

To: Senate Education Committee
From: Malcolm Kirkpatrick
In re: SB 1384
2011-02-11

Please DO NOT support SB 1384

The Government of Hawaii is bankrupt. Its current expenses and debt obligations exceed expected income. Raising taxes will drive productive work out of State or off the books, or will prompt productive workers to trade productive work for leisure.

Each grade level (1-12) costs the DOE more than \$150 million per year. What other State programs will you cut to pay for an additional year of compulsory school attendance?

It does not take 12 years at \$16,000 per student-year to teach a normal child to read and compute. Most vocational training occurs more effectively on the job than in a classroom. State (government, generally) provision of History and Civics instruction is a threat to democracy, just as State operation of newspapers and broadcast news media would be, and are in totalitarian countries like Cuba and North Korea.

The benefits that this bill promises will not appear. As the tables that accompany my testimony indicate, US States which compel attendance at age seven or eight have generate higher NAEP 4th and 8th grade Reading and Math scores than states which compel attendance at age five or 6. I have used 1990, 1992, 1994, 1996 and 2000 4th and 8th grade Reading and Math tests. I have used proficiency scores, percentile scores, mean scores, and mean scores by parents' race and level of education. Early education may be important. Early compulsory attendance at school is counter-indicated. Studies which show a benefit from early institutionalization compare children of deficient parents who receive enhanced early learning programs to children of deficient parents who do not. No conclusion reasonably applies to the population at large. By analogy, take two groups of 100 individuals and drop them 50 miles apart in the Sahara. Provide one group with shelter and 10,000 gallons of polluted water, a ton of rotten vegetables and a ton of spoiled meat. Supply the other group with shelter and no food or water. Return in two weeks and assess the impact of their diet on overall longevity. Could you then reasonably conclude that polluted water, rotten vegetables, and spoiled meat are good for people with access to a normal diet?

SB 1384 contains the germ of a good idea.

(Page 7)

19 SECTION 4. The board of education shall establish a task
20 force to develop a standardized admission test, including test
21 materials, forms, and grading methods, and educational and
22 informational material for prospective students and their

(page 8)

1 parent, guardian, or family, to be administered to any child who
2 did not attend kindergarten in public or private school, as a
3 prerequisite to entering first grade in public school.

The requirement that the DOE develop these exams creates an unnecessary cost. The DOE does not need to reinvent the wheel. Commercially-available grade-level standardized tests already exist, such as the Stanford Achievement Test and the Iowa Test of Basic Skills. I recommend that the legislature require the use of commercially-available standardized tests as exit exams.

The legislature could greatly enhance overall system performance and greatly reduce costs to taxpayers by expanded use of standardized tests. A legislated requirement that all DOE schools administer tests for course credit at any time of year to any student who applies and administer an exit exam to students of any age would enhance student motivation. Student motivation is the most important policy variable in overall system performance.

The policy which speakers of American English call "public education", which compels attendance at school and restricts parents' options for the use of the taxpayers' pre-college education subsidy to schools operated by government employees, originated in missionary evangelism and anti-Catholic bigotry and has become an employment program for dues-paying members of the HSTA/HGEA/UPW cartel. If this is not so, why cannot any student take, at any age, an exit exam (the GED will do) and apply the taxpayers' age 6-18 education subsidy toward post-secondary tuition at any VA-approved post-secondary institution in the State or toward a wage subsidy at any qualified private-sector employer? If it is fraud for a mechanic to charge for the repair of a functional motor and if it is fraud for a physician to charge for the treatment of a healthy patient, then it is fraud for a teacher, school, or school district to charge for the instruction of a student who does not need our help.

