
Committee Meeting

of

JOINT COMMITTEE ON THE PUBLIC SCHOOLS

"Representatives from Arthur Andersen and Company
will present the final evaluative report commissioned
by the Joint Committee on the Paterson School District"

LOCATION: Committee Room 9
Legislative Office Building
Trenton, New Jersey

DATE: November 3, 1994
9:30 a.m.

MEMBERS OF COMMITTEE PRESENT:

Senator John H. Ewing, Chairman
Assemblyman John A. Rocco, Vice-Chairman

SENATE:

Senator Gordon A. MacInnes
Senator Ronald L. Rice

ASSEMBLY:

Assemblyman Raul "Rudy" Garcia
Assemblyman William J. Pascrell, Jr.

ALSO PRESENT:

Melanie M. Schulz
Executive Director
Joint Committee on the Public Schools



New Jersey State Library

Hearing Recorded and Transcribed by
The Office of Legislative Services, Public Information Office,
Hearing Unit, State House Annex, CN 068, Trenton, New Jersey 08625



SENATOR JOHN H. EWING
CHAIRMAN
ASSEMBLYMAN JOHN A. ROCCO
VICE-CHAIRMAN

SENATE
DICK LAROSSA
JOHN A. LYNCH
GORDON MACINNES
ROBERT MARTIN
JOSEPH A. PALAIA
RON RICE

ASSEMBLY
RICHARD BAGGER
FRANK CATANIA
JOSEPH CHARLES, JR.
RUDY GARCIA
JEFFREY W. MORAN
WILLIAM PASCRELL

JOINT COMMITTEE ON THE PUBLIC SCHOOLS

142 WEST STATE STREET
ROOM 305
CN-068
TRENTON, NEW JERSEY 08625-0068
(609) 633-6787

MELANIE M. SCHULZ
EXECUTIVE DIRECTOR

C O M M I T T E E N O T I C E

TO: Members of the Joint Committee on the Public Schools
FROM: Senator John H. Ewing, Chairman

The public may address comments and questions to Melanie Schulz, Executive Director, at 609-633-6787.

The Joint Committee on the Public Schools will meet on Thursday, November 3, 1994 at 9:30 A.M. in the Legislative Office Building (LOB), Committee Room 9.

Representatives from Arthur Andersen & Company will present the final evaluative report commissioned by the Joint Committee on the Paterson School District.

Issued 9/27/94

TABLE OF CONTENTS

	<u>Page</u>
Daniel S. Kaplan Partner Arthur Andersen & Co. SC Roseland, New Jersey	1
Emanuel Axelrod Manager Arthur Andersen & Co. SC New York, New York	2
Joseph A. Martin Director of Government Services Arthur Andersen & Co. SC Roseland, New Jersey	5
Laval S. Wilson, Ph.D. State District Superintendent Paterson Public Schools	28
Peter B. Contini, Ph.D. Assistant Commissioner Division of Urban and Field Services New Jersey Department of Education	40
Charles L. Walker Chairman Paterson Advisory Board	60

pkm: 1-74

* * * * *

SENATOR JOHN H. EWING (Chairman): Good morning ladies and gentlemen.

We'll start then with the report from Arthur Andersen regarding Paterson. Which gentleman is going to--

DANIEL S. KAPLAN: This gentleman.

Good morning, Mr. Chairman, members of the Joint Committee, distinguished members of the audience, my name is Dan Kaplan. I'm a partner with Arthur Andersen. This morning I am joined by two of my colleagues, Mr. Manny Axelrod and Mr. Joe Martin.

What we wanted to present to you this morning is our initial assessment of the progress made in the takeover of the Paterson Public Schools. The purpose of our project and the scope of our project was to identify the progress made by the State District Takeover Team in addressing the deficiencies cited in the Corrective Action Plan that was approved by the commissioner of education in February 1992.

The measurement period is thus from the time of takeover, which was August 1991, through the end of the most recent school year, 1993-1994, or approximately three years.

The focus areas of our assessment, as well as the areas that were identified in the Corrective Action Plan-- The Corrective Action Plan, just to refresh your memory, was a direct response to the criticism and cited the reasons for takeover. The focus areas that we looked at were: educational programs and services, governance and management of the district, finance and administration, and facilities.

While it is difficult to give an overall assessment, I know that everyone likes to cut to the end line, so we would like to make a few comments:

One, we believe that based on what we have seen so far takeover in Paterson has resulted in substantial progress in the areas identified in the Corrective Action Plan. Again,

that was the primary focus of the assessment and the Takeover Team's goals, since they took over in August 1991.

Two areas we should point out -- not unlike Jersey City -- will require long-term focus to be measured and have, thus far, as we will discuss, shown minimal improvement. Student performance and facilities: these will take several years to demonstrate measurable progress. We're going to be discussing particular educational and test scores in more detail. What we believe, though, is that the policy to practice is that the basic infrastructure had been put in place to eventually transit to a local control, which, we believe, the law had as its long-term goal. The State has not intended to run school districts for long term in that regard. Our observations are that the basic policies which were not in place prior to takeover have begun to root themselves.

At this point, I'd like to turn the presentation over to Manny Axelrod, who will discuss, in more detail, some of the educational aspects that we've seen.

EMANUEL AXELROD: Thank you, Dan.

I'm going to be focusing my remarks on the test scores, dropout, and attendance. But before I get to that, let me first make some general comments.

When takeover began in 1991, there was an assessment of how individual schools were operating. It was found that four elementary schools were really in bad shape. What they did -- Dr. Wilson and his staff -- they removed the principals in three of the schools; in the fourth school, they removed the entire staff and the principal and made changes there. In order for anything to change in education, you have got to have the right people working with the children. You have got to have the right supervision with the principals. They made a move that, as I said, removed four principals.

They introduced the Paradigm program in September of 1991, which is an intensive program to assist children in basic skills, improve their basic skills. While that has been operating since then, it has been amended by the State Education Department, working with the school district, and they've made some modifications. That was in the beginning of the 1993-1994 school year.

Now, I'm not going to go through the various programs, but I want to point out that they brought in teams of people, from various universities, who helped them develop models of programs. These programs were selected by the staff and put into place. They are described on section 3, page 4.

One important area is found on section 3, page 5, very important area, curriculum revision. They started a five-year curriculum review and changes have been made to the curriculum, and those changes are ongoing.

Library services: I can't imagine having elementary schools without having a library in the elementary schools. There were no libraries. The only thing that happened was that there was a mobile cart that was brought around to the individual schools with some books on it. That's what was offered to these children. Remember we're talking about kids who, most likely, do not have books in their own home compared to other children who do have access to books -- parents bringing them to libraries and so forth. These kids did not have that exposure. Through a grant from Reader's Digest they were able to develop 18 new libraries in the elementary schools which are just great. I visited many of the libraries and was really impressed with what they have done.

Technology: There are over 1300 computers in the school district now. That's an increase of 30 percent since takeover.

Educational materials and supplies, which, as I talked to many of the teachers, they indicated that prior to takeover they had great difficulty in securing a lot of this, now there are procedures put into place where the materials and supplies do come to them in a timely manner.

Staff development -- key issue. If you're going to change something you've got to change your staff. They have developed a wonderful staff development program. They have trained hundreds of teachers. It is an ongoing program. I commend Dr. Wilson and his entire staff for their work on this, because you have got to upgrade teachers and administrators if you're going to make changes in the school district. They're doing it through that.

SENATOR MacINNES: What are all these things that you reference here that you don't describe: 4-MAT, I.T.I.P., and shared decision making? What is all that?

MR. AXELROD: Well, they're models of in-service training. Shared decision making, which is a big thing with the school district, now they have 13 schools that are now into shared decision making. I'm happy you raised the point, because in order for takeover to take hold, you've got to have community involvement. By doing the cite-based management training, as they have done and are continuing to do-- They have 13 schools that are implementing the cite-based program, which includes local community people, parents, teachers, business people, and other members of the community. That's the way the successes of takeover are going to continue: If you involve the communities, and I'm talking about right at the school sites. These are just different models that are--

SENATOR MacINNES: Is that all what all these things are directed at, 4-MAT, I.T.I.P. and all that?

MR. AXELROD: No. No, they're just different in-service programs for teachers and administrators.

SENATOR MacINNES: Do you offer this as a neutral observation, do you commend this, or what do you say about this?

MR. AXELROD: Yes, in terms of the quality of the in-service? Well, I really do not personally observe the in-service going on, but I think that the need for in-service was certainly there, and the more they can do the better.

J O S E P H A . M A R T I N: It also puts into perspective Manny's next comments on student achievement, because many of these programs are oriented toward, over time, improving the academic achievement of Paterson's youngsters. We thought it would be important for the Committee to have that perspective in our report.

SENATOR MacINNES: Right. I've been hearing about in-service training programs in city school districts for 30 years. I've seen all sorts of Federal dollars go to in-service training programs with all sorts of euphemistic names and fancy titles. I don't know that all of that has resulted in any concrete improvement in pupil achievement, which is what we are interested in.

MR. MARTIN: Perhaps if we move to that, Senator, that will help frame some additional questions.

SENATOR MacINNES: All right, fine. This is not described in the text, in terms of what these things are. They are just offered as if we would all know what 4-MAT and I.T.I.P. and shared decision making are.

MR. MARTIN: It provides a snapshot of current programs, but again, it's placed in there as a way of putting in perspective the issue of student achievement and overall educational programs.

MR. AXELROD: Let me then move to page 3A and get right in to student assessment. I apologize to the audience, I

had no other place to set this up, but I'll explain as we're going along. (witness setting up overhead projector)

MR. MARTIN: While Manny is getting that ready, Senators and Assemblymen, we're going to go through some substantial detail in this one area, perhaps to what may seem a tedious level, because we really need to lay out the numbers, so that you can understand the trend. So, if you'll bear with us, I'd appreciate it.

MR. AXELROD: Okay, the first exam we're going to get into is the HSPT 11s, which are now required for graduation, first administered in the fall of '93, a second administration in the spring of '94, and just currently administered again in October to students. There will be another administration of the exam in the spring.

Terms of the October administration: The reading portion, there were 501 students taking the exam, 247 passed the exam, for a percentage of 47.3 percent. In math, again the 501 students, the number passing the exam was 223, for a passing rate of 44.6 percent. In language, there were 501 students, 331 students passed the exam, for a passing rate of 66.1 percent. Now--

SENATOR EWING: Manny, how many students should have taken the test?

MR. AXELROD: Good question, Senator. Enrollment in the 11th grade was 576 students, so there were 75 students that didn't take the exam. Now I checked that, and that corresponds to their absentee rate in the school district. However, the school district is responsible for all students passing the exam, if they are going to get their high school diploma, so it's not like they're off the hook.

ASSEMBLYMAN ROCCO: You're saying there is a 13 percent absentee rate, that's the factor that's--

MR. AXELROD: Yes, Assemblyman.

SENATOR EWING: Well, do they go back and get them to take the test later?

MR. AXELROD: Yes, and you'll see that there will be -- you'll see how students took it on the second exam. Okay, so for all three sections-- You'll notice that the 501 students passing all three sections -- remember it's not just passing each section, to get that high school diploma you have to pass all three. There were 154 students who passed in October, that is a 37.1 percent passing rate. I took it a step further. I took that 576 number, which was all of the students in the 11th grade, and so this 154 students only represents 27 percent of the total number of students eligible to take the exam.

SENATOR MacINNES: What's the statewide pass rate?

ASSEMBLYMAN ROCCO: Percentagewise.

MR. AXELROD: The statewide pass rate is 76 percent.

SENATOR MacINNES: What's the pass rate for the special needs districts as an aggregate? Do you remember what it was for Jersey City?

MR. AXELROD: I don't remember offhand, I'm sorry.

ASSEMBLYMAN ROCCO: We don't know how Paterson measures against the other special needs districts?

MR. MARTIN: Against all of them?

ASSEMBLYMAN ROCCO: Against the special needs districts.

MR. MARTIN: Not in this report, no.

ASSEMBLYMAN ROCCO: I think the Committee would, you know, I personally would like to have that information.

MR. MARTIN: Absolutely. When Manny explains the next level, you'll see how the numbers increase based on the second taking of the test.

ASSEMBLYMAN ROCCO: Regardless, it would still be interesting to see how it stacks up.

MR. MARTIN: I'll make a note of that, Assemblyman.

SENATOR EWING: When you talk, will you talk into one of the microphones so we can get you on the recording.

MR. MARTIN: I apologize, sir.

SENATOR RICE: Mr. Chairman.

SENATOR EWING: Yes, Senator Rice.

SENATOR RICE: A quick question. On this HSPT test, what does the written test consist of, roughly? Does anyone know?

