

***U.S. Department of Education***  
***2022 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Dr. Joseph Pompilio  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Valley Stream Central High School  
(As it should appear in the official records)

School Mailing Address 135 Fletcher Avenue  
(If address is P.O. Box, also include street address.)

City Valley Stream State NY Zip Code+4 (9 digits total) 11580-4052

County Nassau

Telephone (516) 561-4410 Fax (516) 561-4490

Web site/URL https://vschsd.org E-mail pompilij@vschsd.org

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\* Wayne Loper Ed.D. E-mail loperw@vschsd.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Valley Steam Central High School District Tel. (516) 872-5600

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson Mr. John Maier  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, leave blank.*

## **PART I – ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The 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.
10. 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.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. 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.

**The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.**

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the current school year (2021-2022) unless otherwise stated.

**DISTRICT** (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 0 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 3 High schools
  - 0 K-12 schools
- 4 TOTAL

**SCHOOL** (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	203	181	384
11	190	147	337
12 or higher	178	168	346
<b>Total Students</b>	571	496	1067

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
  - 22.7 % Asian
  - 40.2 % Black or African American
  - 28.7 % Hispanic or Latino
  - 1.5 % Native Hawaiian or Other Pacific Islander
  - 3.8 % White
  - 3.1 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report 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.)

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 3%

If the mobility rate is above 15%, please explain:

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	9
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	26
(3) Total of all transferred students [sum of rows (1) and (2)]	35
(4) Total number of students in the school as of October 1, 2020	1011
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

6. Specify each non-English language represented in the school (separate languages by commas):

Arabic, Bengali, Chinese, Creole, Erzya, Estonian, Filipino, Haitian Creole, Hindi, Malayalam, Mandarin, Pashto, Punjabi, Russian, Spanish, Tagalog, Urdu.

English Language Learners (ELL) in the school: 1 %  
12 Total number ELL

7. Students eligible for free/reduced-priced meals: 43 %

Total number students who qualify: 463

8. Students receiving special education services with an IEP or 504: 19 %  
206 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- |                                   |  |
|-----------------------------------|--|
| <u>10</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                 | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness           | <u>22</u> Other Health Impaired                |
| <u>0</u> Developmental Delay      | <u>0</u> Specific Learning Disability          |
| <u>7</u> Emotional Disturbance    | <u>36</u> Speech or Language Impairment        |
| <u>1</u> Hearing Impairment       | <u>1</u> Traumatic Brain Injury                |
| <u>93</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 21
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	<b>Number of Staff</b>
Administrators	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	57
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	23
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	10
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	9

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	98%	96%	95%	95%	95%
High school graduation rate	98%	96%	99%	97%	97%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

<b>Post-Secondary Status</b>	
Graduating class size	304
Enrolled in a 4-year college or university	60%
Enrolled in a community college	24%
Enrolled in career/technical training program	6%
Found employment	9%
Joined the military or other public service	1%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Valley Stream Central High School is dedicated to educating students to develop desired moral, ethical, and cultural values, to stimulate and expand a continual learning process and to cultivate an understanding and appreciation of the rights and responsibilities of American citizens, which will enable them to function effectively as independent individuals in a democratic society.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

[https://boardpolicyonline.com/?b=valley\\_stream&s=48143](https://boardpolicyonline.com/?b=valley_stream&s=48143)

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

## **PART III – SCHOOL OVERVIEW**

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Central High School is one of four schools in the Valley Stream Central High School District. The district has a population of approximately 65,000 residents and encompasses the incorporated Village of Valley Stream and parts of Elmont, Lynbrook, Malverne and Franklin Square. The high school district is located in Nassau County's southwest quadrant, near Queens County, and serves only students in grades 7-12. The district consists of four secondary schools: two junior/senior high schools (North High School and South High School), each with approximately 1,300 students; one junior high school (Memorial Junior High School), serving grades 7-9 with approximately 1,000 students; and one 10-12 high school (Central High School) with approximately 1,060 students. The total student enrollment for the four schools exceeds 4,600. Students enter the high school district from one of ten elementary schools in three Valley Stream Elementary School Districts: 13, 24 or 30.

Valley Stream Central High School reflects the diversity of its residents. A rapid demographic shift began in 2000 which was the result of an influx from New York City and an exodus of white working-class families. Recently, an article appeared in *Newsday*, a Long Island newspaper, describing the diversity as "Not New York, but close enough." Immigrants from Pakistan, India, Korea, Central and South America live side by side with native born residents in cape and colonial housing; Central's student population reflects this diversity.

The shift continues today, particularly with an increase in an Asian population from Pakistan, India, and Korea. Currently, about 100 to 120 students move into the school each year, mostly from Queens, Brooklyn and the Bronx; about 60 students move out of the school each year. With the seismic shift from a suburban to an urban-suburban school over a short period of time, the principal recognized the need to shift the culture of the school. It meant that the teachers would have to make fundamental changes regarding their teaching styles and how they related to an evolving student demographic. The principal realized the need to be more tolerant and to demonstrate respect for students. In addition, the principal instilled a culture of high expectations, accompanied by the necessary support to fulfill those expectations. To support teachers in the mission of students reaching high expectations, the principal created policies to remove all impediments to teaching and learning. What might be perceived as a contradiction, the principal insisted that school rules (no hats; no ear buds; zero tolerance for violence, drugs, bullying, and insubordination) be rigorously enforced. He believed in demonstrating support for teachers, maintaining control of the building, and focusing teachers' energy on teaching and learning. Responsibility and discipline remain instrumental, still today, in establishing a serious academic environment. Students must demonstrate responsibility in all facets of high school life and must be accountable for their actions. Students should realize that school is a dignified place and dress and behavior must be appropriate. As educators, we prepare students for future education and employment and therefore every class, every interaction with a teacher, and every challenge are relevant to the future.

