

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Mr. Chris Couch

Official School Name: Scurry-Rosser Middle School

School Mailing Address:
10729 S State HWY 34
Scurry, TX 75157-3613

County: Kaufman State School Code Number*: 129-910-041

Telephone: (972) 452-8823 Fax: (972) 452-8902

Web site/URL: www.scurry-rosser.com E-mail: hap.couch@scurry-rosser.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Chris Couch

District Name: Scurry-Rosser ISD Tel: (972) 452-8823

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. John Sutton

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)
- | | |
|----------|-----------------------------------|
| 1 | Elementary schools (includes K-8) |
| 1 | Middle/Junior high schools |
| 1 | High schools |
| | K-12 schools |
| 3 | TOTAL |

2. District Per Pupil Expenditure: 9358

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 3 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6	32	36	68
K			0	7	41	42	83
1			0	8	32	23	55
2			0	9			0
3			0	10			0
4			0	11			0
5	29	33	62	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							268

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
0 % Asian
6 % Black or African American
9 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
84 % White
0 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 21 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	32
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	25
(3)	Total of all transferred students [sum of rows (1) and (2)].	57
(4)	Total number of students in the school as of October 1.	272
(5)	Total transferred students in row (3) divided by total students in row (4).	0.210
(6)	Amount in row (5) multiplied by 100.	20.956

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 42 %

Total number students who qualify: 112

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 12 %

Total Number of Students Served: 33

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>21</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>20</u>	<u>0</u>
Special resource teachers/specialists	<u>2</u>	<u>0</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff	<u>3</u>	<u>0</u>
Total number	<u>30</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 16 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	94%	95%	96%	95%	95%
Teacher turnover rate	15%	34%	20%	17%	12%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Our rural school district operates within thirty-five miles of a major metropolitan city and within a twenty-five mile radius of eight other school districts, each having a pay scale equal to or above the Scurry-Rosser school district. The new leadership established in the 2005-2006 school year required willing teamwork of all staff members and that they be highly qualified in their positions. Over the course of a couple of years, all positions were filled with highly qualified teachers. The hiring of a new athletic director and the subsequent replacement of all middle school coaches (which represent 30% of the middle school staff) resulted in the higher than normal turnover rate for the 2007-2008 school year. The 2009-2010 turnover rate, with only four teachers leaving, demonstrates an improvement. At this time, we anticipate no turnovers for the 2010-2011 school year.

The lower than usual teacher attendance rate for the 2008-2009 school year is attributed to two teachers on maternity leave.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	0	%

PART III - SUMMARY

Scurry-Rosser became an incorporated school district in 1929. We continue to be a rural bedroom community dedicated to keeping our students connected to the 21st century. Our district serves the towns of Scurry and Rosser, as well as the surrounding communities. It has grown from a single-site K-12 campus to a sprawling three-campus community that is the hub of the town.

In 2003, a former student/teacher/administrator moved into the position of superintendent and brought with him a vision. This vision set the course for Scurry-Rosser ISD to begin its journey to academic success and achievement milestones.

He initiated our motto, “Dream, Believe, and Achieve.” This vision brought forth cognitive changes throughout the school. A new principal at the middle school, and the addition of a math and a science coordinator, began to shape and mold the culture of Scurry-Rosser Middle School as it is today.

In order for the district to improve drastically, the community, parents, school board, and teachers were committed to the vision of academic achievement that required drastic changes in our school system. An after school tutorial program was implemented to aid in the improvement of ailing scores. Data driven decision making was utilized to identify student need. And, extra time, thru double-blocking the core areas of English and Math, was scheduled to allow adequate time for instruction and practice. The district also began the search for highly qualified, dedicated teachers with the mindset of success to fill all areas of curriculum. All involved were patient and allowed enough time for these changes to evolve into positive outcomes. We all began to believe that we would not accept second best.

The idea behind our district, now with two exemplary campuses, is that we can and do have the potential to reach top academic levels.

This Blue Ribbon nomination is a milestone for Scurry-Rosser Middle School, and it has taken years of hard work by our dedicated teachers, committed staff, hard-working students and supportive parents, school board, and community.

Most importantly, our goal is to have high expectations for each and every student, and our Middle School staff takes full accountability for that outcome.

Additionally, our belief is that it takes everyone to educate and improve our students. Our team encompasses ALL members of the Middle School campus: food service, custodians, maintenance, aides, secretaries, clerks, nurses, teachers, and principals. All the team works together to encourage our students to be great.

