Kailua Elementary

"Young children are ready to have successful learning experiences in school when there is a positive interaction among the child's developmental characteristics,school practices, and family and community support."

Readiness definition adopted by the State of Hawaii, 2001

Purpose

The Hawaii State School Readiness Assessment is a critical component of the School Readiness Task Force's strategy to improve school readiness and student achievement. This tool provides annual school and system level accountability for Hawaii's investments in early childhood programs and services. HSSRA reports for individual schools, complex areas and the state overall are available on www.goodbeginnings.org/hssra.htm and on http://arch.k12.hi.us.

School level data are compiled into two profiles:

- Early Education Profile: has background school information and the degree to which educational policies and practices that support early learning are in place.
- Kindergarten Class Profile: indicates how consistently entering kindergarten students display key skills and characteristics necessary for successful learning experiences in school.

HSSRA results are useful for school improvement planning and for planning effective transition programs for entering kindergarten students and their families. Kindergarten teachers may use the results for planning classroom instruction to meet the needs and strengths of entering kindergartners.

Early Education Profile of the School

The school profile has two parts: School Background and Early Education Policies and Practices.

School Background

The figures in this report are from principals and kindergarten (K) teachers who completed HSSRA. For some schools, not all K teachers did so; in others, principals may not have sumitted HSSRA.

Because of its poverty level, the school receives federal Title I funds.

Total number of students at school	372
Kindergarten teachers	3
Kindergarten teachers with Early Childhood Endorsement *	0.0%
Teachers with 0-3 years of kindergarten teaching experience	1
Teachers with 4-8 years of kindergarten teaching experience	0
Teachers with 9 or more years of kindergarten teaching experience	2
Total number of kindergarten students	63
Percent receiving free/reduced lunch subsidies	52.4%
Percent of Non-Native Speakers of English (ESL/ELL)	6.5%
Percent of SPED students	16.1%
Percent of kindergarteners who attended preschool	48.4%
Number of kindergarten classes assessed	3
Average kindergarten class size	21.0

* Note: An Early Childhood Endorsement is conferred by many teacher education programs to denote coursework or practicum specifically in early childhood. It is not required by the Department of Education.

Early Education Profile of the School, continued

Early Education Policies and Practices	Mean Rating		
Dimensions	**2005**	**2006**	**2007**
Transition from home/preschool to kindergarten			
Does school have written transition plan, offer special orientation, or share information with preschools?	2.7	3.0	3.0
Communication with families			
Does school use multiple approaches to communicate information on child development and available services?	2.5	2.8	2.5
Parent involvement			
Does school offer a variety of opportunities for parental involvement?	3.0	3.0	2.7
School improvement in Early Education			
Does school strive to improve teacher knowledge of early education and child development?	2.0	3.0	2.7
Kindergarten classroom practices			
Do classrooms have a balanced program with a variety of activities?	3.0	2.6	3.0
	1 - - - - - - - - - - - 2 - - - - - - - - - - - 3		
	Not Yet	Informal	Well Established

Kindergarten Class Profile

The Kindergarten Class Profile shows the proportion of entering kindergarten children who consistently display key characteristics and skills considered important to successful early learning experiences.

	Mean Rating		
Dimension	**2005**	**2006**	**2007**
Approaches to Learning			
Do children possess the attitudes and habits that facilitate learning?	2.3	3.4	3.3
Academic			
Literacy concepts & skills	2.1	3.3	2.3
Math concepts & skills	3.0	4.2	2.8
School Behaviors & Skills			
Are children independent, with skills to successfully participate in school routines?	2.8	3.8	3.3
Social-Emotional Behaviors			
Do children play well and appropriately interact with others?	2.8	3.5	3.7
Physical Well Being			
Do children display good muscle control, personal hygiene and alertness?	4.0	4.0	4.1
	1 - - - - - - - 2 - - - - - - 3 - - - - - - 4 - - - - - - 5		
	Almost none	About half	Almost all

Individual Items and Ratings

This section lists the individual items and their ratings for the Early Education Policies and Practices Profile completed by the school administrator and the individual items and their ratings for the Kindergarten Class Profile completed by the kindergarten teachers at this school. Overall school means are given.

