



KITTATINNY REGIONAL HIGH SCHOOL  
(37-2465-050)  
Grades Offered: 07-12  
2017-2018

**Report Key:**  
\* Data is not displayed in order to protect student privacy  
\*\* Accountability calculations require 20 or more students  
**N** No Data is available to display  
† This indicates a table specific note, see note below table

**How to use this report:**

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

**Navigating through the reports:**

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

**Other Resources:**

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov) with any questions about the reports



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School Contact Info

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	SUSSEX
District	KITTATINNY REGIONAL
Principal Name	MR. BOSWORTH
Address	77 HALSEY ROAD NEWTON, NJ 07860
Phone Number	(973)383-1800
Email Address	<a href="mailto:BBOSWORT@KRHS.NET">BBOSWORT@KRHS.NET</a>
Website	<a href="http://www.krhs.net">http://www.krhs.net</a>
Twitter	<a href="http://@KRHSCOUGARPRIDE">http://@KRHSCOUGARPRIDE</a>



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**Enrollment Trends by Grade**

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
7	175	155	153
8	178	176	156
9	179	166	172
10	169	171	159
11	165	172	171
12	186	168	173
Total	1,052	1,008	984

**Enrollment Trends by Student Group**

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	54.0%	52.3%	52.6%
Male	46.0%	47.7%	47.4%
Economically Disadvantaged Students	11.7%	11.7%	10.6%
Students with Disabilities	15.1%	16.0%	15.4%
English Learners	0.0%	0.0%	0.1%
Homeless Students		0.5%	1.3%
Students in Foster Care		0.0%	0.2%
Military-Connected Students		0.0%	0.2%
Migrant Students		0.0%	0.0%

**Enrollment by Racial and Ethnic Group**

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	94.6%	93.5%	93.5%
Hispanic	3.2%	3.7%	3.9%
Black or African American	0.4%	0.5%	0.4%
Asian	1.1%	1.2%	1.2%
Native Hawaiian or Pacific Islander	0.3%	0.5%	0.5%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.3%	0.6%	0.5%

**Enrollment Trends by Full and Shared Time Status**

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	1,045	1,003	977
Shared Time Students	10	9	13
Full Time Equivalent	1,050	1,008	984

**Enrollment by Home Language**

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	99.8%
Other Languages	0.2%



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student’s SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

**Student Growth**

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	44	44	50	Met Standard	31	31	50	Not Met
White	45	45	50	Met Standard	32	32	51	Not Met
Hispanic	19	19	49	**	*	*	48	**
Black or African American	*	*	44	**	*	*	44	**
Asian, Native Hawaiian, or Pacific Islander	*	*	61	**	*	*	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	*	49	**	*	*	51	**
Economically Disadvantaged	31	31	48	Not Met	37.5	37.5	47	**
Students with Disabilities	28.5	28.5	41	Not Met	38	38	43	Not Met
English Learners	N	N	54	**	N	N	51	**



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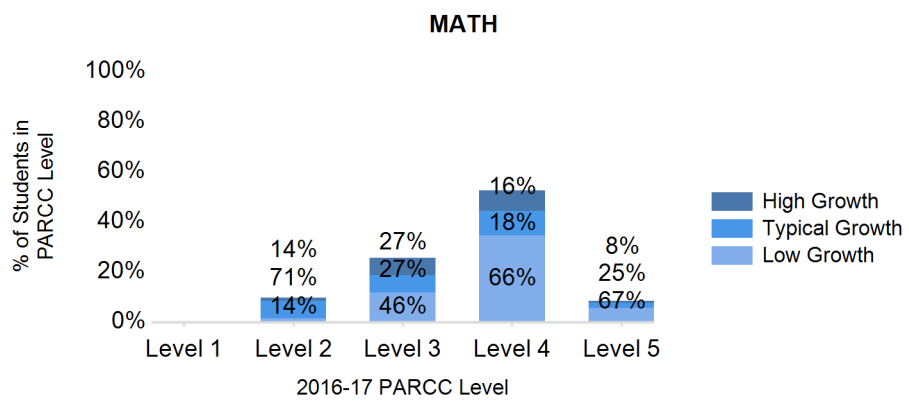
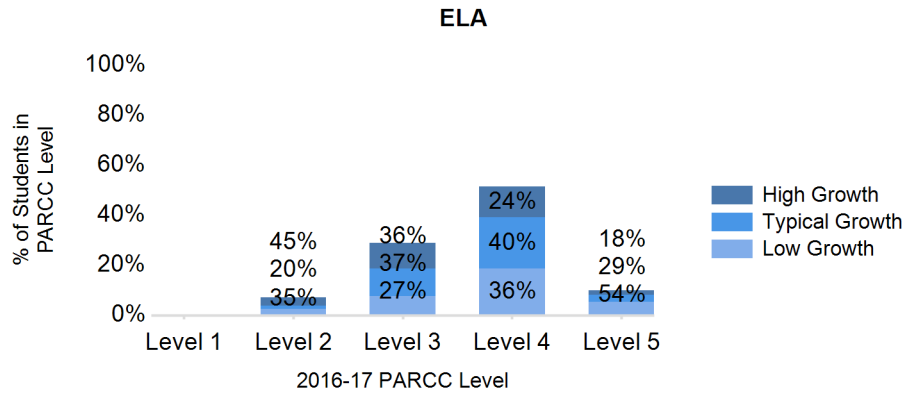
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A student's SGP falls between 1 and 99 and can be grouped into three level **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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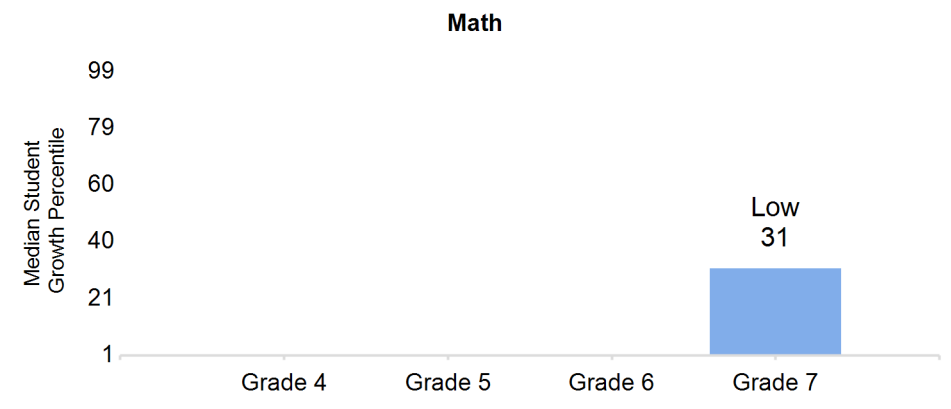
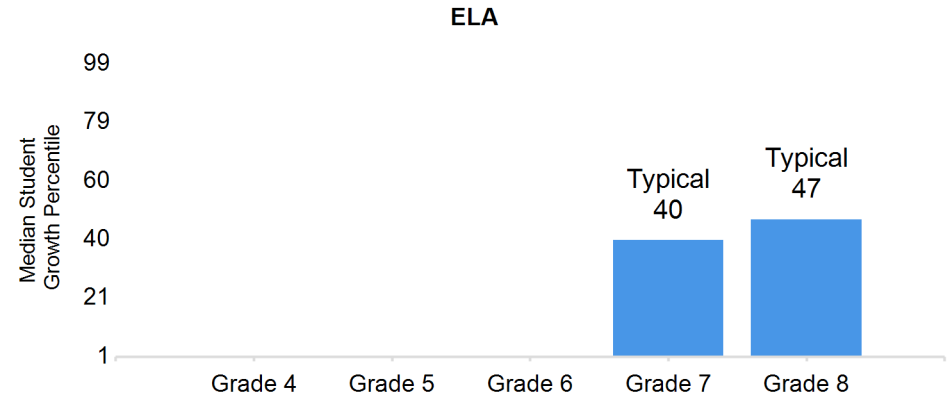
**Student Growth by Performance Level**

These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.