We believe that students, who don't enjoy school, don't succeed. Students can have fun and learn at the same time. State assessment results are important, but equally important is enjoying the learning process. Our hope is to instill in our students a lifelong love of learning.

The Scurry-Rosser Middle School is fortunate to employ extremely talented, experienced, and dedicated teachers. Their commitment to excellence drives student achievement. Additionally, these same teachers sincerely care about our students and desire for them to succeed in the classroom and in life. When students know they are more than just a body in a desk, it makes a difference academically and emotionally.

The Middle School teachers and staff deserve special commendation for their acceptance of change even when they were not completely sold on proposed new ideas. Their willingness to take a positive outlook regarding change and to give their all to each and every student's success was key in the academic improvements that have occurred over the past five years. This nomination is the reward for the middle school's belief that we can and will do whatever it takes to achieve academic success for all students. They are an outstanding team dedicated to our mission which is to enable students to pursue excellence, to be competitive in the workplace and in institutions of higher learning, and to make sound, informed, ethical decisions both now and during their future lives.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Students are assessed using the Texas Assessment of Knowledge and Skills, or TAKS. The TAKS is administered each spring and covers the Texas Essential Knowledge and Skills, or TEKS. TEKS are developed by the state for each grade level and constitute the curriculum followed by all districts in the state of Texas. All students at Scurry-Rosser Middle School are tested in Reading and Math. (History is tested at the 8th grade level only; Science is tested in both 5th and 8th grades; and Writing is tested in 7th grade.) Special Education students have the opportunity to take a modified test dependent on their abilities. Students are given a scale score that falls into one of three categories: Commended (a student who scores considerably higher than the state standard), Met Standard (a student who shows sufficient understanding of state TEKS), and Did Not Meet Standard (a student who shows an insufficient understanding of state TEKS). Campuses and districts are rated according to the number of students meeting the state standard, as well as other factors. Campuses and districts may be rated as Exemplary, Recognized, Academically Acceptable, and Academically Unacceptable.

Over the past five years, Scurry-Rosser Middle School has shown remarkable improvement in overall student performance, performance of specific subgroups, campus rating, and district rating. There is little disparity between subgroups; therefore the campus's improvement has been in the area of overall student performance. In Reading, from 2005 to 2009, the white subgroup improved from 89% to 98% of students meeting the state standard, while the economically disadvantaged subgroup improved from 86% to 96%. Overall Reading scores increased from 89% to 97%. In Math, 69% of white students met the state standard in 2005. In 2009, this had improved to 93%. Economically Disadvantaged went from 63% in 2005 to 91% in 2009. Overall Math scores improved from 69% in 2005 to 93%. The campus as a whole has improved from Recognized in 2005 to Exemplary in 2009.

The campus has received Gold Performance Acknowledgements for overall number of students commended in the following tested areas:

- Commended on Mathematics: 2005, 2009
- Commended on Science: 2005, 2006, 2008
- Commended on Reading /ELA: 2005, 2008, 2009
- Commended on Writing: 2005, 2006, 2007, 2008, 2009
- Commended on Social Studies: 2007, 2008
- Comparable Improvement Reading/ELA: 2006, 2008
- Comparable Improvement Mathematics: 2007, 2008

The considerable improvement shown at our campus during the especially difficult middle school years, when students experience tremendous emotional, physical, and social upheaval, demonstrates a cooperative effort on the part of the community, parents, administrators, teachers, staff, and students. We, at Scurry-Rosser Middle School, are extremely proud of the strides made over the last five years. Our efforts, dedication, and successes are evident in the significant improvement shown in several important areas. 5th grade Mathematics improved from 83% to 96%. 6th grade Reading jumped from 83% to 99%, and 6th grade Math increased from 50% to 98%. 7th grade Math rose from 75% to 84%. And, overall Commended Performance in Math improved from 10% to 35%.

Further information regarding the state assessment system and performance data can be found at <http://ritter.tea.state.tx.us>.

2. Using Assessment Results:

Scurry-Rosser continually strives to provide the best quality education for all our students. Our staff is committed to the idea of individualized instruction through the analyzing of assessment data and using this data to drive the curriculum. Analyzing data in this way has allowed us to identify areas of strength and weakness in our curriculum, as well as provide for students' individual needs.

The administrative team provides the results from the previous year's statewide assessments to the district to assist them in making curriculum decisions at all levels—district, campus, grade, and individual. District administrators, campus leadership, and teachers analyze results to identify areas of strength and weakness in student performance. Using this information, district-wide strategies are developed to improve upon these areas of weakness, such as reading comprehension and measurement skills.

