

kids voices count

**Listening to Delaware's
children talk about
factors for success**





Members of the Milford High School Journalism team:
Front row, left to right: Emily Schoenfelder, Shawn Bernhard, Angela Sammons, Amy McPherson, Brett Sherwood, and Shannon Montague.
Back row: Faculty Advisor Czar Bloom.

KIDS COUNT in Delaware is dedicated to making our state a better place for kids. We want to focus the attention of Delaware's policy makers, community leaders and parents on factors for success, to better understand how we can help children succeed.

Kids Voices Count provides the teen perspective on a success. This interviewing and writing project was undertaken as a volunteer effort by the journalism students at Milford High School, under the supervision of their teacher Czar Bloom. These young people spent several weeks during this school year interviewing their peers and middle school students in Middletown, Milford and Seaford on the subject of success. The interviews were conducted with no adults present.

They are pleased to present their thoughts on an issue that deeply impacts their lives and the well-being of their friends and their families.

Note: The names of the teen interviewers and photos are real, however to protect confidentiality, the names of the interviewees are fictitious and their photos are not included. All interview excerpts are edited only for order of presentation. The words are those of the teen journalists themselves as submitted to KIDS COUNT.



The Milford High School journalism staff received the honor of writing for KIDS COUNT in Delaware in November. We worked very hard to interview students and help produce a fine product.

In mid-February we were able to attend a conference at Brandywine High School with U.S. Secretary of Education Richard Riley, Governor Thomas R. Carper, and U.S. Representative Michael Castle. They discussed Delaware's educational policies and system. They all believed that the key to success was education. After the exciting meeting with the public officials, we traveled to the Middletown Boys and Girls Club where the students were eager to tell us their opinions on personal and educational success.



Shannon Montague

After the trip to Middletown Boys and Girls Club, we went to the Lower Sussex Boys and Girls Club

in Seaford where we talked with more students about their feelings on the same issues. Later, we added interviews with older teens from our home school, Milford High. Almost everyone we interviewed agreed that the most important thing that needed to be accomplished in order to succeed was to do well in school. Even students that had succeeded in sports and music agreed.

In addition to our findings, The Search Institute, a national research institute, studied several keys to success. Many of the results the Search Institute found complemented our research. In fact, four factors stood above the rest:

- Support from family, neighbors, friends and other adults.
- Boundaries and expectations so that students know what is and is not expected of them.
- Commitment to learning in school and outside.
- Positive identity or a strong sense of their own self-worth.

After the travels to the different schools, we have learned that no one key exists for success, yet different keys come together to open the door to everyone's individualized success.

Forty Developmental Assets for Youth

Extensive research led the Search Institute to identify the essential building blocks of adolescent development. In 1990, the institute identified 30 external and internal "developmental assets" that all youth need to grow up healthy, competent, and caring. Through experience, ongoing examination of youth development literature, and conversations with practitioners and other experts, the institute has refined and strengthened the asset framework. In 1996, the institute released studies of youth...that measure an expanded framework of 40 assets.

These forty assets are described throughout this publication.

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Lana, age 16

The first interview I conducted was with "Lana," a African-American 16-year-old female who lives in Milford. She defined success as accomplishing what one sets out to do and being satisfied with it.

Lana believes she has succeeded in her social life, scholastics, and sports, especially track.

The factors for success that Lana named are family support, service to others, high expectations, caring, reading for pleasure, responsibility, peaceful conflict/resolution, and resistance skills.

Developmental assets that all youth need to grow up healthy, competent, and caring

External Assets

Support
Family support
Positive family communication
Other adult relationships
Caring neighborhood
Caring school climate
Parent involvement in schooling
Empowerment
Community values youth
Youth as resources
Service to others
Safety
Boundaries and Expectations
Family boundaries
School boundaries
Neighborhood boundaries
Adult role models
Positive peer influence
High expectations
Constructive Use of Time
Creative activities
Youth programs
Religious community
Time at home

Internal Assets

Commitment to Learning
Achievement motivation
School engagement
Homework
Bonding to school
Reading for pleasure
Positive Values
Caring
Equality and social justice
Integrity
Honesty
Responsibility
Restraint
Social Competencies
Planning and decision making
Interpersonal competence
Cultural competence
Resistance skills
Peaceful conflict resolution
Positive Identity
Personal power
Self-esteem
Sense of purpose
Positive view of personal future

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Interviewer Amy McPherson

These responses were typical among my interviewees, but what set Lana aside from the others was that she believed positive family communication and a religious community are important aspects that help people become successful.

