



KENNETT

CONSOLIDATED SCHOOL DISTRICT

Spring 2013

Serving Others: Making a Difference in Kennett

In the movie, "It's a Wonderful Life," George Bailey got a chance to see what his community would look like if he had not been born. He saw that his efforts did make a difference in Bedford Falls. Likewise, efforts of students, staff members, and parents make a difference in Kennett.

Feeding the Hungry

The hungry move students, members of clubs, Parent-Teacher Organizations, and staff members to organize collections for the Kennett Food Cupboard. The donations help feed 400 families each month. "People are quite appreciative. Some make their three-day supply last a week until payday," said Mr. Peter D'Angelo, food cupboard board president.

The Martin Luther King Day of Service food drive is the largest of the year, said Mr. D'Angelo. This year, Kennett and Unionville high school students collected and stacked nearly 5,700 cans of food. "This is our back up supply that lasts through April. We'd be in a world of hurt without it," Mr. D'Angelo commented.

During the holidays, donations from across the District roll in to the food cupboard, literally. For example, Greenwood Elementary School's PTO members delivered three truckloads of food, toys, and more than \$1,000. Such contributions helped 600 families receive bikes, toys, presents, and food during the 2012 Christmas program. On distribution day students also gave physical help by filling boxes with food and handing them out.

Middle and high school students contributed ceramic work for the food cupboard's annual "Empty Bowls" fundraiser. Mrs. Maryanne Uhl, middle school art teacher, said a group of 25 students, family members, and friends

Continued on page 6

Kennett Middle School's Winning Approach: Academics & Relationships

Kennett Middle School's staff helps students find their way during the difficult years of adolescence by focusing on the 3 Rs: rigor of academics, relevance of curriculum, and relationships with students. In 2012, the Pennsylvania Association for Middle School Education selected Kennett Middle School as "A School to Watch." The middle school met 37 criteria for the three-year designation that was "a process, not a prize," said Mrs. Karen Gerlach, assistant principal. The school was evaluated for its trajectory of continual improvements in education.

Each year administrators "tear apart" PSSA test scores to review students' strengths and weaknesses, said Mrs. Gerlach. The first R, rigors of academics, is taken seriously for all students. Teachers receive data to help them craft lessons to address weaknesses. They use the data to pair students for group activities. Students who understand a concept help others learn it. Such effective use of data is one reason the middle school is "A School to Watch."

Parents also watch Kennett Middle School and recommend it to friends. Mr. Lokesh Rao and his wife were searching for a school that would academically stretch their daughter, Reema. They took their friends' advice to check out the middle school. "Mrs. Gerlach gave us a tour and we were impressed," said Mr. Rao. The family sold its home in Delaware and moved to Landenberg so Reema could attend Kennett Middle School.

Students who want to take courses that are more challenging have equal access to programs. They do not have to test as gifted to take honor courses. Instead, they may qualify on the basis of PSSA scores, grades, and teacher recommendations. This access is "A School to Watch" designation factor.

Students at every level of learning have reading and math enrichment periods to



Students in Mrs. Branham's class connect science concepts to the real world through hands-on simulations. Front row, L-R: Cristian Tapia, Nancy Orozco, Devin Rudolph, Olivia Pagliaro. Second Row, L-R: Luis Nieto Zavala, Catherine Flanigan, Dylan Luebbe

support their learning. Other enrichment courses vary by grade.

The school's second R, relevance, is stressed to help teachers connect the curriculum to their students' world. Otherwise, "Students may think, 'When am I going to use this?'" Mrs. Gerlach explained. Teachers collaborate on cross-curriculum units to connect the dots in learning. "Students may read a language arts book from the same time period being studied in social studies that could be plotted on a timeline in math."

Sixth grade student Benjamin Cohen makes real-world connections with what he learns in social studies. His father, Mr. Jonathon Cohen of Landenberg said, "We have the news on in our house. During the election, Benjamin had a better understanding of what was happening. He wasn't ignoring the news as background gibberish."

All of this learning occurs during adolescence, which is a time of exploring, said Mrs. Gerlach. "Students are trying on different hats to discover their strengths." To help students find their strengths, classes, clubs, sports, an after-school program, and the spring musical are offered. "Our job is to help them figure out who they are and give them courage to be true to that conviction."

Students may also discover a passion during their cycle classes that include physical education, music, art, keyboarding, world languages, family and consumer sciences, and technical arts. Other opportunities include joining the yearbook staff, Lego® robotics, Math Olympiad, No Place for Hate® (anti-bullying group), boys or girls sports teams,

After-The-Bell (free, well-attended after-school program), and choral and instrumental groups. Mr. Cohen said Benjamin is playing his violin with an orchestra for the first time. "At Avon Grove Charter, he had some music lessons. But Kennett's music program is more substantial and organized."

The spring musical is the school's largest extracurricular activity. "We have 180-200 students audition every year and everyone gets a part," Mrs. Gerlach said.

These opportunities allow students to develop relationships, which is the school's the third R. "If students are not in relationships, their education will not work," said Mrs. Gerlach. Staff members must be able to relate to 11-14 year-old students. "When we hire a teacher, he or she has to know, like, and understand adolescents." These relationships are visible in hallways as students and staff members exchange "hellos" and jokes.

To develop connections with students, a principal and guidance counselor "loop" or stay with one grade all three years of middle school. "These longer relationships build a sense of family. There are no lost children here," said Mrs. Gerlach.

Mrs. Chiara Clemens agrees. Her daughter, Natalia Reisenauer, attended Centreville School in Delaware, a small private school for children who learn differently. As Natalia was going to enter 6th grade, Mrs. Clemens sought a public school that would support Natalia's transition to mainstream learning. "After private school, I thought personal

Continued on page 5

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KENNETT CONSOLIDATED SCHOOL DISTRICT

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Kennett High School (grades 9-12)

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610-444-6620
Dr. Michael Barber, Principal
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Dr. Tomorrow Jenkins, Assistant Principal
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Kennett Middle School (grades 6-8)

195 Sunny Dell Road
Landenberg, PA 19350
610-268-5800
Dr. John E. Carr, Principal
Lorenzo DeAngelis, Assistant Principal
Karen Gerlach, Assistant Principal

Bancroft Elementary School

181 Bancroft Road
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610-925-5711
Leah McComsey, Principal

Greenwood Elementary School

420 Greenwood Road
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610-388-5990
Tracey Marino, Principal

Mary D. Lang Kindergarten Center

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Carla Horn, Principal

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610-268-6900
Susan McArdle, Principal

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For questions or comments email us at PR@KCSD.org

Alumni Spotlight: Ruben Gaytan Lemus

Mr. Ruben Gaytan Lemus remembers his Kennett High School history teacher and soccer coach telling him, "You've got potential. We're going to work hard to develop it." Mr. Nick Peters was right. He challenged Ruben to take harder courses, and Ruben was rewarded with an acceptance to Yale University and that was just the beginning.