In addition, at the middle school, two campus-wide benchmark tests are given—one in the fall and another following the district's Christmas break. The most recently released statewide assessments are used for testing purposes. Campus leadership scores the tests and sends the raw data to each teacher. Each teacher then breaks down the data for his/her particular subject area using Margaret Kilgo's Data Driven Decisions. Using the disaggregated data, previous assessment scores, and information provided in monthly department meetings, teachers and campus leadership create goals and strategies designed to improve areas of weakness, develop tutorial programs for students falling below the desired level, and determine the focus of the curriculum.

Using the information provided through data analysis, teachers are better able to provide individualized instruction for each student. Staff members are provided with professional development to continually improve upon these methods for optimizing student success.

3. Communicating Assessment Results:

We ensure that parents, students, and the community in general are informed of assessment data through a variety of ways. Through 'Meet the Teacher Night,' before the start of the school year, teachers and administrators disseminate information regarding classroom rules and academic expectations. In addition, we exchange contact information to facilitate communication, which continues throughout the year. Soon after classes resume, meetings are held regarding students who have been labeled at risk of failure. In these meetings, parents, teachers, administrators, and students collaborate to come up with recommendations to ensure student success. Teachers initiate a minimum of thirty positive contacts to parents/students each six weeks' grading period. Progress reports and report cards are produced and sent home in three-week increments. Parents receive notification of state testing results and specifications regarding how to interpret the data. The counselor addresses academic needs based on progress throughout the year with students/parents. Parents have online access to grades and homework. The Scurry-Rosser ISD website provides easy access for parents on a variety of subjects pertinent to all students. Students who demonstrate a need for extra help are recommended for tutorials. The school's report card determined by the state, which includes yearly progress, as well as testing results, is published in the local newspaper, district newsletter, and posted on the district website. An evening awards ceremony is held to honor student achievement with parents and community members invited. Parents of students requiring extended instruction (summer) are notified by phone and mail.

4. Sharing Success:

Scurry-Rosser Middle School shares our successes in a variety of ways. Our school district has an open door policy. Visitors may sign in to our campus in order to observe and attend various meetings and activities. Through the local media, the community is invited to share and celebrate programs such as athletic and academic University Interscholastic League competitions, our annual Wax Museum, band performances, and award ceremonies. Student of the Month and Honor Rolls are also published in the local newspaper. Future educators are allowed to observe our teachers in real-life situations. Teachers meet at the regional education service center to exchange ideas with teachers from other areas. Successes are shared at monthly area administrator meetings. Our math department presents at summer conferences. Presentation of TAKS data across the district occurs yearly.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum at Scurry-Rosser Middle School is based on the Texas Essential Knowledge and Skills, or TEKS. In addition to the core subjects (mathematics, reading, English, science, and social studies), students are offered a variety of electives. Students may choose from theater arts, band, music, computer literacy, technology applications, horticulture, agriculture, health, physical education, athletics, career investigations, study skills, Spanish, and skills for living. In order to reach our maximum success, it is critical to utilize every minute of instruction time. Therefore, our teachers incorporate the philosophy of 'bell to bell' instruction. Student expectations for the day are posted in each classroom to promote consistent terminology in relation to the state assessment and what is taught in class.

All curriculum areas are taught by highly qualified teachers utilizing vertically aligned scope and sequence and real world examples to ensure a deep understanding of all concepts. Monthly department meetings are held to discuss student needs and successes, curriculum, and teacher needs and successes.

In math, the curriculum is based on data analysis gleaned throughout the year from student performance. Emphasis is placed on multi-sensory activities, technology, and state adopted textbooks. To meet individual student needs, 5th and 6th grade math classes are double-blocked. While in 7th and 8th grades, an extra class period is used to meet that need. Gifted and talented students, along with advanced students, are instructed in Algebra I for 8th grade, Pre AP classes for 6th and 7th grades, and a pullout program for 5th grade. Special education students are mainstreamed into regular classes with an inclusion aide for support.

