

Vocational Voice

Vol. LXXV No. 2

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

Summer, 2010



Ms. Vittor welcomes guest speakers at breakfast to kick-off Career Day.

Students Hear from the Pros

Career Day brings the “real world” to high school

by Armando Avila
& Esteban Soler

Over 55 guest speakers attended Queens Voc’s annual Career Day, making it the most successful yet. The guest speakers, with careers ranging from a bug specialist to a TV producer, spoke to nearly 160 classes.

The 8th annual Career Day took place on Friday, May 14. Speakers occupations varied from state correctional officers, NYPD officers, plumbers, Con Edison electricians, a nurse, FDNY, and marine recruiters, among many others.

Career Day provides students with the opportunity to meet professionals from various fields. Some of the speakers are professionals from fields related to the majors Queens Voc offers. Other speakers were from fields to which students might not otherwise be exposed to.

“I have been working as a correctional officer for 13 years,”

said Jose Maldonado a New York State correctional officer. “I was here to inform the students about what the department has instilled in me, and to debug myths about a career as a correctional officer.” Officer Maldonado was accompanied by a colleague, Ms. Dixon. Officer Dixon said that she has been to many schools and has spoken to many kids, “but Queens Voc students have been the best audience yet.”

Kristina Kendall is a TV producer for the Fox Business Network, and works with John Stossel on his FBN show *Stossel*. Prior to that, she worked with Mr. Stossel on ABC’s *20/20*. “I started off as an intern and I was always trying to be better than the other person I was competing with. Today, I still have that mentality, although I am competing with myself.” Ms. Kendall spoke to several classes about the need to work hard, be responsible, and to show initiative. Ms.

Kendall said that she uses criticism she gets to improve. Alexandria Martin works with Ms. Kendall. She’s an assistant to John Stossel. Alexandria encouraged students to pursue their desired careers. “We all have disadvantages, but that doesn’t mean you have you stop working. You have to work harder to get where you want to get and having a disadvantage is just an obstacle you have to overcome.” Ms. Martin said that overcoming obstacles strengthens people’s character and makes them better workers. She urged students to participate in sports, saying that sports “builds character and leadership skills.

Daniel Gallagher, an NYPD detective and brother of Queens Voc teacher Mr. Gallagher, came to Queens Voc to “shine a little light on the kids and to help the NYPD” with future police officers. “I had a good day, the kids asked a lot of questions,

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Poetry Slammin’

by Michael Corona

When it was over, Ariel Obando was declared the winner.

Queens Voc has once again been hit with a poetry craze! Ms. Himmel, an SSBT English teacher, has for the past three years organized poetry slams, in which students get to show their love of poetry in a friendly competition. Last year, she also coordinated an open mic night for students to present their poetry free-style.

“The poetry slam creates a positive venue for students to

Ms. Himmel, the coordinator of the poetry slam, had others assist her such as graduating senior James Walker, the master of ceremonies. James introduced the contestants and also provided humor and a form of crowd control, by asking the crowd to settle down when they began getting rowdy.

Judges for the slam were Mr. Lerro, the physical education teacher; Yaw Teh, a sophomore,



2010 Poetry Slam was a huge success.

express themselves,” said Ms. Himmel. She believes that with the poetry slam and the open mic, students can express themselves in a manner that not only develops their comprehension level, but also assists them with writing. “The 2010 poetry slam is the fifth slam that Queens Voc has successfully held,” said Ana Cruz. The first two poetry slams were organized by Ms. Adoo, who has since left Queens Voc.

The 2010 Poetry Slam was held in the auditorium on Tuesday, April 27, during seventh and eighth periods.

Ms. Antonia Vega, PTA treasurer and mother of student Ronald Polanco, and Tevin Bradly, also a senior at Queens Voc. Mr. Bowen, electrical installation teacher, provided technical assistance.

The contestants had the task of presenting two poems: one they wrote, and the second a poem that they like but written by someone else. The poets were judged on how clearly they spoke and presented themselves. They were also judged on how much time they

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Regents Schedule: June 2010

<i>June 15</i>	<i>June 16</i>	<i>June 17</i>	<i>June 18</i>	<i>June 21</i>	<i>June 22</i>	<i>June 23</i>
<i>9:15 am</i>	<i>9:15 am</i>	<i>9:15 am</i>	<i>9:15 am</i>	<i>9:15 am</i>	<i>9:15 am</i>	<i>9:15 am</i>
Algebra 2/ Trigonometry Mathematics B	Comprehensive English: Session One	Comprehensive English: Session Two	U.S. History & Government RCT in Science		Physical Setting/Earth Science Physical Setting/Physics	RCT in Mathematics RCT in U.S. History & Government
<i>1:15 pm</i>	<i>1:15 pm</i>	<i>1:15 pm</i>	<i>1:15 pm</i>	<i>1:15 pm</i>	<i>1:15 pm</i>	<i>Good Luck!</i>
Global History & Geography	Living Environment Physical Setting/ Chemistry	Geometry	Integrated Algebra	RCT in Writing RCT in Global Studies	RCT in Reading	
<i>All tests are Regents exams unless otherwise noted.</i>						

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they seemed into it. I hope I've helped them in their journey to



their dreams," said Officer Gallagher.

Daniel Arias is a Queens Voc graduate who works as a plumber in Plumbers Union Local 1. "I am here to give the students advice and talk to them about my success," said Mr. Arias. "I never pictured coming back, but I did it for a good cause. I came to tell the students things they should



know about the plumbing field that are vital if they wish to pursue this career in the future."

Jerilyn Marinan is a Long Island Business Institute graduate who majored in occupation studies. "The best part of my job is when a student calls and says they got a job" said Jerilyn, who is a job



counselor. She spoke with the students about various careers and how to pursue those careers successfully.

Marcos Torres and Jason Kim, Youth Officers from 108 Precinct, exposed students to an average day as officers. Their goal is to keep kids safe and make sure they attend school.



The officers were asked several interesting questions and even commented on their popularity as officers. "We usually get mixed reactions when we tell kids that we are officers because some of them don't like us."

"I learned a lot today from all the speakers I had," said sophomore Gary Santos. "Hearing about their journeys to success and the occupations they have motivates me to work harder, so one day I can come back and motivate students at Queens Voc about my career."

According to the schedule distributed, the following guests attended Career Day 2010: Chris Anderson, Daniel Arias, Amber Atkins, Jennifer Blanco, Rick Brown, Karen



Bruce, Marlon Cabey, Antonio Caccavale, Joshua Distelhorst, Dean Dobbins, Roger Dowd, Kathryn Doyle, Hassan Ghanem, Sara Gherman, Ronald Gibson, Jollanna Gilham, Frank Girgenti, Eugene Gonzales, Eric Greenburg, Joylette Hairston, Kevin Hamilton, Celeste Hodges, Markos Jordan, Kristina Kendall, Devon Kuser, Jose Maldonado, Jerilyn Marinan, Xerena Marinez, Alexandria Martin, Jason

Students Hear from the Pros



Guests included QV graduate Kevin Hamilton (center).

Maynard, Maryann McQuillan, Yvonne O'Connor, Anthony Oliva, Rafael Ortiz, She Pirard, Mona Prophete, Bryan Pu-Folkes, Leah Rambo, David Ravola, Keith Roddey, Tatiana Rose, Ronald Ross, Ana Salazar, Sharon Small, Treasure Small, Marcos Torres, Jerome Walker, Brigitte Watson, and Wendy Webb. Students Byron Loja,

Crisheber Soriano, and Asaduz Zaman also spoke.

Career Day was put together by a committee that included Mr. Ali, Ms. Burg, Ms. Gaskin, Mr. Holder, Ms. Newman, Ms. Radovich, Mr. Schimenz, Ms. Spallone, Ms. Talley, Ms. Torres, Mr. Vega, and Ms. Vittor. Students in the Leadership class, headed by Mr. Vega, set

up and decorate the library, where breakfast and lunch were served to the guests, and escorted the visitors to their speaking assignments.



Thanks to all our Career Day guests. We appreciate your time and your insightful advice.

Poetry Slammin' at Queens Voc

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Students and teachers applaud poets.

took reciting their poem. The contestants were not to exceed three minutes reciting their poetry. They were given a score from 1-10, 10 being the best.

There were two rounds in the poetry slam, and also an open mic during the intermission. The first round started off with senior, Rashad Doyle, who scored a 9 with his poem, "Alone in the Dark," in which he spoke of the heartbreak of being alone and not having a mother's love. Senior Chrisledy Duverge followed up with "Guys," her poem about her past relationships, the good, the bad, and the ugly. She scored an 8. Senior Freddy Gomez continued the slam, scoring a 7 with "My Special Someone," his poem about his crush. After Freddy, Tonya

Miah scores a 7 with her poem, "Love." Junior Ariel Obando went next, reciting his untitled poem about how lovely and wonderful his mother is. He scored a 9. Paul Paulino scored a 7 with "My Lover," about loving someone who is already taken. Finishing up the first round was senior Asaduz Zaman who scored a 7 with his poem "My Love."

After round one, there was an intermission during which the audience members were allowed to go on stage and read any poem they wanted, as long as it had no abusive language. First to step up was Geraldine Leibot, who recited "Barbie and Ken 101." Then Trae Hall, a junior, went on stage and rapped for the audience. Ms. Radovich, AP for Humanities, followed up

by dedicating "Evolution" to her eighth period senior class.

Round two began with the contestants presenting their second poem in the same order as the first. Some of the poems were published anonymously. Rashad opened up with "Starting Over." He scored an 8. Chrisledy scored a 9 with "Sometimes Silence is the Loudest Kind of Sound," by Bassey Ikpi. Freddy did not have a poem; instead he sang "Baby," by Justin Bieber. He scored a 5. Tonya scored another 7 with "Heart Filled with too Much Anger and Hurt." Ariel recited "What Teachers Make," by Taylor Model. He scored another 9. Paul scored a 7 with "The Cold Within." Asaduz finished off the round, scoring an 8 with "Does Heaven Have a Phone Number?"

Ariel Obando won the poetry slam. Rashad Doyle and Chrisledy Duverge were initially tied for second place, but each shared a poem to break the tie. Rashad ended up taking second place and Chrisledy taking third.

"As long as poetry is popular within the Queens Voc community, the poetry slam will live on," Ms. Himmel said. "So those of you, who feel like you missed your chance this year, don't worry. Next year's poetry slam is sure to be one of the best."

Cosmo Kids Keep Busy

by Asaduz Zaman

Freshman and sophomore cosmetology classes went to Madame Tussaud's Wax Museum on Friday, May 21. "We took the cosmo students there so that they can learn about colors, makeup, hair, and fashion," said Ms. Torres, who, with Ms. Lingstuy, organized the trip.

Another big event that occurred in May was the senior cosmetology NOCTI exams. For the cosmetology students to get their license, they must pass their practical and written exams. The practical exam took place on Tuesday, May 18, and Wednesday, May 19. The seniors took their NOCTI written exams the previous week, on Thursday, May 13. "The NOCTI written exam and the practical weren't as hard as I expected," said Alejandra Espinoza. [Note: NOCTI results are expected on June 15, after the school newspaper comes out.]

The seniors prepared for this test by going to Sunnyside Community Services each month giving free haircuts, highlights, manicures, makeup, and facial to senior citizens. "We just don't learn about skin and hair in our theory class, we apply it when we go to Sunnyside

Community Services," said Alejandra Espinoza.

As part of their training, the seniors, and even many juniors, attended the International Beauty Show on Tuesday, April 20. They went to the show to learn more about haircutting and styling, and to see the newest products on the market. "The beauty show was really fun," said Veronica Sierra, "and I even had time to buy beauty supplies for myself."

Another trip Ms. Lingstuy and Ms. Torres went on together with their freshman and sophomore classes was to P.S. 199. "We took them to P.S. 199 twice, once was in Nov. and once in May. The students got a chance to do facials, manicure, makeup, and braid hair on parents," said Ms. Lingstuy.

The sophomore cosmo classes held an egg contest took place toward the end of April. "It was a contest in which the cosmo students take an egg, empty the egg by making a small hole, and finally, add a body. This teaches them to be delicate with their hands and also be creative," said Ms. Spallone, their teacher. "They also have to write an instruction manual on how to make their very own dressed egg and if they don't, they're disqualified."



Alexandrea is all smiles as she works on a client.



Students demonstrate shop skills for freshmen.

CTE Night Helps Students Choose Majors

by Darlene Fernandez

On CTE Night, freshmen made one of the first important decisions they will make at Queens Voc, they chose what they wanted to take as a major in high school. This year CTE Night was held on Thursday, March 25, from 5:30pm to 8:30pm.

Of the 361 freshmen, only around 150 families showed up, according to Ms. Basirico, a guidance counselor. A snowstorm on CTE Night affected the number of attendees, but not as much as anticipated. "We had more parents than expected," said Ms. Basirico. "We estimate about 200 parents and students attended." Mr. Ali, assistant principal for trade and technology, said he was impressed with how many parents care about the choices their children are making for their future by showing up at CTE Night.

At the beginning of the night, the freshmen and their families were directed to the back of the cafeteria where there were tables set up, each with three different session slips. Students could attend up to three demonstrations. Each session was 25 minutes long and took place in the CTE rooms.

At the end of the night, freshmen were asked to choose

what major they wanted to study throughout high school. The majors they could choose from are business, computer technology, cosmetology, electrical installation, electronics, graphic arts, and plumbing. The freshmen had to choose three majors that interested them. If there isn't enough room for them in their first choice they will be placed in their second choice and if there isn't enough room in their second choice, then they will be placed into their final choice.

More than half of those who attended CTE Night chose electrical installation, making it the most popular first choice. Of the 100 freshmen who chose electrical installation, only 15 of them were females.

The least popular major was business; only 14 freshmen chose business, only four of whom were female.

Seventy-eight freshmen chose c-tech as their major, fifty-nine males and 19 females.

Seventy-one freshmen chose cosmetology. Only one was male.

Nineteen students chose electronics as their major. Only one was a female.

Thirty-five freshmen chose graphic arts as their major. Twenty-one were female and 14 were male.

Twenty-one freshmen chose plumbing as their major. Only four were female.

Of the 361 freshmen, 219 are male and 142 are female.

Presentations were held in some of the major shop rooms. Ms. Newman, Ms. Mitchell, Ms. Gilham, and Ms. Ruiz held presentations for business. Ms. Quartuccio conducted cosmetology presentations. Mr. Mendez and Mr. Maloney demonstrated electrical installation, and Mr. Rivera showed off the plumbing shop. Ms. Maraj demonstrated electronics. Mr. Garcia presented graphic arts to those who were interested. Many of the CTE teachers had current students help with their presentations, which focused on what freshmen would be learning during the next three years if they decide to choose that major. The students also learned about how the class will benefit them after high school and the opportunities available to students within each major.

Freshman Andres Ospina said that after CTE night, he believed electrical installation was the shop class for him. "I enjoyed learning about the different classes; I am definitely sure I want electrical installation as my major. This night has helped convince me," Andres said.

Freshman Jeanette Espinal said that at CTE night helped her decide. "At first I wasn't sure about what major I wanted to pick, I was kind of thinking about picking Business, but after tonight, I think I'm going to pick cosmetology," said Jeanette. Jeanette's mother, Maria Espinal, said she was happy as long as her daughter was happy. "I just want her to pick something that she enjoys and I'll support any choice she makes," said Ms Espinal.

Q.V. Helps Haiti

by Jazmin Ramirez

A massive, magnitude 7.0 earthquake hit Haiti on Jan. 21, 2010. According to the Haitian government, 230,000 people died. Three hundred thousand injured people have been treated.

Dedicating an entire week to help Haiti, Queens Voc took part in helping find relief for the country. According to Mr. Vega,

"People started asking what are we going to do? I thought of increasing the price for the talent show and then donating the proceeds to Haiti," said Mr. Vega. "Students came up and asked if we could do a bake sale, leadership came up with another day, and then we came up with a whole week," he said.

The first day of Helping Haiti Week, Monday, Feb. 8, was movie night. One hundred and

thirteen students paid \$2 to watch *Nick and Norah's Infinite Playlist*. Movie night raised \$226. Tuesday, Feb. 9, was Hat Day. Students bought ribbons for \$2 from the leadership students and they wore the ribbons on their hats. The awareness ribbons helped raise \$456. On Friday, Feb. 12, leadership students sold roses and teddy bears for Valentine's Day, raising \$107. The bake sale was rescheduled, but on Feb. 23, leadership students held a bake sale outside the auditorium, and

raised \$771. "It was really good that we had a Helping Haiti Week. It's important to help out when people need it because we would want to be helped if we needed it," said freshman Monica Vega. "My favorite day was the bake sale. The food was really good and I enjoyed it."

The talent show, which was rescheduled twice because of the snowstorms, finally took place on Thursday, March 11. The show brought in \$1,440.

Alexandrea Mohamed, a senior leadership student, said the talent show required more effort to put together. "The talent show was the hardest to organize, but we had a really good turnout."

According to Mr. Vega, the \$3,000 raised from all the events has been sent to the United Nations International Children's Fund (UNICEF), which will devote 100% of the funds to Haiti. "Our students and staff really came through," Mr. Vega said.



VE students learn for real, running a virtual company.

Direct City Wear

Students *virtually* run their own business

by Elizabeth Aritonang

Virtual Enterprise is a simulated business run by students with clientele from California to China.

Virtual Enterprise (VE) is a teaching tool, an operational model of how a business is run. Queens Voc's VE firm, Diverse City Wear (DCW), is part of a worldwide program. DCW is a clothing retail company. DCW created a virtual and physical catalog from which other VE firms can purchase their products.

This year, DCW competed in the Queens Business Plan competition with VE firms from other schools. DCW came in eighth place; because of their placement they were not eligible to compete in the city business plan competition. Last year's VE took fourth place; the highest rank Queens Voc has ever attained.

Mr. Tom Mugan had been the VE advisor but was temporarily reassigned. Mr. Mugan left right before the New York City trade show.

The new VE advisor is Ms. Gilham, who has worked with the VE students to keep DCW going. Ms. Newman also stepped in to help with the competition.

On Wednesday, March 24, DCW participated in the New York City trade show that took place at the 69th Regiment Armory building. The NYC trade show is one of the largest trade shows in existence. This event brought together VE firms from all over the globe.

"The trade show was like a battlefield," said Guadalupe Victoria. DCW, like every other participating VE firm, had to come up with a marketing strategy to attract customers. One strategy that was used by a competing school was the distribution of free ice cream and candy.

The trade show was open to visitors, who were given virtual money that could be used at booths to purchase virtual items from a catalog. This is where the free stuff kicked in.

Arts and Business, for example, offered a photo with a cardboard cut out of famous celebrities such as Taylor Lautner and Robert Pattinson, with a purchase of \$500 or more in virtual money. Queens Voc gave a bag filled with candy to each customer making more than \$200 in virtual purchases, and gave chips and goody bags for purchases over \$500.

Some of the members of the VE team went out with clipboards trying to sell their merchandise. The team raised \$50,000 in VEC checks, considered "liquid," which means money immediately available for use upon deposit into their account.

Queens Voc didn't win in the website presentation, booth, or business plan competition. But that doesn't mean they didn't do well. "I think it was pretty successful," said Guadalupe Victoria.

VE was unable to determine the amount made in the tradeshow. "Our finance department was unable to count up all the money but we made an estimated seventy thousand," said Freddy Gomez.

DCW is headed by Guadalupe Victoria, the chief financial officer. Darlene Fernandez, Jessica Lliguichuzcha, and Byron Loja are the senior consultants.

The school's virtual enterprise is composed of several departments. The web design department is run by Alyssa Morales, Johnny Chino, and Jairus "Josh" Hizon. The accounting department consists of Edwin Herrera, Andrea Cordova, Hermillo Ortega, and Freddy Gomez. The sales and

marketing team is run by Gabriel Acuna, Chrisleidy Duverge, Alba Pavia, Mayra Bajana, and Steffi Garcia. Mathew Gonzalez, Ricky Macklin, and Wendao Liu are members of the finance team. The human resources department is run by Catherine Velasquez, Paola Gonzalez, and Fernanda Delacroce.

Students applying for VE the following year must submit a resume, cover letters, teacher recommendations, and be interviewed by April of their sophomore or junior year. Students applying for a position for their junior year need submit only one recommendation, but students applying for their senior year must submit two. The applicants' documentation is reviewed, and interviews are conducted by the chief executive officer. Then, the vice presidents of each department gather with the CEO and decide who gets which job. But sometimes that isn't the case.

"The people in the web design department were placed there because there was no other place to put them. Plus, they had claimed to have creative ideas and skills to contribute to VE. The people in our web design department don't have the ability to design a website because they're juniors who don't even take web design," said Freddy Gomez.

The position of chief executive officer changed throughout the year. At first it was Guadalupe Victoria. But she decided to step down from the position. "It's a horrible position. You just have so much responsibility," she said. The position was then given to Freddy Gomez. He had the position until January, when it was again given to Guadalupe. "Ms. Newman thought I was adequate in running DCW for the rest of the year. I still have the same feelings I had in the beginning of the year; I was overwhelmed by the competitions before, as well as the whiners and the slackers. But the competitions are over so it's okay now."

In school, VE sells water to raise money for purchasing a banner and items to promote VE. This year VE didn't have many funds from fundraisers to help purchase these items.

Virtual Enterprise is a four-credit class that also counts as an economics credit, a class students have to take their senior year. "Another perk is free office supplies," Guadalupe said.

Black History Celebrated

Honors African American Entrepreneurs

by Cesar Liang

The annual celebration of Black History Month took place in February. In the mornings, Ms. Himmel, Black History Month coordinator, announced the events taking place in the school via the public address system. In addition to the announcements, she played music and excerpts of speeches by African Americans.

