U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I   [ ] Charter   [ ] Magnet   [ ] Choice

Name of Principal <u>Dr. Kimberly Carter Morgan</u>
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name <u>Hoboken Elementary School</u>
(As it should appear in the official records)

School Mailing Address <u>224 Church St North</u>
(If address is P.O. Box, also include street address.)

City<u> Hoboken</u>   State <u>GA</u>   Zip Code+4 (9 digits total) <u>31542-9763</u>

County<u>   Brantley County</u>   State School Code Number*<u>   2050</u>

Telephone <u>912-458-2135</u>   Fax <u> 912-458-2133</u>

Web site/URL
<u>   http://hoboken.brantley.schooldesk.
net/</u>   E-mail <u> kim.morgan@brantely.k12.ga.us</u>

Twitter Handle <u>   </u> Facebook Page <u>   </u> Google+ <u>   </u>

YouTube/URL <u>   </u> Blog <u>   </u> Other Social Media Link <u>   </u>

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

Date_____

(Principal's Signature)

Name of Superintendent*<u>Dr. Greg Jacobs</u>
(Specify: Ms., Miss, Mrs., Dr., Mr.,

Other)

E-mail:
<u>greg.jacobs@brantley.k12.ga.us</u>

District Name <u>Brantley County School System</u>   Tel.<u>   912-462-6176</u>
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date_____

(Superintendent's Signature)

Name of School Board
President/Chairperson <u>Mr. Kerry Mathie</u>
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date_____

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

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

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state's AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be 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.

5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The 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.

10. 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.

11. 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 (Question 1 is not applicable to non-public schools)

1. Number of schools in the district 5 Elementary schools (includes K-8)
   (per district designation): 1 Middle/Junior high schools
   1 High schools
   0 K-12 schools

   7 TOTAL

SCHOOL (To be completed by all schools)

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

   [ ] Urban or large central city
   [ ] Suburban with characteristics typical of an urban area
   [ ] Suburban
   [X] Small city or town in a rural area
   [ ] Rural

3. 8 Number of years the principal has been in her/his position at this school.

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

Grade	# of Males	# of Females	Grade Total
PreK	24	23	47
K	33	29	62
1	38	39	77
2	32	41	73
3	44	38	82
4	34	45	79
5	40	39	79
6	36	38	74
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	281	292	573

5. Racial/ethnic composition of   0 % American Indian or Alaska Native
    the school: 0 % Asian
                                          2 % Black or African American
                                          4 % Hispanic or Latino
                                          0 % Native Hawaiian or Other Pacific Islander
                                          91 % White
                                          3 % Two or more races
                                          100 % Total

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 19%

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

Steps For Determining Mobility Rate	**Answer**
(1) Number of students who transferred *to* the school after October 1, 2013 until the end of the school year	61
(2) Number of students who transferred *from* the school after October 1, 2013 until the end of the school year	55
(3) Total of all transferred students [sum of rows (1) and (2)]	116
(4) Total number of students in the school as of October 1	597
(5) Total transferred students in row (3) divided by total students in row (4)	0.194
(6) Amount in row (5) multiplied by 100	19

7. English Language Learners (ELL) in the school: 0 %
                                                      3 Total number ELL
    Number of non-English languages represented: 1
    Specify non-English languages: Spanish

8. Students eligible for free/reduced-priced meals: 49 %

    Total number students who qualify: 281

Information for Public Schools Only - Data Provided by the State

The state has reported that 49 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 10 %

     58 Total number of students served

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

<table>
<tr><td>5 Autism</td><td>1 Orthopedic Impairment</td></tr>
<tr><td>0 Deafness</td><td>12 Other Health Impaired</td></tr>
<tr><td>0 Deaf-Blindness</td><td>11 Specific Learning Disability</td></tr>
<tr><td>5 Emotional Disturbance</td><td>14 Speech or Language Impairment</td></tr>
<tr><td>2 Hearing Impairment</td><td>0 Traumatic Brain Injury</td></tr>
<tr><td>0 Mental Retardation</td><td>0 Visual Impairment Including Blindness</td></tr>
<tr><td>2 Multiple Disabilities</td><td>6 Developmentally Delayed</td></tr>
</table>

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	32
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	11
Paraprofessionals	16
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   18:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	95%	96%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**
   Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
   Yes _   No X

   If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: The mission statement at Hoboken Elementary School is to make a difference by inspiring students to believe, achieve and succeed.

