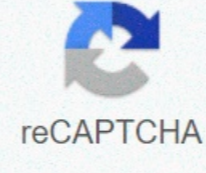




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Central high school bridgeport ct uniform colors

Blue Navy and Green Lime On-Campus Men's Code clothing needs National Secondary School shirts. All shirts must have sleeves – no tank tops are allowed. Choice of pants: slacks, shorts, or jeans. All pants must cover the underwear. Female High School Shirt. All shirts must have sleeves – no tank tops are allowed. Excess skin will not be tolerated. Trouser options: Slacks, jeans, skirts, and shorts. Skirts and shorts must be mid-thighs or longer. Shoe students must wear indoor toe shoes to school. No sandals, flip-flops, boots or heavy military-type shoes with wearable metal tips. The heel must be 2 inches or lower. Outerwear's National High School T-shirts must be seen under hoodies, jackets, or coats. Caps can be worn in classrooms but not in cafeterias, hallways or during the Allegiance Pledge. All logos/advertisements on caps and outer clothing must be in line with the school. Hair and Hair General Appearance must be neat and clean. Students must be clean and relaxing. Central High School Dress Code Intent Central High School staff intends and expects to maintain a fun, exciting environment, and engage with a focus on education and learning – not on what wear. We expect our young people to help us ensure that the above policies and privileges are maintained and enjoyed. However, students should note that: On ALL MATTERS where judgment is required, the determination of any and all appearance issues is at the sole discretion of the staff of Sekolah Menengah Kebangsaan Centre. ALL Policies of the National Secondary School Dress Code will be reviewed on a regular basis and may be changed at any time at the discretion of our employees. In cases where an individual student must be reminded more than once on any basis, the privileges associated with that policy may be revoked on that basis may be revoked on an individual basis at the sole discretion of the staff of the Central National Secondary School. All students who attend school in Sekolah Menengah Kebangsaan must comply with the dress code policies as stated. Students will be sent home immediately if found to be in breach of the code. Central Magnet High School/Grades 9-121 Lincoln Blvd, Bridgeport, Ct (203) 275-1541/Visit school website here Central Magnet High School is geared towards motivated academic students. Students pursue a strict study programme offering fifteen AP/Early College courses with more than four hundred and fifty students now enrolled. The curriculum also includes Interdisciplinary Studies, Environmental Studies, and Chinese. Magnet students also participated in the School Regional and Regional Programmes for The Arts Dress Code All students are required to wear our school uniforms daily. On the day the student gym is allowed to wear grey sweaters and uniforms. Students are not allowed to change the bathroom before or after the gym class. We'll have dressing days school year for fundraising purposes. If you have any questions about a school uniform, please contact our home school coordinator or your child's teacher. Uniform Code shirt - Royal Blue, Hunter Green or White Pants/Skirts/Jumpers/Shorts -- Khaki BRIDGEPORT -- Wore a thin white top with lacy sleeves and matching white plastic sunglasses, Kenji Johnson High School pronounced some preferred words when she learned that her school would suddenly enforce a school No one will do it, says Johnson, standing outside the school on a sultry spring day made for the top of the tank -- not a polo shirt and khakis. The circle of his friends, not in uniform, nodded in agreement. The edict, made during Tuesday morning's announcement by Principal Stephen Anderson and sent home to parents via letter, was instructed by the district administration after several board members learned that the district's 2-year-old high school uniform policy was ignored at Central. How come Bassick did it? How come Harding do it? says Hernan Ilingworth, a school board member who is part of a parent organization across the county that successfully calls for uniform policy. Uniforms became mandatory at urban high school in 2011, two years after they were mandated at primary school level. The idea is to take competition out of what kids wear and set professional tones in schools. Ilingworth, whose daughter attended Central, said she heard from teachers and parents that the school's principal had made it clear that she was not in favor of the policy and therefore would not enforce it. I'm sorry, that's unacceptable, says Ilingworth. It is district policy. He can't decide he won't do it. Anderson, reached on Tuesday, will not share his personal views on the district policy he inherited when it comes to school last summer, but