

ANNUAL REPORT
TO THE
BOARD OF EDUCATION
NUTLEY, NEW JERSEY
FOR THE
SCHOOL YEAR 1967/68

Robert D. Fleischer
Superintendent of Schools

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August 30, 1968

Board of Education
Nutley, New Jersey

Ladies and Gentlemen:

The 1967/68 annual report is a partial record of the achievements, activities, and progress of the seven schools and the more than 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.

Despite the disappointing defeat of the high school addition at the polls in June, the general state of the Nutley school system is good. The school system must continue to progress. Standing still in this day and age is retrogression which could spell great difficulties for the community. The welfare of the school system is interdependent with the welfare of the town.

You, as a Board of Education, have shown impressive dedication to the concept of universal 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

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 October 4, 1967 and was based on the following variables:

- (1) an increase of 12 students per grade per year based on previous three year experience for grades one through six
- (2) the 1968/69 through 1974/75 kindergarten enrollment is an average of the five year period, 1963/64 through 1967/68
- (3) there is a loss of 3.4 per cent from kindergarten to first grade, based on experience of the five year period, 1962/63 through 1966/67
- (4) an enrollment increase of 23 students in the seventh grade, based on the previous three year experience, and an increase of two students in the eighth grade, based on the previous three year experience
- (5) 120 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 1968/69 high school enrollment indicate that this variable has changed. It is estimated that the high school enrollment will be about 2100 students; the projected figure was 2047.

<u>Grade</u>	<u>Projected</u>	<u>Actual</u> (as of 8/15/68)
12th	462	474
11th	504	507
10th	531	545
9th	<u>550</u>	<u>574</u>
	2047	2100

TABLE I
PROJECTED ENROLLMENT

Year K 1 2 3 4 5 6 7 8 9 10 11 12

1974/75	377*	364	376	388	400	412	424	436	469	569	536	547	506
1973/74	377*	364	376	388	400	412	413	467	449	553	564	522	517
1972/73	377*	364	376	388	400	401	444	447	433	581	538	533	494
1971/72	377*	364	376	388	389	432	424	431	461	555	549	509	501
1970/71	377*	364	376	377	420	412	408	459	435	566	525	517	500
1969/70	377*	364	365	408	400	396	436	433	446	541	533	515	489
1968/69	377*	353	396	388	384	424	410	444	421	550**	531	504	462
1967/68	365	384	376	372	412	398	421	419	430	547	520	476	434
1966/67	377	362	361	401	385	402	384	416	432	514	476	455	444
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

* 3 year average

** Additional 120 from parochial, three per cent drop-out

October 4, 1967

TABLE II

<u>Year</u>	<u>K-6*</u>	<u>7-8</u>	<u>9-12</u>	<u>Total</u>
1965/66	2670	839	1842	5351
1966/67	2672	848	1891	5411
1967/68	2728	849	1978	5555
1968/69	2732	865	2047	5644
1969/70	2746	879	2078	5703
1970/71	2734	894	2108	5736
1971/72	2750	892	2114	5756
1972/73	2750	880	2146	5776
1973/74	2730	916	2156	5802
1974/75	2741	905	2158	5804

*Does not include special education

October 4, 1967

TABLE III
ENROLLMENT TRENDS*

<u>School</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>	<u>67-68</u>
Lincoln	646	661	664	646	685	672	708	703	698	719	736
Sp. Gdn.	591	570	592	569	557	541	543	533	544	547	564
Wash.	499	468	464	453	469	508	510	493	496	487	516
Yantacaw	516	488	489	515	524	553	564	598	615	624	613
Radcliffe	<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>	<u>346</u>
K-6	2651	2569	2588	2659	2617	2637	2702	2697	2705	2714	2775
7 & 8	699	759	859	834	782	762	728	778	839	848	849
9 - 12	<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>	<u>1978</u>
Total	<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>	<u>5602</u>

* As of September 30

Table III shows the enrollment trends by school. Yantacaw, Lincoln, and Spring Garden schools will show a decrease in 1968/69 because of rezoning to Radcliffe School. The Radcliffe school addition will relieve the elementary "crowding."

We continue to face a critical problem at the high school. For the second year, an unanticipated "heavy" enrollment in the 9th grade compounds the critical problem of overtaxed facilities.