PART III – SUMMARY

Hoboken Elementary School (HES) is a pre-k-6th grade public school located on the west end of Brantley County in the small, rural town of Hoboken, Georgia. Brantley County has very few businesses, and the school system is the largest employer in the county. Our school is the center of pride in our small town and receives amazing parent and community support. Our school was originally started in 1927 as Hoboken School and by 1939, it served students in grades 1st-12th. In 1968, the high school students were moved to Brantley County High School, and our school was renamed Hoboken Elementary School. Today, Hoboken Elementary has one principal, two ½ day assistant principals, one counselor, one school nurse, one media specialist, 43 teachers, 16 paraprofessionals, two secretaries, four custodians, five school nutrition staff members, and serves 572 students. Presently, our school has a free and reduced lunch rate of 49%. The student population is 49% male and 51% female. The student population make up is 91% white, 4% Hispanic, 3% multi-racial, and 2% African American. Our School year begins in early August and continues until the end of May.

Our school mission statement is "Making a difference by inspiring students to believe, achieve, and succeed." Hoboken Elementary is a place where children are loved, encouraged, supported, and held to high standards for learning, behavior, and performance. Each teacher is committed to helping every student become successful. Our compassionate staff strives to form strong relationships with students so that they know we care for them and want the very best for them and their futures.

Hoboken Elementary has a strong reputation for excellence and high performance. In 2005, our school was named a Title I Distinguished School for making adequate yearly progress for three or more consecutive years. Continuing to achieve high scores on state tests, HES was recognized by the Governor's Office of Student Achievement with the Bronze Award in 2010 and again in 2011 for having 95% meets or exceeds on the Georgia CRCT. Proudly, in 2012, 2013, and 2014, HES was recognized as a Title 1 Highest Performing Reward School for being among the top scoring schools in Georgia on the CRCT. Only the top 5% of Georgia's Title 1 schools received this prestigious reward. Hoboken Elementary was the recipient of the Lowe's Grant in 2011 and the Striving Reader Grant in 2012.

Hoboken Elementary School has a variety of traditions that we look forward to each year. On the first day of preplanning, the administrators welcome the staff back with a delicious breakfast in the auditorium which is decorated with our new school theme. This motivating theme changes each year and is woven into school decor and events. This year we adopted a "Superhero" theme and encouraged our students to be "Superheroes in training." Several days before the first day of school in August, we have Open House where our students and parents can meet the teachers, see their new classrooms, and get a supply list. Parents and students attend a Trojan Family Curriculum Night a few weeks after school begins to learn more about the learning standards, assessments, expectations, and goals for the school year. In October, we have a huge Fall Festival where students, parents, and community members enjoy an evening of great family fun. HES celebrates Red Ribbon Week during the last week of October by having focused lessons and fun dress-up days that encourage healthy lifestyle choices and the importance of "just saying no" to drugs. Veterans Day is always a patriotic celebration at HES where veterans and active service members are honored by a full gym of students and teachers who sing for them, read thankful essays written by children, and give a standing ovation honoring our soldiers. During our Thanksgiving lunches at HES, parents enjoy a turkey feast with their child, and we have a special table reserved for our school system's retired educators who come share this delicious meal with us. Our Christmas musicals are in December, and our parents and community members turn out in large numbers to see our student carolers perform. During March, we have a Book Fair in the library where students and parents can purchase engaging books for their homes. Each spring, HES Olympic Day is a much anticipated highlight of the school year and is a competitive, culminating activity for the PE Department's olympism unit. During the last few weeks of school, each grade level hosts a "fun" day to celebrate their mastery of the year's standards. The AR Carnival is a year-end event for all students to reward them for a successful year of reading. The 6th grade Exit Program is a heartwarming ceremony signifying the completion of elementary school where our 6th grade students are honored and recognized for their accomplishments.

PART IV – CURRICULUM AND INSTRUCTION

1. **Core Curriculum:**

Hoboken Elementary utilizes the Common Core Georgia Performance Standards (CCGPS) to drive instruction in reading/English language arts (ELA) and mathematics, while the Georgia Performance Standards (GPS) are utilized in both science and social studies instruction. Increasing the depth of knowledge and rigor has been our focus this year through the integration of clear learning targets, extended oral and written responses across the content areas, and differing methods of formative and summative assessments.