On Thursday mornings during February, Ms. Himmel got on the PA and with the help of a guest presenter announced clues about famous African American entrepreneurs.

On Fridays, she announced the answers and then played music or an excerpt of a speech by a famous African American.

Guest presenters were chosen by Ms. Himmel to add excitement to the Black History Month. Students who guessed the names of both the African American and the guest presenter were given prizes.

The response this year was tremendous, said Ms. Himmel. "I am thrilled that more students participated this year than ever before," she said.

Fifteen students won Black History Month contests. The winners received a certificate and a ribbon, and all the participants were given a ribbon for their participation. Their pictures are posted on the Black History Month bulletin board on the first floor.

The winners of Black History Month were Corbin Aldridge, Ala Alhanshadi, Pablo

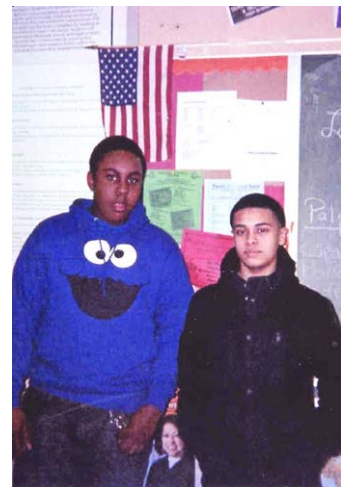
Ayora, Federico Fortuny, Jeffer Hernandez, Natasha Isaacs, Geraldine Leibot, Tania Miah, Kenal Ortega, Ricardo Ortega, Marlon Paton, Paul Paulino, Ricky Setyo, Justin Soto, and Carlos Viteri.

This year's celebration honored African American entrepreneurs: Madame CJ Walker, famous for cosmetics and hair care; Wally Amos, who founded Famous Amos cookies; Henry Park, famous for Parks Sausage; and John H. Johnson, famous publisher for *Ebony* and *Jet* magazines.

Guest presenters included Mr. Bowen, Mr. Vega, Ms. Vittor, and Mr. Zambrotta.

"It is always a nice celebration," said Mr. Vega. Ms. Vittor said, "I definitely like it and would like to participate again."

Ms. Himmel said that she was thrilled with the energy, enthusiasm, and support of students, staff, and faculty.



Student announcers for Black History Month.

Spirit Week Succeeds, Slightly

by Brian Carty

Spring Spirit Week took place in April, with Signal Day, Retro/ Michael Jackson Day, Crazy Hair Day, Mix-Match Day, and Blue Jeans/ White T-shirt Day.

These themes were chosen via a survey, taken by Mr Vega's leadership class. The options that weren't selected included Alter-Ego Day, Funny Slippers Day, Business Attire Day, and Astrology Day.

The leadership class designed posters and fliers to advertise Spirit Week around the school. Mr. Vega, the COSA, said that Spirit Week

"helps relieve the stress, from the everyday rigorous instruction that we have." Students are supposed to feel less stressed, by participating

in the school's Spirit Week events. Spring Spirit Week took place from Monday, April 12, to Friday, April 16.

The majority of the school's students didn't participate in the week long event.

"I was a little disappointed, but at the end of the week, we were able to salvage it," Mr Vega said.

Because of competition with the Poetry Slam's fliers and the school food festival, Spirit Week didn't get enough attention.

The final day, Blue Jeans/ White T-Shirt Day, had the best turn out, with the majority of the school participating, according to Mr. Vega.

Mr. Vega said he hopes that the students will get more involved in Spirit Week next fall.



Honor Society Ceremony: A Good Way to Start the Day



Ms. Dattner congratulates Larry Lebeau.

by Ashley Torres

The Honor Society inducted 89 Queens Voc students on Wednesday, March 10. This year, 132 students qualified for the Presidential Education Awards Honor Society.

To be eligible for membership in the Honor Society, students must have a cumulative average of 85 or higher on their transcripts and must not have been suspended. Cumulative averages from June 2009 were used to determine which students qualified.

"I felt proud when I found out I qualified for the honor society two years in a row. I am so happy I attended the ceremony, the food was good and the medals were better than the pins we received last year. Being inducted to the Honor Society is going to look good on my college applications," said Lukasha Duggal, a junior in graphic arts.

The Honor Society ceremony, held at 8am in the auditorium, was followed by a breakfast for inductees and their parents. Ms. Dattner and Ms. Basirico had asked students to pay \$5 membership dues to defray the cost of the pins and medals, and post-ceremony refreshments, which consisted of juice, milk, coffee, scrambled eggs, turkey and pork sausage, and bacon. About 65-70 percent of the students paid for membership dues. "The dues were somewhat mandatory but we couldn't have people participate because they could not afford the \$5 dues," said Ms. Basirico.

Ms. Dattner and Ms. Basirico, the organizers of the honor society induction, changed the ceremony to a morning event instead of the

usual evening event. The time was changed, they said, because in past years many students were unable to attend the three mandatory meetings and after school induction ceremony because of jobs and after school activities. Ms. Basirico and Ms. Dattner felt more students and parents would attend the ceremony if it were held before school. More students did attend, but fewer parents attended, Ms. Dattner said.

"I didn't feel comfortable having the ceremony in the morning because my parents had to be late to work and I had to wake up really early for the ceremony. I was more comfortable with having the ceremony in the evening," said Freddy Gomez, a senior in business.

Students who didn't attend the installation ceremony "are not considered a member of the Presidential Honor Society and will not receive certificates," Ms. Basirico said. Extraordinary circumstances include medical issues pertaining to immediate family and the students themselves. A conflicting schedule was also considered an extraordinary circumstance. Students with extraordinary circumstances were able to receive their certificates and still be considered members of the Honor Society.

Seniors Marissa Mendez and Asaduz Zaman spoke about the keys to success at Queens Voc and the values that got them to where they are now. Ms. Vittor spoke next, telling the students how proud she was of them and of their accomplishments. A

congratulatory letter from president Obama was read at the ceremony. The inducted members recited the Ephebic

Oath—an oath promising to make choices that would make New York and the United States a better place to live. A candle lighting ceremony also took place. According to Ms. Dattner, the candle lighting is symbolic of the knowledge that the students have attained and passing that knowledge to others. "The ceremony was really nice especially since the auditorium looked great. My favorite part was the candle lighting ceremony," said Muneeza Ahmed, a sophomore in computer technology.

"I loved the ceremony," said Gurpreet Kaur, a senior in graphic arts "because I was acknowledged for doing something positive."



Ms. Vittor presents medals.

Honor Society candidates were

Sophomores

Muneeza Ahmed
Shady Albakry
Muhammed Islam Allie
Katherin Arias
Eric Aucapina
Philip Borisuck
Dayna Brito
Jonathan Calderon
Jorge Calderon
Stacey Carrasco
Alice Chee
Daniel Corona
Alexis Crespín
Ashley Deaza
Priscilla Delgado
Christian Diaz
Chorten Dolma
Jayson Durango
Runqing Fang
Francisco Frias
Denise Gualpa
Gurkirat Hans
Samantha Hasbun
Taha Hatab
Yaniri Infante
Sandra Jarro
Brenda Jerez
Jacqueline Jimenez
Keivan Jimenez
Kelly Ann Kato
Marcia Leva

May Lin
Brandon Lopez
Amaris Lugo
Lisbeth Marmolejos
Wanjing Nan
Sylvester Nimako
Yanil Ortiz
Tina Pahlad
Frank Pena
Zuleyma Pena
Christopher Perez
Pawel Pietraszko
Samuel Point Du Jour
Jessica Polanco
Joel Polonia
Jarin Rahman
Evelin Ramirez
Lucy Ramirez
Sindi Rodriguez
Vanina Romero
Romil Shah
Stefanie Sierra
Sebastian Souchet
Yaw Teh
John Tosado
Estefania Trigas
Kent Vara
Nohely Vazquez
Daniela Vidal

Juniors

Jessica Angel
Armando Avila
Lauren Beltre
Margaret Castellanos
Jason Chen
Jose Chiriboga
Ashley Colwell
Tanman Dey
Lukasha Duggal
Kimberly Espinal
Denisse Flores
Freddy Flores
Jonatan German
Roger Haynes
Lawrence Lebeau
Qizhou Li
Luseny Maldonado
Rosa Marte
Leidy Vanessa Obando
Florescia Oviedo
Kevin Peterson
Elizabeth Pimentel
Samantha Puig
Erik Quintuna
Shiva Rampaul

Raquel Reyes
Henry Rivas
Jose Rosales
Levin John Sasuman
Dilpreet Singh
Maria Toro
Rocio Vicencio
Jingjie Wu

Seniors

Antonio Aguilar
Danayah Ahmed
Zuka Alibasic
Jonathan Carvalho
Huang Chen
James Clark
Lisbeth Collado
Michael Corona
Bryan Correa
Darlene Fernandez
Luis Fernandez
Paola Ferreira
Freddy Gomez
Juan Hernandez
Arien Hylton
Neil Kamath
Jonathan Kammerer
Gurpreet Kaur
Vinnny Lam
Cesar Liang
Kunga Likchung
Ludwig Albert Loy
Richard Luu
Thomas Mazzarella
Kareif Mckoy
Marissa Mendez
Milton Morocho
Franklin Panora
Trent Petrus
Jakub Piekarz
Shanley Porras
Jazmin Ramirez
Marilyn Reyes
Michael Rodriguez
Edward Salas
Veronica Sierra
Ashley Torres
Gabriela Vazquez
Asaduz Zaman

Note: With all the end of year work the guidance department has to do they were unable to supply us with the list of students who actually attended the Honor Society ceremony.



Inductees recite Ephebic Oath during the ceremony.

Queens Voc on State List of Low Achieving Schools

by Franklin Panora

Queens Voc was one of 57 schools in New York State that has been identified as “Persistently Lowest Achieving.”

On Jan 21, the New York State Education Department issued a press release identifying the 57 schools, 34 of which were in New York City.

New York State is eligible for “Race to the Top” federal funding to address the PLA schools. Race to the Top is a competitive grant open to all state education departments. The \$787 billion federal stimulus package included \$4.35 billion for school reform. Initially, NYS did not get the grant, but the state re-applied, meeting the June 1 deadline for second round applications. To qualify for this grant, a state must help improve progress in PLA schools.

According to the NYSED website, “Some of the schools identified may be eligible for removal from persistently lowest achieving status following review of 2009-2010 school year results. If a school is able to make Adequate Yearly Progress, an indicator of improvement, the school will be able to be designated as in good standing.”

If New York State secures Race to the Top funds, PLA schools must implement one of four federally mandated strategies to get any of the funds, which would be used to improve the school’s performance. According to the state’s press release, the four turn around strategies are:

- 1. Turnaround Model – A school is redesigned or replaced.
- 2. Restart Model – Convert the school to a charter school.
- 3. Transformation Model – The school does not close but remains identified as PLA until it demonstrates improved academic results.
- 4. School Closure

In an effort to help improve the school’s graduation rates, credit recovery courses have been created. According to Ms. Vittor, the school’s principal, “students have been given the opportunity to make-up credits through PM school and Saturday school for the past two years.” Also, make up labs are held during the school year for students who need labs to take science regents.

The school’s 73% graduating class of 2009 met the state standard. If the school continues to meet its targets, it will be eligible to be re-designated as a school in good standing.



Chancellor Klein & Commissioner Steiner: We like QV!

Seniors have a Trip to Remember

by Miguel Perez

The senior class of 2010 held its senior trip at the Honors Haven Resort in Ellenville, NY, from Friday, Jan. 15 through Sunday, Jan. 17. The cost of the trip was \$269 for each student, and included 7 meals, laser tag, an indoor swimming pool, hot tub, tennis, basketball, game room, roller

skating, snow tubing, karaoke, and parties on Friday and Saturday nights.

Along with the 76 seniors, Ms. DeCarlo, Mr. Devaux, Mr. Garofano, Ms. Green, Ms. Guzman, Mr. Mendez, and senior advisor Mr. Vega also attended.

Upon arrival at the resort, the students and teachers checked into their rooms and began their senior trip activities right away.

January 2010 Regents Results

Exam	Registered	#Took	#Passed	%Passed	%Passed
				Jan. ‘10	Jan. ‘09
English Regents	361	322	226	70.20%	62.10%
Global History Regents	96	67	11	16.40%	10%
U.S History Regents	257	188	20	10.60%	11%
Math B Regents	55	43	5	11.60%	2.90%
Algebra Regents	213	153	58	37.90%	1.50%
Geometry Regents	11	10	2	20%	N/A
Living Env. Regents	114	90	23	25.60%	19.80%
Earth Science Regents	24	19	8	42.10%	0%
Chemistry Regents	12	8	1	12.50%	0%
RCT Reading	49	30	13	43.30%	52.10%
RCT Writing	41	23	19	82.60%	87.90%
RCT Global	24	18	4	22.20%	13.80%
RCT U.S History	65	44	14	31.80%	10.30%
RCT Math	47	30	10	33.30%	23.40%
RCT Science	41	29	7	24.10%	7.10%

Data supplied by Mr. Davidson

Some of the students and chaperones played a football game as soon as they checked in. Mr. Mendez said that the football game is one of his favorite parts of the trip. “Every year the football game is our ritual or tradition to follow as soon as we get off the bus,” he said. This is a football game in which there is no mercy and students can tackle their teachers without getting suspended. “It was an intense game in which the students and the chaperons had a lot of fun. Luckily no one got hurt,” said Franklin Panora. Juan Chica said, “The game was crazy, after the game in the snow, I couldn’t feel my toes.”

While the football game was going on most of the girls were snow-tubing and some of them were watching rugby, which was being played by other seniors on the trip. “Snow-tubing was just like I expected, even though I was hoping for a bigger hill. It was still a lot of fun though,” said Lakisha Keitt. Some people thought snow tubing was going to be easy but it wasn’t. “I had a lot of fun snow tubing but it was really hard trying to stay on the sled,” said Amanda Vasquez.

As the girls went snows tubing, others were tackling each other in rugby. “I enjoyed playing Rugby with my friends because it was a new experience and I learned how to play a new sport,” said George Darmanin. Most of the seniors playing rugby didn’t know the rules to

the game but they adapted as they played. “At first I didn’t know what was going on but thanks to Trent, I caught on quickly and my team won,” said Kareif Mckoy. Trent, who is from Australia, said, “I felt like a pro because I know how to play the game and it was easier for me to score points for my team.”

On Friday and Saturday nights there was a party in the resort’s night club. “The parties were off the hook because I got to party with my senior class and bond with all the seniors, some of whom I never spoke to before,” said Luis Espinoza. Alexandria Mohamed said that “the parties were a lot of fun. It was nice having the whole senior class to party with.”

Snowboarding was also available at the resort for an additional \$70. “I had the time of my life speeding down the mountain. The suspense was incredible,” said Federico Fortuny. Even though some seniors didn’t know how to snowboard, they still had fun trying. “Snowboarding was awesome, even though I kept on falling all over the place,” said Marilyn Reyes. Senior Vice President Geraldine Leibot said, “Snowboarding was awesome. It was so much fun and although it hurt falling over and over again, everyone had fun helping and learning from each other.”

Mr. Devaux, who also went snowboarding, said, “It was funny watching all the seniors fall like little kids. I had fun

trying to teach them how to snowboard,” he said.

Many seniors also got involved in a paintball battle which was available for an additional \$30. The paintball tournament took place in the snow-covered woods. “It was very slippery and difficult to get around because it was on a hill. The trees forced us to have perfect aim and it was fun shooting and hiding from each other,” said Carmelo Colon. The senior class enjoyed paintball because they got to team up with other schools and shoot each other. “It was a lot of fun because mostly everyone participated. We were split up into two teams and we got to team up with people from other schools,” said Brigitte Diaz.

Mr. Vega was very pleased by the way the seniors behaved and by how the trip turned out. “Before we even went on the trip I expected my senior class to behave,” said Mr. Vega. “At the resort I was very proud of how we represented our senior class. There was no other school that showed as much unity or school pride as we did,” Mr. Vega added.

Mr. Vega said he was proud because despite other schools taking this opportunity to misbehave and act wild, Queens Voc’s senior class was well behaved and represented well for the school. “The class of 2011 has a lot to live up to in regard to this trip,” said Mr. Vega.



Joker Squad was an audience favorite.

Talent Show Worth the Wait

by Veronica Sierra

“The talent show at Queens Voc was amazing,” said sophomore Andrea Sacharsky.

Queens Voc’s talent show was on Thursday, March 11, from 5pm-7:30pm in the school auditorium, before 288 students, staff, friends, and family. The talent show had 14 acts including eight dancing acts, five singing acts, and one act in which one of the participants sang and the other played the piano.

Peter Franco, Juan Almonte, Fernando Acevedo, Rafael Taveras, Michael Abad, and Mr. Zambrotta break danced, as members of “QV Breakers,” the first act. “It was a good experience because, we all learned how to work together,” said Peter, who admitted to being nervous before the performance began.

Nashaly Mercado sang “Hurt” in act two.

Johnny Chino, Daniela Heredia, and Estefani Flores

danced in their act, entitled “Urban Soles.” Daniela said that “the talent show was nice and fun. I would definitely do it again if I had another opportunity.”

Kelly Ramirez sang and Ambar Sencion played the piano to “Every Time We Touch” in act four.

In act five, Gabriela Plaza-Santiago danced to the song “Unspoken Words.”

Khalil Parham and James Walker rapped to the song “You’re a Jerk” in act six.

In act seven Geraldine Leibot and Lakisha Keitt danced to “The Undecided.”

In between acts seven and eight there was a 15 minute intermission in which refreshments and cookies were sold. The money raised from the talent show was contributed to a foundation to help Haiti recover from the 7.0 magnitude earthquake that occurred on Tuesday, Jan. 12.

Marilyn Reyes, Rosario Castillo and Margaret

Castellanos danced to “Jannah Malaika” in act eight.

Nashaly Mercado sang “I Turn to You” in act nine.

Grupo T.L. “Tentacion Lyrical,” consisted of Johnneiry Perez, Miguel Perez, and Luis Espinoza, who sang “Tu Cuerpo Que Mata,” in act ten. “It was fun in rehearsals but at the same time it was very stressing with the show being postponed twice and all the rehearsals,” said Luis Espinoza.

Bianni Garcia sang “Love Story” in act eleven.

In act twelve, Maria Carrasco sang “If I Ain’t Got You.”

“Joker Squad,” consisting of Min Kim and Andrew Adames, danced in act thirteen.

“Sabor Latino” was the final act. Samantha Hasbun, Christian Delgado, Michael Abad, Yaneli Martinez, and Yanil Ortiz danced.

Mr. Vega, who coordinated the show said, “I enjoyed all of the performances and was pleasantly surprised of the outpouring of students and staff that came out to support. I was feeling the QV love.”

Many staff members and students helped prepare for and run the talent show. Stage hands included Ariel Avila, Thomas Palmero, Juan Chica, Jasmin Sosa, Naveen Nicolas, Peter Franco, Freddy Fortuny, Rob Gonyon, Darlene Fernandez, Lisbeth Collado, Ozan Cetinkaya, Raylin Leroux, and Luis Espinoza. Geraldine Leibot for scheduling rehearsals for the show and Elizabeth Arironang for creating the program, Mr. Vega, Mr. Rodriguez, Ms. Sanchez, Ms. Gonzalo, Ms. Anderson, Mr. MacDonald, Mr. Garcia, Ms. Jarrett, Mr. Pat Fevola, and the Leadership class.

Failure to Convict

by Jonathan Carvalho

The Queens Voc mock trial team was unable to convict or successfully defend a defendant accused of fraud. Role-playing one week as attorneys for the defendant, and another week as the prosecution, Queens Voc’s team lost both rounds to private schools.

Their first match took place at the Queens Supreme Court, in Kew Gardens, on Wednesday, Feb. 24. As the defendants, the Queens Voc team lost to the team from Ezra Academy, said Mr. Davidson, the advisor. On Tuesday, March 2, Queens Voc played the role as the prosecution, but lost to Kew Forest High School, he said.

Practicing after school in room 103, the mock trial team prepared to both defend and prosecute the same character. “The practices were very tough, but at the same time very fun,” said senior Asaduz Zaman. “This year’s practices were worse than last year. There was less enthusiasm and participation,” he added.

The mock trial team received help from Thomas Farrell, an attorney, but couldn’t give up much of his time with the team. The two snow days also hurt the mock trial team’s chances of practicing, said Mr. Davidson.

This year’s mock trial team consisted of Julissa Ballesteros, Rafael Duran, Neil Kamath, Richard Luu, Lisbeth Marmolejos, Tulio Mesa, Franklin Panora, Aristeo Quiroz, and Asaduz Zaman.

“This year we had a criminal case, which is more exciting than a civil case,” said Mr. Davidson. “The mock trial team’s case involved a stock market fraud, in which one investor lost all of his retirement savings. The company owner is charged with stock market fraud.”

Although the Queens Voc mock trial team didn’t win, members learned about law, practiced questioning, challenged their communication skills, and improved their abilities to think on their feet, said Mr. Davidson.

Lisbeth Marmolejos, a sophomore, said she had a lot of fun and learned new information about courts and laws. Lisbeth said she wants to become a lawyer.

Over 100 mock trial teams from all over the state participated in the mock trial competition, which is

sponsored by the New York State Bar Association. All schools go twice in the competition, serving as prosecutors and defenders. Winning both cases automatically advances the school, and losing both, as Queens Voc did, automatically eliminates the school. A split can lead a team to advance, based on points earned.

Mr. Davidson assigns the roles based on each member’s preferences, either as lawyers or witnesses. Often, students drop out of the mock trial, forcing Mr. Davidson to shift roles around and find replacements for that specific role. This year, three students dropped out.

