

## **Weichert Realtors**



### **School Districts**

**Mendham Borough School District, NJ**

**Mendham Township School District, NJ**

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# THE SCHOOL REPORT

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## SCHOOL DISTRICTS

- MENDHAM BOROUGH SCHOOL DISTRICT, NJ
- MENDHAM TOWNSHIP SCHOOL DISTRICT, NJ

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## DISTRICT SIZE

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The size of the school district or school often has a considerable effect on the educational environment and the opportunities available to students.

### **Large Schools**

#### **Benefits**

Often offer more courses, sports programs, and extracurricular programs.

May have more specialized classes and more competitive sports and activities due to the larger pool of students.

May have larger professional staff, including psychologists, guidance counselors, speech therapists, and nurses.

May have more extensive facilities, including science, language, or computer labs; art and photography studios; swimming pools, athletic fields, and outdoor play equipment.

#### **Drawbacks**

May have larger classes and less personal attention for students.

### **Small Schools**

#### **Benefits**

Students may feel more secure in a smaller school setting where they know most of the children.

May wait longer to track children (place them in high, middle, or low skill or ability groups), giving children who are slower to develop academically a chance to show what they can accomplish.

May offer more opportunity for each child to succeed individually in class and as a member of sports teams and clubs.

#### **Drawbacks**

May have fewer choices in courses, extracurricular activities, and sports programs

May have fewer classes and resources geared towards children with specialized needs (e.g., gifted children, children with disabilities)

As a parent, you'll need to consider how the differing characteristics of a large or small school district could affect your child. Remember that many large schools offer the same personalized attention as smaller ones, and many small schools have extensive facilities and a commitment to offering a wide variety of classes and activities. It may be more significant to look at class size in each grade level and make sure the school has the classes, activities, and facilities your child needs, rather than assets that your child may not need to use.

While moving from a large to a small district, or vice versa, requires a period of adjustment, this is a good time to reassess what your child needs, and help him/her make a successful transition to a new school.

## DISTRICT SIZE

<i>DISTRICTS</i>	<i>Mendham Borough</i>	<i>Mendham Township</i>
Lowest Grade Level Highest Grade Level *	K 8	K 8
Student Population Teacher Population Professional Staff ** Student/Teacher Ratio Median Years of Teaching Experience	747 64 79 11 8	869 87 103 9 6
# Elementary Schools Average Elementary School Population # Middle/Junior High Schools Average Middle School Population Primary High School Population	1 374 1 298 1132	1 460 1 409 1132
Average Class Size *** Grade 1 Grade 8 High School English High School Math High School Science	20 21 23 22 22	22 21 23 22 22

\* Districts with only elementary schools include information on the high school most students attend.

\*\* Includes guidance counselors, psychologists, social workers, librarians, medical/dental staff, teachers.

\*\*\* Does not include special classes or targeted small group classes.

## ELEMENTARY AND MIDDLE SCHOOL PROGRAMS

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Selecting a school should begin with an evaluation of your child's educational needs. For elementary and middle school, it's especially important that your child is in the right learning environment, since the educational experience s/he has in the early grades will influence his/her attitude towards later learning.

By talking with your child's current teacher or child care provider, you can gain a sharper focus about your child's academic needs. Discuss areas in which your child may be having trouble. Inquire about opportunities that might allow your child to fulfill his/her potential. In this way, you can begin to create a list of the characteristics that the right school for your child would possess. Whenever possible, involve your child in the decision-making process. Ask him/her what s/he likes most and least about his/her current school. Ask him/her to describe the ideal teacher or the perfect school day.

When comparing elementary schools, the most readily available data are achievement scores, class sizes, and the grade level at which various programs are offered. These data can provide vital clues to the quality of the education, but they are not whole pictures. For example, small class sizes usually benefit children in the primary grades, but a school with larger classes may offer just as much individualized attention by employing well-trained teachers' aides and skillful teachers. Be sure you visit the schools and ask deeper questions to find out what statistics actually mean on the classroom level.

One concern of many parents is the grade level when schools introduce subjects and programs. It's easy to assume that earlier is always better, but that's not always the case. When you consider the age at which programs are introduced, think about your child's own skills and development, and your goals for him/her. If you want your child to receive concentrated art, music, or language instruction in an academic setting, look for schools that offer these programs at an early age. If these programs aren't offered at a school you're considering, but you feel that your child is ready, consider supplemental lessons from a music teacher, art center, or language instructor.

