

ANNUAL REPORT
TO THE
BOARD OF EDUCATION
NUTLEY, NEW JERSEY
FOR THE
SCHOOL YEAR 1966/67

Robert D. Fleischer
Superintendent of Schools

August 30, 1967

Board of Education
Nutley, New Jersey

Ladies and Gentlemen:

The 1966/67 annual report is a partial record of the achievements, activities, and progress of the seven schools and the 5500 students who are in attendance.

We have also attempted to point out problems and presented recommendations which may serve as guidelines in their solution. Once again we are pleased to note that the recommendations listed in last year's report provoked thoughtful consideration. It is hoped that this document will serve in a similar fashion.

Nutley is situated in a sea of metropolitan change. The great domestic issues will have to be faced and resolved by the residents of this area. It is an awesome and exciting challenge. The Nutley school system, with its commitment to quality education, stands in the front-lines.

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

You, as a board of Education, have shown impressive dedication to the concept of universal public education and great sensitivity to the problems of the community. It has been a distinct pleasure to work with you in attempting to meet the educational needs of the Nutley boys and girls.

Respectfully submitted,

Robert D. Fleischer

RDF:a

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THE IMPACT OF URBAN CRISIS ON A SUBURBAN SCHOOL SYSTEM

The suburban school system is affected in many ways by the problems of urban society. Throughout this report a number of curricular developments, financial changes, pupil movements, and the like are noted. They are effects of the urban "crisis" on our school system. We cannot separate Nutley from the problems of Newark.* What is happening and will happen in the cities has a forceful impact on our school system.

We must relate to urban problems because they are our problems. We must be willing to adapt so that we may be flexible in our approach to meet the educational needs of the boys and girls in rapidly changing situations.

Some immediate effects of the urban "crisis" have been

- 1) Nearly 1000 pupils have transferred into the Nutley school system since July 1, 1965, while fewer than 700 have transferred from the school system.
- 2) The parochial school transfer variable in our projections has altered upward.
- 3) For next year (1967/68) the high school enrollment surpassed our projection of less than a year ago by about 50 pupils. The unanticipated increase is not spread throughout the school system, but is almost entirely in the ninth grade. This intensifies the problem, because over a four year period the projection will be off by 200 pupils in the high school.
- 4) We have had to expand our existing special education programs and provide for programs formerly serviced by the large city school systems. Suburban school districts are developing cooperative relationships and will have to continue to do so if they are to provide such services adequately.
- 5) The Saturday Extension Program, programs for the retarded, remedial reading, psychological services, health and medical services, programs for the under-achiever, and guidance programs have had to be expanded and/or created in the past few years.

*Newark is pin-pointed in this discussion only because the Newark situation relates to Nutley. In no way is the problem unique to Newark. This is a national problem of great urgency. The suburbs of Detroit, Pittsburgh, or Camden face the same problem as the suburb of Newark.

6) Additions to our physical plant have been and will continue to be made because of the increasing pupil population.

7) Enrollment projections, particularly at the high school, are most sensitive to changes in the variables used for the projection. A riot or a scandal in the city may alter a variable and the projection is no longer valid. We are finding annual projections obsolete before we have an opportunity to make a new one. No longer can we use a stable elementary enrollment as the sole base for secondary projections.

8) Nutley's financial position relative to its ability to support schools as measured by the amount of taxable land back of each pupil has improved considerably. Land value in Nutley has increased because of the "attractiveness" of the suburb in the metropolitan area.

9) Ten years ago (1956/57) Newark spent \$66 more per pupil than Nutley. In 1965/66 Nutley was spending as much as Newark per pupil. During the same time the ability of Nutley to support education as compared to Newark's ability rapidly increased. Newark's equalized valuation per pupil in resident average daily enrollment has remained relatively constant in the past ten years as Nutley's equalized valuation per pupil increased from about \$28,000 to nearly \$42,000, or 49 per cent. In 1965/66, Nutley's equalized valuation per pupil was nearly double that of Newark. Most of this "advantage" has taken place in the past five years and seems to be accentuating.

If Nutley provided the same local effort as Newark to support education, we would be spending 50 per cent more than we are now doing. There is no need for us to provide this kind of effort to attain quality. At the same time Newark is educationally sick with obsolescent facilities, large class sizes, and a pupil population that needs extensive educational services. Any logical and rational approach to this problem would clearly indicate that Newark should be spending considerably more per pupil than its neighboring suburbs, and yet Newark does not have the financial capability to do so.

