U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) [] Charter [] Title I [] Magnet [] Choice

Name of Principal: Ms. Elizabeth Mascitti-Miller

Official School Name: School 58-World of Inquiry School

School Mailing Address:
200 University Ave.
Rochester, NY 14605-2931

County: Monroe State School Code Number*: 261600010058

Telephone: (585) 325-6170 Fax: (585) 262-8964

Web site/URL: rcsdk12.org E-mail: beth.mascittimiller@rcsdk12.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Jean-Claude Brizard

District Name: Rochester CSD Tel: (585) 262-8100

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Malek Evans

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2004.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

40	Elementary schools (includes K-8)
1	Middle/Junior high schools
18	High schools
	K-12 schools
59	**TOTAL**

2. District Per Pupil Expenditure: 18054

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

[X] Urban or large central city
[ ] Suburban school with characteristics typical of an urban area
[ ] Suburban
[ ] Small city or town in a rural area
[ ] Rural

4. 9 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	**6**	21	19	40
K	20	21	41	**7**	29	35	64
1	23	21	44	**8**			0
2	20	27	47	**9**			0
3	19	29	48	**10**			0
4	19	19	38	**11**			0
5	25	23	48	**12**			0
		TOTAL STUDENTS IN THE APPLYING SCHOOL					370

6. Racial/ethnic composition of the school:

1 %	American Indian or Alaska Native
2 %	Asian
78 %	Black or African American
8 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
10 %	White
1 %	Two or more races
100 %	**Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 2 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	2
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	3
(3)	Total of all transferred students [sum of rows (1) and (2)].	5
(4)	Total number of students in the school as of October 1.	300
(5)	Total transferred students in row (3) divided by total students in row (4).	0.017
(6)	Amount in row (5) multiplied by 100.	1.667

8. Limited English proficient students in the school: 3 %

Total number limited English proficient 11

Number of languages represented: 6

Specify languages:

Spanish, Turkish, Russian, Pular, Maay Maay, Karen and Swahili

9. Students eligible for free/reduced-priced meals: 74 %

Total number students who qualify: 275

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

The World of Inquiry School, beginning in the 2009-2010, began its expansion to a Kindergarten through 12th grade model. Information requested as of fall '09 reflects the addition of the expansion which includes 7th grade. Prior to this year, the free/reduced-price school meals program was calculated at approximately 79%.

10. Students receiving special education services: 19 %

Total Number of Students Served: 70

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

6	Autism	0	Orthopedic Impairment
0	Deafness	20	Other Health Impaired
0	Deaf-Blindness	20	Specific Learning Disability
1	Emotional Disturbance	19	Speech or Language Impairment
0	Hearing Impairment	1	Traumatic Brain Injury
1	Mental Retardation	1	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	2	0
Classroom teachers	18	0
Special resource teachers/specialists	17	3
Paraprofessionals	8	0
Support staff	4	4
Total number	49	7

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 **20 :1**

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	96%	97%	97%	96%
Daily teacher attendance	97%	96%	97%	96%	97%
Teacher turnover rate	0%	15%	5%	0%	15%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Teacher turnover rate is determined by a state calculation and is not delineated by reason. Observational data at the school level suggests teacher retirements and displacements due to bargaining unit seniority are the primary reasons teachers have left the school. The fluctuation of turnover rates between 0% to 15% reflects the impact of losing one teacher due to the size of the school.

Although not driven by statistics, the value of a teacher drives a continuous focus for the recruitment and retention of dynamic educators.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total		%

PART III - SUMMARY

"A Community of High Expectations"
The World of Inquiry School #58 is in the Rochester City School District, in Rochester, New York. Up until this year the school served students Kindergarten through 6th grade. This year, however, due in large part to the success of the elementary students, the World of Inquiry School was approved to open a Kindergarten through 12th grade program. In September 2009, the secondary school component opened beginning with the 7th grade. They will be the first graduating cohort, the Class of 2015. The school will continue to add a grade level each subsequent year, creating a Kindergarten through 12th grade school.
The World of Inquiry School serves students from across the district. Students enter our school through a central district lottery process. There is a high demand for school openings and a waiting list exists for each grade level. In the 2009-2010, over 200 students requested the kindergarten program for approximately 20 seats, and 400 students requested the secondary program for 35 available seats. As a result of our success, the Rochester City School District is attempting to replicate the school model in an effort to offer families and their children greater options in the Rochester community.

