A joint publication from The Morris School District and The Morris Educational Foundation

FALL 2019

FIND OUT WHAT'S HAPPENING IN...

THE District

A BIG WIN FOR THE MSD:

MACKEY PENDERGRAST NAMED SUPERINTENDENT OF THE YEAR FOR THE STATE OF NEW JERSEY!

The New Jersey Association of School Administrators (NJASA) has chosen Mackey Pendergrast, Superintendent of the Morris School District, for New Jersey's Superintendent of the Year. Mr. Pendergrast will now represent the State as a candidate for the American Association of School Administrators (AASA) National Superintendent of the Year Award, which recognizes the talent, vision, and impact of our nation's public school leaders. He was named Morris County Superintendent of the Year in June and Region I Superintendent of the Year for North Jersey in September.

This distinction comes at the start of Pendergrast's fifth year as superintendent of the Morris School District and his ninth year overall as a superintendent. He began his public school teaching career as a high school history teacher and varsity basketball coach for the Summit Public Schools and held positions in central office administration for the Westfield Public School District and the West Morris Regional High School District before becoming superintendent of West Morris in 2011.

Board of Education President Lisa Pollak and Vice President Nancy Bangiola said they were "absolutely thrilled but hardly surprised" by their superintendent's recent accolades, including the state's top honors. more on page 3>

MEF and MSD Family Author Experience Kicks Off Love of Reading

What do writers and ninjas have in common? District second graders contemplated this question in October during the fall installment of the new Morris Educational Foundation (MEF) and Morris School District (MSD) Family Author Experience. The Author Experience brought second graders and their families together with children's book author Corey Rosen Schwartz for two evening events, one at Normandy Park and one at Alfred Vail. Schwartz shared her book *The Three Ninja Pigs* and not only challenged students to answer this question, she also challenged them to show their ninja moves with the help of a martial artist. more on page 3>

Students Now Have the Flexibility to Find the Perfect Seat

Goldilocks taught us that when selecting a seat, not all are "just right." So, creating a classroom environment that allows each student to find their own "just right" is a key step to reach full academic and social-emotional potential. The Morris Educational Foundation has funded flexible seating options for students in all K-5 schools and all sixth grade English Language Arts classrooms to help create a comfortable environment and boost achievement.

Teachers have already noted improvements in students' focus, ability to regulate emotions, and quality of productivity. They find students are excited to come to class, more likely to complete tasks, and are more comfortable physically. More engaged learning is taking place as students focus on mastering skills. more on page 2>

MORRIS SCHOOL DISTRICT FOUNDED 1854

MSD BOARD OF EDUCATION

Lisa Pollak, President
Nancy Bangiola, Vice President
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Peter Gallerstein • Linda K. Murphy • Vij Pawar
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Superintendent of Schools: Mackey Pendergrast

MORRIS EDUCATIONAL FOUNDATION

MEF EXECUTIVE BOARD

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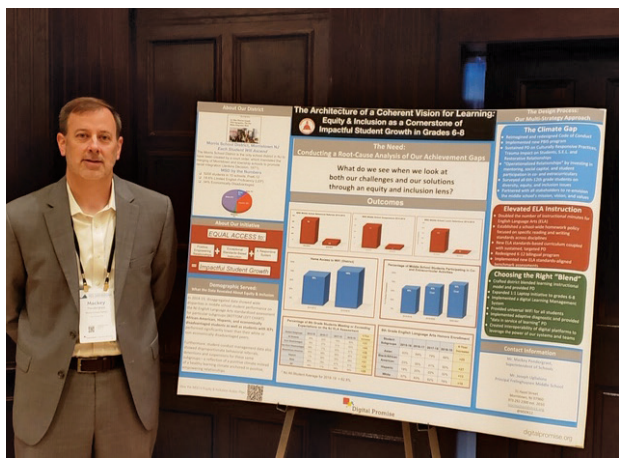
MSD Selected for Equity and Excellence Showcase at National Press Club



The national spotlight was on the Morris School District on October 16, when Superintendent Mackey Pendergrast joined nine other public school leaders from across the U.S. at the National Press Club in Washington, D.C. for the *Equity and Excellence: Innovation in American Public Education* showcase. The showcase was organized by Digital Promise, a nonprofit dedicated to improving educational opportunities and outcomes through innovative practices and technologies. Superintendents and other public school administrators, education policy makers and thought leaders, and representatives from the press attended the event to learn how successful school districts are addressing the equity gap and positively impacting the lives of marginalized students.

