



Demarest Middle School
2016-2017


Grade Span 05-08

03-1070-040
BERGEN
DEMAREST BORO
568 PIERMONT RD
DEMAREST, NJ 07627-1617

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
5	84	73	77
6	83	85	74
7	77	82	75
8	78	78	80
Ungraded	0	0	1
Total	322	318	307

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	2014-15	2015-16	2016-17
Female	55%	54%	52%
Male	45%	47%	48%
Economically Disadvantaged Students	2%	1%	0%
Students with Disabilities	16%	18%	16%
English Learners	1%	1%	1%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	60.3%
Asian	31.9%
Hispanic	5.5%
Black or African American	0.3%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	2.0%

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. All other students are included in Other Languages.

Home Language	% of Students
English	95.1%
Hebrew	2.9%
Korean	1.3%
Other	0.6%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	294	98.4	88.10	87.60	54.90	88.1	80	Met Goal
White	177	97.3	85.30	84.40	63.90	85.3	80	Met Goal
Hispanic	17	100.0	88.20	92.60	39.80	88.2	**	**
Black or African American	*	*	*	0.00	35.20	*	**	**
Asian, Native Hawaiian, or Pacific Islander	93	100.0	93.50	92.20	80.70	93.5	80	Met Goal
American Indian or Alaska Native	N	N	*	0.00	53.70	*	**	**
Two or More Races	*	*	*	100.00	54.90	*	**	**
Female	156	98.7	90.40	89.40	62.20	90.4		
Male	138	98.0	85.50	85.60	48.10	85.5		
Economically Disadvantaged Students	*	*	*	50.00	36.20	*	**	**
Non-Economically Disadvantaged Students	*	*	*	88.10	65.80	*		
Students with Disabilities	48	92.5	54.20	57.10	20.50	52.7	36.1	Met Target
Students without Disabilities	246	99.6	94.70	93.30	61.90	94.7		
English Learners	*	*	*	71.40	25.20	*	**	**
Non-English Learners	*	*	*	88.10	57.40	*		
Homeless Students	N	N	*	0.00	26.40	*		
Students In Foster Care	N	N	*	0.00	24.80	*		
Military-Connected Students	N	N	*	0.00	53.50	*		
Migrant Students	N	N	*	0.00	23.00	*		

** ESSA accountability targets are only included if data is available for at least 20 students



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	74	782	782	755	*	*	*	68%	23%	91%	59%
White	49	779	779	763	0%	0%	*	71%	*	90%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	N	N	N	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	21	790	790	778	0%	0%	*	57%	*	91%	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	*	*	*	756	*	*	*	*	*	*	60%
Female	38	784	784	761	0%	0%	*	71%	*	95%	66%
Male	36	781	781	749	0%	0%	*	64%	*	86%	53%
Economically Disadvantaged Students	N	N	N	739	N	N	N	N	N	N	40%
Non-Economically Disadvantaged Students	74	782	782	765	*	*	*	68%	23%	91%	71%
Students with Disabilities	11	753	753	724	*	*	*	*	0%	64%	22%
Students without Disabilities	63	787	787	761	*	*	*	*	27%	95%	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	74	782	782	756	*	*	*	68%	23%	91%	60%
Homeless Students	N	N	N	732	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	730	N	N	N	N	N	N	36%



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	73	777	777	751	*	*	*	56%	33%	89%	54%
White	47	771	771	758	*	*	*	64%	23%	87%	63%
Hispanic	*	*	*	740	*	*	*	*	*	*	38%
Black or African American	N	N	N	735	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	20	788	788	775	0%	0%	*	*	55%	90%	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	36	787	787	758	*	*	*	42%	*	92%	61%
Male	37	767	767	745	*	*	*	70%	*	87%	46%
Economically Disadvantaged Students	N	N	N	737	N	N	N	N	N	N	34%
Non-Economically Disadvantaged Students	73	777	777	760	*	*	*	56%	33%	89%	65%
Students with Disabilities	11	746	746	722	*	*	*	*	*	55%	17%
Students without Disabilities	62	782	782	757	*	*	*	*	*	95%	61%
English Learners	N	N	N	709	N	N	N	N	N	N	N
Non-English Learners	73	777	777	752	*	*	*	56%	33%	89%	N
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	55%
Migrant Students	N	N	N	721	N	N	N	N	N	N	20%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	74	783	783	756	0%	*	*	41%	49%	89%	59%
White	38	776	776	763	0%	*	*	47%	37%	84%	69%
Hispanic	*	*	*	741	*	*	*	*	*	*	44%
Black or African American	N	N	N	737	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	31	792	792	783	*	*	*	32%	61%	94%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	756	*	*	*	*	*	*	59%
Female	37	784	784	764	*	*	*	35%	51%	87%	68%
Male	37	783	783	748	*	*	*	46%	46%	92%	51%
Economically Disadvantaged Students	*	*	*	738	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	70%
Students with Disabilities	10	754	754	719	*	*	*	*	*	70%	19%
Students without Disabilities	64	788	788	763	*	*	*	*	*	92%	67%
English Learners	N	N	N	700	N	N	N	N	N	N	N
Non-English Learners	74	783	783	757	0%	*	*	41%	49%	89%	N
Homeless Students	N	N	N	730	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	82	782	782	757	*	*	*	45%	40%	85%	59%
White	47	775	775	764	*	*	*	51%	30%	81%	68%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	26	798	798	785	*	*	*	*	65%	100%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	757	*	*	*	*	*	*	60%
Female	47	785	785	765	*	*	*	40%	49%	89%	68%
Male	35	777	777	748	*	*	*	51%	29%	80%	50%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	16	744	744	717	*	*	*	*	0%	44%	18%
Students without Disabilities	66	791	791	764	*	*	*	*	50%	96%	67%
English Learners	N	N	N	700	N	N	N	N	N	N	N
Non-English Learners	82	782	782	758	*	*	*	45%	40%	85%	N
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	720	N	N	N	N	N	N	21%

