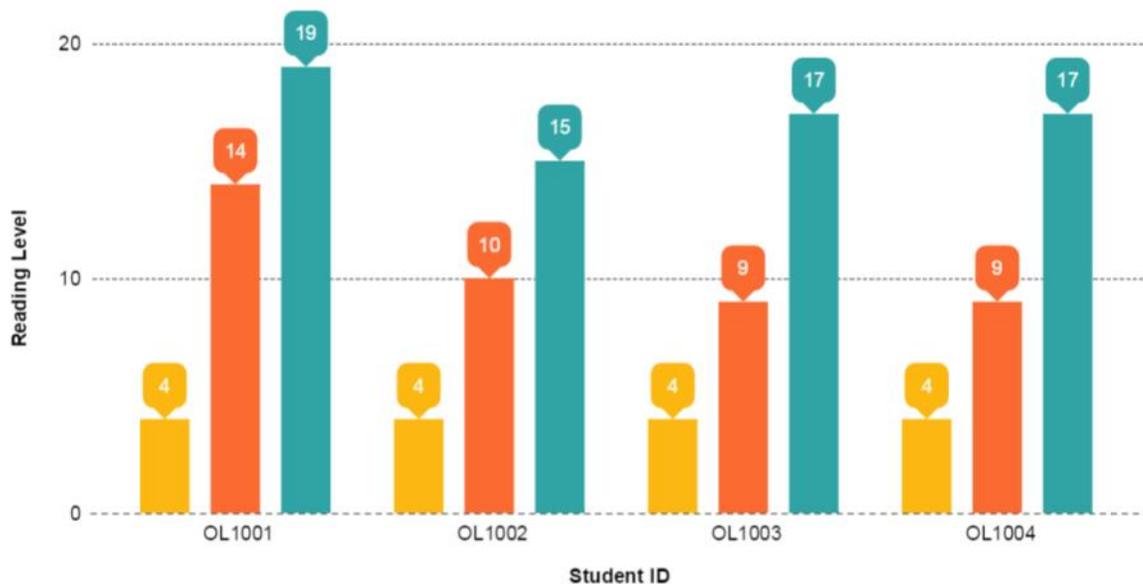
93%

of participating children reported an increased interest in reading

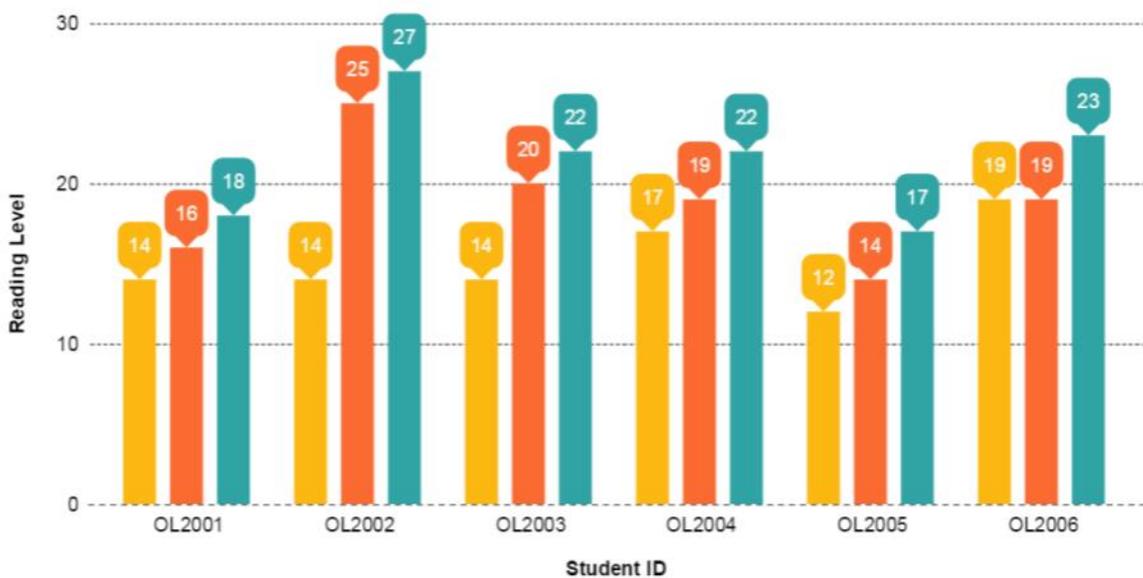


■ Males (63%) ■ Females (38%)