As in math, the English/Language Arts department uses the data revealed through student performance to develop and modify the curriculum, thus basing it on student needs. 5th through 7th grades are double-blocked, allowing for adequate instruction time in reading, writing, and grammar. 5th grade gifted and talented students are served through a pullout program. 6th through 8th grade GT students attend Pre AP classes. Struggling readers receive prescriptive reading to help build skills that are lacking. Special education students are mainstreamed into regular classes with an inclusion aide for support. Teachers attend the TALA conference (Texas Adolescent Literacy Academy) to identify students who need additional support or intervention, determine an instructional focus for each student, determine how to group students appropriately for instruction, plan instruction according to student strengths and needs on an ongoing basis, monitor student progress toward goals, and evaluate the outcomes of instruction. Technology is utilized in the classrooms through the piloting of Smartboards. All teachers in the department work closely together.

Curriculum in science is vertically aligned and based upon data analysis, which is used to meet student needs and implement after school tutorials, as needed. The science coordinator works in conjunction with all science teachers to develop plans and help prepare hands-on labs that will facilitate student involvement and maximize learning.

U.S., Texas, and World histories are taught through the vertically aligned social studies curriculum. Individual student needs are met through data analysis and after school tutorials. Technology and student projects are incorporated to ensure students have an in-depth understanding of the social studies curriculum.

Due to a shortage of certified Spanish teachers in the State of Texas and the size of our district, students currently take Spanish by distance learning or an online Spanish course. A 7th and 8th grade Spanish class will be offered by the high school Spanish teacher in the 2011-2012 school year.

All 5th grade students attend music classes. Band is an elective offered to 6th, 7th, and 8th grade students. Students may choose from woodwind, percussion, and brass classes on the 6th grade level. 7th and 8th grade students are divided into a 'white' band and a 'green' band, depending on each student's skill level. 8th grade students are also allowed to perform with the high school band on occasion. All bands participate in pep rallies, concerts, and contests throughout the school year.

Theater Arts is offered as an elective to all 7th and 8th grade students. The One Act Play at the district level through the University Interscholastic League provides an outstanding opportunity for students to showcase their talents. An annual talent show is held to allow students to exhibit their various skills and talents.

2b. (Secondary Schools) English:

(This question is for secondary schools only)

Our Language Arts program strives to create pride in learning while encouraging students to embrace ownership and responsibility for learning. Grades 5-7 receive 90 minutes of Language Arts instruction with separate 45-minute classes for Reading and Writing/Composition in 6th and 7th grades. Eighth grade instruction becomes integrated into a 45 minute Language Arts class. Our students benefit from the small size of our campus with teachers knowing and taking responsibility for every student. Read Naturally is incorporated into our program to help students who have fallen below grade level gain back the years lost. Study Island builds Language Arts skills as students navigate the computer. We offer both individual and group after school tutoring. Rewards and incentives for participation incite eagerness. Peer tutoring effectively allows high-achieving students to lead by example. Students take a benchmark test soon after school begins as well as another benchmark after the Christmas break. Results from each test are disaggregated and used to individualize instruction and create tutoring groups. Creating testing groups based on individual testing traits allows students' needs to be most effectively met. Students are asked to learn to justify and defend their work so that they own their learning and become an active participant in the learning process. Students build comprehension through the study of quality literature. Students are taught how to comprehend test questions by deciphering the vocabulary related to each skill tested. We involve parents in their children's education through constant contact: parent conferences, on-line access to grades, classwork, and homework, and positive parent contacts.

3. Additional Curriculum Area:

The math department at Scurry-Rosser Middle School believes that students will become more successful in future endeavors if provided with real-world experiences in the classroom. Teachers provide students with hands-on projects, cooperative group activities, and discovery opportunities which incorporate state standards, or TEKS (Texas Essential Knowledge and Skills). These work to maximize students' individual gifts and learning styles. Teachers measure student achievement by examining their knowledge and application of skills based on the TEKS. The TEKS provide a checklist of skills offered to ensure each student is prepared to succeed in subsequent grades. Daily lessons, including vocabulary and hands-on activities, tie directly to student standards so that pacing and progress may be monitored prior to assessment. Teachers evaluate assessment questions to further recognize the depth and complexity of each student expectation. Teachers compare the TEKS of their grade level to previous and subsequent grades, which promotes vertical alignment and continuity from year to year. An intensive program is initiated several weeks prior to state testing to ensure that each child is prepared.