The academic program at Central ranges from an array of Advanced Placement Courses to supporting students with instructional resources. Students are challenged by dedicated teachers on a daily basis creating a rigorous academic environment. Personalized academic experiences exist at Central where student achievement is realized in and out of the classroom, and each student receives comprehensive support from every staff member in the building.

Meeting the social-emotional needs of the students is the top priority of this school. The staff shows how much they care in many ways. Many of our students come to school hungry. Several years ago, the school did not have a breakfast program. Teachers put their hands in their own pockets and offered a breakfast program. Teachers supported the program for two years until the district started providing a breakfast program.

The 10th-12th grade guidance department is composed of 4.5 counselors, 1.5 social workers and 2.0 school psychologists. They describe their collaborative team approach of assisting one another and always checking in with one another. Every student is cared for, and the counselors' approach is relentless. If any senior is in jeopardy of not graduating on time, they arrange meetings beginning in January, with administration and



parents present to rectify any academic issues. In the post COVID era, counselors are encountering student depression, anxiety, and substance abuse with a frequency never seen before. Counselors are advocates for students in all realms including attendance, discipline, academics, drug rehabilitation, Child Protective Services, the courts, the police and family. There are minimal resources available in the community, so counselors, social workers and school psychologists compensate by offering a Wellness Center evening every Tuesday. Students are invited to school from 3:30 to 6:30 to participate in social activities such as pizza making and then go off to individual counselors for one-on-one sessions.

In 2019, Central was designated as a New York State Education Department Recognition School under the Every Student Succeeds Act. According to the New York State Education Department: "Recognition Schools are identified as such because they are among the top performing under ESSA for performance, student growth, graduation rate, and college, career and civic readiness." In the same year, the New York State Education Department sent researchers to Central to examine why our graduation rate for young men of color was 33% above the New York State average. The researchers concluded that a consistent culture of high expectations and care for every student by staff were the primary reasons.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

#### **1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:**

Central High School provides a rich and rigorous curriculum. The most challenging curriculum is found in the Advanced Placement College (AP) courses. Central offers 19 AP courses in all disciplines with approximately 50% of our students taking at least 1 AP course by graduation. The most significant factor of the AP program is that students are exposed to college curriculum. Our top AP students leave Central with 10 to 15 AP courses on their transcript.

The New York State Regents curriculum in the major academic areas of math, science, social studies and English provide a rich and practical education for Central students. All New York State students must pass five Regents to graduate with certain exceptions. The curriculum in the subject areas have a common trait ranging from the sublime to mundane details. For example, in earth science, students explore the wonders of space while having to identify a variety of rocks on earth. All Regents curricula present a challenge to teach, and teachers use a variety of instructional tools to promote student success. In Regents classrooms, an observer would notice evidence of rich discussion where students are challenged to demonstrate higher order thinking skills. Another prominent instructional practice includes learning targets. All teachers in every offered course at Central begin the lesson with a learning target written as: “After 42 minutes, I can... .” The “I can” part of the target personalizes the learning and intellectually challenges the individual student. Other common tools to clarify curriculum in Regents classes are 85-inch monitors acting as Smart Boards, scaffolding content, cooperative learning, compare and contrast opportunities, primary document analysis, thesis development, and checks for understanding. The instructional practices are focused on reaching the learning targets anchored in the curriculum.

A passing grade on a New York State Regents is 65 while attaining mastery is at 85. All Regents teachers seek mastery for all the students. Given Central’s culture of high expectations, teachers constantly communicate and repeat the rubric for mastery on the Regents examination. All Regents teachers must mention the NY State examination at least once in every lesson; specifically, the teacher gives a Regents question in the format of a Do Now or a closure, or the teacher presents a strategy to answer a Regents question.

All special education students are given the opportunity to take Regents examinations. To promote success on the Regents, NY State mandates small class sizes and additional resources for special education classrooms. Special education teachers are charged with teaching the Regents curriculum and are held accountable for Regents results. Special education teachers use a variety of strategies to present subject content to challenged students. The common approach to the Regents curriculum at Central is the use of curriculum packets. The curriculum packets are communicated to the special education students via their laptops and break down the content into “chunks.” Each year, most of our special education students graduate with a Regents diploma which is a testament to the hard work of teachers and students.

Our regular education students are also very successful at internalizing Regents curriculum in the areas of English, math, science and social studies. Each department supports the curriculum with targets, standards, instructional approaches and assessments.

#### **1b. Reading/English language arts curriculum content, instruction, and assessment:**

The mission of the Valley Steam Central High School English Department is to help students reach their full potential in reading and writing. These two core skills are key in every other academic discipline, and it is our goal to provide students with a strong foundation to help them read, analyze and communicate across the curriculum. We also want to foster students’ appreciation of reading and understanding of self by pairing relevant and culturally diverse texts with the stories of the classic canon. We want to expose students to non-

fiction, fiction, and poetry in order to help them achieve success on the New York State English Regents exam, to broaden their life perspective, and help them to be college and career ready.