MR. MARTIN: The type of questions?

SENATOR RICE: You said written test. I assumed they write something. Is that correct?

MR. AXELROD: It's an essay.

SENATOR EWING: What do you want to know, the details of the exam?

SENATOR RICE: I want to know, roughly, what the written portion of the tests -- basically what is it?

MR. AXELROD: Well, okay, maybe I can ask my--

MR. MARTIN: Mr. Chairman, a suggestion, if I may, Senator. In order to keep these numbers in context, if we could -- may I suggest we report on the HSPT results, and then answer questions about it, because the link between the HSPT and the EWT will become clearer, also.

SENATOR RICE: The problem I always have when I look at my kids' report cards is -- I always have a problem -- 66.1 percent taking the written test pass. Now, my assumption is the written test is some type of essay.

MR. AXELROD: It is, right.

SENATOR RICE: I don't know. Is it?

(indiscernible everyone speaking at once)

SENATOR RICE: The reason I had a problem with that is because I always have a problem when someone doesn't do as well

in reading and math, but they can write to me, it doesn't connect. That's why I raised that question, because I started to see this stuff all over the State which tells me that maybe we're not looking at something right. Maybe we're not even evaluating the end results of the test.

SENATOR EWING: Senator Rice.

SENATOR RICE: Yes.

SENATOR EWING: It's the same test given throughout all the schools.

SENATOR RICE: I never took the test, Senator. I've never seen the test.

SENATOR EWING: Well, ask the Department to send you a copy of the test then. One that's been taken and they can show you--

SENATOR RICE: I find it interesting that with so many educators here, some profess to be experts, but no one can answer whether it's essay. That's all I wanted to know.

MR. AXELROD: No, it is an essay.

SENATOR RICE: That's all I wanted to know. Then I wanted to make my point. My point is, that I think we need to take a look, at some point in time, to the relationship between the number of students who always seem to pass with higher numbers for written exams but can't seem to do as well in reading and math. I don't know how you can do well in an essay unless something's clicking up here. There is a correlation whether people want to accept it or not. I just wanted to put that point on record, that it's something that needs to be looked at.

MR. KAPLAN: Statewide.

SENATOR RICE: Statewide, that's correct.

MR. MARTIN: As part of that, we'll explain the SRA process to you for youngsters who don't pass the proficiency test after several takes.

MR. AXELROD: In terms of the breakdown by school, in Rosa Parks, which is their special school -- high school -- in Paterson--

ASSEMBLYMAN GARCIA: Is that a magnet school?

ASSEMBLYMAN PASCRELL: It's an arts--

MR. AXELROD: It's a performing arts school. I guess you could call it a magnet school because you have to apply to it and it's a special school.

We found that 80.2 percent passed the reading, 74.4 percent passed the math, 93.4 in the writing, and 63.7 percent passed all three sections.

SENATOR MacINNES: How many of the 576 students go to Rosa Parks?

MR. AXELROD: It's about 320.

SENATOR MacINNES: No, that can't be right, half the kids taking the test go to one--

MR. AXELROD: No, no, not taking the test, you're talking about the 11th grade. Is that what you're saying?

SENATOR MacINNES: I'm talking about the people-- Of the 576 people in the 11th grade, how many are in Rosa Parks?

MR. AXELROD: About 90 students.

SENATOR EWING: It's a magnet school.

SENATOR MacINNES: Yes, I understand. I'm trying to find-- It doesn't tell you-- We should just send everyone to Rosa Parks, and we'll solve the problems in Paterson, right, with these scores.

MR. AXELROD: On Eastside, in terms of the reading, 34 percent passed the reading, 25 percent math, 54 percent writing, and 21.9 percent -- remember this is the October administration of the test -- passed all three sections.

At JKF, 44 percent passed the reading, 46.2 percent passed the math, 62.5 percent passed the writing, and 25.9 percent passed all three sections of the test.

SENATOR RICE: Mr. Chairman.

SENATOR EWING: Yes.

SENATOR RICE: I know you said someone will probably give me a copy of the test, can they do it right away? I have a very difficult problem. It seems to me, if someone can write well, they should be able to read a lot better, they should be able to spell a little better. I need to see that test. I know what it is like to--

SENATOR EWING: We'll ask the Department to send you a copy.

SENATOR RICE: Yes, tell them to send it right away. Fax it if you have to. Something is not connecting, maybe I'm just too urban. You can't write if you can't spell.

SENATOR EWING: Well, it's the same test they give in Newark, Ron.

SENATOR RICE: Yes, but the point is I haven't seen the test.

SENATOR EWING: Well you could ask Newark for it.

SENATOR RICE: When you see a disparity-- The way I've always thought -- maybe I'm wrong, I'm not an educator -- if I can read, I can spell those words in most cases. I understand those words. If I'm writing well, it means that I should at least do better in reading, if not math.

SENATOR EWING: Yes, but don't you think a lot has to do with parental interest, involvement, etc. with the child and with the school?

SENATOR RICE: No, I think it has something to do with what the tasks are of what they actually write. If they actually express themselves, it may be one thing; if they actually write something relevant to the others, it may be something else. I would just like to see it.

SENATOR EWING: We'll get the Department or Gene Campbell to send you copies.

SENATOR RICE: It's too much of a gap, I think, to ignore it as though there are some other problems out there without putting the two together and really analyzing what that means. I think we're doing an injustice to every student in New Jersey.

SENATOR EWING: Fine, we'll get the copies for you, Ron.

SENATOR RICE: Okay.

MR. AXELROD: In April, which was the next administration of the HSPT 11, there were 170 students who took the exam. Of the 170, 157 were retaking the exam, 13 students we're taking the test for the first time.

SENATOR MacINNES: So, of the 76 students who didn't take the test, or what ever it was, only 13 were new. Only 13 of the 76 came alone to take it when it was offered in April.

MR. AXELROD: That's correct.

SENATOR MacINNES: The other 63, or whatever the number actually--

MR. MARTIN: Among those 63, some may have left, some may have been classified. We don't have that data.

MR. AXELROD: Okay, 64 students passed the writing exam, which was a 37.6 percent passing the test in this administration. The total number of students passing the writing exam now, from October and March, was 391 students. At this point, 79 percent passed the test, but the percent of enrollees -- remember that includes the students who had not taken it yet -- at this point was 68 percent. That's the writing.

On reading, 258 took the test in April, 244 were retaking the exam, 14 students were taking the test for the first time. In terms of passing, 110 students passed and that was a 41 percent rate. At the end of the March, actually

April, administration, 347 students had the reading exam, which was 69 percent of those who took the exam and 59 percent of the entire district.

In the math, 267 students took the test, 254 were retaking, 13 students were taking it the first time; 148 students passed the test, which was 52 percent. The total number of students passing the October and March administrations of the math was 371 students. Those who took the exam that was a 74.1 percent passing rate and 64.4 of the total 11th grade.

SENATOR EWING: The 13 students for the first time -- were there some students out of the 76 that took one of the tests but didn't take all of them or took a couple of them?

MR. AXELROD: Right, or it could be that they showed up for one of the other exams and didn't take the second one or the third.

ASSEMBLYMAN GARCIA: I just have a question. When we talk about the total percentage of enrollees passing, how many children start out the class in 9th grade?

MR. AXELROD: I'm looking at the 11th grade.

ASSEMBLYMAN GARCIA: Yes, because this test doesn't take into account how many kids drop out before they get to 11th grade. That they don't even -- they're not even enrolled at the time the HSPT is given in the 11th grade. I would just like to see the dropout numbers.

MR. AXELROD: But the numbers that I'm dealing with are only 11th grade numbers -- that 576. I don't know what the dropout at that point--

ASSEMBLYMAN GARCIA: I'd just like to see, when we're comparing the success of this program, we have to see how many kids also never even take--

MR. AXELROD: All right, I'll get to that.

MR. KAPLAN: Right now, there are a lot of fallacies with the dropout rate. One of them is that it's measured only at the end of 12th grade. So there's no way to tell how many not only dropped out between 9th and 11th grade but -- there is a measurement of mobility -- whether those are the same students that even entered the 9th grade. That will be pointed out, in part, when you see the predictive tests of the 8th grade Early Warning Tests, whether it's even measuring the same students in 11th grade. We do have a comparative problem, but the point is well-taken of the 76. We mentioned one point, some of them may have been declassified for taking the test; classified students, that's one thing. The 76 was measured as of a common census date October 15th. Some of them may have left the district, that's the mobility question. The direct answer to your question is, there is no way to tell how many were in 9th and were those the same students that were taking the exam the 11th. In other words, was this the school that educated them?

ASSEMBLYMAN GARCIA: What I was trying to figure out was if you do have those numbers -- let's say a class comes in the 9th grade--

MR. KAPLAN: Right.

ASSEMBLYMAN GARCIA: --certainly maybe some move out and, I guess, they're classified as moved, but some just drop out. I was wondering if you had the number of those who dropped out, so we could get an accurate picture of how the whole school district is performing?

MR. KAPLAN: Well, I'm going to make a side comment which is, until the State has a system which tracks students individually -- has an accountability system by student -- there is no certain way to know what the true dropout rate is and whether those are the same students you're measuring.

Right now it is based upon the cohort entering 9th and the cohort leaving 12th. It's definitely a limitation. So when you see dropout rates I would caution to be leery of that.

SENATOR RICE: Assemblyman, through the Chair--

ASSEMBLYMAN ROCCO: What's the percentage of your mobility? Do you have any idea?

MR. KAPLAN: Yes, lower than Jersey City but still significant to give you an idea. This is from -- the last available information would be from the June 1993 report card -- actually that was a published rate. (witness looking through papers)

SENATOR RICE: Senator, while he's looking, through the chair, about four years or five years ago-- He's correct everything will be distorted if you try and use the figures. I have legislation -- in fact, I need to find it and put it back in -- when we were in Appropriations, we started talking about budgets, and we wanted to track everything up front. The recording system is all messed up. We had legislation to do reporting system. We could never get support for it, which made me think that some folks at the State level aren't interested in measuring anything at all. I'm going to try and dig up the old legislation and maybe put it back in because that becomes very important since we have taken over. It is distorted, even distorted in tracking the dollars we give a local school district versus someone who starts in September and winds up in a youth house in October. We're paying two and three times for the same student.

MR. KAPLAN: Unfortunately, I'm reading from a bar chart, but the mobility rate in Paterson is little over 30 percent, which means that--

ASSEMBLYMAN ROCCO: Per year?

MR. KAPLAN: --compared that is higher than Newark's, which is closer to 30 percent; higher than Camden's, which is

in the mid 20s; lower than Trenton's, which is in the low 40s, and substantially lower than Jersey City's, which is close to 70 percent. Again, what that is, it is the percentage of students that are not the same students that you started with at the beginning of the year.

ASSEMBLYMAN ROCCO: So you talk about 30 percent--

SENATOR EWING: Wait a minute--

MR. KAPLAN: That's measured-- I'm sorry, in any district.

ASSEMBLYMAN ROCCO: You talk about 30 percent over a three year period. You could be talking about 50 percent of your students, plus.

SENATOR MacINNES: So that when you take the census at the beginning of the year and at the end of the year, 30 percent of the kids have changed school by school.

MR. KAPLAN: Right.

SENATOR MacINNES: We don't know whether some percentage of those kids are still in the Paterson School System.

MR. KAPLAN: That's right. That's possible. It's measured at the building level right now.

SENATOR MacINNES: So you don't know if they're still in the system some place.

MR. KAPLAN: I guess I would -- what it's measuring is the disruption to the classroom, and your point is well-taken. You could have had a third of the population turn over and whether that-- Yes, within the district that gives you some comparability on maybe HSPT, that it's the same educational group that you are doing, but it's disrupting the classroom that the mobility study is focused on.

SENATOR EWING: Assemblyman Pascrell.

ASSEMBLYMAN PASCRELL: Yes, very briefly, Mr. Chairman, I wanted to get through these numbers that we're trying to get through, but there will be questions, of course. I think the question that has been raised by Assemblyman Garcia is a critical question, and the follow-up questions by Senator Rice and Assemblyman Rocco are equally critical to what we are discussing. I think we set out a long time ago, in the Joint Committee, that we were concerned in results, that we would be more concerned with achievement than compliance. I think this is something we've got to get straight from the get go where we are going here.

Secondly, their questions, the legislators questions, are significant in this regard: it points out that these gentleman -- Arthur Andersen -- are given an almost impossible task, because what we're going to see and have seen already, while displeasing to us, causing a tremendous amount of discomfort -- I mean they're the messengers, first of all -- looking at the data.

