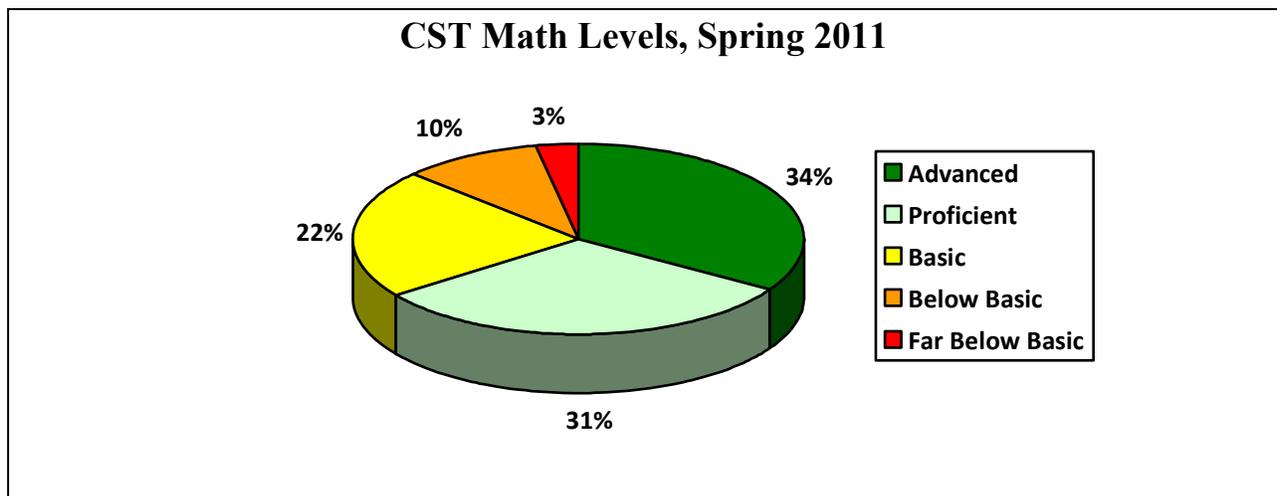
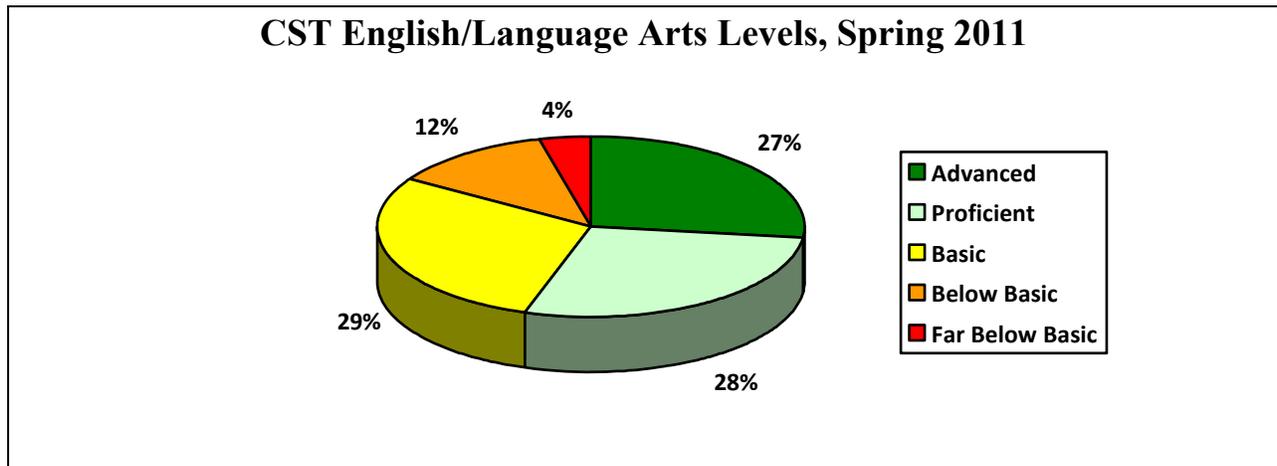


SERRF Program ~ Highlights of Results 2010-2011 Project Year

During the 2010-2011 school year, **3,555 students** participated in SERRF.