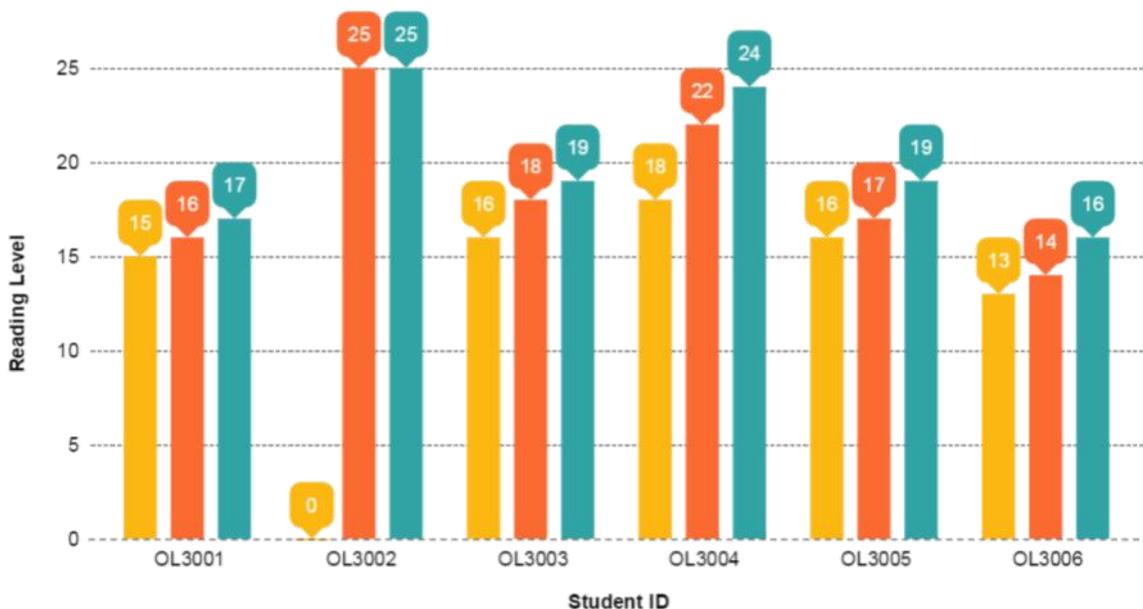
Charting Progress



Grade 1
Scores



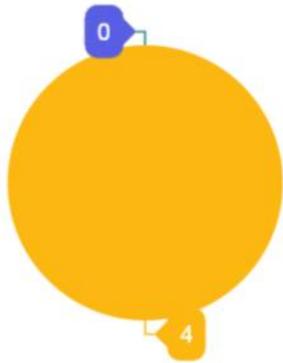
Grade 2
Scores



Grade 3
Scores

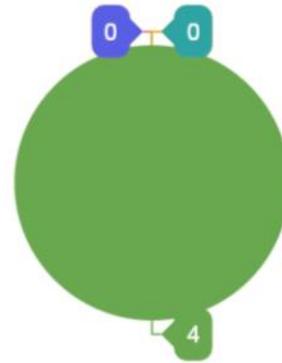
Before & After Comparisons

Grade 1 (Before)



■ K (100%)
 ■ Grade1 (0%)
 ■ Grade 2 (0%)
■ Grade 3 (0%)
 ■ Grade 4 (0%)

Grade 1 (After)



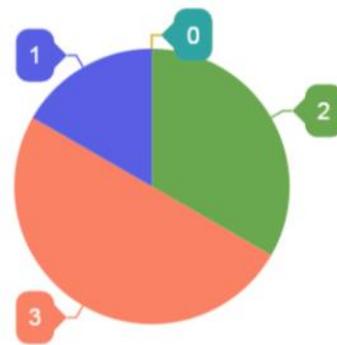
■ K (0%)
 ■ Grade1 (0%)
 ■ Grade 2 (100%)
■ Grade 3 (0%)
 ■ Grade 4 (0%)

Grade 2 (Before)