<u>Equalized Valuation Per Pupil in Resident A. D. E.</u>				<u>Cost Per Pupil</u>		
<u>Year</u>	<u>Nutley</u>	<u>Newark</u>	<u>Diff.</u>	<u>Nutley</u>	<u>Newark</u>	<u>Diff.</u>
56/57	27,877	22,187	5,690	389	455	-66
57/58	29,156	21,846	7,310	357	424	-67
58/59	29,796	22,024	7,772	392	464	-72
59/60	31,824	22,084	9,740	397	428	-31
60/61	34,427	22,439	11,988	426	423	+ 3
61/62	33,720	22,471	11,249	442	438	+ 4
62/63	35,615	24,498	11,117	457	452	+ 5
63/64	37,658	24,246	13,412	480	486	- 6
64/65	38,141	21,548	16,593	495	502	- 7
65/66	41,714	21,986	19,728	521	521	0

Data from the various Annual Reports of the Commissioner
of Education

10) Despite the pupil population change, there is still a marked stability in Nutley. Families with school age children tend to remain in Nutley, at least until the children are educated. Nearly one-half the 1967 high school graduates entered the Nutley public school system in kindergarten.

11) Poor working conditions and poor personnel practices in the cities have had far more to do with the "new" militancy of teachers than the "feud" between the NEA and the AFT. State legislation forcing negotiations with teacher groups arose because of teacher attempts to make educational change in the cities. It is possible that the new militancy may have been too little and too late to make significant changes in the cities, but this militancy has spread to the suburbs. Suburban school boards and superintendents are now faced with a new force in education. It can be a force for better education or it can develop into senseless confrontations that will do little for education. The fact remains that negotiations with teachers are here to stay and school boards can expect pressure from teachers to be more actively involved in the formulation of educational programs. The superintendent will be "forced" to choose between the role of functional chief executive officer of the board and his professional role as spokesman for the profession. In the negotiating process, if it is to prove to be beneficial, the former must prevail.

12) Recruitment of teachers from outside the metropolitan area will continue to be difficult because of reluctance to move to troubled areas. It is imperative that salaries and working conditions be such that we can attract and hold career-minded staff members. The restricted market for teachers will cause salaries to increase. New Jersey school districts have had to go beyond its borders for teachers, but now this "market place" is drying up.

13) The flight of the middle class white from Newark has subsided and a new movement of people to Nutley is now taking place. Although it is difficult to generalize in this area because there are many exceptions to the rule, we can see three "new" type of migration to Nutley. They are:

a) Families from outside the area who come to the metropolitan area as part of industry's executive development programs. These families find Nutley, because of its location and school system, a good place to settle for their stay in this area. We are getting more than our share of these families.

b) Negro middle class families are moving from Newark. We find these families as stable family units. They are avid supporters of the public schools and they are real assets to the town. We can expect this movement to intensify, which will add to Newark's problem because they can ill afford to lose this type of family.

c) Lower middle class whites who are "marginal" families with problems are moving into Nutley. They were hesitant about leaving Newark in the earlier "flight" because either they could not afford to leave, or because Newark was providing essential services for the family. Nutley is now placed in the position of "servicing" this type of family.

Class size must be kept reasonable for quality education. A sure sign of a deteriorating school situation is that class size begins to increase. The increase starts in an insidious manner--and the school officials hopefully expect that the problem will go away. The problem doesn't go away, however; it gets worse and when officialdom acts it is often too late for the school system. Quality education no longer exists--teachers avoid the school system, families move from the school system, the financial base is affected and educational problems are compounded. There is neither staff nor the financial base to meet and resolve the problems. The suburban school system begins to look like the urban school system which went through the same cycle.

Many of the recommendations in this report relate directly to the problems of the suburban school arising from its geographic setting in an urban area.

Significant changes have already taken place in Nutley because of our geographic setting. More will take place! Nutley can become increasingly attractive. To do so, we must meet and resolve problems as they arise.

The key to our community's future is the school system and an official recognition that Nutley's well-being is directly related to Newark's. Whether we can remain healthy if an interdependent city is sick is highly questionable.

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 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, 1966 and was based on the following variables:

- (1) an increase of five students per grade per year based on previous five year experience
- (2) the 1967/68 through 1973/74 kindergarten enrollment is an average of the five year period, 1962/63 through 1966/67
- (3) there is a loss of 4.6 per cent from kindergarten to first grade, based on experience of the five year period, 1961/62 through 1966/67
- (4) an enrollment increase of 16 students in the seventh grade, based on the previous five year experience, and an increase of six students in the eighth grade, based on the previous five year experience
- (5) 95 students added to the ninth grade to provide for transfers from parochial schools*
- (6) high school enrollments based on three per cent dropout per year, per grade

*Early estimates of the 1967/68 high school enrollment indicate that this variable has changed drastically. It is estimated that the high school enrollment will be 1970 students; the projected figure was 1922.