The World of Inquiry School began in the late 1960's and had a rich tradition of academic achievement and family involvement. Over time, however, it began to drift away from its practices and fell prey to more traditional teaching practices and declining student achievement. Approximately eight years ago the school community, eager to create a school that once again supported high levels of student achievement, embarked on a journey to return to its "roots" of inquiry based learning.

Today, the World of Inquiry uses the motto "Crew Not Passengers, A Community of High Expectations!" Our school community is devoted to providing a rigorous academic environment that develops students' ability to think critically, communicate effectively, and work collaboratively with others. Our small school structure allows us to offer personalized learning and to nurture students toward achieving their highest potential. Students are supported to take ownership of and be responsible for their own learning. In addition, parents are true partners in our educational process.

The World of Inquiry School is an Expeditionary Learning School. In our school, students engage in a process of inquiry through learning expeditions. Learning expeditions are in-depth units of study based on New York State Standards. Expeditions are centered on social studies and science content and are integrated across the disciplines. Students have multiple fieldwork experiences, grapple with genuine problems or issues, and create high quality projects that are presented to community members during exhibition nights.

An education at the World of Inquiry School balances academic rigor with character development. Students form partnerships with a diverse group of experts, contribute to service-learning projects, and utilize Rochester's rich multicultural and historical resources. Our mission is to prepare students to achieve their college and career goals in order to be compassionate and competent leaders of the 21st century. At the World of Inquiry students engage in:

- Rigorous academic program balanced with character development
- Crews- small advisor groups that meet daily
- School wide community meetings that occur weekly
- Exhibition nights (sharing of student work with community members)
- "Outward Bound" adventure experiences
- Student led conferences and portfolio presentations
- Internships/Volunteer experiences
- Community service projects
- Collaboration with area colleges
- Accelerated grade level work

Extracurricular activities include a variety of interest based specialized crews and clubs including WGYB Daily Radio Show, Peer Mediation, Docent Program, WOIS Band and Choir, Crystals and Gems Step Team, and sports programs.

The World of Inquiry School has been honored for its many achievements. It was awarded the Fordham University National Change Award~2007, and the National Excellence in Urban Education Award~2009. The World of Inquiry School has also been recognized for closing the achievement gap by New York State. It has been the highest achieving elementary school in the Rochester City School District for several years, and is one of the highest achieving schools in the Rochester region. We are a community of high expectations!

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

As a public school in the State of the World of Inquiry School No. 58 (World of Inquiry) participates in the New York State Testing Program (NYSTP). The NYSTP tests all grades 3-8 students in the curricular areas of English language arts and mathematics. Additionally, students at grades 4 and 8 are assessed in science, and students in grades 5 and 8 are assessed in social studies. The NYSTP represents the state's assessment system for Elementary and Middle Accountability determinations, as well as determining whether students are in need of academic intervention as outlined in education commissioner's regulations. All NYSTP exams are scored, converted to a scale score and are then assigned performance levels of 1 (Basic), 2(Basic Proficient), 3 (Proficient), or 4(Advanced). Students who achieve a score of Level 3 are considered to be meeting standards established by the State Education Department. Students achieving a Level 4 are considered to be exceeding state standards for their particular grade level. As a result of the 2002 reauthorization of the Elementary and Secondary Education Act of 1965, the state rolled out a testing system at the Elementary/Middle level that encompassed grades 3-8 rather than assessing students at only grades 4(ELA, math, science), 5(social studies), and 8 (ELA, math, science, social studies). As a result, grades 3, 5, and 6 have four years, rather than the desired five, of data to report. The World of Inquiry School has demonstrated that over the past four years, every grade level saw growth and/or sustained growth once achievement was maximized. In the 2008-09 assessment year, World of Inquiry saw growth in all grades in both ELA and math with the exception of grade 5's performance in mathematics (fell from 100% in 2007-08 to 98% in 2008-09). In ELA, all students in grades 5 and 6 achieved performance scores of 3 or 4 indicating that all students were performing at or above grade level. Students in grade 6 also demonstrated that all were at or above standard in the 2008-09 year. Having 100% of students at levels 3 and 4 at grade 6 in mathematics represented a 17 percentage point increase from the previous year Performance of students in subgroups paralleled the performance of all students at each grade level. For all grade levels, the largest subgroup was students in the African American/Black racial/ethnic category followed by students who received free and reduced lunch. Given grade level sizes of less than 50, there was very little disparity in the performance of each subgroup with 10 or more students as part of its membership Our performance is recognized across the district and country. Our school is consistently the highest performing school in the system (consisting of 60 schools).