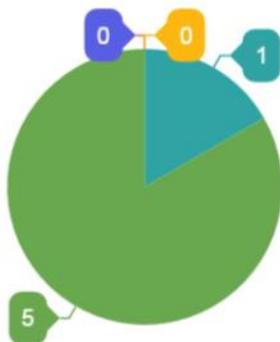
■ K (0%)
 ■ Grade1 (67%)
 ■ Grade 2 (33%)
■ Grade 3 (0%)
 ■ Grade 4 (0%)

Grade 2 (After)



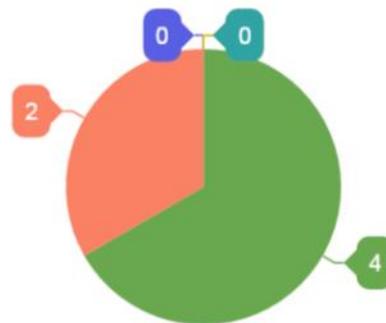
■ K (0%)
 ■ Grade1 (0%)
 ■ Grade 2 (33%)
■ Grade 3 (50%)
 ■ Grade 4 (17%)

Grade 3 (Before)



■ K (0%)
 ■ Grade1 (17%)
 ■ Grade 2 (83%)
■ Grade 3 (0%)
 ■ Grade 4 (0%)

Grade 3 (After)



■ K (0%)
 ■ Grade1 (0%)
 ■ Grade 2 (67%)
■ Grade 3 (33%)
 ■ Grade 4 (0%)

Our Lady of Lourdes

Experience



I learned about farm animals and also many new words and their meanings.

- *Student*

I feel three of our students this year benefitted greatly from the program and have improved not only in their reading skills but also comprehension. One student was very timid at the beginning but seems to be quite comfortable now. They are very enthusiastic and so appreciative of the time spent with them.

- *Tutor*



The extra help you provided made such a difference in his reading. I wish the program provided assistance in other areas of study. My son is very smart, but requires more one on one time to reach his potential. This, I believe is why he was so successful in the reading program.

- *Parent*





My daughter is very pleased with having N2N tutors. She gained self-confidence and got more encouragement to read aloud in front of somebody else. We really appreciate your continuous support. Thank you very much.
- *Parent*

I'm happy when I come to read.
- *Student*



This is an amazing program, I am so thankful that Grade 1's were included this year!
Thank you!
- *Teacher*

St. Margaret Mary **11.3**



N2N tutoring is an integral aspect of our reading intervention at the Primary level. We would be lost without it.

- School Contact

Quick Look

16\16

Students responded to surveys

18%

of participating students met or exceeded their grade level

100%

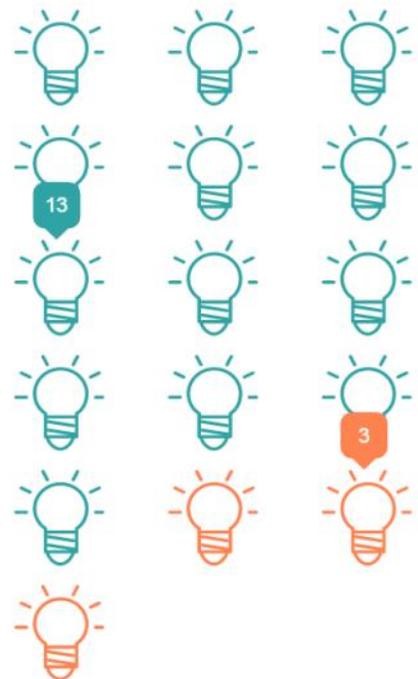
of participating students improved their reading levels