When competing, the mock trial teams perform in an actual court room. The three lawyers sit at a table while the three witnesses sit in the jury box. A judge presides over the court and the case begins. Opening statements, direct examination, cross examinations, and closing statements are presented during their case. After each school presents its case, the judge announces his decision. “It’s nice when the judge also gives feedback on the team’s performance,” said Mr. Davidson.

Mr. Davidson said the mock trial team should have practiced more. “The fact pattern was very complicated and students had to be familiar with it.”

“Students answered questions well and acted professionally. There was also good cross examination,” added Mr. Davidson.

Senior Tulio Mesa said his participation was “a good experience, it was nerve-racking especially when I had to talk in front of the judge.” With six of the nine members on the mock trial being seniors, the 25-year mock trial veteran advisor Mr. Davidson hopes to have the remaining three members on the team again next year.



Ms. Vittor and Franklin.



Curtain call: the talent show performers take their final bows for a great show!

Let's Break Dance

Club helps students keep in shape



B-boys showing their skills and keeping in shape.

by Rodney Estevez

We see them do it in the streets, we see them do it on TV, maybe even some of your friends do it.

B-boying, also known as break dancing, came to Queens Voc in November 2008, when some students, including Juanito Almonte and Ullyses Valerio, convinced Mr. Hammond to start a break dance club.

The club meets on Wednesdays from 4 to 6pm right in room 358. Attendance at club meetings ranges from 12 to 30 students and younger brothers of students who come to participate in the club. Signed parental consent forms are all that is needed for students to join. Some of the regulars are

Michael Abad, Juanito Almonte, Rafael Taveras, Irving Duran, and Min Chen.

"This club is a great way for kids to do something positive and helps them stay in shape. One of the club members lost 40 pounds since joining last year," said Mr. Hammond. Students can't just come to hang out, they have to dance, said Mr. Hammond.

The club has had a break dance crew called Supreme Beings, one of the top break dance crews in the city, come to teach students moves, said Mr. Hammond.

Some of the students practice popping and locking, another style of dance, but mostly break dance. Michael Abad joined said he last year when the club began because

he and friends really wanted to get into break dancing. He now knows some moves called baby freezes, swipes, footwork, and a lot more freezes. "The club is fun and anyone can join," he said. He also dances outside of school in a studio in Flushing.

Peter Franco, another member of the club who joined when the club first started, said that the club has helped him with his health, flexibility, and determination. "I joined the break dance club because I wanted to explore something new that I have never tried before," he said. He also said that he now break dances in "the YMCA and anywhere and everywhere" he gets a chance, because he has really grown to appreciate B-boying, thanks to the club.

Mr. Hammond said he had been trying to plan out a jam for the club, where students compete for a cash prize, but he has trouble getting donations for the cash prize. He said that he knows well-known break dancers who said they would donate time to DJ and judge the jam for free.

"I'm constantly amazed how quickly people learn new moves and I'm impressed by dedication kids show every week in and week out," said Mr. Hammond.

Mr. Hammond said he wanted to thank Ms. Burg, Mr. MacDonald, Mr. Diamont, and Mr. Esguerra for helping out on the days that he couldn't be there.

Students Swipe for Lunch

by Zuka Alibasic

Every day, students of all grades swipe their ID cards to get school lunch. The new equipment, installed earlier this year, helps keep the crowded lunch lines moving quicker and allows everyone enough time to eat.

"The student lunch card policy teaches students responsibility. When the students forgot their lunch cards, it would delay the lunch line. It led to a new policy and to new machinery, and now students use their ID cards to get lunch," said Ms. Bernarda Luna, the lunch staff manager.

"The new lunch card policy does teach us responsibility because when I don't have my ID, whether I leave it in my locker or at home, I have to wait until the rest of the students get their lunch before I get mine. When it's my turn to get lunch, none of the good food is left," said Cynthia Gaitan, a senior majoring in business.

"The new lunch card policy is useful in order to allow everyone enough time to eat," said Ms. Dina Sarata, the lunch aid bookkeeper. "It was changed because students

would use another student's lunch number and once a student lost their lunch card, it was hard to get a new one. The upgraded system is more efficient."

"The ID card scanning system is an easier procedure. All the students have to do is swipe their ID card and they're told how much they have to pay if they don't have free lunch," said Seida Muratovic, freshman. "Before we had the new machines, it would take so long for the lunch aide to find the students number on the sheet. The line would move very slowly but now students get their lunch quicker and a lot easier than before."



Scanning is quicker.

New Bulletin Boards: Student Work on Display

by Brian Carty

Two years ago, people who visited Queens Voc thought that the school's hallways were bare and didn't reflect the students' work in the classrooms.

Today, the school's hallways are lined with bulletin boards filled with students' work.

This, according to Mr. Alikakos, assistant principal for organization, can give a student a sense of pride and achievement if their work is on display.

Each SLC has a board about the SLC itself, and each teacher has been assigned a bulletin board that is supposed to reflect the students' work, and how their work is measured.

The bulletin boards aren't just for visitors or to make kids feel good about themselves. There are other benefits, as well. "It made me more aware of what other teachers do in their classrooms, how they are teaching their students, and how they are grading them," Ms. Quartuccio said.



Two of the many new bulletin boards in the halls.

A Blast from the Past

by Jonathan Carvalho

Forty-five students trekked out to Oyster Bay, Long Island, to step back into the past at President Teddy Roosevelt's Long Island home.

The trip to Sagamore Hill, home and surrounding estate of Theodore Roosevelt, 26th president of the United States, by Mr. Gallagher and his 9th grade classes, took place on Thursday, May 6. Mr. Kramer

and Ms. Kurnitz chaperoned along with Mr. Gallagher.

"The purpose of the trip was to help students connect personally with what they learn in U.S. history. By viewing the estate, students can gain an appreciation for Theodore Roosevelt as a person and understand his place in our local history," said Mr. Gallagher.

Kevin Wong said the trip was fun and wanted to learn more about Theodore Roosevelt.

"I liked seeing how they used to live in the past and artifacts from that time," said Joseph Croce, one of Mr. Gallagher's students. "I learned that Theodore Roosevelt died in his sleep on the same bed we saw in the tour," he added. In addition to the historic home, the home of one of Roosevelt's sons serves as a Theodore Roosevelt Museum. "The museum is pretty nice," said Johanna Torres. Mr. Gallagher's students got the chance to go on a nature walk, play soccer in the fields, and have a picnic lunch.

"I thought it went really well. The students had a good time. They were well behaved, respectful, and I think they had a nice time," said Mr. Gallagher.

"The tour of Roosevelt's home was very informative," he added. "I think the students learned a lot on the tour. It gives them appreciation to see how a president lived."

Sagamore Hill is open to the public at a cost of \$5 for adults. For children 15 and under, there is no charge.



Mr. Gallagher's students at Sagamore Hill.



QV students and graduate prepare for breakaway.

Go! Go! RoboTigers!

Robotics team competes in regionals

by Bryan Correa

The RoboTigers took the city championship last year and had high hopes for this year's competition, but couldn't repeat last year's success.

The robotics team participated in two competitions for the NYC regionals. The first competition was held at the Jacob Javits Center, and the second competition was held at Hofstra University. At both competitions, the teams were given the same task, called breakaway. The purpose of breakaway was to either shoot or kick a soccer ball into a goal from three zones, with each zone separated by 20 inch ramps.

"In our first competition we did not perform as well as we hoped," said Rodney Harris, a member of the robotics team. Programming was the main problem which caused the team to place 48 out of 68 teams.

"We needed to make our robot lighter, faster, and more accurate," said Rodney Harris. The team decided to build a new robot. "With only two weeks to create a new robot for the second competition, we had to put in more effort, time, and dedication to get this all done correctly," said robotics team member Antonio Aguilar.

"I was very pleased in the second competition," said Mr. Ali. The team placed 22 out of 64 teams. "We had fewer careless mistakes and worked more efficiently," Antonio said. According to Spencer Groce, another robotics team member, during the competition the team started off in 4th place but by the end of the day was in 11th place. The team finished in 22nd place.

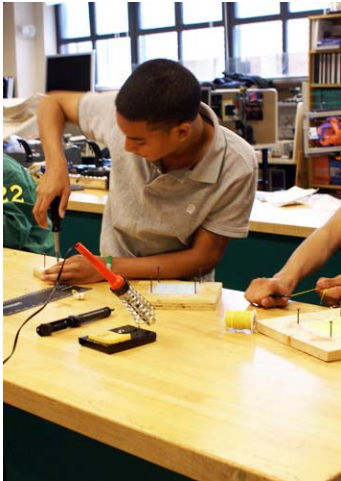
"Since the team won city championships last year, we had high expectations this year. But our downfall was the lack

of experience," said Rodney Harris.

Each competition takes three days. First day is to set up the equipment and to practice, to be more alert and more prepared for the task. The second day is when the matches begin. The matches are held between 8am to 1pm. On the third day, the teams are ranked based on their performances and how many matches they have won individually. The top eight teams go on to the elimination rounds, and play against each other to take city championships.

The team consists of 20 members: Johnny Adames, Antonio Aguilar, Ala Alhanshali, Amreen Akbar, Robert Andrade, Anthony Biondo, Carmel Colon, Rafael Duran, Brian Green, Stephanie Gonzalez, Spencer Groce, Jose Guzman, Rodney Harris, Paola Hernandez, Piotr Karwowski, Ludwig Albert Loy, Naveen Nicholas, Florencia Oveido, Thomas Palermo, Michael Rodriguez.

"The robotics club is a great place for anyone who wants to be in the field of engineering technology, you have to see what is going on to actually love it," said Mr. Ali. For more information, check out the robotics club website: RoboTigers1796.com



Erick is a RoboTiger.

A+ for C-Tech Seniors

Students strive for certification

by Edward Salas

All seniors majoring in computer technology take the A+ Certification exam, which was given in May and June this year. Last year, 11 out of 21 students passed the A+ Certification test. "52 percent of last year's class got the A+ Certification test," said Mr. Rodriguez. [Note: The results for this year were not in as the paper went to print.]

"The A+ Certification is the first level or entry level certification a computer technician can get," said Mr. Cintron, a computer technology teacher. Mr. Cintron said the certification guarantees that the technician has knowledge in troubleshooting software and hardware problems, as well as problems with other computer-related components, such as printers, monitors, and scanners. "The A+ Certification is a nationally recognized certification and is given by CompTIA, a worldwide provider of IT certifications," said Mr. Cintron.

The A+ Certification exam is the main certification given to the students in computer technology and the students review for it extensively. "The major resources we use to prepare students for the test are previous A+ Certification tests," said Mr. Rodriguez. "We also prepare the students with hands-on activities, readings, exams, online practice work, and labs," said Mr. Cintron.

"The four years of computer technology is the preparation for the certification test," he said, "but the certification gives the recipients one year of field work experience under their belt."

"I got two huge packets both containing 600 questions to review for the test," said Jonathan Carvallho. "The test is only 200 questions but the teachers thoroughly review the material covered on the exam." According to Jonathan, a large portion of computer technology is focused on preparation for the test. "We took online A+ Certification practice tests, which are simulations of the real test and are very similar to the A+ Certification test I took," he said. "I was really motivated to pass the exam the first time so I don't have to take it again and pay," said Jonathan.

The school receives vouchers for each student to

take the certification test once. The certification is comprised of two separate tests, the A+ IT Essentials and A+ Practical Application. According to Mr. Cintron, it costs \$336 to take the test; each part cost \$168 dollars. The A+ IT Essentials test focuses on the student's knowledge of hardware components and software problems. The A+ Practical Application tests the students' troubleshooting ability with hardware and software problems. In order for students to get the A+ Certification, they must pass both parts of the test. If they fail, they can't get another voucher to retake the test for free.

RUN!

It's the Feds!

by L.A. Loy

Did you notice two men walking to the auditorium with bulletproof vests, night sticks, riot shields, and firearms? They weren't out to get anybody. They were FBI agents who visited Queens Voc to discuss with seniors what it's like to work for the FBI.

The FBI met with many of the school's seniors on Wednesday, January 13 in the auditorium during seventh and eighth periods. During the agents' visit, students learned the importance of security and how the FBI plays a big role in protecting the American people. "I learned how suspenseful the job can turn out in times of terror," said Carmelo Colon.

"They gave students a better idea of what it's like to work for a government agency and the purpose of the FBI," said Mr.

MacDonald, who arranged the visit.

"The agents also discussed how they got their jobs in the FBI. They talked about going to college," said Mr. MacDonald. "You need to go to college and go through rigorous training," Rodney Harris added. There are many jobs in the FBI such as security specialists, budget analysts, lawyers, pilots, chemists, linguists, special agents, and more. So a college major would depend on what the applicant wants to specialize in.

During their presentation, the FBI agents described their training. "They said it was a very difficult, long process. They had to go through weapons and physical training," said Mr. MacDonald.

The agents brought equipment that many of the FBI agents use out in the field such as a bulletproof vest, a night stick, a riot shield, and firearms. "The representatives allowed the students to try on the equipment, except for the firearms," Mr. MacDonald said. Students were allowed to take photographs of the equipment, but to protect their identity, the agents asked that no one take their pictures.

The information that the FBI agents provided helped students in setting their goals. "They taught us how to stay determined in going after what we want in life, work hard, and give 100% into everything we do," said Rodney. Carmelo said they taught him how to physically and mentally apply himself to his goals by taking one step and focusing on one thing at a time.

The FBI agents gave the Queens Voc seniors an insight of what it is like to work for a government agency that helps keep the United States safe.

"I thought what the agents told us were very useful. It gave me a better idea of how the FBI really works. It's a lot different from what I see on TV," said Rodney.



It's show & tell for FBI agents in school auditorium.

Big Brother is *Finally* Watching

by Michael Rodriguez

Throughout most of the school year, big brother has had trouble keeping an eye on the school.

Installed over the summer, the new security cameras were supposed to be operational by spring break, but they were finally connected in June, right before the school year ended.



They're watching you!

The delay resulted from problems with the contractor.

The monitors are located in Ms. Vittor's office, Mr. Alikakos's office, Ms. Ocampo's Office, the deans' office, the custodian's office, and in the main entrance by the school safety agents, according to Mr. Alikakos.

There are 39 cameras located within and around the school. Security cameras are located at every exit, hallway, and outside the building. The cameras are connected to a digital recorder that can record up to a year's worth of video.

The cameras were installed to "help ensure the safety of the school," said Mr. Alikakos. The cameras are being installed in schools throughout the city to increase safety.

Mr. Alikakos said there were additional benefits to keeping the school safe, such as being able to review an incident, see a problem before it escalates, and just letting students know they're being watched.

"I don't mind. I think it is a good security system as long as it is not in my room. In the hallways and staircases are fine," said Ms. Maraj. Carmelo Colon said that "the cameras have their uses, just to catch those annoying freshman."

Not all students favor the cameras. "There is no need because the school is pretty safe," said Marco Morales. "They're useless," said Janno Ramirez. "This school is safe; the cameras make it look unsafe." Laura Pachon argues the cameras are "pointless and there is no reason for them."

Useless as they may be to some students, next year the school is expected to have better control over the hallways because of the cameras.

Students Take 3rd in SkillsUSA Competition

by Nicholas Ruffino

James Clark and Thomas Mazzarella placed 3rd in the SkillsUSA state competition held in Syracuse NY. What the two Queens Voc students have been learning in high school was finally put to the test.

SkillsUSA is a national organization and holds statewide competitions in areas such as electrical installation, plumbing, robotics, skilled service occupations including health, and many others. Students who place 1st, 2nd or



Thomas Mazzarella

3rd are awarded a medal and students in 1st place go on to the national competition.

"It's been a couple of years since a student from our school



James Clark hard at work.

has placed 1st, 2nd, or 3rd in SkillsUSA," said James Clark, who competed in the electrical installation competition. "I was happy, but kind of disappointed because I could have placed higher than 3rd," he said.

Thomas Mazzarella, who competed in plumbing said, "I was unaware that I had placed 3rd because of a scoring error, but when I found out through the school that I had placed 3rd, I felt accomplished."

Thomas has participated in past SkillsUSA competitions. "I was a voting delegate in 2008, and in 2009 I competed in plumbing but lost." SkillsUSA has had the same contest layouts and schematics for their competitions for about a decade,

but changed them this year. James and Tom agreed that the competitions were hard work but said they were prepared for the challenge.

Mr. Cintron, SkillsUSA advisor at Queens Voc, said he was very happy with the results of his students. "They gave it their all and worked really hard," he said. "The competition was good. There were some work-related differences that affected their performance ... things that were more important to know upstate that James and Tom didn't know because the city works differently."

Mr. Cintron, who has 10 years experience in SkillsUSA, said he hopes "to take more than 10 students from Queens Voc next year so we can enter more competitions."

Students' individual scores will be posted at NYSSKILLSUSA.org.

Queens Voc students who participated in SkillsUSA were: Elizabeth Aritonang, James Clark, Ana Estrada, Yasin Khan, L. A. Loy, Richard Luu, Thomas Mazzarella, Tulio Mesa, Jakub Piekarz, and Guadalupe Victoria.

**Congratulations
to
James Clark
and
Thomas Mazzarella**

Locker Thefts in Gym

by Elizabeth Aritonang

Seven girls who had stored their belongings in gym lockers were shocked to find their electronic devices and money missing. They had been stolen. Lizeth Montoya, a junior was one of the victims of the December 2009 locker theft incident

"My phone and ten dollars were stolen. I only got eight dollars back," Lizeth said. She reported the theft to Mr. Garofano, a dean. She never got her phone back or the remaining two dollars.

Lizeth said that this event taught her to be more cautious. "I try to be more careful, like I changed my lock. But I think you just have to keep your important things with you at all times.

The people who committed some of the robberies were caught and suspended. According to Mr. Alikakos, the assistant principal of organization and security, the students were given a

superintendent's suspension for an average of thirty days. Mr. Alikakos refused to reveal the exact number of days they were suspended. After their suspensions, they returned to Queens Voc to resume their classes.

"I was so mad because they were suspended for only a month or two. This means that anyone can go and steal things without getting kicked out of school. It's not fair. It was a lot of peoples' phones and money," Lizeth said. Mr. Alikakos said. "This event was not grounds for an expulsion."

According to Mr. Alikakos, there was an increase in locker room robberies this year. Often, the thieves gained entry during the time students were changing.

An investigation by the deans revealed who stole from the locker rooms during that specific incident. The thieves opened the locks with a mechanical device created from a soda can.

The locker rooms have proven to be risky places for

students to store their personal belongings. Students are constantly at risk to get their items stolen. But it's not always people breaking open lockers. "You know how many kids don't lock their lock?" Mr. Alikakos asked, suggesting that at times, the students themselves are to blame.

The best way to prevent most robberies, Mr. Alikakos said, is to get a safe lock. But locks aren't always reliable. Some students know how to break open even the strongest of Master locks. "One easy way to open a locker is to take a shirt and tug open a lock mad hard. Depends on the lock, but it's easy to pop a lock," said Sammie Greene, a junior.

Mr. Boyle, a physical education teacher, said there are three ways that gym locker thefts can be prevented. "One, by not sharing lockers. That always seems to be a problem. Two, having school aides in the locker rooms. It would help if the security cameras outside of the locker rooms were functioning,

so we would know who is going in and out. And three, the cheaper locks are not equivalent to Master locks. But in reality locks are made for honest people." If people want to break in, they will find a way, Mr. Boyle suggests.

Locks play a crucial role in locker thefts. Cheap locks are easier to break open; therefore a thief may decide to steal from that locker first.

"They buy cheap locks instead of Master locks." Sammie went on to say that most thieves usually go after the cheap locks first because they are easier to open. "Don't be cheap because you could spend five dollars and keep everything and spend one dollar and lose everything."

A concern stressed by Mr. Boyle is the availability of tools in Queens Voc. "There's an easy way to open locks, this school provides tools and it's easy to create a diversion," Mr. Boyle said.

But another concern about locker thefts is the availability of media, such as the internet, which teaches how to break open locks with materials such

as soda cans and towels. Anyone with internet access could go to YouTube or type in "how to break open a lock" and the information will be presented.

"Be aware," Mr. Boyle stresses. He said students should always double check their locker and to leave their valuables at home. "Phones aren't needed. There are phones at school."

As helpful as these warnings and suggestions are, some students aren't taking any risk. Josbely Santos, a sophomore, is one of the many students who carries all her valuables with her at all times. "The locker room is not at all a safe place to put our items. I don't feel safe. I carry everything with me."



Lockers aren't safe.

Senior Year 2010: A Flurry of Activities

by Gurpreet Kaur

One hundred and fourteen seniors gathered together as they ate, danced, and laughed the day away at their senior luncheon. The luncheon was held at Bruno's on the Boulevard in Astoria, from noon to 4pm. The tickets were \$25 dollars each, a \$5 reduction from the previous year.



Senior Luncheon

Various competitions were held at the luncheon including bachata, meringue, and salsa dance contests. Janice Lopez and Brian Green won the bachata contest, Raushad Doyle and Lakisha Keitt Benoit won for meringue, and Jamila Rodriguez and Ariela Rodriguez won for salsa. Ariela Rodriguez, a cosmetology major, said, "The senior luncheon was great because everyone was together and there was no drama. It should have been longer though."

Senior personality awards

are usually given during senior luncheon, but this year, the first Senior Oscar Night was held. The event was held on Thursday, April 8, from 5pm-7pm. About 50 students attended Oscar Night, held in the school auditorium. Some students went to receive awards while others went to cheer on their friends. Amiee Oggeri, graphic arts major, said, "I thought Senior Oscar Night was mediocre. Some slides and pictures weren't working, and the whole event overall just bored me." But Brian Green, a computer tech major, said that "even though not many people showed up, it was a great turnout and I really enjoyed myself. It was really fun and I am glad I was a part of it."

