



Skyline

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The 100th Year Anniversary Continues

An Interview with Ms. Bernstein

by Julia Kenny

One unique aspect of a St. Saviour education is the way in which each graduating class, from the first in 1917 to the hundredth in 2017, is connected through the rich tradition, put in place by the School Sisters of Notre Dame, as well as through school events that are unique to St. Saviour, such as Song Contest and Cultural Harmony Day. When speaking to alumnae such as our vice principal, Mrs. Bernstein, this becomes very apparent.

JK: What impact do you think the tradition of the School Sisters of Notre Dame has had on St. Saviour's ability to adapt to the changing times and allow us to celebrate our 100th anniversary?



Mrs. Bernstein: The School Sisters allowed us to shape our school and our curriculum to move along with the times. If it weren't for them and their legacy, we wouldn't be here today.

(cont'd. on page5)

Welcome New Teachers

by Olivia Medina

From its start in 1917, Saint Saviour has been continuously changing and growing. Every year holds the potential for new memories and new people. We challenge ourselves daily and our teachers encourage us to work through any difficulties and be the best students we can be. Even though we cherish the moments with teachers we've had in the past, we look forward to the time we will share with the most recent additions to the St. Saviour faculty. When the school year started, we all gave the warmest welcome to Ms. Badea, Ms. Clary, Ms. Maurer, and Ms. Sucich. As our teachers, they have made an effort from the beginning of the year to get to know us, so we should try to get to know them.

Here at St. Saviour, we take religion courses every year, and we have gotten to know Ms. Sucich,



Ms. Sucich

head of the department and Campus Minister, and Ms. Clary. Along with religion, students have the privilege of being taught by Ms. Sucich for psychology. As the Campus Minister

Ms. Sucich's tasks include managing the Thanksgiving Food Drive and organizing liturgies. Ms. Clary also has a varied job here at school; this year she will be directing the drama. In the past, Ms. Clary has been in productions such as *Les Miserables*, where she played Eponine, and *The Sound of Music*, where she played the role of Maria.

In the guidance department, Ms.

Maurer puts students in the right direction, whether it be for college or for life in general. She knew that



Ms. Maurer

she wanted to help students when she

volunteered in the admissions office at her college: "Students know they can come to me with questions whether it's related to college, time management, issues outside of school, and I am always available," she asserted. The newest foreign language teacher is Ms. Badea, who teaches French inside and outside of class and is the advisor for the French cinema club. The club is also a new addition to St. Saviour, initiated because of Ms. Badea's passion for film and her desire to share that passion with other students.

As students we always see teachers in the formal, classroom setting and we never stop to imagine what they are like outside of school. Teachers cherish their free time as much as us students do and enjoy similar activities. For example, Ms. Badea loves going to Brighton Beach when she

is not teaching verb conjugations. For her, there is also the option of staying in and reading, writing manuscripts, and watching her favorite films. During her



Ms. Badea

downtime, Ms. Clary explores Brooklyn and tries to find the best spots to dine. Other times she bakes at home for herself and her roommates. Ms. Maurer displays her interests around her office. In case you have noticed, she enjoys watching anything with superheroes, as well as Disney movies. Ms. Sucich shows her zeal for helping others outside of school and shares it with others around New York City with doing volunteer work and helping with volunteer initiatives.

When coming to St. Saviour, the teachers were captivated by the school’s energy, with everybody’s motivation to be part of a great community. Ms. Clary shared that she was impressed

by the students and “how [we] care about each other... all grades love each other and [we] break down age barriers.”

However, even though St. Saviour is a loving community, we as

Saviourites always strive to be our best selves and help

others. Ms. Sucich explained that it should be a goal to take part in more volunteer initiatives. Throughout this year and in the upcoming years, Campus Ministry is working hard in getting students involved in giving back to their communities. Traditions such as giving to CHIPS every year will continue; however more recent actions are being put in play - such as teaming up with the Shalom Club for service days. The first service day was at a senior rehab facility in Canarsie where students got the chance to help the elderly. Many more service days are to come.

We know that Saviour students have bright futures ahead with both the teachers who were here for years and the newest additions to our school. Even though they may scold at us for not doing work or talking in class, our teachers only want the best for us, and we welcome them to the St. Saviour family.



Ms. Clary

Panda Explorers: Boston

by Daniella Rodriguez and Isabella Wagner

While EF tours give students the opportunity to immerse themselves in cultures from around the world, a new tradition of travelling to national places of interest is forming here at Saint Saviour.

In October of 2016, students from History Matters, Ms. Postler's history classes, and Ms. Cush's biology classes were invited on a trip to explore the historically and scientifically significant city of Philadelphia. Among the various sites visited were the Mütter Museum of The College of Physicians of Philadelphia, Independence Hall, and the Rocky Statue and Steps.

This October, Ms. Postler, Ms. Cush, and Ms. Belletiere led Saviour students on a two-day, one-night trip to Boston, Massachusetts. After climbing up 294 steps to the top of the Bunker Hill Monument and touring the Granary Burial Grounds (where students viewed the gravestones of pivotal figures in the American Revolution such as Samuel Adams, Paul Revere, and Crispus Attucks), students were able to enjoy a delicious dinner at Pagliuca's

Ristorante Italiano and get a good night's rest at a comfy Best Western Plus Inn.

The next day, after a walking tour of Cambridge and Harvard University, students spent free time at Faneuil Hall and Quincy Market, where they could shop and grab a bite to eat.

