

# THE HUGUENOT HERALD

November 2017

New Rochelle High School's Award Winning Newspaper

Fall Issue 2

## 2017 NRHS Volleyball Team Ends Drought

By Silvio Baricevic

History has been made! For the first time since New Rochelle High School's founding, the girl's volleyball team has bested their opposition in a section championship match. The top-seeded New Rochelle dominated fourth-seeded North Rockland in the Section 1 Class AA semifinals at home Friday, 25-23, 25-16, 25-9, to secure a berth in its first section championship match in program history. (1) The team has given the sport its all, working hard for months since August, demonstrating clear cut devotion that has certainly shown through their accomplishments. The tale of this well earned victory is one of heartfelt emotion and dedication combined with a prophecy foretold by the coach of an opposing team to end a the

drought of New Rochelle's volleyball championship. Beloved English teacher and head coach Mrs. Alyssa Patti-Dembek and



senior volleyball player Rachel Darius, the Red Auerbach and Larry Bird (former NBA legends) of girls high school volleyball, give their perspectives on this legendary win twelve decades in the making.

The team has worked tire-

lessly since mid-August, training six days a week for two and a half hours per session and watching film from past games.

They analyzed the positives and negatives of each match in order to improve for the next games and build upon the strength of previous ones. Nothing too different than how they usually approached the season according

to coach Dembek. However, she does note one major difference between this year's team and the teams of the past. "They were more focused on volleyball this year than previous years," she says. Rachel echoes these sentiments and expands on the reason behind their laser-like focus stating, "we would find some way to have team bonding or an extra practice together just so that the chemistry on and off the court would get better."

Clearly there was some driving force behind this year's champions. Proving one's value and worth to the world was what both coach Dembek and Rachel noted as their key motivation. "The fact that we were constantly underestimated was the most motivating factor," Rachel reflects. "We thought that we deserved recognition, but re-

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## Huguenots Going Green: Mrs. Anna Giordano, Recycling Guru, Speaks to GREEN Club

By Seth Carlson

Ever curious about why we have sorting bins for recycling in classrooms all over school and in our cafeterias? Meet the person behind this whole operation: district recycling guru Mrs. Anna Giordano. A New Rochelle parent of two NRHS graduates, Giordano is the founder of the organization WeFutureCycle (visit their website, just add a .com), who have implemented the new program effective this school year. The organization publishes articles on innovative ways to combat environmental harm factors, with many of those publications written by Giordano herself. Her name may sound familiar from orientations in September; she spoke to both faculty and students on their respective first days. Just

recently, Mrs. Giordano was invited by science teacher and club advisor Mr. Kenneth Rodgers in early November to speak to members of the GREEN Club, the environmental awareness and conservation organization at NRHS. They meet weekly on Thursdays in Room 2204. Along with Mrs. Giordano's ambitions for this project, which she hopes the GREEN Club will help carry out, she has quite the passion for our planet.

The idea for this innovative project began in 2010, while her kids were still attending New Rochelle Schools, "I saw a lot of garbage in the schools and I said 'We can't teach our kids to always throw out things, there's got to be a way to reduce output'", she said to the

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## Be Empowered and Informed: NRHS Sophomore Starts Gender Equality Club

By Nicole Weiss

New Rochelle High School's club day was a bit more than two months ago, at the end of September. If you went, you may have noticed a new club racking up tons of attention: the "Fempowerment" club (pronunciation note: emphasis on the fem and men). This unique club is currently in its first year at NRHS and thriving with around 50 (!) members. If you couldn't tell by the title, it is a gender equality club, started by sophomore Hannah Bases. It meets the second Tuesday of every month in Ms. Gordon's room, 2210. Hannah, along with board members Maya Scheinfeld, Zoe Heller, and Kate Lichtman (all sophomores), took some time to answer questions about their organization. The interview is below.

Nicole Weiss: How long have you had the idea for this club?

Hannah Bases: "This idea came

to me last September, when I started watching the 2016 presidential debates and coverage of the race. I started to look at how Hilary Clinton was being portrayed versus Donald Trump, and how it was historic that a woman was voted the nominee of a major political party. I also was disgusted by what Access Hollywood released in its tape with Donald Trump talking about how he treated women."

What inspired you to turn your idea into the club it is now?

"The feminist/gender equality movements never went away but with all the political rhetoric, much of which was hurtful and demeaning to women, I felt like I wanted to hear from fellow students on what they were thinking because of the impact it was having on me. My frustration with listening to all this and having no outlet to discuss it with my peers led me to cre-

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The  
*Huguenot Herald*  
staff would like to  
dedicate this issue  
to the memory of  
Omar Ayala,  
Rolando "Pollo"  
Oliveros, and  
Adam Brickel.

Our thoughts and  
prayers continue  
to be with their  
families and  
friends.

# Huguenots Going Green: Mrs. Anna Giordano, Recycling Guru, Speaks to GREEN Club

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nearly 20 students as she recalled her experience. Thus, the beginning of a new experiment. "Every material can be recyclable if it is just sorted out", Giordano claimed. Her sorted recycling proposition went in front of various schools, all of whom rejected the idea. That was hard for her, but a humbling moment, she remembers. Not completely discouraged, she kept advocating, and doing so at other locations across the tri state area. The creative recycling woman knew her ideas would not be implemented before her kids graduated in 2014 but nevertheless, she kept her hopes up, expecting that at some point, a school or district would take her up on the unique project. Fast forward to today and you'll notice that Mrs. Giordano has lobbied hard enough to finally get New Rochelle schools to test out the idea, "New Rochelle High School is the largest high school in the county, think about the impact we can have with close to 3500 students plus faculty." Case made. Now let's see the plan in action.

The food sorting we all encounter daily in the cafeteria is going to be used to build composts in our area, which are good for the environment, particularly the soil and preservation of the ground. Paper recycling will continue to serve its usual purpose. Commingled items (metals, cans, etc) are now being sorted to further reduce burnt waste, a major pollutant in our area. According to Giordano's research, her sorting project will reduce waste burning by 97%, a staggering figure. That is just the beginning of the eye-popping statistics. According to WeFutureCycle's research, 2500 tons of garbage are produced every DAY in Westchester alone. These tons cost \$80 each to burn at a facility in Peekskill. The cost for the sanitation department to collect our garbage and send it to Peekskill? \$200,000 OF TAXPAYER MONEY PER DAY! Absolutely stunning. The stats don't stop there, however. The distribution of Westchester's garbage output goes as follows: 46%

food waste, 33% paper 12% plastic, 4% metal, 1% glass and 1% milk cartons. Perhaps you can see why New Rochelle has now been more receptive to Mrs. Giordano's innovations. With the new sorted recycling, the goal is to even those percentages out and make for a less wasteful environment.