2. **Using Assessment Results:**

All teachers participate in weekly grade level meetings where data collection and analysis is the cornerstone to the meeting agenda. Using the research and foundations established by Rick Stiggins, the school focuses all assessment practices to embrace the inquiry process with particular emphasis on students taking ownership of their learning. Data analysis helps guide teachers to develop a learning environment where students are leading their own learning conferences (where performance data of the student is analyzed by the student) with teachers, parents, and peers. Systemically, the school utilizes routine benchmark assessments to coincide with observational data to ascertain the progress of all students. Data-walls serve as motivators for all teachers, parents, and students to continually strive for excellence. Routine analysis of building data includes trend analysis for all subgroups regardless of size. All of these data points and tools focus on goal setting whereby the school, the teacher, and the student are involved with setting goals and constructing plans to achieve them.

3. **Communicating Assessment Results:**

World of Inquiry takes an active approach to communicate the performance of students at the same time assessment results are utilized. Continuous communication with parents, led by both the initiative of teachers and student, provides an opportunity for dialogue about the performance of the student. Often, this

performance is based on real time observations of student work and includes an emphasis to the student to always strive to do their best. Tools such as Data Walls, goal setting meetings (with the teacher and student), and celebrations of excellent work all serve a continuous means of communicating the performance of the school. Additionally, for data related to the New York State Testing Program (NYSTP), the District's Office of Accountability (OOA) provides several data reporting tools that examine the performance of students based on test item, performance indicator, state standard, performance level, subgroup membership etc. These tools are used for teaching and learning efforts, parent conferences, and evaluation of programs. Additionally, the OOA communicates the performance of students in ELA and math through the Individual Student Reports provided by the New York State Education Department. This report provides a general outline of the student's performance on each of these tests.

4. **Sharing Success:**

World of Inquiry School emphasis on respect and ownership of learning is celebrated by over 300 educators from the United States and beyond, who visit each year to observe instruction, interact with teachers and examine student products at our school. The multiple and authentic audiences, passing through the school, help students feel their work is valued and, as a result, gives them real-life motivation to speak passionately and eloquently about their work. As a school community we encourage others to visit. We are a national Expeditionary Learning Schools Demonstration Site. As a Demonstration Site, educators, community members and legislators are encouraged to visit and see one of the most successful of schools, talented school leaders and faculties take best practices and fuse it with their own school culture and mission, co-constructing a unique example of what a high performing school can look like in practice. It takes a school visit a thoughtfully structured school visit – to build an understanding of best teaching in practice. In addition, we host a national site seminar attended by over 130 people each year, and have fellow educators visit the school throughout the year. Guests are escorted by our stellar student Docent Crew who takes pride and ownership in their school. On the national scene, we presented at the Expeditionary Learning National Conference on creating systemic change over several years. We have been invited to continue to share our success on deep and meaningful change in an urban school. Teachers have submitted an article about common language and shared leadership that appeared in a national publication, Fieldwork. We have also presented our best practices at other national conferences including an ASCD ticked session. We welcome and encourage colleagues from the district and across the country to visit our school. We also have mentored and are currently supporting future district schools in replicating our model and best practices to support high levels of student achievement in all schools.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

At the World of Inquiry School, learning expeditions are the primary way of organizing curriculum. The subject matter of learning expeditions is a compelling topic derived from content standards. Learning expeditions feature interdisciplinary projects that require students to construct deep understandings that foster the development of 21st Century skills, including effective communication, critical thinking and collaboration. Learning expeditions support critical literacy, promote character development, create a sense of adventure, spark curiosity and foster an ethic of service. Thus, all students are immersed in a rigorous and engaging curriculum.

The foundation for all grade level teacher designed learning expeditions is rooted in the New York State (NYS) content and English language arts standards. To do this a curriculum map was established and is utilized to vertically align the NYS standards for social studies and science. This ensures that expedition topics are not repeated and students learn essential skills and knowledge. During our fall semester, all grade levels create social studies based learning expeditions and in the spring science based expeditions. Each expedition is approximately 12-16 weeks in length and is concluded by a school wide Exhibition Night. Exhibition Night is a celebration of learning where by students display and present their expedition projects and products to an authentic audience including family, district and community members. Exhibition nights support and enhance ownership, purpose and pride in doing and sharing classroom work for both teachers and students.