Over two days of fun and learning, students across all grades bonded and formed memories that will last a lifetime. Is anything less expected of a Saviour trip? Be on the lookout for more Panda Pride as students embark on a trip to our nation's capital, Washington D.C., with Ms. Casey over spring break!



The Bunker Hill Monument



PANDA PICS



“This stone from the fabric of St. Savior’s Church ... commemorates the Baptism of John Harvard”



Panda explorers standing in front of *The Harvard Crimson* headquarters. Not quite *The Saint Saviour Skyline*, but good enough...



The tombstone of Paul Revere. Fun fact: Revere’s actual quote was “the *Regulars* are coming”, not “the British are coming.”

(Interview cont'd. from Page 1)

JK: What has been your favorite part of celebrating the hundredth anniversary?

Mrs. Bernstein: My favorite part of celebrating the hundredth anniversary was Founder's Day because of the large number of SSND's at the service. Their presence allowed us to make a statement about our celebration. It allowed the girls to identify with a larger number of the School Sisters instead of just the few that they may have known. The girls were given the opportunity to go in and speak with them and both sides really enjoyed that.

JK: In what ways has St. Saviour changed from when you were a student until now?

Mrs. Bernstein: Tradition-wise, thank goodness the school hasn't changed. We still have all of the same major events. Song Contest changed a little because before we just came out and sang without any music or anything. In terms of technology, we have adapted with the changing times and have had the opportunity to add so many more A.P. and advanced courses which is a plus.

JK: What do you think the impact of celebrating the 100th anniversary will have on the way in which St. Saviour will continue into the future?

Mrs. Bernstein: I think it will help us to strive for and say we can hopefully go another hundred years. Hopefully we will continue to have the support of our alumnae in our future advancement.

JK: What was your favorite tradition when you were at St. Saviour?

Mrs. Bernstein: That's a tough question. I guess I would say Cultural Harmony day because of the way that it brought everyone together. You could always feel the excitement of that day and the enthusiasm of the students.

JK: How has being an alumna shaped the way in which you perform your administrative duties?

Mrs. Bernstein: Being an alumna has made me really believe in the school. I always say that I bleed maroon! Sometimes I believe that Sr. Monica (the principal when Ms. Bernstein was in the school) speaks through me. She was a very smart business woman and really helped the school to establish a strong base that allowed us to move into the future financially. The reason that I do my job is because of my love for this school from when I was a student until now. Being an alumna has definitely made me protective of the school and all of its traditions.

JK: How has being an administrator at St. Saviour shaped your perspective of the experiences you had as a student?

Mrs. Bernstein: Both as the vice principal and as a teacher here at St. Saviour, having been a student at the school has shaped the way that I interact with current students. I try to remember how I would have liked to have been dealt with as a student, so I try to listen and to be as fair as possible.

JK: Do you believe that the current faculty at St. Saviour continues to advance the traditions of the School Sisters that you witnessed when you were a student here?

Mrs. Bernstein: Yes. I believe that our current teachers continue to act with legacy of School Sisters in mind.

JK: Any final thoughts that you'd like to share about the impact that St. Saviour, both as your high school and your current place of work, has had on your life?

Mrs. Bernstein: St. Saviour has made me who I am today. I went from being an extremely quiet and shy student on arriving to St. Saviour as a freshmen to being the pretty vocal assistant principal that you see me as today, and I act upon all of these principles in the name of the good for our school.

Faculty Reflections

by Julia Kenny

Ms. Eileen Postler:

From the moment I started teaching at Saint Saviour High School, I learned by the example set by the School Sisters of Notre Dame that teaching is a vocation and not merely a job. Sr.

Nancy, Sr. Joan and, Sr. Valeria

set an impressive example for me as a relatively young teacher. They taught me that teaching is not just about presenting a certain lesson or set of lessons but rather trying to make a difference in [students'] lives by inspiring them to learn. I try to be mindful of this as I teach now.



Ms. Postler is pictured to the right with three other wonderful teachers.



Ms. Rita Draghi:

The very first time I walked into . . . Saint Saviour, I knew I was home! The spirit of community among the administration, faculty and students was infectious. That in itself explains why I am still here, 32 years later. Saint Saviour has always held its academic standards well above everyone else. The past 100 years demanded that our students graduate

with 21 credits, and five years of a language, when no other institution set those goals. That explains why 100% of our students go onto higher education and, in their own words, “adapt

to college so easily”. It also attests to the abundance of scholarships garnered by our small group of graduates each year.

However *small* we may be in comparison to other high schools, [small] is not what defines us. We are huge in spirit, compassion, loyalty and heart. Each of my colleagues is exemplary in their teaching, which at Saint Saviour is not a profession but a vocation. The students are taught by example. They in turn, become educated, self-confident young women, not afraid to ask the tough questions or take on responsibilities. I marvel over the years at the positions, professions and humanitarian accomplishments our alumnae achieve. In my heart I know it is because they are rooted in Saint Saviour. Those are the sentiments so many alumnae continue to express. Even as recent as this past Career Day, one alumni said, “I am who I am today because I am a Saviourite!

My sentiments exactly!

Ms. Elizabeth Casey:

Throughout our year-long 100th Anniversary celebration, I have heard this statement: “the School Sisters of Notre Dame have been educating young women before women had the right to vote.” I can see this in terms of World War I and other significant events.

