

**Caledonia Elementary School**  
*Success Backed by Research*

**About the School**

Caledonia Elementary School (CES) in the East Cleveland City School District (Ohio) serves about 350 students in grades K-6. According to the school’s 2004-05 school report card, published by the Ohio Department of Education<sup>1</sup>, 98.5% of the student population identifies as African American; the remaining population is undefined. Of these students, 68.1% qualify as economically disadvantaged. For the past two years, CES has met Adequate Yearly Progress (AYP) and has moved up two levels on Ohio’s five-level school ranking system, now proving itself as a “Continuous Improvement School.”

**Caledonia Elementary School and Peoples Education**

CES utilizes Measuring Up<sup>®</sup> worktexts from Peoples Education (PPG). These worktexts combine standards-based instruction with review and practice for Ohio’s state assessment. Measuring Up is available in a variety of subject areas—Math, Reading, Science, and Writing; CES integrates all available subject-area worktexts into its existing curricula.

Since the implementation of Measuring Up, CES has experienced an increase in the percentage of students receiving at least proficient scores on Ohio’s standardized assessments. During the 2003-04 school year, CES’s Reading proficiency was over 63% higher than its goal, and Math proficiency was 80% higher than its goal; during the 2004-05 school year, CES’s Reading proficiency was 57% higher than its goal and Math proficiency was 63% higher than its goal. With the exception of 4<sup>th</sup> and 6<sup>th</sup> grade Writing, all areas of proficiency have increased since the 2002-03 school year.

The following table provides a breakdown of CES students’ academic proficiency over the past few years:

<b>Caledonia Elementary School</b>				
<b>Grade/Content</b>	<b>Year</b>	<b>% of Students to Pass Proficiency Exam</b>	<b>% Change year to year</b>	<b>Overall % Change</b>
3 <sup>rd</sup> Grade Reading	2003-04	77.20%		
	2004-05	90.90%	17.75%	
4 <sup>th</sup> Grade Math	2002-03	38.10%		
	2003-04	64.30%	68.77%	
	2004-05	68.10%	5.91%	78.74%
4 <sup>th</sup> Grade Reading	2002-03	50.80%		
	2003-04	55.40%	9.06%	
	2004-2005	51.10%	-7.76%	0.59%

<sup>1</sup> <http://www.ode.state.oh.us/reportcardfiles/2004-2005/BUILD/004598.PDF>

4 <sup>th</sup> Grade Writing	2002-03	68.30%		
	2003-04	60.70%	-11.13%	
	2004-05	59.60%	-1.81%	-12.74%
6 <sup>th</sup> Grade Math	2002-03	20.30%		
	2003-04	68.30%	236.45%	
	2004-05	84.60%	23.87%	316.75%
6 <sup>th</sup> Grade Reading	2002-03	57.60%		
	2003-04	68.30%	18.58%	
	2004-05	86.50%	26.65%	50.17%
6 <sup>th</sup> Grade Writing	2002-03	91.50%		
	2003-04	88.30%	-3.50%	
	2004-05	86.50%	-2.04%	-5.46%

By adopting Measuring Up worktexts and integrating the content into classroom curricula throughout the school, CES leveled the playing field and provided all students with the same opportunities. While CES previously held an Academic Emergency rating, the school has moved up two levels to a Continuous Improvement rating. Between the 2002-03 and 2004-05 school years at Caledonia Elementary School, Math proficiency increased from 29.5% to 76.8%, and Reading proficiency increased from 54.1% to 88.2%. In four out of the seven areas in which CES implemented PPG programs, the school met or exceeded the proficiency goals. The remaining three areas include 4<sup>th</sup> Grade Math, Reading, and Writing. While these areas did not meet proficiency, some did experience a rise in proficiency; 4<sup>th</sup> Grade Math had a more than 78% increase and 4<sup>th</sup> Grade Reading had an almost 1% increase. Only 4<sup>th</sup> Grade Writing has yet to show an increase in student proficiency.

Caledonia Elementary School's dramatic improvement indicates they had a successful implementation plan for use of PPG's Measuring Up. In comparison to similar schools, CES student performance on standardized assessments was significantly good. At CES, 3<sup>rd</sup> Grade Reading scores were almost 30 points higher than other comparable schools and 4<sup>th</sup> Grade Math scores were 21.5 points higher than other comparable schools. At the 6<sup>th</sup> Grade level, CES's Math scores were 41.4 points more proficient than comparable schools, while Reading scores were 33.9 points more proficient and Writing scores were 14 points more proficient. Although 4<sup>th</sup> Grade Reading and Writing scores were less proficient than other comparable schools, academic proficiency in most areas and grades at the school indicate positive improvements. As CES continues to demonstrate commitment to programs such as Measuring Up, it is likely the school will experience even greater success among students' academic performance on standardized assessments and will, in time, reach AYP in all areas.