Marvin Minsky
Interview

Communications of the Association for Computing Machinery)1994-July

Minsky: "...many of our foremost achievers developed under conditions that are not much like those of present-day mass education. Robert Lawler just showed me a paper by Harold Macurdy on the child pattern of genius. Macurdy reviews the early education of many eminent people from the last couple of centuries and concludes (1) that most of them had an enormous amount of attention paid to them by one or both parents and (2) that generally they were relatively isolated from other children. This is very different from what most people today consider an ideal school. It seems to me that much of what we call education is really socialization. Consider what we do to our kids. Is it really a good idea to send your 6-year-old into a room full of 6-year-olds, and then, the next year, to put your 7-year-old in with 7-year-olds, and so on? A simple recursive argument suggests this exposes them to a real danger of all growing up with the minds of 6-year-olds. And, so far as I can see, that's exactly what happens. Our present culture may be largely shaped by this strange idea of isolating children's thought from adult thought. Perhaps the way our culture educates its children better explains why most of us come out as dumb as they do, than it explains how some of us come out as smart as they do."

Please DO NOT support SB 1384 as written

Age, District Size, and Student Performance

NAEP 1992 8th. grade math (combined score).

Top one-third and bottom one third of schools.

States ranked by mean score, bottom one-third of schools

	1989 Age	Table 91 %20K	Table 92 % top 130	Top Mean	Bottom Mean
North Dakota	7	0.00	0.00	293	275
Iowa	7	0.06	0.00	293	272
Minnesota	7	0.21	0.10	291	272
Maine	7	0.00	0.00	289	269
New Hampshire	6	0.00	0.00	287	268
Idaho	7	0.11	0.00	283	266
Nebraska	7	0.26	0.15	291	266
Utah	6	0.64	0.53	283	265
Wyoming	7	0.00	0.00	283	265
Wisconsin	6	0.17	0.11	289	261
Colorado	7	0.49	0.23	286	257
Missouri	7	0.15	0.09	282	257
Delaware	5	0.00	0.00	273	255
Oklahoma	7	0.13	0.07	280	255
Indiana	7	0.15	0.05	283	254
Pennsylvania	8	0.14	0.14	286	253
Connecticut	7	0.09	0.00	293	251
Massachusetts	6	0.13	0.07	289	251
Kentucky	6	0.19	0.14	275	250
Virginia	5	0.47	0.36	285	248
West Virginia	6	0.11	0.11	269	248
Arizona	8	0.35	0.18	279	247
Rhode Island	6	0.16	0.00	280	247
Ohio	6	0.16	0.15	284	246
Texas	7	0.46	0.32	282	246
New Jersey	6	0.09	0.04	293	245
New Mexico	6	0.36	0.29	273	245
North Carolina	7	0.37	0.26	270	244
South Carolina	5	0.32	0.00	276	244
Tennessee	7	0.39	0.31	272	243
Georgia (U.S.)	7	0.41	0.37	275	242
Michigan	6	0.17	0.11	285	242
Florida	6	0.87	0.65	276	241
Hawaii	6	1.00	1.00	270	241
Maryland	6	0.84	0.75	286	241
New York	6	0.41	0.40	288	241
Arkansas	5	0.10	0.00	270	240
California	6	0.43	0.25	281	236
Alabama	7	0.29	0.25	269	234
Louisiana	7	0.50	0.36	268	229
Mississippi	6	0.07	0.00	262	228
Dist. of Columbia	7	1.00	1.00	255	219
Correlation (age(start), score)				0.1322	0.2058
Correlation (%20K+, score)				-0.394	-0.469
Corr(%top 130,score)				-0.408	-0.4991
mean (top 10)	6.7	0.145	0.089		268
mean (bottom 10)	6.2	0.561	0.466		239

%20K is the percent of total State enrollment in districts over 20,000 enrollment.

% top 130 is the percent of total State enrollment in one or another of the nation's 130 largest school districts.

"Age" is the age at which States compel attendance at school.

Large school districts drag scores down.

Early compulsory attendance is counter-indicated.

