

ANNUAL REPORT  
TO THE  
BOARD OF EDUCATION  
NUTLEY, NEW JERSEY  
SCHOOL YEAR 1972-73  
ROBERT D. FLEISCHER, SUPT.

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September 1, 1973

Ladies and Gentlemen:

The 1972-73 annual report is a partial record of the achievements, activities, and progress of the eight schools and the 5800 students who are in attendance.

This is the eleventh and final report of this nature from the present Superintendent of Schools. 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 1972-73 will serve as a catalyst for continued meaningful and effective education for the Nutley school system.

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 D. Heinchen*

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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 continues to be 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 6, 1972 and was based on the following variables:

- (1) an increase of six students per grade per year based on previous three year experience for grades one through six
- (2) the 1973/74 through 1979/80 kindergarten enrollment is an average of the five year period, 1967/68 through 1971/72
- (3) there is a one per cent increase in enrollment from kindergarten to first grade, based on experience of the five year period 1967/68 through 1971/72
- (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

2.

PROJECTED ENROLLMENT

Year	K	1	2	3	4	5	6	7	8	9	10	11	12
1979/80	375*	379	385	391	397	403	409	401	402	566	553	540	497
1978/79	375*	379	385	391	397	403	382	402	439	564	551	507	522
1977/78	375*	379	385	391	397	376	381	439	437	562	517	533	527
1976/77	375*	379	385	391	370	375	418	437	435	528	544	538	531
1975/76	375*	379	385	364	369	412	416	435	401	555	549	542	543
1974/75	375*	379	358	363	406	410	414	401	428	560	553	554	535
1973/74	375*	352	357	399	404	408	382	428	433	** 564	565	546	522
1972/73	349	351	393	398	402	376	407	433	437	576	557	533	504
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

\* 5 year average

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

October 6, 1972

TABLE II

<u>Year</u>	<u>K-6*</u>	<u>7-8</u>	<u>9-12</u>	<u>Tot 1</u>
1969/70	2786	892	2149	5827
1970/71	2824	909	2200	5933
1971/72	2747	878	2196	5821
1972/73	2676	870	2170	5716
1973/74	2677	861	2197	5735
1974/75	2705	829	2202	5736
1975/76	2700	836	2189	5725
1976/77	2693	872	2141	5706
1977/78	2684	876	2139	5699
1978/79	2712	841	2144	5697
1979/80	2739	803	2156	5698

\*Does not include special education

TABLE III  
ENROLLMENT TRENDS\*

<u>School</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>	<u>72/73</u>
Lincoln	672	708	703	698	719	736	718	712	734	714	655
Sp. Garden	541	543	533	544	547	564	525	539	528	531	489
Wash.	508	510	493	496	487	516	535	519	547	511	540
Yant.	553	564	598	615	624	613	575	607	595	591	595
Rad.	<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>	<u>461</u>
K-6	2637	2702	2697	2705	2714	2775	2797	2833	2870	2810	2740
7 & 8	762	728	778	839	848	849	869	892	909	878	870
9-12	<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>	<u>2170</u>
Total	<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>	<u>5780</u>

\*As of September 30

October 6, 1972



CLASS SIZE

The average class size of elementary classes was 23.5 on September 30, 1972. 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 were sixth grade classes 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.

There is continued evidence of stability in the pupil population. TABLE IV shows that nearly half the Class of 1973 (42 per cent) entered the Nutley public schools as kindergarteners. Ninety-four (94) per cent of this class entered school after the ninth grade. There is no appreciable difference between the Class of 1973 and previous classes.

TABLE IV  
Class of 1973

<u>Grade Entered</u> <u>Nutley Public Schools</u>	<u>Number</u>	<u>Cumulative</u> <u>Per Cent</u>
K	207 (243)*	42 (44)*
1	18 ( 19)	46 (47)
2	14 ( 15)	49 (50)
3	15 ( 17)	52 (53)
4	16 ( 17)	55 (56)
5	16 ( 18)	58 (59)
6	19 ( 17)	62 (62)
7	30 ( 24)	68 (66)
8	11 ( 18)	70 (69)
9	117 (132)	94 (93)
10	14 ( 17)	97 (96)
11	8 ( 14)	98 (99)
12	9 ( 7)	100 (100)
*Class of 1972	494 (558)	

PERSONNEL

The following retired during the 1972-73 school year:

<u>Name</u>	<u>School</u>	<u>Years of Service in Nutley</u>
Mr. George Balthaser	High School	31
Mrs. Mary Logan	Lincoln	16 1/2

Twenty-five (25) teachers were offered tenure contracts.

