



Preschool & Beyond Study

01-02 Summary Report for Parents

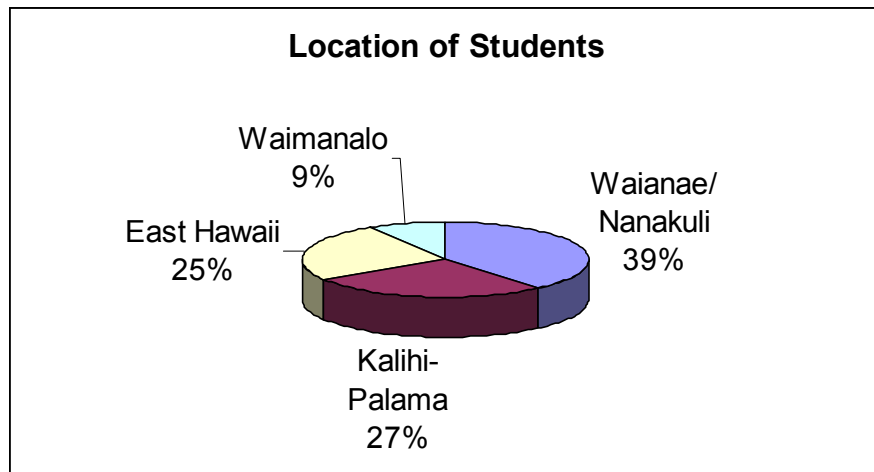
INTRODUCTION

The Preschool & Beyond Study examines the role of preschools in preparing children for kindergarten. The study also explores educational and social factors that help students succeed in later school years.

Students are assessed using standardized tests at the beginning and end of the year. Parents are also interviewed about their home environment and their personal views toward learning and education. In addition, teachers are surveyed about classroom resources and activities, as well as their professional views and approaches to teaching.

STUDENTS

During 2001-2002, 464 preschool students from 26 preschools (42 different classrooms) participated in the study. The following chart shows the geographic distribution of students.



- Seventy-five percent of the children came from Kamehameha Preschools.
- Twenty-five percent came from Head Start preschools.
- Fifty-three percent were boys; 47 percent were girls.

Note: Although students do not have to be Hawaiian or enrolled in Kamehameha Schools to participate in the study, 92 percent were found to be of Hawaiian or part-Hawaiian ethnicity.





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Student performance

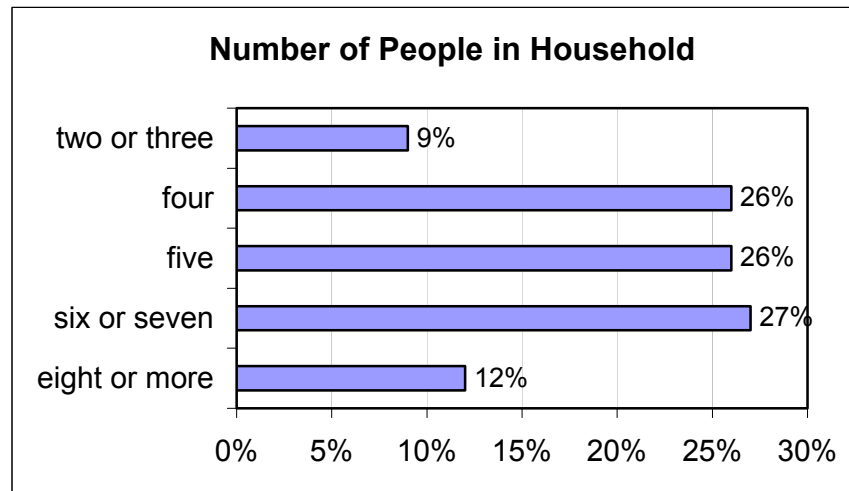
Assessment tests for 410 students were conducted at both the beginning and end of the year. The average standardized score increased from 94 to 100.¹ Stanines² started at level 4 and improved to level 5, as shown in the table below.

	Pre-test	Post-test	Gain
Standardized Score	94	100	+6
Stanine	4	5	+1

HOME ENVIRONMENT

Household characteristics

Nearly 300 parents were interviewed during their child's preschool year.³ The table below shows the total number of people in the participants' household.



