

ANNUAL REPORT  
TO THE  
BOARD OF EDUCATION  
NUTLEY, NEW JERSEY  
FOR THE  
SCHOOL YEAR 1964/65

6048  
5850  
798

Robert D. Fleischer  
Superintendent of Schools

Everett Zabriskie  
Secretary-Business Administrator

## TABLE OF CONTENTS

<b>SUPERINTENDENT'S REPORT</b>	<b>Pages 1 - 26</b>
Enrollment Data	2 - 5
Class Size	6 - 7
Possible Expansion of Radcliffe School	7
Personnel	7 - 9
Study of Nutley's Financial Effort	9 - 11
Salaries & Staffing	11 - 15
Reading	16 - 17
Adoption of New Mathematics Textbook Series	17 - 19
Special Education	19 - 20
Curriculum	20 - 21
Status of Projects	21 - 22
Special Services	23 - 24
Recommendations	24 - 25
Concluding Statement	26

THE PUBLIC SCHOOLS  
Nutley, New Jersey

1.

August 15, 1965

Board of Education  
Nutley, New Jersey

Ladies and Gentlemen:

The 1964/65 annual report is a partial record of the achievements, activities, and progress of the seven schools and the 5300 students who are in attendance.

We have also pointed out problems and presented recommendations which may serve as guide lines in their resolution. Again we are pleased to note that the recommendations listed in last year's report provoked thoughtful consideration in your part. It is hoped that this document will serve in a similar fashion.

You will note throughout this report that aspirations and programs for the future are indicated.

The general state of health for the Nutley school system is good, but we cannot stand still. To do so is to retrogress and retrogression in the school system could be disastrous to our community as we know it.

We are appreciative of the support, encouragement and cooperation received from the Board of Education, the staff and the community.

You, as a Board of Education, have shown impressive dedication to the concept of universal public education and it has been a distinct pleasure to work with you in attempting to fulfill this great ideal.

Respectfully submitted,

  
Robert D. Fleischer

RDF:a

ENROLLMENT DATA

The policy of an annual enrollment projection has been continued. Annual revisions are necessary because variables do not remain constant. The metropolitan area is in the throes of a great population change and it is imperative that projections be made annually if we are to plan wisely.

Our most recent projection was made on September 14, 1964 and was based on the following variables:

- (1) a constant elementary enrollment
- (2) the 1965-66 through 1971-72 kindergarten enrollment is an average of the five year period, 1960-61 through 1964-65
- (3) there is a loss of 2.8 per cent from kindergarten to first grade, based on experience of the five year period, 1959-60 through 1963-64
- (4) a 3.3 per cent enrollment increase in the seventh grade, based on the previous five year experience
- (5) 90 students added to the ninth grade to provide for transfers from parochial schools
- (6) high school enrollments based on three per cent drop-out per year, per grade

TABLE I

3.

Projected Enrollment

	K	1	2	3	4	5	6	7	8	9	10	11	12
1971-72	378*	367	367	367	367	367	367	366	384	478	469	428	428
1970-71	378*	367	367	367	367	367	354	384	388	484	441	441	467
1969-70	378*	367	367	367	367	354	372	388	394	465	465	482	450
1968-69	378*	367	367	367	354	372	376	394	375	479	497	464	419
1967-68	378*	367	367	354	372	376	381	375	389	512	478	432	438
1966-67	378*	367	354	372	376	381	363	389	422	493	445	452	442
1965-66	378*	354	372	376	381	363	377	422	403	459**	466	456	421
1964-65	364	372	376	381	363	377	409	403	369	480	470	434	467
1963-64	393	371	390	351	371	402	396	358	370	503	468	472	423
1962-63	391	382	339	366	368	412	353	369	393	495	494	427	354
1961-62	396	376	341	376	379	366	356	389	393	571	442	352	347
1960-61	350	378	352	371	358	353	384	396	438	516	359	356	347
1959-60	403	360	378	351	342	366	364	453	406	406	423	380	324
1958-59	351	369	341	331	364	366	421	418	341	442	431	343	283
1957-58	372	344	330	366	371	426	420	336	363	466	371	283	249

\* 5 Year Average

\*\* Additional 90 from parochial  
Three percent drop-out

TABLE II

## Projections by School Organization

	<u>K-6*</u>	<u>7-8</u>	<u>9-12</u>	<u>Total</u>
1962-63	2611	762	1770	5143
1963-64	2674	728	1866	5268
1964-65	2642	772	1851	5265
1965-66	2601	825	1802	5228
1966-67	2591	811	1832	5234
1967-68	2595	764	1860	5219
1968-69	2581	769	1859	5209
1969-70	2572	782	1862	5216
1970-71	2567	772	1833	5172
1971-72	2580	750	1803	5133

\*Does not include special education

These projections continue to show a relatively stable school population. High school enrollment appears to have been "stabilized" around 1850 students. Franklin school enrollment will be increased significantly for the 1965-66 school year, but the enrollment at that school appears to "stabilize" at about 775 students.