It is always a good idea to call the schools and verify any program that is important to you or your child. Schools are constantly changing or adding programs based on student interest, budget constraints, or school improvement plans.

## ELEMENTARY AND MIDDLE SCHOOL PROGRAMS

<i>DISTRICTS</i>	<i>Mendham Borough</i>	<i>Mendham Township</i>
Academic Programs		
Formal Study of a Foreign Language	1	5
Use of an Equipped Science Lab	5	6
Formal Computer Training	K	K
Use of an Equipped Computer Lab	1	K
In-classroom Computers	K	K
Technology/Industrial Arts	5	
Home Economics	5	
English as a Second Language	K	
Fine Arts Programs		
Band Instrument Lessons	4	4
Orchestra Instrument Lessons	4	4
Organized Band	4	4
Organized Orchestra	4	4
Organized Chorus	4	3
Drama Productions	7	5
Radio/TV Production		
Gifted and Talented Pull Out Programs		
Fine Arts	4	7
Mathematics	4	7
Science	4	7
General	4	7
Magnet Program		
In-classroom Enrichment	K	K
Academic Interschool Competitions		
Odyssey of the Mind	K	7
Reading Incentive		
Science Fair	4	
General Academic	4	4
Other Programs		
Before School Day Care	Y	
After School Day Care	Y	Y
After School Busing		
Overnight Field Trips	Y	Y

\* The earliest grade level each program is available does not include magnet or special programs

## UPPER SCHOOL PROGRAMS

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As you prepare your child to enter high school, s/he may be beginning to identify and define his/her own interests. It's likely that your child has some understanding of his/her strengths, weaknesses, likes, and dislikes. Whether your child has a definite career path in mind or s/he is still solidifying and refining interests, skills, and preferences, s/he continues to need a liberal arts education

At the high school level, your child has a greater voice in deciding what subjects s/he will study. Your input and that of teachers, guidance counselors, and even peers influence the decisions your child makes about which courses to choose, and which to avoid. When contemplating this new freedom and control, many students are eager to drop less favored or more difficult subjects. A budding musician may want to pass on mathematics, a future scientist may think foreign language is useless, or an aspiring electrician may decide all humanities are a waste of time. This strategy can backfire.

As a general rule, students should take the most challenging academic program that they can handle. If your child is college - bound, it's advisable that s/he continues to study English, mathematics, history, foreign language, science, and social studies. Even if your child plans on a specialized major like graphic arts or engineering, most colleges prefer students with a solid, well-rounded academic background. If your child does not anticipate attending college, it's still a good idea to continue with a core academic program. English and mathematics skills are essential in all walks of life, and basic high school course work will be essential if your student changes his/her mind about college some day.

When you're considering high schools, remember that for most students, quality course offerings in key subjects are more important than a wide array of electives. Look for classes that match your child's needs and interests. If advanced placement courses, vocational/technical education, studio art classes, business skills courses, or classical languages are important to your student, look for schools that offer them. Larger school districts are more likely than smaller ones to offer many choices, but if your student needs a class that isn't offered in the school district you're considering (e.g., advanced calculus or Russian), ask the principal if it would be possible to take the course for credit at a nearby college or high school that offers it.

## UPPER SCHOOL CURRICULUM (9 - 12)

<i>DISTRICTS</i>	<i>Mendham Borough</i>	<i>Mendham Township</i>
Language Courses		
French	Y	Y
Spanish	Y	Y
Italian		
Latin	Y	Y
German	Y	Y
Russian		
Japanese		
Chinese		
Signing		
English as 2nd Language	Y	Y
Other Languages		
# Advanced Placement & College Credit Courses		
Mathematics	2	2
Science	5	5
English	1	1
Foreign Language	2	2
Social Studies	2	2
Computer Science	1	1
Music	1	1
Art	1	1
# Fine Arts Courses		
Art	10	10
Music (Non-performing)	2	2
Dance		
Band/Ensembles	1	1
Marching Band	1	1
Orchestra	1	1
Chorus/Choir	1	1
Drama	1	1
Media (TV, Radio)		



## EXTRACURRICULAR PROGRAMS (GRADES 9 TO 12)

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Whether your student is headed for college or the job market, participation in extracurricular activities indicates the initiative, leadership, and interests that admissions directors and employers look for. Extracurricular activities include marching bands, orchestras, choral groups, drama clubs, school newspapers, yearbooks, student government, special interest clubs, community service projects, athletic teams, and honor societies.

