

ANNUAL REPORT
TO THE
BOARD OF EDUCATION
NUTLEY, NEW JERSEY
FOR THE
SCHOOL YEAR 1969/70

September 1, 1970

Ladies and Gentlemen:

The 1969/70 annual report marks a decade of service to the Nutley community by your Superintendent of Schools. We cannot resist the temptation to look back over those years, the so-called "Turbulent Sixties," and reflect from where we have come. At the same time, we are looking forward to challenges of the 1970's. Although this report is a partial record of the achievements, activities and progress of the seven schools and the more than 5800 students who are in attendance, it has served as a means for us to look back, and more important, to look forward.

We live in an age that is more and more characterized by passion and emotion rather than reason. Schools should be the hallmark of reason--the home of rationalism. As we go into the 1970's, the development of the rational man--one who believes in himself, one who believes in others, and one who is prepared to face life with zest and courage--should be the aim of the school system. If we do not have our general share of rational human beings, the democratic form of government is in serious jeopardy.

You, as a Board of Education, have been of immeasurable help in the attempt to develop and foster rationality.

It has been a distinct pleasure to work with you in attempting to meet the educational needs of the boys and girls of this community.

Respectfully submitted,

Robert Fleischer

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LOOKING TOWARD THE SEVENTIES

Major changes in education will take place during the 1970's. The experimentation started in the 1960's has increased greatly and as a result of this experimentation one can predict that there will be an acceleration in the rate of change. The objectives will change from subject matter curriculum building to an emphasis on problem-solving skills and methods of inquiry. Attempts will be made to have instruction more and more individualized and adapted to the ability, level of achievement, interests, and aspirations of each student, and progress will be geared to the student's own pace. A greater variety of methods of instruction will be used: textbooks, programmed instruction, computer-assisted instruction, small group instruction, individual projects, laboratory work, field trips--all carefully planned and organized to develop qualities of mind and spirit as well as to encourage acquisition of knowledge.

There have been many attempts to analyze and understand the reasons for the student unrest in our country. A review of the literature points out that the contemporary social realities are not quite so disorderly as they appear. Several significant factors appear to emerge and the schools must recognize and deal with these factors. They are:

1) There has developed, for the first time in our history, a sizeable and potentially long-lived youth movement. Young people are an increasingly significant part of our total population. The schools, and more particularly, the high schools will have to function with an understanding of this phenomena. This movement has all the dangers, with our instantaneous public media system, of becoming totalitarian and conforming in nature where the young think alike, act alike, dress alike, and show concern for the same issues.

2) The youth are taking our democratic ideals seriously. They see these ideals as programs for action with a vividness comparable to the vision of our founding fathers.

3) Students in high school and college want a "piece of the social action." They resent the traditional deferral of adult roles into early middle life because they see themselves as capable of accepting socially responsible work.

4) The young people, despite their need for permanence and stability, are at home in the presence of change. They tend to look upon conflict not as disaster, but as an opportunity for creative growth.

Excerpts from The Shape of the Future in American Secondary Education, edited by Alvin C. Furich (published by the Pitman Publishing Corporation) gives insight into some of the developments in education, and some of the problems that the schools will face in the 1970's. Some of the changes

foreseen in these excerpts are now taking place in the elementary schools. Secondary education on the whole has not been appropriately redesigned or effectively coupled with elementary programs--but that redesign and coupling will take place in the next few years.

On Purposes of Education

"...to free man of irrational fears, superstitions, and hatreds." p. 102

"...give each student a human environment in which he feels he belongs." p. 108

"...we need to find ways to educate men not only to think, but to feel and to act. Man's inhumanity to man is real, and more than anything else, the schools must educate for humanity--by helping people to understand who they are, how they and their institutions relate to other people, and how human behavior can be changed." p. 253

"...the trouble is..what we seem to regard as 'soft' words or concepts--words like trust, respect, humanity, dignity, love. The 'harder' terms that we have used in the past to talk about the school (such as discipline, intelligence, testing, homework, organization) are somehow easier to deal with...But...the words...used to talk about the future are not 'soft'--they are real and the stuff of which civilized society is made, and somehow we have to find ways to translate this conviction into new kinds of learning, teaching, and institutional styles." p. 253

"Very few of the public school systems now operative in the country will not have their geography altered; very few of them will have their population mixtures remain stable; very few of them will be able to resist for more than four or five years new community pressures to alter their structure, change their administration, re-create their curricula, and modify their educational goals, nor will many of them be able to remain uninvolved in the larger affairs of their host communities." p. 34

On Teaching and Learning

"...allow students to teach their own classmates and younger students." p. 9

"The teacher who teaches with zest, who speaks and listens well, who helps his students interact with more than boredom or rebellion is a humanist, an artist working with humanity, and his art is the one thing in this pep-pill world of ours most likely to beget in his students a thirst, a passion for the fullness of life." p. 119

"Any teacher who can be replaced by a machine should be." p. 129

"He will not be much of a talker; rather a listener. Not much of an answerer; rather a questioner. Not much of a tester; rather a rewarder. Not much of a restricter; rather an opener."