School Early Childhood Policies and Practices Items	Rating
Rating Scale: 1= Not Yet / Beginning, 2 = Informal / Depends on Individual(s), 3 = Well Established / Institutionalized	
1. The school has a special orientation for and/or invites incoming children and their families to visit the elementary school before the school year begins.	3.00
2. The school has a systematic procedure for providing information between home/school or between preschool/kindergarten teachers about the strengths and needs of entering kindergarten children.	3.00
3. The school uses multiple approaches to communicate with families such as home visits, newsletters, phone calls, parent workshops, email.	2.00
4. The school communicates information to families about: (a) child development and learning	3.00
(b) opportunities for parent to be involved with their child's learning and with the school	3.00
(c) agencies in the community that provide social, health, and other services to families	2.00
5. School has a variety of ways for parents to be involved with the school such as classroom volunteers, work at special events, fund raising, telephone tree, etc.	3.00
6. On a regular basis, the school evaluates its curriculum and instructional practices in early childhood (grades K to 2) based on current ideas and research in early childhood education.	3.00
7. The school has in place a well-developed family literacy program.* This means it is accessible to families, well publicized, and on-going.	3.00
8. The school offers on-going parent workshops on child development and learning (in contrast to a single event).*	2.00
9. Teachers are given opportunities for professional development specifically focused on early childhood education.*	3.00
10. There are a variety of hands-on activities in the classroom for kindergarten children to choose from. Rating Scale: 1= little to none 2= some variety 3= great deal	3.00
11. The daily classroom schedule provides a balance between: Rating Scale: 1= not balanced 2= uneven 3= consistently well balanced	
(a) Between teacher-directed and child-initiated activities	3.00
(b) Between active and quiet activities	3.00
(c) Between independent and guided activities	3.00
(d) Between large group, small group, and individual activities	3.00
12. The school has a written Transition plan to assist parents and entering children that includes actions for improvement. Rating Scale: 1 = no, not written 2 = followed now _then 3 = consistently followed	3.00
13. Method of assignment of teachers to teach kindergarten classes. Rating Scale: 1 Teachers rotated; 2 Teachers assigned chosen level; 3 Teachers with early childhood training given priority	2.00
Overall School Mean	**2.78**

Individual Items and Ratings, continued

Kindergarten Class Profile Items	Mean Rating
Rating Scale: 1= almost none 2=about a fourth 3= about half 4= about three quarters 5= almost all	
1. Comes to school well rested, fed, and alert.	4.7
2. Practices personal hygiene such as washes hands after toilet and before eating.	4.0
3. Is independent in caring for self and own belongings.	3.3
4. Needs minimal support to adjust to new people and new places.	4.0
5. Works and plays well with others.	4.0
6. Shows satisfaction in accomplishments.	4.0
7. Expresses emotions through appropriate actions words.	2.7
8. Is respectful of others.	3.7
9. Is able to listen for about 15 minutes to group discussions stories read aloud.	3.0
10. Is able to follow classroom routines.	3.3
11. Shows eagerness to learn by observing, asking questions /or exploring new things.	3.3
12. Tries hard and persists.	3.7
13. Appears interested in the world around them (curious).	3.3
14. Communicates ideas and describes things using phrases and sentences.	2.0
15. Shows familiarity with how books work (e.g.,holds book right side up; turns pages front to back; etc.).	2.3
16. Shows interest in books and print (e.g., choses to look at books; asks to be read to, etc.).	2.7
17. Knows names and sounds of some (more than 3) letters.	2.7
18. Uses symbols, scribbles or letter-like forms to “write” words or ideas.	2.0
19. Can count a set of 5 objects.	3.3
20. Is able to sort and classify objects.	2.7
21. Knows names of some (more than 3) numerals (e.g., “2” is called “two).	3.3
22. Recognizes and can duplicate simple patterns.	2.0
23. Shows large muscle control (e.g., can walk without stumbling, jumps, hops, etc.).	4.7
24. Shows small muscle control (e.g., use of pencils, drawing art tools.).	3.0
Overall School Mean	**3.2**

Note: A zero (0) means that the data were not submitted by the school.

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