But the question about mobility is going to force this issue to what we have talked about many, many times, Mr. Chairman, and that is, we are evaluating the wrong end of the stick. We've given them the wrong task, I think. Because if we're going to talk about achievement, then we need to talk about the new generation in the schools. This isn't to say that we give up on those that are in high school, but if we don't make our pitch from pre-K to the 5th grade, we're going to be back here -- not me but you maybe -- ten years from now (laughter) talking about improving numbers in a very short span of time.

The worst district in the universe could do that, maybe not as effectively as they've done it. It doesn't get to the center, the core of what you and I and the rest of us are

struggling with: how do we help the system, structurally deliver achievement and results? That's another question altogether. I'd like to see myself -- this is valuable don't get me wrong -- I'd like to see the evaluations of that pre-K to the 4th and 5th grade where that mobility begins. The effect that it has on students and school achievements. I think that that's where we should zero in on and focus the limited amount of resources that we have and our limited amount of efforts.

This is not meant, in any way, to minimize or detract from your fantastic efforts and your openness, Mr. Chairman. But the question is, we could talk about this, we could talk about dropout rates, we could talk about many aspects-- It's going to come back to the same thing when you have a student in high school taking the Early Warning Test -- and I would say the same thing, by the way, if it was the 8th and 9th grade, the prewarning test and then the 11th grade test. It isn't that it's too late, it is that we can correct the situation for a time being. There is nothing to conclude that we have made permanent change, so that the next group coming in will not have the same problems as this group.

SENATOR EWING: Depending on the mobility though.

ASSEMBLYMAN PASCRELL: That's a major point.

SENATOR EWING: But, certainly, setting up the base and the enthusiasm the teachers and principals have has changed their whole attitude in working with the students, seeing conditions, keeping politics out of it. They're going to be trying harder and doing a better job.

ASSEMBLYMAN PASCRELL: One final question, Mr. Chairman, wouldn't you rather spend money at the beginning of the process, if you knew that the results would be far more lasting, than spending money in the high school to the degree

that we do? I'm not saying we shouldn't -- we eliminate that part of the process -- if you knew that there would be more essential, positive changes to the system. That's all that I'm saying.

SENATOR EWING: Yes, but I think a lot of changes are being made down in the kindergarten, first, second, and third grades as they start coming through, providing they don't move into a different district every six months because of their financial conditions, moving out of State or something.

ASSEMBLYMAN PASCRELL: Well, when I asked you--

SENATOR EWING: The nucleus, I think is going to be improved.

ASSEMBLYMAN PASCRELL: When we ask about test scores, the first thing that automatically comes to mind is, how are the kids doing on the HSPT? That is because we're geared to that, we shuffle our brain in that direction, but the real question is, what happens in the earlier grades that produce this?

One of the legislators asked before, almost jokingly, about who used to be the principal at Eastside High School, that principal was not the problem. He may not have been the person for that job, but that's not the problem. We send to that principal, or whoever's taking that principal's place-- There happens to be a fantastic principal in Eastside High School right now, I think.

We send that principal students who are not only moving around the district or moving out of the district or half dropping out we send him students who are four years behind in the very basic things that principal is there to develop in high school. That is an impossible task. I can tell you there are no miracle workers out there. This is nuts and bolts stuff on the level, not theoretical, practical.

Unless we address that issue somewhere somehow-- This is not meant as a criticism of Arthur Andersen--

SENATOR EWING: Oh no, you're right.

ASSEMBLYMAN PASCRELL: --who have given us a lot of time and, I believe, have put a tremendous amount of effort into this thing, but I do believe that we have given them an impossible task. Almost the same way we have given the administrators in Paterson and Jersey City an impossible task, because of the charge that we have given them. Hear me now, please, because of the charge we have given them. I think we ought to take a very careful look at that if we want to make meaningful change, and I know you do. If I didn't believe it, I wouldn't say it.

I'm sorry, I spoke so long.

ASSEMBLYMAN GARCIA: Can I just add that the only reason I wanted to get into the dropout rate, the mobility rate is because, when we compare the test scores from this year with last year or compare this year's to next year's, if we have 30 percent different kids taking the test or if we have more and more kids dropping out, so that there are less kids taking it, the kids who stay in school probably score better on the exam than those who left. That means that these test scores and these numbers are not really going to be a useful tool in evaluating progress.

MR. AXELROD: I'd like to make a comment, if I could, to the Assemblyman's comments before, I can't agree with you more. If you want to make an impact on children, in the long run, it has to be done with pre-K, kindergarten, first, second, third grades because, from then on, it's putting a Band-Aid on things. That's where the great effort has to be. They are doing it in Paterson. I believe that in the long run, that even though you're not seeing the greatest statistics in the world here, I understand that, but you're going to see some

positive things, too. I believe that in the long run the work that they are doing now in the elementary grades will have an impact on the 11th grade. You can't expect -- you're not going to get a miracle in the 11th grade and the 12th grade because of what has not happened in all of the grades before that. You've got to do it early in a child's career.

ASSEMBLYMAN PASCRELL: Well, you've already -- through the Chair -- you've already, I think, made a very cogent point. That is, you cannot have change, you cannot have positive change and move toward achievement and progress unless you have structural change.

MR. AXELROD: Exactly.

ASSEMBLYMAN PASCRELL: The reason why that's critical is because of the population being so mobile, because of socioeconomics dealing with kids who are dealing with one-parent families which has an impact whether one lives in Paterson or Short Hills. So the point is that those are structural changes that we need to take a very serious look at before we even-- You know, we kind of put the cart before the horse because what we've been pressed to do is come up with monetary systems and financing systems because it's more sexy to talk about aid than to talk about the very structural changes, governance, which Commissioner Klagholz talked about just a few weeks ago over here concerning both Paterson and Jersey City. What is the Department going to suggest in terms of those structural changes, what do they recommend perhaps, or what would they approve is going to be interesting to watch.

MR. MARTIN: But, Mr. Chairman, Assemblyman, I feel like the colonel who organized the last battle, rather than the current one. I think we have the questions you want, but we've tailored our presentation today based on the reaction we got to

the Jersey City presentation in June, where test scores, including the HSPT, were a focus of considerable debate. So, as we move to EWT and some of the other things and the California Achievement Test may be helpful--

MR. AXELROD: Okay, I'm going to move through, but there are some points that I feel I have to make on this. If you look at the HSPT results districtwide, after the April administration, which includes October and April, districtwide 54.9 percent of the students passed all three sections. You can see the breakdown of 87, 41, and 51 at the various high schools.

ASSEMBLYMAN PASCHELL: We can't see that. (indicating slide)

MR. AXELROD: Oh, I'm sorry.

ASSEMBLYMAN PASCHELL: The other way. There you go.

MR. AXELROD: Now, if you compare the results from October to April, you will see that the number of students who took and passed the test was 37.1 percent in October, and now, it's up to 54.9 percent, districtwide.

SENATOR EWING: It's 47.

MR. AXELROD: No.

SENATOR EWING: Oh, okay.

MR. AXELROD: Now, those are the students who sat for the test. I'm also looking at the ones who didn't sit for the test, and districtwide it's now up to 47.2 percent, as compared to 27 percent after October. They just had another administration of the test. I don't know the results of that, but I would expect you're going to see some increases here, and you will see increases again in the fall.

SENATOR MacINNES: These are now 12th graders.

MR. AXELROD: Yes. Just one last comment on this, in their Corrective Action Plan, the Paterson School District had

expected by this June, this past June to have 75 percent of the students pass all three sections of the HSPT. Well you can see that it occurred in Rosa Parks but has not occurred in Eastside and JFK. They have a ways to go, yet, sorry.

SENATOR MacINNES: To clarify, the test that is taken in April is the same test that is taken in October? It's the identical test?

MR. AXELROD: Well, I don't know if it's exactly the same--

SENATOR MacINNES: It's a different test.

MR. AXELROD: --you know, but it's similar.

SENATOR MacINNES: Secondly, are you aware of special efforts that were undertaken, particularly at Eastside and JFK, through the curriculum to teach the test between October and April?

MR. AXELROD: Well, I don't think that they teach the test, but they do have wonderful remediation programs. They have put a great deal of effort into students passing these tests. They have classes before school; they have classes during school; they have classes after school; they have night classes; they have Saturday classes; they have an academy in the summer. They really put a great effort into helping kids. Those are the kinds of changes that are important for the long run.

SENATOR MacINNES: Is that voluntary participation?

MR. AXELROD: Voluntary participation.

SENATOR MacINNES: What are the rates of participation?

MR. AXELROD: Okay, I have them. During the summer of '94, 679 students voluntarily enrolled in a basic skills program at JFK, including 118 11th graders who failed at least one section of the HSPT; 808 students at Eastside High School,

including 179 11th graders who failed at least one section HSPT; and 73 students at PREP who were preparing to retake at least one section of the HSPT.

That is really wonderful participation.

SENATOR MacINNES: Is that the summer of '93 or the summer of '94?

MR. AXELROD: That's the summer of '94.

MR. KAPLAN: That test was just given.

MR. MARTIN: The effect will be known when the test results are in for the October administration.

SENATOR MacINNES: This will be by 12th graders taking the test?

MR. MARTIN: Correct.

MR. AXELROD: Yes, but I think it's important-- That's a good question because they are putting great effort into helping the kids pass these exams.

Okay, if I could please move to the EWTs.

SENATOR RICE: Mr. Chairman, while he's moving, could I ask a question that he could answer later, so I don't forget? In your analysis has there been any-- I make the assumption that JFK, Eastside, and Rosa Parks are all the same grade level schools?

MR. KAPLAN: High school.

MR. AXELROD: Yes, 11th grade.

SENATOR RICE: Right, okay. Have there been any assessments that relate to the characteristics of families, as well as the student population geographically? What it is like, economics, etc. because all too often, in my limited experience, being analytical, we do comparisons. We come up with numbers. We show 87 percent, which if we did it on a ratio perspective, it might be less, maybe more competitive, 51 percent or vice versa. We don't look at all the variables that

may have an impact on that. I mean, you can't compare -- many times, even though the community may be African-American, Latino minority -- you can't compare that middle-class community if the population seems to be in the majority or have more balance with some other factors. You can't compare those who may have more spiritual participation with those who may not know what church looks like. So I just wanted to know -- and maybe someday, in the future, look at it if it's not being done.

MR. AXELROD: Well, I do not have that answer for you.

SENATOR RICE: Okay, that's all right.

MR. AXELROD: I understand what you're talking about. Remember that Rosa Parks is a competitive school. You have to apply to get in.

MR. MARTIN: Districtwide.

MR. AXELROD: You have to be recommended by your teachers.

SENATOR RICE: Okay, that's the kind of point I'm getting to.

MR. KAPLAN: Yes, there's no question that's a--

SENATOR RICE: You can move on. I just wanted to raise it, because I want the legislators -- when we start to do things in the future -- to make sure we have all the variables in the mix. Because we know that there are things happening in all the takeover districts and special needs districts that are good.

My attitude has always been, if one school can do it, they all should be able to do it. The question is, what are the elements in that school? What are variables that are necessary that relate to staff and other kinds of things? I don't know. If we don't identify them in this analysis, we'll

probably see similarities in Paterson, Jersey City, and Newark as to what those variables are where those scores are high. They will probably be almost the same types of variables, give or take.

MR. MARTIN: In Jersey City, there was Academic High School where we had a similar discussion. Rosa Parks is a performing arts oriented school that takes children from throughout Paterson.

MR. AXELROD: When I went to high school in New York City, we had Brooklyn Tech, Stuyvesant, Bronx High School of Science. There was no question that those schools outperformed all the other schools. They were special schools. You had to apply. You had to have certain grades, recommendations and so forth. Now I understand what you are talking about.

SENATOR RICE: It's a problem of choice.

MR. AXELROD: Pardon?

SENATOR RICE: Never mind.

MR. AXELROD: Now, on exhibit one, which is behind the text section, you'll see that--

MR. MARTIN: It follows page 3-22.

MR. AXELROD: I apologize about the overhead here. Look at the students who were in 8th grade in 1991 and are now 11th graders. Where the EWT is a predictor of success, if you look at the reading scores on the EWT, level one, students who scored in level one -- by the way there's a description in your book about what the different levels are -- there was 3.8 percent in level one. You expect all the kids in level one to pass. They are your top students.

Level two, you expect many of the kids to pass, some are on the border. I took a very conservative look at this and said that all of level one and all of level two should be passing. If you combined the percentages, the prediction was

that 49.7 percent would pass the reading portion of the HSPT. Let's take a look at what actually happened: 59 percent of the class actually passed the reading portion of the test. So, as a predictor, they did better than what was predicted when the kids were in the 8th grade.

