

ANNUAL REPORT
TO THE
BOARD OF EDUCATION
NUTLEY, NEW JERSEY
SCHOOL YEAR 1971/72
ROBERT D. FLEISCHER, SUPT.

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September 1, 1972

Ladies and Gentlemen:

The 1971-72 annual report is a partial record of the achievements, activities, and progress of the seven schools and the 5900 students who are in attendance.

This is the tenth report of this nature from the present Superintendent of Schools. As such, we have taken the liberty to use a major portion of the 1971-72 annual report to chronicle the various developments in the school program since 1962.

This chronicle illustrates how rapidly things and conditions change in the modern era. Since 1962, we have seen major changes in America and these changes have had a direct bearing on the schools of America.

These annual reports have served as a vehicle to review the school program and on the basis of this review to bring about meaningful change. It is hoped that the review of changes and developments that occurred in the 1960's will serve as a catalyst for meaningful and effective education in the 1970's.

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

Respectfully submitted,

Robert W. Keircher

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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, 1971 and was based on the following variables:

- (1) an increase of 11 students per grade per year based on previous three year experience for grades one through six
- (2) the 1972/73 through 1978/79 kindergarten enrollment is an average of the five year period, 1966/67 through 1970/71
- (3) there is a one per cent increase in enrollment from kindergarten to first grade, based on experience of the five year period 1966/67 through 1970/71
- (4) an enrollment increase of 21 students in the seventh grade, based on the previous three year experience
- (5) 127 students added to the high school (9th grade) 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

TABLE I
PROJECTED ENROLLMENT

Year	K	1	2	3	4	5	6	7	8	9	10	11	12
1978/79	378*	381	392	403	414	425	436	426	482	587	568	532	540
1977/78	378*	381	392	403	414	425	405	482	460	580	543	551	514
1976/77	378*	381	392	403	414	394	461	460	453	555	563	525	528
1975/76	378*	381	392	403	383	450	439	453	428	575	536	539	538
1974/75	378*	381	392	372	439	428	432	428	448	547	550	549	554
1973/74	378*	381	361	428	417	421	407	448	420	561	560	565	525
1972/73	378*	350	417	406	410	396	427	420	434	571**	577	536	493
1971/72	347	406	395	399	385	416	399	434	444	589	547	503	557
1970/71	406	390	409	374	411	408	426	456	453	567	524	581	528
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

* 5 year average

** Additional 127 from transfers in, two per cent drop-out

October 4, 1971

TABLE II

<u>Year</u>	<u>K-6*</u>	<u>7-8</u>	<u>9-12</u>	<u>Total</u>
1968/69	2748	869	2114	5731
1969/70	2786	892	2149	5827
1970/71	2824	909	2200	5933
1971/72	2747	878	2196	5821
1972/73	2784	854	2177	5815
1973/74	2793	868	2211	5872
1974/75	2822	860	2200	5890
1975/76	2826	881	2188	5895
1976/77	2823	913	2171	5907
1977/78	2798	942	2188	5911
1978/79	2829	908	2227	5964

*Does not include special education

October 4, 1971

TABLE III
ENROLLMENT TRENDS*

<u>School</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>	<u>70/71</u>	<u>71/72</u>
Lincoln	685	672	708	703	698	719	736	718	712	734	714
Sp. Garden	557	541	543	533	544	547	564	525	539	528	531
Wash.	469	508	510	493	496	487	516	535	519	547	511
Yant.	524	553	564	598	615	624	613	575	607	595	591
Rad.	<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>	<u>466</u>	<u>463</u>
K-6	2617	2637	2702	2697	2705	2714	2775	2797	2833	2870	2810
7 & 8	782	762	728	778	839	848	849	869	892	909	878
9-12	<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>	<u>2200</u>	<u>2196</u>
Total	<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>	<u>5979</u>	<u>5884</u>

*As of September 30

October 4, 1971

CLASS SIZE

The average class size of elementary classes was 23.6 on September 30, 1971. There is no change in the average class size of the previous year. There were three classes over 30; the same as a year ago. All of these classes were at Yantacaw School.

