

O'Campo pitches her tent at Atlantic

By **Luc Muthra**
Staff Writer

In August, ATL received a new head of school, Tara Dellegrotti-O'Campo, from Everglades Elementary, where she was founding principal.

She replaces Anthony Lockhart, who transferred to Lake Shore Middle School in Belle Glade.

O'Campo has worked as an educator for 18 years, all of which have been spent within the Palm Beach County School District. As soon as she completed college, O'Campo began her career.

Some students have called her a trend-setter and a great role model.

"I think she's a great addition to the school, because

I've been hearing about some of the great things she has been doing and planning to do for the school," said Ishrak Hoque, a senior.

Another senior, Madison Saldivar, also voiced her opinion on the new principal.

"I like the fact that she's always visible. I see her in the morning, at lunch and after school; and I like that because it makes the students get more accustomed to her and it makes us feel like she's involved with us," Saldivar said.

O'Campo is no "pushover." She earned an undergraduate degree in education in Pennsylvania and then a Master's degree at Nova Southeastern University here in South Florida.



Contributing photo by Emma Bedding

(continued on page 7) Tara O'Campo, principal, hands off the microphone at lunch.

Ceremony helps ATL remember 9/11



By **Khamisi Thorpe**
Staff Writer

Atlantic High School has conducted a ceremony to commemorate "9-11" every year since the new campus opened in 2005.

But the ceremony was different this year.

For one thing, the school's new principal, Tara Dellegrotti-O'Campo, served as a main speaker. For another, O'Campo shared her personal connection to the tragedy.

It made for a particularly emotional day.

During her speech, O'Campo recalled that she was an assistant principal at Woodlands Middle School in Lake Worth when she learned that the woman who would become her mother-in-law had to escape from the Twin Towers in New York City to save her life.

Her future husband's mother wasn't the only family member in Manhattan that fateful day. The man who would become her brother-in-law was one of the first responders on the scene, and was forced to set aside his strong feelings and emotions to rescue citizens at risk.

Those connections, O'Campo said, helped her appreciate the solemn memorial services all the more.

O'Campo took time during her speech to praise not only the police officers the firefighters present at the ceremony, but all first-responders who work together to make the community a better place.

As in past years, the ceremony this year was coordinated by the U.S. Army Junior Reserve Officers Training Corps



Staff photos by Kossi Adokou

JROTC students, top, and Criminal Justice students, bottom, take part in the ceremony to commemorate 9-11.

(JROTC), as well as the school's Criminal Justice Academy, a magnet-choice program co-sponsored by the Delray Beach Police Department.

Ironically, the centerpiece of the 30-minute program had no words. It was the moment of silence observed at precisely 9:11 a.m.

Nearly the entire student body participated in the service, with most teachers bringing their students out to the courtyard or breezeways between classroom buildings.

Are stereotypes still a problem here on campus?

By **Mariana Alianiello**
Staff Writer

Many students at Atlantic Community High School deal with stereotypes based on where they're from. Some of those stereotypes can be very offensive, even racist. Other stereotypes are simply based on traditions and cultures.

For example, Alex Giraldo, a senior, often has to deal with classmates who make assumptions based on where she's from: Peru.

"Everyone here just assumes I am Mexican because they think the only Spanish speaking country is Mexico," Giraldo said. "Students think we own llamas. They think I am Mexican just because I speak Spanish. They ask me if I eat tacos."

Students who call all Latinos "Mexican" is a stereotypical problem that some students face, because they assume that if someone speaks Spanish, the person must be from Mexico.

The issue is a particularly strong one at Atlantic because it is one of the most diverse campuses in the Palm Beach County School District.

There are students from 51 different countries speaking 43 different languages used, said David Youngman, an assistant principal at ATL and the coordinator of its International Baccalaureate (IB) World School, a college-preparatory program that is specifically aimed at encouraging diversity of representation and expression. This means every student at ATL is exposed to different cultures, so student learn that stereotypes are not true.

Meanwhile, several freshmen from Asian countries recalled the stereotypes students say to them about their countries.

Tina Luo, freshman, was not born in China, but her parents were, so she still inherits the same strong background as if she were from China.

"Students in ATL think I am so smart and good at math. They think I am a know it all. They also think that I eat cats and dogs."

She said that none of that was true and seemed annoyed by those stereotypes.

(continued on page 5)

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Letter from the Editor: Viewing change positively

By Derek Shavell

Editor-in-Chief

We are over a quarter of the way into the school year, and yet we are still being affected by change. The most obvious change involves the entire school. It would be difficult not to notice the fact that some familiar faces at Atlantic have left and we now have a new principal, Tara Dellegrotti-O'Campo, two new assistant principals, Kelly Hollander and Robert Slydell, and a multitude of new teachers. This could definitely have a positive impact on the atmosphere of the school, especially with what appears to be more of an emphasis of school events and pep rallies.

Another change is the fact that it is an entirely new year, with new tests, courses, and assignments; and for the seniors, this also means applications to colleges. This can definitely be frightening and stressful, but this change can also be seen positively. All of this means that there are new opportunities and experiences for people to have. There is new information that could be learned and new friends to make in and out of class.

Besides being somewhat stressful, change can allow people to challenge themselves and figure out how to live life outside of their "comfort zone." All of us have gone through change before and thrived, whether it was transitioning between homes, schools, or even jobs. This change can help us prepare for the next stage of our lives.