Now, taking that to the next exam, which was the writing. Level one was 1.8 percent, and 31.2 percent was a combination of level one and level two. The actual passing of the writing test was 68 percent. They did much better than was-- I know it's not an absolute predictor of, "Are you going to pass it," and "Aren't you going to pass it?" The test does give some kind of an indication of what the prediction would be. Paterson did much better than was originally predicted.

The last comparison was on the math test in which 35.9 percent, which is a combination of levels one and two, was predicted to pass and actually 64.4 percent passed. This also gives you some indication that many things are occurring in the Paterson School District which include the in-service, the kinds of programs that kids are exposed to, to help them pass the test.

The next test is the California Achievement Test, which is a national test. In this test, I took a comparison of two years because there was significant information in this test. In 1993, 81.6 percent of the students scored above the minimal level of proficiency, which was established by the State, and then in 1994, that dropped to 73.8 percent in one year.

SENATOR EWING: Is there any reason for that?

MR. AXELROD: Senator, I've spoken to the superintendent about it and there really -- there was just no reason why that occurred. I can't say.

MR. MARTIN: That's not the same group of youngsters, that's one year's third grade compared to the next year's third grade. The same children are shown in another exhibit.

SENATOR EWING: There is a new group coming in.

MR. AXELROD: That's correct.

MR. MARTIN: That's correct, sir.

MR. AXELROD: This is third grade. It's the new third grade. It was last year's third graders, who are now fourth graders, and the new third graders. So it's third grade to third grade. I will show you a comparison later on--

SENATOR EWING: Dr. Wilson, do you have any ideas for why that may be?

L A V A L S. W I L S O N, Ph.D.: (speaking from audience) We've tried to take a look at it. Our only explanations that we could come up with was ability, the fact that we had some very bad weather -- we closed the school for ten days, the disruption of the educational program, and right in the middle of our thrust for academic enhancement, we changed our Paradigm Program to a volunteer program -- made a big difference, we think, across the district in the thrust for academics.

SENATOR EWING: There wasn't a difference in the type of population moving into Paterson, necessarily?

DR. WILSON: We're trying to take a look at that population change, too. Those are some of the issues that we've started to address. We began to look at them with our testing people and our instructional people.

SENATOR EWING: Yes, Senator.

SENATOR RICE: Once again, I don't want to sound like I'm crazy, but you said it was a big drop, but it was third graders, second going into third?

MR. AXELROD: No, it was comparison of third grade to third grade, the new third grade.

SENATOR RICE: The new third grade, the other third grade left.

MR. MARTIN: We have that on another exhibit, Senator.

SENATOR RICE: My point is that -- and the question is why Dr. Wilson is looking at some of the potential reasons -- the question would be, "Were all the instructors in those classrooms the same as the other class?" That needs to be looked at. If the transition -- I'm a stickler for this -- there has to be some continuity from preschool, kindergarten and up. We don't start measuring till here, so maybe somebody -- some things that took place from kindergarten, preschool -- got off track in second grade, first grade. They didn't have the same measurements.

To me, if we don't go back to the beginning of things, we start here, we get these distorted pictures, and we can't figure out the causation because we're not putting the whole piece together. So I just want to, at least, ask Dr. Wilson, "To the best of your knowledge, were these second graders who went to the third going to the same classrooms, from basically the same types of families?" These are the things that have to be looked at. Because you're going to have these kinds of-- Because, if you don't, there is no way of getting a true measurement of it.

MR. AXELROD: I'm going to show you, later on, a progression of students from second grade to third -- the same kids -- that move from second grade to third grade and sixth grade that started fourth, fifth, sixth. I'll show you that progression in a few minutes, okay?

SENATOR EWING: Senator MacInnes. I'm sorry, you wanted to speak?

SENATOR MacINNES: Dr. Wilson, I heard the words, I didn't understand what you meant when you said that the Paradigm Program in the '94 school year went from being nonvoluntary to being voluntary?

DR. WILSON: We had nine elementary schools where the focus of attention had been strictly on reading, writing, and math. Those were our lowest achieving schools. Right in the middle of the '93-'94 year, the test scoring year that we're looking at right now, there was a change to make that voluntary and not to focus on reading, writing, and math throughout the day.

SENATOR MacINNES: When you say voluntary, the parents got to elect or what?

DR. WILSON: The parents had to say yes--

SENATOR MacINNES: They wanted to have a higher intensity academic program. What percentage of the parents opted not to have that?

DR. WILSON: Well, at this particular point I can't give the numbers as to what percent--

SENATOR EWING: Dr. Wilson, excuse me, when we have a question maybe you better come up front here, so you can be on the microphone, since it's being recorded, and we can get the transcript.

ASSEMBLYMAN GARCIA: That proves parental consent is not always best.

DR. WILSON: I can't give you an indication, right now, of the percent. It's clear that we had a shift in the emphasis on the academics.

SENATOR MacINNES: Right, if the parents said they didn't want to have the kids participate in a higher intensity program, do the kids stay in that school but go to a different classroom?

DR. WILSON: They stay in that school in that class. During the day, the focus of attention would be on reading, math, and writing in comparison to adding science and social studies-- There was more adding of science and social studies

and home economics, where the previous year there had been a big focus on reading, writing, and math.

SENATOR MacINNES: But you offer this as a possible explanation--

DR. WILSON: Yes.

SENATOR MacINNES: --for what happened, but you don't know what-- Did half the parents say, "No, we don't want the--

DR. WILSON: I just don't have the figures. We'll compile them. I can get those to you.

SENATOR MacINNES: Okay. But you don't even have a magnitude?

DR. WILSON: I wouldn't want to guess at that right now.

ASSEMBLYMAN ROCCO: I have a couple questions.

SENATOR EWING: You want Dr. Wilson?

ASSEMBLYMAN ROCCO: Yes, Dr. Wilson, certainly. As a former principal, as I look at these numbers, if it were my school district, I would be very, very disturbed to see such a drop. I mean it's just unheard of. When you talk about the percentiles, do you have grade equivalencies on these percentile factors?

DR. WILSON: We have grade equivalents and percentiles. You have also national curve equivalents in there.

ASSEMBLYMAN ROCCO: On the grade equivalency scores, where are the third graders? Is the average a 2-4 or is it a 3-3?

DR. WILSON: You don't find as much variation on the grade equivalency as you do on percentile and national curve equivalents. You have less fluctuation as you take a look at grade equivalent changes than you do the others. The charts don't show--

ASSEMBLYMAN ROCCO: Well, the grade equivalencies and the percentile rankings are basically equivalent factors. They're just different ways to put the numbers.

DR. WILSON: They're just different ways. But some of them will show a different variation, a greater variation than others.

ASSEMBLYMAN ROCCO: So we're saying that in reading, which is your most important subject obviously, from about an 81 plus percent, we dropped to 74 percent who passed the test on the California Achievement Test?

DR. WILSON: We're concerned about why there was a drop and not a continual movement up. In some grade levels the previous year there had been a movement up from '92 to '93. We found a '93 to '94 drop. We don't have an explanation right now that we can give as to why that drop occurred. We are as concerned about it as anyone.

ASSEMBLYMAN ROCCO: Do you think that the curriculum was too sterile possibly? By taking out those kinds of things that keep students motivated, social studies--

DR. WILSON: I don't think so.

ASSEMBLYMAN ROCCO: --other kinds of activities that enhance -- art, music -- that keep students motivated and interested? By taking that out of the curriculum, we could have, in fact, made it too dry and boring for the third graders.

DR. WILSON: Mr. Vice-Chairman, that's not my viewpoint.

ASSEMBLYMAN ROCCO: Just a thought.

DR. WILSON: My viewpoint in urban areas is that unless you can get young people skilled in the basics, then you're going to have very little success.

ASSEMBLYMAN ROCCO: In the basics you can teach social studies. Part of that social studies would include reading, math, and map reading skills.

DR. WILSON: You can clearly infuse it. But if you come to Paterson--

ASSEMBLYMAN ROCCO: You can teach it as a dry subject--

DR. WILSON: We don't want to do that.

ASSEMBLYMAN ROCCO: --then it becomes very boring, and students are going to lose interest. I've been there. I've taught these grade levels. I've taught fourth grade. I know what fourth graders are like. I know that if I had to spend the day on reading, writing, and arithmetic, cold, flat, boring, we'd have a very sterile program.

DR. WILSON: Whose to say it's going to be that way though?

ASSEMBLYMAN ROCCO: I'm just asking. I don't know. I don't want to assume that is the case. I would just think that when we have a drop of such a significant nature, when we're trying so hard to get the numbers up, we have to look at what's been going on and why these numbers haven't increased. What happened with the CATs in the sixth grade, for instance?

DR. WILSON: Your talking about, sir, all schools, not just those that focused on the academics. There was a decline in those that we call Paradigm and non-Paradigm, but if you were to come to Paterson, you would find many of our kids out on the streets late at night, in comparison to some other communities where the kids are home studying. Many of our kids see a book--

ASSEMBLYMAN ROCCO: Well, were they out late at night the year before, would be the question.

DR. WILSON: I would tell you that every year that I have been there, and we've talked about this among staff, many of our kids see a book at school, they go home, they don't touch a book until the next day that they are in school. When you compare the way that these kids--

ASSEMBLYMAN ROCCO: Dr. Wilson, I'm not arguing with you. We know the problems.

Jack, I'll say it the way I want.

SENATOR EWING: Let him finish.

ASSEMBLYMAN ROCCO: I'll let him finish.

I'm trying to get to the point. The point basically is, we're testing from one year to the next year. The factors that influence students from the previous year still influence the students this year. So, therefore, you can't use those factors as a reason for a drop because the same things happened the previous year. So the question is, do we have any idea at all as to why sixth graders and third graders have just dropped so significantly?

DR. WILSON: We really don't. My whole team and I have looked at that. We can't determine why the scores went down across the district from '93 to '94 when some had gone up from '92 to '93. Why they turned? We don't know. But what I don't want to do is, I don't want to base the three years of progress of the Takeover Team on the impact on one year's scores. That would be unfair. The entire assessment indicates that we have made some very good progress. I don't want that to hinge on whether test scores have gone up.

ASSEMBLYMAN ROCCO: Well, I can just tell you that the California Achievement Tests are nationally standardized. They have been around for a hundred years. They give a better reading. I'm more apt to be concerned about these nationally standardized tests than about the State produced tests because you know how I feel about them. We're in a situation now, where on a nationally standardized test, we had a significant drop, and it just doesn't make any sense. The community has to be very upset about the drop in scores, it would just be natural.

DR. WILSON: All of us are.

SENATOR EWING: Yes.

ASSEMBLYMAN PASCRELL: Mr. Chairman, that's peculiar, and I think Assemblyman Rocco has sincerely presented what he had to present, but what's even more interesting is that where we've talked about other kinds of tests in the upper grades, in this same period of time, we see improvements. There's something wacky here.

John, do you understand what I'm saying?

ASSEMBLYMAN ROCCO: I agree.

ASSEMBLYMAN PASCRELL: In the upper grades where we've attempted, I guess, to teach and -- we don't like to say it -- to teach to the test or to mobilize our efforts, we see improvements. In the lower grades, where I know we are trying to structurally change some things in the district, we see a drop. We don't know the reason. It's across the district; it's not sporadic to this school and that school. I think that we have to look at that.

SENATOR RICE: Through the Chair, maybe it's the structural change that perceptually looks like it may work, but you can't measure until you make the change. Maybe that is it. Maybe that is what's taking place in the first and second grades.

At least the one thing I could say about Paterson is that you took the bull by the horns. You said, "I'm going in to make some changes. It's not going to be fast." The thing is you're going to have this progressive era and maybe this peeled down era. What we're doing is trying to analyze where we go. To me, that makes sense. I'd like to have the superintendent go back, as you said, and analyze what's happening and see if we can find the cause. There has to be an explanation for it. We may have to do some real deep digging to find it. But the thing is, we should stay with it because it may tell a story about a whole lot of districts that we may

have to go into. I have a feeling that we're going to see that.

I think the Senator is right. I don't care what anybody said; it's the only thing I disagreed with the superintendent. In one sense, and I can't say its classes aren't interesting, I've always said I can never sit, even as an adult, in a classroom reading, doing math, writing. I have to have those other activities to break up the day.

ASSEMBLYMAN PASCRELL: Did we have the scores from Jersey City, Mr. Chairman, on the CAT test third and fourth grade?

SENATOR EWING: No, I don't think we did.

MR. MARTIN: You'll have them.

SENATOR EWING: We will have them. We don't have them right now.

MR. MARTIN: Through you, Mr. Chairman. Assemblyman, based on the questions that came up at our previous session, we have provided more detail on Paterson. But we do have, I believe, similar data. Also, if I may, Mr. Chairman, because I know Assemblyman Pascrell has to leave, if I can jump out of order for just a second. One of our findings is that following a difficult beginning relations between city hall and the district are cordial and very productive. We have, unlike some of our previous reports to you, no concern about local political intrusion into the day-to-day operations of the district.