At the meeting, she also mentioned two additional projects she would like to implement, adding to the "wholeness" of the recycling initiative. The first is textile (clothing) recycling. "Humans have a huge impact on the textile industry", says Giordano, "in fact, according to the EPA, 13.1 million tons of textiles are thrown out per year. That's an unbelievably large figure that we in New Rochelle can try to limit." What exactly is her plan to combat this wasted material? "We are going to offer textile bins so people don't throw out old t shirts or socks in the garbage. That material has value, and some elementary schools in the district already have bins." Have no fear New Ro, as we will be getting our bins in the coming months. The bins, upon arrival, will be placed by the tennis courts and by the main entrance of the building. The intended result would be that the strategic locations increase student awareness which will lead to contributing. Here's one fact that makes this textile recycling enticing: according to Giordano, for each pound of clothes we donate, the school gets paid 10 cents. It seems like nothing on the surface but with sufficient donations, it can add up quickly. Take for example, Columbus Elementary School. WeFutureCycle's bin at their institution collected 2000 pounds of clothes last month, making \$200.00 for the school in the process. "The best part is that you can use the money for whatever you desire", says Giordano, "but the main idea is that we can get paid to recycle, what's not to like? And in a school as big as NRHS, we could potentially get very rich off of this while helping our environment." The proceeds could be used to fund other planet friendly programs at NRHS, or just adding to re-



Anna Giordano, GREEN Club lecture, Nov 2, 2017  
(Credit: Seth Carlson)

sources in general. It's a neat idea and certainly creative, while also giving everyone the chance to contribute to a cleaner and healthier ecosystem.

Mrs. Anna's other idea is electronic recycling. "Precious metals, silk, other valuable materials can be found inside broken or damaged phones. That can make hundreds of dollars per device, imagine that. Precious metals sell, and we should embrace that." Giordano plans to place bins in House offices that will be depositing sights for old devices. New Rochelle can also directly benefit from this sorted recycling, using the funds in any way they choose. Though this idea is still relatively new and undeveloped, Mrs. Anna has great ambitions for this program too.

New Rochelle High School is already off to a great start with this experiment, being that it's the largest high school in the county to implement it. With Mrs. Giordano and her organization's diligent efforts, the sorted recycling program looks to only progress and improve with time, and of course, constantly coming up with new ideas for more ways to raise environmental awareness. She left the room that afternoon with these words: "You all can make these projects a reality. Let's keep it going and make our world a better place, environmentally speaking."

Thanks to her, It seems like we're headed in that direction.

## Be Empowered and Informed: NRHS Sophomore Starts Gender Equality Club

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ate this club. I think we offer a targeted outlet for some real discussion on important topics such as this one. What we are finding is that there are a lot of people at NRHS, male and female, who want to tackle these subjects head on."

Was there any difficulty in trying to create it? If so, how long did it take to overcome those challenges?

"Most of the difficulty was internal. I was worried at first about how people would respond. I wanted the club to be represented for what it actually was, a gender equality club that wasn't raising women over men. In the end, I came to the conclusion that I couldn't control what people were going to think, but I could try and inspire them to consider gender inequality as a prevalent issue that still exists and can be combatted. Finding a willing club advisor and creating the club took only a few weeks. It actually only took one day to get the 25 signatures required to officially register at NRHS. "

What is the goal of the club?

"The goal of this club is to empower women AND men to advocate for gender equality. We want to draw attention to the everyday gender roles that divide and compartmentalize people, and try to erase them by opening up deeper thinking channels. We want people to understand that this is an issue and they can help to erase it. This goal is accomplished through education and advocacy. The FEMpowerMENT club is interested in partnering with a local women's advocacy group to see how we could be of use, either through volunteer time or fundraising. We have, in the very short time we've started looking, identified one or two organizations. Since we haven't officially made the connections, though, I'll leave it at that. However, The club will continue its search and discussion. I can say that we are looking into the domestic abuse issue as one place that we view gender inequality as manifesting."

What do you hope to accomplish in terms of changes or legacies?

"We want people to be aware of these inequalities and gender roles in their everyday lives. Once a person can recognize

them and see how they may even be contributing to them unconsciously, that is a good start to putting an end to those behaviors. This level of awareness and understanding will take a long time to achieve, so we hope that our club can continue at NRHS after we leave and continue to bring these issues to the forefront of students' minds. Consistent education and advocacy that leads to awareness, understanding, and change is what we hope continues to spread. I hope that someday, gender equality will be a natural fixture in our society that does not have to be advocated for. That is the ultimate goal."

What are some common misconceptions you hear about the club's purpose?

"The most common misconception is that the club is only for female students and that we are only concerned with putting ourselves above men. That is NOT what we are about at all. To achieve gender equality, both halves of the population must be on board and have a willingness to treat each other as equals. Men are welcome at the FEMpowerMENT club and many showed up to our first meeting. They are a critical part of our goal to achieve equality."

Have you ever received any backlash towards your club? If so, what has been your response?

"I personally have been asked why I am 'complaining' about gender inequality. People say that women have already achieved equal status. My response to this is 'look around'. The media continues to provide unrealistic expectations of how women and men should look and act. There is still a wage gap between the sexes. Women are still abused, catcalled, and attacked because they are viewed as sexual objects. Working women are still not achieving the same high positions as men, no matter how deserving. Our country still has not seen a woman as its president, and our current president is telling the world that he grabs women whenever he feels like it. The fight for gender equality has not ended. The important thing is to keep going and keep changing perceptions."

Who are some people that have influenced you?

"Hillary Clinton and Joe Biden

are huge role models for me. Hillary Clinton fought back against Donald Trump's remarks about her gender and capabilities. She never let people's negative perceptions of her appearance and behavior as a woman slow her down in striving for what she wanted. She is brave enough to face a nation of people who judge her and not succumb to their taunts. Joe Biden is a creator and advocator for the 'It's On Us!' campaign. The campaign was created by him and Barack Obama during Obama's presidency. The goal is to identify problems on college campuses, engage men in prevention measures, effectively respond to assault where it's reported and show how the federal government was putting in more effort to enforce laws and respond to sexual assault cases. Both have shown me that there are people who are brave, willing to stand up for other people, and above all else say something when they know wrongdoings are being committed. They have inspired me to try and do the same."