86%

of parents reported a significant increase in their child's self confidence

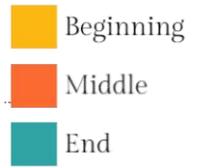
87%

of participating children reported an increased interest in reading

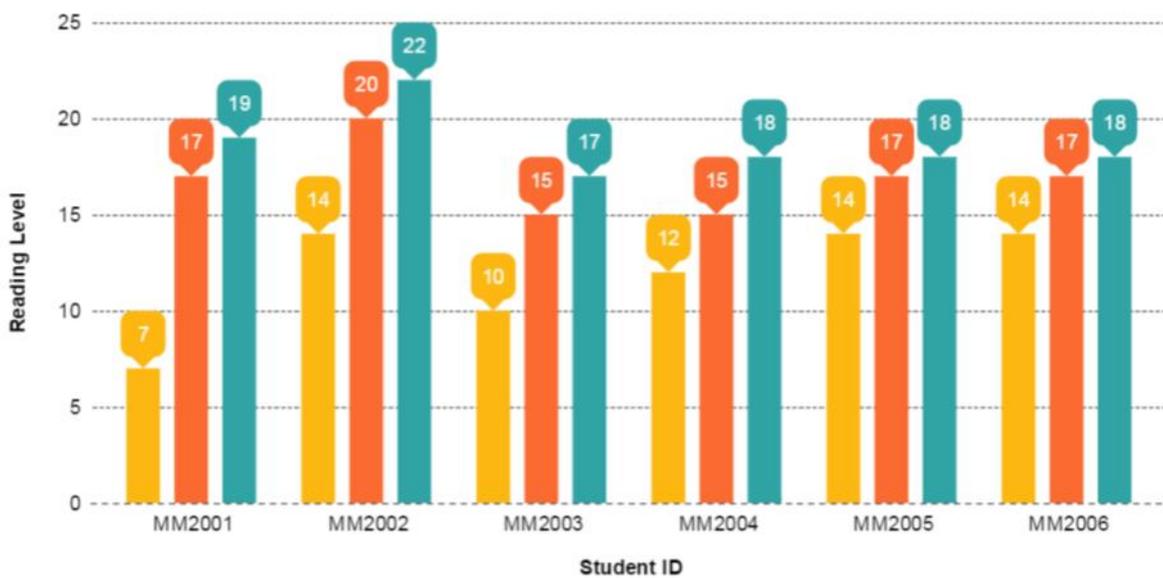


■ Males (81%) ■ Females (19%)

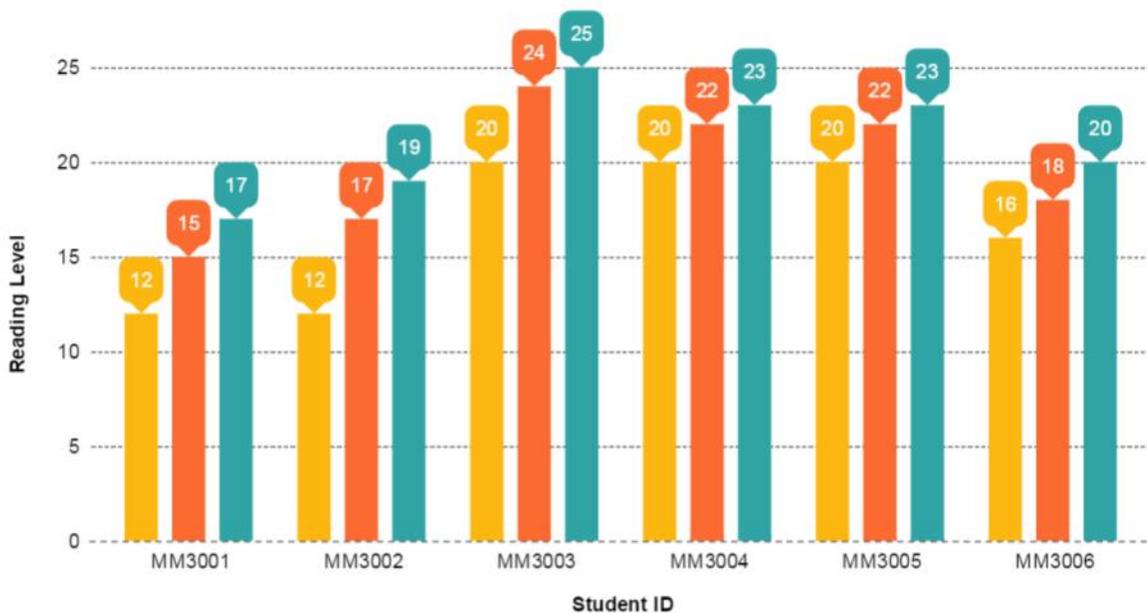
Charting Progress



Grade 1 Scores



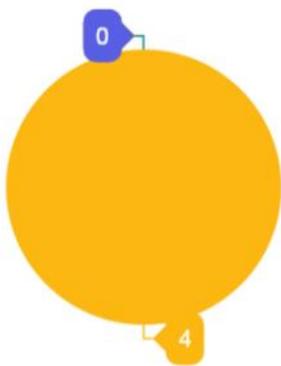
Grade 2 Scores



Grade 3 Scores

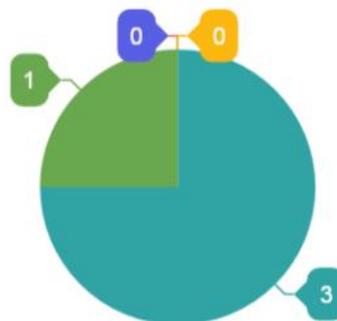
Before & After Comparisons

Grade 1 (Before)