But a greater meaning for me is how the Sisters are truly feminists – a term coined in the 1970’s during the Women’s Feminist Movement. Yet they were working for women’s equality well before the movement. The School Sisters understand the importance of education to empower young women. As a member of the United Nations Commission on the Status of Women – 2017, they advocate on a global scale for women’s equality and are



educating young women in 32 different countries.

I came to a deeper understanding of this “feminism” after one of the Founder’s Day Masses. During the Mass, I watched as the Sisters renewed their vows standing in front of the altar. They began by blessing themselves saying, “In the name of The Creator, The Redeemer, and The Holy Spirit”. I had never heard anyone bless themselves in this way. After the Mass, I asked Sr. Joan Dineen about this and she stated, “We do not recognize gender in God.” Wow! That’s feminism to the core! I am truly grateful to be a part of the SSND mission of educating and empowering young women for the past 17 years. And I admire their fight to bring equality to women throughout the world. I see my role as continuing their mission of empowering the young who sit before me each day; [helping them to] become SSND feminists.



Mr. Marlon Huie:

I am currently in my 21st year teaching here at SSHS. This is a shock because when I first was hired I thought I was only being hired for a year until Sr. Mary Roy Weiss SSND would return to her position as music teacher. I was mistaken: I WAS the new music teacher. In those early years working at Saint Saviour I was influenced tremendously by the

SSND. The foundation that music teachers such as Sr. Dorothy and Sr. Roy left was very helpful. Their curriculum, various notes and lesson plans showed what dedicated educators they were. Their methods helped me and continue to help me develop my own music courses.

Getting to know the many unique sisters who have passed through St. Saviour’s doors, especially Sr Valeria Belanger, has been wonderful. They all share the love of Christ but all have different stories to share about their interesting spiritual lives.

I have been blessed by their presence.

Dr. Maria Wenglinsky:

I have been teaching at St. Saviour since 1999.

The mission of the School Sisters of Notre Dame is one manifestation of the importance that both the Reformation and Counter-Reformation attached to the education of



laymen. The education of girls thus became a priority, as they in turn would educate, or supervise the education of their own children. In our age of compulsory education, this idea is rarely articulated, but certainly ever-present. For some girls, at least, single-sex schools are a more effective learning environment. In addition, it is a great advantage of religious schooling, that religion, specifically Catholicism, can be discussed in considerable detail as it pertains to various academic disciplines--literature, history, art history, etc.

Ms. Regina Bellettiere:

As a teacher and an alum of Saint Saviour High School, I strive to uphold the legacy of our school and of the School Sisters of Notre Dame by instilling in our girls a sense of tradition and respect.

Ms. Eileen Cush:

I have been teaching at St. Saviour High School for 20 years and am a graduate of the school.



Ms. Cush (left) and Ms. Bellettiere (right) at the Great Irish Fair.

The education I [received] at St. Saviour High School set me up for future success in my college classes and my career, but more important, the fun I had while learning here at St. Saviour gave me a true love of learning. My teachers opened up an entire world of discovery to me, setting me on a path that I am still on today.

My St. Saviour education continues to impact the way I teach students today as I try to infuse a sense of wonder and fun into my lessons, while also instilling the values and traditions passed on to me in the tradition of the School Sisters of Notre Dame. I strive not only to have my students learn Science, but also to give them the tools they need to be lifelong learners who see the wonder of the world around us.



Ms. Eileen Darcy:

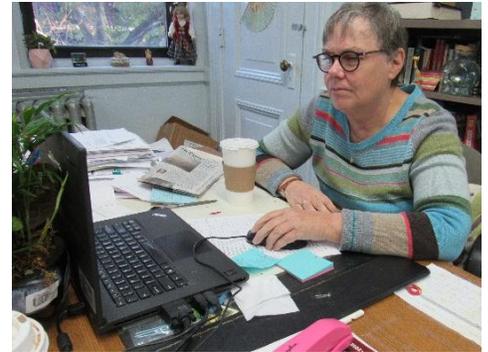
This is my 24th year teaching at Saint Saviour. I started in September 1993 teaching an algebra class. The traditions unique to

Saint Saviour High School, like Song Contest, Culture Day (now Cultural Harmony Day), junior ring night, the senior Christmas Mass procession, and the senior luncheon, foster a spirit of camaraderie and of competition while celebrating and appreciating our own uniqueness. The memories we make here every day will bring joy in years to come. We are Pandas - once a panda, always a panda!

I love watching and sharing in these traditions as much as sharing the "new happenings" with my classmates. My classmates from the 80's and 90's (friends) are excited to hear the tales of your adventures and feel as if they themselves are still in this building every day! These traditions connect all Saviourites!

Ms. Judith Caughey:

This is my seventeenth year teaching at Saint Saviour High School and my fortieth year teaching overall. In



my first year here I taught all freshmen, there were four sections – and I vividly remember at first progress report a student who came into class in tears. When I asked her what was wrong, she told me she had just learned that she was in danger of failing science, which at the time was Environmental Science. In response to my efforts to console and advise her, she shot back, “You don’t understand. My mother is on her feet ten hours a day dying people’s hair to send me here. I can’t get a failing grade.” In that moment I knew Saint Saviour was where I belonged as a teacher. The commitment and sacrifice of the parents on behalf of their daughters and the appreciation of that sacrifice on the part of the students is a dynamic I had not, have not, experienced to that degree in all the other places I have taught. I believe that animus grows out of the tradition and the mission of the School Sisters of Notre Dame. It has never grown old for me to watch students enter this [or any school] building as freshmen – unsure, immature – and leave as young women with a highly developed sense of self and purpose and confidence. Saint Saviour, I believe, does this with an extraordinary degree of success. That student, by the way, went on to earn a pharmacy degree at SUNY Albany, the first in her family to attend college. Go Saint Saviour!