said he was happy to cooperate with the mandate. To date, only about half of the 2,104 students in Central adhere to the policy, Anderson said, although some students said the numbers were much lower. It's a board policy and we're complying with it, says Anderson. On Tuesday, Ilingworth and Sandra Kase, the district's chief administrative officer, visited Central while Anderson told the students' body over the intercom that it was time to comply. We need your help. ... I ask you to come tomorrow in uniform and the next day, said Anderson, who then reads a list of what she can consider -- red, white or black shirts and black pants or belted khaki at the waist. Blue jeans will not be allowed. Anderson also read a few penalties for failing to come in uniform. Instead of suspension, students who repeatedly broke the dress code would lose privileges. If they play for example, they will not be allowed to play if they do not wear uniforms to school. When the announcement was made, Johnson, 17, said he almost felt bad for the principal. Initially, he tried to stroll Friday and all. Now it's like we have to wear it all the time, he says. Stolead Cortes, 17, said everyone started delimitating the uniform policy in class after the announcement. Most people want to know why they are doing it now, says Cortes. We have other things to focus on. Some students adhere to the uniform policy at first, but then look around and realize that some others aren't. I understand the reason they are, right Makaya Younger, 18, said. Some kids dress risque and go overboard, but I don't think it's fair on anyone else dressed accordingly. In Anderson's letter to Central parents on Tuesday, he said uniform was a benefit to school safety. Uniforms help us identify, glance, people who don't belong to the building, write them who ask parents to check what their children wear when out of the house in the morning. As we moved into the quarter-finals of the school year, we asked for your help in improving clothing standards. Javier Segui, 16, a sophomore wearing a uniform -- a white polo shirt and khaki shorts -- attended a parochial primary school so said there was no adjustment for him. But he noted that it was April. I think they should have enforced it from the beginning of the year, segui said. Now, it's a bit too late. Buy your Latest Bridgeport Central High School Hilltoppers Clothing Store prepsportswear.com the latest choice of Bridgeport Central High School Hilltoppers Fan Gear. The Bridgeport Central National High School store allows you to customize Bridgeport National High School clothing and face masks for every type of Hilltoppers fans. Whether you're a Bridgeport Central High School student, parent, player, fan, or alumni, you'll choose from over 500 products at Bridgeport Central High School Store to adapt including the latest T-shirt Bridgeport Central High School Hilltoppers, Sweatshirts, Hoodies, Hats, Face Masks, Poles, Shorts and more. Continue with all your favorite Bridgeport Central High School Sports with Football Gear as well as Hilltoppers Items and Bridgeport Central High School Apparel for baseball, basketball, football, softball, volleyball, and more. By signing up for our promotional email, you'll receive 10% of your first purchase. Bridgeport Central High School is located in Bridgeport, Connecticut. Bridgeport Central High School Apparel & Hilltoppers Team Shop Ballots Put Control of the New York State Senate in question, But Funding Potential Boon Schools From Democratic Supermajority Is Unlikely Signature, Zooming in, Drop Out: Pandemic Sparks Fears That Without Sports and Other Activities, Students Will from Who's School Will Succeed DeVos? With Senate Control Up for Grabs, Democrats Hunt 'Unicorn' to Beset Lead Department by Crisis Resolve Pre-K Paradox: New Research Details Of How Chicago Fills Preschool Classrooms with City's Most Needed Children To Bring Back Struggling Students, District Campaign To Convince Parents Schools Is Safe 'Number of Ugly': Chronic Insensitities Among California Basic Students Could Surge Over 200 Percent Amid Increasing COVID Cases and Concerns About Instructions, NYC Parenthoods Faces Dead Online To Return Students To Learning Personally 'WAP' and Sex Ed: How Billboard-Topping Tracks 'Make Conversations About Sexual Health Lacks Taboo's 'My Biggest Challenge and My Biggest Fear': Teaches Children How to Read From Far During the Pandemic Here are Minneapolis School Citizens Hired To Replace Campus Police After The Death of George Floyd - And Why Some Are Raising a New Red Flag Supporting Nonprofit Free Journalism 74's A 2020 ELECTION Cheat Sheet : Reimagining 48 Major Races, Winners and Campaign Issues That Can Reshape Schools and American Education Policy Biden Wins Election, but with Congress Likely To Be Divided, Expert