What I found out was that people's own beliefs and values, in Lana's case it would be religion, are important to whether or not one succeeds. This following quote illustrates this theory:

"One person with a belief is equal to a force of ninety-nine who only have interests."

— Anonymous

High school success depends on students

By Keith R. Younes

Every year, Milford High School

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Success is un

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that necessary

Never do more work than is necessary or required. If a person

spends too much time on one activity, eventually he will take away

valuable time from another project. Of course, some teachers and

Student chefs cook up good grades by covering the correct recipe for class

By Angela Simmons
cook up some good news
before school

Stay in school, get a job

Delaware employers work to secure the best applicants

From the Business Industry

Education Alliance

Poor school attendance and

performance could cost young

people jobs. Business across

the United States are being

encouraged by the National

request high school transcripts

request from young job applicants before

they hire.

In Delaware, the initiative is

coordinated by the Delaware

Business Industry Education (BIE)

Alliance. Over 400 Delaware

employers have already pledged to

use transcripts in hiring decisions.

How serious are employers?

make communication easier

between schools and businesses.

Bel Atlantic, FPG Industries, and

Bel Atlantic purchased a new fax

machine for every public high

school in Delaware. In return,

schools promised to fax student

records to employers within 48

hours of a request. Companies

must secure permission from the

applicant or their parents (if under

18 years of age), before the school

may legally release the records.

Why is the use of transcripts

becoming so popular in the hiring

process? "The most important

reason is that employers need

better information about the

applicant," said Doug Hill,

Director of the BIE Alliance.

Transcripts provide valuable

information about a young p

son's work ethic and discipli

ne. The BIE EDUCATION A

lliance makes it easy and convenient

for employers to access a

transcript and performance infor

mation. "Schools are also very

positive of BIE EDUCATION

Alliance," said Hill. "It's a great way for schools

to cooperate with local employ

ers and businesses to work together

and send a strong message to

Disabled student rolls past MHS difficulties

By Angela Simmons

A disability will allow a person

to develop a unique outlook on

life, while even creating a strong

self-image.

For Milford High School's

Steve Crabtree, this statement

holds especially true.

Steve, a 15 year old freshman,

was born with soft bones. "This

hereditary disease, compounded

by a lack of calcium during his

mother's pregnancy, has confined

him to a wheelchair.

His mother, also stricken with

this disease, now told all of her

children would have a 50-50

chance of inheriting it. While

Steve did inherit it, his sister did

not.

Steve tries to make life as nor

mal as possible. "You can't

always feel sorry for yourself, it

won't help," he admitted.

When asked whether he partici

pates in handicapped sports,

Steve jokingly replied, "I wouldn't

Students should already know how much
they must get a night to be fully awake the next
day. In class, brain processes ideas slower and a
lack of sleep will not retain all of the covered material.
"Wow - Don't feel like eating breakfast, then
I'm not hungry."

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Steve Crabtree

MHS, and feels the school is well

accommodated for the disabled. He

believes people here seem to treat

him normal, often overlooking his

disability. For his Steve likes to

see how fast he can roll in his

wheelchair.

Steve also enjoys writing and

Articles from the July 1997
Milford High School newspaper

Sarah, age 17

My second interview I held was with “Sarah,” a white 17-year-old female who lives in Milford. Sarah says success comes when people know that they have accomplished a lot of what they wanted and they are happy with what they’ve done with their life.

She believes she has succeeded in her social life and school, as well as her music. Sarah, who plays the clarinet, excels in the Milford High School band.

Sarah thinks that achievement, motivation, personal power, a sense of purpose, and planning and decision making are important ingredients to a successful life.

In contrast with other interviewees, Sarah believed adult role models and a positive peer influence impacted the possibilities for a successful life. She also believed that the absolute key factor for success is knowledge.

This following quote explains Sarah’s feeling about success:

“If there is any one secret to success, it lies in the ability to get the other person’s point of view and see things from his angle as well as from your own.”

— Henry Ford

Bob, age 16

The third and final interview I conducted was with a 16-year-old white male who lives in Milford. “Bob” says success comes when people have accomplished all goals and achieved everything they have wanted to do.

Bob wasn’t really comfortable naming his accomplishments because of his age, but he did say he thinks he’s succeeded in his band as a guitar player.

He believes that the key factors for success include living in a caring environment, safety, boundaries in family and school life, creative activities, equality and social justice, and self-esteem. He also thinks that to be successful one needs to be a persistent, diligent worker. Overall, though, he thinks that time equals success.

This following quote explains how Bob feels about success:

“It takes twenty years to make an overnight success.”