The CCGPS are used to guide instruction in reading/English language arts through a balanced literacy approach to focus on the four domains of language: speaking, listening, reading, and writing. Teachers use guided reading with leveled readers, literature-based units, and novel studies to acquire foundational and comprehension skills. These methods are supported by programs such as Saxon Phonics, SRA, Moby Max, Study Island, Tumble Books, MackinVia, and Reading A-Z. This differentiated approach facilitates instruction to all students including those above and below grade level. A greater depth of knowledge is accomplished through writing with the use of interactive notebooks, response to literature, and open-ended questioning. Students are fully engaged in critical thinking when asked to respond to standards-based prompts derived from instruction. Building enthusiasm and a love of reading is further cultivated through the school-wide implementation of the Accelerated Reading (AR) program where students read independently on their personal reading level. Students spend a minimum of 30 minutes each day reading books of interest at their independent level. Each book and comprehension score is recorded in an AR journal. Teachers use the data from the AR program to guide and challenge students to excel in reading fluency and comprehension.

Hoboken Elementary has multiple resources to help meet the diverse math needs of our students. The approved basal text series that are used as resources include Harcourt, GO MATH, and Explorations in Core Math. Our math instruction spirals throughout the grade levels to include forms of daily Common Core warm-ups, basic math fact fluency, and grade level standard-driven problem solving practice. Multiple hands-on manipulative activities are integrated for tactile learners to assist in the mastery of state standards. Literature and writing are included during math lessons to help prepare students for mastery of the CCGPS. To further support these learning standards, students are engaged in research-based technology programs such as Study Island, Education City, Moby Max, Brain-Pop, Accelerated Math, Math Facts in a Flash, and various SMART Board Notebook resources. A variety of educational sites are also incorporated daily into math lessons to help support different learning styles.

Science units are developed to ensure full coverage of the Georgia Performance Standards by creating hands-on learning centers and experiments that enable the facilitation of critical problem solving skills. As students learn, they write their investigative findings in their interactive notebooks. Students use their notebooks to record, analyze, and interpret data. Hoboken Elementary utilizes an outdoor classroom to engage students in real-world applications. Students in grades 4-6 deepen their learning of science concepts by completing research and science fair projects.

The Social Studies Georgia Performance Standards (GPS) are taught in grades Kindergarten-6. The standards are covered through a variety of interactive learning experiences. Students learn basic social studies skills and processes through hands on units and centers. Our teachers integrate social studies into the literacy curriculum and interactive notebooks are utilized to allow students to record and analyze collected data. Students learn about history and historical figures through novels and short stories. Outside speakers are brought in to expose students to other sources of information. Students and teachers use technology to enhance social studies learning experiences by using the Internet to do research and by creating PowerPoint presentations.

Our Pre-K classes implement the Georgia Early Learning and Development Standards (GELDS) which are aligned with the K-12 CCGPS. The Pre-K environment is carefully designed to promote learning through play, movement, exploration, language, and experiences in various activity centers such as art, blocks, dramatic play, math, and science. Each student undergoes the Phonological Awareness Literacy Screening (PALS) three times during the school year to measure literacy growth. Our Pre-K classes go on three field trips during the year to build knowledge, language, and experience.

2. **Other Curriculum Areas:**

All members of our staff share a collective responsibility for increasing student achievement and strengthening individual talents. We recognize that a well-rounded, engaging curriculum helps students grow and learn and prepares them for real world experiences. By infusing our curriculum with physical education, the arts, technology, and various club activities, our teachers engage students with rich, meaningful, and thoughtfully planned learning activities that provide experiences to accommodate a variety of learning styles.

Students in kindergarten – 6th grade receive 40 minutes of physical education every day. By engaging in a wide variety of sports, games, and fitness activities, our PE classes emphasize the development of the entire body including physical, mental, social, and emotional health. Through a diverse series of units such as archery, camping, tennis, ultimate Frisbee, badminton, and bowling, our PE staff works to develop positive attitudes toward physical activity and helps insure that our students will adopt and maintain a physically active and healthy lifestyle. Student fitness and activity is measured through a series of tests and a Fitness Gram is sent home detailing each student's overall physical fitness. Every May, for the past 23 years, our PE Department has hosted a school-wide unit on Olympism to showcase the athletic abilities of our students. Olympic Day for all students is a culmination of several weeks of intense competition, qualifying events, and training that emphasizes the importance of fair play and sportsmanship. Students compete and are awarded medals in events such as rope climbing, relays, softball throw, discus throw, foot races, and long jump.