<u>Grade</u>	<u>Projected</u>	<u>Actual (as of 7/15/67)</u>
12th	434	436
11th	463	477
10th	498	501
9th	<u>527</u>	<u>556</u>
	1922	1970

TABLE I
PROJECTED ENROLLMENT

Year	K	1	2	3	4	5	6	7	8	9	10	11	12
1973/74	382*	364	369	374	379	384	389	399	406	496	515	471	472
1972/73	382*	364	369	374	379	384	383	400	401	531	486	487	457
1971/72	382*	364	369	374	379	378	384	395	436	511	502	471	471
1970/71	382*	364	369	374	373	379	379	430	416	518	486	486	481
1969/70	382*	364	369	368	374	374	414	410	423	501	501	496	468
1968/69	382*	364	363	369	369	409	394	417	406	516	511	483	449
1967/68	382*	358	364	364	404	389	401	400	421	527**	498	463	434
1966/67	375	359	359	399	384	396	384	415	432	513	477	450	440
1965/66	379	359	387	381	387	376	401	426	413	479	473	448	442
1964/65	372	372	381	384	366	379	410	406	372	481	473	436	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

*5 year average

**Additional 95 from parochial, three per cent drop-out

September 14, 1966

TABLE II

<u>Year</u>	<u>K-6*</u>	<u>7-8</u>	<u>9-12</u>	<u>Total</u>
1964/65	2664	778	1857	5299
1965/66	2670	839	1842	5351
1966/67	2656	847	1880	5383
1967/68	2662	821	1922	5405
1968/69	2650	823	1959	5432
1969/70	2645	833	1966	5444
1970/71	2620	846	1971	5437
1971/72	2630	831	1955	5416
1972/73	2635	801	1961	5397
1973/74	2641	805	1954	5400

*Does not include special education

September 14, 1966

TABLE III
ENROLLMENT TRENDS*

<u>School</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>	<u>65-66</u>	<u>66-67</u>
Lincoln	656	646	661	664	646	635	672	708	703	698	719
Sp. Gdn.	603	591	570	592	569	557	541	543	533	544	547
Washington	505	499	468	464	453	469	508	510	493	496	487
Yantacaw	514	516	488	489	515	524	553	564	598	615	624
Radcliffe	<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>	<u>352</u>	<u>337</u>
K-6	2670	2651	2569	2588	2659	2617	2637	2702	2697	2705	2714
7 & 8	743	699	759	859	834	782	762	728	778	839	848
9 - 12	<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>	<u>1844</u>	<u>1891</u>
TOTAL	<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>	<u>5388</u>	<u>5453</u>

* As of September 30

Table III shows the enrollment trends by school. You will note that the steady upward trend at Yantacaw School continued. The Radcliffe addition, which should be available in September, 1968, will provide the needed relief at the elementary level.

We are faced with a critical problem at the high school. The unanticipated "heavy" enrollment in the 9th grade has brought about the problem of crowded facilities which we did not expect until the 1969-70 school year.

CLASS SIZE

The average class size of elementary classes was 25.5 on September 30, 1966. This is slightly higher than the average class size in the previous year. There were nine classes over 30 as compared to 16 a year ago. All of these classes were at the Yantacaw school. The voter approval for the Radcliffe addition will alleviate this situation by the 1968/69 school year.

There has been a continued conscious effort to keep class size lower in the primary grades (25 or less) and under 30 at the intermediate grade levels.

The average class in the high school did not differ significantly from the previous year. Table IV shows a comparison for the past five years in this respect. We can expect increases in class sizes for the 1967/68 school year in light of the unanticipated enrollment increase.

TABLE IV

Nutley High School Class Size

<u>Subject Area</u>	<u>1962/63</u>	<u>63/64</u>	<u>64/65</u>	<u>65/66</u>	<u>66/67</u>
English	27	25	24	25	25
Social Science	29	25	25	26	26
Science	25	25	25	23	24
Mathematics	25	25	24	25	25
Foreign Languages	21	23	23	24	24
Business Education	23	24	24	23	23
Special Areas	18	19	20	20	20

There is an increasing number of families with children moving to Nutley. We have now included this as a variable in our enrollment projections. In addition, once families move to Nutley there is clearcut evidence that they remain, at least until the children complete their public schooling. Table V shows the annual summaries of enrollment changes for the past two years and Table VI shows the "stability" in the Class of 1967.