Another event was the Senior Ring Ceremony, for seniors who purchased a class ring. Approximately 14 seniors attended the event in the school library on Tuesday, April 20, from 9am-11am. According to Ashley Addonisio, a business major, "The Senior Ring Ceremony was nice and simple. I was happy that I finally got my ring, and I love it."

Having fun events doesn't have to cost money; sometimes fun events can raise money. The Food Festival is a fundraiser seniors organize to raise money for prom and other senior events. Many seniors brought in different dishes from home, which were sold for \$5 a plate. The plate included two side dishes and two entrees. Soda

and dessert were an extra \$1 each. The food festival was held on Wednesday, April 21 in the auditorium lobby. The seniors raised about \$1,300. "The food festival was a well organized event," Lukasha Duggal, a Graphic Arts junior said, "and the food was delicious." The seniors raised about \$2,100 in their first food festival in the fall.

The eagerly anticipated prom was held on Friday, June 4, from 8pm-1pm on Terrace on the Park. [Note: The paper was being published as the prom



Food Festival

was taking place]

Graduation will be held on Friday June 25 from 10am-1pm at LaGuardia Community College. Each senior will be given two tickets so family and friends could attend.

"The senior class is very tightly wound," said Mr. Vega, "They constantly look out for each other."

Freshmen Hear Harlem Quartet Famous musical group plays at Queens Voc

by Brian Carty

The Harlem Quartet, an instrumental group that is said to "play with panache," according to the *New York Times*, performed at Queens Voc, for the School of Exploration and Discovery.

During their performance, which took place in the school's auditorium on Wednesday, April 7, the quartet played various classical songs, including "Take the A Train," one of the songs on their album. The jazz version of Duke Ellington's "Take the A

Train" was their finale at Queens Voc.

The Harlem Quartet's performance, before a freshman audience, was well received. Jason Vallejo said that they performed very well, and that their instruments were very "calming and soothing." Khiran Samsundar described their music as "interesting."

Ms. Lewis, senior librarian, decided to organize this performance specifically for the freshmen because, she said they are more "impressionable and easier to inspire."

The group started at the Sphinx Competition, which took place at Carnegie Hall.

The Harlem Quartet made their debut CD in 2007, called "Take the A Train." They've been featured on CNN, WNBC, and the Today Show. Along with their musical performances, the members also have their places in the Sphinx Performance Academy, as well as being visiting faculty and the Sphinx Preparatory Institute, at the Wayne University of Detroit.

The Harlem Quartet consists of violinists Ilmar Gavilin and Melissa White, along with Juan-Miguel Hernandez on the viola and Desmond Nevsmith, on the cello.



Citywide Dream Job winners at Time Warner Center.

Freshmen do more than just think about their Dream Jobs

by Michael Corona

Freshmen Lizbeth Molina and Julio Urgiles and were the winners of the Dream Jobs competition at Queens Voc.

"Dream Jobs is a competition in which Queens Voc freshmen write an essay explaining what their ideal job would be," said Ms. Rejalaga. "The students need to research the job of their dreams and figure out what level of education is needed for such a job."

While conducting their research, students review the training that is needed to for them to obtain their dream jobs. Students also figure out the average salary, demands of the job, and where the jobs might be located. After the research is completed, students write a five paragraph essay detailing the job they have focused on.

Students research their dream jobs in their English class. According to Ms. Rejalaga, in December, students learn from how to conduct the research and organize their essays. The students begin to write their essays in February and hand in their final product by March. One major requirement is that students must have at least one draft of the essay stapled to their final product.

Winners are chosen by their English teachers. Each English teacher chooses one person from each class, making a total of five essays making it to the semi-finals. Ms. Rejalaga, the coordinator of the dream job competition at Queens Voc, sends the five essays that were chosen to Kim Svoboda, national accounts director of education for USA Today. Ms.

Svoboda reads the five essays and chooses the best two.

Although the competition ends with Ms. Svoboda, each school gets two winners, who get "great opportunities" said Ms. Rejalaga. Not only do they receive the certificates but they also get the chance to shadow their dream job mentors to get a feel of what the job really takes. Julio Urgiles wrote about how he would enjoy being a soccer player and Lizbeth Molina explained that she would like nothing more than to be a singer/song writer.

The winners attended an award ceremony on Monday, April 29, with their parents. Several teachers also attended the ceremony at the Time Warner Center. At the ceremony, Mark Ecko, founder and chief creative officer of Marc Ecko Enterprises, was the guest speaker. "Mark's speech was inspirational and gave me hope for the future," said Julio.

Julio and Lizbeth are both anxiously waiting for their special day to come where they get paired up with a mentor.

"The purpose of the dream jobs competition is to get students to think about what opportunities exist for them and to practice their research skills," said Mr. Samuelson. Ms. Kim added that the competition also teaches students to set goals.

**Congratulations to
Lizbeth Molina
& Julio Urgiles
Dream Job
Contest
Winners**

Construction Skills: Pathway to a Career

by L.A. Loy

Queens Voc offers many career pathways to students. One pathway is through the Construction Skills 2000 program. The program gives students job opportunities and leads them to long-term careers with good wages and benefits through working in a union job.

The Edward J. Malloy Initiative for Construction Skills has been running the program since 2001. Through the Construction Skills 2000 program allows students to experience union jobs such as plumbing, sheet metal, bricklaying, and other building trades, through apprenticeships. According to Mr. Ali, for trade and technology, 17 Queens Voc students were accepted into the program of the 25 who applied. Two of the 17 are from SCEET and 15 are from SSBT.

To participate in the program, students must have an average of 75 and above in math and English classes, a score of 75 or above on the English Regents and either the Math A or B Regents, and to have a good attendance record.

According to the Construction Skills website, students attend classes that are paid for by contractors and unions. In addition to on-the-job training, students are also employed by the unions on projects all over New York City. The wages of the students increase as they learn more skills. After the apprentices try different trades in different unions, they decide which union they want to stay in. The length of the training ranges from two to five years. "I entered the Construction Skills program because I can see myself working to build a better New York City as a mechanic in three to five years," said Thomas Mazarella, an SSBT student. Piotr Karwowski, a SCEET student, said he "joined because I want to have a stable job and have good benefits."

Not all students are guaranteed a union job. "They have to go through a process set out by the Construction Skills program," said Mr. Ali. Students are required to go to a class once a week for six weeks. After six weeks, the students will have the chance to visit different unions and

work in the field. This is where students are evaluated in their performance. "In the classroom, we learn about basic construction-related math for one to two hours. After math, we spend another two hours learning about the unions, construction advancement, and most importantly about OSHA regulations because safety is the number one priority in construction," Thomas said. Piotr said that the classes help the unions decide which students are best qualified. "Listening to the instructors is really important because they know what goes on out in the field. Their advice is very useful to us and can help us in the future," he said.

Because of the number of people looking for jobs, some unions, such as the electrical and plumbers unions, have a waiting period. "The wait can be as long as one year," Mr. Ali said. Other unions are easier to get in to. When joining a union such as the painters, bricklayers, or the carpenters, the students can start their new jobs in the following summer. The schedule depends on when the internship starts for each union. "Students waiting for union jobs are recommended to go to college," said Mr. Ali.

The students who usually enter the Construction Skills program are from SSBT, but Mr. Ali has tried to offer the programs to other SLCs. "During my meetings at the Construction Skills headquarters, I was informed that the program is open to all academic students. So I offered the program to students in our technology department," the AP said. This year, three students from SCEET applied for the Construction Skills program.

Students will be able to get college credits while getting their training at the union jobs. "All union internships are college accredited. Upon completion of the Construction Skills program, students will obtain an associates degree," Mr. Ali added. "I believe having more education makes you more useful for different jobs. After graduation and getting admitted into a union, I plan on going to college at night after working during the day," Thomas said. Union members can improve their skills and knowledge about the trade by going to college,

which is paid for by the unions. According to Piotr, "People who are out of jobs are going back to college because having more education gives them a better chance of getting hired. I think it's a great advantage that we can have union jobs and still go to college," he said.

The following students are in the Construction Skills program: Melissa Alzate, Azan Asmat, Brian Carty, James Clark, Michael Corona, George Darmanin, Brigitte Diaz, Rodney Estevez, Jonathan Kammerer, Piotr Karwowski, Lakisha Keitt-Benoit, Geraldine Leibot, Thomas Mazzarella, Marco Morales, Trent Petrus, Marilyn Reyes, and James Walker.

What's Cooking? A Lunchtime Survey

by Asaduz Zaman

You're sitting in class and your stomach starts to grumble. Finally, the bell rings and it's time for lunch. After all that time in class, you deserve a chance to head to the cafeteria and sit down and enjoy the company of your friends over a lunchtime meal. But what are you having for lunch?

A survey of 92 of Queens Voc's 1245 students shows that students favor mozzarella sticks more than any other lunch food. According to the survey, nearly 30% of the students picked mozzarella sticks as their favorite, 21% picked chicken fingers, and 15% chose peanut butter as their favorite lunch.

Seven lunch items were no one's favorite, and they were, grilled cheese, pasta, burritos, chicken patty, fish burger, meatballs, and chicken.

"My favorite lunch is anything to do with chicken because chicken is the best! I'm also a maniac for corn," said Frank Ayala, a junior majoring in business, who voted for chicken fingers. Yesenia Orellana, a senior, also majoring in business, said, "I love to eat ham sandwiches because they're healthy and they taste great."

"It doesn't matter what we eat," said Taha Hatab, a sophomore electric installation major who voted for chicken fingers, "as long as we eat."

FBLA Members Score Big in State Competition

Neil Kamath heads to Nationals

by Jefferson Lawrence

Neil Kamath took first place in Technology Concepts and third place in Cyber Security, and Fernanda Dellacroce took third place in Spreadsheets, during the FBLA State Leadership Conference, which was held in Rochester, NY, from April 21 to April 23.

At the conference, FBLA students "used business skills they learned to compete against other FBLA chapters from across New York State," said Ms. Mitchell, a business teacher who serves as the chapter's advisor. Fernanda, president of the Queens Voc FBLA chapter, said the participants "competed through tests on topics such as spreadsheets, word processing, and public speaking, the basics of FBLA."

Winning the state competition was great, said Neil. "I couldn't control my excitement and jumped a little," he said. Neil will participate in the national competition held in Nashville, Tennessee, for technology concepts, from July 14 to July 17.

Queens Voc's FBLA chapter has competed on the district level twice and had some success and has earned numerous awards, according to Ms. Mitchell.

FBLA (Future Business Leaders of America) is a national organization. Its Queens Voc chapter is comprised of sophomore, junior, and senior business students. The Queens Voc chapter requires students to maintain a 75+ on their report card, which can be an "academic challenge," said Ms. Mitchell.

Two fundraisers helped secure money for the national, state, and district conferences. A bowling event was held to

raise funds and candy was sold. According to Ms. Newman, assistant principal for business and cosmetology and graphic arts, other funds come from a "Career and Technical Education Improvement Act IV Grant (VTEA) a federal grant, which supports some CTE programs. This grant paid for the admission fees to this year's state conference. The cost of the admission fees and the hotel for the FBLA members was over \$4,000.

Fernanda Dellacroce, Brenda Jerez, Neil Kamath, Bryon Loja, Ricky Macklin, Andrea Sacharsky, Crisheber Soriano, Guadalupe Victoria, and Asaduz Zaman attended the conference, along with Ms. Mitchell. Eight of them participated in the competition.

On Tuesday, June 8, Queens Voc's FBLA chapter had a dinner for its members at an undisclosed restaurant. This was a way of saying goodbye to the FBLA students, according to Fernanda Dellacroce. "We had a dinner for everyone in FBLA... a final goodbye until next year," she said.

While in FBLA, members learned to apply their business training. Asaduz Zaman said he learned to be a better presenter, leader, and public speaker," as an FBLA member. Fernanda Dellacroce said she "learned how to communicate better with others, and I learned how to work with Excel, which was a test for me."

The members of FBLA are: Shennel Cole, Fernanda Dellacroce, Brenda Jerez, Neil Kamath, Wenado Liu, Jimmy Li, Jessica Lliguicuzhca, Bryon Loja, Ricky Macklin, Jarin Rahman, Andrea Sacharsky, Crisheber Soriano, Guadalupe Victoria, Catherine Velasquez, and Asaduz Zaman.



Future business leaders at upstate conference.

Don't Throw Out This Paper

Recycling At Queens Voc

by Juan Hernandez

According to the United States Renewable Energy Association, the amount of wood and paper thrown away each year is enough to heat 50 million homes for 20 years. How many houses can Queens Vocational and Technical High School heat through its recycling program?

Ms. Moreau, an ESL teacher, Ms. Jarrett, custodial engineer, and Queens Voc's ESL students are leading the effort at Queens Voc, by working together on the school's recycling program.



Bottles and cans only.

Last year, Ms. Moreau started the recycling program after a class discussion on the environment. She later decided to acquire decals relating to

recycling, to inform staff and students about the topic. "I noticed that a lot of paper was being thrown out, and recycling is a nice way to help the environment," she said. Ms. Moreau's ESL students drew posters, made from recycled and reused materials, to encourage recycling. The paper used for these posters was donated by Material for the Arts, an organization that recycles paper and reuses it for art projects and activities.

Ms. Jarrett and the rest of the custodial staff have facilitated recycling by placing a blue paper recycling bin in every classroom and office in the school.

This newly implemented recycling program is mandated by Chapter 3 of local law 19 enacted in 1989 by the New York City Council. This law requires the Department of Sanitation to establish recycling regulations for New York City, as a way to reduce solid waste and limit the increase of landfills. According to the law, a school sustainability coordinator is chosen by the principal and that person, in this case Ms. Jarrett, carries out all of the necessary steps for school recycling and waste reduction.

Items to recycle in school consist of paper, corrugated cardboard, plastic bottles and cans. The blue recycling bins

in the hallways are for bottles and cans. The blue recycling bins in the classrooms are for white, colored, and glossy paper, mail and envelopes, wrapping paper, smooth cardboard, paper bags, paper plates, newspapers, magazines and catalogs, phonebooks, and soft cover books. Corrugated cardboard is also recyclable, but must be flattened and kept separate from paper.

According to Ms. Moreau, school custodians collect the materials. The New York City Department of Sanitation receives the material collected, and then screens the material to proceed with the recycling process. Pre-selecting the correct materials is a necessary step to recycle. For example, if a plastic candy wrapper goes into a paper bin, all of the contents in that bin are considered ordinary trash and it is not recycled.

"I would have placed recyclables in the blue bin. I didn't know it was only for paper," said Rojelio Sanchez. In a survey of 30 seniors, over 50 percent did not know how to recycle correctly. Students are co-mingling all recyclable material into the same bin. According to Ms. Moreau, offices in the school are recycling paper, but few classrooms are following the recycling program guidelines.

and are recyclable. Instead of throwing out the food boat, students are asked to use the flip, tap, stack process. That is they flip the tray over, tap the food scraps into the garbage, and stack the food boats on top of each other on top of the garbage receptacles. This will supposedly reduce the use of polystyrene waste by 20%, in the city, according to the Trayless Tuesday fliers. This new way of recycling adds no extra costs to the school or city.

This recycling initiative, however, only works if the students get involved. In a survey of 195 students, 91% didn't know about the flip, tap, stack process. Of the 9% who did know, only two students use the method.

"None of this will work if students don't do their part," said Bernarda Luna, school lunch manager.



Students are not throwing garbage in the proper bins.

Commentary:

Queens Voc should make a better effort to recycle

by Kunga Likchung

"Please!!! Cooperate Don't Contaminate. One Wrong Makes Everything Wrong."

This is one of the slogans of the school's recycling program, encouraging the staff and students of Queens Voc to recycle. But some people are not listening.

The recycling program started last year with the help of Ms. Moreau, ESL teacher, and Ms. Jarrett, the head custodian. Ms. Moreau said she was discussing about the environment with her ESL students when they decided that the school needed a recycling program. So Ms. Moreau went to the Department of Sanitation website and filled out a school material request form. Ms. Vittor, Mr. Alikakos, and Ms. Jarrett took care of the rest of the paperwork and purchased the recycle bins. Ms. Moreau and her ESL class created the posters we see on the walls of our school.

It's simple: paper goes in the blue recycling bins in classrooms and regular garbage goes in the regular garbage bins.

The blue recycling bins are in every classroom and office in the building, making paper recycling easily accessible to everyone.

Yet each day, we see regular garbage in blue bins and paper in regular garbage bins. "In offices, the recycling bins are being used well but not in the classrooms," said Ms. Moreau.

The school needs to do more to educate the students and to get them more involved. Ms. Moreau suggests that a class focusing on recycling be created for students who don't have tutoring on Tuesdays. Students in the class can think of ways to improve the recycling program and to get other students to recycle. Since the school does not have a lot of money, the students could hold a bake sale to generate money for better recycle bins, perhaps recycle bins of a more noticeable color or larger size. The school should also give a presentation to the students about recycling, letting them know what garbage should go where, and suggesting other ways the students can help.

It has to begin with the administrators and teachers explaining what needs to be done. If the teachers make it a habit to encourage their students to recycle in their classes, then the students will get used to it.

There are plenty of ideas to get the school to recycle; we just need to put in more effort.

Trayless Tuesdays

An Effective Way to Recycle

by Brian Carty

This year, a new way of recycling took affect in Queens Voc: Trayless Tuesdays.

Each Tuesday, beginning in March, students during lunch

were given cardboard food boats, rather than the polystyrene trays that are typically used but are not recycled.

These new food boats are easier to make, cheaper to buy,



Removing polystyrene from our landfills.

Do your part:
RECYCLE

Making Sense of \$ & ¢

by Christina Boston

Students in Mr. Davidson's fifth period Economics class recently took the Financial Literacy Certification test, and every student in the class passed. They had learned how to manage money wisely.



Rich: financially literate.

"I am very proud of the students," Mr. Davidson said, "because it was the first time I gave the test and it was a success." This certification verifies that they have learned important life skills, such as how to develop a budget, how to maintain a checkbook, and how to get and keep a good credit rating. WISE, a non-profit organization that promotes financial literacy to high school students, administers the test.

On Friday May 28, Ms. Vittor and Ms. Newman

awarded certificates to the students who passed the certification. Students in Mr. Davidson's class got 87% of the questions correct. Nationwide the average student got 77% of the answers correct.

In past years, Mr. Persaud taught the curriculum to his classes and administered the test. According, to Mr. Davidson, Ms. Newman asked him to continue the program at Queens Voc this year.

The test is separated into four categories: money management, banks and banking, credit and insurance, and investing. Students took the test online and each student had different questions. There were fifty multiple choice questions on the test.

Five Queens Voc students scored above 95%: Huang Chen, Luis Fernandez, Juan Hernandez, Franklin Panora, and Edward Salas. On Friday, June 11, there will be an award ceremony at the Museum of American Finance for all students who scored a 95% or higher. "I am extremely happy, especially since this was the first time I had taught this," said Mr. Davidson.

Luis Fernandez was one of the many students who took the test. "The test was fair and the questions were easy. I now know where I stand in terms of financial knowledge in the real world," he said.

2003 Graduate Tanvir Toy Produces Immigration Film

by Armando Avila

Queens Voc graduate Tanvir Toy ('03) has earned a Master of Fine Art degree in Television Production from Brooklyn College. Tanvir's final project is a documentary entitled *Undocumented Hope*, which looks into the lives of four young undocumented aliens.

Tanvir's 30-minute film was shown at a media showcase on Wednesday, June 2, at CUNY Macaulay Honors College in Manhattan.

Undocumented Hope tells the story of four young individuals who migrated to the United States with their parents, grew up in America and received an education, yet they are living illegally in the U.S.

The documentary explores the struggles and roadblocks that these students encounter. Despite the setbacks and obstacles in their way, they

consider themselves to be very American. Succeeding in their studies and going about their daily routines, the documentary shows their ambition and desire to become citizens.

The documentary took second place in the CUNY Asian American film festival this year.

After graduating from Queens Voc, where he was a member of the Honor Society, editor of the Vocational Voice, and captain of the varsity baseball team, Tanvir earned his bachelors degree in Media Studies at Queens College. Tanvir has interned at ESPN and the Moving Picture Institute, and has worked with the Free to Choose Network.

Tanvir produced *We are the Tigers*, the 2007 film chronicling the varsity team's championship season. Tanvir also produced a winning bat contest video and a recruitment video for his former high school team.



Filmmakers Jim Taylor and Barbara Potter with the boys.

Students Travel the Country to Learn Winning Ideas

by Lisbeth Collado

It started in New York City, moved to Chicago last year, and this year, it's being held in San Francisco. And at each place, Queens Voc students have been there, learning from well-known economists, and participating in a flurry of activities, including producing videos.

Armando Avila, Daniel Corona, and Esteban Soler will head to San Francisco on Thursday, June 24, to participate in the Free to Choose Network's Winning Ideas Weekend. They will accompany Mr. Schimenz, who has been working with FTCN as an advisory teacher since 2007.

Mr. Schimenz has worked closely with the Free to Choose Network, which runs the organization izzit.org, a non-profit organization that provides educational DVDs and current events lessons that encourage students to think critically.

Last year, Armando and Esteban went to the Winning Ideas Weekend in Chicago, as guests of Mr. Schimenz, who was selected as a Teacher of the Year. The awards are given to teachers on each grade level who use the DVDs in unique and creative ways. Armando was impressed that the three were picked up in a stretch limo, he said. "Riding in a limo was fun, my first time ever," he said.



