

Why are students leaving Howell Schools for other options?

By Joan Johnson, parent, grandparent, teacher, 517-546-8561, 2735 Popple, Howell, 48855

The public school has become an obstacle to educating children. Public School is obsolete. Installing all the new computer equipment hastens the demise of Howell Schools.

Looking around, one sees the American Way kicking in. Americans are still creative and using Capitalism to advantage, thankfully.

1. The schools using Common Core no longer teach children to read and write and do math. Look at the test results printed in the local paper. Reading levels of 50% in grades 4 and 6 mean **50% of the students can't read. The same levels continue into High School ending with 50% of 11th graders can't read!** Math results show **50% of 4th and 5th graders can't do arithmetic, 55% of 8th graders and 70% of 11th graders can't do mathematics!** This is "**COLLEGE READY**"? Common Core has been sneakily in the Michigan schools for 5 years now. The kids are not doing better. This is NOT acceptable. Kids can't wait. Their futures are being destroyed NOW!

You can see all kinds of options other than Public Schooling popping up. Learning Centers are everywhere tutoring children so they can learn what Howell won't teach them, but parents know they need.

2. Poorer parents can oversee their students taking classes on line just like the schools are doing, but at more compatible times and in more comfort. They can chose classes that support their values and give clearer understanding. The Kahn Academy comes to mind.
3. While attending the meeting last Wednesday at Parker, I noticed there are no doors on the girls/boys bathrooms and they are open to each other. The very out-of-touch Michigan Board of Education is requiring schools to let boys in the girl's restrooms and even showers – in the name of sympathy for transgender 'children'?? Where did common sense go out the window? No desire to help very confused kids and NO concern for the other students. The parents aren't supposed to care that they won't be told their son has changed his name to a female name at school and is being supported as a homosexual, and vice versa.
4. Common Core was sneaked into schools without telling the parents. Many people no longer trust the public schools. They are experiencing the results in their children and the troubles they are having. It was simply forced on us because of money making concerns of rich people like Bill Gates, Pierson Books, and others. They are making a fortune selling books and chrome books to almost all the

schools in the country. The curriculum was not developed by educators or with any concern for the age or development of the children, but by business people looking at their bottom line considering children like widgets. Funded by the federal government, the schools were bribed by 'Race to the Top' and duped. Can any group of people who would fall for such idiocy be trusted with our children? It is failing obviously but changing the tests will be an excuse for children losing their future for the profit of already rich businessmen and government control of their every breath.

5. We are told that the schools 'can't teach religion' so why do they teach Muslim faith/political structure as was found out in Brighton Schools last year. Young girls began appearing after school in the community in Burqas. It was discovered they have been in a 3 week required class on Muslim religion complete with memorizing prayers etc.

Why do you not teach the founding of America truthfully? Why do you not require learning about the founding of America? Mostly the kids learn how awful America is, not the hope of the American experiment. The public school is not as competent as it used to be 100+ years ago, when one-room schools on the prairie produced more skilled and knowledgeable students than this 'modern age'. Why would any caring parent trust the Howell Public Schools or any public school?

6. Though we can't use it anymore, we must pay a lot of tax to support it. Sneaky tactics like millage votes at certain times of the year when nobody is looking, don't make us citizens think highly of this organization. The last mileage only passed by 300 votes.
7. The testing doesn't compare any groups of students with any other groups as they **are 'computer adaptive'** and customized for each student. With computer adaptive the difficulty of the questions a student gets changes based on how the student is answering the questions. If the answer is wrong, he gets easier questions until he starts getting them right. If the first question is answered right, he gets harder questions until he starts getting them wrong. The constant adjusting of the difficulty/ease of the questions is "designed to get a true picture of the student's abilities." It doesn't mean that a student can answer a bunch of easy problems and be considered proficient. "The state determines proficiency based not just on the number of questions answered correctly but also the difficulty of the questions."

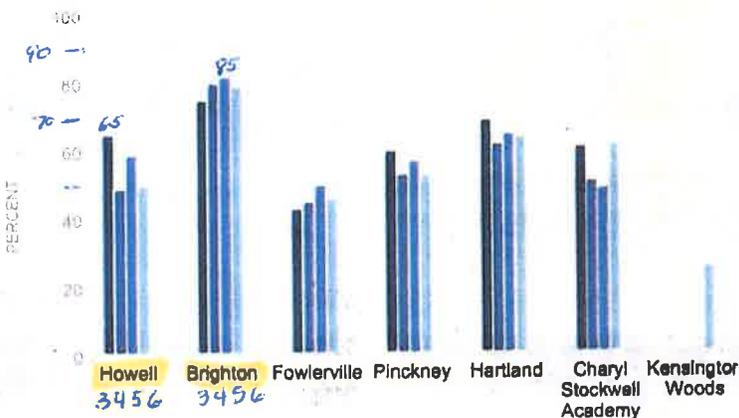
The new SAT testing is untrustworthy as it has been 'aligned' with Common Core and 100+ subjects have been eliminated from each of the AP courses.

