



Forest Avenue School (13-1750-070)

2019-2020

County: Essex

Principal: Mr. Matthew Murphy

District: Glen Ridge Public School District

[School Website](#)

287 Forest Ave
Glen Ridge, NJ 07028-1818

973-429-8308



202
Total Students



PK-02
Grades Offered

Overview & Resources

The School Performance Reports reflect the New Jersey Department of Education's (NJDOE) commitment to providing parents, students, and school communities with a large variety of information about each school and district. These reports can be used as a tool to help evaluate whether all students have equitable access to high quality education. We encourage you to use these reports to:

- **Learn more** about the school and the district
- **Start conversations** with school community members and ask questions
- **Engage** with school communities to identify where schools are doing well and where they can improve

Important Notes for 2019-2020: The ongoing COVID-19 pandemic has had a significant impact on the way the NJDOE was able to measure school performance and student achievement for the 2019-2020 School Performance Reports. Some data is not available at all and other data, while available, may not look the same as it did in prior years. The NJDOE also recognizes that our existing data can't begin to measure the hard work and perseverance of the students, families, educators and community members during this difficult year. This past year has been unlike any other, and the NJDOE believes that it is critical to use the available data in the reports, along with other information collected directly within districts and communities, to start conversations, identify gaps in information, and begin to find ways to address the impacts of COVID-19 and ensure all students receive the support that they need.

The 2019-2020 School Performance Reports will not include the following data elements:

- Statewide assessment participation and performance (NJSLA, DLM, ACCESS for ELLs)
- Student growth Data
- Chronic absenteeism rates
- Progress toward English language proficiency
- ESSA Summative ratings or indicator scores
- Status in meeting annual targets or standards for ESSA indicators

A new "[Impact of COVID-19 on Data Availability](#)" resource summarizes which data is available, which data is not available, and which data may have been impacted. Notes are included throughout the School Performance Reports and the Reference Guide to explain where data is missing or impacted by COVID-19. Look for "Important Note for 2019-2020" sections.

School Performance Report Resources:

The NJDOE has several resource documents that can help you understand and use the School Performance Reports, which can also be found under the "Resource Documents" link at the top of the page:

- New [Impact of COVID-19 on Data Availability](#)
- One-page guides to help start conversations for [administrators](#), [educators](#), [elementary](#), and [middle and high school families](#)
- [Reference Guide](#) with details on all the data in these reports
- [Frequently Asked Questions](#)
- [Understanding Adjusted Cohort Graduation Rates](#)
- [Understanding Student Growth Percentiles](#)
- [Data Privacy Rules](#) (why you see *'s and N's in the reports)

Let the NJDOE know how we can improve future reports by taking our [feedback survey](#). Contact reportcard@doe.nj.gov with any questions about the reports

Report Key:

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** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

Overview & Resources

School Contact Information

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

| Type | Contact Information |
|----------------|---|
| County | Essex |
| District | Glen Ridge Public School District |
| Principal Name | Mr. Matthew Murphy |
| Address | 287 Forest Ave, Glen Ridge, NJ 07028-1818 |
| Phone Number | 973-429-8308 |
| Email Address | mmurphy@glenridge.org |
| Website | https://www.glenridge.org/Domain/466 |
| Facebook | https://www.facebook.com/groups/137025523070755/ |
| Twitter | https://www.glenridge.org/Domain/466# |

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Demographics

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

| Grade | 2017-18 | 2018-19 | 2019-20 |
|--------------|------------|------------|------------|
| PK | 22 | 22 | 0 |
| KG | 70 | 60 | 75 |
| 1 | 70 | 67 | 57 |
| 2 | 75 | 71 | 70 |
| Total | 237 | 220 | 202 |

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Note that 2019-20 is the first year that data was collected for non-binary/undesignated gender and, as a result, the 2019-20 data may not be a true representation of the student population. Additionally, to protect student privacy, gender percentages for 2019-20 are rounded to the nearest 0.5.