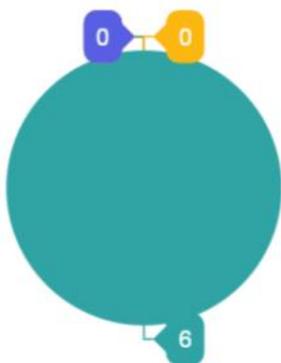
■ K (100%)
 ■ Grade1 (0%)
 ■ Grade 2 (0%)
 ■ Grade 3 (0%)
 ■ Grade 4 (0%)

Grade 1 (After)



■ K (0%)
 ■ Grade1 (75%)
 ■ Grade 2 (25%)
 ■ Grade 3 (0%)
 ■ Grade 4 (0%)

Grade 2 (Before)



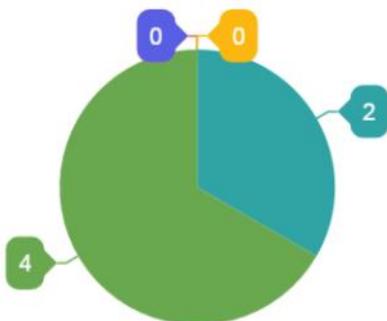
■ K (0%)
 ■ Grade1 (100%)
 ■ Grade 2 (0%)
 ■ Grade 3 (0%)
 ■ Grade 4 (0%)

Grade 2 (After)



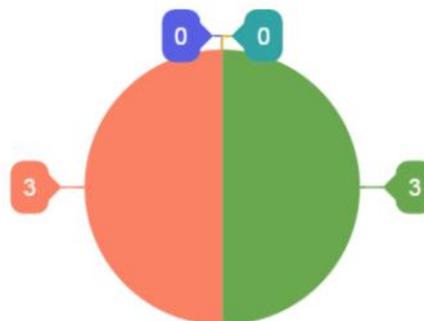
■ K (0%)
 ■ Grade1 (0%)
 ■ Grade 2 (83%)
 ■ Grade 3 (17%)
 ■ Grade 4 (0%)

Grade 3 (Before)



■ K (0%)
 ■ Grade1 (33%)
 ■ Grade 2 (67%)
 ■ Grade 3 (0%)
 ■ Grade 4 (0%)

Grade 3 (After)



■ K (0%)
 ■ Grade1 (0%)
 ■ Grade 2 (50%)
 ■ Grade 3 (50%)
 ■ Grade 4 (0%)

St. Margaret Mary Experience



Something I like about my reading tutor is she brings books I like and she is funny.

- *Student*

Students benefit from the program because they get one on one and there is time to familiarize them with new words.

- *Tutor*



My child has shown more interest in reading while at home and in the community. There is more enthusiasm and involvement without being asked. Thank you so much.

- *Parent*



I liked playing guess the animal games after.
- *Student*

The reading program should be offered to more students if not all to help them, most specially in the earliest stage in school. Thank you for giving this service.
- *Teacher*



It has been a good program overall!
- *Teacher*

11.4 St. Marguerite d'Youville

Our child's reading has strongly improved. We would recommend Neighbour to Neighbour to anyone. Thank you for your help!