There has been a continued conscious effort to keep class size under 25 in the primary grades and under 30 at the intermediate levels.

The class size "problem" at the high school in the specialized areas of physical education, industrial arts, fine arts, and home economics has been alleviated because of the additional facilities made available during the 1971-72 school year.

There is continued evidence of stability in the pupil population. TABLE IV shows that nearly half the Class of 1972 (44 per cent) entered the Nutley public schools as kindergarteners. Ninety-three (93) per cent of this class entered school after the ninth grade. There is no appreciable difference between the Class of 1972 and previous classes.

TABLE IV
Class of 1972

<u>Grade Entered</u> <u>Nutley Public Schools</u>	<u>Number</u>	<u>Cumulative</u> <u>Per Cent</u>
K	243 (219)*	44 (42)*
1	19 (23)	47 (47)
2	15 (19)	50 (51)
3	17 (17)	53 (54)
4	17 (16)	56 (57)
5	18 (21)	59 (61)
6	17 (13)	62 (64)
7	24 (22)	66 (68)
8	18 (16)	69 (71)
9	132 (114)	93 (93)
10	17 (22)	96 (97)
11	14 (11)	99 (99)
12	7 (6)	100 (100)
*Class of 1971	558	

PERSONNEL

The following retired during the 1971-72 school year:

<u>Name</u>	<u>School</u>	<u>Years of Service in Nutley</u>
Mrs. Rosalie Brunoski	Franklin	15 1/2
Mrs. Nora Eville	Yantacaw	33 1/2
Mrs. Ethel Forrester	Lincoln	18
Mrs. Catherine Jackman	High School	12
Mrs. Theresa Purpura	High School	11
Miss Margaret Skvarla	Lincoln	23
Miss Virginia Vail	High School	37

Thirty-four (34) teachers were offered tenure contracts.

High School

Mr. Thomas Barone
 Mr. John Billard
 Miss Dianne DeRosa
 Mr. William Farkas
 Mr. John Federici
 Mrs. Thomasina Hyland
 Mrs. Carolyn Legg
 Mr. Thomas McCrohan
 Mrs. Vivian Muhlberg
 Mr. William Osborn
 Miss Helen Poole
 Mrs. Kathleen Serafino
 Mrs. Heather Wolfarth
 Mr. Frank Zintl

Franklin School

Mrs. Barbara Giasullo
 Mr. Thomas O'Hara
 Mr. James Vivinetto

Elementary

Mrs. Janice DeLuca
 Miss Margaret Ann Dougherty
 Mrs. Anne Gingerelli
 Mrs. Honor James
 Miss Adele Koci
 Miss Jerilyn Margulies
 Mrs. Arlene Nardiello
 Miss Carol O'Hara
 Mr. Edmund Olson
 Mrs. Frances Pollard
 Miss Lorraine Sawicki
 Mrs. Rita Sherman
 Mr. Howard Strouse
 Mrs. Nancy Szura

Elementary (continued)

Mrs. Jean Tennis

Miss Nancy Vladyka

Mrs. Bette Ann Welch

In 1972-73, 46.8 per cent of the Nutley professional staff will have a master's degree equivalence or higher. The inclusion of the B.A. + 15 and the M.A. + 15 levels of training in the salary guide has given incentive to teachers to return to school for graduate work. Thirty-four (34) teachers advanced to a higher level of training on the salary guide during the 1971-72 school year. The professional level of training for the Nutley staff is significantly higher than the typical school district in the state or the nation.

Due to the retirement of two key administrators at the high school, there was considerable deliberation and discussion as to the high school administrative and supervisory structure. The Board of Education accepted the recommendations of the Superintendent of Schools at a conference meeting held on June 7, 1972. Formal action on the following recommendations was taken by the Board of Education at its regularly scheduled public meeting held on June 28, 1972.