The 1965/66 annual statistic report of the attendance officer revealed that 182 more students entered than left the school system during the school year. The 1966/67 report shows that 146 more students entered than left the school system. Over the two year period nearly 1000 pupils transferred into the school system while 668 pupils transferred from the school system. Pupil turnover reflects the changes taking place in the metropolitan area.

An analysis of the elementary school entrants showed that more students came from Newark than any other town

TABLE V
Attendance (July 1, 1965 to June 30, 1966)

	<u>Number of Pupils Moved into Nutley Schools</u>	<u>Number of Pupils Moved from Nutley Schools</u>	<u>Gain</u>
Secondary (7-12)	234	123	111
Elementary (1-6)	<u>258</u>	<u>187</u>	<u>71</u>
Totals	492	310	182

Attendance (July 1, 1966 to June 30, 1967)

Secondary (7-12)	247	153	94
Elementary (1-6)	<u>257</u>	<u>205</u>	<u>52</u>
Totals	504	358	146

Two Year Summary (July 1, 1965 to June 30, 1967)

Secondary (7-12)	481	276	205
Elementary (1-6)	<u>515</u>	<u>392</u>	<u>123</u>
Totals	996	668	328

TABLE VI
CLASS OF 1967
 (Grade Entered - Nutley Public Schools)

<u>Grade</u>	<u>Number</u>	<u>Cumulative Per Cent</u>
K	219	49.3
1	13	52.2
2	12	54.9
3	12	57.6
4	17	61.4
5	15	64.8
6	11	67.3
7	9	69.3
8	16	72.9
9	87	92.5
10	10	94.8
11	15	98.6
12	<u>8</u>	100.0
	444	

Nearly half of the Class of 1967 entered the Nutley Public Schools as kindergarteners. Ninety-two per cent of the class were members of the ninth grade (or less than ten per cent of this class entered the high school after the ninth grade.)

PERSONNEL

A number of changes in the administrative organizational structure, which were recommended last year, will take place for the 1967/68 school year.

1) Mr. Louis Zwirek and Miss Virginia Vail were designated as vice-principals in the high school. Their previous title was administrative assistants. In addition, Miss Vail was placed on a 12-month basis. Mr. Zwirek has been employed on this basis.

Mr. Zwirek and Miss Vail will assume additional major responsibilities in the pending modular schedule feasibility study.

2) Miss Lillian Verduin was appointed principal of the Washington school, replacing Dr. Ehud Priestley, who retired.

3) Mr. Karekin Bakalian, a teacher in the Franklin school, has been appointed as administrative assistant at the Lincoln school. He replaces Miss Verduin in this position.

4. Mrs. Lucy Bather was named as department head for reading and speech disabilities. This is a newly created position.

Plans are underway relative to shifting Mr. Zwirek's duties related to the administration of the interscholastic athletic program. This program has grown as the high school pupil population has increased. Because of added responsibilities, Mr. Zwirek's effectiveness as an administrator will be affected if there is not some relief given in this area.

The following retired on June 30, 1967:

<u>Name</u>	<u>School</u>	<u>Years of Service in Nutley</u>
Dr. Ehud Priestley, Principal	Washington	19 1/2
Miss Margaret Kramer	Spring Garden	40 1/2
Mrs. Elsie Heineken	Lincoln	12
Mrs. Madeline Musco, Sec'y	Washington	14

Twenty-eight (28) teachers were offered their tenure contracts:

High School

Mr. Anthony Albanese
Miss Lona Berardinelli
Mr. Marvin Blaustein
Mr. Edward Fraser
Mr. John Griffith
Mr. John Jacone
Mrs. Carol Randall (as of March 1, 1968)

Franklin School

Mrs. Adelaide Torres

Elementary

Miss Beverly Apple
Mrs. Clara Bloom
Mrs. Patricia Brown
Miss Bonnie Bussin
Miss Rosemary DiGeronimo
Mrs. Peggy Ann Kegley
Mrs. Susan Koren
Mrs. Martha Kostyra
Miss Janice Krampetz
Mrs. Camille Loffredo
Mrs. Janice Mayer
Miss Carol Ann Minasian
Mrs. Gladys Moore
Mrs. Phyllis Rose
Miss Mary Carol Stanko
Mrs. Mary Tyne
Mr. John Walker
Miss Joan Walsh

Others

Mrs. Jean Figurelli, social worker

More than a third (34.7) of the Nutley professional staff have a master's degree or higher. This compares favorably with both state and national statistics.

