

# Student Services Advocates Positivity With Incentives

**CAROLINE REN**  
Editor in Chief

After entering AHS this school year, Assistant Principals of Student Services Carly Chavez and Edgar Alas set a new goal in hopes of creating a more positive atmosphere on campus: the Student Services incentive program. The program, which they hope to implement within the next month, would reward students for good behavior with memos that can be exchanged for raffle tickets, which would then be drawn once a week on Fridays to determine who would receive a prize.

“We’re always about discipline, but we also want to support students who are doing the right thing,” Chavez said. “Students do so many different things on campus and it’s important to recognize that.”

Every faculty member on campus would receive “good news” memos to distribute to “any student on campus who has shown what a true Moor represents,

from academic achievement to positive attitudes to demonstrating exceptional character traits.” Chavez and Alas were inspired by memos addressed to parents from teachers that they had found while cleaning up their office.

“We hope this sparks other students to do better,”

Alas said. In your future job, your boss will

However, not all students agreed that the program would necessarily be beneficial.

“What will happen when there is no more reward?” senior Patrick Cheng said. “A appropriate and helpful behavior should be expected of students at this age.”

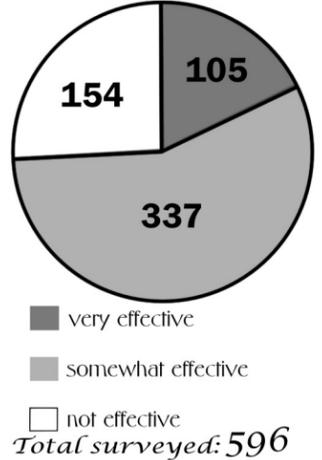
Others believe that the program would not be able to change the way students act because of their existing beliefs about their own actions.

“The intentions are good, but I don’t think [this program will] produce the kind of result [the Assistant Principals are] looking for,” senior Alexyss Hernandez said. “Despite any kind of reward, some kids just don’t have interest in having good behavior because it’s not ‘cool.’”

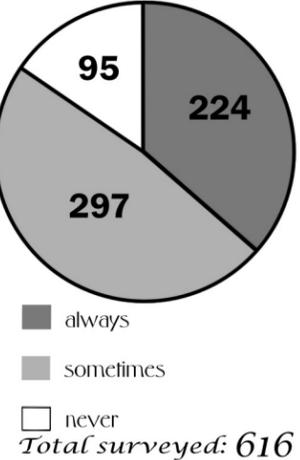
However, there are those who do envision the program as an effective method to promote positivity at school.

“It would benefit everyone; those who are always in trouble would attempt to do better to get said reward,” senior David Hernandez said. “Less people would be sent [to Student Services for discipline] and I think it would allow students to fix problems and focus on education.”

HOW DO STUDENTS VIEW CURRENT STUDENT DISCIPLINE?



DO STUDENTS FEEL SAFE ON CAMPUS?



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MOOR graphic by SAMMIE CHEN

## College Fair Helps Students Become College Aware ; Four Lacking Areas in National Education

**JACQUELYN LOI**  
Staff Writer

On Oct. 16, the seventh Annual District College Fair was held at San Gabriel High School between 6-8 p.m. While the fair was held at SGHS, it was hosted by AHS. The intention of the college fair was to inform high school students about the variety of schools they could attend.

“This fair is a great way for students to gain knowledge about what colleges can offer in general because we don’t have to drive a long distance away from home to get this information, making it much more convenient,” AHS junior Vincent Lee said.

There were over 70 representatives present from two-year and four-year universities and colleges, as well as

located at the Matador Arena, the big gym and the small gym.

“I think this fair is great for students who want to learn more about what they want to do in life right after high school. I aim for a job in the medical field, but that may not be the case for other people. This fair allows [students] to gain more knowledge on what they as individuals want to pursue,” SGHS sophomore Tiffany Dam said.

However, some students

are going to major in, [in order to benefit from the information]. When you don’t know what you want to do, there’s not much the representatives can tell you,” AHS sophomore Addison Luong said.

In addition to the college booths that the fair had, there were also many showcases held in the small gym. They included the Alhambra High School Green Construction Academy, the Mark Keppel High School International Business

Academy, the San Gabriel High School Medicinal Careers Academy and the San Gabriel High School Wood Tech.

“I think the college fair was still very beneficial. As a senior,

you should already be looking into colleges and if you know what to ask the representatives, you can get clarification from the actual college staff. This can help us to narrow down the choices of colleges to apply for,” senior Kristi Li said.

**JOSEPH NEY-JUN**  
Staff Writer

Every seven years, the U.S. Chamber of Commerce evaluates each state on its academic achievement, and achievements by low-income and minority students. It evaluates the state’s return on their investments, truth in advertising about student proficiency, rigor of standards, postsecondary workforce readiness, their 21st century teaching force, flexibility in management and policy and their data quality. The evaluation is named “Leaders and Laggards.” When they assessed each state’s level of international competitiveness this year in 2014, they noticed weaknesses in science, technology, engineering, mathematics (STEM), basic reading, math proficiency and foreign language, based off of each state’s AP Exam scores. California received a D in the field of international competitiveness and below an A for the other ten topics.

According to the report, 23 percent of California’s students were proficient in reading and math when compared to the international standard of about 32 percent. In the report, the U.S. Chamber of Commerce advises states to begin improvement by bettering the quality of the academic data on their students so they know where to begin making adjustments. The report also noted that states that had extra programs to train students outside of the classroom scored markedly higher. AHS Academy of Future Educa-

tors (AFE) and the AP Ambassadors are two extra programs on campus that offer help on campus to students who are preparing for AP Exams or improving their academic skills.

“The services AFE offers include tutoring students and helping them achieve their very best. If someone is looking for private tutoring or is in the classes we go to, we help them learn vital study skills,” AFE President Sania Luna said.

The report took three factors into consideration. The first factor is the state’s National Assessment of Educational Progress (NAEP) test results in comparison to international benchmark results. The second factor is the passing rate on STEM AP exams and the third is the state’s results on Foreign Language AP exams. The evaluation found that California has the highest passing rates in the country on Foreign Language exams with a rate of nine percent, while the national average is three percent. However, California’s pass rate in math and reading proficiency are both below 25 percent and a 12.5 percent passing rate for STEM tests.

“I feel like there are enough science and math classes at school. They have great teachers that teach their students well. However, there are not enough technology classes. Year after year, technology evolves and we need to keep up with that. The available technology classes could be improved by presenting and teaching up to date material to students and more complex technological sciences,” junior Brendan Poon said.



**LIFE FAIR** Students gather around to see what colleges might bring to their future. MOOR photo by SARA HERNANDEZ

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