PROPOSED HIGH SCHOOL ADDITION

The Board of Education, acting upon the recommendation of the Superintendent of Schools, ordered a study to be made of the physical needs of the Nutley high school in the fall of 1967. This study concluded that the high school needs to care for the increasing enrollment were :

- a) an additional shop, home economics classroom, and art room
- b) an additional physical education station
- c) expansion of the guidance suite
- d) additional storage and office areas
- e) expansion of the library
- f) at least 14 additional classrooms

The Board of Education accepted the report and contracted the services of an architect to develop plans to include the above needs. Several sets of plans were subsequently received by the high school staff and the Board of Education. After careful deliberation, it was decided that a three story wing be added to the present high school and an additional gymnasium be constructed next to the present gymnasium.

The proposal was presented to the voters on June 25, 1968. It was defeated 582 to 543.

The negative result at the polls did not or does not change the basic issue at hand. The high school is dangerously overcrowded and quality education at that institution is at stake. Severe overcrowding in physical education and special areas such as shop and home economics is now present. In 1968/69 we will be using classrooms at the Vincent Methodist Church. As we run out of classroom space, the only alternative is for class size to continue to increase and the first step to deterioration of an educational program is when class size begins to increase. This is now happening at Nutley high school. The only solution is to add to the present facilities.

The Board of Education will present its proposal to the electorate once again on October 8, 1968. There is no single more important issue before the citizens of this community.

CLASS SIZE

The average size of elementary classes was 25.3 on September 30, 1967. This is slightly lower than the average class size in the previous year. There were six classes over 30 as compared to nine a year ago. All of these classes were at the Yantacaw school. The opening of the Radcliffe school addition will resolve this situation in 1968/69.

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 increased in four out of five of the five academic disciplines in 1967/68. Table IV shows a comparison for the past five years in this respect. We can expect further increases in class size for the 1968/69 school year in light of the continued enrollment increase.

TABLE IV

Nutley High School Class Size

<u>Subject Area</u>	<u>1963/64</u>	<u>64/65</u>	<u>65/66</u>	<u>66/67</u>	<u>67/68</u>
English	25	24	25	25	26
Social Science	25	25	26	26	26
Science	25	25	23	24	25
Mathematics	25	24	25	25	26
Foreign Languages	23	23	24	24	23
Business Education	24	24	23	23	22
Special Areas	19	20	20	20	19

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 1966/67 annual statistic report of the attendance officer revealed that 146 more students entered than left the school system during the school year. The 1967/68 report shows that 263 more students entered than left the school system. Over the two year period more than 1000 pupils transferred into the school system while 678 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

	<u>Number of Pupils Moved into Nutley Schools</u>	<u>Number of Pupils Moved from Nutley Schools</u>	<u>Gain</u>
Attendance (July 1, 1966 to June 1, 1967)			
Secondary (7-12)	247	153	94
Elementary (1-6)	<u>257</u>	<u>205</u>	<u>52</u>
Totals	504	358	146
Attendance (July 1, 1967 to June 1, 1968)			
Secondary (7-12)	283	133	150
Elementary (1-6)	<u>300</u>	<u>187</u>	<u>113</u>
Totals	583	320	263
Two Year Summary (July 1, 1966 to June 1, 1968)			
Secondary (7-12)	530	286	244
Elementary (1-6)	<u>553</u>	<u>392</u>	<u>165</u>
Totals	1083	678	409

TABLE VI

CLASS OF 1968

(Grade Entered - Nutley Public Schools)

<u>Grade</u>	<u>Number</u>	<u>Cumulative Per Cent</u>
K	200 (219)*	46.4 (49.3)*
1	23	51.7
2	9	53.8
3	14	57.1
4	13	60.1
5	15	63.6
6	9	65.7
7	13	68.7
8	12	71.5
9	96 (87)*	93.7 (92.5)*
10	8	95.6
11	13	98.6
12	<u>6</u>	100.0
	431	

*Class of 1967 in parenthesis

Nearly half of the Class of 1968 entered the Nutley Public Schools as kindergarteners. Ninety-four 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). There is no appreciable difference between the Class of 1967 and the Class of 1968.

PERSONNEL

A number of changes in the administrative organizational structure took place in the 1967/68 school year.

- 1) Mr. Louis Zwirek and Miss Virginia Vail were designated as vice-principals in the high school
- 2) Miss Lillian Verduin served as principal of the Washington school
- 3) Mr. Karekin Bakalian replaced Miss Verduin as administrative assistant at the Lincoln school
- 4) Mrs. Lucy Bather became a department head for reading and speech disabilities.