#### Enrollment Trends by School

Table III attempts to show enrollment trends by school. You will note that there has been a steady upward trend at Yantacaw school since 1958-59. We are at or near capacity at both Yantacaw and Radcliffe schools. Additional classrooms could now be used at Radcliffe school and an increase in enrollment would "force" the issue.

The rise in High school enrollment (grades 9-12) has been slowed. 1964-65 enrollment declined slightly from the previous year; this marks the first decline in high school enrollment in more than a decade.

TABLE III  
ENROLLMENT TRENDS\*

<u>School</u>	<u>55-56</u>	<u>56-57</u>	<u>57-58</u>	<u>58-59</u>	<u>59-60</u>	<u>60-61</u>	<u>61-62</u>	<u>62-63</u>	<u>63-64</u>	<u>64-65</u>
Lincoln	650	656	646	661	664	646	685	672	708	703
Sp. Gdn.	589	603	591	570	592	569	557	541	543	533
Wash.	493	505	499	468	464	453	469	508	510	493
Yantacaw	525	514	516	488	489	515	524	553	564	598
Radcliffe	<u>348</u>	<u>392</u>	<u>399</u>	<u>382</u>	<u>379</u>	<u>386</u>	<u>382</u>	<u>363</u>	<u>377</u>	<u>370</u>
K-6	2605	2670	2651	2569	2588	2659	2617	2637	2702	2697
7 & 8	764	743	699	759	859	834	782	762	728	778
9-12	<u>1123</u>	<u>1212</u>	<u>1369</u>	<u>1499</u>	<u>1533</u>	<u>1578</u>	<u>1716</u>	<u>1770</u>	<u>1868</u>	<u>1857</u>
Total	<u>4492</u>	<u>4625</u>	<u>4719</u>	<u>4827</u>	<u>4980</u>	<u>5071</u>	<u>5115</u>	<u>5169</u>	<u>5298</u>	<u>5332</u>

\*As of September 30

CLASS SIZE

The average size of elementary classes was 25.1 on September 30, 1964. This is slightly less than the average class size in the previous year. There were no classes over 33 as compared to two a year ago. There were six classes over 30 as compared to 12 a year ago.

There has been a conscious effort to keep class size lower in the primary grades (25 or less) and under 30 at the intermediate grade levels. This is not always possible because of facilities or unanticipated enrollment changes.

The average class size in the High school decreased slightly in English and mathematics. There was a slight increase in the average class size in the special areas. Table IV shows a comparison for the past four years in this respect.

TABLE IV

## Nutley High School Class Size

<u>Subject Area</u>	<u>1961-62</u>	<u>1962-63</u>	<u>1963-64</u>	<u>1965-<del>65</del><sup>66</sup></u>
English	27	27	25	24
Social Science	30	29	25	25
Science	25	25	25	25
Mathematics	28	25	25	24
Foreign Languages	21	21	23	23
Business Education	22	23	24	24
Special Areas	18	18	19	20

Kindergarten Enrollments

The enrollment for 1965-66 should be greater than the previous year. On the basis of our experience we can expect 403 kindergarten pupils. This will compare with the kindergarten enrollments in four out of the last six years. It appears that the predicted 1965-66 kindergarten enrollment is realistic, while last year's actual enrollment was abnormally low. Table V is a summary of kindergarten enrollment data.

TABLE V

## Kindergarten Enrollments

<u>School</u>	1963-64		1964-65		1965-66		<u>Act</u>
	<u>Registered</u>	<u>Actual</u>	<u>Registered</u>	<u>Actual</u>	<u>Registered</u>	<u>Pred'd*</u>	
Yantacaw	73	76	68	85	68	78	78
Washington	77	81	61	68	72	78	80
Lincoln	84	93	74	93	93	109	9✓
Spring Garden	74	79	74	81	78	84	79
Radcliffe	<u>59</u>	<u>66</u>	<u>44</u>	<u>45</u>	<u>50</u>	<u>54</u>	<u>50</u>
Totals	366	395	321	372	361	403	379

\*On basis of previous experience

The impact of Federal legislation on education should not be minimized. Project Headstart (summer kindergarten for deprived four year olds) is not a new idea, but with federal funding taking place we can envision a regular kindergarten session for all four year olds.

POSSIBLE EXPANSION OF RADCLIFFE SCHOOL

The Board of Education must maintain a close relationship with the Planning Board so that long range planning can be effected. More important, the Planning Board should be aware of the impact of their decisions upon the schools in the community. It may be in order for a representative of the school system to have an ex-officio relationship with the Planning Board, as is presently done with the Library Board.

Maintenance of neighborhood school zoning may be difficult without careful planning. We are now at or above capacity enrollment at Yantacaw and Radcliffe schools. Although the other three elementary schools have room for slight increases in enrollment, data available and our experience indicates that we can expect these increases within the next few years.

Radcliffe is the only school where there is no centralized library or other specialized classrooms. Serious thought should be given to an addition to this school. A six or eight-room addition would give flexibility to planning and enhance the educational program at Radcliffe School. Previous annual reports of the Superintendent in 1962, in 1963, and in 1964 brought out the eventuality of the need for building expansion on this site. We are reaching the point where it is past the talking stage.