One Ed Warns, 'There is No Momentum Mandate Here' D.C. Look at Warning Signs Teachers Are Considering Leaving Jobs in the Middle of Uncertainty Week, Pressure On How Districts Will Open Up Aging Schools Must Improve Air Quality But Price Tags Could Scare ESSA News This Week: How Countries Like West Virginia Can Strengthen Mental Health Support Even Amid the pandemic, How the Brave District for Budget Cuts, Why Education Matters Arts & More Churches, States and Choices: Wednesday's Supreme Court Hearing Could Affect Debate on Public Funding of Religious Schools and Admissions of Gay Students D.C. as Teachers' Objections Grow and Questions of Staffing Continue 20 State and Local Voting Measures That Could Help Shape Education , from Allowing Marijuana to Allow High-Stakes Day of Race-Based Entry for Cleveland: District CEOs Warn Drastic Cuts If \$23 Tax Hike Falls Photo: Bassick High School, in Bridgeport, CT/Courtesy BHS 'What's wrong with Bridgeport is that for a few years now not enough people in Washington have been keeping what happened here - and in a hundred others What disappoints us is that in this crowded, unstuck, unstick city, there is a lot to do that no one can tell where to start. -- Nancy Bridgeport Sunday Herald, January 8, 1961 (Bridgeport, Connecticut) - When veteran Bridgeport reporter Nancy Hendrick greeted the beginning of 1961 with a blistered column called What's Wrong With Bridgeport, inequality befalling the city today is already proven everywhere he sees. Suddenly we are all aware of the sharp distinction between private returns and public squalor that exists in our unprecedented prosperity. Write it, continuing to describe the warren of the Southern End rabbit, where the underdetred, unintentional minority live in overclass discomfort as well as the obsolete sin-telene Bridgeport raised a similar response later that week among state educators who wrapped up the Bassick High School assessment. The Connecticut Post leads coverage January 12: Report 'Indicts' City For Educational Ills, telling readers that assessors are laudatory about school teachers but bothering in their assessment of the lack of financial support in the city - with special emphasis that students are forced to pay for books, science equipment, flours and their own maps This situation makes for insults to public education only communities planted so-called over the years can allow such circumstances to continue year after year, they said. If Bridgeport is a poor community in poor conditions in a poor country, this situation may be easier to understand. Fifty-five years later, Bridgeport is now largely a poor community - although Connecticut remains one of the richest states in the country - and life at Bassick High School only got worse, even as the greater power that Hendrick was trying to evoke continued to ignore it. The importance of no longer paying for books and globes but how a school that has struggled for decades could rise to the challenge of preparing students for the 21st century - for an economy that needs an increasingly high level of skills and knowledge despite low-wage jobs being lost. Bassick must meet challenges with very poor students, a state funding formula that favors students from some of the wealthiest suburbs in the country while shortening the most in need in cities like Bridgeport, and a church of policy and leadership - with governors, mayors, and superintendents coming in and going - that prevents one reform effort after another from achieving maturity. Former Connecticut State Senator Andres Ayala, Jr. visited Bassick High School in Bridgeport, where he once worked as a teacher, to speak to a group of students about his work as an educator and legislator. (Photo courtesy of Connecticut Senate Democrats) Even to jaded, Bassick's achievement statistics interrupt. Last year, only 15 per cent of students tested skilled at or on the new national test aligned with the Common Core. The percentage of students who meet that benchmark in mathematics? Zero. In total, 68 Bassick students sat down for 85 AP exams but got high enough college credits to earn college credits of just 16 16 Among the 167 students taking the SAT, the average score of either 800 mathematics or the English section did not crack 400, according to the College Board, which administers the test. Chronic insecurity is also an issue. Nearly half of all Bassick teenagers missed 18 days of school year 2014-15, compared to 19 percent of students across the county and only 10 percent of students in the state as a whole. Bassick's graduation rate in 2015 was 62 percent - much better than the 48 percent absmal who graduated in 2012 but much worse than the national average of 82 per cent. Connecticut's largest private, non-profit organization in 2013 to give students an alternative to