The English Department's instructional objectives, professional development, and curriculum choices focus on achieving district, building and departmental goals. With a continued emphasis on aligning instruction and assessment with the Common Core State Standards and The College Board's AP Seminar, Language and Literature programs, our main goal is to prepare our students to be college and career ready. With the Common Core English Regents and the AP Exam as guides, teachers make pedagogical decisions in terms of both curricular materials and classroom instruction. English teachers continue to work to meet the literacy shifts of Common Core: balancing informational and literary texts, teaching students to provide text-based answers, teaching complex texts that provide facts and background knowledge in areas such as science and social studies, and integrating academic vocabulary.

All three AP Courses offered in the English Department are aligned with The College Board's scope and sequence. All teachers teaching AP Seminar, Language and Literature have gone through week-long training and full-day workshops to keep them up to date with changing standards and practices and utilize AP Classroom as a tool to keep students current with college-level standards.

All 10th and 11th grade classes have the Regents exam as their curriculum guide. All 10th and 11th grade classes have teachers trained in The Hochman/Writing Revolution methods to help students internalize a structured approach to their writing. Our 11th grade classes have the added benefit of our Writing Program: All 11th grade classes have two teachers-the base classroom teacher and another English teacher assigned as their Writing teacher. Students receive small group instruction twice per marking period focused solely on writing skills. All 12th grade classes emphasize college-level inquiry and research processes as their guide. All AP classes have the AP exam as their curriculum guide.

English Assessments are both formative and summative and are present in every lesson. Do Nows and exit tickets are commonly used as formative assessments to check for student understanding. Questions found on the New York State English Regents are assigned to students every period as practice for the exam. The ultimate summative assessment is the New York State Regents Examination on which our students consistently score well.

### **1c. Mathematics curriculum content, instruction, and assessment:**

The mission of the Valley Steam Central High School Math Department is to help students achieve success in the Math classroom, most specifically in our Regents levels classes and AP level classes. Math teachers want to expose students to as many Regents level questions as possible in order to help them achieve success on the NYS Geometry and Algebra 2 Regents exams and help them to be college and career ready. The Math Department's instructional objectives, professional development, and curriculum choices focus on achieving district, building and departmental goals. With a continued emphasis on aligning instruction and assessment with the Common Core State Standards and The College Board's AP Statistics and Calculus programs, the math department's main goal is to prepare our students to be college and career ready. With the Common Core Geometry and Algebra 2 Regents and the AP Exam as guides, math teachers make pedagogical decisions in terms of both curricular materials and classroom instruction.

Math teachers are following the New York State Education Department's EngageNY learning standards for our Geometry and Algebra 2 classes with an emphasis on the 6 Shifts for Students Demanded by the Common Core: learn more about fewer, key topics, build skills within and across grades, develop speed and accuracy, really know it, really do it, use it in the real world, and think fast AND solve problems. Math teachers have been involved in several curriculum projects to fully implement the standards into our daily curriculum.

All three AP Courses offered in the Math Department are aligned with The College Board's scope and sequence. All math teachers teaching AP Statistics and Calculus have gone through training and full-day workshops to keep them up to date with changing standards and practices and utilize AP Classroom as a tool to keep students current with college-level standards.

All math teachers work collaboratively, sharing ideas for best practices in the classroom. The math department's focus has been to increase use of more Regents and AP-style questions in all areas of class instruction so that the skills needed for success were built in throughout the school year, as well as integrating digital activities that students became accustomed to last year while on remote instruction. Math teachers readily taught Regent's review classes for all Common Core Regents Exams that are offered as well as for the AP Exams that are offered in May, which are very well-attended.

Throughout the school year, the math department was able to capitalize on Additional Instructional Services (AIS) time that has been provided to our building. Students in Geometry and Algebra 2 may receive AIS services. In Geometry and Algebra 2, students received AIS support approximately 2-3 times a week through a push-in or pull-out with an emphasis on small-group instruction for students who needed extra support of a mathematics teacher model. After trying various AIS models, this model has proven to be the most effective since math teachers raised our passing rate on both exams over the past few years.

One of the main focuses for the last several years has been re-working homework to be more effective in the students learning. Regents and AP level math teachers have moved towards a "flipped-classroom" model, in which the students get a short interactive video activity each night for homework as an introduction and preview to what the lesson will be in the following class period. This allows students to be ready for the lesson and have a little knowledge as to what the learning target for the next class will be so that they can focus on the Regents and AP level questions that will be presented. Students are more engaged in their homework and are ready for the lesson the following day. Technology has been one of the main goals of the district the past few years and at Central. Many of the math teachers continued to experiment with and incorporate technology into their instructional design using OneNote, TEAMS, Nearpod, YouTube videos, Edpuzzle, SmartSuite, Delta Math and several other apps and websites. The math department shared lessons with each other and were able to turn-key new techniques that they learned on TEAMS during constant conversation in the Math office.

