

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

Name of Principal Ms. Karla Davis
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Greathouse/Shryock Traditional Elementary School
(As it should appear in the official records)

School Mailing Address 2700 Browns Lane
(If address is P.O. Box, also include street address.)

Louisville Kentucky 40220-1299
City State Zip Code+4 (9 digits total)

County Jefferson State School Code Number 275

Telephone (502) 485-8259 Fax (502) 485-8768

Web site/URL www.jefferson.k12.ky.us E-mail karla.davis@jefferson.kyschools.us

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

(Principal's Signature) Date _____

Name of Superintendent* Dr. Stephen W. Daeschner, Ph.D.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Jefferson County Tel. (502) 485-3252

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

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Joseph L. Hardesty
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. 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.
6. 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.
7. 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.
8. 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: 87 Elementary schools
22 Middle schools
0 Junior high schools
19 High schools
22 Other
150 TOTAL
2. District Per Pupil Expenditure: \$10,824
Average State Per Pupil Expenditure: \$9,252

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. 5 Number of years the principal has been in her/his position at this school.
 If fewer than three years, how long was the previous principal 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				7			
K	56	40	96	8			
1	53	43	96	9			
2	47	48	95	10			
3	49	47	96	11			
4	55	57	112	12			
5	52	64	116	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							611

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the school: 72 % White
20 % Black or African American
1 % Hispanic or Latino
7 % Asian/Pacific Islander
0 % American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 5 % _____

[This rate should be 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	7
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	26
(3)	Total of all transferred students [sum of rows (1) and (2)]	33
(4)	Total number of students in the school as of October 1	611
(5)	Total transferred students in row (3) divided by total students in row (4)	.054
(6)	Amount in row (5) multiplied by 100	5

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
 Number of languages represented: N/A
 Specify languages:

9. Students eligible for free/reduced-priced meals: 10 %
 Total number students who qualify: 63

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 federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

PART III - SUMMARY

Greathouse/Shryock Traditional Elementary School in Louisville, Kentucky has a strong history of academic excellence and success. Six locations served as sites from the years 1877 to the present as larger facilities were built to accommodate continuous growth in population and enrollment. Our school was named after the Greathouse family who was prominent in the early history of our community. The move to our present location on Browns Lane in 1980 included merging with Gideon Shryock Elementary, named for an acclaimed Kentucky architect. This final change in location and name coincided with the Jefferson County Board of Education's decision to diversify educational opportunities in our community by creating optional programs. The traditional program was created to provide a structured climate for learning with an emphasis on patriotism and moral values.

Greathouse/Shryock Traditional Elementary School is committed to providing a traditional learning environment where each student is responsible for his or her own social, academic, and physical well-being in order to become a contributing member of our diverse society. The Traditional Program stresses basic skills in a highly organized environment. Our program has stringent academic standards and high expectations for students. There are defined discipline and dress codes as well as nightly homework. We encourage meaningful parent involvement and provide frequent communication to parents to strengthen continuity between home and school. Our children achieve at high levels because there is a partnership agreement between the school, student, and parent.

Our 611 students in kindergarten through fifth grade represent a diverse population that comes from suburban and urban communities and reflects all socioeconomic levels. Parent satisfaction is evidenced through comprehensive school surveys and by the large number of students that apply for the random lottery admission to our program each year. With over 2,000 members, our PTA membership is the district's largest one for elementary schools. PTA members logged in more than 2,200 volunteer hours last school year in an effort to provide quality programs and services for our students.

We believe that a caring, knowledgeable staff is instrumental for student success. Our experienced teachers closely follow the Kentucky Core Content for Assessment and JCPS performance standards and curriculum guides to provide a rigorous instructional program. While instruction is primarily textbook based, there are opportunities for creative projects and hands-on experiments. Our instruction focuses on the higher levels of Bloom's taxonomy. Staff members have high expectations for all students. Analysis of student work and frequent, core content assessments enable staff members to identify students who have not mastered identified concepts. An Extended School Services program, along with small group tutoring sessions, provides additional instruction for struggling students. Parent and community members volunteer weekly as reading mentors through the Every1Reads program. These collaborative efforts have enabled us to make steady academic gains to an overall index of 105.9 while also significantly reducing, if not eliminating, achievement gaps.