A compelling topic articulates the content of the learning expedition. Thus, a compelling expedition topic can take content standards and shape and organize them to make them engaging and accessible to all students. At the World of Inquiry School the fall social studies expedition titles are: Kindergarten-My Toys, Your Toys, First Grade-Family Celebrations, Then and Now, Second Grade-Big City, Little Farm, Third Grade-Faces of Freedom, Fourth Grade-"Sea" the Way Through NYS History, Fifth Grade-Different Beliefs, Same Rights, Sixth Grade-The Concept of Control and Ancient Civilization. The goal is to allow students to grapple with real world issues or concerns. This process is heightened thorough opportunities in which students engage in social activism and service learning. Therefore, each expedition includes a service component and strives to empower students to serve a community advocates.

Teachers work in collaborative teams to plan the scope and sequence of the expedition using the NYS Core Curriculum. Textbooks serve as a resource and not a driving force in the planning and delivery of instruction. Instead, community experts and resources, primary sources, authentic literature, various non-fiction genres including research and reference sources are utilized to examine the identified topics in-depth. Field studies are also an essential component of teaching and learning. The practices and processes described for the fall social studies based expeditions are mirrored in the spring science based expeditions to address the science content.

Reading is a complex process that includes phonemic awareness, phonics, fluency, vocabulary development and comprehension strategies. At the World of Inquiry School, we assert that all reading is about making meaning. Therefore, we explicitly matched NYS ELA standards and performance indicators with research based practices for the teaching of comprehension as described in Strategies that Work. A common set of comprehension strategies are taught from kindergarten through sixth grade utilizing a readers' workshop format. Each teacher also carefully and regularly administers assessments to measure reading needs and progress by using the Developmental Reading Assessment (DRA). The data revealed is then used instructionally to establish guided reading groups and skills blocks for all students. The skills blocks include instruction in decoding, encoding, vocabulary development and fluency. The methods suggested by Fountas

and Pinnell and the authors of Words Their Way is utilized to establish a frame work for teaching guided reading and skills blocks. It is also essential to note that the excitement of learning expeditions motivates students to read and in turn deepen reading comprehension strategies. In addition, reading is taught across all content areas because each subject area requires students to learn from a variety of text including discipline-related articles and primary sources. Protocols such as literature circles, book clubs and Socratic seminars are utilized for structured discussions of expedition related text. Lastly, students at the World of Inquiry read every day and then write about what they read.

Writing instruction at the World of Inquiry parallels reading instruction. A common language and process for teaching writing is used from kindergarten through sixth grade by using the 6+1 Traits by Ruth Culham and the writing process (prewriting, drafting, revising, editing and final copy). Writing is taught across all content areas and a significant writing piece is component of each expedition product or project. The compelling topics and investigations require and motivate students to produce high quality work for various purposes and audiences. Students write persuasive essays or letters, create brochure and field guides, complete research reports, and produce original plays, poetry and books.

The math curriculum at World of Inquiry connects NYS math standards and inquiry learning. Teachers at all grade levels invite students to find patterns and relationships, to become flexible problem-solvers, to articulate their reasoning and become metacognitive about their strategies. Math class is conducted in a workshop format which can begin by introducing a concept or problem through a mini-lesson and continues with guided practice (independently and in small groups) and closes with students sharing their discoveries, strategies and thinking. This format of teaching and learning can be utilized with variety of materials including textbooks, the Connected Math program, expedition related artifacts/connections or teacher created items. Math is integrated into expeditions only in meaningful ways otherwise the concepts are taught separately thorough modes allowing students gain problem solving and application skills.

Visual arts, movement, and drama are used to make sense of concepts in various disciplines. The arts are taught through integrated art projects connected to the grade level interdisciplinary learning expeditions. All teachers are expected to use the arts to reach diverse learning styles and enable students to discover talents and aptitudes. Learning through the arts is an important vehicle for all teachings at the World of Inquiry School.