Our school feels that infusing the curriculum with the visual and performing arts helps our students flourish because music and art encourage children's natural tendencies to explore and learn. Our talented and energetic teachers incorporate music into the curriculum by singing songs about the multiplication tables, the days of the week, and the continents of the world. We frequently get energy pumping before lessons with movement activities and ease test anxiety by dancing in the classroom. In the spring, we host a school-wide art day that offers students opportunities to expand their creativity by experimenting with many art techniques and mediums. By providing opportunities for students in all grades to incorporate art and music into daily core subject lessons, we have witnessed increased growth in many students who normally struggle academically. Our school hosts many yearly events that allow students to showcase their musical and dance abilities such as the school-wide Christmas musical, Veterans Day musical performances, a kindergarten Thanksgiving extravaganza, and a year-end talent show for grades 3-6th. Our 5th and 6th grade instrumental band practices daily and is able to perform concerts several times a year.

Technology is inserted into every facet of instruction at our school through the use of interactive white boards, computers, tablets, document cameras, and student response systems. During weekly computer classes, students in grades K-6 work independently on their individual instructional levels to either remediate or enrich various academic standards. Teachers use a variety of educational websites such as Accelerated Reader, Lexia, Raz-Kids, Moby Max, and Study Island to reinforce important skills such as computation, spelling practice, sight word recognition, keyboarding, and word processing. Classroom instruction is supplemented with web lessons and engaging videos that support all areas of the curriculum from web sources such as BrainPop, Discovery Education, and YouTube Education. All students receive yearly instruction in Internet safety and the consequences of cyberbullying. Since the Georgia Standards require that students present their work in a variety of digital formats, our teachers are increasingly working to help our students learn to use programs such as PowerPoint and Microsoft Word.

School clubs help develop leadership skills, peer relationships, organizational abilities, and self-esteem. Students in grades 4-6 have opportunities to join our National Junior Beta Club, chess team, quiz bowl team, FCA Organization, Classics Reading Club, and typing club. These clubs are involved in activities such as regional competitions, community projects, or school improvement initiatives. One outstanding program that our Beta Club has been building for several years is a peer tutoring team that goes into Kindergarten and first grade classes to help younger students who are struggling with their academic skills.

3. **Instructional Methods and Interventions:**

Hoboken Elementary uses a variety of instructional methods to meet the individual needs of learners. In order to accommodate learners on many different levels of achievement, all students are provided with differentiated instruction in the classrooms. For example, teachers use whole group, small group, centers, and individual instruction on a daily basis. In addition to these differentiated activities, teachers provide tiered levels of activities within the small groups and centers to reach all levels of student needs. Students are involved in collaborative pairs, group projects, and working with peer tutors if needed. In classrooms, the teachers use interactive boards, document cameras, and/or tablets to engage the students and enhance instruction. Students in Kindergarten through sixth grade take a STAR assessment in reading to determine an individual reading range. Students are able to participate in the Accelerated Reader program, which allows them to choose books of interest on their reading level. After reading these books, they are assessed on reading comprehension. Students also have access to the school and teacher websites which provide links to games and programs such as Quia, Go Math, and Study Island that can offer extra practice at home as well.

For struggling students, Hoboken uses the Response to Intervention (RTI) and Early Intervention Program (EIP) to provide individualized interventions for our students. Students who are in the RTI process or the EIP program are given extra time to work on many differentiated programs like Study Island, Accelerated Math, Moby Max, Lexia Core 5, and Math Facts in a Flash. These programs help individual students meet their required achievement goals. In addition to these computer programs, students are also given specific skill practice with an adult tutor two to five times a week in the subject area in which they struggle.

Through the use of the ACCESS test of English Language Proficiency, our teachers are provided with a proficiency level for the English Learner (EL). This assessment helps teachers to accommodate our ELs' individual needs. The ESOL teacher also offers individual help to these students on their level of instruction.

For excelling students, Hoboken offers an enrichment program called Quest. This program gives students the opportunity to use technology, art, literature, science, and social studies to move above and beyond the core curriculum. Students are also involved in group problem solving scenarios in which they must use deep critical thinking skills to find solutions.

PART V – INDICATORS OF ACADEMIC SUCCESS

1.   **Assessment Results Narrative Summary:**

In the past, Georgia students have taken the state assessment titled Criterion-Referenced Competency Test (CRCT) in the spring of each school year. The CRCT measures student mastery on the state mandated content standards in reading, ELA, math, science and social studies. The CRCT was retired at the end of the 2013-2014 school year and will be replaced with the new Georgia Milestones End of Grade Assessment. The data charts listed in the application reflect the last five years of CRCT data for Hoboken Elementary School in reading and mathematics. The scale scores on the CRCT generally range from 700 to 920 and are divided into the following performance levels. Scores below 800 indicate a performance level of "Does Not Meet the Standard" and scores between 800 and 849 indicate a performance level of "Meets the Standard." Furthermore, CRCT scores of 850 or higher indicate a level of "Exceeds the Standard."