1. That the present administrative assistant position be designated as vice-principal; that the job description be altered to include responsibility for all discipline; and that Mr. John Jacone be designated as Vice-Principal
2. That the existing 12-month vice-principalship position be abolished
3. That the position of Coordinator of Attendance be established on a department head basis (status and pay), and that the Coordinator of Attendance be responsible to the Vice-Principal in charge of discipline
4. That the administrative assistants in the Lincoln and in the Franklin Schools be designated as vice-principals
5. That an additional secretary be employed in the attendance office

This secretary will serve as the secretary to the vice-principals and the coordinator of attendance in addition to handling the clerical aspects relative to pupil attendance. Secretarial needs for the executive vice-principal will continue to be filled by the secretarial staff in the central office.

6. That Mr. Paul Primamore be appointed Vice-Principal.

Mr. Primamore was graduated from Rutgers in 1954. He was awarded his master's degree in 1959 from Seton Hall and he is presently at the six-year level of training.

Mr. Primamore served in the U. S. Army from 1955-57 and has been employed in the Nutley school system since 1957 as an English teacher.

7. That Mr. Alex B. Conrad be appointed as Coordinator of Attendance. There will be no change in base salary, but Mr. Conrad will receive a supplemental contract on the same basis as department heads.

In addition, Mr. Conrad's request to teach two sections of his "Great Books" course for the 1972-73 school year was granted.

Mr. Conrad was graduated from Fordham University in 1958. In 1967 he was placed on the B.A. + 30 level of training as a result of graduate work done at Columbia University.

Mr. Conrad has been employed as an English teacher at Nutley High School since 1963. He taught in Belleville from 1958 to 1963.

Studies have been made since 1962 relative to Nutley's financial ability to support schools as measured by equalized assessed valuations. Tax rates, assessments and school spending change each year. Studies on school support are made on an annual basis.

The 1971 edition of the New Jersey Education Association 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 seven years by the N.J.E.A. 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 1971 equalized school tax rate of 1.66 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 2.12. Nutley residents pay a lower school tax than the typical New Jersey property owner.
2. The 1969/70 equalized valuation per pupil in Nutley was \$46,110. This is slightly above the Essex County median of \$45,006 and \$7938 higher than the state median of \$38,172. Five districts in Essex County have a higher per pupil valuation than Nutley. Six 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 \$475. Nutley is slightly above the state median of \$471 in this category. Only Newark and Belleville have a lower teacher salary per pupil cost in Essex County.
4. Nutley had the lowest 1969/70 total expenditure per weighted pupil in Essex County. The cost per pupil of \$726 was also less than the state median of \$856.
5. Nutley had 48.8 professional staff members per 1,000 pupils in 1969/70. This is the lowest ratio in Essex County and is below the state median of 52.5 professionals per 1,000 pupils.

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. 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 per pupil teacher salary cost is one of the lowest in Essex County. Only Newark and Belleville had lower teacher salary costs.

5. Nutley has fewer staff members per 1,000 pupils than any other Essex County school district, 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 V

ESSEX COUNTY K-12 SCHOOL DISTRICTS

	1971 Real Property School Tax Rate		1969-70 Eq. Val. Per Pupil	1969-70 Total Exp. Per Pupil	1969-70 % Staff Per 1,000
	<u>Actual</u>	<u>Equalized</u>			
High	\$5.31	\$3.69	\$92,856	\$1192	61.4
Median	2.95	2.52	45,006	965	55.9
Low	1.55	1.43	20,338	726	48.8
Nutley	1.81	1.66	46,110	726	48.8

*Copies of the full report are available upon request.

The adoption of a salary guide based on the index-principle¹ in 1966-67 has been continued, with various modifications developed in the negotiations process, for the 1972-73 salary guide. An analysis of the relative position of the Nutley teacher in 1972-73 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 continued. 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. This is a notable achievement, particularly in view of the fact that this has been achieved during a period of almost uncontrolled inflation.

TABLE VI shows that the Nutley guide is competitive. There continues to be a "lag" at the first few steps at the various levels of training but these "lags" are offset by Nutley's being above county medians beyond the sixth step on the guide.

