

## Kumon Math and Reading Centers

www.kumon.com

**Overall Rating: C-**

### Contact Information:

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### Program Information:

**Program Description as Provided by Kumon Math and Reading Centers:** Based on the results of an initial assessment test, goals are set for each student and shared at the beginning of services and periodically throughout the program. Students advance at their own pace through the Kumon skill levels by completing daily assignments using the Kumon Math and Reading curriculum. They visit the Kumon Center twice a week and complete brief homework assignments the other five days. Research done at schools in Oklahoma and Michigan that used Kumon showed impressive gains in test scores and in the retention of skills. Parents are free to ask the Instructor for their own local success stories. Parents are responsible for transportation to and from the Kumon Center. There is a 5 student enrollment minimum - and 50 student maximum - at each Kumon Center location. More information is at www.kumon.com

*The program description was created by the provider and has not been edited by the Michigan Department of Education.*

<b>Number of Students Served in 2006-2007:</b> 54	<b>Subject Areas:</b> English language arts, Mathematics
<b>Offers Transportation:</b> No	<b>Grades Served:</b> K-8
<b>English Language Learner:</b> Yes	<b>Estimated Hours of Tutoring Per Student:</b> 53
<b>Students With Disabilities:</b> No	<b>Number of Students to be Served:</b> 5-50
<b>Place(s) of Service:</b> Place of Business	<b>Student-Teacher Ratios:</b>
	■ <b>Classroom:</b> 1 teacher per 5 students
	■ <b>Computer-based:</b> Not available
	■ <b>Online instruction:</b> Not available

### Consumer Satisfaction and Academic Achievement Information:

#### Consumer Satisfaction

Type of Rater	Number* of People Completing a Survey	Satisfaction Rating	Statewide Average	This Provider's Rating
Parents	10	Percentage of parents who were satisfied with this tutor	81%	50%
	9	Average letter grade from parents for <i>math</i>	B	B-
	7	Average letter grade from parents for <i>English language arts</i>	B	C+
Teachers	9	Average letter grade from teachers for effects on classroom performance	C	C
	9	Percentage of teachers who agreed this tutor positively impacted students' learning	45%	44.4%

\*Please note that for many providers of tutoring services, the number of surveys completed is very low. Readers should consider the number of responses when drawing conclusions about any provider.

#### Academic Achievement: Impact of Provider's Services on 2006 Michigan Educational Assessment Program (MEAP) Scores

Math			English Language Arts		
Grade Level	Number of Student Scores Considered	Performance Rating	Grade Level	Number of Student Scores Considered	Performance Rating
3	15	D	3	15	C
4	4	<10	4	5	<10
5	11	C	5	9	<10
6	0	No data available	6	0	No data available
7	0	No data available	7	0	No data available

Key: "A" – substantially above average, "B" – above average, "C" – average, "D" – below average, "E" – substantially below average, "<10" – fewer than 10 students were served for this subject/grade and results are suppressed to protect the confidentiality of students' information.

The analysis of MEAP scores is based on students served in the 2005-2006 school year.

**2007-2008 Service Areas (Limited to Applicable Districts):**

Grand Rapids Public Schools, Academy of Michigan, Willow Run Community Schools, Detroit City School District, Hamtramck Public Schools, Highland Park City Schools, School District of the City of Inkster, Redford Union School District, Cherry Hill School of Performing Arts

**How the Statistics Were Calculated:**

Consumer satisfaction data is derived from a mail survey of parents and an online survey of teachers concerning students receiving supplemental education services in the 2006-2007 school year.

- Parent satisfaction statistics are based on responses to the question, "Overall, are you satisfied with this tutor?" Parents could respond "yes," "no," or "not sure."
- Parent letter grades are based on responses to the question, "What overall grade would you give your child's tutor?" Parents were asked to provide separate grades for the tutor's performance in math and in English language arts, with response options of "A," "B," "C," "D," or "E – Failing." Responses were converted to a four-point scale and averaged for each provider.
- The teacher letter grade for effects on classroom performance was derived from responses to seven questions about students' classroom performance. An average across all items (excluding items with no response) was calculated for each provider and the top 20% of scores were coded as "A," the next 20% were coded as "B," and so on through "E."
- The rating of teachers' perceptions of provider impact on student learning is based on responses to the agree-disagree question, "This tutor is positively impacting this student's learning." Responses of "agree" or "strongly agree" are considered.

Impact on the MEAP score is based on a hierarchical linear regression analysis of students receiving SES in the 2005-2006 school year compared to a control group matched to SES recipients based on 2005 MEAP score, economic disadvantage, special education status, and limited English proficiency status. The analysis controlled for the effects of students' schools and the 2005 MEAP score.

The overall grade is a weighted average of the consumer satisfaction and academic achievement data.

Additional information is available upon request from the Michigan Department of Education.