Mr. Pendergrast highlighted the District's multi-strategy approach to closing achievement gaps in reading and writing at Frelinghuysen Middle School. He explained, "Four years ago, state standardized test scores revealed marked disparities in student performance among our demographic subgroups, with students of color, economically-disadvantaged students, and students with IEPs performing lower than white and non-economically disadvantaged students. At the same time, discipline data showed disproportionately higher numbers of behavioral referrals, detentions, and suspensions for African-American and Hispanic students. Principal Joe Uglialoro and I determined that, in order to create impactful, lasting change at the middle school in terms of equity, access, and achievement, we needed to take the broad view and confront both the reading and writing gap as well as the climate gap."

A study just published by the American Educational Research Association (AERA) validates their approach; Stanford University Professor Francis Pearman and colleagues have now documented the relationship between racial disparities in school discipline rates and academic achievement between black and white students nationwide. (See Pearman et. al. "Are Achievement Gaps Related to Discipline Gaps? Evidence From National Data.")

Mr. Pendergrast's demonstration at the Equity and Excellence showcase outlined what he and Mr. Uglialoro call "The Architecture of a Coherent Vision for Learning"—the integration of a comprehensive set of strategies along three fronts: the transformation of student culture and climate, emphasizing the centrality of positive, affirming human relationships; the elevation of reading and writing instruction, including the move from an every-other-day schedule to a daily schedule of English Language Arts classes; and the universalization of "blended" learning, which couples technology-based and face-to-face instruction, so that all students can have equal access to the skills and resources necessary for the 21st century.

The longitudinal data Mr. Pendergrast shared at the showcase illustrates the far-reaching impact of the District's approach. "Our results are proof of concept," he stated. A four-year comparative summary of test scores from the NJ State standardized test in English Language Arts shows significant improvement across the board for all demographic subgroups (see chart below). For example, economically disadvantaged students receiving a passing score improved by 44 percentage points (from 18% in 2014-15 to 62% in 2018-19). African American students improved by 35 percentage points (from 30% to 65%), and Hispanic students improved by 51 percentage points (from 17% to 68%). Over the same time period, discipline rates for all demographic subgroups declined: behavioral referrals went from 788 in 2014-15 to 112 in 2018-19, suspensions from 175 to 18, and lunch detentions from a high of 1034 down to 34.

Pendergrast calls these results "remarkable," and noted that it was the combination of coordinated strategies that proved so effective: "It is no mistake that while suspensions and behavioral referrals have dropped dramatically, we have simultaneously seen a dramatic rise in student growth and achievement in reading and writing. All of the strategies we conceptualized and employed were necessary in concert, and it was the comprehensiveness and coherency of our approach that enabled its success. Simply reading and writing more is not enough to create this type of improvement unless it is accompanied by the intentional use of data, careful and targeted integration of technology, sustained professional training and dialogue, investment in student participation and social capital, and a shift in culture and climate so that all students feel that they belong and have value in our schools."

Pendergrast added: "What is more, these strategies were not conceived and implemented incidentally; they are aligned to our district mission and firmly rooted in our values—values that are shared by the community and advanced by our partnerships with our stakeholders. The Morris School District is part of a legacy of committing to inclusive, accessible education for all students. We are proud of that legacy, and we will continue to work hard toward its realization."

Both he and Principal Uglialoro gave great credit to the teachers and counselors at Frelinghuysen Middle School for their "uncompromising commitment to providing exceptional instruction, meeting the needs of each student, and inspiring our students to reach new heights."

Percentage of 8th Grade Students *Meeting* or *Exceeding* Expectations on the NJ ELA Assessment

Student Subgroups	2015-16	2016-17	2017-18	2018-19	4-Year Increase
All Students	49%	62%	76%	80%	+31
Econ Disadvantaged	18%	27%	51%	62%	+44
Non-Econ Disadvantaged	59%	77%	83%	87%	+28
Black/African-American	30%	49%	65%	65%	+35
Hispanic	17%	36%	55%	68%	+51
White	66%	78%	87%	91%	+25
IEP	16%	17%	39%	45%	+29

Note: the NJ all-student average for 2018-19 was 62.8%

Fall 2019 Sports Round-Up

Boys Cross Country: Ranked 24th in NJ; 1st place Greystone Invite, 2nd place Garret Invite, 4th place Shore Coaches Invite; 3rd place Morris County Championships, 3rd place NJAC Championships, 2nd place North I Group 4 Sectionals. Tobias Gaynor, 1st team All-Conference, 1st team All-County; Theodore Kuelker, 1st team All-Conference, 2nd team All-County; Jack Haynie, 2nd team All-Conference, 2nd team All-County; Connor Startzel, Honorable Mention All-Conference.

