

Vocational Voice

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Queens Vocational and Technical High School, Long Island City, NY 11101

Fall, 2010



Ms. Burg takes the helm, as Ms. Vittor becomes Transformation Mentor Principal.

New Principal for Queens Voc

by Stephanie Gonzalez

Several Queens Voc students wrote on their Facebook about the *New York Post* article, “Fed School Dunces,” which reported that Ms. Vittor was being removed as principal of Queens Voc. Those who read the article and the posts on Facebook were all wondering, “Who’s the new principal?”

“Oh boy!” is how the new principal, Melissa Burg, reacted when she was first approached about being principal. Although feeling unprepared at first, Ms. Burg said she felt encouraged by Superintendent Juan Mendez, her network leader Vivian Selenikas, and Ms. Vittor, her mentor, that she could really make a difference in Queens Voc. “One of the reasons I thought I should take this position is that I’ve been in this school for six years, students know me, teachers and parents know me, and they know my highest priority is doing what’s right for the kids,” Ms. Burg said.

In her new “exciting and challenging” position, she has

to meet the expectations set for her, and with her mentor, Ms. Vittor, she has a helping hand. “I have somebody who’s here with me every day...she’s here for me and our school.” Ms. Burg finds it “especially helpful because she [Ms. Vittor] knows how to be the principal.” Ms. Burg said that while she worked closely with Ms. Vittor, it wasn’t until she became principal that she realized how much work went into the position and how dedicated a good principal has to be.

Ms. Vittor’s new role as the “mentor-principal” involves her having time with Ms. Burg each day and mentoring her. “I am acting as an advisor and trainer on transformation,” said Ms. Vittor, who had recommended Ms. Burg for the principal position. Ms. Vittor believes Ms. Burg has the characteristics of a good principal. “She believes in the mission of the school, she believes in the students and staff, and she has been a part of the leadership in the school for six years,” Ms. Vittor said. “She helped us get here.”

Before becoming principal, Ms. Burg was the AP of Instructional Support Services and Director of the Advance program. She said that being an AP helped her develop the characteristics that now help her as principal. Ms. Burg believes that she has demonstrated the skills necessary to move struggling students towards their graduation. “I think you need to know where you’re heading and the steps you need to take to get there. I think you need to have patience. I think you need to have drive,” said Ms. Burg about being principal. “I think without administrative experience you wouldn’t be able to effectively be principal.”

Ms. Burg plans to expand the foundation Ms. Vittor created, by bringing “teaching and learning to the next level.” She wants to bring the proficiency level of classrooms up, set higher goals for students, and have them achieve those higher goals. Ms. Burg plans to target students who are not on track to graduate and increase literacy in the curriculum.

Because of its placement on the list of Persistently Lowest Achieving Schools, Queens Voc was given over a million dollars to help this year, and the school is slated to receive the same amount for the next two years. The money will provide new teachers, master teachers, professional development for teachers, technology and new software programs, and materials to promote literacy, she said. “We are already on the way to being off the list with two years of good statistics, if we close off this year with a

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School Earns an A

by Karina Villalobos

In early November, the New York City High Schools progress reports were released, and for the first time, Queens Voc received an A.

All public city schools are rated based on student progress, student performance, school environment, and additional credit. Those evaluations are translated into an overall grade. To earn an A grade, a school must receive a score of at least 70 out of 100. Queens Voc scored a 72.8.

An A rating is not so rare. More than 40 percent of city high schools received an A on the latest report card, which is for the 2009-10 school year.

Queens Voc earned a B on student progress with a score of 36.7 out of 60. The school earned an A on school environment with a score of 10.5 of 15. The worst score was a C

in student performance, a decline, with a score of 13.6 of 25.

The school earned 12 extra points for having a challenged population of learners succeed, said Ms Vittor.

In the previous school year, Queens Voc earned a B.

The school also improved in the Adequate Yearly Progress report that is conducted by the state. Queens Voc had not met the English requirements needed to meet the standards up until the 09-10 school year.

School grades are a reflection of the school, they give parents insight to how they run. Getting an A shows parents that Queens Voc is a respectable school. There is still need for improvement though.

We’re getting there, Ms. Burg said. “No school is going to be perfect,” but it’s about the direction. “We’re working together to do that,” she said.

“Transforming” QV



The principals working together to improve the school.

by Armando Avila

On June 25, 2010, graduation day, Queens Voc was declared a “transformation school” by the New York City Department of Education.

Earlier in the year, New York State submitted to the federal government a list of 57 schools that were identified as “Persistently Lowest Achieving.” Four federally mandated models were presented, one of which had to be implemented for NYS to receive “Race to the Top” funds.

NYS was granted \$696,646,000 in the second round of the federal Race to the Top competition, which Race to the Top is part of the \$787 billion federal stimulus package, which

included \$4.35 billion for school reform.

The four models were: Turnaround Model (redesign or replace school); Restart Model (convert to a charter school); Transformation Model (school does not close but remains identified as PLA until it demonstrates improved academic results; and School Closure. The DOE decided what model would work best for the 34 PLA schools in the city, but all strategies required that the principal be removed.

In August, Ms. Burg, the director of the Advance program and AP of Instructional Support Services, became the new principal of Queens Voc, and Ms.

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New Principal

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good graduation rate, we will be off," she said.

To Ms. Burg, the definition of a principal is: "a principal is the principal educator of the

building, the conductor of the orchestra who makes the orchestra play in harmony, the cell membrane that prevents bad things from coming in and keep school things in the school, the manager of paperwork of the flow of the school."

"I look forward to working with everyone in the school, and I appreciate everyone's support," she said.

Big Brother is Watching



AP Alikakos monitors the halls and cafeteria, now that the 47 new cameras are recording.

Ms. Vittor Takes on New, *Principal* Role

by Kevin Peterson

Ms. Vittor, who had been the principal of Queens Voc for the last nine years, has a new position as the transformation mentor principal to Ms. Burg, the school's new principal.

As part of two government grants, the state improvement grant and the federal Race to the Top grant, Queens Voc was given money under the condition that the principal be replaced.

Given the circumstances, politics, funding constraints, and the educational climate, "stepping aside was the right move," Ms. Vittor said. She would rather be principal, but says the school "believes in a culture of change and improvement."

According to Ms. Vittor, Queens Voc was put on the Persistently Low Achieving, or PLA, list of schools in need of improvement. Queens Voc was put on the list, she said, because the graduation rate for 2006, 2007 and 2008 was below 60%.

Once Queens Voc was on the list, Ms. Vittor said, there were four options to fix the school: the school could become a transformation

school, a turnaround school, a charter school or it could be closed. In New York City, there were 34 schools put on the PLA list. Queens Voc, along with 10 other schools, was deemed a transformation school. According to Ms. Vittor, the other options to fix the school could have involved letting up to 50 percent of the staff go. Ms. Vittor said she agreed to step aside as principal to allow the school to receive the grant money. The school was granted \$1.3 million to improve reading and writing, and the graduation rate. Ms. Vittor said the money also saved staff jobs, allowed PM school to run, made trips and clubs possible, and allowed the school to purchase new technology such as SMART boards.

Ms. Vittor, in her new role, is responsible for making sure the school comes off of the PLA list. She also mentors Ms. Burg, and is in charge of the school's master teachers, Mr. Diamont, Mr. Gallagher, Mr. Lederer, and Mr. Papadopol. The master teachers are supposed to help other teachers become better by outlining classroom procedures and by making sure teachers follow the curriculum, Ms. Vittor said.

Ms. Vittor started at Queens Voc in January 1996 as the assistant principal of instructional support services. When Mr. Serber retired in January 2001, she took over as principal because she "believed in the mission of the school."

Looking back at her years at Queens Voc, Ms. Vittor said she loved her job. The staff really cares about the students and the students are motivated by their interest in trades, Ms. Vittor said. "When I look over my years as principal, those were the true years of transformation. We took the old Queens Vocational and made it the new Queens Vocational," Ms. Vittor said.

Ms. Vittor says Ms. Burg is doing fine and will make a great principal. Like anyone new to a job, she is learning—and learning fast. Ms. Vittor mentored Ms. Burg as a teacher and as an assistant principal, so it was only fitting Ms. Vittor said, that she mentor Ms. Burg as principal. Ms. Burg "believes in our school and was one of us to begin with," Ms. Vittor said.

Ms. Burg believes Ms. Vittor is a very helpful and caring mentor principal. "We have the same philosophy on education," Ms. Burg said.

Ms. Burg said she is getting the hang of being principal, but that she has much more to learn. "I'm seeing what I'm capable of," Ms. Burg said.

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Vittor, who had been principal for almost 10 years, was given the job of mentor principal.

According to the DOE, only 11 of the 34 schools were assigned transformation model status because they already showed improvement.

The transformation model will be in place for three years and in each of those years Queens Voc will receive over a million dollars to implement changes to improve the graduation rate.

Queens Voc was placed on the PLA list because of its less than 60% graduation rate in '06, '07, and '08, according to Ms. Vittor. "I'm not sure why those years were chosen, but if you look at '09 and '10, our graduation rate increased into the 70s," she said. The goal over the next three years is to increase Queens Voc's graduation rate to 80%.

Although improving graduation rates might lead to increase pressure on teachers

to pass students, Ms. Burg would prefer to have education improve. "I hope teachers won't feel the need to pass students without the students learning the material to pass the Regents," said she said. "I also believe that Regents exams do not leave too much wiggle room for teachers to give students unjust points," said the new principal, suggesting there should be some correlation between Regents grades and report card grades.

According to the New York State Education Department website, the DOE website, and Ms. Vittor, Queens Voc had to hire "master teachers" and introduce a new teacher and principal evaluation system under the regulations of the transformation model.

Even though Queens Voc has not received the Race to the Top grant to hire the master

teachers, the school has already used some of the money, but it will be deducted from the grant when it is received in January said Ms. Vittor.

The new evaluation system is based on student learning achievements, according to the NYSED website. Student work will be evaluated in more detail than ever before to verify student achievement. Under this new system, teachers and principals will be receiving ratings such as "highly effective," "effective," "developing," or "ineffective."

Master teachers were hired to improve teachers' skills, mentor their colleagues, write curriculum, and conduct demonstration classrooms to help for teachers.

The master teachers are Mr. Diamont for math, Mr. Gallagher for social studies, Mr. Lederer for English, and Mr. Papadopol

for science. They were all hired after being recommended by the DOE to become master teachers. Three of the four master teachers were promoted from within. Only Mr. Lederer is new. He transferred from Long Island City High School to take the master teacher position.

"The new evaluation system will challenge our school to meet and exceed Common Core Standards," said Ms. Vittor. "We want to make sure our students are college ready and career ready."

Ms. Burg and Ms. Vittor have been working together to increase rigorous instruction in literacy. Primarily, said Ms. Burg, reading and writing in non-fiction is what students need, therefore most work will be done in non-fiction. Listening and speaking will then be the next step to this plan. "Not only will this plan improve

our low ELA Regents scores, but it will also benefit the students on the US History and Global Regents," she added.

Although Queens Voc is now a transformation school in the eyes of the DOE, the school began transformation in 2005-2006 when the school initiated Smaller Learning Communities.

"Out of the 11 [transformation] schools, we are in the best standing. Our transformation has already been made with the development of SLCs, AP classes, literacy standards work, and approved CTE programs," said Ms. Vittor.

Ms. Burg believes Queens Voc should continue on its current path. "Having this new plan in place is exciting and challenging. Good is not good enough in reference to teachers' skills, students' skills, attendance, and passing the Regents. We all need to push ourselves to the next level, including students so they can be able to compete in the world after Queens Voc."

"Transforming" QV



SCEET, SES, and SSBT representatives on the SLT.

Students Elected to Leadership Team

by Daniela Heredia

Imagine being able to meet with the principal and give her advice about running the school. It happens every month at The School Leadership Team meetings. The SLT gives students, teachers, parents, and administrators a forum to discuss their concerns.

Six student representatives are currently on the SLT. Priscilla Delgado and Sal Isabella were recently elected to represent SSBT, and Stephanie Gonzalez and Ariel Obando were elected to represent SCEET. Daniel Corona and Ambar Sencion ran unopposed to represent SES.

One of the topics at the SLT meeting in October was the school budget. Ms. Burg said that school received an additional \$1.3 million, which has been divided into seven categories. One category is technology. Some of the money will be used to provide the school with new computers, smart boards, and projectors.

Mr. Harrington has been a member of the SLT for five years and represents the teachers union. "The purpose of the SLT is to make sure that the school has everyone's interest in a child's education. One of the most important

things is to get students to graduate, that's why the SLT was created," said Mr. Harrington. SLT members work together to improve the school. They also discuss the budget and problems in the school, and try to find solutions to those problems, he said.

"It's important to get together to improve our school; it's the only chance we get," said Mr. Schimenz, who has been a teacher representative for the past six years. Mr. Schimenz distributes a newsletter to the teachers telling them about what goes on at SLT meetings. Ariel Obando ran for SCEET representative because "this is my last chance to do something good for the school," he said. Ambar Sencion said that one of her goals is to make sure all the students' voices are heard, "not only seniors, but everyone. I also want to see changes happen in the school and I'm looking forward to having students, teachers, parents, and staff, work together to help make a change."

Students with concerns should speak with their SLC representatives.

[Note: as the *Vocational Voice* went to press, the election for two teacher representatives, initially scheduled for October, had not yet taken place.]

RoboTigers Get Ready

by Florencia Oviedo

Expectations are high for the upcoming robotics season, according to Mr. Ali, advisor to the RoboTigers. The RoboTigers will again compete in the annual FIRST Robotics Competition, which starts in January at the Jacob Javits Center.

"We go to scrimmages to make the team known to sponsors and other teams, and

The team consists of 16 members: Johnny Adames, Amreen Akbar, Safreen Akbar, Ala Alhanshali, Alexander Bedoya, Denisse Carbo, Viviana Castro, Hugo Collado, Stephanie Gonzalez, Paola Hernandez, Abdul Khan, Dominick Lomonaco, Issac Morales, Nabila Rahman, Jovan Santos, and Kevin Sasuman.

"It's a great time for me and David. We are able to teach kids engineering concepts and how to safely and properly build a winning robot," said Peter, who was a RoboTigers captain. Peter said that in the past, the



This robot even plays soccer!

to familiarize our new members with the competition," said Stephanie Gonzalez, captain of the robotics team. The team had two scrimmages this fall in preparation for the start of the season. The first was the Big Apple Breakaway, on Oct. 2, at Francis Lewis High School, and the second, the Ra Cha Cha Ruckus, was held in Rochester on Oct. 23.

In every match there are red and blue alliances, and in each alliance are three teams playing as one.

The theme of the competition is soccer; the robot has to get the ball in the opponent's goal and can hang from the tower by using the arm or go over the platform in order to get bonus points in the match. Larger bonuses are given if the robot is lifted by or hangs on a robot from the other teams in their alliance.

The robotics club consists of five smaller teams: administration, electronics, programming, building, and spirit.

Jessie Kalloo a former student-teacher, and Mr. Esguerra, a teacher in Queens Voc, are two of the team's mentors. Former RoboTigers who graduated from Queens Voc also help the team. For the past year Peter Beninati, David Guilfuchi, and Brian Green have been helping lead the club.

team had trouble getting adult support but now that he and David came back the team is able to do much more than what they could in the past. The mentors help by participating in scrimmages, sponsorship meetings held after school by the administration team, and team exposure events such as MakerFare and Business Fare, where teams go to get recognized. "We weren't able to do these things while we were still student members," Peter said.

Students interested in joining the team should go to room 346 and speak to Mr. Ali or any other team member, said Mr. Ali. Robotics club members must pass all their classes, show that they are motivated, and can work on a team, said Stephanie.



RoboTiger readies 'bot.

60 hours: Experience Matters

by Emilee Rosa

Queens Voc students must complete a 60-hour internship related to their major to receive their CTE certification.

The purpose of the internships is to provide students with experience in their major. Senior Thomas Palermo, who majors in electronics, completed his hours last summer. He found his internship to be stricter than the relaxed Queens Voc environment. Thomas made cables for cabs and car services, as well as installed and uninstalled lights and cameras in cars. "In school you have less pressure, more time, bigger space and safer areas and equipment," said Thomas, who interned at ITES Communication Incorporated.

To arrange their internships, students majoring in business, computer technology, graphic arts, and cosmetology should see Ms. Spallone in room 411. Students in plumbing, electronics, and electrical installation should see Mr. Frank on Tuesdays in room 449.

"Every student is sent to an organization. Some have even gotten jobs after they graduate," said Mr. Frank. Freshmen and sophomores in plumbing, electronics, and EI are generally not eligible for internships. "In most cases, interns have to be at least 17 years of age," said Mr. Frank. Students in business, cosmetology, computer technology, and graphic arts can get jobs starting in sophomore year, said Ms. Spallone.

"Because many seniors are so busy with college courses and curriculum, they often procrastinate and complete their 60-hours last minute," said Ms. Spallone, who added that students should complete the internships as soon as they are eligible to avoid that last minute crunch.

Sometimes, students prefer arranging their own internships. To do that, students must provide a the company's business card to Ms. Spallone, Mr. Frank, or Mr. Ali who will then contact the company to see if it's an appropriate environment. If students' attempts to arrange their own internships fail, Ms. Spallone or Mr. Frank will provide a site for them.