TABLE VI

1972-73 NUTLEY SALARY GUIDE AS COMPARED TO COUNTY MEDIANS

Step	<u>B. A. Level</u>				<u>M. A. Level</u>				<u>6 Yr. Level</u>		
	Nutley	County	Diff.		Nutley	County	Diff.		Nutley	County	Diff.
1	\$ 8400	\$ 8525	-125	\$ 9150	\$ 9375	-225	\$ 9750	\$ 10,225	-475		
3	9198	9172	+ 26	10,019	10,010	+ 9	10,676	10,900	-224		
6	10,399	10,225	+174	11,323	11,200	+123	12,066	12,058	+ 8		
8	11,193	10,983	+210	12,192	12,000	+192	12,992	12,895	+ 97		
10	11,991	11,825	+166	13,062	12,775	+287	13,918	13,725	+193		

The Superintendent recommended, on the basis of the July, 1972 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.

There continues to be an annual review of the administrative salaries since the Board approved the administrative salary guide based on a constant ratio to the last several steps on the teachers' guide. Although there have been some changes made as a result of these studies, there has been no change in the basic structure.

Comparisons of the 1971-72 salaries with salaries paid the various school administrators in Essex County clearly show that the Nutley compensation plan is realistic and structured on a sound basis. There is, annually, much discussion about eliminating the "ratio plan." The Board of Education is cautioned that school administrative personnel should be assured that the abandonment of the ratio concept based on teachers'

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

12.
salaries will result in another compensation plan and that plan will cause no loss of earnings, present or potential.

It is recommended that there be no change in the present compensation plan for administrative personnel. It is further recommended that the annual survey be continued so that alterations in the ratio can be made when and if necessary, as has been done in previous years.

A committee from the Commission on Secondary Schools, Middle States Association of Secondary Schools and Colleges, visited the Nutley High School March 12-15, 1972. Dr. Fritz Hess chaired the committee. We received the report of the visiting committee in April and the formal continued accreditation of Nutley High School will be made in November, 1972.

The Middle States report was reviewed with the high school advisory council on May 2, 1972. The Board of Education, in order to get an overall staff reaction to the report, provided an in-service "single session" day on May 24. The high school principal prepared an addendum to the visiting committee report as the result of the staff meetings held on that date. This addendum basically was the staff's general reaction to the report's recommendations. On July 26, 1972, the Board of Education met with several department chairmen and the high school administrative staff for a complete review of the recommendations.

In general, the recommendations fall in several broad categories:

- (1) recommendations that can be or are being implemented immediately
- (2) recommendations that can be implemented in the near future
- (3) recommendations that can be implemented through long-range planning
- (4) recommendations that are considered not feasible for Nutley High School

Many of the recommendations will be able to be carried out only if the high school continues to become more flexible, more "open"; and, if this flexibility and "openness" is logistically possible. Careful planning by the staff has undergirded the change in attitude that is so necessary if we are to continue to "open up" the school day and the school year. In general, the report is most favorable. It can be generalized that "Nutley High School is an excellent school and its open campus concept can well serve as a prototype which could be included in many forward-looking schools. This shows maturity, trust, and the ability of youngsters to schedule their time and behavior within the perimeter of young adulthood."¹ The visiting committee was particularly impressed by the general comportment of the student body. The report also stated that the students gave evidence of being self-disciplined, secure, active, responsible and constructively critical.

Some of the recommendations have and will surface a conflict of educational philosophies and the differing perceptions as to how people best learn and the role of the secondary school in this process. We envision much staff discussion in this regard.

¹See page 4 of The Report.

It is the Board of Education's plan to prepare a complete report to the community on the evaluation and this report will be available some time during the 1972-73 school year. Just as the self-evaluation process prior to the visit of the committee is so important for an effective evaluation, the discussion engendered by study and review of the evaluation report is also most important. The end result, hopefully, will be a better and more effective high school education for Nutley boys and girls.