In every math Regents and AP classroom, assessments are both formative and summative and are present in every lesson. Every year, a mid-term for all Regents and AP level classes is created so that all math teachers are held responsible for the same material at mid-year. Math teachers accurately assess how the students performed on a test that was administered just like the math Regents or AP Examination. This format allowed math teachers to reflect on what topics they needed to review. Math teachers within the same content team collaborate on quizzes and unit exams. These exams are reflective of the types of questions that the students will see on an end of year summative assessment. The content team also utilizes time for planning formative assessments throughout each lesson. These assessments include exit tickets, digital shout-outs on a collaboration board, Do Now activities, and checking students' digital notebooks to see their progress and participation.

#### **1d. Science curriculum content, instruction, and assessment:**

The Valley Stream Central High School Science Department strives to assist students in becoming critical thinkers through the exploration of scientific concepts in our increasingly technological and scientific world. The importance of an understanding of science has been clearly apparent over the past two years as the entire world has struggled living and working with Sars Covid-2 virus. Throughout this time, science teachers have been committed to sharing with our students the power of the scientific method and inquiry to inform decisions and ensure that students are college and career ready. We challenge our students daily, with hands on activities that promote discovery as well as consistently infusing our instruction with questions from Regents and AP.

The Science Department's instructional objectives are aligned with the New York State P-12 Science Learning Standards and College Board standards. Curriculum writing projects have commenced at the Junior High level and will continue in the future for the upcoming Regents exams that reflect the new standards. Unit assessments are always reflective of the format of the Living Environment, Earth Science, Chemistry and Physics Regents. The AP level courses that are offered through the Science Department, AP Biology, AP Chemistry, AP Computer Science Principals, AP Environmental Science, AP Physics 1, and

AP Psychology, are aligned to the College Board Standards and we extensively use resources provided through AP Classroom.

For the past several years, there has been a building-wide initiative to use daily Learning Targets to focus student learning and to focus teachers on the desired outcome of a given lesson. Science teachers use a variety of formative assessments in their instruction which address their daily learning targets. These formative assessments include activities which have students develop and refine models, analyze data while they engage in both spoken and written explanations and elaborate arguments that reflect scientific understanding. The learning targets are written using specific language to ensure instructional continuity at Central High School. While on remote instruction, science teachers relied on virtual lab experience by using the Explore Learning platform as well as PhET interactive simulations. With the return of in person instruction the department has returned to hands on lab activities and has been focusing on addressing the skill gap that has presented itself.

Regents and AP questions are always embedded into every science teacher's daily instruction as either a Do Now activity or some form of closure. Selected questions are always reflective of the daily learning target to ensure students understand the material that is being presented. Lab activities provide an opportunity for students to participate in hands-on activities that are also reflective of the questions that they will encounter on either Regents or AP exams.

### **1e. Social studies/history/civic learning curriculum content, instruction, and assessment:**

The Valley Stream Central High School Social Studies Department is committed to helping students become creative and independent thinkers by guiding them in the understanding and analysis of important political, geographic, economic, legal, and social issues of our contemporary and historical world. We challenge our students by embedding higher order Regents and AP level questions into our daily instruction to ensure that they will be successful on the Global History and Geography and United States History Regents exams.

The Social Studies Department's instructional objectives are aligned with the NYSED (New York State Education Department) educational standards and College Board standards. The social studies department's professional and curriculum development are tailored to meet district, building, and departmental goals. The instructional assessments created for Regents level courses by the department are structured in the same format as the Global History and Geography and United States History Regents exams. The focus in the AP classes that we offer, AP Human Geography, World History AP, AP European History, AP U.S. History, and AP Government and Politics, is to ensure that social studies students are college and career ready. Instruction and assessments in these courses are aligned with the College Board standards and the resources provided by the AP Classroom. The teachers of the Social Studies department are following the NYSED EngageNY learning standards for our Global History and Geography and United States History classes. The social studies department is focused on improving student vocabulary using Marzano strategies to increase comprehension for stimulus based multiple choice questions and document analysis. Social Studies teachers follow the NYSED pacing calendar for both Global and United States History. Staff development and department meetings have been focused on creating updated curriculum/assessments that are aligned to the new framework for both Global and United States History.

All members of the Social Studies department use daily learning targets to focus student learning and provide a clear desired outcome for their daily lessons. During social studies department meetings, teachers work in grade level teams. Teachers discuss pacing, curriculum, and best practices. The teachers collaborate on benchmark assessments and skills check-in activities to embed into their instruction. The Global and United States History Regents teachers have created Master Classes on Microsoft Teams where they collaborate on assessments that are aligned to the new frameworks for both of their content areas.

Social studies teachers meet in grade level teams to create exam questions and quarterly skills checks. Regents and AP questions are embedded into daily instruction as essential questions or part of closure/exit ticket. Global History teachers have created Constructed Response Questions (CRQs) that mirror the new Regents exam for each unit of study. They have developed unit based Enduring Issues skills check-ins for their classes. United States History teachers have collaborated on quarterly document analysis questions that

are aligned to the new Regents framework and have created Hochman writing activities that address the skills needed to be successful on the Civic Literacy essay. AP teachers create exams that include stimulus-based multiple choice questions, short responses making claims and providing evidence, document interpretation for the basic essay writing for the long essay.

