The start of 2022 marks the two-year anniversary of the COVID-19 pandemic. Throughout these past two years, a lot has changed at York. Now that we are slowly getting back to normalcy, basketball is finally back. However, this doesn’t mean that the pandemic is over, as there have been many new COVID-19 policies that have been implemented in the Independent School Athletic League (ISAL) to ensure COVID-19 safety.

Due to basketball being a high intensity and close contact sport, certain rules had to be changed. In addition to wearing masks, which is required in any sport, basketball players within the league must be vaccinated in order to practice and play in games. (However, when it comes to finals and state tournaments, there are different rules. Schools can opt-in to play unvaccinated teams or there may be different divisions for unvaccinated players and vaccinated players.) Meanwhile, spectators are only allowed in the York gym if they are vaccinated and from York (like a York parent, student, or faculty member).

However, that’s not the whole story. As York Prep’s athletic director Paul Curran explains, “If someone on the team gets COVID-19, everyone has to get tested. If someone on the opposing team gets COVID-19, we have to find the closest contact to the opposing player and that player would have to go get a negative test.”

Furthermore, basketball involves a lot of running and jumping, and masks may result in players overheating quickly. To address this issue, he states that “there’s going to be a lot of pressure on coaches to give more mask breaks during games.”

Although most students have grown accustomed to wearing masks, jumping and running can cause masks to shift out of place and interrupt gameplay. As Middle School basketball Coach Jonathan Rosado-Gonzalez explains, “The mask does tend to ride up on the face while playing basketball, which causes issues when it comes into contact with the eyes. Because both hands are especially active in basketball, needing to adjust a mask during a game can prove challenging, especially for my middle school team just getting started in organized basketball.”

Players report yet another problem with mask-wearing. Team leader of the Varsity Girls Basketball team, 12th grader, Alanna Preudhomme-Slaughter, points out, “Communication-wise, you can’t read lips anymore since you can’t see anyone’s face, and communication is very important in basketball.” This is understandable because in a game setting, you want to make a game plan with your team to catch the opposing team off guard. This wouldn’t work if the opposing team can hear that game plan out loud.

However, throughout the frustration with masks, there is hope. Ron Kullashi, a freshman on the Varsity Boys Basketball team, says, “As more people get vaccinated, I can see a future where the mask policies will change.”

COVID-19 has definitely impacted some sports negatively over these past two years. For example, it caused the lack of interest which resulted in an insufficient number of players for the middle school soccer team. However, according to Preudhomme-Slaughter, “there are a lot more players than usual for girls’ varsity basketball.” And according to Mr. Rosado-Gonzalez, “10 students have shown up to practices” for the Middle School boys’ team. Especially coming out of this ongoing pandemic, that’s an amazing sight.

Even though there has been a year of missed practices, York athletes are very motivated to get back in the game. Kullashi adds, “Everybody on the team is very cooperative and nice. Our team really resembles a winning culture.” Both coaches and students are dedicated to making this a great basketball season here at York.

**Emily Singh, 10th Grade
Photo Credit: Sam Cohen**
THE NEW WORLD OF COLLEGE GUIDANCE

“York Prep seniors always get into amazing schools!” said Ms. Janet Rooney, head of college guidance, but added that, “2020–21 was probably the best college acceptance ever.” The overwhelming majority of students got into their first-choice college.

Ms. Rooney and Mr. David Leventhal are the ones who guide juniors and seniors through the process of applying to college. Ms. Rooney has worked in college guidance for 19 years, and Mr. Leventhal has worked with her for four years.

The purpose of the college application process is to assist students in gaining independence in making important life decisions. Every senior has different emotions towards the college process. Jared Orlov, a senior, is fairly calm. “Once you have done the common app for one college you have done it for all of them,” he says.