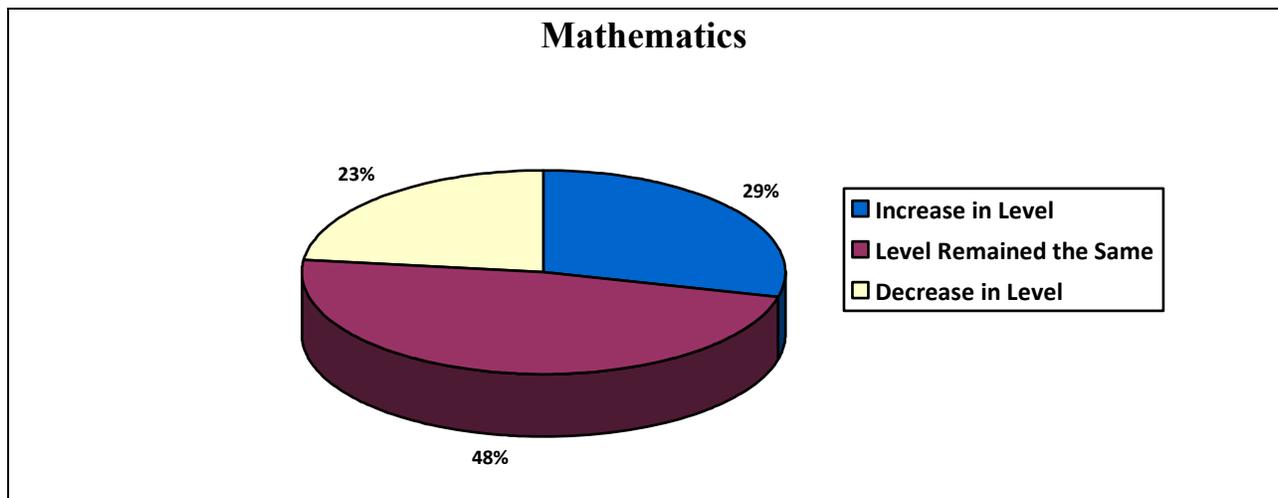
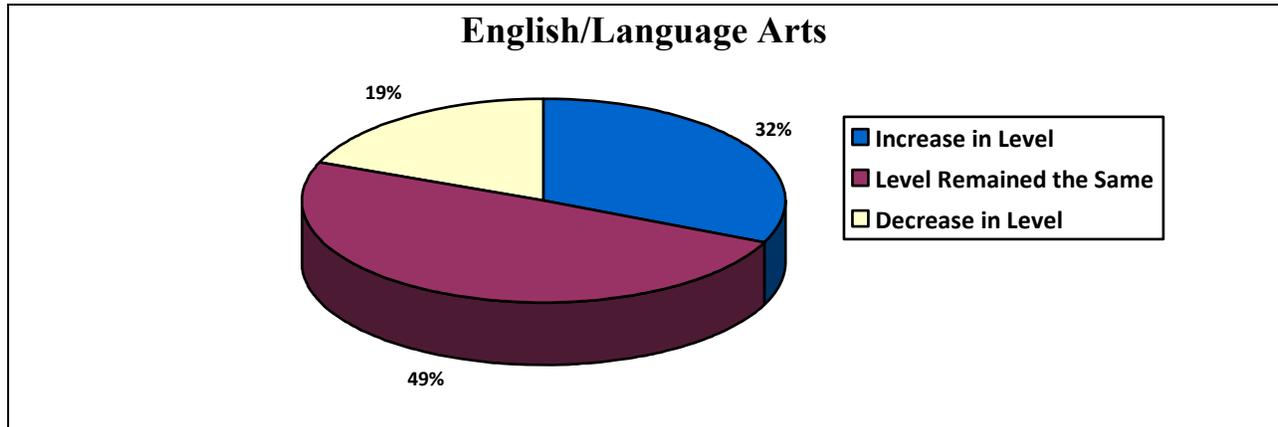
CST Results

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 2011). A total of 1,165 students participated in SERRF for 60 days or more and had CST results.