"Let us focus on including rather than selecting, on assuring success rather than punishing failure." p. 105

"By the 1980's, we shall begin to inaugurate--on a large scale--systems of reporting which describe what children do. They will not be labelled by grades for, to repeat, grades do not label, they libel." p. 143

"It is men we need, not programs. It is only in the teacher that the end is apparent; he can humanize because he possesses the human skills which give him the power to humanize others." p. 254

"Teachers will have to know their subjects and--equally important--must either be acquainted with other subjects or have real respect for them. They will need to become used to working with other teachers." p. 171

"...students will have considerable unscheduled time with teachers available for consultation. A whole new approach to teaching will need to be developed--less lecturing, less 'telling,' less asking questions to which teachers already know the answer. There should also be less textbook-learning and less concern about grades. Education should be 'becoming.'" p. 171

"It is better to have half a dozen student councils,..." p. 108

"...use of students as resources for learning and teaching more consciously than we typically do." p. 109

"The labels, A, B, C, D, F will perhaps...be eliminated. It will be sufficient to describe the work the student has done for those individuals or institutions (colleges, employers) who require knowledge of his schooling." p. 134

"...there are those who believe that the current style of college and university teaching represents the greatest single weakness in the process of teacher education." p. 255

"...if we want a new kind of high school teacher in 1980, then teaching at the college level is going to have to change first." p. 255

"...by involving children of all ages in teaching other children." p. 255

"...suggest a changed role for the principal, but not a diminished role. In fact, his role will be a critical one. For what he should become is a leader, a facilitator, and a staunch supporter of change." p. 265

On Curriculum

"...the schools' extension into the community and their use of its resources for instructional purposes imply radical changes in the curriculum..." p. 7

"...was that there ought not to be such a subject as English by 1980..." p. 160

"The present repetition of American history--frequently in grades five, eight, and eleven--will...be eliminated." p. 173

"Courses with such titles as 'Cities,' 'Protest Movements,' 'Revolutions,' 'The American Dream,' 'Elections,' 'Utopias,' and 'Russia (or China) in the Twentieth Century' should be introduced..." p. 174

"By 1980, major corporations will offer 'learning services' which include the devices and related materials to produce the contracted result." p. 231

"...by 1980 the national interest in the ocean may be equal to our interest in outer space." p. 237

"That question, Who am I? is at the heart of humanities courses. They are concerned with ideas and values rather than with just facts. " p. 175

"Much of guidance interviewing is expository and highly repetitive from student to student. It is teaching, which, in a traditional subject, would be done with groups rather than individuals. " p. 219

"Much of interviewing is simply transmittal of information. many media do this better than a counselor can. " p 219

On Educational Facilities

"The laboratory, as presently used, mainly confirms through manipulation of apparatus, what is known. " p. 139

"There are some thoughtful people who believe that the tone and feeling of the place where students and teachers meet are...important. " p. 226

"Dining will replace feeding. The great cavernous space called the cafeteria will have been replaced by smaller spaces in which children will dine together without regard to ability to pay and in surroundings which suggest that eating can be a cultural experience. " p. 230

"Each resource center is staffed with...a teacher whose presence is scheduled so guidance and assistance is available to students throughout the day. " p. 235

"...the laboratory can be expected to be open for business the same hours as the school library and which in 1980 will be most of the time, including evenings and Sunday. " p. 239

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 3, 1969 and was based on the following variables.

- (1) an increase of 15 students per grade per year based on previous three year experience for grades one through six
- (2) the 1970/71 through 1976/77 kindergarten enrollment is an average of the five year period, 1965/66 through 1969/70
- (3) there is a loss of 1.2 per cent from kindergarten to first grade, based on experience of the five year period, 1964/65 through 1968/69
- (4) an enrollment increase of 25 students in the seventh grade, based on the previous three year experience, and a decrease of one student in the eighth grade, based on the previous three year experience
- (5) 136 students added to the high school to provide for transfers from parochial schools based on previous three year experience
- (6) high school enrollments based on two per cent dropout per year, per grade

Early estimates of the 1970/71 secondary enrollment indicate that the variables have been calculated correctly. It is estimated that the high school enrollment will be 2173 students; the projected figure was 2178.

| <u>Grade</u> | <u>Projected</u> | <u>Actual</u> (as of 7/7/70) |
|--------------|------------------|------------------------------|
| 7th | 446 | 446 |
| 8th | <u>456</u> | <u>447</u> |
| | 902 | 893 |
| 9th | 581 | 564 |
| 10th | 519 | 519 |
| 11th | 557 | 567 |
| 12th | <u>521</u> | <u>523</u> |
| | 2178 | 2173 |

TABLE I
PROJECTED ENROLLMENT

| Year | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------|------|-----|-----|-----|-----|-----|-----|-----|-----|-------|-----|-----|-----|
| 1976/77 | 379* | 374 | 389 | 404 | 419 | 434 | 449 | 475 | 499 | 585 | 592 | 561 | 554 |
| 1975/76 | 379* | 374 | 389 | 404 | 419 | 434 | 451 | 500 | 449 | 604 | 572 | 565 | 556 |
| 1974/75 | 379* | 374 | 389 | 404 | 419 | 436 | 475 | 450 | 468 | 584 | 577 | 567 | 540 |
| 1973/74 | 379* | 374 | 389 | 404 | 421 | 460 | 425 | 469 | 448 | 589 | 579 | 559 | 548 |
| 1972/73 | 379* | 374 | 389 | 406 | 445 | 410 | 444 | 449 | 453 | 591 | 570 | 558 | 499 |
| 1971/72 | 379* | 374 | 391 | 430 | 395 | 429 | 424 | 454 | 455 | 582 | 569 | 509 | 546 |
| 1970/71 | 379* | 376 | 415 | 380 | 414 | 409 | 429 | 456 | 446 | 581** | 519 | 557 | 521 |
| 1969/70 | 381 | 400 | 365 | 399 | 396 | 414 | 431 | 447 | 445 | 530 | 568 | 532 | 519 |
| 1968/69 | 391 | 357 | 392 | 377 | 393 | 423 | 415 | 446 | 423 | 572 | 549 | 515 | 478 |
| 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 |