| Student Group | 2017-18 | 2018-19 | 2019-20 |
|-------------------------------------|---------|---------|---------|
| Female | 49.4% | 51.4% | 46.0% |
| Male | 50.6% | 48.6% | 54.0% |
| Non-Binary/Undesignated Gender | | | <1% |
| Economically Disadvantaged Students | 0.0% | 0.0% | 0.0% |
| Students with Disabilities | 8.9% | 14.5% | 14.9% |
| English Learners | 0.0% | 0.0% | 0.0% |
| Homeless Students | 0.0% | 0.0% | 0.0% |
| Students in Foster Care | 0.0% | 0.0% | 0.0% |
| Military-Connected Students | 0.0% | 0.5% | 0.5% |
| Migrant Students | 0.0% | 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 | 2017-18 | 2018-19 | 2019-20 |
|-------------------------------------|---------|---------|---------|
| White | 74.7% | 75.0% | 72.8% |
| Hispanic | 3.0% | 2.7% | 4.0% |
| Black or African American | 3.0% | 2.7% | 3.5% |
| Asian | 15.2% | 14.5% | 16.3% |
| Native Hawaiian or Pacific Islander | 3.4% | 4.1% | 2.5% |
| American Indian or Alaska Native | 0.0% | 0.0% | 0.0% |
| Two Or More Races | 0.8% | 0.9% | 1.0% |

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Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

| Grade | 2017-18 | 2018-19 | 2019-20 |
|---------------|---------|---------|---------|
| PK - Half Day | 22 | 0 | 0 |
| PK - Full Day | 0 | 22 | 0 |
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 70 | 60 | 75 |

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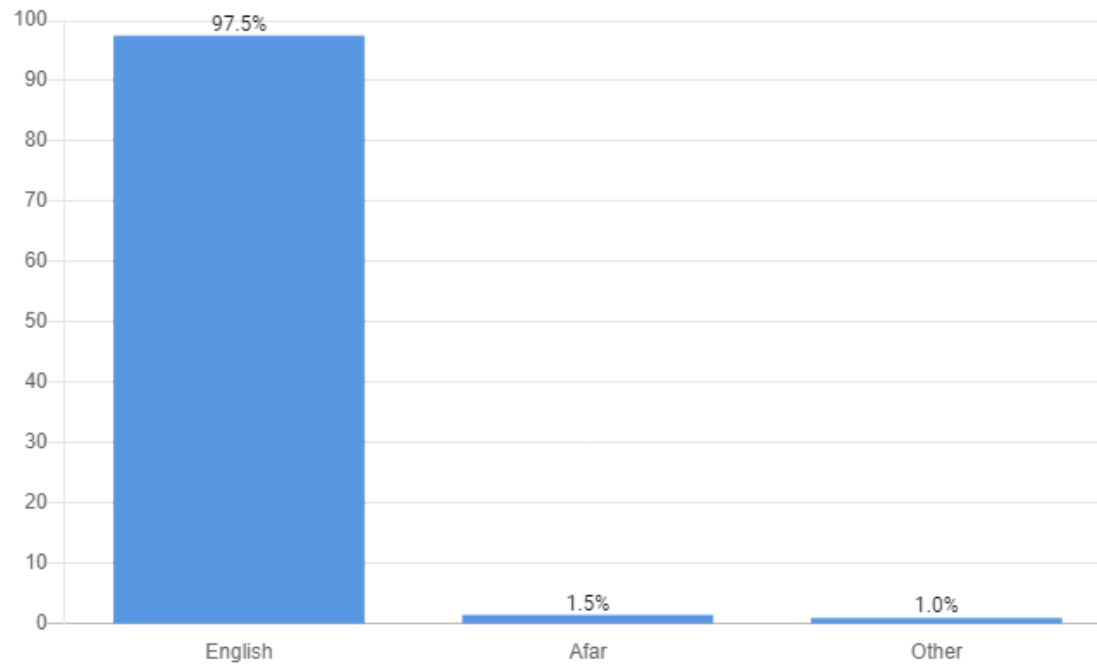
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Enrollment by Home Language

This chart 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. To see this data in a table, click the Table View option below the chart.



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Academic Achievement

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. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Important note for 2019-20: Due to the cancellation of statewide assessments and a federal waiver as a result of the COVID-19 pandemic, English Language Progress to Proficiency is not available for 2019-20.

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.

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Climate and Environment

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. Students with fewer than 45 days in membership are excluded from attendance calculations.

Important Note for 2019-20: Due to the COVID-19 pandemic, NJDOE received a federal waiver which removed the requirement to report on chronic absenteeism and related accountability measures for the 2019-20 school year. As a result, NJDOE will not report on chronic absenteeism and other attendance data for 2019-20. Tables showing 2019-20 attendance data will be hidden in this report.