Extracurricular activities benefit students by:

**Boosting self-esteem.** Extracurricular activities provide opportunities for personal initiative, decision-making, and creativity. For average or indifferent students, activities give the opportunity to explore and succeed in nonacademic subjects

**Cultivating new interests and skills.** Extracurricular activities give students the opportunity to expand their knowledge in academic and nonacademic areas that aren't covered by the basic curriculum.

**Expanding social relationships.** Extracurriculars give students a chance to meet outside the classroom. By encouraging teamwork among like-minded students from a wider cross-section of age and academic abilities, extracurricular activities allow students to overstep existing social divisions to develop new friendships. The social aspects of extracurriculars are especially beneficial for new and shy students.

When you're comparing school districts, check to see if the school offers activities, which interest your student. A school that offers a wide array of activities may seem impressive, but your student will only benefit if s/he is motivated (and able) to participate. Let your student take the lead in choosing extracurricular activities.

It's difficult to compare the quality of extracurriculars from one school to another, but if there is an activity that is very important to your student, you may want to investigate. Ask the school principal about it, or find out who the faculty advisor is and ask him/her. Keep the following questions in mind:

How many members/participants does this activity attract? Is membership competitive, or can all interested students join?

How many hours per week does participation in this activity entail? What happens at a typical meeting?

Are there opportunities for leadership within the group? How are leadership roles assigned? Is this activity funded by the school district? Are there costs to the student? Do participants hold fund-raisers?

If your student is interested in performance groups like band, chorus, or drama, attend a production, if possible. If the group competes with other schools (e.g., marching band, debate team), inquire about how they fare. If the activity involves a publication like a literary magazine or yearbook, ask to see a recent copy.

If your teen is looking for an activity that isn't offered by a specific school, don't rule the school out. Most high schools encourage students to found new interest groups, which can be an unsurpassed opportunity for your child to develop leadership skills. Remember activities need not be limited to school; your student can look for opportunities within the community for performance, volunteerism, fitness, and employment.

## EXTRA CURRICULAR PROGRAMS (9 - 12)

<i>DISTRICTS</i>	<i>Mendham Borough</i>	<i>Mendham Township</i>
School Publications		
School Newspaper	Y	Y
Literary Magazine	Y	Y
Yearbook	Y	Y
Academic Clubs		
Student Government	Y	Y
Foreign Language	Y	Y
Gifted and Talented	Y	Y
Debating Team / Mock Trial	Y	Y
Public Speaking / Forensics	Y	Y
Science	Y	Y
Computer	Y	Y
Mathematics	Y	Y
Fine Arts Programs		
Drama	Y	Y
Audio-Visual / Media	Y	Y
Art	Y	Y
Photography	Y	Y
Other Extra-Curricular Programs		
Amnesty International	Y	Y
Environmental Club	Y	Y
Students Against Drunk Driving (SADD)	Y	Y
Students Against Drug Abuse (SADA)		
Key Club (Community Service)	Y	Y
R. O. T. C.		
Color Guard / Flag Squad	Y	Y
Cheerleaders	Y	Y
Kick Line / Dance Team		
Ski Club	Y	Y
Driver's Education (Behind the Wheel)		

Note: Special name of clubs may differ between schools.

## INTERSCHOLASTIC SPORTS

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Many parents and educators are committed to the idea of scholastic athletics. Participating in sports can benefit both male and female students. A well-run athletic program can boost self-esteem, teach fair play, develop leadership, encourage teamwork, teach strategy, improve fitness, and help your child make friends.

The range of sports offered varies widely from school to school. Larger schools tend to offer greater selections of sports teams, while some small schools field fewer teams. Some sports require expensive facilities and equipment (e.g., swimming, ice hockey, and football), and may not be offered in some districts. If you are relocating to a different area, you'll also find that there is a strong regional component in what sports are popular. If your child has participated in a sport that isn't offered at the schools you're considering, remember that many skills transfer well from one sport to another. For example, defense strategies are similar in lacrosse, ice hockey, field hockey, and soccer.

If your student is an aspiring athlete, look into the programs that interest him/her most. Some teams are more competitive than others are. Often, larger schools have better sports teams because they have a larger pool of students from which to draw talent. Whether or not competitiveness factors into your decision depends on your student's goals. If your student is an outstanding athlete who plans to play on a college level, choosing a school with a successful sports program may be in his/her best interest. If your student is a good but unexceptional athlete who simply enjoys playing, it's more important that s/he gets the opportunity to participate.