Esteban & Armando with economist Walter Williams.

Armando said that "going to an aquarium and filming there was exciting. But listening to the speakers and participating on a panel discussion taught me a lot." Armando took part in a panel discussion about Estonia's move away from socialism to a free market.

Esteban also found the trip fun and educational. "I liked the sightseeing cruise, the museum visit, looking out from the wall of windows on the 95th floor of the Hancock building, and I enjoyed the great food," he said, "but I also learned to think about unintended consequences of people's actions."

In 2008, FTCN held its first Winning Ideas Weekend in Manhattan. Armando, Esteban, Raylin Leroux, Juan De La Cruz ('08) and Angel Tejada ('08) participated in a panel discussion and a video production about free trade.

The Queens Voc students have helped produce videos about free trade and how the discovery of oil effectively saved the whales. The boys have also participated on panel discussions and have gone on tours of museums. "the video production was exciting," Armando said. "Jim Taylor and Barbara Potter teach us about interviewing, filming, and editing. We've helped produce some really good videos about free markets," Armando said.

In 2008, FTCN founder BobChitester and Swedish author and historian Johan Norberg came to Queens Voc. Mr. Norberg spoke to SES students about the entrepreneurial spirit.

Through izzit.org, FTCN produces classroom videos that are dedicated to teaching students about the ideas, institutions, and benefits of a free society. One of their latest videos is *From Poop to Profits*, about innovative and determined entrepreneurs.

Dave and Annette Jorgensen, who sponsor the Winning Ideas Weekend, helped fund the Queens Voc students' trip to California, Armando said. Esteban said he's thankful "that Mr. & Mrs. Jorgensen are so generous that they are sponsoring us." The boys are looking forward to the upcoming trip.

Armando, a business major, said, "Stubbie and I are really looking forward to learning more about the ideas that create prosperity and advance freedom."

Daniel Corona, who also majors in business, will be attending a Winning Ideas Weekend for the first time. "It seems like there is a lot to do. I'm really looking forward to the trip," he said. Attendees will participate in filming at Fisherman's Wharf, learning about solutions to Africa's challenges, playing trading games, and hearing from former Secretary of State George Schultz, among other activities.

Marissa Mendez Wins Scholarship

by Rodney Estevez

Marissa Mendez won the Queens Borough Rotary scholarship, and received a \$250 award and an Honorary International Rotary club certificate, at their annual luncheon on Tuesday, May 25.

Marissa was accompanied to the awards ceremony by Ms. Tally, the college advisor.

According to its website, "The mission of Rotary International is to provide service to others, promote integrity, and advance world understanding, goodwill, and peace through its fellowship of business, professional, and community leaders."

Congratulations to Marissa Mendez

Commentaries: Non-SLC Activities will help Unify School

by Michael Corona

Queens Voc has changed in the last five years. The greatest change being the Smaller Learning Communities. The school has been divided into four main SLCs. They consist of SED, SSBT, SES, SCEET. Advance might be considered an SLC, but students normally stay in it for only one year to catch up on their credits.

According to Ms. Vittor, the principal, "the reason for this transformation was because the statistics were flat," meaning that academically, Queens Voc was doing inadequately. She applied for a grant to try the SLC model and was fortunate enough to be chosen by the federal government to receive it. "There were five other schools in New York City chosen to try the SCL model, and of the five, I am proud to say, we are the best," said Ms. Vittor. "SLCs were the perfect fit. Our students get the best of both worlds. They get to be a part of their major as well as have the benefits of interacting with the whole school."

I have to respectfully disagree with Ms Vittor. Although I do believe that the SLC model was a great choice on her part, I do not believe we students get the best of both worlds. In fact, SLCs limit students' interactions among those in other SLCs. Many students do not even recognize their fellow classmates because they rarely ever see students in other SLCs.

Students in different SLCs have three opportunities to interact with each other and actually see everyone in their graduating class. The first is

during their freshman year, when all freshmen have the same lunch period. The second is during physical education, which is not divided by SLCs, and finally, during senior year when students participate in senior activities, such as senior luncheon, prom, and senior trip. This does not include teams or school clubs because such a small percentage of students joins them.

Some students transfer in at the beginning of their sophomore year and likely miss the opportunity to meet their fellow classmates during freshman lunch, and not all seniors participate in senior activities.

But this can all be fixed.

A couple of activities should be held each year for each grade. Entire graduating classes should hold activities. It can be as simple as freshmen spending a day at a public park such as Flushing Meadows, playing baseball, handball, and having a giant picnic. Sophomores can go ice-skating in winter. Juniors can take a trip to Central Park Zoo. And seniors can continue with their tradition. Anything that would allow students to interact would not only build up unity within those classes but also within the school, giving students an opportunity to interact with those in the same grade.

While not all students participate in school activities, if Queens Voc begins introducing class events or trips, more students would participate in them. This would make students high school experiences more memorable.

Despite Warnings We Seniors Feel Prepared for College

by Edward Salas

The difficulty of college is repeated time after time, by teachers, counselors, and Queens Voc grads. We are encouraged to attend higher education institutions by our teachers and parents but their encouragement is drowned out by their recollections of miserable college experiences. The ever-falling morale of students sometimes makes them doubt their readiness to tackle the college experience.

The students at Queens Voc are unperturbed by the talk of difficult college classes and rigorous grading rubrics, and are

eager to begin their college experience. "I am ready for college and I plan to attend in the fall of 2010," said Rodney Harris, one of the many students eager to attend college. "I feel confident in making the transition from high school to college level education," he said, "my teachers have prepared me for success since kindergarten."

Carmelo John Colón is one of the students who feels prepared for the challenges for college. "For the past four years, I have taken a rigorous course of academic classes

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Vocational Voice

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

Principal's Message



QUEENS VOCATIONAL & TECHNICAL HIGH SCHOOL
Denise Vittor, Principal

Dear Students:

As the year winds down, it is a perfect time to reflect on the highs and lows, the achievements and the challenges, the triumphs and the tribulations our school community faced this school year. Here are some of the highlights and turning points, but remember, the final highlight of the year is promotion and graduation.

We opened the school year with budget cuts that forced us to revise our plans. We then received grant money that offset that loss and we restored the services and activities that students needed and wanted. In October, we received a "B" rating on our Progress Report. We had improved our attendance, promotion, and graduation rate in 2009 and were now in good standing. Then came the PSAL Division B Soccer Championship game on Randall's Island. Our team defined the word "champion" and took home the trophy; the excitement lasted for weeks!

January brought the release of the NYS Education Department list of low performing schools. Sadly, we were on it, but true to our mission of getting things done, we did not wallow in the bad news. Instead, we set out to get QVTHS off the list and to show that our school is *not* a low performing school. We scored a "well developed" on our Quality Review, the highest score we have ever achieved. We hosted leaders from other schools to show them how we improved our attendance and graduation rates in just a few years. Assemblywoman Cathy Nolan, a long time supporter of our school, organized a group of 16 visitors that included NYS Commissioner of Education David Steiner, Deputy Commissioner King, Chancellor Klein, and Councilman Van Bramer, to visit our school. They were impressed with our faculty, staff, and students. Some commented that they **wished** they went to our school when they were in high school, others commented that their relatives **did** come to our school and are happy they did. Our visitors sensed the pride and commitment of our school community.

As always, our school had plenty of events for our students to enjoy. Remember the holiday dance, and the SLC award ceremonies? Did you attend the honor society breakfast, or any of our fabulous sports team competitions? Did you donate blood or participate in City Harvest? Did I see you in the Talent show? Were you there with us at both Robotics competitions? If not, I hope you take note and make sure you are there with us next year.

For our seniors, it was a very exciting year, filled with memorable events and good times. Who can forget the "black out" senior photo, movie night, the senior trip, Oscar night, the senior luncheon, and of course, the senior prom? These are memories you will take with you as you move on to the next chapter of your lives. However, it is graduation that is your defining moment at QVTHS. All is for naught if you don't make it to the "big show" – the grand finale of your high school career! So get it done and join us for the event you have been planning for the last four years.

Yes, it certainly was an eventful, productive and exciting year at QVTHS, but it is not over until June 28th. So give it your all for the next few weeks so that we all close the year with a sense of pride and accomplishment.

Sincerely,
Denise Vittor

**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**

Feedback: Our Readers Speak Out - and on and on...

by Cesar Liang

After publishing our first edition of *Vocational Voice*, we received many responses from our readers.

We received the most feedback on the article, "Is Big Brother Watching," by Veronica Sierra, about the cameras in the hallways. Judging by the letters, it's clear the cameras are not a popular addition to the school. **Yaneli Martinez** believes that there are pros and cons to the new camera installation. "Students may feel safe," she wrote, yet "we are being watched constantly." **Amanda Faller** agrees. She thinks "these cameras may be invading our privacy, but they are keeping us students safe." **Melissaaguay** wrote that she feels safer that somebody is watching the hallways. **Kiara Delarosa** wrote that she is "now aware that cameras watch my every move," something **Christian Evangelista** doesn't like, because "we are being stalked in every move we do." **Alison Perry** wrote, "It gets me

"This is un-American. I did not know I lived in a totalitarian nation," wrote Mauricio Rivera.

so mad because they're invading my privacy." **Carolina Fernandez** wrote that she, too, doesn't like the idea of being watched strolling down the hallway. To **Mauricio Rivera**, "This is un-American. I did not know I lived in a totalitarian nation. Down with cameras!" **Hommy Pena** also doesn't like the cameras because "they are invading our privacy by watching everything we do like chilling with friends and having quality time with the one we love more than a friend." **Mohsin Khan** suggested that they shouldn't put cameras everywhere because people could get caught in every minute they do something bad. **Luseny Maldonado** wrote, "I completely agreed how students feel uncomfortable, because I'm one of the students that feel that way." Not everyone opposes the security cameras though. **Jazmile Batista** feels that cameras should be put outside of the school, so the school safety agents can know about intruders or students cutting. **Leonel Ching** suggested that

security cameras should be placed near the exits. **Mila Badhon** wrote, "These cameras are very important because it can make our school environment safer for the students." **Evelyn Guerra** believes that the cameras will help keep students behaving properly. **Allen Michel** also finds an upside. He wrote, "This helps us students realize that they aren't alone in emergencies." **Judy Moy** doesn't have to worry, she wrote, "about anything bad happening in the school." While **Jordan Capellan** believes the cameras will make students cut less in school." **Dachuan Dai** wrote that "people will be going to class more, rather than just fooling around."

While many wrote that the cameras invade their privacy, and others wrote that the cameras are helpful and make students feel more secure, did anyone notice that the article points out that the cameras are still not working? And they still weren't as of June 4, the date we began to lay out the newspaper.

Another article about which we received a lot of feedback was "School Enacts New Policy on Electronics and Hats," by Kunga Likchung. **Jose Alvarez** thinks the policy is both fair and unfair. "It is fair because students should not be texting in the hallway or in the classroom. It is unfair because why can't students wear hats? They are not doing anything bad," he wrote. **Floyd Desouza** wrote, "The electronics should really not be confiscated, or at least they should be given back at the end of the day if confiscated. Cell phones are needed for emergency purposes. At least they should be allowed in lunch, since it's not a class." **Jessica Angel** believes that deans should return the hats and electronics at the end of the day. **Trishan Beharry** agrees, suggesting that the policy should be revised so that students should go home at the end of the day with their hats and electronics. **Nesla Velovic** thinks that teachers should return electronics and hats at the end of the class. **Armando Avila** found the article helpful for those students who are caught, so they know when they will receive their possessions back. **Federico Castillo** doesn't see a purpose for this rule. "I don't get why

teachers don't like hats in their classroom, it doesn't distract them in class and it doesn't endanger other students, so I don't get it why can't I wear my beanie in class," he wrote. **Christine Carco** wrote, "Hats shouldn't be allowed to be worn, but it shouldn't matter if you have it." It doesn't. It just

"Hats don't bother anyone," wrote Jeremy Vargas.

matters if they're worn. "Hats don't bother anyone," wrote **Jeremy Vargas**. **Yesenia Martinez** wrote that students should be able to use their phones, electronics, and hats when they have free time. **Daisy Maldonado** agrees. "Lunch is supposed to be our free time, so we have the right listen our iPods or use our phones if we desire," she wrote. **Gamal Hamad** wrote that he doesn't like "the fact that deans take away our hats and electronics."

"Varsity Soccer Team Wins City Championship," written by Miguel Perez, received many responses. **David Pena** wrote, "I think for next time you should put pictures about what happened during the championship game and other playoff games." **Milton Mendez** suggested "putting pictures of them celebrating on their last goal and all the players that made a goal." **Henry Rivas** wrote, "The pictures of them holding up the trophy are very detailing, expressing how it is to win a championship." **Jose Rosales** wrote that it "was good that you described all the details, on what it took the team to make it to the championship final." **Enxhi Bega** thinks that Queens Voc deserved to win because of their great performance and season record of 12-1-1. **Luis Ramirez** wrote that this "was an intense season." **Kevin Alarcon** is looking forward to joining the team, and so is **Carlos Rivera**, who wrote, "I'm planning to join Queens Voc to help this team, so when they play against Bryant we can finally win."

Six students wrote about the article "Blood Drive is Success," by Nicholas Ruffino. **Dilpreet Singh** wrote, "It takes some courage, and willingness to feel dizzy for a couple of hours to donate blood." **Qianyi Xia** now knows that to donate blood, students must be at least 15 years old, 110 pounds or more,

and in a good health. **Maria Perez** is very happy that teachers donated blood to help others. **Florencia Oviedo** wants to help, too. "Hopefully the school has another blood drive because last time I tried, but I was too young to be a donor." **Joel Pazmino** thinks the 45 students and six teachers did a good deed. **Shennel Cole** wrote that it's feels fantastic that just a pint of blood can saves three lives. But **Bryan Charlie** "didn't see one poster advertising the blood drive. I was unaware of its existence."

"Lack of Website Hurts Queens Voc," written by Ashley Torres, prompted five responses from our readers. **Kevin Peterson** agrees that the school's website is not very useful and wrote that more people should help out with it. **Samantha Puig** agrees. She wrote that there should be a group of students who help with the website. **Marcelo Villalba** wrote, "I too had personal experiences, which were bad, by the way, regarding the school's website." **Marcin Kochanek** "went on the school website so I could find some useful information, like my schedule, any other information." He didn't find much information at all. **Raymond Xue** thinks students need to know about the issue and the parents should also be involved.

"Varsity Baseball News," by Lisbeth Collado, garnered two letters. **Terrell Smith** wrote, "Thanks for writing this article," wrote **Terrell Smith** "because I really enjoy watching and playing baseball. I think that we have two strong baseball teams." **Jesse Santander** especially love the article because my name and picture were there, but other than that, it stated what the team does and what it takes to make it to the team.

"Cosmo Clinic is Good Business," by Ashley Torres caught the attention of **Victoria Noel**. "I can't wait until I become a senior, so I can do all these things, I really would like to have the experience of working on someone else's hair and charging them." **Natasha Isaacs** like the fact that the students gain tremendous amount of practice in the Elite Salon. **Elizabeth Pimentel** liked that the article included "the hours that the salon opens, because next year I'll be a senior and will be working there."

"You Think You've Been Embarrassed?" by Franklin Panora, caught the interest of

Emely Nunez "because it made me laugh out loud. It is funny to read people's embarrassing moments," she wrote. **Kevin Sasuman** wrote, "It's nice to read about teachers because we get to know them beyond just being teachers." **Nashaly Mercado** wrote, "It makes me laugh and know that I'm not the only one feeling dumb when I embarrass myself."

Natalie Albacarys enjoyed "Graduate Crystal Muniz Returns to Demonstrate Cosmo Techniques," by Ashley Torres. "It's good to know that if you're not too great with hair in cosmo, there's lots of time to improve, and it's never too late to keep improving," she wrote.

Ashley Colwell enjoyed reading "Book Review," by Elizabeth Arironang. "Your review of the book *After* by Amy Efaw was insightful, making me want to pick up a copy," she wrote.

"Check out these Melodies," by Richard Luu, was very helpful, wrote **Denisse Flores**. "Some students that are looking for the latest albums can find this article very helpful," she wrote. **Mitzi Castillo** thinks that students should know about Eminem's music. "Eminem has songs that

It is funny to read people's embarrassing moments," wrote Emely Nunez.

teenagers nowadays can relate to," she wrote.

Adrian Dharry wrote in response to "Tech Review," by Juan Hernandez. "Your article about Windows 7 is great I can see a lot of thought and comparison between Vista and 7," he wrote. **Jason Chen** wrote that Vista was one of the most disappointing operating systems and that the management of the software is horrendous.

Lukasha Duggal wrote in response to "Student Artwork, Budding Stars," by Gurpreet Kaur. "It was a good way to present the different types of artwork that the graphic arts program has. It was a good idea to put the students' work out there, so their talent can be recognized," she wrote.

We received two responses

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...and on

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to “JV Basketball Shows Improvement,” by Miguel Perez. **Yannis Pascal** wrote that the JV basketball team did well, but not amazing since they lost four times. **Albert Ferrari** hopes in his sophomore year to join the JV team and improve his skills.

Kimberly Espinal feels that “What it Takes to Graduate,” written by Michael Corona, is a very important article. “Many students do not know what they need in order to graduate. This article ensures that students know they need both a certain amount of credits and passed Regents,” she wrote. **Roger Haynes** wrote that the article “is very informative. I didn’t even know that I need 8 credits of math.”

Michelle Quinde wrote that “Horoscopes,” by Rodney Estevez, “was close and true. Basically, I am feeling more romantic lately,” she wrote.

In response to “Girls Have Solid Start,” by Michael Corona, about the girls’ basketball team, **Karina Tavarez** wrote, “This article actually made me want to join the team.”

Zhefan Zheng wrote about “Lunch Forms = More \$,” by Juan Hernandez. “It let me know lunch forms are important because these forms pay for the salaries of the teachers and for resources in the school,” he wrote.

Emilee Rosa wrote in response to the question in “Inquiring Photographer,” by Huang Chen. “I felt as it were a question you didn’t put much thought into, almost as if you randomly jotted down whatever came to your mind, not concerned about whether or not it was ‘catchy,’” she wrote. The question was “What would you do if there were an alien invasion?”

We received one response were to “RoboTigers Ready for Regionals,” written by L.A. Loy. **Thomas Palermo** wrote, “Your article on the RoboTigers is perfect. From every detail of how the robot is built to who does what.”

Lawrence Lebeau, a varsity baseball player, agrees with “Teams Struggle Financially,” by Milton Morocho. “We pay for our own uniforms, which are \$150, and we sell candy to pay for practice games and equipment,” he wrote. **Kimani Brown** feels that “It’s sad to see every athletic team in Queens Voc struggle just to get money

to help with buying uniforms, equipment, and paying other expenses applicable to the sports.”

Rosa Marte likes the article “SO Helps Make School Fun,” by Gurpreet Kaur. “From your article, I can truly see that the SO is really helping and contributing to the school’s fun,” she wrote. **Leslie Miramon** thought school was all about work, study, homework and tests, “but you actually try to make school fun.”

“Fire! Fire!” written by Jonathan Carvalho led to three letters. “Just in this short week alone the fire alarm has been set off multiple times,” wrote **Shiva Rampaul** “and you’re right, as the alarm goes off, no one moves, we continue listening to the teacher.” **Michael Collao** liked that the school replaced the old fire sensor to reduce false alarms. **Christian Tapia** wrote that the fire alarms are very important, because if there were a fire and the fire alarms weren’t working properly, then students would get burned.

Cindy Collado wrote in response to “Why Did Freshmen Apply to Queens Voc?” by Jazmin Ramirez. “I chose Queens Voc because I heard that there was cosmetology program,” she wrote.

Nicholas Rodriguez wrote in response to “Z’s Wrestlers Doing Well in Varsity,” by Trent Petrus, that the wrestling team

is strong this year, and he was very confident that they could make it to the playoffs.

Lizeth Montoya responded to the article “School Leadership Team Gives Students a Voice,” written by Zuka Alibasic. “I really liked reading the article because I didn’t know there was a team of students that was there to help the students and take our advice to help the school,” she wrote.

Kevin Garcia wrote about “New Auditorium Destined to be a Hit,” by Brian Carty. “I like the new auditorium. As a freshman, it was nice coming to this school and seeing that the remodeled auditorium,” he wrote.

Javier Tomala thinks the newspaper needs more funny things that people say or funny pictures. **Cesar Ocampo** agreed. He thinks that the newspaper would be better if it had more funny questions.

Thanks to all those who wrote to us, especially Mr. Davidson, for his thorough review of the Winter edition.

Although it’s the end of the year, we’d still like to hear from our readers. Letters can be placed in Mr. Schimenz’s mailbox in the main office or you can e-mail us at Letters@vocvoice.org. Our website, VocVoice.org, has this and many prior editions. Our most recent editions have color photos.

Commentary: We Need More Guidance

by Paola Ferreira

Monitoring attendance and reviewing transcripts, Regents grades, and credits for graduation, takes up the bulk of a guidance counselor’s day.

According to Ms. Basirico, guidance counselor for SSBT, the counselors address students’ academic and personal needs. “I contact parents, discuss issues students have with their classes, and review how they can improve their grades, attendance, and sometimes their attitude,” she said.

Meeting with guidance is a way for students to find out requirements for graduating, and to see how they are progressing, but the counselors do not meet with all students.

Guidance counselors are very busy, but they should make a greater effort to meet with their students. “Guidance counselors *should* meet with all students,” said Ms. Basirico.

“If everything is running smoothly, students don’t search for the guidance counselors,” said Ms. Basirico. “They listen to other students to obtain information,” she said.