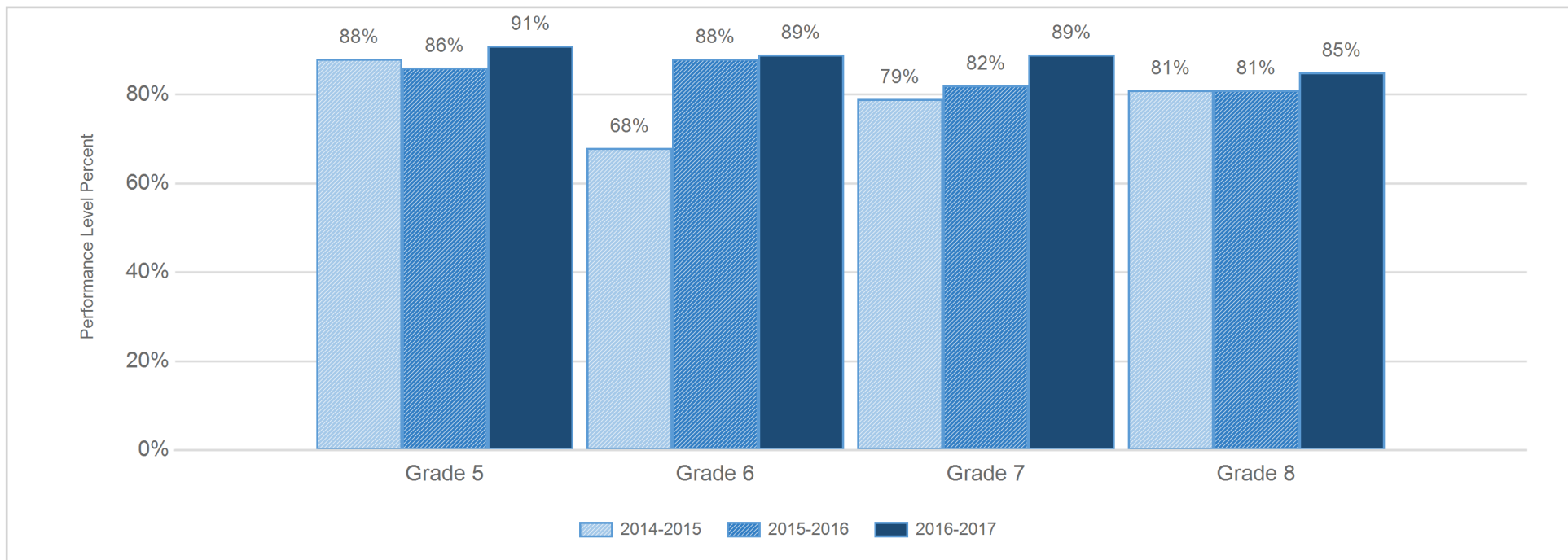


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English Language Arts/Literacy Assessment - Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	294	98.4	84.40	83.10	43.50	84.4	79.9	Met Goal
White	177	97.4	76.30	76.10	52.40	76.3	70.3	Met Target
Hispanic	17	100.0	88.20	88.90	27.60	88.2	**	**
Black or African American	*	*	*	100.00	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	93	100.0	97.90	93.70	75.60	97.9	80	Met Goal
American Indian or Alaska Native	N	N	*	0.00	42.50	*	**	**
Two or More Races	*	*	*	100.00	44.90	*	**	**
Female	156	98.8	84.60	81.50	44.10	84.6		
Male	138	98.0	84.10	84.60	42.90	84.1		
Economically Disadvantaged Students	*	*	*	33.30	25.10	*	**	**
Non-Economically Disadvantaged Students	*	*	*	83.70	54.30	*		
Students with Disabilities	48	92.5	35.40	41.50	16.50	34.4	30.4	Met Target
Students without Disabilities	246	99.6	93.90	90.90	48.80	93.9		
English Learners	*	*	*	78.60	23.30	*	**	**
Non-English Learners	*	*	*	83.20	45.20	*		
Homeless Students	N	N	*	0.00	16.40	*		
Students In Foster Care	N	N	*	0.00	15.10	*		
Military-Connected Students	N	N	*	0.00	39.90	*		
Migrant Students	N	N	*	0.00	18.20	*		