**Student Growth by Grade**

These graphs show the median Student Growth Percentile for students in each grade.





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**English Language Arts/Literacy Assessment - Participation and Performance**

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	630	98.6	66.7	66.7	56.7	66.7	47.7	Met Target
White	586	98.7	66.3	66.3	65.6	66.3	46.5	Met Target
Hispanic	25	96.3	72.0	72.0	42.5	72.0	64.2	Met Target
Black or African American	*	*	*	*	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	11	100.0	91.0	91.0	82.3	91.0	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	329	99.4	77.9	77.9	64.5	77.9		
Male	301	97.7	54.5	54.5	49.4	54.5		
Economically Disadvantaged Students	60	95.3	46.6	46.6	38.5	46.6	21	Met Target
Non-Economically Disadvantaged Students	570	99.0	68.7	68.7	67.5	68.7		
Students with Disabilities	98	98.0	12.2	12.2	21.6	12.2	17.3	Met Target†
Students without Disabilities	532	98.7	76.7	76.7	63.9	76.7		
English Learners	N	N	N	N	27.3	N	**	**
Non-English Learners	630	98.6	66.7	66.7	59.4	66.7		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.



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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 7**

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	150	765	765	760	*	*	12%	50%	26%	76%	63%
White	142	767	767	768	*	*	12%	51%	26%	77%	72%
Hispanic	*	*	*	746	*	*	*	*	*	*	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	84	772	772	769	*	0%	*	49%	33%	82%	72%
Male	66	757	757	752	*	17%	*	52%	17%	68%	54%
Economically Disadvantaged Students	16	751	751	742	*	*	*	*	*	63%	44%
Non-Economically Disadvantaged Students	134	767	767	771	*	*	*	*	*	78%	73%
Students with Disabilities	23	717	717	721	*	*	*	*	*	13%	22%
Students without Disabilities	127	774	774	768	*	*	*	*	*	87%	71%
English Learners	N	N	N	705	N	N	N	N	N	N	11%
Non-English Learners	150	765	765	762	*	*	12%	50%	26%	76%	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%



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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 8**

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	146	760	760	759	*	*	23%	57%	12%	69%	60%
White	134	759	759	767	*	*	24%	57%	11%	68%	70%
Hispanic	*	*	*	744	*	*	*	*	*	*	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	74	766	766	768	*	*	20%	*	*	77%	69%
Male	72	754	754	751	*	*	25%	*	*	61%	52%
Economically Disadvantaged Students	14	741	741	740	*	*	*	*	*	43%	42%
Non-Economically Disadvantaged Students	132	762	762	769	*	*	*	*	*	72%	71%
Students with Disabilities	18	718	718	719	*	*	*	*	*	17%	19%
Students without Disabilities	128	766	766	766	*	*	*	*	*	77%	68%
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	146	760	760	761	*	*	23%	57%	12%	69%	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%



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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 9**

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	174	759	759	752	7%	8%	19%	47%	18%	66%	55%
White	162	757	757	760	8%	9%	20%	46%	17%	64%	64%
Hispanic	*	*	*	735	*	*	*	*	*	*	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	*	*	*	760	*	*	*	*	*	*	63%
Female	91	770	770	759	*	*	13%	*	*	80%	63%
Male	83	747	747	744	*	*	25%	*	*	49%	46%
Economically Disadvantaged Students	15	733	733	733	*	*	*	*	*	40%	34%
Non-Economically Disadvantaged Students	159	762	762	761	*	*	*	*	*	68%	65%
Students with Disabilities	27	708	708	716	*	*	*	*	*	*	15%
Students without Disabilities	147	768	768	758	*	*	*	*	*	*	62%
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	174	759	759	755	7%	8%	19%	47%	18%	66%	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	719	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%



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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 10**

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	161	759	759	749	11%	12%	19%	36%	23%	59%	51%
White	149	760	760	756	10%	11%	20%	36%	23%	59%	58%
Hispanic	*	*	*	733	*	*	*	*	*	*	38%
Black or African American	*	*	*	728	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	50%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	83	777	777	759	*	*	16%	*	*	72%	60%
Male	78	740	740	739	*	*	22%	*	*	45%	42%
Economically Disadvantaged Students	15	741	741	730	*	*	*	*	*	47%	34%
Non-Economically Disadvantaged Students	146	761	761	758	*	*	*	*	*	60%	59%
Students with Disabilities	26	703	703	707	*	*	*	*	*	12%	15%
Students without Disabilities	135	770	770	756	*	*	*	*	*	68%	57%
English Learners	N	N	N	684	N	N	N	N	N	N	*
Non-English Learners	161	759	759	752	11%	12%	19%	36%	23%	59%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%



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**English Language Arts/Literacy Assessment - Performance by Grade: Grade 11**

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Grade 11 students who take the AP/IB English exam are exempt from taking the PARCC ELA exam and their performance may not be reflected in the PARCC ELA Grade 11 results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	129	732	732	736	26%	16%	26%	*	*	33%	39%
White	124	732	732	737	26%	15%	26%	*	*	33%	41%
Hispanic	*	*	*	731	*	*	*	*	*	*	35%
Black or African American	N	N	N	729	N	N	N	N	N	N	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	759	*	*	*	*	*	*	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	N	N	N	737	N	N	N	N	N	N	39%
Female	67	744	744	745	*	15%	25%	*	*	48%	48%
Male	62	719	719	728	*	16%	26%	*	*	18%	31%
Economically Disadvantaged Students	13	727	727	730	*	*	*	*	*	31%	33%
Non-Economically Disadvantaged Students	116	733	733	739	*	*	*	*	*	34%	42%
Students with Disabilities	21	711	711	708	*	*	*	*	*	14%	13%
Students without Disabilities	108	736	736	742	*	*	*	*	*	37%	44%
English Learners	N	N	N	702	N	N	N	N	N	N	*
Non-English Learners	129	732	732	738	26%	16%	26%	*	*	33%	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