- Parent

Quick Look

16\16

Students responded to surveys

38%

of participating students met or exceeded their grade level

100%

of participating students improved their reading levels

88%

of parents reported a significant increase in their child's self confidence

90%

of participating children reported an increased interest in reading



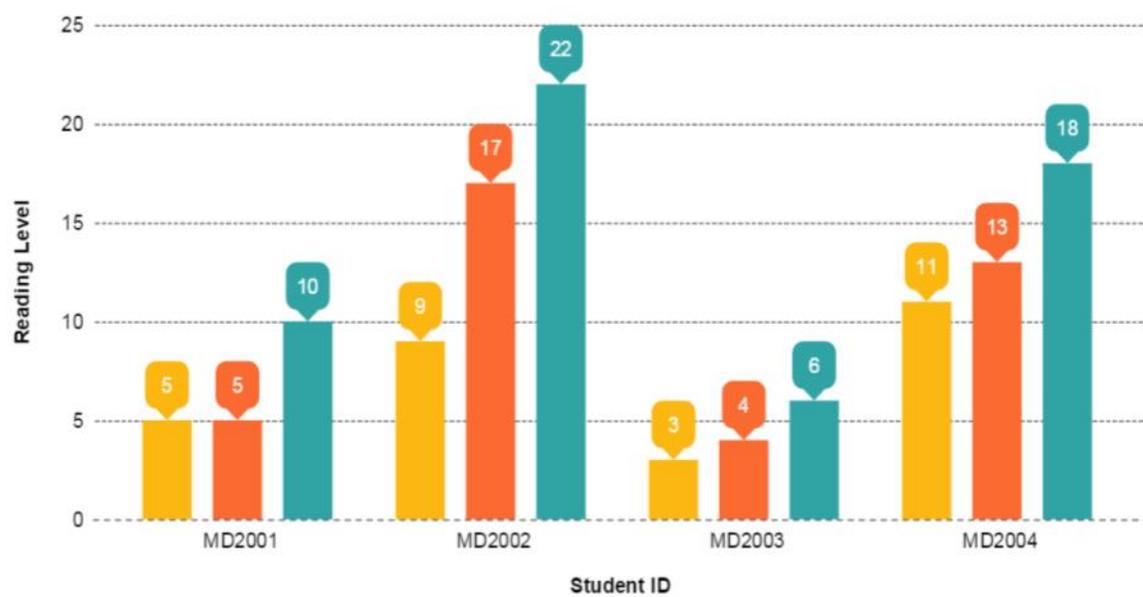
■ Males (56%) ■ Females (44%)

