

ANNUAL REPORT
TO THE
BOARD OF EDUCATION
NUTLEY, NEW JERSEY
SCHOOL YEAR 1973/74
GLYN FOWLER, SUPT. OF SCHOOLS

ANNUAL REPORT
TO THE
BOARD OF EDUCATION
NUTLEY, NEW JERSEY
SCHOOL YEAR 1973-74

September 1, 1974

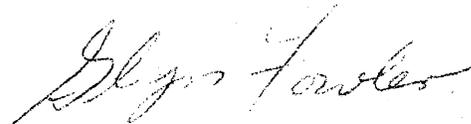
Members of the Board of Education:

This report has been prepared in an attempt to inform the citizenry of this community as to the progress of Nutley's educational system during the 1973/74 school year. Also, it is hoped that insights can be gained that will lead to planning for the future.

This has been a year marked with change; the state testing program and communications on the document "Thorough and Efficient" are just two of the many changes we have witnessed. It appears that we will continue to experience other changes in an attempt to improve our public schools.

The development of a quality educational program is dependent upon many ingredients: A citizenry committed to financing education, a Board of Education which recognizes the needs of a community and a staff dedicated to the concept of universal education. In reflecting upon the past, it is evident that Nutley has had these ingredients.

You, the members of the present Board of Education, are to be commended for the part you have played in a continuing effort to present Nutley's youth with every educational opportunity possible. I feel most fortunate to have had the opportunity to plan with you educational programs that will have a lasting effect upon the youth of our community.

A handwritten signature in cursive script, appearing to read "Elgin Fowler".

CONTENTS

	<u>PAGES</u>
SCHOOL ENROLLMENT	1- 3
TESTING RESULTS	4- 7
STATE ASSESSMENT PROGRAM	8-13
SALARY SCHEDULES	14-16
CHILD STUDY TEAM INVOLVEMENT	17
SPECIAL EDUCATION	18
NUTLEY'S FINANCIAL EFFORT TO SUPPORT EDUCATION	19
PROFILE OF HIGH SCHOOL CLASS OF 1974	20-21
DEVELOPMENTS IN THE SCHOOL PROGRAM	22-25
LOOKING AHEAD	26
CONCLUDING STATEMENT	27

SCHOOL ENROLLMENT

Today it is very difficult to accurately project enrollment figures for any school system. Here in Nutley we do have some variables coupled with past trends that can be used as indicators when estimating future enrollments for Nutley's public schools. The following variables must be considered when attempting to determine the future school population:

1. The land available for residential construction is developed to approximately 95% of its full capacity.
2. The present zoning regulations remain in effect.
3. New or re-occupied dwelling units will be occupied by families similar in number to those now living in the district.
4. the number of high density apartment buildings constructed in the community

If the above remain constant, it isn't likely that Nutley's school population will increase. Instead, we can anticipate a small but steady decline.

Past enrollment figures for the school years 1970/71 through 1973/74 show a decline of 227 students. Most of this drop has occurred at the elementary level. It is important that this be closely watched when determining future staffing needs.

An examination of the elementary school enrollment data reveals that over a five-year period the greatest changes have taken place in the Lincoln, Spring Garden and Yantacaw districts.

The program for trainable students has shown a constant growth to the extent that next year we can anticipate 90 plus children. The Nutley program for trainable students is now one of the largest in the State of New Jersey.

TABLE #1

PROJECTED ENROLLMENT

Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
1980-81	300	300	300	300	300	300	300	336	374	479*	506	498	491	4,784
1979-80	300	300	300	300	300	300	316	374	369	516*	508	501	462	4,846
1978-79	300	300	300	300	300	316	354	369	416	518*	511	472	484	4,940
1977-78	300	300	300	300	316	354	349	416	418	522*	483	495	530	5,083
1976-77	300	300	300	316	354	349	396	418	422	494*	506	532	506	5,193
1975-76	300	300	316	354	349	396	398	422	394	517*	543	517	526	5,332
1974-75	300	316	354	349	396	398	402	394	417	554*	528	537	524	5,469
1973-74	316	354	349	396	398	405	374	417	454	539	548	535	529	5,692
1972-73	349	351	393	398	402	376	407	433	437	576	557	533	504	5,773
1971-72	347	406	395	399	385	416	399	434	444	589	547	503	557	5,884
1970-71	406	390	409	374	411	408	426	456	453	567	524	581	528	5,919
1969-70	381	400	365	399	396	414	421	447	445	530	568	532	519	5,881
1968-69	391	357	392	377	393	423	415	446	423	572	549	515	478	5,803
1967-68	365	384	376	372	412	398	421	419	430	547	520	476	434	5,596
1966-67	377	362	361	401	385	402	384	416	432	514	476	455	444	5,473

*Additional 100 from transfers, two per cent dropout

August 2, 1974

TABLE #2

	<u>1969/70</u>	<u>1970/71</u>	<u>1971/72</u>	<u>1972/73</u>	<u>1973/74</u>
Lincoln	671	690	663	604	572
Washington	531	520	511	544	522
Spring Garden	545	532	531	491	489
Radcliffe	464	457	463	472	455
Yantacaw	615	606	591	587	554
Special Education	44	49	51	66	78

TESTING RESULTS

(Including Summary of State Assessment)

Each year Nutley students are exposed to standardized tests that measure academic growth. The results of this year's testing show that the typical Nutley student is growing in a way that is consistent with those students tested in previous years.

For the past several years a statistical analysis concern named STACO has been taking information gathered from varied standardized tests administered to Nutley students at the fourth and sixth grade levels. A brief summary of this report indicates that Nutley teachers are using excellent approaches to learning. Using this information as it relates to each elementary school, gives evidence that there is no significant difference in the achievement of each school. The information gathered from this approach is especially helpful to administrators and teachers in the development of curriculum for individual students. See Table #3 for a summary of this report.

Tables #4, #5, and #6 are statistical summaries of varied testing programs administered to Nutley students. These statistics indicate that Nutley students do well when compared with national norms.

TABLE #3

<u>Grade</u>	<u>Verbal Factor</u>			<u>Math Factor</u>		
	<u>Score</u>	<u>Expectancy</u>	<u>Difference</u>	<u>Score</u>	<u>Expectancy</u>	<u>Difference</u>
4	5.57	5.58	-0.01	4.79	4.90	-0.11
6	7.44	7.44	+0.00	7.19	7.09	+0.10

<u>Grade</u>	<u>Science Factor</u>		
	<u>Score</u>	<u>Expectancy</u>	<u>Difference</u>
4	No Test Scores		
6	7.31	7.31	+0.00

METROPOLITAN ACHIEVEMENT TEST SCORES
 MEDIAN GRADE LEVELS

Sixth Grade *

	<u>1973-74</u>
Word Knowledge	7.0
Reading	6.9
Total Reading	6.8
Language	7.3
Spelling	6.8
Math Computation	7.1
Math Concepts	6.7
Math Problem Solving	6.9
Total Math	6.6
Science	7.1
Social Studies	6.7

Fourth Grade **

	<u>1973-74</u>
Word Knowledge	5.1
Reading	4.8
Total Reading	4.9
Language	5.3
Spelling	5.1
Math Computation	4.8
Math Concepts	4.7
Math Problem Solving	4.7
Total Math	4.8

* Grade level at the time of administration of test was 6.5

** Grade level at the time of administration of test was 4.5

TABLE #5

Gates-MacGinitie Reading Scores 1973/74
(1972/73 scores in parenthesis)

Grade 4	
Median Reading Level	5.35 (5.2)
% below grade level	21.7 (37)
% one year or more below grade level	9.4 (18)
Median Gain	1.2)

Grade level at time of administration of test
was 4.8

Grade 5	
Median Reading Level	6.46 (6.2)
% below grade level	27.2 (40)
% one year or more below grade level	22.7 (22)
Median Gain	1.2)

Grade level at time of administration of test
was 5.8

Grade 6	
Median Reading Level	7.86 (8.2)
% below grade level	27.1 (28)
% one year or more below grade level	23.4 (19)
Median Gain	(1.9)

Grade level at time of administration of test
was 6.8

TABLE #6

CLASS OF 1974 COLLEGE BOARD SCORES

<u>Senior Scores (November, December)</u>			<u>Junior Scores (March, 1973)</u>		
Number	<u>211</u>		Number	<u>234</u>	
% of Class	<u>40%</u>		% of Class	<u>44%</u>	
	<u>Verbal</u>	<u>Math</u>		<u>Verbal</u>	<u>Math</u>
High	<u>730</u>	<u>780</u>	High	<u>720</u>	<u>790</u>
Median	<u>435</u>	<u>465</u>	Median	<u>435</u>	<u>470</u>
Low	<u>240</u>	<u>250</u>	Low	<u>230</u>	<u>230</u>
Number over 600					
	<u>24</u>	<u>32</u>			
% over 600					
	<u>11%</u>	<u>15%</u>			

RESULTS OF STATE ASSESSMENT
INDICATE THAT NUTLEY STUDENTS DO WELL

The New Jersey State Department of Education gave permission to local boards of education to release the results of the November 1972 assessment program. The tests in reading and math were administered to students in grades four and twelve.

The State Assessment in reading and math differs from standard achievement tests in three ways: (1) Students are tested on how well they have learned those skills New Jersey educators consider important; (2) Test scores are not compared to a national average performance (norm); and (3) The results show how well students learned specific skills, instead of how well they did in general.

A team of Nutley's teachers, specialists, and administrators, reviewed and analyzed these assessment scores. In keeping with the state mandate, the information gained from the tests and recommendations was ready for release on the May 28, 1974 deadline.

It was the consensus of the evaluating team that much can be gained from the assessment. Each expressed the opinion that where used as a self evaluation, information can be gathered to support curriculum improvement.

Reading - 4th Grade

Test performance on each of the five sections of the Reading Test reflects very favorable achievement on the part of Nutley's fourth graders who scored above comparable communities on each section of the test. In the READING COMPREHENSION section of the test Nutley's youngsters scored above comparable communities on 93% of the test items. All items in the area of STUDY SKILLS were above like communities. Scores on PHONETIC ANALYSIS, WORD STRUCTURE, and WORD KNOWLEDGE showed that Nutley's students have great strength. On 83 per cent of the test items in this area Nutley scores were well above the comparable communities. Nutley's students handled all areas of the reading test with ease.

Mathematics - 4th Grade

Comparisons of scores made by Nutley fourth graders on the mathematics test illustrate high levels of achievement on all seven sections of the test. Nutley scored above comparable communities on 50 per cent of the test items. Particularly good scores were made on the clusters of ADDITION AND SUBTRACTION, MEASUREMENT AND GEOMETRY and NUMBER CONCEPTS.

Teachers felt that, in general, the areas of "use of the time line" and "number expansion" should be stressed in the present program.

A new text has been introduced during the present year. A thorough review of the math program is taking place. The new text gives work in the areas of number sentences and number expansion, which will help these areas.

Reading - 12th Grade

The 1972 State Assessment of Reading at the 12th grade level showed Nutley High School meeting district goals in all areas and doing markedly well in a number of specific test items, according to those reports presented to the school administration.

The assessment measures five reading skills: the ability to understand words from the context in which they appear; extracting the main idea of a passage; locating details supporting or explaining the main idea; making inferences; applying and evaluating the ideas of a selection. These are all skills dealing with the ideas of a passage rather than with the mechanics of looking at and pronouncing a word.

Local results have been compared with those of each of four comparison groups: Community Type, Geographic Region, County and State. In all the comprehension skills, Nutley compared favorably with these groups and in a number of specific items scored appreciably above them.

The High School showed the result of practice in selecting main ideas and in applying and evaluating the content of a passage, the most mature and difficult of the skills tested. In both of these areas Nutley High did markedly well. In the other three skill areas its results were comparable to those throughout the region, county, and state, and among schools of the same community type.

In no items did the High School fail to meet the district goals.

In accounting for these findings, the High School notes that within the school there has been a long period of continuous effort to provide students with kinds of reading suited to their interests and abilities. In the junior and senior years, an elective program gives the opportunity to develop reading skills by working from the students' own interests. For this, there is a wide variety of materials available.

In the freshman and sophomore years, a similar effort is made to develop reading interest and ability within the traditional English course. Moreover, all freshmen are enrolled in a developmental reading program where they are given practice in the reading and study skills they will use in high school and beyond.

According to the High School, these practices and programs have been made possible by two major conditions. Parents have understood the importance of a thorough program in reading and have supported steps to bring it about. At the same time, in response to the desires and needs

of the community, the Board of Education, administration, and staff have fostered a continuous and broad reading program.