* 3 year average

** Additional 136 from transfers in, two per cent drop-out

October 3, 1969

TABLE II

| <u>Year</u> | <u>K-6*</u> | <u>7-8</u> | <u>9-12</u> | <u>Total</u> |
|-------------|-------------|------------|-------------|--------------|
| 1966/67 | 2672 | 848 | 1891 | 5411 |
| 1967/68 | 2728 | 849 | 1978 | 5555 |
| 1968/69 | 2748 | 869 | 2114 | 5731 |
| 1969/70 | 2786 | 892 | 2149 | 5827 |
| 1970/71 | 2802 | 902 | 2178 | 5882 |
| 1971/72 | 2822 | 909 | 2206 | 5937 |
| 1972/73 | 2847 | 902 | 2218 | 5967 |
| 1973/74 | 2852 | 917 | 2275 | 6044 |
| 1974/75 | 2876 | 918 | 2268 | 6062 |
| 1975/76 | 2850 | 949 | 2297 | 6096 |
| 1976/77 | 2848 | 975 | 2292 | 6115 |

*Does not include special education

October 3, 1969

TABLE III

ENROLLMENT TRENDS*

| <u>School</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> | <u>68/69</u> | <u>69/70</u> |
|---------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Linc. | 664 | 646 | 685 | 672 | 708 | 703 | 698 | 719 | 736 | 718 | 712 |
| Sp. Gdn. | 592 | 569 | 557 | 541 | 543 | 533 | 544 | 547 | 564 | 525 | 539 |
| Wash. | 464 | 453 | 469 | 508 | 510 | 493 | 496 | 487 | 516 | 535 | 519 |
| Yant. | 489 | 515 | 524 | 553 | 564 | 598 | 615 | 624 | 613 | 575 | 607 |
| Radc. | <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> | <u>444</u> | <u>456</u> |
| K-6 | 2588 | 2659 | 2617 | 2637 | 2702 | 2697 | 2705 | 2714 | 2775 | 2797 | 2833 |
| 7 & 8 | 859 | 834 | 782 | 762 | 728 | 778 | 839 | 848 | 849 | 869 | 892 |
| 9 - 12 | <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> | <u>2114</u> | <u>2149</u> |
| Total | <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> | <u>5780</u> | <u>5874</u> |

*As of September 30

Table III shows the enrollment trends by school. You will note that the enrollment of Yantacaw is approaching the peak reached in 1966/67. Class size is, once again, becoming a problem at this school. This, in part, will be alleviated by the creation of two additional classrooms through the remodeling efforts of our maintenance staff.

It is hoped that the major high school addition will be available during the 1970/71 school year.

CLASS SIZE

The average class size of elementary classes was 24 on September 30, 1969. This is the same as the average class size in the previous year. There were four classes over 30 as compared to five a year ago. All of these classes were at the Yantacaw school. Hopefully, this condition will be corrected with the additional classrooms which will be available in 1970/71.

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 levels. This intent of the Board of Education has been included in the 1970/71 teacher contractual agreement.

The average class size in the high school decreased in three out of the five academic disciplines. We should be able to maintain and/or improve class size when we are able to utilize the new addition now under construction.

TABLE IV

Nutley High School Class Size

| <u>Subject Area</u> | <u>65/66</u> | <u>66/67</u> | <u>67/68</u> | <u>68/69</u> | <u>69/70</u> |
|---------------------|--------------|--------------|--------------|--------------|--------------|
| English | 25 | 25 | 26 | 26 | 26 |
| Social Science | 26 | 26 | 26 | 26 | 26 |
| Science | 23 | 24 | 25 | 25 | 24 |
| Mathematics | 25 | 25 | 26 | 27 | 25 |
| Foreign Languages | 24 | 24 | 23 | 23 | 22 |
| Business Education | 23 | 23 | 22 | 24 | 23 |
| Special Areas | 20 | 20 | 19 | 23 | 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 "stability" in the Class of 1970.

TABLE V

Class of 1970

| <u>Grade entered Nutley Public Schools</u> | <u>Number</u> | <u>Cumulative Per Cent</u> |
|--|----------------|--------------------------------|
| K | 214 (221)* | 42 (47)* |
| 1 | 21 (9) | 46 (49) |
| 2 | 23 (10) | 51 (51) |
| 3 | 24 (17) | 55 (54) |
| 4 | 15 (16) | 58 (58) |
| 5 | 16 (7) | 61 (59) |
| 6 | 16 (10) | 64 (61) |
| 7 | 14 (15) | 67 (65) |
| 8 | 15 (17) | 70 (68) |
| 9 | 104 (96) | 90 (88) |
| 10 | 30 (25) | 96 (94) |
| 11 | 16 (16) | 99 (97) |
| 12 | <u>4 (14)</u> | 100 (100) |
| | 512 (473) | |

*Class of 1969 in parenthesis

Nearly half of the Class of 1970 (42 per cent) entered the Nutley Public Schools as kindergarteners. Ninety per cent of this class entered school after the ninth grade. There does not appear to be any appreciable difference between the Class of 1970 and previous classes.

