

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	176
	Percent of total that participated	100%
	Percent of participating schools that are Title I	80%
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)	5.6
Kindergarten teachers who participated		
	Number and % With Early Childhood Endorsement *	160 20%
	% with 0-3 years kindergarten teaching experience	33%
	% with 4-8 years kindergarten teaching experience	28%
	% with 9+ years kindergarten teaching experience	39%
Kindergarten students		
	Percent receiving free/reduced lunch subsidies	53%
	Percent of Non-Native Speakers of English (ESL, ELL)	15%
	Percent of SPED students	6%
	Percent of kindergartners who attended preschool	57%

* 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	2010		2011		2012	
	No.	Percent	No.	Percent	No.	Percent
Transition from home/preschool to kindergarten	64	36.0%	57	32.2%	58	33.0%
Communication with families	57	32.0%	52	29.4%	47	26.7%
Parent involvement	30	16.9%	29	16.4%	26	14.8%
School improvement in Early Education	37	20.8%	45	25.4%	39	22.2%
Kindergarten classroom practice	108	60.7%	118	66.7%	103	58.5%
Met benchmarks in all dimensions	4	2.2%	6	3.4%	5	2.8%
Number of schools responding	178		177		176	

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	2010		2011		2012	
	No.	Percent	No.	Percent	No.	Percent
Approaches to Learning	295	39.3%	281	37.2%	292	37.4%
Academic						
Literacy concepts & skills	154	20.5%	180	23.8%	166	21.3%
Math concepts & skills	173	23.1%	190	25.2%	194	24.8%
School Behaviors & Skills	307	40.9%	303	40.1%	313	40.1%
Social-Emotional Behaviors	361	48.1%	362	47.9%	358	45.8%
Physical Well Being	378	50.4%	394	52.2%	387	49.6%
Met benchmarks in all dimensions	55	7.3%	71	9.4%	63	8.1%
Number of Kindergarten classes responding	750		755		781	

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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