What do you think about all of the sexual harassment allegations that are currently coming out, in which victims are standing up to their abusers?

"I couldn't be prouder. I can only imagine that it is hard not to fall apart after having been subjected to sexual harassment and abuse. Keeping yourself together and fighting back is incredibly important. It shows that the victims are not going to stay victims. They are going to become fighters. Wrongdoings are not going to go unpunished and people who commit them are not going to get away with it."

Is there anything else you'd like to mention?

"Yes, COME JOIN THE FEMPOWERMENT CLUB! We meet the second Tuesday of every month in Ms. Gordon's room, 2210!!! All are welcome!"

To anybody interested in joining or to anyone who has questions, you can reach out to Hannah Bases, who will gladly answer them and provide additional information. The next meeting is scheduled for December 12th, and the club hopes to see you all there.

## Human Rights Coalition of NRHS Views Premiere of *Marshall*

By Felicity Flores-Drew

On October 10, 2017, the Human Rights Coalition of New Rochelle High School went to see the premiere of the film *Marshall*, which was based on a chapter of Thurgood Marshall's life. The program was hosted by the Jacob Burns Film Center.

After the film, there was a discussion involving both a modern day lawyer (Preston Tisdale, who is prominent in the NAACP today) and the film's co-writer Michael Koskoff.

The conversation afterwards contained information about the visitor's own experiences, and what lead them to their place in the community. Students made racial tensions, and how to deal with them, the focal point of the discussion. Savannah Mandella stated: "At one of the times in American history when one can say racial tensions were at their highest, Marshall presented a realistic yet still interesting way to handle them."

The purpose of the trip was to educate students about those who came before them, and to give them a better understanding of where their privileges came from. Another reason for the trip was simply to celebrate the life of Thurgood Marshall.

Thurgood Marshall was a man who broke out of unjust circumstances, and strived for the best possible outcome for his people.

# PAV(E)ing a Path: Advice for Prospective PAVE Art Students

By Maura Kelly-Yuoh

NRHS offers so many rigorous classes, but most of them are during the day. What if you don't have time to fit another class into your schedule? No worries! This program takes place before the school day even begins: 7:22 AM every day for 3 years. Now, you might ask, "Who in the world would want to put themselves through that kind of torture?" All the students in the PAVE Art Program of course. I am writing this article hoping to guide Freshmen, and maybe some Sophomores and Juniors as well, through the PAVE Art class and audition process. I bet you've heard so much about the PAVE program that you do not want anything to do with it anymore. However, I'm here to tell you that I've spent my entire Freshman year, and beginning of my Sophomore year involved in the program, and waking up that early is not as bad as everyone makes it out to be. It is worth it for the extra technique and development practice every morning. Allow me to explain:

## Audition Process

I know, I know, the majority of prospective PAVE kids already auditioned in 8th grade and are on their way to bigger and better things as Freshmen in PAVE 1. Contrary to popular belief, there are still plenty of Freshmen that realize their potential as budding young artists while in Studio Art and later join PAVE 1 as Sophomores. There are also Freshmen who tried and failed to get accepted into the program in 8th grade and want to give the audition process another try. Before you audition however, you must have a portfolio! This might seem a little intimidating at first, as you need to include what you and your art teachers believe to be your best works. To start off, you are going to want at least one observational piece, which is drawings or paintings from life. This piece shows the PAVE Art teachers that you have the potential to accurately depict light, forms, and shapes. You also want to have pieces that show your unique personality to the teachers, which could include a painting or a draw-

ing in a medium that you are well versed in, or even a piece that you did for fun, but shows off your raw talent. All in all, you want your portfolio to display a variety of media, such as graphite, acrylics, watercolor, or even sculptures. Lastly, include a personal sketchbook with tabs on the pages. The judges will look at this during auditions.

## The PAVE Art Class

The PAVE Art Program differs from the other PAVE classes in that it is only for 3 years, instead of 4, and there is class everyday instead of every other day. Three teachers make up the PAVE Art Staff: Ms. Brock, Mr. Seiboldt, and Ms. McCaul, all of whom are extremely talented art instructors. The teacher that you have in PAVE 1 will be the same teacher that you have for all 3 years of the PAVE Program, which can be beneficial. For example, the teacher and your classmates get to know you as both as an artist and a person and will quickly be able to give constructive criticism and moral support throughout your

years in the PAVE Program. Throughout the school year, the PAVE classes occasionally intermingle, allowing students from PAVE 1, 2 and 3 to interact with each other and the other teachers. In the individual classes, students are able to utilize a variety of materials that they have never used before and are able to develop various skills. In addition to taking a PAVE class every morning, every student must take another art elective during the day. During PAVE 1, Studio Art is typically the elective that students take. This course is the foundation for which you need to build on to take more advanced classes. Some of those options include Drawing & Painting, Photography, Clay, Sculpture, AP Studio Art and more.

Being in the PAVE Art program is an amazing experience and as an added bonus, it helps to wake you up in the morning before your other academic classes.

# Why NRHS Should Eliminate Class Ranks

By Ananya Pavuluri

Last month, the Class of 2018 received their class rankings: numbers indicating where they stand in their graduating class in terms of weighted GPA. Seniors have wide ranging opinions on the subject. Many believe that class ranking encourages cutthroat competition, while others like to see where they are in comparison with their peers. Class ranking is a very relevant issue, as many high schools across the country have reformed or completely discarded their ranking systems. In fact, Tufts University, Dartmouth College, and Swarthmore College all report that less than half of their applicants for the class of 2019 were ranked (Source: Huffington Post).

I am not against testing, standardized or not, when it comes to the structure of education. It is impossible to structure education so that it caters to every child's learning methods and sparks every child's interest. Unlike many other opponents of class rank, I am not against using numbers as a measurement of students' academic progress. Numbers drive students to want to do better and are a good gauge of improvement and understanding of material. However, proponents of class rank fail to acknowledge that class rank is unlike any other number that the school system stamps on its students. The class ranking system is the root of many problems in education.

One of the differences between class rank and SAT scores or other academic measures is that class rank is a direct competition between students who have known each other

for over a decade. As seen in any competition, competitors will use almost any means necessary to win, which, in this case, could mean forgoing great learning opportunities. High achieving students, as early on as 9th grade, strategically choose their classes to improve their rankings. This often means they avoid unweighted classes at all costs and overload their schedules with AP and Honors classes. It could also mean that students shy away from taking certain APs that they are interested in, fearing that the class will have a detrimental impact on their GPAs, and, in turn, their class rank. This whole mentality would likely fade, to some extent, in the absence of class ranks.