We are pleased to report that these changes were effected without difficulty and each of the persons named above performed their professional tasks with competence and dedication.

The following retired on June 30, 1968:

<u>Name</u>	<u>School</u>	<u>Years of Service in Nutley</u>
Mrs. Grace Brown	Radcliffe	33
Miss Alice Dempsey	Washington	20
Mrs. Emma Stoddard	Franklin	37
Miss Clare Titus	Yantacaw	21 1/2

Sixteen (16) teachers were offered their tenure contracts:

High School

Mr. Manuel Cantor
Mr. John Drury
Mrs. Helen Goldstein
Miss Lynn Sherwood

Franklin School

Mr. Carmine Lemma
Mrs. Judith Valvano
Miss Diane Willis

Elementary

Miss Barbara Hirsch
 Miss Bernadette Kingston
 Miss Mary Ann Lewis
 Mrs. Elizabeth Lubenow
 Mrs. Patricia McGrath
 Mr. Ronald Owens
 Miss Bernadette Simonelli
 Mr. Richard Trenery
 Miss Andrea Zak

In 1968/69, nearly forty per cent (39.6) of the Nutley professional staff have a master's degree or higher. This compares with 34.7 per cent a year ago. The professional level of training for the Nutley staff is significantly higher than the typical school district in the state or nation.

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 have been done as a result of a specific recommendation made by the Middle States Evaluation report in 1962. In January 1968 a sixth continuing study was made and highlights from this study are included for this report.

The 1967 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 were the indices used for the past five 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 1967 equalized school tax rate was 1.27. Millburn was the only school district which had a lower school tax rate. (Districts with high schools only.) The state median equalized school tax rate was 1.68. Nutley residents pay a significantly lower school tax than the typical New Jersey property owner.

* Copies of the full study are available upon request

2. The 1965/66 equalized valuation per pupil in Nutley was \$41,714. This was above the Essex County median of \$38,924 and \$9,657 higher than the state median of \$32,057. Only five districts in Essex County had a higher per pupil valuation than Nutley. Our position in this regard has improved significantly. Two years ago was the first time Nutley's equalized valuation per pupil was above the county median.
3. Nutley's teacher salary per pupil cost was \$325. Although Nutley was above the state median in this category, it was the lowest in Essex County.
4. Nutley had the lowest 1965/66 total expenditure per weighted pupil in Essex County. The cost per pupil of \$512 was also less than the state median of \$568.
5. Nutley had 46.7 professional staff members per 1000 pupils in 1965/66. Two school districts (Newark and Glen Ridge) had fewer professionals per 1000 pupils. The state median of 48.3 was above Nutley's 46.7. Last year we were above the state median in this respect.

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 and much better than the typical New Jersey 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 well below the state median.
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 and Glen Ridge, 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 VII

ESSEX COUNTY SCHOOL DISTRICTS WITH HIGH SCHOOLS

1967 Real Property Tax

School Tax Rate

	<u>Actual</u>	<u>Equalized</u>	65/66 <u>Eq. Val. Per Pupil</u>	65/66 <u>Total Exp. Per Wtd. Pupil</u>	65/66 <u>Prof. Staff Per 1000 pup.</u>
High	\$2.54	\$2.25	\$70,421	\$791	55.4
Median	2.05	1.86	38,924	669	50.7
Low	1.33	1.19	21,986	512	45.0
Nutley	1.69	1.27	41,714	512	46.7

SALARIES AND STAFFING

The adoption of a salary guide based on the index-principle¹ in 1966/67 has been continued for the 1968/69 salary guide. An analysis of the relative position of the Nutley teacher in 1968/69 with that position prior to the adoption of the index-principle guide clearly shows that there has been a significant improvement in Nutley's competitive position.

Table VIII shows that the Nutley salary guide is fully competitive throughout the guide. In 1963/64 at the eighth step Nutley lagged from the median by \$250 at the B.A. level, \$400 at the M.A. level, and \$500 at the six-year level. Nutley is presently at or above the medians at the eighth step.