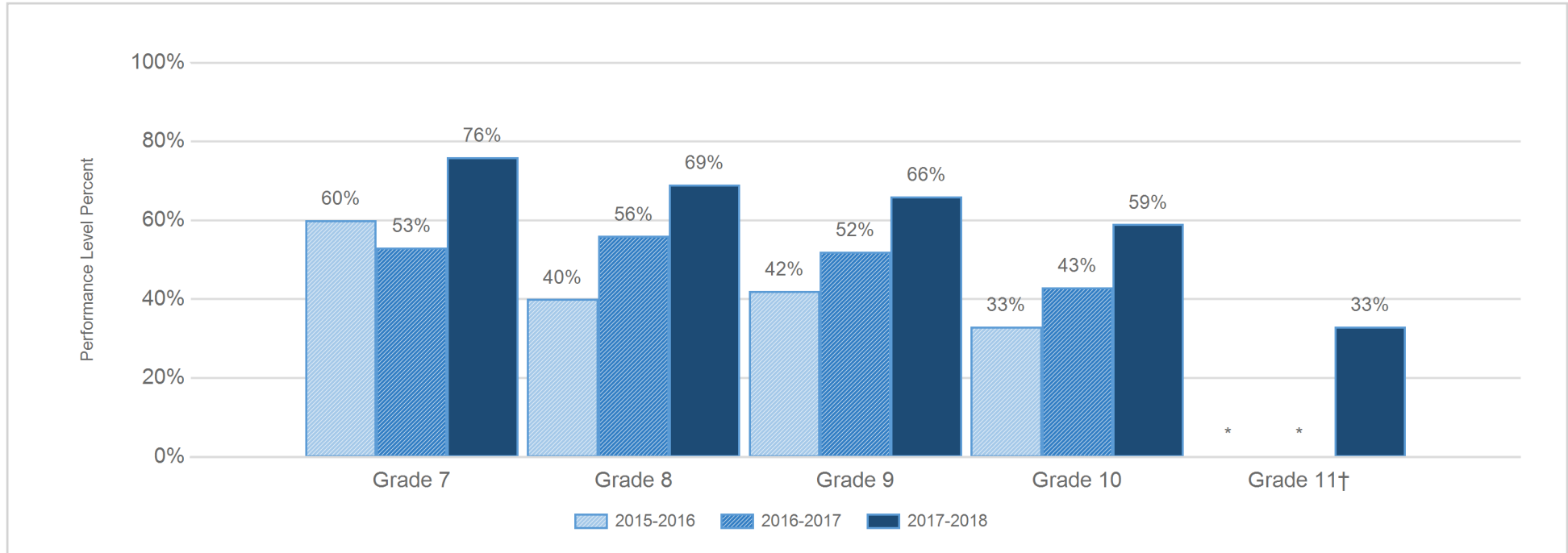


**KITTATINNY REGIONAL HIGH SCHOOL**  
 (37-2465-050)  
 Grades Offered: 07-12  
 2017-2018

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**English Language Arts/Literacy Assessment - Performance Trends**

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



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**Mathematics Assessment - Participation and Performance**

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	630	98.6	43.0	43.0	45.0	43.0	34.3	Met Target
White	586	98.7	42.3	42.3	54.1	42.3	33.9	Met Target
Hispanic	25	96.4	48.0	48.0	29.2	48.0	34.3	Met Target
Black or African American	*	*	*	*	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	11	100.0	72.7	72.7	77.0	72.7	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	329	99.4	45.6	45.6	46.0	45.6		
Male	301	97.7	40.2	40.2	43.9	40.2		
Economically Disadvantaged Students	60	95.4	23.3	23.3	26.6	23.3	18.1	Met Target
Non-Economically Disadvantaged Students	570	99.0	45.1	45.1	55.9	45.1		
Students with Disabilities	98	98.0	*	*	17.1	*	11.5	Not Met
Students without Disabilities	532	98.7	*	*	50.5	*		
English Learners	N	N	N	N	24.6	N	**	**
Non-English Learners	630	98.6	43.0	43.0	46.9	43.0		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.



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**Mathematics Assessment - Performance by Grade: Grade 7**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	150	747	747	743	*	16%	36%	*	*	46%	43%
White	142	748	748	750	*	15%	37%	*	*	47%	54%
Hispanic	*	*	*	732	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	84	747	747	745	*	13%	36%	*	*	48%	45%
Male	66	746	746	741	*	20%	36%	*	*	44%	42%
Economically Disadvantaged Students	16	737	737	730	*	*	*	*	*	31%	24%
Non-Economically Disadvantaged Students	134	748	748	751	*	*	*	*	*	48%	55%
Students with Disabilities	23	715	715	717	*	*	*	*	*	*	12%
Students without Disabilities	127	752	752	748	*	*	*	*	*	*	50%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	150	747	747	744	*	16%	36%	*	*	46%	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%



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**Mathematics Assessment - Performance by Grade: Grade 8**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	105	725	725	728	13%	31%	40%	15%	0%	15%	28%
White	97	725	725	736	11%	33%	42%	13%	0%	13%	36%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	N	729	N	N	N	N	N	N	28%
Female	53	729	729	731	*	28%	45%	*	*	17%	31%
Male	52	721	721	725	*	35%	35%	*	*	13%	26%
Economically Disadvantaged Students	12	705	705	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	93	728	728	735	*	*	*	*	*	*	35%
Students with Disabilities	16	694	694	705	*	*	*	*	*	*	*
Students without Disabilities	89	731	731	735	*	*	*	*	*	*	*
English Learners	N	N	N	705	N	N	N	N	N	N	10%
Non-English Learners	105	725	725	729	13%	31%	40%	15%	0%	15%	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%



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**Mathematics Assessment - Performance by Test: Algebra I**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	173	749	749	746	*	13%	32%	*	*	50%	46%
White	161	749	749	755	*	12%	33%	*	*	50%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	84	750	750	748	*	*	33%	*	*	52%	48%
Male	89	748	748	745	*	*	30%	*	*	48%	44%
Economically Disadvantaged Students	16	735	735	729	*	*	*	*	*	25%	25%
Non-Economically Disadvantaged Students	157	750	750	756	*	*	*	*	*	53%	57%
Students with Disabilities	35	721	721	716	*	*	*	*	*	*	13%
Students without Disabilities	138	756	756	752	*	*	*	*	*	*	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%



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**Mathematics Assessment - Performance by Test: Geometry**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	159	741	741	735	*	22%	36%	*	*	37%	30%
White	144	740	740	740	*	23%	38%	*	*	35%	37%
Hispanic	12	733	733	723	*	*	*	*	*	42%	14%
Black or African American	N	N	N	719	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	760	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	*	*	*	741	*	*	*	*	*	*	39%
Female	85	744	744	736	*	19%	39%	*	*	41%	30%
Male	74	736	736	734	*	26%	34%	*	*	32%	29%
Economically Disadvantaged Students	14	731	731	722	*	*	*	*	*	21%	13%
Non-Economically Disadvantaged Students	145	741	741	741	*	*	*	*	*	39%	38%
Students with Disabilities	27	719	719	713	*	*	*	*	*	*	*
Students without Disabilities	132	745	745	738	*	*	*	*	*	*	*
English Learners	N	N	N	711	N	N	N	N	N	N	*
Non-English Learners	159	741	741	736	*	22%	36%	*	*	37%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%