If your child will be trying out for a team, you may want to talk to the coach. Find out about his/her coaching philosophy and what opportunities and positions are open on the team. If your student is a serious athlete, you may want to find out the team's win/loss record and league standing for the past few seasons. The following are some other issues you may want to keep in mind:

Does the coach put athletics in the proper perspective? Is academic success encouraged among athletes?

Does the coaching staff put student health, safety, and fitness first? Is there an emphasis on sportsmanship and fair play?

How many places are there on the varsity and junior varsity squads? How many students try out for the team? Do all team members get playing time?

How many hours per week can athletes expect to spend on practice, games, and travel time? Are there any equipment, travel, or facility costs for students?

If varsity sports don't interest your child, remember that many schools have other athletic programs in addition to interscholastic programs. Intramural sports allow students to participate in athletics on a less competitive, more social basis. Some schools also offer club sports, which are often sports that are growing in popularity and have not yet established a formal league for interscholastic play. Some schools have fitness clubs, which allows non-varsity students to use weight rooms and other athletic facilities under supervision.

In addition, municipal recreation departments may offer opportunities for athletic participation through volleyball, softball, or basketball leagues. Private sports clubs in the community may offer competition, training, or support in a wide range of activities, including many that aren't commonly available in high schools (e.g., gymnastics, cycling, karate, crew, and racquetball). Even if your student isn't destined to be a star athlete, look for opportunities to encourage participation in lifetime fitness activities and sports.

## INTERSCHOLASTIC SPORTS TEAMS

<i>DISTRICTS</i>	<i>Mendham Borough</i>	<i>Mendham Township</i>
Baseball	B	B
Softball	G	G
Football	B	B
Basketball	B,G	B,G
Wrestling	B	B
Track & Field / Cross Country	B,G	B,G
Tennis	B,G	B,G
Soccer	B,G	B,G
Field Hockey	G	G
Gymnastics		
Swimming		
Golf	B,G	B,G
Lacrosse	B,G	B,G
Bowling		
Skiing		
Ice Hockey	B,G	B,G
Volleyball	G	G
Fencing		

B = Boys  
 G = Girls  
 C = Coed

## STATISTICAL INFORMATION

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The statistical information provided in this report is a tool you can use as you select a school for your child. It is, however, only a tool, providing a limited measurement of the schools in question. When you compare schools, be sure you take a wider view.

You may have an idea in mind of what you'd like for your child's future. Your child, especially if s/he is in high school, may have an idea of his/her own. As you study the information in this report, keep those ideas in mind; look beyond the numbers in these pages. The key to selecting a school is finding one that is compatible with your child's learning style and needs.

How is the environment like or different from your child's current school?

Does it seem like an environment where your child could learn successfully?

Does the school offer the classes and extracurricular activities that would interest your child?

Are the children in the school graduating and going on to futures that resemble the one you've imagined for your child?

Visit the schools and talk to principal, teachers, and students, if possible. Sit in on classes. Get answers to any questions you have. Use the statistics in this report as a starting point to learn what course offerings and programs are available, and then go deeper.

Many parents and educators focus on test scores and statistics because it's easier to compare numbers than less quantifiable criteria like learning atmosphere, student motivation, and educational quality. What the statistics cannot do is to rate districts, or tell you which district is the best. They can't tell you what the atmosphere is like in a classroom, or what classes will best prepare your child for the future. That's up to you, as a parent, to decide with your child. The right school or district is the one that meets your child's learning needs, offers courses and programs that your child will use, and encourages and prepares your child to meet worthy goals after graduation.

## SENIOR PERFORMANCE

<i>DISTRICTS</i>	<i>Mendham Borough</i>	<i>Mendham Township</i>
High School Seniors	307	307
% of Seniors Receiving H.S. Diploma	99	99
Graduate's Future Plans (% Attending)		
4-Yr. College/University	85	85
2-Yr./Junior College	9	9
Business/Technical School	2	2
Armed Forces		
Work Force	1	1
National Merit Scholarship Finalists	3	3
National Merit Scholarship Semi Finalists	3	3
Letters of Commendation	20	20
SAT		
% Seniors Taking SAT's	98	98
Average SAT Scores		
Math	584	584
Verbal	571	571
ACT		
% Seniors Taking ACT's	NA	NA
Average ACT Scores		
English		
Math		
Science		
Reading		
Composite		

*Note: If information appears as NA (not available), we suggest calling the superintendent directly to obtain the data.*

## SCHOOL DIRECTORIES

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Remember, the information included in this report only scratches the surface. The following directories of addresses, phone numbers, and key school administrators can help you deepen your search. Use these directories to contact school professionals and double check the information that will be of primary importance to your family.

