



Benjamin Parker Elementary School

School Code: 323

Grades K-6

School Status and Improvement Report School Year 2019-20



Contents

Focus on Standards p. 1

School Description p. 1

School Setting pp. 2-3

- Student Profile
- Community Profile

School Improvement p. 4

- Summary of Progress

School Resources p. 5

- Certified Staff
- Facilities

Vital Signs pp. 6-8

- School Quality Survey
- Student Conduct
- School Retention or Completion
- Hawaii Statewide Assessment Program
- Other School Information

School Address:

Benjamin Parker Elementary School
45-259 Waikalua Road
Kaneohe, Hawaii 96744

Focus On Standards

This School Status and Improvement Report has been prepared as part of the Department's education accountability system to provide regular, understandable accounts of our schools' performance and progress, as required by §302A-1004, Hawai'i Revised Statutes.

This report describes the school and its setting; provides information about the school's administrators, teachers, students and facilities; summarizes progress made based on the school's improvement plan; and reports student achievement results along with other vital signs.

School Description

Reverend Benjamin Parker Elementary School is located on a beautiful 10.81 acre site in Kaneohe, a suburban community eleven miles from Honolulu. Our school was originally called Kaneohe School and has been at its present location, on land granted by the Benjamin Parker Estate, since 1927. The school was renamed in honor of its benefactor and is the oldest school in Kaneohe. In its earlier years, Benjamin Parker educated students from K-12 and reverted to an elementary school in 1951. We currently service 340 students in grades PK-6.

Ben Parker Elementary School faces many challenges. One in particular is identifying the underlying root causes that hinder students from learning, our students periodically face changes due to the stereotypes placed upon them. Here, at Ben Parker, many factors come into play such as: living at or below the poverty level (58% of the population receives free/reduced lunch), homelessness, dysfunctional home life, and lack of parent involvement. Our school community is demographically comprised of parents with little to no education, and grandparents raising their grandchildren. Our students are afflicted in many ways that are unseen by casual observers. Teachers and support staff are compassionate and dedicated individuals whose goal is to ensure that all students achieve academically and behaviorally while pursuing our schools vision and mission statements.

We just completed our third year implementing the response to intervention (RtI) system focusing on reading and math. We have started working on our behavioral RtI system structure and processes as it relates to positive behavioral interventions and supports (PBIS) for all students. As part of our PBIS system, we continue to support our 5Rs rewards program, where students can earn a ticket when they display behavior relating to the 5Rs – respect, responsibility, resourcefulness, resiliency, and relationships. Although we have not been able to sustain the 5Rs rewards program year round. As a school we will continue to revisit and refine our RtI processes both academically and behaviorally.

Our referral data shows that over the last four years the referrals that relate to insubordination, disruption and disrespect/non-compliance are the majority of referrals. There is a handful of students who are repeat offenders. Sadly but true, often many of these referrals could simply be addressed by the classroom teacher. We are always working toward identifying those triggers and situation in which the unwanted behaviors are occurring. Lack of motivation, not understanding the material/content being taught, and having to deal with family situations on a daily basis (i.e. homelessness, having to care for younger siblings, hunger, divorce,) often lead to behavioral issues that adversely affect their learning. Often times these are the students who receive disciplinary referrals from their teacher even the smallest infraction. Although teachers express that it is to document the obstinate behavior, they put the onus solely on the student.

Our school currently receives support from Title I and 21st Century Federal Grants. Grant funds enable us to continue to provide our students with research-based reading and mathematics programs and provide after-school supplemental tutorial program in math, reading and enrichment activities. We have also infused technology into our curriculum. This has helped our students learn to navigate using the various tools needed, which better prepares them for the Smarter Balance Assessment (SBA). We continue to provide students access to computers which are theirs for the year. Every child in grades 2-6 is issued a laptop for their exclusive use.