TEN YEAR CHRONICLE (1962-63 through 1971-72)
Highlights from the Various Annual Reports

1962-63

1. The Board's position relative to salaries was established:
 - (a) that the salary guide or schedule remain the basic operational machinery in the administration of salary determinants
 - (b) that the minimum and maximum salaries on the guide be at least at the median of our "competition"
 - (c) that K-12 school districts in Essex County (excluding Newark) be regarded as our "competition"
 - (d) that our staffing not fall below recognized minimum standards of 20 students per professional staff member (50 staff members per 1,000 students)
2. A modified team teaching approach was to be made systemwide, as a result of experimentation at Washington School.
3. Spanish and French were to be offered in 1963-64, on credit basis, in the eighth grade.
4. Saturday seminars were initiated.
5. CHEMStudy courses in chemistry were offered for the first time.
6. Procedures were developed to insure that the Superintendent of Schools would have control and jurisdiction of the budgetary allotments of the educational categories.

1963-64

1. The position of vice-principal at Lincoln School was created.
2. Twenty-three (23) teachers retired on June 30, 1964.
3. Nutley's competitive position at the "middle" part of the guide was unfavorable. For example, at the eighth step, Nutley's salary was \$500 less than the county median.
4. Mr. Glyn Fowler was given "line authority" over the elementary program.
5. Arts and Crafts and Typing were added to the Franklin School program.
6. The Saturday Reading program was approved to be in operation for the 1964-65 school year.
7. Key punch machines were to be installed in the high school business education department.

8. Approval was given for the Franklin School to have its first full-time guidance counselor for the 1964-65 school year.

1964-65

1. Enrollment trends showed that Yantacaw and Radcliffe Schools were at or near capacity. The Superintendent proposed that serious consideration be given to an addition at Radcliffe School.
2. Mr. Glyn Fowler was named Assistant Superintendent; Mr. Louis Zwirek was placed on a 12-month basis; Mr. Ralph D'Andrea was appointed principal of Lincoln School; Miss Lillian Verduin was appointed administrative assistant at Lincoln School.
3. The Superintendent recommended that serious consideration be given to the establishment of an index-principle salary guide to replace the "quilted patchwork" guide that was in operation.
4. There was an adoption of an elementary textbook series in mathematics based on the recommendation of a committee chaired by Mr. Thomas O'Rourke.
5. German was to be added to the Franklin School program in 1965-66.
6. Perceptual motor training became a part of the elementary physical education program.
7. Sorters were added to the data processing curriculum in the business education department.
8. A work-experience program at the high school was approved to be initiated in the 1965-66 school year.

1965-66

1. The 1965-66 school year was marked by a full scale entrance of federal funding for special projects and programs. Nutley was allocated \$46,000 under Title I of the Elementary and Secondary Education Act.
2. Procedures for professional negotiations were developed. The Board of Education recognized that the Superintendent of Schools is the key person in the negotiating process to represent the best interests of the Board and the community. Negotiations were to be regarded as an administrative function and a major responsibility of the chief administrative officer.
3. The Board of Education and the Nutley Teachers' Association adopted an index-principle salary guide for the 1966-67 school year.
4. The Arden House Report was presented to the Board of Education. This was a compilation of the various presentations made at Arden House on December 10-12, 1965. Selected personnel were charged

with the responsibility to describe present facilities, program and personnel to project five years as to facilities, program and personnel.

5. Italian was approved to be offered in the 1966-67 school year.
6. A new spelling series for the elementary schools was adopted.
7. Frostig perceptual materials were used on an experimental basis with kindergarten children.
8. Algebra was approved to be offered to eighth graders in the 1966-67 school year.
9. A fifth special education class for trainable pupils was to be added in 1966-67. Nutley will be a center for trainable children in the North Essex area under a plan being developed by the various Essex County school districts.