Thank you, Mr. Chairman.

ASSEMBLYMAN PASCRELL: Quite to the contrary.
(laughter)

SENATOR EWING: Assemblyman Garcia.

ASSEMBLYMAN GARCIA: Dr. Wilson, in 1993, those nine grammar schools, the Paradigm Program was mandatory. It was

after that point that it became optional. How many parents -- the percentage -- do you know that elected to keep their kids in the program?

DR. WILSON: That's what I was indicating that we'll have to get those figures for you.

ASSEMBLYMAN GARCIA: Okay. It was less than, obviously, than the year before.

DR. WILSON: Yes.

ASSEMBLYMAN GARCIA: That causes a drop off.

DR. WILSON: Well, that's one issue. That's one issue.

ASSEMBLYMAN GARCIA: That's what I mean, it causes a drop off.

DR. WILSON: That's one possibility.

ASSEMBLYMAN GARCIA: It's a possibility.

SENATOR MacINNES: That was my question, too.

ASSEMBLYMAN ROCCO: I would just indicate that we need to really take a look at the motivation factor here and see. I'm not saying that's the case. It may not be the case, but everything I know about children basically tells me that we need to have an environment that is motivating for them. If we have too sterile of an environment, we're going to lose these students. So just take a look at it. That's all I'm indicating.

SENATOR EWING: Senator MacInnes.

SENATOR MacINNES: Just one question. Back to Dr. Wilson and on the same question that Assemblyman Garcia was pursuing. The Paradigm schools were the lower achieving schools. You adopted three different approaches. Success For All, is that the Johns Hopkins program?

DR. WILSON: That's the Johns Hopkins program, yes. That's a different series of schools. Those were four schools that we assessed as being below average. We worked with

Columbia Teacher's College in putting in some major modifications. One became a Comer School, two became Success For All, and one became a traditional school.

SENATOR MacINNES: Those are the schools that you -- where the program became voluntary in the second year?

DR. WILSON: No, those were not the Paradigm focuses; those were schools through a different type of an assessment of effectiveness. We found they were below average.

SENATOR MacINNES: Fine, thank you. Then I don't know what the Paradigm schools are, but that's all right.

MR. AXELROD: In your books, you'll see that the sixth grade was really the same. You have the charts in your books, so I just won't go through that. But let me just make a comment about these scores, that while the goal was to get the schools to a 75 percent rate on the CATs, actually when you look at them, they didn't do too badly. In that, they're close to meeting that 75 percent: they're at 73.8 percent in reading, 78.1 percent in language, and 66.3 percent in math. Now, that's for third graders. Sixth graders still have a long way to go.

ASSEMBLYMAN ROCCO: Can I ask you a question?

DR. WILSON: Yes, sir.

ASSEMBLYMAN ROCCO: On your percentile factors here as compared to grade equivalencies, when you say 55 percent, for instance, are you saying the 55th percentile of all students that have taken the CAT test nationally or what does the 55 mean in this case?

DR. WILSON: Above minimal levels of proficiency that are set by the State.

ASSEMBLYMAN ROCCO: Okay. Could we get rid of the State numbers? It doesn't make any sense to use those numbers, because it doesn't mean anything to us. If we could have a

percentile factor with the grade equivalency ratio, that's what's important. So that we would know that in Paterson third graders who took the test in the third month, they should be at third year, third month. Now, are they at third year, six months, are they at third year, first month, or are they second year? I mean, where are they? Are they below the national average significantly? What is the true factor here? These percentile numbers don't really mean anything to me.

SENATOR MacINNES: They're percentage numbers; they're not percentile numbers.

ASSEMBLYMAN ROCCO: I don't know, that's the question.

SENATOR MacINNES: No, that's how it's described. Percentage of kids who have performed above the minimum level of proficiency that's set forth by the State on these exams.

MR. AXELROD: Right, correct.

ASSEMBLYMAN ROCCO: No, I don't think so. You're saying--

SENATOR MacINNES: That's how they're all labeled at the top.

MR. AXELROD: Assemblyman, there it is. It is there.

ASSEMBLYMAN ROCCO: So, in other words, you're saying that in sixth grade language that 70 percent of the students are above the minimum requirement?

MR. AXELROD: Yes, I am saying that.

ASSEMBLYMAN ROCCO: So you're saying then that grade equivalency should be about 3-8. They're performing-- Third graders in the third month are performing at about five months above the national average, is that what you're saying?

MR. AXELROD: No. I'm reflecting it just to the State minimum. The State sets a minimum level. Let's say you're talking about language, right. The MLP for language is 26.

ASSEMBLYMAN ROCCO: I'm looking at the chart on page 8.

MR. AXELROD: Sixth grade, yes.

ASSEMBLYMAN ROCCO: It has the graph for '94 at about 71 percent, right?

MR. AXELROD: Correct.

ASSEMBLYMAN ROCCO: Now, what does that 71 percent mean? Above what the average students -- where the average students should be?

MR. AXELROD: No, it's above the minimal level that the State sets. The State sets a minimum level.

MR. MARTIN: We don't have the grade level equivalent with us.

ASSEMBLYMAN ROCCO: So you're saying they're scoring 71 percent above the minimal level?

MR. MARTIN: Yes, I am.

ASSEMBLYMAN ROCCO: What are they doing throughout the State? What's the average above the minimal level, 300,000? I mean what's the factor?

MR. AXELROD: What does the rest of the State look like in terms of above the MLP?

ASSEMBLYMAN ROCCO: If that's the case, then this doesn't look bad. But what is the true grade equivalency here?

P E T E R B. C O N T I N I, Ph.D.: (speaking from audience) Let me just clarify this part of it.

SENATOR EWING: Do you want to come up?

DR. CONTINI: Just to reaffirm that the MLP varies according to the test instrument that's being used. The CAT MLP is different than the Iowa's. They've been anchored to the expectations of grades three and sixth, linked to the ninth grade HSPT at the time. So what is reported here is the percentage of students who scored at or above the MLP at that time of the test. That may be a different percentile rank according to the test. So the Iowa, the California -- we can provide you with that information.

ASSEMBLYMAN ROCCO: So what you're saying is the people at Paterson should not be concerned because their children in the sixth grade are scoring 71 percent above the minimum level of proficiency?

DR. CONTINI: No.

MR. KAPLAN: No, what we're--

SENATOR MacINNES: That's not what they're saying. That's not what it says. It says 71 percent of them scored above the MLP.

DR. CONTINI: Seventy-one percent of the students and translating that into monitoring standards--

ASSEMBLYMAN ROCCO: Okay 71 percent. Now take that factor; now what are we talking about in grade equivalency factors?

DR. CONTINI: I really don't know that, Assemblyman. We'd have to look at what the California results say a percentile rank equals in terms of grade equivalencies, NCEs, whatever it may be.

ASSEMBLYMAN ROCCO: Why don't we just take the California tests that were given? It gives us a grade equivalency factor there. I think it would be easier for most members of the Committee to have some understanding of what the ratio factors are here.

DR. CONTINI: The reason it's reported this way is this is a monitoring indicator. Districts are required to score at the minimum level of proficiency: 75 percent of the students in reading, writing, and mathematics. So the data that you're receiving is consistent with how other districts are judged.

ASSEMBLYMAN ROCCO: I understand that. But on this Committee, I would want to see the grade equivalencies because that would mean a lot more to me. To see whether these third

graders or sixth graders are at the average, below the average, how far below the average, how far above the average, how much growth in grade equivalency from year to year. Did they grow three months; did they grow six months; did they drop a year in grade equivalency? I think those factors -- that's more meat for me to work with. I don't know about the other members of the Committee. It could help me.

DR. CONTINI: Obviously, that data is available, and I'm sure it's used by the district in their planning process, but it's not used as the measure for certification purposes.

ASSEMBLYMAN ROCCO: But it is an easy number to get?

DR. CONTINI: Oh, absolutely.

ASSEMBLYMAN ROCCO: You would admit that these -- the grade equivalency numbers are right there and should be pulled off without any difficulty.

DR. CONTINI: They're part of the reports that every district receives.

ASSEMBLYMAN ROCCO: If somebody put in an hour, you could get in the grade equivalencies for these numbers.

DR. CONTINI: By class.

MR. MARTIN: They're all available.

ASSEMBLYMAN ROCCO: Okay great. I'd love to see them.

SENATOR EWING: Dr. Wilson, then could you send them to the Committee and we'll distribute them.

DR. WILSON: Yes.

MR. AXELROD: Looking at the NCE scores, third grade reading, we broke it up into Paradigm and non-Paradigm schools. You can see that over a three year period what has occurred. I'm just going to touch base, but you can see in your charts that there has been a drop in the third grade reading, language, and in the math, while not a significant

drop in terms of Paradigm -- if you're starting lower -- there was a drop in non-Paradigm. So those are the third grade scores, Paradigm and non-Paradigm.

MR. KAPLAN: Which one was which?

MR. AXELROD: This is a math score?

MR. KAPLAN: No, these two charts.

MR. AXELROD: Oh, I'm sorry, excuse me. The diamond is the Paradigm, and the non-Paradigm is the square in the chart.

SENATOR RICE: A question very quickly.

MR. AXELROD: Yes.

SENATOR RICE: Are you going to continue Paradigm and non-Paradigm--

MR. AXELROD: On these, yes.

SENATOR RICE: Not on this, in the system?

DR. WILSON: Yes.

SENATOR RICE: All right, because if I'm hearing Senator Martin and others -- it seems to me that we really need to watch that closely. Primarily to measure because, it seems to me, that may be where one of the problems is: this volunteer thing versus this mandated thing. There may not be a relationship at all, but I think that is something we need to watch on a regular basis. Besides the State testing, maybe there should be something in the school to see what progress that looks like in those classrooms.

MR. AXELROD: Senator, if I could comment on that. I really think that providing extra help on improving basic skills is the right way.

SENATOR RICE: Yes, we all do.

MR. AXELROD: If they can't read, they can't write, and they can't do math, you can't do the rest. So that it's essential that the effort that they're putting in to help kids improve those basic skills be done early otherwise--

SENATOR RICE: We're agreed. Through the Chair, we're agreed, but you just said something that took me back to the beginning. You said, "If they can't do the math, they can't read, they can't write." The problem I'm having is that the writing scores are up and the reading is down. So we have to look at it. I agree with you. There is a correlation between that, reading and writing. I don't care what anybody says.

MR. AXELROD: I understand.

Now, these are the sixth grade NCE scores. You can see that there was an increase from '92 to '93, and it dropped to '94 in both Paradigm and non-Paradigm schools. I'll move quickly on this. The same in sixth grade language scores. The same in sixth grade math scores.

The next is, we did a cohort of current third grade -- of students who were in current third grade that were the students in the second grade.

MR. MARTIN: Your question, Senator Rice, relates directly to this, sir.

MR. AXELROD: You'll see that third grade 1994 reading scores, when the students were in the second grade, were at 45.5 or so and have dropped in both Paradigm and non-Paradigm schools. That's kids who were -- the same kids now -- we're talking about second grade moved into the third grade.

MR. KAPLAN: Taking a third grade test, not taking the same test.

SENATOR MacINNES: This is an absolute numbers score you're talking about on the left hand side?

MR. KAPLAN: Correct.

SENATOR MacINNES: So graphically it looks bad. The percentage is 1 percent or 2 percent.

MR. AXELROD: And you can see the same with language scores. Over here you see, and this is the positive side, you

see a slight improvement by the non-Paradigm and the Paradigm was sort of flat here, but there is an improvement in language.

SENATOR RICE: You said language, how do you define that?

MR. AXELROD: Well, language is a combination of spelling, punctuation, grammar, word usage, and, I believe, capitalization.

SENATOR RICE: So there are improvements.

MR. AXELROD: Yes.

SENATOR RICE: It goes right back to what I said.

MR. AXELROD: We see a slight increase in non-Paradigm math scores from second to third grade.

Now, looking at sixth grade, we took a three year trend because in the third grade they start the test in the second grade and then go to the third grade-- So we took a look in sixth grade of a three year period when these students were in fifth grade and when they were in fourth grade. You can see that in the reading scores it remains flat for Paradigm, a slight decrease and then an increase in reading.

ASSEMBLYMAN GARCIA: Just one question, Mr. Chairman. When you track these three years did you track the identical students?

MR. AXELROD: Yes. Now it may not be exactly the same.

SENATOR MacINNES: Or the schools?

MR. AXELROD: Yes. You know, I'm sure some students moved out and some others moved in.