SAT = Success?

Are Standardized Tests Accurate Indicators of College Success?

by Daniella Rodriguez

“The human mind is simply so complex and so multifaceted and fluid, that trying to find a single measurement tool that will be reliable across the enormous populations of American students is simply a trip up a blind alley.” - William Hiss

As autumn turns to winter and the first marking period comes to a close, Saint Saviour upperclassmen are thinking about life after high school. While seniors finish sending in their standardized test scores to meet Early Action deadlines, juniors are deciding whether to take the SAT, the ACT, or maybe both, or how many SAT II's they should sign up for. However, there is one major worry on everyone's mind: “Will my scores be good enough?”

Student may think “I've taken the SAT three times, but should I take it one more time to improve my superscore?” or “If I get one extra point on the ACT, will this school accept me?” Though students are constantly assured by their teachers, families, and friends that their scores do not define them, a lot of stress stems from those three hour tests (three hours and fifty minutes with the essay). Whether the scores are needed for acceptance to a dream school or recognition for scholarships, the anxiety that comes with taking these tests rests in the belief that these scores are a student's last chance to show her academic potential.

According to the College Board, distributor of the SAT, standardized test scores “help colleges compare students from different high schools” and “show [a student's] strengths and readiness for college work”. While this may be true, can a standardized test truly measure the academic potential of future college students?

Do higher test scores necessarily correlate with higher success in college?

Fear not stressed students! A study published in 2014 by William Hiss, former Dean of Admissions at Bates College, illustrates that standardized tests may not be the most reliable predictors of success in college. Hiss's study (*Defining Promise: Optional Standardized Testing Policies in American College and University Admissions*) found that “there are no significant differences in either cumulative GPA (0.05 difference) or graduation rates (0.6 difference)” between students who did submit their ACT or SAT scores, and those who did not. The study also found that students who did not submit test scores but had strong high school grades “normally graduate at higher rates than students with weaker (high school GPAs) but much stronger testing.” Hiss's study, which tracked the grades and graduation rates of 33 public and private colleges over three years, concluded that standardized test scores are an unreliable method of predicting success in college students.

If standardized test scores aren't the best way for a student to show her academic potential, what should she focus on? Instead of test scores, Hiss suggests GPA and extracurriculars are the best indicators of future success among students. “Four-year, long-term evidence of self-discipline, intellectual curiosity and hard work; that's what matters the most,” said Hiss. This means that a student's high test score does not promise success in college if her high school grades are low. In fact, according to Hiss's study, students with higher GPAs and lower testing performed better in college than students with opposite statistics. Hiss

then reported, “After that, I would say evidence that someone has interests that they have brought to a higher level, from a soccer goalie to a debater to a servant in a community to a linguist. We need to see evidence that the student can bring something to a high level of skill.”

Hiss is not the only one who questions the value of standardized testing as an indication of academic potential. Because of studies like Hiss’s, Alexandra J. Wilke, SUNY Potsdam’s Director of Public Relations, reported that Potsdam became test-optional, dropping the requirement for SAT and ACT scores, and joining the ranks of the over 900 and growing American colleges that do not require standardized test scores. Since becoming test optional, Potsdam has seen no difference in the performance of students throughout their college years, according to Wilke. At St. Lawrence University, Executive Director of Admissions Jeremy C. Freeman has found similar results, citing new data that has shown that “academic rigor and high school GPA were twice as likely to predict a

student’s performance during their four years [at St. Lawrence].”

Even though colleges place great emphasis on high school grades and extracurricular activities, these criteria can also be flawed: grading scales differ across the country - not to mention grade inflation at some schools - and it is relatively easy and common for one to “fluff” a resume. And while students should probably listen to the advice of their teachers, families, and friends and opt out of that fourth \$60 SAT, at present, having a high standardized test score no doubt improves a student’s application for many colleges. Standardized tests provide incomplete, but useful comparisons of school performance, but they are just one of many measures that should be used to evaluate student ability, neither to be obsessed over, nor ignored.

Comic Corner



Through the Years
TMV

Senior Retreat

by Julia Kenny

This past October, the senior class was given the opportunity to attend a retreat at the Don Bosco Retreat Center and Marian Shrine, located in upstate New York. This retreat experience was a much needed opportunity for the seniors to step away from the business of school work and college application deadlines in order to spend time in the peace of the country, bonding with fellow classmates and focusing their attention on God's work in their lives.



The Senior Rosary Circle

Arriving on a Tuesday afternoon and departing on a Thursday afternoon, the seniors took part in a rigorous yet fun-filled schedule, which was led by the

retreat team staff at Don Bosco. Retreat activities ranged from Mass, a penance service, and praying the rosary as a group to a dance party, an ice cream social, and opportunities to make figurines out of clay (with the help of a professional potter).

When asked about her retreat experience, Isabella Wagner stated: "Having the chance to spend time with my friends without worrying about school was the best part of the retreat. I got to really talk to girls I never had before and I made tighter bonds with my [long term] best friends. It was an unforgettable experience." Ariana Nurse reflected on how her experience of the



The Seniors gather for Mass

senior retreat exceeded her expectations, stating: "I was skeptical about going on senior retreat this year. However, I had a great time. The retreat team and the priests there were so nice I felt just like I was talking to my relatives. Being able to spend three days and two nights with my best friends without any homework to do was also a really great part of the experience. There were lots of tears, but they were happy tears because I was [more connected] to my friends and even to myself because of this retreat experience."