**1f. For secondary schools:**

Central has a robust Career and Technical Education (CTE) Department. The business department prepares students for a business sequence with the introductory course, Careers and Money Management, that explores a variety of business careers and the specifics of personal finances. Students move on to more advanced courses in finance, marketing, business law and accounting. Central produced five 1st place National Future Business Leaders of America winners in the last 10 years; 1st place winners emerged from a pool of 11,000 national students. Business students have the opportunity to earn college credits from the State University of New York in college accounting, college law and college marketing all taught by Central faculty. The vocational courses of the CTE department are culinary arts and cosmetology. In culinary class, students are trained in the classroom which is attached to a commercial kitchen. Students spend 3 periods a day learning the craft of cooking. A culminating project in a student chef's senior year is a presentation about opening a restaurant. Students leave the culinary program to attend institutions such as the Culinary Institute of America or gain an entry level position in the commercial foods field. In the cosmetology program, students spend three periods a day doing textbook work in the classroom attached to a professional salon. In the salon, students earn 1,000 hours of practical experience on hair, nails and make up, which qualifies them to take the examination for a New York State cosmetology license. In September 2022, Central will host a new automotive program that will house state of the art technology. Students will have the opportunity to repair cars in a shop that is connected to a classroom. The automotive program will result in a certification that qualifies a student to gain an entry level position in a car dealership. Central's CTE department is key for students who lack motivation in purely an academic program to stay engaged in school and to graduate.

**1g. For schools that offer preschool for three- and/or four-year old students:**

**2. Other Curriculum Areas:**

If Central was absent of curriculum areas other than the department's mentioned, it would be a mere shell. Central has a Performing Arts program that draws students from the entire district. Central is the only high school in the district to have an auditorium and a dance studio. There are two levels in the program that contain grades 9 through 12. Level 1 students spend three periods a day circulating through dance, musical theatre, acting and stage craft. Level 2 students select a concentration from one of the program's areas and focus on that concentration for two years. As a result of the intense training, the Performing Art program hosts a musical, a drama and a dance concert each year. Many of our students have won awards in the areas of acting and dance. Central's Performing Arts program is accompanied by a thriving art program experienced by all students. Art courses include pottery, studio art, cartoon animation, painting and AP Studio Art. Our students consistently produce artwork that is displayed twice a year in art shows. Our AP Art students usually score a rating of 5 out of 5 on their portfolios, and Central had 1st place winners two years in a row selected by the Heckscher Museum of Long Island in a competition open to all Long Island high school students.

The physical education curriculum at Central has evolved in the past several years to accommodate student needs and interests. The traditional physical education curriculum of teaching football, baseball, volleyball, soccer and floor hockey in 10th through 12th grades still exists, but sections of non-contact sports are now offered. Central hosts the courses in two gymnasiums and on a new artificially turfed field every other day that brings pride to the program. The health course, offered in the 10th grade, is a semester course and now includes yoga and meditation.

The best compliment that can be bestowed on Central's World Language program is that the district

language requirement is 1 credit, but most of our students take 4 credits of language. Central offers French, Italian, Spanish, Japanese and American Sign Language in grades 10 through 12 on a daily basis. A living example of the department's vitality was demonstrated by 24 Central students gaining the New York State Seal of Biliteracy in June 2021. The earned seal comes from the work of World Language teachers who consistently focus on listening comprehension, writing, reading and technology. The use of many diverse applications enhances instruction and keeps students engaged. The department focuses on cultural comparisons captured in events such as Heritage Night. Other events the department hosts are "College Interviews in Spanish" and the annual international art show. A final highlight of the department was an annual pre-COVID trip to Japan which the department hopes to resume next year.

Central High School has embraced technology in its curriculum over the last three years. In September of 2019, every student and staff member in the district received a laptop. Intense training for students and staff in Microsoft TEAMS was provided in a timely manner and continues today. Teachers are trained in new applications every year to enhance instruction. 85-inch monitors which act as Smart Boards have been placed in every classroom. Teachers incorporate videos, PowerPoint presentations and animation to enhance instruction and to keep students engaged in a lesson. Central's media center and media specialists host authors, poets, black history speakers and our own creative students on Zoom and with more frequency, in person. Central's Science, Technology, Engineering, and Mathematics (STEM) course recently displayed the work of students in the library which consisted of research on America's space vehicles and a 3D print out of those vehicles.

Central is proud to host the vocational courses of cosmetology and culinary arts for 11th and 12th graders on a daily basis. Both programs offer courses that prepare students for entry level jobs after high school or the continuation of vocational education. Many of our special education students are involved in these courses and excel in the area of "hands on" learning. The cosmetology students learn in a real hair salon housed at Central and down the hall, culinary students learn to cook in a real commercial kitchen. Both programs provide Central with an attraction for potential students that goes beyond the traditional American high school.

### **3. Academic Supports**

#### **3a. Students performing below grade level:**

Central High School makes a prodigious effort to support students in every area of study. For students performing below grade level, there are multiple resources and programs to remedy the situation. Before students enter the 10th grade, guidance counselors peruse transcripts to create a tenth-grade program. If a student performed poorly on a 9th grade NYS Regents or failed a course required for graduation, that student is placed into a class with Additional Instructional Services (AIS). An AIS class has an additional teacher who focuses on students below grade point average. The AIS teacher and the teacher of record make a decision to have students pulled out of the regular classroom to work with the AIS teacher in small groups, or the AIS teacher remains in the class to assist the targeted students. The targeted students are encouraged to attend extra help three times per week, and the AIS teacher communicates with parents to make certain the student attends extra help. If providing a student with AIS services does not remedy the situation, the student has the opportunity to attend the district's annual summer school program; the student can earn up to three credits and retake Regents examinations in August. If a student continues to fail and remains below grade level, despite the opportunities to advance, that student is then considered for the district's Twilight School. The Twilight program runs from 3:30 pm to 8:00 pm Monday through Thursday and replaces day high school. The Twilight program has small class sizes and provides intense instructional attention to the student along with a strong cadre of social workers to support the social emotional needs of the student. In addition to all the services provided by district and the high school, students below grade level are offered peer tutors from Central's National Honor Society without charge. Central's philosophy is to provide every opportunity for the academic success of our students and to never give up on a struggling student.