High School

Miss Maria Domaradsky  
 Mr. Daniel Kimberley  
 Mrs. Marie Percopo  
 Mrs. Cheryl Restaino  
 Mr. Francis Wiggins  
 Mrs. Ella Mae Young  
 Mr. John Jacone (Vice-principal)

Franklin School

Mrs. Barbara Carroll  
 Mrs. Catherine Danchak  
 Miss Lorretta Douglas  
 Mrs. Judith Hardin

Elementary

Mrs. Grace Berk  
 Mrs. Marie Bigley  
 Mrs. Barbara Caponegro  
 Mr. Frank Comune  
 Mrs. Charlotte Dautel  
 Mrs. Renee Deutch  
 Mr. Patrick Keating  
 Mrs. Barbara Kirk  
 Mrs. Joyce Kotz  
 Miss Judith Marino  
 Mr. Roger Milner  
 Mrs. Bernice Paschal  
 Mrs. Judith Story  
 Mrs. Anna Marie Zimny

In 1973-74, 45.2 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 continues to give incentive to teachers to return to school for graduate work. Thirty-six (36) teachers advanced to a higher level of training on the salary guide during the 1972-73 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.

Mr. Paul Primamore was high school vice-principal during the 1972-73 school year. He served in a most competent manner, capably replacing Mr. Lupien who retired in June 1971.

Mr. Alex Conrad served as attendance coordinator at the high school. The reorganization plan adopted by the Board of Education in June 1972 that brought about the appointments of Mr. Primamore and Mr. Conrad proved to be efficient and improved the overall high school administration.

Mr. John Jacone completed his second year as vice-principal at the high school and we were pleased to recommend him for tenure.

## 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 1972 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 seven 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. An explanation of the weighting appears at the end of this report.

### Findings

1. Nutley's 1972 equalized school tax rate of 1.62 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 2.10. Nutley residents pay a lower school tax than the typical New Jersey property owner.
2. The 1970/71 equalized valuation per pupil in Nutley was \$51,628. This is above the Essex County median of \$48,322 and \$10,100 higher than the state median of \$41,528. Only four districts in Essex County have a higher per pupil valuation than Nutley. Seven 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 \$535. Nutley is slightly above the state median of \$528 in this category. Newark, Belleville and Irvington have a lower teacher salary per pupil cost in Essex County.
4. Nutley had the lowest 1970/71 total expenditure per weighted pupil in Essex County. The cost per pupil of \$817 was also significantly less than the state median of \$973.

5. Nutley had 49.9 professional staff members per 1,000 pupils in 1970/71. This is the lowest ratio in Essex County and is below the state median of 53.9 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 and significantly 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 per pupil teacher salary cost is one of the lowest in Essex County. Newark, Belleville and Irvington had lower teacher salary costs.
5. Nutley and Newark have fewer staff members per 1,000 pupils than any other Essex County School district, and they are 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

	1972 Real Property School Tax Rate		1970-71 Equal. Val.	1970-71 Tot. Exp.	1970-71 % Staff
	<u>Actual</u>	<u>Equalized</u>	<u>Per Pupil</u>	<u>Per Pupil</u>	<u>Per 1000</u>
High	\$5.23	\$3.59	\$99,002	\$1313	63.1
Median	2.83	2.35	48,322	1096	56.9
Low	1.64	1.45	19,994	817	49.9
Nutley	1.96	1.62	51,628	817	49.9

\*Copies of the full report are available upon request.



## SALARIES AND STAFFING

The adoption of a salary guide based on the index-principle<sup>1</sup> in 1966-67 has been continued, with various modifications developed in the negotiations process, for the 1973-74 salary guide. An analysis of the relative position of the Nutley teacher in 1973-74 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. The Board of Education should take great pride in this fact.