ing SMARTER Balance Test questions

M-STEP (GRADES 3-6) ENGLISH/LANGUAGE ARTS RESULTS FOR LIVINGSTON COUNTY PUBLIC SCHOOLS

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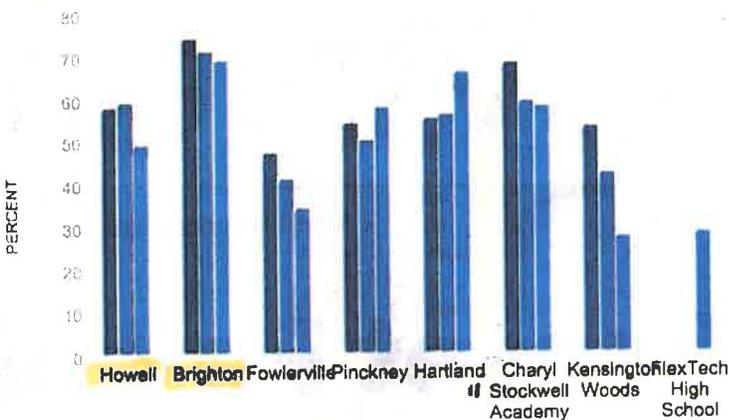
- 3RD GRADE PROFICIENCY
- 4TH GRADE PROFICIENCY
- 5TH GRADE PROFICIENCY
- 6TH GRADE PROFICIENCY



M-STEP (GRADES 7,8,11) ENGLISH/LANGUAGE ARTS RESULTS FOR LIVINGSTON COUNTY PUBLIC SCHOOLS

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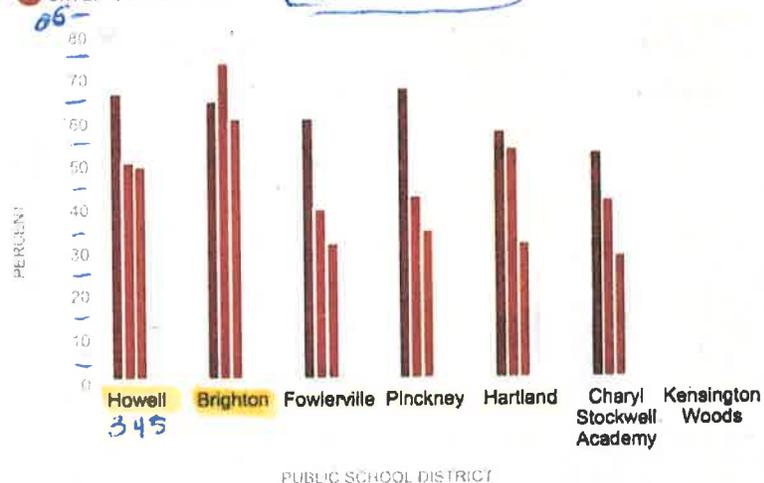
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- 8TH GRADE PROFICIENCY
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M-STEP (GRADES 3-6) MATH RESULTS FOR LIVINGSTON COUNTY PUBLIC SCHOOLS

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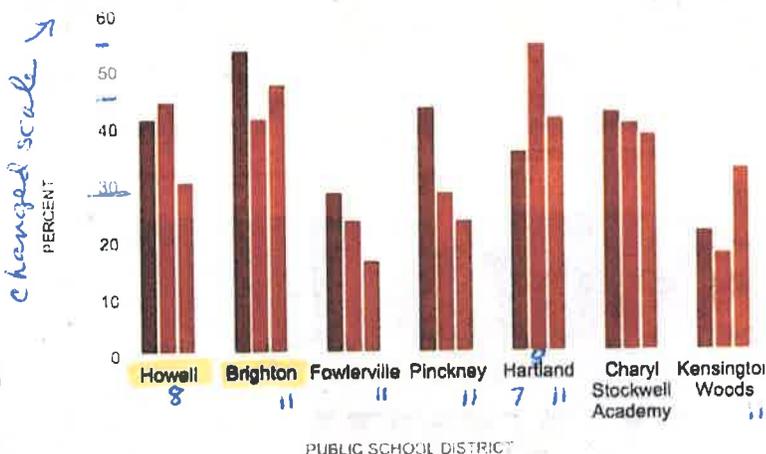
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The results will be added to the state report card at comes out at the end each summer.

With a new test, comes obstacles students and teachers must figure out on the way.

Brighton Area Schools

officials said the test management was what they struggled with the most.

"The management of the test and the time window was probably our biggest challenge. ... Some kids didn't have

enough time," said Greg Gray, Brighton Area Schools superintendent.

Technology preparation was also something districts made sure there was enough of during testing time, as well as teachers familiarizing

themselves with the Chrome books, laptops and tablets — devices all used for testing.

"This test told us nothing we didn't already know. We know what we know, and now we have to move forward," Roedel

said. "We are going to continue and be the best teachers we can be and really focus on instruction ... and the scores will follow and improve."

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