School Setting

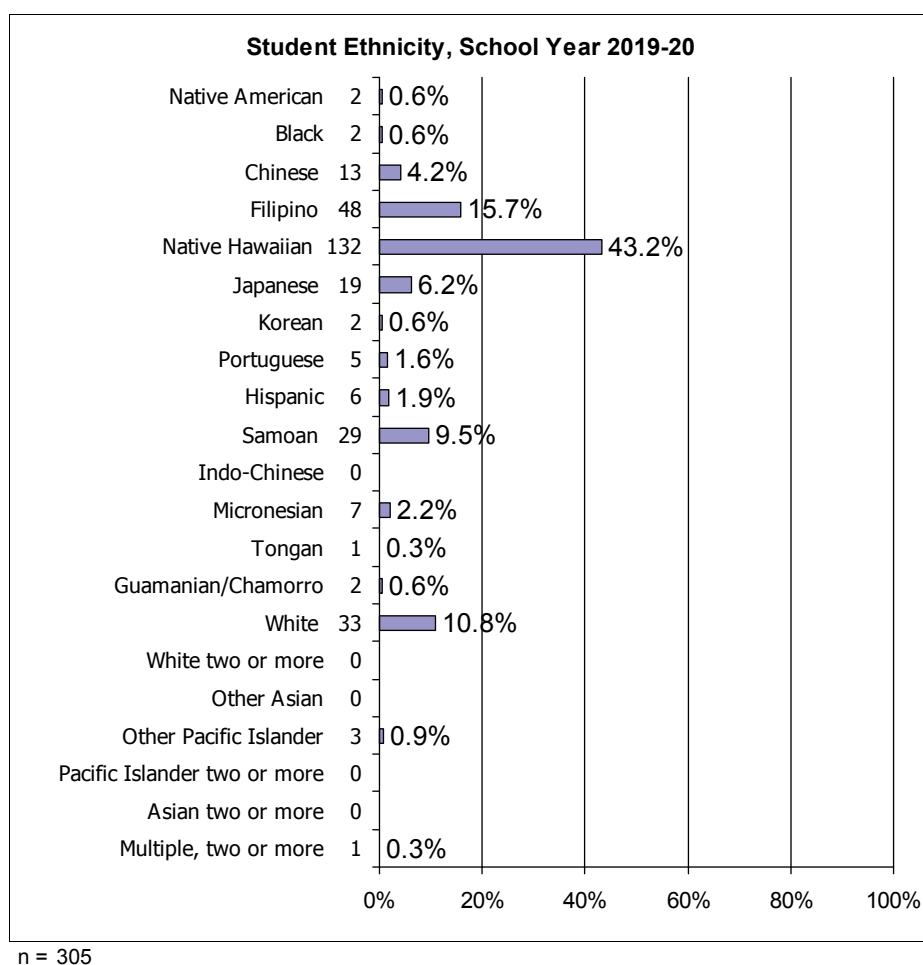
Student Profile

School year	2017-18	2018-19	2019-20		2017-18	2018-19	2019-20
Fall enrollment	318	314	305	Number and percent of students in Special Education programs	54 16.9%	59 18.7%	54 17.7%
Number and percent of students enrolled for the entire school year	299 94.0%	295 93.9%	283 92.7%	Number and percent of students with limited English proficiency	18 5.6%	25 7.9%	22 7.2%
Number and percent of students receiving free or reduced-cost lunch	185 58.1%	183 58.2%	189 61.9%				

Note. -- means missing data.

* means data not reported to maintain student confidentiality (see FERPA).