These statistics indicate the marked stability of the Nutley school population in the midst of great changes in the metropolitan area.

PERSONNEL

The following retired during the 1969/70 school year:

| <u>Name</u> | <u>School</u> | <u>Years of service in Nutley</u> |
|---------------------|-----------------|---------------------------------------|
| Mrs. Cornelia Simon | Spring Garden | 28 1/2 |
| Mrs. Evelyn Corso | Itinerant (Art) | 18 |

In addition, Mrs. Ethel Weischedel retired after serving twenty-two years as a dental clerical assistant.

Twenty-two (22) teachers were offered their tenure contracts:

High School

Mrs. Marie Avolio
Mr. Arthur Hansen
Miss Mary Liloia
Miss Leona Molinaro
Mr. Thomas Parciak
Mrs. Marilyn Sandberg
Mr. Walter Sautter

Franklin School

Mr. Edward Annett
Mr. Mario Cocchiola
Miss Holly Naturale
Miss Jeanne Neilley
Mrs. Virginia Primamore
Mrs. Mary Schilling

Elementary

Mrs. Margaret Criqui (as of 10/9/70)
Mrs. Carole Flor
Miss Janet Langston
Mr. Charles Martin
Mrs. Keiko Ohtaka
Miss Helen Schelin
Mrs. Patricia Stewart
Mrs. Phyllis Walsh
Mr. James Warner (as of 11/11/70)

In 1970/71 41.4 per cent of the Nutley professional staff will have a master's degree equivalence or higher. This compares with 40.5 per cent a year ago. The inclusion of the B.A. + 15 level of training in the 1970/71 salary guide has given impetus and incentive to many teachers to return to school for graduate degrees. The professional level of training for the Nutley staff is significantly higher than the typical school district in the state or the nation.

Mr. Karekin Bakalian, Mr. Stephen Hornyak, and Mrs. Mary Whelan assumed administrative positions in 1969/70. They proved to be commendable choices as each brought new ideas and freshness of thought to the Nutley educational scene. The new appointees fulfilled their professional obligations and duties with dedication and competence.

In addition, Mr. Thomas Parciak continued to serve as community liaison director and this position has become an increasingly important and sensitive one in these times of societal unrest and turbulence.

Mr. Joseph Mattiucci was appointed as the Industrial Arts department chairman. He proved to be a valuable addition to the administrative family as he fulfilled a leadership role in developing a program for the facilities which will be provided in the high school addition.

Mr. John Jacone has been assigned half-time to aid Mr. Zwirek in the area of high school discipline for the 1970/71 school year. This has become necessary because of the increasing high school enrollment.

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.

Tax rates, assessments and school spending change each year. Studies on school support are made on an annual basis.

the 1969 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 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 1969 equalized school tax rate of 1.48 is next to the lowest school tax rate in Essex County. Only Millburn's tax rate is lower. (Districts with high schools only.) The state median equalized school tax rate is 1.99. 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 1967/68 equalized valuation per pupil in Nutley was \$41,690. This is slightly above the Essex County median of \$40,649 and \$8,011 higher than the state median of \$33,679. Only five districts in Essex County have a higher per pupil valuation than Nutley. Four 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 \$381. Although Nutley was above the state median in this category, it is the lowest in Essex County.
4. Nutley had the lowest 1967/68 total expenditure per weighted pupil in Essex County. The cost per pupil of \$588 was also less than the state median of \$680.
5. Nutley had 46.7 professional staff members per 1000 pupils in 1967/68. Only Glen Ridge had fewer professionals per 1000 pupils. The state median of 49.9 was above Nutley's 46.7.

Implications

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 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. The educational services available and the performance of the Nutley schools is as good, if not better, than most school systems in the nation.

TABLE VI

Essex County School Districts with High Schools

1969 Real Property Tax School Tax Rate

| <u>High</u> | <u>Actual</u> | <u>Equalized</u> | <u>67/68 Eq.</u> <u>Val. per Pupil</u> | <u>67/68 Total Exp.</u> <u>Per Wgtd. Pupil</u> | <u>67/68 Prof. Staff</u> <u>per 1000 pupils</u> |
|-------------|---------------|------------------|---|---|--|
| High | 3.43 | 3.82 | \$81,228 | \$959 | 57.6 |
| Median | 2.53 | 2.28 | 40,649 | 789 | 52.3 |
| Low | 1.34 | 1.37 | 20,389 | 588 | 46.1 |
| NUTLEY | 1.48 | 1.48 | 41,690 | 5.88 | 46.7 |

SALARIES AND STAFFING

The adoption of a salary guide based on the index-principle ¹ in 1966/67 has been continued, with certain modifications developed in the collective negotiations process, for the 1970/71 salary guide. An analysis of the relative position of the Nutley teacher in 1970/71 with that position prior to the adoption of the index-principle guide clearly shows that the significant improvement in Nutley's competitive position has been maintained. The Nutley guide has been carefully structured to attract and hold career-minded teachers. In that respect, we can state that the Nutley guide is the best designed salary plan for career teachers in the state, if not the nation.

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

Table VII shows that the Nutley salary guide is competitive. The "lag" at the first few steps at the M.A. and six-year levels are not significant because very few teachers are at these levels of training during their first three years of experience. In addition, these "lags" are more than offset by Nutley's being well above county medians beyond the fifth step on the guide.