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Mathematics Assessment - Performance by Grade: Grade 5

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	75	775	775	746	0%	0%	15%	56%	29%	85%	46%
White	50	770	770	754	0%	0%	20%	56%	24%	80%	57%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	N	N	N	728	N	N	N	N	N	N	22%
Asian, Native Hawaiian, or Pacific Islander	21	786	786	774	0%	0%	*	57%	*	95%	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	*	*	*	746	*	*	*	*	*	*	47%
Female	38	773	773	747	*	*	*	63%	*	87%	47%
Male	37	778	778	746	*	*	*	49%	*	84%	46%
Economically Disadvantaged Students	N	N	N	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	75	775	775	756	0%	0%	15%	56%	29%	85%	59%
Students with Disabilities	11	747	747	724	*	*	*	*	0%	46%	19%
Students without Disabilities	64	780	780	751	*	*	*	*	34%	92%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	715	N	N	N	N	N	N	18%



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Mathematics Assessment - Performance by Grade: Grade 6**

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	74	775	775	743	*	*	*	49%	37%	85%	44%
White	48	767	767	750	*	*	*	54%	25%	79%	54%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	N	N	N	724	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	20	793	793	770	0%	*	0%	*	60%	95%	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	744	*	*	*	*	*	*	46%
Female	37	777	777	744	*	*	*	54%	35%	89%	45%
Male	37	773	773	742	*	*	*	43%	38%	81%	43%
Economically Disadvantaged Students	N	N	N	728	N	N	N	N	N	N	24%
Non-Economically Disadvantaged Students	74	775	775	752	*	*	*	49%	37%	85%	56%
Students with Disabilities	11	737	737	716	*	*	*	*	0%	36%	13%
Students without Disabilities	63	782	782	748	*	*	*	*	43%	94%	50%
English Learners	*	*	*	709	*	*	*	*	*	*	N
Non-English Learners	*	*	*	744	*	*	*	*	*	*	N
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	73	774	774	741	0%	*	*	51%	34%	85%	40%
White	38	764	764	748	0%	*	*	42%	29%	71%	49%
Hispanic	*	*	*	729	*	*	*	*	*	*	23%
Black or African American	N	N	N	726	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	30	785	785	764	0%	0%	0%	60%	40%	100%	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	37	768	768	742	*	*	*	57%	27%	84%	41%
Male	36	779	779	739	*	*	*	44%	42%	86%	38%
Economically Disadvantaged Students	*	*	*	728	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	*	*	*	748	*	*	*	*	*	*	50%
Students with Disabilities	10	741	741	716	*	*	*	*	0%	30%	11%
Students without Disabilities	63	779	779	746	*	*	*	*	40%	94%	45%
English Learners	N	N	N	711	N	N	N	N	N	N	N
Non-English Learners	73	774	774	742	0%	*	*	51%	34%	85%	N
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	N

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	46	761	761	727	*	*	22%	50%	*	65%	28%
White	29	749	749	735	*	*	*	45%	*	52%	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	746	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	727	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	27	761	761	730	*	*	*	*	*	63%	30%
Male	19	761	761	725	*	*	*	*	*	68%	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	34%
Students with Disabilities	16	729	729	705	*	*	*	*	*	31%	N
Students without Disabilities	30	777	777	734	*	*	*	*	*	83%	N
English Learners	N	N	N	702	N	N	N	N	N	N	N
Non-English Learners	46	761	761	729	*	*	22%	50%	*	65%	N
Homeless Students	N	N	N	709	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	712	N	N	N	N	N	N	N