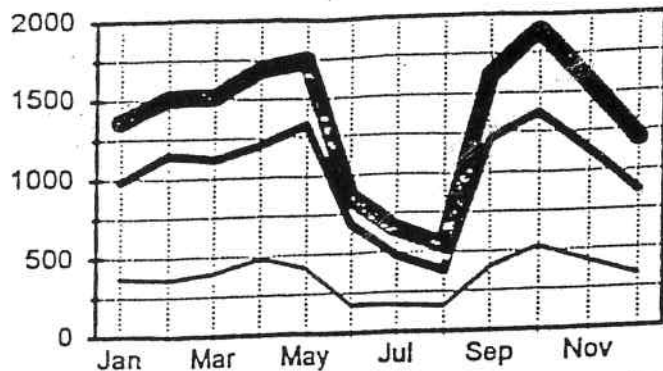
Age and district size are indirect measures of parent control. As interest groups dilute the individual parent's voice, in the choice of curriculum and the pace and method of instruction, performance falls.

Hawaii's top 1/3 mean score is lower than three States' bottom 1/3 mean score. Inept and brutal schools cripple kids.

Homeschool if you can. Extend day-care to age 18 if you cannot work with your children between 8 am. and 5 pm.

State of Hawaii, 1987-1997 (Continued)

Chart 45. Part II Violent Arrests



Total
 Males
 Females

Chart 46. Drug Violation Arrests

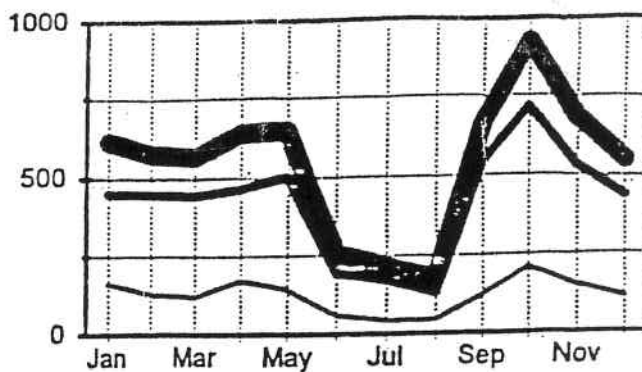
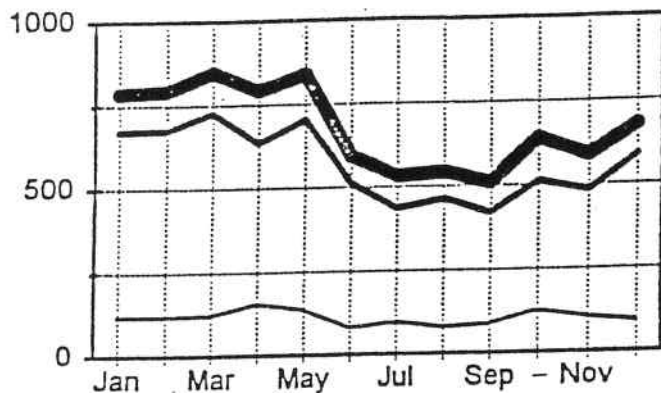