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

TABLE VIII

1968/69 NUTLEY SALARY GUIDE AS COMPARED TO
ESSEX COUNTY MEDIANS

Step	<u>B. A. Level</u>			<u>M. A. Level</u>			<u>Six-Year Level</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	6300	6300	0	6800	6900	-100	7300	7400	-100
2	6615	6600	+ 15	7140	7200	- 60	7665	7700	- 35
3	6930	6900	+ 30	7480	7500	- 20	8030	8000	+ 30
4	7245	7245	0	7820	7800	+ 20	8395	8400	- 5
8	8505	8505	0	9180	9180	0	9855	9700	+155
10	9135	9200	- 65	9860	9860	0	10,585	10,500	+ 85
15	10,710	10,710	0	10,540	10,540	0	12,410	12,405	+ 5

A study was made in May, 1968 on the Essex County 1968/69 salary guides and their relationship to the Nutley 1968/69 guide. It was concluded, on the basis of this study, that although there was some loss competitively, the Nutley overall favorable competitive position has been maintained. Lags at certain points have resulted because of Nutley not widening differentials between levels of training. Most of the competing districts have wider differentials than Nutley.*

The Superintendent of Schools recommended that:

- a) There be continued use of the index-principle to place us in good position to maintain our favorable competitiveness. Widening the differentials should be seriously considered.
- b) Decreasing the number of steps to maximum will increasingly become an issue in negotiations. The Board of Education should consider decreasing steps to maximum in order to maintain a favorable competitive position.

We feel obligated to reiterate that which was stated in the 1966/67 annual report. "It is imperative that the relatively favorable position we

* For example, the B.A. minimum in Nutley is \$6300 and the M.A. minimum is \$6800, or a \$500 differential.

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."

ADMINISTRATIVE SALARIES

In December, 1966 the Board of Education approved the present administrative salary guide. This guide is based on the index-principle and is an eight step schedule to maximum. Administrators, teachers, secretaries, custodial, and maintenance workers now have salary guides based on the index-principle.

The administration of this guide has been relatively simple. This compensation plan, which was very carefully worked out by the Superintendent, the Board, and the administrative personnel, has done away with the traditional anguish of compensating for administrative responsibilities found in most large organizations.

The Board of Education asked for a thorough review of the plan now in operation. This review was certainly in order since the plan had been in operation for the past two years. We posed the following questions and attempted to answer these basic considerations.

- 1) How do Nutley administrative salaries compare with its "competition"? *
- 2) Does the salary guide reflect the status of the position or the responsibility entailed by it?
- 3) Are there any significant differences between the administrative salaries in "ratio districts" and "non-ratio districts"?

A. How do Nutley administrative salaries compare with its competition?

1. In all three administrative categories, (high school principal, junior high school principal, elementary principals), there was a loss in the relative salary position in the county from 1967/68 to 1968/69.
2. The amount of the 1968/69 raises for the Nutley principals was not "out of line" when compared to the raises received by their counterparts in the county. We can conclude that the Nutley administrative salaries remain competitive.

* Essex County K-12 school districts, excluding Newark

B. Does the salary guide reflect the status of the position or the responsibility entailed by it?

Compensation plans which do not reflect the status of the position, which symbolize a low esteem which the board of education regards his work, which do not earn him the respect of his subordinates, and which make him a negative rather than a positive force in the attainment of the school system's purposes are consequences of salary maladministration.

"The amount of money an individual receives for his services, as well as the manner in which it is determined, has an important relationship to his behavior to the organization."¹

The following chart shows the ratio of the 1968/69 administrative salary to the salary of teachers who are at the M.A. maximum. This will give some indication as to how Nutley regards its administrative personnel in terms of what teachers earn and how other Essex county communities compare in this regard.

TABLE IX

	H. S. <u>Prin.</u>	Jr. H. S. <u>Prin.</u>	Elem. <u>Prin.</u>
High	1.78	1.61	1.57
Median	1.62	1.54	1.31
Low	1.48	1.31	1.22
NUTLEY	1.58	1.47	1.29

Nutley administrative personnel are slightly below county medians in all categories. The differences are not significant, but Nutley administrators earn less than the typical Essex County administrator and their ratio to a teacher at the M. A. maximum is also less than his colleague in the county.

C. Are there any significant differences between ratio and non-ratio districts?

1. From sampling made (seven ratio districts and eight non-ratio districts) it is apparent that no firm conclusions can be made that the ratio districts are in a better or worse salary position than the non-ratio districts.

¹ Castetter & Felker, Planning the Financial Compensation of School Administrative Personnel. Danville, Ill. Interstate Press (1965) p. 3

2. The most significant factor is that three of the eight non-ratio districts (37.5 per cent) had not settled their 1968/69 administrative salaries by May. There is no apparent significant salary advantage to being on a ratio plan, but it is advantageous to have a compensation plan related to the general salary structure in the school system. To subject these important positions to undue delay in the determination of salary can lead to serious morale problems in any school system.