- Average household size is 5.4 people.
- Median household income is \$42,500 per year.

¹ The standardized score ranges from 40 to 160 points and is derived by taking the child's raw test score and adjusting it according to the child's age in months at time of testing, using established norms.

² Stanines are a way of classifying students into achievement groups based on their standardized score. Stanines run from 1 through 9, with 1 being the lowest group and 9 being the highest.

³ Those who were not surveyed during preschool year will still be able to have their households' baseline information captured during the kindergarten year.





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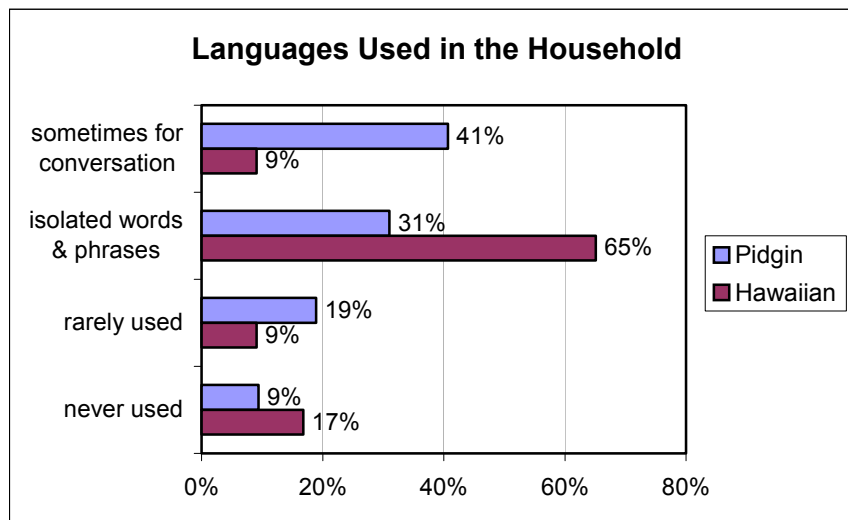
Main caregiver

Sixty-seven percent of the main caregivers⁴ are of Hawaiian or part-Hawaiian descent. In 92 percent of households, the child's main caregiver is female. The average age of main caregivers is 33 years.

Thirty-nine percent of main caregivers are employed full-time, 19 percent work part-time, 29 percent are homemakers, three percent are full-time students, and 10 percent are unemployed or retired.

Languages in the home

In 96 percent of the households surveyed, Standard English is one of the primary languages. Most households also use Pidgin English and Hawaiian for whole conversations or isolated words and phrases.



- Seventy-two percent of households use Pidgin English for conversations or isolated words and phrases.
- The Hawaiian language is mostly used for isolated words and phrases.

⁴ Surveys were completed with the person in the household who identified him/herself as the child's main caregiver. The main caregiver is defined as "the person who usually cares for the child, attends to most of the child's basic needs, and spends the most time with the child."





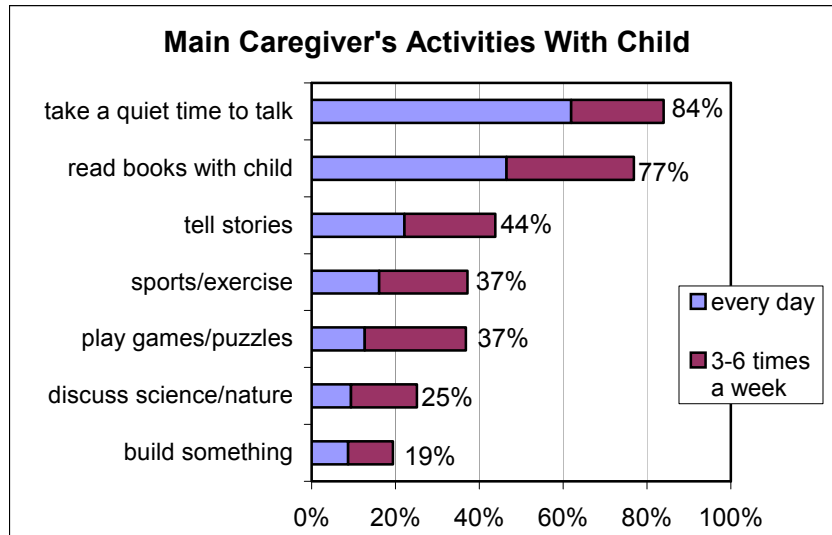
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Education and learning