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**Mathematics Assessment - Performance by Test: Algebra II**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	163	731	731	727	20%	26%	23%	*	*	31%	30%
White	156	731	731	733	19%	27%	24%	*	*	30%	35%
Hispanic	*	*	*	710	*	*	*	*	*	*	14%
Black or African American	N	N	N	705	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	766	*	*	*	*	*	*	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	N	N	N	736	N	N	N	N	N	N	37%
Female	86	733	733	728	19%	27%	23%	*	*	31%	30%
Male	77	728	728	727	21%	26%	23%	*	*	30%	30%
Economically Disadvantaged Students	14	716	716	709	*	*	*	*	*	21%	13%
Non-Economically Disadvantaged Students	149	732	732	736	*	*	*	*	*	32%	37%
Students with Disabilities	14	695	695	693	*	*	*	*	*	*	*
Students without Disabilities	149	734	734	732	*	*	*	*	*	*	*
English Learners	N	N	N	691	N	N	N	N	N	N	*
Non-English Learners	163	731	731	729	20%	26%	23%	*	*	31%	*
Homeless Students	*	*	*	703	*	*	*	*	*	*	10%
Students in Foster Care	N	N	N	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

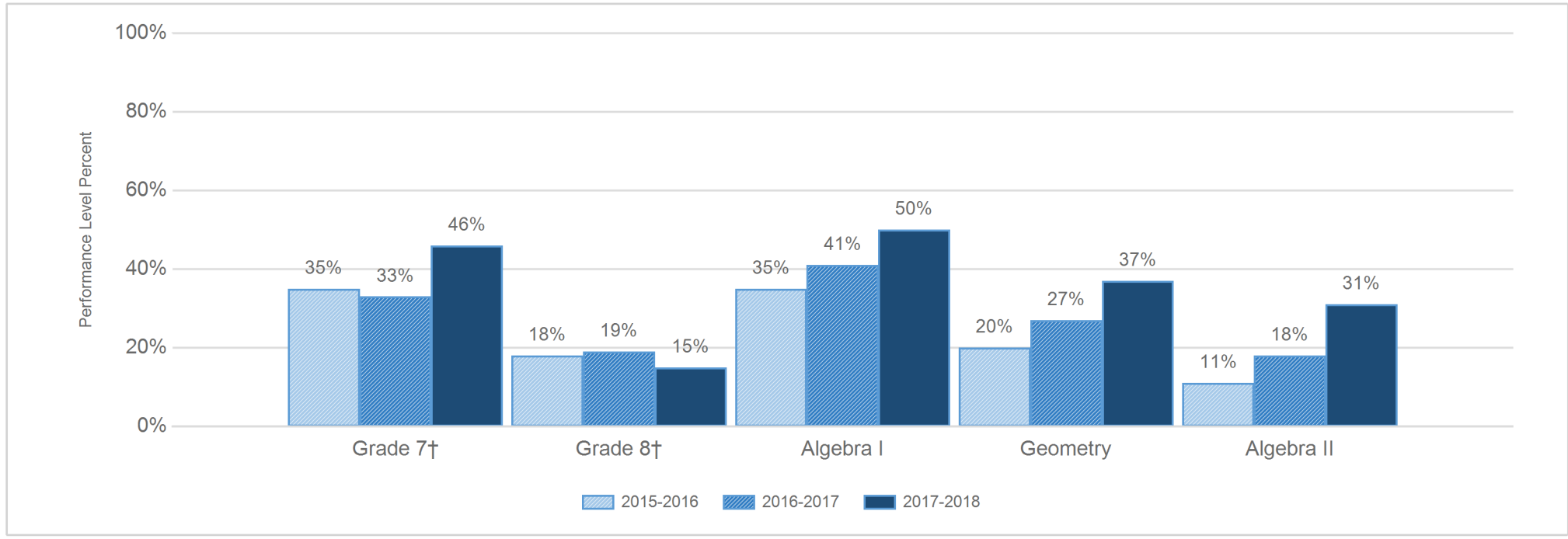


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**Mathematics Assessment – Performance Trends**

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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**DLM Alternate Assessment - Participation**

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
7	N	N
8	*	*
9	N	N
10	N	N
11	N	N

**English Language Progress to Proficiency**

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	N	N	N

† Target was met within one standard deviation

**English Language Proficiency Test - Participation and Performance**

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	N	N	N
5 or more	N	N	N



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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

**NJASK Science Assessment Information**

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

**Biology Assessment Information**

New Jersey transitioned from the Biology Assessment to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.



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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

**PSAT, SAT, & ACT - Participation**

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2017-18. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	96.1%	85.0%
12th graders taking SAT in 2017-18 or prior years	66.5%	72.2%
12th graders taking ACT in 2017-18 or prior years	13.3%	24.6%

**PSAT, SAT, & ACT - Performance**

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	497	478	Grade 10: 430 Grade 11: 460	73%	62%
PSAT 10/NMSQT - Math	488	478	Grade 10: 480 Grade 11: 510	45%	42%
SAT - Reading and Writing	556	542	480	85%	72%
SAT - Math	552	543	530	61%	54%
ACT - Reading	24	24	22	70%	62%
ACT - English	22	24	18	78%	78%
ACT - Math	22	24	22	52%	62%
ACT - Science	23	23	23	52%	53%



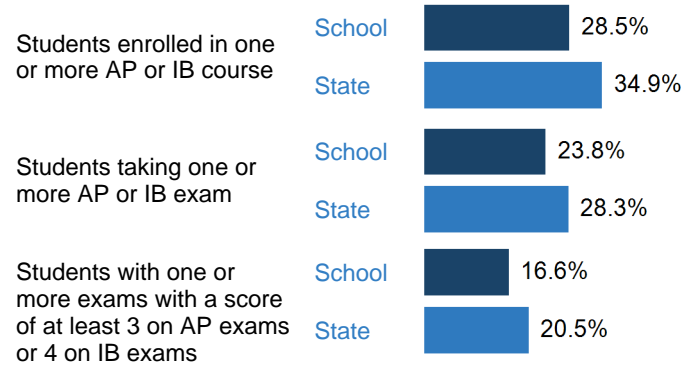
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

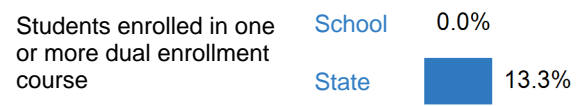
**AP/IB Coursework – Participation and Performance**

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



**Dual Enrollment Coursework - Participation**

This graph shows the percentage students enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



**AP/ IB Courses Offered**

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Calculus AB	9	9
AP Calculus BC	10	10
AP Chemistry	6	6
AP Computer Science Principles	38	29
AP English Language and Composition	21	21
AP English Literature and Composition	13	13
AP Environmental Science	29	22
AP European History	8	8
AP Music Theory	2	2
AP Physics 1	30	28
AP Physics 2	9	8
AP Statistics	7	5
AP U.S. Government and Politics	24	22
AP U.S. History	16	16
Total Exams taken		199
Exams with scores of at least 3 on AP exams or 4 on IB exams		109