It is interesting to note that nationally 71 per cent of the administrative salary schedules in districts with enrollments of 6000 or more are related directly to the salary scheduled for classroom teachers. Fifty-eight per cent are structured as an index, or ratio, of the teachers' schedule, and 13 per cent are derived by adding specified dollar amounts.

There has been little significant change in the number of schedules so derived during the six-year period, 1962/63 through 1967/68. None of changes in relationships can be said to indicate a trend either toward or away from the index method of deriving administrative schedules.¹

D. Other pertinent data

Assistant Superintendent Survey

The survey of administrative salaries did not include assistant superintendents. A cursory review of the 1967/68 salaries of those assistant superintendents involved with curriculum indicates that the Nutley assistant superintendent salary schedule is in need of revision. It is significantly below the median salary of comparable Essex County administrators.

READING

Tables X and XI summarize the results of reading "growth" during the 1967/68 school year. The median gain in reading for the system was 1.3 years. "Normal" growth would be .9 year. The typical Nutley school child, in other words, gains four (4) months more in one year in reading than the typical school child in the United States. Sixty-four per cent of the Nutley children showed a net gain of more than one year. The 1967/68 results were very similar to those of 1966/67.

¹ NEA Research Bulletin, "Trends in Salary Schedules for Administrators." (May 1968) pp. 37-39

TABLE X

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	.8 to 1.7	1.2
Fifth	15	.8 to 1.4	1.1
Sixth	<u>15</u>	<u>1.1 to 1.9</u>	<u>1.6</u>
Totals	45	.8 to 1.9	1.3

TABLE XI

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	204	23	23
1.9	23	2	25
1.8	44	4	29
1.7	51	6	35
1.6	45	4	39
1.5	41	4	43
1.4	51	6	49
1.3	49	5	54
1.2	43	4	58
1.1	58	6	64
1 or less years	<u>341</u>	<u>36</u>	100
	950	100	

The second year of a pilot program in using the Lippincott reading series was completed. Our evidence thus far indicates that the Lippincott series produce better results than the Scott-Foresman series which we have used since the 1940's. The pilot program will be expanded to include a third first grade and a continuation of the present program. In 1968/69, the following classes will use the Lippincott series:

Washington school	three (1st, 2nd, 3rd grades)
Lincoln school	two (1st, 2nd)
Radcliffe	one (1st)

Table XII shows the reading results of the various teachers, schools, and grades involved in this program. The various classes are comparable in ability.

TABLE XII

PILOT PROGRAMS ON LIPPINCOTT SERIES

WASHINGTON SCHOOL

First Grade	<u>Class</u>	<u>Median Reading Score</u>
	Mrs. Knotts	3.1 (Lippincott)
	Mrs. Jones	2.6
	Mrs. Nielson	2.5
Second Grade	Miss Minasian	4.5 (Lippincott)
	Mrs. Criqui	4.0
	Mrs. Norton	3.9

LINCOLN SCHOOL

First Grade	Miss Langston	3.8 (Lippincott)
	Mrs. Loffredo	2.7
	Miss Skvarla	2.9
	Mrs. Ciardi	2.5

NEGOTIATIONS IN NUTLEY

The history of collective negotiations in Nutley has been one of solid success. Your Superintendent of Schools has reflected, studied, and written about this "success" story. It seems appropriate that some of these thoughts and reflections be included in this annual report to guide future negotiations.

Ingredients Necessary for Successful Negotiations*

"... The Board of Education should have a commitment to quality education and, accordingly, it must be committed to pay for such quality. This policy should reflect the community commitment.

"... The teacher group should have the same commitment to the school system and to the community. A personal identification with the 'problems' involved in attaining quality education in the community is necessary.

"... There should be general agreement as to what is meant by quality education. For example, salary scales should be competitive--those which pay beginning and average salaries comparable to those paid teachers in surrounding communities. There should be agreement as to what is reasonable class size and what specialized educational services are needed to support and supplement the work of the classroom teacher.

"... There should be agreement as to what the 'competition' means in salary questions. It is irrelevant if one is in New York what teachers in Mississippi or California are paid, or what the electrician, plumber or policeman is paid. The negotiating groups must identify the competing school districts, those districts that enter the same 'market place'. Once this definition is made and there is a commitment to pay the 'going rate', negotiations on salary boil down to fundamentals. What is and what will be the 'going rate' for teachers in a specific competitive market?