The CRCT data presented in the application tables report the "Meets the Standard" and "Exceeds the Standard" combined data in the top row labeled "Proficiency and above" for all students, economically disadvantaged students, students receiving special education, and white students. The second column labeled "Advanced" reports the "Exceeds the Standard" percentage for the same groups of students.

Over the past five years, Hoboken Elementary School has maintained impressive CRCT scores in reading and math. In the past couple of years, we have focused on more rigorous assignments, depth of knowledge questions, and learning targets. This focus has helped our school achieve higher percentages of students "Exceed the Standard." Some of the instructional strategies that we have used with our students with disabilities population to improve student achievement include: inclusion, RTI tutor, Lexia, Moby Max, hands-on learning, and small-group instruction.

2.   **Assessment for Instruction and Learning and Sharing Assessment Results:**

Hoboken uses a collection of different assessments to track and analyze student achievement data. Three times a year, DIBELS Next, Scholastic Reading and Math Inventories (SRI and SMI), and Georgia RESA Assessment of Student Progress (GRASP) universal screeners are given to Kindergarten-6th grade students. After each screening, administrators meet with individual grade levels to discuss and analyze student achievement data. This data is used to differentiate instruction for students above and below grade-level and is used to group students by their strengths and weaknesses for our Response to Intervention (RTI) process. Students with similar academic concerns are grouped together to receive specific skills practice with an adult tutor in math and/or reading. DIBELS Next and GRASP are used weekly or bi-weekly to progress monitor students in the RTI process. RTI coordinators meet with grade-level teachers each month to discuss student progress toward mastery of achievement goals.

Kindergarten-2nd grade teachers use running reading records to track students' reading fluency progress. The Basic Literacy Test (BLT) is used to assess phonics, sight words, reading fluency and comprehension. Grades 1-6 administer the STAR Reading test three times a year to determine each student's individual reading level and zone of proximal development (ZPD). Students choose books that are within their ZPD range in the Accelerated Reader program. Students in grades K-6 are given benchmark tests at the end of every nine weeks to measure their progress toward mastery of the Common Core Georgia Performance Standards (CCGPS).

The assessment data that is collected from these various instruments is used to guide daily classroom instruction and is delivered to parents to inform them of their child's academic progress. Assessment data from the different grade levels is displayed in our data room so that teachers can readily track student progress and mastery of learning objectives.

Part VI School Support

1. School Climate/Culture

Hoboken Elementary boasts a rich learning heritage that is punctuated by a commitment to excellence. This vision to excel in education was born in 1927 with the building of the first brick facility. This 88 year old edifice still echoes with the laughter of our students and is proudly adorned with the original Trojan mascot and the school colors of red and white. Our mission statement of "Making a difference by inspiring students to Believe, Achieve, and Succeed" is the shared focus of all HES faculty and staff. Students are encouraged and rewarded throughout the year with celebrations for achievement and attend a "Ribbon Day" ceremony at the end of each nine weeks where they are rewarded for academic excellence, outstanding attendance, and exemplary character traits. Encouraging students to develop a love for reading is supported with an end of the year reading carnival.

Meeting students' social needs and promoting their emotional growth are paramount goals at HES. Morning intercom announcements are made each day recognizing student and staff birthdays, school events and contests, a spotlighted character education trait, and a positive thought for the day. Hallways and bulletin boards are adorned with student work and detailed teacher commentary and are admired by students, parents, and visitors. Because we are located in a low socio-economic area, our students' personal needs are a priority. School faculty, community members, and local business partners help meet these needs throughout the year by stocking a clothes closet with donations of clothing and shoes, a canned good collection at Thanksgiving, and a Christmas shopping trip for disadvantaged students. Our entire staff strives to place a strong emphasis on showing compassion, trust, and respect. Students are encouraged to recognize positive behaviors displayed by their peers and there is continual verbal reinforcement of healthy behaviors in a bully-free safe environment.