STUDY OF NUTLEY'S FINANCIAL EFFORT*

Studies have been made since 1962 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, 1967 a fifth continuing study was made and highlights from the study are included for this report.

The 1966 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.

Included in this comparative study are the indices used for the past four 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 1966 equalized school tax rate is 1.24. Millburn is the only school district in Essex County which has a lower school tax rate. (Districts with high schools only.) The state median equalized school tax rate is \$1.46. Nutley residents pay a significantly lower school tax rate than the typical New Jersey property owner.
2. The 1964/65 equalized valuation per pupil in Nutley was \$38,141. This was above the Essex County median of \$36,447, and \$6,143 higher than the state average of \$31,998.
3. The 1964/65 Nutley teacher salaries cost per pupil was \$312.00. This was the lowest in the county, but slightly above the state average of \$306.00.
4. Nutley had the lowest 1964/65 total expenditure per weighted pupil in Essex County. The cost per pupil of \$484.00 was also less than the state median of \$533.00.
5. Nutley had 47.0 professional staff members per 1000 pupils in 1964/65. Three school districts (Livingston, Newark, and Glen Ridge) had fewer professionals per 1000 pupils. The state median of 46.6 was slightly below Nutley's 47.0

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 better than the typical Essex County school district. However, Nutley has one of the lowest school tax rates in Essex County.
3. Nutley's total expenditure per pupil is the lowest in Essex County and is well below the state average.
4. Nutley's teacher salary cost is the lowest in Essex County.
5. Nutley has fewer staff members per 1000 pupils than any other Essex County school district, with the exception of Newark, Livingston, and Glen Ridge.

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 continues to receive good value for its educational expenditure.

TABLE VII
Essex County School Districts with High Schools

1966 Real Property Tax

<u>County</u>	<u>TaxRate</u>		<u>64/65</u> <u>Eq. Val.</u> <u>Per Pupil</u>	<u>64/65</u> <u>Total Exp. Per</u> <u>Wgtd. Pupil</u>	<u>64/65</u> <u>Prof. Staff</u> <u>Per 1000 Pup.</u>
	<u>Actual</u>	<u>Equal.</u>			
High	\$2.50	\$2.23	\$66,599	\$764	55.1
Median	1.87	1.68	36,447	612	49.9
Low	1.24	1.17	21,548	484	44.6
NUTLEY	1.55	1.24	38,141	484	47.0

FEDERAL PROGRAMS

During the 1966/67 school year, the various programs funded by the federal government under Title I of the Elementary and Secondary Education Act were continued. Despite the reduction in Nutley's allocation from \$46,000 to \$38,000 we were able to continue the Saturday Extension Program and the Summer Reading Program, and expanded the summer program for handicapped children to include the severely mentally retarded. The summer conference workshop for teachers was not included in the 1966/67 program.

Under Title II of the same Act, Nutley received about \$9,000. These monies were used mainly to purchase audio-visual materials.

An independent research organization conducted three studies to evaluate the effects of the Saturday Extension Program.* They were:

1) Report submitted October, 1966, which evaluated the effectiveness of the 1965/66 Saturday Extension program.

The findings were:

- a. The mean of the total marks of the students who were selected and enrolled in at least one SEP period was significantly and decisively lower than the mean of the students who did not enroll in either of the two SEP periods. This first marking period analysis mathematically confirmed the teachers' selection of students enrolled in the SEP.
- b. The students' academic subject marks in the third or fourth marking period in which the students were enrolled in at least one ten week SEP period for the same academic area were equal to the academic subject marks of all students who were not enrolled in the SEP.
- c. The students' academic subject marks in the third or fourth marking period in which the students were enrolled in at least one ten week SEP period but in which the academic area was not the same as the academic subject were significantly and decisively lower than the subject marks of all students not enrolled in the SEP.

On the basis of this study, we can conclude that a student's mark in an academic subject can be improved in the Saturday Extension Program, but only in the same academic areas. There was no carry-over in other academic areas.

*Full reports of these studies are available upon request

2) Report submitted June, 1967 which was a follow-up study to investigate if the Saturday Extension Program students' improved marks in their specific academic area were maintained in 1966/67.

It was found that there was no retrogression in any of the academic areas except in mathematics.

3) Report submitted July, 1967 which investigated the hypothesis that the students in the "control group" for mathematics did not differ in performance significantly from those students who took mathematics in the Saturday Extension Program. The findings supported the hypothesis. As a result of this study we intend to do the following:

- a. earlier identification of students in mathematics for referral to the Saturday Extension Program;
- b. a smaller class size for the mathematics Saturday class size; and
- c. a careful and deliberate analysis of materials and techniques used in both the Saturday and regular classes.