** means School is participating in the Community Eligibility Provision.



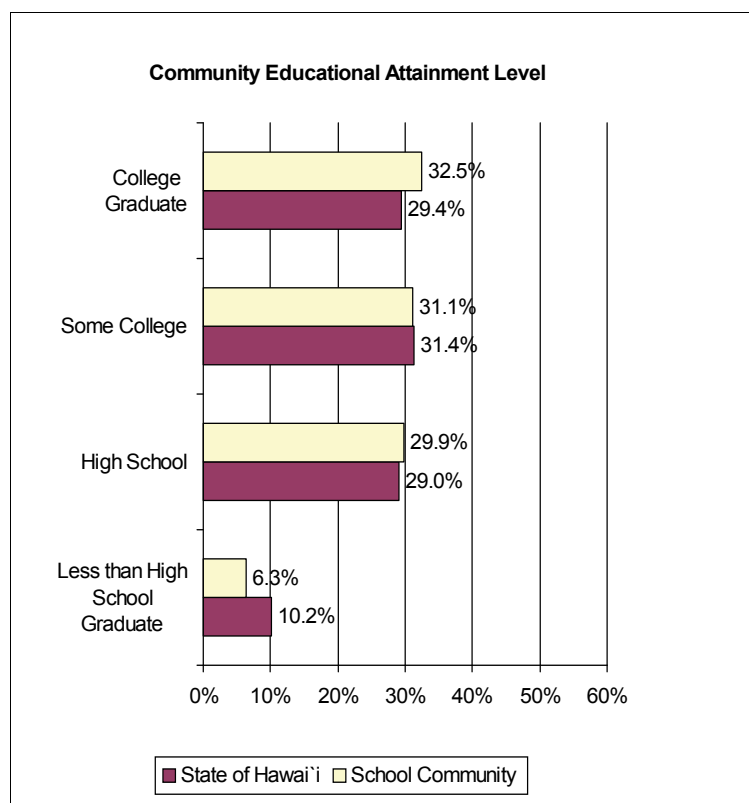
School Setting

Community Profile

The *Community Profile* information updated in this school report reflects selected 2010 demographics for the High School Complex (HSC) area in which this school resides. Profile data are based on the 2010 U.S. Census, the American Community Survey (ACS) 2006-2010 five-year estimates (centric to 2008), and the incorporation of Hawaii's HSC boundary areas with updated 2010 Census geography. Figures for educational attainment and median household income are sample estimates obtained from the ACS, adapted to conform to HSC geography, and should be considered rough approximations of census counts.

Based on the 2010 U.S. Census

Castle HSC	School Community	State of Hawai'i
Total population	51,945	1,360,301
Percentage of population aged 5-19	17.9%	18.4%
Median age of population	41.4	38.6
Number of family households	12,759	313,907
Median household income	\$93,141	\$66,420



School Improvement

Summary of Progress

Reverend Benjamin Parker Elementary School is that square peg which does not always fit in the round hole. The practices that work at other schools have to be tweaked here in order to meet the needs of all our students. Consultants, Educational Officers as well as others have questioned the way we provide services to all students, they have even asked, “what are you doing?” Even though it is seen as unconventional, our system works for the students and community we serve. We have tried to implement programs, etc. in what is viewed as correct ways and have failed. For us, it is a journey which has twists, turns, hills and valleys; there are moments when everything is aligned...yet it is in those times when we are disjointed, where we make progress.

Benjamin Parker will continue to provide the best standards-based instruction and student support possible with the existing resources. Our main focus will be to maintain our current staffing formula; 97 percent of our WSF monies will go to achieve this goal. Our existing strategic plan delineates the activities required to implement our current programs as well as address the implementation of the Common Core State Standards (CCSS) in English Language Arts (ELA), mathematics, aligning writing instruction to standards within grade levels which will include rubrics and exemplars, as well as transitioning to NGSS standards for science. We have been administering the STAR universal screener three times a year and we progress monitor along the way. In addition to STAR, our RTI program uses the Let's Go Learn (LGL) – DORA and ADAM to obtain student data as it relates to their reading and math skills. We are always working to improve our school CSSS plan as well as our response to intervention (RTI) program to coordinate services for all of our students. This past school year was our third year of RTI implementation, where the focus was on reading and math with behavioral RTI embedded within the system. We also had enrichment for those students who needed to be challenged. Our ultimate goal is to ensure that all needs of students are being addressed which includes academically, socially, emotionally and physically. We believe in providing and exposing students to opportunities which they might not be able to experience otherwise. Our academic coach and RTI team have planned RTI night to familiarize parents with the program; literacy day; STEM night and a career and inspirational day for the students, which showcased various careers as well as notable community members who spoke with the students about the importance of education and how it connects to their future careers. Some community members who participated were HPD, DLNR, Pieology, Kanilea Ukulele, and Jerome Reed, ACO.

Ben Parker continues to have a one-to-one computer program for students. This year we continue to use chrome books to better manage the sites which students gain access to. The computers have allowed students to learn Microsoft office programs such as word and power point, as well as, using google docs. We will continue to integrate technology into our curriculum to best prepare students as they matriculate to King Intermediate and Castle High School. Students who have completed their work or need more practice in certain subject areas will be allowed to work on these laptops at their own pace, as the software corrects and informs the child of his or her progress. These computers will also allow the teachers to differentiate assignments for the class. We are always looking into programs that increase rigor in the classroom as well as provide additional practice for those students who are approaching proficiency.