Another crucial distinction between class rank and other numerical labels is the fact the class rank grossly amplifies insignificant differences between students. Who is to say that someone with a 96.1562 weighted is more academically brilliant than someone with a 96.0045? Who is to say, even, that the kid with a 96.1562 is more academically brilliant than a kid with a 94.1562? The difference in ranking, though, between the 96.1562 kid and the 96.0045 kid can be five ranks, or even ten ranks during especially competitive years. And hey, rank 105 just sounds better than rank 115 to the folks voting "accept" or "reject" at the admissions table. No admissions officer sees a 1450 as significantly better than a 1430 because the difference is essentially two or three questions. The difference between rank 40 and rank 41 is also perhaps just one or two test grades.

Many students have indicated that they like to see where they stand in comparison to their peers. But, as previously stated, class rank tells an admissions committee that a kid with a GPA .05 higher than his peer is more academically competent than that peer. It also does not take many things into consideration. For instance, it does not reflect a student's course load. A kid who took 8 APs from ninth grade to eleventh grade usually had a much harder time doing well in all classes than a kid who took 4 APs. As a result, the 4-AP kid might have a much higher rank, but they are not necessarily more college-ready. It is also a poor marker of a student's success because it factors in 8th and 9th grade averages. Nobody, at age 17, is the same person as they were when they were cute 14 year old freshmen with huge backpacks and no idea how to navigate the school. Thus, a student whose work ethic has drastically improved still feels a sting from grades that should no longer matter because they are no longer an indicator of fitness for a college. All of these factors make class rank a useless number, as it does not really say anything about a student and his/her intelligence or success.

Some might argue that, even if class rank is riddled from New Rochelle, GPA will still foster cutthroat competition among over-achievers. While this may be true, people are more likely to acknowledge that there is essentially no difference between a 98.1 and a 98.3. There will also be less aggressive competition among peers because there is no systematic number telling them that they are better or worse than anyone else because of

slight differences. People will also no longer feel the need to lie about ranks and try to badmouth those with better ranks than them. Perhaps this negative energy can be converted into academic curiosity if class rank is gone. Maybe people will finally be encouraged to take those super interesting, unweighted electives in the pursuit of learning.

Others may also argue that getting rid of class ranks also gives rise to "participation award" mentality. Those at the top deserve to be accoladed, and those not at the top should not be. But is a 103 not enough of an accolade? Those at the top do indeed see the results of their hard work and several gallons of caffeine.. at the bottom left corner of their transcripts. Those who are not so dedicated to their studies cannot get the same rewarding, proud feeling as those at the top do when looking there. Furthermore, those who are at the top will likely get into more elite universities or get better scholarships than their not-so-studious counterparts. The praise and prize for the toppers will by no means disappear if ranks are left behind.

Should we get rid of GPAs and testing and everything altogether like some high schools? No. We should not coddle students and make them blind to real world competition, because that's not what high school is for. But right now, a futile number dictates too much. There is a reason why so many schools have abandoned ranks: because they see that the adverse effects outweigh any pros that come from the system. New Rochelle would be right to follow, or at least move to a percentile/decile system.

# Benefits of Extending the Age Limit for Disabled Students

By Susanna Procario-Foley

According to the Individuals with Disabilities Education Improvement Act of 2004, federal law requires states to provide disabled students with a free public education through the age of twenty one. This is due to the fact that all students learn differently; while some are able to process information at a fast pace, others require more time to understand what they are taught. This is especially true for students with disabilities. The term "disability" encompasses a large range of mental and physical illnesses including autism (which, in itself, has a wide range of severity), cerebral palsy, mental and developmental disorders, and a myriad of other illnesses. For the purpose of this article, when I mention "disabled students," I am referring to students who have been placed in the special education program.

Some students with disabilities are able to complete high school on

the same timeline as their peers without disabilities. Others, however, fall into the category of students who take more time to learn. While there is absolutely nothing wrong with learning at a slower pace, it can make it complicated to fulfill the academic curriculum. In order to help a greater number of disabled students graduate high school, accommodations are made, such as allowing them to remain in school until they are twenty one. But three additional years of secondary education might not be enough for some students to complete the prescribed curriculum. That is why I believe this age limit should be extended.

The purpose of high school is to prepare adolescents for the future. Whether they go to college, get a job, take a gap year, or join the military, high school graduates should be prepared to embark upon the next step in their life. When a disabled student ages out of the public school system at twenty one years

old, that individual is not necessarily ready for the next stage in his or her life.

According to the Bureau of Labor Statistics, in the United States in 2015, only 17.5% of disabled people ages 16-65 were employed. Compare this to the 65% of non-disabled people who had a job in 2015. I am not implying that this disparity is solely due to the age limit of high schoolers. However, completing a high school education is a fundamental requirement for the majority of employment opportunities. Spending more time in school will help disabled students graduate, making it more likely for them to be employed. In order for this to be a reality, the age restriction must be extended.

Furthermore, according to the Department of Housing and Urban Development, more than 40% of all homeless people in the United States are disabled. Without a high school education, it becomes hard for disabled people to get a job. This

can lead to financial problems and homelessness. It is all connected. Some students are not fortunate enough to have families upon whom they can rely. This makes homelessness a harsh reality for disabled people who are not able to procure or maintain a job.

I am not suggesting that the issues of unemployment and homelessness can be fixed simply by extending the age limit of disabled high school students. But it is a start. Education undoubtedly helps people to feel more independent and self-reliant. Allowing disabled students to remain in high school until they have fulfilled the requirements for graduation will help them develop self-reliance and confidence, give them a better chance of getting a job, and prevent homelessness. Therefore, it is necessary to take action.

## Why College Admissions Emphasize Calculus (And Why They Shouldn't)

By Lily Conroy

As I've progressed in my junior year, I've been spending a lot of time thinking about applying to colleges. While I won't be starting the actual application until next summer, seeing people around me applying to schools, and feeling the academic crunch of junior year myself, has put this on my mind. Knowing that senior year course selection is one of the last opportunities to make my transcript competitive for colleges, my senior year schedule has been on my mind a lot lately. In trying to decide on which AP math course I want to take next year, I've come upon an issue that has made me curious about the suggested courses laid out by college admissions officers.