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	36	819	819	742	*	*	*	*	78%	100%	42%
White	*	*	*	750	*	*	*	*	*	*	52%
Hispanic	N	N	N	727	N	N	N	N	N	N	24%
Black or African American	N	N	N	724	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	735	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	20	814	814	743	*	*	*	*	80%	100%	43%
Male	16	826	826	741	*	*	*	*	75%	100%	40%
Economically Disadvantaged Students	N	N	N	726	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	36	819	819	751	*	*	*	*	78%	100%	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	36	819	819	747	*	*	*	*	78%	100%	47%
English Learners	N	N	N	707	N	N	N	N	N	N	N
Non-English Learners	36	819	819	744	*	*	*	*	78%	100%	N
Homeless Students	N	N	N	717	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	N
Military-Connected Students	N	N	N	741	N	N	N	N	N	N	37%
Migrant Students	N	N	N	714	N	N	N	N	N	N	21%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	*	*	*	733	*	*	*	*	*	*	30%
White	*	*	*	739	*	*	*	*	*	*	38%
Hispanic	N	N	N	722	N	N	N	N	N	N	14%
Black or African American	N	N	N	718	N	N	N	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	757	N	N	N	N	N	N	65%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	29%
Two or More Races	N	N	N	733	N	N	N	N	N	N	32%
Female	N	N	N	734	N	N	N	N	N	N	31%
Male	*	*	*	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	N	N	N	721	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Students with Disabilities	N	N	N	711	N	N	N	N	N	N	N
Students without Disabilities	*	*	*	737	*	*	*	*	*	*	N
English Learners	N	N	N	709	N	N	N	N	N	N	N
Non-English Learners	*	*	*	734	*	*	*	*	*	*	N
Homeless Students	N	N	N	717	N	N	N	N	N	N	N
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	N
Military-Connected Students	N	N	N	726	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	N

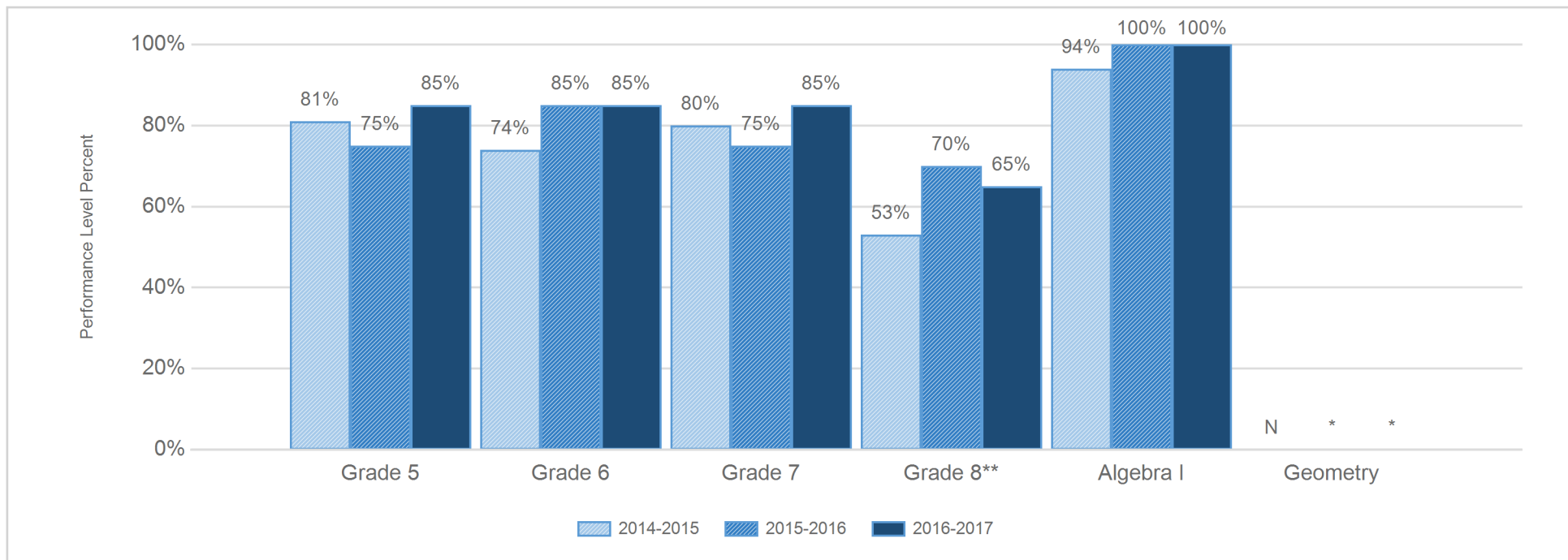


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Mathematics Assessment – Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Alternate Assessments - 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
5	N	N
6	N	N
7	*	*
8	N	N

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. The table also shows 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
1	*	*	*
2	*	*	*
3	N	N	N
4	N	N	N
5+	N	N	N