PERSONNEL

A number of changes in the administrative organizational structure, which were recommended last year, will take place for the 1965-66 school year.

- (1) Mr. Glyn Fowler has been appointed Assistant Superintendent of Schools in charge of Elementary Education.

This move, in essence, broadened his supervisory functions to include "line" authority over the elementary principals. He will continue to function as a staff person in the health, physical education, and safety system wide programs.

- (2) Mr. Louis Zwirek, one of the high school administrative assistants, was placed on an 11-month basis so that he can become actively involved in high school scheduling. This developed the fuller "coverage" in the high school which we had recommended.
- (3) Mr. Ralph D'Andrea was appointed principal of the Lincoln school, replacing Miss M. Agnes Kelly, who retired.
- (4) Miss Lillian Verduin, a teacher in the Spring Garden school, has been appointed as administrative assistant at the Lincoln school. She replaces Mr. D'Andrea in this position.

Mrs. Lucy Bather was named as director of the Saturday Reading Improvement program which was instituted during the 1964-65 school year. Mr. Harry Reddington's appointment as executive director of the Nutley Adult School and Mr. Max Kletter's appointment as director of the Nutley Summer School were approved by the Nutley Board of Education. Mr. Reddington replaced Mr. Glyn Fowler, who resigned from this post, and Mr. Kletter replaced Mr. Louis Zwirek who is now employed at the high school during the summer.

Mr. Gilligan, principal of the Franklin school, reported that Mr. William Shergalis, who served his first year in an administrative capacity, did exceptionally well. Morale continues to be high among the professional staff. Community support for quality schools is evident and this enhances staff morale.

The following retired on June 30, 1965:

<u>Name</u>	<u>School</u>	<u>Years of Service in Nutley</u>
Miss M. Agnes Kelly	Lincoln	38
Mrs. Lillian Reopell	Music	35

Twenty-four (24) teachers were offered their tenure contracts:

#### High School

Miss Antoinette Battista  
 Mrs. Elizabeth Chalk  
 Mr. G. Ronald Everett  
 Miss Mary Kelly

High School (continued)

Mrs. Patricia Kuzmin  
 Mrs. Michelina MacGregor  
 Miss Paula Primamore  
 Mr. John Ryan  
 Mrs. Marion Sheidy  
 Miss Rose Marie Skelly  
 Mrs. Ann McMillan (as of January 21, 1966)  
 Mr. Hugo Carbone (as of February 1, 1966)  
 Mrs. Rita Megibow (as of February 1, 1966)  
 Mrs. Loretta Taylor (as of March 1, 1966)

Franklin School

Mr. Robert Ash  
 Mrs. Joan Taub  
 Mrs. Lois Murray  
 Miss Patricia Walsh  
 Mrs. Patricia Arant (as of December 17, 1965)

Elementary

Mrs. Beverly Laufer  
 Mr. Robert Loffredo  
 Mrs. Paula Epstein  
 Mrs. Zelda Walch  
 Miss Katherine Zeller

More than a third (89) of the Nutley professional staff have a master's degree or higher. This compares favorably with both state and national statistics. Last summer, 38 teachers (14.2 per cent) attended school for further education. During the course of the 1964-65 school year, 64 of our teachers, composing 23.9 per cent of the staff, attended late afternoon, evening and/or Saturday sessions.

STUDY OF NUTLEY'S FINANCIAL EFFORT\*

For the past two years studies were made relative to Nutley's financial ability to support schools as measured by equalized assessed valuations. These studies were done as a result of a specific recommendation made by the Middle States Evaluation report in 1962. In January, 1965, a third continuing study was made and highlights from the study are included for this report.

The 1964 edition of the NJEA publication of Basic Statistical Data of New Jersey School Districts includes information which lends itself to a study of Nutley's financial capacity and effort as compared to the financial capacity and effort of other school districts.

\*copies of the full study are available upon request

Included in this comparative study are the indices used for the past two years by the NJEA. These measures take into consideration the relative number of guidance, special services and supervisory personnel used in the modern school system.

### Findings

1. Nutley's 1964 school tax rate was \$1.14. This is the lowest tax rate in Essex County. (Districts with high schools only.) The state median full value school tax rate was \$1.70. Nutley residents paid significantly lower school tax than the typical New Jersey property owner.
2. The 1962-63 equalized valuation per pupil in Nutley was \$35,615. This was slightly below the Essex County median of \$35,800 and more than \$6,000 higher than the state median.
3. The 1962-63 Nutley teacher salaries cost per pupil was \$292.12. Only two school districts in Essex County (Livingston and Newark) had lower costs in this category.
4. Nutley had the lowest 1962-63 total expenditure per weighted pupil in Essex County. The cost per pupil of \$446.30 was also less than the state median of \$474.76.
5. Nutley had 45.4 professional staff members per 1000 pupils in 1962-63. Two school districts (Livingston and Newark) had fewer professionals per 1000 pupils (43.9 and 43.4 respectively). The state median of 45.7 was slightly above Nutley's 45.4.