Charting Progress

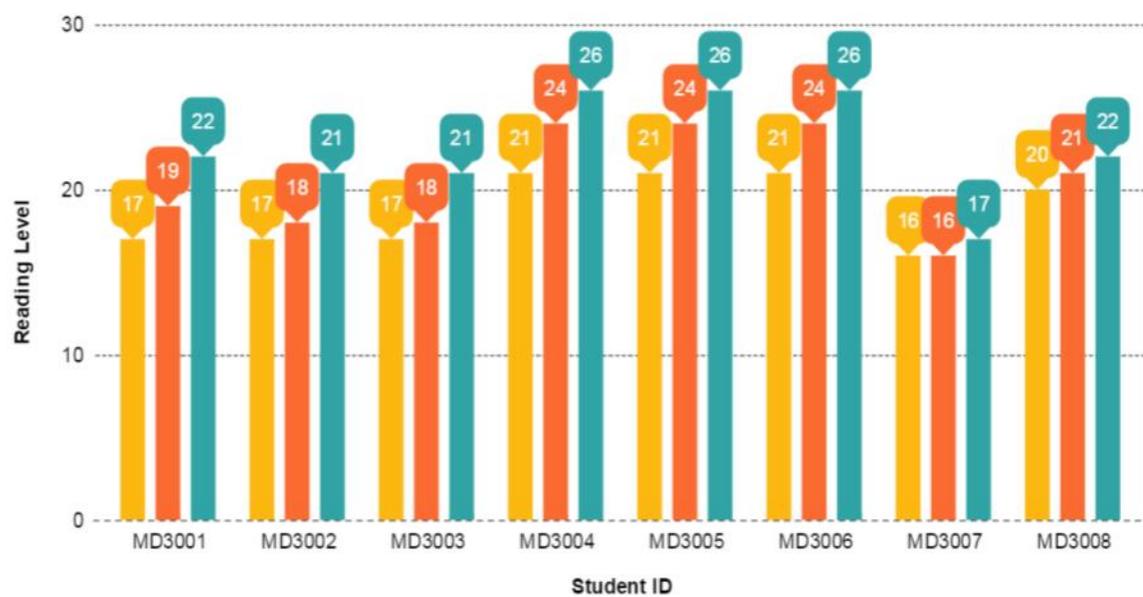
- Beginning
- Middle
- End



Grade 1 Scores



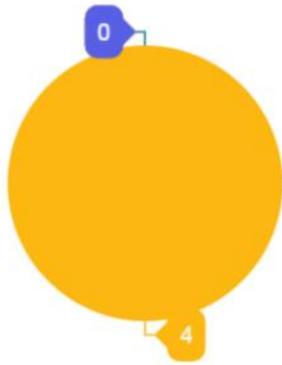
Grade 2 Scores



Grade 3 Scores

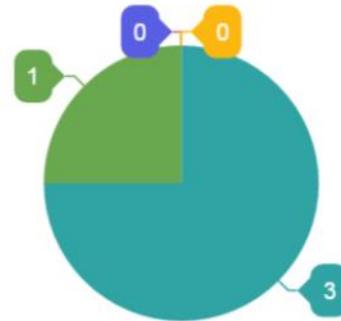
Before & After Comparisons

Grade 1 (Before)



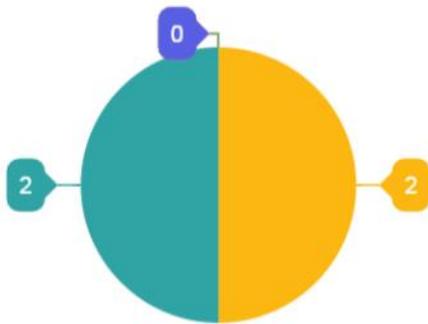
■ K (100%)
 ■ Grade1 (0%)
 ■ Grade 2 (0%)
■ Grade 3 (0%)
 ■ Grade 4 (0%)

Grade 1 (After)



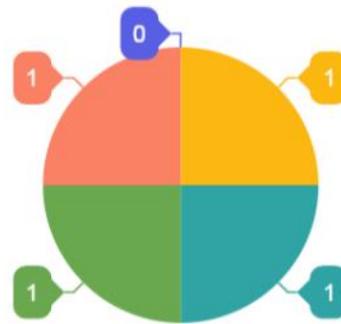
■ K (0%)
 ■ Grade1 (75%)
 ■ Grade 2 (25%)
■ Grade 3 (0%)
 ■ Grade 4 (0%)

Grade 2 (Before)



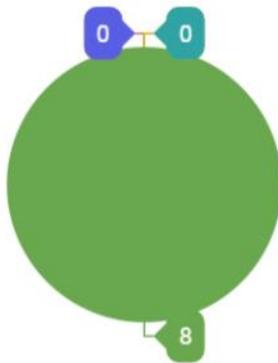
■ K (50%)
 ■ Grade1 (50%)
 ■ Grade 2 (0%)
■ Grade 3 (0%)
 ■ Grade 4 (0%)

Grade 2 (After)



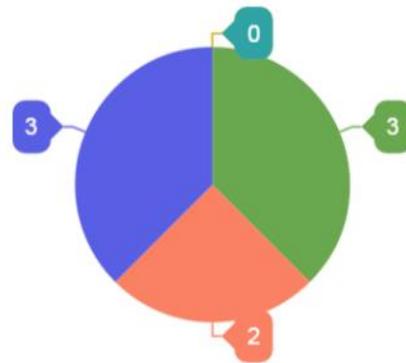
■ K (25%)
 ■ Grade1 (25%)
 ■ Grade 2 (25%)
■ Grade 3 (25%)
 ■ Grade 4 (0%)

Grade 3 (Before)



■ K (0%)
 ■ Grade1 (0%)
 ■ Grade 2 (100%)
■ Grade 3 (0%)
 ■ Grade 4 (0%)

Grade 3 (After)



■ K (0%)
 ■ Grade1 (0%)
 ■ Grade 2 (38%)
■ Grade 3 (25%)
 ■ Grade 4 (38%)

St. Marguerite d'Youville

Experience



The Neighbour to Neighbour Reading Program has benefited our son's reading level, comprehension and reading scores.

- *Parent*

It is very nice that these volunteers find time to help our students become successful and gain self-confidence. Thank you for volunteering. We appreciate your assistance.

- *Teacher*



I learned to use the sounds of the first letters and to go back and reread.