Girls Cross Country: 2nd place Greystone Invite, 5th place Garrett Invite; 4th place All-Conference Championships, 5th place Morris County Championships. Jessica Samms, 2nd team All-Conference; Matt Lebel, 2nd team All-Conference; Meghan Young, 2nd team All-Conference; Madeline Feeney, Honorable Mention All-Conference.

Field Hockey: Advanced to quarter-finals in County Tournament and semi-finals in State Tournament. Britt Hoftijzer, 1st team All-Conference, 1st team All-County; Morgan Mastracchio, 1st team All-Conference, 3rd team All-County, All-Star Selection; Celina Frazzano, 1st team All-Conference, 1st team All-County, All-Star Selection; Phoebe Etzold, 2nd team All-Conference, 3rd team All-County; Danielle Hessels, 2nd team All-Conference, Honorable Mention Morris County; Sydney Familo, 2nd team All-Conference; Elizabeth Scheer, 2nd team All-Conference, Honorable Mention Morris County; Emily Prachthauser, Honorable Mention Morris County.

Football: Jack Harris, 1st team All-Conference; Jason Jones, 1st team All-Conference; Jackson Willette, 1st team All-Conference; AJhand Jordan, 2nd team All-Conference; Patrick Fitzgerald, Honorable Mention All-Conference; Joel Torres, Honorable Mention All-Conference.

Boys Soccer: Advanced to semi-finals in County Tournament and quarter-finals in State Tournament. Henry Acosta, 1st team All-Conference, 2nd team All-County, All-State team; David Farmer, 2nd team All-Conference, Honorable Mention All-County. Diego Izaguirre, 1st team All-Conference, 1st team All-County, All-State team; Connor Manion, 2nd team All-Conference, 3rd team All-County; Gavin Cunningham, Most Improved Player; Yefri Lazano, Javi Avelar Award.

Girls Soccer: NJAC National Conference Champs; Morgan O'Neil, 1st team All-State, 1st team All-Conference, Morris County top 22 players; Mia Cecala, 1st team All-Conference, All-State team; Tara O'Neill, 1st team All-Conference; Amanda Gillespie, 2nd team All-Conference; Gabby Romano, All-County team; Maya Ruhalter, Honorable Mention All-Conference; Olivia Scott, Honorable Mention All-County; Kathryn Duff, Honorable Mention All-County, NJ.com top 25 sophomores in the State.

Tennis: 2nd place conference, 2nd place Morris County Tournament; Grace Starcher, 1st team All-Conference (1st singles), MCT finalist, Wayne Valley champion; Maddie Siegel, 1st team All-Conference, MCT 2nd singles champion, Wayne Valley champion; Alex Fisher, Honorable Mention All-Conference, Wayne Valley tournament champion; Madison Silver, Honorable Mention All-Conference, Wayne Valley tournament champion.

Volleyball: Sydney Rossiter, 2nd team All-Conference; Brooke Atkins, Honorable Mention All-Conference.

Save the Date! Audition for Morristown ONSTAGE's 20/20 Show!

The Morris Educational Foundation is proud to present our 13th annual Morristown Onstage on February 26, 2020. This year's theme, 20/20 Seeing is Believing, celebrates vision, hope, and achievement. The Mayo Performing Arts Center will host our unique showcase of singing, dancing, and instrumental talent of all ages. Morristown Onstage is the feel-good community event of the year that celebrates Morristown and the Morris School District and its unique place as a district of excellence and diversity that sets it apart from all. You don't want to miss it!

Find the Perfect Seat Cont'd

Flexible seating aligns with the Morris School District's Social-Emotional Learning Initiative to help students develop relationship skills, social awareness, self-awareness, self-management, and responsible decision-making. Options vary in each classroom and may include bean bag chairs, lab stools, sit-to-stand active stools with pivot seats, wobble disks, carpets, floor tables, and bouncy bands.

Humanities Academy Teachers Dive Deep into Design Thinking at Stanford

Q: *What do places like MIT, Princeton, and Stanford have in common with the Morristown High School Academies?*

A: *High-level, innovative programs in Design Thinking!*

This summer, Morristown High School English teachers John Madden and Matt Daly spent an intensive three days at the K12 Lab, one of several rigorous professional learning opportunities offered by Stanford University's d.school—the nation's top program in design thinking. "Design thinking" is a human-centered methodology for addressing real-world problems that foregrounds empathy; throughout its iterative stages, design thinking revolves around a deep interest in developing an understanding of the people for whom we are designing. Stanford's K12 Lab gives educators the "creative confidence" to further their knowledge of design thinking through actual design challenges and to develop specific strategies for implementing the methodology in their own classrooms and schools.