The 2008 Kennett graduate challenged himself Ivy-League-style by earning degrees in political science and Latin American studies in 2012. He explored business and law through several internships while he was in college.

During the summer of 2010, he was a legal intern in Buenos Aires and researched corruption allegations of the federal judge selection process. Ruben read documents and met with governmental officials and lawyers to create a report for Asociacion Civil por la Igualdad y la Justicia.

He was awarded a fellowship the following summer to work in Brazil at a financial firm, but his contact left the company. Ruben researched other companies and found that Illy, an Italian coffee company, had recently opened a Sao Paulo office. He wrote to the general manager asking for an internship and had a successful interview in English and Italian. However, to work in Brazil, he needed to speak Portuguese, which he had studied one semester. He immersed himself in a Brazilian slum for two weeks, helping on a medical project, so he could speak Portuguese. At Illycaffee Sud' America, he learned a lot about coffee and its supply chain operations in two months. Ruben visited coffee plantations, ports where beans are shipped to Italy for roasting, and laboratories where coffee is tested and analyzed. He also learned how coffee is sold and distributed.

Ruben left Brazil at the end of July 2011 to step into a month-long U.S. Supreme Court internship. He experienced what

law clerks do as he worked in Associate Justice Sonia Sotomayor's office. Gaytan Lemus archived petitions and wrote correspondences to other court justices, as well as to business, organizational, and political leaders. "I was very impressed with Justice Sotomayor because of her work ethic and intelligence in legal matters. I appreciated having this opportunity because I was considering a career in public policy."

However, Ruben found his place in business. He currently works as a development trainee with Latham & Watkins, a corporate law firm in Manhattan. Ruben was assigned to the company's Latin America group for rotations in business development, technical, and secretarial services groups. "Once my rotations are done, I will be assigned to a department."

Despite his busy schedule, Ruben continues to run Adelante, a Latino mentoring group he started at Kennett High School. "I saw the need to provide resources to students whose parents did not attend college. [Dr.] Connie Logan and I brainstormed to create Adelante." He keeps the group small to provide one-on-one mentoring for applying to college. Last December, Ruben hosted a talk by a local attorney at The Garage Community & Youth Center. He also arranges workshops; the last one was on goal setting. Ruben credits Ms. Loretta Perna and Dr. Connie Logan with Adelante's continued guidance. His long-term vision for the group is to have mentees return the favor by mentoring students.

Ruben said Dr. Logan continues to be a mentor to him. "When I was in college, we met for coffee. Even today, I ask her real-world questions dealing with my first job and my first apartment, as well as career guidance."

Looking back at his time at Kennett High School, Ruben was developing leadership skills as he served in student



government and as an officer in several groups. He led the revival of the school's newspaper and created a Latino section so Hispanic students could get involved in journalism. By doing so, he was awarded the Princeton Prize in Race Relations. As a member of the high school's soccer team, he received the student athlete leadership award during his senior year.

Today, he still enjoys playing soccer with friends on weekends. He continues to learn by reading, visiting museums, attending cultural events, and "attempting to improve [his] cooking skills." But, he said, "My favorite activity is simply to meet with friends for long chats over coffee."

He summed up his life to this point, "I am very interested in business, but at the same time I want to give back to the community. Being Catholic, I've been taught that if there is a need and I can do something, I should."

It seems Mr. Peters activated Ruben's potential – for a lifetime.

If you know of a Kennett High School alumnus who would be a good candidate for a spotlight, please email PR@KCSD.org.

Helping Our Children See Their Possibilities

Hope and Goal Setting. Hope isn't just passively wishing and waiting for something to happen. Hope leads to the drive to set and pursue goals, take risks, and initiate action. Hope fuels problem-solving and helps children develop personal strengths and social resources. Research shows that high-hope people are excited about the future and set goals for themselves. Teaching children and adolescents how to set positive goals, develop a system of appropriate rewards, and promote strategies of thinking will enable them to go after whatever they want out of life.

Helping children set goals and work toward them effectively is also an important aspect of hope and is critical to achievement in school and life. Setting goals that are unrealistic, do not match one's talents, skills, and strengths, and/or are not accompanied by a plan to achieve those goals leads to frustration and disengagement. Luckily, parents and teachers can teach children specific strategies for setting goals that are realistic and achievable.

There are many different approaches to goal-setting. Most approaches, however, highlight the following steps as critical to success.

Learn from past successes and failures. Help children identify when they achieved a goal and how, as well as times they did not succeed and why. Questions to consider include: How important was the goal to the things they value in life? Was the goal realistic and did it match their strengths? What were the steps for getting there and did they work? What obstacles did they face and how did they get around them (or not)? How did they feel when they reached their goal (or did not)?

Set specific and measurable goals. When goals are vague, you are destined to fall short of achieving them. Work with your child to set a goal that is specific and measurable. Specific goals are clear and help your child to know exactly what he or she wants to improve or do differently. Measurable goals are critical because they enable your child to evaluate how he or she is doing—and to change behaviors as necessary. "Do better in school" is vague. "Turn in my history paper by Friday" is specific and measurable. "Be nicer" is vague. "Say three kind things to your sister each day" is specific and measurable. As the parent, it is important that you help your child craft the goal so that it is specific and can be measured. Many children have a hard

time doing this (at least initially). You can help turn a vague goal into a specific and measurable goal by asking questions that begin to narrow and define an objective and the resources necessary to achieve it. Once your child has a specific and measurable goal, write it down. You'll want to help her to develop the plan for reaching her goal, and the best way to do this is to put it on paper.

Set Goldilocks goals (not too hard, not too easy, but just right). It is important to set goals that are realistic and attainable – but not too easy. Set Goldilocks goals (not too hard, not too easy, but just right). Goals that are too hard can undercut motivation, and goals that are too easy can do the same. You want to help your child set a goal that makes him stretch—and that with some stretching your child can grasp the prize. Asking a few simple questions can help your child assess goals that are both challenging and realistic.

Make a step-by-step plan. After you've made a specific, measurable, and realistic goal, you are ready to work with your child to map out the steps he or she will take to reach the goal. When listing the steps, it is important to consider the

continued on page 4

All Around the Schools

Kennett Middle School to Offer STEM Courses

Kennett Middle School students will learn science, technology, engineering and math (STEM) principles 21st Century style starting in the 2013-14 academic year. District school board members approved an agreement in February with Project Lead the Way (PLTW) to implement its curricula and teacher training for STEM programs at the middle and high schools.

“Project Lead the Way is the gold standard of STEM programs,” said Mr. Lorenzo DeAngelis, Kennett Middle School assistant principal. He said school districts in the region that first invested in other STEM programs have since switched to Project Lead the Way and that many universities hold Project Lead the Way in high regard. Recently, Harvard Graduate School of Education cited Project Lead the Way as a model for career and technical education, and more than 50 universities have partnerships with the program.