**KITTATINNY REGIONAL HIGH SCHOOL**  
 (37-2465-050)  
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 2017-2018

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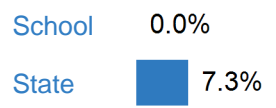
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

**Career and Technical Education Participation**

The graphs below show the percentage of students who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

**CTE Participants**

(completed only one course in an approved CTE program)



**CTE Concentrators**

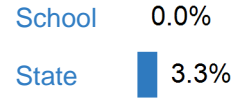
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



**Structured Learning Experiences Participation**

The graph below shows the percentage of students who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

**Structured Learning Experiences**





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**Industry-Valued Credentials**

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

**Students Earning Industry-Valued Credentials**



**Industry-Valued Credentials by Career Cluster**

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	*		
Hospitality & Tourism	*		
Human Services	*		
Manufacturing	*		
Science, Technology, Engineering & Mathematics	*		
Transportation, Distribution & Logistics	*		
<b>Total (All Clusters)</b>	<b>11</b>	<b>0</b>	<b>0</b>



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

### Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
7	0	0	0	0	0	0	153
8	42	0	0	0	0	0	114
9	119	55	0	0	0	0	0
10	10	105	27	0	0	4	27
11	0	8	123	39	0	3	2
12	0	16	10	54	31	16	31
<b>Total</b>	171	184	160	93	31	23	327
Enrolled in AP/IB Course					19	7	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

### Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	57	0	0	0	117	0
10	121	40	0	0	0	0
11	2	146	0	29	23	5
12	0	7	0	87	48	43
<b>Total</b>	180	193	0	116	188	48
Enrolled in AP/IB Course	0	6		29	39	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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### Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	172	0	0	0	0	0
10	2	159	0	0	0	0
11	1	171	0	0	0	12
12	1	9	0	0	53	99
Total	176	339	0	0	53	111
Enrolled in AP/IB Course	0	16	0	0		32
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

### World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	119	0	0	0	0	0	0
8	134	0	0	0	0	0	0
9	101	27	0	0	24	0	0
10	82	44	0	0	25	0	0
11	42	14	0	0	16	0	0
12	7	8	0	0	11	0	0
Total	485	93	0	0	76	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	38	21	0	0	24	0	0



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**Seal of Biliteracy**

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

Language	Students Earning a Seal of Biliteracy
Total	0



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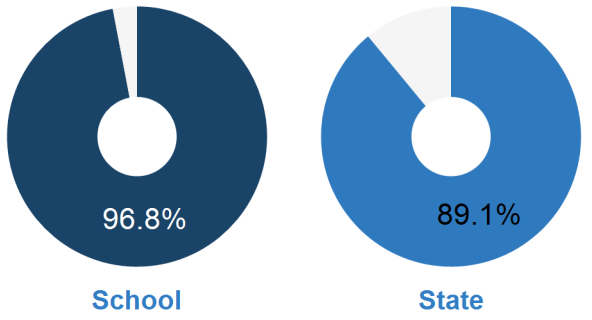
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**Visual and Performing Arts – Course Participation**

The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

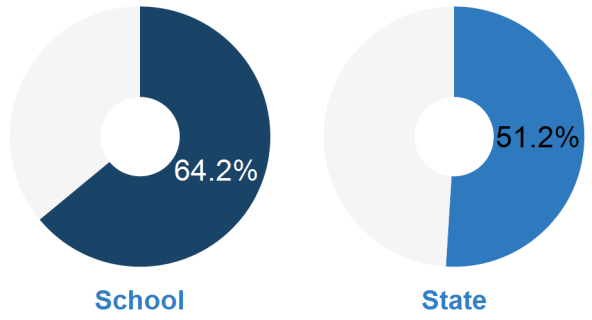
**Grades 6-8:**

Students enrolled in one or more **visual and performing arts** classes

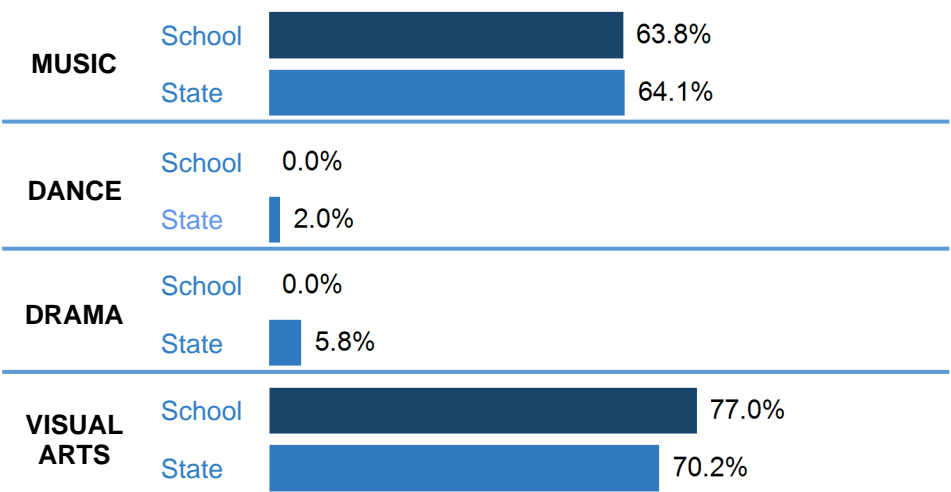


**Grades 9-12:**

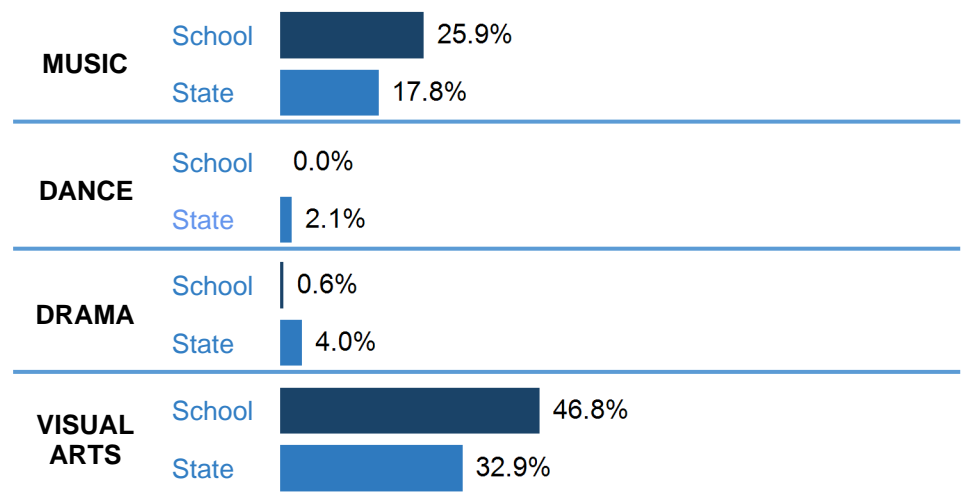
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:





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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

**Graduation Rates**

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey’s accountability system, see these [accountability resources](#).