*Excerpts from Fleischer, Robert D., Griffiths, Daniel E., Kronish, Sidney, J., Lutz, Frank W., and Wollett, Donald H., A Symposium on Collective Negotiations in Education, Council for Administrative Leadership, Albany, N. Y., 1968

"... There must be careful consideration of the ritual which has developed over the years. Failure to follow recognized procedures can cause a breakdown in negotiations. When there is a breakdown over ritual, serious problems arise in reaching agreement because the real reasons for the breakdown are obscure.

"... By the same token, a ritual should be developed. Procedures which are agreed upon and have worked in the past should be stated and followed. When is the teacher proposal made? To whom? When is there a counter-proposal by the board? To whom? The 'true' negotiating process begins after the proposal and counter-proposal.

"... The superintendent of schools should function as the chief executive officer of the board. There is increasing clarification of the role of the superintendent. Although there are still references made to his being the man-in-the-middle, it is becoming increasingly clear that for effective negotiations the superintendent serves as the administrative agent of the school board.

"There is an analogy here as to the historical development of the superintendency. At one time, boards of education administered the schools over which they were responsible. As the task of educating the youth of the community became more universal and complex, administrators were employed by the board of education. In the not too distant past, for example, personnel committees recruited, interviewed, and employed teaching personnel. Today, there are few school districts that follow this practice. This function is now delegated to the chief school administrator. The school board has not forsaken its responsibility, but sensibly has turned the task over to the professionals who have the time and expertise to accomplish this important work.

"Collective negotiations are relatively new to school boards and they are reluctant to delegate this responsibility. At the same time, it is just as new to the chief school administrator, and there is ample evidence that superintendents are reluctant to assume leadership in this area. With this indecision, the teachers' organizations tend to by-pass the superintendent and deal directly with the board of education.

"This whole area of negotiations will be in a state of flux for the next few years. An experienced school man,

Willard E. Goslin, spoke at a recent AASA Convention on this subject. He sets forth a basic premise and rationale that should be heeded. Goslin said,

'The current development of direct negotiations between teacher representatives and the public --or the publics' representatives, ranging from boards of education to mayors--is dubious practice that holds more promise of grief for public education, including its teachers, than promise of long-run success. There are many developments in education that are best done by committees, but the management of a modern school system is a complicated matter, and will never get done well by transitory boards, committees, or political office-holders. One of the foremost reasons for the amazing success of this country in both private and public sectors lies in the traditional concept of centralized executive authority operating within a framework of representatively determined policies and guidelines.'

"Unless the board of education wishes to undermine the authority of the superintendent, it should recognize that the superintendent of schools must be the key person in any negotiating process. If the teachers deal directly with the board or individual board members in salary matters, why not in all matters?

"Negotiating should be considered as a professional administrative function. Superintendents should be responsible to the board of education to see that it is done effectively and equitably. If they do not have the expertise to do this administrative task, they had better get it if they are to be effective educational leaders.

"... The negotiating teams should 'understand' each other. Proposals should be understood in terms of what is meant and more important, what is not meant. Does the teacher organization, in its initial proposal, traditionally 'ask for the moon'? If so, this should be understood. By the same token, if the traditional 'ground rules' are changed, do the negotiating teams know that changes have been made?

¹ AASA Official Report of the Annual Convention held in Atlantic City, N. J. February 12-16, 1966, p. 180

"It is important that each negotiating team be composed of people who understand what the other group is saying, or trying to say. The leadership roles for both teams should be relatively stable. Wholesale changes in the teams from year to year will cause difficulties in this important 'communications by wave length' aspect in human relationships.

"...The final and formal settlement should be ratified in the presence of both 'large' groups (the salary committee of the teacher's organization and the board of education). The negotiating teams should have settlement, or at worst, near settlement, ready for formal ratification. This should be part of the procedure; it is very important that the larger groups which are represented by the negotiating teams feel that they have a role in the decisions being arrived at in the negotiations.

"...Ample time should be permitted for the entire process. Negotiations, however, will always be operating under the pressure of time. Budget referendums and legal dates have to be met, so a reasonable time for preparation of proposals should be agreed upon.

"...There should be impasse procedures which are realistic in terms of the local situation. Whenever possible, the impasse procedures should be such that there will be local settlement of the impasse. Boards of education are reluctant to give up their legal authority and impasse procedures should recognize the board's legal prerogatives.