The New Rochelle High School math department offers four AP courses: AP Computer Science, AP Calculus AB, AP Calculus BC, and AP Statistics. Honestly, I have no interest in going into engineering or computer science, so the most obvious choice seemed to be AP Statistics. I don't know what my future career will be, but from the limited knowledge I had at the time, statistics seemed to be the most useful of these courses for everyday purposes. Besides, I had heard good things about the class and the teacher from friends who are taking the course this year, so I added AP Stat to my mental course selection list and moved on. A few weeks after making that decision, I got a brochure from a college that I visited a few months ago and really liked. As I was paging through, I found a list of 'suggested' courses that applicants should have taken in high school. (At a school with a

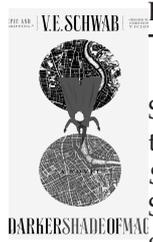
fairly low acceptance rate, I interpreted this to mean 'required'.) Most of the list seemed pretty basic: four years of high school language, three lab sciences. I was surprised, though, to see that 90% of accepted students had taken calculus in high school. Not only did this throw off my previous decision, as it gave the impression that not taking calculus would put my application at a disadvantage with selective schools, but it made me wonder why even a liberal arts school with no core curriculum would place such an emphasis on calculus in particular. After seeing this statistic, I wondered if it was possible that even though the majority of students admitted into some selective schools had calculus on their transcripts, calculus itself was not what the schools were looking for. It's possible that students who took calculus tended to have applications that were more impressive across the board than those who had not, or that taking calculus was a sign of a student who pushed themselves more than others. After looking into this, though, I realized that to many selective schools, completing calculus in high school is in itself one of the hallmarks of a desired applicant. As for why that is, the Tufts University Undergraduate Admissions office summed that up flippantly in a blog post offering "A Guide to Senior Schedules Colleges will Love": "[B]e honest with yourself when assessing two 'equal' options. Yes, AP Statistics and AP Calculus are both advanced level math courses, but you and I both know which one is harder. (AP Calc is harder. There. I said it.)". This sentiment was echoed by a Today Show interview with Bryn Mawr admissions

counselor Sara Harberson: the article stated that taking AP Statistics instead of AP Calculus AB was one of the "seven common mistakes" that applicants make, and that "if a student is qualified to take either course, it is never better to take an 'easier' class. Colleges want to see students who challenge themselves and then rise to that challenge." Putting aside my personal opinion that there is nothing "easy" about taking any AP course, especially concurrently with several others and while balancing extracurriculars, it struck me as odd that colleges would so obviously prioritize the perceived difficulty of the course over its practicality. Outside of the inclinations of college admissions, most of the reasoning I've seen for why students should take calculus in high school seems to be based on either the fact that calculus is what has traditionally been taught, or the fact that calculus is needed for some higher-level statistics (clearly higher than what is taught in the AP Stat curriculum, since calculus is not a prerequisite for that class). However, to say that something should continue to be taught because it is tradition is a backward sentiment: as James Manyika and Michael Chui wrote in Business Insider, "This time-honored [calculus] curriculum seems increasingly out of touch in a world that is flooded with noisy and voluminous data. The majority of students need to be immersed in the more practical discipline of statistics, which has greater relevance for the jobs being generated by a digital economy." As the world changes, schools must change with it, and encourage students to study for the careers that they will eventually pursue outside

of the classroom. Of course, many students will go into fields that seem not to be math-related at all. For these students, changing the emphasis from calculus to statistics could prove valuable: while calculus is only used in very specific circumstances, skills in statistics are necessary for careers ranging from political science to military strategy to sports analysis. As my Precalc teacher, Mr. Molina, told me, "Stats is everywhere." Knowledge of data analysis is something that colleges should value, especially at liberal arts institutions where the school is not looking exclusively to admit students skilled in the STEM fields. For students who do end up choosing majors such as engineering or pre-medicine, taking calculus in college, surrounded by highly skilled professors and motivated students, is a feasible option.

Questioning this reasoning is not to say that studying calculus doesn't have value, or that high schools should not offer calculus as an option for students. In fact, higher levels of statistical calculation often do require skills in calculus. However, if you are not studying engineering, natural sciences, or math, it's very unlikely that you will ever need these skills in your day-to-day life. Of course, motivated students who excel at math should take calculus in high school if they are genuinely interested. But to establish a system where taking advanced calculus is almost a prerequisite for admission to selective institutions is not only unfair to students whose strengths lie elsewhere, but also ignores the greater practicality of developing an understanding of statistics and data analysis.

# A Review of *A Darker Shade of Magic*



By Gianna Cocovinis

At the beginning of September I finished the novel *A Darker Shade of Magic* by V. E. Schwab. What first drew my attention was the simple yet curious artwork on the cover. There are two circles of red and black, and a young man jumping between them. This would soon tie into the synopsis. The young man, Kell, lived in a warped version of London, England. A London known as Red London, ripe with magic. Kell is a traveler, who can travel between doors of magical origin that allow him to go between all different variations of London. There is Red London, swelling with magic and thriving with life, White London, corrupt and overruled with magic, Grey London, where magic is all but forgotten and void of any animation. Then there's Black London, the fallen city no one ever talks about.

Kell was born with such an abil-

ity that grants him the power to travel between the parallel Londons, he is known as an as "Antari", which is so rare that there is only one other Antari in known existence. This allows Kell to be a diplomat between the rulers of all the Londons. From a young age Kell has been traveling back and forth, with an affinity to pocket items of worth to him, a crime that even his gift would not exempt him from. But one day, he is given a small, dark piece of rock that he mistakes to be harmless. He soon learns he was terribly wrong. The obsidian rock is an artifact of a place fallen by magic dark and monstrous, black London, and it is up to Kell and Lila Bard, a Grey Londoner with intriguing abilities of her own, to return the rock to its rightful place. But things will prove to be difficult as obstacles present themselves in ways to break their spirits physically and mentally.

What put me off from reading it for so long was the genre it was placed under: adult fiction. I was used to reading young adult novels,

and the fact that this book was something for an older crowd was something for me to debate over. What if it was so complex it would be hard for me to keep up? On a whim I decided to pick up the novel anyway, I'd try it, and if I didn't like it, I would keep it in mind next time. I was immediately blown away by the writing style, unique to anything I've ever read. With a plot and characters that were clearly well thought out and carefully constructed to fit the form of the uniqueness of the novel.

I soon realized just because a book is written for a different age group doesn't mean I had to keep myself from reading it. I approached some friends in school to ask them how they felt about this book, and upon reading the synopsis, Noelani Bernard-Jones was quick to reply, "Wow this sounds interesting, it's a quirky fantasy I might be into it." I approached other High School students in order to hear their opinions and found Trinity Rodriguez, who said, "It

looks cool, maybe I'll pick it up next time my friends and I go to the bookstore," she responded upon reading the synopsis. Not wanting to only get a young adult's opinion on the book, I went to my former English teacher, Ms. Kinney and provided the synopsis for her to read.