I know that change can be frightening from experience. A few months ago when I found out that I would be editor-in-chief, I was terrified of the change and the newfound responsibility. However, that terror later dissipated once I became comfortable with the shift to editor-in-chief, and now, I am glad that this change happened because it provided me with a new adventure and things to learn, a different staff to associate with, and a better appreciation for the arts.

Although we are only weeks away from thanksgiving break and many students have fallen into a comfortable routine for school, it is important to remember that the idea of change, as horrifying as it may be, is not for the worst. The success that people have can be determined by the way that they handle change.

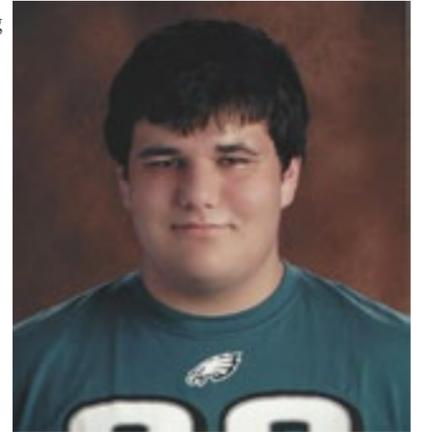


Photo courtesy of Nautilus/Yearbook

Is the content of children's cartoons inappropriate?

By Carrington Hanna

Staff Writer

Some critics argue that television shows that claim to be for kids are sending inappropriate, even offensive, messages.

A few critics even insist that certain shows are teaching children lessons that go against society's basic values.

One of the most popular, yet controversial, TV shows for children is *Spongebob Squarepants* on the Nickelodeon cable-TV channel.

The name of the town he lives in, "Bikini Bottom," may not throw up a red flag when first viewed. However, Spongebob's friend, Sandy Cheeks, has a name that implies getting said in your actual "bikini bottom."

Is the program still considered inappropriate if children won't notice or can't understand the images or words?

"TV shows nowadays are useless, and a complete waste of time, because they don't teach kids anything, as opposed to back then when we actually learned something," said Lawissha Cajuste, a junior.

Other cartoons may not be as explicit, but still can affect children's behavior.

For instance, *Caillou* on the Sprout channel depicts a child who is ungrateful for what his parents are able to provide for him and almost demands better items by getting upset or throwing tantrums.

An International Movie Database (imdb.com) user, "schultzelan6," thinks that *Caillou* is a "spoiled bratty child who likes to act like a baby." The user said "Caillou has one of the worst influences on children I have ever seen. They spoil him too much."

Another example is a childhood favorite of many: *Courage the Cowardly Dog*.

The minor characters that appear through each different episode are so deformed looking that they could strike fear into some children and could emotionally scar them.

Another aspect that is displayed on the show is animal abuse. Viewers often see different characters beating on Courage; and even the dog owner's husband, Eustace, constantly hits him for no appropriate reason.

Meanwhile, other TV shows like *Arthur* on PBS teach kids to open their imagination.

"I definitely do not have a problem or any concerns about letting my younger sibling watch it," Ruthnie Au-

guste, a junior, said of the show. "I watched it and it turned out fine, and I don't feel like it will have a negative impact on my sibling either."

While some shows on Nickelodeon or Comedy Central broadcast children's shows that some parents might find objectionable, other cable outlets such as The Disney Channel air programs that few people would criticize.



Photo illustration courtesy of Connor Dillon

According to popsugarmom.com, *Mickey Mouse Clubhouse* is a great show for "critical thinking, matching, math, creativity and teamwork."

Many students feel that children's TV shows nowadays are getting a bad name when many of them are positive, educational and influential.

Sheknows.com/entertainment says that *Ni Hao, Kailan* helps viewers develop "basic skills such as counting, spelling, and mathematics as well as learning a foreign language."

Some critics suggest that parents should view shows before letting their children watch them. Although, the content of the show may still be up for debate, depending on how parents react to the shows.

Everyone has different opinions of TV shows that are created for children. Some students think their classmates need to 'loosen up' about what children watch, while other students may argue that parents should be more cautious and careful about what their kids are watching.

Atlantic comes alive after dark

By Sabina Louis-Jean
Staff Writer

Many students might wonder what goes on at ATL after dark.

Custodians, of course, are working hard to keep the campus clean.

But instructors also are teaching adults.

Yes, when teen-agers leave campus after extra-curricular activities, night school is offered for older students trying to improve their skills in everything from conversational English to iPhone usage.

Meanwhile, the campus looks completely different. The courtyard is silent. Barely anybody is roaming around, unlike ATL students do throughout the day. Unlike “day” school, there are distractions at night. Everyone is focused.

During a recent weekday, in a classroom up on the second floor of Building 5, students were seated at tables, grouped according to their English fluency. They moved to the next table each time the teacher observed them improving.

On this day, there are 31 students in the class, all motivated and determined; and not just because they’re paying a fee to attend for the class, but also because they are also trying to achieve something that is important to them.

One of the students is Orgest Sahiti, who has living in South Florida for only about a year, having come from Kosovo, Albania, in September of 2014.

“I want to become proficient in English because I am an engineer, and I want to be able to

renew my masters,” Sahiti said. He said he feels as if Europe is better than the United States. But at the same time he is grateful that he is able to experience a different society and environment.