As part of a diverse international cohort of 50 teachers and school leaders, Madden and Daly assumed the role of students in an introductory design thinking course. This enabled them to experience instruction from the students' point of view as they collaborated with other educators to problem-solve and negotiated a range of different perspectives and levels of expertise. Daly recalls, "the emphasis on creating empathy in our designs was constant throughout the activities, and really brought home the concept and importance of keeping the 'human' in human-centered design." They also found a strong correlation between the imperative to recognize one's assumptions and biases in the design process, a salient theme of the Stanford workshop, and their own professional development in Culturally Responsive Practices and Social-Emotional Learning, which teachers in the Morris School District have been focusing on over the past two years.

In the Humanities Academy, students learn the fundamentals of the design thinking process in their first year of the program and then focus on its various applications through in-depth, self-directed projects in subsequent years. Their course of study culminates in an original senior-year creation and presentation. Because feedback is essential to the design thinking approach, students are given multiple opportunities in and out of the classroom to develop ideas and share their research with the school and wider community. Madden and Daly have established a series of "In the Schools" forums held at the town/township library for this purpose, and students present their end-of-year projects at the annual Humanities Night at the high

Humanities Academy students problem-solve at a design thinking feedback forum.

school. Along with their peers in the STEM Academy, Humanities students can attend several design thinking sessions at Princeton University, where they work side by side with Princeton undergrads on design challenges.

Together with their Humanities Academy classes, Madden and Daly have devised a core set of "Habits of Mind" that students learn to cultivate and draw from as they approach their coursework and research projects. These habits of mind include values-based principles such as empathy, mindfulness, and intentionality as well as principles that are reflected in an individual's behavior, like flexibility, intrinsic motivation, and persistence. Thus, the Humanities Academy emphasizes the significance of the metacognitive dimension of learning: a student's mindset is integral to the creative process and to the end result. According to Madden, their approach to teaching vis-a-vis "habits of mind" was echoed throughout the workshop at Stanford's K12 Lab. "It was tremendously gratifying to realize how far developed our program at Morristown High is, and how the ideas coming out of Stanford are things our students are already well-versed in here in the Humanities Academy," he stated.

Having left Stanford with an invaluable network of teachers and professors to continue learning from, with new activities and resources to export into their own classrooms, and with new ways to frame objectives such as approaching a text or writing a paper, Madden and Daly want to ensure that their experience in the K12 Lab travels back to the MSD. They look forward to opportunities to dialogue with colleagues from a range of academic fields about ways that this methodology can inform teaching practices across subject areas and bring teachers from different disciplines together through a shared and richly productive language of inquiry.

Love of Reading Cont'd

While this event provided an evening of entertainment and fun, the underlying goal, to create stronger relationships between home and school for student success in reading, was an emphasis. Tools to help parents improve family literacy were shared, and each family received a signed copy of *The Three Ninja Pigs,* even if they did not attend. In addition, each second-grade teacher facilitated an in-class activity to support the book, and each family received a take-home list of supporting activities.

Parents' literacy skills, along with their attitudes about learning and formal education, have an immense impact on their children's academic achievement. Programs like the MEF and MSD Family Author Experience help strengthen the intergenerational nature of literacy. A spring session will take place in April at Hillcrest and Woodland schools and will feature author Sarah Aronson. The Morris Educational Foundation is proud to have partnered with the Brighthouse Financial Foundation to bring the MEF and MSD Family Author Experience to all 360 second graders in our schools.

2018-19 MEF Scholarship Winners

The Judy and Eliot Steinberg Scholarship
Karen Quillay, The College of New Jersey

Wong Family Scholarship
Abigail Anne Gringeri, University of Pennsylvania

The George and Michele Becker Scholarship
Jonathan Steven Granda Acaro, County College of Morris

The Stephen B. Wiley Scholarship
Anthony P. Ostlund, Savannah College of Art and Design

Brian J. McNally USMC Scholarship
Grace Elizabeth Flanagan, University of Scranton

The Javier Avelar Scholarship
Rikaluz F. Ora, Fairleigh Dickinson University

James B. Galbraith, Jr. Scholarship
Indira Lee Summerville, Johns Hopkins University

The John T. Cunningham Scholarship
Kylee E. Strasser, Rutgers University

Morristown Animal Hospital Welfare Scholarship
Grace E. Lynch, University of Michigan

The AT&T Pioneers Scholarship
Ashe Gobin, Sussex County Community College

Shirley Shalit Scholarship
Joshua Austin Gulisano, Fairleigh Dickinson University

Mary Plunkett Bentzlin Scholarship
Tanya Isamar Andino, Drew University

MEF College and Career Readiness Award
Andy B. Dominguez, Rutgers University

The Morris Educational Foundation is proud to have given $155,000 in scholarship awards to Morristown High School students last school year, a record amount. Our offerings continue to grow as we work with donors to provide more scholarship options. If you are interested in supporting or creating a scholarship, please connect with us at info@morrisedfoundation.org.

