

## STATE RESULTS

*“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](http://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 at the school.
- 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.

### Summary of Schools’ Early Education Profile

School profiles have two parts: (1) Background information on schools with kindergarten classes; and (2) Schools’ early education policies and practices.

|  |  |            |
|--|--|------------|
| <b>Background:</b>   | <b>Total number of regular elementary schools</b>    | <b>180</b> |
|  | Percent of total that participated                   | 89%        |
|  | Percent of participating schools that are Title I    | 63%        |
| <b>The figures in this report are from principals and kindergarten teachers of schools that submitted HSSRA. The data reported for the State do not include Charter schools.</b> |  |            |
| <b>Schools accredited by the Western Association of Schools and Colleges</b>   |  |            |
|  | Number   | 17         |
|  | Percent  | 9%         |
|  | Average length of accreditation term (years)         | 4.6        |
| <b>Kindergarten teachers who participated</b>  |  |            |
|  | Number and % With Early Childhood Endorsement *      | 132 21%    |
|  | % with 0-3 years kindergarten teaching experience    | 33%        |
|  | % with 4-8 years kindergarten teaching experience    | 26%        |
|  | % with 9+ years kindergarten teaching experience     | 42%        |
| <b>Kindergarten students</b>   |  |            |
|  | Percent receiving free/reduced lunch subsidies       | 39%        |
|  | Percent of Non-Native Speakers of English (ESL, ELL) | 13%        |
|  | Percent of SPED students                             | 6%         |
|  | Percent of kindergartners who attended preschool     | 61%        |

\* 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.

## Summary of Kindergarten Class Profile

### Benchmark: Schools with Well Established Early Childhood Policies and Practices

| Dimensions                                     | 2004     |             | 2005     |             | 2006     |             |
|--|----------|-------------|----------|-------------|----------|-------------|
|  | No.      | Percent     | No.      | Percent     | No.      | Percent     |
| Transition from home/preschool to kindergarten | 28       | 20.7%       | 37       | 22.8%       | 47       | 28.7%       |
| Communication with families                    | 44       | 32.6%       | 46       | 28.4%       | 60       | 36.6%       |
| Parent involvement                             | 25       | 18.5%       | 32       | 19.8%       | 29       | 17.7%       |
| School improvement in Early Education          | 23       | 17.0%       | 29       | 17.9%       | 43       | 26.2%       |
| Kindergarten classroom practice                | 74       | 54.8%       | 94       | 58.0%       | 102      | 62.2%       |
| <b>Met benchmarks in all dimensions</b>        | <b>2</b> | <b>1.5%</b> | <b>1</b> | <b>0.6%</b> | <b>8</b> | <b>4.9%</b> |
| Number of schools responding                   | 135      |             | 162      |             | 164      |             |

Note:  
These are schools in which early childhood policies and practices are well established and in place.

For individual school reports or complex area reports, please visit <http://www.goodbeginnings.org/hssra.htm> or <http://arch.k12.hi.us>

### Benchmark: Kindergarten Classes Consistently Displaying Key Skills and Characteristics

| Dimensions                                | 2004      |             | 2005      |              | 2006      |             |
|---|-----------|-------------|-----------|--------------|-----------|-------------|
|   | No.       | Percent     | No.       | Percent      | No.       | Percent     |
| Approaches to Learning                    | 169       | 35.6%       | 230       | 41.4%        | 245       | 39.0%       |
| Academic                                  |           |             |           |              |           |             |
| Literacy concepts & skills                | 77        | 16.2%       | 154       | 27.7%        | 116       | 18.5%       |
| Math concepts & skills                    | 102       | 21.5%       | 246       | 44.3%        | 163       | 26.0%       |
| School Behaviors & Skills                 | 169       | 35.6%       | 271       | 48.8%        | 251       | 40.0%       |
| Social-Emotional Behaviors                | 201       | 42.3%       | 273       | 49.2%        | 294       | 46.8%       |
| Physical Well Being                       | 190       | 40.0%       | 316       | 56.9%        | 309       | 49.2%       |
| <b>Met benchmarks in all dimensions</b>   | <b>27</b> | <b>5.7%</b> | <b>63</b> | <b>11.4%</b> | <b>52</b> | <b>8.3%</b> |
| Number of Kindergarten classes responding | 475       |             | 555       |              | 628       |             |

Note:  
These are classes in which at least three fourths of all entering kindergarten children consistently display the skills and characteristics necessary for success in school life.

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System Evaluation and Reporting Section, Systems Accountability Office, Office of Superintendent, Hawaii State Department of Education and the Good Beginnings Alliance: Honolulu, HI.