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

### 1973-74 NUTLEY SALARY GUIDE AS COMPARED TO COUNTY MEDIANS

Step	<u>B.A. Level</u>			<u>M.A. Level</u>			<u>6 Yr. Level</u>		
	<u>Nutley</u>	<u>County</u>	<u>Diff.</u>	<u>Nutley</u>	<u>County</u>	<u>Diff.</u>	<u>Nutley</u>	<u>County</u>	<u>Diff.</u>
1	\$ 8650	\$ 8800	-150	\$ 9400	\$ 9700	-300	\$10,000	\$10,600	-600
3	9472	9500	-28	10,293	10,400	-107	10,950	11,300	-350
6	10,769	10,600	+169	11,703	11,650	+53	12,450	12,450	0
8	11,634	11,425	+209	12,643	12,500	+143	13,450	13,350	+100
10	12,499	12,300	+199	13,583	13,350	+233	14,450	14,250	+200

The Superintendent recommends, on the basis of the July, 1973 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 1973-74 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,

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

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

During the course of the 1972-73 school year and in a conference session held on August 1, 1973, the Board of Education reviewed the compensation plan now in effect. There are deep-seated reservations on the part of some members of the Board about the present plan, but no one, in our opinion, has brought forth a viable alternative.

In view of this fact, it is our strong feeling that any change at this time would result in lowered morale and do considerable damage to the now strong line-staff organizational structure. Accordingly, it is recommended that there be no change in the basic concept and structure of 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.

## HIGH SCHOOL EVALUATION

The Nutley High School was formally continued on the Middle States Association of Secondary Schools and Colleges accredited list as a result of the evaluation and visitation made March 12-15, 1972.

The Middle States report was reviewed carefully by the staff and the Board of Education and a full report was made to the public by the Board of Education in January 1973.\* The continuing discussion of the study and the review of the evaluation report is most important. The end result will be a better and more effective high school program.

In general, the report "sorted" the recommendations in the following manner:

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

\* Copies of this report are available upon request.

## DUAL CONTROL

In view of the fact that in 1973-74 there will be a new Superintendent, a Secretary-Business Administrator who will be in his second year, and a Board of Education that will have a majority with less than three years' experience, it would be appropriate to repeat portions of the 1962-63 annual report that dealt with the question of dual control.

### 1962-63 ANNUAL REPORT

"The Nutley Board of Education has chosen to divide responsibilities among two executive, each of whom is considered coordinate with the other. Your Superintendent of Schools has now completed one year under these arrangements and feels obliged to make some comments which will lead to some recommendations.

"Essentially, the Superintendent of Schools is the educational administrator, who, 'under the direction and control of the Board,... shall have general supervision over all educational matters affecting directly or indirectly the operation of the school system.' /1/ The business manager, 'under the direction and control of the Board,... shall have general supervision over all matters affecting directly or indirectly the business operations of the school system.' /2/

"The Board of Education has established a clearcut list of duties and responsibilities for both the Superintendent of Schools and the Business Manager. Dual control has worked well and effectively in Nutley. This can be attributed to the fact that there are carefully spelled out lines of authority and responsibility and that the Superintendent of Schools and the Business Manager completely understand and respect these lines of authority and responsibility.

"Business management, as used in public education, has a meaning different from the rather broad definition found in the private, commercial or industrial fields.

'Business administration of the public schools is recognized as a well-defined segment of educational administration. As a part, it is subordinate to the objectives of educational institutions as well as educational administration in general. Business administration of public schools can be defined as that phase of school administration that is primarily concerned with

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/1/ By-Law #9210, Nutley Board of Education

/2/ By-Law #9211, Nutley Board of Education

procuring, expending, accounting for, protecting, organizing, and maintaining fiscal and material resources in an efficient manner so that human resources and efforts are aided in achieving educational goals. Among the many tasks in business management are included budget-making, procuring and handling funds, purchasing or the expending of funds, inventorying, accounting, auditing financial reporting, cost analysis, maintaining property, insurance programming, and cafeteria operation. The purpose behind these activities should be kept clearly in mind lest the activity become an end in itself.