2a. **(Elementary Schools) Reading**:
(This question is for elementary schools only)

Moving to an inquiry-based model of teaching resulted in a shared vision for instruction and collaborative student-staff relations. Exploring best practices and designing grade-level learning expeditions over time, transformed traditional text-based curriculum into engaging standard-based learning expeditions, and replaced lecture and drill pedagogy with inquiry-based strategies and methods. One of the essential elements that supported substantial and continuous improvement at the World of Inquiry was establishing a common language of instructional practice in literacy. Over the past several years, we have created ongoing study groups where all faculty meet regularly to study common texts and apply practices in their classrooms. Studying Strategies That Work and 6+1 Traits of Writing helped us establish a common language for teaching reading and writing. The commitment to common literacy practices has led to a shared understanding, ongoing discussion, and consistent teaching strategies among the faculty. In addition, a concerted effort was made to have all teachers develop expertise in these practices. Instead of turnkey trainers, we sent ALL staff to reading and writing institutes to ensure a common foundation for our conversation and practice. As a school community, we were recognized for this approach and it has had an immeasurable impact not only on instruction but also on the shared commitment to our craft, school and students. Classroom instruction changed over time with teachers, and more importantly students, engaging in conversations about reading comprehension strategies, trait-based writing, and quality work.

Another significant practice in our literacy program is the use of the school library and literature resources for

students and staff. Materials and books are relevant to our students and connected to the curriculum. The library is rich with resources including texts, books of the month, specific literature that can be used for each grade level learning expedition, author study sections, and classic and new literature. Classroom libraries also exist and a teacher resource room is available for collegial learning and access to literacy materials and professional literature needed to stay current and motivated.

3. **Additional Curriculum Area:**

At the World of Inquiry School disciplines, as much as possible, are taught through learning expeditions that focus on big ideas in science and social studies. Two inter disciplinary learning expeditions per year structure the school curriculum. As written in the school improvement plan, social studies drives the fall expedition and science the spring. Teachers use expeditions and projects, problem based content, and interactive instructional practices to foster inquiry in science and social studies. The in-depth investigations of science and social studies expeditions focus on issues and problems that promote inquiry, for example a 5th grade science learning expedition title is " Wolves, Friend or Foe?".
Big mathematical ideas are taught in an inquiry-based manner. Math is also integrated into the learning expeditions when math projects have a meaningful connection to the topic. Math concepts and problem solving strategies through independent projects that incorporate some of the elements of the leaning expedition also occur.

In addition, the arts are an important vehicle for learning and for representing learning through products. Students have the opportunity to create, perform and respond to a variety of art forms and to connect the arts to content. Students have an opportunity to display their work and evidence of learning at our two exhibitions per year when over 500 people attend including, parents, community members and fellow educators from across the region and nation. The arts help to build our school culture and student character by emphasizing performance, craftsmanship and risk taking. Some student products have included paintings of ancient leaders, ceramic trunks based on the 1800's, interactive salmon anatomy puzzles, student written and illustrated family storybooks, and student written plays on the growth of plants and flowers. Student art work and pictures fill our school and communicates to our visitors we are a community of high expectations!

4. **Instructional Methods:**

At the World of Inquiry School teachers learn about the home, cultural and community backgrounds of their students. Teachers appreciate how cultural differences influence curriculum and instruction. They often build on student interests and backgrounds. Teaching materials are selected so that all students read high quality literature, include multiple perspectives and develop compassion and empathy. This process lays the foundation for ensuring equity and maintaining high expectations for all students.

The World of Inquiry School is a fully inclusive enviroment in which special education students are taught in regular education classrooms to the greatest extent possible. All inclusion classrooms include a general education and special education classroom. This team collaborative plans the grade level expedition and in the process identifies the learning goals and outcomes that all students are expected to achieve. Then the teachers use instructional practices that promote equity such identifying learning styles, differentiation of lessons, and utilizing multiple pathways to demonstrate understanding.

At the World of Inquiry School, data gets personal and supports the best way in which to differentiate instruction. Teachers dig deeply into what the available performance data say about each individual student and each class group. Data-driven planning has become a catch phrase in school literature, but we practice it at the World of Inquiry School. Teachers and leaders use a collaborative inquiry method to closely examine and document the pattern of demonstrated skills and future needs for each child and class.

Instructional methods to individualize instruction:

- Each summer the curriculum is tuned to best meet the needs of that year's particular class of children
- Talented specialists provide one-on-one reading and math work with students to address their particular needs
- A well-tended data wall in each classroom tracks each child's progress in skill and concept attainment
- Grouping structures for lessons are data-informed and flexible
- Teaching teams meet weekly with support staff and administrators to discuss and support students' progress
- Response to intervention team meets weekly to support students with
- An interdisciplinary Specialized Crew meets to share best practices and collectively problem solve student's needs.