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

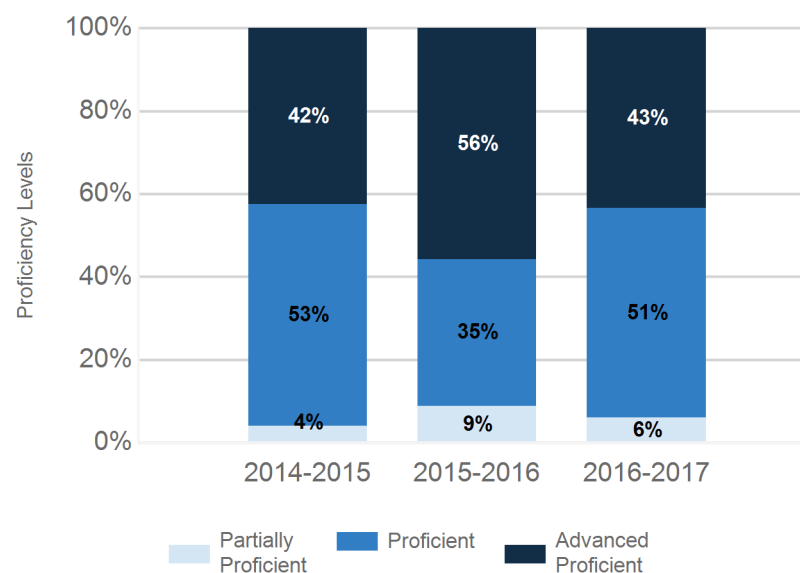
NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	43%	51%	6%
White	38%	53%	*
Hispanic	*	*	N
Black or African American	N	*	N
Asian, Native Hawaiian, or Pacific Islander	*	35%	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	N	N	*
Students with Disabilities	12%	71%	18%
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 8

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	48	51	50	Met Target	67	68	50	Exceeds Target
White	47.5	50	50	Met Target	63.5	65.5	52	Exceeds Target
Hispanic	49.5	*	49	**	*	*	47	**
Black or African American	*	*	45	**	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	49	51	60	Met Target	73.5	69	59	Exceeds Target
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	*	*	47	**	*	*	46	**
Students with Disabilities	49	51	41	Met Target	60	62	43	Exceeds Target
English Learners	*	*	53	**	*	*	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



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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 the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

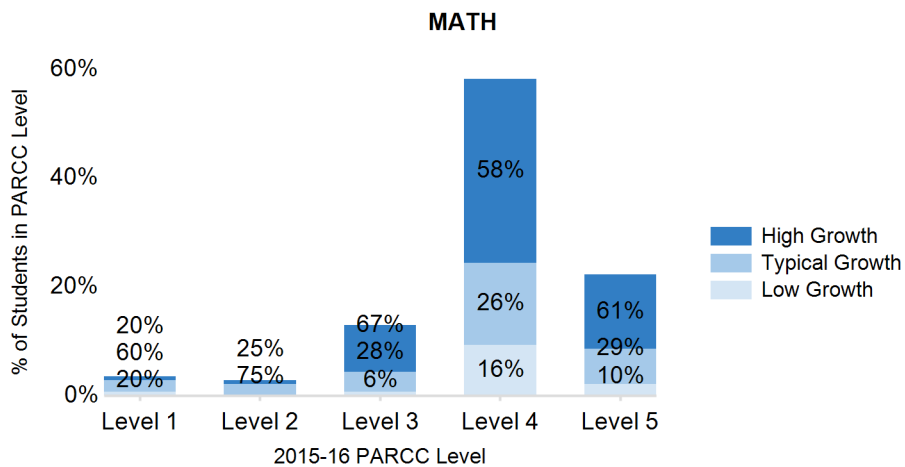
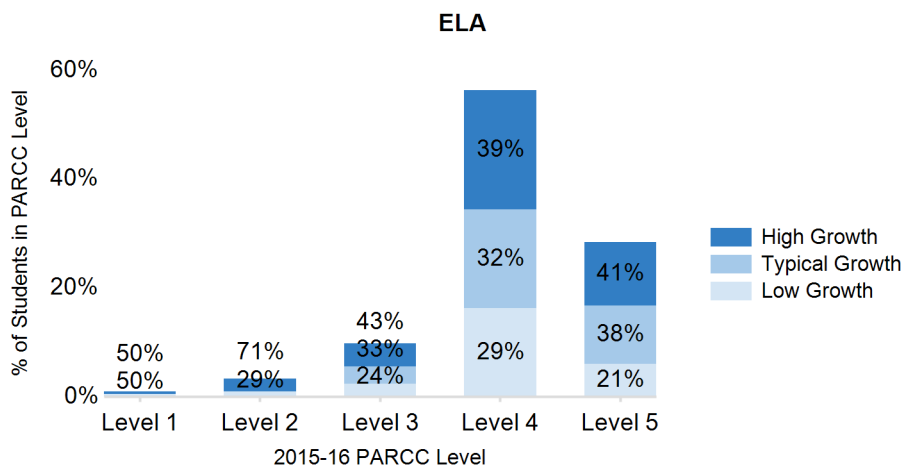
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