Dr. Barry Tomasetti, superintendent, said, “We want to provide our students with opportunities to become more globally competitive in careers that require a high level of competency in science, mathematics, engineering, and technology.”

“Dr. Michael Barber, high school principal, Mr. DeAngelis, and Mr. Dan Maguire, supervisor of technology services, have worked diligently to become familiar with Project Lead the Way and the resources necessary to make it work in Kennett,” said Dr. Tomasetti.

“This curriculum will help students develop thinking, creativity, innovation, and real-world problem solving skills,” Mr. DeAngelis explained.

All middle school students will take a STEM course for one marking period each year; these courses will replace current technical arts courses. To phase in the program, the sixth and seventh grade students will take “Design & Modeling” as

an introduction to the engineering process. Eighth grade students will learn about energy transfer, machine automation, and computer control systems in “Automation & Robotics.” In year two of the program, “Flight & Space” will be added to round out the middle school’s initial STEM offerings. Students entering sixth grade this fall will take every STEM program the middle school will offer.

“The program comes at a good time because the middle school’s computers need to be recycled,” Mr. DeAngelis said. Students will use robust, dedicated desktop computers with video cards that will be able to handle software to design houses.

A Project Lead the Way teacher will be hired at the middle school to replace a staff member who has retired. There are also a few District mathematics and science teachers who have expressed an interest in teaching STEM courses. “I am extremely pleased by this and have great trust in our teaching staff, which gives me confidence that STEM will be implemented successfully in Kennett,” said Dr. Tomasetti.

A Project Lead the Way representative visited the middle school and broke down costs for phasing in the program over three years. “First-year costs for equipment and teacher training are \$38,450. Costs drop significantly in years two and three, with respective totals of \$6,550 and \$2,950,” Mr. DeAngelis commented. “We are excited to work with the Kennett Education Foundation to fund this initiative.”

The Kennett Education Foundation raised \$10,000 for STEM during its annual spring fundraiser in 2012. Mrs. Elizabeth Stinson, Kennett Education Foundation board president, said, “We’re in it to help raise funds for STEM until the program is fully funded in the School District.” This year’s fundraiser will be held at the Mendenhall Inn on April 22.

Exploring the Past Brings Learning to Life

Bancroft Elementary School’s third grade students opened a trunk and pulled out bear teeth, deer skins, and baskets used by Native Americans. Students touched Lenape artifacts that may have been used on the property where their school sits.

The trunk traveled to all five classrooms, enabling all of the students to spend two days touching, playing with, and thinking about items the Lenape made from natural materials. The artifacts helped bring learning to life for the social studies unit on Native Americans from different regions of the U.S., including the Lenape.

Third grade teacher Mrs. Joan Viscuso said students learned how geography determined all aspects of Native Americans’ living, including food, clothing, homes, transportation, economy, government, and culture. Students saw deer skins with fur and others that were tanned to illustrate summer and

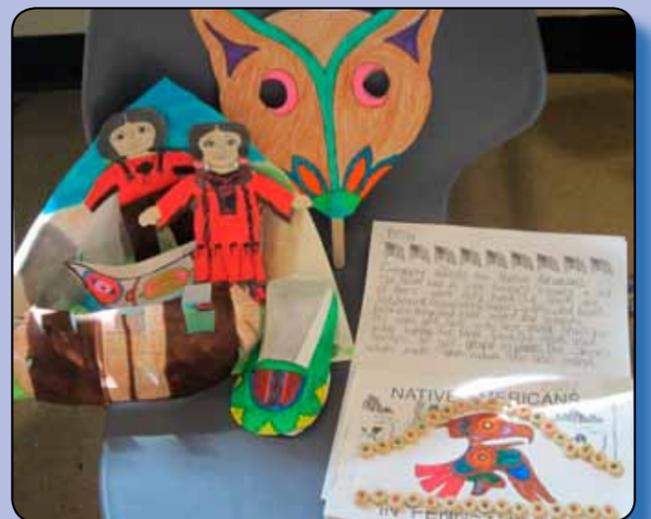
winter clothing. “We discuss how each part of the deer was used and nothing was wasted.”

As Mrs. Leah McComsey, principal, came into a classroom, students walked over to show her deer hooves and antlers. “This is hands-on, integrated learning through exploration. It’s so important that we do these things.” She continued by explaining that before the trunk arrived from the Chester County Historical Society, students first learned what an artifact is and what can be learned from it.

The first day students saw and felt the artifacts, they wrote predictions about ways the Lenape may have used them. The second day, the artifacts were placed at learning centers. At one center, students read books and heard the language and stories read by Native Americans on CDs. At a second center, students could explore clothing and the skins from which they were made. Students made masks at a third center. Math came into

play as students could rearrange large masks with symmetrical patterns. Afterward, students played Native American games that each had a purpose. Students learned that the games developed hand-eye coordination for hunting and building stamina for long days.

From all the students took in, they created dioramas. “They painted the geography, made a model canoe, included their masks, made a model of a child wearing clothing, and created a game using a model of a moccasin,” said Mrs. Viscuso.



Third grade students at Bancroft Elementary unpacked bear teeth and deer antlers and skins from a chest of Native American artifacts. The students learned everyday uses of the items made from natural materials.

To sum up their learning, students wrote a multi-paragraph piece that explained all aspects of Native Americans’ lives and how they were affected by geography.

Virtual Competitions Spur Student Reading

Recently, library media specialists Mr. David Livergood (Bancroft Elementary School) and Mrs. Kristi Pizzini (New Garden Elementary Schools) connected their schools via iChat, which is similar to Skype, to help students learn how to compete in the Junior Reading Olympics. All of Bancroft Elementary School’s fourth graders and 80 percent of New Garden Elementary School’s fourth grade students compete in this voluntary activity.

Mrs. Jane Pedroso, the District’s language arts/social studies supervisor, said children read a great number of books through the Reading Olympics. “The competitive aspect motivates them to read more deeply to become experts. The children enjoy competing against peers within our District as preparation for entering Chester County’s Reading Olympics in the fifth grade.”

“The District’s librarians are amazing organizers who attract children to join, read, and enjoy books,” said Mrs. Pedroso. The virtual competitions between the schools occur in January, April, and June.

For the last day of competition, each team of nearly 25 students sat in their library and saw the other school’s team on a large screen. Mr. Livergood and Mrs. Pizzini took turns quizzing the other school’s team. The librarians created questions from the 48 books they selected for the Junior Reading Olympics.

“We chose books based on literary value and student interest,” said Mr. Livergood. The students read mostly fiction chapter books and some biographies. When a student finishes a book, he or she takes a quiz to determine how well the book’s plot, characters, and themes are understood. When students compete they acclimate to the process and rules, practice reading a variety of genres, and answer questions as a team.

At each school, teams compete to determine which one will face off against another school’s team during the virtual competitions. Mr. Livergood commented that “Students love it and say it is a great experience. The teachers agree and say it builds reading incentive.”

Gifted Students Take Sustainability Field Trip

“Did you get the wiki I sent you? Type in ‘geothermal’ and hit a link about fossil fuels,” Ryan Myers said to another classmate. The gifted fourth graders chatted at the far end of a conference table at Bancroft Elementary, waiting for a sustainability field trip to begin.

The fourth grade students were researching solar, wind, biomass, or geothermal energy. During the first cross-district gifted field trip in February, the students saw real-world examples of renewable energy being used at Bancroft Elementary School and Longwood Gardens.

The ten students trickled into Bancroft’s conference room where Mr. Robert Perzel, the District’s director of construction and facilities, explained how geothermal energy heats and cools the 100,000 square-foot building.

He asked students how their homes are heated and why they thought the District used geothermal energy at Bancroft instead of other energy sources. Then he explained, “There are no natural gas lines in the area, and we needed a way to heat the building.”

One student asked, “Why wasn’t solar energy used?” Mr. Perzel guessed a square mile of solar panels might be needed for Bancroft’s purposes. “Buying that much land would not be a cost-effective way to heat the school.”

Mrs. Mary Ella Verdes, gifted teacher, said students had trouble understanding cost effectiveness. She asked them, “Which gives you more bang for your buck, a small package of Oreos for \$3.99 or a big box from Costco for \$6.99?” The practical question helped them understand the concept, which they were considering as they researched sustainable energies. Mr. Perzel told students, “While geothermal heating and cooling systems are expensive to install, over time, money is saved by not buying oil or propane.”

He explained geothermal energy at Bancroft in plain terms as he pointed out the window to the parking lot. “One hundred wells were drilled there and U-shaped plastic tubes were inserted 390 feet into the ground.” Safe, non-toxic liquid flows down and back up the pipes. In the process, it warms to the ground’s constant temperature of approximately 50 degrees. Then, the liquid is pumped into the school to heat pumps. During the heating season, the heat pumps draw heat from this liquid that is “pumped” into classrooms. The process reverses during cooling season. Heat pumps transfer heat from classrooms into the liquid that flows back into the wells to cool for another cycle of use.

Gavin Maxwell summed up how geothermal energy works at the school. “Pipes circulate the energy through the building. There are a lot of pipes that take heat out and transfer it to classrooms.”

Students viewed the flow of energy on simple diagrams. Then, theory came to life as students took a backstage energy tour. They stood beneath large pipes looping water through the building, gauged incoming and outgoing water temperatures on digital read outs, and saw real-time computer equipment diagrams that the head custodian monitors. Then, Mr. Perzel unlocked a door next to a classroom and showed students a heat pump. Besides learning ethereal energy concepts, another mystery was solved. “Everyone always wondered what was in those closets,” said Joe Bertz. Each classroom has its own heat pump.

Students then headed to Longwood Gardens where nearly 11 acres of solar panels offset 28 percent of its

monthly electric bill. Mrs. Cyndi Staudenmeyer, a Longwood Gardens educator, told students a local power company sends a monthly check for the power it receives from the solar panels that can power 181 homes. “Our goal is to have a zero percent electric bill.”



(Above) Mr. Robert Perzel, the District’s director of construction and facilities, explained to gifted fourth grade students how geothermal energy heats and cools Bancroft Elementary.

(Left) Students actively participated in Longwood Gardens’ new program, “Sustainability: Beyond Recycling.”

Kennett’s gifted students were Mrs. Staudenmeyer’s first group to learn about “Sustainability: Beyond Recycling,” Longwood Garden’s newly designed program.

As far back as 1907, industrialist Pierre duPont thought about conservation. He bought the farm where Longwood Gardens is now located to preserve its trees. Mrs. Staudenmeyer and the students talked about renewable and non-renewable resources and ways to use them responsibly.

In the conservatory, the students gazed at the pool of water surrounded by orchids and then played a game. They matched names of renewable and non-renewable resources to descriptions of each.

As they entered the palm house, Mrs. Staudenmeyer pointed to a very wide leaf. “We learn from nature. Leaves

store and use the sun’s energy. Scientists copied that process to create solar panels.” Daniel Shen said, “I told my dad to put in solar panels.”

Reviewing the trip, students learned a number of things. Katherine Minella considered the cost-effectiveness of using geothermal energy. “A ton of maintenance and money is needed for this system, but money is saved as soon as it is put in and used.”

The students’ sustainability research culminated with a debate in March. But first, the fourth grade students had to learn how to debate. One student asked, “Who yells first?”

By the end of their sustainability study, these gifted students were able to debate real-world, cost-effective ways to use sustainable energies – without yelling.

Helping Our Children See Their Possibilities

continued from page 2

specific actions your child will need to take in order to reach the goal. Just like the goal itself, if the steps are vague, it will become much too easy for your child to get sidetracked. Help your child identify first steps, what resources he will need, who he might need help from, and a time line.

The objective is to help your child think through the various components of the goal and to end up with a list of specific steps that he can begin to take.

Build in appropriate rewards. A key part of reaching goals is staying encouraged throughout the process. Building in appropriate rewards as your child works through each step is an important motivator. Rewards for completing a step will be more effective in maintaining motivation than punishments for not reaching a step. This does not mean rewarding every step with something big or expensive. Ideally, the rewards will be intrinsic—a sense of pride and accomplishment when a step is completed. Realistically, such fundamental motivation will not always work. Each child is different and will require various amounts and types of rewards.

Talk openly with your child about how she will keep herself motivated and to identify reasonable rewards to both acknowledge the successes along the way as well as to maintain enthusiasm for the process. Some children will only need rewards after completing a few steps; others might need rewards after carrying out each step. Ideas include throwing around the football with a parent, baking cookies (and eating a couple), playing a video game for 15 minutes, riding bikes, earning points towards a toy, picking the restaurant for dinner, picking the movie to rent, getting half an hour of private time with mom or dad, and getting to stay up an extra half hour on the weekend.

Anticipate obstacles and plan “walk-arounds.” It would nice if achieving one’s goals only required that they were specific and that we took the time to map out the steps. Then all we would have to do is follow the plan and succeed. Unfortunately, life rarely works that simply. There are almost always obstacles of some kind. Identifying potential obstacles and planning “walk-arounds”—ways to walk around those obstructions—is necessary to achieving a goal. Sit down with your

child and talk about the obstacles that he may encounter.

Talk about it! The last step in goal-setting is to talk together about the experience of meeting or not meeting the goal. If your child did not reach her goal, be open about it. Ask her to share her feelings, and rather than trying to cheer her up, give her the opportunity to be upset without feeling pressured to “get over it” or “look on the bright side.” When the time feels right, help your child to evaluate what she did well in her quest to reach the goal and how she can build on that next time. It is also important to take an honest look at what did not work well and to help your child to derive the “lessons learned.”