“The conversation (English) class I am in now is not that good,” Sahiti said, “because I feel like the class should focus on having an ongoing conversation with students, instead of just repeating words and letters.”

When he first attended the class, he was speaking at lower levels. But now that he is at a high level, he is thankful for what the class has taught him, and has committed to remaining dedicated.

Another example of a dedicated night school student is Aniko Grexa. Grexa, originally from Hungary, has been in the United States for one year. She has been enrolled at ATL’s night school since January 2014 and is at one of the highest levels.

“I love the classroom because it’s great,” Grexa said, “and the teacher is even better.”

This conversation class has helped her a lot because, last semester, the teacher she previously had was speaking too much Spanish. Grexa admitted she’s better at listening than writing.

But she’s so committed to learning that she rides a bike to class, and everywhere else she goes, including her job. It’s hard to manage work and school, she said. She said she usually ends up coming late to school because of the hours she works at her job.



Staff photos by Sabina Louis-Jean

Adult students, top, listen to a lecture. Other students, above, take an exam.

Managing school and work poses a challenge

By Rachel Cohen
Staff Writer

High school students know their lives involve dealing with many commitments simultaneously. Whether it be having tons of homework every single night, working multiple jobs, playing multiple sports, or dealing with all of these at once, the load of it all is overwhelming.

The students at Atlantic High have different ways of coping with this struggle.

“I work five nights a week so I try to do all my homework during school. Getting it done throughout the day stops me from having a problem of not finishing it at home,” said Allasandra Jacobucci, a senior. For her, it’s all about the time-management. “I usually do finish everything in school, because I take advantage of the time in class when we aren’t doing anything or when I already finished my classwork.”

Obligations can become quite difficult to manage. In fact, some students have actually had to eliminate their extracurricular activities.

“IB has taken over my life, so playing a sport or having a job would be far too difficult right now,” said Elise Hagenstad, a senior.

If students struggle with balancing school, work and sports, experts say not to be so hard on themselves. There are always strategies to overcome.

“If an assignment is scheduled on Monday I will

do it that night instead of waiting till Tuesday night to do it,” said Maddie Navilio, a senior. She has a system that works perfectly for her all the time. “I have work on Tuesday nights so it’s not realistic to wait an extra day to finish my homework when it needs to be turned in on Wednesday.”

However, some students just can’t seem to equalize the work load. They’ve had to find ways to change their schedules.

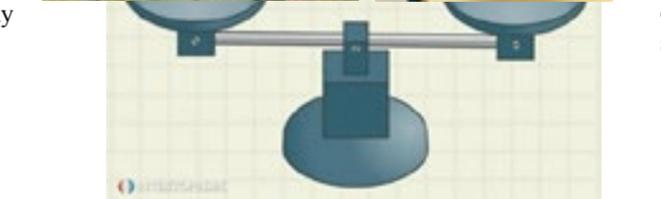
“I just tell my bosses that I can’t work during the week. I can only work on Saturday nights because I have practice every day of the week and games on Friday nights,” said Troy Sloan, a junior.

Homework doesn’t always have to be done at home. An ATL student has found a way to do her homework while she is working her shift.

“During a shift when it’s slow, I’ll have the people I work with quiz me on vocab for classes or help me study for a test. Also, my boss is completely supportive of me doing my homework at work,” said Tiffany Donahue, a senior

Some factors can make multiple tasks less challenging.

“It was tough having a job, playing a sport, and worrying about school. I would go to sleep very late every night. Life was very hard at the time, because I didn’t have a car,” says Jacob Willens, a junior. “But, in the end I managed to pull through, because the motivation in the back of my head pushed me to complete all three tasks every day, and now that I have a car I can get back and forth to work without a worry.”



Photo, left, courtesy of *photosbygene.net*. Staff photo, right, by Rachel Cohen. Photo illustration, bottom, courtesy of *investopedia.com*

Balancing school and other activities is difficult for many. Troy Sloan, left, works hard at both football and school. Elise Hagenstad, right, reads her textbook in class.

Inspiration on campus comes from teachers and students

By Stephanie Liberus
Staff Writer

In class, instructors usually do the teaching, and students usually do the learning. But they also can inspire each other and share “teachable” moments with each other.

It’s often like that for Max Diulus, who teaches 11th-grade English.

“Maybe they’re not life-changing moments,” Diulus said. “But every year there’s a handful of students” who have an effect on him.

At the beginning of a new school year, Diulus always tells his students, “Yes, you’re going to see something in a new way... like in the material that I will be teaching.”

And in the other students who attend the class with you, Diulus added.

One of Diulus’s former students, Migeliene Toussaint, now a senior, calls him a “blunt” teacher. But she likes that quality about him. “Considering the fact that he is blunt, you can be sure he won’t lie to you,” she said. “He won’t sugar-coat anything.”

Diulus is just one of several teachers who have made an impact on her, Toussaint said. Another example: Yvonne Chappell, her 10th-grade English teacher.

“I would always laugh” in her class, Toussaint said.

In contrast to making students laugh, culinary arts instructor Gloria Bluefer makes her students believe in themselves, said Angie Tellez, a freshman.

“Even though I haven’t been here long, Mrs. Bluefer left an impact on me by (continuing to teach despite) her husband passing away,” Tellez said. “This shows me that if she can get through tough times like that, I can get through tough times in life, too.”