- 55% of the students (634) scored at the Proficient or Advanced level in English/Language Arts.
- 65% of the students (761) scored at the Proficient or Advanced level in Math.

Baseline and spring 2011 CST levels were provided for students in third through eighth grades. A total of 874 students had baseline and 2011 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.

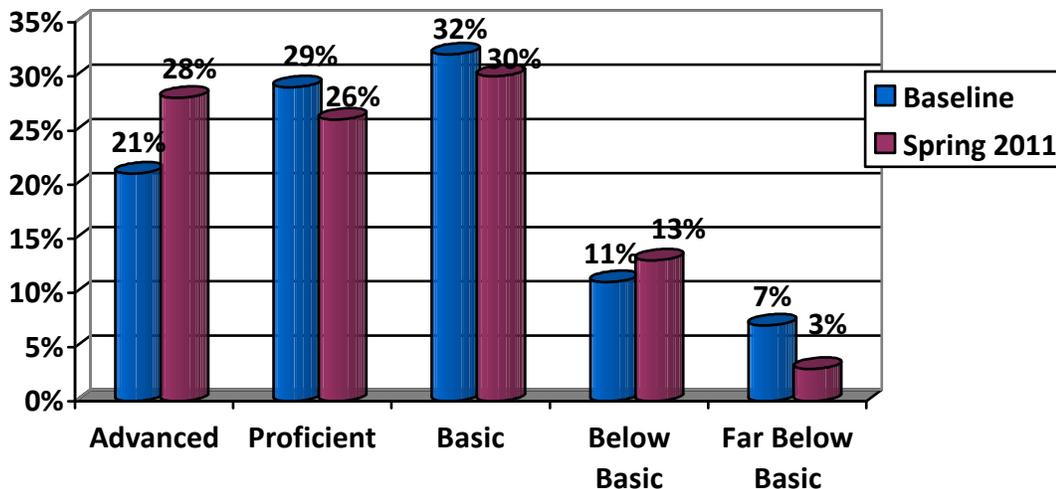


- 32% of the students demonstrated an increase in achievement level in English/Language Arts.
- 29% of the students demonstrated an increase in achievement level in Math.

The following graphs compare the percentage of students with matched CST scores at each performance level for baseline and 2010-2011 program years.

English/Language Arts

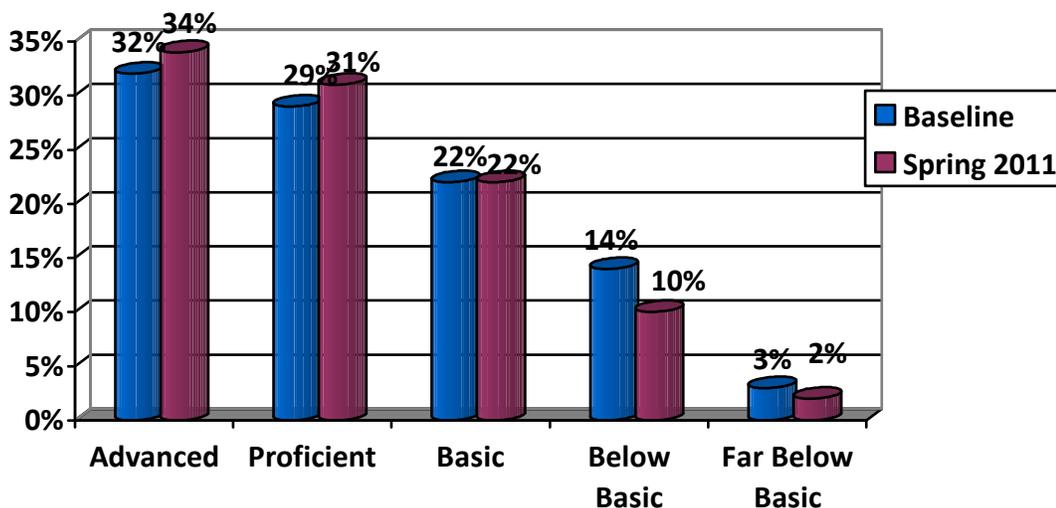
English/Language Arts
Percentage of Students Scoring at Each Levels



- On the baseline CST, **50%** scored at the Advanced and Proficient levels.
- In spring 2011, **54%** scored at the Advanced and Proficient levels.

