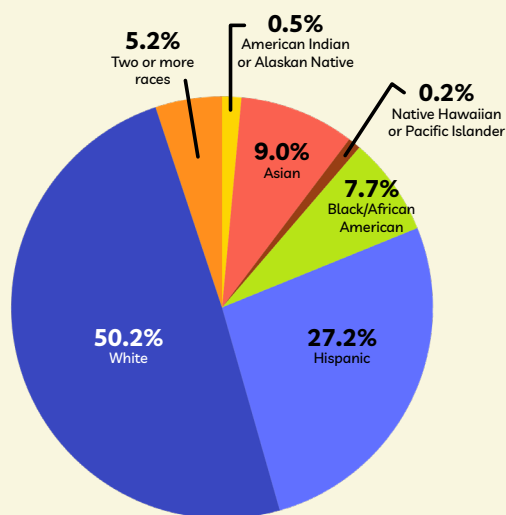


Hoboken Schools Case Study



State Profile:

- **Enrollment:** 3,445 total students
- **Multilingual Learners:** 1.3%
- **Economically Disadvantaged Learners:** 26.6%
- **Students With Disabilities:** 13.2%
- **Enrollment by Demographic:**
 - **American Indian or Alaskan Native** 0.5%
 - **Asian:** 9.0%
 - **Native Hawaiian or Pacific Islander:** 0.2%
 - **Black/African American:** 7.7%
 - **Hispanic:** 27.2%
 - **White:** 50.2%
 - **Two or more races:** 5.2%



School Profile:

- **Location:** Hoboken, NJ
- **Community Type:** Suburban, Large
- **District Enrollment:** 3,702 students
- **Teacher-to-Student Ratio:** 15.06:1
- **Enrollment by Gender:** 49.0% female; 51.0% male; ≤1% non-binary/undesignated
- **Emergent Bilingual Learners:** 1.3%

Results at a glance:

- **Improved literacy outcomes:** Hoboken Public Schools reported notable gains in fluency, vocabulary development, reading comprehension, and student confidence after implementing Raz-Plus® as part of its literacy strategy.
- **Greater instructional flexibility:** Teachers use Raz-Plus to differentiate instruction, provide targeted support, and respond to student needs in real time with appropriate texts and actionable data.
- **Strong districtwide achievement:** In 2023–2024, Hoboken Public Schools achieved an ELA proficiency rate of 68.2%, outperforming the statewide proficiency rate of 52.2%

Challenge:

Hoboken Public Schools wanted to strengthen literacy outcomes by ensuring every student had access to evidence-based instruction while addressing a wide range of reading levels, interests, and learning needs. District leaders sought a supplemental solution that could reinforce foundational skills, comprehension, and engagement while supporting differentiation and complementing existing literacy practices.

Solution:

Hoboken Public Schools adopted Raz-Plus as a supplemental literacy solution to extend and reinforce its structured literacy framework. With a broad library of texts, differentiated resources, assessments, and progress-monitoring tools, Raz-Plus helps students apply foundational skills through meaningful reading practice while supporting the development of vocabulary, fluency, and comprehension.

Implementation:

Teachers integrated Raz-Plus across literacy instruction to:

- **Support flexible instruction** across small groups, targeted interventions, literacy centers, independent reading, and at-home learning.
- **Enable differentiation** through appropriate texts, targeted resources, and data-informed instructional decisions.
- **Extend core instruction** with additional practice in fluency, vocabulary, and reading comprehension while scaling implementation through a user-friendly platform and extensive resource library.

This flexible approach fit seamlessly within existing instructional practices, helping educators personalize learning while creating more opportunities for reading growth.

Results:

Since implementing Raz-Plus, Hoboken Public Schools has observed measurable improvements in both literacy outcomes and student confidence. District leaders report notable gains in fluency, vocabulary development, and reading comprehension, along with increased student willingness to read independently and take ownership of their learning. Teachers have observed students engaging more meaningfully with texts, discussing and analyzing reading more effectively, and demonstrating stronger comprehension skills during classroom instruction. **Growth has also been reflected in formal assessment measures, including benchmark assessments and DRA3 results cited by district leaders.**

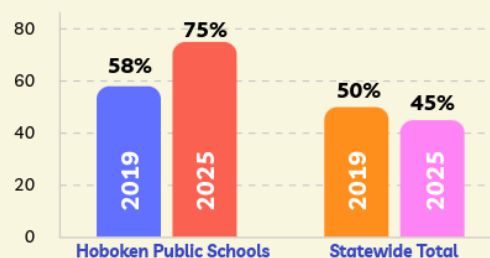
The district has seen particularly strong benefits among younger readers and students who require additional support, with access to appropriate, high-interest texts helping them build confidence while developing critical literacy skills. Teachers report being better equipped to meet students where they are and provide responsive instruction when it matters most.

These instructional improvements coincide with strong districtwide literacy performance. **According to the New Jersey Department of Education's 2023–2024 School Performance Report, Hoboken Public Schools achieved a districtwide ELA proficiency rate of**

68.2%, exceeding both its annual target and the statewide ELA proficiency rate of 52.2%. Student growth measures in English language arts also met state standards, reflecting continued progress across the district.

Today, Hoboken Public Schools continues to leverage Raz-Plus as part of its broader commitment to literacy excellence — supporting teachers with the tools they need while helping students become confident, capable, and independent readers.

Grade 3 ELA Proficiency Rates



Results from the New Jersey Student Learning Standards in English Language Arts (NJSLA-ELA) for third grade students in spring 2019 and spring 2025 reveal that while statewide proficiency rates declined (from 50% in 2019 to 45% in 2025), proficiency rates in Hoboken Public Schools improved from 58% in 2019 to 75% in 2025. In 2025, Hoboken's 3rd graders scored in the top 5% of all New Jersey districts.

Source: NJ Department of Education Assessment Results
<https://www.nj.gov/education/assessment/results/>



About Raz-Plus:

Raz-Plus equips teachers with a robust collection of versatile literacy resources to support their Science of Reading-aligned core curriculum. By emphasizing foundational skills and reading comprehension equally, Raz-Plus gives educators the support and time they need to focus on what matters most — teaching and reaching all their students.

Scan the QR code or go to www.explorek12.com to learn more about Raz-Plus.