The gains made in the Saturday reading classes continue to be good. Overall, the Saturday Extension Program can be judged to be successful in all respects.

Our summer program for the handicapped has gained statewide recognition. This, too, is a program which should be continued with or without federal funding.

These programs were developed by the local school personnel, approved by the local school board, administered by the local school administrators, taught by the regular teachers employed by the local school system, and the services were rendered in the local school system for Nutley youngsters who needed these additional educational services. Federal funds permitted us the opportunity to develop and implement programs which were but dreams and aspirations a short time ago.

In the summer of 1966 there was a workshop for curriculum study for the underachiever which was funded by federal monies. The report of the workshop was made during the 1966/67 school year. Among the recommendations made were:

- 1) Smaller class size for "special" students*
- 2) "Special" students should spend less than normal time in an academic environment, greater than normal time in areas where manual skills function.
- 3) A core approach in academic classes was suggested as a possibility to achieve #2.
- 4) Serious consideration should be given to modular scheduling which would give greater flexibility in the program.
- 5) There should be an extension of the work-experience program to include an earlier "exposure" to on-the-job training.
- 6) There should be developed an extensive program of field trips to be built into existing courses for these students.
- 7) The workshop viewed the classroom "as a place of activity-not merely lectures, question-answer sessions, and busy work." Having in mind that the underachiever is disinclined toward the verbal and the abstract and that his attention span is limited, the staff suggests that if instructional aids--television, tape and disc recordings, films and slides, opaque and overhead projectors--stimulate and enrich activities of any classroom and would be especially valuable in rooms where "special" classes are taught.
- 8) Two traits of underachievers are an inclination to work with the hands and an inclination to be of service. A special effort should be made to include these students in existing groups such as office helpers, stage crew, projection club, and to create new activities in which they might participate.
- 9) All teachers of underachievers should receive training in guided group interaction.

* "Normal I.Q., but the will to achieve is low. Lack of will may result from emotional or environmental factors, or may be an expression of frustration coming from low reading ability. They are impulsive, imitative, anti-authority, anti-school. Their need--simple to express but difficult to achieve--is to be opened up so that they release the creative potential said to be innate in almost every individual." (As defined on page 2 of the report)

10) One guidance counselor should be assigned the "special" students. His duties would include arranging for resource persons to visit classes, giving leadership at correlation conferences of "special" teachers, coordinating the work-experience program, locating instructional aids of particular value to underachievers and directing notice of them to appropriate teachers, and coordinating field trips.

You will note that many of the recommendations are applicable for all teachers and all classes. Good teaching takes place only when the teacher begins where the students are--the setting of unrealistic arbitrary standards is not a sign of good teaching. This report has provoked serious and extensive discussion and many of the recommendations are being implemented in whole or in part. The workshop participants are to be commended for this contribution to our school system. Their dedication and commitment to universal secondary education is evident throughout the report. The workshop afforded the opportunity for the staff to renew, re-kindle, and revitalize this commitment.

SALARIES & STAFFING

The adoption of a salary guide based on the index-principle¹ for the 1966/67 salary guide and continued for the 1967/68 salary guide has brought about significant improvement in Nutley's competitive position. The 1967/68 salary guide is quite competitive. The slight "lag" at the B.A. level is more than offset by the favorable position held at the M.A. and six year levels.

TABLE VIII
NUTLEY SALARY GUIDE AS COMPARED TO
ESSEX COUNTY MEDIANS²

Step	<u>B. A. Level</u>			<u>M. A. Level</u>			<u>Six-Year</u>		
	<u>Nutley</u>	<u>County Median</u>	<u>Diff.</u>	<u>Nutley</u>	<u>County Median</u>	<u>Diff.</u>	<u>Nutley</u>	<u>County Median</u>	<u>Diff.</u>
1	5800	5800	0	6300	6300	0	6800	6800	0
2	6090	6100	- 10	6615	6600	+ 15	7140	7100	+ 40
3	6380	6380	0	6930	6850	+ 80	7480	7300	+180
4	6670	6700	- 30	7245	7200	+ 45	7820	7700	+120
8	7830	7900	- 70	8505	8500	+ 5	9180	8900	+280
10	8410	8500	- 90	9135	9050	+ 85	9860	9600	+260
15	9860	10,100	-240	10,710	10,600	+110	11,560	11,200	+360
16	10,150	10,175	- 25	11,025	10,900	+125	11,900	11,400	+500

For the career teacher, Nutley's salary guide can be regarded as one of the best in Essex County. The Board, the Nutley Teachers Association, and the community should be commended for the "long, hard pull" in developing and working for a truly competitive salary guide.