The retreat at the Don Bosco Retreat Center was both a fun filled and reflective time for the seniors, allowing the girls to build closer bonds as a class, whether that have been with their best friends, acquaintances, or even those that they had hardly spoken to before. Despite some skepticisms about being able to enjoy the retreat experience that may have been present before arriving at the retreat center, this year's senior retreat was a very positive experience for the class of 2018.

Sophomore Retreat

by Grace Witkowski and Stella Witkowski

Sophomore retreat is supposed to be an experience of prayer and of learning new things. At our recent retreat, we learned about the most important thing in life and that is love. To Love and care for someone truly, we need God to guide us. The youth minister for our retreat shared her story of how she came to know God. She wanted us to be able to relate, to see and know God. She explained that it is really important for God to guide us throughout our lives. It was really great that all of the sophomores came together to learn about our faith.



Sophomore students reflecting on their retreat experience.

Freshmen Retreat

by Quyn McCaffrey

My friends and I had a really great time at our freshmen retreat. We did a ton of fun activities and we even sang songs in the Church. It was an awesome experience to bond with the people who I am going to be spending the next four years of my life with. We did activities such as standing back to back with a random partner and guessing things about them, and splitting up into groups and answering deep questions about our faith. Additionally, we spent time reflecting in the Church. When asked, some of the other freshmen described it to me as an 'enlightening experience' and some said 'there was great food.' For me, both of these ring true. Along with the good snacks which are always a bonus, the retreat was a truly



fantastic experience for me and the rest of the freshmen. I think that it is great for the school to have these retreats. As I started high school, I was worried about making friends and was focus on having a healthy relationship with all of the girls in my year. The retreat really helped me with this. Now I walk the through halls and I know every freshman's name. It's a great feeling. Another great thing about this retreat was what St. Saviour had to offer, from a religious standpoint. As someone who has gone to Catholic school for most of my schooling, certain activities we did were no surprise. But our teachers went the extra mile for us, offering a nice twist in the activities we did. I am so grateful for this experience.

New York's Next Major Hurricane

by Samantha Hughes

What is up to 600 miles wide, has winds up to 180 miles per hour, and has one eye 20 to 40 miles in diameter? This description may sound foreign; however, ask anyone living near the Gulf of Mexico, and they will say it is a hurricane. Originating from the Spanish word, huracan, a word used for evil spirits and weather gods, a hurricane is as horrifying as you would expect it to be. Whether it is known as a hurricane, typhoon, or cyclone, these storms bring massive destruction when they make landfall. Most hurricanes strike in the Caribbean and states surrounding the Gulf of Mexico, this occurs because hurricanes thrive in warm water, which is why they are not as common in New York, where the water tends to be cooler. Even though it may appear New York is safe from the devastating hurricanes seen on the news, Hurricane Sandy made it evident that this is not the case. As climate change causes sea levels to rise and oceans to become warmer, scientists say New York may be expecting a major hurricane in the near future.

New York has been spared of the pain caused by Hurricanes Harvey, Irma, Jose, and Maria. The devastation on the news is surrounding even those who will never encounter a hurricane in their lifetime. As New Yorkers and individuals living in the era of rapid climate change, we must become aware of the dramatic effects hurricanes can cause. Although Americans are becoming increasingly aware of the connection between climate change and hurricanes, several Americans still do not, including President Donald Trump. Thus far, President Trump has had a strong, negative impact on climate change. "As had been expected, Scott Pruitt, the head of the

Environmental Protection Agency, said at an event in Kentucky that he would formally move to repeal what the E.P.A.'s Web site referred to as "the so-called 'Clean Power Plan.'" That plan had been central to the United States' commitment, under Paris, to reduce power-plant emissions by an estimated thirty per cent in coming years." (Sorkin) The United States' refusal to participate in the 'Clean Power Plan' will have a dramatic impact on the plan as the United States releases large amounts of these harmful emissions annually. President Trump's approval of this repeal reflects the ideology of Americans, who believe climate change is not consequential. Global warming has not only aided the hurricanes seen on the news, but the wildfires in California as well. This is setting the stage for a new normal for upcoming generations of living in a dangerous and unstable environment. "A recent debate has centered around the question of whether it is even conceivably possible for the planet to pull up short of one-point- five degrees Celsius of warming, which means, at the absolute very least, we have 50 percent more warming to go. But even most optimistic experts expect we'll at least hit two degrees, and possibly two-point- five or even three. That means as much as 200 percent more warming ahead of us. And what that means for extreme weather and climate disasters is horrifying." (Wallace-Wells) Researchers are warning us of the hazards the future holds and have shown us what is necessary to lessen the impact of climate change. Many have chosen not to listen, but our generation can end this ignorance by pushing for increased awareness and preparation.