"The entire questions of impasse procedures will probably be moot because of the tendency for statewide patterns to be mandated by state legislation.

"...Care should be taken that the grievance procedure which is developed does not get mixed up with the negotiating agreement. Grievances are not negotiated, but the procedure to handle grievances is negotiated.

Ingredients for Nutley's 'Success'

"There is a commitment to quality education and general agreement by the Board, the NTA, and the community as to what quality education means. It is agreed that the following are necessary for a quality educational program:

... The availability of specialists to aid classroom teachers;

... adequate counseling and guidance programs to aid students and parents in planning educational and vocational careers;

... a salary schedule which will attract and retain quality teachers and one which pays beginning and average salaries comparable to those paid teachers in the surrounding communities;

... proven educational leadership;

... an adequate and well-maintained physical plant.

"The Nutley Board of Education has a policy which 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 communities for both beginning and experienced professional and non-professional personnel.'¹

"Nutley's competition has been narrowed down to K-12 districts in Essex County, excluding Newark. Once again, the Board, the NTA, and the community accept this as a fact of life. In 1962, the Board of Education accepted a position paper written by the superintendent which concluded:

... that the salary guide or schedule remain the basic operational machinery in the administration of salary determinants

... that the minimum and maximum salaries on the guide be at least at the median of Nutley's 'competition'

... that the neighboring school districts in Essex County be regarded as Nutley's competition

... that staffing not fall below recognized minimum standards of 20 students per professional staff member."

CURRICULUM

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

¹ Nutley Board of Education Policy #640

these developments below.

1. The Nutley high school has been approved for continuance on accredited membership for a period of five years, ending December 31, 1972, by the Middle States Association. An evaluation visit will be required during the 1971/72 school year.

In addition, the State Board of Education, acting upon the recommendation of the County Superintendent of Schools, approved Nutley high school for state accreditation until June 30, 1973. The report from Dr. Twichell, the County Superintendent, cited the dramatic need for additional physical facilities if we are to continue a quality educational program.

2. Hoffmann-La Roche and the I. T. T. Companies continued the Saturday seminar programs. These programs are a cooperative venture with high school science and mathematics departments.
3. New textbook adoptions included:

Huebener, Newmark, & Walz, A Third Course in German. D. C. Heath & Co., Boston (1968)

Leal & Silberman, Siglo Viente, Holt, Rinehart & Winston, New York (1968)

Kownslar & Frizzle, Discovering American History, Holt, Rinehart, & Winston, New York, (1967) - 8th grade

Schneider & Schneider, Elementary Science Series, grades 1 through 6. D. C. Heath & Co., Boston (1968)

The eighth grade history book utilizes the "discovery approach" developed by Professor Fenton and others at Carnegie Tech. This text, by its approach to the study of American history, opens up for discussion a sociological and anthropological treatment of the social sciences.

4. The high school social science department is developing a revised course of study for the 11th and 12th grades. The new course of study will include more

emphasis on immigration, minorities in America, and the phenomena of myth and prejudice.

Mr. Charles Fucello and Mr. Anthony Albanese, members of the high school staff, were employed during the summer of 1968 for curriculum development in this area.

5. Nutley will participate during the 1968/69 school year in the Developmental Economic Education Program (DEEP), Phase Two. DEEP Phase Two was initiated by the Joint Council on Economic Education to use ideas and materials emanating from the original developmental program. Specifically the following will be or has been done:
 - a) an economics consultant participated in the Nutley teacher workshop
 - b) two Nutley teachers participated in a three-week economic education workshop at Montclair State
 - c) the social studies departmental meetings in 1968/69 will be an in-service training program. Elementary teachers will participate and consulting economists will be used.
 - d) materials will be sent us by the Joint Council for Economic Education for possible use in the school system.

6. The team teaching experiment at Washington school has been most successful. It is planned to initiate a similar program for Spring Garden sixth graders next year.