Math

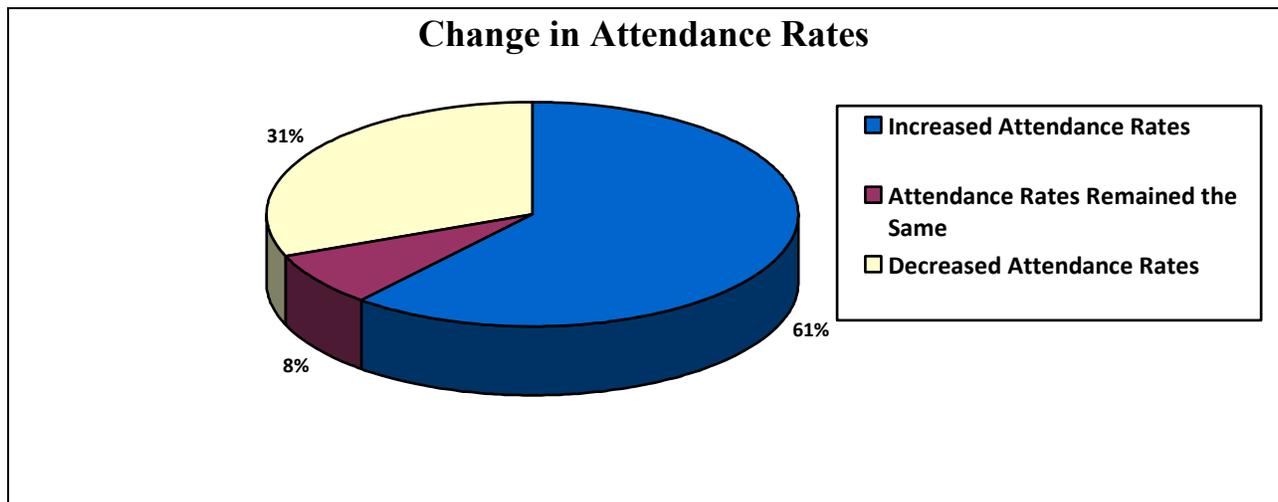
Math
Percentage of Students Scoring at Each Level



- On the baseline CST, **61%** scored at the Advanced and Proficient levels.
- In spring 2011, **65%** 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 1,322 students with baseline and 2010-2011 attendance information and attending **SERRF** for 60 days or more.



- 61% of the students demonstrated increased attendance rates.
- The attendance rates for 8% of the students remained the same.
- 31% of the students demonstrated decreased attendance rates.

For the 2010-2011 school year, a total of 1,670 students have school attendance information and have participated in the **SERRF** program for a minimum of 60 days.

- 84% of the students have attendance rates of 95% or above.
- The mean attendance rate for the students is 97%.

Parent Feedback

Parent Survey Results

Parents of **SERRF** students completed a Parent Survey in spring 2011. A total of 487 parents completed the survey. Overall, parents expressed a high level of satisfaction with the program.

- Ninety-five percent agree or strongly agree that their child likes to attend the **SERRF** Program.
- Ninety-seven 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 After School Program.
- Ninety-five percent of the parents would recommend the **SERRF** program to other families.

Comments from Parents

In focus groups conducted in spring 2011, parents were asked to share their experiences with **SERRF**. The following are their comments.

- It's been great.
- Awesome. I would not be able to work without **SERRF**.
- Amazing. They are wonderful. From homework to enrichment. My kids just love it. The teachers are wonderful.
- It has been positive. It is nice to have a place I know they'll be doing their homework. It is not something I have to deal with at home. We do review their homework at home.
- Excellent.
- I love it. It helps me out a lot because I work. They make sure he gets his homework done so I can spend the time with him on the fun stuff.
- I really like it a lot. It is helpful with the new way of teaching kids. It is nice to have someone else able to help. They get to participate in a lot of different, fun activities.