TABLE VII

1970/71 Nutley Salary Guide As Compared To Essex County Medians

| Step | <u>B.A. Level</u> | | | <u>M.A. Level</u> | | | <u>Six Yr. Level</u> | | |
|------|-------------------|--------------------|--------------|-------------------|--------------------|--------------|----------------------|--------------------|--------------|
| | <u>Nutley</u> | <u>County Mdn.</u> | <u>Diff.</u> | <u>Nutley</u> | <u>County Mdn.</u> | <u>Diff.</u> | <u>Nutley</u> | <u>County Mdn.</u> | <u>Diff.</u> |
| 1 | 7700 | 7800 | -100 | 8300 | 8550 | -250 | 8900 | 9200 | -300 |
| 3 | 8470 | 8400 | + 70 | 9130 | 9200 | - 70 | 9790 | 9900 | -110 |
| 6 | 9625 | 9425 | +200 | 10,375 | 10,225 | +150 | 11,125 | 11,100 | + 25 |
| 8 | 10,395 | 10,100 | +295 | 11,205 | 10,975 | +230 | 12,015 | 11,800 | +215 |
| 10 | 11,165 | 10,800 | +365 | 12,035 | 11,750 | +285 | 12,905 | 12,500 | +355 |

The study made in June, 1970 on the Essex County 1970/71 salary guides and their relationships to the Nutley 1970/71 guide showed that the Nutley guide is competitive, and that the Board of Education has implemented its long-standing publicly stated policy:

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

The Superintendent recommended, on the basis of this study, that there be continued use of the index-principle and that the basic structure of the Nutley guide is sound and should not be altered.

A REVIEW OF THE ADMINISTRATIVE SALARY GUIDE AND
ADMINISTRATIVE SALARY EXPENDITURES

In December, 1966 the Board of Education approved the basic features of the current administrative salary guide. The guide is based on a constant ratio to the last eight steps of the teachers' guide.

The administration of this guide has been relatively simple. This compensation plan, which has been carefully developed by the superintendent, the board and the administrative personnel, has eliminated most of the traditional anguish found in most large organizations.

The Board of Education has asked for an annual review of the compensation plan so that any revisions necessary would take place removed from the pressures of the teacher salary negotiations. In this review, we are continuing to pose certain questions and an attempt is made to answer these basic considerations.

- 1) How do Nutley administrative salaries compare with "its competition? " *
- 2) Are there any significant differences between the administrative salaries in "ratio districts" and "non-ratio districts? "
- 3) How does Nutley compare in actual administrative and supportive salary costs with other school districts?

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

- a. Except for the high school principal, the actual ratio to the stated maximum on the six-year teacher guide, Nutley administrative ratios were below the county medians.
- b. With the exception of the assistant superintendent, there is not a significant variance from county medians in all administrative positions.

2. Are there significant differences between the administrative salaries in "ratio districts" and "non-ratio districts? "

- a. There are nine (9) districts with ratio compensation plans; there are six (6) without such plans.
- b. Administrators in non-ratio districts tended to receive larger dollar amounts and greater percentage increases than their counterparts in ratio districts.
- c. Salaries paid administrators in ratio districts do not differ significantly from salaries paid in non-ratio districts.

*Essex County K-12 school districts, excluding Newark

- d. Despite receiving a sizeable increase in salary, the Nutley assistant superintendent's salary is still the lowest in Essex County. His salary is \$2932 from the county median
- e. The salaries paid to other Nutley administrators appear to be competitive and equitable.

Conclusions

1. There are no significant differences between ratio and non-ratio districts. The big difference is that, in the ratio districts, there is a compensation plan in effect and administrators have a salary guide that is not subject to whim, caprice, or political pressure.

2. The Nutley compensation plan seems to be structured on a sound basis.

Recommendations

1. That Nutley continue on its ratio plan. It has proven to be realistic.

2. That the assistant superintendent's ratio be altered so that the maximum ratio be increased and that in 1971/72 he be placed at the maximum (double increment). The Board of Education should correct this inequity as soon as it is feasible.

3. How does Nutley compare in actual administrative and supportive salary costs with other school districts?

Table VIII gives the data which support the findings.

TABLE VIII
1968/69 EXPENDITURES

| <u>District</u> | <u>Total Salaries*</u> | <u>Total Current Expenses</u> | <u>Enroll- ment</u> | <u>Salaries per Pupil</u> |
|-----------------|----------------------------|---------------------------------------|-------------------------|-----------------------------------|
| Belleville | 474,745 | 3,997,833 | 5588 | \$85 |
| Bloomfield | 585,156 | 6,125,420 | 8236 | 71 |
| Caldwell | 372,409 | 3,653,062 | 4208 | 88 |
| Cedar Grove | 256,665 | 2,318,224 | 2839 | 83 |
| E. Orange | 627,665 | 8,755,541 | 11,304 | 56 |
| Gl. Ridge | 187,954 | 1,698,604 | 2207 | 83 |
| Irvington | 545,967 | 5,309,977 | 7437 | 73 |
| Livingston | 681,694 | 5,941,015 | 8087 | 84 |
| Millburn | 546,867 | 4,429,071 | 4414 | 124 |
| Montclair | 878,178 | 6,884,029 | 7816 | 112 |
| Nutley | 398,691 | 3,751,599 | 5820 | 69 |
| Orange | 401,671 | 3,325,355 | 4322 | 93 |
| S. Orange | 797,562 | 6,876,325 | 7958 | 100 |
| Verona | 268,023 | 2,439,204 | 2873 | 93 |
| W. Orange | 827,894 | 7,256,843 | 8322 | 99 |
| | | High | | 124 |
| | | Median | | 85 |
| | | Low | | 56 |
| | | Nutley | | 69 |