The cohesiveness of our staff and "family" atmosphere at HES is recognized, valued, and coveted by all. Teachers are always thrilled to share successful classroom strategies and best practices. We all share a motivation to go above and beyond for all students at any cost. Administrators and teachers encourage each other with uplifting emails and stories and the school hospitality committee is active planning various holiday parties and activities. Hoboken Elementary believes that our extraordinary test results and strong academic record are direct results of our positive and supporting environment that encourages teachers and students to excel.

2. Engaging Families and Community

Hoboken Elementary School has always valued our relationships with families and the community. We believe that by highlighting our shared interests and responsibilities for the children that we teach that we can help our students succeed in school and in later life. To keep our parents updated and informed, we strive for transparency and open communication.

Hoboken Elementary informs parents of events and announcements through several avenues. We send out weekly red communication folders, monthly principal's newsletters, Social Media messages, and Remind 101 text alerts from teachers. The principal sends recorded phone messages and e-mail announcements and reminders to all parents. PowerSchool, our student information system, gives parents instant access to their child's academic and attendance progress. In August, our school holds a Curriculum Night to educate parents about the expectations for their children in the upcoming year and the grade-level curriculum that will be covered.

A key component to communication and parental involvement at HES is our dynamic school Parent-Teacher Organization (PTO). The PTO coordinates fund-raising activities, plans monthly meetings for members, and encourages positive interaction between parents and teachers. The funds that they raise enrich our curriculum through classroom supplies, media materials, and technology needs.

Hoboken Elementary has numerous opportunities for parents to become involved in our school through participation in our Volunteer Program. Parents are encouraged to help with activities during the school day such as assisting in the media center, preparing bulletin boards and classroom materials, reading to students in the classroom, and serving as field trip chaperones. Many special programs throughout our school year such as the Book Fair, Santa Shop, and Olympics Day Celebration rely heavily upon the dedicated efforts of our parent volunteers.

We love to have visitors at our school and never pass up an opportunity to encourage families and community members to participate in the learning environment at HES. Our school enlists the help of community groups and local law enforcement officers to speak and give demonstrations during our annual Red Ribbon Week which promotes drug and alcohol prevention and awareness. We invite visitors to many events that we plan throughout the year such as our Thanksgiving Luncheon, School-wide Christmas Program, Fall Festival, Veterans Day Celebration, Sixth-grade Exit Program, and Academic Banquet. All of these activities are highly attended and our community embraces our school as they support and encourage the students that we teach.

3. Professional Development

Hoboken Elementary School strives to provide an array of relevant, multi-faceted, and need-based professional development for our teachers and staff. Through participation in professional development, our staff works to further our ability to facilitate instruction and guide students to a higher level of understanding. Every administrator, teacher, and paraprofessional is involved in some type of professional learning throughout the school year. Our school system allows teachers to give suggestions and present ideas to help determine what type of professional learning will be offered. These suggestions are taken into consideration and Hoboken works hard to offer professional learning to meet these needs.

Each school year, Hoboken offers different opportunities for our staff to further their educational abilities to help push students toward mastery of academic standards. Our teachers have been a part of a variety of learning opportunities such as Standards-based classroom training, differentiation workshops, best practices share days, teacher commentary training, PALS (Peer Assisted Learning Strategies) and guided reading training. Once a month, our administrators facilitate a vertical planning meeting for all teachers to share and learn from the grade-level teachers above and below them. Teachers and paraprofessionals have also been a part of several educational book studies that enhance our knowledge and ability to facilitate and encourage learning. Our school leadership team stays up to date with current educational issues by researching and meeting monthly to discuss how these issues affect our school and students. The leadership team chooses an applicable educational book to study and discuss in order to help our teachers grow in their teacher/leader capabilities.

Because of our school system's desire for excellence, we have received the Striving Reader Grant (SRG) from the Georgia Department of Education. This grant has provided our school with new technology, teaching materials, and excellent professional development. In conjunction with the SRG, our staff members have had the opportunity to participate in several Comprehensive Reading Solutions Modules written by the Georgia DOE. Our teachers have also had extensive training with the DIEBELS and GRASP Assessment systems. These two systems track student data from universal screenings and progress monitoring. Several teachers have had professional development from outside sources and have come back and redelivered to all teachers. Additionally, Hoboken Elementary School teachers and administrators have received extensive training on the Teacher Keys Evaluation System (TKES) and the Leader Keys Evaluation System (LKES).