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Climate and Environment

The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Important note for 2019-20: Due to school closures as a result of [Executive Order 107](#), discipline data for the 2019-20 school year may not be comparable to prior or future school years and NJDOE recommends caution in making comparisons.

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.

| Incident Type | Number of Incidents |
|--|---------------------|
| Violence | N |
| Weapons | N |
| Vandalism | N |
| Substances | N |
| Harassment, Intimidation, Bullying (HIB) | N |
| Total Unique Incidents | N |
| Incidents Per 100 Students Enrolled | N |

Police Notifications

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

| Incident Type | Incidents Reported to Police |
|--|------------------------------|
| Violence | N |
| Weapons | N |
| Vandalism | N |
| Substances | N |
| Harassment, Intimidation, Bullying (HIB) | N |
| Other Incidents Leading to Removal | N |

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Important note for 2019-20: Due to school closures as a result of [Executive Order 107](#), discipline data for the 2019-20 school year may not be comparable to prior or future school years and NJDOE recommends caution in making comparisons.

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 | N | N | N |
| Religion | N | N | N |
| Ancestry | N | N | N |
| Gender | N | N | N |
| Sexual Orientation | N | N | N |
| Disability | N | N | N |
| Other | N | N | N |
| No Identified Nature | N | N | N |

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 | School Days Missed due to Out-of-School Suspensions |
|------------------------------------|--------------------|---------------------|---|
| In-School Suspensions | 0 | 0.0% | N |
| Out-of-School Suspensions | 0 | 0.0% | |
| Any Suspension | 0 | 0.0% | |
| Removal to other education program | 0 | 0.0% | |
| Expulsion | 0 | 0.0% | |
| Arrest | 0 | 0.0% | |

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Climate and Environment

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.

Important note for 2019-20: The start and end times in this table may reflect standard hours for in-person instruction. These hours may have been adjusted due to remote or hybrid instruction schedules.

| Category | School |
|----------------------------------|-----------------|
| Typical Start Time | 8:30 AM |
| Typical End Time | 3:00 PM |
| Length of School Day | 6 Hrs. 30 Mins. |
| Full Time - Instructional Time | 5 Hrs. 30 Mins. |
| Shared Time - Instructional Time | 3 Hrs. 0 Mins. |

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Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

Key terms for staff data:
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

Experience: Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

Out-of-Field: A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, or if the teacher has an expired certificate.

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. The number of out-of-field teachers is the number of teachers who are potentially teaching outside of their area of certification.

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 18 | 119,170 |
| Average years experience in public schools | 14.3 | 12.3 |
| Average years experience in district | 13.7 | 11.0 |
| Percentage of Teachers with 4 or more years experience in the district | 94.4% | 75.8% |
| Number of out-of-field teachers | 0 | 2,276 |

Administrators – Experience (District Level)

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

| Category | Admin. in District | Admin. in State |
|--|--------------------|-----------------|
| Total Number of administrators | 13 | 9,574 |
| Average years experience in public schools | 20.5 | 16.2 |
| Average years experience in district | 14.4 | 12.3 |
| Percentage of Administrators with 4 or more years experience in the district | 84.6% | 77.9% |

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 | 11:1 | 13:1 |
| Students to Administrators | 202:1 | 143:1 |
| Teachers to Administrators | 18:1 | 11:1 |
| Students to Librarians/Media Specialists | | 928:1 |
| Students to Nurses | | 464:1 |
| Students to Counselors | | 309:1 |
| Students to Child Study Team Members | | 232:1 |

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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group. Note that 2019-20 is the first year that data was collected for non-binary/undesignated gender and, as a result, the 2019-20 data may not be a true representation of the student or staff population. Additionally, to protect student privacy, gender percentages for 2019-20 are rounded to the nearest 0.5.