1966-67

1. The effects of the "urban crisis" on the suburban school district were highlighted as a result of the Newark riots. Some immediate effects for Nutley included:
 - (a) Nearly 1,000 pupils had transferred into the Nutley school system since July 1, 1965 while fewer than 700 had transferred from the school system.
 - (b) The parochial school transfer variable in enrollment projections had altered upward.
 - (c) There was expansion and/or creation of special education programs, Saturday programs, remedial reading, psychological services, health and medical services, programs for the under-achiever, and guidance programs.
 - (d) Additions were made to the physical plant.
 - (e) Enrollment projections became obsolete almost immediately because variables changed so rapidly.
 - (f) Nutley's financial position relative to its ability to support schools as measured by the amount of taxable land back of each pupil improved considerably.
 - (g) There is and will be significant changes in Nutley's population.
2. Miss Lillian Verduin was appointed principal at Washington School.
3. A salary guide for administrative personnel based on the index-principle was developed and adopted.
4. Listening stations were used in the reading program on an experimental basis. In 1967-68 all first grade classrooms will be equipped

with listening stations.

5. A curriculum study for the under achievers was made in a summer teacher workshop.

6. Two new courses had been developed for the high school after careful and deliberate study by the staff. They were humanities and communicative arts and will be offered in 1967-68.

7. Spanish V and French V were to be offered for the first time in 1967-68; German V in 1968-69.

8. Teacher aides were used for the first time for cafeteria supervision.

9. Behind-the-wheel driver education was offered in the summer of 1967.

10. At the high school, a student advisory board was established.

11. The Superintendent of Schools recommended that serious and immediate consideration be given to the high school "overcrowded" problem.

12. Nutley's salary guide became fully competitive.

1967-68

1. The proposed high school addition was defeated at referendum held on June 25, 1968.

2. Nutley High School was approved for continuance on accredited membership for a period of five years, ending December 31, 1972, by the Middle States Association.

3. The team teaching experiment at Washington School was deemed successful.

4. Work-experience program was expanded to include girls and underclassmen.

5. A comprehensive reading handbook for all teachers was completed.

6. More extensive use was made of school aides.

1968-69

1. The high school addition was approved at referendum held on October 8, 1968.

2. Mr. Karekin Bakalian was appointed principal at Radcliffe School.

3. The death of Mr. Thomas O'Rourke, principal of Yantacaw School, was noted. Mr. Stephen Hornyak was named as his replacement.

4. After several years of experimental use, the Lippincott reading series was to be used in all Nutley first grades in 1969-70.

5. The 1968-69 school year was marked by thousands of incidents of student unrest and disorder in American high schools. The "in loco parentis" legal principle which validated much of the authority of the schools was brought into serious legal disrepute by the courts.

The Nutley school administration developed a general statement on the problem of student unrest and disorder during the spring of 1969 that served as a basis for its procedures to handle any incident of unrest or disorder.

6. The Nutley Training Center for Trainable Retardates was established, to be in full operation in 1969-70.

7. The committee of drug abuse, chaired by Mr. Eugene Duffy, completed its report.

8. First grade report cards were revised as an attempt to more realistically report progress to parents and, at the same time, more sensibly maintain the pupil's self-esteem.

9. An additional guidance counselor was employed for the Franklin School.

10. Mr. Thomas Parciak was named community liaison director.

11. A formalized in-service program for teachers was approved by the Board of Education to be started in the 1969-70 school year.

1969-70

1. As a result of a conference held in January, 1968 between Nutley school and police officials, there was inaugurated a far-reaching program in the area of drug abuse.

2. On June 24, 1970 the Nutley Board of Education and the Nutley Teachers' Association signed their first formal contractual agreement.

3. Team-teaching at the Yantacaw second grade level was enthusiastically received by students, teachers and parents.

4. The Summer Enrichment Program, funded by ESEA Title I monies, was inaugurated.

5. A formal systemwide perceptual training program, using Frostig materials, was initiated.

1. The high school administrative and supervisory structure was reorganized in the following manner:

- (a) the position of executive vice-principal was established to increase the emphasis on the supervisory needs
- (b) the position of faculty manager of athletics was abolished
- (c) an additional administrative assistant position was established
- (d) the position of department head in health/physical education was established.

2. During the 1970-71 school year, the administrative procedures and guidelines for handling student unrest and/or disorders developed as a result of a directive from the Commissioner of Education in 1969 were reviewed and updated.