### Implications of the Study

1. Nutley is not making the financial effort to provide for its schools which most Essex County and New Jersey school districts are presently making.
2. Nutley's ability to pay as based on equalized valuation back of each pupil is about the same as the typical Essex County school district and better than the typical New Jersey school district. However, Nutley has the lowest school tax rate in Essex County.
3. Nutley's total expenditure per pupil is lower than the Essex County or state medians.
4. Nutley's teacher salary cost per pupil is less than that of any other Essex County school district with the exception of Livingston and Newark.

5. Nutley has fewer staff members per 1000 pupils than any other Essex County school district, with the exception of Newark and Livingston, and is below the state median in this respect.

### Conclusions

The typical New Jersey resident has less ability to support his schools, and pays more than the Nutley resident.

Nutley can make a greater financial effort! Whether Nutley should make a greater financial effort can be answered only by the wishes, desires and demands of its citizens.

There is ample evidence that Nutley school administrators have been prudent and efficient. Nutley has received good value for its educational expenditure.

TABLE VI

### ESSEX COUNTY SCHOOL DISTRICTS WITH HIGH SCHOOLS

	School Full Value Tax Rate <u>1964</u>	Eq. Value Per Pupil <u>1962-63</u>	Exp. per Weighted Pupil <u>1962-63*</u>	Staff per Weighted 1000 pupils <u>1962-63</u>
County Wide				
High	\$2.57	65,500	778.00	56.2
Median	1.70	35,800	568.00	48.8
Low	1.14	24,500	446.00	43.4
Nutley	1.14	35,600	446.00	45.4
State Median	1.69	29,500	475.00	45.7

\*Nearest dollar

### SALARIES & STAFFING

The actual salary ranges of the various school districts in Essex County reflect the fierce competition for teachers. Table VII shows that Nutley is above or at the median for maximum salaries and our beginning salaries are now competitive. Nutley is in a relatively good competitive position in beginning and ending salaries. You will note that in Table VII Nutley's deviation from the median is slight in each of these categories, the largest being \$100 for the six-year level, but this is relatively unimportant because few beginning teachers are at this level of training.

The middle part of our salary guide, however, is not competitive. Table VIII shows Nutley's difference from the median salary ranges. At no level of the salary guide is Nutley above the median salary.

TABLE VII

MINIMUM & MAXIMUM SALARIES  
ESSEX COUNTY<sup>1</sup>

	<u>B. A.</u>	<u>M. A.</u>	<u>Six Yr.</u>
High	5500	5900	6400
Median	5300	5600	6000
Low	5000	5200	5400
Nutley	5300	5600	5900

<sup>1</sup>K-12 school districts, excluding Newark

TABLE VIII

NUTLEY SALARY GUIDE AS COMPARED TO  
ESSEX COUNTY MEDIANS<sup>1</sup>

<u>Step</u>	<u>B. A. Level</u>			<u>M. A. Level</u>			<u>Six-yr. Level</u>		
	<u>Nutley</u>	<u>Essex Co. Median</u>	<u>Diff.</u>	<u>Nutley</u>	<u>Essex Co. Median</u>	<u>Diff.</u>	<u>Nutley</u>	<u>Essex Co. Median</u>	<u>Diff.</u>
1	5300	5300	0	5600	5600	0	5900	6000	-100
2	5500	5550	-50	5800	5850	-50	6100	6200	-100
3	5700	5800	-100	6000	6100	-100	6300	6400	-100
4	5900	6050	-150	6200	6400	-200	6500	6700	-200
8	6800	7050	-250	7100	7350	-250	7400	7750	-350
10	7200	7550	-350	7500	7900	-400	7800	8250	-450
15	8200	8650	-400	8600	9175	-575	8900	9550	-650
16	8400	8900	-500	8800	9375	-575	9100	9900	-800

<sup>1</sup>Selected steps  
k-12 school districts, excluding Newark

The salary schedule has been the basic operational machinery in the administration of salary determinants for a number of years. Each year the Board of Education has been faced with the problem of making "adjustments" so that the schedule or guide would be competitive. For the past two years an attempt was made to "reward" training and experience. In previous years, the relatively low beginning salaries forced a frantic effort "to catch up."

In the highly competitive area in which we find ourselves, the salary guide is most sensitive to many pressures with the result being that our guide has become a quilted patchwork. The quilted patchwork, in turn, becomes prey to additional pressures for "adjustment" and another patch is added to the quilt.

There has been consistency in all of this in that there has been an advance in teachers' salaries at an almost constant rate of 5.5% since 1948.<sup>1</sup>

In Nutley, this growth is reflected in the ADE per pupil cost increase averaging 5.4% per year. The corresponding increase in the amount of taxable wealth back of each child of 3.9% per year in Nutley has resulted in a relatively stable school tax rate. Table IX shows this growth clearly.

Severe competition for the college graduates will continue to bring about advancement of beginning salaries, with the corresponding pressures for "adjustments" in a salary guide.