Over the course of the last eight years Benjamin Parker has used data to drive all of our instructional initiatives and school improvement efforts. Through our data team meetings, teachers analyze their data for all students from a variety of sources including the STAR assessment, LGL – DORA and ADAM, DIBELS, and teacher made assessments. All data for this program is kept within the respective program and is available for review at all times by teachers, academic coach, RTI personnel and administration. We have learned how to analyze and disaggregate our school data and have adjusted our teaching strategies, curriculum maps and pacing guides accordingly. Teachers continue to meet bi-monthly as grade level data teams to analyze their student data. We will continue to focus on implementing all school-wide programs with fidelity. Also, it is at this time that students are provided additional instruction in guidance, physical education, computers, and library resources.

School Resources

Certified Staff

Teaching Staff

Total Full-Time Equivalent (FTE) ¹		28.0
Regular Instruction, FTE	67.8%	19.0
Special Instruction, FTE	32.1%	9.0
Supplemental Instruction, FTE	0.0%	0.0
Teacher headcount		28
Teachers with 5 or more years at this school		15
Teachers' average years of experience		14.2
Teachers with advanced degrees		9

Professional Teacher Credentials

¹

Fully licensed	96.4%	27
Emergency hires	3.5%	1

¹ Totals may not equal 100% due to rounding.
Professional Teacher Credentials are based on teacher headcount number.

Students per Teaching Staff

²

Regular Instruction	13.2
Special Instruction	6.0

² These figures do not indicate class size.

Administrative and Student Services Staff

Administration, FTE	3.0
Librarians, FTE	0.0
Counselors, FTE	2.0
Number of principals at this school in the last five years	1

³ Administration includes Principals, Vice-Principals, Student Activity Coordinators, Student Services Coordinators, Registrars, and Athletic Directors

Results in the Certified Staff section reflect data at the time the Employee Data reports were generated.

Facilities

School Year Ending 2020

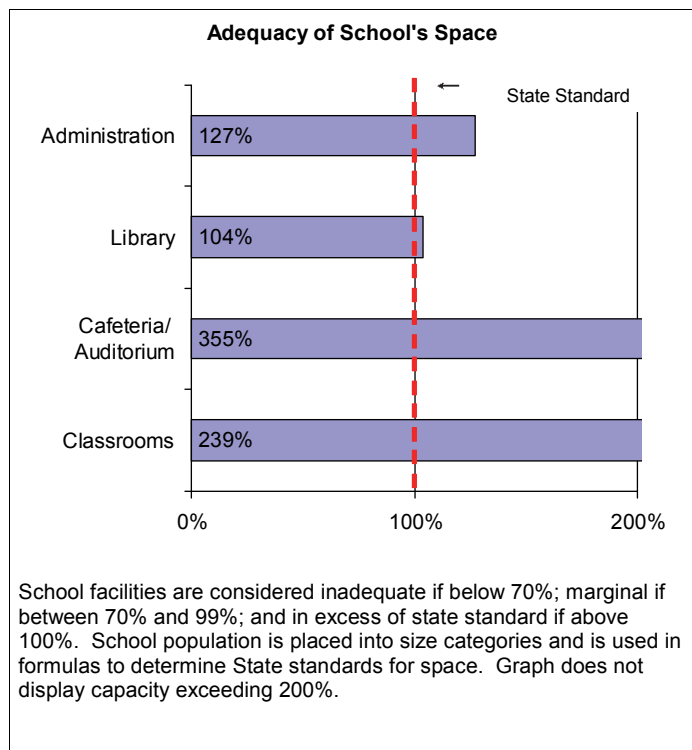
Classrooms available	42
Number of classrooms short (-) or over (+)	1

School facilities inspection results

From the 2011 school year, school facilities inspection data are no longer available at the state level. Department schools are still required to do an annual assessment of its facilities in the following areas: Grounds, Building exterior, Building interior, Equipment/Furnishings, Health/Safety and Sanitation. All department schools should have their annual inspections completed by the second quarter of the school year.