#### **3b. Students performing above grade level:**

The academic support for students performing above grade level begins in seventh grade at Memorial Junior High School. 7th grade Students are evaluated for the potential participation into the district's accelerated program. The evaluation criteria involve standardized testing, grade point average and teacher recommendations. The goal of the district is to have at least 33% of the 8th grade class in the accelerated program which becomes the foundation of the AP program at Central when those accelerated students transition to the 10th grade. Students in the 8th grade take 9th grade courses in math and science that culminate in a New York State Regents. When students arrive at Central in the 10th grade having satisfied several high school requirements, their schedules are wide open for challenging AP courses. AP students attend extra help sessions after school on a voluntary basis. Teachers are contractually required to hold extra help sessions for students 3 times a week in half hour sessions. Given the demand placed by intrinsically motivated AP students, many teachers stay well beyond a half hour per session and are available five days a week for extra help. AP students are supported by after school AP review which begins in March for the preparation of the AP in May examination. Many teachers come in on Saturdays and provide breakfast and review for the AP students a few weeks before the exam. Many of our AP students graduate Central with 10 to 15 AP classes on their schedule due to the accelerated program. Central's guidance counselors, school social workers and school psychologists are well aware of our AP students and provide extra attention to them when necessary, during stressful times. In the post COVID era, many of our AP students have experienced severe anxiety given the pressure they put on themselves to succeed, and this anxiety is compounded by the entire college application process. COVID has done immeasurable social and emotional damage to a most precious generation.

### **3c. Special education:**

Central high school is comprised of about 170 students who receive programs based on Individual Education Plans (IEPs). Disabilities range from learning disabilities, intellectual disabilities, emotional disabilities, and Autism. Our building houses three programs within special education: resource room, integrated co-teaching and special class (15:1:1). All our students have academic programs that allow them to work towards a Regents diploma. Our goal is to ensure that our students are placed in the least restrictive setting, allowing them to receive necessary supports, while also working as independently as possible. Teachers continue to research and build on scaffolding strategies, helping to find ways to layer new knowledge onto existing knowledge. Students in our special class program require the highest level of academic, emotional, and social supports, including: a small teacher to student ratio, speech, 1:1 aides and counseling services. At times, interventions such as Functional Behavior Analysis (FBA) meetings are needed to help encourage positive behaviors throughout the school day. Our integrated co-teaching program allows students to remain in general education classes for their core academic classes and receive support from a special education teacher within the classroom. Special education teachers ensure that each student is receiving their individual accommodations and collaborate with their co-teaching partners to create lessons that meet the diverse needs of students.

Students who are in the resource room program engage in daily lessons that focus on achieving IEPs goals. Many of our students need help with fundamental executive functioning skills. Our teachers work with students planning activities that focus on thinking, planning, self-monitoring, self-control, working memory, time management, perseverance, and organization. Special education teachers tailor instruction to help meet the needs of each student. Meetings allow teachers to discuss individual student's strengths while sharing successful techniques and strategies. Teachers continue to communicate through Teams and emails after formal meetings occurred. There is a direct relationship to the active communication among department members and the success of our students. It was evident, once this practice began, students were performing higher on assessments and teachers noticed less behavior supports were needed. Active and continued teacher/Pupil Personnel Services (PPS) communication is key to our students' success. Our students feel the sense of community when they are in their classes.

### **3d. English Language Learners, if a special program or intervention is offered:**

Central does not have an English Language Learners (ELL) program; the district ELL program is housed at North High School. If an ELL student is zoned for Central High School, that student attends North High



School until he or she tests out of the ELL program. When the ELL student arrives at Central, the guidance counselor tracks the academic progress or lack of and provides the student with extra resources if necessary.

**3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:**

Central has a very small homeless population. In addition to an academic program and guidance counselor, each homeless student is assigned a social worker. The social worker monitors the student's transportation to and from school, the family situation and the potential housing status.

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

Students are engaged as soon as they walk through the front doors of Central at 7:30 am. Security guards politely greet students and remind them to take out ear buds, put phones away and remove all headgear. For 20 years, the principal has stood in the lobby every day to greet students as they enter school with the purpose of being seen and to gauge the emotional state of students. On many occasions, the principal escorts students to the guidance office who are in obvious emotional distress. As students walk the halls toward classrooms, the hallways of Central are adorned with inspirational banners and college flags. Achievements, awards and pictures of students fill trophy cases along the first floor. Every floor in the building communicates a culture of high expectations. Once the students are in the classroom, teachers are charged with engaging students for the entire period. Technology is a key ingredient for student engagement. Every teacher is thoroughly prepared through staff development to offer state of the art enhancements to instruction. Teachers interact with students through question and answer exchanges. Student responses are posted on the 85-inch monitors in real time. Vivid videos bring students back to ancient times. Teachers use the tool of relevancy on a daily basis, and content knowledge is related to current student experiences outside of the classroom. On a practical level, students begin to prepare for writing college research papers in the 10th grade to make them aware that college or the workplace is arriving at a fierce pace. 10th grade students begin with research on index cards of a topic they choose. In the 11th grade, parts of the research paper are modeled and taught. In the 12th grade, students are responsible for writing a 5 to 7 page research paper in English and social studies as a graduation requirement.