The main caregivers (parent, guardian, etc.) interviewed tend to set high goals for their children's formal education. Thirty-one percent said they want their child to achieve a Ph.D. or other advanced degree, 14 percent set their sights on the master's degree level, and another 36 percent would like their child to complete a bachelor's degree.

Main caregivers involve themselves in their children's educational development through various types of activities at home.



- Eighty-four percent of caretakers take a quiet time to talk with the child every day or almost every day.
- Seventy-seven percent read books with their child regularly.

Educational resources at home

Children tend to have access to educational resources at home. Seventy percent of homes have more than 30 children's books for their preschooler's use, and 56 percent have more than ten children's audio resources available.

Forty-seven percent of children read or pretend to read on a daily basis outside of the school environment, while another 36 percent practice reading three to six times a week.



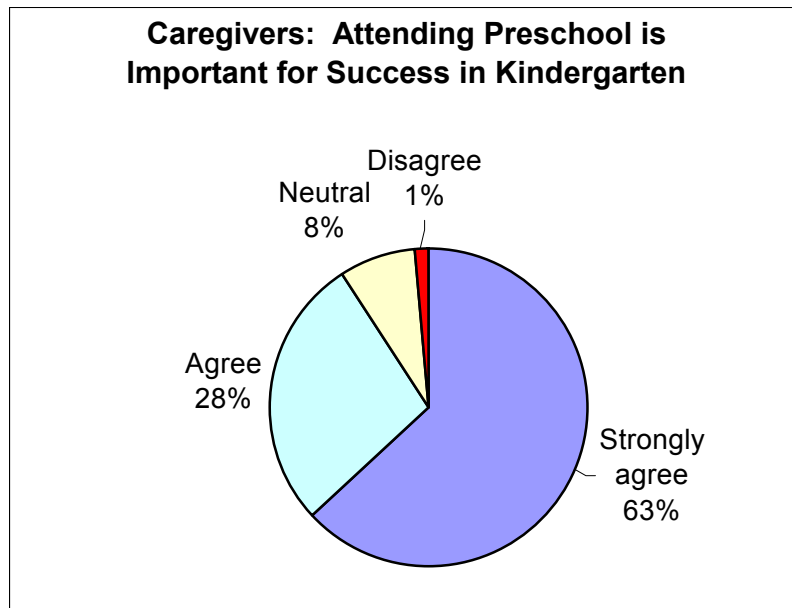


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Caregivers' views on preschool

Most main caregivers place a high value on early childhood education. Ninety-one percent agree or strongly agree that preschool attendance is important for a child's success in kindergarten.



- Eighteen percent of main caregivers were satisfied with their child's preschool.
- Eighty-one percent were very satisfied.
- Two percent expressed dissatisfaction with their child's preschool.

CLASSROOM ENVIRONMENT

Classroom characteristics

A total of 42 preschool teachers were surveyed about their classrooms. Ten percent of the classrooms ran both a full-day and half-day program, 67 percent ran a full-day program only, and 24 percent ran a half-day program.

Sixty-two percent of preschool classrooms consisted of only four-year-olds, while 24 percent included three- and four-year olds or four-and five-year olds. Another 14 percent of classrooms included three or four different age groups.