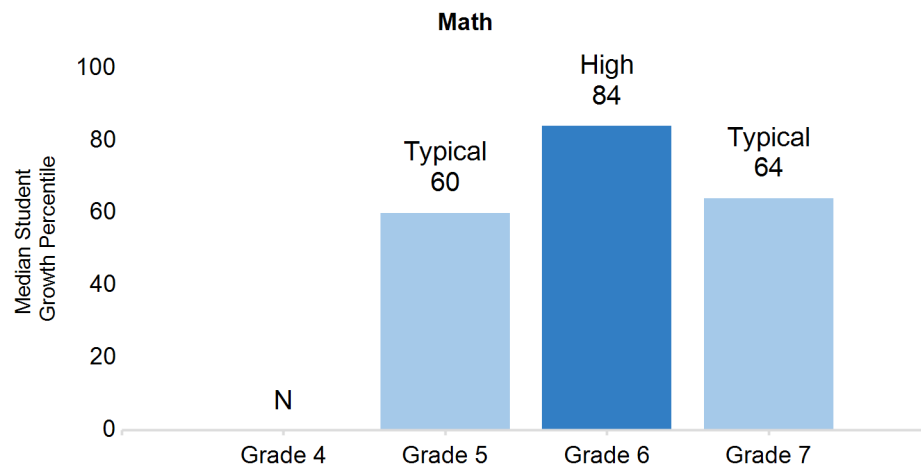
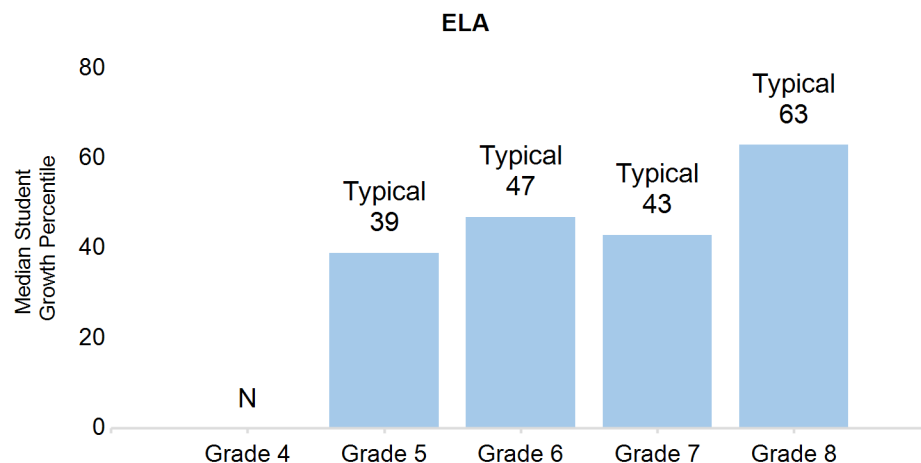
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
6	0	0					74
7	1	0					75
8	35	1					44
Schoolwide	36	1	0	0	0	0	193

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	72	0	0	0	0	0	0
7	75	0	0	0	0	0	0
8	80	0	0	0	0	0	0
Schoolwide	227	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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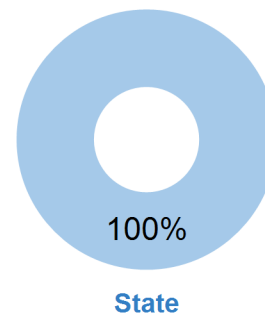
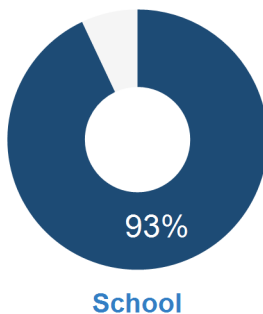
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Visual and Performing Arts – Course Participation

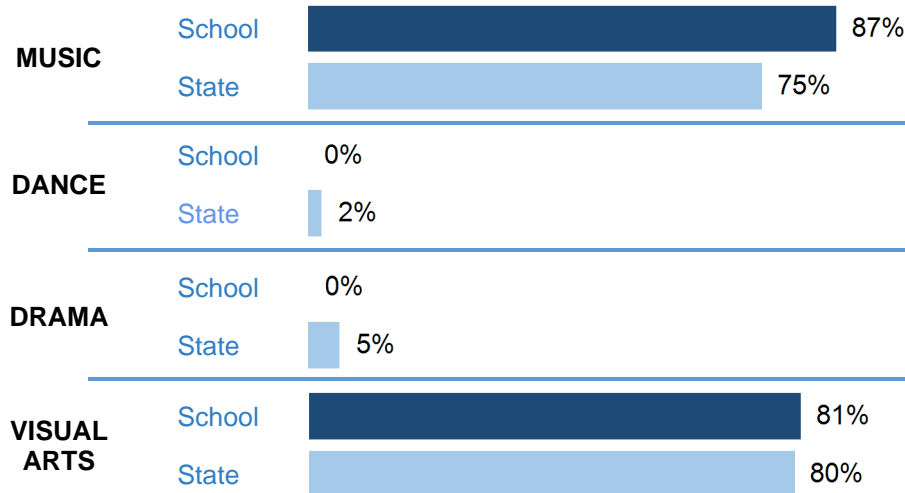
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