### **2. Engaging Families and Community:**

A crucial part of school is to engage families and the community. Engaging Central families is a challenging task. Many households contain single parents who are working multiple jobs and have difficulty communicating with teachers. Many families consider their children to be on their own since they are now in high school. The common denominator is parents work many hours during the day or night to meet the demands of high taxes and the cost of living on Long Island. Teachers are constantly reminded by the administration that “I left a message” is not enough effort to contact a parent. Teachers must use as many communication options as possible to gain the support of parents. The Parent Teacher and Students Association (PTSA) is a most effective vehicle for reaching parents. The PTSA holds a meeting for parents once a month and currently uses a hybrid model to draw parents to the meeting from home. The principal is always present at the meeting to provide updates and the current state of Central High School. There are meaningful exchanges between parents and the principal at PTSA meetings, and out of such conversations, school change does occur. Another valuable tool for reaching parents is “Coffee Talk.” The principal meets with parents three Saturday mornings per year to answer any parental concerns. Coffee and bagels are served to the parents that are present while other parents Zoom in to listen and participate.

Before the pandemic, Central had a relationship with local businesses and a hospital. Owners of local businesses under the umbrella of the Chamber of Commerce would meet at Central to discuss their business and to reach out to Central students for employment and internships. Our science research students would travel to the local hospital and observe actual surgeries in the operating room. The research students would participate in medical contests at the hospital and win cash prizes. A Career Day would be held annually and host 20 people representing a variety of occupations. Central is beginning to bring back our business partners this current school year by hosting a Career Day in the spring. People in all professions will visit Central classrooms to talk about their educational and business experience and engage students in conversation. Exposure to a variety of professions is crucial to the motivation and success of Central students.

### **3. Creating Professional Culture:**

Creating a professional culture is key to a school’s success. The Central administration places many demands on teachers. The foundation of a professional culture is teacher dress. Teachers dress

professionally to demonstrate respect for the noble profession of teaching and to demonstrate respect for the students that sit before them. All teachers are expected to model the behaviors that they expect from students. If students are not allowed to possess phones in the classroom for personal use, then teachers should abide by the same rule. A non-negotiable demand from Central's administration is that teachers provide instruction that is relevant, engaging and coherent. In return for administrative expectations of teachers, administrators are totally supportive of teachers. Total administrative support comes in the form of meaningful professional development, administrators removing any impediment to learning and teaching in the classroom and sponsored social events for teachers by administrators.

Staff development for Central teachers is provided monthly for all teachers involving such topics as instruction, classroom management, technology, and recently, mental wellbeing. Professional development also extends to topics that unexpectedly surface during a school year such as synchronous teaching. In September 2020, teachers found themselves charged with teaching students at home and in the classroom; a scenario never imagined by any educator. Building administrators were responsible for identifying the skills and imparting the skills of effective synchronous teaching to teachers in all departments in two days in September. Central administrators assembled a team of teachers adept at computer technology to present procedures to their colleagues for viewing and hearing students at home while addressing live students in the classroom. The dedication of teachers during COVID was immeasurable and was captured by veteran teachers struggling with the synchronous technology but not giving up. The computer turnkey teachers visited classrooms to answer any teacher questions as classes resumed in September 2020 followed by visits from administrators to support teachers.

The most meaningful way to value a teacher is to ask for teacher input and to make a teacher genuinely feel relevant not only in the classroom but in the building. Genuine teacher input happens if trust exists between the teacher and the administrator. Such input and trust can be found in Central's teacher evaluation process. Observing teachers in the classroom by administrators is not a punitive process. It is the administrator's role to give instructional recommendations to the teacher that are productive and that the teacher agrees to use in the classroom. Trust and value can be found in Central's disciplinary referral protocol. Teachers are involved in the disposition of discipline with the Assistant Principal on each referral they write.

The value of events sponsored by administration to support the emotional and social well-being of teachers is not to be underestimated. Last year, the administration sponsored a breakfast at school for Teacher Appreciation Day. The breakfast went beyond stale bagels and cold coffee featuring a hot buffet. Teachers greatly appreciated the culinary attention to detail and felt supported in their mission.

#### **4. School Leadership:**

Central's school leadership philosophy is to remove all impediments to teaching and learning so that teachers can focus on just teaching. The administrators are responsible for everything in the classroom including disruptive students, furniture, technology, leaky pipes and even the air quality. The Principal and two Assistant Principals are veteran educators. One Assistant Principal's primary responsibility is the supervision of the guidance department and the other Assistant Principal handles discipline and attendance and is assisted by a Dean. The Principal is the instructional leader of the building and does much work with teaching and learning. All three administrators are responsible for teacher observations and end of year evaluations. The administrators are joined by department chairpersons in all the major disciplines and meet as a cabinet weekly. The cabinet leadership team is constantly evaluating assessment data to ensure the maximization of learning. Midterms are used to estimate Regents results and to identify learning gaps that need to be addressed for the rest of the year. The Principal's cabinet examines practices and policies to see if they are working or have become obsolete. For example, phones were once banned building wide, but due to enforcement issues, the use of phones are now allowed in the cafeteria for lunch periods.