Chart 47. Part II Property Arrests



Total
 Males
 Females

Chart 48. Alcohol-Related Arrests

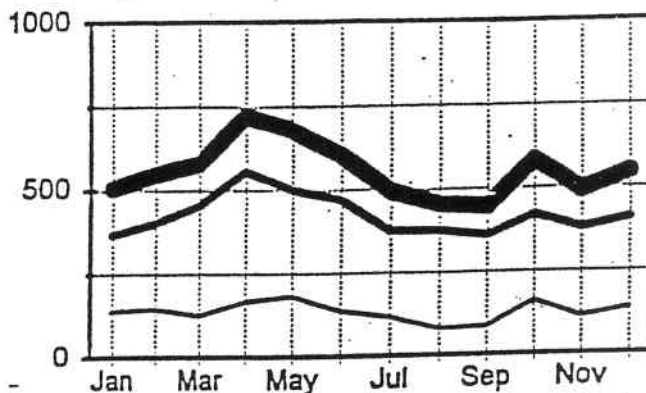
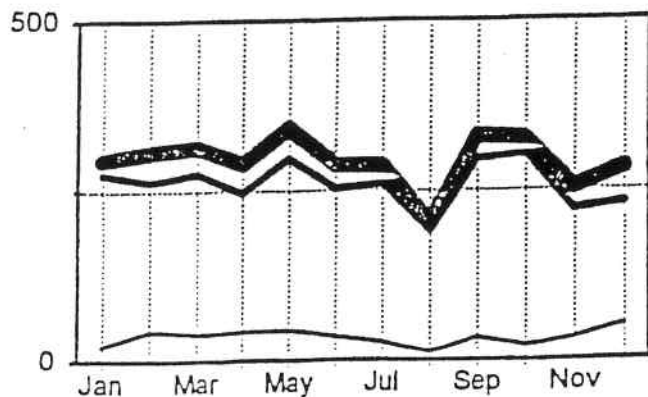
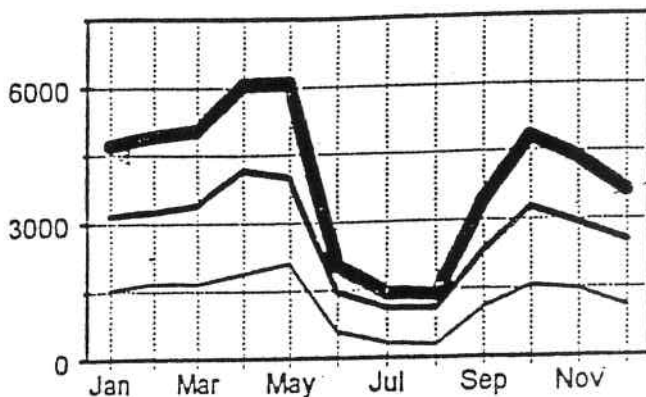


