



## 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	39%
	Percent of participating schools that are Title I	28%
<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	6
	Percent	3%
	Average length of accreditation term (years)	6.0
<b>Kindergarten teachers who participated</b>		
	Number and % With Early Childhood Endorsement *	<b>358</b>
	Number and % With Early Childhood Endorsement	66 18%
	% with 0-3 years kindergarten teaching experience	27%
	% with 4-8 years kindergarten teaching experience	31%
	% with 9+ years kindergarten teaching experience	42%
<b>Kindergarten students</b>		
	Percent receiving free/reduced lunch subsidies	55%
	Percent of Non-Native Speakers of English (ESL, ELL)	14%
	Percent of SPED students	5%
	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	2011		2012		2013	
	No.	Percent	No.	Percent	No.	Percent
Transition from home/preschool to kindergarten	56	31.8%	58	33.0%	23	31.1%
Communication with families	51	29.0%	47	26.7%	15	20.3%
Parent involvement	29	16.5%	26	14.8%	9	12.2%
School improvement in Early Education	45	25.6%	39	22.2%	20	27.0%
Kindergarten classroom practice	117	66.5%	103	58.5%	48	64.9%
<b>Met benchmarks in all dimensions</b>	<b>6</b>	<b>3.4%</b>	<b>5</b>	<b>2.8%</b>	<b>2</b>	<b>2.7%</b>
Number of schools responding	176		176		74	

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	2011		2012		2013	
	No.	Percent	No.	Percent	No.	Percent
Approaches to Learning	280	37.1%	292	37.4%	167	46.6%
Academic						
Literacy concepts & skills	180	23.9%	166	21.3%	107	29.9%
Math concepts & skills	189	25.1%	194	24.8%	125	34.9%
School Behaviors & Skills	302	40.1%	313	40.1%	170	47.5%
Social-Emotional Behaviors	361	47.9%	358	45.8%	194	54.2%
Physical Well Being	393	52.1%	387	49.6%	217	60.6%
<b>Met benchmarks in all dimensions</b>	<b>71</b>	<b>9.4%</b>	<b>63</b>	<b>8.1%</b>	<b>52</b>	<b>14.5%</b>
Number of Kindergarten classes responding	754		781		358	

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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