Central's leadership team consistently communicates with parents of the PTSA. Parents are key stakeholders in the success of the building. Central recently experienced student vaping in bathrooms. The leadership team implemented the new practice of students signing in and out of bathrooms in the presence of hall monitors to prevent such behavior. Parents expressed their concerns about the vaping issue and bathroom use and supported the new practice.

Mental health issues have impacted Central due to COVID. The Assistant Principal of guidance had to prioritize his many responsibilities to deal with the fragile mental state of many students. The guidance staff was overwhelmed with individual and student dysfunction beginning in September 2021. The Assistant Principal petitioned the district and requested that a part time social worker and guidance counselor be made full time. Both positions were made full time during this school year easing the burden of the guidance department and improving the quality of care for Central students. The school leadership team is the foundation of Central's measured success. The team provides direction for the faculty and constantly monitors the instructional needs and well-being of students. Central's faculty looks to the leadership team with confidence and a sense of security.

## **5. Culturally Responsive Teaching and Learning:**

Central High School attends to the diverse needs and backgrounds of students, families, and staff both inside and outside of the classroom setting. Equity, cultural awareness, and respect are integral parts of the framework of the school as evidenced by the curricula and extracurricular activities. For example, in ELA classes, students read and analyze literature from a cultural panoply of authors. The authors studied in ELA classes include Alice Hoffman, Jonathan Safran, Delia Owens, Fredrik Backman and Vanessa Diffenbaug. Our library hosts a Virtual Diversity Book Club which focuses books by or about underrepresented groups. Students read books, post pictures online and can even host a volunteer book club. Our library also celebrates Black History Month, Women's History Month, International Day of Transgender Visibility, Hispanic Heritage Month and LGBTQ+ Month with programs and featured books. Outside of the classroom the school provides students with extracurricular activities such as YOLO-SADD (students discuss issues vital to their lives), BRAVE Character Club and SAGA (Straight and Gay Student Alliance Club). These clubs provide valuable forums for our students to express their opinions, current events and social movements that can impact their lives.

In terms of cultural awareness, for example, The World Language Department each year hosts a week-long heritage week that not only recognizes but celebrates the diversity of the school. The hallway is decorated with flags and display boards representing the myriad of countries represented by the student body. Activities and events are designed to highlight different cultures through awareness, active participation, and mutual understanding. For example, one of the after-school activities for students is called "Say Hello in Another Language". Students create short presentations about specific countries and cultures for classmates and teachers. This past year the languages and cultures of China, Ukraine, Japan, Pakistan, Philippines, and American Sign Language featured students presenting common phrases, cultural norms, and interesting facts about each of the six countries and cultures. A second and very popular activity is "Heritage Afternoon". In the school auditorium students presented song, dance and poetry from various African nations, Jamaica, Mexico, various Latin American countries, Philippines, India, Pakistan, and Colombia to fellow students, parents and staff members. "Heritage Week" is a multicultural lens through which students view their peers and reflect upon the pride that they have for their own culture.

## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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One comprehensive practice that makes Central a successful high school is the preservation of a culture of high expectations. What is the culture of high expectations at Central High School? Culture can be defined as customs that lead to intellectual achievement. At Central, we have many customs in place to inspire achievement. As soon as students and staff walk into the building, they remove their hats to indicate respect for the building and the people in it. Faculty members consider Central a sacred place of instruction and consistently model appropriate behaviors in and out of the classroom. The halls on the first floor are filled with motivational signs to remind students of successful habits. College banners hang from ceilings to promote the undergraduate experience and to enlighten students to the process of applying to college. The decorative halls of Central scream out instruction, achievement, and self-improvement.

The culture of high expectations is immersed in the academic world of students. Instead of taking science electives for graduation, the majority of students take earth science, chemistry and physics. Instead of one year of a required language, students take four years of a language. Counselors and teachers constantly encourage students to challenge themselves by taking a course of study that will prepare them for college and the workplace. The challenging message is repeated over and over in classrooms by a staff that believes hard work will lead to student opportunities. Every year, Central has at least one student who wins a Quest Bridge Scholarship. The Quest scholarship pays the college tuition and all related expenses at a top tier college, including the Ivy League, for a low-income minority student. Last year, the College Board recognized 116 Central AP scholars and in 2019 (pre-COVID), 167 Central scholars were recognized. A culture of high expectations can cause student stress and anxiety. The guidance counselors and social workers are a huge support for our students and offer perspective and balance.

The Principal uses the public address system as an instructional tool to communicate with students. The Principal's messages are positive and encouraging. "School is a dignified place" is included in every announcement. The announcements also remind students of school rules, and most importantly, why the rules exist. A consistent structure is necessary for a successful school.

Central High School means many things to many people. The administration, teachers, and support staff will constantly strive to create a culture of sophistication, intellect, and virtue by motivating the mind and spirit of Central students.