Serious consideration should be given to the establishment of an index principle guide so that any future trend will be reflected throughout the salary guide. This type of salary guide would insure that the below listed principles of salary scheduling would prevail and the Board of Education would be able to preserve the existing level of quality in its educational program.

### Principles of Salary Scheduling<sup>2</sup>

- 1) Minimum salaries should be high enough to attract well-educated, promising young people to the teaching profession
- 2) Maximum salaries should be high enough to retain highly competent and professionally ambitious men and women in classroom teaching
- 3) Equity of treatment of classroom teachers of like qualifications and experience is essential

---

<sup>1</sup>Benson, Charles S., The Economics of Public Education, Boston: Houghton Mifflin Co. (1961), p. 396

<sup>2</sup>Cited in Encyclopedia of Educational Research, New York MacMillan Co. (1960), p. 1180

TABLE IXAnnual Increases in Equalized Valuation  
Per Pupil and ADE Per Pupil Cost in Nutley1954 to 1963<sup>1</sup>

<u>Year</u>	<u>Equalized Valuation Per Pupil</u>	<u>Per Cent Increase</u>	<u>ADE Per Pupil Cost</u>	<u>Per Cent Increase</u>
1954-55	\$25,984	---	\$306	---
1955-56	26,071	0.3	339	10.8
1956-57	27,877	6.9	357	5.3
1957-58	29,156	4.6	389	9.1
1958-59	29,796	2.2	391	0.5
1959-60	31,824	6.8	397	1.5
1960-61	34,427	8.2	425	7.1
1961-62	33,720	-2.1	442	4.0
1962-63	<u>36,615</u>	<u>5.6</u>	<u>456</u>	<u>3.2</u>
Total Incr.	\$10,631.	35.1	\$150	49.0
Ave. Yearly Increase	\$ 1,329	3.9%	\$ 19	5.4

<sup>1</sup>Data compiled in the Annual Reports of the Commissioner of Education,  
1954-55 through 1962-63

- 4) Annual increments should provide an orderly progress to the maximum salary
- 4) The salary schedule should offer professional stimulation through incentives in recognition of professional qualifications
- 6) Salary schedules should be adjusted periodically, with due consideration for trends in earnings in other professions and for changes in cost of living
- 7) Salaries of professional school personnel other than classroom teachers should be scheduled in accordance with the principles that apply to classroom teachers, with suitable recognition of responsibilities and preparation for leadership
- 8) There should be professional participation by classroom teachers in the development and administration of salary policies.

#### Administrative Salaries

New Jersey administrative and supervisory salaries increased 3.6 per cent for 1964-65. This is the first time in the last few years that the increase was less than four per cent.

A shift toward ratios for administrative positions was again noted this year. Ratio guides for one or more positions are used in 128 New Jersey districts. This is an increase of ten per cent over the number reported a year ago.<sup>2</sup>

The use of ratios for administrators ties to an index-ratio teachers guide and would stabilize any future adjustment and insure the continuance of sound salary administration and financing.

Nutley Board of Education policy recognizes the need for competitive salary guides. Its policy states:

"After appropriate investigation and deliberation, the Board shall adopt guides for the setting of staff salaries. These guides shall be designed so as to place the Board in a position to compete with comparable suburban communities for both beginning and experienced professional and non-professional personnel."<sup>3</sup>

There is no reason why the stated policy could not be implemented. Nutley has the financial ability to be competitive and it is educationally imperative that this be done. The adverse effect on morale, loss of key teachers, increasing difficulty to recruit experienced personnel for key positions are not pleasant alternatives.

---

<sup>1</sup>NJEA Research Bulletin 64-5, "School Administrators' & Supervisors' Salaries in New Jersey, 1964-65." Trenton, NJEA Research Division, Sept. 1964, p. 4

<sup>2</sup>ibid., p. 5

<sup>3</sup>Nutley Board of Education Policy #4141, adopted September 27, 1961

## READING

Tables X and XI summarize the results of reading "growth" during the 1964-65 school year. The median gain in reading for the system was 1.4 years. "Normal" growth would be .9 year. The typical Nutley school child, in other words, gained five (5) months more in one year in reading than the typical school child in the United States. Nearly seventy (70) per cent of the Nutley children showed a net gain of more than one year.

TABLE X

1964/65			
<u>Median Growth in Reading by Grade</u>			
<u>Grade</u>	<u>Number of Classes</u>	<u>Range of Net Growth</u>	<u>Median Net Growth</u>
Fourth	14	.8 to 1.9	1.3
Fifth	13	.7 to 1.5	1.2
Sixth	<u>15</u>	<u>1.2 to 2.7</u>	<u>1.7</u>
Total	42	.7 to 2.7	1.4

TABLE XI

Frequency Distribution Net Reading Growth			
<u>Net Growth</u>	<u>Number</u>	<u>Per Cent</u>	<u>Accumulated Per Cent</u>
Two or more years	227	23.7	23.7
1.9	39	4.1	27.8
1.8	39	4.1	31.9
1.7	33	3.4	35.3
1.6	36	3.8	39.1
1.5	43	4.5	43.6
1.4	47	4.9	48.5
1.3	53	5.5	54.0
1.2	51	5.3	59.3
1.1	49	5.1	69.4
One or less years	<u>341</u>	<u>35.6</u>	<u>100.0</u>
Totals	958	100.0	

The Saturday Reading Improvement Clinic, under the direction of Mrs. Lucy Bather, completed its first year of operation. There were two ten-week semesters and the overall median growth for ten weeks exceeded a half-year in reading. We are enthusiastic about this program and look forward to

continued success and expansion of the program. Table XII shows the growth for the students who participated in the program.