When your child successfully meets her goal, help her to acknowledge her success. Ask how she feels, tell her how you feel seeing her meet her goal, encourage her to take ownership of it and to celebrate her achievement. You can help your child build on her success by exploring with her what skills, strengths, and strategies worked best and to think about how she can use them more in the future. All too often we rush by our successes and don’t spend time with our

children (and in our own life) thinking about and savoring our successes. To counteract this tendency, ask your child to describe the two or three most important lessons she learned about herself through the process of reaching the goal and share with your child what you noticed too.

Finally, you can help your children by sharing with them your own successes and failures in attaining goals. When you talk about your experiences, your children will learn helpful strategies, but even more importantly, you are teaching them that goal setting is a life skill from which we all benefit.

Please contact: Mrs. Rentschler at krentschler@kcsd.org or Dr. Pearson at lpearson@kcsd.org with comments or ideas for future “What’s on Your Mind” topics.

This parent resource is part of the National Association of School Psychologists and Fishful Thinking Partnership and is adapted from work by Karen Reivich, PhD, University of Pennsylvania as part of the Fishful Thinking program. © 2011 National Association of School Psychologists,

Greenwood Students Take on Science Challenge

Some fourth grade Greenwood Elementary students are voluntarily taking a science crash course in forestry, aquatics, environmental issues, and Pennsylvania wildlife. They are preparing to be the Kennett Consolidated School District's first contestants in the Chester County Envirothon, an academic contest to test their knowledge of environmental concepts, issues, and conservation.

Mrs. Anne Bailey, fourth grade teacher, said a Pennsylvania Game Commission officer mentioned the competition during his Pennsylvania wildlife talk to the fourth grade in late February. "Envirothon sounded like fun, so we jumped in."

Students competed for a spot on Greenwood's two teams. They had to identify a few trees, poison ivy, wildlife mammals, birds, fish, and insects. Mrs. Bailey said, "Students also had to explain the flow of energy from the sun to plants to animals, how pollution gets into streams and spreads into larger bodies of water, and the food chain."

The 16 students who scored highest now meet for Envirothon Club on Wednes-

days before school to prepare for competition. Parents and community leaders give lectures. One dad, Mr. Matt Sabo, told students about healthy aquatic habitats and testing the health of water. Students also do hands-on projects in teams to learn concepts like water flow.

Five students huddled around a plastic model with hills, valleys, and waterways. Using an Envirothon kit, they studied a diagram and placed corresponding miniature pieces of roadway and little bridges onto the model. "We're building the town. When we're done, we'll pour water on it [the model] to see how it flows through the town," said Paige Brown.

"We also have pollutants, like oil, to put on the model to see how it affects the water flow," said Mrs. Bailey. "I absolutely love teaching science. It's exciting to see the kids get excited about science and investigating."

The five students said they wanted to be in Envirothon Club because they like science. Their actions back up their words. In addition to other homework,

they read, research issues, and learn to identify wildlife and plants to prepare for the May 1 event.

Shannon Gouge is memorizing trees, nuts, and leaves for visual testing. Paige is learning "Pennsylvania birds' vocalizations, mating calls and emergency calls." Sara is focusing on fish and aquatic life. "I like learning about plants that help keep fish alive," she said. Students are also learning to identify animals' tracks and adaptations in beaks, teeth, and jaws.

The Envirothon Club members will be tested on what they have learned to determine which 10 students will represent Greenwood Elementary School. The school's two teams will compete against third through fifth grade students from area schools at Hibernia County Park.



Kai Finn (left) and Sara Sabo constructed a model of a town and poured water on it to learn about sheet flow to help their team prepare for the Chester County Envirothon.

Kennett Middle School's Winning Approach: Academics & Relationships

Continued from page 1

connections would be lost. But I am impressed that I can call Jenna Reinheimer [guidance counselor] to check on Natalia at lunch. She's very helpful."

Students are also urged to develop relationships. Mrs. Gerlach said that students are encouraged to advocate for themselves. We tell them, "Pick someone you are comfortable with and develop a relationship with that staff member."

Kennett Middle School also values relationships with parents. Mrs. Gerlach said, "Parents are welcome in the building. This is a critical time in their child's life, and they need to stay involved." Parents assist students with homework and organizational skills, and the Parent-Teacher Organization supports many programs for students and the staff. These relationships are also a "School to Watch" factor.

Reflecting on the school, Mrs. Gerlach said, "Not only do we provide outstanding academics, we provide students with the best seven and a half hours of their day."

(Right) David McVey simulates a type of wave he learned about in Mrs. Jamie Branham's 8th grade science class.



KHS Students Brave the Brandywine to Raise Money and Awareness

Kennett High School's Earth Club members plunged into Brandywine Creek in 38-degree weather and came up with \$400 in pledges for Brandywine Valley Association in early February.

Kennett High School senior Mary Transue, Earth Club president, took her second Polar Plunge. "It is always fun. There is a rush of anxious excitement, and the money we raise directly affects our community." Other repeat plungers included senior Kyra Miller, Earth Club vice president, and Katie Spence, junior.

They encouraged nine other Earth Club members to brave the Brandywine, including juniors Amanda Bellino, Emily Cziraky, Monica McGuire, Brittany Meola, Chris Kienzle, Evan Jones, and Emmet Devlin; sophomore

Liz Dawyot; and senior Kevin McQuiston.

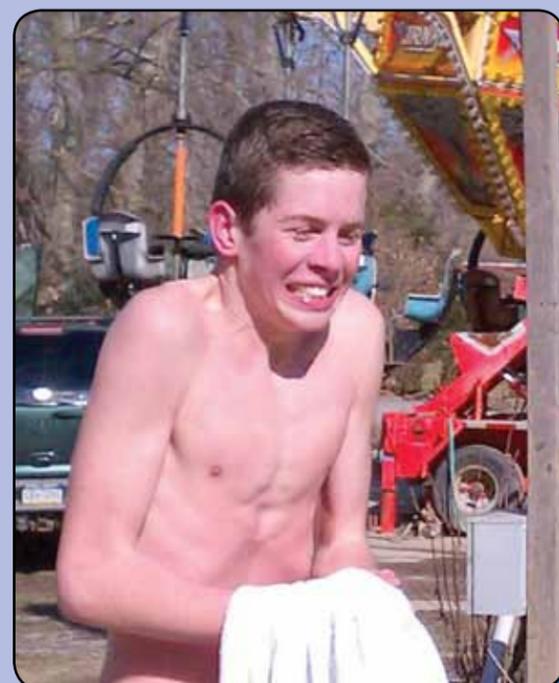
Many who gave Mary pledges cheered her on from the edge of the creek. "They were eager to encourage me in my seemingly daring endeavor."

The Brandywine Valley Association was founded in 1945 after Clayton Hoff told a group of people that wastewater and thousands of tons of soil were choking Brandywine Creek, according to the association's website. They formed the nation's first small watershed association. Since then, aquatic life and water quality have improved greatly along the 60-mile creek.

"There are many ways students can influence the school and their community. I wanted to help the environment, one small step at a time," said Mary.

In the past two years, the Earth Club has also recycled batteries, raised awareness of unnecessary energy use, helped at local gardens and preservations, and participated in stream clean up, said Ms. Anne Carroll, math teacher and club advisor.

Junior Chris Kienzle tries to warm up after braving the 30-degree Brandywine Creek to raise money for the Brandywine Valley Association.



New Garden Students Take a Serious Look at Seuss

Sitting in the library pit at New Garden Elementary, 31 fifth grade students discussed the Holocaust, segregation, bullying – and Dr. Seuss. These students probed beneath the popular children's author's silly character names and drawings during STARtime (Strategic, Targeted, and Responsive) group with Mrs. Jennifer Braunstein, a fifth grade teacher, and Mrs. Kristi Pizzini, the library media specialist.

"We knew that some of the books were based on events that occurred during Dr. Seuss' life," said Mrs. Braunstein. She and Mrs. Pizzini challenged students to research events during Dr. Seuss' lifetime and create a three-tier outline of historical events, personal events, and publication dates of his books. "It made sense to look at all three areas to help uncover the hidden meanings."

Students separated into groups based on their talents and interests. Some worked as artists while others were researchers. Over three weeks, they wrote dates and events and drew and pasted pictures onto the three timelines. They had a big research project, literally, and needed to use the cafeteria and stage as workplaces to finish the 25-foot-long timeline.

Their research came alive as they aligned the timelines. By looking at a picture of Rachel Carson's "Silent Spring" and a notation of the first Earth Day, they saw that the publication date of "The Lorax" was during that time. Likewise, as they plotted "Green Eggs and Ham" against the historic timeline, they saw correlations to segregation and the Civil Rights Movement.

The students realized Dr. Seuss' books were not all child's play. "The best part of all the books is that Dr. Seuss hid the true meaning inside them. When I was 5 years old, I didn't realize that," said Hailey Ellwanger.

As part of STARtime group, the students engage in serious discussions of their interpretations of findings. Jack Colamarino said, "I think it was Dr. Seuss' intention that the Star Belly Sneetches didn't like the Plain Belly Sneetches, just like the Nazis didn't like the Jews."



Megan Scott, New Garden Elementary 5th grade student, points to the three-tiered timeline of Dr. Seuss' life. Some STARtime group members plotted historical and personal events and found they aligned with publication dates of his books.

"I disagree with Jack. I think it's about bullying. You can't judge a book by its cover. It doesn't matter what you look like on the outside. What matters is on the inside," said Callie Fitzgibbon.

Brad Bunker said, "Sylvester McMonkey McBean (main character) represents Hitler. He was trying to make everything perfect. He was playing God. When he [Sylvester] left, it was like when Hitler committed suicide."

Another student said, "The book was published in 1961. The story is probably about segregation instead of the Holocaust." Someone else countered, "I disagree. Just because the Holocaust was not around then does not mean he didn't write about it."

After 25 minutes of respectful non-stop discussion, Mrs. Braunstein said, "I have an observation. This is the first time Dr. Seuss showed the face of a villain and gave him a name. Again, it's just an observation."

She said the historic events this group discusses are mentioned briefly in classroom discussions and are not part of the fifth grade curriculum. "This means students are relying on their background knowledge and research to find the underlying meanings."

Mrs. Braunstein and Mrs. Pizzini took great pleasure in hearing students continue their discussions and debates on their interpretations of the historical events in Dr. Seuss' writings as they headed to their next class.

Serving Others: Making a Difference in Kennett

Continued from page 1

painted and glazed 25 ceramic bowls. "They also made 50 little ceramic birds that were placed in paper bowl nests." Mr. D'Angelo said guests received a decorative bowl as a gift and reminder of those who go to bed hungry.

Throughout the school year, Kennett High School's life skills students help by marking cans; bagging oranges, rolls, and household items; and doing light custodial work three days a week.

Students volunteer during school breaks and summer vacation, too. "The students are very caring and generous. We couldn't do what we do without their help," Mr. D'Angelo said with a smile.

Learning to Serve

Kennett High School's seniors volunteer in a multitude of ways to fulfill their community service requirement for graduation. Dr. Alicia Tamargo, high school teacher and graduation project coordinator, oversees the students' service projects.

Students give on-going help to the Kennett Area Senior Center, YMCA, church groups, and The Garage Community and Youth Center. They also serve at one-day events such as Habitat for Humanity, park clean ups, blood drives, and community runs.

Emma Spell, senior and National Honor Society vice president, helped with The Kennett Run and the Kennett Education Foundation's Monster Mash 5K. She has also volunteered three years as



Evan and Julia Brown (8th grade and 6th grade consecutively at Kennett Middle School) found chicken wire and assorted trash in the stream next to a trail in Anson B. Nixon Park.

a stride coach for "Girls On the Run," a YMCA program. Emma helps third through fifth grade girls build up endurance to run a 5K and teaches them about not using drugs, eating healthy, and setting goals. "I want to help them become leaders of character."

Helping the Sick

National Honor Society members visit sick children at A.I. DuPont Hospital, sponsor the "Pennies for Patients" drive, dance to help fight leukemia and lymphoma, and hold blood drives twice a year, said Connor Roth, senior and National Honor Society member.

Mr. Anthony Tornetta, American Red Cross regional communications manager, said that students' efforts

are "amazing" for blood drives. "People don't realize how high school students help maintain the blood supply. We uncovered a huge hole in blood collections during the holidays and summer and realized these are times when students are not in school."

Blood collections, like the ones Kennett High School holds before Christmas

and in May, make a difference in the region during snowstorms and disasters like Hurricane Sandy. "The students' efforts also give accident victims, kids with blood disorders, and hospital patients a second chance at life," said Mr. Tornetta.

Protecting the Environment

Ms. Janice Taylor, Anson B. Nixon's Park Clean Up Coordinator, said Kennett's middle and high school students have helped with clean ups for the park and the Red Clay Valley for at least 15 years. "The park has a very small budget and staff, equivalent to one full-time person. Without student and community help, we would have a very difficult time keeping the park neat," Ms. Taylor commented.

Kennett and Unionville middle school students worked together to clear debris from park paths on MLK Day of Service.

"Without exception, students performed their assignments diligently and thoroughly," she said. "Keeping the park and stream corridors clean of debris is very important, not only in supporting the park but for the community at-large that uses the park." Older students picked up litter on the park's Route 1 border.

On May 23, Walk In Knowledge students, as well as members of the Humanitarian Club and National Honor Society, will help during the annual park clean up.

Connor Roth helps with the clean up every year and said, "I consider myself environmentally conscious. This is a great outlet through which I feel I am affecting concrete change."

Growing through Serving

Senior Krista Lafferty, National Honor Society president, has volunteered for many service projects and helps a special needs "buddy" at church each week. She summed up her service, "While it may seem like a hassle to go out of your way to serve, I have found that some of my most satisfying moments are when I'm helping someone else."