4. School Leadership

Hoboken Elementary operates with a strong Administration that values the perspectives and input of all stakeholders and believes that building positive relationships is the key to school success. The Principal and two Assistant Principals work hard to establish a positive culture with high morale where employees and students are encouraged, supported, and held to high standards for excellence. The Administration

believes that leadership should be shared among many competent and skilled staff members and that these school leaders should be collectively responsible for school-wide excellence in teaching, learning, and assessment. This distributed leadership is shared among various individuals with diverse skills and areas of expertise such as the School Counselor, RTI Coordinator, Reading Specialist, Grade-level Chairmen, School Nurse, Club Leaders, and Media Specialist. These school leaders work collaboratively to ensure that the many leadership tasks that must take place in a successful school are executed efficiently and effectively. Grade level meetings, surveys, questionnaires and e-mails are used to gain feedback and input from faculty members. All leaders share and support the belief that children and adults will be motivated to reach their fullest potential when they are immersed in a caring environment that invests in people. One of the most popular quotes referenced in school meetings and one that helps guide our leadership vision at HES is, "They don't care how much you know until they know how much you care."

Hoboken Elementary does have a designated Leadership Team. The Team is comprised of administratively appointed members as well as teacher leaders elected by the school staff. Our comprehensive Leadership Team is comprised of three administrators, the school counselor, the media specialist, the reading specialist, one special education teacher, one PE teacher, and six teacher leaders. The team meets monthly to discuss school issues and to identify and resolve barriers to student achievement and school success. Our Leadership Team reviews student achievement data and develops plans to improve academic success. The Leadership Team helps guide school-wide improvement efforts and meet the needs set forth by our adopted School Improvement Plan. As school reform initiatives are developed, the Leadership Team works closely with the Administration to help all staff members understand what is expected and why, monitor plan enactment, and foster trusting relationships between all participants to support the shared goal. Positive relationships are the key as we successfully distribute school-wide leadership tasks and meet the needs of all learners.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

			Test: CRCT		
Subject: Math					
All Students Tested/Grade: 3			**Edition/Publication Year:** N/A		
Publisher:					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficiency and above	93	92	86	90	90
Advanced	47	46	41	51	46
Number of students tested	74	81	74	85	70
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficiency and above	90	89	80	80	83
Advanced	31	38	35	34	42
Number of students tested	39	45	51	35	36
2. Students receiving Special Education					
Proficiency and above	60	80	30	63	63
Advanced	20	0	20	13	38
Number of students tested	5	5	10	8	8
3. English Language Learner Students					
Proficiency and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficiency and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficiency and above					
Advanced					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficiency and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Advanced					
Number of students tested					
9. White Students					
Proficiency and above	93	90	86	89	89
Advanced	48	47	38	52	46
Number of students tested	71	73	64	83	61
10. Two or More Races identified Students					
Proficiency and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficiency and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math		Test: CRCT	
All Students Tested/Grade: 4		Edition/Publication Year: N/A	
Publisher:			

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficiency and above	91	88	89	94	92
Advanced	43	30	40	51	38
Number of students tested	79	71	80	68	76
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficiency and above	92	89	83	90	89
Advanced	35	18	29	42	30
Number of students tested	48	45	35	31	46
2. Students receiving Special Education					
Proficiency and above	63	70	55	60	25
Advanced	13	10	9	20	25
Number of students tested	8	10	11	5	4
3. English Language Learner Students					
Proficiency and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficiency and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficiency and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficiency and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Advanced					
Number of students tested					
9. White Students					
Proficiency and above	91	86	88	93	92
Advanced	43	27	41	48	39
Number of students tested	76	64	78	59	71
10. Two or More Races identified Students					
Proficiency and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficiency and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Advanced					
Number of students tested					

NOTES:

Subject: Math	Test: CRCT
All Students Tested/Grade: 5	Edition/Publication Year: N/A
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficiency and above	97	99	92	96	94
Advanced	46	55	41	57	54
Number of students tested	72	79	71	79	80
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficiency and above	98	100	86	95	90
Advanced	42	37	31	51	50
Number of students tested	50	35	36	41	42
2. Students receiving Special Education					
Proficiency and above	80	100	38	75	57
Advanced	0	25	25	25	43
Number of students tested	10	8	8	4	7
3. English Language Learner Students					
Proficiency and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficiency and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficiency and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficiency and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Advanced					
Number of students tested					
9. White Students					
Proficiency and above	97	100	92	96	94
Advanced	42	57	44	55	53
Number of students tested	65	76	64	75	77
10. Two or More Races identified Students					
Proficiency and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficiency and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math	Test: CRCT
All Students Tested/Grade: 6	Edition/Publication Year: N/A
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficiency and above	99	95	99	93	91
Advanced	51	29	40	35	22
Number of students tested	78	74	75	85	81
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficiency and above	100	89	97	88	91
Advanced	36	19	39	24	16
Number of students tested	33	37	36	41	44
2. Students receiving Special Education					
Proficiency and above	86	67	80	75	33
Advanced	14	11	20	0	0
Number of students tested	7	9	5	4	6
3. English Language Learner Students					
Proficiency and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficiency and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficiency and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficiency and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Advanced					
Number of students tested					
9. White Students					
Proficiency and above	99	94	99	93	92
Advanced	51	29	38	35	23
Number of students tested	75	66	71	82	75
10. Two or More Races identified Students					
Proficiency and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficiency and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Advanced					
Number of students tested					