4. Instructional Methods:

The school and community have high expectations for all students; 'Believe and Achieve' translates into a mindset for success. The presence of the teacher in the classroom utilizing every minute of instruction time sets the tone for effective learning and the idea that failure is unacceptable. Motivational strategies, such as Academic Pep Rallies, engage and inspire students to learn. Our teachers receive GT (gifted and talented) training, thereby benefiting all students with a multitude of instructional techniques directed toward individual student needs. Utilizing Bloom's Taxonomy continually challenges and engages students throughout the problem solving process. Teachers integrate art, music, games, technology and cooperative grouping in order to meet the needs and learning styles of all students. Special population students are mainstreamed and receive individualized instruction with the assistance of an inclusion aide. Double blocking 5th and 6th grade math classes emphasizes basic math skills as building blocks for higher education. Word walls in the classrooms exhibit vital vocabulary. Interactive instruction, including Smartboards, Airliners, and Computer Projectors, aligns with today's technologically fast-paced culture and promotes full engagement in the learning process. The curriculum is modified and adjusted to meet all levels of academic need. Informal in-class assessment provides teachers with a true sense of individual skills.

5. Professional Development:

Professional development at Scurry-Rosser Middle School strives to enhance the knowledge of each individual teacher and boost student achievement. The district provides both whole group and individual activities. These activities cover a wide range of topics.

- Region X: Our educational service center is also available year round. Teachers are encouraged to take courses at the service center to promote best teaching practices.
- Margaret Kilgo's Data Driven Decisions and Assessments Workshop for Math and Science: Teachers learn how disaggregating data will guide curriculum choices.
- District level vertical alignment training: Teachers meet annually to discuss scope and sequence and to assess areas of strength and weakness within their department.
- Subject level TAKS analysis: All teachers meet to acknowledge strengths and weaknesses throughout the district.
- Gifted and Talented: All teachers are required to attain and maintain their GT certification.
- Technology: Training is offered each summer and during the school year to update teachers' computer skills and to utilize online resources and materials.
- Differentiating Instruction: Independent study is offered in order to teach staff about meeting the needs of individual students.
- School Safety: Annual training is provided on the latest developments on school safety, which serves to help Scurry-Rosser Middle School educate our students in a safe environment.

6. School Leadership:

At Scurry-Rosser Middle School, the administrative team consists of the superintendent, principal, curriculum director, counselor, math coordinator, and science coordinator. The role of the administrative team is to create an atmosphere where expectations are high, while keeping the organization cohesive, focused, and accountable.

The principal is the primary leader to set the tone and to encourage high expectations for the entire campus. The principal conducts frequent walk-thrus in all teachers' classrooms. The results of the walk-thrus are multi-faceted, providing opportunities for teacher feedback and encouragement. In addition, his visibility in the classrooms develops good rapport with both students and teachers. The principal is able to identify strengths and weaknesses, both behaviorally and academically for students. The principal praises and recognizes teachers who maintain high expectations for their students. And, as scores improve, other teachers begin to realize that improvement means changing their status quo. Furthermore, the principal disaggregates data for the campus, thus allowing him to identify student academic strengths and weaknesses, guide teachers, and reach subgroups. Using this information, the principal arranges core class schedules. For example, the previous math schedule did not allow enough time for thorough instruction and practice, especially for weaker students. Therefore, the principal, along with help from the leadership team, created a block schedule to alleviate that problem.

The school board, following the suggestion of the principal, requires all students to pass all state-based assessments. Students not meeting these expectations must attend summer remediation in order to be promoted.

Students not meeting minimum expectations must attend after school tutorials hosted by the principal. He enlists the assistance of instructors and curriculum advisors to plan for multi-sensory activities that will promote fun and learning simultaneously. Students are provided pizza and rewards as incentives for attendance and performance. The principal believes in the concept of 'work hard, play hard.' For example, we hold academic pep rallies, athletic pep rallies, homecoming activities, dress-up days, and an annual powder puff game, which raises money for a local charity. The principal encourages involvement from the entire campus—from the students to the custodial staff.

The principal holds an annual, evening academic awards ceremony. Parents are invited by personal invitation, and students are encouraged to dress with pride, thus making it a prestigious event. Students are recognized individually for excellence in academics and citizenship.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: Texas Assessment of Knowledge and Skills
Edition/Publication Year: 2009 Publisher: Texas Education Agency

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	94	95	84	78	91
Commended	50	51	32	33	28
Number of students tested	55	56	61	51	56
Percent of total students tested	94	88	93	89	100
Number of students alternatively assessed	3	7	4	6	0
Percent of students alternatively assessed	6	12	6	10	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met Standard	91	85	91	67	
Commended	43	38	27	27	
Number of students tested	23	26	22	15	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
Commended					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Fifth grade was not part of the middle school until the 2005-2006 school year.