7. There were a number of studies underway in the school system. Staff involvement for general school improvement and curricular change is a "way of life" in Nutley. Among the studies were:

Systemwide:	TV Committee
	Sex education
	Use of drugs
	Use of school aides
High School:	Self-evaluation for state visitation
Franklin:	Social studies - scope and sequence

Elementary: Reading handbook
 Report card revision
 Science text adoption
 Penmanship adoption

8. An occupational education pilot project has been approved by the State Board of Education. This project provides for more extensive data processing instruction in the business education department.
9. The work-experience program continued to expand. In 1968/69 we will include clerical and/or unskilled enterprises. In 1967/68, the program was expanded to include girls and underclassmen. This program should continue to grow and become increasingly important in the school program.
10. All first grade classrooms were equipped with listening stations to be used in conjunction with the reading program during 1967/68. In the 1968/69 school year all the second grade classrooms will be equipped with listening stations.
11. A comprehensive reading handbook for all teachers was completed.
12. More extensive use was made of school aides. A detailed and comprehensive program is now being planned for review by the Board of Education.
13. An additional class for the severely mentally retarded has been provided for the 1968/69 school year.
14. A three-week summer teacher workshop emphasizing science, reading, and sensitivity training was held during the summer of 1968.
15. A formalized reading program will be initiated in the 7th grade in 1968/69.

RECOMMENDATIONS TO GUIDE FUTURE ACTION

1. The bond proposal referendum to be held on October 8, 1968 is crucial. Failure to provide adequate physical facilities for a quality educational program could spell educational disaster to this community. The high school enrollment continued to increase and the school is now operating well above capacity. Ingenious scheduling techniques developed by an expert administrative staff, coupled with an efficient and dedicated teaching staff have enables us to continue a quality secondary education program. Expertise, efficiency, and dedication, however, cannot supply critically needed classrooms.
2. The modular scheduling studies* initiated during 1966/67 should be continued. We should continue to "phase" into this flexible type of scheduling with full implementation when we have the necessary physical facilities. Hopefully this can be done in the 1971/72 or 1972/73 school year.
3. The team-teaching experiments should be continued. If the Spring Garden program involving sixth graders proves to be sound educational practice, serious consideration should be given to utilize this approach in all the elementary schools for all sixth grades.
4. The annual study of Nutley's financial ability to support the schools as measured by equalized assessed valuation should be continued.
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. Serious consideration should be given to revise the assistant superintendent's salary guide. The position is comparable to that of the high school principal in terms of responsibility and the compensation should be commensurate with that responsibility.
7. The basic structure of the present administrative salary guide has proven to be an equitable and a logical compensation plan and should be maintained.
8. Great care should be given to staffing policy so that Nutley 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. Flexibility must be fostered to enable the school system to adapt to rapidly changing situations. There

*Scheduling by modules of time, rather than fixed periods. Use of computers for scheduling offers an opportunity for flexibility in scheduling.

are serious reservations that the generally recognized minimum standards of 20 students per professional staff member (50 staff members per 1000 students) are no longer adequate.

9. The board of education must recognize the superintendent of schools to be the key person in any negotiating process with the teachers. Negotiating should be considered as a professional administrative function as it is in the private sector of the economy. The superintendent should be responsible to the board of education to see that it is done efficiently and equitably.

10. Budgetary allotments should be made for the increased and expanded use of school aides. These allotments should be based on thorough study and planning for the use of school aides.

11. 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 will have four elementary librarians in 1968/69.

12. A second psychologist is needed. Our present school psychologist is both competent and dedicated, but he is overwhelmed by his work load.

13. The Saturday Extension program and the summer SHIELD program for the handicapped, funded by federal monies, should be continued.

CONCLUDING STATEMENT

The disappointment of the defeat of the bond proposal for the high school addition in June was offset by the continued progress in Nutley schools.

The continuing development of the curriculum to meet the educational needs of all the children of all the people in Nutley is a clear indication that this school system is one which is forward looking.

The school system, however, MUST be healthy if this community is to progress. Lethargy in the school system spells stagnation and retrogression. We are blessed with competent and dedicated professionals in the schools. The community must continue to provide the materials, equipment, and facilities if they are to continue their good work. We are confident that Nutley will continue its fine quality educational program.

It is increasingly apparent that the need to develop effective lines of communication between the community and the school continues. We must strive to improve these communication lines so that the school system will be better able to serve the community. The school system belongs to

the people of Nutley and we must continue to be responsive to the needs of the people.

Once again, in 1968/69, the Vincent Methodist Church comes to our aid by supplying much needed classrooms. The availability of these classrooms assures the continuation of a quality program. We appreciate the efforts of the Vincent Methodist Church on our behalf.

The liaison with the private schools in the community continues to be good. Cooperative programs, predating the federal funds, were developed in a spirit of harmony. Harmonious cooperation continues and we wish to express our gratitude to those who have made this possible.

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.