A Big Win For The Morris School District Cont'd

Superintendent Pendergrast joins a third grade math lesson at Alexander Hamilton.

"We hired Mackey to lead the Morris School District because of his strong record of innovation and proven ability to translate creative ideas into concrete action and results for students," said Pollak. Bangiola added, "And we knew immediately that his forward-thinking vision for learning would redound to the benefit of each student in the Morris School District. He promised this to us, and he has delivered far beyond what we ever could have imagined."

Under Pendergrast's leadership the District has seen remarkable growth in student performance. Reading and writing test scores at Frelinghuysen Middle School have improved dramatically across all grades and demographic subgroups, in some cases tripling over the past four years. Participation in honors-level and AP classes has also risen steadily; the number of AP exams passed by students at Morristown High School has more than doubled since 2015. MHS also had the greatest number of students in Morris County enrolled in BC Calculus and Physics C (the highest level math and science courses offered). Pendergrast notes that these impressive shifts in student achievement reflect "greater access to exceptional opportunities for more and more of our students to engage their intellectual curiosity and pursue their passions—which means they graduate from our district with better preparation for their futures."

Other highlights of Pendergrast's tenure include a flourishing of new programs in STEM, Computer Science and the arts; a preschool expansion of historic proportions; as well as comprehensive district-wide initiatives in social-emotional learning, equity and inclusion, communications and community relations, and student health, wellness and safety.

Pendergrast is widely known among colleagues as a leader in sensible and targeted digital learning. In 2014, along with 11 other superintendents, he contributed to the Obama administration's National Education Technology Plan and was part of a consortium of exemplary superintendents invited to the White House to launch the Future-Ready initiative. Pendergrast firmly maintains that the right kind of technology integration will empower students and teachers and revolutionize learning outcomes. Along these lines, the Morris School District has provided universal Wi-Fi to all students in the district who need it, operationalized a one-to-one chromebook program for grades 6-12, and implemented "blended learning" methodologies, which integrate the best of digital and face-to-face learning in the classroom.

Pendergrast refers to his post in the Morris School District as his "dream job": "I love turning left off my street every morning and driving into Morristown to work with such a talented, dedicated group of educators. It is so gratifying to know that our collective successes are being recognized and celebrated; we all have so much to be proud of."

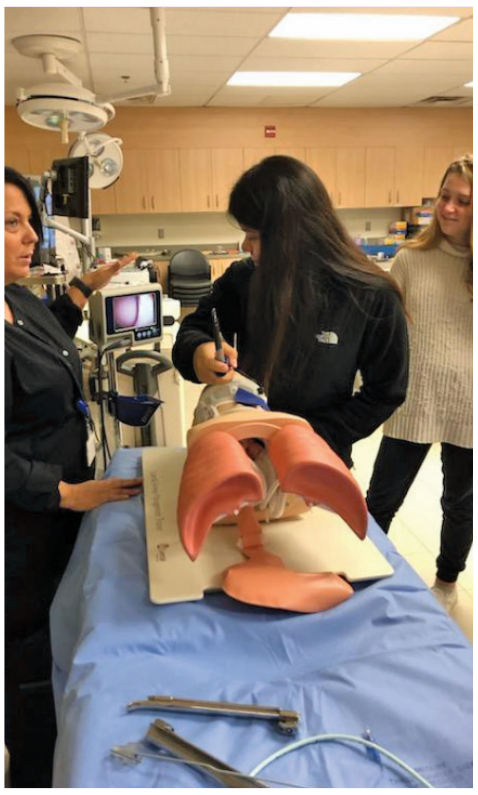
For Pendergrast, the Superintendent of the Year award is a two-fold honor: "What an immeasurably rewarding experience it has been for me to be part of the Morris School District's unique 'community of communities' and to see it ascend. And to have the privilege of representing an ascending state, also a unique 'community of communities' that is at the forefront of high-quality innovation in public education, is an especially profound honor."