| Category | Students in School | Teachers in School | Administrators in School | Students in State | Teachers in State | Administrators in State |
|-------------------------------------|--------------------|--------------------|--------------------------|-------------------|-------------------|-------------------------|
| Female | 46.0% | 94.5% | 0.0% | 48.5% | 77.0% | 55.5% |
| Male | 54.0% | 5.5% | 100.0% | 51.5% | 23.0% | 44.5% |
| Non-Binary/Undesignated Gender | <1% | <1% | <1% | <1% | <1% | <1% |
| White | 72.8% | 100.0% | 100.0% | 41.4% | 83.2% | 77.0% |
| Hispanic | 4.0% | 0.0% | 0.0% | 30.5% | 7.6% | 7.4% |
| Black or African American | 3.5% | 0.0% | 0.0% | 15.1% | 6.6% | 14.1% |
| Asian | 16.3% | 0.0% | 0.0% | 10.2% | 2.1% | 1.2% |
| American Indian or Alaska Native | 0.0% | 0.0% | 0.0% | 0.1% | 0.1% | 0.1% |
| Native Hawaiian or Pacific Islander | 2.5% | 0.0% | 0.0% | 0.2% | 0.1% | 0.1% |
| Two or More Races | 1.0% | 0.0% | 0.0% | 2.4% | 0.2% | 0.2% |

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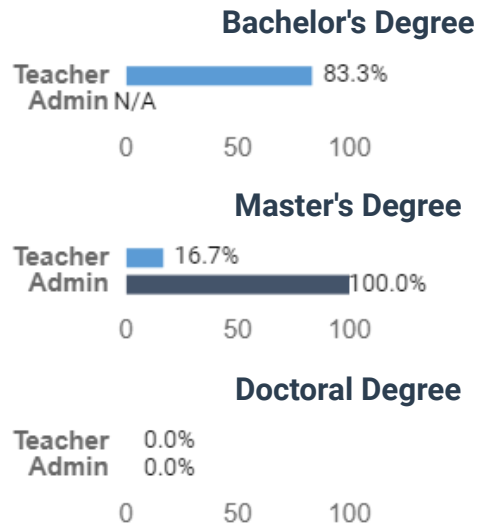
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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.



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

This table shows the percentage of teachers and administrators assigned to this district in 2018-19 that were still assigned to this district in 2019-20. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

| Job Type | District | State |
|---|----------|-------|
| 2018-19 Teachers: Same district 2019-20 | 93.4% | 90.7% |
| 2018-19 Administrators: Same district 2019-20 | 100.0% | 87.8% |

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Per-Pupil Expenditures

Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2019-20 School-Level Per Pupil Expenditures by Source](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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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 the school or district directly.



Highlights:

- FAS has developed and expanded the STEAM Program. Students participate in STEAM workshops in the classrooms and at the Mobile Lab. A STEAM Fair is also planned with the FAS HSA.
- FAS celebrated the 1st Annual Abilities Awareness Week. Through multiple activities, students reflect on their experience of the world and how this may vary from the experience of others.



Mission, Vision, Theme:

The major goals at the Primary School level are for each child to develop a firm foundation in basic skills and a positive attitude about himself or herself. Since growth varies with each child, the school aims to help each pupil achieve at a level which is commensurate with his/her ability and at a rate of speed which is comfortable for him or her. In order to accomplish this goal, whole class instruction as well as small group and individual instruction are employed to meet the diverse developmental levels of the youngsters.

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Awards, Recognition, Accomplishments:

Teachers at Forest Avenue pursue funding for innovative programs. Numerous innovation grants have been awarded to the Forest Avenue staff, some of which recently include: "Forest Flies" Around the World (International Week); One Book, Two Schools; Reading Comes Alive with Daily 5; Super Safety Village; One of a Kind Rock Pathway, and more. Forest Avenue School, in collaboration with the Glen Ridge Public Library, was awarded winner of the NJ State Library Mobile Mini-Makerspace Kit grant. Exemplary instructional and non-instructional staff have been selected for the annual Glen Ridge Tradition of Excellence Award. Within the school program, children are routinely recognized for doing their best and making positive choices through the Friendly Fireflies character program.



Courses, Curriculum, Instruction:

The district Pre-K - Grade 2 Curriculum includes Everyday Math, Reading Wonders, hands-on Science and Social Studies activities, and a variety of Related Arts courses.

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Clubs and Activities:

A variety of after-school programs and activities are available to students. The Discovery Program is an after-school enrichment program which includes classes such as: Crayola World of Design; Foods from Around the World; Gas Lamp Theater; Lego Robotics; Math Fun; Alien Planet Factory; Architect Jr.; Magic; Martial Arts; Keyboarding; Art a la Carte; Chess; Coding for Kids. There is also a Title 1 Math Homework Club for the reinforcement of math concepts and skills. In addition to school offerings, other local community organizations offer exciting athletic and club opportunities to residents.