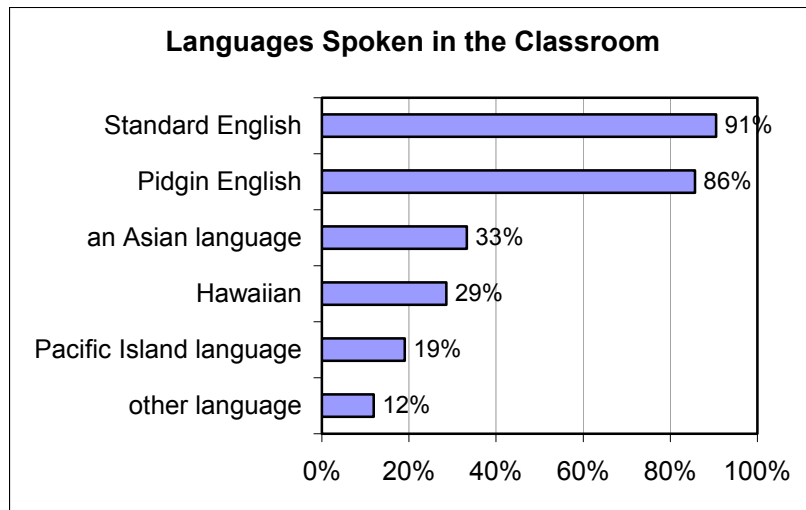


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Languages in the classroom

Thirty-three percent of classrooms have one or more students who speak English as a second language. Fifty-six percent of classrooms have at least one student with limited English proficiency.



- Thirty-three percent of classrooms consist of children who speak English only (Standard or Pidgin).
- Forty-three percent of classrooms have one non-English language spoken by one or more children.
- Fourteen percent of classrooms deal with two or three non-English languages.
- Ten percent deal with four or more non-English languages.

Classroom behavior

On average, a classroom could expect to have three tardy or absent children per day. Only 16 percent of the teachers said they usually had no tardy or absent children.

Children tend to be well-behaved in 53 percent of the classrooms. In 41 percent of classrooms, teachers said the children would misbehave on occasion. Eight percent reported frequent misbehavior.





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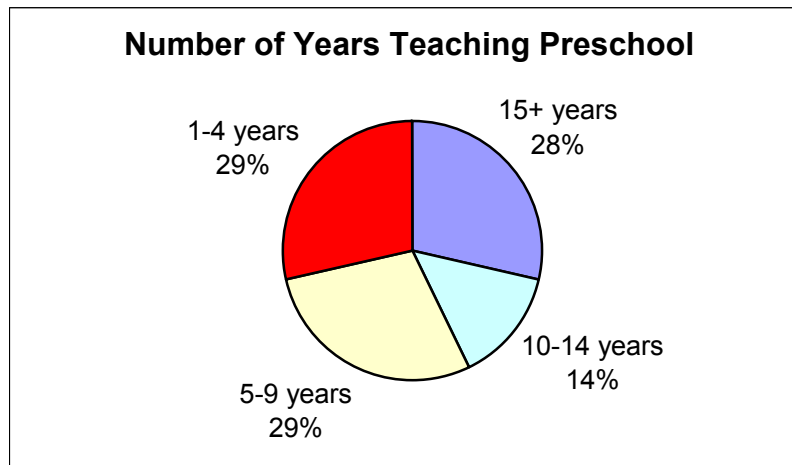
Classroom resources

The average classroom maintains 12 different "activity centers." The four most popular centers are reading, writing, playing with puzzles or blocks, and water or sand tables.

Seventy-one percent of teachers feel their resources (e.g., books, activity center materials, and photocopy equipment) are adequate. Another 16 percent noted a few inadequacies, and 13 percent noted several inadequacies.

Teaching experience

The average teacher surveyed has taught preschool for 12 years, and has been teaching at his or her current school for eight years.



- Preschool teachers spend an average of 17 hours per week on lesson plans and other class preparation.
- All teachers surveyed have taken part in two or more different activities for professional development.

On average, teachers receive eight hours of assistance from teacher aides per week, and 9.5 hours per week of volunteer help from parents and other community members. The amount of volunteer help varies greatly from teacher to teacher. Thirty-two percent of teachers receive no help, while 16 percent receive 25 or more hours of help per week.



