

KUMON connections

Your Local Center Newsletter

March 2009

So
amazing
truly



~Announcements~

Due to increased interest and enrollment in our Junior Kumon program, the center will be open to Junior Kumon students on

**Mondays & Thursdays from 3:00-6:30 and
Tuesdays & Fridays from 3:00-5:30.**

If you would like to switch days and or times, please contact us by phone, e-mail or drop us a note. You may choose any two-day combination.

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**WE WILL BE CONDUCTING  
INDIVIDUAL PARENT CONFERENCES ON  
3/31, 4/1, 4/3 AND 4/4.**

**SIGN-UP WILL BEGIN 3/17.**

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**Due to airborne food allergies, we can
no longer allow food of any kind in our
classrooms or waiting area - no exceptions.
Thank you for your understanding &
cooperation!**

HAPPY BIRTHDAY WISHES TO...

LOLA K. ON THE 2ND

COLE S. ON THE 24TH

BEN B. ON THE 10TH

LAKSHMI S. ON THE 25TH

Park Slope
1214 8th Avenue
Brooklyn, NY 11215
Phone 718.788.MATH
parkslope_ny@ikumon.com

Center Hours
Mondays & Thursdays
3:00 – 6:30 p.m.
Tuesdays & Fridays
(Jr. Kumon only)
3:00-5:30 p.m.

KUMON
MATH. READING. SUCCESS.



Please join us in congratulating our
Honor Roll Students
 (December 2008)

MATH

Name	Grade	Level Achieved	ASHR Level
Cole Schudmak	PK2	4A200	1
Miranda Sam Joseph	PK2	3A20	1
Nina Piesanen	PK1	3A 100	1
Rhea Rasquinha	K	A 10	1
Jedidiah Pienkny	2	B200	1
Caroline Bandigan	5	E 100	1
Jacob Hoffman	5	G 150	3

READING

Name	Grade	Level Achieved	ASHR Level
Miranda Sam Joseph	PK2	4A200	1
Rhea Rasquinha	K	AI 190	1
Jedidiah Pienkny	2	BI 190	1

Advanced student Honor Roll (ASHR)

The goal of the Kumon Method is to study materials ahead of grade level. Kumon recognizes three categories of advanced students: six months to one year, two years and three years above grade level. Achieving ASHR status is a significant accomplishment and is rewarded in the following manner: ASHR students receive a certificate in March, June, September and December. In addition, a poster listing the 20 most advanced students by school grade is produced each quarter that Instructors are encouraged to showcase at their Kumon Center. The ASHR awards are sent to the Instructor for distribution to students. ASHR is calculated and rewarded separately for Math and Reading.



FEBRUARY MATH ACHIEVERS

- LEVEL G
* LUNG FU
- LEVEL E
* CAROLINE BANDIGAN
- LEVEL D
* KEMIESHA KELLY
- LEVEL C
* MAHMUDUL KARIM
- LEVEL B
* AMBER SCHELUCHIN
* ANYA PLOTKIN
* JASMINE MICHEL
* LOLA KAPLAN
* SHANNON GONCALVES
- LEVEL A
* DYLAN BREEN
* GIBRAM TAVERAS
* IMOGENE LINK-HARRINGTON
* KEANU CASSELL-WOODY
* MARTEN NANITS
* XAVIER CRUZ
- LEVEL 2A
* MATTHEW VILLAFANE
* RHEA RASQUINHA
- LEVEL 3A
* JESSICA DAWSON
* LOLA GRANELLI
* LAMIA MITCHELL
- LEVEL 4A
* KIYANNA KINSEY
* SAMSON ABRAMS
- LEVEL 6A
* LAKSHMI SAHNI
* PRIYA VERMA