The Superintendent of Schools stated: "The recently approved reorganization of the high school administrative structure was a clearcut recognition by the Board of Education of the problems that may arise. The Board of Education must continually make clear its unequivocal confidence in its administrative and educational leadership to deal equitably with any or all problems that may arise. There have been, and will continue to be pressures from segments of the community for the Board of Education to act irresponsibly and/or repressively. To date, good sense has prevailed and the leadership at the high school has been permitted much leeway in dealing with the myriad of problems developing as they deal with our youth."

3. The high school addition was completed during the 1970-71 school year.

4. A Coordinating Council of Public and Private Schools was organized.

5. The 1970-71 Seminar Series, co-sponsored by the Board of Education and the NTA was organized. The program developed was a series of workshops on the implications of the Carnegie Foundation sponsored report, Crisis in the Classroom, by Charles F. Silberman.

6. The high school English Department developed nine (9) English IV options for seniors in 1971-72.

DEVELOPMENTS IN THE SCHOOL PROGRAM

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

1. Team teaching and "open classroom" concepts engendered by this development continue to be well received by a large majority of the students, teachers and parents. Some parental opposition has caused the Board and the staff to review these developments. The elementary schools, in 1972-73, will be organized to include the following instructional modes: multi-unit, learning stations, team teaching and/or a combination of these modes.
2. The Summer Enrichment Program, funded by ESEA Title I funds, was again expanded to provide for more children. This program is an attempt to have an open-ended curriculum developed through the children themselves with some basic guidelines to assure that each child's needs are met. The major goal is to have children relate to school and learning in a more positive manner.
3. The program for the older trainables at the Washington Avenue site was expanded as Montclair and Lyndhurst phased out their programs. There is and will be continued efforts to obtain much needed capital funds for this program from state, federal and/or private sources.
4. The fourth grade report cards were revised, following the pattern of the previous year for the third grade. The report card revisions have been generally accepted by parents and teachers.
For the 1972-73 year, there was a general "revision of the revisions," taking into consideration the various suggestions of parents and teachers.
5. The school aide program continues to expand. There will be a full-time audio-visual aide in the high school in 1972-73.
6. The Board of Education continued its policy of encouraging in-service programs for teachers by providing funds and incentive features. The 1972-73 school calendar provides for in-service sessions by the school staff. This is a sensible approach to the need of keeping our staff alert to changing educational priorities.
7. The dedication of the new high school addition was held on October 17, 1971. More than 300 friends of the Nutley Public Schools were in attendance and toured the new physical facilities at the conclusion of the formal program. Mr. Simeon Moss, Essex County Superintendent of Schools, gave the dedicatory address.
8. Eleven (11) teachers were given salary credits for attending community forum meetings, co-sponsored by the Board of Education and the Nutley Teachers' Association. There continues

to be broad participation by parents, teachers, and students that provoked much worthwhile discussion and dialogue between the staff, the community, and the students.

9. After more than a year's deliberation, the high school history department developed nine (9) History IV options for high school seniors in 1972-73. They include:

- (a) Problems of American Democracy
- (b) Sociology
 - Cultural Anthropology
- (c) Introductory Psychology
 - Adolescent Psychology
- (d) Philosophy in America
 - Comparative Religions
- (e) Political Theory
 - Political Practice
- (f) International Law
 - International Relations
- (g) Medieval History
 - History of American Art
- (h) Constitutional Law
 - American Government
- (i) Economics
 - Comparative Governments

This program was developed under the general leadership of Mr. Harold Huntoon, history department chairman and involved the history teachers, administrative staff and students. Several conferences were held with State Department of Education officials to assure our compliance with statutory requirements. The Nutley staff was commended for its innovative and "relevant" approach to curriculum development.

In 1972-73, the English Department will develop options for the eleventh grade English course of study in a similar manner.

10. The 1972-73 teacher contract was negotiated without the hostility and rancor that has developed in many school districts. The salary discussions, however, were "marred" by confusion brought about by the wage-price freeze. The Board of Education continues to look upon negotiations as an administrative function and, as such, is a major responsibility of the Superintendent of Schools to see that it is done efficiently and equitably.

11. The high school evaluation took place in March, 1972. A full and complete report on the evaluation will be made during the 1972-73 school year.