the public system. In 2012, the Connecticut Department of Education labeled Bassick High School a Turnaround School, setting under federal education law for the state's worst performing schools. This year, the school has been designated a Category 5 Rehabilitation School for failing to shake that difference for three years. Some in the community have memories much longer than that. The district has foiled our students over the last 20, 25 years, said pastor Kenneth Moales Jr., a former school board member in the city on Long Island Sound. In the city of Bridgeport, we have 18 failed schools. Of those, 13 have failed for over 10 years. So the question is: Does Bassick really fail, or do the schools that send students to Bassick fail? For decades Moales referred to, efforts at Bridgeport and across the country to improve unsatisfactory public school outcomes for poor children and students of color have involved fierce fights on policy - more social services, smaller class sizes, greater teacher accountability, increased funding - which promised to downsize opportunity gaps between affluent even if the promise was unfulfilled, youths slip through the cracks by thousands. The entire Chicago Public Schools district doesn't graduate a third of its student bodies. More than 1,000 schools nationwide are considered dropout factories, where fewer than 60 percent of student graduates. (Do not miss investigation 74: Sign up for our newsletter) Big cities' education problems such as Chicago, Detroit, New York, and Los Angeles dominate the debate but continued failures in places like Bridgeport and schools like Bassick are just as hard to solve. Perhaps harder as they go about their business from September to June absent from national headlines and generally beyond the realm of school philanthropy As Moales, the pastor, put it: Bridgeport is a microcosm of low-prestigious school districts (across) the country. School is now in the middle again reboot, about to get the third principal in three years. Bridgeport administrators said they recognized the challenge but were confident that a new leader could give Bassick the basis for a sustainable comeback. The Board of Education voted last week to hire Tomas E. Ramirez, a 56-year-old Rhode Island educator, for a \$141,561-a-year job. I am optimistic of the leadership that will reconcile in school. I believe we have a leader who will remain with us and who will lead that school forward with consistency, with input and with high expectations for students, said Fran Rabinowitz, a well-regarded interim school superintendent who previously in his career spent 29 years at Bridgeport school. I know the people in Bassick and I believe there is a pent-up capacity to move forward and move forward in a positive way. So I'm very optimistic. But some parents like Dione Dwyer say they can't wait any longer for Bassick to improve. After her older daughter began to struggle academically and behaviourally in Bassick, she knew she had to make a change. She works three jobs - sometimes seven days a week - so she can send her younger daughter to Bridgeport International Academy, a small private school. His teen took 30 minutes to get to school on time - the sacrifices of the happy family making the education he received there. Sometimes Dwyer wonders what might happen if he has been able to get his oldest child from Bassick. I have no choice, he says now. This is a neighborhood. A closed factory sits empty on September 18, 2011 in Bridgeport, Connecticut. (Getty Images) You won't know by seeing Bridgeport Bassick High School first opened as a middle school in 1929 to meet the demands of a city that has grown several times in recent decades with European immigrants seeking jobs at hundreds of factories in several industries. Sewing machines, corsets, guns, and then record albums are all made in Bridgeport. In 1968, the district built a new addition and the state's only secondary school observatory was opened in Bassick -- reflecting the frenuity of era space. Today, Bassick High School borders the busy road on Fairfield Avenue opposite the rundown auto shop and corner petrol station. School entrance clues at the height of the city's past, with high white columns rising above the steep staircase. However, the school board meeting earlier this year reflected the dismarkability that the board approved \$1.5 million to finally correct the leaking roof of the school, prompting The Connecticut Post to write, those of you who sit under the roof often leaked at Bassick High School, surrounding rats rumoured to commute, perhaps not believe this but plans really are underway roof this summer. It is true. 