— Eddie Cantor

External Assets: Support

Family support- Family life provides high levels of love and support.

Positive family communication- Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).

Other adult relationships- Young person receives support from three or more non-parent adults.

Caring neighborhood- Young person experiences caring neighbors.

Caring school climate- School provides a caring, encouraging environment.

Parent involvement in schooling- Parent(s) are actively involved in helping young person succeed in school.

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External Assets Empowerment

Community values youth-
Young person perceives
that adults in the community
value youth.

Youth as resources- Young
people are given useful roles
in the community.

Service to others- Young person
serves in the community one
hour or more per week.

Safety- Young person feels safe at
home, at school, and in the
neighborhood.

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Erin, age 13

Success is when you make it
in the world.

Q What do you define as success?

A When you make it in the world.

Q What would you like to do as your future career?

A I want to be a doctor.

Q What have you done to prepare for
this occupation?

A Foster care classes have helped me prepare.

Q Have your parents helped you prepare?

A No, I do think parents help you though.

Q Do you plan on going to college?

A Yes, I think I'll be able to go through the education.

Hillary, age 14

Q How do you define success?

A Accomplishing goals you set for yourself and achieving your dreams.

Q How have you succeeded in life so far?

A I play the clarinet and I made it into Junior All-State band. I'm also on the list for Wilmington Charter School. This year I brought my math grades up.

Q What are your future career goals?

A A marine biologist, because I like to travel and see the finer points in life.

Q Who has been most supportive of you in achieving your goals?

A My mom has been really supportive. She always tells me even if you don't get what you want in the beginning, it'll work out.

Q Do you think that parent support is important in a young person's success?

A It depends on how parents treat or encourage you. Some could care less. My parents are supportive.

Q Do you think you need to be smart in order to succeed?

A Not necessarily, it depends on what you want to succeed at.



Interviewer Brett Sherwood

Amanda, age 13

I think college is essential.

Q *What do you define as success?*

A *Completing your education and getting the job you want.*

Q *What job would you like to have in the future?*

A *A teacher or a doctor.*

Q *What have you done to prepare for these occupations?*

A *I've talked to my family and teachers about it.*

Q *Have your parents helped you prepare?*

A *My parents have taught me CPR and life saving skills.*

Q *Do you plan on going to college?*

A *Yes, I think college is essential.*

Sandra, age 15

Success is when you are loyal to what you are doing. Doing and being whatever you want to.

Q *How do you define success?*

A *When you are loyal to what you are doing. Doing and being whatever you want to.*

Q *How have you achieved success?*

A *Last week I had a chance to design a poster for a community event. I really like art.*

Q *What are your future career goals?*

A *I would like to be a fashion designer, because I like different types of clothes and different outfits. I'd like to make new stuff, for new generations.*

Q *Who supports you the most to achieve your goals?*

A *My mom, she tells me what I'm doing right or wrong.*

Q *Do you think parental support is important in order to succeed?*

A *Yes, because if you have parent support, you can really strive.*

External Assets Boundaries and Expectations

Family boundaries- Family has clear rules and consequences, and monitors the young person's whereabouts.

School boundaries- School provides clear rules and consequences

Neighborhood boundaries- Neighbors take responsibility for monitoring young people's behavior.

Adult role models- Parent(s) and other adults model positive, responsible behavior.

Positive peer influence- Young person's best friends model responsible behavior.

High expectations- Both parent(s) and teachers encourage the young person to do well.

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Lucy, age 13

I set goals and make sure

I keep my priorities in order.

Q *What is success?*

A *Success means achieving one's goals after setting those goals early on in life.*

Q *How do you achieve these goals?*

A *I concentrate my hardest and try my best.*

Q *Who is important in helping you achieve success?*

A *My friends, family, and teachers.*

Q *What are your future plans?*

A *To stay in school and eventually go to college and law school.*

Q *How do you plan on achieving success?*

A *I set goals and make sure I keep my priorities in order.*

Kim, age 12

*My parents come to school functions
and help me study.*

Q *How do you define success?*

A *Something you work hard to achieve.*

Q *How have you achieved success?*

A *Playing sports. I've played softball for two years with Parks and Rec.
I'm planning on playing it in high school too.*

Q *What are your future career goals?*

A *I would like to be an attorney.*

Q *Do your parents help you achieve your goals?*

A *Yes, for sports they practice with me. They come to school functions and help me study.*

Q *Do you think that parents are vital to a child's success?*

A *Yes, they need to encourage them to do what's right and follow their dreams.*

Q *Do you think you have to be smart to succeed?*

A *No, sometimes you have to know things, but sometimes it's just talent.*

External Assets Constructive Use of Time

Creative activities - Young

person spends three or more hours per week in lessons or practice in music, theater, or other arts.

Youth programs - Young person

spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.

Religious community - Young

person spends one hour or more per week in activities in a religious institution.

Time at home - Young person

is out with friends "with nothing special to do" two or fewer nights per week.

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and it provides mentors for me.

A *I think I work hard, I'm capable of doing difficult work and doing well.*



Interviewer Angela Sammons

A *Very, because you must succeed to do anything.*

Raymond, age 13

Most teenagers don't have any direction in life.

I stay organized and study hard. I talk to teachers when

I have problems so I can always stay on top of the work.

Q What for you would be success?

A Becoming a pilot.

Q Who has helped you achieve success so far?

A School has helped me decide what I want to do and how I can do it.

Q What is the major part of your education right now?

A I go to a Vo-Tech school, so I'm trying to focus on technical skills.

Q Would you like to go to college?

A Yes, I'd like to go to a small college where I can get a good education so I can get a good job.

Q Do you think kids now have a good idea of how to achieve success?

A No, most teenagers don't have any direction in life.

Q What do you do to get good grades?

A I stay organized and study hard. I talk to teachers when I have problems so I can always stay on top of the work.

Alice, age 13

Q How do you define success?

A Accomplishing goals.

Q How have you achieved success in life?

A I've been making good grades and I play basketball

Q What are your future career goals?

A Pediatrician

Q What have you done to start achieving your future goals?

A I went on the Internet and I talk to doctors about their jobs.

Q Do you think that parent support is important in a young person's success?

A Yes because they teach kids they can do anything.

Q Do you think you have to be smart to succeed?

A No, lots of not so smart people are really famous and have done what they wanted to do.

National Honor Society holds

By William Higginbotham
The Milford High School chapter of the National Honor Society inducted 41 new members in a ceremony at 7 p.m. on November 12, 1998.

Erica Gooch, Katie Hoomans, Jason Japans, Jonathan Jones, Andrew Kunkle, Amy Lewis, Thomas Majoch, Adam McGee, Michele McKenzie, Ryan Messatizza, Jonathan Mulholland, Ryan Mullins, Russell Noble, Neal Richard, Crystal Roosa, Kim Sisk, Brett Sherwood, Jessica Shoemaker, Jennifer Solorzano, Denise Thomas, Beth Vauxman, Shannon Wilson, Hope Wooten, Elizabeth Wooten and B.J. Wooten.

Perfect score leads Meyers to possible scholar program

By Emily Schoenfelder

Matt Meyers, a senior at Milford High School, scored an 800 on his verbal and an 750 on his math section of his SATs and has recently been named one of approximately 2,600 candidates in the 1999 Presidential Scholars Program.

Meyers took the test three times and peaked on his own free time.

"I was pretty happy and surprised," said Meyers. "My parents are really proud of me; they're making a big deal out of it."

Meyers thinks that the Academic Challenge Program and his Professor Dr. Keegan helped prepare him the most for the test.

It's gotten me a lot of notices."

said Meyers. "The first thing people ask you is your SAT score."

Meyers advice for the SAT is "stay calm, read how they're scored and learn how the test is set up."

Ranking second in his class, Meyers participates in the Varsity Club, Academic Bowl Team of the Academic Challenge Program.

Keeping good grades has never been hard for Meyers. His teachers think very highly of him.

"He possesses the uniqueness to apply the skill of foresight to scientific concepts. That return makes him successful," said Earth Science teacher Brenda Heberling.

Meyers is choosing between whether or not he should attend college because

See MEYERS on p. 10



Photo by Angela
Matt Meyers recently scored a perfect 800 on the verbal section of the SAT's. He is also a candidate in the Presidential Scholars Program.

Senior receives

Benton takes home \$5,000

By Angela Sammons

Only a few weeks after being crowned Homecoming Queen, Shenna Benton became a 1999 Horatio Alger National Scholarship winner.

The Scholarship is awarded to only 150 students throughout the United States and Puerto Rico.

Benton must write an essay about adversity they have overcome.

Encouraged to apply by guidance counselor Mrs. Phyllis Keibel, Benton was chosen to be the female candidate from MHS.

The school also chose a male candidate and an alternate.

She eagerly awaited receiving news on whether or not she had been chosen.

"I had been waiting six or seven months for it before I received the news," said Benton.

Benton was ecstatic when she found she had won. The Horatio Alger Association awarded her a scholarship of \$5,000. She is the first Milford High School student to win this award for several years.

"That's the only way I thought I could get into college because



Benton proudly displayed her \$5,000 scholarship money.

any family doesn't have a lot of money. But I knew if I won it, the person who did have deserved it," Benton said.

Samantha, age 14

With hard work, there's nothing you can't be successful at.

Q What would you like to do when you get out of school?

A I want to play professional soccer or be a singer.

Q What will you have to do to be successful in soccer or singing?

A I practice both a lot, but I will have to work harder at them as I get older.

Q What do you do to be successful?

A I set priorities and finish work with as much effort as I can.

Q What have you done so far that makes you think you can be a soccer player or singer?

A I'm in chorus at school, but I've only been able to play soccer at home.

Q What are your beliefs on success?

A With hard work, there's nothing you can't be successful at.

Internal Assets Commitment to Learning

Achievement motivation -
Young person is motivated
to do well in school.

School engagement -
Young person is actively
engaged in learning.

Homework - Young person reports
doing at least one hour of
homework every school day.

Bonding to school -
Young person cares about
her or his school.

Reading for pleasure -
Young person reads for
pleasure three or more
hours per week.

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Induction

...ans, Pingsheng (Ken) Hu and
...Kasha Spence, Milford High
school alumnus and Senator Mr.
Mary Simpson was the guest
speaker at the induction.
The Honor Society will also
be coordinating the annual
junkingiving food drive in coop-
eration with the Leo Club. The
induction is scheduled to take
place from Monday, Nov. 16
through Friday, Nov. 20. The
50 groups will sort the items
on Monday, Nov. 23 and deliver
them on Wednesday, Nov. 25.

scholarship 00 for college tuition



...ys just a minor men of the money she
...ge education. Benson won the Horatio
lot of
...didn't
...21-25 for an awards ceremony
...ated, and a conference.

MHS art students win Hercules grant

By Ryan Meszarz and
Racheen Matthews

The Milford High School Art
Department was awarded a
\$4,000 grant to produce a sculpture
for the Hercules Corporation.
MHS, along with 10 other
schools, will have its work perma-
nently installed in the corporate
headquarters in Wilmington.

One of the grant will be
for final imaging equip-
ment for the art
department. Mr. John Bayalis,
art teacher, said,
"For the seven foot
piece was submitted last
year but not approved.
It was stated at the
end of the school year and
on Nov. 15,
Siesbach, the contrac-
tor and the technology
I were consulted and
construct the structural
be piece."



Jack Crawford, Amanda Dickinson and Justin Kirk pose in
front of the MHS art department project. The art department
received a \$4,000 grant for the piece.

Many community figures also
helped the project by donating
building materials. Fitzgerald's
Auto Salvage and NAPA Auto
Store donated car parts and auto
paint.

The designers of the project,
Amanda Dickinson and Nick
Crawford, were helped by the
construction team, including Ben
Outen, Justin Kirk, Ron Tate,
Adam Sears, Nicole Brooks,
Aaron Hoskins, Kenneth Piper,
Sam Herman, Dorian Riddick,
and Robert Fields.

"The ability of the students to
work in teams and coordinate to
produce a work of this magnitude
was a tremendous opportunity
educationally," Mr. Bayalis
said. He also thought the students
did a good job. "I was extremely
proud of their efforts and the
finished work," Mr. Bayalis com-
mented.

Jennifer, age 14

All parents need to help their kids.

Q What do you want to do when you get out of school?

A I want to be an obstetrician.

Q How have you been successful so far?

A I've gotten good grades and I'm planning to go to college.

Q How do you organize yourself to be successful?

A I make goals and reach them.

Q Have you thought about where you'll go to college?

A Yes, I want to go to a major Division I college.

Q Is your family supportive?

A Yes they help me a lot. All parents need to help their kids.

Q Do you rely on your friends to help you achieve success?

A I rely on my friends a lot.

Laura, age 12

I want to be a pediatrician because I see sick children on television. It makes me want to try to help them.

Q *How do you define success?*

A *The ability to do something well.*

Q *How have you achieved success?*

A *I've succeeded in math. I'm good at math, I pay attention, and it's easy for me.*

Q *What are your future career goals?*

A *I want to be a pediatrician.*

Q *What made you choose that career?*

A *When I see sick children on television. It makes me want to try to help them.*

Q *Do you think parental support is important in success?*

A *Yes, because they help you, but no, because they can get bossy.*

Michael, age 14

I want to be a doctor so I can make a lot of money.

Q *How do you define success?*

A *By the amount of money you make.*

Q *What do you want to do when you grow up?*

A *I want to be a doctor so I can make a lot of money.*

Q *Is college important to achieving success?*

A *It is to me because it will help me in my career.*

Q *Do you have any plans for how to achieve success?*

A *I'm going to go to a big college and medical school.*

Q *Who is helpful in your achievements?*

A *Family is important for support in what you want to do, but friends also help by giving you a chance to relax and escape from pressure.*

Internal Assets Positive Values

Caring - Young person places high value on helping other people.

Equality and social justice - Young person places high value on promoting equality and reducing hunger and poverty.

Integrity - Young person acts on convictions and stands up for her or his beliefs.

Honesty - Young person "tells the truth even when it is not easy."

Responsibility - Young person accepts and takes personal responsibility.

Restraint - Young person believes it is important not to be sexually active or to use alcohol or other drugs.

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Tania, age 16

Teens give in to pressure to do things that distract them.

Q How do you define success?

A Education and money

Q What do you want to do when you get out of school?

A I want to become a masseuse.

Q Is your family encouraging of you?

A They support me in whatever I do.

Q Have you done anything so far to help you achieve your goals?

A I haven't taken any massage classes yet, but I plan to.

Q How do you plan on achieving success?

A I just do the best I can in everything everyday.

Q Do teens have a difficult time succeeding usually?

A Yes, because they give into pressure to do things that distract them.

Q Who should teens rely on for support?

A Family and friends.



Interviewer Emily Schoenfelder

Marianna, age 13

Even if you have a strong will, you still need parents to help and support you.

Q How do you define success?

A Doing something that you've set as a long or short term goal and being able to feel good about it.

Q How have you achieved success?

A I can sing well and I can bring that to the world. I wanted to have a solo in chorus and I did. I have passed every year, so that shows success. I'm smarter than I let on to be.

Q How long have you been working on achieving success?

A In singing, since I was 5 or 6. I just sing all the time.

Q What are your future career goals?

A I'm too young to know, but maybe a singer, actress, or photographer. I like kids, so maybe I'll start a daycare.

Q Have your parents encouraged you?

A My parents have encouraged me since I was three.

Q Is parental support important?

A Yes, because even if you have a strong will, you still need parents to help and support you.

Jerry, age 13

I worry about how the real world will be very tough when I get out of school.

Q What do you want to do when you grow up?

A Become a policeman or an environmentalist.

Q Why those choices?

A I think America needs help in the law and court system. I also lived on a farm so I learned to appreciate nature.

Q Have you thought about where you want to go to college?

A I'd like to go to a small college because big ones are a waste of money.

Q How do you think you will succeed?

A By doing my best.

Q What do teens need to do to prepare for their future?

A Save money for college and get good grades.

Q Do you ever worry about how difficult your future may be?

A I worry about how the real world will be very tough when I get out of school.

Q Who is the most supportive of you?

A My mom.

Q What problems do most teens face as obstacles?

A Lack of support from those who should help them.



Shirley, age 13

I'm going to work really hard and set my goals.

Q What is success?

A Having a good house with money and a husband.

Q Can you define some of your successes?

A I've passed every grade and I have a large loving family.

Q What are your future goals?

A I want to go to college and become a photographer?

Q How will you achieve those goals?

A I'm going to work really hard and set my goals.

Interviewer Shawn
Bernhard

Ben, age 12

Q *What is success?*

A *Achieving your goals.*

Q *Can you define some of your successes?*

A *Playing basketball.*

Q *What is your future goal?*

A *Becoming a professional basketball player.*

Q *How will you achieve this goal?*

A *Practice.*

Justin, age 15

Kids need someone to listen to them.

Q *What do you want to be when you grow up?*

A *A school counselor.*

Q *Why?*

A *I want to talk to kids. I think I could help them. Kids need someone to listen to them.*

Q *Do you depend on your parents?*

A *Yes.*

Q *What does it take to be successful?*

A *Hard work and reaching hard for your goals. Be the best in everything you can. If you want something bad enough, you'll work hard enough to get it.*

Q *Is school helpful?*

A *Yes, I love school. I like to go and be with my friends.*

Mary, age 13

Q *What is success?*

A *What you want to be and what you achieve when you get older.*

Q *Can you define some of your successes?*

A *I'm doing a lot better in school than I did last year.*

Q *What are your future goals?*

A *Go to a vo-tech school and possibly college, too. I want to be a veterinarian.*

Q *How will you achieve these goals?*

A *I'm going to have to be patient because it takes a lot of time to do that. I hope I achieve it.*

Internal Assets Social Competencies

Planning and decision making-
Young person knows how to
plan ahead and make choices.