Students, of course, can even inspire each other.

Gemima Casseus, a senior, said her best friends, including Jessica Dormil, also a senior, help get her through the day.

“Jessica has been a great friend,” Casseus said. “She has inspired me and has been there for me when I was down.”

Casseus said the same is true for her other two friends, Anita Jean-Baptiste and Raynesha Hill, both seniors.

“I can honestly say they are the most amazing people in my life,” Casseus said. “We have experience hard times, but the memories in the end are something we will always cherish. I know we will continue to create more of them throughout our life together as best friends.”

DIVERSITY

Foreign exchange student finds a future at Atlantic

By **Bela Aqidah**
Staff Writer

Abdulaziz Malek, 18, a senior and a Yemeni exchange student, is staying here at Atlantic for another year due to the unstable political situation in his home country.

The United Nations Children's Emergency Fund (UNICEF) has identified 18 areas of conflict in Yemen, including Aden, Malek's hometown.

The conflict started when the president of Yemen, Abed Rabbo Mansour Hadi, announced that Yemen would become a federation of six regions, and Houthi. A group of Houthi residents loyal to the former president of Yemen rebelled and rejected the plan in 2014. Since the conflict started, UNICEF has counted more than 1,900 civilians dead and 4,000 others injured, while 537,000 children under five years old have suffered severe malnutrition, with eight children being killed or maimed every day.

"My family [is] alive, but they are not healthy," said Malek.

He does not know when he will return to Yemen. "I don't want to go home because my country is being destroyed," Malek said. "I do miss my family but I care about my future more."

Malek stays with a host family now. (A host family is an American family that volunteers to have an exchange student stay in their house for some period of time.)

"I'm enjoying his company. He's a wonderful person, he loves this country, and he would be a good friend to anyone" said Carol Earnest, Malek's host mother.

Malek said he likes being an exchange student, and is thankful for the chance he got to stay here in the United States.

"It is awesome being an exchange student and it is cool because it is safe," said Malek. "I love my country, but now there are no buildings, no schools, no hospitals, no water, no foods, and no electricity there."

His friends and host family understand the struggle he is going through.

"I don't want anybody to go on [in] his situation, I'd be messed up and not able to get proper grades if I was in his position" said Sheren Shariff, 15, a junior and a foreign exchange student from India.

Even his teachers have commended him on the way he has handled the situation.

"It's awful, I mean he came here just to finish the school year with the understanding that he would go back to Yemen. I can't imagine going to bed every night thinking about whether my family is safe or not. It is tragic. But on the other side, I'm happy to see that he likes it here and his English is getting better than before. It is an opportunity for him if he wants to live here, maybe" said Max Diulus, his English teacher.

"He probably did not enjoy his first year much, he gets some more time to enjoy this country and everything if that helps him" said

Anas Ahmed, 18, a senior, is a good friend of Malek's and knows what he's going through.

"He probably did not enjoy his first year much," Ahmed said. "He gets some more time to enjoy this country and everything."

Shariff, the fellow exchange student, agreed. "He's good," Shariff said. "In his situation, nobody can be like him. He speaks politely to everybody."

Even though Malek has not seen his family for a year now, he still manages to smile.

"Not that I know of, he never gets homesick. He calls his family in Yemen as often as he can, but his family there doesn't always have electricity so whenever they have it, they'll call him. It is like once in two or three weeks" said Earnest, his host-mom.

Malek said he's not strong by himself. "My host family and friends support me, and that's it," Malek said.

Malek also has an exchange-student group to support him too.

"When someone lives for a whole year in your house, he becomes a family to you," Earnest said.

People around Malek said they hope for the best for him.

"I hope it gets better over there. (Meantime), I hope people here are being friendly and tolerant, and I hope he feels welcomed," Diulus said.

Malek tries to think good thoughts about the future of his home country, his family, and himself. "I hope that my country and my family are safe and I hope to complete my education. I want to be a civil engineer or electrician in the future" he said.



Abdulaziz Malek enjoys lunch and talking to his friends at ATL.
Staff photo by Eliz Profiri

Club Rush on campus defines school's sense of inclusiveness

Staff reports

In front of the entrance to Building 2 /Guidance Office, junior Sabrina Ochoa was handing out tiny boxes of mini-crayons to anyone who signed up for Literary Club.

Meanwhile, senior Allie Carpenter was encouraging her classmates to sign up for a relatively new club called We The People, which represents the diverse interests of lesbian, gay, bisexual and transgender students.

And in the middle of the courtyard, the Robotics Club was demonstrating what it does at regular meetings by setting off bottle rockets. (Under adult supervision, of course!)

The opening day of school may have been Aug. 17, but the real start of campus activities began in September with Club Rush, one of the first activities of the new school year sponsored by SGA (Student Government Association).

It is one of the activities that sets the tone for SGA and defines the school's diversity of students, interests and activities, SGA organizers said.

"Everybody put in a lot of work to make it run

smoothly," said SGA adviser/sponsor Will Durgin, who also teaches history and coaches wrestling. "I'm glad everyone was able to enjoy it."

This year's Club Rush was bigger than last year's. In fact, Durgin said this year's event garnered more interest than in past years.

"Way more," he said, "with enough interest for a possible second" rush during the second semester.