'The very nature of business administration is such that it permeates all aspects of public education. Sooner or later the fiscal and material resources necessary to realize the objectives of any portion of the educational program must gain the attention of the administrators. Business Management is not purely a mechanical chore involving material things and inanimate systems. Business management is as much concerned with the people involved in and influenced by this aspect of administration as it is with things, forms, and systems.'<sup>1/3/</sup>

"In essence, the Superintendent of Schools is responsible for the control, supervision, and administration of the educational program while the Business Manager is responsible for the control, supervision, and administration of the business operations. In view of the fact that business administration, by its nature, permeates all aspects of the educational system, great care must be taken that there not be any infringement of the authority of the Superintendent of Schools in the carrying out of his responsibilities.

"The present incumbents are cognizant of this danger, get along well and there is complete cooperation and understanding between the two officers. Despite this healthy relationship, there have been occasions of 'fuzziness' because of a lack of spelled out procedures to insure the prerogatives of both the Superintendent of Schools and the Business Manager."

During the 1972-73 school year, it became apparent that the Board of Education must clearly spell out lines of authority. A relatively new Board president, a new Secretary-Business Administrator, and now a new Superintendent of Schools makes this a crucial issue that must be resolved.

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/3/ Harris, Chester, editor, Encyclopedia of Educational Research, New York, Macmillan Company (1960) p. 161  
(Underlining superintendent's)

## 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. The following textbook adoptions were made in 1972-73, effective September 1, 1973.

### **Social Studies**

- a. Fourth grade  
Living in Our Country and Other Lands,  
MacMillan Company (1972)
- b. Fifth grade  
Your Country and Mine,  
Ginn and Company (1972)
- c. Second and Third grades  
William R. Fielder, general editor,  
Holt Databank System,  
Holt, Rinehart and Winston (1972)
- d. First and Sixth grades  
Multi-media materials from various sources

### **Mathematics**

- a. For grades 1-3  
Duncan, Capps and Dolciani;  
Modern School Mathematics,  
Houghton-Mifflin (1972)
- b. For grades 4-6  
Fourth - Exploring in Mathematics  
Fifth - Discovery in Mathematics  
Sixth - Progress in Mathematics  
Gundlach, Buffie and Denny, authors  
Laidlaw Brothers (1972), publishers

### **High School adoptions**

- Roselle, Daniel, A World History,  
Ginn and Company (1973)
- Blakelee and Chinn,  
Introductory Statistics and Probability  
Houghton-Mifflin (1971)



Franklin School adoptions

McKee, Jewett, Blake and Watson,  
English for Meaning 7, Houghton-Mifflin (1967)

McKee, Jewett, Blake and Watson,  
English for Meaning 8, Houghton-Mifflin (1967)

Chopin, McHugh and Gross,  
Quest for Liberty, Field Publications (1971)

Also,

Discovering Music Together,  
Follett (1970) for grades 1-6

2. Regularly scheduled joint departmental meetings between the Franklin School and the high school were held in October and April. Other meetings were held at the discretion of the various departments. Each group determined its own agenda and the high school department head chaired the meetings.

3. The Board of Education approved an outdoor overnight education program for Lincoln School fifth graders that was held at Stokes Forest in October. Mr. Richard Trenery and Mr. Frank Comune, teachers at Lincoln School, developed the program that was very well received. Serious consideration should be given to expand this program to include more schools, more grades, and more students.

4. The Nutley Schools Newsletter, after an absence of several years, was "re-established." Two issues appeared for the 1972-73 school year. More issues are planned in 1973-74.

5. The in-service training program continued with several innovations. Mr. Fowler and the elementary principals conducted an in-service program for administrators that included some of the following for discussion:

- a. Organizational structure for an effective school and community program
- b. Assessment of the present program
- c. Development of class analysis charts
- d. Grade equivalence as it compares to child's expectancy
- e. Interpreting the program to parents
- f. Changing role of a library

g. Use of a resource center as it applies to the reading program

h. Evaluating the remedial reading program

i. Testing

In addition, Mr. Fowler and the Elementary Advisory Committee developed an in-service "Right to Read" program that culminated in an all-day Learning Fair at Radcliffe School.

On April 13, 1973 there was an all day in-service program for secondary teachers who visited the Nutley elementary schools. This was most successful. We recommend that elementary teachers be afforded a similar opportunity in 1973-74. The secondary teachers, as a result of this visit, have a new-found respect for their colleagues in the elementary schools. We predict a similar respect for secondary teachers will take place when elementary teachers visit the secondary schools.

The Nutley Child Study Team developed a course for parents of pre-school children. This course was offered in the Nutley Adult School and was well received.