"You know, I think it's a great idea; not many teenagers know about books like these and if they do they are discouraged by the summary and genre. I'd definitely try it out and even lend it out to some of my students."

This book has made a big impact on the reading community with its new, adventurous plot, the characters are rich and clear in their personalities, and written in such a way that makes the story unique with every aspect. I really adored this novel and look forward to continuing on with the series, and strongly encourage the student body to try it out as well.

## A Student Review of *Stranger Things 2*

By Ananya Pavuluri

Netflix's *Stranger Things*, an original series produced by The Duffer Brothers, was released in 2016, and instantly became a smash hit. The sci-fi drama features a group of middle school kids and their new-found telekinetic friend as they try to beat the vicious, other-dimensional creatures they encounter on their journey. The long-awaited *Stranger Things 2* was released shortly before Halloween 2017, and has surpassed the expectations of fans and critics.

(Spoilers, of course.)

First and foremost, this season was full of remarkable acting from the child stars. Millie Bobby Brown stunned viewers with her amazing portrayal of Eleven once again; her performances throughout the season were powerful and packed with emotion. Finn Wolfhard's execution of his role really made the audience feel the pain of his loss of Eleven early on, and towards the end, his breakdown upon seeing Eleven return could break even the toughest fans. Caleb McLaughlin played Lucas, who served as the voice of reason once again, and did a fantastic job tackling this role, especially given the new romantic interest for his character. Gaten Matarazzo, who plays Dustin, had a much more involved role this season. Dustin's witty remarks and reactions provided comic relief at the right times.

However, the most notable performance this season, hands-down, was Noah Schnapp's. Schnapp, who

plays Will Byers, hardly got any screen time last season, but proved his raw talent time and time again in the last nine episodes. Will, who was possessed by the "shadow monster," a supernatural entity from the Upside Down, gradually went psychotic. Schnapp's performances, heavily reliant on facial expressions and physical movements, force the audience to become invested in his character. He sold the "Exorcist" concept very well. His work was outstanding, and is one of the components that carries the season.

In addition, this season really added depth to our beloved characters. We get a peek at the boys' family lives (Lucas's sister Erica is absolutely hilarious), and we continue to see Steve as a sweet, caring boy who started off as the popular jerk whom we all hated. We see him hang out with Dustin, as the cool older brother who gives girl and hair advice. It was also refreshing to see Eleven so humanized; for a great chunk of the season, she was really a young teenage girl who wanted to go trick-or-treating and had a crush on a boy rather than a mere weapon.

The Duffer Brothers also deserve praise for tying up loose ends from season 1. Barb finally got a real funeral; critics of season 1 were disturbed by the fact that Barb was so easily forgotten and that her great qualities were not given due attention, which is a negative message for the less popular, perhaps not stereotypically attractive audience. Season 1 also left us wondering what really happened to Jane Ives

and her mother, and what the deal was with the Hawkins lab. Season Two addressed this- we were introduced to another girl who was held and tortured by the government scientists along with Eleven, and we were given a brief but effective backstory relating to El's mother. Many shows fail to tie up loose ends, leaving plot holes and unanswered questions that annoy viewerships over the course of the series. It was great to see the Duffer Brothers avoid that path.

Sci-fi and fantasy shows like *Stranger Things* often get too heavily dependent on their supernatural or fantasy aspects, leaving an absence of character development and personal drama that are necessary for any show. *Stranger Things 2*, again, did not fall into this trap. The personal and emotional drama of this season was almost as captivating as the supernatural. For instance, watching the relationship between Eleven and Hopper, a girl who never knew parental love and a father who lost his child, was truly heartwarming. Aside from that, the dynamics of the "party" make the show very fun to watch; the close-knit circle of boys and their geeky endeavors are adorable. This season, a new addition to the group, MadMax, stirred the pot between the boys, elevating the personal conflicts further.

For all of these noteworthy bits in the new season, there were a couple of elements that could've been carried out better. The greatest flaw in this season is perhaps the whole "Justice for Barb" exposé led by Nancy and Jonathan. It took about

two episodes and one try for the duo to find their answer. They did not encounter real obstacles, and it was clear that this arc was written in just to develop Nancy and Jonathan's romance, further igniting the classic love triangle. It would've been nice to see this arc be more than just a filler. After all, Barb deserves better than to be treated as a prop. On a good note, though, it was definitely a step up from Season One, in which Barb's death was completely overlooked while Will's disappearance seemed to affect about everyone. Furthermore, Sadie Sink's Maxine felt out of place in this season. Perhaps it is just because she is the new girl in town, but it is very clear that she was just added in because the "party" needed another girl to develop romantic drama. Although she was given somewhat of a backstory, about her abusive step brother and hellish home life, she was immediately used as a romantic pawn. It would've been nice to see her be a fun, individual character before she was inevitably stuck in an adolescent love triangle. In general, *Stranger Things* can do a better job with its female characters- we have still yet to see girls really working together.

Overall, the one year wait was worthwhile and the nine, new episodes were completely immersive and binge-worthy. Fans and critics did not think that the sequel could ever top the first season, but we were all pleasantly surprised with the Duffer Brothers' great work. 'Till next season!

# An Event of ASTROnomical Proportion: Houston Defeats Los Angeles in Seven in the World Series

By Seth Carlson

On the night of Game 7, the stars aligned perfectly for the Houston Astros, making November 1, 2017 a date to remember for a long time in H-Town. Shortstop Carlos Correa proposed to his girlfriend on the field during the postgame celebration, outfielder George Springer won World Series MVP, and legendary stars Carlos Beltran and Justin Verlander finally earned their first championship rings. But most importantly, for the first time in the history of the franchise, the Commissioner's Trophy was to be stationed in Houston.

Following the destruction left behind by Hurricane Harvey in late August, the large Texas city has desperately sought a moral uplifter to rekindle positive spirits and restore community pride. The Astros winning a championship is a perfect storyline for a city in shambles, and for many across the country, a reminder of the power that sports has to repair communities. New Orleans' Super Bowl victory in 2009 four years after Hurricane Katrina and Boston's 2013 World Series championship following the marathon bombings, among others come to mind in this way. For the Astros, baseball has only been part of their story this year, but a significant part nonetheless. Once a team that lost 113 games as recently as 2013 in the middle of a fully committed 5 year rebuild, the Astros are truly an epitome of rags to riches in the sports world.