School administrators made it a point to show their appreciation to club advisers and student leaders not only for participating in Club Rush, but also for sponsoring activities throughout the year.

"Thank you all for sponsoring clubs," Assistant Principal Mary Powers, who supervises school facilities after regular classes, said in an e-mail after the event. "Your dedication is greatly appreciated."

Principal Tara O'Campo agreed, declaring the event a success, and adding, "Yes, kudos to all of you."

For more information about clubs, contact school Activities Director Kevin Logan. He can usually be found right outside the auditorium during all three lunches.



A diverse group of students gather together in the library, including Saba Yasin, left, Vi Harley Michel, Jaelyn Charles, Rebecca LaFortune, and Fircade Francois, all juniors.



Students see what the robotics club has to offer at Club Rush.
Staff photo by Eliz Profiri

DEFINES ATL



Bela Aqidah enjoys learning new things in class.
Staff photo by Kossi Adokou

FIRST PERSON Traveling to a new country

By **Bela Aqidah**
Staff Writer

My name is Bela Citra Aqidah and I'm a 16 year old senior. I know, that's kind of young, but I'll be 17 right after Christmas! I'm an exchange student from Indonesia, a country in Southeast Asia.

I was selected to join this exchange program by American Field Service (AFS) Intercultural Learning. They hold a very long and complicated selection in my country every year. After that, they sent me here through a scholarship program sponsored by the United States Department of State called Kennedy-Lugar Exchange and Study (KL-YES). Finally, I got placed by Program Academic Exchange and now I live with an American host family that volunteered to have me stay with them for the whole school year. That is basically how I got here.

Did I choose to be in Florida? No. Well, when I first noticed that I got placed in Florida, I thought it would be really awesome because I love the beaches. Then, I got here, and people here said, "Nah, it's just Flori-duh." That drained my excitement a little bit, but since cold bothers me more than heat, I still think it is good for me to be placed here.

I am a Muslim woman, so I wear this thing to cover my head which is called a hijab. It is basically just a normal scarf. I know that it is unusual here, but I also know that there are three other students here who wear hijabs.

I expected to get questions about it since before my departure, but I have never thought the questions would be really weird.

There are a lot of other questions people ask me, and among all of them, I frequently get the question "Why do you wear that (hijab)?" I wear this because it is part of my religion; it's like an identity that I am a Muslim woman. I also use it to protect myself, just like how a rose protects itself with thorns.

"What do you know about Indonesia?" When I ask that, people would always say, "It is a bunch of islands." It is true. Indonesia has 17,508 islands and some of them are not populated.

After I say that, I usually get questions such as: "Do you have television in Indonesia?" "Do you live near a river?" "Do you go to school on elephant?"

That was us a very long time ago. Yes, we have televisions, smartphones, computers, cars, and technology.

No, I don't live near a river. There is a river in my town, but I live far away from that. No, we do not go to school on elephants. We go to school by school bus, car, motorcycle, bike, or walking. The word island does make it sound like we are primitive. But, seriously, we are not.

"Does everyone in Indonesia wear hijab?" No, we are not 100 percent Muslim. We have people of Islamic, Christian, Hindu, Buddhist, and Khonghucu faiths. We also have 746 traditional languages because we have 1,128 ethnicities. Luckily, we do have one national language that unites us: Bahasa Indonesia.

We eat rice three times a day, but it is not boring because we always have different foods to go with it. We have many traditional foods, and each region has its own. Our foods tend to be spicy and either sweet or hot, depending on the region. People in my region like spicy food. For example, we have balado, a mix of chili, chicken or fish, and diced potato or egg. The color is red and it is spicy and tasty.

American food is weird to me. In my country, we don't put peanut butter and jelly together. When I first saw my host dad make a peanut butter and jelly sandwich, I was grossed out, but I ended up being curious, so I tried it. It's surprisingly good, but it is still weird to me.

Before I came here I always imagined that life in America would be the life of rich people. I thought everyone would live in mansions or castles and drive luxury cars everywhere. I've heard the stereotype that Americans are so rich that they became very lazy. Then, I got here and saw the reality.

It turns out not all Americans are that rich, and I think Americans are not lazy. In Indonesia, students only focus on school and clubs, almost none of us work while we are still in high school. Here, I see a lot of students who work on weekends or after school. I am impressed.

However, I cannot deny that the stereotype about American high school is true. I heard about how easy American high schools are compared to high school in my country, and it is true.

In my country, we separate high school students into three majors: science, social, and language. I'm in the science major, and that means I have to study all three sciences: biology, physics, and chemistry. I also have to study ten other subjects. That makes 13 subjects in a year and that gives us tons of homework.

We go to school from seven in the morning to four in the afternoon, six days a week, and we have no summer break. We do have a few days off in the middle of the semester and a break between the semesters, but we only have two or three weeks for break. Maybe American high school is not easy, but because high school in my country is so hard, American high school feels easy to me.

Indonesia and America are two different countries on completely different sides of the world, but that does not mean one country is better than the other one. As long as we respect each other, diversity makes the world a beautiful place.



Victoria Blake, Melissa Etienne, Stephane Noel, Shamiah Jean-Baptiste, Matthew Orlandi,
Contributing photo above by Andrea Olmos.

Are stereotypes still a problem on campus?