However, applying to college during a global pandemic has been challenging in some ways. Towards the second semester of your junior year, you normally begin touring the colleges you are interested in and then apply. However, schools were not able to do tours because of the ongoing Covid-19 pandemic. A lot of colleges had online tours and seminars about courses they offer. As a result, York gave the juniors and also seniors useful materials to continue with the college process. In addition to the online tours, they were given questionnaires, “nag” letters, a lot of forms, an essay workshop packet, and interviewing tips.

York Prep had a great college acceptances list last year. Many seniors got into top colleges. One reason students did well was because so many colleges went test optional on standardized tests. All the schools York students applied to except Florida State University decided not to require the SAT or ACT college entrance exams through 2023. Instead of those exams, the universities wanted a variety of holistic assessments of the candidate, Ms. Rooney says. That is, the colleges not only looked at grades but also extracurriculars and supplemental essays (as well as test scores voluntarily supplied). “Our seniors did not need to stress out about cramming in test prep, Ms. Rooney says. After 2023, it will be interesting to see which schools still require the ACT or SAT, says the college guidance counselors.

Another plus for students was that they applied to smaller colleges, which were not as competitive as the larger ones during Covid-19. The larger top schools were hard to get into but more kids got into smaller top schools.

One difference between this past admissions season and earlier ones, Ms. Rooney observed, was that parents became more involved than ever in helping their kids through the college process. “We treat each student as if they were a client, and we prefer parents to communicate with their children,” Ms. Rooney says. So parents worked more closely with their children than ever before.

Ms. Rooney and Mr. Leventhal work together to help the students get into college and start the next chapter of their lives. York Prep would not have the college guidance program it does now if it was not for these college guidance counselor heroes.

*Photo Credit: William van der Rhoer*
Sneaker Culture in the Halls of York Prep

Sneaker culture has been at the forefront of American fashion since the 90s, but since the turn of the century, it has become a focus of teenage life. Young people are buying the latest sneakers to boost their fashion status. Whether shopping in stores or online, they are craving the newest and freshest sneakers that brands can produce.

According to Piper Jaffray’s “Taking Stock with Teens Survey” in the spring of 2019, 53% percent of teens consider themselves as “sneakerheads.” If you don’t know what a sneakerhead is, it’s someone who is obsessed with everything that has to do with sneakers. Whether it’s talking about them, buying them, selling them, or collecting them, sneakerheads are self-proclaimed experts of the trade.

York Prep is home to its own collection of sneakerheads. Since our school has a dress code, there aren’t a lot of ways that students can express themselves through fashion. That is, except for sneakers. Some students walk the halls with their latest Air Jordan shoes, while others wear budget gems from brands like Adidas and Vans.

Just as students at York Prep wear different types of sneakers, they also have different opinions about sneakers. The Paw asked three students from different grades about their opinions on sneakers. The first student, 6th grader Alec Bernstein, sometimes buys and resells sneakers. “It’s our generation’s business,” he says. “Since we are young, we aren’t allowed to open a business for ourselves. But, with sneakers, we can buy them and then resell them or trade them to other sneakerheads like me. It’s like the stock market, but you actually get to own things.”

Although people might like sneakers with modern styles, others like sneakers that can last a lifetime. Bernard Silver, a junior, believes that his choice of durable sneakers is better than flashy and trendy sneakers. “I don’t need to brag about my shoes and stand out,” he says. “The purpose of the shoe is to make you feel comfortable; it’s not a status symbol. I used to wear shoes that looked good back in the day, but they never were comfortable. They aren’t a pain to take on and off as well.” Trevor Kim, a senior, agrees: “Flashy sneakers are mainly for looks and durable sneakers are actually supposed to be made for comfort and reliability.”

Although middle school and high school students all agree on their love for sneakers, there are some differing opinions within the community. Some students love the obsessiveness of appreciating the new sneakers and their styles while others believe that durable sneakers are the way to go for the best value. One thing’s for certain: This generation of young people is keeping sneakers alive and because of that, the sneaker industry won’t go away anytime soon.