ASSEMBLYMAN GARCIA: Okay. I just wanted to know if you tracked the students or just the schools.

SENATOR MacINNES: You're talking about 30 percent mobility?

MR. MARTIN: It's more or less -- it's as close to the same group as we could get.

SENATOR RICE: But if there's a core host that is supposed to be basically the same group--

MR. MARTIN: Except for mobility.

SENATOR RICE: No, I'm talking about in terms of the people.

SENATOR MacINNES: You're right, Rudy. If you have 30 percent mobility rates, and you have a three year period, and you're describing third, fourth, and fifth grade cohorts--

ASSEMBLYMAN GARCIA: What does that show us?

SENATOR MacINNES: --you're talking about theoretically the possibility of a two-thirds turnover.

MR. AXELROD: You know, you hit the nail right on the head. It's probably the best reason why you can't absolutely take a look at success by comparing one year to the next. You're right on target. I mean, you're not talking about exactly the same students when comparing one to the other; you do have a high mobility rate here.

ASSEMBLYMAN GARCIA: How hard would it be to track, let's say, those kids that have remained in the school district in the same school and just compare their tests over three consecutive years?

MR. AXELROD: Well, this is the information I believe that's supplied to the Department.

DR. WILSON: We're going to start to track these kids over a period of time. That's one of the things we've been talking about to determine how a student scores. If they've been in the district one year, two years, three years, four years, or five years, that's what the mobility rate has a cause and effect on. That's something we're going to backtrack and take a look at over the last several years.

MR. AXELROD: Next was the sixth grade math scores. You can see that Paradigm actually made a good move;

non-Paradigm over the three year period was a slight increase. Now, those are the results of the CAT scores.

Moving on, I'd like to just hit attendance. I'm not going to go through all the information in the book. I can tell you that the district is above the State requirement for attendance, which is 90 percent. They're at 91.1 percent. They have increased slightly. Two of the three high schools are below, while making an increase in attendance rate, they are still below the 90 percent rate. They are in the high 80s.

ASSEMBLYMAN GARCIA: High 80s?

MR. AXELROD: Yes.

Terms of, in fact--

SENATOR EWING: Excuse me for a minute. Dr. Wilson, on the absentee rate, do you have a program working on that?

MR. AXELROD: Yes, they do.

DR. WILSON: Yes, in fact, this semester we have started an "Operation Student Pick Up" where we have sent two police officers, two attendance officers--

SENATOR EWING: Not just for the girls. (laughter)

DR. WILSON: --and a bus around to pick up students who have been out of school. We have been rounding students up all around the city and taking them to a central location. There has been an orientation, parents have been contacted. We have been in good collaboration with the court judges on this issue, too. We've started a truancy reduction program through actually going out and putting these kids on a bus and taking them to school.

SENATOR EWING: Do you hold them all day where you pick them up?

DR. WILSON: We take them to a central place and orientate them, make sure we get the name of parents, contact them, and they are taken back to the school. That group of two

police officers and the truant officers take them to their home school.

SENATOR EWING: But you don't know if they spend the day there?

SENATOR MacINNES: How many kids do you typically pick up in a day in sweeps like that?

DR. WILSON: Well, in one sweep last week I think we picked up 80 some kids.

MR. AXELROD: See, that's a positive program. That will impact attendance for sure.

ASSEMBLYMAN GARCIA: That's why test scores go up.

MR. AXELROD: Just a quick item on dropouts. They have reduced the dropout rate by about a percent from last year to this year. Now, I want to say that to do this is not easy. The Paterson School District has developed a very fine dropout prevention program. The one that will be starting next month, in December, is a program called Paterson Young Parents Program.

The single major reason why females drop out of school is because they become pregnant. Unless they're helped-- I don't have to point out to you what the turmoil is in a home when that occurs, it's a problem. A lot of kids are thrown out of their homes. They have no place to bring their babies or leave their babies.

The Paterson School District has developed a program that starts next month; that will provide day care for the children; that will provide counseling; that will teach them parenting skills; and that will continue their general education. That will also, hopefully, impact on the fathers to come into the academic program to be there too, to teach them parenting skills and also to teach them about the responsibilities they have to the child and to the mother.

I'm really looking forward to that program, because unless you break the cycle of females dropping out of school for that reason, you're not going to impact your welfare rate. Because 80 percent of females who become pregnant and drop out of school, 80 percent of them go on welfare. So that it's vital that this program be supported. I commend Dr. Wilson and his staff for doing this because this will have an impact on the drop out rate. There are other dropout programs that are identified here.

Thank you very much.

SENATOR MacINNES: Mr. Chairman.

SENATOR EWING: Yes.

SENATOR MacINNES: What numbers are we talking about?

MR. AXELROD: National.

SENATOR MacINNES: I'm sorry.

MR. AXELROD: Yes, about that number that I just gave you?

SENATOR MacINNES: No.

MR. AXELROD: Oh, I'm sorry.

SENATOR MacINNES: What numbers are we talking about in the Paterson School System of the number of girls who drop out for the reason of pregnancy?

DR. WILSON: I really don't know if I have a figure on the rate. Right now that's broken out from this total number of the year. We could try to write that up for you.

SENATOR MacINNES: I understand you're starting a program next month which is directed at these women. These girls, right?

DR. WILSON: Yes.

SENATOR MacINNES: So, you must have some idea of what the universe is we're talking about, in terms of on an annual basis, how many of them are likely.

DR. WILSON: I spent about two and a half hours with a population of students who were in a program called the SAGE program. We have about 90 to 100 students go through that program every year. Some are in it for three or four months before delivery. You have not only 12th graders and 11th graders, but we have some 7th and 8th graders who are young mothers. So the issue becomes-- It's difficult enough to get through 9th to 12th grade if your not pregnant, but if you happen to be pregnant and deliver a young one, getting through high school is a tremendous chore. So what we're going to do is have infant care for youngsters who are six, seven, eight weeks all the way up to toddlers. We will take care of those youngsters if the mothers and the young fathers are in school.

SENATOR MacINNES: Do you have any health programs associated with the schools that might include contraceptives?

DR. WILSON: Yes, we have a number of health programs and the health collaborative organizations are very high on this program--

SENATOR MacINNES: Do you have any school-based health clinics?

DR. WILSON: We have a school-based program. It can be high school. It provides some peer counseling; it provides resources from the city. It's not quite a clinic.

SENATOR MacINNES: Does it provide referral to Planned Parenthood, for example?

DR. WILSON: It provides referrals all across the city. We have a number of collaborative efforts through city organizations and agencies that do provide a lot of collaboration. This FamilyNet concept of trying to bring in all the resources from around the county and the city is something that we have been involved in. We had a meeting in

the hot summer of over 30 different agencies coming in to say, "This is the way to go," of caring for young kids and reducing the dropout rate substantially. But I spent over two and a half hours with the young mothers talking about their concerns. Would they come to school in a program like this? And what some of their needs were.

MR. AXELROD: Senator.

DR. WILSON: We have seventh and eighth graders who some are not only parents for the first time, but you have some high school students who are parents for the second time.

MR. AXELROD: Senator, my own experience--

SENATOR EWING: This would be in that, excuse me to interrupt, this will be in the Jewish Center?

DR. WILSON: Yes.

MR. AXELROD: My own experience with this, and I did operate a program of this type, is that instead of having the high dropout rate, we ended up with an 82 percent retention rate. The key factor in this was because there was a place to bring their babies and that we involved social services which they are going to involve. It just made a total impact on the kids. They made the effort to come to school, rather than living wherever they lived.

SENATOR RICE: Well, we're talking, through the Chair. I was on the phone I apologize, elections aren't going as well as I thought they should be. Don't take any books on it now. (laughter)

We're talking about females -- is that what I heard?

DR. WILSON: And the fathers.

SENATOR RICE: All right, because I'm concerned. See my argument has always been -- at least in my city -- the majority of these young ladies don't get pregnant at night when mom and dad are home. They get pregnant in the daytime when

they should be in school -- these little males running around outside with them. So my concern would be a strong emphasis, also, on reducing that male population dropout.

I think we have to do more with the ladies, once they become pregnant, in the school to keep them there, like redirection, trying to do some things like that. But I also think that -- and this is where funding always becomes an issue-- We're looking at what's taking place today, and we say we're going to boost these academics up, so this year everybody can get 100 percent, that's fine. That's not going to happen. We'll get close.

If we don't start looking ten years down the road -- that's probably how that dropout got in, because most students drop out-- I'm not talking about someone who gets pregnant and gets sick, they just don't come to school. They drop out because it's a learned condition. You learn that at 16 you can drop out. They think about it. I just feel that-- Young ones starting school today knows that everybody around them goes to school everyday until they graduate, even if they are transferred to alternative schools. With programs like you're talking about, you're going to have a greater impact.

I think for the State to say that we don't have the funds-- Who's going to pay for that type of long-term program if you start instituting it today? I think that we're moving in the wrong direction. That's why we have so many of the males dropping out. I think that if we have any decent programs, as the Assemblyman said, maybe not at the third grade but at some level, to keep those young males in school. If it means more gym, more different types of activities, talk to them and find out what they want to break up their classroom. Looking at math, etc., writing and all that, we should do that. But I just want to at least let it out, dropout I'm very

interested in. The State disagrees with me right now, but that's okay. They disagreed with me on boot camp, too and all the sudden it moved. Disagreed on auto theft and it moved.

SENATOR EWING: Thank you.

MR. MARTIN: Mr. Chairman, may I wrap our presentation up with five or so bullet points?

First, that the State takeover of the Paterson Schools has resulted in management stability. There's an irony that there have been three commissioners of education and two governors in the same time you'd had one management team in place there.

Second, the Advisory Board in Paterson is undertaking its responsibilities and is completing the required reports.

Third, in the area of finance, there was a rocky start, but about 18 months ago, there was some management changes, and under Mr. Pepe the reports that are required, Treasurer of School Moneys and other reports, are submitted in a timely basis.

Fourth, in the area of facilities, that's a very difficult and thorny public policy problem. There's a lot of buildings that are over 100 years old. The district is making and has made remedial improvements to roofs and windows. Building principals can control the maintenance in their buildings, but it will take a long time and a lot of dollars to bring the physical plant of the Paterson Public Schools into compliance.

That completes our report, Mr. Chairman, and we certainly would be pleased to answer any more questions from you and your colleagues.

ASSEMBLYMAN GARCIA: I'd just like to make three points on this presentation today: First of all, I'd like to commend Arthur Andersen for trying to make sense out of all of

these numbers and compilations. I'm sure it wasn't easy, and it probably taxed you to be able to come up with some type of cognitive structure here. But I think, what we still need -- and I asked for this when we did Jersey City -- is comparative data between Paterson and the other special needs districts. I think that is still needed to be able to compare how the progress in Paterson measures up with the progress in those other school districts. That's number one.

Number two, I think something we've learned here today is that we need to track the individual student's progress. I think with a 30 percent district mobility rate and students dropping out, over time, I could say, the scores will probably go up. As bad students drop out, the scores will naturally start going up, because those students that remain in school will do better than those students who dropped out. So we need to find out those students that are remaining, how are they performing? What is their third, fourth, and fifth grade -- to see if the school is actually helping to nurture them to improve their scores.

Number three, it goes back to facilities again. We could do everything we want in terms of trying to help the kids with the Early Warning Tests, and try to prepare them to take the test, and spend time doing reading, writing, and arithmetic, but if these kids do not have a decent building to go in, do not have the proper texts available to them, there is nothing that we can do. Our teachers could try as hard as they may, but if we have a filthy building-- These buildings are not conducive to learning. The children will not learn.

Number four, as was pointed out, sometimes when we give too much parental consent or parental involvement and to allow parents to opt their kids out of programs that seem to be working, we see these drop-offs in rates. I think we cannot be

quick, to allow for the sake of parental involvement or parental consent, to give the parents -- to put the cart before the horse and not allow the school district to implement the plan that is going to benefit their kids just for the sake of parental consent. I think that's another point that should be made.

SENATOR EWING: Assemblyman Garcia, I have to say -- since I've made several inspections of schools, I don't think I was in every building -- but I'd have to say that the cleanliness and everything up there certainly is well-taken care of. There is no question that the old buildings they have-- Laval has come up with a plan needing \$65 million to take care-- The other scary part is the student enrollment increase that they can foresee in the next five, six, seven years. I think it's around 1000 students or 2000?

DR. WILSON: Sixteen hundred elementary.

SENATOR EWING: Elementary alone, they are already renting another school in another town, not even their own community. They don't have a building. So it is a problem, but as far as the conditions of the building, in spite of it being old, they certainly-- What has happened under Dr. Wilson's regime is that they are well-kept, and they are getting supplies.