But the way to make sure the students have valid information is for the guidance counselors to meet with the students.

Speaking with students individually can help the students feel understood, which can lead to them helping students make better decisions.

“Guidance counselors should meet with all students,” said Joe Lopez.

If the guidance counselors detect that a student needs to improve in order to graduate on time, the counselor and the student can come up with a strategy to help.

If guidance counselors make a greater effort to meet with all students, they have a better opportunity to help the students.

Commentaries: Despite Warnings We Seniors Feel Prepared for College

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along with vocational course work which has prepared me for the workforce and college,” he said “I know college work is harder than high school work but I think I can handle it.”

“College is going to be a breeze,” said Rafael Duran, “my junior high teachers told me the same thing about high school and so far it hasn’t been that bad.” Rafael isn’t at all worried about college and feels the difficulties of college are exaggerated. “I think four years of preparation for college is enough, I already have a foothold on the basic subjects and college should be just another review,” he said.

While some students get confidence to go to college from themselves, others get it from their friends. Naveen Nicholas

feels he will be able to handle the stress of college life with the help of his social ties. “I have a pretty strong support system, my friends are all going to college and hopefully being together will take off some of the burden of post secondary education,” he said.

Although the very people who expect us to go to college, our parents, teachers, and counselors don’t give us something to look forward to, that hasn’t stopped students to look forward to college. Some have confidence in their own habits and others get confidence from their friends. Students at Queens Voc seem ready to tackle the challenges of college, prepared by teachers and curriculums that give them a taste of college work.

Noisy Halls Disrupt Our Education

by Darlene Fernandez

The amount of noise in the hallways has increased since we first started at Queens Voc. Throughout the day, many teachers call the security desk because their classes and lessons are being disrupted.

School Safety Agent Dutchin-Marte said that the officers are always going to classrooms, escorting students to class, and helping the deans clear the hallways. “There are always students who refuse to go to class and regularly make noise and are just plain rude!”

Mr. Burke said that noisy hallways distract his students from learning because the students pay more attention to what’s going on outside the classroom rather than what’s going on inside the classroom. “It distracts teachers from teaching and it ruins the general tone of the school,” he said.

Not everyone agrees. “Noise in the hallways shows that the school has different personalities and brings life to the school,” said Mr. Harrington. When his students are noisy in the hallway it makes a better class environment, they are able to release their energy outside so when they get to class they are calmer and quieter, he said.

Crowded and noisy hallways do disrupt education. Even though teachers may have interesting lessons, if there is noise in the halls students will be drawn to look outside. There should be strict consequences for students who roam the hallways and disrupt classrooms. But there aren’t. Often, the same students are just escorted to class over and over again.

Hallway sweeps should be done for kids without passes. Those who get caught should be taken to room 109, given detention during school hours or after school, and their parents should be contacted. A strict policy against roaming hallways and being disruptive will do more to clear the halls than escorting them to class every day.

For all those students who like to stay in the hallways while class is in session and make noise: do us all a favor and get to class. Students should come to school to learn. There is no point in coming to school just to cut class and be disruptive. If that is the best they can do here, they should just stay home.

Stricter consequences will lead to fewer students in the halls, and less noise and disruption to classes will occur.

From Queens Voc

by Huang Chen

Many high school students decide to go to college after high school. While many Queens Voc students go straight to a major-related job after graduation, there are many students who decide to go to college to advance in their trade field or to pursue a different field. Here is a list of seniors and the colleges to which they have been accepted:

Abedin, Meheraj	York College College of Staten Island Medgar Evers College
Addonisio, Ashley	LaGuardia Community College Nassau County Community College
Agudo, Teresa	Queens College John Jay College of Criminal Justice LaGuardia Community College (Undecided)
Aguilar, Antonio	Queens College SUNY Stony Brook York College Queensborough Community College John Jay College of Criminal Justice Hunter College
Ahmed, Daniyah	Brooklyn College City College York College Queensborough Community College
Ahmed, Shah	New York City College of Technology Queensborough Community College
Alibasic, Zuka	Borough of Manhattan Community College
Andrade, Robert	Queensborough Community College
Aritonang, Elizabeth	University at Bridgeport University at Albany - SUNY Buffalo State College of Staten Island
Avila, Ariel	Queensborough Community College New York City College of Technology Borough of Manhattan Community College
Boston, Christina	Medgar Evers College
Buendia, Sarita	New York City College of Technology Queensborough Community College (Undecided)
Candia, Marcelo	Queensborough Community College Kingsborough Community College LaGuardia Community College Hostos Community College Borough of Manhattan Community College
Carpio, Martha	Hunter College Brooklyn College Lehman College York College Medgars Evers College (Undecided)
Carvalho, Jonathan	New York City College of Technology Queensborough Community College John Jay College of Criminal Justice
Cetinkaya, Ozan	Herkimer County Community College Borough of Manhattan Community College University at Albany - SUNY Queens College Monroe College John Jay College of Criminal Justice Brooklyn College
Cevallos, Sandy	Queens College Borough of Manhattan Community College City College New York City College of Technology Queensborough Community College John Jay College of Criminal Justice (Undecided)
Chen, Huang	Baruch College Brooklyn College Lehman College College of Staten Island

Chica, Juan	New York City College of Technology Borough of Manhattan Community College Queensborough Community College Queens College LaGuardia Community College
Clark, James	Queensborough Community College
Collado, Lisbeth	College of Staten Island Queensborough Community College LaGuardia Community College
Colon, Carmelo	Queensborough Community College
Correa, Bryan	Alfred State College
Criollo, Steven	LaGuardia Community College
Darmanin, George	New York City College of Technology Queensborough Community College
Duran, Rafael	Queensborough Community College
Duverge, Chrisleidy	Borough of Manhattan Community College
Espinoza, Luis	LaGuardia Community College Monroe College
Fernandez, Darlene	York College
Ferreira, Paola	Hunter College City College York College Brooklyn College Queensborough Community College
Flores, Erik	New York City College of Technology Queensborough Community College
Fortuny, Federico	SUNY Farmingdale University of Delhi New York City College of Technology Queens College Queensborough Community College LaGuardia Community College Queens College John Jay College of Criminal Justice
Franco, Peter	Hostos Community College Queensborough Community College LaGuardia Community College Queens College New York City College of Technology
Garcia, John	Kingsborough Community College LaGuardia Community College (Undecided)
Garcia, Tania	Borough of Manhattan Community College Queensborough Community College
Gomez, Freddy	Queensborough Community College LaGuardia Community College
Gonzalez, Argenis	Hunter College York College Queensborough Community College Borough of Manhattan Community College John Jay College of Criminal Justice
Green, Brian	City College
Harris, Patrick	Kingsborough Community College New York City College of Technology LaGuardia Community College York College (Undecided)
Harris, Rodney	Queensborough Community College
Hidalgo, Jennypher	U.S. Marines
Illera, Jonathan	Queensborough Community College
Jimenez, Carlos	College of Staten Island Borough of Manhattan Community College
Kamath, Neil	Polytechnic University
Kaur, Gurpreet	York College Baruch College LaGuardia Community College John Jay College of Criminal Justice
Khan, Mohammed	Hunter College Brooklyn College LaGuardia Community College York College (Undecided)
Lahnin, Anwar	LaGuardia Community College

Seniors To College...

Lam, Vinny	Queensborough Community College New York City College of Technology John Jay College of Criminal Justice Buffalo University
Lazarevic, Dario	New York City College of Technology
Leibot, Geraldine	New York City College of Technology Queensborough Community College York College
Leroux, Raylin	New York City College of Technology Queensborough Community College
Liang, Cesar	York College Queensborough Community College
Likchung, Kunga	City College New York City College of Technology Hunter College John Jay College of Criminal Justice
Lindner, Victoria	Queensborough Community College Borough of Manhattan Community College
Livingston, Rahlovel	Brooklyn College York College LaGuardia Community College Borough of Manhattan Community College (Undecided)
Lopez, David	Brooklyn College York College Queens College Queensborough Community College University of Delhi Buffalo State University Canton College of Technology
Lora, Luis	Borough of Manhattan Community College
Loy, Ludwig, Albert	City College New York City College of Technology Queensborough Community College Queens College Hostos Community College LaGuardia Community College
Luciano, Giovanni	LaGuardia Community College
Luu, Richard	Queens College New York City College of Technology Queensborough Community College City College John Jay College of Criminal Justice
Marmolejo, Jairo	Queensborough Community College Borough of Manhattan Community College York College New York City College of Technology
Marte, Karolin	Hunter College Lehman College Borough of Manhattan Community College Queensborough Community College (Undecided)
McKoy, Kareif	Saint John’s University
McCarthy Connor	Lincoln Tech Institute
Mesa, Tulio	Queensborough Community College LaGuardia Community College
Miranda, Christian	Hunter College
Mohamed, Alexandra	Borough of Manhattan Community College Saint Francis College Long Island University Saint Joseph College
Montesdeoca, Ana	Brooklyn College City College Borough of Manhattan Community College
Morales, Eleazar	New York City College of Technology York College Hunter College
Nicholas, Naveen	Farmingdale University
Oggeri, Amiee	City College College of Staten Island Queensborough Community College
Orellana, Yesenia	Queensborough Community College Borough of Manhattan Community College Brooklyn College LaGuardia Community College (Undecided)

Panora, Franklin	Queens College York College Brooklyn College Hunter College
Perez, Miguel	Lehman College Bronx Community College John Jay College of Criminal Justice
Porras, Shanley	New York City College of Technology
Ramirez, Jazmin	Hunter College Lehman College College of Staten Island Pace University Kingsborough Community College Queensborough Community College
Reyes, Marilyn	New York City College of Technology Queens College Hunter College Brooklyn College Borough of Manhattan Community College York College Old Westbury University
Richard, Marc	Queensborough Community College
Rivera, David	Queensborough Community College New York University New York City College of Technology (Undecided)
Rodriguez, Ariela	Borough of Manhattan Community College Queensborough Community College LaGuardia Community College Stony Brook Saint Johns University Berkeley College
Rodriguez, Gabrielle	John Jay College of Criminal Justice
Rodriguez, Michael	Queensborough Community College
Romero, Roger	LaGuardia Community College Queensborough Community College New York City College of Technology
Salas, Edward	City College Brooklyn College York College Hunter College Lehman College
Setyo, Ricky	LaGuardia Community College Queensborough Community College
Slusher, Naquel	New York City College of Technology Borough of Manhattan Community College Queensborough Community College LaGuardia Community College
Soriano, Crisheber	LaGuardia Community College York College
Sosa, Jasmin	Queensborough Community College Borough of Manhattan Community College
Spitzschuh, Chelsea	College of Staten Island Borough of Manhattan Community College Queensborough Community College
Suarez, Christopher	Hostos Community College New York City College of Technology Queensborough Community College John Jay College of Criminal Justice (Undecided)
Sumulong, Stacey	LaGuardia Community College Kingsborough Community College Borough of Manhattan Community College
Tlapanco, Wendy	LaGuardia Community College Queensborough Community College
Torres, Ashley	(Undecided) Rutgers University Syracuse University Buffalo State College College of Staten Island
Urena, Jonathan	John Jay College of Criminal Justice Lehman College Queensborough Community College New York City College of Technology York College (Undecided)

...Freshmen

Valencia, Leonardo	LaGuardia Community College New York City College of Technology Borough of Manhattan Community College
Valencia, Mauricio	Queens College Brooklyn College New York City College of Technology John Jay College of Criminal Justice LaGuardia Community College (Undecided)
Valencia, Yorladiz	York College New York City College of Technology Medgar Evers College Queensborough Community College Queens College (Undecided)
Vargas, Maria	New York City College of Technology Queens College
Vasquez, Amanda	Queensborough Community College Borough of Manhattan Community College City College LaGuardia Community College Lehman College (Undecided)
Vaz, Richard	City College Hunter College Queensborough Community College LaGuardia Community College Brooklyn College
Vega, Areli	LaGuardia Community College Queensborough Community College (Undecided)
Victoria, Guadalupe	Baruch College City College York College
Vilorio, Jesibelle	Hunter College Lehman College Brooklyn College Medgar Evers College (Undecided)
Viteri, Carlos	DeVry University
Zaman, Asaduz	New York City College of Technology
Zambrano, Jennifer	LaGuardia Community College

What Seniors Look Forward to the Most

by Ashley Torres

Four years ago the class of 2010 embarked on a journey. Now the time has come to say goodbye and embark on a whole new passage into adulthood. We asked some seniors:

1. What do you look forward to the most about leaving Queens Voc?
2. What will you miss the most about Queens Voc?
3. What valuable information did you learn throughout your four years at Queens Voc?

Vocational Voice
Congratulates
the graduates
of the
class of 2010.

Amiee Oggeri
Graphic Arts



1. "I look forward to not seeing the same people again."
2. "I think I will miss the easy workload that I received throughout my years in Queens Voc."
3. "Attending Queens Voc has taught me how to be a loyal friend."

Hermilo Ortega
Business



1. "What I look forward to the most is showing my diploma to all the teachers that thought I wouldn't graduate."
2. "I'm going to miss everybody that I know."
3. "I learned that if I didn't attend Queens Voc my last choice would be military school."

Christopher Suarez
Electrical Installation



1. "Going to college, finally leaving Queens Voc and the drama that came with it."
2. "I'm going to miss the security guards and certain friends. I'm definitely going to miss the gym. It has the best basketball court ever!"
3. "Learning electrical installation was valuable. I got a chance to learn a trade that I like, for free."

Argenis Gonzalez
Computer Technology



1. "I look forward to going to college and finally leaving Queens Voc. I really look forward to not having to wake up early."
2. "I'm going to miss all my friends and not having to work hard to pass my classes."
3. "A lesson I learned was how to hide my iPod and cell phone very well. I also learned that long hair is the best for hiding headphones."

Thomas Mazzarella
Plumbing



1. "I look forward to getting into a union and getting a job related to my CTE class."
2. "I'm going to miss my trade teachers."
3. "A valuable lesson I learned is to work hard and pass my classes."

Jessica Riera
Cosmetology



1. "The things that I look forward to the most are getting my cosmetology license and getting my high school diploma."
2. "I will miss the whole school, especially my friends that are going away to college, and my teachers. I will miss cosmetology the most and being able to do my hair when it looks crappy."
3. "I learned how to do so many cool things in cosmetology, such as different hairstyles and nails. Cosmetology is my favorite subject."

Melissa Alzate
Electrical Installation



1. "I look forward to being more independent and finally getting my diploma."
2. "I'm going to miss all the great friends I made at Queens Voc and the teachers that helped me throughout my four years here."
3. "A valuable lesson I learned is to just get my work done and I can pass my classes."

Daniyah Ahmed
Cosmetology



1. "I look forward to college life and meeting new people."
2. "I'm going to miss all the good friends I made at Queens Voc."
3. "I think Queens Voc allowed me to learn how to mature and grow as a person."

Giovanni Luciano
Graphic Arts



1. "Not having to wake up early everyday and not having to see the same people."
2. "I'm going to miss Mr. Tan's shenanigans. He's a cool and wild teacher."
3. "In Queens Voc I learned to always carry hand sanitizer and never trust school bathrooms."

Ashley Addonisio
Business



1. "I look forward to college life, living on campus, and meeting new people who will influence my life."
2. "I will miss some of my teachers, student government, leadership, being so involved with the school, and of course, the volleyball team. I think I am mainly going to miss the friends I have been with for the past four years and seeing them everyday."
3. "The most valuable lesson I learned was from Mr. Vega and it is to always listen and don't mess up."

Our Summer Plans

by Lisbeth Collado

School is ending and our summer vacation is about to begin. We asked students and teachers what their vacation plans are.

Ariel Avila
Senior

“My plans for the summer is to go to the Dominican Republic for at least two weeks with my cousins, I’ve always like to travel and lucky my cousins invited me to go with them. Going to DR is something I have been looking forward for a while because I have heard it’s a very nice place and that their food is great.”

Juan Chica
Senior

“My plans for this summer is to go to Colombia to study different constructions trades, in Colombia most of my family members own companies that have to do with metal working, roofing, and painting. I would be doing this till I start college in the fall.”

Julissa Ballesteros
Junior

“This summer I just want to study for my SATs so I can be ready for when I take it. I want to enjoy the nice weather go to the beach and hopefully go away for a great vacation.”

Lauren Beltre
Junior

“My first three weeks of my vacation I am going to travel to three different countries. After that I am coming back to work. For my last two weeks of my vacation I am going to Florida.”

Luis Cruz
Junior

“This summer I plan on going to the Dominican Republic and to Europe. I want to hang out with my family and friends and just try to enjoy my vacation.”

Andrew Adames
Junior

“My plan over the summer is to practice a lot to get a lot better for upcoming dancing performances. I also plan on going on a tour with my crew with Fabulous and his people.”

Johnny Chino
Junior

“I apply for the summer youth program. I also have to prepare for my dance groups performance. The rest of the summer I just plan to hang out and have fun.”

Stephanie Reyes
Junior

“This summer I plan on doing my hours for graphics arts, and just come to summer school.”

Darielys Pichardo
Sophomore

“This summer I will go to the Dominican Republic for three weeks to see my family and afterwards I plan on going to Florida with my parents.”

Lailianie Gonzales
Sophomore

“In July I am going to Panama with my family, go to amusement parks, go to the beach. In August I am going to Florida to end my summer vacation great.”

Marva Jones
Sophomore

“In the summer I want to practice basketball and get better. I want to hang out and have fun, and just enjoy my vacation.”

Jamel DeLaCruz
Sophomore

“I plan to work and get a car. I plan to work in LaGuardia Community College in the computer lab. I would like to get an Acura Rx8 or a Hyundai Tiburon.”

Jose Peralta
Sophomore

“This summer I am going to work. I also want to go to the Dominican Republic to visit my family.”

Nichole Perez
Freshman

“In the summer, I am going to Florida with my family and might go to the Dominican Republic. I just plan on going to beach, the pool, party and hangout with my friends.”

Anthony Ortiz
Sophomore

“I have to come to summer school. I also plan on going to Colombia.”

Edith Mesa
Freshman

“I am planning to get a job and take modeling classes and dancing classes too.”

Alexandra Ambrus
Freshman

“This summer I plan on going to Florida and to Las Vegas. I just plan on going to the beach, party, and enjoy my vacation.”

Andy Collado
Freshman

“In the summer I am going to the Dominican Republic with my family. I want to try and do volunteer work in HANAC - Queens Community Services/ Corona Beacon.”

Hector Rodriguez
Freshman

“I want to get a job. I am going to Boston to go see my father. I want to get better at basketball. I also want to chill and enjoy my summer, even though I have summer schools.”

Ms. Quartuccio

“My plan for this summer is to help my daughter with her wedding, which is in July. I also plan to go to Montauk for a week, and to go on a cruise in the Western Mediterranean, to Greece, Monte Carlo, Spain, and Italy.”

Ms. Green

“I plan to work in summer school for the third time. I am also planning to attend three weddings of my closest friends, and just spend time with my friends and family.”

Mr. Garcia

“I plan to take administration courses. I also plan to party like there is no tomorrow and have tea at the plaza hotel. I am not going to the Dominican Republic for like the first time ever.”

Mr. Stefanidis

“I am going to work for real estate during the summer. I also plan on going to Utah to help somebody move. My summer is just pretty much work, work, and work. I am going to play softball, catch a tan, and drink Frappe. I also want to plan my wedding.”

Ms. Guzman

“This summer I plan to get ready for my wedding. I am getting married August of 2010 in the Dominican Republic. I also plan to remodel my house to make it nicer. I want to relax during the summer to be ready for the big day.”

Before I was a Teacher

by Jonathan Carvalho

Did you ever wonder what your teachers used to work as before coming to Queens Voc? Our teachers have not been educators since the beginning, and before becoming what they are now, many of our teachers may have had interesting jobs that may surprise you.

Mr. Gallagher

“I worked in a bank, a psychiatric hospital, and several restaurants. When I worked at restaurants, I liked that every day I would leave with cash in my pocket. I didn’t like the long hours in restaurants and working on holidays. There were a lot of years where I missed Thanksgiving and Christmas Eve because I was working. One time I served LL Cool J. He used to come every now and then. I also served Bill O’Reilly once.

Mr. MacDonald

“I worked with the Boston College basketball team as part of a work study. I liked to work in the campus and at the same time get paid. Also, I liked the free stuff, and I got to see how the basketball team works. It was cool because the basketball players were classmates and some of them are in the NBA now.”

Mr. Davidson

“In college I worked as a receiving clerk in a department store. I went to school full time and worked full time. I liked when the new merchandise came in and I could see what it was. There was once a fire in the store while I was working in the basement. They then evacuated the whole store except the basement. I had no idea what was going on until I went out for lunch and saw everyone outside and the fire trucks.”

Mr. Samuelson

“I was a Forbes reporter. I was an equity analyst at Bear Stearns, an investment house where I valued stocks. Working as an equity analyst, I loved the money, bought a lot of toys and art. As a Forbes reporter, I liked interviewing very smart people getting to know how things worked, and writing stories about people who are the engines of our economy.

Ms. Radovich

“I was an editor of Teen magazine, office manager of World Hunger Year, and an English professor at four different universities. I liked all of my jobs, helping people reach their potential. My favorite is when I taught at NYU. I had one of the most creative groups of students that started a writing group outside.”

Ms. Quartuccio

“I owned a china wear decorating company and manufactured collector plates. My specific job was a graphic designer which I created designs

for companies. I loved the creativity but disliked the long hours.”

Ms. Moreau

“My most recent job was teaching English in France. I liked being in another country and speaking another language. Sometimes it was difficult being away from home and explaining people how it is to be American because it was during the start of the Gulf War. It was different from Queens Voc because I wasn’t teaching in a high school setting. I was working with a nonprofit organization so I was teaching mostly adults.”

