

## 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 <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>178</b>
	Percent of total that participated	100%
	Percent of participating schools that are Title I	70%
<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	10%
	Average length of accreditation term (years)	4.8
<b>Kindergarten teachers who participated</b>		
	Number and % With Early Childhood Endorsement *	126 17%
	% with 0-3 years kindergarten teaching experience	32%
	% with 4-8 years kindergarten teaching experience	28%
	% with 9+ years kindergarten teaching experience	40%
<b>Kindergarten students</b>		
	Percent receiving free/reduced lunch subsidies	48%
	Percent of Non-Native Speakers of English (ESL, ELL)	15%
	Percent of SPED students	6%
	Percent of kindergartners who attended preschool	60%

\* 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	2007		2008		2009	
	No.	Percent	No.	Percent	No.	Percent
Transition from home/preschool to kindergarten	60	33.7%	46	25.7%	54	30.3%
Communication with families	61	34.3%	55	30.7%	53	29.8%
Parent involvement	32	18.0%	40	22.3%	35	19.7%
School improvement in Early Education	49	27.5%	44	24.6%	28	15.7%
Kindergarten classroom practice	111	62.4%	112	62.6%	111	62.4%
<b>Met benchmarks in all dimensions</b>	<b>8</b>	<b>4.5%</b>	<b>8</b>	<b>4.5%</b>	<b>1</b>	<b>0.6%</b>
Number of schools responding	178		179		178	

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://arch.k12.hi.us>

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

Dimensions	2007		2008		2009	
	No.	Percent	No.	Percent	No.	Percent
Approaches to Learning	262	40.1%	278	38.3%	315	43.0%
Academic						
Literacy concepts & skills	116	17.8%	154	21.2%	178	24.3%
Math concepts & skills	170	26.0%	208	28.7%	227	31.0%
School Behaviors & Skills	286	43.8%	300	41.3%	316	43.2%
Social-Emotional Behaviors	317	48.5%	361	49.7%	367	50.1%
Physical Well Being	333	51.0%	375	51.7%	382	52.2%
<b>Met benchmarks in all dimensions</b>	<b>52</b>	<b>8.0%</b>	<b>61</b>	<b>8.4%</b>	<b>68</b>	<b>9.3%</b>
Number of Kindergarten classes responding	653		726		732	

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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