Greathouse/Shryock offers an extensive list of extracurricular activities and co-curricular programs including an academic team (comprised of assessment, problem solving, and quick recall teams), art club, basketball, cheerleading, chess, chorus, conservation (Fish & Wildlife), cross country, dance club, DARE (Drug and Alcohol Resistance Education), GSTV newscast, safety patrol, scouting, soccer, walking club, and 4-H Clubs. These programs enable students to follow their interests and further develop their individual talents. Our school is involved in our community through the American Junior Red Cross, cultural arts assembly programs, Crusade for Children, Dare to Care Food Drive, Fund for the Arts, Health Promotion School of Excellence, Jump Rope for Heart, Junior Achievement, Metro United Way, and United Negro College Fund. We also serve as a host site for the YMCA Childcare Enrichment Program which offers before and after-school childcare in an effort to meet the needs of working parents.

Our school continues to fill a need in our community while providing a top quality education. Our test scores are the highest elementary scores in our district and among the top in our state. We are a school with a proud past, but always with an eye toward the future in an effort to move from good to great.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Commonwealth of Kentucky uses the Commonwealth Accountability Testing System (CATS) as its state-mandated assessment. CATS is administered during a two week window each spring with test results available within five to six months. This assessment consists of the Kentucky Core Content Test (KCCT), the Comprehensive Test of Basic Skills (CTBS), and non-academic indicators including attendance and retention. Every two years schools that have met or exceeded their goals are classified as progressing. Schools falling below their assistance point receive a scholastic audit and may be eligible for assistance by highly skilled educators to continue progress toward the state goal of proficiency. Greathouse/Shryock has exceeded state goals three out of the past four bienniums. The first biennium goal was only missed by one tenth of a point.

Third grade students are assessed using the CTBS in language arts and math. The CTBS is a multiple choice assessment designed to assess basic skills. It comprises 5% of our school's accountability index. Fourth and fifth grade KCCT assessments are a mixture of multiple choice, open response and portfolio assessments designed to assess student mastery of the Kentucky Core Content for Assessment, as well as higher order thinking and communication skills. Fourth graders are assessed in the areas of reading, science, portfolio writing, and practical living, and fifth grade students are assessed in arts & humanities, math, social studies, and on-demand writing. Kentucky's goal is for all students to reach a proficiency index of 100 on a 140 point scale by the year 2014. The KCCT allows students to score one level above proficient into the distinguished level. There are also two categories below proficient: the novice and apprentice levels. According to the 2006 KCCT, Greathouse/Shryock has an academic index of 105.3 in comparison to the district index of 81.3 and the state index of 83.8. Testing results can be found at www.kentuckyschools.org.

The KCCT for reading in 2006 demonstrated that our school is currently scoring 101.9, with the goal of 100 by the year 2014. In reading, 91% of all students scored proficient or distinguished. Test data indicates 83% of Exceptional Child Education (ECE), 78% of African American students, and 74% of students receiving free/reduced lunch scored proficient or above. Our data shows a 4% increase in proficiency for free/reduced lunch students between 2005 and 2006. Since 2002-2003, the achievement gap between African American and other students has decreased by 8 points. We currently have less than 1% of all students scoring at the lowest level (novice) and over 90% scoring at the proficient level or above.

In mathematics our school is currently scoring 113.9 with the goal of 100 by the year 2014. We have 92% of our students scoring proficient or above. From 2002 to 2006, we made a 25 point gain in mathematics. There was a reduction in the African American achievement gap from 25 points in 2002 to a -2 point gap in 2006, therefore completely eliminating the gap. The groups of students with disabilities and free/reduced lunch at Greathouse/Shryock were too small to calculate a score (below 10 students). However, we currently have no students scoring novice, the lowest level, and almost half of our students scoring above the state standard at the distinguished level. Greathouse/Shryock ranks 17th in the state of Kentucky for highest 5th grade math scores.