Interpersonal competence-
Young person has empathy,
sensitivity, and friendship skills.

Cultural competence- Young
person has knowledge of
and comfort with people
of different cultural/racial/
ethnic backgrounds.

Resistance skills- Young person
can resist negative peer
pressure and dangerous
situations.

Peaceful conflict resolution-
Young person seeks to resolve
conflict nonviolently.

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Eric, age 14

Success is to live my life
the way I want to.

Q What is success?

A To live my life the way I want to.

Q Can you define some of your successes?

A I was in the studio with Master P. Basketball is a big success of mine.

Q What are your future goals?

A Live in a big house with my wife and one kid.
Become a record producer.

Q How will you achieve these goals?

A Go to college.

Brian and Mindy, age 13

Q How do you define success?

A Brian: Stuff you do that you're good at. Having a good outlook and doing good work.
Mindy: How well you do anything.

Q How have you achieved success so far in life?

A Brian: School and playing the piano.
Mindy: Cheerleading.

Q What are your future goals?

A Brian: Being a computer programmer, maybe a family. I don't know if I want kids or not.
Mindy: College and a family. I want to be an interior decorator.

Q What have you done so far to achieve these goals?

A Brian: I signed up for the charter school, and I will go to college.
Mindy: I'm trying to make honor roll.

Q Is it necessary to be smart to succeed?

A Brian: You have to be smart in what you want to get involved in.
Mindy: Yes.

Q Are your parents supportive in trying to help you achieve your goals?

A Brian: I live with my grandparents. They've always supported me
Mindy: Yes, very supportive.

Q Do you think parents should be involved in helping kids achieve goals?

A Brian: Yes.
Mindy: Yes.

Internal Assets Positive Identity

Personal power- Young person feels he or she has control over "things that happen to me."

Self-esteem- Young person reports having high self-esteem.

Sense of purpose- Young person reports that "my life has a purpose."

Positive view of personal future- Young person is optimistic about her or his personal future.

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Christine, age 13

- Q** What helps you achieve success?
A Skills and good grades.
- Q** Do you need support from others to be successful?
A Yes, because others can help you be whatever you want.
- Q** Who helps you the most to achieve success?
A My mom pushes me to get good grades.

Veronica, age 13

Success is being responsible and working well with people.

- Q** What does it take to be successful?
A Experience in what you're interested in.
- Q** What is success?
A Being responsible and working well with people.
- Q** Who helps you be successful?
A My family because they teach me new things.

Jordan, age 14

- Q** What is success?
A To accomplish something.
- Q** Can you define some of your successes?
A I've won basketball championships.
- Q** What are future goals?
A Be a professional basketball player; go to college for engineering.
- Q** How will you achieve these goals?
A Work hard through all my years and try to get good grades.

Whoa doc!

Hard work pays off as Thompson gets doctorate

By Shannon M. Montague
After 27 years of teaching at Milford High School, band director Gerald Thompson has now become Dr. Thompson. He receives this after completing his doctorate at University of Maryland, while studying Curriculum and Instruction.

Dr. Thompson first attended Wesley College in Dover to receive his associates degree in music. He completed his bachelor's degree in music education at Delaware State University and his master's in music performance at West Chester State College. "The doctorate is really more of understanding the teaching and learning style of people, of students and of teachers. And that was the core. It's helped a great deal in terms of me perceiving student's learning styles," Dr. Thompson said.

Dr. Thompson began taking classes in 1988 at the rate of one course per semester, including classes during the summer. Most of his courses were taken at a satellite campus at Chesapeake College, west of Denton, with summer sessions at Milford.



Photo by Shannon Montague

Gerald Thompson received his doctorate this summer. Mills has been wonderful in terms of formatting pages for me, things that they know how to do extremely well that they do all the time.

"I think that's the one thing in terms of a doctorate that becomes very very apparent to you, that that you really need to make use of those who had their skills."

You need to be able to search and see that I need help in said Dr. Thompson.

for 27 years, Dr. Thompson is delighted so far have been. "I through the band program, but been to me, magnificent kids of kids now."

band memories are the band Philadelphia, Florida, Vtd New Jersey. Other high school. It's great work. It's the thing, the whole career band is preparing to go, in April along with the Delaware and Maryland.

Dr. Thompson is directing the year "Gun."

"I don't have to sit in band and the music. I don't have any of me. I'm just going me."

Successful Alumni: Women alumni excel in workforce

By Shannon M. Montague



Photo by Shannon Montague

Name: Karen Drummond

What year did you graduate? 1976

What college(s) did you attend? University of Delaware, Technical program/Delaware Tech and Community College

What was your major(s)? Business/Medical Office Assistant

What do you do for a living? Are you working on any outside of your job? Medical office manager

What was your favorite subject in high school? English and typing

Have you noticed any improvements that have made at the high school you attended? If so, what? Yes, the acquisition technology.

What would you like to change about MHS? The school district reach out to the local community for more support for events, various other events, our contributions to improve our school and equipment in the school.

"Success is a journey, not a destination."

Mrs. Mills wins Teacher of Year

By Renee Marshall
Teacher of the Year Mrs. Mary F. Mills has dedicated herself to the Milford School District for many years, first as a student and finally as a teacher. Mrs. Mills graduated from MHS in 1970. She returned to MHS in September of 1977 to start her teaching career after receiving a Bachelor's Degree in Business Education from Delaware State University.

Mrs. Mills couldn't stay away from higher education for too long. She returned to DSU and received a Master's Degree in Curriculum and Instruction in 1991.

Teaching Business Education in the Milford School District for 21 years has been a job that she enjoys. Currently teach Computer Software Applications, Intermediate Keyboarding, Business Technology and Procedures, and Computer Skills said Mrs. Mills.

When Mrs. Mills is not involved with school activities, she enjoys a "good book" as her main hobby is reading. She is married and has two grown children.



Photo by Angela Sammons

Milford High School Teacher of the Year Mrs. Mary Mills (center) instructs two of her business students.

Marketing students win prize for ad

By Angela Sammons
Marketing II students Jennifer Calloway, Chris Cornell and Kristina Horvath were able to experience advancement marketing first hand.

Marketing instructor Mark McDonald asked Mr. Ed Richardson to visit the class and explain the role that advertising plays in a magazine. Richardson is the advertising director of the National Fire & Safety magazine.

Intending for it to be only a project, Mr. McDonald asked the students to redesign some of the great ads featured in the magazine.

I wanted to have a project for them to do. It worked out great," Mr. McDonald said.

Calloway, Cornell and Horvath chose to redesign a Sound Out ad featured in the January/February 1999 issue of the magazine.

I'm excited that my work was published in a national magazine," Cornell stated.

Each person who helped was given a \$50 check.

The ad itself features a photo of the Milford Castile Fire Company. Through this ad, the fire company received a Queen to be placed on the trucks. The magazine circulates 50,000 copies, mainly distributed to 39,000 firehouses.

Articles from the Jolly Roger,
Milford High School newspaper

Kids Voices Count



What does it take to succeed?

Good grades and behavior help in achieving success. - Clara, 17

Responsibility and dedication are the keys to success. - Tina, 17

It takes determination and a level head. I think that anyone can succeed as long as they put their mind to it. - Eric, 18

I think you have to be determined with your goals that you want to achieve and for you to try really hard to do so. - Kasey, 13

I think that anyone can achieve their goals as long as they stick to the same ones and I think it takes hard work, good grades, and I think your parents have a lot to do with your success on how much they push you. - Dylan, 15

"When there's a will, there's a way."

When the Milford High School Jolly Roger staff members first became involved with KIDS COUNT, we didn't know what to expect, but by following the aforementioned quote, everything turned out great.

The subject "Factors for Success" gave us a bit of a challenge, for we weren't sure how much we would get out of it. But after several interviews and in-depth research, the staff realized that, in fact, teenagers and pre-teens are focused on what makes a successful person.

According to research, a few of the key ingredients to a successful life include family support and open communication, encouraging peers, self limitations, and focused goals.

Throughout this publication, articles from past issues of the *Jolly Roger* display teenage success stories which prove that to be successful people don't have to be famous Hollywood actors or wealthy business people. A person can just be a normal human being that succeeds in sports, scholastics, fitness, and other various aspects of life. To be successful, a person has to have a good head on his or her shoulders with the determination to be focused on lifetime achievement.

From our interviews throughout the state, our staff discovered that teenagers in Delaware, even through various opinions, are aware of what makes a successful person.

In fact, this final quote brings the entire KIDS COUNT experience together and exemplifies to readers what success is purely based on:

"Some men succeed because they are destined to, but most men succeed because they are determined to."

— Anonymous



Amy McPherson



Mr. Bloom

Special thanks to Czar Bloom,
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advisor to the *Jolly Roger*



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