NOTES:

Subject: Reading/ELA	Test: CRCT
All Students Tested/Grade: 3	Edition/Publication Year: N/A
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficiency and above	100	100	94	97	93
Advanced	63	67	45	49	42
Number of students tested	73	81	74	86	70
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficiency and above	100	100	90	92	89
Advanced	53	57	37	31	28
Number of students tested	38	42	51	36	36
2. Students receiving Special Education					
Proficiency and above	100	100	80	75	88
Advanced	20	0	20	25	25
Number of students tested	5	5	10	8	8
3. English Language Learner Students					
Proficiency and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficiency and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficiency and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficiency and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Advanced					
Number of students tested					
9. White Students					
Proficiency and above	100	100	94	96	92
Advanced	63	71	42	50	43
Number of students tested	71	70	64	84	61
10. Two or More Races identified Students					
Proficiency and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficiency and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Advanced					
Number of students tested					

NOTES:

Subject: Reading/ELA	Test: CRCT
All Students Tested/Grade: 4	Edition/Publication Year: N/A
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficiency and above	98	97	97	97	100
Advanced	63	42	45	56	36
Number of students tested	79	71	80	68	76
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficiency and above	98	96	100	94	100
Advanced	54	29	40	52	33
Number of students tested	48	45	35	31	46
2. Students receiving Special Education					
Proficiency and above	88	80	82	60	100
Advanced	38	20	18	40	0
Number of students tested	8	10	11	5	4
3. English Language Learner Students					
Proficiency and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficiency and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficiency and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficiency and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Advanced					
Number of students tested					
9. White Students					
Proficiency and above	99	97	97	97	100
Advanced	64	41	56	53	35
Number of students tested	76	64	78	59	25
10. Two or More Races identified Students					
Proficiency and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficiency and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	Test: CRCT
All Students Tested/Grade: 5	Edition/Publication Year: N/A
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficiency and above	96	95	94	97	97
Advanced	35	30	31	34	28
Number of students tested	72	79	71	79	80
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficiency and above	96	94	92	98	93
Advanced	30	17	19	22	17
Number of students tested	50	35	36	41	42
2. Students receiving Special Education					
Proficiency and above	90	100	75	50	71
Advanced	10	13	25	0	14
Number of students tested	10	8	8	4	7
3. English Language Learner Students					
Proficiency and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficiency and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficiency and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficiency and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Advanced					
Number of students tested					
9. White Students					
Proficiency and above	97	96	94	97	96
Advanced	32	30	33	33	29
Number of students tested	65	76	64	75	77
10. Two or More Races identified Students					
Proficiency and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficiency and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Advanced					
Number of students tested					

NOTES:

Subject: Reading/ELA	Test: CRCT
All Students Tested/Grade: 6	Edition/Publication Year: N/A
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficiency and above	100	99	100	100	96
Advanced	60	57	51	42	30
Number of students tested	78	74	75	85	81
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficiency and above	100	97	100	100	95
Advanced	52	51	50	44	36
Number of students tested	33	37	36	41	44
2. Students receiving Special Education					
Proficiency and above	100	89	100	100	71
Advanced	29	22	20	33	14
Number of students tested	7	9	5	3	7
3. English Language Learner Students					
Proficiency and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficiency and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficiency and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficiency and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Advanced					
Number of students tested					
9. White Students					
Proficiency and above	100	98	100	100	96
Advanced	61	56	51	51	39
Number of students tested	75	66	71	81	75
10. Two or More Races identified Students					
Proficiency and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficiency and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Advanced					
Number of students tested					

NOTES: