

ANNUAL REPORT
TO THE
BOARD OF EDUCATION
NUTLEY, NEW JERSEY
SCHOOL YEAR 1978-1979

NUTLEY PUBLIC SCHOOLS

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Dr. Ernest Ersfeld	Director of Music
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September, 1979

Members of the Board of Education:

It is with a feeling of optimism that I complete my first year as Nutley's Superintendent of Schools. The cooperation I received from the Board and staff was most gratifying.

The first and most important challenge to me was the formulation of an organizational structure which was functional and easily understood by the staff. For many reasons I chose and implemented the traditional "Chain of Command" model. In this approach the Assistant Superintendent is central to the everyday operation of the system since all principals report to him. Although ponderous at times and sometimes subject to duplication of effort, the system maximizes the probability of communication at the proper level and it defines decision making responsibilities.

Having established an organizational structure, the important process of analyzing needs and determining priorities was initiated. Working with the Board, Principals and Superintendent's Advisory Council, several areas emerged as definite curriculum needs. An evaluation of appropriate information revealed "Elementary Mathematics" and "Expository Writing" areas of the curriculum as those most in need of improvement. Another conspicuous need was that of curriculum articulation among the various grade levels in the system. Preparations were then made for the budget to accommodate plans to begin to combat these problem areas.

The third major area of concentration was in the staffing area. Selection of personnel ultimately recommended to the Board for employment was a major undertaking. The establishment of a pool of able and available candidates was accomplished after many interviews and records analyses. Creation of permanent unassigned substitute positions for the Elementary Schools was an important aspect of the personnel program which will ultimately benefit the children. Much more work will be done in this area in the future.

Rather than enumerate the many other fragmented problems which were confronted, allow me to say that my staff and I look forward to the 1979-1980 school year with enthusiasm and the confident belief that our actions will aid the children of Nutley.

James J. Fadule, Jr., Ed. D.

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1978-79 ANNUAL REPORT

NUTLEY HIGH SCHOOL

Students enrolled:	Grade 9	-	504
	10	-	478
	11	-	440
	12	-	462
			<u>1884</u>

Staff:	Classroom Teachers	-	112
	Guidance personnel	-	7
	Administrators	-	4
	Librarian	-	1
	AV Coordinator	-	1
	Special educational	-	2
			<u>127</u>

I.Q. Distribution:

The following I.Q. distribution is for the class of 1980. It was administered in September, 1978. The only I.Q. test administered and on record is for each Junior class.

<u>Grade</u>	<u>No. Students Tested</u>	<u>No. Students Below 91</u>	<u>No. Students Between 91-115</u>	<u>No. Students Above 115</u>	<u>Median</u>
11	446	58	304	84	103.2

Submitted by:
Louis C. Zwirek, Principal
July 1, 1979

The high school principal's 1978-79 annual report is a partial record of the activities, achievements and progress made in school and related programs.

During the year visitations and evaluations were conducted by monitoring teams from the New Jersey State Division of Vocational Education & Career Preparation and the State Education Improvement Center/Northeast Center. They found the high school maintained a high quality of compliance with State T&E and Federal mandated regulations.

Nutley High School also conducted a self-evaluation for an update of the Middle States Interim Report (1976).

Emphasis this year was placed on administration and staff development. Administration and staff members participated in more regularly scheduled education activities, workshops and self selected professional in-service programs than in the past. Areas covered were curriculum, teacher evaluation, tenure, T&E mandates, job description, professional improvement plans and drug education. An in-service needs survey was conducted this Spring, and individual departments in-service workshops were conducted the last week of school. Monthly programs are now being planned, an outgrowth of the in-service needs study.

High on the priority list was a comprehensive drug education program, involving school and community. Attendance at drug workshops, conferences and seminars by administration and staff was encouraged and highly successful.

A structural program involving members of the Nutley Youth Aid Bureau was presented to students in the health classes. Authorities on the subject, Mr. Fred Streit and Dr. William Burcat, of the State Department, presented programs to the administration, staff and parents groups. Nutley High School also participated with the Nutley Police Department in a cooperative effort on drug abuse and prevention programs and activities.

Nutley High School, one of the first to introduce the C.P.R. course as part of the regular health curriculum, had over 1100 students take part in the program. In subsequent years the program will be offered to all ninth grade students with a refresher course in their junior year.

In my report last year, I voiced serious concern in regard to many aspects of the high school plant and facilities -- mainly, the condition of the school. Since last September, I've seen some positive improvements and I am encouraged. However, there is still much to be done, including setting up a regular ongoing program of maintenance and improvement.

The rest of the report includes information submitted in departmental reports by the department heads which include more detailed information for each department.

English Department

Following are some of the activity highlights of the academic year 1978-79, present concerns, and recommendations..

I. Testing:

- A. New Jersey State Basic Skills Assessment of Spring, 1979, ninth and eleventh grades tested on March 27, 28, 1979.
- B. Annual Standardized Testing: Houghton Mifflin's Tests of Academic Progress given in November 1978: three of the four tests involve language (composition, reading, and literature). A separate set of test labels will be ordered for the English department which will provide standard scores as well as class percentile ranking.
- C. Nelson-Denny Reading Comprehension was used by Mrs. Franklin in the ninth grade developmental reading classes: Test "A" as a pre-test and Test "B" as a post-test during the half-year course. Tests for the second half of the year are still being scored.

Comments: We still face the responsibility of selecting a more up-to-date test for the Reading course. Mrs. Franklin has preferred to stay with the N-D until the conclusion of her responsibility, thereby leaving the selection of a new testing device to her successor. Mrs. Musco will consider this test selection a priority for the fall.

II. Curriculum:

A. Reading course for ninth graders:

- 1. Correlation and articulation with middle school program is urgently needed. Repetition of materials causes an unnecessary demoralizing effect on students.
- 2. Changes in the use of reading laboratory will be a consideration for the new reading teacher during the first year; the present intention is to follow the program as set up by Mrs. Franklin for at least the first full year.

B. Unit program:

- 1. Mrs. Mickey has worked very hard to give cohesion to the activities of the Unit. She sees to it that a dittoed program of activities including each teacher's period-by-period assignment is included.
- 2. Mrs. Mickey has devised and carried out a magazine created and produced by the Unit students; regular issues give her students an opportunity to put language to use in a way which is real to them.

C. Electives:

1. Great Books, originally a one-semester course, has completed its first year as a full year course. The Literature of the English Speaking World course has developed well as a course for the average college-bound student. There is no longer a repetition of material between these two courses.
2. Concern is that electives can shortchange the student who deliberately selects the least challenging courses:
 - a. A writing program designed to cover all juniors and seniors helps to establish a common level.
 - b. Supplementary reading is a part of all electives.

There is still a strong need to consider limiting electives to the senior year so that some common heritage in American Literature can be presented in the eleventh grade.

D. Special programs:

1. Humanities: continues to be one of the most important courses which the English department offers. Skills, facts, experiences all contribute to an almost independent study approach to the great ideas of mankind.
2. The Journalism/Industrial Arts program: still, to our knowledge, the only course of its kind in New Jersey high school curricula. Change in personnel has not hindered the continued interest and involvement of students.
3. Career Education:
 - a. English III and English III I.C. classes have profited from the cooperation between classroom teacher and a guidance counselor in the Career Interest Unit which precedes the Junior Research Paper.
 - b. Other planned, cooperative activities will be set up by grade level, as much as possible, for 1979-80. This problem of correlation of Career Education presentations is a priority item for the in-service day at end of June.
4. Help for foreign students:
 - a. It is established policy that all non-English speaking students be evaluated by Mr. Tiene before placement in either an ESOL class or an English class.

- b. At the end of each year, a conference is held with the English department head, Foreign Language department head, and ESOL teacher to determine whether a student is ready to leave the ESOL class. Recommendations are forwarded to the Guidance department for scheduling.

5. Library use:

- a. Rearrangement of library stacks as suggested by Mrs. Carney may help to cut down on the casual pilfering of books.
- b. Visits by the librarian to the homerooms to get under-class obligations (books not returned and fines unpaid) has helped. Students do not always respond to notes.
- c. Proposed policy to pull report cards and the next year's schedule until obligations are met should help a great deal.
- d. Cooperation from Vice Principal Conrad was appreciated; freshman and sophomore obligations were drastically reduced because Mr. Conrad would not allow students to take finals until obligations were cleared up.
- e. Continued stress on use of library:
 - 1) Supplementary reading selection periods.
 - 2) Practice in use of reference shelves.
- f. The need to use the library as a "study hall" or "holding area" for freshmen continues to frustrate the library's use as a reference source.

III. Extra-curricular programs:

A. Drama:

- 1. Drama Club has drawn and occupied over one hundred students in worthwhile after-school activity.
- 2. Two productions:
 - a. November production of "The Effect of Gamma Rays on Man-in-the-Moon Marigolds" was excellent.
 - b. April production of the musical "Celebration" was exceptionally well done.
- 3. Problem is to keep the director, Mr. Ethan Addes, from attempting too much. Balance is needed so that students do become over involved in one activity. When preparations are underway, students and director devote all their time to the project; moderation in effort is needed.

B. Publications:

1. EXIT '79, Mrs. Kirschenbaum and Mr. McCrohan's first book as an advisory team, was well done and well received.
2. Mrs. Landsman has become absorbed in the teaching of the journalism program and is also involved with the after-school activity, even to the point of helping the business manager collect bills owed the paper. Efforts have been made to improve the public relations with the community businesses that take ads; bookkeeping procedures have been updated.

C. Oratory:

1. Mrs. Hyland supervised the participation of students from Nutley High School in the annual poetry-reading contest held at Keane College.
2. Mrs. Law coached the speakers for the graduation ceremony with great success. She also acted as organizer and advisor for the Optimists' International Speakers' Contest.

Social Studies Department

Following are some of the activity highlights of the academic year 1978-79, present concerns, and recommendations.

- I. Students and faculty were involved in trips to:
 - A. Museums in New York City
 - B. Religious sites in New Jersey
 - C. Workshops and seminars whose subject included: East Asian Studies, grantsmanship and New Jersey Studies
- II. Speakers were obtained from the community and from local colleges to speak about:
 - A. The law
 - B. Business and labor relations
 - C. The FBI and local law enforcement
 - D. Politics and local government
 - E. Social work and government service
 - F. Archeology and anthropology as a career
 - G. Personnel management
- III. Committee work by the department discussed and in some cases finalized work dealing with:
 - A. The American history test for juniors
 - B. The New Jersey Studies for freshmen
 - C. Review of a few textbooks for sexism and racial bias
 - D. Upgrading of the American history honors program
 - E. Administering the learning style inventory for I.C. students
 - F. Exchanging information about slow learners in cooperation with the English department
 - G. Writing guidelines for research papers
- IV. The academic preparation of the department continues to improve with:
 - A. Mr. Parciak's completion of his training for an Ed. D.
 - B. Miss De Lotto's continual pursuit of graduate courses in education

- C. Mr. McGinley's involvement in a master's program at Seton Hall University.
 - D. Mrs. Stein's completion of more graduate credits at Rutgers.
 - E. Mr. Vassallo's progress in obtaining a master's degree in special education at Paterson State College.
- V. In cooperation with Mr. Affinito's audio-visual aid office the department was instrumental in securing tapes for use in the Sociology and PAD courses.
- VI. During the year several problems arose. Among the most outstanding have been:
- A. The relatively small space allotted to the department for clerical, administrative and resource functions.
 - B. Development of an emergency lesson plan system that provides meaningful assignments for students when their regular instructor is absent.
 - C. Designing or purchasing a textbook for the New Jersey Studies program.
 - D. Coordination of a uniform and congruent Sociology curriculum.
 - E. Involving more students in community affairs.
- VII. To resolve these problems the department has or will shortly initiate the following action:
- A. Recommended expansion of the history office into the room used this year by the compensatory education personnel and their relocation to the mathematics office in the new wing.
 - B. During the examination period preliminary discussion will center around what can be done to improve the emergency lesson plan. In the fall an ad hoc committee will pursue the matter more fully and move to implement a program.
 - C. Contact has been made with New Jersey author John Cunningham in order to obtain his advice on the selection of a text.
 - D. The department will form another ad hoc committee to formulate plans for coordination of the PAD and Sociology curricula.
 - E. The movement to involve students in community sponsored projects will begin early in the academic year 1979-80.
- VIII. For the future the department's goals are:
- A. Creation of a history resource center.
 - B. Involvement of the department in an advanced placement program and an American Studies curriculum.

- C. Involvement of students in community affairs.
- D. Emphasis on the development of good democratic habits by the student body.
- E. Encourage the mastering of the basic skills found in social studies learning.
- F. To continue to expose students to career opportunities.
- G. To develop testing techniques that will assist us in monitoring student progress over a four year period.

Mathematics Department

Following are some of the activity highlights of the academic year 1978-79.

- I. Attendance has steadily increased in the Mathematics Resource Center as students find that help is willingly given by assigned teachers. We look for continued increases in the future directly proportional to the quality of teachers assigned.
- II. A course of study was written and text selected for a new one semester course called Mathematics of Finance. The initial enrollment of 50 enabled us to schedule two sections for 1979-80. It is intended that the course be paired with computer math orientation for maximum student benefit.
- III. A short SAT review unit was developed and taught to all Algebra II and Basic Algebra II students prior to the March Junior Board administration. We are hopeful that there will be a corresponding improvement in future SAT scores as students learn basic strategies in taking this important test, thereby increasing student confidence while decreasing test anxiety.
- IV. We are keeping current with technological advances in computer capabilities. As micro-processors gain acceptance, we will incorporate them within our program to maximize our computer math offerings as well as increase our clerical capability.
- V. Our math team participated in several local, county, state, and national competitions with an outstanding achievement record.
 - A. Association of Math Teachers of New Jersey - our team placed 5/120 schools; Alan Giambattista and Richard Keseling placed in top 20/4,000 students.
 - B. Mathematics Association of America - placed 12/166 in state; Richard Keseling ranked 19/11,569 students.
 - C. New Jersey Math League - placed 8/152 schools and first in Essex County. Jonathan Young ranked 13 in state.
 - D. Essex County Math League - Algebra I, 3/9; Geometry, 2/9; Algebra II, 7/9; Advanced Math, 5/9; Calculus, 4/9. Richard Keseling and Alan Giambattista received awards for perfect papers in Calculus.
 - E. William Paterson Math Competition - Alan Giambattista tied for second place and won \$125. in savings bonds.

Science Department

Following are some of the activity highlights of the academic year 1978-79.

I. Physics

- A. The physics curriculum remains central to the idea of having a core curriculum for science where there is a normal sequence of course selection.
- B. To maintain interest in physics as a core course in science curriculum, physics was made a prerequisite to all advanced courses thereby emphasizing the importance of this subject.
- C. A computer terminal, located in the physics room, has proven to be a useful tool for all laboratory activities. There is great potential for additional computer terminal use in the future years.

II. Chemistry

- A. Safety in the laboratory was one of the major goals for this year. Eyewash fountains, safety glasses, and fire blankets were installed in each chemistry laboratory. All dangerous chemicals have been removed from the facility.
- B. Laboratory equipment for the advanced chemistry course has been purchased and we feel the course is well supplied for the level of work to be accomplished for next year.

III. Biology

- A. Biology 9 continues to provide a high caliber of students for the advanced courses.
- B. It is recommended that a resource person to be assigned to the Plants and Animals laboratory for one period a day because of the increasing work load in caring for the Plant and Animal section.

IV. Environmental and Physical Science

- A. This was the second year for Environmental Science. The curricular material is mostly supplied by the teachers in the form of audio-visual materials, newspapers, periodicals, and using appropriate materials from a variety of textbooks and workbooks.
- B. IPS continues to be a laboratory oriented course for the ninth grade; 106 students were involved in extensive lab work learning to use the laboratory facilities.

Foreign Languages Department

Following are some of the activity highlights of the academic year 1978-79, present concerns and goals..

I. Statistical Data

- A. 960 of our September 1978 school population of 1975 students or 49% were enrolled in foreign language courses this year. The national average is 15%.
- B. Ten staff members taught 48 sections of 25 different offerings, French, German, Italian and Spanish, levels, I, II, III, IV and Latin, levels I, II, III and IV, 1 section of ESOL (English for Speakers of Other Languages) and the Classical Background component of the senior English humanities course.

II. Accomplishments and Notable Activities

- A. New materials (basic textbooks and ancillary workbooks, tapes, filmstrips and test series) have been in use in French level I and III and in German, level I. Lively tape programs and accompanying scripts have been acquired for use in the intermediate and upper levels of French, German, Italian and Spanish. An alternate text in Italian I has been in use in one pilot class.
- B. An Indo-Chinese Refugee Grant of approximately four thousand dollars was acquired for instruction, materials and equipment used over several years for Indo-Chinese students from the Division of School Programs, Bureau of Bi-lingual Education, New Jersey State Department of Education.
- C. Cultural units on opera have continued in the upper level classes. French students attended a performance of Norma, Italian students a Donezzetti work. Mrs. Barker accompanied a student group to view the collection of Spanish paintings at the Metropolitan Museum of Art; Mrs. Molinaro accompanied another group to the United Nations buildings and luncheon at a Mexican Restaurant. Mr. Tiene brought the Latin classes to see the Pompeii 79 Exhibit at the American Museum of Natural History.
- D. Students from the department entered several poetry and drama reading contests held in Italian and Spanish at Montclair State College and at Seton Hall University. At the senior academic awards assembly the following were distributed:-
 - 1. A Certificate for Excellence in Foreign Language
 - 2. Four certificates for excellence in French, German, Italian and Spanish
 - 3. A medal for excellence in Latin
 - 4. Books and certificates for excellence in French
 - 5. Plaques for excellence in Italian

III. Workshops and Conferences

- A. Special guided tour of the Greek and Roman collections of the Metropolitan Museum of Art sponsored by the New Jersey Classical Association
- B. Directions in Foreign Language Studies and Language Policy, William Paterson College
- C. Use of Foreign Languages in Careers, Fairleigh-Dickinson University
- D. Foreign Languages: Basic and Essential, Rutgers University
- E. The Northeast Conference on the Teaching of Foreign Languages, The Foreign Language Learner in Today's Classroom Environment, Washington, D.C.

IV. Career Education

- A. New materials of most practical application have been acquired for use in this program.
- B. Guest speaker for advanced Spanish classes.

V. Leading Problems and Plans to Resolve the Problems

- A. The replacement of two experienced members of the department on maternity leave posed two serious staffing problems. Fortunately two competent and experienced former teachers of the department rejoined the staff for a successful completion of the school year.
- B. The age of the language laboratory equipment has posed the problem of replacement of equipment over the next several years. A small departmental committee will be in the process of re-examining current needs and will report on possible replacement and adaption designs. In the meantime regular service and repair are keeping the laboratory serviceable and useful.

VI. Goals (long and short term)

- A. Our permanent long range goal is to make foreign language study useful and meaningful to the greatest number of our high school students. In this regard we are awaiting with eagerness the report of the present Commission of Foreign Languages and International Studies appointed by the President last April. The Commission will make recommendations shortly. Their findings will, we believe, greatly influence the direction of foreign language study over the years immediately to come.
- B. Immediate goals concern the implementation of new materials in French and German II next year and in establishing more satisfactory Italian materials for levels I and II over the next several years. In Latin numbers are growing and we shall be able to separate levels more satisfactorily next year than heretofore.

Business Education Department

Following are some of the activity highlights of the academic year 1978-79..

I. Activities

- A. During the year, representatives of ten different post-secondary business schools made presentations to classes which consist of junior and senior students. Topics ranged from career possibilities, dress in the office, seeking employment and the curriculum choices available.
- B. The senior typing students participated in the Tri-Town Typing Award Program. Miss Judith Morkevich was the recipient of the award this year.
- C. Seven shorthand and typing students participated in the Taylor Business Institute sixth annual Business Olympics in New York City. A number of our entrants received honorable mention.
- D. All typing students participated in the certificate of merit program sponsored by the New Jersey Business Teacher's Association.
- E. All members of the staff attended a number of professional workshops which were sponsored by business schools, colleges, publishing companies or the New Jersey Business Teacher's Association. Most of the participation was done during after-school hours.

II. Curriculum

- A. The course "ABC Stenoscript" will be offered next year.

III. Federal Funding

- A. Application submitted
 - 1. Total funds requested were \$59,682
 - 2. The Memory Typewriter received as a result of last year's funding application has been in use since December, 1978
 - (a) 3 members of the Business Education Department attended IBM school in Fairfield.

IV. Career Education

- A. Mr. Edward Waldron of Seton Hall University gave a series of mini-lectures to students in our Business Law classes.

V. Miscellaneous

- A. A number of workshops were attended by staff members during the year. This is most important in maintaining a realistic view of what is happening in the educational community.
- B. There were a number of outside speakers invited to speak for career presentations.
- C. There is continued articulation between the high school and Franklin School.
- D. Installation of a computer terminal in the physics room.
- E. Science Screen report (16mm movies) is still arriving once a month. The science film library is becoming very important.
- F. The Gifted Saturday program for science used the science materials and facilities in both fall and spring. This is an excellent example of how the facilities can be used.

Career Education Program

Following are some of the activity highlights of the academic year 1978-79.

I. Temporary and full-time jobs for graduates

- A. There were calls received for jobs for 67 temporary and 13 full-time jobs.
- B. Also posted and distributed were applications for employment with the U.S. Youth Conservation Corps, as well as federal and state job announcements and apprenticeship openings.

II. Employers' Recruitment-Guidance Conferences

- A. Four local employers were brought in to talk to senior business students about employment opportunities, tests administered to job applicants, job interview hints, beginning salaries, etc.

III. Higher Education Opportunities Program

- A. This evening program was held with representatives from 39 schools invited to speak to students and parents about their offerings.

IV. Career Education Committee

- A. There were three meetings during the year of the Career Education Committee.
- B. The committee planned for career presentations to be integrated into the curriculum.

C.I.E. Number II (for educationally disadvantaged students)

Following is a statistical breakdown of the students in the C.I.E. Number II program for the school year 1978-79.

- I. There were 20 students in the program during the year.
 - A. Of the 20 students, 2 gained partial credit, 1 left school, and 17 completed the full year.
 - B. The 19 students who completed the full course will be continuing as follows:
 1. 11 will remain at the same work station either full time, or as juniors will continue through the summer and next school year.
 2. 1 will go to college.
 3. 2 will go to trade school.
 4. 3 will work at a different occupation.
 5. 2 will remain with their present employer on a part time basis and continue their education at a trade school.

C.I.E. Number I and II

Following is a statistical breakdown of the students in the C.I.E. Number I program for the school year 1978-79.

- I. Hoffmann La Roche Science Program
 - A. 14 students completed the program.
- II. Cooperative Industrial Education (apprenticable trades)
 - A. Of 14 students, 12 completed year.
- III. Cooperative Industrial Education (nonapprenticable jobs)
 - A. Of 22 boys in grades 11 and 12, 19 completed year.
 - B. Of 12 girls in grades 11 and 12, 11 completed year.

Cooperative Office Education

Following is a statistical breakdown of the students in the Office Work Experience program.

- I. Of 31 students participating in the program, all completed the year.
- II. A total of 23 companies participated in the program.
 - A. 8 students will remain with their employers in full-time jobs.

B. After graduation, the 31 students will be involved in the following activities:

1. 6 to secretarial or vocational school.
2. 8 to Two or four-year colleges.
3. 13 to work
4. 4 unemployed or undecided.

Fine and Industrial Arts Department

Following are some of the activity highlights of the academic year 1978-79, present concerns, and recommendations.

I. Metals II

- A. Students in the Metals II class displayed tremendous enthusiasm constructing numerous pieces of physical fitness equipment.

II. Mechanical Drawing

- A. The students gained an invaluable experience in that most of them completed their scale model homes.

III. Fine Arts

- A. Art students participated in a number of local and county poster contests.
- B. Many of our graduating art students have been accepted in art schools and colleges throughout the country.

IV. Graphic Arts

- A. The school newspaper, The Maroon and Grey, was printed each month throughout the year, highlighted by a first-ever tri-colored Christmas issue.

V. Service Program

- A. Nutley High School's Service Program made many outstanding contributions this year in building equipment for the Senior Benefit, the Guidance Office, and various other cabinets, counter tops, etc.

VI. Photography

- A. The Photography classes helped with the picture taking involved in producing the school newspaper.

VII. Auto Shop

- A. Eight new brake stations were built this year for disc and drum brakes instruction.

VIII. Foods

- A. During the second semester all food classes were introduced to a new approach in preparing foods, cooking, testing, and summarizing. Daily lectures were given by the instructor and/or students instead of the former approach whereby students were not kept busy each day. A strong effort will be made to strengthen this approach in 1979-80.

IX. Some problem areas and plans to resolve the problem

- A. In the wood shop, small incomplete projects were frequently stolen. Next year we will get cabinet locks in an attempt to discourage such acts.
- B. The instructor in Mechanical Drawing has difficulty keeping first year students interest level up. One possibility is to make a revision during the 1979-80 year, assigning less difficult problems.
- C. The Crafts instructor had some difficulty in some areas of instruction; however, she intends to take courses this summer which will fortify her skills.
- D. In first year Basic Electricity/Electronics, the students enrolled in a participating class by numbers was high. There is not enough equipment to work with to keep all students active.
- E. Some of the first year Graphic Arts classes were too large. We will attempt to keep numbers down in 1979-80.
- F. Photography and Graphic Arts classes share the same facilities causing problems of storage and utilization of equipment and supplies. Perhaps we could consider a separate area for the Photography classes in the future.
- G. Our Auto Shop has a serious air pollution problem. Since we rendered the two-ceiling univents inoperable last year, we have absolutely no outside air circulating in this room. It is therefore imperative that we install window fans for the coming school year.

Health and Physical Education Department

Following are some of the activity highlights of the academic year 1978-79, present concerns, and recommendations.

I. Health

A. Screening for scoliosis.

1. In 1977-78 all freshmen and sophomores were screened for scoliosis with referrals to family physicians.
2. Due to state law, this year all students were screened for scoliosis.
3. Of 1871 students screened, 72 were referred to their family physician.

B. C.P.R. Program

1. The school year 1978-79 completes our pilot program in C.P.R.
2. Of 1178 students in the program, 915 were issued C.P.R. Red Cross cards.
3. The number of students in each C.P.R. class is too high. The time involved in cleaning the manikins takes away from the class time.

II. Behind-The-Wheel

- A. In addition to starting our program late, we did not have a complete staff of instructors in our Behind-the-Wheel program.
- B. In order to carry on the program, we must receive the cars earlier and employ two additional teachers.

III. Physical Education

- A. This year classes in Physical Education were composed of both upperclassmen and underclassmen for the first time. The following observations were made.
 1. It is very difficult to run a structured program with students who are in an elective program in the next room.
 2. The elective program is necessarily limited with this arrangement.

IV. Intramurals

- A. The intramural program continues to be disproportionate to the school population due to the Physical Education staff being involved in other student activities, such as coaching and behind-the-wheel instruction.

Music Department

Following are some of the activity highlights of the academic year 1978-79..

I. Band

A. Music continues to enrich the lives of those students actively participating in the music program as performers, consumers, and learners of the theoretical and practical concepts of the art.

B. Performances

- (1) Yuletide Concert given on December 18, 1978
- (2) Football Season 1978
 - a. Including twirlers, color guard, flag bearers and drum majorette
- (3) Herald News High School Marching Band Festival at Clifton Stadium - October 1978
- (4) Disney World, Orlando, Florida on April 17, 1979.
- (5) Olympics for the Handicapped on May 5, 1979 in Bloomfield
- (6) Memorial Day Parade, Nutley on May 28, 1979
- (7) Wildwood Elks State Convention Parade, on June 9, 1979
- (8) Nutley High School Commencement Exercises on June 13, 1979
- (9) Flag Day Observances, Nutley Elks Lodge on June 14, 1979

II. Orchestra

- A. The high school orchestra culminated its rehearsals with its performance in the Music Festival. The concert master of this group confirmed an outstanding record for student leadership by performing with the Northern Regional, All State and the Nutley Symphony Orchestras.
- B. Participation in the regional and state music organizations continued this year. Seven students were selected for the regional and five for the state.

III. Choralettes

- A. The greatest student interest in music continues to be concentrated in this area.
- B. The Choralettes have completed another year of outstanding school and community performances as exemplified in the annual Yuletide Observance, Music Festival and Graduation Exercises.

IV. Career Education

- A. An assembly for our music students by the Phillips trio, an ensemble consisting of a concert violinist, cellist, and pianist in a chamber music program.
- B. The Music Department continues to provide musical learning and experience in depth for both the college bound music majors as well as for the generally interested student.

Guidance Department

- I. The major objective during the current year has been to enhance communications and the public relations image of the guidance department. More specifically mail slots have been added to the guidance suite to expedite the transmission of printed materials. The amount of materials pass through the mails together with the volume of student activity were the two aspects that this Director did not anticipate. The conscious effort on my part to try to enhance the efficiency and effectiveness of the entire program was the major emphasis in the public relations area---meeting student-parent, and staff needs in a supportive manner was the method used. The revision of the guidance department brochure was another method to enhance public relations.
- II. In-service programs were scheduled on a regular basis throughout the academic year. Primary emphasis occurred in the psycho-metric area, e.g., a number of interests, aptitude, and personality tests were reviewed for counselor use. An in-service computer workshop program was conducted by Mrs. Clement and Mrs. Emde for the benefit of the entire staff. Counselors reported their experiences at professional workshops and conferences. The experience of updating guidance counselor job description, relating it to the guidance counselor evaluation form, and T&E goals for the district acted as a means of reviewing the role function and delivery of guidance services. Also, the T&E needs priority list which was drawn-up during the course of the spring semester acted as another opportunity to review the status and function of the department. Generally speaking, all of these activities had a rich quality for in-service training.
- III. Two events deserve special mention:
 - A. The first visitation to Essex County College occurred this year. Two groups of students were taken down to Essex County Career and Technical Center and simultaneously another group attended the Essex County College for an orientation to community college life in New Jersey.
 - B. Montclair State College conducted a college admissions day at Nutley High School in November, 1978. Sixty-nine students were interviewed by the college admissions staff at Montclair State with approximately 57% being accepted on the spot, 33% being deferred, 4% being classified as EOF, and 4% part-time. This was a noteworthy program which I believe should be continued next year.
- IV. In addition to our yearly college placement report, an additional report will be available which will list acceptances by college giving the Nutley High School class rank, the College Entrance

- IV. continued:
Examination Board scores and the major. The yearly update will enhance our ability to project the chances that a student would have of obtaining acceptance to a particular college.
- V. By-and-large the delivery of educational, vocational, and personal social counselling was conducted in an adequate manner; however, the counselor-student ratio of approximately 350 to 1 must be deemed unacceptable. More specifically, the American Personnel and Guidance Association advocates a 250 to 1 ratio for high school guidance counselling. It appears that one of the basic flaws in our program is the number of rather quick and superficial contacts of a routine nature which guidance counselors have no control over. In some cases, I am sure that this conveys a very indifferent and detached manner to students, parents and staff.
- VI. The Career Education Program at Nutley High School has developed into a very viable aspect of the curriculum. The Higher Educational Opportunities Night conducted during the fall semester was a successful venture and certainly should be continued in the future. Preparations for the Career Education Day for the upcoming spring semester has already begun. Mrs. Emde has submitted a detailed report concerning the career education program. I would like to just comment on several aspects of the program which concern me. It appears that the career ed program should take on more of an integrative approach with the existing curriculum. More specifically, I believe that guidance counselors should be directly involved with classroom teachers in team teaching situations in order to effectively deliver career information. During this past year, the English department and the guidance department cooperated in a joint venture of this nature with the intensified curriculum classes and with the creative writing classes. I believe that such a cooperative effort has enormous potential which can give the guidance department a solid identity in the school. Another concern for the career ed program is the consideration for the establishment of a youth employment service both for part-time, full-time and volunteer services in the community. At the current time, we can only devote a limited amount of time and staff to this very important aspect of the adolescence world (13 full-time, 67 part-time jobs for 1978-79). The last concern that I would like to mention would be the addition to our testing program of a standardized instrument which would cover abilities, aptitudes, and interests of the freshman student. The American College Testing Program entitled "Career Planning" appears to be the most suitable example of this total integrative approach. This program could be used in lieu of the Differential Aptitude Test and Career Planning Report. This program is used quite successfully in the Wayne Public Schools. The Wayne program can certainly be considered one of the outstanding career ed programs in New Jersey.

- VII. The involvement of special services personnel requires several comments. First of all, the Child Study Team function continues to be piece-meal and segmented at the Nutley High School level. However, this is not a reflection on any of staff personnel who give unceasingly of themselves in order to meet the demands placed upon them. I have attempted this year to aid in the screening of youngsters referred to the Child Study Team. Approximately 75 youngsters have been screened by me and the guidance counselors with 28 youngsters resulting in complete referrals. By most standards in the field, this number would be considered rather low for the high school level. However, only seven of these referrals have been formally closed by the Child Study Team. Guidance counselling has been hampered by the fact that Child Study Team reports are not located in the high school. As we interpret the new N.J.A.C. Chapter 28, we believe we are in violation of the law on this account. Certainly, a need exists to coordinate special education programs, Child Study Team, guidance services and our Unit Program at Nutley High School. Articulation of special education and child study team services between Franklin School and Nutley High School also appears necessary.
- VIII. There were 29 letters sent to students who withdrew from Nutley High School during the past year. A new form letter included information concerning obtaining a G.E.D. diploma and offering the services of the guidance department to the student as long as he resided in Nutley. Again, the activity and the time devoted to this particular aspect of the guidance program was not expected by me. Most of these youngsters appeared to lack parental guidance, were in a state of psychological disorientation and were in need of employment. Most of them welcomed the opportunity to sit down and reflect upon their future, were in need of information concerning community support systems, and alternative educational programs.
- IX. Guidance procedures for the registration of new students and for students who dropped out of school were formalized during the course of the year. A new student schedule worksheet was compiled which hopefully will aid the subject selection for new students and the typing of the final schedule. It will also act as an information sheet for guidance counselors concerning the student. As part of the checking-in procedures used in the guidance department, parents are questioned on a routine basis concerning the familial and school history. This will also include a question as to whether the youngster has ever been referred to the child study team in another district.
- X. The standardized testing program included the Otis Lennon I.Q. Test administered to juniors and the Differential Aptitude Tests and Career Planning Questionnaire administered to freshmen. The guidance department cooperated with Mrs. Young in the administration of makeup tests for the Test of Academic Proficiency (TAP) and the State Assessment Tests. Next year's testing program will be altered to some extent with the Cognitive Abilities Test being

X. continued:

administered to sophomores. This test will replace the I.Q. test at the junior year level. However, only for next year the Otis Lennon will be administered to the junior class. When one views the entire testing program it is certainly an enormous undertaking. With the cooperation of the administration, Mrs. Young, and the guidance staff, I personally felt that it was an adequate program.

- XI. The financial aid program conducted in January, included a new approach using a panel of experts. Such a program, I believe, has an enormous amount of merit not only from an informational point of view, but also from a public relations point of view. I believe a similar program should be continued next year. A complete report concerning scholarships, grant-in-aids, loans will be submitted. Distribution of the Financial Aid Form (F.A.F.) resulted in 175 applications being delivered to seniors and 105 applications being filed with the college Scholarship Service.

- XII. The summer counselling program at Nutley High School will include a Self-Exploratory Program for Post High School Planning. As of the above date, approximately 35 students have been signed-up for this program. The Director of Guidance will conduct the program which will include both group and individual sessions. The juniors will be initiated to this self-exploratory program with the major objective being self-assessment in order to make realistic decisions concerning their education future.

The 1978-1979 Nutley High School Student Tutoring Program coordinated by Mr. Blaustein was successful in helping approximately 175 students this year. The additional openings of the Language and Math Resource Centers helped alleviate a situation that at times became almost impossible in terms of attempting to get student tutors during periods where there were none available.

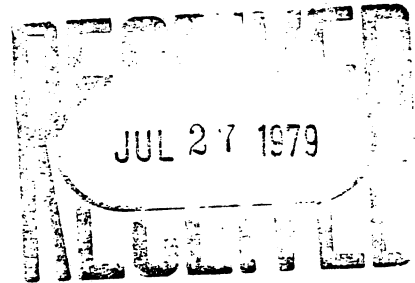
The Nutley Honor Society was also responsible for assisting with the program by supplying the names of many of its members (30) who volunteered to help during their free periods. A total of 50 student tutors were supervised by Mr. Blaustein.

In all the program which has been in existence for eight years, once again moved to be a worthwhile endeavor of the Nutley High School Guidance Department.

NUTLEY PUBLIC SCHOOLS

FRANKLIN SCHOOL

NUTLEY, NEW JERSEY 07110



MEMORANDUM

To: Dr. Fadule
From: Paul Primamore
Subject: Annual Report 1978-79

Date: June 30, 1979

The most satisfying aspect of this school year has been the success of the new master schedule implemented in September. The results of this change-an expanded curriculum, increased student-teacher contact time, and the decreased amount of free, unstructured, unproductive time-have been met with overwhelming favor in the community and with the faculty as well.

Two years ago an attempt was made to form an "accelerated unit" at the seventh grade level. There was dissatisfaction with this concept, so this year accelerated classes were scheduled in each academic discipline in both grade levels.

This change has been most successful and has paved the way for the C A T youngsters in the elementary schools. The scheduling and transition from one level to another has gone very smoothly and has been received very well. The concerns we anticipated never really developed. Teachers of these classes are attending the summer workshop and will certainly benefit from this study.

My efforts in the area of improving the image of Franklin School have continued. Added this year were visits during the school day by approximately seventy-five parents. I met informally with them, gave an overview of the school, and toured the building, giving everyone an opportunity to see the school in its natural setting. I welcomed this opportunity to discuss our mutual concerns and to explain my

philosophy and goals.

Once again, in June, I held an evening orientation for parents of sixth grade students who will be attending Franklin School next year. This program was fairly well attended and reaction most favorable.

The format for sixth grade student orientation was changed. Previously, Franklin School closed for the afternoon and all Nutley sixth graders were invited to visit. This year, school was kept open and each elementary school visited one day at a time. This is an improvement, since school is not disrupted, and, also, it gives these youngsters an opportunity to view the school as it actually exists on a normal day.

From the reactions I have received, I am convinced that we are well on the road to turning this image around. I plan to continue my efforts in this direction.

The following is a list of activities and accomplishments that occurred during the school year. I will elaborate on some of them on the pages that follow.

1. A developmental reading program in grades seven and eight.
2. An expanded curriculum in the non-academic areas.
3. Expanded guidance and child study team services.
4. Elimination of study halls.
5. Better teacher and student use of the library.
6. Accelerated classes for the more academically talented students.
7. A revised schedule for unit students and a common planning period for unit teachers.
8. The revision of the social studies curriculum and the selection of new textbooks.
9. The study of the science curriculum, the decision to change to a laboratory approach, and the selection of new textbooks.

10. Writing curriculum guides in the areas of physical education, health, fine arts, industrial arts, and clothing.
11. Reviewing and revising curriculum guides in existence so as to provide an up-to-date course of study for each subject taught at Franklin School.
12. Use of new mathematic books.
13. Introduction of the Title I program in reading and math.
14. Cataloguing all audio-visual materials.
15. Restructuring the resource room programs by adding two full-time teachers.

English

A developmental reading program at both the seventh and eighth grade levels has been added this year. In the seventh grade, all students are scheduled for reading. In the eighth grade, those in most need of additional reading instruction are assigned to a reading class.

The Title I program was introduced in the eighth grade classes. The use of a supplemental teacher to work with qualifying students is welcomed.

English teachers continue to experiment with those portions of the Individualized Language Arts writing program that they feel are useful and beneficial. Teachers express a desire for more coordination and direction. More study and experiment may be necessary to determine how extensively this program should be used.

During this coming year, teachers will study the existing curriculum and will review new textbooks available. The textbooks in use need to be replaced.

Social Studies

This has been a busy year for the social studies department. The workshop held last summer proved to be very productive. The curriculum recommendations that resulted from that workshop were met with enthusiasm by both the teachers and the Board of Education. During the school year much time and effort was devoted to finding textbooks and supplemental materials to go along with this new curriculum. Social studies teachers are looking forward to the new school year with much enthusiasm. The two Saturday work sessions scheduled for September should set the program in motion.

Mathematics

The mathematics department has now completed its second year following the revised curriculum and its first year using new textbooks. Teachers are satisfied with both. They are particularly pleased with the availability of a textbook for use with the low level students.

The Title I program was introduced in math classes this year. Having an additional teacher in the classroom is a new experience for these math teachers. They are experimenting with varied teaching approaches in order to get the best results. They were very receptive to having this additional assistance in the classroom and have indicated that many students showed considerable improvement. As a result of this interest and apparent success, State Compensatory Education teachers will also work directly with classroom teachers during the coming school year.

Science

During this past year, the decision was made to change the science program from a teacher oriented approach to a method that will utilize three approaches - the lecture, the demonstration, and the laboratory

approach - with the emphasis on the laboratory approach. Teachers have been very involved and have had a major role in selecting equipment, supplies, furniture, and textbooks. The summer workshop will assist them in revising the curriculum and in planning appropriate activities.

Teachers realize that a certain amount of trial and error will exist, as in any new venture, but this knowledge has not dampened their enthusiasm. They are all aware of the need for this change and are behind it one hundred percent.

At this time it appears that some follow-up study will be necessary next summer to review and revise what will be attempted during the year. Consideration should be given to this possibility.

Music

This year's schedule revised the band, orchestra, and choral classes. This has resulted in an improvement in the total program. The performance level of all three organizations was very high this year. All students who desire to participate in these activities may now do so.

The drop-out rate in the band and orchestra has caused me some concern. Meetings with all music teachers in the system were held in order to resolve this difficulty. I am confident that this problem is now under control.

The enrollment decline in the choral area that was evident in previous years has made a reversal for next year. This may be a direct result of a more attractive schedule, I'm not certain. However, I will continue to monitor this area very closely.

Special Subjects

Included in this category are art 7, crafts 7, shop 7, clothing 8, arts and crafts 8, shop 8, and typing 8. Arts and crafts was added to the curriculum this year. For the first time these courses were offered

on a five-day a week basis which now provides for increased course offerings, more student-teacher contact time, and more continuity.

The members of this department set up a fine display of student work on the evening of the budget presentation. It's unfortunate that more parents were not in attendance to view this program.

Since there were no curriculum guides for these subjects, teachers of these courses all assisted in writing curriculum guides during the school year.

Physical Education and Health

This curriculum area was also expanded this year. Health instruction was scheduled from the physical education classes and gave teachers an opportunity to experiment with scheduling. During the first part of the year, health classes met once a week. Later in the year these classes met twice a week. Next year health instruction will be given during the middle two marking periods, twice a week. This will offer more subject continuity and will also enable youngsters to get outside more often during warmer weather for their physical education instruction.

A complete curriculum guide was written for these two areas also. An overlapping of topics that I noticed in health and science has now been eliminated. Each department will follow its own guide in the future.

Resource Rooms

Two full-time resource room teachers have been added to the staff - one in this building and another stationed at Washington School. These teachers have been a most welcomed addition to the faculty, particularly since the number of students in need of special instruction appears to be on the increase. Some of these youngsters are severely handicapped, and I am becoming increasingly more concerned about the difficulty of mainstreaming them in this building. A review of this problem and the direction we are going is necessary.

Audio-visual

Teachers have been encouraged to use more a-v materials in the classroom to supplement instruction. As a result they are ordering more. The task of cataloguing all the audio-visual materials in the school was begun this year and is near completion.

As I complete this report I am even more aware than before of how much has taken place during this year. I ended the year with a good feeling - a feeling that there has been significant movement in this building in the right direction. I am most appreciative of the support that I have received from both the central office and the Board of Education. It's easier to move when everyone has common goals.

All changes that affected the school operation during the past year have been reviewed and adjustments will be made where necessary. Programs that were developed during the year will now be put into action and must be supervised. I feel we have prepared well and I look forward to a good year.

JUN 29 1979

NUTLEY PUBLIC SCHOOLS
DEPARTMENT OF SPECIAL SERVICES

To: Dr. James Fadule, Superintendent

From: Dr. Michael P. Cutrona, Director of Special Services

Date: 6-28-79

Re: ANNUAL REPORT OF HIGHLIGHTS OF THE YEAR

The highlights of this report encompass the following areas of the special services department: CHILD STUDY SERVICES; SPECIAL EDUCATION CLASSES; SCHOOL HEALTH SERVICES.

SUMMARY OF THE YEAR: ACCOMPLISHMENTS AND CHALLENGES

Office of Child Study:

The Child Study Team services the district schools K-12. This year professional staff was increased so that the district was served by an Elementary and a Secondary Team. The Team consists of a psychologist, social worker and learning consultant. Two additional learning consultants were maintained with building assignments. The Child Study Teams serviced over 116 new referrals this year in addition to follow up and school consultation services. Team members were involved in all aspects of the schools and worked hand-in-hand with teachers, administrators and parents in designing and implementing programs tailored to individual differences of students.

Team services this year included implementation of procedures outlined in PL 94-142, the federal legislation that mandated "least restrictive environments" and "IEP's". The Essex County evaluators found our district in 100% compliance and commended the efforts of the department.

In compliance with PL 192-193, the Child Study Team serviced St. Mary; Holy Family; and St. Thomas Schools. Approximately 10 students were evaluated.

THE COMING YEAR: With the expansion of personnel, it became possible for Child Study Teams to be assigned to particular schools. With building assignments, the consulting role of the Team can be expanded with a reduction of unnecessary paper work. The dynamic role of child study with close involvement with teacher and pupil is our goal. This can be accomplished with no alteration of our compliance with state and federal regulations.

Since the work of the Teams does not end during the Summer months, it is important for the Office of Child Study Teams to remain in operation during July and August. Thus, summer employment of these professionals is recommended.

Special Education

There are three aspects to our special education program: THE TRAINABLE PROGRAM; THE RESOURCE ROOM PROGRAM; HANDICAPPED STUDENTS IN PRIVATE PLACEMENTS AND OUT OF DISTRICT PLACEMENTS

THE TRAINABLE PROGRAM:

The trainable program was relocated to Lincoln School this past September with a minimum of inconvenience. The planned move, as with all moves, had some wrinkles to iron out. Yet, with the involvement of all staff, the program was operable in a commendable length of time. The sheltered workshop was expanded with the help of a New Jersey Vocational Grant of \$ 21,250.00 . The injection mold equipment will allow for the production of high quality eating utensils. Other contract work from concerns such as Hoffman-LaRoche was expanded. Location at Lincoln School afforded a larger physical layout for the New Jersey State Funded PROJECT ACTIVE program. A swimming program was added this year through Montclair College. This year Nutley participated in the Essex County Cooperative. Through the cooperative, field trips were provided at no cost to the district; as well as substitute teachers.

Speech therapy services were expanded for the Trainable Program with the addition of a speech teacher. More home involvement was encouraged and the results appeared most positive

THE RESOURCE ROOM PROGRAM: (k-12)

Resource rooms for classified children were organized in each of the schools with special education certified teachers. The program allowed the district to afford the "least restrictive environment" for learning and brought us in compliance with state and federal regulations.

THE COMING YEAR: The trainable program will continue to operate and marketing of the eating utensils will be a goal. The future of this program may depend upon the direction of the County Special Education Commission.

The resource room program is excellent. However, two resource teachers shared between five elementary schools has produced tight scheduling. Ideally, we should have a resource teacher for each school. This would afford more special offerings to more students. At the high school we are adding a third teacher who will have to have experience with the deaf.

Office of Health Services

The health code of the district is updated and is awaiting typing. This was a 10 year update. Immunization regulations were adhered to and medical/dental examinations were regularly scheduled. The dental program included instructional lessons that were well received by the students.

LINCOLN SCHOOL
ANNUAL REPORT

June 1979

Ralph F. D'Andrea
Principal

The past year has been a most rewarding one for me. This is due to several factors, most important being the hiring of Dr. James Fadule as superintendent. We now have an educational leader who knows what he's after, treats people like the professionals that they are, gives you straight answers, and displays great honesty and integrity in his position. Because he treated us as professionals, it permitted us to run the schools to the best of our ability for the benefit of the youngsters. We were encouraged to try different methods to improve educational results, especially in math. Our teachers at Lincoln school, embarked on the use of flash cards during spare time, before school, after lunch and between subjects. The youngsters were motivated by their teachers to engage in competitive drills in the different math concepts. The results on the State tests were very encouraging and we will no doubt continue this practice next year.

Competition between classes in spelling and social studies, I believe, resulted in better reading scores on the State test and on the IOWA.

Rewarding also, was the excellent attempt that our youngsters, parents and teachers made to curb vandalism. Because our youngsters really attempted to become good all-around citizens, we continued to present the Super Citizens Award to a youngster from each class every 6 weeks. I can say that the youngsters really tried for these awards. A "Dress-Up Day" was held whenever awards were given.

I was extremely gratified and pleased by the tremendous cooperation I received from the parents of our youngsters. The class mothers', along with our P.T.A. were responsible for taking care of the Book-mo-bile, chaparoned class trips, handled Santa's Shop, provided a plant sale for Mother's Day, raised over \$1,000 on the Fashion Show, provided the 6th graders with class pictures, souvenir pens, promotion refreshments and treats after the play day.

Mothers also helped with class plays, making of costumes and handled the giving out of supplies every Friday. The highlight of the year in parent activities, as far as I'm concerned, was the Teacher Appreciation Day planned by the class mothers and P.T.A. The day started with mothers going to every classroom teacher, special teachers and other school personnel and presenting each with a carnation. The day ended with coffee, tea, cake and cookies in the afternoon.

All of us at Lincoln school have tried to make youngsters like school. We have striven to make them feel that they are somebody and have made them feel that they have been successful at something.

The positive attitude of each youngster toward his school, his teachers, and his peers indicates that we have succeeded in achieving our goal.

I had tremendous cooperation from my secretary, aides, custodians, cafeteria personnel, itinerants, S.C.E., Title I personnel and substitutes. The attitude, cooperation and feeling for each other, which exists at Lincoln school, makes for a happy and efficient operation.

Challenges for next year:

1. Strive to better our math results on all grade levels.
2. Continue to improve in reading and to motivate youngsters to do more pleasure reading.
3. Improve on our vandalism record.
4. Improve on public relations by getting more parents active in running of the different activities.
5. Try to put out the Dee-Dee Gram once a month to keep parents better informed.
6. Try to revive the 6th grade camping trip. *It is a shame that one of the most worthwhile activities, both educational and recreational had to end because of the lack of intestinal fortitude on the part of a few State educational leaders and Legislators who continue to play politics with the education of our youngsters.

Concerns:

I am deeply concerned that the change in attitude on the part of the Board of Education towards the administrators and teachers of Nutley, might have an adverse affect on a very good educational program.

I feel very deeply that a rapport must be established which will insure the continuance of our educational programs. A rapport which will bring us all together again, in harmony, working to seek the best for the youngsters of Nutley.

I am also concerned with the deterioration of what was once one of the best Special Education programs in the state.

I am concerned by the lack of importance placed on protocol, courtesy toward the building principal in notifying him about things happening in his building, and the almost total disrespect for the position of the elementary principal by a few administrators and Board members.

I am looking forward to 1979-80, even with its many uncertainties. I feel our new leader will continue to make improvements towards a truly thorough and efficient program of education.

NUTLEY PUBLIC SCHOOLS

RADCLIFFE SCHOOL

NUTLEY, NEW JERSEY 07110

JUN 28 1979

6/28/79

Radcliffe School continues to equip its' students with the tools of learning. "Communication skills" which is the contemporary jargon for reading, writing, figuring and listening head our list of educational goals. All our curriculum programs and staff involvement is geared towards reaching these objectives.

Pupils have been placed and regrouped, whenever necessary to meet their individual needs, ability, interest and life style. Parents have been well informed of any changes and most of them are content. Those who complain have been in the minority.

Pupil progress in reading continues to improve. Next September we are zeroing in on our Math program. Grades 3 thru 6 will be grouped and hopefully should be for the better.

Concerns:

The Central Office created two major problems during this school year which had a demoralizing effect on teachers and parents and in particular children.

1. As building principal, I should be the one to initiate proceedings regarding non- tenure personnel.

2. As building principal, knowing my students, staff, and parents, I should have more in- put concerning the staffing of Radcliffe School. Respectfully submitted;

NUTLEY PUBLIC SCHOOLS

SPRING GARDEN SCHOOL

NUTLEY, NEW JERSEY 07110

ANTHONY J. STIVALA

Principal

AREA CODE 201

661-3500

To: Dr. James Fadule

Date: June 27, 1979

From: Anthony J. Stivala

Subject: School Report 1978-79

ACTIVITIES

1. School schedule provided for teachers at each grade level to meet together for at least one period weekly (their classes were scheduled to meet with special subject teachers for this period). Teachers could collectively plan, coordinate and discuss curriculum, materials teaching strategies, objectives, student progress, etc.
2. IMPROVEMENT OF INSTRUCTION -- Our major objective and a continuing process. Student needs -- individual and group needs to be addressed. We feel our ability level grouping for Reading and Math addresses these needs --
Grades one and two group within self-contained classes.
Grades 3 thru 6 lateral exchange (Modified Joplin Plan)
Additionally, we feel remedial instruction in Reading and Math has improved by utilizing the State Compensatory teachers working with identified students in the classroom under supervision of the classroom teacher.
3. Senior citizen volunteers (Reading Appreciation Program) assisted in the teaching/learning process. Each of these "Seniors" (6) spent several hours per week in the classrooms/library working with students (under supervision of teachers) in remediation of reading skills and enrichment activities at all grade levels. A rewarding as well as enjoyable experience for all involved -- volunteers, teachers, and students.
4. A variety of activities -- educational field trips, class plays, special assembly programs, enrichment activities, special projects, P.T.A. Strawberry Festival-Oktoberfest-School Patrol luncheons, etc.

The activities listed above are not all-inclusive but merely a brief summary of some highlights worthy of mention.

We have concluded a very successful and satisfying school year. I firmly believe the students of Spring Garden are receiving an excellent education -- academically, socially, and culturally -- and that their emotional and physical needs are being met. We are pleased with student achievement. The students in general are happy, enjoy school, and are anxious to learn.

The school staff displayed a sincere interest in the students, and was very responsible, cooperative, dedicated, and hard-working. The staff, children, and parents enjoy a fine, wholesome relationship and have worked together extremely well.

For the most part, parents are interested, active, cooperative, and involved with the school and their children.

CONCERNS

1. Funding Education (Inflation, rising costs, tax revolt)
2. Decline in Basic Skills (especially Math). Is it a reality? N.J. Minimum Basic Skills Tests results indicate decline -- the results of administered Iowa Tests of Basic Skills do not necessarily concur -- careful analysis followed by any necessary planning and action is imperative.
3. Changing mores of society -- Increase in numbers of families with both parents employed, increase in numbers of one-parent families, less parental supervision of children, more permissiveness -- I believe these factors have had an adverse effect on children -- their attitudes toward school, authority, lack of pride, vandalism, littering, peer relationships.

I express appreciation for the cooperation of the members of the Board of Education, Central Office personnel, the Child Study Team, maintenance, grounds, food service, and health service staffs.

A very sincere "Thank you" for your fine leadership, guidance, understanding and support.

Anthony J. Strala

WASHINGTON SCHOOL
ANNUAL REPORT - Lillian Verduin
1978 - 1979

While I looked forward to this year with a bit of apprehension because of a change in administration, I have enjoyed it thoroughly. It was a very busy one - a lot of hard work involved - but a good one, and I owe a debt of gratitude to many people for their help and cooperation.

1. To the entire classroom staff in this building.
The learning station concept continued on all levels, beginning with Kindergarten and going thru the Sixth grade, increasing in scope at every grade level. The Team Teaching program in Fifth and Sixth Grades continued to be very productive. The enrichment program was extended to include cooking in the Fifth Grade once a month on a class level, with the shop program, sewing projects, as well as the research papers, continuing in Sixth Grade. The teachers continued to recognize individual needs of pupils and planned individual programs to fit those needs.
2. To the teachers who teach special subjects.
 - a. The Trebleaires entertained the members of the Rotary Club, the Senior Citizens at the Elks Club, and joined the Fifth and Sixth Grade chorus, as well as the band and orchestra, to present a very entertaining musical to the parents.
 - b. To the physical education teacher for his extended periods of after school activities and his energy in preparing the pupils to win the Olympics three times in a row. Though the Safety Patrol is a big headache, he supervises that, too.
 - c. To the Art teacher for her inspiration and patience with pupils who participated in poster contests, and we had some top winners.
 - d. To the Librarian for making the transition from one program to another run so smoothly.
3. To the Secretary for her endurance and good public relations with staff members and parents. A good bit of her time is given to nursing, -taking care of sick and injured when the nurse is not in school; and many times this can be very unnerving because of the number of working mothers who are not available to help their children when they need it and when we need it.
4. To the Aides for their tolerance and patience in working thru the lunch hour - a very difficult time, but the program seemed the best organized this year and as peaceful as it could possible be. A suspension of two weeks from the lunch program for lack of cooperation on the part of the pupil was and will continue to be in effect.

5. To the Custodians for trying to keep this place in good order. I am wondering how the new schedule will work out. We were stranded on two occasions when a male custodian was not present. Provisions must be made for substitutes when one of them is absent.
6. To the Child Study Team for extending their services through the lunch hour for pre-referral conferences with teachers in an effort to keep referrals at a minimum.
7. To the Ladies in the lunchroom for their interest and effort in trying to make the food appealing to everyone. It is amazing how few foods some children like and just awful to see so much food wasted.
8. To the Parents for their interest, cooperation, support and generosity to me and the school. Their projects - cake sale and many others, were all highly successful and they made a pile of money. The Sixth Grade sewing project, supervised and taught by the mothers, was a very profitable one. The project was maintained with Mothers Club funds and the girls enjoyed modeling the skirts that they made.
9. To Dr. Fadule for trying to attach some importance to the position of the elementary principal. While it is his prerogative to establish a chain of command as he sees fit to do, and it certainly is respected, I seem to enjoy dealing with him directly.
10. To the Board of Education for including money in the budget for class trips. All classes enjoyed going on a trip, and it was possible for the Fifth Grades at Washington to get together with the Fifth grades from Spring Garden.

However, I am concerned with the constant movement of pupil population. It is rather difficult to assess and meet the needs of all concerned. The breakdown in the family unit has presented some difficult situations for children that are reflected in their academic performance. Certainly the unrest that prevails within teacher groups has a bearing on their performance in the classroom. Lack of interest of the voters in school board elections is hard to understand. I am greatly concerned with the vandalism and the burglarizing of this school that took place this year. Perhaps these concerns are of a broad nature, but they do have a specific influence on progress.

I am looking forward to another good year.

NUTLEY PUBLIC SCHOOLS

YANTACAW SCHOOL

NUTLEY, NEW JERSEY 07110

JOHN WALKER

Principal

To: Dr. J. Fadule

From: Mr. J. Walker

Subject: Principal's Annual Report 1978-79 School Year

The 1978-79 school year was a very rewarding one for me.

STAFF:

The entire staff, as usual, was very cooperative. Several interesting projects were developed by them, (i.e., The King Tut display, under the supervision of Mrs. Felice, which turned out to be a multi-learning, sharing experience for the whole town. Miss Anello, Miss Carpenter, Mrs. Van Schoick, Mrs. Iafrate and Dr. Bernhardt (a parent) joined the building administrator for a wonderful day at Lincoln Center and Fordham University with 40 Student Council members (at least 2 per class).

Several teachers continued our rap session programs, which often extended from 3:20 p.m. to 6:00 p.m.

PARENTS:

It is very difficult to evaluate all the positive contributions made to the students, teachers, Board of Education and the Town of Nutley, by my parents. Often their contributions are made with little or no fanfare. They have been very supportive of all programs initiated by the Board of Education and/or the building principal.

STUDENTS:

The students, the most important people - are the greatest - not only in Yantacaw but Nutley. We have shared many worthwhile experiences since I first served them as principal in 1973. I especially enjoy the individual conferences, held each year, with every student. Though we may seldom finish in the top category during the Junior Olympics, they are in very top with me and the staff.

PROGRAMS:

There are several programs that may or may not be a little different, (i.e., RAP Program, Student Council, Project Help, where students received help in math or reading before or after school or during lunch.)

CONCERNS:

Math has been my number one concern. Teachers have been made aware and, in most cases, more contact time has taken place. The third and sixth grade tests have been reviewed and one outstanding concern was the area of problem solving in

grade 3. The curriculum (Houghton Mifflin) in grade 3 does not have a heavy emphasis in problem solving. This information may not be strong enough by itself, however, when the Iowa scores are returned, I will be able to make some comparison between the two.

BRIEF OUTLOOK FOR THE 1979-80 SCHOOL YEAR -

1. We will be grouping grade 3 through 6 for math. This year we grouped grades 5 and 6.
2. Each 6th grade student will be required to do a research project. The combined efforts of the librarian, the three 6th grade teachers and the principal will be utilized for this project.
3. I plan to use our RAP people more in our math program this coming year.
4. Plans are being developed to have workshops for parents, especially in math.
5. I will continue informal after school meetings with staff members.
6. Several in-service programs will be implemented.
7. I plan to support programs planned by the Board of Education for the coming year.

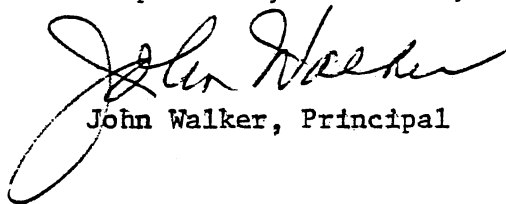
CONSLUSION -

With the possibility of having a night shift for custodians, some of my concerns mentioned in a previous report will be taken care of,

I am looking forward to working with my staff, parents, RAP people, and especially the children for the 1979-80 school year.

Thanks to Dr. Fadule, Dr. Davis, Mr. Ramsland and the Board of Education for all their help and support,

Respectfully submitted,

A handwritten signature in dark ink, appearing to read "John Walker", is written over the typed name. The signature is fluid and cursive.

John Walker, Principal