We are all aware of the aftermath caused by Hurricane Sandy; however, it is crucial to note Hurricane Sandy was not a major hurricane. When Hurricane Sandy struck New York it was only a category one hurricane; hurricanes range from categories one to five, three and above are classified as major hurricanes on the Saffir-Simpson scale. Sandy's impact was intensified by unusual circumstances; it was a very large hurricane, with tropical storm winds reaching out to 475 miles away from the eye of the hurricane, and it made landfall under the night of a full moon, which caused severe high tides, enhancing the storm surge. As the second- largest hurricane ever recorded in the Atlantic Ocean, Sandy was only an example of the past. New York has endured several major hurricanes; most notably, the New England Hurricane and the 1893 New York Hurricane. The New England Hurricane was a category five hurricane which caused wind speeds of 120 miles per hour in New York City; it was one of the deadliest hurricanes to directly strike the Northeast. The 1893 New York Hurricane is infamous for being the storm that caused Hog Island, approximately one mile long, to disappear. It caused a storm surge of up to 30 feet in New York City as well as major devastation to Central Park. These storms were only a preview of what was to come. "Irma effectively wiped out civilization on the island of Barbuda, which had been continually inhabited for 300 years." (Greshko) Although larger than Hog Island, the settlements made in Barbuda have been eradicated. If we do not prepare for the impending major hurricanes to strike New York, more than a tiny strip of land, such as Hog Island, will be wiped away.

The devastating 2017 Atlantic hurricane season as well as other natural disasters, such as major earthquakes, have many to believe the end is near. This is exactly what many others believed during

the 2005 Atlantic hurricane season, except instead of Harvey, Irma, Jose, and Maria, people feared Dennis, Katrina, Rita, and Wilma. Climate change is altering people's lives, when purchasing a home near the coast, one must ask if their home will still be there in ten years. Preparation and awareness is what saves lives. "People who are potentially in the path of a hurricane really need to pay attention and absolutely need to follow direction of emergency managers," Emanuel says. "If you're told to get out, get out—don't mess around." (Greshko) Sea levels as well as the global temperature are rising. Time is precious and we must do all we can to preserve a world which we have meticulously altered in harmful ways. The 2017 Atlantic hurricane season is not considered to be over until November 30, which means there is still time to prepare for New York's next major hurricane. These natural disasters do not end with the 2017 Atlantic hurricane season, the deteriorating condition of the world will only get worse if we allow it to. "Emanuel and the report both say that on average, individual hurricanes will drop more precipitation in the future, since warmer air can hold more water vapor. We are likely beginning to see this act out today: Every scientist contacted by National Geographic for a previous story agreed that Hurricane Harvey's record-breaking rain was almost certainly shaped by rising temperatures from human activity." (Greshko) The world is in our hands: we are the voices of every life form, we are the future scientists, we are the people, who have the power to vote for our leader, who will voice our opinions. Only we have harmed the world, and only we can fix it. The choice is ours.

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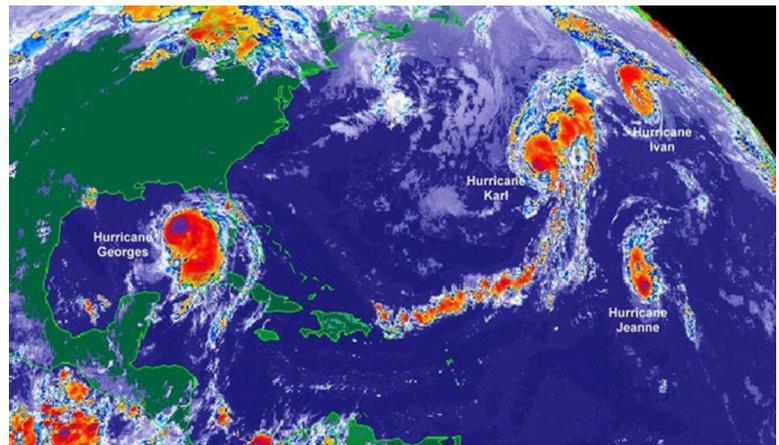
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Go to <https://www.youtube.com/watch?v=EeswXWtlMTc> to view my video on climate change.



2017 Hurricane season



2005 Hurricane season

In the next issue of Skyline, look for a follow up survey among the students regarding climate change.

Walk-A-Thon

by Alexandra Natale and Isabella Wagner

Raising over \$22,000, this year's Walk-A-Thon went off without a hitch! Walk-A-Thon, the school's largest fundraiser, was highly anticipated by all students since it is a bonding experience as well as a day off from scheduled classes. Weeks prior to the event, students had been raising money from their family and friends to support Saint Saviour.

On October 6th, Saviourites filled the beautiful Prospect Park, only a short walk away from school, to celebrate our centennial year. Each panda proudly wore her maroon t-shirt, designed by Rianne Jean-Charles '18, and flawlessly represented Saint Saviour. Cheering the students on at every bend and turn, teachers and volunteer chaperones made walking around the park even more enjoyable. The beautiful weather just added to a wonderful day of friendship and Saviour spirit.

Because of last year's rainy weather, Walk-A-Thon 2016 was held indoors, so this year was the first Walk-A-Thon in Prospect Park for both the freshmen and sophomores. For sophomore Leanne Holmes, the highlight of Walk-A-Thon is camaraderie: "It was a great day! My friends and I got to laugh and joke around together. It was something I'll never forget." That is what the Saint Saviour community is all about! While the walk may seem tough at first, two laps around the park, in the end, Walk-A-Thon is always a day to remember and a tradition to cherish.



Saviourites at the start of Walk-A-Thon.



Seniors and Juniors pause to snap a pic.



Pandas strolling along at the end of Walk-A-Thon.

Song Contest Newspaper Article

by Julia Canny

Song Contest has been a tradition at Saint Saviour High School for decades. Students come together to create original lyrics to popular songs as well as corresponding dances, props, and formations, all in a matter of weeks. This year's end result was surprising to many, especially to the juniors, as the sophomores took second place and the juniors took third, while the seniors took first place and the freshmen, fourth. Regardless of the results, however, each grade put in astounding efforts to make each Song Contest night better than the last.