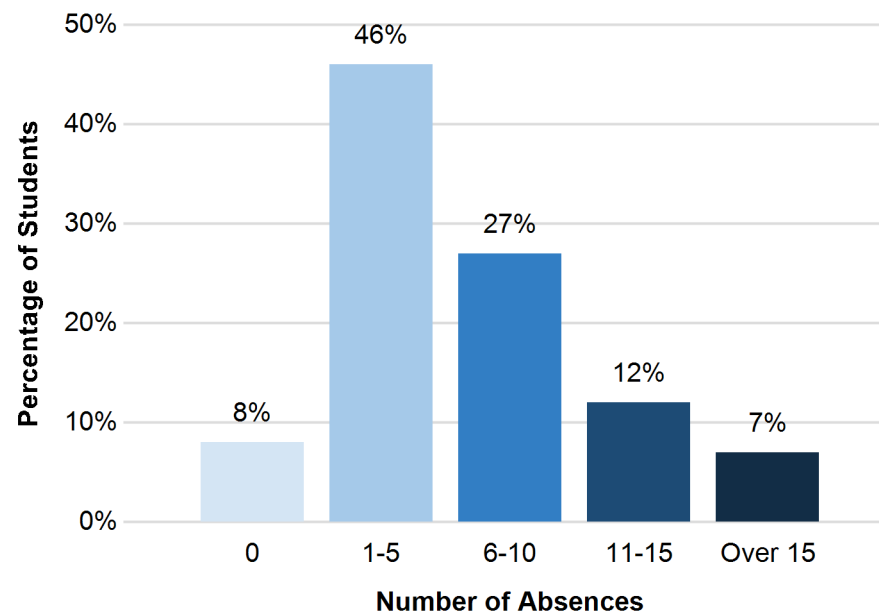
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	5.10	8.30	Met Target
White	6.80	8.30	Met Target
Hispanic	0	**	**
Black or African American	0	**	**
Asian, Native Hawaiian, or Pacific Islander	3.00	8.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	0	**	**
Economically Disadvantaged Students	0	**	**
Students with Disabilities	10.90	8.30	Not Met
English Learners	0	**	**

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



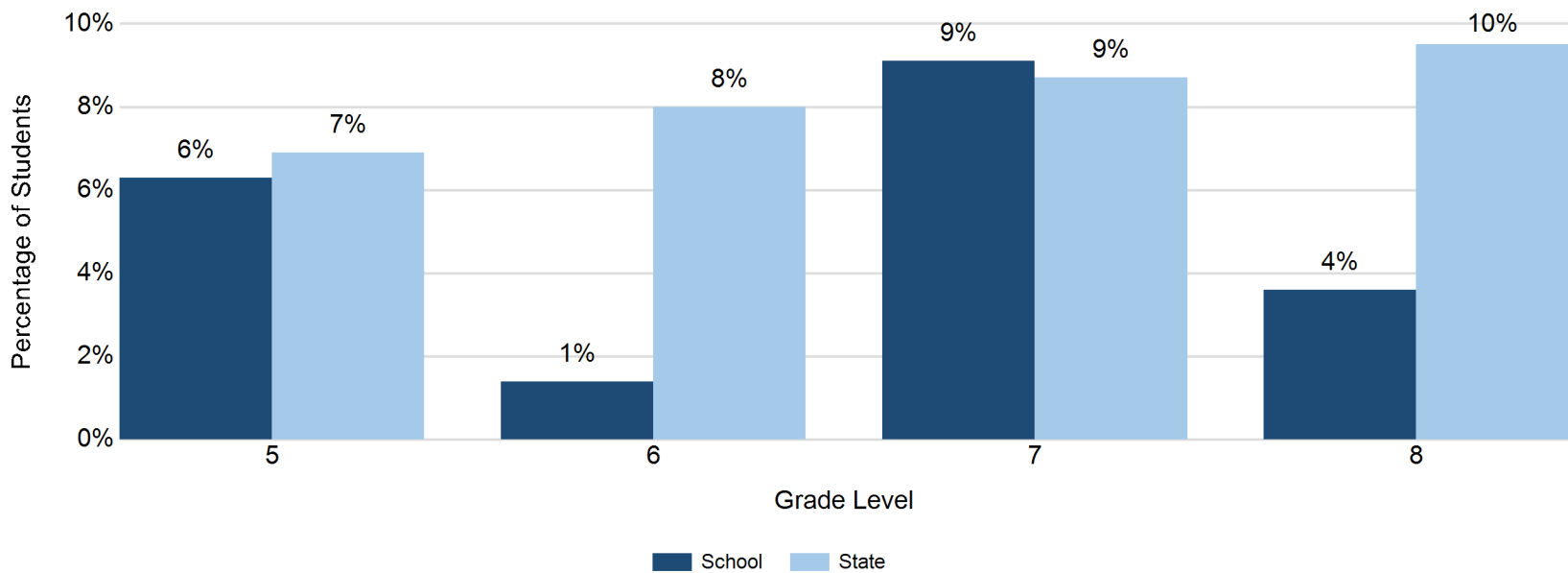


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:20AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs. 55 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	1
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.33