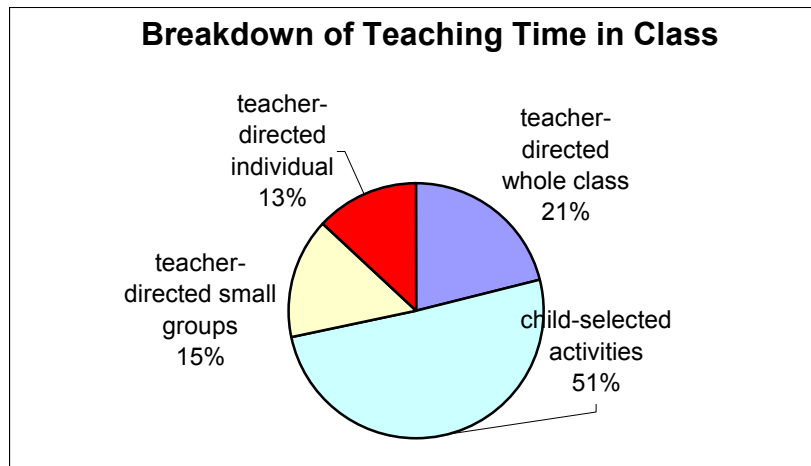


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Education and learning

The majority of time in preschool is spent doing child-selected activities. A breakdown of the teaching time in a typical preschool classroom is summarized in the chart below.



- Fifty-seven percent of preschool teachers allow the children to select their own activities for about two hours of class time per day.
- Twenty-two percent of teachers spend three or more hours per day on child-selected activities.

Subject areas

On average, preschool teachers cover eight subject areas per day. Most class hours during the week are dedicated to physical education and reading and language arts.

Forty percent of the classrooms spent less than 60 minutes per day on scheduled lunch and recess breaks for the children. Another 21 percent spent 60 to 69 minutes on breaks, while 26 percent spent 70 to 79 minutes, and 13 percent spent 80 minutes or more of the class day for scheduled break periods.

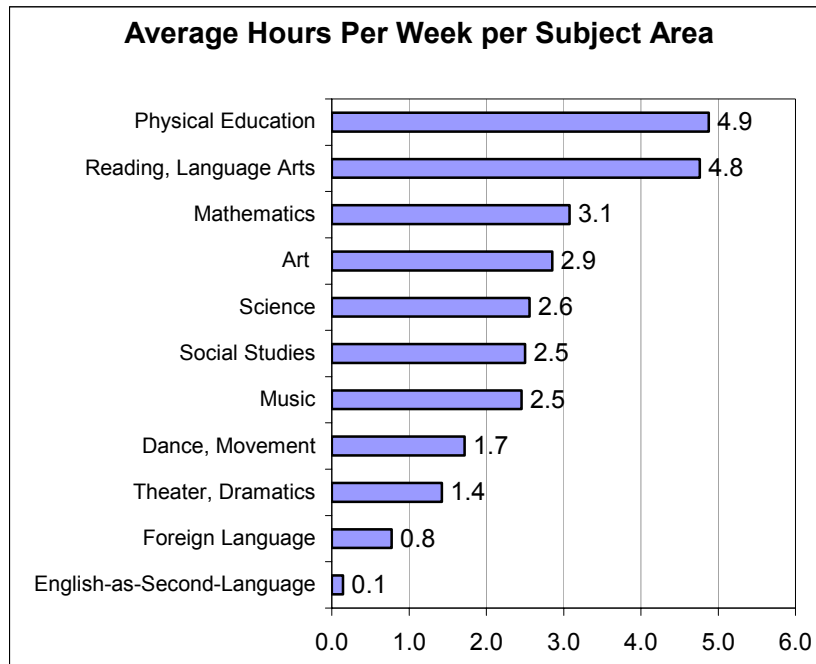




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The chart below summarizes the average amount of hours per week spent on each subject in a typical preschool classroom.



- The average preschool class spends less than one hour per week on foreign language and English as a second language.

Teachers' views on preschool

Eighty-eight percent of preschool teachers believe that attending preschool is important in order for a child to succeed in kindergarten.

This strong belief in the value of preschool likely contributes to the high job satisfaction rate of the preschool teachers surveyed for this study. Ninety-one percent of the teachers said they really enjoy their present teaching job. In addition, 98 percent feel certain they are making a difference in the lives of the children they teach.