(continued from page 1)

Another freshman, Adrina Shahrin, from Bangladesh, recalled "My friends in school always say that I am Indian, or just make the assumption; they make terrorist jokes to me."

Freshmen who are stereotyped react negatively because they let the insults bother them.

In some cases, the stereotypes are not ethnically based, but culturally based. As a member of a Jewish family, Sofia Zoberman, a junior, said that she also experiences stereotypes.

"People think we always eat bagels. They assume we are ugly and orthodox. They think Jewish girls in Boca are Jewish American Princesses. They think Jewish moms are overprotective," Zoberman said.

According to www.brown-face.com, people use stereotypes as a shorter, quicker way of labeling and, thus, understanding people. People today are more sensitive to issues of culture and gender than they once were. Yet the idea of common misconceptions about groups of people continues even in the 21st century.



Cameron Pfeifer, junior, signs up for Math Club.
Staff photo by Eliz Profiri

Ride Along takes viewers on hilarious trip; *Scorch Trials* heats up *Maze Runner* series

By Carrington Hanna and Lavontae Wright
Staff Writers

Ride Along

Ride Along is a fantastic movie: Hilarious! It's packed with action and comedy.

Kevin Hart has to be one of the funniest comedians today, and does a great job in his starring role as Ben Barber.

"My favorite movie is *Ride Along*," said Trevon Robinson, a junior. "I like this movie because my favorite comedian, Kevin Hart, is in it."

Among the actor's memorable lines, "Some people may hate you for being different and not living by society's standards," Hart says. "But deep down, they wish they had the courage to do the same."

How 'bout that? A movie with a message!

Audiences loved it. The movie made upwards of \$25 million in its opening weekend, and so far has cleared almost twice that much: \$48,626,380.

Apparently, that's plenty good enough. The actors are coming out with a sequel soon.

--Lavontae Wright

Maze Runner: Scorch Trials

First there was *The Scorch Trials*, the second book in the *Maze Runner* series by James Dashner. Now there is a movie based on the book. This science fiction entry stars Dylan O'Brien as the main character Thomas, Kaya Scodelario as Teresa, Jacob Lofland as Aris and Thomas Brodie Sangster as Newt. Wes Ball, as director, helps the actors play the roles of teens placed into groups in the dystopian society of a post-apocalyptic world.

If the names of the actors sound familiar, they are the same ones who originated these characters in the first movie, called *The Maze Runner*.

In order to understand what is happening in this second film, you must first watch the movie it succeeds, *Maze Runner*, because the past events that happen in the movie will give you a better understanding of why the characters are doing what they are doing in *Maze Runner: Scorch Trials*.

Thomas, who is a glade runner, helped build the maze, and has the ability to speak telepathically to Teresa and Aris. He and the other 'Gladers' soon begin to understand their obscure tattoos. Thomas' tattoo is at the back of his neck and says, "To be killed by Group B." Thomas who is hurt and scared, now has to become the leader and accept Teresa's betrayal. Most importantly, he has to find a way to survive and make it through the "Scorch."

Ball has also directed other films, including *Ruin* and *A Work in Progress*.

O'Brien starred in the hit MTV series *Teen Wolf* as Stiles Stilinski, as well as Stuart in the movie *The Internship* and Caleb Holloway in the upcoming film *Deep-water Horizon*.

Sangster, meanwhile, plays John Tracey in the series *Thunderbirds Are Go*. He also stars in the HBO hit series, *Game of Thrones* as Jojen Reed. Scodelario played Peshet in *Clash of the Titans* and Kelly in *Tiger House*. Lofland plays Kendal Crowe in *Justfield* and will portray Josh in the upcoming film *North*.

Scorch Trials is highly recommended. It has an excellent plot, and is also exciting and suspenseful throughout the entire film. The actors portraying the book characters are believable in the roles they are cast. Also, the suspenseful soundtrack blends well with the movie's scenes.

The flow from the first movie to the second installment creates a great transition because the director generates the same vision for the entire series.

--Carrington Hanna

Madea's Family Reunion

Madea's Family Reunion is yet another great entry in the series that comedian Tyler Perry both directs and stars in.

The movie is a combination of funny, sad, moving, dramatic and romantic. A pretty mean feat in only 107 minutes!

Along with a good plot, the soundtrack aligned perfectly with the acting, and the acting is marvelous!

"*Madea Family Reunion* is my favorite movie," said Eunice Medeus, a senior, "because I love the moral of the story."

The moral? "It doesn't matter where you came from. It matters where you're going."

It is said to be one of the best quotes in the movie because it actually hits you when you understand it. It's telling you that no matter your background, you still can better yourself, and change your path in your life.

In interviews when the movie was released, Perry said that it was his intent to present an emotional journey, with a positive ending.

"Everyone can relate to love, hurt, pain and learning how to forgive, needing to get over (someone or something) and needing the power of God in their life," Perry said.

The audience certainly responded to the message. The movie made more than \$6 million at its opening, with a current total of slightly more than \$30 million.

--Lavontae Wright

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Two new assistant principals join ATL's administration

By Aliyah Henry
Staff Writer

Along with a new principal, Atlantic High School also has two new assistant principals: Kelly Hollander and Robert Slydell.

They replace two assistant principals – Ruthe Francis and Earlean Golphin – who followed the previous principal, Anthony Lockhart, to Lake Shore Middle School in Belle Glade.