***Rome Kadi, 11th Grade
Photo Credit: William van der Rhoer
CULTURE

INTEREST, IDENTITY, AND INCLUSION; FINDING YOUR PLACE AT YORK PREP

The new Black Students Association, ONXY, from left to right: Brooke Thomas, Jayden Sample, Arielle Charles, Tsian Brown, Saige Moodie, Meagan Scott, Olivia Terrell, Catherine Heggie (glasses), Imani Chisolm, Gabby Bolt (kneeling), in the back, faculty advisors Ms. Rolanda Brimm, Mr. Barry Cleckley, Ms. Nicole Michael.

Sometimes, students just need a place where they can chill out and be uninhibited. The stress of studying, doing homework, or just being attentive in class can really get to you. This is where extracurricular activities come in. Just doing something you love with others similar to you can be wonderfully relaxing. This year, the York Prep community gained an astounding 20 new clubs. Some examples are: Endangered & Vulnerable Species Club, Jewish Heritage Club, Latino Students Association, LGBTQI Film Forum, ONXY (Black Students Association), and Mental Health Awareness Club.

Ms. Melissa Feibusch, the director of clubs, says, “Students have the opportunity to meet others who share similar interests as they do and help students feel a part of our York Prep community.”

One of the new clubs is Sports Management. Coach Nicholas Turi, PE teacher, and the club’s faculty advisor, explains why he created it: “I went to college to study sports management as my major, so I realized that it was a very exciting and broad field. There are a lot of different things that involve sports management, from coaching to teaching to journalism like you are doing. I just wanted to offer something to kids that found it intriguing and wanted to join and learn about sports management.” In other words, sports are something that anyone can enjoy, so even if you aren’t interested in the physical aspect, you can still support those who are playing and learn about the topic.

Clubs are places where people are drawn together because of similar interests. One type of club, an affinity group, is a gathering place for people who share a similar identity. York Prep’s affinity groups include the LGBTQ Alliance and the Race/Ethnicities alliance clubs. Mr. Barry Cleckley, the middle school dean and club faculty advisor of both ONXY (Black Student’s Association) and the Old School Hip Hop Appreciation Club, agrees. Of the Black Student’s Association, he says, “Most independent schools have an affinity space for Black students, for Asian students, for Latino students. And I thought that it would be a great opportunity for York and for our students to start the first Black students’ association.” Affinity groups are a good thing to have for both the school and students so that people can converse about topics of identity.

During the lockdown, many students were having trouble with online school, and Ms. Evelyn Rowe-Cosentino, school counselor, created the Mental Health Awareness Club to address these issues. “We’re hoping to have field trips and have speakers,” she says. “We’re going to be doing tips of the month out on the mental health [bulletin] board so that anybody can have access to them.”

Clubs are a great way to get involved in new activities and hone your social skills. They can foster a sense of teamwork between students and teachers to better our school community.

** Cameron Chinquee, 9th Grade
Photo Credit: William van der Rhoer **
Lock it Up! (in a pouch)

There have been many ways that York Prep has tried to keep students from using their phones in school. In the past, 6th through 9th grade students had to put their phones in special phone lockers, but this year the school implemented Yondr Phone Pouches for all students. The pouches are just more efficient and easier to enforce, according to school administrators.

As everyone now knows, the pouches activate with a magnet you can only find at the entrance (at certain hours) and in the deans’ offices. Students lock their phones on the way into school, can unlock them during lunch, lock them again after lunch, and unlock them on their way out of the building at the end of the day.

The system “is not perfect yet, but it has significantly decreased the use of phones in school,” says Mr. Barry Cleckley, dean of the middle school.

However, there are a few problems. Some students sometimes forget their pouch at home or forget to lock their phone if they arrive late and are rushing to class. In addition, a few students have lost their pouches. When a student leaves the phone pouch at home for the day, the deans keep their phones in their offices. Of course, the school has to replace lost pouches.

But what about students who are purposely trying to avoid using the pouches? This is not a big issue, the deans say. For one thing, in the morning, administrators are stationed in the lobby watching as students file in to lock their phones, making it unlikely that someone could slip by.