Student Group	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	98.8%	90.9%	95.9%	92.4%	95.9%	N	Met Goal	96.3%	N	Met Goal
White	98.7%	95.0%	95.6%	95.7%	95.6%	N	Met Goal	96.2%	N	Met Goal
Hispanic	*	84.8%	*	87.3%	*	**	**	*	**	**
Black or African American	N	84.2%	*	86.8%	*	**	**	N	N	N
Asian, Native Hawaiian or Pacific Islander	*	97.0%	*	97.7%	*	**	**	*	**	**
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	N	92.0%	*	93.9%	*	**	**	N	N	N
Economically Disadvantaged Students	100.0%	84.6%	100.0%	87.0%	100.0%	**	**	88.0%	N	N
Students with Disabilities	96.6%	80.1%	81.8%	83.5%	81.8%	92.3%	Not Met	81.5%	96.0%	Not Met
English Learners	N	75.8%	N	81.8%	N	N	N	N	N	N
Homeless Students	N	72.6%	N	79.1%	N			N		
Students in Foster Care	N	62.6%	N	64.9%						



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**Graduation Pathways**

This table shows the percentage of Class of 2018 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	49.4%	47.0%
Substitute Competency Test	38.6%	40.4%
Portfolio Appeals Process	1.2%	1.2%
Alternate Requirements specified in IEP	10.8%	11.4%
Unknown	0.0%	0.0%

**Graduation Rate Trends**

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2018	98.8%	-
2017	95.9%	95.9%
2016	96.3%	96.3%

**Dropout Rate Trends**

This table shows the percentage of students in grades 9-12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2017-2018	N	1.2%
2016-2017	N	1.1%
2015-2016	N	1.2%



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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

**Postsecondary Enrollment Rates: Fall**

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students in 2-year and 4-year institutions.

**Postsecondary Enrollment Rates: 16 month**

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	72.7%	40%	60%
White	71.6%	39.6%	60.4%
Hispanic	*	*	*
Black or African American	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	78.6%	45.5%	54.5%
Students with Disabilities	51.9%	64.3%	35.7%
English Learners	N	N	N

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	79.4%	37.8%	62.2%	71.7%	28.3%	52.8%	47.2%
White	78.8%	37.8%	62.2%	72.3%	27.7%	52.1%	47.9%
Hispanic	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	82.4%	50%	50%	71.4%	28.6%	71.4%	28.6%
Students with Disabilities	50%	100%	0%	100%	0%	100%	0%
English Learners	N	N	N	N	N	N	N



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

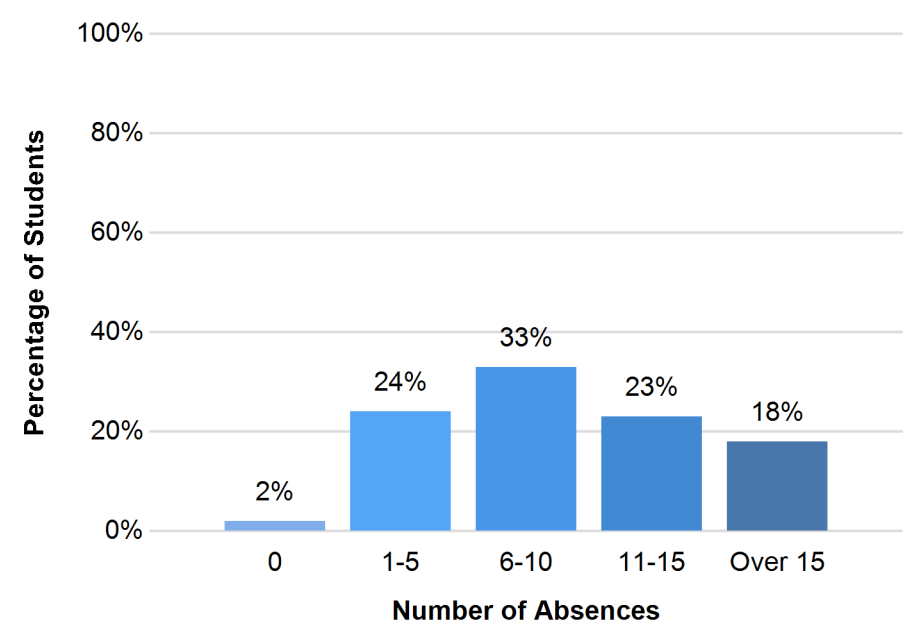
**Chronic Absenteeism**

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	99	10.0	13.3	Met
White	94	10.1	13.3	Met
Hispanic	3	7.9	13.3	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	1	5.9	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	16	15.2	13.3	Not Met
Students with Disabilities	25	16.3	13.3	Not Met
English Learners	*	*	**	**

**Days Absent**

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





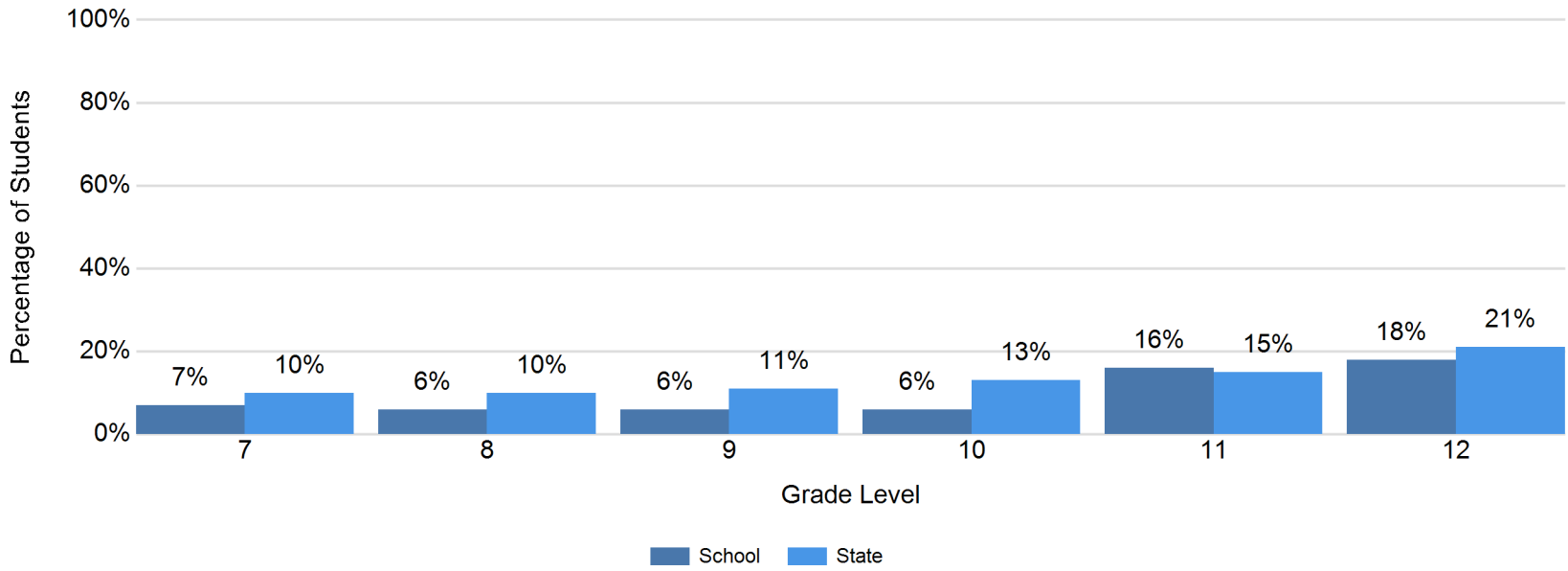
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**Chronic Absenteeism by Grade**