MORRISTOWN H

MULTIPLE PATHWAYS, ONE EX

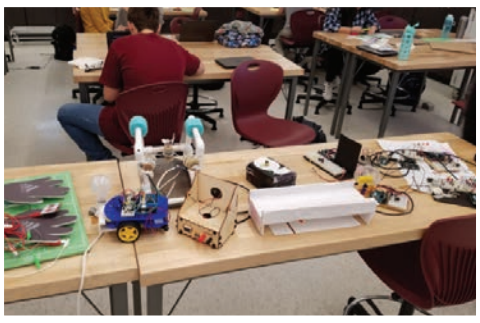
WIDE-RANGING OPTIONS TO INSPIRE LEARNERS AND LEADERS

No matter what path they choose or what passions they pursue, students at MHS know they belong to a strong, vibrant, inclusive community that positions them for success in college, career, and citizenship.



FUTURE-READY SPACES MEAN STUDENTS ARE BETTER PREPARED

Our progressive spaces and state-of-the-art equipment mirror what students will encounter at top universities and in the workforce: engineering and architectural design labs, CAD lab, science labs, innovation suite, art and design studio, fabrication lab, wood shop and production room, CNC production room, makerspace classrooms, broadcasting suite, kinesiology and conditioning studio, and more!



HIGH SCHOOL:
XTRAORDINARY COMMUNITY

INNOVATIVE PROGRAMMING ...

- Prestigious STEM Academy
- Award-Winning Theatre Arts
- Full-Spectrum Music Education & Performance
- Multidisciplinary Humanities Academy
- Accredited Leadership Program
- Pre-Professional Communications & Media Studies
- Cutting-Edge Engineering & Design

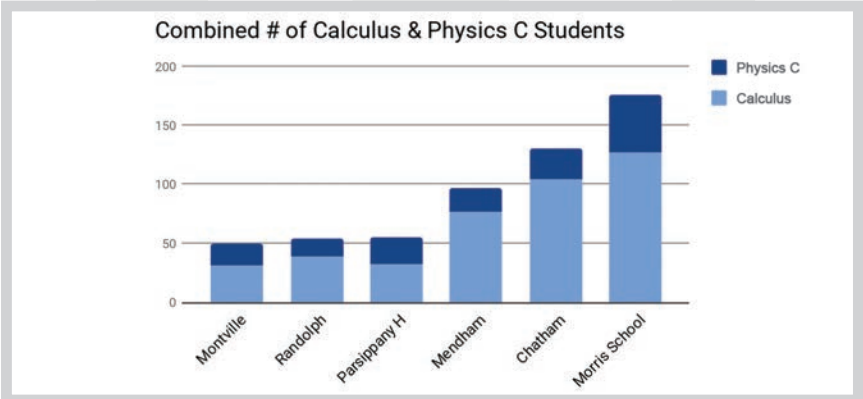
... WITH DEMONSTRABLE IMPACT

Raising the Bar on Student Achievement

	2015	2016	2017	2018	2019
Total AP Students	255	304	350	338	425
Number of Exams	439	599	752	637	918
% of Total AP Students with Scores 3+	85.0	87.0	83.0	85.0	84.0

The # of AP exams taken has more than doubled while test scores remained constant. We're raising the bar without compromising our high standards and expectations!

More of Our Students Enroll in Top-Level Courses



Our highest level math (BC Calc) and Physics (AP Physics C) have exceptional enrollments.

2019 NJ Science and Math League Results

#1 AP Chemistry Team

#1 AP Environmental Science Team

#1 Chemistry I Team

#1 Math Team

#1 IN MORRIS COUNTY!

#MSDADVANTAGE

MORRISSCHOOLDISTRICT.ORG

Alumni Spotlight: Kendall Rogers
Morristown High School Class of 2017

Kendall Rogers's experiences in the Morris School District both on and off the field helped shape him into the principled and productive person he is today.

Kendall Rogers, Morristown High School class of 2017, is a junior at Bowdoin College. As a religion major and member of Bowdoin's men's lacrosse team, he no longer lives in Morristown. However, Kendall's Morris School District upbringing lives on in him, particularly the MSD goal that "Graduates of the Morris School District will be equipped to live a principled and productive life where they see their connections and responsibilities to local and global communities."

Kendall forged one such connection with Harlem youth last summer through his volunteerism and mentorship with Harlem Lacrosse. He is proud to incorporate his love of the sport with his passion for teaching to positively impact minorities. As an athlete of color, Kendall also mentors peer athletes at Bowdoin through the Athletes of Color Coalition. He credits his experience in the Morris School District with this advocacy. "Morristown High School prepared me to stand up to things that don't embody a welcoming experience for everyone. . . it allowed me to see that not all people experience or see things in the same way."