6. There continued to be a spirited discussion among the staff, the Board of Education, and the general public as to "new" developments in elementary education such as the open classroom, informal education, non-gradedness, and the like. This led to a "position" paper written by the Superintendent of Schools to clarify the issues and explain the rationale for the developments that are taking place in Nutley. Below is the report

#### NON-GRADEDNESS

"There are many definitions about non-gradedness, ungradedness, or what have you. It conjures up many kinds of emotions. Rather than get into a long, and probably pointless, discussion as to what you might mean by non-gradedness, we would like to describe the elementary program and how it developed in Nutley. The program developed because of the Board's basic policy that the school program should be the "vehicle" for each child to be given the opportunity to develop to his full potential. We think that the educational experiences he has in school are an important component in this goal/policy.

"The Board has never, and hopefully will not in the future dictate as to how this was to be done -- but 'monitored' or 'audited' as to how it was being done.

All of our children are assigned to a grade, to a homeroom, to a teacher. A self-contained classroom! In Nutley it is Board policy to have heterogeneous homerooms, i.e., a cross-section of ability and talent. Each homeroom teacher (of the self-contained classroom) is responsible for the educational development of the children assigned in

her homeroom.

"For reading instruction, children have always been grouped within the self-contained classroom. This is the 'traditional' approach. The grouping recognizes individual differences and individual needs. Ten years ago, the fourth, fifth and sixth grades (for reading) were grouped for instruction within grades rather than within homerooms. This was done in order to lengthen reading time. In effect, this brought about a form of team teaching. The fourth grade teachers, for example, now worked together to assess needs and form groups. The teachers then began to group within their new groups to more effectively handle the instructional program.

"With the technology that developed rapidly in the 1960's, the listening station had the biggest impact in Nutley. Each of our elementary schools has or will have listening stations. This was a deliberately scheduled five-year development. The 1973-74 budget will complete the process.

"Teachers began to use listening stations and then student internes were assigned a group of students with particular needs and this became a learning station. The learning station concept materialized. Out of this began the development of teacher-made and pupil-made instructional materials, the development of carefully structured learning activities for each learning station and for each 'need.' Out of this came more collaboration, team teaching, use of many resources (human and material).

"The crossing of grades is minimal -- about the same as there is in a good self-contained, traditional classroom situation and only when thought to be in the educational best interest of the child and with the full understanding and cooperation of the parent.

"A word of caution -- this 'grouping approach' is used only for reading (and in some schools on a limited basis for math). After reading 'class', students return to homeroom (self-contained classroom). The homeroom teacher is still responsible (accountable for progress in reading). Each school varies somewhat -- but all use the learning station concept, whether within the classroom or within the grade structure. All group for reading; all use student internes; all use listening stations.

"What of the results? The normative scores show little or no difference. On this basis the program is no better -- or no worse. What we do find, however, are things difficult to measure. They are:

- (1)The bright youngster is challenged and not 'bored.'
- (2)The slow youngster is no longer 'remedial' and handled outside the mainstream of his class. He is not 'frustrated.'
- (3)There are fewer disruptive children (probably related to #1 and #2).

- (4) Teachers and students are enthusiastic.
- (5) Students are always working -- doing (not fooling around).
- (6) Teachers make a point to meet with other teachers to assess the needs of their students and develop programs to meet the needs.
- (7) Increase in materials and activities to make program more effective.
- (8) Increased use of specialists as resources to classroom teachers, (librarians, physical education, art, music, learning disability specialist).
- (9) Creativity and imagination stressed and very observable.
- (10) Students are developing ability to work independently.

7. The 1972-73 Seminar Series, co-sponsored by the Nutley Teachers' Association and the Nutley Board of Education, had as its general theme, "How Do Our Schools Serve Students' Needs?" These series of programs, held since 1969-70, have been regarded as positive and successful contributions to the community. Both the Board of Education and the Nutley Teachers' Association have received statewide attention and acclaim for sponsoring these programs.