TABLE XII

	Reading Growth in 1964/65 <u>Saturday Reading Program</u>	
	<u>1st Semester</u>	<u>2nd Semester</u>
One or more year	15	21
.9	2	5
.8	5	3
.7	1	6
.6	8	1
.5	10	6
.4	4	2
.3	2	2
.2	8	3
.1	2	3
.0	5	8
Retrogression	<u>1</u>	<u>5</u>
Total	63	65
Median Growth	.5	.7

### ADOPTION OF NEW MATHEMATICS TEXTBOOK SERIES

#### Background

During the 1962-63 school year a committee made up of Mr. Thomas O'Rourke, Mr. Max Kletter, and Miss Virginia McCorristin conducted an investigation into the mathematics program, K through 12. Their report served as a basis for a procedure to follow if Nutley were to alter its mathematics program.

Mr. O'Rourke was assigned as chairman of a committee made up of elementary teachers in October 1963 to study:

- a) The advisability of change from the present arithmetic series, and in the event of change, to make recommendations.
- b) Plans for an in-service program to be conducted during the 1964-65 school year.

The committee was set up in the following manner. Each of the elementary schools sent a representative from each grade, making a committee of 30

teachers. Six subcommittees were formed, one for each grade, and criteria were established to evaluate the several series of textbooks.

Leading publishers were contacted and requested to submit copies of their arithmetic series. The committee limited its study to series published after 1960. The publishers who submitted arithmetic series were:

Addison Wesley  
 American Book  
 Arcadia Press  
 Ginn  
 Harcourt Brace & World  
 Holt Rinehart-Winston  
 Laidlaw  
 McCormack Mathers  
 Scott Foresman  
 Silver Burdett  
 Webster

An extension was requested and granted to the committee when it was learned that the American Book series would be off the press about June 1, 1964 and Addison Wesley about September 1, 1964.

The committee eliminated all series except Harcourt Brace and World, Silver Burdett, and Laidlaw, and made an intensive study of these three series.

Mr. Dalla Valle of the Bloomfield School System, lecturer on methods of teaching arithmetic at Seton Hall University, spoke to the committee on "new" math. He stressed what to look for in an arithmetic series.

Grade chairmen attended three workshops on modern math held in Clifton High School on February 3, 1964, February 24, 1964 and March 23, 1964.

Representatives from each of the above listed three publishers spoke to the committee on different days. Released time was provided so that meetings could start at 2:30 p.m. These meetings were held in the Radcliffe school.

Subsequently, on October 19, 1964, the committee recommended the Laidlaw series. They recorded that their recommendation was unanimous.

A summary of the reports submitted by the grade chairmen stipulated their reasons for selecting the Laidlaw series.

- 1) the character of the material and the vocabulary are pertinent to the grade level
- 2) provision is made for individual differences--challenges for the more able pupils and additional practice for those who need it

- 3) provision is made for problem solving, for drill, for supplementary work, and for evaluation
- 4) the articulation between grades is good
- 5) provision for pupil discovery is good
- 6) the organization of subject matter is good
- 7) correlation with other subjects is provided
- 8) the transition from traditional mathematics is good
- 9) typography and format are excellent.

Other factors cited included:

- 1) oral questions are provided to help the pupil gain full meaning of the math concept
- 2) in many lessons pupils are encouraged to see more than one way to solve a problem
- 3) provision is made for applying learned math concepts to new situations
- 4) "Words to know" provides a list of the most important math vocabulary introduced in each chapter
- 5) each lesson covers only one chapter
- 6) diagnostic tests are included in each text
- 7) the Teacher 's Edition is well organized.

On the basis of the recommendations of the arithmetic committee, the Board of Education, on February 15, 1965, adopted the Laidlaw Series for the Nutley Public Schools, effective for the 1965-66 school year. The series will be introduced in grades 1-4 as of September 1965; grade 5 in September 1966; grade 6 in September 1967; grade 7 in September 1968; and grade 8 in September 1969.

Supplemental materials which embody the language of the "new" math will be utilized in grades 5-12 so that Nutley students will be conversant with the language content now beginning to appear in standardized achievement tests and the college boards. This is presently being done in the high school and the Franklin school. The high school mathematics department serves as a resource center for the development of such materials and makes available a bibliography of the current literature and/or research.

An intensive in-service training program was held during the spring of 1965 and will be continued.