Teacher Feedback

Teacher Survey Results

All teachers in the schools with **SERRF** programs were given surveys in spring 2011. A total of 161 teachers completed and returned the surveys. Teachers identified the following components of the **SERRF** program as the strongest:

- The **SERRF** Program provides a safe place for students after school (95% responding agree or strongly agree).
- The **SERRF** Program provides students a positive alternative to being home alone (95% responding agree or strongly agree).
- **SERRF** provides support for students to complete their homework (95% responding agree or strongly agree).
- Overall, the **SERRF** Program is an excellent program (89% responding agree or strongly agree).

The area in which the fewest teachers (68%) 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 2011. Teachers were asked to identify strengths of the **SERRF** program.

- The support for the teachers. **SERRF** provides reinforcement for what we do in the classroom. The communication between the teachers and the Facilitator.
- Being very structured and consistent with homework and their activities.
- Giving them opportunities to learn extra-curricular activities as well as excel in schoolwork.
- The **SERRF**-parent communication. It is strong. Discipline is strong.
- The personnel. They have a great team.
- They are very professional.

- If we have a complaint, they act on it.
- They know the students.
- They come in and ask for resources or what we would suggest. They borrow the resources, then return them.
- They do a lot of academic teaching. There is an academic focus.
- When they read stories, they have questioning skills, the training to go behind it.
- They bring in a lot of high quality people.
- There is a waiting list for people to get in.
- The Facilitator is a wonderful administrator of this program. She really communicates with the teachers.
- We feel like a team working with her.
- The variety that **SERRF** offers. They have homework help, working with discipline, Character Counts. They have a structure to it. A lot of kids don't have structure outside of school.
- It is good for kids to plan out their homework and how to get it done.
- There is lots of involvement with families and lots of communication.
- I hear praise from parents.
- I like the creative stuff.
- The **SERRF** kids seem to be kinder to each other. They seem to have a bonding. We don't see fists or kicking.
- The organized activities. They have a process to send out things. The kids enjoy the activities. They have structured things to do with them. Sometimes I will pull kids from **SERRF** for extra help.
- I think the extended activities are a strength.
- The art lessons, science, the things we don't have time for. The things past the three R's in class. The homework help.
- This year was a successful year as far as project management. The Girls on the Run.
- The networking, knowing **SERRF** is there to help children.

- It is a place for kids to go. They are able to have a time to complete homework and be taken care of. They really seem to enjoy the themes that they are doing, the extra things.
- The homework support, the enrichment. I like what they've done to help with the new math program. They use the games that we don't have time for. They support what we're doing. They communicate well and listen to the needs of students.

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

- It would be nice to get introduced to the **SERRF** staff. Perhaps they could walk around once and be introduced. Perhaps they could be introduced at a staff meeting.
- I wish the books that were being read would be written down (first graders). Closer communication with the teachers. Perhaps a different way to communicate with Liaisons.
- I wish they could open it up to more kids.
- I wish they could have additional help. If they could have a good reliable mentorship, people interested in teaching.
- Expansion. The only problem with expansion is right now the group is smaller. I hate to see it get so large that it wouldn't be personalized.
- I would like to see some of the discipline policies to match what is done in the classroom. Some match and some are different. There is a need to enforce the same rules. It is much better as far as playground rules and discipline.
- I have a concern. The special ed population normally has an aide. In **SERRF** they do not. I am concerned about their safety and the safety of others.
- I would like to see better supervision on the playground.
- Discipline is a challenge.
- I would like to see a smaller ratio of students to teachers. It must be very difficult to get to everyone. I know she can't be listening to them read. Perhaps upper grade students could listen to them read.

- I wish they had more help. I would like to see that in the younger groups when homework is done and they have structured activities, I would like them to have time for puzzles and other non-academic things.
- In the earlier years of **SERRF**, as a staff we were concerned about playground rules not being enforced. This seems to have gotten better. It has definitely improved. The quality of homework help has definitely improved. Every time I have gone into **SERRF** I see the children on-task, well-behaved, and not out of control. That has improved as the years have gone by. I am pleased with how it's evolved.
- They have been supportive of what I do in the classroom. If kids need help from me, they are good about letting them come see me. It is a strong program.