Before and After School Programs:

The Glen Ridge Child Care Program was developed to meet the needs of the families in our community by offering both Before and After School Care as well as Vacation Day Care Programs. The Child Care Program is designed to complement both home and school by providing a safe, nurturing and enriching environment in which children can grow and have fun. Through supervised activities, children can explore such areas as the arts, games, computers and sports. A caring attitude toward home, school and friends is fostered in the Child Care Program by providing time to discuss and resolve problems and by giving attention to individuals as well as groups. Before Care (7:05 AM- 8:30 AM) and After Care (Dismissal - 6:00 PM) programs are available to students in PreK - Grade 2.

Report Key:

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† This indicates a table specific note, see note below table

Narrative

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Staff and Professional Learning:

Teachers are supported as they pursue master's degrees, graduate level courses and certifications.

They have opportunities to attend out of district workshops and attend in district workshops. Math teachers attend several training sessions each year while the Language Arts teachers have the benefit of working with a consultant who comes into the district. One full day and two half-day Professional Development days are built into the school calendar. Staff meetings and grade-level meetings include professional development. Staff are provided a variety of meaningful professional learning opportunities and consultations through each year. Professional Learning Communities (PLCs) include the SciP, STEAM, Character Education/School Safety, Report Card Benchmarks, Literacy, Mindfulness, and more.



Student Supports and Services:

Students at all levels have an opportunity to succeed through a dedicated professional faculty. Support services include K-2 Resource programs, Primary One program and inclusion in the general education setting. Related services personnel include a Behavior Analyst, Occupational, Physical and Speech therapist, School Social Worker, Psychologist, Learning Consultant and Counselor. Support committees include the Child Study Team, Intervention & Referral Services Committee, Section 504 Committee and Nursing (Health Plans). Pre K - 2 programs include varying levels of Instructional Aide Support. The Reading Specialist & Title 1 Math teacher work with identified students on a pull-out basis. Services are available for students recognized as requiring Basic Skills Instruction and English Language Learners. Support staff work closely to consistently integrate differentiated instructional strategies to meet the individual needs of each student.

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Student Health and Wellness:

Student health and wellness are important elements of the Pre-kindergarten - Grade 2 program. Student health records are maintained for all students. A full-time School Nurse is available during school hours to address student health and safety needs. Accommodations and procedures are established for students with life-threatening allergies and other medical conditions. Students receive instruction in Physical Education and Health. The School Counselor designs and implement programs for character education and positive school climate. Group Counseling and individual student support is provided to students, as needed. Classroom teachers engage the children in daily brain/fitness breaks. Music and movement is also included in the Music program. Various Health and Wellness programs are implemented school-wide, including Mindfulness and Yoga. Students learn about sustainability and healthy foods during programs that utilize the school's Learning Garden.



Parent and Community Involvement:

The Forest Avenue Home & School Association is a parent/teacher organization that focuses on supporting the Forest staff through classroom volunteers coordinated by H&SA class parents, maintaining library resources, implementing teacher's suggestions for improving the school, and providing financial support for the purchase of classroom materials. They coordinate services focused on education, such as the annual Enrichment Programs and after-school classes offered through the Discovery Series. They communicate issues affecting Forest Avenue students and parents via a regular newsletter, web page and emails. The fundraising efforts are strong. The community is strengthened through activities such as: Welcome Back Pizza Party; Book Fair; Jack-o'-lantern Walk; Visiting Author Day; Soccerthon; STEAM Fair; Discovery Series; Read Across America; Spring Carnival; Food and Clothing Drives; Harvest Day; Food Days Hot Lunches; Social Fireflies; and many other fundraisers, programs, and events.

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Technology and STEM:

All K-2 classrooms are equipped with computers and interactive SMART Boards that are used as part of the instructional process. Students regularly use laptops and Chromebooks as part of the instructional process. Students learn to function on their own with the computer and become skilled in accessing and using appropriate software and web-based programs. Coding activities are included for our K-2 students such as Tynker, Scratch, Jr. Ozobots, and Hour of Code. PreK classrooms have iRover SMART Boards/Tables for children to manipulate and the children engages in STEAM activities during learning centers. School-wide Maker Days for PreK-2 children occur in the fall and spring and include engineering challenges, building, and other hands-on activities.