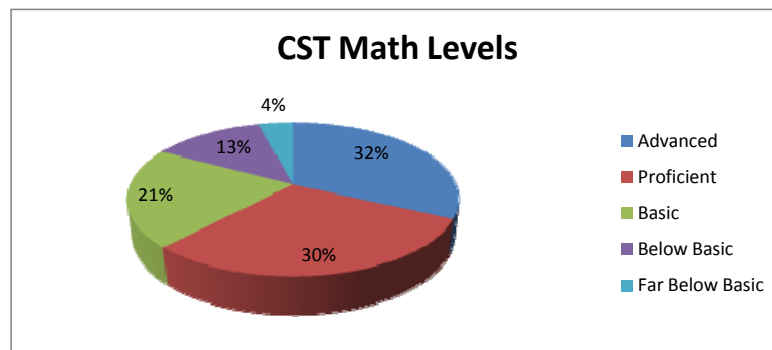
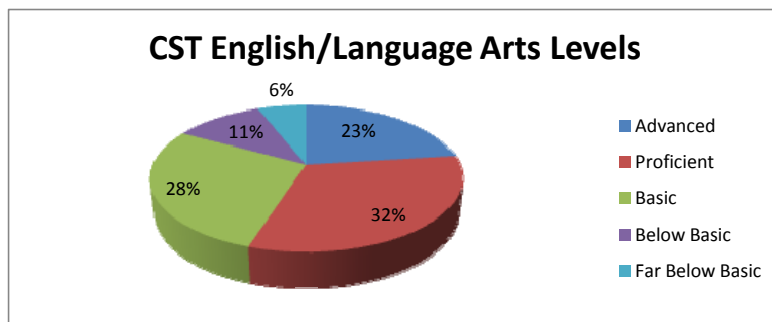


SERRF Program Highlights of Results 2009-2010 Project Year

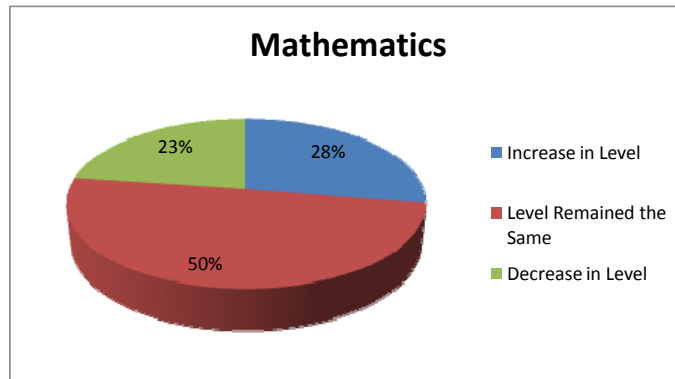
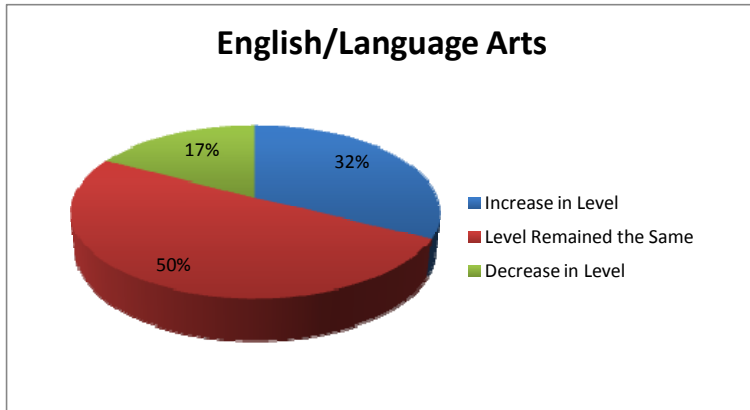
CST Results

The Content Standard Test results in English/Language Arts and Math are used in the evaluation of the program. The graphs below illustrate the percentage of students (those participating in the **SERRF** program for 60 days or more) scoring at each of the levels on the CST (spring 2010). A total of 1,097 students participated in SERRF for 60 days or more and had CST results.



- 55% of the students (609) scored at the Proficient or Advanced level in English/Language Arts.
- 62% of the students (684) scored at the Proficient or Advanced level in Math.

Baseline and spring 2010 CST levels were provided for students in third through eighth grades. A total of 813 students had baseline and 2010 CST results and a minimum of 60 days of participation in **SERRF**. The following graphs illustrate the percentage of students who demonstrated an increase in levels, a decrease in levels, or maintained the same level.

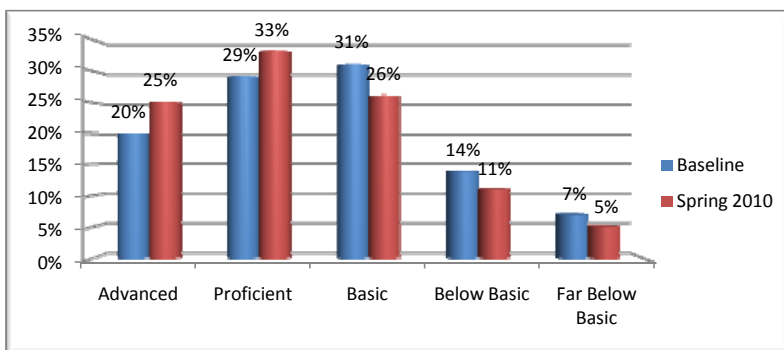


- 32% of the students demonstrated an increase in achievement level in English/Language Arts.
- 28% of the students demonstrated an increase in achievement level in Math.

The following graphs compare the percentage of students with matched CST scores at each performance level for baseline and 2009-2010 program years.

English/Language Arts

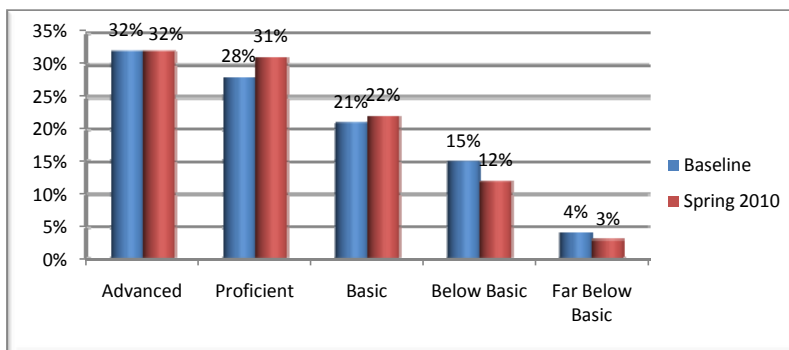
**English/Language Arts
Percentage of Students Scoring at Each Level**



- On the baseline CST, **49%** scored at the Advanced and Proficient levels.
- In spring 2010, **58%** scored at the Advanced and Proficient levels.

Math

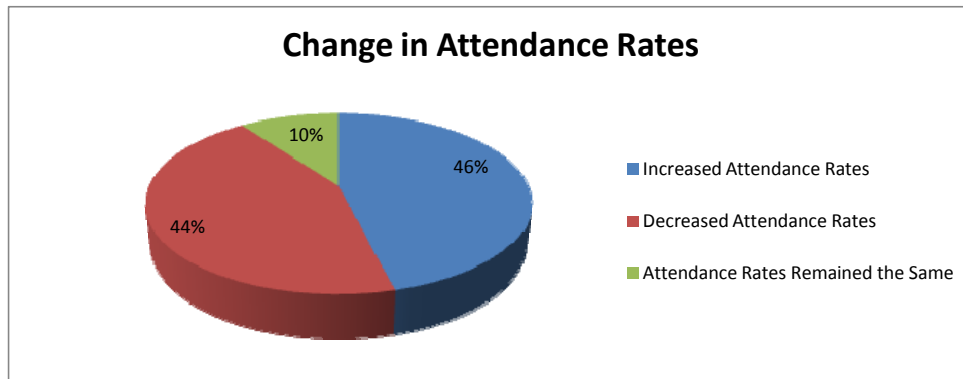
**Math
Percentage of Students Scoring at Each Level**



- On the baseline CST, **60%** scored at the Advanced and Proficient Levels
- In spring 2010, **63%** of the students scored at these levels.

Regular School Day Attendance

School attendance is another measure used to evaluate the effectiveness of the **SERRF** program. The following graph illustrates the change in attendance rates for the 1,288 students with baseline and 2009-2010 attendance information and attending **SERRF** for 60 days or more.



- 46% of the students demonstrated increased attendance
- The attendance rates for 10% of the students remained the same.

For the 2009-2010 school year, a total of 1,624 students have attendance information and have participated in the **SERRF** program for a minimum of 60 days.

- 75% of the students have attendance rates of 95% or above.
- The mean attendance rate for the students is 96%.

Parent Feedback

Parent Survey Results

Parents of **SERRF** students completed a Parent Survey in spring 2010. A total of 555 parents from all **SERRF** schools completed the survey. Overall, parents expressed a high level of satisfaction with the program.

- Ninety-four percent agree or strongly agree that their child likes to attend the **SERRF** Program.
- Ninety-six percent of the parents agree or strongly agree that the **SERRF** Program is a safe place for their child.
- Ninety-five percent of the surveyed parents were satisfied with the quality of the activities in the **SERRF** Program.
- Ninety-two percent of the parents would recommend the **SERRF** program to other families.