Hollander and Slydell join ATL's current assistant principals: Dr. Kia Allen, Allison Castellano, Marc Dixon, Jean-Claude Rodney and David Youngman.

Hollander is currently serving as the 12th-grade assistant principal, while Slydell is currently serving as the 9th-grade assistant principal.

Before beginning her position at ATL, Hollander worked as an assistant principal at Palm Springs Middle School for eight years – as a math coach and as an assistant principal.

She described herself as well-rounded in many occupations and skills, as well as family-oriented (She has a three-year-old son.)

Hollander praised ATL for its diversity in its student body and class offerings.

"Atlantic has amazing staff, and great programs," said Hollander, who was raised in Philadelphia.

Her advice to students: Hard work pays off. If you put your mind to something, anything is possible.

Previous to his position at ATL, Slydell worked at Roosevelt Middle School in West



Staff photo by Casey Hopkins
Robert Slydell talks with a teacher during lunch.

Palm Beach for four years – two years as an assistant principal and two years as a learning-team facilitator.

Slydell said he looks forward to working with the new principal, as well as the student body and faculty, to ensure the success of upcoming events.

O'Campo pitches tent at ATL

(continued from page 1)

She is now working on her dissertation at Nova University for a doctorate degree.

O'Campo has also worked in all three levels of public education. She taught first grade, then transitioned to middle school and taught all grades. At the administrative level, she has worked as assistant principal at Woodlands Middle School, and assistant principal at Palm Beach Gardens High School. Most recently, she served as founding principal of Everglades Elementary in West Palm Beach.

Education has been such a strong passion for O'Campo that she jumped right into teaching and the education system. It was just something that made her happy.

"I have a passion for working in a high school. When I was a student in high school, I loved the energy. I get it. Being a high school principal has always been my career goal," she said, "and now I've met that goal."

When asked about her strengths as a principal, she said, "One of my strengths is building relationships with students, parents, staff, our business partners and the city. I'm a people person. I'm excited to build lasting relationships to make Atlantic the best it can be for our 2,272 students."

She also described her plan for this school.

"It's important to look at the total child and offer students options that support their needs. I'd like to provide scholarship opportunities to help our students move on to college. That's huge. And we'll continue growing our high academic standards and 90 percent graduation rate."

When asked about what she most found rewarding about her job, O'Campo talked about the students.

"Students come in as teen-agers and leave as young adults. You see them mature and grow academically, behaviorally and socially," she said. "Nothing is more rewarding than watching a child walk across the stage and graduate, knowing you helped impact that child."

Students can wield their literacy in the Battle of the Books

Staff reports

You've been to a battle of the bands, where musical groups challenge each other to play-and-sing contests?

Now comes "Battle of the Books," a new school-districtwide reading effort in which high school students form teams to compete in reading-trivia contests.

The purpose? "To promote pleasure reading and school participation," said Rebecca Radic, Atlantic's media specialist.

Students can form teams of two to five members

each, and should try to "cover" all 15 titles. Teams are being formed now, but must be finalized by Dec. 11. The reading already has begun, with practice continuing through December.

"Students can form their own teams or be placed by me. We already have one complete team, and two half-teams," Radic said. "First round of the competition is 20 minutes (of) rapid-fire trivia, (during which you) answer as many (questions) correctly as you can."

The first round of the battle will be conducted Jan. 7-22 in Atlantic's media center. The "Grand Battle" is

Feb. 5, with the two best teams in the county competing at The Education Network studios in Boynton Beach.

The team to beat is last year's big winner: Dreyfoos School of the Arts in West Palm Beach.

For more information, contact the event's sponsoring organization, the Florida Association for Media in Education, by logging onto its website: http://c.ymcdn.com/sites/www.floridamedia.org/resource/resmgr/FTR/FTR_2015-2016_Titles.pdf

Dress code reaches "code red" on U.S. campuses

By Aurie Hill and Daekwon Francois
Staff Writers

If you haven't noticed that high school dress codes have been a major item in national news stories this year, you haven't been paying attention.

The issue is being debated from Minnesota, where administrators at Wayzata High School in Plymouth are restricting boys from wearing overalls because of their association with an unofficial club that has been disrupting pep rallies and football games, all the way down to South Carolina, where administrators at Nation Ford High School in Fort Mill are being criticized for warning girls, but not boys, to dress appropriately for the homecoming dance.

Meanwhile, over in Idaho, the Post Falls school district is now requiring high school cheerleaders to wear leggings or sweatpants under their skirts, calling the traditional uniforms too revealing and suggestive.

Closer to home, this is the first year of a new dress code at Boynton Beach High School, which requires that students wear uniforms of polo shirts and khaki pants.

This is not a good trend, according to students at Atlantic High.

"I think our dress code (here) is great," sophomore Endrickson Boucher said, adding his hope that "we don't change to uniforms like Boynton High."

Fellow sophomore Jacques Green agreed, even going one step further.

"I feel that our school dress code is perfect," Green said. "If this school were to have uniforms, then a lot of students would leave."

But even ATL's current dress code is too restrictive, other students say.

"In my opinion, the dress code is ridiculous," said Tiara Heal, another sophomore. "I can't comprehend why shoulders can't be shown. How is that disrespecting any-

one?"