Students are known well at the World of Inquiry, and a close look at performance data balances the personal and intuitive knowledge that teachers develop for their students at our close-knit school. Through this process, teachers have developed a deep knowledge of the New York standards and assessments, and their students' patterns of performance. This knowledge allows teachers to continually differentiate their practices while reaping the broad benefits of teaching through learning expeditions and the well-planned active pedagogy practices that are a hallmark of the school.

5. **Professional Development:**

School leaders, teachers, and staff are members of a community of learners. Professionals work together to share expertise, improve the school's program, build background knowledge in their disciplines and model collaborative learning for students. Professional development for individual teachers and for the staff as a whole is at the heart of the school. The professional development plan is coordinated by a cadre of teachers who form the Professional Development Crew. Based on teachers needs an annual plan is developed to guide the needs of the staff and the school's annual goals for curriculum and pedagogical practices. The professional learning community uses and models rituals such as opening readings, circles, and team building activities to build and sustain their own culture. The faculty, with the support of the Professional Development Crew establishes and maintains structures (i.e. mentoring, peer review, active pedagogy groups) that build trust and allow teachers to support and advise one another. All staff attends summits and institutes on best practices in literacy and numeracy. The Faculty is also encouraged to present to colleagues in their school community, as well as, at the local and national level. Teachers use established protocols and strategies to examine and evaluate learning expedition plans, instructional practices, and assessment practices. Job embedded professional development occurs using extensive common planning time and collaborative planning protocols to reinforce and improve teacher practices. At the heart of the work, teachers are committed to increasing their own disciplinary knowledge and understanding with the support and structures of the school. All teachers and school leaders try to exemplify and model for each other and students a safe community that fosters high quality work.

6. **School Leadership:**

Leaders in our school attempt to create a professional community that focuses on curriculum and instruction as the primary vehicle for improving student achievement and school culture. Teacher quality and development is at the center of a high performing school and the World of Inquiry proudly embraces that notion and uses it to drive their actions, develop structures and allocate resources. As the World of Inquiry School has continued to support improved student achievement, its sustainability has anchored itself in the empowerment of teachers, students and parents. Leaders in the school motivate teachers to develop content knowledge and instructional repertoire, and provide the resources needed. Inquiry based staff development approaches such as study groups, peer coaching and structures that support teachers to focus on practice and its connection to student learning have perpetuated our school growth.

The leadership team, including the principal, teachers, parents, staff and students, steward the implementation

of Expeditionary Learning Schools and create opportunities for teachers, parents and students to take leadership roles in their areas of interest and expertise. The leadership team has agreed upon structures, formal roles and clear decision making processes. It collaboratively develops the school improvement plan, and supports activities and small work teams (crews) to accomplish its goals as a professional learning community. Teacher empowerment and building teacher leaders through active committees includes the Professional Development Crew which shepherds the school's professional development initiatives, the Data Crew, led by teachers for teachers that coordinates weekly grade level meetings which examines student data and use of best practices, and the Parent and Community Crew that coordinates service to our community and to each other.

Parents as leaders are paramount to the sustainability and success of our school. They are equal partners on school crews/teams. They are key voices in decision making, including program development and innovative structures adopted by the school. Most importantly, we are a school family, and they are welcome in the school at any time. Teachers and parents are partners in their child's education.

Student voice is heard in our school. Their opinion counts in their learning, and they have decision making power in their topics of study. The student Docent Team is the voice and face of the school for all guests, from perspective parents, local community members, business executives to fellow educators and students. We are crew not passengers!

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: New York State Grade 3 Mathematics Exam

Edition/Publication Year: 2008-09 Publisher: New York State

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	97	93	96	92	
% Advanced	28	18	27	37	
Number of students tested	39	44	44	38	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	97	91	93	94	
% Advanced	29	11	18	36	
Number of students tested	34	35	28	33	
2. African American Students					
% Proficient plus % Advanced	97	91	94	90	
% Advanced	28	11	24	33	
Number of students tested	36	35	34	30	
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:
Only four years of data are reported because New York State did not begin testing students in this subject and grade level until the 2005-06 school year.