Ms. Maraj

“I worked for the MTA as part of my work training experience. I learned a lot more in the electronics field because of the work training. I disliked that I was the only female. Compared to Queens Voc, I taught adults at MTA. The environment was much more relaxed, calm and quiet at MTA.”

Mr. Garcia

“I worked for two years in different schools as a SVA apprentice. I worked in art and design, fashion industries, and graphic arts. I liked it because I was exposed to a lot of different environments, but I was moving around from school to school. In my designer job, I designed the articulation package logo for NYC, which describes the CTE program offering in NYC. I also worked at Tweed as a designer.”

Ms. Mitchell

“I taught at PS/IS 323 on technology. I basically taught computer applications to students from grades sixth to eighth. I liked that my job exposed children to the real products that can be produced by using various applications such as creating flyers, brochures, and invitations. What I disliked about it was there was not a lot of unity among the teachers.

Who are you calling an egghead?



A sophomore cosmo student’s egg-cellent creation.

Juniors Plans for Senior Year

by Jazmin Ramirez

As this school year ends, the juniors are already making plans for next year. We asked some juniors about next year.

1. What are your plans for senior year?
2. How are you preparing for next year?
3. What are you most nervous about?



Shiva Rampaul
Computer Technology

1. "I plan on researching different colleges and applying for scholarships. I would also like to get a job next year."
2. "I've been keeping my grades up for honor society. I'm also going to take the SATs. I'm trying to pass all of my Regents this year, so that I don't have to take them next year."
3. "I'm nervous about college and being on my own. I'm also nervous about excelling in my academics, so I can go to a good college. It's going to be different not seeing my friends everyday."



Amreen Akbar
Electronics

1. "I want to get good grades and prepare for college. I plan on continuing with robotics. I'm also going to try to attend all over the senior events and be a part of leadership."
2. "I'm preparing by keeping my grades up. I've started looking up colleges, too."
3. "I'm nervous about passing all my Regents and getting into the college of my choice. I want to become a better person once I graduate."



Maria Toro
Electrical Installation

1. "I plan on graduating on time and have the opportunity to graduate with a local union job."
2. "I'm taking the internship offer. I'm also studying hard and taking prep courses for the SATs."
3. "I'm nervous about not being able to graduate on time. I'm also worried about not getting accepted to the college I want"



Pasquale Fevola
Computer Technology

1. "I'd like to get A+ certified. I would also like to get to know some of the other students in this school."
2. "I haven't started preparing yet."
3. "I think I'm just nervous about the fact that it's my senior year."



Michele Bravo
Electrical Installation

1. "I want to do better in class and pass all my classes. I'm going to try to pay more attention in class and talk less."
2. "I'm signing up for a college class."
3. "I'm nervous about completing my 60 hours and passing my classes."



Jeffrey Carrion
Electrical Installation

1. "I plan on increasing my knowledge in electrical installation and preparing myself for the future by visiting colleges."
2. "I feel no need to prepare myself for senior year because my teachers have prepared me enough."
3. "I guess I'm nervous about finding a job and leaving high school."



Daisy Huiza
Cosmetology

1. "I plan on graduating, applying for colleges, studying, and getting a job. I want to get better grades next year, than I did this year."
2. "I'm taking the SATs this year. I've already started looking at colleges, taking college courses, and picking out a major."
3. "I'm nervous about passing my Regents and getting a good score on my SATs. I'm also nervous about which colleges will accept me."



Louis Pacheco
Computer Technology

1. "To maintain a good average, while at the same time trying to

enjoy my last year of high school. I've had a great couple of years."

2. "I'm expecting a lot of work to be done, especially with the SATs and college, so I'm keeping myself in the adult, college mindset."

3. "Getting into the college of my choice. I'm also nervous about being independent."



Jessica Angel
Business

1. "I want to keep getting good grades, so I can get into a good college. I want to enjoy my senior year because it's my last year. I plan on looking at some colleges and getting an idea of what I want to be."
2. "I've already taken my SATs and I've also started taking college courses."
3. "I'm nervous about the teachers and the new courses I'll be taking next year. I want to get all the credits I need to graduate on time."

Zune HD A Brilliant Device

by Richard Luu

In a world where Apple iPods rule the MP3 market, the Microsoft Zune has stayed in competition. With the Apple iPod on the market, Microsoft has introduced its own touch screen device, the Zune HD.

Starting at \$173, the Zune HD contains the latest and greatest in portable technology. The Zune HD's organic light emitting diode (OLED) display allows for brilliant HD picture quality, making it one of the best screens on which to view media. The HD images of the Zune can reach sharp vibrant qualities on its 3.3 inch screen.

Those familiar with the Apple iPod won't notice a difference with the touch screen, but those who aren't will see that the Zune HD is simple and responsive. Scrolling from top to bottom of a page and typing on the onscreen keyboard requires a small flick of a finger. The graphics engine makes user operations look elegant and smooth.

With the user interface, owners can get from one point of media to another quickly and easily. All points of media are categorized as with any normal media player, but the presentation is daring. Flipping from one album to another resembles the turning of pages, and media is organized in a "messy" but successful way.

The only buttons on the Zune HD are the three buttons located discreetly on it. The power button lies on top, a home button lies on the front panel, and the volume control button lies on the side panel. A noticeable flaw with the Zune HD is the volume control. The button located on the side does not actually change the volume. It only brings up an onscreen menu that gives the option of changing the volume. More of an annoyance than a design flaw, changing the volume while on-the-go can prove a hassle.

Zune HD also has a built-in web browser, connected via integrated wireless card. It is a great feature to quickly view what's on the internet, but it lacks Flash Player support, meaning no video streaming and ultimately, no YouTube.

The Zune HD has its own application store, the Zune Marketplace. There, users can download music, rent and buy movies and even entertainment applications. Using the Nvidia Tegra processor, Zune HD is a great portable 3D gaming device, but another major drawback is the lack of available applications and games. The number of applications in the Zune Marketplace is a fraction of what is in the App Store. Owners will find it hard to get a worthy set of games or applications.

For portable media, battery life is very important, and the Zune HD can last very long: over 33 hours of audio playback and 8.5 hours of video playback.

The Zune HD is a brilliant device capable of the best in media playback, and its beautiful modern design makes it luxurious to have and hold. Although there are minor drawbacks keeping it from being the perfect MP3, the Zune HD is a valuable device to own. Its capabilities and features outweigh its shortcomings, and make it a strong competitor against Apple iPods. The 16 GB version of the Zune HD starts at \$173, and the 32 GB version starts at \$243 MSRP.

Senior Shop Profiles

by Milton Moroch

During the year they have worked hard and have become the most skilled individuals in their major, according to their teachers. Each year The *Vocational Voice* acknowledges students who are singled out by their CTE teachers as the most outstanding in their class. In this edition, we highlight the outstanding seniors.

Questions

- 1. Why did you choose this shop class?
- 2. Why is your shop class better than the others?
- 3. Did you ever reconsider or regret your shop class choice?
- 4. Do you think you will stick with this shop after high school?



Thomas Mazzarella
Plumbing, Mr. Rivera

- 1. “I chose plumbing because it’s a good trade, the trade caught my attention and interested me enough to want to try it.”
- 2. “I think it’s better because its more hands on and it is easy to comprehend you actually learn as you are constructing your job.”
- 3. “No, because even though there were concepts that were hard to grasp at first, I stuck to it and asked for help so I could understand.”
- 4. “Yes, I am enrolled in Construction Skills and I am attempting to become a shop teacher through the

SVA program. I am also trying to get into the plumbers union after high school.”

Naveen Nicholas
Electronics, Mr. Ali

- 1. “In my freshman year I was in a computer technology shop class but I decided that I liked electronics more so I switched.”
- 2. “You get two certifications, copper cable and fiber optics, but I wouldn’t compare shop classes because you do different things. Personally, I like electronics the most.”
- 3. “No, not at all. I like working with technology it has been great.”
- 4. “Yes, I am going to pursue electrical, mechanical, or automotive engineer.”



Tulio Mesa
C-Tech., Mr. Rodriguez

- 1. “Because computers have always interested me. I have had a basic understanding of computers and I wanted to expand it with the help of this class.”
- 2. “Because you learn how a computer works and what each individual component does. You actually get to open up a computer and see how it functions and be able to identify a problem and be capable of fixing it.”
- 3. “I once wanted to switch to graphic arts, but stuck with it because I felt, out of all the shop classes, C-Tech suited me best.”

- 4. “Yes, I am planning to go to college and follow this career path, specializing in computer engineering.”



Trent Petrus
EI, Mr. Maloney

- 1.”Because I was doing electrical installation in Australia and I had an apprenticeship with a company for 6 months. I had already graduated there after 10th grade [students graduate high school after 10th grade in Australia], so then I moved over here and was able to continue my education and EI here.”
- 2. “I don’t think it’s better, each shop class has their own unique qualities. I have not worked in other shop classes so I cannot say for sure EI is better. But what I can say is I like the way things are set up in our shop room, where all students have their own work station.”
- 3. “No, I like EI. I like the teachers and students, and I have no regrets.”
- 4. “Yes, I am enrolled in the Construction Skills program which will open up a door for me to get into the union. Becoming an electrician has always been one of my main goals, so I am sure I will stick with EI.”



Jennifer Blanco
Business, Ms. Ruiz

- 1. “I chose business because I wanted to learn new skills and explore the business world.”
- 2. “I think it’s better because it gives you a better idea before you get into the real world and you have the advantage of taking college now courses.”
- 3. “I haven’t regretted it, I thought about graphic arts but decided on business because of web design.”
- 4. “Not really because I want to study in the physical therapy field, but the experience I got in business is great to have.”



Giovanni Luciano
Graphic Arts, Mr. Garcia

- 1. “I like art and making things look visually appealing with technology.”
- 2. “Because you get to be creative and follow basic rules to achieve your goals.”
- 3. “No not all. I really do like art and I don’t find EI or plumbing interesting.”
- 4. “Probably, I will stick with this and choose a career dealing with advertising.”



Jesibelle Vilorio
Cosmetology, Ms. Guzman

- 1. “I was always interested in make-up and it’s nice when you do somebody’s hair because it makes them look and feel better.”
- 2. “In this shop you get to express yourself with hairstyles and also you get to go on a lot of trips.”
- 3. “No, I love my shop class, I even volunteer at senior centers doing hair. I like helping, it’s beautiful.”
- 4. “Yes, after high school I am planning to get my license to work and also to open a beauty salon and manage my own business.”



What Teachers Do That We Hate

by Zuka Alibasic

Freshmen

Seida Muratovic: “I hate when teachers stare at one student when they scream or talk to the entire class. It seems as if they’re talking about that one particular student, but talking to the rest of the students.”
Melanie Acevedo: “I hate when teachers yell at students. They also give too much homework and make us do a whole bunch of work.”

Francisco Cornier: “I hate when my teachers confuse me as my brother because we’re twins.”
Antonio Torres: “I hate when teachers embarrass me in front of the class.”

Sophomores

Elixandria Brienza: “I hate when teachers write problems and work on the board, but don’t explain it in order for the class to understand it.”
Andrea Sacharsky: “I hate when teachers let their students

walk all over them, by letting them do whatever they want.”
Joseph Tecarr: “I hate when teachers ignore me and blow up my spot in front of the class.”

Juniors

Janice Ramirez: “I hate when I raise my hand and the teacher looks at me but doesn’t pick me to answer their question.”
Fernanda Dellacroce: “I hate when you ask a teacher to explain something, and they repeat the same thing over again.”

Andrew Adames: “I hate when teachers constantly nag.”
Jonathan Reyes: “I hate when teachers tap me while I’m sleeping.”

Seniors

Christy Urena: “I hate when teachers nag for no reason because they’re in a bad mood. Also, when teachers take out their anger towards a student by yelling.”
Crystal Franklin: “I hate when teachers give us homework and call our homes.”
Muhamed Paljevic: “I hate when teachers give homework

on weekends and during breaks and vacations.”
Hermilo Ortega: “I hate when teachers notice one student talking and making noise, while the rest of the class is doing the same.”

What do your teachers do that you hate?
E-mail us at Letters@VocVoice.org

What Queens Voc Students Know

by Milton Morocho

A five-question survey of students shows what students remember from their studies. Some of the many interesting responses appear below.

Questions and correct answers:
1. How many planets are there in our solar system? 8 planets

2. Is zero considered a negative or positive number?
Neither/Neutral

3. What is an adjective?
Describes a noun

4. Who was the fifth president of the USA? James Monroe

5. What is the periodic table symbol for magnesium? Mg

Carlos Ortiz - Grade 9

- 1. 8
- 2. No comment
- 3. I don't know
- 4. Thomas Jefferson
- 5. I don't know

Jonathan Avila - Grade 9

- 1. 8
- 2. None
- 3. I don't know
- 4. Thomas Jefferson
- 5. I don't know

Sebastian Garcia - Grade 9

- 1. 7
- 2. In between
- 3. A word or phrase that describes something
- 4. I don't know
- 5. I don't know

Krystal Zamora - Grade 9

- 1. 8
- 2. Positive
- 3. I don't know
- 4. Thomas Jefferson
- 5. I don't know

Luz Nunez - Grade 9

- 1. 8
- 2. Neither
- 3. Something descriptive
- 4. I don't know
- 5. I don't know

Kevin Foronda - Grade 9

- 1. 8
- 2. Positive
- 3. I don't know
- 4. I don't know
- 5. I have no clue

Benary Castro - Grade 12

- 1. 15
- 2. Neither
- 3. It describes a noun
- 4. Thomas Jefferson
- 5. [No answer supplied]

Alva Pavia- Grade 11

- 1. 8
- 2. Neither
- 3. Describes something
- 4. I don't know
- 5. M

Kimberly Cruz - Grade 9

- 1. 10
- 2. Positive
- 3. A word that describes something
- 4. I don't know
- 5. I don't know

Ariel Obando - Grade 11

- 1. 8
- 2. None
- 3. Describes an emotion
- 4. Jimmy Carter
- 5. Mg

Jonathan Kammerer - Grade 12

- 1. 9
- 2. Positive
- 3. An action word
- 4. I have Mr. Davidson
- 5. Mg

Rocio Vicencio - Grade 11

- 1. 8
- 2. Neither
- 3. Describes something
- 4. Abraham Lincoln
- 5. Mg

Gabriela Betancourt - Grade 9

- 1. 8
- 2. Positive
- 3. A descriptive word
- 4. Thomas Jefferson
- 5. Mg

Mohammed Begum - Grade 12

- 1. 8
- 2. Positive
- 3. Describes a noun
- 4. Alexander Hamilton
- 5. Mg

Meheraj Abedin - Grade 12

- 1. 7
- 2. Neutral
- 3. Descriptive word
- 4. Arnold Schwarzenegger
- 5. Mg

Guadalupe Morales - Grade 11

- 1. 9
- 2. This should be anonymous, positive?
- 3. Something that describes a noun
- 4. Obama or is it Kennedy?
- 5. OMG

Nashley Mercado - Grade 11

- 1. 8
- 2. It's a neutral number
- 3. It describes something
- 4. Andrew Jackson
- 5. Lol

Steffi Garcia - Grade 11

- 1. 9
- 2. It's none
- 3. It's like descriptive
- 4. I don't know, I don't study this
- 5. Mg

I am so Embarrassed....

by Christina Boston

We all have plenty of embarrassing moments to remember, but at Queens Voc, students and teachers share their funny and exciting stories.

Teleisha Tompson: "I was going up the stairs to my cosmetology class when all of a sudden I fell. There was a boy behind me that was watching, but I told him not to tell anyone. I was embarrassed but it was funny at the same time."

Edward Burke: "When I first came to Queens Voc, I told my mom not to embarrass me. Since I was tall the coach asked me if I play basketball. My mom lied and said I play basketball, she even said I went to a basketball camp."

Marsha Longmore: "In elementary school, two of my friends and I were about to cross the street. My friends ran across the street. I was trying to be like them but instead I fell right on my face. They were laughing and I was full of embarrassment."

Argenis Gonzalez: "I was standing while waiting for the train. I had a marker in my pocket and there were undercover cops watching me and my friend. My friend attracted the cops' attention by tagging up. The cops frisked both of us because they thought I was doing graffiti. I was cramped in a police car going to a police station. As I waited with my shoes off and handcuffed to a bench, the police told me I had to do twenty hours of community service."

Kevin Munoz: "I was walking down the street on a snowy day and slid on ice. I accidentally hit an old lady. I looked around to see if anyone saw my humiliating stunt and recovered. I apologized to her and helped her up. I felt embarrass even though no one had seen this, but it's a story I tell all the time because no ones perfect."

Michele Bravo: "I was in Global and the class was a little boring on this day. Instead of paying attention, I fell asleep. My teacher didn't even notice I was asleep the whole time and no one told me class was over. I looked around and woke up with a different class. I felt awkward and I was really embarrassed."

Brenda Taveras: "I was in McDonald's and it was very crowded. I wasn't looking around because I was trying to order. I felt something hot and I smelled smoke. I noticed my hair was on fire!! I was furious and scared my hair would burn off. I saw a bottle of water and threw

it onto my hair. The boy said he was just playing, but I pressed charges and my hair was ok."

Giovanni Luciano: "In seventh grade a boy said he was going to beat me up. He was a bully so I believed him. I was so nervous that I peed on myself in front of everyone in school. Everyone just stared at me in shock. I felt stupid about what happen because I didn't even get beat up."

Geraldine Leibot: "I was at wing night and I walked out to go the bathroom but before I could leave, my headphones got caught on a table. Everyone was laughing and I was the joke. I fell face first on to the ground and when I got up everybody cracked up. This is a story to remember because it was humiliating."

Mr. Devaux: "I was thirteen. One day, I was riding my bike and checking out girls sitting on a stoop when I drove my bike into someone's car. As I was looking at them I didn't realize the parked car in front of me. I flew up in the air and landed on the hood of the car. The girls were laughing. I jumped back onto my bike with messed up handle bars and rode around the corner to fix them."

Ms. Basirico: "I was a substitute teacher and I wanted to make a good impression, so I was writing the notes on the board that the teacher had left. I was confused about the notes the teacher left but taught the metric system anyway to the class. Later on my husband and I reviewed the lesson and I realized I taught the metric system backwards. Luckily I had to substitute the class again. I showed them that everyone makes mistakes and I told the class to rip up what I had taught them and I taught them the right way this time."

Ms. Vittor: "I broke my foot in front of a principal's meeting in November. I was walking backwards and a curb was there. I was not paying attention and fell in front of everyone. I went down, and said I'm fine. I was embarrassed but I tried not to show it. My face, however, showed the pain I was feeling."

Mr. Burkhart: "I taught second grade and one day I received a letter from a parent informing me to beware that this student has diarrhea. I realized test are important so I suggested that she take the test with a proper someone who can help her. The parent asked me if the girl could take the test in the bathroom. I told the parent that this wasn't appropriate. I was stunned."

Fitness Grams

by Nicholas Ruffino

Fitness grams measure students in 7 areas: height and weight, chest, stomach (abdominal muscles), legs, lungs, and lower back.

"The purpose of a fitness gram is to asses the physical agility through multiple activities for each student," said Mr. Boyle, one of the five physical education (PE) teachers in Queens Voc.

Fitness grams are mandated by the NYC Department of Education, which requires students must complete sveral completed by each student. The list contains the following:

- 1. Height and weight- a measure taken to see if students are over weight or under weight for their height.
- 2. The pacer test- students run back and fourth across the gym using a beep timer. Once the beep is heard students run to one side of the gym and wait for the next beep. A maximum of 323 laps can be completed, but no one has ever completed that many. "Only a few students have completed over 100 laps," said Mr. Lerro, another PE teacher.
- 3. Curl ups- a basic sit up.
- 4. Push-ups- focuses on the chest.
- 5. Trunk lift- students lay on their stomachs while hands at the sides. Students then raise their chin as high as possible and are measured from chin to ground. The highest measure taken is 12 inches.
- 6. Site and reach left and right legs- students sit on the floor and bring one leg left or right into the inner thigh of the other leg. While one leg is completely straight against the ground, students then bring both hands together and try to go beyond their foot.

"At first I thought completing the fitness gram would be a little hard but I just did it," said Khari Covington, a senior. "I liked the push-ups the best, but I dreaded the trunk lift." The results are forwarded to the city and are then mailed back to the schools with scores for each student.

"Each student should do their best during the test because it's a reflection of each person," said PE teacher Mr. Devaux, "and if a student does badly in the first year he or she can make it up in the second year and so forth. It's kind of like a four year challenge."

Varsity Hoopsters Need More Time

by Huang Chen

The boys' varsity basketball team ended with a 5-9 record. The team failed to make the playoffs, needing 2 more wins for a .500 record, which would have put them in the playoff run.

Losing their power forward, junior rookie Sebastian Bonilla, during the season because of grades negatively impacted the team because it was hard for that spot to be filled, said Coach Maloney. "I feel like I let my team down in a way, being out for the last three games of the season," Sebastian said. He said he would contribute to the team by getting rebounds and being the baseline scorer. "Losing Sebastian was hard for the team, but I believe there were players that definitely could replace him," said senior Christopher De La Cruz, a second year veteran.

Mr. Maloney said he takes full responsibility for the team's performance. Further, Coach Maloney said, "Not being able to take advantage of many opportunities at the end of close games was truly disappointing." The coach said

he believes that this year's team had a better potential than previous years and believes that he let them down with his mistakes. "The first thing that needs to be solved is to re-examine my motivation for the game. I need to learn why I couldn't get this team to perform above their level. I didn't motivate or discipline my players enough," the veteran coach said.