Ironically, a student at Woodford County High School in Kentucky was disciplined earlier this year for exactly that: wearing a thin, long-sleeved sweater that revealed her collarbone.

"I think the dress is overrated," Jasmine Nelson, junior, said, "because what do my back and shoulders have to with (my) learning?"

Nelson also weighed in on the idea of girls being allowed to wear short-shorts. "I should be able to wear shorts," she said.

Especially because of the typically humid sticky South Florida weather, said Cara Frumenti, a senior. "It's a hot, tropical climate," Frumenti said. "I feel like I should (be able to) wear shorts."

Meanwhile, during a recent meeting of teachers and administrators, the issue of students wearing potentially inappropriate, even offensive, images was debated.

More specifically: Should students be allowed to wear clothes that depict the Confederate flag, considered by many as a racist symbol because it recalls the Civil War and slavery.

ATL's current dress code actually prohibits the depiction of any kind of flag on students' clothes, said Assistant Principal Kia Allen.

Amy Maitre, a senior, suggested that such rules not only are understandable, but also are necessary. "I like our current dress code," she said. "With a few restrictions that are reasonable, we are able to wear what we want."

And that's really the bottom line, said Zackiary Ceci, a freshman.

"I like the dress code because I can wear what I want," Ceci said. "I feel like I am free to choose what I want to wear to school."

Boys' and Girls' Golf team take a swing toward success

By Bryce Conley
Contributing Writer

The ATL golf team has just finished their recent season, and both the boys and girls teams have made great strides

"We have come a long way since my freshman year [2012], we went from an inexperienced team to one that has made it to regionals two years in a row. We may have lost two of our top players after last year but we still fought hard to make it into regionals," said Caroline Deyoe, captain of the girls' team.

This trend of improvement is not only limited to the girls' team; the boys' team has shown great promise and depth in many players.

"The team improved greatly over the season, we were actually able to break our combined record of best com-

combined score in several matches," said Devin Beck, senior.

This growth has not been in vain, as both the boys and girls teams finished with solid records. The boys' team finished 3-4, and the girls finished 6-8.

"We went 0-14 my first two years (2012-2013), and we've gone 6-14 the past two years. We finally had 4 people shooting bogey golf or better, which is around 45 or better and this led to wins, said Charles "CJ" Fisher, a senior and captain of the boys' team.

The girls also have shown an incredible ability to win games over the past two years, as they were undefeated last year and made it to regional competition this year. Several factors contributed to the success of both teams.

"[Our success] was all thanks to practice and just going out there with a positive mindset," said Beck

"The girls on the team practiced a lot over the summer and during the off season," said Deyoe, a senior.

Going forward, the teams seek to keep this recent success in motion, though this may prove difficult as many seniors are graduating.

"Unfortunately, after this year we'll be losing more than half the team. But in the years to come I feel that the team will grow better under coach's leadership," said Beck.

Either way, this season proved to be both successful and enjoyable for all involved.

"My favorite moment was honestly when (sophomore) Blake Fertel, our number two, and I both birdied hole number 5 in our last match. We were both playing well and it was exciting to both have a great hole," said Fisher.

"I am extremely proud of our team, said Deyoe. "I am glad to say I was captain for three years and made it to regionals.

NRA grant makes JROTC Rifle Team more competitive

Staff Reports

The Rifle Team of the U.S. Army Junior Reserve Officer Training Corps at Atlantic High School has the potential to be better trained and more competitive, thanks to a grant it recently received.

The grant came from the National Rifle Association, a Fairfax, Va.-based organization that advocates gun ownership, safety and training.

As a member of the Rifle Team all four years of high school, senior Alex Castro couldn't be happier about the grant, and its potential to improve the team.

"We were trying for the grant for a long time," said Castro, who holds the rank of cadet commander for the Rifle Team. To be considered for the grant, "You have to apply, show your credentials" and justify the money.

The process to gain the grant began back in August 2014, said U.S. Army Sgt. James Peavey, a JROTC instructor and a coordinator of the Rifle Team.

The NRA "was very generous to us by awarding our cadets (this grant)," Peavey said. "This allowed us to purchase much-needed marksmanship equipment for the program."

Already, the JROTC has used the money to buy shooters, gloves, mats and safety

glasses, JROTC members said.

Along with Castro, the team members are Wayne Ballard, a junior; Ryan Barrett, a freshman; Chase Christensen, a junior; Ryan Hunter, a junior; Jayvan Jean, a senior; Rebecca Jones, a freshman; Radolph Macaluso, a sophomore; Alex Pfeifer, a freshman; Marquice Pinder, a freshman; Evan Reed, a freshman; and Shane Wooley, a freshman.

The entire Rifle Team will be truly tested during second semester, when more contests are scheduled, Castro said. That's all the more reason to be thankful for the grant, and the equipment that the team purchased with the money, he said.

"This helps us maintain our high standards," Castro said, "and puts us in a position where we can be more competitive – and succeed."

Meanwhile, the JROTC is predicting that the new equipment will prompt more cadets to sign up for the Rifle Team.

While growth is good, that's not the main point.

"The ultimate goal is for our cadets to have fun (with) no safety violations," the officials said in a prepared statement, as well as "to educate other students, parents and guardians on firearm safety, the discipline required in marksmanship competition, and the dedication needed for competitive shooting."



Chase Christensen helps a classmate steady his aim.

Photo provided by JROTC.

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