As for the actual series? This one was epic, an instant classic between two baseball superpowers armed for present and future success. The 101 win Astros and the 104 win Dodgers, loaded with high powered offenses and great pitching staffs took the series all the way to the end, only to finish with a flourish in Game 7, a 5-1 Astros win. After an eventful 2016 World Series between the Indians and Cubs, it didn't seem possible for there to be a more exciting Fall Classic. Many had anointed the Dodgers World Series champions as early as Spring Training

and as recently as just before the series itself. Their incredible pitching talent and qualified, clutch lineup was sure not to let anyone down. The Astros didn't let the underdog mentality derail them from their ambitions, though. Fresh off a Game 7 ALCS defeat of the Yankees, the grit and hard work of a team seemingly chomping at the bit for any kind of success after years of heartache, was certainly demonstrated throughout the postseason. This series was so exciting that I've decided to provide you all, the Herald readers, with quick summaries of each game! (mostly so that I can relive those amazing 7 nights. A little selfish, sure.)

Game 1:  
Dodger Stadium- temperature was 103 degrees fahrenheit at game time, making it the hottest game (literally) in World Series history  
Clayton Kershaw (LAD) and Dallas Keuchel (HOU) dueled it out in a battle of aces. The Dodgers' Chris Taylor homered in the first inning, Alex Bregman of the Astros hit a solo home run to tie in the fourth inning. The Dodger's Justin Turner broke a 1-1 tie in the 7th inning with a 2-run homer. Kenley Jansen closed it out. FINAL: Dodgers 3, Astros 1 (LAD leads series 1-0)

Game 2:  
Dodger Stadium  
Rich Hill (LAD) and Justin Verlander (HOU) battled it out in a matchup of grizzled veterans in Game 2. Astros scored 2 in the 3rd, Dodgers scored in successive innings (5th and 6th) on home runs to tie and take the lead. Astros would score twice more and send the game to extras. In the 10th, the Astros hit back to back homers, but the Dodgers came back (again!), and tied the game, forcing an 11th inning. World Series MVP George Springer hit a 2 run homer in the 11th and that would seal a Game 2 victory for Houston. This game set a record for most home runs hit in a postseason game and in extra innings. FINAL: HOU: 7, LAD: 6 in 11 innings (Series tied 1-1)  
Game 3:

Minute Maid Park in Houston  
Yu Darvish (LAD) and Lance McCullers (HOU) pitched the first game in the Houston part of the series. The Astros chased Darvish out of the game in the 2nd inning, scoring four runs. The Dodgers would get one back next inning, but the Astros scored again in the 5th inning, maintaining a 2 run lead that would last the rest of the game. Most notably, Astros infielder Yuli Gurriel made a racist gesture at Yu Darvish of the Dodgers, a Japanese pitcher. While in the dugout, Gurriel made slanted eyes on his face and used the insult "chinito", meaning "little chinese boy" in his native Spanish. Gurriel later apologized, but will be suspended 5 games next year as punishment. FINAL: LAD: 3 HOU: 5 (HOU leads series 2-1)

Game 4:  
Minute Maid Park  
Alex Wood (LAD) and Charlie Morton (HOU) started for their teams. It was scoreless through the first five innings until MVP Springer broke through with a solo shot in the 6th. Dodgers scored 6 more runs in the final 3 frames to win Game 4. Astros lose their first postseason game at home. FINAL: LAD: 6, HOU: 2 (Series tied 2-2)

Game 5:  
Minute Maid Park  
Kershaw vs. Keuchel Part II. Both aces struggled early as the Dodgers put 3 on Keuchel in the first inning. They would knock Keuchel out in the 4th inning after scoring. In a huge redeeming moment for his reputation, the Astros' Yuli Gurriel hit a game-tying grand slam off Kershaw in the bottom of the 4th, tying the game. A scoring match ensued, but the Astros would prevail on a walk off hit in the bottom of the 10th inning by Alex Bregman, the second extra inning game of the series. FINAL: LAD 12, HOU: 13 (HOU leads series 3-2)  
Game 6:  
Dodger Stadium  
The series returned to LA, and so did Rich Hill and Justin Verlander. Loud boos for Yuli Gurriel. Another well

pitched game and another homer from #MVPSpringer was enough for Houston until the late innings when the Dodgers would put together 3 runs and closer Kenley Jansen got the save for LA. FINAL: HOU 1, LAD: 3 (Series tied 3-3)

Game 7:  
Dodger Stadium  
All hands on deck in this one. Yu Darvish and Lance McCullers got the ball for their teams. Darvish got pummeled early once again, with the Astros tagging 5 runs on the right hander. Astros pitching would hold the Dodgers to 1 run the rest of the game. Jose Altuve throws ball to first baseman Yuli Gurriel for the clinching out. Astros are world champions! FINAL: HOU: 5, LAD: 1 (Win series 4-3)

As with all sports, each game brought its own excitement. The two teams looked evenly matched and equally talented, with the outcomes of these games easily being different if it were (or weren't) for a few plays that had been made. With both pitching staffs performing well as a whole, it came down to the Astros' bats getting hot at the right time, while LA's stayed cold more often than not. What a series and I was glad to witness it! Trust me, the games were more exciting than the summaries made them sound.

One more interesting fact to point out: In 2014, an issue of Sports Illustrated predicted the Astros to be the 2017 World Series Champions. They turned out to be right. It had this year's World Series MVP George Springer on the cover, and now the issue is becoming a coveted collector's item. Sports Illustrated isn't the only media type to have correctly predicted world champions, though. The movie Back to the Future II was only a year off from nailing their Cubs' 2015 World Series Champs prediction. They would go on to win it in 2016.

## New Ro Football Experience

By Carter Topol

The New Rochelle football season ended in a heartbreaking loss vs. Troy in the State Quarterfinals on November 10th. The score was 17-14, Troy managed to win on a last second field goal. Earlier this season, I watched the team win the Section championship again in last week's blowout over Clarkstown South, 40-15. If you didn't go to a playoff game this year, let me entice you to watch our most dominant sports team in person. Even if you don't like football, the experience of going to a playoff game is worth it.

To go to a high school football playoff game, you will need a

ride. I got my parents to give me one but there is a fan bus that you can sign up for that costs \$20. This bus can be uncomfortable, but if you go with friends, it won't bother you. When you get to the game, you will have to pay some sort of admission fee to get in. The price at the section championship was \$7, but once you pay, you can find a spot in the stands. This is when you can enjoy the best part of the game: the social experience.