FEBRUARY READING ACHIEVERS

- LEVEL EI
* LUNG FU
- LEVEL CII
* ANYA PLOTKIN
* DONOYAN DUNHAM
* MAHMUDUL KARIM
- LEVEL BII
* JASMINE MICHEL
* MARTEN NANITS*
- LEVEL BI
* JEDIDIAH PIENKNY
* KEANU CASSELL-WOODY
* MARTEN NANITS*
- LEVEL AII
* AMBER SCHELUCHIN
* KAYLA QUARLESS
* PARTH PATEL
- LEVEL AI
* JASON SIACA
* MATTHEW VILLAFANE
* RHEA RASQUINHA
- LEVEL 2A
* LUCA PATERNA
* SAMANTHA MATOS
- LEVEL 3A
* GIBRAM TAVERAS
* JANE MEDYED
- LEVEL 4A
* EMMA DONNELLY
* KIYANNA KINSEY
* SAMSON ABRAMS
* VIVIENNE HOLMARSDOTTIRT
- LEVEL 5A
* JOSEPH COLLINS
* KAZI TEJWAR
* SHIVRAJ SAHNI
- LEVEL 6A
* BRIAN TATUM
* NINA PIESANEN



STANDARD COMPLETION TIME (SCT)

In Kumon education, **time** and **accuracy** are of equal importance. Instructors use both in deciding whether advancement or repetition is necessary.

The time measurement that Kumon uses is called the SCT (Standard Completion Time). Fifty years of experience has taught us how crucial the element of time really is in measuring the mastery of math. An SCT has been established for each Kumon level as a criterion for assessing the study situation of students, such as whether or not the students are progressing smoothly. Instructors compare the completion time of all student assignments – regardless of age or grade – against the SCT.

Please help ensure your child write a start time and an end time for each homework packet. (Even our youngest students do so when at the center.) By comparing actual completion times with the SCT of the worksheets, instructors can determine the “just-right” level of study for each child.

A list of all the SCT’s is published in the Kumon *Table of Learning Material*. If you do not have a copy, be sure to ask for one.

How Can Kumon Improve Performance On Standardized Tests?

“Coming up with the answers quickly and accurately is what counts the most.”

- Toru Kumon

For many students, “test” is a dreaded four-letter word. In addition, this anxiety can turn into downright panic if the test happens to be timed (as is the case with most standardized tests). Trepidation over taking a test becomes even worse if the consequences of test results are overstated for the student’s future educational or career prospects. The SAT, ACT and other such tests are considered to be very important for assessing students academically. Unfortunately, many students are not adequately prepared for these tests. If they are nervous or apprehensive, they will probably not perform well on standardized tests.

With the Kumon Method, students develop their test-taking abilities naturally. In Kumon, every day’s assignment is a kind of test. The method trains students in ways that directly affect their ability to test well. Students not only learn several ways to approach a mathematical problem, but acquire strong time management skills as well. Speed is another component of a student’s abilities, which facilitates standardized test performance. Whereas a typical standardized test may contain 45 math problems to be completed in 30 minutes, a Kumon assignment might contain 60 such problems with a Standard Completion Time of 30 minutes. The ability of students to finish quickly could provide them with extra time to check their answers on standardized tests while other students may still be struggling to finish all the problems. The process of achievement testing in the Kumon Method also reinforces the idea that a test is not something to be feared, but an opportunity to demonstrate mastery. Likewise, our students grow accustomed to being timed. A long-term student develops the ability to stay on task and complete assignments quickly, as well as demonstrating a strong mastery of the basic mathematical operations. Students who are comfortable with being timed and tested have a definite advantage over those for whom the idea of taking a timed standardized test creates anxiety.

Mathematics is a subject of great importance on standardized tests, often comprising at least 50% of the content. Students benefit from having an eclectic mathematical capacity. In other words, students who know only one strategy for attacking a difficult equation are not as well equipped as Kumon students, who have been exposed to a variety of methodologies. There is often more than one way to solve a problem; the more of these techniques a student has mastered, the better the prospects will be for performance on standardized tests.