“We have had some issues with a few students who thought they could get away with not locking their phones,” says Mr. Brian Shure, the 9th and 10th grade dean. “Those students tend to get caught eventually and then have to deal with the consequences of breaking our policies. It is a lot easier to get in the habit of locking up their phones each day, as they can’t use them in the building anyway.”

In total, says Mr. Shure, “I would estimate that section of students (who try to bypass the system) to be under 10 percent, which is about how many phones we confiscate when we do classroom checks.”

In addition to occasional classroom checks, teachers are keeping a sharp eye out for at-large phones. Says Mr. Cleckley: “Usually teachers are able to see if a student has a phone loose in their pocket and ask the student to turn it in to their dean for safe keeping.”

Overall, students are fine with the new program. Of 14 students who participated in a random survey, two said they do not like it, seven said they find it annoying at worst, and five said they are pretty much neutral.

So while the pouches might not be an A+, so far they are making the honor roll by keeping phones out of the classroom without too much pain.

**Sebastian Simkin, 8th Grade**

*Photo Credit: Shoshana Spencer*
“There was a whole lotta fun.”
Life with Masks

For more than a year and a half, the COVID-19 pandemic has forced everyone to become accustomed to a life of wearing masks in public spaces. Wearing masks is a public health measure that provides personal protection and prevents the spread of the virus. We have become so used to going through our everyday lives in this global pandemic that we don’t think twice about putting on a mask. “I can catch on to things pretty quickly, so it wasn’t that big of an adjustment for me,” says 8th grader Gabrielle Bolt. “It’s only really bad when I’m playing sports or being active.”

Masks are pivotal to our safety. However, because they cover half of our face, they pose a few minor challenges. Primarily, both teachers and students have had to develop new ways to determine how someone’s feeling. “It’s hard to tell what people look like and what they are expressing,” explains Olivia Terrell, a 9th grader.

Mr. Lance Martin, a dance instructor, adds, “It’s hard to tell when someone is happy or sad, but I try to tell emotions through their eyes.”

Ms. Fiona Hutchison, the chairperson of the performing arts department, has become skilled in interpreting body language. “I watch their shoulders and their feet, and if you’re smiling you get the wrinkles, and I can tell now when a child is making fun of a situation or when they’re mimicking,” she explains. “Some of the boys in the 7th and 8th grade think they’re very cute when they over exaggerate when you’re talking to them, so the eyes are very telling. They’ll open their eyes wide or they’ll squint them and you know that they’re mocking the situation.” Ms. Emily Tabourin, a French and history teacher comments, “Reading body language and eye expressions is never difficult. Quite the contrary: the eyes are the most expressive organ we have!”

Along with making it difficult to recognize feelings, the masks make it harder to hear someone when they are speaking. Most people have had to train themselves to project when speaking. “I personally have had to speak louder than normal,” says Bolt. “Sometimes I have to ask some clarifying questions, especially in school.” Similarly, teachers often find it difficult to understand what their students are saying. “We find ourselves telling students to speak up, speak up, speak up, and enunciate more,” states Ms. Hutchison. “Just like students, teachers have also had to adjust to speaking louder in class. I speak in a normal tone typically, but speak louder when I teach,” says Mr. Martin. “I noticed it takes more breath.”

Then there’s the issue of how to wear a mask. Since masks can be bothersome and uncomfortable at times, it’s natural to want to pull them down or not wear them at all. To the annoyance of both teachers and students, some people in school do not wear their masks properly. Some have it below their nose. Some pull them down frequently. Some come to school without masks or take them off entirely whenever they feel like it. “Do the rules not apply to you? Are you special?” exclaims Ms. Hutchinson.

“Sometimes it is a misunderstanding or a mistake and sometimes you just need to take it down for a quick breather,” Bolt remarks. “but other times when people are just like sitting around and they don’t have their masks up all the way, it bothers me a little because someone can get sick.” Others, like Mr. Martin, are more sympathetic towards those who don’t wear their masks properly. “I’m not annoyed by it,” he says “Just concerned.”