Historically, the majority of the department schools attained inspection assessment points in the following ranges: 9-15, earning a "Satisfactory" rating, and 16-18 points, earning the highest "Very Good" rating.

Note. -- means missing data.



Vital Signs

School Quality Survey

The School Quality Survey (SQS), administered by the Accountability Section, is used for strategic planning and to comply with state accountability requirements.

Percent of Positive Responses

School Quality Survey [*] Dimensions		Teachers		Parents		Students	
		School	State	School	State	School	State
Safety	2019	68.3%	77.9%	81.0%	86.0%	69.2%	71.4%
	2020	52.7%	76.7%	78.3%	86.3%	64.1%	68.2%
Well-Being	2019	63.7%	76.5%	90.3%	90.7%	--	--
	2020	56.2%	75.7%	85.5%	91.0%	--	--
Satisfaction	2019	69.6%	74.8%	80.3%	86.6%	--	--
	2020	66.6%	72.9%	81.2%	87.5%	--	--
Involvement/Engagement	2019	58.5%	74.6%	76.6%	74.9%	--	--
	2020	55.9%	73.2%	75.2%	75.5%	--	--

Survey Return Rate ^{**}		Teachers		Parents		Students	
		School	State	School	State	School	State
	2019	60.6%	79.9%	25.0%	34.9%	96.0%	86.0%
	2020	42.8%	84.5%	22.9%	37.7%	88.5%	85.2%

^{*} The SQS is completed by students and parents of students in grades 4, 5, 7, 8, 9, and 11 and by all teachers of the school. State Teacher and Parent positive response figures are one of four grade spans (Gr. K to 5/6, Gr. 6/7 to 8, Gr. 9 to 12, and Multi-level) that best correspond to this school's grade span. The Student positive response figures for the State and this school are those of the highest grade level surveyed at this school.

^{**} State Return Rate for Teachers, Parents, and Students are for one of six grade spans (Elementary, Elementary/Middle, Elementary/Middle/High, Middle, Middle/High, High) that corresponds to this school.

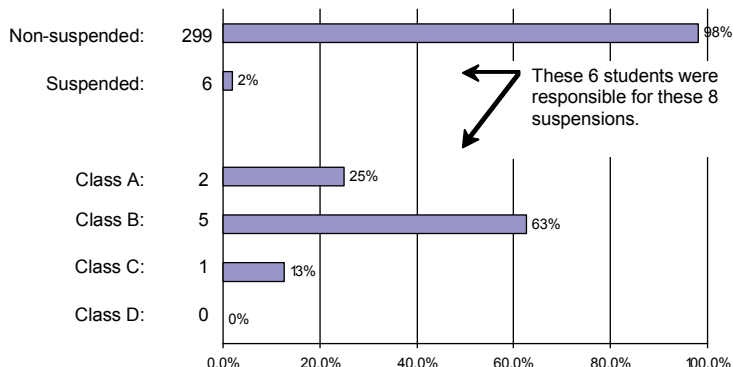
Vital Signs

Student Conduct

Attendance and Absences

School Year			State Standard
2017-18	2018-19	2019-20	
Average Daily Attendance: % (higher is better)			
94.5%	94.9%	94.4%	95.0%
Average Daily Absences: in days (lower is better)			
9.9	9.2	7.3	9

Suspensions, School Year 2019-2020



Examples of class of suspension:

- Class A: Burglary, robbery, sale of dangerous drugs
- Class B: Disorderly conduct, trespassing
- Class C: Class cutting, insubordination, smoking
- Class D: Contraband (e.g. possession of tobacco)

School Retention

Retention for elementary schools include students who were retained (kept back a grade) in all grades except kindergarten. Retention for middle/intermediate/K-8 schools include only eighth graders who were not promoted to ninth grade.