High School Students “Reach Out” to Young Learners

Some Kennett High School juniors and seniors are skipping lunch and study halls to sit in tiny chairs at low tables to help others learn. They help students at Mary D. Lang Kindergarten Center recite the alphabet, recognize numbers, and sound out words.

These students answered the call from Dr. Tomorrow Jenkins, assistant high school principal, to help younger students and their teachers. She created “Reach Out to the Community” (ROC) so students could “assist elementary teachers, give back to the school community, and enhance their marketability for the 21st century.”

Students in good standing give up a double-period lunch/study hall or two study halls and make their way to MDLKC, Bancroft, or Greenwood elementary schools at least one day a week to give back to their academic community.

Mrs. Marybeth Kufen, MDLKC teacher, said, “We put our students through elementary school and send them on up through middle school and high school. It makes sense to cycle them back around to support the community that enriched them.”

Dr. Jenkins reinstated ROC this year after a four-year hiatus. Last year she discussed the semester-long program with school board members and reinstated it in the fall of 2012. Student volunteers for the first and second semesters totaled 35 students at MDLKC, 5 at Bancroft and 1 at Greenwood. Their efforts amounted to 170 hours of extra

classroom help each week, when combining hours from both semesters.

“Sometimes, I wonder what we’d do without them [ROC students],” said



ROC students are (l-r): Front row: Rachael Rule, Nupur Parikh, Alexis Smith, Amanda Boyd, Amanda Costanzi, Jessica Castillo, Erica Tlaseca, Joanna Dawyot, Stephen Hands, Daniel Kolman, Heather Ruble, Auburn Lattanzio.

Ms. Carla Horn, MDLKC principal. “We get so much more learning done with their help.”

Jessica Castillo, a senior, used to set up a classroom and “play school” with her cousins when she was little. Now, she walks from the high school to MDLKC to help Mrs. Kufen and her students every day for two hours. As she enters the classroom, students run up to hug her. Sean Kelley, 5, said, “Miss Jessica is nice.” “She helps us do sentences when we do a book,” said Brian Flores, 5.

Jessica sat with three students and sounded out words with them so they could write them in their books. “I see a – see--aaal – looking at me. Good job!” said Jessica.

Around the corner in Ms. Kelly Schwendeman’s class, senior Caroline Dunlevy led a discussion about types of buildings in a community. “Where do you go if you are sick?” Students waved their hands, wanting to be called on. “A hospital,” one answered. “Right,” said Caroline, as she drew a red cross on a flip chart to represent a hospital. She also works one-on-one with students struggling with concepts.

“Caroline is wonderful and the kids adore her. She will try to do anything I ask, like prepping materials and running classroom activities,” said Mrs. Schwendeman. Several other ROC students assist her different days of the week. “In kindergarten, you need all the hands that you can get. Each ROC student helps make for a smoother classroom with more individualized attention. High schoolers have so much to offer!”

Mrs. Jane Henry, MDLKC administrative assistant, said, “They’re so responsible and the kids like them. It’s like they’re staff.”

Caroline finds her volunteer efforts rewarding. “It’s fun to see the progress in ones who needed more help.” She helps students identify letters and numbers, work on arts and crafts, and takes part in science projects. “They

[students] made fun of me because I had to wear safety goggles while we did an experiment.” Caroline sees progress in herself, too, through this experience. “I’ve gotten a lot better with my patience.”

The ROC experience confirms for Jessica that she wants to major in education in college. Her biggest challenge in helping at MDLKC five days a week is walking between schools in bad weather. “But, when I come here [MDLKC] and see the kids, I get happy.”

“Jessica is a smart, hard-working young woman, and it’s a pleasure to have her in our classroom,” said Mrs. Kufen. Besides working with the students, Jessica cuts out shapes, copies papers, fixes the chairs, picks up baskets, and cleans up.

“It’s always helpful to have an extra pair of hands, but the kids really respond to having a high school student in the classroom,” said Mrs. Kufen.

Seeing the value of the students volunteering to help kindergarten students learn, Ms. Horn said, “I hope we can do this in future years.”

Dr. Jenkins has found in ROC exit interviews that these students have a “new found respect for the work teachers do on a daily basis.”



Kennett High School Hosts PMEA Honors Band

Kennett High School hosted top musicians from 35 high schools for the Pennsylvania Music Educators Association (PMEA) District 12 Honors Band concert on January 26. Six Kennett High School students were among the 118 band members from Chester, Delaware, and Philadelphia counties who were selected during December auditions.

Lucas Gramig, a second-year honors band tuba player, practiced a solo all summer and fall for the audition. On the big day, he played the solo, 11 memorized major scales, and music he sight read. “District 12 is one of the most competitive districts in the state,” he said.

Bass clarinetist and junior Bree Haight played with the honors band for the first time. She vacillated between being anxious and calm while waiting to audition. Afterwards she said, “I knew I had practiced hard and that was all I could do. I was relieved when it was over.”

Katie Coughlan, junior, had to compete against 80 other flutists for a seat in the honors band. “I auditioned between two people who made the band last year, which meant they were good. That did not help my nerves.” She persevered and made the cut.

Other Kennett musicians who made the cut were Mairead Barrett, French

horn; Jason Kim, string bass; and Erin Kraynie, flute.

The band members practiced for the concert two days during a snowy weekend. Lucas said, “Even though the weather did not cooperate, it didn’t get in the way. The band members prepared so well prior to the festival that we just needed to pull everything together.”

When they played, Bree said, “The sound of the band was surreal, unlike anything I had ever heard. The music was amazing and moving since it was played by some of the best.” Erin said, “I was in no way prepared for the sheer experience of being surrounded by so much talent. You felt like you were truly part of the music.”

Mr. Anton Romano, director of bands in the District, echoed his students’ thoughts. “They were grateful to play with other high-caliber musicians after putting in so much time practicing. It was rewarding for them to play with others who have the same mindset.”

Lucas said playing with the honors band is very humbling. “Many people, including me, think they are very good when they perform with their school. Once you perform with these great students, things are put into perspective.”

Dr. M. Gregory Martin, symphonic and marching band director at West Chester University, conducted the District 12



KHS students who participated in the PMEA District 12 Honors Band concert are: Front row, (l-r): Bree Haight (bass clarinet), Erin Kraynie (flute), Katie Coughlan (flute), Mairead Barrett (french horn) Back row: Jason Kim (string bass), Lucas Gramig (tuba)

honors band. Erin said they learned from him during practices. Katie agreed, “He brought music to life by pointing out dynamics, articulation, and styles so the written music reached its fullest potential.” During practices, Bree said Dr. Martin knew when to tell a joke or funny story to keep band members going. Lucas added, “Spending a couple days with someone with so much prestige and experience was priceless.”

The band played a variety of music. Lucas enjoyed “Suite Dreams” by Steven Bryant, which was based on Gustav Holst’s “First Suite in Eb.” “The different musical effects portrayed a dreamlike world.” Bree and Katie liked the Irish

folk song “A Longford Legend” best. Jason said his favorite song to play on the string bass was “The Star-Spangled Banner.”