### SPECIAL EDUCATION

It is increasingly apparent that Nutley alone cannot take care of its relatively few special education cases. The other Essex County school districts are in the same dilemma. The existing programs are good as far as they go, but they are inhibited because of limitations placed on them because of size. The staff and program are "thinned out" to such an extent that we are, more often than not, doing an ineffective job.

Suburban school districts must meet their special education responsibilities. Newark can no longer be expected to "carry" us and we cannot do it alone. Cooperative action is necessary. Consolidation of staffs, facilities, and programs among suburban communities appears to be in order if we are truly to meet our responsibilities in this area.

Your Superintendent of Schools is making serious study of this problem. We envision a combination educational and training center complex serving the various North Essex suburban school districts which can be a research, training, and education model for the United States. The sophistication of our present approach to this problem gives this area a big headstart in this direction. Such a complex could serve as a "training ground" for physical therapists, speech therapists, physical education teachers, nurses, doctors, psychologists, social workers and school administrators. Centralization of special services for the retarded, physically handicapped, and emotionally disturbed children would result in better and more efficient services.

Nutley has a long and illustrious history in regard to its contribution to special education. We "pioneered" the establishment of classes for trainable children in New Jersey. It is now time for a new "pioneering" effort in this field!

#### CURRICULUM

A number of curriculum revisions, innovations and developments have been and are taking place in the Nutley school system. We have listed below the curricular developments.

1. A new mathematics series has been adopted, effective September, 1965.
2. The foreign language offerings at the Franklin school were broadened. There were a total of two classes in French and Spanish in 1963-64; in 1964-65 there were five; next year there will be six. In addition there will be one section of German next year.

The follow-up study of those students who took Spanish I and French I in the Franklin school last year indicates that their placement at the second year level in the high school was warranted. We kept them together this year to help insure satisfactory growth in the subject area.

The results justify our expanding the program in the Franklin school. On the basis of this follow-up, we do not intend to keep the students together in the high school. They have proved that they can compete effectively with other Spanish II and French II students.

3. A committee has been working on the possibility of an adoption of a new spelling series. The series presently in use was adopted in 1954.
4. Developmental reading will be included in the high school 12th grade English course of study next year. This portion of the course will be taught by a reading specialist.

5. Perceptual motor training in elementary physical education is now given as supplemental instruction when needed.

6. The Saturday Reading Clinic started this year met with dramatic success. We look forward to expansion of this type of program.

7. The seminars sponsored by Hoffmann-La Roche and I. T. T. and the Nutley high school were received enthusiastically by Nutley high school students. It is planned to continue and expand this very worthwhile program. The cooperation and enthusiasm shown on the part of these great industrial concerns is typical of the kind of response we had with all the businesses and industries in the community when the work-study program was broached to them.

8. Sorters will be installed in the high school business education department as a second-step of our planned program to up-date our offerings in the data processing field. Instruction in the use of key punch machines was given during the 1964-65 school year.

9. A work-experience program developed by the high school staff will be offered next year.

10. Teaching nurses have been employed for the elementary schools. They serve as nurses, classroom teachers, and resource personnel for the elementary schools.

#### STATUS OF PROJECTS

A number of new developments have been and are taking place in the Nutley school system. The chart shown on the following page attempts to summarize the developmental stage of the various projects.

STATUS OF PROJECTS

<u>Project</u>	<u>Planning</u>		<u>Developmental State</u>				<u>Spreading</u>	
	<u>Beg.</u>	<u>Adv.</u>	<u>Beg.</u>	<u>Adv.</u>	<u>Beg.</u>	<u>Adv.</u>	<u>Beg.</u>	<u>Adv.</u>
Elementary Math Study			X					
Saturday Seminars								X
Reading Clinic					X			
Change in Summer School					X			
Kdgn. Curr. Study			X					
8th Grade For. Lang.							X	
Data Processing						X		
Elem. Reading Grouping Plan								X
Programed Learning						X		
Arts & Crafts (Frkl'n)						X		
Typing (Franklin)						X		
Teacher Visitation							X	
Trainable Kdgn.					X			
Child Study Team							X	
Dev. Phys. Ed. Elem							X	
New Spelling Series		X						
Expansion of Health Services						X		
Team Teaching Phys. Ed., High Schl.							X	
Specialized Program for Non-Academic							X	
Work Experience Program			X					
Elem. Perceptual Motor Training			X					
Developmental Reading at the High School			X					

## SPECIAL SERVICES

The title Special Services in Nutley is all-encompassing. In addition to those special education programs that provide for the handicapped, it includes physical education, music, art, library sciences, remedial reading, speech therapy, guidance psychological services, social case work, the child study team and all health and medical services.

Nutley has long recognized the important role that these areas of instruction play in the overall development of the child. We have gained the reputation for excellence but we are also aware that we cannot mark time. The following changes have taken place in these areas over the past several years.