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

**Violence, Vandalism, HIB, and Substance Offenses**

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

**Police Notifications**

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	2
Substances	1
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	0.92

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	2
Other Incidents Leading to Removal	5



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**Harassment, Intimidation, and Bullying (HIB) Investigations**

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	1	0	1
Disability	0	0	0
Other	5	4	9
No Identified Nature	47		47

**Student Disciplinary Removals**

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	84	8.5%
Out-of-School Suspensions	16	1.6%
Any Suspension	89	9.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
34



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**School Day**

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	7:35 AM
Typical End Time	2:15 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 33 Mins
Shared Time - Instructional Time	3 Hrs. 33 Mins.

**Device Ratios**

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1.0:1

**Per-Pupil Expenditures (District Level)**

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	\$293	\$18,376	\$18,669



**KITTATINNY REGIONAL HIGH SCHOOL**  
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 2017-2018

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**Key terms for staff data:**

**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

**Teachers – Experience**

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	101	117,464
Average years experience in public schools	13.7	12.0
Average years experience in district	11.5	10.7
Teachers in district for 4 or more years	84.2%	75.5%

**Administrators – Experience (District Level)**

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	11	9,374
Average years experience in public schools	21.5	16.0
Average years experience in district	17.7	12.0
Administrators in district for 4 or more years	100.0%	76.2%

**Student and Staff Ratios**

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	10:1
Students to Administrators	89:1	89:1
Teachers to Administrators	9:1	9:1
Students to Librarians/Media Specialists		N
Students to Nurses		984:1
Students to Counselors		246:1
Students to Child Study Team		328:1



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**Teachers and Administrators - Level of Education**

This chart shows the highest level of education attained by the teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

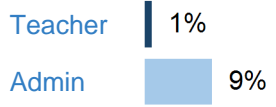
**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



**Teachers and Administrators - One-Year Retention (District Level)**

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	95.0%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	86.2%

**Faculty Attendance**

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2017-18	95.3%



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**Teachers and Administrators – Demographics**

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	57.4%	45.5%
Male	42.6%	54.5%
White	97.0%	100.0%
Hispanic	2.0%	0.0%
Black or African American	0.0%	0.0%
Asian	1.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

**Comprehensive Status**

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

**Targeted Status**

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		



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**Accountability Indicator Scores and Summative Rating - 2017-18 School Year**

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Score	Weight
English Language Arts Proficiency	72.92	12.5%
Mathematics Proficiency	72.92	12.5%
Graduation Rate - 4-Year	55.32	15.0%
Graduation Rate - 5-Year	48.94	15.0%
English Language Arts Growth	37.50	15.0%
Mathematics Growth	15.56	15.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	56.82	15.0%
<b>Summative Score:</b> Sum of all indicator scores multiplied by indicator weights	50.35	n/a
<b>Summative Rating:</b> Percentile Rank of Summative Score	54.17	n/a
<b>Requires Comprehensive Support:</b> Summative Rating is less than or equal to 5 <sup>th</sup> percentile	No	n/a
<b>Requires Comprehensive Support:</b> 4-year Graduation Rate less than or equal to 67%	No	n/a

† Weights indicated by this symbol were adjusted due to data availability



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**Accountability Summary by Student Group - 2017-18 School Year**

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Goal	Met Goal	Met Standard	Not Met	N	Met	No
White	55.84	21.20	No	Met Target	Met Target	Met Goal	Met Goal	Met Standard	Not Met	n/a	Met	No
Hispanic	**	**	No	Met Target	Met Target	**	**	**	**	n/a	Met	No
Black or African American	**	**	No	**	**	**	N	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	N	N	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	N	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	No	Met Target	Met Target	**	N	Not Met	**	n/a	Not Met	No
Students with Disabilities	37.46	21.20	No	Met Target†	Not Met	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	No	**	**	N	N	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).






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### School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

 <p>Highlights:</p>	<ul style="list-style-type: none"> <li>Top 100 High School by NJ Monthly Governor's School Of Excellence National Blue Ribbon School/Star School</li> <li>Curriculum features 18 in-house courses where students can earn college credit. Our recent graduates have successfully attended Harvard, Princeton, RIT, Penn, RPI, United States Military Academy.</li> <li>Over 45 extracurricular activities and 20 varsity athletic programs</li> </ul>
 <p>Mission, Vision, Theme:</p>	<p>The mission of the Kittatinny Regional School District is to ensure that all students acquire knowledge, skills and attitudes necessary to prepare the pupils for a vocation and to help them acquire concepts, skills and attitudes which will enable them to make a successful beginning in one or more areas of business, industry or further education, and become productive and responsible citizens of a changing world. Kittatinny is a true comprehensive school, offering traditional course work as well as elective courses such engineering, robotics, architecture, woods and clothing design. Traditionally, Kittatinny students get accepted into the most competitive colleges throughout the country.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>The top 15% of the senior class are New Jersey Stars candidates. Many of our recent graduates are recognized as distinguished Advanced Placement Scholars including 22 AP Scholars, 2 AP Scholars with Honors, and 2 AP Scholars with Distinction. Another student was honored as a Daughters of the American Revolution school recipient. Kittatinny was recently named a Top 100 High School by New Jersey Monthly magazine. In 2013, Kittatinny was awarded an A rating in a publication by the Star Ledger for recognized academic achievement.</p>






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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Concurrent college credit offered in Anthropology, Sociology, Biology II H, Chemistry I H, AP Chemistry II, AP Physics I &amp; II, Pre-Calculus H, AP Calculus (AB &amp; BC), Calculus H, AP Statistics., AP Environmental Science, AP European History, AP U.S. Government, AP U.S. History, AP Literature &amp; Composition, AP Language &amp; Composition, and AP Music Theory. We offer College &amp; Career Readiness, Intro to Python &amp; AP Computer Science Principles, have 2 computer labs, computer animation lab, video graphics, design lab, tech. STEAM &amp; robotics lab, journalism lab, &amp; 2 business labs. We offer Design Media Research at the 7th and 8th grade levels and use electronic textbooks in several Social Studies classes. Our Media Center reserach tools have been expanded to include JSTOR, along with EBSCO and Factos on File.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cheerleading (Girls), Cross Country (Boys &amp; Girls), Field Hockey (Girls), Football (Boys), Golf (Boys &amp; Girls), Lacrosse (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Boys &amp; Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Wrestling (Boys &amp; Girls)</p> <p>20 Varsity, 13 Junior Varsity, 7 Freshman and 10 Junior High School teams for a total of 50 athletic programs. Seven of our teams won their Division, fifteen made it to State Sectionals.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Academic Team, Book Club, Chorus, CrossAge Training, Debate Team, Environmental Club, Envirothon Team, French Club, Future Business Leaders of America , High School Band, High School Musical, Interact, Jazz Band, Kittatinny Chronicle, Kittatinny Players, Madrigals, Marching Band, Math League, Mock Trial, National Honor Society, Peer Leadership, PRISM, Robotics, School Store, Science League, Ski Club, Solar Sprints, Student Council, Technology Student Association, Teen Arts, Weight Training, Yearbook</p>