Deans and teachers are also concerned and are quick to correct mask evaders. Repeat offenders have been made to wear face shields in addition to their masks.

Despite the challenges they bring, almost everyone can agree that masks are essential for returning to total normalcy. “It’s still necessary until everyone is vaccinated,” states Mr. Martin. “It makes me feel safer,” says Terrell. “I feel that wearing masks does matter because the pandemic is still around.”

** Sophia Martines, 9th Grade  
Photo Credit: Pat Armoo **
**HEALTH**

**York Prep’s Vaccine Defenses**

The COVID-19 virus is still a threat in the country and the world. But York Prep has built up its defenses. As of mid-December, 100% of eligible students and faculty at York Prep were fully vaccinated, with the 6th grade catching up fast after children under 12 were allowed access to the preventative measure.

As the winter season approached, it was important for all students to be vaccinated, but until recently, not everyone was eligible. Fortunately, on November 2, the Food and Drug Administration and the Centers for Disease Control issued an Emergency Use Authorization for the Pfizer-BioNTech mRNA vaccine for adolescents ages five to 11 years old. This was great news for our community as now no one at our school is too young to get the shot. York Prep has mandated the vaccine for 6th graders as it is now available to them.

“We always follow the advice from the CDC and the State Department of Health. Health officials say that the vaccine is our best defense against the virus. It is also our policy, so it is mandated for [everyone, including sixth graders],” says Mr. Jeremy Clarke, Deputy Headmaster.

Students were expected to get their first of two doses as soon as possible. Sixth graders were happy about the news. Devan Dobson, a 6th grader, said, “It was good getting protected. I was excited that I was going to get vaccinated.”

Isaac Mah, another 6th grader who received the vaccine, says, “I will get to go on family vacations again. Also, when my cousins get vaccinated, we will be able to see each other again, and have celebrations like we used to!”

For kids who were going to get the vaccine, Nurse Chrisa Thomas had advice saying, “If you are having soreness, you should take Tylenol or acetaminophen. Getting lots of rest helps. It’s a good idea to do on a Friday or Saturday when you have time to rest over the weekend.” However, the nurse has not seen any sixth graders coming to her office complaining of any side effects.

Mr. Clarke’s message to the sixth grade: “Thank you for being allies in this fight. This is a time for the community to have each other’s back. Thank you for being great members of our community.”

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**FUN AND GAMES**

**Panther Puns**

Need a laugh to brighten your day? You’ve come to the right place. Enjoy these school-related jokes.

**Math jokes**

• I saw my math teacher with a piece of graph paper yesterday. I think he must be plotting something.
• What’s a math teacher’s favorite kind of tree? Geometry.
• Why did the mathematician spill all of his food in the oven? The directions said, “Put it in the oven at 180°.”
• You should never start a conversation with Pi. It’ll just go on and on forever.
• When you keep missing math class, it starts to really add up.
• You know what seems odd to me? Numbers that can’t be divided by two.
• Parallel lines have so much in common. It’s a shame that they’ll never meet.
• There’s a fine line between a numerator and a denominator. Only a fraction of people will find this funny.

**English jokes**

Q: Why did Shakespeare only write in ink? A: Pencils confused him — 2B or not 2B?
• Let’s eat Grandma. Let’s eat, Grandma. Commas save lives.
• Cats and commas have so much in common and yet are so different. Cats have claws at the end of their paws, and commas have a pause at the end of their clause.
• What did the passive-aggressive raven say to Edgar Allan Poe? “Nevermind.”
• Don’t believe books save lives? Dinosaurs didn’t read. Now they’re extinct.
• The past, present, and future walk into a bar. It was tense.