Mathematics - 12th Grade

The Guidelines for the Interpretation of the New Jersey Educational Assessment Results states that:

"The twelfth grade mathematics results are presented
 (1) for all of the students in a district or school and
 (2) in four sub-reports which describe the achievement of students who placed themselves in one of the following four categories:

Which of the following statements best describes the mathematics preparation you have had?

- (A) I have taken NO mathematics course since the 8th grade
- (B) I have only taken mathematics courses such as general math, basic math, or business math
- (C) I have taken college preparatory mathematics such as algebra and geometry for 2 years or less
- (D) I have taken college preparatory mathematics courses for more than 2 years

The procedures described are applicable to all twelfth grade mathematics reports. "

In addition to these categories, a grouping of students from all districts considering the item "relevant" is presented. The results are shown for each of the comparable levels; community, county, regional, and state. Since Nutley considered each of the eighty-five items as relevant, these comparisons will form the basis for the major portions of the analysis.

The test consisted of eighty-five items which were grouped within eight clusters:

- A. COMPUTATION WITH WHOLE NUMBERS
- B. COMPUTATION WITH FRACTIONS
- C. COMPUTATION WITH DECIMALS
- D. COMPUTATION WITH PER CENT
- E. NUMBER CONCEPTS
- F. PROBLEM SOLVING
- G. BASIC ALGEBRA
- H. GEOMETRY AND MEASUREMENT

There were 484 Nutley twelfth grade students participating in the testing program. Of these, 9 or 1.8%, indicated that they had taken NO mathematics course since the 8th grade. Since Nutley High School requires one year of mathematics as a pre-requisite for graduation, it has been assumed that this response was either an error on the part of the student, or the result of a recent transfer from another district.

Consequently, the "A" response has not been considered in the analysis.

Group "B" included 101 students, representing 20.6% of those tested. The background of these students varied from one year of general math to four years of general math and/or business or shop-related subjects.

Group "C" included 163 students, representing 33.3% of those tested. The background of these students varied from the regular algebra I - plan-geometry sequence to the algebra A-B - geometry A-B sequence.

Group "D" included 211 students, representing 43.1% of those tested. The background of these students varied from algebra II and/or trigonometry to a five-year sequence terminating with calculus.

It was decided not to select arbitrary "expected numerical performance" guidelines against which to compare Nutley results. Rather, an overall thorough analysis involving comparisons with other school districts or groupings was determined to be more meaningful and valuable. Perhaps in the future, as more experience with assessment testing is gained, "expected performance" guidelines may be determined with greater confidence.

The test results show: Nutley on an overall basis compared with or significantly outperformed community, county, geographic, and state medians. This noteworthy performance was especially evident in the areas of FRACTIONS, DECIMALS, NUMBER CONCEPTS, PROBLEM SOLVING, and BASIC ALGEBRA.

Test results of Nutley group "D" (211 students) with more than two years of college preparatory mathematics are well above all medians in the areas of FRACTIONS, DECIMALS, NUMBER CONCEPTS, PROBLEM SOLVING, BASIC ALGEBRA, and GEOMETRY AND MEASUREMENTS.

Test results make it evident that the following programs provided as a supplement to the basic programs have enhanced learning for Nutley's students:

- A. A summer enrichment program to aid children of grades 1, 2, and 3, who may need help with academic and perceptual problems.
- B. Resource Centers to aid children who need additional help during the school year. Prescriptive programs are written for these children by the Learning Disabilities Teacher Consultant.
- C. Title I Reading Program for children in grades 4 through 6 who may profit from additional reading help throughout the year.

- D. Supplemental help in cluster groups for students who may need special programs.
- E. Saturday Extension Reading Classes for children of grades 4 through 12 who can profit from additional reading help during the school year.
- F. Special Math and Reading Classes at grades 7 and 8
- G. Intensive Classes and Independent Study Groups at the high school level
- H. A Specific Reading Course for all freshmen.
- I. A multi-track program of math at the high school level.

STATEMENT OF STRENGTHS

1. Greatest strengths lie in fact that teachers are well prepared and cognizant of both group and individual needs for success in reading and math.
2. Administrators and Board provide programs which aid teachers to cover a broad scope of abilities.
(Resource Centers, Title I, etc.)
3. Good basic programs are utilized and supplemented where needed.
4. Parent groups are active and interested in assisting teachers
5. Many parent conferences prove useful in giving understanding to a problem.
6. Teachers at all levels are aware of perceptual problems.
7. Teachers honor modality which is best for particular children.
8. Counseling is often used to aid in solving learning problems.
9. In-service training sessions for teachers are conducted periodically by the Learning Disabilities Teacher Consultant.

STATEMENT OF NEEDS

Present curriculum is producing good results. No great needs are seen at this particular time. Test scores have revealed that our program at grade 4 level and grade 12 level in both reading and math is giving results equal to and often greater than like communities.

In general Nutley scores were high where like communities were high.

The testing results have indicated areas which seem to need review and reinforcement. These have been noted and suggestions for emphasis were discussed.

Cross grade meetings of teachers were suggested so that the teachers above and below the grade level tested will be aware of strengths and weaknesses. Sharing the knowledge of these findings can alert teachers to stress specific areas of teaching.

Plans are being formulated to develop specific objectives for cluster group items to set a base for curriculum plans for each year in both reading and math.

SALARY SCHEDULES

Historically, Nutley has encouraged its professional staff to become involved in graduate programs with the intent of providing better education for the students of this community. This has been accomplished by constructing salary guides that would encourage teachers to continue in the advancement of their own education. Table #7 indicates a profile for Nutley's professional teaching staff.

TABLE #7

<u>B.A.</u>	<u>B.A. + 15</u>	<u>B.A. + 30</u>	<u>M.A.</u>	<u>M.A. + 15</u>	<u>M.A. + 30</u>	<u>Doctorate</u>
151	23	13	60	17	50	2

Table #8

1974/75

TEACHERS' SALARY GUIDE

The Public Schools

Nutley, New Jersey

Step	Index	4 Years	15	30	M.A. Degree	15	30
		Training with B.A. Degree	Graduate Points Beyond B.A.	Graduate Points Beyond B.A.		Graduate Points Beyond M.A.	Graduate Points Beyond M.A.
1	1.00	\$ 9,050	\$ 9,325	\$ 9,600	\$ 9,875	\$10,175	\$10,500
2	1.05	9,503	9,791	10,080	10,369	10,684	11,025
3	1.10	9,955	10,258	10,560	10,863	11,193	11,550
4	1.15	10,408	10,724	11,040	11,356	11,701	12,075
5	1.20	10,860	11,190	11,520	11,850	12,210	12,600
6	1.25	11,313	11,656	12,000	12,344	12,719	13,125
7	1.30	11,765	12,123	12,480	12,838	13,228	13,650
8	1.35	12,218	12,589	12,960	13,331	13,736	14,175
9	1.40	12,670	13,055	13,440	13,825	14,245	14,700
10	1.45	13,123	13,521	13,920	14,319	14,754	15,225
11	1.50	13,575	13,988	14,400	14,813	15,263	15,750
12	1.55	14,028	14,454	14,880	15,306	15,771	16,275
13	1.60	14,480	14,920	15,360	15,800	16,280	16,800
14	1.65	14,933	15,386	15,840	16,294	16,789	17,325
15	1.70	15,385	15,853	16,320	16,788	17,298	17,850
16	1.75	15,838	16,319	16,800	17,281	17,806	18,375
17	1.80			17,280	17,775	18,315	18,900
18	1.85						19,425

Approved May 22, 1974

The Nutley Child Study Team, under the direction of Mr. Anthony Stivala, processed 395 referrals for the 1973/74 school year. The members of the Child Study Team are to be commended for their total involvement with Nutley students. In addition to their regularly defined duties they were most helpful in the following areas: research, parent conferences, curriculum innovations, teacher conferences, organization of a seminar on drug education, educational program for parents of pre-school children and the organization and implementation of resource centers in all of the elementary schools.

This year resource centers at the elementary level became an integral part of the educational program. Each school had a resource room which permitted students with learning problems to be enrolled in their regular class room where they would receive much of their instruction. The resource center was specially equipped and appropriately staffed so that students received individual or small group instruction for scheduled periods of time away from the class room.

The median reading gain for students involved in the resource centers was nine months. Members of the staff and parents were happy with this new approach to remediation.

This year saw Nutley's program for trainable students expand to 78 students. Next year we anticipate that this number will increase to 90+ students.

The program housed at the Special Education Center was awarded a Work Activities Certificate for the first time. As a result of this certificate, the Nutley Board of Education in cooperation with Hoffmann-LaRoche was able to provide productive work experience for those students involved in this program. Hopefully, this program can be expanded to offer varied experiences through the cooperation of other industries.

In addition to the trainable students, 40+ students with other handicaps were serviced in educational programs outside of the district that were especially designed to care for the students with specific handicaps.

NUTLEY'S FINANCIAL EFFORT TO SUPPORT EDUCATION

Table #10 shows some indication as to the effort that Nutley is making to lend financial support to its educational program.

These statistics are taken from the N.J.E.A. publication of Basic Statistical Data of New Jersey School Districts, 1973 edition.

TABLE #10

Basic Statistical Data
for
Essex County School Districts
1972/73

<u>Community</u>	<u>Equalized Valuation</u>	<u>Current Per Pupil Expense Cost</u>	<u>Teacher Salaries Cost</u>	<u>Prof. Staff Members Per 1,000 Weighted Pupils</u>	<u>Enroll- ment</u>
Millburn	\$116,324	\$1,539	\$871	65.1	4,159
Caldwell- West Caldwell	66,320	1,412	801	64.2	4,149
Livingston	66,072	1,145	666	55.3	7,829
Verona	64,905	1,226	698	57.3	2,948
South Orange	64,306	1,421	792	60.7	7,765
Nutley	64,265	1,004	619	51.8	5,780
Montclair	62,433	1,567	784	64.3	7,215
Cedar Grove	61,811	1,254	760	62.1	2,643
West Orange	60,516	1,314	696	59.9	8,020
Bloomfield	60,237	1,127	657	55.8	8,400
Belleville	54,234	1,002	593	52.6	6,074
Irvington	48,895	1,061	585	52.2	8,023
Glen Ridge	40,695	1,261	656	54.0	2,267
Orange	40,329	1,288	680	61.9	4,212
East Orange	36,626	1,207	636	60.8	11,842

PROFILE OF THE NUTLEY HIGH SCHOOL CLASS OF 1974

The Nutley High School class of 1974 will go down in the school's history as the class receiving more in the way of financial scholarships than any preceding class.

An analysis of the profile for this year's graduates indicates that the downward trend for those students seeking a college education has continued. This is in keeping with trends that are developing on a national level.

For the past several years Nutley High School's drop-out rate has leveled off at two per cent each year. The high school staff, with their innovative approaches to curriculum, are to be commended for this unusually fine record.

Table #11 presents a summary report on the educational, vocational and/or other choices of this year's graduating students.

TABLE #11

	<u>Boys</u>	<u>Girls</u>	<u>Total</u>	<u>%</u>
1. Number of graduates planning to enter college or continue full-time education in business, nursing, technical, or similar schools.....	174	168	342	64.2%
2. Number planning to enter the armed forces	5	-	5	.9%
3. Number planning full-time permanent employment.....	70	79	149	28.2%
a. Number in item 3 who already have offers of jobs				
Boys <u>40</u> , Girls <u>38</u> , Total <u>78</u>				
4. Balance (Undecided and others not accounted for in Items 1, 2 or 3).....	16	20	36	6.7%
5. Total number of students expected to graduate (12th grade) in June 1974 (Sum of items 1, 2, 3, and 4).....	265	267	532	100%

The information shown on Table #12 speaks well for the stability of Nutley's population. It is safe to assume that better than 60% of Nutley High School class of 1974 started their education in Nutley.

TABLE #12

SUMMARY OF SCHOOL ENTRANCE FOR THE CLASS OF 1974

<u>Grade Entered</u>	<u>Number</u>	<u>Per Cent</u>	<u>Sending Schools</u>		
			<u>St. Mary's</u>	<u>Holy Family</u>	<u>Other</u>
K	241	45.73			
1	18	3.41		5	13
2	9	1.71	2	2	5
3	14	2.66	1	3	10
4	15	2.84	2	4	9
5	27	5.12	3	2	22
6	13	2.47	2	1	10
7	28	5.31	11	5	12
8	13	2.47			13
9	115	21.82	61	33	21
10	14	2.66			14
11	12	2.28			12
12	8	1.52			8
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	527	100.00	82*	55*	149

*82 + 55 = 137 = 26% of our entered students were possibly Nutley residents before entering our public schools

DEVELOPMENTS IN THE SCHOOL PROGRAM

This past year we saw many changes and the continuance of sound proven practices involving school programs, personnel, etc. that will affect future education in Nutley. These changes are listed below:

1. The use of the "Learning Station Concept" is increasing throughout the elementary schools.
2. For the first time, two Nutley teachers were the recipients of New Jersey State Department of Education mini-grants. Miss Rosanna Tangorra developed a plan for a portable resource center and Mr. Henry Fengler developed a plan for curriculum approaches to be used with "Slow Learners." Both programs were funded by the State Department of Education.
3. Nutley received and disseminated the results of the New Jersey State Department of Education tests administered to students in grades 4 and 12 during November 1972. Mrs. Lucy Gillies, Mrs. Ellen Young, Mrs. Maxine Hoffer, Mr. Max Kletter and teachers of the 4th and 12th grades who participated in the compilation of this report are to be commended for their excellent work.

4. Personnel:

a. Retirements

Miss Paula Epstein - Special Education
 Miss Ruth Carr - Fourth Grade, Spring Garden School
 Miss Ann Jackson - Fourth Grade, Spring Garden School
 Mr. Garrett Vander Els - Principal, Spring Garden School

b. New Employees

Miss Mary Beebee - Business Education, High School
 Mr. Ronald Bonadonna - English, High School
 Miss Antoinette Dell'Osso - Business Education, High School
 Mr. Henry Fengler - Social Studies, High School
 Miss Susan Monaghan - Physical Education, High School
 Mr. Gary Nitch - Social Studies, High School
 Mrs. Mary Lou Ritacco - Mathematics, High School
 Miss Carol Schniedewind - Social Studies, High School
 Mr. Robert Topolski - Science, High School
 Mr. Brian McGinley - Social Studies, High School
 Mr. Ciro Violante - Italian, High School
 Mr. Christopher Wilkens - Social Studies, High School
 Miss Cynthia DeBonis - English, Franklin School
 Mr. John Schwarz - Social Studies, Franklin School
 Miss Jane Aulenbach - Music, Lincoln School
 Mrs. Kathryn Fassett - Third Grade, Lincoln School
 Mrs. Dolores McCleerey - Kindergarten, Lincoln School

b. New Employees (continued)

Miss Juliet Madeo - Fifth Grade, Lincoln School
 Miss Maureen McCarthy - Second Grade, Lincoln School
 Mrs. Patricia Turbowitz - Special Education, Lincoln School
 Mr. Richard Dalli, Special Education Center
 Mrs. Elizabeth Leber - Special Education Center
 Mrs. Catherine Manning - First Grade, Spring Garden School
 Mrs. Barbara Wells - Sixth Grade, Spring Garden School
 Miss Joyce Loeffler - Second Grade, Washington School
 Mrs. Grace McCaw - Third Grade, Washington School
 Miss Nancy Rubino - Fourth Grade, Washington School
 Miss Patricia Andriola - Third Grade, Yantacaw School
 Mrs. Gloria Bass - Music, Yantacaw School
 Mrs. Linda Schalin - Fifth Grade, Yantacaw School
 Mrs. Sandra Bicknell - Music, Radcliffe School
 Dr. Michael Cutrona - School Psychologist, Special Education
 Center

c. Resignations

Mrs. Susan Andrees - Business Education, High School
 Miss Mary Beebee - Business Education, High School
 Mr. Barrie Beaver - Mathematics, High School
 Mr. Henry Fengler - Social Studies, High School
 Mr. Richard Poplaski - Mathematics, High School
 Mr. Walter Schœenberg - Physical Education, High School
 Mrs. Judith Wilcox - Mathematics, High School
 Mr. David Broffman - Principal, High School
 Mr. Richard Trenery - Fifth Grade, Lincoln School
 Mrs. Frances Pollard - Second Grade, Spring Garden
 Mr. Roger Milner - Physical Education, Yantacaw
 Mrs. Sylvia Greene - School Nurse, Elementary

d. Leaves of Absence:

Mrs. Marie Avolio - Social Studies, High School
 Mrs. Linda Pote - Home Economics, High School
 Mrs. Florence Carlo - Mathematics, Franklin School
 Mrs. Marilyn Hannon - Third Grade, Spring Garden School
 Mrs. Susan LaReau - First Grade, Spring Garden School
 Mrs. Rita Sherman - First Grade, Washington School
 Mrs. Carol Gurney - Kindergarten, Yantacaw School

5. Throughout the entire school system parents were invited to observe and participate in programs that would create an awareness as to what is happening in Nutley's educational program.