We do not have students in every subgroup every year.

Subject: Reading

Grade: 5 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2004-2009 Publisher: Texas Education Agency

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Feb	Mar
SCHOOL SCORES					
Met Standard	96	89	77	88	83
Commended	31	26	16	22	28
Number of students tested	57	57	60	50	56
Percent of total students tested	94	89	93	87	100
Number of students alternatively assessed	3	7	4	7	0
Percent of students alternatively assessed	6	11	7	12	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met Standard	92	77	73	73	
Commended	30	32	23	7	
Number of students tested	24	22	22	15	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
Commended					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Fifth grade was not part of the middle school until the 2005-2006 school year.

We do not have students in all subgroups every year.

Subject: Mathematics Grade: 6 Test: Texas Assessment of Knowledge and Skills
Edition/Publication Year: 2009 Publisher: Texas Education Agency

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	98	70	86	72	83
Commended	45	29	46	14	12
Number of students tested	57	64	50	47	48
Percent of total students tested	89	90	90	87	88
Number of students alternatively assessed	7	7	6	7	6
Percent of students alternatively assessed	11	10	10	13	12
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met Standard	93	67	88	69	42
Commended	41	17	38	6	5
Number of students tested	29	24	16	16	19
2. African American Students					
Met Standard		50			
Commended		10			
Number of students tested		10			
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:
We do not have students in every subgroup every year.

Subject: Reading Grade: 6 Test: Texas Assessment of Knowledge and Skills
Edition/Publication Year: 2009 Publisher: Texas Education Agency

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	100	93	90	95	50
Commended	45	54	46	40	23
Number of students tested	59	62	49	45	46
Percent of total students tested	92	89	88	83	85
Number of students alternatively assessed	6	7	7	9	8
Percent of students alternatively assessed	8	11	12	17	15
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met Standard	100	96	93	86	77
Commended	41	38	43	29	17
Number of students tested	29	24	14	14	18
2. African American Students					
Met Standard		100			
Commended		30			
Number of students tested		10			
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:
We do not have students in every subgroup every year.

Subject: Mathematics Grade: 7 Test: Texas Assessment of Knowledge and Skills
Edition/Publication Year: 2009 Publisher: Texas Education Agency

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	84	96	73	72	75
Commended	14	25	10	3	8
Number of students tested	69	48	55	53	71
Percent of total students tested	94	90	84	81	87
Number of students alternatively assessed	4	5	10	12	10
Percent of students alternatively assessed	6	10	16	19	13
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met Standard	70	92	60	68	71
Commended	15	17	5	5	6
Number of students tested	27	12	20	19	17
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:
We do not have students in every subgroup every year.

Subject: Reading Grade: 7 Test: Texas Assessment of Knowledge and Skills
Edition/Publication Year: 2009 Publisher: Texas Education Agency

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	94	92	89	90	90
Commended	20	41	20	17	29
Number of students tested	65	48	54	52	72
Percent of total students tested	87	90	83	78	87
Number of students alternatively assessed	9	5	11	14	10
Percent of students alternatively assessed	13	10	17	22	13
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met Standard	96	83	75	94	88
Commended	12	33	15		18
Number of students tested	26	12	20	18	17
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:
We do not have students in every subgroup every year.

Subject: Mathematics Grade: 8 Test: Texas Assessment of Knowledge and Skills
Edition/Publication Year: 2009 Publisher: Texas Education Agency

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	89	96	65	64	80
Commended	27	28	12	10	11
Number of students tested	48	56	50	70	45
Percent of total students tested	92	84	89	85	81
Number of students alternatively assessed	4	10	6	12	10
Percent of students alternatively assessed	8	16	11	15	19
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met Standard	79	89	44	67	
Commended	21	16		6	
Number of students tested	14	19	16	18	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:
We do not have students in every subgroup every year.

Subject: Reading Grade: 8 Test: Texas Assessment of Knowledge and Skills
Edition/Publication Year: 2009 Publisher: Texas Education Agency

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Apr	May	Apr
SCHOOL SCORES					
Met Standard	93	100	90	90	93
Commended	45	55	42	44	54
Number of students tested	48	58	50	72	44
Percent of total students tested	90	85	81	87	81
Number of students alternatively assessed	5	10	11	10	10
Percent of students alternatively assessed	10	15	19	13	19
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met Standard	93	94	81	79	
Commended	40	47	19	32	
Number of students tested	15	17	16	19	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:
We do not have students in every subgroup every year.