This is one of the things that we found out in Jersey City, as well, in talking with the teachers and principals: The enthusiasm they have now to work with the children. They are given supplies. It isn't a question of they have to bring a pencil from home or stuff like that. Also, they have some input as to who is going to be hired. So they don't get a Jack Ewing to teach Spanish when he doesn't know any words of English, even. Something of that nature. (laughter) All right, who laughed?

SENATOR MacINNES: You'll get no argument from us on that one.

SENATOR EWING: But I mean this is bound to take effect on these students a bit by bit, and I couldn't agree more if they can have new facilities with great lighting and everything like that.

ASSEMBLYMAN GARCIA: Why don't we sponsor, you and I, a facilities bonding bill so we could increase facilities. (applause)

SENATOR EWING: Well-- (indiscernible due to applause)

ASSEMBLYMAN GARCIA: I'll do it on the Assembly side. I'd be willing to put myself into supporting something like that. So we could stop talking about this and finally get this thing done.

SENATOR EWING: I agree with you, Rudy. But you know, we had several years ago, Senator Feldman, had a \$500 million facilities bond issue that just never moved at all. We've got to do something because Paterson is not the only place that has some major problems.

ASSEMBLYMAN GARCIA: I agree.

SENATOR EWING: So, we'll all work on it.

ASSEMBLYMAN GARCIA: In my school district, we have 16 kids in one grammar school. We have the largest grammar school. Kids keep coming and coming. Sixteen hundred in one grammar school.

SENATOR MacINNES: Sixteen hundred.

SENATOR EWING: You said 16.

ASSEMBLYMAN GARCIA: No, 1600.

SENATOR EWING: I was going to say it must be a parochial school. (laughter)

ASSEMBLYMAN GARCIA: Sixteen hundred in one grammar school. We need the facilities. I think these reports all

point to that. I think everyone here who is involved in the educational process sees the need for that. We're doing it for the disabled this year and that's a worthy cause. I support it. Let's do something to help our school facilities next year.

SENATOR EWING: We'll work on it. We've already had one meeting trying to come up with some way of financing something of this nature. It has to be done on an ongoing basis. There's no question of that whatsoever, but I think the progress that has been made in Paterson has been great. It's the attitude of the teachers and the principals, and it comes from the leadership.

Senator MacInnes, and then I'd like to see if anybody else would like to report from the-- (indiscernible)

SENATOR MacINNES: Mr. Chairman, to Joe and his team, your report leaves the impression -- it's on the facilities question -- that on all the eight factors which were identified in the correction plan, or whatever it is, that the district is moving ahead well enough on six of them that you can foresee a changeover to local governance down the road, pretty easily. The two factors are pupil achievement and the facilities.

MR. MARTIN: Correct, sir.

SENATOR MacINNES: Now, Jack, reports that the facilities, while old, are being better maintained and are clean and welcoming to the extent that old facilities can be made that way. The problem is the capital. That's the problem, you don't have \$70 million bucks, right?

MR. MARTIN: Coupled with the lead time, even if you have the money, to plan, design, and build new schools.

SENATOR MacINNES: The way you present it -- and I want to find out if you meant to do this, to leave this impression -- the way you present it, suggests that, while that

is a \$70 million problem -- Paterson doesn't have the bonding capacity or the State is not going to make the money available -- that is a hindrance to return to local governance, when, in fact, the problem is, there isn't \$70 million bucks, right?

MR. MARTIN: Well, both. Because you also have the compliance issue for the monitoring.

Dan can probably speak on that more effectively.

MR. KAPLAN: What we were addressing there by pointing out those two factors was there has been some discussion about what the criteria is for return to local control.

SENATOR MacINNES: Right.

MR. KAPLAN: One of the arguments that has been advanced is that when level one monitoring is achieved or various levels of monitoring are achieved, the question then is, is it before the changes in monitoring or after? The point is that without those two long-term-- What we think are two long-term achievable points within monitoring, if you use monitoring as the basis for local control, you'll fall short on achieving them.

SENATOR MacINNES: Well, if you don't have the bonding capacity, if that's the case, and the State doesn't make the money available, which is the other option, then you have set up a, by using your logic, you've set up an impossible condition--

MR. KAPLAN: Right.

SENATOR MacINNES: --for the return of the schools to the City of Paterson.

MR. KAPLAN: Right, and what we're raising is whether those are realistically the criteria that should be used, because then our point is, then you'll never return to local control.

SENATOR MacINNES: So you would recommend that be eliminated as a--

MR. KAPLAN: Yes. What we're saying is at some point--

ASSEMBLYMAN GARCIA: They want to throw it back to the local districts?

MR. KAPLAN: No. What we're saying is at some point you need to ask the question, "Can you achieve full compliance with the State Takeover Team any better than you can with local control with State supervision?" We're not answering those questions. We're just saying that if you use the strict monitoring guidelines as the basis to turn over the reins, you have a long time before those will be fully achieved.

MR. MARTIN: On the facilities side, that's not a problem that is unique to Jersey City or Paterson but affects many districts statewide, which is an issue the Department is dealing with.

SENATOR MacINNES: No, but the difference is, Joe, that you have a takeover district. That's the difference. We've set -- maybe it's because the law requires you to do it this way or the correction plan or whatever it is -- but you've set the delivery of new facilities as one of the necessary conditions for the question of returning the schools to the City of Paterson governance.

MR. MARTIN: If you're to have level one compliance, sure that's--

MR. KAPLAN: It is one of the--

SENATOR MacINNES: But that's like almost saying that the local district did not successfully defy the laws of gravity, and therefore, they shouldn't get their schools back. If the problem is the \$70 million, there's no connection between the absence of the \$70 million and who's governing the schools in Paterson, right?

Dr. Wilson, am I mischaracterizing this?

DR. WILSON: Could we have an opportunity, Mr. Chairman--

SENATOR EWING: That's why we asked Mr. Walker to--

DR. WILSON: Mr. Walker is our Chairman of the
Advisory Committee--

SENATOR EWING: We've got to do away with that.

SENATOR MacINNES: Do away with what?

SENATOR EWING: Facilities.

C H A R L E S L. W A L K E R: Thank you, Mr. Chairman,
through the Chair.

SENATOR MacINNES: I'm sorry sir, I don't know who you
are.

MR. WALKER: My name is Charles Walker. I'm Chairman
of the Advisory Board in Paterson.

SENATOR MacINNES: God bless you.

MR. WALKER: I didn't expect congratulations, but
neither did I expect condolences. I just want to make a couple
of points, and certainly, in terms of the return to local
control, I'll end up there.

First of all, one of the things that the Advisory
Board made up it's mind pretty early about is that we knew what
took this district into receivership and to take it out would
mean a lot of changes. Not just changes in people, but we
would have to agree to try different things. I think what you
have seen here in the report of Arthur Andersen -- and I really
believe it's topline, because underneath that there are many
more programs that have been tried and are being tried --
Paradigm, maybe we should have named it something else because
it certainly struck a lightning rod. However, sometimes you
are faced with the facts, and our facts are that our children
aren't reading, writing, and doing arithmetic. Now, whether
it's California Achievement Tests or somebody else's
achievement tests, these are just facts, and since we are part
of the State of New Jersey, whether the State of New

Jersey should be measuring against California's Achievement Tests, that argument is, sort of, above us.

Our children have to pass the State test, period, or they won't move ahead. So programs have to be put in to address this. I agree with your comment that yes we had to do things whether the parents liked it or not. Certainly we had many parents who -- if your sitting in my chair, and phones are ringing off -- "my kid's not going to do science--" There was a lot of misunderstanding about it, certainly a lot of miscommunication. Maybe we could have communicated what was really happening a little better, but this is Monday morning quarterbacking -- then, I think, that's one of the things that you are going to see here, as the district takes a closer look.

The State got involved and it said, "Well, no, we can't mandate this. We have to make it voluntary." So the whole program changed in the middle of the school year. The whole program changed from mandatory to voluntary. I think that had an affect on some of these scores.

SENATOR MacINNES: That was at the direction of the State Department of Education?

MR. WALKER: Yes.

DR. WILSON: Not the current Commissioner?

MR. WALKER: Not the current Commissioner.

DR. WILSON: The former Commissioner.

MR. WALKER: The former Commissioner, that was at her direction.

SENATOR MacINNES: Fitzgerald or Ellis?

ASSEMBLYMAN GARCIA: Fitzgerald.

MR. WALKER: Therefore, when you back up into the issue of governance-- Sometimes I think the point that Arthur

Andersen made that this district has survived under -- this is our third Commissioner. There are certain ways of governance and terms that are from the commissioner's office that we've had to go along with, too.

Sometimes the State, in terms of when you are looking at the State, there have been some changes in some mandates. That was a drastic one. That was an initiative that-- We, the Advisory Board, would take the heat to support the situation because we knew that we had to get our students to the point where they could do these things. Whether or not it could work, we didn't know, all right, but we were willing to try it. I think that's the point: That many different situations you're going to see and, I think, that one year or two years is not sufficient time, but when we've discussed this in the-- It's not sufficient time. Nothing is going to turn on a dime here. You're not going to, "The State took over so within two years you're going to see a complete 180 degree turn," or something like that. That's just not believable.

On the issue of governance, our reverting back to local control, I really caution -- I had a talk with the commissioner and laid out a few things on this area -- I think we need to move cautiously and really look at what took the district into receivership. How do you prevent that from happening in the future, at least in near-term future?

There has been a lot of investment here. I'm not talking just trillions of dollars, I'm talking in community and other ways in this situation. Paterson has been different, even going back to the Paterson elected Board, they agreed to the takeover. People like myself came to join and to spend our time to help this thing move, so it's been great investments on your part and on our part.

I caution about going against any kind of magic number, any kind of magic date. I also would strongly suggest

that the three entities: the stakeholders, the citizens of Paterson, obviously the commissioner's office and the State Board of Education, and your Committee come together and perhaps work through this thing together, so that maybe we'll all come out at the same time. I'm just cautioning about magic times, magic dates, and also having-- I wouldn't want to look at a situation saying that it's unaccomplishable -- \$70 million or so forth and say, "Well, we can't accomplish that so let's return it."

I mean why take it over? You put in the legislation now for a reason, and whether or not it can be accomplished now, we know that it's needed. I'm not going to harp on that. I don't want to preach in church, everybody knows that it's needed. How do we do it is another situation.

I think that, Senator Ewing, I compliment you in working toward that. I'm sure that under your leadership something is going to come out of this. But to return to the major, major reason that this district -- I'm not going to talk about Jersey City I don't know -- but the major reason was governance. Governance lead accountability had disappeared in this district. When you revert back, this is a crucial, crucial question of how this is handled.

Senator, we have sent you down, the Advisory Board, has submitted to you and your Committee opinions on some of the legislative changes that you intend to make, just opinions not position papers. We don't want to get into the position that we are taking this position. It is just opinions that can be discussed. What we are trying to do is encourage that. With respect to Arthur Andersen, and I'm sure that they look at the facts and say, "This is, if you don't do this and do that, then maybe you'll have to change." But there are things beyond that, deeper than that, that we have to consider.

That's what I have. I'm sorry, Senator, you wanted to--

SENATOR RICE: Through the Chair.

SENATOR EWING: You wanted to ask a question?

SENATOR RICE: No, you can go ahead.

SENATOR EWING: No, no, go ahead.

SENATOR RICE: I need to elaborate. First of all, I concur with you. I think the difference is -- I don't want to say this to make it sound racial -- but I think the difference is a matter of philosophies, culture, things of that nature. My point is, that those of us who are committed to seeing this system work and who are honest about it-- I know in cities like mine, particularly, those of us who are African-American minority, we have no problem calling it the way we see it. I think that governance is a big part of it. That involves human elements of it that have to be addressed, and you just get them out of the way.

By the same token, we do recognize the economic differences, but the economic differences come in once you get control of the dollars you have, if they are being properly managed. When I look at the whole academic system, I know we are in changing times, but there are some things that are fundamental. What takes place in the home when the youngster is born is the beginning of that process. What takes place in the school system continues that process, but what takes place after school is really, kind of, the end. There's all that stuff where we are getting ready to go-- Most of our cities, playgrounds -- I'm not just talking recreation now -- all those schools. I don't know about Paterson-- They should be open. We went through that battle because Saul Cooperman said he did not think that playgrounds and recreational after-school programs were a part of education. We disputed that. Ellis agreed with me that he thought Coop was wrong in that notion. That's why we build playgrounds for the schools, number one.

But we haven't come back to address those programs and properly fund them, so now, cities have to figure out how do they do things after school with kids that may help us with some of that dropout piece, as well as some of that pregnancy piece.