Once you've found a few schools that may meet your family's needs, set up an appointment to meet with the principal at each. Ideally, you'll visit while school is in session so that you can observe the learning environment firsthand. Even if your child is in elementary school, it's a good idea to visit secondary schools as well to ensure that the school district will be able to meet his/her needs until high school graduation. If possible, try to speak with teachers, administrators, students, and parents, in addition to the principal.

# Mendham Borough School District

## DISTRICT PERSONNEL DIRECTORY

Superintendent of Schools	Dr. Janie Edmonds	973-543-2295
Guidance Services	Ms. Marie Griffin	973-543-2014
Special Education Services	Mrs. Rosanne McCann	908-630-3013
Athletic Director	Ms. LeeAnn Gaugler	973-543-7075
General Information	Dr. Janie Edmonds	973-543-2295
Gifted and Talented Director	Dr. Diane Tait	973-543-2014
Computer Education Director	Mr. Christopher McManus	973-543-4251
Curriculum	Dr. Diane Tait	973-543-2014



# Mendham Borough School District

## HIGH SCHOOL PERSONNEL DIRECTORY

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Superintendent of Schools	Dr. Anthony diBattiste	908-879-6404
Guidance Services	Dr. Marianna Marchese	973-543-2501
Special Education Services	Mr. Jeffrey Nelson	908-879-6404
Director of Fine Arts	Mrs. Rosanne Lichatin	908-879-5212
Director of Fine Arts	Mr. Franz Vintschger	908-879-6404
Athletic Director	Mr. Jim Baglin	973-543-2501
General Information	Mrs. Barbara McClurken	908-879-6404
Gifted and Talented Director	Dr. Kathleen Kremins	973-543-2501
Computer Education Director	Mr. Charles Cantrell	908-879-5212
Curriculum	Dr. Anthony di Battiste	908-879-6404
High School Guidance	Dr. Marianna Marchese	973-543-2501
High School Special Ed.	Mr. Richard Tramaglino	973-543-2501
High School Fine Arts	Mr. Franz Vintschager	973-543-2501
High School Athletics	Mr. Jim Baglin	973-543-2501
High School Information	Mr. Michael Matyas	973-543-2501
High School Computer Ed.	Ms. Barbara Nutt	973-543-2501

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# Mendham Township School District

## DISTRICT PERSONNEL DIRECTORY

Superintendent of Schools	Ms. Christine Johnson	973-543-7107
Guidance Services	Mrs. Rachel Tubbs	973-543-2505
Special Education Services	Ms. Kathleen Woodward	973-543-7107
Director of Fine Arts	Ms. Francesca Have	973-543-2505
Athletic Director	Mr. Daniel Doherty	973-543-2505
General Information	Ms. Christine Johnson	973-543-7107
Computer Education Director	Ms. Donna CasaGrande	973-543-2505
Curriculum	Ms. Christine Johnson	973-543-7107

# Mendham Township School District

## HIGH SCHOOL PERSONNEL DIRECTORY

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Superintendent of Schools	Dr. Anthony diBattiste	908-879-6404
Guidance Services	Dr. Marianna Marchese	973-543-2501
Special Education Services	Mr. Jeffrey Nelson	908-879-6404
Director of Fine Arts	Mrs. Rosanne Lichatin	908-879-5212
Director of Fine Arts	Mr. Franz Vintschger	908-879-6404
Athletic Director	Mr. Jim Baglin	973-543-2501
General Information	Mrs. Barbara McClurken	908-879-6404
Gifted and Talented Director	Dr. Kathleen Kremins	973-543-2501
Computer Education Director	Mr. Charles Cantrell	908-879-5212
Curriculum	Dr. Anthony di Battiste	908-879-6404
High School Guidance	Dr. Marianna Marchese	973-543-2501
High School Special Ed.	Mr. Richard Tramaglino	973-543-2501
High School Fine Arts	Mr. Franz Vintschager	973-543-2501
High School Athletics	Mr. Jim Baglin	973-543-2501
High School Information	Mr. Michael Matyas	973-543-2501
High School Computer Ed.	Ms. Barbara Nutt	973-543-2501