The main reason I go to games is to hang out with my friends and enjoy having something to do with them. There is always a New Ro fan section, even at away games, and this is the best place to watch. At the

section championship, I enjoyed watching New Ro jump out to a 20-0 lead in the first half, with three rushing touchdowns and a fumble recovery. The fan section was alive and jumping around with each play and chants of "New Ro" were commonplace. The fan section would erupt many more times over the rest of the game, though the loudest we got was when Romeo Holden, NRHS senior and Monmouth University commit, returned a punt for a 43 yard touchdown. When we won the game, we all watched as the Huguenots collected their trophies and medals, the third year in a row we had won sectionals. The experience as a fan is an enjoyable one

and best experienced with friends. Though the season may be over, I encourage people to come out to other school sporting events that aren't as well attended as football. The volleyball team was undefeated and won its section championship for the first time ever, looking very promising in the future. Lacrosse is currently underway. Basketball, hockey, and wrestling are starting up soon, followed by baseball in the spring. If you don't go to school sporting events, you are missing out on a great part of high school life. Support our teams!

## New Rochelle Boys Varsity Soccer Dedication & One Goal

By Grace Myron

Before their season came to an end on Monday, October 23rd on McKenna Field at New Rochelle High School, the New Rochelle Boys Varsity Soccer team reflected on what prepared them for Sectionals.

New Rochelle Boys Varsity soccer players Javier Amezcua, Omar Espinoza, and Juan Felipe Tobon reflected on their final season as high school soccer players leading up to sectionals. It was the self awareness and chemistry the team accumulated as a whole that prepared them, the players said.

As a team captain, Amezcua said the continuous reinforcement in practices and the intensity all of the players put into the practices got them to their first sectionals game. The aware-

ness that one game or practice could be their last immediately heightened the intensity and dedication to be better, according to fellow team captain Tobon. The stakes were higher as they neared playoffs; they realized what they were playing for, he added. They weren't playing for themselves, but their teammates. Amezcua later stated, "The guys were playing with a passion I personally had not seen all season."

A typical practice was an hour and a half each day, Monday to Saturday. However, as the team approached their first qualifying game, practice expanded to two hours a day. Espinoza and Tobon attributed their extra dedication to a quote Coach Garcia had always said, "You have to be willing to do what others won't in order to get what you want". Practices

predicted how well they performed in the following game, so the energy was always high, Amezcua said. Team chemistry aided them as well. He added that it was recognizable to see that there was a high likability factor among the team's players. However, all three seniors said the transition from a state championship season to a brand new one was difficult for returning players. Coming into this year, the team felt as though they had something to prove. They continuously needed to reinforce their focus to their first sectional game.

The system set up in practices had not changed in four years. One thing Amezcua mentioned, was the installation of discipline and adjusting to new team members. Although there was no identifiable key to success

looking back on the season, Espinoza stated they all brought their individual talents and created a strong defense. Amezcua added, "I will never forget the amount of analogies Mr. Barbosa came up with... 'Just because we have different ingredients doesn't mean we aren't cooking the same dish'." In other words, a different group of guys with one similar goal: to win sectionals.

New Rochelle played Mount Vernon, who held a final record of 1-5-1, in a qualifying round for Sectionals. With a final score of 3-0, New Rochelle won. Quarter finals took place on Monday, October 23rd against Horace Greeley. After two over time periods and eventually resorting to penalty kicks, New Rochelle's season came to an end; the team finished with a record of 5-2-1.

## 2017 NRHS Volleyball Team Ends Drought

(Continued from page 1)  
Regardless of how many teams we beat, it just wasn't good enough to the Lohud volleyball journalist. He basically said that we would have to beat Ossining in order to change our ranking, which was #4." Mrs. Dembek gives a similar response "it's funny, every year we look at the banners in the gym and there is nothing up there for volleyball." This alarming lack of championships, plainly said, this drought is what she used as motivation for the team. They all wanted to make this a year to remember. She chuckles, proudly remembering her team going above and beyond to win, saying, "in the past we talked about being league champions and having one banner and now we got ourselves two."

Going into the game, great pieces of advice were both given and received. Both Rachel and Mrs. Dembek agree that the most important piece of information that coach gave to the team was to be "1 and 0." The

use of this phrase by coach Dembek was inspired by "Last Chance U," a Netflix documentary series tracking the football program at East Mississippi Community College (junior college). The team on the show went undefeated and their coach always said that the team couldn't focus on any games or titles that they wanted to win in the future, but that the goal every game was first and foremost to be "1 and 0," meaning one win, zero losses. According to Rachel, that phrase was, "the best advice I received going into the season and every game after that. Basically saying to take it one game at a time. That helped me focus more about each game, instead of needlessly worrying about the next one." The team heeded their coach's words, creating a no nonsense mentality that eventually spiraled into every game thereafter.

While Mrs. Dembek was not given any advice going into the season, her win was predicted by the coach of an opposing

team. She recalls that the coach for Henry Hudson High School, Diane Swertfager, came up to her and said that the New Rochelle team would win sections.

Mrs. Dembek laughed it off adding a sarcastic, "yeah sure," as she recounts that fateful day. However, when the section finals came around, Swertfager's prediction rang true. A bit of mysticism or just recognition of the New Rochelle girls volleyball team's dominance? Without a doubt the latter.

Finally winning sections, there was a lot of emotion within the celebration. One hundred and twenty years of sweat and hard work finally recognized. Mrs. Dembek says this win especially meant a lot due to the fact that she knew this specific group of girls for three or four years. She understood their hunger and hard work, so this victory was even sweeter. Rachel reiterates the meaning of winning and demonstrates this idea of a strong work ethic stating, "given that we were undefeated up until our Regional Final match, winning meant a lot of things to us. Some games we would win no problem, other games it was a struggle. For our sectional finals game, it was a game that we could not win un-



Photo by Mk\_flicks

less we gave it our all, and that's what we did."

Mrs. Dembek and her team truly exemplify a pure love for the sport and an unwavering drive for winning. Coach notes some of her favorite things about the games specifically, "when the team gets an awesome kill (when they spike the ball down hard) or when they get a big block when the other team spikes the ball because these have the ability to change the course of a match."

Now that the season is over coach Dembek is ready to come back even harder than this year. "It's hard once you win sections in the league and then to get to regionals because when you get a taste of something you know what it feels like so you want to get back to that point," she says. "Moving forward, this is the point we have to get to for our best."

1 Information is courtesy of Mike Zacchio, Lohud reporter.



Photo by Mk\_flicks