**Announcing
TALENT SHOW
AUDITIONS
Nov. 29, 30
Dec. 1, 6, 7
Auditorium, 4pm
See Mr. Vega to sign up.**

College Bound?

SATs Could Make a Difference

by Dario Javier

The SAT is a national exam and a dominating factor in college admissions according to *The New York Times*. This test is used by colleges to select students they believe will be successful in their school.

The SAT consists of critical reading, math reasoning, and writing skills. Each section is worth 800 points, for a maximum of 2,400. The more competitive the college, the more important SAT scores are. According to the *Princeton Review SAT & PSAT Practice Test 2011 Edition*, a small liberal arts college will heavily weigh a student’s extra-curricular activities, interview, essay, and recommendations. Large city universities, however, often admit students based on formulas consisting mostly of SAT scores and grade point averages. Students can take the SAT several times in their high school career. Since March 2009, students can choose which SAT score to send on to colleges. Previously, colleges would see all the SAT exams the student had taken during high school. Now, students can just send colleges their best score.

Upcoming SAT dates are: Dec. 4 (registration deadline Nov. 5), Jan. 22 (registration deadline Dec. 23), March 12 (registration deadline Feb. 11), May 7 (registration deadline April 8), and June 4 (registration

deadline on May 6), according to collegeboard .com.

The SAT and PSAT are three hours and forty-five minutes long, according to the Educational Testing Services.

“The SAT was difficult,” said senior Jose Rosales, “even though I was prepared.” Students, he said, should study for the SAT a few months prior to test date.

The fee to take the SAT is \$47, but students can apply for a fee waiver, a “free pass” for students who don’t meet the financial standards to pay for the SAT. “Not all students are eligible for a fee waiver. Students can bring me a copy of their parents 2009 tax return so I can determine eligibility,” said Ms. Abrams Queens Voc’s college counselor. Students can also ask Ms. Abrams for a *2010-11 Fee Waivers for SAT and SAT subject Tests* booklet.

The Preliminary Scholastic Assessment Test-PSAT, is a free exam for high school students in their junior or sophomore year. Each fall, the PSAT is given in NYC high schools. The PSAT was given in school Wednesday, October 13. The test was also administered Saturday, October 16. In addition to preparing students for the SAT, the PSAT also gives students a chance to enter National Merit Scholarship programs, which are competitions for college scholarships.

Senior Denise Flores took the PSAT in both her sophomore and junior year. She recommends that students study for the PSAT to know what to expect on the actual test. “I think many students underestimate the SAT and ultimately decide to go to city colleges because they don’t like to prepare themselves for a test.”

“Colleges see the SAT as an objective way to compare applicants,” said Princeton Review tutor Amanda Dysart. But she says, “Essays, teacher recommendations, and resumes are subjective requirements of a student’s performance. Many colleges are beginning to question the validity of the SAT. There have been numerous arguments that the SAT is culturally and socio-economically biased towards upper-middle class white students and not at all objective.” Because of these arguments a lot of colleges are beginning to accept applicants without SAT scores, she said.

According to collegeboard .com statistics, city and state colleges are less selective and less expensive than private universities. CUNY and SUNY colleges see the SAT as another admission requirement instead of a dominating factor. Even though many city and state colleges require SAT scores, a variety don’t, such as LaGuardia Community College, a city community college, and Delhi College Of Technology, a state technical college. CUNY and SUNY schools that don’t require SAT scores for admission are two-year schools.

Calendar of Events

compiled by Shennel Cole

2010

November

- Nov. 23-** 9th grade award ceremony
- Nov. 25 and 26-** Thanksgiving recess, school closed
- Nov. 30-** Girls’ Varsity Basketball vs. Frank Sinatra @ Queens Voc

December

- Dec. 1-** Boys’ Varsity Basketball vs. Newcomers @ Queens Voc
- Dec. 2-** Girls’ Varsity Basketball @Newcomers
- Dec. 3-** End of second marking period
- Boys’ Varsity Wrestling @ Canarsie Campus
- Dec. 6-** Boys’ Varsity Basketball @ Info Tech
- Dec. 7-** Girls’ Varsity Basketball @ High School of Construction
- Boys’ JV Basketball @ Grover Cleveland
- Boys’ Varsity Wrestling vs. Thomas Edison @ Queens Voc
- Legal momentum sponsoring a woman in trade (breakfast)
- Dec. 8-** Boys’ Varsity Basketball vs. Baccalaureate School for Global Education @ Queens Voc
- Dec. 9-** Girls’ Varsity Basketball vs. Baccalaureate School for Global Education @ Queens Voc
- Dec. 13-** Boys’ Varsity Basketball @ Frank Sinatra
- Boys’ JV Basketball vs. William C. Bryant @ Queens Voc
- Dec. 14-** Girls’ Varsity Basketball vs. Info Tech @ Queens Voc
- Boys’ Wrestling vs. Townsend Harris @ Queens Voc
- Dec. 15-** Boys’ Varsity Basketball @ American Studies
- Dec. 16-** Girls’ Varsity Basketball @ Young Women’s Leadership School
- Boys’ Wrestling vs. Midwood @ Queens Voc
- Parent Association Meeting 9:30 to 11:00am
- Dec. 21-** Boys’ Varsity Wrestling vs. Leon M Goldstein High school for Science @ Queens Voc- Cafeteria
- Dec. 23-** Boys’ Varsity Wrestling vs. Wingate Educational Campus @ Queens Voc
- Last day of classes for students
- Dec. 24-** Winter Recess begins

2011

January

- Jan. 3-** Students return to school
- Jan. 7-** “We the People” Constitution Contest at Pace University
- Jan. 8-** Robotics season starts
- Jan. 12-** Parent Association Meeting 9:30 to 11:00am
- Jan. 17-** Martin Luther King Jr. day, school closed
- Jan. 25 through 28-** Regents Exams
- Jan. 31-** Chancellor’s Conference Day- No high school students will be in attendance.



Guidance Counselor Schedule

compiled by Florencia Oviedo

Counselor	Ms. Dattner	Mrs. Basirico	Mr. Holder	Mrs. Judge	Ms. Abrams
Periods	SED	SCEET/Advance	SES	SSBT	College Advisor***
1	Starts 8:40	Starts 8:40	YES	Starts 7:40	YES
2	YES	YES	YES	YES	YES
3	YES	YES	YES	YES	YES
4	YES	YES	YES	YES**	YES
5	YES	YES	YES*	NO	YES
6	YES*	NO	YES	YES	NO
7	NO	YES*	NO	YES	YES
8	YES	YES	YES	YES	YES
9	YES	YES	Ends 3:10	NO	Ends 3:10
*Except Monday and Wednesday **Except Tuesday and Wednesday ***Only Tuesday and Thursday					



Food from Spanish cultures served at the celebration.

Hispanic Heritage Festival Brings out the best of Hispanic Cultures

by Jairus Hizon

Queens Voc's Hispanic heritage festival was held on Friday, Oct. 15, in the student cafeteria. "The turnout for the event was great," said Ms. Rejalaga, who coordinated the event for the 79 students who attended. Including faculty and other staff, there were about 100 attendees.

The event was held on the last day of Hispanic Heritage Month, which began on September 15. "We wanted to have a special ending to the month," Ms. Rejalaga said.

The festival included different styles of food and dancing from different countries. The Dominican Republic, Puerto Rico, El Salvador, Mexico, Costa Rica, Spain, Columbia, Panama, Nicaragua, Argentina, Peru, Andorra, Paraguay, Guatemala, Venezuela, Uruguay, Honduras, Bolivia, Cuba, Ecuador, and Chile were all represented in the festival. Each country had its own section in the cafeteria. At

the start of the festival, students went to the section representing the country of their heritage. Eventually, friends grouped together and ate and danced with each other. "It was great" Ms. Rejalaga said. "By the end of the night, we had come together as a whole." The festival included a raffle in which the winner would be awarded a \$100 American Express gift card.

Ms. Toliver, Ms. Ferrara, Mr. MacDonald, and a plethora of student volunteers worked with Ms. Rejalaga, and in just three weeks, planned and set-up the festival.

According to the students who attended, many of them went for the food, others went to "chill" with their friends, but for whatever reason they attended, they seemed to appreciate the diversity within Queens Voc.

"Looking at the success the festival had this year, I would definitely like to make this an annual event," Ms. Rejalaga said.

Business Leaders get Down to Business

by Rosa Marte

FBLA, the Future Business Leaders of America, trains students to be the business leaders of tomorrow and enables them to participate in competitions while in high school.

Ms. Mitchell is the FBLA advisor at Queens Voc. She is also a New York FBLA trustee member and assistant to the state officer advisor, Tom Mueller.

Ms. Mitchell said that being in FBLA takes dedication and work. Sophomore, junior or senior business students are eligible to join FBLA.

Competing is a big part of FBLA. One of the main purposes of this club is to promote the students' business skills through competitive events. Through these competitions, FBLA students travel and interact with other FBLA members from different chapters. The students compete locally and on the state level. At the state leadership conference, which takes place in April, the FBLA members will compete in various categories, including Microsoft Word, accounting, FBLA principles and procedures, impromptu speaking, personal finance, spreadsheet applications, and

Business Students Say: *i-Mentor not for me*

by Mayra Bajana

The i-Mentor program at Queens Voc has been discontinued this year. The lack of participation in last year's program caused funds to cut off," said Ms. Newman, director of the School of Entrepreneurial Studies.

Participation in i-Mentor was mandatory for sophomore and junior business students, but optional for seniors. The program matches students with experienced professionals in similar fields or with similar interests. i-Mentor was considered part of the Microsoft class and the E-Commerce class, and helped make up the students' CTE grade. Students were to participate in at least six events held. If a student did not participate, it would theoretically lead to a decline in their grades.

Despite the attempt to force participation, many students did not want to participate,

dooming the program for this year. "Most of the times I wouldn't attend. The events took place when I had other things to do," said Johnny Chino, a business major. Most students said they found it pointless.

Ms. Newman, director of the School of Entrepreneurial Studies, has been in charge of the i-Mentor program since 2005. "i-Mentor allows students to learn from others' experiences," Ms. Newman said.

"But not everyone participated in the events," she said explaining how low participation caused the funding cuts and discontinuation of i-Mentor."

Business students weren't responding to the program, showing up to class, or participating in the events. "Business students were more likely be absent on Mondays," when business students had to e-mail their mentors in their business classes.



Students and Mentors at i-Mentor meeting last year.

public speaking. In last year's competitions, Queens Voc's FBLA students participants finished in the top three in computer technology and spreadsheet applications, and first in cyber security.

Many of the students in FBLA enjoy the competitions. Edwin Herrera, a senior in FBLA said "I like being in FBLA because I like that I get to know other people. I also like the competitions and seeing who wins." Fernanda Dellacroce, another senior in FBLA, agrees with Edwin. "I like the competitions and interacting with other FBLA members from different schools," she said. "We also get to travel. Last year we went to Albany for the competitions." Junior Brenda Jerez said that "When we go to these contests, I feel like I get

more experience and learn more. I get a lot out of these competitions and I like that."

According to Ms. Mitchell, there are many plans ahead for FBLA students in Queens Voc. One is to recruit new members. The students and their advisor are trying to get at least four business professionals to join Queens Voc's FBLA chapter, to give the students pointers and tips. The students are also planning more fundraisers such as a bake sale and selling candy, to raise money and get FBLA students to interact outside of school, said Ms. Mitchell. They are also preparing for elimination events for the state leadership conference which will be held in February. Finally, FBLA students will be volunteering at The Red Cross this year. Andrea Sacharsky, a

Last year, business students could go to Mets games, softball games, workshops for the community, and kick off events to begin and end the i-Mentor year. Events were conducted every month. Mentors helped mentees study, set goals, and served as role models.

Most of the events were held at night, making it impossible for all students to make it. "I got home very late on school nights, making it difficult to wake up the next morning," said Fernanda Della Croce, a business major, on the timing of the events.

Mentors and mentees often had to set up times to meet up with each other since not every mentor or mentee was able to make the events.

"My mentor always had meetings. It was difficult to meet with her. When we would meet, we would always meet in the shopping center downtown. We would discuss my goals and what not," said Catherine Velasquez.

Julissa Ballesteros said the events "interfered with everything and the mentor cancelled several events that was able to attend."

Some students were disappointed to hear that the program would no longer take place in Queens Voc. "I do miss i-Mentor because there is no one to help me out now," said Catherine Velasquez. Andrea Cordoba said, "It's sad that other business students' won't get to experience this program this year," about the discontinuation of the program.

"The door did not close," said Ms. Newman, on the possibility that the program will take place again in the future.

junior, enjoys being in FBLA, she said, and participating in all of these events. "Its fun and it feels like we are all a family," she said.

Ms. Newman, director of the School of Entrepreneurial Studies said she was a member of FBLA when she was in high school. "FBLA has been around for about 45 years and each year this program just gets bigger and better," she said. "Our school's students used to go to these conferences to observe and learn; now we are competing and actually winning."

FBLA meetings are held every week in room 412, period eight.

**See Ms. Mitchell
to join FBLA.**

Top Hairstyles Displayed by 10th Grade Cosmo Students



Some of the amazing hairstyles with their designers.

by Jennifer Sanchez

Fifty-nine sophomore cosmetologists participated in Queens Voc's annual cosmo contest, organized by Ms. Spallone and Ms. Lingstuy. Nicole Osorio, a student from Ms. Spallone's class came in first place, followed by Michelle Orozco and Myra Andrews.

Students in Ms. Lingstuy's classes and Ms. Spallone's class spent three weeks preparing for the contest. During parent conferences at the end of October, parents, staff, and administrators, voted for the best nine hairstyles out of the 59 entries. The top nine were then narrowed down to the best three. The judges looked for creativity and professional-

ism in the students' work. The point of the competition, said Ms. Spallone, is to see how students are developing their skills and give students a chance to show-off their work.

According to Ms Spallone, competition develops students' creativity, and "makes students improve their skills and work to the best of their ability," she said. Ms. Spallone said she finds that students love competition.

Ms. Lingstuy believes that the contest helps build students' self-esteem and gives them a sense of pride. Sophomores who participated from Ms Lingstuy's class were rewarded with a luncheon. "While there were three winners, I believe effort is just as important," said Ms Lingstuy.

The winners of the contest will be rewarded with a gift they can use in their cosmo class. "The contest was a success," said Ms Spallone. "Students are eager to know when the next contest will be."

Corporate Partnership Benefits Cosmo Kids

by Karina Villalobos

Timothy Walker, an educator from Proctor and Gamble, spoke to the junior and senior cosmetology classes in October, as he has done for the past two years.

Proctor and Gamble is a giant cosmetics company that owns Wella and Clairol brands. The school and the company are partners with a sort of symbiotic relationship. Queens Voc purchases its products, and the company sends a representative to speak to the classes for free.

This year, Mr. Walker spoke to the cosmo classes on Monday, Oct. 4. He spoke to the juniors from periods 1-3 and spoke to seniors from periods 6-8.

Ms. D'Onofrio, who teaches cosmetology to juniors, said that the free educational classes are very colorful, educational, and informative. Many of the

concepts Mr. Walker spoke about were lessons in the juniors' curriculum.

Wella and Clairol sell coloring products, a big focus of Mr. Walker's presentation. He spoke about new trends, products, and techniques. Mr. Walker provided books with color options to each of the cosmetology students, and incorporated the students as examples to show what cosmetologists should look for when working on a client.

Ms. D'Onofrio said she really enjoyed the presentation. "It was a good reinforcement of the information the students learn, and showed that the lessons they are being taught at Queens Voc are current," she said.

Ms. Quartuccio, another cosmetology teacher, also believes the presentations are beneficial for the students. "Outside educators give us insight into what's happening in the field," she said.

Breaking Out: The Inside Story

by Alex Molina

The one thought that stays stuck in Fernando Acevedo's mind is: "How the hell will I get out of school?" To get out, the students must graduate or just dropout. For students to reach that point in June, when they can walk down the aisle to receive their diploma, they must complete the New York State graduation requirements.

The New York State Education Department has eliminated the local diploma by changing the number of required Regents exams needed to graduate, mandating that all students entering ninth grade in 2008 and later pass the following Regents: English, Global, U.S. History and Government, one science (Biology, Earth Science, Physics, Chemistry), and one math (Integrated Algebra I, Geometry, Algebra II and Trigonometry, Math B).

Students who would rather be overachievers can get an Advanced Regents diploma rather than a regular Regents diploma. Mr. Holder, guidance counselor for SES, said that to earn an Advanced Regents diploma, students have to pass more Regents exams. "If you passed the Math A or Math B Regents, you must pass an additional math Regents exam. If you passed the Algebra I Regents, you must pass the next

sequence, which is the Algebra II or Geometry Regents." Students must also pass two additional science Regents exams. The requirements for an Advanced Regents diploma also apply to students who entered ninth grade in 2007.

Students who entered in 2007 must pass four out of five Regents exams with a 65 or better: English, Global History, U.S. History and Government, one science (Living Environment, Earth Science, Physics, or Chemistry), and one math (Integrated Algebra I, Geometry, Algebra II and Trigonometry, Math B). This is the last year that the State Education Department will allow students to receive a local diploma if they did not pass the required Regents. But if the students passed all the required Regents, they will receive a Regents diploma instead.