Allowing other teams and programs to use the gym and take away the team's valuable practice time hurt because the players were not fully prepared, Mr. Maloney said. Next year, he said, he needs to maximize gym time for practice and not sacrifice that time to other teams or programs.

"My desire for the future is to find the ways of the old Maloney," the coach said.

Senior Christopher Suarez, a second year veteran, enjoyed his time on the team. "In many games, there's no complete chemistry among the players and at times players do extra needless work, but overall it's an excellent team," Christopher said. He believes the team

needs to have more confidence in each game, dominate more, and make comebacks when needed. Christopher believes that Mr. Maloney is a great coach who explains plays thoroughly to the players.

Senior Christopher De La Cruz enjoyed being on the team, which helped him get better at dribbling. Christopher believes that the team missed the playoffs because of missing players and less playing time in the gym. Christopher believes the team deserved more time in the gym.

Shortage of gym time available to the team, losing key player, and not being able to comeback in games all were factors in the disappointing 5-9 record. Letting the team down by sacrificing gym time to other teams and programs was a big mistake, coach Maloney said.



Ramon shoots for three.

Coach G: Team was Good

by Huang Chen

The junior varsity basketball team ended its season with a disappointing 4-10 record. After a 2-2 start, the season didn't go as expected, said Coach Garofano, who was hoping to end with at least a .500 record.

Despite the disappointing record, the Tigers beat Bryant High School 72-71 at Bryant High School in their season opener. Queens Voc's junior

varsity basketball team had never beaten Bryant before.

"We only won 4 games because the competitors we went against were superior," said Coach Garofano. Mr. Garofano said that there was a lot of dedication and good performers. "This is one of the better teams we had in recent years," said Mr. G.

Next year Coach Garofano plans on improving the record. To maximize junior varsity chances of going against superior teams, Mr. Garofano plans on improving strength, conditioning, and endurance, by providing the necessary exercises.

Above all else, Coach Garofano said, he expects commitment from his players. He believes that players should practice Monday through Friday preparing themselves for seasonal games.

Christian Garcia, a freshman rookie on the team, played point guard, and said he

enjoyed his first season on the team. Christian believes that the seasonal games were very competitive. "We should have done better. If we worked more as a team and had been more committed, we would have had a better chance," he said. Christian said it felt good being a starter in his first year on the team. "I feel like a big part of the team," he said. Christian will attempt to join varsity basketball next year, but would like to return to junior varsity if he is not accepted on varsity.

Derek Atson, a sophomore in his second year on the team, played forward/guard. "The record was horrible, I didn't like it," he said. "We could have done better." Derek, who plans to join varsity next year, said the losing record came from a lack of teamwork and players not taking the games seriously, and suggested more practice and more communication among the players. "Mr. Garofano is a good coach, he did his job," said Derek.



JV players and coach.

Wrestling Recap

by Miguel Perez

The Queens Voc Tigers wrestling team finished their season with a record of 7-4, earning them a spot in the playoffs. They made it past the first round of the playoffs by defeating Newtown 39-32. The Tigers were later eliminated in the second round, the quarter finals, by Alfred E. Smith Career and Technical H.S.

"I am very happy with the outcome of this season because in our first varsity year we had a winning season and advanced to the playoffs despite the fact that we mostly consisted of first year wrestlers," said Coach Zambrotta.

In their first year at varsity level, the Tigers ended up in fourth place in their division. Even though the team didn't have much experience they managed to have a good season. "To be honest, with the lack of experience we had, I thought we were going to have an extremely difficult and trying year. It was but with good results," said Coach Zambrotta.

The Tigers also participated in outside tournaments. These were individual tournaments in which the team had mixed results but a variety of wrestlers were able to win medals. Many of the Tigers were able to advance to medal and semi-final matches. Senior Raylin Leroux won gold at multiple tournaments and went on to be the 135 lb. city champion of the northern boroughs (Queens, Bronx, & upper Manhattan). "I was surprised to be so successful. I didn't expect to make it this far because other competitors had more experience, but I was very proud to be the rookie champ of the northern boroughs," said Raylin.

"The wrestling team was a great and growing experience.



Wrestlers in action.

My most memorable moment is when I won the last match in the playoffs to show how much we've grown," said Peter Franco. "I participated in tournaments and won a 2nd place medal in the Beat The Streets tournament," he added. "The season was great and I was able to learn many defensive and attack moves. Wrestling also helped me keep my grades up," said Jairo Marmolejo. Ariel Avila said, "Wrestling was a big learning experience for me. I enjoyed training with the team and it was a great way to keep myself in good physical condition."

"What I enjoy the most is sweating and bleeding with the team. It gets in a good workout and I'm able to demonstrate that there's nothing they do or I'll ask them to do that I haven't already been through," said Zambrotta. "This season has helped us build for next season and every season I learn as a coach how to improve my ability to serve the team," he added. "Next year will be another opportunity to grow and expand learning from our previous experiences. Two of my best wrestlers, James Clark and Raylin Leroux, are leaving but two others who will be returning are Raymond Diaz and Esteban Soler," said Coach Zambrotta.



Ramond Diaz, captain, pins his opponent.

Senior Sports Profiles

by Gurpreet Kaur

Jamila Rodriguez

Age: 17
Team: Girls' Varsity Softball
Position: Pitcher / Infielder
Years on team: 3

"Has the ability to be the best athlete."
- Coach Boyle
"Jamila is a fast runner and a good helper. She is one of the best seniors on the team."
- Fitore Morina

Melissa Alzate

Age: 17
Team: Girls' Varsity Softball
Position: Catcher
Years on team: 3

"She has great potential and is consistently a good hitter."
- Coach Boyle
"Melissa is good at every position and plays the game well."
- Jacqueline Jimenez

Jeffer Hernandez

Age: 18
Team: Boys' Varsity Handball
Position: Singles
Years on team: 1

"As a first year player he is still learning that this sport is competitive. I appreciate all he has done."
- Coach Maloney
"Jeffer is a good team player and knows what he is doing."
- Julio Sempertegui

Connor McCarthy

Age: 17
Team: Boys' Varsity Baseball
Position: Pitcher / First Base
Years on team: 1

"Connor, a rookie senior, has been a real team player. He's been there helping out anyway possible. Despite health issues, he helped us produce every way possible."
- Coach Schimenz

"Connor is a good player and puts his team before anything."
- Lawrence Lebeau

George Darmanin

Age: 17
Team: Boys' Varsity Handball
Position: Singles
Years on team: 2

"George proved me wrong by being a solid single player. He definitely earned his spot on the team."
- Coach Maloney

"George is a versatile player who can play singles or doubles."
- Alejandro Obando

Richard Vaz

Age: 17
Team: Boys' Varsity Handball
Position: Singles
Years on team: 1

"Richard hurt his hand in the first match and hasn't played since but he's a great kid."
- Coach Maloney

"Richard is a great player and a good contribution to the team. He is very supportive and he's always there when you need him."
- Christopher Dasilva

Victoria Lindner

Age: 18
Team: Girls' Varsity Softball
Position: Catcher
Years on team: 3

"Victoria is a catalyst player. She knows how to get things done."
- Coach Boyle

"Victoria is one of the best players on the team. She's great offensively and defensively."
- Jacqueline Jimenez

Miguel Perez

Age: 17
Team: Boys' Varsity Baseball
Position: Short Stop
Years on team: 2

"A quiet young man, senior Miguel Perez has had a good year. We expected a lot and he didn't let us down."
- Coach Schimenz

"Miguel is a good baseball player and teammate. He brings veteran leadership."
- Lawrence Lebeau

Muhamed Paljevic

Age: 17
Team: Boys' Varsity Handball
Position: Singles
Years on team: 4

"Muhamed is the best handball player that I have coached in years."
- Coach Maloney

"Muhamed is a good leader and he knows how to take control."
- Julio Sempertegui

Brigitte Diaz

Age: 18
Team: Girls' Varsity Softball
Position: Pitcher / Infielder
Years on team: 3

"Bridget plays 3rd base but can play multiple positions. She has all the trademarks for being a good player."
- Coach Boyle

"Brigitte is a determined player and has tremendously improved in her pitching."
- Fitore Morina

Michael Corona

Age: 18
Team: Boys' Varsity Handball
Position: Doubles
Years on team: 2

"Michael is a versatile player who can play singles or doubles. He is a very valuable player on the team."
- Coach Maloney

"Michael has the power to take control of the ball and does it very well."
- Alejandro Obando

The staff of *Vocational Voice* wishes our readers a healthy, restful, and fun summer.

Luis Lora



Age: 17
Team: Boys' Varsity Handball
Position: Doubles
Years on team: 1

"Luis is a first year player but he is developing good skills necessary to be a handball player. - Coach Maloney

"Luis is a dedicated player and makes handball more fun." - Christopher Dasilva

JV Baseball Team Shows Initiative

by Crisheber Soriano

The Tigers JV baseball team jumped off to a strong start by defeating Far Rockaway High School 18-0, on Wednesday, May 12.

Yet after that, the team suffered; losing their next nine games in a row, finishing the season 1-10.

"We made some mistakes that we have to make sure we never do again. We made errors on groundballs, some bad throws, and mental mistakes, like what to do when the ball is in our hands," said Rodolfo Diaz. "We just have to practice more and try harder," added Mr. Cintron, coach of the JV baseball team, as he looked to next season.

The team practiced every day they didn't have games. They went to the Astoria batting cages, to Flushing Meadows Park for practices, and have had practice games with Newtown, Francis Lewis, Bryant, and Aviation high schools.

Tryouts for baseball were held from mid-September to mid-October. With an initial list of 22 students from the varsity coach, Mr. Cintron recruited a few more players and conducted more tryouts, then capped the team at 15. "I cut based on performance, attendance, academic performance, and overall attitude," says Mr. Cintron.

by Franklin Panora

Different coaches have different expectations from their team members. Being an active team player entails more than just contribution at a game or match.

According to Mr. Devaux, coach of the girls' basketball and boys' bowling teams, members of the team carry out responsibilities as they play. He expects them to behave in a disciplined manner that won't make the school look bad. Team members must remember, "They represent the school," says Mr. Devaux. He expects his team members not to cut classes, not to talk back and not to get suspended.

Mr. Garofano, coach of the girls' bowling and boys' junior varsity basketball teams, summarizes his expectations in

one word, "commitment." He expects players to attend all practices and show-up early for games.

Mr. Maloney, coach of the boys' varsity basketball and handball teams, expects players to "Work hard, play hard, represent the school well, and have fun." All his players should attend practices everyday and work on the skills necessary to be good at the sport, he said.

Mr. Boyle, coach of the girls' softball and volleyball teams, believes being part of the team also means being dedicated. All team players must attend all practices and always be prepared. His team players must also have respect for the school, teachers, administrators, and the game.

Mr. Cintron, coach of the boys' junior varsity baseball

team, says it is important to learn from constructive criticism. He will not play students who disregard his comments. Teammates must give 100% effort, always try, and learn to work together, as a team.

Mr. Zambrotta, coach of the wrestling team, emphasizes the words "student-athletes." Team players must remember that aside from being athletes on a school team, they must focus on their school work when they are not in a match. During the off-season, they are expected to concentrate on their school work, stay in shape, work on the recycle bottle drive, and take part in new martial arts activities. Coach Zambrotta said his wrestlers should, "Treat every person in the building like a referee."

Mr. Schimenz, coach of the boys' varsity baseball team,

expects good performance, good behavior, and participation in all team activities. His players, he said, should help to plan and run events, create new team activities, and support the team. Players should practice and play hard, and cheer for the team when not on the field. Team members are expected to keep their attitudes positive, listen to the captains and the coach, and improve their baseball skills.

Coaches' expectations go farther than athletic performance. For most coaches, attending practices and games are a minimum. Players are expected to dedicate themselves to the team, behave properly, and improve their skills. To the coaches at Queens Voc, that's what makes a good team player.

Handball Team: Aces

by Trent Petrus

Smiles all round for the Queens Voc handball team; they made it to the playoffs this season with a 7-3 record.

There were five spots in the playoffs left, and 10 teams were left competing for these spots, including Queens Voc.

The teams had to play a play-in game to make the playoffs. Queens Voc won their play-in game 3-2, but lost their first playoff match 0-5 to Francis Lewis High School. "We were playing the 4th ranked team in the city, and missing four good players, but we still put up a good fight," said coach Maloney.

Last year the handball team made it to the playoffs with a record of 5-5. They won the first game of the playoffs 3-2, and lost the second game 0-5. "All in all," coach Maloney said, "We had a good year last season."

The team didn't have its usual tryouts this year. "The season kind of snuck up on us," said Mr. Maloney, who said he didn't have time to organize and hold formal tryouts, so he relied on some of the returning players from last year to scout the school for players.

The captain of the team this year was senior Muhamed Paljevic, "an extremely dedicated player who strives to keep improving," said the coach. "He lives and breathes handball."

"Mr. Maloney is a great coach," said Muhamed, "he knows his handball, and he always has our backs."

The handball team is organized in order of players' skill. First singles are the best players, second singles are the second best players, third singles are the third best players, first doubles are the fourth and fifth best players teamed up together, and second doubles are the sixth and seventh best players teamed up together. Players are matched with opponents who have a similar skill level. "You're not allowed to cheat by putting your best players where you want, you have to follow the position order," said the coach.

Practice and home games for the handball team were held in the Queens Voc handball courts. Practice ran from 4pm to 5:30pm. Coach Maloney matched up players with similar skill levels

in practice to give players a fair challenge against each other.

During practice, the coach taught the players different techniques used to play with "Ace" handballs. Ace handballs are smaller and denser than regular handballs. George Darmanin is the team's third singles player. This is his second year on the team. "If you hit an ace ball without the proper technique, even when wearing gloves, it can damage your hands," said George.

The coach said a main priority in practice is making sure the players develop a strong serve. "Once they mastered their serve, the games become more competitive," said Mr. Maloney. He also tried to teach the team how to whip the ball. This is a technique where players cup their hands and snap their wrists as they hit the ball. This positions the ball better than regular hits.

"A lot of players have improved since the start of the season," said the coach, "even for the subs, it's a learning experience. Hopefully they'll take what they learn into next year's season." Muhamed said he thinks "QV will have a good squad next year."

There were 13 players on the handball team this year, according to the coach: Juan Alzate, Jashua Cora, Michael Corona, George Darmanin, Christopher Dasilva, Jeffer Hernandez, Luis Lora, Alejandro Obando, Muhamed Paljevic, Jhovani Ramos, Kelvin Rios, Julio Sempertegui, and Richard Vas.



Senior George Darmanin

TIGERS

Girls’ Softball Ties for First in Division

by Neil Kamath

The Lady Tigers varsity softball team made the playoffs with 10 wins 5 losses after earning a three-way tie for first with Frank Sinatra and Long Island City. Each winning school went one and one against each of the other winning schools leading to the tie.

Compared to last year’s 8 and 8 record, this season was definitely an improvement. “It was the first time in all my years of teaching [at Queens Voc] they won first,” said Mr. Lerro, the school’s athletic director. They not only surpassed last year’s record as Coach Boyle expected, but may have made school history by with their first place showing.

The Lady Tigers made it to the playoffs, but lost 6-0 to Beacon in the first round of the single elimination playoffs. “The score didn’t reflect the game,” claimed second baseman Francesca Bernabe, a three-year veteran. Brigitte Diaz, one of the three team captains, said “Unfortunately we didn’t make it all the way but we did make history; we did something has never been done before by the QV girls’ softball team.”

The Lady Tigers did not play any non-league games this year, but it didn’t appear to hurt. The girls began the season with a three game win streak, beating American Studies 14-4, Wagner 17-1, and winning a home game against Baccalaureate 12-6.

They ended their season in similar fashion. The had a three game win streak, defeating Grover Cleveland 23-12, American Studies 15-5, and Frank Sinatra 5-4. “In our last game against Frank Sinatra, we tried our best; we played as a team and won as a team,” said Jamila Rodriguez, who was a three-year veteran and one of the teams top players according to the coach. Jamila played center field and went 1 for 4, stole 2 bases and scored a run in that game. They “made it to the playoffs by beating Frank Sinatra,” according to a rookie Alexandra Ambrus, who plans on staying on the team till she graduates.

Earlier in the season they defeated Long Island City 22-19. It was the “best game we played,” said Brigitte. “It was our first game against them and we haven’t beaten them in about five years, but we did this season. Boyle told us team work makes the dream work. We didn’t start out good at all but in the last inning everyone got together and pumped each other up. We scored 15 runs in the last inning to win the game.”

The Lady Tigers have shown a “lot of improvement by practicing like a 100 hits a day,” said Coach Boyle. They’re “practicing like the pros,” he added. Their practice field, Bush Park was under construction, so they practiced in the gym rather than practice at next closest park, Maurice, where their home games were held.

Coach Boyle said he “had confidence in the team, although it took a while to get the ship pointed in the right direction. Over the course of the season,” he said, he “benched several players because of non-commitment, through missing practice, missing games, poor attitude, and respelling the word ‘team’ with an ‘I’ in it. But now, he said, “we got to where we should be.”

The Lady Tigers enjoyed their time on the team. Francesca Bernabe said she has enjoyed being on team for 3 years and plans on giving it her best next year.

Melissa Alzate, one of the three captains, considers the team “a family full of females ... like sisters having fun going to the games and during the games. Everyone put in work to win every game. We won because there’s no I in team; it’s we. We all work together and cheer on everyone to win as a team and we don’t blame anyone if we lose. This is why everyone improved as the season went by,” Melissa said.

There are 24 active members on the team including four freshmen: Alexandra Ambrus, Cindy Collado, and Bailey Dorothy; three sophomore rookies: Tina Callanan, Remilekun Diaz, and Judith Mercado; six sophomore veterans: Katherin Arias, Elixandria Brienza, Ashley Deaza, Jacqueline Jimenez, Fitore Morina, and Lucy Ramirez; two junior rookies: Vanessa Mejia and Emilee Rosa; two junior two year veterans: Julissa Ballesteros, and Nashaly Mercado; two junior three year veterans: Francesca Bernabe Duarte, and Paola Hernandez; three senior three year veterans: Victoria Lindner, Jamila Rodriguez, and Melissa Alzate; and two senior four year veterans: Brigitte Diaz, and Samantha Lupo.

The team is losing four starters next year, including all three senior captains. Victoria said that she “had a lot of fun on the team. I’m going to miss those times.” And while Melissa Alzate feels “sad leaving the team,” she agreed with Jamila, who said she “had many great times with the team.”

Coach Boyle has a positive outlook for the next two years; despite losing twice as many starters as he did last year, “the team has a good sophomore nucleus,” he

SPORTS

Varsity Baseball Earns 9th Consecutive Playoff Spot

by Lisbeth Collado

The Tigers varsity baseball team finished the season with a 10-6 record and made it to the playoffs for the ninth year in a row.

But the team lost in the first round of the playoffs to Arts & Business 5-4. “We had a good chance against A&B and it was a well fought game,” said Captain Daniel Corona.

The team was in 1st place for the most of the season but a 3-2 loss to HS for Construction in their final game of the season dropped them to 4th place. “It was a tight division,” said Mr. Schimenz, the coach, “I’ve never seen one game have such an impact on a team’s record before.”

The Tigers started the season strong, but couldn’t keep up the momentum. “Of our first six games, we 10-run ruled our opponents in five of them,” said the coach, “but we finished our season 4-6.” Esteban Soler, a three year veteran and team captain, said the team “started off the season on tear, one of the best starts we’ve had; we won six in a row and everything started going downhill from here, the bats went to sleep, no one was hitting anymore.”

“Rookie mistakes hurt us a lot,” said the coach, “and some players didn’t live up to our expectations—on and off the field.”

The team had success off the field as well. In May, the team’s bake sale raised \$500, which they will use for new wood bats and to pay for umpires for non-league games. “The bake sale went great; it was our best ever. “The bake sale was a huge success. We made way more money than we thought we would,” said Captain Daniel Corona. “We sold everything for reasonable prices and good size portions,” said Coach Schimenz.

Also in May, the Major League Players Association and Volunteers of America announced that Esteban Soler won a \$1,500 scholarship for his work as an Action Team captain, part of the team’s community service activities. In recognition for the team’s efforts, Esteban, Daniel, Armando Avila, and Diony Perez went to Citi Field and were introduced at an on-field ceremony before the start of the game on Wednesday, May 26.

“Time to look ahead,” said the coach after the playoff loss. Stanley Garcia said he has “two years on the team and both years have been great. I get the chance to pitch a lot in the season. The captains help me out a lot when I need the help. I plan on trying out for next year,” he said.

Diony Perez, also a two-year veteran, says he takes on a leadership role with the rookies. “When I play I like to help out rookies when I know they need help with something,” he said.

The rookies find ways to contribute, too. “This has been my first year on the team and it went well. I played more in non-league games than in league games. But when I do play, I try to do my best. When we go practice, I try different positions.” Daniel started at second base in the playoff game. “Veterans and captains are a great help to everybody on the team,” Daniel said.

Rookie Gary Santos said his first year on the team was good. “We played 35 games, and even when we don’t play, we practice; it keeps us motivated,” he said.

Senior Miguel Perez is leaving after two years on the team. “I have been trying to make this year the best ever. As a senior, I had the experience to try to help the rookies whenever they needed help.”

The three veteran captains helped keep the team organized, said the coach. Esteban and Armando, both juniors, have been captains since their freshman year. Daniel, a sophomore, has also been captain since his freshman year. “The captains take care of equipment, uniform, duffle bag, and jacket orders, and coordinate all of our events. They really keep the team running,” said Mr. Schimenz.



Next year, varsity team should be more experienced and more mature.

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