6. Interdepartmental meetings were held with Nutley High School and Franklin School teachers participating. This was an attempt to articulate the curriculum between the two schools.

7. Grade level meetings were held with staff members from Nutley High School, Franklin School and all elementary schools participating. Once again, this was an attempt to articulate the curriculum.
8. In an attempt to familiarize the entire community with the art education program in Nutley, teachers of art at the elementary level arranged for exhibits in varied strategic locations in the community.
9. The Nutley High School Industrial and Fine Arts Department arranged for an exhibit of students' work. The exhibit was held in the high school gymnasium. Mr. Mattiucci and staff members of this department are to be commended for this fine display of work accomplished by Nutley High School students.
10. Expansion of Guidance Services at Nutley High School
 - a. Under the direction of Mr. Ronald Everett, a "Career Day" was planned for Nutley High School students. Students were provided with an opportunity to sit down and discuss careers with more than 50 experts in varied fields.
 - b. An evening meeting was planned for parents to hear the Guidance Department personnel discuss the role of guidance at the high school level.
 - c. Guidance personnel became actively engaged with teachers in the development of programs that would afford teachers the opportunity to work in the area of guidance with their students.
11. The Flexible Schedule approach to organization was again implemented at Nutley High School. Both students and staff recognize the strengths that this approach brings about. They are anxious to explore opportunities, with the administration, for improvement of same.
12. Video tape equipment was used extensively in the educational program at both Nutley High and Franklin Schools.
13. Washington, Radcliffe and Yantacaw Schools continued to be Laboratory Centers for Jersey City College students. As a result of this close working relationship, students in these schools have been exposed to many innovative approaches to learning.
14. Provisions have been made for the installation of a Reading Laboratory at Nutley High School.
15. Plans have been made for the installation of thirty-two new I. B. M. Selectric typewriters to be installed in Nutley High School. These machines will be used by the students enrolled in advanced typing courses.

16. The Music Department cooperated in providing entertainment to the senior citizens of this community.
17. The Nutley Board of Education, in cooperation with the Nutley Teachers Association, presented a workshop on "Human Relations."
18. Every attempt was made to encourage parents visitation and participation in the schools' programs.
19. Students of the Washington School Fifth and Sixth Grades were exposed to Industrial Arts related experiences. Dr. Arthur Rosser of Montclair State College was especially helpful in the organization of this program.
20. The parents at Lincoln School provided an overnight camping experience to all sixth grade students. This proved to be a valuable educational experience for all involved.
21. The Franklin School staff has planned for another exploratory course for the 1974/75 school year. This course is titled, "The World of Manufacturing."
22. The high school English Department, through the area of dramatics, furnished entertainment to the student body of the entire community.

LOOKING AHEAD

The school year 1974-75 should be one of assessment. Historically, Nutley has been a forward-looking community. Most innovative programs that exist throughout the nation can be found in some form here in Nutley. It is hoped that at the completion of this year we can look back and evaluate past practices so that we can develop future educational plans for this community. In addition to this, we will be placing emphasis on the following:

1. Continue and expand the open door policy whereby parents are invited into the schools to observe the educational program.
2. Expand opportunities for teacher education through in-service programs.
3. Develop a system-wide five year plan for the total district.
4. If enrollment drop continues, make proper plans for staff reductions.
5. Continue to explore varied organizational plans that will lead to better individualization of instruction.
6. Implement a plan whereby we can make better use of test data.
7. Encourage all staff members to participate in varied community activities.
8. Evaluate the use of school aides.
9. Explore the role of a Guidance Department in a modern high school.
10. Develop a program that will encourage student participation in the community.
11. Each school develop a plan to disseminate information to parents (school newsletter).
12. Develop plan whereby Nutley's elementary schools would submit worthy news releases to the Nutley Sun.

CONCLUDING STATEMENT

This past year was one in which your Board of Education members were asked to give unselfishly of themselves in an attempt to confront the many problems and decisions they were forced to make. Countless numbers of hours were spent in the selection of personnel to fill key positions in the system. Never at any time did they shirk their responsibility in an attempt to complete this difficult task. At the onset of the 1974/75 school year Nutley's top administrative positions will be filled.

I would like to take this opportunity to thank the staff, parents, students, and Board of Education members for the cooperation and help I received over this past year.