The students who entered ninth grade in 2007 and want an Advanced Regents diploma must pass another math Regents and another science Regents, after completing the required Regents exams.

"Because we are a CTE school, we are waived from a foreign language Regents, art class, music class," said Ms. Ocampo, the assistant principal in charge of guidance. "However, the New York State Education Department mandates having the students

fulfill a project class to complete the credits."

One similarity for students regardless of the year they entered ninth grade is that they must complete certain credits required by the state. The State Education Department requires students to earn approximately 44 credits: 8 credits in English, 8 credits in social studies, 6 credits in math, 6 credits in science, 1 credit in health, 2 credits in arts, 2 credits in foreign language, 4 credits in phys. ed., 7 credits in electives which are earned in CTE classes.

Completing all required credits and Regents exams allows students to earn either a local diploma (if they entered grade 9 prior to 2008), a Regents diploma, an Advanced Regents diploma, or an Advance Regents diploma with Honors. Because Queens Voc is a CTE school, students can receive a CTE endorsement on their diploma. The endorsed diploma shows that students have completed the New York State requirements plus their CTE requirements which, at Queens Voc, means that students must have earned at least 18 CTE credits.

Besides completing their CTE credits, students must complete a 60-hour work requirement, and pass an exit exam to receive their endorsed diploma.



Mr. Walker, from P&G, demonstrates with style.

QV Spirits Fly

by Kevin Peterson

The fall spirit week this year was held Nov. 15-19. The categories were crazy hair/wig day on Monday, good/evil twin day on Tuesday, jersey day on Wednesday, hat day on Thursday, and Queens Voc spirit day on Friday.



It's easy to spot good & evil during spirit week.

The ideas for spirit week came from students, according to Mr. Vega. Students recommended themes and a list of the ideas was compiled and given to Ms. Burg, the principal, to approve. Ballots were created and distributed during student lunch periods. There were 16 ideas on the ballot. The ideas that were not selected for spirit week include: teacher/student swap day, celebrity day, hippie day, tie day, polo day, mustache day, funky glasses day, hero/villains day, Steve Urkel day, Beverly hillbilly day, and mix-match shoe day. The most popular was hat day and the least popular was Beverly hillbilly day, according to Mr. Vega.

[Note: The school newspaper was at the printers during spirit week]

School Website Still Unavailable

by Freddy Flores

The internet is amazing. Video games, research, music, movie reviews, and much more are abundant on the world wide web today. Yet the school website has been a disaster, some say.

Graphic arts instructor Mr. Garcia is in charge of managing and maintaining the school website, www.queensvoc.org. For the past few years, however, the website has had few improvements. Some of the links, including the Small Learning Communities pages, have constantly been “Under Construction.”

Recently, Mr. Garcia took down the website. He said that running it under the previous host, Go Daddy, was too expensive. The price was \$250 for the year. That’s approximately \$21 a month. The new host for the website, Just Host, has an advertised price of \$5 per month. That’s a \$16 difference. The host, says Mr. Garcia, is used to make the website available for access by anyone. The host itself, however, wasn’t the reason for pages “under construction.” In fact, once the host has been made available, Mr. Garcia said that the amount of space to put on the website is unlimited.

One of the biggest problems Mr. Garcia said he had with posting up information on the website was that he had no information to post. “Typing everything I need is like running the school,” he said. Getting the information on time has been a challenge. Mr. Garcia said that if everybody pitched in, the website would have been up-to-date with fewer pages under construction.

Over the past few years, students and staff have been disappointed in the school’s website. Students who have visited the website for purposes ranging from “checking the dates for report cards” to “checking to see if the school was closed for a snow day” have said that the school website has practically been non-existent. Even staff members have expressed their disappointment.

But “managing the website is not as easy as people think,” said Mr. Garcia.

Along with the information he has to post, which is sometimes unavailable to him, another key challenge involves the technicality of maintaining the website. Each individual webpage is actually composed of various codes and commands. There are times when this task itself becomes tedious.

Some individuals have proposed that Mr. Garcia get a group of people, like the senior graphic arts class, to help out with the website. Mr. Garcia said that he tried doing that for a while but it didn’t work out too well. “I felt that it was becoming more of a class for teaching,” said Mr. Garcia. Students would sometimes not follow through with the website, and in many cases made Mr. Garcia’s work twice as much as what it was.

Queens Voc’s new principal, Ms. Burg, recognizes the need for a well-maintained website. She said that “maintaining [the website] has to become a priority.”

“The school website is out of date, and it needs somebody who would be willing to maintain it,” said Ms. Burg. “It should be a place where parents, students, and teachers can get updated information. The website could also address changes that happen quickly and often.”

Ms. Burg hopes that, “By the end of the school year, we’ll have a well-functioning website that contains pertinent information that could help students, staff, and parents.”

As of now, the school website is still non-existent. Yet the website, says Mr. Garcia, has to be considered as a priority.

The URL for the website would still be queensvoc.org. Some of the features he hopes to implement include basic SLC information, links to access teacher information such as the classes they teach, and pertinent information new students would look for about Queens Voc.

“There are reasons why the school website is important,” stated Mr. Garcia. People get updated information fast. Big announcements can be made. The website could be a good source of information.



Lockers: an SO benefit.

SO Builds Spirit

by Valeria Enea

Paying \$3 once gives students a lot of benefits. Becoming a member of the student organization guarantees an SO membership card, use of a locker, reduced cost for SO trips, free admission to home games such as girls’ volleyball and boys’ and girls’ basketball, and entry to all SO sponsored school events such as Spirit Weeks.

Mr. Vega, who has been coordinator of student activities for 10 years, says joining SO is simple. “The students can come to room 143, pay \$3 and fill out a form,” said Mr. Vega.

Since the beginning of the school year more than 38% of the student body have become members of SO: 37% of SED and SES, 43% of SSBT, and 26% of SCEET.

Mr. Vega hopes Spirit Weeks will encourage more students to join SO. “Spirit Weeks bring the students together,” Mr. Vega said.

Students were asked to vote for five of 16 choices. This year’s Spirit Week was held on Nov. 15-19. The winning themes for Spirit Week were: Crazy Hair/Wig Day on Monday, Good and Evil Twin Day on Tuesday, Sports Jersey Day on Wednesday, Crazy Hat Day on Thursday, and QV Spirit Day on Friday. Crazy/Hair Day got 169 votes, Good and Evil Twin Day got 165 votes, Sports Jersey Day got 176 votes, Crazy Hat Day got 196 votes, and QV Spirit Day got 167 votes.

[Note: Spirit Week took place as the newspaper went to press]

Last year, there were SO activities such as dances, and trips to Medieval Times and Broadway shows. Sherice Berkeley, a senior cosmetology student, attended last year’s winter dance. She said “It was a really good dance” “It was really well organized. The drinks were kind of expensive, but everyone was thirsty so it was a good marketing strategy.” A lot of students are excited about upcoming dances this year. “The dances sound like a lot of fun,” Rachel Ackerman, a freshman graphic arts student, said, “I can’t wait.”

Students would like more than just dances. Vanessa Arias, a freshman exploratory student, wants to visit museums and have an SO picnic.

Mr. Vega hopes the enthusiasm lasts all year. “SO breaks up the daily routine of the school day and it builds up school spirit with our spirit weeks, and other fun activities,” said Mr. Vega.

Upcoming SO activities will include a holiday dance, [date is yet to be announced] and a spring spirit week, as well as some trips.

Cafeteria Food Rated by Students



Students select from among the various menu items.

by Elizabeth Pimentel

Let’s face it; the cafeteria food isn’t as appealing as that of a restaurant. Many students would prefer to go out for lunch; others would rather skip lunch and not eat at all. But unless they bring their own, students who want to eat lunch have little choice but to eat the food on the menu.

Mozzarella sticks, chicken fingers, pizza, grilled cheese, beef patties, and cheeseburgers are some of the food offered at the school cafeteria. Yet to the students, all food is not equal.

A survey of students of their favorite lunch choices shows that 26 percent prefer

chicken fingers, followed closely by mozzarella sticks, with 25 percent. Pizza came in third with 16 percent, and grilled cheese is preferred by nine percent of the students. Beef patties, cheeseburgers, sandwiches, and other options together didn’t even garner 25 percent.

It seems that gender plays a small role in favorites. Females prefer mozzarella sticks by 2.5 percentage points, and males prefer chicken fingers by 2 percentage points. There were also distinctions by lunch period. Lunch periods four, six and seven favored chicken fingers, while period 5 favored mozzarella sticks.

On an average day, only 700 students eat lunch out of the 1,277 students programmed.

“Food is food and it tastes good when I’m starving,” said senior Andrea Marca, but cafeteria food can sometimes look unappetizing.”

Students would improve the menu, they say, by adding “better food.” Andrea, for example, would like to add more fruit, such as strawberries, plums, and watermelon.

Ms. Luna is the school cafeteria manager. She runs the kitchen, supervises the staff, and is responsible for the quality of the food. Ms. Luna said she “can take any suggestions students may have concerning the food. I do the best I can to provide the best food possible, and I even have flexibility with the menu.”

Ms. Luna said she often changes the menu based on the popularity of the food. Since chicken fingers are popular, she tries to include them frequently on the school menu.

While Ms. Luna tries to provide the best foods, she said that sometimes her hands are tied. “The school is on a very tight budget and we have to feed many students,” she said.

Just Arrived: New Teachers

by Louis Pacheco

You open the door to enter your class. You discover an individual you don't recognize occupying the desk of your former teacher. A sudden feeling of unease and suspicion comes over you, and you wonder to yourself "Who is this? Is this a sub or a new teacher? How will this stranger teach? How much can I get away with?" These are some of the questions students ask themselves when they realize they have a new teacher.

Queens Voc has nine new teachers this year: Mr. Feeney, Ms. Gross, Ms. Hom, Mr. Lederer, Ms. Rousey, Mr. Yu, and Ms. Zagada. In this edition, we feature three of those new teachers. The remainder will be featured in the next edition.

Mr. Feeney

The newest addition to the math staff is Mr. Feeney. His first impression of the school was that Queens Voc has "great programs, and teaches great skills that students can apply to the real world." Mr. Feeney said that he loves when kids pay attention and grasp a concept. It's a great feeling for

teachers "when that light goes on in their head and they understand what's being taught." As with all teachers, there is the occasional challenge from student misbehavior, but Mr. Feeney loves being a teacher, he said. To him, the best part of being a teacher is "working with the kids; they keep me young." Mr. Feeney previously worked as an engineer and as a computer programmer. Sharing his real life experiences with his students can make them see the importance of learning, he said, and the connection is often crucial to their motivation and their success.

Mr. Yu

Mr. Yu, a computer technology teacher, graduated from Queens Voc in 2004. He said that "the school has changed tremendously" since he attended Queens Voc. "The school is moving in new directions," Mr. Yu said. "It has been a terrific experience; Queens Voc has top shape students and friendly staff."

Mr. Yu said his inspirations for teaching were his own teachers who greatly impacted his life. Like them, he wanted to inspire other students.

Mr. Yu gained much of his experience through Queens Voc's SVA program, working in the field, and in college. He also worked in Andin

International, a jewelry manufacturer, and at Queens Hospital, working on their computer systems. "I enjoyed the SVA work," said Mr. Yu, "it simulated real-life situations." The SVA program sent him to teach at Newtown and Thomas Edison high schools.

Mr. Yu said students who don't like school should think of it as a job; your grade equals your pay, doing so better trains you for life.

Ms. Zagada

Ms. Zagada, another new computer tech teacher, has had a similar experience. "Right after high school an A+ teacher of mine told me about the SVA program. I originally wanted to go into the medical field but decided to go into A+ because it's more beneficial to me and it's what I like to do." [A+ certification signifies that a person is a qualified pc and software technician.] To gain experience, Ms. Zagada said she took courses at NY College of Technology, then interned at Westinghouse High School in Brooklyn. "I student-taught at Thomas Edison." Ms. Zagada believes "teaching is more fun than learning because with teaching you're learning also; your expanding your knowledge." Ms. Zagada believes that Queens Voc students should "stay focused and remain optimistic."



Lots of computers, few available for independent use.

Where Can We Access PCs?

by Ricky Macklin

There are over 300 laptop and desktop computers for students to use in Queens Voc. But not all the computers are available for students to access for research or other homework when they need to.

"Students should go to the library," said Ms. Newman, explaining that the computers in the classrooms are primarily for the use of students in class. The library, however, has only four computers for unsupervised students to use. With over 1,200 students in Queens Voc, "more computers should be available to accommodate the students," said Ms. Radovich, who, as an assistant principal is responsible for the library. The library computers are available throughout the day for most students, but this usually means during their lunch period. There

is a newly renovated computer lab in the library, but that is closed off to students unless a teacher is present, said Ms. Lewis, the school librarian.

Ms. Radovich's office, located in room 355, has two computers, but they are primarily for the use of teachers. Ms. Kramer, in room 313, has two computers available in her office for students who are doing homework or research for their classes. Mr. Ali provides computer time for his students who are involved in the pre-engineering class, but said if his students have other work not related to the class subject, he has no problem with them using class time to do so. Ms. Newman has a computer available in her office, but to access this computer, students have to reserve a specific time with Ms. Newman or her secretary.

1200 Students + 2 Open Bathrooms =

by Luseny Maldonado

"Can I go use the bathroom?" This is one of the most asked questions every period, everyday. But when students get a pass to use the bathroom, they have to go down to the first floor, which a majority of the time is overcrowded and dirty because there are only two bathrooms available for students, one girls' bathroom, and one boys' bathroom.

This is one of the biggest complaints from students. The only available bathrooms are on the first floor by the school entrance. Although there are bathrooms on each floor, they are locked.

"It's annoying when you have to use the bathroom badly and you're on the fourth floor," said senior Carla Siguenza. Ambar Sencion agrees. "It's a bummer when you have to go down to the first floor and you lose more class time than you



Another closed bathroom.

would have if more bathrooms would have been open. If there were one extra bathroom opened, it should on the third floor." It's not just girls who feel that way. Freshman Joel Salcedo said that "school officials should open at least a bathroom either the second or third floor. It's the center of the school and people could go there easier instead of going all the way down to the first floor."

Johnny Chino said that the lack of open bathrooms" is likely because some students vandalize the bathrooms and school officials fear that they'll have to spend a lot of money on repairs instead of on books and other supplies."

"The bathrooms are dirty, it's the only available bathroom and girls go crazy in there," said senior Francesca Mujica.

Because of the damage and the garbage students leave behind, Jose Cabrera said that there shouldn't be another bathroom available for students. "People treat the bathroom really bad. They urinate on the floor and throw paper on the floor. It's disgusting. They shouldn't open another bathroom because it'll end up like the one in the first floor."

The locked bathrooms aren't available because of "the repairs needed as the result vandalism and," said Mr. Alikakos, assistant principal of organization and security.

SCEET News

by Aneita Torres

SCEET T-shirts were given out to the 10th graders during an assembly on Nov. 5th, in the auditorium. The SCEET T-shirts represent the SLC and includes a SCEET logo on the back.

The robotics club, comprised mainly of SCEET students, will start recruiting new members in December. "The robotics club helps educate future engineers; it teaches students to think differently," said Rob Andrade, a club member. It starts when the school day ends. The club members meet in room 346. They design, build, and program a robot to enter robotics competitions. The club also fundraises to buy supplies to build the robot.

SCEET students who don't already have their 60 hours of work experience required for their CTE certification can apply to the Mouse squad. "The Mouse

squad helps students apply their technical knowledge through real-world computer issues within the building," according to Mr. David, the Mouse squad advisor. The Mouse squad troubleshoots and repairs computers and networks. They work on wired and wireless configurations, operating systems, and security concerns. Any student can join Mouse squad, but only computer technology and electronics students can earn hours toward their certification. The Mouse squad meets on Tuesdays and Thursdays in room 217. Students interested should talk to Mr. David.

On March 25, there is going to be a field trip to the robotics competition at Hofstra University. According to Ms. Maraj, this trip is to cheer for the school's robotics team, the RoboTigers, in the competition.

If Saving the Earth Depended on Us...

by Henry Rivas

“Recycle Now! Here’s How,” is one of the slogans Ms. Moreau’s students have used to promote recycling at Queens Voc.

According to Ms. Moreau, an ESL teacher, she and her class got involved in the recycling program at Queens Voc two years ago to show students and staff how to recycle. It’s a nice way to help the environment, she said. With the support of Ms. Jarrett-Holland, the custodial engineer, and her custodial staff, they are leading the effort at Queens Voc by working together on the school’s recycling program.

“Unfortunately, at the end of the day, most waste isn’t being put into the proper receptacles,” said Ms. Moreau. The students are not showing an initiative to throw away their trash in the proper bins, she said, adding that the students “throw away their garbage without considering the consequences for the planet.”

Ms. Moreau had her students create posters to



Garbage is separated prior to pickup by sanitation dept.

advertise recycling throughout Queens Voc. Her main objective is to make sure the kids know how to recycle. “Recycling is a way to reduce the amount of space used for landfills,” she said. City Council Speaker Christine Quinn said that recycling in New York City will divert over 8,000 tons of plastic every year away from landfills, which is equal to the amount of trash produced by nearly 10,000 people each year.