The Rogers family has deep roots in the Morristown community. His father Robert has led the Church of God in Christ For All Saints for 24 years, his grandfather, for 30 years before that. Kendall started playing lacrosse in town as a third grader. He credits his experience as a Morristown High School lacrosse player and two-time captain with fostering his volunteerism. The family culture of the team, led by Coach Jeff Bigas at the time, encouraged giving back to the community. He still joins former teammates in Morristown every Thanksgiving to distribute food to those in need.

Kendall encourages Morristown High School students to seek personally meaningful volunteer work, not just for college applications, but to truly connect with the community. He also highly recommends that all students take advantage of the broad array of classes offered at Morristown High School, from Advanced Placement sciences and math to humanities and social studies to literature and arts.

"You never know where you will find your passion. It could be on the field, in the classroom, or with a community organization. I entered Bowdoin as a neuroscience major, but after I took one religion class, I realized I found another path. I encourage all students to explore many options to find their path."

Washington Valley Schoolhouse Celebrates 150 Years

Immortalized in the Morris School District's logo, which features the image of a charming little red schoolhouse, the Washington Valley Schoolhouse celebrated its 150-year anniversary this fall.

The traditional one-room schoolhouse was built in 1869 at the corner of Washington Valley Road and Schoolhouse Lane in Morris Township, where it still stands today. The school served children ages 5-17 and could accommodate up to 52 students comfortably in its single classroom, although the average daily attendance in 1874, one year for which precise records remain, was 22. The school was illuminated by hanging kerosene lamps and the natural light from its seven-foot tall windows. A stove on one side of the room provided heat in the colder months. Older students were appointed by the teacher to bring in wood and coal for the stove, and empty ashes. In 1913, with the decline of the one-room schoolhouse as student populations rapidly increased, the Washington Valley Schoolhouse closed, and students were sent to the larger Hillside School nearby.

Since 1926, the building has been carefully managed and maintained by the Washington Valley Community Association (WVCA) and the Washington Valley Home Economics Club. A regular schedule of community meetings and events has kept the building in use throughout its history and endeared it to the Valley as a vibrant neighborhood hub. Most recently, the WVCA hosted a pancake breakfast—an annual fall event attended this year by several Morris School District Board of Education members who helped honor the sesquicentennial.

The WVCA welcomes visits by teachers and classes and has devised a curriculum to introduce students to late nineteenth-century educational and social practices. Through the comparative study of contemporary classrooms versus the one-room schoolhouse, today's students are invited to learn how their daily lives in school differ from the experience of the children who attended the Washington Valley Schoolhouse generations ago.

Happy Birthday! The community celebrates the 150th year of the Washington Valley Schoolhouse in Morris Township.

A variety of historic materials in the schoolhouse represent the time period, such as old textbooks, copy books, maps, lunch buckets, slates and chalk, and pictures of school children and teachers. Visiting students are given a sample lesson to demonstrate the difference in expectations, subjects covered, and teaching methods.

According to Sue Young, President of the WVCA, the neighborhood pride in the schoolhouse and its central role in the lives of Valley residents throughout the years has helped preserve its place in the history of the Township. Mrs. Young says it has been a privilege to ensure that the legacy of the Washington Valley Schoolhouse endures. "Time will never erase the work that has been accomplished and the lives this little red, one-room Schoolhouse has enriched," she remarked. The Morris School District extends the happiest of birthday wishes to this 150-year-old historic landmark! *For more information about the Schoolhouse or to schedule a visit, please contact Sue Young of the WVCA at smy81@optimum.net.*

Congratulations to our AP Scholars!

The following Morristown High School students received AP Scholar Awards for their exams taken in the spring of 2019:

AP Scholars
Luna Aguilar, John Alessio, Nicole Barkemeyer, Olivia Bilbault, Lauren Blaustein, Lauren Broseker, Kirsten Brutans, Jackson Campbell, Mia Cecala, Hannah Cheren, Zachary Crowe, Sofia Del Gaudio, Elijah Ellman-Leavell, Gerson Escobar Santos, Leana Fahmy, Harrison Fleetwood, Isabella Galinkin, Kyle Gehsmann, Pearse Gorman, Thomas Hebert, Kent Hefele, Logan Heher, Danielle Hessels, Demetrios Karambelas, Caroline Lehrer, Benjamin Liu, Luke Lofrumento, Jake Massey, Morgan Mastracchio, Conor McCreedy, Peter McGrath, Grace Miller, Michalia Monfalcone, Patrick Montfort, Thomas Montfort, Aidan Myers, Stephanie Ona, Rikaluz Ora, Alina Parr, Julieta Quinteros Amat, Jameson Rulon, Samantha Sczepanski, Avina Sharma, Molly Sibona, Anna Sinclair, Per W. Sivertsson, Lauren Smith, Sophia Sparacino, Dan Stallone, Benjamin Stein, Deanna Swanson, Kinsey Thorpe, Brendan Tierney, Skye Verrusio, Jordan Viotto