2. Using Assessment Results:

Staff members receive a copy of the Kentucky Performance Report (KPR). Individual student reports are given to accountability grade level teachers. Staff members analyze assessment data by content area looking for trends, achievement gaps, and patterns. The Kentucky Performance Report is reviewed in both horizontal and vertical teams. Team reports are posted on chart paper and shared with staff members

during faculty meetings. Staff members discuss and share their areas of strength, make recommendations for professional development based on assessment data and identified staff needs, and plan changes in instruction and/or curriculum. This information is used to develop our Comprehensive School Improvement Plan, which drives instruction and professional development. Greathouse/Shryock also relies on formal and informal assessments throughout the school year. These assessments consist of open response and multiple choice items. Student results are analyzed and disaggregated and the knowledge gained from the analysis enables staff members to adjust their instruction in order to meet student needs. Staff members in ALL grade levels are responsible and accountable for student achievement and take part in this process.

Students entering kindergarten are given a brief assessment individually in the Spring before they enter our school. Basic skills selected from the Kentucky Early Learner Profile identify areas for growth. This assessment provides parents with information about our expectations for kindergarten entry level students while also helping staff members create heterogeneous, balanced classrooms.

3. Communicating Assessment Results:

Our parents attend orientation sessions at the beginning of each school year. Teachers use this time to discuss academic expectations and to introduce our assessment system. Frequent communication between the home and school is a hallmark of the traditional program. Student progress is reported to parents each six weeks in the form of a district report card. The district also sets aside two parent teacher conference days so that teachers can give parents an in-depth explanation of individual student progress in a one-on-one setting. In addition, Greathouse sends home a weekly report to parents each Monday to communicate work/study habits and behavior grades. Other forms of on-going communication include: daily agendas, Monday folders, classroom newsletters, school newsletters, staff newsletters, email, school websites, telephone calls, notes to parents, and displays of proficient student work throughout our classrooms and hallways.

Formal CATS assessment results are routinely shared with students, parents, and the community through PTA meetings, School Based Decision Making Council meetings, the school marquee, the school newsletter, school and Kentucky Department of Education websites, the local newspaper, and on our School Report Card. Individual student reports are sent via US mail to parents. We also host a parent workshop each fall on increasing student achievement. Assessment and achievement gap data are reviewed at the beginning of the workshop.

4. Sharing Success:

Greathouse/Shryock continues to share successful strategies with other professionals within and outside the district. The Kentucky Association of School Councils (KASC) recently emailed and telephoned our principal to inquire about our success. This organization distributes newsletters and emails to School Based Decision Making Councils throughout Kentucky. School success is shared informally each month by the principal at school based administrative team meetings with other elementary school principals. Teachers also share successful strategies each month during their team meetings and by leading professional development sessions for colleagues. Email communication has made it easy to quickly and efficiently work with professionals outside our building. We share success with our community by hosting an open house for prospective parents each January. Trained staff members and PTA volunteers give building tours, answer questions, and share our success with parents from our community.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Greathouse/Shryock's curriculum is derived from Kentucky Core Content for assessment and national standards. Teachers follow Jefferson County pacing guides to ensure that all content is covered during the school year. Student performance is closely monitored through continuous assessments to ensure mastery of the curriculum. All students have access to the core curriculum and are taught at high levels. They are expected to achieve at high levels by producing proficient or distinguished work. Developmentally appropriate instruction and real world applications help students reach their goal of proficiency.

Language Arts- The elementary reading curriculum enables students to effectively comprehend and understand how to use different types of reading materials (literary, informational, persuasive, practical workplace) and to read for a variety of purposes at a level of quantity and difficulty appropriate for the grade level. Students learn to use the writing process and criteria for effective writing to develop story structures and language patterns through drawing, symbols, letters, and words. Students develop a writing portfolio containing samples of each genre of writing.

Mathematics- Instruction in math includes the study of concepts and skills in number, computation, geometry, measurement, probability, statistics, and algebra. A hands-on approach is used to introduce concepts before moving to paper and pencil activities.