Bree enjoyed playing in the band and preparing for the concert. “The music pushed my skills, and I grew as a musician.” She also liked seeing the work done at the high school to host the concert. “To get ready for the concert, I loved helping with odd jobs that came up.”

Lucas summed up the honors band experience, “Even though all these students are separated by many miles, we came together to play beautiful music.”

Kennett's Student Athletes Excel in Winter Sports

Across the Kennett Consolidated School District, student athletes won competitions, broke records, received college scholarships, and reached career milestones since the beginning of the year.



Julia Baumel, junior, was urged on during the "Million Meter Marathon" by her coach, Ms. Samantha McDonald. Julia broke the indoor rowing record by almost six minutes with a time of 3:09:04 for the 42,195-meter row.

Mr. Jeff Thomas, athletic director and assistant principal for Kennett High School, said, "I see a great inner drive in many student athletes. This motivation, coupled with a work ethic instilled by their parents, leads them to success in the classroom and on the playing surfaces."



Rebecca Lustig, 8th grade KMS student, placed fourth at the 2013 United States figure skating championships on the intermediate level for ice dancing.



Shoshanna Lustig, junior, competed nationally with the University of Delaware's junior level synchronized skating team in February.

Another pair of Kennett High School athletes, neither skaters nor brothers, eclipsed individual career milestones within a 24-hour period. Maalik Rochester, a senior, reached the 1,000-point mark of his basketball career on February 5. The next day, senior wrestler Bobby Bender captured the 100th win of his career.

Julia Baumel, a junior, "pulled" her way to an indoor rowing world record and raised \$5,000 for her charity, Kids Pitch In, on January 21. The competitive rower trained nearly a year for the "Million Meter Marathon" event at the Newport Rowing Club in Newport, Del., where she is a team member. Julia rowed 42,195 meters and shattered the old record by almost six minutes with a time of 3:09:04.

The new Junior Lightweight Women's Indoor Rowing Marathon record holder incrementally worked up to a half marathon. She never rowed a full marathon until the day of the event. "My adrenaline kicked in, and I was able to go faster and farther," said Julia. She trained for the marathon five to six days a week after attending team practices.

Such is the case for Rebecca and Shoshanna Lustig, sisters who ice skate at national competitions. Rebecca is in eighth grade and placed fourth at the 2013 United States figure skating championships on the intermediate level. She and her ice dancing partner skated together only nine months before winning pewter medals at the January 25-27 competition in Omaha, Neb. Previously, they won bronze medals at the U.S. Eastern Sectional figure skating championship.

Her mother, Dr. Nancy Lustig, described ice dancing as "ballroom dancing on ice." Rebecca enjoys skating with a partner. "I don't get nervous competing because I'm not alone," she said. She practices pairs skating in three states each week: two days in Ardmore, one in Princeton, and one at University of Delaware. She also practices by herself, which paid off at nationals where she earned her personal best score.

Her older sister, Shoshanna, competed nationally with the University of Delaware's junior level synchronized skating team in February. "It's like the Rockettes; 16 girls dancing on ice. It is not pretty if one girl puts her foot down at the wrong time. It affects the judging," said Dr. Lustig.

Shoshanna, a junior, has skated since she was four and enjoys the team sport. "I love skating with my best friends. Competitions are so much fun, and I'm never alone on the ice." During private practices, Shoshanna works on characterization and expression in her skating for her long and short programs for competition.

Maalik achieved his goal by "getting a lot of shots up after every practice and working on footwork." He practices 20 hours each week. Maalik said, "I've been playing basketball for 11 years because it's fun and competitive." He wants to attend a college where he will "fit in as a student athlete and be successful." Maalik wants to study sports management. He is considering attending Mansfield University, Arcadia University, Wilmington University, Alvernia University, Mount St. Vincent College, or Delaware Valley College.

Bobby began wrestling in 5th grade and now practices up to 16 hours per week. His dedication paid off by placing 3rd at the Ches-Mont League Championships, 1st at the PIAA District 1 Central AAA Championships, and advanced to the PIAA Southeast Regional AAA Championships. Bobby likes wrestling because it is an individual sport. "I love the fact that you're alone out there on the mat." He keeps his weight under control and watches films to stay competitive. Bobby will wrestle for Kutztown University in the 125-pound division.

A fellow wrestler, Cory Tomasetti, placed 2nd at the Ches-Mont League Championships, 1st at the PIAA District 1 Central AAA Championship, and advanced to the PIAA Southeast Regional AAA Championships. Cory, a junior, has wrestled since 7th grade. "I like wrestling because you are held accountable for your performance and can't blame anybody else. The thrill of winning is the ultimate reward for all the hard work." Each week during the season he practices with the team 11-14 hours and lifts weights another three hours. Cory continues lifting and practicing during the spring and summer to prepare for the next season.

Rather than going to the mat, senior Brittany Plummer aims for the sky when she pole vaults. She rocketed 11 feet during two recent competitions. Brittany placed 7th at the PTFCA Indoor Track State Championships held at Penn State University on February 23. Previously, she won the Indoor Track Chester County Championships. Brittany likes the thrill of competition. She prepares for events by practicing an hour and a half twice a week and three times on competition weeks. Her hard work at Kennett High School paid off with an athletic scholarship.

Brittany will attend University of North Carolina Charlotte to participate in the track and field program as a pole vaulter. She plans to study exercise science at the Division I school.

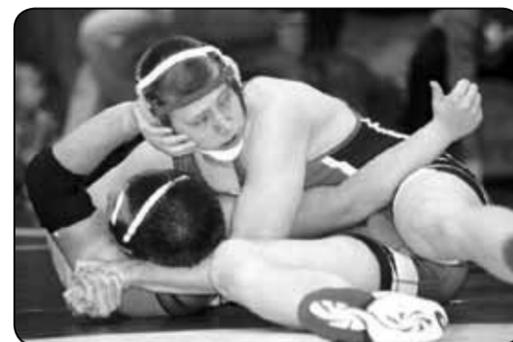
Considering the student athletes' achievements, Mr. Thomas said, "They experienced ups and downs in their sports, learned how to win graciously, and lose with dignity. These experiences will translate to future success for them in all walks of life."



Maalik Rochester, senior, reached the 1,000-point mark of his basketball career on Feb. 5.



Senior Bobby Bender wrestled his way to his 100th win on Feb. 6. He took 1st place at the PIAA District 1 Central AAA Championships, and advanced to the PIAA Southeast Regional AAA Championships.



Cory Tomasetti, a junior, placed 2nd at the Ches-Mont League Championships, 1st at the PIAA District 1 Central AAA Championship and advanced to the PIAA Southeast Regional AAA Championships.



Senior Brittany Plummer soared 11 feet and placed 7th at the Pennsylvania Track & Field Coaches Association Indoor Track State Championships and 1st at the Indoor Track Chester County Championships.