Chart 49. Index Violent Arrests



Total
 Males
 Females

Chart 50. Arrests for "Other" Offenses



2000 NAEP 8th Grade Math

Table II Age and Budget		1993 start	1997 end	pupil \$ 1997-98	teacher \$ 1997-98	capita \$ 1997	t/c
Alabama	AL	7	16	\$5,110	\$32,818	\$20,842	1.57
Arizona	AZ	6	16	\$4,937	\$33,850	\$22,364	1.51
Arkansas	AR	5	17	\$5,222	\$30,578	\$19,585	1.56
California	CA	6	18	\$5,345	\$43,725	\$26,570	1.65
Connecticut	CT	7	16	\$9,218	\$50,730	\$36,263	1.40
District of Columbia	DC	7	18	\$8,069	\$46,350	\$35,852	1.29
Georgia	GA	7	16	\$6,177	\$37,378	\$24,061	1.55
Hawaii	HI	6	18	\$6,127	\$38,377	\$27,051	1.42
Idaho	ID	7	16	\$4,973	\$32,775	\$20,478	1.60
Illinois	IL	7	16	\$6,363	\$43,873	\$28,202	1.56
Indiana	IN	7	18	\$6,642	\$39,682	\$23,604	1.68
Kansas	KS	7	16	\$6,348	\$36,811	\$24,379	1.51
Kentucky	KY	6	16	\$6,283	\$34,525	\$20,657	1.67
Louisiana	LA	7	17	\$5,194	\$29,650	\$20,680	1.43
Maine	ME	7	17	\$7,107	\$34,349	\$22,078	1.56
Maryland	MD	5	16	\$7,375	\$41,739	\$28,969	1.44
Massachusetts	MA	6	16	\$7,861	\$43,930	\$31,524	1.39
Michigan	MI	6	16	\$7,673	\$39,106	\$25,560	1.53
Minnesota	MN	7	16	\$6,727	\$39,106	\$26,797	1.46
Mississippi	MS	6	17	\$4,732	\$29,547	\$18,272	1.62
Missouri	MO	7	16	\$5,597	\$33,975	\$24,001	1.42
Montana	MT	7	16	\$6,237	\$30,617	\$20,046	1.53
Nebraska	NE	7	16	\$5,846	\$32,668	\$23,803	1.37
Nevada	NV	7	17	\$5,601	\$37,093	\$26,791	1.38
New Mexico	NM	5	18	\$5,855	\$30,152	\$19,587	1.54
New York	NY	6	16	\$9,812	\$49,034	\$30,752	1.59
North Carolina	NC	7	16	\$5,830	\$33,315	\$23,345	1.43
North Dakota	ND	7	16	\$4,978	\$28,230	\$20,271	1.39
Ohio	OH	6	18	\$6,539	\$38,977	\$24,661	1.58
Oklahoma	OK	5	18	\$4,634	\$30,606	\$20,555	1.49
Oregon	OR	7	18	\$6,719	\$42,150	\$24,393	1.73
Rhode Island	RI	6	16	\$8,429	\$44,300	\$25,760	1.72
South Carolina	SC	5	17	\$5,555	\$33,608	\$20,755	1.62
Tennessee	TN	7	17	\$5,591	\$35,340	\$23,018	1.54
Texas	TX	6	17	\$6,291	\$33,648	\$23,656	1.42
Utah	UT	6	18	\$3,900	\$32,950	\$20,432	1.61
Vermont	VT	7	16	\$7,925	\$36,299	\$23,401	1.55
Virginia	VA	5	18	\$6,569	\$36,654	\$26,438	1.39
West Virginia	WV	6	16	\$7,110	\$33,398	\$18,957	1.76
Wyoming	WY	7	16	\$6,312	\$32,022	\$22,648	1.41
corr (mean, X)		0.22	-0.39	0.27	0.12	0.05	0.04
corr (%<basic, X)		-0.23	0.38	-0.19	-0.03	0.04	-0.06
corr (%basic+, X)		0.23	-0.36	0.18	0.04	-0.01	0.01
corr (proficient, X)		0.25	-0.31	0.32	0.22	0.20	-0.07
corr (advanced, X)		0.25	-0.33	0.48	0.37	0.34	-0.08
corr (HS, X)		0.21	-0.45	0.21	0.00	-0.08	0.10
corr (BA, X)		0.05	-0.26	0.23	0.11	0.02	0.09
corr (BA-HS, X)		-0.42	0.46	0.00	0.21	0.21	-0.03