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.7%
Out-of-School Suspensions	0.3%
Any Suspension	1.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1.1	1490.3 kbps	100 kbps	Yes	N	Fiber	No

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$249	\$17,032	\$17,281



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience and Certifications

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

Category	Teachers in Schools	Teachers in State
Total Number of teachers	35	115,100
Average years experience in public schools	10.6	11.8
Average years experience in district	8.6	10.5
Teachers in district for 4 or more years	69%	74%

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	6	9,476
Average years experience in public schools	14.0	15.7
Average years experience in district	6.7	11.5
Administrators in district for 4 or more years	50%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	9:1	10:1
Administrators	307:1	134:1
Librarian/Media Specialists		671:1
Nurses		336:1
Counselors		336:1
Child Study Team		168:1



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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 the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	86%	77%
2015-16 Administrators: Same district 2016-17	100%	85%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	96%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	97	17.5%
Mathematics Proficiency	95	17.5%
English Language Arts Growth	40	25%
Mathematics Growth	91	25%
Chronic Absenteeism	58	15%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		75
Summative Rating: Percentile rank of Summative Score		85 th
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	75	12	No	Met Goal	Met Goal	Met Target	Met Target	Exceeds Target	No
White	69	12	No	Met Goal	Met Target	Met Target	Met Target	Exceeds Target	No
Hispanic	**	**	No	**	**	**	**	**	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	67	12	No	Met Goal	Met Goal	Met Target	Met Target	Exceeds Target	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	**	**	No	**	**	**	**	**	No
Students with Disabilities	81	12	No	Met Target	Met Target	Not Met	Met Target	Exceeds Target	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Regan	Email Address:	regan@nvnet.org
Address:	568 PIERMONT RD DEMAREST, NJ 07627-1617	Website:	http://demarestsd.schoolwires.net
Phone:	(201)768-6060	Facebook:	N/A
		Twitter:	N/A

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"> • 1:1 Computing Program with MacBook Air and digital learning systems. • Cutting edge academic enrichment for interest driven classes. • Integrated Science based on Next Generation Science Standards including STEM courses with robotics and code.
 <p>Mission, Vision, Theme:</p>	<p>The mission of the Demarest Schools is to meet the needs of all students and prepare them for a rapidly changing world. We provide a caring environment that fosters academic excellence, cultural appreciation, ethical behavior, and democratic values. We build collaborative partnerships among our students, staff, parents/guardians, and the community that foster growth and achievement and an environment that cultivates a life long love of learning and an exposure to new and creative ideas.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Students won county wide STEM competition. Placed 1st in regional academic Decathlon competition, Brainbusters. Students were recognized for artistic accomplishments from varied national programs such as AAA.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Students receive a MacBook Air to use in the school year with access to Powerschool. All students receive STEM instruction in grades 5-8. Academic enrichment programming is 20% of a student's academic day. Each grade cycles through 8 courses, two per marking period. Examples of these courses include Genius Hour, Visual Arts, Economics, and Media. Enrichment programming with competitive entry criteria is also offered, such as STEM Enrichment, Math Team, and Brainbusters.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (), Basketball (Boys and Girls), Soccer (Co-ed), Track and Field - Spring (Co-ed), Volleyball (Girls),</p> <p>All Demarest Middle School sports teams demonstrate sportsmanship and team work. Basketball team won regional championship.</p>
 <p>Clubs and Activities:</p>	<p>Writing across the Curriculum, KAREClub, Student Council</p>







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 <p>Staff and Professional Learning:</p>	<p>Demarest instructional staff and administrators participate in professional learning opportunities through the Northern Valley Curriculum Center. Staff development is provided by both administrators and teaching staff during in-house professional learning sessions. Demarest teachers participate in learning communities that made up of grade-level or content area colleagues.</p>
 <p>Student Supports and Services:</p>	<p>IEP assessments, 504 accommodations, Intervention and Referral Services, Occupational Therapy, ESL, Speech, Basic Skills Instruction for ELA and Math, Supplemental Literacy Instruction.</p>
 <p>Student Health and Wellness:</p>	<p>Physical Education, Recess, Wellness Initiative Program, Principal's Challenge; a training program designed to physically prepare students for the PTO sponsored 5K run in May.</p>
 <p>Parent and Community Involvement:</p>	<p>Parent/community involvement includes an active PTO, fundraising, organized events and programs such as education assemblies for students, 5K run, parent attended field trips.</p>



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Facilities:

Updates to our facilities include surround sound system in all classrooms, updated Smartboards, an outdoor classroom, state of the art furniture, dedicated STEM lab. All classrooms have air conditioning.



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Bi-weekly Principal's newsletter to parents and staff, school based smartphone App, learning management system that includes parents, students and teachers. Information system that includes a parent/student portal.



Other Information: