School Year 2010 - 2011

Good Beginnings Alliance
Every Keiki Deserves A Good Beginning

Hawaii State School Readiness Assessment

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.

Background:	**Total number of regular elementary schools**		**178**
	Percent of total that participated		100%
	Percent of participating schools that are Title I		74%
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.			
Schools accredited by the Western Association of Schools and Colleges			
	Number		17
	Percent		10%
	Average length of accreditation term (years)		5.3
Kindergarten teachers who participated			**750**
	Number and % With Early Childhood Endorsement *	134	18%
	% with 0-3 years kindergarten teaching experience		34%
	% with 4-8 years kindergarten teaching experience		26%
	% with 9+ years kindergarten teaching experience		40%
Kindergarten students			**15349**
	Percent receiving free/reduced lunch subsidies		51%
	Percent of Non-Native Speakers of English (ESL, ELL)		14%
	Percent of SPED students		6%
	Percent of kindergartners who attended preschool		59%

* 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	2008		2009		2010	
	No.	Percent	No.	Percent	No.	Percent
Transition from home/preschool to kindergarten	46	25.7%	54	30.3%	64	36.0%
Communication with families	55	30.7%	53	29.8%	57	32.0%
Parent involvement	40	22.3%	35	19.7%	30	16.9%
School improvement in Early Education	44	24.6%	28	15.7%	37	20.8%
Kindergarten classroom practice	112	62.6%	111	62.4%	108	60.7%
Met benchmarks in all dimensions	**8**	**4.5%**	**1**	**0.6%**	**4**	**2.2%**
Number of schools responding	179		178		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	2008		2009		2010	
	No.	Percent	No.	Percent	No.	Percent
Approaches to Learning	278	38.3%	315	43.0%	295	39.3%
Academic						
Literacy concepts & skills	154	21.2%	178	24.3%	154	20.5%
Math concepts & skills	208	28.7%	227	31.0%	173	23.1%
School Behaviors & Skills	300	41.3%	316	43.2%	307	40.9%
Social-Emotional Behaviors	361	49.7%	367	50.1%	361	48.1%
Physical Well Being	375	51.7%	382	52.2%	378	50.4%
Met benchmarks in all dimensions	**61**	**8.4%**	**68**	**9.3%**	**55**	**7.3%**
Number of Kindergarten classes responding	726		732		750	

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.

Published on November 8, 2010 by:
System Evaluation and Reporting Section, Systems Accountability Office, Office of Superintendent, Hawaii State Department of Education and the Good Beginnings Alliance: Honolulu, HI.