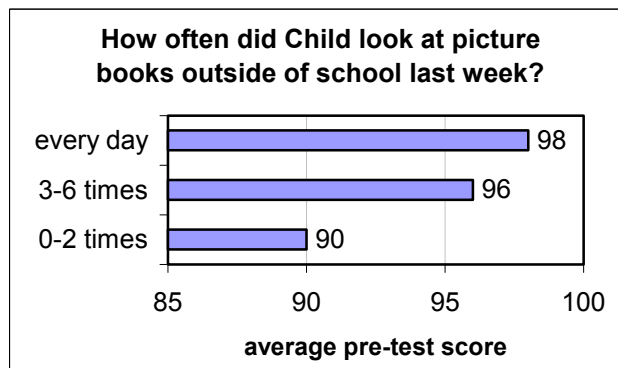
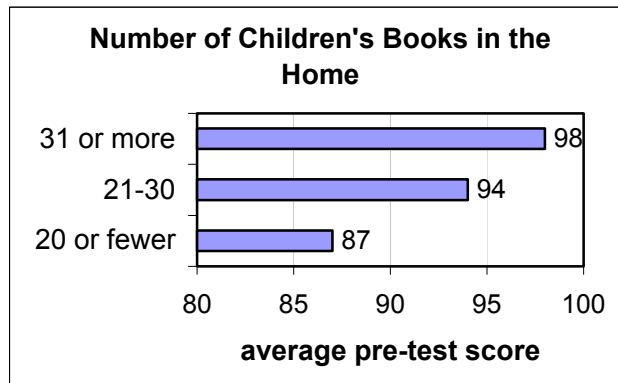
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HOME ENVIRONMENT & CHILDREN'S EDUCATION

Books & reading

Our findings are consistent with other research showing a correlation between reading/having children's books in the home and test scores.



The data suggest parents can improve their child's learning in the following ways:

- Have more children's books available in the home. (Books may be owned or borrowed from the library.)
- Encourage children to look at picture books more often outside of school.



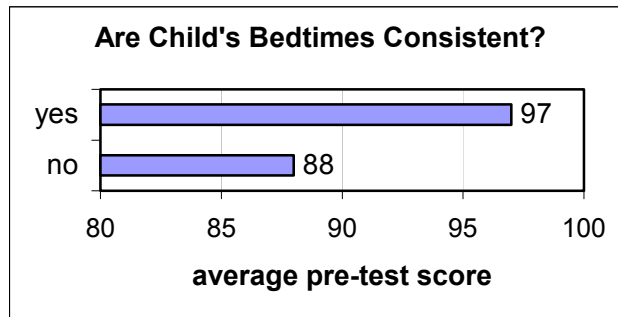


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Home environment

A child's home environment has an affect on test scores.



The data, some of which are not shown here, suggest parents can improve their child's learning in the following ways:

- Set a consistent bedtime.
- Emphasize a "trial-and-error" focus, rather than perfectionism.
- Talk and listen to them.
- Understand their needs.
- Show physical affection.
- Play with them.
- Be supportive and approving.
- Answer their questions.