**Olivia Brown, 9th Grade**

Stay tuned for science and history jokes in our spring issue.
"No time for lunch?" "Back to back classes?" "Three doubles on a Friday?" These are typical concerns students can be heard raising in the halls of York Prep about their schedules. Although it may not make student life any easier, understanding inputs, considerations, and effort that go into the scheduling process can help students appreciate some of the tradeoffs.

With so many students and teachers, how does York make everyone happy? The Paw sat down with Mr Brian Shure, 9th and 10th-grade dean, to find out.

**Paw:** How do you make schedules each year for each grade?

**Shure:** The schedule-making is separate from the program-making. The program is what classes should each grade have? Should math be 3 or 4 times per week, a single or a double period? It is not always the same rules for every grade, but ideally, there is a program that is developed that is what we want to do. Once we have all the information, we input it into a computer program which considers millions of different permutations of what is possible, and it spits out something really close. Then it is a process of refining, like using a calculator.

**Paw:** This year, for 11th grade, I only have one double of Art and Gym, but in past years, I had two. Why is that?

**Shure:** In the lower grades, you have doubles, and later on, you don’t. It is about managing the gym space. With Middle School, we can combine grades since it’s smaller, but with High School, it would take much more space and periods. In the higher grades starting in 11th, we need more time for classes like College Guidance, so there are fewer periods to dedicate to Art and Gym.

**Paw:** How long does it take to do the whole process?

**Shure:** It takes about a month, but we could probably do it in 3 weeks. We start in June.

**Paw:** Who has the last say in deciding on the schedule?

**Shure:** The final outcome is always determined by Mr. Stewart, but he trusts us to have the expertise to set up the schedules correctly and do the best thing with our curriculum.

**Paw:** How did you make the schedules before we had the computer program?

**Shure:** I’ve heard that they used to do it more manually with a process involving poker chips where different colors represented different classes. I really need a computer to run through the millions of permutations.

**Paw:** What happens when there is a problem — like 3 doubles on Friday for 11th graders?

**Shure:** The computer can only take you so far, and then the last few things need to be done manually. Maybe we should look at the number of doubles, but we are more focused on ensuring we have all the classes we want. At least the Friday doubles are shorter. Three doubles on a Monday would be worse!

**Paw:** Anything else we should know about the process?

**Shure:** One additional thing to consider is the number of rooms and space. Sometimes you have to get creative. You can create all the right classes, but you need to make sure you have the room. So we combine study halls or use the gym. We manage the school, the dance studio, and the church down the street. It gets complicated at times.

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*Emily Zaretksy, 11th Grade*

**Trivia Quiz Answer Key:** 1.b, 2.b, 3.c, 4.d, 5.b, 6.b, 7.a, 8.c, 9.c, 10.b, 11.d, 12.c.
New STEAM Teacher Lindsey Young

York Prep offers a variety of art electives from performing arts and music to digital arts and mixed media. This year, high school students are lucky to have a new art elective course titled STEAM: Design Thinking. STEAM stands for science, technology, engineering, arts, and mathematics. The course is led by Ms. Lindsey Young, who is an exciting addition to the York Prep staff. Ms. Young grew up in Santa Barbara, California, and graduated last spring from the University of California, San Diego, where she earned a bachelor of science degree in mechanical engineering.

This is her first year teaching. For her capstone project in her final year of college, Ms. Young researched innovative methods of engineering education. “I really enjoyed it,” she says, “I wanted to sort of test out what I had researched during that project, and I decided to become a STEAM engineering instructor.”

Ms. Young’s syllabus includes a number of fascinating subjects. Students will study and learn about the many unique aspects of mechanical engineering and how to apply problem-solving skills through design thinking to any subject. In the beginning of the year, the class started out using the program Tinkercad, a 3D design software. Students also built truss bridges, an activity aimed at creating a structure that can support the weight of at least ten textbooks, with a limited budget and a list of required materials. The bridge that held the most weight, created by seniors Aaron Bacall, Harrison Metrick, Nate Doldron, and Trevor Kim, supported 56 books weighing over 100 pounds! “Definitely a very impressive feat,” says Ms. Young.