Queens Voc’s recycling program is mandated by local law 19 enacted in 1989 by the

New York City Council. This law requires every school within the Department of Education to designate a recycling coordinator to provide and manage recycling receptacles around the school, specifically in classrooms and lunchrooms. The coordinator is chosen by the principal to carry out the steps necessary for effective recycling and waste reduction. In Queens Voc, the coordinator is Ms. Jarrett-Holland.

Ms. Jarrett-Holland and her staff have placed three

together doing community service and help make a change as a team,” she said.

Maria Toro said she never thought running for secretary would turn out to be so much fun. “I feel great because I worked hard, and I know I will be able to accomplish many things for our senior class. My plans are to keep the seniors well-informed of upcoming events and important due dates. Also I want to be there to assist them if they need any help. I am also willing to take any ideas and work with them and get their ideas heard,” she said.

Senior Rocio Vicencio said she was surprised because the candidates showed a lot of effort in their campaigns and demonstrated that they wanted

receptacles in each room and office: one tall blue bin for bottles and cans, one short blue bin for paper, and one regular round trash can for garbage.

The short blue bin should be used for newspapers, magazines, catalogs, mail, envelopes, paper bags, wrapping paper, and soft cover books. The tall blue bins are used for milk cartons, juice boxes, plastic bottles, jugs, glass bottles, jars, metal cans, and aluminum foil.

Smooth and corrugated cardboard is also recyclable. However, boxes of corrugated cardboard should be flattened, bundled, and tied. If not, they should be broken down into small pieces to place in the recycling bag.

At the end of each day, the custodians remove the garbage and recyclables from each receptacle from all the rooms, providing the garbage is not all mixed together. They place bottles and cans in clear orange bags, papers in clear plastic bags, and regular trash in black plastic bags. After collecting the garbage, they leave the bags on the sidewalk on 37th Street for the Department of Sanitation to pick up.

Because most of the

to make this year memorable. “I didn’t think this year seniors would put in so much effort into senior activities. It seemed to me that our senior class didn’t have a lot of school spirit, but I was proven wrong,” she said.

Senior glowout was the theme of the first official senior activity which was organized by the yearbook staff and took place on Friday, Nov 12. The senior group picture was taken and seniors wore all black and painted their shirts with glow paint. The entrance was \$2 which included pizza, drinks, music, and glow sticks.

The first senior food festival will take place on Wednesday, Dec 1. The money that is raised will be used to reduce senior

students don’t throw their garbage in the proper receptacles, “it makes it harder for us to recycle, but I do my best to separate the recyclables,” said Luis, a member of the custodial staff. When he sees garbage in the wrong bin, he said, he takes it out and places it in the proper receptacle even though he is not required to do that according to their contract with the Department of Education.

Teachers should try to enforce the guidelines of the recycling program to their class, said Ms. Moreau. It takes the whole school to carry out the objectives of Queens Voc’s recycling program.



Recycle bins are marked.

activity prices. Seniors have the chance to help by donating a tray of food, drinks, or dessert. Interested seniors should speak to any of the senior officers for further information.

According to Mr. Vega, senior dues are \$135, and for that seniors will receive their senior yearbook, senior t-shirt, diploma case, cap and gown. The money will also go toward the cost of running graduation. A \$75 deposit towards the senior dues is due by Friday Dec. 3, said Mr. Vega. A final payment of \$60 is due no later than Feb 1, 2011.

Yearbook photos will be taken during the last week of school in December in the auditorium.

The senior trip will take place at the Honor’s Haven Resort & Spa, from Friday, Jan. 14 through Sunday Jan. 16. The price of the trip will be \$275 and seniors will be able to participate in a variety of activities such as skiing, paintball, snowboarding, fitness center, dancing, and more. Although many seniors have complained about the high price of the trip, they can help pay for it by selling candy. Seniors should see Mr. Vega in room 143 for more information.

Senior Elections Signal Beginning of the End

by Lizeth Montoya

The seniors running for senior class office were full of anxiety and excitement. On Friday, Oct. 1, during periods 4-7, seniors lined up outside room 143 waiting for their turn to vote. When the voting was over, the 2010-2011 senior officers were announced: President Kevin Sasuman, Vice President Chaimae Benali, Treasurer Lizeth Montoya, and Secretary Maria Toro.

According to Mr. Vega, the senior class advisor, 66 percent of the seniors voted; more seniors than in previous years. Mr. Vega said he was pleased that the elections went so well. “I was not expecting to see so much enthusiasm and school spirit from the candidates and the students who voted. It was pretty exciting. The candidates worked very hard to get people to vote and clearly got their message out to let people know that they were running,” he said.

Kevin said he ran for president because he wanted to

help make this year an unforgettable year for the seniors. “Now that I’m president, I feel that I can accomplish so much more. I want my senior class to have fun. I know I have a lot of responsibilities on my shoulders and I don’t want to let anyone down. I want to bring our senior class together by organizing trips and having a movie night and a karaoke night. I’m always open to new ideas and whatever ideas the seniors want to pitch, I’ll take into consideration,” he said.

Chaimae Benali said she didn’t run to win but because she knew it was going to be a good experience. “I feel honored that my senior class voted for me to represent them. Being vice president doesn’t make me different from or better than everyone, it is a team job. I am hoping to be able to change our prom location and have more activities after and during school time. I want all the seniors to be united and help one another, and hopefully we can all volunteer



Senior officers review plans for the upcoming year.

At the end of June, when seniors were getting ready to walk down the aisle and receive their diplomas, and students were preparing for summer vacation, Armando Avila, Daniel Corona, and Esteban Soler, were flying to San Francisco, California to attend a conference of entrepreneurs, video producers, teachers, and students.

The three Queens Voc students accompanied Mr. Schimenz to the third annual Winning Ideas Weekend, run by the Free to Choose Network and izzit.org. Armando, Daniel, and Esteban have been both varsity baseball captains and editors of the school newspaper since their freshman year.

Although in sunny California, the trip wasn't just all fun in the sun. According to Armando, the weekend had a

Students Travel to California for a Winning Ideas Weekend

by Samantha Puig



Armando, Daniel, Esteban, and Mr. Schimenz with Mr. & Mrs. Jorgensen.

Africa to how to produce a video." There were so many entrepreneurs there who talked about business and explained how the economy works and how it should work for people to be successful. "All individuals have characteristics that can help make them successful," Armando said.

One of the activities the students participated in was the production of a video called *Customers Rule*, about the seafood industry in the San Francisco Bay area. The point of the video was how seafood-related businesses prosper and how customers' wants affect the businesses. The three baseball captains and other students worked with professional cameras and microphones and not only filmed, but had on-screen roles in the video itself.

At each Winning Ideas Weekend, the students help produce a video. "Every year is a different theme," said

Esteban Soler, who has participated in each of the Winning Ideas Weekends. Last year, the students made a video about the discovery of oil and how production of oil might just have saved the whales from extinction. The previous year, they produced a video about free trade. Each time, they worked with the same producers, Jim Taylor and Barbara Potter. "We've become friends," said Esteban. "They work really hard, teach us a lot about how to make good videos, and even teach us editing skills. They're also a lot of fun," he said.

Although the trip was business-oriented and educational, the students had a good time. Daniel Corona's favorite part was the actual traveling to California, the time he spent with his friends, and meeting new people—especially entrepreneurs. Armando and Esteban said they enjoyed working on the video,

getting out to interview people, and, as Armando said, "meeting so many people who have been successful, whether entrepreneurs or video producers."

Unlike the previous years, this trip was expensive. Two years ago, the first Winning Ideas Weekend took place in New York so there were no real expenses. Mr. Schimenz presented izzit's "Everyone's Space" documentary about private space exploration, and Armando and Esteban, along with other Queens Voc students, participated. The students produced a video in Times Square called *Talking Free Trade*.

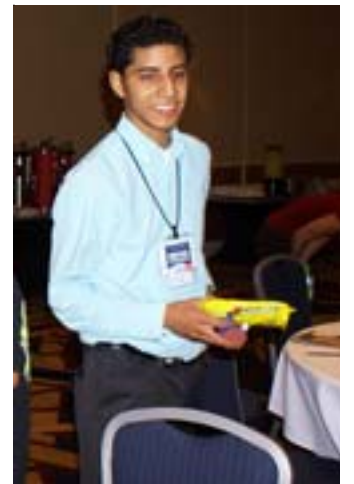
Last year, Mr. Schimenz won a teacher of the year award, so the trip, this time to Chicago, was paid for. The award-winning teachers were allowed to bring two guests. "There was never a question about who I would bring," said Mr. Schimenz, "Armando and Esteban have

been my right-hand men running the baseball team and even the school newspaper." The three were surprised at the airport when they were picked up in a stretch limo.

This June, Mr. Schimenz planned to go to California, and he wanted to bring his three right-hand men. But cost of the trip was going to be about four thousand dollars. According to Mr. Schimenz, Bob Chitester, who runs the Free to Choose Network and izzit.org asked one of the organization's supporters, an entrepreneur named Dave Jorgensen, and his wife Annette, to sponsor the boys' trip. They agreed.

The Winning Ideas Weekend is conducted by the Free to Choose Network and izzit.org to honor teachers who have used their classroom videos in creative ways. The group produces educational videos that, according to Mr. Schimenz, "are geared towards the benefits of a free society."

The winning ideas? Political and economic freedom.



Learning and having fun.



Plan

tightly packed schedule of meetings and talks by economists and highly successful entrepreneurs; breakfast, lunch and dinner presentations; a documentary video produced by students, and a tour of San Francisco Bay area, and even karaoke. "It was fun, exciting, and really organized," Armando said.

Armando said he "learned so much: from free trade in

Students Get Involved in Community Service

by Lizeth Montoya

Community service projects encourage students to help others and to take pride in themselves. In the last few years, Queens Voc teachers and students have increased their participation in community service activities.

Last year, the SO held its first-ever blood drive. Forty-Five students and six teachers participated. In the last few years, Queens Voc students have participated in the Breast

Cancer Walk. This year 27 students participated.

Cosmetology students also participate in community outreach work by going to local senior citizen centers and offering free services such as manicures, facials, and hairstyling.

The boys' varsity baseball team has participated in numerous community service efforts. Twice each year, the boys participate in the Parks Department's "It's My Park!" Day at Flushing Meadows

Park. The team members rake and pick up leaves, paint benches, pick and up garbage around the park. They also volunteer at Hour Children, a non-profit organization that helps children of women who are or have been in jail. In October, the team worked in Arrow Community Center's haunted house. Daniel Corona, a team captain, said he enjoys being a part of community service. "I think it's important to volunteer and to help others. I like seeing a smile on the people I help," he said.

Mr. Vega the coordinator of student activities (COSA) is working on getting students to get involved in community

service projects and activities. "I'm planning to have leadership students come up with local community service volunteering ideas and events that they would like to take part of," he said. Mr. Vega said that after he gets in contact with the various organizations, any Queens Voc students will be able participate.

Junior Karla Garcia said that she would be glad to participate in school-based community service activities. "I would love to be able to clean parks and highways. I would also like to help food and money for families in need and give it to them for Christmas. But I do think that the school should

focus more on letting people know which activities are coming up because half of the time on one really knows what is going on in the school," she said.

Freshman Vanessa Arias said she likes helping others and she was looking forward to entering high school and participating in community service projects. But she has not seen opportunities in Queens Voc. "I want to be part of making a change and when they announce community service activities, I will be the first one there. I want us to be able to work in animal shelters so hopefully we will have a chance to do that," she said.

**For more info
on WIW visit
www.izzit.org**

College Now Courses Show there's a lot to learn

by Elizabeth Pimentel

One hundred and eighteen Queens Voc students are taking college courses this year. Sixty-three are taking courses at Queens Voc, and fifty-five are taking courses at LaGuardia.

Queens Voc provides free college courses for students who want to improve their writing and math skills. Students may also take a host of other courses and earn college credits. Although these courses are considered optional, "students majoring in business, have to take two college courses to earn their CTE certification, said Ms. Newman.

Ms. Newman coordinates the College Now program at Queens Voc, and helps students apply for the courses.

Classes at Queens Voc began at the end of September. The courses offered were Math Workshop, Introduction to Business, and Basic Writing. Mr. Raynor teaches Math Workshop, a class of about 15 students. This course is scheduled Wednesdays and

Fridays from 4pm-6pm in room 158. This class is offered to juniors and seniors who want to improve their Algebra Regents scores. Basic Writing is taught by Mr. Samuelson, Mondays-Thursdays, from 7am-8am in room 302. Mr. Stuart teaches Introduction to Business on Mondays and Thursdays from 4pm-5:30pm in room 103.

Vanessa Mejia, a senior taking the Introduction to Business course at Queens Voc said, "it's an advantage to take these courses because you get a head start of what is expected in college. Besides, this course has taught me the key points to run a business and to manage one. I will be able to use what I learned in the future."

Queens Voc students are also taking classes at LaGuardia Community College, located at 31-10 Thomson Ave, Long Island City. The courses offered are: Introduction to Business, Literacy and Propaganda, Composition, Critical Thinking, College Algebra and Trigonometry, Topics in Biological Science, and General



Mr. Stuart teaches a college class about business.

Psychology. Esther Enriquez, a senior taking Literacy and Propaganda at LaGuardia, enjoys the experience. "It's a great opportunity because the courses are beneficial. You won't leave empty handed because you get credits for college and the classes are free," Esther said.

Introduction to Business is a program designed to acquaint students with the role of business in the economy, and learn about management, personnel marketing, and finance. Literacy and Propaganda introduces students to methods of understanding a highly developed and persuasive discourse: propaganda. The Composition course helps

students focus on the process of writing clearly. Students learn to write effective essays. The Critical Thinking course guides students in thinking more clearly and effectively. Students develop the ability to solve problems, analyze issues, and make informed decisions in life. The College Algebra and Trigonometry course starts with a review of basic algebra and proceeds to a study of polynomial, exponential, logarithmic, and trigonometric functions. Topics in Biological Science introduces the scientific method, the origin and organization of life, and reproduction and ecology. General Psychology introduces learning, perception, theories of personality, mental illness and

therapy, social psychology, and the research of psychology.

The college courses offered at La Guardia introduce students to what college is like. High school students take college courses with college students. Junior Brenda Jerez likes the idea of attending college courses while still a high school student. "You have the opportunity to be in an actual college class and you can explore the campus to see what college is like," she said.

Ms. Newman insists that the college classes be taken responsibly and seriously. "College isn't easy, and students have to be able to stay afloat," said Ms. Newman. "Attendance is very important and it's not like high school where your teachers tell you to go to class," she said. Good attendance is required, and more than three absences will result in a failing grade. "Students are treated like adults and have to assume responsibility for attendance and class work," said Ms. Newman.

College Now courses are worth three credits except Math Workshop and Basic Writing. To earn the credits, students must pass the course. The credits earned are transferable to CUNY and SUNY schools.

by Ricky Macklin

Disgusting. Unsanitary.

These are some of the words used to describe school bathrooms near the end of the day. But the bathrooms don't start out this way. The reason our restrooms look the way they do is...us. Look at a bathroom early in the day. It is clear see that our custodial staff makes sure the bathrooms are clean at the beginning of the day. Toilet tissue, paper towels, and soap are all accessible. When you re-enter that same bathroom at the end of the day it is usual to see the sinks and toilets clogged with

tissue, and water on the floor from the clogged drains. Recently, new faucets were installed. Within a few days, they were broken and parts stolen.

Students are quick to blame the school for the paper towel machine being out of paper and the soap dispenser being empty, but should they be refilled every hour just to be used to vandalize the school restroom? Throwing tissue towards the ceiling or using it to clog a toilet or sink is not a way to convince the custodian that it is worth replenishing every hour. Won't

Filthy Bathrooms: We're to blame

that just lead to more of a mess?

This abuse also makes it clear why the only bathrooms open for students are on the first floor by the school safety agents at the main entrance. Can you imagine the damage that would occur if other bathrooms were open?

This problem cannot be blamed on anyone but the students. Teachers and other staff members have their own bathrooms, so who can we

blame? We have met the enemy, and it is us.

How can we find a solution to a problem that we are the cause of? We should ask ourselves this question, and then we should do something about it, rather than we criticize the way the bathrooms look.

Those students who see what goes on and do nothing to stop it are part of the problem as well. If you're not part of the solution, you're part of the problem. Step up, say something; do what's right.

Why treat the schools bathroom the way you wouldn't

**Please
Keep
our
Bathrooms
Clean**

treat the bathroom in your home? With new freshmen in the building, we should set a positive example for them, so they treat the school with respect.



Girls' bathroom is clean at the beginning of each school day.



At the end of the day, the room is a mess.

Teachers Give Away Grades

by Jessica Angel

Getting high grades can be wonderful. But not when these grades are unearned. There are some students in Queens Voc who do not put a lot of effort in their classes and yet, they still pass.

Some teachers just give away grades and pass their students, without gaining knowledge in that subject. There are teachers who have easy grading policies and their students find the easy way to pass the class instead of actually working for the grade.

"I have witnessed students come into the classroom and just sit in class. They don't do their work and later on I find out that those students pass," said senior Tristan Ponce. "I think that teachers have lowered their standards a bit," said Ms. Torres, a cosmetology teacher.

This is not the only way that teachers give away grades. There are teachers who offer extra credit projects to those students who think they are in danger of failing the class. This is just another way of passing a student who hasn't done the work assigned. Students learn that they do not have to do the class work or other assignments, and they will just make-up the work through the extra credit projects.

It is unfair that there are students who really work hard for a grade and they have the same grade as a student who does not work hard. High school is supposed to help prepare for college and giving away easy

grades is not going to help prepare students at all. Teachers should not show that it is easy to get a high grade. They should show that students have to work hard for their grades. This will also help students realize what they will really face in college.

But instead of teaching students what they will face in college, teachers make it seem like college will be easy. Through the easy grades that they give, students are learning that everything else after high school will be easy too, which is not true. In college, getting good grades takes more than just showing up to class and sitting down. Students actually have to work hard. They have to do their work, not just copy from the internet or hand in what often looks like scraps of paper with some scribbling on them. There is no easy way out, and teachers here are not demonstrating that enough to students.

Of course, not all the teachers are giving away grades, there are teachers who really do make their students work hard and earn their grades. If all teachers did that, the students would get the message. They would learn more in their classes, and they would learn to become more responsible.

Teachers should not just give away a grade because in the long run, it does not benefit the students to receive it. Each and every student should earn the grade through the work that they do.

has had these issues for a couple of years now," she said.

Since the new wing of the school opened in September, 2005, there have been ventilation issues. "The old wing does not and will not have an HVAC (Heating, Ventilation, and Air Conditioning) system," said Ms. Jarrett-Holland. When the new wing was built, an HVAC system was installed. A quality HVAC system should be sized correctly to have proper air flow and have balanced air flows between supply and return systems, this way the building remains at just the right temperature, said Ms. Jarrett-Holland. But according to people who work on the system, it appears that there might be a design flaw.

Ms. Jarrett-Holland has contacted her supervisor, who is working with Ms. Jarrett-Holland to fix the school's air conditioning and heating issues. Until then, it's unlikely to hear that the temperature is "just right."

Vocational Voice

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**"Good enough" is
the enemy of "it
can be better."**



Melissa Burg
Principal

This, my first letter as principal of Queens Vocational & Technical High School, must be dedicated to my mentor and my friend, Ms. Denise Vittor.

Ms. Vittor was principal for 10 years and worked here as both an assistant principal and a teacher before that. She has brought this school to one of the highest levels it can reach: an "A" rated, well-developed school.

It has been through her vision that the entire school community was able to rise to its current status. I know I speak for all the school when I say, "Thank you Ms. Vittor!"

Ms. Vittor has taught me well. Because of that, I know I can continue to guide the school in a positive direction.

I appreciate the warm reception and cooperation I have received from the Queens Voc community, and I look forward to continuing to work with the students and staff to make Queens Voc an even better school.

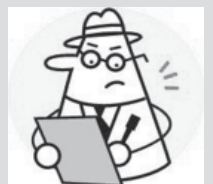
As we all embark on a new beginning, let's remember that the sky is the limit!

Melissa Burg
Principal



**Want to see previous editions of the
school newspaper? Would you like to
see this edition's pictures in color?
Go to VocVoice.org**

**Do you have an
opinion on any of the
articles in this issue of
Vocational Voice?
Write to us and tell us!
Be sure to sign your
letter and put it in Mr.
Schimenz's mailbox in
the main office.**



Mr. Schimenz
Main Office

Why Freshmen Applied to QV?

by Julissa Ballesteros

Of all the schools in New York City, many freshmen chose to enroll in Queens Vocational and Technical High school this school year.

There are many questions as to why there has been an increase in Queens Voc’s enrollment over the past few years. After polling the freshman class, it is evident freshmen have different reasons as to why they selected Queens Voc.

Questions:

- 1. What interested you when applying to Queens Vocational and Technical High School?
- 2. How where you informed about Queens Voc?
- 3. Was there any specific program you were interested in when applying? If yes, why?
- 4. Are you enjoying the school so far? Why or Why not?
- 5. What exploratory class are you in now? If so how is it going?

John Gamble



- 1. “Well, I wanted to come to Queens Voc to get into a good college and focus on my studies.”
- 2. “My mother’s friend’s daughter came to this school and informed me about it.”
- 3. “Yes, business because I want to be an accountant when I am older.”
- 4. “Yes, because I have friends and learning about history in U.S. History class.”
- 5. “Graphic Arts. It is good because we are doing self-portrait. I’m enjoying it.”

Jorge Estrada



- 1. “My sister is attending by my school.”
- 2. “I was informed by my sister.”
- 3. “Electrical installation, because that what I would like to pursue in the future.”
- 4. “Yes, because I met a lot of friends.”
- 5. “Business and it is going good because the teacher doesn’t make us do a lot of work.”

Ashley Espejo



- 1. “Cosmetology.”
- 2. “Friends.”
- 3. “Cosmo, because I love doing hair and makeup.”
- 4. “Yes, because I made new friends in the school.”
- 5. “Business, I don’t really like it.”

Maria Perez



- 1. “Sports QV had to offer.”
- 2. “My principal from junior high school.”
- 3. “Cosmo, because my mom works in it and I find it interesting.”
- 4. “Yes, because I met many new friends, and the teachers are nice.”
- 5. “Cosmo. It is going great. I’m learning about manicures.”

Clemente Martinez



- 1. “Business.”
- 2. “High school fair.”
- 3. “No.”
- 4. “Yes, because I met many new friends from different countries.”
- 5. “Electronics. It is going good. I’m learning about electronics.”

Kayla Gonzalez



- 1. “Cosmo.”
- 2. “My teacher recommended me.”
- 3. “Cosmo, I like to do hair and nails.”
- 4. “Yes, the teachers are nice.”
- 5. “Business, I just started.”

Christian Teran



- 1. “Shop Classes.”
- 2. “My cousin Alex Almanzar.”
- 3. “Yes, Electrical installation, because I want to be an electrician.”
- 4. “Yes, because the people and the teachers.”

- 5. “Robotics. It is going well. I enjoy that the labs are hands on.”

Edwin Serrano



- 1. “Everything.”
- 2. “My god brother.”
- 3. “Business, because I want to start my own business.”
- 4. “Yes, because it is good education wise.”
- 5. “Business, it is going good. Teachers are showing us what we need to start our own business.”

Daniela Barreto



- 1. “The teachers look nice.”
- 2. “My friends informed me.”
- 3. “Cosmetology, because I was interested in Cosmo. But I started liking electrical installation.”
- 4. “Yes, because the teachers help you a lot and that’s a better way not to fail off.”
- 5. “Business. It is very boring but can be funny.”

Catherine Lopez



- 1. “My friends were coming to the school.”
- 2. “My friend’s boyfriend.”
- 3. “Cosmetology, because I enjoy doing hair.”
- 4. “Yes, because I met many new friends.”

- 5. “Electrical installation, because it is boring. It is not for me.”

Gabrielle Biondo



- 1. “Sports and cosmetology.”
- 2. “My brother who attends the school and I wanted to go to the school.”
- 3. “Cosmo, because want to learn about different hair-styles.”
- 4. “Yes, because of my friends and the subjects the school has to offer.”
- 5. “Cosmo. It’s going good because I’m learning about how to do manicures.”

Word Scramble

by Shiva Rampaul

Queens Voc has much to offer but it is up to the students to unscramble its features.

- 1) fetirctnociia
- 2) lonacaouti
- 3) ptlxareoin
- 4) toohceglyn
- 5) riiggnnnee
- 6) metlsocgoyo
- 7) resesetm
- 8) vaednacd
- 9) tohaicsslc
- 10) depiatuu
- 11) stet
- 12) tehyig-vife
- 13) geravae

- 1) vocational
- 2) cosmetology
- 3) technology
- 4) exploration
- 5) engineering
- 6) advanced
- 7) semester
- 8) scholastic
- 9) aptitude
- 10) test
- 11) test
- 12) average
- 13) average

Vocational Voice
Welcomes the class of 2014



Tune into this...

by Armando Avila

Teflon Don

by Rick Ross

Rick Ross's fourth album, entitled after an infamous powerful crime boss John Gotti, the rapper proves that he is one of the top lyricist with *Teflon Don*. Having previously released three solo albums under Def Jam Recordings, Rick Ross believes that *Teflon Don* is his best work to date.

Teflon Don proves the Miami rapper is one of the most hard-working and creative artist in the Hip-Hop/Rap genre. "I think I'm Big Meech/Larry Hoover," Ross raps on the track "B.M.F. (Blowin' Money Fast)," referring to incarcerated gang leaders. The hard knocking drums and creative lyricism make the song a hit.

"MC Hammer," a Lex Luger produced track featuring Atlanta rapper Gucci Mane, Ross raps about how much money he spends and his luxuries. Very similar to "B.M.F.," the track "MC Hammer" depicts Ross's alter ego with hard lyricism and a head-bopping beat.

"Aston Martin Music," featuring fellow rapper Drake and R&B musician Chrisette Michele, Ross describes his glamorous life on the track with Drake's and Chrisette's flawless melodies on the hook. While the song falls under the rap genre, there is definitely a lot of R&B influence. Ross with production from J.U.S.T.I.C.E. League makes the track a well-crafted one.

Listed as track number three on the album "Tears of Joy," is a soulful piece that starts with monologue from Black Panther activist, Bobby Seale. "Looking in the mirror but I don't see much/Still running the streets so I don't sleep much," Ross raps unhurriedly, encouraging listeners to ponder over his every word about the evolution of African-Americans.

Teflon Don will not disappoint rap fans. It is definitely worth a listen. If this is your first time listening to Rick Ross, be prepared to be amazed.

Speak Now

by Taylor Swift

Swift's third album, *Speak Now*, chronicles the hopes and dreams of a boy-crazy small town girl who values romance, destiny, and family. The 14 tunes are co-produced and

written by Swift herself.

According to Nielsen Soundscan, this new album sold over a million units in its first week.

Swift takes a step into adulthood with *Speak Now*, tackling her past relationships with musician John Mayer, *Glee* star Cory Monteith, and her 2009 MTV Music Video Awards experience with rapper Kanye West.

In tunes like "Mine" and "Back to December," Swift's voice proves how much of a masterful singer she has become. She uses the technique of delivering her punch lines by lowering her tone and sounding like a shy girl talking tough. "You made a rebel of a careless man's careful daughter," Taylor sings in "Mine," using her brilliant technique.

As for the boys, her type doesn't differ from her previous albums. "You're an expert at sorry/And keeping lines blurry/And never impressed/By me acing your tests," seems like she has gotten used to that type of guy.

Music fans often criticize Swift on her age and her talent; they claim that there are older musicians who are supposedly making better pop records than Swift is. In four years, the 20 year-old Nashville country/pop star, has made her impact on the music industry, even with older pop musicians "making better pop records." With *Speak Now*, Swift sits in her untouchable throne.

Man on the Moon II: The Legend of Mr. Rager

by Kid Cudi

When first reading the album name, one guesses who is *Mr. Rager*? According to Kid Cudi, *Mr. Rager* is him, not an alter ego.

After a successful debut album with *Man on the Moon: The End of Day*, the Ohio-native rapper is back with his sophomore album to prove that he's not just a one-hit wonder. Although his first album was more appealing due to relatable tracks on issues of misery and loneliness, *Mr. Rager* isn't relatable, rather dark.

This album is a reaction to Cudi's rise to fame, drug abuse, recent arrest, and his realization of his dangerous ways. Also, on a recent interview with *Complex Magazine*, he explains that this album gets into depth with *Mr. Rager* and is more aggressive than his debut

album.

"Yeah, the rage of the menace/Hate me now then hate me when I'm winning/Work so hard to not go insane, it's a full time job to not lose my faith," Cudi raps on "These Worries" featuring veteran R&B singer, Mary J. Blige. Cudi is quick to rap about the tough year he had and his struggles. "These worries are heavy, they rest on my shoulders/My body won't let me fall victim no more."

The album does have tracks that are unrelated to the darkness of the album, such as the single "Erase Me" which actually sounds like a '90s alternative rock song, which is about a woman who hates Cudi, but can't seem to avoid him. "It's like I'm her new nightmare, she ain't escaping/It makes me feel a bit complete, yeah." The track also features fellow rapper Kanye West.

My advice to music fans is to open up your minds and follow along to the story Cudi is telling. His melodies and his fearless attempt to blend Hip-Hop and Rock makes this album an unusual, but good album for music fans and the Hip-Hop genre that needs some diversity. It might take time for one to adapt to the album, but soon enough you'll be stuck singing Cudi's melodies.

Book Reviews

by Rosa Marte

The Last Song

by Nicholas Spark

Veronica "Ronnie" Miller's life turned upside down when her parents got a divorce and her father moved to Wrightsville Beach, North Carolina. She became very distant with her father and barely spoke to him. Veronica also became alienated from the world. During the summer, Veronica and her younger brother visited their father at the request of her mom. While she was visiting her dad, she also met Will, the last person she thought she'd ever be attracted to. Veronica falls for him and enters a new chapter in her life, a life full of happiness. Yet Veronica also suffered with the death of her father, with who she had become very close during the summer time. *The Last Song* demonstrates love in myriad forms such as first love and love between parents and

children. It's an emotional story that makes for interesting and entertaining reading.

Veronica Decides to Die

by Paulo Coelho

Veronica is going through difficulties in her life. She doesn't know how to deal with her problems and she comes to believe that the easiest way to deal with those problems is to escape, to commit suicide. Veronica decides to overdose on pills, but her attempt to kill herself is un-successful and she is sent to a mental hospital. While in the hospital, she learns from her doctor that she only has a month to live. This changes her completely. She becomes more aware of life. Veronica becomes more active. She learns to play the piano, she makes new friends, and she even falls in love. The story is uplifting, and the twist in the end makes the story one for all readers to consider about their own lives.

Tell it to Naomi

by Daniel Ehrenhaft

High school sophomore Dave Rosen has a secret. He's Naomi, the wise and always on target female writer behind his high school newspaper advice column. Ironically, Dave was the type of kid who didn't have all the answers, in fact he almost never knew the answers. But he plays this role very well. Dave begins the column for two reasons: to help his sister out with a guy she liked, and to get closer to his crush, whom he is too shy to even say hi to. That's why he decides to go undercover as Naomi. *Tell it to Naomi* is an interesting story of a young person who dissociates, to grow as a person and to improve his life.



Movie Reviews

by Emilee Rosa

The Social Network

Rated PG 13

A film by Aaron Sorkin and David Fincher, *The Social Network* focuses on Facebook creator Mark Zuckerberg, magnificently played by Jesse Eisenberg. Although entitled *The Social Network*, the film's focus is not so much on the

making of Facebook, but rather Zuckerberg himself.

After Zuckerberg is dumped, he drunkenly makes a website allowing Harvard men to compare the "hotness" of women. Through popularity of the website, the school's system crashes. Amazed by the quick creation of the website Zuckerberg was able to create, the Winklevoss twins ask Zuckerberg to join their creation of a social network website called The Harvard Connection. Zuckerberg agrees but then stops appearing at the meetings held by the twins. Suddenly, Zuckerberg starts his own website and enlists his best friend, Eduardo Saverin, to bankroll their website. Tensions erupt throughout the film as Zuckerberg betrays his former best friend.

The dialog in *The Social Network* fast-paced, and the movie is packed with impressive performances by the actors. It was interesting to see Zuckerberg's close friendship with Saverin crumble once billions of dollars were at stake. Yet as serious as the movie is, the humor throughout was brilliant. *The Social Network* is a must see.

Jackass 3D

Rated R

Jackass 3D is the third movie in the Jackass series. Throughout the movie, the crew performs dare-devil activities for our amusement. The film essentially has no plot; rather the film is filled with various pranks, stunts and skits. The members of Jackass include: Johnny Knoxville, Bam Margera, Steve-O, Ryan Dunn, Preston Lacy, Chris Pontius, Ehren McGhehey, Dave England, and Jason "wee Man" Acuña.

This movie is not worth watching. It is a collection of stupidity derived from the purposely endured pain inflicted on each of the actors. The first *Jackass* movie was hilarious to watch, but now it's a bunch of played-out shenanigans.

Paranormal Activity 2

Rated R

Paranormal Activity ended brutally, in such a way that left viewers at the edge of their seats, horrified. In *Paranormal Activity 2*, a family experiences what they think are break-ins, so they set up alarms around the house. They soon come to realize that their

continued on page 17

Freshmen's First Impressions

Our newest students tell us what they think about Queens Voc

by Jessica Angel

Three hundred and forty-seven freshmen were accepted into Queens Voc this year. So what do some of the freshmen think about their new school? *Vocational Voice* finds out.

Questions:

1. What impression did you have about Queens Voc?
2. What do you think of the majors that are offered here?
3. Did you apply to the school with an intended major? If so, which one and why?
4. What do you like most about the school?



Lisbeth Lopez

1. The teachers in this school are nice. There is not a lot of homework.
2. There are a lot of different types of majors offered here and I like them.
3. No, I wanted to do the exploratory program first and then choose a major.
4. I like all the shops that are offered because we have many to choose from.



Vanessa Arias

1. It is a nice school and it offers a lot of activities.
2. I think that the majors are good for those who like it.
3. No I chose exploratory first because I wanted to explore the shops first and see what they are like before choosing my major.
4. I like all the clubs and sports that the school offers.



Boris Gonon

1. It is a pretty good school.
2. There are a lot of them and they all seem to be good.
3. No, I applied to the school for the exploratory program. I wanted to explore the programs first. Right now, my interest is electrical installation.
4. I like the classes that I have, and my schedule because I start school late.



Natalie Martinez

1. Everyone is happy and the environment makes you feel happy as well.
2. I think they are pretty good. They are helpful for the future.
3. No, I applied for the exploratory program.
4. I like that it is a chill-back place. Students are relaxed and people can just talk to everyone. Also, the classes are not hard.



Isiah Lyons

1. There is no violence and the environment in this school is peaceful. Everyone seems to get along.
2. The majors offered are good but there should be more majors.

3. Yes, my intention was to be in computer technology because I thought that it would teach lessons about using computers. But when I started classes, my interest changed to graphic arts.

4. I like that there are no fights in the school and it is easy to make friends here.



Mary Paguay

1. It is big and it looks like it is a good school.
2. The majors are a good opportunity for students.
3. Yes, I applied to this school wanting to do computer technology and then my interests changed to cosmetology.
4. I like the teachers that are in this school because they make it easy to understand the lessons.



Brandon Taveras

1. The school is all right. I thought that the students would be different and more communicative.
2. I think that they are good majors.
3. I applied to the school wanting to take exploratory because I wanted to see what the shops were like first.
4. I like the students that are in the school because you can make a lot of friends.



William Arriaga

1. I think that it is a good school. There aren't many students though.
2. The majors are good because they offer a lot of opportunities.
3. Yes, I wanted to do computer technology. I am good at it and I think that I have a skill for it.
4. I like the programs that are offered because they seem fun.



Gabrielle Butler

1. The school is nice and it is a big. There isn't a large amount of students and they are all nice.
2. It is good that the majors are offered. I like them and I think that it provides a good opportunity for students.
3. Yes, I wanted to be in computer technology because it is interesting.
4. I like how the hallways are designed because they are long and it is easy to get around.



Szymon Bozck

1. It was a good school and it is nice and clean.
2. The majors offered are good. It helps students for the future

if they don't go to college.

3. Yes, I applied for computer technology. I chose it because I wanted to try it out and computers interest me.

4. I like the weight training that goes on in the school. It is fun and it helps you exercise too.



Carlos Zamora

1. It is a good school so far. It seems that everybody gets along.
2. The majors are a good start for the future of the students.
3. No, I applied to the school deciding to explore the majors first.
4. The teams that are in the school because there is a lot to join.



Selena Belloso

1. It is a good school and it is nice. The students are friendly too.
2. The majors are good because they offer good opportunities.
3. Yes, I applied wanting to take the cosmetology program because I want to be certified when I graduate.
4. The shops that are offered here.

Let us know what you think of our newspaper.
E-mail us at
Letters@vocvoice.org

Websites of Interest



by Thomas Arbelaez

Here is a list of websites that can help with school work, college, news, sports, school information, or just something to keep busy. We thank Ms. Baez and Ms. Abrams for contributing to the list with suggestions.

College Resources	
collegeboard.org.....	College Board online
petersons.com.....	Petersons online
collegenet.com/cnmain.html.....	Links for scholarships
collegeedge.com.....	College search
fastweb.com.....	Fin. aid opportunities
ed.gov/offices/OPE/express.html.....	Electronic FAFSA

Scholarship & Loan Opportunities	
collegeexpress.com.....	Scholarship search
collegesmart.com.....	Fin. aid calculation
finaid.org/nasfaa.....	Scholarships & grants
ftc.gov.....	Scholarship scams

Test Prep	
regentsprep.org.....	Regents prep
testprep.com.....	SAT prep
review.com.....	Princeton review site

Class Help	
khanacademy.com.....	Math & science videos
mathforum.org/dr.math.....	Ask Dr. Math
purplemath.com.....	Algebra help
chem4kids.com.....	Chemistry
whitehouse.gov/kids.....	White House history

Queens Voc	
qvtigers.org.....	QV Tigers baseball
vocvoice.org.....	Voc Voice online

Reference	
dictionary.com.....	Online dictionary
urbandictionary.com.....	Urban dictionary
answers.com.....	Answers

Sports	
psal.org.....	HS Sports
ncaa.org.....	NCAA

Who's Your Role Model?

by Alex Molina

From mom to Superman, there is often someone in our lives we look up to—our hero. Who is yours?

- Questions
- 1) How would you define a role model?
 - 2) Who is your role model? Why?
 - 3) How are you similar to your role model?

Cesar Escabante Official Class 101	
1) Someone you look up to.	
2) Dad because he gives me everything I want and he	

provides for me even though he sacrifices a lot.

- 3) My role model and I have similar personalities.

Charlene Meza Official Class 115	
1) Someone that I look up too.	
2) Mom because she supports me and my little sister by herself.	
3) We have the same personalities, especially when we go out together to buy stuff.	

Cindy Sanchez Official Class 224	
1) A role model is someone you can relate to.	
2) I have no role model.	
3) No comment	

Jonathan Castro Official Class 323	
1) A man you can look up to.	
2) Dante from <i>Devil May Cry</i> ,	

Word Search

by Natalie Kavral

Queens Voc Teachers

BLOOM

BOYLE

BURKE

CINTRON

DAVIDSON

DECARLO

DEVAUX

GREEN

HIMMEL

KURNITZ

LERRO

MALONEY

MCCARTHY

MITCHELL

MOHAN

NASREEN

NEWMAN

NGUYEN

RAYNOR

RIVERA

SAMUELSON

SCHIMENZ

SHARPE

TAN

VEGA

WASILEWSKI

WATKINS

H	F	J	Z	T	I	N	R	U	K	I	D	O
A	J	K	H	H	V	H	N	E	E	R	G	L
O	U	R	I	Y	N	E	Y	U	G	N	L	R
O	R	T	M	E	O	P	G	B	O	I	O	A
Z	U	R	M	N	G	H	D	A	U	N	Y	C
Y	G	B	E	O	H	D	R	I	Y	R	R	E
N	A	T	L	L	D	E	V	A	U	X	K	D
T	E	J	C	A	K	A	R	E	V	I	R	E
S	C	H	I	M	E	N	Z	U	C	P	M	S
W	A	S	I	L	E	W	S	K	I	Q	C	N
N	N	A	M	W	E	N	E	X	N	S	C	I
J	K	O	R	L	P	E	N	P	T	H	A	K
T	Y	M	Y	B	W	F	R	H	R	P	R	T
F	M	O	H	A	N	P	V	F	O	A	T	A
P	B	I	E	B	L	O	O	M	N	N	H	W
N	O	S	L	E	U	M	A	S	L	E	Y	S
M	J	D	A	V	I	D	S	O	N	E	U	F
N	E	E	R	S	A	N	Q	I	O	S	A	S
H	U	I	M	I	T	C	H	E	L	L	X	P

because he lives his life even after all the difficult experiences in his life.

- 3) I am similar to my role model because I still keep on living no matter what hardships I face.

Tina Callanan Official Class 321	
1) An individual you talk to about anything.	
2) My godfather because he does everything for me. And helps me choose right from wrong.	
3) I am similar to my role model because he helped me with my personality's traits.	

Maximo Muniz Official Class 401	
1) A role model is someone you want to be when you grow up, someone who shows a positive path in life and how to succeed.	
2) Mom because she raised my	

brothers and I from when we were young and taught me many things about maturity, school, working, responsibility, etc.

- 3) I and my role model have same appearance features and personalities.

Alva Pavia Official Class 422	
1) A role model is simply a person who inspires you to do certain things or look at things in a different perspective.	
2) My role model is my mom, because she helped me look at things in different ways not just look towards one direction. She inspires me in the fact she never gave up in life and always finds an away to make the best out of life.	
3) We are similar because in so many ways we think alike even though we gone through different mistakes.	

Happy Thanksgiving

to the students and staff of Queens Voc

Movies

continued from page 14

house is demonically targeted. The film constantly displays inexplicable movements and sounds. Much of the horror, however, derives from thumping footsteps on the staircase, the opening and closing of doors, and the victims being dragged out of rooms by invisible hands.

The film will cause goose bumps, as the viewers’ imagination is able to run wild because the demon’s face is never revealed. The horror film *Paranormal Activity 2* will not disappoint those who love a good scare.

The Town
Rated R

The Town takes place in Charlestown, Massachusetts, a town with an unusually high number of bank robberies. The film focuses on a crew of bank robbers whose members’ fathers were once bank robbers too. After a robbery, the crew, led by Doug MacRay (Ben Affleck), holds bank manager Claire Keesey hostage during a getaway.

After a successful escape, the crew releases Claire only to discover that she too resides in Charlestown. Afraid of being reported to the police, Doug decides to get close to Claire, to find out what Claire might have

seen before she was blindfolded. But the two develop a romantic relationship, as Claire is unaware that the man she is falling for was the man who held her hostage. Doug begins to realize that he wants to put his troubled past behind and start new elsewhere, however, his violent best friend, Jim, constantly questions Doug’s loyalty. To make matters worse, FBI agent Adam Frawley searches for Doug, making the process of starting over more difficult. *The Town* is a thriller about the difficulties of escaping a troubled past.

The Town is a solid drama worth watching.

TV Show Reviews

by Dario Javier

NCIS

Airs: Tuesdays at 8pm
Channel: CBS 2
Status: Returning Series
Show Category: Drama/Action

NCIS (Naval Criminal Investigative Services) is a drama television series about this agencies mission to solve crimes involving the Navy and Marine Corps. On the show, the officials of NCIS travel the world investigating murders, terrorism, even stolen submarines. NCIS is responsible for the safeguard of all Navy and Marine classified data. Their ultimate goal is to reduce global crime and protect highly classified information.

Dancing with the Stars

Airs: Mondays at 8pm
Channel: ABC 7
Status: Returning Series
Show Category: Reality

This show is a reality show hosted by Tim Burgeron and Brooke Burke. The show is about iconic celebrities teaming up with professional dancers. Each week, all partners perform in front of a live studio audience and are then judged by judges Len Goodman, Bruno Tonioli, and Carrie Ann Inaba. Viewers can also vote by calling the appropriate number given after their favorite team performs. Calls reduce chances of elimination. Each week, one pair of dancers is eliminated until one team is left.

The Apprentice

Airs: Thursdays at 10pm
Channel: NBC 4
Status: Returning Series
Show Category: Reality

The Apprentice is hosted by real estate magnate, business and television personality Donald Trump. The show stars sixteen to eighteen competitors aiming to become Trump’s official apprentice. Two teams are established, each to perform business-related tasks for Donald. The losing team discusses with Donald and his children where the team went wrong. Trump asks his children, Donald Jr., Erik and Ivanka, who are deliberators on the show, for their views and opinions before he makes the final decision on who gets fired. The winner of *The Apprentice* receives a one year \$250,000 starting contract to run one of Trump’s companies.

The Real Housewives of Beverly Hills

Airs: Thursdays at 10pm
Channel: Bravo 18
Status: New Series
Show Category: Reality

The Real Housewives of Beverly Hills is the sixth installment in the networks *The Real Housewives of...* franchise. These ladies live in the neighboring city of West Hollywood, and one of the most desired cities in the nation, Beverly Hills. The show focuses on the everyday relationships, motherhood issues, drama, and luxury these six women have in their daily lives. It is said that these women are the richest on national television.

One of the housewives, for example is Adrienne Maloof-Nassif, an American business woman, philanthropist, and co-owner of the various business holdings such as the Palms Hotel and Casino Resort, the NBA Sacramento Kings, the Sacramento Monarchs, Maloof music, and the annual Maloof Money Cup skateboarding event. The show was very successful with 1.5 million viewers for the Oct. 14 season premiere.

Hell’s Kitchen

Airs: Thursdays at 9pm
Channel: Fox 5
Status: Returning Series
Category: Reality

Hell’s Kitchen is a reality cooking competition hosted by celebrity chef Gordon Ramsey. The show takes place in Hell’s Kitchen, a five star restaurant in Los Angeles, California. The competitors are split into two teams. Once the restaurant gets filled with customers, the teams gets to work. Each team is judged by their speed, dish presentation and taste, and attitude. The losing team gets assigned chores while the winning team enjoys a reward from Ramsey, such as a helicopter ride. The losing team also has to face deliberation by Ramsey, resulting in one chef getting eliminated.

The winner of *Hell’s Kitchen* gets a head chef position at the L.A. Market, a luxurious restaurant in downtown Los Angeles at the JW Marriot Hotel, with a salary of \$250,000. The winner also receives a tour of the country as the official spokesperson of Rosemount Estate Winery.

Video Game Reviews

by Freddy Flores

Rock Band 3

Release Date: October 25, 2010
IGN Rating Score: 8.5/10
MetaCritic Rating Score: 94/100

Harmonix Music Systems has released the latest addition in the Rock Band series: Rock Band 3. Available for the Nintendo Wii, Xbox 360, the PS3, and the Nintendo DS, Rock Band 3 has been implemented with new features that are sure to amaze the players.

This game now comes with a soundtrack of 83 new hits from 83 bands. Artists include The Beach Boys, James Brown, Def Leppard, Juanes, Mana, Whitesnake, and The Who, among many others. Along with the included songs, the player has the ability to download over 2,000 songs that have been added to the Rock Band network.

Another key feature, which actually started with *The Beatles Rock Band* , has to do with the vocals. Rock Band 3 adds three-part vocal harmonies, and along with that comes with the highly-anticipated keyboard. The MIDI-Compatible keyboard can also be used outside of the game. Up to seven players can play this game simultaneously.

Rock Band 3’s new guitar is the Squier Stratocaster. This is a fully functional, full-sized, six-string electric guitar that serves as a controller as well as a regular guitar. The game incorporates a new feature called Rock Band Pro, which enables the player to practice real guitar playing through the screen. A trainer is provided to help the player with the note-hitting. The player will have

the ability to choose difficulty levels. This feature was meant to provide players with the accuracy and experience needed to hit real notes, and for some people might seem practical and challenging.

For those who like well-organized playlists, Rock Band 3 allows players to make and save set lists, and share them with friends, both in the game and through Rockband.com. Song filters make it easier for players to find the type of songs they want to play and hide the songs they don’t want to play. In addition, the built-in song recommendation system will suggest songs from Rock Band’s huge lists of songs, based on the player’s personal preference.

The dispute over guitar-playing preference has been, for the past years, between Rock Band and Guitar Hero. With a huge amount of songs included, as well as the ones that are available to purchase through Rock Band’s online site, Rock Band 3 would be a good game to get to add to the collection.

Fable III

Release Date: October 26, 2010
IGN Rating Score: 8.5/10
MetaCritic Rating Score: 81/100

The city of Albion has been enjoying a period of prosperity for 50 years under the old monarch from Fable II. This old monarch, however, has died, and the city of Albion is left under the corrupt rule of Logan, the monarch’s son. Meanwhile, the monarch’s other son, the hero of the game, will embark on a journey to become a revolutionary leader against his brother Logan. This is the beginning of the storyline of the

highly-anticipated game Fable III, currently out only for the Xbox 360.

Fable III focuses on the hero, who the player controls, and the decisions the hero makes on his journey. Throughout the game, the hero gains the support of the people of Albion to overthrow his brother Logan and become ruler of Albion. This, however, is just the first part of the game.

The second part of the game focuses on the decisions made by the hero when he is ruler. The player has to decide if he will keep the promises he made to the public during the first part of the gameplay, or not follow them, at the risk of losing Albion’s approval. The player is seen as either a rebel without a cause, the tyrant he has become, or as the greatest ruler of all time.

Peter Molyneux, the designer of Fable 3, said in an interview with IGN that the game is all about power. Whether the player decides to become a worst tyrant than whom he overthrew or become the greatest ruler of all time rests entirely with the player. The game, says Molyneux, also involves a sense of touch. The player will be able to virtually grab a person in the game and throw the person in a dungeon. Imagination is the dominant weapon in the game.

Action Role Playing Games (RPGs) are known for having complete control over a character, and leveling the character up as the game goes along. This game is no different. The player can make decisions as if he were a real ruler. The outcome depends entirely on how the player makes his decisions.

by Esteban Soler

What would you do if you found a winning lottery ticket worth half a million dollars, but knew who it belonged to?

Andres Ospina
Sophomore - EI



I would keep all the money and spend it on a Corvette.

Pablo Alvarado
Senior - C-Tech



If I found a winning lottery ticket and I knew who it belonged to, I would make a deal with that person to split the prize money in half because I found it.

Jose Cabrera
Sophomore - Plumbing



I would definitely give it back because I know the guy.

Joshua Lamar
Junior - Electronics



I would keep it all. I would use it to support my friends and buy myself a 2011 Bentley. I would invest the rest in a telecommunications company called ACN.

Luis Torres
Senior - C-Tech



I would cash it in. Then I'll waste \$50 on dance lessons so I can join America's Best Dance Crew and make millions to be rich for life.

Luisa Paz
Freshman - Exploratory



I would give it back, but I would expect something in return, at least \$5,000 and save it in the bank.

Ariel Obando
Senior - Electronics



I would definitely not return it to the person. I would spend \$100,000 in clothing, another \$100,000 to publish my own book, \$50,000 in a workout video, \$10,000 to throw the greatest party ever, \$1,000 to Queens Voc, and give \$1,000 to help this newspaper get published. I would want to start a soccer academy and the rest of the money I would live off.

Catherine Lopez
Freshman - Exploratory



I would give back half of it to the person, and keep the rest to spend on clothes.

Brian Aldaz
Senior - Electronics



I would keep it and invest \$200,000 and buy a Bugatti car with \$300,000.

Diony Perez
Junior - Business



I would keep it and spend it on a 2007 Acura TL. Then I would write a check of \$10,000 to the original owner of the winning ticket. I would give some to my mom and save the rest in my bank account.

Nabila Rahman
Sophomore - C-Tech



I would keep it, half in my bank account and the other half to buy the whole store of Urban Outfitters.

Andi Syarifah
Sophomore - C-Tech



I would keep it, but give some to charity and the rest I would keep in my bank account.

Yannis Pascal
Sophomore - EI



I would put \$25,000 in the bank and buy a house for my mom. I would not give the money back or tell the person who it belonged to.

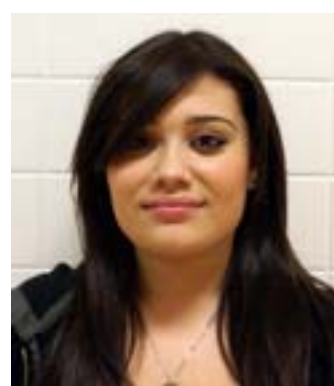
Michael Cintron
Junior - Graphic Arts



I would think about it for a long time, but at the end of the day I would give it back and hope for something in return because I wouldn't want that feeling of guilt inside. I think if you give something, you should always get something in return.

What would
you do?

Yiliana Vargas
Junior - Cosmetology



I would give it back to the person if they gave me half and I will spend it on everything.

Alan Figueroa
Sophomore - EI



I would give it back because I would have a guilty feeling for taking it.

Jenelle Perrucci
Sophomore - Cosmetology



I would take it and waste most of it on makeup and clothes, and save some of it for a car when I finally get to drive.

Sal Isabella
Junior - EI



I would keep it and give half back because I should get some money for finding it. With my half I would buy a house by the water and maybe a nice boat.

Lights, Camera, Action Team! My Experience at Yankee Stadium



Curtis Granderson & Esteban star in volunteering video.

by Esteban Soler

I never would have thought that volunteering would get me to meet top-notch Major League Baseball players. But it did. And not just any player. In September, my coach told me I was invited to be one of two high school students in America to be in a video with Curtis Granderson, from the 27-time World Series Champions New York Yankees, an amazing opportunity for a high school baseball player.

Our varsity baseball team is one of hundreds of Action Teams. With students from all across the United States, we conduct community service projects. Action Teams were created through the Major League Baseball Players Association and the Volunteers

of America “to inspire and train the next generation of volunteers.” High school students, like my Tigers teammates and me, are teaming up with Major League Baseball players to encourage more students to get involved and volunteer.

As an Action Team captain for the Queens Voc baseball team I was invited to be part of a brief video that is being sent to high schools throughout the United States. The video explains how volunteering improves communities and helps others.

The day of the taping, On Tuesday, Sept. 21, Coach Schimenz and I walked into the new Yankee Stadium. At the entrance, we were handed an official media relations guest pass that enabled us to walk

around inside of Yankee Stadium. We were escorted onto the field near home plate and met with Greg Bouris who coordinates Action Team activities and the camera man. There was another student, a girl from Nassau County, who participated too. Greg handed us copies of the script. We didn’t have to memorize much, but we had to be comfortable reading from the pages of script to make sure we were ready for the voiceover parts.

I was nervous at first, because I wasn’t sure when Curtis Granderson was coming out. Coach Schimenz was shooting pictures and I was feeling famous. Reading most of my lines was easy, but I had trouble in some areas of the script. Some of the lines I had to keep doing over and over. It’s a good thing I’ve had on-camera experience, such as being in a bat contest video for our varsity baseball team when I was a freshman, filming and being filmed in videos at Winning Ideas Weekends in New York, Chicago, and San Francisco, and a narrating a video we made about Queens Voc and the baseball team for junior high schools students.

After about a half hour, we had gone through the script and were done with our voiceovers. Now it was time to be filmed with Curtis Granderson.

Curtis Granderson is a very

tall baseball player, he stands at six feet one inch, seven inches taller than me, but he seemed a foot taller. We shook hands and he talked to us. Coach Schimenz took many pictures of Curtis and me.

The shoot continued with Curtis, and us by home plate. We had lots of fun and laughs when it was Curtis’s turn to speak because of some mistakes he made. Even the rich and famous make mistakes. I was impressed with him joking about his own mistakes. Like me, he had to re-do some of his lines over and over again too.

We went into the Yankees dugout to finish the video. There was a home game that day, and as we were in the dugout, many of the Yankees players came through. It was exciting; players I watch on television everyday were only a couple of feet away from me.

In the dugout I got the chance to speak with Curtis about my volunteering efforts and we were able to crack a few more laughs. He is a great man to meet, a very admirable and intelligent baseball player.

Participating in community service projects as part of the varsity baseball team has been a lot of fun. This experience made it all even more special.

I never would have thought that volunteering would get me to meet top-notch Major League Baseball players.

On a Team? SO?

by Dilpreet Singh

Emir De La Cruz is a sophomore and part of the Student Organization. Luis Torres, a senior is not. Both play on a school team.

According to Mr. Vega, the coordinator of student activities, all athletes are supposed to be SO members to play in PSAL sports. But the contradiction is that he has no authority to enforce that rule. He can only encourage players to join.

The SO membership rule was established years ago by Mr. Reichig, who was both COSA and athletic director. For the rule to be enforced now, Mr. Lerro, the athletic director, would have to work with Mr. Vega to enforce it.

“SO tries to encourage athletes to join, but we leave it up to the coaches to check. SO membership helps fund teams through equipment purchases, paying for officials for scrimmages, and other incidental expenses,” Mr. Vega said. The price for joining SO is three dollars.

“I would like players to join SO because it pays you. You pay for a membership and get back way more,” Mr. Vega said

The soccer coach, Mr. Ali, said that he recommends to all his players that they join the SO but doesn’t force them because “they are all adults and able to decide for themselves.” According to Mr. Ali, the team members fund-raise for the school by selling over 40 boxes of candy each season.

The varsity baseball coach, Mr. Schimenz, said that he does “require my team to be a part of SO in order to play. They’re supposed to be members. We also do it to help Mr. Vega and the SO because he helps the teams out a lot. That’s enough of a reason right there.” Baseball players aren’t allowed to play until they join SO, he said. “I thought all teams required that,” the coach said.

Mr. Vega said he looks “forward to seeing more athletes join this year.” Students can pick up their parental consent form in Mr. Vega’s office, room 143, during their lunch period. Students can bring the form back signed and with the \$3 fee, and they are an SO member. It’s as simple as that.

QV’s Scholar-Athletes

by Julissa Ballesteros

In Queens Vocational and Technical High School, there are 146 students with an overall average of 85 or above. That’s roughly 12 percent of the students. Of those, 25 students are on interscholastic sports teams. That amounts to about two percent of Queens Voc students. They are our scholar-athletes. We thought we’d find out how these students manage to maintain an 85 average and playing sports? Questions:

1. How do you maintain an 85 or higher average?
2. What sport team are you on?
3. How do you manage to balance school work while playing sports?
4. What is your transcript average?

Armando Avila

1. “I maintain a high average by working hard on school work and making sure I complete my work to the best of my ability.”
2. “I am a 4-year captain on the

varsity baseball team.”

3. “Suck it up. There’s no time for complaining because you play your sport, come home tired and hungry and even though you’re physically drained you have to come home and do your homework and study.”
4. “91.89”

Emilee Rosa

1. “I take a planner and set my deadlines.”
2. I am on the volleyball team and the softball team.
3. “I know what my priorities are. After every practice and I study and do what is required.”
4. “86.50”

Valeria Enea

1. “By working really hard and everything I hand in and complete I put 100% effort.”
2. “I am on the volleyball team.”
3. “It really is hard. But if your mind is in the right place you can balance both without any issues.”
4. “86.58”

Lawrence LeBeau

1. “Make sure to come to class

everyday. Do homework and study for test.”

2. “Baseball team.”
3. “It’s not that challenging. When we have baseball events, practices or and games, I usually get home around 7pm it gives me plenty of time to homework and study.”
4. “86.38”

Daniel Corona

1. “By doing my work and pay attention in class and study.
2. “I am on the Varsity baseball

and wrestling team.”

3. “Even though I stay late each day, after practice or game I study and do school work.”
4. “87.05”

More scholar-athletes will be highlighted in our next edition.



Armando looks at all the college mail he has received.

Senior Sports Profiles

by Jennifer Sanchez

Sherice Berkeley

Age: 17
Team: Girls' Volleyball
Position: Outside Hitter
Years on Team: 3

"She's the best at what she does. Her love for the game is clear after practices she's always the last to leave."
-Coach Boyle

"Sherice is a good player and great spiker. She's always excited to play and a great teammate."
-Lisbeth Marmolejos

Yaneli Martinez

Age: 17
Team: Girls' Volleyball
Position: Setter
Years on Team: 2

"Yaneli played her sophomore year and returned this season. It's good to have her back, she's a good setter."
-Coach Boyle

"Yaneli's doing a good job on the team. She's friendly and always helpful to the team"
-Biaani Garcia

Sabrina Cayetano

Age: 17
Team: Girls' Volleyball
Position: Middle Hitter
Years on Team: 2

"Sabrina's a good net player. She gets along with her team mates and tries to help them out when they need it."
-Coach Boyle

"She's a good player and always eager to get on the court. She cares about the team and working together."
-Biaani Garcia

Diana Flores

Age: 17
Team: Girls' Volleyball
Position: Weak side Hitter
Years on Team: 1

"Diana's a first year player. She's shown great improvement through the season."
-Coach Boyle

"She's a decent player. Diana's improved a lot and is very happy to be on the team. She's a good team member."
-Christian Flores

Ariel Soler

Age: 18
Team: Girls' Volleyball
Position: Hitter
Years on Team: 1

"Ariel is a first year player who's very enthusiastic and always ready to play."
-Coach Boyle

"She's an awesome teammate. She's adorable because she always tries her best no matter what."
-Yanil Ortiz

Karina Villalobos

Age: 16
Team: Girls' Volleyball
Position: Hitter
Years on Team: 3

"She's a third year player and one of the best on the team. She's a good contribution to the team."
-Coach Boyle

"Karina's nice in volleyball. She's a great team mate, she's super nice and always cheering the team on."
-Yanil Ortiz

Julissa Ballesteros

Age: 17
Team: Girls' Bowling
Position: A-Team
Years on Team: 3

"Julissa is one of the veterans and leaders of the team. She raised her average this season and continues to get better."
-Coach Garofano

"Julissa is a good bowler and she continues to get better. She always cheers the team on and is always having a good time."
-Christine Hawkins

Lauren Beltre

Age: 17
Team: Girls' Bowling
Position: C-Team
Years on Team: 2

"Lauren joined the team late this year. She is a decent bowler and I look forward to her contribution."
-Coach Garofano

"She's been doing really good this season. She's also a good teammate."
-Ellie Brienza

Chaimae Benali

Age: 17
Team: Girls' Bowling
Position: B-Team
Years on Team: 1

"Chay's personality and charisma has made a world of difference for the team. She is also quickly becoming a good bowler."
-Coach Garofano

"Chay is always happy and gives the team tips during the games. No matter how the score ends she's there for the team."
-Christine Hawkins

Steffi Garcia

Age: 17
Team: Girls' Bowling
Position: B-Team
Years on Team: 2

"Steffi is the absolute leader of the team. Although she is not in the starting line-up her energy picks everyone else's up."
-Coach Garofano

"She's a decent player and always does her best."
-Kiara De La Rosa






**Congratulations to the
Varsity Soccer Team and Girls' Bowling Team
for Winning Their Divisions**



Senior Sports Profiles

by Jennifer Sanchez

<div>Isaac Hidalgo</div> <div></div> <div>Age: 17 Team: Boys' Soccer Position: Right-Back Defense Years on Team: 2 "Isaac loves the game, he's a great defense. On the field he's the loudest but the best at what he does which is why I'm recommending him for a scholarship." -Coach Ali "He's definitely the loudest on the team. As a player Isaac's very serious about the game and a solid defender." -Mark Puma</div>	<div>Steward Naula</div> <div></div> <div>Age: 17 Team: Boys' Soccer Position: Center-Field Years on Team: 4 "Steward brings the team together. He is the team's main playmaker and is constantly helping out his teammates." -Coach Ali "Stewie's a great captain his distributes during the games are nicely done. He's always trying to get us hyped and encouraging the team to do better." -Benji Zamora</div>	<div>Ariel Obando</div> <div></div> <div>Age: 17 Team: Boys' Soccer Position: Right Defense Years on Team: 3 "Ariel is the mouth of the bench. As a player he's very good and very hyper-active." -Coach Ali "When Ariel is on the field, he does his best and always cheers the team on. He's the heart and soul of the team." -Mark Puma</div>	<div>Eric Rojas</div> <div></div> <div>Age: 18 Team: Boys' Soccer Position: Left Defense Years on Team: 1 "It's the first time Eric is on the team he's very good, I'm surprised he never tried out before. When he gets the chance to play, he gives his all." -Coach Ali "Eric is the type of player who won't let the team down. He puts a lot of effort into the game and has great sportsmanship." -Brandon Avalos</div>	<div>Thomas Hock</div> <div></div> <div>Age: 17 Team: Boys' Bowling Position: A-Team Years on Team: 4 "Thomas is the best bowler on the team. He is always consistent and a great captain. The team loves him." -Coach Devaux "Thomas is a great captain. He's there to save the team from losing and guides us through all games." -Salvatore Isabella</div>
<div>Bryan Aldaz</div> <div></div> <div>Age: 17 Team: Boys' Bowling Position: B-Team Years on Team: 1 "He began the season inconsistent but he quickly improved." -Coach Devaux "Bryan's a good team mate. He improved a lot and is turning into a great bowler." -Christopher Perez</div>	<div>Pablo Alvarado</div> <div></div> <div>Age: 17 Team: Boys' Bowling Position: B-Team Years on Team: 1 "It's Pablo's first year on the team, he's shown great improvement. At practice he's trying to help the younger players." -Coach Devaux "He's a good player. During the games, he's always encouraging the team to do their best." -Christopher Perez</div>	<div>Janet Tellez</div> <div></div> <div>Age: 18 Team: Girls' Volleyball Position: Server/Setter Years on Team: 3 "Janet is a great leader; she's actually one of the best girls on the team. On the court she's absolutely amazing. I'm glad to have her on the team." -Coach Boyle "Janet is aggressive on the court, but a good captain. She has a lot of potential." -Biaani Garcia</div>	<div>Vanessa Obando</div> <div></div> <div>Age: 17 Team: Girls' Volleyball Position: Outside Hitter Years on Team: 2 "Vanessa's my co-captain I rely on her to organize the girls and help out the team. She's a great outside hitter I'm very happy with her performance." -Coach Boyle "Vanessa is a really good player and teammate. She's a strong bumper and setter." -Judith Mercado</div>	<div>Valeria Enea</div> <div></div> <div>Age: 17 Team: Girls' Volleyball Position: Setter Years on Team: 2 "Valeria knows how to get things done. I missed her junior year I'm glad she's back on the team." -Coach Boyle "She's determined and focused throughout all games. Valeria is always trying to help out the team." -Bianni Garcia</div>

We are the Tigers!

The Mighty Mighty Tigers

Baseball Prepares for New Season and the End of an Era



Over 50 players tried-out, with the help of old timers.

by Jairus Hizon

The end of an era has begun. Team captains Armando Avila and Esteban Soler, both seniors, have been captains of the varsity baseball team since their freshman year. This is their last season.

Armando and Esteban, together with junior Daniel Corona, who, like them, is a team captain, ran the team's tryouts this fall.

Coming into this year's tryouts, they had the same mindset that has brought them and the team success throughout their high school baseball careers. That mindset was to look for players who would contribute to the team as they have done these past three years. They're looking for players who can carry on the team's traditions.

Alongside former baseball captains Tanvir Toy ('03) and Yodaryl Moronta ('06), and other Queens Voc Tiger alumni, they led the potential players through numerous drills, scouting each player's physical and mental fitness as well as their ability to play baseball.

Armando said that this year's batch of baseball team hopefuls have "potential." But, as Esteban said, "they need to stay focused."

Their final game last season decided whether the Queens Voc Tigers would finish the regular season in first or fourth place. They ended up losing that game. The coach said their loss was attributed to poor execution and "mental blunders." While the team did manage to go to the playoffs for the ninth year, the coach said that "not being in first place isn't bad," he said,

"but being in fourth place is bad."

The coach and Joe LiVecchi, assistant coach for the past six years, met with the captains to discuss selections for the upcoming year. The goal, the coach said, is to select players who will "represent themselves and the school well, be mature, stay consistent, be dedicated, and to give their all not just in games but also in other team activities."

Both Armando and Esteban said they expect players to step up this year to learn what needs to be done, so that they can fill the gap that their graduation will create. Otherwise, their leadership roles will be left solely to fellow captain Daniel Corona.

The coach said that he's had players step up in the previous years unexpectedly. Most notably, in 2008, the team was coming off a city championship season. But rather than the sizeable group of seniors, it was two freshmen, Armando Avila and Esteban Soler who stepped in to help.



Groundballs, anyone?

JV Basketball has New Coach

by Jairus Hizon

Mr. Garofano recently decided to give up coaching the boys' junior varsity basketball team. Mr. Daniel was appointed by Principal Burg to replace him.

The JV basketball team has a combined record in the last two years of 4-28. In the first season, the team did not win a game. Last season, they won four. The new coach, Mr. Daniel, hopes he can lead the boys to do even better. "I have a lot of basketball experience," he said. "I want to pass it on to the team."

Mr. Daniel is the school's attendance coordinator and exploratory business teacher. Now it is time to handle business on the basketball court. "If we play as a team, we

will be successful," he said. Teamwork and team spirit are what he is looking for among his players.

"The goal is to win every game," Mr. Daniel said. "Anything short of the playoffs is a failure." There are only



Mr. Daniel takes the helm.

fourteen games in the season and the team must end the season with a 10-4 record to make the playoffs. While expectations may seem high for a team that hasn't fared well, the coach's confidence may rub off on the team.

"Right now the team is working on the basics and fundamentals," he said. "I expect to have a final roster by Thanksgiving weekend." If the coach is successful in improving the JV team, then future varsity teams will improve as well, he said.

Confidence, experience, and leadership are the qualities a coach needs to be successful. They are qualities that Mr. Daniel seems to possess. If all goes as he plans, the team will make the JV playoffs for the first time.

Cheerleading Squad Set to Start

by Larry LeBeau

Who are we? QV! That's one of the chants heard at various sporting events. A school with a lot of spirit will soon have a cheerleading team that will try to make school spirit even better.

Mr. Lerro, Queens Voc's athletic director, is currently running the squad. According to the PSAL, cheerleading is not a sport," he said, because cheerleaders don't compete. They entertain, despite having practices and set up routines, said the athletic director.

Yet the AD is treating the squad like a PSAL team with grade requirements. They have to pass the same classes as sports team members do. Further, he insists that they behave properly in school.

Mr. Lerro has been trying to get the team on the right track by recruiting cheerleaders, getting routines set up, and getting proper equipment. He said he would run the squad as long as it takes to find a coach.

Mr. Lerro has been holding meetings to see if he can find committed cheerleaders. "I'd rather have 10-15 committed team members than 30 who just show up when they want," he said.

To participate, each member must submit a parent consent form and a medical. On Monday, Nov. 8th, Mr. Lerro held a meeting at which 10 girls submitted their paperwork: Sotia Benilla, Angelica Chumbi, Raigine Folk, Yanni Gotacachi, Hassly Marquez, Destiny Marrero, Gianne-Michelle Swann, Nijah Taylor, Yoali Valdez, and Lourdelyne Victor.

Mr. Lerro wasted no time and got right to work teaching them different stretches. Nijah, a junior, feels she can be a committed cheerleader, even

though she has little experience. "I want to be a cheerleader because I can bring school spirit to all the games and I love being loud," she said.

Lourdelyne, a sophomore, said that when she goes to basketball games, "there doesn't seem to be much support. The cheerleading team would help school spirit and give the teams a boost." Lourdelyne, one of the girls who asked Mr. Lerro to start the squad, has been cheerleading for seven years and feels she can bring leadership to the inexperienced cheerleaders.

Mr. Lerro said he wants the team to be fully trained by the start of basketball season. Since the boys' varsity basketball, boys' JV basketball, and girls' varsity basketball all use the gym, the cheerleaders will have to practice in the weight room and hallways.

"They are going to run, weight train, and do every exercise necessary to do their routines," said Mr. Lerro, who plans to train the squad like any other team. The squad will be able to cheer in the gym, but not the cafeteria for wrestling because of the lack of space. Since volleyball season is over the squad has the girls' basketball team and boys' JV and varsity basketball. Next year, they will include the volleyball team and possibly even the wrestling team.

Right now the squad has no equipment. Mr. Lerro said they are going to raise funds by having a bake sale and selling candy to get money for uniforms and pom poms.

According to Mr. Lerro, the team is co-ed, but so far, only girls have shown interest. Mr. Lerro said he would like boys to join because stronger people are needed at the bottom of the pyramid.



Cheerleaders learn how to stretch from Coach Lerro.

Soccer Team Wins Division

continued from back page

as one organized team. However, he says he received the best sportsmanship from Steward Naula, a senior at Queens Voc and captain of the team, as well as Mark Puma, a junior. Mr. Ali says they will most likely be moved up from division B to division A West because of their record.

The Queens Voc boys' varsity soccer team won the city championship on Nov. 8, 2009, by defeating Thomas Edison High School, 3-2, and finished in second place in their division. The game took place at Randall's Island.

Mr. Raushan has been the assistant coach for two years. Since joining Mr. Ali as a coach, the team won city championship last year and the division championship this year. As an assistant coach, Mr. Raushan sets up the roster, discusses strategies with players, and helps Mr. Ali with whatever needs to get done.

Ozan Cetinkaya, an alumnus who graduated in 2010, was the team captain last year. According to Mr. Raushan, "Ozan has been supporting the team since day one, even though he doesn't go to Queens Voc anymore. Ozan was at every soccer game the team played and supported them all the way. He even helped strategize game plans." As a team member, Ozan "was the top goal scorer and without him we wouldn't have made city champions," said Mr. Raushan.

According to PSAL.org, the team consists of 25 active students: Shady Albakry, Michael Alvarado, Gerardo Amigon, Yahirt "Steven" Artunduaga, Brandon Avalos, Jonnathan Avila, Bryan Balladares, Jonathan Calderon, Jorge Calderon, Diego Coelho, Edwin Guaman, Isaac Hidalgo,



Strong offense was crucial.

Alexandros Kiourkenidis, Nicholas Kotsakis, Steward Naula, Ariel Obando, Andres Puli, Mark Puma, Arnol Riera, Kenny Rios, Eric Rojas, Andres Romero, Lenin Sales, John Velasquez, and Benji Zamora. Of these, there are four seniors, 13 juniors, two sophomores, and four freshmen.

Ariel Obando, a senior who played defense for the team, said it's an amazing feeling to be a part of the team. He has been on the team for three years, and said it feels great knowing they improved from an average team to division A quality. "I enjoy yelling out QV on the field when we score a goal," he said.

Michael Alvarado, a freshman who plays midfield, said he was encouraged to join the team because he wanted to improve his game by the time he was a senior. "The opposing teams were tough, but it pushed me to keep practicing," said Michael.

"We believe the best way to win is to play the friendly way. Don't forget we play for our fans, family, and our school. We play as one, we lose as one, and we win as one," said Steward Naula, captain of the team. Steward is hoping to get accepted to Lipscomb University with a scholarship. He said he plans to play college soccer, then go to Ecuador after college to play for a professional team. "High school soccer helped open a lot of doors of opportunities and helped build up my character as a leader and role model," Steward said.



Team huddles with Ozan before season-ending game.

Volleyball

continued from back page

everyday of the week from 4pm-6pm is exhausting especially after a long day of school, but if it's going to help our team become stronger I'm willing to be there everyday," said Karina Villalobos.

Mr. Boyle said he always starts the season off with "determination and high hopes with having a successful fun year with the team." Although they lost all but their last game, the girls said they enjoyed playing whether they won or lost. "We don't play the sport because we have to, but for the fun and love of the sport," Karina said.

Vanessa Obando and Janet Tellez were the team captains this year. Vanessa said that before every game she felt excited and ready to play. Although she was captain of the team, that made her no different, she said. "We were a family out on the court and helping each other is what this team was all about," Vanessa said.

The team's strategies are to call the ball and have communication with one another while on the court. Being supportive of every

player is what makes our strategies successful, we're all comfortable with one another," said Janet.

Most of the girls have been on the team since sophomore year, which is when volleyball first started in Queens Voc. Nine of the 21 girls on the team are seniors: Sherice Berkeley, Valeria Enea, Diana Flores, Yaneli Martinez, Emilee Rosa, Ariel Soler, and Sabrina Cayetano.

"I hope that my college offers a volleyball team because I would love to continue playing volleyball, even if it's not professionally but as a hobby, because I love it," said Yaneli Martinez.

"I have a good group of girls coming for next season," Mr.

Boyle said, "I feel sorry that a good group of seniors is leaving but I know that the Queens Voc volleyball team will continue to be a successful, fun, enjoyable sport played here because of the great players I have."

There were 21 active members on the team: Rachel Ackerman, Sherice Berkeley, Vanessa Castano, Sabrina Cayetano, Valeria Enea, Christian Flores, Diana Flores, Biaani Garcia, Stacy Garcia, Lisbeth Marmolejos, Yaneli Martinez, Judith Mercado, Catherine Mosquea, Leidy Vanessa Obando, Yanil Ortiz, Emilee Rosa, Ariel Soler, Jocelyn Talavera, Janet Tellez, Johanna Torres, and Karina Villalobos.



Volleyball team ended strong: last game was their best.

Varsity Basketball: It's Tip-off Time

by Dilpreet Singh

"Play competitive basketball and represent the school well," Coach Maloney said about his expectations for the varsity basketball team this year. As November ends, the high school basketball season starts. To help build another successful team, Mr. Maloney, 16-year veteran coaching of the varsity basketball team, held tryouts at the end of October. During tryouts, Mr. Maloney had his eyes on last year's JV players and selected just a few of them to be on the varsity team. The coach said he didn't "expect much new talent except for the JV players."

Coach Maloney appointed Steward Cole and Sebastian Bonilla as captains this year because they "are returning players who are leaders on and off the court," he said.

According to the coach, the five starters are Hugo Callado, Stewart Cole, Andres Agudelo, Devante Brown, and Dominique McClaney.

According to Mr. Maloney, seniors Sebastian Bonilla and Kirk Palmer are injured and unable to play, necessitating an adjustment to his starting line.

"The boys have started practicing for the season, which starts in December. With three basketball teams in the school, it's difficult to secure gym time for one team," said Coach Maloney. "That's why we try to have practice twice a day." This year the team practices mostly during the week. Throughout the week they practice in the morning from 7am

to 8am, and in the afternoon they practice from 3pm to 4pm.

According to Mr. Lerro, the school's athletic director, each team deserves the same amount of time and as a result full practices are often difficult to arrange for the teams.

Returning veteran senior Devante Brown looks forward to the season. "This year my teammates and I will be aiming to go to the playoffs and win the championship," he said. With nine returning players and a highly experienced coach leading them, the Tigers are hoping to be a competitive team this year.

"All five starters should play a big role this season," said Coach Maloney. This year's team consists of 10 seniors: Bryan Aldaz, Sebastian Bonilla, Devante Brown, Tomas Bueno, Stewart Cole, Hugo Collado, Fredrick Jah, Kirk Palmer, Kevin Sasuman, and Luis Torres; and three rookie juniors: Andres Agudelo, Dominique McClaney, and Kevin Salinas.

See the calendar of events in this edition of the *VocVoice* for the schedule of home games or see the team's full schedule at PSAL.org.



Going for the lay-up.

TIGERS

Soccer Scores Second Division Title

by Thomas Arbelaez

The Queens Voc boys' soccer team seemed unstoppable, winning 13 games in a row this year. The team went 12 & 0 in their regular season and won their division.

The team got a bye in the first round of the playoffs, and in the second round defeated Frederick

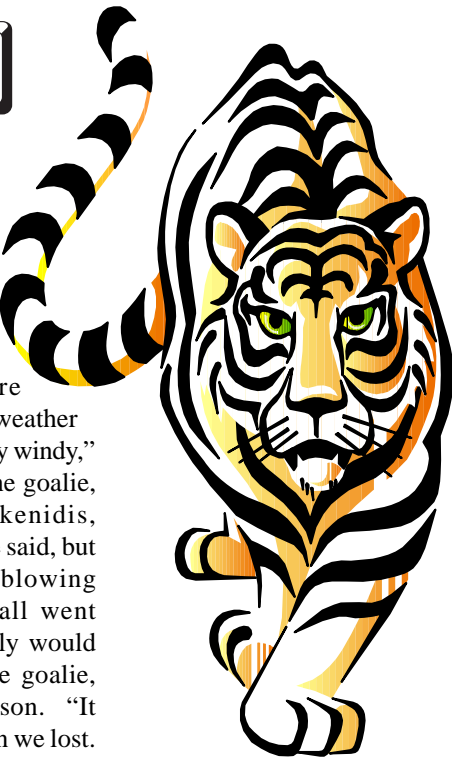
was going accordingly, he said, and the boys were playing well. But the weather was rough. "It was very windy," said Mr. Raushan. The goalie, Alexandros Kiourkenidis, jumped for the ball, he said, but with the wind was blowing against them, the ball went higher than it normally would have, getting past the goalie, and ending their season. "It was a sad feeling when we lost. I wanted to experience the feeling of winning a championship game as a freshman. I guess we need to try harder next year," said Michael Alvarado.

The soccer team, led by Mr. Ali, amassed a 22 game win streak between this year and last.

During the regular season games, the boys defeated: Townsend Harris 8-2 and 7-0, Franklin K. Lane 9-2 and 8-2, Robert F. Wagner by forfeit, and 9-1, Arts & Business 4-0 and 4-1, Grover Cleveland 3-2 and 7-0, Richmond Hill 12-1, and by forfeit in the last regular season game.

According to Mr. Ali, the team's coach, everyone played

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Volleyball

by Natalie Kavral

They played hard all season long, but waited until the end to win a game. After going 0-11 the girls defeated Aviation in their last game of the season on Monday, Nov. 8, at High School for Construction.

Mr. Boyle, the coach, said he "felt great, felt glad for the girls. What a wonderful way to end the season. The season was tough because we lost every game until the end; but we pulled through and did it," said Mr. Boyle.

The girls started off strong with a determination to be champions. "Practicing

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SPORTS

Girls' Bowling Team Advances to Third Round of Playoffs

by Kevin Sasuman

The girls' bowling team again took first place in their division with a 12 & 0 regular season record this year. This is the second straight 12 & 0 season for the girls, and the third straight division championship. The team is led by veteran coach Damon Garofano.

The girls then defeated Richmond Hill in the first round of the playoffs, on Wednesday, Nov. 10. On Tuesday, Nov. 16, the girls faced Lincoln HS at home and defeated them to advance to the third round of the playoffs.



Bowling strikes all season.

The decisive Queens III division game was played on Oct. 21. The Lady Tigers squared off against LIC's Lady Bulldogs for the third time. The Lady Tigers won both the A and B games. "I knew we had it today," said sophomore Kimani Brown, "We bowled confidently and accurately." The girls began to celebrate as the tenth frame came to a close. Maria Perez, the only ninth-grade bowler on the team, said, "I was

so happy that we won the division, all the hard work we put in as a team is paying off."

Julissa Ballesteros, a returning four-year veteran, said she was very happy winning the division. "Everyone on the team worked extremely hard and is doing great. I am proud of each and every individual player for putting in their efforts into winning and practicing hard."

Coach Garofano is happy with his team's commitment and performance. "I'm proud of my team no matter what," he said.

The veterans, Florencia Oviedo, Julissa Ballesteros, Christine Hawkins, Steffi Garcia, Lauren Beltre, and Elixandria Brienza are the cornerstones of the team, said Coach Garofano. According to the coach, the rookie bowlers often seek advice from their more experienced teammates.

The girls' bowling averages range from 90 to 125, according to the Public Schools Athletic League's website. Practicing has a lot to do with the results the team has had according to Coach Garofano. The Lady Tigers practice on most days after school at the AMF 34th Avenue Lanes located on 6910 34th Avenue. "The confidence of our players just feeds us positive energy. We always go out there to have fun," Florencia said.

The team consists of Katherin Arias, Julissa Ballesteros, Lauren Beltre, Chaimae Benali, Francesca Bernabe Duarte, Elixandria Brienza, Kimani Brown, Kiara Delarosa, Priscilla Delgado, Steffi Garcia, Christine Hawkins, Eliana Moronta, Florencia Oviedo and Maria Perez.



Division Champions 2010 - 2011.



"Use your head," says coach.

Douglass Academy, 3-2. In the third round, the team lost to Hunter College High School by a score of 2-1 in overtime. Mr. Raushan, the assistant coach, said that the team could have defeated Hunter College HS. The game turned to overtime with a score of 1-1. Everything

Boys Bowling: Planning for the Future

by Daniel Corona

The boys' varsity bowling team finished its season the same way it started; strong. The season began with the boys beating Aviation 2-1, and finished with a 2-1 win against Long Island City. The boys finished with a record of 5 & 7, ending in fifth place in their division.

"I didn't know what to expect," said Coach Devaux, "a lot of seniors graduated last year who were starters; I didn't have high expectations since this was relatively a new team. The bright side is that many of the freshmen who I picked up this year will be returning."

Two freshmen who really stood out with outstanding performances this year, said the

coach, were Angelo Andino and Christian Terran. Angelo averaged 138 points per game and Christian averaged 117 points per game.

The two freshmen bowlers bowled on the A team, alongside Thomas Hock, a four-year member of the bowling team who was Coach Devaux's right-hand man. "I really didn't expect much since they were a young team," said Thomas Hock, adding that the team did better than he expected.

Losing Thomas, who will graduate in June, will not be good for the team. "Thomas was the anchor of the team," said Christian.

The varsity bowling team had four seniors, Bryan Aldaz, Pablo Alvarado, Thomas Hock and Luis Torres; three juniors, Salvatore Isabella, Paul Paulino, and Christophe Perez; and four freshmen, Angelo Andinio, William Callanan, John Gamble, and Christian Teran.



Young team bowls better than expected.

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