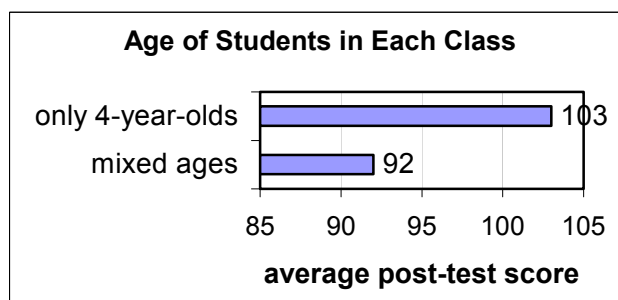
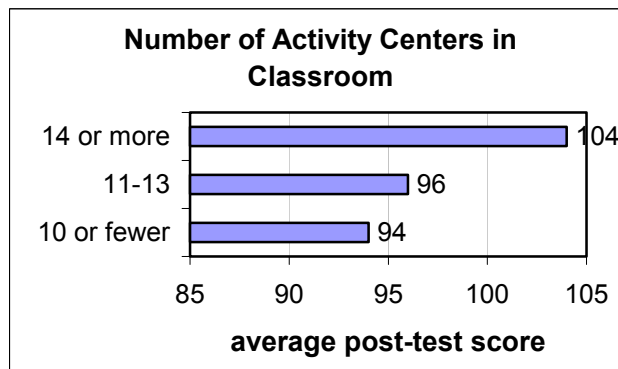
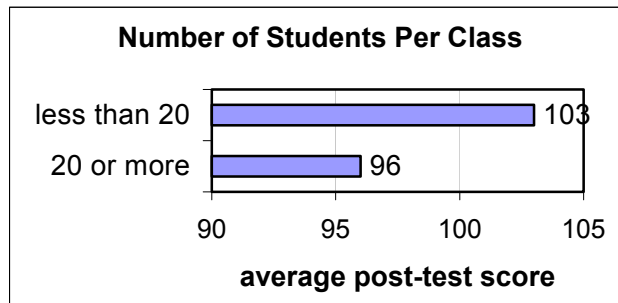
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CLASSROOM ENVIRONMNET & CHILDREN'S EDUCATION

Classroom environment

The survey shows a correlation between classroom environment and test scores.



The data suggest that preschools can promote better learning for students in the following ways:

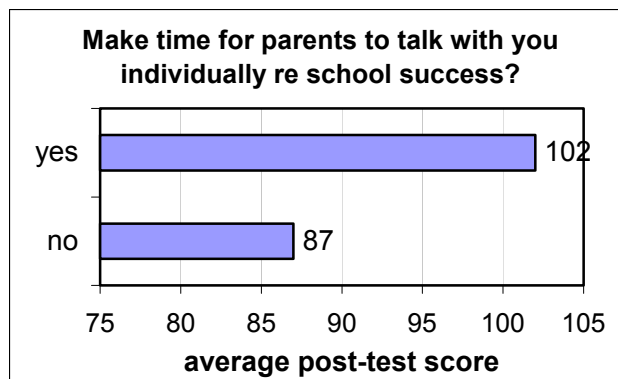
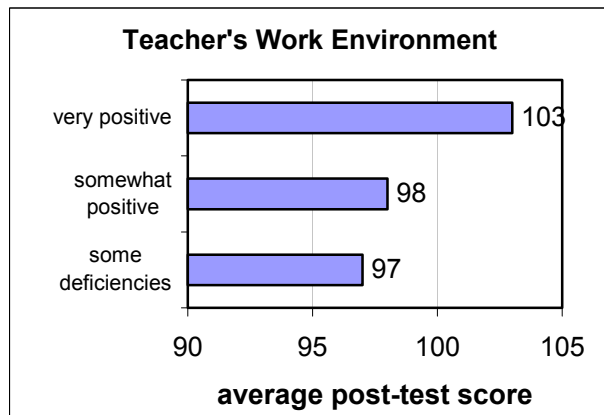
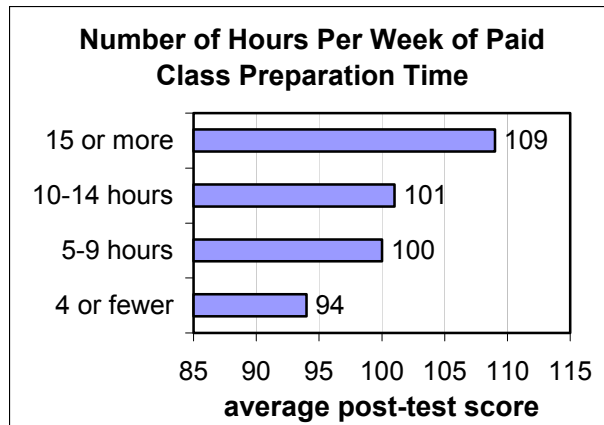
- Encourage smaller class sizes.
- Create more activity centers.
- Group children of the same age in each classroom.





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The data suggest preschools and teachers can promote better learning in the following ways:

- Offer more paid class preparation time for teachers.
- Create a positive work environment.
- Make time to talk with parents individually about child's success.