The seniors gather in anticipation for their winning performance.

The various themes throughout the grades this year were all classic Broadway shows: the freshmen's theme was "Jersey Boys", or the "Jersey Frosh." Their walk in song was "December, 1963 (Oh, What a



Song Contest judges watch each performance in awe.

Night)" and their class song was "My Boyfriend's Back." The sophomores were "The Nicest Sophs in Town" with the theme of "Hairspray." Their walk in song was "We Can't Stop the Beat" and their class song was "Without Love." The juniors were the "Hand Jive Juniors" with the theme of "Grease." Their walk in song was "Grease Lightning" and their class song was "We Go Together." The seniors were the "West Side Seniors" with the theme of "West Side Story". Their walk in song was "The Jet Song" and their class song was "America." In keeping with tradition, the seniors also performed their song contest songs from their previous years.

The preparation for song contest is known to be challenging. Memorizing lyrics, creating and learning dance moves, and remembering your spot in formation are just a few of the responsibilities students face during song contest, all

while keeping up with academics and extracurricular activities. Students may also choose to participate in various committees to create the different elements of their song contest performance. There is a dance committee, in which students create dance moves to correspond with each song, lyric committee, in which students create innovative lyrics to popular songs pertaining to school, or banner committee, in which students create their own banner to display their mascot, color, and theme effectively.



The freshmen stand in line ready to begin their first song.

Song contest leaders Nioka Guadin, Kelly Pender, Grace Witkowski, and Nanyamkah Washington put much appreciated effort into making song contest possible. The song contest cheerleaders and their leaders also put in a lot of exertion and hard work into making their routine as best as it can be. The song contest cheerleaders also have to create a song and dance pertaining to

their theme, while also doing the cheer that each grade's song contest cheerleaders perform. All the leaders try their hardest to keep everything organized so that students do not become too inundated with the essential tasks that need to be completed during preparation. Though the weeks leading up to song contest may be overwhelming, the nights of song contest make it all worth it.

The song contest school rehearsal, Thursday night, and Friday night scores are all incorporated into the final results, which are presented on Friday night. There are also various factors into the final scores that are unrelated to the actual performances, such as latenesses and absences. Regardless of the final results, the performances are always outstanding. This revered tradition is always memorable to Saint Saviour students, and each year, the performances are astoundingly impressive for such a short time frame.



The entire school waits in anticipation for the Friday night results.

Sports Corner

by Teresa Kiernan

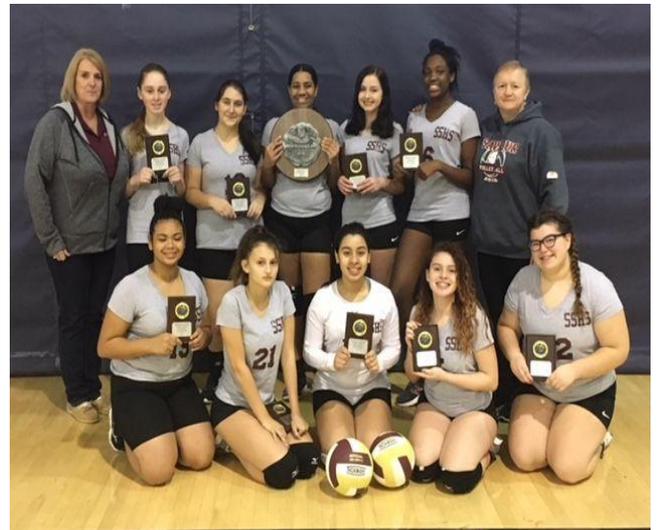
Saint Saviour is so unique in that the opportunity to participate in a sport is easily achieved. Many people underestimate our competitiveness because of this. However, it is imperative that our athletic abilities are not overlooked. This season alone we have proved our might.

The varsity volleyball team made Saint Saviour exceptionally proud this year, remaining undefeated all season.



The Varsity Volleyball team proudly present their plaques of victory!

They recently won the Brooklyn Queens Girls CHSAA Championship against Nazareth High School. They will represent Saint Saviour on the 11th of November at states.



The JV Volleyball team is all smiles after earning second place in its first ever championship game.

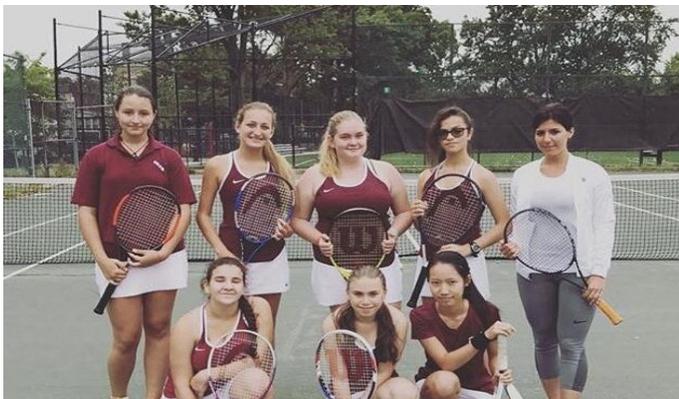
The junior varsity volleyball team worked their rightful spot in the championship where they came in second place. Both teams proudly added their award to Saint Saviour halls forever solidifying their legacy.



The soccer team goofing off during practice.

The soccer team made it all the way to playoffs winning their first round game against Kearney and then playing their last game against St. Agnes.