*Includes central office, principals, supervisors, secretarial and clerical salaries

Findings

1. Only one district's per pupil cost was less than Nutley's \$69.
2. There is wide differential in these costs in the county, with a range of a high of \$124 to a low of \$56.
3. Orange, Millburn, and Belleville have less students than Nutley and expend more dollars.
4. Caldwell, Cedar Grove, Glen Ridge, and Verona expend less than Nutley, but each of these districts has fewer students.

IN-SERVICE PROGRAMS

During the 1969/70 school year there was a renewed emphasis on in-service programs for teachers. Several programs were going on concurrently. They included:

1) Teachers' Seminar on Contemporary Issues, co-sponsored by the Nutley Teachers' Association and the Nutley Board of Education. This ten week seminar was planned in cooperation with the New Jersey Region of the National Conference of Christians and Jews. The general public also participated in this program.

2) Orientation for teachers new to Nutley. This ten-week program attempted to give new teachers an insight to the total school system and how the Nutley Public Schools fulfills its purpose and function.

3) The teaching of science in the elementary schools. A course organized specifically for classroom teachers who are interested in the enrichment and improvement of science instruction. Its purpose was to provide an opportunity to gain additional background in specific areas in order to make much of the content now included in the curriculum more meaningful. An integral part of the program was devoted to the development of experiments and projects which can be applied to science instruction at each grade level.

4) Use of Frostig materials, a program for elementary physical education teachers. These teachers were trained for Frostig materials (perceptual motor training) so that they will be able to better complement the work being done by the kindergarten and first grade teachers.

In addition, the kindergarten teachers were also involved in a similar program. The kindergarten teachers at the local parochial schools, St. Mary's and Holy Family, also participated in this program.

5) Drug Abuse program. A series of meetings were held to review and discuss the curriculum guide developed by the Drug Abuse committee. There will be considerably more done in this area during the 1970/71 school year because of state legislation. Ironically, the state mandated in-service program requires Nutley to do what we have been doing in this area for the past two years.

We can anticipate continued and expanded in-service programs for teachers. The rapidity of social change and the consequent rapidity of accompanying educational change which is necessary to meet changing community needs makes this kind of approach obligatory. The Board of

Education's policy of granting salary credit for formal in-service courses sponsored by the Board recognizes this development. This is commendable and reflects Board Leadership.

DRUG ABUSE

As a result of a conference held in January, 1968 between Nutley school and police officials, there was inaugurated a far-reaching program. The conference was called by the Superintendent of Schools because of the increasing concern of the narcotics problem in the metropolitan area. The recommendations emanating from this conference included:

- 1) To continue the lines of communication between the school and the police. The present relationship has helped immeasurably in keeping Nutley relatively "clean" in regard to the narcotics problem.

- 2) The high school principal would once again "sensitize" the high school staff to this problem through the high school advisory council.

- 3) The assistant superintendent would get educational materials and sources from the detective in charge of narcotics. An attempt would be made, working through and with the elementary principals, to include appropriate syllabi in the fifth and/or sixth grade program of studies.

A Drug Abuse Committee, chaired by Mr. Eugene Duffy, was formed during the 1968/69 school year. This committee developed a drug education curriculum covering kindergarten through the twelfth grade. The curriculum is generally handled in the health education program, but at the secondary level it crosses subject area lines. An in-service program has been developed to review the curriculum guide, with the purpose to fully implement the program during the 1970/71 school year.

The high school has sponsored with the Parents' Council and various community agencies, including the Nutley Police Department, several open house programs on the drug problem. The police department has been closely affiliated with the public schools to control and curb the narcotics and dangerous drug scene. A close and effective relationship exists between the police department, the schools, and the Nutley Family Service Agency. In addition, the Nutley Clergy Fellowship has been an active partner on illicit drugs in Nutley.

All elementary school teachers have been involved in in-service training to help them understand the drug scene. A member of the school staff attended the three-week institute on drugs conducted at the New Jersey College of Medicine and Dentistry from June 22 through July 10, 1970. Information received here will be used in future in-service programs for teachers.

Whether the schools can make a difference in this problem is difficult to ascertain--but to think that the drug problem will be solved by the schools is simplistic and unrealistic. The informal side of education, carried on by social interaction, peer group behavior, and the mass media, constitutes an extremely powerful educational force. Education decision-makers must understand this informal side of education and develop programs much broader in scope. Programs must be developed that are concerned with the "matter of having respect and love for one's own spirit, mind, and body--for that unique natural self in each of us--and, in turn, having that very same quality of recognition, respect, and love for this unique self in other human beings as well." ¹ This is a large order, but to less will be just going through the motions in expecting the schools to solve the drug abuse problem.

We were pleased to note that the Drug Abuse Committee which developed the curriculum guide cited goals of the curriculum which were consistent with the foregoing philosophy. The committee stated that the goals were:

1. To develop the individual physically, mentally, socially and emotionally to take his place in society
2. To educate children to make responsible decisions
3. To educate individuals to avoid the use of stimulants and depressants which affect body and mind
4. To impart to students a body of knowledge about the positive and negative use of drugs
5. To impart a healthy attitude toward facing problems of life.