'Everyone says that is a seminal moment when their (school) reputation changes 'Bridgeport resembles many American cities struggling to regain their 20th-century prosperity after factory jobs disappeared and the middle class took its money and social capital to the suburbs. The city's extensive green space along the seafont and racquet gardens, some designed by renowned Central Park creator Frederick Law Olmsted, gets Connecticut's most populous city centre about the Park City nickname. But society may be better known for its corrupt line-up of politicians, including current mayor Joe Ganim, who spent five years in prison for freeing taxpayer dollars only to be re-elected last year. Despite some of the country's poorest cities, Connecticut has the third highest average median income in America. (Photo by Getty Images) Poverty and violence continue. Bridgeport is typically labeled as one of the most dangerous cities in the U.S. Newscasts regularly reporting on murder or the latest shooting. What's very interesting is how many different cities are with the surrounding areas. Of the multiracial population - whose numbers are nearly 150,000 - nearly 20 percent live in poverty, including a quarter of all youth in the city. But just 12 miles away in Westport, where Martha Stewart and Paul Newman once lived outside of maserati distributors, the poverty rate was only 2.6 percent. Fairfield County is one of America's richest districts but you won't know by looking at Bridgeport, said Eric Lehman, an English professor who teaches Connecticut history at the University of Bridgeport and the author of the book, Bridgeport: Tales from The Park City. There's a big break-up. There is nowhere that the economic gap is more pronounced than in schools. Connecticut lawmakers have long established a Cost-Education Partnership formula, a plan to bridge the difference between community income being able to raise from property taxes and the real cost of running its public schools. The state hasn't fully funded that formula for years. The combined education group filed a lawsuit in 2005, complaining that the state had adequately failed to fund schools adequately or fairly. After more than a decade in the state court system, it is now argued before the Connecticut High Court. (Related - Connecticut School Funding at Trial: Equity Gets Day in Court) The plaintiffs' claims were pressured by a newly released report from the U.S. Department of Education which found Bassick spent 8.7 percent less per student in the poorest school district than those in the most affluent. At Bridgeport, which comes out to \$13,983 per student compared with \$15,700 per average student and ultra-rich Greenwich \$20,747 per pupil, according to Connecticut School Financial Project. These differences lead to a sharp inequality in the experience of schoolchildren. Connecticut has four coaching counselors for his 1,200 students in the 2012-13 school year, for instance, while 2,700 Greenwich students were treated by 18 guidance counselors, according to the lawsuit. A recent New York Times data analysis on school wealth and achievements found that Bridgeport the sixth grader lags nearly two grade levels behind while their Greenwich counterparts are usually two grade levels ahead. Starting salary for a teacher with a master's degree in Bridgeport is \$44,101; Five miles away at Trumbull, it was \$57,516, according to an analysis by Bridgeport Public Schools. Teachers don't have enough resources in the classroom, said Moales, a former Bridgeport school board member. It's like hiring a juror and not giving them all the tools. It's only a matter of time before you start having trouble with power. That's what we did. When Timothy Dutton, director of charter high school, first began teaching in the city more than 20 years ago, he said old educators would talk about the moment they saw Bassick High School and Hard School, another struggling high school Bridgeport, began to deteriorate sharply. In the 1970s, when luxury parents asked - and received a magnet program in High School, which Dutton says takes some prerogated students out of other city schools. Everyone says that is a seminal moment when their (school) reputation changes, Dutton said. The hardest part about all this is, you can't blame parents for wanting a more advanced program. Bridge Academy, one of two charter high schools in Bridgeport, has 224 students on her waiting list, most from families hoping their children will have a better chance then graduating and going to college. (Photo by Naomi Nix) Dutton started the Bridge Academy 19 years ago after teaching in Harding convinced him the city needed a smaller high school. About 180 students enrolled in Bridge Academy in grades 7-12 mostly disadvantaged minority students, including nearly 15 percent who had disabilities. (The percentage of special education of the district is 13) The school has no capacity to offer many specialized classes or sports teams. Yet