The tennis team, despite being a team with mainly inexperienced players was able to finish a great season. They are looking forward to next year and grateful for new coach.



The tennis team posing at the beginning of the season.

Unfortunately we had to say goodbye to some amazing seniors; Athena Bruce, Ashley Hall, Christina Powell, Lauren Regan, Lauren Slattery, Kate Danaher, and Rianne Jean-Charles. As the year continues, may the rest of the sports who have yet to be in season have great luck and success.



Soccer seniors Kate Danaher, Lauren Slattery, and Rianne Jean-Charles pose with their coach after the Senior Game.

Look forward to more sports news covering the swim, cheerleading, boosters, basketball, and track seasons in the next issue of Skyline!

Social Media

by Shannon McLoughlin

Social media is a huge part of everyday life. From Twitter to Instagram, there are so many means of communication. There are many assumptions about how different age groups think about social media. Many think that Generation X (age 38-53) hates social media, Generation Y (age 21-37) uses social media too often, and Generation Z (age 2-21) is addicted to social media. With a set of questions, I set out to determine what two people aged 40-50, one person aged 20-30, two people aged 13-18, and one person aged 6-10 really thought about social media. These are the questions I asked:

1. What do you define as social media (general and examples of applications)?
2. How long on average do you spend on social media in a day? What types?
3. What is your favorite social media application? Why?
4. At what age did you start using social media?
5. Have you ever put off responsibility to go on social media?
6. Have you ever seen anyone do anything harmful (texting and walking/driving, doing homework while on social media)? Have you ever done any of those things?
7. Have you ever portrayed yourself in a manner that is not one hundred percent accurate on social media?
8. Have you ever given a stranger access to your information on social media (having a public account, accepting a follow request from a stranger)?
9. Have you ever seen bullying, been bullied, or been a bully on social media?
10. What negative and positive effects have you experienced from social media?
11. Would you say social media is overall positive or negative personally? Generally?

The answers definitely did not fit the stereotypes. While the two people from Generation X only had two forms of social media (Pinterest and Facebook) for only one to two hours, both said they enjoyed Facebook because it was a way to catch up with old friends. The person from Generation Y was closer to her stereotype. She uses many social media platforms (Facebook, Instagram, Snapchat), and spends more time (three to four hours) on social media. She uses social media for communication and finding out news. Finally, the people from Generation Z definitely used the most different platforms (Facebook, Instagram, Snapchat, Twitter, WhatsApp) and spent the most time on social media (3-6 hours). Every person has seen something harmful being done while social media was being used (driving/walking/doing homework and texting). Personally, most of the people thought that social media was positive. However, all but two (one Generation Z person and one Generation Y person) believed that social media, for the world, was negative. They justified this by talking about cyberbullying, excluding people and posting, political fighting, and predators on social media. It seemed that the older people were more worried about predators and cyberbullying, while those from Generation Y and Z seemed more concerned with exclusion and fighting online. The youngest participant, 10, even said that online she does not think a stranger is someone you have never met, but rather a stranger is someone you have never talked to online or in person. This answer shows how social media has adapted our view of others, and how we are more prone to meeting new people (whether bad or good). Those who said it was overall positive for the world spoke about communication, awareness raised online for worthy causes, and how social media unites people from all over the world. It is up to the individual to decide if the benefits of social media outweigh the risks. What do you think about social media?

French Film Club Reviews

Avril and the Extraordinary World
by Jade Hill

The new French cinema club is drawing a lot of interest from students. The first movie presented wasn't all that bad. It was a fast-paced cartoon with elements of action movies, which is great combination in my opinion. The main character April was very adventurous and daring when it came to protecting her friends. The movie had many surprises and thrills from beginning to end. The plot was very interesting and different from regular American movies.

Rating: 3 out of 5 stars

Avril and the Extraordinary World
by Leisha Durena

In French club we watched the astonishing steampunk animation *April and the Extraordinary World*, directed by Christian Desmares and Franck Ekinci. Steampunk is characterized by a mix of science-fiction and history, with movies generally set in the age of steam-operated machinery. *April and the Extraordinary World* has been nominated for the Cesar Award for Best Animated Film for its stunning, dark visuals, inspired by the visual universe of *Tardi*. Despite the fact that it is action-packed, the movie conveys deep philosophical messages. The fate of April, bombarded with so many challenges, can move one to tears! I highly recommend the movie.

Persepolis
by Marilyn Lormil

For the last, we watched the movie/documentary *Persepolis*, which was directed by Marjane Satrapi and released in 2007. Using animation, Marjane tells the story of her growing up in Iran, before and after the Iranian Revolution and the effects the revolution had on her. From the age of nine, it is evident that Marjane is an outspoken child just like her grandmother who often gave Marjane advice and moral guidance. With this attitude, she was never afraid to stand up to people, especially authority figures regarding her rights as a woman. This struck fear into her parents who worried that one day she would be arrested and put to death for her resistance to the fundamentalist regime that took over Iran after the revolution. As a result, her parents made the hard decision to send her away to live in Europe. It was while living on her own, that she learned the most important life lesson, never forget or be ashamed of where you come from.

Although some scenes use harsh language, I enjoyed watching the movie. It gave me insight on a culture and group of people that are commonly misunderstood in western society today. The Iranian people have gone through a lot in the past years, this story really shows the strength it took to keep moving forward when it seemed as their condition couldn't be improved.

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*The Skyline Staff wishes you and
your family a very Merry Christmas
and a Happy New Year!*