Comments from Parents

At focus groups conducted in spring 2010, parents were asked to share their experiences with **SERRF**. The following are their comments.

- It's been good. My kids like to go. My second grader has been in the program since kindergarten.
- It's been a good experience. They have good engaging activities with the clubs that they do.
- It has been a godsend for me. The kids love it.
- I love it. It is excellent. They are very helpful. They help the kids get their homework done. It would be nice to have **SERRF** on non-school days. They are touching the interests of the students.
- Both kids have been in **SERRF** since the beginning of school. I love it as a parent. They get their homework done. They do fieldtrips. It is a well-funded program. I love the staff. The clubs are great. I am amazed there is a program like it.

- I've enjoyed it. It is the best thing to happen to a working mom. She gets her work done and the cost is reasonable. She has had a really good experience.
- It has been wonderful. If it weren't for SERRF I don't know what I'd do. They help me a lot. My math is different than what they do here. There is a different process here. SERRF helps a lot with the homework. He likes it.

Teacher Feedback

Teacher Survey Results

All teachers in the schools with **SERRF** programs were given surveys in spring 2010. A total of 199 teachers completed and returned the surveys. Teachers identified the following components of the **SERRF** program as the strongest:

- The **SERRF** Program provides students a positive alternative to being home alone (96% responding agree or strongly agree).
- The **SERRF** Program provides a safe place of students after school (95% responding agree or strongly agree)
- Overall, the **SERRF** Program is an excellent program (87% responding agree or strongly agree).

The area in which the fewest teachers (64%) responded agree or strongly agree was, "I have seen a positive change in the **SERRF** ELL Students (academic, social)."

Comments from Teachers

Teachers participated in focus groups in spring 2010. Teachers were asked to identify strengths of the SERRF program.

- The homework hour is a strength.
- It is a well-organized, well-structured program.
- The extracurricular activities are a strength. And they have a variety of activities.
- They are teaching some of the curriculum that we don't have the time for. This reinforces the concepts and is tied to the curriculum.
- I have seen a gradual change to more focus on the curriculum.
- So many facets. There are not latchkey kids. Think about what kids could be doing. Parents who are working, think of the peace of mind they have knowing where their kids are after school.
- It is a safety issue, it is so important for our demographic and geographic area.
- At this age, on one hand I think these kids are old enough to go home by themselves. For those parents not willing or able to allow that, the kids get the added nurturing and it helps make them feel that school isn't a bad place to be. It provides kids an opportunity for after school sports who might not be able to join otherwise. It is an extension of home life. It doesn't feel uncomfortable or institutionalized. The kids have opportunities to get help.
- Lots of extra opportunities.
- They are active, they hit everything. They have PE and health. Such a variety of activities.
- I think they give kids snack, a safe place to be, time to work on homework. I think mostly it is just really good for children.
- Belonging to a productive community rather than being out doing this or that. It helps their self-esteem. Doing something besides watching TV and playing Nintendo.

- The opportunity to do fun things. They are learning about social skills, citizenship. They are doing fun things that we don't have time for in class.
- The consistency, the creativity
- The engagement of students
- The variety
- It is a nice time of caring and sharing.
- It is completely child oriented.
- It is organized. Their classroom is completely set-up. They have the posters up telling about the SERRF program.
- SERRF is a big component of the school. They are doing a great job.

Teachers participating in the focus groups were asked to make suggestions for changes or improvements in the **SERRF** program.

- Better supervision when the children are playing. Following the rules.
- I would like to see more communication between the Academic Alignment Coach. I would like to have her share information at staff meetings, perhaps quarterly.
- More space for more kids.
- I know at different times I have heard they have to do such and such at certain times, like the ending time for the homework hour. If that is still the case, it should be flexed according to the needs of the sites. Having the ability to be flexible would be important.
- I wonder the kind of support that is provided to new staff, in classroom management. They have the hardest of the hard, at a hard time of day.
- The classes are too large.

- I would like to see funding provided for assistance. There are 28 five-year-olds and that is too many. She's all by herself.
- They could do peer to peer tutoring, something to get the student ratio down.
- They have lots of games available and I would like to see them use the games more to build mathematical reasoning.
- I know they have an immense library of resources at our site and they are not being utilized. For enrichment time I would like to see them use the games/activities they have. The materials are there for a reason.
- I would like them to work with the school teachers so the students can take the AR tests and play math games. They need to get the computers they have linked to the school's server. It would be a great time for the students to take the quizzes.
- These kids need to be reading aloud. They need to practice reading. If they could buddy up with the older kids to read. The parents aren't putting a big emphasis on homework.
- I would like to see consistency in the playground rules.
- I would like them to provide a clear explanation to parents about homework at the beginning of the year with reminders a few times throughout the year.