there are 224 students on his waiting list. Dutton said, from families looking for a smaller and safer environment at a school that often does a better job of providing students to graduates and going to college than his public school friends. His graduation rate 88 percent. But the Bridge Academy only accepts 30 new high school students a year. There is another secondary school charter in Bridgeport, the Capital Preparatory Post School, and five other charter bases and middle The climate towards school choice has grown more hostile in Bridgeport (and beyond) as a larger high-prestiging approach, such as First Achievement, which now Haven high school charter ranks among the best in the country, moves in. The Connecticut Education Association, the state teachers' union, has attempted to kill charter school funding in state legislatures and criticized the qualifications of teaching staff First achievement. The charter school environment has become more toxic in the last four or five years, Dutton said. When I first started it was pretty much a tame wear... now there are people who don't want to have anything to do with the charter. In 2009, President Obama offered funding to school districts across the country to improve their most persistently struggling schools. In exchange, they would have to adopt what was considered one of the four sweeping rehabilitation models first used by Obama's education secretary, Arne Duncan, in the late 1990s when he steered a troubled Chicago public school. We wanted a transformation, not tinkering, famous duncan in his 2009 speech introducing the national program. To get it in Chicago, Duncan has given leaders in some of the lowest-prestigious schools several options: replacing principals and some staff, shutting down and restarting fresh schools more to private management organizations or district school repair offices themselves. The University of Chicago Consortium on School Research found struggling primary schools that used one of these strategies were able to reduce the gap between student math and their student reading scores and score the entire district by almost half after four years. But the same reforms did little to chronic insecurity or poor graduation rates at Chicago's worst high schools. When the district took more time to plan its recovery strategy in the second generation failing high school it had better - but still uneventful - results, said Marisa de la Torre, director of consortium for internal research capacity. What you see over and over again is that this recovery effort, they are a process, he said. It won't happen overnight. High school rehabilitation is generally seen as one of the toughest tasks in urban education. One of the few places to experience success is New York City that improves student education is scheduled to attend the lowest schools by closing them and opening up new and smaller high schools. Other states have been able to failed high schools by bringing in new leaders overseeing smaller learning communities under programs such as High School Model Talent Development and First Things First. What works in one city will not necessarily work in another city or even in another high school, says James James Executive Director of the Research Alliance for New York City Schools, which examined the city's controversial closure model. Former U.S. Education Secretary Arne Duncan, during his time as Chicago public school CEO, was the architect of the school's rehabilitation program that President Obama would later take nationally, sending millions of dollars in grants to chronically failed schools, including Bridgeport's Bassick High School. (Photo by Getty Images) Far smaller in scope and with anywhere near a New York City source, Bridgeport set its own transformation effort in 2010 when it received one of Obama's \$2.1 million School Improvement Grants to redevelop Bassick High School. Then Superintendent John Ramos took a prescribing approach replacing principals but retained the entire staff, with heavy emphasis on professional development, curriculum improvement, and expanded learning time. Reading a Bridgeport application filed with the U.S. Department of Education to win the grant offers a glimpse of what Bassick was like in the 2007-08 schooling year when the school reported 881 disciplinary offences. Evelyn Medina's parents remember those days. She often fears for the safety of her children, she says, often accepting messages that police have locked up schools because of another serious fight. Medina's children know to walk away from the terror incidents, but that doesn't mean their school experience is challenge-free. They struggle to compete in their classes. Her daughter is scheduled to graduate in 2010, but dropped out in her senior year. Her son, with a dream of becoming a mechanic, persists through tough classes. Three years ago, Medina and her daughter watched proudly as she got her diploma. Yet the moment was bittersweet for her daughter, who at the time had a child and a job but no degree. The only thing he said was 'He made it and not me,' medina said. He started crying. Why am I not done? Why didn't he and why not so many others? Ramos, the superintendent, has some ideas about why students are volatile or just walking away from school and what can be done to change that. He signed a three-way collaboration with the teachers' union and the University of Connecticut called the Collaborative CommPACT Community School. The thinking was the best solution to fix Bassick would hurl from teachers in the classroom and really take hold if parents were part of the process. With the former principal gone, Ramos tented Alejandro Ortiz to lead through this period. Teachers want this model in high school, said Michele Femc-Bagwell, the collaborative director. They really own challenges. They own that change. In the first year the group made quick and easy improvements to the school culture. They draw drawing building and requiring students to wear uniforms. They hired a new specialist who would mentor students to prevent them from dropping out, Femc-Bagwell said. The school used SIG funds to hire additional reading teachers, set up literacy programs, start peer mentoring programs, created Saturday's academies for struggling students and offering programs to help students make credit from failed classes. The school also hired administrators to focus on improving student test scores. The ninth and 10th graders were placed in separate academies where teams were set up to collect their data and use them to give underclassmen a more targeted command. CommPACT also started and staff a large master resource centre to help parents with the daily struggles of failed while engaging them in their teenage education. Former state Education Commissioner Stefan Pryor visited Bassick with reporters in December 2011, declaring that chronically unsatisfactory high schools are a national problem. Bassick is a good example of what can be done. In their set-page report, the valuers noted that schools convey family taste and beaenge, teachers have a positive attitude, and principals are a strong presence throughout the school. It is clear that Bassick students are in touch with the school and especially to adults in school, write an inker. They also criticized what they described as an uneven lesson, however, with some classrooms led by exemplary teachers holding high hopes for students but too many failed to commission strict tasks or allow students to become disrupted or disruptive during classes. To be sure, the faculty in Bassick was preventing aging buildings, inadequate technology and inadequate supply of instructions, the report said. It is true that bassick faculty teaches students who often read well below grade level. However, pockets of excellent learning experience exist in Bassick despite these obstacles. Further, students who and writing below affordable - and decent grade level - strict learning activities and ones demanding higher order thinking skills. In the end, Bassick kept accreditation -- with warning -- and is required to submit a continuous progress report that indicates it is working towards the recommendations of the committee. No superintendent 'with their sal' will want to come to Bridgeport, Board member Joe Larcheveque observed Rabinowitz, the head of an interim school that relinquished the opportunity to become a state education commissioner to do another year to Bridgeport, saying when he first rated Bassick in his new position in 2014, he identified two major challenges: the sad state of his 85-year-old building and the vast variations of the School We need a new school. I've been fighting for it since the day I came... It's not a school I feel is conducive to the education of our children, says Rabinowitz. With that said, I've been in the classroom and I've seen some stellar lessons and I've seen some lessons that aren't very brilliant. It's fluctuates. I've also seen too many children not being in the classroom, not necessarily hanging out at school but there's nowhere to be seen. I probably saw 16 or 18 on the roster but only seven or eight in class. Bridgeport schools are asking for more SIG funds for Bassick as well as for schools to be part of a state-run rehabilitation program similar to Obama's initiative. Both were denied. Obama said at the time that he renewed federal funds in 2014 that many schools receiving SIG grants had improved. That hasn't happened in Bridgeport, the Connecticut Post reported, where Harding and Bassick High School, recipients of millions of SIG dollars, have yet to see a huge test score