Science- Inquiry centered science instruction around life, physical, and earth/space concepts nurtures and keeps the natural curiosity of students alive. Students use the scientific method to make observations, conduct investigations, use equipment, collect data, and communicate their results.

Social Studies- Students are taught basic concepts from the five strands of social studies: government and civics, history, geography, economics, and culture/society. Students learn about their world by focusing on school, families, neighborhoods, and communities. Grade four is a geography based study of the regions of the United States, including an in-depth study of Kentucky. Students in grade five are taught a chronological history of the United States which includes a study of America's government, economy, and culture.

Arts & Humanities- Instruction focuses on students creating, performing, and responding to the art forms of Visual Art, Dance, Drama, and Music. Students learn to appreciate and understand the purposes of arts in different cultures.

Practical Living- Instruction focuses on concepts of health, physical education, consumerism, and vocational studies. All students participate in moderate to vigorous physical activity each week. Two physical best tests are given to students annually, one at the beginning of the year and one at the end of the year. We are a charter member of the Health Promotions Schools of Excellence program. This program provides schools with \$1,700 to promote good health practices to students, staff, and parents. Our PTA provides \$1,000 which is matched by our school district, giving our school \$3,700 for this endeavor.

Computer Skills- Areas of instruction include: operations and concepts, word processing, database, spreadsheet, ethics and legal issues, telecommunications, and keyboarding.

2. Reading:

We use the JCPS 5-Block Reading model to develop proficient readers through word work, guided reading, self-selected reading, writing, and community reading & conversation. Students receive

instruction from a literature based program by Houghton Mifflin, which provides instruction in phonemic awareness, phonics, vocabulary development, fluency, and comprehension. Higher level thinking skills of predicting, summarizing, questioning, inferring, visualizing, analyzing, and synthesizing are also addressed. These skills are taught using multiple genres with fourth grade focusing on science related content and fifth grade focusing on social studies related content. Leveled readers by Irene Fountas are also included in this program so that students receive reading instruction at their individual reading levels. Students also read leveled books independently through a computerized reading comprehension program, Accelerated Reader by Renaissance Learning. Our PTA works closely with this program to reward students each month for accumulated points. The DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessment is given to kindergarten and first grade students to monitor progress and drive instructional practices. The Houghton Mifflin program includes an assessment system designed to track student progress to ensure that each child is reading at or above grade level. Our PTA supports our reading initiatives through the Rock and Read program where a volunteer reads weekly to classrooms as well as through the Every1Reads Program where students are provided one-on-one reading support. Some intermediate classes have adopted kindergarten reading buddies where students read together during the self selected reading block.

3. Math:

Mathematics instruction is based upon a comprehensive program of skills and real world applications by Harcourt Brace. Instruction includes the study of concepts and skills in number, computation, geometry, measurement, probability, statistics, and algebra. Students receive at least sixty minutes of math instruction daily. In early primary classrooms math concepts are also integrated into calendar and circle time activities. Late primary and intermediate classrooms include daily math reviews on the overhead to begin math instruction each day. Quickly reviewing concepts on a daily basis gives students the repetition needed to fully understand the math core content. Mad minute drills are also used in late primary and intermediate classrooms to help with speed and accuracy of basic math facts. Harcourt Brace's program includes writing about math, using manipulatives to solve problems, and extensive problem solving. When students answer open response questions in math, they have to understand the concept, not just how to get the answer. We also have a mini computer lab set up for teachers to bring students to work on math software which includes practice with basic facts and problem solving.

4. Instructional Methods:

Various research based methods of instruction are used at Greathouse/Shryock. Instructional practices include: direct instruction, guided practice, reviewing prior learning, reviewing assessment answers, listening, monitoring, and assessment. Students are grouped in a variety of ways for instruction (whole group instruction, small group instruction, small group independent work, and individual independent work). Robert Marzano's strategies of identifying similarities and differences, note taking, summarizing, and use of graphic organizers are used consistently in classrooms. Lessons are planned and modeled to address different learning styles: visual, auditory, and kinesthetic. Field trips are also used to enhance classroom instruction. These out-of-classroom experiences greatly add to students' understanding of ideas and concepts. Examples of trips include: Fort Harrod, Huber's Farm, Junior Achievement Exchange City, Kentucky Center for the Arts, Kentucky Folk Life Festival, Louisville Science Center, Louisville Zoo, Safety City, Speed Art Museum, Stage One, and Swimming Lessons.

Teachers meet in horizontal and vertical teams to ensure consistency in core content instruction between and among grade levels. Common planning time is used to provide intentional, rigorous classroom instruction. Continuous assessment is a critical part of our instructional process. Teachers use data to determine and to adjust their instruction on a daily basis. This ensures that students are progressing. Extended School Services and small tutoring groups are used to reinforce concepts and to provide

additional instruction. Another powerful intervention tool used at Greathouse/Shryock is our Student/Staff Support Team. This is a collaborative problem solving team involving teachers and our counselor. They meet to provide support and strategies to assist teachers in helping all students reach proficiency. Classroom interventions include: rewording directions, shortening assignments, providing extra time for assignment completion, daily agenda checks, and one-on-one tutoring.

5. Professional Development

Professional development at Greathouse/Shryock is long-term, focused, research-based, job-embedded and data driven. It is directly tied to student needs as determined by assessment data in order to improve instruction. Our district provides a wide variety of district-based professional development sessions. Teachers select professional development sessions that increases their knowledge in specific, identified content areas. Professional development is individualized through the growth plan process. Teachers collaborate with the principal to identify, select, and plan activities and strategies to grow in the agreed upon area. Growth plans are written yearly and revised as necessary. We also offer school-based professional development sessions led by the principal, teacher leaders, and district support staff. These sessions are planned as needed throughout the year and include book studies, technology tutorials, and small group workshops. In addition, common planning time within grade levels is used monthly for job-embedded professional development. This time is used to review data, to analyze work, and to discuss instructional strategies found in Robert Marzano's *Classroom Instruction That Works*. Professional development also occurs weekly during faculty meetings. Staff members share information, analyze student work, align curriculum, and reflect on current practices.

PART VII – ASSESSMENT RESULTS

According to the 2006 Kentucky Core Content Test (KCCT), Greathouse/Shryock scored 105.9. The goal is for all Kentucky schools to reach a score of 100 by the year 2014. We have already met this goal in the following content areas: Math, Practical Living, Reading, and Social Studies. We currently have three content areas below the goal of 100: Arts & Humanities (86), Science (98), and Writing (93). These content areas continue to be areas of focus in our Comprehensive School Improvement Plan.

Our data shows that we are consistently reducing the number of novice students from 6.21% in 2000 to 5.69% in 2006. The following content areas have no novice scores: math and social studies. Reading and science both have less than 1% of students scoring at the novice level. Our Comprehensive School Improvement Plan focuses on increasing the percentages of students scoring at the proficient level or above. In math, reading, and social studies over 90% of our students are proficient or above.

Although our data shows few significant achievement gaps between subgroups, we strive to close, if not eliminate, achievement gaps completely. Our math data shows that we completely closed the gap between African American and white students in 2006 by going from a 29 point gap in 2003 to a -2 point gap in 2006. This is credited to continuous assessment and identification of students not mastering concepts. Fifth grade math teachers provided small group instruction before school to identified students. A parent workshop was also held to involve parents in our improvement efforts. This data is evidence that all students can achieve at high levels if exposed to a rigorous curriculum and given the expectation and support needed to meet goals. Our focus must now shift to eliminating achievement gaps in reading in the same way we did for math. We currently have a 16 point gap between African American and white students, a 20 point gap between free/reduced lunch and white students, and a 20 point gap between exceptional child education students and white students. Our Instructional Leadership Team and Site Based Decision Making Council are already working on strategies which will become part of our Comprehensive School Improvement Plan.

Kentucky Core Content Tests (KCCT) 5th Grade

Math	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Greathouse Math Index	114	102	106	89	91
District Math Index	84	73	75	66	64
State Math Index	84	74	77	68	66
Greathouse Data	Testing Month	April	April	April	April
	% at or above the state standard (P/D)	92	81	82	62
	% above the state standard (D)*	41	25	36	16
	Number of students tested	115	114	112	104
	Number of students alternatively assessed	0	0	0	0
	Percent of students alternatively assessed	0	0	0	0
Subgroup Scores					
1. African American					
	Number of students tested	18	26	19	25
	% at or above the state standard (P/D)	94	66	63	40
	% above the state standard (D)*	33	12	5	8
2. White Students					
	Number of students tested	93	81	86	78
	% at or above the state standard (P/D)	92	85	85	69
	% above the state standard (D)*	41	26	40	19
3. Free/Reduced Lunch					
	Number of students tested	8	7	6	11
	% at or above the state standard (P/D)	**	**	**	45
	% above the state standard (D)*	**	**	**	0
4. Exceptional Child Education (ECE)					
	Number of students tested	5	10	10	12
	% at or above the state standard (P/D)	**	50	80	25
	% above the state standard (D)*	**	30	40	8

***The Kentucky state standard is Proficiency (P). Students exceeding the standard are considered Distinguished (D).**

****Scores were omitted because fewer than 10 students were tested.**

Kentucky Core Content Tests (KCCT) 4th Grade

Reading	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Greathouse Reading Index	102	102	100	100	100
District Reading Index	85	83	83	78	77
State Reading Index	89	87	87	83	82
Greathouse Data	Testing Month	April	April	April	April
	% at or above the state standard (P/D)	91	91	88	86
	% above the state standard (D)*	14	14	11	11
	Number of students tested	108	110	110	101
	Number of students alternatively assessed	0	0	0	0
	Percent of students alternatively assessed	0	0	0	0
Subgroup Scores					
1. African American					
	Number of students tested	27	19	26	20
	% at or above the state standard (P/D)	78	84	69	65
	% above the state standard (D)*	4	5	4	5
2. White Students					
	Number of students tested	73	86	77	77
	% at or above the state standard (P/D)	94	93	94	91
	% above the state standard (D)*	15	13	12	10
3. Free/Reduced Lunch					
	Number of students tested	15	10	4	3
	% at or above the state standard (P/D)	74	70	**	**
	% above the state standard (D)*	7	0	**	**
4. Exceptional Child Education (ECE)					
	Number of students tested	12	6	8	13
	% at or above the state standard (P/D)	83	**	**	62
	% above the state standard (D)*	8	**	**	8

***The Kentucky state standard is Proficiency (P). Students exceeding the standard are considered Distinguished (D).**

****Scores were omitted because fewer than 10 students were tested.**

Comprehensive Test of Basic Skills (CTBS) 3rd Grade

Reading	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Greathouse Data					
Testing Month	April	April	April	April	April
Total Score (National Percentile)	75	81	75	83	77
Number of students tested	91	94	95	91	96
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
Subgroup Scores					
1. African American (National Percentile)	62	75	56	69	55
Number of students tested	16	30	18	22	22
2. White Students (National Percentile)	77	83	79	88	81
Number of students tested	71	59	74	62	72
3. Free/Reduced Lunch (National Percentile)	*	68	51	*	*
Number of students tested	0	10	10	5	5
4. Exceptional Child Education (ECE) (NP)	*	*	*	*	*
Number of students tested	0	9	9	9	6
Math	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Greathouse Data					
Testing Month	April	April	April	April	April
Total Score (National Percentile)	87	86	79	77	75
Number of students tested	91	94	95	91	96
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
Subgroup Scores					
1. African American (National Percentile)	77	76	65	57	54
Number of students tested	16	30	18	22	22
2. White Students (National Percentile)	88	89	83	83	79
Number of students tested	71	59	74	62	72
3. Free/Reduced Lunch (National Percentile)	*	73	63	*	*
Number of students tested	0	10	10	5	5
4. Exceptional Child Education (ECE) (NP)	*	*	*	*	*
Number of students tested	0	9	9	9	6

***Scores were omitted because fewer than 10 students were tested.**