After the truss bridges, Ms. Young plans on delving into the concurrence of art and engineering, by examining artists like Rube Goldberg, an American cartoonist, and the mobile creator Alexander Calder. Towards the end of the year, the class will engage in coding, programming, and other electronically related activities.

Ms. Young admires notable figures, such as climate activist, Greta Thunberg, who pursue progressive change that encourages sustainability and social justice. She is also a big fan of American astronaut Sally Ride, the first U.S. woman to fly into space.

In California, Ms. Young enjoyed hiking, backpacking, and camping. Unable to practice these pursuits in New York, she spends her free time knitting, doing yoga, reading, and playing video games.

Ms. Young says she finds joy in watching her students become passionate about design topics. “My most important goal when I got into education was to show students how exciting and accessible engineering can be,” she states. “The best part of my day is watching my class function like a workshop, using a table of simple materials to create something new.”

**Sophia Martinez, 9th Grade

Our Teachers’ Roots Span the Globe

New York State: 20 (NYC: 12)

Other states
New Jersey: 4
California: 3
Connecticut: 2
Massachusetts: 2
Pennsylvania: 2
Virginia: 2
Alabama: 1
Illinois: 1
Indiana: 1
Montana: 1
North Carolina: 1
Rhode Island: 1
Vermont: 1

Outside the U.S.
Australia: 1
France: 1
India: 1
Ireland: 1
Russia: 1

** James Crovitz, 9th Grade
**NEW YORK CITY TRIVIA QUIZ**

1. What was New York named before the British?
   a. New Netherland
   b. New Amsterdam
   c. New William
   d. New Stuyvesant

2. What avenue marks East and West in Manhattan?
   a. Park Avenue
   b. Fifth Avenue
   c. Sixth Avenue
   d. Offbroad Way

3. Why is New York called New York?
   a. It's named after the city of York
   b. It's named after a Native American
   c. It's named after the Duke of York
   d. It's named after the county of York

4. What bridges do the Subways Run Over?
   a. Brooklyn, Manhattan
   b. Manhattan, Queensboro
   c. Queensboro, Williamsburg
   d. Manhattan, Williamsburg

5. What is the biggest park in New York?
   a. Central Park
   b. Pelham Bay Park
   c. Van Cortlandt Park
   d. flushing Meadows Park

6. What is the most populated borough?
   a. Manhattan
   b. Brooklyn
   c. Queens
   d. The Bronx

7. What year did New York City expand beyond Manhattan to include the outer boroughs?
   a. 1898
   b. 1886
   c. 1904
   d. Never! I refuse to acknowledge they are officially part of New York

8. What is the city’s second-largest ethnicity
   a. White
   b. Black
   c. Latino
   d. Asian

9. Where was the house for the show Friends filmed?
   a. Gramercy
   b. Tribeca
   c. Hollywood
   d. Chelsea

10. Why is Times Square named as such?
    a. There used to be a clocktower at the square
    b. The New York Times moved their headquarters there
    c. Everything is 10 times bigger there
    d. They named it Times Square for the New Year’s Ball Drop

11. How many stations are in the Subway System?
    a. 130
    b. 500
    c. 422
    d. 472

12. What year was the grid system implemented?
    a. 1793
    b. 1800
    c. 1811
    d. 1836

*The answer key to the quiz appears on the bottom of page 10*

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THE PAW

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Katherine Carr, 9th Grade,
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The York Preparatory School newspaper strives to reflect the ideals of the school through accurate reports and thoughtful opinion pieces. The editing staff maintains professional standards as its basis. Bylined opinions reflect the views of the individual writers. All other articles attempt to provide the school community an impartial account of the facts.

Letters to the editor may be submitted to any staff member or mailed to The Paw, Attn: Hilary Hersch, 40 W. 68th St., New York, NY 10023. The Paw reserves the right to edit letters containing libelous or obscene material and to omit certain sections for space limitations as long as the original meaning remains unchanged.