increase. Rabinowitz, meanwhile, got embedded in controversy with parents and some school board members who were supposed to be Bassick's next principal. A community group wants Byron Williams, a former principal of Bridgeport's military academy high school. I think he'll be the kind of leader that young black men and young girls and even Hispanic (students) can relate to, said parent Milele Ferris, whose two children graduated from Bassick and whose grandchildren were on her way there. Rabinowitz said Williams was barred from taking the job by staffing issues that could not be publicly discussed. The issue exploded at board meetings and in local newspapers and two other major candidates dropped out. A week before the school started, Rabinowitz called peggy Moore, a former principal from New Haven, and asked her to get out of retirement to lead Bassick as an interim. Various programs have been placed under her and Rabinowitz to aid and ensure Bassick students and are on track to pass and address their learning deficits. Reading and mathematical intervention programs are given to ninth graders and some classes at all grade levels begin with cognitive cognitive conditioning designed to help lower-level students honor their critical thinking skills. Particular attention is focused on fresh presence and credit retention. If students are in danger of failing or not getting enough credit, they meet with school staff to sign a contract detailing how they will correct their course. If they arrive late, they must stop at the principal's office to get a pass before they can go to class. Fresh monthly attendance rates now frequently surpass 90 percent. If you don't catch them (as 9th mer), you lose them, says Kathy Silver, a much-loved former arts teacher who is now an assistant principal of fresh academies. Bassick introduced career paths in business and science and technology, a program consisting of theme-based electives across grade levels. There are six Advanced Placement classes and other opportunities for students to get college-level work at local community colleges. Jan Blevins teaches college writing courses to help prepare senior citizens. It's in their free writing assignment that Blevins says he sees the challenges facing his students. It's hard to say 'My dad hit my mum'. Or a big one: 'I'm afraid to go to college,' Blevins said. To students with the last concerns he responded, of course you can make it! Rose Charles, 19, and Jada Pickett, 18, both seniors, had their lives after Bassick planned out. Charles, who plans to attend Clark University in Worcester next year, said Bassick is what you make. He and Pickett said schools had gotten safer than their fresh years and sophomore when fights were commonplace. Student arrests across the district have dropped dramatically from more than 280 a year to 40. Both girls are quite jealous of young students who will have more access to class computers and smart boards. Since schools were first awarded the School Improvement Grant 2010, graduation rates have deteriorated and then rose again. Scores on ACE remain low and students continue to lag behind their peers on standardized tests in the state. Of those graduating from Bassick in 2014, only about a third enrolled in college fall following but 80 per cent of them - a bright spot - returned for their second year, according to state statistics. Still, uncertainty about Bassick's future remains. The district is trying to make a budget deficit of at least \$2.5 million, which could lead to layoffs and cuts to other services. Meanwhile, several fragile Bridgeport school board members hostile to Rabinowitz at the same time they are trying to attract his permanent successor. No superintendent is worth the salt they would want to come to Bridgeport, board member Joe Larcheveque observed. Moales, pastors and former board members, are disappointed by what he says are Bassick and others school progress is too slow. He is of the opinion that drastic action should be taken to obtain the results of eligible students. It's scary, says Moales. Bridgeport will struggle for another seven to 10 years. But Ferris, the parent leader, is cheer about Bassick's future. I just think it has the potential to be a great school, he said. It's not just money. We need leadership. We need to build more societal relations. We need to build our parent components. For Dwyer, the mother-of-three worked three jobs to send her younger daughter to a private school, those efforts probably wouldn't be enough. He said he knew Bassick had made improvements but he wasn't sure whether it would be ready to give his 11-year-old son an education he wanted him to have. I'm trying not to think about that, he said. Send a Letter to the Editor May 15, 2016Naomi@the74million.org/onsnrk8? Submit a Letter to the Editor