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## Mendham Borough School District

<i>School Address</i>	<i>Grades / Population</i>	<i>Principal / Phone</i>
Regional Day School at Morris 5 Jean Street Morristown, NJ 07960	Special Education 75 students	Mrs. Elaine L. Goodman 973-539-9630
Hilltop Elementary School 12 Hilltop Road Mendham, NJ 07945	Kindergarten to Grade 3 374 students	Mr. Robert Marold 973-543-4251
Mountain View Elementary School 100 Dean Road Mendham, NJ 07945	Grade 4 to Grade 8 298 students	Ms. Patricia Lambert 973-543-7075
West Morris Mendham High School 65 East Main Street Mendham, NJ 07945	Grade 9 to Grade 12 1132 students	Mr. Michael Matyas 973-543-2501

## Mendham Township School District

<i>School Address</i>	<i>Grades / Population</i>	<i>Principal / Phone</i>
Mendham Township Elementary School 18 West Main Street Brookside, NJ 07926	Kindergarten to Grade 4 460 students	Mrs. Elaine Lombardi 973-543-7107
Mendham Township Middle School 16 Washington Valley Road Brookside, NJ 07926	Grade 5 to Grade 8 409 students	Mr. Stephen Geisel 973-543-2505
West Morris Mendham High School 65 East Main Street Mendham, NJ 07945	Grade 9 to Grade 12 1132 students	Mr. Michael Matyas 973-543-2501

FYI!

## BULLETINS FROM THE SCHOOLS

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The information in the following section was provided by each school district to highlight awards and recognition won by individual schools and district personnel. Also included are programs and courses offered in the district that is not listed elsewhere in this report. While this information cannot describe every unique feature of each school, it does give an idea of what aspects of education the administrators consider important and the direction in which each district may be moving. Use these pages to draw a more complete picture of each school, and be sure to ask administrators about any fact you find intriguing or any program that you would like to have explained at length.

# Mendham Borough School District

## FYI!

- NJ schools 1st in nation to have interactive classes via statewide video portal & virtual academy.
- West Morris Mendham HS had a scholarship winner in the 2003 National Honor Society Principal's Leadership Award.
- There are 2 self-contained classes for perceptually impaired for grades 4-6 & 7-8.
- Special Education Team Teaching takes place primarily in grades K-3.
- Spec. Ed. personnel & specialists include a Learning Disabilities Teacher Consultant.
- Before and after school day care is made available through a private organization.
- Kindergarten is offered as an extended day program.
- Eligible students participate in Gifted & Talented pull-out program.
- Additional Special Education services are provided on an "as needed" basis.
- West Morris Mendham HS is a participating member of the National Honor Society.
- At least 60% of Mendham High School faculty hold advanced degrees.
- Mendham HS is accredited by Middle States Assn. of Colleges & NJ Dept of Education.
- Cooperative Education Programs are offered in Business.
- Mendham High offers a comprehensive club and sports program.
- Mendham High School's Service Club has over 300 members and participates in a wide variety of services.
- Vocational classes are available to HS students at the county Vo-tech School.
- A work/study program is available to Mendham High students.
- HS has International Baccalaureate Program. 23 diplomas were awarded to the Class of 2003.
- Class of 2003 had 4 Governor's School Scholars in the Arts, Engineering, Public Issues and Environment.
- Girls Tennis Conference Champions and County Champions.
- Co-ed Wrestling Conference Champions.
- Girls Cheerleading County Champions.
- Boys basketball Conference champions.
- Public Speaking is offered as a course.
- HS is ranked #4 in the state.
- The District maintains a drug abuse program.

# Mendham Township School District

## FYI!

- NJ schools 1st in nation to have interactive classes via statewide video portal & virtual academy.
- Mendham TSD is currently adding new additions to ES and MS.
- West Morris Mendham HS had a scholarship winner in the 2003 National Honor Society Principal's Leadership Award.
- Special Education teachers go into regular classes as part of Team Teaching.
- Additional Special Education services are provided on an "as needed" basis.
- Preschool Handicapped Program with a speech therapist is available.
- Resource Room is staffed with a Special Education teacher.
- Kindergarten is offered as a full day program.
- Spec. Ed. personnel & specialists include a Learning Disabilities Teacher Consultant.
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