12. A new teacher evaluation form was developed and put into full operation during the 1971-72 school year. In addition, procedures for the use of the evaluation form were developed. The form and procedures were developed by a committee of elementary and secondary teachers and administrators chaired

by Mr. Louis Zwirek, executive vice -principal at the high school.

13. More than 100 students were involved in some kind of work-experience program at the high school in 1971-72. These students earned more than \$75,000 during the school year in school supervised work-experience. "Off-campus" experience should be considered as part of a student's educational program. It is hoped that programs of this nature will continue to expand.

14. More and more elementary children are remaining at school during the lunch hour. To meet this changing situation, it is planned, for 1972-73, that specialists in physical education, library, music and art will be scheduled so that meaningful educational experiences can be programmed for the lunch hour.

15. The report of the faculty-student final examination committee was accepted by the administration. The committee was commended and the work of this committee will continue.

In a series of meetings the Faculty-Student Exam committee discussed the question of the final exam as a method of determining not only the quality of a particular student's work, but also as a guideline for an individual teacher. From these meetings, the conclusion was drawn that the final exam is a valuable and necessary addition to the high school curriculum and that it should be treated, not as an entrapment for the student, but as an educational experience for student and teacher alike. To be successful in its aims, the final exam should encompass all of the following conditions:

(a) Every teacher has the right to create an individual exam for his classes, provided that the exam is a reasonable test of the students' understanding of the year's work and has been cleared by the department head and to give that test as a final exam.

(b) The weight of the final exam in determining students' grades has been changed to one-ninth. This, in effect, would make the weight of the final examination one-half of the report period grade rather than the full report period weight.

(c) Every exam dealing with the humanities, history, the social sciences, and domestic language arts should contain a balanced portion of subjective or conceptual questions, in order to allow the student to apply both inherent knowledge and classroom knowledge in an attempt to express himself with clarity in the context of the given subject.

(d) Standardized exams should be given as a basis for any given final exam only when the test covers classroom knowledge to give the student a chance to perform from his classroom capabilities. In cases where the test does not meet this condition and merely serves the purpose of

diagnosis, then it should be:

- (1) given at another time of the year
- (2) not be used verbatim as the entire final exam and not counted as a part of the student's grade

16. Three hundred and forty-two seniors at Nutley High School were registered to vote on Friday, March 24, 1972. The registration project originated from Mr. Robert Noonan's PAD classes. These new registrants will vote for the first time in federal elections for the next President of the United States.

17. The results of the 1971-72 Gates reading scores for Nutley are below:

	<u>4th Grade</u>	<u>5th Grade</u>	<u>6th Grade</u>
Median I.Q.	108 (109)*	110 (109)*	109 (110)*
Median Reading Level	5.0 (5.2)	6.3 (6.7)	8.4 (7.8)
% Below Grade Level	42 (40)	37 (37)	30 (38)
% One Year or More Below Grade Level	17 (22)	19 (17)	19 (16)
Median Gain	1.2 (1.3)	1.1 (1.4)	1.7 (1.3)

Sixth Grade - 3 Year Study**

Median I.Q.	109 (110)*
Median Reading Level	8.5 (7.7)
Median Reading Gain (3 yrs)	3.4 (3.1)
% Below Grade Level	28 (35)

* 1970-71 scores in parenthesis

** Does not include students who entered 4th, 5th and 6th grades.

CONCLUSION

The accomplishments and numerous progressive developments that have taken place and will take place in the Nutley school system are the result of several factors. They are (1) a community responsive to innovation and supportive of its educational system, (2) a student body that is proud of its school system, (3) an enlightened, hardworking and dedicated staff, (4) a group of perceptive and courageous administrators, and last, but not least, (5) a Board of Education made up of men and women truly representative of the community, who have but one goal in mind -- to have the most effective and comprehensive school system possible for all the children of all the people in Nutley.

It has been challenging, interesting, and fulfilling to work with and for the various constituencies mentioned above in our joint efforts to improve and maintain the quality of the Nutley schools.