Then, I listen to Arthur Andersen, and it becomes very clear to me, and once again I'm a layman at this stuff--

MR. WALKER: So am I, Senator.

SENATOR RICE: --even though I'm not an unreasonable person when it comes to numbers, but I have enough sense to know that you can't plan any activities or analyze anything unless you start at a POB or a point of beginning. That beginning, to me, is not second or third grade. We have to take a look at everything that takes place in Paterson from the time that youngster, either through pre-school or kindergarten, whatever is taking place.

We also have to make sure -- and I know that Assemblyman Garcia has some concerns about it and rightfully so -- that every measurement we use in Paterson, since that is what we are talking about, is going to be completely distorted, unless we get a true reporting system in place to give us some things on this end that can be factored in. So the best scenario may look positively bad when the fact may be quite to the contrary and the opposite.

Also I just want to say that to me dropout-- You know, we were looking at what we can do today because crime is high in the State of New Jersey, a lot of dollars are being wasted. Yet, activists don't want anybody to do anything positive. So we're not looking long term. I'm not so sure I can save everybody on the street corner today, but I know that the youngsters going to enter the first grade tomorrow or kindergarten tomorrow can be saved.

If we don't take a serious look at dropouts and then stop painting this picture that we're going to do what we did

in 1945 -- we're going to put programs in to prevent dropout or there are things that you can drop out -- I'm telling you that we're going to contradict ourselves long term.

Mr. Chairman, I would like to see us, when we finish meeting with all these reporting people, to have a Committee meeting. If it means a marathon meeting, retreat, or whatever and kind of put our heads together as to how we see things and what should be changed. We can't say that we can't do a capital piece because there are a lot of capital pieces. When the ocean was dirty, we did a capital bond, and you and I sat on Appropriations for \$100 million. We did it like (finger snap) because it was necessary. If we could save the fish, we could save the kids.

SENATOR EWING: Ron, we are looking at that part of it.

SENATOR RICE: I understand that. I know you would, but I'm going to end up by saying that we have to do that. By the same token, we have to be honest in our school districts and say that we are not going to let the condition of these buildings stop us from increasing those scores. We're going to work simultaneously to get the funding for those--

SENATOR EWING: Oh, they are. They're really working hard.

SENATOR RICE: Yes, but I'm talking across the board now, because Paterson is something for us to measure. That's what's happening is some districts that want to be taken over. We're letting one thing impact on the other. We can't do that.

MR. WALKER: Yes, yes.

ASSEMBLYMAN GARCIA: The only thing I would like to say, Mr. Chairman, is that I think we should be careful of this school, this panel not to remove the facilities component from

the legislation to allow for the reversion back to the school districts. Because if the takeover districts don't find the capital, don't improve those schools, if we revert back to the local school districts, I don't think they're ever going to find the money to build those schools.

MR. WALKER: No.

SENATOR EWING: This has to be discussed and reviewed. It's one of the thoughts that are on the table.

ASSEMBLYMAN GARCIA: Yes. The other thing is -- I just thought of this -- maybe some of this money is on its way. We have the Abbott v. Burke decision that by 1997 or 1998, I mean it's still a little far away, but the those special needs districts are going to have to be at parity. That's about \$450 million conservatively. So maybe some of the money is going to be on its way.

SENATOR EWING: Well if we cut the other districts down, we won't have to give them so much.

ASSEMBLYMAN GARCIA: That is-- I always try to build everyone up, not knock other people down.

MR. WALKER: Thank you, Senator.

One last point I remembered. I'm sure that some other urban districts fit this pattern, but when we think in terms of minority, I rather we could all look at this in terms of diversity in nations. When Paterson has 52 nations represented, 26 languages, and the movement in and out as you see people -- 30 percent -- these types of problems in tracking and so forth, we're talking -- that's why I'm saying there are things underneath that are not even spoken about.

Just the fact -- and we often think it's just Spanish, you know -- in my office I have an individual who is Turkish, an individual who is Hispanic, an individual who is Indonesian, and another person from Holland. We were talking about the

reading and writing. They are very proficient in "English," but many things they can't -- capitalization and other things-- They couldn't take one of these tests and pass it, even though they have done well in their own country and so forth. There are just so many situations that go beyond that. You are talking to all-English, American students, who have gone along in their whole life with as many mind-sets and so forth to be talking about--

SENATOR RICE: That's the problem Senator Martin was having with Paradigm. He didn't fit into--

SENATOR MacINNES: My name is MacInnes. (laughter)

SENATOR EWING: Thank you for the job you are doing up there, Charlie.

MR. WALKER: Thank you.

SENATOR EWING: And also thank the other members of your Advisory Board because of the efforts that they put into it.

MR. WALKER: Thank you. Because when I leave, Senator, don't think that-- I do have to get down to Washington, because I do make a living.

SENATOR EWING: Thank you so much.

Dr. Contini would you like to say a few words?

DR. CONTINI: Thank you very much, Mr. Chairman.

I'd like to echo your comments and also thank the Advisory Board for their work and to indicate that Dr. Dipatri and I will be meeting with the Advisory Board at their meeting on November 16. The first time that we have done that since the commissioner has taken office.

Secondly, I'd like to remind the Committee that the Arthur Andersen report that's presented today, as well as the report they presented in June on Jersey City, will be part of the documentation that we will be using when we begin our

review that we shared with you at the last presentation by the commissioner. So, over the next three to four months, we'll be looking at two things. One, the current status of the State-operated districts with regard to the monitoring standards, which has not been done. Second, an external team made up of a chairperson external to the Department, as well as representatives from various organizations, colleges and universities will visit the school district and, in an effort, look at the underlying causes that lead to the State-operated status, look at the Corrective Action Plans, and certainly, the documentation contained in the Arthur Andersen report will be very valuable.

Those two reports will then be made available to the Committee, so that you will also understand where we're going and the direction we are taking.

The issue of facilities is certainly one that, you know, Commissioner Klagholz is very concerned about, really, looking at a comprehensive plan with regard to facilities as it impacts all the special needs districts.

We appreciate the opportunity to -- certainly the information, some of which was asked for today, be it test information, other information, we certainly will make it available to the Committee.

SENATOR EWING: Thank you very much.

Senator Martin, I mean-- (laughter)

SENATOR RICE: Mr. Chairman, I need to apologize to Senator MacInnes for calling him Martin all day, but, you know, it's my Morris County head that doesn't distinguish-- I have to apologize because he is a good democrat when he wants to be.

SENATOR MacINNES: I appreciate that, Senator Codey, and I-- (laughter)

SENATOR EWING: No. But to me, anyway, the parental involvement which is so lacking in so many of our districts and

also the mobility-- I sit on a board of a private, nonparochial school. Maybe out of 450 students, we have six or seven leave during the year. Maybe two of them are for discipline, and the rest are because the family had moved out of State for a job. It must just be almost impossible -- this huge mobility -- for these broad districts to try to get through to so many and also to try to-- Tragically the lack of parental interest and involvement--

Talking about the pregnant teenagers, Atlantic County in their special service district has a school -- a building which used to be a small municipal building where they are running classes. What they have with these pregnant, teenage girls that because of the regime, the diet, the nutrition they give them there, one thing after another, the babies that are born are much healthier and stand a much better chance of having fewer problems. Also the C-sections of the girls are much less because so many of these girls are so young they're not really formed properly.

Things of this nature that you're doing with that building over there, do you actually have anybody in it, yet?

DR. WILSON: Not yet but very soon, sir.

SENATOR RICE: Is there a way to prepare--

SENATOR EWING: Melanie wants to know if we're invited to the ribbon cutting?

DR. WILSON: Surely.

SENATOR EWING: We were up there looking at it with Dr. Wilson. This is what we have to do. There again, it's taking funds from the overall education part, but this is an important area. We have to do what we can to help out in those areas.

SENATOR RICE: Is there a way to compel -- maybe compel is the wrong word -- to kind of reasonably assure some

participation? Very quickly let me give you an example, I spoke at Project Meek, (phonetic spelling) which deals with a lot of different age groups but pregnant women. I was sitting in the principal's office before I was going to speak. The principal called a parent and said, "Look I just want you to know that your daughter gets to school, but she gets here late. You have to be here on time." The mother said, "Thanks for telling me, maybe I'll take her out of the school." That was the response. Rather than saying at least she gets there, let me see if I can get up early and get her there--

I mean, so, once you get a program, how do you get consistency, at least, for the participants who are in there without the parental intervention on a negative side? That's part of the problem that we keep saying, parents, but you know--

SENATOR EWING: We have to work on it.

Yes, doctor.

DR. WILSON: Mr. Chairman, and members of the Committee, I have a couple of more Advisory Board members, if I could just have them stand. Ms. Duncan has her baby with her and she's here. Ms. Bullock, a member of our Advisory Board is here. We have some of our parents if they would stand for us. We also have members of our staff with us if they would stand. This team has been together for some time, as you know, and they have done an outstanding job of trying to bring the district into compliance.

The one major area that we really do need the help on is an area of facilities. I have a school, of course you've seen it, in Richfield Park. When we first became a State-operated district, we found we had some overcrowding in several schools. We took about 350 students out and put them over in Fair Lawn for two years, and that district then had to use the facility. Then we moved those youngsters because the

parents and the staff wanted to stay together; we moved those students to Richfield Park. They have been there now for two years.

We have a number of substandard spaces. We've been working with the county superintendent, the staffs of the department and facilities, and our staffs. We have a massive printout of substandard facilities, substandard rooms. Until we get new buildings, we can't completely move out of some rooms and facilities that are substandard. So the space issue is one that we can't solve.

We can deliver materials better. We can provide for better in-service training of staff. We can do a lot of things to fix the management part, the business services, and curriculum improvements as we have done. We need some help legislatively on the facilities, that's one we do. We know you're interested in it. We've talked about it, but that's something dollarwise, if there's anyway we can get some support on that to relieve the overcrowding and to relieve the facilities-- We have a 107-year-old-building. The average age of our buildings now is about 69. So we really do have some major, major problems there.

SENATOR EWING: Laval, did the Department let you put a partition over there in Richfield Park, upstairs on that big room?

DR. WILSON: We haven't had a partition go in there yet. That's still in a talking stage.

SENATOR EWING: With who, the Department?

DR. WILSON: Well, we're still in the talking stage with the facilities people on that issue.

SENATOR EWING: Where, in the Department?

DR. WILSON: In facilities.

SENATOR RICE: Facilities in the State Department of Education?

SENATOR EWING: Will you look into that, Pete? It's the most asinine thing, really, in the world. Also another building -- that very old little sort of square, wooden building where there was a room they were using for, I think, the Child Study Team, and you couldn't use it because that other partition was outside--

DR. WILSON: Yes, yes.

SENATOR EWING: --well, we'll have to get somebody up there to go over it physically and see, because it just makes no sense whatsoever, Pete, to prohibit them from using this room that they had been using before. It's hurting their operation. This is one of your oldest buildings, I think.

SENATOR RICE: A quick question. In Richfield Park, those students are there for everything?

DR. WILSON: Yes, we bus them out there everyday.

SENATOR RICE: What grade level?

DR. WILSON: They're elementary, K-6.

SENATOR RICE: K-6. How are they doing academically compared to all these numbers? Has anyone looked at that?

DR. WILSON: I'd have to pull them out.

SENATOR RICE: How do they fit into these numbers?

DR. WILSON: I can send you a report. We have them by school. We have all of our records by school.

SENATOR RICE: It would be interesting to see how they are doing compared to their peers.

SENATOR EWING: Let's see what their attendance is like.

DR. WILSON: We bus them everyday.

SENATOR RICE: Through the Chair.

SENATOR EWING: I know, but how many of the kids bother to get on the bus and stuff like that. The parents make sure that they get on the bus, etc., etc.

DR. WILSON: We can give you a report on that.

SENATOR EWING: I certainly want to thank the members of the Advisory Board and the parents who came down today. We also appreciate what you are doing up there to improve the system because you certainly realize the importance of an education. That's why you're making the effort. We just have to try and spread that around to everybody in Paterson, Jersey City, or Newark.

DR. WILSON: Thank you. We have enjoyed collaborating with you and Arthur Andersen. We have tried to collaborate well with them. They have had a chance to thoroughly talk to our staff. We have a good team, and I want to indicate that any success we have had in Paterson is due to the diligence of our Advisory Board, Chairman, Vice-Chairman and the members who have served very well with us going through the in-service, retreats. The staff has worked tirelessly day and night and weekends to make progress. We think we are on the right track, and we want to continue with that progress.

Thank you very much.

SENATOR EWING: Thank you, Laval.

Thank you, Arthur Andersen.

MR. MARTIN: Thank you, Mr. Chairman.

(HEARING CONCLUDED)