- *Student*





My favourite part with my tutor is talking about my weekend.
- *Student*

They have very few opportunities outside the program to read one on one and most of these children need individual attention. They felt special about getting this extra time to read.
- *Tutor*



My student has benefited from the teaching and practice she has had with her reading. She has the desire to do well and the Neighbour to Neighbour Reading Tutor Program helps to boost her success. She has made good gains and worked on reading for meaning. She does not speak English at home so this program with its 1:1 student:tutor ratio is of great benefit to her.
- *Teacher*

Our Supporters

12.1 Impact

Major funding for this program is provided by:

The Halo Foundation

Founding Funder

Joany Verschuuren & Mark Tamminga

**HAMILTON
COMMUNITY
FOUNDATION**

Edith H. Turner Foundation Fund / Hutton Family Fund

Bruce Trail Expedition for Kids Fund / The Tran Family Fund

H. WILLIAMS JEWELLERY



Canada Summer Jobs

The Ale House

Our sincere thanks to all of our donors, too many to name here, for their support.

12.2 How to Give

You can adopt a school, a student, or another important part of the program in a variety of ways:

\$100 provides a *Kids Can Succeed* student with a Certificate of Reading Achievement, school supplies, and a book bag at the year-end celebration.

\$600 provides a *Kids Can Succeed* student with 30 hours of one-on-one reading assistance.

\$1500 provides leveled reading material at one *Kids Can Succeed* school.

\$5000 provides each *Kids Can Succeed* student with books that are presented at year-end celebrations.

\$7000 provides one school with an entire *Kids Can Succeed Program* for a school year. The reading tutor program supports 16-20 students with a team of 8-10 trained and qualified reading tutors for an entire school year.



Reflections & Future

When Neighbour to Neighbour started on this journey of providing in-school reading tutors we were known as the *Children's Literacy Program*. As the program grew, so did the name of the program as reflected in the *Children's Reading Tutoring Program* or the *Kids Can Succeed Reading Tutor Program*. As we enter this next phase of our evolution we will be known as the **Neighbour to Neighbour Jack Parent Tutoring Program**. Besides the name, nothing has changed. We are ever dedicated to the goals of the program and will continue to provide children with trained volunteers to help them with their decoding, comprehension and fluency skills. We still believe...kids can succeed and it will remain as our tag line.

“Success is not the key to happiness. Happiness is the key to success. If you love what you are doing, you will be successful.” - Albert Schweitzer

I love what I do. My team loves what we do and we are successful. Our long term success is due in no small part to our amazing team of staff and volunteers. This report is the summation of all the qualitative and quantitative information that is collected over the school year. We hope you find it an interesting and engaging document. Additionally, over the last three years we have had the extraordinary opportunity to follow the progress of students attending St. Michael's Elementary School from Grade 1 through to Grade 3. We look forward to providing the results of that project in September 2015.

The closure of Eastmount Park School ends a very successful 10 year relationship. We want to thank the staff, students and parents of Eastmount Park for their support over all the years. We thank our tutors for their commitment to the program as they have agreed to move as a team into another school. We look forward to starting a new school program with one of the schools on our waiting list. TBA

As we enter this next leg of our journey I am optimistic. If we stay true to the goals of the program we will be able to continue to produce outstanding results and expand according to our resources.

I am proud of the tutoring team and I want to thank everyone involved for the passion, commitment, time and talent they share. You inspire me to do my very best every day. Thank you.

I am grateful for the support of our partners and funders who believe that given the opportunity and resources, kids can succeed. You make the dream a reality. Thank you.

Deban Brunette
Director of Educational Programs

Thank You

Thank you to the school staff, tutors and honoured guests for your active participation in making the success celebrations so special for all involved. You are truly appreciated.

Dawn Danko - Trustee - HWDSB

Joany Verschuuren - N2N Board Member & Funder

Pat Daly - Trustee & Chair - HWCDSB

Joe Baiardo - Trustee - HWCDSB

Joe Curto - Equal Opportunities Consultant

Michele Darling - Halo Foundation

Kay Parent - Halo Foundation

Mike Eagen - Halo Foundation

Mark Newman - Reporter - Photographer - Mountain News

Molly Hayes - Reporter - The Hamilton Spectator

Shelly Cameron - Operations Manager/Reporter - Snapd Hamilton

In addition, we would like to acknowledge the renaming of our program as the **Neighbour to Neighbour Jack Parent Tutoring Program**. Please visit the links below for more information.

<http://www.thespec.com/news-story/5673313-mountain-tutoring-program-gets-funding-boost-new-name/>

<http://www.hamiltonnews.com/news-story/5663288-new-name-for-hamilton-mountain-tutoring-program/>

Thank You





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