Retention

	2018	2019	2020
Total number of students	275	267	264
Percent retained in grade	0%	0%	0%

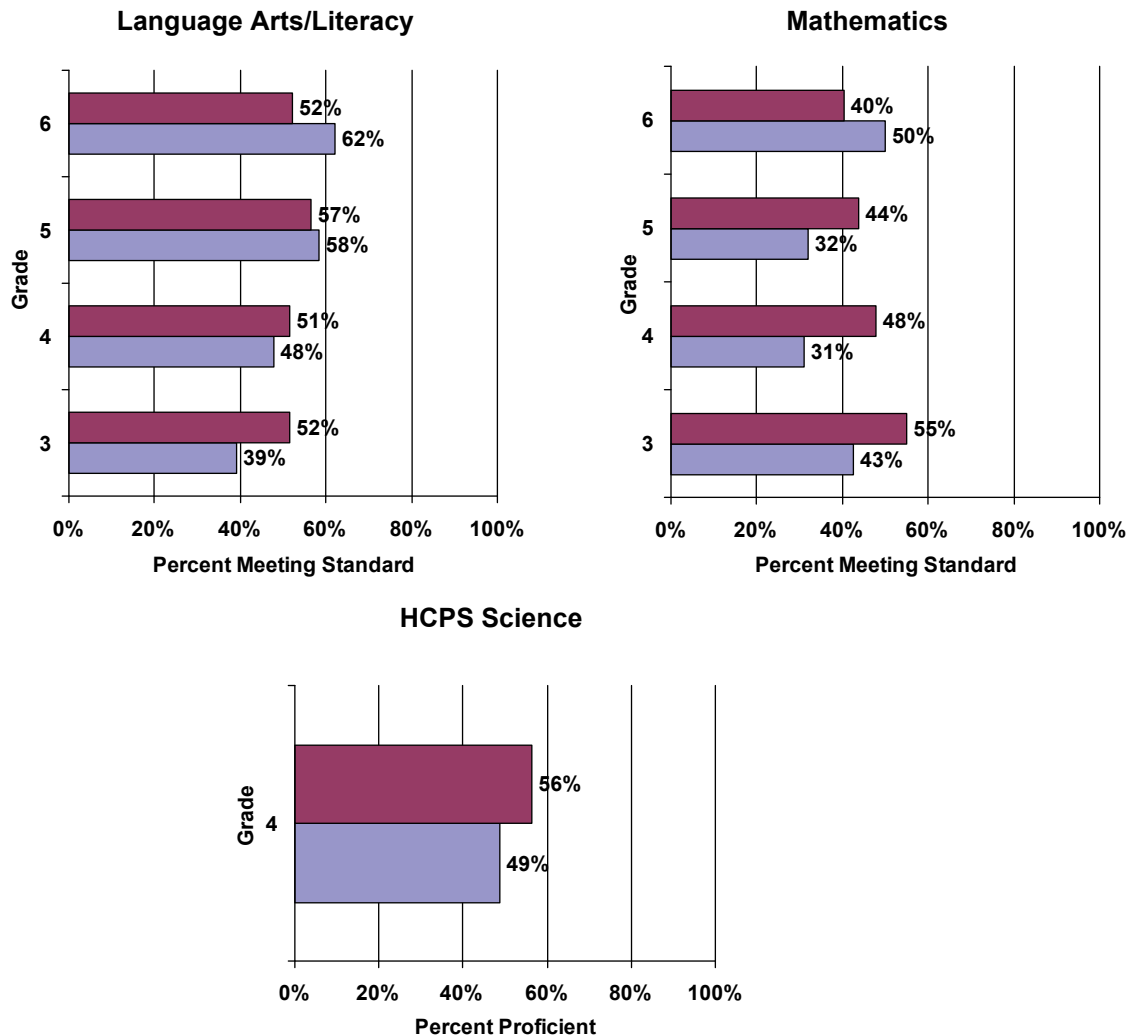
Note. -- means missing data.

* means data not reported to maintain student confidentiality (see FERPA).

Vital Signs

Hawaii Statewide Assessment Program

NOTE: The visuals below display assessment results for School Year (SY) 2018-19. There are no results for SY 2019-20 due to COVID-19 and the U.S. Department of Education's waiver from testing.



The HCPS Science assessment is given in grades 4 and 8. High School (HS) HCPS Science assessment results are from an end-of-course exam given to high school students enrolled in Biology I.



A school's bar may not be shown to maintain student confidentiality (see FERPA).

Other School Information

Benjamin Parker Elementary School is accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges for a period of six years. This school's accreditation term expires in 2024.

Published on June 7, 2021.

Accountability Section, Assessment and Accountability Branch, Office of Strategy, Innovation and Performance, Honolulu, HI:
Hawaii State Department of Education.