

"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.

School level data are compiled on:

- Key educational policies and practices that support children as they enter school
- The level of skills and characteristics children possess as they enter school

This profile offers aggregated school level information and a description of institutional policies and practices that support the success of young children in the early grades.

The entering class profile contains statewide data on whether entering students display the key skills and characteristics necessary for successful educational experiences."

Reports on individual schools, Complex Areas, and an overall state summary are available for comparison and accountability purposes and may be accessed at www.goodbeginnings.org/hssra or <http://arch.k12.hi.us>.

State HSSRA Results at a Glance

Profile: Readiness of Children

3.5 / 5.0

1 - - - - 2 - - - - 3 - - - - 4 - - - - 5

Almost none About half Almost all

Profile: Readiness of Schools

2.5 / 3.0

1 - - - - - 2 - - - - - 3

Not Yet Informal Well Established

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 on Elementary Schools	Schools	201		
	Percent participating	70%		
	% of schools that are Title I	52%		
Schools accredited by the Western Association of Schools and Colleges				
	Number	10		
	Percent	5%		
	Average length of accreditation term (years)	4.1		
Schools by size	Small (0-400)	Medium (401-700)	Large (701+)	
	No.	48	70	29
	Percent	24%	35%	14%
Kindergarten teachers			524	
	Number and % With Early Childhood Endorsement *	97	19%	
	% with 0-3 years kindergarten teaching experience		29%	
	% with 4-8 years kindergarten teaching experience		24%	
	% with 9+ years kindergarten teaching experience		47%	
Kindergarten students			10604	
	Percent receiving free/reduced lunch subsidies		48%	
	Percent of Non-Native Speaking English children (ESL, ELL)		12%	
	Percent of SPED children		5%	
	Percent of children who attended preschool		54%	

* 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 Schools' Early Education Profile cont'd

Early Education Policies and Practices Dimensions	State Mean Rating		
	2004	2005	2006
Transition from home/preschool to kindergarten <i>Do schools have written transition plan, offer special orientation, or share information with preschools?</i>	2.3		
Communication with families <i>Do schools use multiple approaches to communicate information on child development and available services?</i>	2.6		
Parent involvement <i>Do schools offer a variety of opportunities for parental involvement?</i>	2.2		
School Improvement in Early Education <i>Do schools strive to improve teacher knowledge of early education and child development?</i>	2.3		
Kindergarten <i>Do classrooms have a balanced program with a variety of activities?</i>	2.8		
Overall School Mean	2.5		
	1 ----- 2 ----- 3		
	Not Yet	Informal	Well Established

Summary of Kindergarten Class Profile

The Kindergarten Class Profile shows the proportion of entering kindergarten children who consistently display key characteristics and skills considered important to successful early learning experiences.

Total No. of K Classes: 482 Dimensions	Mean Rating		
	2004	2005	2006
Approaches to Learning <i>Do children possess the attitudes and habits that facilitate learning?</i>	3.6		
Academic			
Literacy concepts & skills	3.3		
Math concepts & skills	3.1		
School Behaviors & Skills <i>Are children independent, with skills to successfully participate in school routines?</i>	3.6		
Social-Emotional Behaviors <i>Do children play well and appropriately interact with others?</i>	3.8		
Physical Well Being <i>Do children display good muscle control, personal hygiene and alertness?</i>	3.9		
Overall School Mean	3.5		
	1 ----- 2 ----- 3 ----- 4 ----- 5		
	Almost none	About half	Almost all

Summary of Kindergarten Class Profile cont'd

Benchmark: Kindergarten Classes Consistently Displaying Key Skills and Characteristics

Dimensions	2004		2005		2006	
	No.	Percent	No.	Percent	No.	Percent
Approaches to Learning	32	6.6%				
Academic						
Literacy concepts & skills	29	6.0%				
Math concepts & skills	23	4.8%				
School Behaviors & Skills	31	6.4%				
Social-Emotional Behaviors	33	6.8%				
Physical Well Being	37	7.7%				
Met benchmarks in all dimensions	2	0.4%				

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.

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	19.6%				
Communication with families	43	30.1%				
Parent involvement	25	17.5%				
School Improvement in Early Education	15	10.5%				
Kindergarten classroom practices	104	72.7%				
Met benchmarks in all dimensions	1	0.7%				

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> or <http://arch.k12.hi.us>