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 <p>Before and After School Programs:</p>	<p>Math Roundtable, Writer's Club, College Essay Writing, Creative Writing, After School Library, AM Writing Lab, 10th Period Day Mentoring program for struggling students who are matched up with faculty members, Endurance &amp; Triumph program for students who have lost a close friend or relative. Special Education After School Homework Program is offered to students in 7-12 grades. Theater Camp and several Summer Sports Camps are offered.</p>
 <p>Staff and Professional Learning:</p>	<p>Training on Google for Ed, AchieveNJ, Monday Meet Ups, Suicide Prevention, Hidden in Plain Sight training, 3 hrs of Safe Schools, new teacher orientation, 21 hrs of In-Service, 9 hours of faculty meetings addressing school wide needs, 7 hours of P&amp;Cs addressing grading and scheduling, use of research tools like Proquest, JSTOR, Noodle Tools, &amp; Real Time, 16 hours of department meetings to address NGSS, NJSLA, reading and writing across the curriculum, department related literature, vertical and horizontal articulation. Additional resources for English department for teaching the reading and writing of informational texts.</p>
 <p>Postsecondary Information:</p>	<p>87% of class plans to attend a 2, 4 year or business/trade school and 48% plan on attending a 4 year school. Offer SAT preparation courses and Annual Financial Aid presentations and workshops. Test grades 9, 10 &amp; 11 in the PSAT and offer college entrance practice exams to students in grades 9-12. Hold in-house college fairs and panels, Instant Decision Days, college rep visits and field trip to college campuses. Offer College and Career Readiness courses in English and Math. Students use Naviance components to prepare for college and career process and submit applications electronically.</p>






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 <p><b>Student Supports and Services:</b></p>	<p>Students, identified by teacher or parents, in need of academic support can be referred to the Response to Intervention team. If necessary, a student can then be referred to the 504 Committee or Child Study Team for an evaluation. The goal of the Kittatinny Special Education Department is to deliver quality education to students with special needs through a continuum of services in a least restrictive environment. Special services available for students with disabilities include in-class resource, pull-out resource, learning and language disabilities program, life skills program, multiple disabilities program and extended school year program. Community based instruction and structured learning experiences are offered based on IEP goals. The department runs a Homework Program and Social Skill Clubs to support students after school.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Mens' Social Skills Group, Womens' Group and Girls Group. Forty minute Physical Education classes are provided daily to all students. Interact Club assists families in need by providing Thanksgiving dinners. Yna Said Fund helps students that have experienced a life altering trauma or are in need of assistance. Community Awareness Night providing information on topics such as suicide awareness and prevention, autism, alcoholism, and many more. Red Ribbon Week spotlighting drug prevention.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Comprehensible portal is accessible for parents to view grades, attendance, teacher pages, calendar, food services, etc. Parents chair and organize major fundraising events through Band Boosters, Kittatinny Cougars Athletic Association and Project Graduation Committee.</p>






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>Kittatinny developed distinct surveys to assess the climate and culture of the school. Students, parents and faculty all participated in the surveys that focused on their experiences. Data from those surveys was presented to both the Board of Education and the faculty. Initiatives were put in place based off the data provided. The results of the survey showed a very positive perception of the climate and culture from all groups.</p>
 <p>Facilities:</p>	<p>Kittatinny opened its doors in September 1975, with grades 7-11. We are a regional school who serves five townships in the Newton, N.J. area of Sussex County: Fredon, Stillwater, Hampton, Sandyston and Walpack. It is primarily a rural area. The fall enrollment is approximately 939 students (approximately 641 are in grades 9-12) and the current senior class consists of 176 students. The facility features a newly-renovated library/media center, which focuses on research and collaboration. The school also has a new STEM room that is home to our state-of-the-art robotics classes. The elective wing features an engineering room, woodshop, CAD Design center, print shop, art rooms, business centers and a clothing room. The school has a dedicated gymnasium, auxiliary gymnasium and a junior high multipurpose room. A separate weight room and fitness facility is currently being built. The building sits on an expansive campus, with numerous athletic fields and a regulation track.</p>
 <p>School Safety:</p>	<p>KRHS employs two security officers assigned to the school from the hours of 7am to 4pm. The first is from 7am to 2pm and the second is from 9am to 4pm. In addition, two SRO's from the NJSP are at the school several times a week. The security officers work after hour events which includes school sporting events, musicals, and other extracurricular activities. We have multiple staff members working monitoring the crosswalks, parking lot, door entrances, and cafeteria. There is signage identifying different area of the building, video surveillance, security alarm system, student and staff issued ID cards and assigned parking. We require clearance before any visitor can enter the building through our access control vestibule. Our Safety officers and staff check that all doors, windows, and locks are secured, conduct perimeter checks of school, monitor the movement of visitors in/out of the facility, conduct monthly safety drills and continually assess our security protocols and equipment.</p>




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 <p><b>Technology and STEM:</b></p>	<p>Technology is seamlessly incorporate into all classrooms, labs and activities throughout the school. The use of chrome books, smart boards and a mobile virtual reality rig allows teachers a holistic approach to the educational process. Using this technology, teachers have access to a solid educational foundation based on established methods or teaching, authentic and challenging lesson plans, and engaged learning that fosters real-world STEM connections. Teachers are provided professional development opportunities on how to incorporate STEM into the classroom. We have 8 STEM labs using 3D printers, high-performance windows and apple-based PC's: Robotics/STEM, Computer Science, Design Technology, Technology, Video Technology, Woodshop Technology, Graphics Technology and Clothing Technology. Outside of the traditional classroom, there are four different organizations: The Technology Student Association, Robotics, Science League and Math League.</p>
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 <p>Other Information:</p>	<p>KRHS is a grades 7-12 choice school that operates on a nine period day. Kittatinny has received many awards in the area of technology. The Board of Education, administration and faculty of the Kittatinny Regional School district have dedicated many hours of resources to the infusion of technology into the everyday of curriculum. Kittatinny's Cloud Managed Meraki wireless access points with advanced security and performance WIFI was instrumental in the Bring Your Own Device (BYOD) initiative into our district. Kittatinny operates on a Google platform, with half of the computer lab used for instruction to Intro to Python and the AP Computer Science Principles class. In addition to the computer labs, the school features a full computer animation lab, video graphics, design lab, STEAM and robotics lab, journalism lab and two business labs. KRHS has also implemented a College and Career readiness course in which students explore the vast array of college and career options available to them.</p>
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