

Harborfields Central School District

Full-Day Kindergarten Committee



November 2015

Harborfields Central School District

A Special **Thank You** to the Members of the
Full-Day Kindergarten Committee:

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Outline

- Introduction
- Overview of the Process
- The Benefits of Full-Day Kindergarten
- Harborfields Compared to Surrounding Districts
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Introduction



Introduction

The purpose of this presentation is to provide an overview on the possibility of implementing Full-Day Kindergarten at Harborfields beginning with the 2016-2017 school year.

In order to address this goal, the Board of Education initiated a Full-Day Kindergarten subcommittee to research and evaluate the feasibility of offering Full-Day Kindergarten at Harborfields School District.

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Overview and Process



Overview and Process

- ❑ The Full-Day Kindergarten subcommittee application was posted to the district's website and was available to the community at Board meetings beginning in March 2015
- ❑ It was determined that the Full-Day Kindergarten subcommittee would be comprised of the following community/staff members:
 - ❑ Co-chairpersons-assistant superintendent and primary principal
 - ❑ Five teachers
 - ❑ Two community members
 - ❑ Four parents
 - ❑ One administrator



Overview and Process

- ❑ Committee Members were appointed in June 2015
- ❑ The initial meeting was in June 2015
- ❑ Meetings have been scheduled monthly since August
- ❑ During committee meetings extensive research was conducted and the following points were addressed:
 - ❑ Due to the recent adoption of the K-12 New York State Learning Standards (CCLS) for English Language Arts (ELA) and Mathematics, the curriculum for kindergartners has changed
 - ❑ Every other Long Island district and 98% of NYS districts have full-day kindergarten programs
 - ❑ Adding Full-Day Kindergarten will help us keep up with and compete with neighboring districts and in the state of New York

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The Benefits of Full-Day Kindergarten According to Research



The Benefits of Full-Day Kindergarten

- ❑ Kindergarten is an essential part of the foundation upon which future learning is built.
- ❑ Early reading, writing and mathematics skill-building and social-emotional development are critical for later proficiency and school success.
- ❑ Full-Day Kindergarten will provide more opportunities for academic instruction.
- ❑ Full-Day Kindergarten will provide more opportunity for social play.

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The Benefits of Full-Day Kindergarten

- ❑ Kindergarten is the time when children start to develop their pre-social skills. The more time and opportunities for children to engage in these valuable life skills earlier in life, the better.
- ❑ The primary grades provide the core reading and writing skills through which every other subject is learned.

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The Benefits of Full-Day Kindergarten

- ❑ Economically disadvantaged children would benefit even more from Full-Day Kindergarten, yet these are the very children who are unable to afford costly enrichment programs supplemental to Half-Day Kindergarten.

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The Benefits of Full-Day Kindergarten

- ❑ Half-Day Kindergarten offers far less support time for students in need of services.**
- ❑ A longer day would leave more time for children to receive important pull-out services such as occupational therapy, speech therapy, and physical therapy and not miss critical academics or social opportunities in the classroom.**

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Harborfields Compared To Surrounding Districts



Harborfields Compared to Surrounding Districts

	AVERAGE ELA PROFICIENCY 2012 - 2014						AVERAGE MATH PROFICIENCY 2012 - 2014					
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
HF	61	63	59	58	62	67	66	67	64	64	65	55
COM	53	56	50	51	52	56	67	69	62	59	60	43
HUN	37	42	41	45	43	43	42	42	42	47	46	30
S HUN	40	43	41	48	48	51	42	52	46	52	42	29
HHH	58	57	57	54	57	62	66	68	68	67	71	56
max	61	63	59	58	62	67	67	69	68	67	71	56
average	50	52	50	51	52	55	57	60	56	58	57	43
HF - AVERAGE	11	11	9	7	10	11	10	7	8	7	8	13

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The “Fade Out” Effect



The “Fade Out” Effect

- ❑ Fade-out occurs when Full-Day Kindergarten students, who did significantly better than half-day kindergarten students on State tests at the end of kindergarten, receive scores similar to the half-day kindergarten students when both take the State tests in 3rd grade.
- ❑ Historically, research does show this “fade-out”, but numerous reports stress these academic tests do not measure the more important critical thinking and problem-solving skills or self-regulation developed through child-centered and small group activities that are more prevalent in Full-Day Kindergarten.



The “Fade Out” Effect

- ❑ Randomized tests strongly suggest Full-Day Kindergarten provides more non-academic benefits in general, with greater academic success in kindergarten and a re-emergence of benefits in later years.
- ❑ Our children are required to know a lot more now than they were in previous years, and in much less time.



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The Future



The Future

- ❑ After this presentation, the Board of Education will review the analysis and determine if additional information is needed in order to arrive at a final decision.
- ❑ There will be a Community Forum at the January Board of Education meeting.
- ❑ Starting February, the Board of Education will continue to review and assess the need for a Full-Day Kindergarten program.

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Additional Research



Additional Research

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Thank you.