¹An index-principle salary uses the minimum salary as a base and from this base a constant relationship between steps is established.

²Selected steps, K-12 districts only, with the exception of Newark

The sound principles of salary scheduling, cited in the 1964/65 annual report,¹ established as goals have been obtained. They include:

- 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.
- 4) Annual increments should provide an orderly progress to the maximum salary.
- 5) 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.

It is imperative that the relatively favorable position we have finally reached be maintained. In light of the problems of the metropolitan area, it is critical that we maintain favorable positions as to salaries, class size, and other working conditions. A little "lag" can easily become a disastrous slide from which Nutley will have difficulty to "recover".

A major accomplishment during the 1966/67 school year was that a salary guide for administrative and supervisory personnel based on the index-principle was developed and adopted. This guide will be fully implemented for the 1967/68 school year and will assure the proportionate difference between the teachers' guide and the administrative staff.

¹From Encyclopedia of Educational Research, New York, Macmillan Co. (1960), p. 1180

Administrators, teachers, secretaries, custodians and maintenance men now have salary guides which embody the index-principle.

The Board of Education, in view of the favorable competitive position in regard to salaries, can turn to negotiations for "fringe benefits" in the next school year.

READING

Tablex IX and X summarize the results of reading "growth during the 1966/67 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, gains five (5) months more in one year in reading than the typical school child in the United States. Six out of ten Nutley children showed a net gain of more than one year. The 1966/67 results were very similar to those of 1965/66.

TABLE IX
MEDIAN GROWTH BY GRADE

<u>Grade</u>	<u>Number of Classes</u>	<u>Range of Net Growth</u>	<u>Median Net Growth</u>
Fourth	15	.5 to 2.3	1.0
Fifth	15	.7 to 1.6	1.3
Sixth	<u>15</u>	<u>.9 to 2.4</u>	<u>1.6</u>
Totals	45	.5 to 2.3	1.4

TABLE X
FREQUENCY DISTRIBUTION
Net Reading Growth

<u>Net Growth</u>	<u>Number</u>	<u>Per Cent</u>	<u>Accumulated Per Cent</u>
2 or more years	220	22.5	22.5
1.9	35	3.6	26.1
1.8	32	3.3	29.4
1.7	38	3.9	33.3
1.6	38	3.9	37.2
1.5	40	4.1	41.3
1.4	56	5.7	47.0
1.3	40	4.1	51.1
1.2	59	6.1	57.2
1.1	51	5.2	62.4
1 or less years	<u>367</u>	<u>37.6</u>	100.0
	976	100.0	

CURRICULUM

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

1. The new mathematics series adopted during the 1964/65 school year is now fully implemented in grades one through eight.
2. There were two sections of Italian in 1966/67; next year there will be five sections.
3. The work-experience program has been expanded to include 11th grade boys. In 1967/68 this program will be expanded to include 12th grade girls with secretarial and clerical skills.

We are especially grateful to the local business and industrial community who are participating in this venture.

4. Listening stations were used in the reading program on an experimental basis during 1966/67. In the 1967/68 school year all the first grade classrooms will be equipped with listening stations.
5. There has been a great increase in the purchase and use of audio-visual materials. Federal funds have been made available for this purpose. In addition, we have developed a five year replacement schedule for the purchase of audio-visual equipment.
6. Algebra was taught to a selected group of 8th graders in 1966/67.
7. The summer program for handicapped children was expanded to include trainable (severely mentally retarded) children.
8. The courses of study for elementary art and music were revised and up-dated. In addition, the health code for the school system was revised.
9. A curriculum study for the underachiever was made in a summer teacher workshop. The summary of the recommendations are given in this report.

10. A study of the intramural program in the school system was made during the year. Partial implementation of the recommendations will be effected in 1967/68.
11. Two new courses have been developed for the high school after careful and deliberate study by the staff. They are humanities and communicative arts. These courses will be offered in 1967/68.
12. Spanish V and French V will be offered for the first time in 1967/68. German V will be offered in 1968/69.
13. The high school staff made a five year interim report for the Middle States Association. This report summarized the actions taken on the many recommendations made by the Middle States evaluation committee in 1962.
14. Teacher aides were used for the first time for cafeteria supervision in the elementary schools.
15. Industrial arts will become an exploratory course for ninth grade boys in 1967/68. Students will take wood shop, metal shop, mechanical drawing, and graphic arts on a rotating basis. The additional arts instructor provided for in the 1967/68 budget has made this possible.
16. Upon the recommendation of the medical staff and the approval of the nurses and principals, a unit on the menstrual cycle has been included in the fifth grade health education course of study.