MASTER CONTRACT

On June 24, 1970 the Nutley Board of Education and the Nutley Teachers' Association signed their first formal contractual agreement. Since 1966, the Board of Education had a negotiating agreement and a grievance procedure, but the new agreement is much more extensive in that all personnel policies are included in the contract. The agreement is effective as of July 1, 1970 and will continue until June 30, 1971.

¹ From P. Kenneth Komiski, Educational Product Report (November 1969) p. 3

The agreement was negotiated over a period of six months. It was completed for review by the Board of Education and the membership of the Nutley Teachers' Association by personnel chosen by both groups to handle the sometimes difficult day-to-day negotiations. It is our carefully considered judgment that this is one of the better agreements in the state because it clarifies procedures and policies and is equitable for the teachers. At the same time, "management prerogatives" are clearly protected in the agreement.

The Board of Education was able to complete this contract without the rancor and hostility which developed in other communities because they

- a) recognized that the superintendent of schools was the key person in the negotiating process with teachers,
- b) considered negotiating as a professional administrative function,
- c) clearly made the superintendent of schools responsible for effective and equitable negotiations, and
- d) were dealing with a strong and responsible teachers' association whose leadership represented the "rank and file."

CURRICULUM

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

1. Team-teaching at the Yantacaw second grade level was enthusiastically received by students, teachers, and parents. For next year team-teaching will also include the third grade at Yantacaw school and take on some features of the ungraded concept. Washington school team-teaching at the sixth grade continues and should no longer be considered experimental.

2. The Summer Enrichment Program, funded by ESEA Title I monies, was inaugurated. An attempt was made to have an open-ended curriculum developed through the children themselves with some basic guidelines and each child's needs were met on an individual basis. The major role was to have children like school and to help them relate to it positively.

3. In 1970/71, Montclair State College and Bloomfield College will establish on a limited and experimental basis, a professional center at Nutley High School. A number of Montclair and Bloomfield student teachers

will spend longer periods of time and have a wider variety of experiences. These students will be under the joint supervision of the college and the high school staff. We are pleased to cooperate in any effort that is aimed at the improvement of teacher preparation.

4. The Nutley Training Center, a joint venture with the Occupational Center of Essex County (O.C.E.C.) and the New Jersey Association of Retarded Children (NJARC) was established during the 1969/70 school year. This marked the first step in a long-range master plan for older trainables in Essex County.

5. Hoffmann-La Roche and the I. T. T. Companies continued the Saturday Seminar programs. These programs are a cooperative venture with the high school science and mathematics departments.

6. New textbook adoptions included:

For grades 3-6

Conlin, Fillmer, Lefcourt, & Thompson
Our Language Today American Book Co. (1970)

General Mathematics

Sobel & Maletsky
Essentials of Mathematics Ginn & Co. 1969)

Science

Introductory Physical Science, developed by IPS Group,
 (funded by Educational Services, Incorporated and the
 National Science Foundation). Prentice-Hall, Inc. (1967)

Project Physics, developed by the Harvard Project
 (funded by the Carnegie Corporation, the Ford Foundation,
 the National Science Foundation, the Alfred P. Sloan Foundation,
 the U. S. Office of Education, and Harvard University). Holt,
 Rinehart & Winston, Inc. (1970)

7. Extensive and intensive-in-service training has been continued in the field of drug abuse. The Drug Abuse Committee, formed in April, 1968 and chaired by Mr. Eugene Duffy, has developed an instructional guide for the school system. The elementary teachers had a teacher workshop to

review this guide and to discuss this problem and how it relates to the elementary schools. Our overall approach is that the drug abuse problem should be more broadly considered as being concerned with the matter of having respect and love for one's own spirit, mind and body--for that unique natural self in each of us--and, in turn, having that very same quality of recognition, respect and love for this unique self in other human beings as well.

8. The second grade report cards were revised, following the pattern of the previous year for the first grade, to more realistically report progress to the parents without such a report damaging pupil self-esteem.

The traditional system of reporting pupil progress has been, justifiably, under attack by the behavioral psychologists.

The first and second grade report card revision has been generally accepted and the motivation back of the revision has been applauded by parents and teachers.

The third grade report card will be revised in a similar manner in the 1970/71 school year.

9. The work-experience program continues to expand. It appears that a second coordinator will be needed in the 1971/72 school year. The concept of work and/or community service being a part of one's education is sound and should be fostered.

10. Each of the first, second, and third grade classrooms has been equipped with listening stations to be used in conjunction with the reading program. This program has been developed over the last three years. In the 1970/71 school year, each school will be equipped with listening stations at the fourth, fifth, and sixth grade levels.

11. More extensive use was made of school aides. for the 1970/71 school year, school aides will be utilized at the Yantacaw and Washington school libraries so that it will be possible for fuller utilization of these libraries. They will work under the supervision of a professional school librarian.

12. A formal systemwide perceptual training program, using Frostig materials, was initiated during the 1969/70 school year. This program will be extended to the first grade next year.

13. The Lippincott basal reading series was used by all first grade teachers during the 1969/70 school year. This program, which emphasizes the phonetic approach to reading, will be extended to the second grade next year.