### Physical Education

- 1) Developmental physical education has been added at the elementary level
- 2) Team teaching has been introduced at the secondary level
- 3) A teacher has been added at the 7th and 8th grade levels
- 4) Perceptual motor training is included at the elementary level

### Music

- 1) Student participation in instrumental music has increased
- 2) Nutley's marching band is now one of the largest in the state

### Art

- 1) Arts and crafts have been added at the 7th and 8th grade levels
- 2) New equipment at the high school has allowed for broader offerings at this level

### Library Sciences

Additional monies have been budgeted so that we can increase the number of books in each library

### Reading

- 1) Reading specialists now play an important part in the total reading program
- 2) The Saturday reading program has been successfully started

### Speech

The schedule has been rearranged so that the specialist meets with those students having the greatest need for speech therapy

### Guidance

A full-time guidance counselor has been added at the Franklin school

### Psychological Services

A psychiatric consultant has been added to the child study team

### Social Case Work Service

A full time social worker-attendance officer has been added to the child study team

### Child Study Team

The child study team, which includes the classroom teacher, principal, social worker, psychologist, and medical staff meets regularly

### Health and Medical Services

- 1) Teacher-Nurses have been added at the elementary level
- 2) Additional health teaching time has been added at the 7th and 8th grade levels
- 3) A new medical program involving the family physician has been inaugurated. This new program allows for better utilization of school physicians' time and close cooperation with the family physician

### RECOMMENDATIONS TO GUIDE FUTURE ACTION

1. The school census should be up-dated annually so that we can ascertain population trends. All schools are at or near capacity. Slight changes in population trends may force rezoning. Expansion of the Radcliffe school would give us flexibility in meeting any upward trend. At the same time, we could enhance the educational program at Radcliffe. This school now lacks special service rooms and is at capacity.
2. An annual study should be made of Nutley's financial ability to support its schools as measured by equalized assessed valuations. It is imperative that Nutley, in the heart of a changing metropolitan area, maintain quality schools.
3. The Nutley salary guide should be competitive with the other Essex County school districts. Recent data on the 1965-66 salaries shows that Nutley is competitive in regard to minimum and maximum salaries. We lag significantly in regard to the middle steps and serious consideration should be given to correcting this situation.
4. In order to attract and hold teachers a salary guide must be realistically sensitive to a competitive market. The establishment of an index principle salary guide would serve this function.

5. Great care should be given to our staffing policy so that we can continue to be a quality school district which provides adequate professional services, services which will insure effective classroom instruction of classes of various sizes and which will support the work of the classroom teacher with services rendered by specialists in remedial work, counselors, librarians, supervisors, and principals. Nutley should not permit its staffing to fall below recognized minimum standards of 20 students per professional staff member. (50 staff members per 1000 students.)
6. We should take steps to evaluate and develop plans for more extensive facilities for special education. This will necessitate cooperation with other suburban Essex County school districts. Foundation and/or federal money may be available for such projects.
7. The new teaching approaches in biology and physics should be explored thoroughly by the high school science department for possible adoption.
8. There should be continued study and evaluation of data processing instruction in the business education department. We should plan for the rental of a tabulator as the logical next step in this development.
9. We should continue the policy of encouraging teacher visitation of other schools. A visitation of Nutley elementary teachers to our secondary schools and vice-versa would be a broadening experience for all.
10. A study should be made as to the adding of Italian to the foreign language offerings in the high school.
11. Clerical help should be given to the elementary librarians. Librarians are highly specialized professional personnel who render important educational services. Their valuable time should not be used for clerical tasks.
12. The experimental programmed learning class in mathematics completed its final year. On the basis of our experience with the experimental class, the slow learning groups, and the summer school, it is recommended:
  - a) that programmed learning materials in their present form NOT be adopted as basic texts
  - b) that programmed learning materials continue to be used in the Nutley summer school
  - c) that programmed learning materials continue to be used as supplementary texts
  - d) that a class be set aside each year to serve as a programmed learning center for all levels of mathematics in which students who have specific learning problems, who have extended periods of illness, who have transferred from other school districts, and who might profit from such an experience, might be placed.
13. The Board of Education must maintain a close relationship with the Planning Board so that long range facility planning can be effected. It may be in order for a representative of the school system to serve on an ex-officio basis.

## CONCLUDING STATEMENT

Educationally, the 1964-65 school year was a good one. Decisions were made which assured the continuation of a quality educational program in Nutley.

The Nutley community is still at the crossroads we spoke of in last year's annual report--great changes are taking place in the metropolitan area. A quality school system insures that any change which takes place will result in an even stronger and better community.

As we look forward to the future we see two major problems which can and should be resolved. They are:

- a) to insure that immediate and long range needs for physical facilities are met, and
- b) to have a salary structure that will attract and hold young, energetic, proven professional career-minded people. This community should be assured a quality staff

We must always keep in mind that the educational system is not an end in itself, but the means or the process for the development of the children of the community. We will be judged, in time, by the kind of person who graduates from our schools. Those of you who attended the 1965 graduation, we are sure, were impressed by the purposeful insight shown by the speakers who represented their class and our school system.

It has been both pleasurable and challenging to serve this community. The Board of Education should be commended for its zealous dedication and commitment to quality education.