2000 NAEP 8th Grade Math

Table I
2000 NAEP
8th grade Math
Combined score

	mean	per- cent below basic	per- cent basic+ above	per- cent pro- ficient+	per- cent ad- vanced	parents' ed level HS	parents' ed level BA	delta BA-HS
	A	B	C	D	E	F	G	H
Alabama	262	48	52	16	2	252	273	21
Arizona	271	38	62	21	3	260	285	25
Arkansas	261	48	52	15	1	252	272	20
California	262	48	52	18	3	244	281	37
Connecticut	292	28	72	34	6	267	296	29
District of Columbia	234	77	23	6	1	225	249	24
Georgia	266	45	55	19	3	255	277	22
Hawaii	263	49	51	16	2	247	276	29
Idaho	278	29	71	27	3	266	288	22
Illinois	277	32	68	27	4	268	287	19
Indiana	277	32	68	27	4	272	293	21
Indiana	283	24	76	31	4	276	292	16
Kansas	284	23	77	37	4	276	292	16
Kansas	284	23	77	37	4	264	284	20
Kentucky	272	37	63	21	3	264	284	20
Kentucky	272	37	63	21	3	250	267	17
Louisiana	259	52	48	12	1	250	267	17
Louisiana	259	52	48	12	1	272	293	21
Maine	284	24	76	32	6	272	293	21
Maryland	276	35	65	29	6	263	286	23
Maryland	276	35	65	29	6	271	294	23
Massachusetts	283	24	76	32	6	271	294	23
Massachusetts	283	24	76	32	6	269	299	30
Michigan	278	30	70	28	5	269	299	30
Minnesota	288	20	80	40	7	275	296	21
Mississippi	254	59	41	8	1	246	262	16
Mississippi	254	59	41	8	1	265	284	19
Missouri	274	33	67	22	2	265	284	19
Montana	287	20	80	37	6	277	295	18
Nebraska	281	26	74	31	5	273	289	16
Nebraska	281	26	74	31	5	261	280	19
Nevada	268	42	58	20	2	261	280	19
New Mexico	260	50	50	13	1	248	285	37
New Mexico	260	50	50	13	1	270	285	15
New York	278	32	68	26	4	270	285	15
North Carolina	280	30	70	30	6	268	291	23
North Carolina	280	30	70	30	6	272	289	17
North Dakota	283	23	77	31	4	272	289	17
Ohio	283	25	75	31	5	272	293	21
Oklahoma	272	36	64	19	2	264	291	27
Oregon	281	29	71	32	6	270	292	22
Rhode Island	273	36	64	24	4	264	284	20
Rhode Island	273	36	64	24	4	255	278	23
South Carolina	266	45	55	18	2	255	278	23
Tennessee	263	47	53	17	2	254	275	21
Texas	275	32	68	24	3	267	287	20
Texas	275	32	68	24	3	263	285	22
Utah	275	32	68	28	3	263	285	22
Vermont	283	25	75	32	6	272	293	21
Virginia	277	33	67	36	5	261	289	28
West Virginia	271	38	62	18	2	264	282	18
West Virginia	271	38	62	18	2	268	285	17
Wyoming	277	30	70	25	4	268	285	17

Testimony for SB 86 and 1384 regarding Mandatory Kindergarten

Hearing for Education Committee today, Monday, February 14, 2011 1:15 in room 225

Dear Senator's,

"Please **oppose** Senate Bill 86 and Senate Bill 1384. Lowering the compulsory attendance age will prevent parents from determining when their child is ready for school. Research has also shown that by the 3rd grade there is no academic advantage for mandatory kindergarten programs. Please vote against both bills."

Personally, we entered our son into kindergarten when he was six because as parents we had some concerns about some health issues and how this would impact his first year of school and the overall experience. We are so thankful to this day that we made the right decision in waiting. Our son is very well adjusted, the head of his class in most subjects because he has confidence that he otherwise wouldn't have if he entered school when he wasn't ready physically or mentally. We feel he would have been labeled and made fun of if we had put into an environment that wasn't suitable to his needs at that time in his life.

Our state already has so many issues with prospering the keiki of this island. How could we possibly consider such a measure that these two bills represent when our children are suffering already.

Entering children into school prematurely will **NOT** benefit the children but rather cause further hinderance to their overall well-being and success in school. Entering kindergarten too early can and has affected so many children especially boys who typically are not socially mature or academically mature to withstand a classroom setting. It is when they struggle that they become labeled and may possibly even be put on medication because they can not sit still etc. This is an epidemic problem in our society as a whole and the education department needs to realize that every child is extremely different in their levels of maturation and all other areas of development so we can not create a mold that each child is to fit into and try to force an agenda upon them.

Do we really care about the well-being of each and every child in our state or are we trying to do what is convenient? Please say **NO** to these bills that actually will cause more harm and add more negative impact to an education system that is in need of major fixing. Our government shouldn't be passing any education bills until we can repair this horrific education situation within our state.

Thank you for always keeping the well-being of the Hawaii residence in mind as you consider all that is being proposed at our state capitol. We so appreciate all that you do for the very best interest of our state and those who reside here.

Mahalo nui loa,
Lissa Cockett
Oahu