14. There was an extensive in-service program for teachers in 1969/70. It is planned to broaden this program in 1970/71. A rapidly changing society necessitates a program which is aimed at keeping our staff alert to changing educational needs and developments. This can be done only by a planned program supported and encouraged by the Board of Education and its educational leadership.

Recommendations to Guide Future Action

1. The Board of Education should continue its efforts to maintain an educational climate in the school system which permits its chief executive officer, the Superintendent of Schools, to truly function as an executive officer. The line between the policy-making function of the Board of Education and the administrative function of the Superintendent of Schools is not always clearly delineated--but in Nutley the basic principle implied by the separation of these functions has always been followed.

In turn, the assistant superintendent and the principals have been able to function in their own areas of authority and responsibility without the fear of political pressure, emotional hysteria, or the general whim of a loud vocal minority. This is not an easy educational climate to develop in this time of social unrest which is having direct effects on the school systems, particularly on the high schools, of America.

The leadership roles of our principals and assistant superintendent in this time of stress and strain are recognized not only in Nutley, but also throughout the state of New Jersey.

2. The Board of Education should continue its support of new and innovative approaches to learning. Such an environment permits our dedicated and hard-working staff to develop and implement programs that are well designed and tested in the market place of the classroom.

3. Several committees, made up of teachers and administrators should be established to study, analyze, and make recommendations in the following areas:

- a) Evaluation of teacher performance
- b) Establishment of criteria for outstanding contribution, including extra-curricular activities, to the school program, with in-service credits to be given for such contribution
- c) The role of final examinations at the high school

- d) An evaluation of the mini-courses that have been offered at the high school

4. Student unrest will continue to be a problem in the colleges and high schools. Nutley high school will not, and perhaps should not, be immune from this unrest. We do not exist in a vacuum. In fully meeting problems that will beset us, the Board of Education, in the policies it adopts when dealing with the orderly operation of the schools, must strike a reasonable balance between the policy of freedom and order, permissiveness and repression, student rights and responsibilities.

Nutley is blessed with a capable and competent high school administrative staff which has excellent rapport with and understanding of the high school students. The Board of Education should continue to make clear its unequivocal and complete confidence in the high school administrative staff to deal fairly and equitably with any or all problems which may arise.

5. The Board of Education must continue to 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.

The adoption of the master contract in 1969/70 without the hostility and rancor that developed in other school districts is a direct result of this policy.

6. The team-teaching experiments should be continued and expanded to include more schools and more grades. These should further development of the concepts which undergird the individualization of learning.

7. The annual study of Nutley's financial ability to support the schools as measured by equalized assessed valuation should be continued with great care given to the maintenance of Nutley's favorable salary competitive position.

8. The basic structure of the present administrative salary guide has proven to be an equitable and logical compensation plan and should be maintained. Continuing studies should be made comparing the various administrative positions with those positions of a similar nature in the county.

9. Great care should be given to staffing policy so that Nutley can continue to be a quality school district which provides adequate professional services.

10. Continued budgetary allotments should be made for the increased and expanded use of school aides.

11. Serious consideration should be given to the employment of a second psychologist.

12. The flexible scheduling studies going on at the high school since 1967/68 should be continued for possible implementation by 1971/72.

13. Serious consideration should be given to broadening the Summer Enrichment Program to include pupils beyond the third grade.

14. Youth volunteer and/or work programs must be made available for adolescents as part of their high school education. No better way is there to link the "outside" world with school, and at the same time, have young people become involved in a wholesome and meaningful way.

15. Consideration should be given to investigate the possibility of expanding the public school program to include pre-school (under 5 years of age) education.

Concluding Statement

The school system continues to anticipate the problems that arise in the attempt to meet the educational needs of the community. We can cite our study and analysis in areas of drug abuse, family and human relationships, use of educational TV, in-service education of teachers, the use of school aides, team teaching, and flexible scheduling. These studies resulted in action well in advance of many school districts--in many cases, Nutley has become the model.

In addition, the Nutley high school staff has effectively turned the student unrest situation into an opportunity for students to grow and learn in a wholesome and creative manner.

There are many in this nation who look at the problems that beset us and either blame the schools or evidence a lack of faith in the public schools. The schools are not now what they should or could be, but continued administrative tinkering by people who appear to have lost faith in the American educational system will not solve our problems. "The Greeks will be remembered for liberty, the Romans for law, the British for parliamentary government. But we in the United States will be remembered for one thing only, the only nation in the history of the world to take seriously the idea of universal public education." ¹

¹ Eurich, Alvin C., editor, The Shape of the Future in American Secondary Education, Pitman Publishing Company (1970) p. 130

As we stated last year, the questioning of conventional wisdom and generally accepted myths and/or concepts is not only healthy but necessary for a free society. The assault of newer ideas, many of which are not historically new, has also brought about a clamor for instant solutions. There are no instant solutions to age-old problems.

The schools of this nation do offer possible long-range solutions, that of an educated citizenry, aware and sensitive to the problems we face. To this end, the Nutley school system pledges itself. It will take competent and dedicated professionals to fulfill this pledge. In addition, the community must continue to provide the materials, equipment and facilities. The necessary ingredients for a quality program are here and are working.

The liaison with the private schools in the community continues to be excellent. Programs have been developed and operated cooperatively for a number of years.

Once again, we wish to express our gratitude to the Vincent Methodist Church for providing classrooms until the completion of the high school addition. This has made it possible to continue to keep class size at relatively reasonable levels.

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 courageous dedication and commitment to quality education.