8. The results of the 1972-73 Metropolitan Achievement scores for the fourth and sixth grades are below.

#### Median Grade Levels

	<u>Fourth Grade</u>	<u>Sixth Grade</u>
Word Knowledge	5.2 (5.0)*	7.1 (7.3)*
Reading	5.1 (4.7)	6.9 (6.9)
Total Reading	5.0 (4.6)	7.0 (7.1)
Language	5.3 (5.3)	7.3 (7.8)
Spelling	5.2 (4.7)	7.1 (6.8)
Math Computation	4.9 (4.9)	7.2 (7.3)
Math Concepts	4.8 (4.6)	7.1 (7.1)
Math Problem Solving	4.9 (4.9)	7.1 (7.0)
Total Math	4.8 (4.7)	7.0 (6.9)
Science	---	7.3 (7.0)
Social Studies	---	7.0 (7.3)

\*1971-72 median grade levels in parenthesis

9. The results of the 1972-73 Gates reading scores for Nutley, are below:

	<u>4th Grade</u>	<u>5th Grade</u>	<u>6th Grade</u>
Median I.Q.	113 (108)*	106 (110)*	110 (109)*
Median Reading Level	5.2 (5.0)	6.2 (6.3)	8.2 (8.4)
% Below Grade Level	37 ( 42)	40 ( 37)	28 ( 30)
% One Year or More Below Grade Level	18 ( 17)	22 ( 19)	17 ( 19)
Median Gain	1.2 (1.2)	1.2 (1.1)	1.9 (1.7)

\*1971-72 scores in parenthesis

Sixth Grade - 3 Year Study \*\*

Median I. Q.	110 (109)*
Median Reading Level	8.5 (8.5)
3 Year Median Reading Gain	4.4 (3.4)
% Below Grade Level	25 ( 28)

\*1971-72 scores in parenthesis

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

10. Additional high school courses for 1973-74 were approved by the Board of Education. They were Analytic Geometry and Probability (as one semester courses), Man-Made World and Advanced Biology.

11. In 1973-74 the Title I federally funded program will start in September for the first time. The Board of Education approved the program that will include a tutorial program at a learning resource center to be developed at each of the elementary schools.

12. Mr. Broffman submitted the following report to the Board of Education on the high school "open campus" which is self-explanatory.

"The administration is pleased with the progress that has been made in the development of the open campus concept. We feel that this flexible scheduling has been successful, and we are committed to its continued improvement. We have been pleased by the number of school officials who visit our school or make inquiries about this program. The response has been most satisfying. We have been further encouraged by the report of the Middle States evaluating committee. The favorable comments made by these visiting professionals were most flattering and convince us that our program is educationally sound.

"Because study halls have been eliminated, teachers are now available during the school day for tutorial help in the various resource centers, and students are free to seek the assistance they need. Students are also taking advantage of this unstructured time by returning to classes to continue work on special projects. Attendance in the resource centers and in the library is voluntary, yet student utilization is high. A relaxed atmosphere exists in the school which we feel is conducive to learning.

"The teaching staff has made worthwhile recommendations for the continued improvement of the program and has adjusted well during this transitional period. Many of the problems that are generally associated with any type of change have been resolved, and most of the staff agree with the open campus arrangement and feel that it is working well.

"From all the indications it appears that the community has also accepted this concept. Concern that some community members showed regarding this change now appears minimal. Individuals and community groups have been encouraged to visit the high school for tours and observation. The reaction following these visitations has been most favorable. In addition, when valid concerns of the community have been brought to the attention of the administration, these concerns have been studied and action has been taken.

"The student body has been very responsive to the open campus. Students appreciated the freedom and privileges they have been granted and further realize that to insure the continued success of this arrangement they must behave as responsible young people. They feel quite pleased that they are treated in such a mature manner, and for the most part, make every effort to act accordingly. The efforts and achievement of the library lawn committee best reflect this attitude.

"The administration would like to take this opportunity to formally thank the Board of Education for its support of this innovative program."



## CONCLUSION

This report is the final one for the present Superintendent of Schools. The many accomplishments and numerous progressive developments over the past eleven years were brought about by the efforts of many fine and dedicated people. It has been a pleasant experience to be associated with the Nutley school system. Any success we have had as Superintendent of Schools has been because of several factors. They are (1) a community responsive to innovation and supportive of its educational system, (2) student bodies that have been proud of the school system, (3) an enlightened, hardworking and dedicated staff, (4) a group of perceptive and courageous administrators, and (5) Boards of Education that had 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.