

ANNUAL REPORT OF
GLYN FOWLER

SUPT. OF SCHOOLS
SCHOOL YEAR 1977/1978

ANNUAL REPORT
TO THE
BOARD OF EDUCATION
NUTLEY, NEW JERSEY
SCHOOL YEAR 1977-1978

NUTLEY PUBLIC SCHOOLS

BOARD OF EDUCATION

	Term Expires
Mr. Louis Williams, President	1981
Mr. Carl Perez, Vice President	1981
Mr. Gerard Restaino	1979
Mr. Robert Rusignuolo	1979
Mrs. Marilyn Wightman	1979
Mrs. Jacqueline Imhoff	1980
Mr. Walter Lindstrom	1980
Mr. Frank Tangorra	1980
Mrs. Ann Rabinowitz	1981

ADMINISTRATORS

Mr. Glyn Fowler	Superintendent of Schools
Dr. Thomas Davis	Assistant Superintendent of Schools
Mr. Arnold Ramsland	Secretary-Business Administrator

PRINCIPALS

Mr. Louis Zwirek	Nutley High School
Mr. Paul Primamore	Franklin School
Mr. Ralph D'Andrea	Lincoln School
Miss Lillian Verduin	Washington School
Mr. Karekin Bakalian	Radcliffe School
Mr. John Walker	Yantacaw School
Mr. Anthony Stivala	Spring Garden School

SYSTEM-WIDE DIRECTORS

Dr. Ernest Ersfeld	Director of Music
Dr. Michael Cutrona	Director of Special Services

June 1978

Members of the Board of Education:

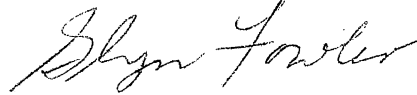
It is with mixed feelings that my tenure of office in the superintendency is coming to a close. Reflecting back upon the past five years, much has been accomplished and much remains to be done. Perhaps this, in itself, is significant of progress. At least, the problems are recognized and solutions are being sought.

The progress that has been made can be credited to the Board of Education, the professional staff and a concerned citizenry. It has been through the combined efforts of these people that Nutley has been able to retain an educational program, sufficiently diversified, so that it meets the needs of the total student population.

The format for my final annual report is being changed. The annual report of each building principal is included in this report. This is an attempt to bring board members and the total community into closer contact with each building.

I would like to take this opportunity to publicly thank all of those people who have contributed in some way to making my twenty-nine years in Nutley such a pleasant experience.

Sincerely yours,

A handwritten signature in cursive script, reading "Glyn Fowler".

Glyn Fowler

CONTENTS

	<u>PAGES</u>
SCHOOL ENROLLMENT	1
PROJECTED ENROLLMENT.....	2
SCHOOL ENROLLMENT TRENDS	3
NUTLEY'S BIRTHRATE & KINDERGARTEN ENROLLMENT FOR A 12 YEAR PERIOD..	4
IOWA TESTS OF BASIC SKILLS	5-10
NUTLEY STUDENTS' RESULTS STATE MINIMUM BASIC SKILLS TEST	11
TEACHERS' STAFFING REDUCTION 1972/73 THROUGH 1977/78	12
FEDERAL AND STATE FUNDED PROGRAMS	13
STATISTICS OF ESSEX COUNTY DISTRICTS	14-16
REPORT OF COLLEGE ADMISSIONS	17
POST HIGH SCHOOL ACCEPTANCES	18-19
STAFF DEVELOPMENT PROGRAMS	20-22
SUPERINTENDENT'S PRIORITY GOALS (1977/78 SCHOOL YEAR)	23-24
CONCLUDING STATEMENT	25
SPECIAL SERVICES DIRECTOR'S REPORT	1-13 SS
NUTLEY HIGH SCHOOL PRINCIPAL'S REPORT	1-22 NH
FRANKLIN SCHOOL PRINCIPAL'S REPORT	1-8 FS
WASHINGTON SCHOOL PRINCIPAL'S REPORT	1-10 W
YANTACAW SCHOOL PRINCIPAL'S REPORT	1-16 Y
LINCOLN SCHOOL PRINCIPAL'S REPORT	1-7 L
SPRING GARDEN PRINCIPAL'S REPORT	1-5 SG
RADCLIFFE SCHOOL PRINCIPAL'S REPORT	1-10 R

SCHOOL ENROLLMENT

We must never lose sight of the importance to project enrollment figures for a community's educational program. As variables change, it becomes necessary that each be considered when arriving at projections. It is no longer possible to project for long periods of time. Instead, if we are to plan accurately, then an annual assessment becomes necessary. This year's projections are based upon the following variables:

1. Nutley's birth rate over a five year period of time
2. The land available for residential construction is developed in excess of 97% of its full capacity
3. The present zoning regulations remain in effect
4. New or re-occupied dwelling units will be occupied by families similar in number to those now in the district
5. The number of high density apartment buildings constructed in the community
6. The stability of our total society remains constant

If the above remain constant, it isn't likely that Nutley's school population will increase. Instead, we can anticipate a steady decline. It is imperative that this Board of Education and future boards of education study these projections carefully so that planning for the use of physical facilities will take place.

Each year a survey should be made of those children born into apartment dwellings. Past history indicates that they do not stay in that residence for long periods of time. When possible, this should be updated on an annual basis.

PROJECTED ENROLLMENT

Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
1980-81	225	242	250	275	290	305	313	323	345	447*	490	475	465	4,445
1979-80	237	250	275	290	305	313	323	345	347	500*	512	475	475	4,647
1978-79	242	275	290	305	313	323	345	347	400	512*	481	490	500	4,823
1977-78	269	290	305	313	323	345	347	400	412	481*	484	475	493	5,015
1976-77	276	312	308	330	351	341	395	408	399	508*	519	510	475	5,133
1975-76	310	306	319	355	341	398	411	411	391	545*	541	499	517	5,344
1974-75	303	321	357	342	400	403	402	384	428	566*	520	527	526	5,479
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.

May 1978

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SCHOOL ENROLLMENT TRENDS

	<u>1971/72</u>	<u>1972/73</u>	<u>1973/74</u>	<u>1974/75</u>	<u>1975/76</u>	<u>1976/77</u>	<u>1977/78</u>
* Lincoln	663	604	572	521	510	490	449
* Washington	511	544	522	528	516	506	466
* Spring Garden	531	491	489	464	456	428	417
* Radcliffe	463	472	455	451	446	426	396
* Yantacaw	<u>591</u>	<u>587</u>	<u>554</u>	<u>564</u>	<u>515</u>	<u>462</u>	<u>464</u>
Total	2,759	2,698	2,592	2,528	2,443	2,312	2,192
** Franklin	872	871	866	812	802	805	812
Nutley High	2,189	2,163	2,179	2,142	2,088	2,003	1,934
Special Education	<u>51</u>	<u>66</u>	<u>78</u>	<u>102</u>	<u>95</u>	<u>93</u>	<u>77</u>
Second Total	5,871	5,798	5,715	5,584	5,428	5,213	5,015

* Elementary

** Middle

The above figures indicate that over a seven year period the elementary enrollment has dropped 567 pupils. The use of this figure with the projected decline in enrollment makes it necessary that we continue to do careful planning when determining Nutley's future staffing needs.

As this decline passes up to the Middle and Senior High, it will be necessary to perform a needs assessment for the community's total education program. Indications are that Franklin School will be affected with the decline during the 1978/79 school year.

The program for trainable children appears to have declined. Nutley's participation in the Essex County plan for special education could change this program.

NUTLEY'S BIRTHRATE AND KINDERGARTEN ENROLLMENT
FOR A TWELVE YEAR PERIOD

	<u>Birth Rate</u>	<u>Actual Kindergarten Enrollment</u>	<u>Per Cent of Loss</u>
1966	430	347	20%
1967	413	349	16%
1968	420	321	24%
1969	371	302	19%
1970	388	310	20%
1971	453	285	37%
1972	323 (1977/78)	271	16%
1973	303 (1978/79)	255	Proj.
1974	318 (1979/80)	220	Proj.
1975	229 (1980/81)	224	Proj.
1976	239 (1981/82)	200	Proj.
1977	275 (1982/83)	200	Proj.

NUTLEY PUBLIC SCHOOLS
IOWA TESTS OF BASIC SKILLS

	4th Grade 1977/78	6th Grade 1977/78	8th Grade 1977/78
Vocabulary	4.4	6.4	8.0
Reading	4.4	6.5	8.2
Spelling	4.6	7.0	8.2
Capitalization	4.2	6.3	7.8
Punctuation	4.2	6.6	7.9
Usage	4.8	6.6	8.3
Total Language	4.4	6.5	8.1
Maps	4.3	6.3	8.0
Graphs	4.2	6.3	8.1
References	4.4	6.5	8.2
Total Study Skills	4.3	6.4	8.1
Math Concepts	4.2	6.2	8.2
Math Problems	4.0	5.9	7.9
Total Math	4.1	6.1	8.0
Composite	4.3	6.4	8.1

NUTLEY PUBLIC SCHOOLS
IOWA TESTS OF BASIC SKILLS
LINCOLN SCHOOL

	4th Grade 1977/78	6th Grade 1977/78
Vocabulary	4.4	5.8
Reading	4.3	6.1
Spelling	4.5	6.0
Capitalization	4.0	5.5
Punctuation	4.1	5.6
Usage	4.8	5.9
Total Language	4.3	5.8
Maps	4.2	5.9
Graphs	4.1	5.8
References	4.4	6.2
Total Study Skills	4.3	6.0
Math Concepts	4.2	5.8
Math Problems	3.9	5.5
Total Math	4.1	5.7
Composite	4.3	5.8

2/8/78
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NUTLEY PUBLIC SCHOOLS
IOWA TESTS OF BASIC SKILLS
RADCLIFFE SCHOOL

	4th Grade 1977/78	6th Grade 1977/78
Vocabulary	4.3	6.5
Reading	4.6	6.7
Spelling	4.5	6.8
Capitalization	4.3	6.7
Punctuation	4.1	7.1
Usage	4.8	6.9
Total Language	4.4	7.0
Maps	4.4	6.3
Graphs	4.3	6.5
References	4.3	6.5
Total Study Skills	4.3	6.4
Math Concepts	4.3	6.3
Math Problems	4.0	5.9
Total Math	4.1	6.1
Composite	4.4	6.5

2/8/78

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NUTLEY PUBLIC SCHOOLS
IOWA TESTS OF BASIC SKILLS
SPRING GARDEN SCHOOL

	4th Grade 1977/78	6th Grade 1977/78
Vocabulary	4.7	6.8
Reading	4.6	6.8
Spelling	5.0	7.0
Capitalization	4.5	6.9
Punctuation	4.7	6.9
Usage	5.0	6.9
Total Language	4.8	6.9
Maps	4.6	6.4
Graphs	4.4	6.7
References	4.4	6.9
Total Study Skills	4.5	6.7
Math Concepts	4.4	6.7
Math Problems	4.0	6.3
Total Math	4.2	6.5
Composite	4.6	6.7

NUTLEY PUBLIC SCHOOLS
IOWA TESTS OF BASIC SKILLS
WASHINGTON SCHOOL

	4th Grade 1977/78	6th Grade 1977/78
Vocabulary	4.1	6.3
Reading	4.0	6.2
Spelling	4.2	6.5
Capitalization	4.0	5.7
Punctuation	3.9	6.4
Usage	4.6	6.7
Total Language	4.2	6.3
Maps	4.1	6.3
Graphs	4.0	6.2
References	4.3	6.3
Total Study Skills	4.1	6.3
Math Concepts	3.9	5.9
Math Problems	4.1	5.9
Total Math	4.0	5.9
Composite	4.1	6.2

2/8/78
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NUTLEY PUBLIC SCHOOLS

10.

IOWA TESTS OF BASIC SKILLS

YANTACAW SCHOOL

	4th Grade 1977/78	6th Grade 1977/78
Vocabulary	4.4	6.5
Reading	4.6	6.8
Spelling	4.6	6.7
Capitalization	4.2	6.7
Punctuation	4.1	6.8
Usage	4.8	6.8
Total Language	4.4	6.7
Maps	4.4	6.6
Graphs	4.5	6.5
References	4.4	6.8
Total Study Skills	4.4	6.6
Math Concepts	4.0	6.2
Math Problems	4.1	6.1
Total Math	4.1	6.1
Composite	4.4	6.5

2/8/78

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NUTLEY STUDENTS' RESULTS
STATE MINIMUM BASIC SKILLS TEST
FOR
1977-1978

The following is a statement of the Nutley Public Schools results of the minimum basic skills testing program given by the State Department of Education in April 1978.

These results are based upon performance referenced state basic skills test in reading and mathematics.

<u>School</u>	<u>Subject</u>	<u>Grade</u>	<u>No. Tested</u>	<u>No. Above</u>	<u>% Above</u>
Nutley High	Reading	11	450	426	94.6
Nutley High	Mathematics	11	447	413	92.3
Nutley High	Reading	9	463	378	81.6
Nutley High	Mathematics	9	464	377	81.2
Elementary Schools	Reading	6	339	273	80.5
Elementary Schools	Mathematics	6	339	230	67.8
Elementary Schools	Reading	3	302	275	91
Elementary Schools	Mathematics	3	302	227	75

A program for new approaches to the teaching of mathematics at the elementary level has been developed by a special committee. Hopefully, their work will help to improve this area of instruction.

6/23/78
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TEACHERS' STAFFING REDUCTION
1972/73 THROUGH 1977/78

	<u>Elementary</u>		<u>Franklin</u>		<u>High School</u>		<u>Special Education</u>		<u>Other</u>	<u>Total</u>
1972/73	127	(2,676)	44	(870)	125	(2,170)	7	(64)	14	317
1973/74	124	(2,611)	44	(860)	125	(2,200)	10	(80)	14	317
1974/75	119	(2,519)	44	(815)	125	(2,178)	11	(102)	14	313
1975/76	118	(2,443)	44	(802)	125	(2,088)	11	(95)	14	312
1976/77	114	(2,365)	45	(807)	123	(2,036)	11	(95)	14	307
1977/78	111	(2,183)	45	(807)	122	(1,973)	10	(79)	14	302
Increase (+) or Decrease (-) for this period	-16	(-493)	+1	(-63)	-3	(-227)	+3	(-23)	14	-15

Numbers in brackets indicate number of students

ADMINISTRATORS AND SUPERVISORS

	<u>Central</u>	<u>Franklin</u>	<u>High School</u>	<u>Elementary</u>	<u>District Wide</u>
1972/73	3	2	5	6	1
1973/74	1	2	4	5	2
1974/75	1 + *	2	4	5	1
1975/76	2	2	4	5	1
1976/77	2	2	4	5	2
1977/78	2	2	4	5	2

*One administrator served for four months.

FEDERAL AND STATE FUNDED PROGRAMS

<u>SOURCE</u>	<u>DESCRIPTION</u>	<u>ESTIMATED AMOUNT</u>
Title I E.S.E.A.	Provided staffing of Resource Centers in all elementary buildings and two parochial schools. Also, funded staffing for Summer Enrichment program and Summer Remedial Reading program.	\$48,889
State Compensatory Education	Provided for staffing of all school buildings for the purpose of developing remedial programs for those students identified through state testing results.	\$75,872
Title IV B	Provided for mini-mathematics laboratories in each of our school buildings. In addition, audio-visual aids materials were purchased.	\$ 8,475

NUTLEY'S FINANCIAL SUPPORT OF EDUCATION
IN RELATION TO THE COMMUNITY'S ABILITY TO PAY

The statistics compiled for Essex County school districts and listed in the following tables indicate that Nutley ranks fifth from the top in tax ratables and is at or near the bottom in all areas of per pupil expenditures. This is indicative of a board of education and a professional staff working together in an attempt to provide quality education for a minimum price.

SUMMARY OF K-12 ESSEX COUNTY SCHOOL DISTRICT EXPENDITURES
IN COMPARISON WITH RATABLES PER STUDENT
1976/77

District	Ratables Behind Each Student	Total Textbooks Library & A/V Per Student	Total Supplies and Other Per Student	Total Operations Per Student	Total Equip. Per Student	Total Per Pupil Cost
Millburn	\$175,139	\$36	\$64	\$202	\$159	\$2,310
Livingston	109,781	24	52	149	52	1,824
Cald./W. Cald.	106,192	22	49	203	87	2,123
Cedar Grove	102,478	21	49	216	49	1,907
Nutley	90,411	24	37	152	47	1,511
So. Orange	89,534	24	56	197	49	1,933
Verona	88,217	31	56	154	101	1,799
Montclair	87,907	18	57	228	70	2,261
Bloomfield	85,139	22	26	155	79	1,599
W. Orange	85,114	31	40	176	93	2,002
Belleville	73,221	21	35	148	94	1,572
Glen Ridge	61,102	30	75	224	125	2,158
Irvington	53,158	14	28	140	84	1,465
Orange	43,017	28	52	211	31	1,881
E. Orange	33,911	31	33	148	59	1,492

These statistics are taken from the 1977 Essex County, N.J. Public School Expenditures Report

SUMMARY OF K-12 ESSEX COUNTY SCHOOL DISTRICT EXPENDITURES
IN COMPARISON WITH RATABLES PER STUDENT
1976/77

District	Ratables Behind Each Student	Administration Salaries Per Student	Principals' Supervisors' Salaries Per Student	Teachers' Substitutes' Salaries Per Student
Millburn	\$173,159	\$81	\$118	\$1,241
Livingston	109,781	64	84	1,092
Cald./W. Cald.	106,192	77	89	1,218
Cedar Grove	102,478	66	103	1,106
Nutley	90,411	49	65	937
So. Orange	89,534	58	102	1,155
Verona	88,217	66	91	1,025
Montclair	87,907	85	126	1,212
Bloomfield	85,139	38	73	968
W. Orange	85,114	58	134	1,132
Belleville	73,221	51	92	857
Glen Ridge	61,102	104	95	1,097
Livingston	53,158	58	69	813
Orange	43,017	79	81	984
E. Orange	33,911	54	65	806

These statistics are taken from the 1977 Essex County, N.J. Public School Expenditures Report

REPORT OF COLLEGE ADMISSIONS

CLASS OF 1978

Enrollment	481	
Applications Submitted	285	
Total Acceptances	284	(59%)
Four Year Training	236	(49%)
Two Year Training	18	(4%)
Business/Technical	28	(5.8%)
Nursing	2	(.2%)

POST HIGH SCHOOL ACCEPTANCES

The members of this year's Nutley High School graduating class will seek post high school education in the following institutions.

Antioch College
Arizona State University
Art Institute of Ft. Lauderdale
Art Institute of Philadelphia
Assumption College
Barrington College
Bergen Community College
Berkeley School
Bloomfield College
Caldwell College
Capri School of Hair Design
Carnegie-Mellon University
Cedar Crest College
Central Connecticut State College
Central Missouri State University
College of Mt. St. Vincent
Colorado School of Mines
Columbia University
Cook College
County College of Morris
Court Reporting and/Secretarial Institute
Drew University
East Carolina University
East Oregon State College
Elizabethtown College
Essex County College
Essex County Adult and Tech. School
Essex County Career Center
Fairfield University
Fairleigh Dickinson University - Rutherford and Wayne
Fordham University
Furman University
Georgetown University
Georgia Tech.
Grinnell College
Hamilton College
Jersey City State College
Katherine Gibbs
Kean College of N.J.
Le Tourneau College
Lincoln Technical Institute
Lycoming College
Lyons Institute

POST HIGH SCHOOL ACCEPTANCES

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Montclair State College
Moravian College
Mountainside Hospital School of Nursing
Muhlenberg College
Newark School of Fine and Industrial Arts
N.H. College
New Jersey Institute of Technology
New York School of Interior Design
New York University
North Carolina State University
Ocean County College
Oral Roberts University
Penn State College
Princeton University
Purdue University
Quinnipiac College
Ramapo College
Rensselaer Poly. Inst.
Rider College
Roberts Walsh Business School
Roger Williams College
Rutgers University - Newark and New Brunswick
Rutgers College of Nursing
Rutgers University College of Pharmacy
Sawyer Business School
Seton Hall University
St. Anselms College
St. Francis School of Nursing
St. Peter's College
Stevens Institute of Technology
Trenton State College
Taylor Business Institute
Union Tech. Institute
University of Bridgeport
Upsala College
Villanova University
Virginia Military Institute
Westmar College
West New England College
William Paterson College
York College

STAFF DEVELOPMENT PROGRAMS

This year Nutley teachers were offered four in-service training sessions. In the fall there were two: Tests and Measurement, and Classroom Materials. The first of these was designed to help classroom teachers understand and interpret the results of standardized tests that are used in the Nutley schools. This course also helped teachers use standardized test results as a tool in parent conferences. Teachers learned how to design better tests for their own classroom use.

The Classroom Materials workshop was taught by Daryell Hiller, from EIC Northeast. In this session teachers made use of typical classroom materials to design unique and worthwhile lessons for students. Teachers used their favorite text exercises, magazine articles and workbook pages to develop games, lessons and tests.

This spring Mr. Vivinetto taught a course on classroom discipline and individualizing instruction. He used a number of approaches for showing teachers' methods of classroom control, lesson planning and student organization. Mr. Rhodes taught a course in school law. This course was oversubscribed and well attended. It will probably be offered again next year because many teachers who wanted to take the course were unable to do so.

All four of these in-service efforts brought out a minimum of twenty-five participants each. Teacher evaluations of the courses were generally good. Teachers worked hard in these classes and came away from them with training that they were able to put to use in their classroom the next day.

It is important to note that two principals, Mr. Stivala and Mr. Walker attended several of this year's in-service courses, and their attendance helped account for many Spring Garden and Yantacaw teachers participating.

In addition to these basic classes, Mrs. Gillies and Mrs. Whelan sponsored afterschool reading and composition in-service classes. Most of our upper-level elementary teachers now have a thorough understanding of the Ezor (Weehawken) approach to language arts instruction. Over 70 teachers have been involved in grades 4 through 12. Five elementary teachers attended special in-service sessions at Montclair State to learn ways of helping other teachers make effective use of the Weehawken material. Two High School teachers and two Franklin teachers attended similar sessions at EIC. The Ezor approach concentrates heavily on written expression and composition. Our teachers are enthusiastic about the method, and a large number of teacher manuals have been purchased to back up the recent training.

A number of teachers and administrators were released from their regular duties to attend out-of-district sessions. We sent teachers to training programs in school security, curriculum development, education of the gifted and reading in the subject area. Mr. Tiene attended a half-day workshop in foreign languages. Mr. Modig and Mrs. Fujinaka attended a half-day workshop on secondary science programs, and Dr. Fuccello and Mr. Vivinetto attended a similar session for social studies. These half-day workshops were sponsored by the Essex County Assistant Superintendents' Roundtable.

Mr. Primamore and Mr. Shergalis visited several middle schools to gather information from administrators about curriculum and scheduling.

A number of teachers attended one day training sessions, and some of these are not reported here. Next year this kind of activity will be summarized in chart form.

CURRICULUM DEVELOPMENT

K-6

The Language Arts curriculum has been completed. An exceptionally large number of elementary and secondary teachers were involved in the development of the curriculum, which is expected to be in teachers' hands by October, 1978. Draft copies of the curriculum will be submitted to the School Board by August 15 of this year.

The new Mathematics curriculum is now in use. Although there was significant teacher concern about the new material, no teachers have come forward to work on a summer revision of the Mathematics curriculum. When it was introduced last fall, teachers were told that the math curriculum was not definite and would be revised at the end of the school year. At the time of its introduction, there seemed to be a large number of complaints about the new curriculum. It must be assumed that the complaints heard in the fall were not truly worthwhile, and that the Math curriculum is reasonably sound as is. However, the question of possible revision should be raised again next spring.

The K-8 Social Studies curriculum will undergo a major revision this summer. Teachers have been engaged to carry out this task.

Throughout the past year the Superintendent's Advisory Council has worked hard to define curricular and in-service needs of the district. I am indebted to this group for their sincere concern and the hard work they have done in giving direction to curriculum development in Nutley.

The program for gifted students in grades five and six will get under-way in the Fall of 1978. A committee of teachers has done excellent work in developing identification procedures and a philosophy for the program. Teacher training for this program begins on July 5th and will run for eleven working days. At the close of the training session, teachers will have developed a curriculum based on the interests of student participants and will have a large number of lesson plans that will be put to use when the program gets under way.

The entire K-6 Reading Program was received by a committee chaired by Mrs. Gillies. This committee has revised the Reading Handbook; and in addition, recommended that we continue to use the same basal programs presently in use (Lippincott and Scott Foresman).

SUPERINTENDENT'S PRIORITY GOALS
1977/78 School Year

Each year the Superintendent has established Priority Goals for the school system. Building Principals select from these and add goals that are applicable to the educational program in their respective buildings.

The following are the Superintendent's Priority Goals for the 1977/78 school year. They are not necessarily listed in order of importance.

1. Reading Fair in All Schools - This would be similar to what we did in Radcliffe School several years ago. Each school would pick a central location in each building where all reading materials would be displayed. Parents and teachers in all buildings would be invited in to see the respective displays.
2. Public Relations - Each principal establish a public relations program that will work toward the passage of the school budget.
3. Building Level In-Service Programs - Comprehensive building level programs should be established through the utilization of our own professional staff.
4. Establish Tutorial Programs -
 - a. Peer tutoring (classroom)
 - b. Building level (older students working with younger)
 - c. Franklin School (possible release time to an elementary building, also peer)
 - d. High School (possible release time to an elementary building, also peer)
 - e. Senior Citizens
 - f. Other (discretionary but inform central administration)
5. Further Development of Enrichment Program - This got off to an excellent start. Through the sharing and creativity of the staff, I feel sure that we can expand programs in each school.
6. Vandalism - We should continue to work on this problem. It is my opinion that there was less of this than other years. If I am correct, it is only because we worked at the problem. I am sure that we can even do better through the sharing of ideas.
7. Suspensions - This is not a severe problem in Nutley, but we should continue to investigate alternatives to out of school suspensions.
8. Alternative Programs - Explore possibilities to alternative approaches to building level organization. (Discuss plans with central administration.)
 - a. Team teaching
 - b. Multi-unit
 - c. Transition grades (elementary only)

9. Planning Committee - Every principal should participate in the Board of Education Planning Committee. This should be done with and through the Superintendent.
10. Gifted Program - Explore possibilities for systemwide program for the gifted, grades 5 and 6.
11. Activation of Curriculum Committees -
 - a. Reading (K-6)
 - b. Social Studies (7 & 8)
 - c. Math 7 & 8)
12. Guidance - Every professional must accept the role of Guidance Counselor. This could make for an excellent building level in-service program.
13. Articulation - Every professional must be involved with the articulation of our total school system. Chairpersons cannot accomplish this without the help of each building principal.
14. Mathematics - Every attempt must be made to properly implement the mathematics program developed by our staff.
15. Attendance - We have a legal responsibility for the full attendance of every student. Once again, our attendance record is good, but we should continue to work for improvement.
16. Evaluation Procedure - To continue to work on evaluation procedures that will insure the best in classroom teaching techniques as they relate to the education of Nutley children.

CONCLUDING STATEMENT

Nutley has been most fortunate in having had good planning as it relates to the public schools of our community. The geographic location of the original school buildings is a perfect indicator of what I am saying. Each building is located so that no student has to walk any greater distance than the state mandate. In addition, the construction of each building allows for a most functional and comprehensive program.

Those areas of the curriculum which enrich the lives of students had an early beginning. Teaching stations for art, music (choral and instrumental), physical education, and library are provided for in each of our buildings. In addition, adequate planning allowed for the staffing of these teaching stations.

These things don't just happen by chance. They start with people who have a commitment to excellence and, as a result, a solid base is developed. This community has shown great concern for its educational program, and it is my belief that this will continue.

Much of the success for any educational program can be credited to the professional staff. Nutley has a long history for appealing to excellent teachers and administrators. Every attempt should be made to continue the practice of attracting the best professionals possible.

The base for a quality educational program is strong. Future educators should continue to build upon this base.

DIRECTOR'S ANNUAL REPORT

(1977-1978 School Year)

SPECIAL SERVICES DEPARTMENT

Special Services covers a broad area of the schools' services and complies with county, state and federal regulations including the N.J. Administrative Code, Title 6, N.J. Rehabilitations Act 504, Public Law 94-192, Public Law 192-193, and other applicable regulations pursuant to the handicapped. The Organization and administration of such services, thus, must be continually recycled to conform to the rapidly changing needs of the community.

(a) Department of Special Education

Students: 78

Trainable Program

(Lincoln School - Special Ed. Ctr.)

	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
Lincoln	18	13	31
Special Ed. Center	30	17	47

Total: 78Nutley High School

(Perceptually Impaired Class)

<u>Boys</u>	<u>Girls</u>
8	0

Total: 8

Faculty: 10

Specialists: 1/2 speech; 2 physical education; 1 music; 1 library

New Programs

To begin 9-78:

Neurologically Impaired Class (Elementary level) to be housed at Washington School.

Special Education Resource Classes:

Franklin School (7-8)

Nutley High School (9-12)

(b) Child Study Team Districtwide

Psychologists: 2
 Social Worker: 1
 Learning Consultants: 4
 Speech Therapists: 1 full time; 1 part time

With the addition of a social worker, the district will have two extended teams (each with a psychologist, social worker, and two learning consultants). In order to maximize upon existing personnel and extend services at the secondary level, assignments for the coming school year will be re-cycled. It is important that we consider the long range effects and benefits of changing assignments to meet changing needs and legal mandates:

- a) complying with PL-94-142 and in the development of mandated IEP's.
- b) acting quickly on referred cases.
- c) providing adequate follow-up services for handicapped students.
- d) complying with due process (N.J. Administrative Code).
- e) providing supportive services to schools.
- f) Continuous monitoring of mainstreamed students.
- g) Appreciating that while special services staff are assigned to various schools (zones), they are under the direction of the special services department to fulfill state and federal mandate for the handicapped or potentially handicapped as their primary responsibility.

(c) Health Department Districtwide

Nurses: 5
 Physicians: 2 (Dr. Piserchia/Dr. De Mayo)
 Dentist: 1 (Dr. Ramer)

(d) Title I and State Compensatory Education Districtwide

Faculty: 35
 Students: Title I 134
 SCE 256(c) 57(m)

(e) Project Active

Students: Special Education Department
 Faculty: 7

Public Relations Programs

- 1) Special Olympics Participation by the department including track and field, swimming, basketball and outdoor sports. Medals (silver and gold) were attained by our participants.
- 2) Participation in Essex County Recreation Program, "Fishing for a Friend" (Senior citizen program).
- 3) Parent meetings at EIC, East Orange.
- 4) P.T.A. meetings.
- 5) P.T.A./Family (Parents - children - siblings) functions at Christmas.
- 6) Open house held this year.
- 7) Senior citizen volunteers used to help instruct at Special Education Center.
- 8) Parent orientation seminar held for parents of graduating students (all parents invited).
- 9) Parent conferences held regularly.
- 10) Parents actively participated on the curriculum committee (phase 2).
- 11) An "open door" policy existed for parents to come in at any time to meet with staff or administration to improve communication. Parents from other schools were also provided with tours and conferences (e.g. Spring Garden, Radcliffe, Lincoln and Yantacaw parents).
- 12) Sending district Child Study Teams were invited to all functions of the department and were included in planning the move to Lincoln School.
- 13) Parent conferences (each teacher held a minimum of 3 conferences per child).
- 14) Home programs in speech (Clip program) were provided in an ongoing speech development program which heavily capitalized upon parent participation (phase 3).
- 15) Numerous communications sent home pertaining to school procedures and meetings (in which T&E was discussed).
- 16) A special education newsbrief for parents was planned.
- 17) Regularly scheduled meetings held with Title I and SCE parents (districtwide).
- 18) Regularly scheduled local (school), Title I, and SCE parent meetings held throughout year.

- 19) Child Study Team and director gave several presentations to local civic, professional, and community groups including Lions, Rotary Community Service Council, Human Relations Committee, P.T.A.'s in local schools.
- 20) Students participated in the Special Olympics; the three-day camping trip and the Easter and Christmas parties were sponsored by the Nutley Elks and American Legion of Nutley. The camping trip was coordinated around an "Environmental Education Program." Specific activities in this area were coordinated with camp staff from Columbia University.

In-Service Programs for Staff

In-Service programs* conducted during entire year and included:

1. From Readiness to Reading. An exploration of techniques for effecting a transfer of perceptual readiness to reading instruction.
2. Cuisenaire Rods: What They Are/How To Use Them. The technique of using cuisenaire rods in math instruction was explored with emphasis upon concept development, and computational thinking.
3. The Orlographic Technique. This seminar dealt with use of the orlographic technique in fostering language arts skills. A lecture-demonstration was used to illustrate use of new technologic equipment in this area.
4. Communication Techniques With Students. Teacher effectiveness is heavily dependent upon communication. Techniques for opening up new avenues of communication were explored.
5. Creating Least Restrictive Learning Environments. A pragmatic how-to-do-it seminar aimed at implementing the suggestions provided in the federal law.

6. Fostering Adjustment Through Classroom Management. Various psycho-educational techniques for managing behavior in the classroom were presented.
7. I.E.P. Process and PL 94-142 Review (Child Study Team). The Child Study Team participated in a county wide in-service program designed to develop means of implementing the new public law so that the district would be in compliance. In addition to the administration aspect of the new law, specific clinical case studies were presented and analyzed in a working session with team members, and specimen I.E.P.'s developed. The State Department, prior to this meeting, collected I.E.P. outlines from the various districts, and we are pleased to know that the outline proposed by the county was that which was developed by Nutley.
8. Clinical-Educational Case Seminar** (Child Study Team). This seminar aimed at expanding the clinical skills of team members through case analysis and dialogue. The format of case seminars follows that of case seminars at most post graduate training centers. The purpose is for continual supervision in psycho-education.
9. Developing the I.E.P. (County-wide) (Child Study Team). This county wide program aimed at standardizing the contents of the I.E.P. among the districts within the county. Team members attending this seminar were encouraged to interact with all teams of the other communities so that county coordination could occur. This was an outgrowth of the county cooperative plan which will coordinate more closely on a county wide basis.

Note: The Director attended all In-Service and Roundtable meetings of Directors.

* Full outlines with objectives and content were submitted to the Superintendent.

** This should be expanded next year to be held regularly.

Child Study Team

Referrals Received* 180

*including mandated Re-evaluations

Referrals Acted Upon: 180

Workups: Psychologists	107
Social Worker	45
L.D.T.C.'s	155

Number of Students Classified 11

<u>Classifications:</u>	<u>Number</u>
Perceptually Impaired	1
Socially Maladjusted	1
Educable Retarded	3
Neurologically Impaired	2
Orthopedically Handicapped	1
Eligible for Day Training	0
Trainable Mentally Retarded	1
Multiply Handicapped	1
Emotionally Disturbed	1
	<u>11</u>

Administrative Reviews and Hearings: 0

Parent Access to Pupil Record Requests: approximately 5

Follow-Up

Extensive follow-ups take place on each student referred, and this is not necessarily reflected in the data alone.

Health Department

Immunizations:

Nurses complied with State regulations, and we cooperated fully with the town health department.

Medical Examinations:

Held regularly in each school; also, physicians utilized for all children classified by the Child Study Team.

Dental Program:

Examinations held regularly. Dr. Ramer also conducted oral hygiene talks in the schools with the cooperation of the school nurses.

Health Code:

The Health Code (1972) is in the process of being updated for use in the 1978-79 school year.

Title I and State Compensatory Education

- 1) Selection of pupils, pupil folders and instructional philosophy for public and parochial schools was coordinated to offer consistency in all schools.
- 2) All pupil folders were organized using the same format and were supervised by the Director.

- 3) Parents and faculty reviewed and selected specific objectives for each student in consultation with the learning consultant assigned to the respective school.
- 4) Parent/staff meetings were held regularly (see public relations programs).
- 5) Key sort systems were used in the 1977-78 program.

Director's Continuing Education (Workshops/Conferences/Seminars/Courses)

Directors of Special Services County Roundtable Seminars (all year)

Special Education of North Jersey Roundtable - PL 94-142 (Spring, 1978)

PL 94-142 Workshop

Implementing Mainstreaming (Summer, 1978 San Francisco)

Seminar in Ethical Responsibility for the Handicapped (Wash., D.C., Fall 1977)

N.J. Administrative Code (In-Service Region I Workshop - (2 days) SEAA, Hasbrouck Heights, Spring, 1978)

Courses Taught (Fall/Spring)

Psychoeducational Evaluation and IEP Planning
Uncovering and Developing Academic Talents
Individual Remediation of Learning Problems
Psychology of Exceptional Children

Publications (Educational)

"There's Help For The Learning Disabled"
Staten Island Advance, January 1, 1978.

"Implementing Mainstreaming"
American Association of Psychoeducational Therapist, 1978

Curricular Changes

Program:

The two year study curriculum entered Phase I of a two year plan for a continuous progress, competency based instructional program (primary, intermediate, advanced/ages 5 through 20).

Proposed Change:

In order to meet current educational prescriptions for handicapped students, several new classes have been proposed:

- a) a neurologically impaired class (elementary level)
- b) a middle school special education resource room
- c) a second high school special education resource room

County Plan

The Director served on the Essex County Planning Committee that developed plans to phase all county resources and facilities into a special education cooperative system. This plan targeted Nutley as a Trainable Center to receive students county-wide.

Each area of handicap was statistically analyzed and regional seminars proposed. The Federal government has granted \$300,000 start-up funds for this project. It is projected that this plan will:

- a) consolidate resources for more thorough and efficient programming
- b) cap tuitions and savings to districts countywide
- c) create a better milieu for implementing PL-94-142
- d) provide more effective coordination of countywide special seminars

Relocation of Special Education Center

The Special Education Center at Washington Avenue is scheduled to close. The program will be relocated at Lincoln School for the coming school year. The move should not alter the philosophy of the program or the implementation of the competency based curriculum (now in phase 2). We anticipate reorganization problems in September as re-location of an entire building and workshop equipment is a massive task. We project that the program will be in full operation by September 30th if all materials and equipment are moved on schedule.

All sending districts have been notified and the respective child study teams informed of the move to effect a smooth transportation re-scheduling.

Several parent groups have been shown the new facilities and their queries answered. The parents of primary age youngsters were pleased with the move to Radcliffe school.

In closing the Special Education Center, the Child Study Team has been re-located to Spring Garden School. We anticipate a smooth transition and stress the need for security in moving confidential records during the month of July.

School Objectives

1. OBJECTIVE: To decrease the backlog of Child Study Team Past due evaluations.

PROGRESS: This objective was met early in December 1977 and at present there exists, with current cases, some backlog in the area of social work reports. To accomplish this, Mr. Melito has accomplished at least three social history reports weekly. The Child Study Team has serviced more youngsters than last year, and the backlog has been significantly minimized.

2. OBJECTIVE: To continue to work toward increased parent-department communication through school activities and a newsletter.

PROGRESS: Parent-school relations have been positive and parent participation at conferences, meetings and through informal department contacts have been excellent. A newsletter has been developed, and the copy is ready for publication. The newsletter committee will resume next year to plan a bi-yearly publication.

3. OBJECTIVE: To develop the special education class at Nutley High School.

PROGRESS: This class began in September, 1977 and has been incorporated into the High School with access to the unit. Materials and specialized supplies have been received. All students participating have been classified and individualized educational programs have been developed to comply with PL 94-142 and current NJAC. This program has to date worked very well and is being received well by parents, students and the high school faculty and administrative family. We have proposed to expand this class into two classes for the coming school year with Board approval.

4. OBJECTIVE: To incorporate multiple-skill grouping in the intermediate TMR classes at Lincoln School.

PROGRESS: Multiple skill grouping was attempted for two classes, Mrs. Turbowitz and Mr. Pace (9 intermediate). While each has a home room roster for attendance purposes, the activity and skill groupings are based upon the following criteria: (a) age (b) skill level (c) attention level (d) level of self help/cognitive level. The purpose for grouping in this fashion is to provide for better skill development as preparation for the upper level workshop experience. Self-contained grouping had many limitations. While we are only dealing with two classes, (which limits the extent to which groups can be formed) this approach has worked well. In February, 1978 several youngsters were promoted to the upper level (Special Education Center). Their skill level seemed markedly better than the previous group who were afforded a self-contained environment.

5. OBJECTIVE: To alleviate the roster of students in need of special service at Nutley High School (roster developed by Mr. Schnitzer).

PROGRESS: In order to provide more intensive child study services to a roster of over 30 students in need of help, all members of the Child Study Team were given assignment to Nutley High School in January, 1978. At this time, all students reported on the original roster have been serviced. Team members report that they are presently involved in follow-up work and when this is successfully accomplished, may resume their original assignments, leaving perhaps one basic team on assignment in September.

6. OBJECTIVE: To formulate activities that will continue to increase channels of participation and communication with parents (Special Education, Title I, SCE).

PROGRESS: Progress has been made in this area. Parents were involved in the following areas:

- a) Continuous individual parent conferences.
- b) Parent representatives actively participated in the curriculum.
- c) P.T.A. meetings were continued and included day and evening programs, increased business meetings, and increased family functions involving faculty, students, parents and siblings. By organizing meetings to include activities for their children and by involving the child study personnel from the sending districts, an increased attendance from out-of-district and Nutley parents was evidenced. Thus, an open atmosphere existed for getting to know everyone.
- d) Teacher-parent conferences continued to include three to four detailed progress reports. Parents were encouraged to observe the program and help in it as partners in their children's learning experience. Use of senior citizens also helped in encouraging lay participation.
- e) The parent orientation for graduating students was opened up to all parents and was held at the Learning Resource Center. Social Security, OCEC, and L.R.C. lecturers were available. Moreover, we opened up this meeting to any questions parents had for discussion.
- f) An "open door" policy existed this year. To encourage parent visitation, the open house was held two days and during one evening. We also encouraged parents from other schools to visit our programs at the Lincoln School and Washington Avenue Centers.
- g) Parents have been named to participate on the Board of Education's special committee.
- h) Meetings and conferences for Title I and SCE parents were held
 - (1) at each local school
 - (2) at a districtwide level.

7. OBJECTIVE: To develop in-service programs designed to foster professional growth and encourage competency based instruction and planning for faculty.

PROGRESS: Extensive progress is reflected in the areas listed below as the result of year long in-service programs, supervision of each faculty member by the Director, and on-going review of lesson plans and classroom activities.

- a) Lesson plans are prepared with competency based format. Specific objectives and evaluation are planned. Skill acquisition is recorded for each pupil (academic/social/self-help/workshop). Progress reports (bi-yearly) reflect competency based planning.
- b) A greater utilization of teacher made materials has been evidenced.
- c) The curriculum guide is in phase one of a two year study. Hierarchies of skills and specific terminal objectives were evaluated.
- d) Learning stations were incorporated into every classroom.
- e) Multiple skill grouping has been affected.
- f) A closer monitoring of pre-workshop activities to coordinate with the workshop was introduced and is presently in process.
- g) A home living center was added to the Special Education Center program.
- h) Use of bulletin boards as instructional areas has been expanded into classroom teaching.
- i) Project active is now taught in all special education classes.

8. OBJECTIVE: To emphasize the need to abide by State due process mandates in the following areas: records and files; team workups; classifications; parent access to records.

PROGRESS: Progress has been made in this area in the following ways:

- a) Pupil files are inventoried and we are progressing with a review of all past child study files.
- b) All files are complete files.
- c) All child study referrals follow mandated due process from identification of the problem to program recommendations. Parents are heavily involved in the entire process.
- d) Child Study Team members have received group seminar-type instruction in due process and individual team member's report preparation has been individually supervised by the Director to help to improve reporting and to follow due process.

- e) Classification has been systematized to involve parent input, specific prescriptions for instruction and program including long and short range goals for each child. This year we have followed State mandates and at the same time increased team productivity in the schools.
 - f) All classification conferences were held in the student's respective school with principal involvement.
 - g) Team meetings were held on a more regularly scheduled basis than previously.
 - h) Each referral was monitored and every case was acted upon by a team member within a 30 day period to avoid excessive delays due to backlog.
9. OBJECTIVE: To emphasize continuous progress monitoring of student achievement and parent involvement with Title I and SCE faculty.
- PROGRESS: Progress was evidenced in the following manner:
- a) Each child's folder which lists goals, skills, program, daily progress and parent conferences was monitored by the Director, and district-wide meetings were held to instruct teachers on ways of accomplishing continuous progress planning.
 - b) The Key sort system was introduced to Title I and SCE instructors for the 1977-78 year. An in-service program for Title I and SCE teachers on the use of Key sort has been held.
 - c) Parent conferences were held each week. This was accomplished by allotting one day for this per week. After assessing this procedure with principals, some alteration will occur next year to offer more flexible conference scheduling.
10. OBJECTIVE: To assess and structure the sheltered workshop program.

PROGRESS:

- a) Workshop participants proceed via a task analysis and skill assessment which follow a progression (i.e., adjunctive workshops, pre-workshops, pre-workshop skill stations, workshop). Individual progress is monitored daily.
- b) Workshop contracts and stations include:

Christmas Cards:

Expanded production of 3 professional designs for 1977-78.

Book Binding:

Prepare district projects. (Punching, binding, print covers.)

Silk Screening: (T-shirts for Schools): Spring Garden School, Radcliffe School, Yantacaw School, Special Olympics*, Washington School.

* We continue to be the official production center for the New Jersey Special Olympics.

Ceramics:

Produced candle holders, planters, hangers (yarn), mugs and corkies.

Contract Work:

Hoffman-LaRoche
Palnut Company

Note: Application has been made for \$40,000 in vocational education funds to expand the workshop offerings.

11. CURRENT OBJECTIVES: The following objectives have developed out of current needs:

1. To effect a smooth transition to Lincoln and Radcliffe schools.
2. To effect a smooth transition as participating in the County Cooperative Special Education Plan.
3. To organize three new special education programs:
 - a) N.I. class - elementary level
 - b) Resource Room - middle school
 - c) Resource Room - high school

Pre and Post Test Data

1. All Title I and SCE groups were pre and post tested (reading and/or math) districtwide (public/parochial).
2. Pre and post test task assessment was effected within the workshops for special education and incorporated into individual lesson plans by each teacher.

NUTLEY HIGH SCHOOL

Students enrolled:	Grade 9	- 493
	10	- 474
	11	- 482
	12	- <u>481</u>
		1930

Staff:	Classroom Teachers	- 112
	Guidance personnel	- 7
	Administrators	- 4
	Librarian	- 1
	AV Coordinator	- <u>1</u>
		125

The high school principal's report is an attempt to provide the linkage between that which has gone before - programs and activities, and that which has emerged this year and likely to be part of the future.

Once again priority goals were established and with the complete cooperation of the supervisory and instructional staffs, were undertaken and markedly achieved.

The first priority was to structure the lending procedures of the library-media center to provide better access to materials. The net results were that students chose books wisely and returned them quickly in order to borrow more, book fines were reduced, loss of books decreased, and books were recirculated more quickly.

A need to establish service priorities of the library-media center was also met. Seventy five percent of the staff responded to a survey that pointed up preferences in services. The services were then offered accordingly.

The guidance department through a series of workshops held on three successive Mondays emphasized the need for an awareness of teachers' responsibility for guidance in the classroom. Also stressed were the materials and information available to them, and the need to reinforce career awareness in the classroom. Some of the outcomes evidenced were the increased use of materials and information by teachers, and more knowledgeable parents and students with a better understanding of material and information available to them.

A follow-up on last year's reading workshop was a faculty in-service program on writing conducted by the English department. Seven Ezor trained teachers headed teams of three English teachers to design and present material addressed to each department's special writing needs.

Always a priority, but this year special emphasis was placed on improving both class and daily attendance. A result of a revised and more stringent policy was more involvement of guidance counselors, child study team members, and a plan to use outside agencies where available.

The current special programs that are functioning include the T&E Management and Basic Skills plan, state testing, and the Unit, a program designed for the slow learner. Added this year was a school wide, nine through eleven, testing program in mathematics and English, and a class for the physically handicapped who are also mainstreamed.

A greater school-parent involvement was experienced through the cooperative efforts of the administrative staff and students and the High School Parents' Council. Programs included Open House, curriculum updates, guidance, federal programs, and student rap sessions.

Still a serious concern, one the central administration and Board of Education has been apprised of, is a deteriorating condition in many aspects of the physical plant and facilities of the high school, which include the oval. We seem to be falling behind and slowly losing a battle that could result in serious consequences such as costly repair or replacement projects. I would recommend immediate attention be given this matter at the high school.

The rest of the report includes departmental reports submitted by the department heads, and specific information requested of the principal by the superintendent.

English Department

I. Testing:

A. State Assessment of April, 1978

Ninth and Eleventh Grades tested on April 12, 13.

B. Annual Standardized Testing

Decision made by District Testing Committee, Mrs. Lucy Gillies, and department heads (English and Mathematics) to replace the E.T.S. Cooperatives (English Expression and Reading Comprehension) with the TAP (Tests of Academic Progress). Testing done May 3 and 4, 1978.

C. Nelson-Denny Reading Comprehension Test

Given in Ninth grade developmental reading classes by Mrs. Franklin (Form "A" as a pre-test and Form "B" as a post-test) and in Eleventh grade English classes (Form "B" as a post-test) to see if reading scores hold. Test results still being collected; the Spring Reading Development classes have not as yet been given the post-test.

Comments on Testing:

It has been suggested that the Houghton Mifflin Reading Test score be used as a "pre-test" for Mrs. Franklin's Ninth grade reading classes. The Eighth grade scores in reading might also be considered as a "pre-test" for the Ninth grade reading classes. Mrs. Franklin has been asked to give thought to these changes, so that we may drop the use of the Nelson-Denny. The N-D we use is copy-righted 1960, with the original date 1931. The material often seems out-of-date and almost primeval to the students.

II. Curriculum:

- A. UNIT Program: Continued ties between the English Department and the UNIT program must be maintained.
 - 1. Reading course for UNIT Ninth graders was made a requirement for students; Mrs. Franklin organized an individualized program for them during the Spring semester during period 5, after the one-semester Reading Skills elective was completed.
 - 2. Mrs. Mickey made special efforts to implement the material designed and purchased for Ninth and Tenth grade UNIT students with materials from the regular Ninth grade curriculum and bookroom collections. Students will thereby share some of the background knowledge of literature which students in the regular Ninth grades attain.
- B. Updating of all existing courses:
 - 1. Great Books course, now a one-semester course, will become a full year course. The material of the English Literature one-semester course will be included in either the Literature of the English Speaking World or the Humanities courses. This was done to avoid duplication from course to course of materials.
 - 2. Theatre Workshop, which presented problems in maintaining academic skills, will become, in 1978-1979, a course to be taken in addition to another English course.
 - 3. Career Education became a responsibility for each teacher, in each class and level, to present experiences in career knowledge and information.
 - 4. A sequenced writing program (devised in Fall 1977) to cover grades 9-12 will be evaluated in June, 1978, during the last week of school. The area still needing continued discussion and evaluation is the reference/research paper. A committee of English teachers and Social Studies teachers will also meet to examine the possibility of coordinating our methods.
 - 5. Free Reading: As a part of each course and class, free reading has been implemented to varying degrees and records kept of the reading done.
 - 6. Language Arts Revision Committee: All courses were re-written using an emphasis on activities of reading, writing, speaking, and listening employed. An enrichment section was included to record the visual aids, speakers, and special activities which have proved valuable. The goal was to have all students in Nutley, K-12, experience a sequenced instruction in the so-called basics. The printed guide, which is in the process of being typed, will serve to instruct new personnel and to reinforce the approaches and attitudes of veteran personnel.
- C. Writing:
 - 1. English department members will continue to attend the Ezor Workshop training sessions on the teaching of writing as they are made available to us at the EIC, East Orange. Two more people were trained in November, 1977, and two more in March, 1978. At present, nine members of the twenty-one in the department have attended the workshops.

2. The English Department devised and conducted a three-session workshop for the entire faculty, department by department, with the activities directed at the problems of that department. After the last workshop, on May 8, the English department will present a report to the administration of the recommendations for departmental goals in improving the writing of students.

- D. Library Skills: During the years to come, we hope to further strengthen the library skills training within the library itself.
1. Improved scheduling of Ninth graders should allow for less use of the library as a study hall, thereby freeing the library for use by classes.
 2. The librarian will be freer to devise library training sessions for students and teachers alike when less time is devoted to discipline.

III. Extra-Curricular Programs:

A. Drama:

1. The club has proved highly successful again this year.
2. Students enjoy performing; senior citizens special performances are usually the best production because they are the last performance.
3. The equipment seems to be improving with each year's acquisitions; the performances show the improvement that professional equipment adds.
4. Two competitions:
 - a. Glassboro College: two group awards, two individual awards
 - b. Bucks County Playhouse

B. Newspaper:

1. The Maroon and Gray had a difficult year from the standpoint of staff on the faculty level. The early demoralization was corrected by firm action in January, and the rest of the year went more easily.
2. Columbia Scholastic Press Association awarded the Maroon and Gray a second-place. This is a commendable rating when we remember that we were rated with professionally printed papers, and secondly, that it was some of our "early-in-the-year" issues that were judged.
3. Equipment is, however, aging. For the first time, calls had to be made for repairs to the Compu-Writer.

C. Annual:

1. EXIT '78 will be published on June 2, 1978. Mr. McGinley and Mrs. Kirschenbaum have put much effort and many hours into their activities as sponsors for the yearbook.
2. A change-over in the sponsors was, with the help of the administration, effected smoothly and efficiently. We all look forward to having Mr. McCrohan among us.
3. Mr. McGinley is to be commended for the last three years of leadership he has given to the EXIT.

D. Oratory:

We are still concerned that we do not have more activity for students in oral competition. Mrs. Hyland yearly takes a Nutley High School student to the Poetry Reading Contest, now being conducted each March at Keane College. Mrs. McMillan superintends the Optimist International, Nutley Group Speaking Contest. In recent years, the contests have been for girls, because only girls have been willing to try out for the competition. We feel the need for some kind of forensic experience; a group forming at Paterson College was considered in the Fall of 1977, however, the group did not materialize.

Business Education Department

The following activity highlights of the academic year 1977-78, present concerns, and recommendations are being submitted for your review and careful considerations.

I. Activities

- A. Seventeen varied workshops were attended by members of the department staff. About two-thirds of these activities were held at a time which required attendance during non-school hours. I consider this a reflection of professional concern and spirit. Summary sheets of each workshop attended have been submitted to Mr. Conrad.
- B. On forty-eight separate occasions, teachers from the department have covered for other teachers within the department due to absenteeism or dismissal for travel to workshops which were held during after-school hours. I also consider this as a high degree of staff cooperation.
- C. The annual survey which reveals the future plans of our graduating senior girls has not, as yet, been completed. This information would only be most accurate at the end of June.
- D. Two members of our staff are involved with the Taylor Business Institute of New York City. The Junior Business Olympics will be held next weekend. Seven of our students will be competing in the areas of typing, accounting and stenography. Mr. McCrohan will sponsor this activity, as he has in past years.
- E. The Cooperative Office Education Club has not been as active this past year. The need for a staff change of the coordinator position was the cause, and activities should resume as normal next year.
- F. We are currently investigating the formulation of a FBLA Club. This will be affiliated with the State and National Future Business Leaders Club. Mrs. Klop has voiced enthusiasm as acting as the staff sponsor.
- G. The department resource room during period eight has once again proven to be a good idea. Many students have made use of the facilities. More often than not, more than one teacher is present and offering assistance to students. Again, I feel that this reflects a high degree of professional concern.

- H. Fourteen guest speakers from outside Nutley High spoke to a total of fifty-seven classes in the department. All topics fell within the area of career awareness or specific academic subject matter. Efficient utilization of guest speakers becomes a complex logistics problem, but I find the time I spend to be well worth the energies exerted. Furthermore, Mr. Anthony Portuese, a Seton Hall law school student, presented a series of eight lectures to Mr. Fraser's Business Law class. These lectures were video taped and, on occasion, were viewed by other Business Law classes.
- I. Teachers and students of typing participated in the New Jersey Business Education Association Typing Award Program. It is based on speed and also on production ability. Certificates of merit will soon be issued to students who qualify.
- J. Teachers and students who were seniors participated in the Tri-Town Typing Contest. Sharon Pula won a federal savings bond.
- K. Mrs. Greenberg's annual state report as a coordinator of the COE program will be forthcoming in the month of June and should be attached to this for a file purpose.
- L. Before the end of June, I shall once again acquire a cost estimate for the thorough cleaning during the summer months of the manual typewriters in Room 211 and the electric machines in Rooms 205 and 215. This will eliminate the constant problem each September of the number of machines which will not work. Accumulated years of grime within the machine hardens during the summer and causes frequent breakdown in the fall.
- M. Federal funding and state vocational enrollment reports were completed. This would have been impossible without the degree of cooperation I received from the department staff.

II. Recommendations and Plans

- A. Mrs. Greenberg should be hired for one week during the summer so that she may take care of necessary schedule changes and acquire proper placement for COE students.
- B. Room 215 should be continued as a resource room period eight of the day with Mrs. Klop in charge.
- C. Careful investigation should be given to the possibility of offering Machine Transcription as a subject.
- D. It must be decided if Speedwriting should be a course offering for the school year 1979-80.
- E. It would be helpful if I were informed of and permitted to attend future federal funding workshops.
- F. Consideration should be given to the allocation of more time for the completion of federal funding applications.

III. Concerns

- A. Obsolescence of Data Processing Equipment. If replacement of existing equipment does not soon take place, this area of the subject Office Practice must be deleted.

- B. Training Programs for Teachers. As technological changes are made in the skill areas of the business world, it is necessary to make provision for the training of the teaching staff. These are not always skills which can be acquired on the graduate level of our schools. However, the manufacturers of the equipment do offer training programs for teachers. Monies and time must be allocated toward this end if our efficiency as a department is to be maintained.

Foreign Language Department

1. Statistical Data

More than 960 of our September, 1977 school population of 1,970 students or 48.7% were enrolled in foreign language courses this year. The national average is 24%.

Ten staff members taught 48 sections of 24 different offerings, French, German, and Spanish, levels I, II, III, IV, and V; Italian I, II, III, and IV; Latin I, II, and III; two sections of ESOL (English for Speakers of Other Languages); and the Classical Background component of the senior Humanities course.

2. Accomplishments and Notable Activities

New materials (basic texts, workbooks, tapes, filmstrips, and test series) have been in use in Spanish levels I and II; new materials for Spanish III (Basic texts, workbooks, an extensive tape program and test series) were added to the sequence with satisfactory student and faculty reaction.

An alternate text in Italian level I has been in use in one pilot class.

Cultural units on specific operas have been introduced through the cooperation of the Music Department and our school membership in the Metropolitan Opera Guild. As a result, foreign language classes have been provided with excellent background materials, study guides, and filmstrips of actual productions for pre-performance activities.

Advanced French classes attended a dress rehearsal of Adriana Lecouvreur, an opera based on the life of a famous French actress of the 18th century. The German classes attended a dress rehearsal of Der Rosenkavalier, a modern German opera. The Italian classes attended a student performance of Rigoletto. Their teacher, Mr. Violante, had had the opportunity of attending a workshop for teachers at Lincoln Center at which he acquired extensive background materials for use by the Italian classes.

Advanced German and Spanish classes have worked at producing short imitative and original TV commercials in their special language. Some of these were presented to the elementary and intermediate classes.

Miss Gerdinick accompanied groups to a French film showing and exhibits at the Metropolitan Museum of Art. Mrs. Barker accompanied two groups to Spanish exhibits at the Metropolitan Museum of Art. Mrs. Scerbo brought a group of students to New York to see a production of Man of La Mancha.

Two students from our Spanish classes won places at the Spanish Poetry and Drama Reading Competition at Montclair State College. Two others participated in the annual Seton Hall Foreign Language Poetry Reading Contest. A certificate of excellence was awarded to a graduating senior from the New Jersey Foreign Language Teachers Association. Four other certificates, one each in French, German, Italian, and Spanish, were awarded by the Northeast Conference on the Teaching of Foreign Languages. Several book prizes were awarded in French by the Alliance Francaise. Several plaques from Seton Hall University were awarded in Italian. Bronze medals and certificates for excellence in Latin were awarded in Latin by the New York Classical Club. (Names of recipients will be listed in the Commencement Program.)

Staff members participated in a number of professional workshops, meetings, and conferences. Mr. Tiene participated in the New Jersey Classical Association's Fall and Spring Meetings, the Spring Meeting of the New Jersey Foreign Language Teachers Association, the Northeast Conference on the Teaching of Foreign Languages, and the Association of Educational Supervisors of New Jersey. He was also a guest of Dr. Davis at a fall meeting of the Assistant Superintendents Association of Essex County featuring a speaker on foreign languages. Mrs. Barker attended the Careers and Foreign Languages Conference at Fairleigh-Dickinson University. Both Mrs. Molinaro and Mrs. Scerbo completed the fall semester of the T.E.A.C.H. Program at Monmouth College.

Our career awareness activities were expanded this year by several large group sessions featuring two of our own faculty, Mr. McGinley and Mr. Zacche, both of whom served in the Peace Corps. They spoke, emphasizing the training in foreign language they had experienced as well as the elements of the foreign cultures in which they had lived and worked. In addition, the department was instrumental in acquiring the services of two speakers for our school Career Day--Dr. Kurt Nathan of the Multi-corporate Studies Program at Upsala College, and Mr. Steven Maierella, a former student, presently at Brown University, who spoke about language study in preparation for government positions abroad.

We were also able to experience again a program of good quality films for class use, many through the German Consulate and the Instituto Italiano di Cultura of New York. The latter also provided gratis sets of slides and filmstrips for Italian and Latin classes.

3. Leading Problem Areas and Plans to Resolve These Problems

The prolonged absence of Miss Skelly, our senior Spanish teacher, was a cause of great apprehension for several weeks when no fully qualified substitute was available. Fortunately, the appointment of Mrs. Kirsten to fill Miss Skelly's place during these past several months has been of inestimable value in continuing and preserving the high quality of the advanced Spanish classes.

The age and long service of our language laboratory has caused difficulties from time to time. Replacement of combination headphone and microphone sets has aided considerably. Regular service and repair can continue to make satisfactory service possible for a few more years.

4. Goals (Long and Short term)

Our long range goal is to make foreign language study useful and meaningful to the greatest number of our high school students possible.

Our short range goals are to expand the variety of materials for the elementary and intermediate levels of our Italian program, use some newer materials on a pilot basis for one French I section next year, replace materials for use in French III and gradually solidify our increasing number of students in Latin classes.

5. Recommendations

The department recommends the continued use of the Foreign Language Resource Center and the expansion of this concept to provide various modes of learning as well as for individualized and independent study, which we believe will become more common in the future, eventually being an integral part of procedures for study on the advanced levels.

6. Other Comments

The department is considering applying for a mini-grant to procure materials to make possible uses indicated in 5 above.

Science Department

Physics

There were four sections of Physics handling 85 Junior and Senior students. The enrollment was high in the morning classes compared to the afternoon classes because the work-study program necessitates scheduling most of the students in the morning. Such conditions create laboratory problems because of limited space and equipment. Our philosophy of presenting Physics as a core curriculum subject appears to be working since the number of students taking Physics has not declined appreciably in the last few years as had total enrollment. We will continue to evaluate the program and provide the necessary improvement as times and needs change.

Chemistry

Three Chem Study sections of tenth graders, eight sections of General Chemistry, and one section of Advanced Chemistry were offered to an enrollment of 340 students. Chemistry remains a popular subject in spite of its difficulty. We feel the reason for this strong interest is the teacher involvement to produce a curriculum that students can handle and still provide the basics so necessary for a formal education.

Biology

The Biology curriculum was comprised of three Bio IX sections, two Advanced Biology sections, one Physiology section, eight Plant and Animal sections, and fourteen sections of General Biology. This accounted for 60% of the student enrollment. The Life Sciences are particularly strong in interest due to the wide scope of electives. Each type of elective satisfies certain needs of the student population encompassing the intellectual as well as the lower academic student. Increased lab work enhanced by the use of living material has spurred student interest and we expect to continue a strong enrollment in the years to come.

Environmental Science

This was the first year for Environmental Science which was taught at the ninth grade level. This course investigates the interrelationships that exist between organisms and the environment with emphasis placed upon man and his role in today's world. Such topics as energy, pollution, wastes, and conservation were explored by using audio visual aids largely supplied by Hoffman-LaRoche, experimentation, and general reading. This course is still in the rebuilding stage and should be well supplied for next year. There were five sections with approximately 24 students to a section. Most of these students were academically below average in ability, yet results of the course were still positive.

Field Trips

Mr. Topolski - New York Aquarium and Clara Maass Hospital
 Mr. Kimberley - Blood Bank
 Mr. Jinks - Saturday trip to the Jersey shore to collect specimens
 Mr. Sautter - New Jersey School of Medicine and Dentistry
 Mr. Starrick - Rutgers Career Day and Exxon Research Lab

Professional Meetings

Mr. Sautter - Safety Conference of New Jersey Science Teachers
 Science Convention, Cranford, N.J.
 Mr. Starrick - Science Convention, Cranford, N.J.
 Mr. Topolski - Hoffman-LaRoche "Sun Day"

Miscellaneous

Hoffman-LaRoche donated a mettler balance for the Advanced Chemistry program.

16 mm films sponsored by Hoffman-LaRoche continue to be received by the department.

Students manned energy exhibits sponsored by Hoffman-La Roche at the Energy Fair.

Lecture-demonstrations were given to Franklin School classes at the High School covering many introductory topics.

Mathematics Department

I. Goals and Highlights

A. To increase utilization of computer facilities:

1. Computer facilities will be used exclusively by Computer Math students in 1978-79.
2. Utilization of the Computer Center will be carefully observed to determine the need for keeping the facility open from 7:30 a.m. to 8:15 a.m. or 2:45 p.m. to 3:30 p.m..

- B. To strengthen the curriculum offerings of the Math Department:
 - 1. Fortran (Computer Math II) has been successfully introduced during the 1977-78 school year.
 - 2. Our department has an excellent working relationship with NJIT which shares its Fortran capabilities with our students as a public service.
- C. To promote the use of the Math Resource Center and Math Computer Center during study hall or unstructured time:
 - 1. Teachers are emphasizing the importance of wise use of unstructured time to both students and parents. Most periods the Math Resource Center is filled to capacity. (10-12).
 - 2. The Computer Center allots computer time by appointment according to priority and is utilized all day long.
- D. To improve the performance of students on the State Assessment Test and TAP. Test results will be monitored and analyzed so that appropriate units will be developed to correct indicated weaknesses.

II. Activities

- A. Apheton Math Meet - Montclair State College, April 15.
A. Giambattista, R. Keseling, and R. Lombardi won a 3rd place trophy for the second consecutive year.
- B. N.J. Math League - six meets.
Our team finished 2nd in the county and A. Giambattista received an outstanding commendation for individual honors.
- C. Association of Math Teachers of New Jersey, February 9.
A. Giambattista received an outstanding commendation and J. Young an honorable mention. Our team ranked 5th of approximately 100 teams.
- D. Our Math Team will participate in:
 - 1. Essex County Math League - May 4 and 18.
 - 2. Atlantic Regional Math Competition - June.
- E. Ninth Annual Math Day - Montclair State College, April 11.
General and sectional meetings were devoted to math diversions and recreation.

Health and Physical Education Department

Health - At the end of this year, our transition of Driver Education to the sophomore year will have been completed. Next year, Driver Education will be taught in Health II, and Mental Hygiene will be taught in Health III.

At this time, all my staff members are studying for their CPR instructors certificate.

Physical Education - Equipment for our handicapped student program has been installed in the East storage room of the new gym. This room will be used for teaching physical education to handicapped students. Two classes have been scheduled for handicapped students. One will be for visual problems, and the other for regular handicapped students.

Our physical education classes will be re-structured in order to avoid having underclassmen take physical education with upperclassmen. Classes will be scheduled so that there will be four class levels during one period. After this is done, we will then test the students' ability to group them. We will avoid having underclassmen take class with the upperclassmen as much as the schedule will allow.

Storage space continues to be a problem. If the football and track equipment were taken from the West storage room of the new gym, this would give us more storage space, thus cutting down on damaged equipment and dangerous situations in the storage rooms.

Intramurals - Our intramural program has become disproportioned to the population of the school. Perhaps, this is due to the fact that we need more staff help. One instructor is working with the Marine physical fitness, three others are coaching, and four are working make-up classes. We will try to improve the program as far as available instructors will allow.

Behind-the-Wheel - We will be unable to teach all seniors before the year is up. However, we will try to complete them all during the summer program.

Fine and Industrial Arts Department

Statistical Data - The total number of boys and girls participating in programs this year was 1,280, reflecting an increase over last year. However, the projections for 1978-79 indicated a decrease of approximately 120 students in the department, resulting in the reduction of our staff.

Accomplishments and Notable Activities - The production of the school newspaper was done on school time without having to pay a teacher for after school printing.

Earlier this year, we had a problem with the developing machine used in the production of the Maroon and Gray. We rectified this problem by purchasing a new machine and relocating it in the Graphic Arts room.

Problem Areas and Plans to Resolve the Problems - In prior reports I discussed the problem of teachers being reluctant to share their classrooms. This year I was successful in having different teachers sharing the facilities gaining new insights for their own benefit, and at the same time we were able to take advantage of their diversified backgrounds.

Earlier this year we had to face the problem of decreasing enrollment in the department which resulted in eliminating two positions in the teaching staff. Having professionals who are multi-faceted makes it much easier to reassign because they have had this experience in the past two years.

Goals - We would like to develop a program for the fall whereby the students at the Franklin School and the parochial schools would be given the opportunity to see our High School Fine and Industrial Arts program in action. This exchange program would enlighten these prospective ninth grade students when they are making course selections for the high school.

Additional Comments - This year in particular has been a most difficult year. One staff member was absent over an extended period of time and ultimately resigned. The lack of continuous instruction was of deep concern to everyone involved. We were fortunate to obtain the help of a permanent substitute who helped out at a bad time. Working with a cooperative administration made our task during these trying times much easier.

Social Studies Department

The sophomore jinx did not prevail over my second year as department coordinator. Although new problems arose and old issues continued to appear, the department moved steadily forward in making proposals and acting on resolutions for their demise. By our estimates, the year was a successful one inasmuch as the goals set by the department were, by and large, met. Much of the credit for this result must be given to the staff, whose energy and persistence finalized each individual program. In my nineteen years at Nutley, I do not recall members of the department approaching the head or each other with suggestions to form committees to expose problems and work on their resolution. This commitment to expand time for the overall improvement of instruction/department procedures was not only heart warming to me personally, but was also indicative of the optimism and professionalism permeating the staff. In the long run, our students will be the beneficiaries of this dedication to make our department the finest in the state.

Among the many activities which were organized this year by our members were:

- I. Sponsoring and supervising trips to:
 - A. The museums of New York City
 - B. The United Nations
 - C. Seminars and study meetings relating to East Asian history
 - D. Washington, D.C.
- II. Student involvement in:
 - A. Local historical projects
 - B. A local health fair sponsored by Hoffman-La Roche
 - C. Attendance at church sponsored seminars
- III. Addresses by speakers from:
 - A. Local and state governments
 - B. Colleges and universities
 - C. Business and labor organizations
 - D. Social agencies

- IV. Video-taping some outstanding educational programs
- V. Formulation of committees to consider the following programs:
 - A. A new course option for freshmen
 - B. Upgrading of the American History Honors program
 - C. Evaluation of textbooks for ethnic and sexist flaws
 - D. Coordination of material for a department standardized test
 - E. Coordination of audio-visual aids for the World Cultures classes
- VI. Participation in several seminars relating to the subject of:
 - A. Writing grants to state and federal agencies
 - B. Government and local politics
 - C. Privacy rights as found in the Constitution of the United States
 - D. Teaching the United Nations in high school curricula
 - E. Teaching concepts in American history
- VII. Improvement of the academic background of respective members:
 - A. Miss DeLotto is pursuing graduate credits in education.
 - B. Mr. McGinley will be starting a Master's program at Seton Hall University.
 - C. Mr. Parciak is in the final stages of completing his dissertation for an Ed.D..
 - D. Mrs. Stein is completing her second year of graduate work toward the degree of Ed.D..
 - E. Mr. Vassallo is currently working toward completion of a Master's program in Special Education.
- VIII. Despite our successes, certain problem areas appeared during the year. The most outstanding ones were:
 - A. The need to coordinate activities and ideas among teachers of common subject matter
 - B. The need to develop a pool of emergency lesson plans
 - C. The accumulation of materials and ideas relating to New Jersey
 - D. The building of a "slush" fund to purchase reference materials on a day to day basis--especially in the Constitutional Law course and in Sociology
- IX. Solutions to problems:
 - A. Appeals to the Administration for expanding the History office facilities
 - B. Future department meetings will devote some time to a discussion of coordinating subject matter among teachers of similar courses and to the finalization of a program designed to accumulate a reservoir of emergency lesson plans.
 - C. Appropriate overtures have been made by the department to the New Jersey Historical Commission for guidance and assistance.
 - D. The department has investigated the possibility that library funds might be available for the purchase of reference works on a flexible basis.

X. The goals of the department, as determined by a consensus of the membership, are:

A. Long range

1. Creation of a History resource center
2. Creation of a Jerseymen's club
3. Development of an American Studies program to replace the current junior American History Honors program
4. Development of a course option more relevant to the aspirations of sophomore students who currently are electing World History
5. The publishing of a department journal for the purpose of exchanging new ideas in the respective subjects

B. Short range

1. Greater student involvement in community affairs
2. Continual emphasis on good democratic habits
3. Increase writing and articulation skills
4. More exposure to career opportunities
5. Greater emphasis on activities that build self-confidence

Guidance Department

A workshop for teachers was conducted by the guidance department on October 17, 24, and 31, 1977, during after school hours for the purpose of providing teachers with ideas and information appropriate for class use, and to make teachers aware of some of the functions and roles of the counselor. All counselors were involved in obtaining and organizing materials as well as making all the presentations at each session. The following topics were covered: "Helping Teachers Learn More About Their Students", "Scheduling and Program Planning", and "Career Awareness and Career Education".

An evening meeting for parents and students, "Guidance Information Night", was held on December 8 to explain the various sources of financial aid for higher education available to students this year. Since New Jersey has adopted its own version of the new Financial Aid Form which replaced the Parents' Confidential Statement of the College Scholarship Service, information concerning the new procedures in completing this form was presented and discussed by counselors.

The Career Education Program went into full swing after the appointment of a new counselor to fill the vacancy which existed at the beginning of the school year. Teachers were aided in presenting career material in the classroom. In addition, six English classes and one history class made use of the resource room in the guidance office. The major event was a Career Day held on April 4. Fifty-one guest speakers made presentations to students during the school day without interrupting the class schedule. Excellent cooperation by the entire school staff was received in all aspects of the program. Evaluation of the speakers, the great majority of whom were rated excellent or good, were made by proctors. Counselors met the following day to discuss suggestions for the next Career Day.

Extra Curricular Activities

Student involvement in activities, exclusive of athletics, were abundant and richly varied. Dances, car washes, paper drives, drama, karate exhibitions, talent shows, donkey basketball were just part of the spectrum of student participation for the school year 1977-1978. Activity appeal ranged from large scale student participation (Human Relations Show involving at least one hundred students) to chess for more intimate involvement (four to eight students), from ski weekends involving busloads of students to deep sea fishing for one carload of students.

Although faculty members share their expertise in guiding student activities, it is the students who direct and manage extra curricular activities. Consequently, a learning through direct involvement complements theory and knowledge gained in the classroom. The extra curricular activity calendar breathes, expands, and contracts to encompass the interests, talents, and needs of the students of Nutley High School.

It should be noted that the All School drama cast received the highest awards of "Outstanding Achievement" and "Outstanding Production" for the presentation of Our Town at the 1978 New Jersey Theatre/Dance Festival. Mark Cohen received the award for excellent performance by an actor. Robert Diacheysn received the award for outstanding performance by an actor. Nutley High received most of the awards.

Athletic Program

At the conclusion of the Winter Sports Season, we terminated our affiliation with the Big Ten Conference. We are now independent while seeking admission to another conference.

We are experiencing many changes in our coaching staff. We have a new Basketball coach. We will be having a new Football, Assistant Basketball, Track, Cross Country, Assistant Track and Assistant Wrestling coaches in the fall. In spite of all the coaching changes, we still have a healthy, worthwhile athletic program.

Music Department

The varied and comprehensive curriculum offerings in applied, theoretical, and general music continue to enrich the lives of the participating students both as a preparation for college and a career as well as a means to fuller life experiences through this and the related arts. The greatest student interest continues to be focused on Band A and the Choralettes. Advanced performances by both of these groups have continued to demonstrate their superior standards. The educational and performance goals of the orchestra now match those of Band A and the Choralettes. All three groups are demonstrating the outcomes of their studies in the Music and Arts Festival of May 19, 1978. The small enrollments in Band B and the mixed chorus have made the same results unattainable.

The one hundred and thirty five member Cadet Band including the musicians, twirlers, color guard, drum major, and flag bearers presented well developed outdoor performances during the 1977 football season. A highlight of the season was the annual performance presented at the Herald News High School Marching Band Festival in the Clifton Stadium last October.

The Cadet Band performs for the Memorial Day Parade, Nutley First Aid Squad Anniversary Parade, and the Wildwood Elks State Convention Parade this year. It will also play at the high school commencement exercises and will have a brass and percussion ensemble perform at the Flag Day Observances to be held at the Nutley Elks Lodge.

The Choralettes are having another year of very successful school and community performances as exemplified in the annual Yuletide Observance and Music Festival. They will again add their inspirational songs to the Graduation Exercises.

This year featured assemblies for our music students which included a recital by Stephen Wolosonvich, violinist, and a concert by the woodwind quartet, trombone ensemble, and stage band of William Paterson College.

The high school orchestra performs again for the annual Music Festival. The concert master of this group sets a new and greater record by performing with the Northern Regional Orchestra, All-State Orchestra, Nutley Symphony Orchestra, and now has won second place in the state orchestra as assistant concert master.

Participation in the regional and state music organizations continued this year. Four students were selected for the former and three for the latter group.

The music department continues to provide musical learning and experience in depth for both college bound majors as well as for the general interested student.

The music staff: Mr. Hrbek, Mr. Kohere, and Mr. Vitkovsky are again commended for their continued professionalism as teachers during the current year.

NUTLEY HIGH SCHOOL
CAREER EDUCATION PROGRAM SUMMARY 1977-78

INNOVATIONS

A great deal of organizational work was accomplished this year, which will facilitate further improvements in career education. For the first time, the following materials were developed by career counselor, with administrative approval, and made available to the staff in written form:

1. "GUIDELINES FOR IMPLEMENTING CAREER EDUCATION--TEACHER CAREER ACTIVITIES." (Rough draft of revision is awaiting typing and administrative approval.)
2. "GUIDELINES FOR DEPARTMENT HEADS--SUPERVISING CAREER ACTIVITIES." (Revised 6/78--awaiting typing--to obtain reports after 2nd, 3rd, 4th marking periods, instead of after 2nd and 4th only, as discussed.)
3. "CAREER EDUCATION ACTIVITIES SUMMARY." This report enables the department supervisors to examine the total career program in order to improve it by 1) avoiding overlapping and unplanned repetition 2) encouraging teachers to meet career activity quota and time deadlines 3) enabling supervisors to assess the quality of presentations 4) better determining the need for purchases of career materials.
4. "GUEST SPEAKER OUTLINE FOR CAREER TALK." This form was developed for Career Day speakers, student research, and staff use. Sample headings include job description, personal requirements and qualifications, training needed, job duties, salary range, etc..
5. The "CAREER EDUCATION ACTIVITY REPORT" prepared by teachers, formerly known as "Career Awareness Program--Classroom Activities," was revised this year to include student reaction to guest speakers and films, as well as department supervisor's initials. The initials indicate that it was reviewed and recorded on the summary sheet that is submitted to administration. The initials also serve as a means of control to find an error of omission. Heretofore, department supervisors never saw teachers' career activity reports because they went directly to career counselor only. (Form revised 6/78--awaiting typing--to facilitate recording time and quota compliance.)

CAREER EDUCATION COMMITTEE

The Career Education Committee met three times this year. Through the Committee, a definition of career education, goals, and objectives were developed for Nutley High School.

The Committee examined career materials on hand and were given copies of "Guidelines for Implementing Career Education" so that they, too, could act as career resource persons within their own departments. Department supervisors had been given copies through Advisory Council early in the year. Through the Committee, due dates were established for Career Ed Activity Reports, and these dates were relayed to the departments.

Distribution of excerpts from the "Nutley T & E Newsletter III, Nov., 1977," was made to Committee members to read at department meetings. Unfortunately, members from only three teaching departments attended this meeting. The survey indicated that both students and the community expressed the need for more career education activities. In response, the Guidelines will be clarified from, "Career activities--One per marking period starting with 2nd marking period," in accordance with administrative intent.

Notebooks are being purchased for next year so that Career Ed Activity Reports and other career materials for teachers will be kept in each department as a reference resource. These will be maintained by Committee members.

OTHER CAREER-VOCATIONAL ACTIVITIES

1. Career Day--Much time and effort was put into Career Day, which was an outstanding success. Fifty-one guests spoke about various careers.
2. Employers Talk to Senior Business Students--Seven local employers were brought in by career counselor to talk to senior business students about employment opportunities, tests administered to job applicants, and job interview hints. These employers included: Mutual Benefit Life Insurance, Newark; Hoffmann-La Roche, Nutley; First Nat'l State Bank, Newark; Prudential Insurance, Newark; Walter Kidde & Co., Inc., Belleville; Public Service Electric & Gas, Newark; and Lummus Co., Bloomfield.
3. Career Resource Person--Career counselor acted as a resource person for staff and students as needed. A partial listing of other activities: made career presentations to unit students, interpreted Kuder Occupational Interest Survey results to an 11th grade English class, assisted in getting classroom career speakers, examined some career literature, made some purchases through both career budget and guidance funds, sent for many free career items for Guidance Dept. display case, prepared agenda for and chaired Career Ed Committee meetings, developed career guidelines for teaching and supervisory staff, supplied resume and job application samples to both students and staff, prepared material for publicity.
4. Temporary part-time jobs and full-time jobs for graduates--

Career counselor took all incoming calls on temporary part-time jobs and full-time jobs for graduates. Postings were prepared for more than 50 jobs displayed in the Guidance Department, and additional other postings were directed to the business, science, and industrial arts departments. Each posting involved two to four student inquiries. Each student was supplied with contact information or advised me if they went for interviews so that I would know which jobs were still open. Sometimes employers sought reference information about applicants.

5. Teacher Career Ed Activities--A notebook by department was maintained on career ed activities for the first time. It became immediately evident which department supervisor or teachers were not carrying out career guidelines and that quota guidelines were being interpreted differently by different people. As previously indicated, guidelines have been revised for clarification.

Certain exceptions to the general quotas were established with department supervisors:

Gym periods--(2 1/2 credits) No career activities
 Health--(1 1/4 credits) 1 activity
 Reading--No career activities
 Work Experience Related Class--D'Aloia, McPhillips--No activity because this is done every day automatically.

6. Career Field Trips--Field trips made this year by career counselor included: Essex County Adult Technical School, Kean College (math-science careers for women), and Hoffmann-La Roche (computer careers).

PROBLEMS AND RECOMMENDATIONS

Three problems associated with the Career Ed Program need attention.

1. Attendance at Career Education Committee meetings has been progressively poor and unrepresentative. This could be overcome considerably by selecting alternates at the time committee members are selected, particularly for those involved in coaching and negotiation. Effort could be made to send a substitute when committee member cannot attend.
2. The second problem has to do with the Guidance Dept. Career Resource Center, a room that holds only six chairs and is frequently used as an office by one or more secretaries.

I am recommending to both the administration and to the incoming Guidance Department Chairman that the sign-out type career literature, as opposed to free literature, be moved to the library and the career filmstrips and cassettes be moved to the AV department for the following reasons:

- A. The library can accommodate an entire class engaged in career research in light, airy accommodations. The Career Resource Center is a small, dusty, poorly ventilated area that will not hold a full class. If we are to encourage career activities for classes, we should provide better study conditions.
- B. Full-time supervision is available in the library, which is not in the Career Resource Center. I interrupt telephone and personal discussions with students, parents, child-study team members, teachers, etc. to assist students in locating career materials needed. After providing initial assistance, they are left alone and unsupervised. This is probably a primary cause for missing materials.

C. The services of an experienced librarian and/or assistant are non-existent in the Career Resource Center for:

- a. proper filing--a decision-making process
- b. providing sign-in, sign-out services (honor system by students who use materials)
- c. follow-up for materials not returned--some of the names not crossed off sign-out book said they brought materials back the previous school year when I sent for them.
- d. inventorying to replenish missing materials
- e. reclassifications--now that the DOT codes have been revised, much material presently in the files has to be reclassified and refilled.

Rita Lisowski, who formerly filed materials and took care of the Resource Center for Jack Drury has been unavailable for most of the year because of other pressing assigned duties. Student aides are not capable of making the kinds of decisions needed to properly maintain the files. Presently, new and returned materials frequently lie around unfiled for extended periods of time.

D. Having career materials in one location will avoid the present duplicative waste. Both the library and guidance department presently subscribe to different services to maintain career materials in two locations.

Counselors would not be handicapped by having career research materials for students kept in the library. We can work from the US Dept. of Labor "Occupational Outlook Handbook," career encyclopedias, free career display materials, and indexes to career subscription materials kept in the library.

E. The library already has a separate career section which can be considered the "Career Resource Center," if such separate identification is desired.

F. Having AV materials in the AV Dept. will enable teachers to requisition projectors and filmstrips in one step, from one source, instead of requisitioning the projector from AV and the filmstrip from Guidance, as done presently.

3. Last problem. As career counselor, I would like to continue making purchases of career materials to keep a viable, identifiable, career program. However, I have been handicapped this year by lack of time to examine the ever-growing supply of career literature and catalogs, in addition to reading counseling and educational materials. Even if career literature for students were kept in the library, I would like to be aware of both teaching materials and literature for making purchases and recommendations. I ask that you give serious consideration to relieving me of hall duty to make more time available for this purpose.

Also, an attempt was made to inventory career materials--existence and location--for staff information. Lack of time up to now has made this a goal yet to be achieved.

Despite many, many hours of overtime both in school and at home, I could not accomplish all that I should like to have done despite conscientious effort. (My desk has never reached even a semi-cleared state.)

CONCLUSION

This position has been a real challenge, and I have enjoyed every aspect of the work. It has been gratifying to be helpful to those who needed me, whether as counselor or career counselor. Your strong administrative support has been most helpful; and with continued support, the Career Ed Program will reach its potential. I just need more time to be even more effective.

Mary Jane Emde

FRANKLIN SCHOOL

It is very difficult for me to believe that this school year is coming to a close so rapidly. The year has been so filled with activity that it has whizzed by. I am most appreciative of the opportunity given to me in this new position. As I took over the principalship of this school, I did so with the determination to analyze as many aspects of the school as I possibly could and make changes only as needed. As I look back over the year and review all that has transpired, both good and bad, I have a genuine sense of satisfaction. To some degree this satisfaction comes from the minor changes that I feel have improved the school, but the majority of it comes from accomplishing what I had set out to do. While I still have much to discover about Franklin School, I know that I have learned a great deal and am ready to implement some changes that are needed. In an effort to share this information, this report includes a summary of activities, comments about what I have implemented, and plans for the future.

I must thank the Board of Education, Mr. Fowler, and the entire central office for all the support given to me this year. I am particularly indebted to Dr. Davis, not only for his assistance during the year, but for all the hours he spent with me working on the schedule during the summer. I also owe a great deal to Mrs. Murray who agreed to work for three weeks during the summer. Directing Nutley's first official summer school, as well as assuming this new role under most trying conditions, was a definite challenge. The fact that this school opened so smoothly is a direct result of the assistance of these two fine professionals.

I must add that once school got underway, Mr. Shergalis has been most cooperative with me in his role as vice principal. I have made every effort to give him an active role in my administration. It is to his credit that he has responded in a very positive manner.

I have been most impressed with all the personnel. With a few exceptions, the teaching staff is excellent. The custodial staff works very hard to maintain the building, and the secretarial staff is equally efficient. All have accepted me graciously and have done all they could to make my transition into this job as easy as possible. After eighteen years, Mrs. Rubin is retiring as head secretary. She is deserving of a special note of thanks for her assistance during my first year and for all her years of service to Franklin School.

Scheduling

A great deal of time this year has been devoted to analyzing the master schedule and attempting to find ways to improve it within the limits of an overcrowded school. I have been most displeased with the excessive number of study halls, poor staff utilization, the amount of unstructured time that

students have during the day, the lunch program, double band and orchestra periods and the many problems that are associated with them. I have devised a new schedule that I am confident will resolve most of these problems. The addition of a second reading teacher and an eighth grade arts and crafts teacher will assist in this change.

Disciplinary Procedures

As I assumed my duties this year, I saw an immediate need to improve disciplinary procedures. Teachers and guidance counselors were often uninformed as to disciplinary action that was taken regarding their students. I also sensed that more consistency was needed in meting out this discipline. The first step was to reinstitute central detention. The next step was to implement the use of disciplinary slips. A teacher must now write out a slip when a student is sent from class. A copy of this slip is returned to the teacher by the vice principal following action taken. A copy is also given to guidance counselors to keep them informed of problems their counselees are having. Counselors are also informed of each suspension and are required to have a conference with each student when he returns to classes.

The need for an alternative to suspension was also evident. Central detention was a first step, but more severe punishment was needed for habitual offenders and for more serious offenses. The in-school suspension policy, implemented in March, has worked far beyond my expectations. Parents have been most receptive and pleased. Teachers have been encouraged by the amount of school work that they receive at the end of the day from suspended students. Students are displeased, since now they must work, isolated from their peers, for a full day at a time. Administratively, I am excited about this program and hope I am allowed to continue with it in years to come.

Extra Curricular Program

An extra curricular booklet is prepared annually for all students. This year, eighteen clubs, intramurals, student council, eighth grade basketball, yearbook, and wrestling were offered. An assembly program promoting these activities was held for both grades in an effort to encourage student participation. A true evaluation cannot be made until June. At that time each sponsor will report to me regarding the club's activities during the year.

Articulation

There has been some degree of articulation between Franklin School and the high school for many years. Not as much has existed between Franklin and the elementary schools. Efforts in both areas must be maintained and increased where necessary. This year, at the high school level, much has been accomplished. Interdepartmental meetings have been held in all subject areas. High school representatives have participated in Franklin School textbook selection committees. Mr. Zwirek also came to one meeting with Dr. Fuccello as we approached curriculum changes in

social studies. Franklin School unit teachers each spent one day observing high school unit classes. A combined meeting is scheduled for this spring. Guidance counselors spent considerable time at the high school reviewing scheduling procedures. Counselors and I participated in the high school scheduling night for parents of eighth graders. Eighth grade students will visit the high school for an orientation on May 23.

Efforts have been made to improve articulation between Franklin and elementary schools. Mr. Walker and I organized a meeting that was held at Franklin between teachers of sixth grade and all Franklin staff members. Two teachers from Yantacaw each spent one day observing classes here. A teacher from Lincoln School and Mr. Bakalian represented elementary teachers on textbook selection committees. Counselors and I visited each elementary school and met with sixth graders. Counselors spent much time at each elementary school reviewing each youngster that will enroll at Franklin next year so as to insure proper placement. Sixth grade students visited Franklin on May 24 for an orientation program. In June, parents of all sixth graders will be invited to an evening orientation.

Public Relations

Since I had worked in Nutley for twenty years prior to my taking this position, I was aware of the need for improving the image of Franklin School. Justified or not, a poor image exists. Some of it stems from natural concerns that parents of youngsters in neighborhood schools understandably have concerning the transition to a middle school; some of it is a result of some poor publicity a few years ago; and some of it appears to be traced to a feeling that the school has not been "open" enough. I am making every effort to correct this image. I approached Back-to-School Night in a more informal manner by serving refreshments and allowing parents and teachers to mingle. Mrs. Doris Smith, staff writer for the Nutley Sun, spent a great deal of time with me and my staff familiarizing herself with the school and published a series of articles in the weekly newspaper on different aspects of Franklin School.

On the evening of the PTA budget presentation, teachers of special subjects prepared a display of student works for parent viewing. Though the evening was "snowed out," the idea and effort were there. I have encouraged parents to visit the school and tour with me while school is in session. In June, I have scheduled an evening orientation for all parents of sixth grade students who will attend Franklin next year. I plan to continue with these types of activities in an effort to change this poor image.

State Compensatory Education

Students involved in the SCE program are approached in two ways. Two SCE teachers have been assigned to the unit where they offer small group instruction in math and reading. Students not in the unit are scheduled into special SCE classes. These students receive from one to three additional periods per week in math and English. Due to classroom limitations, I had to improvise a classroom for this instruction. Next year, by relocating the entrance to this room, easier and safer accessibility will exist.

Resource Room

The resource room is staffed by two teachers, each working one-half day. Thirteen students are assigned to this room at varying times during the day and are mainstreamed at other times. At the recommendation of the child study team, an additional part-time teacher was hired for one-to-one instruction with a very disruptive student. This has proved to be a wise decision, as this boy has shown improvement. The fact that the resource room is functioning satisfactorily is a credit to the teachers assigned and to Mrs. Gillies who offers her assistance as needed. I am concerned about the growing number of youngsters that are considered for placement, the availability of space, and the number and certification of teachers involved. This situation needs continued review and monitoring by the child study team.

T & E

Representatives of the county T&E monitoring team visited Franklin School three times during the year. I have found them cooperative and professional in their approach. Comments that they have made lead me to believe that they have been impressed by our program.

Audio-Visual

Audio-visual equipment and materials are supervised by Mr. Schwarz. I have been encouraging teachers to order and use more A/V materials in the classroom. This will take time, but it can be accomplished. More money must be made available if I am to reach this goal. Teachers have already used up next year's budget allotment.

I have found that there is no inventory or cataloging of A/V materials in the school. Miss Conlon, librarian, and Mr. Schwarz have been directed to undertake this project next year. It is a big task, but one that must be accomplished.

As a long-term goal, I would envision expanding the library to include a media and reading room as well as the center for A/V hardware and software. If and when there is significant decrease in enrollment, room 204 can be converted to accomplish this goal.

Guidance

I have been most impressed with the performance of the guidance department. Mrs. Murray's years of experience are invaluable. The appointment of Mr. Cummings as a counselor to replace Mr. Pecoraro has worked out very well. I have changed the role of the guidance department somewhat; all involved have responded willingly and enthusiastically.

The guidance department has the most active daily contact with the community. Parents are frequently in the building to meet with teachers, counselors, or administrators. Warning notices are sent out through the guidance office and homework assignments are picked up for absent students. One reason for my request to relocate this department is that the area is crowded and unattractive. Another related reason is that there is absolutely no place to hold a conference unless a counselor gives up his office. From a public relations point of view alone, the change is needed. I am pleased that the Board of Education has recognized this need for a change and has agreed with my request to relocate the guidance department. I must emphasize the need for this conversion to be completed during the summer months as my schedule for next year includes this change.

Reading

The reading program is basically remedial in nature, with one period devoted to an accelerated approach. Mrs. Meloni is instructing some ninety students. Reading instruction is also given in the unit. Ideally, while every teacher should be a teacher of reading, this is not always the case. With the addition next year of a second reading teacher, I will convert to a developmental reading program. The current reading lab will be relocated to a larger room and will be used for eighth grade. Additional equipment will be requested next year. The seventh grade program will be held in the old guidance wing once it is modified. With two teachers, I should be able to provide at least one marking period of reading for most youngsters. Mrs. Meloni and Mrs. Gillies are currently writing a curriculum guide for both levels. In addition, members of the English Department are evaluating the Great Books program for possible inclusion in accelerated classes. Also, with added time and space, a more concentrated reading program will be provided for unit youngsters.

Unit

Seventy-nine youngsters are currently enrolled in our unit program. Having been associated with the unit both here and at the high school, I am convinced more than ever that this program is essential in meeting the needs of this special group. The main feature of these classes is the Friday morning guest speaker program. It has been well received by the students.

I have spent a great deal of time meeting with these four teachers and Mrs. Gillies, and have made some changes this year, as well as several recommendations. All unit teachers spent one day observing at the high school and will have a combined meeting before the close of school. The math office on the third floor has been converted to a resource room for additional studies in math and reading. Title IV-B money was used to purchase equipment and supplies. Next year the unit will have a five period block of time which will allow for more flexibility in teaching, and teachers will have a team preparatory period each day. This period will allow for much needed joint planning.

Experimental Unit

An attempt was made this year to form an accelerated unit at the seventh grade level. The most obvious problem associated with the unit was that all students chosen were not "top" students in each discipline. An additional problem arose at the eighth grade level when algebra and three different foreign languages caused scheduling difficulties. After much discussion with the staff involved, the decision was made to change from the unit concept next year to accelerated classes in all four academic areas at both the seventh and eighth grade levels.

English

Miss Douglas was appointed department representative this year replacing Mr. Klein. She has been most active. In addition to routine matters, she has devoted much time to writing up curriculum guides for both seventh and eighth grades and has been thrust into the Language Arts Committee where she has been asked to prepare curriculum material consistent with the K-6 format.

Four members of the department have now attended the Language Arts Writing workshops. We will slowly move toward including appropriate portions of this program into our English classes.

With the uncertainty of Mrs. Garrett's status, and the leave of absence of Mrs. Hellstern, a lack of stability exists. I do feel quite fortunate, however, to have had Mrs. Bruno and Mrs. Gebbie, both experienced teachers, as qualified substitutes.

Youngsters from this school have entered several essay contests. One student, Karen Fisher, was the winner of the Alpha Kappa Alpha Essay Contest. A school-wide elimination was held for representation in the Herald News Spelling Bee Contest. Pauline Alama was the winner and represented Franklin School.

Science

Miss Fujinaka was appointed department representative this year replacing Miss Gilbert. She is a very dedicated woman who has brought new ideas to this department. Discussions have led us all to the conclusion that a laboratory approach may be needed in science. Since this would be a completely new approach, the feeling is that a year of study, visitations, and observations in other schools is needed. I feel it best to move slowly at this time. A workshop during the summer of 1979 should then follow. The request for a one week workshop this summer is based on the need to review existing programs, materials, equipment, etc. that would be needed. In order to implement a lab approach in 1979, equipment must be ordered by October 1978.

Miss Fujinaka and Miss Neilly both attended the National Science Teachers' Convention in Washington, D. C. and are very appreciative of the opportunity they were given.

Mathematics

The mathematics department has functioned very well this year despite the fact that Mr. Griwert, department representative, and algebra teacher, left in March. Mr. Yoswiak has proved to be an adequate replacement. Taking over for such a popular and experienced teacher is no easy task. Mrs. Vivinetto represented this school at last summer's math curriculum workshop. Her involvement assisted the department in understanding the new curriculum. The department spent considerable time reviewing available texts, and the Houghton Mifflin series that has been approved seems to be an excellent choice.

The uncertainty of Mr. Griwert's status, plus the request for a leave of absence by Miss Burruano, are of some concern to me since I must make some decisions regarding assignments for next year.

Selected seventh and eighth grade students participated in the New Jersey Math Contest. We are awaiting the results.

Social Studies

The main concern of the social studies department at the beginning of this school year was the selection of textbooks for seventh and eighth grades. Mr. Vivinetto, department representative, devoted much time with publishing companies acquiring samples of current texts. The department members all spent considerable time reviewing curriculum and textbooks. Representatives from the elementary school, the high school, and the Board of Education supplemented this committee. The end result was a recommendation that a revision of the seventh and eighth grade curriculum was needed, particularly since the high school agreed to drop world cultures from its course offerings. This revision will occur this summer during a workshop. If approved by the Board, suitable textbooks will be selected during the next school year for implementation in September 1979.

Foreign Language

French, German, and Spanish are offered. One hundred fifty-six students completed studies in these three languages. In order to determine the effectiveness of this program, I made a follow-up study of what these current eighth graders had selected for ninth grade. Seventy-three percent of these students have selected a second level for next year. Only three students are not going on with any foreign language study. The remaining students are repeating first year or have enrolled in a different language. I am pleased with these findings.

Physical Education and Health

The physical education and health program has been running smoothly. As far as instruction is concerned, co-ed classes are offering no problem. Covering the two locker rooms, particularly when only one physical education class is scheduled, has been a scheduling problem. Use of one-half of the gym for four lunch periods is a very poor arrangement. These two problems will be eliminated next year under the new schedule I am instituting. The gym will be fully utilized every period of the day, and a male and female teacher will be assigned each period so that there will be no problem covering the locker rooms. I am increasing the amount of time each student takes gym and have directed the department to supplement the curriculum accordingly.

An extensive intramural program is maintained throughout the school year and gives all youngsters a chance to participate.

Music

(Submitted by Dr. Ersfeld)

Many students in Franklin School participated in the music performance groups in addition to their studies in the prescribed general music classes. All seventh graders were enrolled in the latter. This year, one hundred and twenty-one students were in the choruses, seventy-five in the band, and forty-five in the orchestra encompassing both the seventh and eighth grades.

Twenty-seven students were selected for membership in the northern regional junior high school chorus. These students attended several after-school rehearsals and a weekend concert under the supervision of Mrs. Phyllis Walsh.

All the choral organizations presented a Yuletide assembly for the school on December 22, 1977, and again performed for the Annual Music Festival on April 13, 1978. The band and orchestra also performed in the latter program which was scheduled for the Parent Teacher Association. The band is scheduled to play for the Junior Olympics, Sixth Grade Orientation Assembly, and the Memorial Day Parade. The Franklin School Orchestra performed for the Golden Age Club at the Nutley Elks Club on May 9, 1978. The Debonaires will also perform for the sixth grade orientation program.

After school extension classes in special band instruments were developed to augment the balance of both the Franklin and high school bands.

In summary, every child in Franklin School has been exposed to and enriched by a comprehensive study of music of all styles and epochs of its creation. From the exploratory study in the general music classes to the performance experiences of those who elected chorus, band, orchestra and the related instrumental music classes, Franklin School has provided a diversified and enriched curriculum in depth in the Music Department.

Mr. Hrbek, Mr. Tobias, Mr. Vitkovsky, and Mrs. Walsh are commended for their capable job as teachers.

WASHINGTON SCHOOL

Number of Students (5/11/78)- 460

Number of Classroom Teachers - 20

Number of Specialists - 4 Art, Music, Library, Gym and L.C. part time.

The median I.Q. in Washington School gives one the impression that all groups have a good amount of potential and should produce some good work. However, the thing that concerns me a great deal is the span within a given classroom. For instance, in one 4th grade the scores range from 73 - 134. Certainly the work has to be greatly individualized to meet the needs of all these pupils in all subject areas. All scores have been discussed with the Learning Consultant, and most of the children are included in supplementary programs. In many areas verbal score is pretty good, but when it comes to plain common sense, there is a great drop. Some children have very few learning experiences offered to them outside of school, and are really lacking when it comes to displaying just ordinary common sense.

Median Score - Gates

Gates test was not administered to Grades 1 & 2 this year. Therefore, no scores. However, it will be interesting to see what will have been accomplished when Iowa Scores are made available.

The Gates Reading Test was administered to Grades 3-4-5-6. While the test includes sections on speed and accuracy, vocabulary, and comprehension, the section on speed and accuracy was omitted this year, thus no average score. Since the expectancy table is being figured on vocabulary and comprehension, there seemed to be no need for the speed and accuracy section. It was this part that continually lowered the average scores.

The Gates scores, very recently received, are interesting to examine. Lippincott series is high on vocabulary skills and the scores show this accent on word attack skills, while the skills in comprehension come lagging behind. It is also interesting to find that so many of the pupils have been so properly grouped. Their progress reflects the group and helps to prove the value of teacher judgment. Then, too, the scores on all grade levels show that many pupils are verbal and are lacking in comprehension. So, it behooves us to continue to emphasize comprehension skills.

The span is always the item for special discussion.

As per my last report, the better the instruction and the longer it continues, the greater will be the range of reading ability. With good instruction, the difference between the poorest and the best reader will be about seven years, i.e. from 2.5 to 9.5.

Normal Range	2.0	-	1.3 to 3.8
	3.0	-	1.4 to 5.0
	4.0	-	1.7 to 6.5
	5.0	-	2.0 to 9.5

This certainly gives the teaching personnel a complete and interesting picture of the whole reading program.

Teachers in special reading programs have not dismissed any children this year. In years gone by, when a considerable gain was evident, the pupil was dismissed from supplemental instruction of any kind and returned to the classroom. Not so this year. As a result of a lengthy discussion and because we seem to have enough personnel, it was concluded that we would keep the classes intact as far as old recommendations were concerned. However, newcomers were added when the need arose.

Once again this year, S.C.E. was handled within the confines of the First Grade classrooms. It worked out just fine and was very productive. The same approach was used this year for reading and math in 5th and 6th grades, with the supplemental person going to the classroom. Result was great.

The only pupils removed from the home scene for special help were those in Grades 2-3-4. On all levels, there is constant evaluation of pupils and materials on every grade level for special pupils, so that the best results can be accomplished. This year for the first time a completely different approach was used in the Resource Room--a mechanized one called the Talking Page. Here again, we think it helped the children working with it, but it, like all other reading programs, is not the perfect answer. However, we will use it again next year. It seems to have done wonders for one pupil especially when he is working on it. However, we are anxious to see how much of a carry-over there is in homeroom performance.

Public Relations Program

Each teacher has at least one conference per year with the parent of each child, and also had conferences with many parents on the day especially set aside for conferences. I feel that the teachers have conducted very fruitful ones with parents who will come. It is very frustrating when parents ignore invitations to come in for conferences. With some children, one parent conference per year is enough; whereas with others, three and four conferences are necessary.

The first P.T.A. was held in October, and open house -- visitation of all classrooms took place. However, since the approach to First Grade reading was a bit different this year, the parents were invited to report one half hour earlier than the scheduled meeting time, so that this could be explained to them. I think every parent of a First Grade child was in attendance.

While there are only four P.T.A. meetings scheduled for the year, the Mothers' Club continued to be very active. The year was brought to a close with about 50 mothers attending a luncheon at Gene Boyles.

However, this coming P.T.A. meeting will have to be rescheduled, and it is very disheartening to have to do so. The teachers are involved in a job action, and extra activities beyond the school day are cancelled. This is by far the best musical program ever to be presented at Washington School, and I think that because it will have to be rescheduled, it will lose some of its "zip".

The next activity held on Election Day was a cake sale. Parents and children participated in this sale, which netted a profit of more than \$300. They are never in want of members to serve on committees. There are always more than enough to help. Some donate cakes to be sold, while other parents just make a contribution to the sale.

With each activity or school function that is being planned, notices from the office are sent home to the parents. Some require a return signature to make sure that the parents have seen the notice. Other times a reminder is sent. We also have a telephone system for calling parents when school is cancelled.

Mothers' Club continued on through the year with a party for all the children at Christmas, a party for the Olympic Team and a promotion party for Sixth Graders.

The annual dinner dance seems to be a tradition. Once again it was held at the Elks Club and was very successful.

Instead of the parent classroom visitation program usually held in conjunction with National Education Week, a reading fair was held. All reading materials and equipment were on display and demonstrated to the parents. While the turnout was a good one, it could have been better.

Kindergarten orientation will be held in June, in the morning this year, and a coffee hour will be provided by the Mothers' Club. The new pupils will be taken to visit the kindergarten classroom, while the Mothers will hear about the benefits derived from joining the Mothers' Club.

An orientation program was held for Sixth Graders and their parents. This meeting was held with parents and pupils present at the same time. Turnout of parents was poor, probably because parents had other children attending Franklin School. At this meeting, the Guidance Counselors gave all present a rundown of the program at Franklin School and what is expected of pupils. Questions were asked of Mr. Primamore and a good session was had by all. Plans have been made for the Sixth Grade pupils to visit Franklin School sometime later this month.

There were ten programs presented by classroom teachers to which parents were invited, and they did come. Every program was greatly attended. We also had some on safety and good grooming. The Mothers' Club treated the children to a program of dances from the musical "The Wiz", presented by a dance company from Passaic.

Move-ins and Move-outs

As of May 11th, 40 children have left Washington School and 60 new ones have entered. This is not a complete picture. I am sure many more will move in and out before the last day of school. This moving in and out presents some problems to the staff of Washington School. The new ones all bring with them their own special needs, and it takes much doing to work them into an existing program.

In-Service Programs

The teachers have continued to meet throughout the year during the lunch hour for a variety of reasons -- test scores, the interpretation thereof, homework assignments and equipment.

Also, in an effort to cut down on referrals for the child study team, a number of meetings were held, again during the lunch hour, to try to iron out some concerns of teachers and give some immediate recommendations on how better to serve the pupils. These meetings were attended by the Child Study Team and all teachers who worked with the pupil in any way. Most of the meetings were very profitable and did exactly what they were intended to do.

While I had some reservations about scheduling for parent conferences on the day granted for this reason, I think the fact that the teachers met as a group during the lunch hour and planned according to families, etc. helped the whole program to be very successful.

Many times teachers meet in small groups on their own. They solve things for themselves and then discuss the results with me. I hope to be able to continue the same program next year, and regret very greatly that this project has been forsaken at the present time because of a job action on the part of the teachers.

Fifth and Sixth Grade teachers are presently working on an evaluation of the Math curriculum only as it relates to skills that are to be presented to each of the groups in the Fifth and Sixth grade unit.

Staff members who participated in curriculum workshops:

Mari Kohn - Language Arts - attended workshop in October at Morris Plains Learning Center.

Marge Norton - Language Arts - workshop at Morris Plains Learning Center - T & E Task Force Committee.

Jennifer Musillo - Reading Committee.

N. Francischetti - Reading Committee - Gifted Program Committee.

D. Nahirny - Safety Committee.

Eleanor Behr - English Committee.

Anita Pondiscio - Math Committee.

Carol VanWagenen - English Committee Grade Chairman, I.L.A. Workshop -
Parent/Teacher Conference Committee.

Walter Murray - Parent Teacher Conference - Gifted Program.

Edmund Olson - Math Committee.

J. Loeffler - English Committee.

Linda Gilroy - Advisory Council (working on summer curriculum).

Joyce Kotz - Art Committee (Art Curriculum).

Kathy Franks - Nutrition Workshop.

Gilda Schwartz - English Committee.

Child Study Referrals

How Many? - 6.

How Many Acted Upon? - 4

As has been previously stated in this report, many pre-referral meetings were held during the lunch hour to keep the number at a minimum. With the transient population that we have here in Washington School, it is difficult for everyone to assess the needs of all and make suitable placements and recommendations. This takes much time.

Workshops, College Courses, In-Service Courses

Mari Konn - Teacher Made Materials - Nutrition.

Linda Gilroy - Teacher Made Materials - Nutrition.

J. Musillo - Teacher Made Materials - Nutrition.

G. McCaw - Teacher Made Materials - CPR certification.

N. Francischetti - Teacher Made Materials - Nutrition - Graduate
Program William Paterson College - E.C. Curriculum
Program (3 credits).

Carol Brown - School Law - Nutrition.

D. Nahirny - School Law - CPR certification.

Eleanor Behr - School Law

Anita Pondiscio - Nutrition -
Graduate Program Montclair State - The Nature
of Reading.

Rita O'Loughlin - Rutgers Reading Conference - Language Arts.

Joyce Kotz - Nutrition.

Linda Tissot - Nutrition.

Jeanne LoCurcio - Nutrition.

I did attend a few workshops on teacher evaluation sponsored by either Essex County or N.J. School administrators Association. One was at the E.I.C. in East Orange - a supper meeting - food was good. The next one was held in West Orange - The Spectrum of the Educational Program. The Fall Conference in Morristown was of little value. In fact, it was a disaster. Speakers who had never evaluated anyone were suggesting to others how to evaluate teachers. The entire audience was enraged. The Spring Conference recently held in East Brunswick was a bit more informative and interesting. However, I do feel that it is nice to be able to meet colleagues and discuss similar joys and sorrows; but I think my time would be more profitably spent right here in this building.

Additional Equipment - Change Requests

Washington School has been waiting for a small sink to be installed in a room that is used by many little children and is greatly needed. It must cost a "great deal" of money, because we have been waiting for it for five years.

Washington School is very satisfactory as far as the physical plant is concerned. It is roomy and has separate rooms for all specials.

All teachers have ordered additional Math equipment (kits, charts, cuisinaire rods, etc.), so that the new Math curriculum can be properly implemented. Much of that equipment has already been received. Also the Mothers' Club and P.T.A. have contributed a sum of money to be used toward the purchase of a laminator to convert many projects into more lasting ones; and thereby saving some time for the teacher. Many charts, etc. will become a more permanent type and will not have to be renewed so often.

Washington School will continue to use the "Talking Page", an oralo-graphic approach to reading next year. While it is used for just a few pupils, it did seem to help them enough to warrant the continuation of its use.

Goals

Priority Goals for Washington School 1977-78

1. To continue to expand the enrichment program with the introduction of sewing to the 6th grade girls. The class was staffed by parents, and each Sixth grade girl, according to homeroom, went to class four weeks in a row. Because we got off to a late start this year, the time had to be divided accordingly. The mothers enjoyed the sessions greatly and will return next year and start earlier in the year.

2. To improve oral and written communication (pupils). In no way did we even get close to meeting this goal. While there were activities presented by every teacher to accomplish this, there has to be a carry-over at home. This goal will have to be carried over as one for next year, too.
3. To continue In-Service programs for teachers -
As previously discussed in this report, this goal was accomplished. It will continue next year because I, and the teachers also, feel the need for getting together in groups.
4. Improvement of discipline in pupil behavior in the classroom -
This was highly successful as discussed earlier in this report. In no way do I want this to be forsaken. Therefore, this will continue into next year as a priority goal.
5. To develop an effective process for improving reading achievement level of our pupils. At this writing, the Gates scores have not been received. Good gains have always been made, through the efforts of the teachers, and cooperation of the pupils, so I am counting on the same story this year.

There was one teacher involved in the supplemental program and seven children were involved.

Two teachers worked in the Title I Program, which included the Oralographic equipment. Eight children worked with the Oralographic equipment, and 18 worked in Title I program.

S.C.E. - three teachers working with pupils in Grade 1 through 6, helping 58 of them in reading and math.

Listed below are additional goals for Washington School for this year:

1. Continue with a Guidance Program in all grades, discussing appropriate items that could be relevant to the day. In upper grades, as part of the Team Teaching Program, selected filmstrips are used for discussion. For example - Understanding Myself, My Family, My Friends, My Emotions Welcome to Our World.
2. Continue to offer the existing shop program to all Sixth Graders - boys and girls.
3. Continue to work on the improvement of handwriting.
4. Continue in the Kindergarten with a program for sequential development for perceptual motor skills. Specific areas are visual, motor perception, auditory skills and verbal communication.
5. To continue with parent-education program.
6. To have a clean, well maintained school building.
7. To continue with Remedial Gym program.

8. Continue with the Patrol of the Month program.
9. To instigate a new traffic pattern around Washington School in order to insure the safe dismissal of every child.
10. To conduct a Reading Fair. (Held November 16, 1977 in connection with American Education Week. (Poorly attended by parents)
11. To continue to develop the Enrichment Program.
12. To continue to explore possibilities of developing another unit similar to Grades 5 and 6.
13. To involve Senior Citizens in enrichment activities as much as possible. (Performance at Elks - participation in school programs - Santa Claus).
14. To observe, supervise and see that the Math Curriculum is implemented.
15. To help pupils to become acquainted with pupils in other elementary schools (visiting one another).

New Programs

If you want to consider sewing as it is today, then that is a new program. However, I feel, as new programs go, that the one that uses services of the Child Study Team and classroom teachers has been very effective in studying the behavioral patterns of pupils and possible solutions that make life in the classroom enjoyable, productive and in good order.

Progress Report on T & E

The whole report seems to be one of commendation and that we are in compliance with all mandates and recommendations. The visits by monitors have been pleasant and free of strain and pressure, but there is still a drop of resentment running through my veins. While their visits are not supposed to be an evaluation of the school, how can it be otherwise, when all aspects of the educational program are discussed and really judged upon. Perhaps there is a need for this type of program elsewhere, but we have been almost in compliance before it was even suggested. Perhaps their efforts could be used elsewhere.

Other Items

The Library program ran very smoothly this year. While the Aide was relatively new to the program, she slid into the vacancy with the greatest of ease. The Library is open everyday after school and is used by children for research and for homework assignments.

The lunch program continues to be anything but tolerable. More and more parents like to be free for the day, so the children stay for lunch. However, with a great number of children involved, some type of discipline has to be enforced. The children seem to just enjoy eating fast foods, and, no matter how the menu is varied, there is limited consumption by the lunchers and a great deal of food is wasted.

Luncheons and get togethers are in the planning for the Patrol of the Month Club, and also for Pen Pals.

In an effort to have children from Washington School meet children from other schools, some visiting has been taking place and more is being planned. The Trebleaires (singing group) travelled to Radcliffe School to present the program for the school assembly program. A Fourth grade class with pen pals in Yantacaw School have just visited and met one another with participation in an assembly program, as well as a short "get acquainted dessert" provided by Yantacaw School Mothers' Club. A trip to Lincoln School by another Fourth Grade class will take place in the near future, when the group will meet their pen pals. These events are greatly looked forward to by the pupils. Besides putting on a program for Radcliffe School, the Trebleaires presented their program to the Senior Citizens at the Elks Club, and also to the members of the Nutley Rotary Club.

As per usual, we had several requests for participation in essay and poster contests. It has to be voluntary on the part of the pupils, with some guidance from teachers wherever needed. One of the pupils won second place in the A.A.A. contest and was presented with a gift of money. Some 5th and 6th Graders participated in an essay contest. The essays written and submitted were not up to my expectations, but nevertheless we had three winners in that department. Pupils participated in three other poster contests, but the results are not yet known.

Report cards were sent home four times this year as scheduled. A progress report is sent home in the middle of the marking period to keep parents abreast of their childrens' progress. This report is not just for failures, but also for those who have dropped a grade. Some parents have requested weekly, and a few, daily reports of pupil progress. This is an impossibility, and I see no reason why upper grade children cannot assume the responsibility of taking papers home after they have been graded.

The Nursing program sometimes presents an irritating situation, not because of the Nurse, but because of the scope of her duties. She is assigned to three schools, but with the number of emergencies in the other two schools needing her services, there are many days when we see very little of her. Many times she hasn't yet set foot in Washington School when there is a request for her to return from where she just came. It is bad enough when this happens on an ordinary day, but many times she has just set foot in a classroom and begun to teach first aid when a request is made for her services. This leaves the pupils in that class high and dry, and they must go on to something else. Then that period of loss has to be made up. I realize that the health and welfare of the pupil comes first, but I wonder at the severity of some of the calls that require her immediate attention, when perhaps she has just left there.

Tenure teachers were evaluated once this year and non-tenure teachers, three times. It is hard to believe that teachers would carry on in such a fashion when suggestions for improvement are made. However, though I may have landed in the dog house because of my truthful evaluations, I have seen some positive changes taking place.

This year was a very busy year, and it doesn't seem possible that it is so close to the end of it. While in many ways it was an enjoyable one, so many children have so many adjustments to make in their home life that they are irritable, and sometimes resistant to learning. Sometimes this happens with teachers, too, and it makes them short of patience and understanding. I know that I have less and less time to get reports, etc. prepared because I spend so much time with discipline. Perhaps my expectations of pupil behavior are too high for this day and age; but I am not changing even though the whole thing is exhausting. But wherever, and whenever, we take our pupils anywhere, their conduct is commendable, and everyone is very complimentary which is very rewarding.

I have had no meetings of the Career Education Committee. Upon conducting a survey at the very end of last year, it was the opinion of all teachers in all elementary schools that we proceed on the same course - i.e. to discuss occupations through use of audio visual material - and we were not interested in expanding it in other schools so as to include the workshop like ours.

As for the Library Committee, a new guide was put together a couple of years ago and it is not ready for revision.

Regarding the Handwriting Committee, I have been collecting materials to be used when and if the handwriting program is revised. I would like to recommend that the handwriting be revised at the same time as the spelling books. As per this writing, the spelling book is called "Spell-Write", and yet we have another handwriting program and also suggestions from Lippincott. While the difference in letter formation is so little to an adult, it could present problems to a little child who is just learning to read and write. Better correlation between the two programs would be very beneficial to the pupils.

I hope Mr. Fowler will enjoy a long and happy retirement, and I hope that his successor will lend support to me so that I can continue the same good working relationship that I have had with Mr. Fowler. I shall continue to try to do my best at all times, and hope to be blessed with everything that I need to help me do my best.

Name of School - YANTACAW

Number of Students (as of June 1, 1978) - 469

Number of Classroom Teachers - 19 (Share 1 Kdg. teacher with Spring Garden)

Number of Specialists - 4 (Music, Phys. Ed., Art, Librarian) Full-Time
4 (Part-time - Instrumental Music, Speech, Nurse,
L.D.C.)

USE OF TESTING RESULTS DURING THE 1977-78 SCHOOL YEAR

1. The test information gathered during the year was used to evaluate existing methods and programs.
2. To better inform the parents in relationship to the individual child in question.
3. This information was used to compile necessary data for various reports for the state, county and local Boards of Education.
4. They were used to address the state requirements (minimum standards) for reading and math.
5. The information has also been helpful in providing additional information for those pupils in Title I and Compensatory Education.
6. To help in establishing a criteria for possible teacher in-service programs. With the realization that change takes place frequently, it is necessary to keep abreast of improved methods for the teaching of all children in all areas.
7. Test results, while not a panacea, are most valuable when meeting with the Child Study Team and parents concerning the progress and programs of individual children.
8. Testing is used, in some cases, for various grouping situations for next year.
9. To identify areas when individual pupil improvement is needed. This has proven helpful for better individualization and teaching more towards the needs of each child.
10. Lastly, the results of various tests will assist the administrator in evaluating individual programs. This will further help when giving suggestions to individual teachers concerning programs.

TYPES OF PUBLIC RELATIONS PROGRAMS FOR SCHOOL YEAR 1977-78

1. P.T.A. Meetings

(A) Programs during the year

1. Open House
2. Candidates' Night (Student Music Program)
3. Christmas Program
4. Two Saturday movie programs (for students, parents and teachers)
5. Bookmobile (2 day book fair)
6. Spring Musicales
7. Super Star Night (physical education featured for parents, students, teachers)
8. New Parents to Yantacaw and Nutley (an evening program)
9. Program Regarding Testing (evening program for parents & teachers - Lucy Gillies was guest speaker)
10. Human Relations pilot meeting. Main topic - Back to Basics

(B) Executive Meetings (12 during the year)

(C) Social Evenings - Candlelight Bowling (midnight), very successful - all attending enjoyed this different social.

II. Mothers' Club Meetings and Activities

- (A) Twelve executive meetings were held in the school, along with several unscheduled meetings for several activities.
- (B) The club provided a luncheon for school patrols and invited members of the police department, parents and teachers.
- (C) They sponsored a promotion party for the departing sixth grade class.
- (D) They assisted with grooming during the time the students were having school pictures taken.
- (E) They purchased autograph books and presented them, with pens, as a gift to all departing sixth graders.
- (F) Their social event for the year was the annual Chinese Auction and Fashion Show. This was attended by the principal and 14 staff members. One of our teachers (Mrs. Ruffo) also modeled. Over 400 attended.
- (G) They sponsored the Kindergarten Tea for new kindergarten mothers (teachers and other staff members were invited).
- (H) They took charge, along with the P.T.A., of our successful yearly Book Fair.
- (I) They hosted a luncheon for Yantacaw staff during the last week of school.

III. School Newspaper - The Yantacaw Tom-Tom

We have continued, through the efforts of parents, teachers and students, to publish and distribute our "family newspaper". The cover sheets and the typing is provided by the Mothers' Club.

IV. Assembly Programs

- (A) Several class plays
- (B) Singing assemblies
- (C) Seasonal safety programs
- (D) Spring Musicales dress rehearsal
- (E) Pushcart Players presentation
- (F) Magic & Art Show
- (G) Annual Awards Assembly
- (H) Sixth Grade Promotion dress rehearsal (for students)
- (I) Special Education Graduation (5th & 6th Grades attended)
- (J) Public Service Programs
- (K) Several Movies (safety, educational and some just for enjoyment)
- (L) Special Awards Assembly for the winners of the Amvets Essay Contest. Yantacaw was fortunate in having the 1st, 2nd and 3rd place winners.

V. Parent Conferences

- (A) As in the past, each teacher is required to have at least one parent conference per family (with the option of having the building administrator present when required or requested).
- (B) There have been about 100 parent contacts to date concerning Iowa and Cognitive Ability test results.
- (C) Forty parents requested and received last year's gates scores (some also received Iowa and Cognitive results).

VI. News Releases

We have had several news releases concerning school activities, both special and educational (i.e., bowling, scout events, fashion show, Reading Appreciation Program, Amvets awards, essay contests, etc.).

VII. Informative Meetings

- (A) Informal meetings with parents and relatives new to Yantacaw School. Examples: Back to Basics; Testing; Reading and Math; T & E; Community Projects; Lunch Program; and other programs K-6.
- (B) Building principal attended several meetings with block association representatives.
- (C) Principal conducted meetings on Saturdays with Reading Appreciation Committee (some teachers attended).

VIII. Parents and Other Adults for Partners

This program utilizes the vast resources of our school community by allowing interested citizens with special talents, hobbies or experiences to participate in sharing our school day. They share various hobby collections, travel experiences, vocations and often provide an insight into life in other countries, particularly those who are not American born.

IX. Education Lectures (1977-78 school year)

- (A) Undergraduate Class, Jersey City State College
"Changing Atmosphere of the Public School"
- (B) Orange High School - "Values As They Apply To Education"
- (C) Essex Community College - "The Role of Parents in Educating Children"
- (D) Old Guard - "Changes in the Nutley Public Schools"
- (E) Interns from Jersey City State College - "What Do Administrators Look For When Selecting Teachers?"

CHANGES IN SCHOOL POPULATION

Between Sept. 6, 1977 and May 31, 1978, 22 students moved in and 9 moved out.

INSERVICE PROGRAMS IMPLEMENTED DURING THE 1977-78 SCHOOL YEAR AT YANTACAW

- I. A Reading Workshop for teachers, administrators, parents, senior citizens and other members of the community was held on February 6, 1978. Materials were viewed; demonstration lessons given; questions were answered; and they had an opportunity to observe actual teaching/learning situations throughout the building.
- II. A Math Workshop was held with the same general format as the above on May 22, 1978.
- III. A Language Arts Workshop (conducted by Mrs. Dorothy Mutch) for grades K-3, was held. Each teacher was asked to go through a lesson and compile grade to grade materials most useful in a teaching/learning situation.
- IV. A Pupil Records Workshop was conducted by the building principal. Interns and teachers new to Yantacaw attended. They were exposed to all records used in the system. Each participant was asked to fill out certain records. Later these were read and evaluated by the group. Several state and local rules and regulations regarding records were discussed.
- V. A Child Study Team Workshop was held. Several members of the CST conducted inservice programs (i.e., testing, informal reading inventory, successful use of the Lippincott, Scott Foresman series and related reading materials.

- VI. A workshop was held for the purpose of working with student teachers. It was conducted by Dr. Ruth Allen of Jersey City State College. All staff members were invited. General information and discussions were the main emphasis of this program. Several members of the college attended and exchanged information with the Yantacaw staff.
- VII. There was a General Health Workshop. Representatives from the American Cancer Society spoke to our group; showed slides and printed materials with suggestions for teaching. We invited representatives from other schools to attend. Each school received a health kit, free of charge, with an invitation to visit the Cancer Society headquarters for additional information.

CURRICULUM WORKSHOPS ATTENDED BY TEACHERS

- I. Language Arts Workshop - Mrs. Bloom, Miss Carpenter, Miss Koci, and Textbook Comm. Mrs. Story, Mrs. Kirk, Miss D'Alessio, Mrs. Ryder, Miss Winick
- II. Reading Workshops - Miss Margulies, Mrs. Spivey, Mrs. Ruffo, Mrs. Mutch, Miss D'Alessio, Mr. Pupchik and Mrs. Kirk
- III. Nutrition Workshop - Miss Andriola, Mrs. Ruffo, Mrs. Maguire, Miss Margulies
- IV. Reading Appreciation Workshop (R.A.P.) - Math & Reading for senior citizens, teachers, parents and others. Attended by following staff: Mrs. Ruffo, Mrs. Montrone, Mrs. Kirk, Miss D'Alessio
- V. Mainstreaming Workshop - Mrs. Mutch
- VI. Individualized Learning Workshop - Mrs. Mutch
- VII. Arts and Crafts Workshop - Mrs. Felice
- VIII. Music Workshop - Mrs. Zitman
- IX. Testing Workshop - Mr. Berke, Miss D'Alessio, Mrs. Ruffo, Mr. Pupchik
- X. School Vandalism & Violence Workshop - Mr. Sauter
- XI. Reading Development Program for 7th & 8th Grade - Mrs. Mutch
- XII. "Gifted" Committee - Mrs. Montrone, Mr. Berke

CHILD STUDY TEAM REFERRALS

No. of students referred 22. No. acted upon 22.

INSERVICE COURSES TAKEN BY TEACHERS

- I. School Law - Miss Margulies, Mrs. Story, Mrs. Mutch, Mrs. Spivey,
Miss Andriola, Miss D'Alessio, Mrs. Zitman, Mr. Berke
- II. Discipline Workshop - Mr. Sauter, Mrs. Ruffo, Mrs. Kirk, Mr. Berke
- III. EIC Materials Inservice Workshop - Mr. Pupchik, Mrs. Ruffo, Mrs. Kirk,
Mrs. Montrone
- IV. Testing Inservice Program - Mr. Berke, Mrs. Ruffo, Mr. Pupchik,
Miss D'Alessio
- V. Kindergarten Inservice Workshop - Miss Winick, Mrs. Ryder

WORKSHOPS CONDUCTED BY TEACHERS

- I. Individualized Instruction Materials Workshop - Mrs. Mutch
- II. Kindergarten Workshop for Parents - Miss Winick, Mrs. Ryder
- III. Human Relations Workshop for Parents and Teachers - Miss Margulies
and Miss Andriola
- IV. Reading Workshop for Parents and Senior Citizens - Mrs. Ruffo and
Miss Hirsch
- V. Math Workshop for Parents and Senior Citizens - Mrs. Ruffo,
Miss D'Alessio, Miss Hirsch
- VI. Student Council Drama Workshop (Project Play) - Mrs. Ruffo,
Miss D'Alessio
- VII. I.M.C. Materials Workshop for Teachers - Mrs. Barresi
- VIII. Safety Materials Workshop - Mr. Sauter
- IX. Several Reading Workshops - Mrs. Gillies and Mr. Reddington

COLLEGE LEVEL COURSES TAKEN BY TEACHERS

- I. Mainstreaming the Exceptional Child - Mr. Loffredo
- II. Teaching of Reading - Mrs. Ruffo, Mr. Pupchik, Mrs. Kirk, Mrs. Ryder
- III. Options in Education - Mrs. Ruffo, Mrs. Kirk, Mr. Pupchik
- IV. Values - Mrs. Ruffo, Mrs. Kirk and Mr. Pupchik
- V. Applied Music - Mrs. Zitman
- VI. Montclair State Graduate Reading Course - Miss D'Alessio
- VII. Kean College Saturday Reading Program (1 grad. credit) Mrs. Ruffo,
Mrs. Mutch and Miss D'Alessio

INSERVICE PROGRAMS ATTENDED BY THE BUILDING PRINCIPAL DURING THE 1977-78
SCHOOL YEAR

- I. School Law Workshop (March 29, 1978 to May 10, 1978)
- II. New Insights to Classroom Discipline and Instruction Workshop
(March 28, 1978 to May 9, 1978)
- III. Workshop - Uses of Tests in the Classroom (Oct. 27, 1977 to
Dec. 8, 1977)
- IV. Workshop - Teacher-Made Instructional Materials and Individualized
Folder Activities (Oct. 25, 1977 - Nov. 29, 1977)
- V. Essex County Administrators' Workshop (Leadership, Negotiations,
Evaluation)
- VI. Human Relations Workshop at Essex County College

GRADUATE COURSES TAKEN BY BUILDING PRINCIPAL

- I. Mainstreaming (Monmouth College) Feb. to May 1978
- II. Graduate Program in Media (Jersey City State College)
- III. Educational TV (Jersey City State College)
- IV. Issues Affecting Career Education (Jersey City State College)

WORKSHOPS (one day)

- I. Reading Workshop (Saturday at Kean College - October 1977)
- II. Administrative Workshop held at E.I.C. (Teacher Evaluation,
Negotiations, T & E)
- III. Human Relations Workshop - Essex County College
- IV. Math Workshop
- V. Safety Education Workshop
- VI. Testing Workshop
- VII. Gifted Program Workshop - held in West Orange
- VIII. Several miscellaneous workshops held in Orange High School
(Career Education, Media, Urban Education, Special Education
Programs)

RECOMMENDATIONS, CHANGES (Curricular, physical facility, purchases) IF THERE WERE NO BUDGET CONSTRAINTS ON ANY REQUESTS

Curriculum Changes

1. It would be worthwhile including a post-Kdg. class for those children not ready for first grade. There are children admitted who are not ready for school. As a result, often after one year in Kindergarten, they are not ready for first grade. Admittedly, some catch up, sooner or later; however, some never do.
2. Pre-school programs may be near at hand. This could be accomplished within the school during school hours.
3. A third option for Kindergarten might be a possible extension of the regular Kindergarten day.
4. Multi-media material selection in all curriculum areas.
5. Establish after school and Saturday workshops and/or enrichment programs for children.
6. Offer year round mini-courses for parents and other interested citizens.
7. Employ para-professionals to aid in the teaching/learning process.
8. Make provisions for additional career educational opportunities for young children. We do have some career education going on.

Physical Changes

1. Install facilities for a hot lunch program.
2. To insure the safety of our children on the south end of the school, I would recommend constructing a fence. This was in the budget once, and approved, but for some reason, it was never constructed.
3. I would have the greenhouse in room 208 repaired and put into operating order. Many valuable learning/teaching experiences would be afforded our children.
4. Wall to wall carpeting in several classes (1-3) would be most helpful in the provision of additional cluster/learning areas.
5. Build individual learning areas in the I.M.C. (library)
6. The removal of several walls - to replace with sliding doors - would lend itself to team teaching situations or larger group instruction.
7. It would be helpful to remove some of the old coat rooms and replace them with more modern ones, thus gaining more classroom space.
8. Additional electrical outlets in all the classrooms would enable the teacher and children to use materials even more, on an individual basis when needed.

Purchase of Equipment

1. Mini libraries, science labs, and shops on wheels could be purchased. These could be rolled from class to class as needed.
2. T.V. monitoring sets would be of great use to the entire school.
3. Library materials should be purchased, especially for parents and members of the community. These people would be allowed to check out various materials as the children do. This would help the parents to better work with children, gain additional knowledge, enjoyment, as well as provide an additional service to the community at large.
4. Math and Science Lab. I have started working on a mini math lab, however, if additional funds were made available, I would be able to complete my plans much sooner. This lab, if completed, would be used by children, teachers, parents and other members of the community. We are now putting great emphasis in the math curriculum. Many people need enrichment in this area and a well-supplied lab would be helpful to them.

SHORT AND LONG RANGE GOALS FOR YANTACAW SCHOOL (1977-78 School Year)

1. GOAL: To implement, support, and evaluate the new math curriculum.

PROGRESS: This was one of the Superintendent of Schools priority goals. The new math curriculum which was completed in the summer of 1977, is being used for the current school year. Workshops have been conducted for teachers and plans for continual workshops for parents are scheduled for the future. Constant evaluation is in progress. Iowa Test scores and teacher judgments are being used to determine individual math programs.

2. GOAL: To continue the system-wide planning and implementation of an articulation program. (Superintendent of Schools priority goal)

PROGRESS: Several meetings have been held, planning methods to implement a system-wide articulation program. The most recent step includes a workshop, chaired by Mr. Primamore and Mr. Walker, of all 6th, 7th and 8th grade teachers. Hopefully, this will be the blueprint for other workshops. Our main task is to open any channels of communication, exchange ideas, establish continuity in instruction and plan and provide the most meaningful program for all children grade to grade, school to school, that is possible.

3. GOAL: To develop and support inservice programs geared toward the improvement of the teaching/learning situation.

PROGRESS: We have, as mentioned in this report, taken part in several inservice programs - some developed and designed within the school. Teachers have been encouraged to suggest areas of interest for future workshops or inservice programs. Some of these suggestions have been forwarded to the Superintendent. Plans are now being finalized for programs in the future.

4. GOAL: To continue pupil, teacher, principal, parent and other citizen contact, with emphasis on improving attitudes toward the total school program.

PROGRESS: Much progress has been evident in this area. One goal very important this year was helping to pass a needed school budget. Our group, I feel, gave all-out support. It is hopeful this kind of teamwork can continue to be displayed in other phases of the school program.

The Student Council continues to be a vital group, making important contributions to the school, the town, pupils and parents. We have reviewed several goals, established programs of interest to the students and discussed current trends and issues of importance to children. Most important, once a week (Wed., 11:30 a.m. to 12:30 p.m.) the building administrator has an opportunity to spend time with a representative group of youngsters from Yantacaw School.

5. GOAL: To identify children experiencing difficulties in school and develop programs to help them. This includes social as well as academic.

PROGRESS: Teachers were asked, as usual, to submit names of children experiencing minor difficulties in all areas (social included). These children were given additional attention according to needs (e.g., guidance, alternative programs, noon hour and after school tutoring, exposure to the RAP program) and were encouraged to perform closer to one's ability. In some cases, Child Study Team involvement was necessary.

Teachers were also given suggestions ranging from curriculum changes to inservice course selections or professional readings. This procedure, thus far, for the most part, has proven to be successful. Since we have not reached all of those in need, we are still working continually in this area of concern.

6. GOAL: To help the child develop a sense of responsibility for his own actions, and instill a sense of pride in accomplishment.

PROGRESS: Through several inservice programs and workshops, attended by the building administrator and members of the faculty, much has been accomplished in this area. Teachers have been willing to share strategies that have proven successful, with their peers; parents have been involved; children have been very cooperative. Our Student Council selected this goal as a very important one. Several poster contests are now in progress, mainly a Library poster, various essays, etc.

Much credit to the teachers for blending the teaching of responsibility daily into their curriculum.

7. GOAL: To help each child develop basic skills in all subject areas (according to his interest and needs).

PROGRESS: The school system has started embarking on test information that will identify basic skill area needs of children. It is generally felt by my staff, that with this consistent means of identifying needs on an individual and group basis, more effective programs can and will be developed.

7. PROGRESS: The school system has started embarking on test information that will identify basic skill area needs of children. It is generally felt by my staff, that with this consistent means of identifying needs on an individual and group basis, more effective programs can and will be developed.

Teachers are also, today, listening more to children, thus, finding out from them what their interests may be. We, in education, also have learned to take children from where we received them and move them along in a very positive productive way.

Finally, we have moral obligations to implement a well-planned flexible curriculum which is cut into various shapes to meet individual needs. It is my feeling that the teachers of Yantacaw are and have been working very diligently in this concerned phase of education.

SIGNIFICANT ACTIVITIES:

1. Yantacaw boys and girls collected for those less fortunate through UNICEF (Amount collected - \$252.49).
2. The first grade class took a trip to Van Riper's Pumpkin Farm. The school bus was used - no admission.
3. Special dedication of the blue spruce tree in memory of our former principal, Mr. Stephen E. Hornyak, Jr.. Parents, teachers, administrators and students attended.
4. National Education Week - Various activities were conducted throughout Yantacaw.
5. Annual Scout Leaders' Luncheon. Parents and scout leaders were invited into the school. A mini-workshop was conducted during this time in honor of the occasion.
6. An informal meeting was held to inform parents and teachers about the role of the Planning Committee.
7. Intern Workshop - Conducted by Mr. Fowler with the following concerns: changes in legislation which effects teachers; things to consider during an interview; the job situation; update of Compensatory Education; Title I; Programs for the handicapped, etc..
8. Individualized Activities Workshop - Conducted by Daryl Hiller (E.I.C.-N.E.)
9. Music In Our School Program - Conducted by Mrs. Zitman
10. Open House - P.T.A.
11. Video Taping of Intramural Programs. This was done during lunch hours by Mr. Berke. Organized games for coeds during lunch hour (e.g. intramural coed league with all sixth grade classes involved).

PROBLEMS AND CONCERNS:

1. Leading in the problem area has to be the recent break-in (Feb. 14, 1978). To date, after checking with police officials, little, if any, evidence has been gathered. My deepest concern, assuming younger people were involved, is the reason. It is apparent that somewhere along the way, we failed to reach these people (either at home, school, community, or a combination of all).
2. The parking situation of teachers improved somewhat due to the snow conditions, but is still a problem. Most teachers are generally against using the parking lot. Reasons stem from the location being isolated, and several cars were damaged in the past. The Superintendent, as I have, has received several complaints (some in writing). The staff has been notified on a repetitive basis.
3. The heating system has caused much concern. During the unusual cold/snow period, we had far above normal room temperatures throughout the building. In some cases the temperature was running above 85-90 degrees. The business office was notified.
4. As reported several times before, the outside facing on the top of the school building is in need of resurfacing. We have an old, but beautiful, building which furnishes a very conducive atmosphere for learning/teaching. The above condition has taken away part of this feeling.
5. An excessive amount of glass is usually found on or around the school grounds. This tends to be a safety problem as well as a deep concern for all of us. I have patrolled the area on a continual basis after school, as well as evenings; however, to date, the responsible people for this condition have not been caught. Our parent groups, once again, volunteered to give any parental assistance necessary to help combat this continual problem.
6. Numerous ceiling tiles should be replaced.
7. There are some cracks and bare spots on interior walls badly in need of attention.

SUGGESTIONS:

1. Since the increasing lunch program is still with us, maybe in the future we should examine the possibility of a hot lunch program (space permitting).
2. It would be educationally sound to start system-wide parent/citizen workshops in several areas (e.g., new programs, changing attitudes, community concerns, general information). These programs can run during the school day, and after school, evenings, even on Saturdays) depending on subject and group addressed.
3. RAP (Reading Appreciation Program) has proven to be a successful program. We conducted a workshop for these people last month at Yantacaw. I would like to have the Board of Education set up a special meeting inviting these people to attend. The format may be different from other meetings; however, I feel this should be considered.

4. Finally, I would like to consider using high school students in a tutoring program (mostly after school) for children in need. In some cases they would serve as a "big brother/sister".

COMMITTEE REPORTS FOR THE SCHOOL YEAR 1977-78

1. Health and Safety

With the completion of the new safety curriculum (1976-77) and the updating of the Scott Foresman Health Book (1977 Edition), the committee meetings held have been used to evaluate the above. We had one system-wide workshop for building representatives for health and safety. This workshop was conducted by the American Cancer Society. The topic was "General Health".

After the workshop held at Yantacaw School, each school was supplied with hands-on materials geared for grades K-3 (free of charge) which blended in nicely with our own program. We also received an open invitation to visit their office to view and sample other programs, in the health area, of interest to Nutley.

The Board of Education conducted another nutrition workshop - an updating of the one held last year. Several teachers from Yantacaw attended, brought back materials to share, and were very pleased with the program.

The schools shared several films and programs on safety and health.

Officer DeBello was replaced as the assigned officer working with the schools. As a result, to date, we have not had the individual contact between the police department and school children which was so meaningful last year. I plan to contact the police chief to encourage the continuation of the program for the 1978-79 school year.

II. ARTICULATION COMMITTEE

I have been assigned to co-chair this program with Mr. Primamore, Principal of Franklin School.

The elementary (6th grade) teachers met with the 7th and 8th grade teachers at Franklin School. The agenda called for large group and small group activities aimed toward establishing guidelines to implement better articulation between the elementary and middle school.

I met with the middle school principal, guidance personnel and others to set up a continual program of articulation. From this meeting we arranged for several people to visit Franklin School for all or part of the day. They, in turn, reported back to other teachers as to the programs, how the children adjust and general concerns.

The guidance department, as usual, made a visit to all elementary schools. I conducted a personal tour for them explaining our program at Yantacaw. They met with the 6th grade pupils and later teachers.

Mr. Primamore will, for the first time, conduct an evening meeting with 6th grade parents explaining the Middle School Program.

In Yantacaw School, the articulation program continues as in the past, hopefully, with some added improvements (i.e., grades meet from time to time discussing articulation concerns; each grade has identified and recorded basic skills that should be taught (in areas of reading, math and language arts); they have reviewed new curriculum guides (science, math, safety); are looking for concerns and ways to implement the programs; and finally, compile information for an evaluation by the entire staff. Similar programs are going on in all elementary schools. Next year representatives from all five elementary schools will meet and attempt to consolidate our efforts and share these with all school personnel, with an emphasis on the middle school.

OTHER SIGNIFICANT ACTIVITIES

1. Student Council Activities: Two representatives per class from grades 3 to 6 meet every Wednesday. They have lunch from 11:30 until 12:30 with the building principal. During this time the concerns of the children, teachers, parents and the community are discussed. We also reviewed the school goals. This affords the building administrator additional time to meet with children and listen to their concerns.
2. Project Help: Programs are continuing for children in math, reading and other areas, before school (mostly at lunchtime) and after school.
3. Individual Conferences: These were held between the principal and children of all grades as in previous years.
4. Group Guidance: Several groups of children met with the principal during the year. This not only gave me another opportunity to meet with children, but allowed, in some cases, all the teachers on a particular grade level to meet during the same time.
5. "Special Education Graduation": Once again our 6th grade children will benefit greatly by taking part in this program. They will sing several songs for the occasion and meet with the graduates.
6. "Our 75th Birthday Party": Special attention was given to Yantacaw School for its 7th Anniversary during the Spring Concert. The program ended with all who were present (children and parents) singing "Happy Birthday" and enjoying birthday cakes supplied by the Mothers' Club. Mrs. Wightman, Board of Education member and parent shared the evening with us.
7. Enrichment Program: The philosophy of "Yantacaw's Student Enrichment Program" is to give extended instruction beyond the regular classroom curriculum and experience (for all children).

Classes are scheduled once a week (Thursday) from 2:30 to 3:20. All fifth and sixth grade students, special teachers, regular classroom teachers, the building administrator, interested citizens and other staff members participate.

Parents were notified about the program in advance, and each child, aided by parents, was given an opportunity to select areas of interest. The course selections were listed by title and description, in order of preference (1 thru 11). It was the staff's intention that students develop positive attitudes and interests in a mini-course of study, rather than a particular instructor. Class sizes range from 9 to 15 - an ideal teaching situation, allowing for more individualization.

Evaluation of Program: Courses presently run for 8 weeks (4 choices per year for each child). Each teacher reviewed each lesson upon completion and evaluated the course with the students and in several cases, with parents.

The program proved successful from an administrator's view. We were able to accomplish our goals as follows: 1. Develop an enrichment program through the cooperative planning of parents, teachers, students, and other citizens; 2 Afford an opportunity to all to select what they were interested in doing (teachers also had a choice); 3. To tap community resources for taking part in our teaching/learning pilot program.

The courses offered were as follows: Every Day Math, Physical Fitness, World Cultures, Research mini-course, Plays and Dramatic Readings, Woodworking With Metrics, Pottery, I Like to Write, Mini-Singers, Speed Reading, Travelogue, "Who Am I?" (taught by Dr. Davis for the last segment).

8. RAP (Reading Appreciation Program): This program started in April 1977 and was established to accomplish a threefold purpose: helping children, helping senior citizens through worthwhile activity; and it would not interfere with the instructional program already in progress.

Activities would include reading with and to the children with a plan to follow up with skill practices such as comprehension, illustrations, sequencing, listening, oral and written expression, dramatics and puppetry.

Team meetings would be held for the purpose of making adjustments and improvements in the program when necessary.

Initially, an organizational meeting was held including several senior citizens, teacher representative, school administrator and a few parents, to discuss the feasibility of the program and ways to implement it.

An interested citizen was appointed liaison between the school and the volunteers, and one of our second grade teachers took the responsibility for directing and guiding the reading and activities shared by the children and our volunteers.

In addition to reading activities, one of the senior citizens, who had been a public relations executive previously, willingly shared some of his travel experiences with the children through slides.

T & E REPORT AS IT RELATES TO YANTACAW SCHOOL

To provide a thorough and efficient education to all the children has always been a primary goal of education. In Nutley, as witnessed by the monitoring team, we more than meet the requirements of the state in this area. There have been both pros and cons attached to these T & E guidelines. The advantages are very obvious. If nothing else, it reminds all of us how important educational responsibilities are, and the necessity to implement programs that will help all children in the teaching/learning situation. The other important advantage is that it forces all of us to establish goals and evaluate them according to the effect they have on children and how they learn. T & E also forces school systems to involve the total community in the educational plans.

Some of the disadvantages, as I have seen them, are: 1. An excessive amount of paper work - in some cases duplication - which takes valuable time away from working with children and teachers; 2. A great deal of teacher/pupil contact is limited, when teachers have to address themselves to additional paper work and testing. This is not to say that testing in some areas (especially those areas tested and evaluated by means identified by the Board of Education and educators before adopting T & E guidelines); 3. Another disadvantage is the amount of time spent during school hours and after by the Child Study Team members, fulfilling added requirements. In most cases, this work is in addition to all the work designed prior to T & E. Finally, the added meeting held to discuss the T & E guidelines and/or changes which takes principals, teachers, etc. away from where we are needed the most - with children teachers.

Perhaps, as mentioned by other educators, the emphasis for T & E in the future should be aimed at improving educational programs not only by a paper war, but within the implementation of programs.

LINCOLN SCHOOL

Number of Students 480 (including 31 Special Ed. Youngsters)

Number of Classroom Teachers 22 (including 4 Special Ed. Teachers)

Number of Specialists 14 (including Inst. Music, Music, Library,
Art, Physc, Ed., LDS, Speech (2)
6 (Title I and SCE and Supplementary)

Test results were used in the following ways:

- To measure pupil progress and gain.
- To establish groupings for reading.
- To provide for individual help.
- To determine those in need of supplementary help.
- To implement T & E.
- To report to parents.

Public Relations Programs:

- About 520 parent conferences.
- Kindergarten Orientation.
- P.T.A. Meetings.
- P.T.A. Council Meetings.
- State tests meeting with parents to explain results.
- Meetings with class mothers.
- School newspaper - Hilltop News (3 editions)
- Principals newsletter to parents (monthly) Dee Dee Gram.
- Musicale.
- Art display in bank and in stores.
- Talent show (we involved 2 senior citizens this year).
- Budget presentation.
- Involved parents to help with class trips.
- Special Education Girl Scout program.
- Boy Scouts, Girl Scouts, Brownie and Cub Scout programs.
- Evening programs presented by the children such as: Band, orchestra, chorus, Thanksgiving, Easter and Christmas shows.
- Pen Pal get together with Nishuane school in Montclair (3rd grades).
- Easter programs presented to the Washington school youngsters.
- Principal's participation at Board of Education meetings.
- Dress up day (once every 6 weeks).
- Super Citizen award (every 6 weeks).

In Service Programs for staff members:

- Workshops or in-service in the following:
- Use of Cuisenaire Rods
- Iowa Testing
- State Testing
- Math curriculum and use of McBee cards
- State compensatory program

Child Study Team referrals:

How many? -	3	Classified for first time -	0
Updates -	4	Resource room program	
Acted upon -	3	because of classification -	0
		Special classes -	0

Results of Team Referrals:

Suggested changes in placement or programming.
 Change in programs to fit needs of youngsters referred.
 Made teachers aware of the problems so that they would be able to assist on a one-to-one and day-to-day basis.
 Met with parents to solicit their cooperation and help and make constructive suggestions.
 Provided supplementary help as needed.

Workshops attended by Principal:

I have attended workshops and in-service programs listed above which were held in Lincoln School plus the following:

E.C.C.A. workshop at E.I.C. with one of my teachers on Learning Station concept.
 E.C.C.S.A. workshop at E.I.C. on Teacher Evaluation.
 E.C.C.S.A. workshop at E.I.C. on negotiations.
 E.S.A. Winter conference on Evaluation Techniques and Program Improvement.
 E.C.C.S.A. workshop on Programs for the Gifted.
 E.S.A. Spring conference -
 Topics: Changing Population Trends.
 New Dimensions of Leadership.
 Pursuing Excellence Through Tenured Staff Evaluation.
 Held 2 Language Arts committee meetings in Lincoln school, and I attended both.
 Scoliosis in-service program at Lincoln school - Attending Nurses and Physical Education personnel.

Recommendation of Curriculum changes:

I recommend that the four major academic areas: English, Math, Science and Social Studies, be taught by a person who is expert in each subject. To do the above, we would have to departmentalize grades 4 to 6. This would accomplish 4 things:

1. Area (subject) would be taught by an expert who would be able to concentrate solely on that subject, thereby improving instruction.
2. It would eliminate anxiety on the part of teachers who are now teaching all areas and who do not feel comfortable teaching certain areas.

3. It would improve, in my opinion, the basics which need improvement.
4. It would allow for a full concentration of structured time in the major areas, and make better use of this time.

*- It is natural that a teacher now concentrates on subjects that are more familiar and spends less time on subjects which he or she is not comfortable with. In grades 1 to 3, I would recommend that we have at least one expert (certified) Remedial Reading teacher who can teach the slow readers in every class for at least 20 minutes a day in small groups. This would be in addition to the regular reading class taught by the classroom teacher. If that reading teacher has time, she can then take the very slow in grades 4-6 for remedial reading. This will also permit larger classes and I don't believe it would be much more expensive than at present.

Equipment purchase:

Continue to replace all old wooden furniture.
 Purchase sound 8 M.M. movie camera. (We voluntarily cut this item this year).
 Purchase new file cabinet for main office.

Physical Plant

We still need a new roof very badly. Money was appropriated last year, and I hope the amount was for a new roof and not for cosmetic repairs. We need to remedy the "wet wall" at the kindergarten entrance and hallway. We received much parental static over this last Thursday. I will ask that the kindergarten floor be covered with all-weather carpet. Linoleum needs replacing.
 Leak in front stairs causing flooding in cafeteria storeroom should be one of the highest priorities.
 We must continue to repair sidewalk around the school for safety reasons. We will continue to utilize all empty rooms as best we can, for supplemental help. Rooms 107 and 210 have been used very effectively.

Short Range Goals:

We will continue to change for reading and math at the 3rd grade level. It works well.

We had expected, as one of our goals, to have K-3 make greater use of the science room. This was not fully achieved because of a lack of time due to a bigger testing program. However, next year, I will stress a more equitable time schedule, so that all can make better use of this fine facility.

One of my previous short range goals was to do a better job in kindergarten with readiness. I think we have achieved this goal by concentrating on expectancy. We (1st grade teachers) pre-tested kindergarten youngsters to find out what knowledge (general) youngsters had and

what was lacking. The kindergarten teacher was to concentrate on those who lacked the skills for 1st grade. Those who had weaknesses at pre-tests were then post-tested to see how well they progressed and improved toward readiness for 1st grade.

Getting all first grade youngsters into reading and math by the end of the year are two on-going goals which we have achieved. My personal thanks to the first grade teachers: Miss Griffin, Mrs. Loffredo, Miss Mansueto, to Miss Di Geronimo, Miss Apple and Mrs. Broffman for a job well done.

Long Range Goals:

To have learning stations in all rooms K-6 and to individualize instruction wherever possible.

I think we have achieved this goal as well as can be expected and teachers are concentrating more on individual needs than ever before and the youngsters are finding success, in most cases, instead of failure. It also makes learning more fun.

New Programs Through Use Of Pre-testing and Post-testing. Indicate results.

Kindergarten program for readiness listed above had good results. We did not have a program for parents of pre-school children. It will be one of my goals for next year.

Resource Room:

Number of children receiving supplemental help (Beadleston): 7 with 1 teacher.

Number of children receiving help through Title I: 31 with 2 teachers.

Number of children receiving Compensatory help: 54 with 3 teachers.

Number of children receiving help in Reading: 34

Number of children receiving help in Math: 20.

School Trips

Our trips were limited due to commissioner's ruling on making Boards of Education financially responsible for trips which cost money. However, we did manage our share of trips thanks to our school buses and the wonderful cooperation and help of Mr. Hoffmeister.

1st graders to Town Library

1st graders to Van Riper's Farm, Woodcliff Lake, N.J.

2nd graders to Morristown Museum

3rd graders to Morristown Museum; school trip to Washington school to present Easter play.

4th graders Trip to Newark Museum; Thomas Edison Historical Institute.

5th graders to the Industrial Arts show at the High School.

6th graders - two trips to Morristown Museum to see different programs.

The 6th grade camping trip was cancelled because of ruling mentioned above. Again I say, the youngsters are the losers and people in authority (Board of Education) should pressure the Legislature into passing a permissive bill so that school systems can again have worthwhile trips. Trip to High School to see Industrial Arts show.

Special Education Program to Lincoln School

I hope that with the changes planned for 1978-79, the Program will improve.

Progress Report on Committees I chaired:

1. Scoliosis Committee - I held a meeting attended by Physical Education personnel and nurses. Program was worked on. Recommendation for grades screened, parental permission flyer and personnel to do the screening etc. was submitted to Mr. Fowler. Program was adopted. Screening was held.
2. Physical Education Curriculum committee - We held one meeting. At the end of last year, I recommended to Mr. Fowler that separate curriculums be submitted--K-6 and 7-12. There have been additions and deletions to K-6 curriculum, and we are ready to have it printed.
3. Social Study Textbook Committee - We are due for an update on our textbooks. I understand that work on a curriculum will be done this summer. When that work is completed, we can start our Textbook committee again.
4. Outdoor Education committee - This committee is dormant. We cannot do anything with this until the Legislature passes permissive legislation or our Board of Education decides to pay the bill for a camp trip.
5. The Junior Olympics has been turned over to me starting this year, and I will try to do the job as well as Mr. Fowler has done in the past. I will need the full cooperation of the Central office, Business office and all the principals.
6. The Patrol Picnic has also been turned over to me, and I will do my best to serve the youngsters of Nutley.

Reflections On the Past Year

I have tried working on the things I was criticized for on last year's evaluation. I have attended the aforementioned workshop, conferences, and meetings of all types. I don't know that doing this has made me a better principal but, if that's what the Central office wants, I shall continue to attend things that I feel might help me and the children of Lincoln School.

We have attained the goal of keeping vandalism to a minimum. We did this with constant "preaching" by the teachers and me. We tried to make the youngsters understand that vandalism hurts everyone. The Super Citizen award, given out every 6 weeks to one youngster in each grade, has helped.

This goal will continue to receive high priority in the future. I think we've turned the corner with our students. The police have to get involved now and patrol the grounds at night. Every act of vandalism around Lincoln School has been after dark and by older youngsters.

My second goal of establishing good public relations between school, home and community has progressed as well as I expected. This, too, has to be a continuous goal.

The third goal of getting kindergarten youngsters off to a good start so that they will be better prepared for first grade has been helped by the wonderful volunteer work and testing by Miss Griffin, Miss Mansuet^o, Mrs. Loffredo and Miss Di Geronimo. The whole kindergarten situation could stand improving. I can't change personalities.

The fourth goal to implement the new math program has been achieved with a minimum of problems. I think it would be helpful if we had a follow-up poll of the teachers to get their reaction to the entire program.

The fifth goal was to attend more workshops, in-service programs, and out of town conferences. I attend about eight. Some were listed on a previous page.

Personally, I feel it has been a good year. I've had almost total parent cooperation. Four parents take turns in giving out teacher supplies every Friday.

Lack of knowledge and communication on the proposed change in the Special Education program has riled a few of them, and it has caused some anxious moments for me. I tried to set the parents at ease by having a question and answer session Thursday, May 11th. I answered questions for 1½ hours. I satisfied the majority who were present. We had a very profitable and educationally beneficial Book Sale from the Bookmobile, Santa's store for Christmas, and plant sale for Mother's Day. The youngsters learned to select and buy discriminately. The 5th grades had a round robin tournament in Math, Social Studies and Spelling.

The T & E monitors, student teachers, supervisors, and visitors made favorable comments about Lincoln School. The youngsters seem happy and are learning. The teachers are happy to be working on our team. Mr. Fowler made favorable comments on my evaluation and finally made me feel that I was doing a good job and the Central Office recognized that fact.

All in all, it was a better year than last and I am looking forward to the coming year with all its challenges.

Use of Test Results:

In Addition, there were five P.T.A. Executive Committee meetings -- committee members, principal, and teacher representative attending.

2. Other P.T.A. activities --
P.T.A. Newsletter, Bake sales, Square Dance, Cook Book, Communications Committee (Nutley Schools Planning Committee Report, Mini-Convention), Strawberry Festival
3. Parent Meetings --
 - a. In September, principal met with parents new to Spring Garden (Kdg. and others) to discuss school policies, procedures and educational programs.
 - b. In May, parents of present kindergarten youngsters were invited to see their children "in action." Also in May, next year's kindergarten children and their parents were invited to visit classrooms and hear about the first year of school.
 - c. Parents of children receiving supplemental instruction (Title I and SCEP programs) attended meetings (4). Programs discussed by principal, learning specialist, supplemental teachers, and other district personnel. Suggestions for parents were discussed. Parent concerns and suggestions were considered.
 - d. National Education Week -- Parents invited to observe classes in session, Book Fair, and display of reading textbooks, workbooks, supplemental materials, and A/V equipment.
 - e. Three meetings -- Two afternoons and one evening -- results of standardized tests were interpreted and discussed by principal and learning specialist. Each parent attending received summary copy of child's test results.
 - f. Parents of 5th and 6th grade girls invited to preview special hygiene film to be shown to their daughters by the school nurse.
4. School Newspaper -- "The Beagle Bulletin," a student publication containing creative works by students of all grade levels (poetry, stories, puzzles, etc.), interviews, articles about class plays, class trips, safety, holidays, etc..
5. Assembly Programs -- All grade 1, 4, and 5 classes presented class plays. There was a student talent show. Parents were invited to attend all plays and talent show. There were several special assembly programs -- Public Service Electric and Gas Co., professional violinist, pigeon fancier, Kimberly Academy Choral group, Turtle Back Zoo.
6. Contests - - Many youngsters participated in essay and poster contests sponsored by various town organizations.

7. Parent-Teacher Conferences -- Each classroom teacher held conferences with parent(s) of each student to discuss child's progress. Resource Room teachers held conferences with parents of children participating in supplemental instruction programs.
8. Parent-Principal Conferences -- Principal has "open-door" policy. Parents are encouraged to meet with principal to discuss parent concerns, pupil progress, test results, academic/social problems of child.

Pupil Transfers:

This school year we received 33 students. There were 36 students transferred out (18 of these are students that will leave Spring Garden in June because of residence changes or transferring to private/parochial schools).

Child Study Team Referrals:

Number of Referrals5

Number acted upon5

In addition, there were 6 follow-up evaluations of prior referrals.

Prior to submission of referral, principal notified parent to explain reason for the referral and procedural information. Parental permission was secured in each case.

Following the evaluation, the principal, teacher(s), Child Study Team member(s) involved met with parent(s) to interpret findings and to suggest techniques/activities for school and home to provide for the needs of the child.

School In-Service Programs:

1. Use of Instructional Television - conducted by Channel 13 Educational Division.
2. Analyzing Standardized Test Results - Mrs. Gillies conducting.
3. Mathematics Curriculum - Principal and the two teacher representatives to District Math Committee demonstrated, and discussed for faculty, use of McBee cards to record pupil progress.
4. Safety and Health Curriculum - The two representatives (school nurse and one teacher) to district safety/health committee demonstrated use of supplemental materials.
5. Articulation - School schedule provides for teachers at each grade level to meet together for one period per week (their classes are scheduled with special subject teachers for this period). Teachers use this time to plan, coordinate and discuss curriculum, materials, objectives, teaching strategies, problems, student progress, etc.
6. Building representatives to the various district committees report to staff activities and progress at staff meetings and at other times as noted above.

Professional Improvement (Principal) 1977-78 school year

Completed 7 graduate level college courses (21 credits)

Monmouth College: The Teaching of Reading
Values and Morality in the Schools
Options in Education

Jersey City State College: Educational TV
Media and Technology in American Educ.
Values Clarification in Career Educ.
Issues Affecting Career Educ.

Nutley In-Service Courses: School Law
Teacher-Made Materials
New Insights in Classroom Management
Use of Tests in the Classroom

Workshops/Seminars: Programs for the Gifted Student - Montclair State College
Teacher Evaluation - ETS, Princeton
Human Relations - EIC, East Orange
Supplemental Instruction Programs - Essex County Council of School Administrators
Teaching Strategies - Essex County Council of School Administrators

Curriculum Committees Chaired by Principal: (Progress)

Spelling - Plans to supplement weekly lesson spelling words with words developed at each grade level (science, social studies, Math, etc.), words from Dolce Word List and Kottmeyer Word List.

Art - Coordinate art with social studies; use of materials at each grade level; kiln for each elementary school.

Audio/Visual - Keep abreast of all new A/V equipment as developed; educational T.V.; cable T.V.; closed circuit T.V..

Short and Long Range Goals

- Instructional - a. Continued dedication and effort of all concerned to provide youngsters with the best possible educational opportunities and experiences to prepare them for a useful and happy life.
- b. Improvement of student attitudes - self-awareness, self-worth; respect for rights of others; respect for authority, laws, property; accepting responsibility; pride; positive attitudes toward school and learning.

- c. Planning and implementation for career education.
- d. Articulation - continue lateral and vertical grade level articulation to improve instruction.

- Physical Plant -
- a. Develop a manual workshop area (wood, plastics, metal).
 - b. Library for Parents - teaching aids, books and other publications and materials as resources to assist parents in raising and educating their children.
 - c. Develop A/V Center - projection room, storage of A/V equipment and materials.
 - d. Explore the possibility of pre-school classes, along with central administration.
 - e. Senior Citizens' Activity Room.
 - f. Develop a Science Lab.

Concerns

- 1. Funding for education
- 2. Vandalism - senseless destruction of property, litter, unsightliness, repair/replacement costs.

We have had another successful and satisfying school year. We are very pleased with student achievement. The students in general enjoyed coming to school and were anxious to learn.

The total school staff was very cooperative, dedicated, hard-working, and displayed a sincere interest in the youngsters. Professional staff, secretary, custodians, children and parents have worked extremely well together.

We appreciate the cooperation of the members of the Board of Education, Central Office administrators and their staffs, the Child Study Team, maintenance, food service, and health service staffs.

A very sincere "Thank you" for your fine leadership, guidance, understanding, and support; not only for this past year, but for the fifteen years I have known and worked with you.

RADCLIFFE SCHOOL

Number of students..... 396
 Number of classroom teachers... 18
 Number of specialists 4

Use of Testing results

The following standardized tests have been administered to Radcliffe School pupils during this school year:

Gates - MacGinitie	Grades 1 - 6
Iowa Basic Skill Test	Grades 1 - 6
Iowa Cognitive Abilities Test	Grades 3 & 5
State Testing	Grades 3 & 6
Test of Achievement in Basic Skills - Kindergarten Form 2	

1. Class Organization
2. Selection of Instructional material in accord with pupil needs and interests
3. To ascertain pupil's strengths and weaknesses
4. To guide teachers in personalized programs for those in need
5. Reporting to parents
6. Re-evaluation

Public Relations Programs:

P.T.A. Meeting and functions:

Sept. 27, 1977	Open House
November 18, 21, 22	Bookmobile
November 8, 1977	Cake Sale
November 15, 1977	General Meeting
Dec. 7, 8, 9	Santa's Workshop
Jan. 24, 1978	Open House - Bd. of Ed. Candidates
March 28, 1978	General Meeting
April 7, 1978	Chinese Auction
May 12, 1978	Mother's Day Plant Sale
May 24, 1978	Spring Musicales

Executive Board Meetings:

Sept. 13, 1977
 Oct. 11, 1977
 November 15, 1977
 December 13, 1977
 Jan. 24, 1978

February 15, 1978
 March 28, 1978
 April 11, 1978
 May 9, 1978
 June 6, 1978

These Executive meetings not only included P.T.A. officers but Committee Chairmen and committee members-at-large as well as Mr. Robert Rusignuolo, our Board of Education representative.

Parent Conferences

All teachers are required to hold a minimum of one conference with parents during the school year. Additional conferences whether initiated by parent, teacher or principal are scheduled when the need arises.

Permission to review tests, records, progress reports pertaining to special programs were conducted when requested by parents. Whenever necessary, Miss Barbara Hirsch, our Learning Disability Specialist became an integral member of these conferences.

Radcliffe News

Our P.T.A. is to be commended for supporting this publication. Miss Rosanna Tangorra, one of our first grade teachers has been responsible to collect, edit the children's efforts and turn it over to our responsible parents for typing, mimeographing and collating. This publication affords me the opportunity to communicate with all my parents.

Scouting Program

All phases of scouting for girls and boys is conducted at Radcliffe School. Our P.T.A. has been most generous in supporting these activities.

School Safety Program

Our school's safety program is made up of 6th grade girls and boys stationed at a post as close to their home as possible. Mr. Stanley Bielawa is in charge of this program.

Halloween Parade

All Radcliffe school children participated in this fun-related parade on Halloween Day. Most teachers including the building principal dress for the occasion. Class parties were enjoyed prior to the parade. A host of parents viewed this activity.

Christmas Party

All classes enjoyed the Christmas spirit by having a tree in their rooms, cards, decorated bulletin boards and class parties. Ice cream was provided to all children by our P.T.A..

Beadleston, Title I, State Compensatory Programs

Parent meetings were held for permission to participate, orientation of objectives, periodic reviews and a final progress report. Miss Barbara Hirsch, teachers in this program and the building principal attended all meetings. Date of meetings:

October 24, 1977
January 16, 1978
March 10, 1978
May 12, 1978

Assembly Programs

Lower and Upper grade assemblies were held throughout the school year. Parents and relatives are always welcome. Some of our special programs were:

December 8, 1977	High School Wrestling Program
October 7, 1977	YMCA - Indian Guides
January 6, 1978	Stephan Wolosonovich, Violinist
March 31, 1978	Public Service - "Energy"
May 10, 1978	Master Singers, Kimberly Academy, Montclair
May 25, 1978	Pushcart Players - "Stretch-Grow, Here We go"

Report Cards

All teachers are required to substantiate their marks by written comments for each marking period. As building principal, I review each pupil's report card and add my comments. In this manner, children, teachers and parents know there is total participation and interest.

Field Trips

October 25, 1977	Kindergarten visited Van Riper's Farm, Woodcliff Lake
November 18, 1977	Sixth Grade trip to Hayden Planetarium and Museum of Natural History
April 12, 1978	Fourth grade trip to Museum of Natural History
May 4, 1978	4 Z trip to Crane House, Montclair
May 8, 1978	5th grades to Montclair State - "Jim Thorpe"
May 15, 1978	4th grades to Montclair State - "Jim Thorpe"
June 6, 1978	6th grades to Papermill Playhouse - "Pirates of Penzance"

Communication Releases

Notices are sent home to parents throughout the school year concerning school procedures, children's safety, calendar changes, and all other pertinent information to keep parents informed.

Phone contacts, too numerous to mention, are recorded daily throughout the school year, in reference to academic and social problems involving children of Radcliffe School.

Parent Meetings

A series of these meetings in school are arranged through our classroom mothers at each grade level. As building principal, I address all these meetings and make the necessary arrangements to have teachers present:

<u>Grade</u>	<u>Meeting Date</u>
Kindergarten	October 3, 1977
First Grade	October 5, 1977
Second Grade	October 7, 1977
Third Grade	October 17, 1977
Fourth Grade	October 12, 1977
Fifth Grade	October 14, 1977
Sixth Grade	October 19, 1977

Teacher's Meetings

Teacher's meetings are held the first Monday of every month. All school related concerns are discussed at this time.

Grade level meetings are also held every other month or when applicable. These are held in the Principal's office to further discuss reading groups, changes, materials, and programs to meet children's needs. Our scheduling procedures permit this to be an integral part of our program.

Teacher Breakfast Program

During the school year, each grade is in charge of preparing breakfast for the staff. We arrive early and are ready to receive children when the bell rings. This affords us a unique way to socialize and communicate.

School Library Contest

All Classes were involved. The class that received the most points for the number of books read was declared the winner.

First Place - Miss Hagert, 2nd Grade
 Second Place - Mrs. Tennis, 5th Grade
 Third Place - Miss Glasgow, 5th Grade

1. This contest lead to more books being read and returned.
2. Cut down on lost books.
3. Encouraged children to be more responsible as a group.

Art Show

Radcliffe School students in grades 3 - 6 participated in an Art Show display in the lobby of the Nutley Savings and Loan Bank from May 5th to May 26, 1978. The show included a sample of the children's art work completed in class during the school year. Paintings, drawings, masks, weaving and macrame were some of the projects brought in voluntarily by the children for the art show.

Field Day, June 2, 1978

Friday, June 2, 1978 was an exciting day on our playground. Mrs. Krellman organized activities for the boys and girls. Grades 4 - 6 competed on the upper playground, while Kdgn. - 3rd grade participated in the lower playground.

All teachers were actively involved. Two teachers were stationed at each event to help direct and control the various events. Many parents witnessed and enjoyed the day. The P.T.A. graciously gave the children orange juice and ice cream. It was a fine day for the children.

Workshops Attended:

September 19, 1977	Math Workshop - Radcliffe
November 18, 1977	Reading Fair - Radcliffe Library
December 19, 1977	Math Workshop - Radcliffe
February 6, 1978	Teacher - I.Q. Workshop - Radcliffe
February 9, 1978	Parent - Cuisenaire Rods Workshop - Miss Hirsch
February 13, 1978	Senior Citizens - Reading Appreciation Workshop - Yantacaw
March 13, 1978	Seminar - Gifted/Talented - Montclair
March 14, 1978	Seminar - Evaluation - West Orange
May 1, 1978	Teacher Workshop - Essex County 4 H Agent John Hassert - Talking Plant - Radcliffe
May 4, 1978	Interpretation of Iowa Basic Test - Radcliffe

Child Study Team Referrals

Number of referrals.....	10
Number acted upon.....	9
Number re-evaluated.....	3

Prior to any work-up, parents are informed and sign the necessary forms. Following all work-ups, there is a meeting of building principal, Learning Resource Specialists and teachers to review and communicate all necessary data and information to best meet the needs of the pupil.

There is constant and ever-going communication with parents during the entire process.

Radcliffe School Goals

Goal: To continue to modify and revise our Enrichment Program to meet the needs and interests of our students.

Progress: All 5th and 6th graders participate once a week for one period in this program. It is held on Wednesdays the last period of the day. Teachers of 5, 6 and all Special Area personnel are involved. Pupils had a choice of the following topics: clay sculpture, cooking, tennis, chorale, chess, fundamentals of sports, camping, Folk Dancing, model building and nature appreciation.

At the termination of our second marking period, our teachers modified the program offerings to better meet the needs and interests of our students. Course offerings are now in the realm of realities of math, tennis, dramatic readings, camping, chorale, weaving, folk dancing, newspaper analysis, fundamental of sports and career awareness. We aim to continue to modify and change programs throughout the school year. Another updating and curriculum change was made the week of April 11, 1978.

Goal: To continue to keep the lines of communication open between the school and the community.

Progress: Periodic reminders in the form of notices sent home to parents whenever necessary.

- (a) Changes in school programs, holidays, etc.
- (b) Telephone calls by teachers to parents
- (c) Telephone calls by building principal to parents
- (d) Notices of meetings at school
- (e) Title I and State Compensatory Education parent meetings
- (f) Teacher conferences with parents
- (g) Teacher, parent and building principal conferences
- (h) Teacher, parent, Child Study Team members and building Principal conferences.
- (i) Children's work folders sent home periodically for parent review
 Test papers sent home for parent signatures
 Failing notices sent home when necessary
 Teacher comments written on each and every child's report card
 Building Principal's message in the Radcliffe Newsletter
 Building Principal's comments written on each and every child's report card
 Parents of children who have taken the Iowa test - grades 3 - 4 - 5 and 6 are invited to review their child's results. To date, we have fifty-five parents who have called in and arranged for a conference.

A very positive vote of confidence was displayed by parents at the recent budget passing which is a good indication of our total involvement.

Goal: To insure the best teaching techniques as they relate to the education of Radcliffe students.

Progress: Since T and E expects "management" to have priority goals, the teachers at Radcliffe have established three goals they feel important enough to stress during this school year.

These goals are reviewed at our regularly scheduled grade level meetings held each month. They have been aired and discussed throughout the school year.

Example of Teacher Goals:

1. Learn how to be a good citizen.
2. To develop the recognition of what rules are and why we need them.
3. Provide constant stimulation in the child's learning environment.
4. Learn to respect and get along with people with whom we work and live.
 - (A) All teachers are required to submit to the office their planbooks for approval.
 - (B) All teachers are required to submit copies of tests given to their students.
 - (C) All homework assignments are red-lined in their plans.
 - (D) Folders of students' weekly class assignments, tests, etc. are sent home periodically.
 - (E) Teachers are required to write comments on all report cards.
 - (F) Principals' comments on all report cards insures full understanding and interest by all concerned.

Goal: To continue to promote and generate school spirit.

Progress: Teachers helping students to recognize the school's importance in their life. This is an on-going process.

Creation of respect and spirit for Radcliffe School and its staff is also a daily occurrence in the classroom. Building principal makes this a part of every Assembly program.

All children at Radcliffe were involved in the Field Day program on our playground. This was our third year in this special event.

Our intra-mural basketball contest between 5th and 6th grade girls as well as boys was the highlight of the month of March. Class against class eliminations were held and Mrs. Lubenow's 6th graders won the contest. Credit for this contest goes to Mr. Stanley Bielawa, our 5th grade teacher.

Goal: Establish Tutorial Program

Progress: Peer tutoring in the classroom is an on-going experience carried on everyday. Children at learning stations help each other. We have three senior citizens who are involved in our volunteer program. Mrs. Chalmers, Mrs. Schafer and Mr. Hooper are working in Mrs. Schmid's third grade as reading tutors. We expect this kind of approach involving our Senior Citizens to expand.

Our enrichment program in the future plans on involving some of our 5th and 6th graders as tutorial aides in the lower grades.

Goal: To continue to encourage a greater interest and enthusiasm to read.

Progress: Our morning language arts program encourages more time spent on this goal. Pupils at every grade level are encouraged to read at every spare opportunity -- before the bell rings AM and PM sessions, between assignments or Special classes, and at the close of day. Teachers are encouraged especially at the lower grades to send children to the office to read for the building principal. "Readers are Leaders" pins are given to these pupils.

Our lunchers, whenever they are stationed in the Library, are also bringing reading material to best occupy their time.

Book reports and oral reports, especially at the higher levels encourage and promote a greater interest towards this goal.

Goal: To provide teachers with in-service seminars as part of our monthly meetings.

Progress: Teachers meet once a month at regularly held principals' meeting - first Monday of each month. Representative of Math Committee reviewed newly adopted curriculum and explained McBee cards which are to be used in grades K - 3.

Mrs. Hillyer of the EIC Center from East Orange has conducted a 3 day workshop on Teacher-made materials to be utilized in the classroom.

Iowa Basic Test seminar conducted by Mrs. Lucy Gillies and Miss Hirsch was held on March 6, 1978.

Goal: To curb vandalism as much as possible.

Progress: Teachers are constantly reminding their class as to this problem. Also stressed at all assembly programs.

Most of our vandalism problems are the result of older students who use the playground facilities due to its convenience and physical attributes. It lends itself to games older boys are involved in such as: baseball, hockey, etc.. Police involvement and cooperation whenever necessary is and must continue.

Goal: To promote and encourage articulation throughout the grades.

Progress: Initiated at all monthly meetings.

Grade level meetings in principal's office promotes teacher discussion and sharing of ideas comparing the needs and interests of pupils.

Math curriculum and its implementation is stressed at these monthly meetings. Results of Iowa Basic Tests has become a very important phase of articulation grade by grade. Science curriculum is also reviewed and progress noted.

Our sixth grade teachers met with the 7th and 8th grade teachers at Franklin School on March 20, 1978.

SIGNIFICANT ACTIVITIES:

Teacher Breakfast Program

Once a month grade level teachers have opted to provide breakfast for the rest of the faculty. This is conducted before the opening of school. A worthwhile program which promotes rapport and understanding between staff members ... nothing works better. Teachers have also sponsored a Halloween luncheon - October/77 and a Vernal Equinox luncheon - March 21, 1977. Parents have been most cooperative in making other arrangements for their lunchers on these special occasions.

Radcliffe School Liberty Tree Project

Through the efforts of the Essex County 4-H office, I was able to procure enough Red Oak Acorns for each student. For weeks we saved enough empty milk cartons to distribute to each student. On March 8, 1978 each class was brought to the office where potting soil was placed in each child's container by the building principal and school secretary. Each selected an acorn to place in the pot with individualized directions to take home.

This program will be monitored by the teacher and through the combined efforts of the school and home; oak seedlings will be finding their way on the property of many homes.

Who knows - maybe Nutley, someday, will have to change its name!

Math Curriculum Up-date:

The mathematics committee worked during the summer of 1977 and formulated the following program. The mathematics content of the Nutley School System K - 8 program was carefully translated into behavioral objectives which specify clearly what the student is expected to do, and when he is expected to do it.

A pupil profile skill inventory check list was developed offering visual, up-to-date evidence of a student's progress towards the performance of a specific operational skill. This record will be found in the student's folder to be passed on to the next teacher and can be particularly useful for parent-teacher conferences and instructional grouping.

Science Curriculum Up-Date

A committee of elementary teachers worked during the school year 1975-76 and developed a Science Curriculum. Articulation with both Franklin and the High School was an integral part of this study. The thirty member committee (one teacher from each grade per school) established definite subject content areas to be covered at each grade level throughout the Nutley School System. This study was completed on April 1, 1976.

This committee has fulfilled its goal by providing a logical sequence for Science teaching and by preventing undue duplication of subject matter from grade to grade.

I close this report with a sense of gratitude and appreciation to the Board of Education, the Central Office, the Faculty, P.T.A. and all others who have contributed to the pupils of Radcliffe School.