Mothers of fifth and sixth grade girls were shown a film prior to class instruction. Adult education in this area is most important.
17. Behind-the-wheel driver education was offered in the summer of 1967.
18. A co-basal reading series (Lippincott) was used on an experimental basis in one first grade class in 1966/67. The results were encouraging. We will use the co-basal series in two first grade classes and one second grade class in 1967/68.
19. At the high school, a student advisory board was established.

The high school principal has reported that this has been a major development for improved communication with the students.

RECOMMENDATIONS TO GUIDE FUTURE ACTION

1. The high school enrollment has reached a critical stage. We are now operating well above capacity for a quality program. Only through the staggered session arrangement has this been possible. Unanticipated enrollments in the ninth grade have forced the issue which we did not expect until 1969/70.

Serious and immediate consideration should be given to this problem.

2. The modular scheduling studies initiated during 1966/67 should be continued. If feasible, the program should be started as soon as possible on an experimental basis. Any addition contemplated for the high school should take modular scheduling into consideration.

3. It is increasingly apparent that population shifts in the metropolitan area are having an effect on the Nutley community and the school system. The Board of Education must maintain a closer relationship with all levels of local and regional planning authorities so that long range facility planning can be affected.

4. The annual study of Nutley's financial ability to support its school as measured by equalized assessed valuation should be continued. It is imperative that Nutley maintain quality schools.

5. Nutley's salary guide is fully competitive with the neighboring school districts. Great care should be given to the maintaining of this position.

6. 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).

7. Current developments in teacher negotiations in which direct negotiations between teacher representatives and the board of education should be regarded as dubious practice. The Superintendent of Schools, as chief executive officer of the Board of Education, should continue to be the key person in any negotiating process. To limit his authority and/or responsibility in this area diminishes his effectiveness as chief executive and will have a negative impact upon the school system.

8. We should plan on the use of more teacher aides. A study should be made in this regard in the fall of 1967 so that budgetary allotments can be made for increased use of aides in 1968/69.

9. Serious consideration should be given to staffing each elementary school with a full-time librarian. The library should be the central learning resource area at the school. We now have three elementary librarians.
10. There should be an expansion of psychological services to include a second psychologist. The increase in special services because of our changing situation has accentuated this need.
11. More extensive facilities for special education are needed in Essex County. The suburban school districts should continue their efforts in coordinating special education services. Nutley should cooperate fully in any or all of these cooperative ventures.
12. Serious consideration should be given to adding a formal reading program for all seventh and eighth grade students.
13. A new textbook adoption is recommended for elementary science, penmanship, and Franklin school social studies. They should be adopted during the 1967/68 school year and put into effect in 1968/69.
14. Consideration should be given to adding a second section of algebra in the eighth grade. In 1966/67 the offering to one section was most successful.
15. A complete scope and sequence study should be made relative to the high school science program. Included should be consideration of a pre-chemistry course, BCS biology, and "new" physics courses now being developed.
16. Behind-the-wheel driver education should continue to be offered in the summer. The summer program has given the opportunity to provide this training for students when they reach the age of seventeen.
17. The Saturday Extension Program and the summer program for the handicapped (SHIELD) have proved to be effective adjuncts to our regular program. They should be continued with or without federal funds.

CONCLUDING STATEMENT

The 1966/67 school year was another eventful year, and the 1967/68 school year, from all indications, should prove to be exciting and challenging. Important decisions were made which assured the continuation of a quality educational program in Nutley.

Looking back, we can cite several major accomplishments which include:

- a) the approval of an addition at Radcliffe school which will relieve a "crowded" elementary school problem and give flexibility to the program,
- b) the development of a logical and rational plan for the payment of administrative and supervisory salaries,
- c) the teachers' salary guide became fully competitive with the neighboring school districts, and
- d) the continued development of the curriculum to meet the educational needs of all the children of all the people in Nutley.

As we look to the future, we see three major problems which can and should be resolved in the next school year. They are:

- a) to insure that the immediate and long range needs for physical facilities at the high school are met,
- b) to develop a flexible schedule for the high school based on the modular principle
- c) to meet the educational needs of the suburban school system in the midst of an urban crisis.

An educational system is not an end in itself, but the means for the wholesome development of the children of the community. We will be judged, in time, by the kind of person who graduates from our schools.

It has been both pleasurable and challenging to serve this community. The support and encouragement received from the staff is greatly appreciated. The Board of Education should be commended for its zealous dedication and commitment to quality education.