Subject: Reading Grade: 3 Test: New York State Grade 3 ELA

Edition/Publication Year: 2008-09 Publisher: New York State

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Jan	Jan	Jan	Jan	
SCHOOL SCORES					
% Proficient plus % Advanced	80	63	80	71	
% Advanced	5	16	7	5	
Number of students tested	39	43	44	38	
Percent of total students tested	100	98	100	88	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	77	56	68	70	
% Advanced	3	9	4	6	
Number of students tested	34	34	28	33	
2. African American Students					
% Proficient plus % Advanced	78	65	76	68	
% Advanced	6	15	3	7	
Number of students tested	36	34	34	31	
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:
Only four years of data are reported because New York State did not begin testing students in this subject and grade level until the 2005-06 school year.

Subject: Mathematics Grade: 4 Test: New York State Grade 4 Mathematics Exam
Edition/Publication Year: 2008-09 Publisher: New York State

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	May
SCHOOL SCORES					
% Proficient plus % Advanced	98	93	100	93	100
% Advanced	33	23	25	21	38
Number of students tested	42	43	36	44	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	97	90	100	97	76
% Advanced	29	7	23	21	24
Number of students tested					32
2. African American Students					
% Proficient plus % Advanced	97	91	94	90	100
% Advanced	28	11	24	33	27
Number of students tested	33	33	30	35	33
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading Grade: 4 Test: New York State English Language Arts Exam
Edition/Publication Year: 2008-09 Publisher: New York State Education Department

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Jan	Jan	Jan	Jan	May
SCHOOL SCORES					
% Proficient plus % Advanced	90	81	83	74	43
% Advanced	0	2	6	2	16
Number of students tested	43	43	36	42	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	88	73	83	74	48
% Advanced	0	0	7	0	5
Number of students tested	34	30	30	27	32
2. African American Students					
% Proficient plus % Advanced	78	65	77	68	41
% Advanced	6	15	3	7	5
Number of students tested	33	33	30	34	33
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics Grade: 5 Test: New York State Grade 5 Mathematics
Edition/Publication Year: 2008-09 Publisher: New York State

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	97	100	96	84	
% Advanced	39	24	13	14	
Number of students tested	41	33	45	43	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	100	100	100	100	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	97	91	93	94	
% Advanced	29	11	18	36	
Number of students tested	30	30	35	32	
2. African American Students					
% Proficient plus % Advanced	97	100	94	79	
% Advanced	28	21	9	9	
Number of students tested	32	28	35	34	
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:
Only four years of data are reported because New York State did not begin testing students in this subject and grade level until the 2005-06 school year.

Subject: Reading Grade: 5 Test: New York State Grade 5 ELA Exam

Edition/Publication Year: 2008-09 Publisher: New York State

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Jan	Jan	Jan	Jan	
SCHOOL SCORES					
% Proficient plus % Advanced	100	94	71	65	
% Advanced	23	6	2	5	
Number of students tested	41	33	45	43	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	93	71	56	
% Advanced	10	3	0	3	
Number of students tested	30	30	35	32	
2. African American Students					
% Proficient plus % Advanced	100	93	71	62	
% Advanced	16	4	3	3	
Number of students tested	32	28	35	34	
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:
Only four years of data are reported because New York State did not begin testing students in this subject and grade level until the 2005-06 school year.

Subject: Mathematics Grade: 6 Test: New York State Grade 6 Mathematics Exam
Edition/Publication Year: 2008-09 Publisher: New York State

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	100	83	80	79	
% Advanced	18	10	18	2	
Number of students tested	34	41	40	42	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	83	76	75	
% Advanced	20	7	14	0	
Number of students tested	30	30	29	32	
2. African American Students					
% Proficient plus % Advanced	97	91	94	90	
% Advanced	28	11	24	33	
Number of students tested	28	32	29	32	
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:
Only four years of data are reported because New York State did not begin testing students in this subject and grade level until the 2005-06 school year.

Subject: Reading Grade: 6 Test: New York State Grade 6 ELA Exam

Edition/Publication Year: 2008-09 Publisher: New York State

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Jan	Jan	Jan	Jan	
SCHOOL SCORES					
% Proficient plus % Advanced	100	79	68	69	
% Advanced	9	5	5	10	
Number of students tested	34	42	40	42	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	77	66	59	
% Advanced	7	3	0	6	
Number of students tested	30	31	29	32	
2. African American Students					
% Proficient plus % Advanced	100	79	59	66	
% Advanced	7	0	4	6	
Number of students tested	28	33	29	32	
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:
Only four years of data are reported because New York State did not begin testing students in this subject and grade level until the 2005-06 school year.