AP Scholars with Honor
Sheetal Bangalore, Katherine Baskin, Andre Bergeron, Alexandra Carlotta, John Christmas, William Cumming, Sydnee Day, Brendan Doherty, Lauren Dou, Hallie Douenias, Owen Duffy, James Galbraith, Sophie Gleckner, Tara Goldhirsch, Kimberly Heller, Evan Jinks, Matthew Litman, Siobhan Nerz, Liam O'Connell, Joseph Oettinger, Paul Rickershauser, Andrew Rosenkilde, Ethan Salmon, Vivien Sefcik, Madeline Siegel, Nida Sinha, Megan Sodano, Kylee Strasser, Justin Tam, Alexandra Tarzanin, Erik Vataker, Annalise Webber, Duncan Wild, Dana Yaptangco

AP Scholars with Distinction
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National AP Scholar
Anna Cliche

National Merit Commended Students

2020 National Merit Commended Students

The National Merit Scholarship Program is an academic competition for recognition and scholarships available to high school students who qualify based on their Preliminary SAT (PSAT) scores. Of the approximately 1.6 million entrants, about 2% receive Letters of Commendation for their outstanding academic promise.

We are pleased to acknowledge the following Morristown High School seniors, who have been named National Merit Commended Students for the Class of 2020 (listed in alphabetical order):

Sheetal Bangalore, Katherine Baskin, Logan Blankinship, Lauren Broseker, Antti Meriluoto, Anne Merritt, Grace Miller, Thomas Sporer, Connor Startzel, and Brenna Thornton.

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FALL 2019

A joint publication from The Morris School District and The Morris Educational Foundation

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NJSPRA
School Communication Award Winner
2019

IN THE DISTRICT

The Morris Educational Foundation and the Morristown Festival of Books renewed their partnership to promote reading and literacy to each of the Morris School District's 5,200 students. This fall they presented a $10,000 check for books for every PreK through grade 12 library in the Morris School District.

Pinned by Morris Educational Foundation

Woodland students received an animated welcome back to school in September!

Pinned by Morris School District

Each year the Morris Educational Foundation provides blanket grants to all ten Morris School District Schools to support cultural arts programming. These Normandy Park students enjoyed a Spirit Tree residency last spring.

Pinned by Morris Educational Foundation

Joseph Longo, MHS '44, hosted current MHS computer aided design, engineering design, systems technology, and wood design students at his business, Longo Electric, as part of MEF's CAMP (Colonial Alumni Mentoring Program) Out.

Pinned by Morris Educational Foundation

Morristown High School Marching Colonials posed while warming up for competition with three new keyboard percussion instruments purchased through a grant from the MEF: a marimba, a vibraphone, and a xylophone.

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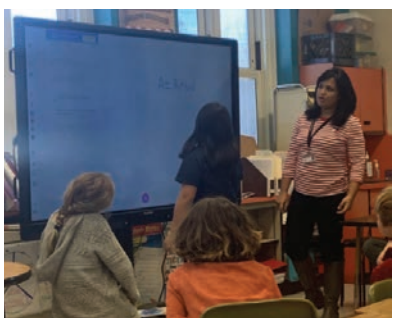

Blended learning in action in Mrs. Nair's fourth grade classroom! Students try out the newest interactive panel at Alexander Hamilton.

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The MHS fall run of *The Miracle Worker* showcased the depth and intensity of our student-actors' exceptional talents. Their superb performance was complemented by beautiful work in set design, costuming, hair and makeup, lighting, as well as by a stellar pit orchestra. Bravo to everyone involved in this unforgettable production!

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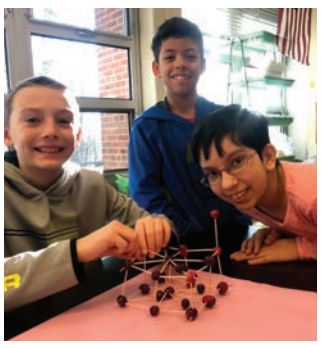

Sussex Avenue students had fun working together on Thanksgiving-themed STEM challenges.

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The Morris School District Board of Education recognized tutors from the Morris Tutoring Collaborative, a partnership of volunteer community tutoring programs in Morristown for Morris School District students that includes the Morris Educational Foundation, Presbyterian Church in Morristown, St. Peters Episcopal Church, the Church of God in Christ, and Bethel A.M.E.

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